DRIVING FORWARD PROFESSIONAL
STANDARDS FOR TEACHERS

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

Consultation Results

January 2019

Contents

1   What is the Purpose of the Review?

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

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

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

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

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

2   The Consultation

Since 1965, the Scottish Government (under its various titles) has issued a Memorandum. Originally this was done annually but latterly it was issued on a less frequent basis. Responsibility for the Memorandum has now been taken on by the GTCS, who issued the current edition 2013. At this time GTCS gave a commitment that the next review of the Memorandum would start in January 2018.

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

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

This report is the product of the review exercise of the Memorandum that began in January 2018.

2.1   Working Group

A working group was established and met on four occasions between January and June 2018. (The members of the group can be found in Appendix A.)

2.2   Literature Review

A literature review was commissioned to identify current discourse and research about Entry Requirements to Programmes of ITE.

The key finding from the literature review was that there is a lack of consensus across the discourse as to what constitutes a suitable mechanism for assessing entry into ITE. While academic attainment can offer some measure of the requirement to gain entry to ITE, personal qualities and dispositions are equally important but are more difficult to assess.

2.3   Comparison of Entry Requirements from sister Teaching Councils

In comparing the entry requirements for ITE entrants across sister Teaching Councils, Scotland was found to have high and rigorous entry requirements.

2.4   Information Gathering

An extensive information gathering exercise was conducted with a number of key partners, please see below;

- ❖ Scottish Government
- ❖ Education Scotland
- ❖ Royal Society of Edinburgh
- ❖ University colleagues (ITE)
- ❖ Literacy Co-ordinators
- ❖ Numeracy/ mathematics Co-ordinators
- ❖ Strategic Implementation Group for Modern Languages
- ❖ Computer Science/Science
- ❖ Digital learning
- ❖ Bòrd na Gàidhlig and partners
- ❖ SQA
- ❖ SCQF
- ❖ SDS
- ❖ University colleagues - subject specialisms

2.5   The Consultation

The consultation questions were developed by the working group, after the extensive information gathering exercise and focused on areas of the Memorandum which were highlighted as potentially requiring change.

There were no proposed changes to the qualities, values and disposition expected of applicants and therefore there were no questions relating to these areas in the consultation. However, there was an opportunity for respondents to offer other suggestions in the 'other comments' section should they chose to do so.

3   Response Rate

The consultation was open from 1 October 2018 to 21 December 2018 and **109** responses were received.

3.1 Outline of Report

This report has been created in response to the data generated by the consultation exercise. The consultation questions are shown in italics. Most questions were asked in a format that offered the respondents an opportunity to agree or disagree with the suggested change.

Some respondents did not offer a response to every question. Where the respondent did not indicate agree or disagree, this was recorded as a 'no response' to ensure the integrity of the data set.

The total responses to each question, including no response, are presented in a bar chart (n=109), figure 1.

Figure 1: Bar chart to show the responses from the total population (n=109)
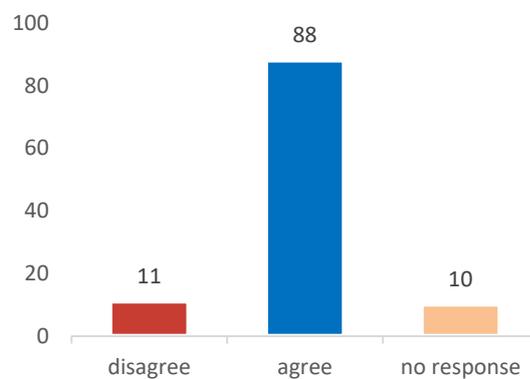
The data, with the no responses removed, is presented in a pie chart to show the percentage of respondents who agreed or disagreed with the suggested change, figure 2.

Figure 2: Pie chart to show the percentages of responses from agree/disagree responses (n=99)
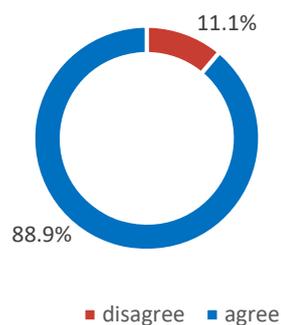
The qualitative data for each question was thematically analysed and a summary of the key points for each question is available alongside the quantitative data.

4 Memorandum Consultation Responses

The consultation questions were separated into a number of areas, these were:

- ❖ Literacy and Numeracy
- ❖ Primary
- ❖ Secondary
- ❖ Broad General Education

4.1 Literacy and Numeracy

Consultation Question:

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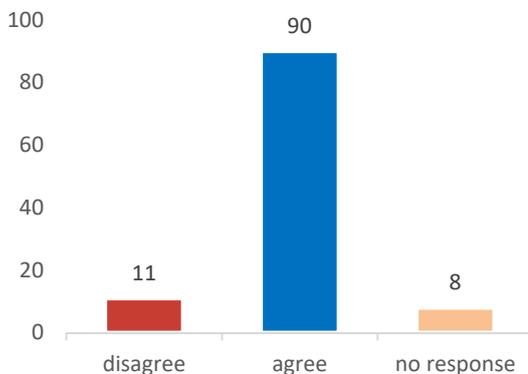
Literacy

The rationale for this requirement is as follows:

- ❖ *As a result of the influence that teachers have on both the life skills and life chances of children and young people, it is important that they themselves reflect high standards in literacy.*

