DRIVING FORWARD PROFESSIONAL
STANDARDS FOR TEACHERS

Memorandum on Entry Requirements to Programmes of Initial Teacher Education in Scotland

June 2013*

*Including Religious Education revisions - September 2015

Contents

1 Introduction 1

2 General Information on Qualifications 1

3 Registration with the General Teaching Council for Scotland (GTCS) 2

4 The Teaching Qualification (Primary Education) 3

5 The Teaching Qualification (Secondary Education) 4

6 Secondary Subjects with Specific Requirements 6

Appendix A University Addresses and List of ITE Programmes Offered 11

Appendix B Useful Addresses 13

Appendix C SQA Qualifications in the Scottish Credit and Qualifications Framework 15

Appendix D Qualifications Accepted in Place of the English and Mathematics Requirements 18

Appendix E List of References 19

1 Introduction

Under the terms of the Public Services Reform (General Teaching Council for Scotland) Order 2011[1]*, it is for the General Teaching Council for Scotland (GTCS) to determine what constitutes a recognised teaching qualification for individuals seeking registration with GTCS as a school teacher. As part of this process, and after due consultation, the GTCS sets minimum entry requirements for the teacher education programmes in Scotland (provided by certain universities) that lead to a recognised teaching qualification. These are the minimum entry requirements.

As long as an applicant meets the minimum entry requirements, it is for the universities to decide whether to accept or reject an applicant in line with their general admissions policy. Because some programmes are very popular, universities may require applicants to have more than the minimum entry requirements. Universities also look for evidence that applicants have the necessary qualities for, and commitment to, teaching as a career.

All enquiries about adequacy of qualifications should be directed to the universities. The names and addresses of the universities are listed in Appendix A on page 11.

Application processes must meet all Equalities Legislation requirements.

This Memorandum relates to admission to teacher education programmes beginning in the academic year 2014 and beyond, until such time as a further edition of the Memorandum is published.

*A list of references is provided in Appendix E on page 19.

2 General Information on Qualifications

There is no lower or upper age limit for applying for a place on a teacher education programme. All applicants must meet the minimum requirements in this Memorandum before the programme starts.

The qualifications needed for entry to teacher education are set out in terms of the levels and credit value as defined in the Scottish Credit and Qualifications Framework (SCQF)[2]. The SCQF identifies qualifications with levels running from 1 to 12. An Honours degree is rated at level 10 and a Higher National Diploma at level 8.

A copy of the full SCQF framework is included in Appendix C on page 15.

A National Qualification Course award in English at SCQF Level 6 (Higher Grade English or an accepted alternative), is an essential requirement for entry to all teacher education programmes.

A National Qualification Course award in Mathematics at SCQF Level 5 (National 5 Mathematics or an accepted alternative), is an essential minimum requirement for entry to all teacher education programmes.

The qualifications that are accepted alternatives to these essential minimum entry requirements are in Appendix D on page 18.

It is for the universities to decide the acceptability of individual qualifications.

Any enquiries about the acceptability of qualifications should be directed to the universities.

The names and addresses of the universities are listed in Appendix A on page 11.

The system of selection of student teachers must take into account available reports on individual applicants, their experience and interests and the extent to which they match the personal characteristics desirable in a teacher.

Applicants must have appropriate levels of literacy and numeracy and be competent in the use of Information and Communications Technology (ICT). They must have appropriate interpersonal skills and have the kind of personal qualities which will allow them to relate well to young people. They must show the characteristics of the attributes which will allow them to develop as teachers and ultimately as extended professionals.

They must have the capacity to develop professional values and to be reflective and innovative. They should show they have the capability to become experts in pedagogy and agents of change rather than recipients of it and to be autonomous while recognising their place within systems. In addition there is a need for commitment, resilience and high levels of self-efficacy. They should have the capacity to develop appropriate subject content and pedagogic content knowledge. They should have the capacity to understand the principles of assessment and how assessment contributes to enhancing learning. They should show they are capable of being accountable and being able to consider the impact of their teaching on pupils and learners. They should have the capacity to know about research and scholarship and, where appropriate in the future, be actively able to practise research through, for example, professional enquiry.

They should be committed to their own ongoing professional development and have some awareness of education's links to other fields. They should show that they will be committed to working with other professionals within and beyond education.

