



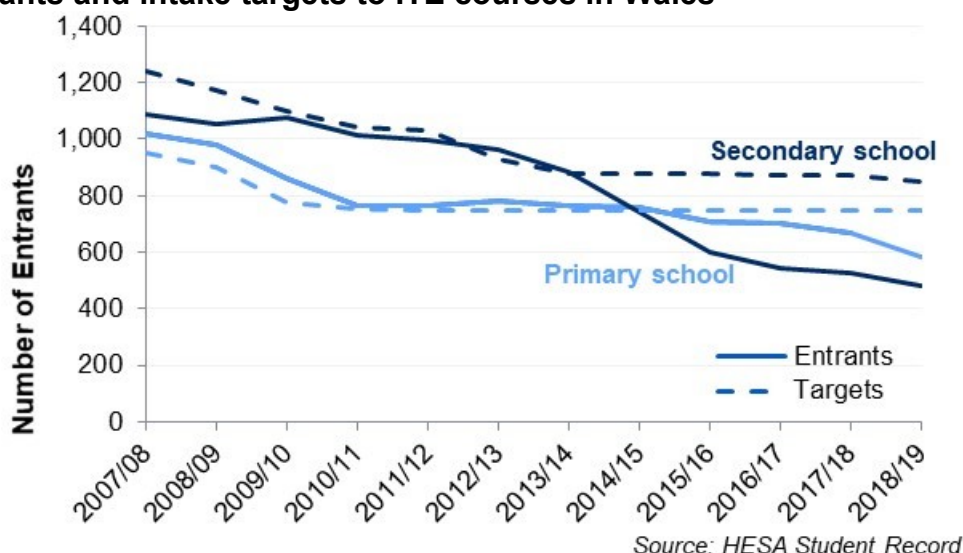
Initial Teacher Education Wales, 2018/19

25 June 2020
SB 19/2020

This bulletin provides information about students training to become teachers. It covers trainee teachers at universities in Wales and also students from Wales studying across the UK.

Initial Teacher Education (ITE) courses that lead to Qualified Teacher Status (QTS) are the main, but not only route to becoming a teacher. Other paths, such as the Graduate Teacher Programme and Teach First are not included in this bulletin. There are alternative employment-based routes to obtaining QTS, but these are not covered in this bulletin.

Entrants and intake targets to ITE courses in Wales



- The number of new secondary school trainee teachers was 44% lower than the target figure in 2018/19. The number of new primary school trainees was below the target for a fourth year (22% lower in 2018/19).
- There were 1,065 entrants to ITE courses in 2018/19; 585 on primary school courses and 480 on secondary school courses.
- There has been a fall in first year ITE students in Wales able to teach in Welsh for the fifth consecutive year, standing at 175 students in 2018/19. This accounts for 16% of the total number of first year ITE students in Wales.
- Science, Mathematics and PE are the most common subjects for entrants to secondary school ITE courses in Wales.
- Almost 9 out of every 10 new ITE students training in Wales were living in Wales before they started their degree.

About this bulletin

The data included here are taken from the Higher Education Statistics Agency's (HESA) Student Record and rounded in accordance with their strategy (see methodology section).

Unless otherwise stated, figures are entrants (first year student enrolments) to ITE courses for the 2018/19 academic year.

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Policy context

Targets for the 2018/19 academic year

Each year the Welsh Government and the Higher Education Council for Wales (HEFCW) set intake targets for ITE courses in Wales. The targets are set for numbers of trainees to teach at primary and secondary school levels, and for numbers of students studying postgraduate and undergraduate degrees. Postgraduate and PGCE are often used to mean the same thing, despite subtle differences. See 'Degree type' in [Definitions](#) for more information.

Policy History

Between 2005/06 and 2013/14, the Welsh Government aimed to reduce the number of people taking ITE courses, to better match the needs of schools in Wales. This was in response to a Review of Initial Teacher Training Provision in Wales. In 2014, Professor John Furlong was appointed as the Initial Teacher Education and Training Adviser for Wales, publishing [Teaching Tomorrow's Teachers](#) in 2015. Details of new accredited ITE programmes to be delivered from September 2019 were published in a [Written Ministerial Statement](#).

Initial Teacher Education (ITE) targets for courses in Wales, 2018/19

	PGCE	Other degree	Total
Primary School	450	300	750
Secondary School	785	86	871
<u>Total</u>	1,235	386	1,621

Source: [HEFCW](#)

Centres of Teaching Education

In the 2018/19 academic year, there were three Centres of Teacher Education in Wales, formed from partnerships between universities:

- South-East Wales Centre – Cardiff Metropolitan University and University of South Wales
- South-West Wales Centre – University of Wales Trinity Saint David
- North and Mid Wales Centre – Aberystwyth University and Bangor University.

Incentives

Students can receive incentive grants for training in particular areas. Incentives range in value, depending on subject of course and qualifications of the student. These are determined annually by the Minister dependent on need in the sector.

Section A: Students in Wales

This section covers students studying ITE courses at Welsh Higher Education Institutions. It includes Welsh students attending ITE courses at the Open University, when they have provided courses. The data is for students starting their course – first year students. Information on ITE students in all years of their courses can be found on [StatsWales](#).

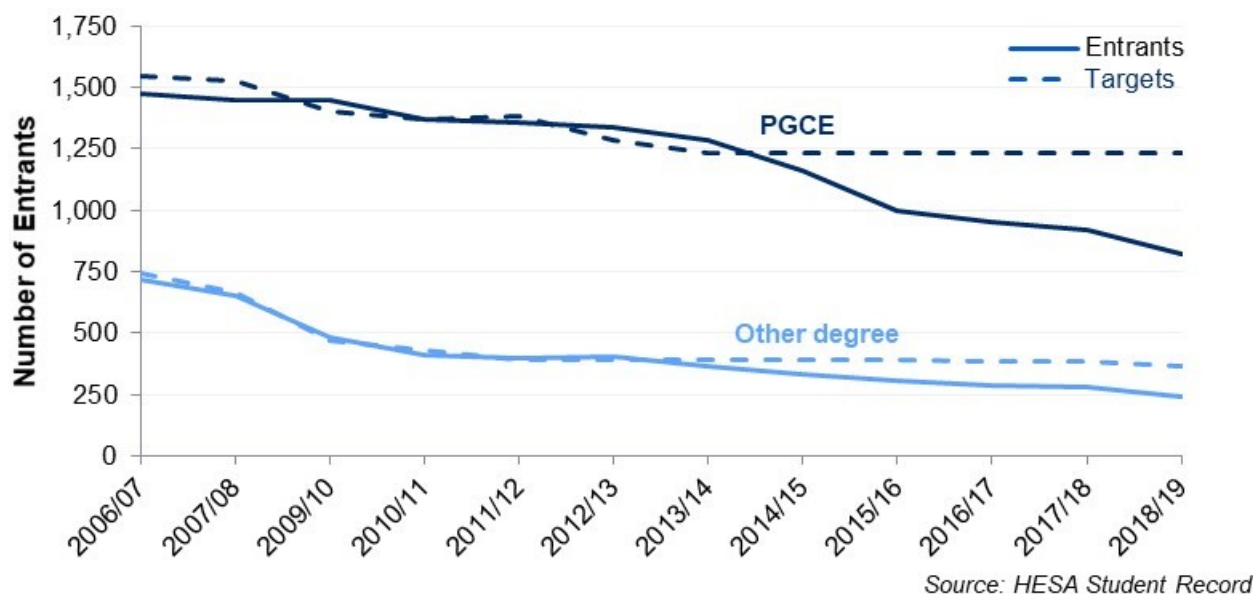
Table A.1: School level and degree type of entrants onto ITE courses in Wales, against targets

