

The Educational Institute of Scotland

DRIVING FORWARD PROFESSIONAL
STANDARDS FOR TEACHERS

Consultation on the Memorandum on Entry Requirements for Initial Teacher Education Programmes in Scotland

October 2018

Contents

Contents	1
What are we consulting on?	1
Who should read this?	1
Documents relating to this consultation	1
What is the purpose of the review?	1
Memorandum Consultation Questions	3
1 Literacy and Numeracy	3
2 Primary	4
3 Secondary	5
3.1 Art and Design	5
3.2 Business Education	6
3.3 Computing	6
3.4 Dance	7
3.5 English	7
3.6 Gaelic	8
3.7 History	8
3.8 Home Economics	9
3.9 Modern Studies	10
3.10 Music	11
3.11 Psychology	12
4 Broad General Education (BGE)	12
Additional Comments	13
Equality and Diversity	13
When would the proposed changes take effect?	13
Questions?	13

What are we consulting on?

Since 1965, the Scottish Government (under its various titles) has issued a Memorandum on Entry Requirements for Initial Teacher Education programmes in Scotland (Memorandum). Originally this was done on an annual basis but latterly it was issued on a less frequent basis. The current Memorandum was issued by the General Teaching Council for Scotland (GTCS) in 2013 and at the time GTCS gave a commitment that the next review of the Memorandum would start in January 2018.

The Memorandum sets the minimum entry requirement for students' entry to Initial Teacher Education (ITE) programmes in Scotland. This consultation is to ensure:

- the Memorandum is relevant and fit for purpose;
- the content of the Memorandum is sufficiently comprehensive and clear to all stakeholders;
- that ITE applicants can use the Memorandum confidently to determine whether they meet with the minimum entry requirements when applying to join an ITE programme; and
- ITE providers can provide up to date information in their literature to guide potential applicants on the expectations of the minimum entry requirements for ITE programmes.

The consultation questions will focus on areas of the Memorandum where a change is being considered. At present, we are not proposing to make changes to the qualities, values and disposition expected of applicants and therefore there is no question relating to this area. However, there is an opportunity to offer other suggestions in the 'other comments' section should you chose to do so.

Who should read this?

The consultation will allow GTCS to collect the views of stakeholders around issues relating to the minimum entry requirement to apply to join an ITE programme in Scotland.

Views are welcomed from everyone and debate is encouraged about this important matter as this consultation is relevant not just to Initial Teacher Education providers, teachers and employers of teachers but also to the parents or carers of children and young people, and other members of the public.

Start date: 1 October 2018

End date: 21 December 2018

After the consultation: We will publish the revised Memorandum April 2019 on the GTCS website. This memorandum will take effect for applicants applying for ITE for academic session 2020/21.

Documents relating to this consultation

Click here: [Memorandum on Entry Requirements to Programmes of Initial Teacher Education in Scotland \(2013\)](#)

What is the purpose of the review?

Under the Public Services Reform (General Teaching Council for Scotland) Order 2011, it is for GTCS to determine what constitutes a recognised teaching qualification for individuals seeking registration as a school teacher.

GTC Scotland ensures that these requirements are met through the application of the Memorandum and through the accreditation of all programmes of Initial Teacher Education (ITE) in Scotland and other related documentation*.

(*Guidelines for ITE programmes In Scotland, The Evaluation Framework for ITE programmes in Scotland, Policy Statement accreditation of programmes of ITE in Scotland.)

The overall aim of the Memorandum and programmes of ITE is to prepare student teachers who *“have high levels of pedagogical expertise, including deep knowledge of what they are teaching; to be self-evaluative; to be able to work in partnership with other professionals; and to engage directly with well-researched innovation”* Teaching Scotland’s Future (2010).

To date, working in partnership with universities, GTCS has maintained the high standard of applicants into ITE through the Memorandum providing clarity of expectation for applicants and University colleagues consistently applying the Memorandum.

Importantly too, in the last two academic sessions, GTCS has accredited a number of new routes into teaching to broaden access and increase flexibility of ITE and thereby attracting an increased number of high quality candidates into the teaching profession.

This review process therefore demonstrates firstly GTCS’s commitment to being a contemporary regulator who is responsive to the ever changing needs of the teaching profession and the evolving landscape of Scottish education. It is also intended to offer suggestions which will add further flexibility in ITE recruitment while maintaining high standards and ensure that the Memorandum remains relevant and fit for purpose.

