



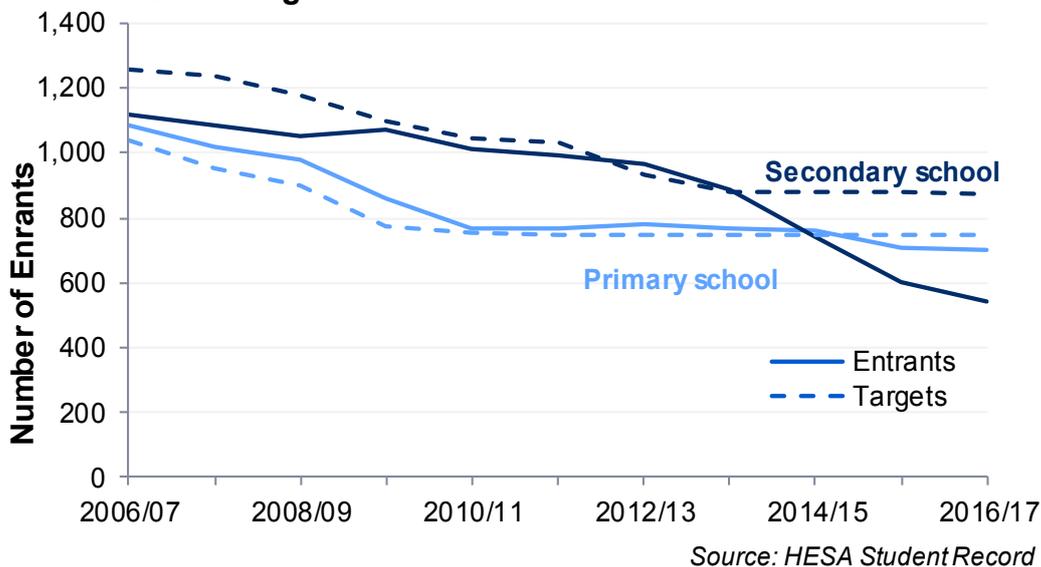
Initial Teacher Education Wales, 2016/17

10 May 2018
SB 30/2018

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 Schools Direct are not included in this bulletin.

Entrants and targets to ITE courses in Wales



- The number of new secondary school trainee teachers missed the target by over a third in 2016/17. The number of new primary school trainees stayed slightly below the target for a second year.
- There were 1,245 entrants to ITE courses in 2016/17; 700 on primary school courses and 545 on secondary school courses.
- There has been a small fall in students able to teach in Welsh, which is at its lowest point since 2008/09.
- Science, Maths and English are the most common subjects for entrants to secondary school ITE courses.
- 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.

Unless otherwise stated, figures are entrants (first year student enrolments) to ITE courses for the 2016/17 academic year.

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Policy context

Targets

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.

Initial Teacher Education (ITE) targets for courses in Wales, 2016/17

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

Source: [HEFCW](#)

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. Progress against plans for ITE reform was published in a [Written Ministerial Statement](#).

Centres of Teaching Education

There are 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.

All ITE courses in Wales are offered through these centres except when the Open University has offered ITE courses.

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. Information on the incentives offered to students in 2016/17 can be found on the [Welsh Government website](#).

