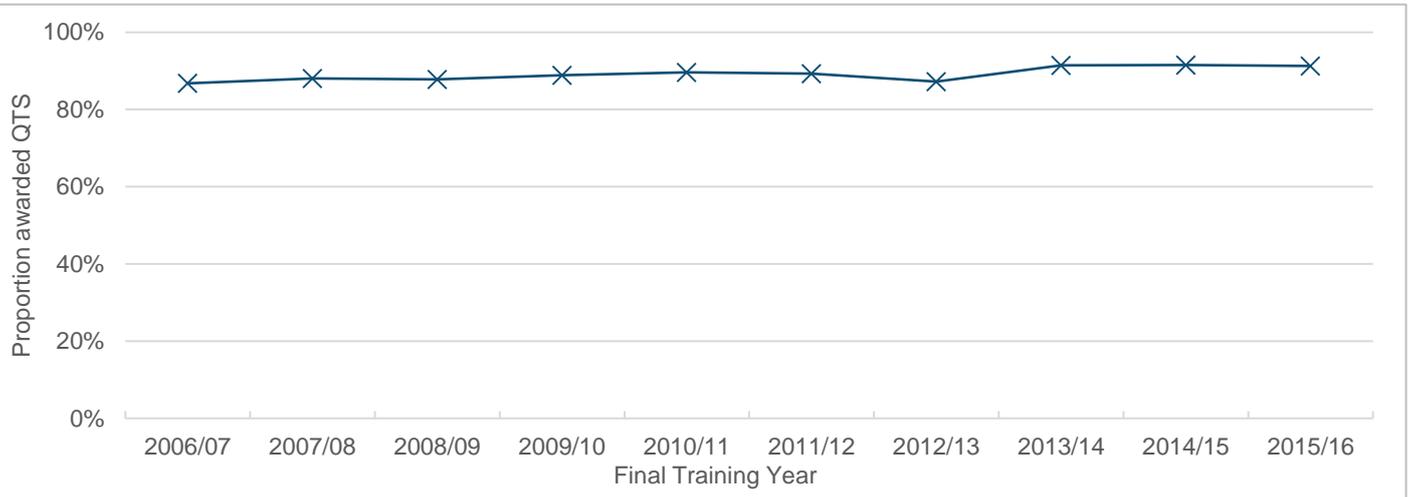




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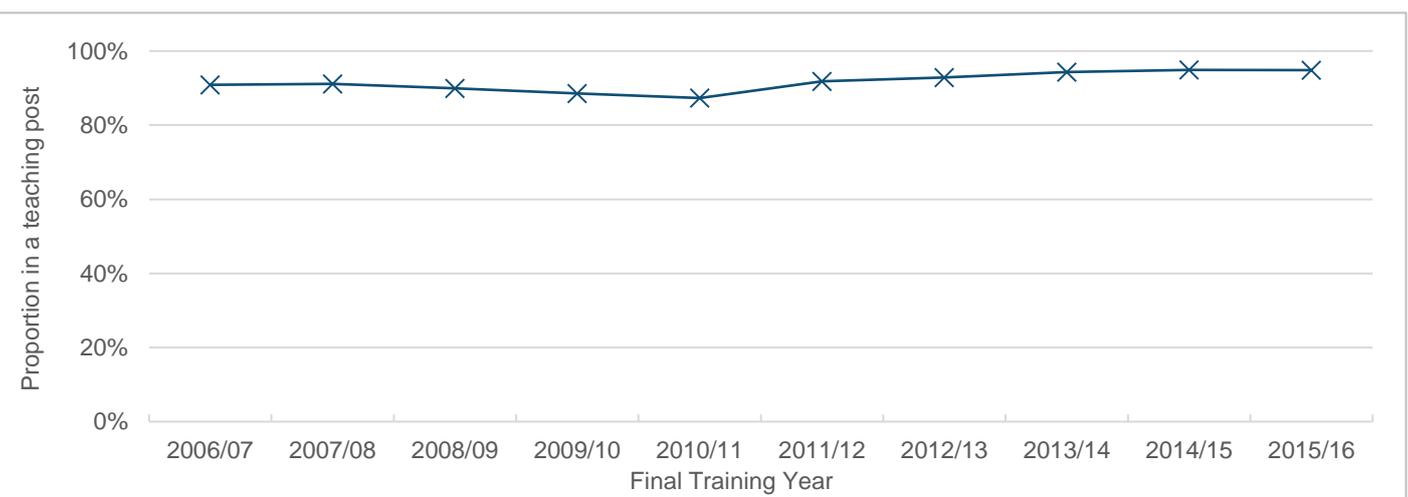
## 91% of postgraduate trainees were awarded Qualified Teacher Status (QTS)



In the 2015 to 2016 academic year, there were 28,396 final year postgraduate ITT trainees, of which 25,924 (91 per cent) were awarded Qualified Teacher Status (QTS). These figures include 1,602 final year Teach First trainees that are being reported in postgraduate totals for the first time in this publication.

The proportion of final year postgraduate ITT trainees awarded QTS has ranged between 87 per cent and 92 per cent over the last decade. The proportion achieving QTS in the most recent year is similar to the 2014 to 2015 academic year when the figure stood at 92 per cent.

## 95% of postgraduate final year ITT trainees awarded QTS were employed in a teaching post within six months of qualifying.



In the 2015 to 2016 academic year, 95 per cent (23,380) of final year postgraduate ITT trainees awarded QTS were in a teaching post within 6 months, the same proportion as in the 2014 to 2015 academic year.

There has been a general upward trend for employment rates since the 2010 to 2011 academic year, but the rate has remained broadly stable in recent years.

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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.

This publication includes trainees on the Teach First route in postgraduate totals for the first time, reflecting the methodology of the Teacher Supply Model and ITT Census for the 2015 to 2016 academic year.

### **Acknowledgements**

This publication would not be possible without the help of Higher Education Institutions (HEIs) and School Centred Initial Teacher Training Providers (SCITTs) completing data returns. The Department for Education is extremely grateful for these efforts.

