



Department  
for Education

## Management Information

### Initial Teacher Training Performance Profiles: 2013 to 2014 academic year

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- 26,320 Total number of first year postgraduate trainees<sup>1</sup> on an initial teacher training (ITT) course in the 2013 to 2014 academic year.
  - 27,433 Total number of final year postgraduate trainees on an ITT course in the 2013 to 2014 academic year.
  - 25,089 Total number of final year postgraduate ITT trainees who were awarded qualified teacher status (QTS) after they completed their course (91%).
    - 94% The proportion of those postgraduate ITT trainees awarded QTS, who were employed in a teaching role within six months of completing their teacher training course.
  - 6,445 Total number of final year undergraduate ITT trainees on a course in the 2013 to 2014 academic year, of which 5,580 were awarded QTS (87%).
    - 92% The proportion of those undergraduate ITT trainees awarded QTS, who were employed in a teaching role within six months of completing their teacher training course.
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<sup>1</sup> Totals excludes Teach First, self funded and EBITT trainees. See background section for more details

## 1. Background

The initial teacher training (ITT) performance profiles are designed to:

- provide transparent information on characteristics, outcomes and trends to the public;
- help potential trainee teachers make an informed choice about where to train;
- monitor the performance of the organisations accredited to provide ITT; and
- support and inform the evaluation and benchmarking of ITT organisations.

## Definitions

There are differences between “providers” and “routes” and definitions are given below.

### Types of providers

All ITT providers offer courses that lead to the award of qualified teacher status (QTS).

#### 1. School centred initial teacher training (SCITT)

Schools are taking more control of teacher training. Those that have been accredited by Government to run their own training leading to QTS are called SCITTs. Some SCITTs are partnered with a HEI so they can offer postgraduate certificate in education (PGCE) awards or other academic awards.

#### 2. Higher education institutions (HEI)

All HEIs are able to offer courses which lead to the award of a PGCE or offer other academic awards.

In the 2013 to 2014 academic year there were: 75 HEIs, 103 SCITTs and one further education college providing mainstream ITT. This is similar to the mix in the 2012 to 2013 academic year.

### ITT routes in the 2013 to 2014 performance profiles

#### 1. School direct salaried (postgraduate only)

This school-led route offers practical, hands-on teacher training, delivered by teachers based in their own school or a school in their school direct partnership. School direct courses are led by groups of schools – with a HEI or a SCITT as a partner provider. Trainees receive a salary and are employed by the school and paid as an unqualified teacher while they train.

#### 2. School direct fee (postgraduate only)

This school-led route offers practical, hands-on teacher training, delivered by teachers based in their own school or a school in their school direct partnership. School direct courses are led by groups of schools – with a HEI or a SCITT as a partner provider. Trainees pay tuition fees, are eligible for student loans and could receive a bursary depending on their teaching subject.

## **2. SCITT (postgraduate only)**

SCITT provide practical, hands-on teacher training, delivered by teachers based in their own school or a school in their network. Trainees pay their own fees, are eligible for student loans and could receive a bursary depending on their teaching subject.

## **3. HEI - postgraduate**

Trainees enrol on a one year postgraduate course and this includes at least two school placements for a minimum of 18 weeks for primary teachers and 24 weeks for secondary teachers. Trainees pay their own fees, are eligible for student loans and could receive a bursary depending on their teaching subject.

## **4. HEI - undergraduate**

This route is for candidates who choose to do a three or four year teaching course as an undergraduate degree leading to QTS. This includes at least two school placements for a minimum of 24 or 32 weeks depending on the length of the course.

**The following ITT routes are reported separately to the undergraduate and postgraduate totals in the publication:**

## **5. Teach First**

The Teach First programme aims to raise levels of pupil attainment in challenging schools. It is a two year programme of ITT and leadership development that recruits high quality graduates. Participants in the programme are employed as unqualified teachers in the first year of the programme successful completion of which results in the award of QTS. They then continue into their second year where they are employed as newly qualified teachers (NQT).

Teach First has been funded mainly by the Department for Education since 2002, but also receive income from the fees they charge participating schools, as well as charitable donations from business and voluntary sector supporters.

These trainees are included in the publication but are reported separately to the postgraduate totals.

## **6. Employment based initial teacher training, EBITTs**

This route closed in the 2012 to 2013 academic year. There are a small number of deferred trainees from previous years who completed their courses in the 2013 to 2014 academic year, but as these do not contribute to the teacher supply model (TSM)<sup>2</sup> these figures have been removed from the postgraduate totals. We report on their outcomes separately.

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<sup>2</sup> The TSM forecasts the number of trainees needed based on a range of factors including pupil population forecasts.

## ITT routes not in the 2013 to 2014 performance profiles

### 1. Assessment Only

Assessment Only allows candidates to demonstrate that they already meet all of the standards for QTS. This route allows experienced unqualified teachers, who have a degree, to achieve QTS without having to do any further training.

