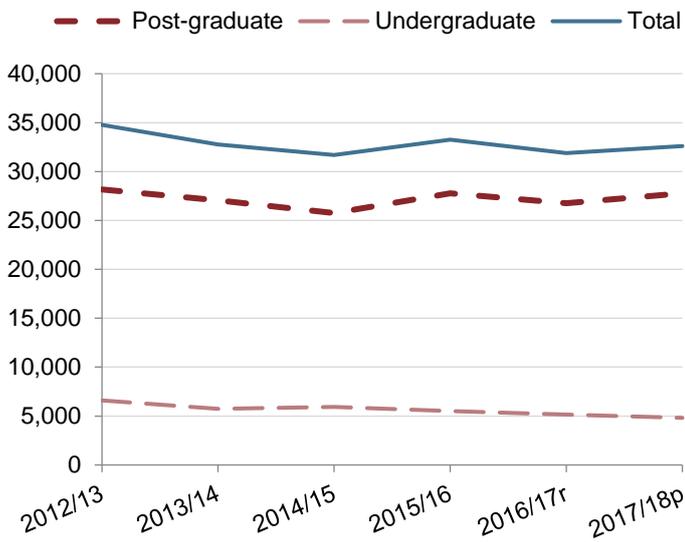




# Initial Teacher Training (ITT) Census for the academic year 2017 to 2018, England

SFR 68/2017, 30 November 2017

## There were 27,895 new entrants starting or expecting to start postgraduate ITT

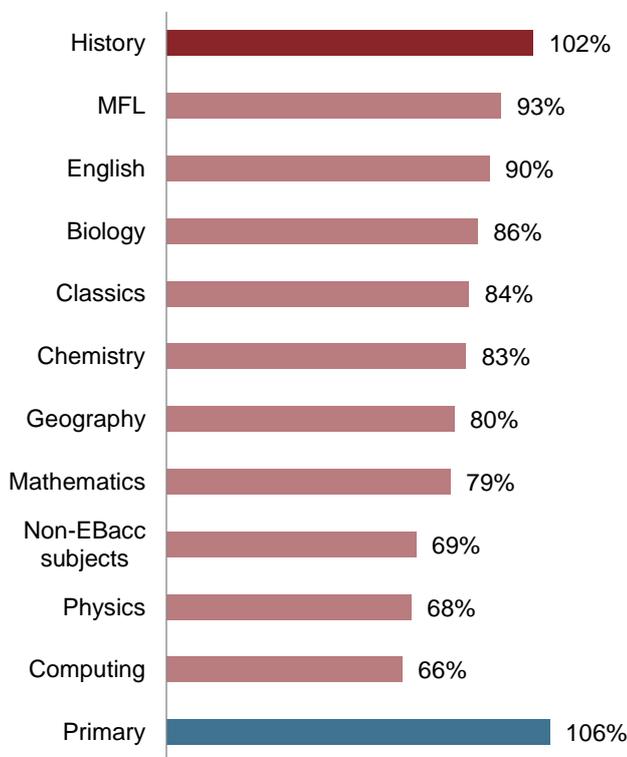


There were 27,895 new entrants to postgraduate Initial Teacher Training (ITT) courses in the academic year 2017 to 2018, compared with 26,750 in academic year 2016 to 2017<sup>1</sup>.

Of the new entrants in academic year 2017 to 2018, 27,720 were actual new entrants and 175 were forecast trainees (those expected to start courses or who have delayed for a short period of time<sup>3</sup>).

There were also 4,815 new entrants to undergraduate ITT, compared with 5,145 in academic year 2016 to 2017.

## Recruitment against TSM targets varied by subject and phase



There were 1,145 more postgraduate trainees in academic year 2017 to 2018 than in academic year 2016 to 2017. Across the same period, the TSM target increased by 1,670.

The number of new entrants varied by phase and subject. Within English Baccalaureate (EBacc) subjects, recruitment to History exceeded the TSM target, with 102 per cent of the trainees required by the TSM being recruited.

For other EBacc subjects, recruitment performance against the TSM target varied between 93 per cent for Modern Foreign Languages (MFL) and 66 per cent for Computing.

Collectively, 69 per cent of trainees required in non-EBacc secondary subjects were recruited. Within non-EBacc subjects, recruitment performance varied between 113 per cent for Physical Education and 33 per cent for Design & Technology.

106 per cent of the trainees required by the TSM for Primary ITT were recruited.

<sup>1</sup> This release includes final data for the academic year 2016 to 2017, which revises the previously published information. See methodology for further information.

<sup>2</sup> Modern Foreign Languages.

<sup>3</sup> Forecast trainees are expected to start within the academic year.

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## About this release

This statistical first release provides provisional figures on the number of new entrants who have started an Initial Teacher Training (ITT) programme in England in the academic year 2017 to 2018. This publication includes revised data for academic year 2016 to 2017.

This release also includes statistics about overseas trained teachers who have been awarded QTS in England with no requirement for further training, and experimental statistics on new entrants to Early Years ITT included as an annex.

## In this publication

The following tables are included in the SFR:

- Main tables for the academic year 2017 to 2018 with supporting time series data
- Provider-level tables for the academic year 2017 to 2018

## Feedback

We are changing how our releases look and welcome feedback on any aspect of this document at:

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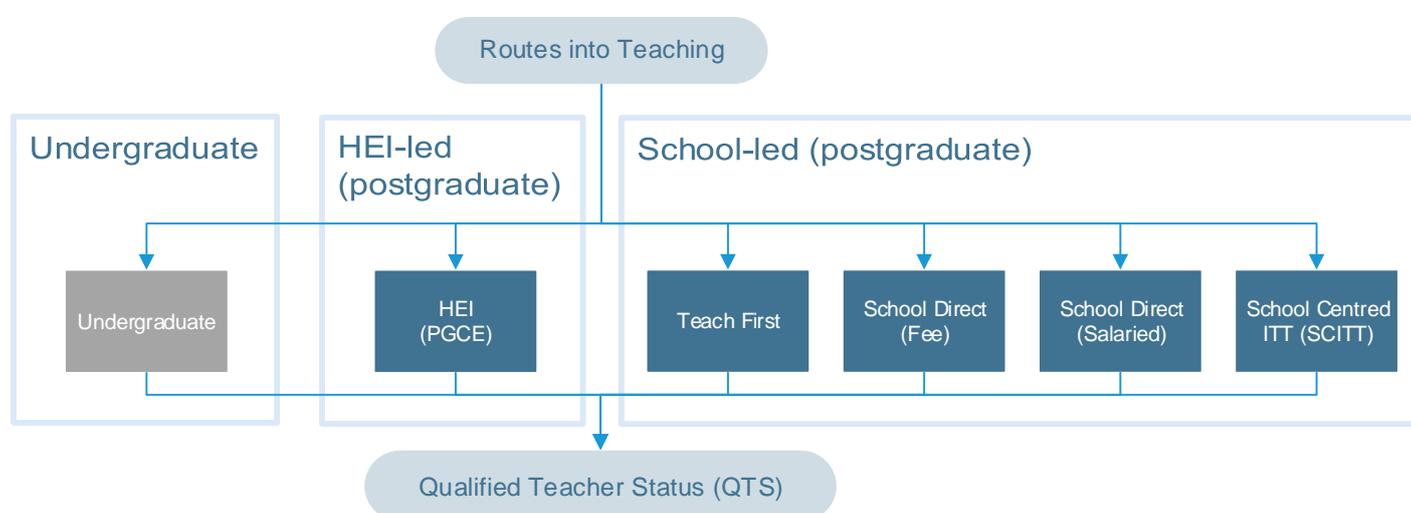
# 1. Background

To become a qualified teacher in England, trainees typically complete a programme of Initial Teacher Training (ITT), which provides them with training, mentoring and teaching practice in schools, and leads to the award of Qualified Teacher Status (QTS)<sup>4</sup> for successful trainees.