### **In this publication**

The following tables are included in the SFR:

- Main tables for the academic year 2015 to 2016 with supporting time series data (Excel.xls)
- Provider level tables for the academic year 2015 to 2016 (Excel.xls)

### **Feedback**

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

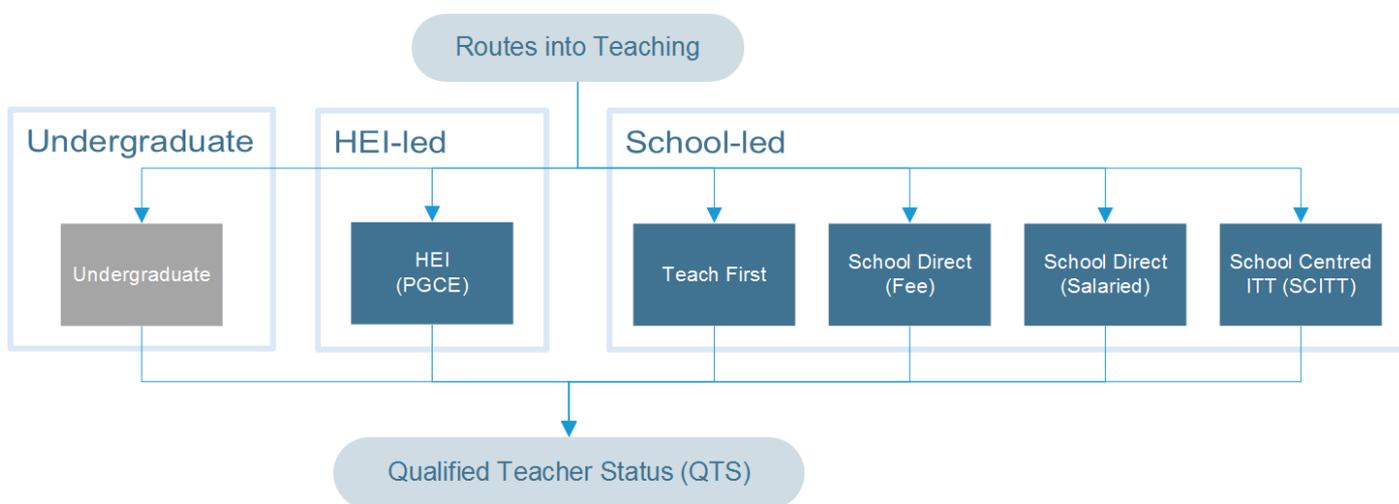
# 1. Background

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

Routes into teaching are summarised in Figure 1:

**Figure 1: Routes into teaching**



Teach First Routes were reported separately to postgraduate totals in previous publications. For the first time, this publication includes Teach First in postgraduate totals. This reflects the methodology for the Teacher Supply Model and the Initial Teacher Training Census for the 2015 to 2016 academic year.

## 2. Number of first year and final year trainees

This section provides information on the number of first year and final year postgraduate and undergraduate trainees in the 2015 to 2016 academic year.

This publication refers to trainees in both the first and final year of an ITT programme. Whilst the majority of postgraduate ITT programmes run for one year, in some cases trainees may have deferred entry after registering in a previous academic year, and returned to complete the course in the 2015 to 2016 academic year. In addition, some trainees may study a part-time course spanning a longer timeframe.

Undergraduate courses generally last between 3 and 4 years, so undergraduate trainees reported here as first year will generally be reported as final year trainees in the 2017 to 2018 or 2018 to 2019 academic year. In addition, final year undergraduate trainees reported here are likely to have been first year trainees in the 2012 to 2013 or 2013 to 2014 academic year.

Therefore, the number of first and final year trainees in a specific academic year will not be the same; the terms refer to different, but overlapping, groups of people.

## First year postgraduate trainees

There were 27,422 first year postgraduate trainees in the 2015 to 2016 academic year. This includes 1,599 Teach First trainees being included for the first time in postgraduate totals as part of this publication. Excluding Teach First, there were 25,823 first year postgraduates in the 2015 to 2016 academic year, up from 25,335 in the 2014 to 2015 academic year.

In the 2015 to 2016 academic year 52 per cent of first year postgraduate trainees started a school-led route.

Of the 14,231 first year postgraduate trainees on a school-led route in the 2015 to 2016 academic year, 48 per cent were training to teach through the School Direct (Fee) route, 23 per cent through the School Direct (Salaried) route, 17 per cent through a SCITT route, and 11 per cent through the Teach First route.

## Final year postgraduate trainees

There were 28,396 final year postgraduate trainees in the 2015 to 2016 academic year. This includes 1,602 Teach First trainees being included for the first time in postgraduate totals as part of this publication. Excluding Teach First, there were 26,794 final year postgraduates in the 2015 to 2016 academic year, up from 26,607 in the 2014 to 2015 academic year.

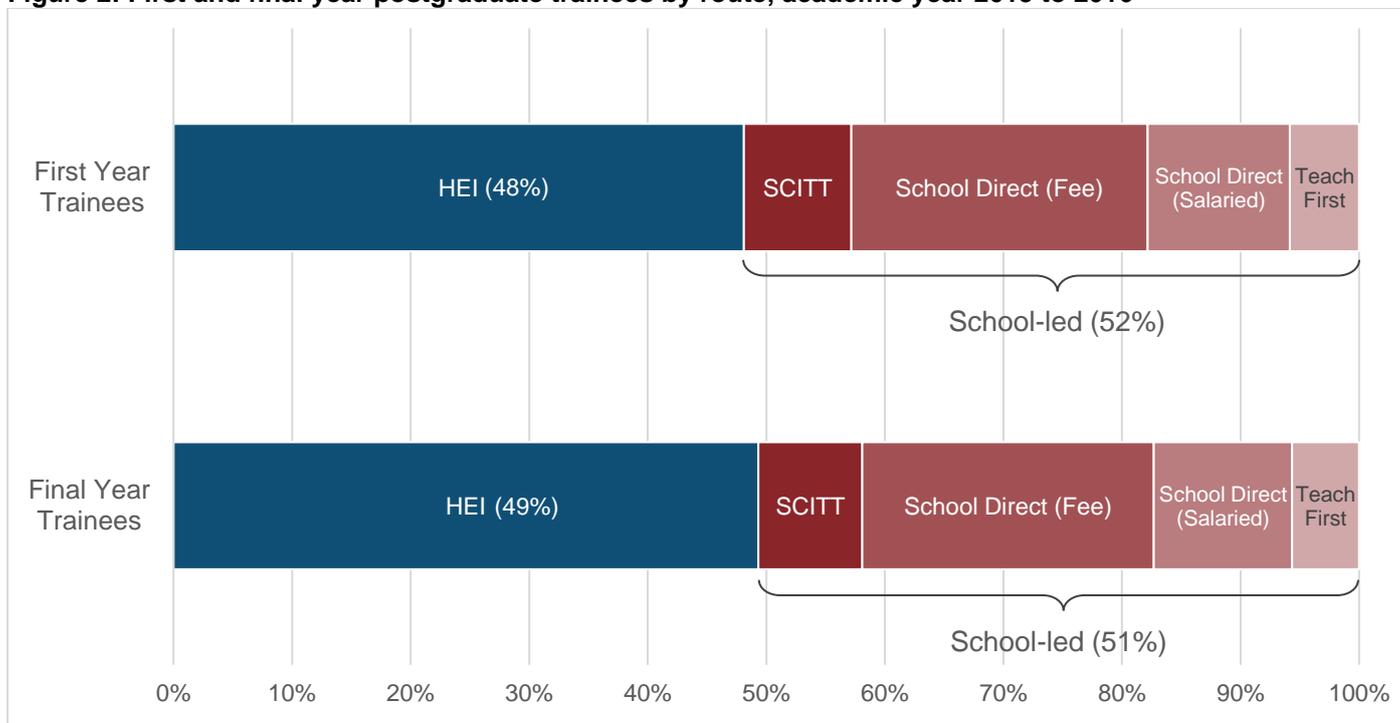
In the 2015 to 2016 academic year, 51 per cent of final year postgraduate trainees were on a school-led route.

