



SFC Announcement

Intake targets for controlled subjects in universities for academic year 2014-15

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Summary: The purpose of this publication is to announce the intake targets for academic year 2014-15 for the controlled subjects of medicine, dentistry and initial teacher education.

FAO: Principals and directors of Scotland's universities

Further information:

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Intake targets for controlled subjects in universities for academic year 2014-15

Purpose

1. I am writing to announce the academic year (AY) 2014-15 intake targets for the controlled subjects of medicine, dentistry and initial teacher education. These are set out in the attached tables:

Annex A: undergraduate medicine

Annex B: undergraduate dentistry

Annex C: initial teacher education

2. Intake targets for nursing and midwifery pre-registration education will be announced separately.

Summary of intake targets for AY 2014-15

3. The table below summarises the intake targets for AY 2014-15:

		2014-15 intakes (FTEs)	2013-14 intakes (FTEs)	Change from 2013-14 to 2014-15 (FTEs)
Undergraduate medicine		784	784	0
Undergraduate dentistry		135	153	-18
Initial teacher education	BEd Primary	710	700	+10
	BEd Secondary	187	187	0
	PGDE Primary	1,025	975	+50
	PGDE Secondary	1,070	920	+150
	Combined degree	195	195	0

4. The intakes and total enrolments for controlled subjects will be monitored for AY 2014-15 for notable levels of over-recruitment as well as under-recruitment against funded places.

Further information

5. Please contact Jennifer McGregor, Senior Funding Policy Officer, Tel: 0131 313 6629, email: jmcgregor@sfc.ac.uk.



Martin Smith

Deputy Director, Funding Policy

Undergraduate medicine

1. We have received guidance from the Scottish Government advising that there should be no change in the student intake for medicine for academic year 2014-15. A copy of the guidance letter from the Scottish Government on medicinal intakes is provided at Appendix A. Details of individual intake targets are set out in Table 1 below.

Table 1: Undergraduate medicine

University	AY 2014-15 intake targets		
	Scots/EU/RUK	International	Total
Aberdeen	152	16	168
Dundee	134	13	147
Edinburgh	190	17	207
Glasgow	210	18	228
St Andrews	98	0	98
Total	784	64	848

Appendix A

Health Workforce and Performance Directorate

Shirley Rogers, Deputy Director Workforce

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Mr Laurence Howells
Interim Chief Executive
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Our ref: A7383466

16 December 2013

Dear Laurence

MEDICAL UNDERGRADUATE NUMBERS

As you may be aware, I chair the Medical Undergraduate Group, the group of stakeholders which provides advice to the Cabinet Secretaries for Health & Wellbeing and Education & Lifelong Learning in respect of the annual medical school intake.

You may recall that last year, the Cabinet Secretaries accepted the Group's recommendation for the retention of the status quo i.e. no reduction in the student intake. The Group met during the summer and concluded that there should be no reduction in the 2014 student intake. The Cabinet Secretaries have accepted the Group's recommendations.

I would be grateful if the Funding Council would consider and make the necessary arrangements for the 2014 intake.

I would be happy to discuss the work of the Medical Undergraduate Group with you. Alternatively, you can contact Colin McGowan, who leads on the work on the undergraduate numbers. Colin can be contacted on 0131 244 3714 or by e-mail at Colin.mcgowan@scotland.gsi.gov.uk.

Yours sincerely



SHIRLEY ROGERS

Deputy Director Workforce

Undergraduate dentistry

1. We have received guidance from the Scottish Government advising of a reduction in undergraduate dental intakes of 18 FTEs for academic year 2014-15. We are not reducing Aberdeen Dental School's intake target, and have therefore applied the reduction of 18 FTEs across Dundee and Glasgow dental schools.
2. Institutions should note that the Scottish Government's guidance states that universities will be allowed to recruit additional international students to compensate for the loss of income from the reduction in Scottish and EU students. However, institutions should note that for the 2014-15 cohort of international students, these students will not attract ACT(D) funding and it is expected that this will be covered by the student fees.
3. A copy of the guidance letter from the Chief Dental Officer is provided at Appendix B. Details of intake targets are set out in Table 2 below.

Table 2: Dentistry

University	AY 2014-15 intake target		
	Scots/EU/RUK	International	Total
Aberdeen	20	0	20
Dundee	48	21	69
Glasgow	67	19	86
Total	135	40	175

* Dundee University has been given permission to recruit five additional international students which they were unable to recruit in AY 2013-14.

Appendix 6

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Chief Dental Officer & Dentistry Division

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Our ref: DEN 211 - SFC

17 December 2013

Dear Mark

DENTAL UNDERGRADUATE NUMBERS

My purpose in writing is to inform you that following extensive analytical work on the needs of the dental workforce in Scotland undertaken by SGHSCD, Ministers have agreed to reduce the number of students entering Scottish Dental Schools by 18 FTEs for academic year 2014-2015. The recommended overall dentistry intake for Scots/EU and the rest of the UK students for academic year 2014-15 is therefore 135.

