



## Initial Teacher Education Wales, 2021/22

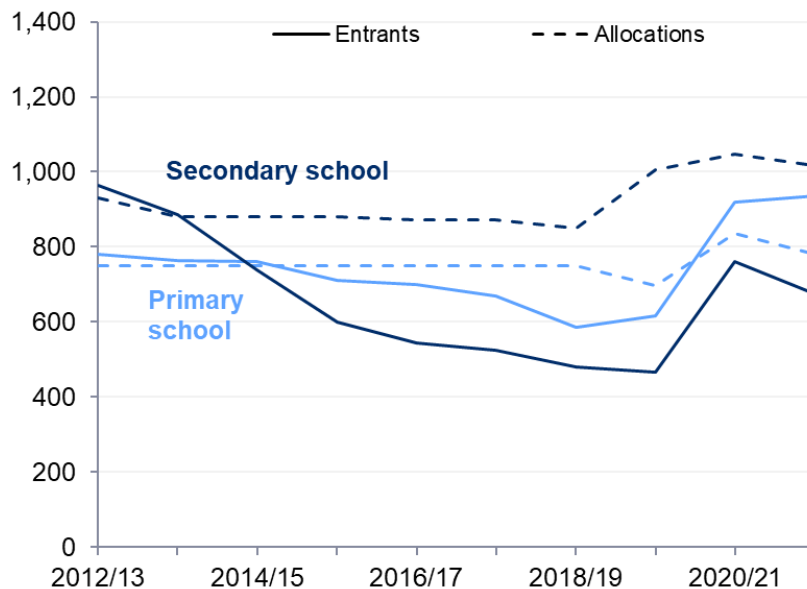
25 May 2023  
SB 19/2023

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.

### Main points

#### Entrants and intake allocations to ITE courses in Wales, 2012/13 to 2021/22



Description of chart: A line chart showing that entrants for primary school surpassed allocations for the second consecutive year, while entrants for secondary school were lower than allocations for the eighth consecutive year.

Source: HESA Student record, Education Workforce Council (EWC) and Welsh Government

- There were 1,610 entrants to ITE courses in Wales in 2021/22; 935 on primary school courses and 675 on secondary school courses.
- Although the number of entrants for secondary ITE courses in Wales for 2021/22 was lower than it was in 2020/21, entrants in 2021/22 were still higher than they were for every year between 2015/16 and 2019/20.

### 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 2021/22 academic year.

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## **Main points (continued)**

- The number of entrants to primary school ITE courses in Wales was 20% higher than the allocations in 2021/22.
- The number of entrants to secondary school ITE courses in Wales was 34% lower than the allocations in 2021/22.
- The number of first year ITE students in Wales training to be able to teach in Welsh was 4% lower than it was in 2020/21, standing at 325 students in 2021/22. However, this accounts for 20% of the total number of first year ITE students in Wales, the same proportion as in 2020/21
- Mathematics, Biology and Welsh were the most common priority subjects for entrants to secondary school ITE courses in Wales.
- 5% of new ITE students in Wales whose ethnicity was known were from a Black, Asian or Minority Ethnic group in 2021/22, the same as in 2020/21
- 84% of new ITE students training in Wales were living in Wales before they started their degree.

## Policy context

### Allocations for the 2021/22 academic year

For 2021/22, the [Education Workforce Council \(EWC\)](#) set the allocations for ITE courses in Wales. Separate allocations were set for the Open University by the Welsh Government. 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 ITE degrees. Postgraduate and PGCE are often used to mean the same thing, despite subtle differences. See 'Degree type' in [Definitions](#) for more information.

### EWC and Open University allocations for Initial Teacher Education (ITE) courses in Wales, 2021/22

		PGCE	Other degree	Total
EWC allocations	Primary School	398	264	662
	Secondary School	948	0	948
	<b>Total</b>	1,346	264	1,610
Open University allocations	Primary School	117	0	117
	Secondary School	68	0	68
	<b>Total</b>	185	0	185
<b>Total</b>	<b>Primary School</b>	<b>515</b>	<b>264</b>	<b>779</b>
	<b>Secondary School</b>	<b>1,016</b>	<b>0</b>	<b>1,016</b>
	<b>Total</b>	<b>1,531</b>	<b>264</b>	<b>1,795</b>

Description of table: A table showing that there were a total of 779 allocations for primary school places and 1,016 allocations for secondary school places in 2021/22.

Source: Education Workforce Council (EWC) and Welsh Government.

## Policy

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, and no undergraduate programmes for secondary subject specialisms were submitted by the ITE Partnerships.

Current recruitment priorities for ITE in Wales are:

- Student teachers from diverse backgrounds including Black, Asian and Minority Ethnic students.
- Student teachers training for specific secondary subject specialisms (Biology, Chemistry, Design and Technology, ICT, Maths, Modern Foreign Languages, Physics and Welsh).
- Secondary subject specialism student teachers training to teach through the medium of Welsh.

## Centres of Teaching Education

In the 2021/22 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

Some students may be eligible for incentive grants, such as the [Priority Subject Incentive](#), [Iaith Athrawon Yfory Incentive](#) and the [Ethnic Minority Initial Teacher Education Incentive](#). The Welsh Government's incentive schemes range in value, and some student teachers may be eligible to receive multiple grants. The incentive schemes are determined annually by the Minister for Education and Welsh Language 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 students attending ITE courses at the Open University who are registered at a Welsh National Centre, 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, 2016/17 to 2021/22**

	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>	<u>2019/20</u>	<u>2020/21</u>	<u>2021/22</u>
<u>Primary School</u>						
PGCE	425	430	375	420	635	645
Other Degree	270	245	210	190	285	295
Primary School Enrolments	700	670	585	615	920	935
Primary School Allocation	750	750	750	696	836	779
<u>Secondary school</u>						
Secondary School Enrolments	545	525	480	465	760	675
Secondary School Allocation	871	871	851	1,006	1,048	1,016
<b>Total Enrolments</b>	1,245	1,200	1,065	1,080	1,680	1,610
<b>Total Allocation</b>	1,621	1,621	1,601	1,702	1,884	1,795

Description of table A.1: A table showing that the number of primary school ITE entrants was higher in 2021/22 than it was for every year since 2016/17. The number of secondary school ITE entrants was higher in 2021/22 than it was for every year between 2016/17 and 2019/20, peaking in 2020/21 for this period.

