

SB 30/2013

21 March 2013

## Initial Teacher Training in Wales, 2011/12

This bulletin provides information about students on courses of Initial Teacher Training (ITT) leading to Qualified Teacher Status (QTS) in 2011/12. It mainly focuses on information about students on courses provided through higher education institutions (HEIs) in Wales.

Following an internal assessment and a subsequent review, published in 2006, the Welsh Government has been reducing the number of new entrants to ITT courses to better meet the needs of maintained schools in Wales.

In 2011/12, numbers were again reduced, compared with 2010/11, from 755 to 750 for Primary phase and from 1,045 to 1,030 for Secondary phase. Primary phase undergraduate courses were reduced from 330 to 300, whilst postgraduate intake targets were increased from 425 to 450; secondary phase undergraduate courses decreased from 100 to 95, and postgraduate courses were reduced from 945 to 935. These figures do not include an additional 25 postgraduate secondary places at the Open University.

There are alternative employment-based routes to obtaining QTS but these are not covered in this bulletin. The data included here are taken from the Higher Education Statistics Agency's (HESA) Student Record. Unless otherwise stated, comparisons are with 2010/11 figures.

### Key points

- There has been a year on year decline in first year enrolments on ITT courses in Wales in recent years, but this must be viewed in the context of the policy to reduce the number of new entrants to ITT courses.
- There were 1,760 first year enrolments on ITT courses in Wales, one per cent lower than in 2010/11 and 24 per cent lower than in 2005/06.
- The number of first year Welsh domiciled students enrolled on ITT courses in Wales fell by two per cent to 1,400 in the past year. There was a two per cent increase in enrolments from outside Wales.
- 80 per cent of first year students on ITT courses in Wales were Welsh domiciled, the same proportion as in 2010/11 and five percentage points higher than in 2005/06.
- The number of students completing ITT courses in Wales was five per cent lower than in 2010/11. Of these completers, 13 per cent completed a course that either enabled them to teach bilingually or led to a formal certificate of bilingual education.

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## **Policy context**

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

[Welsh Government: ITT Provision Report](#)

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

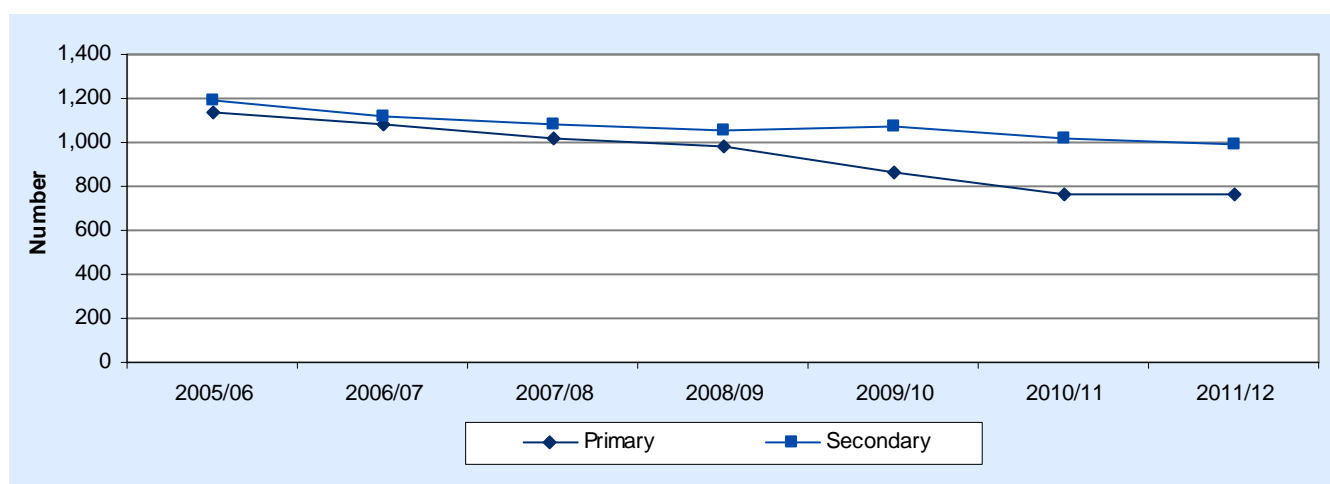
[National Assembly for Wales: Statement on ITT Restructuring](#)

The intake targets set by the Welsh Government are notified to the Higher Education Funding Council for Wales (HEFCW). HEFCW allocates the total intake figures, varying the figures within agreed limits if necessary, to individual institutions. Further details can be found on the HEFCW website at:

[HEFCW: Intake Targets](#)

