



Department  
for Education

# **Government response to the initial teacher training (ITT) market review report: equalities impact assessment**

**December 2021**

# Contents

Table of figures	3
Summary	4
Outline of the proposal	6
Which departmental priorities does the request link to?	8
Boosting and levelling up education standards	8
Providing the best start in life	8
Support for the most disadvantaged and vulnerable	8
Summary of the evidence considered for each of the protected characteristics in demonstrating due regard to the equality duty	10
Impact assessment	11
Policy options and accreditation scenarios	11
Changes to the ITT criteria	11
Possible outcomes of the accreditation process (recommendations 11 & 12)	11
Impact	13
Age	13
Disability	14
Gender reassignment	15
Marriage or civil partnership	16
Pregnancy and maternity	16
Race	16
Religion and belief	17
Sex	18
Sexual orientation	19
Decision, perceived impacts and mitigations	20
Monitor and review	23
Annex A: Methodology	24

## Table of figures

Table 1: Routes into teaching by age .....	14
Table 2: Routes into teaching by disability .....	15
Table 3: Routes into teaching by known ethnic group .....	17
Table 4: Routes into teaching by sex .....	19
Table 5: Further breakdown of trainees by ethnicity, from Table 6 of the academic year 2020/21 ITT census .....	25

## Summary

Under the public sector equality duty (PSED) set out in the Equality Act 2010, public authorities are required to have due regard to how decisions made impact differently on those sharing any particular protected characteristic, relative to those not sharing the same characteristic. In particular, section 149 (1) sets out that public authorities must, in the exercise of their functions, have due regard to the need to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Equality Act 2010 recognises that the relevant 'protected characteristics' for the purposes of the PSED are:

- age
- disability
- gender reassignment
- marriage or civil partnership
- pregnancy and maternity
- race (including ethnicity)
- religion or belief
- sex
- sexual orientation

This equalities impact assessment (EIA) seeks to identify the positive, negative or neutral impacts of the ITT market review report on persons sharing specific protected characteristics, as compared with those who do not share that protected characteristic, having due regard to the need to eliminate discrimination and other prohibited conduct, promote equality of opportunity, and foster good relations between groups.

We have examined the existing data on teacher trainees sharing specific characteristics and have considered whether the reforms of the ITT market review will put any of these groups at a disadvantage. We have concluded that the overall equalities impact of the review is likely to be neutral. While it is unlikely that the recommendations outlined in the review will have a negative equalities impact, we recognise that there are particular areas of the accreditation process that we will need to monitor closely. Throughout the process, we will carefully monitor whether current ITT providers are not awarded accreditation or decide to withdraw from the market, and whether this creates gaps in provision for trainees sharing specific characteristics. We have a number of mitigations in place to minimise the

likelihood of this scenario and to address any issues should they arise, to ensure that those sharing specific characteristics are not disadvantaged by the reforms.

We understand that the PSED is an ongoing duty and responsibility, and we will continue to assess the equalities impact of the reforms using information we receive during and after the accreditation process and through implementation of the reforms. We will ensure that the recommendations achieve our ambition of high-quality teachers for all children regardless of background or family circumstances.

# Outline of the proposal

The Department for Education (DfE) appointed an expert advisory group to undertake a review of the ITT market for all courses that lead to qualified teacher status (QTS), to build on and maximise the impact of the ITT core content framework (CCF). The CCF is part of the teacher development reforms, including the early career framework (ECF) published in 2019, and the national professional qualification (NPQ) frameworks published in 2020.<sup>1</sup>

The expert advisory group's report on the ITT market review was published on 5 July 2021, alongside a public consultation which ran until 22 August 2021.<sup>2</sup> The Department for Education (DfE) also carried out extensive stakeholder engagement before, during and after the period of the public consultation, including with schools, school teaching unions and higher education institutions (HEIs). The recommendations in the review have been considered and responded to by the department, alongside the responses to the public consultation. We see those that we have accepted or accepted with amendments as the logical next steps for ITT to complete the reform journey set out in the department's 2019 teacher recruitment and retention strategy.<sup>3</sup>

The central recommendation of the report is that a new set of Quality Requirements should be implemented by all ITT providers of courses that lead to QTS, and that a robust accreditation process should take place to ensure that all providers have the capacity and capability to meet the Quality Requirements in full, both at the point of accreditation and on a continuing basis. The Quality Requirements include the design of the training curriculum, the identification of the settings where training will take place, including intensive practice placements, the identification and training of mentors, the use of a detailed assessment framework, a quality assurance requirement for all accredited providers covering the quality of training delivery, and structures and partnerships with the capacity to deliver the quality. ITT providers must implement these new Quality Requirements for all ITT programmes leading to QTS from the 2024/25 academic year.