Source: HESA Student record, Education Workforce Council (EWC) and Welsh Government [View the data](#)

- The allocation for primary courses was 779, and 935 students enrolled. The allocation for secondary courses was 1,016, but only 675 students enrolled.
- There was an 11% drop in secondary school ITE entrants in 2021/22 compared to 2020/21. Secondary intake was only at 66% of the allocation level in 2021/22.
- There was a 2% increase in primary school ITE entrants compared to 2020/21. For 2021/22, primary intake was at 120% of the allocation level.

The Open University began to offer the PGCE in Wales in 2020/21. There are two routes that can be taken when undertaking a PGCE at the Open University- the part-time route and the salaried route. Table A.2 shows the routes taken by PGCE students at the Open University.

**Table A.2: PGCE entrants in the Open University by route, 2020/21 to 2021/22**

	2020/21	2021/22
Salaried route enrolments	60	70
Part time route enrolments	85	90
<u>Total</u>	140	160

Description of table A.2: A table showing that the number of PGCE entrants in the Open University were slightly higher than they were in 2021/22.

Source: HESA Student record

**Table A.3: Home country of entrants onto ITE courses in Wales, 2016/17 to 2021/22**

Home country	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
UK	1,220	1,140	1,025	995	1,630	1,500
Wales	1,105	1,025	935	925	1,445	1,360
England	105	105	85	65	175	130
Scotland	0	0	0	0	5	5
Northern Ireland	5	5	5	5	10	5
Other EU	10	15	0	15	15	10
Non-EU	15	45	35	70	35	100

Description of table A.3: A table showing that the number of entrants from Wales and England onto ITE courses in Wales between 2016/17 and 2021/22 was highest in 2020/21, but remained higher in 2021/22 than it did in all years between 2016/17 and 2019/20.

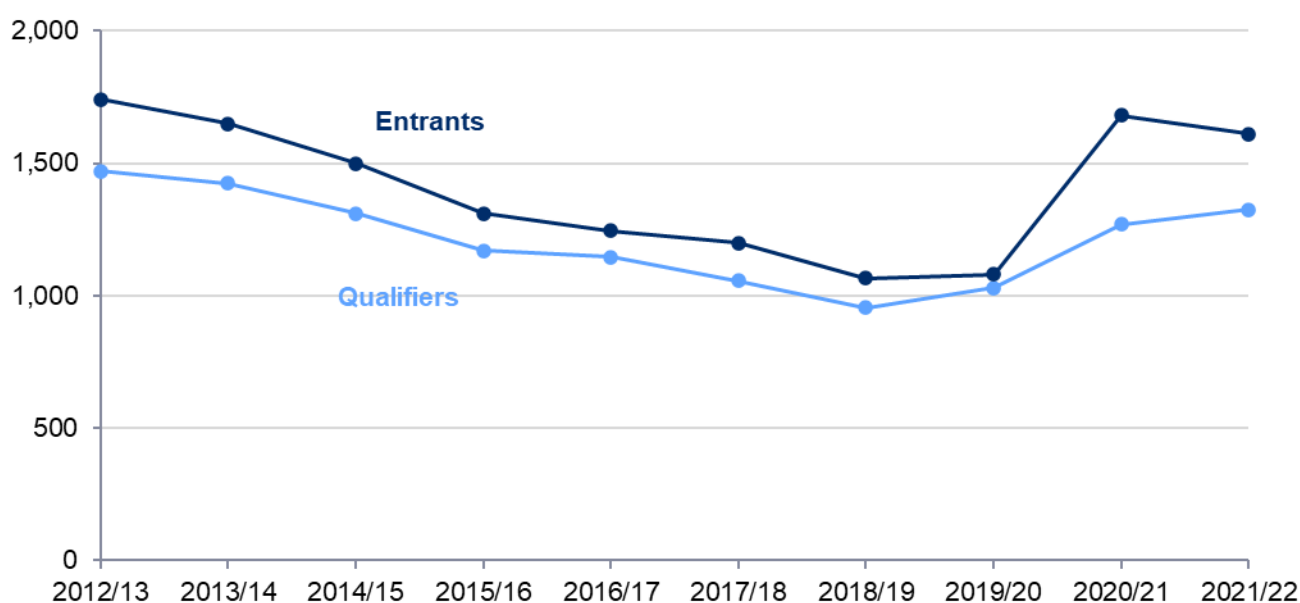
Source: HESA student record [View the data](#)

- Following a peak in 2020/21, entrants from Wales decreased by 90 students (6%) between 2020/21 and 2021/22, whilst entrants from England decreased by 40 students (24%).
- 84% of students beginning an ITE course in Wales in 2021/22 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. Within HESA student data, there is [evidence](#) that administrative delays due to the COVID-19 pandemic impacted on the number of qualifications reported as awarded in 2019/20. This contributed to a higher number of qualifications awarded in 2020/21 and may therefore have impacted on the number of students identified as achieving QTS.

**Chart B.1: Qualifiers from ITE courses in Wales compared to entrants, 2012/13 to 2021/22**



Description of chart B.1: A chart showing that the total number of qualifiers from an ITE course in Wales was higher in 2021/22 than it was in every year since 2014/15.

Source: HESA student record [View the data](#)

- In 2021/22, 1,325 people successfully qualified from an ITE course in Wales and 1,610 started one.

**Table B.1: School level of qualifiers from ITE courses in Wales, 2016/17 to 2021/22**

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Primary School	640	605	550	595	640	745
Secondary school	505	450	405	435	630	580
<b>Total</b>	<b>1,145</b>	<b>1,055</b>	<b>955</b>	<b>1,030</b>	<b>1,270</b>	<b>1,325</b>

Description of table B.1: A table showing that the number of qualifiers from a primary school level ITE course in Wales was higher in 2021/22 than it was in every year since 2016/17. During this same time period, the number of qualifiers from a secondary school level ITE course decreased in 2021/22 following a peak in 2020/21 but the number of qualifiers in 2021/22 was still higher than it was every year between 2016/17 and 2019/20.

