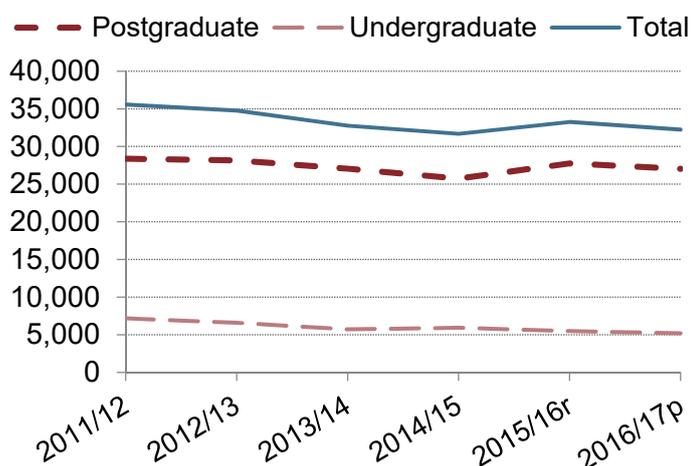




Initial Teacher Training census for the academic year 2016 to 2017, England

SFR 57/2016, 24 November 2016

There are 27,229 new entrants starting or expecting to start postgraduate ITT

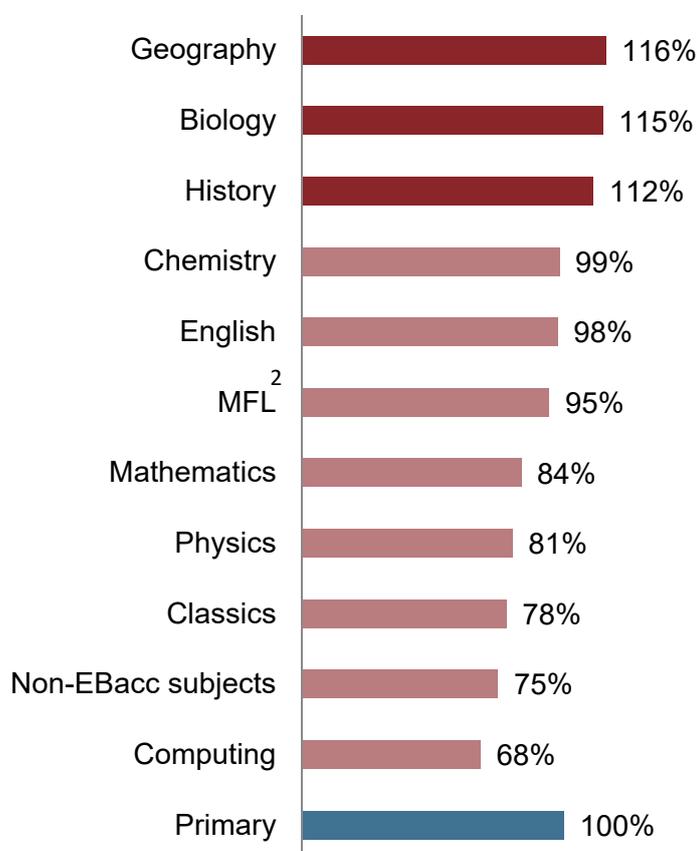


There were 27,229 new entrants to postgraduate Initial Teacher Training (ITT) courses in the academic year 2016 to 2017, compared with 27,761 in academic year 2015 to 2016¹.

Of the new entrants in academic year 2016 to 2017, 27,053 were actual new entrants and 176 were forecast trainees (those expected to start courses or have delayed for a short period of time).

There were also 5,195 new entrants to undergraduate ITT, compared with 5,500 in academic year 2015 to 2016.

Recruitment against TSM targets varies by subject and phase



The number of new entrants varied by phase and subject. Within English Baccalaureate (EBacc) subjects, recruitment to some subjects exceeded the Teacher Supply Model (TSM) target, such as: Geography, where 116 per cent of the trainees required by the TSM target were recruited; Biology, where 115 per cent of the trainees required by the target were recruited; and History, where the equivalent figure was 112 per cent.

For other EBacc subjects, recruitment performance against the TSM target varied between 99 per cent for Chemistry and 68 per cent for Computing. 98 per cent of English trainees required by the TSM target were recruited, and 84 per cent of the required Mathematics trainees were recruited.

Collectively, 75 per cent of trainees required in non-EBacc secondary subjects were recruited. Within non-EBacc subjects, recruitment performance varied between 110 per cent for Physical Education and 41 per cent for Design & Technology.

100 per cent of the trainees required by the TSM target for Primary ITT were recruited.

¹This release includes finalised data for the academic year 2015 to 2016, which slightly revises the previously published information. See methodology for further information.

²Modern Foreign Languages.

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About this release

This statistical first release provides provisional figures on the number of new entrants who have started an Initial Teacher Training (ITT) programme in England in the academic year 2016 to 2017. Included is a provisional forecast of recruitment to initial teacher training. This release also includes statistics about overseas trained teachers who have been awarded QTS in England with no requirement for further training. For the first time, experimental statistics on new entrants to Early Years ITT are included as an annex.

In this publication

The following tables are included in the SFR:

- Main tables for the academic year 2016 to 2017 with supporting time series data
- Provider-level tables for the academic year 2016 to 2017

Feedback

We are changing how our releases look and welcome feedback on any aspect of this document at ittstatistics.publications@education.gov.uk.