Memorandum Consultation Questions

The consultation questions have been separated into a number of areas:

- 1 Literacy and Numeracy
- 2 Primary
- 3 Secondary
- 4 Broad General Education

The consultation seeks your views in three different formats; no change, suggested change or suggested addition. There is also space for additional comment.

1 Literacy and Numeracy

Curriculum for Excellence recognises the centrality of literacy, numeracy and health and well-being in relation to their impact on attainment and achievement. The current memorandum demands a **minimum entry** requirement of English at SCQF level 6 (Higher) and Mathematics at SCQF level 5 (National 5).

Literacy

The rationale for this requirement is as follows:

- As a result of the influence that teachers have on both the life skills and life chances of children and young people, it is important that they themselves reflect high standards in literacy.
- As professionals, there is a requirement that teachers engage critically with policy and research. Therefore, it is essential that they have sufficient levels of literacy skills to access, understand and use their reading of policy and literature to underpin their thinking and practice.
- It is vital that teachers are able to communicate effectively both orally and in written form, with a range of stakeholders and on multiple levels.
- Literacy permeates the curriculum and is the means by which all other areas of the curriculum are accessed. It is therefore essential that all teachers have a benchmark level of literacy irrespective of subject or sectors.

Therefore, there should be **no change** to current provision.

- Agree
 Disagree

Please use this space if you wish to comment further:

Numeracy

Nationally there has been some debate regarding increasing the level of demand in terms of numeracy skills for entry to ITE. It is recognised that numeracy is a key life skill and as such it is important that all teachers irrespective of subject or sector have a certain level of competence.

This view is exemplified by the *Transforming Scotland into a Maths Positive Nation: The final report of the Making Maths Count group* report. This report recommended that the SCQF level of requirement in numeracy was increased from SCQF level 5 (National 5) to SCQF level 6 (Higher).

The implementation of such a recommendation may create a significant barrier to some high quality applicants, as outlined in the report;

“The students in our focus groups did however express some concern if the minimum entry requirements for maths were raised to SCQF level 6 as this would preclude some of them from entering teaching.” (p20)

It is however recognised that all teachers, irrespective of subject or sector, are required to have a level of numeracy skills that allows them to support numeracy across the curriculum.

This is presently being achieved through setting the required level at SCQF level 5 (National 5). Based on this and the potential for a significant impact on teacher recruitment of raising the required entry to SCQF level 6 (Higher).

Therefore, there should be **no change** to current provision.

- Agree
 Disagree

Please use this space if you wish to comment further:

The EIS is of the view that since Literacy and Numeracy are of equal status in terms of their importance within the curriculum, then the level of qualification required in each area for entry to ITE should be equal. The EIS concurs with the recommendation of the Making Maths Count group that the required entry qualification should be raised to SCQF Level 6 in parity with the required qualification in English.

2 Primary

The current Memorandum requires that universities ensure that an applicant's educational background (including the content of their degree) provides a good basis for becoming a primary teacher.

The Memorandum currently requires evidence of National Qualifications at SCQF Level 6 (Higher Grade), in at **least three** subjects (one of which must be in English), along with National 5 mathematics.

All Universities, presently exceed this minimum requirement and require evidence of **minimum of four** SCQF level 6 (Higher) qualification, one of which must be English, along with National

5 mathematics. This is due to the desire from Universities to increase expectations and enhance the quality of applicants.

Therefore, the **suggested change** is:

The required minimum entry requirements should be a **minimum of four** SQCF level 6 (Higher) qualification, one of which must be English, along with National 5 mathematics.

- Agree
 Disagree

Please use this space if you wish to comment further:

The EIS is of the view that entry requirements as formally expressed should explicitly and accurately reflect the standards expected in reality. We are keen to ensure that high standards are maintained so perhaps take a slightly different view from that expressed in relation to Universities' desire to 'enhance the quality of applicants'. The EIS is clear that the current cohort of teachers in Scotland meet the high standards that are expected of the profession.

3 Secondary

In the current Memorandum, some subjects have specific requirements. Views are being sought on the following suggested changes.

3.1 Art and Design

The current Memorandum states that "Applicants must have coverage of both Fine Art and Design within the 80 credit points"

Suggested change

In recognition of the impact of digital technology on design, it is suggested that the Memorandum is amended to "Applicants must have coverage of Fine Art and Design within the 80 credit points and **a further 20 credits may come from Digital Art or Photography.**"

- Agree
 Disagree

Please use this space if you wish to comment further:

The EIS supports this proposal, viewing it as a means by which to ensure that teachers are best equipped to deliver successfully all aspects of the curriculum in Art and Design. We understand that digital art and photography now feature strongly in the curriculum though we are concerned that the digital resources are not in place at present to fully support learning and teaching in photography and digital design/expressive work. Budget cuts now increasingly affect this and other practical subjects, meaning that to some extent, ITE Art and Design graduates may be equipped with the skills and knowledge to teach elements of the curriculum that are not deliverable in the classroom in the context of current budgetary constraints.

