



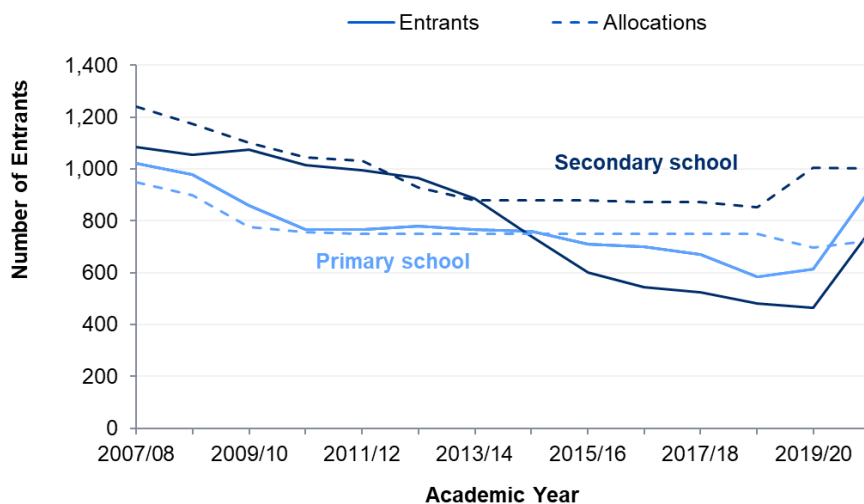
## Initial Teacher Education Wales, 2020/21

26 May 2022  
SB 18/2022

This bulletin provides information about students training to become teachers. It covers student 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 route to becoming a teacher.

### Entrants and intake allocations to ITE courses in Wales



Source: HESA Student Record

- The number of new secondary school trainee teachers was below the allocation for a seventh year (24% lower in 2020/21). The number of new primary school trainees was above the allocation for the first time in six years (27% higher in 2020/21).
- There were 1,680 entrants to ITE courses in Wales in 2020/21; 920 on primary school courses and 760 on secondary school courses.
- There has been an increase in first year ITE students in Wales able to teach in Welsh for the second year in a row, standing at 455 students in 2020/21. This accounts for 27% of the total number of first year ITE students in Wales.
- Science, English and Mathematics are the most common priority subjects for entrants to secondary school ITE courses in Wales.
- 86% of 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 2020/21 academic year.

### In this bulletin

<a href="#">Policy context</a>	2
<a href="#">Students in Wales</a>	3
<a href="#">Qualifiers in Wales</a>	5
<a href="#">Students from Wales studying in the UK</a>	7
<a href="#">Qualifiers from Wales studying in the UK</a>	10
<a href="#">Subjects</a>	12
<a href="#">Welsh language</a>	14
<a href="#">Demographics</a>	17
<a href="#">Methodology</a>	21
<a href="#">Definitions</a>	23
<a href="#">Key quality information</a>	26
<a href="#">Related publications</a>	28

## Policy context

### Allocations for the 2020/21 academic year

For 2020/21, the [Education Workforce Council \(EWC\)](#) set the allocations for ITE courses in Wales. The allocations are set for numbers of student teachers 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](#). From September 2019 under the new [accreditation criteria](#), only PGCE programmes were accredited to deliver ITE for secondary education.

### Initial Teacher Education (ITE) allocations for courses in Wales, 2020/21

	PGCE	Other degree	Total
Primary School	435	289	724
Secondary School	1,003	0	1,003
<u>Total</u>	1,438	289	<b>1,727</b>

*Source: EWC*

Note that the only accredited secondary programmes that currently lead to QTS are PGCEs.

### Centres of Teaching Education

In the 2020/21 academic year, the following Initial Teacher Education Partnerships were accredited:

- [CaBan](#) - Bangor North Wales Partnership
- [Yr Athrofa](#): Professional Learning Partnership (APLP)
- [Cardiff Partnership](#)
- [Aberystwyth ITE Partnership](#)
- [University of South Wales ITE Partnership](#)
- [Swansea University Schools Partnership](#)
- [Open University Partnership](#)

## **Incentives**

Students can receive incentive grants for training in particular areas. Incentives range in value, depending on course subject 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 allocations, 2014/15 to 2020/21**

<u>Primary School</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>	<u>2019/20</u>	<u>2020/21</u>
PGCE	465	440	425	430	375	420	635
Other Degree	290	270	270	245	210	190	285
Primary School Total	760	710	700	670	585	615	920
Primary School Allocation	750	750	750	750	750	696	724
<u>Secondary school</u>							
PGCE	695	560	530	495	450	455	760
Other Degree	45	35	20	35	30	10	0
Secondary School Total	740	600	545	525	480	465	760
Secondary School Allocation	880	880	871	871	851	1,006	1,003
Total Enrolments	1,500	1,310	1,245	1,200	1,065	1,080	1,680
Total Allocation	1,630	1,630	1,621	1,621	1,601	1,702	1,727