Primary School	2014/15	2015/16	2016/17	2017/18	2018/19
PGCE	465	440	425	430	375
Other Degree	290	270	270	245	210
Primary School Total	760	710	700	670	585
Primary School Target	750	750	750	750	750
Secondary school					
PGCE	695	560	530	495	450
Other Degree	45	35	20	35	30
Secondary School Total	740	600	545	525	480
Secondary School Target	880	880	871	871	851
Total Enrolments	1,500	1,310	1,245	1,200	1,065
Total Target	1,630	1,630	1,621	1,621	1,601

Source: HESA Student Record

[\[View the data\]](#)

- The target for primary courses was 750, but only 585 students enrolled. The target for secondary courses was 851, but only 480 students enrolled.
- The number of secondary school ITE entrants has declined in 2018/19 to 480 students, a 9% drop in entrants compared to 2017/18. For 2018/19, secondary intake was only at 56% of the target level.
- The number of primary school ITE entrants has also declined for 2018/19 to 585 students, a 13% drop in entrants compared to 2017/18. For 2018/19, primary intake was at 78% of the target level.
- For every 9 people who started training to be a teacher in 2017/18, only 8 people started in 2018/19.

Chart A.1: Degree type of entrants onto ITE courses in Wales

[\[View the data\]](#)

- 'Other degree' numbers matched targets closely between 2005/06 and 2012/13, but has since fallen increasingly short. Most 'other degree' ITE students study at primary school level.
- The target for PGCEs was missed by about a third (410) with 825 entrants in 2018/19.
- The target for 'Other degrees' was also missed by about a third (126) with 240 entrants.

Table A.2: Home country of entrants onto ITE courses in Wales

Home country		2014/15	2015/16	2016/17	2017/18	2018/19
<u>UK</u>	Wales	1,250	1,150	1,105	1,025	935
	England	200	110	105	105	85
	Scotland
	Northern Ireland	10	15	5	5	5
	Total UK	1,460	1,275	1,220	1,140	1,025
<u>Non-UK</u>	Other EU	25	15	10	15	.
	Non-EU	15	20	15	45	35

Source: HESA Student Record

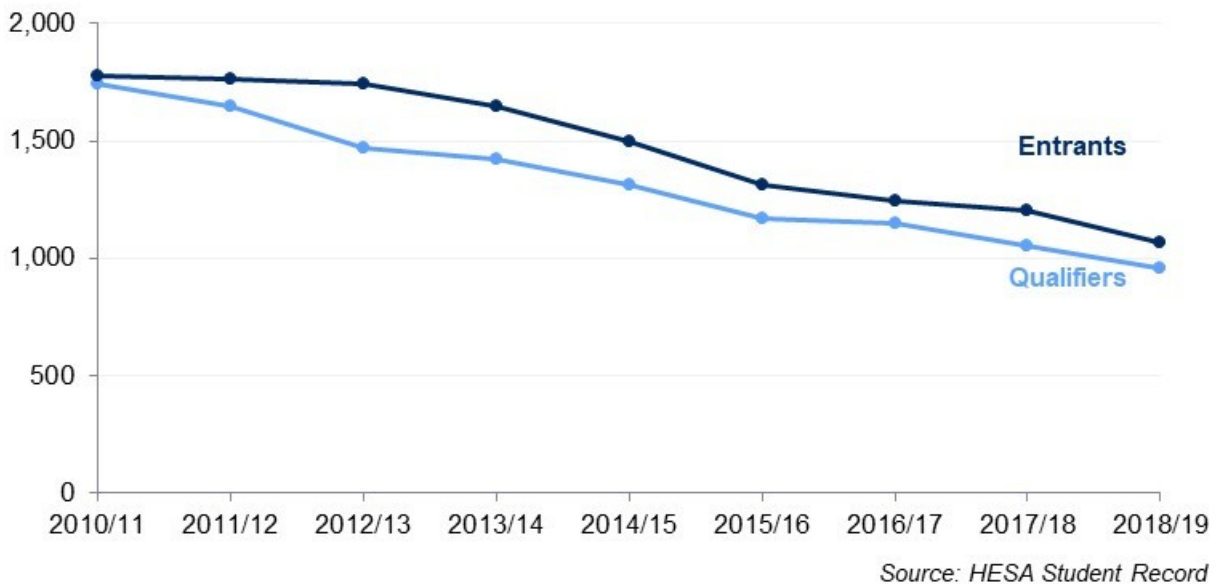
[\[View the data\]](#)

- The fall in ITE students in Wales is not due to falls in students coming from only one particular nation. Students from Wales fell between 2017/18 and 2018/19 by 90 students (9%), whilst students from England fell by 20 (19%).
- Almost 9 out of every 10 students (88%) beginning an ITE course in Wales in 2018/19 were living in Wales beforehand. In 2017/18, it was at a similar rate (85%).

Section B: Qualifiers in Wales

Qualifiers are those who received a qualification from an ITE course in that year. Only those who achieved Qualified Teacher Status (QTS) are included.

Chart B.1: Qualifiers from ITE courses in Wales compared to entrants



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- Trends in qualifiers are similar to trends in people starting ITE courses, as most ITE courses last one year.
- In 2018/19, 955 people successfully qualified from an ITE course in Wales and 1,065 started one.

Table B.1: School level of qualifiers from ITE courses in Wales

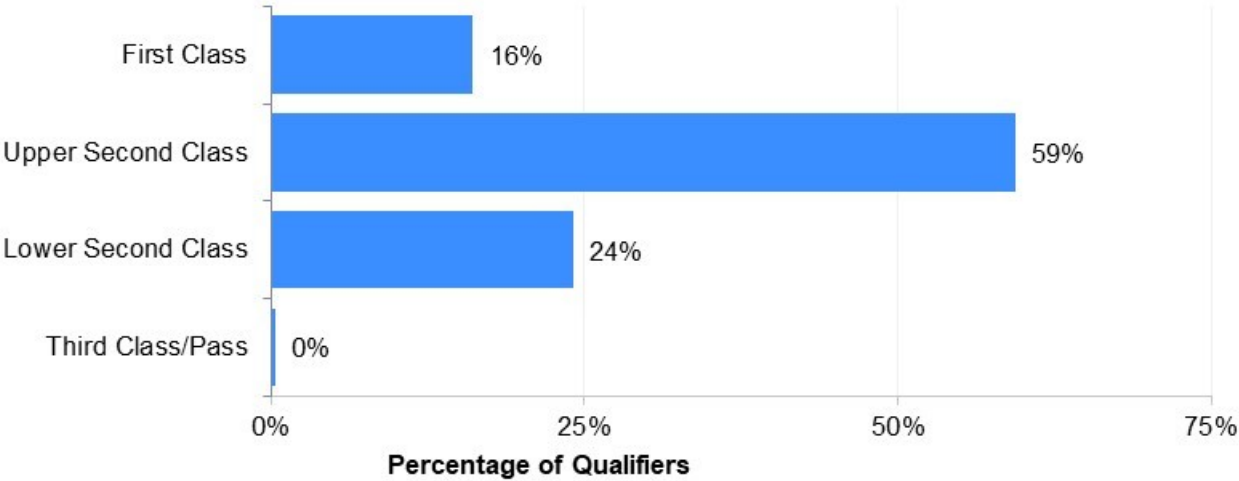
	2014/15	2015/16	2016/17	2017/18	2018/19
Primary School	625	640	640	605	550
Secondary school	685	530	505	450	405
Total	1,310	1,170	1,145	1,055	955

Source: HESA Student Record

[\[View the data\]](#)

- 100 fewer students gained Qualified Teacher Status in 2018/19 than in the previous year, continuing a downwards trend. This should be taken in the context of the decreasing trend of new ITE entrants in Wales.