3.2 Business Education

Currently, there is no undergraduate degree offered in Scotland that adequately covers all four subject areas (accounting, economics, information technology and business management), as required to teach Business Education. Consequently, most applicants are required to successfully complete a top-up programme to comply with the Memorandum.

The current Memorandum states “Applicants must have a degree with at least 80 SCQF credit points coming from subjects in the following list: Accounting, Economics, Information Technology and Business Management”

Suggested change

To ensure that there is the appropriate balance of skills and knowledge required of a teacher of Business Education, the requirements should be as follows;

Applicants have 80 SCQF credits in Accounting, Economics, Business Management and a **further 20 SCQF credits in Information Technology**

- Agree
 Disagree

Please use this space if you wish to comment further:

The EIS supports this proposal on the basis that the top-up element would no longer be required.

3.3 Computing

In line with the recent decision made by the SQA to change the name from Computing to Computing Science and to offer consistency across organisations, the following name changed is proposed.

(i) Suggested change

Name change from Computing to Computing Science.

- Agree
 Disagree

(ii) Suggested change

In line with the recent decision made by the SQA to use current nomenclature, the following change is proposed that ‘Databases or Information Systems’ is changed to ‘Database systems or Web development’.

- Agree
 Disagree

Please use this space if you wish to comment further:

3.4 Dance

It is proposed that dance is now included in the Memorandum.

Suggested addition

Applicants should submit a digital portfolio which includes practical work and teaching as part of the admission process.

Applicants are required to evidence or demonstrate their competence in practical skills.

Applicants should also provide evidence of their personal involvement in relevant activities through:

- regularly taking part in appropriate Dance practice;
- experience of training and performance of Dance at a high level;
- achieving national governing body awards in Dance;
- having experience of teaching, coaching, instruction or leadership in Dance.

- Agree
 Disagree

Please use this space if you wish to comment further:

The EIS supports this proposal though would have concerns if all of the types of experience listed above required to be evidenced by one applicant. The EIS would also point out that many of the PE staff who currently teach National Qualifications in Dance are excellent dancers, dance teachers and visiting assessors, though they have no formal training in dance. The EIS would wish both pathways to teaching Dance to remain open to those with the requisite professional experience and skills.

3.5 English

The current Memorandum states that “Applicants must have a degree with at least 80 SCQF credit points in English, of which at least 40 SCQF credit points must be in English literature or Scottish literature.”

In recognition of the need for an increased level of inclusion and diversity, to widen access and value literature from a range of other countries and cultures the following is proposed.

(i) Suggested change

Applicants must have a degree with at least 80 SCQF credit points in English. At least 40 SCQF credit points must be in English literature, with the remaining 40 SCQF credit points from literature in the English language (e.g. Scottish literature, American literature), this could include English translation.

- Agree
 Disagree

Increasingly, the study of media and critical analysis of film is relevant to the teaching of English and provides applicants with a strong basis to teach many aspect of the curriculum.

(ii) Suggested change

Therefore, it is proposed that, a maximum of 20 SCQF credit points in Media can be considered as part of the requirement of 80 SCQF credit points for English.

- Agree
 Disagree

Please use this space if you wish to comment further:

While agreeing the first proposed change, the EIS would query the definition of English literature which seems to have been applied in this context. We understand it to mean literature that is written in English, rather than literature that was written in England or by authors who are English.

3.6 Gaelic

The current Memorandum states “Applicants must have a degree with at least 80 SCQF credit points in Gaelic or in Celtic (but they must have specialised in Scottish Gaelic). Applicants have to prove to the university they apply to that they are fluent in spoken Gaelic.”

Suggested change

Applicants are required to demonstrate their competence and fluency in spoken **Scottish** Gaelic.

- Agree
 Disagree

Please use this space if you wish to comment further:

The suggested shift from ‘prove’ to ‘demonstrate’ is welcome, it removing the connotations of doubt that rest in the current phraseology.

3.7 History

There are no subject specific requirements in the current Memorandum. This is an unhelpful position and clarification is required, particularly in the areas of ancient history and archaeology in relation to the teaching of history within the curriculum. To provide clarity the following is proposed.

