



PE1738: Student teacher bursaries for full-time placement students

At its meeting on 19 September 2019, the Public Petitions Committee agreed to seek information from SPICe on the financial support that teacher students receive in England. The Committee specifically asked about the qualifications required for teachers in English schools and the financial support available at both UG and PG level to pursue a career in teaching.

Routes into Teaching

There are a range of different routes into teaching – both in Scotland and in England. Broadly speaking, the main routes are:

- Someone who already holds a degree can take a postgraduate qualification to qualify as a teacher (typically this lasts one academic year full time).
- Where someone does not have a degree, they can pursue a degree programme that focuses on education and can lead to a qualification in teaching (in England this would involve either a three or four year programme; in Scotland the degree programmes typically take three or four years depending on which programme is being pursued).
- Within both of the above options applicants can train to be primary teachers (as generalists) or to teach in secondary schools (as subject specialists).

You can find out more about UG routes into teaching in England here:

<https://getintoteaching.education.gov.uk/explore-my-options/teacher-training-routes/university-led-training/university-led-undergraduate-training/degrees-with-qts> This UCAS webpage also sets out clearly the routes into teaching in England (both for those interested in primary teaching and those interested in secondary teaching) for those who don't hold a degree:

<https://www.ucas.com/postgraduate/teacher-training/train-teach-england/undergraduate-teacher-training-england>

You can find out more about PG routes into teaching in England here:

<https://www.ucas.com/postgraduate/teacher-training/train-teach-england/postgraduate-teacher-training-england>

You can find out more about UG and PG routes into teaching in Scotland here:

<http://www.gtcs.org.uk/web/FILES/registration/gtcs-becoming-a-teacher.pdf>

Qualifications

Each course has its own qualification requirements for entry to a teacher training programme in either England or Scotland.

In general terms though there are standard requirements as follows:

- In Scotland, entrants to teacher training programmes are required to have a Higher pass (C or above) in English and a National 5 pass (C or above) in Maths. <http://www.gtcs.org.uk/web/FILES/registration/gtcs-becoming-a-teacher.pdf>
- In England, entrants to teacher training programmes are required to have or be working toward a GCSE (equivalent of National 5) grade C / 4 in English and Maths and for those seeking to teach in primary school also a GCSE in a science subject <https://getintoteaching.education.gov.uk/eligibility-for-teacher-training>

For entry to the PG course either in primary or secondary teaching, entrants would also typically be expected to hold a degree.

In Scotland, where someone is seeking to teach in secondary schools as a subject specialist, entry to the PG programme in that subject will require degree level credits in relevant subject content e.g. for entry to a Drama specialism at secondary level applicants should have at least 40 credit points in practical aspects of drama such as stage design or directing <http://www.gtcs.org.uk/web/FILES/registration/gtcs-becoming-a-teacher.pdf>

In England, things are a little different when it comes to PG qualifications and teaching in secondary schools. First, UCAS points out that: "You don't need a PGCE qualification to teach in England, although you may find it useful later on if, for example, you want to teach in another country, or go on to complete a master's degree."

Second, on the need for subject expertise to work in a secondary school setting, there is the option to pursue a subject knowledge enhancement course:

If your degree subject doesn't link closely to your chosen teaching subject, you may still be able to apply for a PGCE programme by undertaking a [subject knowledge enhancement \(SKE\) course](#). Your chosen provider may ask you to take an SKE course as a condition of your offer, before you start your initial teacher training programme. <https://www.ucas.com/teaching-option/pgce-university-led-teacher-training>

Sources:

<https://getintoteaching.education.gov.uk/explore-my-options/postgraduate-teacher-training-courses/teacher-training-courses>

<https://getintoteaching.education.gov.uk/eligibility-for-teacher-training>

<https://www.bbc.co.uk/news/education-45341734>

<http://www.gtcs.org.uk/web/FILES/registration/gtcs-becoming-a-teacher.pdf>

<https://www.ucas.com/ucas/after-gcses/find-career-ideas/explore-jobs/job-profile/secondary-school-teacher>

Financial Support

In Scotland, the standard package of financial support is available to Scottish domiciled students, including those taking a teaching qualification whether as a full degree or as a postgraduate programme:

- The full time degree option would include tuition fees paid by SAAS and access to a living cost package – made up of student loans and a supplementary bursary and loan package for those with a low household income threshold. The amounts available to young students can be found here https://www.saas.gov.uk/full_time/ug/young/funding_available.htm and the amounts available to independent students can be found here https://www.saas.gov.uk/full_time/ug/independent/funding_available.htm
- Those taking the PG programme would also gain access to this same package – tuition fees paid by SAAS and living cost loans - with those on low incomes also gaining access to an additional student loan and bursary package.

