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INITIAL TEACHER TRAINING PERFORMANCE PROFILES 2013 FOR THE ACADEMIC YEAR 2011/12: ENGLAND

INTRODUCTION

This Management Information provides figures on the number of trainees commencing or completing an initial teacher training course leading to qualified teacher status in England in the academic year 2011/12.

In this academic year there were: 73 universities, 56 school-centred organisations (SCITTs) and one further education college delivering mainstream initial teacher training. In addition, there were 104 organisations delivering employment-based initial teacher training (EBITTs).

The initial teacher training performance profiles are designed to:

- help potential trainee teachers make an informed choice about where to train;
- monitor the performance of the organisations accredited to provide initial teacher training; and
- support and inform the evaluation and benchmarking of initial teacher training organisations.

The initial teacher training performance profiles are also available online:

<http://dataprovion.education.gov.uk/public>

The website includes earlier datasets about initial teacher training from the 1996/97 academic year until 2011/12.

KEY POINTS

Trainees starting and completing an initial teacher training programme in 2011/12 (excluding those on an assessment-based route)

- There were 35,750 first year trainees on a course in 2011/12. Of these: 19,440 were training to teach in primary schools; 16,040 were training to teach in secondary schools; and 270 were training to teach in middle schools (key stage 2/3).
- There were 36,820 final year trainees on a course in 2011/12 and 32,900 (89 per cent) achieved qualified teacher status (QTS).

- Of those that achieved qualified teacher status: 27,520 (84 per cent) were employed in a teaching role within six months of completing their initial teacher training.

SECTOR LEVEL SUMMARY

The performance profiles data include key information at phase (primary, secondary and key stage 2/3) and subject level for each provider of initial teacher training in the 2011/12 academic year. The data include information about the number of:

- first year trainees at each organisation together with information about their gender, age, declared ethnicity and declared disability, and information about their qualifications on entry to their initial teacher training course; and
- final year trainees at each organisation together with information about the number and percentage gaining qualified teacher status (QTS), and of those that gained qualified teacher status, the percentage that were employed in a teaching role within six months of completing their training.

The data also include the latest published Ofsted inspection grades for each provider. These are included for completeness.

Characteristics of first year trainees in 2011/12

Nineteen per cent of first year trainees on primary courses were male. This increased by three percentage points from 2009/10 and one percentage point from 2010/11.

Overall, 51% per cent of first year trainees were aged 25 and over. This figure did not significantly change compared with 2009/10 and 2010/11.

Overall, 12 per cent of first year trainees declared themselves to be from an ethnic minority and although there was a variation between primary and secondary courses, these figures have not changed compared with 2009/10 and 2010/11.

Seven per cent of first year trainees declared themselves to be disabled compared with six per cent in 2009/10 and seven per cent in 2010/11.

Table 1: Characteristics of the first year trainees in 2011/12 (gender, age, ethnicity and disability)

	Gender		Age	Ethnicity	Disability
	Female	Male	Aged 25 or over	Minority ethnicity (declared)	Disability (declared)
Primary	81%	19%	47%	9%	7%
Secondary	62%	38%	57%	15%	7%
Key stage 2/3	73%	27%	39%	8%	10%
Total	73%	27%	51%	12%	7%

Qualifications on entry of first year trainees in 2011/12

The performance profiles include information about the qualifications on entry held by first year trainees. In 2011/12, 97 per cent of secondary courses and 67 per cent of primary courses were at postgraduate level.

The qualifications on entry of trainees are collected and used as an indicator of trainee quality. The classification of UK degree is the measure used for postgraduate courses and the University and Colleges Admission Service (UCAS) tariff score¹ is used for undergraduate courses.

The qualifications on entry are not the same as the entry requirements, and Universities, colleges, schools and other organisations accredited to provide initial teacher training set their own minimum entry requirements and qualifications.

The majority of first year trainees on postgraduate level courses had a UK degree (see table 2). Ninety-five per cent of all trainees on postgraduate course had a UK degree in 2011/12. This has increased by three percentage points since 2009/10 and two percentage points since 2010/11.

The percentage of postgraduate trainees in 2011/12 with a non-UK degree was four per cent compared with six per cent in 2009/10 and five per cent in 2010/11.