Further recommendations are made to address the importance of all schools and trusts engaging in and deriving benefit from ITT, which the department has either accepted in principle, or not accepted but committed to do further work on. As such, the review can mutually benefit schools, trusts and ITT providers who are working closely together on the same principles, to ensure that all professional development for teachers is seamless and effective from the start.

These reforms are aimed at ensuring that all school teachers are trained, inducted and receive professional development in a way which is closely informed by evidence and that, in turn, teacher expertise is placed at the centre of our approach to further narrowing

---

<sup>1</sup> You can find out more about the DfE 'ITT Core Content Framework' (2019) [here](#) and 'Early Career Framework' (January 2019) [here](#).

The DfE 'National Professional Qualification (NPQ): Leading Teaching Framework' (October 2020) is available [here](#).

<sup>2</sup> The complete 'Initial Teacher Training (ITT) Market Review' (July 2021) can be found [here](#).

<sup>3</sup> DfE, 'Teacher Recruitment and Retention Strategy', 2019. Available [here](#).

attainment gaps (including those arising from the COVID-19 disruption to schooling) and improving outcomes for children and young people. The main aim is to enable the provision of consistently high-quality training, in line with the CCF, in a more efficient and effective market.

# **Which departmental priorities does the request link to?**

The ITT market review supports the following departmental priorities:

## **Boosting and levelling up education standards**

The teacher development reforms place teacher expertise at the centre of their approach and aim to ensure that all school teachers are trained, inducted, and receive professional development in a way that is closely informed by high-quality research. ITT is a critical part of that, and these reforms aim to ensure that all trainees receive high-quality training, ensure that the ITT market maintains the capacity to deliver enough trainees and is accessible to candidates, and ensure that the ITT system benefits all schools. Whilst much of ITT is of good quality, we are aware that some inconsistencies exist, such as those identified independently by Ofsted in their Spring 2021 report based on 75 virtual visits to ITT partnerships, and so seek to provide reforms to all ITT that leads to QTS.<sup>4</sup> The introduction of the CCF and ECF gives all trainee and early career teachers in schools an entitlement to at least 3 years of evidence-based professional development and support. The government response to the ITT market review report aims to build upon this entitlement by ensuring each and every trainee receives consistently high-quality training. This is a central component of our teacher development reforms, which aim to boost and level up education standards by ensuring that all students in schools are provided with high-quality teachers and education. This will ensure that all children and young people in England gain the knowledge, skills and qualifications needed to progress and, in turn, further narrow attainment gaps and improve outcomes for children and young people.

## **Providing the best start in life**

The premise of these ITT reforms is to build on and maximise the impact of our teacher development reforms, which intend to bring many benefits to children and young people in education. By implementing a strong focus on the training curriculum, ensuring it is evidence-informed and designed to enable new teachers to teach effectively from the start of their career, these reforms aim to ensure that schools receive the highest quality of teaching from the offset. This could enable children and young people to receive the best start in life through raising standards, improving outcomes and narrowing attainment gaps.

## **Support for the most disadvantaged and vulnerable**

The ITT reforms aim to improve the standards of teaching in schools by ensuring that all trainees receive excellent training, induction, and professional development. This aims to support the most disadvantaged and vulnerable children and young people by making sure that all children in the country receive high-quality teaching. A 2015 DfE research

---

<sup>4</sup> Ofsted, 'Teaching teachers during COVID-19', May 2021. Available [here](#).

study ‘Supporting the attainment of disadvantaged pupils’ commissioned the National Foundation for Educational Research (NFER) to investigate the differences between schools in the performance of pupils from disadvantaged backgrounds.<sup>5</sup> ‘High quality teaching for all’ was listed as one of the key building blocks of success for all pupils, including those from disadvantaged backgrounds. In the research study, more successful schools “prioritised quality teaching for all” and saw raising the attainment of disadvantaged pupils as part of their commitment to help all pupils achieve their full potential. A focus on trainees’ initial training, professional development and advanced leadership development therefore means that every child, young person, and school could receive the highest quality of education so that no one is left behind.