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

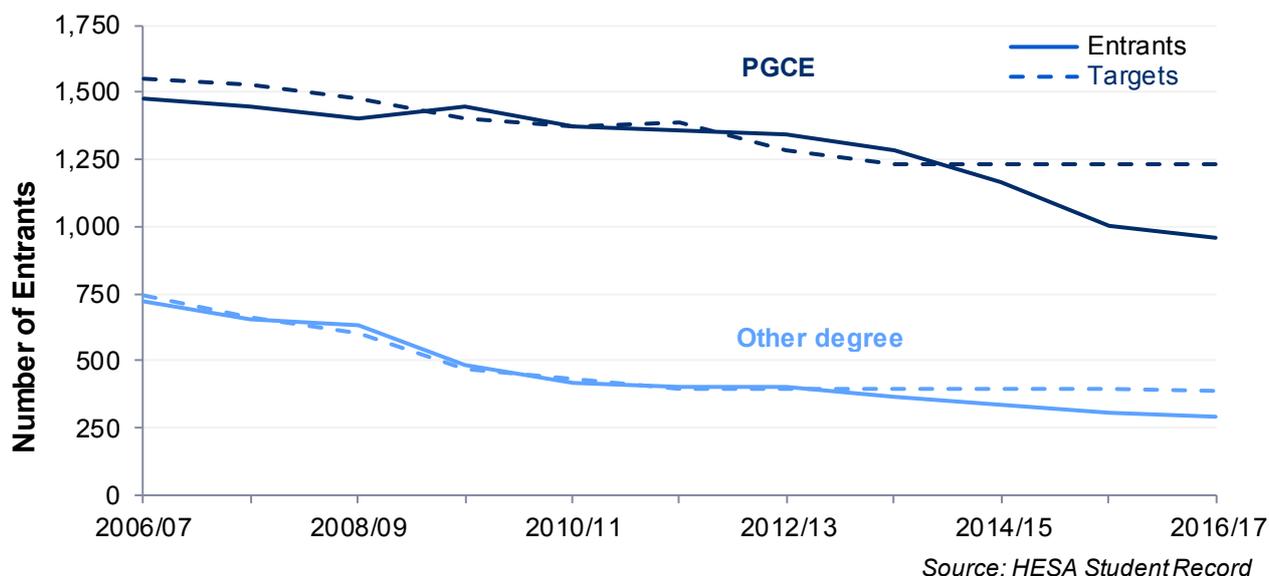
<u>Primary School</u>	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>
PGCE	470	465	465	440	425
Other Degree	305	300	290	270	270
Primary School Total	780	765	760	710	700
Primary School Target	750	750	750	750	750
<u>Secondary school</u>					
PGCE	870	820	695	560	530
Other Degree	95	65	45	35	20
Secondary School Total	965	885	740	600	545
Secondary School Target	930	880	880	880	871
Total Enrolments	1,740	1,650	1,500	1,310	1,245
Total Target	1,680	1,630	1,630	1,630	1,621

Source: HESA Student Record

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

- The target for primary courses was 750, but only 700 students enrolled. The target for secondary courses was 871, but only 545 students enrolled.
- The number of secondary school ITE students has been declining steeply for some years.
- The number of primary school ITE students had been fairly steady for 5 years, but declined in 2015/16 and dropped slightly again in 2016/17.
- There were 545 new entrants to secondary level courses, 326 (37%) short of the target.
- There were 700 new entrants to primary level courses, 50 (7%) short of the target.
- For every 20 people who started training to be a teacher in 2015/16, only 19 people started in 2016/17.

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 almost a quarter (280) with 955 entrants in 2016/17.
- The target for ‘Other degrees’ was also missed by a quarter (96) with 290 entrants.

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

Home country	2012/13	2013/14	2014/15	2015/16	2016/17
UK					
Wales	1,425	1,370	1,250	1,150	1,105
England	250	230	200	110	105
Scotland	5	5	*	*	*
Northern Ireland	10	10	10	15	5
Total UK	1,690	1,615	1,460	1,275	1,220
Non-UK					
Other EU	35	25	25	15	10
Non-EU	15	10	15	20	15

Source: HESA Student Record

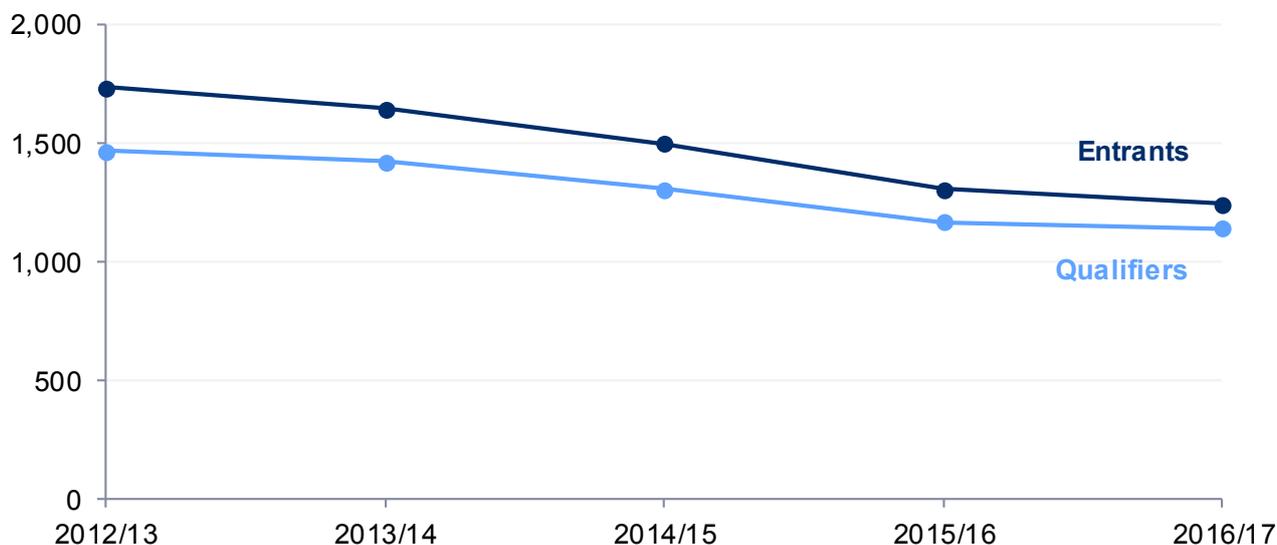
[\[View the data\]](#)