There are a number of pathways into teaching, known as 'routes'. These include an undergraduate route, which awards successful trainees a degree and QTS over a three or four-year course, and postgraduate routes which normally run for one year full-time. Postgraduate routes can be undertaken through a Higher Education Institution (HEI) led route, or via a school-led route. School-led routes are comprised of the SCITT (school-centred initial teacher training) programme, the School Direct training programme (of which there is a salaried route and a fee-paying route), or the Teach First<sup>5</sup> Leadership Development Programme (LDP).

Routes into teaching are summarised in Figure 1.

**Figure 1: Routes into Teaching**



At HEIs, the university or college delivers the pedagogy of teaching. This is supplemented by at least two placements in schools, where trainees put theory into practice. Successful trainees on the postgraduate route are awarded QTS and a postgraduate certificate in education (PGCE). Teaching is a graduate profession in England, and non-graduate trainees can gain a degree and QTS together on a three- or four-year undergraduate course at an HEI.

On a school-led route, trainees are placed within a school from the first day of training, receiving practical, hands-on teacher training delivered by experienced, practicing teachers. Most school-led routes also include a PGCE, as some school-led providers will pair with an HEI to deliver training and academic qualification.

The Department for Education (DfE) uses the Teacher Supply Model (TSM) to estimate the number of postgraduate trainees required in England in each subject and phase (primary or secondary) for each academic year. The TSM estimates how many Newly Qualified Teachers (NQTs) are needed to enter into

<sup>4</sup> The award of QTS can be made without a trainee undertaking a programme of ITT in certain circumstances; for example, suitably qualified teachers from overseas or experienced teachers without QTS returning to the workforce.

<sup>5</sup> Teach First is a charity working to end educational inequality. It provides the Leadership Development Programme (LDP) which offers training, coaching and work experience and a PGDE.

the stock of qualified teachers in active service each year; accounting for a range of factors including projections of pupil population, the effect of new policies, and estimates of teacher flows, among others.

The number of NQTs needed is scaled up to account for trainees who do not complete their training and trainees who do not go on to secure teaching employment in state-funded schools. This figure is used to calculate the total number of postgraduate ITT places needed<sup>6</sup>.

This publication focuses on postgraduate trainees, as this reflects the methodology of the TSM for academic year 2017 to 2018.

Information on undergraduate trainees is provided in the supporting tables.

## 2. New entrants to initial teacher training

There were 27,895 new entrants to postgraduate ITT courses in the academic year 2017 to 2018. Of these, 27,720 were actual new entrants and 175 were forecast trainees (i.e. those expected to start after the point at which these statistics were collected). Compared to academic year 2016 to 2017, there were 1,145 more postgraduate new entrants to ITT overall.

The Teacher Supply Model (TSM) estimated that, in the academic year 2017 to 2018, England needed 13,821 postgraduate trainees to begin training in secondary EBacc<sup>7</sup> subjects, 4,904 postgraduate trainees in secondary non-EBacc subjects, and 12,121 trainees in primary. The ITT census shows that there were 11,590 new postgraduate trainees in secondary EBacc subjects, 3,400 new postgraduate trainees in secondary non-EBacc subjects, and 12,905 new primary postgraduate trainees. When taken together, secondary EBacc subjects recruited 84 per cent of the TSM target, secondary non-EBacc subjects recruited 69 per cent, and primary recruited 106 per cent.

The total number of postgraduate new entrants on school-led routes (excluding forecast trainees) was 14,780 in the academic year 2017 to 2018, making up 53 per cent of the total. This comprises 3,410 at SCITTs; 7,280 on School Direct (Fee) routes; 2,790 on School Direct (Salaried) routes, and 1,300 on the Teach First programme.

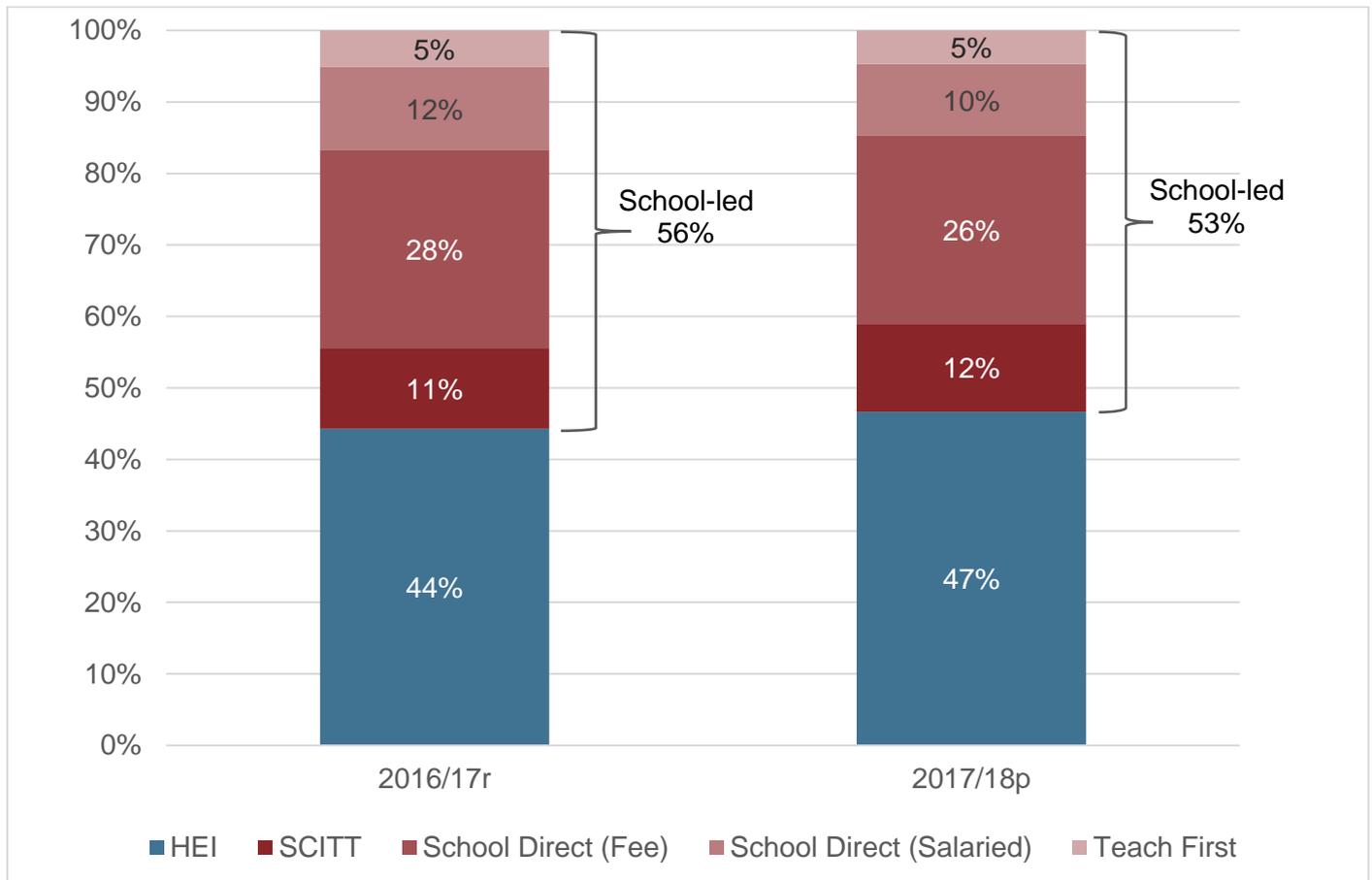
Compared with the previous academic year, there was a decrease in the proportion of new entrants to school-led routes – from 56 per cent in academic year 2016 to 2017 to 53 per cent in academic year 2017 to 2018. The proportion of postgraduate new entrants to HEIs increased from 44 per cent to 47 per cent between the two academic years, as Figure 2 details. In 2017 to 2018, there were 12,940 new entrants to the postgraduate HEI route.

