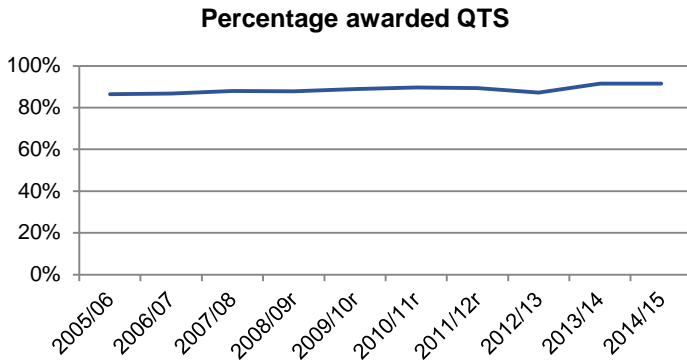# Department for Education

Initial teacher training performance profiles for the academic year 2014 to 2015, England

SFR31/2016, 28 July 2016

92% of ITT postgraduate trainees were awarded QTS, the highest proportion to date[1].

Percentage awarded QTS

In 2014 to 2015 academic year, there were 26,607 ITT postgraduate trainees of which 24,355 (92%) were awarded Qualified Teacher Status (QTS).

The proportion of ITT postgraduate trainees awarded QTS has ranged between 86% and 92% over the last decade.
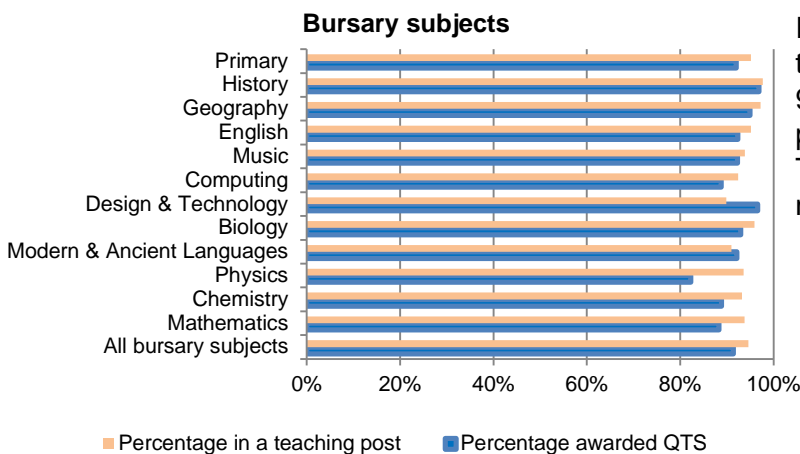
95% of ITT postgraduate trainees who achieved QTS were employed in a teaching post within 6 months of qualifying.

Percentage in a teaching post
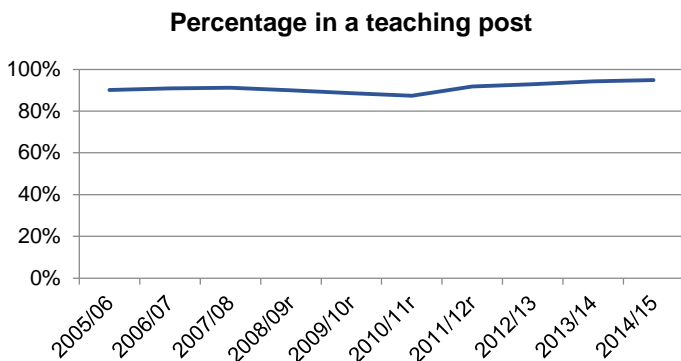
In 2014 to 2015 academic year, 21,579 (95%) ITT postgraduate trainees who were awarded QTS were in a teaching post within 6 months, up 1 percentage point from 2013 to 2014.

The proportion in employment has continued to rise steadily over recent years.

95% of ITT trainees who were eligible for a bursary were in a teaching post after being awarded QTS[2].

Bursary subjects

Primary
History
Geography
English
Music
Computing
Design & Technology
Biology
Modern & Ancient Languages
Physics
Chemistry
Mathematics
All bursary subjects

■ Percentage in a teaching post   ■ Percentage awarded QTS

In 2014 to 2015 academic year 17,006 ITT trainees were eligilible for a bursary, of which 91% were awarded QTS.   Likewise, the proportion in a teaching post after QTS was 95%. The variation between bursary subjects was minimal for most subjects.

---

[1] From academic year 2012/13, trainees are required to pass professional skills tests in literacy and numeracy before starting their course, so the proportion passing QTS has risen in recent years.
[2] The trainees in a teaching post is a proportion of those awarded QTS minus those with an unknown outcome.

Contact: Email: ittstatistics.publications@education.gsi.gov.uk Press office: 020 7783 8300 Public enquiries: 0370 000 2288

Contents

In this publication

The following tables are included in the SFR:

• national tables for the academic year 2014 to 2015 with supporting time series data (Excel.xls)

• provider level tables for the academic year 2014 to 2015 (Excel.xls)

Feedback

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

1. Background

Types of providers

1. School centred initial teacher training (SCITT)

Schools are taking more control of teacher training.   Those that have been accredited by Government to run their own training leading to QTS are called SCITTs.   Some SCITTs are partnered with a HEI so they can offer postgraduate certificate in education (PGCE) awards or other academic awards.

2. Higher education institutions (HEI)

HEIs are able to offer courses which lead to the award of a PGCE, QTS or offer other academic awards.

ITT routes

1. School Direct Salaried (postgraduate only)

This school-led route offers practical, hands-on teacher training, delivered by teachers based in their own school or a school in their School Direct partnership.   School Direct courses are led by groups of schools – with a HEI or a SCITT as a partner provider.   Trainees receive a salary and are employed by the school and paid as an unqualified teacher while they train.

2. School Direct Fee (postgraduate only)

This school-led route offers practical, hands-on teacher training, delivered by teachers based in their own school or a school in their School Direct partnership.   School Direct courses are led by groups of schools – with a HEI or a SCITT as a partner provider.   Trainees pay tuition fees, are eligible for student loans and could receive a bursary depending on their teaching subject.

3. SCITT (postgraduate only)

SCITTs provide practical, hands-on teacher training, delivered by teachers based in their own school or a school in their network.   Trainees pay their own fees, are eligible for student loans and could receive a bursary depending on their teaching subject.

4. HEI - postgraduate

Trainees enrol on a one year postgraduate course and this includes at least two school placements for a minimum of 18 weeks for Primary teachers and 24 weeks for secondary teachers.   Trainees pay their own fees, are eligible for student loans and could receive a bursary depending on their teaching subject.

5. HEI - undergraduate

This route is for candidates who choose to do a three or four year teaching course as an undergraduate degree leading to QTS.   This includes at least two school placements of a minimum of 24 or 32 weeks depending on the length of the course.

The ITT route below is reported separately to the undergraduate and postgraduate totals in the publication:

6. Teach First

The Teach First programme aims to raise levels of pupil attainment in challenging schools.   It is a two year programme of ITT and leadership development that recruits high quality graduates.   Participants in the programme are employed as unqualified teachers in the first year of the programme successful completion of which results in the award of QTS.   They then continue into their second year where they are employed as newly qualified teachers (NQT).

Teach First has been funded mainly by the Department for Education since 2002, but also receives income from the fees they charge participating schools, as well as charitable donations from business and voluntary sector supporters.

These trainees are included in the publication but are reported separately to the postgraduate totals because they were not included in the Teacher Supply Model (TSM) [3] in 2014 to 2015.   Also collecting data on Teach First was not mandatory.

ITT routes not in the 2014 to 2015 performance profiles

1. Assessment Only

Assessment Only allows candidates to demonstrate that they already meet all of the standards for QTS. This route allows experienced unqualified teachers, who have a degree, to achieve QTS without having to do any further training.

2. Self funded trainees

These trainees are not funded by NCTL and so are excluded from the analysis, as they were in the 2012 to 2013 and 2013 to 2014 academic year.   In the 2014 to 2015 academic year, they were removed from the Performance Profiles dataset.

3. Employment based initial teacher training, EBITTs

This route closed in the 2012 to 2013 academic year.   There are a small number of deferred trainees from previous years who completed their courses in the 2014 to 2015 academic year, but as these are not modelled to the TSM these figures have been removed from the postgraduate totals.

The initial teacher training performance profiles are also available online: Performance profiles

Information relating to the Ofsted performance rating of each provider / institution can be found at: OFSTED inspection reports

---

[3] The TSM forecasts the number of trainees needed based on a range of factors including pupil population forecasts.

2. Number of first year and final year trainees

This section provides information on the number of first year and final year postgraduate and undergraduate trainees in the 2014 to 2015 academic year.

First year and final year trainees by route

Over time, there has been a shift away from higher education institution (HEI) teacher training towards more school-led routes. In the 2013 to 2014 academic year 67% of ITT postgraduate trainees in their first year were at an HEI, with 33% on a school-led ITT course (SCITT or School Direct). In the 2014 to 2015 academic year 56% of ITT postgraduate trainees in their first year were at an HEI, with 44% on a school-led ITT course (SCITT or School Direct). Of all postgraduate trainees, 24% were training to teach through the School Direct Fee route, 11% were training to teach through the School Direct Salaried route, and the remaining 8% were training to teach through SCITTs[3].

Figure 1 contains summary information on the number of trainees on each route and shows the number and proportion of first year and final year trainees. Numbers of trainees in the first year and final year may vary. Undergraduate courses last 3 or 4 years, so those in their final year started their courses before the 2014 to 2015 academic year, whereas first year trainees started in September 2014 and will not finish their course for another three or four academic years. Some trainees may also defer or do a part time course. Similarly, postgraduate trainees on a one year course may have deferred entry after registering in a previous academic year, returning to complete the course in 2014 to 2015 academic year and some may be studying part-time. The vast majority of postgraduate trainees are on a one year course, so most appear in both first and final year.

As we cover first year trainees in the 2014 to 2015 ITT Census comprehensively, we do not intend to repeat the commentary here. The commentary will focus on final year trainees and the outcomes.

Figure 1: Number of first year and final year trainees by route, 2014 to 2015 academic year[4]

Route	All first year trainees	Percent	All final year trainees	Percent
Postgraduate, of which:	**25,335**	**100%**	**26,607**	**100%**
Higher education institutions (HEI)	14,233	56%	15,375	58%
School-led	11,102	44%	11,232	42%
School centred training providers (SCITT)	2,135	8%	2,144	8%
School Direct Fee, of which:	6,178	24%	6,291	24%
HEI partner provider	4,419	17%	4,531	17%
SCITT partner provider	1,759	7%	1,760	7%
School Direct Salaried, of which:	2,789	11%	2,797	11%
HEI partner provider	1,469	6%	1,486	6%
SCITT partner provider	1,320	5%	1,311	5%
Undergraduate	**5,962**	**-**	**7,336**	**-**

*excludes Teach first, self funded and EBITTS.

---

[4] The proportions may not add up to 100% because the proportions are rounded to the nearest whole number.

3. Outcomes of final year postgraduate trainees

There were 26,607 final year postgraduate trainees in the 2014 to 2015 academic year and overall 92% achieved QTS.   This compares with 91% in the 2013 to 2014 academic year.   Of those awarded QTS, and excluding those with an unknown employment status, 95% were in a teaching post within 6 months.   This compares with 94% in the 2013 to 2014 academic year.   There were 7,336 final year undergraduate trainees in the 2014 to 2015 academic year and overall 85% achieved QTS.   This compares with 87% in the 2013 to 2014 academic year.   Of those awarded QTS, and excluding those with an unknown employment status, 93% were in a teaching post within 6 months.   This compares with 92% in the 2013 to 2014 academic year.   Of the 2,252 trainees who were not awarded QTS in the 2014 to 2015 academic year, nothing is known about the employment status of 96% of them, while 56 trainees (a tiny fraction) reported being in a teaching post.

Outcomes by route

Figure 2 below shows the outcome of trainees by route.   There was little variation between routes for the proportions awarded QTS.   School-led routes had a slightly higher proportion with 94% of postgraduate trainees awarded QTS compared with 90% in HEIs.   Similarly, the proportion of those awarded QTS and in a teaching post within 6 months is 2 percentage points higher for school-led routes.   The proportion of trainees awarded QTS not seeking a teaching post is 3% for postgraduates and 5% for undergraduates.

