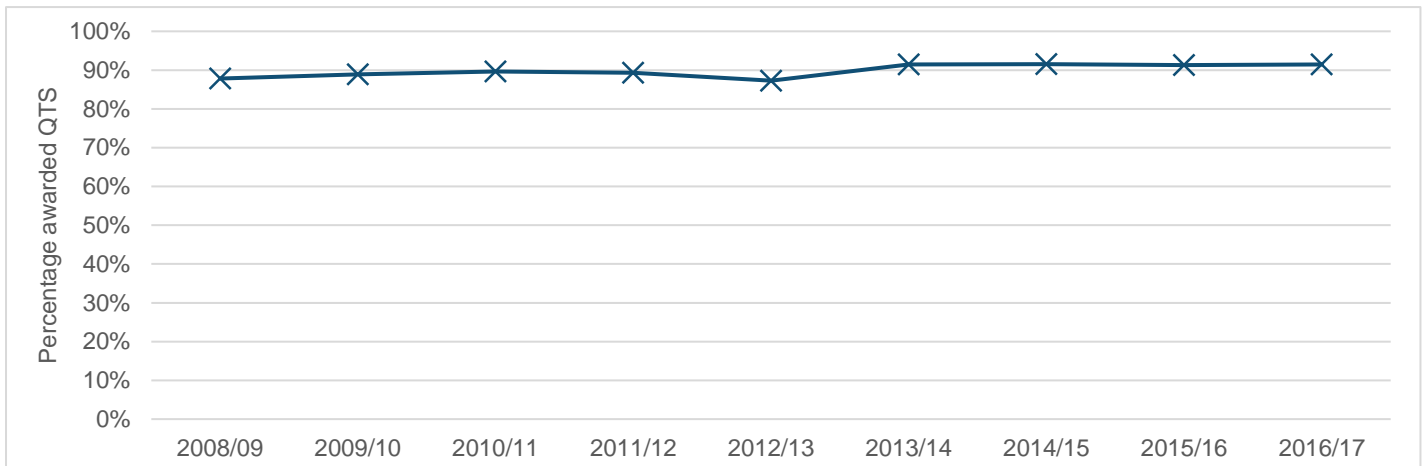




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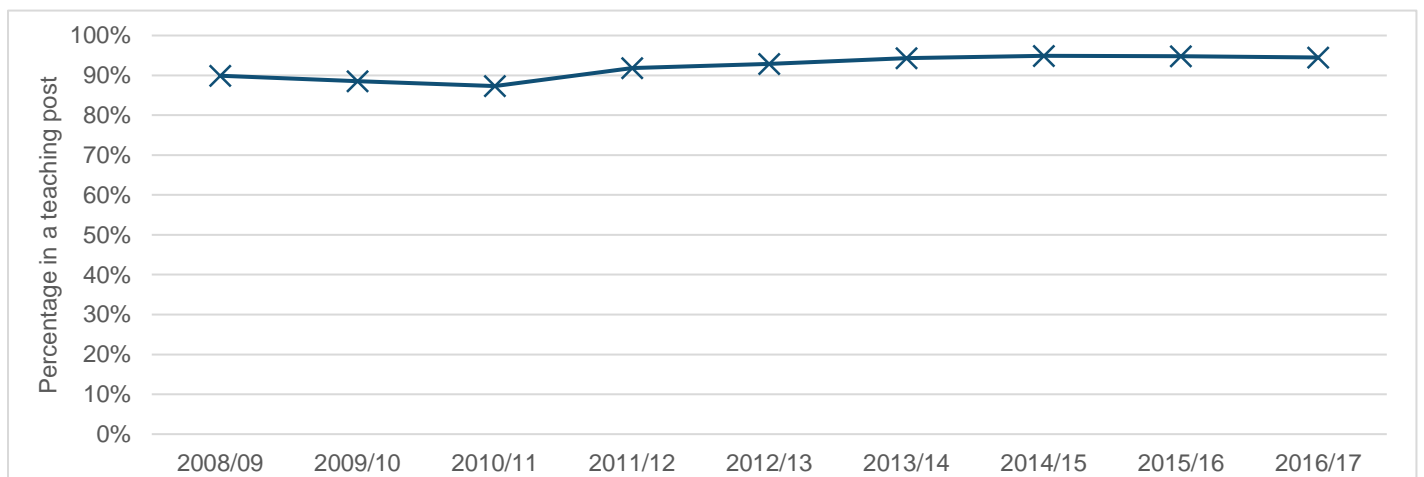
91% of postgraduate trainee teachers were awarded Qualified Teacher Status (QTS)



There were 27,065 postgraduate trainee teachers in their final year of course in academic year 2016 to 2017. 24,765 (91 per cent) of these were awarded Qualified Teacher Status (QTS). This is the same rate as in the previous academic year.

The proportion of final year postgraduate trainee teachers awarded QTS has ranged between 87 per cent and 92 per cent since academic year 2008 to 2009.

94% of postgraduate trainee teachers awarded QTS were employed in a teaching post within six months of qualifying.



In the 2016 to 2017 academic year, 94 per cent of final year postgraduate trainee teachers awarded QTS were in a teaching post within 6 months, which is similar to the previous academic year when the rate stood at 95 per cent.

There was a general upward trend for employment rates between the 2010 to 2011 and 2014 to 2015 academic years, with the rate remaining broadly stable since that point.

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About this release

The initial teacher training (ITT) performance profiles are designed to:

- provide transparent information on characteristics, outcomes and trends of trainee teachers to the public;
- help potential trainee teachers make informed choices about where to train;
- monitor the performance of the organisations accredited to provide ITT; and,
- support and inform the evaluation and benchmarking of ITT organisations.

The Department for Education outlined its proposals for improvements to this publication in the ITT Performance Profiles for academic year 2015 to 2016. This included details about focusing this publication on final year trainees, removing the overlap in reporting statistics about new trainees between the ITT Census and ITT Performance Profiles.

The Department has moved forward with these proposals, and the statistics within this publication now relate to final year trainees only. For comprehensive statistics about new entrants to ITT, please refer to the ITT Census publications, available on the [ITT statistics webpage](#).

In addition, this publication includes two sets of new analysis:

- Experimental statistics about final year early years initial teacher training (EYITT) trainees
- Experimental statistics about candidates undertaking assessment only (AO)

This publication also includes a section about the Department's proposed changes in future years to the data source used to analyse employment rates of trainees awarded qualified teacher status (QTS).

In this publication

The following tables are included in this release:

- Main tables for the academic year 2016 to 2017
- Regional and provider-level tables for the academic year 2016 to 2017

Feedback

We would welcome feedback on any aspect of this document at ittstatistics.publications@education.gov.uk.

1. Changes to this Official Statistics release

The Department proposed changes to the way it publishes statistics about trainees undertaking initial teacher training (ITT) in July 2017, outlined within the publication of the [ITT Performance Profiles for academic year 2015 to 2016](#).

The proposed changes were designed to make ITT statistics clearer and more focused, and our proposals had two broad aims:

More clarity of the purpose of different ITT statistics publications

The difference between 'new entrants to ITT', 'first year' trainees and 'final year' trainees within the suite of ITT statistics will be made clearer and simpler, removing the overlap in reporting statistics about new trainees between the ITT Census and ITT Performance Profiles

More focused analysis of first and final year trainees

The ITT Performance Profiles will focus on reporting statistics about final year trainee teachers, and the ITT Census will focus on reporting statistics about new trainee teachers.

In order to achieve these aims, we proposed to stop reporting 'first year' trainees in the ITT Performance Profiles, making the ITT Census the definitive source of statistics about trainees starting teacher training. The ITT Performance Profiles would instead focus exclusively on final year trainees and analysis of their outcomes. This would simplify ITT statistics and provide more detailed information about final year trainees than was previously available.

The Department invited users of our statistics to send their feedback on these proposals by 30 November 2017. We received no objections, and moved forward to implement the proposal in this year's publication.

This Official Statistics release therefore now reports statistics about final year trainees only. For statistics about new entrants to ITT, please refer to the ITT Census publication, available on the [ITT statistics webpage](#).

2. 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) 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 school-centred initial teacher training (SCITT) programme, the School Direct training programme (of which there is a salaried route and a fee-paying route), and the Teach First Leadership Development Programme.

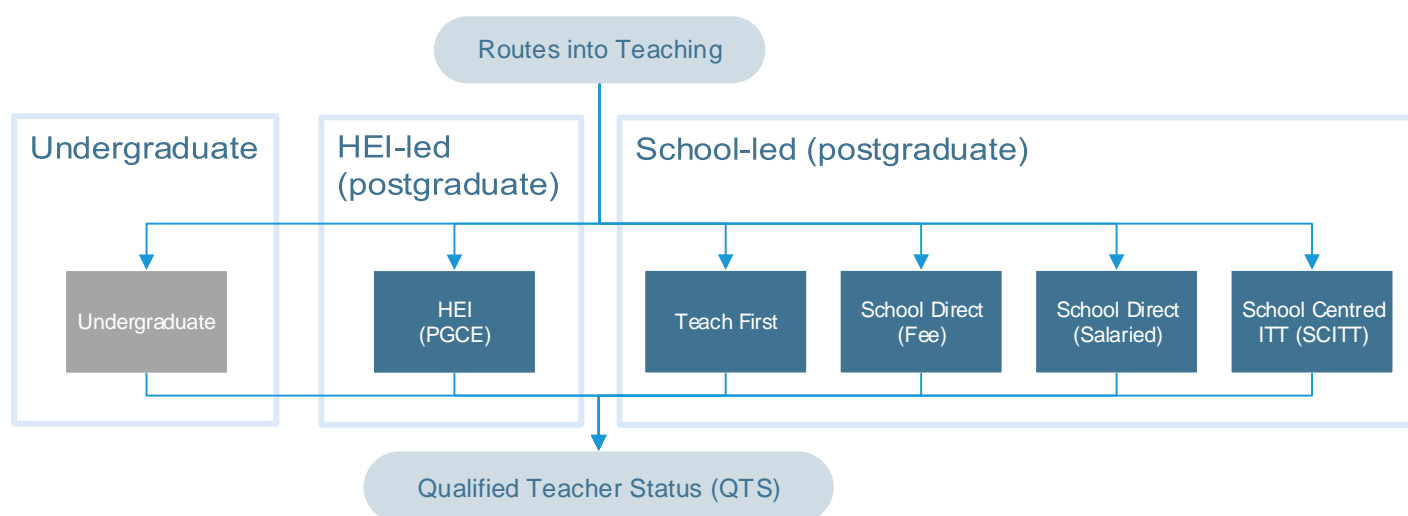
At HEIs, the university or college delivers the pedagogy of teaching. This is supplemented by at least two placements in schools, where trainees put theory into practice. Successful trainees on the postgraduate route are awarded QTS and a postgraduate certificate in education (PGCE).

