



Initial Teacher Training in Wales, 2014/15

27 October 2016
SB 46/2016

Following an internal assessment and a subsequent review, published in 2006, the Welsh Government has been reducing the number of new entrants to ITT courses to better meet the needs of maintained schools in Wales. There are alternative employment-based routes to obtaining QTS, but these are not covered in this bulletin.

There has been a change in the methodology in this release. All 2013/14 numbers have been recalculated using the new method, and revised where necessary. Details can be found in the [Key Quality Information](#) section.

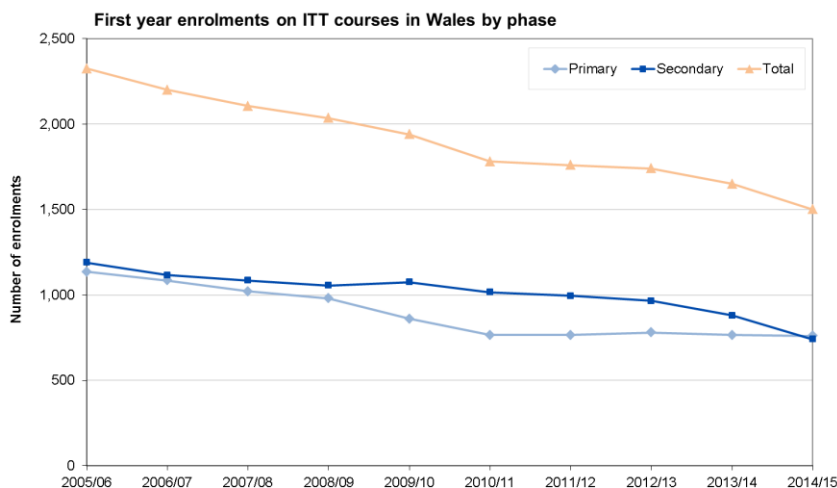
About this bulletin

This bulletin provides information about students on courses of Initial Teacher Training (ITT) leading to Qualified Teacher Status (QTS) in 2014/15. It mainly focuses on information about students on courses provided through Higher Education Institutions (HEIs) in Wales.

The data included here are taken from the Higher Education Statistics Agency's (HESA) Student Record. Unless otherwise stated, comparisons are with 2013/14 figures.

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- There has been a year-on-year decline in first year enrolments on ITT courses in Wales in recent years, but this must be viewed in the context of the policy to reduce the number of new entrants to ITT courses.
- There were 1,500 first year enrolments on ITT courses in Wales, 9 per cent lower than in 2013/14 and 38 per cent lower than in 2005/06.
- The number of first year Welsh domiciled students enrolled on ITT courses in Wales decreased by 9 per cent over the last year to 1,250. There was a 12 per cent decrease in enrolments from outside Wales.
- 83 per cent of first year students on ITT courses in Wales were Welsh domiciled, the same level as in 2013/14, and 6 percentage points higher than in 2005/06.
- The number of students completing ITT courses in Wales was 8 per cent lower than in 2013/14. Of these completers, 20 per cent completed a course that either enabled them to teach bilingually or led to a formal certificate of bilingual education, 1 percentage point lower than in 2013/14.

Policy context

Each year the Welsh Government sets intake targets for recruitment to ITT courses in Wales. Following an internal assessment and subsequent review, the Welsh Government has, since 2004/05, been reducing the number of new entrants to ITT courses to better meet the needs of maintained schools in Wales. The Review of ITT Provision in Wales was held in 2005/06 and reported in January 2006. A copy of the report can be seen at: [Welsh Government: ITT Provision Report](#)

Following this, the then Minister for Education, Lifelong Learning and Skills published a statement on 29 March 2006 setting out an ITT Change Plan to restructure ITT so that intake targets, courses and course availability could deliver teachers with Qualified Teacher Status to better meet the needs of maintained schools in Wales. A copy of this can be seen on the National Assembly for Wales's website.

[National Assembly for Wales: Statement on ITT Restructuring](#)

In March 2014, Professor John Furlong was appointed as Initial Teacher Education and Training (ITET) Adviser for Wales. He was asked to consider and scope the changes that are needed to bring about improvements to ITET in Wales, following a review of the quality and consistency of teacher training undertaken by Professor Ralph Tabberer in 2013.

[A Review of Initial Teacher Training in Wales](#), Ralph Tabberer

[Teaching tomorrow's teachers](#), John Furlong

The intake targets set by the Welsh Government are notified to the Higher Education Funding Council for Wales (HEFCW). HEFCW allocates the total intake figures to individual institutions, varying the figures within agreed limits if necessary.

In 2014/15, the targeted intake of students remained identical to 2013/14, with 750 for Primary phase and 880 at Secondary phase.

For Primary levels there were targets of 300 undergraduate students and 450 postgraduate students. For Secondary level there were targets of 95 undergraduate students and 785 postgraduate students.

The Open University announced on 12 November 2013 that they will be withdrawing their postgraduate ITT provision across the UK. There has been no allocation of places in light of this decision in 2014/15.

Further details can be found on the HEFCW website: [HEFCW: Intake Targets](#)

Section A: ITT students and qualifiers from Welsh HEIs

- Between 2013/14 and 2014/15, first year enrolments on Primary phase courses in Wales decreased slightly to 760, a 2 per cent decrease (*Table A.1*).
- Enrolments on Secondary phase courses decreased by 16 per cent to 740, after a 9 per cent decrease in the previous year (*Table A.1*).
- In 2014/15, 78 per cent of first year ITT students were enrolled on PGCE courses, 1 per cent higher than the previous year, and 12 percentage points higher than in 2005/06. (*Table A.1*).
- 17 per cent of first year ITT students opted to take a course that either enables them to teach bilingually or leads to a formal certificate of bilingual education, 2 percentage points lower than in 2013/14 (*Table A.1*).

Chart A.1: First year students on ITT courses in Wales by phase

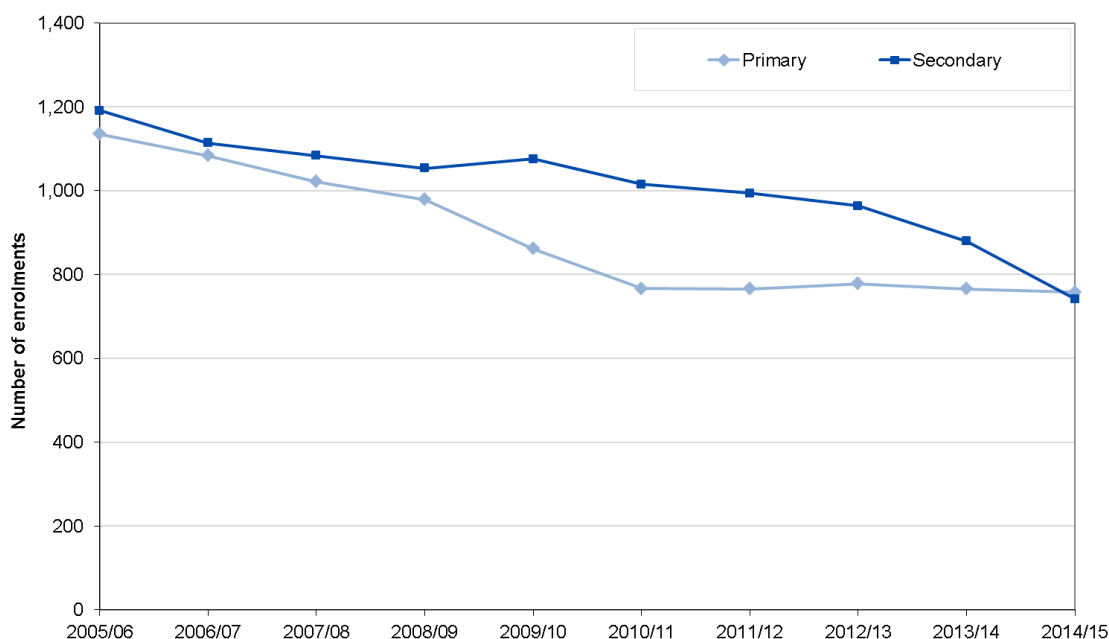


Table A.1: First year students on ITT courses in Wales, by gender, level of study, phase and language (a)

