

Doc no	Date	description	Release full/partial
1	Nov 2023	Teacher Workforce Planning – Statistical Model	Full
2	30 & 31 November 2023	Email from Education Workforce Unit to Cabinet Secretary for Education and Skills regarding intakes to initial teacher education programmes and response	Partial
2 a	30 Nov 2023	submission	Partial
3	18 Dec 2023	Email from Education Workforce Unit to Cabinet Secretary regarding intakes to initial teacher education programmes	Partial
4	9 Jan 2024	Note of meeting between EWU and Cabinet Secretary	Partial
5	15 Jan 2024	Email exchanges between SG and SCDE re primary targets and distribution	Partial
5 a	1 Feb 2024	SCDE proposals	Partial
6	2 and 12 Feb 2024	Email from Education Workforce Unit to Cabinet Secretary for Education and Skills regarding intakes to initial teacher education programmes and response	Partial
6 a	2 Feb 2024	Submission	Partial

Teacher workforce planning 2023 Exercise – November 2023 Statistical Model

The teacher workforce planning model estimates future student teacher intake numbers by rolling forward recent patterns in the school pupil and staff censuses and other data including national population projections.

The modelling described here uses the most recent data available i.e. the 2022 school pupil and staff censuses and the 2020-based national population projections (updated by ONS in January 2023 to take account of higher inward migration than previously thought). It is based on a set of assumptions - other assumptions would result in different estimates.

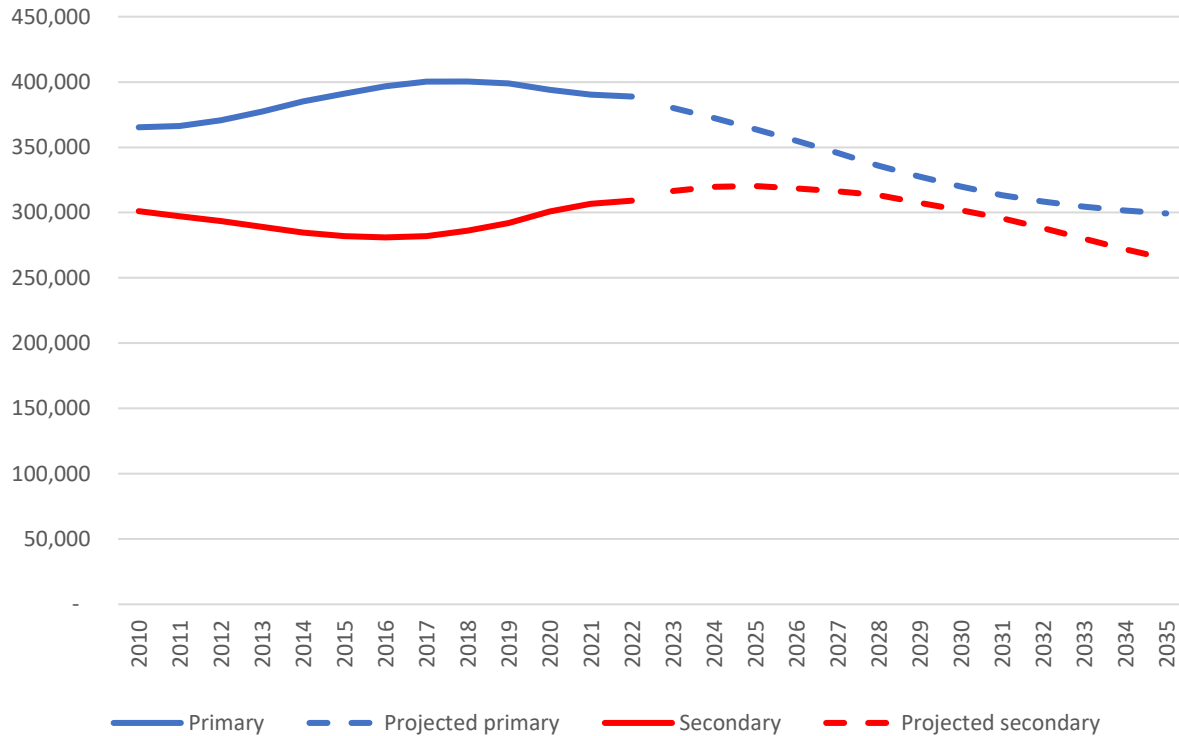
1. Modelling approach

The workforce planning model is based on the aim of calculating the initial teacher education (ITE) student intake required for maintaining the 2022 teacher numbers across each sector. With pupil numbers projected to fall overall by 2025, this will lead to a decrease in PTRs.

Model Inputs

1.1. Pupil projections

Chart 1: Pupil Projections, 2023-2035



The primary school roll has been falling since reaching a peak in 2017. Pupil projections based on population projections from National Records of Scotland show the number of primary pupils continuing to decrease through to 2035.

At secondary level, the pupil roll increased in 2017 for the first time in 14 years and is projected to continue increasing until 2024, after which it will fall below current levels by the end of the projection period in 2035.

These projections are based on the 2020 population projections which, following the recent fall in births, assume a lower birth rate than previous projections. An update to the 2020 population projections was published in January 2023 to account for higher than expected inward migration. This mainly affected young adult age groups with a lagged effect on school-aged children projections. Pupil projections based on cohorts that were not yet born are less reliable than projections for earlier years (beyond 2026 for Primary and 2032 for Secondary).

1.2. Teacher Numbers

In the past 5 years we have seen a rise in teacher numbers of nearly 2,700 (a 5% increase). There have been increases across both the primary and secondary sectors. The 4% increase in primary teachers (compared to the 3% decrease in pupils) has meant that there are fewer pupils per teacher and consequently the primary pupil teacher ratio (PTR) has decreased to the second lowest ever level (primary teacher numbers were higher in 2021 than in 2022). However, in secondary schools the number of pupils grew at a faster rate (10%) than the number of teachers (7%), meaning there were more pupils per teacher. The result of this is that the secondary PTR is now close to the highest level since 2004.