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.

Teaching is a graduate profession in England. However, non-graduate trainees can gain a degree and QTS together on a three- or four-year undergraduate course.

Routes into teaching are summarised in Figure 1:

Figure 1: Routes into teaching



3. Final year trainees (Table 1)

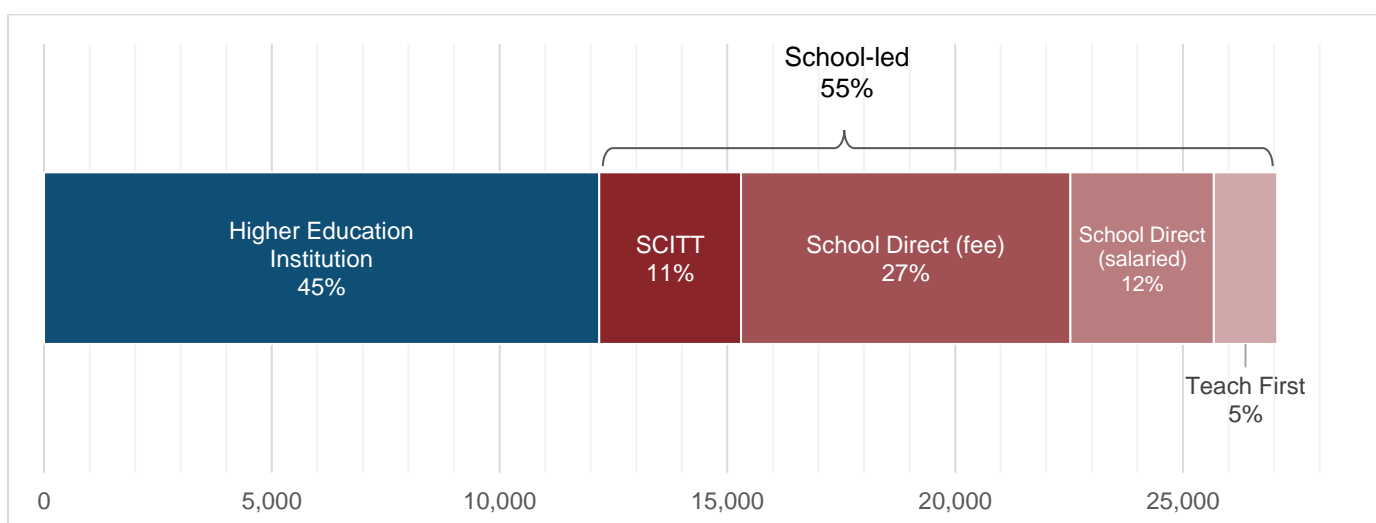
There were 27,065 postgraduate and 5,420 undergraduate trainee teachers in their final year of ITT in academic year 2016 to 2017. This compares to 28,395 postgraduate trainees and 5,635 undergraduate trainees in academic year 2015 to 2016.

Of the 27,065 postgraduate trainees in academic year 2016 to 2017, 12,190 (45 per cent) were at a HEI (a decrease from 49 per cent in the previous academic year), and 14,880 trainees (55 per cent) were on a school-led route (an increase from 51 per cent in the previous academic year).

The 14,880 trainees on a school-led route in academic year 2016 to 2017 consisted of 7,235 on a School Direct (fee) route, 3,145 on a School Direct (salaried) route, 3,110 on a SCITT route, and 1,385 Teach First trainees.

Figure 2 summarises this below.

Figure 2: Postgraduate final year trainee teachers by route, academic year 2016/17



4. Characteristics of final year trainees (Tables 2, 2a, 3, 3a, 4 and 4a)

Tables 2 to 4a of the main tables of this release include data about the characteristics of final year trainees by various characteristics, including qualifications on entry to their ITT course for both postgraduate trainees from academic year 2008 to 2009 to academic year 2016 to 2017, and undergraduate trainees from academic year 2011 to 2012 to academic year 2016 to 2017.

Postgraduate trainees

In academic year 2016 to 2017, of the 27,065 postgraduate final year trainees:

- 8,525 (31 per cent) were male
- 3,875 (14 per cent) were from a minority ethnic group
- 15,110 (56 per cent) were aged 25 or over
- 2,560 (9 per cent) had a declared disability

There were 25,925 final year postgraduate trainees with a UK undergraduate degree in academic year 2016 to 2017. Of these, 4,565 (18 per cent) held a first class degree, with a further 14,340 trainees (55 per cent) holding an upper second class degree.

Undergraduate trainees

In academic year 2016 to 2017, of the 5,420 undergraduate final year trainees:

- 880 (16 per cent) were male
- 455 (8 per cent) were from a minority ethnic group
- 960 (18 per cent) were aged 25 or over
- 665 (12 per cent) had a declared disability

For the 5,420 trainees in their final year of an undergraduate ITT route, 3,475 (64 per cent) held Advanced (A) or Advanced Subsidiary (AS) level qualifications; 1,455 trainees (27 per cent) held other A-level equivalent qualifications¹; and 430 (8 per cent) held an Access level qualification prior to commencing ITT. The remaining 60 trainees had unknown qualifications².

The average UCAS score on entry of undergraduate trainees in their final year in academic year 2016 to 2017 was 328.

5. Outcomes of final year trainees (Tables 5, 5a, 6, 6a, 6b, 7 and 8)

Of the 27,065 final year postgraduate trainees in the 2016 to 2017 academic year, 91 per cent were awarded Qualified Teacher Status (QTS). This is the same rate as the previous academic year.

Of those awarded QTS, and excluding those with an unknown employment status, 94 per cent were in a teaching post within 6 months. This is similar to the previous academic year, when the proportion was 95 per cent.

There were 5,420 final year undergraduate trainees in the 2016 to 2017 academic year, of which 93 per cent achieved QTS. This rate has increased from 91 per cent in the previous academic year, and from 85 per cent in the 2014 to 2015 academic year.

Of the undergraduate trainees awarded QTS in academic year 2016 to 2017, excluding those with an unknown employment status, 90 per cent were in a teaching post within 6 months. This continues a general downward trend since the employment rate peaked at 93 per cent in academic year 2014 to 2015.

¹ A-level equivalent qualifications includes other Level 3 qualifications.

² Includes undergraduate trainees not at HEIs.

Outcomes of postgraduate and undergraduate trainees by route

Figure 5 shows QTS outcomes of final year trainees by route. Final year trainees on a school-led route had a higher proportion of QTS award, with 93 per cent of postgraduate trainees awarded QTS compared to 90 per cent on an HEI-led route, continuing the trend seen in recent years.

4 per cent of final year postgraduate trainees on an HEI-led route were not awarded QTS³, compared to 6 per cent of trainees on school-led routes. 3 per cent of final year undergraduate trainees were not awarded QTS.

Some trainees in their expected final year of course were yet to complete the course at the end of the academic year⁴. 6 per cent of final year postgraduate trainees on an HEI-led route were yet to complete the course, compared to 2 per cent of those on a school-led route. The equivalent figure for undergraduate courses was 4 per cent.

Figure 5: QTS award status for postgraduate and undergraduate final year trainees by route for the 2016 to 2017 academic year

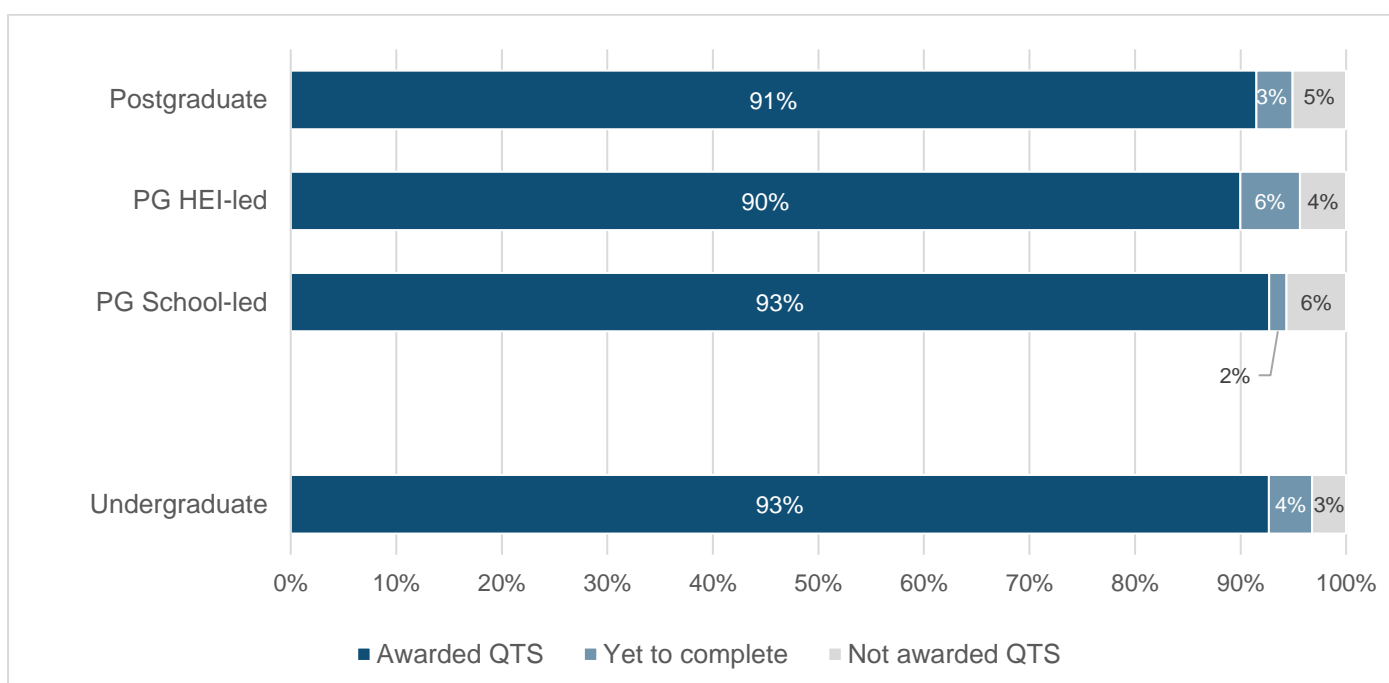


Figure 6 shows the employment status within 6 months of final year postgraduate and undergraduate trainees who were awarded QTS.

