

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

**September 2019**



# Contents

1	Introduction .....	4
2	General Information on Qualifications .....	4
3	Registration with GTC Scotland .....	5
4	The Teaching Qualification (Primary Education) .....	6
5	The Teaching Qualification (Secondary Education) .....	7
6	Secondary Subjects with Specific Requirements .....	9
<b>Appendix A</b>		
	ITE Providers and Programmes Offered .....	13
<b>Appendix B</b>		
	Qualifications Accepted as Equivalent to the English and Mathematics Requirements .....	14
<b>Appendix C</b>		
	Summary of Entry Requirements for Primary and Secondary Education.....	15

# 1 Introduction

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

As long as an applicant meets the minimum entry requirements, it is for providers of Initial Teacher Education (ITE) to decide whether to accept or reject an applicant in line with their general admissions policy. Because some programmes are very popular, ITE providers may require applicants to have more than the minimum entry requirements. ITE providers 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 ITE providers as set out in Appendix A.**

The application processes must meet all Equalities Legislation requirements. ITE providers should mitigate institutional barriers, and conscious and unconscious bias throughout the recruitment and selection procedures to ensure all applicants are given equal opportunity to be selected on to an ITE programme.

This Memorandum relates to admission to teacher education programmes beginning in the academic year 2020 and beyond, until such time as a further edition of the Memorandum is published.

# 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).

Prior to entry to an ITE programme, applicants must:

- have appropriate levels of English (SCQF level 6) and Mathematics (SCQF level 5)
- be competent in the use of Digital Technology
- demonstrate appropriate interpersonal skills, attributes and dispositions which will allow them to engage young people, colleagues and partners in effective collaboration.

The qualifications that are accepted alternatives to these essential minimum entry requirements are in Appendix B.

**It is for ITE providers to decide the acceptability of individual qualifications.**

**Any enquiries about the acceptability of qualifications should be directed to ITE providers as set out in Appendix A.**

The system of selection of student teachers must take into account available reports on individual applicants, their experiences, interests and wider achievements and the extent to which they match the skills, attributes and dispositions desirable in a teacher.

Applicants should show that they:

- are committed to professional values
- are reflective and innovative
- are self-directed, resilient and have high levels of self-efficacy
- can reflect on the impact of their teaching on every learner and are committed to supporting those learners with additional support needs such as ADHD, Autism, Dyslexia, Dyspraxia and Tourette syndrome.
- can develop appropriate subject and pedagogical content knowledge, and have the capability to become experts in pedagogy
- can develop awareness of how the study of Scottish culture can be developed within the curriculum
- can understand the principles of assessment and are able to use assessment to monitor and enhance learners' progress
- are committed to their own ongoing professional learning and can engage with and are informed by educational research and policy
- have an awareness of educational provision across Scotland, including the particular requirements of rural schools
- have some awareness of education's links to other fields and are 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 which specifies what is expected of a student teacher at the end of Initial Teacher Education.

Graduates will be allowed to top-up the number of SQCF credits by a maximum of 30 credits which must be obtained before entering a Professional/Post Graduate Diploma in Education (PGDE)\* programme.

\*The title of Professional Graduate Diploma in Education is used when the award is made at level 10 of the 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 GTC Scotland

When a person successfully completes a teacher education programme at a Scottish university or at the Royal Conservatoire of Scotland, they will receive a teaching qualification (TQ).

By law they must register with GTC Scotland before they can be employed as a teacher. An individual wishing to teach in either a local authority school or in the independent sector must register with GTC Scotland, in terms of the Requirements for Teachers (Scotland) Regulations 2005 and the Registration of Independent Schools (Prescribed Person) (Scotland) Regulations 2017 respectively. A teacher's fitness to teach (i.e. in terms of conduct) will be considered at the point of application for registration.