- ❖ *As professionals, there is a requirement that teachers engage critically with policy and research. Therefore, it is essential that they have sufficient levels of literacy skills to access, understand and use their reading of policy and literature to underpin their thinking and practice.*

- ❖ *It is vital that teachers are able to communicate effectively both orally and in written form, with a range of stakeholders and on multiple levels.*

- ❖ *Literacy permeates the curriculum and is the means by which all other areas of the curriculum are accessed. It is therefore essential that all teachers have a benchmark level of literacy irrespective of subject or sectors.*
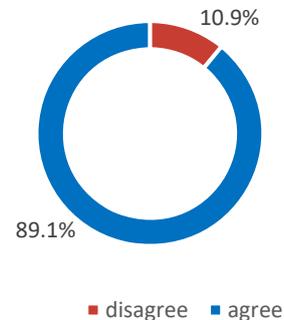
*Therefore, there should be **no change** to current provision.*

Response:

Graph 1: ***Q1a Literacy*** *(n=109)*

Graph 2: ***Q1a Literacy*** *(n=101)*

As can be seen from graph 2, the majority (89%) agree that there should be no change to the current provision.

Several issues were raised through the comments section, these were:

❖ **Parity of literacy and numeracy**
There is a question around the perception of parity between literacy and numeracy. If the level of English and Mathematics entrance qualifications are not equal then it can be perceived that literacy skills are privileged over numeracy skills.

❖ **Entrance exam or exit qualification**
There were a number of suggestions about entrance and exit exams, these were:
- All applicants should undertake a written **and** oral exam to determine their literacy level.
- Higher English should be an exit qualification from ITE and would be a provisional registration requirement.
- An online access course for applicants in literacy and numeracy skills that would be compulsory for all applicants may be worthwhile.

❖ **Equivalence of Higher English**
It is important that equivalences remain in place to allow applicants to be drawn from the widest range of the population as possible. There were some thoughts as to whether Higher History, Higher Modern Studies, Higher ESOL, Higher Gaelic or HNC communication units be used as an equivalence to Higher English.

Taking into consideration all of the data, there will be no change to the current provision.

Therefore, all candidates are required to have Higher English (or equivalence) on entering ITE.

Consultation Question:

Numeracy

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

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

The implementation of such a recommendation may create a significant barrier to some high quality applicants, as outlined in the report;
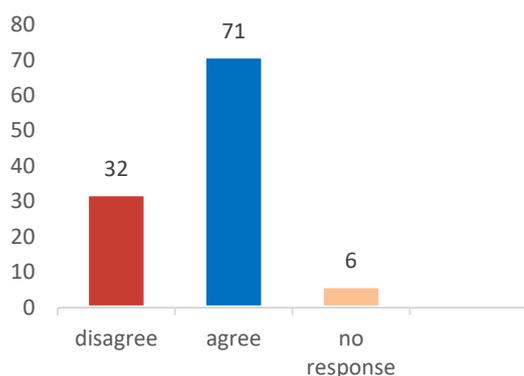
"The students in our focus groups did however express some concern if the minimum entry requirements for maths were raised to SCQF level 6 as this would preclude some of them from entering teaching." (p20)

It is however recognised that all teachers, irrespective of subject or sector, are required to have a level of numeracy skills that allows them to support numeracy across the curriculum. This is presently being achieved through setting the required level at SCQF level 5 (National 5). Based on this and the potential for a significant impact on teacher recruitment of raising the required entry to SQCF level 6 (Higher).
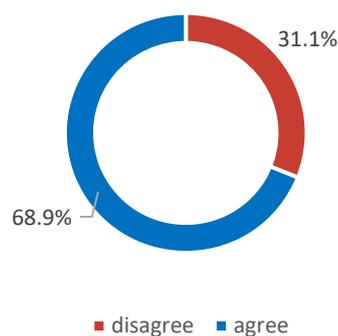
*Therefore, there should be **no change** to current provision.*

Response:

*Graph 3: **Q1b Numeracy** (n=109)*   *Graph 4: **Q1b Numeracy** (n=103)*

As can be seen from graph 4, the majority (69%) agree that there should be no change to the current provision.

Several issues were raised through the comments section, these were:

❖ **Higher Mathematics**
The skills gained in moving from SCQF 5 to SCQF 6 in mathematics are not deemed to be determinants as to whether the student teacher is a good teacher.

❖ **Mathematics is a barrier to applicants**
The existing requirement for all secondary applicants to have National 5 Mathematics or equivalent is a barrier to many who want to teach in areas such as RME, Expressive Arts, and Social Subjects.

These concerns notwithstanding, there will be no change to the current provision.

Therefore, all candidates are required to have National 5 Mathematics (or equivalence) on entering ITE.

4.2 Primary

Consultation Question:

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

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

*All Universities, presently exceed this minimum requirement and require evidence of **minimum of four** SCQF level 6 (Higher) qualification, one of which must be English, along with National 5 mathematics. This is due to the desire from Universities to increase expectations and enhance the quality of applicants.*
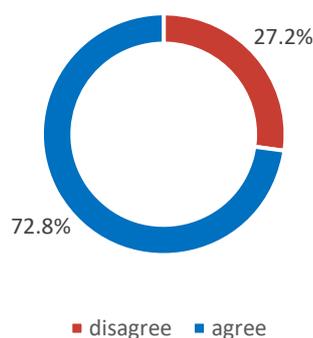
*Therefore, the **suggested change** is:*

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

Response:

*Graph 5: **Q2: Primary** (n=109)*
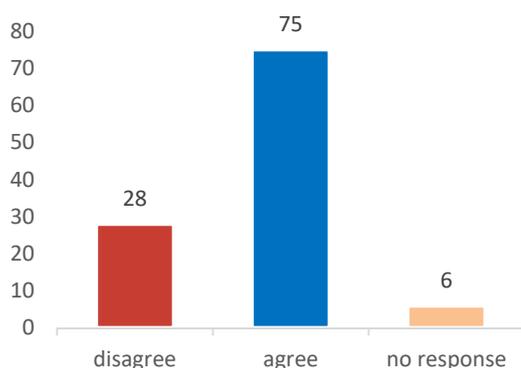
*Graph 2: **Q2: Primary** (n=103)*

Issues raised through the comments section, were:

❖ **Minimum entry**
All applicants for primary should have Higher Mathematics and there should also be a greater recognition of alternative qualifications.

❖ **Equality**
Raising the minimum to 4 Highers would discriminate against returning adult learners and foreign nationals.

However, as can be seen from graph 6, the majority (73%) agree with the suggested change. Therefore, the requirements for entry to undergraduate programmes of ITE (Primary) in the Memorandum will be changed to:

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

4.3 Secondary

Respondents were asked to agree/disagree to suggested changes in specific requirements for some secondary subjects.

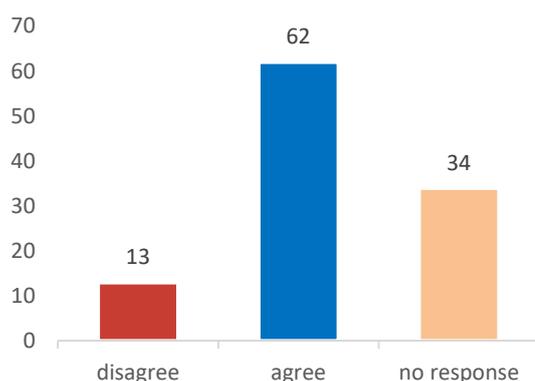### 4.3.1 Art and Design

Consultation Question:

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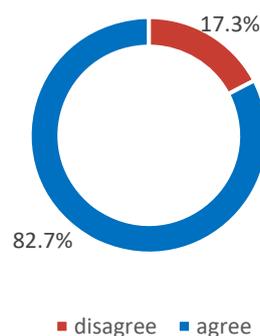
❖ *Suggested change:*
*In recognition of the impact of digital technology on design, it is suggested that the Memorandum is amended to "Applicants must have coverage of Fine Art and Design within the 80 credit points and **a further 20 credits may come from Digital Art or Photography**."*

Response

*Graph 7: **Q3.1: Art and Design** (n=109)*

*Graph 8: **Q3.1: Art and Design** (n=75)*

Through the BGE curriculum, Fine Art & Design skills are highlighted more than digital art skills and as can be seen from graph 8, the majority (83%) agree with the suggested change.

Therefore the Memorandum will be changed to:

❖ *Applicants must have coverage of both Fine (or contemporary) Art and Design within the 80 SQCF credits (20 credits may come from Digital Art/Design or Photography)*

4.3.2 Business Education

Consultation Question:

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

The current Memorandum states "Applicants must have a degree with at least 80 SCQF credit points coming from subjects in the following list: Accounting, Economics, Information Technology and Business Management"
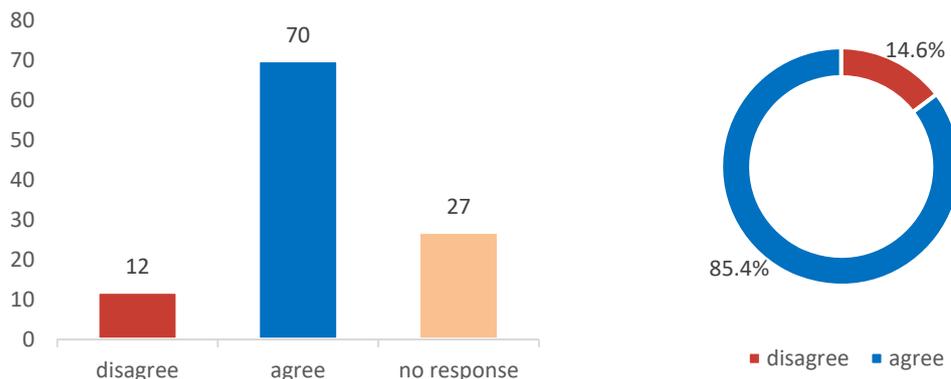
❖ *Suggested change:*
   To ensure that there is the appropriate balance of skills and knowledge required of a teacher of Business Education, the requirements should be as follows;

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

Response:

Graph 9: **Q3.2: Business Education** *(n=109)Graph 10:* **Q3.2: Business Education** *(n=82)*

As can be seen from graph 10, the majority (85%) agree with the suggested change.

Issues raised through the comments section, were:

❖ **Perceived knowledge deficit**
   From the qualitative comments it was reported that there are deficits in Information Technology skills and/or Accounting and Economics content knowledge, both of which result in teachers not being effectively prepared to teach these subjects.

❖ **Parity of entry requirements**
   There was also a concern raised that the proposed increase in SCQF credit points for Business Education was unfair. As this area of study is multifaceted it would be more appropriate to maintain the 80SCQF credits and add the additional 20 SCQF credits to ensure that applicant to ITE have sufficient content knowledge in the subject areas which they will teach in the Senior Phase.