Table 1: Increase in teacher numbers 2017-2022

	Primary	Secondary	Total*
2017 - 2022	4%	7%	5%

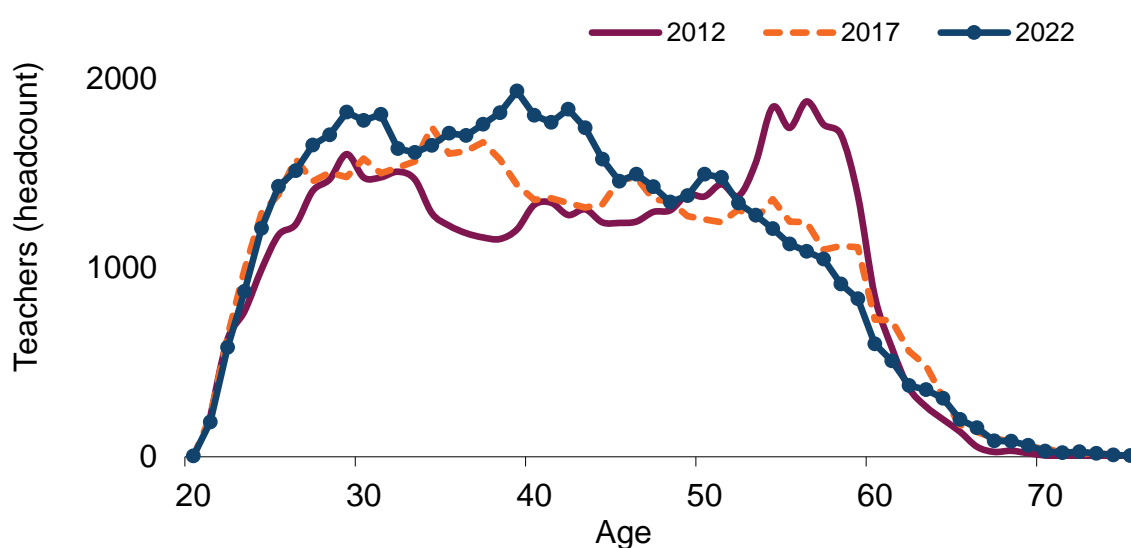
*Total change across this period includes centrally employed teachers and ELC teachers, both of which have decreased.

Data source: [Teacher census supplementary statistics 2022](#)

1.3. Age profiles of teachers

The 2022 Teacher Census data shows that the age profile of teachers has changed much over the past 10 years. The prominent peak of teachers in their mid to late-fifties, as seen in 2012, no longer exists. Teacher numbers are now relatively consistent from age 25 to 40 and slowly reduce in the older age groups.

Chart 2: Age profile of school based teachers

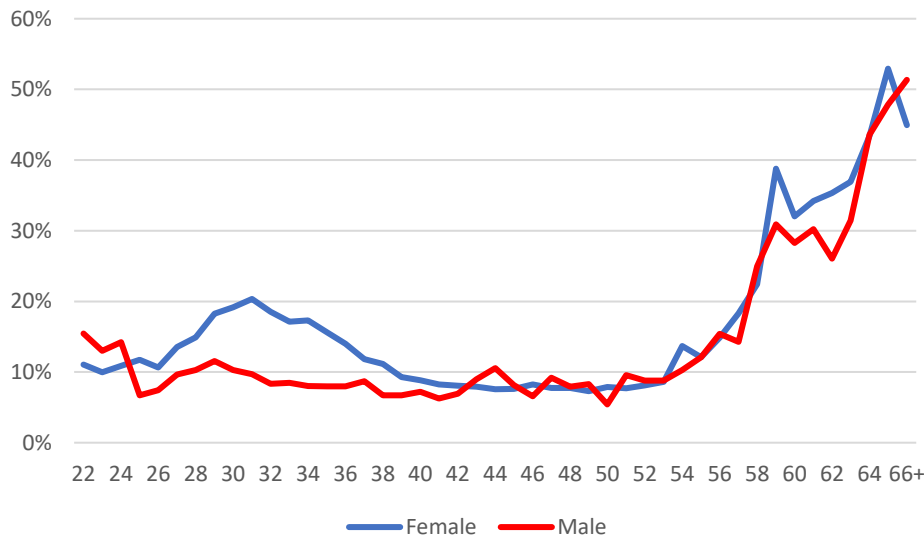


Data source: [Teacher census supplementary statistics 2022](#)

Wastage Rates (Excluding probationers)

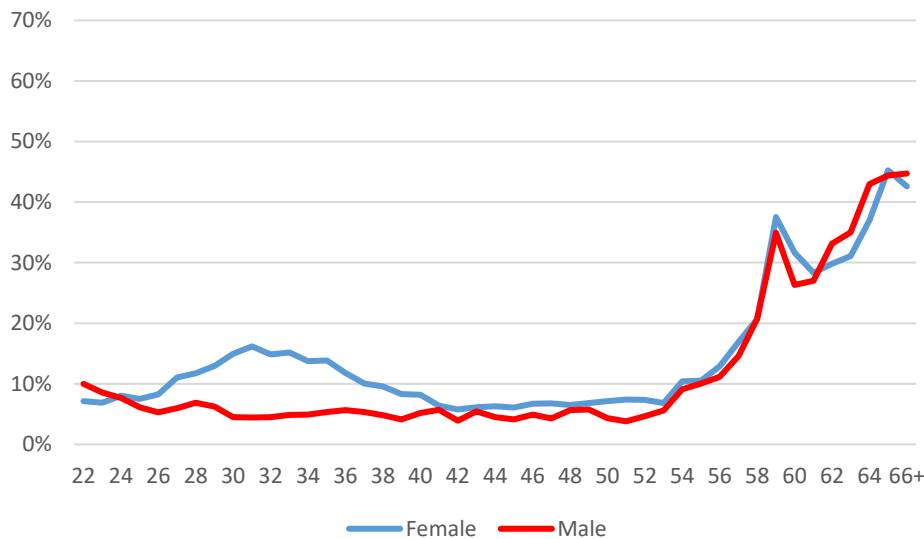
The wastage rates used in the modelling are based on an average of the past five years' figures. They represent the sum of all reductions in existing teacher FTE as a proportion of total teacher FTE. Higher rates for women under 40 include maternity leave, whilst higher rates for those from their late 50s reflect retirement (both full and partial).