	2005/06	2006/07	2007/08 (b)	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14 (c)	2014/15 (c)
Gender:										
Male:										
PGCE leading to QTS (d)	525	480	480	470	475	490	435	430	430	390
First Degree leading to QTS	135	140	125	105	105	105	90	120	110	75
Total	660	620	605	575	580	595	530	550	535	460
Female:										
PGCE leading to QTS (d)	1,020	995	975	935	975	880	920	910	850 (r)	775
First Degree leading to QTS	645	585	530	525	380	305	310	280	260	265
Total	1,665	1,580	1,505	1,460	1,360	1,185	1,230	1,195	1,110 (r)	1,040
Persons:										
PGCE leading to QTS (d)	1,545	1,475	1,450	1,405	1,450	1,370	1,360	1,340	1,280 (r)	1,165
First Degree leading to QTS	780	720	655	630	485	415	400	405	365	335
Total	2,325	2,200	2,105	2,035	1,940	1,780	1,760	1,740	1,650	1,500
Phase:										
Nursery or Primary (e)										
Early years and Key Stage 1/ Foundation Phase, (f)	135	90	115	100	90	130	70	25	70	10
Early years, Key Stages 1 and 2/ Foundation Phase and Key Stage 2	1,000	995	910	880	770	635	695	750	695	750
Total	1,135	1,085	1,020	980	860	765	765	780	765	760
Secondary										
Key Stage 3 and 4, Post 16	1,190	1,115	1,085	1,055	1,075	1,015	995	965	880 (r)	740
Language: (g)										
Not a certificate of bilingual education nor enables to teach bilingually	2,065	1,710	1,890	1,805	1,685	1,510	1,495	1,440	1,325 (r)	1,245
Enables to teach bilingually or leads to a formal certificate of bilingual education	265	490	215	230	250	270	265	305	320	255

Source: Higher Education Statistics Agency (HESA)

(a) Enrolments throughout the year.

(b) From 2007/08 students who were studying at the Open University and were funded by HEFCW are included in the figures.

(c) In 2014/15 there was a small change in how Open University students living in Wales were identified. The 2013/14 totals were recalculated and revised as appropriate.

(d) PGCE includes Postgraduate Certificate in Education, Professional Graduate Certificate in Education and Postgraduate Diploma in Education.

(e) In 2006/07 one institution incorrectly coded some students to the Early years, Key Stages 1 and 2/Key Stage 2 instead of the Early years and Key Stage 1/ Foundation Phase.

(f) From 2012/13 to 2014/15, only one provider has enrolled students to Early years and Key Stage 1/Foundation Phase courses in Wales.

(g) In 2006/07 one institution incorrectly coded students with Welsh as their main specialism as 'enables to teach bilingually or leads to a formal certificate of bilingual education'.

(h) Data are rounded to the nearest 5.

- The number of all first year enrolments on ITT courses (1,500) was 9 per cent lower than the previous year and 36 per cent lower than in 2005/06, (*Table A.2*).
- The number of first year Welsh domiciled students enrolled on ITT courses in Wales decreased by 9 per cent over the last year to 1,250. There was a 12 per cent decrease in enrolments from outside Wales.
- 83 per cent of first year ITT students were Welsh domiciled and 13 per cent were English domiciled (*Table A.2*).

Chart A.2: First year ITT students in Wales, by country of domicile (a)

(a) Other includes Scotland, Northern Ireland, UK unknown, Republic of Ireland, Other EU, Other Europe and Other Overseas

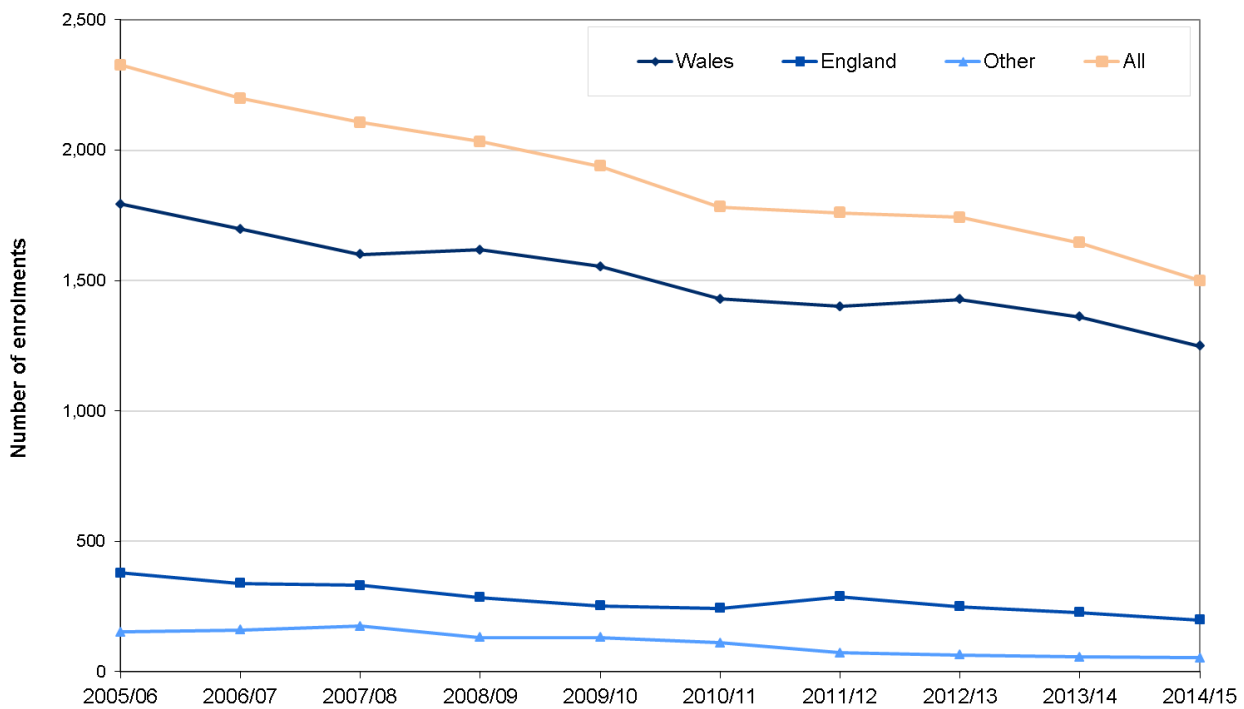


Table A.2: First year students on ITT courses in Wales, by country of domicile (a)