In response to this feedback and further consultation with university colleagues, the Memorandum will be changed to:

❖ *Applicants must have a degree with at least 80 SCQF credits in the subjects from the following list; Accounting, Economics, Business Management and should be able to demonstrate evidence of study related relevant Information Technology skills.*
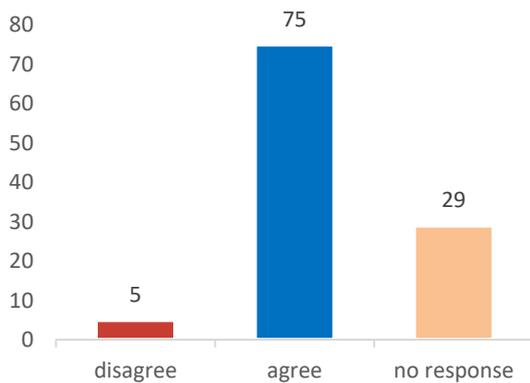
4.3.3 Computing

Consultation Questions:

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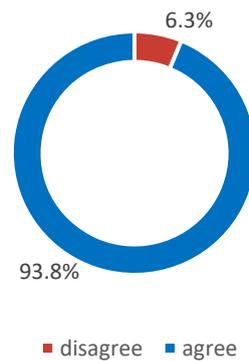
❖ *Suggested change:*
Name change from Computing to Computing Science.

Response:

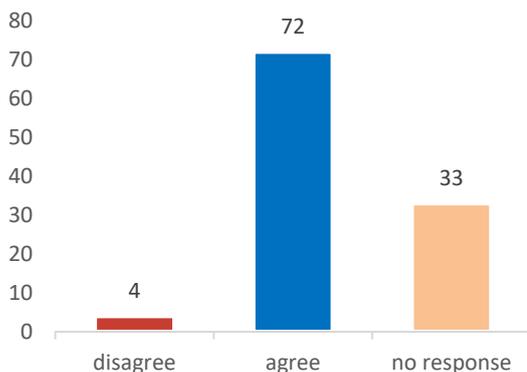*Graph 11:* **Q3.3.1: Computing** *(n=109)*
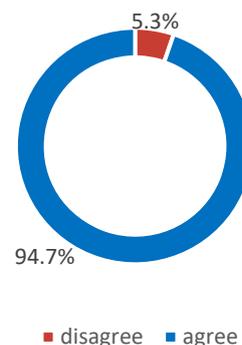

Graph 12: **Q3.3.1: Computing** *(n=80)*

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

Response:

Graph 13: **Q3.3.2: Computing***(n=109)*

Graph 14: **Q3.3.2: Computing** *(n=76)*

As can be seen from graph 12 and 14 the majority (94% and 95%) of respondents agree with the suggested changes.

Therefore, the nomenclature in the Memorandum will be changed from '*Computing'* to '*Computer Science'* and from '*databases and Information systems'* to '*database systems or web design'*.

4.3.4 Dance

Consultation Question:

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

❖ *Suggested addition:*
Applicants should submit a digital portfolio which includes practical work and teaching as part of the admission process.
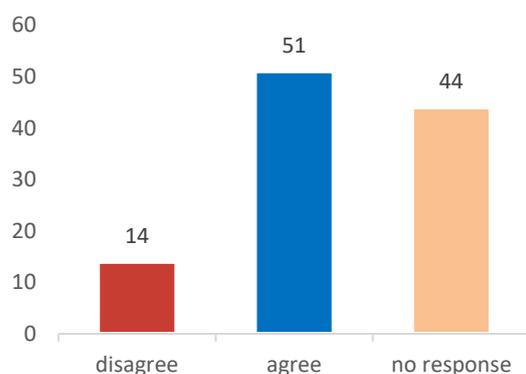
Applicants are required to evidence or demonstrate their competence in practical skills.

Applicants should also provide evidence of their personal involvement in relevant activities through:
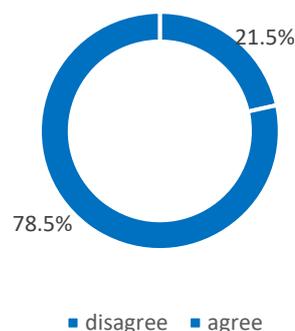
- *regularly taking part in appropriate Dance practice;*
- *experience of training and performance of Dance at a high level;*
- *achieving national governing body awards in Dance;*
- *having experience of teaching, coaching, instruction or leadership in Dance.*

Response:

*Graph 15: **Q3.4 Dance** (n=109)*

*Graph 16: **Q3.4 Dance** (n=65)*

As can be seen from graph 16, the majority (79%) agree with the suggested change.

Therefore, Dance will be added to the Memorandum as follows:

❖ *Applicants must have 80 SCQF points as part of a degree in Dance or related Dance subject.*

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

- *having relevant, current experience of teaching, coaching, instruction, participation or leadership in Dance,*
- *experience of training and performance of Dance at a high level,*
- *achieving national governing awards and/or national qualifications in Dance,*
- *knowledge of the history of dance including the study of dance in its social and historical contexts within traditional, ethnic and non-western dance cultures,*
- *knowledge of general stage presentation (including lighting, stagecraft, stage make-up and knowledge of the range of dance styles including ballet, tap, modern/jazz, contemporary, hip hop etc.),*
- *knowledge of the wider health and well-being aspects of dance including injury prevention and nutrition.*

4.3.5 English

This section of the consultation asked two questions. The first consulting on the requirement with respect to English and the second asking respondent to consider Media Studies.