Chart 3: Primary wastage rates (excluding TIS)



Total projected 2022 primary wastage – 3,400 FTE

Chart 4: Secondary wastage rates (excluding TIS)



Total projected 2022 secondary wastage – 2,600 FTE

1.4. Returners

The returner numbers used in the modelling are based on an average of five years' data. They represent the sum of all increases in FTE (this includes new teachers as well as teachers increasing their hours). Numbers are used instead of rates for returners since as we do not have details of the pool of non-working teachers in any year.

The average of the last five years' figures have been used for Primary (2,300) and secondary (1,800).

1.5. Working patterns

There has been a steady increase in the proportion of teachers working part time over recent years up to 24.0% in 2019. This decreased slightly in 2020 to 23.4% but rebounded to 24.5% in 2022. The overall move to part time working has been accounted for in the model within the wastage and returners assumptions.

Table 2: Number of teachers (headcount) by mode of working, all sectors, 2017 - 2022

	Full-time	Part-time	Total headcount	Percentage part-time
2017	43,016	12,693	55,709	22.8
2018	43,198	13,265	56,463	23.5
2019	43,246	13,620	56,866	24.0
2020	44,387	13,564	57,951	23.4
2021	45,006	13,924	58,930	23.6
2022				
<i>Primary</i>	19,926	9,113	29,039	31.4
<i>Secondary</i>	21,887	4,705	26,592	17.7
<i>Special</i>	1,704	656	2,360	27.8
<i>Centrally</i>				
<i>Employed</i>	747	585	1,332	43.9
Total	44,493	14,419	58,912	24.5

1.6. Teacher Induction Scheme (TIS) Wastage rates

Teacher Induction Scheme wastage rates are based on an average of the last 5 years of data. These rates calculate the percentage reduction in FTE of TIS teachers in the year following their probation year.

Primary – 27%

Secondary – 18%

1.7. Retention rates

Retention rates (ITE students who go on to the Teacher Induction Scheme) vary between the route used for ITE study. Retention rates for primary undergraduate and PGDE courses are around 75% and 90% respectively. Rates for Secondary courses are around 60% (Undergraduate including combined degrees) and 80% (PGDE).

We measure retention rates as a proportion of those leaving university to those starting the teacher induction scheme. Probationers who chose the flexible route are not captured in these retention rates, but are captured in the model amongst the pool of 'returners'.

1.8. Supply pool

Supply pool teachers are not accounted for in the staff census which counts only the normal complement member of staff or normal complement replacements. Teachers moving from a teaching position which is counted in the census to a supply post will be accounted for in the wastage (leaver) rates. No additional provision for supply staff has been included. We expect that the current level of supply pool will be maintained by staff entering it from the normal complement of teachers (the on-roll population), accounted for by the wastage rates.

1.9. Vacancy data

This data is no longer collected and vacancies have not been accounted for in the model.

2. Modelled option to maintain teacher numbers

This option models the requirement for ITE intakes with the objective of maintaining overall teacher numbers at the 2022 level.

Table 3: Projected teachers – maintaining teacher numbers

	All Teachers	Change in teacher numbers from previous year	% change in teacher numbers	Pupil:teacher ratio
2018	51,959	446	0.9%	13.6
2019	52,247	288	0.6%	13.6
2020	53,400	1,153	2.2%	13.3
2021	54,285	885	1.7%	13.2
2022	54,193	-92	-0.2%	13.2
2023	54,200	+7	0.0%	13.0
2024	54,200	0	0.0%	12.9
2025	54,200	0	0.0%	12.8
2026	54,200	0	0.0%	12.6

Table 4: Projected teachers by sector – maintaining teacher numbers

	Primary	Secondary	Special	Centrally Employed	ELC	Total
2023	25,500	24,900	2,100	1,000	700	54,200
2024	25,500	24,900	2,100	1,000	700	54,200
2025	25,500	24,900	2,100	1,000	700	54,200
2026	25,500	24,900	2,100	1,000	700	54,200

The result of keeping teacher numbers fixed is a reduction in primary and special school PTR (as primary and special school pupil numbers are projected to fall each year) and an increase in secondary PTR, until it falls in 2026 (after secondary pupil numbers peak in 2025).

Table 5: Projected Pupil Teacher Ratios – maintaining teacher numbers

	Primary	Secondary	Special
2022	15.3	12.4	3.7
2023	14.9	12.7	3.6
2024	14.6	12.9	3.6
2025	14.3	12.9	3.6
2026	14.0	12.8	3.5

Modelled PGDE targets 2023-2025

Using past trends of data on the proportion of teachers who leave and re-join each year, as described above, the teacher workforce planning model estimates that to maintain overall teacher numbers the PGDE requirements for primary and secondary should be as follows.