The proportion of those awarded QTS and in a teaching post⁵ within 6 months was higher for trainees on school led routes, at 96 per cent, compared to 93 per cent of trainees on an HEI-led route, continuing the trend seen in recent years.

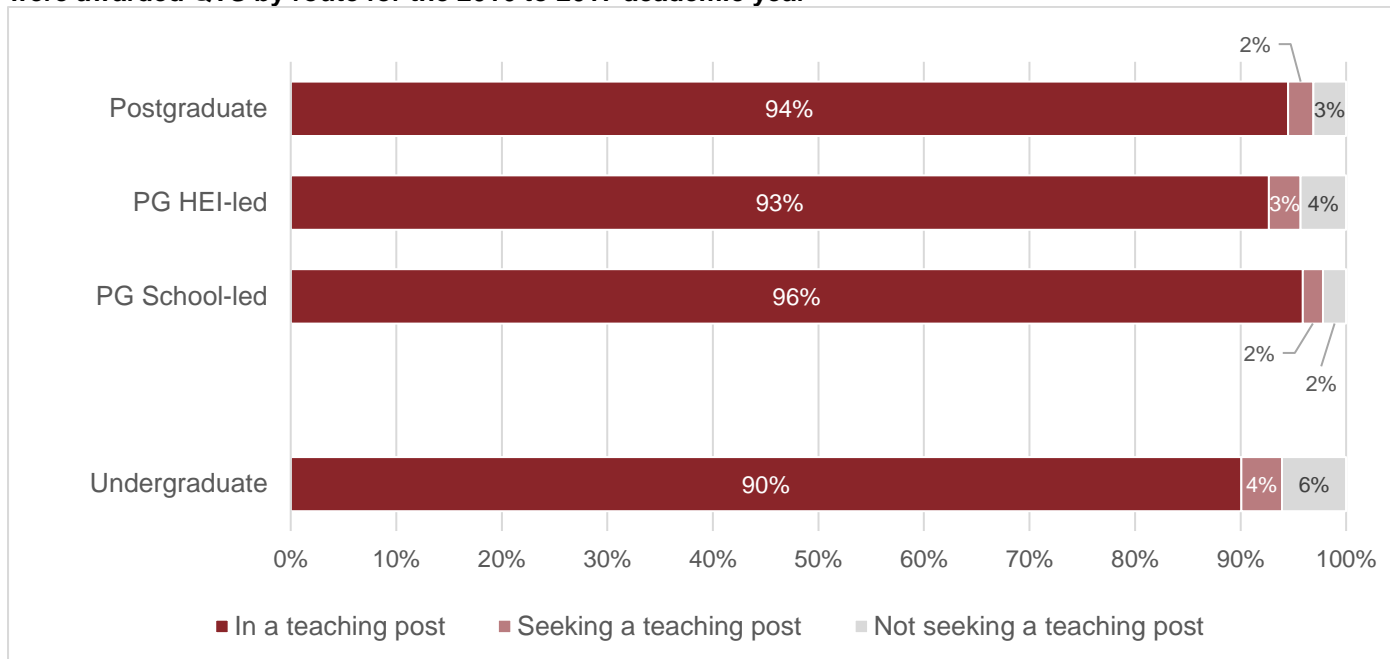
The proportion of trainees awarded QTS and not seeking a teaching post was 3 per cent for postgraduates and 6 per cent for undergraduate final year trainees. A greater proportion of postgraduate trainees on HEI-led routes were not seeking a teaching post compared with those on a school-led route.

³ Trainees not awarded QTS include those who failed the course, or did not meet the Teacher's Standards, and trainees who did not take or pass skills tests.

⁴ Some trainees in their expected final year of ITT may have not fully completed their course at the end of the academic year. Trainees who are yet to complete the course will go on to be awarded QTS or will complete without being awarded QTS in a later academic year.

⁵For the calculation of employment rates, we divide the number of trainees in a teaching post by those awarded QTS, excluding those with an unknown employment status. 'In a teaching post' includes state-funded & non-state funded schools and teaching posts where the trainee did not know the sector. Figures refer to employment within 6 months of being awarded QTS.

Figure 6: Employment status within 6 months for postgraduate and undergraduate final year trainees who were awarded QTS by route for the 2016 to 2017 academic year⁶



Outcomes of final year postgraduate trainees by subject

The proportion of postgraduate final year trainees awarded QTS and proportion of those in a teaching post within 6 months varies by the subject they aim to teach, as Figure 7 shows. Secondary subjects taken together had a QTS achievement rate of 91 per cent compared to 92 per cent for primary, and an employment rate of 94 per cent compared to 95 per cent for primary.

⁶ For the calculation of employment rates, we divide the number of trainees in a teaching post by those awarded QTS, excluding those with an unknown employment status. 'In a teaching post' includes state-funded & non-state funded schools and teaching posts where the trainee did not know the sector. Figures refer to employment within 6 months of being awarded QTS.

Figure 7: Final year postgraduate trainee outcomes, 2016 to 2017 academic year

	Total	Awarded QTS	In a teaching post ⁷
All Primary & Secondary	27,065	91%	94%
Primary	11,395	92%	95%
Secondary	15,675	91%	94%
<i>of which:</i>			
Art & Design	485	95%	90%
Biology	1,325	89%	96%
Business Studies	185	88%	93%
Chemistry	1,000	88%	94%
Classics	65	99%	95%
Computing	485	88%	91%
Design & Technology	420	95%	94%
Drama	440	96%	93%
English	2,210	93%	96%
Geography	865	93%	95%
History	900	95%	96%
Mathematics	2,585	89%	94%
Modern Foreign Languages	1,410	92%	91%
Music	370	95%	92%
Other ⁸	375	92%	95%
Physical Education	1,295	96%	94%
Physics	820	83%	88%
Religious Education	435	93%	96%

Further breakdowns of QTS award status and employment status within 6 months by subject are available in Tables 6, 6a, 6b and 6c of the Main Tables.

Outcomes of postgraduate trainees by their degree class on entry

Figure 8 shows a higher proportion of postgraduate final year trainees with a first class or upper second class degree were awarded QTS compared to those with a lower second or other degree class.

There was a slightly higher proportion of trainees yet to complete the course with a lower second or other degree class⁹, than those with a first or upper second class degree.

⁷ For the calculation of employment rates, we divide the number of trainees in a teaching post by those awarded QTS, excluding those with an unknown employment status. 'In a teaching post' includes state-funded & non-state funded schools and teaching posts where the trainee did not know the sector. Figures refer to employment within 6 months of being awarded QTS.

⁸ 'Other' includes Psychology, Economics, Social Sciences, Law, Leisure & Tourism, Media Studies, Citizenship and Health & Social Care.

⁹ Includes third class honours degrees, and 'ordinary' or 'general' degrees awarded after a non-honours course, and degrees awarded after a non-honours course that was not available to be classified.

Figure 8: QTS outcomes of final year postgraduate trainees by UK degree class for the 2016 to 2017 academic year¹⁰

