



Department
for Education

Destinations of trainee teachers awarded a bursary

October 2018

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Introduction

This annex to the September 2018 Teachers Analysis Compendium provides experimental analysis of the destinations of trainee teachers who are likely to have been awarded a bursary during an initial teacher training (ITT) course in England. It will analyse the number of trainees who are likely to have received a bursary starting ITT each year, the proportion of those who were awarded qualified teacher status (QTS) at the end of their course, and the proportion who found employment in a teaching post within the state-funded school sector at any point after being awarded QTS.

Experimental Statistics

Experimental statistics are new official statistics that are undergoing evaluation. The statistics within 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.

This is the first analysis drawn from a new linking mechanism developed to draw together three of the Department's major trainee teacher and workforce data collections. It uses estimation techniques to identify the bursary award status of trainee teachers, and experimental matching techniques to identify their subsequent teacher training and workforce records. This analysis is therefore provisional and may be subject to revision in the future, as the Department refines the methodology of its matching process, bursary estimation techniques, and analytical approach. **Users are therefore advised to treat the findings with caution, as they may be revised in the future.**

For more information, please refer to the methodology section of this chapter.

We would welcome feedback on the methods used and analysis presented, to inform future analysis and the development of further publications. Please send your views to ittstatistics.publications@education.gov.uk.

Background

Teacher training bursaries are financial incentives designed to attract high quality graduates into the teaching profession. The level of bursary awarded varies according to a trainee's qualifications and the subject in which they wish to train to teach.

Bursaries are designed to incentivise applications in subjects where it is difficult to recruit trainees. Analysis has shown that there is a statistical correlation between bursaries and the number of applications to teacher training¹. The Department targets the subjects where it is most challenging to recruit sufficient trainees with the highest bursary awards. The financial incentives available to new trainee teachers are reviewed on an annual basis to ensure they continue to target the highest priority subjects.

Trainees are eligible for a tuition fee loan so that they do not need to pay for ITT upfront, as well as a maintenance loan to support their living costs. Nonetheless, we have changed bursary amounts to account for changes to tuition fees. The bursaries currently offered by the Department account for the fact that ITT courses attract tuition fees of up to £9,250.

Whilst the Department uses bursaries primarily as a mechanism to increase applications to ITT, we have undertaken this analysis to understand more about the impact of bursaries on trainee teachers and their progression into state-funded schools.

In the period considered for this analysis bursaries were paid to trainees during their ITT course. While the Department continues to pay bursaries during ITT, we are currently piloting a "phased bursary" for mathematics trainees starting ITT in the 2018/19 and 2019/20 academic years. This comprises a lower bursary during ITT followed by additional early-career payments in the third and fifth year of teaching, if the teacher has been employed continuously in a state-funded school since completing ITT.

Analytical approach

In order to understand more about the destinations of postgraduate² trainee teachers awarded a bursary, we have linked three major data collections to provide a longitudinal view of how individual trainees progress during teacher training and then into employment in state-funded schools in England. In order to achieve this, a complex data

¹ The National Audit Office's ['Training New Teachers' report](#) cites Departmental analysis finding that an increase of £1,000 in bursary value led to a 2.9% increase in applications.

² This analysis considers postgraduate trainee teachers only. The Department introduced an undergraduate ITT bursary in 2015/16, but due to having a longer course length, these trainees are not included in this analysis as we are yet to collect sufficient data about their employment destinations.

linking and analytical approach has been developed, which is detailed in the Methodology section of this annex.

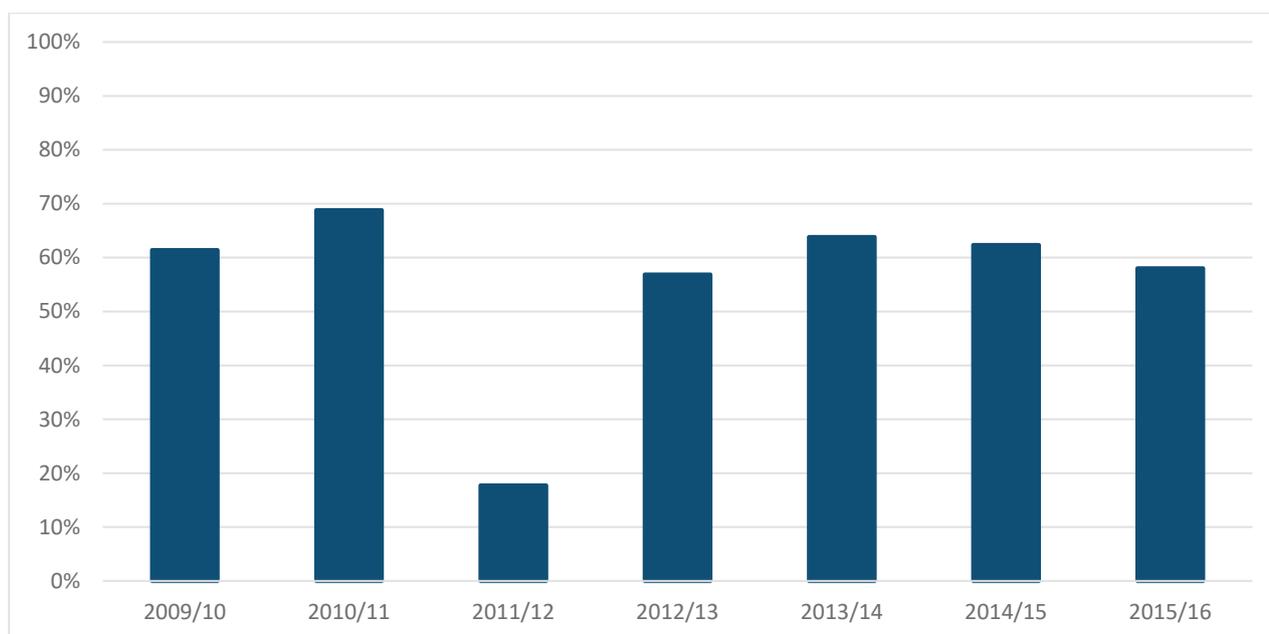
There are a number of important differences in how this analysis has been undertaken compared to other published analysis considering the rate of trainees awarded QTS and post-ITT employment rates. Further details can also be found in the Methodology section.

Findings

Between academic years 2009/10 and 2015/16, approximately 108,790 bursary awards were made to postgraduate trainees starting initial teacher training in England. This represents 56 per cent of all postgraduate trainees starting ITT over the period.

As figure 1 demonstrates, the proportion of trainees who received a bursary has varied from 18 per cent³ to 69 per cent between academic years 2009/10 and 2015/16.

Figure 1: Proportion of trainees awarded a bursary, academic years 2009/10 to 2015/16



QTS Outcomes

Over the period between academic years 2009/10 and 2015/16, 93 per cent of trainees awarded a bursary successfully gained qualified teacher status (QTS) at the end of their programme. This is two percentage points higher than the rate for non-bursary holders (91 per cent), but this may be a result of other factors such as differences in qualifications

³ In 2011/12, bursaries were offered in seven subjects only (physics, mathematics, chemistry, biology, combined/general science, languages and engineering) to incentivise applications to these subjects.

or characteristics of those who are awarded bursaries compared to those who are not. Trainees who were not awarded QTS include those:

- who failed to meet the required standards
- who left the course before the end, for example, for personal reasons or because they decided not to pursue a career in teaching
- who came to the expected end of their course but were yet to complete

QTS outcomes by academic year

As figure 2 shows, in all but 2011/12 when bursaries were offered in seven subjects only, an equal or greater proportion of bursary holders were awarded QTS than non-bursary holders, though the difference between these groups is slight.