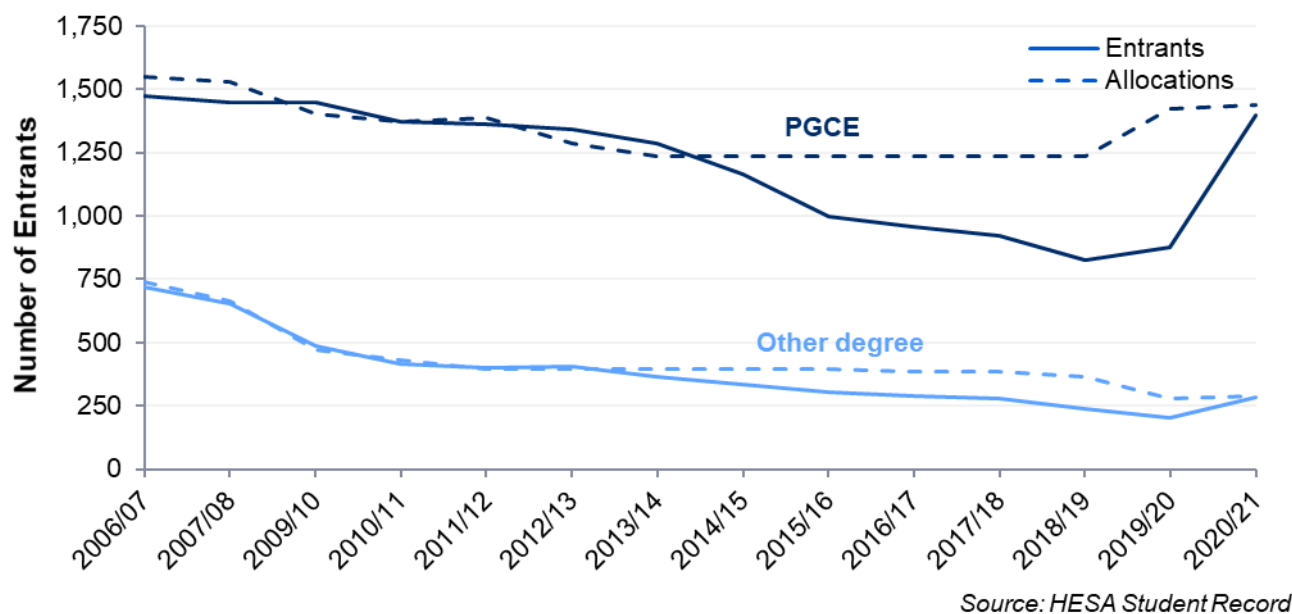
Source: HESA Student Record

(a) All numbers have been rounded to the nearest 5 and numbers less than 3 have been rounded to 0.

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

- The allocation for primary courses was 724, and 920 students enrolled. The allocation for secondary courses was 1,003, but only 760 students enrolled.
- The number of secondary school ITE entrants has increased in 2020/21 to 760 students, a 63% rise in entrants compared to 2019/20. However, despite this increase, secondary intake was only at 76% of the allocation level in 2020/21.
- The number of primary school ITE entrants has increased for 2020/21 to 920 students, a 50% increase in entrants compared to 2019/20. For 2020/21, primary intake was at 127% of the allocation level.

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



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

- ‘Most ‘other degree’ ITE students study at primary school level. From 2019/20, only PGCE programmes were accredited to deliver ITE for secondary education.
- The allocations for PGCEs was narrowly missed by just 3% (43) with 1,395 entrants in 2020/21. This is substantially less than 2019/20, when allocations were missed by around two fifths.
- The allocations for ‘Other degrees’ was narrowly missed by just 1% (4) with 285 entrants. This is substantially less than 2019/20, when allocations were missed by around a quarter.

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

Home country		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
UK	Wales	1,250	1,150	1,105	1,025	935	925	1,445
	England	200	110	105	105	85	65	175
	Scotland	0	0	0	0	0	0	5
	Northern Ireland	10	15	5	5	5	5	10
	Total UK	1,460	1,275	1,220	1,140	1,025	995	1,630
Non-UK	Other EU	25	15	10	15	0	15	15
	Non-EU	15	20	15	45	35	70	35

Source: HESA Student Record

(a) All numbers have been rounded to the nearest 5 and numbers less than 3 have been rounded to 0.

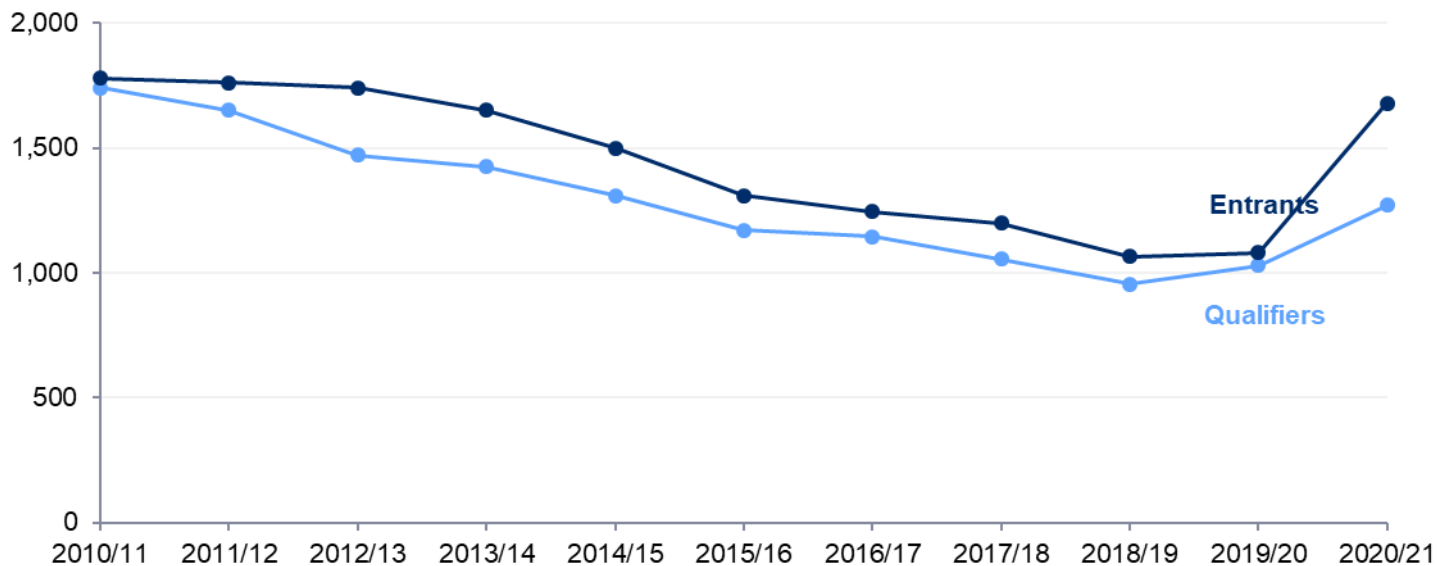
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- The rise in ITE students in Wales is due to increases in the number of students coming from across the UK, not just Wales. Students from Wales increased between 2019/20 and 2020/21 by 520 students (57%), whilst students from England increased by 110 (158%).
- 86% of students beginning an ITE course in Wales in 2020/21 were living in Wales beforehand.

