



# SFC Announcement

## Intake targets and funded places for the controlled subject of Initial Teacher Education in universities for academic year 2016-17

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Summary: The purpose of this publication is to announce the intake targets and funded places for the controlled subject of Initial Teacher Education in academic year 2016-17.

FAO: Principals and Directors of Scotland's universities

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## Intake targets and funded places for the controlled subject of Initial Teacher Education in universities for academic year 2016-17

### Purpose

1. I am writing to announce the intake targets and funded places for the controlled subject of Initial Teacher Education for academic year (AY) 2016-17. The allocations are explained in detail in Annex A and set out in Annex B.

### Summary of intake targets for AY 2016-17

2. The table below summarises the intake targets for AY 2016-17:

		2016-17 intakes (FTEs)	2015-16 intakes (FTEs)	Change from 2015-16 to 2016-17 (FTEs)
<b>Initial Teacher Education</b>	BEd Primary	710	710	0
	PGDE Primary	1,235	1,175	60
	BEd Secondary	187	187	0
	PGDE Secondary	1,355	1,170	185
	Combined degree	210	195	15

3. The intakes and total enrolments for Initial Teacher Education (ITE) for AY 2016-17 will be monitored for notable levels of over-recruitment as well as under-recruitment against funded places.

### Further information

4. Please contact Sarah Kirkpatrick, Senior Policy/Analysis Officer,  
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**Laurence Howells**  
Chief Executive

## Initial Teacher Education

1. In setting intake targets for AY 2016-17, we have taken account of the guidance issued to the Scottish Funding Council (SFC) by the Scottish Government's Learning Directorate. A copy of this guidance is available for your information at Annex C.
2. The Scottish Government's teacher workforce planning model indicates a need to decrease the intake numbers to PGDE Primary courses and increase the intake to PGDE Secondary courses. However, the Teacher Workforce Planning Advisory Group has recommended that the Scottish Government take into account other evidence – including the information from local authorities on vacancy levels, recruitment challenges and the increased need for supply teachers – and aims to maintain a stable teacher workforce. Taking this advice into account, the Scottish Government has recommended that the intake to PGDE Primary courses is increased slightly (with the increases being targeted at specific courses designed to address local recruitment challenges) and that PGDE Secondary is increased.
3. In response to the guidance, we have increased the:
  - Initial intake target for PGDE Primary by 60 full-time equivalent (FTEs) places to 1,235 FTEs
  - Intake target for PGDE Secondary by 185 FTEs to 1,355 FTEs
4. The intake target for BEd Primary and BEd Secondary will remain the same at 710 FTEs and 187 FTEs respectively. We will also, in the course of 2016-17, increase the intake to Combined Degrees by 15 FTEs to 210 FTEs (see paragraph 23). Full details of intake targets by institution are set out below and in the Table in Annex B.
5. An element of students withdrawing from courses has been taken into account in the allocated intakes and it is not necessary for universities to factor in any additional element for this.

## Primary provision

### *Allocation of intake targets among universities*

6. The number of PGDE Primary places will increase by 60 FTE, bringing the intake to 1,235 FTE in total. Of the 1,235 places, we have allocated 189 FTEs (including the 60 additional places) for specific policy priorities. We have then allocated the remainder of the PGDE Primary intake among the universities using the same shares that informed the intakes for 2015-16. In addition, 66 of the 710

intake allocated to BEd Primary and 20 of the 210 FTE places allocated to Combined Degrees are allocated for specific policy priorities. The allocations for specific policy priorities are outlined in paragraphs 7 to 18 below. Full details are set out in the Table at Annex B.