In short, they should show that they have the capacity to meet the Standard for Provisional Registration[3] which specifies what is expected of a student teacher at the end of Initial Teacher Education who is seeking provisional registration with GTC Scotland.

It has been agreed that top-up courses will continue to be allowed. However, graduates will only be allowed a maximum of 30 credits and they must be obtained before entering a Professional/Post Graduate Diploma in Education (PGDE)* programme. (This level of credit will be kept under review.)

Within the 14 - 19 arrangements in England an Advanced Diploma is offered. It has been agreed that this would be suitable for entry to ITE.

*The title of Professional Graduate Diploma in Education is used when the award is made at level 10 of the Scottish Credit and Qualifications Framework (SCQF) while the title Post Graduate refers to qualifications awarding credit at SCQF level 11. The title is a matter for the individual university offering the programme but please note this does not affect the Teaching Qualification which is the same at both levels.

3 Registration with the General Teaching Council for Scotland (GTCS)

When a person successfully completes a teacher education programme at a Scottish university they will receive a teaching qualification (TQ).

By law they must register with the GTCS before they can be employed as a teacher in a Scottish education authority nursery, primary, secondary or special school. A teacher's fitness to teach (ie in term of conduct) will be considered at the point of application for registration.

The GTCS will answer any questions about registration. Its address is listed in Appendix B on page 13.

4 The Teaching Qualification (Primary Education)

General Points

(i) The teaching qualification (primary education) is awarded after a person has successfully completed either:

- a four year undergraduate combined degree programme leading to a named award which includes a teaching qualification;
- a four year undergraduate concurrent degree programme leading to a named award and a separate teaching qualification or
- the PGDE programme following a degree.

The PGDE is now offered in a range of forms at some universities. It is always the equivalent of one year's fulltime study but can be taken at a distance and over a longer period.

Appendix A on page 11 lists the universities in Scotland which provide programmes leading to the award of a Teaching Qualification in Primary Education.

(ii) The minimum entry requirements for admission to train as a primary teacher are as follows:

For the four year combined degree and other undergraduate degree programmes the applicant must have:

- National Qualifications at SCQF Level 6 (for example, Higher Grade), in at least three subjects (one of these course awards must be in English);
- National Qualifications Course awards at SCQF Level 5 (or an accepted alternative, for example, National 5, Credit Standard Grade or Intermediate 2) in two other subjects (one of the awards must be in mathematics); and

For the one year (or equivalent) PGDE programme the applicant must have:

- a degree validated by a higher education institution in the United Kingdom or a degree of an equivalent standard from an institution outside the United Kingdom; and
- National Qualifications in English at SCQF Level 6 (for example, Higher Grade) or an accepted alternative; and
- National Qualifications in Mathematics at SCQF Level 5 (for example, National 5, Credit Standard Grade or Intermediate 2) or an accepted alternative.

(iii) In addressing the Scottish Government Languages Working Group report *Language Learning in Scotland A 1+2 Approach* (2012)[4] and the Science and Engineering Education Advisory Group - Second Report *Supporting Scotland's STEM Education and Culture* (2012)[5] this Entry Memorandum has adopted as an interim position at this time not to require that holding a qualification at SCQF level 6 in a Modern Language and/or a Science becomes a mandatory requirement for entry to an ITE programme leading to a teaching qualification for Primary.

GTC Scotland would however encourage universities to expect at least an SCQF level 5 qualification in one or other of these subject areas.

Meantime GTC Scotland will work with the Scottish Government's Strategic Implementation Group on 1+2 Languages, the Science, Technology, Engineering and Mathematics Education Committee (STEMEC), the educational community and the universities towards developing these areas so that sufficient numbers of applicants suitably qualified in these fields are in the future produced for Primary ITE programmes.

Consideration will also be given in the future to raising the required level of Maths qualification to SCQF level 6 at a later date but at the moment the SCQF level 5 requirement, as a minimum, is maintained.

STEMEC has suggested a target date of 2020 for addressing such issues and GTC Scotland will work in partnership with others towards having revised requirements in place for then at the latest.

(iv) Universities should make sure that an applicant's educational background (including the content of their degree) provides a good basis for becoming a primary teacher. They will therefore look for evidence that the applicant has studied at least two of the following areas (as well as English and mathematics) – science, social studies, expressive arts, religious and moral education, technology and modern foreign languages.