---

<sup>5</sup> DfE, ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice’, Research report, November 2015. Available [here](#).

## **Summary of the evidence considered for each of the protected characteristics in demonstrating due regard to the equality duty**

This impact assessment uses data from the ITT census from academic year 2020/21, including national and provider-level information about the numbers and characteristics of new entrants to ITT and early years ITT (EY ITT) in England.

The data used in this impact assessment addresses ITT leading to QTS. As there is currently limited data on further education ITT programmes and the numbers of EY ITT trainees are significantly smaller, we cannot fully anticipate what the equalities impacts would be for trainees sharing each specific characteristic on these programmes from the evidence available.

# Impact assessment

Evidence from the ITT census is used below to show the existing data on trainees sharing specific characteristics. It is our priority to ensure that the recommendations of the ITT market review do not disadvantage any of the groups sharing a protected characteristic. This section first lists the possible policy options and scenarios that may occur from the accreditation process, and briefly outlines the impact that these may have. It then sets out the 2020/21 percentage of new entrants to ITT who share each specific characteristic (where this data is held), to consider the possible positive, negative or neutral impacts of the reforms on each category of protected characteristic. It concludes with proposed mitigations for any potential negative impacts that may arise from the accreditation process.

## Policy options and accreditation scenarios

### Changes to the ITT criteria

#### Option 1: No changes to the current ITT criteria and accreditation process.

- There will be no impact on persons sharing specific characteristics. It is likely that the relative percentage of new entrants to ITT with specific characteristics will remain broadly in line with the 2020/21 ITT census data.

#### Option 2: Take forward some or all of the recommendations 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13 & 14 of the review in full or with amendments depending on consultation outcomes. The amendments include changes to the intensive practice placement recommendation.

- We do not anticipate that the ITT reforms, in full or with amendments, will put groups sharing a protected characteristic at a disadvantage or have a negative equalities impact. The reforms aim to improve the quality of teacher training and opportunities for professional development of all persons.

## Possible outcomes of the accreditation process (recommendations 11 & 12)

#### Scenario 1: current ITT providers and potential new entrants to the ITT market go through an accreditation process and gain accreditation status, maintaining the balance of ITT provision and partnerships in the market.

- If this happens, we do not anticipate that the reforms of the ITT market review will have a negative impact on those sharing specific characteristics. The reforms aim to improve the quality of teacher training and opportunities for professional development of all persons.

- There is also a possibility that an accreditation process could lead to new market entrants or some existing providers expanding their provision, which could increase sufficiency and, in turn, lead to greater provision and coverage for persons sharing specific protected characteristics.

Scenario 2: Some applicants do not meet the quality bar in the accreditation process, and therefore accredited status is withdrawn or not awarded, or some current providers decide to withdraw from the market. If this happens and key current providers exit the market, it could result in gaps in provision and have a negative impact on individuals sharing specific protected characteristics:

- The following data looks at the breakdown by routes into teaching, and not institution-type.
- If some providers of School Direct (salaried) ITT exit the market, this could negatively affect the proportion of older trainees in ITT, as this route has a higher proportion of trainees over the age of 35.
- If some current HEIs exit the market, this could negatively impact some trainees with disabilities. HEIs have the highest proportion of candidates with a declared disability, as well as having the largest number of total trainees. Factors to consider include geographical mobility and accessibility if they had to train with alternative providers.
- If some current ITT providers close in certain areas with a more ethnically diverse base, such as London, Birmingham and Leeds, this could negatively impact the overall proportions of ethnic minority groups entering ITT. We judge this to be unlikely given the volume of providers operating in these areas, as they might be able to expand to fill these gaps.
- The majority of new entrants to ITT are female across all routes, with a particularly stark difference in new primary trainee teachers. If any current ITT provider, but particularly one with a high number of primary trainees, were to exit the market, this would have a greater impact on females. If a current provider with a high number of secondary trainees were to exit the market, this could negatively impact the proportion of male candidates in ITT and create an even greater imbalance between male and female trainees.
- The process will be designed to minimise these negative impacts and the likelihood of this scenario happening. Targeted support may also be needed to help applicants to meet the standard for accreditation.
- In the event that a current provider exits the market, providers will be supported through closure of provision and trainees will still be supported with their ITT. There is the possibility that applicants who did meet the Quality Requirements and were awarded accreditation will expand to cover the sufficiency gaps in areas where provision has been withdrawn, therefore minimising the negative equalities impact.