#### ***University of Aberdeen – BEd and PGDE Primary***

7. We will continue to allocate 5 FTEs for part-time provision in AY 2016-17 to the University of Aberdeen. These places have been allocated from the overall PGDE Primary intake baseline numbers.
8. We will continue to allocate 5 FTEs in support of Gaelic-medium provision in AY 2016-17 to the University of Aberdeen.
9. We will continue to allocate BEd Primary and PGDE Primary places to the University of Aberdeen to address the mismatch between the location of newly qualified teachers and the areas where vacancies are occurring. We have allocated 9 FTEs for PGDE Primary and 12 FTEs for BEd Primary for this provision.
10. In AY 2014-15 the University of Aberdeen developed a Distance Learning Initial Teacher Education Course (DL ITE) to train existing school staff (e.g. classroom assistants) on a part-time, distance learning basis. This helps ensure that the profession can draw on the largest possible pool of talent and extends teacher training opportunities in Aberdeenshire and the Highlands. To enable the University to support students undertaking DL ITE, we have increased the allocation from 30 FTE to 40FTE places for this purpose. These places have been allocated from within the overall intake target of 1,235 FTEs for PGDE Primary.

#### ***University of Dundee – PGDE Primary***

11. During 2015 the University of Dundee, working with Perth & Kinross and Angus Councils, developed a new course to train existing school staff on a part-time distance learning basis, similar to the DL ITE programme offered by the University of Aberdeen. The University was awarded 10 FTE places during 2015-16 for the first intake to this course and we have allocated 10 FTE for 2016-17 too. These places have been allocated from within the overall intake target of 1,235 FTEs for PGDE Primary.

#### ***University of Edinburgh – MA in Gaelic and Primary Education***

12. In AY 2014-15 the University of Edinburgh developed a new MA in Gaelic and Primary Education. The course is set to run for 4-5 years, depending on students' level of fluency in Gaelic on commencement of the course. We will allocate an intake of 10 FTEs to this course in AY 2016-17. These places are in addition to the 700 we allocate to BEd Primary.

### ***University of Glasgow – MA in Primary Education with Teaching Qualification***

13. We will continue to allocate an intake of 20 FTEs for the Master of Arts in Primary Education with Teaching Qualification (Combined Degree) at the Crichton Campus.

### ***University of the Highlands and Islands – PGDE Primary***

14. We have allocated 20 additional FTEs each year since AY 2013-14 to the University of the Highlands and Islands (UHI) for PGDE Primary. In AY 2016-17 we will continue to allocate an additional 20 places, bringing the total to 80 FTEs. These places will support the enhancement of Gaelic-medium ITE provision, and widen access to teacher education in rural Scotland.

### ***University of Stirling – BEd Primary***

15. We will continue to allocate places to the University of Stirling for a four year primary teaching degree course with a science or modern language specialism. In AY 2016-17 we will allocate 29 FTEs for this course. These places have been allocated from the overall intake target of 710 FTEs for BEd Primary.
16. We will continue to allocate 15 FTEs to the University of Stirling for an early years teaching qualification. This is allocated from within the overall intake target for BEd Primary of 710 FTEs.

### ***University of Strathclyde – PGDE Primary***

17. We will continue to allocate 20 of the PGDE Primary FTEs for AY 2016-17 to the University of Strathclyde in support of Gaelic-medium provision.

### ***University of the West of Scotland – PGDE Primary***

18. During 2015 the University of the West of Scotland, working with Dumfries and Galloway Council, also developed a new course to train existing school staff. Staff are released by the Council to study for one academic year on a full-time basis. The university was awarded 9 FTE places during 2015-16 for the first intake to this course. We have increased this allocation to 20 FTE for 2016-17. These places have been allocated from within the overall intake target of 1,235 FTEs for PGDE Primary.

## **Secondary provision**

### ***Allocation of intake targets among universities***

19. The number of secondary teacher places will increase by 200 FTE in total. Fifteen of these places will be allocated to Combined Degrees (see paragraph 23) and the remaining 185 FTE will be allocated to PGDE Secondary. Of the

increase of 185 FTE to the PGDE Secondary intake, we have allocated 45 FTEs for specific policy priorities, as outlined in paragraphs 20-22. We have then allocated the remaining 140 places among the universities using the same shares that informed the intakes for 2015-16. Full details are set out in the Table at Annex B.