Domicile	2005/06	2006/07	2007/08 (b)	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14 (c)	2014/15 (c)
Number:										
Wales	1,795	1,700	1,600	1,615	1,555	1,430	1,400	1,425	1,360 (r)	1,250
England	380	340	330	285	255	245	290	250	230	200
Scotland	5	5	5	5	*	*	5	5	5	*
N Ireland	15	15	15	10	5	20	10	10	10	10
UK Unknown	*	*	*	*	*	*	*	*	*	*
Republic of Ireland	105	110	95	70	80	50	35	20	20	20
Other EU (d)	30	15	30	25	25	20	10	15	10	5
Total EU	2,325	2,180	2,075	2,010	1,920	1,765	1,750	1,725	1,635 (r)	1,485
Other Europe	*	*	*	*	*	*	*	*	*	*
Other Overseas	*	15	30	25	15	15	10	15	10	15
Total	2,325	2,200	2,105	2,035	1,940	1,780	1,760	1,740	1,645 (r)	1,500
Percent:										
Wales	77	77	76	80	80	80	80	82	83 (r)	83
England	16	15	16	14	13	14	16	14	14	13
Scotland	-	-	-	-	-	-	-	-	-	-
N Ireland	1	1	1	1	-	1	1	1	1	1
UK Unknown	-	-	-	-	-	-	-	-	-	-
Republic of Ireland	5	5	5	3	4	3	2	1	1	1
Other EU (d)	1	1	2	1	1	1	1	1	1	-
Total EU	-	-	-	-	-	-	-	-	-	-
Other Europe	-	-	-	-	-	-	-	-	-	-
Other Overseas	-	1	1	1	1	1	1	1	1	1
Total	100	100	100	100	100	100	100	100	100	100

Source: Higher Education Statistics Agency (HESA)

(a) Enrolments throughout the year. Percentages may not add to 100 due to rounding.

(b) From 2007/08 students who were studying at the Open University and were funded by HEFCW are included in the figures.

(c) In 2014/15 there was a small change in how Open University students living in Wales were identified. The 2013/14 totals were recalculated and revised as appropriate.

(d) Includes Channel Islands and Isle of Man.

(e) 0, 1, 2 are rounded to 0 and represented as '*'.
(f) All other numbers are rounded to the nearest 5.(g) Percentages have been calculated using precise raw numbers. Percentages less than 0.5 per cent are represented by '-'.
(h) Percentages less than 0.5 per cent are represented by '*'.

First year ITT students by level of study, language, ethnicity and age

- First year female enrolments decreased by 6 per cent in the past year whilst first year male enrolments decreased by 14 per cent (*Table A.1*).
- Compared with five years earlier, both first year female and first year male enrolments have decreased. Female enrolments fell by 23 per cent and male enrolments by 21 per cent (*Table A.1*).
- 94 per cent of first year ITT students recorded their ethnicity as white in 2014/15, while 57 per cent of students were aged between 21 and 24, a 3 percentage point increase from the previous year. (*Table A.3*).

Chart A.3: First year ITT students in Wales, by gender

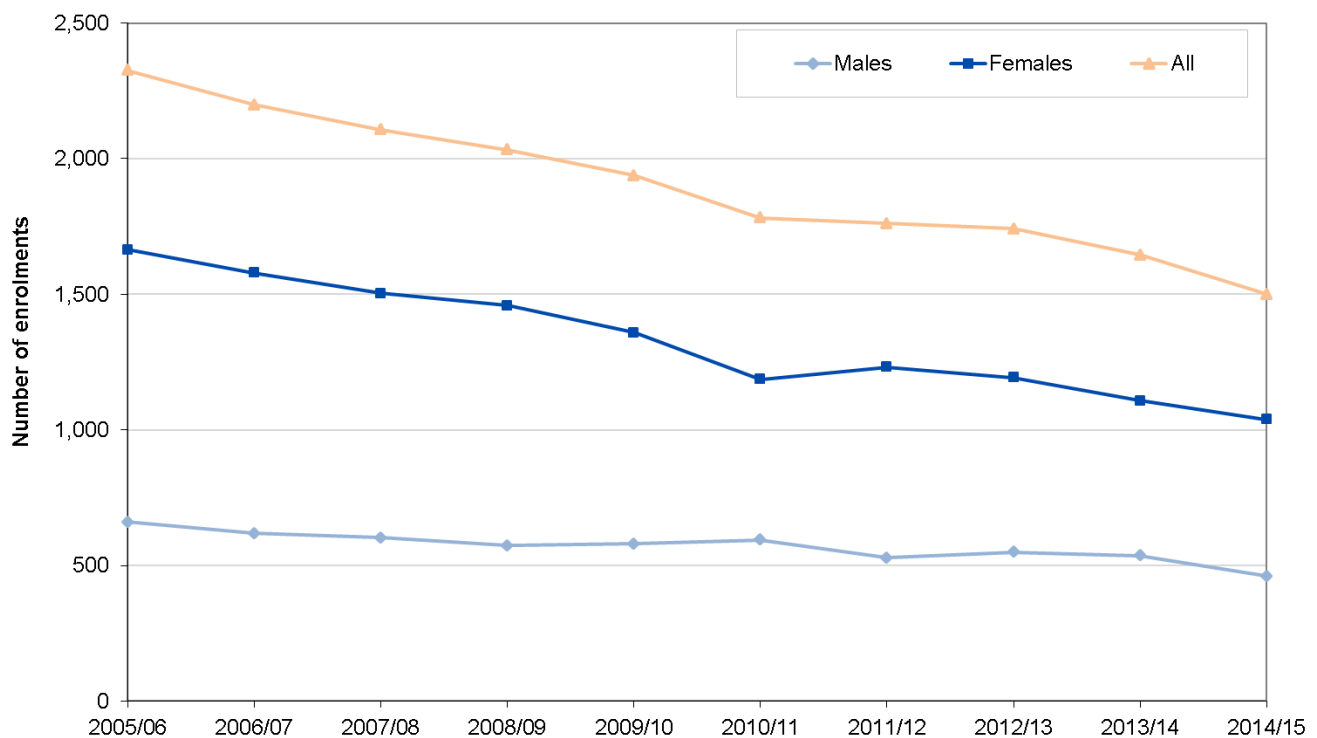


Table A.3: First year students on ITT courses in Wales, by ethnicity, disability status and age, 2014/15 (a)

	Male	Female	Persons
<u>Ethnicity</u>			
White	430	975	1,410
Asian or Asian British	5	10	10
Black or Black British	5	5	10
Other (including mixed)	10	10	20
Not known/Non-UK	10	40	50
Total	460	1,040	1,500
<u>Disability</u>			
No known disability	425	955	1,385
A specific learning difficulty e.g. dyslexia	15	45	65
Blind/partially sighted/deaf/have hearing impairment	*	*	5
A long-standing illness or health condition, eg diabetes, epilepsy, asthma	5	10	15
Other disabilities (b)	10	25	35
Total (c)	460	1,040	1,500
<u>Age group</u>			
17-18	30	135	165
19-20	15	70	85
21-24	255	595	850
25-39	140	210	350
40-59	25	30	55
Total (c)	460	1,040	1,500

Source: Higher Education Statistics Agency (HESA)

(a) Enrolments throughout the year.

(b) Other disabilities includes: A physical impairment or mobility issues, mental health condition, two or more conditions and another disability, impairment or medical condition

(c) Total includes unknown.