# Impact

## Age

The data from the 2020/21 ITT census shows that HEIs attract a higher proportion of teacher trainees under the age of 25. School Direct (salaried) ITT and postgraduate teaching apprenticeships (PGTA), although it is only a small route into ITT, attract the highest proportion of trainees over 35. There is a risk that certain current providers of School Direct (salaried) ITT or PGTA will not achieve accreditation or will voluntarily withdraw from the market, and this will negatively impact the proportion of older trainees, specifically those over 35. If current providers were to close in certain areas, this could put older trainees, who are more likely to have commitments such as caring responsibilities which might make them less likely to move geographically to access alternative ITT provision, at a disadvantage. A significantly high proportion of undergraduate trainees are under the age of 25 (91%). Therefore, if undergraduate offers were to decline, this would negatively impact the proportion of younger trainees that enter ITT. We are undertaking an expression of interest (EOI) stage at the start of the accreditation process to give us data on geographical sufficiency and sufficiency across different types of institutions. We will continue to monitor this throughout the accreditation process, which will allow us to implement targeted mitigations to ensure a good spread of ITT provision, and to manage the impact on persons who share this protected characteristic if necessary. The available evidence suggests that career changers may require more support than new graduate applicants to ITT in applying for their training and transitioning into teaching.<sup>6</sup> It is therefore important to ensure that these trainees are supported through any changes to the ITT curriculum design so that they are not placed at any sort of disadvantage compared to their peers.

---

<sup>6</sup> J Williams et al., 'The customer journey to initial teacher training', Research report, March 2016. Available [here](#); CooperGibson Research, 'Schools' experiences of hosting trainees and employing newly qualified teachers', Research report, June 2019. Available [here](#).

**Table 1: Routes into teaching by age**

<b>Routes into teaching by age</b>	<b>Total trainees</b>	<b>Under 25 (%)</b>	<b>25-34 (%)</b>	<b>35-44 (%)</b>	<b>Over 45 (%)</b>
<b>Higher education institution</b>	16,682	57%	31%	8%	4%
<b>Postgraduate teaching apprenticeship</b>	293	24%	39%	23%	14%
<b>School-centred ITT</b>	4,775	47%	34%	13%	7%
<b>School Direct (fee-funded)</b>	9,641	45%	35%	13%	8%
<b>School Direct (salaried)</b>	2,146	25%	46%	19%	10%
<b>Teach First</b>	1,639	66%	29%	4%	2%
<b>Postgraduate total</b>	35,176	51%	33%	10%	6%
<b>Undergraduate</b>	6,005	91%	6%	2%	1%
<b>Overall total</b>	<b>41,181</b>	<b>56%</b>	<b>29%</b>	<b>9%</b>	<b>5%</b>

Source: ITT census 2020/21 (provisional)<sup>7</sup>

Data extracted on 13 November 2020. Figures for 2020/21 are provisional and are subject to change. Troops to Teachers are excluded from all figures. 2020/21 postgraduate totals do not include forecasts.

## Disability

The 2020/21 ITT census shows that HEI and undergraduate course routes have the highest proportion of teacher trainees that declared a disability (15%). There is a possibility that if certain ITT providers close, particularly HEI and undergraduate routes, this could negatively impact some trainees with disabilities that mean they are less able to travel further geographically to access alternative ITT providers. Agreed mitigations will ensure that successful providers are supported to deliver the recommendations in a flexible way, as well as providing support for unsuccessful providers to stay in ITT through partnering with successful providers or improving their application to get accredited in a future accreditation window. This would enable equality of opportunity to trainees with disabilities, keeping travel distance for trainees down and continuing the practice of accessing training in person as well as online. We will use the information gathered from the EOI stage to ascertain the likelihood of sufficiency issues geographically and across

<sup>7</sup> The ITT census release is at: <https://explore-education-statistics.service.gov.uk/find-statistics/initial-teacher-training-census/2020-21>. The accompanying methodology document is at: <https://explore-education-statistics.service.gov.uk/methodology/initial-teacher-training-census-methodology>.

different institutions, which will allow us to implement targeted mitigations to ensure a good spread of ITT provision, and to manage the impact on persons who share this protected characteristic if necessary. Steps will be taken to examine this data in line with demographical data on trainees with disabilities, to ensure that any potential barriers for these trainees, such as geographical mobility, are considered and mitigated, and providers deliver recommendations in a way that supports their trainees with disabilities. Changes to the ITT curriculum will need to ensure accessibility for trainees with disabilities. The ITT criteria states that, to comply with equality legislation, providers must ensure that their provision does not place applicants with declared disabilities at a disadvantage and they should provide as many opportunities as possible for applicants to identify any special arrangements they may require. We therefore anticipate that any changes to the programme design will be adjusted by providers to ensure equality of access for trainees with disabilities.