You will be aware that since academic year 2005-06 the Scottish Government, through NHS Education for Scotland (NES), has provided additional funded student places to achieve the target of 135 newly qualified dentists each year. These additional places have been allocated to Glasgow and Dundee Universities. Workforce planning figures suggest that we do not need to maintain this number of newly qualified dentists, and therefore from AY 2014-15 we will no longer provide funding for additional places for the new intake of students. However we will continue to provide funds for students in years 2-5 currently in the system as they progress through their studies.

The setting of intake targets to dental schools is a matter for the Scottish Funding Council, however I recommend that no change is made to Aberdeen Dental School's intake target for academic year 2014-15. Therefore, if SFC accepts this recommendation I would expect the reductions to be made from Dundee and Glasgow Universities' intake targets.

Universities will be allowed to recruit overseas students to compensate for loss of income from home funded students. For the cohort from this year forward overseas students will not attract ACT(D) funding and it is expected that this will be covered by the student fees. Clearly the reason behind this action is to address the oversupply of new dental graduates entering the system in Scotland. Consequently, the overseas students will be expected to be covered by a Memorandum of Understanding which requires them not to enter the Scottish dental workforce.

Kind regards,

Yours sincerely,

A handwritten signature in black ink that reads "Margie". The script is cursive and fluid.

MARGIE TAYLOR
Chief Dental Officer

Initial teacher education

1. In setting intake targets for AY 2014-15, we have taken account of the letter of guidance issued to SFC by the Scottish Government's Learning Directorate. A copy of this letter is attached for your information at Appendix C.
2. Overall intakes for AY 2014-15 have been increased to reflect projections of the requirement for teachers from the Scottish Government's teacher workforce planning exercise. Full details of intake targets are set out in Table 3.
3. In response to the guidance from the Scottish Government, we have increased the intake target for PGDE Primary to 1,025 and increased the intake target for BEd Primary to 710. BEd Secondary intakes have been maintained at 187 and PGDE Secondary intake targets have increased by 150 to 1,070. Full details of all intake targets are set out in Table 3.
4. 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

University of Stirling – BEd Primary

5. 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 2014-15 we will allocate 29 FTEs for this course. These places have been allocated from the overall intake target of 710 FTEs for BEd Primary.
6. 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 Aberdeen – BEd and PGDE Primary

7. We have continued to allocate five places for part-time provision in AY 2014-15 to the University of Aberdeen. These places have been allocated from the overall PGDE Primary intake baseline numbers.
8. We will continue to allocate five PGDE Primary places to the University of Aberdeen in support of Gaelic-medium provision.
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 nine FTEs for PGDE Primary and 12 FTEs for BEd Primary for this provision.

10. The University of Aberdeen has developed a new 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 allocated 30 PGDE Primary places for this purpose. These places have been allocated from within the overall intake target of 1,025 for PGDE Primary.

University of Edinburgh – MA in Gaelic and Primary Education

11. The University of Edinburgh has developed a new MA in Gaelic and Primary Education. This course is set to run for 4-5 years, depending on the students' level of fluency in Gaelic on commencement of the course. We will allocate 10 places to this course in AY 2014-15 from within the overall ITE intakes.

University of Glasgow – MA in Primary Education with Teaching Qualification

12. 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.

PGDE Primary funded student places for Gaelic

13. The supply of teachers able to teach in the Gaelic medium continues to be a priority for Scottish Ministers, and we will continue to allocate places specifically for this provision. The allocation of these places comes from within the overall PGDE intake target.
14. In AY 2013-14 we allocated an additional 20 places to the University of the Highlands and Islands for PGDE Primary. In AY 2014-15 we will continue to allocate 20 places to UHI for this purpose from within the overall PGDE Primary intake target.
15. In addition, we will allocate a further 20 PGDE Primary places to UHI to support the enhancement of Gaelic-medium ITE provision and to widen access to teacher education in rural Scotland. These places have been allocated within the overall PGDE Primary intake targets.
16. We will continue to allocate 25 of the PGDE Primary intakes for AY 2014-15 to the Universities of Aberdeen (five places) and Strathclyde (20 places in support of Gaelic-medium provision. This allocation of places comes from within the overall PGDE Primary intake targets.

17. We are aware of the difficulties institutions face in filling the number of places allocated specifically for Gaelic-medium provision. We expect universities to promote Gaelic-medium provision on both a full-time and part-time basis.

Allocation of intake targets among universities

18. Once the places indicated above have been allocated for policy priorities to specific institutions, we have then allocated the remainder of the intakes among the universities using the same shares used to inform the intakes for 2013-14.

Secondary provision

PGDE Secondary subjects: Allocation of intake targets among universities

19. Universities should note that one university asked for no increase in their PGDE Secondary numbers from those allocated in AY 2013-14. The 32 additional PGDE Secondary places that this institution would have received have been redistributed as follows:
 - The University of the West of Scotland had previously applied for an increase in their PGDE Secondary places and the reasons for this increase were in line with Scottish Government policy priorities. We have therefore provided the University of the West of Scotland with an additional 10 PGDE Secondary places
 - The remaining 22 PGDE Secondary places have been shared amongst other ITE providers, based on the shares used to inform the overall intakes.

