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Dear Karen

## **TEACHER WORKFORCE PLANNING: INITIAL TEACHER EDUCATION (ITE)**

1. This letter contains Scottish Government Ministers' guidance to the Scottish Funding Council (SFC) on initial teacher education (ITE) in academic session 2023/24. Having considered all the factors involved and the advice of the Teacher Workforce Planning Advisory Group (TWPAG) the Cabinet Secretary for Education and Skills is recommending that student teacher places on programmes for ITE should decrease from 4,270 in 2022/23 to 4,070 in 2023/24. The decrease of 200 is in PGDE primary places.

### **ITE intakes for 2023/24**

2. The annual teacher workforce planning process is informed by a statistical model which estimates the number of ITE students required to maintain pupil teacher ratios. The model is based on a number of inputs including projections about the number of pupils in the education system at primary and secondary ages, churn in teacher numbers (recruitment, maternity, returners, etc) and the retention rates of ITE students.

3. The recommendations recognise historical over-recruitment in primary and the on-going need to increase teacher numbers in secondary in specific subjects. In making this recommendation it is recognised that we should aim to better capture an analysis of local authority need to inform target setting by sector and subject in future years. While it is acknowledged that SFC are ultimately responsible for agreeing ITE intake targets with the ITE providers, the allocation of places will be discussed in advance with the ITE providers, SFC and Scottish Government. It is recognised that considerable effort will be required on the part of ITE providers to reach the PGDE secondary target of 2,000 in 2023/24 and support will be required in promoting teaching as a career to meet this challenging target.



4. The following recommendations are made:

- a) Intakes to **primary** programmes in 2023/24
  - 955 PGDE and other routes – a decrease of 200; and
  - 779 undergraduate and combined degrees;
- b) Intakes to **secondary** programmes in 2023/24
  - 2,000 PGDE and other routes;
  - 336 undergraduate and combined degrees;

5. It is recognised that clawback of funding for under recruitment to programmes is a significant issue for ITE providers. In taking any decisions around clawback there is a need to balance efforts made by ITE providers in terms of the recruitment of students against the fact that we should not be providing ITE providers with funding for students not studying in schools of education. We will, therefore, continue with current arrangements.

### **Other points:**

#### **Requirement for teachers for catholic schools**

6. Scottish Ministers wish to ensure that the requirement for teachers for Catholic schools are met and look to the SFC to seek to secure this through its funding allocations.

7. 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 the Catholic Teacher's Certificate (CTC) offered through the School of Education, University of Glasgow, which allows access to teaching in Catholic schools. The Scottish Government is supporting the provision of the CTC at the Universities of Aberdeen, Dundee, Edinburgh, Glasgow, Strathclyde, West of Scotland and the Royal Conservatoire Scotland

#### **Requirements for teachers in Gaelic medium**

8. 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 ask that SFC encourage ITE providers to increase the places currently allocated to them and to promote a positive approach in relation to applications for all ITE programmes by interviewing all who would be able to teach in Gaelic medium education.

9. The SFC and ITE providers should be aware of Bord na Gaidhlig's National Gaelic Language Plan 2018-23 and the Gaelic Education Guidance published in February 2017 as required by the Education (Scotland) Act 2016. We would like the SFC to have regard to the priorities set out in both of these documents in relation to Gaelic education matters. In addition, the SFC are aware of the Faster Rate of Progress initiative for Gaelic and are directly involved in delivery of its teacher work stream which we ask is reflected in the SFC's activity. We would also ask the SFC 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 applying for ITE must meet the same minimum academic entry requirements.



## Diversity in the teaching profession

10. We know that Black and minority ethnic teachers continue to be significantly under-represented in Scotland's schools (1.7% of the workforce in 2020 compared to 4% of Scotland's population overall). The Report Teaching in a diverse Scotland aims to increase the number of teachers from under-represented groups at all levels in Scottish schools and sets out recommendations to achieve this. The Scottish Government is firmly committed to developing an education workforce that is representative of Scotland's increasingly diverse population. Doing so provides clear benefits to pupils, teachers and other school staff. We would therefore ask the SFC to encourage all ITE providers to embed a proactive approach in terms of race equality, and consider using positive action and the provisions in the Equality Act 2010 when assessing their 2023-24 intake.

## Distribution

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

Yours sincerely

STUART ROBB  
Head of the Education Workforce Unit