



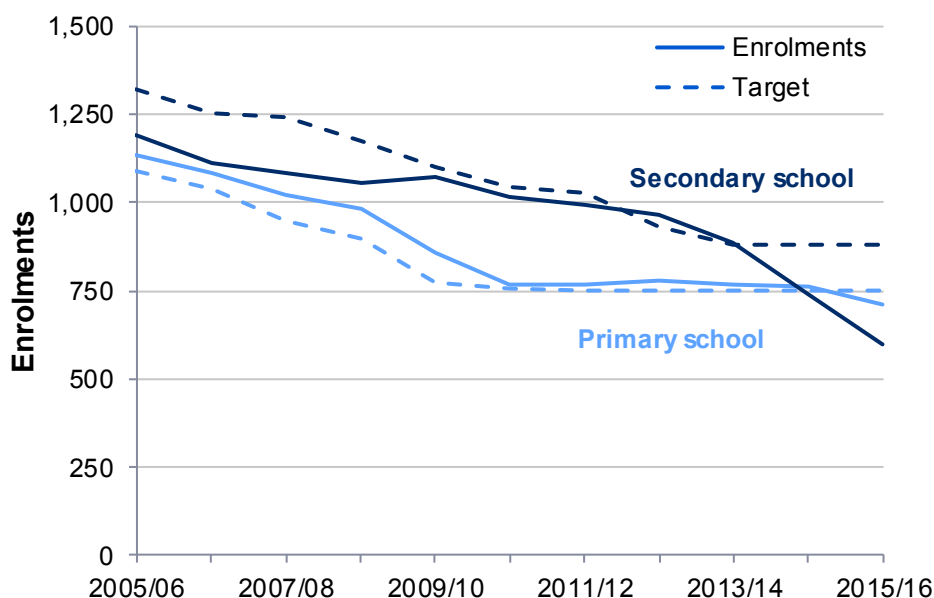
Initial Teacher Education in Wales, 2015/16

15 June 2017
SB 30/2017

This bulletin provides information about students training to become teachers on courses of Initial Teacher Education (ITE) that lead to Qualified Teacher Status (QTS). It covers students studying in Higher Education Institutions in Wales and also students from Wales studying across the UK.

ITE courses are not the only way to achieve Qualified Teacher Status, but the other paths are not included in this bulletin.

First year students on Initial Teacher Education (ITE) courses in Wales



Source: HESA Student Record

- Intake for secondary school trainee teachers missed the target by a third in 2015/16. Intake for primary school trainees was slightly below the target.
- There were 1,310 first years, 710 on primary courses and 600 on secondary.
- The fall in students able to teach in Welsh has been less steep but is at its lowest point since 2008/09.
- Science, Maths and English are the most popular subject specialities for secondary school ITE students.
- For every 10 new students training in Wales, around 9 of them were living in Wales beforehand.

About this bulletin

The data included here are taken from the Higher Education Statistics Agency's (HESA) Student Record. Unless otherwise stated, figures are for the 2015/16 academic year.

Previously this bulletin was titled 'Initial Teacher Training in Wales'.

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Policy context

Targets

Each year the Welsh Government sets intake targets for Initial Teacher Education (ITE) courses in Wales. The targets are based on whether they are training to be primary or secondary school teachers and whether they are taking postgraduate or undergraduate courses. Postgraduate and PGCE are often treated interchangeably, see 'Degree type' in [Definitions](#) for more information.

Initial Teacher Education (ITE) targets for courses in Wales, 2015/16

	PGCE	Other degree	Total
Primary School	450	300	750
Secondary School	785	95	880
<u>Total</u>	1,235	395	1,630

Source: [HEFCW](#)

Between 2005/06 and 2013/14, the Welsh Government aimed to reduce the number of people taking ITE courses to better match the needs of schools in Wales. This was in response to a [Review of Initial Teacher Training Provision in Wales](#). In 2014, Professor John Furlong was appointed as the Initial Teacher Education and Training Adviser for Wales, publishing [Teaching Tomorrow's Teachers](#) in 2015. Progress against plans for ITE reform was published in a [Written Ministerial Statement](#).

Centres of Teaching Education

There are three Centres of Teacher Education in Wales, formed from partnerships between universities:

- South-East Wales Centre – Cardiff Metropolitan University and University of South Wales
- South-West Wales Centre – University of Wales Trinity Saint David
- North and Mid Wales Centre – Aberystwyth University and Bangor University.

All ITE courses in Wales are offered through these centres, with the exception of the Open University which has at times offered ITE courses to Welsh students.

Incentives

Students can receive incentives for training in particular areas. Incentives range in value, depending on the type of ITE course and previous qualifications of the student. Information on the incentives offered to students in 2015/16 can be found on the [Welsh government website](#).

Section A: Students in Wales

This section covers students studying ITE courses at Welsh Higher Education Institutions. It includes Welsh students attending ITE courses at the Open University, when that has been possible. The data is for students starting their course – first year students. Information on ITE students in all years of their courses can be found on [StatsWales](#).

Table A.1: School level and degree type of first years on ITE courses in Wales

		2011/12	2012/13	(a) 2013/14	2014/15	2015/16	<i>Targets</i> 2015/16
<u>Primary school</u>	PGCE	460	470	465	465	440	450
	Other degree	310	305	300	290	270	300
	All	765	780	765	760	710	750
<u>Secondary school</u>	PGCE	900	870	820	695	560	785
	Other degree	95	95	65	45	35	95
	All	995	965	(r) 885	740	600	880
<u>Total</u>		1,760	1,740	1,650	1,500	1,310	1,630

Source: HESA Student Record

(a) From 2013/14 there was a small change in how Open University students living in Wales were identified.