(d) 0, 1, 2 are rounded to 0 and represented as '*'.
(e) All other numbers are rounded to the nearest 5.

- The highest proportions of first year Secondary phase enrolments were Mathematics (15 per cent) and English (14 per cent) (*Table A.4*).
- General Science accounted for 5 per cent of all first year enrolments to Secondary phase ITT courses, whilst Biology and Chemistry accounted for 4 per cent, and 3 per cent for Physics.
- Business studies made up only 2 per cent of all first year enrolments to Secondary phase ITT courses.

Chart A.4: First year ITT students in Wales, by secondary subject grouping 2014/15

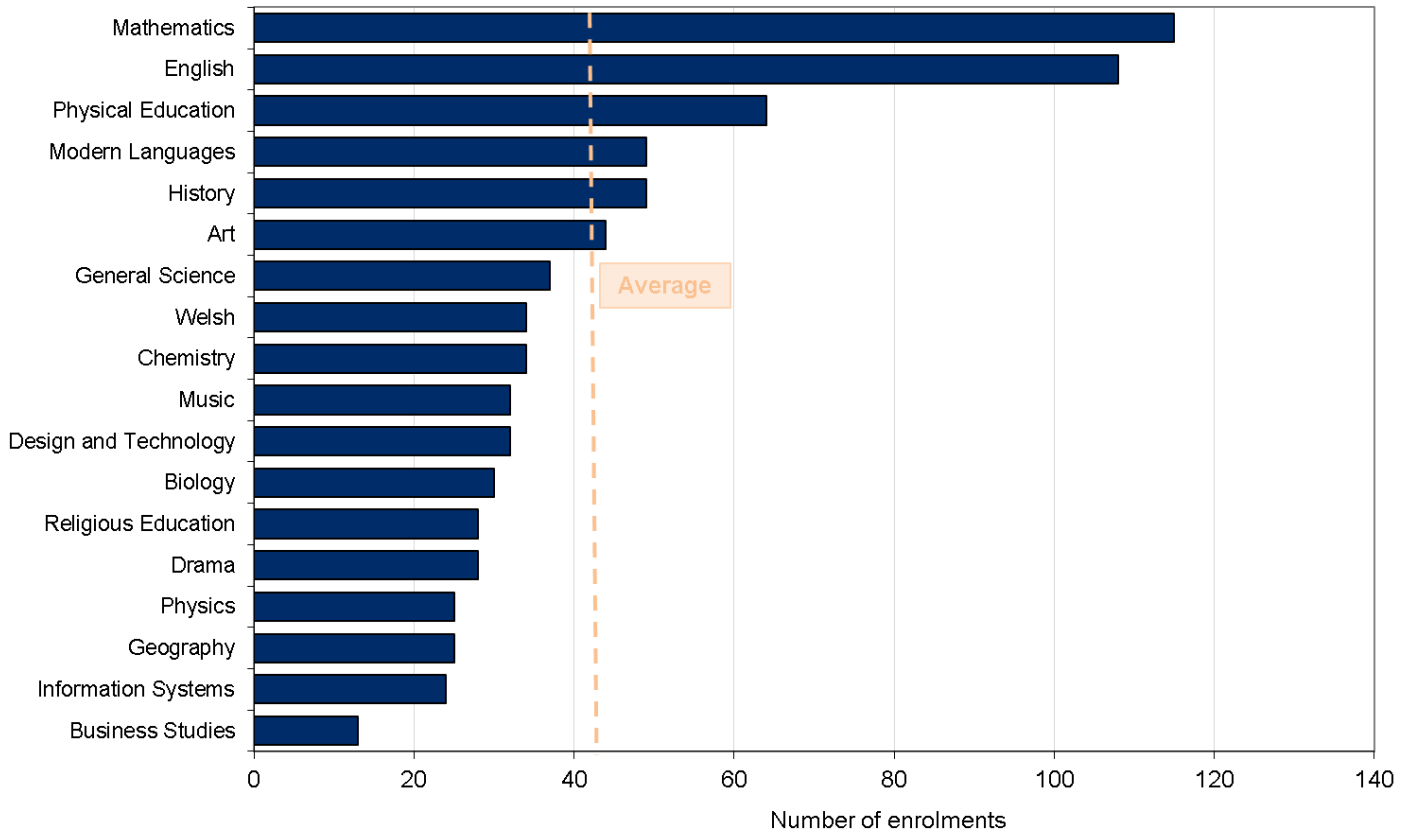


Table A.4: First year secondary phase students on ITT courses in Wales, by subject of study (a) (b)

	2007/08 (c)	2008/09	2009/10	2010/11 (d)	2011/12	2012/13	2013/14 (e)	2014/15 (e)
Secondary								
Art	55	50	65	50	55	50	45	45
Business Studies	20	20	15	20	15	15	15	15
Design and Technology	100	110	115	110	90	90	70	30
Drama	40	40	30	25	30	30	25	30
English	110	100	100	95	90	105	105	110
Geography	35	30	45	45	40	40	35	25
History	70	70	65	60	60	55	45	50
Information Systems	65	80	90	70	65	50	35 (r)	25
Mathematics	115	100	120	120	110	130	120	115
Modern Languages	110	85	115	80	75	85	85	50
Music	50	45	35	30	45	40	30 (r)	30
Physical Education	105	100	100	85	85	70	70	65
Religious Education	40	30	10	40	40	35	30	30
Science	235	235	235	200	195	170	150	125
of which: Biology	65	80	60	90	90	70	55	30
Chemistry	30	45	35	35	40	45	40	35
Physics	30	25	25	40	40	35	30	25
General Science	110	90	110	35	30	20	25	35
Welsh	35	65	50	50	60	50	45	35
Total subject enrolments	1,195	1,165	1,190	1,085	1,060	1,010	910 (r)	770
Total individual student enrolments	1,085	1,055	1,075	1,015	995	965	880 (r)	740

Source: Higher Education Statistics Agency (HESA)

(a) Enrolments throughout the year.

(b) Students may be recorded under more than one subject e.g. if a student studies Mathematics and IT then that student will be recorded under both subjects. This table provides two lines, the number of subject enrolments and the number of individual student enrolments. The number of individual student enrolments matches the secondary phase totals in Table A.1.

(c) Students who were studying at the Open University and were funded by HEFCW are included in the figures.

(d) From 2010/11 the ITT intake targets in respect of science (previously one figure for all science courses) have become more specific. Providers were told that chemistry and physics subjects could be linked with wider science content, but only courses where chemistry or physics were the main component would qualify for inclusion in the priority subject intake grouping. Providers were therefore told that they needed to be certain that they made the specialism and type of course clear to all trainees from the outset. The fall in General Science enrolment numbers since 2009/10 are likely to reflect changes in the way courses are being recorded, rather than changes in enrolment patterns.

(e) In 2014/15 there was a small change in how Open University students living in Wales were identified. The 2013/14 totals were recalculated and revised as appropriate.

(f) All numbers are rounded to the nearest 5.

(g) From 2012/13 students studying 'Information Technology' are now coded as studying 'Information Systems'.

All students on ITT courses in 2014/15

- In total, 2,175 students were enrolled on ITT courses in Welsh HEIs, a decrease of 9 per cent from the previous year. Of these, 71 per cent were female (*Table A.5*).