Source: HESA student record [View the data](#)

- 100 more students gained Qualified Teacher Status for primary school in 2021/22 than in 2020/21- an increase of 16%. This was an increase for the third year in a row, reversing the previous downward trend.
- More students gained Qualified Teacher Status in 2021/22 than in every year between 2016/17 and 2019/20. However, the number of students who gained Qualified Teacher Status for secondary school in 2021/22 was 7% lower than in 2020/21.

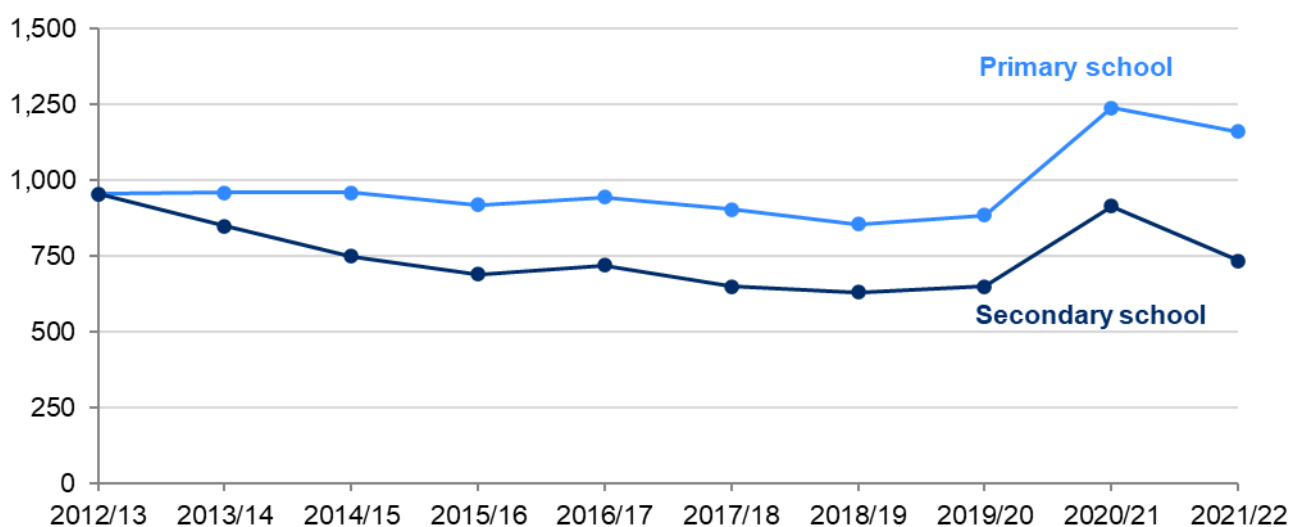


## Section C: Students from Wales studying in the UK

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](#) in 2016/17 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, 2012/13 to 2021/22**

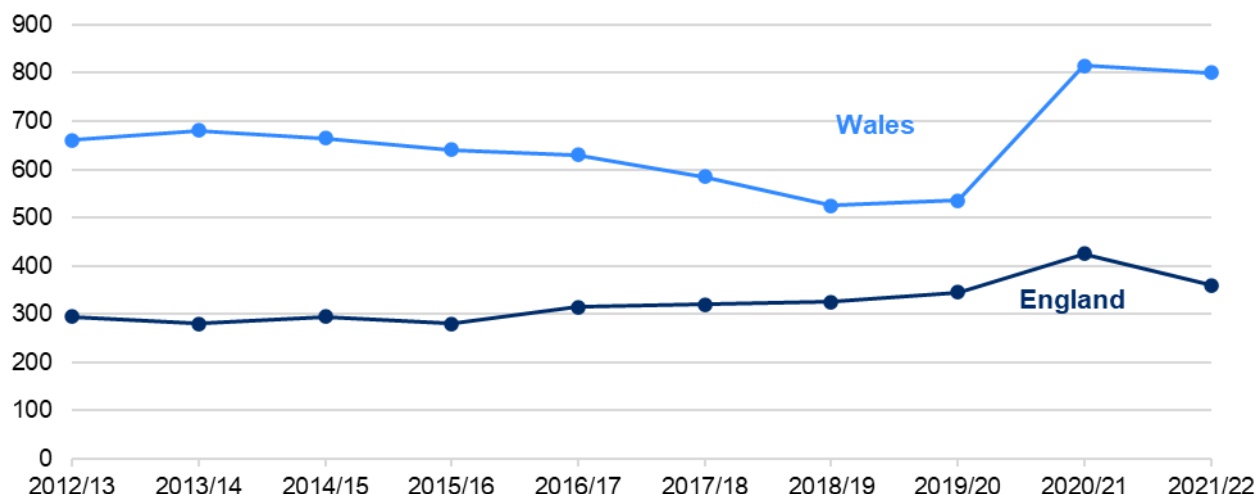


Description of chart C.1: A chart showing that, with the exception of a peak in 2020/21, the number of entrants from Wales to primary school ITE courses was higher in 2021/22 than it was for every other year since 2012/13. The number of entrants for secondary school ITE courses peaked in 2012/13, then declined before reaching similar levels again in 2020/21.

Source: HESA student record [View the data](#)

- The number of primary school level entrants dropped from 1,240 in 2020/21 to 1,160 in 2021/22. However, the number of entrants in 2021/22 was higher than it was for all years between 2012/13 and 2019/20.
- The number of secondary school level entrants dropped from 915 in 2020/21 to 735 in 2021/22. However, the number of entrants in 2021/22 was higher than it was for all years between 2015/16 and 2019/20.