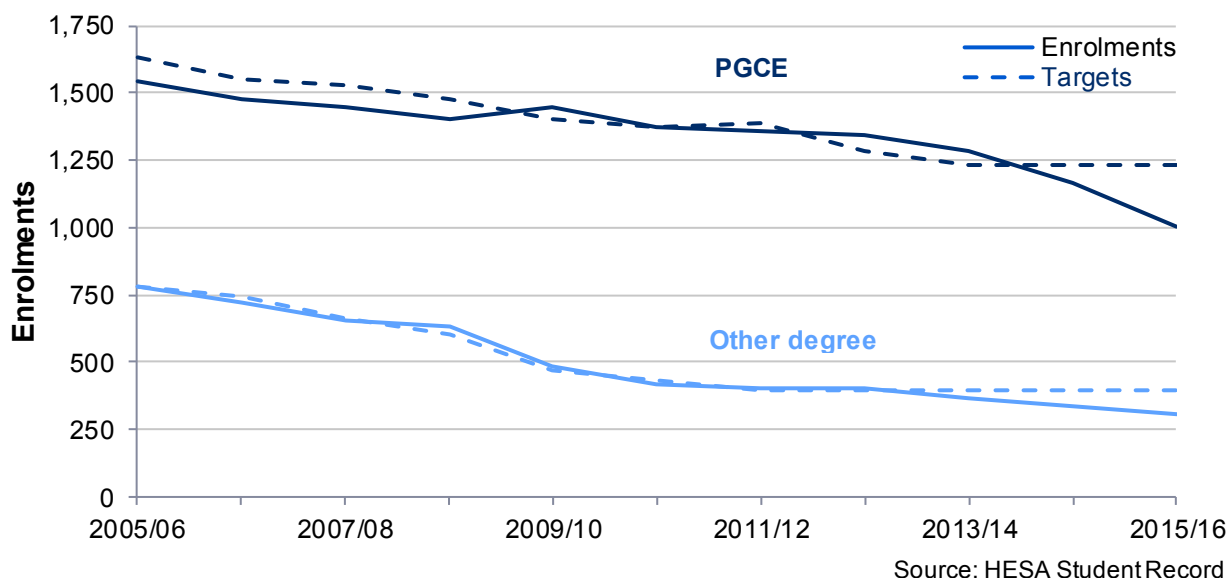
(b) Figures are enrolments on Initial Teacher Education courses leading to Qualified Teacher Status.

(c) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

[StatsWales](#)

- The number of secondary school ITE students has been declining steeply for some years.
- The number of primary school ITE students had been fairly steady for 5 years, but fell off in 2015/16.
- There were 600 first year ITE students on secondary level courses, 280 (32%) short of the target.
- There were 710 first year ITE students on primary level courses, 40 (5%) short of the target.
- For every 8 people who started training to be a teacher in 2014/15, only 7 people started in 2015/16.

Chart A.1: Degree type of first years on ITE courses in Wales



[StatsWales](#)

- ‘Other degree’ numbers matched targets closely between 2005/06 and 2012/13, but has since fallen increasingly short. Most ‘other degree’ ITE students study at primary school level.
- The target for PGCEs was missed by 19% (235).
- The target for ‘other degrees’ was missed by 22% (90).

Table A.2: Home country of first years on ITE courses in Wales

Home country		2011/12	2012/13	(a) 2013/14	2014/15	2015/16
<u>UK</u>	Wales	1,400	1,425	1,370	1,250	1,150
	England	290	250	230	200	110
	Scotland	5	5	5	*	*
	Northern Ireland	10	10	10	10	15
	Total UK	1,705	1,690	1,615	1,460	1,275
<u>Non-UK</u>	Other EU	45	35	25	25	15
	Non-EU	10	15	10	15	20

Source: HESA Student Record

- (a) From 2013/14 there was a small change in how Open University students living in Wales were identified.
 (b) Figures are enrolments on Initial Teacher Education courses leading to Qualified Teacher Status.
 (c) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.
 (d) 0, 1, 2 are rounded to 0 and represented by *

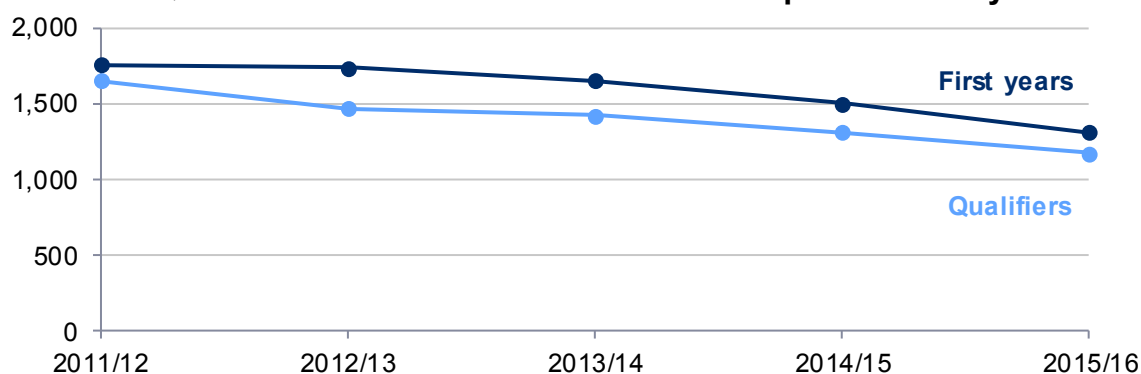
[StatsWales](#)

- The fall in ITE students is **not** only due to falls in students coming from any particular nation. Students from Wales fell by 250 (18%) in 5 years, whilst students from England fell by 175 (61%).
- For every 10 students starting an ITE course in Wales, roughly 9 of them were living in Wales beforehand. In 2011/12, 8 in every 10 came from Wales.