Figure 2: Postgraduate QTS awarded and employment within 6 months by route, 2014 to 2015 academic year[5]

Route	All trainees	Percentage awarded QTS	Percentage in a teaching post	Percentage seeking a teaching post	Percentage not seeking a teaching post
Postgraduate, of which:	**26,607**	**92%**	**95%**	**2%**	**3%**
Higher education institutions (HEI)	15,375	90%	94%	3%	3%
School-led	**11,232**	**94%**	**96%**	**2%**	**2%**
School centred training providers (SCITT)	2,144	94%	95%	3%	1%
School Direct Fee, of which:	6,291	94%	96%	2%	2%
HEI partner provider	4,531	93%	96%	2%	3%
SCITT partner provider	1,760	95%	97%	2%	1%
School Direct Salaried, of which:	2,797	93%	97%	1%	2%
HEI partner provider	1,486	93%	96%	1%	3%
SCITT partner provider	1,311	94%	98%	1%	1%
Undergraduate	**7,336**	**85%**	**93%**	**3%**	**5%**

*excludes Teach first, self funded and EBITTS.

---

[5] The trainees in a teaching post is a proportion of those awarded QTS minus those with an unknown outcome.

Outcome by subject trainees are aiming to teach

Figure 3 shows training outcomes for trainees who may have received a bursary or scholarship. Bursaries and scholarships, which are intended to incentivise application to initial teacher training, are available to eligible trainees on fee-funded routes, in Primary and most Secondary subjects. The proportion of trainees awarded QTS varies little depending on whether or not a trainee received a bursary or scholarship. The same is true for the proportion of those awarded QTS who go on to take up a teaching post.

Figure 3: Postgraduate QTS awarded and employment within 6 months by bursary subject, 2014 to 2015 academic year

	All trainees	Percentage awarded QTS	Percentage in a teaching post
All bursary subjects	**17,006**	**91%**	**95%**
Mathematics	2,115	88%	94%
Chemistry	725	89%	93%
Physics	536	82%	94%
Modern & Ancient Languages	1,114	92%	91%
Biology	555	93%	96%
Design & Technology	266	97%	90%
Computing	464	89%	92%
Music	284	92%	94%
English	1,289	92%	95%
Geography	433	95%	97%
History	601	97%	98%
Primary	8,624	92%	95%

*excludes Teach first, self funded and EBITTS.

Outcomes of trainees by their characteristics

Figure 4 shows the proportion of trainees by QTS award and employment status, by characteristic. The overall proportion of trainees awarded QTS is 92%. This proportion varies by characteristic, from 94% for under 25 year olds to 86% for ethnic minorites. There was little variation by characteristic in the proportions of those in a teaching post following the award of QTS.

A small percentage of trainees awarded QTS were not seeking a teaching post (3%).

Figure 4: Postgraduate QTS awarded and employment within 6 months by trainee characteristics 2014 to 2015 academic year[6]

	Awarded QTS	In a teaching post	Seeking a teaching post	Not seeking a teaching post
All trainees	**92%**	**95%**	**2%**	**3%**
Female	93%	95%	2%	3%
Male	88%	94%	2%	3%
White	92%	95%	2%	3%
Other ethnic background	86%	95%	2%	3%
Under 25 years old	94%	96%	2%	3%
Over 25 years old	90%	94%	3%	3%
No known disability	92%	95%	2%	3%
Disability declared	87%	94%	3%	3%

*excludes Teach first, self funded and EBITTS.

---

[6] The trainees in a teaching post is a proportion of those awarded QTS minus those with an unknown outcome.

Outcomes of trainees by region of the provider

Figure 5 shows the proportion of trainees awarded QTS and their employment outcomes by region. Generally, the proportions of trainees awarded QTS varied from 90% for Yorkshire and London and 95% for East of England.   There was less variation in the proportions of those awarded QTS who were in a teaching post from 93% to 97%.

Figure 5: Postgraduate QTS awarded and employment within 6 months by region, 2014 to 2015 academic year
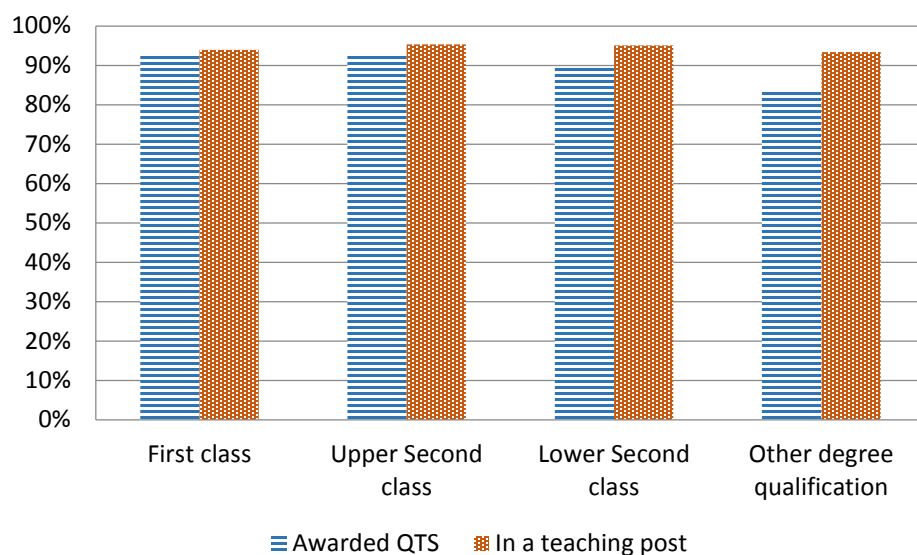
	Awarded QTS	In a teaching post	Seeking a teaching post	Not seeking a teaching post
All trainees	**92%**	**95%**	**2%**	**3%**
Yorkshire	90%	95%	2%	3%
London	90%	95%	2%	3%
North West	91%	93%	3%	4%
East Midlands	91%	96%	1%	2%
South East	92%	95%	2%	3%
North East	93%	93%	5%	3%
West Midlands	93%	95%	3%	2%
South West	93%	94%	3%	4%
East of England	95%	97%	1%	2%

*excludes Teach first, self funded and EBITTS.

Quality of trainees

We use degree classs as a proxy for quality.   Figure 6 shows that those who had a First or Upper Second Class degree were more likely to be awarded QTS.   Those awarded QTS were as likely to be in a teaching job irrespective of their degree class.

Figure 6: Proportion of postgraduates awarded QTS and in a teaching post by degree class 2014 to 2015 academic year[7],[8]

*excludes Teach first, self funded and EBITTS.

---

[7] UK degrees only.
[8] The trainees in a teaching post is a proportion of those awarded QTS minus those with an unknown outcome.

4. **Methodology for the performance profiles data collection**

Data Collection

The initial teacher training performance profiles are collected each year for trainees in the final year of their ITT training.   The collection was open from April to mid-June 2016.

For the academic year 2014 to 2015 we received data from 201 providers.   There were 126 SCITTs, 74 HEIs and one further education college.   All data were signed off by the individual providers to say the data are correct.

The data for "employment status" is collected through the Destination of Leavers of Higher Education (DLHE) survey.   This is completed by all individuals and there is special section for ITT.

Coverage

The initial teacher training performance profiles covers England.

Confidentiality

Data are anonymised, with cases fewer than 5 being marked with a '*' to ensure that individual trainees cannot be identified.   Numbers are unrounded.   In a few cases, there is secondary suppression to ensure the suppression cannot be calculated.

Quality assurance

Data for the ITT performance profiles are filled in and signed off by providers.   The publication team carry out a number of checks throughout the data entry process.   The data is then fully extracted and Quality Assured and queries raised with providers for possible correction.

Inclusion in the ITT profiles

There are filters applied to ensure we capture valid trainees:

- Trainees are in their first year or their final year.
- Trainees were valid (they were not dormant, they turned up for their courses and they did not defer).
- Trainees were not from the EBITT route.

5. **Regression analysis**

The last few years have seen significant reforms in initial teacher training (ITT) with the introduction of new School Centred Initial Teacher Training and School Direct training courses which seek to give schools more influence on the ways teachers are trained. In 2013 to 2014, one in four ITT trainees were on a school-led course. In 2014 to 2015, two in five ITT trainees were on a school-led course. This section seeks to understand the factors that lead to the award of QTS and employment in a teaching post within 6 months.

Summary of findings

Question: Are school-led teacher training routes associated with an increased probability of achieving QTS and securing a teaching post when factors such as subject specialism, prior attainment and demographic details of trainees are taken into account?

Answer: The analysis suggests yes in both 2014 to 2015 and 2013 to 2014 academic years.

The model suggests that for both QTS qualification and employment, school-led routes are associated with higher rates of success when subject, location, prior degree qualification and demographic factors are taken into account.

In section 7 and 8 we expand on the outcomes. In section 9 we explain what it all means.

The fact the outcomes are similar for both years suggests the findings are less likely to be a result of chance.

Caveats and limitations

As always with statistical analysis there are important caveats:

- **Correlation does not imply causation:** Although school-led routes are associated with higher success rates this does not necessarily imply that the school-led routes are "better" than traditional routes. The differences could occur for a wide range of reasons, including for example, that some routes may attract more motivated candidates; some may have closer ties to employers.

- **The models cannot be used for robust predictions.** This means that for a particular trainee we are unable to estimate with accuracy whether they will achieve QTS or whether they will secure a teaching post. This demonstrates, perhaps not surprisingly, that there are factors we cannot measure that determine the success of trainees besides their age, gender, subject, type of course and other variables that are recorded in the data.

- **Analysis of two years' data is stronger than relying on one year's worth of outcomes**. However, the school-led routes are still in their infancy and the policy needs to demonstrate consistency over time. The model should be run on an annual basis to strengthen the analysis.

6. **Model design and how to interpret the results**

For the detailed methodology section please go to the Annex.

Model design

A regression is a statistical technique used to summarise the empirical relationship between a variable and one or more other variables.   In this report, we report on two binary logistic regression models:

1. **QTS model:** We first built a model to compare postgraduate trainees that achieved QTS to trainees that did not achieve QTS.

2. **Employment model:** We then filtered for postgraduate trainees that achieved QTS and built a second model to compare trainees that obtained a teaching post within six months to trainees that did not.

We assessed whether school-led teacher training routes are still associated with an increased probability of achieving QTS and securing a teaching post within six months when factors such as trainees' subject, degree class, demographic details and region are taken into account.

Our reference case is a young, white female who has not declared a disability, training to teach History or Geography[9] with a 2.1 degree in London on an HEI route.   This analysis asks what the probability is of this individual achieving QTS and then getting a job within six months.

Using this female as our reference case, the analysis then seeks to answer how much more or less likely to achieve QTS or move into employment are trainees if they were, say, male instead of female, or training to teach English instead of History?

In logistic regression, the results are interpreted by systematically comparing the results for each category against the reference category for each variable so that all possible variations of factors are considered.

Some subjects have been grouped together.   For example, Physics, Chemistry and Computing have been grouped into a single subject category so there are enough data to be statistically robust.   Decisions about which subjects to group together have been made by assessing which subjects are most similar in terms of demographics and outcomes.

How to interpret the results

There are two distinct outputs we look at from the model to draw conclusions:

- Is the factor statistically significant, and not a result of chance?

- Does the factor have a positive or negative association?

Factors shown in pale grey are not statistically significant.   This means we do not have evidence to conclude these factors are associated with the QTS rate or employment rate.   This is because either: differences could be a result of chance; or the factor appears related to QTS rates but we do not have sufficient data about these factors to be sure.

Factors with positive values (shown in green dots) are associated with being <u>more</u> likely to achieve QTS or <u>more</u> likely to be employed in a teaching position than the reference case.   For example, School Direct Salaried trainees are more likely to achieve QTS than trainees on HEI courses.

Factors with negative values (shown in red stripes) are associated with being <u>less</u> likely to achieve QTS or <u>less</u> likely to be employed in a teaching position than the reference case.   For example, Primary trainees are less likely to achieve QTS than History or Geography trainees.

---

[9] History and Geography were combined into one reference category.

# 7. Outcomes for academic year 2014 to 2015

This section and section 8, examine the outcome for each factor in turn. All the values relate to the reference category which has a value of zero, so a value of +2 means that a trainee is 2 percentage points more likely to be awarded QTS than a trainee in the reference category. Or for every 100 trainees in the reference category who achieve QTS, 102 in the other category are likely to achieve QTS. A value of -2, means that for every 100 trainees in the reference category who achieve QTS, 98 in the other category are likely to achieve QTS. The biggest observed change for any variable in the analysis was a value of -5.8.

Model 1: Achieved QTS

Route: reference category is the HEI postgraduate route.