Table A.5: Students on courses of ITT in Wales, by gender, level of study and phase, 2014/15 (a)(b)

	Male	Female	Persons
Level:			
PGCE leading to QTS (c)	405	810	1,215
First Degree leading to QTS	225	740	965
Total	630	1,555	2,175
Phase:			
<i>Nursery or Primary</i>	320	995	1,315
Early years and Key Stage 1/ Foundation Phase	*	10	15
Early years, Key Stages 1 and 2/ Foundation phase and Key Stage 2	320	980	1,300
<i>Secondary</i>			
Key Stages 3 and 4, Post-16	310	555	865
Total	630	1,545	2,175

Source: Higher Education Statistics Agency (HESA)

(a) Enrolments throughout the year.

(b) In 2014/15 there was a small change in how Open University students living in Wales were identified. The 2013/14 totals were recalculated and revised as appropriate.

(c) PGCE includes Postgraduate Certificate in Education, Professional Graduate Certificate in Education and Postgraduate Diploma in Education.

(d) All numbers are rounded to the nearest 5.

(e) 0, 1, 2 are rounded to 0 and represented as '*'.

Students completing ITT courses in 2014/15

- The number of students completing ITT courses in Welsh HEIs was 1,310, 8 per cent lower than in 2013/14 (*Table A.6*).
- 78 per cent of students in Welsh HEIs completing ITT courses were from PGCE courses (*Table A.6*).
- 20 per cent of students (260) in Welsh HEIs completed a course that either enabled them to teach bilingually or led to a formal certificate of bilingual education, 1 percentage point lower than in 2013/14 (*Table A.6*).

Table A.6: Students completing ITT courses in Wales, by gender, level of study, phase and language (a)

	2005/06	2006/07 (b)	2007/08 (c)	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14 (d)	2014/15 (d)
Gender:										
Male:										
PGCE leading to QTS (e)	450	410	410	420	410	440	385	350	340	320
First Degree leading to QTS	105	85	110	80	95	75	65	70	65	70
Total	555	495	520	500	500	515	450	420	405	390
Female:										
PGCE leading to QTS (e)	950	940	880	865	925	805	855	820	775	705
First Degree leading to QTS	430	445	540	535	435	415	340	230	250	215
Total	1,380	1,385	1,420	1,400	1,360	1,220	1,195	1,050	1,025	920
Persons:										
PGCE leading to QTS (e)	1,400	1,350	1,290	1,290	1,335	1,245	1,240	1,170	1,115	1,020
First Degree leading to QTS	535	530	650	615	525	490	405	300	310	290
Total	1,935	1,880	1,935	1,900	1,860	1,735	1,645	1,470	1,425	1,310
Phase:										
Nursery or Primary										
Early years and Key Stage 1/ Foundation Phase (f)	120	85	130	165	100	110	85	50	80	10
Early years, Key Stages 1 and 2/ Foundation phase and Key Stage 2	780	800	860	795	775	720	675	615	590	610
Total	900	885	990	960	875	825	760	665	670	625
Secondary										
Key Stages 3 and 4, Post-16	1,035	960	945	940	985	910	885	800	755	685
Total	1,935	1,880	1,935	1,900	1,860	1,735	1,645	1,470	1,425	1,310
Language:										
Not a certificate of bilingual education nor enables to teach bilingually	1,725	1,550	1,745	1,675	1,630	1,515	1,435	1,210	1,130	1,050
Enables to teach bilingually or leads to a formal certificate of bilingual education	210	330	190	225	230	220	210	255	300	260

Source: Higher Education Statistics Agency (HESA)

(a) All student enrolments associated with an award of an ITT qualification during the academic year.

(b) For 2006/07 one Welsh institution incorrectly coded some students to the Foundation Phase, Key Stages 1 and 2 rather than the Foundation Phase and Key Stage 1. This accounts for the relatively large change between the years.

(c) From 2007/08 students who were studying at the Open University and were funded by HEFCW are included in the figures.

(d) In 2014/15 there was a small change in how Open University students living in Wales were identified. The 2013/14 totals were recalculated and revised as appropriate.

(e) PGCE includes Postgraduate Certificate in Education, Professional Graduate Certificate in Education and Postgraduate Diploma in Education.

(f) From 2012/13 to 2014/15 only one provider has enrolled students to Early years and Key Stage 1/Foundation Phase courses in Wales.

(g) All numbers are rounded to the nearest 5.

Section B: Welsh domicile ITT students

First year Welsh domicile ITT students at UK HEIs, 2014/15

- There were 1,715 Welsh domiciled entrants onto ITT courses at UK HEIs. Of those, 73 per cent were enrolled at a Welsh HEI. The rest were almost entirely studying at English HEIs (*Table B.1*).
- The number of male Welsh domiciled entrants onto PGCE courses at Welsh HEIs was 7 per cent lower than in 2013/14 and the corresponding number of females was 11 per cent lower over the same period (*Table B.1*).

Table B.1: First year Welsh domicile ITT students at UK HEIs, by country of institution, level of study and gender (a)

	2005/06	2006/07	2007/08 (b)	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14 (c)	2014/15 (c)
Studying in Welsh HEIs										
Male:										
PGCE leading to QTS (d)	385	355	340	350	370	375	320	325	340	320
First Degree leading to QTS	105	115	90	85	75	85	70	95	90	60
Total	490	470	430	435	445	460	390	420	435	375
Female:										
PGCE leading to QTS (d)	780	760	735	740	800	710	760	775	725	645
First Degree leading to QTS	525	470	435	440	310	260	250	230	210	225
Total	1,305	1,230	1,170	1,180	1,110	970	1,010	1,005	935	870
Persons:										
PGCE leading to QTS (d)	1,165	1,115	1,075	1,095	1,170	1,085	1,080	1,100	1,070	965
First Degree leading to QTS	630	585	525	525	385	345	320	330	300	285
Total	1,795	1,700	1,600	1,615	1,555	1,430	1,400	1,425	1,370	1,250
Studying in English HEIs										
Male:										
PGCE leading to QTS (d)	125	100	105	115	110	100	105	100	95	115
First Degree leading to QTS	20	15	10	15	15	15	20	35	20	30
Total	145	115	115	130	125	115	125	135	120 (r)	145
Female:										
PGCE leading to QTS (d)	225	230	210	205	220	215	205	235	240	250
First Degree leading to QTS	70	90	50	50	55	90	65	115	80	70
Total	295	320	260	255	275	310	270	345	325 (r)	320
Persons:										
PGCE leading to QTS (d)	350	330	310	320	325	315	310	335	340 (r)	365
First Degree leading to QTS	90	105	65	65	70	105	85	145	105	100
Total	445	435	375	385	400	420	395	480	440 (r)	465
Total (d)	2,245	2,135	1,980	2,005	1,955	1,850	1,795	1,905	1,810 (r)	1,715

Source: Higher Education Statistics Agency (HESA)

(a) Enrolments throughout the year.

(b) From 2007/08 students at the Open University who were funded by HEFCW are included under 'Studying in Welsh HEIs' rather than 'Studying in English HEIs'. Please refer to the notes for further explanation.

(c) In 2014/15 there was a small change in how Open University students living in Wales were identified. The 2013/14 totals were recalculated and revised as appropriate.

(d) PGCE includes Postgraduate Certificate in Education, Professional Graduate Certificate in Education and Postgraduate Diploma in Education.