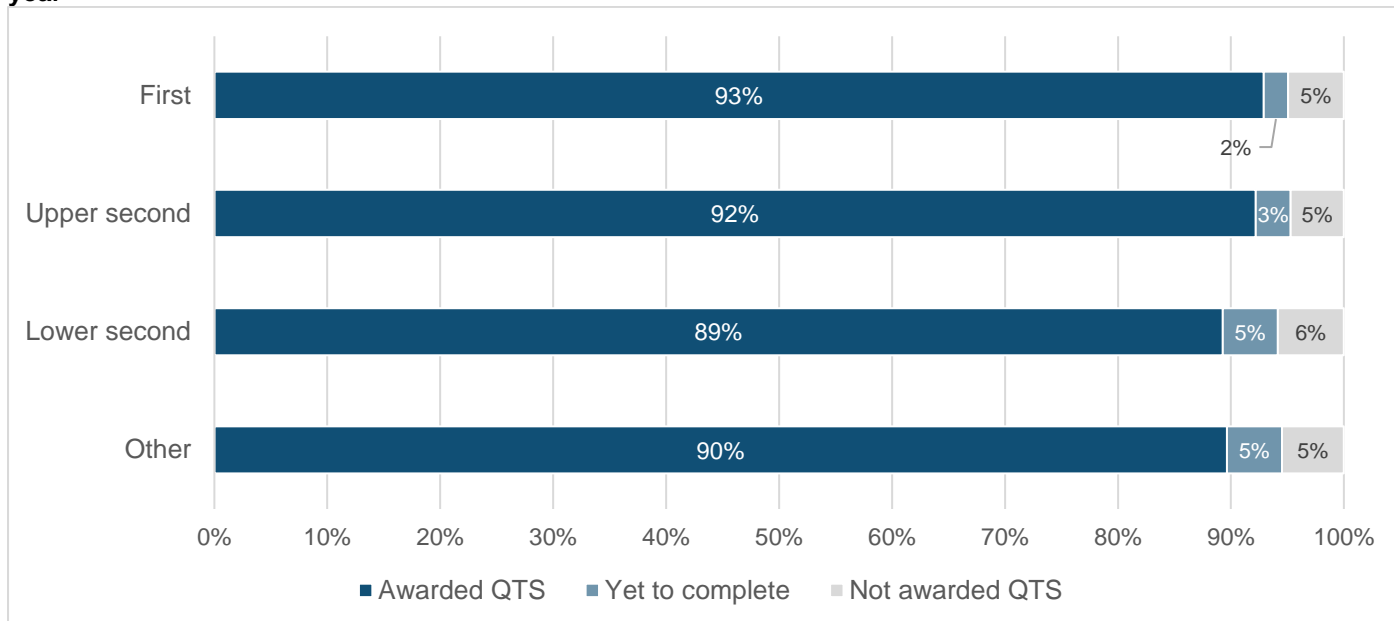
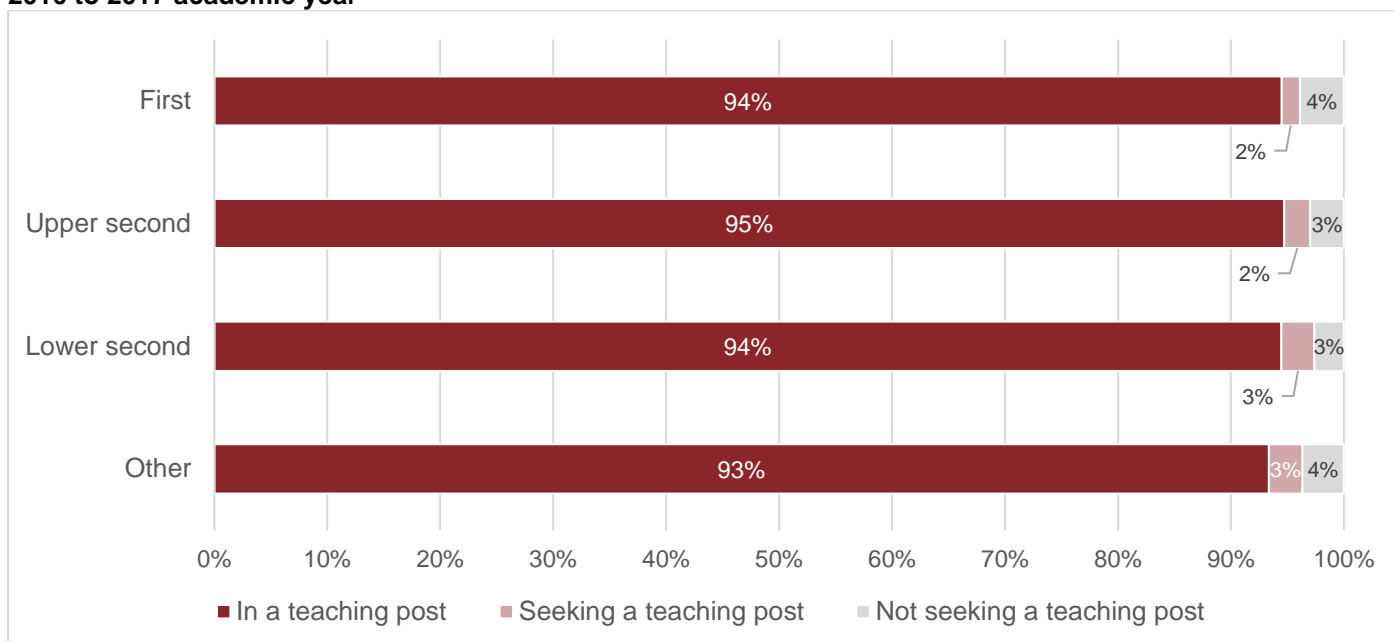


Figure 9 shows that there was little variation in the proportion of final year postgraduate trainees awarded QTS in a teaching post within 6 months by degree class. The rate was between 93 and 95 per cent for each degree class.

Figure 9: Employment outcomes of final year postgraduate trainees awarded QTS by degree class for the 2016 to 2017 academic year^{8,11}



Outcomes of postgraduate trainees by their characteristics

Figure 10 shows the QTS award status of final year postgraduate trainees, by their characteristics. The overall proportion of trainees awarded QTS was 91 per cent. This proportion varies by characteristic, from 87 per cent for trainees with a declared disability and trainees from a minority ethnic group, to 93 per cent for female trainees and those aged under 25.

¹⁰ UK degrees only, excludes unknown degree class.

¹¹ For the calculation of employment rates, we divide the number of trainees in a teaching post by those awarded QTS, excluding those with an unknown employment status. 'In a teaching post' includes state-funded & non-state funded schools and teaching posts where the trainee did not know the sector. Figures refer to employment within 6 months of being awarded QTS.

Figure 10: QTS award status of final year postgraduate trainees, by characteristics for the 2016 to 2017 academic year¹².

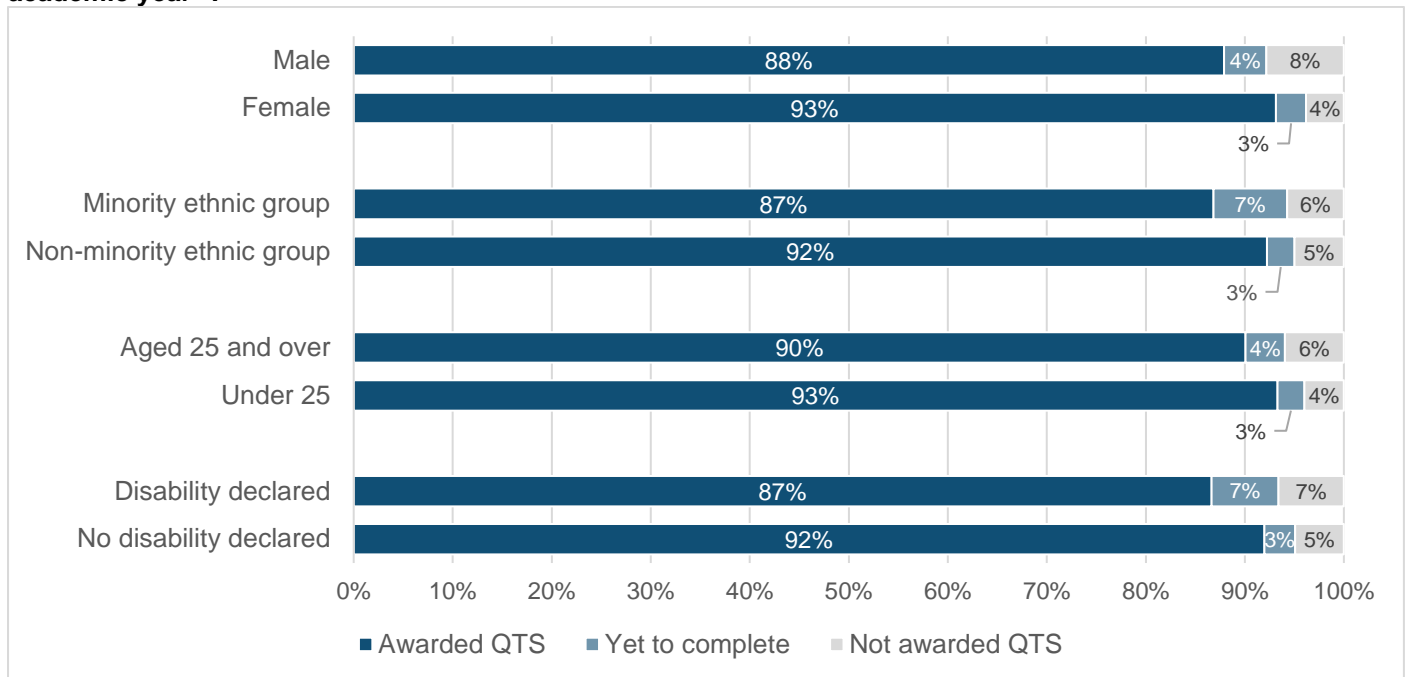
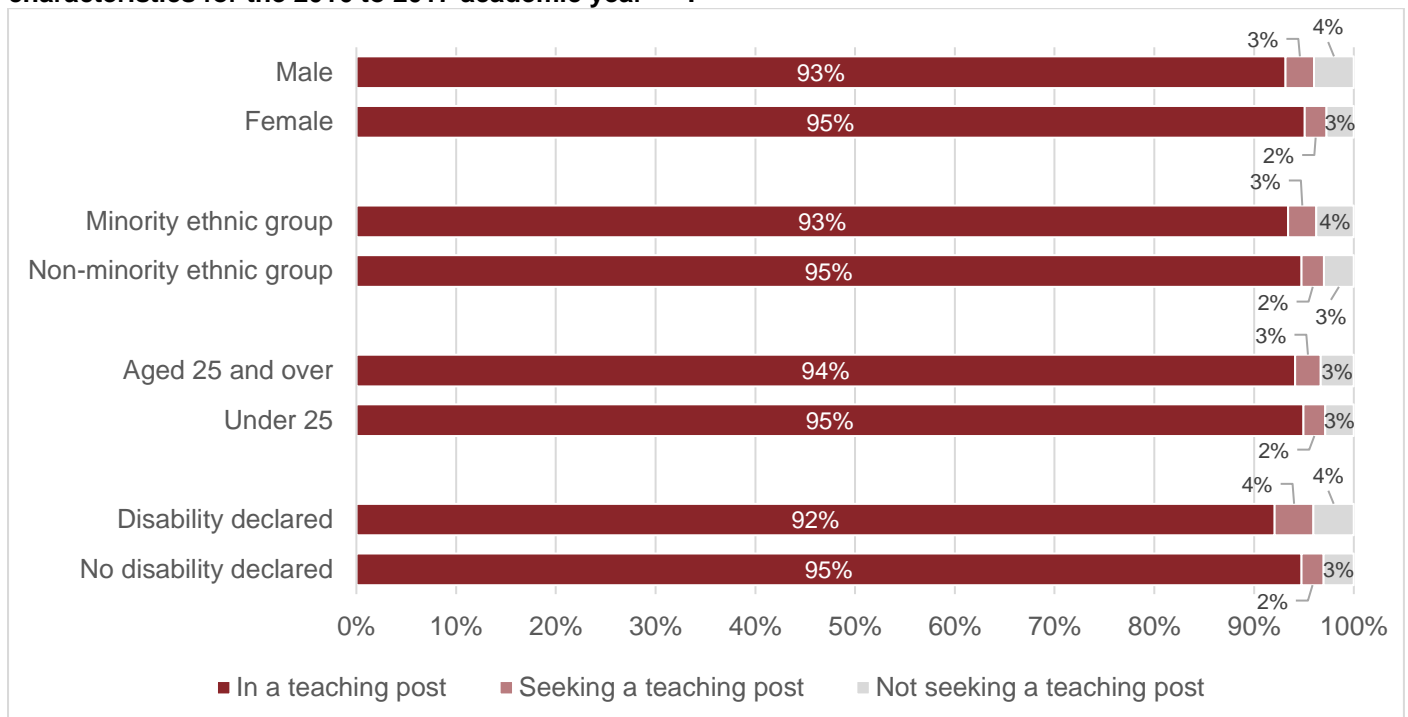