Figure 2: Proportion of trainee teachers awarded QTS by bursary status, academic years 2009/10 to 2015/16



QTS outcomes by value of bursary award

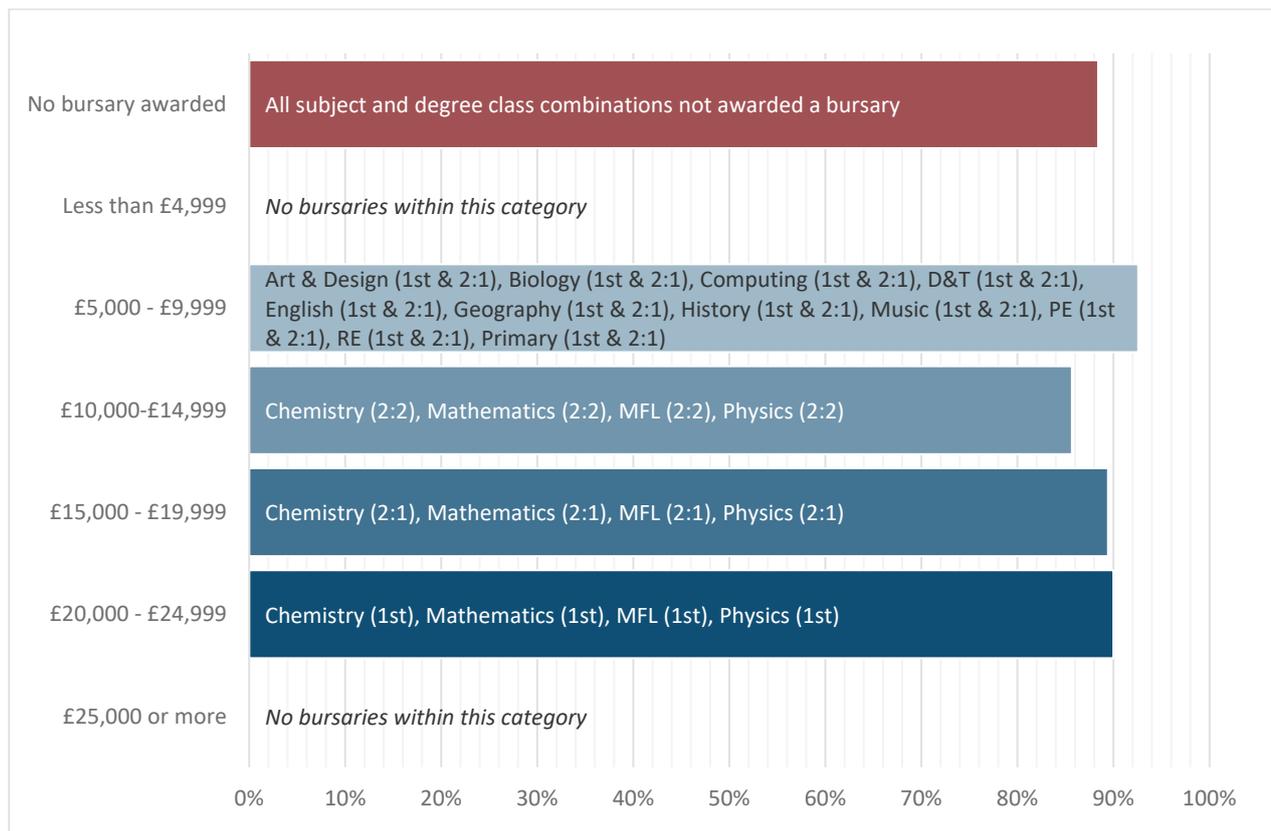
When considering the value of bursary awarded to a trainee, it is important to recognise that QTS award rates differ by subject, as can be seen from published ITT Performance

Profiles data⁴. Meanwhile, the value of bursaries has varied by the ITT subject, degree class of the trainee and the academic year in question, with higher bursary amounts targeted at trainees undertaking particular shortage subjects such as maths and physics. Therefore, the comparison of QTS award by bursary value is likely to be affected by the set of subjects attracting awards of different values over time, rather than simply the bursary value or the award of the bursary itself.

The following charts present the proportion of trainees awarded QTS by the value of bursary award, for academic years 2012/13 to 2015/16 individually⁵. Data for academic years 2009/10 to 2015/16 can be found in table 2a of the supplementary tables. Details of the subject and degree class combinations that led to the bursary value in question within each academic year are included within each chart.

In academic year 2012/13, the proportion of trainees awarded QTS varied between 86 per cent for trainees with a bursary value of £10,000 - £14,999, to 93 per cent for trainees with a bursary value of £5,000 to £9,999.

Figure 3: Proportion of trainee teachers awarded QTS by bursary value, academic year 2012/13

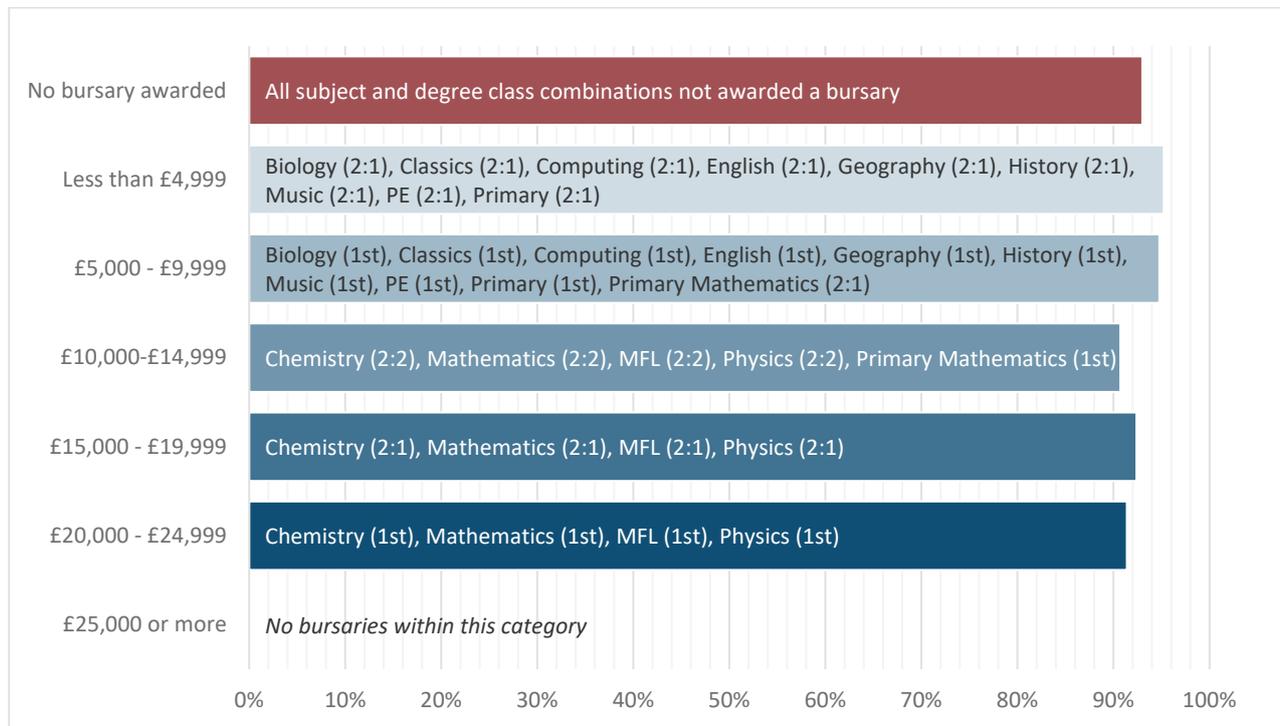


⁴ A time series of QTS outcomes by subject can be found in Table 6b of the [ITT Performance Profiles 2016/17](#)

