

SB TE/04/03

Dear redacted

Developing Innovative Routes to Teaching

Thank you for your email highlighting the criteria you will be using to assess the council proposals for innovative routes. The council have selected ten of our proposals to re-present to the Deputy First Minister and Cabinet Secretary for Education as a linked package of new routes. In doing so we would like to highlight to the Deputy First Minister and his staff that this is a new role for the Scottish Council of Deans of Education. Prior to this new routes into teaching were discussed with individual universities, including the recent provision for oil workers in the University of Aberdeen and new masters programme in the University of Edinburgh, and taken forward within local authority partnerships. The council would welcome the opportunity to discuss this change in focus and the request for national provision of specific programmes with the Deputy First Minister.

The new routes we suggest below utilise expertise in specific institutions and propose developments that can be delivered with a short timescale, the majority for entry in 2017 – 18. The cost and timeline for each proposal will need to be agreed in consultation with the institution proposing the programme. In making this selection the council were mindful of the need to ensure that new routes could then be developed across the universities or provided a new national route accessible to all.

Combined PGDE and Induction year

The council propose two new routes: the first focusing on University of Strathclyde (1) STEM graduands and the second a partnership development in the University of Dundee (9). These programmes provide geographic coverage, build on work already underway in Strathclyde to recruit Strathclyde STEM graduands into teaching as a career and utilise the strength of the local authority / university partnership structure in Dundee. In moving towards planned national provision of a range of initial teacher education programmes these proposals will further develop existing strengths and offer an opportunity to establish and evaluate a combined PGDE and induction year. The outcomes from these programmes: internal recruitment, new programme structures and partnership development can then be discussed by council with all stakeholders in order to inform future national developments.

Home Economics

The council propose the development of a new undergraduate route into Home Economics teaching in Perth College UHI (5). This programme will add to existing PGDE routes available in Strathclyde, Dundee and Aberdeen. Perth UHI is geographically central, will connect directly with professional cookery programmes in other colleges and support non-traditional entrants into the profession. The development of this programme should be undertaken in partnership with a review with the GTCS and other partners of the entry requirements and title of this teaching subject.

Concurrent Degrees for secondary specialism

The council support the proposal from the University of Stirling (4) to offer Technology as an additional subject in their joint programmes with Heriot Watt University. Concurrent degrees offer a proven route into teaching with subject

specialism and we support the proposal from the University of the West of Scotland (3) to introduce two new concurrent programmes for Physics and Chemistry. These proposals offer a new route into Technology teaching and expand the provision of current degrees to the west of Scotland.

Primary Specialism

The council propose two routes to provide opportunities for primary qualifications with subject specialism. The proposal from the University of Stirling (8) to provide new specialisms in Literacy and Numeracy, Additional Support Needs and STEM subjects utilises the strength of their existing concurrent degree programmes and will address key areas of knowledge in primary education. We also support the proposal from the University of Glasgow (6) to develop a new P6 – S3 teacher of Mathematics. This proposal would require considerable partnership work to address issues of qualification and employment but has the possibility of providing teachers for primary with expertise in mathematics an area of focus in the NIF; and mathematics teachers for the broad general phase of education in secondary.

Current local authority employees into education

The council propose two routes to expand existing provision and introduce national provision for part-time programmes for local authority employees. We support the development of the University of Aberdeen (17) DLITE programme to STEM subjects for secondary education and the proposal from the University of Dundee (4) to provide their Learn to Teach programme in any local authority area. These proposals enhance existing provision in an area of acute teacher shortage and introduce national provision for primary teaching. The University of Dundee has indicated that it would be willing to consider offering secondary qualifications through the same programme.

Returners to teaching

The council propose the national development of the University of Edinburgh (14) Returners to Teaching programme. The development of this programme will provide a nationally recognised route to encourage and support qualified teachers to renew GTCS registration and return to the classroom.

The council commend these programmes as a first step in a national approach to the expansion of routes into teaching. We look forward to further discussions with the people and leadership unit to take these proposals forward.

Best wishes, redacted

Chair of the Scottish Council of Deans of Education
24.10.16

1. help address current lack of teachers in some secondary subjects such as STEM and Home Economics;