## 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**



Source: HESA Student Record

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

- Trends in qualifiers are similar to trends in people starting ITE courses, as most ITE courses last one year.
- In 2020/21, 1,270 people successfully qualified from an ITE course in Wales and 1,680 started one.

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

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Primary School	625	640	640	605	550	595	640
Secondary school	685	530	505	450	405	435	630
<b>Total</b>	1,310	1,170	1,145	1,055	955	1,030	1,270

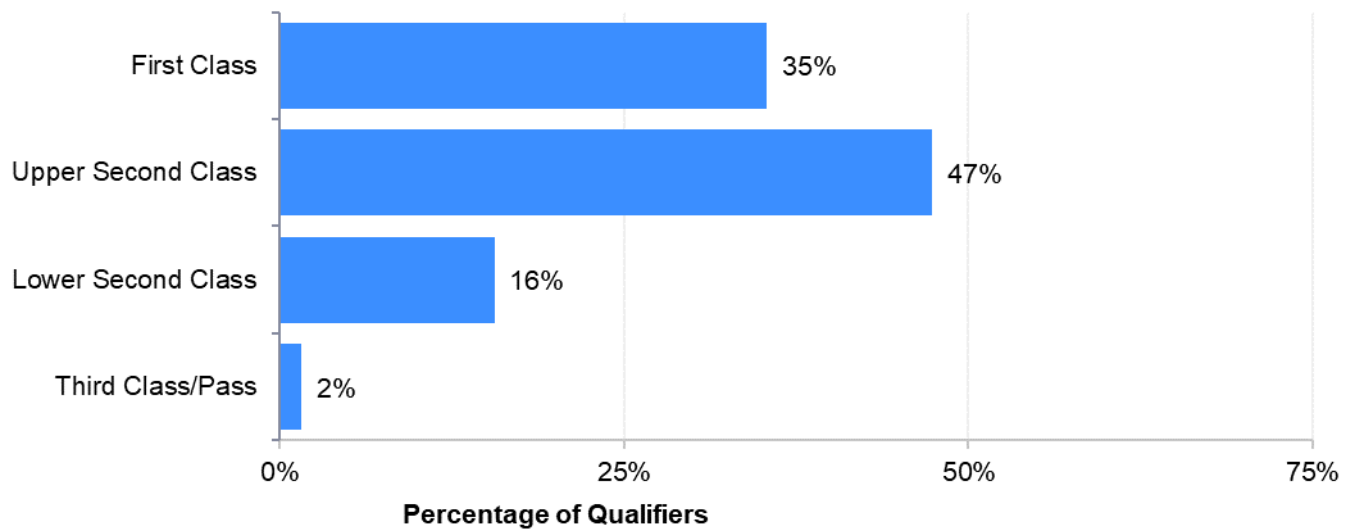
Source: HESA Student Record

(a) All numbers have been rounded to the nearest 5 and numbers less than 3 have been rounded to 0.

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

- 240 additional students gained Qualified Teacher Status in 2020/21 than in the previous year. This was an increase for the second year in a row, reversing the previous downward trend.

**Chart B.2: Class of degree for non-PGCE qualifiers on ITE courses in Wales in 2020/21**



Source: HESA Student Record

[View the data](#)

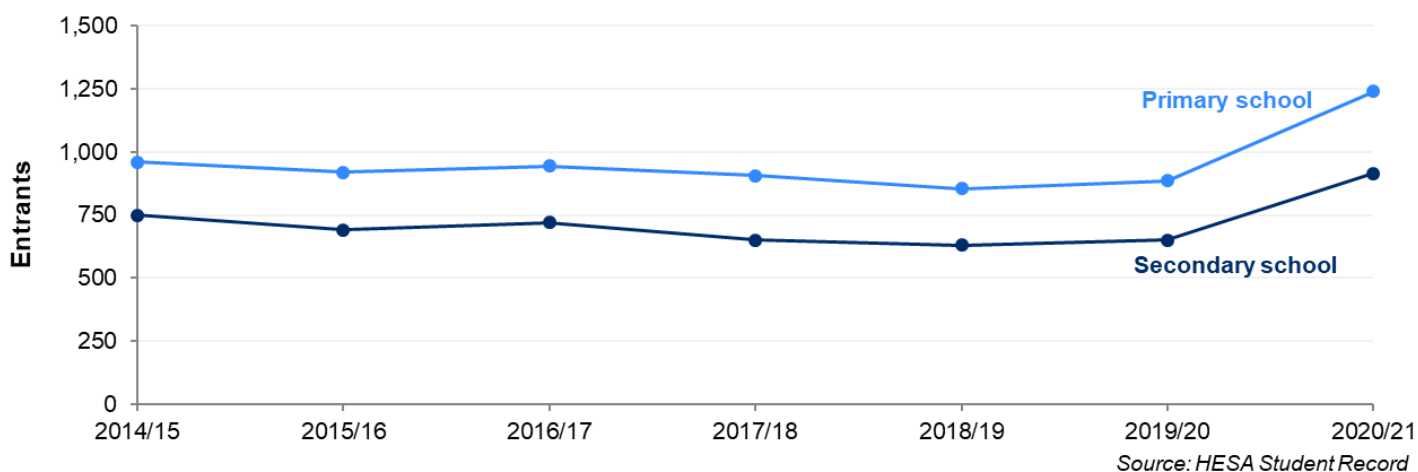
- 35% (70 students) of qualifiers in Wales received a First Class Honours teaching degree.
- 83% of people who qualified with a teaching degree in Wales received an Upper Second Class Honours (2-1) or higher in 2020/21.