- The fall in ITE students in Wales is not due to falls in students coming from only one particular nation. Students from Wales fell by 320 (22%) over 4 years, whilst students from England fell by 145 (58%).
- 9 out of every 10 students beginning an ITE course in Wales in 2016/17 were living in Wales beforehand. In 2012/13, it was around 8 of every 10.

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

[\[View the data – Qualifiers, First years\]](#)

- Trends in qualifiers are similar to trends in people starting ITE courses, as most ITE courses last one year.
- For every 9 people who successfully qualified from an ITE course in Wales in 2016/17 another 10 people started one.

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

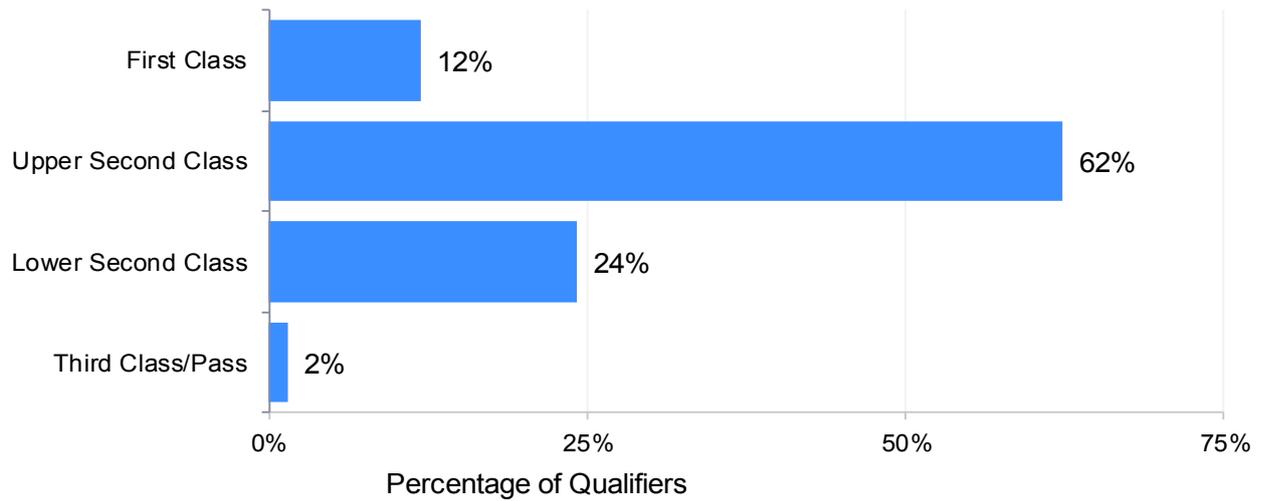
	2012/13	2013/14	2014/15	2015/16	2016/17
Primary School	665	670	625	640	640
Secondary school	800	755	685	530	505
Total	1,470	1,425	1,310	1,170	1,145

Source: HESA Student Record

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

- 325 fewer students gained Qualified Teacher Status in 2016/17 than 4 years before.