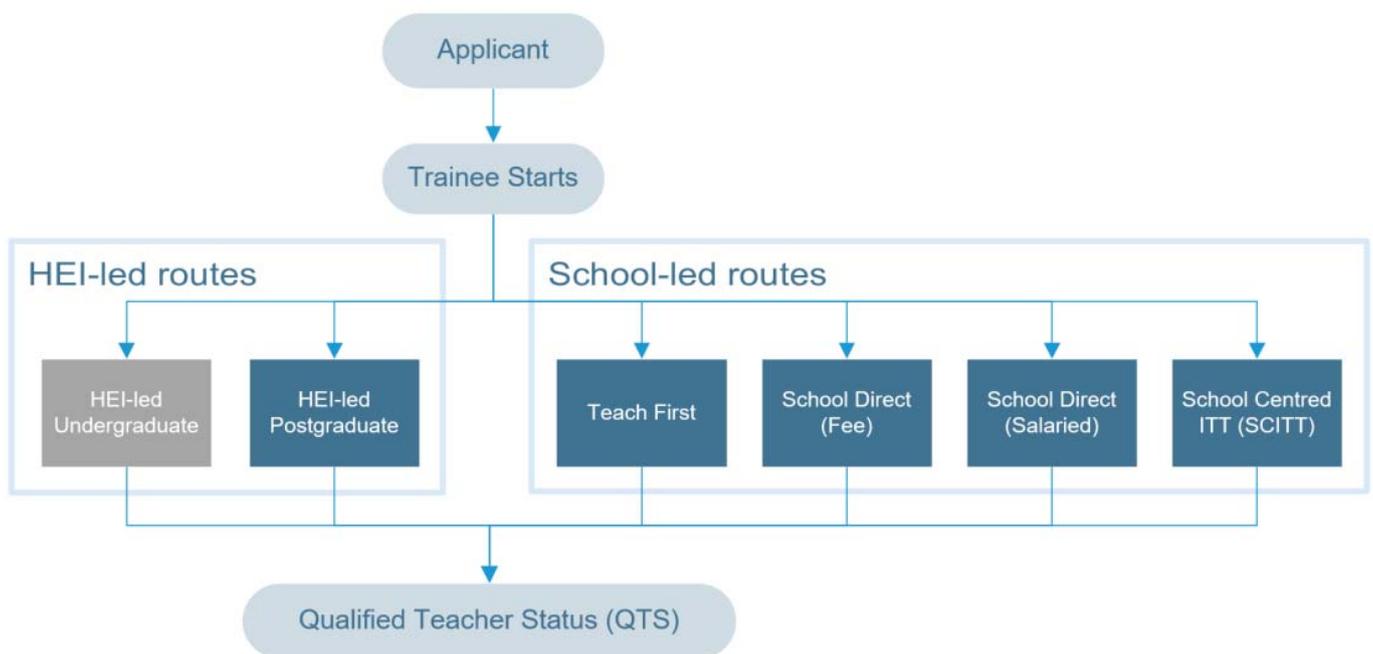
1. Background

To become a qualified teacher in England, trainees typically complete a programme of Initial Teacher Training (ITT), which provides them with training, mentoring and teaching practice in schools, and leads to the award of Qualified Teacher Status (QTS)³ for successful trainees.

There are a number of pathways into teaching, known as ‘routes’. These include an undergraduate route, which awards successful trainees a degree and QTS over a three or four-year course, and postgraduate routes which normally run for one year full-time. Postgraduate routes can be undertaken through a Higher Education Institution (HEI) led route, or via a school-led route. School-led routes are comprised of the SCITT (school-centred initial teacher training) programme, the School Direct training programme (of which there is a salaried route and a fee-paying route), or the Teach First⁴ Leadership Development Programme (LDP).

Routes into teaching are summarised in Figure 1.

Figure 1: Routes into Teaching



At HEIs, the university or college delivers the pedagogy of teaching. This is supplemented by at least two placements in schools, where trainees put theory into practice. Successful trainees on the postgraduate route are awarded QTS and a postgraduate certificate in education (PGCE). Teaching is a graduate profession in England, and non-graduate trainees can gain a degree and QTS together on a three- or four-year undergraduate course at an HEI.

On a school-led route, trainees are placed within a school from the first day of training, receiving practical, hands-on teacher training delivered by experienced, practicing teachers. Most school-led routes also include a PGCE, as some school-led providers will pair with an HEI to deliver training and academic qualification.

The Department for Education (DfE) uses the Teacher Supply Model (TSM) to estimate the number of postgraduate trainees required in England in each subject and phase (primary or secondary) for each

³ The award of QTS can be made without a trainee undertaking a programme of ITT in certain circumstances; for example, suitably qualified teachers from overseas or experienced teachers without QTS returning to the workforce.

⁴ Teach First is a charity working to end educational inequality. It provides the Leadership Development Programme (LDP) which offers training, coaching and work experience and a PGCE.

academic year. The TSM estimates how many Newly Qualified Teachers (NQTs) are needed to maintain the stock of qualified teachers, taking into account for example, projections of pupil population, the effect of new policies, and estimates of teacher flows.

The number of NQTs needed is scaled up to account for trainees who do not complete their training and trainees who do not go on to secure teaching employment. This figure is used to calculate the total number of postgraduate ITT places needed⁵.

The National College for Teaching and Leadership (NCTL) made changes to the way ITT places are allocated in academic year 2016 to 2017. The department did not, as in previous years, allocate a specific number of places to individual organisations for postgraduate ITT courses; instead, eligible schools and ITT providers were able to recruit (within controls on some subjects) as many trainees as they felt they needed, until a national limit was reached.

This publication focuses on postgraduate trainees, as this reflects the methodology of the TSM for academic year 2016 to 2017.

Information on undergraduates is provided in the supporting tables.

⁵ The 2016/17 TSM along with model user guides are available at www.gov.uk/government/publications/teacher-supply-model

2. New entrants to initial teacher training courses

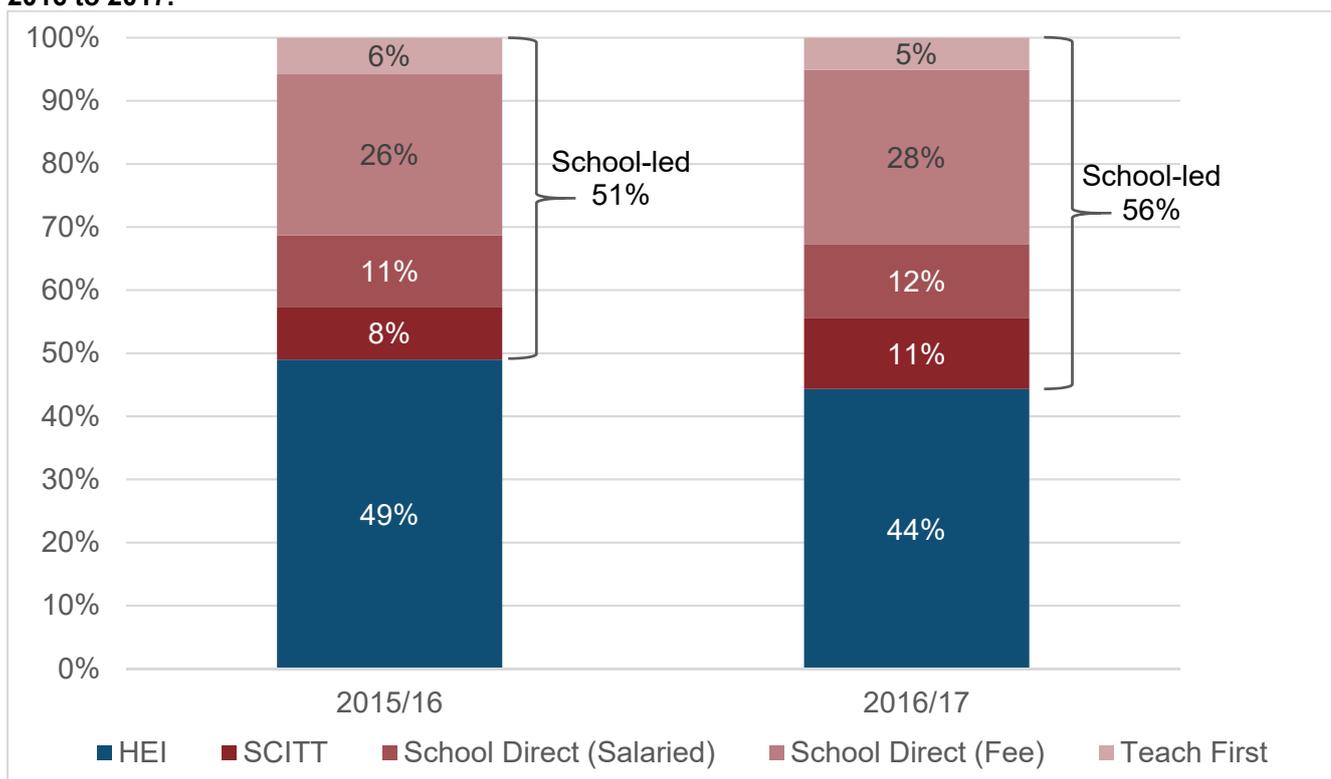
There were 27,229 new entrants to postgraduate ITT courses in the academic year 2016 to 2017. Of these, 27,053 were actual new entrants and 176 were forecast trainees (i.e. those expected to start after the point at which these statistics were collected).