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<sup>6</sup> The 2017/18 TSM along with model user guide is available at [www.gov.uk/government/collections/statistics-teacher-training](http://www.gov.uk/government/collections/statistics-teacher-training).

<sup>7</sup> EBacc here includes English, Mathematics, Modern Foreign Languages, Physics, Biology, Chemistry, History, Geography, Computing and Classics.

**Figure 2: Proportion of new entrants to initial teacher training by route, for academic years 2016 to 2017 (revised) and 2017 to 2018 (provisional).**



There were also a further 4,815 new entrants starting an undergraduate ITT programme in the academic year 2017 to 2018.

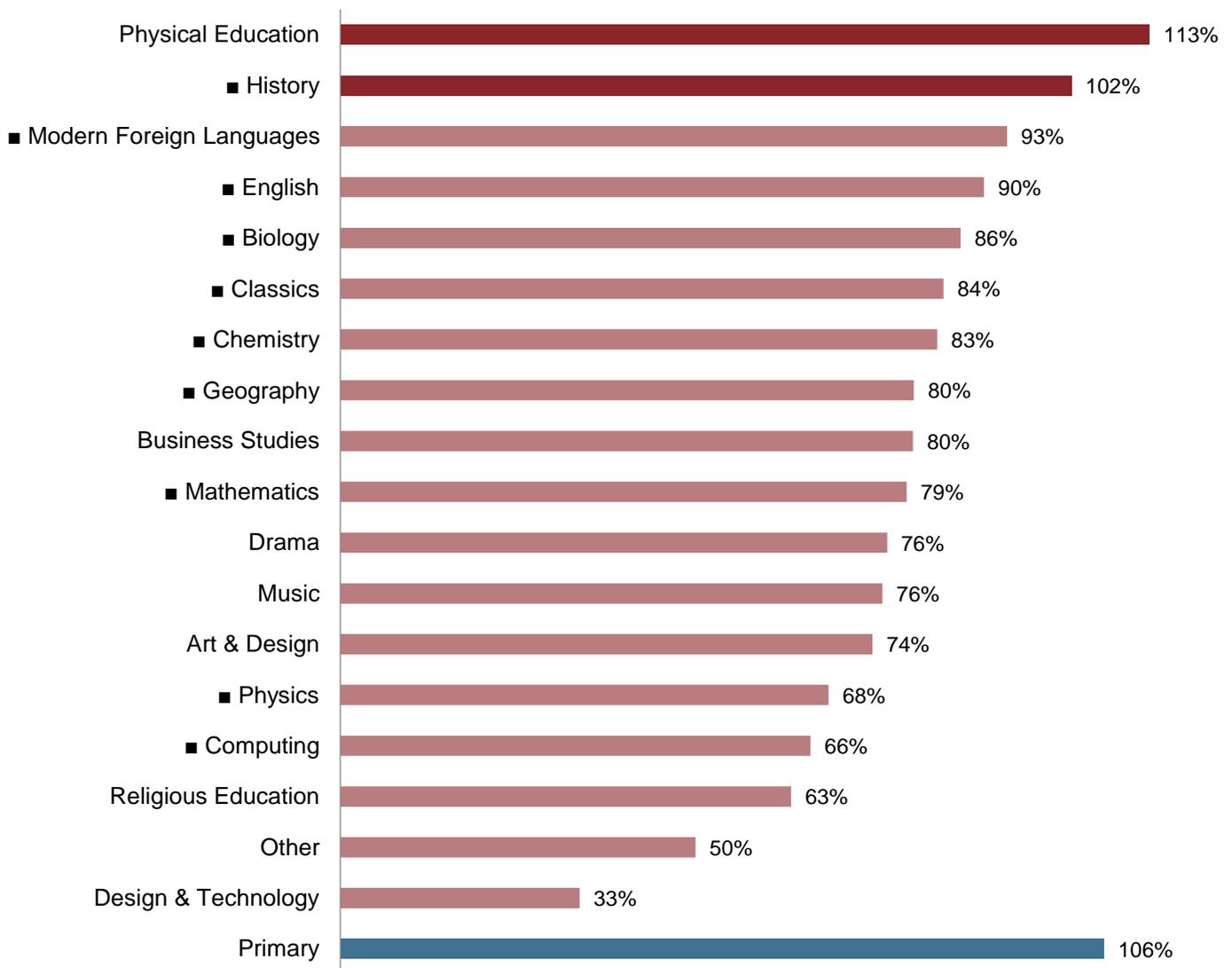
### 3. New entrants to postgraduate initial teacher training by subject

Figure 3 shows that recruitment, relative to the TSM target, was more successful in some subjects than others. The target was exceeded in Physical Education (which recruited 113 per cent of the TSM target), and History (which recruited 102 per cent). For other secondary subjects, there were fewer trainees recruited than required by the TSM. The least successful were Religious Education (63 per cent), Other<sup>8</sup> (50 per cent) and Design & Technology (33 per cent).

These figures include forecast trainees.

<sup>8</sup> 'Other' includes Dance, Social Studies, Psychology and Economics.

**Figure 3: New entrants to postgraduate initial teacher training by subject, as a proportion of TSM targets, academic year 2017 to 2018 (provisional)<sup>9</sup>**



The TSM targets change each year, to reflect the changing future demand for teachers in England. Figure 4 shows a comparison between the number of new entrants, and performance against the TSM target, for academic years 2016 to 2017 and 2017 to 2018.

As Figure 4 below shows, compared to academic year 2016 to 2017, there were 1,145 more new entrants to postgraduate ITT in academic year 2017 to 2018 (27,895 and 26,750 respectively). The TSM target increased by 1,670<sup>10</sup> over the same period. In academic year 2017 to 2018, there were 1,615 more new entrants to primary than in the previous academic year, against a target that increased by 632 over the same period. For secondary subjects, there were 465 fewer trainees than in the previous academic year, against a target that increased by 1,038.

