

UCAS Teacher Training End of Cycle Report 2015 – FAQs

Introduction

The 2015 UCAS Teacher Training End of Cycle Report is the second of its kind to be published for the UCAS Teacher Training scheme. This is a relatively new scheme which has been processing applications to postgraduate teacher training programmes since 2013.

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. Comparisons between the two completed cycles can also show changes in these patterns and the demand for the various training programmes available to applicants.

What is UCAS Teacher Training?

UCAS Teacher Training is a postgraduate application scheme which prospective teachers apply through to gain a place on a training programme, which may lead to qualified teacher status.

How does the UCAS Teacher Training scheme work?

Applicants initially apply through Apply 1 and can make up to three simultaneous choices on their application at this stage. If an applicant has all of their Apply 1 choices rejected, withdraws them, or declines any offers made to them, then they can apply through Apply 2. Only one choice at a time can be made through Apply 2. If a choice is rejected by the training provider, withdrawn from consideration by the applicant, or receives an offer that is declined by the applicant, the applicant may continue to make further choices in Apply 2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 they are either placed, or the cycle closes to new choices. Apply 2 is the final stage in which an applicant can be placed.

What are the main differences between UCAS Undergraduate and UCAS Teacher Training?

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. Applicants may only make up to three choices on their application in the Apply 1 stage, as opposed to five in the UCAS Undergraduate scheme. Apply 2 is not

available in the UCAS Undergraduate scheme, while UCAS Teacher Training has no Clearing equivalent.

Who uses UCAS Teacher Training?

As UCAS Teacher Training is a postgraduate scheme, applicants are expected to have obtained an undergraduate degree prior to the start of their training programme. Thus applicants will either be undergraduates who are in the final year of their course, or those who have already graduated.

What are the differences between the 2014 report and the 2015 report?

The 2015 report contains new analysis on selected secondary subjects, ethnic group, POLAR3 quintile, monthly application, offer and acceptance rates, and progression based on an applicant's undergraduate application. Comparisons to the 2014 cycle are also considered.

Why are the 2014 figures different in the 2015 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 2014 figures shown in the report therefore do not match directly to those published previously.

Are there data tables available similar to the ones in the UCAS Undergraduate End of Cycle Report?

Data tables containing statistics at the end of the 2015 cycle were published on 14 April 2016, and are available at www.ucas.com/corporate/data-and-analysis/ucas-teacher-training-releases.

Why don't the figures in the End of Cycle tables match the End of Cycle Report?

Records of Prior Acceptance (RPA) are applicants who have applied directly to the training provider to successfully gain a place on a training programme. These applicants are included in the reference tables containing key statistics of the scheme published in April 2016, but are excluded from the analysis report. The figures displayed in the reference tables therefore show a slight increase when compared with the report.

Are there data files available for my own analysis?

Data files for figures in the report, in CSV format, are available to download alongside the report from www.ucas.com.

How are the different rates calculated?

Apply 1 acceptance rate is the number of acceptances (through Apply 1), divided by the total number of applicants.

Apply 1 offer rate is the number of Apply 1 choices that initially received offers, divided by the number of choices in Apply 1.

Cohort application rate is the proportion of a UCAS 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 is the proportion of a UCAS Undergraduate cohort who were accepted onto a UCAS Teacher Training programme in either the third or fourth year after their accepted undergraduate course began.

Apply 2 usage rate is the number of applicants who made an application in Apply 2, divided by the number of applicants who were unplaced in Apply 1.

Where is October on the monthly graphs?

As the cycle was only open for four days in October, this 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 the report.

Where are 'middle' training programmes in the report?

Training programmes classed as 'middle' phase (training to work at a middle school) are grouped with 'other' in the report.

How to read the report

The 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 programme 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.

A glossary of key terms concludes the report.