**Chart C.2: Entrants from Wales on primary level ITE courses in the UK by country of study, 2012/13 to 2021/22**

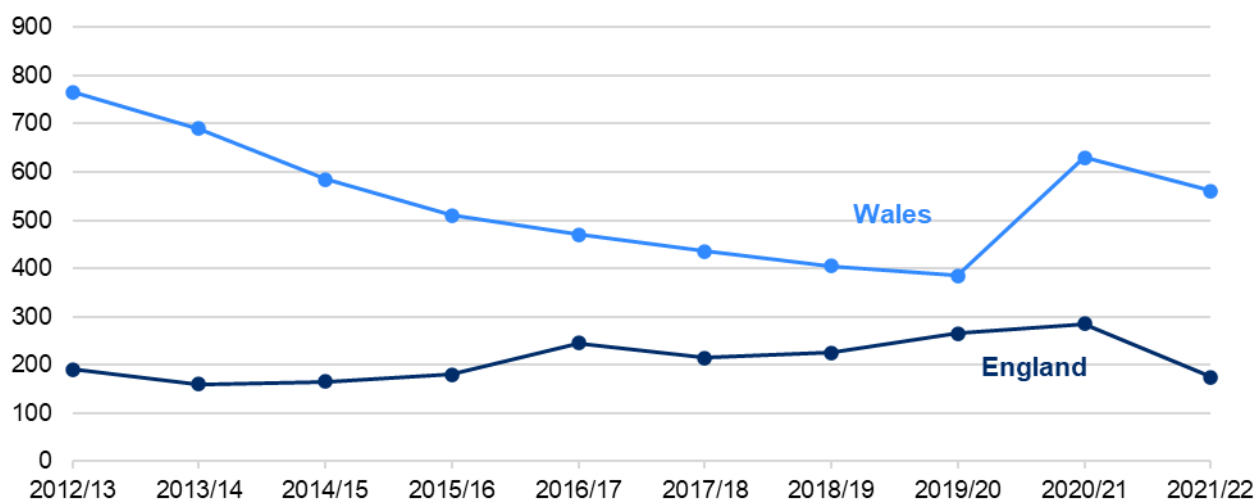


Description of chart C.2: A chart showing that the number of students from Wales choosing to study ITE at primary level in Wales decreased in 2021/22 following a peak in 2020/21 but it was still higher in 2021/22 than it was for every year between 2012/13 and 2019/20. The number of students from Wales choosing to study in England also peaked in 2020/21, and in 2021/22 returned to a similar level 2019/20

Source: HESA Student record [\[View the data\]](#)

- The number of students from Wales was 2% lower in 2021/22 than it was in 2020/21.
- Those choosing to study in England decreased by 14%, from 425 in 2020/21 to 360 in 2021/22.

**Chart C.3: Entrants from Wales on secondary level ITE courses in the UK by country of study, 2012/13 to 2021/22**



Description of chart C.3: A chart showing that the number of students from Wales choosing to study ITE at secondary level in Wales decreased in 2021/22 following an increase in 2020/21, but was still higher in 2021/22 than it was for every year between 2015/16 and 2019/20. The number of students from Wales choosing to study in England peaked in 2020/21, and in 2021/22, dropped to the lowest levels since 2015/16.

Source: HESA Student record [\[View the data\]](#)

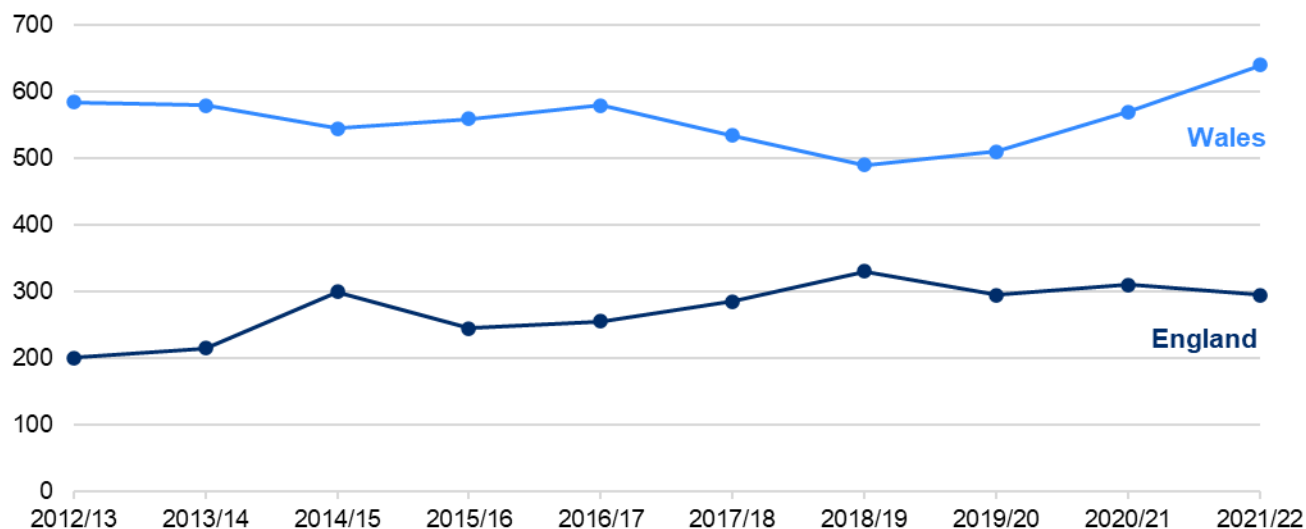
- The number of ITE entrants on secondary courses in Wales was 11% lower than it was in 2020/21. The number of entrants in England decreased by 38%.
- 24% of ITE entrants from Wales chose to train to teach in England in 2021/22- lower than the proportion of ITE entrants from Wales who chose to train to teach in England in 2020/21 (31%).

## Section D: Qualifiers from Wales studying in the UK

This section covers students that came from Wales and qualified from ITE courses either in Wales or elsewhere in the UK.