Section B: Qualifiers in Wales

Qualifiers are those who received a qualification from an ITE course in that year. Only those who achieved Qualified Teacher Status (QTS) are included.

Chart B.1: Qualifiers from ITE courses in Wales compared to first years



Source: HESA Student Record

StatsWales – [Qualifiers](#), [First years](#)

- Trends in qualifiers are similar to trends in people starting ITE courses, as most ITE courses last one year.
- For every 10 people starting an ITE course in Wales in 2015/16, there were 9 people who successfully qualified from one.

Table B.1: School level of qualifiers from ITE courses in Wales

	2011/12	2012/13	(a) 2013/14	2014/15	2015/16
Primary school	765	665	670	625	640
Secondary school	885	800	755	685	530
Total	(r) 1,650	1,470	1,425	1,310	1,170

Source: HESA Student Record

(a) From 2013/14 there was a small change in how Open University students living in Wales were identified.

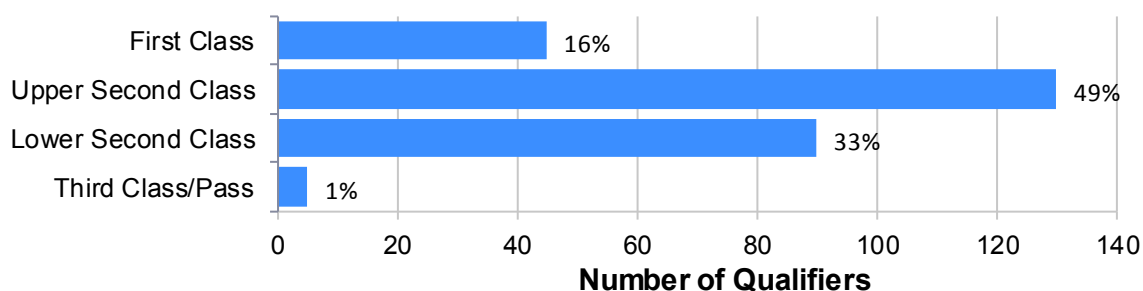
(b) Figures are qualifications from Initial Teacher Education courses that led to Qualified Teacher Status.

(c) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

[StatsWales](#)

- 480 fewer students gained Qualified Teacher Status in 2015/16 than 5 years before.

Chart B.2: Class of degree for non-PGCE qualifiers on ITE courses in Wales in 2015/16



Source: HESA Student Record

[StatsWales](#)

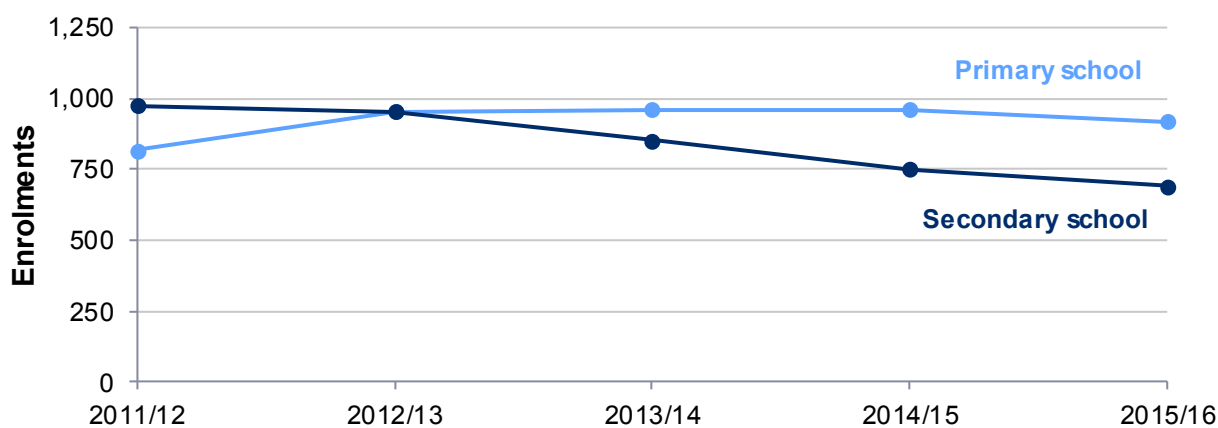
- 16% (45) of qualifiers in Wales received a First Class Honours.
- Just under half of qualifiers in Wales received an Upper Second Class Honours (2-1).

Section C: Students from Wales studying in the UK

This section covers students who came from Wales and studied ITE courses in the UK, both in Wales and elsewhere. Someone came from Wales if their home address was in Wales **before** they started the course.

Traditionally, the most interest has been in students studying ITE courses in Wales, wherever they came from. This is because ITE courses in Wales teach the Welsh curriculum, which is different to other UK nations. However, information on [destinations of students completing ITE courses](#) suggests that many students return to the country they came from to start teaching. This means students from Wales learning to teach elsewhere in the UK may return to Wales when they start teaching.

Chart C.1: School level of first years from Wales on ITE courses in the UK



Source: HESA Student Record

[StatsWales](#)

- Similarly to students studying in Wales, there was a large drop in students from Wales who started to train as secondary school teachers. There were 290 (30%) fewer than 5 years ago.
- The number of students from Wales starting to train as primary school teachers fell by 40 (4%), but it still represented an increase of 105 (13%) from 5 years ago.

Table C.1: School level and country of study for first years from Wales on ITE courses in the UK

	Country of study	2011/12	2012/13	(a) 2013/14	2014/15	2015/16
<u>Primary school</u>	Wales	625	660	680	665	640
	England	190	295	280	295	280
	All	815	955	960	960	920
<u>Secondary school</u>	Wales	775	765	690	585	510
	England	200	190	160	165	180
	All	975	955	850	750	690
	<u>Total</u>	1,795	(r) 1,915	1,810	1,715	1,610

Source: HESA Student Record

(a) From 2013/14 there was a small change in how Open University students living in Wales were identified.