All enquiries about the acceptability of non UK degrees should be directed to the universities whose names and addresses are listed in Appendix A on page 11. When necessary, the universities will ask the GTCS for advice.

5 The Teaching Qualification (Secondary Education)

General Points

(i) The teaching qualification (secondary education) is awarded in a particular subject or subjects of the secondary school curriculum after a person has successfully completed one of the following programmes:

- A four year combined degree leading to a BEd degree in music, physical education or technological education; or
- A combined degree or a concurrent degree including studying a subject, studying education, and school experience; or
- A PGDE programme following a degree.

The Post Graduate Diploma in Education (PGDE) is now offered in a range of forms at some universities. It is always the equivalent of one year's fulltime study but can be taken at a distance and over a longer period.

(ii) Teaching qualifications (secondary education) can be awarded in the following.

Art and Design*
Biology with Science
Business Education*
Chemistry with Science
Classics*
Community Languages*
Computing*
Drama*
Economics
English*
Gaelic*
Geography
Greek
History
Home Economics*
Latin
Mathematics
Media Studies
Modern Foreign Languages*
Modern Studies*
Music*
Physical Education*
Physics with Science
Religious Education (RMPS)
Technological Education*

Note: The subjects marked with an asterisk (*) have specific entry requirements. You can find details of these on pages 6 - 10.

As well as teaching their own subject (or subjects) it is expected that registered teachers will contribute as appropriate to the teaching of interdisciplinary learning.

(It is proposed that new Teaching Qualifications (Secondary Education) should be developed and offered in Psychology and Dance from session 2015/16. Further details of any specific entry requirements will be published in time for the consideration of applications for these programmes.)

(iii) The minimum academic entry requirement to qualify to teach a particular subject is 80 SCQF credit points, 50 of which must be as part of a degree (see section 2).

(iv) It is possible to gain teaching qualifications in more than one subject. Not all subjects are available in a particular academic year and some are only available at certain universities. Some subjects may be available only with other subjects. (Please note that the requirements of 5 (iii) must still be met.)

(v) For some programmes, such as Physical Education and Music, applicants will need to show that they are competent in practical skills. Universities may set practical tests so the applicants can prove their ability.

All enquiries about availability of programmes should be directed to the universities. The names and addresses of the universities are listed in Appendix A on page 11.

Undergraduate Degree Programmes

(i) Universities will assess applications for admission to, for example, a BEd or other undergraduate degree programmes using the entrance requirements of their institutions.

- Applicants for admission to such programmes must have a National Qualification in English at SCQF Level 6 (for example, Higher Grade) or an accepted alternative, and
- A National Qualifications in Mathematics at SCQF Level 5 (for example, National 5, Credit Standard Grade or Intermediate 2) or an accepted alternative.

(ii) It is a feature of such degree programmes that students do not need to decide straight away whether to follow the parts of the programme which lead to a secondary teaching qualification.

- However, to enter the teacher education parts of these programmes, students must have a National Qualification in English at SCQF Level 6 (for example, Higher Grade) or an accepted alternative and a National Qualifications in Mathematics at SCQF Level 5 (for example, National 5, Credit Standard Grade or Intermediate 2) or an accepted alternative.

PGDE (Secondary) Programmes

The minimum entry requirements for admission to all PGDE programmes are as follows:

- A degree validated by a university in the United Kingdom or a degree of an equivalent standard from an institution outside the United Kingdom. The degree should normally contain 80 SCQF credit points relevant to the teaching qualification or qualifications being studied. Forty of the credit points must have been studied at SCQF level 8 or above. Credit from a Masters degree may be considered but universities must assure themselves of the direct relevance of the credit to the teaching of the subject for which application is being made.

- Some credit points are acceptable for entry to more than one teaching subject. If a student wants a teaching qualification in more than one subject, appropriate credit points can be counted for entry to both subjects.

- A National Qualification in English at SCQF Level 6 (for example, Higher Grade) or an accepted alternative.

- A National Qualifications in Mathematics at SCQF Level 5 (for example, National 5, Credit Standard Grade or Intermediate 2) or an accepted alternative.

All enquiries about the acceptability of degree content should be directed to the universities. The names and addresses of the universities are listed in Appendix A on page 11.

All enquiries about the acceptability of non UK degrees should be directed to the universities. When necessary, the universities will ask the GTCS for advice.