[Section B](#) gives some information on the definition of qualifiers and how the qualifiers data may have been affected by the COVID-19 pandemic. [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, 2012/13 to 2021/22**

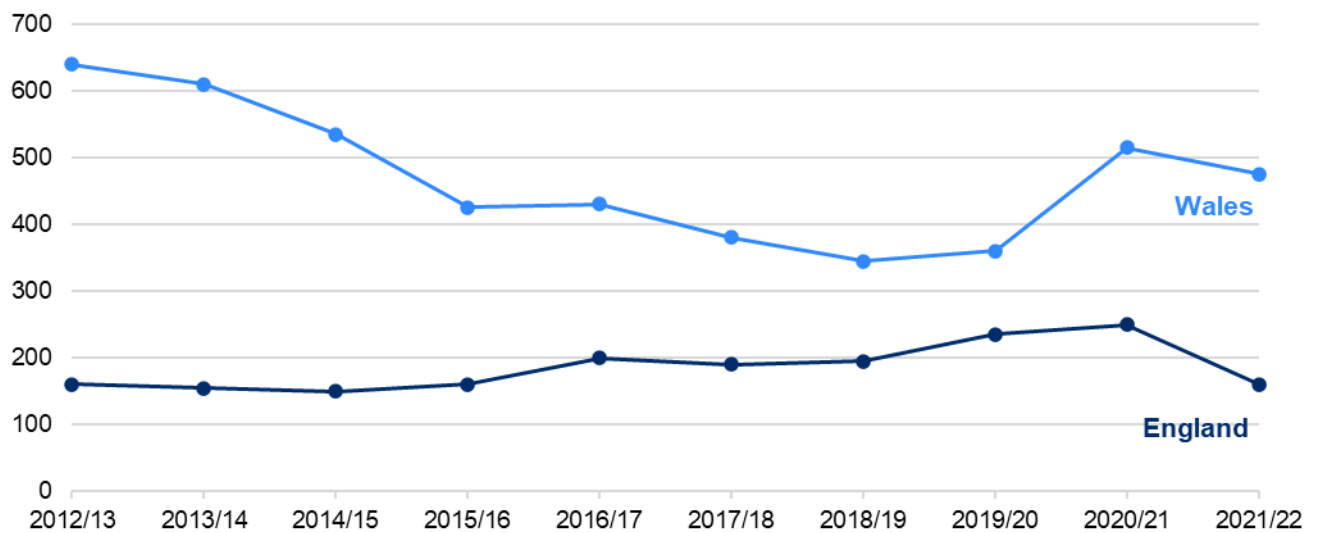


Description of chart D.1: This chart shows that the total number of primary ITE students achieving Qualified Teacher Status after studying in Wales in 2021/22 was higher than it was every year since 2012/13. The number of students from Wales qualifying after studying in England has remained relatively stable since 2017/18.

Source: HESA Student record [\[View the data\]](#)

- In Wales, number of qualifiers rose from 570 in 2020/21 to 640 in 2021/22.
- For those studying in England, the number of qualifiers decreased slightly in 2021/22 to 295 (from 310 in 2020/21).

**Chart D.2: Qualifiers from Wales on secondary level ITE courses in the UK by country of study, 2012/13 to 2021/22**



Description of chart D.2: This chart shows that although the number of Welsh domiciled ITE students who achieved Qualified Teacher Status after studying in Wales decreased between 2020/21 and 2021/22, the number of qualifiers was still higher in 2021/22 than it was in every year between 2015/16 and 2019/20.

Source: HESA Student record [\[View the data\]](#)

- In Wales, the total number of secondary ITE students from Wales achieving Qualified Teacher Status decreased in 2021/22 to 475 qualifiers (from 515 in 2020/21).
- The number of qualifiers studying in England also decreased in 2021/22 (160 compared to 250 in 2020/21).

## Section E: Subjects

Students training to be secondary school teachers choose a subject to specialise in. For 2021/22, the priority subjects were Mathematics, Biology, Chemistry, Physics, Modern Foreign Languages, Welsh and Information Technology. Table E.1 covers students studying ITE courses in Wales.. 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 sex divide in subjects. Subject choices for students from Wales is available on [Stats Wales](#)

**Table E.1: Subject of first years on secondary school ITE courses in Wales, 2021/22**

	<u>2021/22</u>
<b>Priority subjects</b>	<b>255</b>
Total Science	100
Biology	50
Chemistry	20
Physics	20
General Science	10
Mathematics	75
Welsh	35
Modern Languages	30
IT	15
<b>Non-priority subjects</b>	<b>420</b>
Art	25
Business	15
DT	30
Drama	30
English	105
Geography	30
History	80
Music	15
PE	65
RE	20
<b>Total Secondary School</b>	<b>675</b>

Description of table E.1: This chart shows that 255 entrants for secondary school ITE courses in Wales enrolled on teaching courses for priority subjects in 2021/22, and 420 entrants enrolled on teaching courses for non-priority subjects.

Source: HESA Student record [\[View the data\]](#)

- 38% of new students training to be secondary school teachers in Wales studied a priority subject.
- Mathematics, Biology and Welsh were the most common priority subjects for people training to be secondary school teachers in Wales in 2021/22.

- English, History and PE were the most common non-priority subjects for people training to be secondary school teachers in Wales in 2021/22.

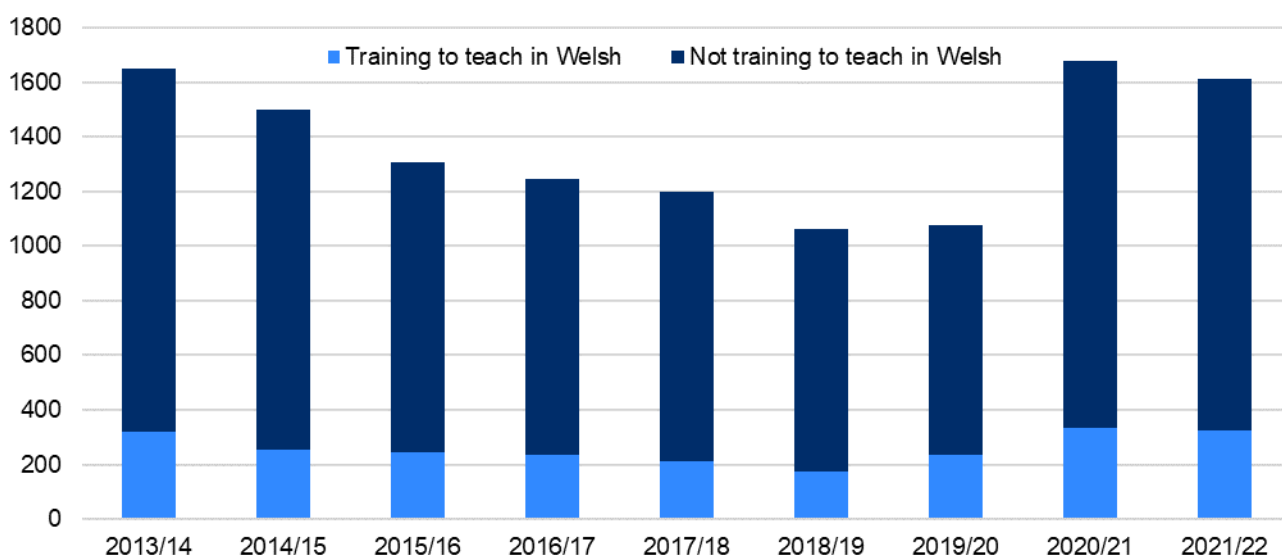
## Section F: Welsh language

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.

