



SFC Announcement

Intakes to the controlled subject of Initial Teacher Education in universities for academic year 2018-19

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Summary: This publication announces the intakes for the controlled subject of Initial Teacher Education for academic year 2018-19.

FAO: Principals / Finance Directors / Board Secretaries of Scotland's universities

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Intakes to the controlled subject of Initial Teacher Education in universities for academic year 2018-19

Purpose

1. I am writing to announce the intakes to the controlled subject of Initial Teacher Education (ITE) for academic year (AY) 2018-19.

Summary of intakes and targets for AY 2018-19

2. The table below summarises the sector level intake targets for AY 2018-19 and details the change from the previous year. The details of the allocation, including the allocations to individual universities, are set out in this document.

Academic Year	Primary Intakes	Secondary Intakes	Combined Intakes	Total
2017-18	1,896	1,937	225	4,058
2018-19	1,910	1,940	250	4,100

Background

3. In setting the intake targets for 2018-19, we have taken account of the guidance from the Scottish Government's Learning Directorate, received by the Scottish Funding Council on 12 February 2018. A copy of the guidance letter is attached as Annex A. In accordance with this guidance, the primary, secondary and combined intakes are being raised slightly.
4. The Scottish Government's guidance provides details of a number of new routes in to education. Universities have been developing these new routes over the past year in response to a request from the Scottish Government, to help contribute towards the need for teachers in priority areas and to diversify the workforce.
5. Prior to finalising the intakes announced in this letter, SFC has also consulted with the universities involved in the delivery of initial teacher education to discuss how they will contribute towards the overall requirement for trained teachers, taking account of both the traditional and new routes.

Key changes to the intakes announcement for 2018-19

New routes

6. Given the significant changes to the landscape of the Scottish education sector brought about by the introduction of the new routes, the information set out in

Tables 1 and 2 is presented differently from previous years. This revised presentation makes clearer the contribution that the new routes are making to meeting teacher demand. Some of the new routes were introduced in 2017-18 but others will commence in 2018-19. They are summarised below:

- The University of Aberdeen – expansion of the distance learning programme for existing local authority staff.
- The University of Dundee – expansion of the distance learning programme for existing local authority staff.
- The University of Dundee – supported route for teachers in their induction year.
- The University of Dundee – Postgraduate Diploma in Education (PGDE) STEM Partnership Induction Model course.
- The University of Edinburgh – both STEM and generalist MSc routes. It should be noted that these courses are replacing the university's main undergraduate route, although its undergraduate Gaelic and Physical Education undergraduate degrees are being retained.
- The University of Glasgow – specialist qualification for Middle Years (P6 to S3) Mathematics and Science teachers.
- The University of the Highlands and Islands (UHI) – combined Gaelic degree programmes in conjunction with Sabhal Mòr Ostaig for both the Primary and Secondary levels.
- The University of the Highlands and Islands – route to train Secondary Home Economics teachers from non-traditional backgrounds.
- The University of Stirling – combined degree to produce primary teachers with subject specialisms in Additional Support Needs, Literacy, Numeracy and STEM.
- The University of Stirling – expansion of its concurrent degrees to include additional STEM routes, offered in partnership with Heriot-Watt University.
- The University of Strathclyde – combined Masters / PGDE route for STEM graduates.
- The University of the West of Scotland – concurrent degrees in STEM subjects.

Funded place allocations

7. For the previous four years (2014-15 to 2017-18) we have included the announcement of allocations of funded places for ITE courses within the intakes letter. However, we have taken the decision to revert to the previous practice of separately announcing the funded places as part of our overall funding announcement. This enables us to release the intakes announcement at an earlier date and is also consistent with our approach to other controlled subjects.