The Open University in Scotland

20. The Open University in Scotland (OUS) has withdrawn from teaching provision. The OUS was previously allocated 15 PGDE Secondary places each year in support of provision in Mathematics. These places have been redistributed amongst the other ITE providers based on the shares used to inform overall intakes.

University of Dundee – PGDE Secondary

21. We will continue to allocate funded student places to the University of Dundee for secondary Priority subjects. We have increased this to 35 FTEs in AY 2014-15. These places are allocated from within the overall PGDE Secondary intake target.

Priority secondary subjects

22. The Scottish Government's letter of guidance for 2014-15 sets out recommendations for a different approach to the identification of priority secondary subjects. The Teacher Workforce Planning Working Group recommended that the Scottish Government should:
 - Modify slightly its method of identifying and ranking priority subjects
 - Calculate a national intake target for each individual subject, rather than the previous method of presenting advice on broad subject groupings
23. Annex C of the Scottish Government's letter of guidance sets out the national target intake for each subject. We do not intend to break this down into an institutional target intake for each subject. However, we would ask that institutions take account of these national targets when recruiting to individual subjects. Furthermore, institutions should consult with each other on the recruitment of students to different subjects with a view to working together to meet the national targets set out in Annex C.
24. Together with the Scottish Government, we will monitor institutions' pattern of recruitment to individual subjects. Given the small numbers involved for some of these subjects and the amount of cross-institutional co-ordination required, we recognise that it will not be feasible for institutions to meet these national targets with absolute accuracy. Therefore it is not our intention to penalise institutions if the individual subject targets are not met. However, the usual SFC rules regarding under and over-enrolment will continue to apply to institutions' overall allocation of PGDE places. We will monitor recruitment to the individual priority subjects over the next three years to assess if the sector is achieving a better match between the supply of graduates and the vacancies in secondary schools.

ITE Intakes beyond 2014-15

25. We would like to draw the attention of ITE providers the modelled student intakes for the coming years as set out in Annex A of the Scottish Government's letter of guidance. This is the first year that the 2011 census data has been used to model the predicted intakes and this, coupled with the changing age profile of the teaching profession, has impacted on the modelled intakes. Based on the new data, there will be more of a decrease in Primary PGDE than the previous modelling suggested, whilst the increase in Secondary PGDE is greater than previously thought. We would ask Universities to note the 'direction of travel' suggested by these projections and to take this into account in their internal planning.

Institution (1)	BEd Primary		BEd PE		BEd Technology		BEd Music / Combined Degree with Music		Primary PGDE		Secondary PGDE		Combined Degree		Total	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE
(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	
Aberdeen, University of	113	113	-	-	-	-	25	25	131	161	130	158	5	5	404	462
Dundee, University of	65	65	-	-	-	-	-	-	136	136	30	36	-	-	231	237
Edinburgh, University of	120	130	100	100	-	-	-	-	123	123	176	176	-	-	519	529
Glasgow, University of	134	134	-	-	33	33	-	-	175	175	138	168	25	25	505	535
Highlands and Islands, University of the	-	-	-	-	-	-	-	-	20	40	-	-	-	-	20	40
Open University in Scotland	-	-	-	-	-	-	-	-	-	-	15	-	-	-	15	-
Royal Conservatoire of Scotland	-	-	-	-	-	-	29	29	-	-	-	-	-	-	29	29
Stirling, University of	44	44	-	-	-	-	-	-	-	-	-	-	115	115	159	159
Strathclyde, University of	152	152	-	-	-	-	-	-	306	306	378	460	30	30	866	948
West of Scotland, University of the	72	72	-	-	-	-	-	-	84	84	53	72	-	-	209	228
Crichton	-	-	-	-	-	-	-	-	-	-	-	-	20	20	20	20
Total	700	710	100	100	33	33	54	54	975	1,025	920	1,070	195	195	2,977	3,187
Change in intakes 2013-14 to 2014-15																
Number		10		-		-		-		50		150		-		210
Percentage		1%		0%		0%		0%		5%		16%		0%		7%

Appendix C

Buidheann-Stiùiridh an Ionnsachaidh
Learning Directorate

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20 December 2013

Dear Laurence

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 2014/15. Having considered all the factors involved and the advice of the Teacher Workforce Planning Advisory Group (the Advisory Group) the Cabinet Secretary for Education and Lifelong Learning is recommending a further increase in the overall number of student teacher places from 2,770 in 2013/14 to 2,980 in 2014/15.

ITE intakes in recent years

2. Student teacher intake targets were reduced in 2009 and kept low in 2010 and 2011 to address the teacher unemployment situation. Since then the targets have been increased to reflect the continuing fall in JSA claimant count and the positive indications about post-probation employment. Most recently, for 2013 intakes, the PGDE primary target was raised from 200 above baseline to 570 above baseline (including 20 places for UHI) and the PGDE secondary target was held at 100 above baseline despite the teacher workforce planning model suggesting a temporary reduction was feasible.

