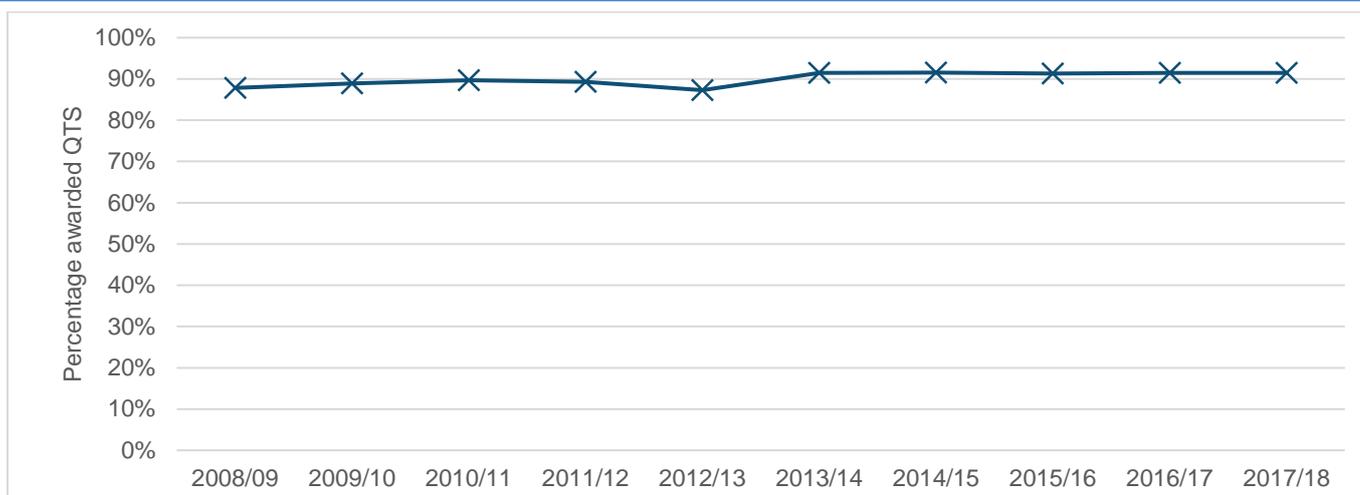




# Initial teacher training (ITT) performance profiles for the academic year 2017 to 2018, England - outcomes for trainee teachers

25 July 2019

## 91% of postgraduate trainee teachers are awarded Qualified Teacher Status.



- There were 27,878 final year postgraduate trainee teachers in the 2017/18 academic year.
- 25,490 (91%) of these were awarded Qualified Teacher Status (QTS); this proportion has remained stable in recent years ranging between 87% and 92% since academic year 2008/09.
- By course year-end, 1,084 (4%) were yet to complete and 1,304 (5%) were not awarded QTS.

### Percentage of postgraduates awarded QTS

Route	Higher Education Institution	90%
	School-led	93%
Phase	Primary	91%
	Secondary	92%
Age	Under 25	93%
	25 and over	90%
Gender	Male	88%
	Female	93%
Ethnicity	Minority	88%
	Non-minority	92%
Disability	Declared	86%
	None declared	92%
Degree class	First	94%
	Upper Second	93%
	Lower Second	88%

A higher proportion of postgraduate trainees on a school-led route were awarded QTS compared to those on a Higher Education Institution (HEI) route.

The proportion of postgraduate trainees awarded QTS was similar for primary and secondary though there were differences by subject (see Figure 3).

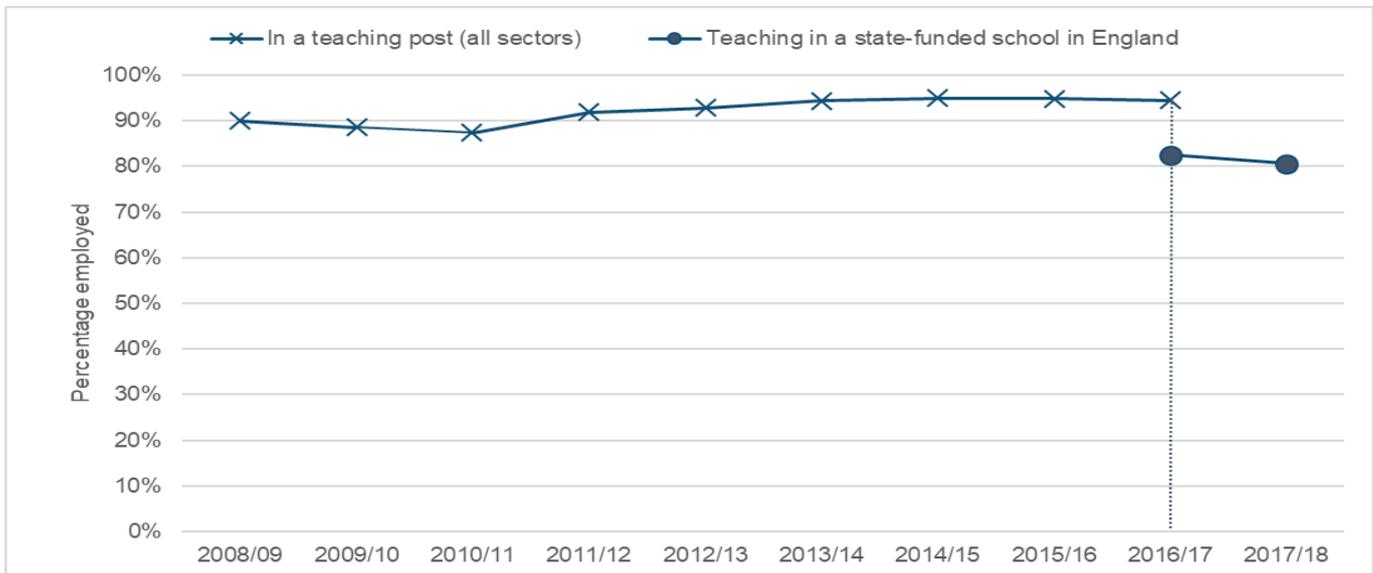
There were also differences in the QTS rates across a series of trainee characteristics including age, gender, ethnicity, declared disability and degree class (see Table 1 in the main tables).