**Table 2: Routes into teaching by disability**

<b>Routes into teaching by disability</b>	<b>Total trainees</b>	<b>Disability declared (%)</b>	<b>No disability declared (%)</b>
<b>Higher education institution</b>	16,682	15%	85%
<b>Postgraduate teaching apprenticeship</b>	293	7%	92%
<b>School-centred ITT</b>	4,775	10%	89%
<b>School Direct (fee-funded)</b>	9,641	11%	88%
<b>School Direct (salaried)</b>	2,146	7%	92%
<b>Teach First</b>	1,639	8%	80%
<b>Postgraduate total</b>	35,176	12%	87%
<b>Undergraduate</b>	6,005	14%	86%
<b>Overall total</b>	<b>41,181</b>	<b>13%</b>	<b>86%</b>

**Source: ITT census 2020/21 (provisional)**

**Data extracted on 13 November 2020. Figures for 2020/21 are provisional and are subject to change. Troops to Teachers are excluded from all figures. 2020/21 postgraduate totals do not include forecasts.**

## **Gender reassignment**

Data on gender reassignment is not collected by the department as part of the ITT census data collection. We are not aware of any other sources for this data. Nevertheless, we have considered the potential impacts on persons with this protected characteristic having due regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations by assessing the recommendations of the ITT market review. We do not anticipate a negative equalities impact on persons sharing this specific characteristic.

## **Marriage or civil partnership**

Data on marriage and civil partnership is not collected by the department as part of the ITT census data collection. We are not aware of any other sources for this data. Nevertheless, we have considered the potential impacts on persons with this protected characteristic having due regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations by assessing the recommendations of the ITT market review. We do not anticipate a negative equalities impact on persons sharing this specific characteristic.

## **Pregnancy and maternity**

Data on pregnancy and maternity is not collected by the department as part of the ITT census data collection. We are not aware of any other sources for this data. Nevertheless, we have considered the potential impacts on persons with this protected characteristic having due regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations by assessing the recommendations of the ITT market review. There is a possibility that persons sharing this specific characteristic would be more affected if the accessibility of training were reduced and travel times to alternative provision increased, but we do not have any data on this.

## **Race**

The ITT census data on the proportion of trainees whose ethnic group is known varies by route into teaching. The data shows that School Direct (fee-funded) and PGTA routes into teaching have the highest proportion of White trainees, while HEIs have the highest proportions of trainees from Asian, Black, Mixed and other ethnic groups. The proportion of Asian trainees (13%) and Black trainees (6%) that follow the HEI route into teaching is also notably higher than the overall total proportions of trainees from these ethnic groups. The School Direct (salaried) route also has an equally high proportion of Black trainees (6%). There is a risk that some providers of HEI routes into ITT exit the market, which could negatively impact the overall proportions of trainees that are Asian, Black, Mixed or 'other' ethnicity entering ITT. Mitigations are needed to ensure that these providers remain operating in all areas, or that existing providers expand to cover any possible gaps in provision. Mitigations can be found in section 5 of this document

There is also a possibility that ITT providers may close in specific areas that have a more ethnically diverse base. If this is the case, we may need specific mitigations in place to ensure good quality providers delivering diverse early career teachers remain in the market and we could look at how all ITT providers can improve recruitment of diverse applicant by race. Newly accredited providers could be in a position to increase sufficiency, which in turn leads to greater provision and coverage for protected characteristics. We will use the information gathered from the EOI stage to ascertain the likelihood of sufficiency issues geographically and across different institutions, which will

allow us to implement targeted mitigations to ensure a good spread of ITT provision, and to manage the impact on persons who share this protected characteristic if necessary.