STEM

1	University of Strathclyde
Summary of route	<p>Part 1: July-December (Award: <u>PGDE 120 Credits with 80 M-Level Credits</u>)</p> <p>In response to a chronic shortage of appropriately qualified teachers particularly in the STEM subjects, the Accelerated PGDE will provide priority-area student teachers to schools for the beginning of the school year. The programme includes intensive M-level classes delivered across 24 hours (4 days: 20 Credits) and 48 hours (8 days: 40 credits). Student teachers will attend the academic programme for six weeks (July and August) and complete the taught element for the award for 80 M-Level credits. Assessment submissions will be staggered across Part 1 of the programme (July – December). The placement component will begin at the commencement of the new school year. It is an intensive single school placement. There will be three placements visits conducted by a member of University staff. Additionally for the first 12 weeks, students will attend support classes (Placement Learning) at the University one day per week (excluding half-term). For the last five weeks of the programme, students will be on placement five days per week. Students who fail to make satisfactory progress towards achievement of the Standards at first placement visit will be counselled and assessed via an additional placement visit (usually within two weeks) to demonstrate progress against key Standards. Students who fail to demonstrate sufficient progress will be required to withdraw from the programme and may transfer onto the MEd in Education Studies.</p> <p>Part 2: January to March and induction (Consolidation: <u>Provisional to full registration with GTCS</u>)</p> <p>January-March student teachers begin their induction with provisional registration (subject to completing the remaining requirements for school placement – 21 days). By the end of March, students will have met requirements for full GTCS registration (90 days in school). The induction period lasts for 18 months. During the Easter break student teachers return to the University for one intensive 20-credit M-Level class drawn from the current Masters portfolio. During the remainder of their induction period they can then complete an <u>MEd in Professional Practice</u> by undertaking two classes - Research Methodologies and Reasoning (20 credits) and by completing a practice-based dissertation (60 credits). A student failing to meet the Standards on the third placement visit can retrieve the placement between January and July - this will include the additional 21 days in school required for full registration. For these students, induction is reduced to the standard 12 months.</p>

Type of students	<p>The market is threefold:</p> <ul style="list-style-type: none"> - Graduates seeking to change careers (i.e. leaving the oil industry for STEM subjects); - UK graduands anticipating an honours degree (2:ii or above); - Strathclyde's STEM graduands who have supported school-based projects with the University's Fablab or undertaken a school-based module within their degree programme.
Predicted student numbers	TBC
Suggested start date	July, 2017
Engagement with relevant stakeholders and partners, e.g. GTCS, Local Authority	GTCS Local Authorities
Estimate of development cost	TBC Course co-ordinator redacted Additional Staffing Recruitment incentives.

2	University of Glasgow
Summary of route	<p>Integrated degree programmes</p> <p>We are negotiating with UG Schools of Mathematics, Engineering, Physics and Computer Science to construct pathways through Mathematics, Engineering, Physics and Computing degrees that lead to qualifications in a specific subject area combined with a teaching qualification (e.g. <i>Mathematics and Teaching</i>; <i>Computing and Teaching</i>; <i>Engineering with Teaching</i>, etc.). One option is for a 4-year undergraduate Bachelor degree; another is for a 5-year undergraduate Masters degree.</p> <p>A key feature of these integrated degrees is that students would be given increased opportunities to opt in to an education pathway at designated points within their programme (e.g. from the outset of the degree but also at the end of years 1, 2 and 3). This would reduce the chance of students being 'lost' to teaching. Prior to these decision points, students would be provided with opportunities to engage in tailored 'taster' courses specifically aimed at providing them with experience of teaching in schools.</p>
Type of students	Undergraduate students studying at the University of Glasgow for an Honours degree in STEM subjects, for example Mathematics, Physics, Computing and Engineering.
Predicted student numbers	Number of students is difficult to predict. Initial conversations with the relevant schools within the University suggest approximately eight students in each discipline would be interested in this model. With proper student engagement and publicity this number should increase.
Suggested start date	September 2017
Engagement with relevant stakeholders and partners, e.g. GTCS, Local Authority	Stakeholder engagement would include STEM schools within the University, General Teaching Council for Scotland, Local Authorities and Scottish Funding Council.
Estimate of development cost	University of Glasgow Staff time – redacted Administrative support - redacted Stakeholder engagement - redacted Subsistence/ travel - redacted

3	University of the West of Scotland
Summary of route	<p>The university is proposing to develop two concurrent undergraduate degrees which will allow for students in Physics and Chemistry to complete a 4-year Honours degree combining their subject specialism with the equivalent of a PGDE.</p> <p>Students will be able to commence this degree from Level 7 or opt in at Level 8 or Level 9. Levels 7 and 8 will be largely focused on subject study with some informal school experience arranged. At Level 9, students will complete 40 credits of the PGDE programme, completing the final 80 at Level 10, including the school experience element (18 weeks). Entry will be by interview. Students will be supported throughout, including with possible need to achieve a pass in Higher English during their studies, as this is not a current requirement of entry to either the Physics or Chemistry degree. In addition, students will require support to be able to tackle PGDE study, some of which will involve assessment practices quite different from science degrees.</p>
Type of students	Undergraduate science students
Predicted student numbers	We would anticipate between 6-10 per year in each discipline.
Suggested start date	September 2017 (depends on necessary accreditation and validation)
Engagement with relevant stakeholders and partners, e.g. GTCS, Local Authority	None as yet but we would be expecting to liaise primarily with GTCS on this issue.
Estimate of development cost	Preparatory admin fedacted. Preparatory academic development costs fedacted. Later costs of direct support for students to be absorbed by tuition fees.

