



End of Cycle report

2014

UCAS Analysis and research  
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**UCAS**  
Teacher Training

## Foreword

The training of teachers is a vital component of the UK education system. For the 2014 cycle, in response to the expansion to school-based teacher training, UCAS introduced a new admissions service, UCAS Teacher Training (UTT), specifically to connect aspiring teachers to the increasingly wide range of post-graduate teacher training opportunities.

This first End of Cycle Analysis Report for UTT underlines the scale of that activity. Over 50,000 applicants participated in this first year and 28,000 of those were placed on courses to become a teacher.

Applicants came from across the UK, and beyond, and were connected with courses covering different education phases, such as Primary and Secondary, at over 900 providers of different types and sizes located throughout England, Scotland and Wales.

The new UTT scheme, introduced in November 2013, brought together, for the first time, different application processes for teacher training in England, Scotland and Wales. It covers courses offered by universities, colleges, School-centred initial teacher training (SCITTs) and through School Direct including the salaried School Direct route. It is encouraging to see applicants making full use of the additional flexibility and routes the new scheme affords them.

In particular, a new 'Apply 1' stage of concurrent applications, which handled 140,000 choices and over 30,000 offers, saw the large majority of applicants immediately taking advantage of the three choices they could make. Also encouraging was the following 'Apply 2' stage which was used by 45 per cent of eligible applicants and placed a further 4,700 in teacher training.

In response to this greater flexibility and choice in the new scheme, we've introduced more detailed analysis than before to build an understanding of how this new system is used. The report looks at offer and acceptance rates, the choices made by applicants between phases

such as Primary and Secondary, and course type, as well as how outcomes relate to when an application is made.

There are many interesting results, including differences in outcomes by both age and region. However, the most striking differences are between male and female applicants. More women apply and they also achieve higher offer and acceptance rates. This results in five women placed through UTT for every two men – nearly 20,000 women against 8,500 men.

Teachers are self-evidently important to the entire education system, a system that is showing increasingly wide differences between men and women in the UCAS undergraduate admissions scheme. The continuing predominance of women in acceptances for teacher training does seem to indicate a need for further consideration about whether the full potential of men to pursue a career in teaching is being realised.

Mary Curnock Cook

Chief Executive

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## Key findings

### 54,000 APPLIED TO THE NEW UCAS TEACHER TRAINING SCHEME IN 2014

54,000 people applied to postgraduate teacher training through the new UCAS Teacher Training (UTT) application scheme in 2014.

### 28,100 PLACED IN 2014

Of the 54,000 applicants, 28,100 (52 per cent) were placed on a course through UTT in 2014.

Most of these placed applicants (23,300, 83 per cent) were placed in the first, 'Apply 1', stage of the UTT scheme (where applicants could make multiple concurrent applications). The remaining 4,700 (17 per cent of total placed applicants) came from the second, 'Apply 2', stage (where applicants could make a series of further applications one at a time).

### 73 PER CENT USED THE MAXIMUM NUMBER OF THREE CHOICES

Applicants had the opportunity to make up to three concurrent applications in the first, 'Apply 1', stage. The large majority of applicants (39,440, 73 per cent of all applicants) made the maximum number of three applications in this first stage. In total the 54,000 applicants made 139,900 applications in the Apply 1 stage.

### OVER 30,000 OFFERS MADE IN THE APPLY 1 STAGE

Of the 139,900 applications in the first Apply 1 stage, 37,700 (27 per cent) were made offers. 27,200 applications were withdrawn from consideration, typically because the applicant had accepted an offer elsewhere or no longer wished to continue in the scheme, although 1,900 of these had already received an offer. 77,000 applications were rejected but not withdrawn.

### HALF OF APPLICANTS MAKING THREE CHOICES RECEIVED AT LEAST ONE OFFER

Most applicants, 39,440, made the maximum number of three choices in the first Apply 1 stage. Of these 55 per cent (21,800) received at least one offer. Most of these applicants received one offer (15,140). 17,700 three-choice applicants did not receive any offers.

In total, 23,300 applicants were placed through Apply 1, 43 per cent of Apply 1 applicants.

### 45 PER CENT USE APPLY 2, WITH ALMOST 5,000 PLACED

There were 30,700 applicants unplaced at the end of the Apply 1 stage. Of these 13,900 (45 per cent) went on to make at least one further application in the Apply 2 stage. Of those who used Apply 2, 4,700 (34 per cent) were placed.

### **MOST APPLICANTS APPLY EARLY IN THE CYCLE**

There are no set application deadlines in the UTT cycle. Most applicants apply towards the start of the cycle. 18,100 applicants applied in December 2013, over a third of the total applicants for the cycle.

Acceptance rates for applicants who apply between January and June are similar at around 46 to 48 per cent. Acceptance rates are notably higher for those who applied in November and December, and notably lower for those applying in August and September.

### **MOST APPLICANTS FROM THE UK AND APPLY TO PROVIDERS IN OWN COUNTRY**

Although training providers in England, Scotland and Wales received some applications from both the EU (1,200 in total) and other overseas countries (560 in total), most applicants were from England (45,300), Northern Ireland (900), Scotland (3,700) and Wales (2,350).

The large majority of applicants from England, Scotland and Wales applied for courses at providers located in their own country. The offer rate to applicants applying to study in their own country varies: 27 per cent for England, 29 per cent for Scotland and 34 per cent for Wales.

The acceptance rates of applicants from most regions of the UK lie in a range from 52 to 57 per cent with the exception of applicants from London (41 per cent acceptance rate) and applicants from Wales (61 per cent).

### **OVER TWICE AS MANY WOMEN PLACED AS MEN**

There were 19,600 women placed through UTT, 2.3 times more than the number of men placed (8,500), equating to five women being placed for every two men.

The majority of this difference results from twice as many women applying (36,100) than men (17,900). The remainder of the difference results from the acceptance rate for women (54 per cent) being higher than that for men (48 per cent). The higher acceptance rate is driven by the higher offer and acceptance rates for women in the Apply 1 stage, where women are (proportionally) 15 per cent more likely to be placed than men.

### **MOST APPLICANTS AGED 21-28, ACCEPTANCE RATES HIGHEST FOR 21 YEAR OLDS**

The most common age of applicants was 22 years old (8,200 applicants). However, this 22 year old group accounted for 15 per cent of total applicants to the scheme, with most applicants coming from a wider 21 to 28 year old range.

Offer and acceptance rates are highest for 21 year olds, generally reducing for other age groups with age. The offer rate to women is higher than for men across the age range of 21 to 49 year olds.

### OVER 900 TRAINING PROVIDERS IN UTT

Applicants were placed across 939 training providers in 2014. The majority of these providers had relatively small intakes through UTT, 90 per cent had fewer than 50 acceptances each.

### TRAINING PROVIDERS LOCATED THROUGHOUT ENGLAND, SCOTLAND AND WALES

Applicants were placed at providers in England (24,900 acceptances), Scotland (2,000) and Wales (1,200). Within England, applicants were placed at providers located in each region, ranging from 1,300 to providers in the North East to 4,500 to providers in London.

### SIMILAR NUMBERS OF APPLICATIONS TO SECONDARY AND PRIMARY COURSES

Applications to courses for training relating to primary or secondary phases of education account for the overwhelming majority of applications. There were 66,200 applications to Primary courses and 72,200 applications to Secondary courses.

The offer rate for applications to Primary courses (29 per cent) was higher than for Secondary courses (25 per cent) resulting in there being more offers for Primary courses (19,100) than Secondary courses (18,000).

Most applicants made either all their Apply 1 choices to Secondary courses (49 per cent) or all to Primary courses (45 per cent). Relatively few (5 per cent) made applications to a mixture of course phases. Applicants who went on to use Apply 2 overwhelmingly continued to apply to courses of the same phase as their applications in Apply 1.

### MOST APPLICATIONS WERE TO COURSES AT HIGHER EDUCATION PROVIDERS

The majority of Apply 1 applications (86,900, 62 per cent) were to higher education providers, with 29,500 applications to School Direct courses and 17,800 to salaried School Direct courses. There were 5,700 applications to School-centred ITT courses.

The offer rate from higher education providers (31 per cent) was higher than for applications to School Direct courses (23 per cent) and salaried School Direct courses (15 per cent).

For applicants from England, applying to a mixture of course types was not unusual, with 39 per cent doing so. Similarly, for those who did apply to just a single course type in Apply 1, changes in the course type applied to in Apply 2 was not unusual with a third doing so.

## Introduction

UCAS Teacher Training (UTT) is a new scheme which processes applications to postgraduate teacher training courses. It replaced the Graduate Teacher Training Registry (GTTR). The 2014 cycle was open from November 2013 and the scheme closed for new applicants on 15 September 2014, with existing applicants able to make further applications until 10 October 2014. Unlike the UCAS undergraduate scheme, there are no set deadlines for UTT before the end of the cycle and, apart from an initial requirement to open courses for at least two weeks, providers may open and close their courses to new applications throughout the cycle. The application data used in this report was finalised in November 2014.

### BREADTH OF THE SCHEME

The 2014 UTT scheme included training providers in England, Scotland and Wales. In Scotland and Wales only higher education courses were available. In England, applicants can apply to higher education led, School-centred Initial Teacher Training (SCITT) led, School Direct and School Direct salaried courses. This is an expansion on the former GTTR scheme, which only processed applications to higher education and SCITT led places.

Higher education courses are based in either a university or, for some providers in England and Scotland, a college. The university or college will work with a group of schools to offer placements to its trainees.

In SCITT courses, the applicant is placed into one of a group of schools that joined together to form the SCITT. The SCITT acts as the awarding body and is able to accredit courses leading to Qualified Teacher Status (QTS) offered by its schools. SCITTs will sometimes work with a university to offer trainees the opportunity to gain a Postgraduate Certificate in Education (PGCE) qualification, certificated by the university partner.

In School Direct courses, applicants are selected by a school directly. They will usually train in that school, or another within a partnership of schools, as agreed, with an additional placement in another school during their course. The school or group of schools running the course form a partnership with a university or SCITT, who accredit their courses.

School Direct salaried courses aim to encourage applicants who are likely to already have work experience and in return, offer a salary rather than charging applicants a tuition fee.

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

Each course in the UTT scheme has a course phase and subjects associated with it. The phase represents the type of teaching (age range of school) the applicant is trained for. This may be Primary, Secondary, Middle or Other, (where 'Other' is higher education, further

education or post-compulsory). For Secondary courses, up to three subjects may be assigned.

### HOW THE SCHEME WORKS

In the first stage of their application, known as Apply 1, applicants may make up to three choices simultaneously. Providers have 40 working days to make a decision on an application, either making a conditional offer, an unconditional offer or rejection. Conditional offers are subject to the applicant satisfying academic criteria while an unconditional offer may have non-academic conditions placed upon it. If the training provider has not replied within the allotted timeframe, the application is automatically rejected by default (RBD). Once an applicant has received replies from all of their Apply 1 choices, they have 10 working days in which to reply to any offers by either accepting or declining them. Upon acceptance of an unconditional offer, an applicant is assumed as placed.

Where an applicant has not accepted a conditional or unconditional offer after using Apply 1, either because they received no offers, withdrew their choices or declined all offers made to them, they may continue to make applications through Apply 2. For the 2014 cycle, Apply 2 opened to receive the first applications on 2 January 2014 and closed on 10 October 2014. In this Apply stage, applicants make one choice at a time. If a choice is rejected by the 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.

There are a number of significant differences between the UTT scheme and the old GTR scheme, such as the inclusion of School Direct and School Direct salaried places and the movement to simultaneous choices in Apply 1 in UTT. In the GTR scheme, three initial choices were made sequentially, only being passed on to the next provider if the first one rejected the applicant. Therefore this report will not attempt to compare these two very different schemes, but will focus on an in depth analysis of the first UTT cycle.

## How to read this report

This report contains two sections. The first provides a summary of key findings. The second gives an analytical overview of selected characteristics of the 2014 UTT cycle.

There are four main areas covered within the analytical overview. Firstly, key statistics of the scheme are discussed, with a focus on Apply stage. The concepts of 'acceptance rate' (the proportion of applicants placed onto a course) and 'offer rate' (the proportion of applications receiving an offer) are introduced.

Next, applicants and acceptances are considered, along with their corresponding acceptance rate. The differences in acceptance rates for men and women are assessed, with further analysis looking at the ages and domiciles of applicants.

The third area covers courses, including provider location and how the combination of applicant domicile and provider location affects applications. Applications and offers for varying course phases are considered, along with the combinations of course phases that applicants applied to with their Apply 1 choices. The selection of course phase in Apply 2 choices, based upon the combinations within Apply 1, are also discussed. Similar analysis looks at course types applied for in Apply 1 and Apply 2, with a consideration of the varying offer rates for different provider types.