All of the school-led routes are significant and positive; trainees on these routes are more likely to achieve QTS than trainees at HEIs. QTS rates appear highest for School Direct Salaried who are awarded QTS by SCITTs.
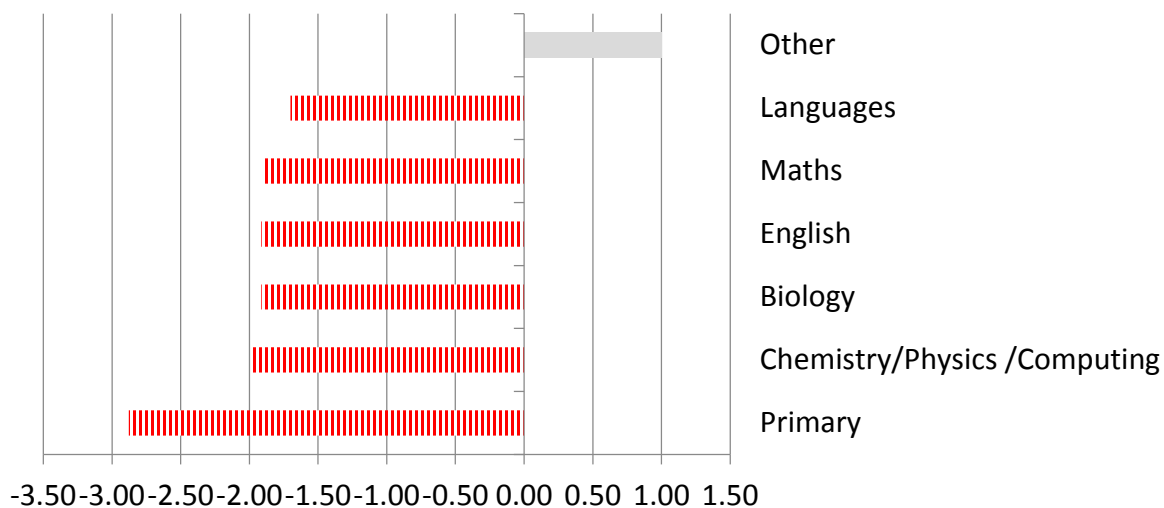
Figure 7: Route
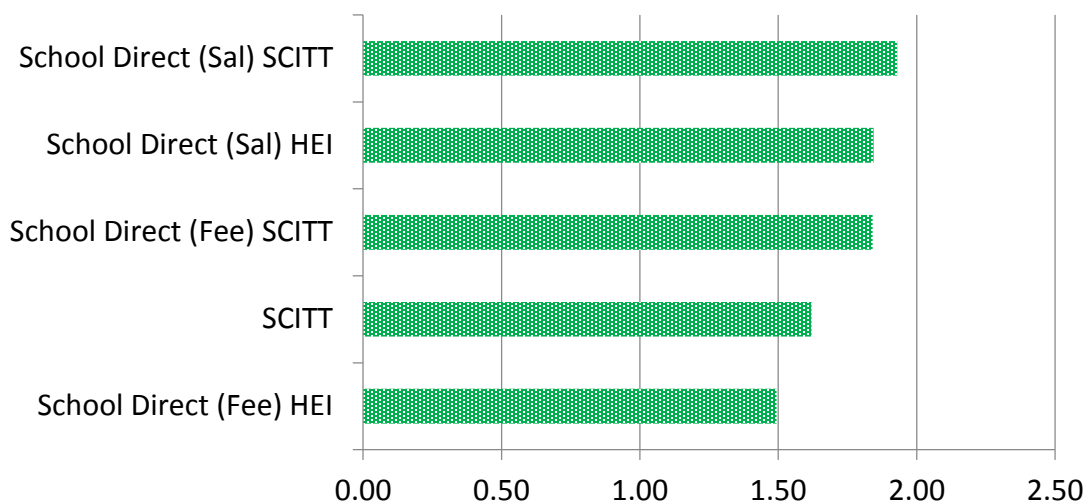
Subject: reference category is History/Geography

Trainees in all of the subjects except 'other' are significantly less likely to achieve QTS compared to History/Geography. The QTS rates are lowest for Primary and the combined category of Chemistry, Physics and Computing.
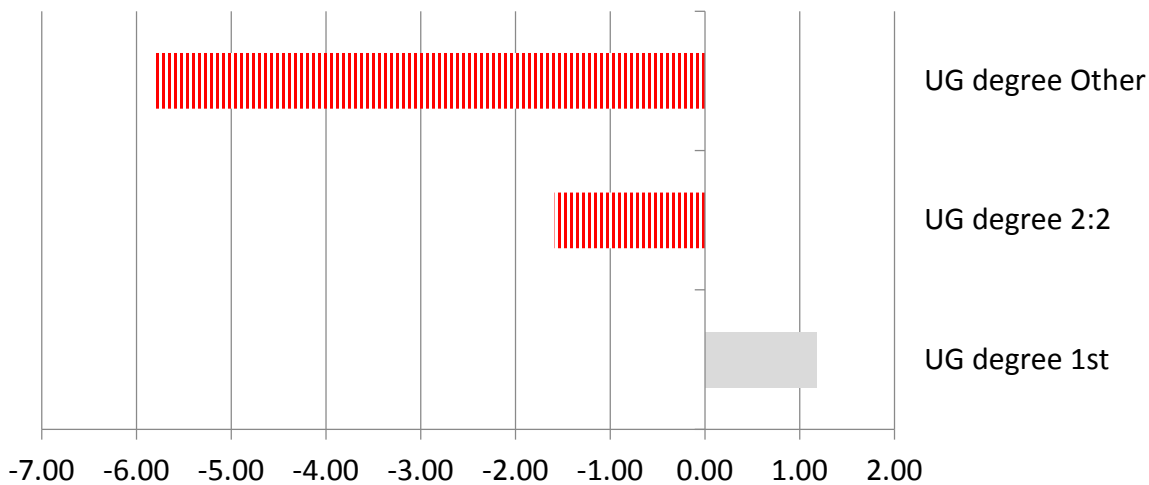
Figure 8: Subject trainees are aiming to teach

Degree class: reference category is 2:1

Trainees with 'other' (passes and thirds) degree classes are significantly less likely to achieve QTS than trainees with 2:1s. This is the largest association across all of the factors.

**Figure 9: Degree class obtained prior to teacher training**

Trainee characteristics (age, ethnicity, disability and gender): reference values are female, white and those who have not declared a disability; Age is a continuous variable and differences in likelihood associated with age refer to the difference made by every additional year over the age of 21.

The age variable is the only one that is not binary (*i.e.* a trainee is either 'in' or 'out' of the category). The correct interpretation for age is that for each year the person is older, the probability of the person achieving QTS decreases by one percentage point. The youngest person in the model is 21.

So trainees who are older, of other ethnic origin, have declared a disability or are male are significantly less likely to achieve QTS than the reference category.

Figure 10: Characteristics of trainees
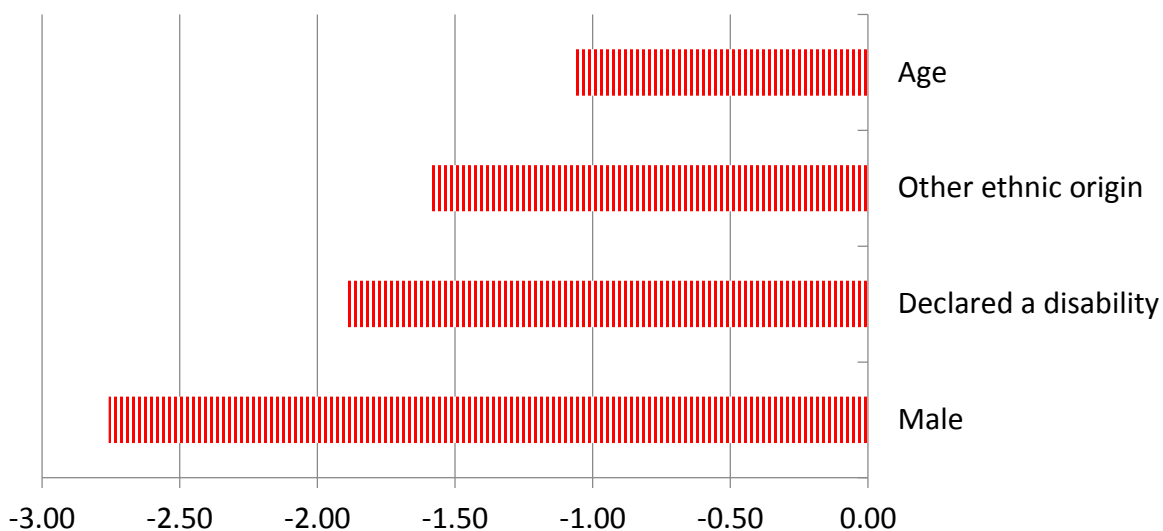
Location: reference category is London

Trainees in half the regions are more likely to achieve QTS than in London.   QTS rates are relatively low in the Yorkshire and Humber.   However only two regions are significantly more or less likely than London: these are Eastern (more likely) and Yorkshire and Humber (less likely).

**Figure 11: Providers' regional location**
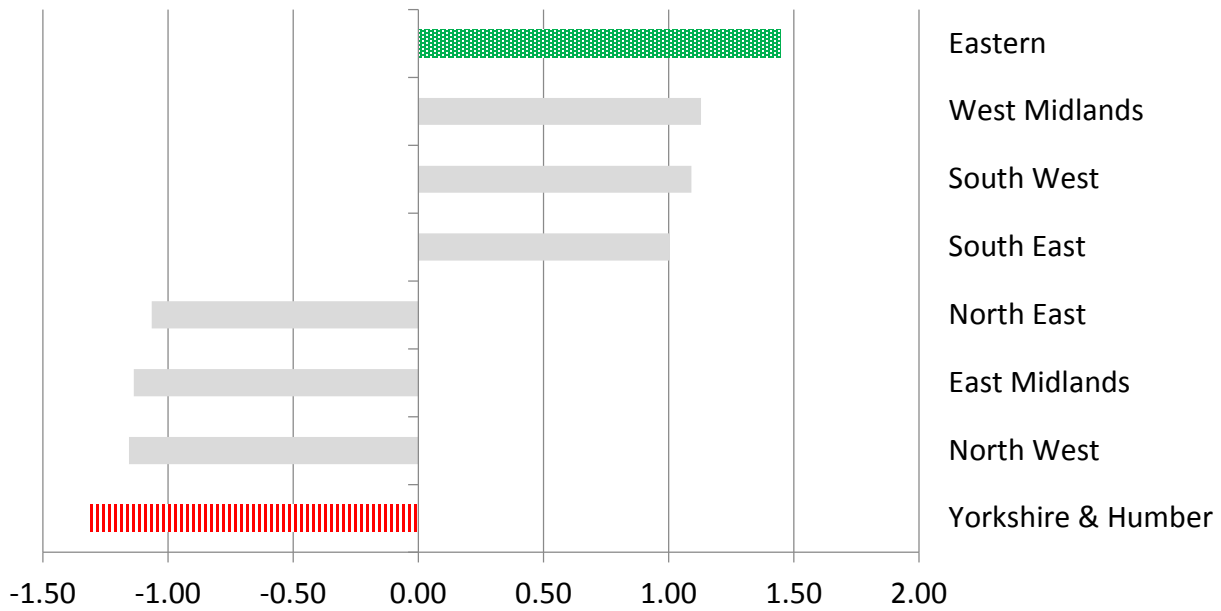
Combined Factors

The model tested a number of combined factors; for example, age within subject.   There were no significant combined factors in this model.