The Teacher Supply Model (TSM) estimated that, in the academic year 2016 to 2017, England needed 12,541 postgraduate trainees to begin training in secondary EBacc subjects, 5,146 postgraduate trainees in secondary non-EBacc subjects, and 11,489 trainees in primary. The ITT census shows that we recruited 11,853 postgraduate trainees in secondary EBacc subjects, 3,860 postgraduate trainees in secondary non-EBacc subjects, and 11,516 in primary. When taken together, secondary EBacc subjects recruited 95 per cent of the TSM target, secondary non-EBacc subjects recruited 75 per cent, and primary recruited 100 per cent.

The total number of postgraduate new entrants on school-led routes (excluding forecast trainees) is 15,061 in the academic year 2016 to 2017, making up 56 per cent of the total. This comprises 3,057 in SCITTs; 7,470 on School Direct (Fee) routes; 3,159 on School Direct (Salaried) routes, and 1,375 on the Teach First programme.

Compared with the previous academic year, there was an increase in the proportion of new entrants to school-led routes – from 51 per cent in academic year 2015 to 2016 to 56 per cent in academic year 2016 to 2017. The proportion of postgraduate new entrants to HEIs fell from 49 per cent to 44 per cent between the two academic years, as Figure 2 details. In 2016 to 2017, there were 11,992 new entrants to the postgraduate HEI route.

Figure 2: Proportion of new entrants to initial teacher training by route, for academic years 2015 to 2016 and 2016 to 2017.



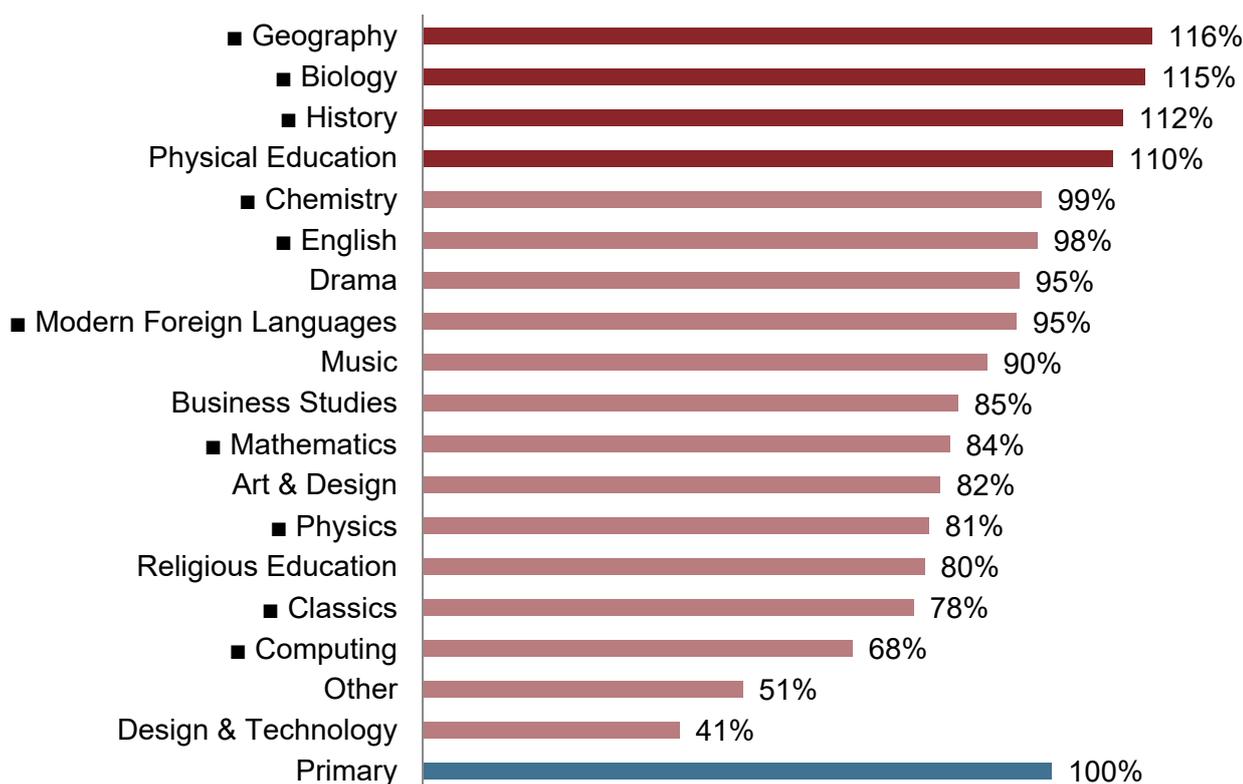
There were also a further 5,195 new entrants starting an undergraduate ITT programme at HEIs in the academic year 2016 to 2017.

3. New entrants to postgraduate initial teacher training by subject

Figure 3 shows that recruitment, relative to the TSM target, was more successful in some subjects than others. The target was exceeded in Geography (which recruited 116 per cent of the TSM target), Biology (115 per cent), History (112 per cent) and Physical Education (110 per cent). For other secondary subjects, there were fewer trainees recruited than required by the TSM; the least successful were Computing (68 per cent), 'Other'⁶ (51 per cent), and Design & Technology (41 per cent).