Consultation Questions:

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

In recognition of the need for an increased level of inclusion and diversity, to widen access and value literature from a range of other countries and cultures the following is proposed.
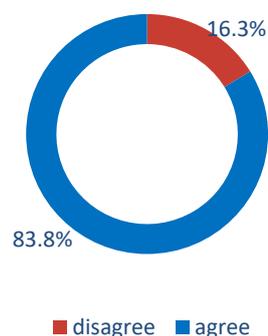
❖ *Suggested change:*
Applicants must have a degree with at least 80 SCQF credit points in English. At least 40 SCQF credit points must be in English literature, with the remaining 40 SCQF credit points from literature in the English language (e.g. Scottish literature, American literature), this could include English translation.

Response:

*Graph 17: **3.5a English** (n=109)*
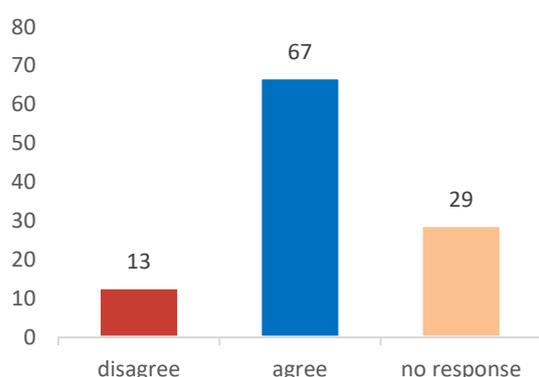
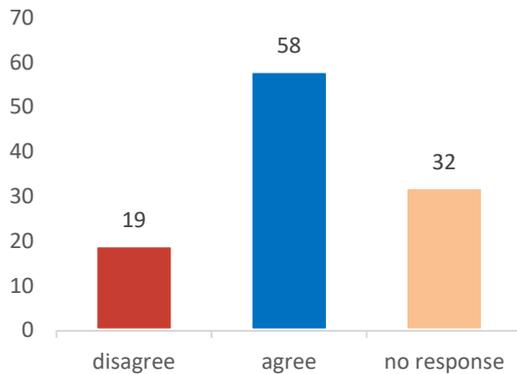*Graph 18: **3.5a English** (n=80)*

As can be seen from graph 18, the majority (84%) agree with the suggested change.

Increasingly, the study of media and critical analysis of film is relevant to the teaching of English and provides applicants with a strong basis to teach many aspect of the curriculum.
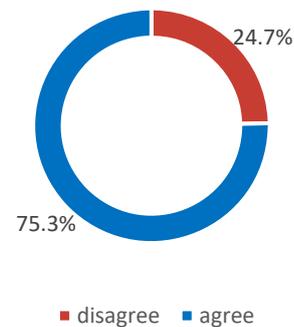
❖ *Suggested change:*
Therefore, it is proposed that, a maximum of 20 SCQF credit points in Media can be considered as part of the requirement of 80 SCQF credit points for English.

Response:

*Graph 19: **3.5b English** (n=109)*   *Graph 20: **3.5b English** (n=77)*

As can be seen from graph 20, the majority (75%) agree with the suggested change. However, several issues were raised through the comments section, these were:

❖ **Literature**
Although there was agreement for both suggested changes and there was wide support for widening access and valuing of literature from other countries and cultures, it was felt that this wording was not helpful and should be simplified.

❖ **Media Studies**
The inclusion and recognition of Media Studies is a positive step. However, Media Studies should be considered as a separate subject instead of an additional element in English or Modern Studies.

Having given due consideration to the data from the consultation, the Memorandum will be changed to:

❖ *Applicants must have a degree with at least 80 SCQF credit points in English. At least 40 SCQF credit points must be in literature (this could include English translation) or Scottish literature and a maximum of 20 SCQF credit points in Media Studies.*
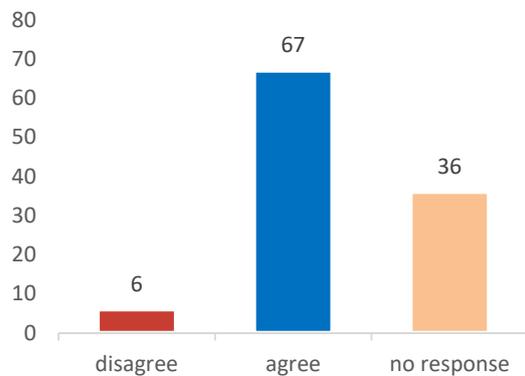
4.3.6 Gaelic

Consultation Question:

The current Memorandum states "Applicants must have a degree with at least 80 SCQF credit points in Gaelic or in Celtic (but they must have specialised in Scottish Gaelic). Applicants have to prove to the university they apply to that they are fluent in spoken Gaelic."
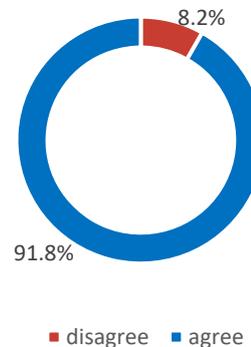
❖ *Suggested change:*
*Applicants are required to demonstrate their competence and fluency in spoken **Scottish Gaelic**.*

Response:

*Graph 21: **Q3.6 Gaelic** (n=109)*   *Graph 22: **Q3.6 Gaelic** (n=73)*

As can be seen from graph 22, the majority (92%) agree with the suggested change. It would be an expectation that all applicants have a Higher Gaelic Qualification.