4	University of Stirling
Summary of route	<p>Collaborative programmes involving the University of Stirling and Heriot Watt University (BSc (Hons) Physics and Chemistry with Professional Education) have already been approved by the Scottish government to commence in September 2016. These programmes benefit from the distinctive excellence of each university in education and STEM, respectively. Students on these programmes follow the same Professional Education path as others at Stirling, but attend either Chemistry or Physics lectures and seminars at Heriot-Watt's campus.</p> <p>There is some potential for extending this provision into other STEM areas (e.g. technology)</p>
Type of students	Undergraduate secondary
Predicted student numbers	<p>Cohort of 15 per year (from 2016) and 30 per year (from 2017) in Chemistry and Physics.</p> <p>Additional programmes would require additional 15 places per STEM subject.</p>
Suggested start date	September 2017 for additional STEM subjects
Engagement with relevant stakeholders and partners, e.g. GTCS, Local Authority	Heriot Watt and Stirling regarding the logistics of a joint degree Scottish Government, GTCS
Estimate of development cost	Technology would have staff recruitment implications, covered by additional FTEs Otherwise, development costs are limited as the programmes will fit into the existing Stirling model

HOME ECONOMICS

5	University of the Highlands and Islands
Summary of route	<p>This programme would be based at Perth College UHI, building on the excellent vocational reputation and experience in Professional Cookery and the expertise of the PGDE programmes in UHI more widely.</p> <p>The proposed routes build on a vocational strand and an educational strand, with an updated focus on professional cookery and other associated current educational and skills requirements.</p> <p>Route 1 BA Hons route, year 1 entry with current maths/ English entry requirements. Strong vocational skills development in years 1 and 2, with growing educational input at years 3 and 4. The educational input would work cross UHI to ensure effective, efficient and current standardised practice across the university.</p> <p>Route 2 HNC Professional Cookery route as year 1, with progression to year 2 of the degree programme based on the achievement of 15 credits HNC, relevant maths and English (to be offered as part of the route) and agreed scoring in the Graded Unit. This would support a wider access route to the profession and enable articulation from other college providers.</p>
Type of students	School leavers and mature students, including non-traditional entrants to teaching
Predicted student numbers	20 per year to Route 1 10 per year through Route 2 with entry to year 2 of the degree
Suggested start date	September 2018
Engagement with relevant stakeholders and partners, e.g. GTCS, Local Authority	Programme to be designed and accredited in consultation with Education Scotland, ADES / Local authority partners and GTCS.
Estimate of development cost	<p>One year fixed term stakeholder consultation and development of curriculum, standards and validation documentation. 2016-17: redacted</p> <p>One year development of blended learning materials for vocational modules 2017-18: redacted plus online development redacted redacted Two year funded academic post: redacted</p> <p>Total cost redacted</p>

2. Allow for teachers to work between primary and secondary schools to support pupil transitions;

6	University of Glasgow, School of Education
Summary of route	<p>Middle years (P6 – S3) teachers of Mathematics</p> <p>A new form of PGDE Primary programme – accredited by the GTCS – could be offered to prepare students for a new category of teacher: a ‘middle years’ mathematics teacher able to deliver numeracy at an expert level in primary school (P1 to P7) and to teach Mathematics from S1 to S3 in secondary school. Students entering the programme would need to have an A-grade in their Higher or Advanced Higher Mathematics or an equivalent level of Mathematics credits in their undergraduate degree. They would also be able to gain further credits in Mathematics within the PGDE.</p> <p>The University of Glasgow's partnership model of teacher education, which already integrates primary and secondary student-teacher experiences, would provide the ideal environment to support the cross-sector teaching practice in which these student-teachers would engage (i.e. P6-S3). Once qualified, middle years teachers could follow their students between primary and secondary schools, thus addressing student transition issues and contributing to two NIF assessment points (P7 and S3), potentially increasing students’ mathematical capacities.</p> <p>The introduction of a PGDE Primary (Middle Years Mathematics) has potential to complement existing secondary mathematics teachers, who could be more fully deployed at upper secondary levels. It also has potential to attract new students who are attracted to teaching this middle age range and to the potential workplace variety of moving between primary and secondary schools.</p> <p>Teachers qualified through this pathway would hold accreditation to teach from P1 to S3.</p>
Type of students	This pathway would appeal to students who have a background or qualification in maths or language. Data show that many PDGE applicants have undergraduate credits in this subject area.
Predicted student numbers	<p>This pathway will be offered to all PGDE Primary students who have the relevant experience/ qualification who are enrolled in the School of Education.</p> <p>This pathway could potentially be offered as a single route into teaching with numbers being decided through workforce planning.</p>

Suggested start date	August 2018
Engagement with relevant stakeholders and partners, e.g. GTCS, Local Authority	Stakeholder engagement would include the General Teaching Council for Scotland, Local Authorities and Scottish Funding Council.
Estimate of development cost	University of Glasgow Staff time redacted Administrative support - redacted Stakeholder engagement - redacted Subsistence/ travel redacted

3. Help develop specialism (e.g. modern languages and STEM) in the primary teaching workforce;

7	University of the West of Scotland
Summary of route	The current BA Education degree has modern languages as a compulsory element at level 7 and an optional route thereafter. Science is a further optional route. We intend to promote and consolidate these routes to allow for students graduating with a named specialism.
Type of students	Undergraduate student teachers
Predicted student numbers	Of our cohort of 72, we would expect about 30% to leave with a named specialism
Suggested start date	First graduates will complete in June 2017
Engagement with relevant stakeholders and partners, e.g. GTCS, Local Authority	Already done. Course accredited by GTCS
Estimate of development cost	None.