Primary Provision

8. The overall target intakes to core undergraduate and PGDE Primary courses have increased to 1,910 for 2018-19 (compared to 1,896 in 2017-18). There has been a change to the presentation of places, with Combined Primary courses separately identified for the first time. The 2018-19 intakes to Primary courses comprise the following elements:
 - Undergraduate Primary courses – 710 places.
 - PGDE Primary courses – 1,200 places.
 - Combined Primary courses – 71 places.
9. Details of the allocations to individual universities under each of the above headings are set out in Table 1.
10. The key change to the undergraduate route for 2018-19 has been the transfer of the majority of the University of Edinburgh's undergraduate provision to the universities of Aberdeen and Dundee. This is a short-term transfer for 2018-19 only.
11. As with previous year's allocations, embedded within the Undergraduate Primary allocations are the following specific allocations:
 - 15 Full Time Equivalent (FTE) places to the University of Edinburgh for the MA in Gaelic Education.
 - 29 FTE places to the University of Stirling for the four year primary teaching degree with a Science or Modern Language specialism.
 - 15 FTE places to the University of Stirling for the Early Years teaching qualification.
12. Embedded within the PGDE Primary intakes are the following specific allocations:
 - 50 FTE places to the University of Aberdeen for the Distance Learning Initial Teacher Education course.
 - 60 FTE places to the University of Dundee for the Distance Learning Learn to Teach course.
 - 84 FTE places to the University of the Highlands and Islands to support the enhancement of Gaelic-medium ITE provision and widen access to teacher education in rural Scotland.
 - 20 FTE places to the University of Strathclyde for Gaelic-medium provision.
 - 20 FTE places to the University of Glasgow's Crichton Campus to work with Dumfries and Galloway Council to train teachers in the region. This provision

was previously delivered by the University of the West of Scotland and has been transferred to the Crichton Campus by agreement between the two universities and the local authority.

13. Combined Primary provision continues to include the 20 FTE places allocated to the University of Glasgow's Crichton Campus for the Master of Arts in Primary Education with Teaching Qualification through the Combined Degree route. In addition there are allocations of intakes to the following new Combined Primary courses:
 - 45 FTE places to the University of Stirling for new routes to deliver primary teachers with subject specialisms in Additional Support Needs, Literacy, Numeracy and STEM.
 - 6 FTE places to the University of the Highlands and Islands for a new Gaelic Primary programme offered in conjunction with Sabhal Mòr Ostaig.

Secondary Provision

14. The overall target intakes to core Secondary courses have increased to 1,940 for 2018-19 (compared to 1,937 in 2017-18). As with Primary education, there has been a change to the presentation of places offered under each of the three broad headings below, with Combined Secondary intakes being separately identified for the first time. In addition, the 'Other' heading includes intakes allocated to the new courses which are not offered through the PGDE route. The 2018-19 intakes to Secondary courses comprise the following elements:
 - Undergraduate Secondary courses – 190 places.
 - PGDE and Other Secondary courses – 1,750 places.
 - Combined Secondary courses – 179 places.
15. Details of the overall allocations to individual universities under each of the above headings are set out in Table 1. Table 2 provides a further breakdown by individual Secondary subject for each university.
16. The Undergraduate Secondary intake has increased by 3 FTE places and these have been allocated to the Royal Conservatoire of Scotland for its Bachelor of Education (Music) course.
17. Embedded within the PGDE and Other Secondary intakes are the following specific allocations:
 - University of Aberdeen for the Distance Learning Initial Teacher Education course (included under the 'PGDE' heading).

- University of Dundee’s new Supported Induction Route (included under the ‘PGDE’ heading).
- University of Dundee for the new PGDE STEM Partnership Induction Model course (included under the ‘Other’ heading).
- University of Edinburgh for the new MSc route in STEM subjects and English (included under the ‘Other’ heading).
- University of Glasgow for its new Middle Years route to train teachers for P6 to S3 in STEM subjects (included under the ‘Other’ heading).
- UHI for provision offered in conjunction with Lews Castle College and in partnership with Orkney and Moray Councils, to support Gaelic-medium ITE provision, and widen access to teacher education in rural Scotland (included under the ‘PGDE’ heading).
- UHI for its new route to train Secondary Home Economics teachers from non-traditional backgrounds (included under the ‘Other’ heading).
- University of Stirling for its programme delivered in partnership with Heriot-Watt University offering Combined Degrees in STEM subjects (included under the ‘Other’ heading).
- University of Strathclyde for its new Masters for STEM Graduates programme (included under the ‘PGDE’ heading).
- University of the West of Scotland for its new route offering Combined Degrees in STEM subjects (included under the ‘Other’ heading).

18. Combined Secondary provision continues to include the following allocations:

- 25 FTE places to the University of Glasgow for its Religious Education course.
- 122 FTE places to the University of Stirling for its core Combined Degree provision across a number of subjects.
- 30 FTE places to the University of Strathclyde for its Combined Degrees in STEM subjects.

19. The Combined Secondary allocation also includes 2 FTE places to the University of the Highlands and Islands for a new Gaelic Primary programme offered in conjunction with Sabhal Mòr Ostaig.