QTS award rates varied between 90% and 94% across regions within England (see Figure 4).

These patterns are broadly similar to academic year 2016/17.

**81% of postgraduate trainee teachers awarded Qualified Teacher Status were teaching in a state-funded school in England, within sixteen months of qualification.**

**This year a new data source has been used to measure the proportion of QTS awarded trainees entering teaching. It covers only those in a state-funded school in England and is not comparable to earlier years.**



- Provisional<sup>1</sup> data shows that 20,539 postgraduate trainee teachers awarded QTS in 2017/18 were employed as a teacher in a state-funded school in England within sixteen months of qualification.
- This represented 81% of trainees awarded QTS, down from 83% (revised<sup>2</sup>) in 2016/17.
- Latest employment rates<sup>3</sup> are not comparable to earlier years because those included teacher trainees who reported being in a teaching post in independent schools, colleges or other educational establishment and outside England (see Section 3 for more information).
- The previous source of employment data has been replaced with a new survey from which employment rates would not be available until spring 2020.

Percentage of postgraduate QTS, employed		
Route	Higher Education Institution	75%
	School-led	85%
Phase	Primary	82%
	Secondary	80%
Age	Under 25	81%
	25 and over	80%
Gender	Male	77%
	Female	82%
Ethnicity	Minority	80%
	Non-minority	81%
Disability	Declared	77%
	None declared	81%
Degree class	First	82%
	Upper Second	82%
	Lower Second	79%

Employment rates<sup>3</sup> were higher in those on a school-led route than those on a Higher Education Institution (HEI) route, particularly so for School Direct Salaried and Teach First routes (see Table 1 in the main tables).

The proportion employed as a teacher was similar for primary and secondary though there were differences by subject (see Figure 3).

There were also differences in employment rates across several trainee characteristics including gender, declared disability and degree class (see Table 1 in the main tables).

Employment rates varied between 71% and 88% across regions within England (see Figure 4).

<sup>1</sup> Provisional figures are estimated as it is too early in the reporting cycle to capture everyone who is employed in a state school

<sup>2</sup> Revised figures are calculated from more complete data

<sup>3</sup> Employed as a teacher in a state-funded school in England within sixteen months of qualification

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### **About this release**

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

- provide transparent information on outcomes of trainee teachers to the public
- help potential trainee teachers make informed choices about where to train

This publication focuses on final year trainees. For comprehensive statistics about new entrants to ITT and their characteristics, please refer to the ITT Census publications, available on the [ITT statistics webpage](#).

The publication presents statistics for both postgraduate and undergraduate routes and again includes experimental statistics on Early Years Initial Teacher Training (EYITT) trainees and candidates undertaking Assessment Only (AO).

### **In this publication**

The following tables are included in this release:

- main tables for the academic year 2017/18 by route, phase (primary versus secondary), subject, region and trainee characteristics; updated with employment rates on 19 September 2019
- provider-level tables for the academic year 2017/18 by route and phase; updated with employment rates on 19 September 2019

### **Feedback**

We are changing how our releases look and would welcome feedback on any aspect of this document at [ittstatistics.publications@education.gov.uk](mailto:ittstatistics.publications@education.gov.uk).

# 1. Background on mainstream initial teacher training

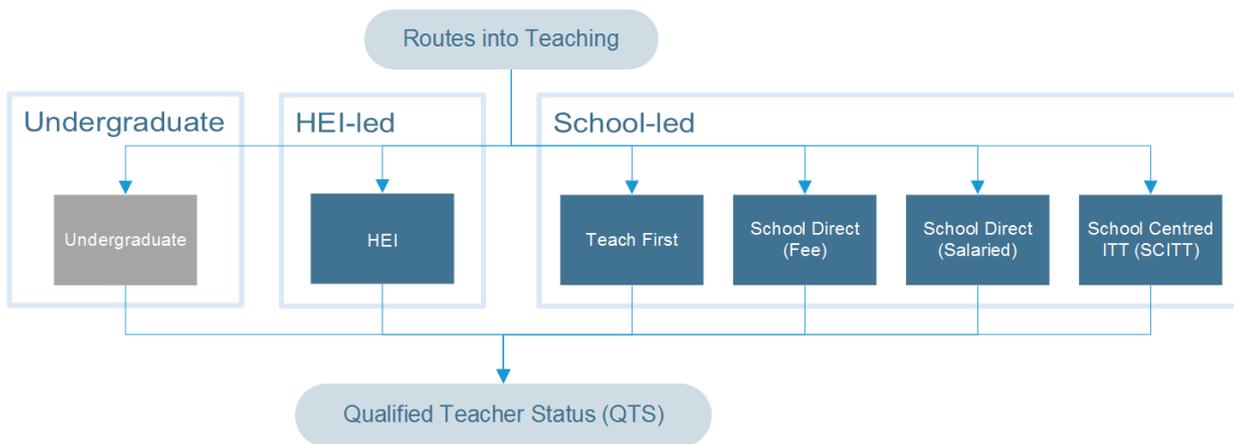
To become a qualified teacher in England, trainees typically complete a programme of Initial Teacher Training (ITT), which provides them with training, mentoring and teaching practice in schools, and leads to the award of Qualified Teacher Status (QTS) for successful trainees.