<sup>9</sup> ■ indicates an EBacc subject

<sup>10</sup> Based on unrounded figures from the Teacher Supply Model 2017/18

**Figure 4: New entrants to postgraduate initial teacher training by subject compared to the TSM target, academic years 2016 to 2017 (revised) and 2017 to 2018 (provisional)<sup>11,12</sup>**

Subject	2016/17r			2017/18p		
	Recruited	Target	Contribution to target	Recruited	Target	Contribution to target
■ English	2,165	2,253	96%	2,175	2,426	90%
■ Mathematics	2,545	3,102	82%	2,450	3,102	79%
■ Biology	1,330	1,178	113%	1,025	1,188	86%
■ Chemistry	1,010	1,053	96%	875	1,053	83%
■ Physics	835	1,055	79%	720	1,055	68%
■ Computing	485	723	67%	475	723	66%
■ Classics	55	69	78%	60	69	84%
■ MFL	1,415	1,514	94%	1,405	1,514	93%
■ Geography	895	778	115%	1,225	1,531	80%
■ History	900	816	110%	1,180	1,160	102%
Art & Design	515	633	82%	430	577	74%
Design & Technology	415	1,034	40%	305	917	33%
Physical Education	1,085	999	109%	1,125	999	113%
Religious Education	435	544	80%	405	643	63%
Drama	320	347	92%	265	345	76%
Music	355	399	89%	295	393	76%
Business Studies	215	252	85%	175	218	80%
Other	480	938	51%	400	812	50%
<b>Total Secondary</b>	<b>15,460</b>	<b>17,688</b>	<b>87%</b>	<b>14,995</b>	<b>18,726</b>	<b>80%</b>
<b>Primary</b>	<b>11,290</b>	<b>11,489</b>	<b>98%</b>	<b>12,905</b>	<b>12,121</b>	<b>106%</b>
<b>Total</b>	<b>26,750</b>	<b>29,176</b>	<b>92%</b>	<b>27,895</b>	<b>30,847</b>	<b>90%</b>

For secondary subjects, when taken collectively, there was a lower recruitment performance than in the previous academic year (80 per cent in academic year 2017 to 2018 compared to 87 per cent in academic year 2016 to 2017). For primary, recruitment performance increased between the two years (106 per cent in 2017 to 2018, compared to 98 per cent in 2016 to 2017).

In summary, the subjects with the largest changes in terms of performance against TSM targets between the two years were:

- Geography – decreased from 115 per cent in academic year 2016 to 2017 to 80 per cent of the TSM target in academic year 2017 to 2018 (the number of new entrants increased by 37 per cent against a target that increased by 97 per cent)
- Biology – decreased from 113 per cent in academic year 2016 to 2017 to 86 per cent of the TSM target in academic year 2017 to 2018 (the number of new entrants decreased by 23 per cent against a target that increased by 1 per cent)
- Religious Education – decreased from 80 per cent in academic year 2016 to 2017 to 63 per cent of the TSM target in academic year 2017 to 2018 (the number of new entrants decreased by 7 per cent against a target that increased by 18 per cent)

<sup>11</sup> 'r' refers to data revised in this publication. 'p' refers to provisional data. See methodology for further details.

<sup>12</sup> ■ indicates an EBacc subject

- Drama – decreased from 92 per cent in academic year 2016 to 2017 to 76 per cent of the TSM target in academic year 2017 to 2018 (the number of new entrants decreased by 18 per cent against a target that decreased by 1 per cent)

As the TSM targets change each year, it is important to consider the number of new entrants to ITT alongside the proportion this represents against the TSM target.

## 4. Qualifications of new entrants

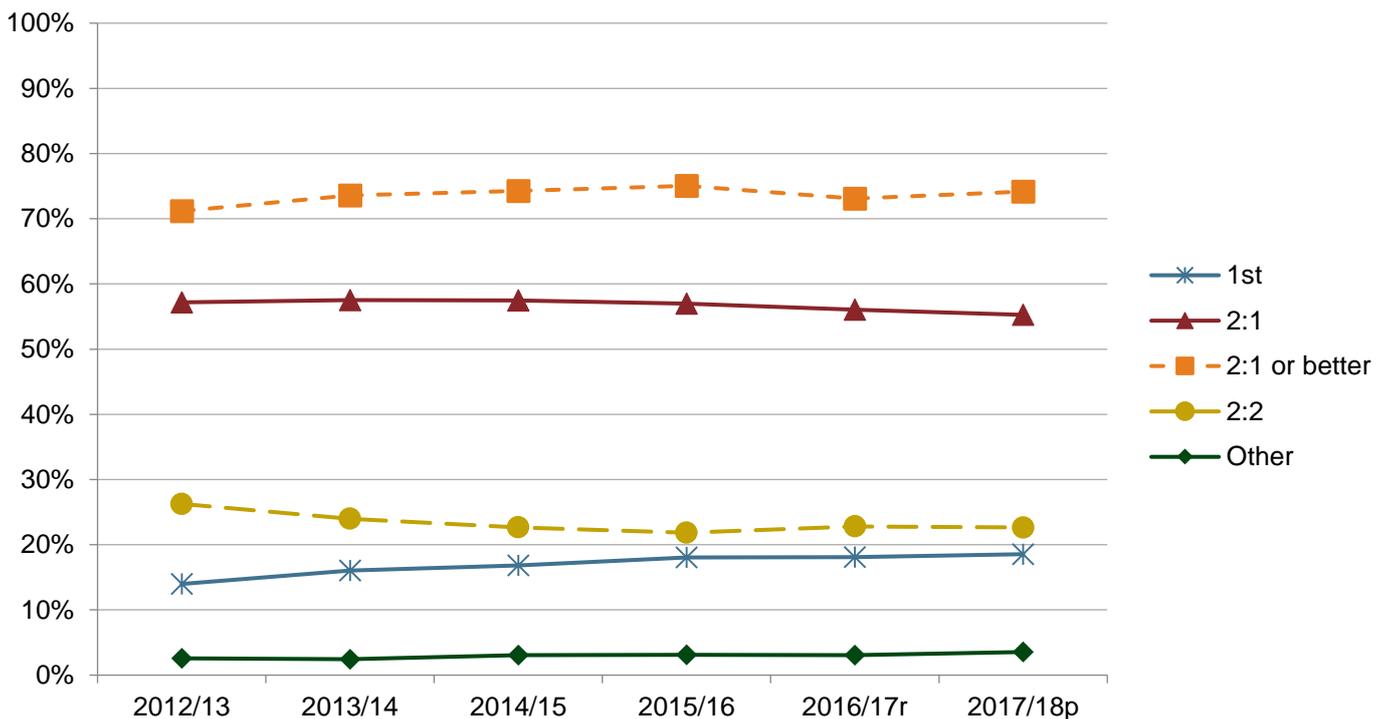
The class of the undergraduate degree<sup>13</sup> held by new entrants to postgraduate programmes provides one measure of the quality of new entrants. Degree classes are used to make both in-year and between-year comparisons across training routes and subjects. The figures below refer to the subject of ITT and not the subject of the degree held. Comparisons over time should be made with caution, as the data prior to academic year 2015 to 2016 did not include Teach First trainees.

### New entrants to initial teacher training are highly qualified

74 per cent of new entrants on postgraduate programmes held a first class or 2:1 degree. This is the same percentage as in the 2016 to 2017 academic year.

In academic year 2017 to 2018, 19 per cent of new postgraduate entrants to ITT had first class degrees, compared to 18 per cent in academic year 2016 to 2017.

**Figure 5: Trends in qualifications of postgraduate new entrants to initial teacher training, academic years 2012 to 2013 to 2017 to 2018 (provisional).**



### Qualifications of new entrants by route

The proportion of new entrants holding a 2:1 or higher classified degree varies by route, as do the characteristics of trainees on each route (see chapter 5). Direct comparisons between routes should

<sup>13</sup> For this publication we cannot separate degrees taken in the UK and those taken abroad. Degrees taken refers to all degrees from the UK and abroad.

therefore be made with caution. Overall, new entrants on the Teach First programme had the highest percentage of both first class and 2:1 degrees (24 and 73 per cent respectively) This compares to:

- 19 per cent with a first class and 54 per cent with a 2:1 class for School Direct (Fee) routes
- 18 per cent with a first class and 56 per cent with a 2:1 class for HEI routes
- 18 per cent with a first class and 53 per cent with a 2:1 class for SCITT routes
- 16 per cent with a first class and 51 per cent with a 2:1 class for School Direct (Salaried) routes.