6 Secondary Subjects with Specific Requirements

The following subjects have specific requirements (as well as the general requirements stated above):

Art and Design

Applicants must have coverage of both Fine Art and Design within the 80 credit points.

Business Education

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.

Universities have a responsibility to make sure that candidates have an appropriate knowledge of information technology and office and information management.

Classics

Applicants can qualify to teach a classical language or classical studies (or both).

To qualify to teach Latin or Greek, applicants must have at least 80 SCQF credit points in the relevant language.

To qualify to teach classical studies only, applicants must have 80 SCQF credit points from list A.

To qualify to teach a language and classical studies, applicants must have 80 SCQF credit points in the language and 40 SCQF credit points from list A.

List A - ancient history, classical archaeology, classical civilisation, classical studies.

Community Languages

Applicants must have a degree equivalent in standard to a degree from the United Kingdom, along with study of their native language up to ‘A’ level or equivalent standard.

Applicants have to prove to the university they apply to that they are fluent in writing and speaking their native language and English.

Computing

Applicants must have a degree with 80 SCQF credit points which has 40 SCQF credit points at SCQF Level 8 (or above) from at least two of: computer systems, software development, databases or information systems.

The other 40 credits are required in any computing area relevant to the computing curriculum in Scottish schools.

Drama

Applicants must have at least 40 credit points in the practical aspects of Drama such as stage design or directing.

English

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.

Gaelic

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.

Home Economics

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 sciences	Food chemistry; composition of foods; functions of food; processing and manufacture 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 presentation techniques; food and beverage management.
Textile studies	Textile construction; properties; finishes; contemporary developments; production systems; textile futures; design technologies.

Modern Foreign Languages

Where possible, applicants should offer more than one language.

(i) Entry requirements for PGDE programmes for the first language offered

For the first foreign language offered, applicants must:

- have a degree with at least 80 SCQF credit points in the language they want to teach;
- have lived for **six** months in a country where the language is spoken **before starting the programme**; and
- prove to the university they apply to that they are competent in speaking the relevant language.

The applicant's academic study must include an element which will allow them to contribute to the wider aspects of programmes of study in schools, such as literature, cultural studies, area studies or languages in work.

While living abroad the applicant must have fully taken part in the language and culture of the relevant country. Applicants must normally live in the relevant country in blocks of at least three months.

Applicants who have spent one of their study years abroad will be considered as having met the residency requirement in the language in question.

Note: Residence requirements must be met before starting the programme and universities must ensure that this is the case before accepting applicants onto programmes.

Note: For Modern Foreign Languages students on a concurrent degree programme the residence requirements must be met by the end of the programme.

(ii) Entry requirements for PGDE programmes for second languages

Applicants must fully meet the requirements for their first foreign language.

They must also:

- have a degree with at least 80 SCQF credit points in the second language they want to teach;
- have lived for at least **three** months in a country where the language is spoken **before starting the programme**; and
- prove to the university they apply to that they are competent in speaking the relevant language.

The applicant's academic study must include an element which will allow them to contribute to the wider aspects of programmes of study in schools, such as literature, cultural studies, area studies or languages in work.

While living abroad the applicant must have fully taken part in the language and culture of the relevant country. The period of three months must either be consecutive or in blocks of at least four weeks. The GTCS will answer any questions about registration and residency requirements for second languages. Its address is listed in Appendix B on page 13.

Note: Residence requirements must be met before starting the programme and universities must ensure that this is the case before accepting applicants onto programmes.

Note: For Modern Foreign Languages students on a concurrent degree programme the residence requirements must be met by the end of the programme.

(iii) Native speakers of a modern foreign language

Native speakers of a modern foreign language who have finished a degree in their own language which meets the requirements in paragraph 1 may train to teach their native language.

Students who are native speakers of a modern foreign language and have a degree in a language other than their native tongue which meets the requirements in paragraph 1 may train to teach that language plus their native tongue. For example, a French student with a degree in German can train to teach German and French.

Modern Studies

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

Music

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.

Physical Education

Applicants would normally be expected to have a degree with 80 SCQF credit points coming from subjects in the following list: subjects related to physical education and involving a great deal of practical performance, such as sport, dance or outdoor pursuits; and subjects involving analysis of the aspects of physical education – such subjects include movement analysis, choreography, sports coaching, biomechanics, sports science, exercise physiology, sports psychology, health and fitness, studies in sports or dance or outdoor education, sports development or additional support needs in movement education.