There are a number of pathways into teaching which include an undergraduate route, 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) 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 (salaried and fee-paying routes), and the Teach First Leadership Development Programme. Two non-mainstream routes, Early Years ITT and Assessment Only, are covered in the annex.

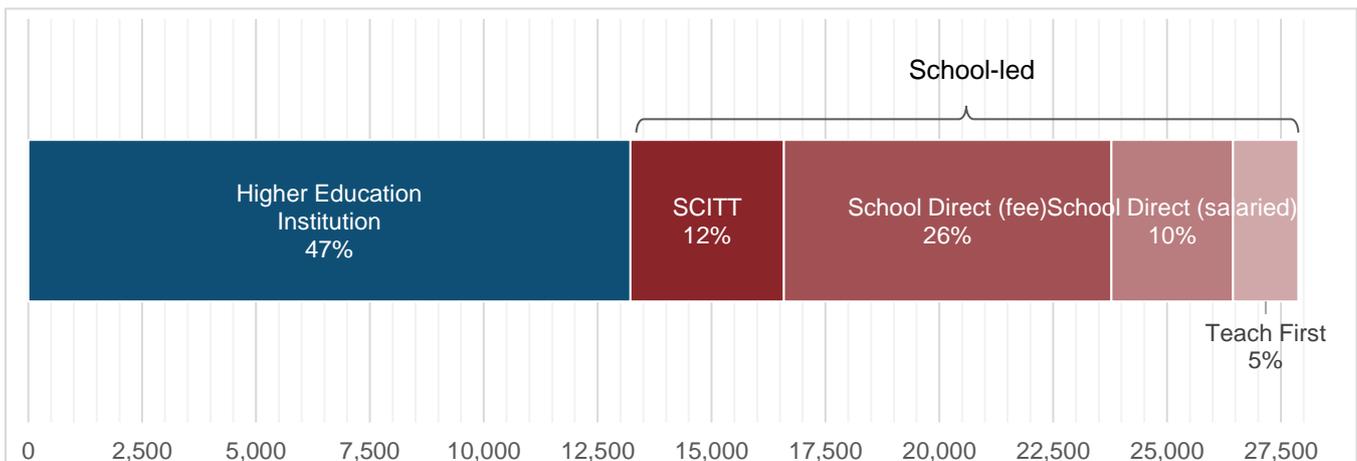
At HEIs, the university or college delivers the pedagogy of teaching supplemented by placements in schools. Successful trainees are awarded QTS and a postgraduate certificate in education (PGCE). On school-led routes, trainees are placed in a school from the first day of training. Most school-led routes also include a PGCE as many school-led providers will pair with an HEI.

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 and proportions of final year postgraduate trainees by route in Figure 2.

**Figure 1: Mainstream routes into teaching**



**Figure 2: Final year postgraduate trainee teachers by route, 2017/18 academic year**



## Outcomes of postgraduate final year trainees by subject, region and first degree

QTS award rates vary by subject from 85% for Physics to 97% for Physical Education

Employment rates<sup>4</sup> vary by subject from 50% for Classics (from these small numbers possibly more go into the independent sector<sup>5</sup>) and 74% for Drama, MFL and Physics to 88% for English

Figure 3: Final year postgraduate trainee outcomes by subject, 2017/18 academic year

	Total trainees	Trainees awarded QTS	Percentage of those awarded QTS teaching in a state school
<b>All Primary &amp; Secondary</b>	<b>27,878</b>	<b>91%</b>	<b>81%</b>
<b>Primary</b>	<b>12,957</b>	<b>91%</b>	<b>82%</b>
<b>Secondary</b>	<b>14,921</b>	<b>92%</b>	<b>80%</b>
Art & Design	418	93%	79%
Biology	1,056	90%	84%
Business Studies	164	90%	78%
Chemistry	901	88%	82%
Classics	57	96%	50%
Computing	439	87%	75%
Design & Technology	303	95%	83%
Drama	250	94%	74%
English	2,150	93%	88%
Geography	1,208	93%	78%
History	1,178	94%	81%
Mathematics	2,476	89%	79%
Modern Foreign Languages	1,388	94%	74%
Music	309	94%	76%
Other	390	92%	77%
Physical Education	1,117	97%	75%
Physics	702	85%	74%
Religious Education	415	91%	81%

Further breakdowns of QTS award status and employment by subject are available in Tables 4, 4a, 4b and 4c of the main tables.

<sup>4</sup> Employed as a teacher in a state-funded school in England within sixteen months of qualification.

<sup>5</sup> There is a high level of uncertainty in this estimate due to the small numbers with Classics ITT but this low employment rate could reflect a higher proportion of these trainees entering independent schools

**QTS award rates vary across English regions, from 90% in Yorkshire and the Humber and the South West to 94% in the East of England**

**Employment rates<sup>6</sup> are lowest in the North East (71%) and North West (72%) and highest in the East of England (88%)**