### 2. Self funded trainees

These trainees are not funded by NCTL and so are excluded from the analysis, as they were in the 2012 to 2013 academic year. The numbers are small and will not affect the narrative.

The initial teacher training performance profiles are also available online<sup>3</sup>:

[Performance profiles](#)

Information relating to the Ofsted performance rating of each provider / institution can be found at: [OFSTED inspection reports](#)

## 2013 to 2014 academic year publication

This publication contains information on:

- Section 1: Background
- Section 2: Number of first and final year trainees
- Section 3: Outcomes of final year trainees
- Section 4: First year trainees
- Section 5: Qualifications of first year trainees
- Section 6: Characteristics of first year trainees
- Section 7: List of tables
- Section 8: Methodology
- Section 9: Further information

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<sup>3</sup> We intend to stop updating performance profiles on the “data provision” site and instead intend to publish all information on [www.gov.uk](http://www.gov.uk).

## 2. Number of first year and final year trainees (Table 1 below)

This section provides information on the number of first year and final year postgraduate and undergraduate trainees in the 2013 to 2014 academic year.

### First year and final year trainees by route

Over time, there has been a shift away from higher education institutions (HEI) teacher training towards more school led routes. In the 2012 to 2013 academic year 80% of ITT postgraduate places were at an HEI. In the 2013 to 2014 academic year 67% of ITT postgraduate places were at an HEI, with 33% on a school led ITT course (SCITT or school direct). Of these, 15% were training to teach through the school direct fee route, 9% were training to teach through the school direct salaried route, and the remaining 9% were training to teach through SCITTs.

Table 1 contains summary information on the number of trainees on each route and shows the number and proportion of first year and final year trainees. Numbers of trainees in the first year and final year may vary. Undergraduate courses last 3 or 4 years, so those in their final year started their courses before the 2013 to 2014 academic year, whereas first year trainees started in September 2013 and will not finish their course for another three or four academic years. Some trainees may also defer or do a part time course. Similarly, postgraduate trainees on a one year course may have deferred entry after registering in a previous academic year, returning to complete the course in 2013 to 2014 academic year and some may be studying part-time.

Table 1: Number of first year and final year trainees by route, 2013 to 2014 academic year<sup>4</sup>

	First year	%	Final year	%
<b>All postgraduate trainees, of which:</b>	<b>26,320</b>	<b>100%</b>	<b>27,433</b>	<b>100%</b>
HEIs	17,571	67%	18,742	68%
<b>School led:</b>	<b>8,749</b>	<b>33%</b>	<b>8,691</b>	<b>32%</b>
School centred training providers (SCITT)	2,343	9%	2,351	9%
School direct (fee)	4,011	15%	4,005	15%
School direct (salaried)	2,395	9%	2,335	9%
<b>All undergraduate trainees</b>	<b>5,746</b>	-	<b>6,445</b>	-

\*excludes Teach first, self funded and EBITTS.

<sup>4</sup> The proportions may not add up to 100% because the proportions are rounded to the nearest whole number.

### 3. Outcomes of final year trainees (Tables 2 to 6 and chart 1 below)

This section describes the outcomes of final year trainees in the 2013 to 2014 academic year.

#### Award of qualified teacher status (QTS)

There were 27,433 final year postgraduate trainees in the 2013 to 2014 academic year and overall 91% achieved QTS. This compares with 87% in the 2012 to 2013 academic year. Of those awarded QTS, and excluding unknowns, 94% were in a teaching post within 6 months. This compares with 93% in the 2012 to 2013 academic year. There were 6,445 final year undergraduate trainees in the 2013 to 2014 academic year and overall 87% achieved QTS. This compares with 86% in the 2012 to 2013 academic year. Of those awarded QTS, and excluding unknowns, 92% were in a teaching post within 6 months. This compares with 89% in the 2012 to 2013 academic year. Of the 3,209 trainees who were not awarded QTS in the 2013 to 2014 academic year, 217<sup>5</sup> were in a teaching post, while 86 were looking for a teaching post.

#### Outcomes by route

Table 2 below shows the outcome of trainees by route. There was little variation between routes for the proportions awarded QTS. School led routes had a slightly higher proportion with 93% of postgraduate trainees awarded QTS compared with 91% in HEIs. Similarly, the proportion of those awarded QTS and in a teaching post within 6 months is 2 percentage points higher for school led routes. The proportion of trainees awarded QTS not seeking a teaching post is 3% for postgraduates and 4% for undergraduates. School led postgraduate routes are 1 percentage point lower when compared to postgraduate HEI routes.