⁵ In 2009/10, 2010/11 and 2011/12, there were smaller ranges of bursary values. Therefore, charts are not included for those years in this section. Data can be found in table 2a of the supplementary tables.

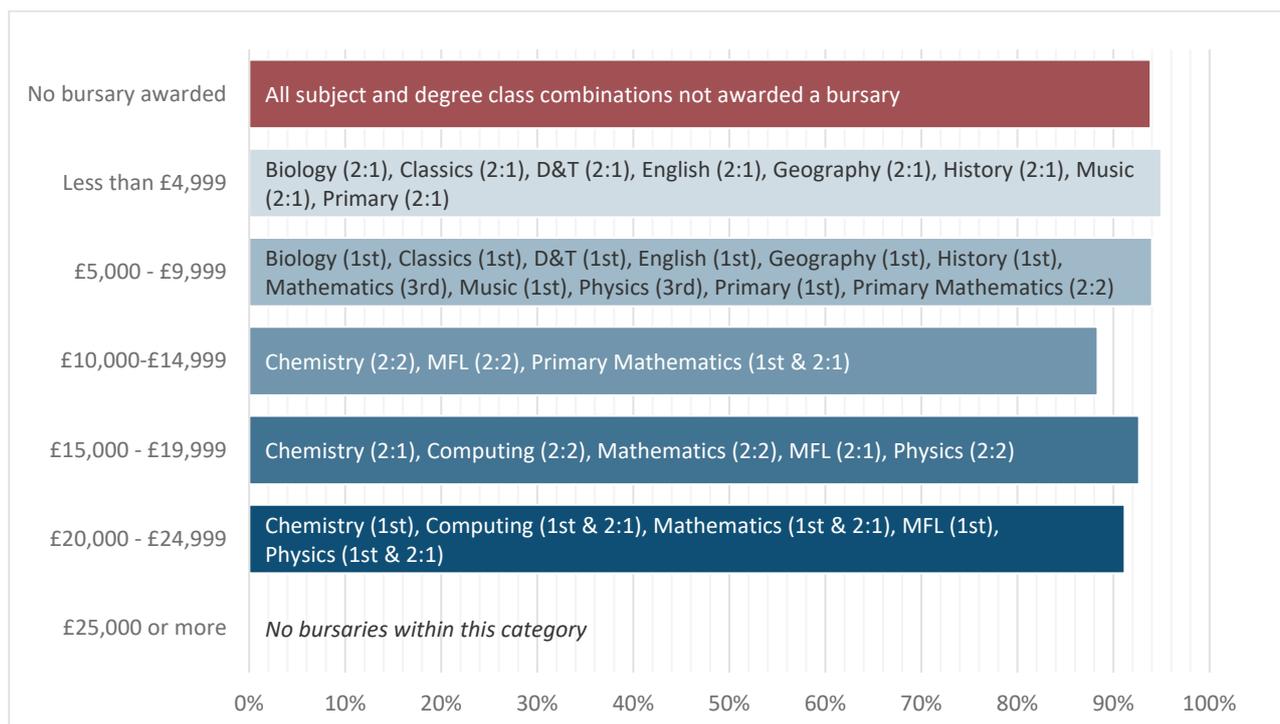
In academic year 2013/14, the proportion of trainees awarded QTS varied between 91 per cent for trainees with a bursary value of £20,000 - £24,999 and £10,000 - £14,999, to 95 per cent for trainees with a bursary value of £5,000 to £9,999 and less than £4,999.

Figure 4: Proportion of trainee teachers awarded QTS by bursary value, academic year 2013/14



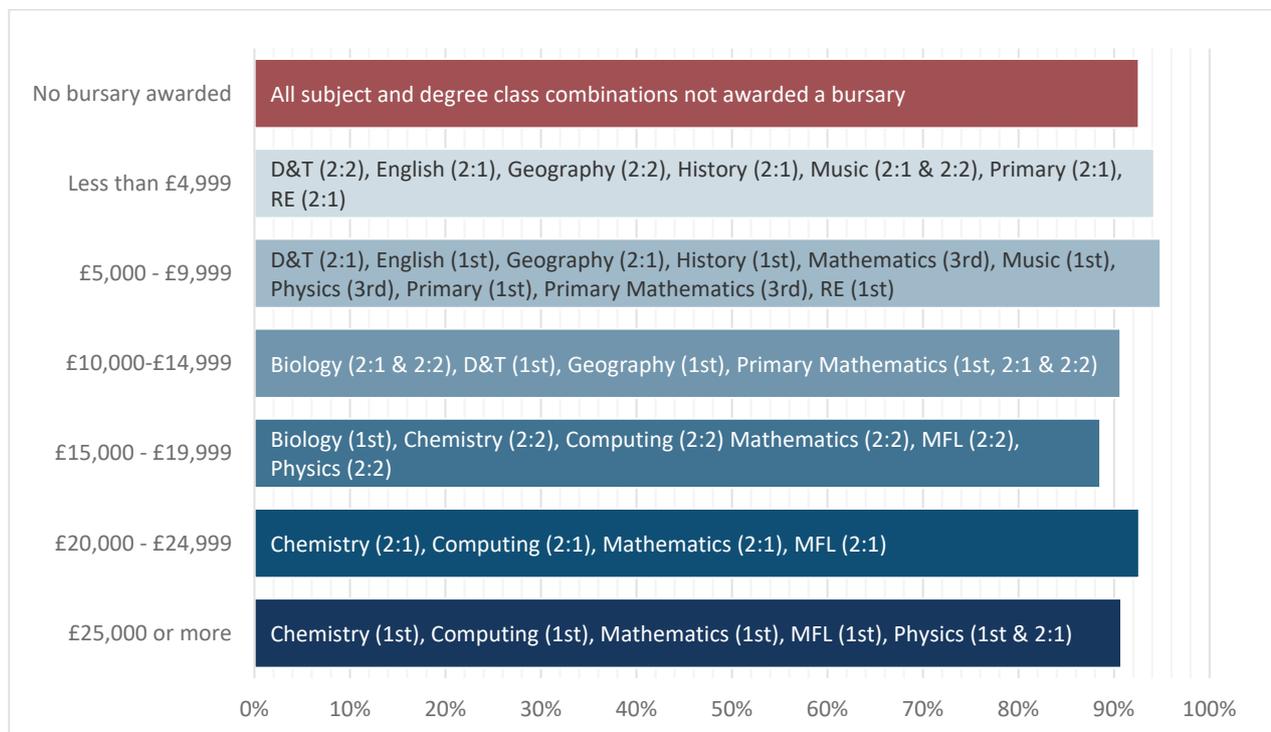
In academic year 2014/15, the proportion of trainees awarded QTS varied between 88 per cent for trainees with a bursary value of £10,000 - £14,999, to 95 per cent for trainees with a bursary value of less than £4,999.