8	University of Stirling
Summary of route	<p>To increase the number of specialisms offered on the BA (Hons) Professional Education (Primary) at Stirling University. Stirling currently offers specialism in Modern Languages, Environmental Science and Early Years Education.</p> <p>Proposed new specialisms would be in Literacy and/or numeracy - A specialism in Literacy and Numeracy would support the National Improvement Framework launched in February 2016 which identifies improving attainment in numeracy and/or literacy as a priority. This specialism would enable a new cohort of teachers to enter the workforce with specialist knowledge to drive improved literacy and numeracy and to dovetail with the implementation of standardised testing and greater measurement of the achievement of Curriculum for Excellence in P1, P4 and P7.</p> <p>Additional Support Needs - A core tenet of Getting it Right for Every Child (GIRFEC) is support for health and wellbeing. The Scottish Government's inclusion agenda, which is closely aligned with the Scottish Attainment Challenge, makes it highly desirable to have dedicated specialists with the expertise to drive forward inclusive practice. Our new location within the Faculty of Social Sciences and close working relationships with Health Sciences, uniquely positions the ITE programme to take forward this specialism.</p> <p>STEM - to include an extension of the collaborative programme with Herriot-Watt. The delivery of a primary education specialism in STEM education would increase the skills and confidence of teachers to enable primary schools to enthuse children about relevance of science and technology to their everyday lives. Stirling University's partnership with Heriot-Watt University in relation to secondary STEM ITE, uniquely positions the ITE programme to take forward this specialism.</p> <p>All of the above programmes of study would work in the same way as other combined degrees at the University of Stirling: on graduation and successful completion of the ITE programme students would be able to commence their induction year in schools and register with the General Teaching Council for Scotland.</p>
Type of students	Undergraduate primary
Predicted student numbers	<p>Initially 10-15 places for each specialism each year = 30-45 places</p> <p>In 2016, the University of Stirling received over 1141 applications for entry to Primary Education to fill 44 places. Almost 800 of these applicants applied for the BA Primary Education (Early Years) specialism to fill 15 places.</p>

	In 2015/16 the average tariff on entry (UCAS tariff, including HN qualifications) of successful applicants was 415. Over 140 rejected applicants had a tariff score in excess of this. This indicates a pool of well-qualified candidates seeking the distinctive concurrent degree opportunity, and our proposal is therefore expected to recruit a very high calibre of teacher intake.
Suggested start date	2018/19
Engagement with relevant stakeholders and partners, e.g. GTCS, Local Authority	Other University Faculties, Heriot-Watt, GTCS, Local Authorities
Estimate of development cost	A total of 30- 45 places per year. This would be made up of 10 -15 places per specialism at Price Group 5. Additional provision has staff recruitment implications, to be covered by additional funding. Otherwise, development costs are limited as provision would fit with the existing ITE model at Stirling.

4. Combine PGDE with probation year to allow teachers to quickly reach the Standard for Full Registration;

9	University of Dundee
Summary of route	<p>Supported Induction Programme (Combined PGDE/Induction Programme)</p> <p>Rationale The School of Education and Social Work at the University of Dundee is committed to working with partners from across Scotland to ensure sufficient numbers of teachers in the shortage STEM subject areas. The shortage of STEM teachers is not unique to Scotland as recognised in the European SchoolNet report (January 2016) <i>'Efforts to Increase Students' Interest in Pursuing Science, Technology, Engineering and Maths Studies and Careers'</i>. In the report 70% of 30 European countries surveyed (including the UK) stated that STEM education is a priority. A number of countries are implementing initiatives to increase the numbers of teachers of STEM.</p> <p>In considering potential options for Scottish education and Scotland's commitment to providing an excellent teaching workforce which meets the high standards for required for full registration we recognise that there is a need to be flexible, creative and possibly radical in the design of new programmes and we hope that the proposal below demonstrate that aspiration. It is hoped that this model may appeal to students for whom the standard one year PGDE Programme is not an attractive option.</p> <p>Proposal Supported Induction Programme (Combined PGDE/Induction Programme) Funding to explore with Local Authority partners and the General Teaching Council for Scotland (GTCS) the opportunities and challenges of a one year programme combining the one year PGDE programme and the induction programme leading to full registration which will have the following elements:</p> <ul style="list-style-type: none"> • all students would require to have the academic qualifications as stated in the GTCS document: Memorandum on Entry Requirements to Programmes of Initial Teacher Education in Scotland; • a mentor programme for school based mentors; • a two week University summer school to prepare students to be based in a host school for 0.8 FTE; • students will be supported by University staff and school mentors through GLOW; • one day a week release to University to continue academic and pedagogic studies in education; • a placement of six weeks in another school as part of the programme;