(e) Some years include a small number of enrolments at Scottish HEIs.

(f) All numbers are rounded to the nearest 5.

All students on ITT courses, 2014/15

- In total, there were 2,530 Welsh domiciled enrolments onto ITT courses. Of these, 71 per cent were enrolled at a Welsh HEI and 56 per cent of these students were enrolled on a PGCE course, while the rest were enrolled on a first degree leading to QTS (*Table B.2*).

Table B.2: All Welsh domicile ITT students at UK HEIs, by Country of Institution, level of study and gender (a)

	2005/06	2006/07	2007/08 (b)	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14 (c)	2014/15 (c)
Studying in Welsh HEIs										
Male										
PGCE leading to QTS (d)	390	365	350	365	380	390	335	340	360	335
First Degree leading to QTS	290	275	270	240	220	200	185	210	215	185
Total	680	640	620	610	600	590	525	550	575	520
PGCE leading to QTS (d)	790	780	750	775	820	725	785	800	750	675
First Degree leading to QTS	1,520	1,455	1,325	1,250	1,075	910	750	660	625	605
Total	2,310	2,235	2,075	2,020	1,895	1,640	1,535	1,460	1,375	1,280
Persons										
PGCE leading to QTS (d)	1,180	1,145	1,100	1,140	1,200	1,120	1,120	1,140	1,110	1,010
First Degree leading to QTS	1,810	1,730	1,590	1,490	1,295	1,110	940	870	840	790
Total	2,990	2,875	2,695	2,630	2,500	2,230	2,060	2,010	1,945	1,800
Studying in English HEIs										
Male										
PGCE leading to QTS (d)	145	115	115	125	125	105	110	110	105	115
First Degree leading to QTS	45	40	45	45	50	50	50	60	70	75
Total	190	160	160	170	175	155	160	170	175	190
Female										
PGCE leading to QTS (d)	250	250	225	225	230	235	215	240	255	270
First Degree leading to QTS	250	275	225	200	165	195	215	280	275	265
Total	500	525	450	420	400	430	435	520	530	535
Persons										
PGCE leading to QTS (d)	390	365	340	345	360	340	330	350	360	385
First Degree leading to QTS	295	315	270	245	215	245	265	340	345	340
Total	690	680	610	590	575	585	595	690	705	725
Total (e)	3,685	3,560	3,305	3,225	3,075	2,815	2,655	2,705	2,655	2,530

Source: Higher Education Statistics Agency (HESA)

(a) Enrolments throughout the year.

(b) From 2007/08 students at the Open University who were funded by HEFCW are included under 'Studying in Welsh HEIs' rather than 'Studying in English HEIs'. Please refer to the notes for further explanation.

(c) In 2014/15 there was a small change in how Open University students living in Wales were identified. The 2013/14 totals were recalculated and revised as appropriate.

(d) PGCE includes Postgraduate Certificate in Education, Professional Graduate Certificate in Education and Postgraduate Diploma in Education.

(e) Some years include a small number of enrolments at Scottish HEIs.

(f) All numbers are rounded to the nearest 5.

Section C: All ITT students and qualifiers from English HEIs

First year ITT students in English HEIs, 2014/15

- The number of all first year enrolments to English HEIs in 2014/15 was 21,925, a 10 per cent decrease on the previous year, and 31 per cent lower than in 2005/06 (*Table C.1*).
- The majority of first year ITT students at English HEIs were female, 74 per cent (*Table C.1*).

Table C.1: First year students on ITT courses in England, by level of study (a)

	2005/06	2006/07	2007/08 (b)	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14 (c)	2014/15 (c)
Male:										
PGCE leading to QTS (d)	7,060	6,625	6,425	6,640	7,110	7,210	6,345	6,320	5,505	4,625
First Degree leading to QTS	1,285	1,155	1,180	1,100	1,295	1,350	1,190	1,075	960	1,075
Total	8,345	7,775	7,605	7,740	8,405	8,560	7,540	7,395	6,460	5,700
Female:										
PGCE leading to QTS (d)	16,635	16,140	15,550	15,390	16,075	15,875	14,955	15,145	13,210 (r)	11,070
First Degree leading to QTS	6,850	6,725	6,420	6,465	6,655	6,230	6,015	5,325	4,600	5,155
Total	23,485	22,865	21,970	21,855	22,730	22,105	20,970	20,470	17,805 (r)	16,220
Persons:										
PGCE leading to QTS (d)	23,690	22,760	21,975	22,030	23,185	23,085	21,300	21,465	18,710 (r)	15,695
First Degree leading to QTS	8,135	7,880	7,600	7,565	7,950	7,580	7,210	6,400	5,555	6,230
Total	31,830	30,640	29,575	29,595	31,135	30,665	28,510	27,865	24,270 (r)	21,925

Source: Higher Education Statistics Agency (HESA)

(a) Enrolments throughout the year.

(b) From 2007/08 students who were at the Open University and funded by HEFCW were excluded from this table (please refer to the notes).

(c) In 2014/15 the methodology for identifying a course as ITT was changed. There was also a small change in how Open University students living in Wales were identified. The 2013/14 totals were recalculated and revised where appropriate.

(d) PGCE includes Postgraduate Certificate in Education and Professional Graduate Certificate in Education.

(e) All numbers are rounded to the nearest 5.

All students on ITT courses at English HEIs in 2014/15

- There were 36,530 students enrolled on ITT courses at English HEIs, of these 47 per cent were enrolled on a PGCE and 78 per cent were female. (*Table C.2*).

Table C.2: All students on courses of ITT in England, by gender and level of study 2014/15 (a)(b)

	Male	Female	Persons
Level:			
PGCE leading to QTS (b)	5,010	12,325	17,335
First Degree leading to QTS	3,110	16,080	19,195
Total	8,120	28,405	36,530

Source: Higher Education Statistics Agency (HESA)

(a) Enrolments throughout the year.

(b) In 2014/15 the methodology for identifying a course as ITT was changed. There was also a small change in how Open University students living in Wales were identified. The 2013/14 totals were recalculated and revised where appropriate.

(c) PGCE includes Postgraduate Certificate in Education and Professional Graduate Certificate in Education.

(d) All numbers are rounded to the nearest 5.

Students completing ITT courses in 2014/15

- 20,495 students completed ITT courses in England in 2014/15. Of these completers, 69 per cent completed a PGCE (*Table C.3*).

Table C.3: Students completing ITT courses in England, by gender and level of study (a)

	2005/06	2006/07	2007/08 (b)	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14 (c)	2014/15 (c)
Male:										
PGCE leading to QTS (d)(e)	5,680	5,355	5,245	5,260	6,110	6,155	5,470	5,310	4,725 (r)	3,935
First Degree leading to QTS	665	720	740	710	785	740	870	800	930 (r)	915
Total	6,350	6,075	5,985	5,975	6,895	6,895	6,340	6,110	5,655 (r)	4,850
Female:										
PGCE leading to QTS (d)(e)	14,405	14,260	14,075	13,930	14,965	14,650	14,095	13,645	12,310 (r)	10,250
First Degree leading to QTS	4,290	4,805	5,140	5,255	5,060	5,005	5,175	4,865	4,935 (r)	5,395
Total	18,695	19,065	19,215	19,180	20,025	19,655	19,275	18,510	17,245 (r)	15,650
Persons:										
PGCE leading to QTS (d)(e)	20,085	19,615	19,320	19,190	21,075	20,800	19,570	18,955	17,040 (r)	14,185
First Degree leading to QTS	4,960	5,525	5,880	5,965	5,845	5,750	6,050	5,665	5,860 (r)	6,310
Total	25,045	25,140	25,200	25,155	26,925	26,550	25,615	24,620	22,900 (r)	20,495

Source: Higher Education Statistics Agency (HESA)

(a) All students enrolments associated with an award of an ITT qualification during the academic year.