Model 2: Awarded QTS and in a teaching post

Route: reference category is the HEI postgraduate route

All of the school-based routes are associated with being more likely to obtain employment than the HEI route. Employment appears highest for School Direct Salaried and School Direct Fee routes where a SCITT is the partner provider.
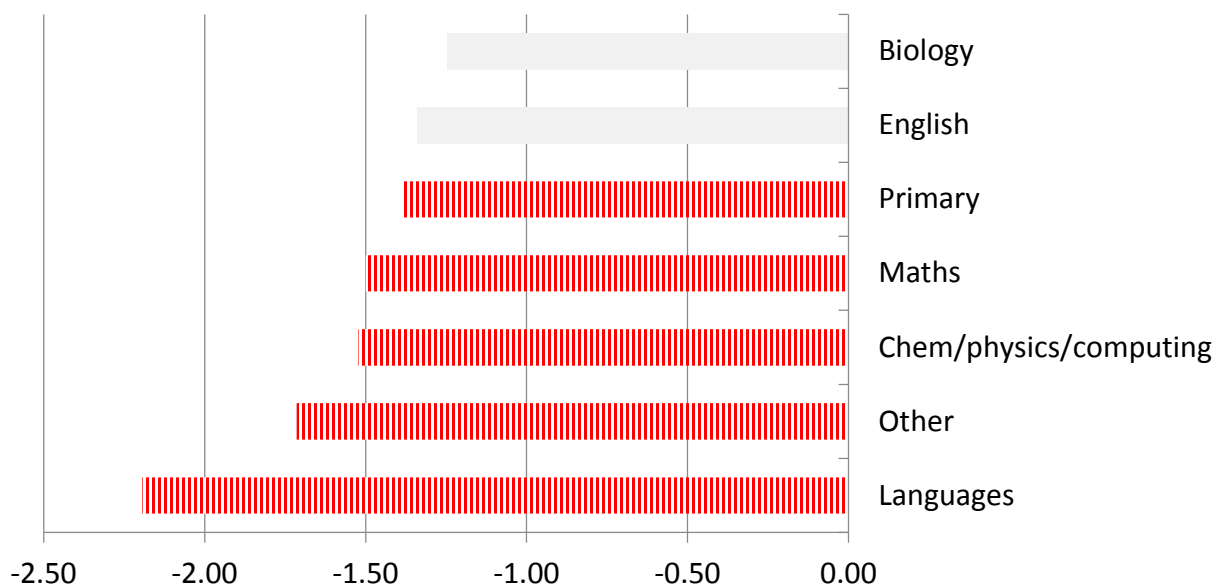
Figure 12: Route
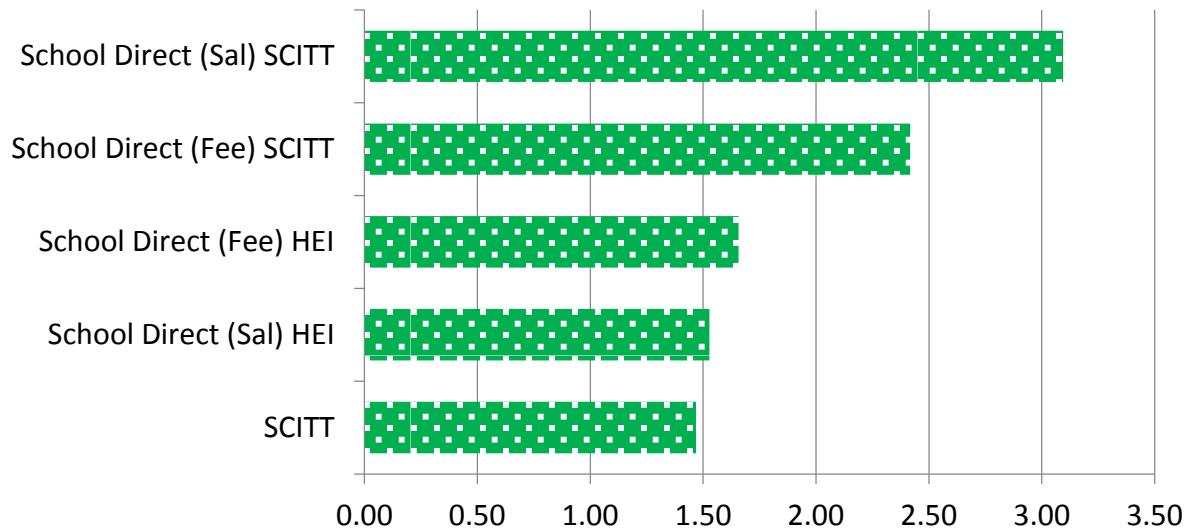
Subject: **reference category is Geography/History**

All of the subjects are associated with being less likely to obtain employment than Geography and History. Trainees in languages are least likely to to obtain employment.

Figure 13: Subject trainees are aiming to teach

Trainee characteristics (age, ethnicity, disability and gender): reference values are female, white and those who have not declared a disability. In this model, undergraduate degree is a two category variable with 2.1 or first class as the reference category. Age is a continuous variable and differences in likelihood associated with age refer to the difference made by every additional year over the age of 21.

Trainees who are older, of other ethnic origin, have declared a disability or are male are less likely to gain employment than the reference category.
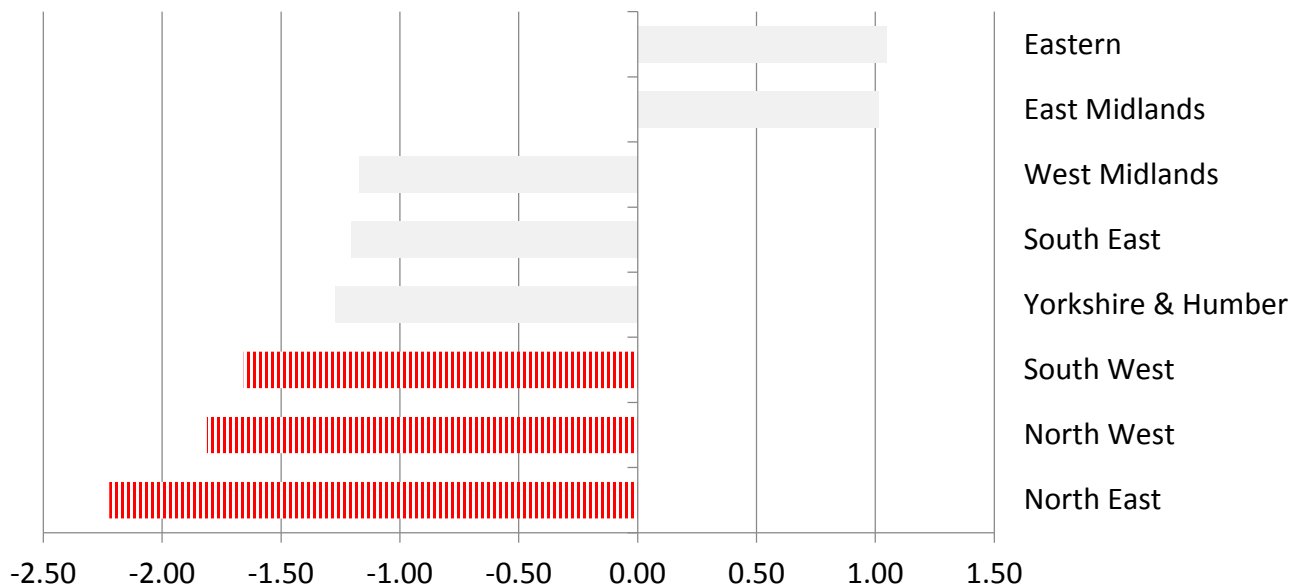
Figure 14: Characteristics of trainees
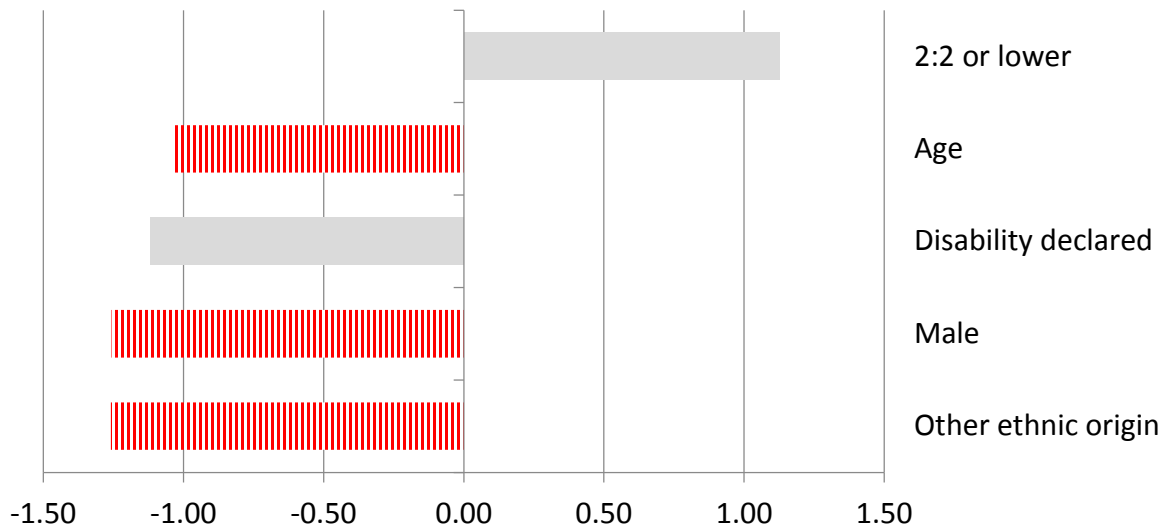
Location: reference is London

Trainees in most regions are less likely to obtain employment compared to those in London. Trainees in the North East are least likely.

Figure 15: Providers' regional location

Combined Factors

There were no significant combined factors in this model.

8. Outcomes for academic year 2013 to 2014

Model 1: Achieved QTS

Route: reference category is the HEI postgraduate route.

All of the school-led routes are positively associated with achievement of QTS; trainees on these routes are more likely to achieve QTS than those at HEIs. QTS rates appear highest for School Direct Salaried partnered with SCITT providers.

Figure 16: Route
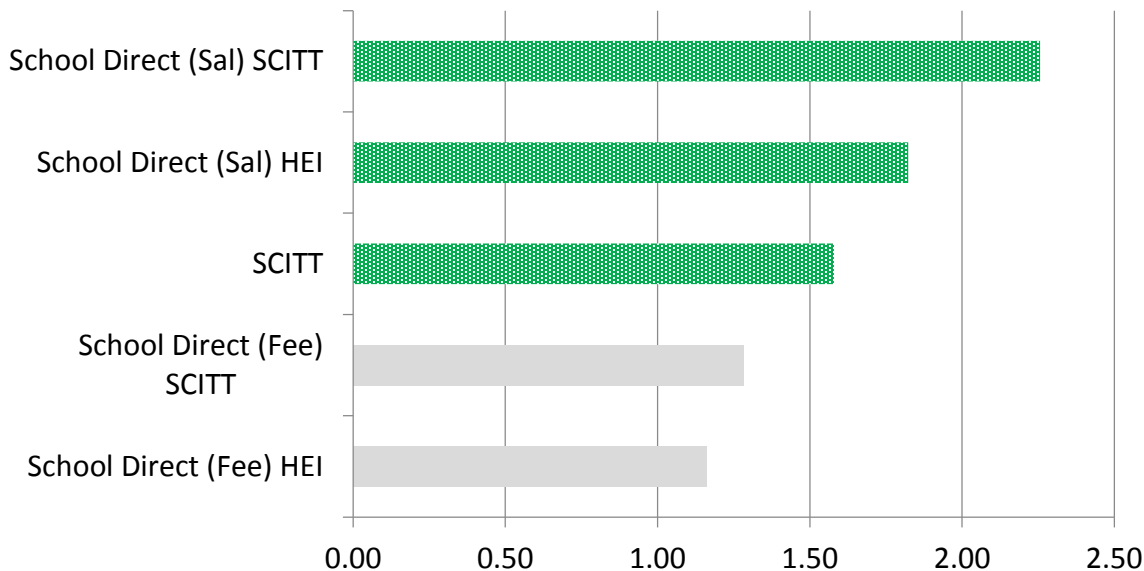
Subject: reference category is History/Geography

Trainees in all of the subjects beside 'other' are less likely to achieve QTS compared to History/Geography. The QTS rates are lowest for Primary and the combined category of Chemistry, Physics and Computing.

Figure 17: Subject trainees are aiming to teach

Degree class: reference category is 2:1

Trainees with other (passes and thirds) degree classes are less likely to achieve QTS than trainees with 2:1s. This is the largest association across all of the factors in this model.