	<ul style="list-style-type: none"> • at the end of the year successful students will have met the standards for full registration (SPR); • during the course of the year students would be paid the induction salary; • the student fee for this programme is built into the project bid for the first two years of the programme; • all academic assessments will be undertaken at SCQF Level 11 <p>Local Authority School teachers participating in the mentoring programme module could then apply for Masters accreditation at reduced rate (£300).</p>
Type of students	Graduate student teachers covering the shortage secondary subject STEM areas of Chemistry, Computing, Home Economics, Mathematics and Physics.
Predicted student numbers	40
Suggested start date	August 2017
Engagement with relevant stakeholders and partners, e.g. GTCS, Local Authority	Senior managers from the GTCS, Local Authorities (Tayside and Fife) and University of Dundee will work together to develop a programme of study to ensure academic rigour, addressing and assessing the Standards for Full Registration and to develop an enhanced school based mentoring programme for mentors and mentees.
Estimate of development cost	Approximately redacted

5. Allow teachers to complete Initial Teacher Education and / or the probation year with a full masters degree;

10	University of Glasgow
Summary of route	<p>The School of Education already has an academic route allowing their PGDE students to complete a full Masters. PGDE students on graduation from the School of Education have 90 credits at Masters level. To complete a full Masters a further 90 credits are required. The School of Education has a pathway to full Masters already established in their postgraduate taught provision.</p> <p>The remaining 90 credits for graduating PGDE students could be combined with the probation year allowing probationer teachers to complete their Masters degree during their probation.</p> <p>The partnership model of School Experience used by the University of Glasgow ensures students are supported while in school by tutors from the University and from teacher mentors employed in the school. Continuing this model of support into the probation year would be pivotal in ensuring successful completion of the full Masters.</p>
Type of students	All PGDE students (Primary and Secondary) who are graduating from the School of Education, University of Glasgow.
Predicted student numbers	<p>211 secondary teachers 176 primary teachers</p> <p>These numbers are in line with our workforce planning numbers. The School of Education could increase capacity in both the primary and secondary.</p>
Suggested start date	August 2017
Engagement with relevant stakeholders and partners, e.g. GTCS, Local Authority	<p>Stakeholder engagement would include General Teaching Council for Scotland, Local Authorities and Scottish Funding Council.</p> <p>Local Authority engagement would be critical in ensuring the probation year and the Masters credits are harmonised.</p>
Estimate of development cost	<p>University of Glasgow Staff time –redacted Administrative support -redacted Stakeholder engagement -redacted Subsistence/ travel -redacted</p>

11	University of Glasgow
Summary of route	<p>The School of Education already has a Masters in Education, with an undergraduate entry. The Bachelor of Education is being phased out, the final year of this degree is session 2016-17. From session 2017-18 all primary undergraduate students will be enrolled in the Masters of Education.</p> <p>In session 2016-17 students will be entering their third year of the Masters in Education. At the end of Year 4 students will have an option to</p> <ol style="list-style-type: none"> 1. graduate into their probation year and finish their Masters degree online as a part time student while employed as a teacher or 2. continue at the University of Glasgow as a full time student and graduate at the end of Year 5 with a full Masters then enter their probation year. <p>The School of Education proposes a new route for these students, which would combine the fifth year of study and the probation year allowing students to graduate with a full Masters and a completed probation year.</p>
Type of students	All undergraduate primary students at the University of Glasgow.
Predicted student numbers	In session 2017-18 the first cohort of 126 students would be eligible for this pathway. As an undergraduate entry pathway the School of Education would be happy to look at increasing this number.
Suggested start date	August 2018
Engagement with relevant stakeholders and partners, e.g. GTCS, Local Authority	Stakeholder engagement would include the General Teaching Council for Scotland, Local Authorities and Scottish Funding Council.
Estimate of development cost	<p>University of Glasgow Staff time – redacted Administrative support - redacted Stakeholder engagement - redacted Subsistence/ travel - redacted</p>

6. Support an increase in the availability of distance or work-based routes to teaching;

12	University of Aberdeen
Summary of route	PGDE through conditional provisional registration.
Type of students	Experienced qualified teachers from elsewhere (Primary or Secondary) identified as requiring to meet SFR through conditional provisional registration by the GTCS
Predicted student numbers	10-20 per year
Suggested start date	January 2017
Engagement with relevant stakeholders and partners, e.g. GTCS, Local Authority	GTCS Northern Alliance LAs (although will be online and open to all) Independent Sector schools
Estimate of development cost	redacted