Of the 14,387 final year postgraduate trainees on a school led route in the 2015 to 2016 academic year, 49 per cent were training to teach through the School Direct (Fee) route, 23 per cent through the School Direct (Salaried) route, 17 per cent through a SCITT route, and 11 per cent through the Teach First route.

## First and final year trainees by route

Figure 2 summarises the proportions of first and final year postgraduate trainees on each route.

**Figure 2: First and final year postgraduate trainees by route, academic year 2015 to 2016**



### 3. Outcomes of final year trainees

Of the 28,396 final year postgraduate trainees in the 2015 to 2016 academic year, 91 per cent were awarded Qualified Teacher Status (QTS). This compares with 92 per cent in the 2014 to 2015 academic year.

Of those awarded QTS, and excluding those with an unknown employment status, 95 per cent were in a teaching post within 6 months. This is the same as the figure in the 2014 to 2015 academic year.

There were 5,635 final year undergraduate trainees in the 2015 to 2016 academic year and overall 91 per cent achieved QTS. This rate has increased from 85 per cent in the 2014 to 2015 academic year.

Of those awarded QTS, and excluding those with an unknown employment status, 91 per cent were in a teaching post within 6 months. This is a decrease from 93 per cent in the 2014 to 2015 academic year.

#### Outcomes of postgraduate and undergraduate trainees by route

Figure 3 shows the QTS outcomes of final 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.

Some trainees in their expected final year of course were yet to complete the course at the end of the academic year<sup>1</sup>. 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 5 per cent.

6 per cent of final year postgraduate trainees on an HEI-led route completed the course without being awarded QTS, compared to 5 per cent of trainees on school-led routes. 4 per cent of final year undergraduate trainees completed the course without being awarded QTS.

**Figure 3: QTS award status for postgraduate and undergraduate final year trainees by route for the 2015 to 2016 academic year**