**Figure 4: Final year postgraduate trainees awarded QTS outcomes by region for the 2017/18 academic year<sup>7</sup>.**

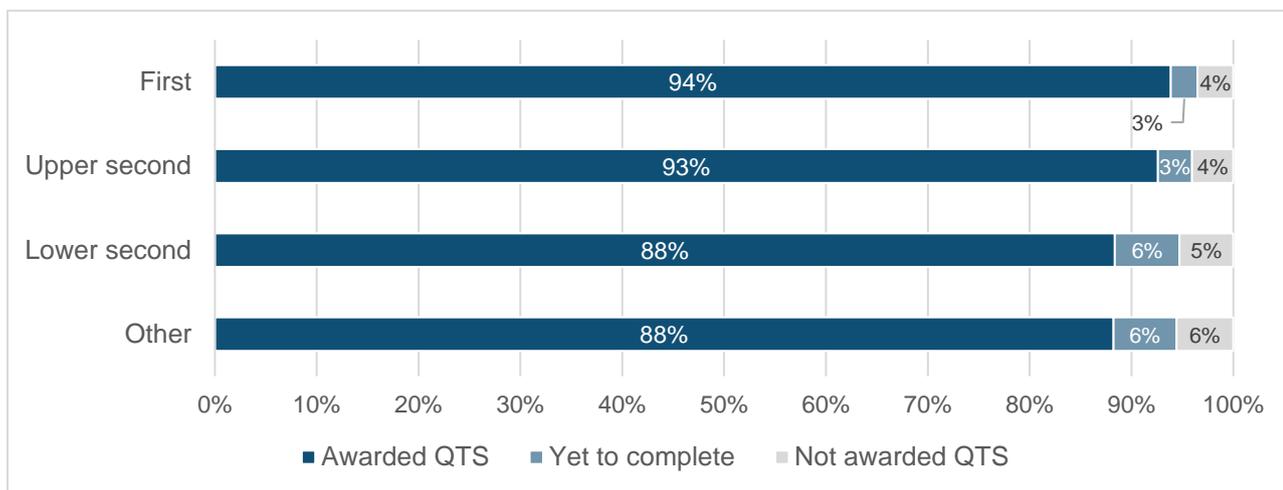
	Total trainees	Trainees awarded QTS	Percentage of those awarded QTS teaching in a state school
<b>England</b>	27,878	91%	81%
North West	4,225	91%	72%
North East	1,248	93%	71%
West Midlands	3,002	91%	83%
East Midlands	2,027	91%	81%
Yorkshire and The Humber	3,050	90%	80%
East of England	2,343	94%	88%
South West	2,544	90%	74%
South East	4,271	92%	83%
London	5,168	91%	87%

Further data on trainee outcomes by region, including the outcomes of undergraduate trainees, can be found in Table 6 of the main tables.

**Postgraduate final year trainees were more likely to achieve QTS if they had a first class or upper second degree on entry.**

Trainees without a first or upper second class degree on entry to ITT<sup>8</sup> were slightly more likely to be in the “yet to complete” category<sup>9</sup>.

**Figure 5: QTS outcomes of final year postgraduate trainees by degree class on entry for the 2017/18 academic year**



<sup>6</sup> Employed as a teacher in a state-funded school in England within sixteen months of qualification.

<sup>7</sup> The registered 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.

<sup>8</sup> 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. It also includes other categories from non-UK degrees

<sup>9</sup> 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.

## 2. 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 by training route
Table 2	Final year postgraduate trainee qualifications (first degree) by training route
Table 3	Final year trainee QTS award status and employment outcomes by training route
Table 3a	Final year trainee QTS award status and employment outcomes by training route (time series)
Table 4	Final year postgraduate trainee QTS award status and employment outcomes by subject
Table 4a	Final year postgraduate trainee QTS award status and employment outcomes, numbers by subject (time series)
Table 4b	Final year postgraduate trainee QTS award status and employment, percentages by subject (time series)
Table 4c	Final year postgraduate trainee QTS award status and employment outcomes for trainees with subjects and degree classes attracting a bursary
Table 5	Final year trainee QTS award status and employment outcomes by trainee characteristics
Table 6	Final year postgraduate trainee QTS award status and employment outcomes by region of ITT provider

### Provider-level tables

Table 7	Final year postgraduate trainee characteristics, QTS award status and employment outcomes by ITT provider
Table 7a	Final year undergraduate trainee characteristics, QTS award status and employment outcomes by ITT provider
Table 8	Final year postgraduate trainee QTS award status and employment outcomes by ITT provider and route
Table 9	Final year postgraduate trainee QTS award status and employment outcomes by ITT provider and phase

## 3. Methodology

### New employment measure

The Department has improved the method to calculate the employment rates of trainee teachers, as previously outlined in the publication of the [ITT Performance Profiles for academic year 2016/17](#). Up to and including that publication in July 2018, employment rates were estimated using survey data from the Destination of Leavers from Higher Education (DLHE). This survey, which asked graduates and postgraduates where they were working six months after qualifying, has been discontinued.

The Department is now using internal administrative data sources to determine how many final year trainees awarded QTS go on to employment in a state-funded school in England. Trainees in the ITT census from academic year 2017/18 are matched with the school workforce census (SWC) from 2018/19 to identify which trainees went onto teach in a state-funded English school in the year following qualification. The SWC is a snapshot of everyone working in a state-funded school in England taken in November each year.

Employment rates derived from national trainee and school workforce data are more reliable than those from a survey sample. Rates appear lower than previously calculated from the DHLE survey because DHLE included all trainees who reported being in teaching post in a state-funded school, independent

school, college or other educational establishment in the UK or elsewhere whereas the new employment rates are confined to the schools of greatest relevance to the department, that is, state-funded schools in England.

In the new methodology, we calculate two employment rates:

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

**Provisional employment rate:** Departmental analysis has found that matching ITT trainee data to school workforce census from the year following qualification does not fully capture how many trainees go onto employment because some teachers do not start in time to be recorded in that SWC. We account for these “missing teachers” by applying an uplift to the 2017/18 employment to estimate a provisional employment rate for 2017/18. The uplift is derived by comparing with data from previous years to determine what proportion of new teachers employed during the year were not included in their first school workforce census but were captured in the following year’s census (the uplift applied for 2017/18 was around 25% of those not captured in the first year).