(b) Figures are enrolments on Initial Teacher Education courses leading to Qualified Teacher Status.

(c) Mae'r data wedi'u talgrynnu i'r 5 agosaf. Defnyddir yr hifau crai i gyfrifo'r cyfansymiau ac fe allant ymddangos

(d) Students from Wales studying in Northern Ireland or Scotland have been included in the totals.

[StatsWales](#)

- The number of new students from Wales training as secondary school teachers dropped by 34% over 5 years for those studying in Wales, but only dropped by 11% for those studying in England.
- The number of students from Wales that studied in England increased over the past 5 years. 3 in 10 first year ITE students from Wales studied in England in 2015/16, up from 2 in 10 in 2011/12.

Table C.2: Home region and country of study of first years from Wales on ITE courses in the UK, 2015/16

Home region	Country of study		Total
	Wales	England	
North Wales	200	165	360
Mid and South West Wales	385	80	460
Central South Wales	345	135	485
South East Wales	220	80	305
Total	1,150	460	1,610

Source: HESA Student Record

(a) Figures are enrolments on Initial Teacher Education courses leading to Qualified Teacher Status.

(b) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

(c) Students from Wales studying in Northern Ireland or Scotland have been included in the totals.

[StatsWales](#)

- Nearly half (45%) of new ITE students from North Wales studied in England. The next highest region, Central South Wales, only had 28% of new ITE students study in England.
- Mid and South West Wales sent the lowest proportion of new ITE students to England, only 17%. Mid and South West Wales is made up of Powys, Ceredigion, Pembrokeshire, Carmarthenshire, Swansea and Neath Port Talbot.

Section D: Qualifiers from Wales studying in the UK

[Section B](#) gives some information on the definition of qualifiers. [Section C](#) has some background on students from Wales.

Table D.1: School level and country of study for qualifiers from Wales on ITE courses in the UK

	Country of study	2011/12	2012/13	(a) 2013/14	2014/15	2015/16
<u>Primary school</u>	Wales	630	585	580	545	560
	England	160	205	230	330	275
	All	790	790	810	870	835
<u>Secondary school</u>	Wales	685	640	610	535	425
	England	190	160	175	175	190
	All	880	805	785	710	615
	<u>Total</u>	1,670	1,590	1,600	1,585	1,450

Source: HESA Student Record

(a) From 2013/14 there was a small change in how Open University students living in Wales were identified.

(b) Figures are qualifications from Initial Teacher Education courses that led to Qualified Teacher Status.

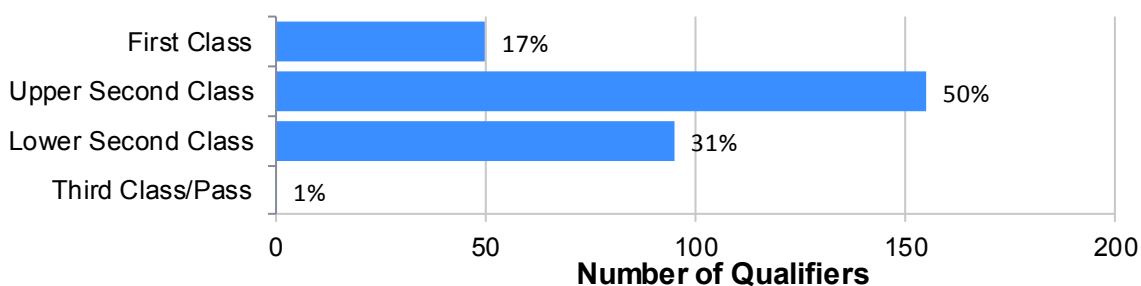
(c) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

(d) Students from Wales studying in Northern Ireland or Scotland have been included in the totals.

[StatsWales](#)

- 220 (13%) fewer students from Wales achieved Qualified Teacher Status in 2015/16 than in 2011/12.

Chart D.2: Class of degree for non-PGCE qualifiers from Wales on ITE courses in the UK in 2015/16



Source: HESA Student Record

[StatsWales](#)

- 17% of qualifiers from Wales received a First Class Honours – almost the same proportion as qualifiers from Welsh Higher Education Institutions.
- Half of qualifiers from Wales received an Upper Second Class Honours (2-1).

Section E: Subjects

Students training to be secondary school teachers choose a subject to specialise in. Table E.1 covers students studying ITE courses in Wales. Table E.2 covers students from Wales studying ITE courses across the UK.

[Section F](#) looks at the subject choices for people training to teach in Welsh and [Section G](#) looks at the gender divide in subjects.

Table E.1: Subject of first years on secondary school ITE courses in Wales, 2015/16

	2015/16
Total Science	95
General Science	20
Biology	35
Chemistry	20
Physics	25
Mathematics	75
DT	35
IT	15
Art	35
Business	10
Drama	15
English	75
Geography	25
History	50
Modern Languages	30
Music	25
PE	60
RE	25
Welsh	25
Total Secondary School	600

Source: HESA Student Record

(a) Figures are enrolments to Initial Teacher Education courses leading to Qualified Teacher Status.

(b) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

[StatsWales](#)

- Science, Maths and English were the most popular subjects for people training to be secondary school teachers in Wales.
- Although Science was the most popular group of subjects overall, individually Physics, Chemistry and General Science were all in the lower half of subjects studied.
- 37% of new students training to be secondary school students in Wales studied a STEM subject – Science, Mathematics, Design & Technology or IT.