The final area analysed is trends throughout the cycle, with a look at how applications and their outcomes changed as the scheme progressed from one month to the next.

Reference tables containing the key statistics of the scheme were published in January 2015. The figures displayed in the reference tables show a slight increase when compared with this report. The difference is due to the exclusion of Record of Prior Acceptances (RPA) from analysis in this report. In 2014, there were 105 applicants entering the system through the RPA route and these accounted for 100 acceptances.

A glossary of key terms concludes this report.

## Overview statistics

### APPLICANTS AND ACCEPTANCES

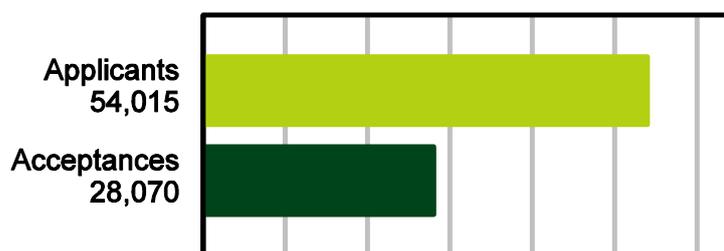
There were 54,000 applicants in the 2014 cycle of the UCAS Teacher Training (UTT) scheme. Of these, 28,100 were accepted onto a course.

### 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 provider and for the applicant to accept and meet the conditions of the offer, applicant preferences and behaviours are also reflected within the acceptance rate.

The overall acceptance rate of the 2014 UTT cycle was 52 per cent. This compares to an acceptance rate in the 2013 Graduate Teacher Training Registry (GTTR) scheme of 43 per cent and an acceptance rate of 73 per cent in the 2014 UCAS undergraduate admissions cycle.

**Figure 1 Applicants and acceptances**



## APPLY STAGES

There are two stages in the UTT scheme through which applicants can be placed. Initially, applicants make up to three simultaneous choices, known as Apply 1. If an applicant receives no offers, declines any offers made to them in Apply 1, withdraws from their Apply 1 choices, or do not meet any conditions of their offer, they are able to make choices through Apply 2. In Apply 2, an applicant makes one choice at a time. Again, if they do not receive an offer to this choice, or if they decline any offer, withdraw from the choice, or do not meet the conditions, the applicant can then make a further choice in Apply 2. Applicants can continue to make further choices in Apply 2 until they accept an offer, or until the cycle closes.

## APPLY 1 APPLICATIONS AND OFFERS

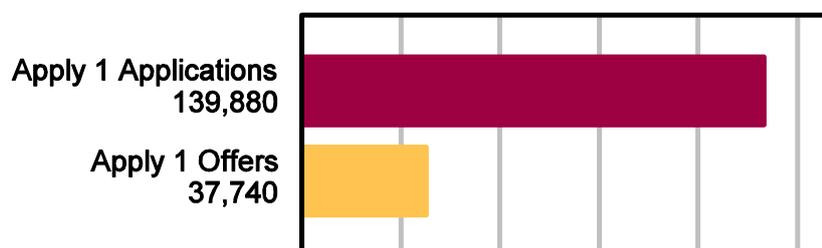
In 2014, 139,900 applications were made in Apply 1, with 37,700 (27 per cent) receiving offers. Many applications (27,200, 19 per cent) were withdrawn from consideration by the applicant, including 1,900 which had already received an offer. The remaining 77,000 applications that were not withdrawn were rejected by the provider.

## 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 providers depends upon the number of places available, the offer rate can be viewed as a measure of the difficulty of gaining a place on a particular course. However, as some applicants accept the first offer they receive and subsequently withdraw their other applications before the provider responds, the offer rate is also affected by the length of time a provider takes to respond, as well as the choice preference of applicants.

The overall Apply 1 offer rate in 2014 was 27 per cent.

**Figure 2 Applications and offers**



### 73 PER CENT OF APPLICANTS MAKE THE MAXIMUM OF THREE APPLICATIONS IN APPLY 1

In Apply 1, applicants may make between one and three applications. Figure 3 shows the number of applicants by the number of choices made in Apply 1. Only 14 per cent of applicants (7,600) made only one application in Apply 1, while most applicants (73 per cent, 39,400) made use of all three choices. For those applicants who made three choices in Apply 1, the number of their applications to which an offer was made can be seen in Figure 4. Just over half (21,800, 55 per cent) of applicants who made the maximum number of choices received at least one offer. This compares to a rate in the UCAS undergraduate scheme in 2014 of 92 per cent of applicants who made the maximum number of choices (five choices in this case) receiving at least one offer (UCAS End of Cycle Report 2014).

### RELATIVELY FEW APPLICANTS RECEIVED THREE OFFERS IN APPLY 1

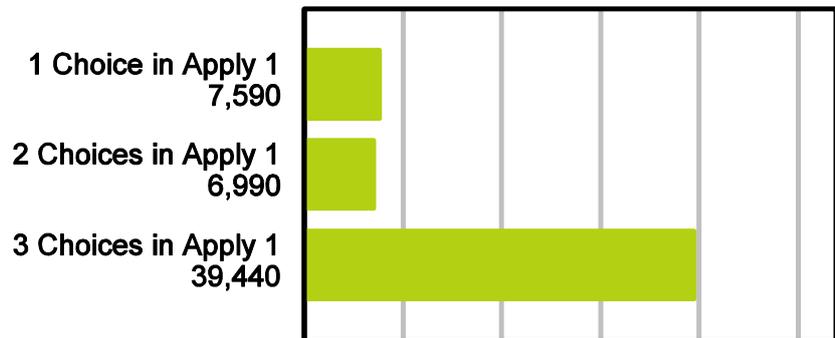
Only 3 per cent (1,240) of the 39,400 applicants who made three applications in Apply 1 received offers to all of their applications. In comparison, the proportion of applicants in the UCAS undergraduate scheme who made five main scheme choices and received offers to all of these in 2014 was 32 per cent. In UTT, many applicants (16,500, 42 per cent) with three choices withdrew at least one application (Figure 5). In the cases where withdrawal occurred before a provider made a decision, three offers could not be received.

### 1 IN 5 APPLICANTS WHO MADE THREE CHOICES AND RECEIVED AT LEAST ONE OFFER IN APPLY 1 WERE UNPLACED AT THE END OF THIS STAGE

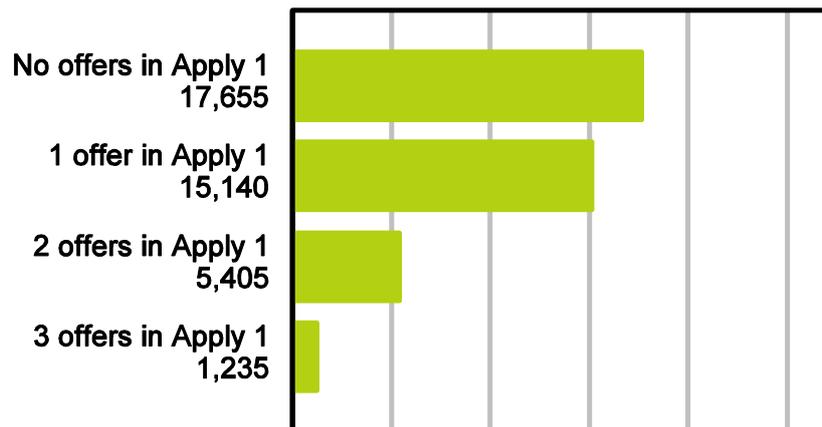
Figure 6 shows how the Apply 1 acceptance rate (the proportion of applicants placed onto one of their Apply 1 choices) varied depending upon the number of choices that an applicant made. The applicants with the highest Apply 1 acceptance rate were those who used the maximum number of Apply 1 choices.

While 21,800 applicants who made three choices in Apply 1 received at least one offer (55 per cent), only 17,400 (44 per cent, Figure 6) were placed. This left 4,400 applicants who received at least one offer in Apply 1 but remained unplaced after this stage, because they declined all offers, withdrew, or were not confirmed at their conditional firm provider.

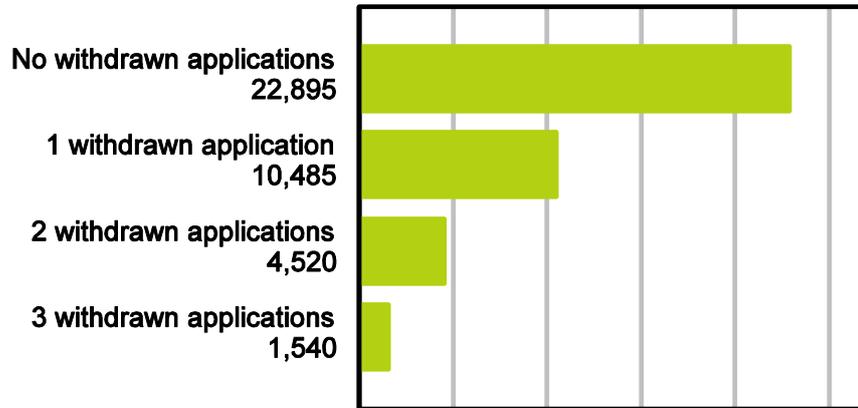
**Figure 3 Number of applicants by number of choices made in Apply 1**



**Figure 4 Number of offers received in Apply 1 for applicants who made three Apply 1 choices**



**Figure 5 Number of Apply 1 applications withdrawn by applicants who made three choices in Apply 1**



**Figure 6 Apply 1 acceptance rate for applicants based upon the number of choices made in Apply 1**

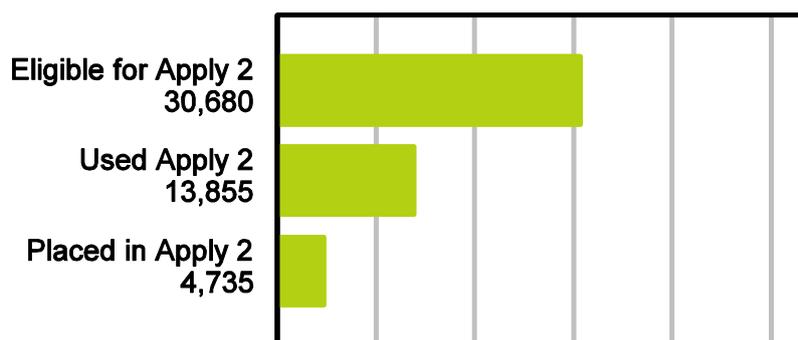


### FEWER THAN HALF OF ELIGIBLE APPLICANTS USE APPLY 2

In the 2014 cycle, 23,300 applicants (43 per cent) were placed onto one of their Apply 1 choices, leaving 57 per cent of applicants (30,700) unplaced after this first stage (Figure 7). These applicants were eligible to make additional choices, one at a time, in Apply 2. Only 13,900 of these applicants chose to use Apply 2, giving an Apply 2 usage rate (the proportion of applicants unplaced in Apply 1 who made a choice in Apply 2) of 45 per cent. The desire of applicants to pursue a place in Apply 2 may be affected by a combination of factors including success outside of the UTT scheme, awaiting confirmation of a conditional offer held in Apply 1, feedback received from providers in Apply 1 and the selection of courses that remained open for applications in the later stages of the cycle.

Applicants were less likely to be placed in Apply 2 than Apply 1. Of the 13,900 who used Apply 2, 4,700 (34 per cent) were successfully placed in this stage. This compares to an Apply 1 acceptance rate of 43 per cent. The proportion of total applicants who were placed through Apply 2 was 9 per cent.

**Figure 7 Applicants' use of Apply 1 and Apply 2**



## Sex

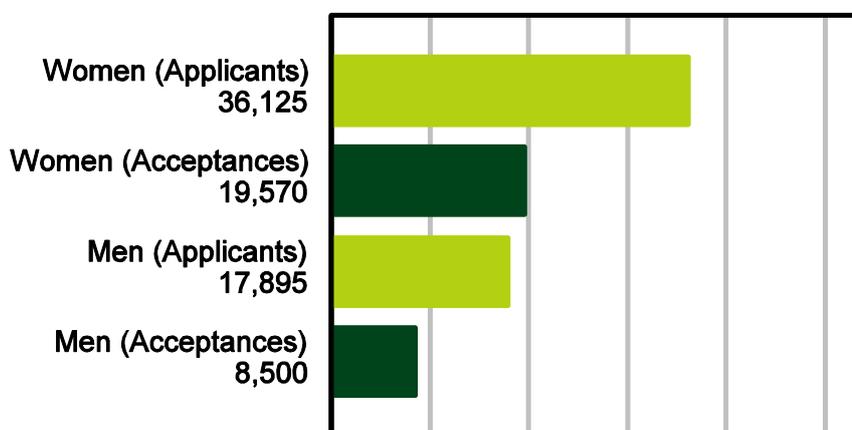
### OVER TWICE AS MANY WOMEN AS MEN PLACED

Figure 8 shows that there were twice as many women who applied in 2014 than men (36,100 compared to 17,900). Women were also more likely to be placed than men (acceptance rates of 54 per cent and 48 per cent respectively); Figure 10 shows the acceptance rates of men and women, split by the Apply stage in which they were placed. In Apply 1 the acceptance rate for women was 45 per cent and for men 39 per cent, making women 15 per cent (proportionally) more likely to be accepted in Apply 1 than men.