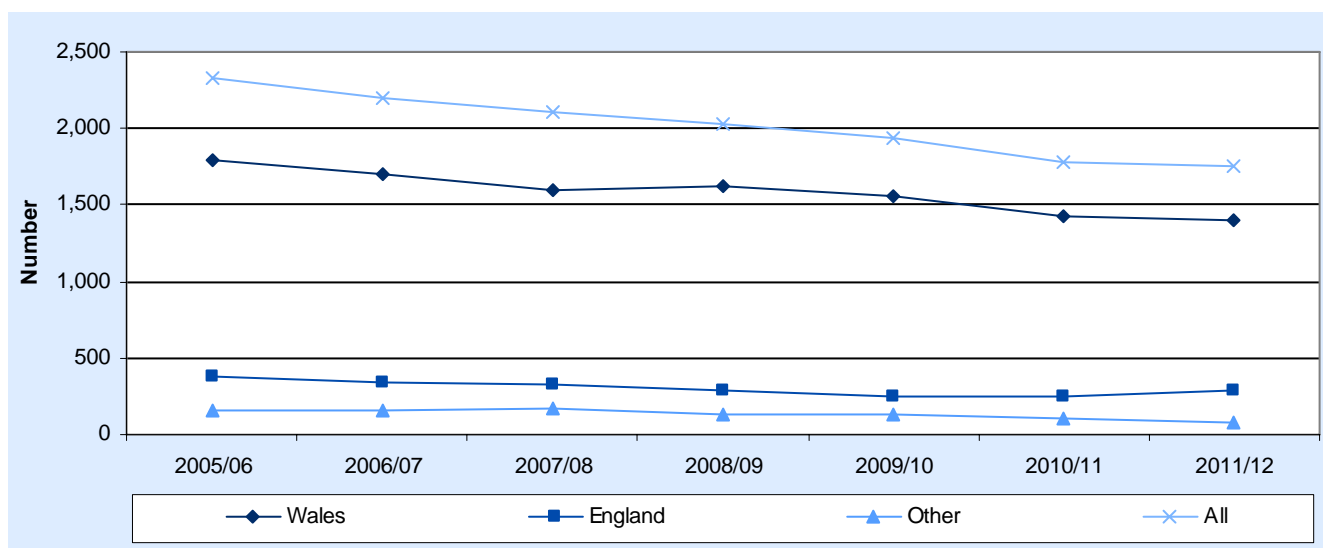
## **Section A: ITT students and qualifiers from Welsh HEIs**

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



- Between 2010/11 and 2011/12, first year enrolments on Primary phase courses in Wales remained unchanged at 765, after an 11 percent decrease in the previous year (*Table A.1*).
- Enrolments on Secondary phase courses decreased by two per cent to 995, after a six per cent decrease in the previous year (*Table A.1*).

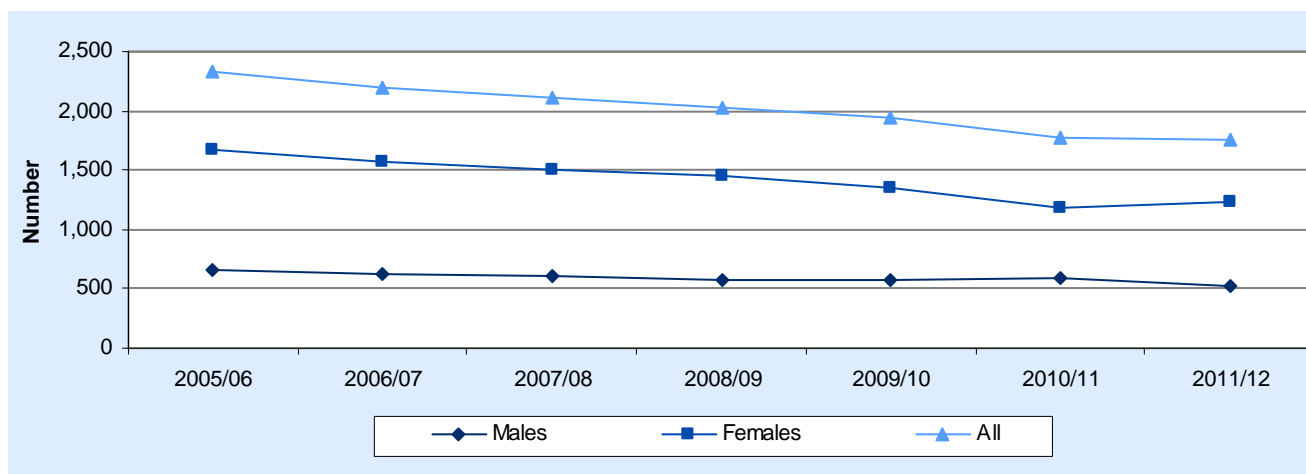
**Chart A.2: First year ITT students in Wales, by country of domicile (a)**



