



End of Cycle Report

2015

UCAS Analysis and Research

Foreword

2015 saw the second year of UCAS Teacher Training, the admissions service created specifically to connect aspiring teachers to the wide range of postgraduate teacher training opportunities. In this End of Cycle Report for 2015, we continue to highlight the scale of that activity, providing the most detailed understanding of admissions to postgraduate teacher training to date.

This report describes the admissions cycle in detail and looks at outcomes by the different routes into teaching offered through higher education, school-centred initial teacher training, School Direct, and salaried School Direct training programmes in England and Wales. Now in its second year, the report also offers comparisons to the first UCAS Teacher Training admissions cycle.

We have expanded the scope of our analysis to look in more detail at applicant and acceptance data by ethnic group, background, and qualifications, with a particular focus on the progression from undergraduate courses into postgraduate teacher training programmes. This new analysis enables a deeper understanding of the characteristics of our teachers of the future – a vital element of the UK education system.

For this year, we have made all of the graphs in the UCAS Teacher Training report available as data files on our website, which can be used for your own analysis.

Mary Curnock Cook
Chief Executive

Contents

Introduction.....	4
How to read this report	6
Notes about the report.....	7
Key findings	8
Changes over the years	8
Application and offer making	9
Volume of applicants.....	10
Equality and diversity	12
Qualifications.....	13
Analytical overview	15
Acceptance rate.....	15
Apply stages.....	17
Apply 1 offer rate.....	18
Sex	22
Ethnicity.....	26
POLAR3 quintile.....	30
Month of initial application	33
Location	42
Applicant domicile	42
Training provider country.....	45
Training provider region	49
Applicant domicile and training provider country.....	52
Applications to home region	54
Location as scheme progressed.....	56
Training programme details	59
Training provider size and training programme type	59
Training programme phase	65
Secondary subject	68
Training programme details over the cycle	70
Application and entry rates	76
Undergraduate acceptances to UCAS Teacher Training applicants – pipeline of potential applicants.....	76

Cohort and three-year rates.....	79
Application and entry rates by applicant characteristics	83
Sex	83
Sex and age.....	84
Equality.....	86
Ethnicity.....	86
Occupational background.....	89
POLAR3	91
Location	93
Region of domicile	93
Linking to undergraduate courses	95
Region of undergraduate provider	95
Undergraduate subject of study.....	97
Qualifications.....	102
Tariff band of undergraduate provider	102
A level points	105
Glossary	113

Introduction

UCAS Teacher Training is a relatively new scheme which has processed applications to postgraduate teacher training programmes since 2014. There have now been two complete UCAS Teacher Training cycles.

Unlike the UCAS Undergraduate scheme, there are no set deadlines for UCAS Teacher Training before the end of the cycle and, apart from an initial requirement to open training programmes for at least two weeks, training providers may open and close their training programmes to new applications throughout the cycle. The application data used in this report was finalised in November 2015.

Coverage of the scheme

The 2015 UCAS Teacher Training scheme included training providers in England and Wales. Training providers located in Wales offer higher education training programmes, while in England, applicants can apply to higher education, school-centred initial teacher training (SCITT), School Direct tuition fee, and School Direct salaried training programmes. This is a reduction in the scope of the scheme from 2014, which also included higher education training providers located in Scotland, who accepted 2,000 applicants. Over 3,700 applicants made all of their Apply 1 choices to providers located in Scotland that year.

Other routes into teacher training exist across these countries, including undergraduate degrees with QTS, Teach First, and Troops to Teachers. Applications for these training programmes are not managed through the UCAS Teacher Training scheme, and are not included in this analysis. Analysis of applicants and applications to the UCAS Teacher Training scheme gives an indication of patterns among applicants, choices, and their outcomes for postgraduate teacher training programmes.

How the scheme works

In the first stage of their application, known as Apply 1, applicants may make up to three choices simultaneously. Training providers make a decision on an application, either by making a conditional offer, an unconditional offer, or a rejection decision. Conditional offers are subject to the applicant satisfying specified criteria, while an unconditional offer may have non-academic conditions placed upon it. If the training provider has not replied within 40 working days, the application is automatically rejected by default (RBD). Once an applicant has received replies from all of their Apply 1 choices, they have ten working days in which to accept or decline any offers. Upon acceptance of an unconditional offer, an applicant is assumed as placed.

Where an applicant has not accepted an offer through Apply 1, either because they received no offers, withdrew their choices, or declined all offers made to them, they may use Apply 2. In this Apply stage, applicants make one choice at a time. If a choice is rejected by the training provider, withdrawn from consideration by the applicant, or receives an offer that is declined by the applicant, the applicant may

continue to make further choices in Apply 2 until either they are placed, or the cycle closes to new choices. Apply 2 is the final stage in which an applicant can be placed.

How to read this report

This report contains two sections: the first provides a summary of key findings, and the second provides an analysis of selected aspects of the UCAS Teacher Training scheme.

There are five main areas covered in the analysis. Firstly, key statistics of the scheme are discussed, with a comparison between the two cycles so far. The concepts of 'acceptance rate' (the proportion of applicants placed onto a training programme) and 'Apply 1 offer rate' (the proportion of Apply 1 applications receiving an offer) are introduced.

Next, applicant characteristics are considered, including sex, age, ethnicity, and measures of advantage. The differences in interaction with the scheme over time is discussed for these characteristics.

The third area covers location. Applicant domicile and training provider location are considered, alongside analysis of the relationship between these.

Next, different training programmes attributes are explored. Variations for different training provider types over the cycles are shown, before the first ever analysis of subjects in UCAS Teacher Training. The changing levels of applications to different training programmes over the cycle are seen.

The final area analyses how undergraduates progress on to use UCAS Teacher Training. The concepts of 'application rate' (the proportion of undergraduates who applied to UCAS Teacher Training) and 'entry rate' (the proportion of undergraduates who were placed in UCAS Teacher Training) are introduced. These are explored for undergraduates of varying characteristics, locations, and undergraduate courses.

Reference tables containing the key statistics of the scheme were published in April 2016. The figures displayed in the reference tables show a slight increase when compared with this report. The difference is due to the exclusion of Records of Prior Acceptance (RPA) from analysis in this report.

A glossary of key terms concludes this report.

Notes about the report

The 2015 UCAS Teacher Training cycle opened for applications on 28 October 2014. The 2014 cycle opened later in the year in November 2013, and so the 2015 cycle was open for new applicants for longer than the 2014 cycle.

There were just four days in October 2014 during which applicants could apply, which meant relatively few applicants applied in October. All applicants and applications made during these four days are grouped into the November figures for analysis by month of application in this report.

The 2014 UCAS Teacher Training cycle included training providers located in England, Scotland, and Wales. For the 2015 cycle, training providers in Scotland recruited for their postgraduate teacher training programmes through the UCAS Undergraduate scheme. The scope of the 2015 UCAS Teacher Training cycle was therefore smaller, containing just English and Welsh training providers.

In order to effectively compare applications to the two UCAS Teacher Training cycles, the 2014 figures have been adapted to account for applicants and applications which would not have been made through the UCAS Teacher Training scheme if Scottish training providers were not included in 2014. The assumption is made that any applicant who made all of their Apply 1 applications to Scottish training providers would not have applied through UCAS Teacher Training 2015. These applicants have therefore been removed from the 2014 figures quoted in this report. This could result in fewer acceptances to English and Welsh training providers, if any of the Scotland-only applicants had made choices to other training provider countries through Apply 2. Any applications to Scottish training providers made by the remaining applicants have also been removed.

The 2014 figures shown in this report therefore do not match directly to those published previously.

For this analysis report, training programmes in middle schools have been grouped into the 'other' training programme phase category.

Secondary training programmes in UCAS Teacher Training may be assigned up to nine subject classifications. The figures used for UCAS Teacher Training subjects in this report include all training programmes with the subject assigned, and therefore applications to each training programme may be counted more than once.

Key findings

Changes over the years

Fewer applicants applied through the UCAS Teacher Training scheme in 2015

47,100 applicants applied for postgraduate teacher training programmes through the 2015 UCAS Teacher Training cycle. This was 6 per cent (3,200) fewer than in 2014 (50,300), once the adjustments (as in all these figures) for the changes in Scottish teacher training provision had been made.

Increased offer rates meant more offers in Apply 1, despite fewer applications

Due to decreased numbers of applicants, there were 9,000 (7 per cent) fewer applications made in Apply 1 (121,700) than in the previous year (130,700).

Training providers increased their offer rates by 15 per cent proportionally (+4 percentage points), from 27 to 31 per cent. This led to more Apply 1 offers being made (37,100, +5 per cent), despite this fall in applications.

27,800 placed, an increase on the previous year

With the increase in likelihood of receiving an offer, came increased acceptance rates. The acceptance rate in 2015 was 59 per cent; 7 percentage points higher than in 2014.

As applicants were more likely to be placed, more in total were accepted onto training programmes in 2015. Of the 47,100 applicants, 27,800 were placed; an increase of 1,700 (7 per cent) compared to 2014.

Acceptances to England up, Wales down

While overall there were more applicants accepted onto training programmes through the 2015 UCAS Teacher Training cycle, Welsh training providers placed fewer applicants (985) than in 2014 (1,150); a decrease of 15 per cent. English providers placed 8 per cent (1,900) more applicants in 2015 (26,800) than in 2014 (24,900).

Most applications to higher education training programmes, though with small shift towards schools and SCITTs

The majority of applications in Apply 1 (55 per cent) were to higher education training programmes. However, the share of applications to higher education training programmes fell by 7 per cent proportionally (-4 percentage points), from 59 per cent to 55 per cent of applications. The share of applications moved away from higher education training programmes were split between School Direct training programmes (25 per cent of applications) and SCITTs, which nearly doubled its

proportional share of applications, although still very small numbers, from 4 per cent to 7 per cent.

The movement from higher education to schools and SCITTs followed through to acceptances, with 56 per cent of accepted applicants being placed onto higher education training programmes, compared to 64 per cent in 2014.

School Direct (salaried) training programmes received similar proportions of applications in 2015 (14 per cent), however accounted for a higher proportion of accepted applicants (11 per cent) than in 2014 (9 per cent).

Applications to primary training programmes drop by 11 per cent

The number of applications received by both primary and secondary training programmes fell. With 65,500 applications in Apply 1 being made to secondary training programmes, these training programmes received 3 per cent fewer applications than in 2014. In comparison, primary training programmes experienced a larger fall in applications, as the 54,500 Apply 1 choices made to primary training programmes was a decrease of 11 per cent, when compared with 2014.

Application and offer-making

Most applicants apply early, with early appliers more likely to be placed

Most applicants apply towards the beginning of the cycle – over 10,000 had applied before the end of November, with decreasing numbers per month following this.

The acceptance rate for applicants applying in November was higher than for any other month of application (69 per cent).

Applicants who applied at the end of the cycle in September had the lowest acceptance rate (19 per cent).

39 per cent of applicants who made three choices in Apply 1 received no offers

Almost a third (31 per cent) of applications made in Apply 1 received an offer. These offers were not focused on a small group of applicants, but instead were spread over a large number. Of applicants who made three choices, 61 per cent were made at least one offer, while 39 per cent received no offers in this stage.

43 per cent of eligible applicants go on to use Apply 2, and 16 per cent of all acceptances are from this route

Almost half (23,400, 50 per cent) of applicants were placed through the first Apply 1 stage. Of the remaining applicants, 43 per cent (10,300) made applications through Apply 2, with 43 per cent of these (4,400) placed through this stage. Of all placed applicants, 16 per cent were therefore placed through Apply 2.

Volume of applicants

Around three per cent of undergraduates apply to UCAS Teacher Training in their third year, and over half of these get a place

Applicants in the UCAS Teacher Training scheme are expected to already have or obtain an undergraduate degree, before the training programme begins.

A large proportion of applicants are recent graduates. For applicants in the 2015 UCAS Teacher Training cycle, 9,200 English and Welsh applicants were placed onto undergraduate courses starting in 2012, and 6,100 were placed onto undergraduate courses starting in 2011.

Considering all undergraduates who started their undergraduate degrees in 2011 or 2012, almost three in every 100 applied to UCAS Teacher Training in the third year after their course started. The three-year entry rate for these groups was 1.6 per cent.

Most applicants from England or Wales, and make all applications to home region

Applicants from England made up 90 per cent (42,400) of all applicants, while Wales accounted for a further 5 per cent (2,100). With UCAS Teacher Training providers in 2015 located across these two countries, these applicants were able to make applications to training programmes located in their home region.

Applicants in these countries who made three choices in Apply 1, could make all choices to their home region, all to other regions, or a combination. Of these 32,400 applicants, 19,500 (60 per cent) chose to make all applications to training providers in their home region. Just over one in ten (11 per cent) made none of their three choices to their home region.

Applicants who made three choices to their home region in Apply 1 were slightly less likely to be placed (60 per cent acceptance rate) than those who made at least one choice elsewhere (62 to 64 per cent).

Applications to London providers make up 23 per cent of all Apply 1 applications

Applicants came from all regions of the UK, with London accounting for 18 per cent (8,500) of applicants. These applicants were some of the least likely to be placed onto a training programme (acceptance rate of 51 per cent), alongside those from Scotland (also 51 per cent).

The large number of applicants from London was due to the large size of the population there; the cohort application rates for undergraduates studying in London, as well as those domiciled there before their undergraduate course, were low (both 3 per cent). These were the least likely of all English and Welsh regions to apply.

Training providers in London received 23 per cent (28,400) of all Apply 1 applications over the cycle. The proportion of applications that these training providers received was not constant, but instead increased each month. This pattern of applications by location across the cycle is similar to that of applicants. Applicants from London made up 12 per cent of those who applied in November, but 35 per cent of applicants applying at the end of the cycle in September.

Undergraduates at Welsh providers nearly twice as likely to apply as those in London

For undergraduates studying their undergraduate degree at a provider in Wales, 5.8 per cent applied to UCAS Teacher Training three or four years later. This is a similar application rate to that of undergraduates who were domiciled in Wales before beginning their undergraduate degree (5.6 per cent application rate). These applicants were therefore almost twice as likely to apply as those from London (3. per cent).

Applicants from Wales were also placed more readily, with an acceptance rate of 62 per cent, compared to 51 per cent for applicants from London.

Number of physical education (PE) applications per month the most variable as applications made early, but PE students unlikely to receive offers or be placed

In 2015, 8,800 applications were made in Apply 1 to physical education training programmes. Some of these applications were made during every month of the cycle, however the majority were focused in the first few months, with over 50 per cent made before the end of November.

Undergraduates studying sport and exercise science have high application rates for UCAS Teacher Training; 12.1 per cent applied in their third or fourth year. The cohort entry rate for this group was 6.4 per cent, indicating a lower than average acceptance rate of 53 per cent, and following the pattern of low offer rates for PE training programmes.

Over 10 per cent of mathematics undergraduates apply to UCAS Teacher Training

Training programmes classified with mathematics received almost 10,000 applications through the Apply 1 stage. Applications to these training programmes were much more evenly spread out than those to PE, with around 10 per cent being made each month, and a small decline at the end of the cycle.

Apply 1 offer rates for mathematics training programmes were high, with almost half of those made in November receiving an offer.

Undergraduates studying mathematics were likely to apply to UCAS Teacher Training, as over one in ten did so (cohort application rate of 10.7 per cent). A large proportion of these undergraduates were placed onto a UCAS Teacher Training programme (8.7 per cent cohort entry rate), indicating a high likelihood of being

placed. The acceptance rate of 81 per cent mirrors the high levels of offer-making for mathematics training programmes in UCAS Teacher Training.

Age, sex, ethnic group, and background of applicants

81 per cent of applicants from the White ethnic group

The majority of UK domiciled UCAS Teacher Training applicants were from the White ethnic group (36,400, 81 per cent of those of known ethnic group). This large number comes not only as a result of a larger population of the White group than any other ethnic group, but also because undergraduates from the White group were more likely to apply to UCAS Teacher Training than any other summary level ethnic group. Of the undergraduates starting courses in 2011, 4.8 per cent of the White group had applied to UCAS Teacher Training in 2014 or 2015. The only groups more likely to apply than the White group were the detailed level ethnic groups of Asian-Bangladeshi (6.6 per cent cohort application rate) and Asian-Pakistani (5.1 per cent).

Once in the UCAS Teacher Training scheme, applicants from the White ethnic group had the highest offer rate in Apply 1 (33 per cent) and were the most likely to be placed onto a training programme (acceptance rate of 63 per cent).

Different ethnic groups more likely to apply at different points in the cycle

Over a quarter (26 per cent) of all applicants from the White ethnic group applied before the end of November, with generally fewer applicants in each month that followed. Applicants from the Mixed ethnic group were also most likely to apply before the end of November (19 per cent of all applicants). A greater proportion of applicants from the Asian ethnic group applied in December (15 per cent) compared to November (13 per cent). A smaller proportion of all applicants from the Black ethnic group applied in November (10 per cent) and December (12 per cent), with the greatest proportion applying in January (13 per cent).

Almost a third (32 per cent) of applicants from the Black ethnic group applied between June and September, compared with 15 per cent of the White ethnic group, 24 per cent of the Mixed ethnic group, and 26 per cent of the Asian ethnic group.

Women applying more than men, with twice as many accepted

Almost twice as many women (31,200) applied to UCAS Teacher Training in 2015 as men (15,900).

For women undergraduates starting in 2011, 5.6 per cent applied to UCAS Teacher Training in 2014 or 2015. For men, the cohort application rate was 2.9 per cent, 48 per cent proportionally (-2.7 percentage points) lower.

Women had higher acceptance rates (61 per cent) than men (55 per cent), so alongside making up more applicants, this caused there to be over twice as many women placed (19,000) as men (8,800).

Large numbers of young applicants, applying early, with highest acceptance rates

The most common age for applicants was 22 years old (7,100), however this group contained only 15 per cent of applicants. 22 year olds were also the most likely to be placed, with a general decrease in the likelihood of being placed for older applicants.

Younger applicants more often apply earlier in the cycle than older applicants. While all age groups had more applicants in the first month, the proportions of applicants from each age group varied by month. 2,500 under 22s applied in the first month, accounting for more applicants than any other group, but the proportions of new applicants who were young decreased as the cycle progressed, while the proportion in older age groups increased.

Undergraduates from disadvantaged areas more likely to apply, but those from advantaged areas have larger numbers and higher acceptance rates

Undergraduates from POLAR3 quintiles 1 and 2 (the most disadvantaged areas) were the most likely to apply to UCAS Teacher Training, with cohort application rates of almost 6 per cent. For higher quintiles (more advantaged areas), the proportion of undergraduates applying decreased, with a 4 per cent cohort application rate for Q5.

Despite the increased application rates for undergraduates from more disadvantaged areas, the total number of applicants from more advantaged areas is higher, due to the increased number of undergraduates from these backgrounds. There were over twice as many applicants from Q5 (6,600) as Q1 (3,200).

The likelihood of being placed increased for applicants from more advantaged areas, from 62 per cent acceptance rate for applicants from Q1, to 68 per cent for Q5.

UCAS Teacher Training application rates vary by parental occupation

For undergraduates from the 20 largest parental occupational groups, the cohort application rates ranged from over 6 per cent (electricians, police officers, teaching occupations, and civil service assistants) to under 3 per cent (medical practitioners). Undergraduates whose parents were electricians were therefore twice as likely to apply to UCAS Teacher Training as those whose parents were medical practitioners.

Qualifications

Undergraduates with A level grades of around BCC are most likely to apply to UCAS Teacher Training

Overall, undergraduates with mid-range A level points (around 10 points, typical grade profile BCC) have the highest cohort application rates to UCAS Teacher Training (6.8 per cent). The likelihood of applying to UCAS Teacher Training

decreases with increasing points scores above this, as well as decreasing with decreasing points below 10.

The undergraduates least likely to apply to UCAS Teacher Training were those with the maximum number of 18 A level points (A*A*A*), with an application rate of 2.8 per cent.

Higher acceptance rates for higher A level points, with grades around BBC most likely to enter

Undergraduates applying with higher A level points scores were more likely to be placed, meaning that undergraduates who attained 11 A level points (equivalent to BBC) were most likely to be placed in the UCAS Teacher Training scheme. The entry rate for those with 11 A level points was 4.9 per cent, decreasing for each additional A level grade held, so that the entry rate for those with 18 A level points (A*A*A*) was 2.2 per cent. Similarly, the entry rate fell for each A level point score lower than 11 A level points, so that the entry rate for those with four A level points (DEE) was 2.6 per cent.

Three quarters of acceptances with A level grades ABB or below

Of those younger applicants accepted into the UCAS Teacher Training scheme in 2015, over 12 per cent with three A levels at age 18 held 12 A level points (equivalent to grades BBB). This was the largest group of acceptances.

Around one in ten acceptances held 16 or more points (A*AA or above), while three quarters achieved an A level grade profile of ABB or below.

Analytical overview

Fewer applicants but more placed

There were 47,100 applicants to the 2015 UCAS Teacher Training cycle, with 27,800 of these accepted onto a training programme.

All reported statistics for the 2014 cycle have been adapted from those published in the 2014 cycle to report on a like-for-like basis with 2015. This is because training providers in Scotland recruited through the UCAS Teacher Training scheme in 2014, and through the UCAS Undergraduate scheme in 2015. See the Notes about the Report for a description of how the 2014 cycle statistics have been adapted in this report.

Using the amended data, there were 50,300 applicants in 2014, therefore in 2015, there were 3,200 fewer applicants; a decrease of 6.4 per cent. Despite the decrease in applicants in the scheme, the number of acceptances increased by 1,700 in 2015 when compared with 2014 (+6.7 per cent).

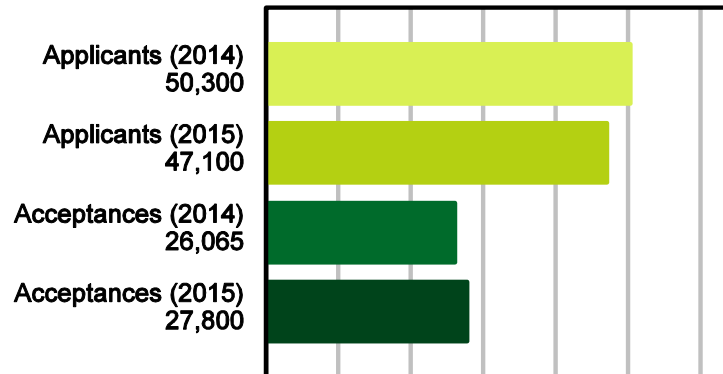
Acceptance rate

The term 'acceptance rate' is used to identify the proportion of applicants who have a place at the end of the cycle. It can be interpreted as the difficulty of gaining a place in postgraduate teacher training. However, as being accepted requires both an offer of a place from a training provider and for the applicant to accept and meet the conditions of the offer, applicant preferences and behaviours are also reflected in the acceptance rate.

Increase in acceptance rate

The increase in acceptances alongside a decrease in applicants means that the acceptance rate increased in 2015. The acceptance rate in 2015 was 59 per cent, while in 2014, 52 per cent of applicants were placed. This means that applicants in the 2015 cycle were 14 per cent proportionally (+7 percentage points) more likely to be placed than those in 2014. While the rate has increased, it still remains below that of the UCAS Undergraduate scheme (acceptance rate in 2015 of 74 per cent).

Figure 1 Applicants and acceptances for 2014 and 2015



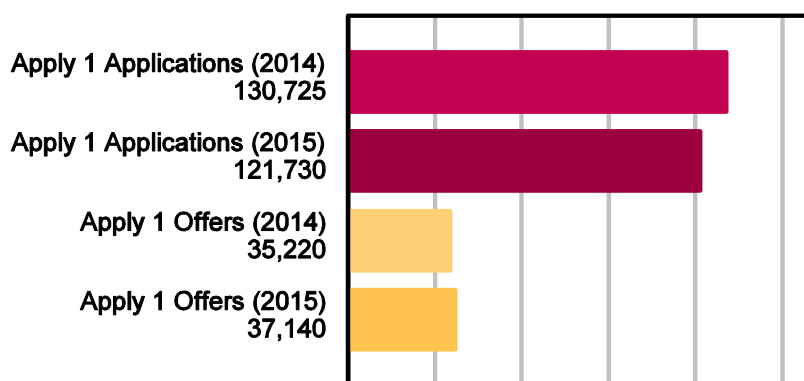
Apply stages

There are two stages in the UCAS Teacher Training scheme through which applicants can be placed. Initially, an applicant makes up to three simultaneous choices in Apply 1. If they are unplaced after this stage, they may make further applications, one at a time, in Apply 2. Applicants can continue to make further choices in Apply 2 until they accept an offer, or until the cycle closes.

Decrease in applications

The decrease in applicants in 2015 resulted in fewer applications made in Apply 1 (Figure 2). There were 9,000 fewer applications (-6.9 per cent) in 2015 (121,700) than in 2014 (130,700).

Figure 2 Apply 1 applications and offers



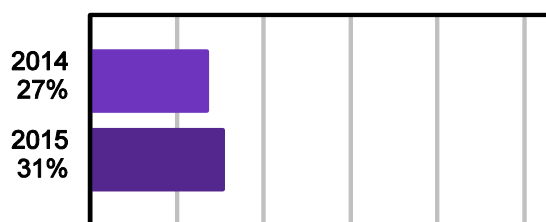
Apply 1 offer rate

The offer rate is the proportion of applications to which an offer was made. In this report, only Apply 1 applications are considered when calculating offer rates. As the number of offers made by training providers depends on the number of places available, the offer rate can be viewed as a measure of the difficulty of gaining a place on a particular training programme. However, as some applicants accept the first offer they receive and subsequently withdraw their other applications before the training provider responds, the offer rate is also affected by the length of time a training provider takes to respond, as well as the choice preference of applicants.

Applications more likely to receive an offer

The Apply 1 offer rate was higher in 2015 (31 per cent, Figure 3) than 2014 (27 per cent). This increased offer rate more than offset the decrease in applications, resulting in more offers made in Apply 1 in 2015 (37,100, +5.5 per cent).

Figure 3 Apply 1 offer rate by cycle



Majority of applicants make the maximum of three applications in Apply 1

In Apply 1, applicants may make between one and three applications. Figure 4 shows how applicants made use of their available choices in Apply 1. Just 15 per cent of applicants (7,000) made only one application in Apply 1, with most applicants (73 per cent, 34,600) making use of all three choices.

The number of offers received, for applicants who made three choices in Apply 1, can be seen in Figure 5. 21,200 applicants (61 per cent) received at least one offer. This compares to a rate in the UCAS Undergraduate scheme in 2015 of 93 per cent of applicants who made the maximum number of choices (five choices in this case), receiving at least one offer (UCAS Undergraduate End of Cycle Report 2015).

Figure 4 Number of applicants by number of choices made in Apply 1

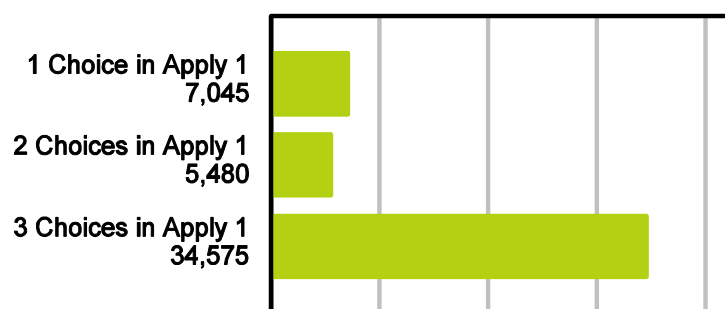
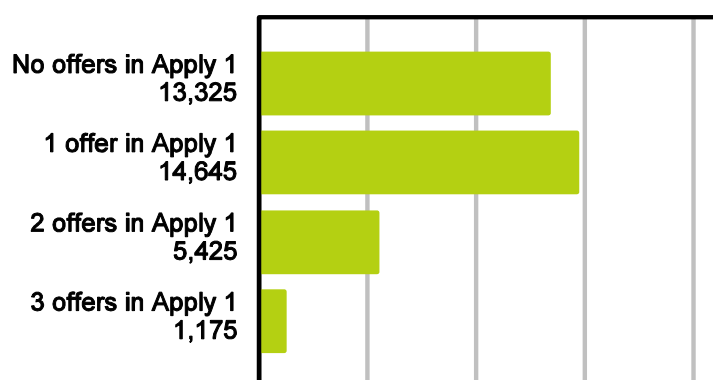


Figure 5 Applicants by number of offers received in Apply 1, for applicants who made three Apply 1 choices

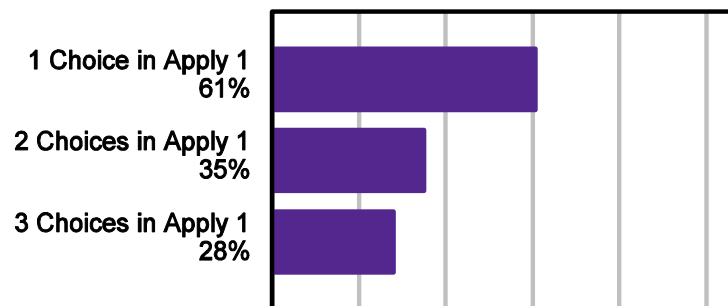


Applications from multiple choice applicants least likely to receive an offer

Of the 34,600 applicants who made three applications in Apply 1, only 1,200 (3 per cent) received offers to all of their applications. In UCAS Teacher Training, many applicants withdraw one or more choices from consideration. Where withdrawal occurred before a training provider made a decision, it was no longer possible for three offers to be received.

Figure 6 shows the offer rate, at application level, for choices made in Apply 1. Applications made by applicants who only made one choice were over twice as likely to receive an offer (Apply 1 offer rate of 61 per cent) than those applications made by applicants making three choices (28 per cent). After having received a first offer, those applicants with choices still awaiting a decision may withdraw these choices, reducing the overall offer rate possible for applications from these applicants.