Table E.2: Subject of first years from Wales on secondary school ITE courses in the UK, 2015/16

	Country of Study		All	
	Wales	England		
Total Science	80	35	115	
General Science	10	*	10	
Biology	30	10	40	
Chemistry	20	10	30	
Physics	20	15	35	
Mathematics	65	35	100	
DT	30	5	35	
IT	15	5	20	
Art	35	5	40	
Business	10	5	10	
Drama	15	5	20	
English	65	15	80	
Geography	20	5	30	
History	40	15	50	
Modern Languages	20	10	30	
Music	20	5	25	
PE	45	15	60	
RE	25	10	35	
Social Studies	*	5	5	
Welsh	25	*	25	
Total Secondary School	510	185	690	

Source: HESA Student Record

(a) Figures are enrolments to Initial Teacher Education courses leading to Qualified Teacher Status.

(b) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

(c) 0, 1, 2 are rounded to 0 and represented by *

(d) Students from Wales studying in Northern Ireland or Scotland have been included in the totals.

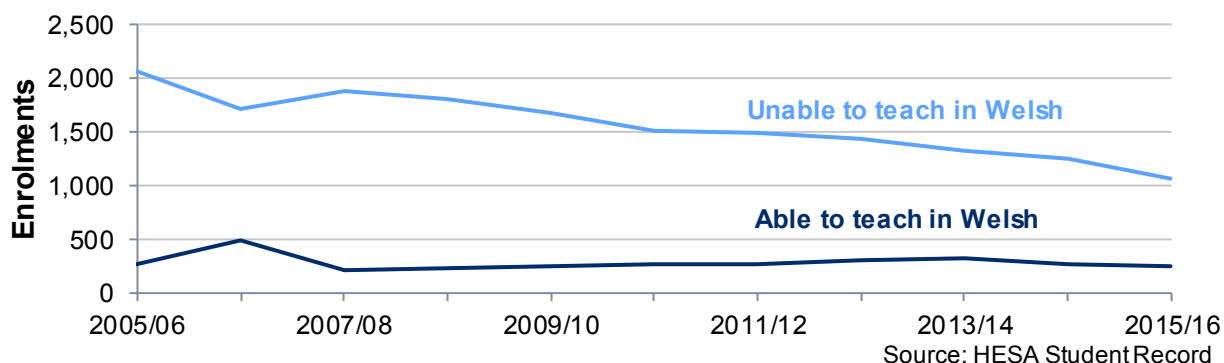
[StatsWales](#)

- Science, Maths and English were the most popular subjects, as they were with students studying in Wales.
- For students studying in England, Maths was noticeably more popular than English. For students studying in Wales, Maths and English were equally popular.

Section F: Welsh language

A student counted as able to teach in Welsh is either doing a course that leads to a certificate for bilingual education, or a course without a certificate, but that is designed to enable students to teach in English and Welsh.

Chart F.1: First years on ITE courses in Wales by ability to teach in Welsh



[StatsWales](#)

- The number of students training to teach in Welsh has not been consistently falling, unlike the number of students training to teach in English only.
- There were 6% less students training to teach in Welsh in 2015/16 than in 2005/06, whereas there were 48% less students training to teach in English only.
- However, recently Welsh numbers have been falling. The number of students training to teach in Welsh in 2015/16 was at its lowest point since 2008/09.

Table F.1: First years on ITE courses in Wales by ability to teach in Welsh and school level

	School level	2011/12	2012/13	(a) 2013/14	2014/15	2015/16
<u>Able to teach in Welsh</u>	Primary school	145	195	180	135	150
	Secondary school	120	105	140	120	95
	All	265	305	320	255	245
<u>Unable to teach in Welsh</u>	All	1,495	1,440	(r) 1,330	1,245	1,065

Source: HESA Student Record

(a) From 2013/14 there was a small change in how Open University students living in Wales were identified.

(b) Figures are enrolments on Initial Teacher Education courses leading to Qualified Teacher Status.

(c) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

[StatsWales](#)

- 1 in 5 new ITE students in Wales were on courses enabling them to teach in Welsh, in 2015/16.

Table F.2: Subject of first years on secondary school ITE courses in Wales by ability to teach in Welsh, 2015/16

	Unable to teach	Able to teach in
	in Welsh	Welsh
Total Science	85	10
General Science	20	*
Biology	30	5
Chemistry	20	5
Physics	20	5
Mathematics	70	5
DT	30	5
IT	10	5
Art	35	*
Business	10	*
Drama	15	*
English	75	*
Geography	20	5
History	40	5
Modern Languages	15	10
Music	25	*
PE	45	15
RE	25	*
Welsh	*	25
<u>Total Secondary School</u>	505	95

Source: HESA Student Record

(a) Figures are enrolments on Initial Teacher Education courses leading to Qualified Teacher Status.

(b) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

(c) 0, 1, 2 are rounded to 0 and represented by *

[StatsWales](#)

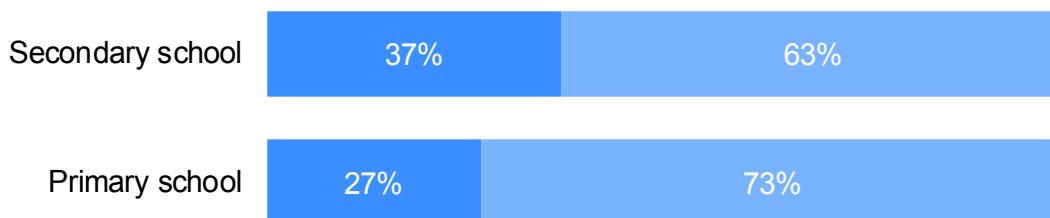
- Every student training to teach Welsh language was also on a course that enabled them to teach bilingually.
- One quarter of new students training to teach in Welsh chose a STEM subject – a lower proportion than of those training to teach in English only. The STEM subjects are Science, Maths, Design & Technology and IT.

Section G: Demographics

All the demographics data here are for students studying in Wales, but demographic data for students from Wales studying in the UK can be found on [StatsWales](#).