Therefore, the Memorandum will be changed to:

❖ *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).*

❖ Having demonstrated their capacity to both read and write Gaelic, applicants require also to demonstrate to the university they apply to that they are fluent in spoken Scottish Gaelic.

4.3.7 History

Consultation Questions:

There are no subject specific requirements in the current Memorandum. This is an unhelpful position and clarification is required, particularly in the areas of ancient history and archaeology in relation to the teaching of history within the curriculum. To provide clarity the following is proposed.
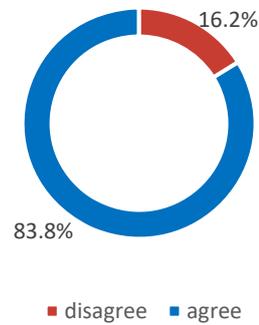
❖ *Suggested addition:*
Applicants may only use 40 SCQF credits in Ancient History toward the requirement of 80 SCQF credits.

Response:

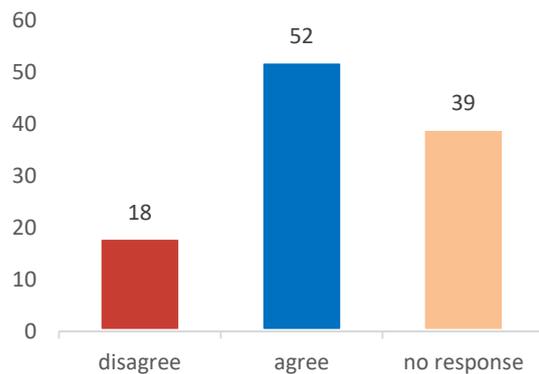Graph 23: **Q3.7a: History**   *(n=109)*
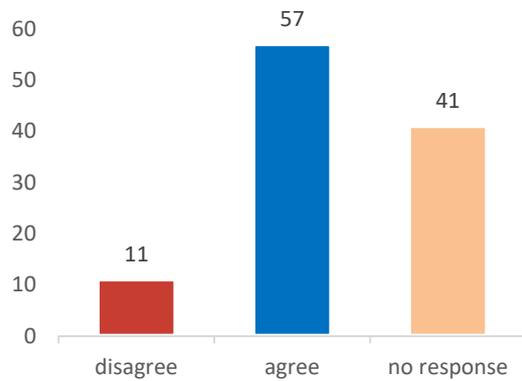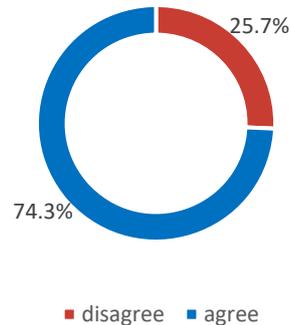

Graph 24: **Q3.7a: History**   *(n=68)*

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

Graph 25: **Q3.7b: History** *(n=109)*

Graph 26: **Q3.7b: History** *(n=70)*

As can be seen from graphs 24 (84%) agree with the inclusion of Ancient History to make up the required 80 SCQF points. However, as can be seen in graph 26 (74%) agree that archaeology should **not** be included.

Therefore, the Memorandum will be changed to:

❖ *Applicants must have 80 SCQF points as part of a degree with a maximum of 40 SCQF credit point from Ancient History.*

4.3.8 Home Economics

Consultation Question:

The current memorandum states:

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

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

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

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

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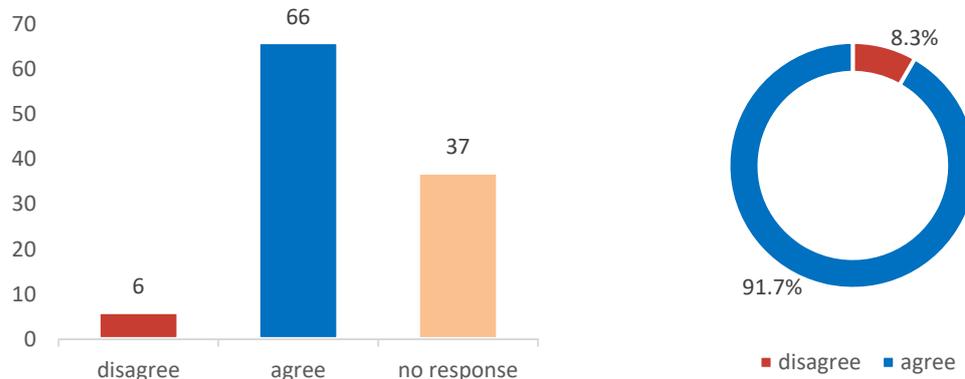
- *consumer studies;*
- *food studies;*
- *food technology*
- *textile technology*
- *nutrition.*

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

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

Response:

Graph 27: **Q3.8: Home economics***(n=109)*   *Graph 28:* **Q3.8: Home economics***(n=72)*

As can be seen from graph 28, the majority (92%) agree with the suggested change. The additional comments were also in agreement with the suggested changes.