**Revised employment rate:** We use the SWC data two years on from ITT completion to calculate a ‘revised’ employment rate that fully captures all trainees employed within 16 months of qualification.

## 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 May to June 2019.

This year, the DfE collected data on a new system, the Database of Trainee Teachers and Providers (DTTP). Revised data for the 2017/18 academic year was migrated from the previous initial teacher training data management system (ITTDMS) to the new DTTP. Figures for historical years in the time series have not been revised. This led to a change in the definition of final year trainees (see below). All other definitions in terms of data collected remain the same, so all comparisons remain valid over time.

For the academic year 2017/18, we received data from all 244 providers. This consisted of 176 SCITTs, and 68 HEIs. All data were reviewed, confirmed and signed-off by a designated person at each provider.

## Coverage

The Initial Teacher Training Performance Profiles covers outcomes for final year initial teacher trainees in England for the academic year 2017/18.

## 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 small numbers are suppressed for sensitive characteristics and for very small providers.

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

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

## Quality assurance

Data for the ITT 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 on the data throughout the data entry process. After data were extracted on 3rd July 2019, 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.

- A small number of duplicate trainees were identified and removed; data were then validated and signed-off by the production team.
- Undergraduate degree class records were not completely transferred into the DTTP for trainees on HEI routes. In order to populate these missing fields, unique identifiers were used to match trainees from a separate HEI source to their DTTP entry. 1,464 postgraduate trainees for whom an undergraduate degree class could not be matched were recorded as unknown.

## Trainees included in this release

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

- trainees with valid records (they were not dormant, deferred or marked as a draft record)
- trainees that did not leave their course within the first 90 days
- trainees that were not excluded for other reasons (see below)

Due to changes in the data collection system this year, we have changed how we identify final year trainees for this publication using the following filters:

- if they were recorded to have left in the 2017/18 academic year
- where end dates were not recorded, we included only full-time postgraduate trainees who started in the 2017/18 academic year

## 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 3 of the main text, the main tables and the provider-level tables) do not include the categories below.

- Non-supported trainees – we exclude a small number of trainees that the provider has indicated are not eligible for UK financial support and do not have a DfE allocated place. This includes overseas trainees not entitled to UK financial support; trainees on the School Direct salaried route undertaking a non- DfE funded subject and/or employed at an independent school; or in situations when a School Direct Salaried trainee is undertaking a subject that would not normally be funded by DfE, but the provider is funding the trainee themselves outside of their DfE allocated places.
- Troops to Teachers – two-year Troops to Teachers courses are for a small number of people who are, or have been, in the armed forces. This undergraduate route leads to QTS and a degree qualification.

Some trainees are excluded from mainstream ITT statistics, but are included in annexes to this publication.

- Early Years ITT – Trainees working towards Early Years Teacher Status (EYTS) are not included as mainstream trainees 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 without taking an ITT course.

## Your views

The department is moving towards a new platform for our statistics dissemination and we welcome any feedback on the content or dissemination of our statistics. We would be grateful if you could submit any feedback by email to [ittstatistics.publications@education.gov.uk](mailto:ittstatistics.publications@education.gov.uk).

## 4. Further information is available

Previously published figures on new entrants to ITT and outcomes of final year trainees can be found at: <https://www.gov.uk/government/collections/statistics-teacher-training>

## 5. Official Statistics

These 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

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.

## 6. Get in touch

### Media enquiries

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

Tel: 020 7783 8300

### Other enquiries/feedback

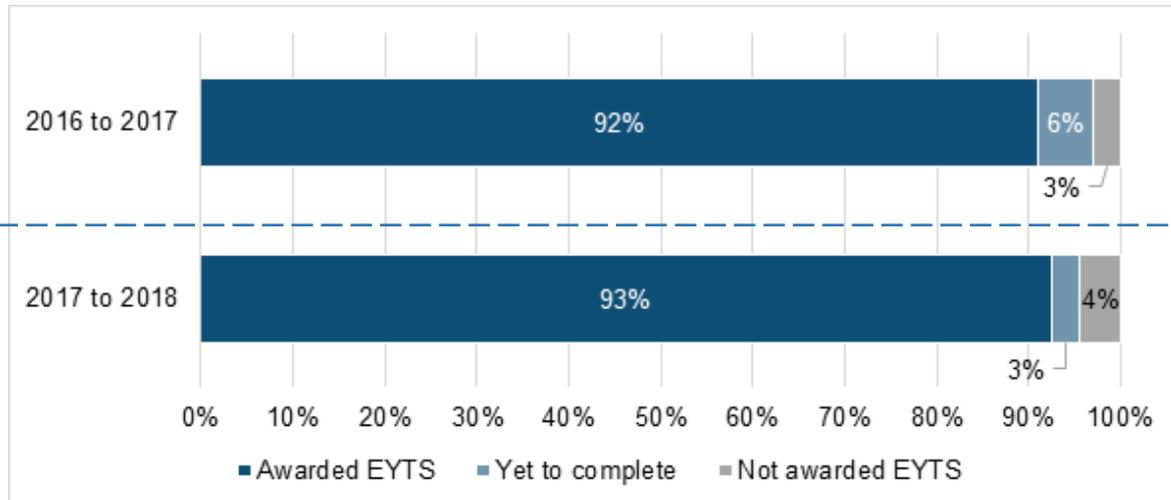
Please send any enquiries or feedback to the postal address or email address below:

Ramyani Gupta, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Email: [ittstatistics.publications@education.gov.uk](mailto:ittstatistics.publications@education.gov.uk)

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

93% of postgraduate early years trainees were awarded Early Years Teacher Status (EYTS)



- There were 528 final year postgraduate early years trainees in the 2017/18 academic year. 489 (93%) of these were awarded Early Years Teacher Status (EYTS).
- This is broadly similar to last year when 550 (92%) were awarded EYTS.