Note: Applicants who do not have the full 80 SCQF credit points requirement from the list must be able to satisfy the relevant university as to their suitability for entry by completing practical tests.

Applicants will need to show that they are competent in practical skills. The university may set practical tests so that applicants can prove their ability. Applicants should also provide evidence of their personal involvement in relevant activities through:

- regularly taking part in appropriate physical activities;
- having experience of teaching, coaching, instruction or leadership;
- achieving national governing body awards or the equivalent; or
- experience of training and performing at a high level.

Religious Education

Applicants must have a degree with at least 80 SCQF credit points from two or more of the areas listed below:

- Religious Studies
- Philosophy
- Theology
- Divinity
- Sociology of Religion
- Anthropology of Religion
- Psychology of Religion

Applicants wishing specifically to teach Religious Education in Catholic schools must have a degree with at least 80 SCQF credit points in:

- Religious Studies
- Theology
- Divinity

which may include a maximum of 20 credit points in:

- Philosophy related to religion

Technological Education

Applicants must have a degree with at least 80 SCQF credit points. A minimum of 20 credits should come from list A and a minimum of 40 credits should come from list B.

List A technological subjects such as mechanical, electrical or electronic engineering/ sciences, mechatronics, architecture, construction technology, building services.

List B design and graphics related subjects such as computer aided design, graphic design, computer aided design manufacture, industrial design, product design.

Applicants have to prove to the university that they can build up practical skills.

Appendix A

University Addresses and List of ITE Programmes Offered

University of the West of Scotland School of Education Ayr Campus University Avenue Ayr KA8 0SX Tel: 01292 886206 Website: www.uws.ac.uk	University of Strathclyde School of Education Level 5 Lord Hope Building 141 St James Road Glasgow G4 0LT Tel: 0141 444 8100 Website: www.strath.ac.uk
University of Glasgow School of Education St. Andrew's Building 11 Eldon Street Glasgow G3 6NH Tel: 0141 330 2463 Website: www.gla.ac.uk	University of Aberdeen School of Education MacRobert Building King College Aberdeen AB24 5UA Tel: 01224 274776 Website: www.abdn.ac.uk
University of Dundee School of Education Social Work and Community Education Nethergate Dundee DD1 4HN Tel: 01382 381400 Website: www.dundee.ac.uk	University of Stirling School of Education Stirling FK9 4LA Tel: 01786 467600 Website: www.stir.ac.uk/education
University of Edinburgh Moray House School of Education Old Moray House Holyrood Road Edinburgh EH8 8AQ Tel: 0131 651 6138 Website: www.ed.ac.uk/education	The Open University in Scotland Faculty of Education and Language Studies 10 Drumsheugh Gardens Edinburgh EH3 7QJ Tel: 0131 226 3851 Website: www.open.ac.uk/scotland
University of the Highlands and Islands 12b Ness Walk Inverness IV3 5SQ Tel: 01463 279000 Website: www.uhi.ac.uk	

Table showing ITE programmes offered by Universities (as at end June 2013)

ITE Programme	University								
	West of Scotland	Strathclyde	Glasgow	Aberdeen	Dundee	Stirling	Edinburgh	Open University	Highlands & Islands
Undergrad Primary	✓	✓	✓	✓	✓	✓	✓	×	×
PGDE (Primary)	✓	✓	✓	✓	✓	×	✓	×	✓
PGDE (Primary) (full time)	✓	✓	✓	✓	✓	×	✓	×	✓
PGDE (Primary) (part time)	×	✓	×	✓	×	×	×	×	×
PGDE (P) (distance learning)	×	✓	×	✓	×	×	×	×	×
PGDE (Secondary)	✓	✓	✓	✓	✓	×	✓	✓	×
PGDE (Secondary) (full time)	✓	✓	✓	✓	✓	×	✓	✓	×
PGDE (Secondary) (part time)	×	✓	×	×	✓	×	×	✓	×
PGDE (Secondary) (distance learning)	×	×	×	×	✓	×	×	✓	×
BEd (Secondary) Music	×	×	✓	✓	×	×	×	×	×
Physical Education	×	×	×	×	×	✓	✓	×	×
Technological Education	×	×	✓	×	✓[1]	×	✓	×	×
Combined Degree	×	✓	✓	✓	×	✓	×	×	×

[1] BSc Technology with Education, please contact the university for entry routes.