Table 2: Postgraduate QTS awarded and employment within 6 months by route, 2013 to 2014 academic year<sup>6</sup>

	All Trainees	Awarded QTS	All trainees awarded QTS	In a teaching post	Seeking a teaching post	Not seeking a teaching post
<b>All postgraduate trainees, of which:</b>	<b>27,433</b>	<b>91%</b>	<b>25,089</b>	<b>94%</b>	<b>3%</b>	<b>3%</b>
HEIs	18,742	91%	17,001	94%	3%	3%
<b>School led:</b>	<b>8,691</b>	<b>93%</b>	<b>8,088</b>	<b>96%</b>	<b>2%</b>	<b>2%</b>
SCITT	2,351	94%	2,203	95%	4%	1%
School direct (fee)	4,005	92%	3,700	96%	1%	3%
School direct (salaried)	2,335	94%	2,185	97%	2%	1%
<b>All undergraduate trainees</b>	<b>6,445</b>	<b>87%</b>	<b>5,580</b>	<b>92%</b>	<b>4%</b>	<b>4%</b>

\*excludes Teach first, self funded and EBITTS.

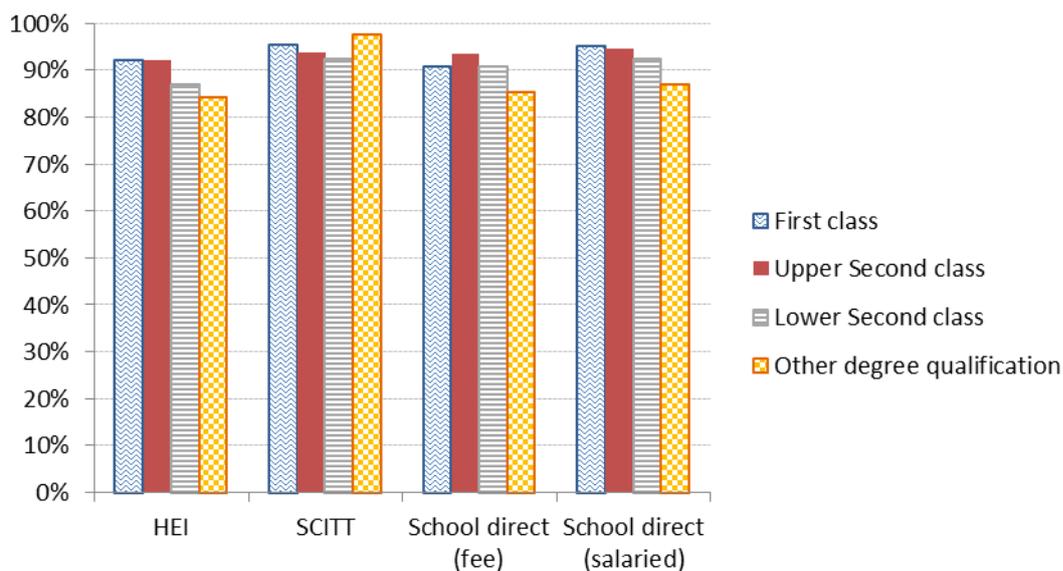
<sup>5</sup> We do not hold employment information for every trainee. This excludes those with a missing employment status.

<sup>6</sup> "All trainees awarded QTS" includes those with an unknown employment status. When calculating % "in a teaching post", "seeking a teaching post" and "not seeking a teaching post" we exclude those with an unknown employment status from those awarded QTS.

## Quality of those awarded QTS

Chart 1 shows that those who had a first or upper second class degree were more likely to be awarded QTS, regardless of route. School direct salaried had the highest proportion of trainees with firsts and upper seconds awarded QTS. SCITTs had the highest proportion of trainees with third class degrees gaining QTS, however, as the actual number of trainees in this category was very low (49) the proportion is easily skewed.

Chart 1: Proportion of postgraduates awarded QTS by degree class and by route, 2013 to 2014 academic year<sup>7</sup>



\*excludes Teach first, self funded and EBITTS.

## QTS and employment outcomes by subject

Table 3 shows the numbers of postgraduate trainees, proportions awarded QTS and their employment outcomes by subject. Generally, the proportions of trainees awarded QTS varied from 98% for physical education to 81% for physics. There was less variation in the proportions of those awarded QTS who were in a teaching post from 90% to 97%.

A small percentage of trainees awarded QTS were not seeking a teaching post. The subject with the highest proportion was computing at 7%. The majority of subjects had proportions in the range of 2% to 4%.

There were a total of 2,474 final year trainees doing science subjects (biology, chemistry and physics) and 87% of these were awarded QTS. Of those awarded QTS, excluding not knowns, 93% were in a teaching post within 6 months and 5% were not seeking a teaching post.

<sup>7</sup> UK degrees only.