Gender

Chart G.1: Proportion of male and female first years on ITE courses in Wales by school level



Source: HESA Student Record

[StatsWales](#)

Table G.1: Gender and school level of first years on ITE courses in Wales, 2015/16

	Males	Females	Persons
Primary school	190	520	710
Secondary school	220	375	600
<u>Total</u>	410	895	1,310

Source: HESA Student Record

(a) Figures are enrolments on Initial Teacher Education courses leading to Qualified Teacher Status.

(b) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

(c) Other genders are included in the totals.

[StatsWales](#)

- There were more than double as many females as males starting to train as teachers in 2015/16.
- 58% of females started courses to become primary school teachers. 54% of males started courses to become secondary school teachers.

Table G.2: Subject and gender of first years on secondary school ITE courses in Wales, 2015/16

	Females		Males
Total Science	55		45
General Science	10		5
Biology	25		10
Chemistry	15		10
Physics	5		20
Mathematics	45		35
DT	10		5
IT	5		5
Art	35		5
Business	5		5
Drama	20		15
English	55		20
Geography	10		15
History	35		15
Modern Languages	20		5
Music	10		15
PE	40		25
RE	20		5
Welsh	15		10
<u>Total Secondary School</u>	375		220

Source: HESA Student Record

(a) Figures are enrolments on Initial Teacher Education courses leading to Qualified Teacher Status.

(b) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

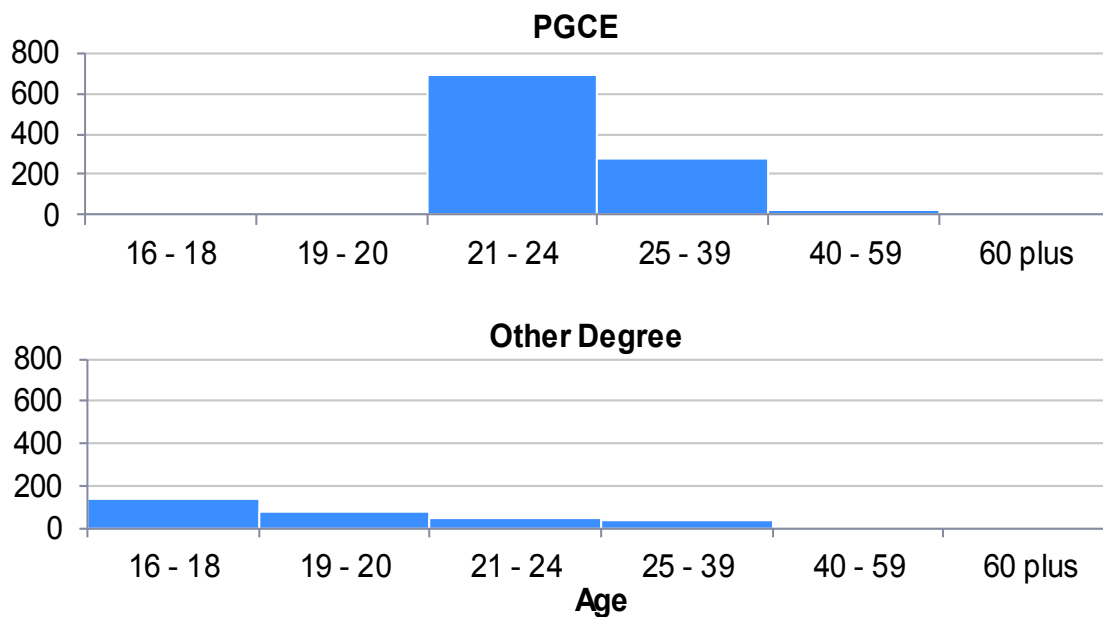
(c) Other genders are included in the totals.

[StatsWales](#)

- Only Physics, Geography, Business and Music had more male than female students start in 2015/16.
- There were more female STEM students than male – the STEM subjects are Science, Mathematics, Design & Technology and IT.

Age

Chart G.3: Age of first years on ITE courses in Wales by degree type, 2015/16



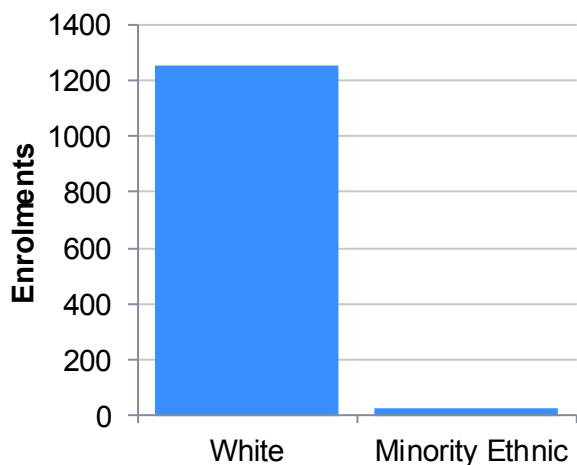
Source: HESA Student Record

[StatsWales](#)

- Students training to become teachers on non-PGCE courses were younger than those doing PGCEs.
- 7 in 10 first year PGCE students in Wales were aged between 21 and 24.

Ethnicity

Chart G.4: Ethnicity of first years on ITE courses in Wales, 2015/16



Source: HESA Student Record

[StatsWales](#)

- Fewer than 30 non-white people started training to be a teacher in Wales in 2015/16.
- 2% of new ITE students in Wales were non-white, in 2015/16. According to the census, 4% of the Welsh population were non-white¹ in 2011.

