Department for Education

Evaluation of Subject Knowledge Enhancement Courses

Technical Report – Analysis of Survey Data 2011-12

Research Report

July 2013

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1. Introduction

The Teaching Agency commissioned CooperGibson Research to carry out the final year of an evaluation of the Subject Knowledge Enhancement (SKE) courses programme (initially commissioned by the Training and Development Agency for Schools). The evaluation looked at the effectiveness of the programme in equipping teacher trainees to specialise in teaching a subject in school and the impact it had on teacher trainees who had been through the SKE programme compared to those who had not.

The results presented here cover survey findings from the third year of a three year evaluation, following students from SKE courses to Initial Teacher Training (ITT) and finally on to their newly qualified teacher (NQT) year. As part of the evaluation for year three, four online surveys were administered via SKE providers. These were:

1. The Beginning of course survey for those just starting on SKE courses (run October to December 2011).
2. The End of course survey for those completing SKE courses (run May to August 2012).
3. Postgraduate Certificate of Education (PGCE) survey (run June to October 2012).
4. Newly Qualified Teacher (NQT) survey (run July to October 2012).

The Beginning of Course survey mainly focused on obtaining details in relation to the profile of students enrolling on the course and their level of subject knowledge whereas the End of Course survey was focussed on obtaining an insight into the experiences and future aspirations of students completing SKE courses. The PGCE survey included questions around progress on the PGCE course and development of subject knowledge, expectations for teaching and future aspirations. The NQT survey explored the final stages of teacher training and how SKE courses have had an impact on confidence to teach at various levels in specialist subjects and on teaching practice.

This is an annual report of survey results. It supplements a main analytical report which synthesises all of the survey and additional interview data around the objectives of the evaluation. Where appropriate, in this report, comparisons are made across different SKE course subject areas and with other key variables. The report explains the nature of questions and response options in the survey and provides proportions of responses as a percentage for comparison purposes. Alongside these proportions are the base counts for particular responses and where these counts are low, caution is advised in interpreting the data. Please refer to the Appendices and various sub-sections for a detailed breakdown of the data and copies of the questionnaires.

2. SKE Beginning and End of Course SKE Surveys

As with previous years of the evaluation, a Beginning of Course survey was run to establish the backgrounds and different experiences of students, their perceived level of subject knowledge at the start of the SKE course, their reasons and motivations for taking the SKE course and entering the teaching profession and their expectations for the future. At the end of the SKE course, another survey followed-up on this survey to measure changes in perception, experiences and levels of confidence in subject knowledge. This section provides the results of the two surveys.

2.1 Profile of Survey Respondents

There were 159 responses to the SKE Beginning of Course survey. In previous years, the survey was conducted over two rounds to allow for courses starting at different times of the year. However, due to changes in contractor conducting the third year of the evaluation and timing of the contracting activity, it was agreed to use one round for the Beginning of Course survey as timing of further rounds did not fit with the start of SKE courses. Responses to the Beginning of Course survey came from trainees of 19 SKE providers as shown in Appendix[1].

There were 435 respondents to the End of Course SKE survey from trainees of 39 SKE providers. These are shown in Appendix 2. Note that the students completing the End of Course survey were not necessarily the same students who completed the Beginning of Course survey.

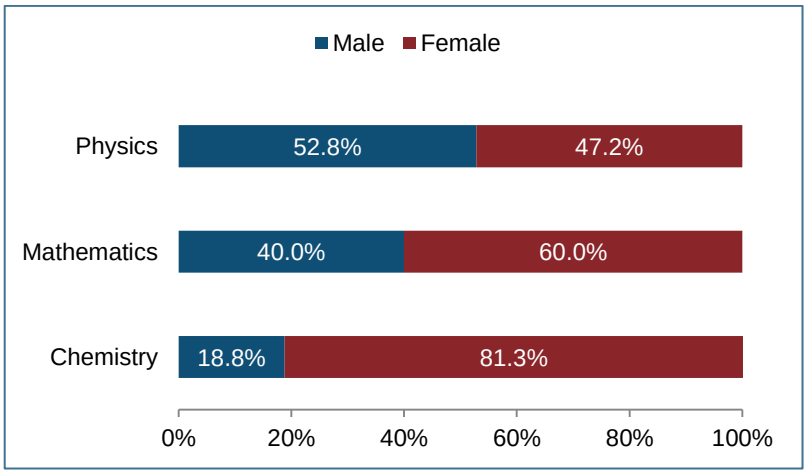
2.1.1 Characteristics of SKE students

Beginning of Course

Of the 159 respondents to the Beginning of Course survey, 64% (100) were female, 37% (57) were male. This matches the profile of teacher trainees on secondary ITT programmes well - in the 2011/12 secondary ITT cohort, 38% were male and 62% female.1 There were some differences across the subjects being studied, in that chemistry SKE courses appear to attract more female students compared to other SKE subjects.

[1] ITT Census 2011/12 data. http://www.education.gov.uk/schools/careers/traininganddevelopment/initial/b00204146/itt-data-and-surveys/trainee-census

Figure 1: Proportions of male and female SKE students by subject - Beginning of Course Survey 2011/12



The majority, 87% (137), classed their ethnic background as White (7% Asian or Asian British, 3% Black and Black British). Again, this profile replicates that of the ITT Census data for 2011/12 where 88% of teacher trainees were classified as 'Non-BME entrants on ITT programmes'[2]. The majority of respondents were under 35 years old although older age groups were represented in the sample, with 5% being 50 years or older.

Table 1 Age of SKE students - Beginning of Course Survey 2011/12

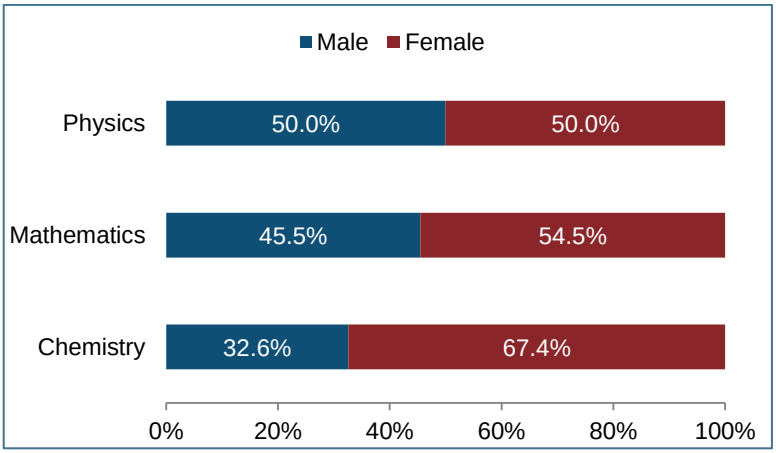
Age		
	No.	Per cent
under 25	69	43.4
25-29	30	18.9
30-34	18	11.3
35-39	15	9.4
40-44	11	6.9
45-49	8	5.0
50-54	7	4.4
55 or over	1	0.6

[2] ITT Census 2011/12 data.
http://www.education.gov.uk/schools/careers/traininganddevelopment/initial/b00204146/itt-data-and-surveys/trainee-census

End of Course

Of the respondents to the End of Course survey, 57% (246) were female and 43% (189) were male – whilst the proportions are more fairly distributed, this profile does not reflect the profile of the ITT cohorts as well (the 2011/12 Census data reports 38% were male and 62% female). As with the results of the Beginning of Course survey, there were some differences across the subjects being studied, in that chemistry SKE courses appear to attract more female students compared to other SKE subjects.

Figure 2 Proportions of male and female SKE students by subject - End of Course Survey 2011/12



The majority, 79% (344), classed their ethnic background as White (11% Asian or Asian British, 7% Black and Black British) – these are similar to the Beginning of Course sample and therefore the ITT profiles shown in the ITT Census data (see above). The majority of respondents were under 35 years old although older age groups were represented in the sample, with 4% being 50 years or older.

Table 2 Age of SKE students - End of Course Survey 2011/12

Age		
	No.	Per cent
under 25	154	35.4
25-29	103	23.7
30-34	47	10.8
35-39	45	10.3
40-44	39	9.0
45-49	31	7.1
50-54	13	3.0
55 or over	3	0.7

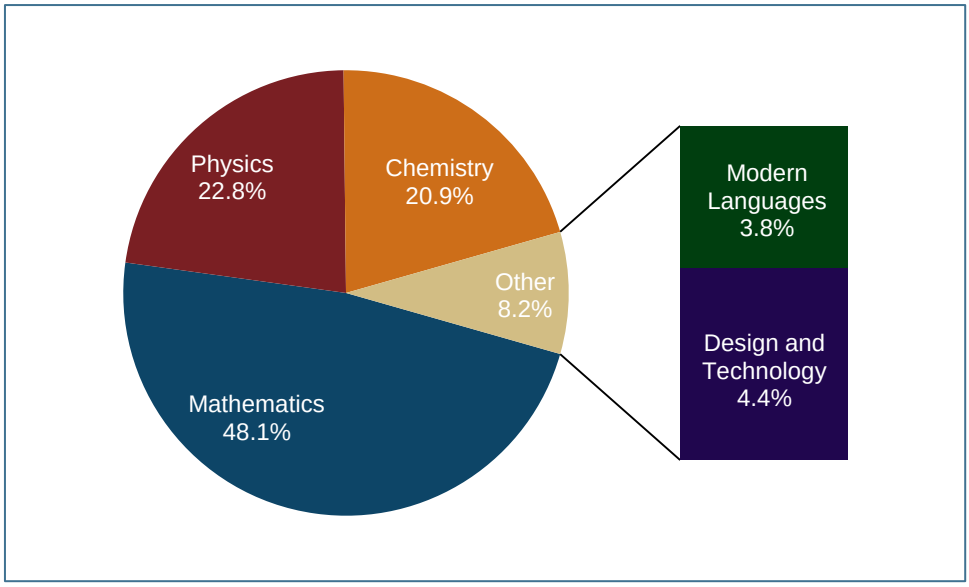
2.1.2 SKE subject and length of course

Beginning of Course

The Beginning of Course survey respondents represents a range of SKE subjects. Although the survey was sent to students via providers of a range of SKE courses, the focus was on obtaining responses from chemistry, mathematics and physics SKE students. Similar to the profile of the SKE cohort as a whole, mathematics was the most popular subject (48%, 76 respondents), followed by physics (23%, 36) and chemistry (21%, 33)[3]. A minority were on design and technology (5%) and modern languages (4%) SKE courses. Caution is advised when interpreting some of the findings in this chapter where analysis is provided across subjects since for chemistry and physics, counts are relatively low.

[3] According to latest Teaching Agency data for 2010/11 registrations, the registrations were split across these subjects as mathematics (37.1%), physics (18.9%) and chemistry (17.4%).

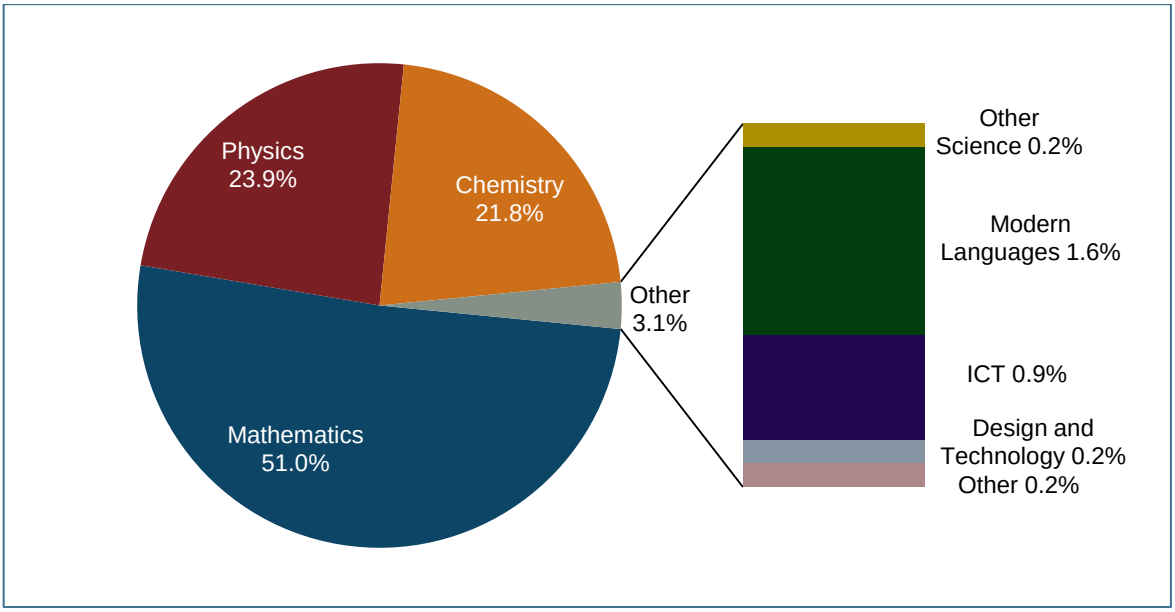
Figure 3 Survey response by SKE subject - Beginning of Course Survey 2011/12



End of Course

The End of Course survey included a slightly wider range of SKE subjects, such as ICT and other science although their numbers were low. Similar proportions (to the Beginning of Course survey) of chemistry, mathematics and physics SKE students were represented in the sample – again, these are similar to the SKE cohort as a whole although there are higher representations of mathematics students by 14 percentage points.

Figure 4 Survey response by SKE subject - End of Course Survey 2011/12



Respondents to the Beginning of Course survey said that they were enrolled on longer SKE courses of 28 weeks and over, with the majority enrolled on 36 week courses. This

pattern was shown across all subjects although the students studying chemistry appear to be more likely to enrol on 36 week courses (refer to Appendix 1). The prevalence of longer courses could be due to the timing of this survey since it was implemented once before Christmas and therefore, did not coincide with later course start dates.

Table 3 Length of SKE course – Beginning and End of Course Surveys 2011/12

Length of the course – Beginning of Course Survey			Length of the course – End of Course Survey		
	No.	Per cent		No.	Per cent
16 weeks	-	-	Less than 1 month	38	8.7
20 weeks	-	-	1 to 3 months	28	6.4
24 weeks	-	-	4 to 6 months	201	46.2
28 weeks	19	12.1	Over 6 months	168	38.6
32 weeks	13	8.3			
36 weeks	125	79.6			
other	-	-			

At the end of the SKE course, students were asked a slightly revised question to aid completion of the question and later analysis. This revealed that the most students (85%, 369) were enrolled on courses of 4 or more months in duration, with 4 to 6 months being most popular. There did not appear to be any significant differences in length of course according to SKE subject although there were higher proportions of chemistry students on short courses of less than one month (19%, compared to 6% for physics and 6% for mathematics).

Students were also asked to reflect on the length of the course and how appropriate they felt it was. Overall, 85% (369) of SKE End of Course survey respondents felt that the length of the course was about right, 10% (43) felt it was too short and 5% (22) felt it was too long – these proportions were also reflected within the different subject areas.

2.2 Student Background

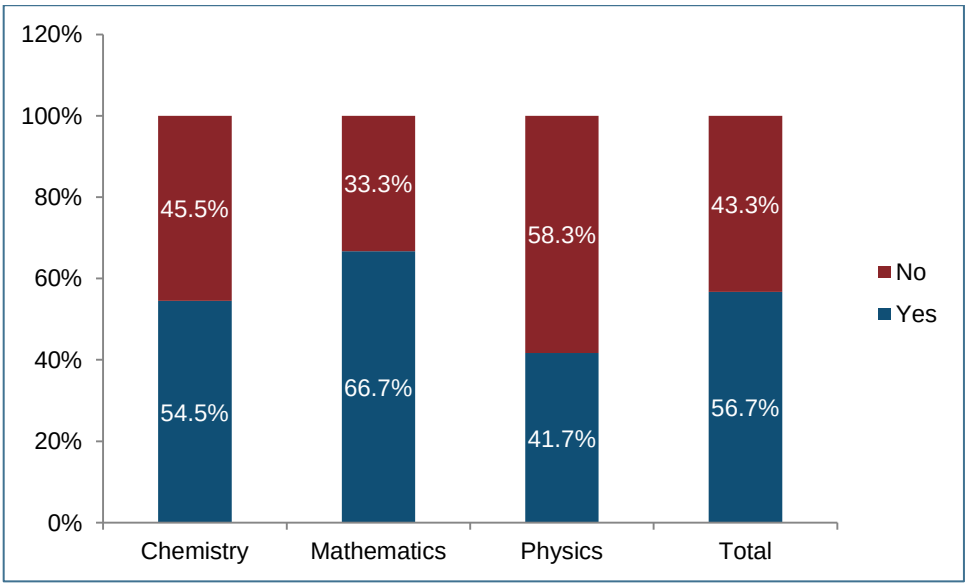
This section provides details as to the previous qualifications and experiences of SKE students. These questions formed part of the Beginning of Course survey only.

2.1.3 Previous studies

A level study

Just over half (58%, 90) of SKE Beginning of Course survey respondents said that they had an A level in their SKE subject. Comparing across subjects, the largest proportion of students with an A level in the same subject as their SKE course was found in mathematics SKE students (67%, 50). Physics SKE students were least likely to have an A level in the same subject (42%, 15) compared to mathematics and chemistry (55%, 18).

Figure 5 Proportion of SKE students holding an A level in their SKE subject - Beginning of Course Survey 2011/12



Bachelor degree study

The majority of SKE students (94%, 150 respondents) had a Bachelor Degree (regardless of the subject), with a high proportion having studied biological sciences for their degree. The five most popular subject areas were:

- Biological sciences (36%, 54).
- Physical sciences (11%, 16).
- Business and administration studies (9%, 14).
- Social studies (7%, 11).
- Law (6%, 9).

Only 2% (3 respondents) had a mathematical sciences degree. These results were further explored according to the SKE course that students were enrolled on and some slight differences were noted across the subject areas. The top three main subject areas of study for bachelor degrees according to the SKE course are shown in the table below (it should be noted that biological sciences showed a higher proportion than any other subjects overall).

Table 4 Top 3 bachelor degree subjects of SKE students - Beginning of Course Survey 2011/12

Chemistry SKE students	Mathematics SKE students	Physics SKE students
Biological Sciences (58%)	Biological Sciences (19%)	Biological Sciences (56%)
Physical Sciences (16%)	Business and Administration Studies (17%)	Physical Sciences (25%)
Law (7%)	Social Studies (16%)	Computer Science, Engineering and Technology and Law (6%)

The subject areas previously studied at degree level is overall reasonably varied, with mathematics SKE students seemingly entering SKE courses with the widest backgrounds (wider range of subjects studied at degree level previously).

Of those with a minor component to their bachelor degree, for 22% (8), biological sciences was the minor component, whilst 17% (6) had social studies as a minor component and 11% (4) had creative arts and design or law.

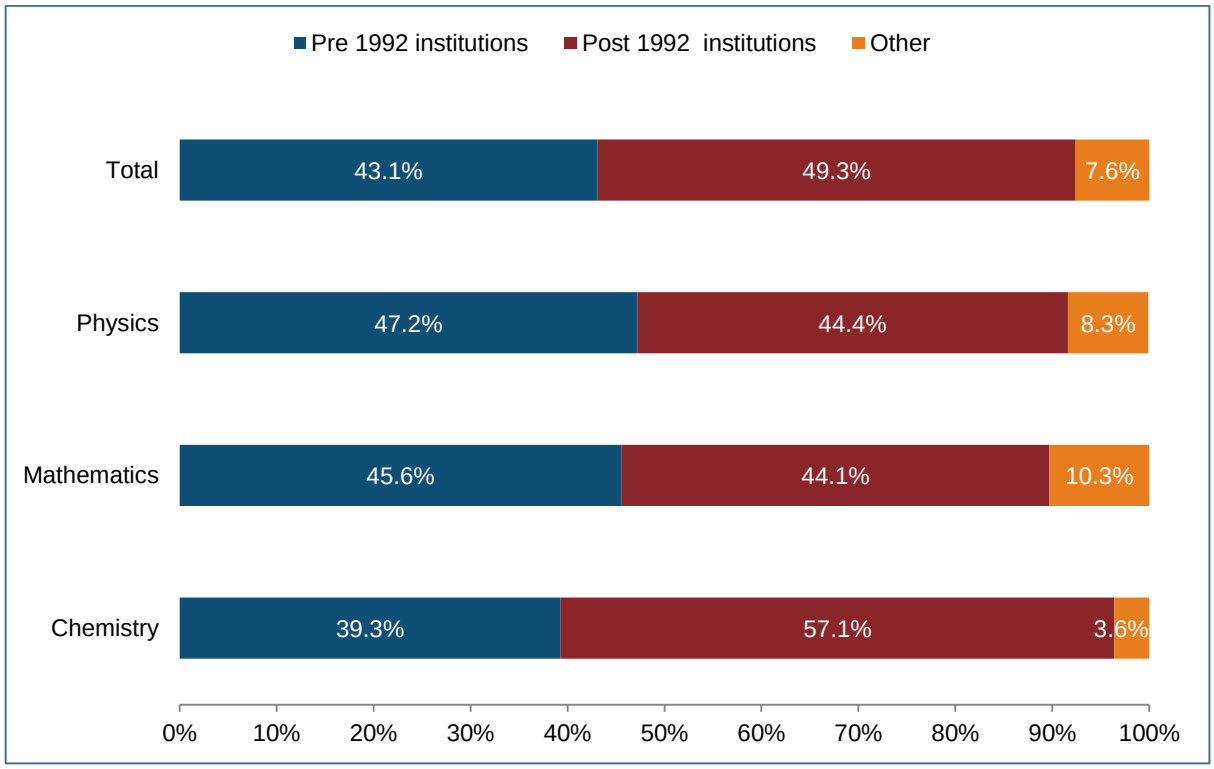
The SKE students had attended a range of universities for their undergraduate study. Students were able to select their previous place of study from a list of institutions. Where their institution did not appear on the list, they were able to select ‘other’. A total of 145 students responded to this question, giving the name of 57 institutions plus 11 others.

The results were specifically analysed to form a profile of the academic background of students doing SKE courses on the basis of the year that their institution gained university status. The main classification is based on whether an institution gained university status prior to the Further and Higher Education Act in 1992, or in the periods after.

The term ‘post 1992 institutions’ specifically relates to any of the former polytechnics, central institutions or colleges of higher education that were given university status by John Major's government in 1992. The term also refers to colleges that have been granted university status since that period. ‘Pre 1992 institutions’ are essentially those institutions that gained university status prior to this act.

The data was recoded according to this information. Any responses that referred to international institutions were initially classified as ‘other’ and categorised separately. The ‘other’ category shown below therefore, is an amalgamation of international institutions and institutions which are located in Ireland, Scotland and Wales. The results of the analysis are presented in the figure below.

Figure 6 University type attended for bachelor degree by SKE subject - Beginning of Course Survey 2011/12



Overall, the balance of SKE students completing their bachelor degrees at pre or post 1992 institutions was fairly evenly split – 43% (62) came from pre 1992 institutions and 50% (72) came from post 1992 institutions, just 8% were from outside England (other).

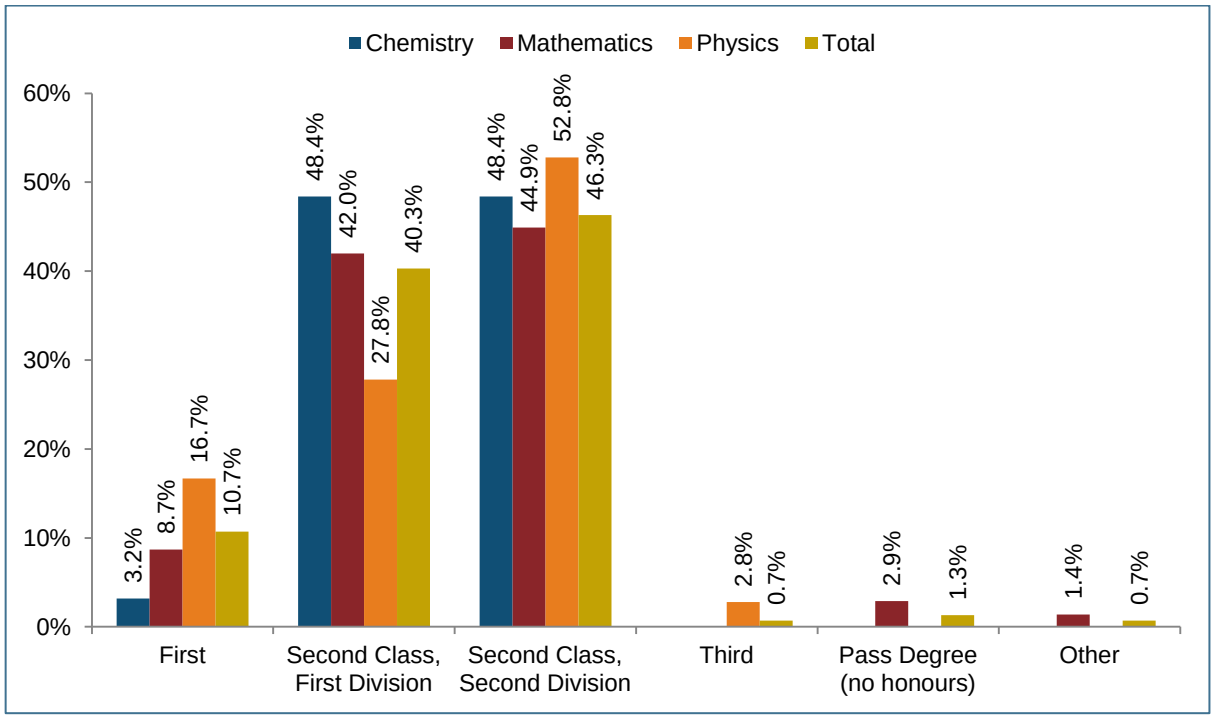
Although only slightly higher proportions of SKE students appear to have studied for their bachelor degrees in post 1992 institutions compared to pre 1992 institutions, there does not appear to be a significant difference between students on different SKE courses. Only slightly higher proportions of students on chemistry SKE courses (57%) studied for their bachelor degrees in post 1992 universities compared to physics (44%) and mathematics (44%) SKE students.

In terms of attainment at degree level, nearly half of the respondents (47%, 70) achieved a second class, second division (2:2) degree qualification, 40% (60) achieved second class, first division (2:1) and 11% (16) achieved a first-class degree. For comparison, the ITT Census reports that in 2011/12, 63% of postgraduate entrants held a 2:1 or better UK degree (this compares to 51% of the SKE survey sample).[4]

[4] ITT Census 2011/12 data.
http://www.education.gov.uk/schools/careers/traininganddevelopment/initial/b00204146/itt-data-and-surveys/trainee-census

Further analysis of bachelor degree classification by subject does not reveal any considerable differences although out of those studying a physics SKE, there seems to be more tendency to have a first or 2:2 classification compared to other subjects.

Figure 7 Bachelor degree classification by SKE subject - Beginning of Course Survey 2011/12



Postgraduate study

Beyond undergraduate level, one-fifth of the students (21%, 33) had a postgraduate qualification. There does not appear to be any differences in the proportion of students holding a postgraduate qualification according to their SKE subject of study. For the postgraduate qualifications held by SKE students, the main subjects of study were biological sciences (28%, 9), education (22%, 7) and physical sciences (13%, 4). Analysis across subjects shows similar patterns as with degree subject although the numbers are particularly small so caution is advised when interpreting these figures:

- Students on a chemistry SKE course are more likely to have a postgraduate qualification in biological sciences (57%, 4).
- Students on a mathematics SKE course were more likely to have a postgraduate qualification in education (35%, 6) or biological sciences (18%, 3).
- Students on a physics SKE course were more likely to have a postgraduate qualification in biological sciences or physical sciences (29%, 2).

2.1.4 Previous experience and professional status

Membership of professional organisations

Just 8% (13 respondents) stated that they were members of a professional body or organisation and this average is fairly evenly represented across the subject areas.

Examples of such organisations included the Association of Chartered Certified Accountants, British Pharmacological Society, the Chartered Institute of Environmental Health and the Royal society of Chemistry.

Previous careers

Nearly half of the survey respondents (47%, 73) considered themselves to have had a career previous to starting the SKE course, 54% (84) did not have a previous career. Looking at the different subject areas, only those on a chemistry SKE course appear to be less likely than others to have had a previous career (27% of chemistry SKE students said they had a previous career, compared to 55% of mathematics SKE students and 50% of physics students).

Table 5 Proportion of SKE students with a previous career by subject - Beginning of Course Survey 2011/12

	Total		Mathematics		Physics		Chemistry		Other	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	73	46.5	41	54.7	18	50.0	9	27.3	6	42.9
No	84	53.5	34	45.3	18	50.0	24	72.7	8	57.1
Total	157		75		36		33		14	

Those who have had a previous career before starting the SKE course were able to provide details of their job role. Over 70 students provided details as to the nature of their previous career which appears to be wide – examples include Administration Assistant, Accountant, Classroom Assistant, Cover Supervisor, Crime Scene Investigator, Customer Service Assistant, Driving Instructor, Farm Labourer, Financial Adviser, IT Manager/Technician, Learning Support Assistant, NHS Management, Policy Researcher, Social Worker, Veterinary Nurse, Warehouse Supervisor.

All job roles provided were coded for the purposes of analysis according to the Standard Industrial Classification Codes (SIC, 2007), as provided by the Office of National Statistics (ONS). The findings reflect the wide range of backgrounds that SKE students bring to their teacher training. Overall, the top four industries in which SKE students worked were:

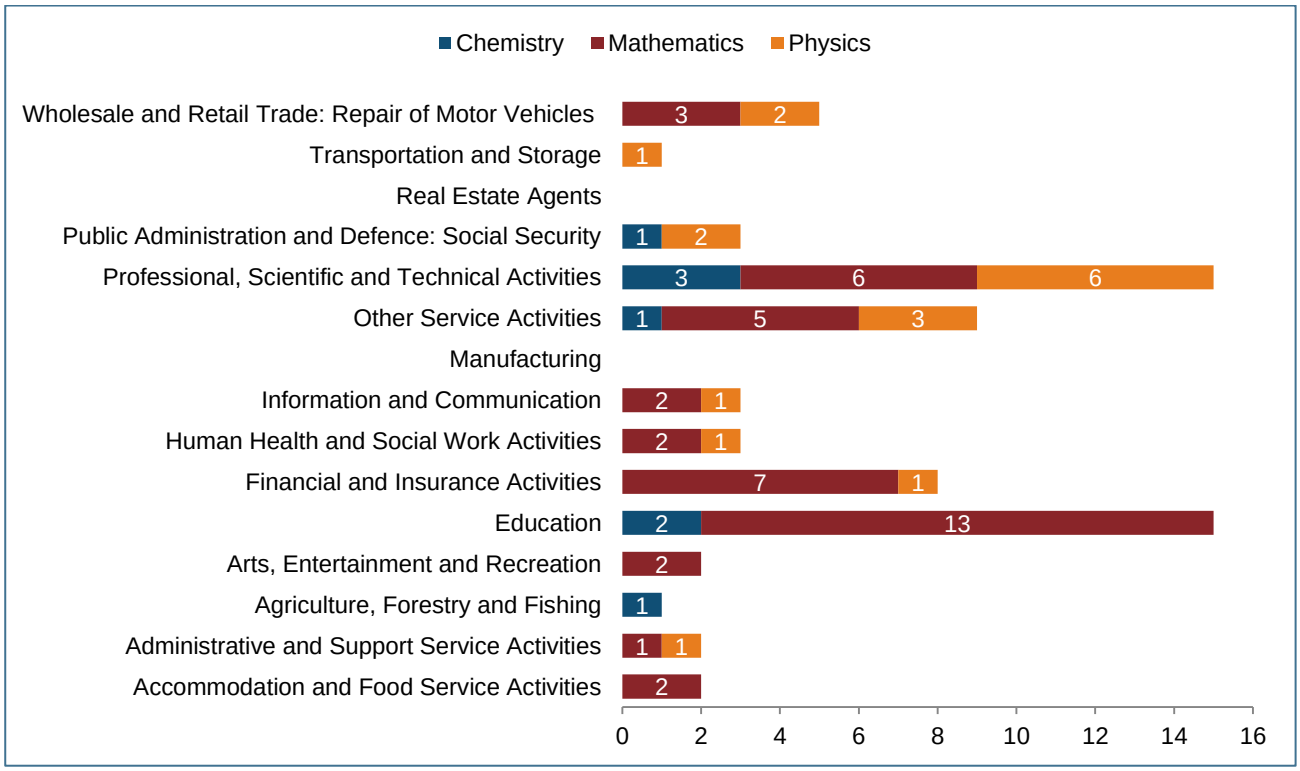
- Education (23%, 17).
- Professional, Scientific and Technical Activities (21%, 15).
- Financial and Insurance Activities (12%, 9).
- Other Service Activities (12%, 9).

The chart below illustrates the range of industry sectors in which SKE students previously worked. Note however that counts are used rather than percentage since there are

instances of very small counts in some industries when comparing across SKE subject areas. Nevertheless, the following patterns emerged:

- The few chemistry SKE students are spread across four varied sectors with slightly more in Professional, Scientific and Technical Activities (38%, 3).
- There are higher proportions of mathematics SKE students from Education (31%, 13) and Financial and Insurance (17%, 7) sectors compared to other sectors and students on other SKE courses.
- There are higher proportions of physics SKE students from Professional, Scientific and Technical sectors compared to other sectors (33%, 6).

Figure 8 Number of SKE students with a previous career by Standard Industrial Classification Codes (SIC, 2007) - Beginning of Course Survey 2011/12



Of those with a previous career, the most popular reasons for leaving their career were to work in a different environment (19%, 14) or a more positive environment (16%, 12). A smaller proportion (12%, 9) left their previous career because they became unemployed and of these, in the majority of cases (7 of 9), it was due to redundancy. Just under one-quarter of respondents (24%, 17) selected 'other' reasons and gave their own account of these.

Table 6 Reasons for leaving previous career - Beginning of Course Survey 2011/12

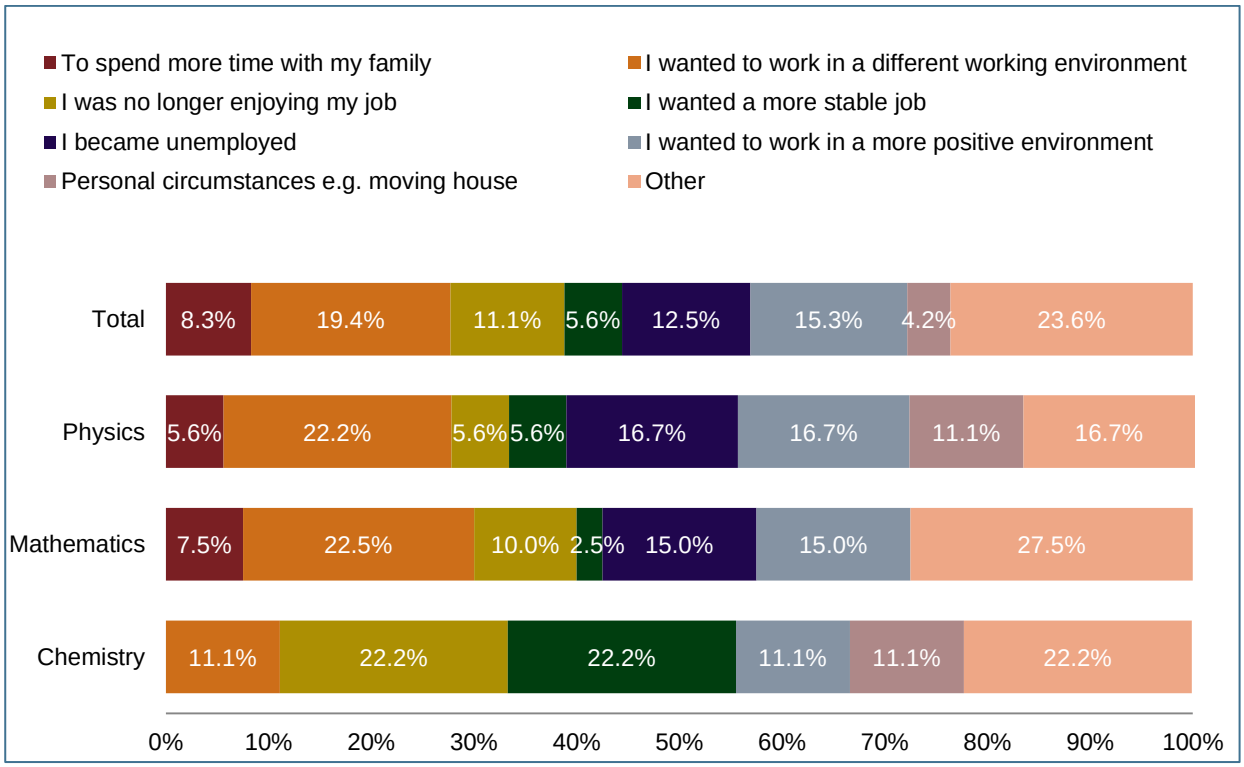
Why did you leave this career?		
	No.	Per cent
To spend more time with my family	6	8.2
I wanted to work in a different working environment	14	19.2
I was no longer enjoying my job	8	11.0
I wanted a more stable job	4	5.5
I became unemployed	9	12.3
I wanted to work in a more positive environment	12	16.4
Personal circumstances e.g. moving house	3	4.1
Other	17	23.3

Comparing the reasons for leaving a previous career across students on different SKE courses, of those who responded, the common reasons per subject area were:

- Chemistry SKE students no longer enjoyed their job, wanted a more stable job or left due to other reasons (22%, 2 respondents).
- Mathematics students gave other reasons (28%, 11) or wanted to work in a different working environment (23%, 9).
- Physics students wanted to work in a different working environment (22%, 4).

Note that these figures should be viewed with caution since the counts (actual numbers) are small.

Figure 9 Reasons for leaving previous career by SKE subject - Beginning of Course Survey 2011/12

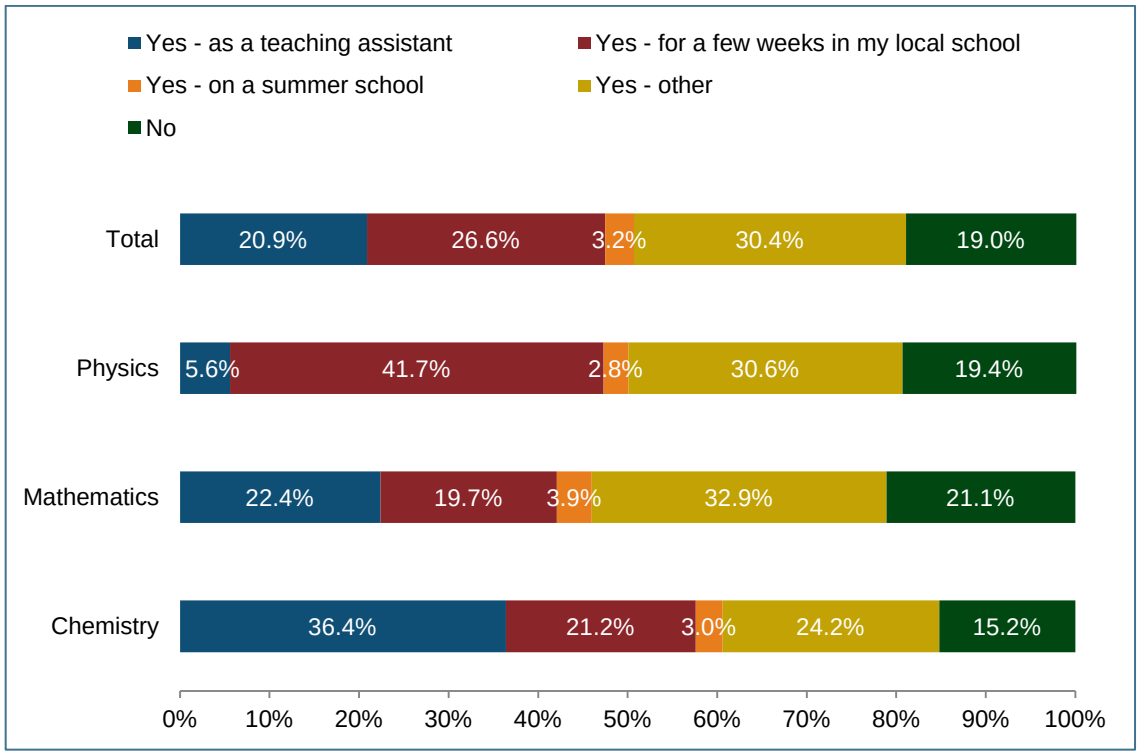


A range of reasons were provided under the 'other' option, such as; '*I did not want to retire as a [*] and wanted to do a job that required more knowledge and a higher* challenge', '*moving back to UK after a number of years living overseas', 'to further my career' … 'wanted to return to university'* .

Experience of working in the school environment

The majority of respondents (81%, 129) had some form of experience of working in a school environment - 26% (42) had worked for a few weeks in a local school, 21% (34) had worked as a teaching assistant and 3% (5) had worked at a summer school. Just under one-fifth of respondents (19%, 30) had not worked in a school environment before. Another 30% (48) had other experience which they explained to be one or two weeks in school for placements, as invigilators or offering personal tuition. Some had noted that they had more significant experience in schools, for example; *'20 weeks of teaching practice at a secondary school'*, *'as a maths teacher in secondary school in Ghana, and also for a few days in my local school'*, *'as a science teacher abroad'*, *'TA for 12 months followed by 5 years as cover supervisor in a maths department'.* Other examples include voluntary work, a weekly homework club, conducting workshops in secondary schools and observations days.

Figure 10 Experience of working in the school environment by SKE subject - Beginning of Course Survey 2011/12



Across different SKE courses, there are slight differences in the nature of previous experience in schools. Chemistry SKE students seem to be more likely to have experience as a teaching assistant, whereas physics SKE students seem to be more likely to have experience for a few weeks in a local school and mathematics students gave other examples of experience in the school working environment.