Figure 11 shows the employment outcomes within 6 months of final year postgraduate trainees who were awarded QTS. There was less variation between trainee characteristics, with rates varying between 92 and 95 per cent.

Figure 11: Employment status within 6 months of final year postgraduate trainees who were awarded QTS, by characteristics for the 2016 to 2017 academic year^{12,13}.



¹² Those with an unknown disability status or ethnicity are not included here, but data are available in table 7 of the Main Tables.

¹³ For the calculation of employment rates, we divide the number of trainees in a teaching post by those awarded QTS, excluding those with an unknown employment status. 'In a teaching post' includes state-funded & non-state funded schools and teaching posts where the trainee did not know the sector. Figures refer to employment within 6 months of being awarded QTS

Outcomes of postgraduate trainees by region of the provider

Figure 12 shows the proportion of final year postgraduate trainees awarded QTS and their employment outcomes by region of the ITT provider. The proportions of trainees awarded QTS varied from 90 per cent in the North East, West Midlands and South West to 94 per cent in the East of England.

Proportions in a teaching post within 6 months varied from 92 per cent for the South West, to 96 per cent in the East of England. Further details about trainee outcomes by region, including the outcomes of undergraduate trainees, can be found in Table 9 of the Regional and provider-level tables.

Figure 12: Final year postgraduate trainees awarded QTS and employment outcomes within 6 months by region for the 2016 to 2017 academic year¹⁴.

	Total	Awarded QTS	In a teaching post
England	27,065	91%	94%
North West	4,050	91%	94%
North East	1,255	90%	93%
West Midlands	2,715	90%	95%
East Midlands	1,960	93%	94%
Yorkshire and The Humber	2,830	91%	94%
East of England	2,400	94%	96%
South West	2,230	90%	92%
South East	4,505	93%	95%
London	5,120	91%	95%

¹⁴ The location of the provider is used to generate the region. This does not necessarily correspond to the location of the training, or to where trainees go on to teach. Excludes non-regional providers.

6. Annex A: Experimental statistics about final year trainees undertaking early years initial teacher training (EYITT)

Experimental statistics

Experimental statistics are new official statistics that are undergoing evaluation. The statistics in this annex are being published as experimental statistics in order to involve users and stakeholders in their development and as a means to further improve the use of data in the future.

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 providers¹⁵, 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 training¹⁶ 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 maintained¹⁷ 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 full-time. Postgraduate routes are available only for trainees who have a degree, and normally run for one year-full time. Postgraduate EYITT can be undertaken through the graduate entry route (which includes the early years School Direct route) or the graduate employment based route. Routes for EYITT are summarised in Figure 13.

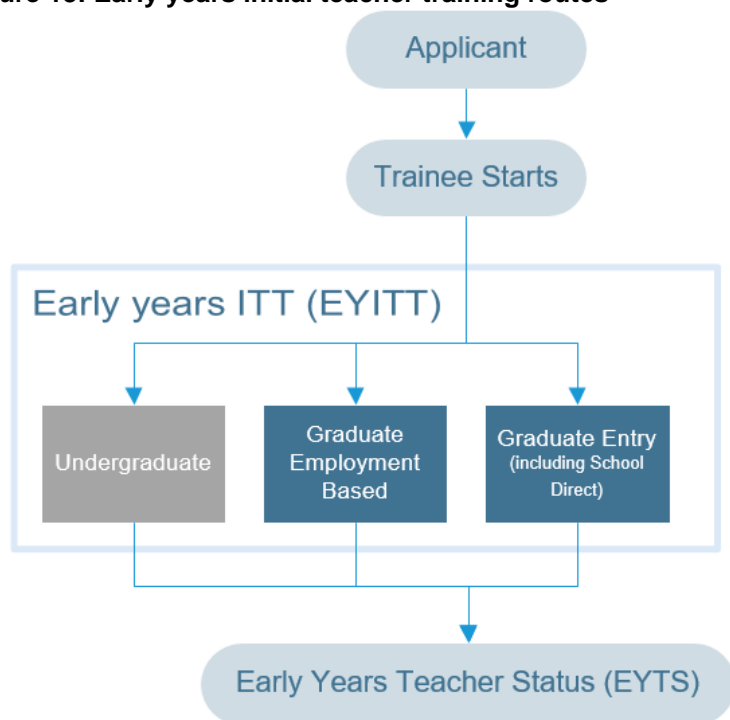
Trainees can also undertake an assessment only route to earn EYTS. This is designed for graduates with experience of working with children from birth to five, who are able to demonstrate the Teachers' Standards (Early Years) without further training; for example, overseas trained early years teachers. The assessment only route is not included in this annex.

¹⁵ 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.

¹⁶ 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).

¹⁷ 'Maintained' refers to schools or nurseries where funding and oversight is provided through the local authority.

Figure 13: Early years initial teacher training routes



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 information for operational reasons, 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.

Therefore, we are now able to produce experimental statistics for final year early years trainees in academic year 2016 to 2017, for the first time¹⁸.

Number of final year early years trainees

There were 660 final year early years trainees in the 2016 to 2017 academic year. Of these, 600 trainees (91 per cent) were on a postgraduate route, with the remaining 60 (9 per cent) on an undergraduate route.

¹⁸ Any figures about final year early years trainees 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.

Of the postgraduate trainees, 450 (75 per cent) were on the graduate employment based route and 150 (25 per cent) started on the graduate entry route.

Figure 14: Final year early years trainees, by level of entry, route, and outcome, academic year 2016 to 2017¹⁹

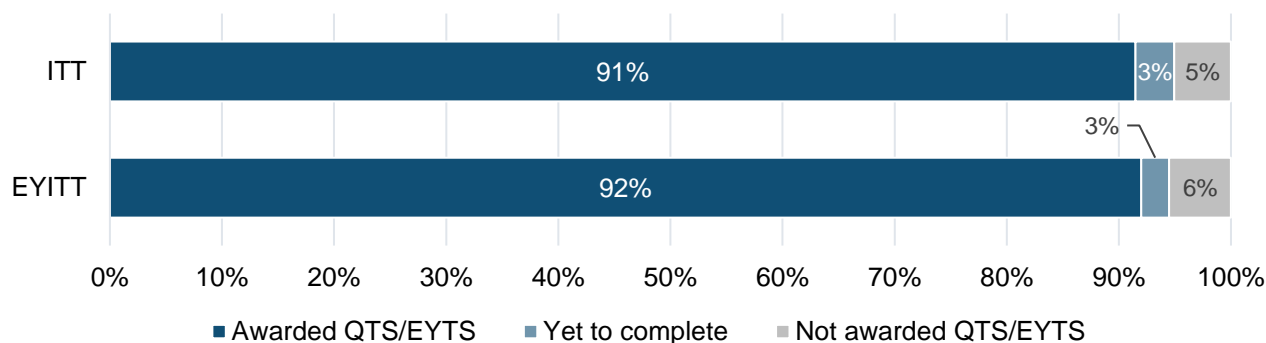
	Total final year trainees	Awarded EYTS	Yet to complete	Not awarded EYTS
Postgraduate	600	550	15	35
<i>of which,</i>				
<i>Graduate Entry²⁰</i>	150	130	5	15
<i>Graduate Employment Based</i>	450	420	10	15
Undergraduate	60	40	0	20
Total	660	590	15	55

EYITT outcomes of final year trainees

Of the 600 final year postgraduate early years trainees in the 2016 to 2017 academic year, 92 per cent were awarded EYTS.