Table 3: Postgraduate QTS awarded and employment within 6 months by subject, 2013 to 2014 academic year<sup>8</sup>

	All Trainees	Awarded QTS	All trainees awarded QTS	In a teaching post	Seeking a teaching post	Not seeking a teaching post
<b>All subjects</b>	<b>27,433</b>	<b>91%</b>	<b>25,089</b>	<b>94%</b>	<b>3%</b>	<b>3%</b>
Primary	13,644	91%	12,464	95%	3%	2%
<b>Secondary</b>	<b>13,789</b>	<b>92%</b>	<b>12,625</b>	<b>94%</b>	<b>3%</b>	<b>3%</b>
English	2,262	94%	2,129	96%	2%	2%
Modern & ancient languages	1,596	92%	1,466	91%	5%	4%
Physical Education	1,088	98%	1,061	94%	4%	2%
History	785	94%	740	97%	2%	2%
Geography	597	93%	558	96%	1%	3%
Design & technology	410	93%	383	93%	4%	3%
Other	404	97%	390	97%	2%	2%
Music	382	93%	356	92%	4%	5%
Religious education	344	93%	321	93%	2%	4%
Computing	342	86%	294	90%	3%	7%
Art & design	337	94%	316	95%	2%	2%
Social studies	198	94%	187	94%	2%	4%
Business studies	182	95%	172	94%	2%	4%
Mathematics	2,388	88%	2,102	94%	2%	4%
<b>Science</b>	<b>2,474</b>	<b>87%</b>	<b>2,150</b>	<b>93%</b>	<b>2%</b>	<b>5%</b>
Chemistry	997	87%	872	94%	1%	5%
Biology	825	91%	753	93%	3%	4%
Physics	652	81%	525	91%	3%	6%

\*excludes Teach first, self funded and EBITTS.

Table 4 below shows there was little difference in the outcome for undergraduate trainees studying primary and secondary subjects. A lower proportion of trainees, 87%, were awarded QTS when compared with postgraduates. However, the proportion is in line with previous years where the proportion has varied between 86% and 89% (see supplementary table 5a).

Table 4: Undergraduate QTS awarded and employment within 6 months by subject, 2013 to 2014 academic year<sup>6</sup>

	All Trainees	Awarded QTS	All trainees awarded QTS	In a teaching post	Seeking a teaching post	Not seeking a teaching post
<b>All subjects</b>	<b>6,445</b>	<b>87%</b>	<b>5,580</b>	<b>92%</b>	<b>4%</b>	<b>4%</b>
Primary	5,126	87%	4,462	92%	4%	4%
Secondary	1,319	85%	1,118	93%	3%	4%

<sup>8</sup> Percentages for outcomes within 6 months exclude "not knowns".

## Characteristics of final year trainees awarded QTS and their outcomes

Table 5 shows that postgraduate trainees of minority ethnic origin and those who declared a disability had a lower proportion achieving QTS at 86% compared to 91% for all trainees. Likewise, males and those over 25 also had a lower proportion achieving QTS compared to all trainees at 87% and 89% respectively. However, there is far less variation for these minority groups in the proportion of those awarded QTS, who were in a teaching post within 6 months when compared to all trainees.

Table 5: Characteristics of postgraduate trainees achieving QTS and their employment status, 2013 to 2014 academic year<sup>8,9,10,11</sup>

	All trainees	Awarded QTS	Trainees awarded QTS	In a teaching post	Seeking a teaching post	Not seeking a teaching post
<b>All trainees</b>	<b>27,433</b>	<b>91%</b>	<b>25,089</b>	<b>94%</b>	<b>3%</b>	<b>3%</b>
Female	19,235	93%	17,942	95%	3%	3%
Male	8,198	87%	7,147	93%	3%	4%
White	23,402	92%	21,572	95%	3%	3%
Minority ethnic origin	3,384	86%	2,926	93%	4%	3%
Under 25 years old	12,136	94%	11,422	95%	2%	3%
Over 25 years old	15,297	89%	13,667	94%	3%	3%
No known disability	25,185	92%	23,142	94%	3%	3%
Disability declared	2,110	86%	1,812	93%	3%	4%

\*excludes Teach first, self funded and EBITTS.

Table 6: Characteristics of undergraduate trainees achieving QTS and their employment status, 2013 to 2014 academic year<sup>8,9,10,11,12</sup>

	All trainees	Awarded QTS	Trainees awarded QTS	In a teaching post	Seeking a teaching post	Not seeking a teaching post
<b>All trainees</b>	<b>6,445</b>	<b>87%</b>	<b>5,580</b>	<b>92%</b>	<b>4%</b>	<b>4%</b>
Female	5,417	87%	4,725	92%	4%	4%
Male	1,028	83%	855	91%	5%	4%
White	5,883	88%	5,180	93%	4%	4%
Minority ethnic origin	464	66%	308	91%	6%	4%
Under 25	5,215	88%	4,567	92%	4%	4%
Over 25	1,230	82%	1,013	93%	4%	4%
No known disability	5,666	87%	4,942	92%	4%	4%
Disability declared	706	80%	565	93%	3%	4%

<sup>9</sup>Ethnic origin and disability status excludes not knowns.