In England, the standard package of financial support for those taking a teaching qualification is the same as for other degree programmes:

- The full time degree option would mean paying for tuition fees up to £9250 (with the option to take a student loan to pay this fee) and maintenance loans for living costs.
- The full time postgraduate teaching programme option would mean paying tuition fees up to £9250 (with the option to take a student loan to pay this fee) and maintenance loans for living costs in the same way as for the UG option.

There are a range of scholarships and bursaries to cover living costs while studying that are available for people seeking a career in teaching and going through the PG route to do so. These scholarships or bursaries are only open to those training in the relevant subject. Someone wishing to work as a teacher in a subject that does not have a scholarship or bursary arrangement will have the standard arrangements apply as noted above. In all cases (whether accessing a scholarship / bursary or not), the tuition fee element will remain payable.

For those seeking to teach chemistry, languages, maths or physics, there is a bursary or scholarship option when pursuing the PG route:

The financial offer for chemistry, languages, maths or physics

	Eligibility 2020/2021 ¹		
	Trainee with 1st, 2:1, 2:2, PhD or Master's	Early-career payments ²	Total ²
Chemistry, languages, maths or physics	£26,000 bursary	£6,000	£32,000
	£28,000 scholarship ³		£34,000

The other subjects that attract scholarships or bursary support are as follows:

	Eligibility 2020/2021 ¹	
	Scholarships ³	Bursaries
		Trainee with 1st, 2:1, 2:2, PhD or Masters
Computing	£28,000	£26,000
Biology	-	£26,000
Classics ⁴	-	£26,000
Geography	£17,000	£15,000
D&T	-	£15,000
English	-	£12,000
History, RE, business studies	-	£9,000
Art and design, music	-	£9,000
Primary with maths ⁵	-	£6,000

There are a range of conditions attached to accessing these funds, which are listed in the footnotes on this page:

<https://getintoteaching.education.gov.uk/funding-my-teacher-training/bursaries-and-scholarships-for-teacher-training>

In Scotland, there are also a small number of PG teacher training programmes that attract bursary support. The subject choices are fewer (Chemistry, Computing Science, Home Economics, Maths, Physics or Technical Education) and the bursary payment is up to a maximum of £20k over and above any other standard student support available (e.g. tuition fees paid and any living cost loans or bursary available via SAAS). Again there are a number of conditions attached to this bursary:

<https://stembursaryscotland.co.uk/>

Probationary Teaching Year

In Scotland there is a requirement for those seeking full registration to work in a state school as a teacher to move from provisional registration with the General Teaching Council Scotland (GTCS) – the status given to those taking part in the initial teacher education programmes offered at universities - to full registration by taking one or two routes:

- Teacher Induction Programme (TIP) – a guaranteed one year full time probationer post with a local authority offered to all students who graduate with a teaching qualification from one of Scotland’s universities. This allows those who have pursued teaching qualifications to gain further experience in a teaching setting, with support and a reduced teaching load.
- Flexible Route – an alternative way to meet the probationer requirement without pursuing the TIP. This might mean working in a teaching role with some support e.g. a mentor to give advice and some reduction in the teacher workload in the early phase of teaching. In practice the flexible route will likely be variable in how it operates (as these two examples show):

<https://www.gtcs.org.uk/News/teaching-scotland/75-the-flexible-route-in-a-year.aspx>).

In England the main requirement to work in a state school is to have the QTS <https://www.gov.uk/guidance/qualified-teacher-status-qts>

Essentially this means that either pursuing a degree with qualified teacher status (QTS), a postgraduate qualification to achieve this or for experienced teachers with a degree, there is the assessment only route.

<https://getintoteaching.education.gov.uk/explore-my-options/teacher-training-routes/specialist-training-options/assessment-only>

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October 2019

Note: Committee briefing papers are provided by SPICe for the use of Scottish Parliament committees and clerking staff. They provide focused information or respond to specific questions or areas of interest to committees and are not intended to offer comprehensive coverage of a subject area.

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