Appendix B

Useful Addresses

Scottish Government Learning Directorate Area 2C, Victoria Quay Edinburgh EH6 6QQ Tel: 0131 244 7930 Fax: 0131 244 0957 Email: teaching@scotland.gov.uk Website: www.infoscotland.com/teaching	General Teaching Council for Scotland (GTCS) Clerwood House 96 Clermiston Road Edinburgh EH12 6UT Tel: 0131 314 6000 Fax: 0131 314 6001 Website: www.gtcs.org.uk
Graduate Teacher Training Registry Rosehill New Barn Lane Cheltenham Gloucester GL52 3LZ Tel: 0871 468 0469 Website: www.gttr.ac.uk	Universities and Colleges Admission Services (UCAS) Customer Service Unit PO Box 28 Cheltenham Gloucestershire GL52 3LZ Tel: 0871 468 0468 Website: www.ucas.ac.uk
Student Awards Agency for Scotland Gyleview House 3 Redheughs Rigg South Gyle Edinburgh EH12 9HH Tel: 0845 111 1711 Website: www.saas.gov.uk	Universities Scotland 53 Hanover Street Edinburgh EH2 2PJ Tel: 0131 226 1111 Fax: 0131 226 1100 Website: www.universitiesscotland.ac.uk
Quality Assurance Agency for Higher Education 183 St Vincent Street Glasgow G2 5QD Tel: 0141 572 3420 Fax: 0141 572 3421 Website: www.qaa.ac.uk	Scottish Advisory Committee on Credit and Access c/o QAA 183 St Vincent Street Glasgow G2 5QD Tel: 0141 572 3420 Fax: 0141 572 3421 Website: www.qaa.ac.uk
Dyslexia Scotland 2nd floor - East Suite Wallace House 17 - 21 Maxwell Place Stirling FK8 1JU Tel: 01786 446650 Fax: 01786 471235 Website: www.dyslexiascotland.org.uk	Enable Scotland INSPIRE House 3 Renshaw Place Eurocentral Lanarkshire ML1 4UF Tel: 01698 737000 Website: www.enable.org.uk
Epilepsy Scotland Orchard Brae House 30 Queensferry Road Edinburgh EH4 2HG Tel: 0131 226 5458 Fax: 0131 343 2409 Website: www.epilepsyscotland.org.uk	

These notes refer to the organisations on page 13

1 The Scottish Government Learning Directorate sets the policy for education in Scotland.

2 The General Teaching Council for Scotland decides the minimum entry requirements for teacher education programmes in Scotland and is the organisation responsible for registering and regulating teachers.

3 The Graduate Teacher Training Registry sends out and receives applications for postgraduate programmes at the University of Aberdeen, the University of Dundee, the University of Edinburgh, the University of Glasgow and the University of Strathclyde. Applications for postgraduate programmes at the University of the West of Scotland should be sent direct to the institution.

4 The Universities and Colleges Admission Services sends out and receives applications for undergraduate programmes.

5 The Student Awards Agency for Scotland gives information about tuition fees, student loans, bursaries and grants.

6 Universities Scotland provides an entrance guide to higher education in Scotland.

7 The Quality Assurance Agency for Higher Education is responsible for quality assurance procedures and quality auditing in all higher education institutions in Scotland.

8 The Scottish Advisory Committee on Credit and Access carries out a range of work including advising on the SCQF and supporting universities and colleges in their work on credit and access.

9 Dyslexia Scotland encourage and enable people with dyslexia, regardless of their age and abilities, to reach their potential.

10 Enable Scotland campaigns for a better life for children and adults who have learning disabilities. They support people who have learning disabilities and thier families to live, work and take part in their communities.

11 Epilepsy Scotland works with people living with epilepsy to ensure that their voice is heard.

Appendix C

The SCQF brings together all mainstream Scottish qualifications into a single framework which supports lifelong learning in Scotland. The level of a qualification shows how demanding the qualification is and the SCQF credit points show how much learning is needed.

One SCQF credit point represents 10 hours of learning, on average.

For more information, please see: www.scqf.org.uk

Because of the introduction of new qualifications in coming years, what follows gives the pattern for each academic year up to 2016-17.