(b) From 2007/08 students who were at the Open University and funded by HEFCW were excluded from this table (please refer to the notes).

(c) In 2014/15 the methodology for identifying a course as ITT was changed. There was also a small change in how Open University students living in Wales were identified. The 2013/14 totals were recalculated and revised where appropriate.

(d) PGCE includes Postgraduate Certificate in Education and Professional Graduate Certificate in Education.

(e) Prior to 2013/14 included PGCEs that did not lead to QTS

Notes

1. Related publications

The Welsh Government also release tables on StatsWales covering destinations data for those completing ITT courses. These can be found with all the ITT tables at [StatsWales, Initial Teacher Training ITT](#).

2. Data source

The Higher Education Statistics Agency (HESA) collects data on students, staff and resources of Higher Education Institutions (HEIs) in the UK. The data presented in this bulletin are taken primarily from the HESA Student Record which contains information on all students enrolled on credit bearing courses at UK HEIs, including those enrolled on ITT courses.

A summary of the Student data collection process for 2014/15 covering timescales, validation and business rules and checking processes is included on the [HESA website](#).

In addition, HESA published a circular in July 2009 (REF: C08051) to provide further guidance to institutions returning data, covering a summary of previously announced changes to the data collection system, guidance on fields identified as having data quality issues in 2007/08, plus a summary of the data collection system and timetable and checks required to optimise the quality of data returned. [Circular C08051](#).

3. Definitions

3.1 Coverage

This bulletin provides information about courses of Initial Teacher Training (ITT) leading to Qualified Teacher Status (QTS) provided through higher education institutions.

To teach as a qualified teacher in a maintained school or non-maintained special school in Wales or England, students need to obtain QTS. Students can do this at higher education institutions by either undertaking a first degree course which combines a degree – usually a BEd, BA or BSc – with QTS or by completing a postgraduate course which leads to QTS. PGCE courses are usually postgraduate courses; however, some non postgraduate courses such as the Professional Graduate Certificate in Education (which is pitched at an undergraduate level) are classified as PGCE. Other levels such as Postgraduate Diploma in Education may also be offered.

Professional Graduate Certificate in Education courses are offered by English providers as a level 6 qualification which is classed as 'other undergraduate', but requires a first degree on entry. In Wales only the Open University offers this qualification with the 'leading to QTS' option, although other Welsh HEIs may award this qualification if a student studying for a Postgraduate Certificate in Education is deemed not to have achieved sufficient credits at Masters level.

In this Bulletin figures for English HEIs includes the numbers on Training and Development Agency for Schools (TDA) funded flexible provision.

There are alternative employment-based routes to obtaining QTS but these are not covered in this bulletin.

3.2 Level of study and length of course

Initial teacher training courses vary in length. Most first degree courses which combine a degree with QTS are 3 year courses but 2 and 4 year courses are also offered, depending upon qualifications on entry and the type of course. Postgraduate Certificate in Education (PGCE) courses which lead to QTS are almost all one year courses taken following completion of a degree course.

Course lengths can change: for example, many previously 4 year first degree courses are now 3 year courses, which can make comparisons with previous years difficult.

3.3 Year of study

Figures for **first year students** cover those entering both types of course in one academic year.

Figures for **all students** on ITT courses will also include those on first degree courses, which started in the previous academic years. Similarly figures for **all students** completing ITT courses include the completion of courses which started in different academic years.

3.4 Disabilities

With the introduction of the Disability Equality Duty, and on the recommendation of the Equality Challenge Unit (ECU), HESA has introduced a version of the coding frame produced by the Disability Rights Commission (DRC). The disability categories indicate the type of disability that a student has on the basis of their own self-assessment, and are consistent with those used by the Universities and Colleges Admissions Service (UCAS). For continuing students, where the information is not already known, institutions have the option of recording the student's disability as not sought. As a result, some institutions have not returned disability data for some of their students. In addition, students are not obliged to report a disability. HESA therefore advises that the figures reported in analyses are derived from a subset which may not be representative of the total student population.

3.5 Subject of study

All secondary ITT students must be trained in at least one specialism. Prior to 2007/08 the main specialism was recorded in the first subject of study field. Up to two other specialisms may also have been recorded. The analysis by subject of study is a headcount of enrolments by main specialism. From 2007/08 students were counted under more than one subject grouping rather than being placed under their subject of specialism. Table A.4 provides a count of enrolments falling within each subject area but also gives a count of individual student enrolments. These student level totals match those in Tables A1, A2 and A3 and eliminate the double counting which occurs at subject level. From 2012/13 the JACS3 subject coding framework was used.

3.7 Open University

The Open University restarted ITT provision in Wales in July 2008. From 2007/08 the tables and charts showing students on ITT courses in Wales include those students at the Open University who were funded by HEFCW. Those charts and tables showing students on or completing ITT courses in England now exclude those students who are at the Open University and funded by HEFCW.

4. Rounding strategy

The presentation of figures in this Statistical Bulletin follows the principals of the HESA rounding strategy. The strategy is intended to prevent the disclosure of personal information about any individual. This strategy involves rounding all numbers to the nearest 5. A summary of this strategy is as follows:

- 0, 1, 2 are rounded to 0 and represented as '*’.
- All other numbers are rounded to the nearest multiple of 5.

Total figures are also subject to this rounding methodology; the consequence of which is that the sum of numbers in each row or column may not match the total shown precisely. Percentages have been calculated using precise raw numbers. Percentages less than 0.5 per cent are represented by ‘-’.

5. Key quality information

This section provides a summary of information on this output against five dimensions of quality: Relevance, Accuracy, Timeliness and Punctuality, Accessibility and Clarity, and Comparability. It also covers specific issues relating to quality of 2014/15 data, and describes the quality management tool applied to this area of work.

In 2014/15 there were significant changes to the way ITT courses are identified. The changes will result in more consistent numbers going forward. The 2013/14 figures have been revised using the new methodology, to allow comparison between 2013/14 and 2014/15. However, years before 2013/14 are no longer directly comparable with 2013/14 and onwards. For more details please see Changes in Methodology, section 6 in the notes.

5.1 Relevance

HESA is the official agency for the collection, analysis and dissemination of quantitative information about higher education. It was set up by agreement between the relevant government departments, the higher education funding councils and the universities and colleges. The primary purpose of the Student data collection is to provide each of the bodies listed above with accurate and comprehensive statistical information regarding student enrolments.

The statistics are used both within and outside the Welsh Government to monitor trends in ITT provision at Welsh HEIs and also to monitor provision across the UK for Welsh domiciled students. Some of the key users are:

- Ministers and the Members Research Service in the National Assembly for Wales;
- Officials in the Welsh Government;
- Other government departments;
- The Higher Education Funding Council for Wales;
- Higher Education Institutions and representative bodies;
- Students, researchers, and academics;
- Individual citizens, private companies, and the media;
- These statistics are used in a variety of ways. Some examples of these are:
 - Advice to Ministers;
 - To inform the education policy decision-making process in Wales;
 - To forecast future expenditure of student support schemes for Welsh domiciled students;
 - To help model future supply and demand for teachers and inform ITT intake targets.

