



National College for
Teaching & Leadership

The allocation of initial teacher training places

**Methodology for the 2017 to 2018
academic year**

29 September 2016

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1. Introduction

A range of routes are available for people to train as a teacher and be recommended for Qualified Teacher Status in England. These include (but are not limited to):

- School Direct (tuition fee): where places are allocated to schools and trainees access student loans for the cost of their training;
- School Direct (salaried): where places are allocated to schools that employ the trainee; and
- Provider-led programmes: where places are allocated to accredited initial teacher training providers (ITT providers), *i.e.* universities and school-centred initial teacher training providers (SCITTs).

The National College for Teaching and Leadership (NCTL) allocates the School Direct and provider-led places that attract government funding. We allocate School Direct places to School Direct lead schools and provider-led places to accredited ITT providers.

This document sets out the characteristics and criteria we have considered in the allocation of places for School Direct (salaried), School Direct (tuition fee) and provider-led courses due to start in the 2017 to 2018 academic year. This information is intended to provide details for School Direct lead schools and ITT providers on the methodology we have used to determine allocations and the recruitment process.

The process and methodology for the allocation of places apply for the 2017 to 2018 academic year. NCTL, or any successor organisation, may modify or amend the approach it takes to allocate places in future years.

The process described will not apply to the allocation of places for Teach First. The distribution of these places is decided separately.

This document includes the allocations methodology for early years ITT leading to early years teacher status (EYTS) within section 2.

2. Allocation methodology

NCTL's objective in allocating places is to ensure that sufficient people undertake teacher training to meet the needs of the school system. While achieving this, we must also demonstrate efficient use of public funds.

In June 2016 we published *Requesting initial teacher training places: process for the 2017 to 2018 academic year*. This indicated that School Direct lead schools and ITT providers should request places based on a realistic assessment of local need and minimum sustainability. Similarly to previous years, the volume of requests for places for the 2017 to 2018 academic year has significantly exceeded the number available for distribution. We have therefore applied a variety of criteria to determine which requests we can grant, and the circumstances in which we allow School Direct lead schools and ITT providers to recruit.

In some subjects, we are using a different recruitment methodology for School Direct and provider-led places, due to the different recruitment patterns between them.

Teacher Supply Model (TSM)

The main determining factor in our allocations methodology is the number of trainee teachers required by subject, and the relative level of challenge in recruiting trainees to each subject. We prioritise requests according to subject and phase and we allocate places to each subject using estimates calculated by the Teacher Supply Model (TSM). The TSM provides an estimate of the number of trainee teachers required across England. This estimate provides the scale and limit against which we allocate places. We expect to publish the detailed TSM for the academic year 2017 to 2018 later in the autumn. The model and user guide can be found [here](#).

Postgraduate ITT

Context for setting the 2017 to 2018 methodology

NCTL made changes to the allocations methodology from 2016 to 2017, when it introduced recruitment controls. The recruitment round for 2016 to 2017 saw an increase in recruitment to some of the less popular subjects, but there were also challenges, particularly with the closure process in the most popular subjects that filled quickly. The methodology for 2017 to 2018 is based on our experience from this year and previous years, as well as feedback from School Direct lead schools and ITT providers. Our intention is to keep the best elements of recruitment approaches from this year and previous years. Some of the more significant changes we have made from 2016 to 2017 are:

- Differentiating our approach for different types of subjects, depending on their

popularity and recruitment patterns. This means uncapping more subjects to give School Direct lead schools and ITT providers more freedom to recruit, whilst using allocations for the most popular subjects to give providers more certainty within the year.

- Introducing a more provider- and applicant-friendly closure process in subjects that may close, allowing 5 working days to receive applications before closure and giving providers certainty that NCTL will honour all offers resulting from applications received before closure, even if interviews and offers are made after closure.
- The introduction of multi-year allocations for the best performing ITT providers, giving them longer term certainty.