These figures include forecast trainees.

Figure 3: New entrants to postgraduate initial teacher training by subject, as a proportion of TSM targets, 2015/16⁷



Compared to academic year 2015 to 2016, there were 532 fewer new entrants to postgraduate ITT in academic year 2016 to 2017 (27,761 and 27,229 respectively). The combined TSM target also dropped by a similar magnitude (611) over the same period. Moreover, in academic year 2015 to 2016, there was a significant over-recruitment to primary. In academic year 2016 to 2017, there were 1,062 fewer new entrants to primary than in the previous academic year, but there were still enough to meet the TSM target. For secondary subjects, when taken collectively, there was a higher recruitment performance (89 per cent in academic year 2016 to 2017, and 82 per cent in academic year 2015 to 2016).

The TSM targets change each year, to reflect the changing future demand for teachers in England. Figure 4 shows a comparison between the number of new entrants, and performance against the TSM target, for academic years 2015 to 2016 and 2016 to 2017.

In summary, the subjects with the largest changes between the two years were:

- Geography – from 83 per cent in academic year 2015 to 2016 to 116 per cent of the TSM target in academic year 2016 to 2017 (increase of 33 percentage points, against an unchanged target)

⁶ 'Other' includes Dance, Social Studies, Psychology and Economics.

⁷ ■ indicates an EBacc subject

- Biology – from 90 per cent to 115 per cent (increase of 25 percentage points, against an unchanged target)
- Mathematics – from 95 per cent to 84 per cent (the number of teachers recruited increased by 6 per cent but the target increased by 20 per cent leading to an 11 percentage point decrease in recruitment against target)
- Primary – from 112 per cent to 100 per cent (decrease of 12 percentage points, against a target that has increased by 2 per cent)

As the TSM targets change each year, it is important to consider the number of new entrants to ITT alongside the proportion this represents against the TSM target. For example, as we can see above, Primary had the largest decrease in new entrants (both in absolute terms and as a proportion of the TSM target); however, this reduction reflected the target being exceeded in the previous year, and being met in the latest year.

Figure 4: New entrants to postgraduate initial teacher training by subject compared to the mid-point of the TSM, 2015/16 and 2016/17^{8,9}

Subject	2015/16r			2016/17p		
	Recruited	Target	Contribution to target	Recruited	Target	Contribution to target
■ Mathematics	2,452	2,581	95%	2,605	3,102	84%
■ English	2,370	2,253	105%	2,207	2,253	98%
■ MFL ¹⁰	1,392	1,583	88%	1,487	1,583	94%
■ Biology	1,058	1,178	90%	1,356	1,178	115%
■ Physics	740	1,055	70%	851	1,055	81%
■ Chemistry	985	1,053	94%	1,038	1,053	99%
■ History	918	816	113%	910	816	112%
■ Geography	642	778	83%	904	778	116%
■ Computing	504	723	70%	495	723	68%
Other	902	1,777	51%	808	1,285	63%
Design & Technology ¹¹	513	1,279	40%	423	1,034	41%
Physical Education	1,235	1,227	101%	1,098	999	110%
Art	506	794	64%	522	633	82%
Religious Education	413	650	64%	435	544	80%
Music	353	481	73%	359	399	90%
Business Studies	200	313	64%	215	252	85%
Total Secondary	15,183	18,541	82%	15,713	17,687	89%
Primary	12,578	11,245	112%	11,516	11,489	100%
Total	27,761	29,787	93%	27,229	29,176	93%

⁸ 'r' refers to data revised in this publication. 'p' refers to provisional data. See methodology for further details.

⁹ ■ indicates an EBacc subject

¹⁰ Modern Foreign Languages here includes Classics for comparability between the two years.

¹¹ Design & Technology includes Food.

4. Qualifications of new entrants

The class of the undergraduate degree¹² held by new entrants to postgraduate programmes provides one measure of the quality of new entrants. Degree classes are used to make both in-year and between-year comparisons across training routes and subjects. The figures below refer to the subject of ITT and not the subject of the degree held. Comparisons over time should be treated with caution as the data prior to academic year 2015 to 2016 did not include Teach First trainees.

New entrants to initial teacher training are highly qualified

74 per cent of new entrants on postgraduate programmes held a first class or 2:1 degree. This is a similar proportion to academic year 2015 to 2016 (75 per cent).

In the academic year 2016 to 2017; 18 per cent of new postgraduate entrants to ITT had first class degrees; the same proportion as in academic year 2015 to 2016.

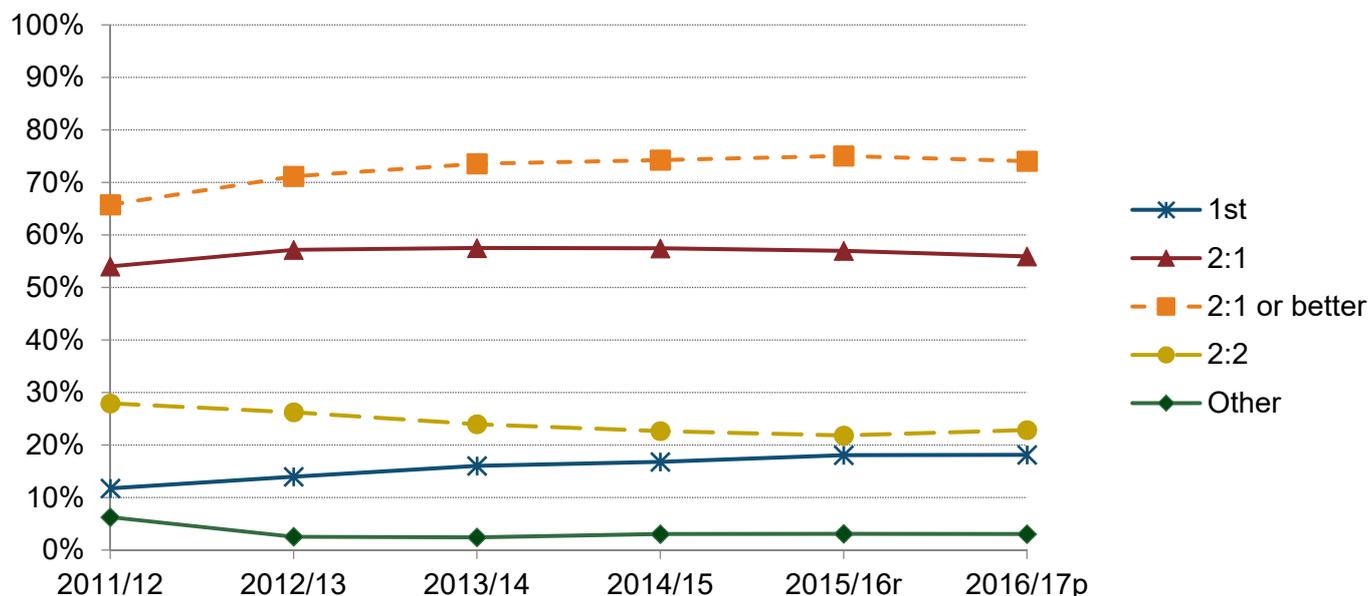
Over the last 6 years, there has been a trend towards more new entrants with a degree class of 2:1 or better. This trend is similar to the overall pattern of class improvement for all first degrees awarded each year across the UK¹³, but ITT has attracted a higher proportion of graduates with a 2:1 or above than the UK average, in each academic year.