Figure 15 shows a comparison of the award of EYTS and QTS between final year postgraduate early years trainees and final year postgraduate ITT trainees, for academic year 2016 to 2017. The proportion of final year postgraduate early years trainees that were awarded EYTS (92 per cent) is similar to the equivalent proportion of final year postgraduate ITT trainees awarded QTS (91 per cent)

Figure 15: QTS/EYTS award status for postgraduate final year trainees for the 2016 to 2017 academic year



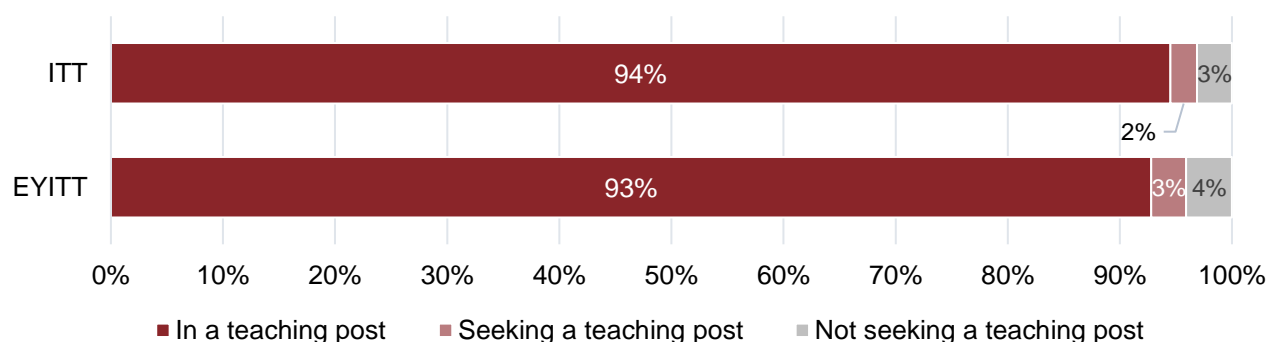
Of final year postgraduate trainees awarded EYTS, and excluding those with an unknown employment status, 93 per cent were in a teaching post within 6 months.

Figure 16 shows a comparison of employment status between final year postgraduate early years trainees and final year postgraduate ITT trainees, for academic year 2016 to 2017. The proportion of final year postgraduate early years trainees that were in a teaching post within 6 months (93 per cent) is similar to the equivalent proportion of final year postgraduate ITT trainees in a teaching post within 6 months (94 per cent).

¹⁹ Due to rounding, the sum of rows and columns may not equal the total.

²⁰ Graduate Entry includes the School Direct (early years) route.

Figure 16: Employment status within 6 months for postgraduate final year trainees for the 2016 to 2017 academic year²¹



Characteristics of final year postgraduate early years trainees

Of the 600 final year postgraduate early years trainees in the 2016 to 2017 academic year, 4 per cent were male. This compares to 31 per cent of final year postgraduate ITT trainees in the same year. There was a higher proportion of final year postgraduate early years trainees aged 25 and over (78 per cent) than final year postgraduate ITT trainees (56 per cent).

There was also a smaller proportion of final year postgraduate early years trainees who said they belonged to a minority ethnic group, or who said they were disabled, than final year postgraduate ITT trainees, as Figure 17 details.

Figure 17: Demographics of final year postgraduate early years trainees, and final year postgraduate trainees, academic year 2016 to 2017^{22,23}

	Final year EYITT	Final year ITT
Male	25 (4%)	8,525 (31%)
Aged 25 and over	470 (78%)	15,110 (56%)
Minority ethnic group	65 (11%)	3,875 (14%)
Declared disability	35 (6%)	2,560 (9%)
Total	600	27,065

Figure 18 shows that a smaller proportion of final year postgraduate early years trainees held an upper second class degree or higher (61%) than final year postgraduate ITT trainees (72%).

Figure 18: Qualifications on entry for final year postgraduate early years trainees, and final year postgraduate trainees, academic year 2016 to 2017²¹

Degree Class	Final year EYITT	Final year ITT
First	70 (11%)	4,755 (18%)
Upper Second	295 (50%)	14,740 (54%)
Lower Second	150 (25%)	6,095 (23%)
Other	65 (11%)	810 (3%)
Unknown	20 (3%)	670 (2%)
Total	600	27,065

²¹ When calculating proportions “in a teaching post” and “not seeking a teaching post” we exclude those with an unknown employment status from those awarded EYTS.

²² Undergraduates are not reported due to low numbers.

²³ Trainees with unknown ethnicity or disability status are included in the total counts. The total used in calculations of the percentage for each characteristic includes ‘unknown’ cases.

7. Annex B: Experimental statistics about candidates undertaking Assessment Only (AO)

Experimental statistics

Experimental statistics are new official statistics that are undergoing evaluation. The statistics in this annex are being published as experimental statistics in order to involve users and stakeholders in their development and as a means to further improve the use of data in the future.

Background

Assessment Only (AO) is for experienced teachers with a degree and those with a teaching qualification from different countries, who have not been awarded qualified teacher status (QTS) in England. It allows candidates who can already demonstrate that they meet all of the Teachers' Standards without any further training to be assessed and recommended for the award of QTS. The entry criteria for AO is the same as those for all initial teacher training (ITT) courses, and must be met in full prior to registration. Only DfE-approved accredited providers of ITT can assess and recommend AO candidates for QTS.

Typical candidates for AO might include:

- unqualified teachers with experience in settings where QTS is not a requirement, for example independent schools, who wish to move into state-funded schools
- unqualified teachers with significant teaching experience
- teachers from overseas who wish to be awarded QTS in England²⁴

Data collection and quality

Prior to academic year 2014 to 2015, data were incomplete as there was no mandatory collection of AO data. Collection of AO data was made compulsory from September 2014, resulting in much higher numbers of people reported as undertaking AO.

The source data on candidates reported as undertaking AO is a subset of the ITT Census. The ITT Census usually collects data about new entrants starting an ITT course. Candidates undertaking AO do not complete a course to achieve QTS, but are instead assessed against the Teacher's Standards and skills tests. For the ITT Census, we use a trainee's "commencement date" to determine when they actually start a training course. Candidates undertaking AO do not start a course, so we use a candidate's "signed off program end date" which reports when their AO record has been signed off as completed.

The raw data used in the production of this annex have been thoroughly quality assured and analysis has been produced according to Official Statistics standards (see section 12). These statistics are designated as experimental statistics because they are new official statistics undergoing evaluation, and are not yet fully developed.

This annex provides information on the candidates who were reported as undertaking AO, starting from the year the data collection became mandatory (academic year 2014 to 2015) through to academic year 2016 to 2017.

Number of reported AO candidates

The number of AO candidates has increased since academic year 2014 to 2015 when the collection first became mandatory.

²⁴ Some qualified teachers from overseas can obtain professional recognition and the award of QTS without undertaking ITT or AO. This applies only to fully qualified teachers who trained in the European Economic Area (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 without undertaking ITT or AO. 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](#).

There were 1,030 candidates reported as undertaking AO in the academic year 2016 to 2017, a 9 per cent increase on the previous academic year (2015 to 2016), when there were 950 candidates. The number of candidates undertaking AO in the academic year 2015 to 2016 nearly doubled compared to the previous academic year (2014 to 2015), as shown in Figure 20. This increase could be a result of more complete reporting or a genuine increase in actual numbers undertaking AO.

Figure 20: Number of candidates reported as undertaking assessment only, academic years 2014/15 to 2016/17

	Total
2014/15	505
2015/16	950
2016/17	1,030

Source: DfE Initial Teacher Training Census

Subject breakdown of candidates

Figure 21 shows the number of candidates reported as undertaking AO by subject.

Figure 21: Number of candidates who were reported to be undertaking AO by subject, academic years 2014/15 to 2016/17

	2014/15	2015/16	2016/17
Art and Design	25	20	25
Biology	10	30	20
Business Studies	5	15	15
Chemistry	5	10	15
Classics ²⁵	*	10	0
Computing	10	10	10
Design & Technology ²⁶	15	25	20
Drama	15	25	20
English	70	120	150
Geography	5	15	20
History	10	30	45
Mathematics	40	60	75
Modern Foreign Languages	15	15	10
Music	10	10	10
Other ²⁷	35	70	40
Physical Education	50	95	75
Physics	10	10	20
Primary	165	350	440
Religious Education	10	20	20
Total	505	950	1,030

Source: DfE Initial Teacher Training Census

²⁵ Includes Classics and Ancient Languages such as Ancient Greek, Ancient Hebrew, and Latin.

²⁶ Includes Design & Technology, Construction and Building, Craft and D & T, Electronics, Engineering, Graphics, Resistant Materials, Manufacturing, Systems & Control, and Textiles.

²⁷ Includes Child Development, Citizenship, Dance, Economics, Law, Media Studies, Other Social Studies, Other Technology, Politics, Psychology, Sociology, and Social Sciences among others.

The subjects with the largest number of candidates in academic years 2016 to 2017 were:

- Primary: 440 candidates (25 per cent increase from academic year 2015 to 2016)
- English: 150 candidates (23 per cent increase from academic year 2015 to 2016)
- Physical Education: 75 candidates (24 per cent decrease from academic year 2015 to 2016)
- Mathematics: 75 candidates (20 per cent increase from academic year 2015 to 2016)

Candidate qualifications

From academic year 2014 to 2015 to academic year 2016 to 2017, the proportion of candidates that held an upper second class undergraduate degree was higher than for other degree types, as shown in Figure 22.

Figure 22: Degree classes of reported AO candidates from academic years 2014/15 until 2016/17

	2014/15	2015/16	2016/17
First Class ²⁸	11%	14%	13%
Upper Second Class ^{28,29}	40%	40%	43%
Lower Second Class ²⁸	32%	29%	26%
Other Degree Class ³⁰	17%	17%	18%

Source: DfE Initial Teacher Training Census

Outcomes of AO candidates

As figure 23 shows, the proportion of candidates who were awarded QTS between academic year 2014 to 2015 and 2016 to 2017 was as relatively stable, with rates ranging from 95 and 98 per cent over the period. This is higher than the proportion of final year postgraduate ITT trainees awarded QTS, which stood at 91 per cent in academic year 2016 to 2017.

Between 2 and 5 per cent of reported AO candidates were not awarded QTS.

This higher rate of QTS award for candidates undertaking AO is likely to be because candidates should already be experienced teachers, or hold a teaching qualification from another country, who can demonstrate that they meet all of the Teachers' Standards without any further training.