SQA Qualifications in the Scottish Credit and Qualifications Framework

scqf scottish credit and qualifications framework

- Approaching final certification
- Newly introduced National Course

2012-13 | **2013-14** | 2014-15 | 2015-16 | 2016-17

SCQF Levels	National Courses	Awards	National Progression Awards	National Certificates	Higher Education Qualifications	Professional Development Awards	Scottish Vocational Qualifications	SCQF Levels
12		Award Level 12			Doctorates	PDA Level 12		12
11		Award Level 11			Masters	PDA Level 11	SVQ 5	11
10		Award Level 10			Honours Degree	PDA Level 10		10
9		Award Level 9			Ordinary Degree	PDA Level 9	SVQ 4	9
8		Award Level 8			Higher National Diploma	PDA Level 8	SVQ 4	8
7	Advanced Higher Scottish Baccalaureates	Award Level 7			Higher National Certificate	PDA Level 7	SVQ 3	7
6	Higher Skills for Work Higher	Award Level 6	NPA Level 6	NC Level 6		PDA Level 6	SVQ 3	6
5	National 5 Intermediate 2 Skills for Work National 5	Award Level 5	NPA Level 5	NC Level 5			SVQ 2	5
4	National 4 Intermediate 1 Skills for Work National 4	Award Level 4	NPA Level 4	NC Level 4			SVQ 1	4
3	National 3 Access 3 Skills for Work National 3	Award Level 3	NPA Level 3	NC Level 3				3
2	National 2 Access 2	Award Level 2	NPA Level 2	NC Level 2				2
1	National 1 Access 1	Award Level 1						1

2012-13 | 2013-14 | **2014-15** | 2015-16 | 2016-17

SCQF Levels	National Courses	Awards	National Progression Awards	National Certificates	Higher Education Qualifications	Professional Development Awards	Scottish Vocational Qualifications	SCQF Levels
12		Award Level 12			Doctorates	PDA Level 12		12
11		Award Level 11			Masters	PDA Level 11	SVQ 5	11
10		Award Level 10			Honours Degree	PDA Level 10		10
9		Award Level 9			Ordinary Degree	PDA Level 9	SVQ 4	9
8		Award Level 8			Higher National Diploma	PDA Level 8	SVQ 4	8
7	Advanced Higher Scottish Baccalaureates	Award Level 7			Higher National Certificate	PDA Level 7	SVQ 3	7
6	Higher (new) Higher Skills for Work Higher	Award Level 6	NPA Level 6	NC Level 6		PDA Level 6	SVQ 3	6
5	National 5 Intermediate 2 Skills for Work National 5	Award Level 5	NPA Level 5	NC Level 5			SVQ 2	5
4	National 4 Intermediate 1 Skills for Work National 4	Award Level 4	NPA Level 4	NC Level 4			SVQ 1	4
3	National 3 Access 3 Skills for Work National 3	Award Level 3	NPA Level 3	NC Level 3				3
2	National 2 Access 2	Award Level 2	NPA Level 2	NC Level 2				2
1	National 1 Access 1	Award Level 1						1

2012-13 | 2013-14 | 2014-15 | **2015-16** | 2016-17

SCQF Levels	National Courses	Awards	National Progression Awards	National Certificates	Higher Education Qualifications	Professional Development Awards	Scottish Vocational Qualifications	SCQF Levels
12		Award Level 12			Doctorates	PDA Level 12		12
11		Award Level 11			Masters	PDA Level 11	SVQ 5	11
10		Award Level 10			Honours Degree	PDA Level 10		10
9		Award Level 9			Ordinary Degree	PDA Level 9	SVQ 4	9
8		Award Level 8			Higher National Diploma	PDA Level 8	SVQ 4	8
7	Advanced Higher (new) Scottish Baccalaureates	Award Level 7			Higher National Certificate	PDA Level 7	SVQ 3	7
6	Higher Skills for Work Higher	Award Level 6	NPA Level 6	NC Level 6		PDA Level 6	SVQ 3	6
5	National 5 Skills for Work National 5	Award Level 5	NPA Level 5	NC Level 5			SVQ 2	5
4	National 4 Skills for Work National 4	Award Level 4	NPA Level 4	NC Level 4			SVQ 1	4
3	National 3 Skills for Work National 3	Award Level 3	NPA Level 3	NC Level 3				3
2	National 2	Award Level 2	NPA Level 2	NC Level 2				2
1	National 1	Award Level 1						1