## 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 from Welsh Government policy 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, 2014/15 to 2020/21**

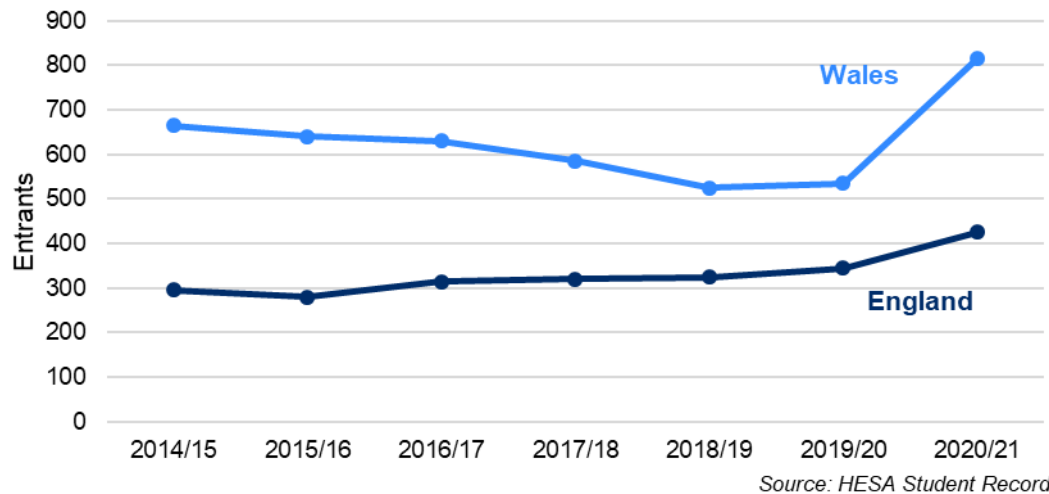


[\[View the data\]](#)

- The number of students from Wales studying in the UK rose for both the primary and secondary school levels in 2020/21. Primary school level entrants rose from 885 in 2019/20 to 1,240 in 2020/21 and secondary school level entrants rose from 650 in 2019/20 to 915 in 2020/21.



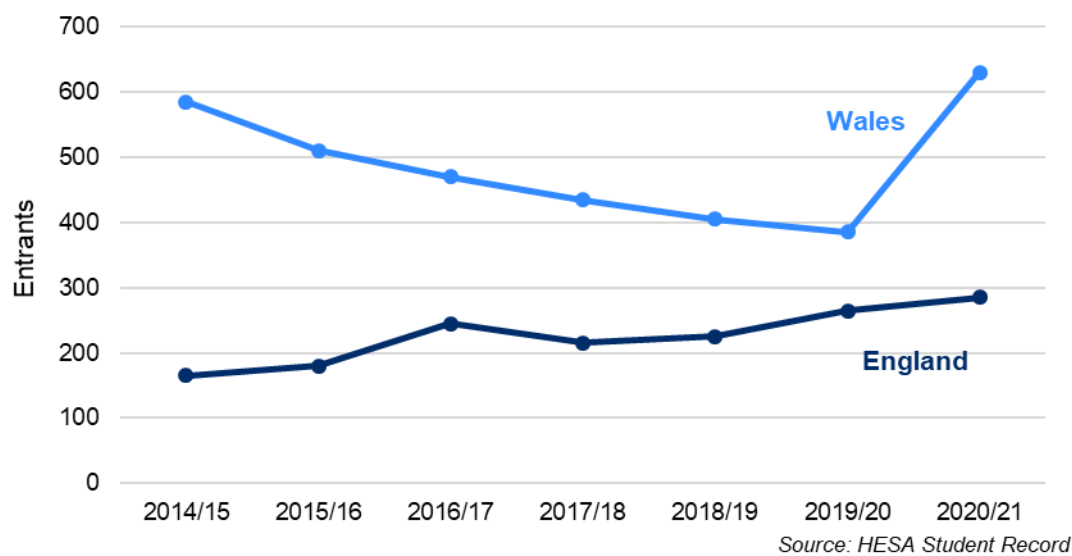
**Chart C.2: First years from Wales on primary level ITE courses in the UK by country of study, 2014/15 to 2020/21**



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

- The number of students from Wales choosing to study ITE at primary level in Wales increased by 52% in 2020/21 compared to 2019/20 (280 students). Those choosing to study in England has increased by 22% since 2019/20 (80 students).

**Chart C.3: First years from Wales on secondary level ITE courses in the UK by country of study, 2014/15 to 2020/21**



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

- The number of ITE entrants from Wales on secondary school courses in Wales rose by 63% (245 students) in 2020/21 compared to 2019/20. The number starting to train in England also increased slightly by 8% (20 students) over the same period.
- Although the proportion of students from Wales starting to train as secondary school teachers in England has generally increased over the last 6 years (22% of 750 students in 2014/15, compared to 31% of 915 students in 2020/21), this does not imply that there will be a future shortage of teachers in Wales.

**Table C.1: School Level and country of study of first years from Wales on ITE courses in the UK, 2013/14 -2020/21**

	Country of Study	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
<u>Primary school</u>	Wales	680	665	640	630	585	525	535	815
	England	280	295	280	315	320	325	345	425
	All (a)	960	960	920	945	905	855	885	1,240
<u>Secondary school</u>	Wales	690	585	510	470	435	405	385	630
	England	160	165	180	245	215	225	265	285
	All (a)	850	750	690	720	650	630	650	915
<u>Total (a)</u>		1,810	1,715	1,610	1,670	1,555	1,490	1,535	2,155

Source: HESA Student Record

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

(b) All numbers have been rounded to the nearest 5 and numbers less than 3 have been rounded to 0.

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

**Table C.2: Home local authority and country of study of first years from Wales on ITE courses in the UK, 2020/21 (a)**

<u>Home local authority</u>	Country of study		<u>Total (b)</u>
	<u>Wales</u>	<u>England</u>	
Wales	1445	705	2155
Isle of Anglesey	35	10	45
Gwynedd	85	15	100
Conwy	40	45	85
Denbighshire	20	50	70
Flintshire	20	110	130
Wrexham	15	105	120
Powys	40	65	105
Ceredigion	45	10	55
Pembrokeshire	50	25	75
Carmarthenshire	145	20	165
Swansea	145	25	170
Neath Port Talbot	90	15	105
Bridgend	80	25	105
The Vale of Glamorgan	65	25	90
Cardiff	215	60	275
Rhondda Cynon Taf	105	20	125
Merthyr Tydfil	25	0	25
Caerphilly	70	15	85
Blaenau Gwent	25	5	30
Torfaen	35	10	45
Monmouthshire	25	30	55
Newport	70	25	90

Source: HESA Student Record

(a) All numbers have been rounded to the nearest 5 and numbers less than 3 have been rounded to 0.