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

- The number of all first year enrolments on ITT courses (1,760) was one per cent lower than the previous year and 24 per cent lower than in 2005/06. (*Table A.2*).
- The number of first year Welsh domiciled students enrolled on ITT courses in Wales decreased by two per cent, while enrolments from outside of Wales increased by two per cent. (*Table A.2*)
- 80 per cent of first year ITT students were Welsh domiciled and 16 per cent were English domiciled. (*Table A.2*)

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

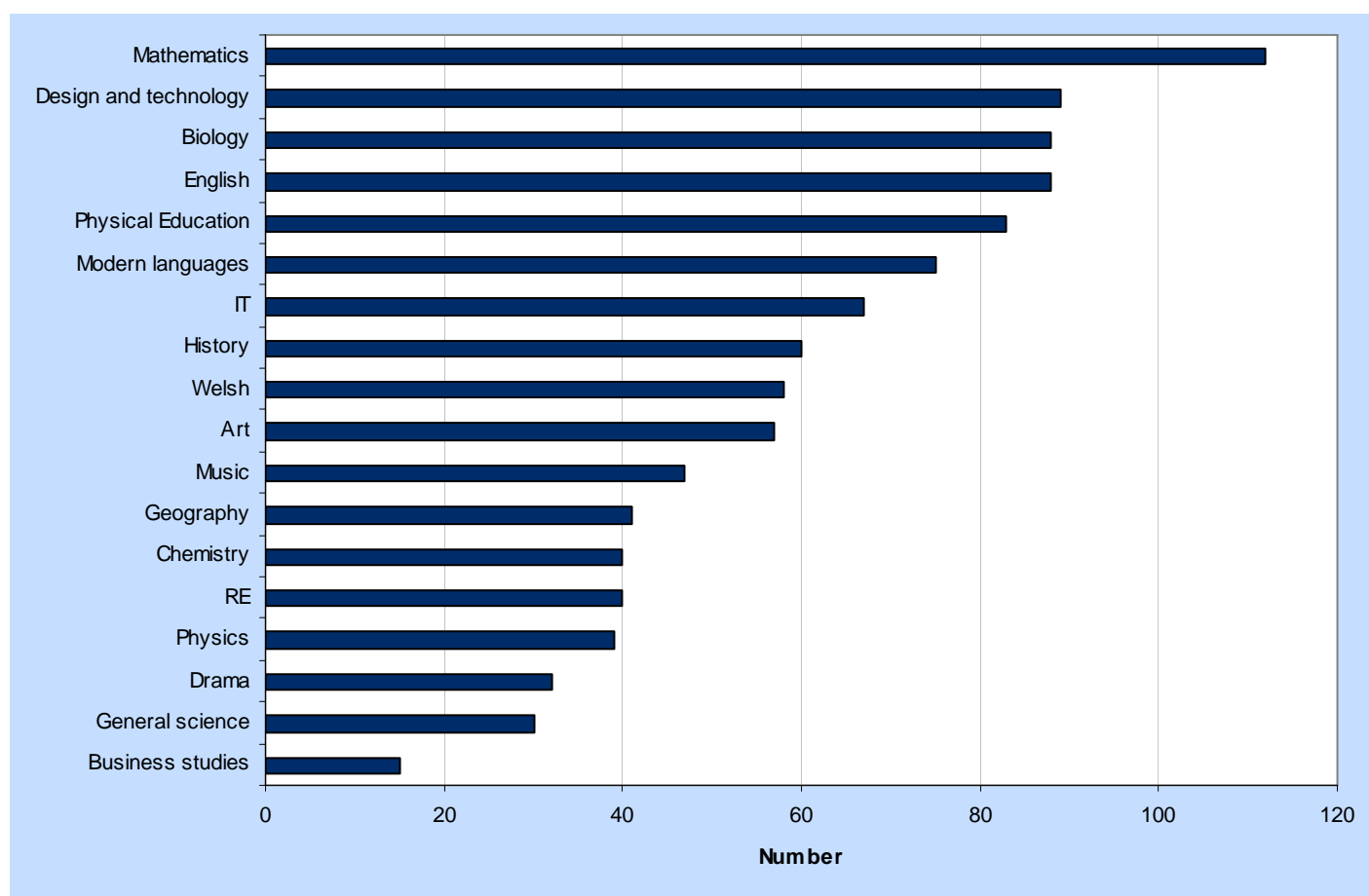


- First year female enrolments increased by four per cent in the past year whilst first year male enrolments decreased by 11 per cent. (*Table A.1*)
- Compared with 2005/06 both first year female and first year male enrolments have decreased, female enrolments by 26 per cent and male enrolments by 20 per cent. (*Table A.1*)