In academic year 2012 to 2013, 68 per cent of UK graduates were awarded a 2:1 or better, compared to 71 per cent of new entrants to ITT. In academic year 2014/15 (latest available data on UK graduates), 72 per cent achieved a 2:1 or better, whereas the equivalent proportion for new entrants to ITT was 74 per cent.

Qualifications of new entrants by route

The proportion of new entrants holding a 2:1 or higher classified degree varies by route, but so do the characteristics of trainees on each route (see chapter 5). Direct comparisons between routes should therefore be treated with caution. Overall, new entrants on Teach First programmes had the highest percentage of both first class and 2:1 degrees (22 and 74 per cent respectively). 18 per cent of those on a School Direct (Fee) course held a first class degree, and 56 per cent held a 2:1. This compares with 16 per cent with a first class and 51 per cent with a 2:1 degree for School Direct (Salaried) routes.

Figure 5: Trends in qualifications of postgraduate new entrants to initial teacher training



¹² For this publication we cannot separate degrees taken in the UK and those taken abroad. Degrees taken refers to all degrees from the UK and abroad.

¹³ Figures are available from HESA for [academic years 2010/11 to 2014/15](#) (Statistical First Release 224, Table 11)

5. Characteristics of new entrants

The census provides information on the demographic characteristics of trainees, including age, gender, ethnicity and disability. The information below focuses on postgraduate trainees and excludes forecast trainees (as this information is not known), and trainees where this information was refused or not provided.

32 per cent of new entrants to postgraduate ITT were male, but this differed between Primary and Secondary subjects.

The proportion of new entrants to postgraduate primary programmes who are male is 20 per cent; this has decreased slightly over recent years (from 22 per cent in 2015/16 and 2014/15 and 23 per cent in 2013/14 and 2012/13). There is a higher proportion of male entrants to primary School Direct (Salaried) routes (23 per cent) than to SCITTs (21 per cent), School Direct (Fee) routes (20 per cent), HEI-led programmes (19 per cent), and to Teach First (17 per cent).

There was much less variation in the gender breakdown of new entrants to postgraduate secondary programmes, with 40 per cent overall being male. Again this varied by route, with 40 per cent of trainees on School Direct (Salaried) programmes being male, compared with 42 per cent on HEI-led programmes and SCITTs, 38 per cent on School Direct (Fee), and 35 per cent on the Teach First route.

Figure 6: Demographics of people entering postgraduate initial teacher training in the academic year 2016 to 2017 (Primary and Secondary combined)

	Male	Aged under 25	Minority ethnic group	Declared disability
Postgraduate total:	32%	53%	15%	9%
Higher Education Institutions	33%	61%	19%	11%
School Centred ITT	33%	48%	8%	7%
School Direct (Fee)	31%	51%	10%	8%
School Direct (Salaried)	31%	20%	15%	6%
Teach First	30%	73%	16%	9%

The overall proportion of postgraduate trainees who said they belonged to a minority ethnic group was 15 per cent in the academic year 2016 to 2017. The proportion varied by route with 19 per cent of trainees on postgraduate HEI routes reporting to be from a minority ethnic group, compared to 8 per cent for SCITTs.

The overall proportion of postgraduate new entrants who declared a disability was 9 per cent in the academic year 2016 to 2017.

6. Qualified teachers from overseas

This section provides new information on qualified teachers from overseas who have been awarded QTS in England. Professional recognition and the award of QTS, with no requirement for further training, is possible for two groups of overseas trained teachers: those fully qualified in the European Economic Area (EEA), including Switzerland, and, since 2012, those fully qualified in Australia, Canada, New Zealand and United States¹⁴.

Outside of these groups experienced teachers from overseas are allowed to teach unqualified in maintained schools for a 4-year period of grace while they achieve QTS by another route.

Obtaining QTS does not necessarily mean that qualified teachers from overseas are currently teaching in England.¹⁵

European Economic Area

The European Economic Area (EEA) provides for the free movement of persons, goods, services and capital within the internal market of the European Union (EU) between its 28 member states, as well as three of the four member states of the European Free Trade Association (EFTA)¹⁶. Switzerland is also included in the free movement directive for professional recognition.

There were 4,795 QTS awards made to qualified teachers from the EEA in financial year 2015 to 2016 (latest available data). This represents a 10% increase from financial year 2014 to 2015, where the number of QTS awards was 4,351.

The EEA countries of origin with more than 10 per cent of the total number of QTS awards made to EEA countries in financial year 2015 to 2016 were:

- Spain – 1,977 QTS awards (4 per cent increase from financial year 2014 to 2015)
- Greece – 572 QTS awards (46 per cent increase from financial year 2014 to 2015)
- Poland – 545 QTS awards (6 per cent decrease from financial year 2014 to 2015)

The number of fully qualified teachers from each EEA country awarded QTS is available in Table 8 of the supplementary tables.

Other countries outside the EEA

The number of QTS awards made to teachers from outside the EEA (Australia, Canada, New Zealand and the USA) was 2,031 in financial year 2015 to 2016. This is a 27 per cent increase from financial year 2014 to 2015, where the number of QTS awards was 1,598.

These 2,031 QTS awards are distributed between the non-EEA countries as follows:

- Canada – 765 QTS awards (25 per cent increase from financial year 2014 to 2015)
- Australia – 639 QTS awards (22 per cent increase from financial year 2014 to 2015)
- USA – 379 QTS awards (51 per cent increase from financial year 2014 to 2015)
- New Zealand – 248 QTS awards (16 per cent increase from financial year 2014 to 2015)

¹⁴ QTS awards are made only to fully qualified teachers who trained in the EEA, under the terms of Council Directive 2005/36/EC. Teachers who trained outside the EEA must have their qualifications recognised by an EEA member state and must have 3 years of experience in that state to be eligible to apply for QTS in England. Teachers from Australia, Canada, New Zealand and United States must be fully qualified and eligible to teach permanently in the country in question. This must be documented from the recognised authority in that state. There is [further information on the award of QTS](#) on our webpage.