### Background

Early years initial teacher training (EYITT) provides specialist training covering the education and care of children from birth to the age of five. Training is delivered by accredited ITT providers<sup>10</sup>. 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.

EYITT has the same entry requirements as primary teacher training and trainees must meet a robust set of Teachers' Standards (Early Years), but early years is distinct from primary education. Individuals with EYTS are therefore not qualified to lead classes in a maintained<sup>11</sup> nursery or school, unless they also hold QTS<sup>12</sup>. 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 EYITT courses can be undertaken through the graduate entry route (full time study, which includes the early years School Direct route) or the graduate employment based route, a one-year part-time route for graduates working in an early years setting<sup>13</sup>. Postgraduate EYITT normally runs for one year full-time.

<sup>10</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>11</sup> 'Maintained' refers to schools or nurseries where funding and oversight is provided through the local authority.

<sup>12</sup> Trainees with EYTS can work as level 3 support workers in a maintained nursery or school. They can work as unqualified teachers in maintained schools or academies but this status is dependent on the school.

<sup>13</sup> 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 EYITT assessment only route is not included in this annex.

## Number of final year early years trainees

Of the 582 final year early years trainees in the 2017/18 academic year, 528 (91%) were on a postgraduate route, with the remaining 54 (9%) on an undergraduate route (Figure 6). Of the 528 postgraduate trainees, 432 (82%) were on the graduate employment based route and 96 (18%) started on the graduate entry route.

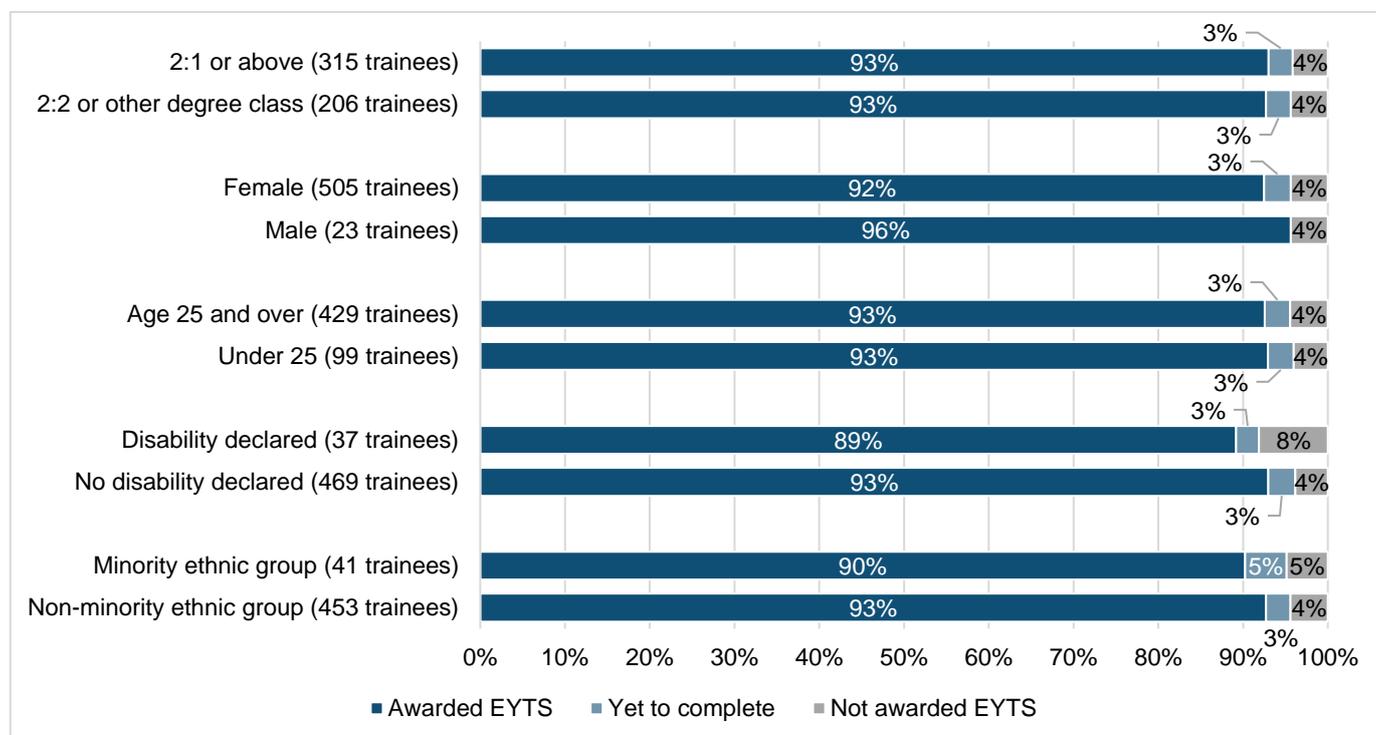
**Figure 6: Final year early years trainees, by level of entry, route, and outcome, academic year 2017/18**

	Total final year trainees	Awarded EYTS	Not awarded EYTS	Yet to complete
<b>Postgraduate</b>	<b>528</b>	<b>489</b>	<b>23</b>	<b>16</b>
<i>Graduate Entry</i> <sup>14</sup>	96	78	7	11
<i>Graduate Employment Based</i>	432	411	16	5
<b>Undergraduate</b>	<b>54</b>	<b>43</b>	<b>11</b>	<b>0</b>
<b>Total</b>	<b>582</b>	<b>532</b>	<b>34</b>	<b>16</b>

## Outcomes of final year postgraduate early years trainees by characteristics

Figure 7 shows the EYTS award status of final year postgraduate early years trainees. Whilst these proportions vary by trainee characteristics, some groups contain small numbers of trainees - only 23 postgraduate trainees (4%) were male; 37 (7%) declared a disability; and 41 (8%) belonged to a minority ethnic group.