Table 6: PGDE intake requirements – maintaining teacher numbers (rounded to nearest hundred)

Academic year	Primary PGDE	Secondary PGDE
2023/24	1,000	1,000
2024/25	1,000	1,000
2025/26	1,000	1,000

The actual 2023/24 PGDE intake targets were set at 955 for primary and 2,000 for secondary, which translated into 2023 enrolments of 1,043 for primary and 1,002 for secondary. These figures are roughly in accordance with the current modelled option.

3. Conclusion

The workforce planning model suggests that to maintain teacher numbers at the 2022 level, around 1,000 students should embark on PGDE ITE for primary and 1,000 for secondary

Doc 2

From: Redacted s38(1)(b)< Redacted s38(1)(b) @gov.scot> **On Behalf Of** Cabinet Secretary for Education & Skills

Sent: 11 December 2023 14:14

To: Redacted s38(1)(b)< Redacted s38(1)(b)@gov.scot>; Cabinet Secretary for Education & Skills <CabSecforES@gov.scot>

Cc: Minister for Higher Education, Further Education, and Veterans <MinisterHEFEV@gov.scot>; Minister for Children, Young People & Keeping the Promise <MinisterCYPKP@gov.scot>; DG Education & Justice <dgej@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Clare Hicks <Clare.Hicks@gov.scot>; Sam Anson <Sam.Anson@gov.scot>; Redacted s38(1)(b) <Redacted s38(1)(b)@gov.scot>; Alison Taylor <Alison.Taylor@gov.scot>; Redacted s38(1)(b) <Redacted s38(1)(b) @gov.scot>; Redacted s38(1)(b)<[Redacted s38(1)(b)@gov.scot>; Redacted s38(1)(b)< [Redacted s38(1)(b)@gov.scot>; Redacted s38(1)(b)<Redacted s38(1)(b) @gov.scot>; Redacted s38(1)(b) < Redacted s38(1)(b)@gov.scot>; Redacted s38(1)(b) < Redacted s38(1)(b)@gov.scot>; Redacted s38(1)(b) < Redacted s38(1)(b)@gov.scot>; Redacted s38(1)(b) < Redacted s38(1)(b)@gov.scot>; Redacted s38(1)(b) <Redacted s38(1)(b)@gov.scot>; Redacted s38(1)(b) < Redacted s38(1)(b)@gov.scot>; Redacted s38(1)(b) < Redacted s38(1)(b)@gov.scot>; Redacted s38(1)(b) < Redacted s38(1)(b)@gov.scot>; Redacted s38(1)(b) < Redacted s38(1)(b)@gov.scot>; Redacted s38(1)(b)@sfca.ac.uk

Subject: RE: Intakes to initial teacher education programmes

Hi Redacted s38(1)(b)

Thanks very much for providing the submission.

Redacted s30(b)(ii) free and frank exchange of views

Kind regards

Redacted s38(1)(b)

Redacted s38(1)(b)

Deputy Private Secretary to Cabinet Secretary for Education and Skills – Jenny Gilruth MSP

The Scottish Government

St Andrews House | Regent Road, Edinburgh, EH1 3DG

Mobile: Redacted s38(1)(b) | Email: CabSecforES@gov.scot

Ms Gilruth's Ministerial Preferences can be found here

All e-mails and attachments sent by a Ministerial Private Office to any other official on behalf of a Minister relating to a decision, request or comment made by a

Doc 2 a

From: Redacted s38(1)(b)

Education Workforce Unit
Learning Directorate
30 November 2023

Cabinet Secretary for Education and Skills

TEACHER WORKFORCE PLANNING – INTAKES TO INITIAL TEACHER EDUCATION PROGRAMMES 2024/25

Priority and Purpose

1. Routine. To seek your agreement on the recommendations of the Teacher Workforce Planning Advisory Group (TWPAG) on Initial Teacher Education (ITE) targets for academic year 2024/25 (August 2024 intakes).
2. We would aim to confirm this position with the Scottish Funding Council (SFC) by the end of December, to allow the SFC to agree targets with individual universities in January.

Recommendation

3. You are invited to agree to the recommendation of the TWPAG that ITE intake targets are maintained at 4,070 for the 2024/25 academic year with the aim of maintaining teacher numbers at current levels.

Context and Issues

4. The Scottish Government undertakes an annual teacher workforce planning exercise at a national level to project the requirement for newly qualified teachers. Consultation on the exercise takes place in partnership with key stakeholders through the Teacher Workforce Planning Advisory Group (TWPAG).
5. The TWPAG comprises membership from local authorities, universities, the GTCS, teacher unions, COSLA and the SFC and is co-chaired by Scottish Government and a university representative and they suggest a recommended intake target. Once we have Ministerial agreement we then issue guidance to SFC on intake targets. SFC are ultimately responsible for setting intakes to ITE, but in practice they follow this Scottish Government guidance closely.
6. The annual teacher workforce planning process is informed by a statistical model and this year estimates have been based on the number of ITE students required to maintain teacher numbers at current levels. The model is based on a number of inputs, including projections about the number of pupils in the education system at primary and secondary ages, churn in teacher numbers (retirement, maternity, returners, etc) and the retention rates of ITE students. The workforce planning model predicts a requirement for intakes of 1,000 for both Primary and Secondary PGDE, while keeping current Primary and Secondary undergraduate targets to maintain teacher numbers. Adopting these numbers would see a reduction

of 1,000 places for Secondary PGDE from the 2023/24 targets. The targets for 2023/24 were Primary PGDE 955 and Secondary PGDE 2,000.

Options Considered and Advice of the Teacher Workforce Planning Advisory Group

Maintain teacher numbers at current levels

7. At the TWPAG meeting on 27 November, there was discussion on the scenario that would allow for the recruitment of sufficient ITE students to maintain teacher numbers at current levels. Based on this, TWPAG advice is to recommend maintaining both primary and secondary target intakes at the same level for 2024/25, rather than make any reduction to the Secondary PGDE target, as the modelling suggests.