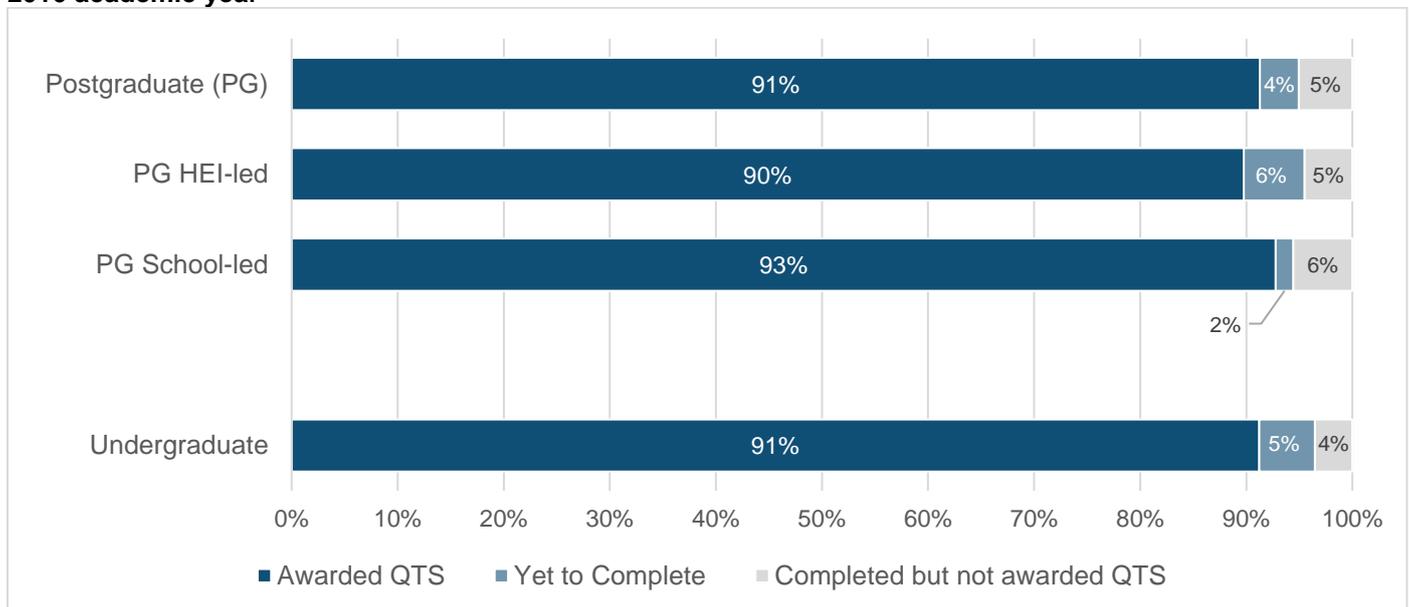


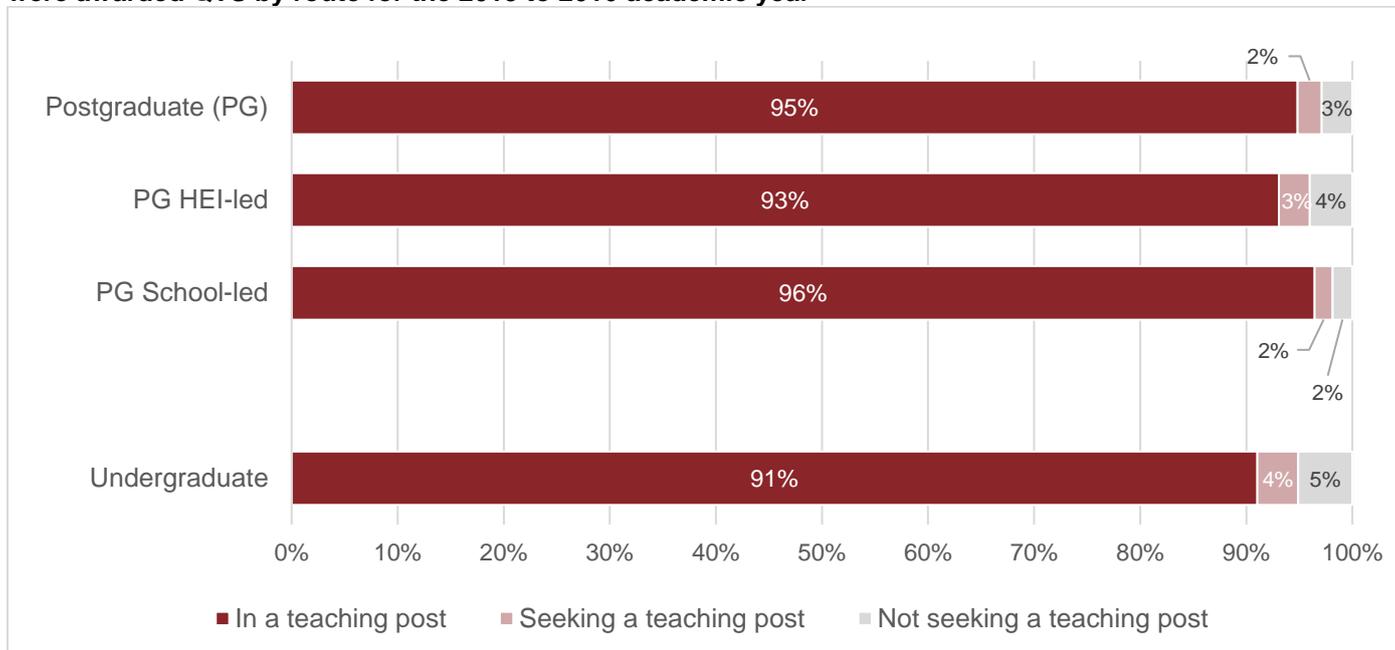
Figure 4 shows the employment status within 6 months for final year postgraduate and undergraduate trainees who were awarded QTS.

<sup>1</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.

The proportion of those awarded QTS and in a teaching post<sup>2</sup> 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.

The proportion of trainees awarded QTS and not seeking a teaching post was 3 per cent for postgraduates and 5 per cent for undergraduate final year trainees. School-led postgraduate routes were 2 percentage points lower compared to postgraduate HEI routes.

**Figure 4: Employment status within 6 months for postgraduate and undergraduate final year trainees who were awarded QTS by route for the 2015 to 2016 academic year<sup>3</sup>**



### Outcomes of final year postgraduate trainees by subject

Figure 5 shows QTS and employment outcomes by the subject the trainee aims to teach. The proportion of final year postgraduates awarded QTS ranged from 84 per cent for Computing to 96 per cent for Drama and Physical Education. Secondary subjects taken together had a QTS achievement rate of 92 per cent.

The proportion of final year trainees awarded QTS who were in a teaching post within 6 months varied between 91 per cent for Business Studies and Physics, to 97 per cent for Classics, English and Geography. Secondary subjects taken together had an employment rate of 94 per cent.

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

<sup>2</sup> Includes schools which are maintained, non maintained, and sector not known.

<sup>3</sup> When calculating proportions "in a teaching post", "seeking a teaching post" and "not seeking a teaching post" we exclude those with an unknown employment status from those awarded QTS.

**Figure 5: Final year postgraduate trainees, proportion awarded QTS and proportion in a teaching post within 6 months by subject, 2015 to 2016 academic year**

	<b>Total final year trainees</b>	<b>Awarded QTS</b>	<b>In a teaching post<sup>4</sup></b>
<b>All Primary and Secondary</b>	<b>28,396</b>	<b>91%</b>	<b>95%</b>
Primary	12,817	91%	96%
<b>Secondary</b>	<b>15,579</b>	<b>92%</b>	<b>94%</b>
of which:			
Art & Design	492	95%	93%
Biology	1,064	90%	95%
Business Studies	198	x	91%
Chemistry	984	87%	93%
Classics	69	x	97%
Computing	507	84%	92%
Design & Technology	535	92%	95%
Drama	480	96%	96%
English	2,401	93%	97%
Geography	582	92%	97%
History	947	94%	95%
Mathematics	2,537	89%	92%
Modern & Ancient Languages	1,359	93%	92%
Music	372	95%	93%
Other	465	93%	92%
Physical Education	1,465	96%	94%
Physics	710	85%	91%
Religious Education	412	91%	96%

### Outcomes of postgraduate trainees by their characteristics

Figure 6 shows the QTS award status of final year postgraduate trainees. The overall proportion of trainees awarded QTS as noted above, is 91 per cent. This proportion varies by characteristic, from 85 per cent for those with a declared disability, to 93 per cent for those aged under 25 and Females.

<sup>4</sup> When calculating proportions “in a teaching post”, we exclude those with an unknown employment status from those awarded QTS.

**Figure 6: QTS award status of final year postgraduate trainees, by characteristics for the 2015 to 2016 academic year<sup>5,6</sup>.**