**Table 3: Routes into teaching by known ethnic group**

Routes into teaching by known ethnic group	Total trainees <sup>8</sup>	Asian trainees (%)	Black trainees (%)	Mixed trainees (%)	Other trainees (%)	White trainees (%)
<b>Higher education institution</b>	16,211	13%	6%	4%	2%	76%
<b>Postgraduate teaching apprenticeship</b>	276	5%	4%	2%	2%	88%
<b>School-centred ITT</b>	4,333	9%	2%	2%	1%	86%
<b>School Direct (fee-funded)</b>	9,122	6%	3%	2%	1%	87%
<b>School Direct (salaried)</b>	1,825	9%	6%	4%	2%	78%
<b>Teach First</b>	1,509	10%	5%	5%	2%	78%
<b>Postgraduate total</b>	33,276	10%	4%	3%	2%	81%
<b>Undergraduate</b>	5,963	10%	2%	3%	1%	85%
<b>Overall total</b>	<b>39,239</b>	<b>10%</b>	<b>4%</b>	<b>3%</b>	<b>2%</b>	<b>81%</b>

**Source: ITT census 20/21 (provisional)**

**Data extracted on 13 November 2020. Figures for 2020/21 are provisional and are subject to change. Troops to Teachers are excluded from all figures. 2020/21 postgraduate totals do not include forecasts.**

## Religion and belief

Data on religion and belief is not collected by the department as part of the ITT census data collection. We are not aware of any other sources for this data. Nevertheless, we have considered the potential impacts on persons with this protected characteristic having due regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations by assessing the recommendations of the ITT market review. We do not anticipate a negative equalities impact on persons sharing this specific characteristic, but we will continue to monitor this as the policy is implemented and develops. We also aim to consider ITT provision in certain areas that better represent specific faiths and to ensure partnerships and the availability of placements in different faith schools. There is

<sup>8</sup> The figures for the total number of trainees only includes trainees whose ethnic group is known.

currently a lack of existing data on this, however the proposed mitigations can also apply to this equalities impact.

## Sex

The data from the 2020/21 ITT census shows that the majority of new entrants to ITT are female across all routes, with the difference being particularly stark for new primary trainee teachers (of which 83% were female). If any current ITT provider, but particularly one with a high number of primary trainees, were to exit the market this would therefore be likely to have a greater impact on females. The data on the early years workforce shows that 97% of total postgraduate EY ITT trainees are female. If any current EY ITT providers were to exit the market, this would also disproportionately impact females.<sup>9</sup> If certain current ITT providers exit the market, including some providers of postgraduate HEI and school-centred ITT courses, which have the highest proportion of male trainees, this could further increase the existing imbalance between the proportion of male and female trainees. We are undertaking an expression of interest (EOI) stage at the start of the accreditation process to give us data on geographical sufficiency and sufficiency across different types of institutions. We will continue to monitor this throughout the accreditation process, which will allow us to implement targeted mitigations to ensure a good spread of ITT provision, and to manage the impact on persons who share this protected characteristic if necessary. The proportion of teacher trainees that identify as ‘other’ remains very low.

---

<sup>9</sup> Data from Table 9 of the ITT census 2020/21 (prov).

**Table 4: Routes into teaching by sex**

<b>Routes into teaching by sex</b>	<b>Total trainees</b>	<b>Female (%)</b>	<b>Male (%)</b>	<b>Other<sup>10</sup> (%)</b>
<b>Higher education institution</b>	16,682	69%	31%	0%
<b>Postgraduate teaching apprenticeship</b>	293	78%	22%	-
<b>School-centred ITT</b>	4,775	69%	31%	0%
<b>School Direct (fee-funded)</b>	9,641	71%	29%	0%
<b>School Direct (salaried)</b>	2,146	76%	24%	0%
<b>Teach First</b>	1,639	67%	30%	3%
<b>Postgraduate total</b>	35,176	70%	30%	0%
<b>Undergraduate</b>	6,005	88%	12%	0%
<b>Overall total</b>	<b>41,181</b>	<b>73%</b>	<b>27%</b>	<b>0%</b>

Source: ITT census 20/21 (provisional)

Data extracted on 13 November 2020. Figures for 2020/21 are provisional and are subject to change. Troops to Teachers are excluded from all figures. 2020/21 postgraduate totals do not include forecasts.

## Sexual orientation

Data on sexual orientation is not collected by the department as part of the ITT census data collection. We are not aware of any other sources for this data. Nevertheless, we have considered the potential impacts on persons with this protected characteristic having due regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations by assessing the recommendations of the ITT market review. We do not anticipate a negative equalities impact on persons sharing this specific characteristic.