Methodology by subject category

The methodology for 2017 to 2018 recognises different levels of popularity and recruitment patterns across different groups of subjects. Therefore, subjects will be grouped into three separate categories for this year.

Category 1: most popular subjects

Subjects included: Drama; History; PE; Primary

These are subjects where recent and historic recruitment trends demonstrate consistently high demand from applicants. Places are allocated at an individual provider level for all School Direct lead schools and ITT providers across all routes in this category. This recognises that demand for places in these subjects is consistently high. School Direct lead schools and ITT providers cannot recruit above their allocation for category 1 subjects.

In subjects where requests significantly exceed available places, we have considered recruitment levels from previous years using published historical data, in addition to the range of requests indicated by School Direct lead schools and ITT providers.

Category 2: mixed approach subjects

Subjects included: Art & Design; Biology; Chemistry; English; Music

These are subjects where recent and historical recruitment performance shows there are recruitment challenges, but to a lesser extent than the category 3 subjects below. These tend to recruit on a relatively slower timescale to the most popular subjects in category 1 due to lower demand from applicants. To recognise different patterns in recruitment across different providers, we are introducing a mixed approach to recruitment for these subjects, as follows:

HEI Core and SCITT Core (provider led)

HEI Core and SCITT Core places are allocated at an individual provider level. This is in recognition of the relatively consistent level of recruitment performance we find across these sectors of the recruitment market. For category 2 subjects, providers cannot recruit above their allocation for their HEI Core and SCITT Core places.

School Direct Fee and Salaried routes

In School Direct Fee and Salaried routes there is less data to draw on to determine historical trends. Year-on-year differences in relative recruitment performance in these routes mean they are more difficult to predict. In order to reduce the risk of good quality candidates being turned away, and accounting for the fact that category 2 subjects tend to recruit relatively slowly and fill at a late stage of the cycle, we will use an overall recruitment cap for these subjects. School Direct lead schools have freedom to recruit as many School Direct trainees as they feel they need, subject to an overall cap in each subject. NCTL will stop recruitment if and when overall caps are reached in each School Direct route and subject, but in response to feedback from the sector, any stop notice will give 5 working days' notice from 5pm on the stop notice date for School Direct lead schools to receive applications. When this notice period has expired, no further applications will be honoured except where providers are replacing a candidate who has dropped out. School Direct lead schools can process all applications received within this notice period in the usual way, and all offers resulting from this will be honoured by NCTL, even if interviews and offers are made after closure.

Category 3: uncapped subjects

Subjects included: Business Studies; Computing; Design & Technology; Geography; Maths; Modern Foreign Languages (MFL) and Classics; ‘Others’¹; Physics; Religious Education (RE)

This category includes subjects where we face the biggest recruitment challenges (e.g. Maths and Physics) or where the number of requests and level of demand is low (e.g. those captured within ‘Others’). Recruitment is uncapped in these subjects. In practice, providers are given their full requested maximum allocation in these subjects and have automatic permission to recruit beyond this.

¹ ‘Others’ includes: citizenship, dance, economics, health and social care, leisure and tourism, media studies, psychology and social science

Performance criteria: multi-year allocations

As indicated in the White Paper *Educational Excellence Everywhere*, NCTL will introduce multi-year allocations for 2017 to 2018 for the highest performing providers. We will explore the possibility of extending the number of providers that receive multi-year allocations in the future.

NCTL will use the performance criteria below to designate the highest performers and assign multi-year allocations accordingly. We have not differentiated on allocation levels for 2017 to 2018 using these criteria.

Only ITT providers where data exists for all measures are eligible for multi-year allocations. This excludes all ITT providers that did not have an ITT cohort in 2011 to 2012 or before. This is because we are using multiple years of historic data to calculate the performance of providers. Therefore, those that do not have data for 2011 to 2012 have not been included in the analysis.