Figure 23: Outcomes of reported AO candidates from academic years 2014/15 until 2016/17³¹

	2014/15	2015/16	2016/17
Awarded QTS	97%	95%	98%
Not awarded QTS	3%	5%	2%

Source: DfE Initial Teacher Training Census

Since we expect that candidates undertaking AO are experienced teachers, it is reasonable to assume that the majority will already be in a teaching post prior to undertaking AO. In addition, since these trainees are not undertaking ITT, they are not considered to be undertaking a higher education (HE) course. Therefore, they are not included in the Destinations of Leavers of Higher Education (DLHE) survey, which the Department currently uses to generate employment rates. For these reasons, this annex does not consider the employment rates of candidates undertaking AO.

²⁸ Degree awarded with honours.

²⁹ Includes degrees awarded with undivided second class honours.

³⁰ Includes third class honours degrees, 'ordinary' or 'general' degrees awarded after a non-honours course, and degrees awarded after a non-honours course that was not available to be classified.

³¹ There is no 'yet to complete' outcome as there is with ITT, as AO is not a course.

8. Methodology

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 2018.

For the academic year 2016 to 2017, we received data from 241 providers. This consisted of 171 SCITTs, and 70 HEIs. All data were reviewed, confirmed and signed-off by a designated person at each provider.

Coverage

The initial teacher training performance profiles 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 protect 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
- where any number is shown as 0, the original figure was also 0

This rounding and suppression approach is consistent with the Department's statistical policy. Symbols used to identify this approach in published tables are as follows:

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

Quality assurance

Data for the ITT performance profiles are completed, reviewed and signed off by a designated person at each ITT provider. The data collection and publication production teams within the Department for Education carry out a number of quality checks and data throughout the data entry process. After data were extracted on 20 June 2018, a quality assurance process was undertaken by the publication production team. This process included detailed quality checks across the dataset.

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

- Around 1,300 trainees were discovered to have missing information about their ITT route. On investigation, the production team concluded that these trainees may have deferred at some point in their careers and at the point of original data collection, their ITT route was not captured. When data were received, this data field remained unpopulated. In order to populate these missing data fields, the production team deployed a phased correction methodology:
 1. We used data linking techniques to match trainees with missing information to their ITT Census record, using unique identifiers and trainee personal information. Where we obtained a successful match, we used the trainee's ITT Census record to populate the missing data.

2. Where we did not obtain a successful match (fewer than 5 cases), we contacted ITT providers directly to obtain the missing data, and made manual corrections to the publication dataset.

This approach means that there is a small risk that some trainees who changed ITT route between the start and end of ITT may not be accurately reflected here. There is also a small chance of a false match at the data matching stage. However, this risk is negligible. It is unlikely to have an effect on the statistics any greater than our rounding and suppression methodology.

- There were some data entries for providers who have closed down or merged with other ITT providers. In these cases, the production team have assigned the trainee to the new ITT provider.
- Around 150 trainees in academic year 2012 to 2013 were found to have been included in postgraduate trainee counts, when they should have been excluded. Some of these trainees were actually on an undergraduate ITT route, and others were assessment only (AO) candidates.
- An error affecting the employment outcomes of around 20 trainees in academic year 2012 to 2013 within table 6a was identified and corrected. These trainees were excluded when they should have been included, which has been revised in this publication.
- We have revised the way Bradford College was recorded in time series data, affecting table 5a. We have changed the historical designation of Bradford College from a HEI to a SCITT.
- An error was identified with how Drama trainees were recorded in academic year 2012 to 2013, affecting around 300 trainees. This has been corrected, leading to an upward revision of 'Other' subjects, and a downward revision of 'English' totals for this year in table 6a.
- One duplicated trainee record in academic year 2015 to 2016 was identified and removed from the publication dataset.

Inclusion in the ITT performance profiles

We include a number of filters to the data received from ITT providers to ensure we capture only valid trainees:

- trainees are in their final year
- trainees were valid (they were not dormant, deferred or marked as a draft record)
- trainees did not leave their course within the first 90 days
- trainees were not excluded (see below)

Trainees excluded from this release

There are a number of trainees excluded from this analysis who may be working towards QTS, or another teaching qualification, such as Early Years Teacher Status (EYTS). The figures presented in the parts of this release relating to mainstream ITT (sections 1 to 4 of the Main Text, the Main Tables, and Regional & provider-level tables) do not include:

- Non-supported trainees – 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 not normally be funded by NCTL, but the provider is funding the trainee themselves outside of their NCTL allocated places.
- 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.

- EBITT trainees – The Employment Based Initial Teacher Training (EBITT) route was closed to new entrants in the 2012 to 2013 academic year. Any deferred trainees appearing on this route are not included in any statistics (including time series) from academic year 2013 to 2014.

Some trainees are excluded from mainstream ITT statistics, but are included in annexes to this publication (sections 5 and 6) for the first time:

- Early Years ITT – Trainees working towards Early Years Teacher Status (EYTS) are not included as trainees on this route as they are not eligible for QTS. This programme focuses on pre-school initial teacher training. However, Teach First offer an early years programme working with children aged three to five years, which does lead to QTS; therefore, these trainees are included.
- Assessment Only candidates – Assessment Only is for experienced teachers with a degree and those with a teaching qualification from different countries, who have not been awarded qualified teacher status (QTS) in England. It allows teachers to do the necessary assessment and skills tests to qualify for QTS. These individuals are deemed to be already in the workforce and therefore are not counted in the Teacher Supply Model (TSM) target.

9. Proposed Improvements to ITT Statistics

Background

This section details proposed changes to the way the Department for Education publishes statistics about employment rates for trainees that have undertaken initial teacher training (ITT).

This proposal is designed to respond to changes to [the Destinations of Leavers of Higher Education \(DLHE\)](#) survey, run by the [Higher Education Statistics Agency \(HESA\)](#).

We would welcome feedback from users on this proposal.

Destinations of Leavers of Higher Education (DLHE) survey

Currently, the Department uses data from HESA's DLHE survey to generate a 6-month snapshot of the employment rates of final year trainees in the ITT Performance Profiles.

Between July 2015 and June 2017, HESA conducted a major review of their destinations and outcomes data, referred to as the 'NewDLHE review'. This review drew on collaboration with experts from the higher education sector and beyond, and designed a new model for collecting information about what higher education (HE) students do after graduation.

The outcome of the NewDLHE review found that there was a clear mandate to move to a new survey model to replace DLHE. Consequently, HESA launched the 'Graduate Outcomes' implementation project in June 2017, which entails the development of a new model to capture graduate outcomes data. Under HESA's finalised proposal, this publication (ITT Performance Profiles 2016/17) is the last time we will receive data collected from the DLHE survey.

Graduate Outcomes (GO) Survey

HESA are now implementing the Graduate Outcomes (GO) survey. The first data collected from this model will relate to the 2017/18 cohort of final year ITT trainees. However, instead of the 6 month employment-rate data captured under DLHE, data collected under the GO survey will be collected 15 months after trainees gain QTS, as summarised [on HESA's website](#).

HESA's implementation publication outlines that graduates will be surveyed by telephone or online, approximately 15 months after completing their studies. There will be four survey cohorts each year, beginning in December, March, June and September.

For the 2017/18 academic year, the majority of ITT trainees will graduate in the period referred to as 'Cohort D' within HESA's implementation publication, which covers a graduation period from 1st May to 1st August 2018. These graduates will be surveyed in the period of 1st September to 1st December 2019, with data published in spring 2020. Details of the proposed timings can be found [within HESA's GO methodology publication](#).

For comparison, if the DLHE had been used for this cohort, graduates would have been surveyed in January 2019 (approximately six months after gaining QTS), with data being available to the Department in July 2019 in time for the publication of the ITT Performance Profiles 2017/18. Under the new proposal for the GO survey, equivalent employment data will not be available until spring 2020.

The Department's linked data

The publication of linked data analysis in the February 2018 [Teachers Analysis Compendium](#) highlighted the Department's intention to explore an alternative source of trainee employment rates. The Department has successfully linked ITT Performance Profiles data to the School Workforce Census (SWC), which allows employment rates for trainees to be generated using data already held by the Department. This new innovation (referred to in this annex as the Department's 'linked data') allows us to track individuals from their teacher training through to their first teaching post in the state-funded school sector, and throughout their subsequent teaching career.

For further detailed information about the Department's linked data, please see Section 1 and Annex A1 of the February 2018 [Teachers Analysis Compendium](#).

Comparison of DHLE & GO and the Department's linked data

There are differences between the Department's linked analysis and the DLHE and GO surveys.

Non-response

DLHE and GO are surveys, and as such, there is a degree of non-response. We cannot infer anything about the teaching status of trainees who do not respond to the survey, and they are therefore excluded from current calculations of employment in the ITT Performance Profiles. The department's linked data uses the SWC, which is a Census of the state-funded school workforce, and as such, provides a more robust picture of employment in the state-funded school sector, as trainees that cannot be linked to the SWC are assumed to not be teaching in state-funded schools.

Differences in scope

The employment rates produced through the Department's linked data are lower than the rates derived from the DLHE survey, because they are fundamentally different measures.

The DLHE and GO surveys include employment:

- outside of England
- in non state-funded schools
- in further education/higher education settings

However, the Department is primarily interested in employment levels within the state-funded school sector in England, as the Department's Teacher Supply Model (TSM) estimates how many new teachers are needed to enter the teaching profession in state-funded schools for each academic year.

The Department's linked data covers employment in the state-funded school sector only.

To illustrate this difference, Table 24 details post-ITT employment rates of postgraduate trainees awarded Qualified Teacher Status (QTS), produced using each method over a 6 year period.