13	University of Aberdeen in partnership with Northern Alliance
Summary of route	<p>Extension of the TiES (Transition into Education Scheme) that is funded by Skills Development Scotland so that it is available for one or two years more for entry to PGDE.</p> <p>Support access to PGDE by having a national literacy and maths online qualification that would be suitable for entry to teaching as an equivalent to the required general entry qualifications. Aberdeen University have had some conversation with Skills Development Scotland which would enable Aberdeen to lead on a national provision to allow for flexible study so that those in employment can gain the entry qualifications required.</p>
Type of students	PGDE - Secondary
Predicted student numbers	<p>There were over a hundred enquiries about this scheme from oil and gas sector workers but not all had the relevant maths and English qualifications required. We anticipate (hope) that those who came forward but were lacking some aspect of the entry qualification will be able to gain this between now and the next intake for PGDE. Therefore, extending the TiES funding will allow more people to come forward from the oil and gas sector.</p> <p>Aberdeenshire and Aberdeen City agreed to be pathfinders – so can other Northern Alliance authorities now benefit from this as well such as Moray and Highland?</p> <p>Finally – can this be extended to include Home Economics? It might be possible that there are graduates from hospitality and service sectors that have been made redundant as a direct result of the lack of service contracts to the oil and gas industry. What about other subjects where there is a shortage but no option within the TiES scheme (local shortage rather than national shortage)?</p>
Suggested start date	June 2017 and June 2018.
Engagement with relevant stakeholders and partners, e.g. GTCS, Local Authority	<p>The Northern Alliance local authorities. Skills Development Scotland. GTCS (for guaranteed induction scheme places in the internship authority).</p>
Estimate of development cost	<p>The TiES support package as has been offered to the redundant oil and gas sector workers Funding to support the development of innovative and easily accessible online materials for top up qualifications (Maths and English)</p>

14	University of Edinburgh
Summary of route	<p>The recent Returners to Teaching organized by the UoE TEP Partnership in conjunction with the GTCS which was highly successful with a waiting list could be developed to provide the capacity to address the possibility of distance or work based routes to teaching.</p> <p>The content of this course led by UoE, LA colleagues and practitioners embraced the core principles of teacher education and current issues in Scottish Education and Scottish classrooms. We would like to offer it across Scotland.</p>
Type of students	For the Returners to Teaching, these will be people who are qualified teachers with a gap in service, those who took early retirement, those qualified from another country but recognized by the GTCS and those who made a career change out of teaching but now considering returning e.g. FE lecturers. The marketing will positively act in relation to under-represented groups and subject areas. We will also look specifically at those requiring Professional Update (out of the 5 years) to retain their GTCS registration
Predicted student numbers	35/40 per year based on current applications
Suggested start date	2018
Engagement with relevant stakeholders and partners, e.g. GTCS, Local Authority	Strong collaboration will be required with the GTCS in relation to recruitment and recognition to ensure standards and quality are met.
Estimate of development cost	Developmental costs to cover University and Local Authority staff to develop materials, engage in marketing and discussions with GTCS. Also to develop online materials and assessable tasks. redacted

15	University of Dundee
Summary of route	<p>Learning to Teach programme</p> <p>This bespoke PGDE programme ('Learn to Teach') has been designed to suit the needs of part-time learners and takes a blended approach. Students are supported by staff through face to face sessions, which develop the students understanding of the relationship between theory and practice, gives them opportunities to develop their teaching skills and develop their knowledge of curriculum design. Participants also engage in independent and group study through online units designed to develop knowledge of wider issues in education. This also gives the opportunity for students to enhance their understanding of the underpinning purposes of education and encourage debate in relation to pedagogy and theory. Students have engaged enthusiastically through the online debates with peers and tutors, demonstrating their development as reflective and critical beginner practitioners. An initial cohort made up of 17 students currently employed in a variety of posts within Perth and Kinross and Angus Councils. The programme gives students the opportunity to study primary education where they otherwise would not be able to due to financial commitments. Feedback from students indicates that they have greatly appreciated this opportunity to study while retaining their own full time employment and salary, with one student commenting that she has always wanted to study to become a primary school teacher but has never been in a position to give up employment for a year. The programme is part time and runs on evenings (every Tuesday) and weekends (Saturdays once a month) for a total of 18 months. The students follow the same programme as the full time current cohort and there will be opportunities at some points for the students to work with the full time cohort. School placements follow the same pattern as the current full time programme. Feedback from the students suggests that they are receiving a high level of teaching and learning opportunities and good support from lecturers and tutors. Participants also comment that the design of the programme suits their needs. This programme was designed with Perth and Kinross Council but the model is very flexible and could be run for primary or secondary and in most (if not all) areas of Scotland.</p>
Type of students	Graduates currently employed by Local Authorities
Predicted student numbers	20 (10 FTE fully funded places) graduate employees.
Suggested start date	January 2017
Engagement with relevant stakeholders and partners, e.g.	Develop agreement with Local Authorities to ensure placements and time released for current employment to undertake periods of placement.