We have considered the following criteria in the allocation of HEI Core and SCITT total (Core and School Direct) places for 2018 to 2019, and 2019 to 2020. Each of the criteria are weighted equally.

a. Degree class of trainees

This criterion is a measure of the quality of trainees admitted to the course. It is determined by the undergraduate degree class of teacher trainees at the relevant HEI or SCITT, with higher degree classes receiving a higher weighting. We calculate this based on published historical data but giving more weight to recent data. The data is taken from the ITT Census. For HEIs we use historic core places; for SCITTs we use core places and School Direct. This is also the case for measures c and d, below.

b. Quality of training

This is measured by the Ofsted grade, using Ofsted published ITE inspection data. Where a SCITT or HEI offers training over one phase we use their Ofsted grade for that phase, and where a SCITT or HEI offers training over both Primary and Secondary phases, we combine their Ofsted rating to build an average.

c. Quality of outcomes

This is measured by calculating the proportion of trainees that gain QTS that are in employment in a state-funded school at any time within two academic years after qualification.

d. Recruitment performance against allocations

This measures the performance of HEIs and SCITTs against their allocations by comparing allocations with the trainees they recruited. We use published historical data

for this but give greater weight to more recent data. The methodology accounts for those who focus on recruitment to those subjects where attracting applicants is most difficult, to ensure that they are not disadvantaged by the measure.

ITT Provider criteria for 2017/18

In allocating places to ITT providers for the 2017/18 academic year, we have used a combination of requests and historic performance (allocations and recruitment) to allocate places amongst ITT providers.

For new ITT providers we considered their core requests alongside the criteria above, and their School Direct partner provider requests using the School Direct criteria below.

School Direct criteria

As in previous years we may consider the size of partnership in allocating School Direct places, and may also consider the location of the partnerships. We may give more weight to requests received from larger school partnerships. The size of a partnership is determined by the number of schools engaged in the partnership as recorded in the ITT data management system (DMS). A school must be graded as 'good' or 'outstanding' by Ofsted to be considered as a School Direct lead school.²

Undergraduate ITT

NCTL is responsible for managing bursary and grant funding associated with ITT for postgraduate and undergraduate courses. It also monitors the public cost of student loans accessed by trainees on these courses.

The approach we are taking to managing the allocation of places for undergraduate courses is different from that being operated for postgraduate provision this year.

NCTL has allocated a broadly similar number of places across all undergraduate courses as in the 2016 to 2017 academic year. Funding constraints mean that we cannot allow unrestricted recruitment to undergraduate courses; consequently we allocate fixed numbers of places to institutions at the start of each recruitment year in order to manage the process. We have reviewed requests against our identified criteria and allocated specific numbers accordingly.

² For School Direct we have not applied criteria based on trainee quality or recruitment performance, due to challenges with the data considering School Direct has had limited time in operation so far for NCTL to build this information. These criteria will remain under consideration in future years. NCTL reserves the right to apply trainee quality or recruitment performance criteria in future.

Opt-in undergraduate courses

We are keen to ensure that we recruit as many high-quality Physics and Mathematics trainees as possible and are continuing to allocate all eligible requests in these subjects. We have not allocated any Physics or Mathematics places to ITT providers graded ‘requires improvement’ or ‘inadequate’.

As part of our commitment to train and recruit more teachers in Mathematics, Computing, Physics and MFL over the next 5 years, we are seed-funding the development of further undergraduate opt-in courses leading to qualified teacher status (QTS), which enable students to incorporate the award of QTS part way through their degree course, beginning in 2017 to 2018 academic year. Providers in receipt of this funding are expected to bid for places through the allocation process, in line with conditions of their grant funding agreement. We are aware of interest from other providers to develop similar undergraduate degree courses. If you are intending to deliver courses from 2017 to 2018, you should also bid for places through the allocation process. If you do so, we would encourage you to email the ITT recruitment team, itt.recruitment@education.gsi.gov.uk, for details about the development of opt-in courses nationally.

Funding

The package of financial incentives for initial teacher training in 2017/18 has also been published on 29 September. You can find the document [here](#).