5.2 Accuracy

The Student Record contains information about individual enrolments, which, because a student can be enrolled on more than one programme of study, will exceed the number of students. Previous analysis has shown that for Welsh HEIs full-time enrolments are less than 1 per cent

higher than full-time student numbers; part-time enrolments are less than 2 per cent higher than part-time student numbers.

Postdoctoral students are not included in the HESA Student Record.

The Student record is an annual census of students. The steps taken by HESA to ensure data qualities were outlined in the 'Data Source' paragraph earlier in this section.

In September 2011 analysis of data for ITT students identified that some institutions were not always including the award of QTS when recording a student's qualification even though it had been achieved. This led to an undercounting of students included in Tables A.6 and C.3 of the bulletin that was originally published on 16 March 2011. Table A.6 and C.3 were revised in their entirety in September 2011 (years 2004/05 to 2009/10) to show the number of completers who actually gained QTS rather than those completers who were studying towards QTS award. The revised version of Table A.6 also incorporated changes necessitated by coding errors which were discovered at two Welsh HEIs.

The errors occur where completers who were on ITT courses were coded as 'First degree with honours' rather than 'first degree with honours leading to QTS/ registration with a GTC', which meant that they were missing from the original table. Figures have been revised for all academic years to allow accurate comparisons across years to be made.

5.3 Timeliness and punctuality

HESA collected student enrolment data for the 2014/15 academic year between August and October 2015.

5.4 Accessibility and clarity

This statistical bulletin is pre-announced and then published on the Statistics section of the Welsh Government website. It is accompanied by more detailed tables on StatsWales, a free to use service that allows visitors to view, manipulate, create and download data.

5.5 Comparability and coherence

There are no published figures for the 2014/15 academic year for other UK countries that can be directly compared to figures in this bulletin.

[The Training and Development Agency for Schools \(TDA\)](#) operates as a national agency and recognised sector body responsible for the training and development of the school workforce in England.

5.6 Data quality issues

From 2007/08 those students enrolled at the Open University and funded by HEFCW were no longer counted under English HEIs, but instead were counted under Welsh HEIs. Although the numbers are small, it was felt that these changes helped to better inform funding policy.

The HESA standard registration population is a count of all enrolments with the reporting year 1 August until 31 July. In 2007/08 the standard population was redefined to no longer include students who were writing up or on sabbaticals. This change has not affected the data in this bulletin.

For 2006/07 one institution incorrectly coded postgraduate students with 'Welsh' as their main specialism as 'enables to teach bilingually or leads to a formal qualification'. This accounts for the relatively large change between the years.

For 2006/07 one Welsh institution incorrectly coded some students to the Foundation Phase, Key Stages 1 and 2 rather than the Foundation Phase and Key Stage 1. This accounts for the relatively large change between the years.

Prior to 2007/08 subject level enrolment counts were not available. Table A.4 has been revised for this 2011/12 bulletin to provide both subject level and individual student level counts.

The Higher Education Funding Council for Wales (HEFCW) publishes information on ITT enrolments in 'Initial Teacher Training in Wales – Performance Information' each year. The enrolment figures may differ to those presented in this Bulletin, as institutions are able to make corrections to their data after the HESA Student Record has closed.

6. Changes in methodology

In 2014/15 there were significant changes to the way ITT courses are identified. The changes will result in more consistent numbers going forward. The 2013/14 figures have been revised using the new methodology, to allow comparison between 2013/14 and 2014/15. However, years before 2013/14 are no longer directly comparable with 2013/14 and onwards.

From 2013/14 onwards, ITT courses are identified by the 'Teacher Training Course' marker in the HESA data. The courses that are included are specifically marked as leading to QTS, as NCTL funded flexible provision (ITT) or as Early Years Initial Teaching Training. Courses which lead to Further Education Teacher Qualification or Nursing and Midwifery Teaching Qualification, but not QTS, are not included.

Before this release, ITT courses were either identified by the Teacher Training Course marker or by the course aims. For example, all PGCE and specific teaching courses might have been marked as ITT. However, some students may have been registered for a normal undergraduate course, but still have been working towards QTS; these students could have been missed by the previous methodology. Equally, there are PGCE courses which do not result in QTS. For example, the Post Compulsory Education and Training (PCET) PGCE does not result in QTS. Students undertaking these courses were incorrectly included in previous releases.

From 2013/14 onwards Open University students domiciled in Wales are identified by the Region of Domicile marker in the HESA data. Previously they had been identified by their Open University campus marker.

The change in Open University marker changes some numbers in the tables in sections A and B by up to ten. The changes in identifying the ITT course changes the figures in the tables in section C by several thousand, decreasing the overall total in C.3 by 18 per cent in 2014/15.

National Statistics status

The [United Kingdom Statistics Authority](#) has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the [Code of Practice for Official Statistics](#).

National Statistics status means that official statistics meet the highest standards of trustworthiness, quality and public value.

All official statistics should comply with all aspects of the Code of Practice for Official Statistics. They are awarded National Statistics status following an assessment by the UK Statistics Authority's regulatory arm. The Authority considers whether the statistics meet the highest standards of Code compliance, including the value they add to public decisions and debate.

It is Welsh Government's responsibility to maintain compliance with the standards expected of National Statistics. If we become concerned about whether these statistics are still meeting the appropriate standards, we will discuss any concerns with the Authority promptly. National Statistics status can be removed at any point when the highest standards are not maintained, and reinstated when standards are restored.

Well-being of Future Generations Act (WFG)

The Well-being of Future Generations Act 2015 is about improving the social, economic, environmental and cultural well-being of Wales. The Act puts in place seven well-being goals for Wales. These are for a more equal, prosperous, resilient, healthier and globally responsible Wales, with cohesive communities and a vibrant culture and thriving Welsh language. Under section (10)(1) of the Act, the Welsh Ministers must (a) publish indicators ("national indicators") that must be applied for the purpose of measuring progress towards the achievement of the Well-being goals, and (b) lay a copy of the national indicators before the National Assembly. The 46 national indicators were laid in March 2016 and this release includes information related to one of the national indicators namely:

- Percentage of people in education, employment or training, measured for different age groups.

Information on indicators and associated technical information - [How do you measure a nation's progress? - National Indicators](#)

Further information on the [Well-being of Future Generations \(Wales\) Act 2015](#).

Further details

The document is available at:

<http://gov.wales/statistics-and-research/initial-teacher-training/?lang=en>

StatsWales tables

Tables associated with this bulletin containing a greater amount of detail are available on the Welsh Government's interactive data dissemination service, StatsWales.

Prior to 2005/06 the enrolment population used in the Initial Teacher Training (ITT) bulletin was based on enrolments at 1 December. The following link provides a time series from 1994/95 by gender and level until the academic year 2009/10 based on the December population.

[StatsWales website: Initial teacher training \(ITT\)](#)

Next update

September 2017 for academic year 2015/16.

We want your feedback

We welcome any feedback on any aspect of these statistics which can be provided by email to post16education.stats@wales.gsi.gov.uk

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