Figure 6 Apply 1 offer rate for applications based on the number of choices made by the applicant in Apply 1

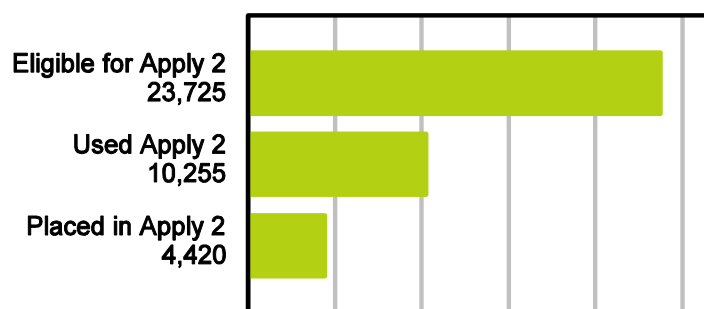


Fewer than half of eligible applicants used Apply 2

With almost 50 per cent of applicants (23,400) placed onto one of their Apply 1 choices, 23,700 unplaced after this first stage were eligible to use Apply 2 (Figure 7). Almost 10,300 of these applicants chose to make the further choices available to them, giving an Apply 2 usage rate (the proportion of applicants unplaced in Apply 1 who made a choice in Apply 2) of 43 per cent. Whether an applicant chooses to use Apply 2 may be affected by a combination of factors, including success outside of the UCAS Teacher Training scheme, awaiting confirmation of a conditional offer held in Apply 1, feedback received from training providers in Apply 1, and the selection of training programmes that remained open for applications in the later stages of the cycle.

Applicants who used Apply 2 were less likely to be placed in this stage than in Apply 1. Of the 10,300 who used Apply 2, 4,400 (43 per cent) were successfully placed in this stage. In Apply 1, the acceptance rate was higher at 50 per cent. In total, 9 per cent of all applicants were placed through Apply 2.

Figure 7 Applicant use of Apply 2



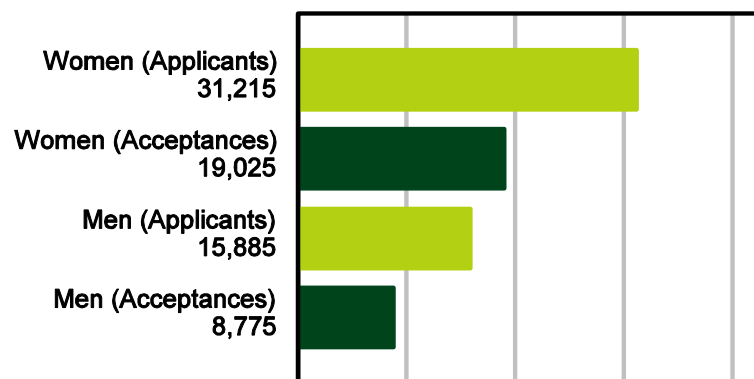
Sex

Over twice as many women as men placed

Almost twice as many women (31,200) applied in 2015 than men (15,900). Women were around 10 per cent proportionally (+6 percentage points) more likely to be placed (acceptance rate of 61 per cent) than men (55 per cent) applying in 2015.

The greater number of applicants and higher acceptance rate for women led to 2.2 times as many women placed (19,000) than men (8,800). If men had the same acceptance rate as women, there would have been an extra 950 men placed in 2015.

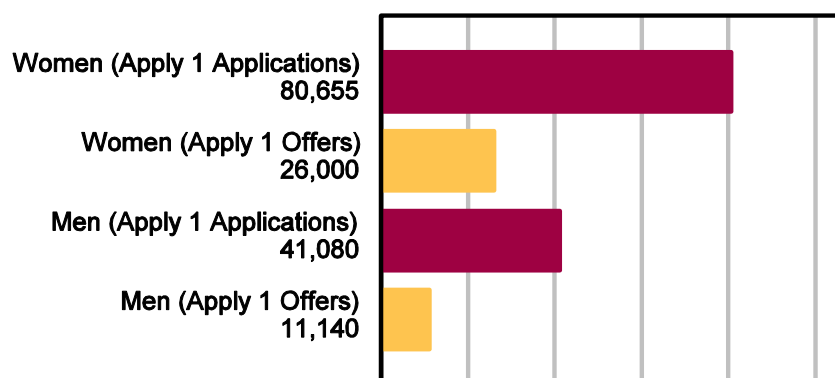
Figure 8 Applicants and acceptances by sex



Men and women make same number of choices, but women receive more offers

The number of applications and offers in Apply 1 for the sexes is shown in Figure 9. On average, both men and women made 2.6 applications each in Apply 1 in 2015. The average number of offers received per applicant was higher for women (0.8 offers in Apply 1) than men (0.7 offers), and so 70 per cent of all Apply 1 offers were made to women, who represented 66 per cent of applicants.

Figure 9 Number of Apply 1 applications and offers by sex

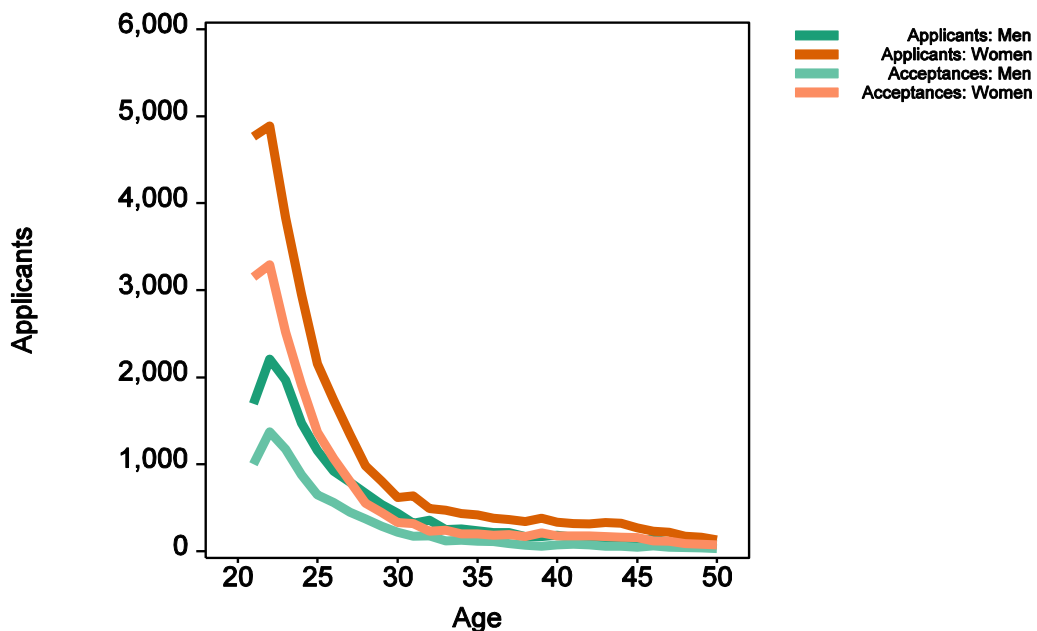


Peak of applicants between the ages of 21 and 28

The most common age of applicants in the 2015 cycle was 22 years old for both men (2,200, 31 per cent of 22 year olds) and women (4,900, 69 per cent of 22 year olds).

Figure 10 shows the spread of applicants and acceptances across the age range of 21 to 50 years. From the peak of applicants at 22 years old, there was a general decrease in applicants with increasing age. This pattern is similar to that of the UCAS Undergraduate scheme, but with the peak ages at 22 years compared to 18 years, and a wider age range from which the majority of applicants were drawn.

Figure 10 Applicants and acceptances by age and sex



Acceptance rate generally decreases as age increases

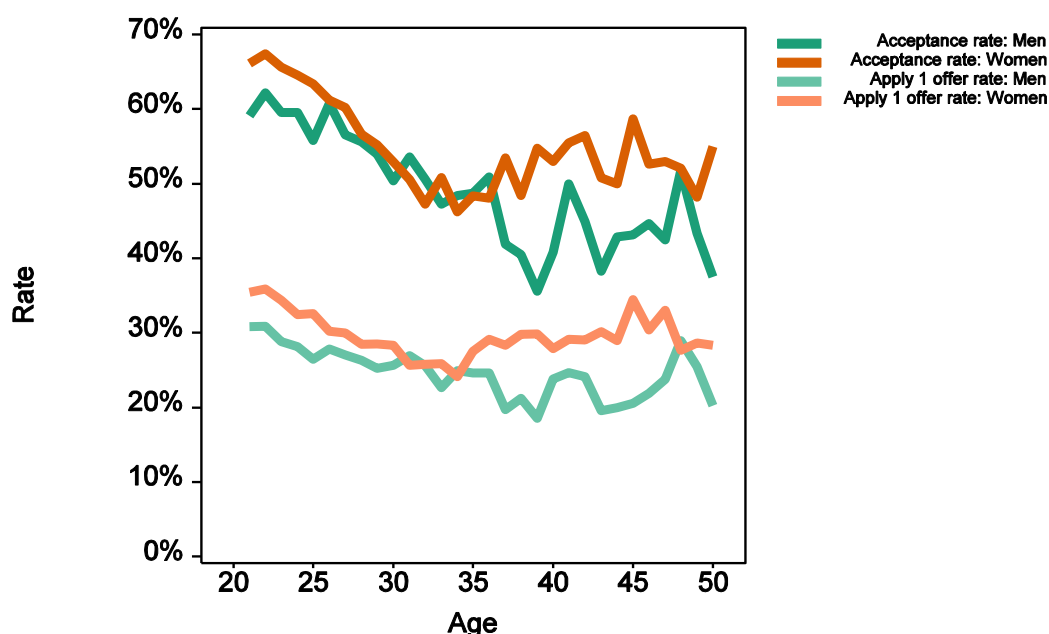
Figure 11 shows the acceptance rate (for acceptances from both Apply 1 and Apply 2) and the offer rate (for Apply 1 applications) by age for both men and women. 22 year olds were most likely to be placed for both men and women, with acceptance rates of 67 per cent for 22 year old women and 62 per cent for men. As with the number of applicants, the acceptance rate generally decreases with increasing age.

For applicants of most ages, women were more likely to be placed than men. However, for a small range of ages in the late twenties and early thirties, the acceptance rates for men were close to the acceptance rates for women.

Women more likely to receive an offer than men

The Apply 1 applications made by 21 and 22 year old women were the most likely to receive an offer, with Apply 1 offer rates of 35 to 36 per cent. For older ages, the Apply 1 offer rates were slightly reduced, although they were much closer to the rates for the 22 year old applicants than the difference seen in acceptance rates. At almost every age, the Apply 1 offer rate for women is greater than the Apply 1 offer rate for men.

Figure 11 Acceptance rates and Apply 1 offer rates by age and sex



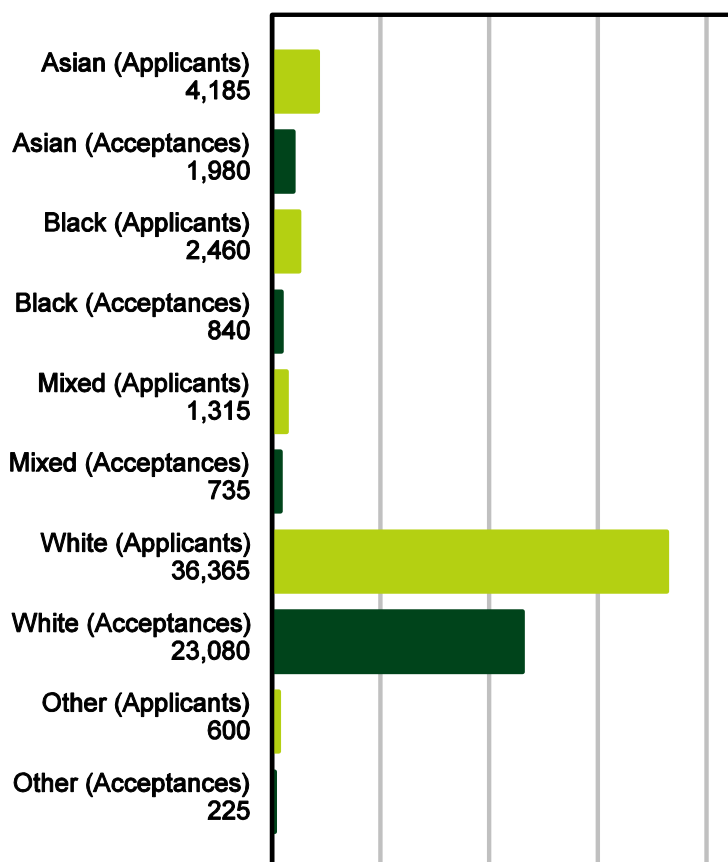
Ethnic group

Majority of applicants from White ethnic group

Applicants from the UK to UCAS Teacher Training are asked to report their ethnic group. Only applicants who reported their ethnic group are included in this analysis.

The large majority of applicants (81 per cent, 36,400) were from the White ethnic group, with the second highest number of applicants (9 per cent, 4,200) from the Asian ethnic group. The Black ethnic group accounted for 5 per cent (2,500) of applicants, 3 per cent were from the Mixed group, with 1 per cent coming from the Other ethnic group. This proportional breakdown across ethnic groups largely mirrors the proportions of the young population in each group: White group 82 per cent, Asian group 8 per cent, Black group 5 per cent, Mixed group 4 per cent, and Other ethnic group 1 per cent (source: National Pupil Database, Department for Education, cohort that would be 18 year olds in UCAS Undergraduate 2014).

Figure 12 Applicants and acceptances by ethnic group (UK domiciled only)



Offer and acceptance rates highest for White ethnic group, lowest for Black group

The offer rate was highest for applicants from the White ethnic group, with an Apply 1 offer rate of 33 per cent (Figure 13). This group was almost twice as likely to receive an offer on their application as the Black group (17 per cent). The White group was the only group to have an Apply 1 offer rate above the scheme average of 31 per cent; the Asian ethnic group had an offer rate of 24 per cent, the Mixed group 27 per cent, and the Other group 20 per cent.

Acceptance rates ranged from 34 per cent (the Black ethnic group) to 63 per cent (the White group, Figure 14), compared to the overall acceptance rate of 59 per cent. Again, applicants from the White ethnic group were the only ones to have an acceptance rate higher than the average. Applicants from the Asian ethnic group had an acceptance rate of 47 per cent, those from the Mixed group 56 per cent, and those from the Other ethnic group were accepted 37 per cent of the time.

Varying offer and acceptance rates across the different ethnic groups arise from a combination of factors, including differing likelihoods of applying to different types of training programmes, location, or qualifications held by the applicants.

Figure 13 Apply 1 offer rate by ethnic group (UK domiciled only)

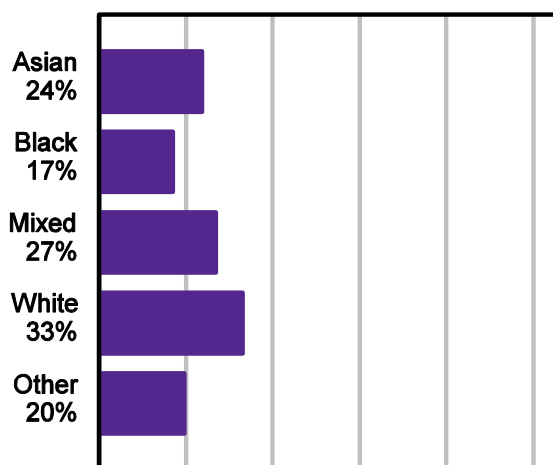
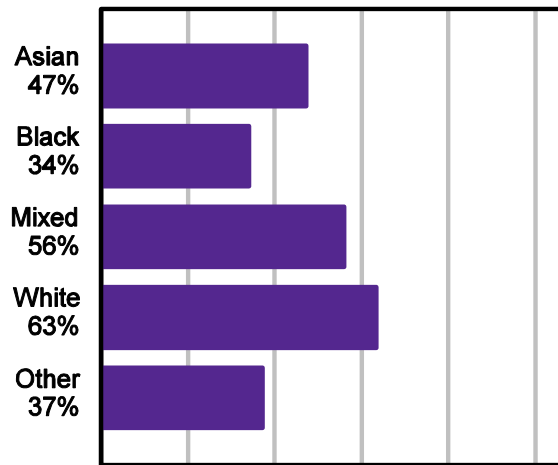


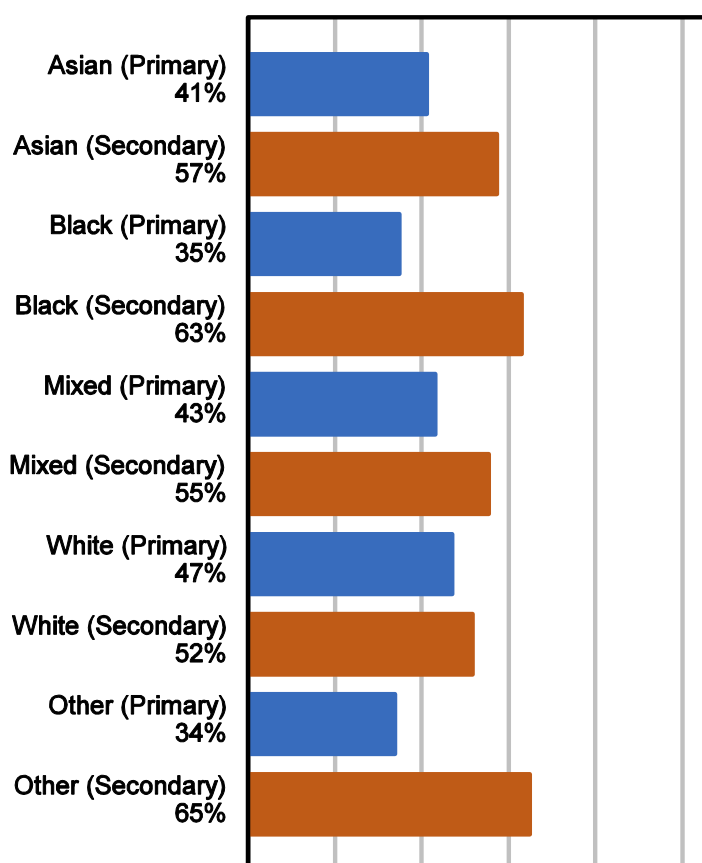
Figure 14 Acceptance rate by ethnic group (UK domiciled only)



All ethnic groups were more likely to apply to secondary training programmes

Across all ethnic groups, applications were more likely to be made to secondary training programmes than primary ones. The largest differences between primary and secondary training programmes were for the Black and Other groups, with applications almost twice as likely to be for secondary training programmes as primary. Applicants from the White ethnic group had the smallest difference in applications to the two phases, with applications 10 per cent proportionally (+5 percentage points) more likely to be to secondary than primary. The Asian and Mixed groups made just over two fifths of their applications to primary training programmes.

Figure 15 Proportion of Apply 1 applications that were to primary or secondary training programmes, by ethnic group (UK domiciled only)



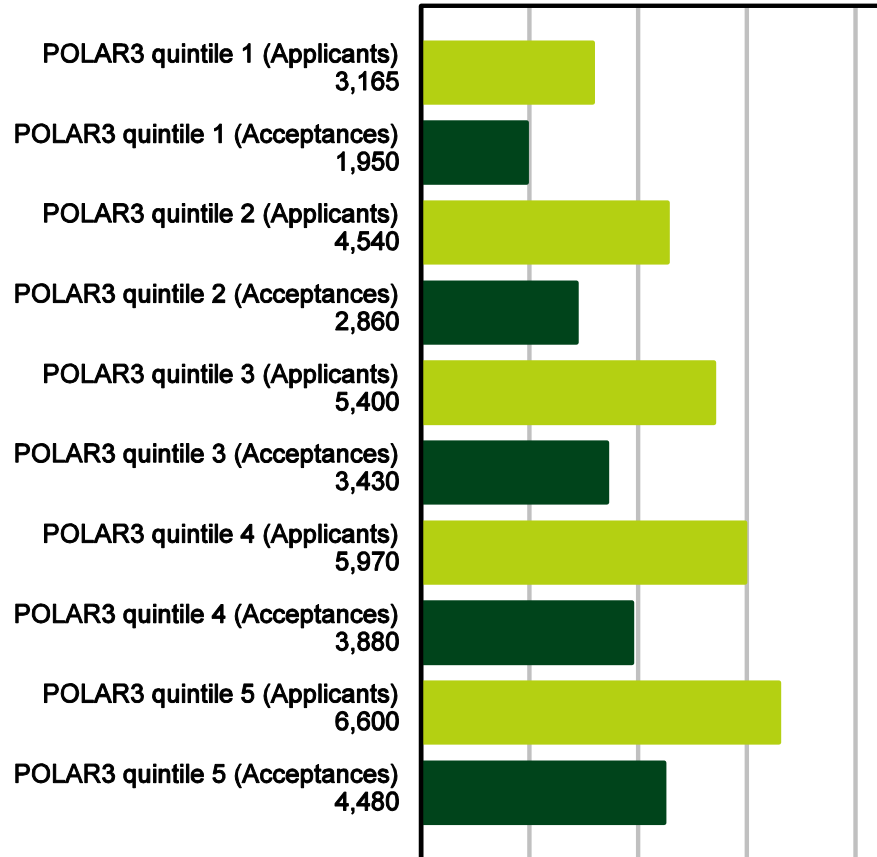
POLAR3 quintile

Twice as many applicants from the most advantaged areas as applicants from the most disadvantaged areas

POLAR3 is an area-based measure of disadvantage developed by HEFCE that groups areas by the level of young participation in higher education. UK domiciled applicants are assigned to one of five areas (quintiles) when they apply through the UCAS Undergraduate scheme aged 18 or 19. The POLAR3 quintiles used in this section are those determined by matching UCAS Teacher Training applicants to their previous UCAS Undergraduate application. Those who could not be matched to an undergraduate application for which they were UK domiciled and aged 18 or 19, were excluded from this analysis.

Nearly half of all applicants (49 per cent, 12,600) with a POLAR3 quintile classification were from quintiles 4 and 5 (most advantaged areas). Applicants from these groups were the most likely to attend university. Applicants from quintile 1 (most disadvantaged areas) made up only 12 per cent of UCAS Teacher Training applicants (3,170), less than half the number from quintile 5.

Figure 16 Applicants and acceptances by POLAR3 quintile (matched to UK domiciled 18 and 19 year old undergraduate applicants only)

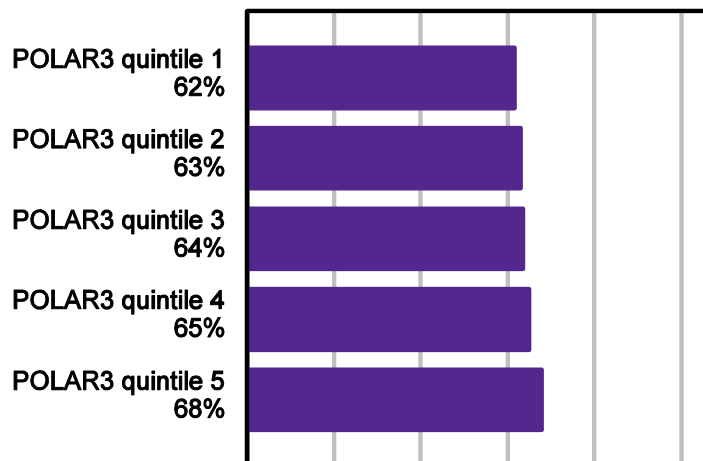


Applicants from most advantaged areas more likely to be placed, but higher proportion of acceptances from disadvantaged areas than the UCAS Undergraduate scheme

The acceptance rate generally increases across the POLAR3 groups, with the lower acceptance rates from the most disadvantaged areas, and the higher acceptance rates from the most advantaged areas. The acceptance rate for applicants from the most advantaged areas (POLAR3 quintile 5) was 68 per cent, compared with 62 per cent for applicants from the most disadvantaged areas (POLAR3 quintile 1). Applicants from the most disadvantaged areas were therefore 10 per cent proportionally (-6 percentage points) less likely to be placed than those from the most advantaged areas.

The ratio of accepted applicants from most advantaged areas (quintile 5) compared to the most disadvantaged areas (quintile 1) is significantly lower than for the UCAS Undergraduate scheme. For the 2015 UCAS Teacher Training cycle, there were 2.3 times as many acceptances from quintile 5 as quintile 1, while for the 2015 UCAS Undergraduate cycle, there were 2.9 times as many acceptances from the Q5 group compared to Q1 (UCAS Undergraduate End of Cycle data resources 2015).

Figure 17 Acceptance rate by POLAR3 quintile (matched to UK domiciled 18 and 19 year old undergraduate applicants only)



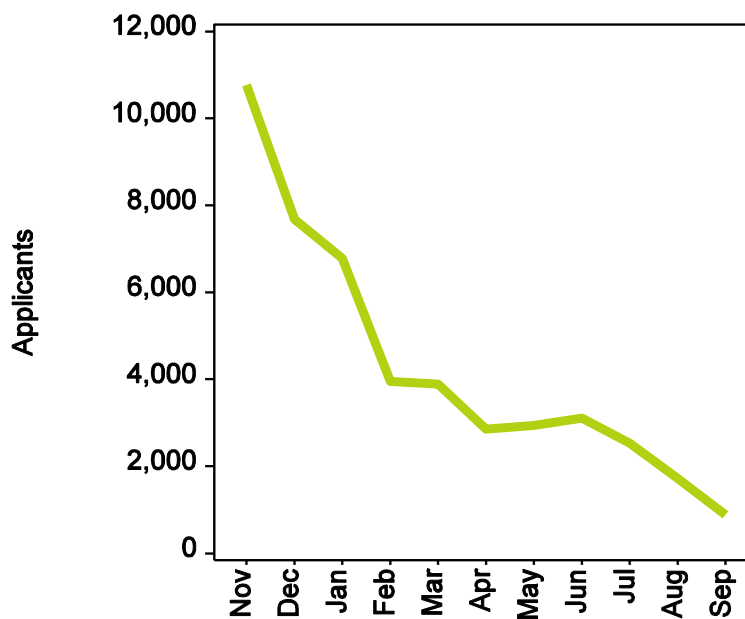
Month of initial application

A third of applicants applied during November 2014

Following the scheme opening on 28 October 2014, applicants began applying for training programmes in the UCAS Teacher Training scheme. The number of applicants, and the characteristics of those applicants, varied throughout the cycle.

Before the end of November, 10,800 applicants had applied; 23 per cent of all applicants over the year. In the following two months, another 14,500 applied, so that over half of all applicants (54 per cent, 25,200) applied in the first three months up to the end of January. During the following months, fewer new applicants were entering the scheme.

Figure 18 Number of new applicants per month



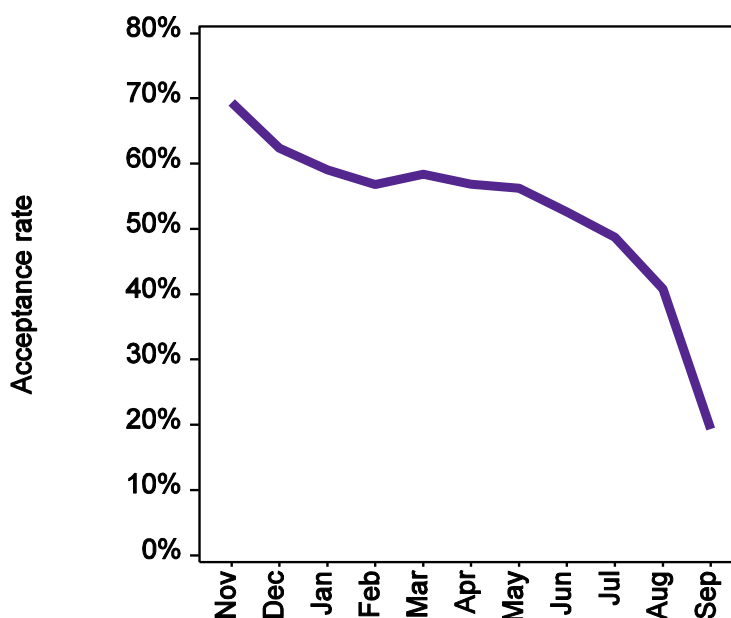
Applicants more likely to be placed the earlier they applied

The probability of being placed onto a training programme, either through Apply 1 or Apply 2, varies depending on the month an applicant makes their initial Apply 1 choices. The applicants most likely to be placed were those applying before the end of November (69 per cent acceptance rate).

The acceptance rate decreased for applicants applying to the scheme after this point, with little variation in the acceptance rates (between 56 and 59 per cent) for applicants applying in each month between January and May.

Acceptance rates were lowest for those who applied towards the end of the scheme, with one in five (19 per cent) of September's applicants being placed.

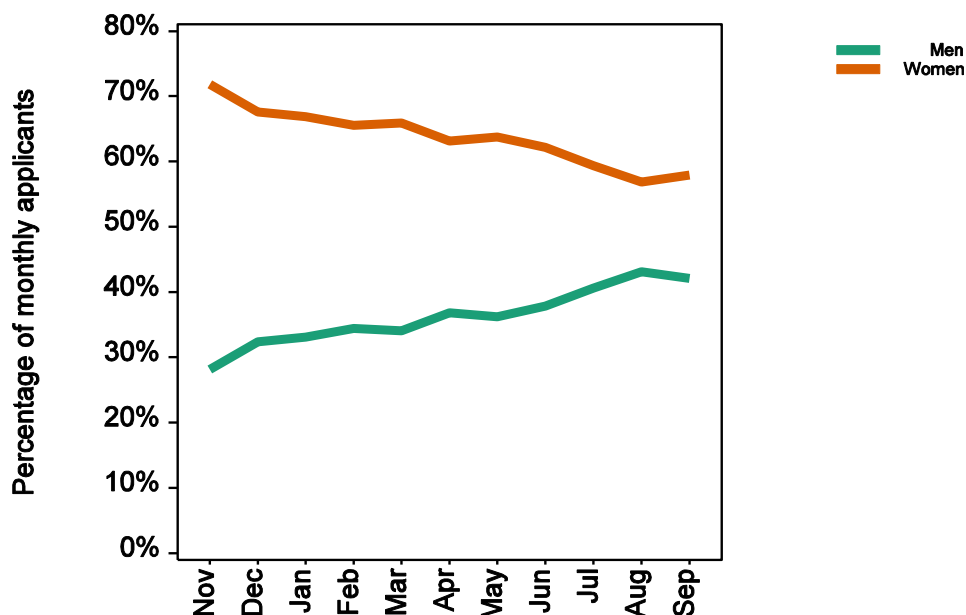
Figure 19 Acceptance rate by month of initial application



More women applicants than men in every month of the cycle

Figure 20 shows the proportions of new applicants each month by sex. Throughout the cycle, female applicants made up a higher proportion of monthly applicants, with the gap narrowing towards the end of the cycle. At the beginning of the cycle, there were over twice as many women applicants than men, but by the close of the cycle in September, there were only 1.4 times as many female applicants applying as men. This shows that, of all the applicants who applied during the cycle, a higher proportion of women applied earlier than men.