Figure 18: Degree class obtained prior to teacher training

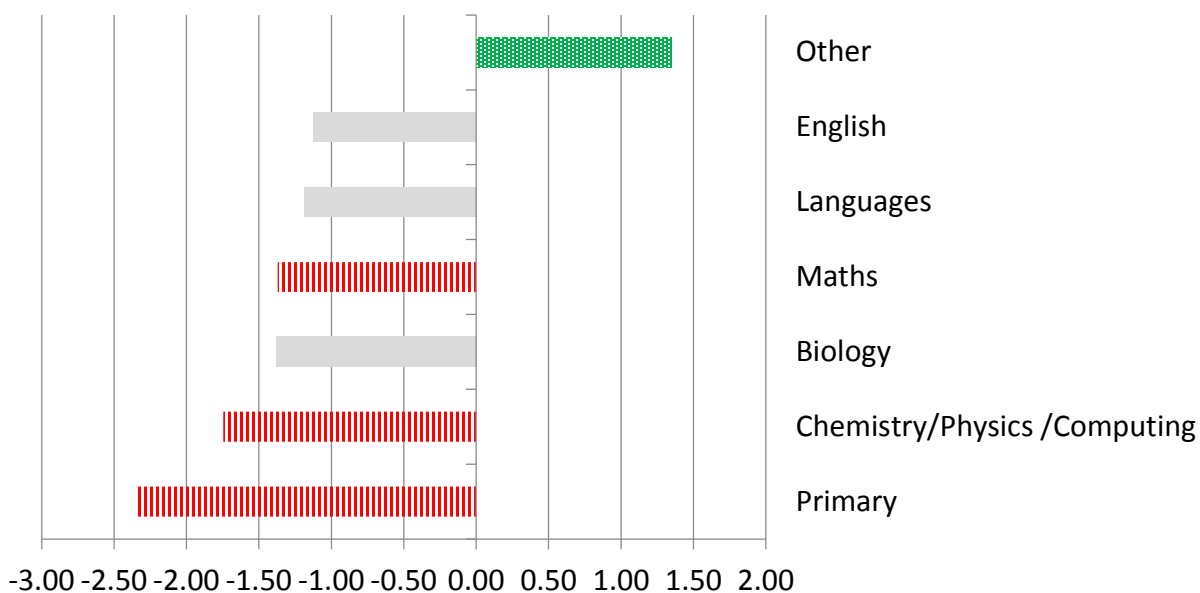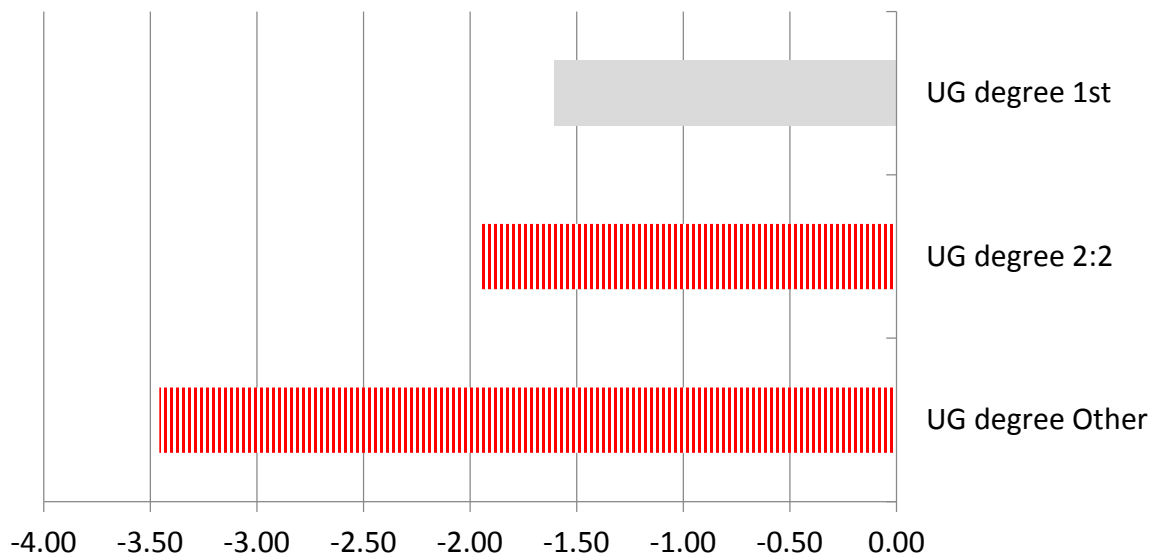**Trainee characteristics: these factors all have two categories, so the reference values are: female, white and those who have not declared a disability.**

The age variable is the only one that is not binary (i.e. a trainee is either 'in' or 'out' of the category). The correct interpretation for age is that for each year the person is older, the probability of the person achieving QTS decreases by just over 1 percentage point. The youngest person in the model is 21.

So trainees who are older, of other ethnic origin, disability declared, or male are less likely to achieve QTS than the reference category.

Figure 19: Characteristics of trainees
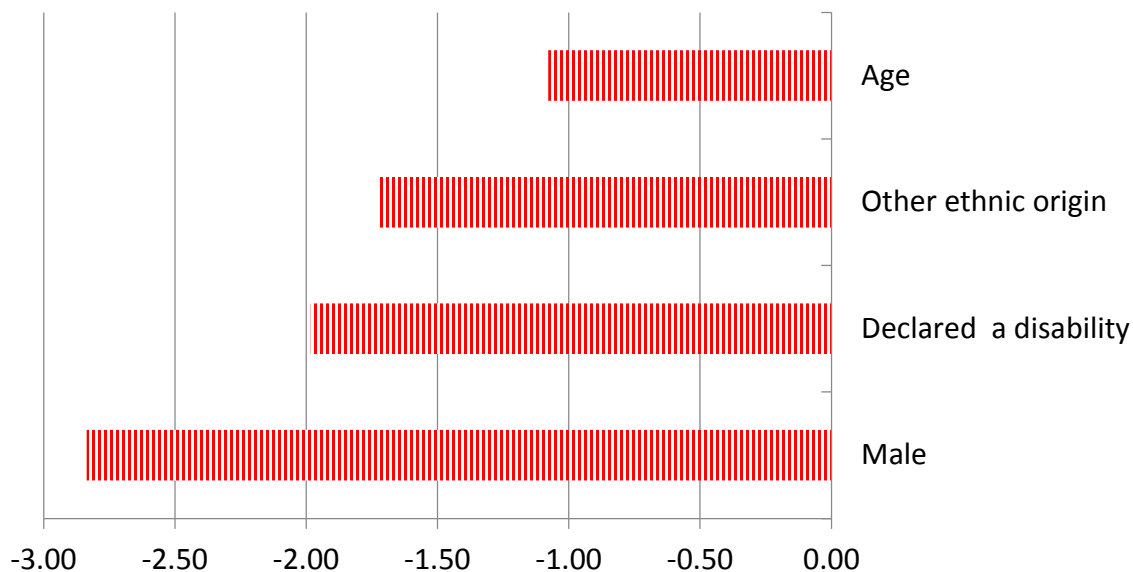
Location: reference category is London

Trainees in most regions are less likely to achieve QTS than in London.   QTS rates are particularly low in the South West and the Midlands.

Figure 20: Providers' regional location
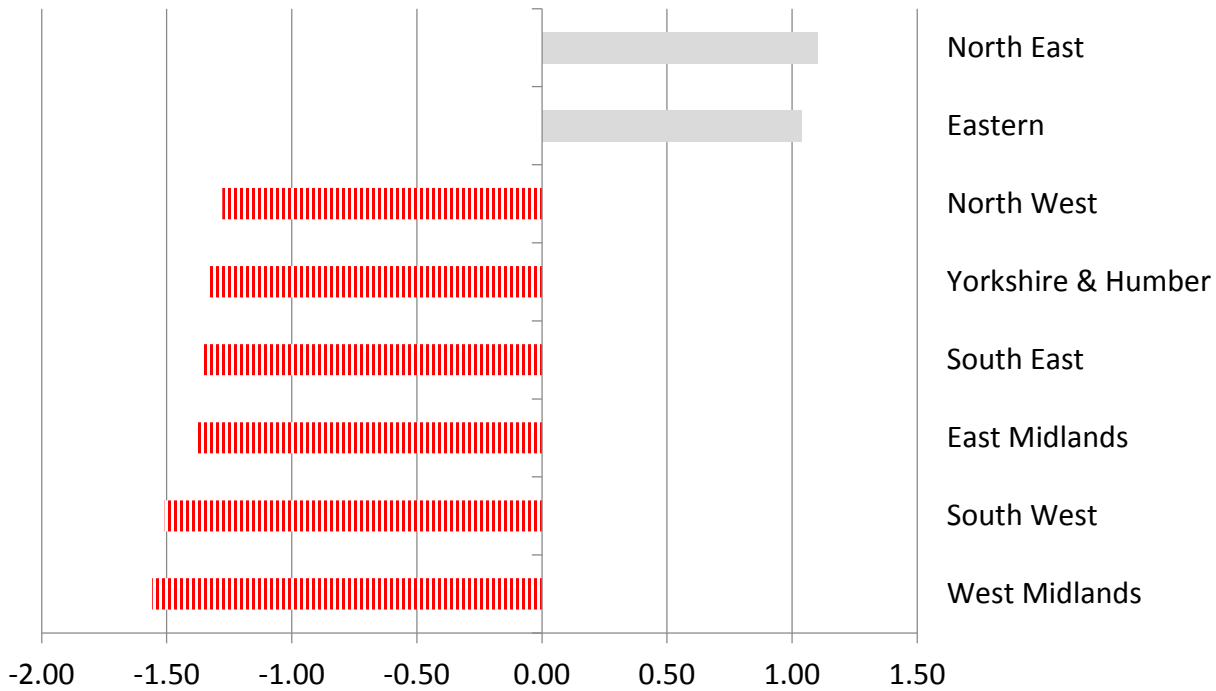
Combined factors: Age by Primary subject, age by degree class and age by gender.

Age is the only continuous variable in the model.   It is significant and negative, meaning the older the person the less likely they are to achieve QTS.   However, when we factor age within some other variables, for example 'age within Primary'; the outcome is significant and positive.   This means that, on the whole, an increase in age has a negative effect on the likelihood of achieveing QTS, except for older trainees within Primary, who are more likely to be awarded QTS.   Likewise, age within degree class is also significant and positive, meaning older trainees with degrees other than 2:1s are more likely to achieve QTS.

Figure 21: Combined factors
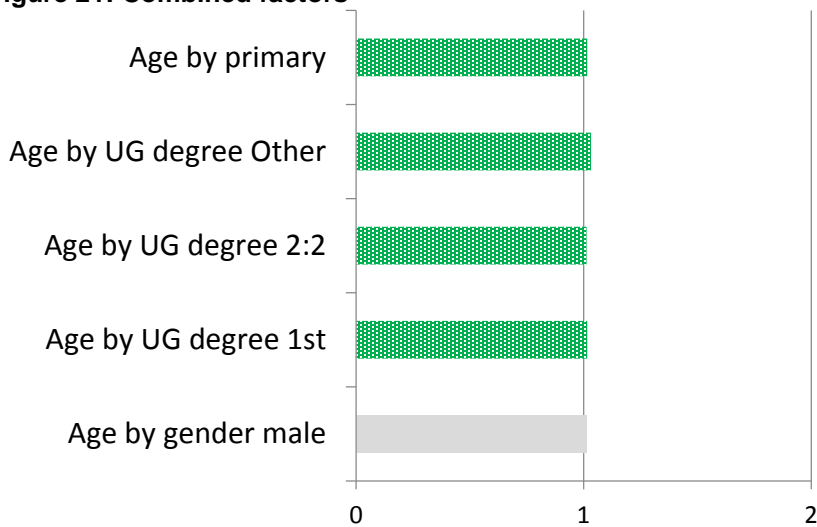
Model 2: Awarded QTS and in a teaching post

Route: reference category is the HEI postgraduate route

All of the school-based routes are associated with being more likely to obtain employment than the HEI route. Employment appears highest for School Direct Salaried and School Direct Fee courses that are partnered with SCITT providers.

Figure 22: Route
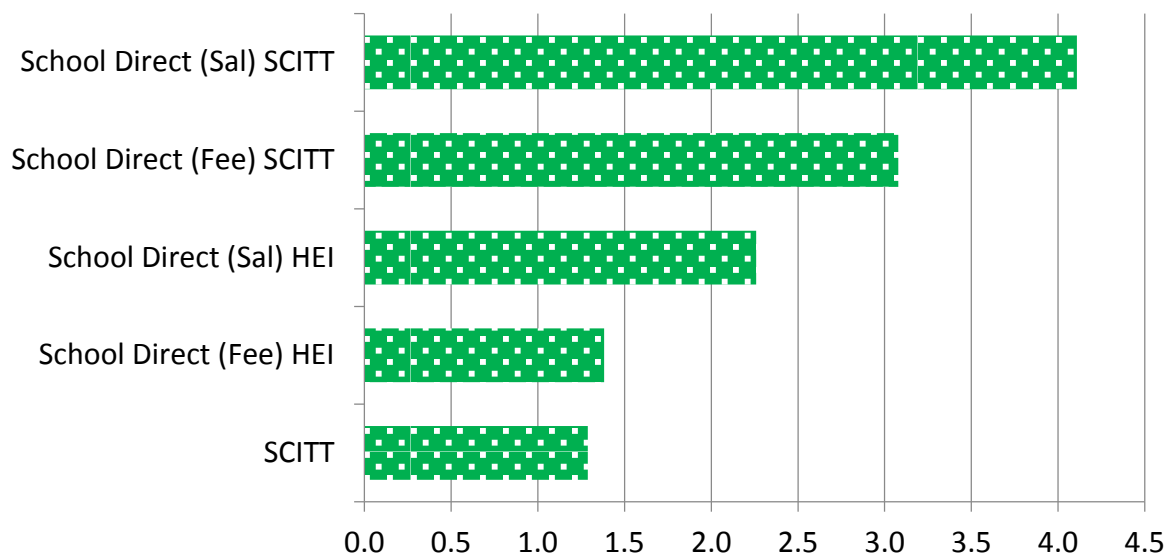
Subject: reference category is Geography/History

All of the subjects are associated with being less likely to obtain employment than Geography and History. Languages and science trainees are the least likely to obtain employment.