Reduce Primary PGDE

8. The Group discussed the possibility of reducing Primary PGDE as there is anecdotal evidence that there is an over-supply of primary teachers. However, some members were of the view that several local authorities, especially in rural areas, were experiencing difficulty in recruiting to primary and therefore did not wish to see a reduction in the Primary PGDE target.

Reduce Secondary PGDE

9. On Secondary PGDE targets, following a wide ranging discussion TWPAG ultimately reached agreement that the target needs to be maintained at 2,000. Members were of the view that reducing them will send the wrong message to the system and that targets should be ambitious and based on need rather than the number likely to be recruited. Redacted s30(b)(ii)

10. Redacted s30(b)(ii)

Recommended intake targets

11. The recommended intake targets from TWPAG for 2024/25 are therefore as follows:

Primary

- PGDE & other routes should be maintained at 955
- U/G & Combined degrees should be maintained at 779

Secondary

- PGDE & other routes should be maintained at 2,000
- U/G & Combined degrees should be maintained at 336

This will mean the overall ITE target remains at 4,070 in 2024/25.

12. It is recommended that we agree with the TWPAG advice that all targets should remain the same as 2023/24 to help address shortages in specific subjects and geographical areas. We aim to ensure that targets for hard to fill subjects are increased where possible at the expense of subjects that normally meet their target numbers.

Sensitivities

13. Redacted s30(b)(i)

14. The provisional ITE enrolment figures for 2023/24 are outlined in Annex A, which show a significant shortfall in enrolment to secondary PGDE programmes. While Primary PGDE and undergraduate targets have been met, Secondary PGDE and undergraduate have not been met with only 50% of PGDE places filled. While this is clearly concerning, it is not unexpected given recent trends, and it reflects the reported global issue with teacher recruitment and retention. More generally universities are seeing a drop in applications across all programmes, not just in ITE.

15. Annex B shows a 3 yearly comparison of enrolments. These show over the 2021/22 to 2023/24 period a decrease in overall enrolments of 22% and a decrease of 34% for PGDE Secondary. Annex C shows the enrolments achieved for England where the latest published figures are for 2022/23. Overall, 59% of the PGITT (which is the equivalent of the Scottish PGDE) target was achieved in secondary subjects (compared to 79% in 2021/22). The PGITT secondary target has not been met since 2012/13, except in 2020/21.

16. Redacted s30(b)(i)

17. The Strategic Board for Teacher Education (SBTE) are considering how to better understand local and national teacher resource demands to improve longer-term workforce planning. This includes tackling geographical challenges and ensuring targets for ITE programmes are set and met accordingly, particularly at secondary level and for hard to fill subjects such as science, technologies, mathematics, modern languages and Gaelic.

18. Linked to this the “Provision of Education Workforce Modelling and Analysis” (‘the audit’) commenced in October and is scheduled to report in January. This work will help inform decisions on education workforce planning for future years. This work will bring together a range of factors including current teacher numbers, pupil teacher ratios and the projected decline in the number of school-aged children.

19. More generally, in Autumn 2022 the United Nations General Assembly announced the creation of a High-Level Panel of 17 education Ministers and other leaders on the future of teaching, as a response to a widely agreed global crisis of recruitment, retention, and motivation of the teaching profession. The reasons for the

crisis, among others, were identified as declining pay and status, increasing workload, deteriorating well-being, lack of professional autonomy and collaboration, weak support in special education and other areas, declining levels of satisfaction and the politicisation of teaching.

Bute House Agreement Implications

20. Redacted s30(b)(i)

21. Redacted s30(b)(i)

22. Redacted s30(b)(i)

23. Redacted s30(b)(i)

Verity House Agreement Implications

24. Redacted s30(b)(i)

Financial and Legal Considerations

25. Redacted s30(b)(i)

Quality Assurance

26. This Submission has been approved by Sam Anson.

Conclusions and next Steps

27. If you are content with the proposed ITE intake targets set out at para 11 we will:

- Issue Ministerial guidance to the SFC.
- Following SFC's allocation of target intakes we will continue to work closely with them on deliverability and geographic spread.

Redacted s38(1)(b)
Education Workforce Unit
Learning Directorate

30 November 2023

Teacher Workforce Planning Advisory Group: Initial Teacher Education intake figures 2023

Provisional information received from universities on intakes to initial teacher education in 2023/24

Student teacher intake figures

These tables show provisional information received from universities on intakes to initial teacher education in 2023/24. This information is not official statistics, but indicative figures provided by universities at the start of the academic session. The Higher Education Statistics Agency (HESA) publishes the official data a year later.

Table 1 - initial teacher education: 2023 provisional student teacher intake

Total			
Initial teacher education	Target	Intake in October 2023	% diff
Primary			
U/G degree	707	686	97%
U/G combined degree	72	74	103%
Total	779	760	98%
PGDE and other routes	955	1,043	109%
Total Primary	1,734	1,803	104%
Secondary			
U/G	158	113	72%
U/G combined degree	178	126	71%
Total	336	239	71%
PGDE and other routes	2,000	1,002	50%
Total Secondary	2,336	1,241	53%
Total	4,070	3,044	75%

PGDE secondary and alternative route intake figures

Table 2 - initial teacher education: 2023 provisional PGDE and other routes student teacher intake

2023	PGDE and other routes		
SFC target 2023	Subject	2023 Intake	% diff
124	Art	73	59%
163	Biology	94	58%
96	Business Education	60	63%
159	Chemistry	54	34%
52	Computing	16	31%
37	Drama	19	51%
248	English	127	51%
10	Gaelic	4	40%
68	Geography	29	43%
67	History	52	78%
138	Home Economics	114	83%
250	Maths	83	33%
138	Modern Languages	46	33%
68	Modern Studies	50	74%
54	Music	19	35%
52	Physical Education	64	123%
131	Physics	38	29%
9	Psychology	7	78%
55	Religious Education	27	49%
81	Technological Education	26	32%