Chart B.2: Class of degree for non-PGCE qualifiers on ITE courses in Wales in 2016/17



Source: HESA Student Record

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

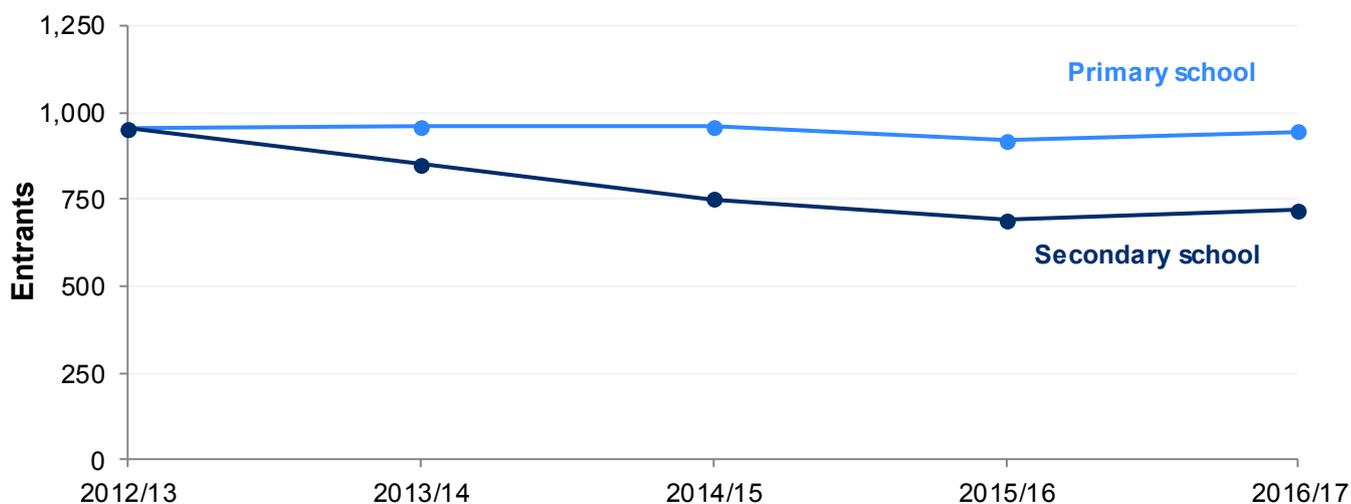
- 12% (30 students) of qualifiers in Wales received a First Class Honours.
- Around 6 out of every 10 people who qualified in Wales received an Upper Second Class Honours (2-1).

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.

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: School level of entrants from Wales on ITE courses in the UK



Source: HESA Student Record

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

- Unlike students training in Wales, the numbers of students from Wales studying in the UK rose for both the primary and secondary school levels in 2016/17.
- There was a modest decrease in the numbers of both Welsh and English students entering courses in Wales, but an increase in Welsh students studying ITE in England.

Table C.1: School level and country of study for first years from Wales on ITE courses in the UK

	Country of Study	2012/13	2013/14	2014/15	2015/16	2016/17
<u>Primary school</u>	Wales	660	680	665	640	630
	England	295	280	295	280	315
	All (a)	955	960	960	920	945
<u>Secondary school</u>	Wales	765	690	585	510	470
	England	190	160	165	180	245
	All (a)	955	850	750	690	720
<u>Total (a)</u>		1,915	1,810	1,715	1,610	1,670

Source: HESA Student Record

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

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

- The number of Welsh entrants to secondary school courses in Wales dropped by 39% over 4 years. The number of Welsh students starting to train in England, however, increased by 30% over the same period.
- Around half as many Welsh students now start to train in England as in Wales to be secondary school teachers. Four years ago this proportion was only one quarter. 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.
- The number of students from Wales that studied in England increased over the past 5 years. 3 in 10 first year ITE students from Wales studied in England in 2016/17, up from 2 in 10 in 2012/13.

Table C.2: Home region and country of study of first years from Wales on ITE courses in the UK, 2016/17

<u>Home region</u>	<u>Country of study</u>		<u>Total</u>
	<u>Wales</u>	<u>England</u>	
North Wales	200	205	410
Mid and South West Wales	375	115	495
Central South Wales	340	125	465
South East Wales	185	115	300
<u>Total (a)</u>	1,105	560	1,670

Source: HESA Student Record

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

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

- Half of new ITE students from North Wales studied in England. The next highest region, South East, had around 1 in 3 new ITE students studying in England.
- Mid and South West Wales sent the lowest proportion of new ITE students to England, only 1 in 4. 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

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

Table D.1: School level and country of study for qualifiers from Wales on ITE courses in the UK (r)