Current position

3. The 2012 Schools Census showed that the steady fall in teacher numbers had been all but arrested. The 2013 Schools Census, published on 11 December 2013, showed a slight drop in teacher numbers (175, or 0.3%). However, the shared commitment (with local authorities) to maintain teacher numbers in line with pupil numbers and secure places for all probationers who require one under the teacher induction scheme was broadly met, for the second consecutive year.

ITE intakes in 2013/14 and beyond

4. Analytical Services Colleagues undertake an annual modelling exercise which provides advice to the Advisory Group on student teacher intake requirements. Further

Appendix C

details are provided at **Annex A**. The modelling indicates a need to decrease the intake numbers to the PGDE primary courses in 2014 to 722, down from last year's target of 975, with further decreases in the coming few years. The projections for secondary also suggest a decrease in PGDE intake numbers in 2014 although this would be followed by an increase in 2016 as the rising primary roll moves into secondary sector. The figures are not entirely consistent with last year's modelling, and there have been a couple of changes that have led to these shifts: (1) pupil projections are now based on the 2011 national census, for the first time, and the projections are lower than those based on the 2001 census; and (2) the age profile of the teaching profession is changing and the age 'bulge' of teachers in their 50s is far less pronounced and this means fewer teachers retiring each year. Both of these factors have a direct impact on the modelled requirement for teachers.

5. In recent years the Advisory Group's recommendations have mirrored the modelling exercise. However, this year the Group were concerned that there were a number of other sources of evidence which suggested that a cut in teacher training places would be inappropriate.

- The 2013 teacher census continues to show an improving situation regarding post-probation teacher employment;
- Jobseeker Allowance claimant count data continues to show fewer teachers seeking work. The November 2013 figure (120, down from 175 in November 2012) is lower than in the corresponding month in each of the last eight years, and this is the fifth month for which this has been the case;
- With the improving employment situation, there is emerging evidence of some challenges in teacher recruitment across Scotland;
- The focus on early years provision could lead to increased demand for teachers in the primary and early years settings; and
- The launch of a teacher recruitment campaign south of the border to attract Scottish graduates into teaching to fill shortages in England may impact on teacher recruitment in Scotland and, while we don't want to train teachers to meet demands for teachers elsewhere, we need to be alive to the risk of a potential increased outward migration of teachers.

6. The Advisory Group were not therefore minded to recommend cutting the intake targets. However, they were also mindful of the risk of teacher unemployment, especially in the primary sector, where the model suggested recurring reductions for the foreseeable future. On balance, therefore, they recommended that primary sector intakes should be maintained at 2013/14 level for one further year while at the same time giving a clear steer that numbers will probably fall in future to give Universities time to plan for this.

7. The Advisory Group also recognised, however, that there continue to be particular challenges in the primary sector – notably in relation to remote and rural areas. The Scottish Government had received 3 requests for additional funded places in the primary sector:

- University of Highlands and Islands (UHI)
PGDE in Primary (English and Gaelic medium) - **10 places**

Appendix C

On its introduction in 2013/14, 20 additional places were allocated to the PGDE primary course at UHI. The Scottish Government has received a request for an additional 10 places for the course in 2014/15 so that additional partner institutions, including Shetland College, can be played in.

- University of Edinburgh
MA in Gaelic and Primary Education - **10 places**

This is a 4 year or 5 year course depending on the student's Gaelic fluency on commencement.

- University of Aberdeen
Distance Learning Initial Teacher Education (DL ITE) - **20 places (40 part-time)**

The plan is to train existing employees (eg classroom assistants) in both Highland and Aberdeenshire on a part-time, distance learning basis.

8. These three courses address two specific priorities: Gaelic medium ITE provision; and widening access to teacher education for those in rural areas. The Advisory Group therefore recommended that we should maintain student intakes in the primary sector and, in addition, support these 3 requests for additional places, leading to an increase of 40 places in the primary intake. **The Cabinet Secretary, however, following conversations between Scottish Government officials and both UHI and the University of Aberdeen about the potential for them to expand their provision, would recommend the UHI be allocated an additional 20 places and the University of Aberdeen be allocated 30 places (60 part-time) in response to these requests.** In doing so, the Cabinet Secretary wishes both to send a clear message about the importance he attaches to widening access to ensure that the teaching profession can draw on the largest possible pool of talent, and to encourage universities to develop and bring forward innovative proposals for ITE delivery.