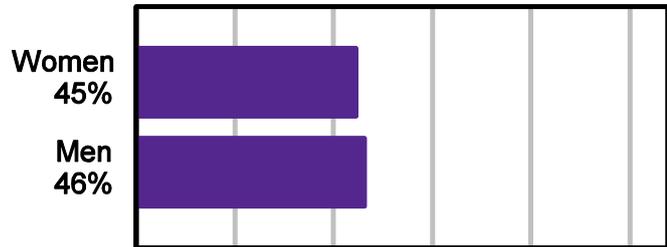
Of those applicants not placed in Apply 1, men were slightly more likely to continue pursuing a place in Apply 2 (Figure 9), though again, women using Apply 2 were more likely to be placed than men using Apply 2. This led to similar proportions of the total applicants being placed through Apply 2 for both men (8.6 per cent) and women (8.8 per cent).

Overall, across Apply 1 and Apply 2, there were 2.3 times as many women placed than men (19,600 women and 8,500 men). This equates to five women being placed for every two men. The high ratio of women to men placed is consistent with acceptances to 'X1 – Training Teachers' courses in the UCAS undergraduate scheme, for which there were 4.6 times as many women placed than men in 2014.

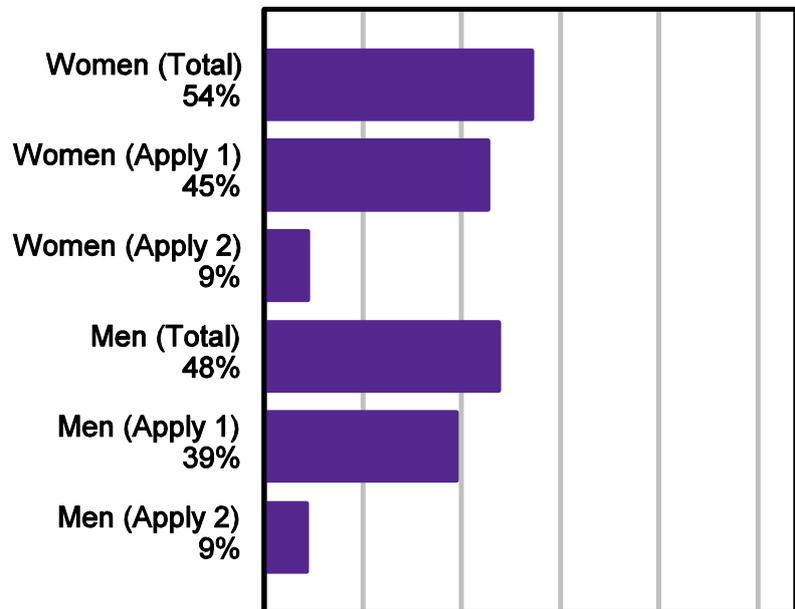
**Figure 8 Applicants and acceptances by sex**



**Figure 9 Apply 2 usage rate by sex**



**Figure 10 Acceptance rate by sex split by Apply stage of acceptance**



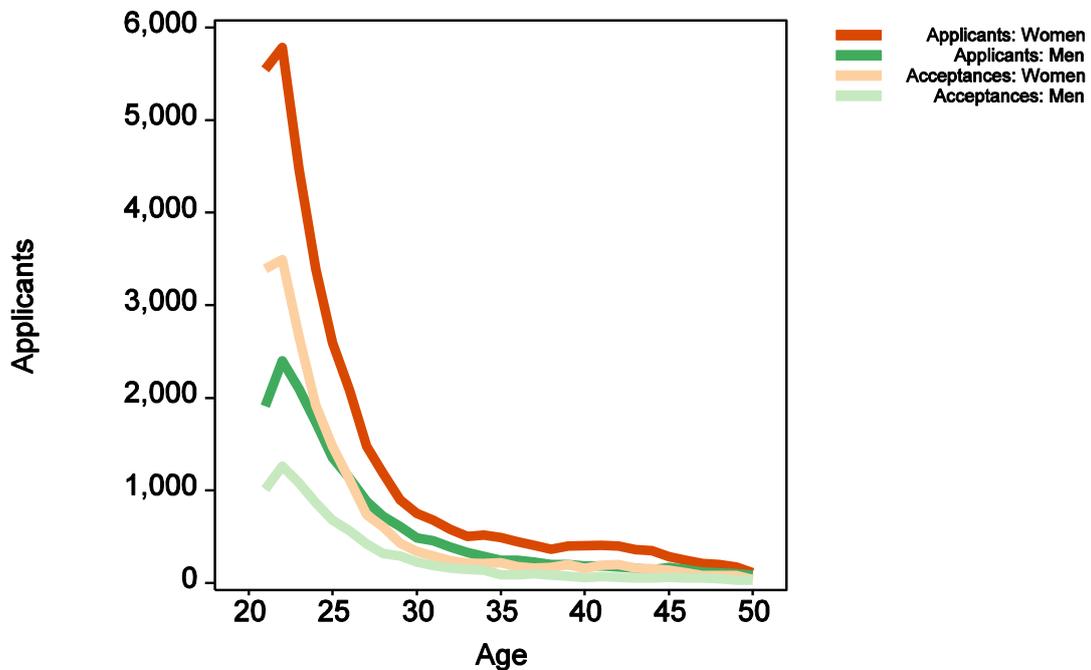
## Age

### PEAK OF APPLICANTS BETWEEN THE AGES OF 21 AND 28

The most common age of applicants in the 2014 cycle was 22 years old, this was the case for both men (2,400, 29 per cent) and women (5,800, 71 per cent).

Figure 11 shows the number of applicants and acceptances, by sex, at each age between 21 and 50. Applicants were drawn from a wide age range, but most applicants were aged 21-28. There was a general decrease in the number of applicants as age increases. This profile of ages is similar to that in the UCAS undergraduate scheme, but with the peak shifted from 18 to 22 year olds and less of a concentration on a single year of age.

**Figure 11 Applicants and acceptances by age and sex**



## YOUNGER APPLICANTS MOST LIKELY TO BE PLACED

Figure 12 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. Overall, women were 13 per cent proportionally (6 percentage points difference) more likely to be accepted than men, with an acceptance rate of 54 per cent compared to 48 per cent for men. If men had the same acceptance rate as women, there would have been an extra 1,200 men placed in 2014.

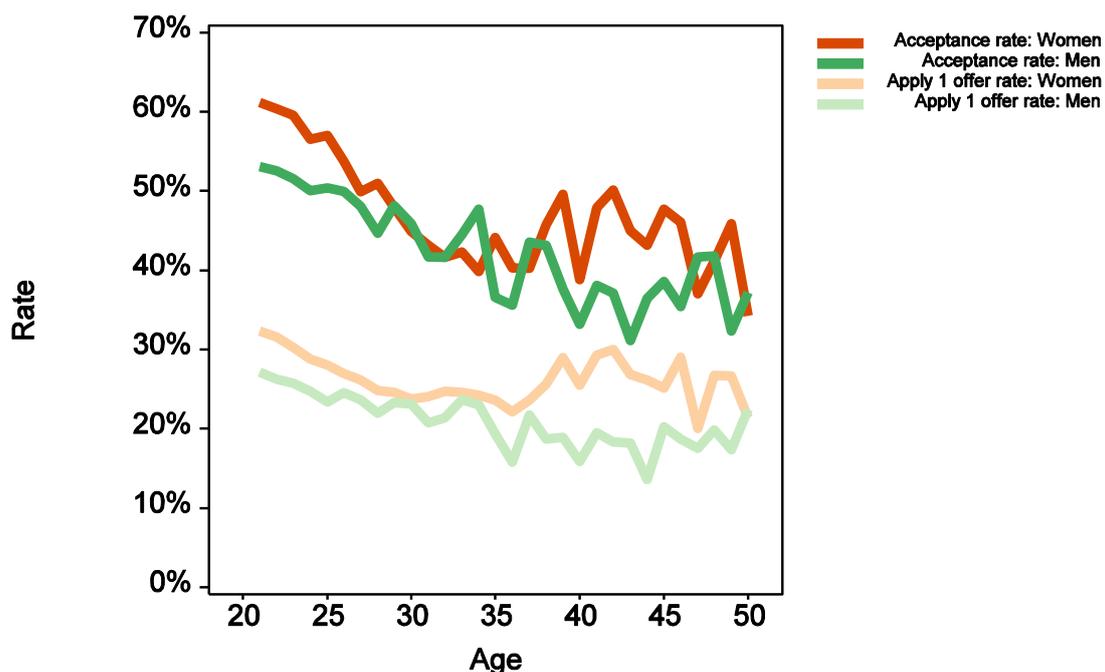
For both sexes, applicants aged 21 had the highest acceptance rate, with 61 per cent of 21 year old women and 53 per cent of 21 year old men placed. The acceptance rate shows a general decrease with increasing age. For most ages, women were more likely to be placed than men. However, a faster reduction in the acceptance rate for women compared to men means that by ages in the late twenties and mid-thirties the difference between women and men reduces and sometimes reverses.

## WOMEN MORE LIKELY TO RECEIVE AN OFFER THAN MEN

Apply 1 offer rates across the ages are more consistent than acceptance rates, with a smaller decrease in the offer rate for older applicants compared to 21 year olds. For men, the average offer rate was 24 per cent. Applications from women were a fifth more likely to receive an offer, with an Apply 1 offer rate of 29 per cent.

The lowest offer rates in Apply 1 were for men aged 35 and above, with between 14 per cent and 22 per cent of their applications receiving an offer. The Apply 1 applications most likely to receive an offer were those made by 21 and 22 year old women (32 per cent).

**Figure 12 Acceptance and Apply 1 offer rates by age and sex**



## Domicile

### APPLICANTS FROM WALES MOST LIKELY TO BE PLACED

Figure 13 shows the distribution of applicants by where they live (their domicile). Figure 14 shows the number of accepted applicants from each domicile. Applicants from England accounted for 84 per cent of both applicants (45,300) and acceptances (23,600).

In 2014, there were 1,400 applicants from Wales placed through UCAS Teacher Training, of the 2,300 applicants from Wales who applied. Applicants from Wales had the highest acceptance rate (61 per cent,

Figure 15) of all applicants, followed by applicants from the North West and South West (both 57 per cent).

The region of the UK from which applicants were least likely to be placed was London, with just 3,700 of the 9,000 applicants placed (41 per cent).

There are relatively few applicants from the EU (1,200) and outside the EU (560). Acceptances from outside the EU are especially low (150) reflecting a low acceptance rate (27 per cent).