(i) Suggested addition

Applicants may only use 40 SCQF credits in Ancient History toward the requirement of 80 SCQF credits.

- Agree
 Disagree

(ii) Suggested change

Archaeology should not be accepted as part of the minimum requirement for 80 SCQF credits for the teaching of history as it provides an insufficient basis for the teaching of history within the curriculum.

- Agree
 Disagree

Please use this space if you wish to comment further:

The EIS disagrees with the proposal to exclude applicants whose degrees are exclusively in Ancient History. We are clear that History is a discipline within which the related skills and aptitudes can be applied to a range of contexts. Indeed, many History teachers – including those who have no Ancient History within their degrees – currently teach curricular content that they did not study at University. We do not believe it necessary for teachers to have studied all areas of the History curriculum in order to teach them to the requisite standard. In addition, the proposal has no associated rationale other than that ‘there are no subject specific requirements’. Perhaps there do not need to be. Finally, the exclusion of Ancient History graduates from the application process will result in missed valuable opportunity to recruit from this cohort.

The EIS also contests the complete invalidation of SCQF credits in Archaeology for similar reasons to those outlined above. The proposal seems to undermine the intention that CfE should capture a diverse range of interests and should encourage a wide range of skills and learning to be applied in unfamiliar contexts. The EIS considers the knowledge and skills that could be brought to the teaching of history by graduates with an understanding of Archaeology to be of strong potential value in enriching young people’s experiences of the History curriculum.

3.8 Home Economics

The current memorandum states:

Applicants must have a degree with 80 SCQF credit points including 40 SCQF credit points at SCQF Level 8 (or above) from at least two of: consumer studies; food studies; food or textile technology; nutrition.

The other 40 credits are needed in any home economics area relevant to the home economics curriculum in Scottish schools.

The following table provides guidance for programme directors and for applicants on areas other than those listed above, relevant to home economics.

Topic	Brief content
Family Studies	Parenting; childhood studies; family lifestyles; socioeconomic influences; environmental issues
Food Science	Food chemistry; composition of foods, processing and manufacturing of foodstuffs; functional properties of foods; biotechnology; microbiology.
Health	Health promotion; health education; determinants of health, lifestyles and health; environmental issues; health and food policies.

Hospitality	Practical food preparation skills; food preparation techniques; food and beverage management.
Textile Studies	Textile construction,; properties; finishes; contemporary developments; production systems; textile futures; design technologies

Suggested change

Applicants must have a degree with 80 SCQF credit points including 40 SCQF credit points at SCQF Level 8 (or above) from at least two of:

- consumer studies;
- food studies;
- food technology
- textile technology
- nutrition.

The other 40 credits can come from the above or any of the other relevant areas outlined in the table below.

Topic	Brief content
Family Studies	Parenting; childhood studies; family lifestyles; socioeconomic influences; environmental issues
Food Science	Food chemistry; composition of foods, processing and manufacturing of foodstuffs; functional properties of foods; biotechnology; microbiology.
Health	Health promotion; health education; determinants of health, lifestyles and health; environmental issues; health and food policies.
Hospitality	Practical food preparation skills; food preparation techniques; food and beverage management.
Textile Studies	Textile construction,; properties; finishes; contemporary developments; production systems; textile futures; design technologies

- Agree
 Disagree

Please use this space if you wish to comment further:

3.9 Modern Studies

The current Memorandum states “Applicants must have a degree with at least 80 SCQF credit points from two separate subjects listed below. At least 40 SCQF credit points must be from either Politics or Sociology.

Economics
Geography
History or Economic History
International Relations
Law
Politics
Sociology
Social Policy

Suggested addition

Criminology should be added to the list of subjects as part of the requirements of Modern Studies.

- Agree
 Disagree

Please use this space if you wish to comment further:

3.10 Music

The current Memorandum states

“Applicants must have a degree with at least 80 SCQF credit points in music and which includes studying music over at least three years. The degree must include the following:

- (i) the study of harmony, counterpoint, arrangement, orchestration and composition, together with a broad study of music in its social and historical contexts within traditional, ethnic and non western musical cultures.
- (ii) keyboard studies including sight reading, playing by ear, accompanying, harmonising and improvising in traditional and contemporary styles.
- (iii) studying an instrument or voice to an advanced standard. Applicants will have to prove they have experience of an instrument or of voice according to the following table:

Specialist subject	Extra experience needed
Voice	an instrument (non-keyboard)
Instrument	solo singing or taking part in choral work (during time of study)
Keyboard	an instrument (non-keyboard)

Applicants must meet all the requirements of (i) and (ii). Those who do not meet all the requirements in (iii) may have to pass an entrance exam in areas in which they lack experience.