<sup>10</sup>Age on 31 July 2014.

<sup>11</sup>Females include a small number of other gender types.

<sup>12</sup>The ethnicity rows may not sum to the total as we do not hold ethnicity information for all trainees.

Table 6 above shows the characteristics of undergraduate trainees and their outcomes. Like postgraduate trainees, a lower proportion of minority groups were awarded QTS but once QTS was awarded, there was little difference in the proportions in a teaching post within 6 months.

#### 4. First year trainees (Table 7 and chart 2 below)

##### First year trainees by subject

Table 7 below shows the number of first year trainees, their routes and their teaching subjects.

Table 7: Number of first year trainees by subject and route, 2013 to 2014 academic year<sup>13</sup>

	HEIs	SCITT	School direct (fee)	School direct (salaried)	Postgraduate total	Undergraduate total
<b>All subjects</b>	<b>17,571</b>	<b>2,343</b>	<b>4,011</b>	<b>2,395</b>	<b>26,320</b>	<b>5,746</b>
Primary	9,001	1,414	1,454	1,194	<b>13,063</b>	4,959
<b>All secondary subjects</b>	<b>8,570</b>	<b>929</b>	<b>2,557</b>	<b>1,201</b>	<b>13,257</b>	<b>787</b>
English	1,144	104	607	335	<b>2,190</b>	237
Modern & ancient languages	1,117	96	223	92	<b>1,528</b>	30
Physical Education	580	144	233	142	<b>1,099</b>	100
History	396	64	228	78	<b>766</b>	6
Geography	406	32	103	43	<b>584</b>	27
Other	198	80	104	20	<b>402</b>	0
Music	247	30	60	37	<b>374</b>	2
Design & technology	241	47	62	15	<b>365</b>	33
Religious education	272	9	40	7	<b>328</b>	37
Art & design	228	35	51	12	<b>326</b>	11
Computing	236	11	43	34	<b>324</b>	7
Social studies	144	25	14	11	<b>194</b>	0
Business studies	138	18	20	5	<b>181</b>	0
Mathematics	1,574	103	373	182	<b>2,232</b>	204
<b>Science</b>	<b>1,649</b>	<b>131</b>	<b>396</b>	<b>188</b>	<b>2,364</b>	<b>93</b>
Chemistry	608	68	191	86	<b>953</b>	65
Biology	587	35	124	52	<b>798</b>	18
Physics	454	28	81	50	<b>613</b>	10

\*excludes Teach first, self-funded and EBITTS.

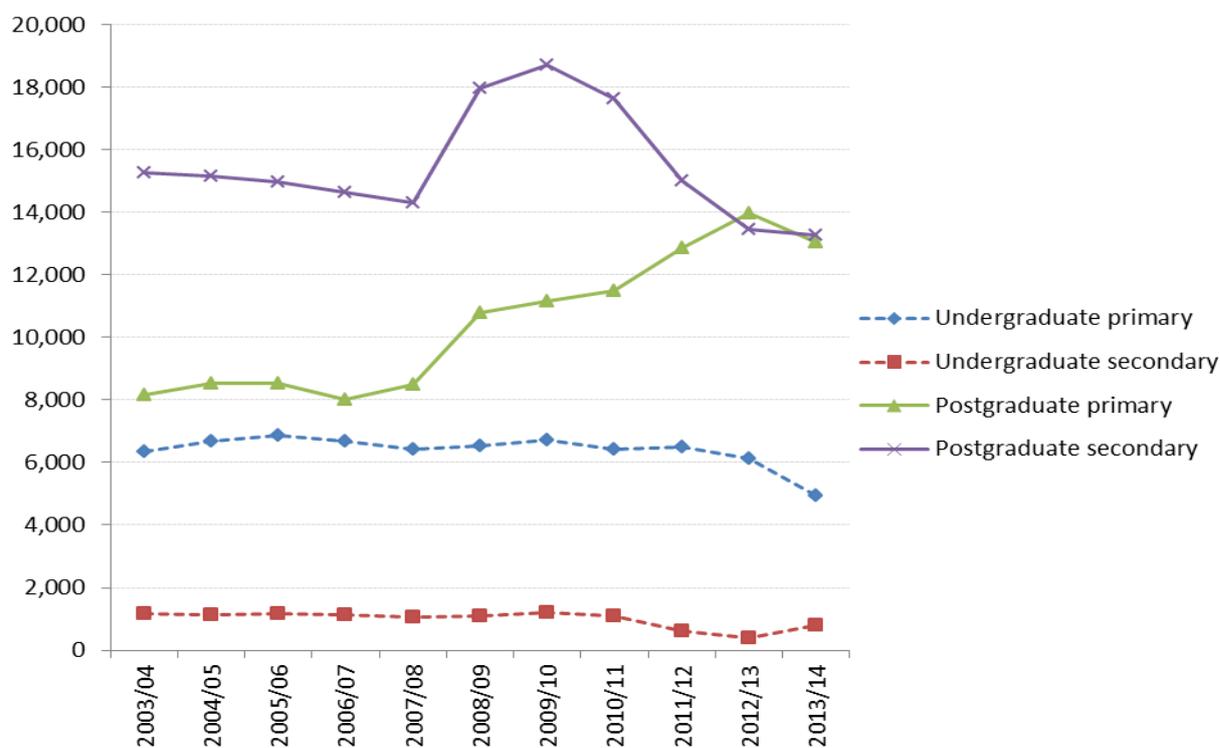
<sup>13</sup> These subjects match the subjects used in the teacher supply model for 2013 to 2014 academic year.