Figure 5: Proportion of trainee teachers awarded QTS by bursary value, academic year 2014/15



In academic year 2015/16, the proportion of trainees awarded QTS varied between 89 per cent for trainees with a bursary value of £15,000 - £19,999, to 95 per cent for trainees with a bursary value of £5,000 to £9,999.

Figure 6: Proportion of trainee teachers awarded QTS by bursary value, academic year 2015/16



It is important to note that the QTS award rate differs by subject, as can be seen from published ITT Performance Profiles data⁶. The value of a bursary award is directly linked to the ITT subject and degree class of the trainee. Higher value bursaries are targeted at subjects that are difficult to recruit to, such as Physics, Chemistry, Biology and Mathematics, with lower value bursary awards generally targeted towards subjects like English, Design & Technology, History and Religious Education.

Whilst these bursary values vary year by year, it is important to recognise that the QTS rate for any given award will be the result of a number of contributing factors, and that the bursary amount is not necessarily a deciding factor.

⁶ A time series of QTS outcomes by subject can be found in Table 6b of the [ITT Performance Profiles 2016/17](#)

QTS outcomes by ITT subject

The subjects with the highest proportion of postgraduate bursary holders awarded QTS between academic years 2009/10 and 2015/16 were:

- Physical Education⁷: 98 per cent awarded QTS
- Classics⁸: 98 per cent awarded QTS
- History: 96 per cent awarded QTS

The subjects with the lowest proportions were:

- Physics: 85 per cent awarded QTS
- Computing: 88 per cent awarded QTS
- Chemistry: 90 per cent awarded QTS

There is likely to be a number of reasons for the variation in the proportion awarded QTS. Typically there is greater competition for an ITT place in lower value bursary subjects, so ITT providers and schools can be more selective in these subjects. Graduates in high value bursary subjects are typically in greater demand elsewhere in the labour market, which may influence the likelihood of withdrawal from ITT courses in those subjects.

The bursary on offer for each subject is therefore likely to be one of many factors affecting QTS awards. A full analysis of QTS award rates by year, bursary award, and subject can be found in Tables 2, 2a and 2b of the supplementary tables.

Employment Outcomes

This section will analyse the proportion of trainees awarded QTS who were reported in a teaching post in a state-funded school in England by November 2017 (the latest set of workforce data the Department holds).

Users should be aware of the following important points when reviewing employment rates within this annex:

- **Comparisons of the employment rates within this analysis over time are not possible, as we expect more recent years to have a lower employment rate relative to more historical years.** For this analysis, we have identified whether trainees have found employment in state-funded schools at any time after being awarded QTS. Therefore, earlier cohorts of trainees have had more opportunities to enter the workforce than more recent cohorts.

⁷ Eligible for a bursary in 2009/10, 2010/11, 2012/13 and 2013/14.

⁸ Classics is based on a relatively small number of trainees.

- **Comparisons to other employment rates published by the Department are not possible.** Due to differences in the coverage and scope of this analysis, direct comparisons to other employment rates⁹ cannot be made as they are fundamentally different measures of employment.

Further details about these differences, and an illustration of the effect of a non-time restricted employment rate can be found in the Methodology section of this annex.

Employment outcomes by academic year

Over the period from academic year 2009/10 to 2015/16, 89 per cent of postgraduate bursary holders who were awarded QTS were found in a teaching post in state-funded schools in England at any time between the award of QTS and November 2017 (the latest employment data the department holds)¹⁰. This is two percentage points lower than the equivalent rate for non-bursary-holders (91 per cent), but this may be the result of other factors, such as the greater demand for degree holders in these subjects elsewhere in the economy.

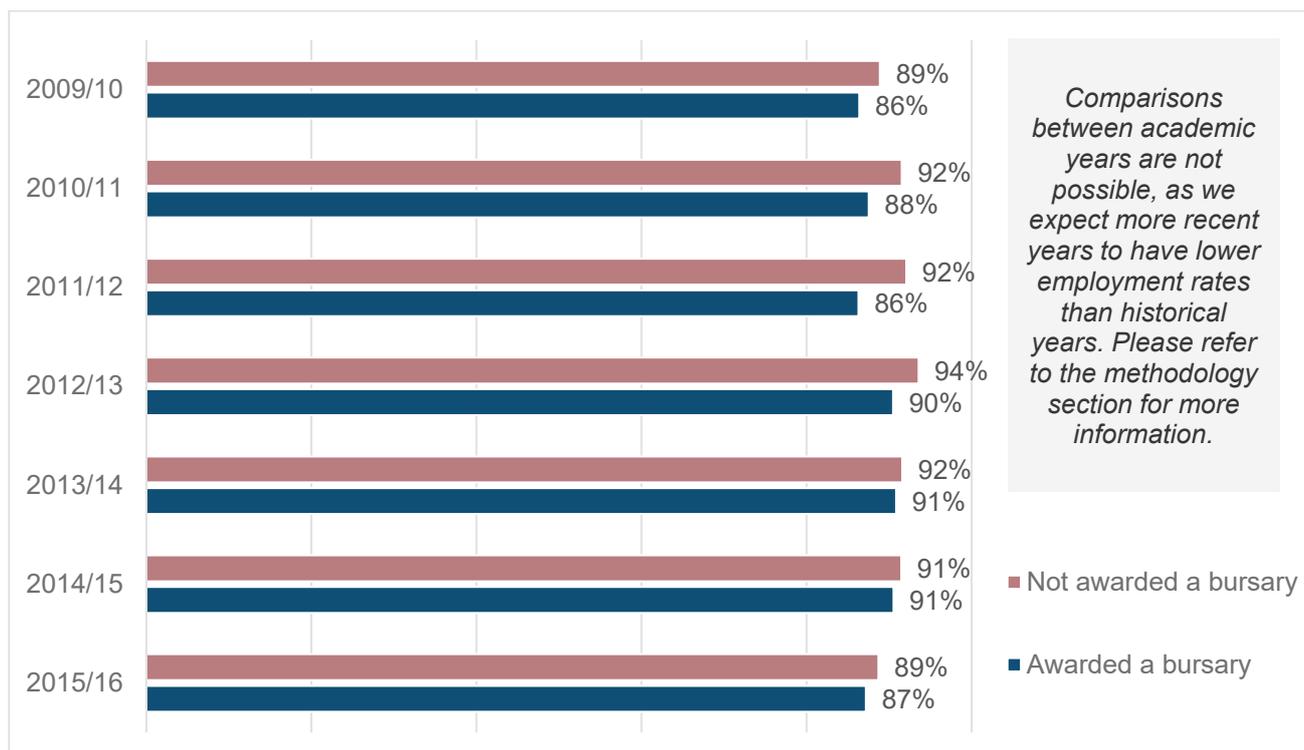
The proportion of bursary holders found in a teaching post in the state-funded school sector at any time following the award of QTS was lower than the proportion of non-bursary holders in each year. However, this difference has narrowed in more recent years as figure 7 demonstrates.