9. In relation to the secondary sector the Advisory Group considered that an increase of between 100 and 200 in 2014 would be advisable to smooth the anticipated increases by avoiding an immediate cut in intake followed by a sharp increase. Such an increase would also allow additional recruitment in certain subjects if that could be achieved. **The Advisory Group therefore recommended an increase of between 100 and 200 in the secondary sector.**

10. In relation to secondary, it was noted that requests for additional funded places had also been received by the Scottish Government from the University of Edinburgh (in relation to Dance), from the University of Aberdeen (in relation to Mandarin) and from the University of the West of Scotland (for an overall uplift in the number of PGDE secondary places allocated to them to enable them to add a number of subjects to those that they currently offer). The Advisory Group felt that the Edinburgh request was premature given that there is not currently a teaching qualification in Dance; that the number of Mandarin students likely to be recruited by Aberdeen was so small that they might reasonably be expected to be absorbed within their overall total number of places; and that the University of the West of Scotland's request should be considered in the context of work to be done arising from Recommendation 16 of the Teacher Workforce Planning Working Group (the Working Group), the recommendations of which are set out in **Annex B** - in other words, in the context of a wider consideration of the allocation of student teacher intakes amongst the universities.

Appendix C

Summary

11. Taking into account the Advisory Group advice, it is recommended that overall student teacher places should increase from 2,770 in 2013/14 to 2,980 in 2014/15 (with likely cuts in primary intakes and increases in secondary intakes in subsequent years).

12. Within the recommended overall student teacher intake of 2,980 in 2014/15:

a) intakes to **primary** courses in 2014/15 should be set at:

- 1,020 for the 1-year PGDE course (400 baseline plus 620 additional - ie 50 above last year's level with 20 additional places for UHI and 30 additional places for the University of Aberdeen as per paragraphs 7 and 8 above);
- 710 for the 4-year undergraduate course (700 baseline plus 10 additional - ie 10 places above last year's level with those 10 places for the University of Edinburgh as per paragraph 7 above).

b) intakes to **secondary** courses in 2014/15 should be set at:

- 1,065 PGDE places (815 baseline plus 250 additional - ie 150 above last year's level);
- 185 BEd places (baseline).

13. The allocation of the additional places to institutions is, of course, a matter for SFC. We would, however, recommend that the increases in primary are allocated to the universities referred to in paragraphs 7 and 8 above, and the increases in PGDE secondary distributed proportionally between the relevant providers.

14. The current funding arrangement with SFC and the Student Awards Agency Scotland (SAAS) is that Learning Directorate meets the cost of training student teachers above the baseline level of 2,100 (which are covered by SFC core grant).

Priority secondary subjects

15. In addition to intake numbers the Advisory Group also considers the relative priority of recruitment to individual subjects within the secondary sector. In previous years the SFC (on the basis of Ministerial Guidance) has issued a 'priority subject categorisation' list, splitting subjects into different priority groupings and encouraging institutions to recruit in line with total student numbers specified for each of those groupings. The Advisory Group agreed last year that this approach was not working and established a Working Group (which included SFC representation) to review arrangements. The Working Group also looked at: recruitment difficulties in certain subjects; the potential merit of ensuring that more students leave university with dual teaching qualifications (to meet the demands of CfE and to ease schools' timetabling needs); and the implications for workforce planning of the changing nature of ITE courses (to combined degrees) in the wake of Teaching Scotland's Future. It has made 20 recommendations for change, including one (Recommendation 2) directed to the SFC. The Advisory Group endorsed all the recommendations. We will work with partners, including the SFC, over the next year or more to deliver those changes.

16. There are two particular recommendations which will change our approach on priority subjects.

Appendix C

That the Scottish Government should change the way in which they present advice on priority secondary subjects in their guidance letter to the SFC to better reflect the current relative shortages of subject teachers; and

That the Scottish Government should specify a national target intake number for each individual secondary subject rather than setting a target for each group of subjects.

17. We have set out at **Annex C** how we suggest these two recommendations should be addressed this year. Institutions would not be able to under recruit in those subjects where we are trying to increase student numbers and supplement by recruiting in other subjects. We agreed with the Group that it would be helpful for individual institutions to know what their indicative figure would be within each subject total but that this was a level of detail which it would be unhelpful to include in a national guidance letter. We will therefore engage with institutions over the year to discuss how that breaks down on an individual basis and to facilitate discussions across and between institutions. This engagement will be entered into in the context of Recommendations 5 and 6. We are mindful that this is a more directive approach than adopted previously but has been agreed by the Advisory Group which includes representatives of SFC, STEC and Universities Scotland, as well as other partners.

18. The Working Group also reviewed the current subject prioritisation list against a range of priority indicators including vacancies and teacher numbers. This process suggested that the current prioritisation needed to be amended. The full list of secondary subjects is at **Annex C**, showing the difference between last year's recruitment levels (Column B) and the suggested recruitment level (Column A) based on both the recommended PGDE total intake of 1,065 and the assumption that we should replenish the workforce equally in each subject (rather than at rates varying between 3% and 10% as has been the case in recent years). We are suggesting a phased change from the recent/current levels of recruitment to the levels that we believe they should aim for, over a period of up to 3 years.

19. We would look to the Funding Council to relax some of their controls during the transition period as universities endeavour to adjust recruitment levels, in line with Recommendation 2 of the Working Group's report, to which the SFC representative was agreeable.