Chart B.2: Class of degree for non-PGCE qualifiers on ITE courses in Wales in 2018/19



Source: HESA Student

[View the data](#)

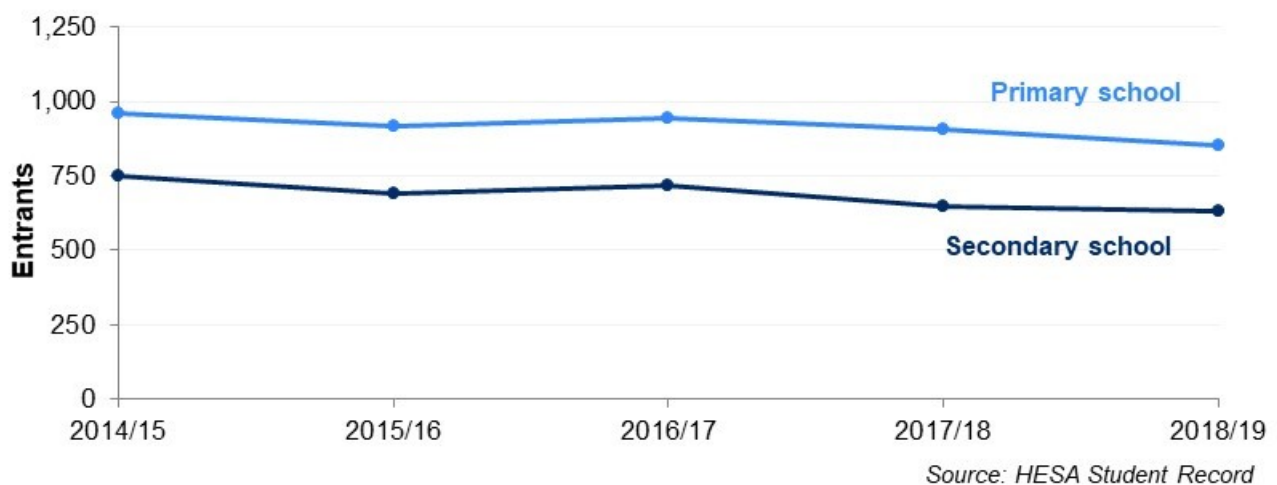
- 16% (35 students) of qualifiers in Wales received a First Class Honours teaching degree.
- More than 7 out of every 10 people (76%) who qualified with a teaching degree in Wales received an Upper Second Class Honours (2-1) or higher in 2018/19.

Section C: Students from Wales studying in the UK

This section covers students who came from Wales and studied ITE courses in the UK, both in Wales and elsewhere. Someone came from Wales if their home address was in Wales **before** they started the course (see 'students from Wales' in definitions section).

Traditionally, the most interest has been in students studying ITE courses in Wales, wherever they came from. This is because ITE courses in Wales teach the Welsh curriculum, which is different to other UK nations. However, information on [destinations of ITE students](#) suggests that many return to their home country to start teaching. This means students from Wales learning to teach elsewhere in the UK may return to Wales when they start teaching.

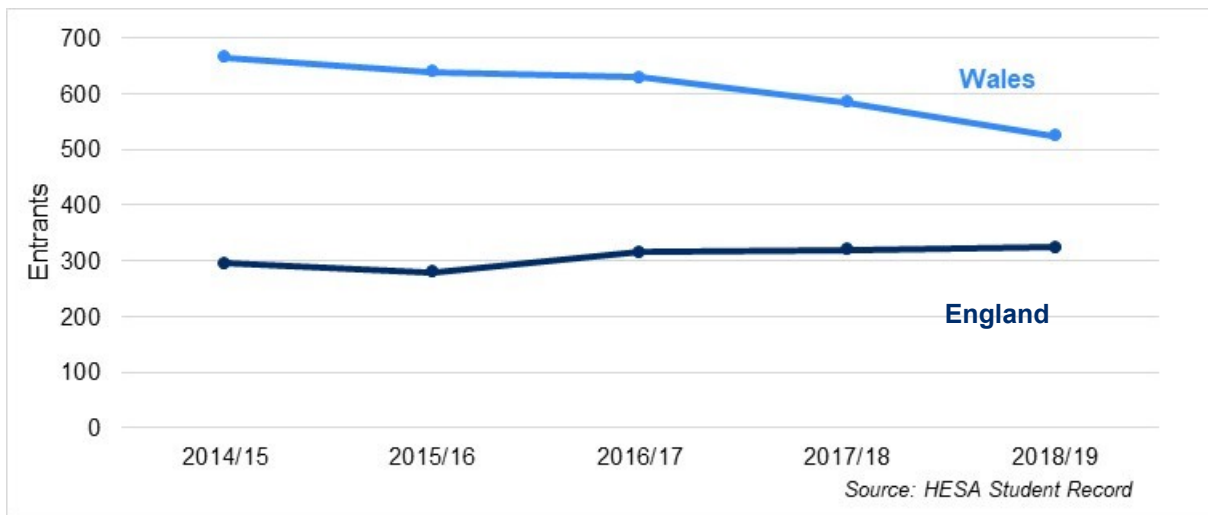
Chart C.1: Entrants from Wales on ITE courses in the UK split by primary and secondary teaching level



[\[View the data\]](#)

- Similar to students training in Wales, the number of students from Wales studying in the UK fell slightly for both the primary and secondary school levels. Primary school level entrants fell from 905 in 2017/18 to 855 in 2018/19 and secondary school level entrants fell from 650 in 2017/18 to 630 in 2018/19.

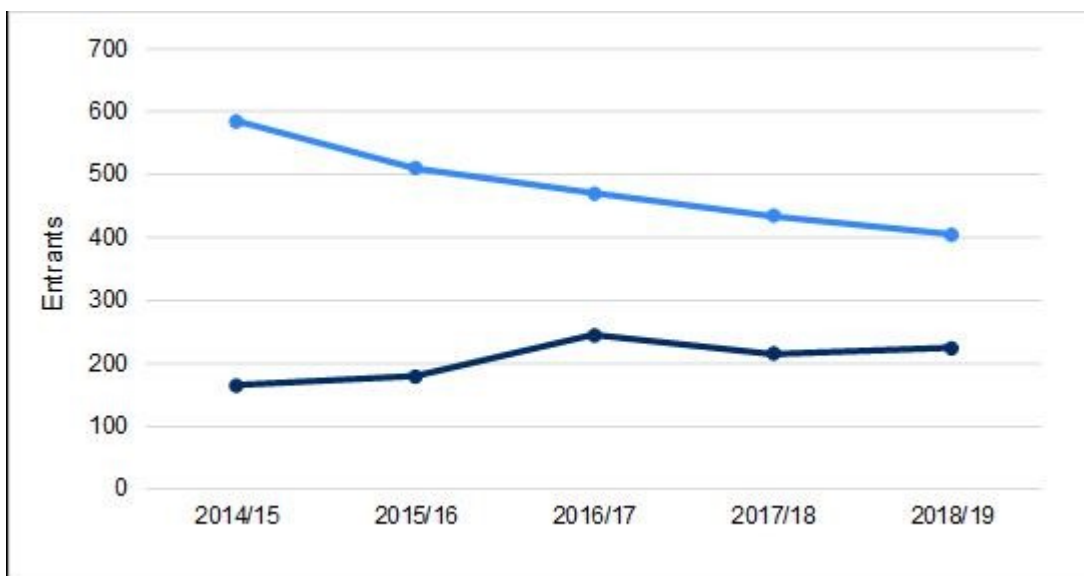
Chart C.2: First years from Wales on primary level ITE courses in the UK by country of study, 2014/15 to 2018/19



[\[View the data\]](#)

- The number of students from Wales choosing to study ITE at primary level in Wales has continued to decline for 2018/19 (down 60 students from 2017/18). Whereas, those choosing to study in England has remained stable (up 5 students from 2017/18).