2.3 Subject Knowledge

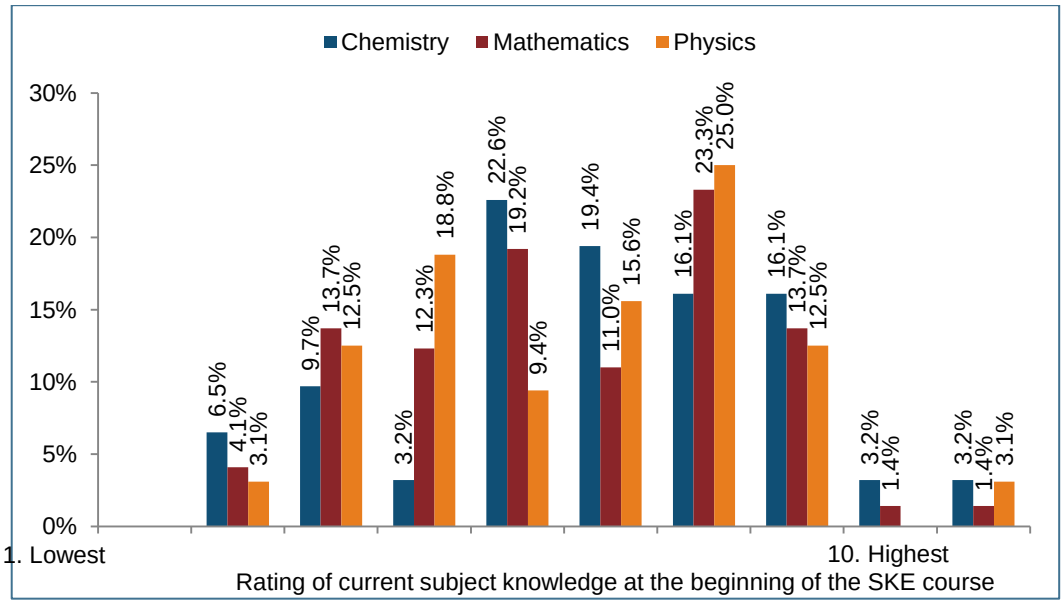
This section focuses on perceived levels of subject knowledge and confidence in subject knowledge that students have provided at the beginning and end of the SKE courses. It measures changes in subject knowledge and confidence in the subject by comparing the ratings given at different stages of the course.

2.3.1 Level of subject knowledge

Students rated their current subject knowledge on a scale of 1 to 10, with 10 representing the highest level. From the 150 Beginning of Course respondents providing a response to this question, it appears that students felt that their subject knowledge specific to the SKE course they were studying, was adequate – 41% (61) gave a rating of 7 or above and 73% (109) gave a rating of 5 or above. Further analysis across different SKE courses does not reveal significant differences in ratings of subject knowledge, particularly within the medium ratings (5 to 7) at which around half of respondents on each course have rated their knowledge. There are higher concentrations of chemistry students rating at 5 and 6 and physics students

rating at either 4 or 7 whilst ratings from mathematics students appear to be more varied.

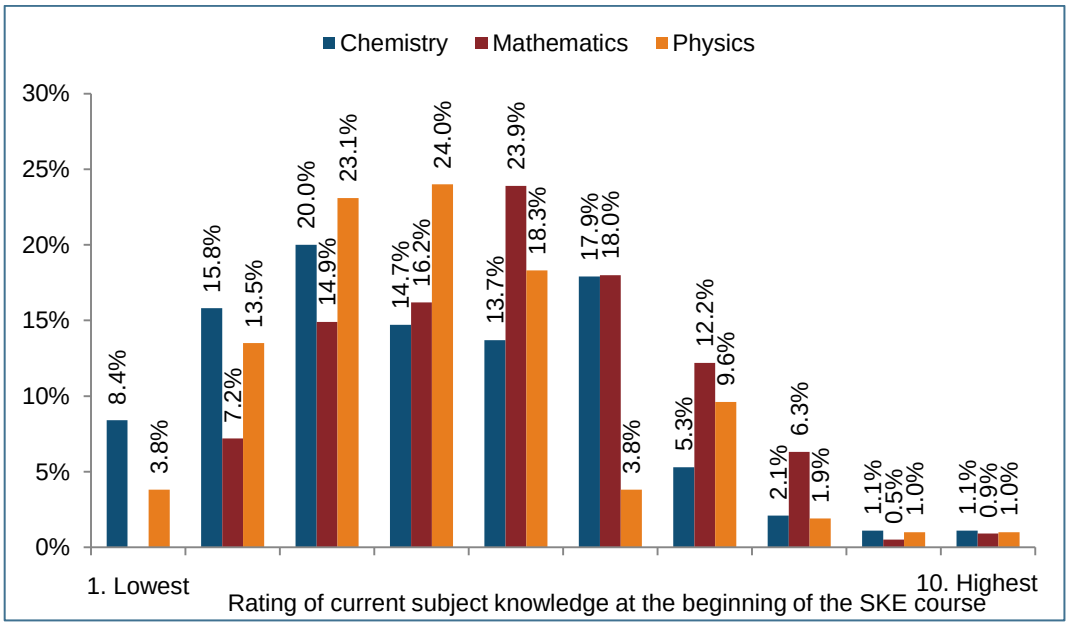
Figure 11 Level of current subject knowledge by SKE subject - Beginning of Course Survey 2011/12



At the end of the course, students were asked to reflect on their level of subject knowledge at the beginning of the course and provide a rating again. It appears that students' perceived level of subject knowledge at the beginning of the course was lower than they had previously indicted. Whereas at the beginning of the SKE course, 41% (61) gave a rating of 7 or above for their level of subject knowledge, at the end of the course, this rating was just 16% (69). Indeed, nearly half of the End of Course survey respondents (49%, 214) gave a rating of 4 or below.

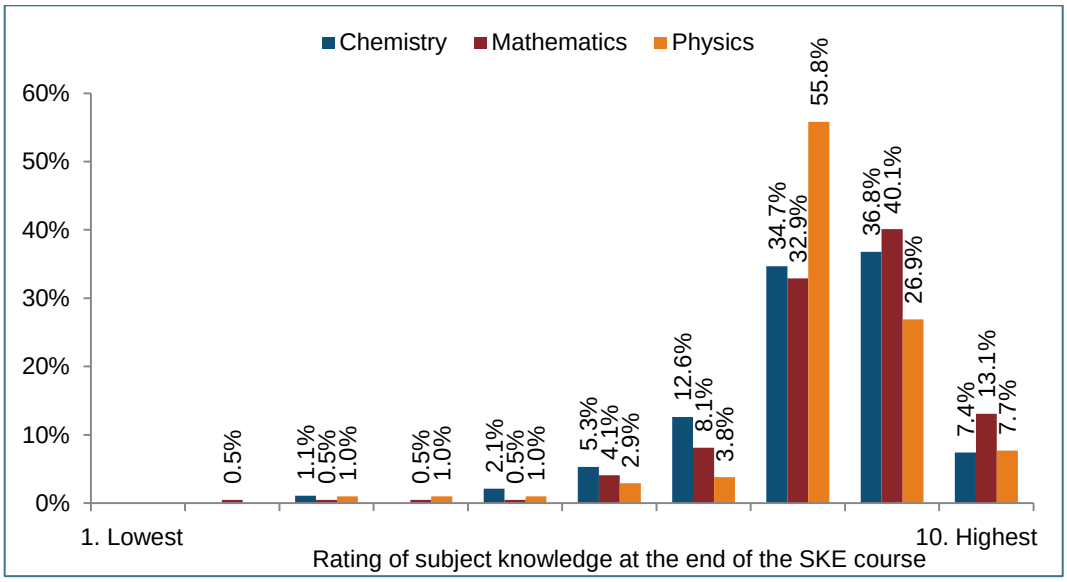
Exploring these results across the different subjects, it appears that chemistry and physics students have rated their beginning of course knowledge much more to the lower end of the scale, with higher concentrations of ratings between 1 and 4. Ratings from mathematics students are a little more varied with slightly higher concentrations rating 7 and over.

Figure 12 Level of subject knowledge at the beginning of the course by SKE subject - End of Course Survey 2011/12



In order to assess the impact of the SKE course in terms of subject knowledge enhancement, students also rated their level of subject knowledge at completion of the course. A clear pattern has emerged, with an overwhelming majority of students rating their subject knowledge much higher by the end of the course - 94% (407) of respondents rated 7 or above and 86% (373) rated 8, 9 or 10.

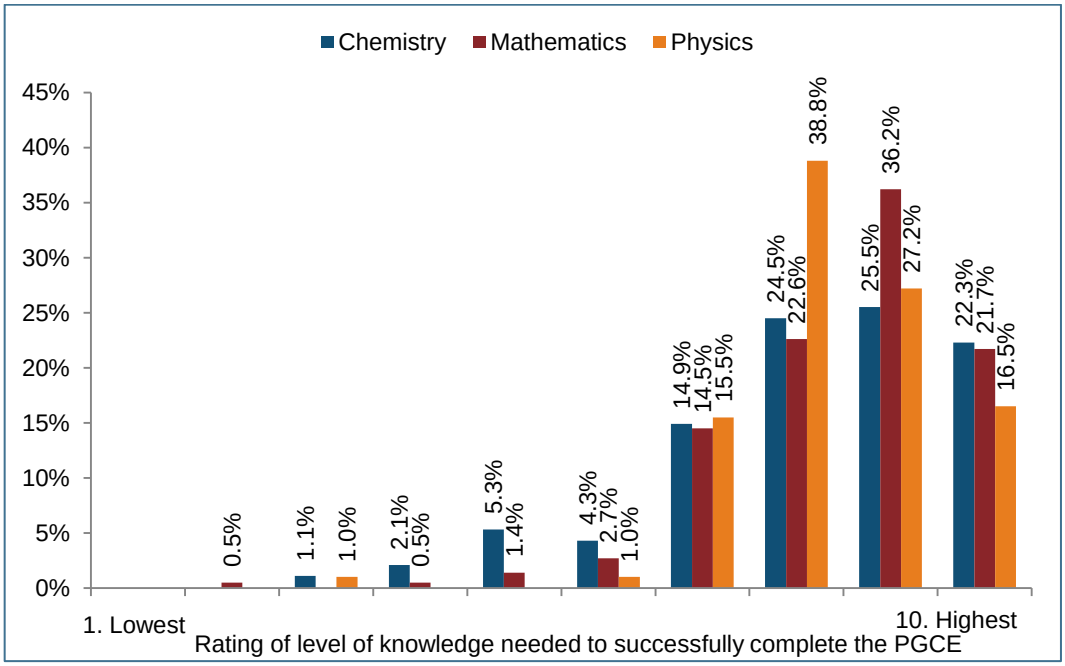
Figure 13 Level of subject knowledge at the end of the course by SKE subject - End of Course Survey 2011/12



A further question about subject knowledge assessed students' perception of the level of knowledge they felt they would require to successfully complete the PGCE. Again they were asked to rate this level using the scale of 1 (low level of subject knowledge) to 10

(high level of subject knowledge). As illustrated in the figure below, students clearly felt that high levels of subject knowledge were required. Overall, 94% (406) of the respondents rated the subject knowledge requirement as 7 or above. The chart also suggests that physics students are more likely to rate the requirement at level 8, whereas more mathematics students rated at level 9.

Figure 14 Level of subject knowledge required to successfully complete the PGCE by SKE subject - End of Course Survey 2011/12



Comparing the differences in perceived level of subject knowledge for students on shorter and longer courses, does not reveal any considerable differences. Whilst one might expect those on shorter SKE courses to have a higher starting point in terms of their subject knowledge, this was not clearly shown in the data. There appears, however, to be a slight trend in this direction when comparing the results of the End of Course survey – slightly higher proportions of students on longer courses rated their subject knowledge as low at the beginning of the course and the reverse pattern is seen for those rating their subject knowledge as high. When rating subject knowledge at the end of the SKE course, as before, there were significant improvements observed in the ratings overall. The extent of change in subject knowledge through studying on the SKE course in relation to the length of SKE course cannot be clearly determined however since the ratings are based on perceptions at different course periods.

Table 7 Proportion (percentage) of SKE students rating their level of subject knowledge by length of SKE course - Beginning and End of Course surveys 2011/12

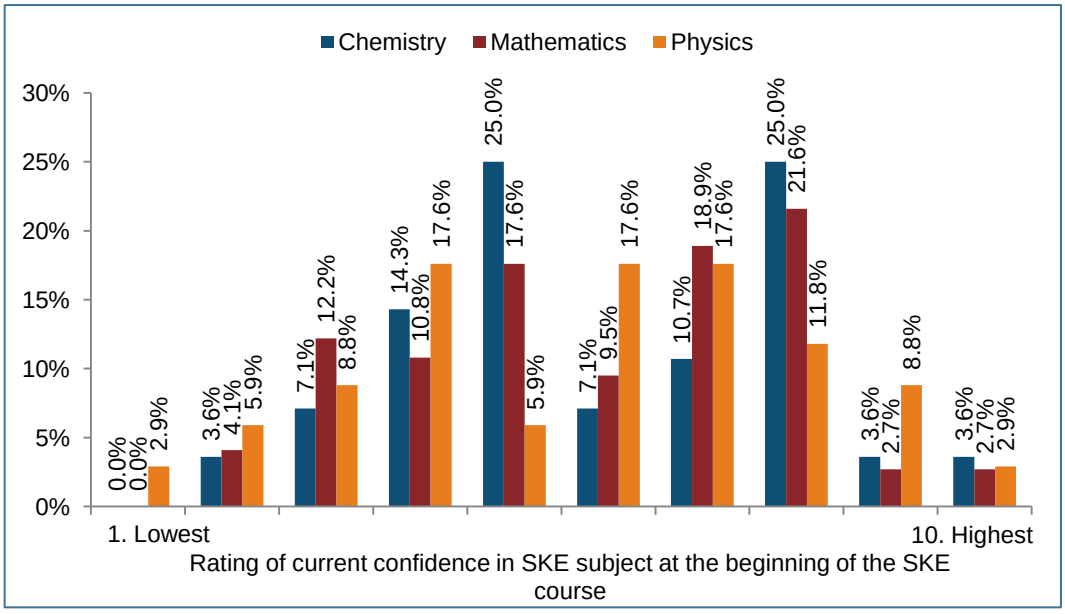
	Beginning of Course survey - current subject knowledge			End of Course survey - subject knowledge at the beginning				End of Course survey - subject knowledge at the end			
Rating (1-10)	28 weeks	32 weeks	36 weeks	less than 1 month	1 - 3 months	4 - 6 months	over 6 months	less than 1 month	1 - 3 months	4 - 6 months	over 6 months
Low (1-4)	11.1	53.9	27.4	34.2	50.0	48.7	52.9	2.6	3.6	1.0	1.2
Medium (5-7)	72.2	30.8	53.9	55.3	42.9	46.3	41.0	5.3	17.8	15.0	11.4
High (8-10)	16.7	15.4	18.9	10.6	7.1	5.0	6.0	92.1	78.6	84.1	87.5

2.3.2 Level of confidence in the subject

A further question explored students' confidence in their chosen subject. Confidence was measured on a scale ranging from 1 (not confident) to 10 (highly confident).

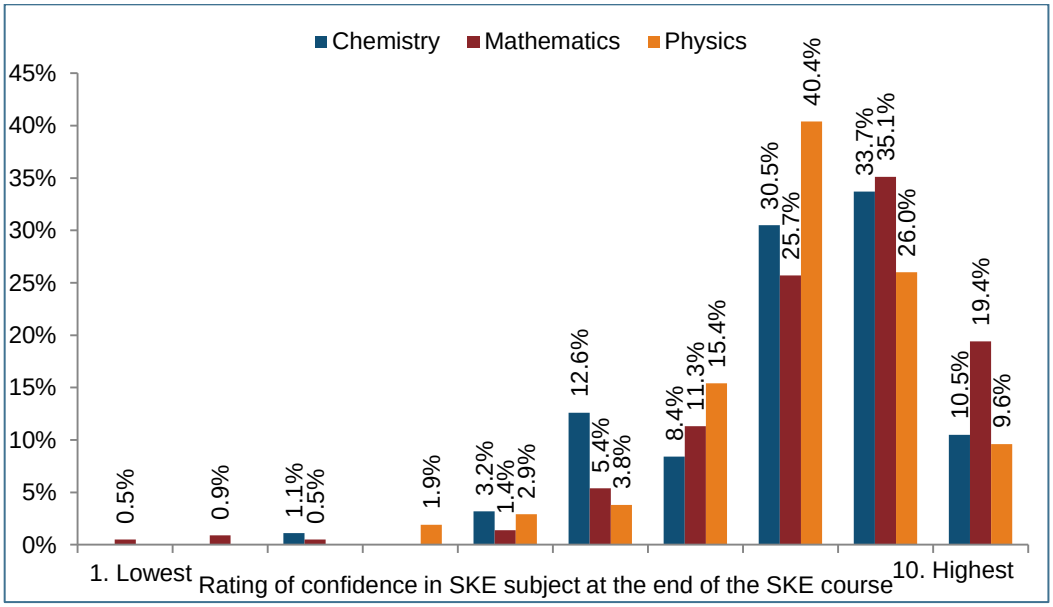
Of the Beginning of Course survey responses from 148 students, a similar pattern was found to level of knowledge in that nearly half of the students tended to rate their confidence at moderate to higher levels - 44% (65) rate 7 or above and 72% (107) rate 5 or above. Analysis across SKE subjects reveals a similar pattern to that of ratings of current level of subject knowledge at the beginning of the course.

Figure 15 Level of confidence in subject by SKE subject - Beginning of Course Survey 2011/12



This process was repeated in the End of Course survey to establish if there had been any change in confidence in their chosen subject by completing the course. Of the 435 respondents answering this question, a majority (89%, 389) rated their confidence at 7 or above (78% rated at 8, 9 or 10). There has therefore been a clear improvement in the level of confidence in their chosen subject.

Figure 16 Level of confidence in subject by SKE subject - End of Course Survey 2011/12



Further confirmation of this was provided by an additional question which asked whether students' level of confidence in their chosen subject had changed since starting the SKE course. The majority, 95% (413) said that it had changed – across the subjects, this was 97% of chemistry students, 94% of mathematics and 95% of physics students. Furthermore, students were able to provide an explanation of how their level of confidence in their chosen subject had changed since starting the SKE course. All but

one of the respondents (in total, 404 students responded) to this question said that the SKE course had had a positive impact on their level of confidence, with the majority of these saying it as significantly, greatly or much improved. In terms of the ways that it had improved their confidence, of those who provided information, these were the key factors they cited:

- More confident in their ability to teach their specialist subject and to teach to a higher level (e.g. some students referred to increased confidence to teach to A level); '*Before I started the course, I certainly wasn't capable of A level standard maths. I now feel able to attempt any mathematical problem. GCSE level is a breeze. I feel very confident in my ability to teach at a GCSE level'.*
- Increased confidence in their knowledge and understanding of the subject including better able to recall information accurately; '*I am happier recalling information without having to check it from a source first. I can explain in detail certain processes, using different comparisons etc for different levels'.*
- Increased confidence in their ability to convey topics more clearly and better able to explain complex concepts and theories and to answer questions;' *Now I am confident I would be able to answer most of the physics related questions they could ask me, or at least deal with it if I did not know the answer'.*
- More confident in the practical aspects of teaching including standing in front of classes and laboratory and practical experiment work; '*I have become more confident in my ability to teach through working with others on the course'.*

Of the students who felt that their confidence had not changed since starting the SKE course, some were able to provide reasons for this (20 respondents overall, 6%):

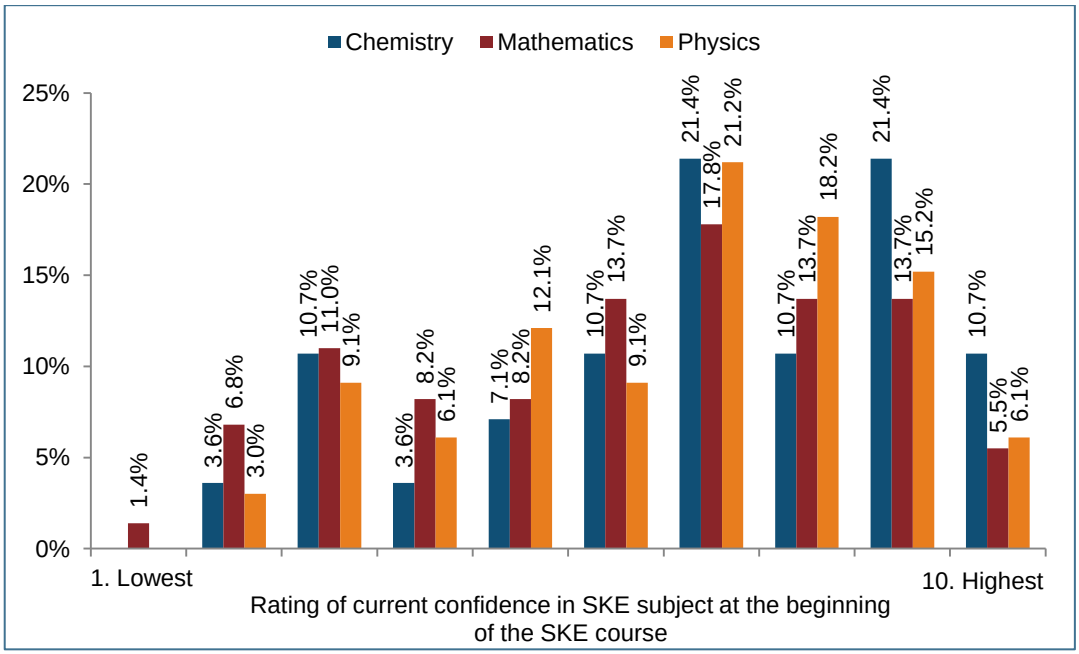
- The level of the course was given as the reason by around five respondents – all but one of those thought it too high but one student felt it was not in-depth enough.
- One student felt that it was due to poor communication and quality of teaching on the course.
- Just under ten respondents said that they had a good standard of subject knowledge already and the course did not provide them with anything new.
- A couple of students thought that the course had not met their expectations in terms of subject content e.g. one student thought it would cover topics up to A level.
- Two science students thought that the course had not covered their main subject, biology.

2.3.3 Confidence to teach the subject

In terms of thinking about their future teaching careers, at the beginning of the course, SKE students seemed fairly confident in their ability to teach the subject. Over half of the 145 responding to this question (55%, 80) rated their confidence in teaching the subject at 7 or above. Slight differences are noticeable when comparing ratings of confidence across subject areas – slightly higher proportions of mathematics students rate at the

lower end of the scale (1 to 4) and slightly lower promotions rate at the higher end of the scale (8 to 10) compared to the other subjects.

Figure 17 Level of confidence in teaching the subject by SKE subject - Beginning of Course Survey 2011/12



2.4 Motivations and Expectations

2.4.1 Motivations for teacher training and subject specialisation

Motivation for entering the teaching profession

During the Beginning of Course survey, SKE students gave their reasons for wanting to become a teacher. The most common were:

- To make a difference to young people (30%, 48).
- For fulfilment in a second career and for the opportunity to influence young minds (28%, 44).
- Always wanted to be a teacher (19%, 30).

Table 8 Motivations for entering the teaching profession - Beginning of Course Survey 2011/12

What is your motivation for wanting to be a teacher?		
	No.	Per cent
I want to make a difference to young people	48	30.4
I am looking for fulfilment in a second career and relish the opportunity to influence young minds	44	27.8
I have always wanted to be a teacher	30	19.0
I enjoy working with young people	23	14.6
It seemed a safe option during a recession	4	2.5
Other	4	2.5
The holidays	3	1.9
The pay	2	1.3
I know people who teach and they seem to enjoy it	1	0.6

Of the four students who had selected 'other', the reasons provided were enjoyment of the school atmosphere, promotion of science, contributing back into society and wanting a good profession and to refocus on science:

> *After some personal circumstances I did not want to pursue a career in law (my first degree) but still wanted a good profession. I had always enjoyed working with young people and I loved science at school especially chemistry so the SKE course was an excellent opportunity for me to correct my mistake of not doing science at university level in the first place.*

In terms of choosing a specific subject for their teacher training, the top three reasons were:

- Enjoyment of the subject (35%, 55).
- To pass on enthusiasm for the subject to young people (25%, 40).
- Better job prospects (15%, 24).

Table 9 Motivations for choosing to teach the subject - Beginning of Course Survey 2011/12

What is the main reason for choosing to teach this subject?		
	No.	Per cent
I enjoy the subject	55	34.6
I want to pass on my enthusiasm for this subject to young people	40	25.2
Better job prospects	24	15.1
I can't teach the subject I studied for my degree and this is the next best option	17	10.7
I always wanted to study this subject but was unable to study it to degree level	6	3.8
It is a natural progression from my previous degree	6	3.8
Other	5	3.1
It was recommended to me by family and/or friends	3	1.9
The golden hello incentive	2	1.3
It was recommended to me by a careers advisor	1	0.6
Teachers I know recommended this subject	-	-

Although enjoyment of the subject was the most popular response overall, looking across the subjects, it was not the highest reason on the list for chemistry and physics students. Having better job prospects seemed to be more important to those on physics SKE courses and for chemistry students, it seems that this subject was a second option as they could not teach their degree subject.

Table 10 Motivations for teaching the subject by SKE subject - Beginning of Course Survey 2011/12

Chemistry SKE students	Mathematics SKE students	Physics SKE students
I can't teach the subject I studied for my degree and this is the next best option (33%)	I enjoy the subject (47%)	Better job prospects (36%)
I want to pass on my enthusiasm for this subject to young people (30%)	I want to pass on my enthusiasm for this subject to young people (24%)	I enjoy the subject (19%)
I enjoy the subject (24%)	Better job prospects (9%)	I want to pass on my enthusiasm for this subject to young people (19%)
Better job prospects (9%)	Other (5.3%)	I can't teach the subject I studied for my degree and this is the next best option (13.9%)

Other reasons were also provided in the open text response options:

- *'Getting paid to learn'.*
- *'Have completed 300 credits in a Geosciences Degree with The Open University, this has involved a significant amount of chemistry. Linking this with my past career I feel teaching is a logical choice'.*
- *'I believe it is one of the most important subjects for children to learn'.*
- *'I have always enjoyed maths and wanted to teach. Having worked in a secondary school for 7.5 years and seeing staff come and go in the maths department I decided with my age then it was a shortage area so would make me more employable'.*
- *'I took the wrong subject to degree level, and maths has always really been my subject of choice'.*

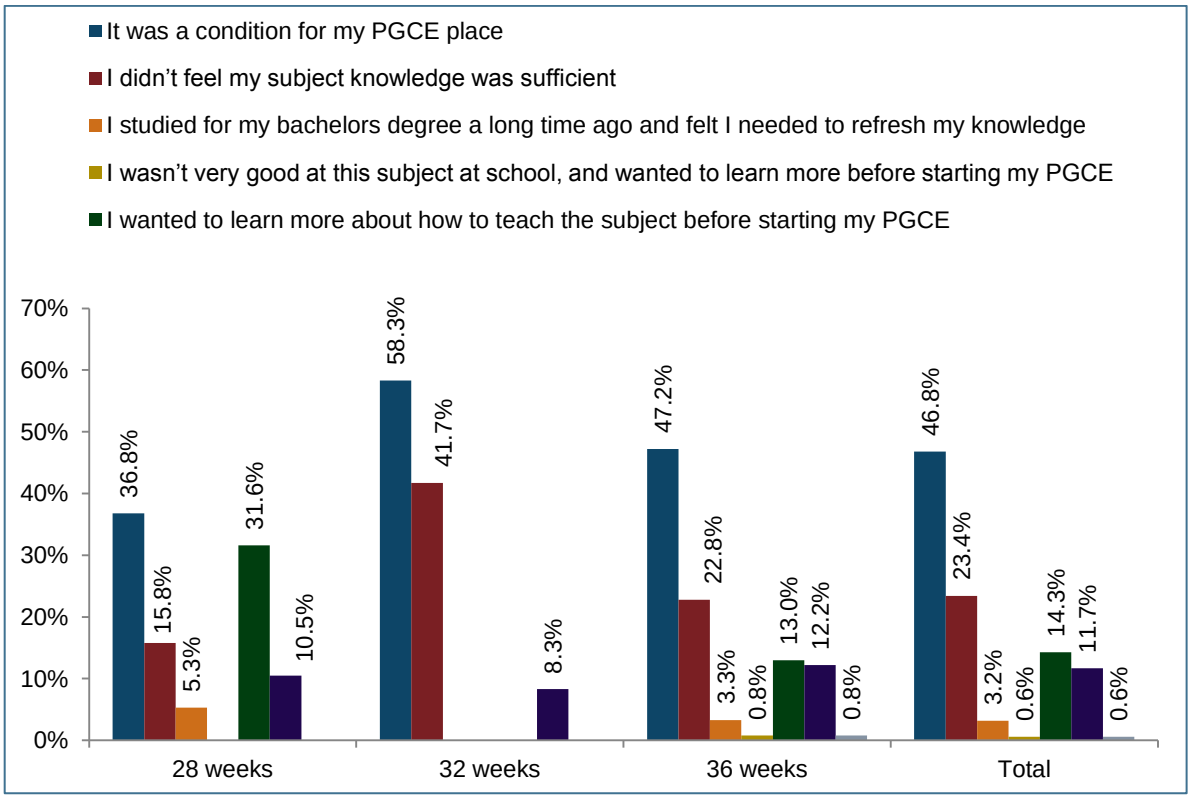
There appears to be two main reasons for enrolling on the SKE course itself. Almost half of the students (46%, 72 respondents) noted that it was a condition of their PGCE place – although it should be noted that due to entry regulations, all should be enrolled on the SKE courses as a requirement of their ITT offer. Just under one-quarter (24%, 37) said they enrolled because they felt that their subject knowledge was not sufficient. When comparing across the SKE subjects, similar reasons were provided and their prevalence in the responses (order according to proportion of responses) were similar too.

Table 11 Reasons for enrolling on the SKE course by SKE subject - Beginning of Course Survey 2011/12

Reasons for enrolling on the SKE course	Chemistry Per cent	Mathematics Per cent	Physics Per cent
It was a condition for my PGCE place	43.8	42.7	54.3
I didn't feel my subject knowledge was sufficient	18.8	28.0	20.0
I wanted to learn more about how to teach the subject before starting my PGCE	18.8	13.3	11.4
I'm not very confident about my knowledge in this subject and wanted to study more before starting my PGCE	15.6	10.7	11.4
I wasn't very good at this subject at school, and wanted to learn more before starting my PGCE	3.1	0.0	0.0

There does not seem to be a great deal of difference in reasons for enrolling on the SKE course in relation to the length of the courses themselves. As illustrated in the figure below, whilst most enrolled because it was a condition of their PGCE whatever the course length, there were slightly higher proportions on longer courses (over 28 weeks) that enrolled because they didn't feel their subject knowledge was sufficient. Interestingly, there were much higher proportions on shorter courses (28 weeks) that wanted to learn more about how to teach the subject before starting their PGCE.

Figure 18 Reasons for enrolling on the SKE course by length of course - Beginning of Course Survey 2011/12



2.4.2 Expectations of the SKE course

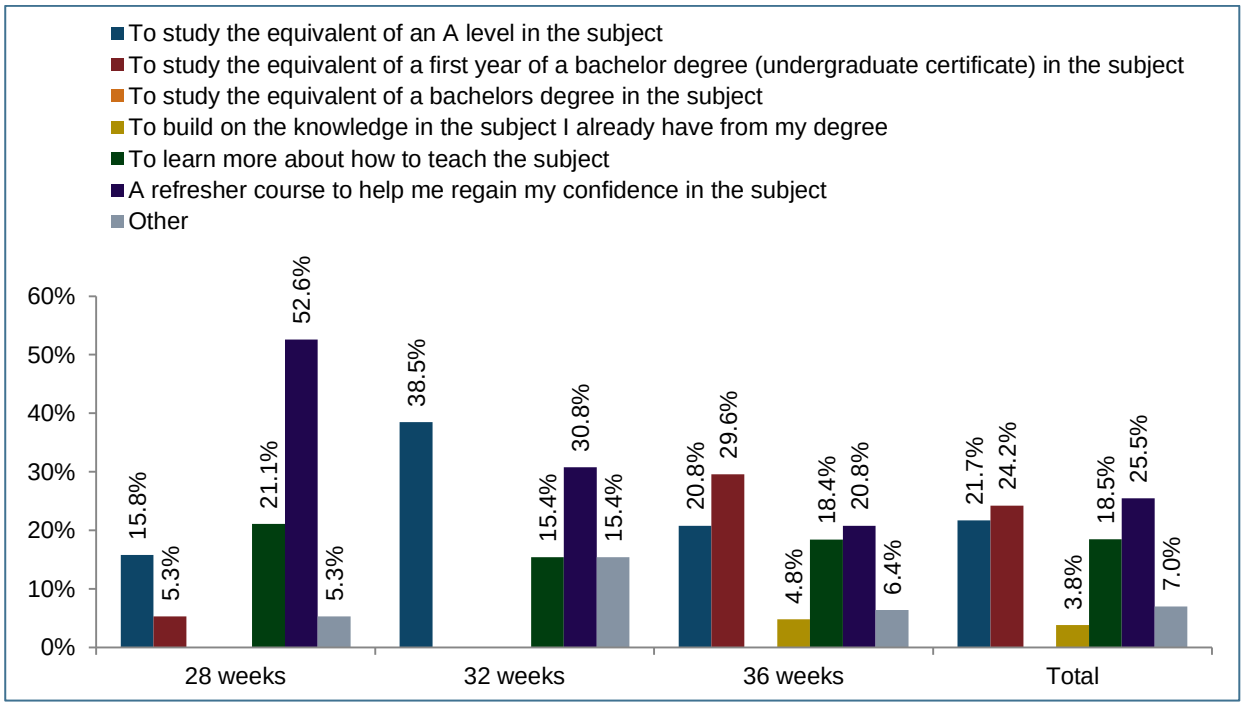
Overall, expectations were varied at the beginning of the course. Over one-quarter of respondents (26%, 41) expected it to be a refresher to help them gain confidence in their chosen subject and 25% (39 respondents) expected to study the equivalent of the first year of a Bachelor Degree in the subject. Just over one-fifth (21%, 34) expected to study the equivalent of an A level in the subject. A relatively high proportion (18%, 29) stated that they expected to learn more about how to teach the subject.

Table 12 Expectations of the SKE course - Beginning of Course Survey 2011/12

What did you expect from the course?	No.	Per cent
To study the equivalent of an A level in the subject	34	21.4
To study the equivalent of a first year of a bachelor degree (undergraduate certificate) in the subject	39	24.5
To study the equivalent of a bachelor's degree in the subject	-	-
To build on the knowledge in the subject I already have from my degree	6	3.8
To learn more about how to teach the subject	29	18.2
A refresher course to help me regain my confidence in the subject	41	25.8
Other	11	6.9

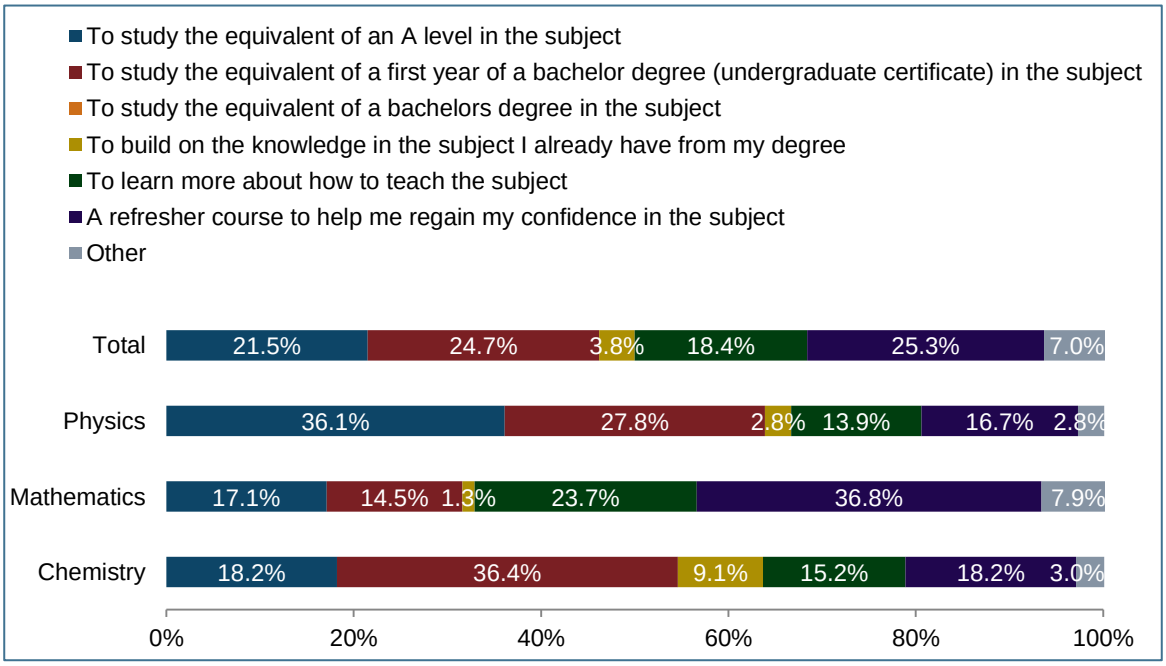
There were some differences in expectations according to the length of the SKE courses that students were enrolled on. Those on the shorter 28 week courses were much more likely to expect a refresher course to help them gain confidence in the subject (53%, 10) whilst those on 32 week courses were split between expecting to study the equivalent of an A level (39%, 5) and a refresher (31%, 4) and those on 36 week courses were much more spread across the range of responses showing a much wider range of reasons. Note that some of the counts are low so these findings should be viewed with caution.

Figure 19 Expectations of the SKE course by length of course - Beginning of Course Survey 2011/12



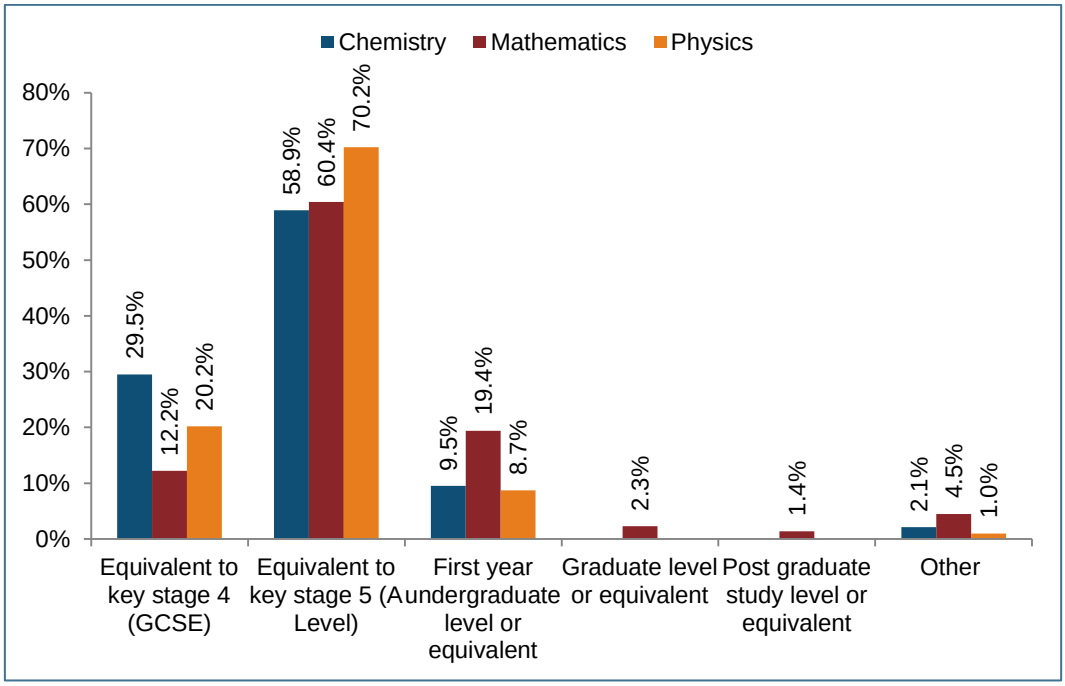
There were differences observed across the different SKE courses. For instance, those on a physics SKE course were more likely to expect to study the equivalent of an A level in the subject, whereas, those on the chemistry SKE course were more likely to expect to study the equivalent of the first year of a bachelor degree and those on the mathematics SKE course were more likely to expect it to be a refresher to help them regain confidence in the subject.

Figure 20 Expectations of the SKE course by SKE subject - Beginning of Course Survey 2011/12



At the end of the SKE course, students were asked what they felt they had learned from the course and whether this was what they had expected to learn. For comparison, results are provided below.

Figure 21 What students have learned from the SKE course by subject - End of Course Survey 2011/12



The majority (61%, 267) said that they had learned the equivalent of key stage 5 (A level) by completing the SKE course and just under one-fifth (19%, 82) of the End of Course survey respondents stated that they had learned equivalent to key stage 4 (GCSE). Some (14%, 61) felt that they had been working to first year undergraduate level while only a small minority felt that what they had learned was equivalent to higher levels than this.