**Figure 13 Applicants by domicile**

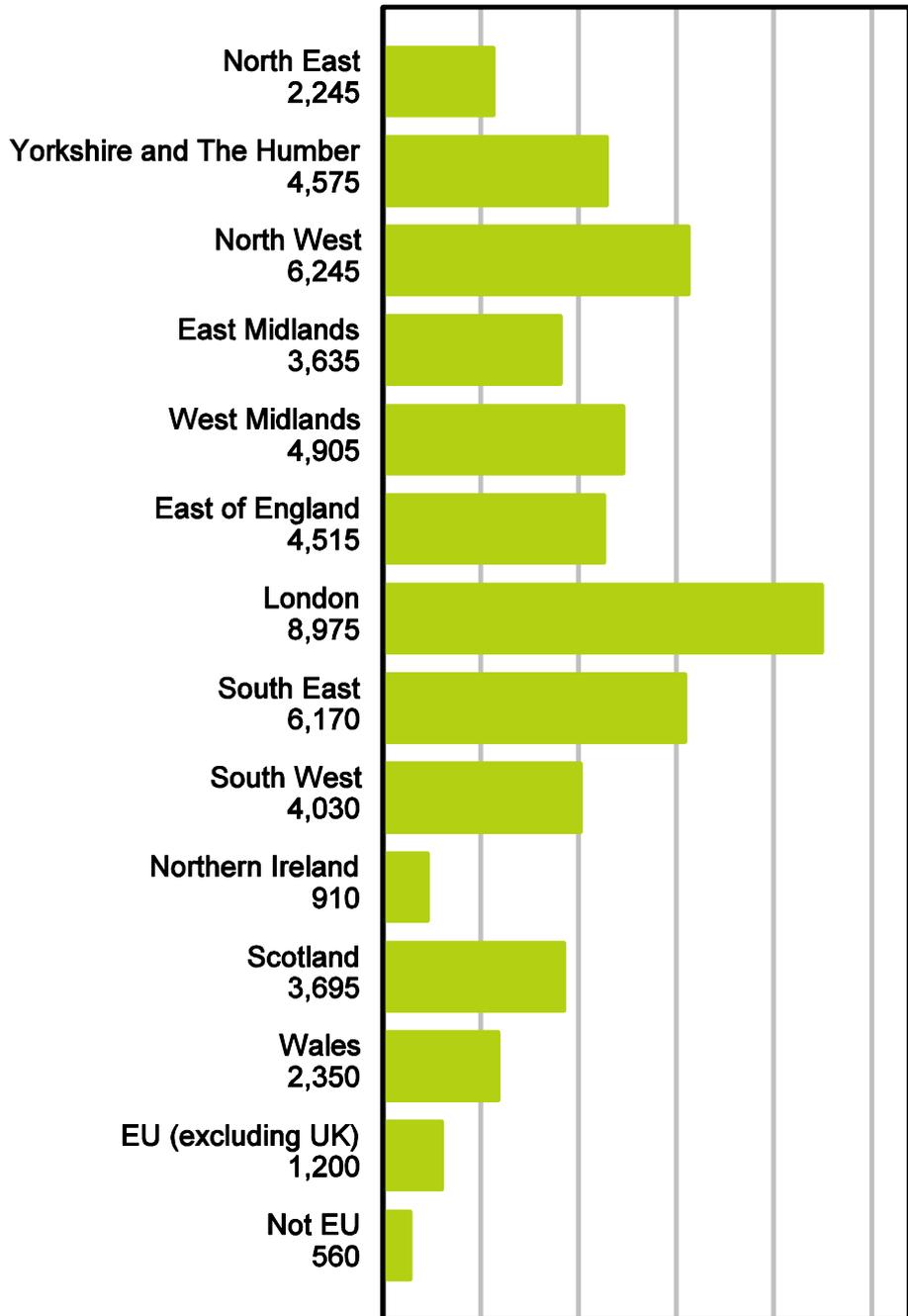
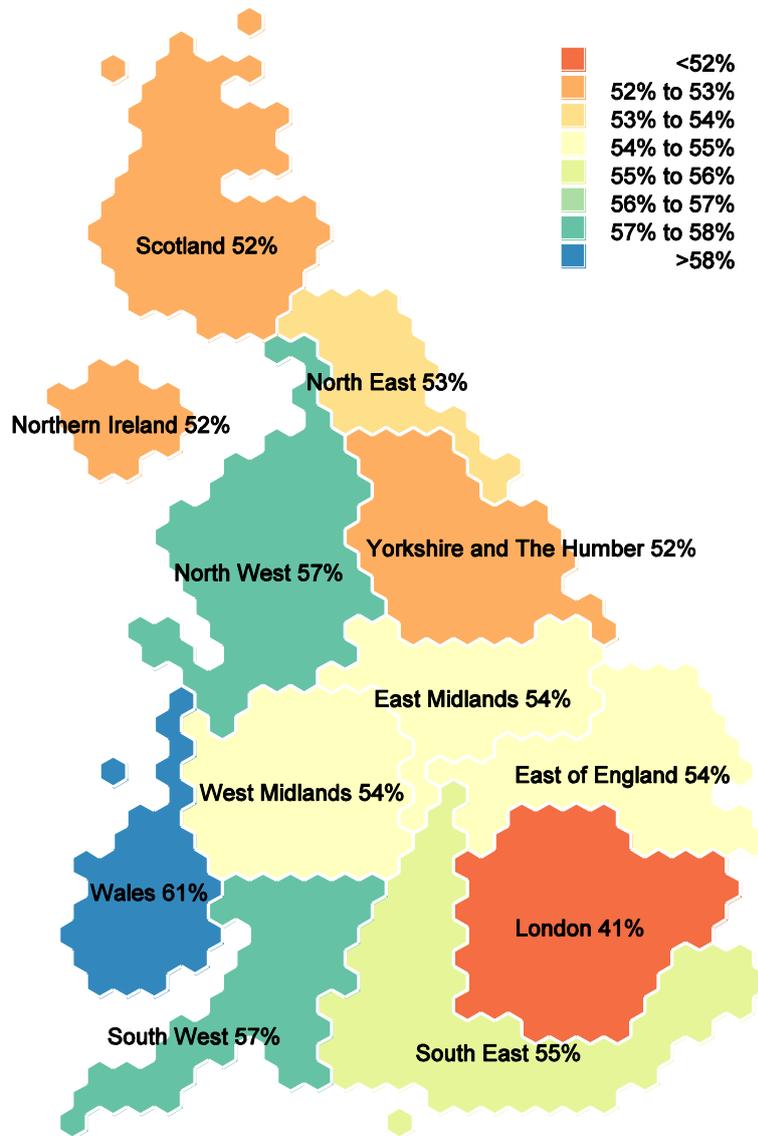


Figure 14 Acceptances by domicile



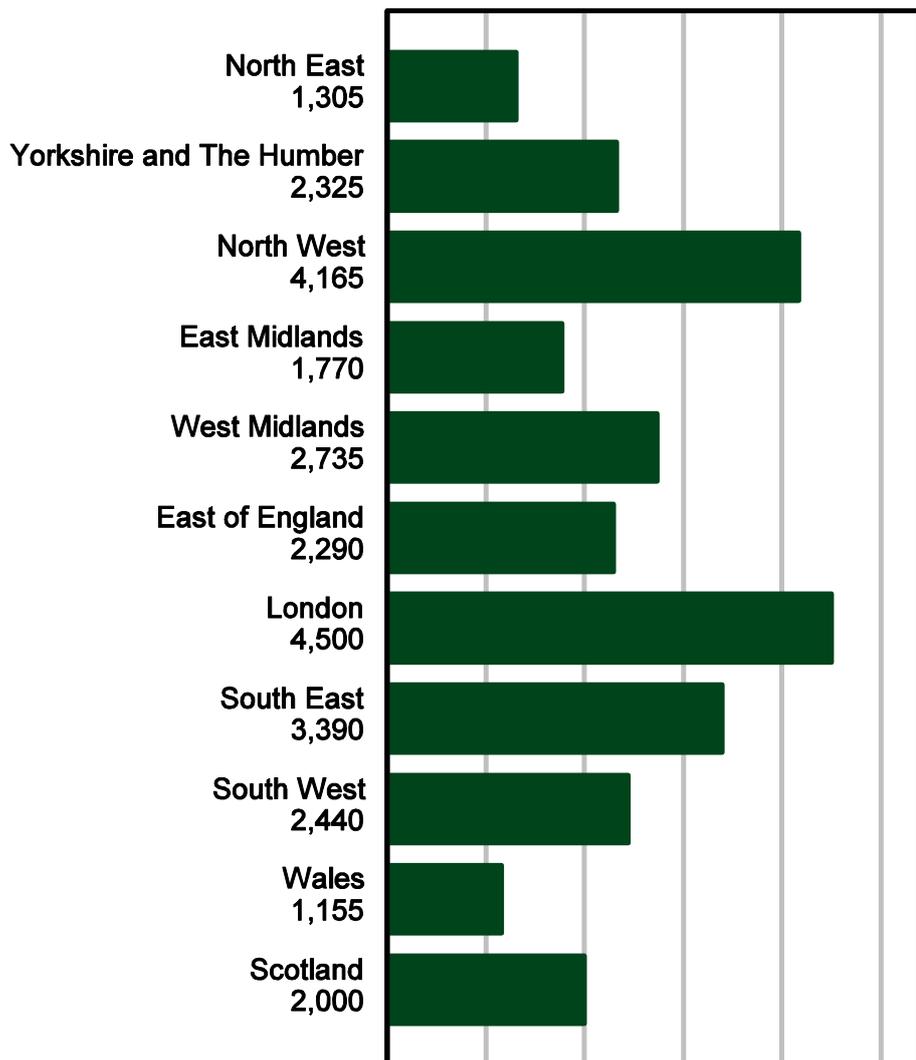
Figure 15 Acceptance rates by UK region of domicile



## Provider region

Providers offering courses within the 2014 cycle were located across England, Scotland and Wales. Figure 16 shows the number of acceptances for each provider region of the UK. London and the North West were the regions with the most accepted applicants, with 16 per cent (4,500) and 15 per cent (4,200) of total acceptances respectively.

**Figure 16 Acceptances by provider region**



## Applicant domicile and provider country

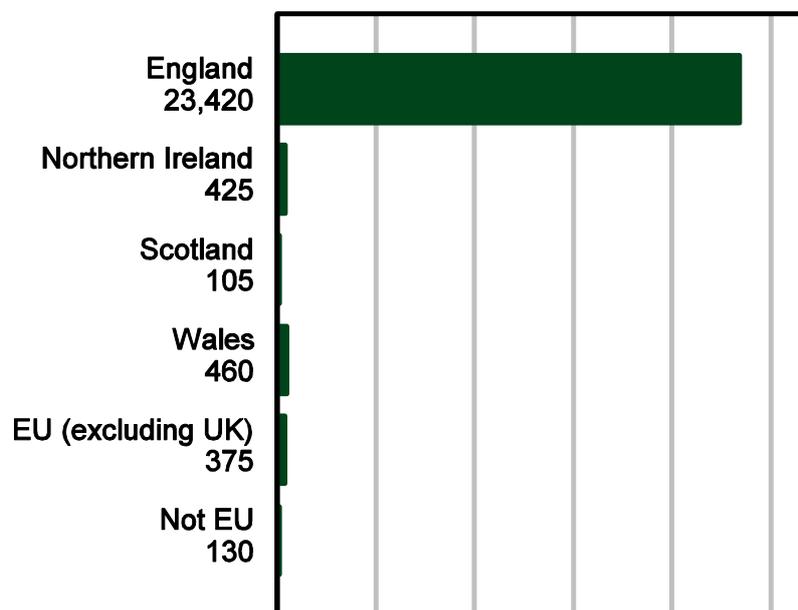
Overall 84 per cent of applicants (and acceptances) were from England. However, the proportions of acceptances that are from each country of the UK varies substantially by the country of the provider.

### LARGE PROPORTION OF ACCEPTANCES DOMICILED IN THE PROVIDER'S COUNTRY

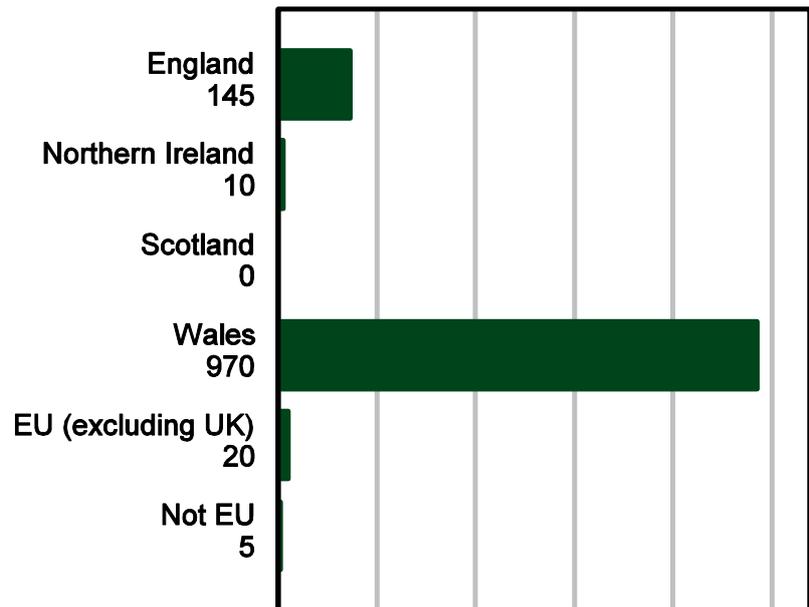
Figure 17 shows the distribution of domiciles of acceptances into English providers. 94 per cent of acceptances were from England (23,400 of 24,900). In comparison, Figure 18 shows that for providers located in Wales, 84 per cent (970) of acceptances were from Wales with only 13 per cent (150) from England. Similarly, Figure 19 shows that the proportion of acceptances to Scottish providers from Scotland was 90 per cent (1,800 of 2,000) with just 2 per cent from England.

These distributions of acceptances by domicile could be caused by both differences in patterns of applications, or differences in acceptance rates, or a combination of these factors. The contribution of these factors to these patterns are investigated in the following sections.