Chart C.3: First years from Wales on secondary level ITE courses in the UK by country of study, 2014/15 to 2018/19



Source: HESA Student Record

[\[View the data\]](#)

- The number of ITE entrants from Wales on secondary school courses in Wales dropped by 7% (30 students) in 2018/19 compared to 2017/18; the number starting to train in England, however, increased by 5% (10 students) over the same period.
- Whilst the proportion of students from Wales starting to train as secondary school teachers in England has increased over the last 5 years (19 % 850 students in 2013/14, compared to 36% of 630 students in 2018/19), this does not however imply that there will be a future shortage of teachers in Wales. Analysis has shown that trainee teachers are likely to return to their home regions after training is completed.

Table C.2: Home region and country of study of first years from Wales on ITE courses in the UK, 2018/19

Home region	Country of study		Total
	Wales	England	
North Wales	150	245	395
Mid and South West Wales	325	110	435
Central South Wales	295	120	415
South East Wales	160	80	240
Total (a)	935	555	1,490

Source: HESA Student Record

(a) Students from Wales studying in Northern Ireland or Scotland have been included in the totals.

[\[View the data\]](#)

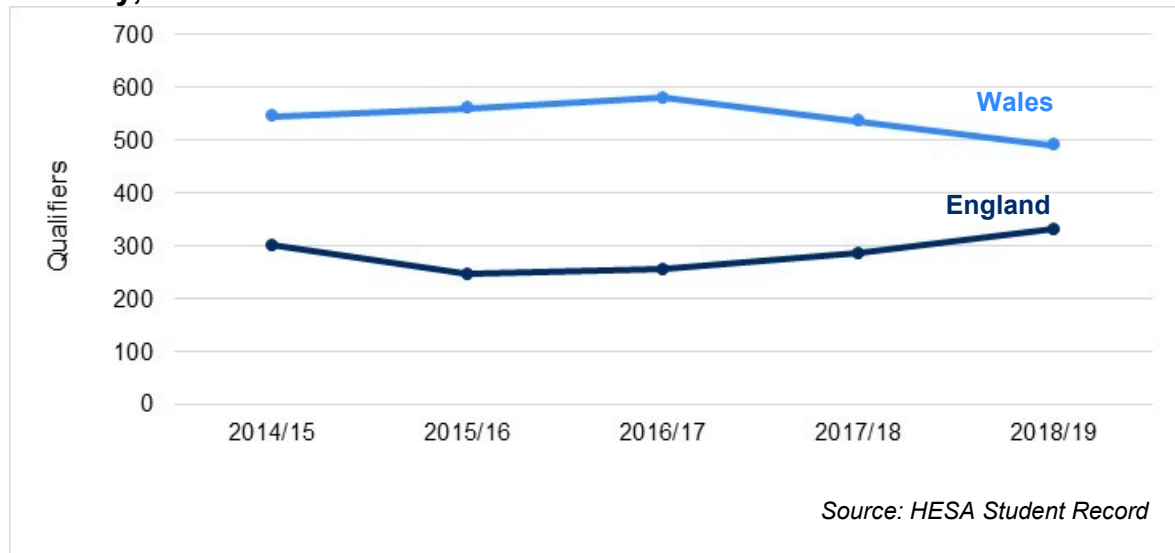
- Almost two thirds (62%) of new ITE students from North Wales studied in England. South East Wales region was the next highest, with around 1 in 3 (33%) new ITE students studying in England.
- Mid and South West Wales sent the lowest proportion of 1 in 4 (25%) new ITE students to England. Mid and South West Wales is made up of Powys, Ceredigion, Pembrokeshire, Carmarthenshire, Swansea and Neath Port Talbot.

Section D: Qualifiers from Wales studying in the UK

This section covers students that came from Wales and qualified from ITE courses in the UK, both Wales and elsewhere in the 2018/19 academic year.

[Section B](#) gives some information on the definition of qualifiers. [Section C](#) has some background on students from Wales.

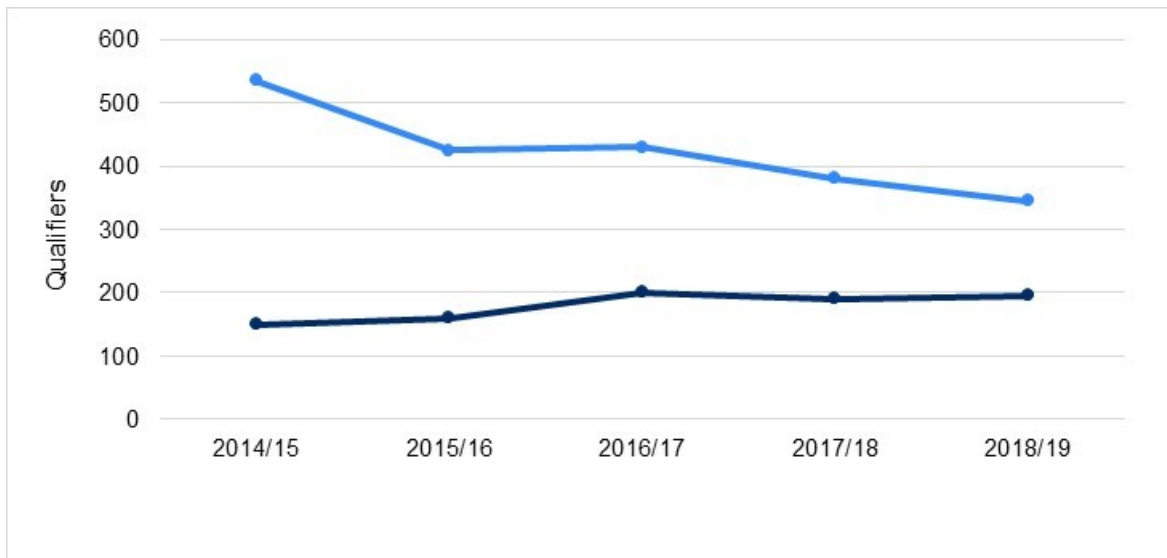
Chart D.1: Qualifiers from Wales on primary level ITE courses in the UK by country of study, 2014/15 to 2018/19



[\[View the data\]](#)

- In Wales, the total number of primary ITE students achieving Qualified Teacher Status fell in 2018/19 to 490 qualifiers (from 535 in 2017/18). This was mainly due to a decrease in Welsh people choosing to study in Wales.
- For those studying in England, the number of qualifiers increased in 2018/19 to 330 (from 285 in 2017/18). This can be explained by the increase in Welsh students choosing to study in England.