2,000	Secondary PGDE and other routes	1,002	50%
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Annex B

Prog	2023/24			2022/23			2021/22		
	target	intake	%	target	intake	%	target	intake	%
Primary U/G	779	760	98	779	804	103	779	862	111
Primary PGDE	955	1043	109	1155	1154	100	1155	1203	104
Total	1734	1803	104	1934	1958	101	1934	2065	107
Secondary U/G	336	239	71	336	260	77	336	286	85
Secondary PGDE	2000	1002	50	2000	1211	61	1800	1527	85
Total	2336	1241	53	2336	1506	65	2136	1813	85
Grand total	4070	3044	75	4270	3464	81	4070	3878	95

Targets for PGDE Secondary and Primary have changed between years.

New entrants to Initial Teacher Training (ITT) in England in the training year 2022/23; and 2022/23 PGITT targets

In total there were 28,991 new entrants to ITT in 2022/23 compared to 36,159 in 2021/22, 40,377 in 2020/21 and 33,799 in 2019/20. In 2020/21, we saw an unprecedented increase in new entrants to ITT, which was likely to be a direct result of the impact of COVID-19, and these higher levels continued, to a lesser extent, into 2021/22.

Of the new entrants in 2022/23, 23,224 were starting postgraduate ITT, a decrease (23%) from 30,093 in 2021/22. There were 5,767 new entrants to undergraduate ITT in 2022/23, a decrease (5%) from 6,066 in 2021/22.

The percentage of the Postgraduate Initial Teacher Training (PGITT) target achieved for all subjects (secondary and primary) was 71%. This is a decrease of 26 percentage points, down from 97% in 2021/22. This was driven by a decrease in the number of new entrants to PGITT (of 6,869) and an increase in the target (from 31,030 in 2021/22 to 32,600 in 2022/23).

- Overall, 93% of the PGITT target was achieved in primary (compared to 131% in 2021/22). Prior to this year, the PGITT primary target was met in 5 of the latest 7 years, including in 2020/21 and 2021/22.
- Overall, 59% of the PGITT target was achieved in secondary subjects (compared to 79% in 2021/22). The PGITT secondary target has not been met since 2012/13, except in 2020/21.
- Overall, 62% of the PGITT target was achieved for English Baccalaureate (EBacc) subjects (compared to 84% in 2021/22). Within EBacc subjects, recruitment exceeded the PGITT target for History and Classics. Targets were not met for the other EBacc subjects.
- PGITT targets for 2022/23 were set using analysis from the Teacher Workforce Model

Copy List:	For Action	For Comments	For Information		
			Portfolio Interest	Constit Interest	General Awareness
Minister for Children, Young People and Keeping the Promise			X		
Minister for Higher and Further Education and Youth Employment and Training and Minister for Veterans			X		

DG Education & Justice
 Graeme Logan, Director of Learning
 Clare Hicks, Director of Educational Reform
 Sam Anson, Deputy Director, Workforce, Infrastructure and Reform
 Redacted s38(1)(b), Education Analytical Services
 Alison Taylor, Deputy Director Improvement, Attainment and Wellbeing
 Laura Murdoch, Deputy Director, Curriculum, Qualifications and Gaelic
 Redacted s38(1)(b), Head of Gaelic
 Redacted s38(1)(b), Unit Head, Qualifications
 Redacted s38(1)(b), Curriculum, Qualifications and Gaelic
 Redacted s38(1)(b), SFC Sponsorship
 Karen Watt, Chief Executive, SAAS
 Communications Education & Skills
 Redacted s38(1)(b), Special Advisor
 Redacted s38(1)(b), Learning Analysis
 Redacted s38(1)(b), Learning Analysis
 Redacted s38(1)(b), Learning Analysis
 Redacted s38(1)(b), LD
 Redacted s38(1)(b), LD
 Redacted s38(1)(b), LD
 Redacted s38(1)(b), LD
 Redacted s38(1)(b), LD
 Redacted s38(1)(b), LD

Local authority representatives also stressed that many rural authorities are still experiencing recruitment issues and therefore asked that primary intake targets remained the same as the previous year. Redacted s30(b)(i)

Conclusion / Next Steps

It would be helpful to know by 20th December if the Cabinet Secretary is content with this further advice. We will then move to confirm ITE intake targets with the Scottish Funding Council (SFC) by the end of December. This will enable the SFC to agree targets with individual universities in January, allowing the universities to start marketing and preparing for next year's cohorts of students.

Redacted s38(1)(b)
Education Workforce Unit
Scottish Government
Mobile Redacted s38(1)(b)

Doc 4

NOTE OF MEETING BETWEEN CABINET SECRETARY FOR EDUCATION AND SKILLS AND LEARNING DIRECTORATE OFFICIALS REGARDING INTAKE TARGETS FOR INITIAL TEACHER EDUCATION

TUESDAY 9 JANUARY 3.15 PM

Present:- Redacted s38(1)(b) (Private Secretary), Redacted s38(1)(b), Redacted s38(1)(b), Redacted s38(1)(b) (Learning Directorate)

The purpose of the meeting was to discuss:-

- Intakes to initial teacher education (ITE) programmes for academic year 2024/25
- Current Teacher Workforce Planning Model
- Possible Oversupply of Primary Teachers

The Cabinet Secretary agreed to the recommendation of the Teacher Workforce Planning Advisory Group that ITE intake targets should be maintained nationally at 4,070 for the 2024/25 academic year.