A small number (13) of the respondents offered examples of what they had learned if they had selected 'other' rather than the options provided above. Their responses ranged from key stages 4 and 5 to '*Beyond A level, not quite 1st yr undergrad* and *second year undergraduate'.*

Some however, did not feel that they benefitted from the course:

> *My chemistry subject knowledge was already at and above most of the levels taught. I don't know what level we have been working at. Most of it has been above key stage 4 level, but almost none of it has been tailored toward the knowledge that a classroom teacher will need, and personally I feel it has been largely irrelevant*

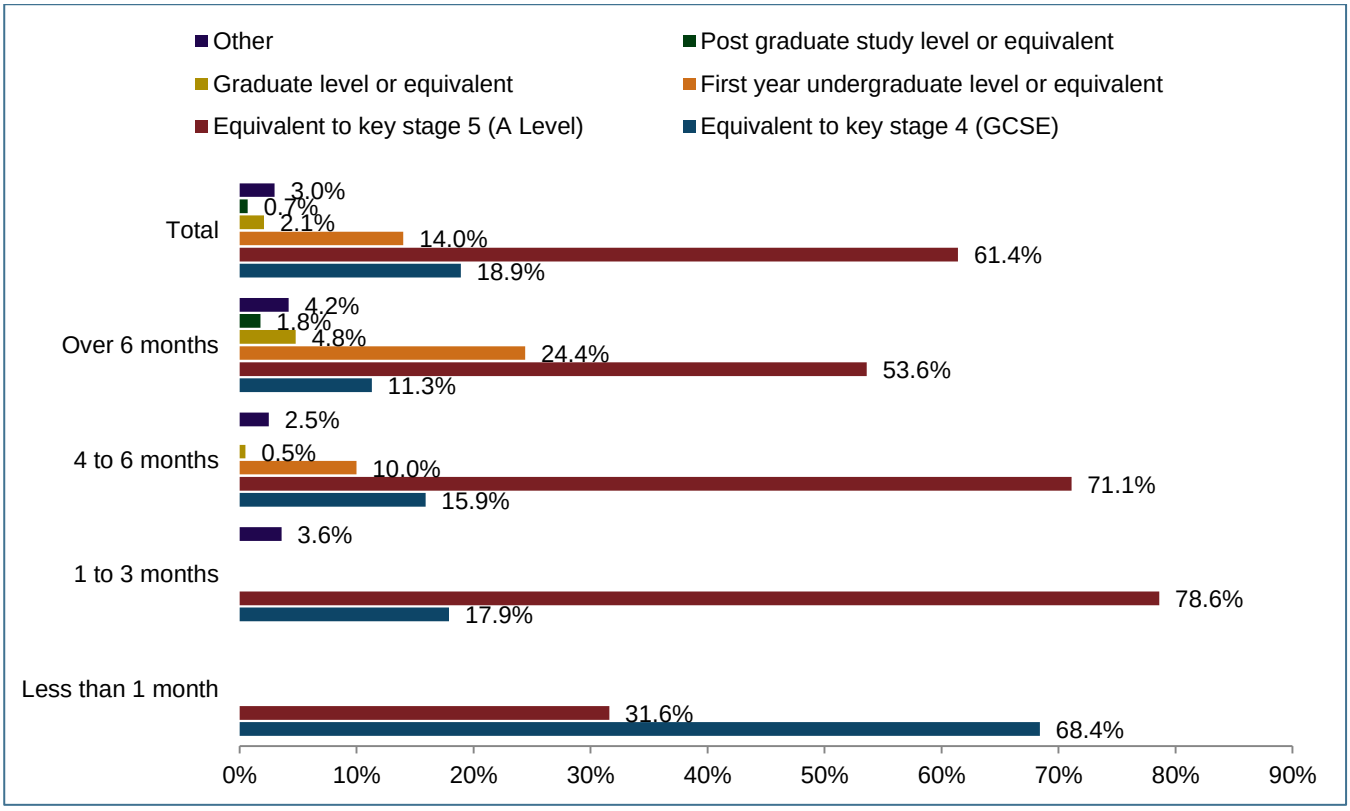
In some areas I have learnt to A level, others have been to a lower level than this due to the staff having a low than A level knowledge. The course obviously aimed to deliver to A level but failed on occasion

I feel I have learned nothing to equip me to teach secondary school maths. One of the modules we took was second year degree level but many of my SKE class failed this. I am no more equipped to teach secondary school maths than I was before joining the course. It has been a waste of a year.

Looking across the different SKE courses, there are higher proportions of mathematics SKE students who felt that they had learned their subject to the higher levels – 23% said that what they had learned was to first year undergraduate, graduate or postgraduate levels (compared to about 9% of chemistry and physics students).

Comparison of what students felt they had learned by the length of their SKE courses shows that key stage 5 is the most common level of learning among courses, apart from where they are less than one month in duration. Shorter courses of less than one month, according to SKE students, are more often pitched to key stage 4. The figure below also shows that longer courses which are 4 months or over in duration, are more likely to include elements of first year undergraduate levels of learning or higher. Note that some of the counts are low so these findings should be viewed with caution.

Figure 22 What students have learned from the SKE course by length of course - End of Course Survey 2011/12



Of the 435 End of Course survey respondents, 86% (375), reported that what they had learned is what they had expected to learn on the course. Of the smaller proportions who felt that the course had not met their expectations, half of them (50%, 30) expected to learn the equivalent to key stage 5 (A Level). Similar proportions were found across the different subjects although slightly higher proportions of mathematics students expected to learn equivalent to the first year of an undergraduate degree.

Table 13 Expectations of the SKE course - End of Course Survey 2011/12

	Total		Chemistry		Mathematics		Physics	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Equivalent to key stage 4 (GCSE)	14	23.3	3	25.0	9	24.3	2	22.2
Equivalent to key stage 5 (A Level)	30	50.0	5	41.7	18	48.6	5	55.6
First year undergraduate level or equivalent	12	20.0	2	16.7	9	24.3	1	11.1
Graduate level or equivalent	-	-	-	-	-	-	-	-
Post graduate study level or equivalent	-	-	-	-	-	-	-	-
Other	4	6.7	2	16.7	1	2.7	1	11.1
Total	60		12		37		9	

2.5 Barriers Experienced

This section explores the range of barriers that were perceived and/or experienced by SKE students. During the Beginning of Course survey, respondents were asked to indicate which barriers from a list of options, would be most likely to prevent them from enrolling on the SKE course. Respondents were able to select as many options as they wished. The most common barriers were associated with course expenditure:

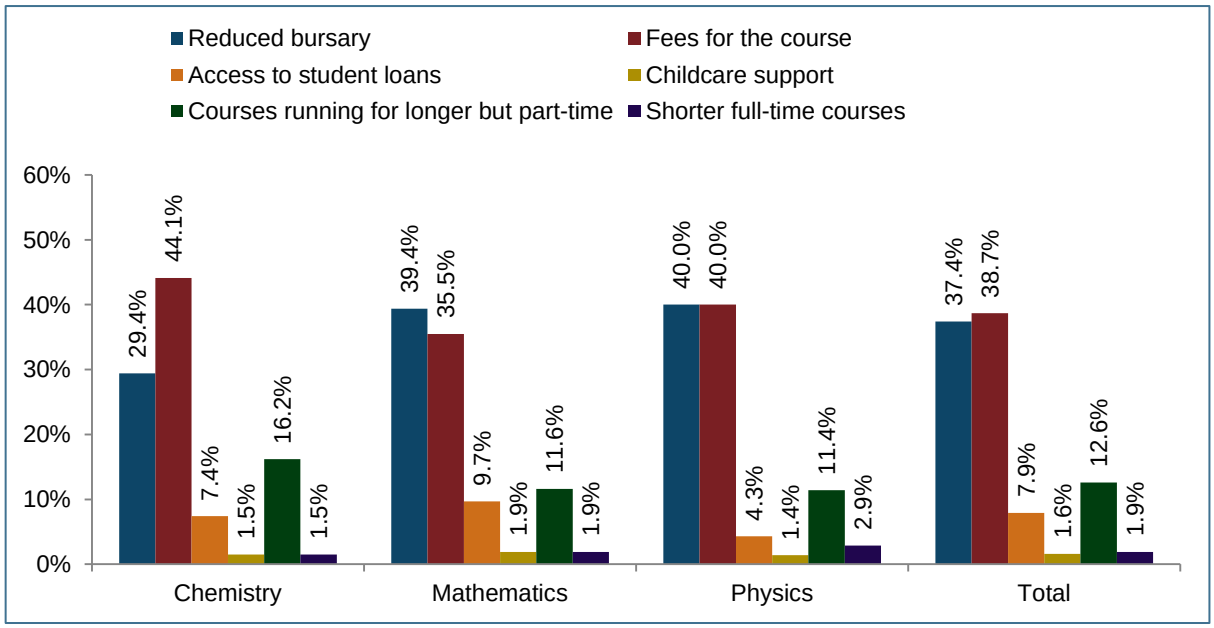
- Fees for the course (39%, 123).
- Reduced bursary (37%, 119).

For chemistry SKE students, having to pay fees for the course (44%, 30) would be a more significant barrier than a reduced bursary (29%, 20) whereas these top two barriers were viewed equally across the other subjects. As for less significant barriers, courses running for longer but part-time is the third highest in terms of

proportion of responses and slightly higher for chemistry students compared to other subjects. Access to student loans seemed to be slightly more important as a barrier to mathematics students and less so for physics students.

It should be noted that these were perceived potential barriers that could have an impact should changes be made to current policy or practices. The findings suggest that should fees be introduced to SKE courses or bursaries reduced, this could have an impact on the number of enrolments.

Figure 23 Barriers to enrolment on the SKE course by SKE subject - Beginning of Course Survey 2011/12



A similar question was asked at the end of the SKE course. Overall, a large majority (85%, 371) had not experienced any barriers to completing the course. Of the small proportion who had experienced barriers, 22% (21) noted barriers in relation to support they had received during the course and 15% (14) had noted barriers in relation to funding. The term funding could have been interpreted in a number of ways. The open responses (and interviews) suggest that respondents' are referring to more general costs of being involved in training programmes (e.g. buying study materials, travel).

Table 14 Barriers experienced whilst completing the SKE course - End of Course Survey 2011/12

Barriers to completing the SKE course		
	No.	Per cent
Barriers relating to funding	14	15.1
Barriers relating to childcare	10	10.8
Barriers relating to support during the course	21	22.6
Barriers relating to location	13	14.0
Barriers relating to the length of course	10	10.8
Other	25	26.9

Nearly 27% (25) had selected other barriers. Of these, a number of suggestions were made as to what might act as a barrier:

- Workload and fitting the course in with other commitments (e.g. full-time and part-time work).
- Family issues (caring for children and elderly relatives).
- Personal issues such as confidence and communication skills.
- Organisation and timing of courses and lack of clarity on expectations of the course (e.g. assessments).
- Limited formal teaching/contact time and limited time/experience in schools.

2.6 Advantages and Disadvantages of the SKE Course

Students participating in the End of Course survey were asked to select from a list of options, the main advantages and disadvantages to studying the SKE course. For this question, respondents were able to select multiple options from the list. The data revealed little difference between the counts for each of the options for advantages although there were greater differences for disadvantages. There was little difference in the proportion of responses to advantages and disadvantages across the different SKE subjects. Comparing across the length of SKE courses, there were minimal differences, only the shorter courses of less than 1 month in duration stood out. Those on the shorter courses were much less likely than students on longer SKE courses, to state an advantage of having adequate knowledge to A level and having an advanced understanding of the topic, although there were higher proportions of these respondents saying that they felt better prepared for the PGCE compared to fellow students on longer SKE courses (over 1 month).

The most common advantages were feeling better prepared for the PGCE and having adequate subject knowledge to teach to GCSE levels. Less common were having adequate subject knowledge to teach to A level and an advanced understanding of the topic.

Table 15 Advantages of the SKE course - End of Course Survey 2011/12

Advantages of SKE courses		
	No.	Per cent
I feel better prepared for the PGCE	388	15.9
I have adequate subject knowledge to teach to GCSE	387	15.9
I understand how topics on my subject relate to each other	316	13.0
I have a better understanding of teaching techniques for this subject	316	13.0
I know the topics where students commonly struggle and how to address this	266	10.9
I am up to date with the current curriculum	258	10.6
I have an advanced understanding of the topic	243	10.0
I have adequate subject knowledge to teach to A level	226	9.3
Other	33	1.4
There were no advantages	5	0.2

Students also offered some of their own thoughts on advantages.

- Increased confidence in subject knowledge; more passion and desire to teach it and developing a new way of thinking about the subject.
- Better understanding of the curriculum and up to date knowledge of the syllabuses.
- The ability to gain practical experience e.g. practising science experiments and lab work; spending time in the classroom; doing presentations; observing different teaching styles and gaining ideas of how to teach the subject; opportunities to practise planning lessons; practical tips and resources to use.
- As a reintroduction to study including being disciplined, getting organised, using the course as a revision aid; this was particularly identified by mature students, those who had not studied for considerable length of time.
- The opportunity to meet other students that would be going on to the PGCE course.

In terms of disadvantages, just over half of the survey respondents said that there were no disadvantages. A smaller proportion (17%, 78) had identified other disadvantages and 15% that the workload was too high or intense.

Table 16 Disadvantages of the SKE course - End of Course Survey 2011/12

Disadvantages of SKE courses		
	No.	Per cent
There were no disadvantages	239	51.5
Other	78	16.8
Too much workload/too intense	70	15.1
I found the level too advanced	37	8.0
I found the level too basic	33	7.1
My subject knowledge is too curriculum specific	7	1.5

Again, students offered their own thoughts on disadvantages to studying on the course and in this case, there appeared to be more offered here than with advantages. However, many of the disadvantages raised appear to be more as a result of the students' own varied knowledge and experience base and individual needs rather than necessarily a direct criticism of the course itself:

- Content and level of course – about half of the students responding to the open question had comments about the content and level of course – some thought it did not go to a high enough level to enable them to teach it e.g. to A2; whilst a few students thought it too advanced. Some students also thought that the range of topics covered could have been broader; '*We were frequently told things along the lines of "don't worry if you don't understand this in detail you will never have to teach it." I feel that if within our group we have asked a question on a topic then the chances are that we may get asked the same question in a school and I think it is poor practice to simply say "you don't need to know it" every time'.*
- Length of the course - some students thought it too long whilst others would have preferred more time. A small number of students thought the pace was too intense and that too much was covered in too short a time.
- Several students would have appreciated more taught time on the course.
- Relevance of the tasks – several commented on the need for the content to be more relevant to what is taught in schools and to the curriculum.
- Several students said they would have liked more practical sessions, more about how to teach and more time spent in schools.
- Quality of teaching of tutors – there were a number of comments about the quality of the teaching, in the main specifying delivery and/or subject knowledge of

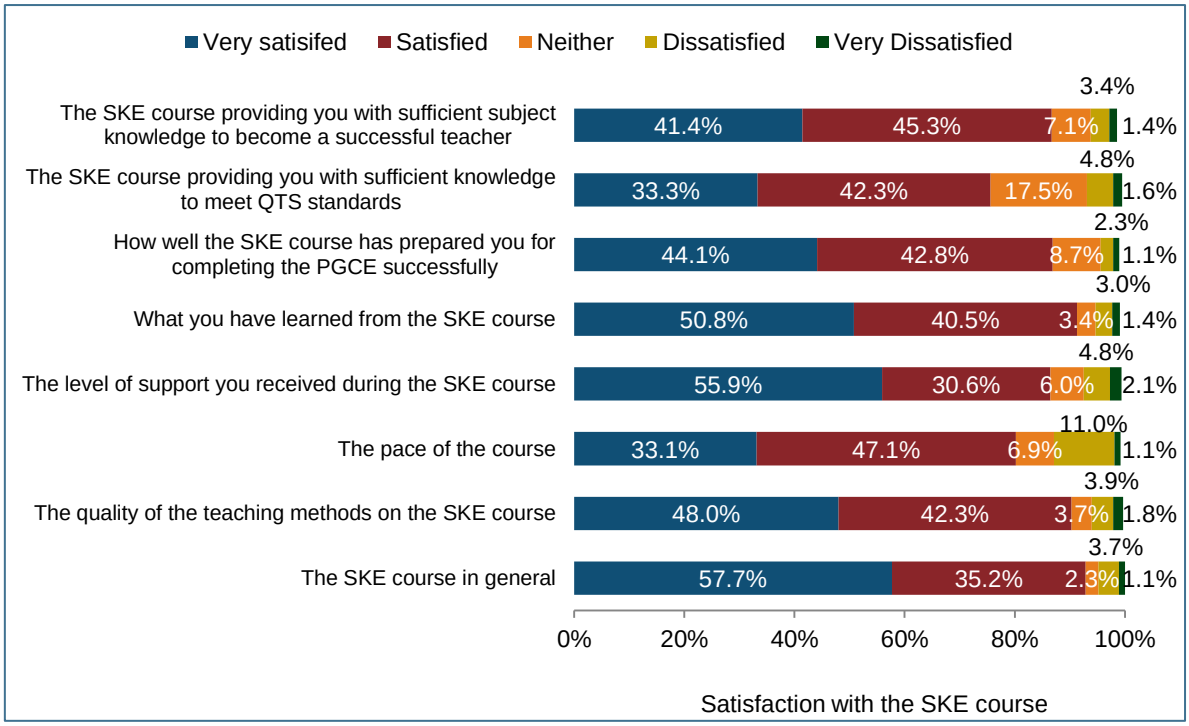
individual tutors within a course rather than quality of the teaching for the entire course.
- A small number would have liked more guidance throughout the course.
- Childcare issues were a problem for a small number of students.

2.7 Satisfaction with the SKE Course

An overwhelming majority (98%, 408) of students felt that completing the SKE course was a worthwhile experience. Only 2% (9) of students did not feel that it was worthwhile. It is also noteworthy that all the 100 physics students completing this question felt that the SKE course was worthwhile. This compliments the findings on students' satisfaction with different aspects of the SKE course. The majority (93%, 404) of students were either very satisfied or satisfied with the SKE course in general. Indeed when considering a range of aspects of the SKE course, these figures are replicated:

- 90% (393) were very satisfied or satisfied with the quality of teaching methods.
- 80% (349) were very satisfied or satisfied with the pace of the course.
- 87% (376) were very satisfied or satisfied with the level of support received.
- 91% (397) were very satisfied or satisfied with what they had learned from the course.
- 87% (378) were very satisfied or satisfied with how well the course had prepared them for completing the PGCE successfully.
- 76% (329) were very satisfied or satisfied with being provided with sufficient knowledge to meet QTS standards.
- 87% (377) were very satisfied or satisfied with being provided with sufficient subject knowledge to become a successful teacher.

Figure 24 Overall satisfaction with the SKE course - End of Course Survey 2011/12



Looking across the different subject areas (refer to Appendix 2) for most aspects of the SKE course explored above, there are similar proportions of chemistry and mathematics students stating that they are satisfied or very satisfied. However, there appears to be higher proportions of physics students rating very satisfied for several of the aspects they were asked to consider; for example, 62% were very satisfied with the quality of teaching compared to about 47% of chemistry and mathematics students and 65% of physics students were very satisfied with what they had learned on the course, compared to about 45% of chemistry and mathematics students. Students on physics courses seem to therefore, be more satisfied with their experiences of the SKE course.

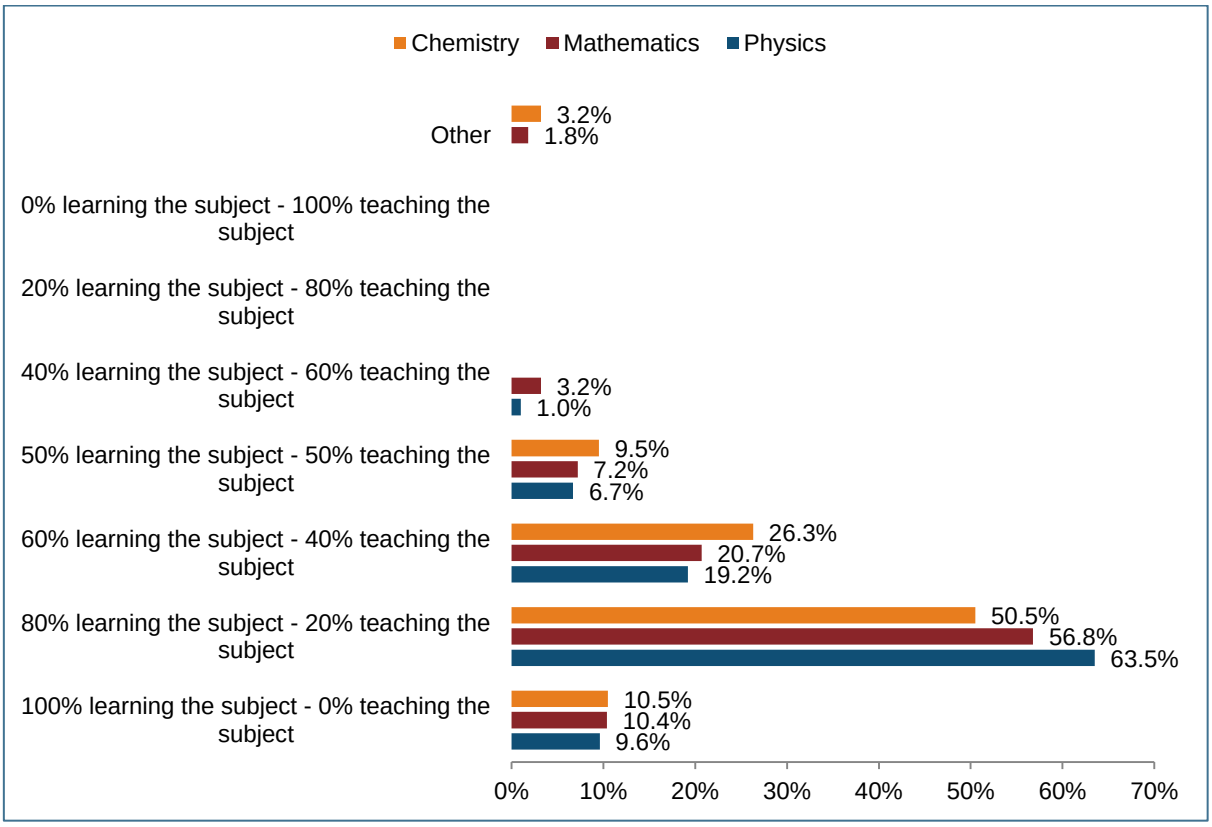
2.8 SKE Course Content

The third year of the evaluation introduced additional questions around the content of the course and how it was split between development of subject knowledge and understanding pedagogy. These questions were introduced as a result of findings from previous years of the evaluation. SKE courses aim to enhance subject knowledge and from policy and planning perspectives it is expected that they focus purely on developing subject knowledge rather than pedagogical understanding. However, due to the high interest and response about pedagogical content in the SKE courses, further questions and clarifications were included in later surveys and interviews to ascertain the views of current and former SKE students.

An initial question asked students to identify the balance in the SKE course between learning their chosen subject and learning how to teach the subject. The responses suggest that most courses are fairly heavily balanced towards developing subject

knowledge – over half (57%, 246) of respondents said that their course was split 80/20 towards learning the subject. Just over one-fifth (22%, 95) had courses with a 60/40 ratio towards learning the subject. Around 10% of respondents (44) were on courses which purely focused on developing subject knowledge.

Figure 25 Balance of subject knowledge and pedagogy in SKE courses - End of Course Survey 2011/12



While it appears that most courses are focused primarily on developing subject knowledge, students felt that the balance they had experienced in their course was generally about right (79%, 345 of respondents). Slightly more of the chemistry SKE students (26%, 25) felt that their course had not had the right balance between subject knowledge and pedagogy compared to mathematics (19%, 42) and physics (16%, 17) students.

The vast majority of respondents therefore, thought that the balance was adequate and this was because they had clear expectations that the SKE course was to provide them with the right level of subject knowledge first and foremost – and to provide that in preparation for the PGCE. Around three-quarters of the responses indicated that the PGCE was where they would be provided with instruction and knowledge on how to teach; '*I didn't want too much "how to teach" content until I was confident with the physics. The majority of the course was learning physics, and the PGCE course is for learning how to teach it.'*

A significant number of students spoke of the importance of having both subject knowledge and knowledge of how to teach but thought that the balance of their course

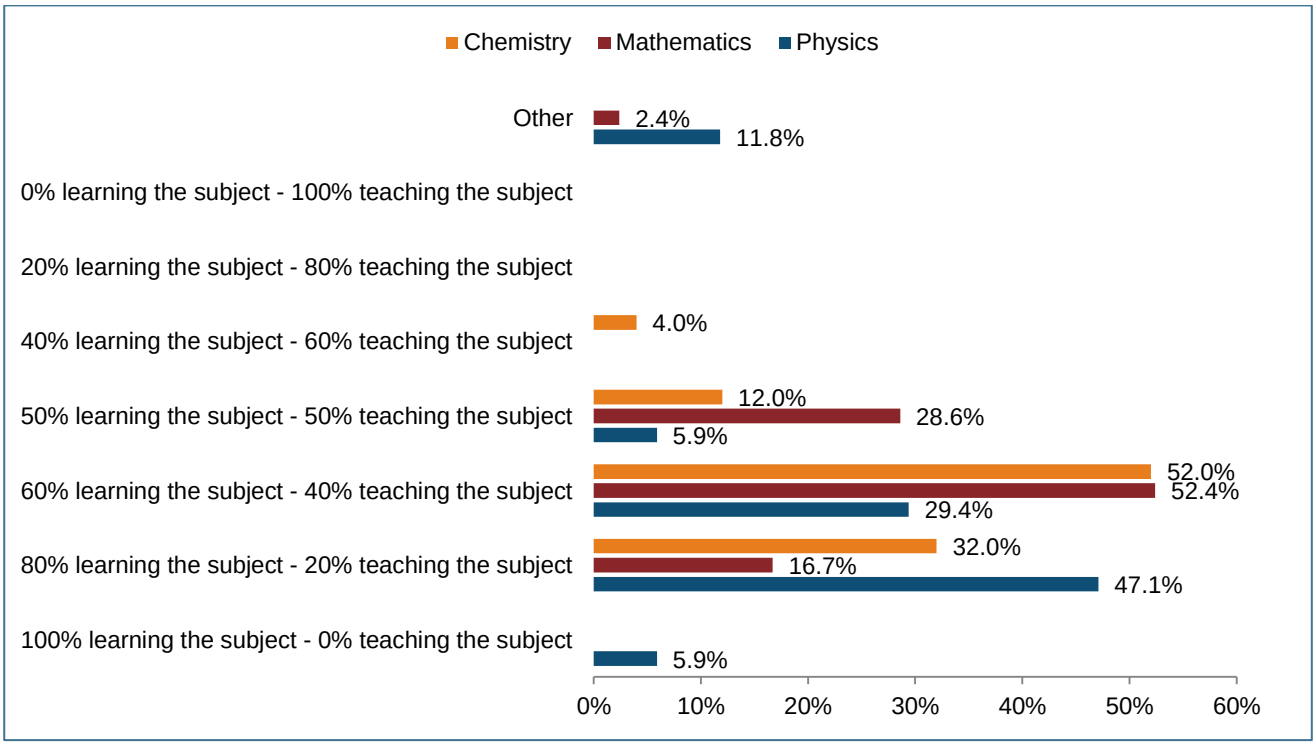
had been adequate with a 'good mix' of both. Around a third of students responding to this open question did indicate that they had some instruction about how to teach on the SKE course, often incorporated as part of their lessons on subject knowledge, which they found helpful:

> *It is meant to help us learn about mathematics first and foremost. However some lecturers preferred teaching us how they would teach pupils in schools, which gave me ideas on how I can transfer these skills. We also had very influential placements in schools and an intervention which were both excellent in helping me learn how to teach mathematics.*[5]

> *I felt that having 1/5 teaching ideas and 4/5 subject knowledge was definitely the right balance. Just enough ideas re the teaching of the subject to spark my own ideas, whilst not taking too much time from the main knowledge aspect of the course.*

> *It was a good mixture of learning mathematics and learning to teach mathematics through experiencing different teaching styles.*

Figure 26 Preferred balance of subject knowledge and pedagogy in SKE courses - End of Course Survey 2011/12



Of those who were not satisfied with the balance of course content (21%, 90 survey respondents), nearly half (46%, 41) felt that the balance should be 60/40 towards

[5] School placements seem to be offered by some SKE providers although they are not technically required as part of the Teaching Agency funding.

subject knowledge. These respondents were able to say how and why the balance of course content could be improved:

- Around three quarters of students who responded to this question indicated that they felt prepared in terms of subject knowledge but would have liked the course to include more about how to teach the subject; '*There was no balance; it was 100% subject, no teaching. It could be improved by having some kind of balance'.*
- Several students suggested having more actual teaching practice experience built into the course – with one suggesting use of video to reflect on and improve practice.
- A quarter of students wanted more on subject knowledge*; 'I felt more time needed* to *be spent on subject knowledge as we will learn teaching methods on the PGCE. In order to teach chemistry it is necessary for there to be thorough subject knowledge, which is not provided by this course*.' A small number of students indicated that they wanted more knowledge of particular elements of the subject in more depth; *'I would have preferred more core and curriculum maths to investigative maths.'*

Responses to both questions indicate there is some variation between students' experiences depending on the institution and design and delivery of the course at the institution – with some institutions offering teaching theory/practice/some experience in schools etc., alongside subject knowledge whilst others focus almost entirely on subject knowledge.

2.9 Comparing SKE Students and Traditional Route Teacher Trainees

The End of Course survey asked students to consider if there were any differences in subject knowledge between students who have completed an SKE course and those who enter teacher training with a specialist degree. This was an open response question and respondents were free to offer any comments or thoughts – in total, 388 respondents provided a response to this question. The following summarises these comments:

- Around three quarters of the SKE students thought that they differed from those with specialist degree by having **up-to-date subject knowledge which is more relevant to the school curriculum** which enabled them to be more able to relate/explain/understand children's needs and understanding of misconceptions, areas children struggle with; *'We will have current experience of what is needed for A level and GCSE rather than more specialist subject knowledge. I think that this means that we will be able to relate to the students more, and understand where they are having difficulties'.*
- Just over one-third of students (388 responding to the question) acknowledged that **those with a specialist degree had more subject knowledge but that this did not always translate into knowing the basics** or that they understood how

to translate the knowledge into school level. They thought specialist degree teacher trainees may be better equipped to teach to a higher level although may find it difficult to; *"dumb down",* whereas the SKE students were better at the level to be taught in schools; *'For SKE students I think the subject knowledge will be adequate to teach GCSE but no further, I think that those with a specialist degree would have much better understanding in most areas, however those with specialist degrees will not necessarily know each of the topics taught at GCSE having specialised so SKE students might be better prepared for all topics rather than specialist subjects' and 'the students with the SKE will have a better handle on what's on the curriculum and the level they are expected to teach at. Those with specific subject degree may have more of a difficulty in adjusting their subject knowledge to the level required in schools. The practical content on the SKE is specifically geared to practicals which are actually performed at school and the students with the subject specific degree will not be aware of these giving the SKE more of an advantage and more confidence when placed into schools.'*

- Around a third of students thought that **those with a degree would have a more in-depth grasp of subject knowledge which may equip them to be more able to teach to A level**; and also in terms of stretching children etc. and potentially in answering more difficult complex questions – however some thought that some of this knowledge may be *'surplus to what's required in schools'*; *Clearly a student with a specialist degree should be more knowledgeable and experienced in the subject than a student with just a SKE course qualification. This would not necessarily make the student with a specialist degree a better teacher. However, if all other things are taken to be equal, the student with a specialist degree should be better able to prepare the content of lessons, stretch more able pupils, and generally share broader insights and contexts to motivate pupils. I think SKE students may well have a lower level of subject knowledge than someone with a degree in maths. However, they will potentially have a much greater depth of GCSE subject knowledge and be able to answer all the little 'why' questions from students.'*
- The majority thought that they were **better prepared for the PGCE as a result of completing the SKE course** but they thought that the degree students were likely to be more confident in their subject knowledge as they had studied in greater detail; *'Non SKE will have a wider knowledge that can aid in lesson planning and keeping interest high. Degree level students will have more understanding of concepts beyond A level, but may also be more familiar with shorthand terminology and tips that could be useful to learners.'*

In terms of being prepared for the PGCE course, around three quarters of students responding to this question (369 in total), felt that they were more prepared for the PGCE having done an SKE course than those who had completed a specialist degree due to:

- **Practical experiences and opportunities to engage with school environment and practices**. SKE students said they had gained an insight into how the

teaching system works and a few *'tricks of the trade';* '*We have just been taught it in really imaginative ways so have lots of ideas to hand. Also we have done some peer-teaching and worked several days in school so have lots of experience. The practical experiences also included: Spending time doing school observations; conducting practical experiments (lab work)'.*

- **Gaining knowledge on teaching methods; resources; pedagogy**
  - Learning how to break topics down and understanding pupils' misconceptions and what they might struggle with.
  - Some students said that it had provided them with bank of resources and materials.
  - Understanding children's ability to learn; '*I think an advantage the SKE course has over a specialist degree is that there is focus on the child and how they have different learning needs. I think I would feel better prepared for the PGCE having done the SKE course, than if I went into it with a specialist degree in the subject. This is because they know precisely what the pupils need to know, have spent time considering the difficulties pupils are likely to experience, and whilst they have been learning the subject knowledge they have simultaneously been thinking about and being taught about how they should teach it'.*
- **Familiarity with the curriculum, exam syllabuses etc.**
  - *'I* think *SKE students may be more familiar with the GCSE curriculum and more familiar with subject knowledge auditing. I also think that SKE students may have more knowledge of learning theories and how this makes a difference to schools and teaching. I think this means that the SKE students may be more prepared for the PGCE.'*
  - *'They* have *just had a refresher of the subject knowledge, they have been through the key stages of the subject knowledge, and have become familiar with the content of the national curriculum and exam board specs. The SKE also prepares you for the out of hours work that the PGCE will require'*
- **Being a student again and familiarity** with the tutors, the institution, style of working, writing academic essays/assignments; doing portfolios; receiving feedback.
- **Knowledge up-to-date, relevant and '*fresh*'.**
- **Able to reflect/evaluate** on their own abilities and performance.
- **Greater understanding and awareness** of what to expect on the PGCE, the demands etc.; *'SKEs have a clearer idea of what the PGCE course is going to be and can take advantage of the summer studying, revising and organising resources…. I think students who have done the SKE course will have a greater awareness of the demands that are going to be put on them in the PGCE year'.*
- **Established student support network; peer support.**
- **Previous life experiences; '***Most SKE students come to teaching after several years' life experience while for many graduates teaching is just the next logical*

step immediately after university. I think a lot of SKE students will have thought a good deal more about whether teaching is actually their vocation'.

- A **small** number of students thought students with specialist degree may be better prepared – as they may have more confidence and better understanding, breadth and depth of subject knowledge than SKE students.

2.10 Future Aspirations

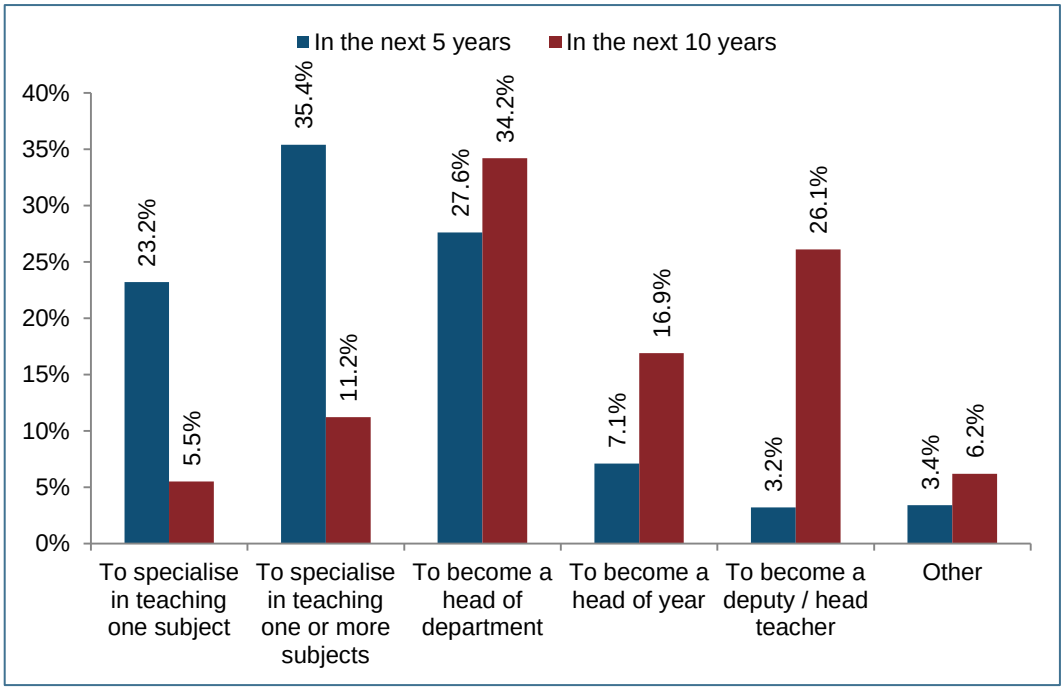
Both the Beginning and End of Course surveys contained questions to elicit students' future aspirations.

At the beginning of the course, students' aspirations related mainly to middle management positions – 44% (70) aspired to become a head of department. In addition, 36% (57) planned to become a subject teacher in a well-run department and a fair proportion (16%, 25) aspired to become a head teacher. Students' future aspirations are further explored in follow-up surveys. Some students provided examples of what they aspire to achieve and in many cases, this involved career progression or teaching to higher levels, for example:

- *'I am interested in teaching maths to children or adults of low ability as a therapy'.*
- *'I would like to become a subject teacher, do some educational research while teaching and work towards a PhD in Secondary Science Education'.*
- *'Subject teacher and pastoral role such as head of year'.*
- *'To always progress towards higher levels of responsibility and expertise'.*

A similar question was posed at the end of the course although it was split to allow an opportunity to look at short term and longer term goals.

Figure 27 Career aspirations for the next 5 to 10 years - End of Course Survey 2011/12



It seems that in the short term students are focusing on teaching their subject - in the next five years, students hope to specialise in teaching one or more subjects (35%, 154), become a head of department (28%, 120) and specialise in teaching one subject (23%, 101). In the longer term, their goals have changed to more senior roles – in the next ten years, students hope to become a head of department (34%, 144), become a deputy of head teacher (26%, 110) and become a head of year (17%, 71). However, most students (76%, 331) stated that their career aspirations had not changed during the SKE course. This finding did not differ greatly between the different SKE courses. Examples of students' aspirations are provided below.

In 5 years:

- SENCO/SEN specialism and behaviour management.
- Advanced skills teacher.
- Specialise in teaching two subjects.
- *To* be *a good teacher!*

In 10 years:

- Provision of training for professionals. moving to teaching and lecturing on PGCE
- Educational psychology.
- Higher level study e.g. Science Education. PhD, Education PhD, MEd, Masters in Sport
- Advanced skills teacher.
- Head of Department.
- Teaching in other environments e.g. outdoor, college, university.

Of those who thought their aspirations had changed, they were able to provide a wide range of evidence as to how their goals had changed. Having completed the SKE course the vast majority of responses to this follow-up question indicated that their aspirations had been consolidated or revised in the following ways:

Consolidating their motivation to be a teacher

- Several students felt much more sure they wanted to pursue teaching as a career. This was either because they had gained more confidence in their own abilities and/or because they had gained more knowledge of what the teaching role involved; *'I have become more confident of my ability and suitability to do teaching and that teaching is the best career choice for me and I am the best person to do this job'.*
- More familiar with the schools' functions and teachers' roles and saw more options as a career; '*At first I thought I wanted to teach for only 10 years and then change. But I believe it is a good career now, with many more options than I first imagined'.*
- For a small number of mature students it confirmed that this was the right choice of career; *'I now believe my career change is the right thing for me to do and that it is something I can excel in in the future should I so wish to'.*

Remain in teaching roles rather than managerial ambitions

- Several students had previous aspirations towards managerial roles but now wanted to remain in hands-on teaching roles as their experience had showed they enjoyed the actual teaching; '*Before they (aspirations) were more aimed at going into a managerial role but the course has made me want to be more directed towards the specific teaching as it has made me aware that this is the part that I will gain the most enjoyment from'.*

Influenced/inspired by teachers

- A handful of students said that their aspirations had changed/improved due to talking to other teachers which had *'cleared up misunderstandings'* about the role – and one student spoke of being '*inspired*' by one subject head; '*I attended a school over the period of the course, one day a week for 10 weeks and I was inspired by the head of maths'.*

Change in focus/level/subject

- A small number of students originally wanted to teach a specific subject (usually a science subject) when they applied to do teaching but took an SKE course in another subject, sometimes due to availability of courses, advice from tutors etc.; '*I am really looking forward to teaching physics and being a physics teacher whereas before I was only interested in biology and chemistry'.*
- There were several students who, having gained in confidence, now wanted to go on and teach at sixth form and A level; '*I realised that I might also want to consider taking specialised training to teach A level physics, and advance my career, where at the start of the course it was about getting into a job'.*

Passion for the subject

- Learned more about the teaching of maths which spurred the student to want to improve it; '*One particular lesson I have learnt from the SKE course is that the teaching of mathematics in schools today is mostly unclear and hence less efficient. There are far better ways in which to teach children and young people about mathematics and this involves teaching for understanding, which in turn creates a passion for the subject which is particularly lacking in schools today. I believe, with enough experience of teaching mathematics, I will have the essential skills to support my intention to run a department in a way which I believe will create passion for mathematics'.*

2.11 Additional Comments

At the end of both the Beginning and End of Course surveys, students had the opportunity to add any further comments.

From the Beginning of Course survey:

- Almost all the additional comments provided were positive comments of being on the SKE course, most stating how they had 'enjoyed' the course. The comments focused on:
  - The value they placed on the quality of the teaching and tutors and the support they received; *'Very good teaching. Very inspiring and well informed staff. Well organised course with clear expectations. Very good support'.*
  - The impact attending the course had on building their confidence in the subject and, for some, teaching techniques.
  - How the course had helped with preparation for the PGCE/ teaching career.
  - The value the course in enabling them to access a teaching career that otherwise may not have been open to them; *'Without such a course, people such as me would have NO chance of being able to become a mathematics teacher without undertaking a lengthy undergraduate degree. Despite having a high classification degree in law from a good university, my mathematical knowledge was not sufficient to go straight on to a one year course'.*
- There were a small number of negative comments or constructive criticisms of the SKE course;
  - A small number of students would have preferred different assessment methods to the ones that were used – a couple mentioned portfolios as not being necessary.
  - Three students had negative experiences with accessing bursaries - one suggested that they should be more flexible for older students to help with the costs of childcare and that taking decisions regarding awarding bursaries were too late to allow time for planning for additional costs of training.

- A small number of students also made suggestions for different methods of delivery – more full days rather than half day and consistency of delivery with other institutions offering the SKE course; '*I would like all the providers to provide the same course with the same modules like Core A level subjects'.*
- Changing the name of the SKE to enhance its value and credibility.
- The level the course was pitched at being too high.