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

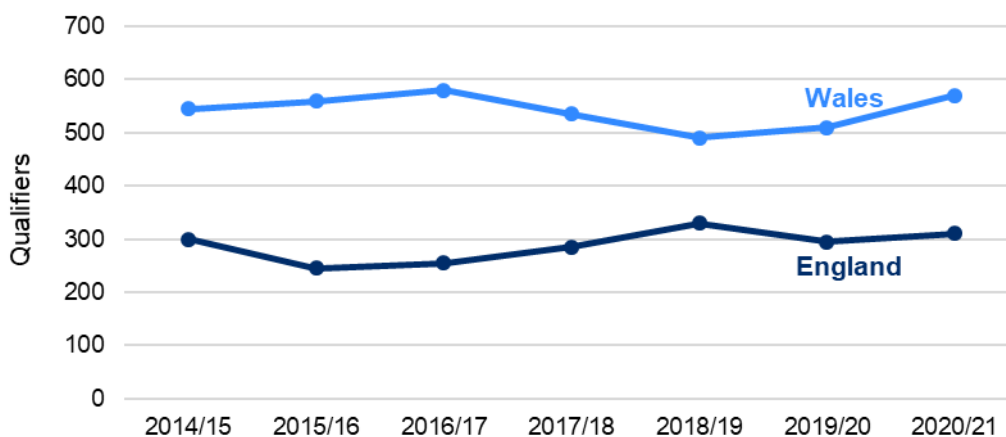
[\[View the data\]](#)

## 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 2020/21 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 2020/21**

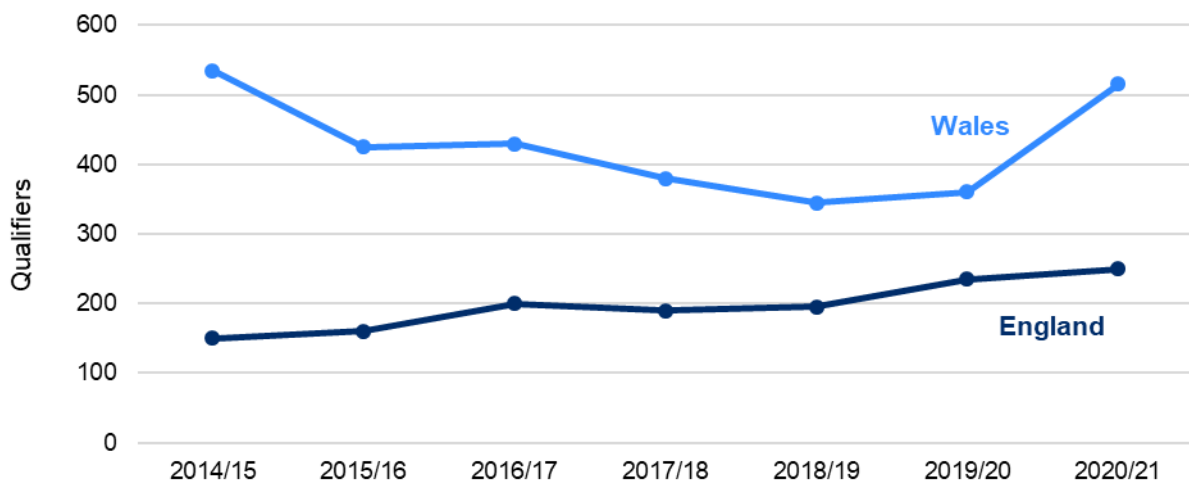


Source: HESA Student Record

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

- In Wales, the total number of primary ITE students achieving Qualified Teacher Status rose in 2020/21 to 570 qualifiers (from 510 in 2019/20).
- For those studying in England, the number of qualifiers increased in 2020/21 to 310 (from 295 in 2019/20).

**Chart D.2: Qualifiers from Wales on secondary level ITE courses in the UK by country of study, 2014/15 to 2020/21**

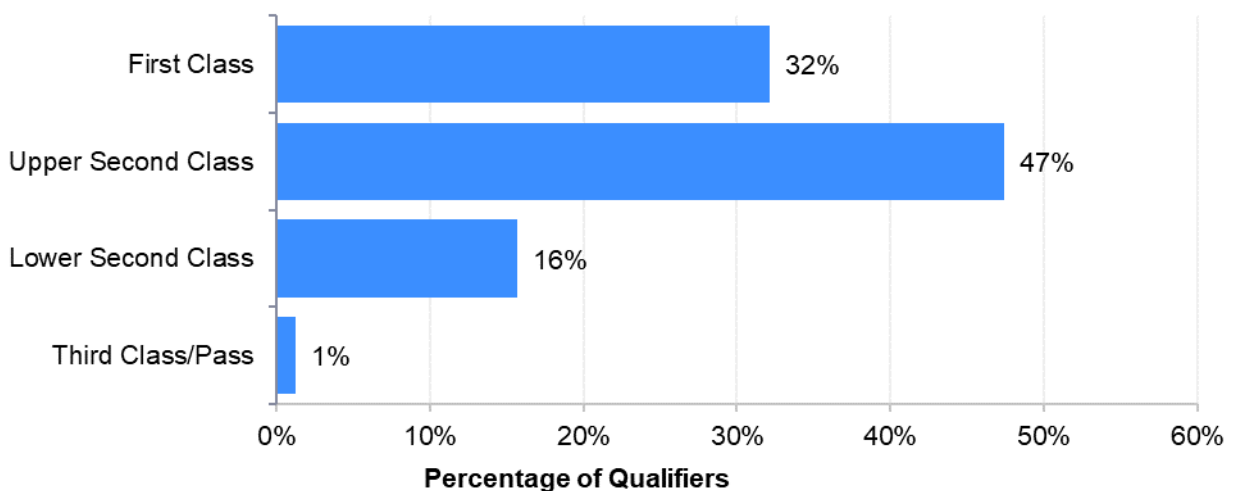


Source: HESA Student Record

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

- In Wales, the total number of secondary ITE students achieving Qualified Teacher Status rose in 2020/21 to 515 qualifiers (from 360 in 2019/20).
- The number of qualifiers studying in England showed an increase in 2020/21 (250 compared to 235 in 2019/20).