Chart D.2: Qualifiers from Wales on secondary level ITE courses in the UK by country of study, 2014/15 to 2018/19

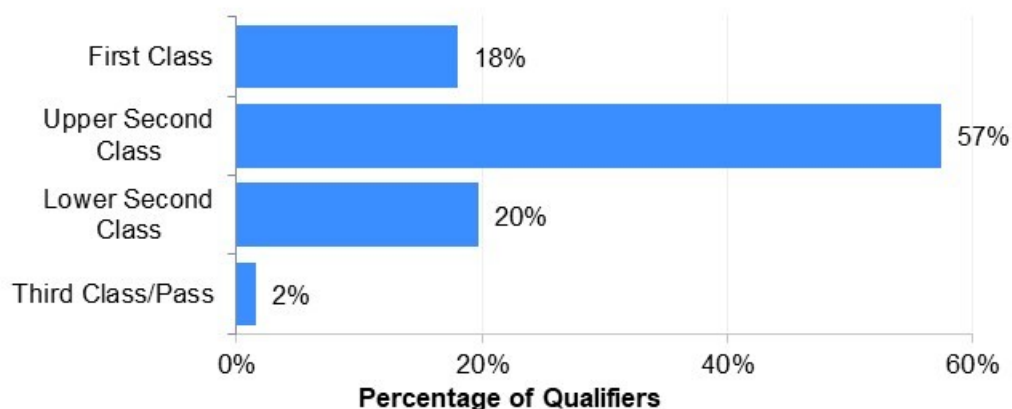


Source: HESA Student Record

[\[View the data\]](#)

- In Wales, the total number of secondary ITE students achieving Qualified Teacher Status fell in 2018/19 to 345 qualifiers (from 380 in 2017/18). Similar to the primary level trend, this can be explained by the decrease in Welsh people choosing to study in Wales.
- The number of qualifiers studying in England showed a small increase in 2018/19 (195 compared to 190 in 2017/18).

Chart D.3: Class of degree for non-PGCE qualifiers from Wales on ITE courses in the UK in 2018/19



Source: HESA Student Record

[\[View the data\]](#)

- Almost 1 in 5 people from Wales qualifying with a teaching degree received a First Class Honours.
- 3 in 4 qualifiers from Wales received an Upper Second Class Honours (2-1) or higher for their teaching degree.

Section E: Subjects

Students training to be secondary school teachers choose a subject to specialise in. Table E.1 covers students studying ITE courses in Wales. Table E.2 covers students from Wales studying ITE courses across the UK. Subjects are measured in Full Person Equivalents (FPE), see definition section. This means that if a student's ITE course was focussed on maths half of the time, and physics the other half, they would show up at 0.5 maths students and 0.5 physics.

[Section F](#) looks at the subject choices for people training to teach in Welsh and [Section G](#) looks at the gender divide in subjects.

Table E.1: Subject of first years on secondary school, priority subject ITE courses in Wales, 2014/15 to 2018/19

	2014/15	2015/16	2016/17	2017/18	2018/19
Total Science	105	95	90	85	85
Biology	30	35	35	40	30
Chemistry	35	20	30	20	25
Physics	25	25	20	15	20
General Science	20	20	5	5	10
Mathematics	110	75	65	55	60
English	110	75	65	60	40
Welsh	35	25	35	25	15
Modern Languages	45	30	35	30	20
IT	25	15	20	20	15
Total Priority Subjects	430	315	310	275	235
Total Secondary School	740	600	545	525	480

Source: HESA Student Record

[\[View the data\]](#)

- Science, Mathematics and English were the most common priority subjects for people training to be secondary school teachers in Wales in 2018/19. PE was more common than both Mathematics and English when considering all subjects.
- Around 2 in 5 new students (42%) training to be secondary school teachers in Wales studied a STEM subject – Science, Mathematics, Design & Technology or IT.

Table E.2: Subject of first years from Wales on secondary school ITE courses in the UK, 2014/15 to 2018/19

	2014/15				2015/16				2016/17				2017/18				2018/19			
	Wales	England	All (a)	All	Wales	England	All (a)	All	Wales	England	All (a)	All	Wales	England	All (a)	All	Wales	England	All (a)	All
Total Science	85	25	110		80	35	110		75	40	110		65	30	95		75	45	120	
Biology	25	5	30		30	10	40		30	15	45		30	10	40		30	25	55	
Physics	20	5	25		20	15	35		15	15	30		15	10	25		15	10	25	
Chemistry	30	15	40		20	10	30		20	10	30		20	5	30		25	15	35	
General Science	10	*	10		10	*	10		5	*	5		5	*	5		5	*	5	
Mathematics	90	35	125		65	35	100		60	35	95		50	35	85		55	25	80	
English	75	25	100		65	15	80		55	20	75		45	25	70		35	30	60	
Modern Languages	30	15	50		20	10	30		30	25	50		25	25	45		15	15	30	
Welsh	35	*	35		25	*	25		35	*	35		25	*	25		15	*	15	
IT	20	10	30		15	5	20		15	5	20		20	10	30		15	10	20	
Total Priority Subjects	340	110	450		270	100	370		270	125	395		230	120	350		205	120	330	
Total Secondary School (b)	585	170	755		510	185	690		470	245	720		435	215	650		405	225	630	

Source: HESA Student Record

(a) Students from Wales studying in Northern Ireland or Scotland have been included in the totals.

(b) Small numbers of students on other subjects have been included in totals.

[\[View the data\]](#)

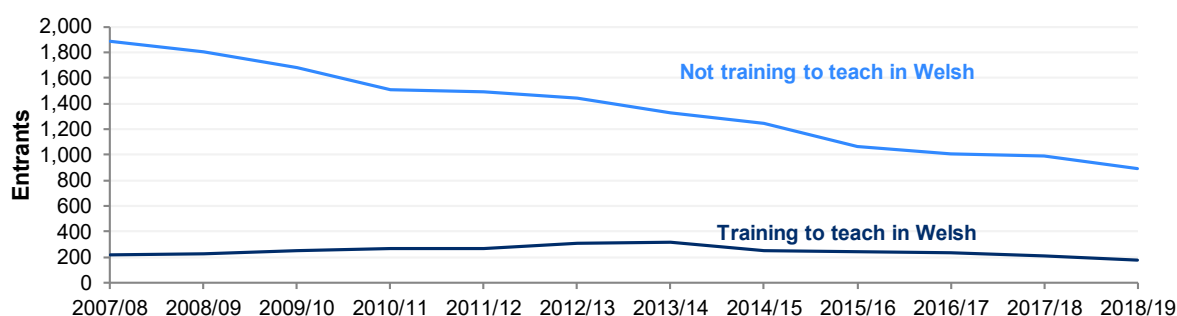
- For students from Wales, Science, Maths and English were the most common priority subjects, which is similar to students studying in Wales in 2018/19. However, PE and DT were more common than English when considering all subjects.
- In 2018/19, for Welsh students studying in Wales, Maths has been noticeably more common than English. For students studying in England, Maths and English were at similar levels.

Section F: Welsh language

A student counted as training to teach in Welsh is either doing a course that leads to a certificate for bilingual education, or a course which is designed to enable students to teach in English and Welsh.

Fluent Welsh speakers may go on to teach in Welsh whether or not their course was designed for that.

Chart F.1: Entrants onto ITE courses in Wales by course language



Source: HESA Student Record

[\[View the data\]](#)

- The number of students training to teach in English has fallen each year since 2007/08 and was 890 in 2018/19.
- The number of students training to teach in Welsh has been declining since 2013/14 and was 175 in 2018/19.
- The numbers of students training to teach only in English has almost halved over the last ten years and was 890 in 2018/19.