Students responding to the End of Course survey also provided a range of general comments. Overall the vast majority of students provided positive comments about the course – saying that it was 'fantastic', 'boosted confidence', 'enjoyable' and 'well-balanced'. The positive factors included:

- Useful as a refresher; way to advance subject knowledge further.
- Preparation for PGCE/career in teaching; '*It has given me the best possible start on my path to becoming a teacher'.*
- Having some school/practical experience of teaching – one student said how valuable they found the trip to France to *'immerse'* themselves in the subject (modern foreign languages student).
- Meeting other students/building up support networks including sharing knowledge/previous experience with other students; '*During the SKE every student is a specialist in some other graduate degree and has a certain experience in working in that field. There's quite a lot that we all shared from our previous experiences during the course to enhance our professional development'.*
- Demonstrating how best to teach/not teach; '*The things that I've seen and* thought*, oh, that could be done better has made me realise that I won't do that for my students'.*
- Excellent way of recruiting teachers;
  - *'*Recommend *it; think it should remain; couldn't have gone into teaching without it'.*
  - *'I think SKE courses are a valuable means of recruiting teachers, bringing in a* much *broader base of backgrounds and expertise than might otherwise be the case'.*
- The majority of the students thought the quality of the teaching/tutors was high but there were some negative comments, mainly about individual tutors' teaching styles which sometimes had a significant impact on a student's experience.
- There were several comments about the quality of the content and organisation of the courses:
  - Need for mathematics support on physics course.
  - *'*Science *– should be some teaching on other 2 sciences as well as physics'.* (this was also referred to regarding other science courses whichever was main SKE subject).
  - Not organised; *'would have liked more structure, more taught time; more information in advance about content'.*
  - More teaching practice/practicals.

- Pace/workload/length – some comments about the course being too fast*; 'too much workload and not enough time on course'.*
- Call for more scrutiny; *'Some of the assessments are near pointless, feedback is patchy and the quality of the teaching is highly dependent upon who is teaching us and what mood they may be in at the time. We have tried feeding this back to the institution through our course leader but got quite a hostile response. At the start of the course everyone was excited about learning and progressing on to next year but the way the course has progressed it seems as if there is an intention to knock the motivation out of us. Considering how much money is put into this training route by the government and the reputation of the institution I certainly was expecting a lot more'.*

- **Assessment**
  - Assessment methods could have been improved and varied - not just exams or portfolio; one thought the level too high.
  - One student thought there should be some kind of consistency and that they all should cover the same content across the country; *'I found our course was very intense and rightly so, as you need to be confident in your subject to teach it, but other people on SKE courses for maths elsewhere in the country hardly get tested and have very little assignments to complete'.*
- **Students** - several students commented on the other students on the course, in particular;
  - Need for more screening at the start of the course – a number of comments about the level of knowledge; also some students appeared to have little or no interest which could have a disruptive effect.
  - One student thought it should be *'tightened up'* in terms of attendance and arriving late whilst a couple of others referred to some students as being on the course as *'easy money'* suggesting that the students took the course because funding was available.

3. Postgraduate Certificate in Education (PGCE) Survey

This section provides the findings of a survey administered to teacher trainees in the third year of the evaluation. The survey was sent via Postgraduate Certificate in Education (PGCE) course providers and was completed by PGCE students who had previously completed a Subject Knowledge Enhancement (SKE) course and those who had not (traditional route teacher trainees with a specialist degree).

The survey was completed by 339 PGCE students attending 35 different institutions (refer to Appendix 3 for a full list of institutions). Of these:

- 76% (257 respondents) had previously completed an SKE course.
- 24% (82 respondents) had not completed an SKE course.

Throughout this section of the report, an overview of findings is presented for all PGCE students and the results of additional breakdowns are outlined to compare the responses of those students who had completed an SKE course (labelled as 'Completed SKE') and those who had not completed an SKE course (labelled as 'Not completed SKE').

3.1 Profile of Survey Respondents

3.1.1 Characteristics of PGCE students

The survey sample consisted of:

- 61% (207) females and 39% (132) males.
- Students who mainly classed themselves as 'White' (84%, 283), Asian/Asian British (10%, 33) or Black/Black British (4%, 13).
- Mainly lower age groups, two thirds (67%, 226) were under 30 years of age.

Table 17 Age of PGCE survey respondents - PGCE Survey 2011/12

Age		
	No.	Per cent
under 25	128	37.8
25-29	98	28.9
30-34	26	7.7
35-39	25	7.4
40-44	27	8.0
45-49	21	6.2
50-54	12	3.5
55 or over	2	0.6

This profile reflects the wider ITT cohorts well. According to ITT Census data for 1011/12, 38% of teacher trainees were males on secondary ITT programmes and 62% were females. The ethnic breakdown is similar also, 88% of teacher trainees were 'Non-BME entrants on ITT programmes'.[6]

3.2 Student Background

This section provides details of PGCE students' current and previous studies. Where appropriate, comparison is made between those who had completed an SKE course previously and those who had not.

3.2.1 Current studies and progress

PGCE institution

Students were studying at a range of institutions for their PGCE course. For a full list of institutions, refer to Appendix 3). The top ten universities from which the highest volume of responses were received are listed in the table below.

[6] ITT Census 2011/12 data.
http://www.education.gov.uk/schools/careers/traininganddevelopment/initial/b00204146/itt-data-and-surveys/trainee-census

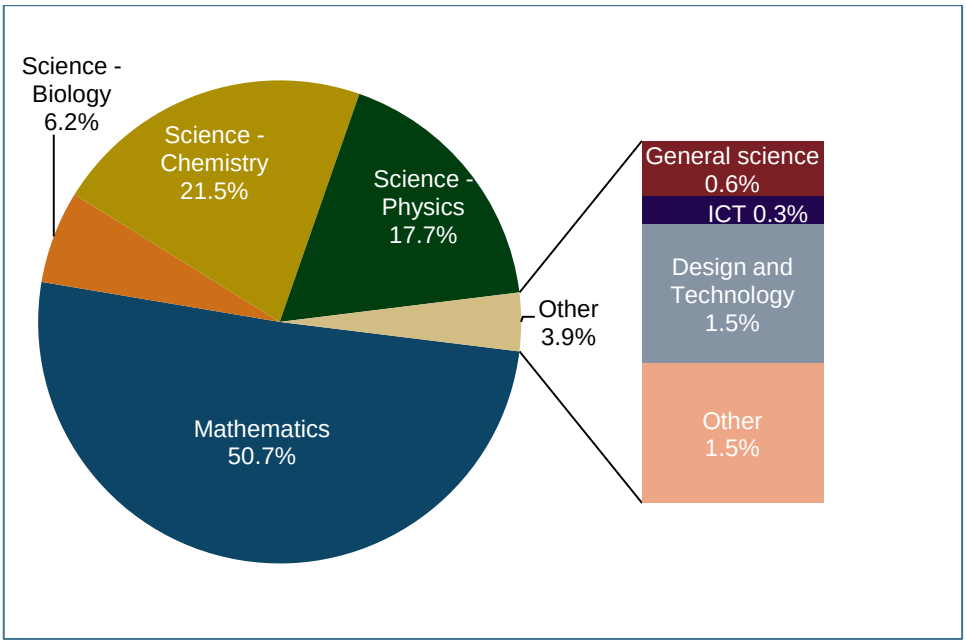
Table 18 List of top ten universities with highest number of responses - PGCE Survey 2011/12

PGCE institutions			
Completed SKE	**No.**	**Not completed SKE**	**No.**
University of Southampton	20	University of Southampton	15
University of Sussex	20	Loughborough University	9
University of East London	19	Bradford College	7
Keele University	18	University of Sussex	6
University College Plymouth	14	University of Cumbria	5
University of the West of England	13	University of Chester	4
Oxford Brookes University	13	University of East London	3
University of Chester	12	Keele University	3
University of Sunderland	12	University College Plymouth	3
Manchester Metropolitan University	11	University of the West of England	3

PGCE subject

As with the other surveys, mathematics was the most common subject being studied on the PGCE course (51%, 172 respondents). Chemistry and physics were fairly well represented in similar proportions to the Beginning and End of Course surveys - 22% (73) students were studying science with chemistry as the principal subject and 18% (60) were studying science with physics as the principal subject. Only 2 of the survey respondents were studying general science.

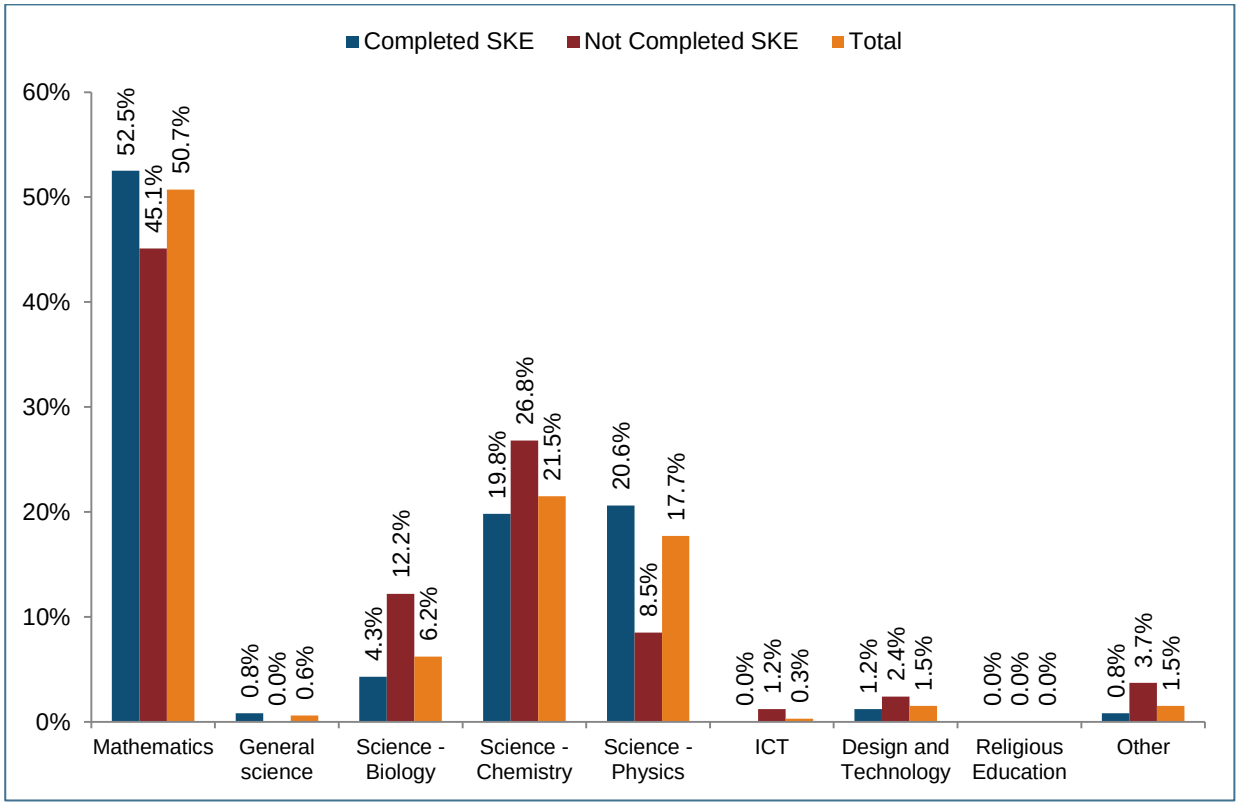
Figure 28 Subject studying to teach - PGCE Survey 2011/12



In most cases, the PGCE was aimed at 11-18 years (71%, 242). Just 28% were studying an 11-16 PGCE. There was little difference between the type of PGCE between those who had completed an SKE course and those who had not.

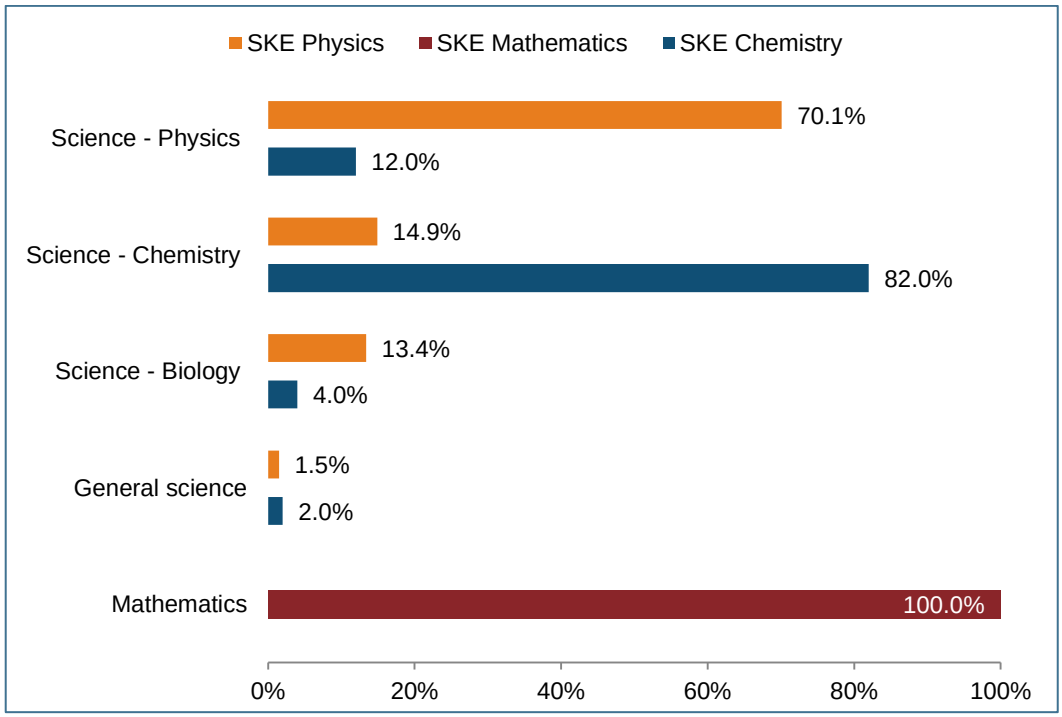
Comparing former SKE students and traditional route teacher trainees, there is a greater proportion of mathematics and physics PGCE students who had completed an SKE course compared to those who have not. Some former SKE students had moved onto subjects for their PGCE other than chemistry, mathematics and physics, such as, general science, biology, design and technology and 'others'.

Figure 29 Subject studying to teach by completed/not completed SKE - PGCE Survey 2011/12



It is useful to consider how many students who have completed an SKE course have progressed to a PGCE course in the same subject. The figure below illustrates that all mathematics SKE students have progressed to a mathematics PGCE. However, when considering the different sciences, there does seem to be some movement between subjects – 12% (6) of former chemistry SKE students progressed to a science PGCE with physics as their principal subject. Likewise, 15% (10) of former physics SKE students progressed to a science PGCE with chemistry as their principal subject. In addition, small numbers of students who had studied a chemistry and physics SKE moved onto a science PGCE with biology specialism or to general science. All of these figures are small however and in the main, students tend to progress to the same subject that they studied on their SKE course.

Figure 30 Comparison of subject students are studying to teach by SKE subject - PGCE Survey 2011/12



A further check on this was supplied by an additional question. The vast majority of students who had previously completed an SKE course said that they were studying the same subject for their PGCE (91%, 235), only 9% (22 respondents) had transferred to another subject for their PGCE.

Table19 Did students study the same subject for their SKE as for their PGCE? - PGCE Survey 2011/12

Did students study the same subject for their SKE as for their PGCE?		
	No.	Per cent
Yes	235	91.4
No	22	8.6

This seemed to differ to some extent for those on longer courses. Over 90% of trainees on courses over 4 months in duration said that they studied the same subjects for SKE and PGCE, compared to courses up to 3 months (average 74%).

Table 20 Did students study the same subject for their SKE as for their PGCE by length of course - PGCE Survey 2011/12

	Less than 1 month		1 to 3 months		4 to 6 months		Over 6 months		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	50	75.8	8	72.7	87	98.9	90	97.8	235	91.4
No	16	24.2	3	27.3	1	1.1	2	2.2	22	8.6

3.2.2 Previous studies

To gauge students' experience and knowledge, they were asked a range of questions about their previous qualifications and study experience.

A level study

Just over three-quarters (78%, 264) of the PGCE survey respondents said that that have an A level in the same subject as that which they are studying to teach. Students who had not completed an SKE course were more likely to have an A level in their chosen subject - the proportion of students with an A level in their chosen subject is higher for those who had not previously completed an SKE course (92%, 75) compared to those who had (74%, 189).

Table 21 Do PGCE students hold an A level in the subject they are studying to teach by completed/not completed SKE - PGCE Survey 2011/12

Do students hold an A level in the chosen subject?						
	Completed SKE		Not Completed SKE		Total	
	No.	Per cent	No.	Per cent	No.	Per cent
Yes	189	73.5	75	91.5	264	77.9
No	68	26.5	7	8.5	75	22.1

When comparing A level backgrounds of trainees against the length of SKE course, there were only slight differences in the responses – those on short courses of less than 1 month were more likely to have an A level in their subject (86%) compared to courses over 1 month duration (average of 68%).

Table 22 Do PGCE students hold an A level in the subject they are studying to teach by length of SKE course - PGCE Survey 2011/12

	Less than 1 month		1 to 3 months		4 to 6 months		Over 6 months		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	57	86.4	7	63.6	64	72.7	61	66.3	189	73.5
No	9	13.6	4	36.4	24	27.3	31	33.7	68	26.5

Bachelor degree study

In terms of undergraduate study, the vast majority hold a bachelor degree (96%, 326) and similar proportions of previous SKE students and non-SKE students hold degrees.

The five most popular main subject areas which PGCE students had studied for their bachelor degrees were:

- Biological sciences (22%, 73).
- Physical sciences (21%, 70).
- Mathematical Sciences (14%, 48).
- Engineering and Technology (9%, 29).
- Social studies (7%, 23).

Students' backgrounds did differ slightly according to their subject knowledge background. The top three bachelor degree subjects are presented below for those who had completed an SKE course and those who had not.

Table 23 Top 3 bachelor degree subjects of PGCE students - PGCE Survey 2011/12

Completed SKE	Not Completed SKE
Biological Sciences (23%)	Mathematical Sciences (34%)
Physical Sciences (20%)	Physical Sciences (24%)
Social Studies (9%)	Biological Sciences (16%)

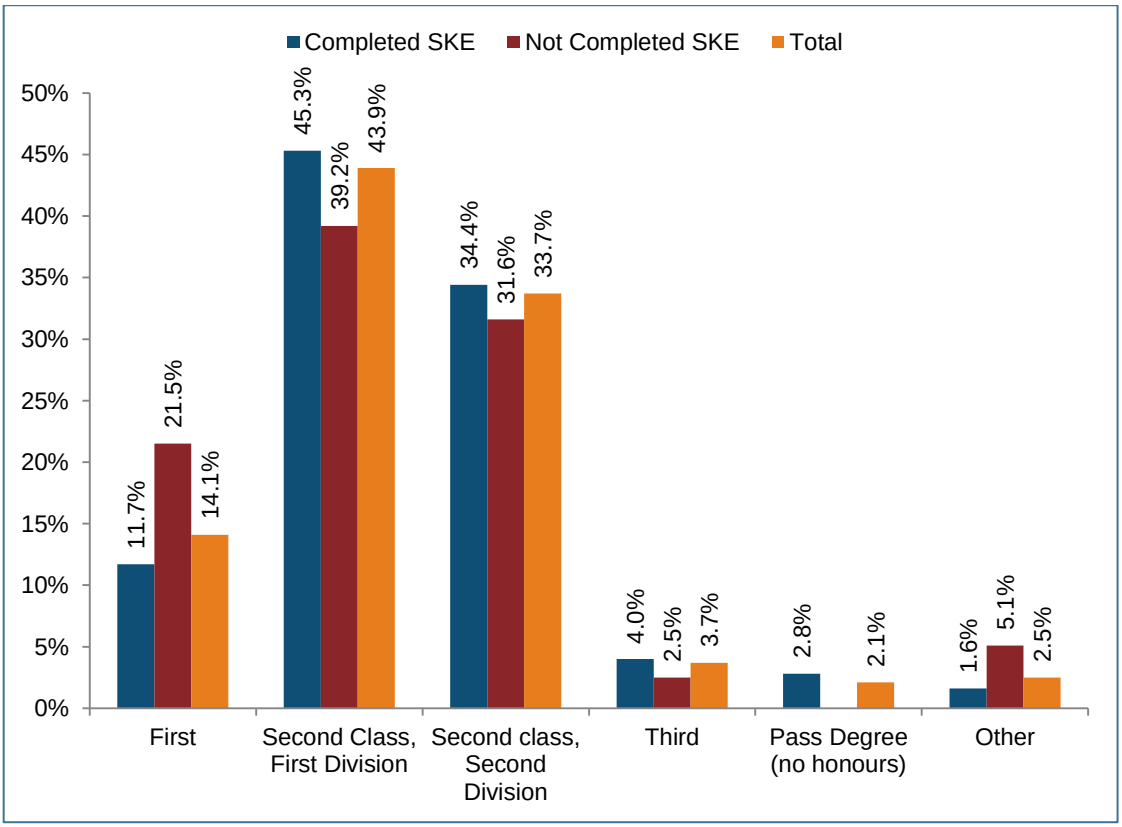
Where students had a minor component to their degree, these subjects included for example, accountancy, applied social sciences, biology, business studies, chemistry, computer science, educational studies, finance, French, geography, international development, mathematics, music, psychology, sports science and statistics.

Degree classification was varied among the PGCE survey respondents although nearly half of the respondents (44%, 143) held a 2:1 degree classification and 14%

held a first. Comparing to the whole cohort of teacher trainees, 63% of postgraduate entrants hold a 2:1 or better UK degree.

Further analysis identified that there was only slight differences between those who had completed an SKE course and those who had not and their degree classification. The figure below illustrates a tendency for those who have not completed an SKE to have achieved a first class degree - 22% (17) compared to those who had completed and SKE (12%, 29). Overall, students were much more likely to have achieved a second class degree.

Figure 31 Degree classification of PGCE students by completed/not completed SKE - PGCE Survey 2011/12



Postgraduate level study

A final question explored any previous study beyond degree level (excluding SKE or PGCE training). The majority (77%, 258) did not hold a postgraduate qualification and similar responses were received from those who had completed an SKE course and those who had not.

Table 24 Do students hold a postgraduate qualification? by completed/not completed SKE – PGCE Survey 2011/12

Do students hold a postgraduate qualification?						
	Completed SKE		Not Completed SKE		Total	
	No.	Per cent	No.	Per cent	No.	Per cent
Yes	57	22.4	22	26.8	79	23.4
No	198	77.6	60	73.2	258	76.6

SKE course

As stated in the introduction to this chapter, the sample of PGCE respondents consisted of:

- 76% (257 respondents) who had completed an SKE course.
- 24% (82 respondents) who had not completed an SKE course.

Of these PGCE students who had completed an SKE course (257), as with other surveys and the profile of SKE students generally, the majority (53%, 135) had completed a mathematics SKE course, smaller proportions studied physics (26%, 67) and chemistry (20%, 50).

Figure 32 SKE subject - PGCE Survey 2011/12

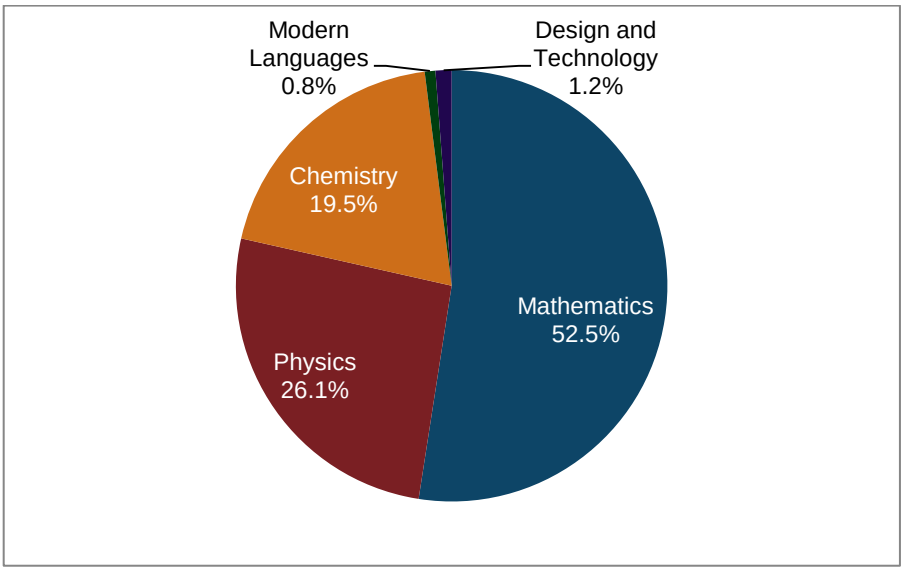


Table 25 SKE subject - PGCE Survey 2011/12

SKE subject	No.	Per cent
Mathematics	135	52.5
Physics	67	26.1
Chemistry	50	19.5
Other	5	1.9

More students had completed SKE courses which were over 6 months in duration (36%, 92) although an almost similar proportion had completed courses of 4 to 6 months in length (34%, 88) and one-quarter of the previous SKE students had completed short courses of less than 1 month (26%, 66).

Table 26 Length of SKE course - PGCE Survey 2011/12

Length of the SKE course	No.	Per cent
Less than 1 month	66	25.7
1 to 3 months	11	4.3
4 to 6 months	88	34.2
Over 6 months	92	35.8

3.2.3 Previous experience

This sub-section provides an outline of the proportion of PGCE students with a previous career, nature of job roles and industry classifications of those roles. Just under half (44%, 148) of the PGCE students responding to this question consider themselves to have had a career prior to their teacher training. Similar proportions of those who had completed an SKE or not said that they did have a career previously.

Table 27 Did students have a career prior to teacher training? - PGCE Survey 2011/12

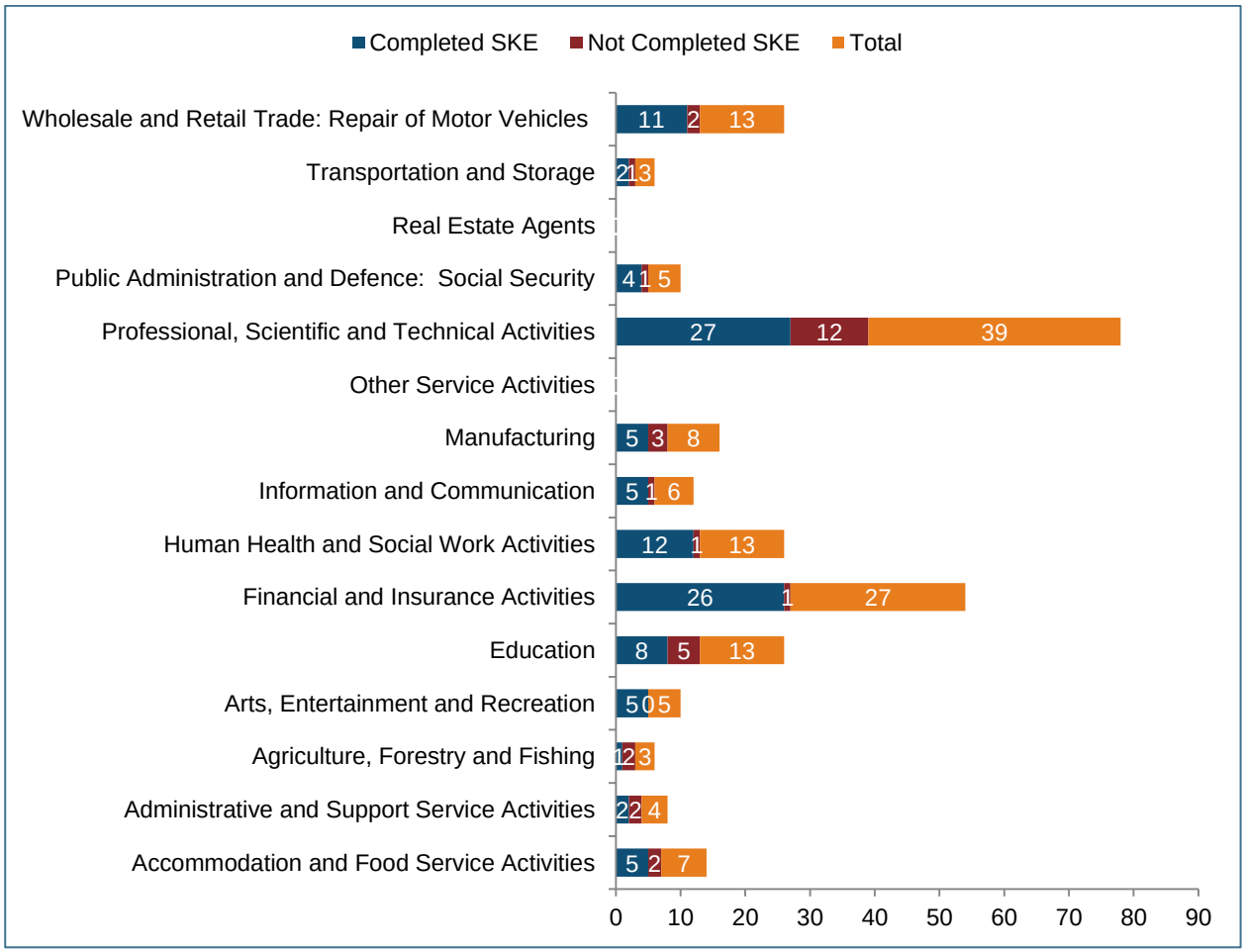
Did students have a career prior to teacher training?						
	Completed SKE		Not Completed SKE		Total	
	No.	Per cent	No.	Per cent	No.	Per cent
Yes	115	44.7	33	40.2	148	43.7
No	142	55.3	49	59.8	191	56.3

These students were able to provide examples of their job roles which ranged from administration, accountancy, catering, design, medical, engineering, finance, lecturing, management, marketing, project management, retail, research and teaching English as a second language.

All job roles provided were coded for the purposes of analysis according to the Standard Industrial Classification Codes (SIC, 2007), as provided by the Office of National Statistics (ONS). The figure below illustrates the range of industry sectors in which PGCE students previously worked. Note however that counts are used rather than percentage since there are instances of very small counts in some industries when comparing across those who have completed an SKE and those who have not. Note that also, there were higher numbers of responses from previous SKE students compared to non-SKE students. Nevertheless, the following patterns emerged:

- The most common sectors for previous careers were Professional, Scientific and Technical Activities and Financial and Insurance Activities.
- Those who had completed an SKE course seemed to be more likely to have had careers in the above two sectors.
- Those who have not completed and SKE course seemed to be more likely to have had careers in the Professional, Scientific and Technical Activities sector.

Figure 33 Number of PGCE students with a previous career by Standard Industrial Classification Codes (SIC, 2007) - PGCE Survey 2011/12

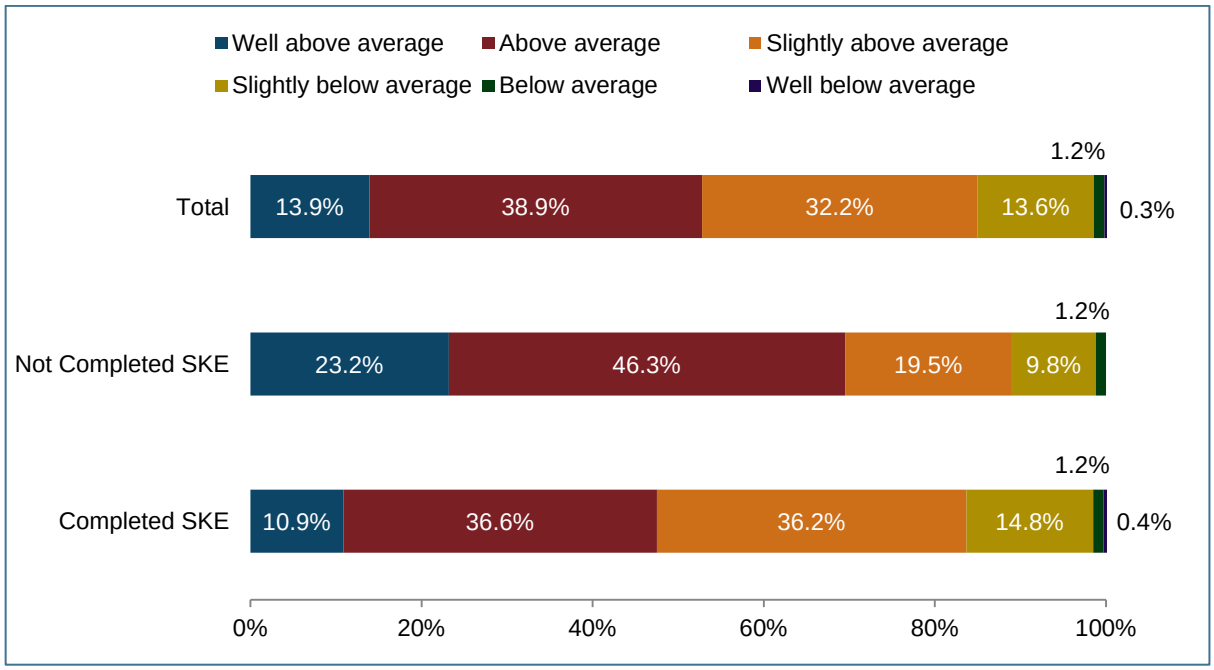


3.3 Subject Knowledge

3.3.1 Level of subject knowledge

All PGCE students were asked to provide a rating for their subject knowledge (in their principal subject) compared to their fellow students. The majority (85%, 288) considered themselves to be above average in some way. However, for this question, a greater proportion of former SKE students (46%, 38) rated themselves as above average compared to traditional route teacher trainees (37%, 94). Therefore, whilst overall it appeared that those with an SKE background felt more confident in their progress on the PGCE course, those without an SKE background (traditional route teacher trainees) felt that their subject knowledge was better than others.

Figure 34 Rating progress on the PGCE course compared to fellow students - PGCE Survey 2011/12

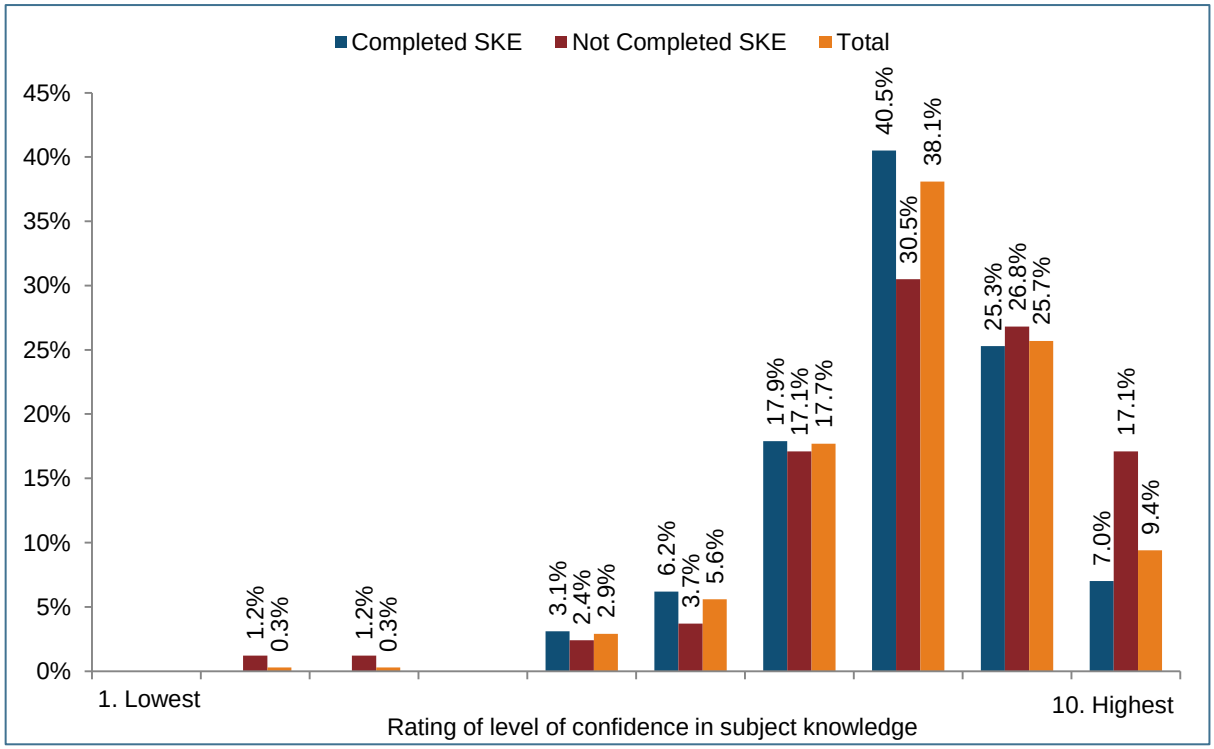


3.3.2 Level of confidence in the subject

PGCE students also provided a rating of their level confidence in their principal subject knowledge (as in previous surveys). They were asked to provide a rate from 1 (lowest level of confidence) to 10 (highest level of confidence).

The majority of ratings were at the higher end of the scale - 91% (308 respondents) rated their confidence at 7 or above. Only slight differences were found between those who had completed an SKE course previously and those who had not – within the most popular rating of 8, a reasonably high rate, there were higher proportions of previous SKE students than non-SKE students although at the highest rate of 10, there were lower proportions of previous SKE students.

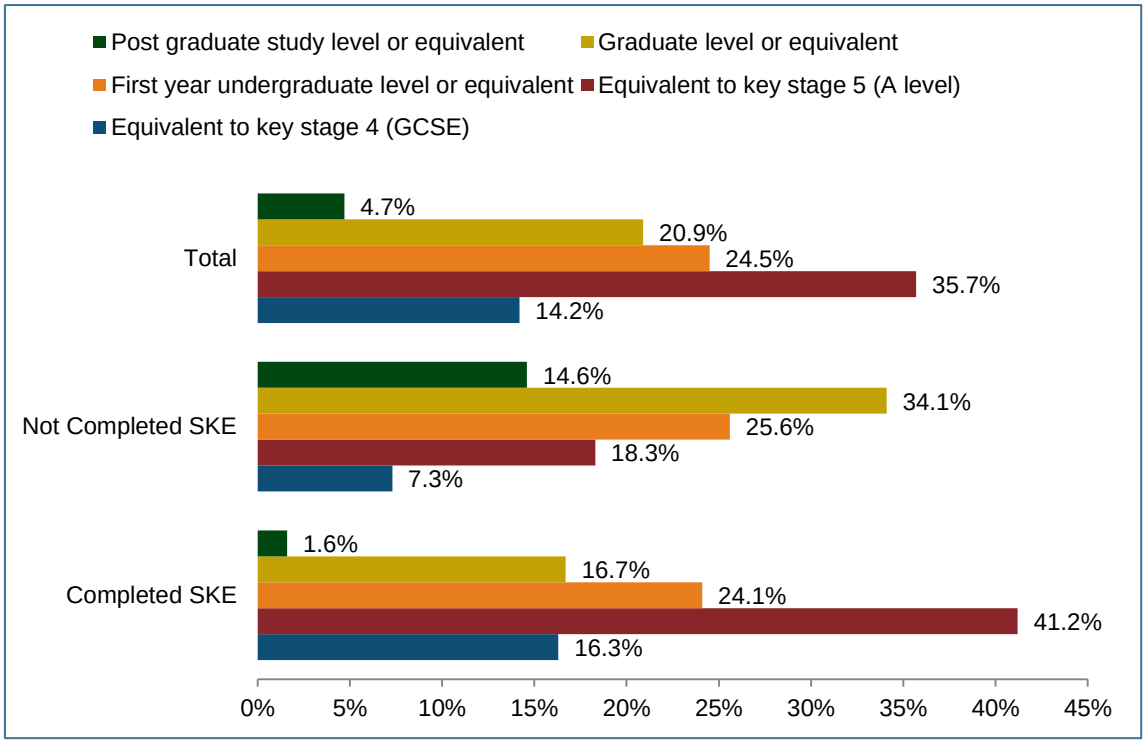
Figure 35 Rating of confidence in subject knowledge of principal subject - PGCE Survey 2011/12



When considering different levels of subject knowledge, students were asked to define their current level of subject knowledge by selecting how it best matched different levels of learning. Overall, most students (36%, 121) thought their subject knowledge was equivalent to key stage 5 (A level) and about one-quarter thought their subject knowledge was equivalent to either first year undergraduate level or graduate level (45% combined for undergraduate and graduate levels).

There were some noticeable differences in level of subject knowledge according to whether the respondents had completed an SKE course or not. Much higher proportions of those with an SKE background considered their subject knowledge to be at key stage 5 whereas higher proportions of those without an SKE background have graduate level subject knowledge and there are also higher proportions with postgraduate level knowledge.

Figure 36 Definition of level of subject knowledge - PGCE Survey 2011/12



3.3.3 Level of subject knowledge for teaching different levels

This section provides detail of how students have defined the level of subject knowledge required to teach to various levels. Overall, the pattern in the table below suggests that to teach to each key stage, most students feel that they need subject knowledge which is a level higher than they are teaching.