---

<sup>10</sup> Where the proportion is listed as 0%, the percentage has been rounded to 0 decimal places. Where the proportion is -, the total amount of trainees stands as 0. More detailed figures can be found in Table 5 of the ITT census, 'Postgraduate ITT new entrants by training route and personal characteristics', linked in Annex A.

## Decision, perceived impacts and mitigations

The proposals of the ITT market review aim to maximise the impact of teacher development reforms by ensuring that all new entrants to ITT for schools receive extensive training, mentoring and inductions. This will enable the provision of high-quality teachers for all children in schools regardless of background and family circumstances. The recommendations of the review provide an opportunity for new entrants to ITT sharing specific characteristics, as with those who do not share a protected characteristic, to achieve a higher quality of teacher training and professional development.

While we believe it is unlikely that the recommendations proposed in the ITT market review will disadvantage any groups sharing specific characteristics, we are aware that there is some uncertainty regarding changes to the providers and placement schools that will offer ITT following the accreditation process. We are undertaking an expression of interest (EOI) stage at the start of the accreditation process to give us data on geographical sufficiency and sufficiency across different types of institutions. We will continue to monitor this throughout the accreditation process, which will allow us to implement targeted mitigations to ensure a good spread of ITT provision, and to manage the impact on persons who share particular protected characteristics if necessary. Throughout the accreditation process, it will also be possible to see which providers are unsuccessful and take action to encourage successful providers to potentially expand their offer. We therefore intend to continue to implement the recommendations of the ITT market review as set out in the government response, while ensuring that there are key mitigations in place to support or relieve any potential negative equalities impacts that would arise from the accreditation process.

For the proposed policy options, listed as options 1 and 2 in changes to the ITT criteria, we have assessed the equalities impact on the different categories of protected characteristics and consider this to be, in all cases, at least neutral. It is unlikely that the recommendations of the ITT market review will put groups sharing a protected characteristic at a disadvantage. The proposed reforms instead aim to have an overall positive impact on the quality of training and professional development of all new trainees, including those sharing specific characteristics.

For each possible scenario that may arise from the accreditation process, we have assessed the equalities impact on groups sharing a protected characteristic and have recorded the perceived impact in the tables below. Where we have existing data for the relevant characteristics, we have judged that the equalities impact is neutral or negative depending on the possible outcome of the accreditation process. Where we do not have data, we have assessed the equalities impact and consider it to be at least neutral. We have a number of mitigations in place to minimise the likelihood of a negative equalities impact.

**Scenario 1:** ITT providers and potential new entrants to the ITT market go through an accreditation process and gain accreditation status, maintaining the balance of ITT provision and partnerships in the market.

Protected characteristic	Positive	Negative	Neutral
Disability			x
Pregnancy and maternity			x
Marriage or civil partnership			x
Race			x
Religion or belief			x
Sex			x
Sexual orientation			x
Gender reassignment			x
Age			x

**Scenario 2:** Some applicants do not meet the quality bar in the accreditation process, and therefore accredited status is withdrawn or not awarded, or some current providers decide to withdraw from the market. This could create gaps in provision for trainees sharing specific characteristics and negatively impact on equality.

Protected characteristic	Positive	Negative	Neutral
Disability		x	
Pregnancy and maternity			x
Marriage or civil partnership			x
Race		x	
Religion or belief			x
Sex		x	
Sexual orientation			x
Gender reassignment			x
Age		x	

### **Proposed mitigations:**

We have considered the different outcomes that may arise from changes to the ITT criteria and the accreditation process and how they may affect the categories of persons sharing specific characteristics. We have also considered advancing equality of opportunity for the categories of protected characteristics that we do not have data for. Accordingly, we have developed mitigations to address problems for new entrants to ITT and an outline of these is listed below. These mitigations will be developed in more detail before they are implemented.

Key mitigations in place to minimise the likelihood of scenario 2, and a negative equalities impact, from happening:

- Support providers through closure of provision and continue to support trainees with their ITT. There is the possibility that providers which do meet the quality requirements will expand to cover the sufficiency gaps in areas where provision has been withdrawn.
- Provide support to applicants who do not meet the standard for accreditation to stay in ITT through partnering with a successful provider or seeking to achieve accreditation in a future application window. If some applicants fail after the first round of accreditation, they may be encouraged to reapply in the second round in a new partnership or to work closely with their teaching school hub to improve their application, to increase the likelihood that they stay in the market.