## Trends for first year trainees

Chart 2 below shows trends in the numbers of postgraduate and undergraduate trainees. These trends reflect the ITT allocations and TSM<sup>14</sup>. Up until the 2012 to 2013 academic year, postgraduate ITT numbers were higher for secondary subjects. From the 2007 to 2008 academic year, there was a steady increase in the numbers of postgraduate trainees on primary ITT. From 2009 to 2010 academic year, there was a steady decrease in the numbers of postgraduate trainees on secondary ITT. The chart shows that currently there are roughly equal numbers of primary and secondary trainees on postgraduate courses (also see table 7) which reflects the TSM.

The trends for undergraduate courses have remained fairly steady.

Chart 2: First year trainees by postgraduate and undergraduate courses - academic year 2003 to 2004 to 2013 to 2014 academic year



\*excludes Teach first, self funded and EBITTS.

<sup>14</sup> The TSM forecasts the number of trainees needed based on a range of factors including pupil population forecasts.

## 5. Qualifications of first year trainees (Tables 8 to 9 below)

The qualifications on entry of trainees are collected as an indicator of trainee quality. The classification of UK degree is the measure used for postgraduate courses and the University and Colleges Admission Service (UCAS) tariff score<sup>15</sup> is used for undergraduate courses. The supplementary excel tables show the average tariff score per undergraduate ITT trainee, where available. It is provided by the Higher Education Statistics Agency (see methodology note).

The qualifications on entry are not the same as the entry requirements. Whilst the Department sets minimum entry requirements, accredited ITT providers and schools set their own requirements.

### Postgraduate trainees

The majority (96%) of first year trainees on postgraduate courses in the 2013 to 2014 academic year had a UK degree. This has not changed from the 2012 to 2013 academic year. Table 8 below shows that of those trainees with a UK degree, 57% had a 2:1 classified degree in the 2013 to 2014 academic year, whilst 16% had a first class degree, which is broadly in line with the proportion of first class degrees achieved by all graduates in England (17%) in the 2013 to 2014 academic year (source: [Higher Education Statistics Agency](#)).

Table 8 below also shows that HEIs and school direct fee had the highest proportion of trainees with a 2:1 or better at 75%. School direct salaried had the lowest with 61%. This does not mean that the school direct salaried route attracted lower quality candidates. This route is aimed at career changers and therefore the demographic characteristics of these trainees are likely to be different from trainees on other routes. In addition, the proportions awarded top degrees nationally has increased over time which may explain some of the difference. For example, in the 2003 to 2004 academic year, 7% were awarded a first class degree.

Table 8: Classification of UK degrees held by first year trainees on postgraduate level courses, 2013 to 2014 academic year<sup>16,17</sup>

	HEIs	SCITT	School direct (fee)	School direct (salaried)	Total
<b>All trainees</b>	<b>16,900</b>	<b>2,272</b>	<b>3,890</b>	<b>2,285</b>	<b>25,347</b>
First class degree	16%	14%	18%	11%	16%
Upper second class degree	59%	53%	58%	49%	57%
Lower second class degree	23%	31%	21%	23%	24%
Other classes of degree	2%	2%	2%	4%	2%
Not known	0%	0%	2%	12%	2%

\*excludes Teach first, self funded and EBITTS.

<sup>15</sup> The UCAS tariff scores qualifications held by students on undergraduate courses. <http://www.ucas.com/how-it-all-works/explore-your-options/entry-requirements/tariff-tables>

<sup>16</sup> Percentages are rounded to the nearest whole number, so may not add up to 100%

<sup>17</sup> Figures in table 8 may not sum to 100% due to rounding.

Table 9 below shows the degree classes of trainees by subject. Trainees who were training to teach mathematics had the highest proportion of first class degree at 23% compared to 16% nationally.

There were a total of 2,276 first year trainees with a UK degree doing science subjects (biology, chemistry and physics) of which 19% had a first class degree and 47% had an upper second class degree.