Table 28 Subject knowledge needed to teach to key stages 3, 4 and 5 - PGCE Survey 2011/12

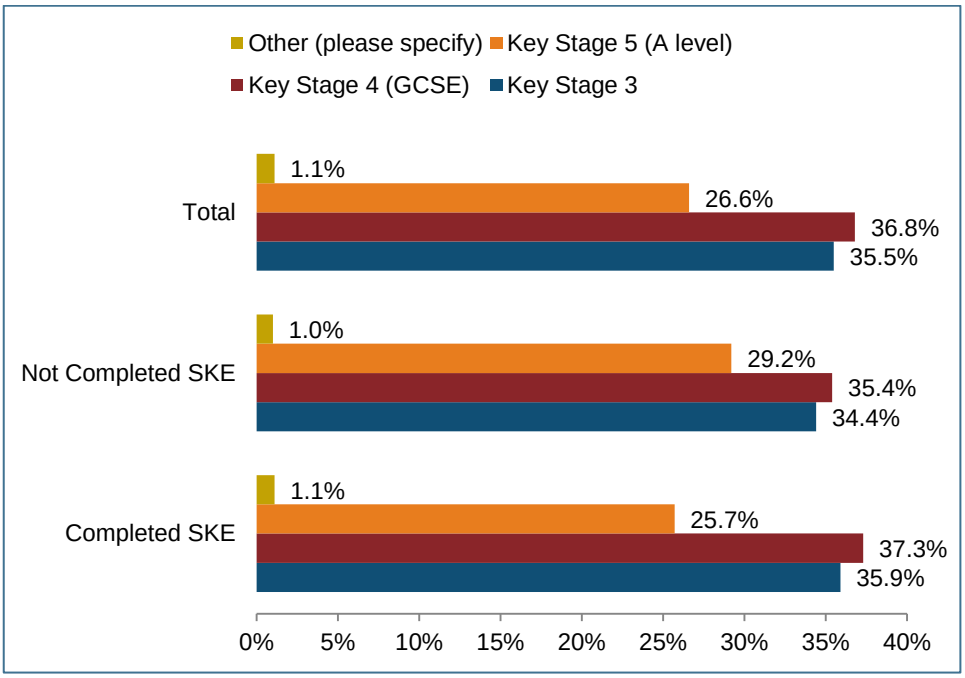
Subject knowledge needed to teach principal subject at.....						
	Key stage 3		Key stage 4		Key stage 5	
	No.	Per cent	No.	Per cent	No.	Per cent
Equivalent to key stage 4 (GCSE)	185	54.6	46	13.6	N/A	N/A
Equivalent to key stage 5 (A level)	114	33.6	211	62.2	74	22.0
First year undergraduate level or equivalent	20	5.9	56	16.5	152	45.1
Graduate level or equivalent	14	4.1	19	5.6	100	29.7
Post graduate study level or equivalent	6	1.8	7	2.1	11	3.3

Differences in these responses across those who have an SKE background and those who have not, are minimal and can be viewed in Appendix 3.

3.3.4 Expectations for teaching the chosen subject

Students were asked to what level they would expect to teach their chosen subject once they have completed their NQT year. They were able to select as many options/key stages as they wished for this question, therefore, allowing consideration of the range of levels that teachers may be expected to cover. Analysis therefore takes account of the multiple responses by calculating proportions from the total number of responses rather than number of respondents.

Figure 37 Expected levels to teach principal subject to once NQT year is completed - PGCE Survey 2011/12



Overall, students most commonly expected to teach their chosen subject at key stage 4 (37%, 312) and key stage 3 (36%, 301). Just over one-quarter of the responses to this question suggested that they also expected to teach to key stage 5 (27%, 225). Comparing the background of students, there were minimal differences in key stages students expected to teach at depending on whether they have completed an SKE course or not.

Students' confidence to teach their chosen subject to the different key stages was high for key stages 3 (98%, 329) and 4 (94%, 319). However, to teach to key stage 5, most students felt their confidence was at a medium level (50%, 170) although another 39% (131) felt that it their confidence was high. The difference in levels of confidence to teach to each key stage were minimal - on the whole, only slightly higher proportions of students who had not completed an SKE course showed higher

levels of confidence to teach at each key stage – although for key stage 5, 50% (41) of non-SKE students felt confident to teach to this level, compared to 35% (90) of former SKE students.

This question was posed to students in the form of a rating scale of 1 (lowest confidence) to 10 (highest level of confidence). It has been recoded for simplification of analysis and presentation to low confidence (ratings of 1 to 4), medium confidence (ratings of 5 to 7) and high confidence (ratings of 8 to 10).

Table 29 Level of confidence to teach to key stages 3, 4 and 5 in the principal subject - PGCE Survey 2011/12

Level of confidence to teach at…							
		Completed SKE		Not Completed SKE		Total	
		No.	Per cent	No.	Per cent	No.	Per cent
Key Stage 3	Low Confidence	-	-	-	-	-	-
	Medium Confidence	8	3.1	2	2.4	10	2.9
	High Confidence	249	96.9	80	97.6	329	97.1
Key Stage 4	Low Confidence	-	-	-	-	-	-
	Medium Confidence	18	7.0	2	2.4	20	5.9
	High Confidence	239	93.0	80	97.6	319	94.1
Key Stage 5	Low Confidence	33	12.8	5	6.1	38	11.2
	Medium Confidence	134	52.1	36	43.9	170	50.1
	High Confidence	90	35.0	41	50.0	131	38.6

Respondents were asked to provide an explanation of the ratings they provided above. These are summarised below for each key stage.

Key Stage 3

The vast majority of the students (210 respondents gave a comment for this question), had no problems teaching key stage 3, their comments stated that they were *'confident'*, had *'no problems at this level'*, and found it *'easy'*, *'familiar'* or *'basic'*. The main reasons were:

- That they were *'confident'* and had already had experience of teaching at this level (around two thirds said this).
- Happy with the content and thought they had good subject knowledge (several students cited the SKE course as helping with this).

- Several students said it was because of previous experience or knowledge that they were confident, including already being a native speaker (in the foreign language they were teaching); and previous degrees.
- A small number of students said it was because of their abilities – e.g. able to recap material easily or *'teach myself quickly'*.

Of those students who were less positive about being able to teach (generally medium confidence) at this level these were some reasons provided:

- *'Not* taught *everything in the scheme of work yet'.*
- *'*More *thinking time needed and more to learn; more knowledge needed'.*
- More practice needed.
- Need to improve ability to match pupils' needs – to break down the subject.
- A small number found the lower level challenging: '*I find key stage 3 more challenging to teach than key stage 4. I feel it requires more teacher input in order for students to make progress'.*

Key Stage 4

- Around two thirds of students (217 respondents gave a comment for this question), thought that they would be confident to teach to key stage 4 with comments similar to that of key stage 3. However, a significant proportion qualified their comments suggesting they would need to revise/look up particular topics especially at the *'higher end'* level:

  > *I am very confident in my subject knowledge at this level. There are still topics I have not taught however.*
  >
  > *I have had a lot of experience but I am aware that there are topics at the higher end that I need to improve my subject knowledge on before I teach it.*

- Several students thought that they were capable but were worried about being able to cope with the high ability students in the group; '*I feel that the only downfall is that I would be unable to extend the most able to their limits'.*
- Several commented that it was; 'a *bit more demanding'*, ' a *few new methods to familiarise with*'; and about a quarter of all students said they needed more practical experience to teach to this level and/or to work on particular aspects of the course;

  > *I am confident in my chemistry to teach key stage 4, but did not get enough opportunity to teach key stage 4 during my training.*
  >
  > *I feel that there are a couple of topics that I am not completely confident on, this is because I have had no experience teaching year 11.*

- A small number of students cited the SKE as helping with their preparation to teach; '*A good proportion of time on the SKE was spent on tackling common pupil misconceptions at key stage 4, therefore I feel very confident that my own knowledge will stand up in front of a class of 16 year olds who "don't get it"'.*

Key stage 5

The majority of responses (253 respondents gave a comment for this question), suggested that students were much less confident with teaching at key stage 5. The main reasons they provided were:

- Needed more practical experience and training at this level; *'I'm confident with material but would need to work harder to ensure simple explanations. Also a lack of teaching experience at this level*'.
- In some cases teaching placements had not required teaching to this level – and in at least one case there were only 11-16 schools in the area so placements were limited.[7]
- In terms of subject knowledge, responses varied from having little or none at this level or on specific subjects (e.g. one or more science subjects where teaching all three sciences) or specific topics/areas (e.g. statistics in mathematics) to needing to do some revision, *'brushing up'* their knowledge; '*A level will be a breeze to teach once I've done it for a few years, but, certainly as an NQT (or trainee), most lessons require revision beforehand before I feel confident I can teach them, as you really have to have a sound grasp of the stuff*'.
- Several felt that they were at a disadvantage as they had no A level in the subject.
- Some thought that their subject knowledge would not be sufficient to enable them to answer *'tricky'* questions from some of the more able students.
- Value of SKE – one student referred to the usefulness of the SKE in developing their skills; '*There are a wide range of key stage 5 topics, I am confident in many of them and the ones I am not fully confident I intend to develop further, as I had less opportunity to spend time learning these. I feel grateful for the SKE course because with its help now I have the tools to be able to independently develop my key stage 5 subject knowledge regardless of the topic'.*

A small number of students were looking forward to teaching at this level, which mostly included those with previous relevant experience and a better level of knowledge (e.g. higher degree).

3.4 Motivations and Expectations

PGCE students were asked about their motivations for entering the teaching profession. The top three reasons were:

[7] School placements seem to be offered by some SKE providers although they are not technically required as part of the Teaching Agency funding.

- To make a difference to young people (43%, 147).
- Enjoyment of working with young people (22%, 74).
- Always wanted to be a teacher (16%, 54).

These reasons did not seem to differ between former SKE students and traditional route teacher trainees.

Table 30 Reasons for becoming a teacher - PGCE Survey 2011/12

Reasons for becoming a teacher		
	No.	Per cent
I want to make a difference to young people	147	43.4
I enjoy working with young people	74	21.8
I have always wanted to be a teacher	54	15.9
I am looking for fulfilment in a second career	43	12.7
I know people who teach and they seem to enjoy it	4	1.2
It seemed a safe option during a recession	7	2.1
The terms and conditions (holidays, pension)	4	1.2
The pay	1	0.3
Other	5	1.5

In terms of choosing their subject in which to train for their teaching career, the two main reasons were:

- To pass on enthusiasm for this subject to young people (43%, 147).
- Enjoyment of the subject (35%, 117).

The reasons for choosing a particular subject were similar across those who had completed an SKE course and those who had not. Some students provided other reasons for choosing their subject, these included having poor experiences with teachers of the subjects themselves and wanting to do '*a much better job'*, being able to empathise with students who struggle with the subject as they struggled themselves and the perceived importance of the subject; '*this subject is very important in everyday life'*.

3.5 Experience of SKE courses

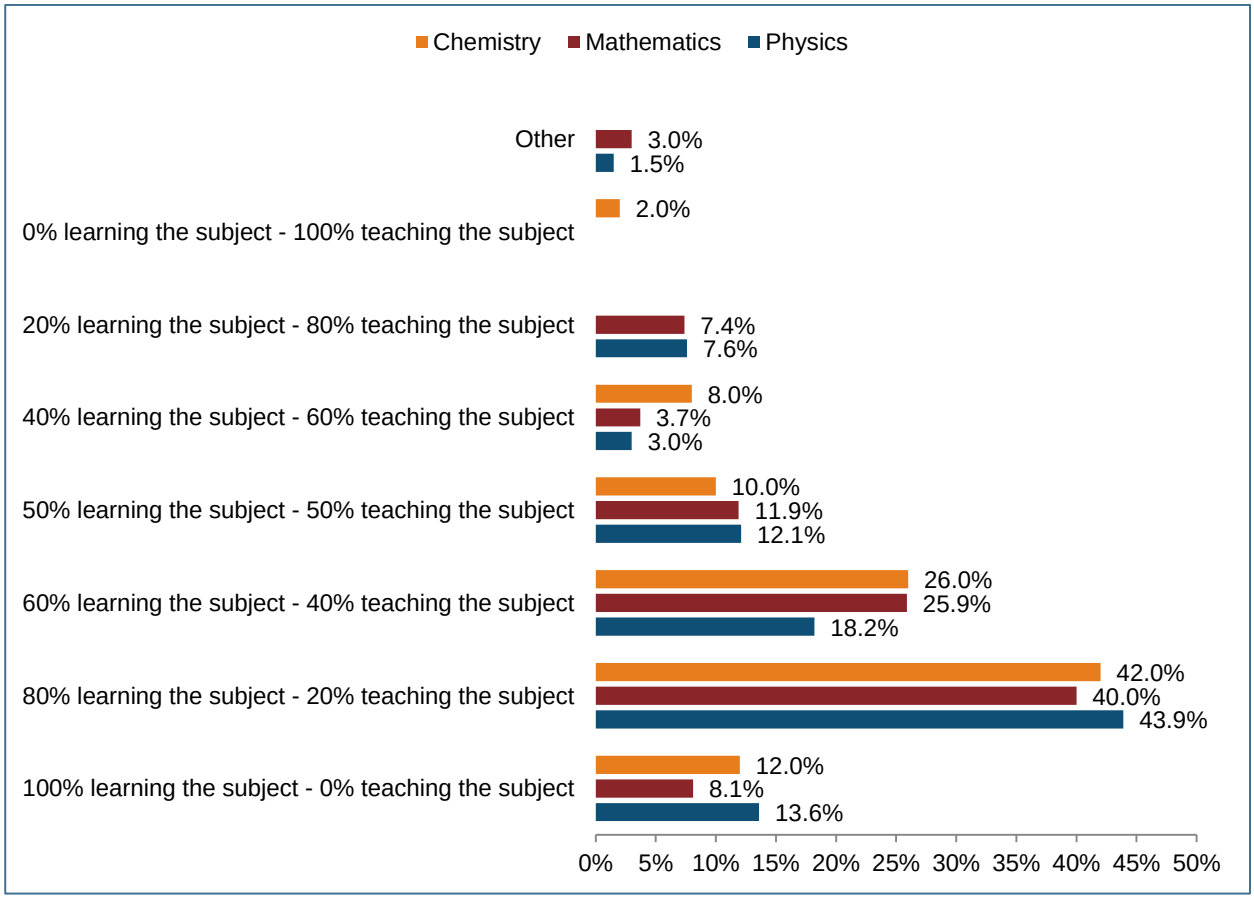
This section of the PGCE survey was directed only to PGCE students who had previously completed an SKE course. It asked them to reflect on their experience and satisfaction with the SKE course.

3.5.1 Course content

As with the End of Course survey, these students were asked about the balance of their SKE course in terms of learning subject knowledge and understanding pedagogy. SKE courses aim to enhance subject knowledge and from policy and planning perspectives it is expected that they focus purely on developing subject knowledge rather than pedagogical understanding. However, due to the high interest and response about pedagogical content in the SKE courses, further questions and clarifications were included in later surveys and interviews to ascertain the views of current and former SKE students.

Just under 42% (106) of these PGCE students answering the question, said that their SKE course was split 80/20 between learning subject knowledge and learning about teaching the subject. Another 24% (62) said that it was split 60/40 towards learning subject knowledge. Looking across the different SKE courses, there did not appear to be a great deal of difference in how the different subject courses were balanced between subject knowledge and pedagogy.

Figure 38 Balance of subject knowledge and pedagogy in SKE courses - PGCE Survey 2011/12

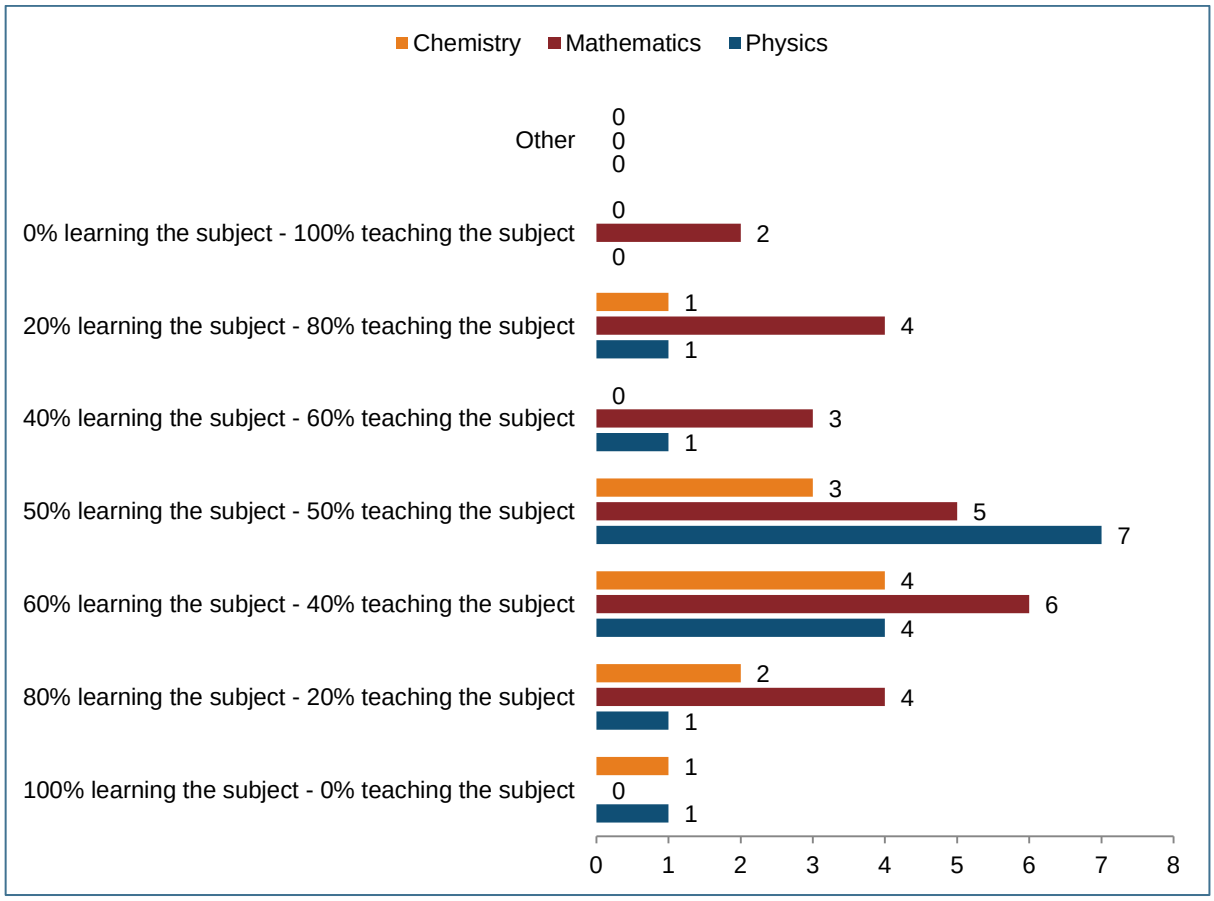


Most (80%, 200) of the PGCE students who had completed an SKE course were relatively satisfied with the balance of their course between learning the subject and learning how to teach the subject. Their reasons for this are summarised below.

- **Subject knowledge** - the majority of students thought the balance of their own particular course was adequate in terms of the emphasis being on gaining subject knowledge as the primary focus, with many seeing the PGCE course as the course to provide pedagogy; '*I needed to be confident in the subject knowledge in order to be able to teach it'.*
- A number of students thought that it should be just about subject knowledge whilst others thought that the restricted length of the course meant there was not sufficient time to cover more than that; '*It would not have been appropriate to put more of an emphasis on the teaching side of mathematics because of the level of work being covered. It was more appropriate to spend the time on solid knowledge base before methods to teach it'.*
- **Pedagogy/Teaching techniques** - about a third of respondents whilst seeing subject knowledge as the primary focus, were also positive about including some content on how to teach the subject, whether it may be specific in terms of pedagogy or built into the delivery of the course content itself; '*The subject content was quite weighty and needed to covered as comprehensively as possible. Teaching aspects were often built into the learning process'.*
  Some of these students saw that learning how to teach the topics as well as learning the topics was beneficial in terms of enhancing their understanding of the subject; '*allowing us to teach topics gave us a better understanding of the topic'.*

Of those who were not satisfied with the content balance, about one-third (31%, 16) of the PGCE students answering the question, said that their SKE course should be split 50/50 between learning subject knowledge and learning about teaching the subject. Another 28% (14) said that it should be split 60/40 towards learning subject knowledge. The figure below provides an illustration of preferred course content balance between subject knowledge and pedagogy. Note that counts have been used due to the low number of responses when viewed across SKE subject areas.

Figure 39 Preferred balance of subject knowledge and pedagogy in SKE courses - PGCE Survey 2011/12



Of those dissatisfied (46 respondents to this question) with the balance of the content, the majority of responses indicated that they would prefer to include more content about how to teach the subject.

> *There should have been more focus on the teaching aspect. When I started the PGCE the SKE was great in that I felt confident of my abilities, but I had no idea how to teach, and it would have been nice to spend at least a little time looking at lesson plans etc etc.*

> *Especially in the short SKE they should focus on how to teach mathematics. There is no use in students knowing all the facts but not being able to present it appropriately in class.*

Several students wanted more in the course content about learning about the subject and of these the majority wanted it in terms of higher levels e.g. key stages 4 and 5.

> *It was supposed to be a Physics SKE course, but we only covered key stage 3 physics which I was already confident on. It would have been useful to discuss key stage 4 physics but this was totally neglected in favour of pedagogy.*

I wanted to spend more time learning the subject, especially some A level. Should have been 50% learning the subject and 50% teaching it.

A couple of science students also said that they would have liked to learn more subject content in relation to all three sciences.

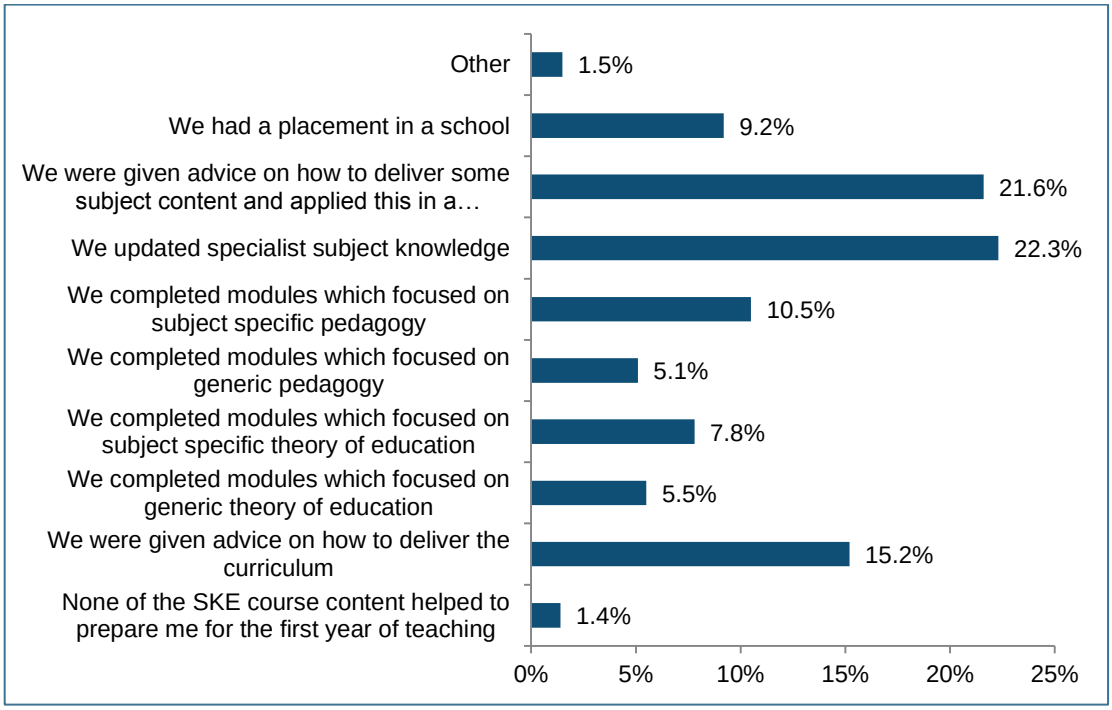
A further question explored how the SKE course helps to prepare the PGCE students for their first year in teaching. The respondents were able to select as many options as applied to them for this question. Overall, it was seen to be most beneficial in terms of:

- Updating subject knowledge (22%, 195).
- Gaining advice on how to deliver some subject content and apply this in a practical way (22%, 189).
- Gaining advice on how to deliver the curriculum (15%, 133).

Some students were able to provide other ways that the SKE course prepared them for the PGCE, such as:

- Experience of conducting practical sessions.
- Peer teaching.
- Familiarity with technology.
- School visits and delivering sessions.
- Experience of teacher training staff; '*We were taught by teachers and ex teacher who had taught in school and knew how things really are'.*
- Resources; '*We were given a variety of ideas and resources that I have since used to help me plan lessons'.*

Figure 40 How the SKE course content might have helped to prepare the PGCE students for their first year in teaching - PGCE Survey 2011/12



3.5.2 Advantages and disadvantages of the SKE course

According to PGCE students who had previously completed an SKE course, the most common advantages of the SKE course were increasing subject confidence (14%, 219) and updating subject knowledge (13%, 214). This question allowed multiple responses and as such, the proportions (per cent) are calculated using the total number of responses to the question.

Table 31 Advantages of the SKE course - PGCE Survey 2011/12

Advantages of the SKE course	No.	Per cent
SKE increased my subject confidence	219	13.7
SKE updated subject knowledge	214	13.4
SKE created time to focus on the subject which would be difficult during the PGCE	172	10.8
SKE provided early signposting to teaching resources and materials	169	10.6
SKE taught me to communicate the subject better	166	10.4
SKE equipped me with how to apply knowledge in the classroom	151	9.5
SKE provided me with additional practical experience	147	9.2
SKE made me aware of new topics	143	9.0
SKE gave me an additional subject specialism	137	8.6
SKE helped to prepare me for studying at postgraduate level	70	4.4
There are no advantages	3	0.2
Other	3	0.2

Other advantages offered by former SKE students were receiving payment (e.g. bursary), meeting people prior to the teacher training and; '*it increased my enthusiasm for teaching and learning mathematics'.*

Many students (46%, 139) felt that there were no disadvantages to completing the SKE course. However, according to those who felt there were disadvantages, the most common disadvantages were noted as the course adding to time spent training to be a teacher (20%, 60) and additional costs of training (13%, 41). These response options could have been interpreted in a number of ways but from discussions with current and former SKE students, they tend to refer to costs for such things as travel, childcare and study materials.

Table 32 Disadvantages of the SKE course - PGCE Survey 2011/12

Disadvantages of the SKE course		
	No.	Per cent
There are no disadvantages	139	45.6
Added to the time spent training to be a teacher	60	19.7
Additional costs of training	41	13.4
Covering content that is covered by the PGCE	30	9.8
Impinging on future opportunities due to school perception of SKE	22	7.2
Other	9	3.0
Doing a placement	4	1.3

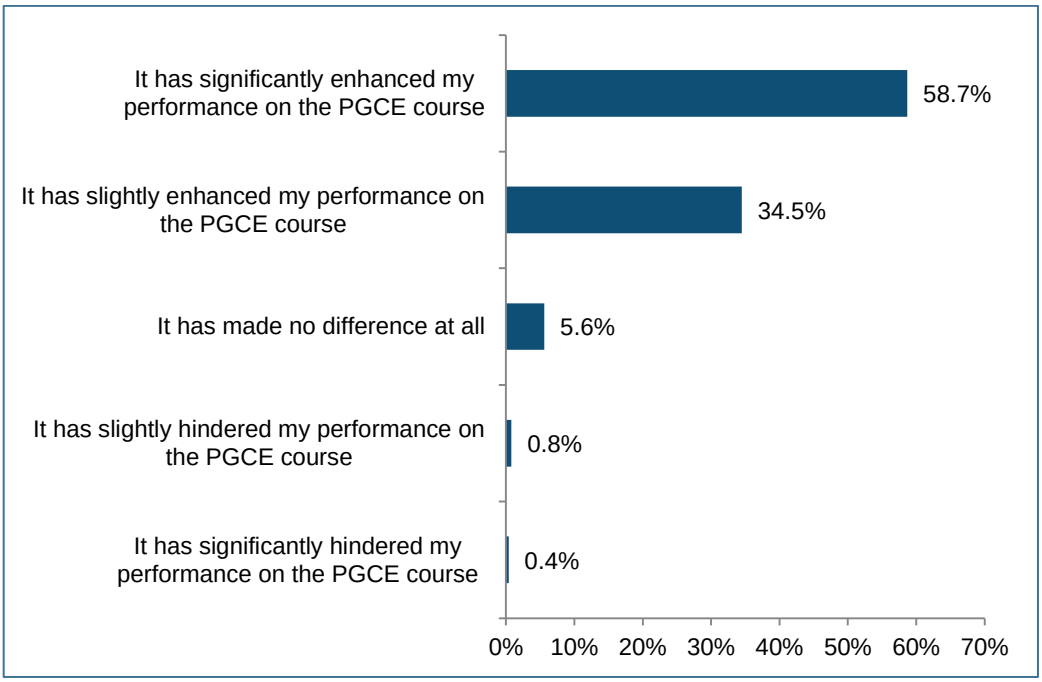
Other disadvantages offered by a small number of respondents were:

- Lack of accreditation/certificate.
- Repetition of content from previous studies or not learning new content preference for a classroom based SKE.
- Lack of preparation for key stage 5.
- SKE courses not being *'taken seriously'* by certain teacher training providers.

3.5.3 Satisfaction and impact

Overall, 97% (249) of the PGCE students said that they were pleased they had completed an SKE and over 93% (235) said that the SKE course had slightly or significantly enhanced their performance on the PGCE (59%, felt that the SKE course had significantly enhanced their performance on the PGCE course). There did not appear to be a significant differentiation between responses to these questions according to SKE subject – although a slightly higher proportion (64%, 85) of former mathematics SKE students felt that the SKE course had significantly enhanced their performance on the PGCE compared to former chemistry (59%, 29) and physics (49%, 32) SKE students.

Figure 41 How the SKE course has impacted on performance on the PGCE course - PGCE Survey 2011/12



Almost all the students considered that the SKE course had had a positive impact on their performance on the PGCE. These were the most commonly given reasons:

- **Confident in subject knowledge** – about half the students responding to this open question said that the SKE had had a significant impact on increasing their confidence in subject knowledge. This in turn had an impact in being able to focus more on other aspects of the PGCE such as the pedagogical/teaching side of the course rather than worrying about subject knowledge; '*Going into the classroom on the PGCE I was extremely confident in my subject knowledge and therefore felt that any questions from pupils would not throw me so I could concentrate on how to manage the classroom'.*
- **Acquired tips, ideas and resources** which they used on the PGCE; '*Could not have completed the PGCE successfully without the MEC [Mathematics Enhancement Course]. Being taught by outstanding teachers and learning different tips and tricks to innovative mathematics and teaching ideas were essential to my PGCE course. The portfolio and team teaching were excellent'.*
- **Confirmed career in teaching** – some students thought that attending the SKE course had helped to consolidate and confirm that teaching was in fact the right career path for them whilst a couple said that it showed their level of commitment to teaching.
- **Overall confidence** - at least half of the responses indicated that the course had provided them with the confidence of being well prepared to go on to do the PGCE – confidence in either subject knowledge and/or practical teaching skills, working in schools etc; '*I believe it significantly enhanced my performance as it gave me a*

good foundation of knowledge and resources to use, increased my confidence with practical work and my subject knowledge, helped me make additional contacts that I have continued to share experiences and resources with and helped me prepare for the academic aspect of the PGCE course having had a significant break from education'.

- **Better prepared in terms of ways of working/what to expect** – several thought the SKE helped in preparing them in terms of academic writing, getting back into the ways of study, and in managing their workload.
- **Couldn't have achieved without SKE** – several also thought that they would not have been able to go on to do a PGCE without having done an SKE first and/or would never have been able to complete the PGCE without it; *'I don't believe I would have completed the PGCE course, or at least achieved as good a grade as I did, without doing the SKE prior to the PGCE'.*
- **Good transition from previous careers** – one mature student also referred to the SKE course as a good *'transition'* from a previous career; '*It has slightly enhanced my performance on the PGCE in that it helped me to transition towards becoming a teacher, which was a significant change for me having come from a 25-year career as a civil engineer'.*

Students therefore, seemed pleased that they have completed an SKE course and that it has brought benefits to their study on the PGCE course. Over 60% (152) have said that there is no other way that the SKE course could have helped to better prepare them for the PGCE course or teaching in the future. However, another 40% (101) reported that the SKE course could have helped to better prepare them. There did not appear to be a notable difference between the responses to this question according to SKE subject previously studied.

Table 33 Could the SKE course have better prepared students for the PGCE? - PGCE Survey 2011/12

Is there any way that the SKE course could have helped to better prepare you for the PGCE course or for teaching in the future?		
	No.	Per cent
Yes	101	39.9
No	152	60.1

Of those who felt there were missing aspects to the course (90 respondents to this question), some were able to provide details as to what they would have liked to have covered. This included:

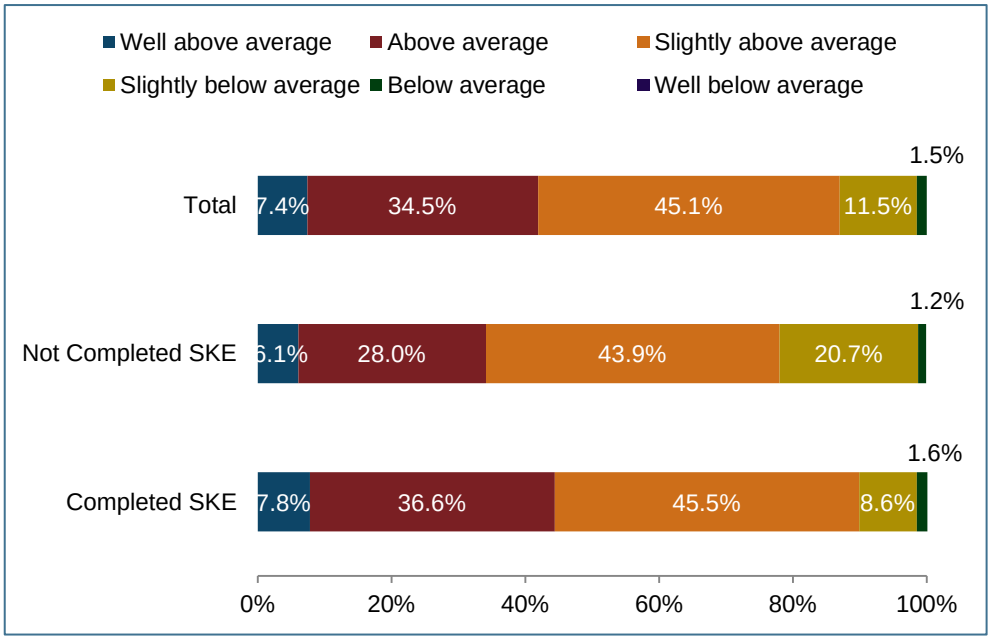
- **Practical experience** - the most common response was that of having the opportunities for more practical experience and input. This included activities such as spending time in schools, observation of teaching, conducting more practical

experiments, lesson-planning, preparing for PGCE teacher training, how to teach lessons and practical lessons.

- **More on pedagogy** – several comments were to suggest more input on pedagogy, classroom management and teaching techniques.
- **More science subject knowledge** – several students on science courses suggested that having content across all three subjects would be a useful addition to the course. It seems that some provision does cover more than one science to some degree although this is not as policy intended and the teaching of all three sciences is not required by all schools; '*My course focused purely on A level chemistry with a week's booster at the end in physics up to GCSE and a week on biology up to GCSE. I felt that more time should have been dedicated to learning about biology and chemistry as in science, you have to teach all 3 sciences up to GCSE no matter what your specialism. During my PGCE I have taught more physics than chemistry!! So I would have liked more focus on the other 2 sciences'.*
- **More specific level content** – there were a number of students who wanted more subject knowledge specific to qualification levels e.g. A level and key stage 5 were the main ones but one or two did ask for more content on key stages 3 and 4.
- **Longer course** – a small number would have liked the course to be longer in length; *'I would have liked a longer course to cover more material and in more depth. More A level would also have been good'.* There were 3 respondents enrolled on short courses of less than one month in duration who would have preferred a longer course and 5 respondents on courses of 4 to 6 months who gave a preference for longer time in SKE training.

When asked about their progress on the PGCE course compared to their fellow students, the majority felt that they were above average overall (87%, 295) and of these, they felt they were either slightly above average (45%, 153) or above average (35%, 117) or well above average (7%, 25). None felt that they were well below average.

Figure 42 Progress on the PGCE course compared to fellow students - PGCE Survey 2011/12



This pattern was replicated whether the students had studied an SKE course previously or not although a higher proportion of SKE students (37%, 94) did feel that they were above average compared to their colleagues (28%, 23). Similarly, comparing those who felt they were slightly below average, it appears that higher proportions of those who had not completed an SKE (21%, 17) gave themselves this rating, compared to those who had competed an SKE (9%, 22). It seems then that previous SKE students felt more confident about their progress compared to their fellow students.

3.5.4 Awareness and perception of SKE courses

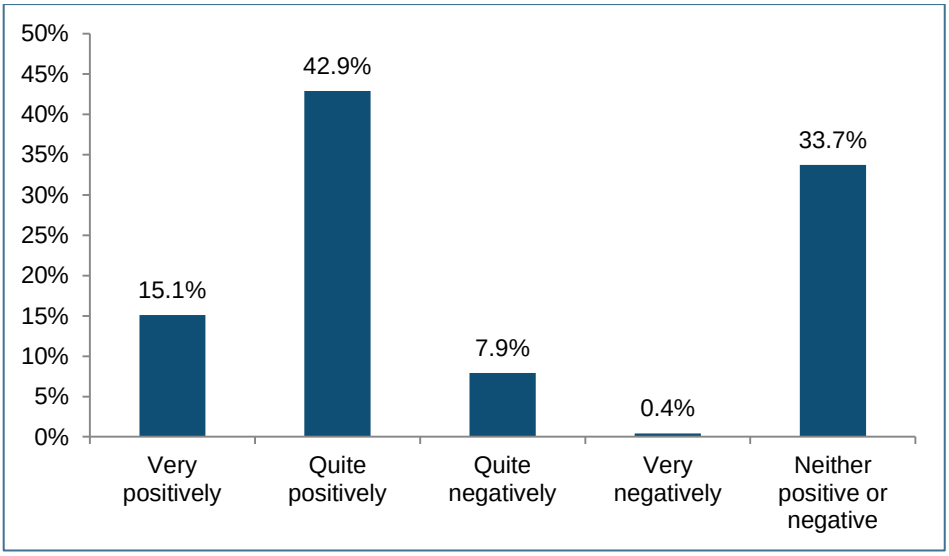
Previous SKE students were asked how aware they felt schools were of the existence of SKE courses to enhance subject knowledge for prospective teachers. The majority (60%, 152) felt that schools had some awareness of SKE courses and less than one-quarter (22%, 56) felt that they were very aware.

Table 34 School awareness of SKE courses as perceived by former SKE students - PGCE Survey 2011/12

Schools' awareness of SKE courses	No.	Per cent
Very aware	56	22.1
Some awareness	152	60.1
Not at all aware	45	17.8

In terms of school perception of former SKE students, there were mixed opinions – while 43% (108) of the students felt that schools thought quite positively about SKE students, another 34% (85) felt that they did not have an opinion either way. A smaller proportion (15%, 38) thought that schools perceived former SKE students very positively.

Figure 43 School perception of SKE students - PGCE Survey 2011/12



A small number students gave their comments about school perceptions. Where this was the case, it generally referred to negative perceptions. Around a quarter of the comments indicated that schools should be better informed about the SKE courses and their value; one student suggested it should be accredited in some way to enhance its status within schools. There were several students who had thought that this had an impact on schools when recruiting staff. The perception of former SKE students seems to vary from school to school.

> *I have been offered my first post at a school with experience of supporting former SKE students with good outcomes for both the NQT and the school, whereas at one*

of my placement schools they had never had any SKE students without science degrees. I was told by this school that they would not consider hiring me, even though I had demonstrated good subject knowledge during my placement.

The second school that I was in had a job advertised which required applicants to have a degree in maths. At the end of my placement the teachers said that it was a shame that the governors thought that way as I would have been very good at the job.

I have been disappointed to find that some schools will not consider candidates who have completed SKE courses. I was not aware of this 'prejudice' before undertaking the physics SKE course.

3.6 Non-SKE Students' Perception of SKE courses

This section of the survey was directed only to PGCE students who had not previously completed an SKE course. It focused on establishing these students' awareness of SKE, why they had not completed an SKE course and whether they would have liked the opportunity to complete an SKE course.

Of the 80 PGCE students completing this question, 77% (61) were aware of SKE courses and said that they *'know what SKE courses are'*. A further 20% (16) said that they had heard of SKE courses but did not know much about them and just 4% (3) had not heard of them at all.

A majority (70%, 57) of the students said that they did not complete an SKE course because they had already studied their PGCE degree subject to degree level and did not need any subject knowledge enhancement.

Table 35 Reason for not completing an SKE course - PGCE Survey 2011/12

Reason for not completing an SKE course		
	No.	Per cent
I was not aware that it was an option	11	13.6
I had studied my chosen PGCE subject up to degree level and did not need subject knowledge enhancement	57	70.4
I did not have time to do additional training before my PGCE	10	12.3
Other	3	3.7

Supporting the above findings, nearly two-thirds (61%, 50) of PGCE students (non-SKE) stated that they would not have liked to have completed an SKE course. The majority of respondents felt that their subject knowledge was sufficient either because

they had previous qualifications in the subject, experience in industry or had recently finished training/education in school.

> *I feel that my current subject knowledge is adequate and I prefer to learn and enhance it during my teaching.*
>
> *I feel this would have been a waste of time for me as I had just completed A levels and a degree in the subject I wanted to teach so had proved my ability in the subject.*

However, a further 39% (32) would have liked to have had the opportunity to complete an SKE course and this was due to the:

- Need to refresh subject knowledge or gain more in-depth knowledge.
- Length of time since being in secondary education.
- Lack of familiarity with GCSE and A level curriculum.
- Benefit of gaining more confidence.
- Need to become familiar with the process of learning again.
- Benefit of having more practical experience in the classroom.

The students who felt that they would have liked the opportunity to take an SKE course were asked whether they felt at a disadvantage. Responses to this were fairly evenly split although slightly higher proportions felt that they were not at a disadvantage.

3.7 Comparing SKE Students and Traditional Route Teacher Trainees

Subject knowledge

When asked what differences there might in terms of subject knowledge between former SKE students and students who have a specialist degree in the subject, there were a small number of students who thought that there was either little or no difference, or that they were unable to comment.