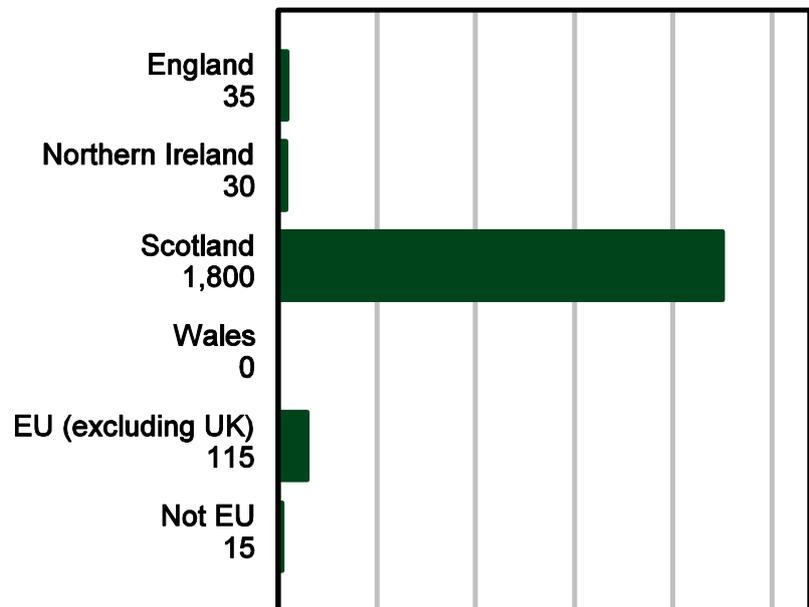
**Figure 17 Accepted applicants in England by domicile**



**Figure 18 Accepted applicants in Wales by domicile**



**Figure 19 Accepted applicants in Scotland by domicile**



## MAJORITY OF APPLICATIONS RECEIVED IN APPLY 1 WERE FROM APPLICANTS WITHIN THE SAME COUNTRY AS THE PROVIDER

Of all applications made in Apply 1, 92 per cent were made by applicants domiciled within the same country as the provider to which they applied.

Of all the Apply 1 applications made to English providers (126,800), 93 per cent of these were made by applicants from England. Of the 4,000 Apply 1 applications made to providers in Wales, 82 per cent were from applicants from Wales, while 84 per cent of the 9,200 Apply 1 applications to Scottish providers were from Scottish domiciled applicants.

## APPLICATIONS FROM WALES MORE LIKELY TO ANOTHER COUNTRY

Whilst most applications made in Apply 1 to Welsh providers were from applicants domiciled in Wales (3,200), a large proportion of the applications made by Welsh domiciled applicants were made to providers in other countries. Welsh domiciled applicants made 2,400 applications to English providers. This means that 43 per cent of the applications made by applicants from Wales were to providers outside of Wales. A similar pattern is seen for acceptances, with 32 per cent (460) of the 1,400 Welsh domiciled acceptances placed with providers outside of Wales.

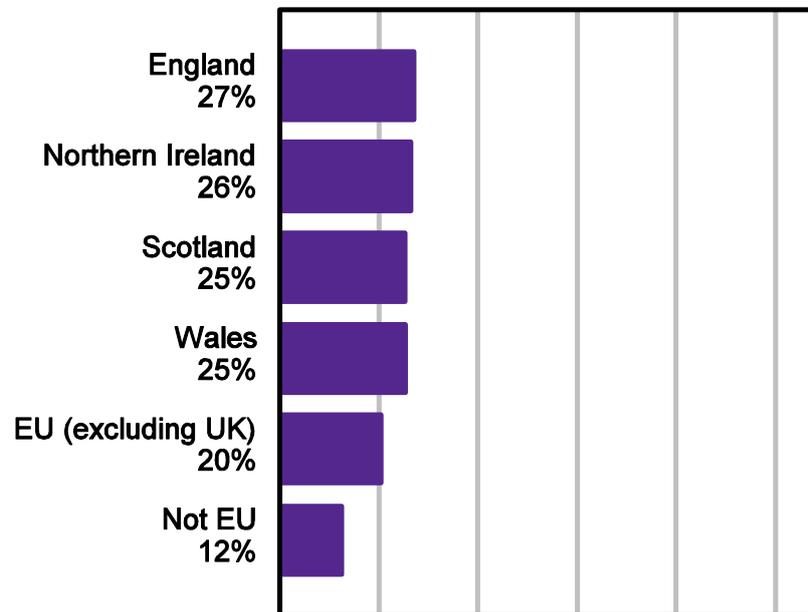
## APPLICATIONS WERE MOST LIKELY TO RECEIVE AN OFFER IF MADE TO A PROVIDER IN THE COUNTRY OF DOMICILE

Figure 20, Figure 21 and Figure 22 display the offer rates to applications made in Apply 1 by country of domicile for applications to English, Welsh and Scottish providers respectively.

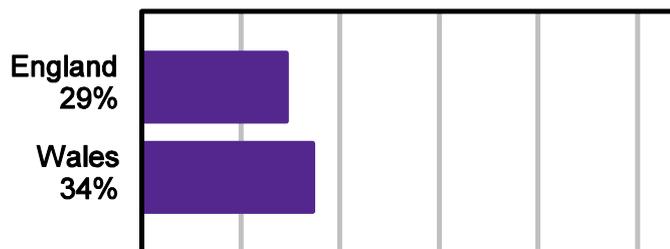
Overall, providers were more likely to make an offer to an Apply 1 application if the applicant was domiciled within that country. Providers in Scotland were more likely to make an offer to an application from a Scottish domiciled applicant (offer rate of 29 per cent) than to applicants from elsewhere (15 to 20 per cent offer rates, though to small numbers of applicants in most cases). Welsh providers were, on average, 17 per cent (5 percentage points) more likely to make an offer to applications from applicants domiciled in Wales (34 per cent offer rate) compared to those from England (29 per cent offer rate).

Offer rates for applications to English providers were more similar for applicants from each country of the UK. Offer rates to applications made to English providers from applicants domiciled in the EU (20 per cent) and outside of the EU (12 per cent) were lower.

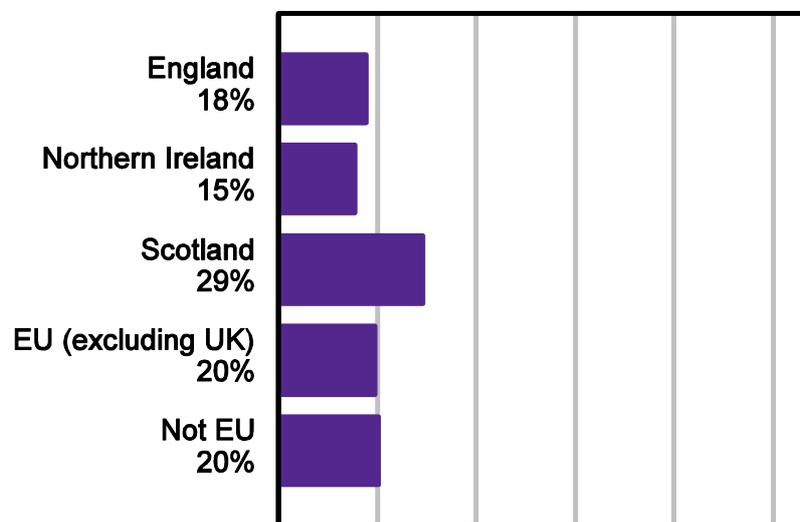
**Figure 20 Apply 1 offer rates by domicile country of the applicant, for providers in England**



**Figure 21 Apply 1 offer rates by domicile country of the applicant, for providers in Wales. Domiciles with 100 or more applications only**



**Figure 22 Apply 1 offer rates by domicile country of the applicant, for providers in Scotland. Domiciles with 100 or more applications only**



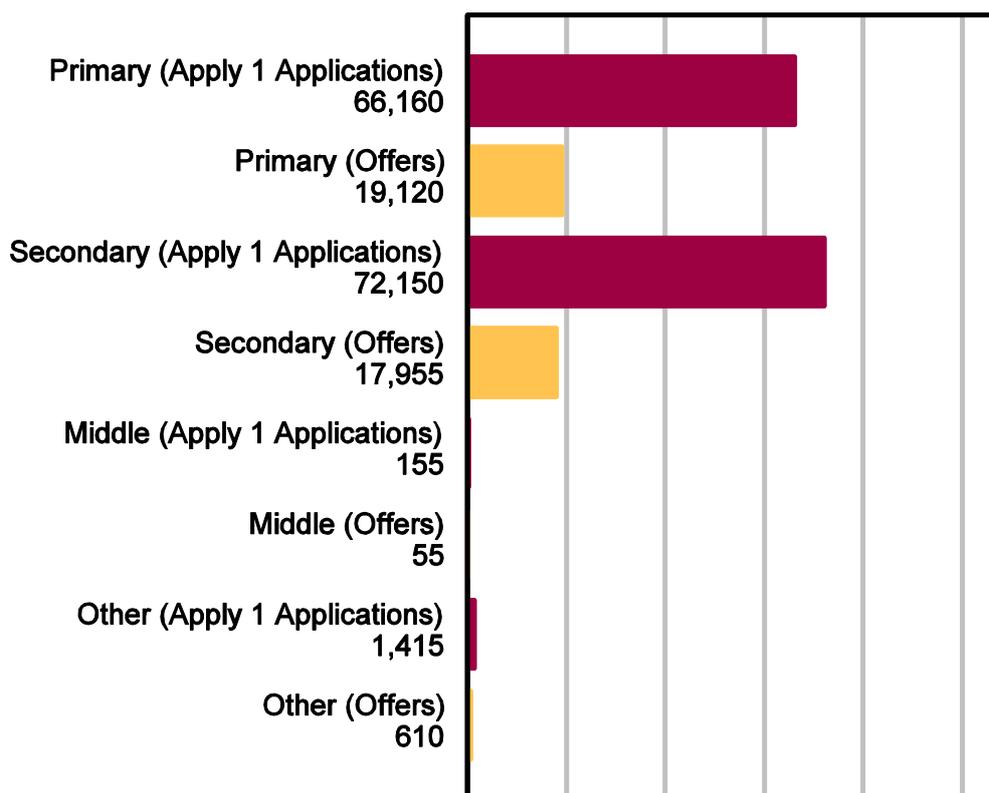
## Course phase

Courses within the UTT scheme each have an associated course ‘phase’, based upon the age group of the school pupils, typically relating to primary schools or secondary schools. Figure 23 compares the number of applications made in Apply 1 to each course phase, along with the number of offers. Courses listed under ‘Other’ are those in the ‘Further education’, ‘Higher education’ and ‘Post-compulsory’ phase categories.

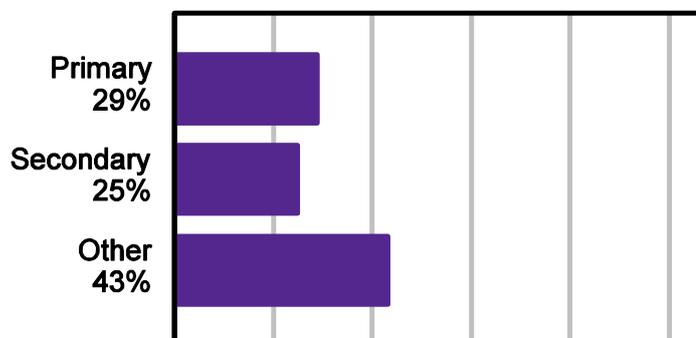
### OFFER RATES FROM SECONDARY COURSES LOWER THAN FOR OTHER PHASES

Of the 139,900 applications made in Apply 1, 52 per cent were to Secondary courses (72,200). However these received only 48 per cent of the offers (18,000), giving an offer rate in Apply 1 of 25 per cent (Figure 24). For Primary courses (47 per cent of Apply 1 applications), the Apply 1 offer rate was 29 per cent, with 19,100 of the 66,200 applications receiving offers. The applications most likely to receive an offer were the relatively small number made to courses in the ‘Other’ category, where the offer rate was 43 per cent.