Applicants have to prove to the university they apply to that they are familiar with and can use music technology.”

Suggested changes

The following changes are proposed.

Applicants are also expected to:

- (i) demonstrate intellectual music skills (some of which would be advanced) across the following:
 - musical repertoires and musical contexts;
 - an understanding of interdisciplinary approaches, e.g. music and the relationship to other disciplines);
 - analysing, synthesising and interrogating musical materials.
- (ii) demonstrate that they are competent in practical musical skills (some of which should be advanced) across the following:

- Instrumental Performance;
- Vocal Performance;
- Keyboard Performance.

(iii) have experience of music technology in some format (e.g. use of microphones, experience of recording and producing).

It would be expected that all applicants should meet the requirements of (i). Applicants who do not meet the requirements of (ii) or (iii) will have to demonstrate competence through an interview process.

- Agree
 Disagree

Please use this space if you wish to comment further:

The EIS is of the view that engagement with prospective ITE students within an interview context would be amore effective way of evaluating their overall suitability for Music teaching within the profession.

3.11 Psychology

It is proposed that psychology is now included in the Memorandum.

Suggested addition

Applicants are required to have 80 SCQF credits in psychology.

- Agree
 Disagree

Please use this space if you wish to comment further:

4 Broad General Education (BGE)

GTCS is currently considering the creation of a BGE category, in recognition of an increasing number of 3-18 provision and to facilitate transitions. This category of registration will enable BGE (primary) teachers to teach in secondary through the BGE phase and for BGE (secondary) teachers to teach in the primary sector in their specialist subject area only. The following addition is proposed;

Suggested addition

All BGE (primary or secondary) teachers who wish to teach a specialist subject area must hold 80 SCQF credit points in this specified area.

- Agree
 Disagree

Please use this space if you wish to comment further:

Additional Comments

The memorandum plays an important function within Scottish education as it sets out the minimum expectation for all perspective ITE applicants. If you have comments on any of the areas covered by this consultation or other matters which relate to the Memorandum, please make use of the space provided below.

The proposals within the consultation were considered by the EIS Education Committee who found elements of the wording to lack sufficient clarity in places.

Equality and Diversity

GTCS promotes equality and diversity and we respect and value difference. We want everything that we do to be fair to all individuals and groups.

We want to ensure that all of our policies and services are free from discrimination. For this reason, we are carrying out an equality and diversity impact assessment on the changes that we are proposing to the Memorandum (as detailed above). We are interested in receiving feedback as part of this consultation exercise to help us carry out our impact assessment.

Do you consider the proposed changes will any adverse impact on any group of people, in terms of people with additional support needs, those with protected characteristics, (i.e. age, disability, gender reassignment, pregnancy/maternity, race, religion or belief, sex, sexual orientation and marriage/civil partnership) or other social inclusion issues?

The EIS would wish there to be consideration of reasonable adjustments in the event of applicants with disabilities or additional learning needs.

We would also encourage the GTCS to consider how the proposed changes to the Memorandum of Entry might impact on those from disadvantaged socio-economic backgrounds.

When would the proposed changes take effect?

The revised Memorandum will be available from April 2019 and will take effect for applicants applying for ITE for academic session 2020/21.

Questions?

If you would like to clarify any aspect of this consultation, please contact us at Consultations@gtcs.org.uk

GTC Scotland aims to promote equality and diversity in all its activities

GTC Scotland *Comhairle Choitcheann Teagaisg na h-Alba*

The General Teaching Council for Scotland is the independent professional body which maintains and enhances teaching standards and promotes and regulates the teaching profession in Scotland. We strive to be a world leader in professional education issues.

Clerwood House
96 Clermiston Road
Edinburgh EH12 6UT
Tel: 0131 314 6000
Fax: 0131 314 6001
E-mail: gtcs@gtcs.org.uk
Website: www.gtcs.org.uk



INVESTORS IN PEOPLE
Scotland

Scottish Charity Number SC006187
© GTCS 2014

Direct web links

Professional Update:
www.gtcs.org.uk/professional-update

Fitness to Teach:
www.gtcs.org.uk/fitness-to-teach

Probation site:
www.in2teaching.org.uk

Latest news:
www.teachingscotland.org.uk

Twitter feed @gtcs