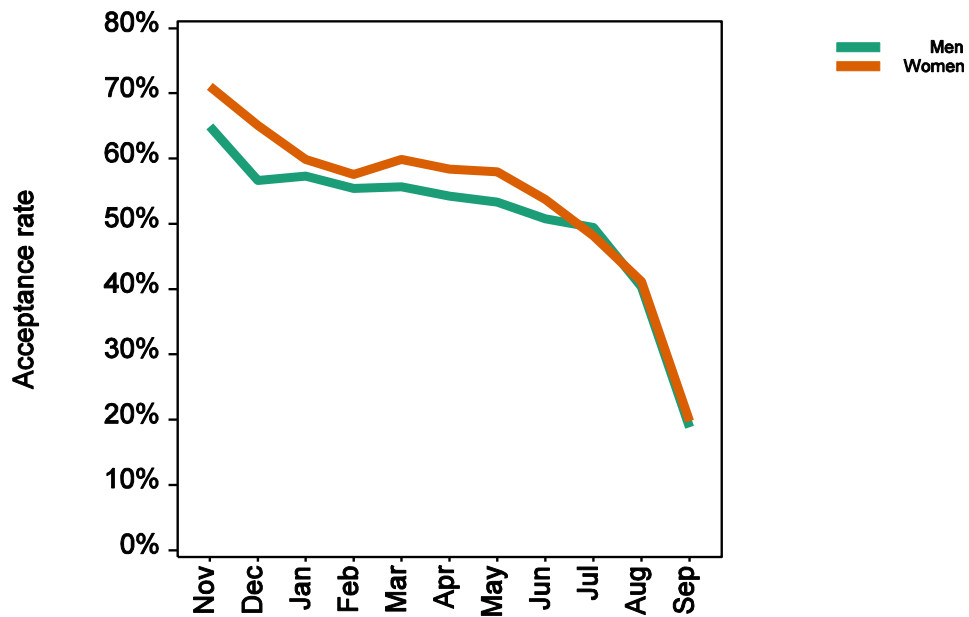
Figure 20 Percentage of monthly applicants by sex



Acceptance rates for women higher than for men for majority of cycle

Overall, women had higher acceptance rates than men. This held true for women applying throughout the cycle up until July. At this point, acceptance rates for women fell slightly quicker than for men. This meant that, for applicants applying in July or later, there was no difference between men and women in the chance of being placed.

Figure 21 Acceptance rate by sex, by month of initial application

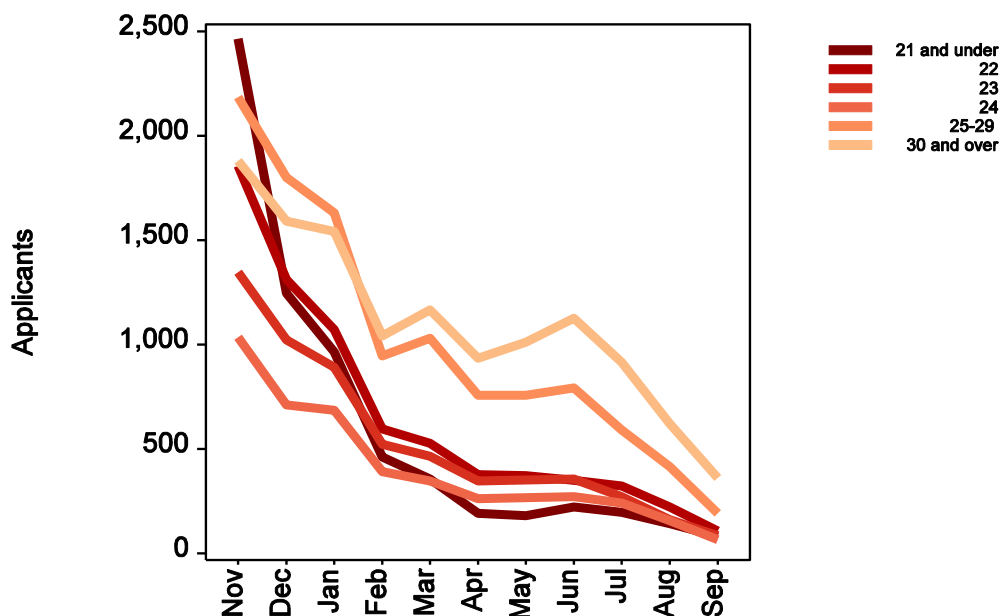


More applicants in November for all age groups

The largest number of monthly applicants was in November for all age groups, with those aged 21 and under being the largest group in this month. The number of new applicants per month decreased for all age groups, with those from the 21 and under age group decreasing the fastest between November (2,500 applicants) and December (1,200 new applicants). By April, this group had the fewest number of new applicants per month.

There was a more consistent pattern of applications from the age group of 30 and over across the cycle, with the number of new applicants per month decreasing more slowly than the other age groups. This group represented the largest number of new applicants in every month from February onwards.

Figure 22 Applicants by age (banded) by month of initial application

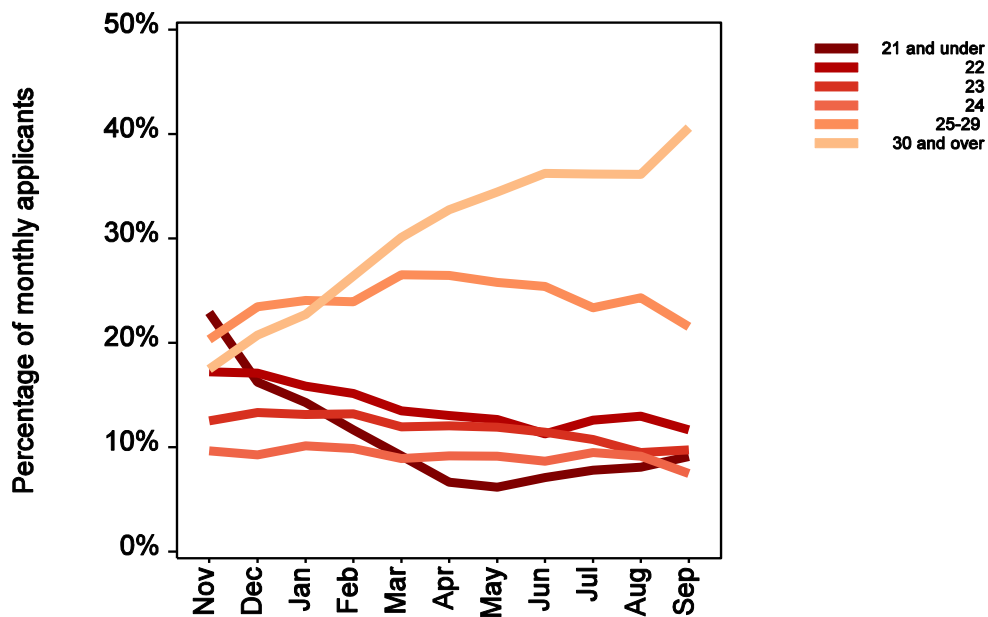


More than 40 per cent of September's applicants aged 30 or over

Throughout most of the cycle, applicants aged 25-29 represented the second largest proportion of monthly applicants, and were the largest group in December and January. Across each month, the proportion of new applicants from each age band remained relatively constant for ages in the range 22 to 29, with just a small general decrease in the proportion of 22 year olds and a small increase in the proportion that were 25-29 years old.

The proportion of applicants aged 21 and under decreased rapidly from November until April, whilst the proportion from the 30 and over group increased at a steady rate over the whole cycle. This older group made up a third or more of all new applicants from May onwards. This suggests that the younger an applicant is, the earlier in the cycle they are likely to apply.

Figure 23 Percentage of monthly applicants by age (banded)



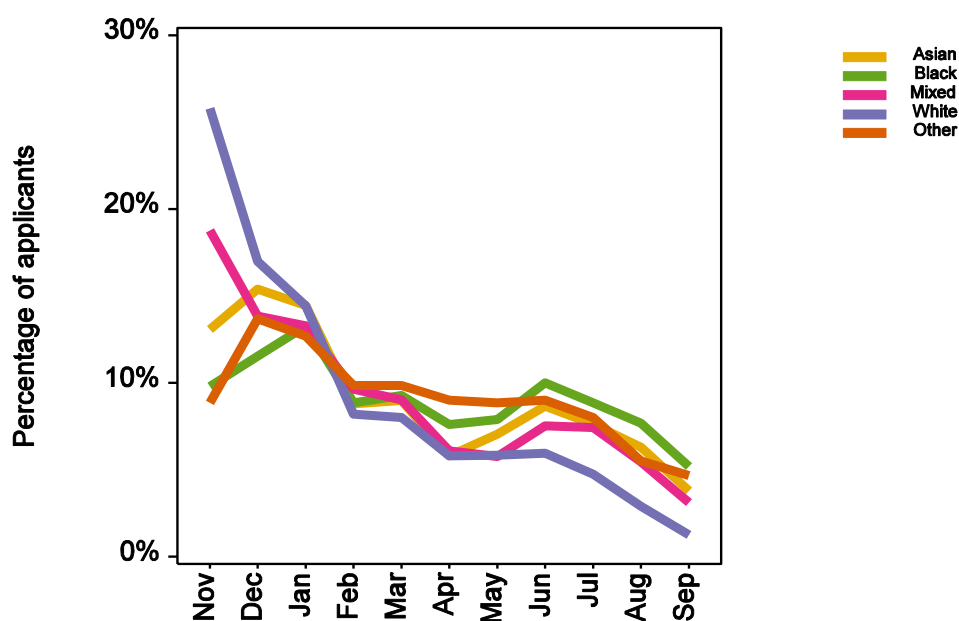
Applicants from the White ethnic group more likely to apply early in the cycle

Figure 24 shows the percentage of applicants from each ethnic group who initially applied in each month of the cycle.

Over a quarter (26 per cent) of all applicants from the White ethnic group applied before the end of November, with generally fewer applicants in each month that followed. Applicants from the Mixed ethnic group were also most likely to apply before the end of November (19 per cent of all applicants from the group). A greater proportion of applicants from the Asian ethnic group applied in December (15 per cent) compared to November (13 per cent). A smaller proportion of all applicants from the Black ethnic group applied in November (10 per cent) and December (12 per cent), with the greatest proportion applying in January (13 per cent).

Almost a third (32 per cent) of applicants from the Black ethnic group applied between June and September, compared with 15 per cent of the White ethnic group, 24 per cent of the Mixed ethnic group, and 26 per cent of the Asian ethnic group.

Figure 24 Percentage of applicants of each ethnicity who initially applied in each month (UK domiciled only)

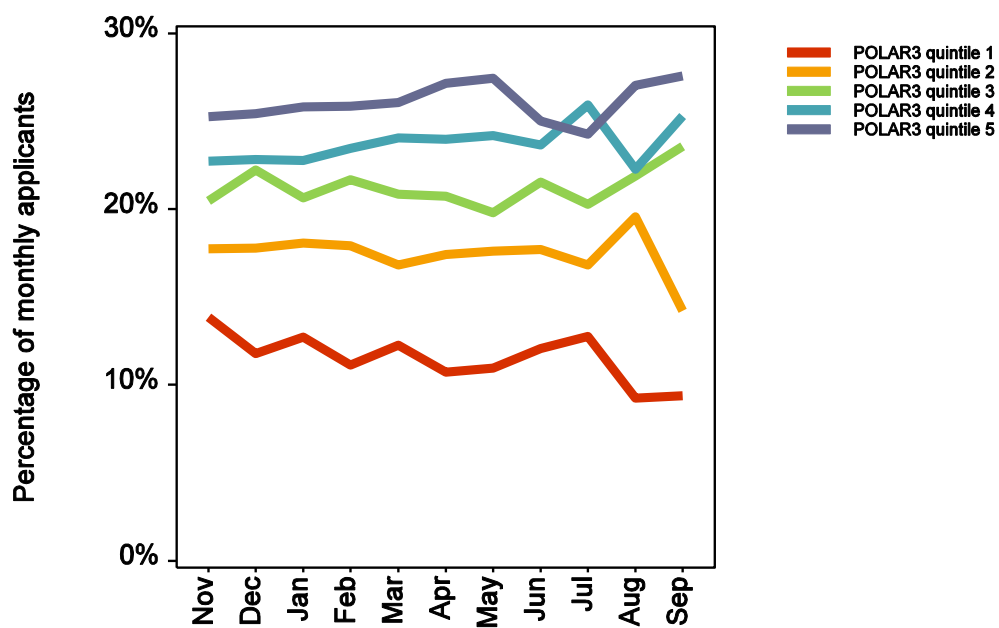


Proportions of applicants from each POLAR3 quintile fairly consistent across time

The proportions of new applicants from each POLAR3 quintile were similar in each month of the cycle. There was more variance for the later months of the scheme, during which smaller numbers of applicants were applying. POLAR3 quintile therefore has less effect on the likelihood of an applicant to apply earlier or later than age or sex.

The highest proportion of new applicants in most months were from the most advantaged areas (quintile 5). There is a clear progression from the most advantaged areas to the most disadvantaged areas in the proportion of new applicants in each month.

Figure 25 Percentage of monthly applicants by POLAR3 quintile (matched to UK domiciled 18 and 19 year old undergraduate applicants only)



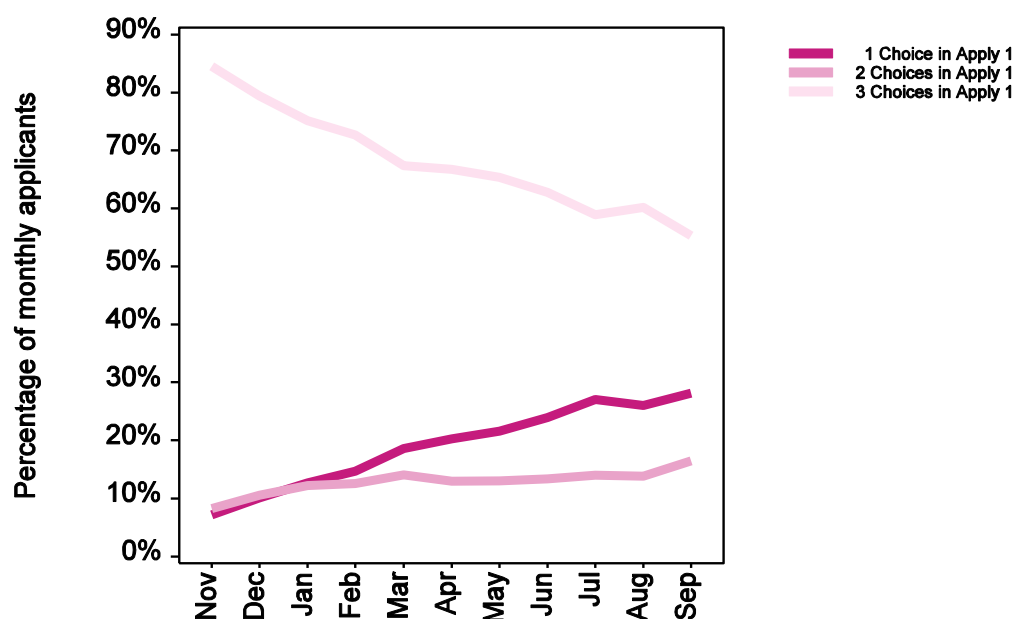
Applicants less likely to make three Apply 1 choices as the scheme progressed

Applicants who made three Apply 1 applications were the highest proportion of monthly applicants for the entire cycle. In November, 85 per cent of all applicants made three choices in Apply 1, with similar numbers making two choices (8 per cent) as a single choice (7 per cent).

The proportion of applicants who made three choices in Apply 1 decreased each month, although this group remained the largest throughout the cycle – 55 per cent of applicants applying for the first time in September made three choices in this first stage.

Alongside the decrease in likelihood to make three choices, came an increase for both one and two choices. The increase in the proportion making a single choice was faster than for making two choices, with applicants 1.6 times as likely to make one choice (28 per cent of applicants) as two (17 per cent) by September.

Figure 26 Percentage of monthly applicants by number of choices in Apply 1



Location

Applicant domicile

Applicants from London a fifth less likely to be placed than South East

Figure 27 shows the distribution of applicants by their domicile. Applicants from England accounted for 90 per cent of applicants (42,400) and 91 per cent of acceptances (25,200).

There were relatively few applicants from the EU (1,000) and outside the EU (600). Due to the training providers in Scotland recruiting through the UCAS Undergraduate scheme, the number of applicants from Scotland was very low (175). This group had one of the lowest acceptance rates, possibly caused by an increased possibility for these applicants to be placed onto a postgraduate teacher training programme outside of the UCAS Teacher Training scheme.

Acceptance rates for UK-based applicants are shown in Figure 28. Acceptance rates for applicants across the UK varied by region, from 51 per cent (London and Scotland), to 63 per cent (South East, North West, and Yorkshire and The Humber).

Figure 27 Applicants by domicile

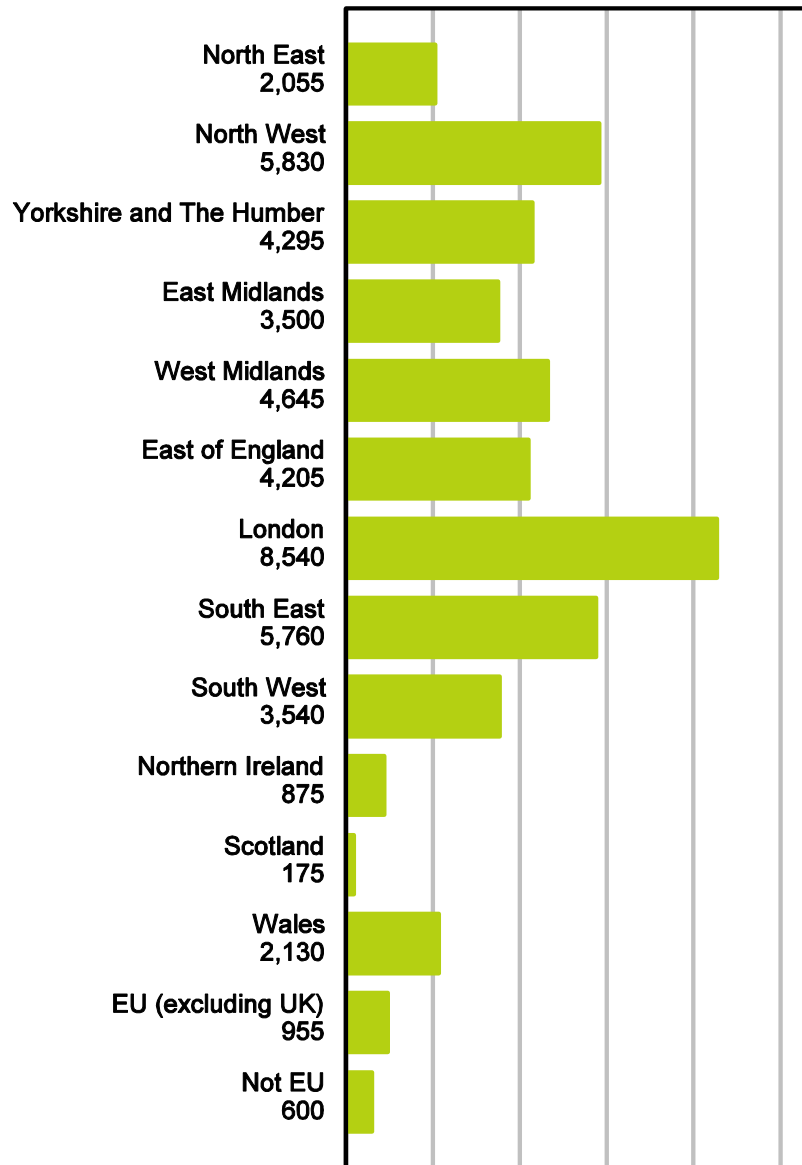
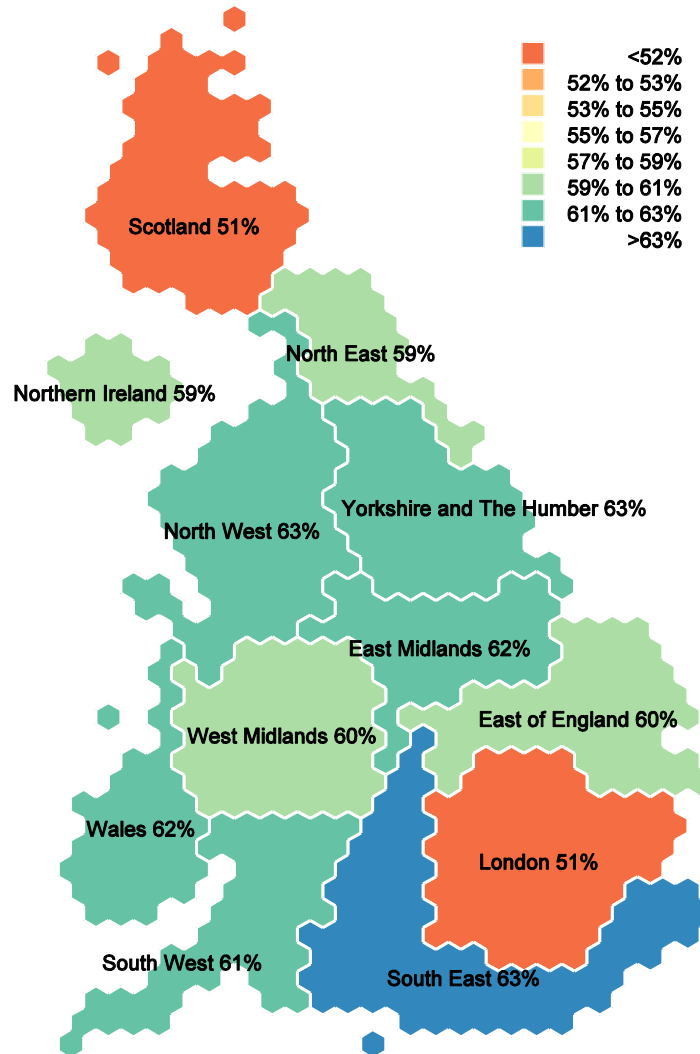


Figure 28 Acceptance rates by UK region of domicile

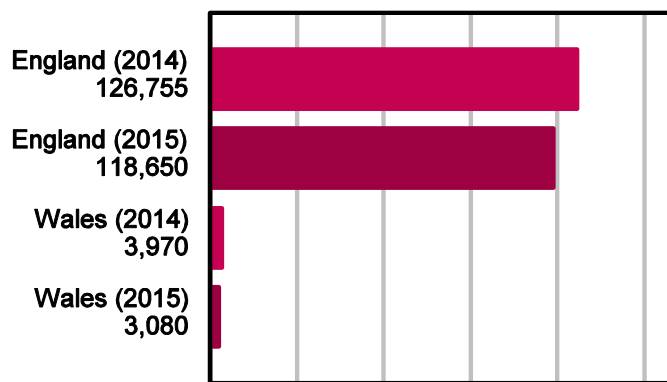


Training provider country

Applications to Welsh training providers down 22 per cent, English down 6 per cent

The reduction in applications to UCAS Teacher Training in 2015 was seen for training providers in both England and Wales, but to varying degrees. English training providers received 8,100 fewer applications, a decrease of 6.4 per cent, while Welsh training providers experienced a decrease of 22.4 per cent (-900 applications).

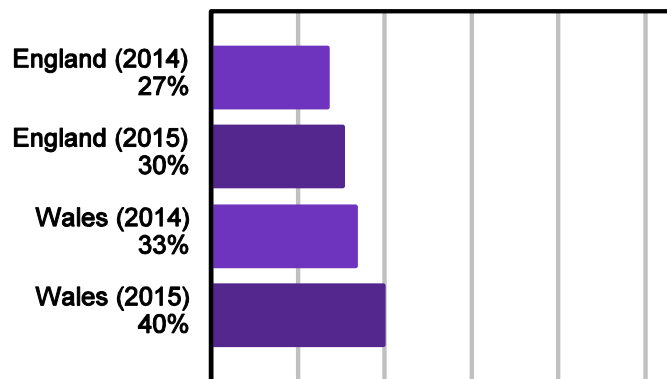
Figure 29 Apply 1 applications by provider country and cycle (English and Welsh providers only)



Offer rates increased for training providers in both countries, but by more in Wales

The offer rates from training providers in both countries increased (Figure 30), with training providers in England offering to 30 per cent of their applications (11 per cent proportional increase, +3 percentage points). Offer rates for Welsh training providers increased further, from 33 per cent in 2014 to 40 per cent in 2015, a proportional increase of 21 per cent (+7 percentage points).

Figure 30 Apply 1 offer rate by provider country and cycle (English and Welsh providers only)



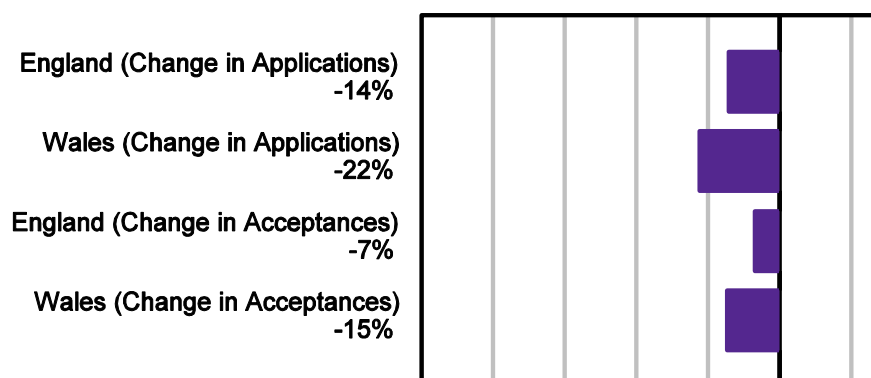
Higher education in Wales had 22 per cent fewer applications, and applications to English higher education training programmes fell by 14 per cent

Training programmes in the UCAS Teacher Training scheme are classified into four different types, with one of these (higher education) accounting for all training programmes available from training providers in Wales. The differences between applications to the different training programme types is reported in the training programme details section later in this report.

Figure 29 showed that applications to Welsh training providers decreased more than to English training providers. As Welsh training providers are all higher education training providers, comparing Welsh training programmes to English higher education training programmes gives a clearer picture of the effect of location, when compared to training provider type when considering these decreases.

Figure 31 shows the change in applications and acceptances by training provider country, for higher education training programmes only. While the decrease in applications and acceptances seen by Welsh training providers is still larger than that for English higher education training programmes alone, the difference between the countries is smaller than when comparing to all training provider types in England.

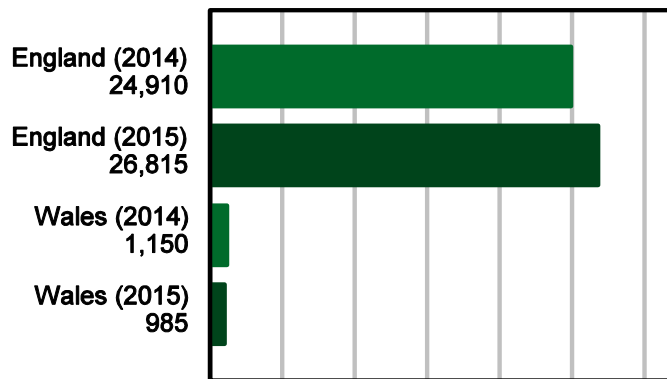
Figure 31 Percentage change in Apply 1 applications and total acceptances to higher education training programmes, for 2015 compared to 2014, by provider country



Acceptances to England up, acceptances to Wales down

The number of applicants accepted by training providers in Wales decreased by 14.3 per cent (-165 acceptances), a smaller fall in comparison to the reduction seen in applications. Training providers in England accepted more applicants than they did in 2014, with 26,800 (+1,900, +7.6 per cent) placed at these training providers.

Figure 32 Acceptances by provider country and cycle (English and Welsh providers only)



Training provider region

London received large number of applications, but unlikely to make offers

Training providers offering training programmes in the 2015 cycle were located across England and Wales. Figure 33 shows the number of Apply 1 applications made to each region, with London (28,400 applications) and the North West (18,000) receiving the largest numbers of applications.

Figure 34 shows the number of offers made. While training providers in London made the most offers, relative to the number of applications they made very few; 7,000 offers were made to the 28,400 applications, meaning that the Apply 1 offer rate was 25 per cent. In comparison, training providers in the North West received just 64 per cent as many applications in Apply 1 as London, but made 86 per cent as many offers (6,000). North West training providers had a higher Apply 1 offer rate of 33 per cent.