¹ The UCAS tariff scores qualifications held by students on undergraduate courses.
<http://www.ucas.com/how-it-all-works/explore-your-options/entry-requirements/tariff-tables>

Table 2: Qualifications on entry of first year trainees on postgraduate level courses in 2011/12

	UK first degree	Non-UK degree	Degree equivalent
Primary	96%	3%	1%
Secondary	94%	5%	1%
Key stage 2/3	91%	9%	0%
Total	95%	4%	1%

Of those trainees with a UK degree, 67 per cent had a 2:1 or better classified degree in 2011/12 compared with 62 per cent in 2009/10 and 64 per cent in 2010/11. A fuller breakdown by degree class is included in table 3

Table 3: Classification of UK degrees held by first year trainees on postgraduate level courses

	Percentage with 2:1 or better	Percentage with 2:2 or better	Percentage with first class degree	Percentage with 2:1 class degree	Percentage with 2:2 class degree	Total UK degree
Primary	68%	96%	10%	58%	28%	100%
Secondary	66%	93%	13%	52%	27%	100%
Key stage 2/3	59%	87%	11%	48%	29%	100%
Total	67%	94%	12%	55%	27%	100%

In 2011/12, 63 per cent of first year trainees on undergraduate level courses had A or A/S levels. This had increased by five percentage points since 2010/11 and 2009/10. Twenty seven per cent of first year trainees had other qualifications (for example, HND or BTec) and this had reduced from 34 per cent in 2009/10 and was two percentage points higher than 2010/11. A fuller breakdown is included in table 4.

Table 4: Qualifications on entry of first year trainees on undergraduate level courses in 2011/12

	A or AS level	GNVQ	Access	Other
Primary	63%	0%	10%	27%
Secondary	59%	0%	9%	32%
Key stage 2/3	75%	0%	12%	13%
Total	63%	0%	10%	27%

Overall, the average UCAS tariff score was 318 (see table 5) and this increased from 291 in 2009/10 and 304 in 2010/11.

Table 5: Average UCAS tariff scores of qualifications held by first year trainees on undergraduate level courses

	Average UCAS tariff score
Primary	320
Secondary	294
Key stage 2/3	297
Total	318

Award of qualified teacher status (QTS) in 2011/12 and employment in teaching within six months of completing initial teacher training (January 2013)

Overall, eighty-nine per cent of final year trainees in 2011/12 achieved qualified teacher status, a similar award rate to 2009/10 and 2010/11 (89 and 90 per cent respectively). Table 6 includes a breakdown of qualified teacher status award. (Note: This was the last cohort to have unlimited attempts at the skills tests. From 2012, a number of changes were introduced to skills tests including a limit of two resits.)

Table 6: Award of qualified teacher status (QTS) in 2011/12

	Percentage of final year trainees achieving qualified teacher status
Primary	90%
Secondary	88%
Key stage 2/3	84%
Total	89%

Of the 32,900 final year trainees awarded qualified teacher status in 2011/12, 27,520 (84 per cent) were employed in a teaching post within six months of completing their initial teacher training (i.e. by January 2013). (This was a significant increase on the 2010/11 figure of 79 per cent and the 2009/10 figure of 80 per cent.)

A further five per cent (1,520) indicated they were seeking a teaching post and three per cent indicated they were not seeking a teaching post. The employment status of 2,720 (eight per cent) of newly qualified teachers was not known. Table 7 includes a fuller breakdown of employment status.

Table 7: Employment in teaching within six months of completing initial teacher training and gaining qualified teacher status

	In a teaching post	Seeking a teaching post	Not seeking a teaching post	Employment status not known	Total final year trainees awarded QTS
Primary	83%	5%	3%	9%	100%
Secondary	85%	4%	4%	7%	100%
Key stage 2/3	79%	5%	4%	11%	100%
Total	84%	5%	3%	8%	100%

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TECHNICAL NOTES

Background

The National College of Teaching and Leadership (formerly the Training and Development Agency (TDA) for Schools and the Teacher Training Agency (TTA)) has published the initial teacher training performance profiles annually since 1998.

For completeness, the dataset includes the latest Ofsted inspection data. Ofsted previously published these data on their website alongside the full inspection report.

Data Quality and Uses of Data

The aggregated data published in the performance profiles are independently validated prior to publication.

The data are publically available online using the following link:

<http://dataprovision.education.gov.uk/public>

Methodology

The majority of data from the universities that deliver initial teacher training is collected by the Higher Education Statistics Agency (HESA) under a long-standing data sharing agreement. HESA supply an extract from their student level collection and their destination of leavers in higher education survey (DLHE).

The data from non-university providers of initial teacher training are collected directly using bespoke online systems managed by the NCTL.

Data are collected at trainee level and are aggregated at provider and course level for publication in the performance profiles. Data about trainees that achieved qualified teacher status through assessment only are excluded from this summary, although included and separately identified in the data set.

Confidentiality

Data are anonymised, aggregated and rounded to ensure that individual trainees cannot be identified.

Related Publications

The Department for Education also publish early statistics about recruitment to initial teacher training courses in England.

<https://www.gov.uk/government/publications/initial-teacher-training-trainee-number-census>

Consultation and Queries

Queries

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