Of the remainder of students (the majority of responses), who did comment, about half thought that those who had completed an SKE course were equipped with better subject knowledge compared to those with a specialist degree in terms of:

- Having a wider range of topics, relevant to the school curriculum and up-to-date *'fresh'* subject knowledge which in turn makes them better prepared to teach in schools*; 'I feel that SKE students are at an advantage over degree students because relearning the subject from a pupil perspective gives a greater insight into teaching the subject. Degree students have often not considered how the pupils learn. The implications are that SKE students are better prepared for PGCE courses'.*

- Having a better understanding of misconceptions and the topics/areas that pupils are likely to struggle with, and understanding subject knowledge from the view of pupils; '*Although subject knowledge may not be as extensive in the general field of mathematics, it is fresher and deeper at the levels that we will be dealing with in key stages 3, 4 and 5. This helps to make SKE PGCE students better able to communicate mathematically with pupils'.*
- Having knowledge which enables them to pitch at right level (i.e. lower levels);

  A degree gives people knowledge to teach complex aspects of the syllabus, however, SKE allows you to learn to teach lower levels as we may not pitch at the right level initially.

  Degree holders in a subject are usually more confident at higher level maths BUT SKE students usually have better conceptual knowledge at lower levels with a greater database of ideas of HOW to teach. Sometimes those with more advanced knowledge struggle to break concepts down for lower abilities to understand. Those on SKE are better equipped to build up their knowledge to higher levels based on depth of understanding at lower levels. Degree holders sometimes struggled to strip back their knowledge to make it accessible to lower abilities.

- The knowledge required to teach all three science subjects in school (rather than specialising in just one); '*The SKE also gives students the confidence in teaching all sciences (bio, chem, phys) due to the subject knowledge content covered in the SKE'.*

The other half of the comments suggested that those with a degree had:

- Greater depth and breadth of subject knowledge which in turn can help when answering complex questions; also in terms of being confident in teaching at key stage 5 and A level. On the negative it also meant that it was sometimes difficult to break it down in terms of the right level or included too much detail.
- Better grasp of underlying principles and complex concepts of subject; '*SKE students know 'how to' whereas graduates know the 'why' as well*'.
- On the negative side some thought that although they had a degree their subject knowledge was *'rusty'* and they had difficulties remembering some of the content, also that their knowledge was not always current compared to those who had completed an SKE; '*I found it quite difficult (not doing the SKE) to remember some of the subject content'.*

This is what one student said who had a specialist degree but also benefited from an SKE course:

> *As someone who has studied mathematics as an undergraduate I found that much of what I did at this level did not translate into the area of teaching. I had a high level of subject knowledge but no insight into how this knowledge could be passed on. The SKE course has been more useful*

in my training than the 3 years I spent at university. Subject knowledge is just one facet of being an effective teacher. Students who do not take the time to concentrate on how the subject is and should be taught, will struggle in their first years of teaching.

Being prepared for the PGCE

Around three quarters of the students thought that completing an SKE course made students better prepared than specialist degree students for the PGCE – the most common reasons are listed below:

- **Step towards doing a PGCE;** '*Doing SKE prior to PGCE is a definite bonus; lots of teaching and practicals are geared towards school practicals, which those straight from a degree will not have done (for a while). SKE is a good spring board to knowing the content of A level syllabuses; much of degree level physics is way beyond this'.*
- **Better prepared for what to expect on the PGCE**; '*Doing the SKE was a great preparation for the PGCE. Lots of relevant exercises and it was structured so that we would be prepared for different aspects of the PGCE. Helped us realise what to expect of the course'.*
- **Familiarity with content and practicals** – subject knowledge was *'fresh'* in their minds and up-to-date**;** '*They already have some familiarity with the curriculum content, which students having not done a SKE course do not have. Additionally, and perhaps most importantly in my subject, students on the SKE course did a lot of practicals, which could be used as class practicals in school. This was a huge chunk to miss out on, as a student with a specialist degree, and I found organising practicals to be one of the most challenging aspects of my planning, as I had to go off my own memories of what I did for that topic in school, and practicals that were suggested to me (although these were not ideal, with no idea of how the practical was supposed to work having not done them myself)'.*
- **Lab work** – several students spoke of the value of doing lab work during their SKE in familiarising them with practical experiments and equipment; '*Having a grasp of all types of lab equipment is very useful as you don't know how well-equipped the school is'.*
- **Experience of range of teaching methods** – several responses spoke of the advantage of experiencing a range of different teaching styles on the course from either tutors or through school teaching practice. The students were also taught using a variety of methods; '*People from the SKE courses had multiple methods taught immediately prior to the PGCE, which was very relevant; and the SKE was a course that was taught with the PGCE course in mind'*.
- **Experience of how to teach**; '*I believe the SKE has given me an advantage as I am able to look at many different ways of explaining and have more creativity in my teaching. My teaching is completely pupil-centred and always for relational understanding. When discussing with other PGCE students who have come*

straight from a specialist degree they seem to be more method orientated instead of looking at exploring the topic'.

> *As a SKE trainee I feel that I was much more prepared for the PGCE course, not only for my level of mathematics subject knowledge, but for understanding what to look out for when teaching, alternative methods of approaching topics and observing other teaching methods.*

- **In the right mindset** - which made the transition into the PGCE much easier for SKE students; '*they were more often more familiar with the ways of working; doing academic work and assignments; being a student again'.*
- **Wider grasp of science subjects** - as some SKE courses cover all three sciences this provides students with opportunity to become more familiar with all three subjects; '*In science you usually have to teach outside your specialism at key stage 3 and key stage 4 in some schools and the SKE gives you some knowledge/revision of subjects you might not have studied recently. Students on my course who didn't do the SKE wished they had'.*
- Built up a **bank of resources** and materials to draw on; '*You get lots of possible future resources… which is a massive help and means you are better prepared to start teaching at the beginning of the PGCE. Those who did not attend the SKE course did not have all these resources prior to the course and therefore had to start collecting resources from scratch and therefore had a greater amount of 'work' to do'.*
- **Familiarity with tutors/institution.**
- **Sharing of ideas and experiences with other students**, building relationships.
- **Committed to teaching as a career**; '*SKE students are more likely to be committed to a teaching career (often as it's a change in direction for them) whereas some students with the right degree can take up a PGCE as an easy career choice without considering the full concept of teaching as a trade/profession'.*
- There were several responses which suggested students having a specialist degree rather than having done an SKE course prior to the PGCE, may find it harder to '*break down concepts'* to a child's level and to understand misconceptions; '*I also feel that students coming from a degree in maths found it harder to break down problems and approach them from a child's perspective'.*
- **Workings of a school;** '*you gain more insight into the day to day work a teacher carries out through school visits and by talking to other people who may have experience in schools before coming on the SKE than you would on a PGCE'.*

Several respondents thought that specialist degree students were prepared in:

- **Planning *lessons;*** *'Planning would most likely take less time for students with a degree in the subject as they would not have to teach it to themselves and plan simultaneously'.*
- **Teaching *key stage 5/higher level content;*** *'as their subject knowledge is deeper and more comprehensive. The SKE was more useful for most of the PGCE*

but the degree was essential for the key stage 5 teaching I did in my school placement'.

However a small number of respondents thought that either there was little or no difference or that any differences there were initially would 'even out' as the students progressed on the PGCE course.

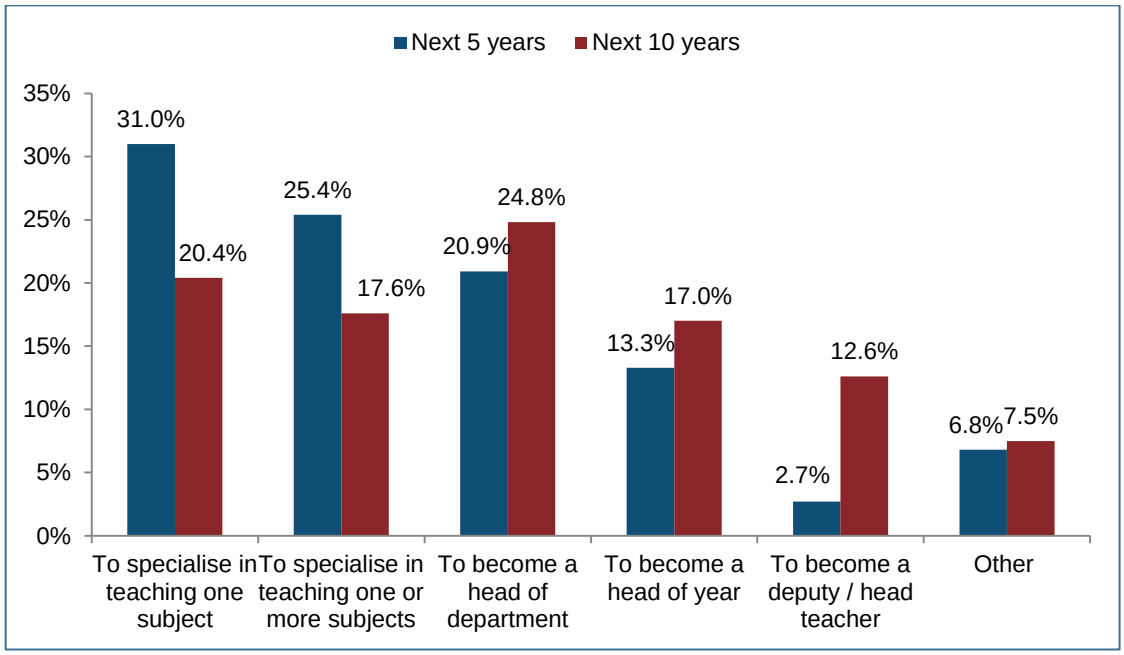
3.8 Future Aspirations

As with other surveys, PGCE students were asked what their future career aspirations might be for the next five to ten years.

In the next five years, PGCE students were mainly focused on specialising to teach their chosen subject (31%, 105) or two subjects (25%, 86). About one-fifth (21%, 71) aimed to become a head of department.

In the next ten years, career goals were more varied, with more students aspiring to reach management roles such as head of department (25%, 679), head of year (17%, 54) and deputy head/head teacher (13%, 40).

Figure 44 Career aspirations for the next 5 to 10 years - PGCE Survey 2011/12



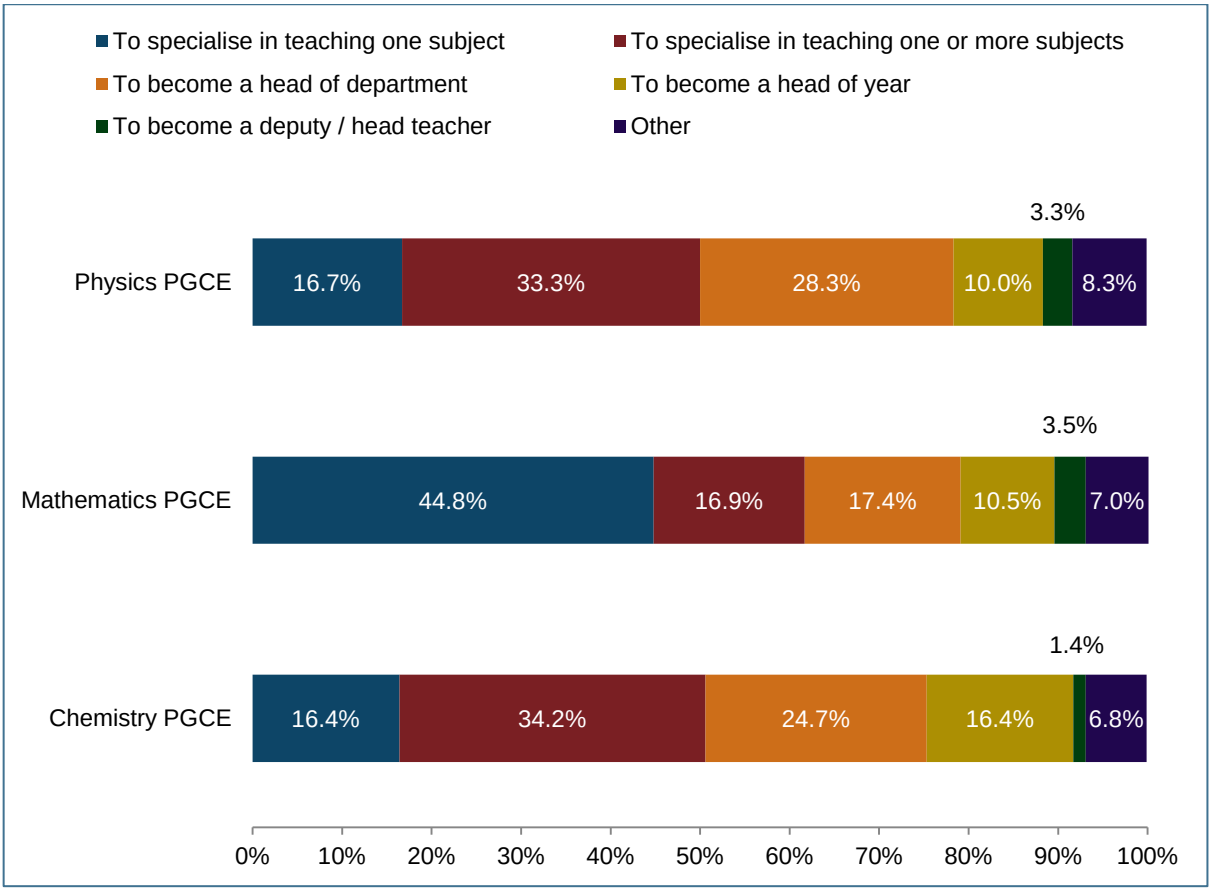
Some gave other examples of their aspirations, such as

- Educational psychology.
- Specialising in SEN.
- Research/PhD.
- Advanced Skills Teacher.
- Subject coordinator.
- To move into FE teaching or teaching abroad.

Although several said that they were not yet sure of their future goals.

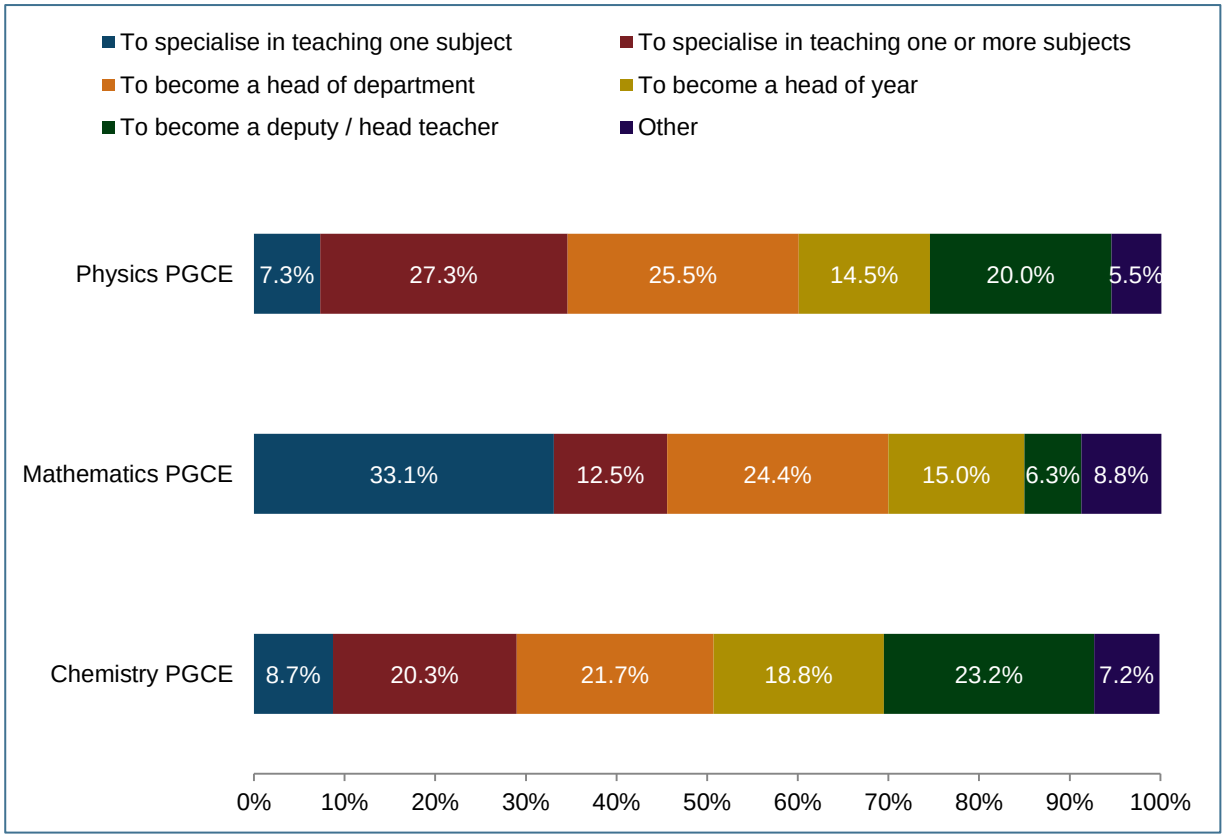
Comparing career aspirations across the subject that PGCE students are training to teach, it appears that much greater proportions (45%, 77) of those training in mathematics are aiming to specialise in teaching one subject and are much less concerned with specialising in teaching more than one subject or managerial/leadership positions. Those training to teach physics or chemistry are more likely to aim to specialise in teaching one or more subjects and to become a head of department.

Figure 45 Career aspirations in the next 5 years by PGCE subject - PGCE survey



Considering longer term goals across the different subject areas that PGCE students are training in, these appear to be much more varied although those training in mathematics are still more likely to aim to specialise in teaching one subject (33%, 53).Some of these students however, also aim to become a head of department (24%, 39). It is notable that fewer mathematics PGCE students (13%, 20) aspire to specialise in teaching more than one subject whist this is still common among chemistry and physics students. Looking to aspirations in leadership, much higher proportions of chemistry and physics PGCE students aspire to positions of deputy or head teacher within ten years. Across the three subjects, similar proportions of students aspire to middle management type roles (such as head of department).

Figure 46 Career aspirations in the next 10 years by PGCE subject - PGCE survey



Most students said that their career aspirations had not changed during the PGCE course, however, a reasonable proportion (31%, 103) had changed their minds about their future goals. The majority of these students indicated that their aspirations had changed due to their experiences of having completed their PGCE training which had allowed them to gain more experience and understanding of teaching roles within schools. The following were the main ways that they considered their aspirations had changed:

- **Increased awareness of available opportunities;** '*I had not previously considered the promotion opportunities available in teaching. I am not sure in which way I hope to be promoted but I am now aware that there are several paths in pastoral care or through departmental promotions. I now believe that I am capable of the responsibilities required and hope to be promoted in the next ten years'.*
- **Wanting a more senior role/more responsibility** – several had changed their aspirations and were now aiming for a role with more responsibility.
- **Taking on pastoral role** – several students spoke of wanting to take on a more pastoral role, some having changed their ambitions from becoming a head of department to a more caring pastoral role; '*However, my 10 year plan involves becoming an assistant/deputy head with a pastoral focus (this is what has changed). After spending time in school, I feel that I would like to make a*

difference to the general welfare of the children as well as their mathematical ability'.

- **Enhance skills in teaching/become a better teacher** – several students who had previous aspirations and ambitions to progress to senior roles had changed their aspirations and wanted to remain in the classroom as they had enjoyed teaching.
- **Specialise** – a small number of students wanted to specialise their role rather than remain just a teacher. One wanted to go into curriculum development, another into teaching SEN pupils, another to train in an additional subject and a couple of students wanted to train as advanced skills teachers (ASTs).
- **Ambition** - whilst several had become more ambitious as a result of their experience, one or two students commented that they were less ambitious and having seen the pressure that senior staff had, were not as inclined to want to pursue senior roles.
- **Changing career** - a small number of students (5) no longer wanted to be a teacher, one said it was due to *'insufficient time to do the job well'*, the others did not specify reasons why. One wanted to be part-time rather than full-time and two now wanted to work outside of schools, one as educational psychologist, the other teaching in a college or university.

3.9 Additional Comments

At the end of the survey, respondents were able to provide any additional comments in an open response question. This attracted many responses and a wide range of opinions. A summary of responses is provided below.

Positive/all students would benefit

The majority of the comments were positive about having been on the SKE course having found it valuable and of great benefit. A significant number also indicated they thought that everyone would benefit from taking an SKE course prior to doing a PGCE.

> *I believe it has had a hugely positive impact on my training and I am extremely grateful to have had the opportunity to complete it. I believe that even people who are confident in their subject knowledge could benefit from SKE courses because of the clarification given regarding what knowledge is required at each key stage and the resources and ideas you gain during the course.*

> *I cannot recommend them enough - I would make them part of all PGCE courses and make the PGCE two years. It may sound expensive but think of how much time, money and effort will be saved when we have better quality teachers filling every department, instead of those who are not going to make the grade. I honestly believe that this enhanced training standard would significantly reduce 'teacher turnover'…It saves so much time in the early years of a teaching career because you have had senior teachers pass on their*

wisdom before you even get into a classroom - ask anyone who teaches on a SKE.

Gaining employment

Several students spoke of the impact of having completed an SKE on their employment prospects. A couple of students had had positive experiences and considered the SKE had had positive impact:

When looking for a job, I was moving from the North to the South and was worried about the prospect of getting a teaching job because my degree was not in my teaching specialism, however, at my first interview I was alongside 5 other PGCE students who all had a degree in the specialist subject. However, due to my lesson and panel interview I was offered the job over the other student despite the fact I did not have a degree in my subject specialism.

Within the area many teachers have come from the SKE background and it is highly regarded. I expected it to be an issue in application for jobs but have not found this to be the case at all

Other comments referred to the need to establish a national standard for the SKE course or to introduce some form of standardisation (mainly relating to provision of resources) and varying the timings of courses to make them more accessible.

4. Newly Qualified Teacher (NQT) Survey

For the first time in this evaluation, a survey was administered in year three via teacher training providers to Newly Qualified Teachers (NQTs).[8] It aimed to establish what impact SKE courses might have had once teacher trainees have qualified and entered the teaching profession. The survey was only administered to NQTs who had previously completed an SKE course. Findings are presented below providing comparisons across SKE subject areas for consistency purpose with previous sections. However, due to responses from chemistry NQTs being relatively low, caution is advised when interpreting these findings.

4.1 Profile of Survey Respondents

The NQT survey was completed by 206 respondents representing 36 different higher education institutions. This response was not as high as anticipated, due mainly to delays in timing of the project, which meant that the NQT survey needed to be administered around the time of the summer holidays. To compensate the survey was extended into the first term of the next academic year, which provided further responses to enable patterns to be identified and judgements to be made about the experiences of NQTs.

4.1.1 Characteristics of NQTs

Of the 206 NQT respondents to this survey:

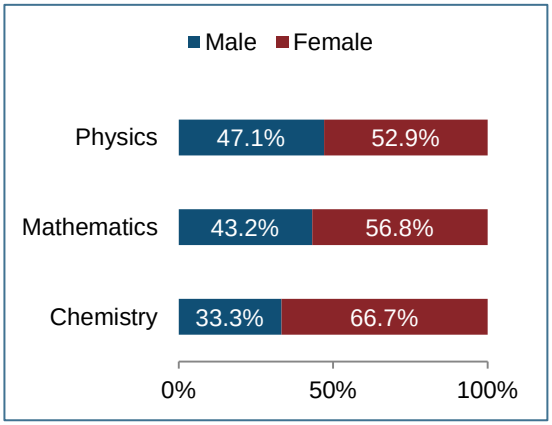
- Just over half (58%, 120 respondents) were female and 42% (86 respondents) were male.
- The majority (85%, 174), described their ethnic background as White, 7% (15) described it as Asian/Asian British and 4% (8) Black/Black British.
- Just over half (54%, 111) were aged below 30 although older age groups were represented, 21% (44) were aged 40 or over.

[8] *The survey of NQTs is referred to as the NQT survey – this should not be confused with the annual national NQT survey conducted by the Teaching Agency.*

Table 36 Age of NQT survey respondents - NQT Survey 2011/12

Age	No.	Per cent
under 25	44	21.4
25-29	67	32.5
30-34	25	12.1
35-39	26	12.6
40-44	21	10.2
45-49	16	7.8
50-54	7	3.4
55 or over	-	-

Figure 47 Proportions of male and female NQT survey respondents by subject - NQT Survey 2011/12



This profile of NQTs responding to the survey compares reasonably well to NQT cohorts generally. According to the Department of Education (DfE) School Workforce Data for November 2011, of the unqualified teachers[9] working in publically funded secondary schools in England; 62% were female, 78% were classed as White British[10], 40% were aged below 30 years and 38% aged over 40 years (20% were aged below 25 years, 20% aged 25-29 years).

4.2 Background of NQTs

This section provides details of the NQT survey respondents' educational and employment backgrounds.

4.2.1 Previous studies

A level study

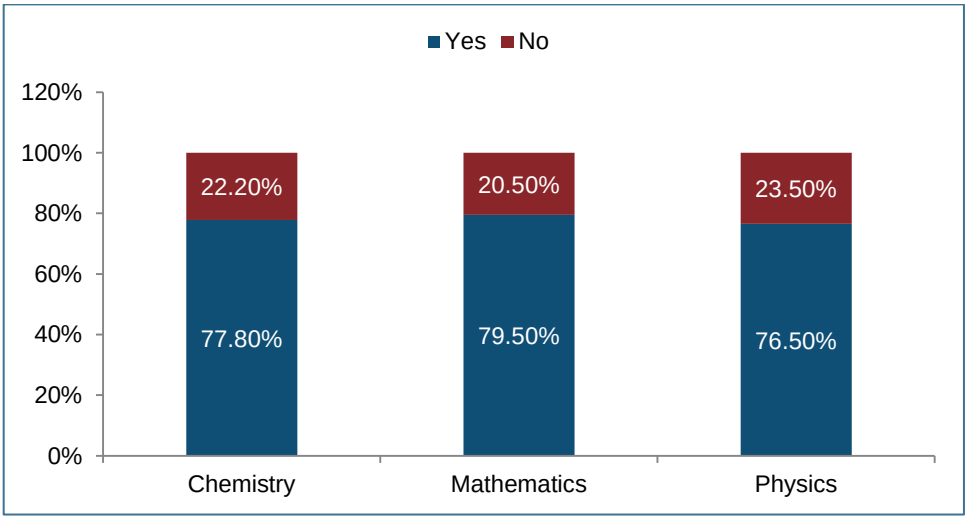
Just over three-quarters (77%, 157) of the NQT survey respondents said that they hold an A level in the subject they are now teaching. Comparing across SKE

[9] *An unqualified teacher is either a trainee working towards QTS; an overseas trained teacher who has not exceeded the four years they are allowed to teach without having QTS; or an instructor who has a particular skill who can be employed for so long as a qualified teacher is not available. Source: DfE School Workforce Data (November 2011)*

[10] Of the proportions of the head count of unqualified teachers in publicly funded schools in publically funded secondary schools. *Source: DfE School Workforce Data (November 2011)*

subjects, only slightly lower proportions (21%, 24) of former mathematics SKE students did not hold an A level in the subject they now teach.

Figure 48 Proportion of NQTs holding an A level in the subject they teach - NQT Survey 2011/12



Degree level study

The majority of survey respondents (97%, 198) also hold a bachelor degree. There were varied subjects taken for the undergraduate level study. The top 5 subject areas were:

- Biological Sciences (18%, 36).
- Business and Administrative studies (15%, 30).
- Engineering and Technology (13%, 26).
- Social Studies (12%, 21).
- Physical Sciences (9%, 19).

Mathematical sciences did not appear in the top 5 degree subjects although 7% (15) of respondents selected this option. These results were further explored according to the SKE course that NQTs previously studied and some slight differences were noted across the subject areas. The top three main subject areas of study for bachelor degrees according to the SKE course are shown in the table below.

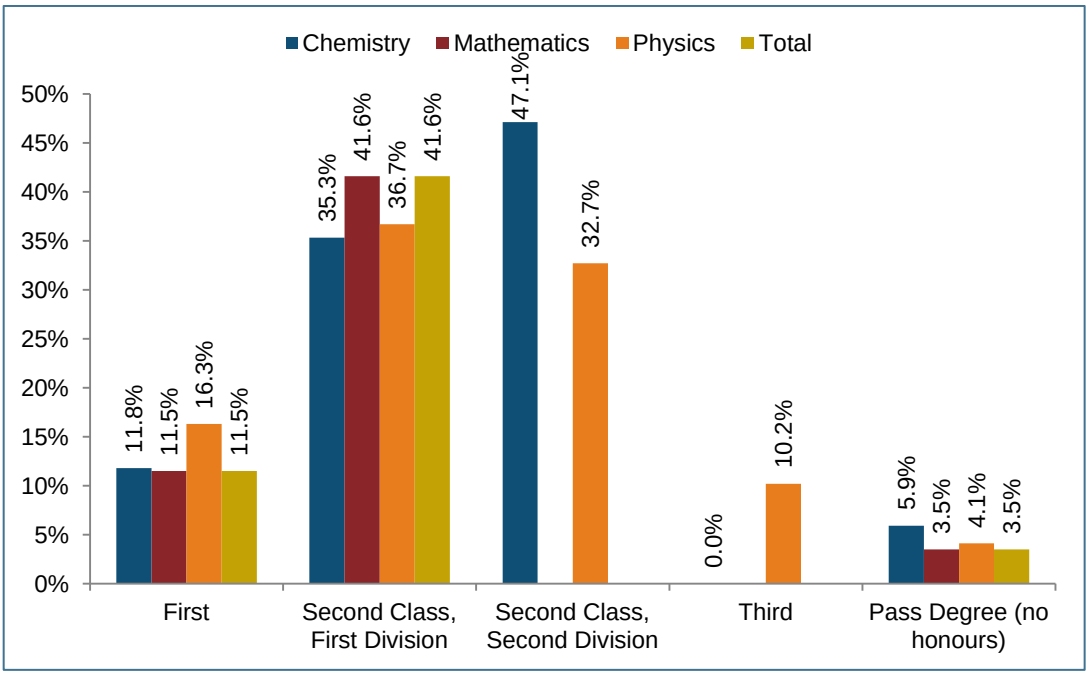
Table 37 Top 3 bachelor degree subjects by former SKE subject - NQT Survey 2011/12

Chemistry SKE	Mathematics	Physics
Biological Sciences (67%)	Business and Administration Studies (24%)	Biological Sciences (35%)
Physical Sciences (11%)	Social Studies (17%)	Physical Sciences (24%)
Engineering and Technology (11%)	Engineering and Technology (15%)	Engineering and Technology (12%)

There were a fair proportion of NQTs who studied a bachelor degree with a minor component, 30 respondents provided examples of their minor component, which included accounting, business management, criminology, economics, law, linguistics, management, marketing, mathematics, philosophy, physics, sociology, statistics and technological chemistry.

In terms of attainment at graduate level, the majority of NQTs hold a second class degree of some kind (38% with a 2:1 and 37% with a 2:2). There are some with a first class degree (14%, 27) and small proportions with a third (7%, 13) or Pass (4%, 8). Across the former SKE subjects it is apparent that former mathematics SKE students were more likely to have attained a first class (12%, 13) or 2:1 (42%, 47) classification. Relatively high proportions of former chemistry SKE NQTs attained a 2:2 classification (47%, 8) although counts are low for chemistry and these findings should be treated with caution.

Figure 49 Degree classification by former SKE subject - NQT survey 2011/12



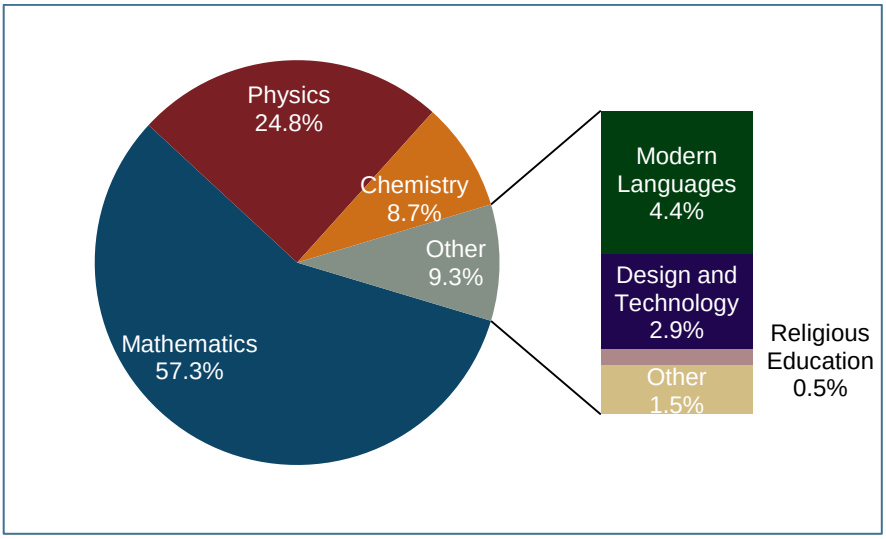
Postgraduate level study

NTQs were asked if they held a postgraduate qualification (excluding SKE or PGCE), whilst the majority (77%, 158) do not hold any other postgraduate qualification, 23% (48) do hold some kind of higher qualification.

SKE course

Of the 206 NQTs responding to the survey, over half had completed an SKE course in mathematics and one-quarter (25%, 51) had completed a physics SKE. Smaller proportions of former chemistry SKE students were represented in this sample (9%, 18).

Figure 50 Proportions of SKE subjects represented by the NQT sample - NQT Survey 2011/12



The institutions that SKE students had attended for their SKE were varied, 36 different institutions were named. Refer to Appendix 4 for further details.

Regarding the SKE courses themselves, the majority (58%, 120) of NQTs had studied on courses which were 4 months or over in duration and of these 29% (59) enrolled on course lasting more than 6 months.

Table 38 Former SKE course duration - NQT survey 2011/12

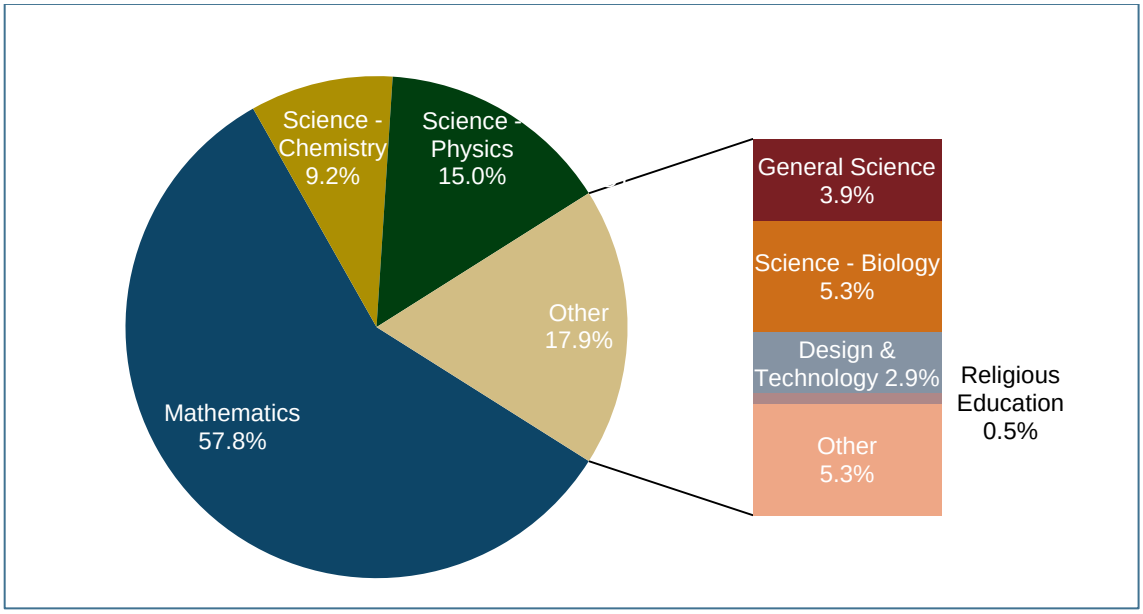
Length of SKE course	No.	Per cent
Total	206	
Less than 1 month	66	32.0
1 to 3 months	20	9.7
4 to 6 months	61	29.6
Over 6 months	59	28.6

PGCE course

Around three-quarters (76%, 157) of NQTs said that they studied their PGCE at the same institution as their SKE course (24% had studied their PGCE at a different institution).

The range of PGCE courses that NQTs studied are shown below. As with other surveys, the majority have a mathematics teacher training background (58%, 119).

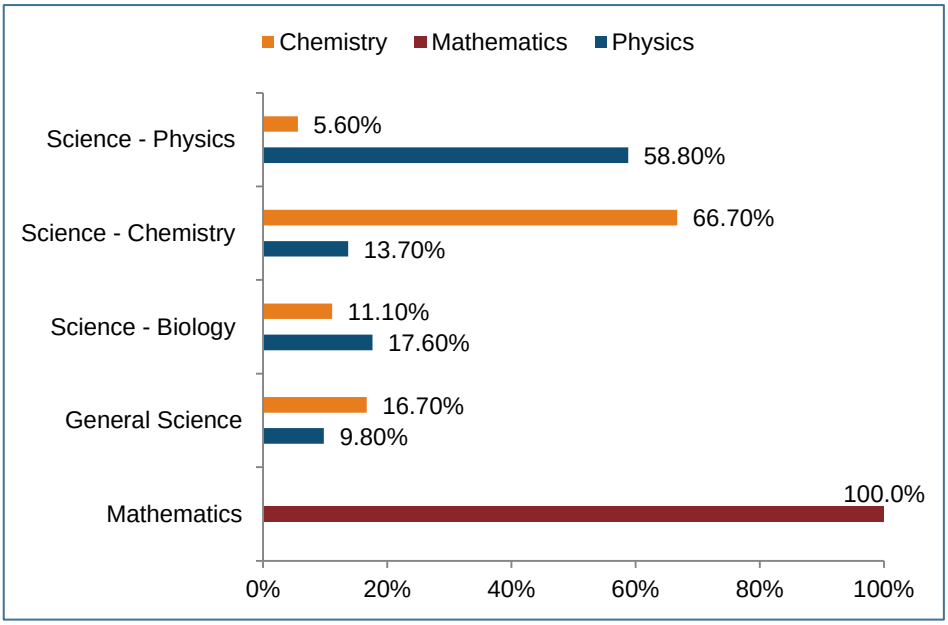
Figure 51 PGCE subject studied by NQTs - NQT Survey 2011/12



Exploring whether the NQTs studied the same subjects for the SKE and PGCE courses reveals that on the whole, this was the case. This is in line with regulations which require trainees to study the same subject for the PGCE and SKE courses. However, the NQT survey revealed a degree of movement between some subjects although this was a minority of trainees. All NQTs who stated that they studied a mathematics SKE course, also went onto a mathematics PGCE. There was some

transfer however, between the sciences – small proportions of chemistry SKE students (6%, 1) studied a physics PGCE, biology PGCE (11%, 2) and general science PGCE (17%, 3). These examples are minor though since the counts are small. A similar pattern is illustrated below for physics. In the majority of cases students who had transferred subjects were on short SKE courses of less than one month.

Figure 52 Subject studied for PGCE by former SKE subject - NQT Survey 2011/12



The majority of NQTs completed an 11-18 PGCE (73%, 150). Just 23% (55) completed an 11-16 PGCE. Only slight differences were apparent across SKE subject studied, where former physics and chemistry SKE students were more likely to complete 11-18 teacher training and former mathematics SKE students were more likely to complete an 11-16 PGCE. Note that only slight variations are shown within the percentage points.

4.2.2 Previous experience

Of the NQTs responding to this question, just over half (57%, 116) said that they considered themselves to have had a career previous to starting teacher training. The table below provides a breakdown across former SKE subject area. Slightly lower proportions of those who completed an SKE course in chemistry appear to have had a previous career.

Table 39 Proportions of NQTs with/without a previous career - NQT Survey 2011/12

NQTs with or without a previous career								
	Chemistry		Mathematics		Physics		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	8	44.4	72	61.5	30	58.8	116	56.6
No	10	55.6	45	38.5	21	41.2	89	43.4

Respondents provided a range of roles as examples of their careers, such as management, analytical chemistry, pilot, operations supervisor, telecommunications, retail, project manager, teaching assistant and financial advisor.

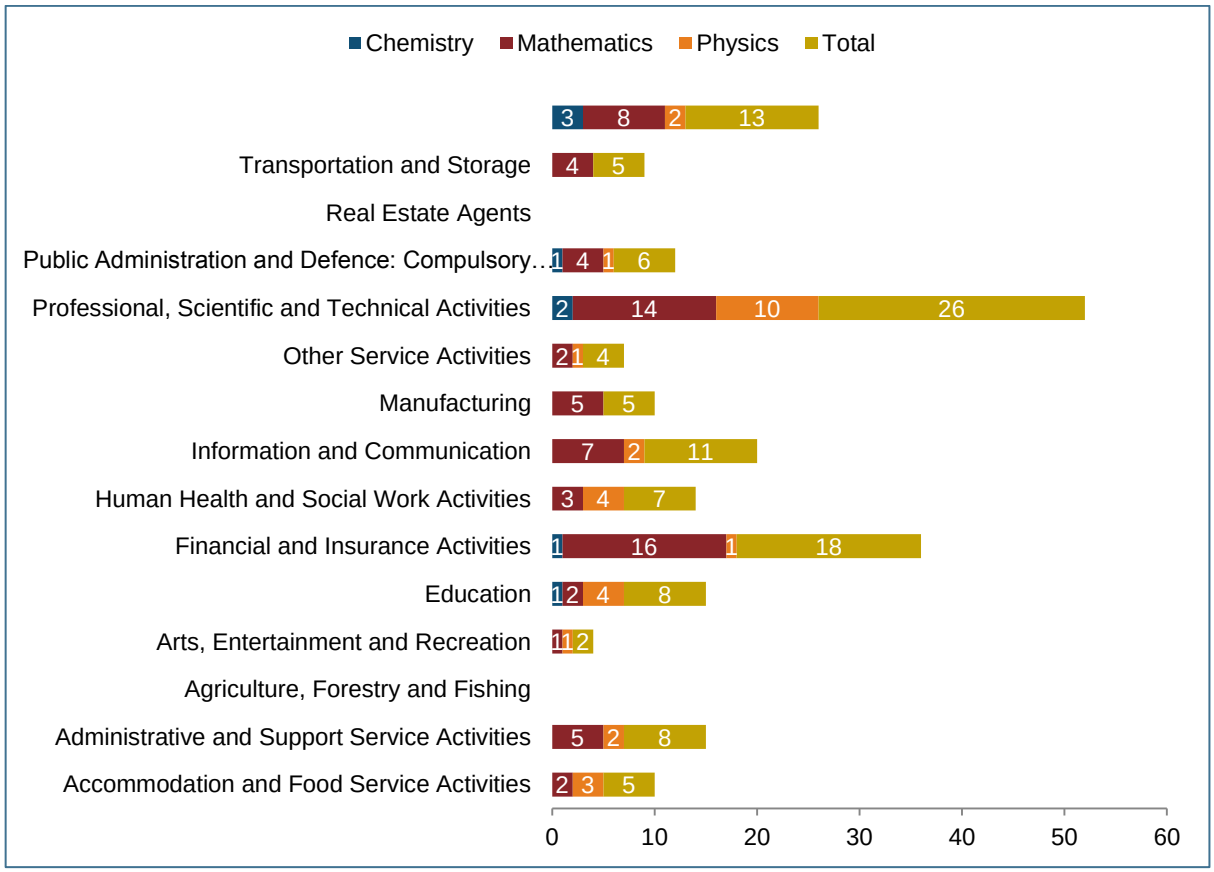
All job roles provided were coded for the purposes of analysis according to the Standard Industrial Classification Codes (SIC, 2007), as provided by the Office of National Statistics (ONS). The findings reflect the wide range of backgrounds that NQTs bring to their teacher training. Overall, the top four industries in which NQTs worked were:

- Professional, Scientific and Technical Activities (22%, 26).
- Financial and Insurance Activities (15%, 18).
- Wholesale and Retail Trade: Repair of Motor Vehicles/Motorcycles (11%, 13).
- Information and Communication (9%, 11).