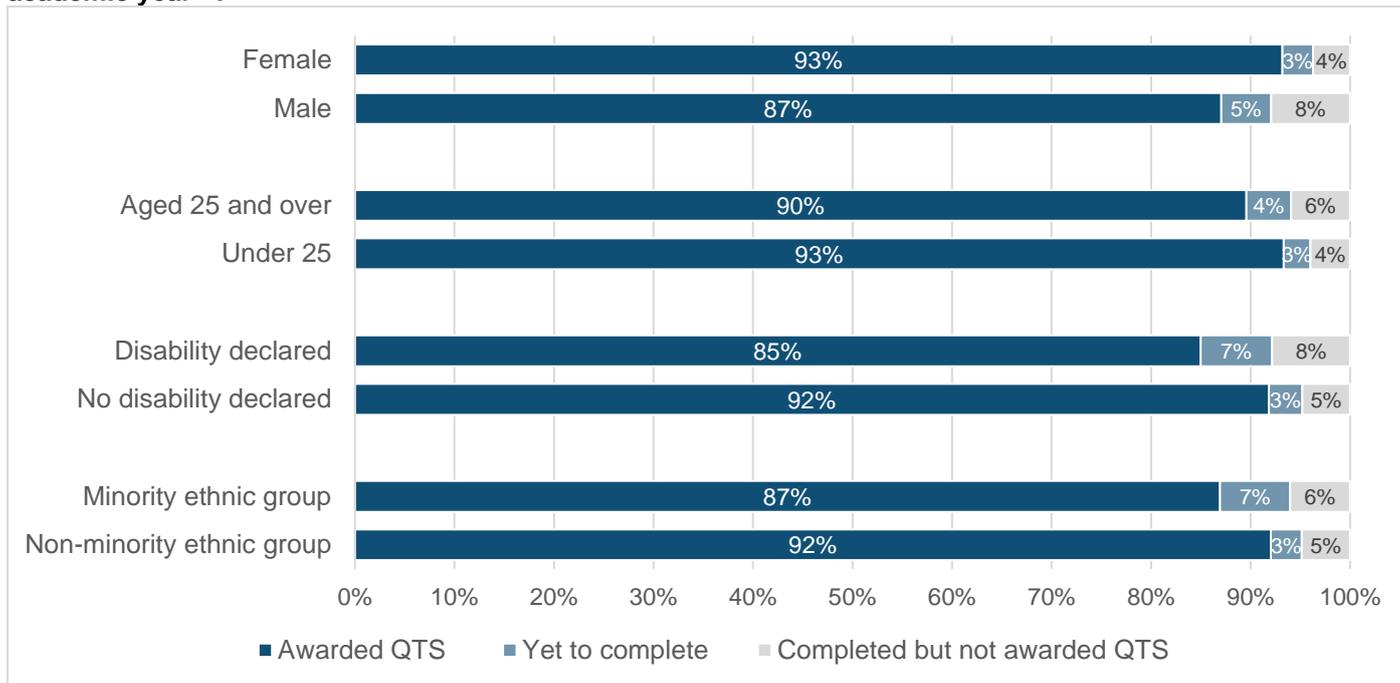
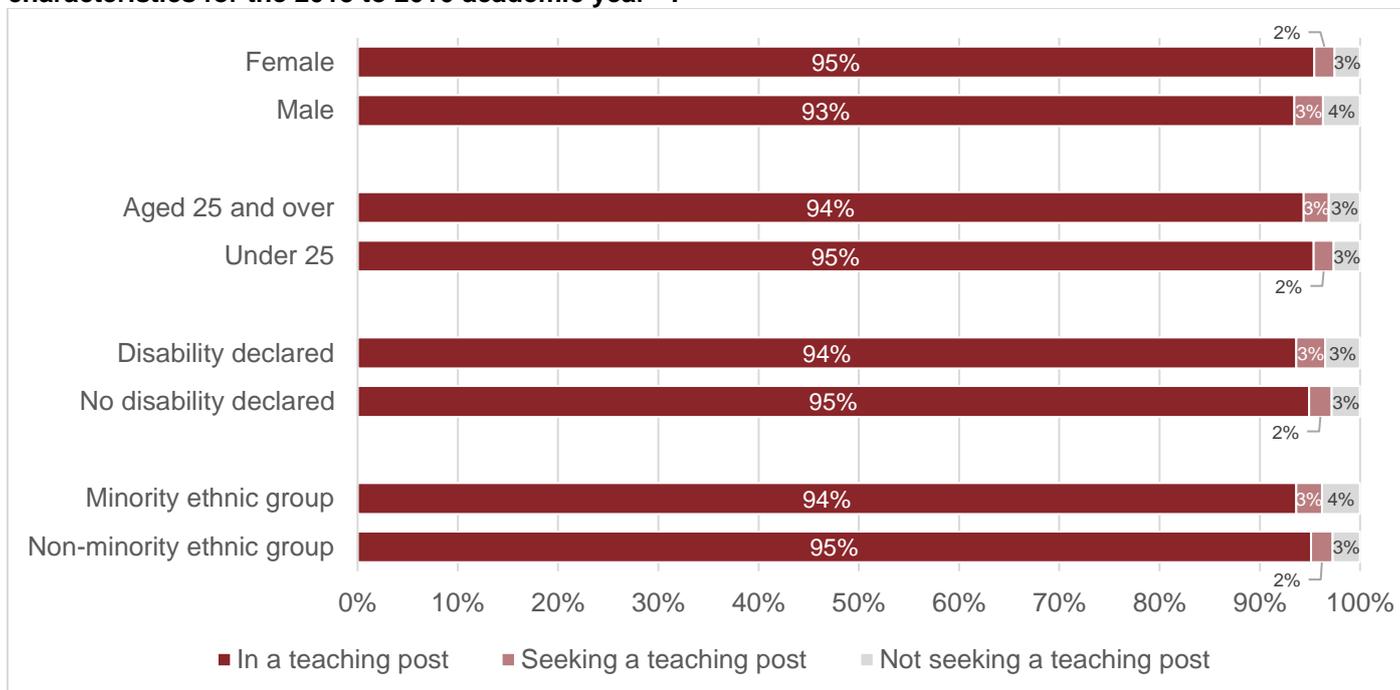


Figure 7 shows the employment outcomes within 6 months of final year postgraduate trainees who were awarded QTS. There was little variation between trainee characteristics, which varied between 93 and 95 per cent.

**Figure 7: Employment status within 6 months of final year postgraduate trainees who were awarded QTS, by characteristics for the 2015 to 2016 academic year<sup>5,6</sup>.**



<sup>5</sup> Those with an unknown disability status or ethnicity are not included in this chart.

<sup>6</sup> When calculating proportions "in a teaching post", "seeking a teaching post" and "not seeking a teaching post" we exclude those with an unknown employment status from those awarded QTS.

## Outcomes of postgraduate trainees by region of the provider

Figure 8 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 87 per cent for non-regional providers to 94 per cent in the East of England. Proportions in a teaching post within 6 months varied from 91 percent for non-regional providers, to 96 per cent in the East of England, the South East, the West Midlands and Yorkshire and the Humber.

**Figure 8: Final year postgraduate trainees awarded QTS and employment outcomes within 6 months by region for the 2015 to 2016 academic year<sup>7</sup>.**

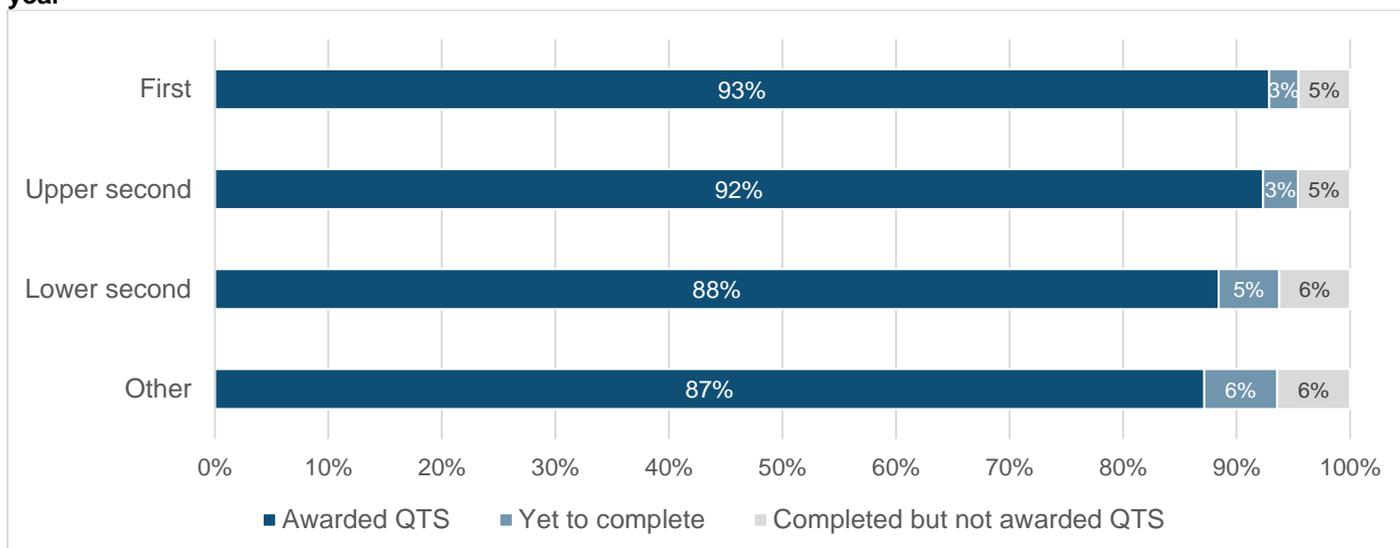
	Total final year trainees	Awarded QTS	In a teaching post <sup>8</sup>
East Midlands	2059	91%	95%
East of England	2298	94%	96%
London	5723	91%	95%
Non-regional providers	126	87%	91%
North East	1299	91%	92%
North West	4380	91%	93%
South East	4377	93%	96%
South West	2435	91%	94%
West Midlands	2825	90%	96%
Yorkshire and the Humber	2874	91%	96%