It is important to note that, as described earlier, we have measured employment in this analysis as whether the trainee has appeared in the state-funded school workforce at any time up until November 2017. Therefore, comparisons over time are not possible, as we would expect more recent years to have lower employment rates than historical years, as trainees who have only recently been awarded QTS have had less opportunity to commence a teaching post in the state-funded sector.

⁹ Including employment rates such as those published in the [ITT Performance Profiles](#), and the [February 2017 Teacher Analysis Compendium](#).

¹⁰ We have measured employment as entry to the state-funded school workforce, irrespective of how long trainees stayed in the profession.

Figure 7: Proportion of postgraduate trainee teachers awarded QTS who were in a teaching post in the state-funded school sector by November 2017, by bursary status, academic years 2009/10 to 2015/16



Employment outcomes by value of bursary award

Since the value of bursaries has varied by the ITT subject, degree class of the trainee and the academic year in question, it would be problematic to compare the collective cohort of trainees from 2009/10 to 2015/16 by bursary value alone. For example, bursary values of £25,000 or more were awarded for the first time in 2015/16. Since smaller bursary awards were made in other academic years, and this analysis considers whether trainees were in a teaching post at any time after being awarded QTS, comparisons between the £25,000 or more group and any other bursary value group would be skewed, as the rate is based on fewer years of data.

The following charts therefore present the proportion of trainees awarded QTS by the value of bursary award, for academic years 2012/13 to 2015/16 individually¹¹. Data for academic years 2009/10 to 2015/16 can be found in table 3a of the supplementary tables.

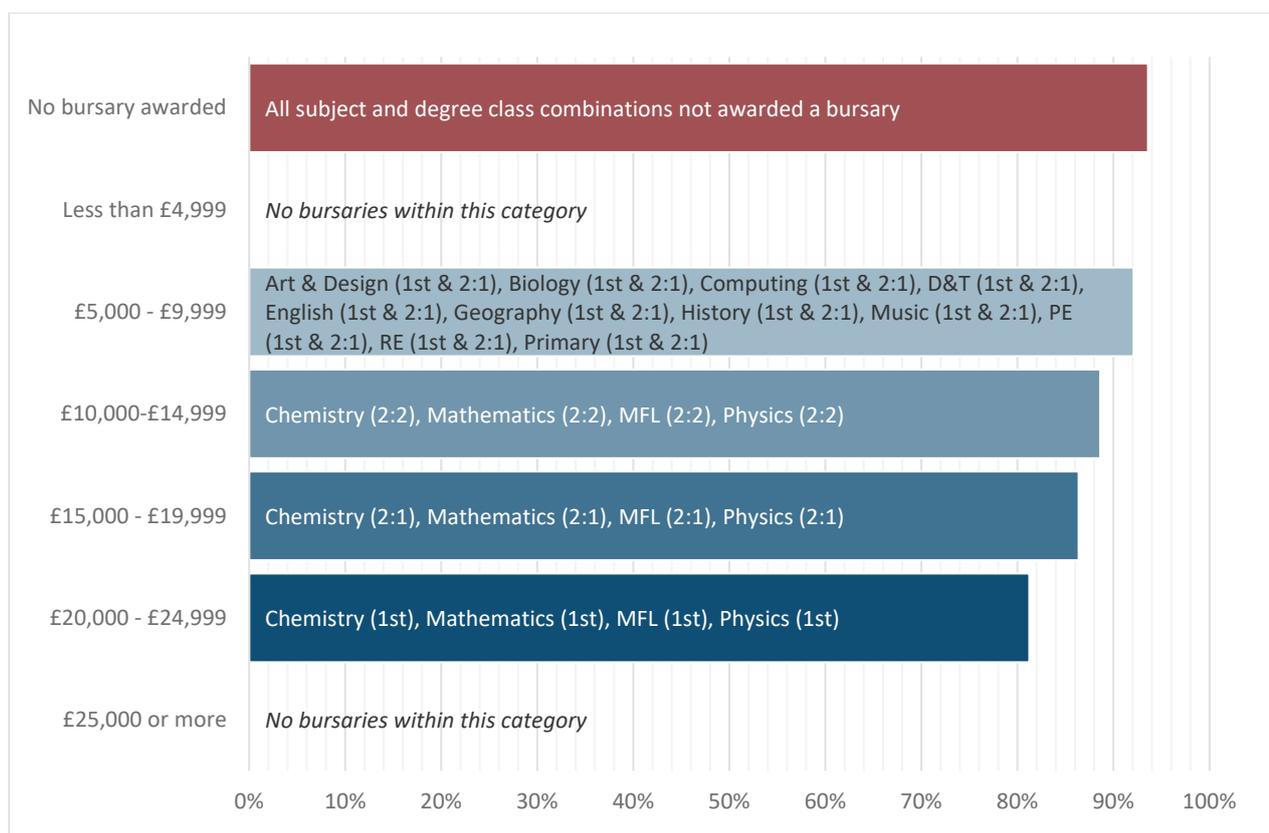
¹¹ In 2009/10, 2010/11 and 2011/12, there were smaller ranges of bursary values. Therefore, charts are not included for those years in this section. Data can be found in table 3a of the supplementary tables.

Details of the subject and degree class combinations that led to the bursary value in question within each academic year are included within the chart.

It is important to recognise that the value of a bursary award is directly linked to the ITT subject and degree class of the trainee. Higher value bursaries are targeted at subjects that are difficult to recruit to, such as Physics, Chemistry, Biology & Mathematics, with lower value bursary awards generally targeted towards English, Design & Technology, History and Religious Education trainees. Whilst these bursary values vary year by year, it is important to recognise that the employment rate may be affected by the subject of ITT, degree class of the trainee, or other factors, rather than the bursary amount itself.