Figure 33 Apply 1 applications by provider region

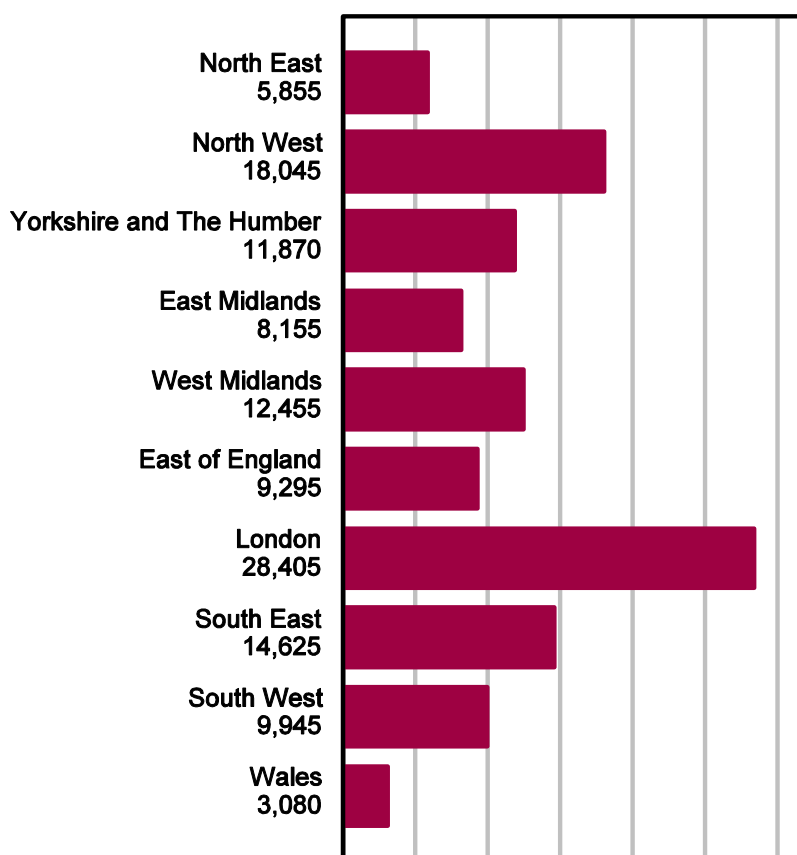
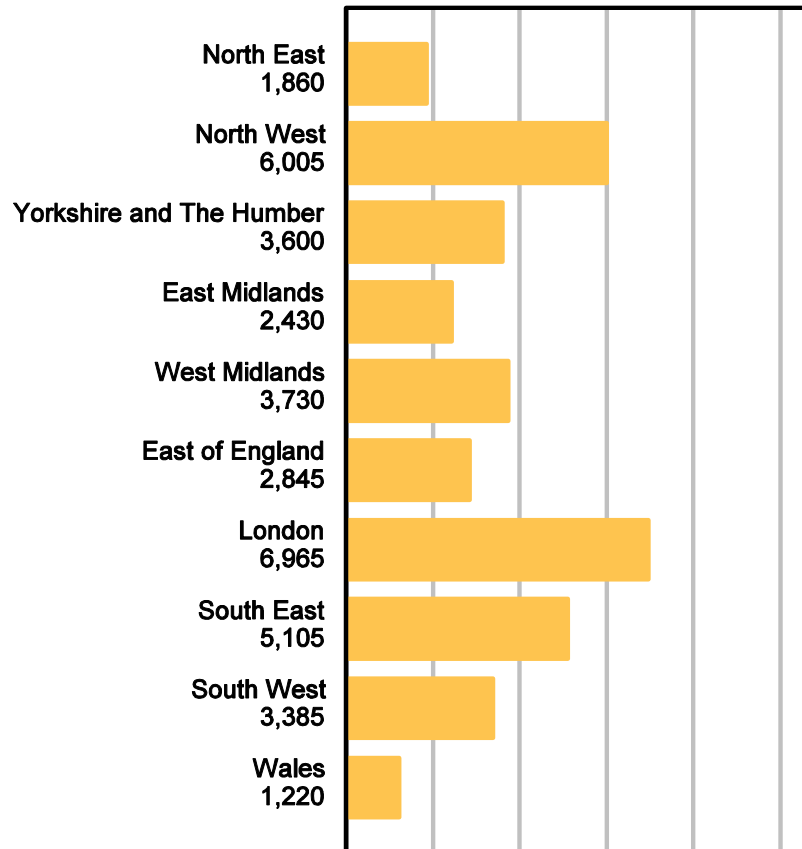


Figure 34 Apply 1 offers by provider region

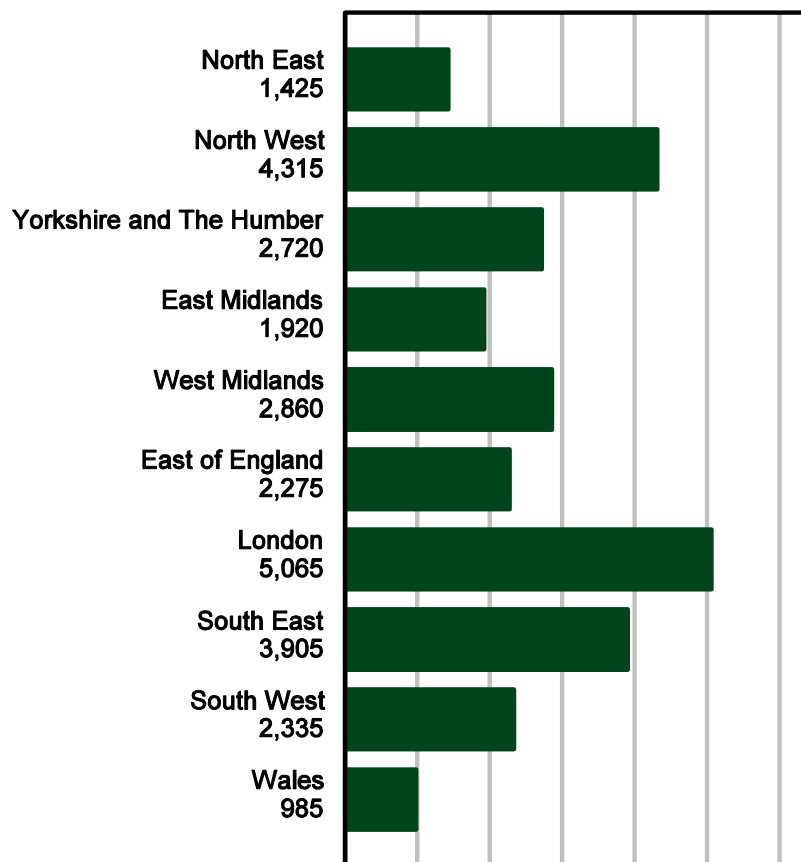


North East England region with fewest acceptances in England

Figure 35 shows the number of acceptances for each training provider region of the UK. Acceptances show a similar pattern to that of Apply 1 applications and offers, with London (5,100 acceptances, 18 per cent of all acceptances) and the North West (4,300, 16 per cent) accepting the most applicants.

Welsh training providers accounted for 4 per cent of all acceptances (1,000), while training providers in the North East placed 1,400 (5 per cent).

Figure 35 Acceptances by provider region



Applicant domicile and training provider country

Overall, 90 per cent of applicants and 91 per cent of acceptances were from England. Considering only training providers in Wales, these figures differ greatly.

Large proportion of acceptances domiciled in the training provider's country

Figure 36 shows the distribution of domiciles of acceptances to English training providers, while Figure 37 gives this information for Welsh training providers. In England, 94 per cent of acceptances were from England (25,200 of 26,800). In comparison, training providers located in Wales accepted 89 per cent (900) of their acceptances from Wales, and only 9 per cent (100) from England.

The likelihood of applicants applying to training providers near to their home is investigated in the following section.

Figure 36 Accepted applicants in England by domicile

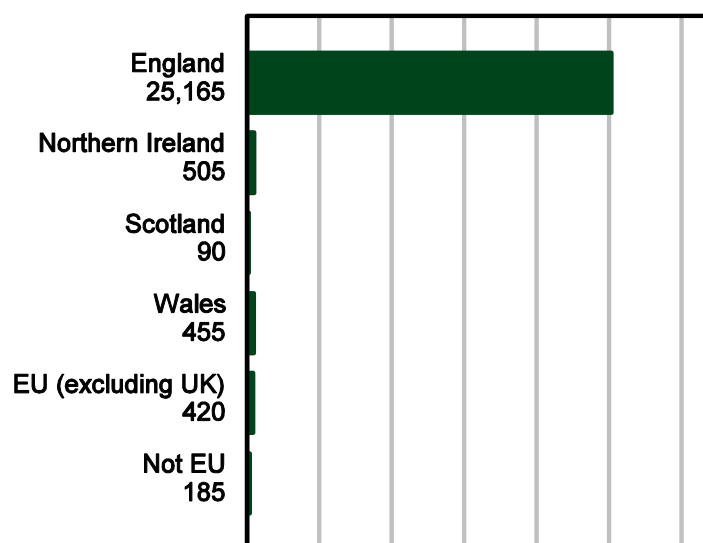
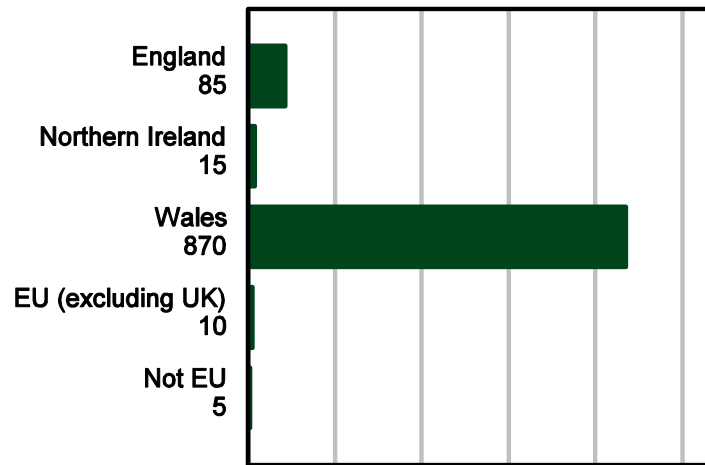


Figure 37 Accepted applicants in Wales by domicile



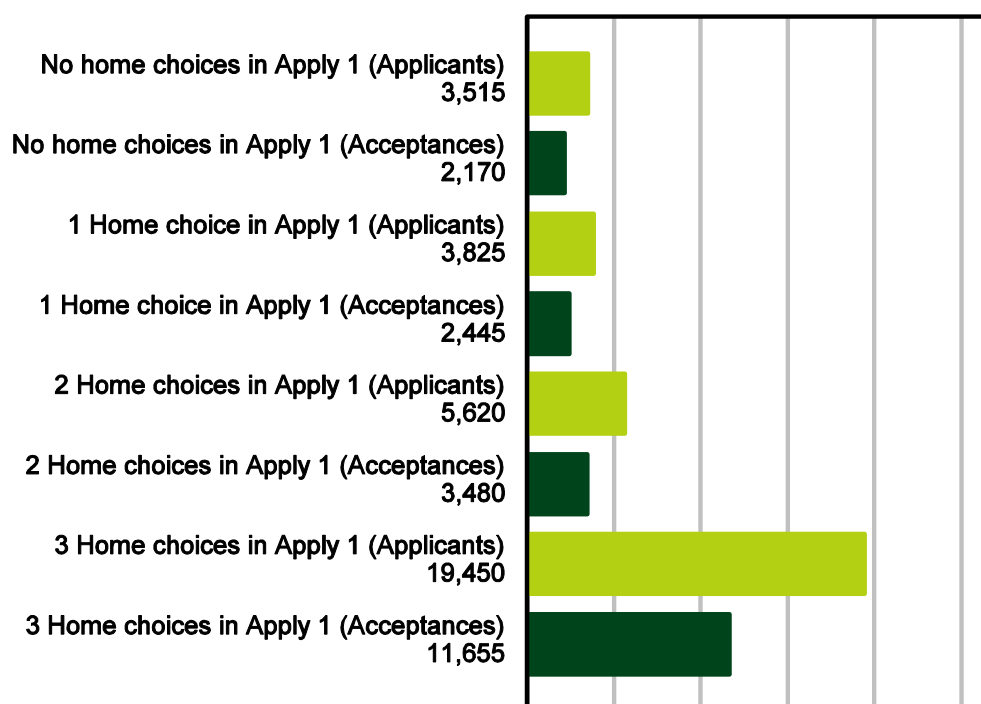
Applications to home region

Majority of applicants make three choices to home region

For applicants domiciled in England or Wales, applications are possible to training providers located in the same region in which the applicant is already based.

Figure 38 shows the number of applicants and acceptances by the number of Apply 1 applications made to the home region, for those applicants who made three choices in Apply 1 and were domiciled in England or Wales. 60 per cent of these applicants (19,500) made all of their Apply 1 choices to training providers in their home region, while 11 per cent (3,500) made all of their applications to other regions.

Figure 38 Applicants and acceptances by number of applications made to home region in Apply 1 (English and Welsh domiciled applicants who made three Apply 1 choices only)

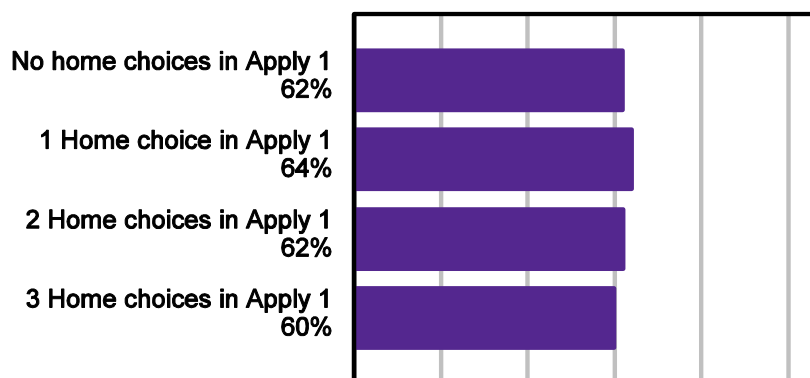


Small decrease in acceptance rate for applicants to home region

The proportion of applicants placed onto a training programme, either through Apply 1 or Apply 2, is shown in Figure 39, by the number of choices made to the applicant’s home region. Those most likely to be placed were applicants who only made one of their three choices to their home region (acceptance rate of 64 per cent). Applicants who made all of their initial choices to their home region were the least likely to be placed, though only by a small amount (60 per cent acceptance rate, 6 per cent proportionally (-4 percentage points) less likely than one home choice applicants).

This difference in acceptance rates could be due to a number of reasons, including varying rates of withdrawal from the scheme, or demographic of applicants most likely to apply solely to their home region.

Figure 39 Acceptance rate by number of applications made to home region in Apply 1 (English and Welsh domiciled applicants who made three Apply 1 choices only)

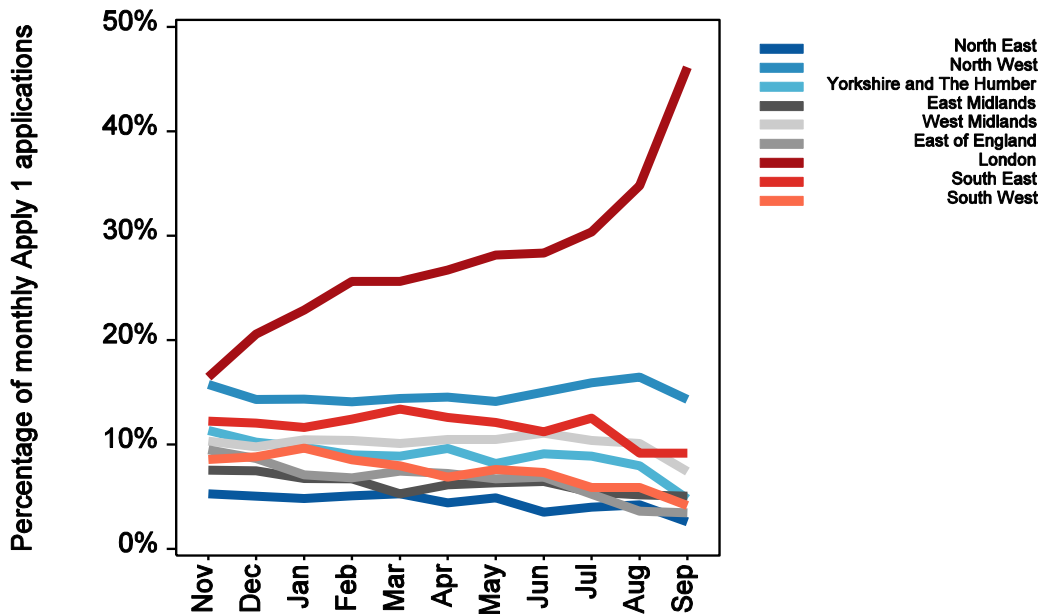


Location as scheme progressed

Training providers in London received the highest proportion of monthly applications

Applications made to training providers based in London were higher than those made to other training providers for the entirety of the cycle. The proportion of applications made to these training providers increased each month, reaching a peak in September, when almost half (46 per cent) of all applications were to London. The North West was the second largest region each month, with a more consistent proportion of applications (between 14 and 16 per cent) being made to these training providers throughout the cycle.

Figure 40 Percentage of monthly Apply 1 applications by provider region



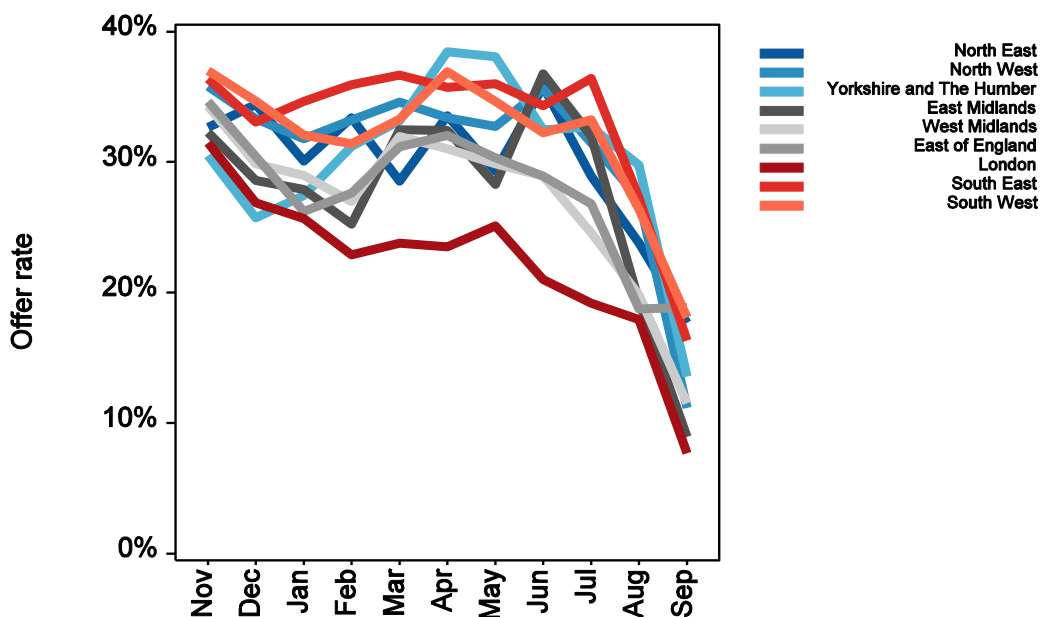
Training providers most likely to make offers varied each month

Training providers in London had some of the lowest offer rates, with the highest Apply 1 offer rate for these training providers being just 31 per cent for applications made in November. The offer rates for applications to these training providers then fell gradually throughout the cycle.

For most training provider regions, offer rates generally decreased from the start of the cycle. In January, some regions had a small increase in offer rates until May, where they began to decrease again until the close of the cycle.

Yorkshire and The Humber and the East Midlands had the most variable Apply 1 offer rates. At the beginning of the cycle, Yorkshire and The Humber was least likely to make an offer (Apply 1 offer rate of 30 per cent), but rates increased quickly so that by April and May, it had the highest offer rate (38 per cent). East Midlands training providers showed a dip in rates to 25 per cent in February, but increased to a peak of 37 per cent in June, making it the most likely region to make an offer in that month.

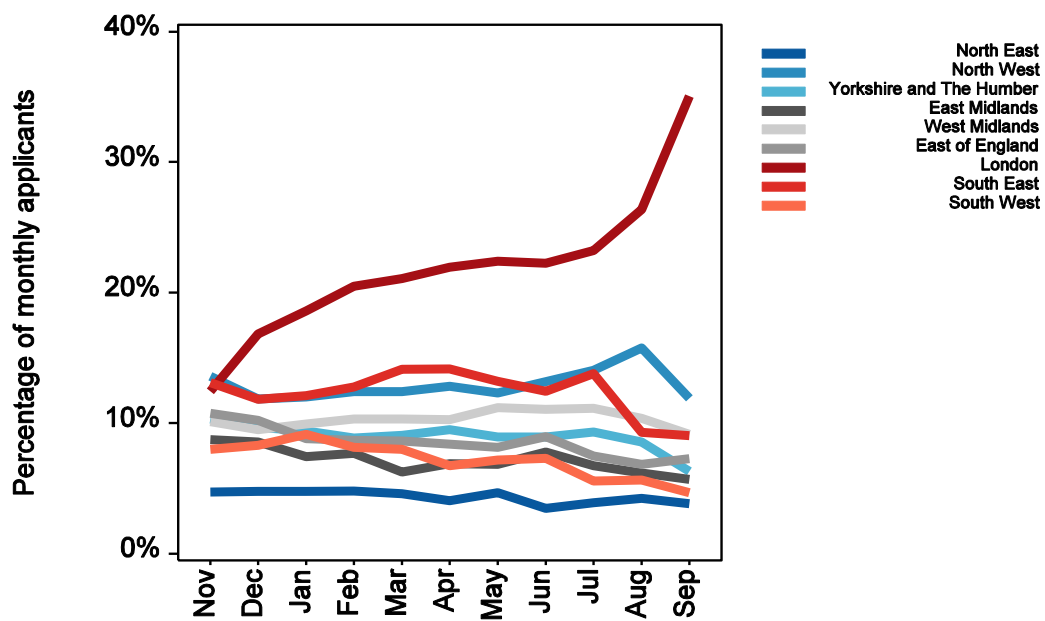
Figure 41 Apply 1 offer rate by provider region, by month of application



Applicants domiciled in London showed a similar pattern of applications to training providers in the region

Applicants from London were consistently the highest proportion of monthly applicants for those who applied from December onwards, despite starting with similar proportions of applicants as the North West and South East in the earlier months of the cycle. Following November, the proportion of applicants from London increased rapidly, following a similar pattern to the applications to training providers based in London (Figure 42). Meanwhile, the proportions of applicants from the North West and South East remained much more consistent, so that by June, there were nearly twice as many new applicants from London as from these other two regions. This suggests that, of all applicants in the cycle, those from London were more likely to first apply in later months than those from other regions.

Figure 42 Percentage of UK domiciled monthly applicants by English region of domicile



Training programme details

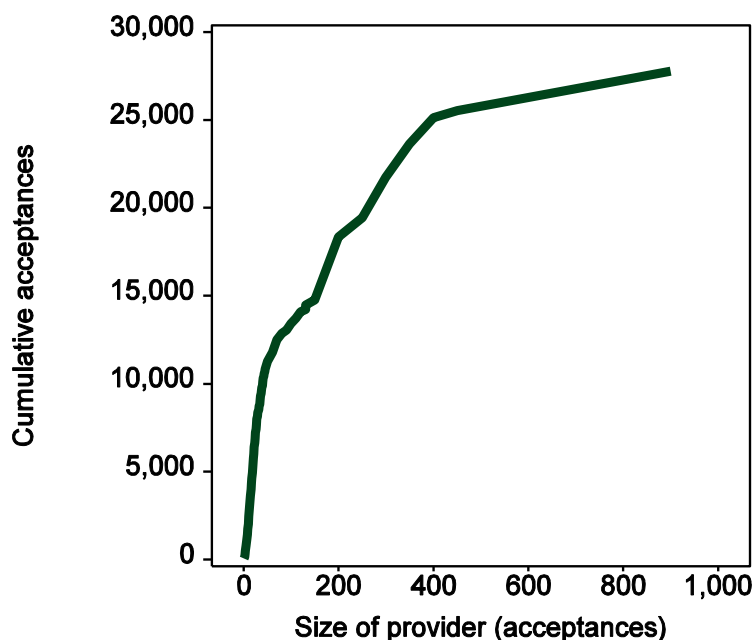
Training provider size and training programme type

Large number of training providers of varying sizes

The cumulative total of acceptances by training provider size (with some provider sizes grouped) is shown in Figure 43. The cumulative number increases quickly for small training providers, indicating that many training providers only accept a few applicants; 90 per cent (873 of 965) of training providers who placed at least one applicant had fewer than 50 acceptances each. These training providers, with their relatively small intakes, only accounted for 40 per cent (11,100) of acceptances. In contrast, the largest 10 per cent of training providers (those recruiting more than 500 acceptances each) accounted for, in total, 60 per cent of all acceptances.

Three training providers had more than 500 acceptances each (2,200 in total), with 8 per cent of all accepted applicants placed at these providers. This shows the diversity in sizes of the training providers in the UCAS Teacher Training scheme.

Figure 43 Cumulative acceptances by number of acceptances at each provider (some provider sizes grouped)



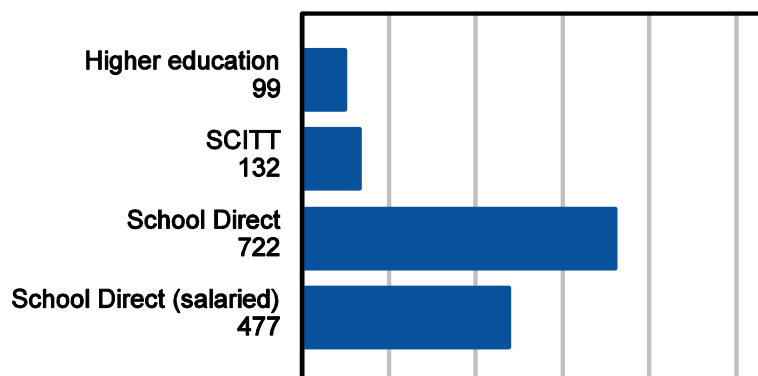
Over seven times as many training providers offering School Direct training programmes as higher education

There were four different types of postgraduate teacher training programmes recruited to through the UCAS Teacher Training scheme in 2015. Figure 44 shows, for each type of training programme, the number of training providers who received at least one application. As many training providers offered both School Direct and School Direct (salaried) training programmes, training providers may be represented in more than one category in these figures.

Training providers offering each training programme type were available in England, however training providers in Wales only offered higher education training programmes.

A relatively small number of training providers recruited to higher education training programmes (99 providers), while a large number (722, +630 per cent) recruited to School Direct training programmes.

Figure 44 Number of providers who received at least one application, by provider type

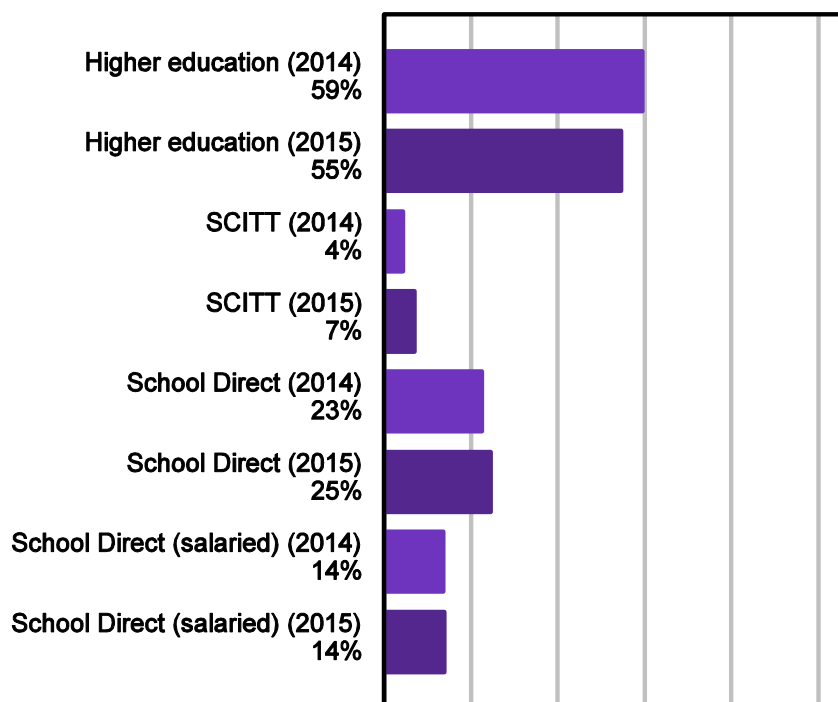


Shift from higher education to SCITTs

In 2015, 7 per cent of Apply 1 applications were made to SCITT training programmes; almost double the proportion compared to 2014, but still small numbers. This increase for SCITTs came at the expense of higher education training providers, who saw a decrease, although still maintained a majority. Higher education training providers received 55 per cent of applications in 2015 compared to 59 per cent in 2014.

School Direct training programmes also saw a small increase in the likelihood of receiving an Apply 1 application (25 per cent), while similar proportions of applications were made to School Direct (salaried) training programmes in each of the years.

Figure 45 Proportion of Apply 1 applications to each training programme type



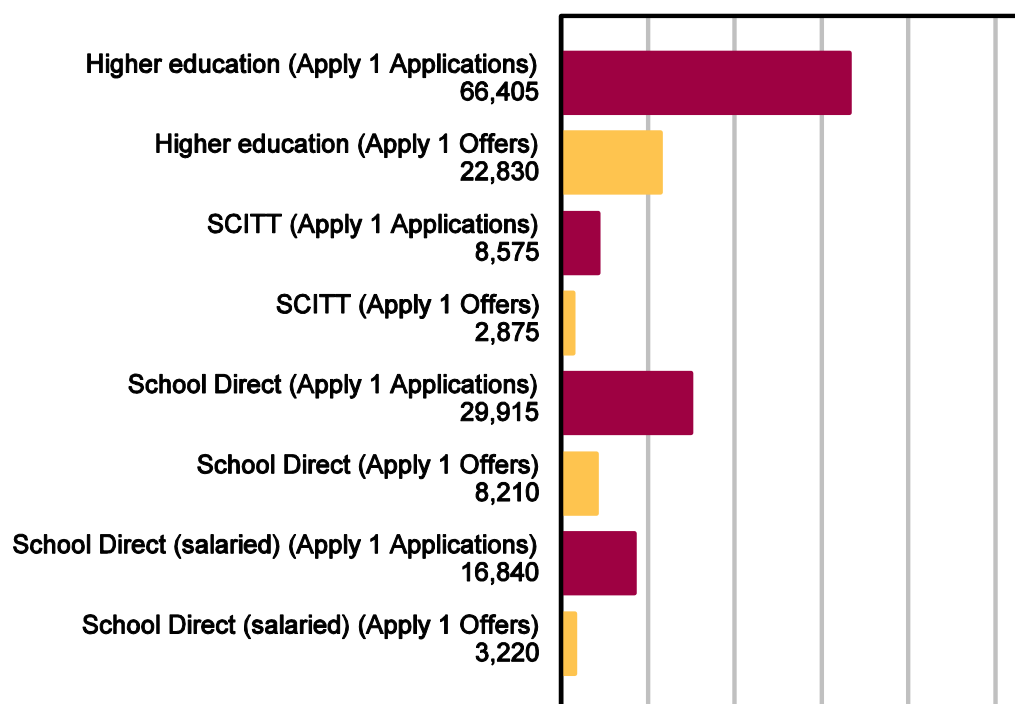
Higher education training programmes received the most applications and were most likely to make an offer, with offer rate from SCITTs not far behind

The number of applications received and offers made in Apply 1 is shown in Figure 46, for each training programme type. Higher education training programmes received 55 per cent (66,400 of 121,700) of applications and made 62 per cent (22,800 of 37,100) of offers in Apply 1. The Apply 1 offer rate from higher education training programmes was therefore 34 per cent.