Table F.1: Entrants onto ITE courses in Wales by course language and school level

	School level	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
<u>Training to teach in Welsh</u>	Primary School	180	135	150	145	110	95
	Secondary school	140	120	95	90	100	75
	All	320	255	245	235	210	175
<u>Not training to teach in Welsh</u>	All	1,330	1,245	1,065	1,010	990	890

Source: HESA Student Record

[\[View the data\]](#)

- 16% of new ITE students in Wales were on courses enabling them to teach in Welsh, in 2018/19 compared to 19% 5 years ago (2013/14).

Table F.2: Subject of entrants onto secondary school ITE courses in Wales by ability to teach in Welsh, 2018/19

	Not Training to teach in Welsh	Training to teach in Welsh
Total Science	80	5
General Science	10	.
Biology	30	*
Chemistry	25	.
Physics	15	5
Mathematics	55	5
DT	35	5
IT	10	*
Art	10	5
Business	5	.
Drama	15	*
English	35	5
Geography	15	*
History	40	10
Modern Languages	10	10
Music	5	5
PE	55	10
RE	20	*
Welsh	.	15
<u>Total Secondary School</u>	<u>400</u>	<u>75</u>

Source: HESA Student Record

[\[View the data\]](#)

- Every student training to teach Welsh as a subject was also on a course that enabled them to teach bilingually.
- Less than one quarter (23%) of new students are training to teach in Welsh chose a STEM subject – proportionately less than those training to teach in English only (46%). The STEM subjects are Science, Maths, Design & Technology and IT.

Table F.3: Self-reported Welsh speaking ability of entrants onto ITE courses in Wales by ability to teach in Welsh, 2018/19

	Able to speak Welsh fluently	Unable to speak Welsh Fluently	All
Training to teach in Welsh	160	15	175
Not training to teach in Welsh	105	780	890
All	265	790	1,065

Source: HESA Student Record

a) 'Unable to speak Welsh fluently' includes students that speak Welsh but do not consider themselves fluent. Those with unknown Welsh ability are included in totals.

[\[View the data\]](#)

- Of those who spoke Welsh fluently, 60% started courses training them to teach in Welsh. Whereas, 40% of those that were fluent, were *not* training to teach in Welsh.
- Of the entrants to ITE courses in Wales in 2018/19, 16% of students are on courses that train them to teach in Welsh whilst 25% of students report they are fluent in Welsh.

Table F.4: Self-reported Welsh speaking ability and ability to teach in Welsh of entrants onto ITE courses in Wales by school level, 2014/15 to 2018/19

	School level	2014/15	2015/16	2016/17	2017/18	2018/19
<u>Training to teach in Welsh</u>	Primary School	135	150	145	110	95
	Secondary school	120	95	90	100	75
	All	255	245	235	210	175
<u>Fluent Welsh Speaker</u>	Primary School	190	200	220	195	165
	Secondary school	165	135	130	110	100
	All	350	330	350	305	265

Source: HESA Student Record

[\[View the data\]](#)

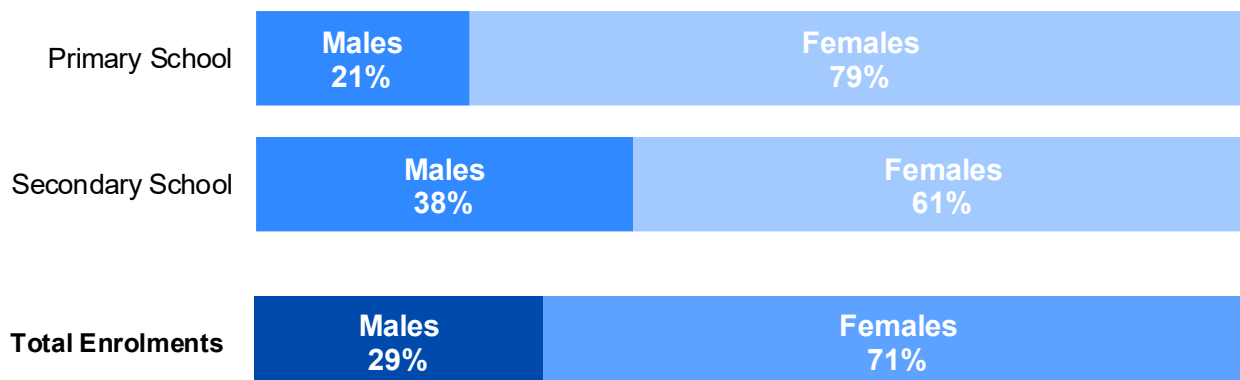
- The number of entrants training to teach in Welsh has fallen by 17% in 2018/19 compared to 2017/18. This can be attributed to drops at both primary and secondary school levels.
- The number of entrants who said that they could speak Welsh fluently has fallen by 13% in 2018/19 compared to 2017/18. The drop is greater for primary school level ITE entrants specifically (15%).

Section G: Demographics

All the demographics data here are for students studying in Wales, but demographic data for students from Wales studying in the UK can be found on [StatsWales](#).

Gender

Chart G.1: Proportion of male and female entrants onto ITE courses in Wales by school level, 2018/19



Source: HESA Student Record

[\[View the data\]](#)

Table G.1: Gender and school level of entrants onto ITE courses in Wales, 2018/19

	Males	Females	Persons
Primary school	125	460	585
Secondary school	180	295	480
<u>Total</u>	310	755	1,065






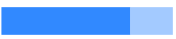
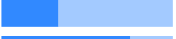







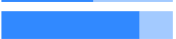


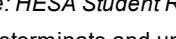
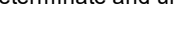

Source: HESA Student Record

(a) Total persons includes those of indeterminate and unknown gender, and those categorised as 'Other'

[\[View the data\]](#)

- There were more than three times as many females as males starting to train as primary school teachers in 2018/19, and more than twice as many females in total.
- Most males (58%) trained to be secondary school teachers, whereas most females (61%) trained to be primary school teachers.

Table G.2: Subject and gender of entrants onto secondary school ITE courses in Wales, 2018/19

	Females		Males
Total Science	40		50
General Science	5		5
Biology	15		15
Chemistry	10		20
Physics	10		10
Mathematics	35		25
DT	30		10
IT	5		10
Art	15		5
Business	*		5
Drama	10		10
English	35		5
Geography	15		*
History	30		20
Modern Languages	15		5
Music	5		5
PE	35		30
RE	20		5
Welsh	10		*
<u>Total Secondary School</u>	295		180

Source: HESA Student Record

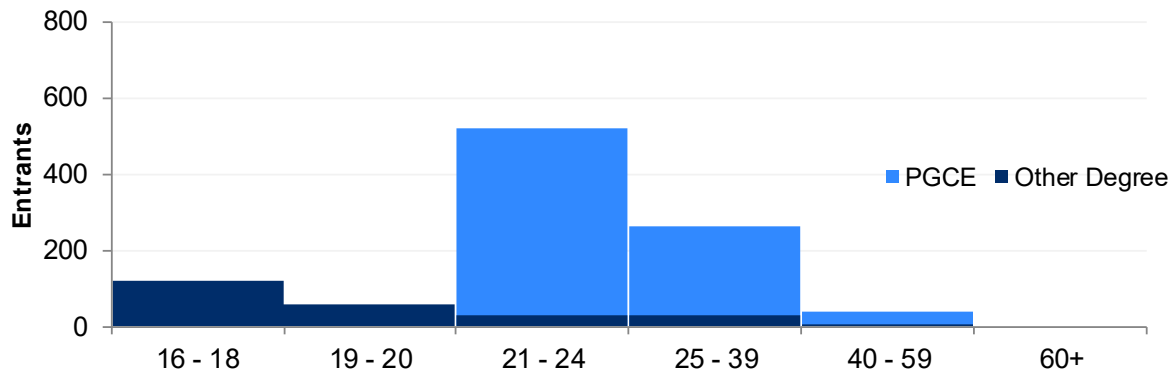
(a) Total persons includes those of indeterminate and unknown gender, and those categorised as 'Other'

[\[View the data\]](#)

- Business, Chemistry, General Science, IT and Physics had more male than female entrants to secondary school ITE courses in 2018/19.
- There were more female STEM students than male with 110 females and 95 males in 2018/19 – the STEM subjects are Science, Mathematics, Design & Technology and IT.