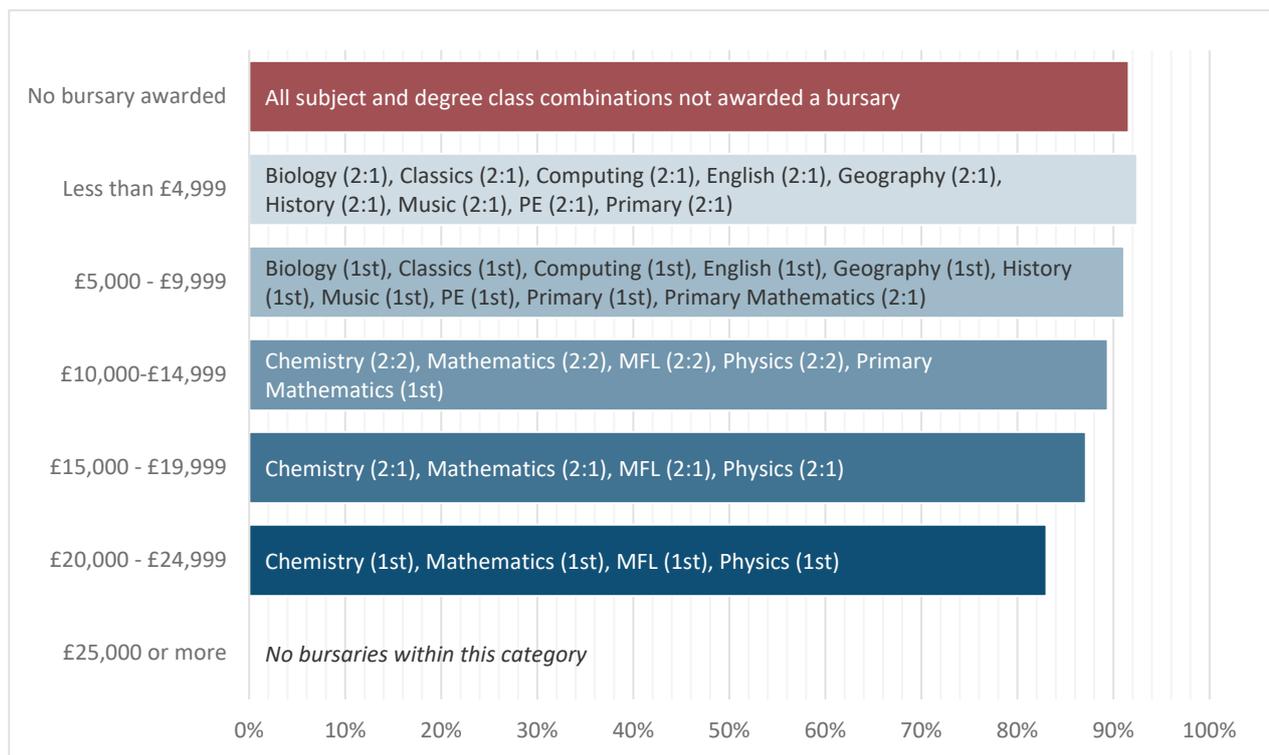
In academic year 2012/13, the proportion of trainees awarded QTS who were in a teaching post in the state-funded schools sector varied between 81 per cent for trainees with a bursary value of £20,000 - £24,999, and 94 per cent for trainees not awarded a bursary.

Figure 8: Proportion of postgraduate trainees awarded QTS who were in a teaching post in the state-funded schools sector, by bursary value, academic year 2012/13.



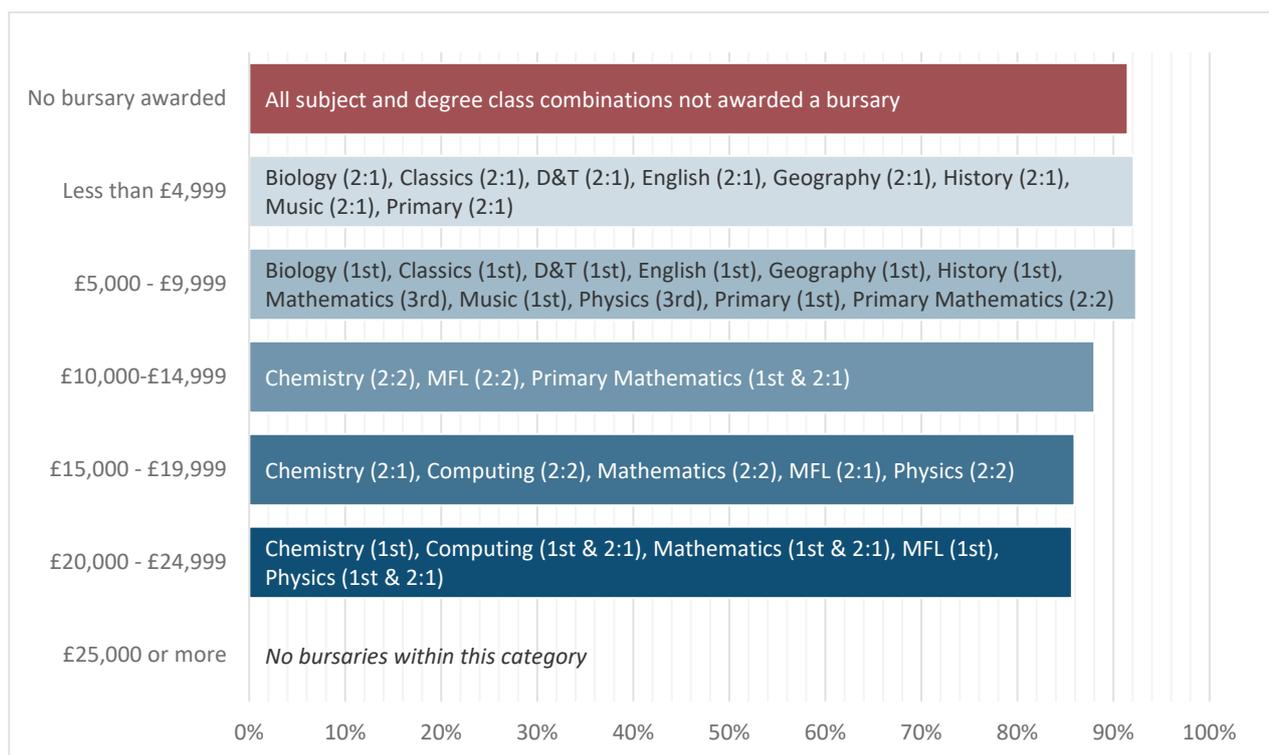
In academic year 2013/14, the proportion of trainees awarded QTS who were in a teaching post in the state-funded schools sector varied between 83 per cent for trainees with a bursary value of £20,000 - £24,999, and 92 per cent for trainees with a bursary value of less than £4,999 and for trainees not awarded a bursary.

Figure 9: Proportion of postgraduate trainees awarded QTS who were in a teaching post in the state-funded schools sector, by bursary value, academic year 2013/14