Priority Secondary Subjects and policy on consolidation

20. Universities have historically found it challenging to achieve target intakes in some subjects. The Scottish Government will continue to invest in recruitment campaigns to stimulate demand in key subjects.
21. In addition, Scottish Government and universities have worked together to develop the new routes into teaching, with a focus on meeting demand in the subjects which have traditionally been difficult to recruit to, in response to the

changing patterns of student demand for flexible learning routes. The establishment of the new routes will help achieve a better fit between demand for trained teachers and supply of graduates in the relevant subjects.

22. However, we are aware that challenges are likely to remain with recruitment to some subjects. Therefore, it is vital that universities continue to be 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.
23. Universities are also asked to note that the General Teaching Council for Scotland (GTCS) advice on entry qualifications allows students who do not possess all the required qualifications – particularly English and Maths – at entry level to gain the required qualifications concurrently and / or as an exit qualification to their ITE course (<http://teachinscotland.scot/become-a-teacher/new-to-teaching/>). So, for example, a STEM graduate who does not have Higher English could study for an appropriate award alongside their ITE studies. Universities are requested to take this flexibility into account for subjects that are difficult to fill.
24. Table 2 sets a subject specific target for each individual university. Working with the Scottish Government and the Teacher Workforce Planning Advisory Group, SFC will continue to monitor recruitment to these subjects to assess if the sector is achieving the subject targets. We will base our consideration of the application of penalties for over and under-enrolment in individual subjects against these specific subject targets. As indicated in the Scottish Government advice to SFC, the Scottish Government is giving active consideration to alternative approaches to clawback for under-recruitment and will continue to engage with SFC and universities on this issue.

Gaelic education

25. The supply of teachers able to teach in the Gaelic-medium continues to be a priority for Scottish Ministers. The allocations to universities set out in Table 1 include the following allocations of places specifically for Gaelic provision:
 - 20 PGDE Primary places to the University of Strathclyde.
 - 84 PGDE Primary and 64 PGDE Secondary places to the University of the Highlands and Islands – offered to meet the dual purpose of Gaelic medium and to widen access to education in rural areas of Scotland.
 - 8 places for the new concurrent Gaelic degree programmes offered by the University of the Highlands and Islands in conjunction with Sabhal Mòr Ostaig for both the Primary and Secondary levels.

- An increased intake of 15 places (previously 10 places) to the University of Edinburgh for the 4/5 year MA in Gaelic and Primary Education.
26. 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 universities face in filling the number of places allocated specifically for Gaelic-medium provision to the PGDE routes in particular. To tackle this, we expect Universities to promote this provision on a part-time basis as well as a full-time basis and consider the introduction of further avenues to increase the numbers of Gaelic-medium teachers in both the primary and secondary sectors where possible.
 27. Universities are asked to note the priorities contained within the National Gaelic Language Plan and the Gaelic Education Guidance as referenced in the Scottish Government's guidance to SFC. Universities should have regard to the priorities set out in both of these documents in relation to Gaelic education matters.

Teachers in Catholic schools

28. Universities are asked to note the Scottish Government advice on training teachers for Catholic schools, as set out in the guidance at Annex A. In particular, Catholic students at the universities of Aberdeen, Edinburgh and Strathclyde should be made aware of the distance learning certificate that is available through the University of Glasgow to enable them to teach in Catholic schools.

ITE Intakes beyond 2018-19

29. The teacher workforce planning model continues to forecast that PGDE Primary intakes will begin to decrease in the coming years. PGDE Secondary intakes will peak in 2018 and thereafter dip slightly. 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 to take this into account in their long-term planning.

Further information

30. Please contact Sarah Kirkpatrick, Finance Directorate for further information, tel: 0131 313 6696, email: skirkpatrick@sfc.ac.uk.

A handwritten signature in black ink that reads "L. MacDonald". The signature is written in a cursive style with a large initial 'L'.

Lorna MacDonald
Director of Finance

Scottish Government Guidance for 2018-19

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9 February 2018

Dear John

TEACHER WORKFORCE PLANNING: INITIAL TEACHER EDUCATION (ITE)

1. This letter contains Scottish Government Ministers' guidance to the Scottish Funding Council on ITE in academic session 2018/19. Having considered all the factors involved and the advice of the Teacher Workforce Planning Advisory Group (TWPAG) the Deputy First Minister and Cabinet Secretary for Education and Skills is recommending an increase in the overall number of student teacher places from 4,058 in 2017/18 to 4,100 in 2018/19.