Age

Chart G.3: Age of entrants onto ITE courses in Wales by degree type, 2018/19



[\[View the data\]](#)

- Students training to become teachers on PGCE courses tended to be older than those on Other ITE courses.
- Almost two thirds (63%) of first year PGCE students in Wales were aged between 21 and 24.

Ethnicity

- 40 non-white people started training to be a teacher in Wales in 2018/19 compared to 1010 white people. Non-white ethnicities have been grouped due to the small sample size. Non-white includes 'Asian or Asian British', 'Black or Black British', 'Chinese', 'Mixed' and 'Other' ethnicities.
- 4% of new ITE students in Wales were non-white, in 2018/19. According to the census, 4% of the Welsh population were non-white¹ in 2011.

¹ [2011 Census: Key Statistics for Wales, March 2011](#) - note that the ethnicity figures are based on all welsh domiciles where as students in wales are not all welsh domiciles.

Disability

Table G.5: Disability of entrants onto ITE courses in Wales, 2018/19

	2018/19
<u>Known disability</u>	
Specific Learning Difficulty e.g. dyslexia	55
Blind/ Partially sighted	.
Deaf/ Hearing impairment	5
Physical impairment / mobility issues	.
Mental health condition, e.g. depression	15
Social/communication impairment e.g. autistic spectrum disorder	5
A long standing illness / health condition e.g. diabetes, cancer	15
Multiple disabilities	5
Other disability not listed	10
<u>Total known disabilities</u>	105
<u>No known disability</u>	960

Source: HESA Student Record

(a) Disabilities are self-reported and may not include everyone with a particular disability.

[\[View the data\]](#)

- 10% of new ITE students had some known disability.
- 52% of ITE first years with a known disability were in the 'Specific Learning Difficulty' category – dyslexia is a condition in this category.

Methodology

Important notes on how the statistics were calculated. See the [Definitions](#) section for more detailed information on the terms used in this bulletin.

Data source

The data in this bulletin mostly come from the Higher Education Statistics Agency (HESA) Student Record.

A summary of the Student data collection process for 2016/17 covering timescales, validation and business rules and checking processes is included on the [HESA website](#).

Coverage

This bulletin provides information about courses of Initial Teacher Education (ITE) leading to Qualified Teacher Status (QTS) provided through higher education institutions.

The statistics only cover students who are part of HESA's Higher Education standard registration population or qualifications obtained population. More information on these populations can be found in the [student definitions on the HESA website](#).

There are alternative employment-based routes to obtaining QTS, but these are not covered in this bulletin.

Students

All uses of 'students' in this bulletin refer to 'student enrolments'. This is a count of each enrolment for an ITE course. In rare cases where a student was enrolled in two different ITE courses in the same year, they would be counted twice.

Previous analysis has shown that, for Welsh HEIs:

- Full-time enrolments are less than 1 per cent higher than full-time student numbers.
- Part-time enrolments are less than 2 per cent higher than part-time student numbers.

Entrants

All uses of 'entrants' to ITE courses in this bulletin refer to student enrolments on the first year of an ITE course.

Qualifiers

All uses of 'qualifiers' in this bulletin counts the 'qualifications obtained'. In rare cases where a student received two different ITE qualifications in the same year, they would be counted twice.

Subjects

All instances of subjects appearing in this bulletin are measured in Full Person Equivalents (FPE). This means that if a student's ITE course was focussed on maths half of the time, and physics the other half, they would show up as 0.5 maths students and 0.5 physics.

Changes in methodology

Between 2008/09 and 2012/13, Open University students in Wales were identified by the Open University campus marker. Aside from this period, Open University students are identified by the Region of Domicile marker in the HESA data. Analysis has shown that these markers are identical for ITE students in Wales over the given range of time.

Rounding strategy

The presentation of figures in this Statistical Bulletin follows the principals of the HESA rounding strategy. The strategy is intended to prevent the disclosure of personal information about any individual. This strategy involves rounding all numbers to the nearest 5. A summary of this strategy is as follows:

- 0, 1, 2 are rounded to 0 and represented as '*’.
- All other numbers are rounded to the nearest multiple of 5.

Total figures are also subject to this rounding methodology; the consequence of which is that the sum of numbers in each row or column may not match the total shown precisely. Percentages have been calculated using precise raw numbers. Percentages less than 0.5 per cent are represented by ‘-’.

Definitions

Ability/training to teach in Welsh

Students are defined as ‘training to teach in Welsh’ if they take part in a course which either leads to a formal certificate of bilingual education, or does not lead to a certificate, but is designed to enable students to teach in Welsh.

Age

Age as at 31 August in reporting period. For example during the reporting period 1 August 2012 to 31 July 2013, age will be as at 31 August 2012.

Country of study

Country of study is based on the address of the administrative centre of the Higher Education Institution attended. The country of study would be England for a distance learner taking a course at an English university.

Class of degree

The qualification left with at the end of an ITE course. PGCEs don't have degree classes.

Degree type

PGCE includes Postgraduate Certificate of Education, Professional Graduate Certificate of Education and Professional Diploma of Education. The Postgraduate Certificate of Education is a Masters level qualification, but the Professional Graduate Certificate of Education is **not**. In some cases a student might start studying a postgraduate course, but leave with an undergraduate qualification.

Most ‘Other Degree’ courses are Bachelors level, with a teaching component that leads to Qualified Teacher Status.

Disability

Since 2010/11, HESA has been categorising disabilities using a version of the coding frame produced by the Disability Rights Commission. It's based on a student's self-assessment, and students don't have to report a disability. For continuing students, where the information was not already known, institutions can return student's disability as not sought. Therefore, the disability figures may not cover every student who has a disability.

Ethnicity

Ethnicity is based on a student's self-assessment.

First years

A student who started their course that year.

Gender

Other genders are included in the totals.

Home country

Home country refers to a student's permanent address (domicile) **before** starting the course. Students from the Channel Islands and Isle of Man are included as 'Unknown UK', to fit in with other Higher Education statistics.

Home region

Home region refers to a student's permanent address (domicile) **before** starting the course. The regions are based on the four education Regional Consortia. The four consortia are:

- North Wales – GwE – Isle of Anglesey, Gwynedd, Conwy, Denbighshire, Flintshire, Wrexham
- Mid and South West Wales – ERW – Powys, Ceredigion, Pembrokeshire, Carmarthenshire, Swansea, Neath Port Talbot
- Central South Wales – Central South Consortium Joint Education Service – Bridgend, The Vale of Glamorgan, Cardiff, Rhondda Cynon Taf, Merthyr Tydfil
- South East Wales – South East Wales Education Achievement Service – Caerphilly, Blaenau Gwent, Torfaen, Monmouthshire, Newport

More information on Regional Consortia can be found on [regional consortia](#).

Initial Teacher Education (ITE)

Initial Teacher Education used to be known as Initial Teacher Training (ITT) or Initial Teacher Education and Training (ITET). It covers all paths to someone becoming a teacher – gaining Qualified Teacher Status. This bulletin covers people becoming teachers through formal Higher Education courses.