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

- In 2011/12, 77 per cent of first year ITT students were enrolled on PGCE courses, unchanged from the previous year, and 10 percentage points higher than five years ago. (*Table A.1*)
- 15 per cent of first year ITT students opted to take a course that either enables them to teach bilingually or leads to a formal certificate of bilingual education, the same proportion as in 2010/11. (*Table A.1*)
- 94 per cent of first year ITT students recorded their ethnicity as white in 2011/12, while 53 per cent of students were aged between 21 and 24, a two percent increase from the previous year. (*Table A.3*)

**Chart A.4: First year ITT students in Wales, by secondary subject grouping 2011/12**



- The highest proportion of first year Secondary phase enrolments was Mathematics (11 per cent) and Design and Technology (eight per cent). (*Table A.4*)
- Biology accounted for eight per cent of the all first year enrolments to Secondary phase ITT courses compared to four per cent for Physics and for Chemistry and three per cent for General Science. (*Table A.4*)
- Business studies made up only one per cent of all first year enrolments to Secondary phase ITT courses. (*Table A.4*)

## All students on ITT courses in 2011/12

- In total, 2,565 students were enrolled on ITT courses in Welsh HEIs, a decrease of seven per cent from the previous year. Of these, 72 per cent were female. (*Table A.5*)

### **Students completing ITT courses in 2011/12**

- The number of students completing ITT courses in Welsh HEIs was 1,645, five per cent lower than in 2010/11. (*Table A.6*)
- 75 per cent of students in Welsh HEIs completing ITT courses were from PGCE courses. (*Table A.6*)
- 13 per cent of students (210) in Welsh HEIs completed a course that either enabled them to teach bilingually or led to a formal certificate of bilingual education, the same proportion as in 2010/11. (*Table A.6*)

### **Section B: Welsh domicile ITT students**

#### **First year Welsh domicile ITT students at UK HEIs, 2011/12**

- There were 1,795 Welsh domiciled entrants onto ITT courses at UK HEIs. Of those, 78 per cent were enrolled at a Welsh HEI and 22 per cent at an English HEI. There were no first year students studying in Northern Ireland and only a small number studying in Scotland in 2011/12. (*Table B.1*)
- The number of male Welsh domiciled entrants onto PGCE courses at Welsh HEIs was 15 per cent lower than in 2010/11, whereas the number of female entrants increased by seven per cent respectively (*Table B.1*)

#### **All students on ITT courses, 2011/12**

- In total, there were 2,655 Welsh domiciled enrolments onto ITT courses. Of these 77 per cent were enrolled at a Welsh HEI and 54 per cent of these students were enrolled on a PGCE course while the rest were enrolled on a first degree leading to QTS (*Table B.2*).

### **Section C: ITT students and qualifiers from English HEIs**

#### **First year ITT students in English HEIs, 2011/12**

- The number of first year enrolments to English HEIs in 2011/12 was 28,510, a seven per cent decrease on the previous year, and 10 per cent lower than in 2005/06. (*Table C.1*)
- The majority of first year ITT students were female, 74 per cent. (*Table C.1*)

#### **All students on ITT courses at English HEIs in 2011/12**

- There were 46,790 students enrolled on ITT courses in at English HEIs, of these 50 per cent were enrolled on a PGCE and 77 per cent were female. (*Table C.2*)

### **Students completing ITT courses in 2011/12**

- 25,615 students completed ITT courses in England in 2011/12. Of these completers, 76 per cent completed a PGCE. (*Table C.3*)