¹⁵ There are a number of reasons that individuals may obtain QTS in England and not teach in England. For example, some countries may have a policy to award a salary enhancement to teachers with QTS.

¹⁶ Iceland, Liechtenstein and Norway.

7. Methodology

Data Collection

The initial teacher training census is collected annually and counts trainees registered on a course on the second Wednesday in October. For the academic year 2016 to 2017 this was Wednesday 12 October 2016. The collection remained open until 28 October 2016 to allow providers time to input and check their records.

The provisional data for the academic year 2016 to 2017 were extracted on 1 November 2016, for both the forecast and actual trainees. The data presented in this report is provisional - updates are taken in January and July following the census and data are finalised in the November report the following year. This release includes finalised data for the academic year 2015 to 2016 which entails some minor revisions to previously published information. A time-series back to the academic year 2012 to 2013 with final data has been provided alongside this publication, in the supporting tables.

For the academic year 2016 to 2017 we received data from 242 providers. There were 171 SCITTs and 71 HEIs. All data were signed off by providers.

Coverage

The initial teacher training census covers England.

Confidentiality

The National Statistics Code of Practice requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the Department for Education protect confidentiality. An asterisk (*) indicates that a figure has been suppressed due to small numbers. Values of 5 or less, or proportions based on values of 5 or less are suppressed. Some additional figures have also been suppressed to prevent the possibility of a suppressed figure being revealed. This suppression is consistent with the [Departmental statistical policy](#).

Quality assurance

Data are filled in and summary reports are checked and signed-off by providers. The publication team carry out a number of additional checks and data validations throughout the data entry process. After the data were extracted on 1 November 2016 they were validated, checked and signed off by the publication team leader.

Inclusion in the census

The census combines individual level data on actual registrations with returns for the number of forecast trainees by subject. Teach First were first included in academic year 2015 to 2016 and are included this year (because these trainees are now included in the TSM).

We apply filters to ensure we capture only valid trainees:

- Trainees were in their first year
- Trainees were “actual” on census date (the record was signed off and not marked as draft)
- Trainees were on a course on or before 12 October 2016
- Trainees started in the academic year 2016 to 2017 (which started on 1 August 2016)
- Trainees were on a course that leads to QTS
- Trainees were not excluded (see below)

Trainees excluded from this report

There are a number of groups excluded from this analysis who may be working towards QTS. The figures presented in this report exclude those on:

Assessment Only (AO)	This route is for experienced teachers with a degree and those with a teaching qualification from different countries, who have not yet received qualified teacher status in England. It allows teachers to do the necessary assessment and skills tests to qualify for qualified teacher status. They are deemed to be already in the workforce and therefore are not counted in the TSM target.
Non-supported	This includes overseas trainees not entitled to UK financial support; trainees on the School Direct Salaried route undertaking a non-NCTL funded subject and/or employed at a private school; or in situations when a School Direct Salaried trainee is undertaking a subject that would normally be funded by NCTL, but the provider is funding the trainee themselves outside of their NCTL allocated ITT places. Please note however, that Self-funded trainees are included in Chapter 6 (Qualified Teachers from Overseas).
Troops to Teachers	Two-year Troops to Teachers courses are for people who are, or have been, in the armed forces. This undergraduate route leads to QTS and a degree qualification.

Teacher Supply Model

The Teacher Supply Model allows users to employ scenario testing within the model itself to examine the impact of different scenarios on the outputs of the model. This includes varying pupil projections, Pupil-Teacher Ratios (PTRs), and projected teacher wastage rates. As part of the published model outputs, 'high' and 'low' estimates are presented alongside the 'central' values - only the central estimates were used by NCTL for allocations modelling purposes and for modelling by the department related to ITT financial incentives.

The central estimates are calculated using the most robust teacher supply modelling data that the Department holds and are the department's best estimate of teacher trainee requirements. The high and low estimates were derived using scenario testing within the model to illustrate the most extreme high/low ITT place values to provide context of the potential impact of the scenario testing capability. They are not ITT place ranges or a measure of accuracy of the TSM, but for the purposes of the allocations process these are considered as being the upper and lower bounds of the TSM outputs.

The academic year 2016 to 2017 NCTL allocations were calculated by the TSM covering the same period (the 2016/17 TSM). The model and model user guide can be obtained at the following link: www.gov.uk/government/publications/teacher-supply-model.

The 2016 to 2017 TSM estimated that 29,176 postgraduate training places were required in the 2016 to 2017 academic year in England to meet the needs of the state-funded schools sector.

Database of Qualified Teachers

The source of information in Chapter 6 (Qualified teachers from overseas) is the Database of Qualified Teachers (DQT). This is the central record of teachers who have been awarded qualified teacher status (QTS) in England. Three categories of overseas trained teachers appear in the DQT:

- Teachers who have qualified in countries within the EEA can have their existing professional status recognised and be awarded QTS in England – these staff appear in the DQT as 'Qualified Teacher: Under the EU Directive'.
- Since 2012, teachers who qualified in the USA, Canada, Australia or New Zealand are eligible to have their existing teaching qualifications recognised for the award of QTS – these staff appear in the DQT as 'Qualified Teacher: By virtue of overseas qualifications'.
- Before 2012 there was a specific Overseas Trained Teacher (OTT) route for all teachers qualified outside the EEA. Teachers who qualified via this route are identifiable in the DQT record. However,

because these teachers completed ITT in England, their country of origin for purposes of qualification is properly given in the DQT as England; therefore, although they can be identified as a group it is not possible to determine which overseas countries they arrived from.

8. Annex: Early years initial teacher training

Experimental statistics

Experimental statistics are new official statistics that are undergoing evaluation. The statistics in this annex are being published as experimental statistics in order to involve users and stakeholders in their development and as a means to further improve the use of data in the future.

Background

Early years initial teacher training (EYITT) provides specialist training covering the education and care of children from birth to the age of five. It equips early years teachers with the general skills, knowledge and experience to deliver quality provision and to support the practice of other staff. Training is delivered by accredited ITT providers¹⁷, and applicants must pass professional skills tests in literacy and numeracy before the start of their course. EYITT has the same entry requirements as primary teacher training¹⁸ and trainees must meet a robust set of Teachers' Standards (Early Years).

Successful EYITT trainees are awarded Early Years Teacher Status (EYTS). They are not eligible for the award of Qualified Teacher Status (QTS) at the end of their course.