Applications to SCITTs (7 per cent of all Apply 1 applications) also had high Apply 1 offer rates, at 34 per cent, although these training programmes received the fewest applications (8,600, an eighth as many as higher education training programmes).

Applications to School Direct salaried training programmes were the least likely to receive an offer, with an Apply 1 offer rate of 19 per cent. These applications were therefore 1.8 times less likely to receive an offer than applications to higher education training programmes.

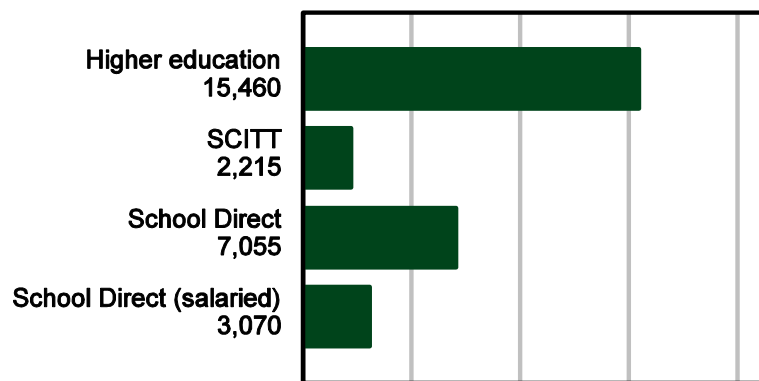
Figure 46 Number of applications and offers made in Apply 1 by each training programme type



56 per cent of accepted applicants placed on higher education training programmes

Of all 27,800 applicants accepted onto a training programme, 15,500 (56 per cent, Figure 47) were placed onto higher education training programmes; significantly more than any other training programme type. In comparison, 25 per cent of acceptances were to School Direct training programmes, a small number relative to the number of training providers offering these training programmes.

Figure 47 Acceptances by training programme type

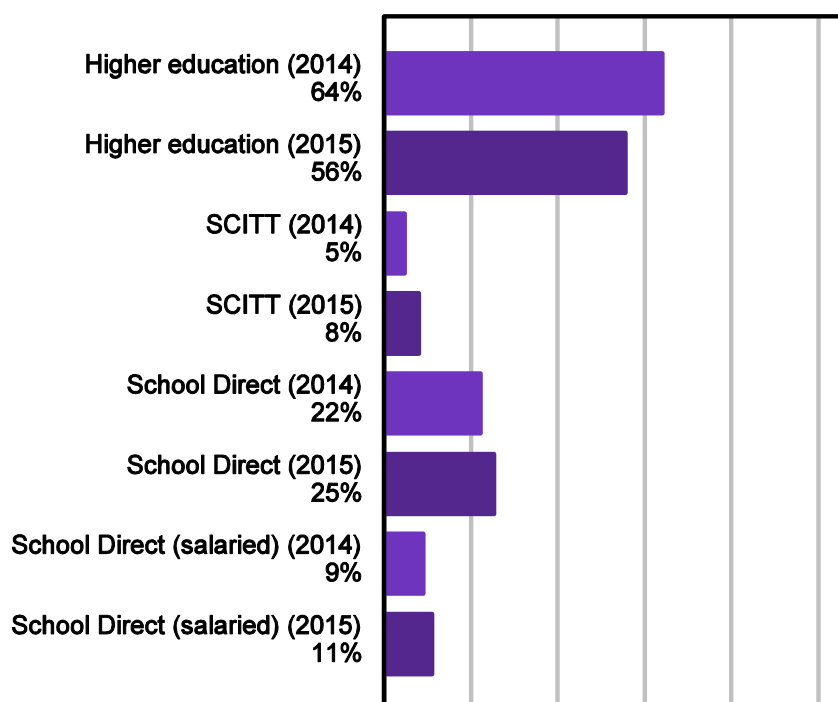


More than one in ten acceptances now to salaried places

Following a reduction in the likelihood of applications to be made to higher education training programmes, these training providers also placed a smaller share of accepted applicants than in 2014. The increases in applications to SCITTs and School Direct training programmes followed through into increased proportions of acceptances.

Although similar proportions of applications made were to School Direct (salaried) training programmes over the two cycles, the proportion of acceptances to these training programmes increased by a small amount (+2 percentage points). This increased the proportion placed onto salaried training programmes by around a fifth, so that more than one in every ten acceptances in the 2015 cycle were to a School Direct (salaried) place.

Figure 48 Proportion of acceptances to each training programme type in each cycle



Training programme phase

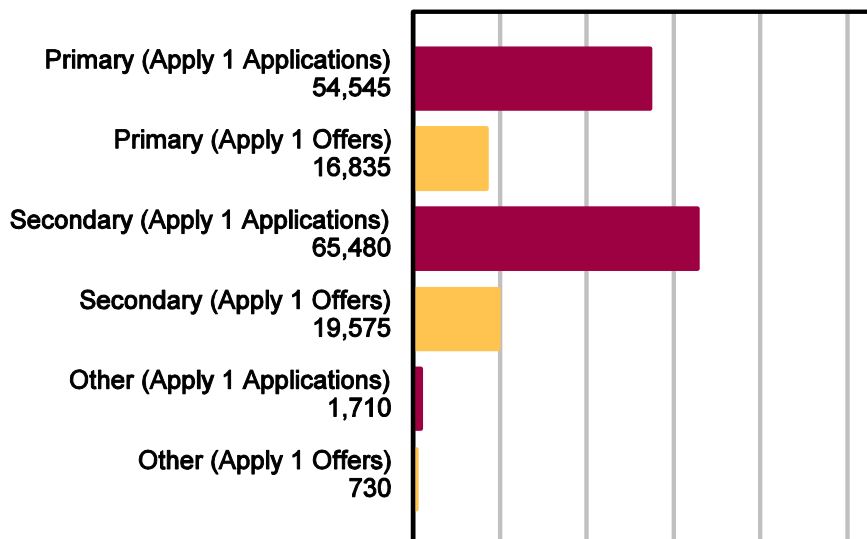
Training programmes in the UCAS Teacher Training scheme each have an associated 'training programme phase', which is based on the age group of the school pupils and typically relates to primary schools or secondary schools. Training programmes in the 'middle', 'further education', 'higher education', and 'post-compulsory' phase categories are listed under 'other'.

Similar offer rates for primary and secondary training programmes

Of the 121,700 applications made in Apply 1, 54 per cent were to secondary training programmes (65,500, Figure 49). Offers were made to 19,600 of these (30 per cent Apply 1 offer rate). For primary training programmes (45 per cent of Apply 1 applications), 16,800 offers were made, giving an offer rate of 31 per cent.

Applications to training programmes falling into the 'other' category were the most likely to receive an offer, with 43 per cent doing so, although to small numbers of applications (1,700).

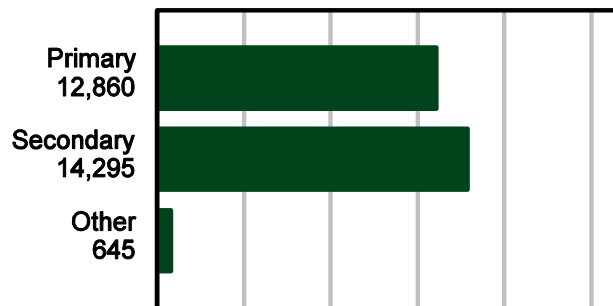
Figure 49 Number of applications and offers in Apply 1 for each training programme phase



Just over half of acceptances placed onto secondary training programmes

Figure 50 shows the number of accepted applicants, by the training programme phase of their accepted application. Secondary training programmes placed the most applicants (14,300, 51 per cent of acceptances), while most of the remaining acceptances were to primary training programmes (12,900, 46 per cent). Relatively small numbers were placed onto other training programmes.

Figure 50 Total acceptances by training programme phase



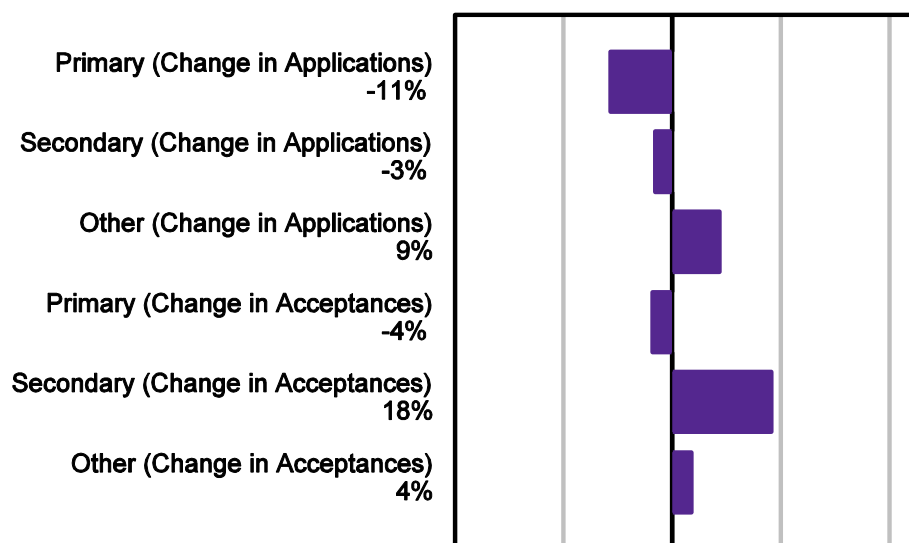
Primary training programmes more affected by reduction in applications than secondary

Figure 51 shows the change in applications and acceptances to each training programme type between 2014 and 2015. The only training programmes for which the number of applications increased in 2015 were those classified as ‘other’. These increased by 9 per cent, but retained very low numbers of applications.

The reduction in applications to primary training programmes was almost four times that of secondary training programmes, with a fall of 11 per cent. The decrease in acceptances to these training programmes was smaller, at just 4 per cent.

For secondary training programmes, there was a 3 per cent drop in applications, but acceptances to these training programmes showed a large increase – there were 18 per cent more applicants placed onto secondary training programmes than in the previous year.

Figure 51 Percentage change in Apply 1 applications and total acceptances between 2014 and 2015, by training programme phase



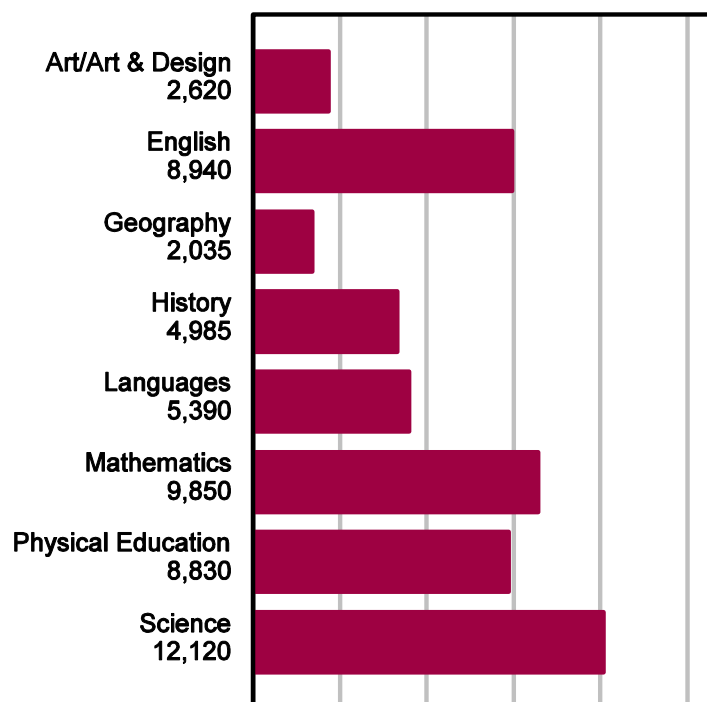
Secondary subject

Largest number of applications to mathematics training programmes

The following section considers subjects of secondary training programmes. As each training programme may have multiple subject classifications assigned to it (for example, a training programme may be listed as ‘science’, ‘biology’, and ‘history’), the figures used include all training programmes for which the subject is used as a classification. This may result in some applications and acceptances being represented more than once.

Almost a fifth (19 per cent) of applications to secondary training programmes in Apply 1 were to science training programmes (12,100 applications, Figure 52). A large number of applications were also made to mathematics training programmes (15 per cent), English (14 per cent), and physical education (13 per cent). In comparison, only four in 100 applications were to art/art and design training programmes.

Figure 52 Apply 1 applications by subject for secondary training programmes (selected subjects)

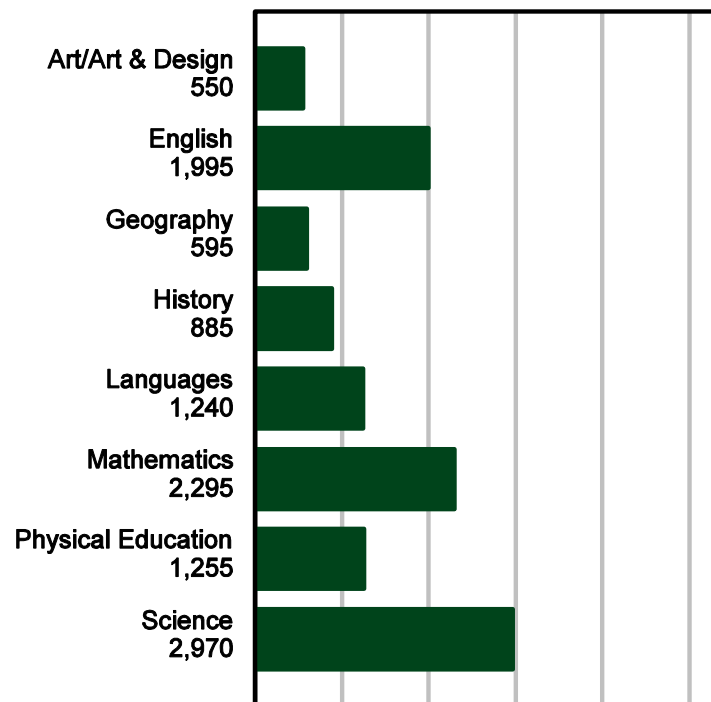


A fifth of secondary acceptances to science training programmes

Of the 14,300 applicants accepted onto secondary training programmes, 3,000 (21 per cent) were placed onto science training programmes. This is 2.4 times the number placed onto PE training programmes (1,300, 9 per cent), despite there only being 1.4 times as many applications to science as PE in Apply 1.

Mathematics training programmes also had a high number of acceptances compared to the number of Apply 1 applications, with 2,300 applicants accepted onto secondary mathematics training programmes (16 per cent).

Figure 53 Acceptances by subject for secondary training programmes (selected subjects)



Training programme details over the cycle

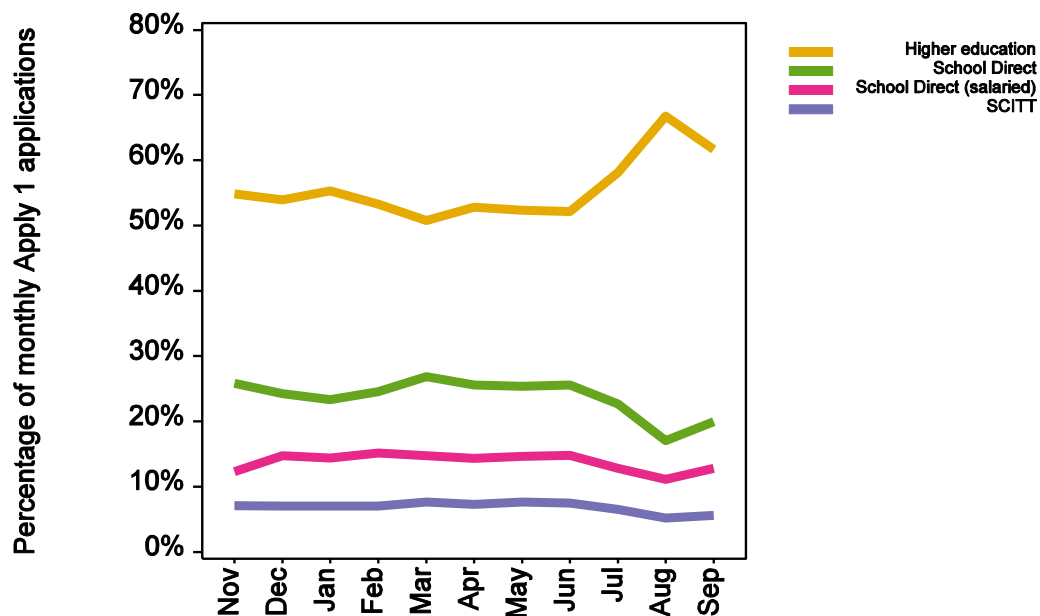
Higher education training programmes increase in relative popularity towards end of the cycle

Figure 54 shows how the distribution of Apply 1 applications across the different training programme types varied by month.

Higher education training programmes received the bulk of applications in every month, with 55 per cent of November’s applications to these training programmes. This percentage remained fairly constant until July, when it began increasing, to a peak of 67 per cent in August. At this same time, the percentage of applications made to School Direct training programmes began decreasing, from a high of 27 per cent in March, to 17 per cent (a fall of 37 per cent proportionally, -10 percentage points) in August.

The proportion of applications received to School Direct salaried training programmes ranged from 11 to 15 per cent, while SCITTs received 5 to 8 per cent of the Apply 1 applications each month.

Figure 54 Percentage of Apply 1 applications made each month to each training programme type

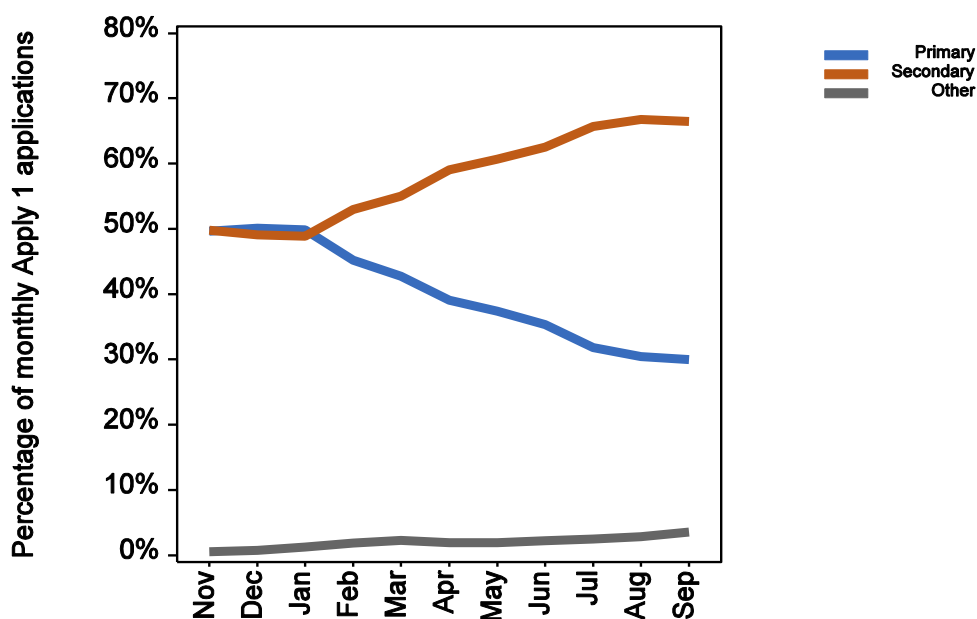


Similar numbers of primary and secondary applications at the beginning of the cycle

Figure 55 shows, for each month of the cycle, the proportion of Apply 1 applications to each training programme phase. Middle training programmes have been grouped into the 'other' category. At the beginning of the cycle, applications to primary and secondary training programmes were similar, with between 49 to 50 per cent of applications to each of these training programme phases in the first three months.

From February onwards, more and more applications were being made to secondary training programmes. The shift away from primary and towards secondary occurred at a steady rate until August, at which point 67 per cent of applications were being made to secondary training programmes, with primary training programmes receiving just 30 per cent of these applications, though the number of new applications per month was low at this time. This meant that, during August, Apply 1 applications were 2.2 times as likely to be to secondary training programmes as primary, despite equal likelihoods of receiving the applications earlier in the cycle.

Figure 55 Percentage of monthly Apply 1 applications by phase



Apply 1 offer rate highest for other training programmes

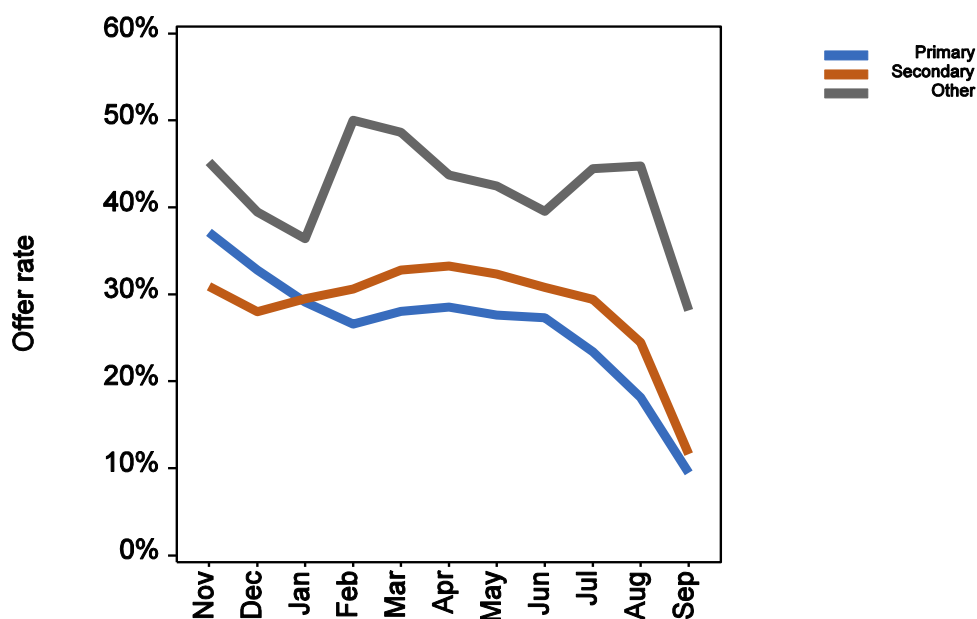
For every month in the cycle, applications to the relatively small number of other training programmes were the most likely to receive offers (Figure 56).

Offer rates differed less between primary and secondary training programmes. The Apply 1 offer rate was highest for primary applications made in November, with 37 per cent of these applications being made an offer. The rate then decreased for the rest of the cycle, except for a small increase in March and April.

The offer rate for Apply 1 secondary applications, however, decreased until December, before gradually increasing. Secondary training programmes had highest offer rates for the period from February to June, where the Apply 1 offer rate was between 31 and 33 per cent.

All training programme phases fell to their lowest offer rates in September.

Figure 56 Apply 1 offer rate by phase

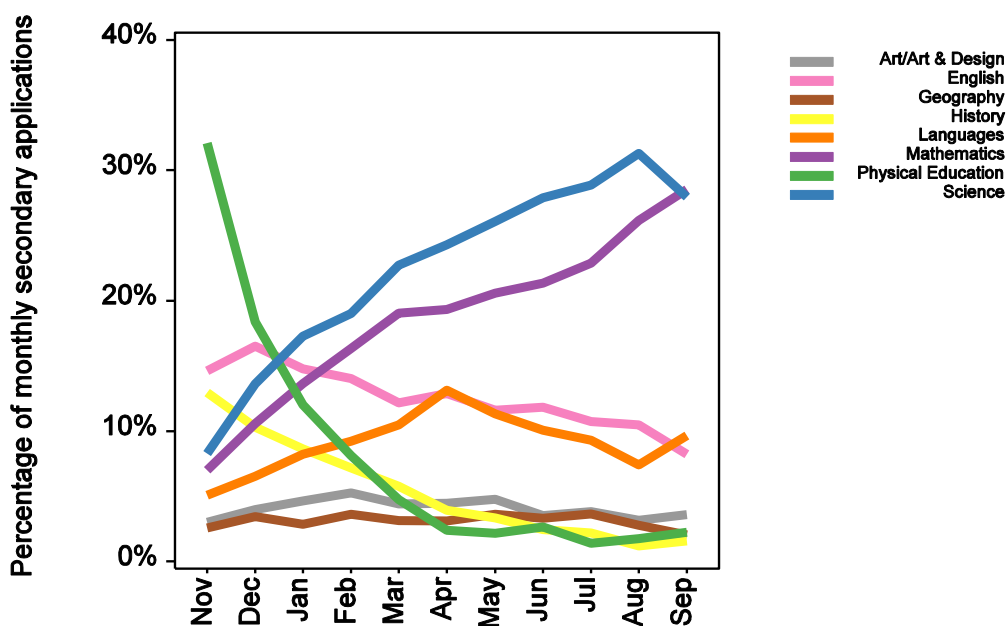


A third of early applications were to physical education training programmes

Applications to physical education (PE) training programmes represented the largest proportion of monthly applications at the beginning of the cycle. Until the end of November, 32 per cent of all Apply 1 applications made were to training programmes with a PE classification. By December, this had fallen to 18 per cent. The proportion of applications to PE training programmes continued to decrease rapidly, with only 2 per cent being made to these training programmes by April.

While the proportion of applications to PE dropped, the likelihood of an application to be to a mathematics or science training programme increased. In November, only 8 per cent of applications were to science training programmes, while in August, these training programmes received 31 per cent of Apply 1 applications. Art/art and design (3 to 5 per cent) and geography (2 to 4 per cent) training programmes received similar proportions of the applications in each month of the cycle.

Figure 57 Percentage of monthly Apply 1 secondary applications by secondary subject (selected subjects only)



Half of Apply 1 PE applications received by the end of November

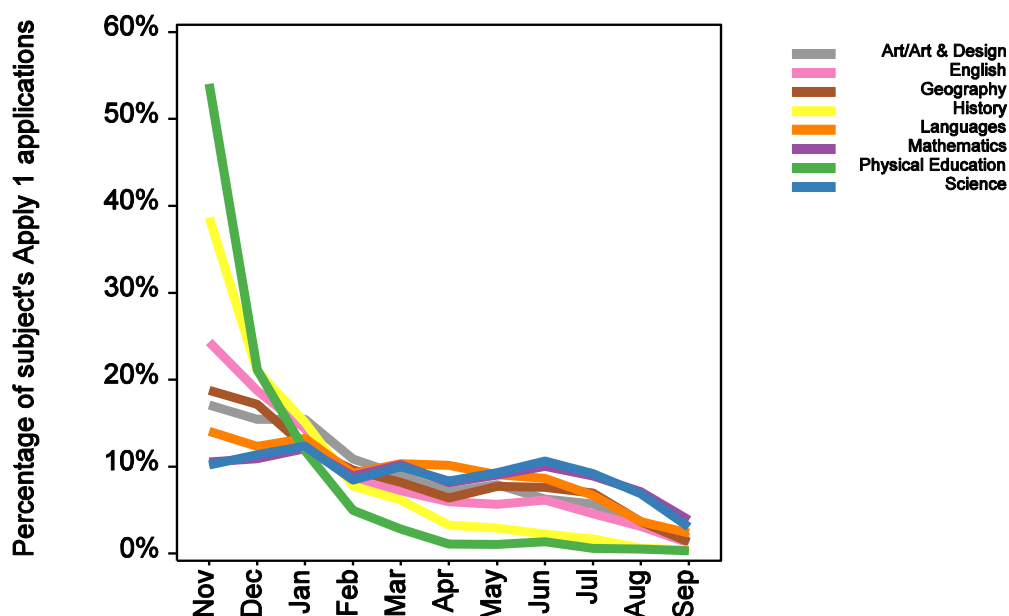
Applications to most subjects were highest at the beginning of the cycle (Figure 58). In particular, 54 per cent of the total number of Apply 1 applications to physical education training programmes were made before the end of November. The number of applications to PE fell sharply thereafter, with a drop of over 60 per cent proportionally (-33 percentage points) to 21 per cent in December.

Other subjects also had their highest number of applications in November; 39 per cent of Apply 1 history applications and 24 per cent of English applications were made in the first month. The applications made to these subjects also decreased over the following months, but less dramatically so than for PE.

Science and mathematics applications consistent throughout the cycle

Science and mathematics training programmes received a much more consistent number of applications each month. Both of these groups of training programmes received just over 10 per cent of their applications in November. Applications to these training programmes peaked in January (both 12 per cent), with 8 to 12 per cent of the applications being received each month until August, when the levels of applications received dropped for both subjects.

Figure 58 Percentage of total Apply 1 applications to each subject that were made each month (selected subjects only)

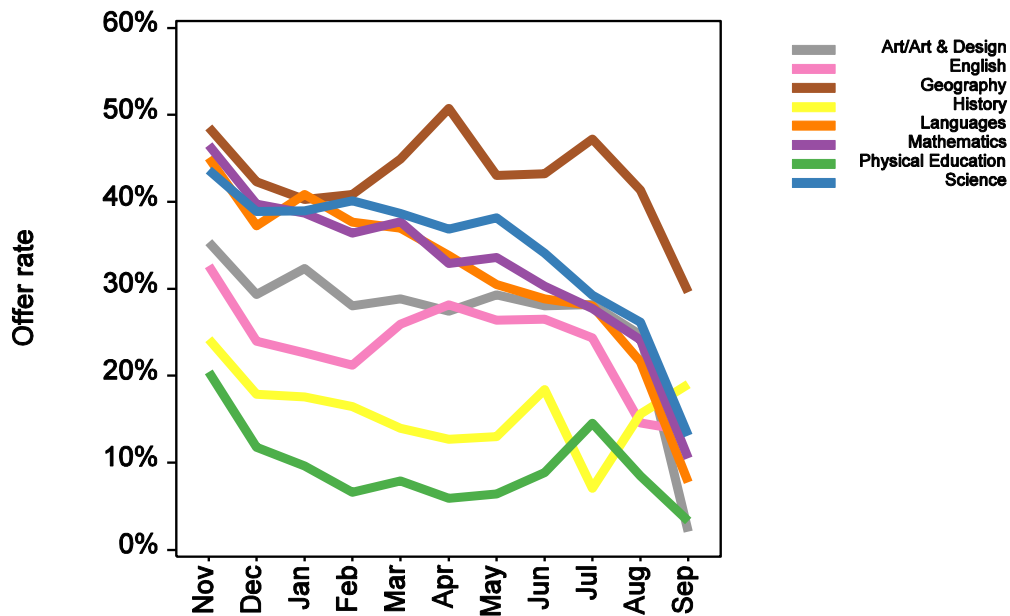


Offer rate low for physical education training programmes

The Apply 1 offer rate for physical education training programmes was just 20 per cent for applications made in November, and decreased in December. A small increase in July gave an offer rate of 15 per cent, but PE training programmes still offered less frequently than most other subjects.