Therefore, the Memorandum will be changed to:

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

- *consumer studies*
- *food studies*
- *food technology*
- *textile technology*
- *nutrition*

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

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

4.3.9 Modern Studies
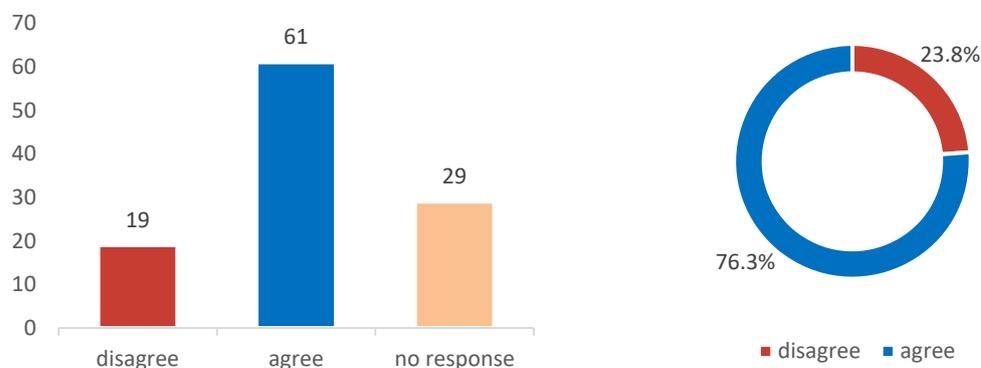
Consultation Question:

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

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

❖ *Suggested addition:*
Criminology should be added to the list of subjects as part of the requirements of Modern Studies.

Response:

*Graph 29: **Q3.9: Modern Studies** (n=109)*   *Graph 30: **Q3.9: Modern Studies** (n=80)*

As can be seen from graph 30, the majority (76%) agree with the suggested change. The comments also agreed with this change.

Therefore, the Memorandum will be changed to:

❖ *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.*

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

4.3.10 Music

Consultation Question:

The current Memorandum states:

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

(i)   the study of harmony, counterpoint, arrangement, orchestration and composition, together with a broad study of music in its social and historical contexts within traditional, ethnic and non-western musical cultures.

(ii) keyboard studies including sight reading, playing by ear, accompanying, harmonising and improvising in traditional and contemporary styles.

(iii) studying an instrument or voice to an advanced standard. Applicants will have to prove they have experience of an instrument or of voice according to the following table:

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

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

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

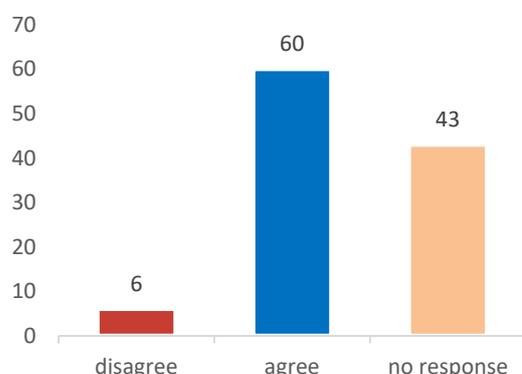❖ *Suggested changes:*
   The following changes are proposed:

   Applicants are also expected to:

   (i)   demonstrate intellectual music skills (some of which would be advanced) across the following:

   - *musical repertoires and musical contexts;*
   - *an understanding of interdisciplinary approaches, e.g. music and the relationship to other disciplines;*
   - *analysing, synthesising and interrogating musical materials.*

   (ii) demonstrate that they are competent in practical musical skills (some of which should be advanced) across the following:

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

   (iii) have experience of music technology in some format (e.g. use of microphones, experience of recording and producing).
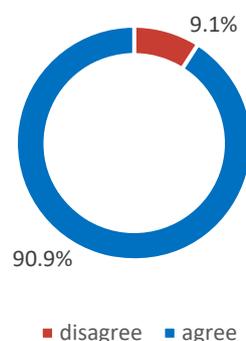
It would be expected that all applicants should meet the requirements of (i). Applicants who do not meet the requirements of (ii) or (iii) will have to demonstrate competence through an interview process.

Response:

*Graph 31: **Q3.10: Music**(n=109)*   *Graph 32: **Q3.10: Music**(n=66)*

As can be seen from graph 32, the majority (91%) agree with the suggested change. The qualitative responses also agreed with this change.

Therefore, the Memorandum will be changed to:

❖ *Applicants must have a degree with at least 80 SCQF credit points in music which includes studying music over at least three years. Applicants are also expected to:*

(ii) *demonstrate intellectual music skills (some of which would be advanced) across the following:*
- *musical repertoire and musical contexts*
- *an understanding of interdisciplinary approaches e.g. music and the relationship to other disciplines*
- *analysing, synthesising and interrogating musical materials.*

(iii) *Demonstrate that they are competent in practical musical skills (some of which should be advances) across the following:*
- *Instrumental performance*
- *Vocal performance*
- *Keyboard performance*

(iv) *Have experience of music technology in some format (e.g. use of microphones, experience of recording and producing*

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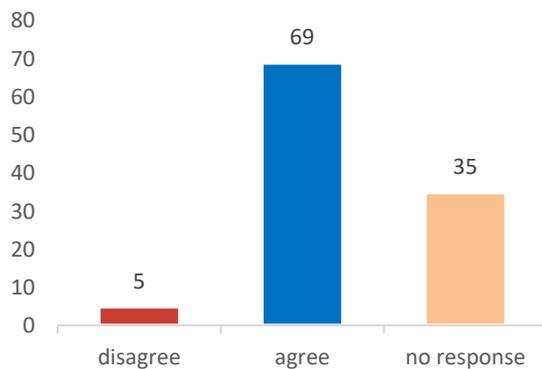
4.3.11 Psychology

Consultation Question:

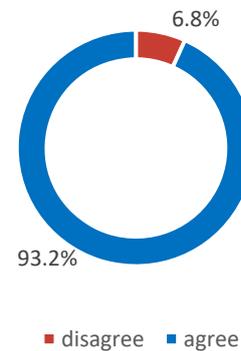*It is proposed that psychology is now included in the Memorandum.*

❖ *Suggested addition:*
Applicants are required to have 80 SCQF credits in psychology.