**Figure 23 Number of applications and offers in Apply 1 for each course phase**



**Figure 24 Offer rate of Apply 1 applications by course phase, for course phases with 200 or more applications**

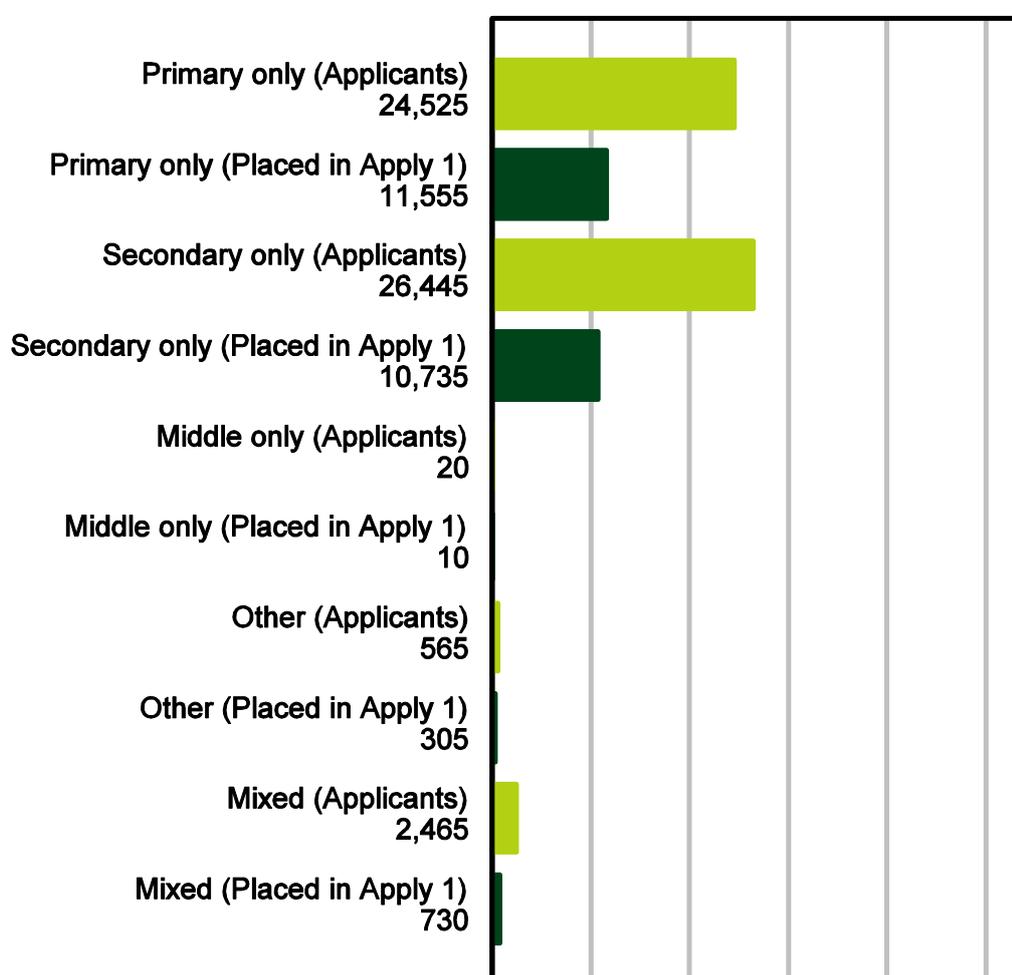


### 95 PER CENT OF APPLICANTS APPLY TO COURSES OF THE SAME PHASE

Applicants can be categorised by the combination of course phases that they applied to in Apply 1. Figure 25 shows the distribution of applicants in each of these categories.

Most applicants only applied to courses of the same phase in Apply 1, with fewer than 1 in 20 (2,500, 5 per cent) applying to a mixture of phases. Those applying for only Primary or only Secondary courses accounted for 45 per cent (24,500) and 49 per cent (26,400) of all applicants respectively, with 95 per cent of applicants applying to courses with the same phase.

**Figure 25 Number of applicants and acceptances depending upon the combination of course phases applied to using Apply 1 choices**

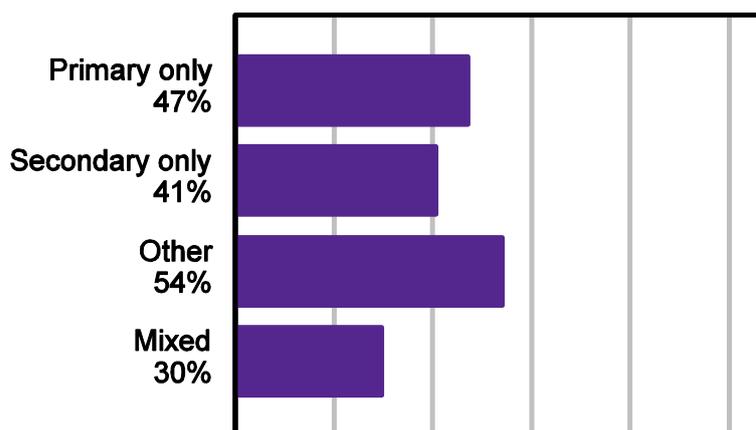


### APPLICANTS WHO APPLIED FOR A MIX OF COURSE PHASES WERE THE LEAST LIKELY TO BE PLACED INTO ONE OF THEIR APPLY 1 CHOICES

Figure 26 shows the Apply 1 acceptance rate (the percentage of applicants accepted into one of their Apply 1 choices) by the combination of course phases in the applicant’s Apply 1 applications. The applicants with the highest acceptance rate in Apply 1 were the small number who applied solely to courses in the ‘Other’ phase category, with 305 of the 565 applicants accepted.

Those applying to courses with different phases had the lowest acceptance rate of 30 per cent, compared to an overall average of 43 per cent. Applicants applying to Primary phase courses only had an Apply 1 acceptance rate of 47 per cent and those applying to Secondary phase courses only, 41 per cent.

**Figure 26 Apply 1 acceptance rate, based upon the combination of choices made in Apply 1, for combinations with 100 or more applicants only**

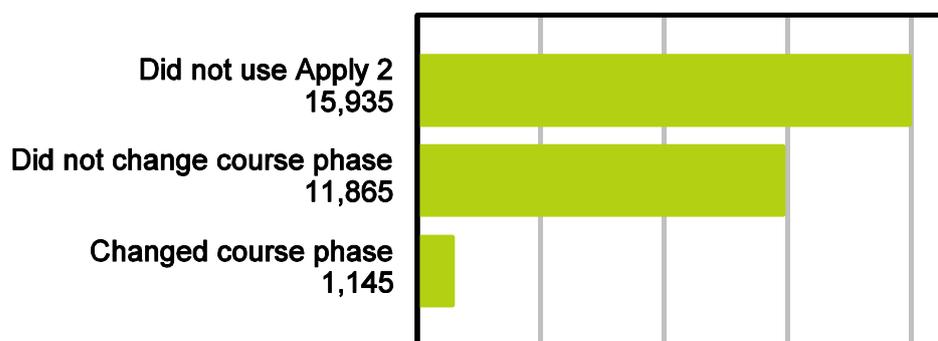


### THOSE WHO USE APPLY 2 UNLIKELY TO CHANGE PHASE APPLIED TO IN APPLY 1

For applicants unplaced in Apply 1, their final choice in Apply 2 is recorded. The final Apply 2 choice is either the Apply 2 application to which the applicant was accepted or, if the applicant remained unplaced, the last application made in Apply 2 before the cycle closed.

Figure 27 shows how applicants who applied to a single course phase in Apply 1 (but were unplaced in this stage) used Apply 2, by looking at the final choice for each applicant. Of these applicants, 13,000 used Apply 2 whilst 15,900 did not. Most of those who made use of Apply 2 (91 per cent, 11,900 of 13,000), finished by applying to a course with the same course phase as their Apply 1 choices.

**Figure 27 Number of applicants by course phase of final choice in Apply 2, for applicants who were unplaced in Apply 1 and only applied to one course phase in Apply 1**



## Provider size and course type

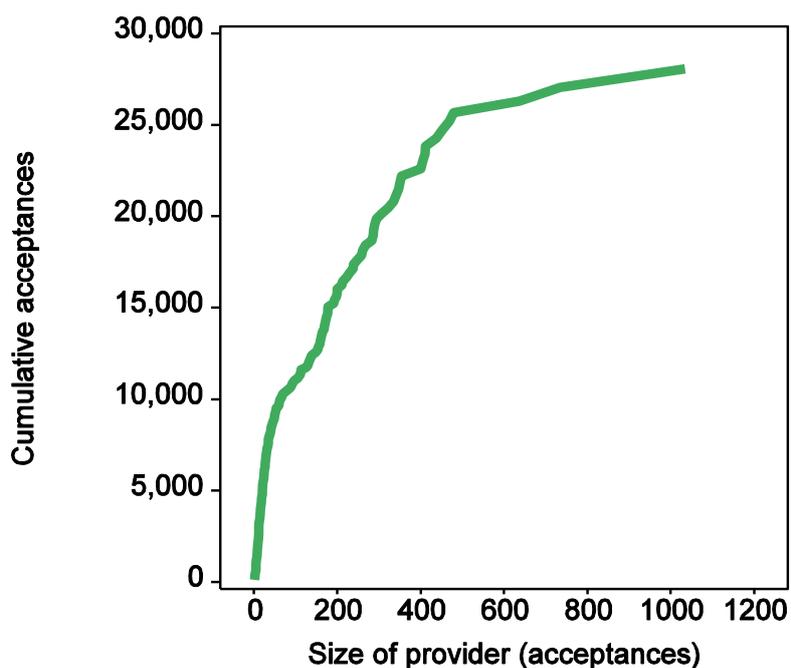
### LARGE NUMBER OF PROVIDERS OF VARYING SIZES

Figure 28 shows the cumulative total of acceptances by provider size, highlighting the wide range of sizes of providers in UTT.

90 per cent (846 of 939) of providers who placed at least one applicant had fewer than 50 acceptances each, with their relatively small intakes meaning that despite there being many of them, they only account for 9,100 acceptances (33 per cent) in total. In contrast, the largest 10 per cent of providers (those recruiting more than 50 acceptances each) accounted for, in total, 67 per cent of all acceptances.

Three providers had more than 500 acceptances each (2,400 in total), with 9 per cent of all accepted applicants placed into these providers.

**Figure 28 Cumulative acceptances by number of acceptances in each provider**

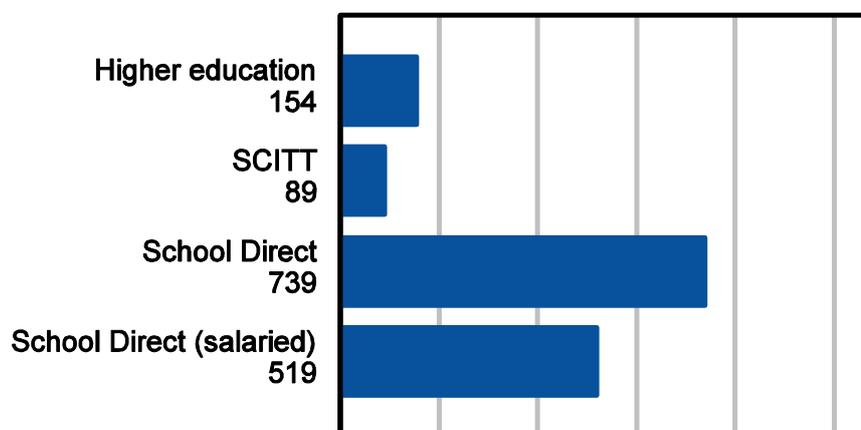


## MAJORITY OF PROVIDERS OFFERED SCHOOL DIRECT COURSES

There were four types of postgraduate teacher training courses offered by providers through the UTT scheme in 2014. Figure 29 shows the number of providers who received at least one application, for each course type. As many of the providers offering School Direct courses also offer School Direct (salaried) courses, many providers are represented in more than one category within Figure 29.

Providers offering each course type were available in England, however providers in Scotland and Wales only offered higher education courses.

**Figure 29 Number of providers who received at least one application, by provider type**



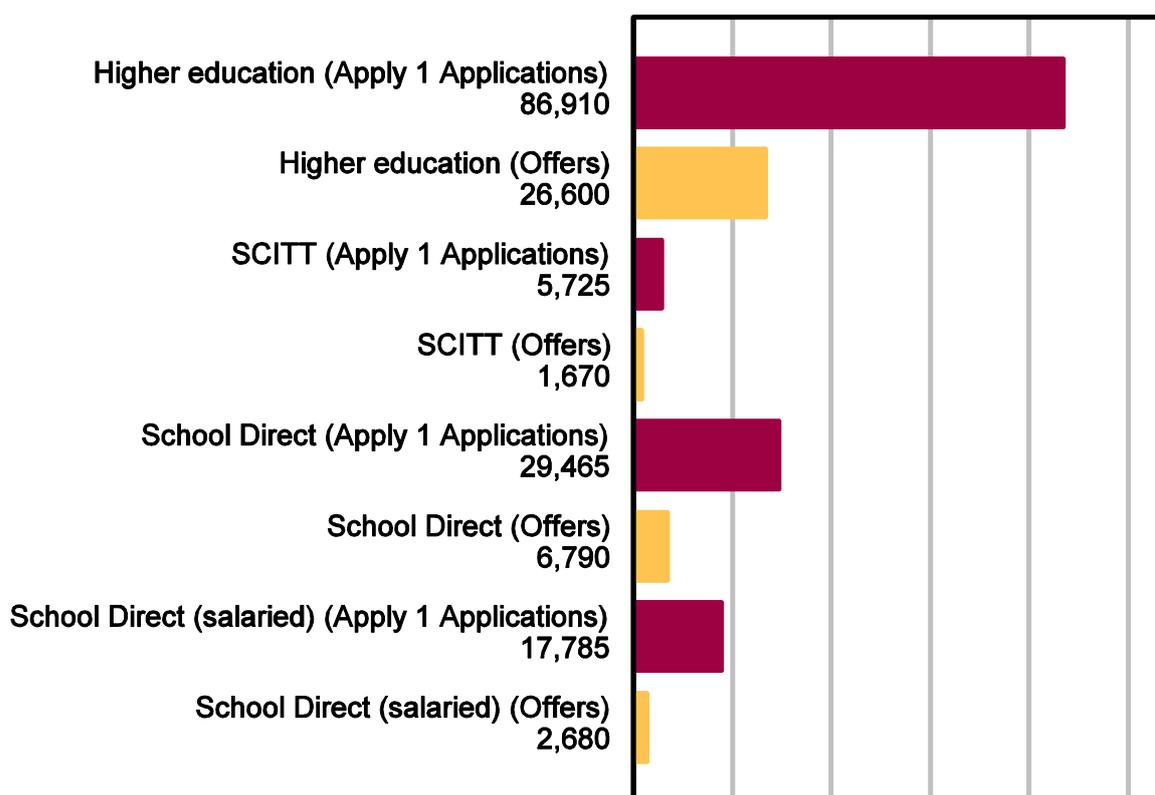
**OFFER RATES VARY BY COURSE TYPE WITH HIGHER EDUCATION COURSES HAVING THE HIGHEST OFFER RATES**

Figure 30 displays the number of applications and offers in Apply 1 by each course type. Higher education courses received 62 per cent (86,900 of 139,900) of applications and made 70 per cent (26,600 of 37,700) of offers in Apply 1. The offer rate from higher education courses was 31 per cent (Figure 31).