## 5. Characteristics of new entrants

The ITT census provides information on the demographic characteristics of trainees, including age, gender, ethnicity and disability. The information below focuses on postgraduate trainees and excludes forecast trainees (for whom this information is not known), and trainees where this information was refused or not provided.

Overall, 31 per cent of new entrants to postgraduate ITT were male, but this differed between primary and secondary subjects.

The proportion of new entrants to postgraduate primary programmes who were male was 20 per cent; this is the same rate as in academic year 2016 to 2017. There is little variation in this proportion by route.

There was slightly more variation in the gender breakdown of new entrants to postgraduate secondary programmes, with 40 per cent overall being male; the same rate as in academic year 2016 to 2017. This varied by route, with 42 per cent of trainees starting SCITT courses being male, compared with 35 per cent for Teach First.

**Figure 6: Characteristics of trainees entering postgraduate initial teacher training in the academic year 2017 to 2018 (provisional) (Primary and Secondary combined).**

	Male	Aged under 25	Minority ethnic group	Declared disability
<b>Postgraduate total</b>	<b>31%</b>	<b>51%</b>	<b>16%</b>	<b>10%</b>
Higher Education Institution	31%	59%	19%	11%
School Centred ITT	33%	46%	13%	8%
School Direct (Fee)	30%	46%	11%	9%
School Direct (Salaried)	29%	20%	17%	6%
Teach First	30%	66%	15%	13%

The overall proportion of postgraduate trainees who said they belonged to a minority ethnic group was 16 per cent in the academic year 2017 to 2018, which is similar to academic year 2016 to 2017 (15 per cent). This rate has steadily increased over time, from 12 per cent in academic year 2013 to 2014. The proportion varied by route with 19 per cent of trainees starting HEI courses reported to be from a minority ethnic group, compared to 11 per cent for School Direct (Fee) routes.

The overall proportion of postgraduate new entrants who declared a disability was 10 per cent in the academic year 2017 to 2018, which is similar to academic year 2016 to 2017 (9 per cent). This rate has steadily improved over time, from 6 per cent in academic year 2013 to 2014. By route, this ranged from 13 per cent of trainees on Teach First courses who declared a disability, to 6 per cent for School Direct (salaried) routes.

Most postgraduate trainees were aged under 25 in academic year 2017 to 2018 (51 per cent). This compares to 53 per cent in academic year 2016 to 2017. This varied by route, from 66 per cent of trainees on Teach First courses, compared to 20 per cent of trainees on School Direct (Salaried) courses.

## 6. Qualified teachers from overseas

This section provides information about qualified teachers from overseas who have been awarded QTS in England. Professional recognition and the award of QTS, with no requirement for further training, is possible for two groups of overseas trained teachers: those fully qualified in the European Economic Area (EEA), including Switzerland, and, since 2012, those fully qualified in Australia, Canada, New Zealand and United States<sup>14</sup>.

Outside of these groups, experienced teachers from overseas are allowed to teach unqualified in maintained schools for a 4-year period of grace while they achieve QTS by another route.

Obtaining QTS does not necessarily mean that qualified teachers from overseas are currently teaching in England<sup>15</sup>.

### European Economic Area

The European Economic Area (EEA) provides for the free movement of persons, goods, services and capital within the internal market of the European Union (EU) between its 28 member states, as well as three of the four member states of the European Free Trade Association (EFTA)<sup>16</sup>. Switzerland is also included in the free movement directive for professional recognition.

There were 4,690 QTS awards made to qualified teachers from the EEA in financial year 2016/17 (latest available data). This represents a 2 per cent decrease from financial year 2015/16, where the number of QTS awards was 4,795.

The EEA countries of origin with 10 per cent or more of the total number of QTS awards made to EEA countries in financial year 2016/17 were:

- Spain: 1,962 QTS awards (1 per cent decrease from financial year 2015/16)
- Greece: 682 QTS awards (19 per cent increase from financial year 2015/16)
- Poland: 481 QTS awards (12 per cent decrease from financial year 2015/16)

The number of fully qualified teachers from each EEA country awarded QTS is available in Table 8 of the main tables.

### Other countries outside the EEA

The number of QTS awards made to teachers from outside the EEA (Australia, Canada, New Zealand and the USA) was 1,715 in financial year 2016/17. This is a 16 per cent decrease from financial year 2015/16, where the number of QTS awards was 2,030.

These 1,715 QTS awards are distributed between the non-EEA countries as follows:

- Australia – 594 QTS awards (7 per cent decrease from financial year 2015/16)
- Canada – 510 QTS awards (33 per cent decrease from financial year 2015/16). This larger decrease might reflect changes in the length of initial teacher training in Ontario in recent years.
- USA – 370 QTS awards (2 per cent decrease from financial year 2015/16)
- New Zealand – 242 QTS awards (2 per cent decrease from financial year 2015/16)

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<sup>14</sup> QTS awards are made only to fully qualified teachers who trained in the EEA, under the terms of Council Directive 2005/36/EC. Teachers who trained outside the EEA must have their qualifications recognised by an EEA member state and must have 3 years of experience in that state to be eligible to apply for QTS in England. Teachers from Australia, Canada, New Zealand and United States must be fully qualified and eligible to teach permanently in the country in question. This must be documented from the recognised authority in that state. There is [further information on the award of QTS](#) on our webpage.

<sup>15</sup> There are a number of reasons that individuals may obtain QTS in England and not teach in England. For example, some countries may have a policy to award a salary enhancement to teachers with QTS.

<sup>16</sup> Iceland, Liechtenstein and Norway.

## 7. Methodology

### Data Collection

The initial teacher training census is collected annually and counts trainees registered on a course on the second Wednesday in October. For the academic year 2017 to 2018 this was Wednesday 11 October 2017. The collection remained open until 27 October 2017 to allow providers time to input and check their records.

The provisional data for the academic year 2017 to 2018 were extracted on 7 November 2017, for both the forecast and actual trainees. The data presented in this report is provisional - updates are taken in January and July following the census and data are revised in the November report the following year. This release includes revised data for the academic year 2016 to 2017 which entails some revisions to previously published information. A time-series back to the academic year 2013 to 2014 with revised data has been provided alongside this publication, in the main tables.

For the academic year 2017 to 2018 we received data from 241 providers. There were 174 SCITTs and 67 HEIs. Three providers did not sign-off their data.

### Coverage

The initial teacher training census covers 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, figures are rounded and small numbers are suppressed according to the following rules:

- Trainee numbers at national, regional and provider levels are rounded to the nearest multiple of 5.
- Trainee numbers of 1 or 2 are suppressed to protect confidentiality.
- Where the numerator or denominator of any percentage calculated on trainee numbers was 1 or 2, the percentage is suppressed. This suppression is consistent with the Departmental statistical policy.
- Where any number is shown as 0, the original figure was also 0.

Symbols used to identify this in published tables are as follows:

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

### Quality assurance

Data are filled in and summary reports are checked and signed-off by providers. The publication team carry out a number of additional quality checks and data validations throughout the data entry process. After data were extracted on 7 November 2017, a quality assurance process was undertaken by the production team. This process included detailed quality checks of data submitted by providers who had not signed off their data return, to ensure data were accurate.