## Outcomes of postgraduate trainees by degree class

Figure 9 shows that 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 higher proportion of trainees yet to complete the course, or who completed without being awarded QTS, for those with a lower second or other degree class.

**Figure 9: QTS outcomes of final year postgraduate trainees by UK degree class for the 2015 to 2016 academic year<sup>9</sup>**



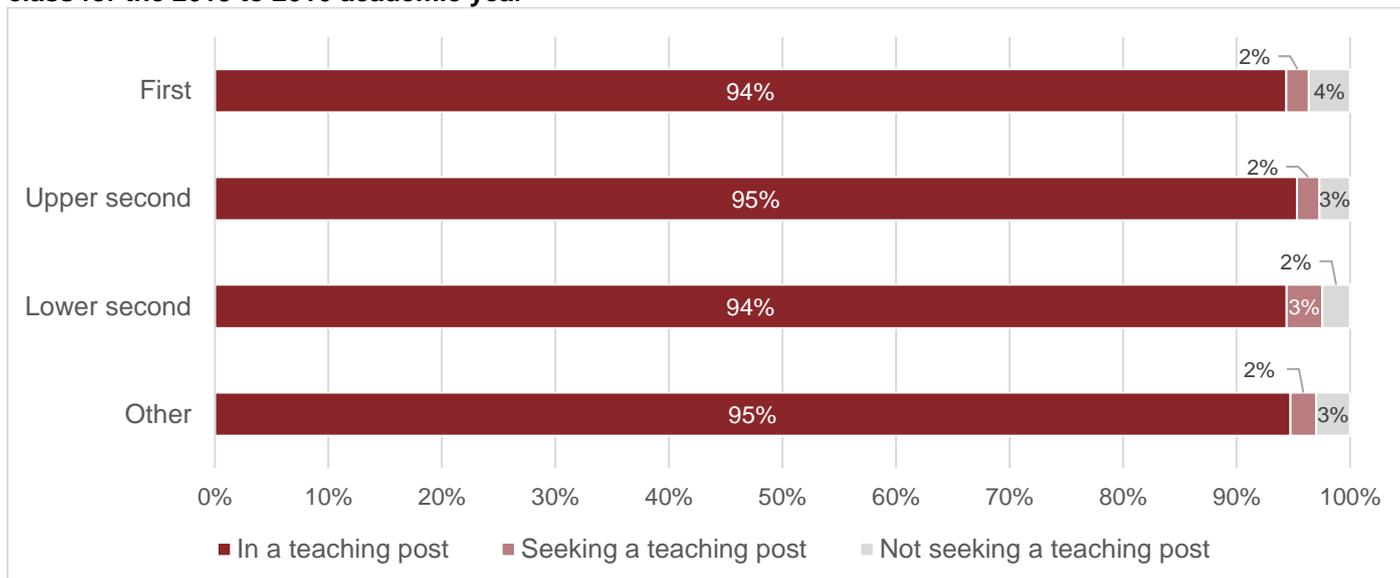
<sup>7</sup> The location of the provider is used to generate the region. This does not necessarily correspond to the location of the training, or to where trainees go on to teach.

<sup>8</sup> When calculating the proportion "in a teaching post", we exclude those with an unknown employment status from those awarded QTS.

<sup>9</sup> UK degrees only, excludes unknown degree class

Figure 10 shows that there was little variation in the proportion of final year postgraduate trainees awarded QTS in a teaching post within 6 months. This was between 94 and 95 per cent for each degree class.

**Figure 10: Employment outcomes within 6 months of final year postgraduate trainees awarded QTS by degree class for the 2015 to 2016 academic year<sup>10</sup>**



## 4. 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 2017.

For the academic year 2015 to 2016, we received data from 229 providers. There were 158 SCITTs, and 71 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 National Statistics Code of Practice requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the Department for Education protect confidentiality. Data are anonymised, with cases fewer than 3 being marked with 'x' to ensure that individual trainees cannot be identified. Numbers are unrounded. In some cases, secondary suppression is applied to ensure the suppression cannot be calculated, in line with the [Department for Education's Statistical Policy Statement on Confidentiality](#).

### Quality assurance

Data for the ITT performance profiles are completed, reviewed and signed off by a designated person at each provider. The publication production team carry out a number of quality checks throughout the data entry process. The data is then fully extracted, quality assured, and any queries raised with providers for possible correction.

<sup>10</sup> UK degrees only, excludes unknown degree class. When calculating proportions "in a teaching post", "seeking a teaching post" and "not seeking a teaching post" we exclude those with an unknown employment status from those awarded QTS.

## **Inclusion in the ITT performance profiles**

There are filters applied to ensure we capture valid trainees:

- Trainees are in their first year or their final year.
- Trainees were valid (they were not dormant, they turned up for their courses and they did not defer).
- Trainees were not excluded (see below)

Please note that all data is as reported by ITT Providers to the Department through the Data Management System (DMS). As data cannot be amended once the performance profiles collection has closed, this means the data may include a small number of figures that are a result of administrative errors not identified before data were signed-off by providers.

Teach First routes were reported separately to postgraduate totals in previous publications. For the first time, this publication includes Teach First in postgraduate totals. This reflects the methodology for the Teacher Supply Model and the Initial Teacher Training Census for the 2015 to 2016 academic year.

## **Trainees excluded from this report**

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 this report and accompanying tables exclude:

- Assessment Only trainees – This route is for experienced teachers with a degree and those with a teaching qualification from different countries, who have not yet received 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 TSM target.
- 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 this publication.
- 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.