A bursary is available for undergraduate trainees on courses in Physics or Mathematics that start in 2016 to 2017 academic year and lead to qualified teacher status (QTS).

Trainees on an undergraduate course will receive a £9,000 bursary in their final year. Trainees on an undergraduate course that also leads to the award of a Master’s degree receive a £9,000 bursary in both the third and fourth year of their course.

Allocation methodology

NCTL has allocated roughly the same number of undergraduate places as we did for the 2016 to 2017 academic year. We have allowed growth in hard-to-fill subjects and what we define as mixed approach subjects in postgraduate ITT and strongly encourage providers to consider how they can develop their provision to produce attractive, high-quality programmes in these areas. The anticipated growth in these subjects means that we may reduce the allocations in the most popular subjects. NCTL will use a combination of requests for undergraduate ITT places and 2016/17 undergraduate ITT allocations in these calculations.

Early years ITT

For early years ITT leading to early years teacher status (EYTS), as indicated in an email communication from NCTL on 15 July 2016, the request window for places for the 2017 to 2018 academic year closes noon 30 September 2016. The email contained links to all the relevant request documents.

The criteria we will use for allocating early years ITT may include, but are not limited to:

- a. Degree class of trainees
- b. Quality of training
- c. Recruitment performance against allocations

Early years ITT providers will be notified of their allocation on 17 October 2016.

Part-time trainees

NCTL wants lead schools and ITT providers to make their courses available for part-time learning, particularly in priority subjects. Typically around 10% of candidates in contact with the Get Into Teaching service enquire about part-time courses, yet only around 3% of trainees are part-time. Bursaries, scholarships and salaries are available on a pro-rata basis; lead schools and ITT providers do not need separate or additional allocations to recruit part-time trainees. UCAS Teacher Training requires separate registration of full-time and part-time courses so please actively consider adapting your offer for part-time learning and list any courses as part-time on UCAS Teacher Training, in addition to your full-time courses. We, in turn, will draw applicants' attention to the availability of these courses in their local area and showcase best practice. If you have any queries please contact itt.recruitment@education.gov.uk.

Other considerations

NCTL reserves the right to review the impact of its allocation of places and make any reasonable adjustments considered necessary.

In the unlikely event that there is significant over-recruitment in category 3 (uncapped) subjects, NCTL will reserve the right to stop recruitment if necessary. Any stop notice would give providers 5 working days' notice to receive applications. School Direct lead schools and ITT providers can process all applications received within this notice period in the usual way, and all offers resulting from this will be honoured by NCTL, even if interviews and offers are made after closure. In the unlikely event a stop notice is issued for these subjects, no further applications would be honoured after the end of the notice period, except where providers are replacing a candidate who has dropped out. **It should be noted that it is highly unlikely NCTL will have to stop recruitment in these subjects.**

3. After allocation

Announcement of allocations

NCTL will contact School Direct lead schools and ITT providers with their individual allocations on 29 September. The allocation of places for all School Direct lead schools and ITT providers should be available on the DMS from 5 October. School Direct lead schools and ITT providers are now required to confirm courses on the UCAS Teacher Training system as soon as possible, in time for the opening of ‘apply’ on 18 October.

We will also confirm on 29 September which ITT providers have been awarded multi-year allocations.

UCAS process

UCAS Teacher Training Apply will go live on Tuesday 18 October 2016. This will allow you to update your Entry Profiles and set your programmes to running – please do so as soon as possible. We suggest you aim to have completed this within 48 hours of receiving notification of your allocations, to avoid any delays to the opening of UCAS Teacher Training. **You will also be contacted by UCAS with details after you receive the notification of your allocations from NCTL.**

Setting your programmes to running

Higher education providers and SCITTs

When you receive confirmation of your allocation, you must update the status of these in ‘web-link’ by setting them to ‘Running’. **Please ensure that you only set programmes to ‘running’ if you have received an NCTL allocation for them.** This will avoid potential applicants applying to programmes for which you do not have permission to recruit.