2012-13 | 2013-14 | 2014-15 | 2015-16 | **2016-17**

SCQF Levels	National Courses	Awards	National Progression Awards	National Certificates	Higher Education Qualifications	Professional Development Awards	Scottish Vocational Qualifications	SCQF Levels
12		Award Level 12			Doctorates	PDA Level 12		12
11		Award Level 11			Masters	PDA Level 11	SVQ 5	11
10		Award Level 10			Honours Degree	PDA Level 10		10
9		Award Level 9			Ordinary Degree	PDA Level 9	SVQ 4	9
8		Award Level 8			Higher National Diploma	PDA Level 8	SVQ 4	8
7	Advanced Higher Scottish Baccalaureates	Award Level 7			Higher National Certificate	PDA Level 7	SVQ 3	7
6	Higher Skills for Work Higher	Award Level 6	NPA Level 6	NC Level 6		PDA Level 6	SVQ 3	6
5	National 5 Skills for Work National 5	Award Level 5	NPA Level 5	NC Level 5			SVQ 2	5
4	National 4 Skills for Work National 4	Award Level 4	NPA Level 4	NC Level 4			SVQ 1	4
3	National 3 Skills for Work National 3	Award Level 3	NPA Level 3	NC Level 3				3
2	National 2	Award Level 2	NPA Level 2	NC Level 2				2
1	National 1	Award Level 1						1

Appendix D

Qualifications Accepted in Place of the English and Mathematics Requirements

English Requirements (SCQF level 6)

One of the following:

- Higher in English at band C or above
- National Qualifications at SCQF level 6 (for example, Higher).
- National Qualifications at Higher in English and Communication at C or above (see note below).
- National Units – Communication at Higher and Literature 1 at Higher (see note below). These used to be known as National Certificate Modules Communication 4 and Literature 1
- Higher in English for Speakers of Other Languages (ESOL). Acceptable for entry to PGDE Secondary ONLY, NOT primary undergraduate or postgraduate.
- GCSE English Language and English Literature – passes at C or above (England, Wales and Northern Ireland).

In deciding whether a qualification is an accepted alternative to Higher English, please refer to the guidance below.

Note: You can find information on the content and requirements of the Higher English course in the National Course Specification for English, which is available on the Scottish Qualifications Authority website (www.sqa.org.uk) in the National Qualification section (choose English from the dropdown menu).

You can buy hard copies of these documents from the SQA by telephoning 0845 279 1000 or emailing: customer@sqa.org.uk.

Mathematics requirements (SCQF level 5)

One of the following:

- National 5 Maths.
- National 5 Lifeskills Maths.
- Standard Grade award in Mathematics at grade 1 or 2.
- National Qualifications in Mathematics at Intermediate level 2 – C or above.
- GCSE Mathematics grade B and above (England, Wales and Northern Ireland).

Older qualifications considered to be equivalent

Acceptable qualifications for the English and Mathematics requirements: Higher Grade, Ordinary Grade, Standard Grade at credit or Intermediate 2. National Certificate Modules and Scottish and General Scottish Vocational Qualifications (SVQs and GSVQs).

General Certificate of Education (GCE) Ordinary and Advanced level or General Certificate of Secondary Education (GCSE). National and General National Vocational Qualifications (NVQs and GNVQs). Higher National Certificate (HNC) or Higher National Diploma (HND), BTEC, Open University credits, higher-education access courses. Equivalent qualifications in other countries.

Appendix E

List of References

1 Scottish Government (2011) *Public Services Reform (General Teaching Council for Scotland) Order 2011*. Retrieved from www.legislation.gov.uk/ssi/2011/215/contents/made

2 Scottish Credit and Qualifications Partnership (2012) *SQA Qualifications in the Scottish Credit and Qualifications Framework.* Retrieved from www.sqa.org.uk/sqa/files_ccc/readyreckoner.html

3 General Teaching Council for Scotland (2012) *The Standards for Registration*. Retrieved from www.gtcs.org.uk/revised-standards

4 Scottish Government (2012) *Language Learning in Scotland A 1+2 Approach*. Retrieved from www.scotland.gov.uk/Publications/2012/05/3670

5 Scottish Government (2012) *Supporting Scotland's STEM Education and Culture - Science and Engineering Education Advisory Group - Second Report*. Retrieved from www.scotland.gov.uk/Publications/2012/02/4589

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

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