Early years is distinct from Primary education. To become a qualified Primary teacher, a trainee would need to undertake a non-early years ITT course leading to the award of QTS. Individuals with EYTS are, therefore, not able to lead classes in a maintained¹⁹ nursery or school, unless they also hold QTS. Early years teachers can lead teaching in all other early years settings.

There are several routes leading to the award of EYTS. Trainees can undertake an undergraduate course, which allows them to earn a degree in an early childhood related subject and EYTS, normally over a three-year period full-time. Postgraduate routes are available only for trainees who have a degree, and normally run for one year-full time. Postgraduate EYITT can be undertaken through the graduate entry route (which includes the early years School Direct route) or the graduate employment based route. Routes for EYITT are summarised in Figure 8.

Trainees can also undertake an assessment only route to earn EYTS. This is designed for graduates with experience of working with children from birth to five, who are able to demonstrate the Teacher's Standards (Early Years) without further training; for example, overseas trained early years teachers.

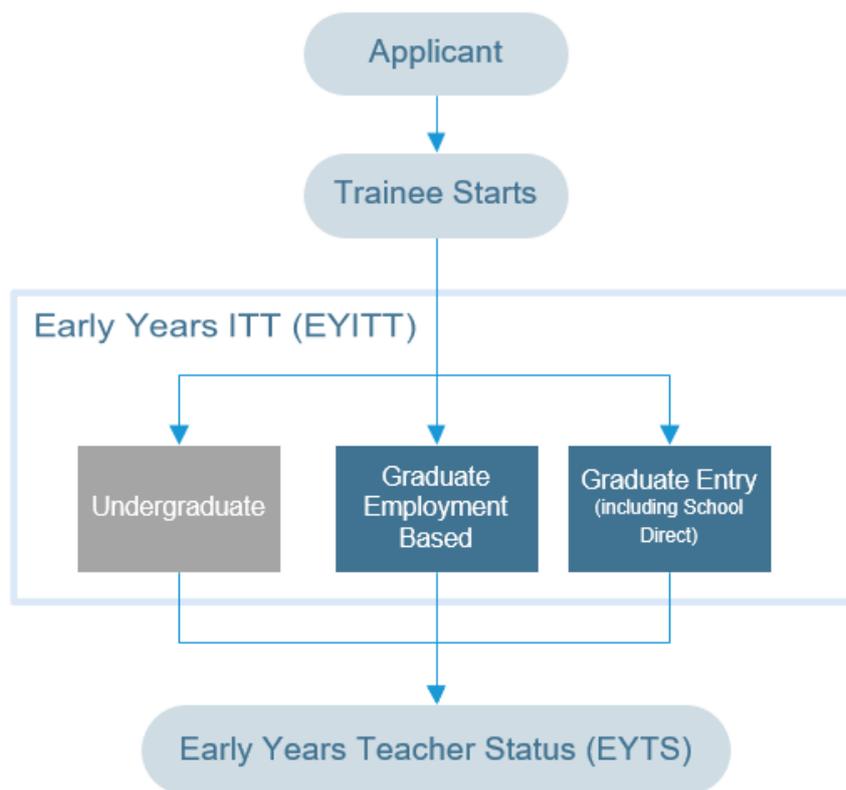
The assessment only route is not included in this publication.

¹⁷ Providers graded by the Office for Standards in Education, Children's Services and Skills (Ofsted) as 'requires improvement', or a lower quality, cannot provide EYITT.

¹⁸ Candidates must have achieved a GCSE grade C (or equivalent) in English, mathematics, and a science subject and hold a degree (level 6) from a UK HEI or equivalent qualification (unless undertaking the undergraduate route).

¹⁹'Maintained' refers to schools or nurseries where funding and oversight is provided through the local authority.

Figure 8: Early years initial teacher training routes



Data collection and quality

Prior to academic year 2015 to 2016, various systems were used to collect information about EYITT trainees. These systems were developed primarily as a mechanism to collect and store data in a repository, rather than to drive the production of high quality statistics. The department has made substantial changes in recent years to professionalise data collection and analysis, and initially focused on improving and standardising data collection for core programmes (such as ITT leading to QTS) before moving to other programmes of work such as EYITT. As such, it has taken time to complete these improvements, which were tested for EYITT data collection in academic year 2015 to 2016 and fully implemented in academic year 2016 to 2017.

For academic year 2015 to 2016, the department tested a new data collection approach, using similar collection methods as non-early years ITT data collection. As such, there was a period of transition between the old collection methods and the new data management system (DMS).

Recognising that time is required to adjust to new systems, coding schemas and definitions, the department encouraged providers to input data into the DMS, but did not require them to sign-off data returns for academic year 2015 to 2016. In academic year 2016 to 2017 the Department moved the system to being mandatory.

Therefore, we are now able to produce experimental statistics for new entrants to EYITT in academic year 2016 to 2017, for the first time²⁰.

²⁰ Any figures about new entrants to EYITT published or quoted before academic year 2016 to 2017 were not produced according to Official Statistics standards, were not subject to a rigorous quality assurance process, and did not follow a comparable methodology; therefore, they cannot be verified, replicated or compared.

New entrants to EYITT in academic year 2016 to 2017

There were 654 new entrants to EYITT in academic year 2016 to 2017. Of these, a small number (less than 5) were forecast trainees (those expected to start after the point at which these statistics were collected).

606 new entrants (93 per cent) started on a postgraduate route, with the remaining 48 trainees (7 per cent) starting on an undergraduate route.

Of the postgraduate trainees, 460 (76 per cent) started on the graduate employment based route, and 146 (24 per cent) started on the graduate entry route.

Figure 9: New entrants to early years initial teacher training, by level of entry and route, academic year 2016 to 2017 (including forecast trainees)

New entrants to EYITT	
Postgraduate	606
<i>of which,</i>	
<i>Graduate Entry²¹</i>	146
<i>Graduate Employment Based²²</i>	460
Undergraduate	48
Total	654