- Sign in to ‘web-link’ and navigate to the 2017 training programme list.
- Click on the title of the programme you wish to update.
- Scroll to the end of the programme details.
- Under the blue bar that includes the publish/status options, change the programme status from ‘New’ to ‘Running’, if you have been allocated places. If you have not been allocated any places, change the status from ‘New’ to either ‘Suspended’ or ‘Discontinued’.
- Then change the publish flag to ‘Yes’ for those that are ‘Running’.
- Click the Save button and wait for the green update confirmation message to appear at the top of the screen, before navigating away from the page.

Your programme will be visible on the search tool within 24 hours, or when UCAS Teacher Training goes live for 2017.

Schools

When you receive confirmation of your allocation, you must update the status of these in ‘web-link’.

- Sign in to ‘web-link’ and navigate to the 2017 training programme list.
- Click on the title of the programme you wish to update.
- Scroll to the bottom of the programme details.
- Under the blue bar that includes the publish/status options, change the programme status from ‘New’ to ‘Running’, if you have been allocated places. If you have not been allocated any places, change the status from ‘New’ to either ‘Suspended’ or ‘Discontinued’.
- Click the Save button and wait for the green update confirmation message to appear at the top of the screen, before navigating away from the page.

Publication of allocations data

Data about the initial allocation of ITT places will be published on the gov.uk website later in the autumn.

Change of Ofsted grade

School Direct lead schools

Ofsted may inspect a lead school after NCTL’s initial allocation of places. Changes in the grade of the lead school will not change our initial allocation to the partnership. A school must be graded by Ofsted as ‘good’ or ‘outstanding’ to bid for places as a lead school. If a lead school falls below this grade in a new Ofsted inspection in-year then NCTL will permit them to continue as a lead school until such time as it is practical to switch the lead school status to another school in the partnership. NCTL will not automatically review, alter or reduce an allocation of places unless there is compelling evidence that demands the immediate cessation of training provision.

ITT providers

If an ITT provider receives a lower grade judgement (i.e. a change to less than ‘good’) at an inspection during the course of the year, NCTL will not automatically review or alter their allocation. NCTL will not reduce an allocation of places or withdraw permission to recruit unless there is compelling evidence that demands the immediate cessation of training provision.

Changes to allocations

School Direct lead schools and ITT providers will be able to request changes to their allocation. This must be done using the ITT DMS. Instructions for how to request changes can be found in the system user guide. All change requests are subject to NCTL approval.

School Direct (salaried) and School Direct (tuition fee) requests

We indicated in *Requesting initial teacher training places: process for the 2017 to 2018 academic year* published in June 2016 that School Direct lead schools will be permitted to request to switch their School Direct (salaried) and School Direct (tuition fee) allocations following the announcement of School Direct (salaried) rates and bursary rates for the 2017 to 2018 academic year. The DMS will be open for School Direct lead schools to request changes on 5 October. School Direct lead schools must submit all requests to switch School Direct allocations to NCTL via the DMS by 14 October 2016. NCTL cannot guarantee that all requests will be met, but will endeavour to satisfy as many as possible.

Information on funding for ITT in the 2017 to 2018 academic year, including bursaries, scholarships and School Direct salaried grants, will be published in early autumn [here](#), under guidance.

Unused allocations

NCTL reserves the right to apply penalties against any lead school or ITT provider that significantly under- or over-recruits against allocation. In particular, School Direct lead schools and ITT providers may be liable to the cost of training anyone recruited in excess of allocation. Failure of an ITT provider to regulate its volume of trainees in accordance with NCTL allocations may lead to that provider being deemed non-compliant.

Training programme closure on UCAS

Once a lead school or ITT provider has completed recruitment for a training programme, or no longer wants to recruit further trainees, then the training programme should be closed on UCAS by setting the vacancy status of the individual programme to 'no vacancies'. This is to prevent trainees from making applications through UCAS that cannot be successful.



National College for Teaching & Leadership

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