Figure 23: Subject trainees are aiming to teach
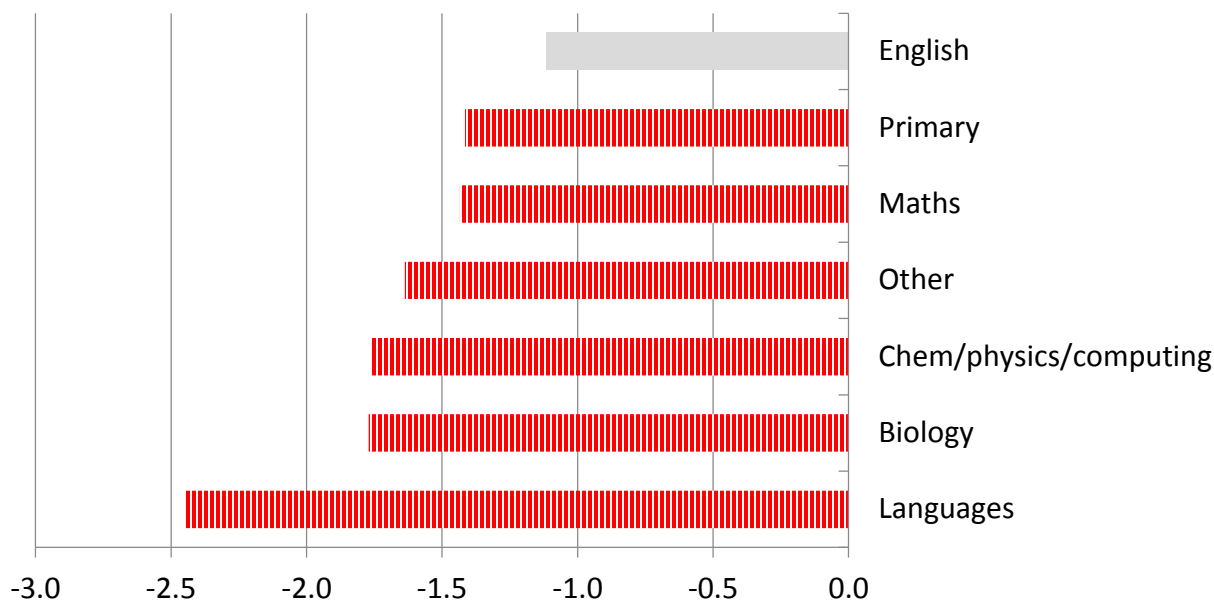
Trainee characteristics: these factors all have two categories, so the reference values are: female, white and those who have not declared a disability. In this model, undergraduate degree is a two category variable with 2.1 or first class as the reference category. Age is a continuous variable and differences in likelihood associated with age refer to the difference made by every additional year over the age of 21.

Trainees who are older, of other ethnic origin, with a declared disability, male and with a 2.2 or lower are less likely to gain employment than the reference category.

Figure 24: Characteristics of trainees
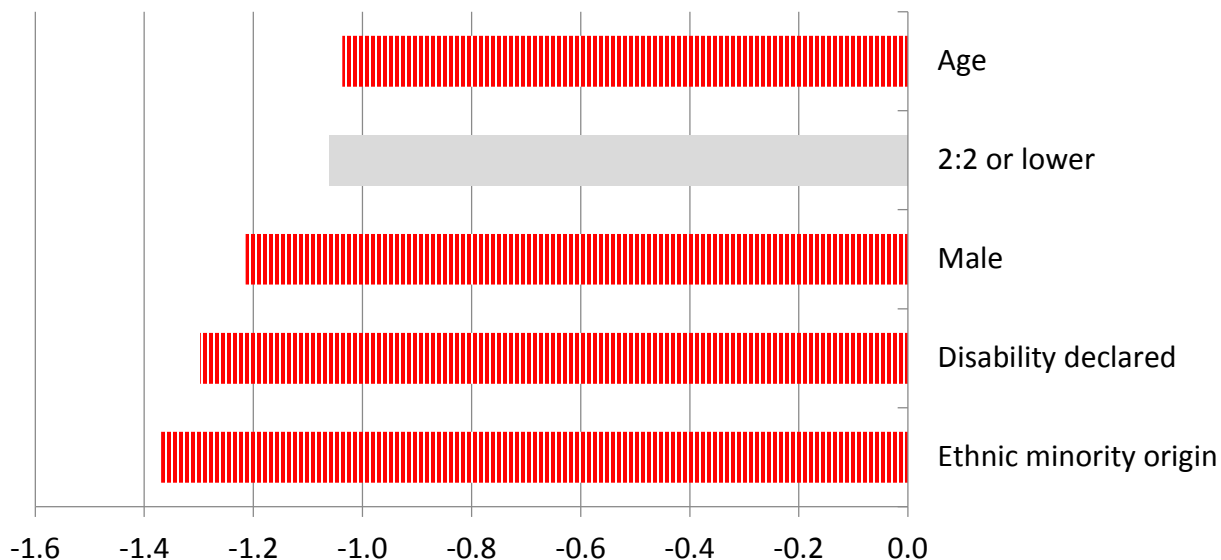
Location: reference is London

Trainees in most regions are less likely to obtain employment compared to those in London. Trainees in the South East are least likely.

Figure 25: Providers' regional location
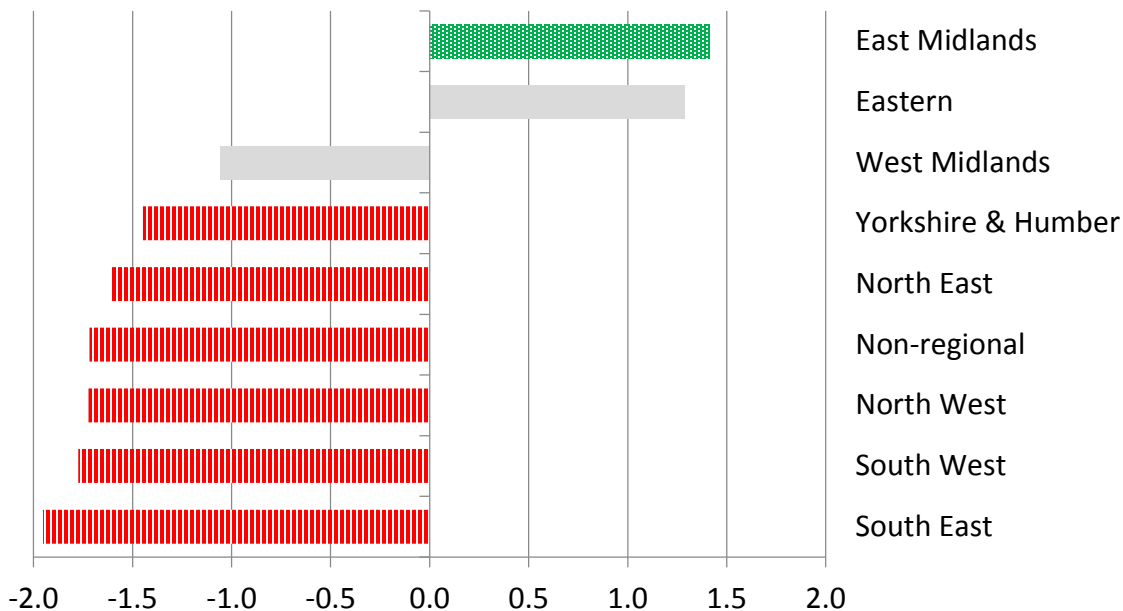
Combined Factors

There were no significant combined factors in this model.

Points of interest

Age of trainees

Age is the only factor in the model that is continuous.   By continuous we mean it is not a category into which a trainee falls or does not fall but is described by placement along a scale: 21, 22, 23………60, 61, 62 etc.   For every year the person is older, the likelihood of them achieving QTS and getting a teaching post decreases by one percentage point.   However, there are some exceptions; older trainees aiming to teach Primary were more likely to achieve QTS and obtain a teaching post in 2013 to 2014.   This was similar for older trainees with a degree other than a 2:1.   There was no significant effect for these combined factors in the 2014 to 2015 model.

School-led system

The school-led system is still very new and maturing within the sector.   If over the next few years the higher likelihoods of getting QTS and employment are sustained compared to HEIs, we may be able to understand why and what the drivers are.   Until then we need to advise caution that it is too early to draw any conclusions.

Region

In 2014 to 2015 fewer regions are significantly different to London.   This is possibly because there were more SCITT providers outside of London than in the previous year.   It is a major change from 2013 to 2014, so we will examine the reasons for this in due course.

9. **Conclusion**

Models 1 (awarded QTS) and 2 (employment) indicate in both academic years that the same kinds of trainees that are likely to be awarded QTS are also more likely be in a teaching job within six months. This is partly because the employment model filters out those not awarded QTS and the group of trainees awarded QTS have characteristics in the same proportions as all trainees. For example, in 2014 to 2015, the proportion of males in the total pool of males and females who could be awarded QTS was 30%. The proportion of males in the pool of trainees with QTS and looking for a teaching job was 29%. The model shows that males are similarly less likely than females to get a teaching job within 6 months. This does not mean males are of worse quality than females.

As well as the proportions being similar, overall this means that:

- where trainees train to teach;
- the route they take;
- who they are;
- the subjects trainees are aiming to teach, and;
- their prior qualifications

all lead to small but significant changes in the likelihood of achieving QTS and getting a teaching post in six months. This is perhaps not surprising. It does however prompt further questions rather than providing explanation for the differences revealed.

For example, why are School Direct Salaried most likely to achieve QTS? Why are language trainees, in both years, least likely to be in a teaching post within six months, compared to Geography/History trainees? Why are trainees from the North East in 2014 to 2015 significantly less likely to be in teaching post within six months compared to London?

While the model can determine the existence and the extent of these differences within and between factors, it cannot answer why these might be happening. Rather than speculating within this report about possible explanations, we recommend further investigation through targeted research and analysis. Also, the model cannot determine if the school-led routes are "working" but if we combine this statistical analysis with anecdotal evidence, we can suggest plausible reasons why these outcomes may be happening.

10. ANNEX

Methodology

The results reported in this paper are based on models of the data built using logistic regression. Because the dependent variables are categorical (that is, outcomes fall into discrete categories: the possible outcomes are awarded QTS/not-awarded QTS and employed/not-employed rather than being measured along a numerical scale), the appropriate specific methodology is logistic regression. This produces output in the form of probability or 'odds' ratios, which give the probability of one outcome occurring rather than the other possible outcome in response to variations in the characteristics of the sample (independent variables).

Simply put, a regression is a statistical technique used to summarise the empirical relationship between a dependent variable and one or more other independent variables. A Logistic regression can be: binary i.e. independent variables can take one of only two values (effectively 'yes' or 'no'); or multi-modal i.e. a variable can take one of several values, for example there are nine English regions. Here, binary logistic regression was adopted after checking that multi-modal analysis would not produce a better fitting model; that is, the proportion of variation in outcome that could be explained was not improved by multi-modal analysis. Multi-modal variables were translated into binary variables with a simple on off binary switch such that, for example, region was transformed from a single variable with multiple categories to nine separate variables each one of which could be set to 'yes' or 'no' but only one of which could be 'yes' for any specific case[10]. Note that the analysis includes a single independent variable – age – which is continuous rather than binary. Where age appears in the charts, the odds ratios refer to the difference made to outcome by each additional year of age over the youngest trainee.

The model works by calculating how much more or less likely trainees with a specific charactacteristic are to be awarded QTS or progress into employment. The probabilities are calculated by comparison with a reference case of trainee. Here the reference case is a female, Geography or History trainee in London, with a 2:1 UK degree, who is white, not-disabled, and on an HEI course. For example, the probability (or 'odds' ratios) for 'male' are calculations of how much less or more likely individuals in the group would be to be awarded QTS or attain employment if they were male rather than female but identical in all other characteristics. The model calculates that males would be less likely to be awarded QTS and less likely to attain employment. The charts in this report show relative probabilities, assuming that all variables were held constant in line with the reference group make up except the one to which the probability ratio applies.

The model can include interactions between variables; for example, hypothetically it might allow for a trainee to be more likely to secure employment if they were a male in the West Midlands but less likely to secure employment if they were a female in the West Midlands. A number of potential interactions were tested for the models presented here; an interaction between age and subject (Primary) was found to improve model fit for being awarded QTS for 2013 to 2014 academic year (i.e. although overall being older was associated with being less likely to be awarded QTS, for Primary trainees the opposite was true). There were no significant interactions for the employment model for 2013 to 2014 academic year or for either model for 2014 to 2015 academic year.