Other related matters from the Working Group

20. The changes proposed are the start of a process and will also lead to discussions about the current geographical allocation of teacher training places across Scotland. This was part of the Working Group's remit and some work was undertaken tracking the geographical movements of students becoming probationer teachers and of probationer teachers entering employment as fully registered teachers which indicates that there is limited geographical movement. This suggests that local authorities are likely to face differing degrees of challenge in recruiting teachers if the geographical distribution of students is not ideal.

21. We will also explore any potential rationalisation of provision, including discussing whether it is appropriate that some secondary subjects are offered by only 2 or 3 universities whereas others are offered by up to 7. STEC have established a working group to work with us and the SFC on this. The introduction of targets should also provide an additional incentive for institutions to work together to develop innovative solutions to address recruitment in hard to reach subjects.

Appendix C

22. The Working Group also recommended that all degree courses leading to a Teaching Qualification including, for example, the **combined degrees** in secondary subjects offered by the University of Stirling, should be taken fully into account in teacher workforce planning. We understand that SFC have had preliminary discussions with the University of Stirling about the possibility of bringing their courses within the controlled totals. The University of Stirling is not the only institution offering combined degrees in secondary subjects, and we know that most of the universities are restructuring and re-branding their BEd primary courses as combined degrees. We will need to ensure that appropriate control arrangements are in place to ensure that our workforce planning exercise is not undermined. In our 'priority subjects' work (referred to above) following which we have set indicative intake targets for each subject, we have made allowance for the number of current 3rd year students who will complete their courses along with the 2014/15 PGDE intake. We will continue to liaise with the SFC and STEC as we continue to refine the means by which we ensure that we have the right number of teachers in each subject.

23. In relation to this, and given what is said in paragraph 14 about the current funding arrangements, we are putting down a marker that as we move towards a position of all ITE student places being brought within control we will wish to negotiate a revised baseline level (currently 2,100).

Classics

24. In past years, following the lack of demand for classics teachers the course has only been run if an agreement has been reached with the Scottish Council for Independent Schools (SCIS) that the sector offer 4 probationer places in its probationer scheme for those with a single qualification in classics. In addition the Scottish Government will offer the small number of probationers there may be above this who have a dual qualification (e.g. classics and English, classics and history), a classics place if possible or, if not, a place in their second subject, on the publicly funded Teacher Induction Scheme. As in previous years' guidance, SFC are asked to advise that institutions only recruit to classics should such an agreement be reached again or if there is a clear identified need either from local authorities or independent schools.

Requirements for teachers for Catholic schools

25. The Scottish Ministers are concerned 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. **Annex D** shows teachers with Roman Catholic approval, by age, collected through the 2012 Teacher Census.

26. The University of Glasgow is generally recognised as the major provider of teachers for denominational schools. Not all students wishing to teach in denominational schools can attend the University of Glasgow, however. For example not every secondary subject is offered there. All teacher training providers may therefore be involved in training teachers who could possibly teach in Catholic schools. Suitably eligible students may apply to undertake a certificate by distance learning through the Faculty of Education, University of Glasgow which would allow access to teaching in Catholic schools.

Requirements for teachers in Gaelic medium

27. The supply of teachers able to teach in the medium of Gaelic continues to be a priority for the Scottish Ministers. The Scottish Government would like SFC to continue to assist in

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promoting provision in this area and to give consideration to any initiatives which could improve effectiveness.

28. The recommendations in relation to the University of Edinburgh and UHI at paragraphs 7 and 8 are relevant here. In addition, we would not wish to see any diminution in either the positive action taken by SFC in allocating extra PGDE places at Strathclyde (20) and Aberdeen (5) Universities specifically to support primary Gaelic medium provision, 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.

29. The SFC and ITE providers should be aware that Bòrd na Gàidhlig's National Gaelic Language Plan 2012-17 has now been approved by Ministers, and published. This Plan contains proposals to increase the speaking, learning and using of Gaelic and we would like the Council to have regard to the priorities in this document in relation to Gaelic 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. **Annex E** shows teachers by ability to teach through Gaelic medium collected through the 2013 Teacher Census.

Distribution

30. This letter is copied to Principals of HEIs, Heads of Schools/Faculties of Education and other interested parties. 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



Rachel Sunderland
Unit Head
People and Leadership

Modelled Student Intakes

Entry Year	Primary		Secondary		
	BEd	PGDE	BEd	PGDE	Concurrent
baseline	700	400	185	815	
*2013	(700)813	(975)987	(185)149	(920)915	184
2014	700	722	200	627	180
2015	700	627	200	862	180
2016	700	513	200	1,444	180
2017	700	445	200	1,499	180
2018	700	346	200	1,514	180
2019	700	413	200	1,269	180
2020	700	353	200	1,236	180
2021	700	372	200	1,138	180

* For 2013, both (target) and actual intake numbers are shown - actual intakes are used in modelling for future years.