The figure below illustrates the range of industry sectors in which NQTs previously worked. Note however that counts are used rather than percentage since there are instances of very small counts in some industries when comparing across former SKE subjects. Nevertheless, the following patterns emerged:

- The most common sectors for previous careers were Professional, Scientific and Technical Activities and Financial and Insurance Activities.
- Those who had completed a mathematics SKE course seemed to be more likely to have had careers in the above two sectors.
- Those who had completed a physics SKE course seemed to be more likely to have had careers in Professional, Scientific and Technical Activities.

Figure 53 Number of NQTs with a previous career by Standard Industrial Classification Codes (SIC, 2007) - NQT Survey 2011/12



4.3 Experience of Teaching

This section outlines the reasons that NQT survey respondents gave for entering the teaching profession, their expectations for teaching, the nature of their current post and what they teach or expect to teach plus an analysis of their satisfaction with their NQT year.

4.3.1 Motivations and Expectations

NQTs were asked about their motivations for entering the teaching profession. The top three reasons were:

- To make a difference to young people (41%, 85).
- Enjoyment of working with young people (20%, 41).
- Fulfilment in a second career (19%, 39).

Table 40 Reasons for becoming a teacher - NQT Survey 2011/12

Reasons for becoming a teacher		
	No.	Per cent
I want to make a difference to young people	85	41.3
I enjoy working with young people	41	19.9
I am looking for fulfilment in a second career	39	18.9
I have always wanted to be a teacher	25	12.1
Other	6	2.9
It seemed a safe option during a recession	4	1.9
I know people who teach and they seem to enjoy it	3	1.5
The terms and conditions (holidays, pension)	2	1.0
The pay	1	0.5

In terms of choosing the subject in which to train for their teaching career, the two main reasons were:

- To pass on enthusiasm for this subject to young people (44%, 91).
- Enjoyment of the subject (39%, 80).

The reasons for choosing a particular subject were similar across the different former SKE subjects. Two NQTs provided alternative reasons for choosing their subject; '*This is the subject that I feel most confident in my ability to teach'* and it *'Linked to previous career'.*

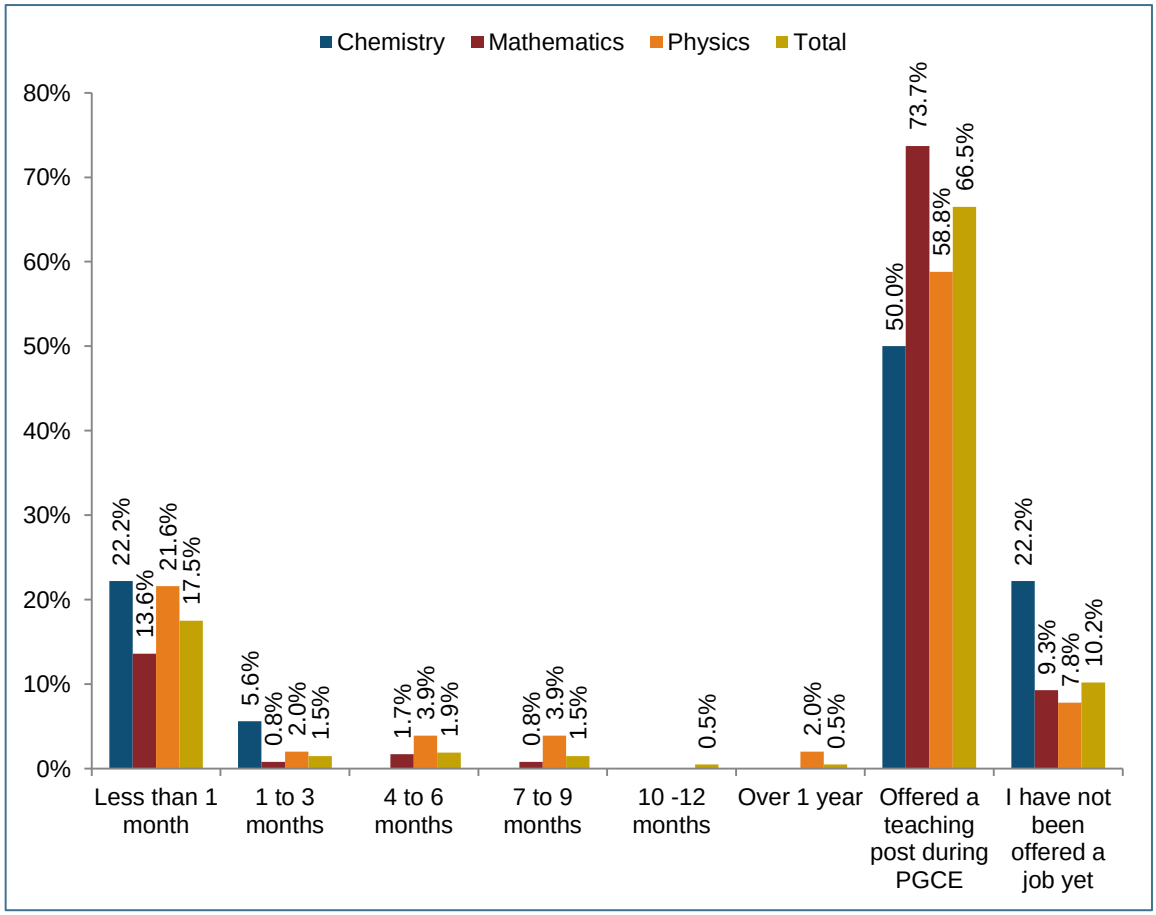
4.3.2 About the NQT post

Teaching post terms and conditions

Overall, two-thirds (67%, 137) of NQTs said that they were offered their teaching post before completing their PGCE. For others who were not offered a job at this time, most (18%, 36) secured a teaching post within one month after completion of their PGCE course. Much smaller proportions had taken between 1 and 12 months to secure their post whilst 10% (21) said that they have not yet been offered a position.

Comparing across the former SKE subjects, it appears that more mathematics SKE NQTs were offered a post during the PGCE (74%, 87) whilst the proportions of chemistry SKE NQTs being offered a post during the PGCE is much lower (50%, 9). However, note that the number of chemistry SKE respondents is low and these findings should therefore be viewed with caution.

Figure 54 Time taken to secure a teaching post since completing the PGCE - NQT Survey 2011/12



Most NQTs had taken full-time posts (83%, 171), only 4% (9) said that their role was part-time and another 13% (26) gave 'other' as their response. Of these, about half did not yet have a job, one had a role on a fixed term contract, one was working as a learning support assistant, two were providing maternity cover and two were supply teaching. The range of circumstances that PGCE graduates faced are illustrated in the following quote from one respondent:

> *I have completed 1 term of my NQT year but am currently working in a sixth form college in a support role. Starting 2nd term of NQT year in September.*

Type of school

Having secured a teaching role, many of these NQTs were based in an academy (40%, 83) and 19% (39) said that they were based in a grant maintained school. A relatively reasonable proportion was working in specialist schools (15%, 31). Of those who selected 'other', two said that they work in 'various schools', some specified comprehensive school, one stated that they worked in a college and another in a community college/secondary school.

Table 41 Type of school NQTs work in - NQT Survey 2011/12

Type of school	No.	Per cent
Academy	83	40.3
Grant maintained school	39	18.9
Other	36	17.5
Specialist school (with a specialist subject)	31	15.0
Independent/fee paying school	10	4.9
Sixth form college	4	1.9
Grammar/selective school	2	1.0
Special school	1	0.5

4.3.3. Subjects and key stages

Subject teaching

In line with the profile of respondents to the survey and the subjects they have trained in for their teaching posts, the majority (54%, 112) of NQTs are teaching mathematics as their principal subject. The second most popular subject NQTs are teaching is general science (14%, 28) and then physics (10%, 21). Only 5% (10) said that they teach chemistry as their principal subject. It should be noted here that the responses from chemistry teachers/SKE students was lower than other subjects and this could therefore influence the results.

Table 42 Principal subject that NQTs are teaching - NQT Survey 2011/12

Principal subject being taught		
	No.	Per cent
Mathematics	112	54.4
General Science	28	13.6
Physics	21	10.2
Other	20	9.7
Chemistry	10	4.9
Biology	8	3.9
Design and Technology	6	2.9
Religious Education	1	0.5

Looking across the subjects that NQTs trained in for the SKE, it appears that nearly all who said that they were former mathematics SKE students (95%, 112) are now teaching mathematics as their principal subject. The other 5% selected 'other' subjects. Those who were physics SKE students now teach a range of subjects as their principal subject - most teach general science (39%, 20), closely followed by physics (37%, 19) and then biology (10%, 5) and chemistry (10%, 5). A similar pattern is found when considering former chemistry SKE students - these are now mainly teaching general science (44%, 8), followed by chemistry (28%, 5), biology (17%, 3) and physics (11%, 2).

An additional question addressed the issue explored above directly by asking NQTs if the principal subject that they now teach is the same as their principal SKE subject. Overall, 82% (169) said that they were the same subject, leaving 18% (37) who claim to teach a different subject to their SKE subject. When comparing the responses to this question against former SKE subject, a similar pattern emerges, where all mathematics SKE students now teach mathematics and some physics and chemistry SKE students have gone on to teach different subjects.

Table 43 Is the principal subject being taught the same as the SKE subject by SKE subject - NQT Survey 2011/12

Is the principal subject being taught the same as the SKE subject?								
	Chemistry		Mathematics		Physics		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	11	61.1	118	100.0	26	51.0	169	82.0
No	7	38.9	-	-	25	49.0	37	18.0

Teaching different key stages

Noted above are the principal subjects being taught by NQTs. The table below presents the principal subjects taught and the key stages they are taught at along with other subjects being taught and their relevant key stages.

Generally, NQTs are teaching their principal subject to key stages 3 and 4. Just over one-quarter of NQTs are teaching mathematics to key stages 3 and 4 as a principal subject and also as a secondary subject, only 9 to 10% teach mathematics to key stage 5. Physics was a principal subject taught to key stages 3 and 4 by just 1.8% of NQTs. There are clear indications that many NQTs are teaching a wide range of secondary subjects as well as their SKE subject, mathematics being popular here.

Table 44 Principal and other subjects taught by key stage - NQT Survey 2011/12

Subjects being taught					
	Key Stages	Principal Subject		Other Subjects	
		No.	Per cent	No.	Per cent
Mathematics	KS3	103	26.3%	44	27.3%
	KS4 (GCSE)	102	26.0%	42	26.1%
	KS5 (A level)	37	9.4%	17	10.6%
General Science	KS3	25	-	30	18.6%
	KS4 (GCSE)	25	6.4%	19	11.8%
	KS5 (A level)	5	6.4%	2	1.2%
Biology	KS3	5	1.3%	28	17.4%
	KS4 (GCSE)	6	-	36	22.4%
	KS5 (A level)	4	1.3%	6	3.7%
Chemistry	KS3	7	1.5%	30	18.6%
	KS4 (GCSE)	7	1.0%	37	23.0%
	KS5 (A level)	6	-	8	5.0%
Physics	KS3	13	1.8%	28	17.4%
	KS4 (GCSE)	18	1.8%	32	19.9%
	KS5 (A level)	15	1.5%	9	5.6%
ICT	KS3	-	-	5	3.1%
	KS4 (GCSE)	-	3.3%	2	1.2%
	KS5 (A level)	-	4.6%	-	-
Design and Technology	KS3	6	3.8%	3	1.9%
	KS4 (GCSE)	5	-	3	1.9%
	KS5 (A level)	1	-	-	-
Religious Education	KS3	1	-	1	0.6%
	KS4 (GCSE)	1	-	1	0.6%

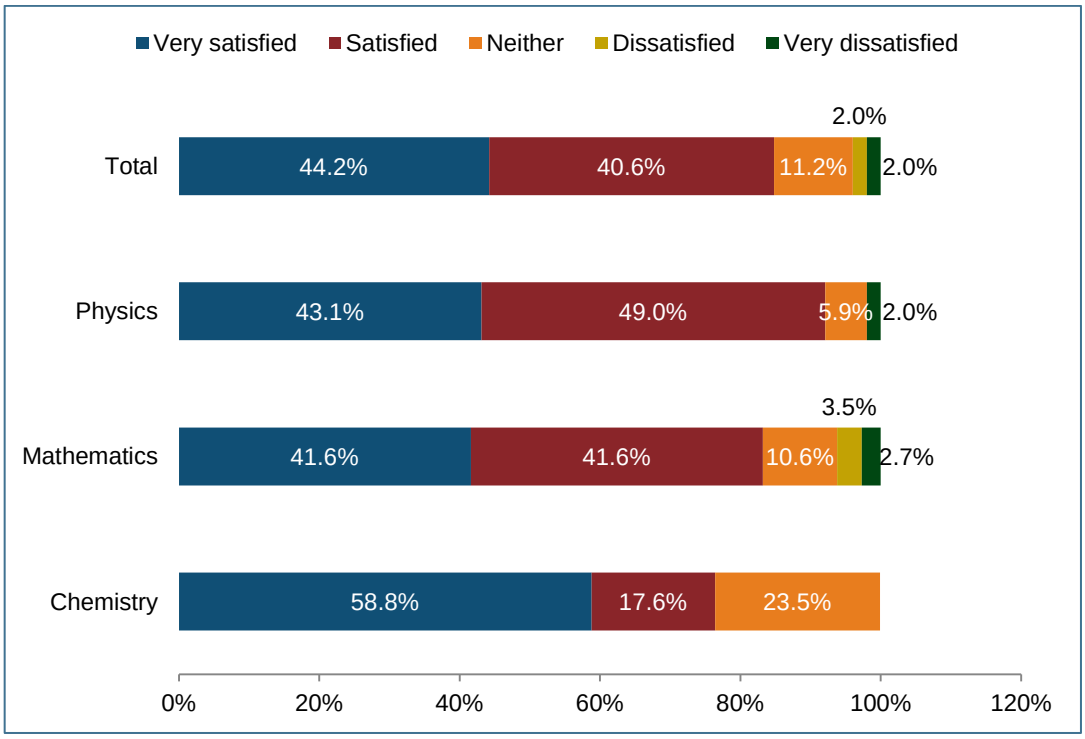
	KS5 (A level)	-	-	-	-
Other science related subject	KS3	N/A	N/A	7	4.3%
	KS4 (GCSE)	N/A	N/A	6	3.7%
	KS5 (A level)	N/A	N/A	-	-
I do not teach any other subjects	KS3	N/A	N/A	51	31.7%
	KS4 (GCSE)	N/A	N/A	47	29.2%
	KS5 (A level)	N/A	N/A	41	25.5%

Where respondents were teaching a wider range of secondary subjects than those listed above, they were able to provide their own examples. These included art, business studies, citizenship, English, French, general studies, geography, physical education, PSHE and statistics.

4.3.4 Satisfaction with NQT year

The majority of NQTs (85%, 167) are either satisfied or very satisfied with their first year in teaching. Just 4% (8) were dissatisfied or very dissatisfied. Comparing the levels of satisfaction across former SKE subjects, similar responses were provided per subject area although for those who previously completed a chemistry SKE appear to have higher proportions of very satisfied NQTs – note however that there are low counts for chemistry.

Figure 55 Level of satisfaction with first year in teaching by former SKE subject - NQT Survey 2011/12



NQTs were offered the opportunity to suggest how their role could be further improved. The most common responses were:

- Reduce bureaucracy - reduce paperwork in schools/workload.
- Time management, resource management.
- Improve pay conditions – several comments related to wanting improvements in pay.
- More opportunities for training and CPD.
- More advice, support and resources for teaching.
- Improve induction process.

4.4 Subject Knowledge

This section explores NQTs' perceptions of their levels of subject knowledge and confidence in the principal subject.

4.4.1 Teaching the principal subject at different levels

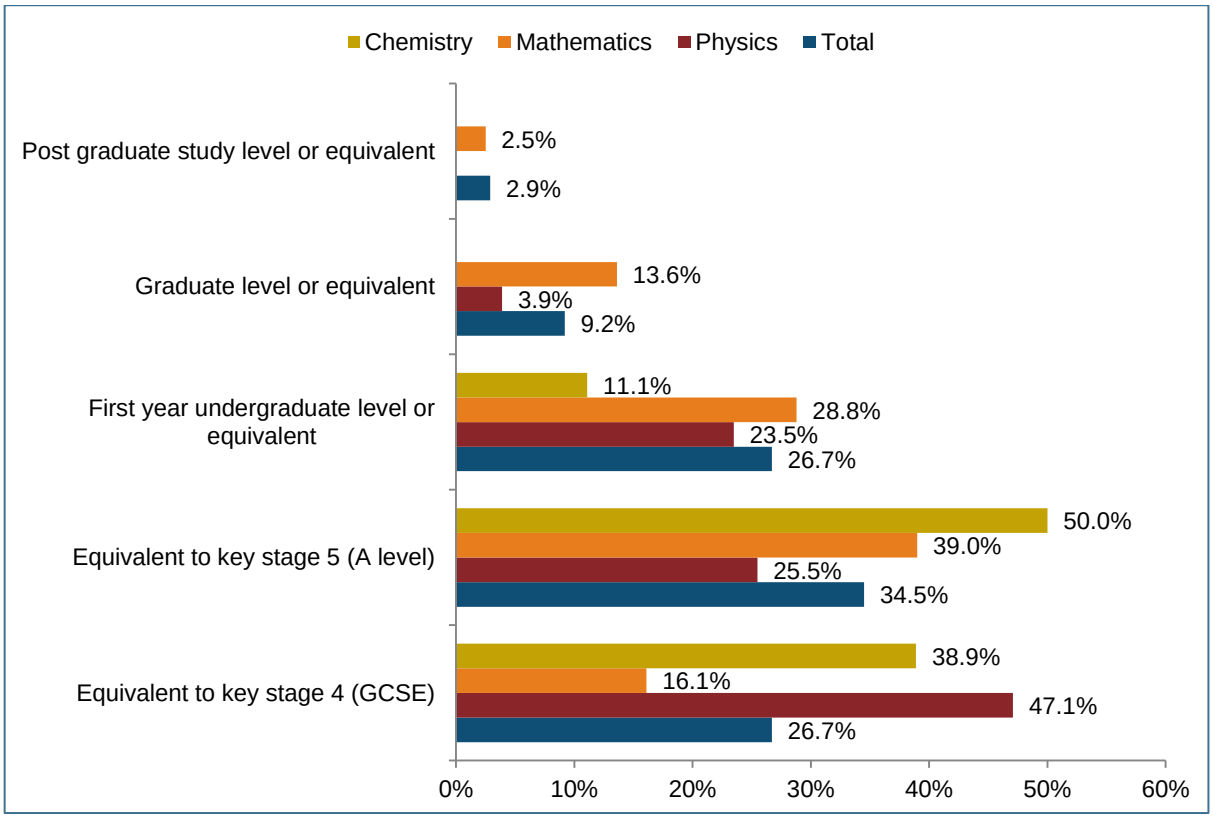
Defining current level of subject knowledge

For the NQT survey (as with the PGCE survey), respondents were asked to first define their current level of subject knowledge in their principal SKE subject. As shown in the figure below, responses to this question were spread across subject knowledge being equivalent to key stages 4, 5 and first year undergraduate level.

Most respondents thought that their subject knowledge was equivalent to key stage 5 (35%, 71), following this, equal proportions thought it was equivalent to key stage 4 or first year undergraduate level (27%, 55).

Looking across the former SKE subjects, those with a physics background were more likely to rate their subject knowledge at key stage 4 (47%, 24), those with a mathematics background were more likely to rate it at key stage 5 (39%, 46) and those with a chemistry background were more likely to rate their subject knowledge at key stage 5 (50%, 9). Note that counts are low for chemistry.

Figure 56 Definition of current level of subject knowledge in principal subject of the SKE course - NQT Survey 2011/12



Defining subject knowledge needed to teach different levels

Respondents then were able to provide a rating of the level of subject knowledge required to teach at key stages 3, 4 and 5. A summary of responses is provided in the table below. As with the PGCE survey, most respondents suggested that it is necessary to have subject knowledge to a level above what they are teaching. Some (although small proportions) also consider two levels above to be appropriate – for example, 27% suggested that subject knowledge should be equivalent to key stage 5 in order to teach key stage 3.

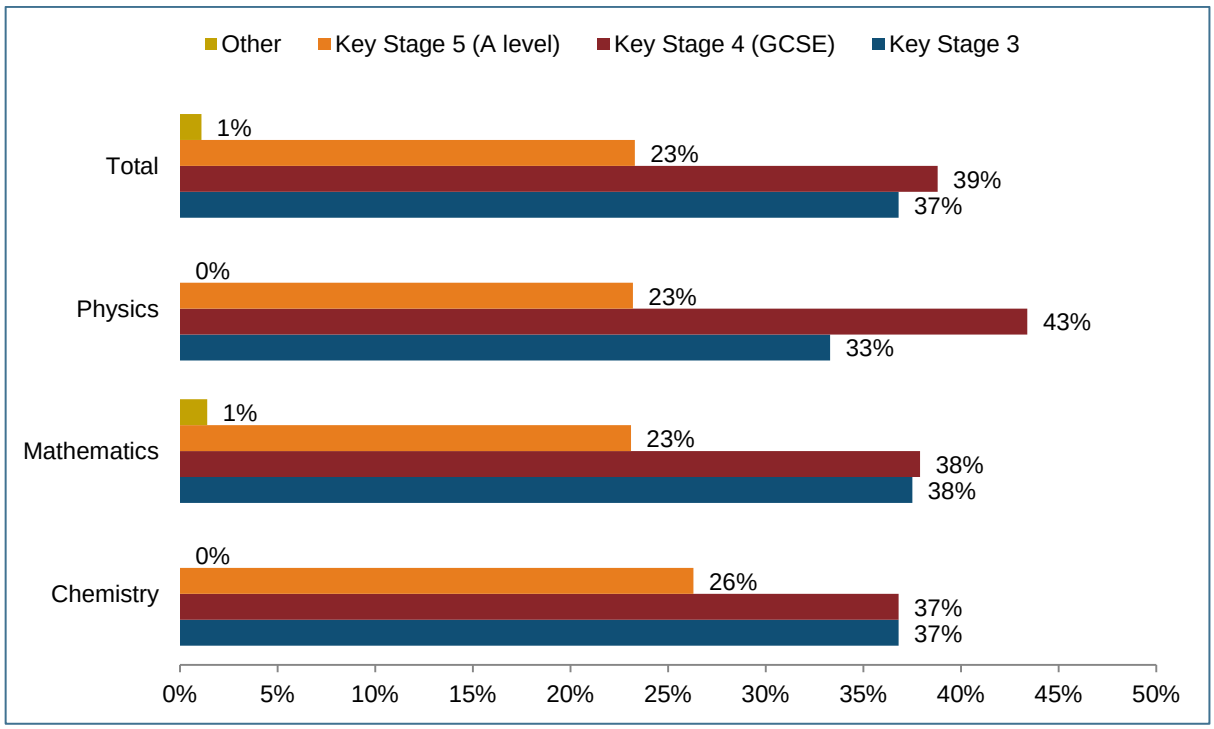
Table 45 Subject knowledge needed to teach principal SKE subject to key stages 3, 4 and 5 - NQT Survey 2011/12

Subject knowledge needed to teach principal subject at.....	Key stage 3		Key stage 4		Key stage 5	
	No.	Per cent	No.	Per cent	No.	Per cent
Equivalent to key stage 4 (GCSE)	131	63.6	32	15.5	5	2.5
Equivalent to key stage 5 (A level)	55	26.7	140	68.0	51	25.6
First year undergraduate level or equivalent	11	5.3	22	10.7	83	41.7
Graduate level or equivalent	9	4.4	11	5.3	57	28.6
Post graduate study level or equivalent	-	-	1	0.5	3	1.5

Expectations for teaching the principal subject

NQTs were asked to what level they would expect to teach their chosen subject once they have completed their NQT year. They were able to select as many options/key stages as they wished for this question.

Figure 57 Expected levels to teach principal subject to once NQT year is completed - NQT Survey 2011/12



Overall, students generally expected to teach their chosen subject at key stage 4 (39%, 173) and key stage 3 (37%, 164). Just under one-quarter of the responses to this question suggest that they also expect to teach to key stage 5 (23%, 104).

Comparing the background of students, there are minimal differences in key stages students expect to teach at across the different SKE courses.

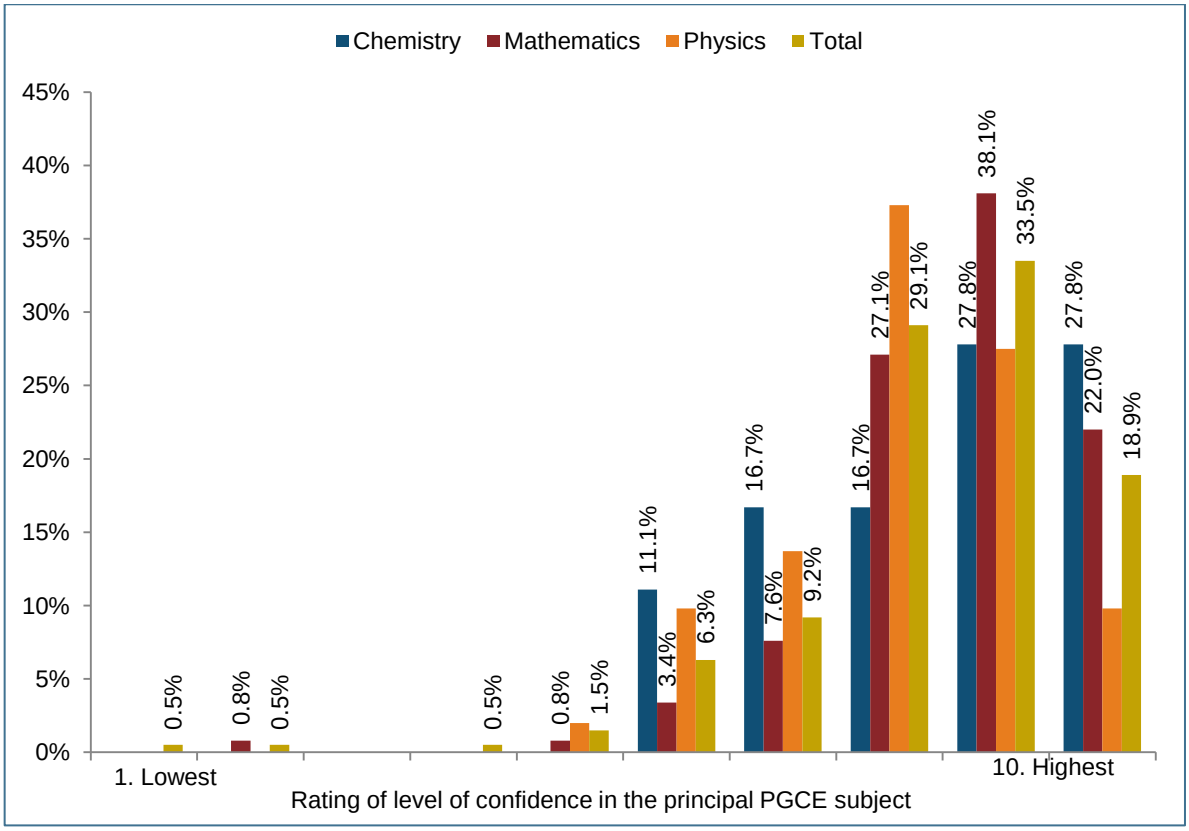
4.4.2 Level of confidence in the subject

Defining level of confidence in the principal subject

NQTs were asked to rate their current level of confidence in their principal SKE subject. They were asked to provide a rate from 1 (lowest level of confidence) to 10 (highest level of confidence).

The majority of ratings were at the higher end of the scale – 91% (187) rated their confidence at 7 or above and 82% (168) rated it at 8, 9 or 10. Proportions of former SKE students are included in the figure below for comparison although counts are low in these cases. Comparing mathematics and physics SKE backgrounds, there appears to be higher proportion of mathematics students who have rated at the highest levels of 9 and 10.

Figure 58 NQTs' current level of confidence in the principal SKE subject - NQT Survey 2011/12



Confidence in subject knowledge to teach to different levels

This question was posed to students in the form of a rating scale of 1 (lowest confidence) to 10 (highest level of confidence). It has been recoded for simplification of analysis and presentation to: low confidence (ratings of 1 to 4), medium confidence (ratings of 5 to 7) and high confidence (ratings of 8 to 10).

To teach their principal subject to key stage 3, the majority of NQTs appear to be highly confident in their subject knowledge. For key stage 4, some appeared less confident although the majority still gave ratings equivalent to being highly confident. To teach their subject at key stage 5, however, there is a marked difference. Although most (43%, 89) rated themselves equivalent to highly confident, another 38% (79) rated themselves within medium confidence bracket and 18% (38) of ratings fit within the low confidence end of the scale. No difference in these ratings was observed across the SKE subjects.

Table 46 NQTs level of confidence in subject knowledge to teach to key stages 3,4 and 5 - NQT Survey 2011/12

Level of confidence to teach at…			
		No.	Per cent
Key Stage 3	Low Confidence	-	-
	Medium Confidence	5	2.4
	High Confidence	201	97.6
Key Stage 4 (GCSE)	Low Confidence	2	1.0
	Medium Confidence	21	10.2
	High Confidence	183	88.8
Key Stage 5 (A level)	Low Confidence	38	18.4
	Medium Confidence	79	38.3
	High Confidence	89	43.2

Following providing these ratings, respondents explained their responses. These are summarised below with reference to each key stage.

Key stage 3

The majority of responses (98 NQTs responded to this question), were positive and students felt very confident in teaching at key stage 3, mainly because they had a lot of experience which had given them confidence so they felt *'fully equipped'*, comfortable and confident in their subject knowledge and ability to respond quickly to questions.

I am confident with all the concepts involved in physics at this level and I am able to break down these concepts in to simple manageable chunks for the pupils.

A few students, whilst confident in their abilities to teach at key stage 3, had some misgivings in terms of particular groups or topics.

Key stage 4

The majority of students (102 NQTs responded to this question), said that they were confident to teach at key stage 4 and that they were well prepared and equipped with a good knowledge base.

Good knowledge base enables me to take the topic further and answer questions with confidence.

Fairly confident with subject, SKE course helped with effective teaching methods and solid understanding of why, as well as how.

However a small number of students were less confident at teaching at this level, for the following reasons:

- Little or no experience in teaching at key stage 4 – they felt they needed more practice particularly with higher level topics; '*Have been asked to teach GCSE but do not feel confident doing this! Will be teaching low level NVQ key stage 4 instead'.*
- They felt they needed to expand their knowledge and understanding of concepts in more depth.
- Mastering teaching all three sciences; '*The breadth of science means that it takes a long time to be very proficient in all 3 core sciences although given the right resources I think you can still teach them extremely effectively'.*

Key Stage 5

The majority of responses (128 NQTs responded to this question), suggested that most NQTs did not feel very confident in their expertise at this stage in their careers to teach at key stage 5 - not without more experience and further revision in subject knowledge. The following were the most common responses.

- Depth and breadth of knowledge not sufficient; '*As I do not have A level in my principle subject but have studied some parts of the subject to higher levels, I have a few gaps in my knowledge. This means I am less confident at teaching at A level at present, but this will come with time and repeated teaching of the subject matter'.*
- Lack of confidence in teaching all subjects i.e. less confident to teach second subjects.

- Having the confidence particularly in dealing with pupils' questions; '*It is having the confidence to be able to teach it well, I have the subject knowledge but it is applying this to teaching it in a way that the students understand it well'.*

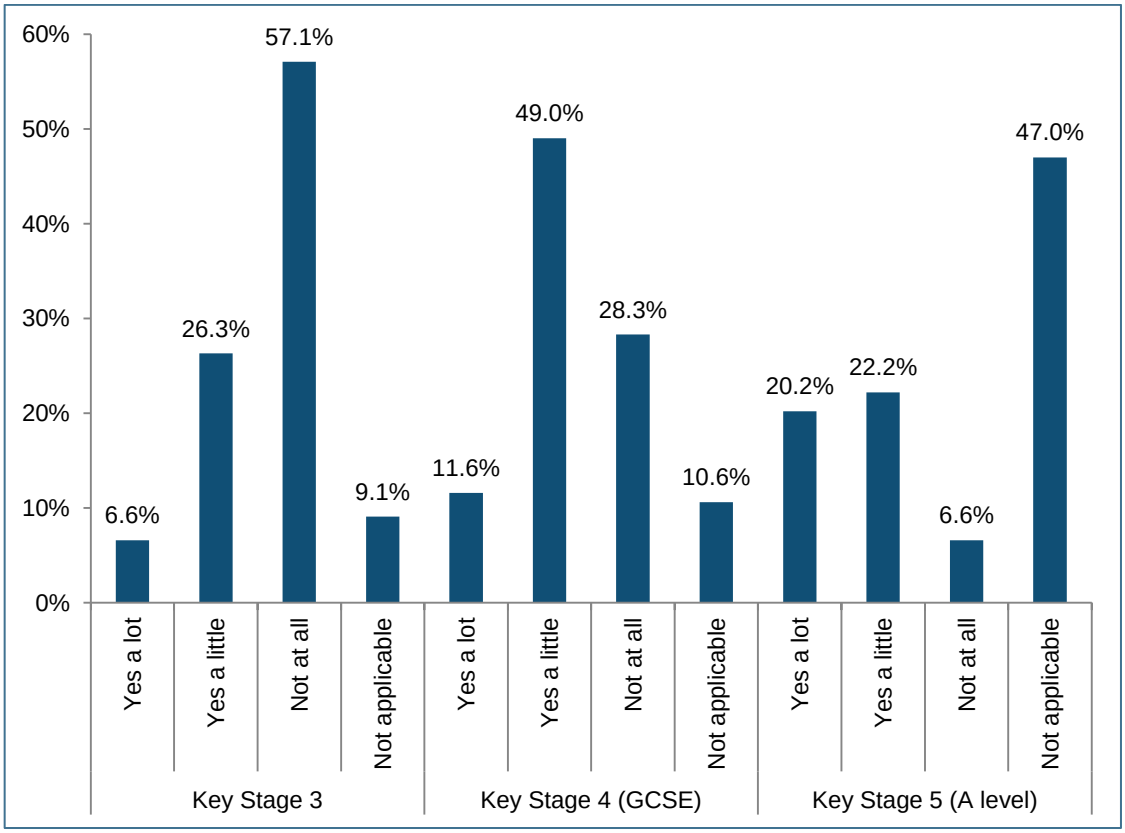
Of those students who said they had the right level of expertise, this was mainly due to:

- Having the right knowledge and being confident.
- Preparing well before teaching.
- Being able to apply that knowledge; '*Applying maths skills, understanding maths and applying knowledge to questions'*.

Developing subject knowledge

In response to the above levels of confidence in subject knowledge, it is pertinent here to explore the extent to which NQTs have found it necessary to further develop their subject knowledge. The figure below suggests that on the whole, to teach key stage 3, most (57%, 113) have not found it necessary to boost their subject knowledge. A fair proportion, however, have needed to develop their knowledge 'a little' (26%, 52). In order to teach to key stage 4, the responses tell a different story – at this stage, most (49%) had needed to develop their subject knowledge 'a little'. For key stage 5, most respondents have selected 'not applicable' which suggests that they do not teach to this level. Of the others, there is a fairly even split between needing to boost their subject knowledge 'a lot' and 'a little' (average 21%).

Figure 59 The extent to which NQTs have found it necessary to develop their subject knowledge - NQT Survey 2011/12



4.4.3 Subject specialisation

In response to findings from previous surveys and discussions within the STEM academic sector, an additional question was posed to NQTs which addressed the term 'subject specialist'. Whilst there are varying opinions as to how to define a subject specialist, there was an opportunity in this survey to explore whether the NQTs who have been through an SKE course consider themselves to be a subject specialist.

Of the respondents to the survey, two-thirds (67%, 138) classed themselves as a subject specialist and one-third (33%, 68) did not. Across the different SKE courses it appears that those with a physics SKE background are less likely to class themselves as a subject specialist.

Table 47 Do NQTs class themselves as subject specialists? - NQT Survey 2011/12

Would you say you are a subject specialist?								
	Chemistry		Mathematics		Physics		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	138	67.0
Yes	13	72.2	85	72.0	28	54.9	68	33.0
No	5	27.8	33	28.0	23	45.1	138	67.0

A further question explored how colleagues perceive the NQTs. Similar to the above, most (74%, 152) NQTs felt that their colleagues did class them as subject specialists.

Table 48 Do colleagues of NQTs class them as subject specialists? - NQT Survey 2011/12

Would your colleagues classify you as a subject specialist?								
	Chemistry		Mathematics		Physics		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	14	77.8	91	77.1	32	62.7	152	73.8
No	4	22.2	27	22.9	19	37.3	54	26.2

4.5 Experience of SKE Courses

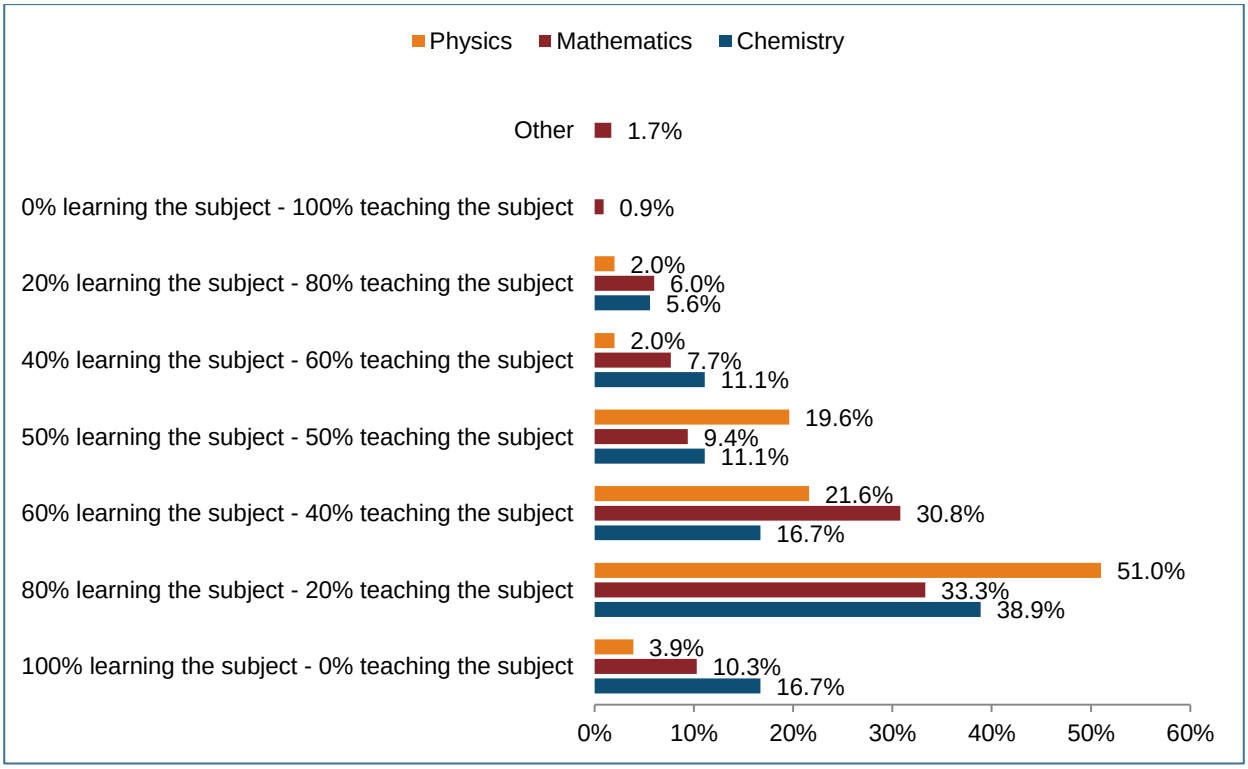
This section draws on NQTs' experiences of the SKE courses. It provides details of their thoughts about the course content, advantages and disadvantages of the SKE course, their satisfaction with the course and how they feel others perceived the courses.

4.5.1 Course content

As with other surveys, NQTs were asked to reflect back on the content of the SKE course and consider the balance between developing subject knowledge and pedagogy. SKE courses aim to enhance subject knowledge and from policy and planning perspectives it is expected that they focus purely on developing subject knowledge rather than pedagogical understanding. However, due to the high interest and response about pedagogical content in the SKE courses, further questions and clarifications were included in later surveys and interviews to ascertain the views of current and former SKE students.

Most NQTs overall (40%, 82), said that their course was split 80% learning the subject and 20% learning how to teach the subject. A further 25% (51) said that there was a split 60/40 towards learning the subject and 12% (25) said there was an equal balance between the two elements of learning. The figure below illustrates any differences across SKE subject areas. The most striking finding here is with physics SKE courses compared to the others, which was more likely to be tailored to learning the subject (80/20 ratio).