**GTC Scotland will answer any questions about registration. Please email [registration@gtcs.org.uk](mailto:registration@gtcs.org.uk)**

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

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

**A list of ITE providers in Scotland which provide programmes leading to the award of a teaching qualification in primary education can be found in Appendix A.**

- (ii) The minimum entry requirements for admission to a teaching qualification (primary education) are as follows:

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

- National Qualifications at SCQF Level 6 (for example Higher Grade) in at least four subjects (one of these course awards must be in English)
- National Qualifications Course awards at SCQF Level 5 Mathematics or an accepted equivalent.

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

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

(iii) In addressing the Scottish Government Languages Working Group report Language Learning in Scotland A 1+2 Approach (2012) and the STEM Education and Training Strategy, GTC Scotland would encourage universities to expect at least one SCQF level 5 qualification in either a modern language and/or a science subject.

(iv) Universities should make sure that an applicant's educational background (including the content of their undergraduate 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 undergraduate degrees should be directed to the universities or the Royal Conservatoire of Scotland; see Appendix A. When necessary, ITE providers will ask GTC Scotland 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 undergraduate degree
- A combined undergraduate degree or a concurrent undergraduate degree including studying a subject, studying education, and school experience or
- A PGDE programme following an undergraduate degree.

The PGDE is now offered in a range of forms at some universities. It is always the equivalent of one year's full-time 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
- Community Languages\*
- Computing\*
- Dance\*
- Drama\*
- Economics
- English\*
- Gaelic\*
- Geography
- History\*
- Home Economics\*
- Mathematics
- Media Studies
- Modern Foreign Languages\*
- Modern Studies\*
- Music\*
- Psychology
- Physical Education\*
- Physics with Science
- Religious Education (RMPS)\*
- Technological Education\*

Note: The subjects marked with an asterisk (\*) have specific entry requirements. See section 6.

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.

(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 an undergraduate 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, Dance and Music, applicants will need to show that they are competent in practical skills. ITE providers may set practical tests so the applicants can prove their ability.

**All enquiries about adequacy of qualifications should be directed to ITE providers as set out in Appendix A.**

## Undergraduate Degree Programmes

- (i) Universities will assess applications for admission 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 equivalent, and
  - A National Qualification in Mathematics at SCQF Level 5 (for example National 5) or an accepted equivalent.
- (ii) It is a feature of such undergraduate 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 equivalent and a National Qualification in Mathematics at SCQF Level 5 (for example National 5) or an accepted equivalent.
- There should also be an interview process prior to candidates being accepted on to the TQ element of a programme.

## PGDE (Secondary) Programmes

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

- An undergraduate degree validated by a university in the United Kingdom or an undergraduate degree of an equivalent standard from a higher education institution outside the United Kingdom.
  - The undergraduate degree should normally contain 80 SCQF credit points relevant to the teaching qualification or qualifications being studied (see section 2 for top-up qualifications).
  - 40 SCQF 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 equivalence.
- A National Qualification in Mathematics at SCQF Level 5 (for example National 5) or an accepted equivalence.

**All enquiries about the acceptability of undergraduate degree content should be directed to ITE providers as set out in Appendix A. When necessary, the universities will ask GTC Scotland for advice.**

**A summary of entry requirements for both primary education and secondary education can be found in Appendix C.**



## 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 (or contemporary) Art and Design within the 80 SCQF credits (20 credits may come from Digital Art/Design or Photography).

### **Business Education**

Applicants must have an undergraduate 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 to relevant Information Technology skills.

### **Community Languages**

Applicants must have an undergraduate degree equivalent in standard to an undergraduate 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 Science**

Applicants must have an undergraduate 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 web design.

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

### **Dance**

Applicants must have 80 SCQF points as part of an undergraduate degree in Dance or a 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 wellbeing aspects of dance including injury prevention and nutrition.

### **Drama**

Applicants must have an undergraduate degree with at least 80 SCQF credits in drama, and must have at least 40 credit points in the practical aspects of Drama such as stage design or directing.

### **English**

Applicants must have an undergraduate 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.