## Tables

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



	2005/06	2006/07	2007/08 (b)	2008/09	2009/10	2010/11	2011/12
<b>Gender:</b>							
<b>Male:</b>							
PGCE(c)	525	480	480	470	475	490	435
First Degree leading to QTS	135	140	125	105	105	105	90
<b>Total</b>	<b>660</b>	<b>620</b>	<b>605</b>	<b>575</b>	<b>580</b>	<b>595</b>	<b>530</b>
<b>Female:</b>							
PGCE(c)	1,020	995	975	935	975	880	920
First Degree leading to QTS	645	585	530	525	380	305	310
<b>Total</b>	<b>1,665</b>	<b>1,580</b>	<b>1,505</b>	<b>1,460</b>	<b>1,360</b>	<b>1,185</b>	<b>1,230</b>
<b>Persons:</b>							
PGCE(c)	1,545	1,475	1,450	1,405	1,450	1,370	1,360
First Degree leading to QTS	780	720	655	630	485	415	400
<b>Total</b>	<b>2,325</b>	<b>2,200</b>	<b>2,105</b>	<b>2,035</b>	<b>1,940</b>	<b>1,780</b>	<b>1,760</b>
<b>Phase:</b>							
<b>Nursery or Primary (d)</b>							
Early years and Key Stage 1/ Foundation Phase	135	90	115	100	90	130	70
Early years, Key Stages 1 and 2/ Foundation Phase and Key Stage 2	1,000	995	910	880	770	635	695
<b>Total</b>	<b>1,135</b>	<b>1,085</b>	<b>1,020</b>	<b>980</b>	<b>860</b>	<b>765</b>	<b>765</b>
<b>Secondary</b>							
Key Stage 3 and 4, Post 16	1,190	1,115	1,085	1,055	1,075	1,015	995
<b>Language: (e)</b>							
Not a certificate of bilingual education nor enables to teach bilingually	2,065	1,710	1,890	1,805	1,685	1,510	1,495
Enables to teach bilingually or leads to a formal certificate of bilingual education	265	490	215	230	250	270	265

Source: Higher Education Statistics Agency (HESA)

(a) Enrolments throughout the year.

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

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

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

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

(f) Data are rounded to the nearest 5.

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

Domicile	2005/06	2006/07	2007/08 (b)	2008/09	2009/10	2010/11	2011/12
<b>Number:</b>							
Wales	1,855	1,795	1,700	1,600	1,555	1,430	1,400
England	350	380	340	330	255	245	290
Scotland	10	5	5	5	*	*	5
N Ireland	20	15	15	15	5	20	10
UK Unknown	*	*	*	*	*	*	*
Republic of Ireland	145	105	110	95	80	50	35
Other EU (c)	25	30	15	30	25	20	10
<b>Total EU</b>	<b>2,405</b>	<b>2,325</b>	<b>2,180</b>	<b>2,075</b>	<b>1,920</b>	<b>1,765</b>	<b>1,750</b>
Other Europe	*	*	*	*	*	*	*
Other Overseas	5	*	15	30	15	15	10
<b>Total</b>	<b>2,415</b>	<b>2,325</b>	<b>2,200</b>	<b>2,105</b>	<b>1,940</b>	<b>1,780</b>	<b>1,760</b>
<b>Percent:</b>							
Wales	77	77	77	76	80	80	80
England	14	16	15	16	13	14	16
Scotland	-	-	-	-	-	-	-
N Ireland	1	1	1	1	-	1	1
UK Unknown	-	-	-	-	-	-	-
Republic of Ireland	6	5	5	5	4	3	2
Other EU (c)	1	1	1	2	1	1	1
<b>Total EU</b>							
Other Europe	-	-	-	-	-	-	-
Other Overseas	-	-	1	1	1	1	1
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Source: Higher Education Statistics Agency (HESA)

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

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

(c) Includes Channel Islands and Isle of Man.

(d) 0, 1, 2 are rounded to 0 and represented as '\*'.<sup>1</sup>

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

(f) Percentages have been calculated using precise raw numbers. Percentages less than 0.5 per cent are represented by '<sup>1</sup>/<sub>4</sub>'.

**Table A.3: First year students on ITT courses in Wales, by ethnicity, disability status and age, 2011/12 (a)**

	Male	Female	Persons
<b><u>Ethnicity</u></b>			
White	490	1,165	1,655
Asian or Asian British	5	10	15
Black or Black British	*	5	10
Other (including mixed)	10	10	20
Not known/Non-UK	20	40	60
<b>Total</b>	<b>530</b>	<b>1,230</b>	<b>1,760</b>
<b><u>Disability</u></b>			
No known disability	495	1,155	1,650
A specific learning difficulty e.g. dyslexia	20	50	70
Blind/partially sighted/deaf/have hearing impairment	*	*	5
Unseen disability, eg diabetes, epilepsy, asthma	5	10	15
Other disabilities	10	15	25
<b>Total (b)</b>	<b>530</b>	<b>1,230</b>	<b>1,760</b>
<b><u>Age group</u></b>			
17-18	40	170	205
19-20	25	65	90
21-24	265	675	935
25-39	165	280	445
40-59	35	45	80
<b>Total (b)</b>	<b>530</b>	<b>1,230</b>	<b>1,760</b>

Source: Higher Education Statistics Agency (HESA)

(a) Enrolments throughout the year.

(b) Total includes unknown.