The quality assurance process identified a small number of trainees that were excluded erroneously as a result of administrative error. This was investigated and confirmed with the provider, and data were corrected.

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.

## Inclusion in the census

The census combines individual level data on actual registrations with returns for the number of forecast trainees by subject. Teach First were first included in academic year 2015 to 2016.

We apply filters to ensure we capture only valid trainees:

- Trainees were in their first year
- Trainees were “actual” on census date (the record was signed off and not marked as draft)
- Trainees were on a course on or before 11 October 2017
- Trainees started in the academic year 2017 to 2018 (which started on 1 August 2017)
- Trainees were on a course that leads to QTS
- Trainees were not excluded (see below)

## Trainees excluded from this report

There are a number of groups excluded from this analysis who may be working towards QTS. The figures presented in this report exclude:

Assessment Only (AO)	This route is for experienced teachers with a degree and those with a teaching qualification from different countries, who have not yet received qualified teacher status in England. It allows teachers to do the necessary assessment and skills tests to qualify for qualified teacher status. They are deemed to be already in the workforce and therefore are not counted in the TSM target.
Non-supported	This includes overseas trainees not entitled to UK financial support; trainees on the School Direct Salaried route undertaking a non-NCTL funded subject and/or employed at a private school; or in situations when a School Direct Salaried trainee is undertaking a subject that would normally be funded by NCTL, but the provider is funding the trainee themselves outside of their NCTL allocated ITT places. Please note however, that Self-funded trainees are included in Chapter 6 (Qualified Teachers from Overseas).
Troops to Teachers	Two-year Troops to Teachers courses are for people who are, or have been, in the armed forces. This undergraduate route leads to QTS and a degree qualification.

## Teacher Supply Model

The Teacher Supply Model allows users to employ scenario testing within the model itself to examine the impact of different scenarios on the outputs of the model. This includes varying pupil projections, Pupil-Teacher Ratios (PTRs), and projected teacher wastage rates, among others. More information can be found within the 2018/19 Teacher Supply Model and accompanying user guide, both of which are available [here](#). The 2017 to 2018 TSM estimated that 30,847 postgraduate training places were required in the 2017 to 2018 academic year in England to meet the needs of the state-funded schools sector.

## Database of Qualified Teachers

The source of information in Chapter 6 (Qualified teachers from overseas) is the Database of Qualified Teachers (DQT). This is the central record of teachers who have been awarded qualified teacher status (QTS) in England. Three categories of overseas trained teachers appear in the DQT:

- Teachers who have qualified in countries within the EEA can have their existing professional status recognised and be awarded QTS in England – these individuals appear in the DQT as ‘Qualified Teacher: Under the EU Directive’.
- Since 2012, teachers who qualified in the USA, Canada, Australia or New Zealand are eligible to have their existing teaching qualifications recognised for the award of QTS – these individuals appear in the DQT as ‘Qualified Teacher: By virtue of overseas qualifications’.
- Before 2012, there was a specific Overseas Trained Teacher (OTT) route for all teachers qualified outside the EEA. Teachers who qualified via this route are identifiable in the DQT record. However, because these teachers completed ITT in England, their country of origin for purposes of qualification is properly given in the DQT as England; therefore, although they can be identified as a group it is not possible to determine which overseas countries they arrived from.

## 8. Annex: Early years initial teacher training (experimental statistics)

### Background

Early years initial teacher training (EYITT) provides specialist training covering the education and care of children from birth to the age of five. It equips early years teachers with the general skills, knowledge and experience to deliver quality provision and to support the practice of other staff. Training is delivered by accredited ITT providers<sup>17</sup>, and applicants must pass professional skills tests in literacy and numeracy before the start of their course. EYITT has the same entry requirements as primary teacher training<sup>18</sup> and trainees must meet a robust set of Teachers' Standards (Early Years).

Successful EYITT trainees are awarded Early Years Teacher Status (EYTS). They are not eligible for the award of Qualified Teacher Status (QTS) at the end of their course.

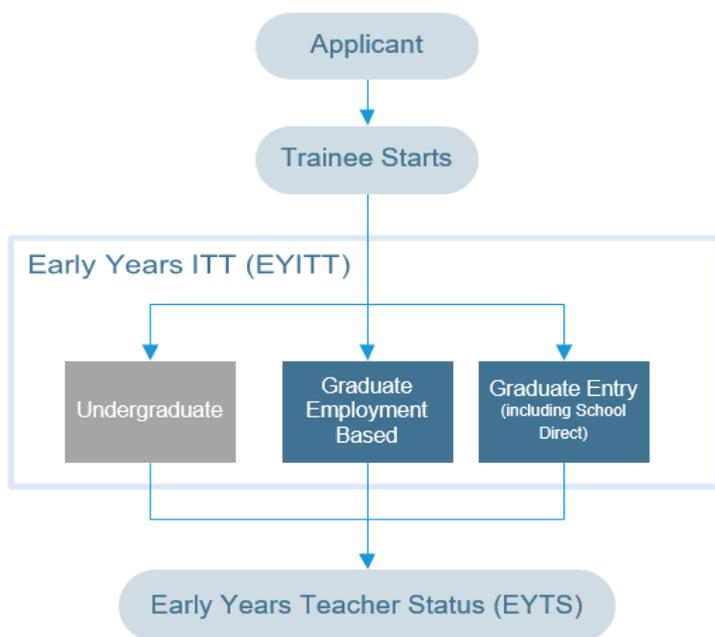
Early years is distinct from Primary education. To become a qualified Primary teacher, a trainee would need to undertake a non-early years ITT course leading to the award of QTS. Individuals with EYTS are, therefore, not able to lead classes in a maintained<sup>19</sup> nursery or school, unless they also hold QTS. Early years teachers can lead teaching in all other early years settings.

There are several routes leading to the award of EYTS. Trainees can undertake an undergraduate course, which allows them to earn a degree in an early childhood related subject and EYTS, normally over a three-year period. Postgraduate routes are available only for trainees who have a degree, and normally run for one year. Postgraduate EYITT can be undertaken through full-time study on the graduate entry route (which includes the early years School Direct route) or through part-time study on the graduate employment based route for graduates employed in early years settings. Routes for EYITT are summarised in Figure 7.

Trainees can also undertake an assessment only route to earn EYTS. This is designed for graduates with experience of working with children from birth to five, who are able to demonstrate the Teacher's Standards (Early Years) without further training; for example, overseas trained early years teachers.

The assessment only route is not included in this publication.

**Figure 7: Early years initial teacher training routes**



<sup>17</sup> Providers graded by the Office for Standards in Education, Children's Services and Skills (Ofsted) as 'requires improvement', or a lower quality, cannot provide EYITT.

<sup>18</sup> Candidates must have achieved a GCSE grade C (or equivalent) in English, mathematics, and a science subject and hold a degree (level 6) from a UK HEI or equivalent qualification (unless undertaking the undergraduate route).

<sup>19</sup>'Maintained' refers to schools or nurseries where funding and oversight is provided through the local authority.

## Data collection and quality

Prior to academic year 2015 to 2016, various systems were used to collect information about EYITT trainees. These systems were developed primarily as a mechanism to collect and store data in a repository, rather than to drive the production of high quality statistics. The department has made substantial changes in recent years to professionalise data collection and analysis, and initially focused on improving and standardising data collection for core programmes (such as ITT leading to QTS) before moving to other programmes of work such as EYITT. As such, it has taken time to complete these improvements, which were tested for EYITT data collection in academic year 2015 to 2016 and fully implemented in academic year 2016 to 2017.