Recommendations of the Teacher Workforce Planning Working Group**To review the arrangements for the categorisation of priority subjects**

- 1. That the Scottish Government should change the way in which they present advice on priority secondary subjects in their guidance letter to the SFC to better reflect the current relative shortages of subject teachers.
- 2. That for a trial period SFC should not penalise HEIs for breaches of consolidation that have been caused by over-recruitment in 'hard to fill' secondary subjects (eg physics, computing, home economics and business education) - as is the case for Gaelic at present. This approach should be assessed for affordability during the trial period and , if the outcome of this review is satisfactory, this approach should be extended beyond the trial period.
- 3. That the Scottish Government should specify a national target intake number for each individual secondary subject rather than setting a target for each group of subjects.
- 4. That any increase in secondary PGDE intakes should be targeted at priority subjects and/or dual secondary subject qualifications.
- 5. That HEIs should share with each other the monthly returns that they provide to the Scottish Government about their recruitment to secondary subjects to ensure that national target allocations are met more closely.
- 6. That the proposed STEC working group that is being established to consider rationalisation of PGDE Secondary subject provision across the HEIs should engage with the Scottish Government and SFC as they take forward their work.

To consider any barriers affecting student teacher recruitment to particular secondary courses

- 7. That the Scottish Government liaises with ADES about how teachers who offer careers guidance in schools can best be kept informed about entry requirements and other relevant information relating to courses of initial teacher education so that pupils can be suitably advised at appropriate stages of their schooling about what subject choices they should be making if they think they might wish to pursue a career in teaching.
- 8. That HEIs, in partnership with LAs, should explore offering ITE courses through a wider, more flexible range of modes of delivery, including distance learning, part-time courses and making greater use of information and communication technology; and that the GTCS should consider promoting this in their next revision of the Guidelines for ITE Programmes in Scotland.
- 9. SAAS/Scottish Government should re-consider the current support arrangements for part-time PGDE students in general and, in particular, the potential

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loss of earnings associated with the fact that student placements, extending to duration of 18 weeks during the course, have to be undertaken on a full-time basis.

- 10. GTCS should consider whether full-time student placements are absolutely essential on part-time/distance learning teacher education courses.
- 11. That HEIs consider again how best they can attract undergraduate students from elsewhere in their institutions, and in other institutions, to apply for entry to their PGDE Secondary courses and that under the auspices of STEC they share best practice with each other. There is a need to focus harder on recruitment in certain subject areas where difficulty is being experienced. A collective approach (including the Scottish Government, university careers services, HEIs and LAs) to promoting/advertising teaching in specific subjects is needed at a national level (based on information provided by HEIs and LAs).
- 12. That the Scottish Government undertakes a review of how it and other agencies and partners (eg Skills Development Scotland) promote teaching as a career choice to school pupils, university students and the wider population to ensure that appropriately positive messages are being conveyed (eg that the high level of teacher unemployment in the period 2009-2011 has been remedied and that employment prospects for new teachers are now very good); and consider the possible merit of targeted advertising in relation to specific subjects.
- 13. That work is undertaken to establish the effectiveness of financial incentives offered to attract PGCE students in England, recognising that it is important to understand their effectiveness not only in terms of recruitment to courses but also in terms of retention in the teaching workforce; and evidence is sought about comparable incentive schemes elsewhere, whether in relation to teaching or other professions.

To consider how to take secondary and new models of primary, concurrent degree courses into account in teacher workforce planning

- 14. That all courses leading to a Teaching Qualification should be taken into account in the annual teacher workforce planning exercise - both in terms of overall numbers and in terms of individual secondary subjects.
- 15. That the consequences of the move away from traditional BEd degrees, eg any decline in conversion rates in to teaching, should be closely monitored over the next few years and consideration should be given by the TWP Advisory Group as to whether it should be compensated for by increasing intakes to PGDE courses or the new four year courses.

To review the allocation of PGDE primary and secondary student teacher intakes to HEIs

- 16. Further analytical work should be undertaken to inform any redistribution of student teacher places at HEIs. The Scottish Government and SFC should work together with HEIs to take forward this work during 2014.

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Dual secondary subject teaching qualifications

- 17. That HEIs should consider developing their PGDE programmes in a way that will enable more students to pursue dual subject qualification.
- 18. That HEIs should work with LAs to establish the most appropriate subject combinations and to assess the potential level of demand/provision.
- 19. That the GTCS should reconsider whether full registration could be achieved in two subjects during the induction year.
- 20. That LAs should recognise that job advertisements need not be targeted solely at teachers who are fully registered in a particular subject. A teacher with full registration in one subject and provisional registration in a second subject can, quite legitimately, be employed to teach their second subject.