**Chart D.3: Class of degree for non-PGCE qualifiers from Wales on ITE courses in the UK in 2020/21**



Source: HESA Student Record

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

- Almost 1 in 3 people from Wales qualifying with a teaching degree received a First Class Honours.
- 4 out of 5 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 as 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, 2018/19 to 2020/21**

	2018/19	2019/20	2020/21
Total Science	85	60	135
Biology	30	20	50
Chemistry	25	20	45
Physics	20	10	35
General Science	10	5	5
Mathematics	60	40	80
English	40	60	100
Welsh	15	20	35
Modern Languages	20	30	35
IT	15	10	25
<b>Total Priority Subjects</b>	<b>235</b>	<b>220</b>	<b>405</b>
<b>Total Secondary School (a)</b>	<b>480</b>	<b>465</b>	<b>760</b>

Source: HESA Student Record

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

(b) All numbers have been rounded to the nearest 5 and numbers less than 3 have been rounded to 0.

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

- Science, English and Mathematics were the most common priority subjects for people training to be secondary school teachers in Wales in 2020/21. PE was more common than Mathematics when considering all subjects.
- Just over 1 in 3 new students (36%) 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, 2018/19 to 2020/21**

	2018/19				2019/20				2020/21			
	Wales	England	All (a)	All	Wales	England	All (a)	All	Wales	England	All (a)	All
Total Science	75	45	120		45	45	95		100	50	150	
Biology	30	25	55		20	25	45		40	25	65	
Chemistry	25	15	35		20	10	30		30	15	45	
Physics	15	10	25		5	10	15		25	10	35	
General Science	5	0	5		5	0	5		5	0	5	
Mathematics	55	25	80		35	30	65		70	40	110	
English	35	30	60		55	35	95		80	30	110	
Modern Languages	15	15	30		20	10	30		25	15	35	
Welsh	15	0	15		20	0	20		35	0	35	
IT	15	10	20		10	5	15		20	5	30	
<b>Total Priority Subjects</b>	<b>205</b>	<b>120</b>	<b>330</b>		<b>190</b>	<b>130</b>	<b>320</b>		<b>330</b>	<b>135</b>	<b>470</b>	
<b>Total Secondary School (b)</b>	<b>405</b>	<b>225</b>	<b>630</b>		<b>385</b>	<b>265</b>	<b>650</b>		<b>630</b>	<b>285</b>	<b>915</b>	

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.

(c) All numbers have been rounded to the nearest 5 and numbers less than 3 have been rounded to 0.

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

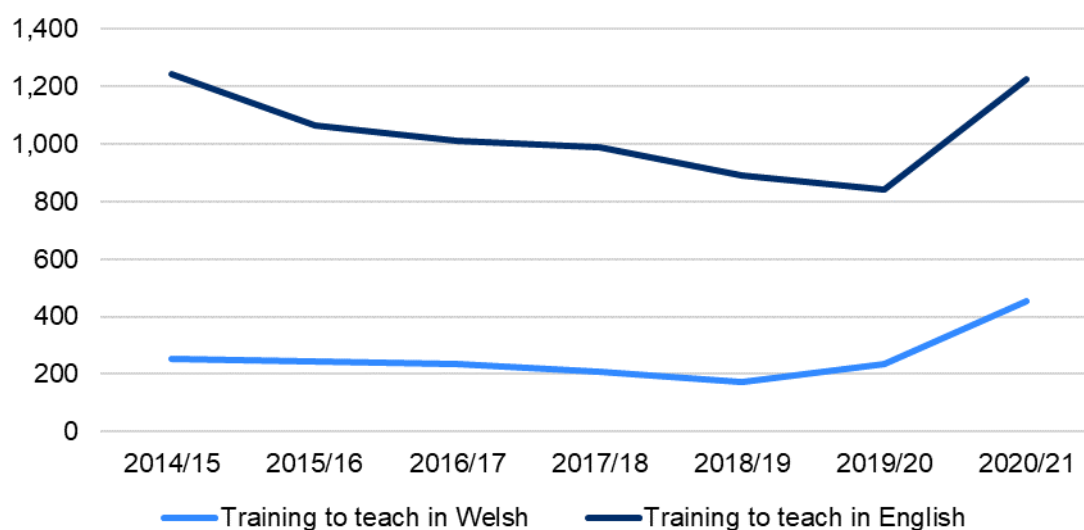
- For students from Wales, Science, Maths and English were the most common priority subjects, which is similar to students studying in Wales in 2020/21.
- In 2020/21, for Welsh students studying in Wales, English was more common than Maths. For students studying in England, Maths was more common than English.

## 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**



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

- The number of students training to teach in English has risen for the first time since 2014/15 and was 1,225 in 2020/21.
- The number of students training to teach in Welsh has increased for the second year in a row following a previous 5 year decline between 2013/14 and 2018/19. 455 students were training to teach in Welsh in 2020/21 (up from 235 in 2019/20)

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

	School Level	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Training to teach in Welsh	Primary School	135	150	145	110	95	145	280
	Secondary school	120	95	90	100	75	90	175
	All	255	245	235	210	175	235	455
Training to teach in English	All	1,245	1,065	1,010	990	890	840	1,225

Source: HESA Student Record

(a) All numbers have been rounded to the nearest 5 and numbers less than 3 have been rounded to 0.

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

- 27% of new ITE students in Wales were on courses enabling them to teach in Welsh in 2020/21, compared to 17% 6 years ago (2014/15).



**Table F.2: Subject of entrants onto secondary school ITE courses in Wales by ability to teach in Welsh, 2020/21**

	Not training to teach in Welsh	Training to teach in Welsh
Total Science	100	30
Biology	35	15
Chemistry	30	10
Physics	35	5
General Science	0	5
Mathematics	55	25
DT	30	5
IT	25	0
Art	25	5
Business	10	0
Drama	30	0
English	90	10
Geography	30	5
History	65	10
Modern Languages	20	10
Music	25	5
PE	55	25
RE	25	5
Welsh	0	35
<b>Total Secondary School</b>	<b>585</b>	<b>175</b>

*Source: HESA Student Record*

(a) All numbers have been rounded to the nearest 5 and numbers less than 3 have been rounded to 0.