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



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

	2007/08 (c)	2008/09	2009/10	2010/11(d)	2011/12
<b>Secondary</b>					
Art	55	50	65	50	55
Business Studies	20	20	15	20	15
Design and Technology	100	110	115	110	90
Drama	40	40	30	25	30
English	110	100	100	95	90
Geography	35	30	45	45	40
History	70	70	65	60	60
Information Technology	65	80	90	70	65
Mathematics	115	100	120	120	110
Modern Languages	110	85	115	80	75
Music	50	45	35	30	45
Physical Education	105	100	100	85	85
Religious Education	40	30	10	40	40
Science	235	235	235	200	195
of which: Biology	65	80	60	90	90
Chemistry	30	45	35	35	40
Physics	30	25	25	40	40
General Science	110	90	110	35	30
Welsh	35	65	50	50	60
<b>Total subject enrolments</b>	<b>1,195</b>	<b>1,165</b>	<b>1,190</b>	<b>1,085</b>	<b>1,060</b>
<b>Total individual student enrolments</b>	<b>1,085</b>	<b>1,055</b>	<b>1,075</b>	<b>1,015</b>	<b>995</b>

Source: Higher Education Statistics Agency (HESA)

(a) Enrolments throughout the year.

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

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

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

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

**Table A.5: All students on courses of ITT in Wales, by gender, level of study and phase, 2011/12(a)**



	Male	Female	Persons
<b>Level:</b>			
PGCE(b)	250	915	1,405
First Degree leading to QTS	460	945	1,160
<b>Total</b>	<b>710</b>	<b>1,860</b>	<b>2,565</b>
<b>Phase:</b>			
<b><i>Nursery or Primary</i></b>	300	1,130	1,430
Early years and Key Stage 1/ Foundation Phase	10	120	130
Early years, Key Stages 1 and 2/ Foundation phase and Key Stage 2	290	1,010	1,300
<b><i>Secondary</i></b>			
Key Stages 3 and 4, Post-16	410	730	1,135
<b>Total</b>	<b>710</b>	<b>1,860</b>	<b>2,565</b>

Source: Higher Education Statistics Agency (HESA)

(a) Enrolments throughout the year.

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

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

**Table A.6: Students completing ITT courses in Wales, by gender, level of study, phase and language (a)**  
(Please refer to revisions section of the notes)

	2005/06	2006/07	2007/08(b)	2008/09	2009/10	2010/11	2011/12
<b>Gender:</b>							
<b>Male:</b>							
PGCE(c)	450	410	410	420	410	440	385
First Degree leading to QTS	105	85	110	80	95	75	65
<b>Total</b>	<b>555</b>	<b>495</b>	<b>520</b>	<b>500</b>	<b>500</b>	<b>515</b>	<b>450</b>
<b>Female:</b>							
PGCE(c)	950	940	880	865	925	805	855
First Degree leading to QTS	430	445	540	535	435	415	340
<b>Total</b>	<b>1,380</b>	<b>1,385</b>	<b>1,420</b>	<b>1,400</b>	<b>1,360</b>	<b>1,220</b>	<b>1,195</b>
<b>Persons:</b>							
PGCE(c)	1,400	1,350	1,290	1,290	1,335	1,245	1,240
First Degree leading to QTS	535	530	650	615	525	490	405
<b>Total</b>	<b>1,935</b>	<b>1,880</b>	<b>1,935</b>	<b>1,900</b>	<b>1,860</b>	<b>1,735</b>	<b>1,645</b>
<b>Phase:</b>							
<b>Nursery or Primary</b>							
Early years and Key Stage 1/ Foundation Phase	120	85	130	165	100	110	85
Early years, Key Stages 1 and 2/ Foundation phase and Key Stage 2	780	800	860	795	775	720	675
<b>Total</b>	<b>900</b>	<b>885</b>	<b>990</b>	<b>960</b>	<b>875</b>	<b>825</b>	<b>760</b>
<b>Secondary</b>							
Key Stages 3 and 4, Post-16	<b>1,035</b>	<b>960</b>	<b>945</b>	<b>940</b>	<b>985</b>	<b>910</b>	<b>885</b>
<b>Total</b>	<b>1,935</b>	<b>1,880</b>	<b>1,935</b>	<b>1,900</b>	<b>1,860</b>	<b>1,735</b>	<b>1,645</b>
<b>Language:</b>							
Not a certificate of bilingual education nor enables to teach bilingually	1,725	1,550	1,745	1,675	1,630	1,515	1,435
Enables to teach bilingually or leads to a formal certificate of bilingual education	210	330	190	225	230	220	210

Source: Higher Education Statistics Agency (HESA)