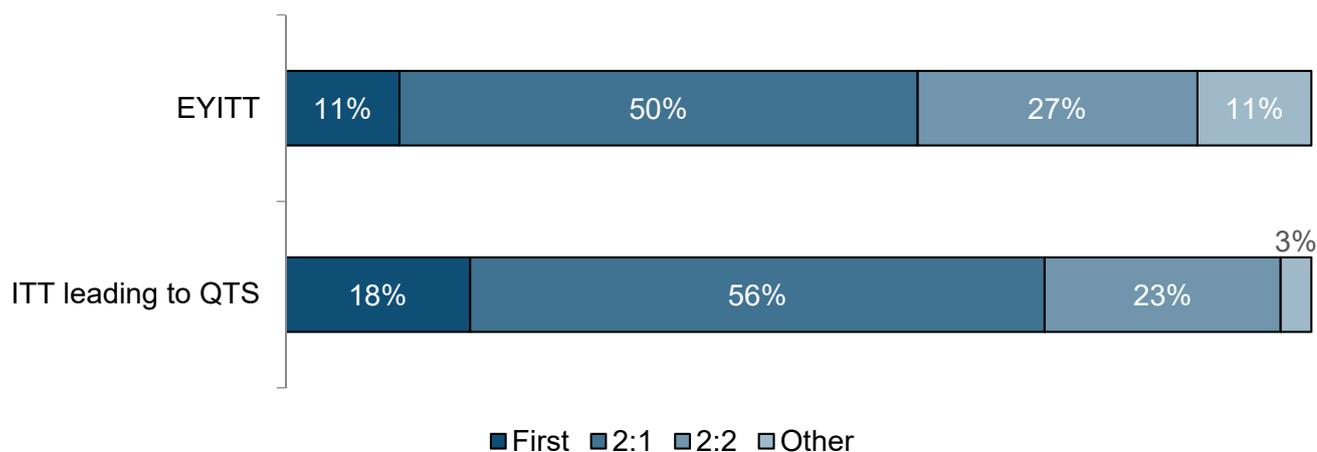
Qualifications of new entrants to postgraduate early years ITT²³

62 per cent of new entrants to postgraduate EYITT held a 2:1 or higher degree class.

The majority of new entrants (50 per cent) held a 2:1 class. Of the remaining, 27 per cent held a 2:2, 11 per cent held a first class degree, and 11 per cent had other classifications.

Figure 10 shows a comparison of degree class between postgraduate new entrants to EYITT and postgraduate entrants to ITT leading to QTS, for academic year 2016 to 2017. The proportion of new entrants to EYITT who hold a first class degree (11 per cent), or a 2:1 degree (50 per cent) is less than the equivalent proportions of new entrants to ITT leading to QTS (18 and 56 per cent respectively). The two systems are very different and there are many reasons why these differences may occur.

Figure 10: Undergraduate degree classifications of postgraduate new entrants to early years initial teacher training, and postgraduate new entrants to initial teacher training leading to QTS, academic year 2016 to 2017



²¹ Graduate Entry includes the School Direct (early years) route and a small number (less than 5) forecast trainees.

²² Graduate Employment Based includes a small number (less than 5) forecast trainees

²³ Excluding new entrants whose degree classification is unknown, and forecast trainees.

Characteristics of new entrants to postgraduate early years ITT

4 per cent of new entrants to postgraduate EYITT in academic year 2016 to 2017 were male. This compares to 32 per cent of postgraduate new entrants to ITT leading to QTS in the same year. There was a lower proportion of new entrants aged under 25 to EYITT (29 per cent) than to ITT leading towards QTS (53 per cent).

There was also a smaller proportion of new entrants to EYITT who said they belonged to a minority ethnic group, or who said they were disabled, than new entrants to ITT leading to QTS, as Figure 11 details.

Figure 11: Demographics of postgraduate new entrants to early years initial teacher training, and postgraduate new entrants to initial teacher training leading to QTS, academic year 2016 to 2017^{24,25}

	EYITT	<i>ITT leading to QTS</i>
Male	4%	32%
Aged under 25	29%	53%
Minority ethnic group	11%	15%
Declared disability	6%	9%

²⁴ Proportions exclude 'unknown' cases, forecast trainees and where information was refused.

²⁵ Undergraduates not reported due to low numbers.

9. Accompanying tables

The following tables are available in Excel format on the [department's statistics website](#).

National tables

Table 1	Provisional data on PG ITT new entrants (including forecast new entrants) and training places by subject
Table 1a	Provisional data on ITT new entrants (including forecast new entrants) and training places by subject and route
Table 1b	PG ITT new entrants and training places time series by target and phase
Table 1c	PG ITT new entrants by subject and target (detailed breakdown), revised
Table 2	Provisional data on PG ITT new entrants by subject, degree class and route
Table 2a	Provisional data on PG ITT new entrants percentages by subject, degree class and route
Table 2b	PG ITT new entrants time series by degree class
Table 3	Provisional data on ITT new entrants by subject and gender
Table 3a	Provisional data on ITT new entrants by phase, gender and route
Table 3b	ITT new entrants time series by phase and gender
Table 4	Provisional data on ITT new entrants by ethnic group and route
Table 4a	ITT new entrants time series by ethnic group
Table 5	Provisional data on ITT new entrants by age group (as at 12/10/2016) and route
Table 5a	ITT new entrants time series by age group
Table 6	Provisional data on ITT new entrants by disability status and route
Table 6a	ITT new entrants time series by disability status
Table 7	Revised data on ITT new entrants and training places by subject and route
Table 8	QTS awards made to qualified teachers from the EEA under EU Directive 2005/36/EC time series
Table 8a	QTS awards in England for overseas trained teachers (excluding EEA) time series

Provider-level tables

Table 9	Provisional data on ITT new entrants at provider level by region and route
Table 9a	Provisional data on ITT new entrants at provider level by trainee characteristics
Table 9b	Provisional data on ITT new entrants at provider level by route
Table 9c	Provisional data on PG ITT new entrants at provider level by subject

When reviewing the tables, please note that the location of the provider is used to generate the region variable. This does not necessarily correspond to the location of the training, or where trainees go on to teach.

10. Further information

[Further initial teacher training \(ITT\) statistics](#), including previous years, are available on our website.

11. Abbreviations

AO	Assessment Only
BME	Black or Minority Ethnic
DfE	Department for Education
DQT	Database of Qualified Teachers
EBacc	English Baccalaureate
EEA	European Economic Area
EFTA	European Free Trade Association
EU	European Union
EYITT	Early Years Initial Teacher Training
HEI	Higher Education Institution
ITT	Initial Teacher Training
LDP	Leadership Development Programme (Teach First)
MFL	Modern Foreign Languages
NCTL	National College for Teaching and Leadership
NQT	Newly Qualified Teacher
OTT	Overseas Trained Teacher
PG	Postgraduate
PGCE	Postgraduate Certificate in Education
QTS	Qualified Teacher Status
SCITT	School Centred Initial Teacher Training
SFR	Statistical First Release
TSM	Teacher Supply Model

12. Official Statistics

The United Kingdom Statistics Authority has designated these statistics as Official Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics. Early years initial teacher training figures contained in the annex are published as 'experimental statistics' as data are undergoing evaluation and remain subject to further testing in terms of their reliability and ability to meet user-needs.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as Official Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

13. Get in touch

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