Redacted s30(b)(i)

EDUCATION WORKFORCE UNIT

LEARNING DIRECTORATE

Doc 5

From: Redacted s38(1)(b) <Redacted s38(1)(b)@ed.ac.uk>
Sent: 01 February 2024 15:36
To: Redacted s38(1)(b) <Redacted s38(1)(b)@gov.scot>
Subject: Re: Cabinet Secretary meeting with SCDE

Hi Redacted s38(1)(b)

Please see attached a paper from SCDE detailing a table with some possible numbers, outline of some future considerations for solution seeking and some key consideration and issues around numbers.

Redacted s30(b)(ii) free and frank exchange of views

One point to note (not in the paper) is that the total enrolment figures received for 23-24 entry and reflects Scottish Fee rate and Rest of UK fee rate students as well as Overseas. For example UWS looks like it has a high over recruitment on primary but around 20 of this number reflect overseas students.

When might we get confirmation of all ITE numbers?

Happy to meet to discuss any aspect.

Thanks
Redacted s38(1)(b)

Redacted s38(1)(b)

Redacted s38(1)(b) (book here for brief 'drop-in' chats)

Redacted s38(1)(b)

*Charteris Land redacted s.38(1)(b) (hybrid working between office & home)
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Equality, Diversity, and Inclusion Representative.
Staff and students are welcome to share EDI-related ideas [here](#).



THE UNIVERSITY of EDINBURGH
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Education and Sport

Ranked top 25 in the world for Education and Sport-related subjects.
4th in the UK for Education and 7th in the UK for Sport.

QS World Rankings by subject 2023

From: Redacted s38(1)(b)@gov.scot <Redacted s38(1)(b)@gov.scot>

Date: Thursday, 25 January 2024 at 15:41

To: Redacted s38(1)(b) <Redacted s38(1)(b)@ed.ac.uk>

Subject: RE: Cabinet Secretary meeting with SCDE

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You should only click on links or attachments if you are certain that the email is genuine and the content is safe.

Redacted s38(1)(b)

Thanks for the update and we can wait for your proposals next week. Redacted s30(b)(ii)

Redacted s38(1)(b)

From: Redacted s38(1)(b) <Redacted s38(1)(b)@ed.ac.uk>

Sent: Wednesday, January 24, 2024 5:38 PM

To: Redacted s38(1)(b) <Redacted s38(1)(b)@gov.scot>

Subject: Re: Cabinet Secretary meeting with SCDE

Hi Redacted s38(1)(b)

We had a full discussion at SCDE – as you can imagine. Redacted s30(b)(ii)

I should be able to send you our modelled spreadsheet with numbers in next day or two but need a bit more time to finalise a paper which outline key considerations and suggest some options for consideration, some of which might not readily be able to be actioned this year but could inform planning or next. I would aim to have this to you next week. Will that work?

Redacted s30(b)(ii)

Redacted s38(1)(b)

Redacted s38(1)(b)

Redacted s38(1)(b)(book here for brief 'drop-in' chats)

Redacted s.38(1)(b)

Charteris Land Redacted s.38(1)(b)
(hybrid working between office & home)
Moray House School of Education and Sport
University of Edinburgh
Holyrood Road
Edinburgh
EH8 8AQ
Twitter: Redacted s38(1)(b)
Redacted s38(1)(b)

Equality, Diversity, and Inclusion Representative.
Staff and students are welcome to share EDI-related ideas [here](#).



THE UNIVERSITY of EDINBURGH
Moray House School of
Education and Sport

Ranked top 25 in the world for Education and Sport-related subjects.
4th in the UK for Education and 7th in the UK for Sport.

QS World Rankings by subject 2023

OUT OF SCOPE

From: Redacted s38(1)(b).@gov.scot <Redacted s38(1)(b).@gov.scot>
Date: Monday, 15 January 2024 at 10:15
To: Redacted s38(1)(b) <Redacted s38(1)(b).@ed.ac.uk>
Cc: Redacted s38(1)(b).@gov.scot <Redacted s38(1)(b).@gov.scot>, Redacted s38(1)(b) (Staff) <Redacted s38(1)(b).@dundee.ac.uk>, Redacted s38(1)(b).@gov.scot <Redacted s38(1)(b).@gov.scot>
Subject: Cabinet Secretary meeting with SCDE
This email was sent to you by someone outside the University.
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Redacted s38(1)(b)

OUT OF SCOPE

However, to ensure that we continue to move along the intake targets for 2024/25 it would be helpful if SCDE could still consider options on primary distribution and come back to us. That will allow us to discuss further with the Cabinet Secretary.

OUT OF SCOPE

Redacted s38(1)(b)
Education Workforce Unit

Scottish Government
Mobile Redacted s38(1)(b)

Doc 5 a

1. SCDE response to redistribution of Primary PGDE ITE Targets 2024-25

The SCDE welcomes the commitment from Scottish Government to work together to seek an appropriate outcome for planned ITE intakes for PGDE Primary for 2024-25. The opportunity to consider possible options for the redistribution of primary places has been discussed at length and we outline below key considerations and viable options.