Qualified Teacher Status (QTS)

Qualified Teacher Status is necessary to teach in a maintained school in Wales. QTS in Wales is different from QTS in England or General Teaching Council registry in Northern Ireland and Scotland. However QTS gained in England and Scotland enables those teachers to teach in Wales.

Qualifiers

'Qualifiers' are students that obtain an ITE qualification that year and is a count of total qualifications. See the [methodology](#) section for more information on how 'qualifiers' and 'qualifications' are different.

School level

School level refers to whether the course is focused on training primary or secondary school teachers. This is often known as 'school phase'. When qualified a teacher may teach a different age range than they originally trained for.

Some courses cover a wider age range, in those cases they are categorised for the oldest age they cover. Early Years teachers have been included in the totals, but not in Primary or Secondary.

Students

'Students' refers to student enrolments throughout this bulletin. See the [methodology](#) section for more information on how 'students' and 'student enrolments' are different.

Students in Wales

Students in Wales are those who train at a Welsh Higher Education Institution and people who live in Wales and train at the Open University (in times when that is possible).

Students from Wales studying in the UK

Students from Wales studying in the UK are those whose permanent address (domicile) was in Wales before the course and are now learning at a Higher Education Institution in the UK, either in Wales or elsewhere. Many 'Students from Wales studying in the UK' will also be 'Students in Wales'.

Subject

Students on secondary school ITE courses can specialise in a subject. These subjects have been grouped into the categories provided.

Year

Years are academic years, ranging from 1st August to the 31st July.

Key quality information

This section provides a summary of information on this output against five dimensions of quality: Relevance, Accuracy, Timeliness and Punctuality, Accessibility and Clarity, and Comparability. [HESA \(the data source\) are themselves publishers of National Statistics and give detail on the quality of their data on their website.](#)

Relevance

The statistics in this bulletin are used both within and outside the Welsh Government to monitor trends in ITE provision at Welsh HEIs and also to monitor provision across the UK for Welsh domiciled students. Some of the key users are:

- Ministers and the Members Research Service in the National Assembly for Wales;
- Officials in the Welsh Government;
- The Higher Education Funding Council for Wales (HEFCW);
- Higher Education Institutions and representative bodies;
- Students, researchers, and academics;
- Individual citizens, private companies, and the media;

These statistics are used in a variety of ways. Some examples of these are:

- Advice to Ministers;
- To inform the education policy decision-making process in Wales;
- To help model future supply and demand for teachers and inform ITE intake targets.
- To forecast future expenditure of student support schemes for Welsh domiciled students;

Accuracy

The Student Record contains information about individual enrolments, which, because a student can be enrolled on more than one programme of study, will exceed the number of students.

Previous analysis has shown that for Welsh HEIs full-time enrolments are less than 1 per cent higher than full-time student numbers; part-time enrolments are less than 2 per cent higher than part-time student numbers.

Postdoctoral students are not included in the HESA Student Record.

The Student record is an annual census of students. The steps taken by HESA to ensure data qualities were outlined in the Methodology section.

Timeliness and punctuality

HESA collected student enrolment data for the 2017/18 academic year between August and October 2018. ITE information from the student record has been available since January 2019. The release of this bulletin has been moved to May from June, to reflect demand for the information.

Accessibility and clarity

This statistical bulletin is pre-announced and then published on the Statistics section of the Welsh Government website. It is accompanied by more detailed tables on StatsWales, a free to use service that allows visitors to view, manipulate, create and download data.

Comparability and coherence

There are no published figures for the 2017/18 academic year for other UK countries that can be directly compared to figures in this bulletin.

HESA publish a report which uses a different method to this bulletin, but allows for direct comparison of teacher training in higher education between Wales, England, Scotland and Northern Ireland. There are also releases covering ITE from each of the countries of the UK in relation to their own policies and targets (see publications below).

Related publications

[Higher Education Statistics for the UK \(HESA\)](#)

A series of tables which look widely at student numbers in UK institutions, including one table comparing ITE enrolments and qualifications across all four nations in the UK.

[Initial Teacher Training Application End of 2016 Cycle \(UCAS\)](#)

Two reports examining applicant and application statistics for ITE courses in Wales and England.

[Students in Higher Education Institutions \(Welsh Government/HESA\)](#)

An annual report which provides details of student enrolments and qualifications.

[Destinations of Leavers from Higher Education in the UK \(Welsh Government/HESA\)](#)

An annual report which presents data by activity and location for degree leavers of higher education.

[Education Workforce Statistics \(EWC\)](#)

Statistics on people registered to teach in schools/further education institutions in Wales.

[Initial Teacher Training Statistics \(HEFCW\)](#)

Summary statistics from the Higher Education Funding Council for Wales on ITE student numbers, characteristics and qualifications.

[Initial Teacher Training Census \(DfE\)](#)

A report providing a provisional insight into ITT recruitment figures in England, including comparisons between early intake into ITT courses and English teacher training targets.

[Initial teacher training performance profiles for the academic year \(DfE\)](#)

This Statistical First Release provides a detailed look into outcomes of ITE courses in England, including qualifications and employment status of completers six months after qualifying.

[Statistical Fact Sheet: Initial teacher training at Northern Irish Higher Education Institution \(Department for the Economy – Northern Ireland\)](#)

A brief summary sheet detailing ITT enrolments and completions in Northern Ireland.

[Summary Statistics for Schools in Scotland \(Scottish Government\)](#)

An overview of school statistics for Scotland, including newly qualified teachers who begin their induction course at a Scottish school.

National Statistics status

The [United Kingdom Statistics Authority](#) has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the [Code of Practice for Statistics](#).

National Statistics status means that official statistics meet the highest standards of trustworthiness, quality and public value, and it is our responsibility to maintain compliance with these standards.

Designation as National Statistics was confirmed in a letter of 03 May 2012.

The statistics last underwent a full assessment ([hyperlink to Assessment Report 76](#)) against the Code of Practice in December 2010.

Since then we have continued to comply with the Code of Practice for Statistics, and have made the following improvements:

- added more value by introducing charts in all sections and bringing tables, which had been relegated to an appendix, in-section
- added more value by introducing a description and link to the Well-being of Wales report
- added more value by introducing alt-text and expanded alt-text detail to all charts and tables
- added more value by moving the webpage to the updated gov.wales stats and research pages

Well-being of Future Generations Act (WFG)

The Well-being of Future Generations Act 2015 is about improving the social, economic, environmental and cultural well-being of Wales. The Act puts in place seven well-being goals for Wales. These are for a more equal, prosperous, resilient, healthier and globally responsible Wales, with cohesive communities and a vibrant culture and thriving Welsh language. Under section (10)(1) of the Act, the Welsh Ministers must (a) publish indicators (“national indicators”) that must be applied for the purpose of measuring progress towards the achievement of the Well-being goals, and (b) lay a copy of the national indicators before the National Assembly. The 46 national indicators were laid in March 2016.

Information on the indicators, along with narratives for each of the well-being goals and associated technical information is available in the [Well-being of Wales report](#).

Further information on the [Well-being of Future Generations \(Wales\) Act 2015](#).

The statistics included in this release could also provide supporting narrative to the national indicators and be used by public services boards in relation to their local well-being assessments and local well-being plans.

Further details

The document is available at:

<https://gov.wales/initial-teacher-education>

Tables associated with this bulletin containing a greater amount of detail are available on the Welsh Government's interactive data dissemination service, [StatsWales](#).

Next update

May 2021 (provisional)

We want your feedback

We welcome any feedback on any aspect of these statistics which can be provided by email to post16education.stats@gov.wales

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