#### ***University of Edinburgh - PGDE Secondary***

20. 17 FTE places will be allocated to Edinburgh to replace the places that the university gave up in 2015-16 when they suspended their PGDE Secondary PE course. These places have been allocated from within the overall intake target of 1,355 FTEs for PGDE Secondary.

#### ***University of the Highlands and Islands – PGDE Secondary***

21. In 2015-16 the University of the Highlands and Islands (UHI) were allocated 8 places for a new PGDE Secondary course offered in conjunction with Lews Castle College. UHI is extending this model to deliver secondary education in partnership with Orkney and Moray Councils. Therefore, in AY 2016-17 we will increase this allocation by 10 FTE, bringing the total to 18 FTE places. These places will support the enhancement of Gaelic-medium ITE provision, and widen access to teacher education in rural Scotland. They have been allocated from within the overall intake target of 1,355 FTEs for PGDE Secondary

#### ***University of the West of Scotland – PGDE Secondary***

22. The University of the West of Scotland, working with Dumfries and Galloway Council, has developed a new course to train existing secondary school staff. Staff are released by the Council to study for one academic year on a full-time basis. We will allocate 10 FTE to the University for this programme in 2016-17. These places have been allocated from within the overall intake target of 1,355 FTEs for PGDE Secondary.

#### ***University of Stirling – Combined Degree***

23. The University of Stirling has developed a programme in partnership with Heriot Watt University to offer combined teaching degrees to undergraduate STEM students, with the aim of improving the supply of secondary teachers in STEM subjects. We will allocate 15 FTE to the University for this programme in 2016-17. These 15 places will be allocated to the university in addition to the 185 places added to PGDE Secondary in 2016-17. These places are not shown in the table at Annex B because the details of this allocation are currently being finalised with the university.

### ***Priority secondary subjects***

24. In Annex A of the Scottish Government's guidance, the national target intake for each secondary subject is set out. This is the third year that targets have been set out for each subject as part of a three year transition period to help replenish the teaching workforce at an equal rate across all subjects.
25. As in AY 2015-16, we do not intend to break the targets down by institution for each subject. However, we would ask again that institutions work with each other on the recruitment of students to specific subjects, agreeing the share of the national target that they will each take in order to try to ensure that the national target is met. We would like to emphasise that it is essential that universities take a collaborative approach on this matter.
26. We recognise that the transition period has been challenging for universities and we are aware that we are some way from achieving a good match between the subject targets and the actual intakes. There have been several factors which have impacted on this but the main problems are:
  - There is a lack of student demand for some subjects. To address this, the Scottish Government has invested in a recruitment campaign to stimulate demand in key subjects. However, it is also important that universities are proactive in the promotion of teaching as a career choice for undergraduate students, both in their own institutions and in other universities that do not offer teaching provision.
  - The timing of the announcement of intakes means that there is a tight turnaround for decision making on recruitment at universities. This has been exacerbated by the move to a new application system. To address this, we have brought forward the issue date for this announcement to give universities some additional time to co-ordinate their activities with the aim of meeting subject targets. We are aware that universities are continuing to work with UCAS on the application system.
27. During the transition period, we have not penalised institutions if the individual subject targets are not met. The usual SFC rules regarding under and over-enrolment have continued to apply to institutions' *overall* allocation of secondary places. However, institutions should note that if the individual subject targets, as agreed between institutions, cannot be achieved in 'hard to fill' subjects, they should not compensate by over-recruiting to those subjects where there is greater student demand, as this can exacerbate the over-supply of teachers in these subjects. Institutions are asked to note that the Scottish Government, in paragraph 19 of their guidance, has asked SFC to consider applying penalties to those institutions that over-recruit to "easy to fill" subjects. SFC will consider this advice in light of universities' recruitment to individual subjects in 2016-17. Universities should be aware that penalties may

apply if they over-recruit against the targets for some subjects.

28. Working with Scottish Government and the Teacher Workforce Planning Working Group, we will continue to monitor recruitment to the individual priority subjects over the course of this year to assess if the sector is achieving the subject targets. This will inform the development of our policies following the 3 year transition period on both monitoring recruitment to individual subjects and the application of penalties for over and under-enrolment in individual subjects.