GTCS, Local Authority	This programme already has GTCS accreditation.
Estimate of development cost	redacted

16	University of the West of Scotland
Summary of route	The university currently has arrangements with Dumfries & Galloway Council to support PGDE programmes for council employees. This involves students being sponsored by the council to complete a PGDE course. The university would be keen to continue this and to explore similar arrangements with other interested local authorities. These are dependent on the councils involved guaranteeing school placements during the programme.
Type of students	PGDE (council employees/sponsored)
Predicted student numbers	Currently aimed at 20 PGDE(P) and 10 PGDE(S). This could be replicated with other local authorities, in smaller or larger numbers, depending on university capacity and SFC controlled numbers.
Suggested start date	Current; August 2016 for any further increase.
Engagement with relevant stakeholders and partners, e.g. GTCS, Local Authority	As it fits with current courses, there is no requirement for engagement with GTCS. Engagement would be required with current and/or prospective local authorities.
Estimate of development cost	Substantial costs to allow council employees to be paid during the 36 week course.

17	University of Aberdeen
Summary of route	<p>PGDE Secondary DLITE for Computing Technical Home Economics Physics Business Education Maths (once new model is in situ)</p> <p>As a two year part-time distance learning opportunity with network days at the University of Aberdeen and through virtual classroom contact – to be open to all Las within a partnership agreement for placement and support of students.</p> <p>This would also then link to an extension of an internship scheme – part-time work and part-time study for two years - as well as create flexibility of creating a 'top-up' degree opportunity for those with relevant HND qualifications (which could be an extension of the PGDE(S) DLITE.</p> <p>Note: A two year programme would allow us to link this with an UG degree top-up as a distance learning opportunity jif we can get suitable subject content top-up courses as DL experienced from the wider university</p>
Type of students	PGDE part-time distance learning as a five / six year plan of provision.
Predicted student numbers	10 to 20 each year (difficult to know when targeting difficult to attract subjects intake) but overall intake between full-time and part-time provision will clearly need to be in alignment with SFC agreed subject intake.
Suggested start date	September 2017
Engagement with relevant stakeholders and partners, e.g. GTCS, Local Authority	<p>GTCS LAs – initially Northern Alliance but can be anyone. University Management – for consideration of part-time degree 'top-up' opportunities.</p>
Estimate of development cost	<p>The DLITE model for Primary PGDE is well-established with support from the LAs for co-tutors in the development and delivery. The Secondary model would need to establish a similar support and development of the subject content for online and network day part-time delivery.</p> <p>Possible redacted per subject from LA (Faculty Head or equivalent) Support of the co-tutors – encourage them to undertake Mentoring and Coaching M level courses as part of their development within this experience.</p> <p>Development of Associate tutors (visiting tutors) within each participating LAs – cost of their CPD and release from school to undertake observations (although small in number): possibly redacted in total.</p> <p>University of Aberdeen Secondary tutors development of online content for Secondary: redacted for two years.</p>

18	University of Glasgow
Summary of route	A new PGDE programme structure could be created for applicants with a relevant degree, professional experience in a linked area of work (e.g. Engineering or Product Design) and who meet GTCS requirements. The new structure would include an intensive 6-week summer school followed by placement in a school for the start of the academic year, during which the students assume teaching responsibilities 4 days per week with the remaining day devoted to university study. Student support would mirror UG's current Partnership Model of School Experience: students would be assigned a school mentor and university tutor and have access to school cluster seminars and other onsite learning opportunities. At the end of the year students would graduate with a PGDE and enter their probationer year, which would be aligned with the Local Authority and University to allow them to complete a Masters in Education. Students on this programme would be paid a salary on a pro data basis of 0.8 FTE; the summer school would also be costed.
Type of students	Students who are currently employed in areas related to STEM and students who have work-based experience relevant to the subject they wish to teach.
Predicted student numbers	The most effective use of resource would be cohorts of 25 students.
Suggested start date	June 2017
Engagement with relevant stakeholders and partners, e.g. GTCS, Local Authority	Stakeholder engagement would include STEM schools within the University, General Teaching Council for Scotland, Local Authorities and Scottish Funding Council.
Estimate of development cost	University of Glasgow Staff time – redacted Administrative support - redacted Stakeholder engagement - redacted Subsistence/ travel - redacted

19	University of the Highlands and Islands
Summary of route	<p>A part-time distance learning route for an initial teaching qualification for selected secondary subjects and/ or primary specialisation. Location and student places to be agreed in partnership with ADES.</p> <p>This proposal builds on existing PGDE and masters provision in UHI to provide:</p> <p>Stage 1 a postgraduate certificate (PGCE) in primary or secondary education. This provision is initially for teachers in the independent sector with conditional provisional registration with the GTCS.</p> <p>Stage 2: following further consultation and development work with ADES/ interested local authority partners school experience provision to enable students to complete a PGDE qualification.</p> <p>The PGDE programme would link into an existing masters programme and teachers could complete a part-time distance learning MEd within an agreed timescale.</p>
Type of students	Teachers in the independent sector with conditional registration Mature entrants who wish to move into the teaching profession.
Predicted student numbers	PGCE, 20 students per module PGDE numbers to be agreed as part of stage 2 development
Suggested start date	September 2017
Engagement with relevant stakeholders and partners, e.g. GTCS, Local Authority	<p>Stage 1 (2016 –17) Postgraduate certificate be designed and accredited in consultation with the Scottish Council for Independent Schools and the GTCS.</p> <p>Stage 2 (2017–18) PGDE Diploma programme incorporating school experience to be developed with ADES and GTCS</p>
Estimate of development cost	Two year funded academic post: redacted to support the development of modules, teaching of the PGCE and lead the development of school experience arrangements.