It is important to remember that regression analysis is reporting the results of correlation between variables, and correlation should not be taken to imply causation. For example, when the model finds that males are less likely to be awarded QTS and less likely to attain employment if they do, this should be not be taken as evidence that the difference is being caused by the trainee's gender; it is potentially to be caused by other factors that are more strongly associated with being male.

---

[10] A variable which works as an 'on-off switch' is also known as a dummy variable. An additional dummy variable identified cases which were non-regional.

Assumptions

Any statistical analysis is underpinned by assumptions about the data – if the assumptions are not met then the analysis is not valid.   Common assumptions include: if the data is a sample from a population then it must be representative of the population and not biased; it must include a sufficiently large number of cases; and it should be approximately normally distributed (if presented graphically it should appear as a bell-shaped curve, symmetrical about the mean, and with a fixed proportion of cases falling within a given range of distance from the average (mean)).

Use and validity of *logistical regression* involves the following assumptions:

Statistical assumptions – logistic regression does not require the data to be normally distributed for analysis to be valid, or indeed many assumptions about the underlying data at all.   In its binary form it obviously requires that the dependent variables are codable as 'yes/no'.   Other statistical assumptions that apply are that the observations and variables are independent (that is, cases do not influence each other and variables are not significantly correlated with one another) and that quite large sample sizes are available – at least 5 cases per independent variable in the analysis.

Assumptions about the representativeness of the data - For conclusions to be generalisable beyond the specific data set used to generate them we must be confident that the data is typical and the associations identified would not vary greatly if a different set of related data was used instead; for example, if data is available for more than one year it is best practice to generate models for separate years and check that the models do not differ greatly in their conclusions.   Here the models produced for 2013 to 2014 academic year and 2014 to 2015 academic year are broadly similar, but there is a difference in the outcome for region, which was more strongly associated with outcomes in 2013 to 2014 academic year than in 2014 to 2015 academic year – we can only speculate about why that difference occurs.

Availability of the right data - We have the right variables in the model – if the fit of model to data is not close then the model will not be explaining much of the variation in outcome between cases. Even if the correlations of individual variables to outcome within the model are high then that means the predictive validity of the model in relation to any specific case is not strong.   This happens because the factors that are most importantly associated with the outcome as measured by the dependent variable are not available to include.   In the case of ITT, observed variables such as gender, age and training route are likely to be less powerful determinants of training outcome than unobserved factors such as motivation and varying life circumstances.

Data

The analysis is based on 2014 to 2015 academic year ITT performance profiles data, which is being published simultaneously with this report and 2013 to 2014 academic year ITT performance profiles data, statistics from which were published in July 2015 and are available at:

https://www.gov.uk/government/statistics

This dataset is the record of trainees completing publicly-funded ITT leading to the award of QTS in England during the academic years 2014 to 2015 academic year and 2013 to 2014 academic year.   It is individual level data: each trainee appears as a single row in the data set with a column for each variable recorded.   The data is sourced from ITT providers.   Higher Education Institutions enter the data into the HESA data collection and it is then imported into the Department for Education's NCTL Data Management System (DMS).   School Centred Initial Teacher Training providers (SCITTs) enter the data directly into DMS via a customized data entry portal.

For current purposes, the data can be viewed as falling into three categories.

1. Independent variables – the characteristics of trainees that we want to vary to see whether they are associated with differences to outcome

These include the input variables for the odds ratio's generated by the model (training route, subject, region, age, gender, ethnicity, disability, degree class) plus other variables that were not included in the model because they do not improve fit and are/or are not of sufficient data quality (for example, ITT provider, domicile, nationality, subject of first degree).

2. First dependent (outcome) variable – QTS award

The records are updated to indicate that QTS has been awarded; this happens automatically via a feed from the Database of Qualified Teachers, which is managed as a separate data system by NCTL.

3. Second dependent (outcome) variable – employment in a school

HESA runs an annual survey of Destinations of Leavers of Higher Education (DLHE) which is a census and aims to collect information from all HE leavers annually on their employment status and plans six months after qualification. The majority of leavers complete their survey in the January following course completion, with a minority who finish courses later being surveyed in April. ITT trainees are asked specifically about whether they have secured teaching employment, which sector it is in (maintained, non-maintained or sector unknown) whether it is permanent employment, and whether they are seeking teaching employment (if not employed as a teacher or employed on a temporary contract). The DLHE survey outcomes are imported into the DMS. SCITTs are required to collect the same information from their trainees and enter that directly into the DMS. The DLHE results, supplemented with the responses from SCITTs, are used to calculate the employment outcomes reported in the annual statistical publication. The publication reports proportion of trainees awarded QTS who are in a teaching post. So we use that for analysis.

Building the models

Two separate models were built for each academic year, one to calculate association of independent variables with probability of being awarded QTS and one to calculate association of independent variables with probability of progression into teaching employment contingent upon QTS having been awarded.

Because the aim of the analysis was to establish whether training route is associated with varying outcomes independently of other factors, the models were initially developed with training route excluded so that training route could be added in and a statistical judgement then made as to whether including training route explained additional variation in outcome. When training route was added in it did increase the statistical fit of the model, leading to the conclusion that training route is a significant factor associated with variations in training outcome even after other factors are accounted for.

There is judgement involved in building a statistically well-fitted model. To avoid including many variables that are associated by chance with the outcome measure, it is best practice to select initially only those variables where there is a good theoretical reason to expect them to be associated with the outcome. The procedure is then to test all the selected variables and interactions of variables and to build a model that takes account of those that have the strongest associations with outcome. For example, initial data runs for the award of QTS outcome included a variable for degree awarded within vs outside the UK, and an interaction term for class of degree and ethnicity – these were excluded from the final model as they were not statistically significant effects. Also an interaction of age and training route was tested to see whether the model for 'awarded QTS' would be improved and the interaction term was then not included on the basis of the results. Several alternative models were run and examined before the models included here were selected as the best fit.

Diagnostics and model fit

As described above, the validity of a model built through regression analysis depends upon the data meeting various statistical assumptions. One of these is that the fit of the model to the data is good. (I.e. can we explain a reasonable proportion of the variation in QTS and employment rates with the data that we have available?) If the model does not fit the data then the outputs from the model are meaningless.

The models built here fit within the statistical bounds of acceptability, although fit is towards the lower bound. This means that the we can use the model to draw tentative conclusions about associations between outcomes and some characteristics.

However, the models cannot be used for robust predictions. This means that for a particular trainee we are unable to estimate with accuracy whether they will achieve QTS or whether they will secure a teaching post. This demonstrates, perhaps not surprisingly, that there are other factors that determine the success of trainees beside their age, gender, subject, type of course etc. that we are unable to measure.

Model fit is assessed using statistical calculations. The figure below is an illustrative example to show visually that the model is fitting the data.

Figure 26: Visual illustration of goodness of fit between actual data and the model for probability of achieving QTS by age and gender in 2013 to 2014 academic year
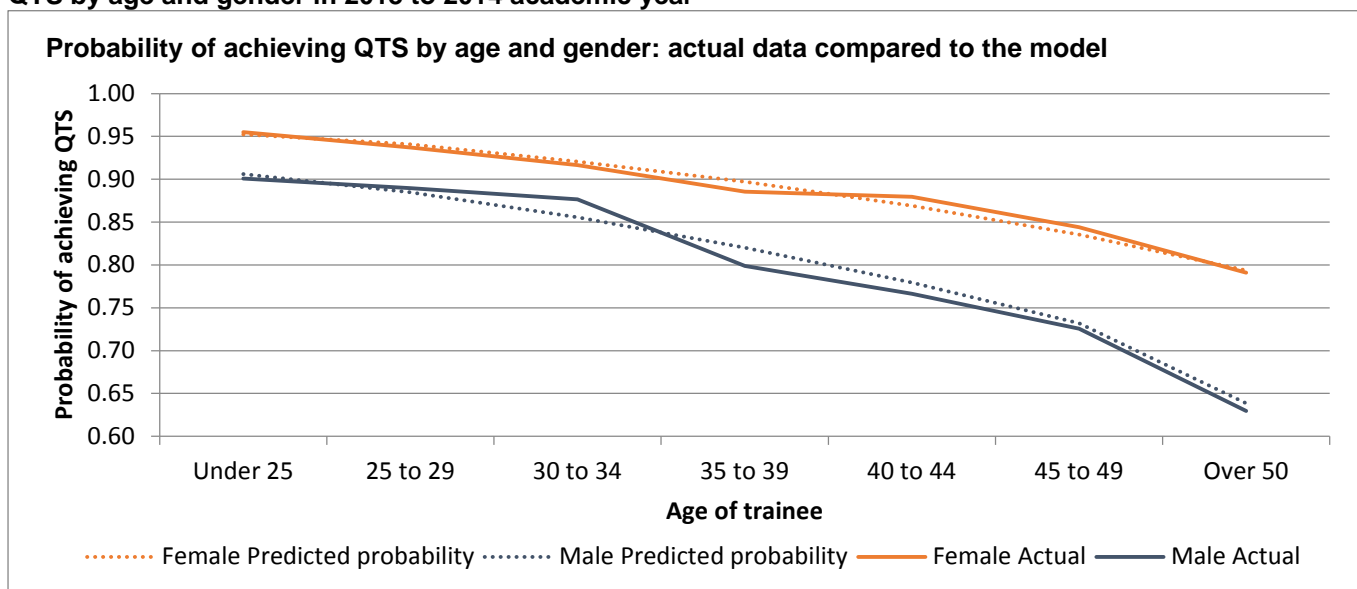
As well as visual inspection of graphs, statistical measures can be used to judge closeness of fit. Receiver Operating Characteristic (ROC) curves illustrate the sensitivity of the model's predictions (proportion of true positives identified) against the specificity (proportion of true negatives identified). Goodness of fit improves as the area below the curve increases relative to a straight diagonal line plotted at 45% from the origin i.e. as the true positive rate increases relative to the false positive rate. Therefore, goodness of fit can be assessed statistically in terms of the varying area under the curve. The maximum area possible is 1.0 and as a rough guide,

0.90-1 = excellent fit

0.80-.090 = good fit

0.70-0.80 = fair fit

0.60-0.70 = poor fit

0.50-0.60 = no fit

For 2014 to 2015 academic year, the area below the curve for the QTS model is 0.696 (3dp), which suggests a poor to fair fit, and for the employment model 0.595 (3dp), which suggests the lower end of a poor fit.   For 2013 to 2014 academic year, the area below the curve for the QTS model is 0.707 (3dp) and for the employment model 0.658 (3dp): this implies a poor to fair level of fit with the QTS fit being better than that for employment.

Statistical Error

Statistical analysis is always subject to error, not in the common sense that calculations might be wrong but in the sense that they are estimates generated by fitting a perfectly regular model to real world data. The data is inevitably more or less irregular and deviates from the perfect model to some extent. Therefore the estimates of likelihood in this report are accompanied by calculations of the limits within which we might expect the 'true' answer to lie.   These are presented in the raw data table as '95% confidence limits' and they assist the reader in judging whether differences between likelihoods are real or have occurred by chance.   For example, if two factors have differing likelihoods of 1.2 and 1.4 we might be tempted to say that the likelihood of 1.3 is higher.   However, if we also know that the 95% confidence limits for those estimates are 1.0 – 1.4 and 1.1 – 1.5 respectively, we can see that the ranges overlap and we cannot be sure that one likelihood is really greater than the other.

In the raw output tables below the odds ratios (Exp(B)) have associated 95% C.I.   in the final column; for example, in Table 3 below the odds ratio for being located in the West Midlands is 0.642 relative to London but the 95% C.I.   within which that estimate might vary is 0.543-0.758.