For academic year 2015 to 2016, the department tested a new data collection approach, using similar collection methods as non-early years ITT data collection. As such, there was a period of transition between the old collection methods and the new data management system (DMS).

Recognising that time is required to adjust to new systems, coding schemas and definitions, the department encouraged providers to input data into the DMS, but did not require them to sign-off data returns for academic year 2015 to 2016. In academic year 2016 to 2017, the Department moved the system to being mandatory.

The department was therefore able to produce experimental statistics for new entrants to EYITT in academic year 2016 to 2017, for the first time in November 2016<sup>20</sup>. We are now able to revise figures for 2016 to 2017 and publish provisional figures for 2017 to 2018.

## New entrants to EYITT

There were 595 new entrants to EYITT in academic year 2017 to 2018. Of these, 10 were forecast trainees (those expected to start after the point at which these statistics were collected) and 585 were actual new entrants. There were 25 fewer new entrants than in academic year 2016 to 2017 where the figure was 620<sup>21</sup>.

535 new entrants (90 per cent) started on a postgraduate route, with the remaining 60 trainees (10 per cent) starting on an undergraduate route. This compares to 575 postgraduate new entrants (93 per cent) and 45 undergraduate new entrants (7 per cent) in academic year 2016 to 2017.

On postgraduate routes, 425 (79 per cent) started on the graduate employment based route, compared to 435 (76 per cent) in academic year 2016 to 2017. 100 (19 per cent) started on the graduate entry route, compared to 140 (24 per cent) in academic year 2016 to 2017, and 10 (2 per cent) were forecast trainees.

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<sup>20</sup> Any figures about new entrants to EYITT published or quoted before academic year 2016 to 2017 were not produced according to Official Statistics standards, were not subject to a rigorous quality assurance process, and did not follow a comparable methodology; therefore, they cannot be verified, replicated or compared.

<sup>21</sup> This release includes revised data for the academic year 2016 to 2017. See methodology for further information.

**Figure 8: New entrants to early years initial teacher training, by level of entry and route, academic years 2016 to 2017 (revised) and 2017 to 2018 (provisional)**

	2016/17 (revised)	2017/18 (provisional)
<b>Postgraduate</b>	<b>575</b>	<b>535</b>
<i>of which,</i>		
<i>Graduate Entry<sup>22</sup></i>	140	100
<i>Graduate Employment Based</i>	435	425
<i>Forecast</i>	-	10
<b>Undergraduate</b>	<b>45</b>	<b>60</b>
<b>Total</b>	<b>620</b>	<b>595</b>

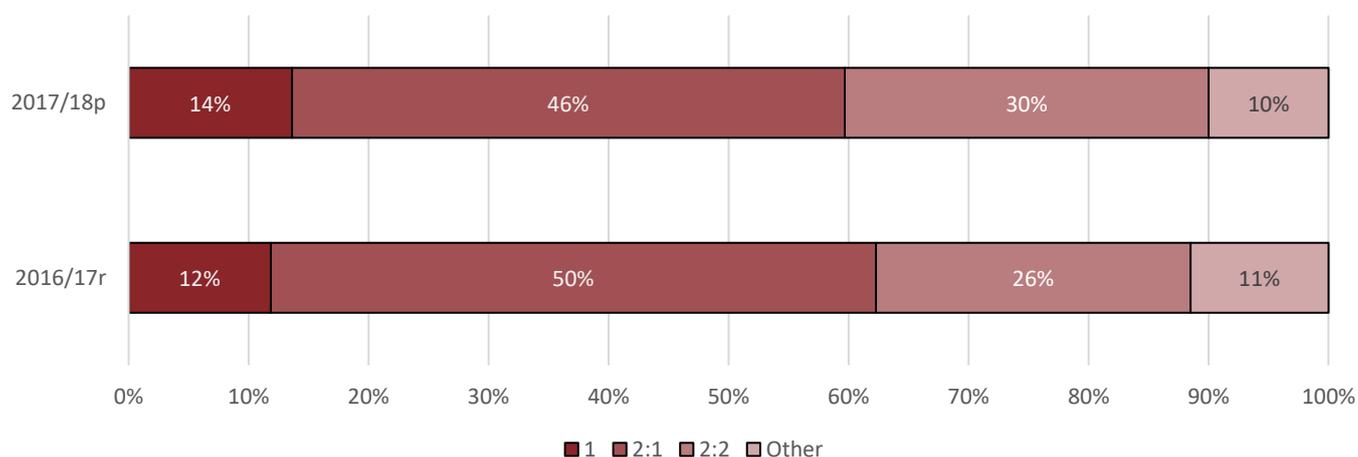
### Qualifications of new entrants

Excluding forecast trainees (where this information is not known) and those whose degree class is unknown, 60 per cent of new entrants to postgraduate EYITT held a 2:1 or higher degree class in academic year 2017 to 2018. This compares to 62 per cent in academic year 2016 to 2017.

In academic year 2017 to 2018, the majority of new entrants (46 per cent) held a 2:1 class. Of the remaining, 30 per cent held a 2:2, 14 per cent held a first class degree, and 10 per cent had other classifications.

Figure 9 shows a comparison of degree class between postgraduate new entrants to EYITT in academic years 2016 to 2017 and 2017 to 2018.

**Figure 9: Undergraduate degree classifications of postgraduate new entrants to early years initial teacher training, academic years 2016 to 2017 (revised) and 2017 to 2018 (provisional)**



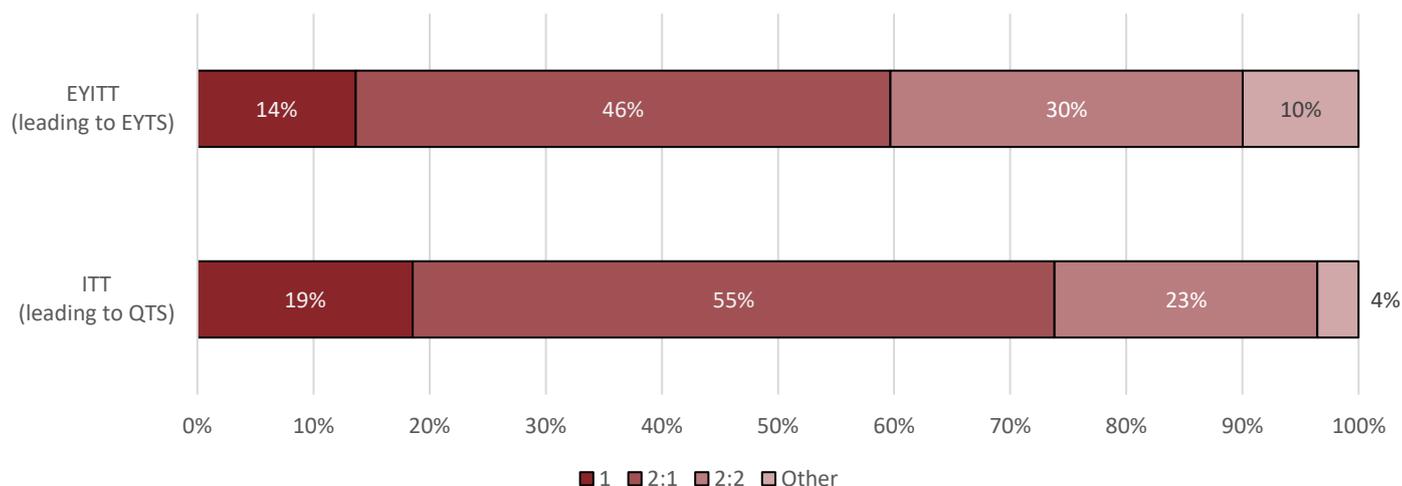
### Comparison to postgraduate new entrants to ITT leading to QTS

Figure 10 shows a comparison of degree class between postgraduate new entrants to EYITT and postgraduate entrants to ITT leading to QTS, for academic year 2017 to 2018. The proportion of new entrants to EYITT who hold a first class degree (14 per cent), or a 2:1 degree (46 per cent) is less than the

<sup>22</sup> Graduate Entry includes the School Direct (early years) route.

equivalent proportions of new entrants to ITT leading to QTS (19 and 55 per cent respectively). The two systems are very different and there are many reasons why these differences may occur.