7. Result in an increase in students from Black and Minority Ethnic groups becoming teachers and male teachers in the primary sector;

20	University of the West of Scotland
Summary of route	The university is working with the Bridges Project to support refugees being able to undertake a PGDE course, particularly in STEM subjects.
Type of students	Refugee graduates with an interest in teaching
Predicted student numbers	8-12 per annum
Suggested start date	August 2017
Engagement with relevant stakeholders and partners, e.g. GTCS, Local Authority	Engagement is ongoing with the charity and the GTCS.
Estimate of development cost	There will be some costs in staff time to support these students and some costs to offer potential grants/subsistence during study.

21	University of Edinburgh
Summary of route	<p>Other than the obvious of promotional work with BME communities etc. our push will be via the Masters option. We wish to offer places to refugees and asylum seekers and have been in discussion with the Scottish Refugee Council. are actively looking at bursary and crowd-funding to enable additional resources. This group of students would also assist to meet 1+2.</p> <p>Our current Returners to Teaching course (as mentioned in 6) will actively recruit from BME groups and promote to men.</p>
Type of students	<p>Via our Returners to Teaching route: BME or male students who have a teaching qualification from elsewhere or who have not been in teaching for a while</p> <p>Masters – will prioritise under-represented groups e.g. men, BME</p>
Predicted student numbers	<p>4 BME 4 men</p>
Suggested start date	2017
Engagement with relevant stakeholders and partners, e.g. GTCS, Local Authority	<p>Collaboration with the GTCS on this will be needed.</p>
Estimate of development cost	Reflected development of new masters programme, already funded.

8. Result in an increase of teachers qualified to teach their subject through the medium of Gaelic.

22	University of Edinburgh
Summary of route	<p>Although we recently started providing an undergraduate route in Gaelic-medium primary education (started in 2014-15 academic year), we do not currently provide teacher education for Gaelic-medium secondary subject specialists.</p> <p>We could explore linking with the Celtic Department in order to provide Gaelic language support and development for PGDE students who wish to teach their subject through the medium of Gaelic</p> <p>The secondary subjects currently available for study at the Moray House School of Education are:</p> <p>Art & Design, Biology, Chemistry, Design and Technology, Drama, English, Geography, History, Mathematics, French, German, Chinese, Music, Physical Education, Physics.</p>
Type of students	Gaelic-speaking students with an undergraduate degree in one of the subjects offered at PGDE at Moray House.
Predicted student numbers	5 per year
Suggested start date	2018
Engagement with relevant stakeholders and partners, e.g. GTCS, Local Authority	Our main engagement would be with the Department of Celtic Studies, who would be our partners in this initiative. We would also engage with the Scottish Funding Council, the GTCS, Bòrd na Gàidhlig, Gaelic-medium providing local authorities, and other universities who provide/who are looking to provide training for Gaelic-medium secondary teachers.
Estimate of development cost	To be negotiated with Celtic and Scottish Studies.

23	GTC Scotland
Summary of route	A number of universities have indicated staffing difficulties that may restrict their ability to provide individuals who could act as mentors and tutors to what is anticipated as being, initially, a relatively small number of students attracted into some of the new routes being proposed. The supporter/mentor/tutor role will be important to give these students confidence and resilience in the early stages of their teacher education programme. GTC Scotland is prepared to make available an experienced teacher/Senior Education Officer to undertake this role 2-3 days/week, initially for the first year of the new programmes being introduced.
Type of students	
Predicted student numbers	
Suggested start date	January 2017 although the role could be made active if earlier programmes are in place and require the services of this individual. The role of the post would be reviewed after one year.
Engagement with relevant stakeholders and partners, e.g. GTCS, Local Authority	<p>The supporter/mentor/tutor would be peripatetic in that they would provide support to students across Scotland, as required. Although based in Clerwood House, Edinburgh, they would be expected to work closely with the universities, local authorities, schools and individual students in their locations. They would undertake the tasks normally carried out by university and school staff in supporting students on placement. Discussion would be required with the universities involved as to the role of the individual in conducting lesson observations and evaluating the performance of students on placement.</p> <p>The maximum number of students supported by the individual would need to be agreed once the number of students following new programmes has been identified.</p>
Estimate of development cost	<p>Costs below include salary, T +S and on costs (pension and NI).</p> <p>2 days/week = redacted 3 days/week = redacted</p>