In November, offers were made to 49 per cent of Apply 1 geography applications, meaning that these applications were almost 2.5 times as likely to receive an offer as those to PE. Offers to geography training programmes remained high throughout the cycle, with between 30 and 51 per cent of applications receiving an offer each month.

Figure 59 Apply 1 offer rates by secondary subject, by month of application (selected subjects only)



Application and entry rates

Calculating application and entry rates for assumed graduates

UCAS Teacher Training covers applications to postgraduate teacher training programmes, and so applicants are expected to have previously completed an undergraduate level degree.

Considering acceptances in the UCAS Undergraduate scheme, we can expect these to be a cohort of graduates, assuming that the numbers who drop out or have not yet graduated are negligible. This can therefore be viewed as a group of potential applicants for the UCAS Teacher Training scheme. Matching UCAS Undergraduate acceptances to applicants in the UCAS Teacher Training scheme allows application and entry rates to be calculated.

An application rate is the proportion of all undergraduate acceptances who apply to UCAS Teacher Training, while an entry rate is the proportion of all undergraduate acceptances who enter (are placed on) a UCAS Teacher Training programme.

Over half of matched applicants began an undergraduate degree three or four years prior to application

Matching UCAS Teacher Training applicants to their last accepted application in the undergraduate scheme shows the length of time between applications for these two schemes. In total, across the 2014 and 2015 UCAS Teacher Training cycles, 63 per cent of applicants were traced back to their accepted undergraduate application.

Those applicants placed onto courses in the undergraduate scheme which are 'X1 – Training Teachers' are excluded from further analysis, as these applicants may already be qualified teachers on graduation. Figure 60 shows the numbers of English or Welsh UCAS Teacher Training applicants, not placed onto X1 courses, who were traced to the 2006 UCAS Undergraduate cycle or later. For the 2015 cycle, 28,600 of these applicants have been traced to the UCAS Undergraduate scheme, accounting for 61 per cent of the total applicants that year. For the 2014 UCAS Teacher Training cycle, after figures have been adapted to account for the removal of Scottish training providers, 29,500 English or Welsh domiciled non-X1 applicants were traced (accounting for 59 per cent of the total adapted 2014 applicants).

Figure 61 displays the spread of matched applicants across the undergraduate years, by looking at the year of entry of their latest placement, allowing for applicants who deferred their application to be included in the figures for the year in which they intended to begin their undergraduate studies. Across the two UCAS Teacher Training cycles, between 56 to 61 per cent of traced applicants last entered the UCAS Undergraduate scheme three or four years prior to their UCAS Teacher Training application. Those accepted onto undergraduate courses beginning in 2011 or 2012 are therefore expected to be most likely to apply through UCAS Teacher Training in

the 2014 or 2015 cycles, and looking at these gives an indication of the potential applicant base for the UCAS Teacher Training scheme.

Figure 60 Cumulative matched English and Welsh domiciled non-X1 undergraduates by number of years between the undergraduate entry year of last acceptance and the UCAS Teacher Training application

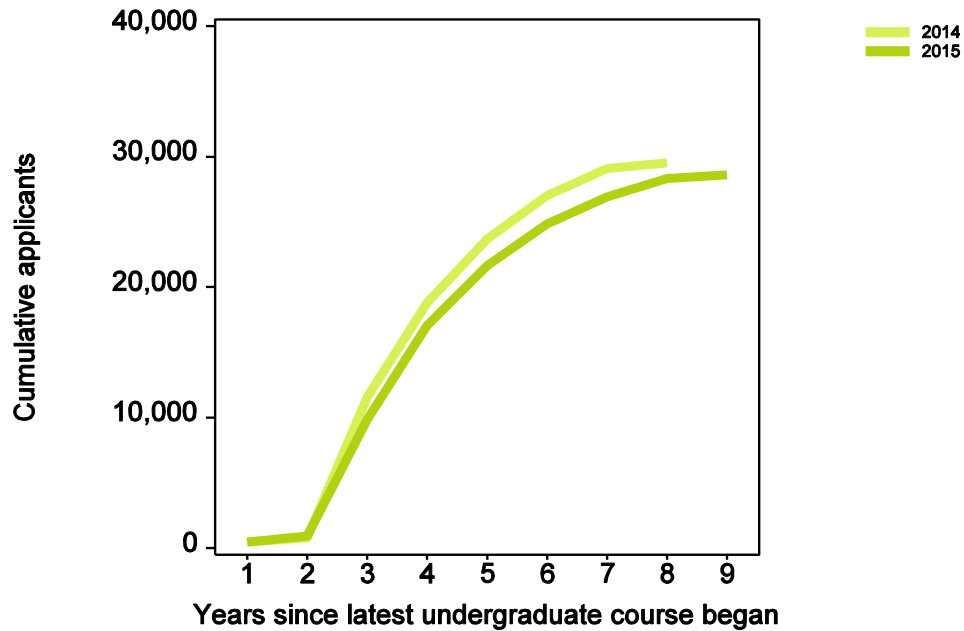
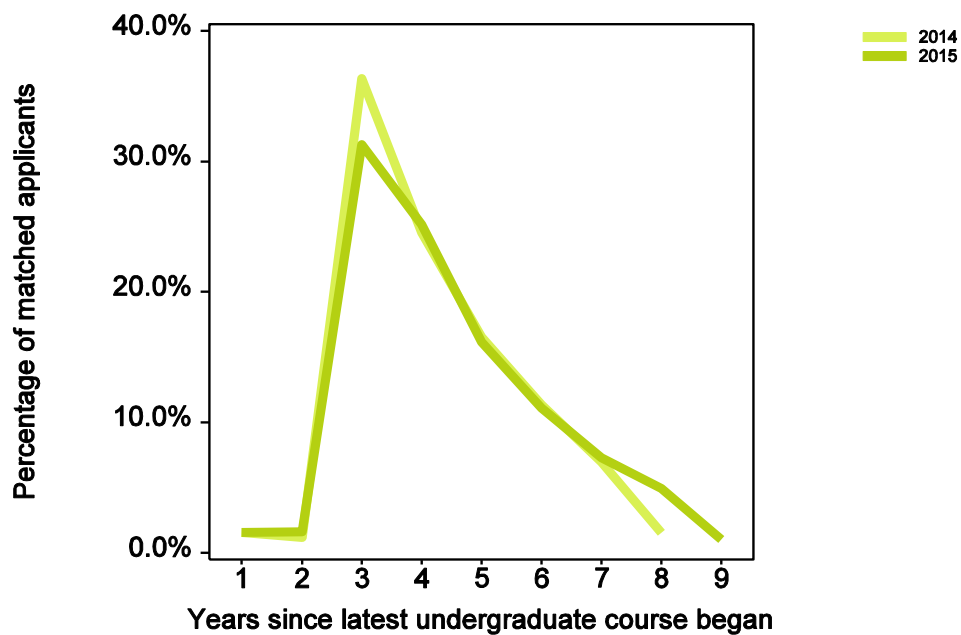


Figure 61 Percentage of matched English and Welsh domiciled non-X1 undergraduates by number of years between the undergraduate entry year of last acceptance and the UCAS Teacher Training application



Cohort and three-year rates

As undergraduate courses may take four years to complete, applications to UCAS Teacher Training both three and four years after undergraduate placement gives the best indication of movement from UCAS Undergraduate to UCAS Teacher Training, as most undergraduates will have completed their courses and been able to apply through UCAS Teacher Training for the first time. Taking applications in both of these years into account gives cohort rates. For example, the 2011 cohort application rate is the proportion of those placed to begin undergraduate courses in 2011, who applied to UCAS Teacher Training in the third (2014) or fourth (2015) year after their course began.

Due to the small number of completed UCAS Teacher Training cycles so far, cohort rates may only be calculated for the 2011 undergraduate cohort at present. To give an indication of the comparative rates between the 2011 and 2012 undergraduate cohorts, and the differences in use of the 2014 and 2015 UCAS Teacher Training cycles, three-year rates can be calculated. These give the proportions of applicants using UCAS Teacher Training in the third year after undergraduate placement only.

Application rates consider the proportions of applicants who applied through UCAS Teacher Training. Entry rates were calculated similarly, but only considered those who had been placed through UCAS Teacher Training, and therefore showed the likelihood of undergraduates to enter a training programme through the UCAS Teacher Training scheme.

Figure 62 English and Welsh domiciled non-X1 undergraduate acceptances in 2011 and their interaction with the 2014 and 2015 UCAS Teacher Training schemes

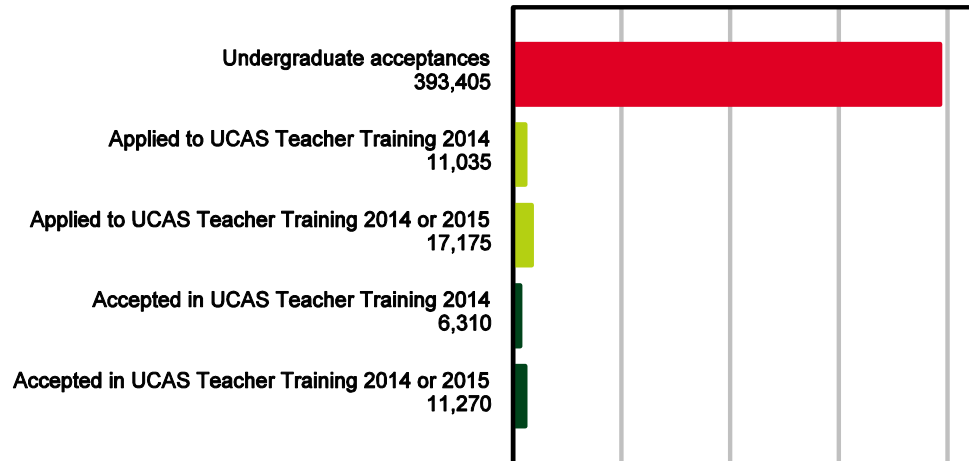
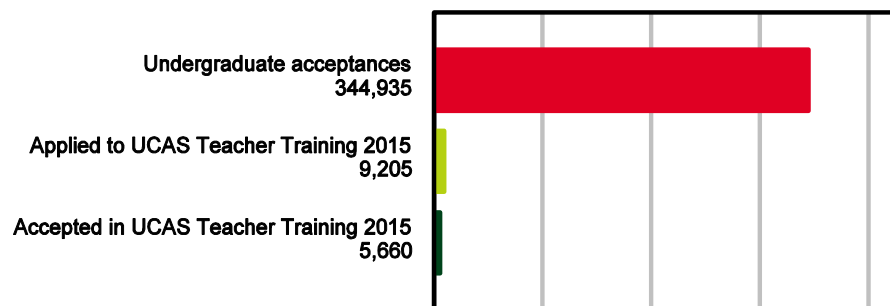


Figure 63 English and Welsh domiciled non-X1 undergraduate acceptances in 2012 and their interaction with the 2015 UCAS Teacher Training scheme



More than one in 25 undergraduates applied to UCAS Teacher Training after three or four years

In 2011, 393,400 applicants from England and Wales were placed onto non-teacher training undergraduate courses. In 2014, three years after their undergraduate acceptance, 11,000 applied for postgraduate teacher training programmes through the UCAS Teacher Training scheme. The following year, a further 6,100 applied through UCAS Teacher Training for the first time, giving a 2011 cohort application rate of 4.4 per cent.

2012 undergraduate intake showing similar three-year application and entry rates

Figure 64 shows the application and entry rates of the 2011 undergraduate cohort, while Figure 65 displays three-year rates for the 2012 cohort. From one cycle to the next, the three-year application rates differed by only 0.1 per cent, showing no real difference between the years. The three-year entry rates were the same for both undergraduate cohorts. In total across the 2011 and 2012 undergraduates, around 16 in every 1,000 were placed onto a training programme through the UCAS Teacher Training scheme three years after being accepted onto an undergraduate course.

Almost three in every 100 undergraduates placed onto UCAS Teacher Training programmes after four years

Of the 17,200 UCAS Teacher Training applicants in the 2014 and 2015 cycles who were placed through the undergraduate scheme in 2011, 11,300 were accepted onto a training programmes (Figure 62). This gives a cohort entry rate of 2.9 per cent, so almost three in every 100 undergraduates in the 2011 group were accepted onto a training programme through UCAS Teacher Training in 2014 or 2015.

The following sections consider how application and entry rates to UCAS Teacher Training vary by applicant, as well as undergraduate course, and characteristics.

Figure 64 Application and entry rates for 2011 English and Welsh domiciled non-X1 undergraduate cohort

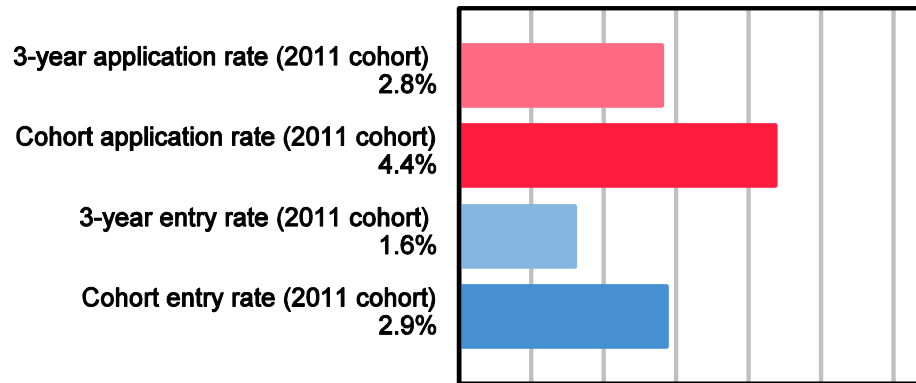
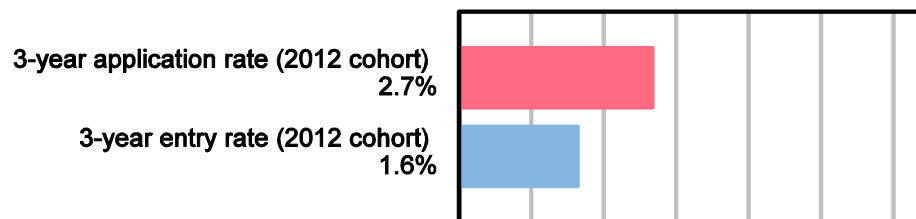


Figure 65 Application and entry rates for 2012 English and Welsh domiciled non-X1 undergraduate cohort



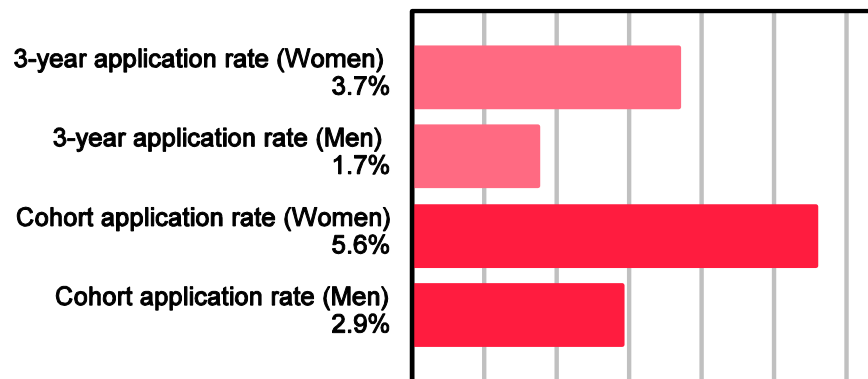
Application and entry rates by applicant characteristics

Sex

Women graduates twice as likely to use UCAS Teacher Training as men

In the third year after beginning an undergraduate course in 2011, one in 27 women applied to the UCAS Teacher Training scheme (application rate of 3.7 per cent). For men in the same year, fewer than one in 57 applied (application rate of 1.7 per cent).

Figure 66 Application rates for 2011 English and Welsh domiciled non-X1 undergraduate cohort, by sex

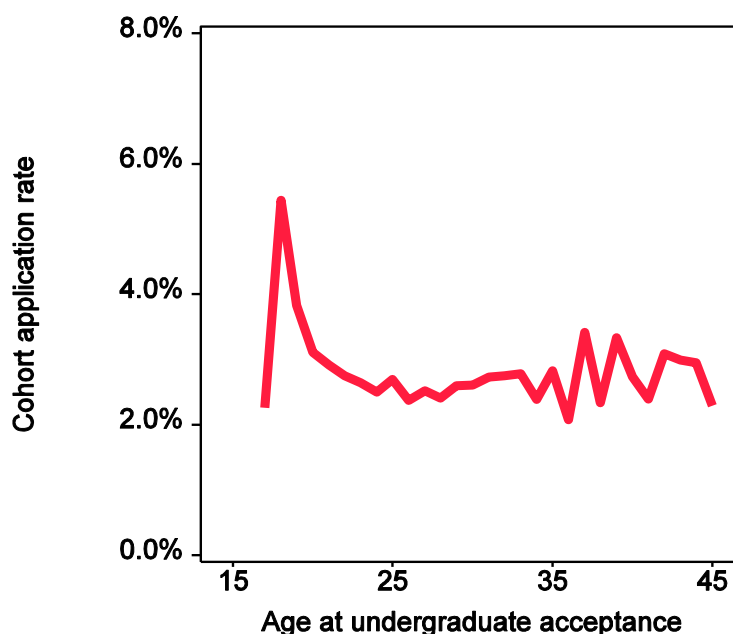


Sex and age

Youngest undergraduates most likely to use UCAS Teacher Training

Cohort application rates vary greatly by age at undergraduate acceptance, with those who were placed through the undergraduate scheme at age 18 the most likely to apply, with an application rate of 5.4 per cent. Rates quickly drop with increasing age, decreasing to 2.6 per cent for 23 year olds; a reduction of 52 per cent proportionally (-2.8 percentage points) compared to the 18 year old group. For ages above this, application rates were steadier across the ages, varying from 2.1 to 3.4 per cent.

Figure 67 Cohort application rates for 2011 English and Welsh domiciled non-X1 undergraduate cohort, by age



One in 14 undergraduate women aged 18 applied to UCAS Teacher Training

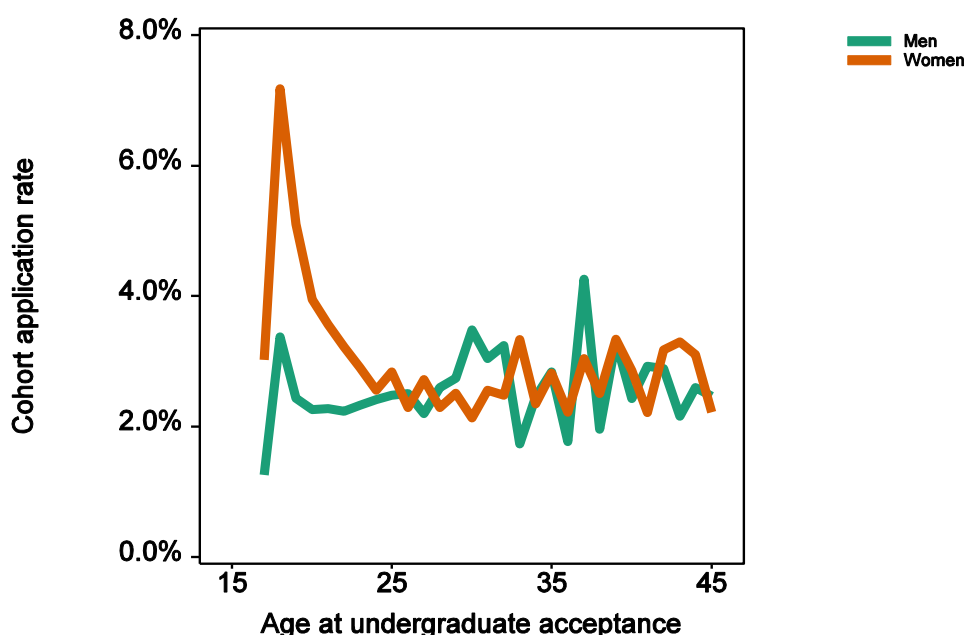
The high application rates seen for women when compared to men were driven by the youngest applicants. Women placed into the UCAS Undergraduate scheme at age 18 have a cohort application rate of 7.2 per cent, making them a third more likely to apply as the average rate seen for women, and 2.5 times as likely as for men of all ages.

Application rates for both men and women show this peak at age 18, although for men this is much smaller (3.4 per cent), and is lower than application rates for a few small groups of applicants of older age groups.

Application rate differences between the sexes greatest for youngest applicants

Between the ages of 18 to 22, application rates showed a general decrease for both men and women. Rates for men then gradually increased, while those for women continued to decrease, so that for ages 24 and above, application rates for men and women of the same age were much more similar.

Figure 68 Cohort application rates for 2011 English and Welsh domiciled non-X1 undergraduate cohort, by age and sex



Ethnic group and background of applicants

Ethnic group

Graduates from the White ethnic group over 2.5 times more likely to apply to UCAS Teacher Training than Black ethnic group

Grouping applicants by their summary level ethnic group, Figure 69 shows that cohort application rates for the White ethnic group were 4.8 per cent, the highest of all summary ethnic groups. The ethnic group with the lowest cohort application rate was the Black group (1.8 per cent). The Other group also had a low application rate (2.3 per cent), while the Mixed group (3.0 per cent) and Asian group (3.7 per cent) had higher rates, but still lower than the White group.

However, considering detailed level ethnic groups, Figure 70 shows how application rates vary substantially across these low level groups, particularly for those in the Asian group.

Undergraduates from the Asian-Bangladeshi ethnic group most likely to apply, and up to five times as likely as other ethnic groups

While the Asian group had the second highest cohort application rate at 3.7 per cent, the detailed level Asian ethnic groups have both the highest and some of the lowest application rates by ethnic group. Those from the Asian-Bangladeshi group had an application rate of 6.6 per cent, so that almost one in 15 undergraduates from this group applied for a place through UCAS Teacher Training. This is a third more likely than the White group. The application rate from the Asian-Pakistani group was 5.1 per cent, Asian-Indian 3.1 per cent, Asian-Other 1.9 per cent, and Asian-Chinese group 1.3 per cent had one of the lowest application rates of all the detailed level ethnic groups.

Undergraduates from the Black African and Other Black ethnic groups had similarly low application rates to the Chinese group. For these small groups of applicants, some variations in rates can be expected to occur by chance, and so small differences seen are negligible.

Figure 69 Cohort application rates for 2011 English and Welsh domiciled non-X1 undergraduate cohort, by high level ethnic grouping

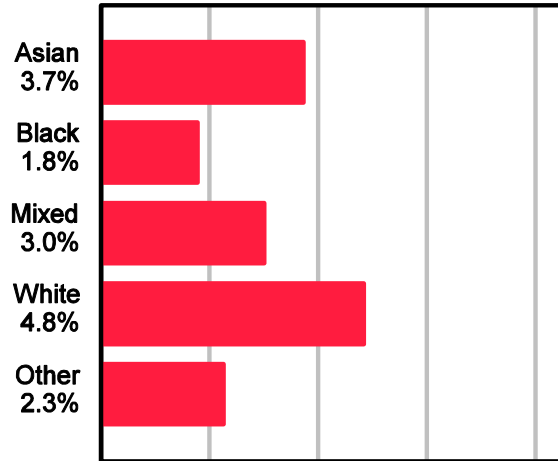
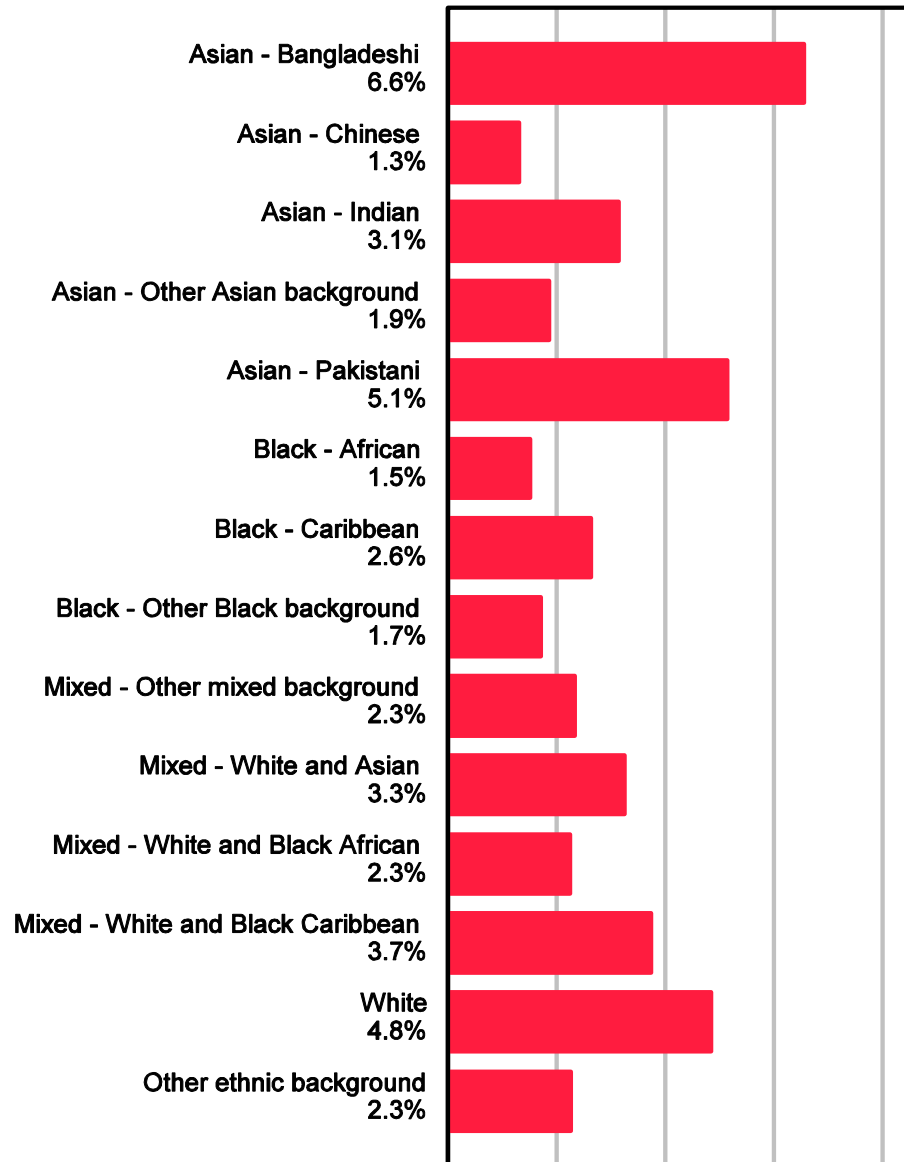


Figure 70 Cohort application rates for 2011 English and Welsh domiciled non-X1 undergraduate cohort, by low level ethnic grouping



Occupational background

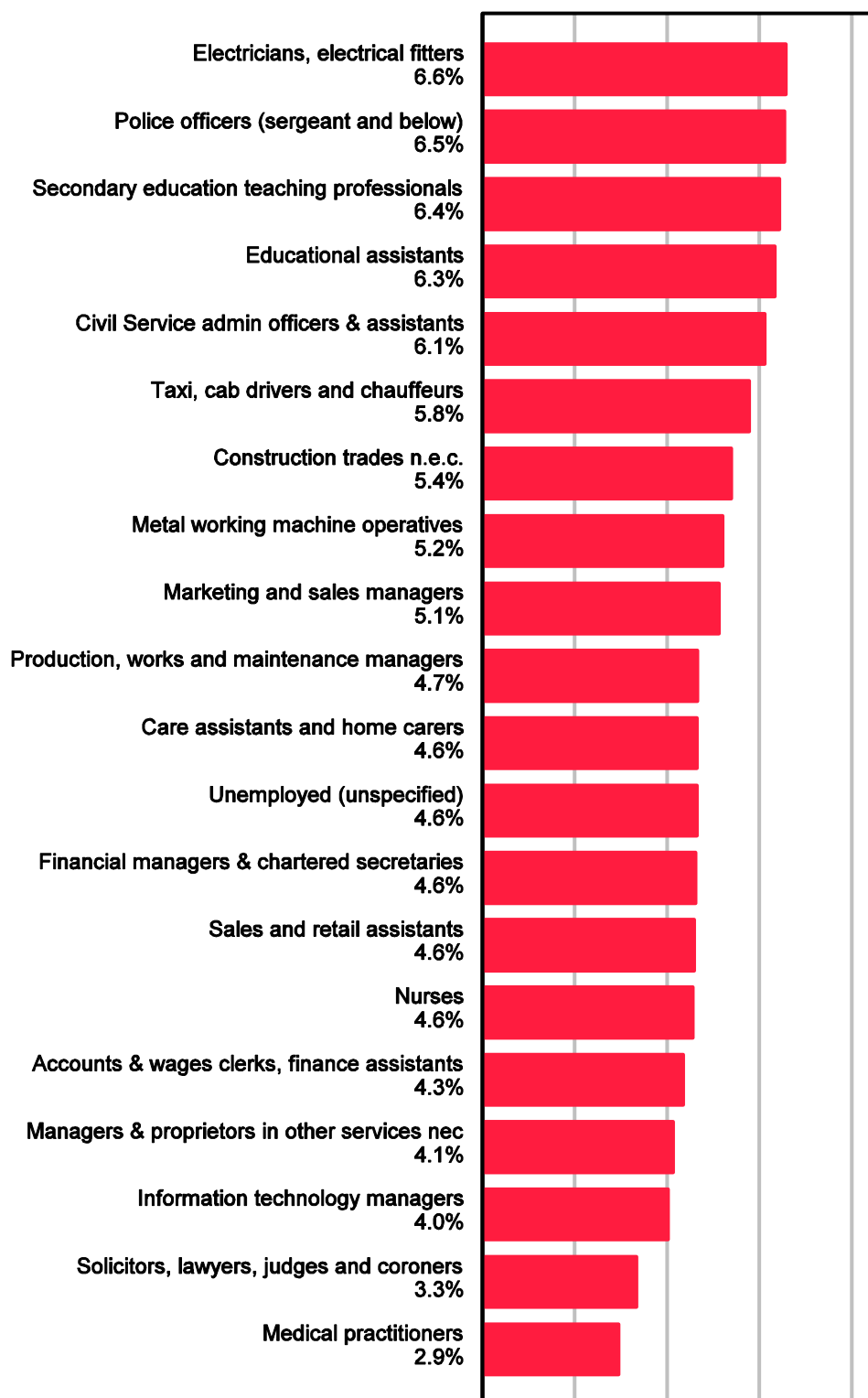
Undergraduates whose parents have a teaching background twice as likely to apply to UCAS Teacher Training than those from medicine

When applying through the UCAS Undergraduate scheme, applicants aged 20 and under were asked to enter their highest earning parent or guardian's occupation.