**Figure 10: Undergraduate degree classifications of postgraduate new entrants to early years initial teacher training, and postgraduate new entrants to initial teacher training leading to QTS, academic year 2017 to 2018.**



### Characteristics of new entrants to postgraduate EYITT

The characteristics of new entrants to postgraduate EYITT in academic years 2016 to 2017 and 2017 to 2018 are shown in Figure 11. There was a higher proportion of trainees aged under 25 in academic year 2017 to 2018 (27 per cent) compared to academic year 2016 to 2017 (21 per cent). Other characteristics varied to a smaller degree between the two years, as shown in Figure 11.

**Figure 11: Demographics of postgraduate new entrants to early years initial teacher training, academic years 2016 to 2017 (revised) and 2017 to 2018 (provisional) <sup>23,24</sup>.**

	2016/17 (revised)	2017/18 (provisional)
Male	4%	5%
Aged under 25	21%	27%
Minority ethnic group	11%	9%
Declared disability	6%	8%

### Comparison to postgraduate new entrants to ITT leading to QTS

Figure 12 shows a comparison of the characteristics of postgraduate new entrants to EYITT compared to postgraduate new entrants to ITT leading to QTS in academic year 2017 to 2018. Five per cent of new entrants to EYITT were male, compared to 31 per cent for ITT. There was also a greater proportion of those aged under 25 starting ITT (51 per cent) compared to EYITT (27 per cent). There were greater proportions of trainees from minority ethnic groups and those who declared a disability starting ITT compared to EYITT, as Figure 6 shows. These differences are similar to those in academic year 2016 to 2017.

<sup>23</sup> Proportions exclude 'unknown' cases, forecast trainees and where information was refused.

<sup>24</sup> Undergraduates not reported due to low numbers.

**Figure 12: Demographics of postgraduate new entrants to early years initial teacher training and postgraduate new entrants to ITT leading to QTS, academic year 2017 to 2018 <sup>25,26</sup>.**

	EYITT (leading to EYTS)	ITT (leading to QTS)
Male	5%	31%
Aged under 25	27%	51%
Minority ethnic group	9%	16%
Declared disability	8%	10%

### Official (Experimental) Statistics

The Statistics in this annex are Official Statistics and have been produced in line with the Code of Practice for Official Statistics.

This 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
- are managed impartially and objectively in the public interest

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

These statistics are designated as experimental statistics because they are new official statistics undergoing evaluation, and are not yet fully developed.

We regularly consult the users of our statistics during methodological reviews and the development stage of methodological changes. We recognise that making experimental series available during a development period assists in the quality assurance process and helps familiarise potential users with any changes.

The department is in the process of reviewing the [coherence of its statistics](#) and will be outlining a wider set of proposed changes to its statistical outputs in due course

### Technical information

These experimental statistics reflect the methodology of the ITT Census, for trainees to EYITT programmes instead of ITT programmes. Detailed methodological information is contained within section 7. This provides information on the data source, its coverage and quality, and explains the methodology used in producing the data, including how it is validated and processed.

### Quality assurance

Data are filled in and summary reports are checked and signed-off by providers. The publication team carry out a number of additional quality checks and data validations throughout the data entry process. After data were extracted on 7 November 2016, a quality assurance process was undertaken by the production team.

For EYITT programmes, this assurance process found that a number of trainees in academic year 2016 to 2017 were erroneously recorded as multiple year trainees when revised data were extracted. This was investigated and data corrected.

<sup>25</sup> Proportions exclude 'unknown' cases, forecast trainees and where information was refused.

<sup>26</sup> Undergraduates not reported due to low numbers.

## 9. Accompanying tables

The following tables are available in Excel format on the [department's statistics website](#).

### National tables

Table 1	Provisional data on PG ITT new entrants (including forecast new entrants) and training places by subject
Table 1a	Provisional data on ITT new entrants (including forecast new entrants) and training places by subject and route
Table 1b	PG ITT new entrants and training places time series by target and phase
Table 1c	PG ITT new entrants by subject and target (detailed breakdown), revised
Table 2	Provisional data on PG ITT new entrants by subject, degree class and route
Table 2a	Provisional data on PG ITT new entrants percentages by subject, degree class and route
Table 2b	PG ITT new entrants time series by degree class
Table 3	Provisional data on ITT new entrants by subject and gender
Table 3a	Provisional data on ITT new entrants by phase, gender and route
Table 3b	ITT new entrants time series by phase and gender
Table 4	Provisional data on ITT new entrants by ethnic group and route
Table 4a	ITT new entrants time series by ethnic group
Table 5	Provisional data on ITT new entrants by age group (as at 7/11/2017) and route
Table 5a	ITT new entrants time series by age group
Table 6	Provisional data on ITT new entrants by disability status and route
Table 6a	ITT new entrants time series by disability status
Table 7	Revised data on ITT new entrants and training places by subject and route
Table 8	QTS awards made to qualified teachers from the EEA under EU Directive 2005/36/EC time series
Table 8a	QTS awards in England for overseas trained teachers (excluding EEA) time series

### Provider-level tables

Table 9	Provisional data on ITT new entrants at provider level by region and route
Table 9a	Provisional data on ITT new entrants at provider level by trainee characteristics
Table 9b	Provisional data on ITT new entrants at provider level by route
Table 9c	Provisional data on PG ITT new entrants 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.

## 10. Further information

ITT Census publications for previous years are available at the [initial teacher training \(ITT\) statistics webpage](#). This collection also includes the:

- ITT Performance Profiles
- Teacher Supply Model and ITT Allocations

## 11. Abbreviations

AO	Assessment Only
BME	Black or Minority Ethnic
DfE	Department for Education
DQT	Database of Qualified Teachers
EBacc	English Baccalaureate
EEA	European Economic Area
EFTA	European Free Trade Association
EU	European Union
EYITT	Early Years Initial Teacher Training
HEI	Higher Education Institution
ITT	Initial Teacher Training
LDP	Leadership Development Programme (Teach First)
MFL	Modern Foreign Languages
NCTL	National College for Teaching and Leadership
NQT	Newly Qualified Teacher
OTT	Overseas Trained Teacher
PG	Postgraduate
PGCE	Postgraduate Certificate in Education
QTS	Qualified Teacher Status
SCITT	School Centred Initial Teacher Training
SFR	Statistical First Release
TSM	Teacher Supply Model

## 12. Official Statistics

These are Official Statistics and have been produced in line with Code of Practice for Official Statistics.

This 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
- are managed impartially and objectively in the public interest

The department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

## 13. Get in touch

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