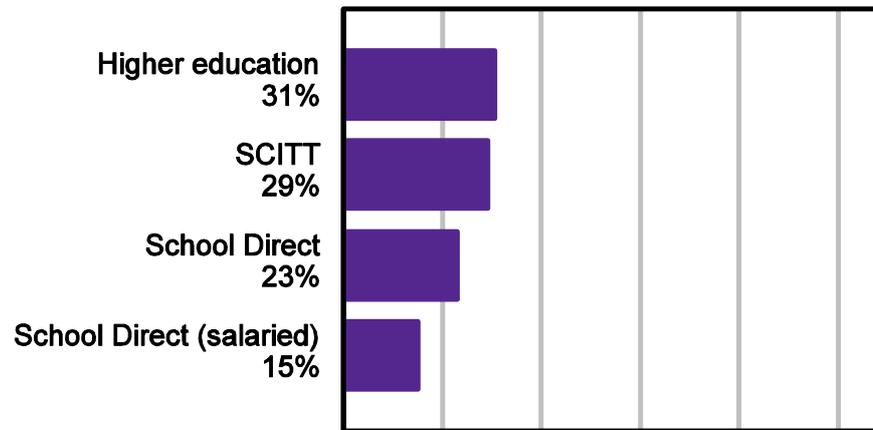
Applications to SCITTs (4 per cent of all Apply 1 applications) had the second highest offer rate at 29 per cent.

The applications least likely to receive an offer were those made to School Direct salaried courses. These applications had an offer rate of 15 per cent, making them less than half as likely to receive an offer compared to applications to higher education courses.

**Figure 30 Number of applications and offers made in Apply 1 by each course type**



**Figure 31 Apply 1 offer rate by course type**



### ONE THIRD OF APPLICANTS APPLY TO A MIXTURE OF COURSE TYPES IN APPLY 1

Applicants can be grouped based upon the combination of course types that they applied to in Apply 1. Figure 32 displays the distribution of all applicants within these categories, while Figure 33 displays the distribution of applicants across these categories for applicants domiciled in England.

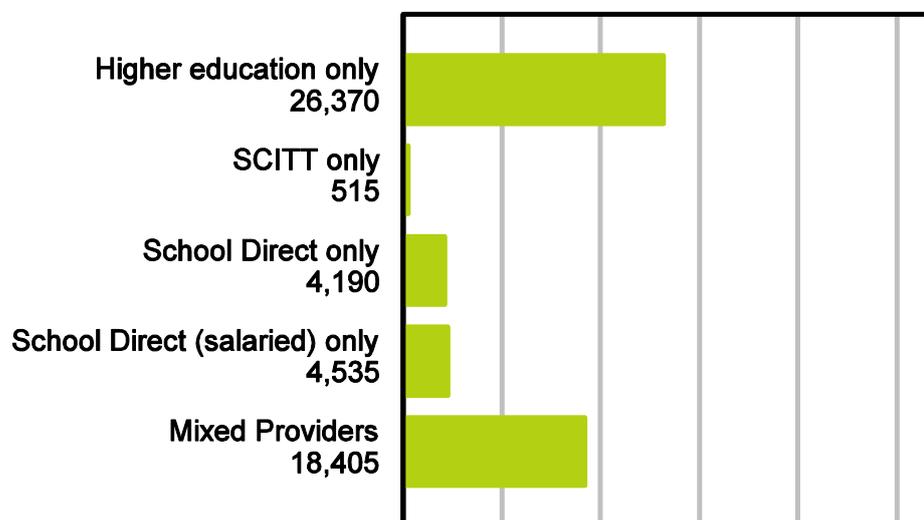
Around one third, 34 per cent (18,400) of applicants applied for at least two different course types in Apply 1. Nearly half (49 per cent, 26,400) of applicants applied to higher education courses only in Apply 1.

Applicants were much more likely (around 7 times as likely) to apply to more than one course type than they were to apply to more than one course phase in Apply 1.

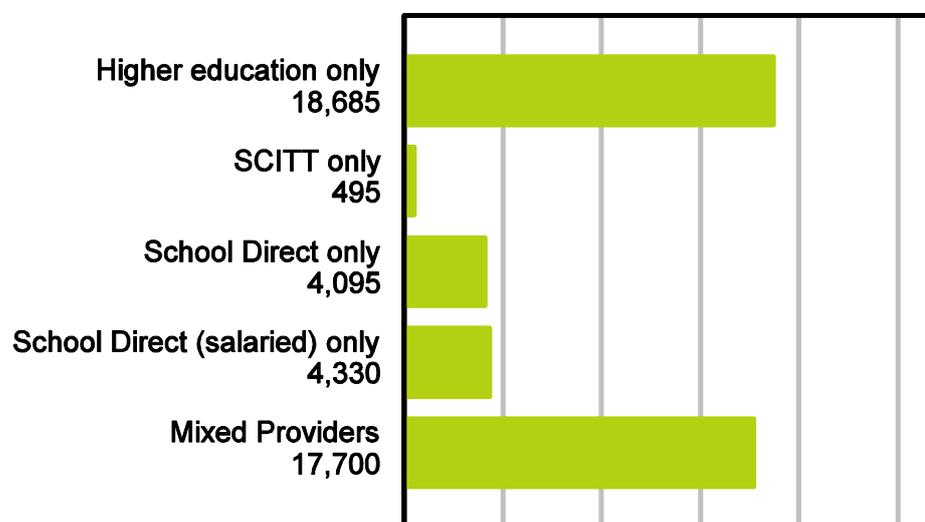
### NEARLY 40 PER CENT OF ENGLISH APPLICANTS APPLY TO A MIXTURE OF COURSE TYPES

When considering only applicants domiciled in England, the proportion of applicants applying to at least two different course types in Apply 1 increases to 39 per cent (17,700 of 45,300). Applicants from England would be expected to be more likely to apply to mixed course types since School Direct course types are located in England.

**Figure 32 Number of applicants who applied to each combination of course type in Apply 1**



**Figure 33 Number of applicants who applied to each combination of course type in Apply 1, applicants domiciled in England only**



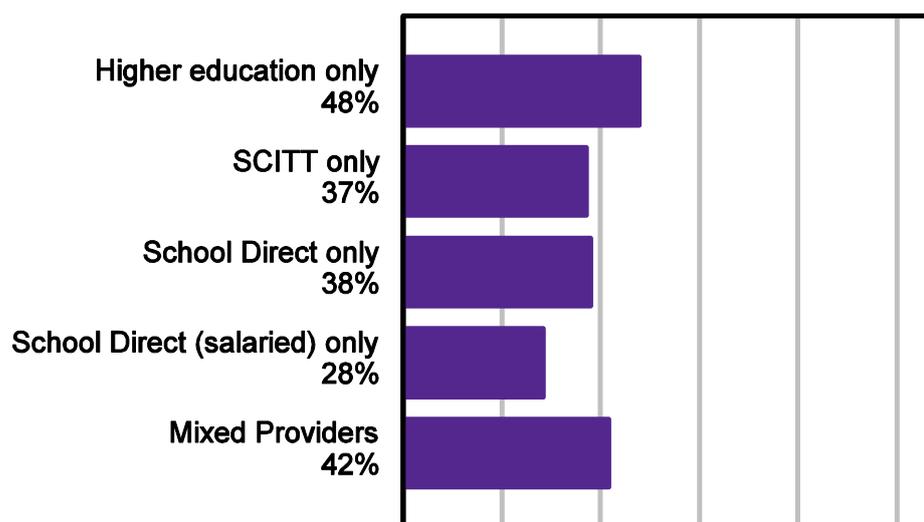
### APPLICANTS WHO ONLY APPLIED TO SCHOOL DIRECT SALARIED COURSES HAD THE LOWEST ACCEPTANCE RATE IN APPLY 1

The acceptance rates in Apply 1 for applicants split by the combination of course types in their Apply 1 choices is shown in Figure 34.

The highest acceptance rates were for applicants who applied only to higher education courses in Apply 1, 48 per cent of these applicants were accepted to one of their Apply 1 choices.

The acceptance rate for those who applied to a mixture of types was 42 per cent; for those who applied to School Direct only, 38 per cent; and for those who applied to School Direct salaried courses only, 28 per cent. This range means that higher education only applicants were 1.7 times as likely to be placed in Apply 1 as School Direct salaried only applicants.

**Figure 34 Acceptance rate in Apply 1 for applicants depending upon the combination of course types in their Apply 1 choices**

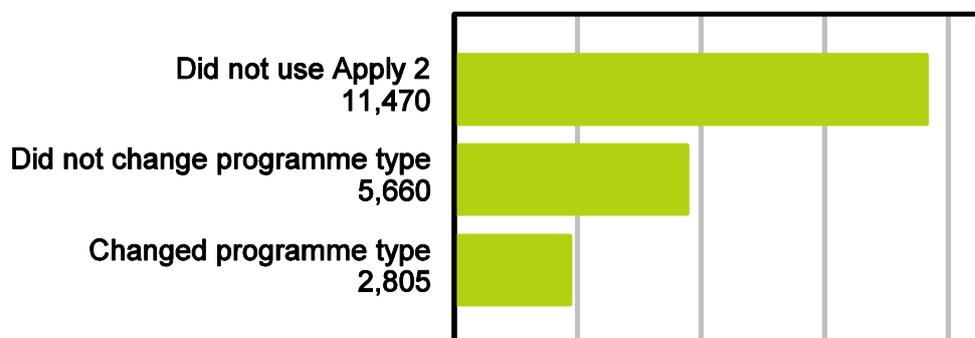


### APPLICANTS CHANGE COURSE TYPE IN APPLY 2 MORE READILY THAN PHASE

For the 19,900 applicants who only applied to one course type in Apply 1 but were not placed in this stage, 42 per cent, (8,500 applicants) made an application in Apply 2. Figure 35 shows the course types of their final Apply 2 choice made.

Most of these Apply 2 choices were to the same course type as was applied to in Apply 1. However, a third of these applicants (33 per cent, 2,800) had a different course type in their final Apply 2 choice than they exclusively applied to in Apply 1. This is a higher level of change between the apply stages than is seen for course phase.

**Figure 35 Number of applicants by course type choice in Apply 2, for applicants who were unplaced in Apply 1 after only applying to one course type**



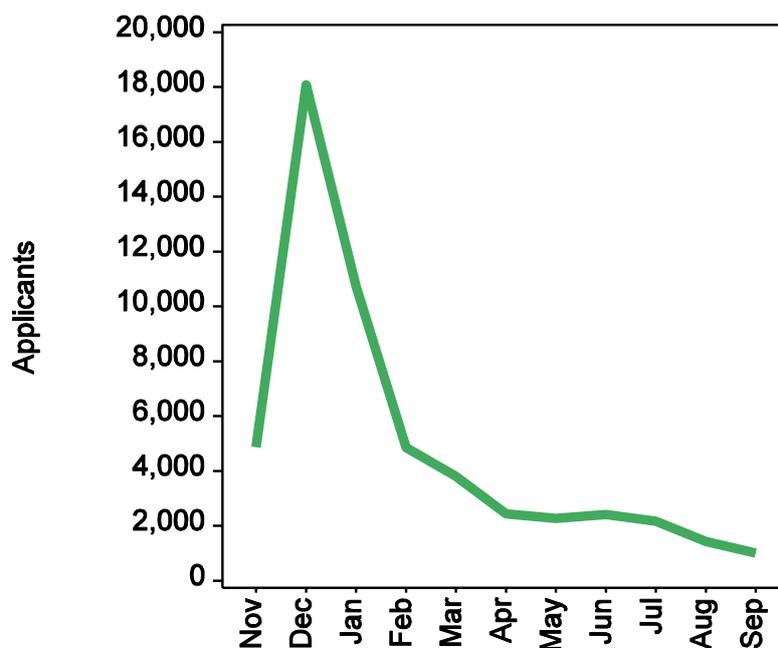
## Month of initial application

### A THIRD OF APPLICANTS APPLIED DURING DECEMBER 2013

Following the scheme opening on 21 November 2013, 4,900 applicants submitted applications in the remaining 10 days of November. During December, 18,100 applicants applied, 34 per cent of all applicants over the year. There was then a general decrease in the number of new applicants entering the system per month thereafter.