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

- Every student training to teach Welsh as a subject was also on a course that enabled them to teach bilingually.
- The proportion of new students who chose a STEM subject was 36% for both students training to teach in Welsh and students training to teach in English. 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, 2020/21**

	Able to speak Welsh fluently (a)	Unable to speak Welsh Fluently	All
Training to teach in Welsh	265	95	455
Training to teach in English	120	1,075	1,225
All	385	1,170	1,680

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.

(b) All numbers have been rounded to the nearest 5 and numbers less than 3 have been rounded to 0.

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

• Of those who spoke Welsh

fluently, 68% started courses training them to teach in Welsh, whereas 32% of those that were fluent, were *not* training to teach in Welsh.

- Of the entrants to ITE courses in Wales in 2020/21, 27% of students are on courses that train them to teach in Welsh whilst 23% 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 2020/21**

	School level	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
<u>Training to teach in Welsh</u>	Primary School	135	150	145	110	95	145	280
	Secondary school	120	95	90	100	75	90	175
	All	255	245	235	210	175	235	455
<u>Fluent Welsh Speaker</u>	Primary School	190	200	220	195	165	185	205
	Secondary school	165	135	130	110	100	115	180
	All	350	330	350	305	265	300	385

Source: HESA Student Record

(a) All numbers have been rounded to the nearest 5 and numbers less than 3 have been rounded to 0.

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

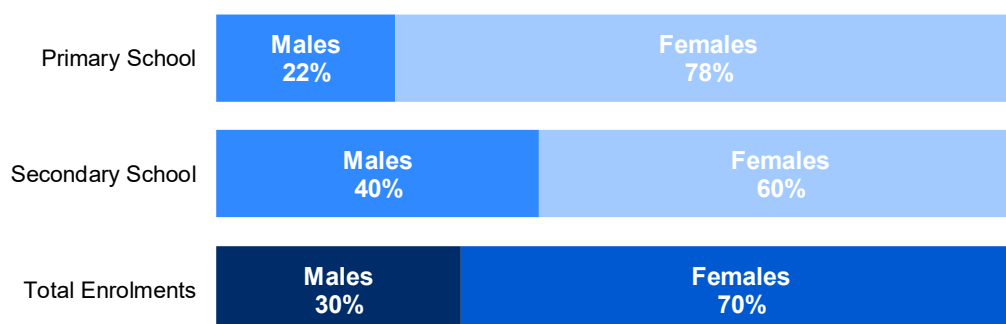
- The number of entrants training to teach in Welsh has increased by 92% in 2020/21 compared to 2019/20. This can be attributed to similar increases at both primary and secondary school levels.
- The number of entrants who said that they could speak Welsh fluently has increased by 28% in 2020/21 compared to 2019/20. The increase is greater for secondary school level ITE entrants specifically (54%).

## 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](#).

### Sex

**Chart G.1: Proportion of male and female entrants onto ITE courses in Wales by school level, 2020/21**



Source: HESA Student Record

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

**Table G.1: Sex and school level of entrants onto ITE courses in Wales, 2020/21**

	Males	Females	Persons
Primary school	205	715	920
Secondary school	305	455	760
<b>Total</b>	<b>510</b>	<b>1,170</b>	<b>1,680</b>

Source: HESA Student Record

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

(b) All numbers have been rounded to the nearest 5 and numbers less than 3 have been rounded to 0.

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

- There were over three times as many women as men starting to train as primary school teachers in 2020/21, and more than twice as many women than men in total.
- The majority of men (60%) trained to be secondary school teachers, whereas the majority of women (61%) trained to be primary school teachers.

**Table G.2: Subject and sex of entrants onto secondary school ITE courses in Wales, 2020/21**

	<u>Females</u>		<u>Males</u>
Total Science	70		60
General Science	0		0
Biology	35		15
Chemistry	25		15
Physics	10		25
Mathematics	50		30
DT	25		10
IT	10		15
Art	30		0
Business	5		5
Drama	20		10
English	65		30
Geography	20		15
History	40		35
Modern Languages	25		10
Music	15		15
PE	30		50
RE	25		5
Welsh	25		10
<u>Total Secondary School</u>	<u>455</u>		<u>305</u>

Source: HESA Student Record

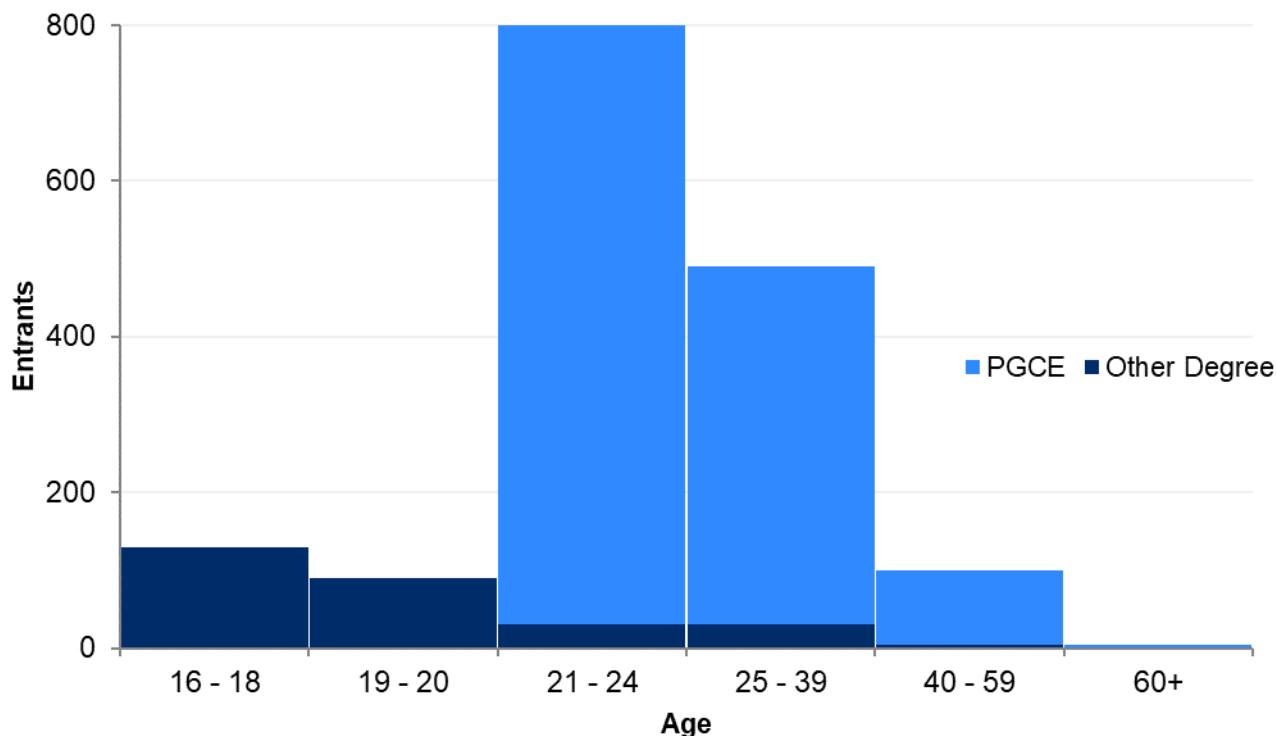
- (a) Total persons includes those of indeterminate and unknown sex, and those categorised as 'Other'.  
 (b) All numbers have been rounded to the nearest 5 and numbers less than 3 have been rounded to 0.