### **Gaelic education**

29. The supply of teachers able to teach in the Gaelic-medium continues to be a priority for Scottish Ministers. As described in paragraphs 8, 12, 14, 17 and 21 above, we have continued to allocate places specifically for Gaelic provision:
  - 5 PGDE Primary places to the University of Aberdeen
  - 20 PGDE Primary places to the University of Strathclyde
  - 80 PGDE Primary places to the University of the Highlands and Islands
  - 18 PGDE Secondary places to the University of the Highlands and Islands
  - An annual intake of 10 places to the University of Edinburgh for the 4/5 year MA in Gaelic and Primary Education
30. In addition to the above, universities are free to recruit as many student teachers of Gaelic as possible without being penalised, however, we are aware of the difficulties institutions face in filling the number of places allocated specifically for Gaelic-medium provision. To tackle this, we expect universities to promote this provision on a part-time basis as well as a full-time basis. The allocation of these places comes from within the overall PGDE intake target.

### **Classics**

31. Universities are asked to note the Scottish Government advice on training teachers of Classics, as set out in paragraphs 26 and 27 of the guidance at Annex C. Universities should only recruit to Classics if agreement has been reached with the independent sector or if a local authority has clearly identified a need for Classics teachers.

### **Teachers in Catholic schools**

32. Universities are asked to note the Scottish Government advice on training teachers for Catholic schools, as set out in paragraphs 28-30 of the guidance at Annex C. In particular, Catholic students at universities other than the University of Glasgow should be made aware of the distance learning certificate that is available to enable them to teach in Catholic schools.

### **ITE Intakes beyond 2016-17**

33. The teacher workforce planning model, as set out in paragraph 2 of the Scottish Government's guidance, sets out the forecast for the requirement for Primary and Secondary teachers between 2017 and 2021. The statistical modelling exercise indicates that PGDE Primary places will decrease and PGDE Secondary places will increase. The Scottish Government will continue to take account of other forms of evidence on the requirement for teachers – such as teacher vacancies and supply issues – and future teacher intakes will change between years on the basis of this evidence. However, we would ask universities to note the direction of travel suggested by the statistical modelling exercise and take this into account in their long-term planning.

## Intake targets and funded places for Initial Teacher Education courses for AY 2016-17

Institution	Intake targets							Funded places***					
	BEd Primary	BEd Secondary			PGDE Primary	PGDE Secondary	Combined degree	BEd Primary FTE	BEd Secondary			PGDE Primary FTE	PGDE Secondary FTE
		Music	PE	Technology					Music FTE	PE FTE	Technology FTE		
University of Aberdeen	113	25			218	204	5	382.3	52.6			216.4	199.6
University of Dundee	65				191	46		232.4				199.7	45.0
University of Edinburgh	130		100		123	176		409.1		351.3		118.0	168.0
University of Glasgow*	134			33	175	217	45	487.6			94.5	172.9	212.3
University of the Highlands & Islands					80	18						80.0	18.0
Royal Conservatoire of Scotland		29							92.5				
University of Stirling**	44						115	151.5					
University of Strathclyde	152				306	593	30	531.1				304.7	580.2
University of the West of Scotland	72				142	101		281.3				141.2	99.1
<b>Total</b>	<b>710</b>	<b>54</b>	<b>100</b>	<b>33</b>	<b>1,235</b>	<b>1,355</b>	<b>195</b>	<b>2,475.3</b>	<b>145.1</b>	<b>351.3</b>	<b>94.5</b>	<b>1,232.9</b>	<b>1,322.2</b>

\* The University of Glasgow's intake for Combined Degrees includes 20 for provision at Crichton campus.

\*\* The University of Stirling's intake to Combined Degrees will be increased by 15 FTEs to 130 FTEs in the course of 2016-17.

\*\*\*The funding associated with these funded places will be confirmed as part of the announcement of funding allocations and outcome agreements for 2016-17.