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

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

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

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

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

	2005/06	2006/07	2007/08(b)	2008/09	2009/10	2010/11	2011/12
<b>Studying in Welsh HEIs</b>							
<b>Male:</b>							
PGCE(c)	385	355	340	350	370	375	320
First Degree leading to QTS	105	115	90	85	75	85	70
<b>Total</b>	<b>490</b>	<b>470</b>	<b>430</b>	<b>435</b>	<b>445</b>	<b>460</b>	<b>390</b>
<b>Female:</b>							
PGCE(c)	780	760	735	740	800	710	760
First Degree leading to QTS	525	470	435	440	310	260	250
<b>Total</b>	<b>1,305</b>	<b>1,230</b>	<b>1,170</b>	<b>1,180</b>	<b>1,110</b>	<b>970</b>	<b>1,010</b>
<b>Persons:</b>							
PGCE(c)	1,165	1,115	1,075	1,095	1,170	1,085	1,080
First Degree leading to QTS	630	585	525	525	385	345	320
<b>Total</b>	<b>1,795</b>	<b>1,700</b>	<b>1,600</b>	<b>1,615</b>	<b>1,555</b>	<b>1,430</b>	<b>1,400</b>
<b>Studying in English HEIs</b>							
<b>Male:</b>							
PGCE(c)	125	100	105	115	110	100	105
First Degree leading to QTS	20	15	10	15	15	15	20
<b>Total</b>	<b>145</b>	<b>115</b>	<b>115</b>	<b>130</b>	<b>125</b>	<b>115</b>	<b>125</b>
<b>Female:</b>							
PGCE(c)	225	230	210	205	220	215	205
First Degree leading to QTS	70	90	50	50	55	90	65
<b>Total</b>	<b>295</b>	<b>320</b>	<b>260</b>	<b>255</b>	<b>275</b>	<b>310</b>	<b>270</b>
<b>Persons:</b>							
PGCE(c)	350	330	310	320	325	315	310
First Degree leading to QTS	90	105	65	65	70	105	85
<b>Total</b>	<b>445</b>	<b>435</b>	<b>375</b>	<b>385</b>	<b>400</b>	<b>420</b>	<b>395</b>
<b>Total (d)</b>	<b>2,245</b>	<b>2,135</b>	<b>1,980</b>	<b>2,005</b>	<b>1,955</b>	<b>1,850</b>	<b>1,795</b>

Source: Higher Education Statistics Agency (HESA)

(a) Enrolments throughout the year.

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

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

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

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

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

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

Source: Higher Education Statistics Agency (HESA)

(a) Enrolments throughout the year.

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

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

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

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

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

	2005/06	2006/07	2007/08 (b)	2008/09	2009/10	2010/11	2011/12
<b>Male:</b>							
PGCE(c)	7,060	6,625	6,425	6,640	7,110	7,210	6,345
First Degree leading to QTS	1,285	1,155	1,180	1,100	1,295	1,350	1,190
<b>Total</b>	<b>8,345</b>	<b>7,775</b>	<b>7,605</b>	<b>7,740</b>	<b>8,405</b>	<b>8,560</b>	<b>7,540</b>
<b>Female:</b>							
PGCE(c)	16,635	16,140	15,550	15,390	16,075	15,875	14,955
First Degree leading to QTS	6,850	6,725	6,420	6,465	6,655	6,230	6,015
<b>Total</b>	<b>23,485</b>	<b>22,865</b>	<b>21,970</b>	<b>21,855</b>	<b>22,730</b>	<b>22,105</b>	<b>20,970</b>
<b>Persons:</b>							
PGCE(c)	23,690	22,760	21,975	22,030	23,185	23,085	21,300
First Degree leading to QTS	8,135	7,880	7,600	7,565	7,950	7,580	7,210
<b>Total</b>	<b>31,830</b>	<b>30,640</b>	<b>29,575</b>	<b>29,595</b>	<b>31,135</b>	<b>30,665</b>	<b>28,510</b>

Source: Higher Education Statistics Agency (HESA)

(a) Enrolments throughout the year.

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

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

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

**Table C.2: All students on courses of ITT in England, by gender and level of study 2011/12 (a)**

	Male	Female	Persons
<b>Level:</b>			
PGCE(b)	6,975	16,535	23,515
First Degree leading to QTS	3,775	19,500	23,275
<b>Total</b>	<b>10,750</b>	<b>36,040</b>	<b>46,790</b>

Source: Higher Education Statistics Agency (HESA)

(a) Enrolments throughout the year.