Figure 71 shows the cohort application rates (2011 undergraduate cohort) for the 20 largest occupational background groups, for those applicants who were aged 18, 19, or 20 when placed through the UCAS Undergraduate scheme, and who were therefore required to enter their parent's occupation. Above average application rates were seen for a number of occupations, with children of electricians, police officers, and teaching occupations (secondary teaching and educational assistants) all among the most likely to apply once they've been accepted onto an undergraduate course. For each of these backgrounds, around one in 15 undergraduates applied through UCAS Teacher Training.

Occupational backgrounds with lower entry rates included those from a medical practitioner background (2.9 per cent), and undergraduates with solicitors, lawyers, judges, or coroners as parents (3.3 per cent). These groups were therefore half as likely to move from the UCAS Undergraduate to the UCAS Teacher Training scheme as those from teaching and educational backgrounds.

Figure 71 Cohort application rates for 2011 English and Welsh domiciled non-X1 undergraduates aged 18-20 at acceptance, by parental occupation (20 largest occupational groups)



POLAR3

Undergraduates from disadvantaged areas most likely to apply to UCAS Teacher Training

Application rates for the 2011 undergraduate cohort (Figure 72) show a general decrease for those from more advantaged areas. Those from quintiles 1 and 2 (most disadvantaged areas) were similarly likely to apply to UCAS Teacher Training, with almost 6 per cent of undergraduates from these areas going on to apply after three or four years. Those from the most advantaged areas (Q5), are the least likely to apply; only 4 per cent use UCAS Teacher Training after three or four years, making them a third less likely than the Q1/Q2 group.

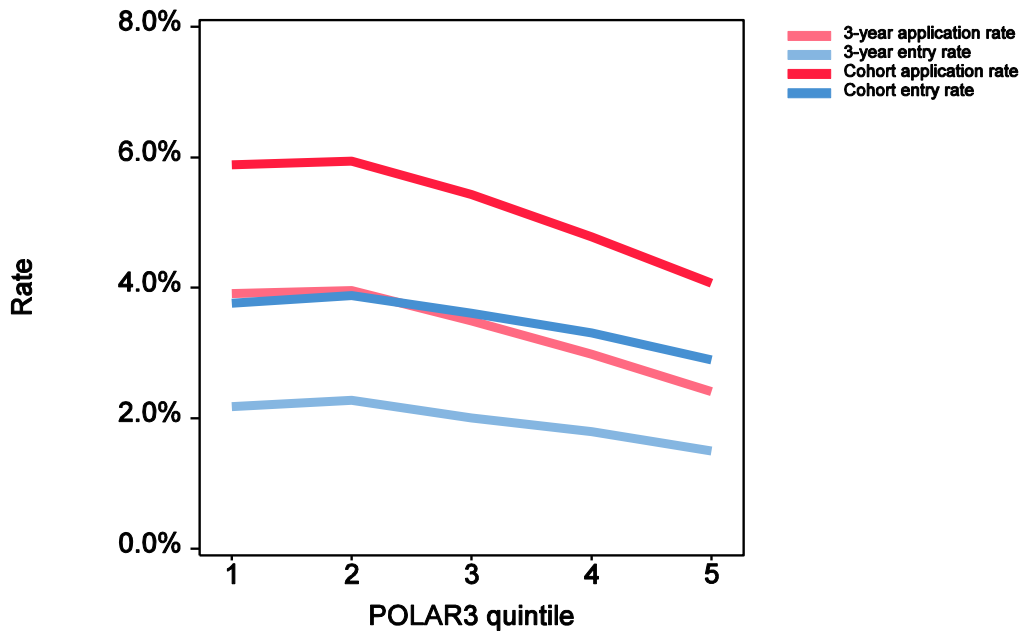
The trend of higher application rates for those from the most disadvantaged areas is the reverse of that seen in the UCAS Undergraduate scheme, where young people from more advantaged areas were significantly more likely to apply. Due to this feature of the UCAS Undergraduate scheme, there were low numbers of undergraduates, and therefore of potential UCAS Teacher Training applicants, from the Q1 to Q3 groups, compared to Q4 to Q5. The higher application rates in UCAS Teacher Training for Q1 to Q3 were not increased enough to overcome the difference in size of the quintile cohorts and so, despite higher application rates for Q1 and Q2 undergraduates, there were still more applicants to UCAS Teacher Training from more advantaged areas.

Entry rates show smaller decreases for undergraduates from more advantaged areas

Both three-year and cohort entry rates were highest for undergraduates from the most disadvantaged areas, with those from Q5 (cohort entry rate of 2.9 per cent) a quarter less likely to be placed through UCAS Teacher Training than those from Q1 (3.8 per cent) and Q2 (3.9 per cent).

The smaller difference in entry rates across the POLAR3 quintiles, when compared with the application rates, is caused by the differing acceptance rates in UCAS Teacher Training for each of the groups.

Figure 72 Application and entry rates for 18 and 19 year old English and Welsh domiciled non-X1 undergraduates (2011 cohort), by POLAR3 quintile at undergraduate acceptance



Location

The importance of location has been shown in Figure 38. The likelihood of an undergraduate to apply for a place through the UCAS Teacher Training scheme depends on both their location on applying for the undergraduate scheme, and the region of their undergraduate provider.

Region of domicile

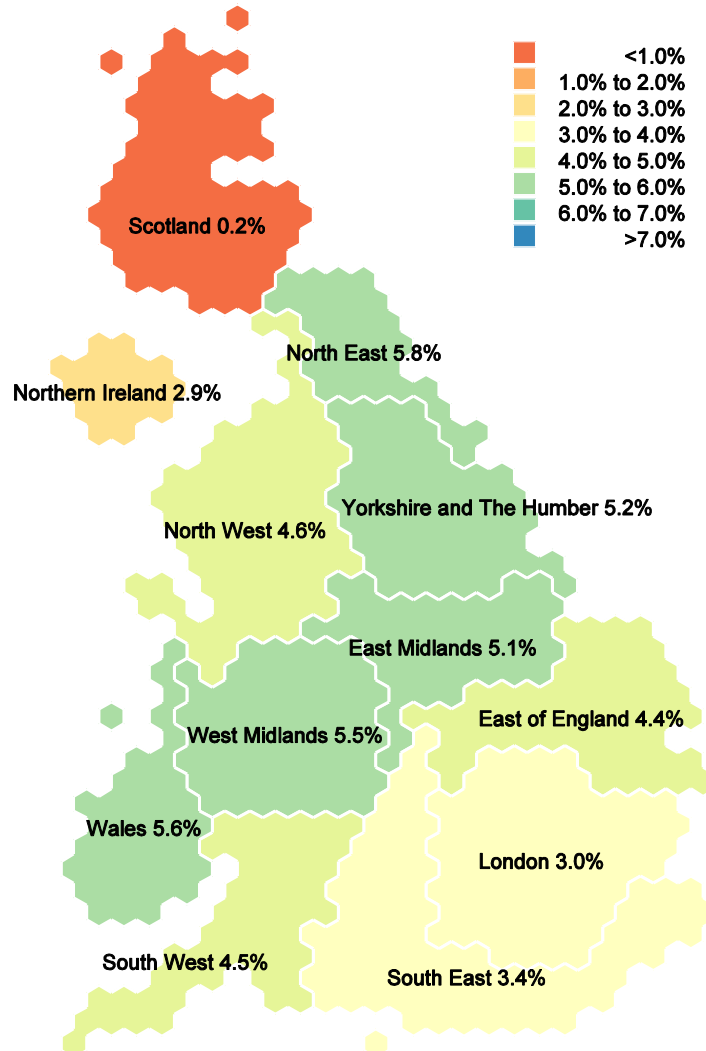
North East nearly twice as likely to use UCAS Teacher Training as London

Application rates showed large variations for applicants from different regions of the UK. The application rate for Welsh applicants was larger than for English on average, although looking at England by region (Figure 73), the rates for those from Wales (5.6 per cent), North East (5.8 per cent), and West Midlands (5.5 per cent) were all very similar.

In general, applicants originally from the northern regions of England were more likely to use UCAS Teacher Training than those from the southern regions. Undergraduates from London had the lowest cohort application rate in England at just 3.0 per cent, just over half that of the North East. Rates for those from the South East were also low, at just 3.4 per cent.

Undergraduates originally domiciled in Scotland (0.2 per cent) and Northern Ireland (2.9 per cent) had low application rates, although no providers in either of these regions recruited through the UCAS Teacher Training scheme in 2015. Applicants to Scottish providers only in the 2014 scheme have also been removed from these figures, for consistent comparisons across the cycle years, meaning that only those Scottish undergraduates who applied to postgraduate teacher training programmes in England or Wales have been counted. These undergraduates may have applied to postgraduate teacher training programmes in their home country outside of the UCAS Teacher Training scheme.

Figure 73 Cohort application rates for 2011 non-X1 undergraduate cohort by region of domicile at undergraduate acceptance



Linking to undergraduate courses

Using those applicants who could be matched to an undergraduate application, the details of the course on which they were placed can be used to detail patterns of UCAS Teacher Training use for different undergraduate courses, for example by location of course, or subject.

Region of undergraduate provider

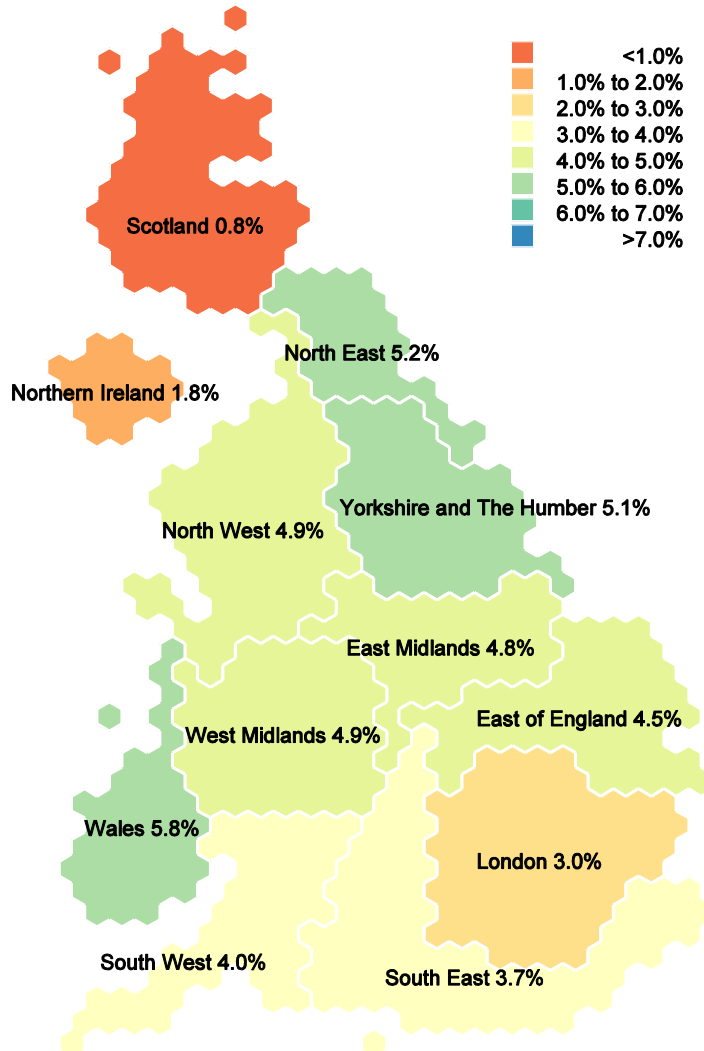
Patterns of application by location of undergraduate provider similar to that of pre-undergraduate domicile

UCAS Teacher Training application rates by region of provider of undergraduate course (Figure 74) show similar patterns to region of domicile at undergraduate application. Undergraduates studying in London (cohort application rate of 3.0 per cent) were the least likely in England or Wales to use UCAS Teacher Training, with those from the South East (3.7 per cent) and South West (4.0 per cent) having the next lowest application rates.

Those whose undergraduate course was located in Scotland or Northern Ireland also showed low application rates. Due to the movement of postgraduate teacher training programmes in Scotland into the UCAS Undergraduate scheme, applications made to postgraduate teacher training programmes in either of these countries are not captured in this analysis.

The largest differences in application rates when comparing those originally domiciled in a region to those placed in the undergraduate scheme there, were for West Midlands and North East (both 0.6 percentage point reductions) and South West (-0.5 percentage points). Applicants from England or Wales who were placed at Scottish undergraduate providers were unlikely to use UCAS Teacher Training (cohort application rate of 0.8 per cent), but were significantly more likely than undergraduates originally domiciled in Scotland (0.2 per cent).

Figure 74 Cohort application rates for 2011 English and Welsh domiciled non-X1 undergraduate cohort, by region of undergraduate provider



Undergraduate subject of study

Courses in the UCAS Undergraduate scheme can be assigned to one of 26 JACS3 subgroups, or one of 215 detailed JACS3 subject lines. The grouping of the undergraduate course on which an individual was placed can then be compared to their use of the UCAS Teacher Training scheme.

Nearly a quarter of education undergraduates subsequently apply for UCAS Teacher Training

Undergraduates studying courses in 'Group X – Education' (excluding those studying 'X1 – Training Teachers') had a cohort application rate of 23.4 per cent, more than double that of any other subject group (Figure 75).

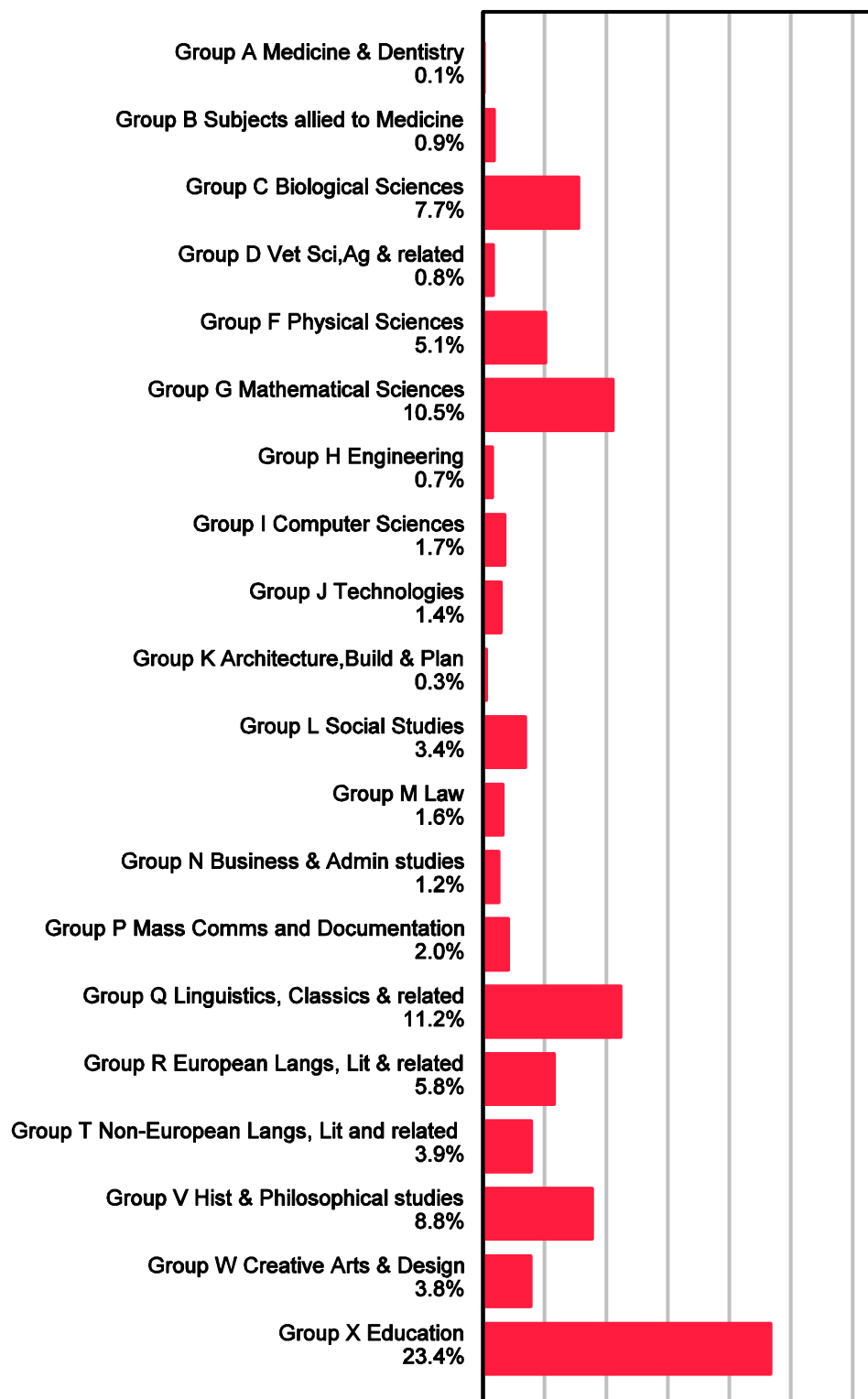
In addition to education students, those studying linguistics (11.2 per cent application rate), mathematics (10.5 per cent), history and philosophy (8.8 per cent), and biological sciences (7.7 per cent) were also likely to make an application.

Medicine and dentistry students unlikely to apply

Undergraduates in medicine and dentistry are the least likely to have applied to UCAS Teacher Training in the third or fourth year after their undergraduate course began, with only one in 1,000 doing so. However, these courses were often longer than an average undergraduate course and so it's possible that the application rate for this group will increase more rapidly over the subsequent years, as more of the group graduate.

Similarly, for undergraduates from other subjects for which four year courses were more popular – for example 'Group R – European languages' – application rates might also continue to rise to those seen by other subject groups after five years.

Figure 75 Cohort application rates for 2011 English and Welsh domiciled non-X1 undergraduate cohort, by undergraduate subject



Overall application rates for creative arts and design low, but UCAS Teacher Training popular with certain arts groups

Figure 76 displays the cohort application rates for some of the detailed subject groups whose students were most likely to apply to UCAS Teacher Training. Figure 77 shows the cohort entry rates for these same subjects. While undergraduates placed into 'X3 – Academic studies in Education' were the most likely to use UCAS Teacher Training (rate of 23.4 per cent), some of the other detailed subjects with high application rates were not those found in the most likely subgroups.

While the subject grouping of 'Group W – Creative Arts & Design' only has an application rate of 3.8 per cent, four subjects in this grouping were included in the detailed subjects with the highest rates. The highest of these, 'W5 – Dance', was three times as likely to apply to UCAS Teacher Training than the average creative arts undergraduate, with a rate of 11.3 per cent, so that more than one in 10 dance undergraduates apply to UCAS Teacher Training, and one in every 13 is placed.

Mathematics students likely to apply with an 81 per cent chance of being placed

Just over one in ten undergraduates on courses in 'G1 – Mathematics' applied for UCAS Teacher Training (application rate of 10.7 per cent). These applicants had a high acceptance rate in the UCAS Teacher Training scheme, with 81 per cent of them finding a place. This means that, when comparing cohort entry rates (Figure 77), mathematics undergraduates were the third most likely to enter a UCAS Teacher Training programme, with 8.7 per cent doing so, making them 45 per cent proportionally (-7 percentage points) less likely to enter than the education group (15.7 per cent cohort entry rate).

With only 15.7 per cent entering UCAS Teacher Training out of 23.4 per cent who applied, the education group had an acceptance rate of 67 per cent, meaning that applicants from a mathematics undergraduate background were 20 per cent more likely to be placed than education students.

Other groups with high acceptance rates included 'RR – Combs in European Langs, Lit & related' (84 per cent) and 'L7 – Human and Social Geography' (83 per cent).

High application rates but low acceptance rates for sports and exercise science

With the third highest cohort application rate (12.1 per cent), UCAS Teacher Training is popular with undergraduates on 'C6 – Sport and Exercise Science' courses. However, the cohort entry rate for this group was only 6.4 per cent, indicating an acceptance rate of just 53 per cent – a 35 per cent (28 percentage point) drop compared to the mathematics group.

Figure 76 Cohort application rates for 2011 English and Welsh domiciled non-X1 undergraduate cohort, by detailed undergraduate subject (20 subjects with the highest rates and at least 1,200 undergraduates)

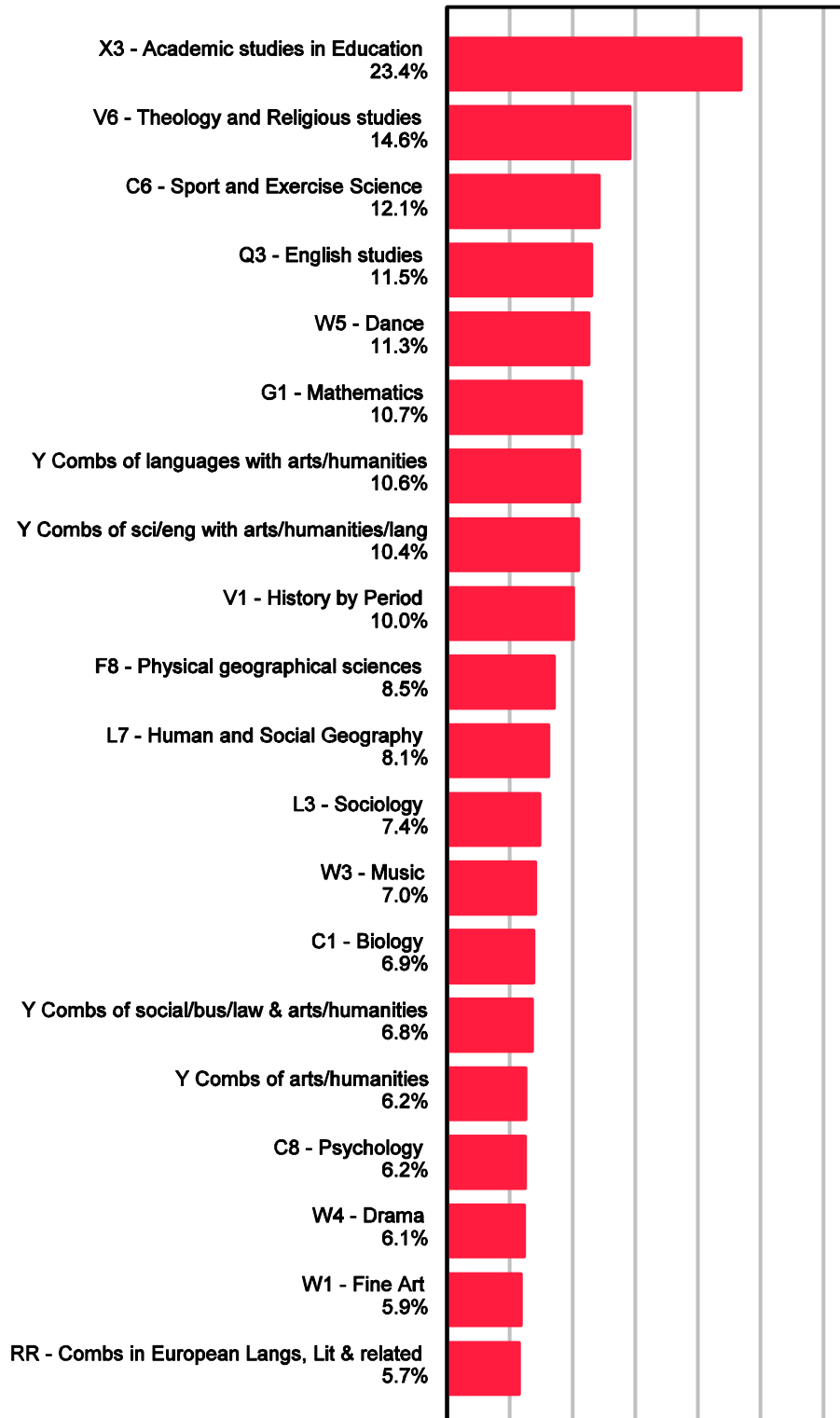
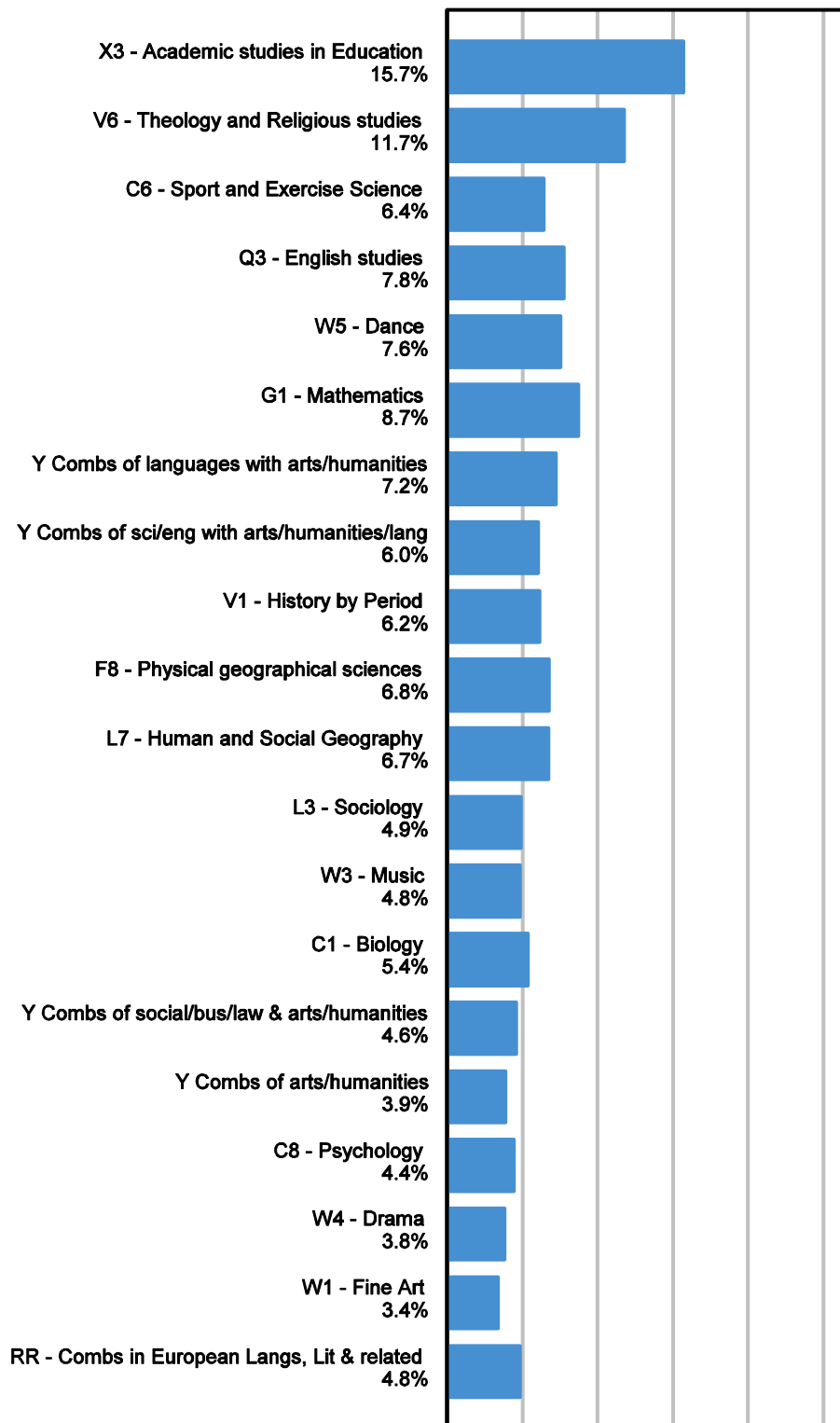


Figure 77 Cohort entry rates for 2011 English and Welsh domiciled non-X1 undergraduate cohort, by detailed undergraduate subject (20 subjects with the highest application rates and at least 1,200 undergraduates)



Qualifications

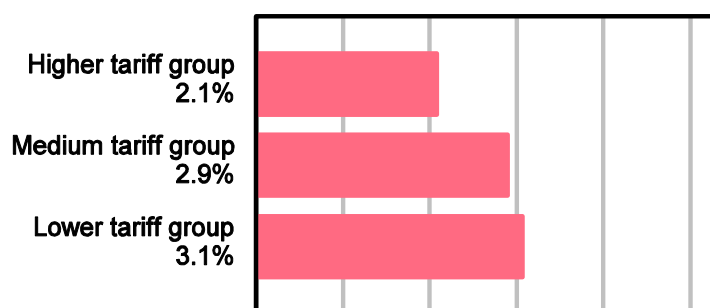
Tariff band of undergraduate provider

Higher education providers in the undergraduate scheme can be grouped into three bands based on the average levels of attainment (summarised through UCAS Tariff points) of their accepted applicants. The use of the UCAS Teacher Training scheme by undergraduates from a different tariff band of undergraduate provider differs (Figure 78).

Higher tariff band undergraduates less likely to apply

The higher the tariff band, the less likely an undergraduate is to apply to UCAS Teacher Training three years after being accepted into the undergraduate scheme (Figure 78). The difference between higher tariff and medium tariff providers is much larger than between medium and lower tariff, which have just 6 per cent proportionally (0.2 percentage points) between them. With a three-year application rate of just 2.1 per cent, those from higher tariff providers were a third less likely to apply to UCAS Teacher Training than those from lower tariff providers.