	Country of study	2012/13	2013/14	2014/15	2015/16	2016/17
<u>Primary school</u>	Wales	585	580	545	560	580
	England	200	215	300	245	255
	All (a)	785	800	840	805	835
<u>Secondary school</u>	Wales	640	610	535	425	430
	England	160	155	150	160	200
	All (a)	800	765	685	585	630
<u>Total (a)</u>		1,585	1,565	1,530	1,390	1,465

Source: HESA Student Record

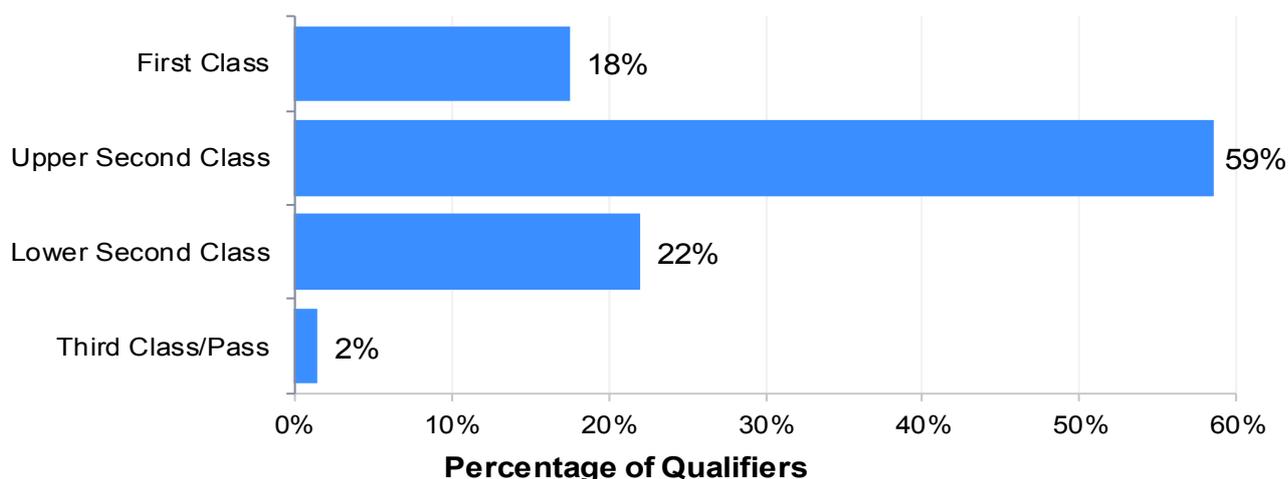
(a) Students from Wales studying in Northern Ireland or Scotland have been included in the totals.

(r) The figures in this table have been revised to remove a small number of students who were incorrectly recorded as achieving QTS.

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

- The total number of people from Wales achieving Qualified Teacher Status rose in 2016/17, for the first time in over 5 years. This was mainly due to an increase in Welsh people qualifying in England, at both primary and secondary school levels.

Chart D.2: Class of degree for non-PGCE qualifiers from Wales on ITE courses in the UK in 2016/17



Source: HESA Student Record

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

- Almost 1 in 5 qualifiers from Wales received a First Class Honours. This is slightly higher than qualifiers in Welsh universities.
- 1 in 6 qualifiers from Wales received an Upper Second Class Honours (2-1).

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). 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 entrants onto secondary school ITE courses in Wales, 2016/17

	2016/17
Total Science	90
Biology	35
Chemistry	30
Physics	20
General Science	5
Mathematics	65
English	65
PE	60
History	50
Welsh	35
Modern Languages	35
DT	30
RE	25
Geography	25
IT	20
Business	15
Drama	15
Art	10
Music	10
Total Secondary School	545

Source: HESA Student Record

Science, Maths and English were the most common subjects for people training to be secondary school teachers in Wales.

Although Science was the most popular group of subjects overall, individually Physics, Chemistry and General Science were all in the lower half of subjects studied.

Almost 2 in 5 new students training to be secondary school teachers in Wales studied a STEM subject – Science, Mathematics, Design & Technology or IT.

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

Table E.2: Subject of first years from Wales on secondary school ITE courses in the UK, 2016/17

	Country of Study		All (a)	
	Wales	England		
Total Science	75	40	110	
Biology	30	15	45	
Physics	15	15	30	
Chemistry	20	10	30	
General Science	5	*	5	
Mathematics	60	35	95	
English	55	20	75	
PE	45	20	65	
History	40	20	60	
Modern Languages	30	25	50	
Geography	25	25	50	
RE	25	15	40	
Welsh	35	*	35	
DT	30	5	35	
Drama	15	10	20	
Art	10	10	20	
IT	15	5	20	
Business	10	5	15	
Music	10	5	15	
Social Studies	*	5	5	
Total Secondary School (b)	470	245	720	

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 subjects, as they were with students studying in Wales.
- For Welsh students studying in England, Maths has been noticeably more common than English. For students studying in Wales, Maths and English were equally common.