## 5. Proposed improvements to ITT statistics

### Background

This section details proposed changes to the way the Department for Education publishes statistics about trainees undertaking initial teacher training. We would welcome feedback from users on this proposal.

The proposed changes are designed to make initial teacher training statistics clearer and more focused:

#### Clarification of the purpose of different ITT statistics publications

The difference between 'new entrants to ITT', 'first year' trainees and 'final year' trainees 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 publications will focus on reporting statistics about final year trainees only, with the ITT Census focusing on statistics about first year trainees.

There are currently two separate statistical publications about trainees on an ITT programme each year:

- **Initial teacher training: trainee number Census**<sup>11</sup> – This provides a provisional snapshot of the number of 'new entrants' to ITT at the start of the current academic year (for example, statistics about new entrants to ITT in the 2016 to 2017 academic year were published in November 2016). This is often used to monitor how many trainees have been recruited against the Teacher Supply Model (TSM) targets, and includes only trainees recruited between the start of the academic year and the 'Census date' (the second Wednesday in October). Statistics are provisional until the next publication (1 year later) in which they are revised, as providers can amend their data returns until the end of the academic year, to:
  - allow for the correction of errors identified after the collection has closed
  - provide data that was unavailable during the original collection
  - allow collection of data on trainees starting part way through the academic year
- **Initial teacher training performance profiles**<sup>12</sup> – This provides statistics about trainees who were in their first year of course or final year of course in the previous academic year (for example, statistics about first and final year trainees in the 2015 to 2016 academic year are published in July 2017). The main purpose of the publication is to report how many final year trainees were awarded QTS, and how many found employment in a teaching role within 6 months.

There are four groups reported within these two publications:

- **'New entrant (provisional)'** – this group includes those who are reported to start between 1 August and the second Wednesday of October in the academic year in question, and are reported in the ITT Census in November of that academic year (for example, a trainee starting on 1 September 2016 would have been included in the ITT Census in November 2016 as a new entrant (provisional)).
- **'New entrant (revised)'** – this group is similar to the provisional group, but after ITT providers have amended, corrected and finalised their data (a trainee starting on 1 September 2016 will be included in the ITT Census in November 2017 as a new entrant (revised) in academic year 2016 to 2017).

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<sup>11</sup> The latest version of the ITT Census, for academic year 2016 to 2017 can be found here:

<https://www.gov.uk/government/statistics/initial-teacher-training-trainee-number-census-2016-to-2017>

<sup>12</sup> The latest version of the ITT Performance Profiles, for academic year 2015 to 2016 can be found here:

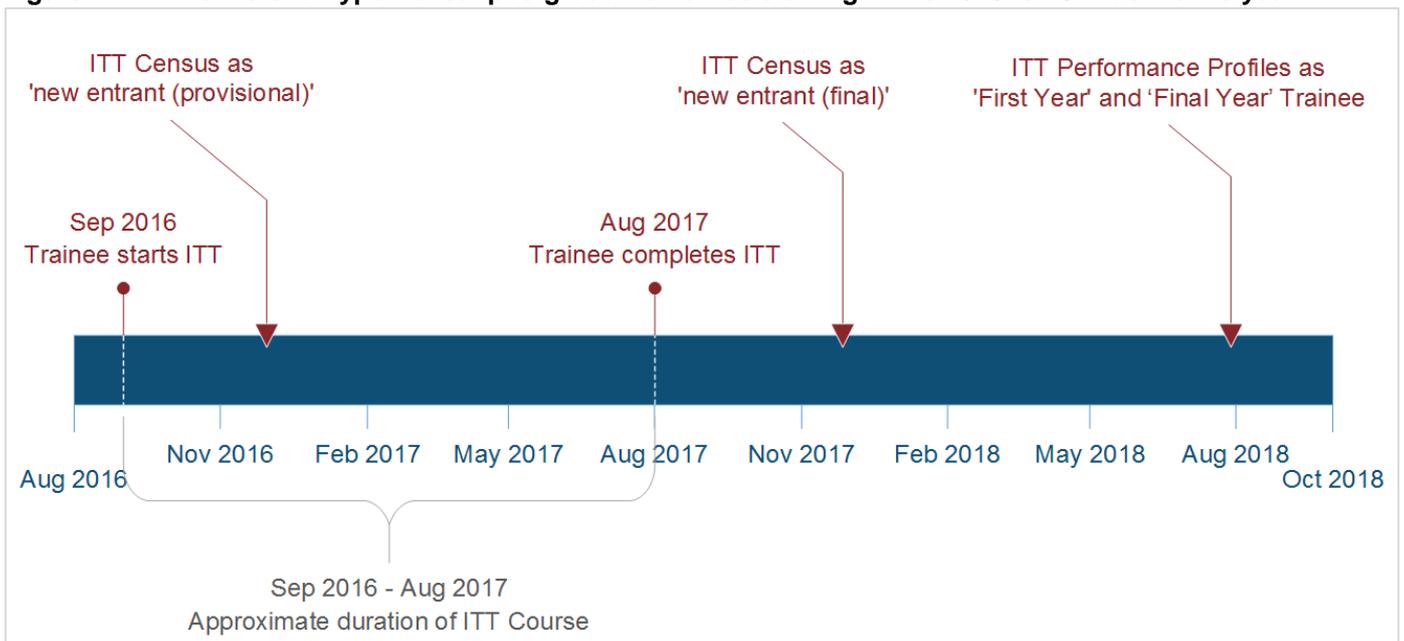
<https://www.gov.uk/government/statistics/initial-teacher-training-performance-profiles-2015-to-2016>

- **‘First year trainee’** – this group includes all trainees starting an ITT course in the previous academic year, and they are reported in the ITT Performance Profiles (a trainee starting on 1 September 2016 (2016 to 2017 academic year) will be included in the ITT Performance Profiles in July 2018). This measures a similar body of people to ‘new entrants’ in the ITT Census, but this data is collected separately and after the academic year has passed. This group also includes all trainees who were in the first year of an ITT course across the academic year in question, rather than those starting between 1 August and the second Wednesday of October.
- **‘Final year trainee’** – this group includes all trainees in the final year of an ITT course in the previous academic year, and they are reported in the ITT Performance Profiles (a trainee in their final year in the 2016 to 2017 academic year will be included in the ITT Performance Profiles in July 2018). For those on a standard postgraduate ITT course, lasting for one year (the majority of trainees), they would be included in both the first year and final year groups for the academic year in question.

The ITT Performance Profiles publishes information about trainee characteristics (age, disability status, ethnicity and gender) for ‘first year’ trainees in the detailed data tables, but does not publish information in such detail for ‘final year’ trainees. Therefore, three sets of statistics about characteristics are published for the same trainees starting ITT. Conversely, very limited statistics about characteristics are currently published for final year trainees.