**Figure 7: EYTS award status for postgraduate final year trainees, by characteristics for the 2017/18 academic year<sup>15</sup>**



<sup>14</sup> Graduate Entry includes the School Direct (early years) route.

<sup>15</sup> Those with an unknown degree class, disability status or ethnicity are not included in this chart.

## 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.

## Data collection and quality

The department has made substantial changes in recent years to improve data collection and analysis. After initially focussing on improving and standardising data collection for core programmes (such as ITT leading to QTS), improvements for EYITT data collection were tested in academic year 2015/16 and fully implemented in academic year 2016/17. The department produced experimental statistics for final year early years trainees in academic year 2016/17, for the first time<sup>16</sup>.

This year, the DfE collected data via a new system, the Database of Trainee Teachers and Providers (DTTP). As explained in Section 3 EYITT data for academic year 2017/18 were collected in the same way as ITT data and QTS outcomes remain comparable to the EYITT statistics for 2016/17. Employment outcomes are not presented here since the new methodology identifies those working in the state-funded sector but the majority of early years teachers teach in the private, voluntary and independent sector (PVI)<sup>17</sup>.

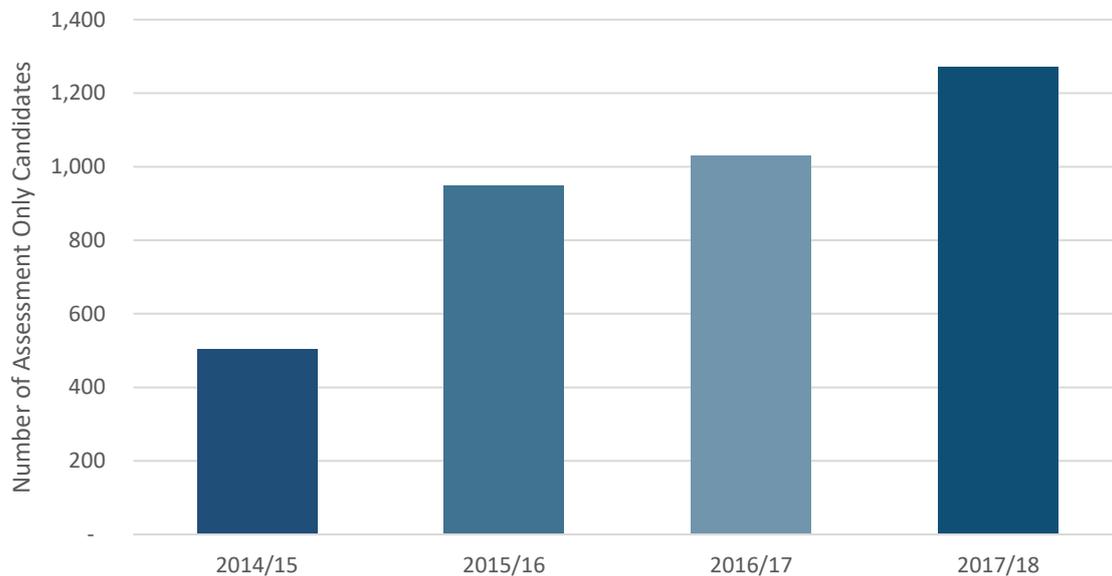
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<sup>16</sup> Any figures about final year early years trainees published or quoted before academic year 2016/17 were not produced according to Official Statistics standards, were not subject to a rigorous quality assurance process, and did not follow a comparable methodology; therefore, they cannot be verified, replicated or compared.

<sup>17</sup> In 2018 for example there were 23,633 PVI providers compared to 9,202 school-based providers offering reception and nursery. See [Childcare and Early Years Providers Survey 2016 and 2018](#)

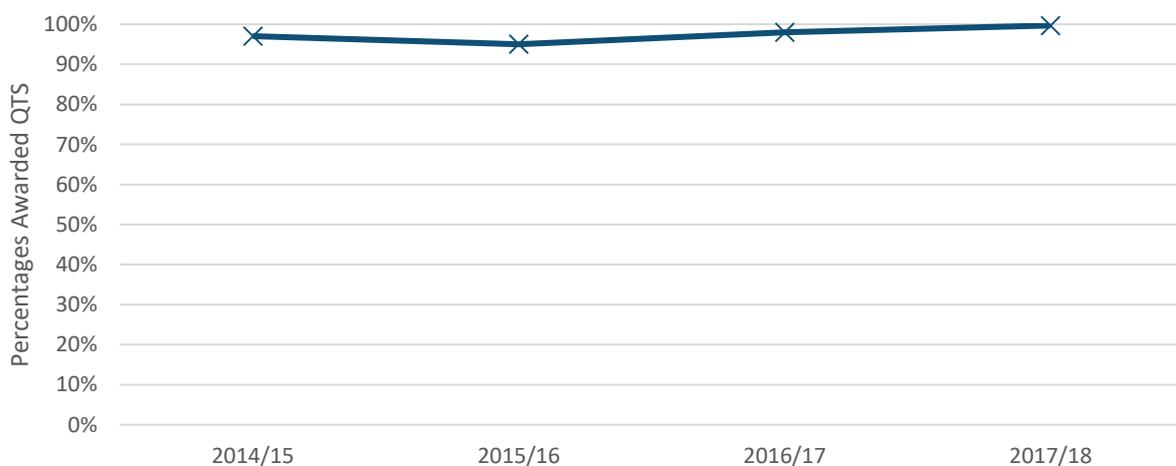
## Annex B: Experimental statistics about candidates undertaking Assessment Only (AO)