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

- Physics, IT and PE had more male than female entrants to secondary school ITE courses in 2020/21.
- There were more female STEM students than male STEM students in 2020/21 with 155 women and 120 men – the STEM subjects are Science, Mathematics, Design & Technology and IT.

## Age

Chart G.2: Age of entrants onto ITE courses in Wales by degree type, 2020/21



Source: HESA Student Record

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

- Students training to become teachers on PGCE courses tended to be older than those on Other ITE courses.
- 57% of first year PGCE students in Wales were aged between 21 and 24.

## Ethnicity

- 80 students from Black, Asian and Minority Ethnic backgrounds started training to be a teacher in Wales in 2020/21 compared to 1,575 students from a White background. Black, Asian and Minority Ethnic ethnicities have been grouped due to the small sample size, which includes 'Asian or Asian British', 'Black or Black British', 'Chinese', 'Mixed' and 'Other' ethnicities.

- 5% of new ITE students in Wales were from Black, Asian and Minority Ethnic backgrounds in 2020/21, which compares with around 4.0%<sup>1</sup> of the Welsh population according to the 2011 census.

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<sup>1</sup> [2011 Census: Key Statistics for Wales, March 2011](#) and [First Results for Ethnicity, National Identity, and Religion for Wales](#) note that the ethnicity figures are based on all Welsh domiciles whereas students in Wales are not all Welsh domiciles.

## Disability

**Table G.3: Disability of entrants onto ITE courses in Wales, 2020/21**

	<u>2020/21</u>
<u>Known disability</u>	
Specific Learning Difficulty e.g. dyslexia	110
Blind/ Partially sighted	0
Deaf/ Hearing impairment	5
Physical impairment / mobility issues	0
Mental health condition, e.g. depression	55
Social/communication impairment e.g. autistic spectrum disorder	10
A long standing illness / health condition e.g. diabetes, cancer	25
Multiple disabilities	20
Other disability not listed	15
<u>Total known disabilities</u>	<u>235</u>
<u>No known disability</u>	<u>1,445</u>

*Source: HESA Student Record*

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

(b) All numbers have been rounded to the nearest 5 and numbers less than 3 have been rounded to 0.

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

- 14% of new ITE students had some known disability.
- 46% 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 2020/21 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](#).

### 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% higher than full-time student numbers.
- Part-time enrolments are less than 2% 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 Equivalent (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.
- 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.

## **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. For OU students, the ITE programmes with the OU are only available in Wales.

### **Class of degree**

The qualification left with at the end of an ITE course. PGCEs do not 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.

### **Sex**

Other sexes 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 Local authority**

Home local authority refers to a student's permanent address (domicile) **before** starting the course.

## **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 enables those teachers to teach in Wales and teachers with QTS gained in Scotland and Northern Ireland can apply for recognition as a school teacher eligible to practise in Wales. Internationally trained teachers can also apply to EWC to have their teaching qualifications recognised and gain QTS 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 1<sup>st</sup> August to the 31<sup>st</sup> 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 Research Service in the Senedd;
- 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 allocations.
- 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% higher than full-time student numbers; part-time enrolments are less than 2% 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 2020/21 academic year between August and October 2020. ITE information from the student record has been available since January 2022. 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 and Research 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 2020/21 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 allocations (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 2021 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. The Destination of Leavers Survey was last published in 2016/17 and has been replaced by the Graduate Outcomes Survey.

### [Graduate Outcomes Survey](#)

An annual report presenting the results of the Graduate Outcomes Survey published by HESA.

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

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

### [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 allocations.

### [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:

- introduced charts in all sections and bringing tables into the report, which had previously been relegated to an appendix.
- introduced a description and link to the Well-being of Wales report
- introduced alt-text and expanded alt-text detail to all charts and tables

## Well-being of Future Generations Act (WFG)

The Well-being of Future Generations Act 2015 is about improving the social, economic, environmental and cultural wellbeing of Wales. The Act puts in place seven wellbeing 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 wellbeing goals, and (b) lay a copy of the national indicators before Senedd Cymru. Under section 10(8) of the Well-being of Future Generations Act, where the Welsh Ministers revise the national indicators, they must as soon as reasonably practicable (a) publish the indicators as revised and (b) lay a copy of them before the Senedd. These national indicators were laid before the Senedd in 2021. The indicators laid on 14 December 2021 replace the set laid on 16 March 2016.

Information on the indicators, along with narratives for each of the wellbeing goals and associated technical information is available in the [Wellbeing 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 wellbeing assessments and local wellbeing 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 2023 (provisional)

## We want your feedback

We welcome any feedback on any aspect of these statistics which can be provided by email to [HigherEducationAndStudentFinance.Stats@gov.wales](mailto:HigherEducationAndStudentFinance.Stats@gov.wales)

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