**Gaelic**

Applicants must have an undergraduate degree with at least 80 SCQF credit points in Gaelic or in Celtic (but they must have specialised in Scottish Gaelic).

Applicants must demonstrate their capacity to both read and write Gaelic. Applicants are required to demonstrate to the university they apply to that they are fluent in spoken Scottish Gaelic.

**History**

Applicants must have 80 SCQF points as part of an undergraduate degree with a maximum of 40 SCQF credit points from Ancient History.

**Home Economics**

Applicants must have an undergraduate 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
<b>Family Studies</b>	Parenting; childhood studies; family lifestyles; socioeconomic influences; environmental issues.
<b>Food Science</b>	Food chemistry; composition of foods, processing and manufacturing of foodstuffs; functional properties of foods; biotechnology; microbiology.
<b>Health</b>	Health promotion; health education; determinants of health, lifestyles and health; environmental issues; health and food policies.
<b>Hospitality</b>	Practical food preparation skills; food preparation techniques; food and beverage management.
<b>Textile Studies</b>	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 an undergraduate 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.

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

For Modern Foreign Languages students on a concurrent undergraduate 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 an undergraduate 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.

**GTC Scotland will answer any questions about registration and residency requirements for second languages. Please email [pld@gtc.org.uk](mailto:pld@gtc.org.uk)**

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

**For Modern Foreign Languages students on a concurrent undergraduate 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 an undergraduate degree in their own language which meets the requirements under point (i) may be eligible to teach their native language.

Students who are native speakers of a modern foreign language and have an undergraduate degree in a language other than their native tongue which meets the requirements under point (i) may be eligible to teach that language plus their native tongue. For example, a French student with an undergraduate degree in German can teach German and French.

### **Modern Studies**

Applicants must have an undergraduate 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

### **Music**

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

(i) 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.

(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.

### Physical Education

Applicants would normally be expected to have an undergraduate 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
- 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.

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 an undergraduate 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 an undergraduate 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

<b>List A</b>	technological subjects such as mechanical, electrical or electronic engineering/sciences, mechatronics, architecture, construction technology, building services.
<b>List B</b>	design-and graphics-related subjects such as computer-aided design, graphic design, computer-aided design manufacture, industrial design, product design.

Applicants must have an undergraduate 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.

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

# Appendix A

## ITE Providers and Programmes Offered

Initial Teacher Education provider	Primary		Secondary	
	UG*	PGDE**	UG*	PGDE**
<b>Edinburgh Napier University</b> www.napier.ac.uk				✓
<b>Queen Margaret University</b> www.qmu.ac.uk	✓			✓
<b>Royal Conservatoire of Scotland</b> www.rcs.ac.uk			✓	✓
<b>University of Aberdeen (School of Education)</b> www.abdn.ac.uk	✓	✓	✓	✓
<b>University of Dundee (School of Education Social Work and Community Education)</b> www.dundee.ac.uk	✓	✓		✓
<b>University of Edinburgh (Moray House School of Education)</b> www.ed.ac.uk/education		✓	✓	✓
<b>University of Glasgow (School of Education)</b> www.gla.ac.uk	✓	✓	✓	✓
<b>University of Stirling (School of Education)</b> www.stir.ac.uk/education	✓		✓	
<b>University of Strathclyde (School of Education)</b> www.strath.ac.uk	✓	✓	✓	✓
<b>University of the Highlands and Islands</b> www.uhi.ac.uk	✓	✓	✓	✓
<b>University of the West of Scotland (School of Education)</b> www.uws.ac.uk	✓	✓	✓	✓

UG\* – Undergraduate degree

PGDE\*\* – Postgraduate degree



## Appendix B

### Qualifications Accepted as Equivalent to the English and Mathematics Requirements

#### English Requirements (SCQF level 6)

One of the following:

- Higher English at band C or above.
- National Units – Communication 4 (SCQF level 6) and Literature 1 (SCQF level 6).
- Higher ESOL (English for Speakers of Other Languages).  
Acceptable for entry to PGDE secondary only, **not primary undergraduate or postgraduate.**
- GCSE English Language and GCSE English Literature – passes at C or above (England, Wales and Northern Ireland).  
**Both qualifications must be held.**
- Higher Education Access course.
- Equivalent qualifications in other countries.