Figure 24: Comparison of employment rates of final year trainees awarded QTS using a 2 year rate from linked data and a 6 month rate from DLHE, academic years 2009/10 to 2014/15

	Based on a 2 year rate from linked data ³²	Based on a 6 month rate from DLHE survey ³³ ,
2009/10	75%	89%
2010/11	76%	87%
2011/12	81%	92%
2012/13 ^{34,35}	84%	93%
2013/14 ³⁶	84%	94%
2014/15 ³⁵	85%	95%

Timings

There are important differences in timing between DLHE, GO and the Department's linked data. Figure 25 shows a timeline highlighting these differences, alongside the proposed publication dates of future Performance Profiles publications.

³² Source: [Teachers Analysis Compendium 3](#), Table 1.1. Excludes trainees whose employment status was unknown.

³³ Source: ITT Performance Profiles 2016 to 2017, Table 5a.

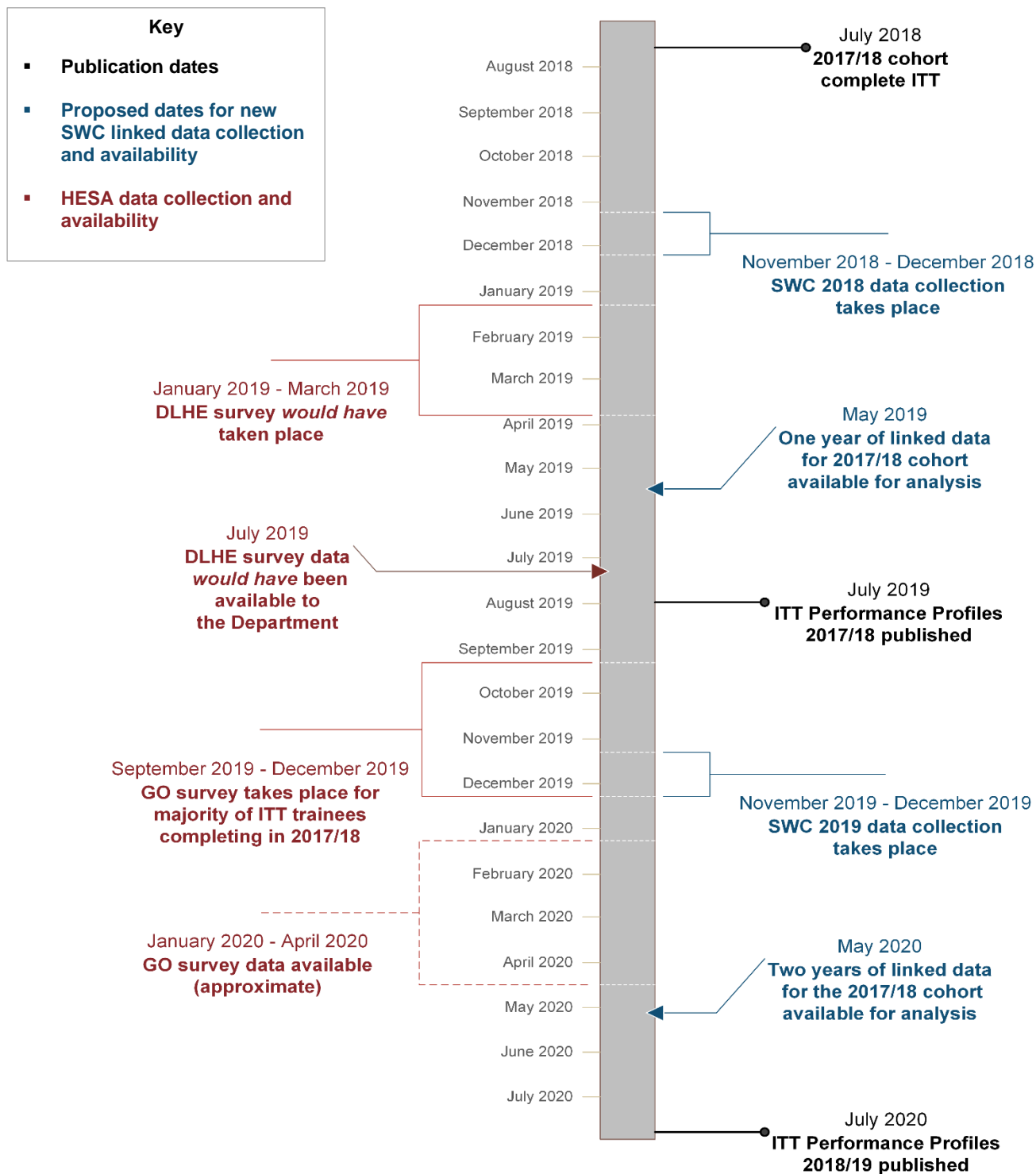
³⁴ Total does not match previously published total due to discrepancy of 150 trainees.

³⁵ EBITT routes were closed to new trainees in 2012/13. Postgraduate figures include EBITT trainees until 2012/13 inclusive.

³⁶ Excludes other programmes such as deferred EBITT trainees and Teach First.

Annotations on the timeline relate solely to the 2017/18 final year cohort to provide an example of timings for the first cohort affected by this proposal.

Figure 25 – Timeline of the linked method and GO Survey, compared to the DLHE survey³⁷



³⁷ Dates displayed on the timeline are approximate and for illustration only.

Proposal

We propose to start using linked data to report post-ITT employment rates, starting from the ITT Performance Profiles 2017/18, published in July 2019. This would include:

1. a **provisional** employment rate for final year trainees in the 2017/18 academic year
2. a **finalised** employment rate for final year trainees in the 2016/17 academic year

Details about 'provisional' employment rates

Departmental analysis has found that some trainees who actually start a teaching post in the state-funded school workforce, shortly after completing ITT, may not appear in the first SWC after completing ITT. This is likely to be because some trainees start close to, within, or shortly after the data collection period for the SWC, and are therefore not reflected in the data schools return to us as part of the SWC collection.

We therefore propose to publish a provisional employment rate for each final year cohort, based on upscaling the rate derived from the first SWC data after trainees complete ITT, to account for trainees that are expected to be in a teaching post in state funded schools, but were not found in the first SWC after completing ITT.

For the calculation of provisional employment rates for final year trainees in academic year 2017/18, we propose to:

1. Derive an 'upscale rate' from the **previous** academic year's cohort. For academic year 2017/18, we would consider trainees who completed ITT in academic year 2016/17 and entered a teaching post within academic year 2017/18:
 - Firstly, we calculate how many trainees from the 2016/17 cohort were not found in the November 2017 SWC, but were found in the November 2018 SWC, with an employment start date within academic year 2017/18.
 - Secondly, we divide this by the number of final year trainees in the 2016/17 cohort who were not found in the November 2017 SWC to arrive at our 'upscale rate'.
2. Apply the 'upscale rate' to the number of 2017/18 cohort trainees who were found in the November 2018 SWC. This accounts for trainees we expect have actually commenced employment in a state-funded school, but who are not reported in the November 2018 SWC.

Details about 'finalised' employment rates

For the calculation of final employment rates for final year trainees in academic year 2017/18, we propose to take into account the newly available SWC data in November 2019, publishing this revised rate in the ITT Performance Profiles 2018/19 (published in July 2020).

Therefore, the provisional figure produced using the upscaling methodology for this cohort will be published in the first ITT Performance Profiles after trainees complete ITT, before being revised by an employment rate drawn directly from two sets of SWC data in the second publication after trainees complete ITT.

Benefits of this proposal

This proposal will allow us to:

- move from using survey data, which could be affected by non-response bias, to linked administrative data to get a more robust picture of the outcomes of ITT trainees
- focus on employment levels in the state-funded school sector in England, rather than including trainees employed in non-state-funded schools and other sectors (such as HE).
- publish employment rates in line with existing timescales, allowing users to continue having access to relevant and timely statistics about trainee teachers
- develop policy responses to employment rate trends in a timely manner

- more easily consider options to expand the range of data published on ITT trainee outcomes in the future (using the linked data)

Your Views

We would like to collect your views on whether the proposal to change the way we publish employment rates about final year trainees awarded QTS, starting from the ITT Performance Profiles 2017/18 (published in July 2019), will result in publication that continues to meet your needs. In particular:

- Do you agree or disagree with the proposal (and why)?
- Will any change proposed impact on your use of the statistics (and why)?
- Do you have any other feedback?

We would be grateful if you could submit any feedback by email to ittstatistics.publications@education.gov.uk by 30 November 2018.

10. 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>

Main tables

Table 1	Summary of final year trainee characteristics and outcomes
Table 2	Final year postgraduate trainee qualifications
Table 2a	Final year postgraduate trainee qualifications (time series)
Table 3	Final year undergraduate trainee qualifications
Table 3a	Final year undergraduate trainee qualifications (time series)
Table 4	Final year trainee characteristics
Table 4a	Final year trainee characteristics (time series)
Table 5	Final year trainee QTS award status and employment outcomes
Table 5a	Final year trainee QTS award status and employment outcomes (time series)
Table 6	Final year postgraduate trainee QTS award status and employment outcomes by subject
Table 6a	Final year postgraduate trainee QTS award status and employment outcomes by subject (time series)
Table 6b	Final year postgraduate trainee QTS award status and employment outcomes percentages by subject (time series)
Table 6c	Final year postgraduate trainee QTS award status and employment outcomes for trainees with subjects and degree classes attracting a bursary
Table 7	Final year trainee QTS award status and employment outcomes by trainee characteristics
Table 8	Final year postgraduate trainee QTS award status and employment outcomes by degree class

Regional and provider-level tables

Table 9	Final year trainee QTS award status and employment outcomes by region of ITT provider
Table 10	Final year postgraduate trainee characteristics, QTS award status and employment outcomes by ITT provider
Table 10a	Final year undergraduate trainee characteristics, QTS award status and employment outcomes by ITT provider
Table 11	Final year postgraduate trainee characteristics, QTS award status and employment outcomes by ITT provider and route

11. Further information is available

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

12. 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.

13. Get in touch

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Department
for Education

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