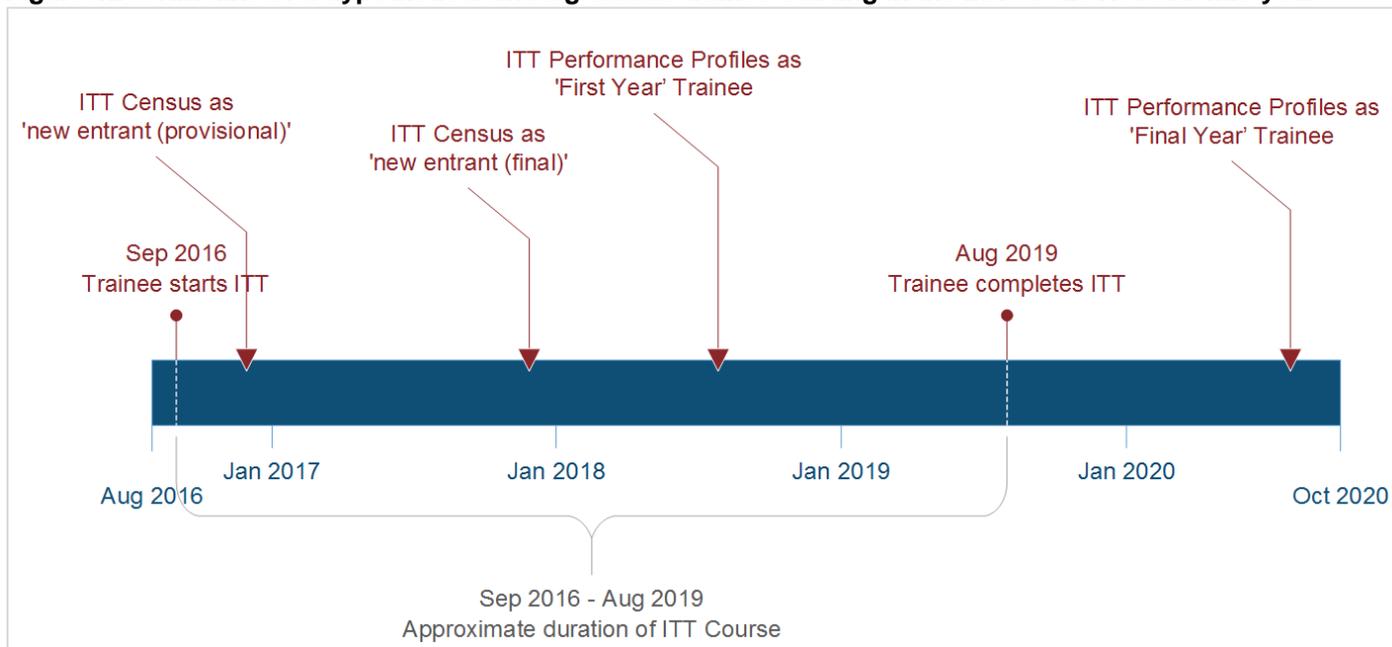
The current reporting of trainees means that most postgraduate trainees on a one-year course are reported in four separate groups, at three separate points in time. Most undergraduate trainees are reported in four separate groups at four separate points in time. This is illustrated for both postgraduate and undergraduate trainees in Figures 11 and 12 below:

**Figure 11 – Timeline of a hypothetical postgraduate trainee starting in the 2016 to 2017 academic year<sup>13</sup>**



<sup>13</sup> Figure 11 illustrates the points at which a typical postgraduate trainee starting ITT in September 2016 will be reported in ITT publications. This timeline is an illustration and will vary for individual trainees. Dates at which trainees start and complete ITT courses will vary by provider and route.

**Figure 12 – Timeline of a hypothetical undergraduate trainee starting in the 2016 to 2017 academic year<sup>14</sup>**



## Proposal

We are proposing to stop reporting 'first year' trainees in the ITT Performance Profiles. This would focus the ITT Performance Profiles publication on the QTS and employment outcomes of final year trainees.

We propose to retain all the existing breakdowns we currently publish (degree class, trainee characteristics, subject etc.), but these would relate to final year trainees rather than first year trainees across the publication.

The ITT Census would continue to report new entrants in each academic year, ensuring it is the definitive source of statistics about those starting an ITT programme.

Under this proposal, there would be three groups reported across the two publications for both postgraduate and undergraduate trainees:

- **'New entrant (provisional)'** – ITT Census in November of the academic year the trainee starts.
- **'New entrant (revised)'** – ITT Census one year after the academic year the trainee starts (to allow correction of data input errors and supply any information not available at the time of data collection for the 'provisional' group).
- **'Final Year'** – ITT Performance Profiles in July the year after the academic year the trainee is in their final year of course.

We believe this proposal will simplify ITT statistics and provide much more detailed information about final year trainees than is currently available.

## Your Views

We would like to collect your views on whether the proposal to publish statistics about initial teacher training in the format outlined above in the ITT Performance Profiles for the 2016 to 2017 academic year (published in July 2018) will result in a publication that continues to meet your needs. In particular:

<sup>14</sup> Figure 12 illustrates the points at which a typical undergraduate trainee starting ITT in September 2016 will be reported in ITT publications. This timeline is an illustration and will vary for individual trainees. Dates at which trainees start and complete ITT courses will vary by provider and route.

- 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?

The department would be grateful if you could submit any feedback to [ittstatistics.publications@education.gov.uk](mailto:ittstatistics.publications@education.gov.uk) by 30 November 2017.

## 6. 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 first year trainee characteristics and final year trainee outcomes
Table 2	Qualifications on entry – first year postgraduates by degree class
Table 2a	Qualifications on entry (time series) – first year postgraduates by UK degree class
Table 3	Qualifications on entry - first year undergraduates
Table 3a	Qualifications on entry (time series) – first year undergraduates
Table 4	Characteristics of first year trainees
Table 4a	Characteristics of first year trainees (time series)
Table 5	Final year trainee QTS award status and employment outcome, within six months of gaining QTS
Table 5a	Final year trainee QTS award status and employment outcome, within six months of gaining QTS (time series)
Table 6	Final year postgraduate trainee QTS award status and employment outcome, within six months of gaining QTS, by subject
Table 6a	Final year postgraduate trainee QTS award status and employment outcome, within six months of gaining QTS, by subject (time series)
Table 6b	Final year postgraduate trainee QTS award status and employment outcome, within six months of gaining QTS, by bursary subject

### Provider-level tables

Table 7	Initial teacher training performance profiles at provider level, by region
Table 7a	Initial teacher training performance profiles at provider level, by route
Table 7b	Initial teacher training performance profiles at provider level, by subject phase

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

## 7. Further information is available

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

## 8. 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.

## 9. Get in touch

### Media enquiries

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