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



- The number of students training to teach in Welsh has remained fairly constant over the past 10 years, unlike the number of students training to teach in English which has fallen each year since 2007/08.
- There were 10% more students training to teach in Welsh in 2016/17 than there were in 2007/08; however the number has fallen slightly over the last 3 years.
- The numbers of students training to teach in English only has almost halved over the same period of time and was 1,010 in 2016/17.

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

	School level	2012/13	2013/14	2014/15	2015/16	2016/17
<u>Training to teach in Welsh</u>	Primary School	195	180	135	150	145
	Secondary school	105	140	120	95	90
	All	305	320	255	245	235
<u>Not training to teach in Welsh</u>	All	1,440	1,330	1,245	1,065	1,010

Source: HESA Student Record

[View the data]

- Around 1 in 4 new ITE students in Wales were on courses enabling them to teach in Welsh, in 2016/17.

Table F.2: Subject of entrants onto secondary school ITE courses in Wales by ability to teach in Welsh, 2016/17

	Not training to teach in Welsh	Training to teach in Welsh
Total Science	85	10
General Science	5	*
Biology	30	5
Chemistry	30	5
Physics	15	*
Mathematics	60	5
DT	30	*
IT	20	*
Art	10	*
Business	15	*
Drama	15	5
English	65	*
Geography	25	5
History	45	5
Modern Languages	20	15
Music	10	*
PE	45	10
RE	20	*
Welsh	*	35
<u>Total Secondary School</u>	455	90

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.
- One quarter of new students training to teach in Welsh chose a STEM subject – proportionately less than those training to teach in English only. 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, 2016/17

	Able to speak Welsh fluently	Unable to speak Welsh Fluently (a)	All (a)
Training to teach in Welsh	220	15	235
Not training to teach in Welsh	130	840	1,010
All	350	855	1,245

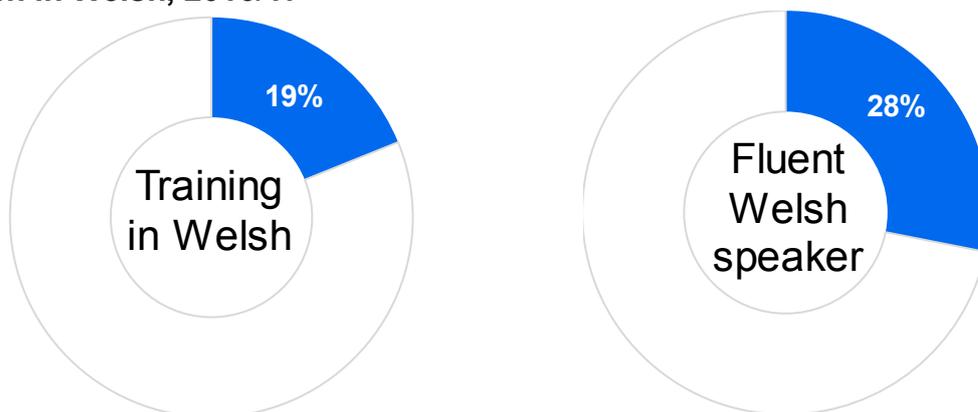
Source: HESA Student Record

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, two thirds started courses training them to teach in Welsh. However, the other third that were fluent, were not training to teach in Welsh.

Chart F.2: Proportion of entrants in Wales that are fluent Welsh speakers or training to teach in Welsh, 2016/17



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

- Of the entrants to ITE courses in Wales in 2016/17, nearly 1 in 5 students are on courses that train them to teach in Welsh while more than a quarter 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, 2016/17

	School level	2012/13	2013/14	2014/15	2015/16	2016/17
<u>Training to teach in Welsh</u>	Primary School	390	360	270	300	290
	Secondary school	210	280	240	190	180
	All	610	640	510	490	470
<u>Fluent Welsh Speaker</u>	Primary School	480	450	375	395	440
	Secondary school	355	320	330	265	260
	All	830	760	700	665	700