The large majority (71 per cent, 38,500) of applicants had applied by the end of February. During April to June, the number of new applicants remained steady at between 2,200 and 2,400 per month, with a further fall in the rate of new applicants towards the end of the cycle.

**Figure 36 Number of new applicants per month**



## SHARE OF APPLICATIONS TO COURSE TYPES CHANGES THROUGH THE CYCLE

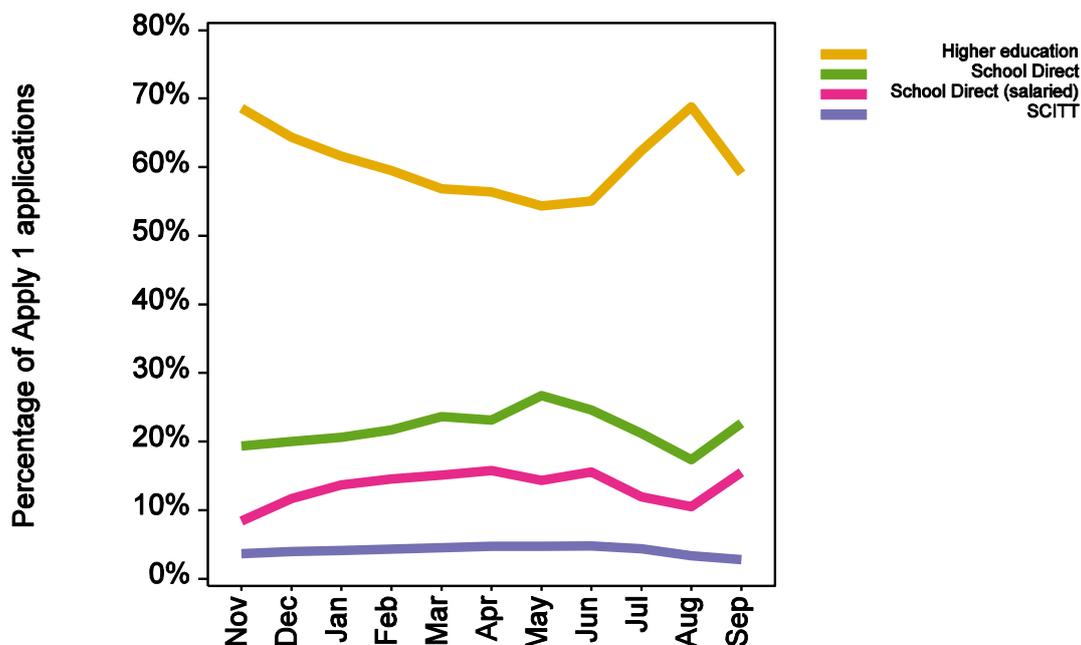
Figure 37 shows the distribution of Apply 1 applications across course types by month of application.

During every month of the 2014 cycle there were more applications made to higher education courses than to any other course type. In November, 69 per cent of all applications were to higher education courses. This percentage decreased gradually by a fifth to 54 per cent in May. Over this same time frame, the percentage of applications made that were to School Direct courses increased by 42 per cent (proportionally) from 19 per cent of all applications to 27 per cent.

The proportion of applications received by School Direct salaried courses increased from 8 per cent in November to 12 per cent in December, an increase of around 40 per cent proportionally. A steady increase in the proportion to this course type followed until April, when 16 per cent of Apply 1 applications were made to School Direct salaried courses. The percentage of applications made to SCITT courses varied by only a couple of percentage points throughout the whole cycle (between 3 per cent and 5 per cent).

In June, the trend of falling proportions of applications being made to higher education courses reversed, so that by August, higher education courses again received 69 per cent of all Apply 1 applications.

**Figure 37 Percentage of Apply 1 applications made each month that were to each course type**



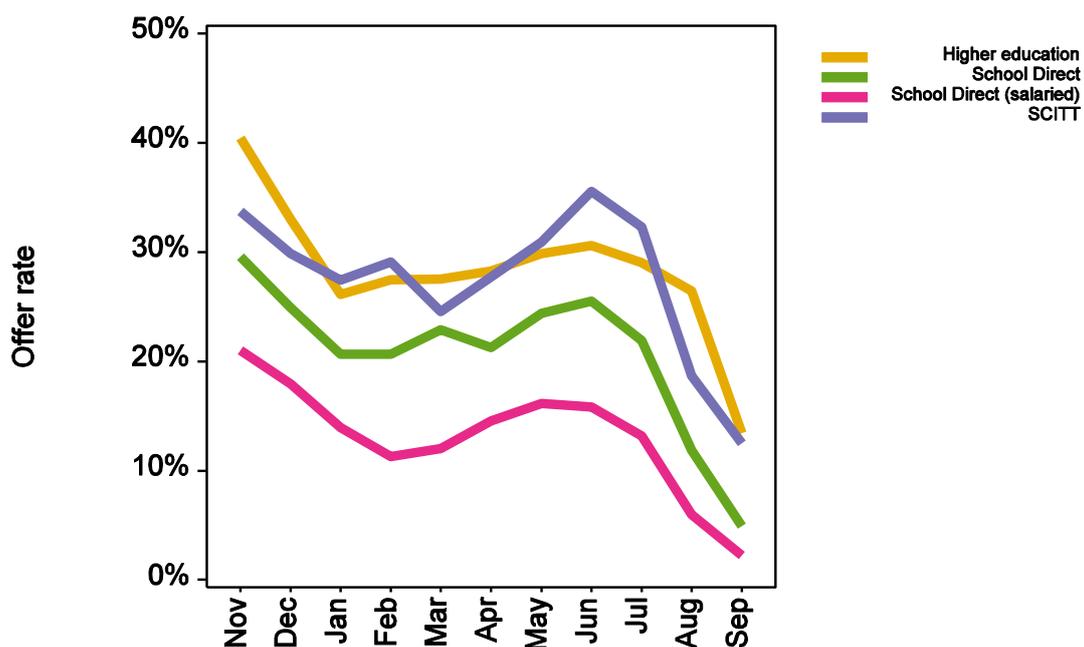
## APPLICATIONS WERE MOST LIKELY TO RECEIVE AN OFFER IF MADE IN NOVEMBER

Figure 38 shows Apply 1 offer rates were the highest for applications made in November for all course types, except for SCITTs. Following this, there was a decrease in the offer rate. For applications to higher education courses, the offer rate decreased by nearly one fifth (7 percentage points) between November (40 per cent Apply 1 offer rate) and December (33 per cent Apply 1 offer rate). The offer rate in January dropped further, with 26 per cent of applications to higher education courses made during this month receiving an offer.

Offer rates for all course types showed a general trend of increasing offer rates between February and June.

After June, offer rates generally decreased for all course types. Applications in September saw particularly low offer rates of between 2 per cent and 13 per cent across all course types. Due to the automatic Reject By Default (RBD) after the close of the cycle in October, applications made during this month had less time than the usual 40 working days within which providers could make an offer.

**Figure 38 Apply 1 offer rate by course type, for month applicant applied**

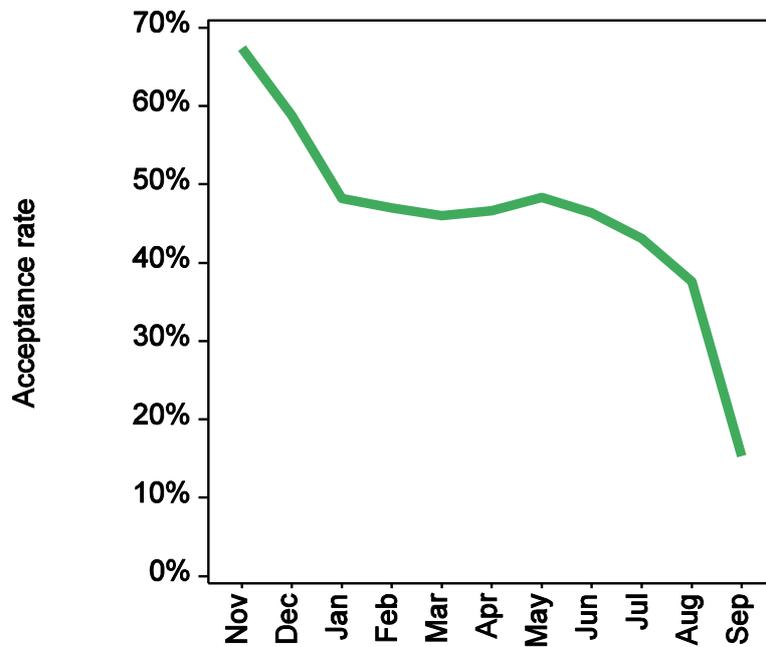


**ACCEPTANCE RATE HIGHEST FOR THOSE WHO APPLIED EARLY IN THE CYCLE, LOWEST FOR THOSE WHO APPLIED AT THE END OF THE CYCLE**

The trend in the acceptance rate in Figure 39 shows how the probability of being placed, either through Apply 1 or Apply 2, changes by the point in the cycle at which the applicant first made their application in Apply 1. This trend is similar to that of the Apply 1 offer rate in Figure 38.

For applicants entering Apply 1 between January and June, there was little variation in the acceptance rate (between 46 per cent and 48 per cent). However, applicants entering the system for the first time in November had a 67 per cent acceptance rate. Acceptance rates were also higher for those who applied in December. Acceptance rates were lower for those who applied in August and, especially, September.

**Figure 39 Acceptance rate by month of initial application**



## Glossary

Acceptance	An applicant who has been placed for entry onto a course 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 within the different administrations of the UK. For England and Wales, ages are defined on the 31st August, for Northern Ireland on the 1st July and for Scotland on the 28th 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 course through the UCAS Teacher Training scheme.
Application	A choice to a course at a 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 acceptances 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 applications that initially received offers in Apply 1 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.
Course	The programme applied for by the applicant, also known as a 'training programme'.
Course phase	The type of education that the course prepares the applicant to teach. The course phase may be Primary, Secondary, Middle or Other (includes Further education, Higher education and Post-compulsory). The classification of phase attached to each course is given by the provider.
Course type	The type of course, which can be higher education, SCITT, School Direct or School Direct salaried (also sometimes described as the teacher training 'route').
Cycle	The time from the scheme opening for applications and the day on which no further applications may be made.
DBD	Decline By Default, once an applicant has received responses from all of their applications they have 10 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.
Domicile	Declared area of permanent residence.
GTRR	Graduate Teacher Training Registry – the scheme that processed applications to higher education and SCITT led postgraduate teacher training courses until 2013.
Higher education	A type of course in which courses are run by higher education providers – a university or a college.
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 provider decides to grant a place to an applicant. This may be subject to the applicant meeting academic and/or non-academic conditions.
Offer rate	Number of applications which initially received offers divided by the total number of applications.
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 provider doesn't either reject or make an offer to 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 provider, without making their application through the UTT scheme. These applicants are not included in the analysis contained within this report.
School Direct	A type of course in which a school, or group of schools, select an applicant directly to complete their training within 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	A type of course in which a school, or group of schools, select an applicant directly to complete their training within a school in their partnership. These schools cannot award qualifications and so must be accredited by either a higher education provider or a SCITT. They 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.
SCITT	School-centred Initial Teacher Training - a school, or group of schools, that are legally able to accredit their own school-based teacher training courses.
Training provider / Provider	The institution running the course. This may be a higher education provider (university or college), a SCITT or a school. In this analysis, providers are those who have offered a course and received at least one application.

UK	United Kingdom. Excludes the Channel Islands and Isle of Man.
UTT	UCAS Teacher Training scheme through which applicants may apply to postgraduate teacher training courses in England, Scotland or Wales.
Withdrawal	Withdrawal refers to either complete withdrawal, where an applicant has removed all of their applications from the scheme and is no longer seeking a place, or withdrawal of a choice, where an applicant removes one or more applications but remains able to be accepted by other applications in the scheme.

Rosehill  
New Barn Lane  
Cheltenham  
GL52 3LZ

t: +44 (0) 1242 222 444  
[www.ucas.com](http://www.ucas.com)

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Teacher Training