We wish to work to support the Cabinet Secretary's aim of responding to the challenges faced by local authorities as employers particularly in certain geographic areas. Redacted s30(b)(ii)

1.1 Possible modelling for 2024-25:

Redacted s30(b)(ii)

1.2 Consideration for future solutions/options

Short-medium term considerations:

Redacted s30(b)(ii)

Planning for longer term change:

Redacted s30(b)(ii)

1.3 Specific issues impacting any redistribution of numbers:

Redacted s30(b)(ii)

Annex A

Redacted s30(b)(ii)

Doc 6

From: Redacted s38(1)(b) <Redacted s38(1)(b)@gov.scot> **On Behalf Of** Cabinet Secretary for Education & Skills

Sent: 12 February 2024 10:31

To: Redacted s38(1)(b) <Redacted s38(1)(b) @gov.scot>; Cabinet Secretary for Education & Skills <CabSecforES@gov.scot>

Cc: Minister for Higher Education, Further Education, and Veterans <MinisterHEFEV@gov.scot>; Minister for Children, Young People & Keeping the Promise <MinisterCYPKP@gov.scot>; DG Education & Justice <dgej@gov.scot>; Director of Learning <DirectorofLearning@gov.scot>; Clare Hicks <Clare.Hicks@gov.scot>; Sam Anson <Sam.Anson@gov.scot>; Redacted s38(1)(b) <Redacted s38(1)(b)@gov.scot>; Alison Taylor <Alison.Taylor@gov.scot>; Laura Murdoch <Laura.Murdoch2@gov.scot>; Redacted s38(1)(b) <Redacted s38(1)(b)@gov.scot>; Redacted s38(1)(b) <Redacted s38(1)(b)@gov.scot>; Redacted s38(1)(b) <Redacted s38(1)(b)@gov.scot>; Redacted s38(1)(b) <Redacted s38(1)(b)@gov.scot>; Communications Education & Skills <CommunicationsEducationandSkills@gov.scot>; Redacted s38(1)(b) <Redacted s38(1)(b)@gov.scot>; Redacted s38(1)(b) <Redacted s38(1)(b)@gov.scot>; Redacted s38(1)(b) <Redacted s38(1)(b)@gov.scot>; Redacted s38(1)(b) <Redacted s38(1)(b)@gov.scot>; Redacted s38(1)(b) <Redacted s38(1)(b)@gov.scot>; Redacted s38(1)(b) <Redacted s38(1)(b)@gov.scot>; Redacted s38(1)(b) <Redacted s38(1)(b)@gov.scot>; Redacted s38(1)(b) <Redacted s38(1)(b)@gov.scot>; Redacted s38(1)(b) <Redacted s38(1)(b)@gov.scot>

Subject: RE: Initial Teacher Education - Intake Targets for 2024/25

Hi Redacted s38(1)(b)

Cab Sec has noted.

Redacted s30(b)(i)

Redacted s30(b)(ii)

Kind regards
Redacted s38(1)(b)

Redacted s38(1)(b)

Deputy Private Secretary to Cabinet Secretary for Education and Skills – Jenny Gilruth MSP

The Scottish Government

St Andrews House | Regent Road, Edinburgh, EH1 3DG

Mobile: Redacted s38(1)(b) | Email: CabSecforES@gov.scot

Ms Gilruth's Ministerial Preferences can be found here

Doc 6 a

From: Redacted s38(1)(b)

Education Workforce Unit
Learning Directorate
2 February 2024

Cabinet Secretary for Education and Skills

TEACHER WORKFORCE PLANNING – INTAKES TO INITIAL TEACHER EDUCATION PROGRAMMES 2024/25

Priority and Purpose

1. Redacted s29(1)(a)
2. We would aim to confirm this position with the Scottish Funding Council (SFC) early in February, to allow the SFC to agree targets with individual universities as soon as possible.

Recommendation

3. Redacted s29(1)(a)

Context and Issues

4. When we met on 9 January following my submissions of 30 November you agreed the recommendation of the Teacher Workforce Planning Advisor Group that ITE intake targets should be maintained nationally at 4,070 for the 24/25 academic year. Redacted s29(1)(a)
5. Redacted s29(1)(a)
6. Redacted s29(1)(a)
7. Redacted s29(1)(a)
8. Redacted s29(1)(a)
9. Redacted s29(1)(a)
10. Redacted s29(1)(a)
11. Redacted s29(1)(a)
12. Redacted s29(1)(a)
13. Redacted s29(1)(a)
14. Redacted s29(1)(a)

Sensitivities

15. Redacted s29(1)(a)

Bute House Agreement Implications

16. N/A

Verity House Agreement Implications

17. N/A

Financial and Legal Considerations

18. Redacted s29(1)(a)

Quality Assurance

19. This Submission has been approved by Sam Anson.

Conclusions and next Steps

20. If you are Redacted s29(1)(a)

- Issue Ministerial guidance to the SFC Redacted s29(1)(a)
- Continue to engage with SCDE regarding longer term planning around ITE provision

Redacted s38(1)(b)
Education Workforce Unit
Learning Directorate

2 February 2024

Copy List:	For Action	For Comments	For Information		
			Portfolio Interest	Constit Interest	General Awareness
Minister for Children, Young People and Keeping the Promise			X		
Minister for Higher and Further Education and Veterans			X		

DG Education & Justice

Graeme Logan, Director of Learning
 Clare Hicks, Director of Educational Reform
 Sam Anson, Deputy Director, Workforce, Infrastructure and Reform
 Redacted s38(1)(b), Education Analytical Services
 Alison Taylor, Deputy Director Improvement, Attainment and Wellbeing
 Laura Murdoch, Deputy Director, Curriculum, Qualifications and Gaelic
 Redacted s38(1)(b), Head of Gaelic
 Redacted s38(1)(b), Unit Head, Qualifications
 Redacted s38(1)(b), Curriculum, Qualifications and Gaelic
 Redacted s38(1)(b), SFC Sponsorship
 Communications Education & Skills
 Redacted s38(1)(b), Special Advisor
 Redacted s38(1)(b), Learning Analysis
 Redacted s38(1)(b), Learning Analysis
 Redacted s38(1)(b), Learning Analysis
 Redacted s38(1)(b), LD
 Redacted s38(1)(b), LD
 Redacted s38(1)(b), LD
 Redacted s38(1)(b), LD
 Redacted s38(1)(b), LD

**POSSIBLE OPTIONS FROM SCDE TO ADDRESS RECRUITMENT
CHALLENGES IN RURAL AREAS**

Redacted s30(b)(i)