Table 9: Classification of UK degrees held by first year trainees on postgraduate level courses by subject, 2013 to 2014 academic year

	First class	Upper second class honours	Lower second class honours	Other classes of degrees	Not known	All trainees
<b>All subjects</b>	<b>16%</b>	<b>57%</b>	<b>24%</b>	<b>2%</b>	<b>2%</b>	<b>25,347</b>
Primary	13%	59%	25%	1%	2%	12,742
<b>All secondary subjects</b>	<b>18%</b>	<b>55%</b>	<b>22%</b>	<b>3%</b>	<b>1%</b>	<b>12,605</b>
English	17%	61%	18%	2%	2%	2,141
Modern and ancient languages	18%	61%	18%	2%	1%	1,215
Physical Education	17%	54%	24%	1%	4%	1,090
History	15%	72%	10%	1%	1%	755
Geography	12%	64%	22%	1%	1%	558
Other	18%	68%	13%	1%	0%	401
Music	21%	61%	16%	2%	1%	368
Design and technology	14%	48%	33%	5%	1%	357
Religious education	11%	70%	18%	1%	0%	323
Art and design	21%	60%	17%	1%	0%	321
Computing	22%	46%	24%	7%	1%	315
Social studies	12%	61%	25%	1%	1%	189
Business studies	13%	55%	31%	1%	0%	172
Mathematics	23%	44%	29%	4%	1%	2,124
<b>Science</b>	<b>19%</b>	<b>47%</b>	<b>27%</b>	<b>5%</b>	<b>1%</b>	<b>2,276</b>
Chemistry	20%	43%	30%	6%	1%	920
Biology	19%	53%	22%	4%	1%	780
Physics	19%	44%	29%	6%	2%	576

\*excludes Teach first, self-funded and EBITTS.

## Undergraduate trainees

Of the 5,746 trainees on undergraduate courses in the 2013 to 2014 academic year, 70% had A levels or AS levels. This has increased by 4 percentage points from the 2012 to 2013 academic year. A further 22% of first year trainees had other qualifications, for example, higher national diploma (HND) or BTec and this has decreased from 26% in the 2012 to 2013 academic year. The remaining 8% had an Access to Higher Education Diploma, which is a qualification which prepares people without traditional qualifications for study at university.

## 6. Characteristics of first year trainees (Tables 10 to 12 below)

This section describes the characteristics of first year trainees in the 2013 to 2014 academic year.

### Postgraduate

Table 10 shows that the postgraduate subject with the highest proportion of males (64%) was physics and the subjects with the lowest proportion of males (22%) were languages and social studies.

The postgraduate subject with the highest proportion of trainees of minority ethnic origin (30%) was computing and the subjects with the lowest proportion of trainees of minority ethnic origin (4%) were music and history.

The postgraduate subject with the highest proportion of trainees who were aged over 25 years (69%) was art and design and the subject with the lowest proportion of trainees who were aged over 25 years (34%) was religious education.

The postgraduate subject with the highest proportion of trainees who declared a disability (21%) was art and design and the subjects with the lowest proportion of trainees who declared a disability (4%) were mathematics and English.

Table 10: Characteristics of trainees by subject, 2013 to 2014 academic year

	Male	Minority ethnic origin	Aged over 25	Disability declared	All trainees
<b>All postgraduate subjects</b>	<b>30%</b>	<b>12%</b>	<b>55%</b>	<b>8%</b>	<b>26,320</b>
Primary	23%	11%	56%	8%	<b>13,063</b>
<b>All secondary subjects</b>	<b>37%</b>	<b>13%</b>	<b>53%</b>	<b>8%</b>	<b>13,257</b>
English	23%	11%	52%	4%	<b>2,190</b>
Modern and ancient languages	22%	11%	67%	4%	<b>1,528</b>
Physical Education	54%	5%	40%	7%	<b>1,099</b>
History	45%	4%	48%	7%	<b>766</b>
Geography	38%	5%	42%	10%	<b>584</b>
Other	23%	9%	46%	11%	<b>402</b>
Music	54%	4%	45%	7%	<b>374</b>
Design and technology	24%	11%	63%	14%	<b>365</b>
Religious education	33%	13%	34%	12%	<b>328</b>
Art and design	20%	5%	69%	21%	<b>326</b>
Computing	60%	30%	66%	12%	<b>324</b>
Social studies	22%	24%	57%	9%	<b>194</b>
Business studies	44%	27%	54%	7%	<b>181</b>
Mathematics	46%	22%	53%	7%	<b>2,232</b>
<b>Science</b>	<b>42%</b>	<b>17%</b>	<b>56%</b>	<b>8%</b>	<b>2,364</b>
Chemistry	36%	21%	58%	8%	<b>953</b>
Biology	32%	15%	46%	8%	<b>798</b>
Physics	64%	14%	64%	8%	<b>613</b>

\*excludes Teach first, self-funded and EBITTS.