¹ [2011 Census: Key Statistics for Wales, March 2011](#)

Disability

Table G.5: Disability of first years on ITE courses in Wales, 2015/16

		2015/16
<u>Known disability</u>	Specific Learning Difficulty e.g. dyslexia	55
	Blind/ Partially sighted	*
	Deaf/ Hearing impairment	5
	Physical impairment / mobility issues	5
	Mental health condition, e.g. depression	15
	Social/communication impairment e.g. autistic spectrum disorder	*
	A long standing illness / health condition e.g. diabetes, cancer	25
	Multiple disabilities	5
	Other disability not listed	*
	<u>Total known disabilities</u>	115
<u>No known disability</u>	1,195	

Source: HESA Student Record

(a) Figures are enrolments on Initial Teacher Education courses leading to Qualified Teacher Status.

(b) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

(c) 0, 1, 2 are rounded to 0 and represented by *

(d) Disabilities are self-reported and may not include everyone with a particular disability.

[StatsWales](#)

- 9% of new ITE students had some known disability.
- Half of ITE first years with a known disability were in the 'Specific Learning Difficulty' category – dyslexia is a condition in this category.

Methodology

Important notes on how the statistics were calculated. See the [Definitions](#) section for more detailed information on the terms used in this bulletin.

Data source

The data in this bulletin mostly come from the Higher Education Statistics Agency (HESA) Student Record.

A summary of the Student data collection process for 2015/16 covering timescales, validation and business rules and checking processes is included on the [HESA website](#).

Coverage

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

The statistics only cover students who are part of HESA's Higher Education standard registration population or qualifications obtained population. More information on these populations can be found in the [student definitions on the HESA website](#).

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

Students

All uses of 'students' in this bulletin refer to 'student enrolments'. This is a count of each enrolment for an ITE course. In rare instances where a student was enrolled in two different ITE courses in the same year, that student would be counted twice.

Previous analysis has shown that, for Welsh HEIs: full-time enrolments are less than 1 per cent higher than full-time student numbers; and part-time enrolments are less than 2 per cent higher than part-time student numbers.

Qualifiers

All uses of 'qualifiers' in this bulletin refer to 'qualifications obtained'. In the rare instance where a student received two different ITE qualifications in the same year, that student would be counted twice.

Changes in methodology

For the 2013/14 academic year onwards, there were significant changes to the way ITE students were identified. The changes will result in more consistent numbers going forward.

From 2013/14 onwards, ITT courses are identified by the 'Teacher Training Course' marker in the HESA data. The courses that are included are specifically marked as leading to QTS, as NCTL funded flexible provision (ITT) or as Early Years Initial Teaching Training. Courses which lead to Further Education Teacher Qualification or Nursing and Midwifery Teaching Qualification, but not QTS, are not included.

From 2013/14 onwards, Open University students domiciled in Wales are identified by the Region of Domicile marker in the HESA data. Previously they had been identified by their Open University campus marker.

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 ‘-’.

Definitions

Ability to teach in Welsh

Students are defined as 'able to teach in Welsh' if they take part in a course which either leads to a formal certificate of bilingual education, or does not lead to a certificate, but is designed to enable students to teach in Welsh.

Age

A student's age at 31st of August 2015.

Country of study

Country of study is based on the address of the administrative centre of the Higher Education Institution attended. The country of study would be England for a distance learner taking a course at an English university.

Class of degree

The qualification left with at the end of an ITE course. PGCEs don't have degree classes.

Degree type

PGCE includes Postgraduate Certificate of Education, Professional Graduate Certificate of Education and Professional Diploma of Education. The Postgraduate Certificate of Education is a Masters level qualification, but the Professional Graduate Certificate of Education is **not**. In some cases a student might start studying a postgraduate course, but leave with an undergraduate qualification.

Most 'Other Degree' courses are Bachelors level, with a teaching component that leads to Qualified Teacher Status.

Disability

Since 2010/11, HESA has been categorising disabilities using a version of the coding frame produced by the Disability Rights Commission. It's based on a student's self-assessment, and students don't have to report a disability. For continuing students, where the information was not already known, institutions can return student's disability as not sought. Therefore, the disability figures may not cover every student who has a disability.

Ethnicity

Ethnicity is based on a student's self-assessment.

First years

A student who started their course that year.

Gender

Other genders are included in the totals.

Home country

Home country refers to a student's permanent address (domicile) **before** starting the course. Students from the Channel Islands and Isle of Man are included as 'Unknown UK', to fit in with other Higher Education statistics.

Home region

Home region refers to a student's permanent address (domicile) **before** starting the course. The regions are based on the four education Regional Consortia. The four consortia are:

- North Wales – GwE – Isle of Anglesey, Gwynedd, Conwy, Denbighshire, Flintshire, Wrexham
- Mid and South West Wales – ERW – Powys, Ceredigion, Pembrokeshire, Carmarthenshire, Swansea, Neath Port Talbot
- Central South Wales – Central South Consortium Joint Education Service – Bridgend, The Vale of Glamorgan, Cardiff, Rhondda Cynon Taf, Merthyr Tydfil
- South East Wales – South East Wales Education Achievement Service – Caerphilly, Blaenau Gwent, Torfaen, Monmouthshire, Newport

More information on Regional Consortia can be found on the [Governor's Wales website](#).

Initial Teacher Education (ITE)

Initial Teacher Education used to be known as Initial Teacher Training (ITT) or Initial Teacher Education and Training (ITET). It covers all paths to someone becoming a teacher – gaining Qualified Teacher Status. This bulletin covers people becoming teachers through formal Higher Education courses.

Qualified Teacher Status (QTS)

Qualified Teacher Status is necessary to teach in a Welsh school. QTS in Wales is different from QTS in England or General Teaching Council registry in Northern Ireland and Scotland.

Qualifiers

'Qualifiers' refers to total qualifications through this bulletin. See the [methodology](#) section for more information on how 'qualifiers' and 'qualifications' are different.

School level

School level refers to whether the course is focused on training primary or secondary school teachers. This is often known as 'school phase'. When qualified a teacher may teach a different age range than they originally trained for.