Response:

*Graph 33: **Q3.11:Psychology** (n=109)*   *Graph34:**Q3.11:Psychology** (n=74)*

As can be seen from graph 34, the majority (93%) agree with the suggestion of the inclusion of psychology, therefore psychology will be added to the Memorandum as follows:

❖ *Applicants are required to have 80 SCQF credits in psychology as part of a degree.*

4.4   Broad General Education (BGE)

Consultation Question:

GTCS is currently considering the creation of a BGE category, in recognition of an increasing number of 3-18 provision and to facilitate transitions. This category of registration will enable BGE (primary) teachers to teach in secondary through the BGE phase and for BGE (secondary) teachers to teach in the primary sector in their specialist subject area only. The following addition is proposed;
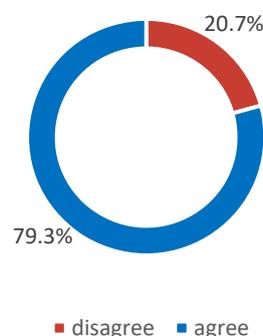
❖ *Suggested addition:*
All BGE (primary or secondary) teachers who wish to teach a specialist subject area must hold 80 SCQF credit points in this specified area.

Response:
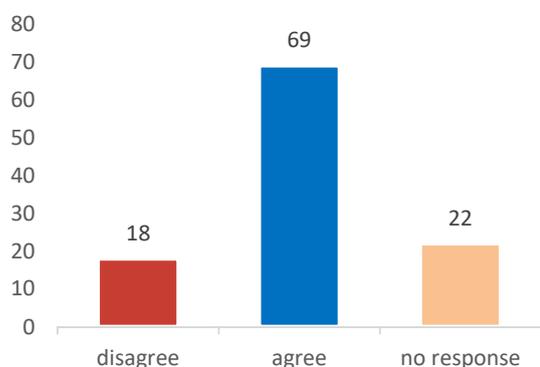
Graph 35: **Q4: BGE** *(n=109)*   *Graph 36:* **Q4: BGE** *(n=87)*

As can be seen from graph 36, the majority (79%) agree with the suggested change.

Of the 33 additional comments, 16 (48.5%) were coded as a positive response, for example:

"I welcome this development. It will enable a cross-fertilisation between both sectors while ensuring effective skills and approached to address the unique differences between them."

A further 9 (27.2%) responses were coded as a negative response, for example:

"I fundamentally disagree with this principle. When young people reach secondary school age they should have teaching by subject specialists. These specialists are the adults who can bring a subject to life with their motivation and enthusiasm – this encourages the same in young people. I fear that some young people would miss out on areas that may be their niche if specialist teaching is only after young people have made choices to no longer study certain subjects. Some young people require stretched by these specialist teachers, and non-specialists are unable to do this. For example, a history teacher can inspire and motivate with their in-depth knowledge and enthusiasm, or a maths teacher can explain a complicated concept in a variety of ways to ensure understanding."

The final 8 (24.2%) responses were coded as a neutral response, for example:

"This needs further clarification re what secondary teachers can teach in primary school. We would propose that instead of referencing specialist subjects, the scope of teaching should reference faculty or discipline, to better enable flexible deployment of secondary staff in primaries."

This will be shared with the BGE working group to inform their deliberations.

5   Additional Comments

Consultation Question:

The Memorandum plays an important function within Scottish education as it sets out the minimum expectation for all perspective ITE applicants. Respondents were asked for any further comments.

Response:

Comments from respondents which are within the locus of this consultation include the following:

❖   **Physical Education**
A request for the removal of the following wording from the requirement for Physical education:

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

After further consultation with university colleagues, this change will be adopted. Therefore this note will be removed from the Memorandum.

6   Equality and Diversity

Consultation Question:

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

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

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

Response:

For all 109 respondents, 26 agreed that the proposed changes will not have an adverse effect on any group and 64 did not record a response.

The other 18 additional comments were coded into three groups.

❖   **Impact of increasing qualifications**
Any increase in qualifications can be a barrier for minority ethnics, disadvantaged groups, mature entrants or college-based learners.

- ❖ **Lack of diversity in the teaching workforce**
  Having a more diverse workforce can inspire pupils from ethnic backgrounds and help break down barriers for other pupils.

- ❖ **Reasonable adjustments for candidates**
  There should be reasonable adjustments in the event of applicants with disabilities or additional learning needs.

7 When would the proposed changes take effect?

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

Members of the Working Group

Chair: Donald Gillies (University of the West of Scotland

Member: Linda Brownlow (University of Strathclyde)
                            Stewart Coubrough (University of Strathclyde)
                            David Drysdale (Education Scotland)
                            Kevin Hanlon (Scottish Government)
                            Anne McLean (West Lothian Council)
                            Teresa Moran (University of Dundee)
                            Helen Reid (Scottish Government)

Servicing Officer: Charlaine Simpson (SEO - ITE and Accreditation)
                            Claire Williamson (Registration Assessment Team Leader)

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

Direct web links

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

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

Probation site:
www.in2teaching.org.uk

Twitter feed @gtcs