Figure 78 Three-year application rates for 2011 English and Welsh domiciled non-X1 undergraduate cohort, by tariff band of undergraduate provider

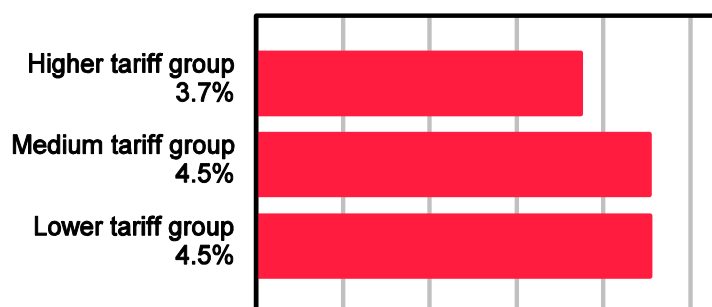


Rates closer after four years, as higher tariff undergraduates more likely to hold off applying

When considering cohort application rates (Figure 79), the proportions of undergraduates who have applied to UCAS Teacher Training are more similar by tariff band of their undergraduate degree than after three years. The cohort rate for medium tariff applicants equalled that of lower tariff applicants, while the difference between higher tariff and lower tariff dropped from 1 percentage point to 0.8, making higher tariff undergraduates only 18 per cent less likely to apply than those from medium or lower tariff undergraduate providers.

The decrease in difference between the different tariff groups occurred as higher tariff group applicants who applied to UCAS Teacher Training were more likely to do so after four years than those from the medium tariff group. Of the higher tariff applicants, there was a 76 per cent increase in applications after the fourth year, compared to just a 45 per cent increase in lower tariff applicants, and a 55 per cent increase for medium tariff providers. Undergraduates from lower tariff providers were the least likely to wait four years rather than three.

Figure 79 Cohort application rates for 2011 English and Welsh domiciled non-X1 undergraduate cohort, by tariff band of undergraduate provider

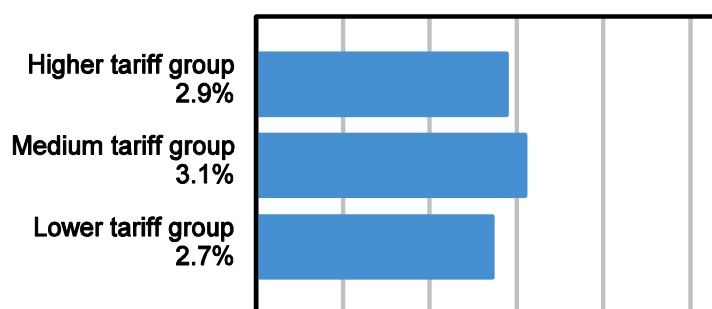


Undergraduates from lower tariff providers least likely to enter UCAS Teacher Training

Figure 80 shows the cohort entry rates for those from different undergraduate tariff band providers. The pattern of entry rates is different to the pattern of application rates, with those from the lower tariff group the least likely to enter UCAS Teacher Training. This difference in pattern is caused by increased acceptance rates the higher the tariff band group of the applicant.

With 2.9 per cent of all higher tariff undergraduates placed through UCAS Teacher Training, despite the small number of applications from this group, almost four in every five applicants from this group were placed (acceptance rate of 78 per cent). In comparison, for every 45 lower tariff group applicants into UCAS Teacher Training, only 27 were placed, giving an acceptance rate almost a quarter less than for the higher tariff group, of 60 per cent.

Figure 80 Cohort entry rates for 2011 English and Welsh domiciled non-X1 undergraduate cohort, by tariff band of undergraduate provider



A level points

A points score may be calculated based on the highest three A levels achieved by each applicant, ranging from a grade E = one point to grade A* = six points. For example, a grade profile of A*A*A* would equate to the maximum of 18 points, while ABB would give 13 points.

Mid-range A level points applicants most likely to apply

Figure 81 shows that cohort application and entry rates were highest for those applicants with A level points in the middle of the range. For applicants with four A level points (grades DEE), the cohort application rate was 5.4 per cent. This rate shows a general increase with increasing A level points score, until a peak at ten points (for example, equivalent to grade profile BCC), with an application rate of 6.8 per cent. The application rate then falls with increasing points score, reaching a low of 2.8 per cent for applicants with an A level points score of 18 (equivalent to A*A*A*). This highest points group is therefore the least likely to apply to UCAS Teacher Training, and applied only two fifths as often (-4.0 percentage points) as those with ten A level points.

Higher A level points more likely to be accepted

The difference between application and entry rates decreased with increasing A level points, suggesting applicants have a higher acceptance rate the higher their A level points score. This leads to a shift in the position of the peak rate, from ten points for application rate, to 11 points for entry, with a cohort entry rate for this group of 4.9 per cent.

With the 18 point group the least likely to apply, these undergraduates were also the least likely to enter a UCAS Teacher Training programme, with a cohort entry rate of 2.2 per cent. This was slightly lower than the rate for four point applicants (2.6 per cent).

Figure 81 Cohort application and entry rates for 2011 English and Welsh domiciled non-X1 undergraduates aged 18 and holding at least three A levels at acceptance, by A level points (groups with 200 or more undergraduates only)

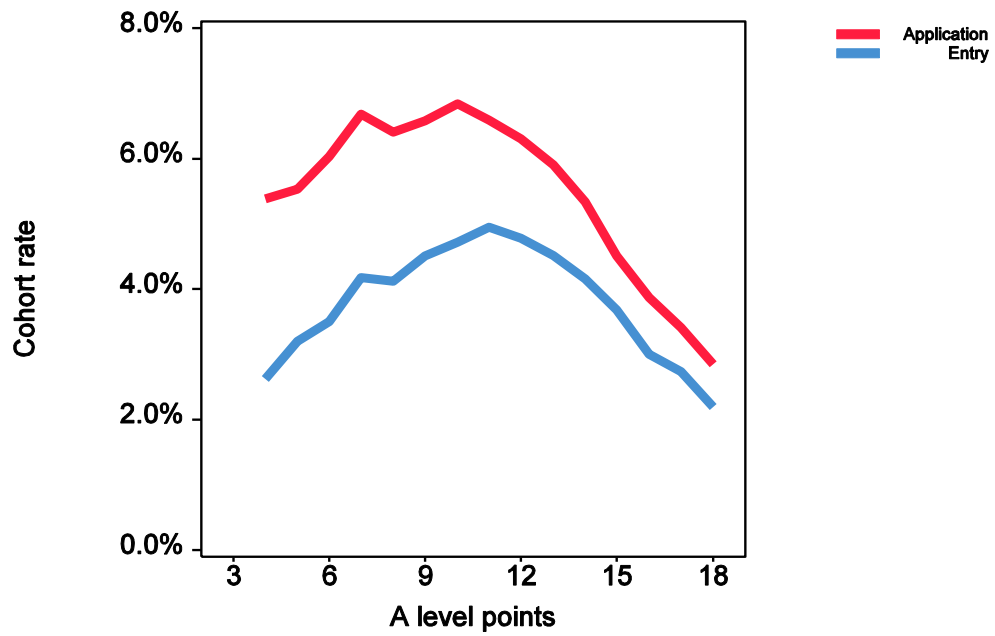
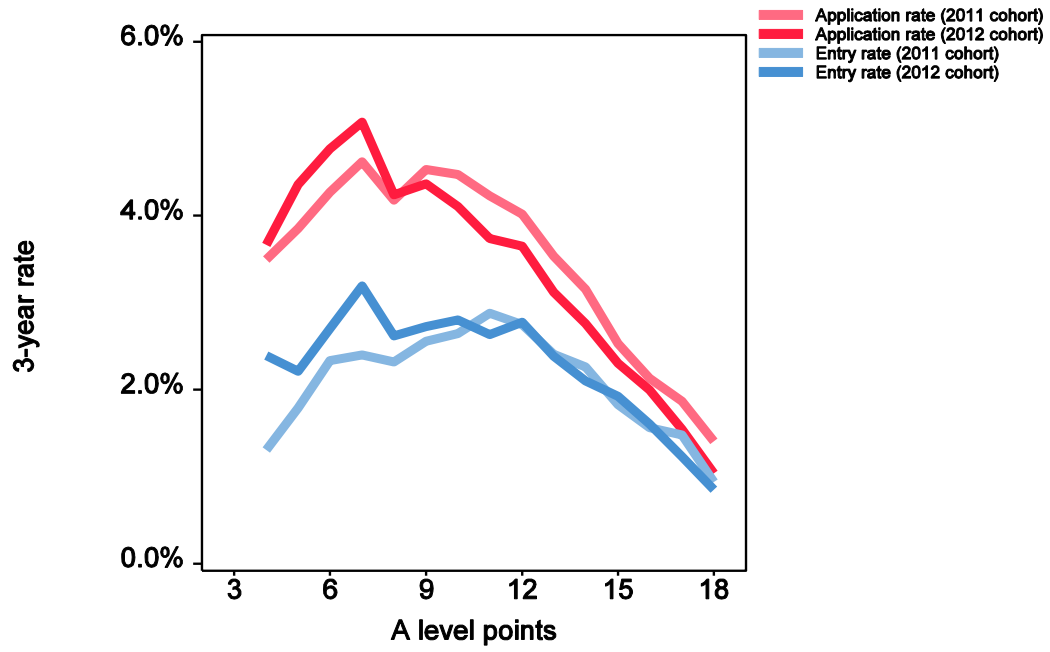


Figure 82 Three-year application and entry rates for English and Welsh domiciled non-X1 undergraduates aged 18 and holding at least three A levels at acceptance, by A level points (groups with 200 or more undergraduates only)



Decrease in application rate for high A level points applicants

Figure 82 compares three-year rates for the 2011 and 2012 undergraduate cohorts, indicating changes in approach in the 2014 and 2015 UCAS Teacher Training cycles. The three-year application rate peaked for those with seven A level points for both the 2011 cohort (three-year application rates of 4.6 per cent) and 2012 cohort (5.1 per cent).

For undergraduates with A level points of eight and below, equivalent to grade profiles of CCD and below, there was a general trend for those from the 2012 group being more likely to apply to the 2014 UCAS Teacher Training cycle than the 2011 group were to apply to UCAS Teacher Training 2015. In contrast, for A level points groups of nine and above (grades CCC and above), the three-year application rate into the 2015 cycle was lower than into the 2014 cycle, for all high points groups.

Small growth in entry rate for low A level points applicants

While the application rates for high A level points undergraduates decreased over the two cycles, the acceptance rate for these groups increased; over 80 per cent of those who applied with 18 points from the 2012 undergraduate group were placed onto a training programme. This led to very similar entry rates, with a maximum of 0.25 percentage points' difference in three-year entry rates across the two years, for groups with nine A level points or more.

For the groups with ten or fewer A level points, the entry rate increased, in particular for those with four A level points, who were over 80 per cent proportionally (+1.1 percentage points) more likely to enter after three years into the 2015 UCAS Teacher Training scheme than the 2014 cycle.

The most likely undergraduates to enter UCAS Teacher Training from the 2011 undergraduate cohort were those with 11 A level points (entry rate of 2.9 per cent), however this rate decreased by ten per cent proportionally (-0.3 percentage points) for the 2012 undergraduates. The peak entry rate shifted downwards from 11 points, with the 2012 undergraduates most likely to enter UCAS Teacher Training having seven A level points (three-year entry rate of 3.2 per cent).

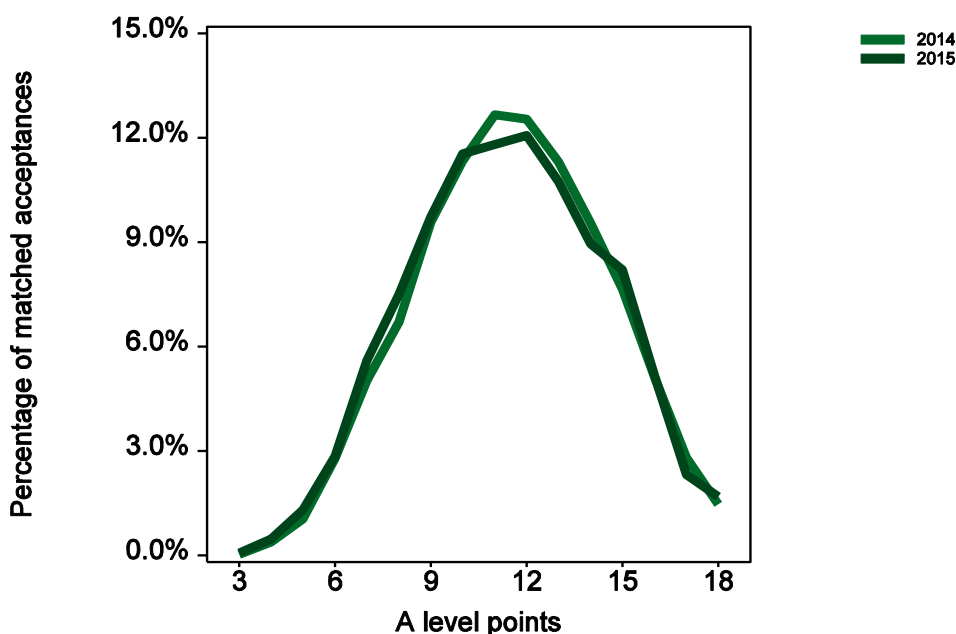
Three quarters of UCAS Teacher Training acceptances hold A levels ABB or below

Figure 83 shows the spread of English and Welsh UCAS Teacher Training acceptances by A level points score, for those matched to undergraduate applications at age 18. The majority of acceptances held between eight and 15 points, with over 7 per cent of 2015 acceptances holding each of these points scores. The 12 point acceptances (grades BBB) made up the largest group in 2015, accounting for over 12 per cent of acceptances, while the 11 point group was the largest in 2014. Around one in ten acceptances scored seven or fewer points (CDD or below), with a similar number scoring 16 points (A*AA) or more.

Almost three quarters (74 per cent) of accepted applicants in 2015 were holding 13 points or fewer (ABB or below), while half of acceptances (51 per cent) had 11 points (BBC) or under.

Differences in the spread of accepted applicants over the points groups were seen across the two cycle years; in 2015, a higher proportion of acceptances held ten or fewer points than in 2014. The proportion of acceptances with 11 to 14 points decreased over the two years, but those with the highest points (15 to 18 points) were much more similar for both cycles.

Figure 83 Percentage of English and Welsh UCAS Teacher Training acceptances by A level points held at age 18, for those matched to an undergraduate application holding at least three A levels at age 18 in 2010 or later



Larger variation in application rates over A level points groups for women than for men

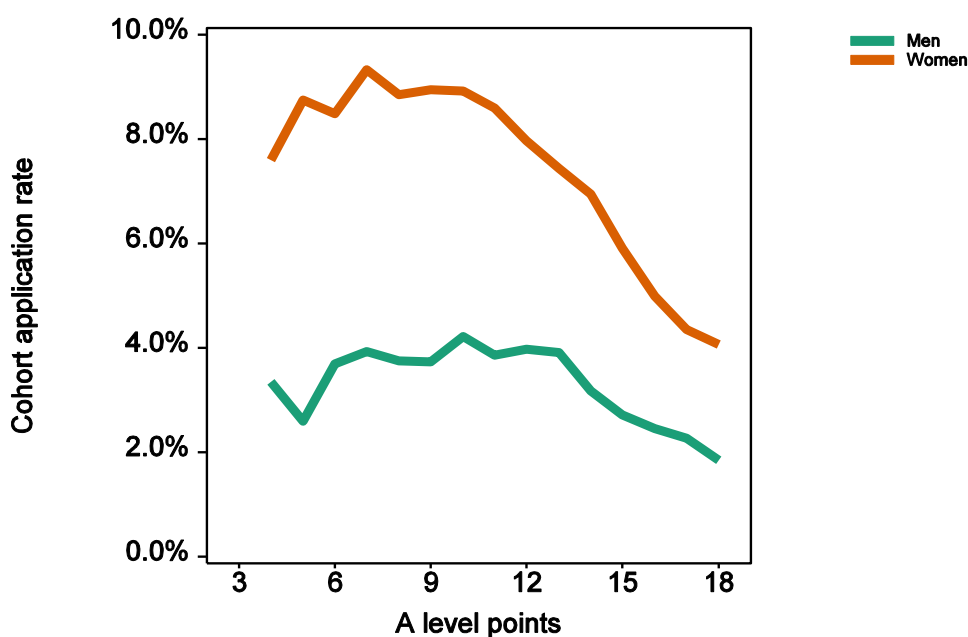
The difference in cohort application rates for women and men, by varying A level points, is seen in Figure 84. The range in application rates across the A level points groups is larger for women than for men.

For men, there were small fluctuations in application rates from four to 13 points. The highest rate was for those with ten A level points, with an application rate of 4.2 per cent. Application rates then decrease quickly with increasing points scores above 13, reaching a low of 1.8 per cent for those men with the highest possible A level points score of 18, giving a range in application rates of 2.4 percentage points. For women, the range in rates is much larger, from 4.1 to 9.3 per cent.

Almost one in ten seven point women undergraduates apply to UCAS Teacher Training

Women with seven A level points (grade profile equivalent to CDD) were the most likely to apply to UCAS Teacher Training, with nearly one in every ten of these undergraduates (9.3 per cent) doing so. This makes them over twice as likely to apply as those with 18 points (grades of A*A*A*, 4.1 per cent application rate), and gives the largest gap between application rates for the sexes. For men, the ten point applicants most likely to apply were less than half as likely as the peak rates for the seven point women group.

Figure 84 Cohort application rates for 2011 English and Welsh domiciled non-X1 undergraduates aged 18 and holding at least three A levels at acceptance, by A level points, split by sex (groups with at least 200 undergraduates only)

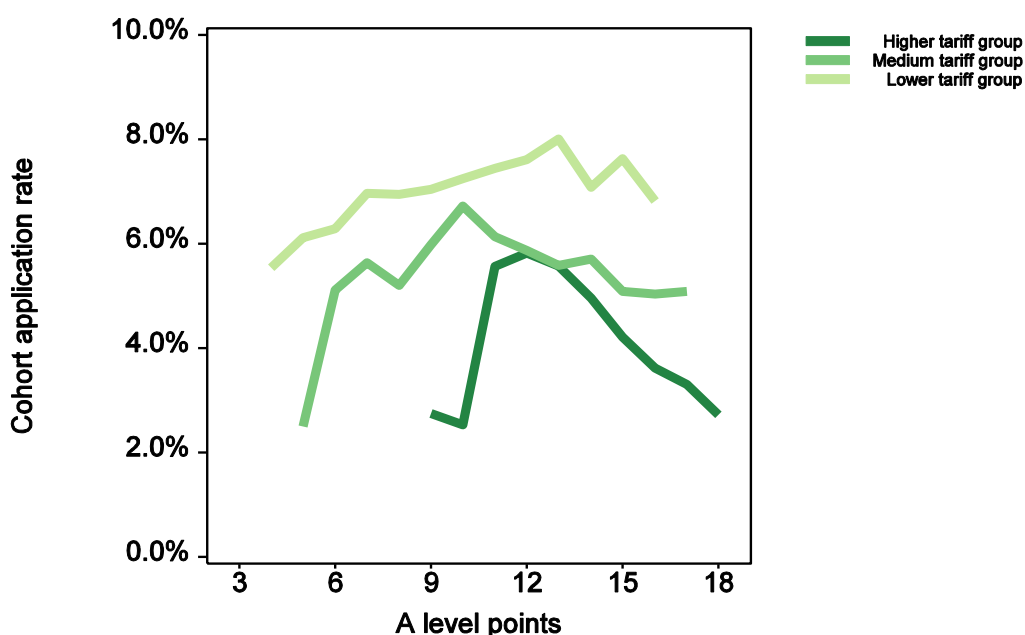


Higher application rates for lower tariff band with the same A level points

The likelihood of an undergraduate with a specific A level points score to apply to UCAS Teacher Training varies greatly depending upon the tariff band of their undergraduate provider (Figure 85). Those from a lower tariff band provider were more likely to apply, for undergraduates from all A level points groups. Undergraduates with 16 A level points (A*AA or equivalent) were almost twice as likely to apply to UCAS Teacher Training if they studied their undergraduate course at a lower tariff provider (cohort application rate of 6.8 per cent) than at a higher tariff provider (3.6 per cent).

Each tariff band shows a decrease from the peak application rate for the those with the highest A level points, although this effect is much more dramatic the higher the tariff band. Application rates for 18 point undergraduates at higher tariff providers was one of the lowest (2.7 per cent), while 13 point undergraduates at lower tariff providers were three times as likely to apply, at a rate of 8.0 per cent.

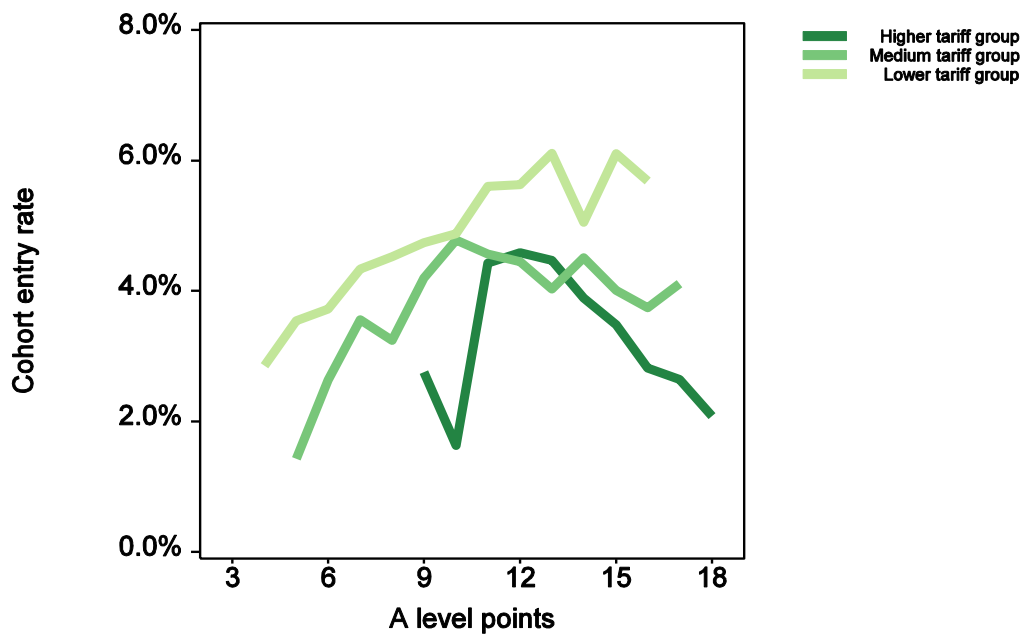
Figure 85 Cohort application rates for 2011 English and Welsh domiciled non-X1 undergraduates aged 18 and with at least three A levels at acceptance, by A level points at undergraduate acceptance and tariff band of undergraduate provider (groups with at least 200 undergraduates only)



Lower overall entry rates for lower tariff providers, but higher for same-point applicants

Figure 80 shows that applicants from lower tariff bands were the least likely to enter UCAS Teacher Training. However, Figure 86 indicates that, for applicants with the same A level points score, those at a lower tariff provider were more likely to enter UCAS Teacher Training. This difference stems from the high proportion of low A level undergraduates at lower tariff providers. This large group had a lower entry rate than the majority of groups in the lower tariff band, causing a low average rate for this tariff band grouping overall.

Figure 86 Cohort entry rates for 2011 English and Welsh domiciled non-X1 undergraduates aged 18 and with at least three A levels at undergraduate acceptance, by A level points at undergraduate acceptance and tariff band of undergraduate provider (groups with 200 or more undergraduates only)



Glossary

A level points	A level grades are assigned points such that A* = six points, A = five, B = four, C = three, D = two, and E = one. Achieved A level grade profiles of applicants are assigned the total number of points of their best three achieved A level grades, for example a grade profile of AAB would be worth 14 A level points.
Acceptance	An applicant who has been placed for entry onto a training programme before the end of the cycle.
Acceptance rate	The number of acceptances divided by the number of applicants.
Age	This analysis uses country-specific age definitions that align with the cut off points for school and college year groups in the different administrations of the UK. For England and Wales, ages are defined on 31 August, for Northern Ireland on 1 July, and for Scotland on 28 February the following year. Defining ages in this way matches the assignment of children to school cohorts. For applicants outside of the UK, the cohort cut off for England and Wales has been used.
Applicant	A person who has made an application to a postgraduate teacher training programme through the UCAS Teacher Training scheme.
Application	A choice to a course at a training provider made by an applicant. Applicants may make up to three simultaneous applications in Apply 1 and may only make one application at a time in Apply 2.
Apply 1	Apply 1 is the first stage of the application process for all applicants. Applicants may make up to three applications through Apply 1.
Apply 1 acceptance rate	Number of applicants accepted through Apply 1, divided by the total number of applicants.
Apply 1 application	An application made in Apply 1.
Apply 1 offer	An offer to an application made in Apply 1.
Apply 1 offer rate	Number of Apply 1 applications that initially received offers, divided by the number of applications in Apply 1.

Apply 2	Applicants not placed in Apply 1 may use Apply 2. Applications are made one at a time. Only the final application is used in this analysis.
Apply 2 usage rate	The number of applicants who made an application in Apply 2, divided by the number of applicants who were unplaced in Apply 1.
Apply route	Apply route is the part of the application process through which an application is made, either Apply 1 or Apply 2.
Cohort	A group of individuals who were all placed onto an undergraduate course to start in a particular academic year.
Cohort application rate	The proportion of an undergraduate cohort who made an application to the UCAS Teacher Training scheme in either the third or fourth year after their accepted undergraduate course began.
Cohort entry rate	The proportion of an undergraduate cohort who were accepted onto a UCAS Teacher Training programme in either the third or fourth year after their accepted undergraduate course began.
Cycle	The time from the scheme opening for applications to the day on which no further applications or offers may be made.
DBD	Decline by default – once an applicant has received responses from all of their chosen training providers, they have ten working days, or until the close of the cycle in October, whichever is sooner, to either accept or decline any offers made to them. If they do not respond within the allotted time, any offers are automatically declined.
Deferred	Most acceptances are into the academic year that starts immediately at the end of the cycle, for example into 2015-16 for the 2015 application cycle. Acceptances can also be deferred for entry into the following academic year, for example into 2016-17 from the 2015 cycle. These are called deferred acceptances.
Domicile	Declared area of permanent residence.
Ethnic group	The ethnic group declared by an applicant on their application.
HEFCE	Higher Education Funding Council for England.

Higher education	A type of training programme run by higher education training providers – universities or colleges. The training provider will work with a group of schools to offer placements to its trainees.
Higher tariff group (also medium tariff group and lower tariff group)	See 'Tariff band'.
NCTL	National College for Teaching and Leadership.
Non-EU	Countries outside of the European Union. Includes the Channel Islands and the Isle of Man.
Offer	A training provider decides to grant a place to an applicant. This may be subject to the applicant meeting academic and/or non-academic conditions.
PGCE	Postgraduate Certificate in Education, or Professional Graduate Certificate in Education.
POLAR3	Developed by HEFCE and classifies small areas across the UK into five groups, according to their level of young participation in higher education. Each of these groups represents around 20 per cent of young people and is ranked from quintile 1 (areas with the lowest young participation rates, considered as the most disadvantaged areas) to quintile 5 (highest young participation rates, considered most advantaged areas).
Programme phase	The type of education that the programme prepares the applicant to teach. The programme phase may be primary, secondary, or other (includes middle, further education, higher education, and post-compulsory). The classification of phase attached to each programme is given by the training provider.
Programme type	The type of programme, which can be higher education, SCITT, School Direct, or School Direct salaried. Also sometimes described as the teacher training route.
QTS	Qualified Teacher Status – the accreditation required to teach in state-maintained schools in England, Wales, and Northern Ireland.
RBD	Reject by default – if the training provider does not either reject or make an offer on an application within 40 working days of the application being made, or before the

	close of the cycle in October, whichever is sooner, the application is automatically rejected.
RPA	Record of Prior Acceptance – where an applicant is accepted directly by a training provider, without making their application through the UCAS Teacher Training scheme. These applicants are not included in the analysis contained in this report.
School Direct	A type of training programme in which a school, or group of schools, select an applicant directly to complete their training in a school in their partnership. These schools cannot award qualifications and so must be accredited by either a higher education provider or a SCITT.
School Direct (salaried)	<p>A type of training programme in which a school, or group of schools, select an applicant directly to complete their training in a school in their partnership. These schools cannot award qualifications and so must be accredited by either a higher education provider or a SCITT.</p> <p>Salaried training programmes aim to encourage applicants who are likely to already have significant relevant work experience and in return, offer a salary rather than charging applicants a fee.</p>
SCITT	<p>School-centred initial teacher training – a school, or group of schools, that is/are legally able to accredit their own school-based teacher training programmes and award QTS.</p> <p>SCITTs will sometimes work with a university to offer trainees the opportunity to gain a PGCE qualification, certificated by the university partner.</p>
Tariff	A numerical summary of qualification level.
Tariff band	The grouping of providers based on the average levels of attainment of their accepted applicants (summarised through UCAS Tariff points) in recent cycles. Each group of providers accounted for around a third of all UK 18 year old acceptances in these cycles. The different bands are higher, medium, and lower.
Three-year application rate	The proportion of undergraduates who have made an application into the scheme in the third year after their accepted undergraduate course began.
Three-year entry rate	The proportion of undergraduates who were accepted

	onto a UCAS Teacher Training programme in the third year after their accepted undergraduate course began.
Training programme	The programme applied to by the applicant.
Training provider	The provider running the training programme. This may be a higher education provider (university or college), a SCITT, or a school. In this analysis, training providers are those who have offered a training programme and received at least one application.
UCAS Teacher Training	UCAS Teacher Training is the scheme through which applicants may apply to postgraduate teacher training programmes in England or Wales.
UCAS Undergraduate	UCAS Undergraduate is the scheme through which applicants may be placed onto undergraduate courses in the UK.
UK	United Kingdom. Excludes the Channel Islands and Isle of Man.
Withdrawal	Withdrawal refers to either complete withdrawal, where an applicant has removed their whole application from the scheme and is no longer seeking a place, or withdrawal of a choice, where an applicant removes one or more choices on their application, but remains able to be accepted by other choices in the scheme.
X1	Detailed subject classification of an undergraduate course which may lead to QTS.

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