Raw output

Containing raw output from final regression models
Figure 27: 2014 to 2015 academic year Awarded QTS model raw output

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B) Lower	Upper
Step 1[a]	Loc_WestMidlands(1)	.122	.092	1.732	1	.188	1.129	.942	1.354
	Loc_EastMidlands(1)	-.128	.101	1.589	1	.207	.880	.722	1.073
	Loc_Eastern(1)	.369	.109	11.453	1	.001	1.446	1.168	1.790
	Loc_NorthEast(1)	-.063	.124	.257	1	.612	.939	.736	1.198
	Loc_NorthWest(1)	-.144	.077	3.530	1	.060	.865	.744	1.006
	Loc_SouthEast(1)	.004	.081	.002	1	.962	1.004	.857	1.176
	Loc_SouthWest(1)	.086	.095	.832	1	.362	1.090	.906	1.313
	Loc_YorkshireHumber(1)	-.271	.091	8.937	1	.003	.763	.639	.911
	Loc_Nonregional(1)	-.736	.157	22.029	1	.000	.479	.352	.651
	Age	-.062	.005	134.180	1	.000	.940	.930	.950
	ethnicity_non_white(1)	-.460	.059	61.554	1	.000	.631	.563	.708
	gender_male(1)	-1.015	.177	32.879	1	.000	.362	.256	.513
	disability_declared(1)	-.640	.071	82.146	1	.000	.527	.459	.606
	ClassUGDegree_1st(1)	.161	.238	.457	1	.499	1.174	.737	1.871
	ClassUGDegree_2_2(1)	-.462	.200	5.339	1	.021	.630	.426	.932
	ClassUGDegree_Other(1)	-1.760	.548	10.329	1	.001	.172	.059	.503
	subject_primary(1)	-1.057	.214	24.376	1	.000	.347	.228	.529
	subject_English(1)	-.649	.160	16.357	1	.000	.523	.382	.716
	subject_maths(1)	-.639	.150	18.072	1	.000	.528	.393	.709
	subject_chem_phys_comp(1)	-.681	.151	20.244	1	.000	.506	.376	.681
	subject_bio(1)	-.649	.181	12.936	1	.000	.522	.367	.744
	subject_langs(1)	-.531	.169	9.816	1	.002	.588	.422	.820
	subject_other(1)	.000	.155	.000	1	.999	1.000	.738	1.356
	Age by gender_male(1)	.010	.006	3.125	1	.077	1.010	.999	1.021
	Age by ClassUGDegree_1st(1)	-.003	.007	.173	1	.678	.997	.983	1.011
	Age by ClassUGDegree_2_2(1)	.010	.006	2.659	1	.103	1.010	.998	1.023
	Age by ClassUGDegree_Other(1)	.039	.016	6.251	1	.012	1.040	1.009	1.072
	Age by subject_primary(1)	.011	.006	3.576	1	.059	1.011	1.000	1.022
	route_SD_Sal_HEI(1)	.612	.109	31.519	1	.000	1.845	1.490	2.284
	route_SD_Fee_HEI(1)	.401	.067	35.644	1	.000	1.493	1.309	1.703
	route_SD_Sal_SCITT(1)	.657	.123	28.578	1	.000	1.930	1.517	2.456
	route_SD_Fee_SCITT(1)	.610	.119	26.408	1	.000	1.841	1.459	2.323
	route_SCITT(1)	.483	.099	23.568	1	.000	1.620	1.333	1.969
	Constant	5.090	.215	561.721	1	.000	162.406		

Figure 28: 2014 to 2015 academic year Employment model raw output

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	Loc_Eastern(1)	.046	.148	.099	1	.753	1.048	.784	1.399
	Loc_WestMidlands(1)	-.158	.128	1.520	1	.218	.854	.665	1.097
	Loc_EastMidlands(1)	.016	.158	.010	1	.920	1.016	.745	1.385
	Loc_NorthEast(1)	-.799	.145	30.538	1	.000	.450	.339	.597
	Loc_NorthWest(1)	-.595	.107	30.907	1	.000	.552	.447	.680
	Loc_SouthEast(1)	-.185	.117	2.503	1	.114	.831	.661	1.045
	Loc_SouthWest(1)	-.505	.123	16.988	1	.000	.604	.475	.767
	Loc_YorkshireHumber(1)	-.239	.137	3.057	1	.080	.787	.602	1.029
	Loc_Nonregional(1)	-1.019	.225	20.509	1	.000	.361	.232	.561
	Age	-.040	.004	98.938	1	.000	.961	.954	.969
	ethnicity_non_white(1)	-.230	.088	6.928	1	.008	.794	.669	.943
	gender_male(1)	-.228	.068	11.344	1	.001	.796	.697	.909
	disability_declared(1)	-.110	.112	.978	1	.323	.896	.720	1.114
	ClassUGDegree_2_2_lower(1)	.118	.073	2.607	1	.106	1.125	.975	1.299
	subject_primary(1)	-.329	.166	3.935	1	.047	.720	.520	.996
	subject_English(1)	-.293	.199	2.176	1	.140	.746	.505	1.101
	subject_maths(1)	-.405	.186	4.723	1	.030	.667	.463	.961
	subject_chem_phys_comp(1)	-.420	.191	4.857	1	.028	.657	.452	.955
	subject_bio(1)	-.220	.238	.857	1	.354	.802	.503	1.279
	subject_langs(1)	-.786	.196	16.148	1	.000	.456	.311	.669
	subject_other(1)	-.539	.176	9.358	1	.002	.583	.413	.824
	route_SD_Sal_HEI(1)	.424	.149	8.060	1	.005	1.528	1.140	2.048
	route_SD_Sal_SCITT(1)	1.129	.203	30.852	1	.000	3.094	2.077	4.609
	route_SD_Fee_HEI(1)	.505	.092	30.147	1	.000	1.657	1.384	1.984
	route_SD_Fee_SCITT(1)	.882	.162	29.656	1	.000	2.417	1.759	3.320
	route_SCITT(1)	.384	.118	10.549	1	.001	1.468	1.165	1.851
	Constant	4.588	.211	474.214	1	.000	98.337		

Figure 29: 2013 to 2014 academic year Awarded QTS model raw output

Variables in the Equation

		B	S.E.	Sig.	Exp(B)	95% C.I.for EXP(B)	
						Lower	Upper
Step 1[a]	Loc_WestMidlands(1)	-.444	.085	.000	.642	.543	.758
	Loc_EastMidlands(1)	-.322	.098	.001	.725	.599	.878
	Loc_Eastern(1)	.038	.102	.712	1.038	.851	1.267
	Loc_NorthEast(1)	.099	.145	.496	1.104	.831	1.467
	Loc_NorthWest(1)	-.245	.080	.002	.783	.669	.915
	Loc_SouthEast(1)	-.308	.080	.000	.735	.628	.860
	Loc_SouthWest(1)	-.411	.088	.000	.663	.558	.788
	Loc_YorkshireHumber(1)	-.286	.095	.003	.752	.624	.905
	Loc_Nonregional(1)	-.786	.164	.000	.456	.331	.628
	Age	-.075	.005	.000	.927	.918	.937
	ethnicity_non_white(1)	-.547	.059	.000	.579	.516	.649
	gender_male(1)	-1.042	.175	.000	.353	.250	.497
	disability_declared(1)	-.685	.070	.000	.504	.440	.578
	ClassUGDegree_1st(1)	-.474	.246	.054	.623	.384	1.009
	ClassUGDegree_2_2(1)	-.669	.193	.001	.512	.351	.747
	ClassUGDegree_Other(1)	-1.240	.478	.009	.289	.113	.738
	ClassUGDegree_Unknown(1)	.013	.174	.942	1.013	.720	1.426
	subject_primary(1)	-.850	.202	.000	.427	.288	.635
	subject_English(1)	-.114	.147	.440	.893	.669	1.191
	subject_maths(1)	-.315	.134	.019	.730	.561	.950
	subject_chem_phys_comp(1)	-.558	.134	.000	.573	.440	.744
	subject_bio(1)	-.323	.171	.059	.724	.517	1.013
	subject_langs(1)	-.173	.150	.248	.841	.627	1.128
	subject_other(1)	.299	.142	.035	1.348	1.021	1.779
	Age by gender_male(1)	.011	.005	.048	1.011	1.000	1.022
	Age by ClassUGDegree_1st(1)	.016	.008	.040	1.016	1.001	1.031
	Age by ClassUGDegree_2_2(1)	.013	.006	.031	1.013	1.001	1.025
	Age by ClassUGDegree_Other(1)	.032	.013	.017	1.033	1.006	1.060
	Age by subject_primary(1)	.016	.005	.004	1.016	1.005	1.027
	route_SD_Sal_HEI(1)	.601	.113	.000	1.824	1.461	2.276
	route_SD_Fee_HEI(1)	.150	.077	.051	1.162	.999	1.351
	route_SD_Sal_SCITT(1)	.814	.159	.000	2.256	1.653	3.080
	route_SD_Fee_SCITT(1)	.249	.127	.051	1.283	.999	1.646
	route_SCITT(1)	.457	.093	.000	1.579	1.317	1.893
	Constant	5.514	.205	.000	248.158		

Figure 30: 2013 to 2014 academic year Employment model raw output

Variables in the Equation

		B	S.E.	Sig.	Exp(B)	95% C.I.for EXP(B)	
						Lower	Upper
Step 1[a]	Loc_Eastern(1)	.253	.144	.079	1.287	.971	1.707
	Loc_WestMidlands(1)	-.054	.123	.661	.947	.745	1.206
	Loc_EastMidlands(1)	.346	.161	.031	1.413	1.032	1.936
	Loc_NorthEast(1)	-.476	.153	.002	.621	.460	.839
	Loc_NorthWest(1)	-.543	.098	.000	.581	.479	.704
	Loc_SouthEast(1)	-.669	.098	.000	.512	.423	.621
	Loc_SouthWest(1)	-.573	.110	.000	.564	.454	.700
	Loc_YorkshireHumber(1)	-.371	.121	.002	.690	.545	.874
	Loc_Nonregional(1)	-.541	.247	.029	.582	.359	.945
	Age	-.036	.004	.000	.964	.957	.972
	ethnicity_non_white(1)	-.314	.081	.000	.730	.624	.855
	gender_male(1)	-.194	.062	.002	.824	.729	.931
	disability_declared(1)	-.260	.099	.009	.771	.635	.936
	ClassUGDegree_2_2_lower(	-.058	.064	.359	.943	.832	1.069
	subject_primary(1)	-.348	.159	.029	.706	.517	.965
	subject_English(1)	-.111	.192	.562	.895	.613	1.304
	subject_maths(1)	-.360	.181	.046	.697	.489	.994
	subject_chem_phys_comp(1	-.565	.181	.002	.568	.398	.811
	subject_bio(1)	-.571	.216	.008	.565	.370	.862
	subject_langs(1)	-.894	.180	.000	.409	.287	.582
	subject_other(1)	-.493	.171	.004	.611	.437	.853
	route_SD_Sal_HEI(1)	.815	.157	.000	2.259	1.660	3.076
	route_SD_Sal_SCITT(1)	1.413	.266	.000	4.109	2.439	6.925
	route_SD_Fee_HEI(1)	.324	.101	.001	1.383	1.135	1.684
	route_SD_Fee_SCITT(1)	1.125	.226	.000	3.079	1.976	4.799
	route_SCITT(1)	.253	.107	.018	1.288	1.044	1.590
	Constant	4.539	.200	.000	93.591		

11. Accompanying tables

The following tables are available in Excel format on the department's statistics website:
https://www.gov.uk/government/organisations/department-for-education/about/statistics

National tables

Table 1	Summary of first year intake and final year outcomes: academic year 2014 to 2015
Table 2	Qualifications on entry - first year postgraduates and their degree classes: academic year 2014 to 2015
Table 2a	Qualifications on entry (time series) - first year postgraduates with a UK degree: academic year 2005 to 2006 through to academic year 2014 to 2015
Table 3	Qualifications on entry - first year undergraduates: academic year 2014 to 2015
Table 3a	Qualifications on entry (time series) - first year undergraduates: academic years 2005 to 2006 through to academic year 2014 to 2015
Table 4	Characteristics of first year trainees: academic year 2014 to 2015
Table4a	Characteristics of first year trainees (time series): academic year 2005 to 2006 through to academic year 2014 to 2015
Table 5	Final year trainee award status and employment outcomes, within six months of gaining qualified teacher status: academic year 2014 to 2015
Table5a	Final year trainee award status and employment outcomes (time series): academic years 2005 to 2006 through to academic year 2014 to 2015
Table 6	Final year trainee award status and employment outcomes, within six months of gaining qualified teacher status by subject: academic year 2014 to 2015
Table 6a	Final year postgraduate trainees award status and employment outcomes, within six months of gaining qualified teacher status by subject: academic year 2009 to 2010 through to academic year 2014 to 2015
Table 6b	Final year bursary trainees award status and employment outcomes, within six months of gaining qualified teacher status by subject: academic year 2014 to 2015

Provider level tables

Table 7	Initial teacher training performance profiles at provider level
Table 7a	Initial teacher training performance profiles at provider level by route
Table 7b	Initital teacher training performance profiles at provider level by subject

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

12. Further information is available

Previously published figures: https://www.gov.uk/government/collections/statistics-teacher-training

13. Official Statistics

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

Designation can be broadly interpreted to mean that the statistics:

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

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

The Department has a set of statistical policies in line with the Code of Practice for Official Statistics.

14. Get in touch

Media enquiries

Press Office News Desk, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Tel: 020 7783 8300

Other enquiries/feedback

Sally Mercer, Performance and Analysis Division, National College for Teaching and Leadership, Department for Education, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT.

Email: ittstatistics.publications@education.gsi.gov.uk

Follow us on Twitter:
@educationgovuk

Like us on Facebook:
facebook.com/educationgovuk