#### Mathematics Requirements (SCQF level 5)

One of the following:

- National 5 Mathematics.
- National 5 Applications of Mathematics.
- National 5 Lifeskills Mathematics.
- Standard Grade award in Mathematics at Credit (grade 1 or 2).
- National Qualifications in Mathematics at Intermediate level 2 – C or above.
- GCSE Mathematics grade C and above (England, Wales and Northern Ireland).
- Higher Education Access course.
- Equivalent qualifications in other countries.

#### Older Qualifications

*English*

One of the following:

- SCE Higher Grade in English
- National Certificate Modules – Communications 4 and Literature 1
- GCE Ordinary in English language and GCE Ordinary in English literature (Grade A, B or C).

*Mathematics*

One of the following:

- SCE Ordinary Grade in Mathematics (Grade A, B or C)
- National Certificate Modules – Core Mathematics 4
- GCE Ordinary in Mathematics (Grade A, B or C).

**ITE providers are responsible for assessing equivalence of qualifications in terms of entry to teacher education programmes. Any enquiries about the acceptability of qualifications should be directed to the providers of ITE, which are listed in Appendix A. When necessary, ITE providers will ask GTC Scotland for advice.**



# Appendix C

## Summary of Entry Requirements for Primary Education and Secondary Education

Sector	Teaching qualification	
	Undergraduate	Post/Professional graduate
<b>Primary</b>	<p>National Qualifications at SCQF Level 6 (for example Higher Grade), in at least four subjects (one of these course awards must be in English);</p> <p>National Qualifications Course awards at SCQF Level 5 Mathematics or an accepted equivalence.</p>	<p>An undergraduate degree validated by a higher education institution in the United Kingdom or an undergraduate degree of an equivalent standard from a higher education institution outside the United Kingdom; and</p> <p>National Qualifications in English at SCQF Level 6 (for example Higher Grade) or an accepted equivalence; and</p> <p>National Qualifications in Mathematics at SCQF Level 5 (for example National 5, Credit Standard Grade or Intermediate 2) or an accepted equivalence.</p>
<b>Secondary</b>	<p>A National Qualification in English at SCQF Level 6 (for example Higher Grade) or an accepted equivalence, and</p> <p>A National Qualification in Mathematics at SCQF Level 5 (for example National 5, Credit Standard Grade or Intermediate 2) or an accepted equivalence.</p>	<p>An undergraduate degree validated by a university in the United Kingdom or an undergraduate degree of an equivalent standard from an institution outside the United Kingdom.</p> <ul style="list-style-type: none"> <li>■ The undergraduate degree should normally contain 80 SCQF credit points relevant to the teaching qualification or qualifications being studied.</li> <li>■ Forty of the credit points must have been studied at SCQF level 8 or above.</li> <li>■ Credit from a Masters degree may be considered but universities must assure themselves of the <b>direct relevance</b> of the credit to the teaching of the subject for which application is being made.</li> </ul> <p>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.</p> <p>A National Qualification in English at SCQF Level 6 (for example Higher Grade) or an accepted equivalence.</p> <p>A National Qualification in Mathematics at SCQF Level 5 (for example National 5, Credit Standard Grade or Intermediate 2) or an accepted equivalence.</p>



**GTC Scotland**

Comhairle Choitcheann Teagaisg nah–Alba  
Clerwood House, 96 Clermiston Road,

Edinburgh EH12 6UT

Tel: 0131 314 6000

Fax: 0131 314 6001

E-mail: [gtcs@gtcs.org.uk](mailto:gtcs@gtcs.org.uk)

[www.gtcs.org.uk](http://www.gtcs.org.uk)

[www.in2teaching.org.uk](http://www.in2teaching.org.uk)