The Open University currently records all students on ITE courses in the Welsh national centre of the Open University as training to teach in Welsh. This resulted in an over-reporting of students training to teach bilingually in 2020/21. Figures for 2020/21 have therefore been revised. See the [methodology](#) section for more information on how the number of students training to teach in Welsh is now obtained.

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, 2016/17 to 2021/22**



Description of chart F.1: This chart shows that there was an increase in the number of entrants training to teach in Welsh in 2020/21. While the number of entrants training to teach in Welsh was slightly lower for 2021/22, the number remained higher than it was for all years between 2013/14 and 2019/20.

Source: HESA Student record [\[View the data\]](#)

- The number of students training to teach in Welsh was down 4%, from 335 in 2020/21 to 325 in 2021/22. However, the proportion of ITE students who train to teach in Welsh has remained fairly consistent since 2013/14.
- 20% of new ITE students in Wales were on courses enabling them to teach in Welsh in 2021/22 compared to 19% in 2013/14.



**Table F.1: Entrants onto ITE courses in Wales by course language and school level, 2016/17 to 2021/22**

	School Level	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
<u>Training to teach in Welsh</u>	Primary School	150	145	110	95	145	190	210
	Secondary school	95	90	100	75	90	145	110
	All	245	235	210	175	235	335	325
<u>Not training to teach in Welsh</u>	All	1,065	1,010	990	890	840	1,345	1,290

Description of table F.1: This table shows that between 2016/17 and 2021/22, the number of entrants training to teach in Welsh at primary school level was at its highest in 2021/22, where 210 students were training to teach in Welsh. The number of entrants training to teach in Welsh at secondary school level was lower in 2021/22 than in 2020/21, but higher than every other year since 2016/17.

Source: HESA Student record [\[View the data\]](#)

- While the number of entrants training to teach in Welsh increased at primary school level (10% increase from 2020/21 to 2021/22), the equivalent for secondary school level decreased by 22% in the same period.
- 23% of new ITE students in Wales training to teach at Primary School level were on courses that enable them to teach in Welsh, compared to 17% of students training to teach at Secondary school level.

**Table F.2: Subject of entrants onto secondary school ITE courses in Wales by ability to teach in Welsh, 2021/22**

	Not training to teach in Welsh	Training to teach in Welsh
<b>Priority subjects</b>	<b>200</b>	<b>60</b>
Total Science	90	10
Biology	50	0
Chemistry	15	0
Physics	15	5
General Science	5	5
Mathematics	70	5
Welsh	0	35
Modern Languages	20	15
IT	15	0
<b>Non-priority subjects</b>	<b>365</b>	<b>55</b>
Art	20	0
Business	15	0
DT	25	10
Drama	25	5
English	100	5
Geography	25	5
History	70	10
Music	10	0
PE	55	10
RE	20	0
<b>Total Secondary School</b>	<b>565</b>	<b>110</b>

Description of table F.2: This table shows that 60 entrants for priority subjects were training to teach in Welsh, and 35 of these were training to teach Welsh as a subject. 55 entrants were training to teach non-priority subjects in Welsh.

Source: HESA Student record [\[View the data\]](#)

- 11% of priority subject (excluding Welsh) entrants were training to teach in Welsh in 2021/22, while 13% of non-priority subject entrants were training to teach in Welsh.

**Table F.3: Self-reported Welsh speaking ability of entrants onto ITE courses in Wales by ability to teach in Welsh, 2021/22**

	Able to speak Welsh fluently	Unable to speak Welsh Fluently <sup>(a)</sup>	All
Training to teach in Welsh	265	45	325
Not training to teach in Welsh	120	1,000	1,290
All	390	1,045	1,610

Description of table F.3: This table shows that, of the 390 ITE entrants in 2021/22 who reported that they were able to speak Welsh fluently, 265 were training to teach in Welsh.

Source: HESA Student record [\[View the data\]](#)

(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.

- The number of entrants who said that they could speak Welsh fluently in 2021/22 was higher than it has been since 2016/17.
- Of those who spoke Welsh fluently, 265 (69%) started courses training them to teach 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 to 2021/22**

	School level	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
<u>Training to teach in Welsh</u>	Primary School	145	110	95	145	190	210
	Secondary school	90	100	75	90	145	110
	All	235	210	175	235	335	325
<u>Fluent Welsh Speaker</u> <sup>(a)</sup>	Primary School	220	195	165	185	205	235
	Secondary school	130	110	100	115	180	150
	All	350	305	265	300	385	390

Description of table F.4: This table shows that the number of primary school ITE entrants who were fluent Welsh speakers in 2021/22 was higher than it was for any other year, but the number of secondary school ITE entrants who were fluent in Welsh in 2021/22 was lower than it was in 2020/21.

Source: HESA Student record [\[View the data\]](#)

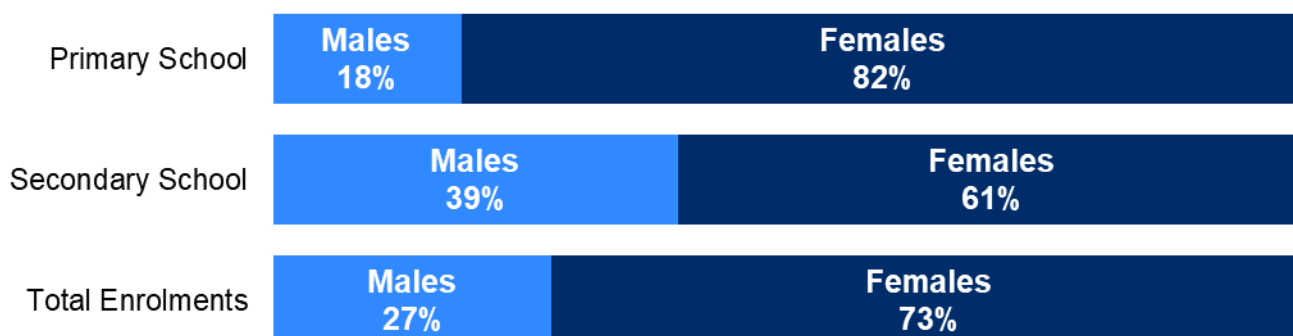
(a) 'Unable to speak Welsh fluently' includes students that speak Welsh but do not consider themselves fluent.