## Undergraduate

Table 11 below shows that for undergraduates, there was little difference in diversity between primary ITT and secondary subjects with the exception of gender. There was a lower proportion of males (15%) in primary subjects than in secondary (27%).

Table 11: Characteristics of trainees by subject, 2013 to 2014 academic year

	Male	Minority ethnic origin	Aged over 25	Disability declared	All trainees
<b>All undergraduate subjects</b>	<b>17%</b>	<b>9%</b>	<b>12%</b>	<b>8%</b>	<b>5,746</b>
Primary	15%	9%	12%	8%	<b>4,959</b>
All secondary subjects	27%	8%	14%	8%	<b>787</b>

## Age bands

Table 12 shows that undergraduate courses had the highest proportion of trainees aged under 25 years (88%). HEIs had the highest amongst the postgraduate routes (51%) and school direct (salaried) had the lowest (9%). This route is particularly aimed at older trainees looking to change careers. Nearly 60% were 25 to 34 years, this compares to around 40% for all other postgraduate routes.

Table 12: Percentage of first year trainees within agebands by route, 2013 to 2014 academic year

	HEIs	SCITT	School direct (fee)	School direct (salaried)	Total Postgraduates	Undergraduate
<b>All Ages</b>	<b>17,571</b>	<b>2,343</b>	<b>4,011</b>	<b>2,395</b>	<b>26,320</b>	<b>5,746</b>
Under 25	51%	41%	46%	9%	45%	88%
25 to 29	30%	31%	29%	38%	31%	5%
30 to 34	8%	11%	9%	20%	9%	3%
35 to 39	4%	7%	6%	12%	6%	2%
40 to 44	4%	6%	5%	10%	5%	1%
45 to 49	2%	3%	3%	7%	3%	1%
50 to 54	1%	1%	1%	3%	1%	0%
Over 55	0%	0%	0%	0%	0%	0%

\*excludes Teach first, self-funded and EBITTS.

## 7. List of tables

The following tables are available in excel format on the department's statistics website: [statistics: initial teacher training](#)

### Main tables: Tables 1 to 5

- 1 Summary of first and final year trainees in the 2013 to 2014 academic year
- 2 Qualifications on entry of first year post - graduates in the 2013 to 2014 academic year
  - 2a Qualifications on entry - First year postgraduates with a UK degree in the 2003 to 2004 academic years through 2013 to 2014 academic year
- 3 Qualifications on entry of first year undergraduates in the 2013 to 2014 academic year
  - 3a Qualifications on entry - First year undergraduates, 2003 to 2004 academic years, through 2013 to 2014 academic year
- 4 Characteristics (gender, ethnicity, age and disability) of first year trainees in the 2013 to 2014 academic year.
  - 4a Characteristics of first year trainees in the academic years 2002 to 2003 through 2013 to 2014 academic year
- 5 Outcomes (award of qualified teacher status) and early employment (within six months of completion of training) of final year undergraduates and postgraduates in 2013 to 2014 academic year
  - 5a Outcome and employment status of final year trainees in the academic years 2002 to 2003 through 2013 to 2014 academic year

### Provider level data (postgraduate only): Tables 6 to 8

- 6a Overall provider level data for the 2013 to 2014 academic year
- 6b Provider level data by route for the 2013 to 2014 academic year
- 6c Provider level data by subject (primary and secondary) for the 2013 to 2014 academic year

Data for some providers are suppressed so that individuals cannot be identified and in some cases there is secondary suppression. However, there is information where there are more than five trainees.

Information relating to the Ofsted performance rating of each provider / institution can be found at: [OFSTED inspection reports](#)

## 8. Methodology

### Data collection

The majority of data from the HEIs that deliver initial teacher training is collected by the Higher Education Statistics Agency (HESA) under a long-standing data sharing agreement. HESA supply an extract from their student level collection and their destination of leavers in higher education survey (DLHE).

The data from non-HEI providers of initial teacher training are collected directly using bespoke online systems managed by the NCTL. School direct data is collected via the provider partner.

Data are collected at trainee level and are aggregated at provider and course level for publication in the performance profiles.

### Time series and revisions

As with last year's publication, ten years' worth of time series information has been included in the supplementary tables. This information has been re-extracted from a live database, as such there are slight differences between the information presented in more recent years to that published historically.

### Confidentiality

Data at the provider level are anonymised, with cases less than 5 being marked with a \* to ensure that individual trainees cannot be identified. Data are unrounded.

### Filters applied to the data

The filters applied to this publication are as follows:

Trainee status = included - this ensures only valid trainees are included. Invalid trainees are those who have deferred, failed to start or left the course within 3 months.

First year = 1 or final year = 1 - ensures that only trainees in either the first year, or the final year are included, see chapter 2.

Route excludes teach first, EBITTs and self funded.

## 9. Further information

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# Department for Education

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