Some courses cover a wider age range, in those cases they are categorised for the oldest age they cover. Early Years teachers have been included in the totals, but not in Primary or Secondary.

Students

'Students' refers to student enrolments throughout this bulletin. See the [methodology](#) section for more information on how 'students' and 'student enrolments' are different.

Students in Wales

Students in Wales are those who train at a Welsh Higher Education Institution and people who live in Wales and train at the Open University (in times when that is possible).

Students from Wales studying in the UK

Students from Wales studying in the UK are those whose permanent address (domicile) was in Wales before the course and are now learning at a Higher Education Institution in the UK, either in Wales or elsewhere. Many 'Students from Wales studying in the UK' will also be 'Students in Wales'.

Subject

Students on secondary school ITE courses can specialise in a subject. These subjects have been grouped into the categories provided.

Year

Years are academic years, ranging from 1st August to the 31st July.

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. HESA (the data source) are themselves publishers of National Statistics and give detail on the quality of their data [on their website](#).

Relevance

The statistics in this bulletin are used both within and outside the Welsh Government to monitor trends in ITE 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;
- The Higher Education Funding Council for Wales (HEFCW);
- 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 help model future supply and demand for teachers and inform ITE intake targets.
- To forecast future expenditure of student support schemes for Welsh domiciled students;

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 Methodology section.

Timeliness and punctuality

HESA collected student enrolment data for the 2015/16 academic year between August and October 2016. ITE information from the student record has been available since January 2017. The release of this bulletin has been moved to June from September, to reflect demand for the information. The plausibility of moving the bulletin forward to May in 2018 is currently being examined.

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.

Comparability and coherence

There are no published figures for the 2014/15 academic year for other UK countries that can be directly compared to figures in this bulletin.

HESA publish a report which uses a different method to this bulletin, but allows for direct comparison of teacher training in higher education between Wales, England, Scotland and Northern Ireland. There are also releases covering ITE from each of the countries of the UK in relation to their own policies and targets (see Related publications below).

Related publications

[Higher Education Statistics for the UK \(HESA\)](#)

A series of tables which look widely at student numbers in UK institutions, including one table comparing ITE enrolments and qualifications across all four nations in the UK.

[Initial Teacher Training Application End of 2016 Cycle \(UCAS\)](#)

Two reports examining applicant and application statistics for ITE courses in Wales and England.

[Students in Higher Education Institutions \(Welsh Government/HESA\)](#)

An annual report which provides details of student enrolments and qualifications.

[Destinations of Leavers from Higher Education in the UK \(Welsh Government/HESA\)](#)

An annual report which presents data by activity and location for degree leavers of higher education.

[Education Workforce Statistics \(EWC\)](#)

Statistics on people registered to teach in schools/further education institutions in Wales.

[Initial Teacher Training Statistics \(HEFCW\)](#)

Summary statistics from the Higher Education Funding Council for Wales on ITE student numbers, characteristics and qualifications.

[Initial Teacher Training Census \(DfE\)](#)

A report providing a provisional insight into ITT recruitment figures in England, including comparisons between early intake into ITT courses and English teacher training targets.

[Initial teacher training performance profiles for the academic year \(DfE\)](#)

This Statistical First Release provides a detailed look into outcomes of ITE courses in England, including qualifications and employment status of completers six months after qualifying.

[Statistical Fact Sheet: Initial teacher training at Northern Irish Higher Education Institution \(Department for the Economy – Northern Ireland\)](#)

A brief summary sheet detailing ITT enrolments and completions in Northern Ireland.

[Summary Statistics for Schools in Scotland \(Scottish Government\)](#)

An overview of school statistics for Scotland, including newly qualified teachers who begin their induction course at a Scottish school.

National Statistics status

The [United Kingdom Statistics Authority](#) has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the [Code of Practice for Official Statistics](#).

National Statistics status means that official statistics meet the highest standards of trustworthiness, quality and public value.

All official statistics should comply with all aspects of the Code of Practice for Official Statistics. They are awarded National Statistics status following an assessment by the UK Statistics Authority's regulatory arm. The Authority considers whether the statistics meet the highest standards of Code compliance, including the value they add to public decisions and debate.

It is Welsh Government's responsibility to maintain compliance with the standards expected of National Statistics. If we become concerned about whether these statistics are still meeting the appropriate standards, we will discuss any concerns with the Authority promptly. National Statistics status can be removed at any point when the highest standards are not maintained, and reinstated when standards are restored.

Well-being of Future Generations Act (WFG)

The Well-being of Future Generations Act 2015 is about improving the social, economic, environmental and cultural well-being of Wales. The Act puts in place seven well-being goals for Wales. These are for a more equal, prosperous, resilient, healthier and globally responsible Wales, with cohesive communities and a vibrant culture and thriving Welsh language. Under section (10)(1) of the Act, the Welsh Ministers must (a) publish indicators ("national indicators") that must be applied for the purpose of measuring progress towards the achievement of the Well-being goals, and (b) lay a copy of the national indicators before the National Assembly. The 46 national indicators were laid in March 2016.

Information on indicators and associated technical information - [How do you measure a nation's progress? - National Indicators](#)

Further information on the [Well-being of Future Generations \(Wales\) Act 2015](#).

The statistics included in this release could also provide supporting narrative to the national indicators and be used by public services boards in relation to their local well-being assessments and local well-being plans.

Further details

The document is available at:

<http://gov.wales/statistics-and-research/initial-teacher-training/?lang=en>

Tables associated with this bulletin containing a greater amount of detail are available on the Welsh Government's interactive data dissemination service, [StatsWales](#).

Next update

May 2018 (Provisionally)

We want your feedback

We welcome any feedback on any aspect of these statistics which can be provided by email to post16education.stats@wales.gsi.gov.uk

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