## 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, 2021/22**



Description of chart G.1: This chart shows that there was a higher proportion of female to male entrants for both primary school ITE courses and secondary school ITE courses. Overall, 73% of entrants were females.

Source: HESA Student record [\[View the data\]](#)

**Table G.1: Sex and school level of entrants onto ITE courses in Wales, 2021/22**

	Males	Females	Persons
Primary school	170	765	935
Secondary school	265	410	675
<u>Total<sup>(a)</sup></u>	435	1,175	1,610





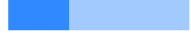




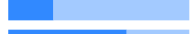












Description of table G.1: This table shows that, of the 1,610 entrants on to an ITE course in Wales, 1,175 were females.

Source: HESA Student record [\[View the data\]](#)

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

- There were over four times as many women as men starting to train as primary school teachers in 2021/22, and more than twice as many women than men in total.
- The majority of men (61%) trained to be secondary school teachers, whereas the majority of women (65%) trained to be primary school teachers.

**Table G.2: Subject and sex of entrants onto secondary school ITE courses in Wales, 2021/22**

	<u>Females</u>		<u>Males</u>
<b>Priority subjects</b>	135		120
Total Science	55		45
Biology	30		20
Chemistry	10		10
Physics	5		10
General Science	5		5
Mathematics	30		45
Welsh	25		10
Modern Languages	20		10
IT	5		15
<b>Non-priority subjects</b>	275		145
Art	20		0
Business	5		5
DT	25		5
Drama	25		5
English	80		25
Geography	15		15
History	40		40
Music	10		5
PE	25		40
RE	20		0
<b>Total Secondary School</b>	410		265

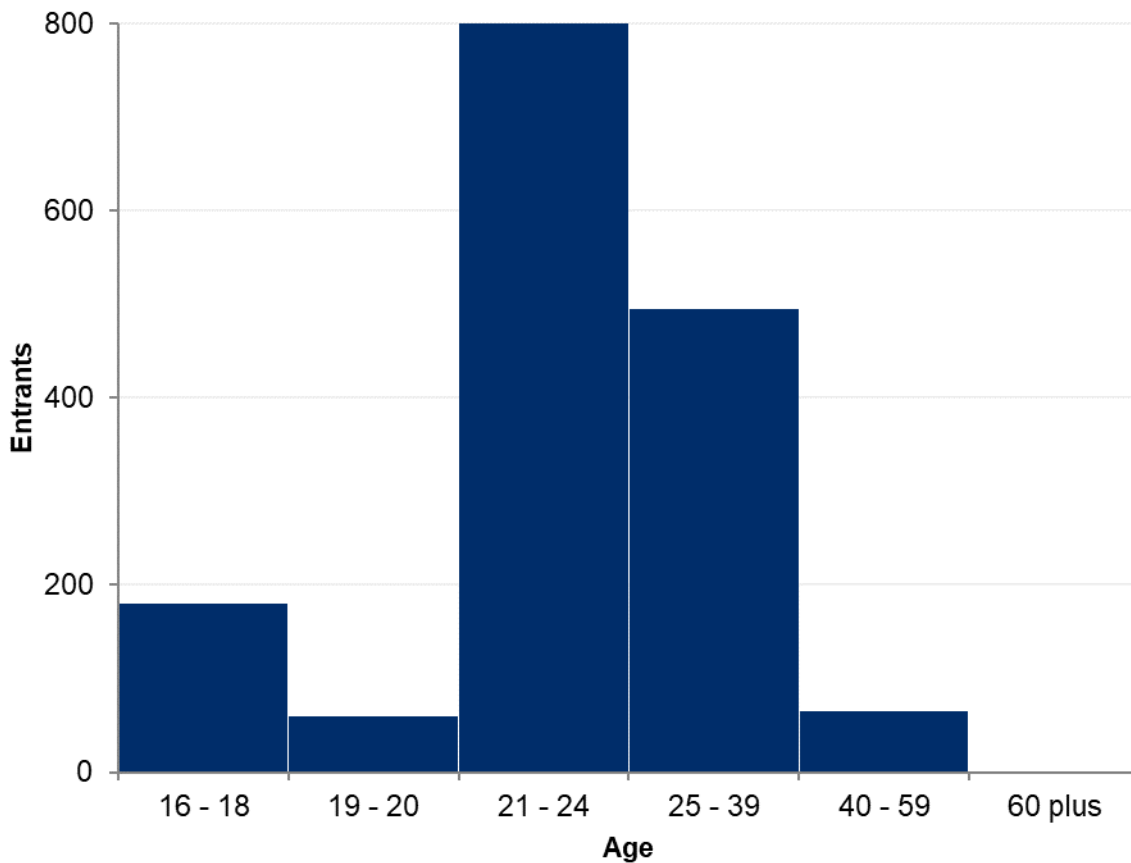
Description of table G.2: This table shows that English, History, Mathematics and Biology secondary school ITE courses were most popular amongst female entrants, and Mathematics, History and PE were most popular amongst male entrants.

Source: HESA Student record [\[View the data\]](#)

- Only Physics, Mathematics, IT and PE had more male than female entrants to secondary school ITE courses in 2021/22.
- 53% of entrants studying to teach priority subjects were females and 46% were males.
- 33% of female entrants and 45% of male entrants were studying to teach priority subjects.