Mitigations to eliminate discrimination, promote equality of opportunity and foster good relations for both scenarios:

- Develop and share good practice case studies highlighting initiatives that have been successful in increasing new entrants to ITT sharing specific characteristics. This will include exploring engagement with charities to promote case studies.
- Encourage ITT providers to review and consider their own data on the proportion of new entrants and trainees sharing specific characteristics when developing marketing, recruitment and enrolment strategies.
- Continue to collect data and monitor the number of trainees sharing specific characteristics going through the ITT system, with the intention of reviewing the reforms in light of the findings and any PSED context.
- Support ITT providers, who are successful during the accreditation process, to deliver the recommendations of the ITT market review in a flexible way, for example through blended learning, to increase opportunity and participation for those with specific barriers related to their protected characteristics.
- Support potential ITT providers through the accreditation process through clear and consistent communications to the sector, to ensure that providers have the opportunity to best demonstrate the quality of their provision. This could mitigate the potential impact of providers in certain areas that support groups sharing specific characteristics from dropping out of the market.
- Provide funding to ITT providers and schools that successfully achieve accreditation to cover the increased costs of meeting the Quality Requirements and support them to remain in the market.

## **Monitor and review**

The PSED is an ongoing duty, and the public authority is required to keep the equalities impact of the proposed reforms under review. Accordingly, this EIA will be reviewed regularly using relevant data (including ITT census and performance profiles data). We are undertaking an expression of interest (EOI) stage at the start of the accreditation process to give us data on geographical sufficiency and sufficiency across different types of institutions. We will continue to monitor this throughout the accreditation process, which will allow us to implement targeted mitigations to ensure a good spread of ITT provision, and to manage the impact on persons who share particular protected characteristics if necessary. Having two rounds of accreditation for applicants during 2022, prior to recruitment in 2023/24 and delivery in 2024/25, will also enable us to complete an analysis of the providers that have applied at the end of round 1, to then assess the potential impact that this will have on the demographics of trainees (using the latest ITT census data). We will also do this after the second round of accreditation. Some data will not be available until after the accreditation process is finished, but this will then be reviewed to assess the equalities impact on all protected characteristics.

## Annex A: Methodology

This section outlines the methodology behind the EIA and provides links to the data underlying the figures shown in the document.

### **Sources:**

The EIA is based on:

- ITT recruitment data taken from Tables 5, 6 and 9 of the academic year 2020/21 ITT census, published on 3 December 2020.

<https://explore-education-statistics.service.gov.uk/find-statistics/initial-teacher-training-census/2020-21>

**Table 5: Further breakdown of trainees by ethnicity, from Table 6 of the academic year 2020/21 ITT census.**

<b>Breakdown of trainees by ethnicity</b>	<b>Total trainees</b>	<b>Total trainees (%)</b>
Asian or Asian British - Bangladeshi	661	2%
Asian or Asian British - Indian	903	3%
Asian or Asian British - Pakistani	1,369	4%
Other Asian background	398	1%
<b>Total Asian</b>	<b>3,331</b>	<b>10%</b>
Black or Black British - African	982	3%
Black or Black British - Caribbean	377	1%
Other Black background	91	0%
<b>Total Black</b>	<b>1,450</b>	<b>4%</b>
Mixed - White and Asian	341	1%
Mixed - White and Black African	103	0%
Mixed - White and Black Caribbean	294	1%
Other Mixed background	342	1%
<b>Total Mixed</b>	<b>1,080</b>	<b>3%</b>
White	21,094	63%
White - British	5,438	16%
White - Irish	61	0%
White - Scottish	20	0%
Gypsy or traveller	3	0%
Irish traveller	1	0%
Other White background	171	1%
<b>Total White</b>	<b>26,788</b>	<b>81%</b>
Arab	201	1%
Chinese	129	0%
Other ethnic background	297	1%
<b>Total Other</b>	<b>627</b>	<b>2%</b>



© Crown copyright 2021

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit [www.nationalarchives.gov.uk/doc/open-government-licence/version/3](http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3)

email [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus)

download [www.gov.uk/government/publications](http://www.gov.uk/government/publications)

Reference: EIA ITT Market Review



Follow us on Twitter:  
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:  
[facebook.com/educationgovuk](https://facebook.com/educationgovuk)