Source: HESA Student Record

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

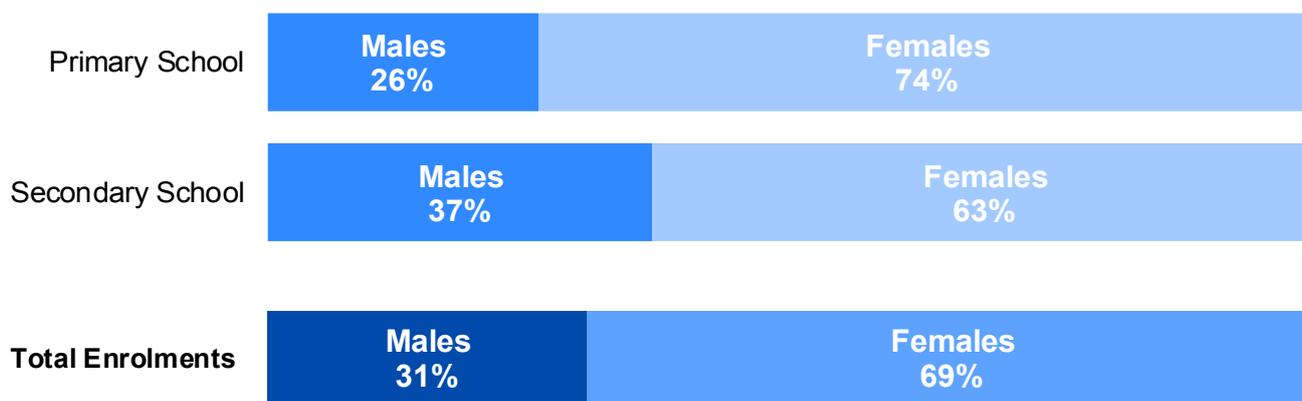
- The number of entrants training to teach in Welsh at both primary and secondary school levels has fallen since 2012/13. Most of this drop has been at the primary school level.
- The number of entrants who said that they could speak Welsh fluently has also fallen at both school levels since 2012/13. Most of this decline has been at the secondary school level.

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, 2016/17



Source: HESA Student Record

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

Table G.1: Gender and school level of entrants onto ITE courses in Wales, 2016/17

	Males	Females	Persons
Primary school	175	520	700
Secondary school	205	345	545
Total (a)	380	865	1,245

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 twice as many females as males starting to train as teachers in 2016/17, at both primary school level and in total.
- Most males (54%) trained to be secondary school teachers, whereas most females (60%) trained to be primary school teachers.

Table G.2: Subject and gender of entrants onto secondary school ITE courses in Wales, 2016/17

	<u>Females</u>		<u>Males</u>
Total Science	50		45
General Science	5		*
Biology	20		15
Chemistry	20		15
Physics	5		15
Mathematics	45		25
DT	25		5
IT	5		10
Art	10		*
Business	10		5
Drama	15		5
English	45		15
Geography	10		15
History	30		20
Modern Languages	25		10
Music	5		10
PE	25		30
RE	20		5
Welsh	30		5
<u>Total Secondary School</u>	<u>345</u>		<u>205</u>

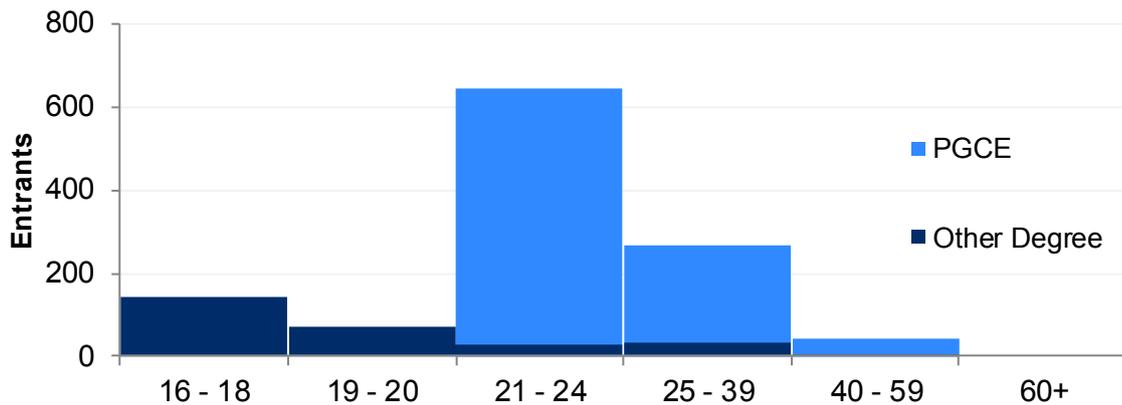
Source: HESA Student Record

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

- Only Physics, IT, Geography, Music and PE had more male than female entrants to secondary school ITE courses in 2016/17.
- There were more female STEM students than male – 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, 2016/17