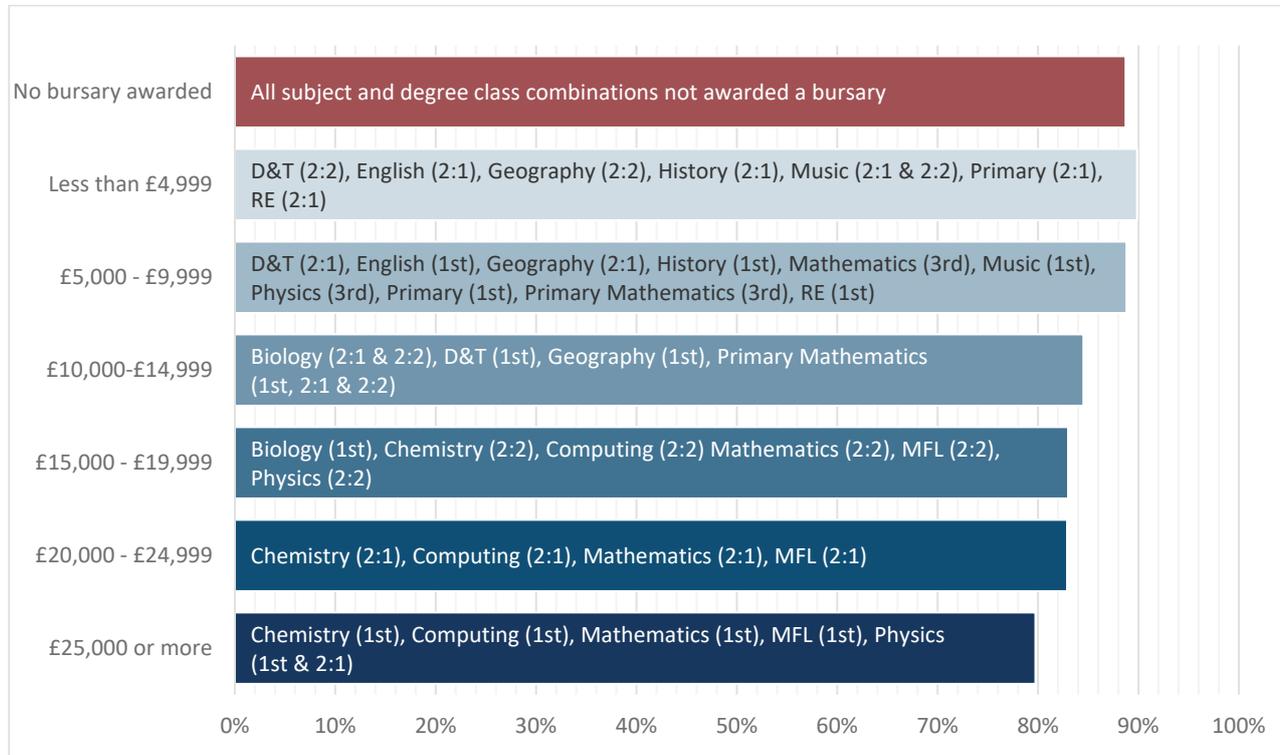
In academic year 2014/15, the proportion of trainees awarded QTS who were in a teaching post in the state-funded schools sector varied between 86 per cent for trainees with a bursary value of £20,000 - £24,999 and £15,000 - £19,999, and 92 per cent for trainees with a bursary value of £5,000 - £9,999 and less than £4,999.

Figure 10: Proportion of postgraduate trainees awarded QTS who were in a teaching post in the state-funded schools sector, by bursary value, academic year 2014/15



In academic year 2015/16, the proportion of trainees awarded QTS who were in a teaching post in the state-funded schools sector varied between 80 per cent for trainees with a bursary value of more than £25,000, and 90 per cent for trainees with a bursary value of less than £4,999.

Figure 11: Proportion of postgraduate trainees awarded QTS who were in a teaching post in the state-funded schools sector, by bursary value, academic year 2015/16



Employment outcomes by ITT subject

The subjects with the highest rates of postgraduate bursary holders in a teaching post in the state-funded school sector between academic years 2009/10 and 2015/16 were:

- English: 93 per cent in a teaching post in a state-funded school
- Primary: 91 per cent in a teaching post in a state-funded school
- Drama: 91 per cent in a teaching post in a state-funded school

The subjects with the lowest proportions were:

- Classics¹²: 36 per cent in a teaching post in a state-funded school
- Business Studies: 75 per cent in a teaching post in a state-funded school
- Physics: 82 per cent in a teaching post in a state-funded school

¹² Classics is based on a relatively small number of trainees

A full analysis of employment rates in state-funded schools for bursary holders by year, bursary award, and subject can be found in Tables 3, 3a and 3b of the supplementary tables.

Methodology

In February 2018, the Department published an [analysis of post-ITT employment rates](#), which were estimated by linking together two key datasets – the ITT Performance Profiles (ITTPP) and the School Workforce Census (SWC). This analysis allowed the Department, for the first time, to match an individual’s final training record with their school workforce record (if they have one), allowing us to determine the proportion of trainees awarded QTS that entered the state-funded school workforce.

Data Matching

In order to analyse the employment rates of trainees who were awarded a bursary, the Department matched an additional dataset to this existing linked data – the ITT Census. This dataset is the first data collection during ITT, capturing information about trainees starting an ITT course in England. The Department uses this dataset to publish the annual [ITT Census Official Statistics](#). The dataset is used by the Department to determine bursary payments to ITT providers¹³.

The ITT Census was matched into the linked ITTPP and SWC data source to:

- add additional data about trainee teachers available in the ITT Census, such as their undergraduate degree class on entry, funding status, and ITT subject on entry to identify at the individual-level which trainees starting ITT are likely to have received a bursary¹⁴
- develop an ‘end-to-end’ view of trainee teachers and their progression into the state-funded school workforce

Further details about the linked ITTPP and SWC data can be found in Annex A1 of the [February 2018 Teachers Analysis Compendium](#).

¹³ The Department uses the provisional ITT Census to issue bursary payments to ITT providers, who are responsible for payments to individual trainees at their institution.

¹⁴ For this analysis we have considered trainees who are ‘likely to have’ received a bursary, by using the latest available ITT Census data to retrospectively identify trainees who met the relevant eligibility criteria in the academic year in question. This is a different process from that for making bursary payments, where ITT providers declare via the ITT census collection trainees that are eligible for a bursary. Because of this there may be some minor discrepancies between the actual number of bursary recipients and the trainees who are ‘likely to have’ received a bursary considered in this analysis.

We have matched the ITT Census into the linked ITTPP and SWC data primarily using the Teacher Reference Number (TRN), a unique identifier which is issued when a trainee commences ITT and used throughout a teacher's career. This is supplemented with additional matches based on surname, maiden name, first name and date of birth information to increase the overall match rate.

Identifying Bursary Holders

Using the final ITT Census data for each year, we have identified which trainees who started ITT in England were likely to have received a bursary. To be considered eligible for a bursary within this analysis, trainees must have:

- been eligible for the provision of UK student support
- held a UK first degree or equivalent
- taken a qualifying postgraduate ITT course in England, on a provider-led Higher Education Institution (HEI), provider-led School-Centred ITT (SCITT), or School Direct (fee) route¹⁵
- started their course and not deferred entry

In addition to the eligibility criteria above, the training bursary level awarded is dependent on the subject in which a trainee wishes to teach and the grade of their highest academic qualification. Eligible subjects and qualification requirements vary by academic year. For the purpose of this analysis, information from the ITT Census was used to determine whether the trainee was starting an eligible ITT subject and had the required degree class to attract a bursary for the academic year in which they started ITT. Whilst this approach will identify trainees who met all of the requirements to receive a bursary, the identification of a bursary award, input of accurate data, and payment to trainees is the responsibility of individual ITT providers. Therefore, we cannot make a direct comparison to trainees who actually received a bursary and report these trainees as 'likely to have received a bursary'.

In a small number of cases, trainees who had a higher academic award than a first degree may have received a different bursary amount than this analysis estimates. This could be because the trainee had a higher academic award than was recorded in the ITT Census, or the trainee received a discretionary award in an academic year when such an award was permitted (for example, academic year 2014/15, details of which can be found in Section 3 of the [ITT Bursary Guide for 2014/15](#)). In addition, some trainees identified as likely to have received a bursary may have instead received a scholarship. They may therefore have received a different amount to that identified in this analysis.

¹⁵ This analysis considers bursaries awarded to postgraduate trainees only. Some trainees on undergraduate routes may also be eligible for a bursary.