## Age

Chart G.3: Age of entrants onto ITE courses in Wales, 2021/22



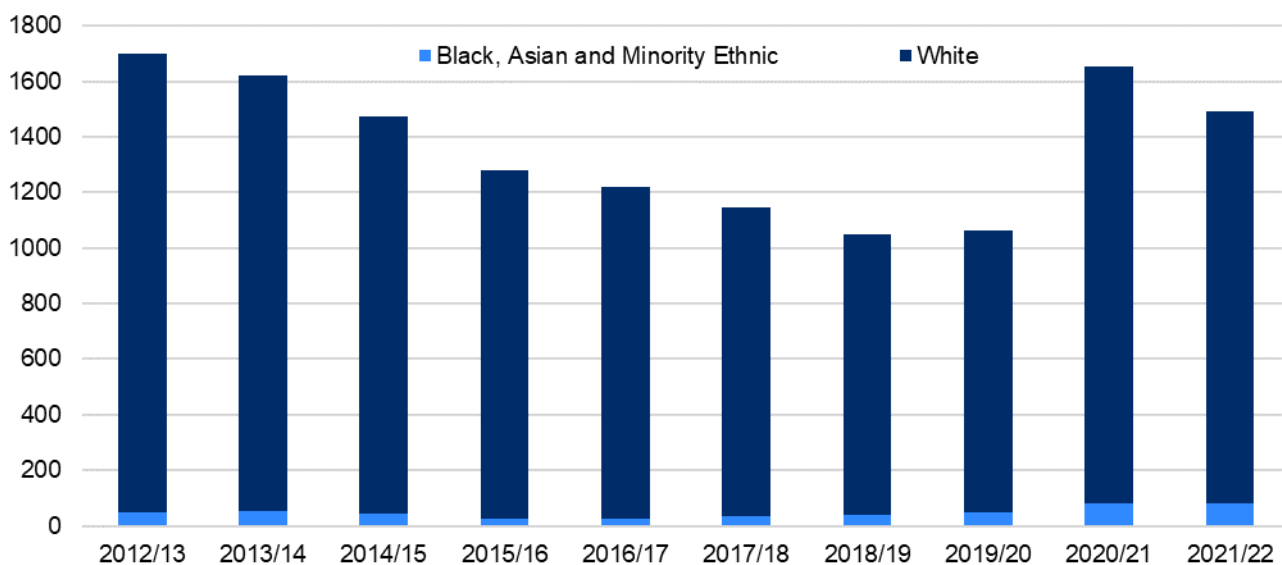
Description of chart G.3: This chart shows that the majority of ITE entrants in 2021/22 were age 21 or over.

Source: HESA Student record [\[View the data\]](#)

- 50% of first year ITE students in Wales were aged between 21 and 24.

## Ethnicity

**Chart G.4: Ethnicity of entrants onto ITE courses in Wales, 2021/22**



Description of chart G.4: This chart shows that, since 2019/20, 5% of ITE entrants whose ethnicity was known were from Black, Asian and Minority Ethnic backgrounds. Black, Asian and Minority Ethnic groups accounted for less than 5% of ITE entrants every year between 2012/13 and 2018/19.

Source: HESA Student record [\[View the data\]](#)

- 80 students from Black, Asian and Minority Ethnic backgrounds started training to be a teacher in Wales in 2021/22 compared to 1,410 students from a White background.
- 5% of new ITE students in Wales whose ethnicity was known were from a Black, Asian or Minority Ethnic group in 2021/22, the same as in 2020/21
- Black, Asian and Minority Ethnic ethnicities have been grouped due to the small population, which includes 'Asian or Asian British', 'Black or Black British', 'Chinese', 'Mixed' and 'Other' ethnicities.

## Disability

**Table G.5: Disability of entrants onto ITE courses in Wales, 2021/22**

	<u>2021/22</u>
<u>Known disability</u>	
Specific Learning Difficulty e.g. dyslexia	80
Blind/ Partially sighted	0
Deaf/ Hearing impairment	5
Physical impairment / mobility issues	5
Mental health condition, e.g. depression	60
Social/communication impairment e.g. autistic spectrum disorder	5
A long standing illness / health condition e.g. diabetes, cancer	15
Multiple disabilities	25
Other disability not listed	15
<u>Total known disabilities</u>	<u>210</u>
<u>No known disability</u>	<u>1400</u>

Description of table G.3: This table shows that in 2021/22, 210 entrants had at least one known disability.

Source: HESA Student record [\[View the data\]](#)

- 13% of new ITE students had some known disability.
- The most common disability was Specific Learning Difficulty; 80 students reported having this disability – dyslexia is a condition in this category.
- 60 students reported having a mental health condition.



## 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 2021/22 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 2013/14 and 2019/20, Open University students in Wales were identified by the region of Domicile marker in the HESA data. Aside from this period, Open University students are identified by the Open University campus marker, or the national centre marker of the Open University in the HESA data. Analysis has shown that these markers are identical for ITE students in Wales over the given range of time.

The Open University recorded all students on ITE courses in 2020/21 as training to teach in Welsh, resulting in an over-reporting of students training to teach bilingually. These figures have since been revised following work with HEFCW and the Open University. The Welsh government now obtain information regarding students training to teach bilingually directly from the Open University to provide amended figures annually.

Prior to publication of the 2021/22 data, students on 'Early Years Initial Teacher Training' courses were included in the data. These students are omitted from 2021/22, and 2020/21 data was revised to reflect this change and allow for yearly comparisons. The impact of this change appears to be minimal.

Prior to publication of the 2021/22 data, students on 'Postgraduate Diploma in Education' courses were incorrectly treated as PGCE students, resulting in an over-reporting of students on PGCE courses. From 2021/22, these students are treated as students on 'Other' degrees where they lead to QTS. 2020/21 data was revised to reflect this change and allow for yearly comparisons. The impact of this change appears to be minimal.

## 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:

- Counts of people 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 unrounded figures.

## **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 excluded from all data from 2020/21.

## **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 Open University students in Wales. Between 2013/14 and 2019/20, Open University students in Wales were identified by the region of Domicile marker in the HESA data. Aside from this period, Open University students are identified by the Open University campus marker, or the national centre marker of the Open University in the HESA data. Analysis has shown that these markers are identical for ITE students in Wales over the given range of time.

## **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 2021/22 academic year between August and October 2022. ITE information from the student record has been available since January 2023. 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 2021/22 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 ([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 [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 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 2024 (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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