ITE intakes for 2018/19

2. Analytical Services colleagues undertake an annual modelling exercise which provides advice to the TWPAG on student teacher intake. The model is based on a variety of factors including: population projections, the pupil and teacher censuses; the age profile of the teacher workforce; post probation employment rates; assumptions about the leaver and returner rates; the requirement for a supply pool; and that PTRs will remain constant. The model has also been reviewed and updated to reflect vacancy rates collected from local authorities on 20 September 2017.

3. In addition to taking account of the model output, TWPAG also considers whatever other evidence it has about teacher supply and demand across the country.

4. In taking account of all of the information available the TWPAG has made the following recommendations:

a) Intakes to **primary** courses in 2018/19

- 1,200 for the 1-year PGDE course; and
 - 710 for the 4-year undergraduate course;
- b) Intakes to **secondary** courses in 2018/19
- 1,750 for the 1-year PGDE course and other new routes; and;
 - 190 for the 4-year undergraduate places.
- c) Intakes to **combined courses** in 2018-19
- 250 for the 4-year undergraduate combined degrees which support both primary and secondary provision.

5. A range of other routes into teaching have been introduced to help in meeting the demand for teachers in subjects where local authorities are facing recruitment difficulties. The other routes into teaching which will contribute towards Universities meeting the targets set for secondary subjects in 2018/19 are:

- Dundee University -
 - PGDE with Supported Induction Route
 - PGDE STEM Partnership Induction Model
- Edinburgh University- MSC Transformative Learning Secondary
- Glasgow University - Masters P6 to S3 Maths and Science
- UHI - UG Home Economics
- Stirling/Heriot Watt Universities - Combined degree Chemistry, Physics and Technological Education
- Strathclyde University – PGDE with Masters
- University of West of Scotland - Combined degree Chemistry & Physics

6. It is recognised that clawback of funding for under recruitment to courses is a significant issue for the ITE providers. In taking any decisions around clawback there is a need to balance efforts made by universities in terms of the recruitment of students against the fact that we should not be providing universities with funding for students not studying in schools of education. While mitigating circumstances continue to be considered in reclaiming funding for under recruitment, the Scottish Government is giving active consideration to alternative approaches to the method of clawback of funding as one of a range of options to deliver an adequate supply of teachers going into the teaching profession. We will continue to discuss this issue with SFC and Universities.

Other points:

Requirements for teachers for Catholic schools

7. Scottish Ministers wish to ensure that the requirements for teachers for Catholic schools are met and look to the Council to seek to secure this through its funding allocations.

8. The University of Glasgow is generally recognised as the major provider of teachers for denominational schools. However, not all students wishing to teach in denominational schools can attend the University of Glasgow and not every secondary subject is offered there. Suitably eligible students may undertake a certificate by distance learning through the Faculty of Education, Glasgow University which would allow access to teaching in Catholic schools. The Scottish Government is supporting the provision of the of the Catholic Teacher Certificate at the Universities of Strathclyde, Edinburgh and Aberdeen

Requirements for teachers in Gaelic medium

9. The supply of teachers able to teach in the medium of Gaelic continues to be a priority for Scottish Ministers. The Scottish Government would like SFC to continue to assist in promoting provision in this area and to give consideration to any initiatives which could improve effectiveness. We would not wish to see any diminution the places currently allocated or in SFC continuing to encourage all ITE providers to promote a positive approach in relation to applicants for all ITE courses by interviewing all who would be able to teach in Gaelic medium education.

10. The SFC and ITE providers should be aware that Bòrd na Gàidhlig will be publishing a revised National Gaelic Language Plan for the years 2018-23. We would also like to bring to your attention the Gaelic Education Guidance that was published in February 2017 as required by the Education (Scotland) Act 2016. We would like the Council to have regard to the priorities set out in both of these documents in relation to Gaelic education matters. We would also ask the Council to continue to pursue the introduction of further avenues to increase the numbers of Gaelic medium teachers in both the primary and secondary sectors where possible, while bearing in mind that all students for ITE must meet the same minimum academic entry requirements.

Distribution

11. This letter is copied to Principals of Universities, Heads of Schools/Faculties of Education. Copy recipients should bear in mind that this letter constitutes advice to SFC to assist in the setting of intakes to ITE courses. It is for SFC to decide on student intakes to ITE and to allocate the share of the intake numbers to individual institutions and course programmes.

Yours sincerely



Stuart Robb
Unit Head
Education workforce Unit