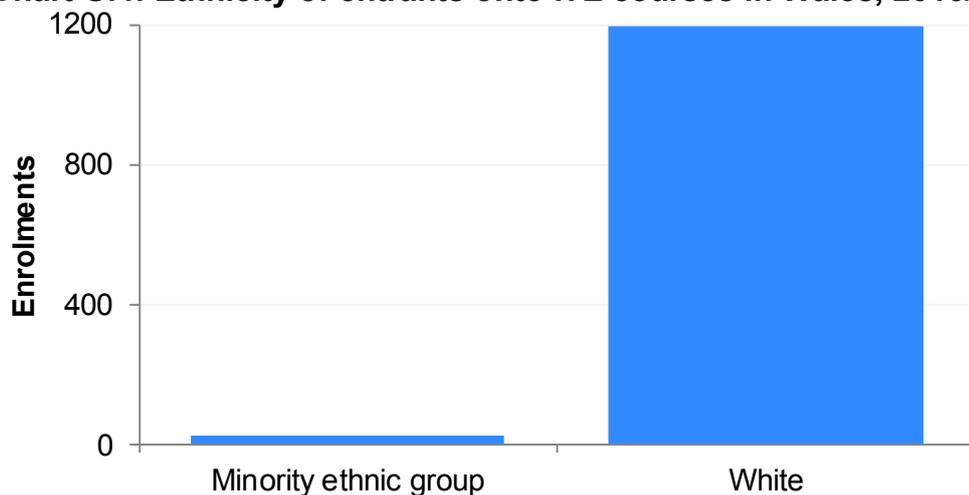


[\[View the data\]](#)

- Students training to become teachers on non-PGCE courses were younger than those doing PGCEs.
- 7 in 10 first year PGCE students in Wales were aged between 21 and 24.

Ethnicity

Chart G.4: Ethnicity of entrants onto ITE courses in Wales, 2016/17



Source: HESA Student Record

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

- Fewer than 30 non-white people started training to be a teacher in Wales in 2016/17, remaining, for a second year, at the lowest point this decade.
- 2% of new ITE students in Wales were non-white, in 2016/17. According to the census, 4% of the Welsh population were non-white¹ in 2011.

¹ [2011 Census: Key Statistics for Wales, March 2011](#)

Disability

Table G.5: Disability of entrants onto ITE courses in Wales, 2016/17 (a)

	<u>2016/17</u>
<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	*
A long standing illness / health condition e.g. diabetes, cancer	20
Multiple disabilities	5
Other disability not listed	10
<u>Total known disabilities</u>	105
<u>No known disability</u>	<u>1,135</u>

Source: HESA Student Record

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

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

- 9% of new ITE students had some known disability.
- Half 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 refer to '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 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 the [Governor's Wales website](#).

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 school in Wales. QTS in Wales is different from QTS in England or General Teaching Council registry in Northern Ireland and Scotland.

Qualifiers

'Qualifiers' refers to total qualifications through this bulletin. 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 2015/16 academic year between August and October 2016. ITE information from the student record has been available since January 2017. The release of this bulletin has been moved to June from September, to reflect demand for the information. The plausibility of moving the bulletin forward to May in 2018 is currently being examined.

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 2014/15 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 Related 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.

All official statistics should comply with all aspects of the Code of Practice for Statistics. They are awarded National Statistics status following an assessment by the UK Statistics Authority's regulatory arm. The Authority considers whether the statistics meet the highest standards of Code compliance, including the value they add to public decisions and debate.

It is Welsh Government's responsibility to maintain compliance with the standards expected of National Statistics. If we become concerned about whether these statistics are still meeting the appropriate standards, we will discuss any concerns with the Authority promptly. National Statistics status can be removed at any point when the highest standards are not maintained, and reinstated when standards are restored.

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:

<http://gov.wales/statistics-and-research/initial-teacher-training/?lang=en>

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 2019 (Provisionally)

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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