



Department
for Education

Initial Teacher Training Census 2019 / 20

Methodology document

November 2019

Data Collection

The initial teacher training (ITT) census is collected annually and counts trainees registered on a course on the second Wednesday in October. For 2019/20 this was Wednesday 9 October 2019. The collection remained open until 4 November 2019 to allow providers time to input and check their records.

This report presents detailed provisional data for 2019/20.

Data are collected from the Database of Trainee Teachers and Providers (DTTP). This is a live system on which providers can change their entries throughout the year. This report therefore also includes summary revised data for 2018/19, for which provisional data were published in 2018. Figures for historical years in the time series have not been revised.

For 2019/20 we received data from all 237 providers in England comprising 170 School Centred ITTs and 67 HEIs.

Coverage

The initial teacher training census covers first year initial teacher trainees in England.

Confidentiality

The Code of Practice for Official Statistics requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the Department for Education protects confidentiality.

To do this small numbers are suppressed for sensitive characteristics and for very small providers.

This suppression approach is consistent with the Department's [statistical policy](#). Symbols used to identify this approach in published tables are as follows:

Symbol	Description
0	Zero
c	Small number suppressed to preserve confidentiality
-	Not applicable

Quality assurance

Data for the ITT census were completed, reviewed and signed-off by providers. The data collection and publication team within DfE carried out additional quality checks and data validations throughout the data entry process. After the data was extracted, the production team undertook a further quality assurance process to recode and correct some of the data.

This quality assurance process identified a small number of issues. These, along with the solutions that have been implemented, are outlined below:

- A small number of duplicate trainees were identified and removed during the quality assurance process. Data were then validated and signed-off by the production team.
- For both the revised and provisional data, the production team were unable to access complete degree-level data when taking the census data extract from the DTTP. This affected trainees at HEI providers who were not eligible for bursaries. A separate

dataset containing complete degree class information was extracted, and the production team used data linking techniques to populate the missing degree data.

2018/19 revised data:

- 5000 trainees initially had no course level information. These were investigated and completed by the production team.
- Approximately 250 trainees from four providers switched from being classified as undergraduate in the provisional extract to postgraduate in the revised extract (or vice versa). We investigated each provider individually and recoded trainees in the revised extract to their correct course level, in line with their route and degree class information.
- A few trainees studying “Modern Foreign Languages” with a subject name “other languages” were recorded in the overall subject category “Other”. These were corrected to “Modern Foreign Languages”.

2019/20 provisional data:

- 78 trainees on primary courses had their speciality subject as their main course subject. These have been corrected to reflect their primary teaching course.

Inclusion in the census

The census combines data on *actual* registered trainees with the reported number of *forecast* trainees by subject. Teach First were first included in 2015/16.

We apply filters to ensure we capture only valid trainees:

- Trainees were in their first year
- Trainee records were signed off and not marked as draft or dormant
- Trainees were on a course on or before 9 October 2019
- Trainees were on a course that started after 1 August 2019
- Trainees were on a course that leads to Qualified Teacher Status (QTS)
- Trainees were not excluded (see below)

Trainees excluded from this release

There are a number of trainees excluded from this analysis who may be working towards QTS, or another teaching qualification, such as early years teacher status (EYTS). The sections of this release relating to mainstream ITT (sections 1 to 5 of the main text, the main tables and tables by ITT provider) do not include:

- Self-funded trainees – We exclude trainees that the provider has indicated are not eligible for UK financial support. This includes overseas trainees not entitled to UK financial support, and trainees on the School Direct salaried route undertaking a non-DfE funded subject and/or employed at a private school. This year, 382 self-funded

trainees were excluded, higher than the 196 self-funded trainees excluded from the revised figures for 2018/19.

Some trainees are excluded from mainstream ITT statistics, but are included in an annex of this publication or an annex of the ITT performance profiles statistical release:

- Early years ITT – The main tables in this publication focus on trainees working towards QTS, and so trainees working towards early years teacher status (EYTS) are not included because they are not eligible for QTS. Figures on early years ITT are reported separately in Annex A of the main text.
- Assessment Only candidates – Assessment Only is for experienced teachers with a degree and those with a teaching qualification from different countries, who have not been awarded qualified teacher status (QTS) in England. It allows teachers to do the necessary assessment and skills tests to qualify for QTS. These individuals are deemed to be already in the workforce and therefore do not count towards the 2019/20 teacher supply model (TSM) targets. Figures for AO trainees are published as an annex in the initial teacher training (ITT) performance profiles since its 2016/17 publication.

Teacher supply model

The teacher supply model (TSM) is used by DfE to estimate the number of postgraduate trainee teachers needed to provide sufficient numbers of qualified teachers for state-funded schools in England. The 2019/20 TSM estimated the number of postgraduate ITT entrants needed for ITT courses starting in England in the autumn of 2019. The model is updated annually and is published online.

The model accounts for a wide range of factors including projected pupil numbers, the latest data on the teacher workforce, economic factors, and curriculum-related policies, among others.

More information can be found within the 2019/20 teacher supply model and accompanying user guide, both of which are available [here](#).



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