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

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

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

	2005/06	2006/07	2007/08 (b)	2008/09	2009/10	2010/11	2011/12
<b>Male:</b>							
PGCE(c)	5,680	5,355	5,245	5,260	6,110	6,155	5,470
First Degree leading to QTS	665	720	740	710	785	740	870
<b>Total</b>	<b>6,350</b>	<b>6,075</b>	<b>5,985</b>	<b>5,975</b>	<b>6,895</b>	<b>6,895</b>	<b>6,340</b>
<b>Female:</b>							
PGCE(c)	14,405	14,260	14,075	13,930	14,965	14,650	14,095
First Degree leading to QTS	4,290	4,805	5,140	5,255	5,060	5,005	5,175
<b>Total</b>	<b>18,695</b>	<b>19,065</b>	<b>19,215</b>	<b>19,180</b>	<b>20,025</b>	<b>19,655</b>	<b>19,275</b>
<b>Persons:</b>							
PGCE(c)	20,085	19,615	19,320	19,190	21,075	20,800	19,570
First Degree leading to QTS	4,960	5,525	5,880	5,965	5,845	5,750	6,050
<b>Total</b>	<b>25,045</b>	<b>25,140</b>	<b>25,200</b>	<b>25,155</b>	<b>26,925</b>	<b>26,550</b>	<b>25,615</b>

Source: Higher Education Statistics Agency (HESA)

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

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

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

## **NOTES**

### **1. Related Publications**

The Welsh Government releases a headline and tables covering destinations data for those completing ITT courses. The headline for 2010/11 was published in October 2012 and can be found here:

<http://wales.gov.uk/topics/statistics/headlines/post16education2012/121025/?lang=en>

### **2. Data Source**

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

A summary of the Student data collection process for 2011/12 covering timescales, validation and business rules and checking processes is included on the HESA website at:

[http://www.hesa.ac.uk/index.php?option=com\\_studrec&Itemid=232&mnl=11051](http://www.hesa.ac.uk/index.php?option=com_studrec&Itemid=232&mnl=11051)

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

[http://www.hesa.ac.uk/index.php?option=com\\_content&task=view&id=1543&Itemid=233](http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=1543&Itemid=233)

### **3. Definitions**

#### **3.1 Coverage**

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

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

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

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

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

### 3.2 Level of study and length of course

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

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

### 3.3 Year of study

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

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

### 3.4 Disabilities

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

### 3.5 Subject of study

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

### 3.7 Open University

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

## 4. Rounding Strategy

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

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

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



## 5. Key Quality Information

This section provides a summary of information on this output against five dimensions of quality: Relevance, Accuracy, Timeliness and Punctuality, Accessibility and Clarity, and Comparability. It also covers specific issues relating to quality of 2011/12 data, and describes the quality management tool applied to this area of work.

### 5.1 Relevance

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

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

- Ministers and the Members Research Service in the National Assembly for Wales;
- Officials in the Welsh Government;
- Other government departments;
- The Higher Education Funding Council for Wales;
- Higher Education Institutions and representative bodies;
- Students, researchers, and academics;
- Individual citizens, private companies, and the media;

These statistics are used in a variety of ways. Some examples of these are:

- Advice to Ministers;
- To inform the education policy decision-making process in Wales;
- To forecast future expenditure of student support schemes for Welsh domiciled students;
- To help model future supply and demand for teachers and inform ITT intake targets.

### 5.2 Accuracy

The Student Record contains information about individual enrolments, which, because a student can be enrolled on more than one programme of study, will exceed the number of students. Previous analysis has shown that for Welsh HEIs full-time enrolments are less than 1 per cent higher than full-time student numbers; part-time enrolments are less than 2 per cent higher than part-time student numbers.

Postdoctoral students are not included in the HESA Student Record.

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

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

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

### **5.3 Timeliness and Punctuality**

HESA collected student enrolment data for the 2011/12 academic year between August and October 2012.

### **5.4 Accessibility and Clarity**

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

### **5.5 Comparability**

There are no published figures for the 2011/12 academic year for other UK countries that can be directly compared to figures in this bulletin.

The Training and Development Agency for Schools (TDA) operates as a national agency and recognised sector body responsible for the training and development of the school workforce in England; its publications on ITT can be found here: <http://dataprotection.tda.gov.uk/public/page.htm?to-page=ITTStatistics>

### **5.6 Data quality issues**

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

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

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

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

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

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

Destination data are not yet available. A supplementary analysis of destinations of all UK and EU domiciled ITT students, who obtained relevant qualifications in 2011/12 will be published at a later date and will be provided on [www.wales.gov.uk](http://www.wales.gov.uk).

## STATS WALES

Tables associated with this bulletin containing a greater amount of detail are available on the Welsh Government's interactive data dissemination service StatsWales ([www.statswales.gov.uk](http://www.statswales.gov.uk)).

Prior to 2005/06 the enrolment population used in the Initial Teacher Training (ITT) bulletin was based on enrolments at 1 December. To maintain the trend the following link provides a time series from 1994/95 based on the December population, in addition to tables providing full year enrolment figures.

[STATSWALES: 001975](#)

[STATSWALES: 001974](#)