The number of Assessment Only candidates grew by 24% in academic year 2017 to 18, continuing recent trends



- There were 1,271 candidates reported as undertaking AO in the academic year 2017/18, up from 1,029 candidates in 2016/17.
- There have been year on year increases in the number of candidates recorded as undertaking AO with the number in the latest academic year more than double that in the academic year 2014/15 when the collection first became mandatory.
- Some of this increase could be a result of more complete reporting.

Over 99% of Assessment Only candidates in 2017/18 achieved Qualified Teacher Status



In the 2017/18 academic year, almost all Assessment Only candidates (99.7%) achieved QTS, a slight increase on previous academic years.

The proportion of AO candidates who were awarded QTS between academic year 2014 to 2015 and 2017/18 was relatively stable, with rates ranging from 95% to almost 100% over the period. 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.

## Background

The Assessment Only route to qualified teacher status (QTS) is a way for existing unqualified teachers, support staff or teaching assistants to demonstrate that they already meet all the QTS standards, without the need for any further training. This route is open to those with relevant teaching experience who hold a degree, or for those with a teaching qualification from another country. Candidates undertaking AO do not complete a course to achieve QTS, but are instead assessed against the Teacher's Standards and skills tests. 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 England<sup>18</sup>
- higher level teaching assistants with the necessary qualifications and teaching experience

## Subject breakdown of candidates

Figure 8 shows the number of candidates reported as undertaking AO by subject.

The subjects with the largest number of candidates in academic years 2017/18 were:

- Primary: 609 candidates (39% increase from academic year 2016/17). Almost half (48%) of all AO candidates take primary assessments, similar to the main ITT routes where primary makes up 46% of postgraduates for the same academic year.
- English: 151 candidates (broadly unchanged since academic year 2016/17)
- Mathematics: 100 candidates (37% increase from academic year 2016/17)
- Physical Education: 75 candidates (broadly unchanged since academic year 2016/17)

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<sup>18</sup> Some qualified teachers from overseas can obtain professional recognition and the award of QTS without undertaking ITT or AO. This applies 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 can also apply for mutual recognition and 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](#).

**Figure 8: AO candidates by subject, academic years 2014/15 to 2017/18**

	2014/15	2015/16	2016/17	2017/18
Art and Design	25	22	24	27
Biology	10	31	22	48
Business Studies	4	15	15	13
Chemistry	3	8	17	15
Classics <sup>19</sup>	2	9	0	0
Computing	11	12	11	15
Design & Technology <sup>20</sup>	14	23	18	22
Drama	15	24	18	17
English	68	122	150	151
Geography	7	17	22	19
History	9	31	44	36
Mathematics	42	61	73	100
Modern Foreign Languages	14	16	12	20
Music	10	12	11	21
Other <sup>21</sup>	36	68	39	49
Physical Education	48	97	74	75
Physics	11	10	20	19
Primary	164	350	438	609
Religious Education	10	20	21	14
<b>Total</b>	<b>503</b>	<b>948</b>	<b>1,029</b>	<b>1,270<sup>22</sup></b>

## AO candidates' previous qualifications

**Compared to mainstream trainees, AO candidates are less likely to have obtained a first or upper second class in their first degree.**

Figure 9 shows that for their previous qualifications, first class and upper second degrees are reported for more than half of AO candidates (compared to 74% of new entrants on mainstream postgraduate programmes in the 2017/18 ITT Census).

<sup>19</sup> Includes Classics and Ancient Languages such as Ancient Greek, Ancient Hebrew, and Latin.

<sup>20</sup> Includes Design & Technology, Construction and Building, Craft and D & T, Electronics, Engineering, Graphics, Resistant Materials, Manufacturing, Systems & Control, and Textiles.

<sup>21</sup> Includes Child Development, Citizenship, Dance, Economics, Law, Media Studies, Other Social Studies, Other Technology, Politics, Psychology, Sociology, and Social Sciences among others.

<sup>22</sup> One candidate did not have subject information

**Figure 9: Class of first degree reported for AO candidates from academic years 2014/15 until 2017/18**

	2014/15	2015/16	2016/17	2017/18 <sup>23</sup>
First Class <sup>24</sup>	11%	14%	13%	13%
Upper Second Class <sup>25</sup>	40%	40%	43%	40%
Lower Second Class	32%	29%	26%	27%
Other Degree Class <sup>26</sup>	17%	17%	18%	20%

## 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.

## Data collection and quality

Prior to academic year 2014/15, 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 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 5).

This annex provides information on the candidates who were reported as undertaking AO, starting from the year the data collection became mandatory (academic year 2014/15) through to academic year 2017/18.

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<sup>23</sup> Proportions do not include the 78 participants where degree class is unknown

<sup>24</sup> Degree awarded with honours.

<sup>25</sup> Includes degrees awarded with undivided second class honours.

<sup>26</sup> 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.



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write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

Reference: Initial teacher training (ITT) performance profiles for academic year 2017/18, England, 25 July 2019



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