Target intake numbers for PGDE secondary subjects

Subject	A Target intake (1,065 total)	B 2013 PGDE intake (target total was 915)	C Increase or decrease from 2013	D 1/3 of the increase or decrease	E 2014 PGDE target intake
Art*	75	56	19	6	62
Biology	82	72	8	3	75
Business Education*	50	18	32	11	29
Chemistry	62	55	7	2	57
Computing*	42	17	25	8	25
Drama	25	23	2	1	24
English*	163	127	36	12	139
Gaelic**	4	3	1	0	3
Geography	37	46	-9	-3	43
History	43	58	-15	15	53
Home Economics*	59	48	11	4	52
Maths*	144	108	36	12	120
Modern Languages*	78	68	10	3	71
Modern Studies	36	33	3	1	34
Music	32	31	1	0	31
Physical Education	4	56	-52	-17	39
Physics*	53	38	15	5	43
Religious Education	19	28	-9	-3	25
Technological Education*	56	30	26	9	39

- The figures in column A are the numbers of students that would need to be recruited in each subject such that the current teacher workforce is replenished equally across all subjects.
- The figures in Column B are the numbers of students recruited in each subject in academic year 2013/14.
- The figures in column C are the difference between columns A and B.
- The TWP Advisory Group were of the view that the changes should be phased over 3 years if necessary; the requisite changes between 2013 and 2014 are shown in column D and the resultant target figures for 2014 are shown in column E.

*Because of significant under-recruitment in recent years in the subjects marked with an asterisk, HEIs are encouraged to exceed the column E target figure by any amount up to the column A target.

**Gaelic continues to be a Scottish Government priority and HEIs are free to recruit as many student teachers of Gaelic as possible

Requirement for Roman Catholic Approved Teachers

Teachers in Roman Catholic Schools, 2013

	Primary		Secondary		Special	
	2012	2013	2012	2013	2012	2013
Teachers in RC schools	4,001	4,002	4,003	3,946	70	67
of which with approval	3,526	3,503	2,528	2,674	42	57
% with approval	88%	88%	63%	68%	60%	85%

Source: Teacher Census, 2013

The proportion of teachers in Roman Catholic primary schools who have approval has remained stable compared to last year, whereas the proportion of teachers in Roman Catholic Secondary schools who have approval has increased to 68 per cent. The number of Roman Catholic Approved teachers working in special schools has increased from 42 to 57, however the total number of teachers working in Roman Catholic special schools has decreased by three.

Teachers with Roman Catholic Approval by age band

Primary school teachers with Roman Catholic approval,
by age, 2013

	All teachers in Roman Catholic schools	With Roman Catholic approval	
		In Roman Catholic schools	In other schools
Under 25	322	224	21
25-29	630	520	112
30-34	592	527	140
35-39	406	370	99
40-44	500	453	138
45-49	440	400	108
50-54	406	363	104
55-59	557	516	127
60 or over	148	131	29
Total	4,002	3,503	877

Source: Teacher Census, 2013

Totals may not sum to overall figure as information on characteristics are not known for all teachers

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Secondary school teachers with Roman Catholic approval, by age, 2013

	All teachers in Roman Catholic schools	With Roman Catholic approval	
		in Roman Catholic schools	in other schools
Under 25	192	102	20
25-29	484	312	118
30-34	545	336	149
35-39	463	312	140
40-44	420	305	147
45-49	429	285	158
50-54	577	410	197
55-59	638	466	166
60 or over	197	146	50
Total	3,946	2,674	1,145

Source: Teacher Census, 2013

Totals may not sum to overall figure as information on characteristics are not known for all teachers

Special school teachers with Roman Catholic approval, by age, 2013

	All teachers in Roman Catholic schools	With Roman Catholic approval	
		in Roman Catholic schools	in other schools
under 30	6	6	20
30-34	8	6	29
35-39	4	4	33
40-44	6	6	26
45-49	5	3	31
50-54	13	11	33
55 or over	25	22	85
total	67	57	256

Source: Teacher Census, 2013

(1) Excludes the 7 grant-aided special schools.

Totals may not sum to overall figure as information on characteristics are not known for all teachers

Requirement for Gaelic Medium Teachers

Teachers by ability to teach through Gaelic medium, 2013

	Primary		Secondary		Total	
	2012	2013	2012	2013	2012	2013
Currently teaching through Gaelic	165	177	92	96	257	273
Able to teach through Gaelic	251	257	159	160	410	417
Teaching Gaelic language ⁽¹⁾	n/a	n/a	84	81	n/a	n/a

Source: Teacher Census, 2013

(1) As main subject or other subject.

The number of teachers currently teaching through Gaelic and the number of teachers able to teach through Gaelic has remained stable between 2012 and 2013. The number of secondary teachers teaching Gaelic language has decreased very slightly.

Teachers with ability to teach through Gaelic medium by age band

Primary school teachers by ability to teach through Gaelic medium and age, 2013

	Able to teach through Gaelic	Currently teaching through Gaelic
Under 25	9	8
25-29	34	26
30-34	48	39
35-39	29	20
40-44	35	22
45-49	28	18
50-54	34	17
55 or over	41	28
Total	257	177

Totals may not sum to overall figure as information on characteristics are not known for all teachers

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Secondary school teachers of Gaelic medium and Gaelic language, by age, 2013

	Able to teach through Gaelic	Currently teaching through Gaelic	Teaching Gaelic language ⁽¹⁾
Under 30	34	26	19
30-34	17	11	13
35-39	12	6	5
40-44	14	9	8
45-49	23	14	14
50-54	31	16	8
55 or over	29	15	13
Total	160	96	81

(1) As main subject or other subject.

Totals may not sum to overall figure as information on characteristics are not known for all teachers