The criteria we have used to identify bursary holders for this analysis reflects the eligibility criteria for bursary awards set out in the Department's ITT bursaries funding manual, but since this guidance is specific to the academic year in question, there may be a small number of differences in how we have identified eligible trainees in this analysis compared to the guidance. Users should consult the Department's [ITT Funding webpage](#) for a comprehensive overview of eligibility by academic year.

Coverage

This analysis includes all trainees who started a postgraduate¹⁶ ITT course in England between academic years 2009/10 and 2015/16.

This analysis considers only those in teaching posts in state-funded schools in England, which is a different measure to employment rates published in the annual ITT Performance Profiles official statistics, which currently use the 'Destinations of Leavers of Higher Education' (DLHE) survey:

- **This analysis uses more complete data than other sources.** The DLHE is a survey and as such, has a degree of non-response. We cannot infer anything about the teaching status of non-responders and they are excluded from DLHE employment rate calculations. For this analysis, we search for trainees who have been awarded QTS in the SWC, which is a census of all staff in state-funded schools in England. Whilst data matching means that we may fail to match some records that should have been matched, this approach gives a more complete dataset than a survey would provide, and ensures a focus on the main sector of interest for the Department.
- **This analysis considers employment in the state-funded sector only.** The DLHE survey responses can include employment outside of England, in the independent schools sector, and in Further/Higher Education institutes, though the Department primarily wants to understand employment levels within the state-funded school sector in England. For this analysis, we search for trainees who have been awarded QTS in the SWC, and assume that if we are unable to find them, they are not teaching in a state-funded school in England.

The Department has proposed to start using linked data to report post-ITT employment rates in the ITT Performance Profiles, starting from the July 2019 publication. Details about this proposal can be found in Section 9 of the [Main Text of the ITT Performance Profiles 2016/17](#).

¹⁶ The Department introduced an undergraduate ITT bursary in 2015/16, but due to having a longer course length, these trainees are not included as we are yet to collect sufficient data about their employment destinations.

Timing

For this analysis, we have identified whether postgraduate trainees have found employment in state-funded schools **at any time after being awarded QTS**.

This differs from other employment measures, such as those published in [the ITT Performance Profiles](#), and those in the [February 2017 Teacher Analysis Compendium](#), which measure how many trainees find employment within a specified timescale.

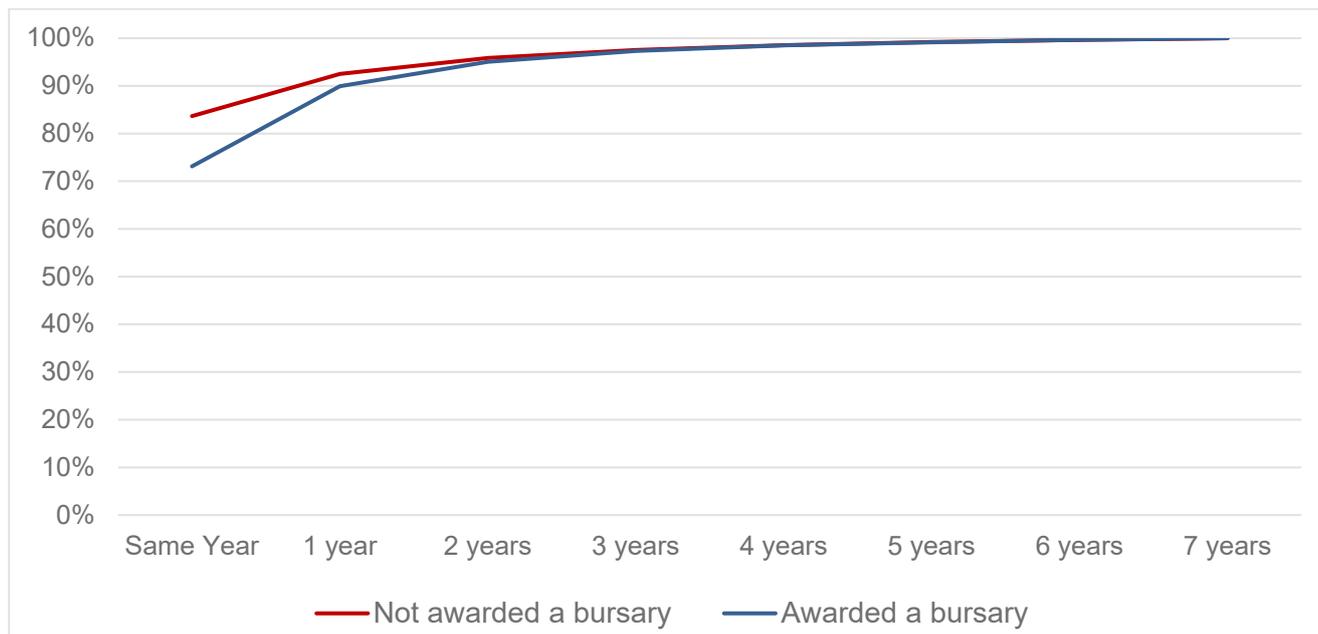
For the purpose of this analysis, the Department is interested in understanding the destinations of trainees awarded a bursary, which includes the overall rate of trainees entering the state-funded workforce, and the time it takes for trainees to be found in a teaching post. Introducing a time-restricted employment rate (such as calculating how many trainees were in a teaching post within 1 year of gaining QTS) would not allow us to understand the behaviour of trainees over a longer timescale, and would not account for trainees who:

- experienced a gap between their training and employment
- enter the state-funded school workforce after spending time in the independent school sector or another employment sector
- were working overseas or in a different nation of the United Kingdom (as a teacher or otherwise) prior to finding employment in a state-funded school in England

This approach means that, for this analysis, comparisons of employment rates over time are not possible. The SWC is an annual collection of data, and naturally, the more years after successful completion of ITT that are considered, the higher the overall employment rate. We therefore expect that more recent years will show lower employment rates, as there has been less time for trainees to join the state-funded workforce than preceding years. Users should refer to [the ITT Performance Profiles](#), or the [February 2017 Teacher Analysis Compendium](#) for annual employment rates that are comparable over time.

To illustrate why the rates in this analysis are not comparable across time, Figure 12 shows a timeline of the first appearance of trainees starting ITT in 2009/10, who were found in the state-funded workforce. We can see that the employment rate takes a steep rise between the same year as being awarded QTS and the year after, where we expect the majority of trainees will commence employment. After this point, we see employment rates level off. However, it is important to note that trainees continue to join the state-funded workforce over time, which continues to increase the overall employment rate.

Figure 12: Trainees starting in academic year 2009/10, who were awarded QTS and found in a teaching post in the state-funded school workforce, by the number of years until their first appearance in the workforce after being awarded QTS¹⁷.



Since this analysis does not restrict the employment rate by the number of years after being awarded QTS, **we expect more recent years to have a lower employment rate relative to more historical years**, as there have been fewer opportunities for trainees to join the state-funded workforce.

¹⁷ 'Same year' in Figure 6 means that a trainee completing ITT in academic year 2009/10 was found in a teaching post in the November 2010 SWC. '1 year' means that the trainee was found in a teaching post in the November 2011 SWC. This could mean that the trainee started shortly after the November 2010 SWC collection, but data was not collected until November 2011.



Department
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