Figure 60 Split of SKE course content - NQT Survey 2011/12



The majority of NQT respondents (86%, 176) were satisfied with the balance of course content in their SKE course. This was because they saw it as primarily learning about the subject knowledge first and foremost. They recognised that whilst that was the primary purpose most said they appreciated having some elements of how to teach – some were built in to the course as they were learning. They

recognised that the PGCE was to learn about how to teach and SKE for what to teach.

> *We were taught the knowledge of the subject in such a way as to advise us how to pass on what we were learning in the future. This suited my style perfectly.*

> *Because the idea of the course is to enhance your knowledge of the subject to go on to the PGCE with a solid foundation to begin teaching the subject. It was nice to have a little insight to teaching, however the main focus was where it should be - on building our own knowledge first*

> *For me I knew a lot of how maths works, the SKE course provided a deeper level of understanding to help me pass this knowledge onto the students. The methods of how to teach were really useful and taught the subject at the same time anyway.*

A small number of students thought the balance should have more emphasis on including both subject knowledge and pedagogy.

> *The primary goal was to learn the topics but it was good to also think about how they were presented and taught to us, what worked and didn't work and how we could take that into the classrooms.*

And several students, some of whom had not studied for several years, found it particularly useful in not only refreshing subject knowledge but also thought it an important part of the course to include how to teach.

> *I had not studied maths for over 20 years. Some revision of topics was useful to increase my confidence that I could remember all the maths necessary, plus learn some of the newer topics that had not been included when I was in education. However, it was most important for me to understand how to teach the subject, and the 40:60 split allowed this to happen effectively.*

Of those who were not satisfied with the balance of course content, their preferred balance between subject knowledge and pedagogy was 50/50 – equal consideration of each (36%, 10). Low numbers responded to this question and therefore it is not possible to establish if there is a notable difference across SKE subjects.

Table 49 Preferred split of SKE course content - NQT Survey 2011/12

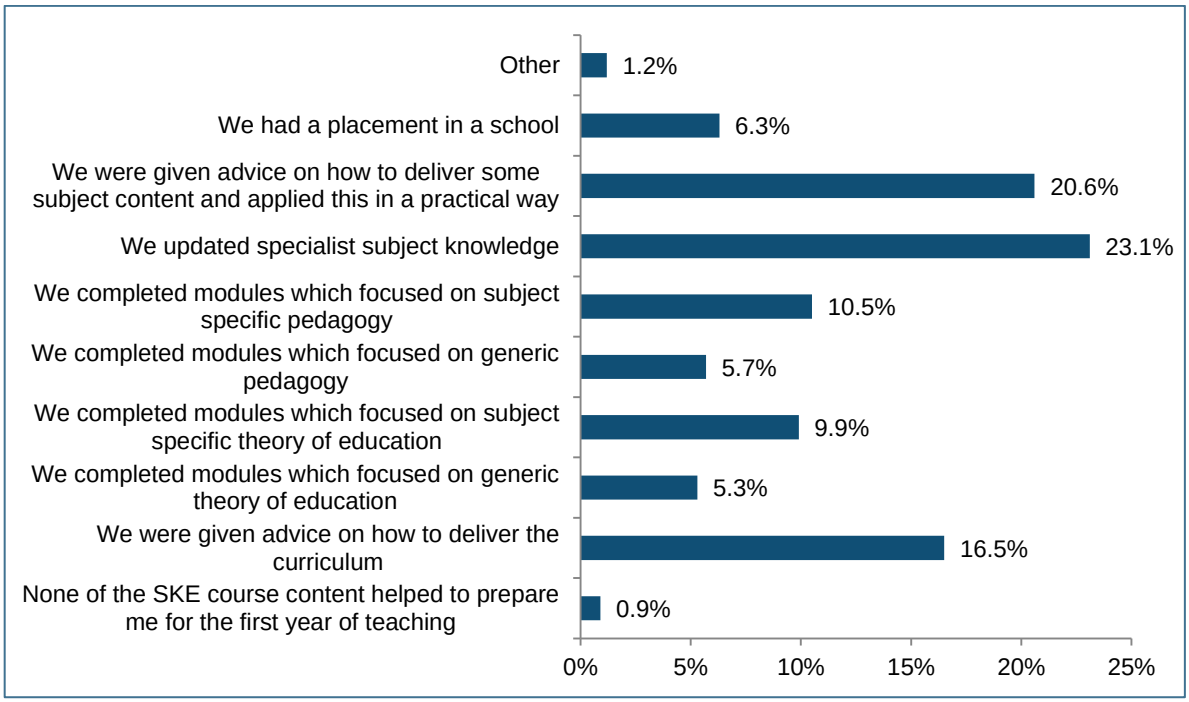
Preferred split between subject knowledge and pedagogy		
	No.	Per cent
100% learning the subject - 0% teaching the subject	1	3.6
80% learning the subject - 20% teaching the subject	3	10.7
60% learning the subject - 40% teaching the subject	8	28.6
50% learning the subject - 50% teaching the subject	10	35.7
40% learning the subject - 60% teaching the subject	4	14.3
20% learning the subject - 80% teaching the subject	-	-
0% learning the subject - 100% teaching the subject	-	-
Other	2	7.1

Some respondents however, were able to provide details as to how the course content balance could be improved. The overriding issue was having more time to teach and learning how to teach the subject. However, a small number of respondents accepted that this was the purpose of the PGCE and suggested more time on learning the subject and leaving pedagogy to the PGCE.

A final question around subject knowledge asked NQTs if there were any ways in which the course content helped to prepare them for their first year in teaching. Respondents were able to select as many of the options provided as they wished. Generally, it appeared to be most useful in terms of:

- Updating specialist subject knowledge (23%, 157).
- Gaining advice in how to deliver subject content and apply it in a practical way (21%, 140).
- Gaining advice on how to deliver the curriculum (17%, 112).

Figure 61 How the SKE course content helped to prepare NQTs for their first year of teaching - NQT Survey 2011/12



4.5.2 Advantages and disadvantages of the SKE course

NQT respondents selected a wide range of advantages from the options provided. The most common were:

- SKE updated subject knowledge (14%, 165).
- SKE increased my subject confidence (14%, 160).
- SKE created time to focus on the subject which would be difficult during the PGCE (11%, 127).

Table 50 Advantages of the SKE course - NQT Survey 2011/12

Advantages of the SKE course		
	No.	Per cent
SKE gave me an additional subject specialism	86	7.5
SKE taught me to communicate the subject better	114	9.9
SKE provided early signposting to teaching resources and materials	110	9.6
SKE increased my subject confidence	160	13.9
SKE made me aware of new topics	114	9.9
SKE updated subject knowledge	165	14.4
SKE created time to focus on the subject which would be difficult during the PGCE	127	11.1
SKE equipped me with how to apply knowledge in the classroom	103	9.0
SKE provided me with additional practical experience	105	9.2
SKE help to prepare me for studying at postgraduate level	53	4.6
There are no advantages	2	0.2
Other	8	0.7

One respondent commented that:

> *It [SKE course] was enjoyable, gave me a chance to meet people in the same situation and put me at ease about how much knowledge of the subject I felt I had at the time.*

Of the disadvantages presented to NQT respondents, the majority (68%, 143) thought that there were no disadvantages to completing an SKE. Of those who could identify disadvantages, the most common were:

- Added to the time spent training to be a teacher (11%, 22).
- Additional costs of training (11%, 23).

Where additional costs of training were selected, these relate to more general costs such as study materials, travel and childcare.

Table 51 Disadvantages of the SKE course - NQT Survey 2011/12

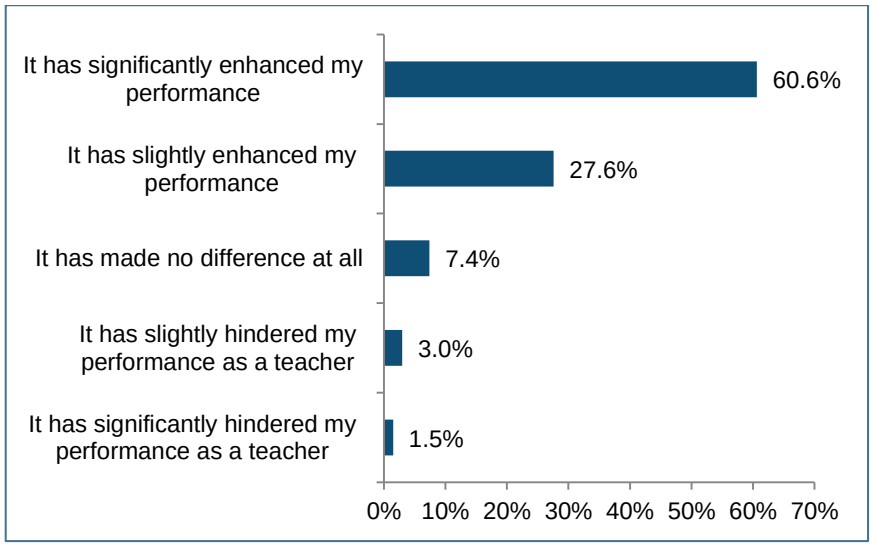
Disadvantages of the SKE course		
	No.	Per cent
There are no disadvantages	143	68.1
Additional costs of training	23	11.0
Added to the time spent training to be a teacher	22	10.5
Covering content that is not required for teaching	7	3.3
Impinging on future opportunities due to school perception of SKE	6	2.9
Other	6	2.9
Doing a placement[11]	3	1.4

4.5.3 Satisfaction and impact

Overall, the vast majority (99%, 201) of the NQTs stated that they were pleased they had completed the SKE course. Only 3 respondents were not pleased.

When asked about how it had impacted on their performance as a teacher, the majority (88%, 179) said that it had either slightly or significantly enhanced their performance – most (61%, 123) thought that it had significantly enhanced their performance.

Figure 62 Impact of SKE courses on NQTs' performance as a teacher - NQT Survey 2011/12



[11] School placements seem to be offered by some SKE providers although they are not technically required as part of the Teaching Agency funding.

In support of the above, 71% (144) of the NQT respondents also thought that there was no other way that the SKE course could have helped to better prepare them for teaching. A smaller proportion (29%, 60) said there were other ways that the SKE course could have prepared them for teaching. Their suggestions were:

- Spending more time on higher levels such as key stage 5 (also a small number suggested focusing on basic knowledge for keys stages 3 and 4).
- Covering the three sciences to some extent rather than one.
- Covering pedagogy and how to teach particular topics.
- More practical experience and more time in the school environment.
- Including ways to explain concepts, particularly to pupils with additional needs.

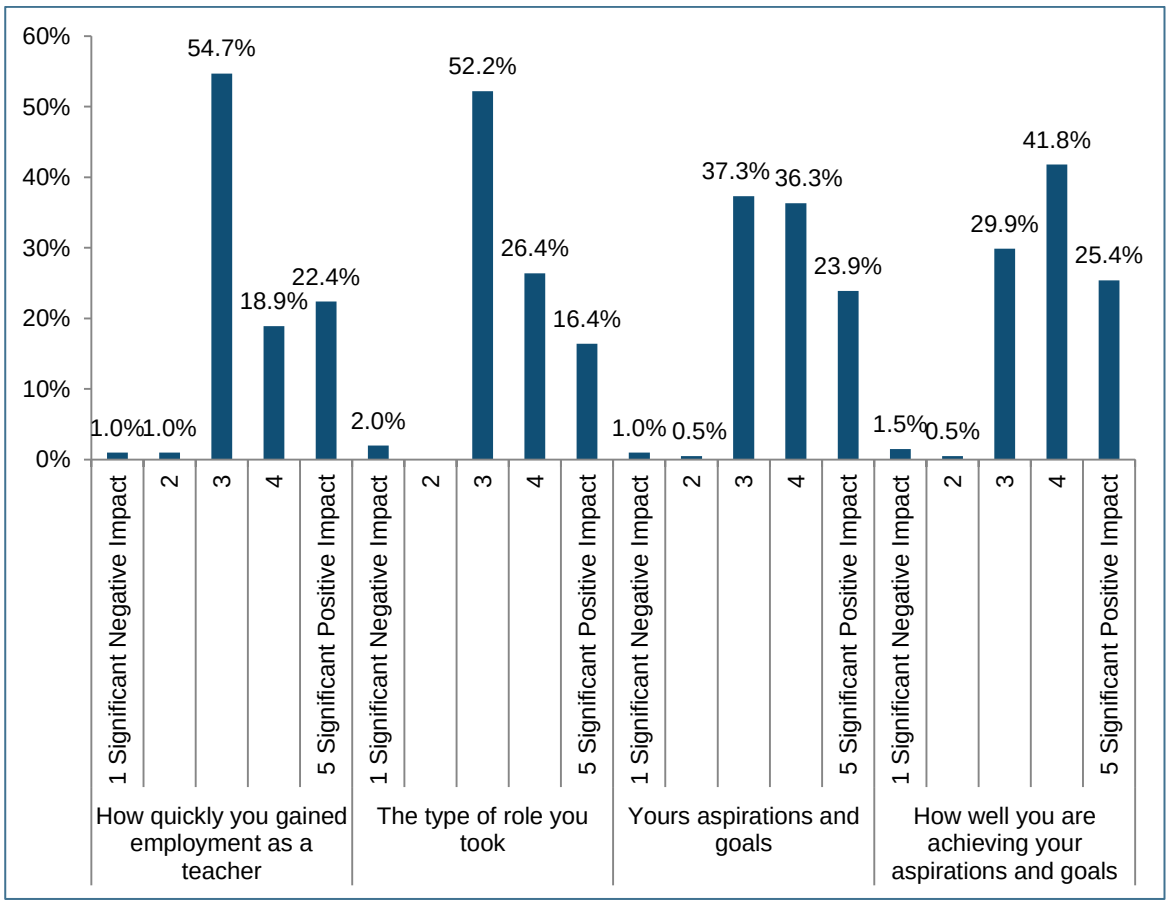
A small number suggested that they would have benefited from longer SKE courses.

NQTs provided their responses to questions around the extent of impact that the SKE courses might have more generally. There were four key themes for NQTs to consider and rate impact against. These are considered individually below.

- **How quickly they gained employment as a teacher** – although most (55%) rated impact as neutral, there were 41% who felt that SKE courses had had a positive impact (slight or significant positive impact).
- **The type of role they took** – as above, most (52%) were neutral on this. Another 43% however, felt that the SKE course had helped them to gain the type of role that they were now in (slight or significant positive impact).
- **Their aspirations and goals** – responses were more evenly spread between no impact (37%), slight positive impact (36%) and significant positive impact (24%).
- **The extent to which they were achieving their aspiration and goals** – most NQTs felt that the SKE course was having a slight or significant positive impact on the extent to which they are achieving their goals (67%).

Overall, it seems that SKEs have had a positive impact on a range of outcomes after completing the teacher training.

Figure 63 Impact of SKE course - NQT Survey 2011/12



4.5.4 Awareness and perception of SKE courses

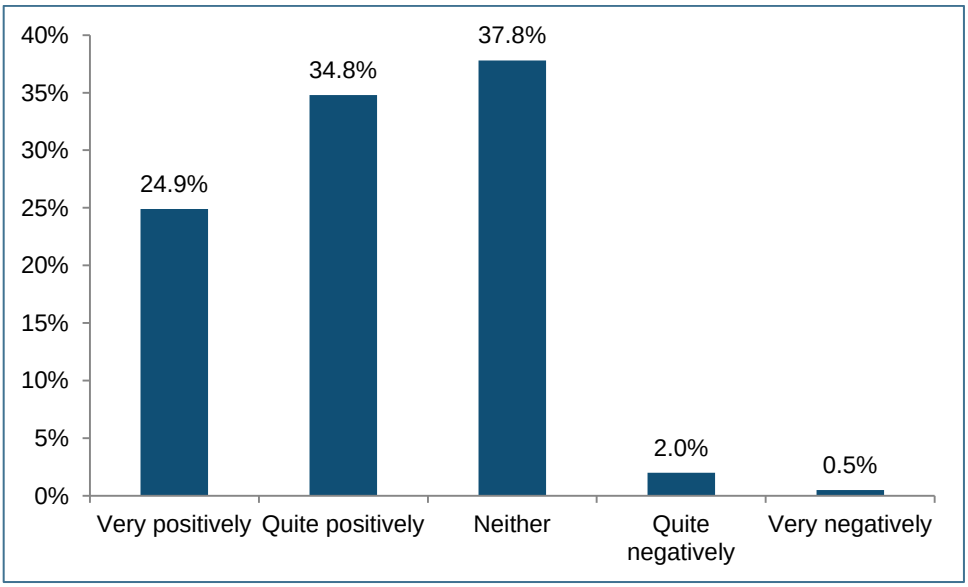
As with the PGCE survey, NQTs were asked to consider how aware they felt their schools were about the existence of SKE courses to enhance subject knowledge. Most (56%, 111) NQTs said that schools have some awareness of SKE courses, whilst 34% (68) felt that their schools were very aware and just 10% (20) said that their schools were not aware at all.

Table 52 Awareness of schools of SKE courses - NQT Survey 2011/12

Awareness of schools		
	No.	Per cent
Very aware	68	34.20%
Some awareness	111	55.80%
Not at all aware	20	10.10%

In terms of the perception of SKE students themselves, 60% (120) of NQTs considered that they are very positively or quite positively regarded by schools. However, the most common response (38%, 76) was 'neither' suggesting that schools do not have an opinion either way. It is notable that very few NQTs felt that schools have a negative opinion of SKE students.

Figure 64 NQT views on how schools perceive SKE students - NQT Survey 2011/12



4.6 Future Aspirations

The final section of the NQT survey addressed teachers' career aspirations for the next five to ten years.

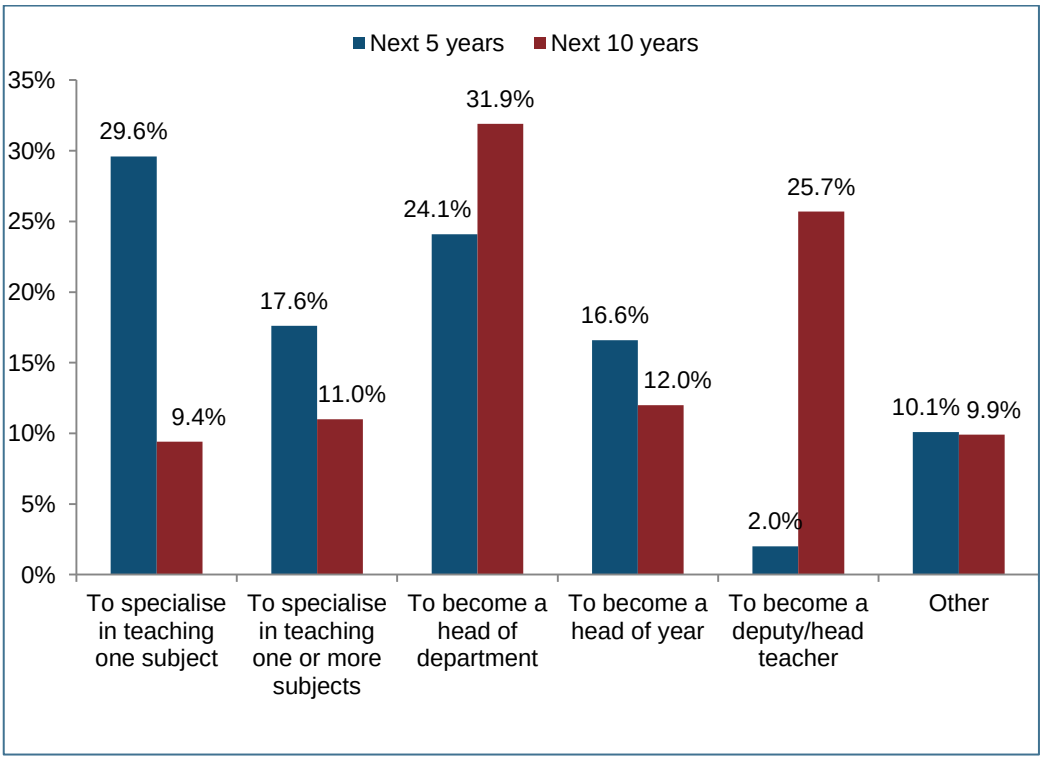
In the next five years, the most common responses were to specialise in teaching one subject (30%, 59) and to become a head of department (24%, 48). Another 18% aimed to specialise in teaching one or more subjects. In the shorter term therefore, most NQTs were focusing on their teaching responsibilities. Other aspirations offered were:

- Advanced Skills Teacher.
- Key stage 3 leader in mathematics.
- Taking additional pastoral duties.
- SENCO.
- PGCE and NQT mentor.
- Head of house.
- To become KS leader or SMT member.

In the next ten years, the most common goals were to become a head of department (32%, 61) and to become a deputy/head teacher (26% 49). This suggests that in the longer term, NQTs were considering leadership roles. Other aspirations offered were:

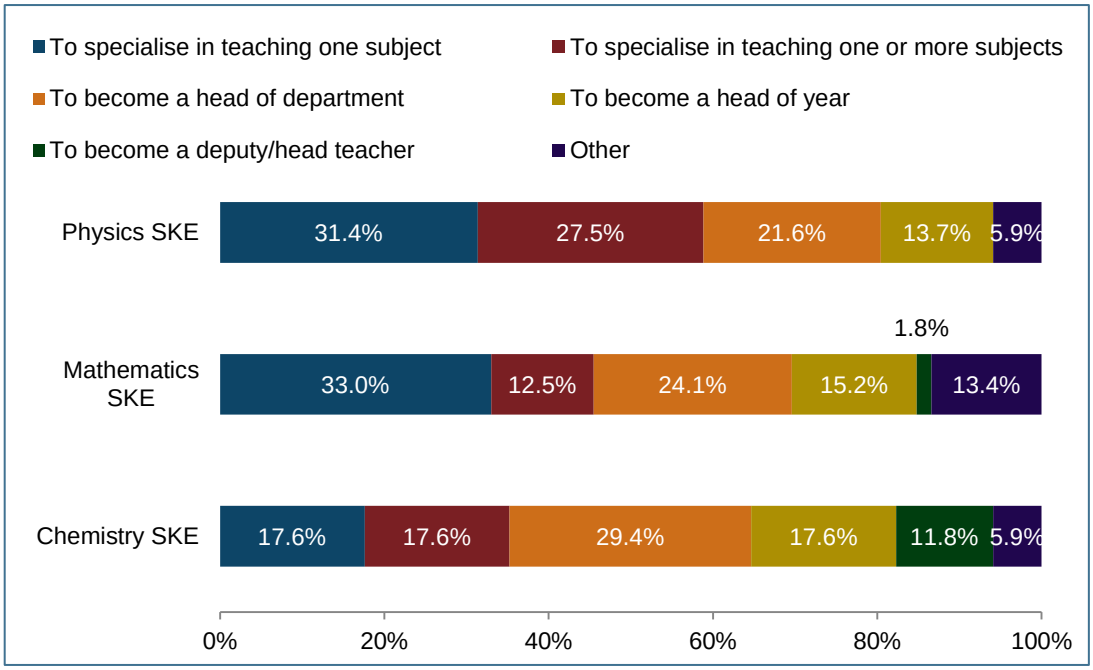
- Advanced Skills Teacher.
- SENCO.
- Departmental lead.

Figure 65 Career aspirations of NQTs in the next 5 to 10 years - NQT Survey 2011/12



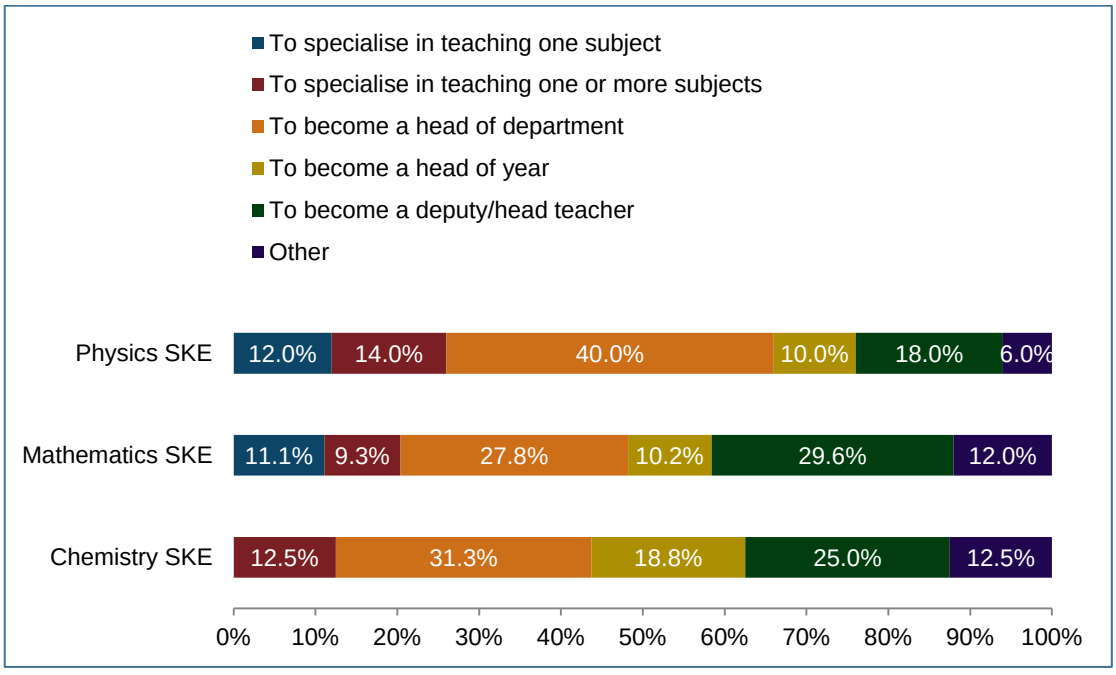
Comparing across the different SKE subjects, in the next five years, former mathematics and physics SKE students are more likely to aspire to specialise in teaching one subject and former physics SKE students are more likely than those from other SKE courses to aim to specialise in teaching one or more subjects. Note that there are low counts for this question from former SKE chemistry students.

Figure 66 Career aspirations of NQTs for the next 5 years by SKE subject - NQT Survey 2011/12



Looking at longer term goals across the different SKE subject areas, it is notable that none of the former SKE students said that they aimed to specialise in teaching one subject. Slight differences are notable where leadership roles are considered – slightly higher proportions of former physics SKE students aimed to become head of department and higher proportions of former mathematics and chemistry SKE students were aspiring to become deputy/head teacher. Note that there are low counts for this question from former SKE chemistry students.

Figure 67 Career aspirations of NQTs for the next 10 years by SKE subject - NQT Survey 2011/12



Overall, NQTs said that their career aspirations had not changed (72%, 143 respondents) since starting their NQT year. There were no notable differences in responses across the SKE subjects. Of those who had stated that their aspirations had changed (29%, 57) some provided details of how they had changed and why. These are summarised below:

- Some now had higher aspirations to progress; '*At first I wanted to be head of department now I want to go in to more general management'.* This was often due to the NQTs now having more confidence and feeling more ambitious.
- Some aspire to leadership roles such as head of department because they would be able to have more impact on a wider range of young people or because they want to focus on interesting areas such as structuring the curriculum.
- One commented that they can now see '*where their skill set will fit'* and so their goals have changed.
- Many wanted to focus on a more pastoral role - one had changed their mind from being a head teacher to focus on pastoral duties.

4.7 Additional Comments

Almost all the comments were of a very positive nature about the value of having taken the SKE course and the impact it had had. These are the ways the NQTs thought that it had helped:

- Sound basis and preparation for doing PGCE.
- Built confidence and developed subject knowledge, including up to date knowledge of the curriculum.
- Provided pathway into teaching for those from less academic backgrounds.
- Great support and teaching.
- Funding contributed to achieving success.
- Several students said it helped them in getting a job as a teacher.

> *Definitely worth doing as there are no fees, you receive a bursary, the 9 month course is 2 and a half days allowing for plenty of self-study without the student having too much time spent working out of class (good balance), and it allows for deeper understanding of the subject. By the end of the course I found myself thinking clearly, it got me back up to speed with my maths and I felt confident in my knowledge.*

The very small number of comments which were less positive included:

- Schools' negative perception of SKE as a barrier – NQTs felt that schools should be informed about the nature of the SKE and its purpose; *'Some schools still do not recognise SKE courses as an achievement. Schools need to be made more aware of their importance and how they help embed both the teaching of the subject and subject knowledge'.*

- Mastering all three sciences and the need to take SKE to help with this; '*due to the nature of the science subject - that it can be considered as three different subjects together (physics, chemistry and biology) – it is very hard to master all the three components. Therefore I strongly advise anyone considering a teaching career to take an SKE course on one of the components to build up their confidence'.*
- The need to take into account students' personal circumstances.

5. Appendices

Appendix 1 - Beginning of Course Survey Data Tables

BoC - SKE subject by - at which university are you studying for your SKE course?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No	Per cent
Bradford College	3	9.1	3	3.9	8	22.2	-	-	14	8.9
Edge Hill University	2	6.1	5	6.6	1	2.8	-	-	8	5.1
Keele University	6	18.2	8	10.5	11	30.6	-	-	25	15.8
Leeds Trinity and All Saints	-	-	3	3.9	-	-	-	-	3	1.9
Liverpool Hope University	2	6.1	-	-	-	-	-	-	2	1.3
Liverpool John Moores University	9	27.3	2	2.6	3	8.3	-	-	14	8.9
Nottingham Trent University	5	15.2	-	-	-	-	-	-	5	3.2
Oxford Brookes University	2	6.1	9	11.8	9	25	-	-	20	12.7
Sheffield Hallam University	-	-	4	5.3	1	2.8	-	-	5	3.2
South West Teacher Training	-	-	1	1.3	-	-	-	-	1	0.6
University College Plymouth	-	-	5	6.6	-	-	-	-	5	3.2
University of Birmingham	-	-	16	21.1	1	2.8	-	-	17	10.8
University of Brighton	1	3	-	-	-	-	-	-	1	0.6
University of Cumbria	2	6.1	2	2.6	3	8.3	-	-	7	4.4
University of Greenwich	-	-	-	-	-	-	1	7.1	1	0.6
University of Hull	-		12	15.8	-		1	7.1	12	7.6
University of Reading	-	-	-	-	-	-	6	42.9	6	3.8
University of Sunderland	1	3	2	2.6	-		6	42.9	9	5.7
University of Wolverhampton	-	-	4	5.3	-	-	-	-	4	2.5
Total	33		76		36		14		158	

BoC - SKE subject by - gender.										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Male	6	18.8	30	40.0	19	52.8	2	14.3	57	36.5
Female	26	81.3	45	60.0	17	47.2	12	85.7	99	63.5
Total	32		75		36		14		156	

BoC - SKE subject by - ethnic background.										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Asian or Asian British	2	6.1	5	6.7	2	5.6	2	14.3	11	7
White	28	84.8	63	84	34	94.4	12	85.7	136	86.6
Black or Black British	2	6.1	3	4.0	-	-	-	-	5	3.2
Dual Heritage	1	3.0	2	2.7	-	-	-	-	3	1.9
Other	-	-	2	2.7	-	-	-	-	2	1.3
Total	33		75		36		14		157	

BoC - SKE subject by - age.										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Under 25	22	66.7	25	32.9	16	44.4	6	42.9	69	43.7
25-29	5	15.2	15	19.7	8	22.2	3	21.4	30	19.0
30-34	2	6.1	11	14.5	3	8.3	2	14.3	18	11.4
35-39	2	6.1	10	13.2	1	2.8	2	14.3	15	9.5
40-44	1	3.0	5	6.6	4	11.1	1	7.1	11	7.0
45-49	-	-	4	5.3	3	8.3	-	-	7	4.4
50-54	1	3.0	5	6.6	1	2.8	-	-	7	4.4
55 or over	-	-	1	1.3	-	-	-	-	1	0.6
Total	33		76		36		14		158	

BoC - What was the main subject you studied on your SKE course?		
	No.	Per cent
Chemistry	33	20.9
Mathematics	76	48.1
Physics	36	22.8
Other science	-	-
Modern Languages	6	3.8
Design and Technology	7	4.4
ICT	-	-
Religious Education	-	-
Music	-	-
Total	158	100.0

BoC - SKE subject by - length of SKE course.										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
16 weeks	-	-	-	-	-	-	-	-	-	-
20 weeks	-	-	-	-	-	-	-	-	-	-
24 weeks	-	-	-	-	-	-	-	-	-	-
28 weeks	1	3.1	10	13.2	7	19.4	2	14.3	19	12.1
32 weeks	1	3.1	8	10.5	4	11.1	-	-	13	8.3
36 weeks	30	93.8	58	76.3	25	69.4	12	85.7	125	79.6
Other	-	-	-	-	-	-	-	-	-	-
Total	32		76		36		14		157	

BoC - SKE subject by - do you have an A level in the subject of your SKE course?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	18	54.5	50	66.7	15	41.7	6	42.9	89	56.7
No	15	45.5	25	33.3	21	58.3	8	57.1	68	43.3
Total	33		75		36		14		157	

BoC - SKE subject by - do you have a Bachelor degree?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	31	93.9	70	92.1	36	100.0	13	92.9	149	94.3
No	2	6.1	6	7.9	-	-	1	7.1	9	5.7
Total	33		76		36		14		158	

BoC - SKE subject by - which MAIN subject did you study for your Bachelor degree?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Agriculture and related subjects	1	3.2	-	-	-	-	-	-	1	0.7
Architecture, Building and Planning	-	-	-	-	-	-	-	-	-	-
Biological Sciences	18	58.1	13	18.6	20	55.6	4	28.6	54	36.0
Business and Administration studies	1	3.2	12	17.1	-	-	1	7.1	14	9.3
Computer Science	1	3.2	3	4.3	2	5.6	-	-	6	4.0
Creative Arts and Design	-	-	1	1.4	-	-	5	35.7	6	4.0
Education	1	3.2	7	10	-	-	-	-	8	5.3
Engineering and Technology	-	-	8	11.4	2	5.6	-	-	10	6.7
Geographical Studies	-	-	2	2.9	-	-	-	-	2	1.3
Historical and Philosophical studies	1	3.2	2	2.9	1	2.8	1	7.1	5	3.3
Languages	-	-	1	1.4	-	-	2	14.3	3	2.0
Law	2	6.5	5	7.1	2	5.6	-	-	9	6.0

Mass Communications and Documentation	-	-	-	-	-	-	-	-	-	-
Mathematical Sciences	-	-	3	4.3	-	-	-	-	3.0	2.0
Medicine and Dentistry	-	-	-	-	-	-	-	-	-	-
Physical Sciences	5	16.1	1	1.4	9	25.0	-	-	15	10.0
Social Studies	-	-	11	15.7	-	-	-	-	11	7.3
Subjects allied to Medicine	1	3.2	1	1.4	1	2.8	1	7.1	4	2.7
Veterinary Sciences	-	-	-	-	-	-	-	-	-	-
Total	31		70		36		14		150	

BoC - SKE subject by - did your Bachelor degree have a Major/Minor component?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Agriculture and related subjects	-	-	-	-	-	-	-	-	-	-
Architecture, Building and Planning	-	-	-	-	-	-	-	-	-	-
Biological Sciences	3	33.3	2	15.4	2	20.0	-	-	7	20
Business and Administrative studies	-	-	1	7.7	1	10.0	-	-	2	5.7
Computer Science	-	-	-	-	2	20.0	-	-	2	5.7
Creative Arts and Design	-	-	2	15.4	-	-	3	75.0	4	11.4
Education	-	-	2	15.4	-	-	-	-	2	5.7
Engineering and Technology	-	-	1	7.7	-	-	-	-	1	2.9
Geographical Studies	-	-	-	-	-	-	-	-	-	-
Historical and Philosophical studies	-	-	-	-	-	-	-	-	-	-
Languages	1	11.1	1	7.7	-	-	1	25.0	3	8.6
Law	2	22.2	-	-	2	20.0	-	-	4	11.4
Mass Communications and Documentation	-	-	-	-	-	-	-	-	-	-
Mathematical Sciences	-	-	-	-	-	-	-	-	-	-
Medicine and Dentistry	-	-	-	-	-	-	-	-	-	-
Physical Sciences	1	11.1	1	7.7	1	10.0	-	-	3	8.6
Social studies	2	22.2	2	15.4	2	20.0	-	-	6	17.1
Subjects allied to Medicine	-	-	1	7.7	-	-	-	-	1	2.9
Veterinary Sciences	-	-	-	-	-	-	-	-	-	-
Total	9		13		10		4		35	

BoC - SKE subject by - which university did you attend for this degree?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Aston University	-	-	1	1.5	-	-	-	-	1	0.7
Bradford College	-	-	2	2.9	-	-	1	8.3	3	2.1
Coventry University	-	-	1	1.5	-	-	-	-	1	0.7
DeMontfort University	-	-	-	-	1	2.8	-	-	1	0.7
Keele University	3	10.7	1	1.5	2	5.6	-	-	6	4.2
Lancaster University	1	3.6	2	2.9	-		-		3	2.1

Leeds Metropolitan University	1	3.6	-	-	-	-	-	-	1	0.7
Leeds Trinity and All Saints	-	-	2	2.9	-	-	-	-	2	1.4
Liverpool Hope University	2	7.1	-	-	-	-	-	-	2	1.4
Liverpool John Moores University	1	3.6	-	-	1	2.8	-	-	2	1.4
London Metropolitan University	-	-	-	-	1	2.8	-	-	1	0.7
London University - Queen Mary College	-	-	-	-	1	2.8	-	-	1	0.7
Loughborough University	-	-	1	1.5	-	-	-	-	1	0.7
Manchester Metropolitan University	-	-	1	1.5	-	-	-	-	1	0.7
Newman University College	-	-	1	1.5	-	-	-	-	1	0.7
Nottingham Trent University	2	7.1	-	-	-	-	1	8.3	3	2.1
Open University	-	-	2	2.9	1	2.8	-	-	3	2.1
Oxford Brookes University	-	-	-	-	2	5.6	-	-	2	1.4
Southampton Solent University	-	-	-	-	-	-	1	8.3	1	0.7
Staffordshire University	1	3.6	2	2.9	1	2.8	-	-	4	2.8
Teesside University	1	3.6	2	2.9	2	5.6	1	8.3	6	4.2
University College London	-	-	-	-	1	2.8	-	-	1	0.7
University of Bath	-	-	1	1.5	-	-	-	-	1	0.7
University of Birmingham	1	3.6	7	10.3	1	2.8	-	-	9	6.3
University of Bolton	-	-	-		1	2.8	-	-	1	0.7
University of Brighton	1	3.6	2	2.9	-	-	-	-	3	2.1
University of Cambridge	-	-	1	1.5	-	-	-	-	1	0.7
University of Central Lancashire	4	14.3	-	-	2	5.6	-	-	6	4.2
University of Chester	-	-	1	1.5	-	-	-	-	1	0.7
University of Cumbria	-	-	1	1.5	-	-	-	-	1	0.7
University of Derby	1	3.6	-	-	1	2.8	-	-	2	1.4
University of Durham	-	-	-	-	-	-	1	8.3	1	0.7
University of Exeter	-	-	-	-	2	5.6	-	-	2	1.4
University of Hertfordshire	1	3.6	2	2.9	-	-	-	-	3	2.1
University of Huddersfield	-	-	1	1.5	1	2.8	1	8.3	3	2.1
University of Hull	1	3.6	7	10.3	1	2.8	-	-	9	6.3
University of Kent	-	-	-	-	1	2.8	-	-	1	0.7
University of Leeds	1	3.6	-	-	1	2.8	-	-	2	1.4
University of Leicester	-	-	-	-	-	-	1	8.3	1	0.7
University of Lincoln (was Humberside)	-	-	2	2.9	-	-	-	-	2	1.4
University of Liverpool	-	-	2	2.9	1	2.8	-	-	3	2.1
University of London - King's College	-	-	-	-	1	2.8	-	-	1	0.7
University of London-Chelsea College	-	-	-	-	1	2.8	-	-	1	0.7
University of Newcastle	-	-	1	1.5	1	2.8	-		2	1.4
University of Northumbria	1	3.6	-	-	-	-	1	8.3	2	1.4
University of Nottingham	1	3.6	2	2.9	-	-	-	-	3	2.1

University of Plymouth	-	-	2	2.9	-	-	1	8.3	3	2.1
University of Reading	-	-	1	1.5	-	-	1	8.3	2	1.4
University of Salford	1	3.6	-	-	-	-	-	-	1	0.7
University of Sheffield	1	3.6	1	1.5	3	8.3	-	-	5	3.5
University of Sunderland	-	-	-	-	-	-	2	16.7	2	1.4
University of Sussex	-	-	1	1.5	-	-	-	-	1	0.7
University of Warwick	1	3.6	-		-		-		1	0.7
University of Westminster	-	-	1	1.5	-	-	-	-	1	0.7
University of Wolverhampton	-	-	4	5.9	2	5.6	-	-	6	4.2
University of Worcester	-	-	1	1.5	-	-	-	-	1	0.7
University of York	-	-	2	2.9	-	-	-	-	2	1.4
Other	1	3.6	7	10.3	3	8.3	-	-	11	7.6
Total	28		68		36		12		144	

BoC - SKE subject by - Pre or Post 1992 Institution for Bachelor degree										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Pre 1992	11	39.3	31	45.6	17	47.2	3	25.0	62	43.1
Post 1992	16	57.1	30	44.1	16	44.4	9	75.0	71	49.3
Other	1	3.6	7	10.3	3	8.3	-	-	11	7.6
Total	28		68		36		12		144	

BoC - SKE subject by - what classification did you achieve for this degree?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
First	1	3.2	6	8.7	6	16.7	3	21.4	16	10.7
2:1	15	48.4	29	42.0	10	27.8	6	42.9	60	40.3
2:2 (or second)	15	48.4	31	44.9	19	52.8	5	35.7	69	46.3
Third	-	-	-	-	1	2.8	-	-	1	0.7
Pass degree (no honours)	-	-	2	2.9	-	-	-	-	2	1.3
Other	-	-	1	1.4	-	-	-	-	1	0.7
Total	31		69		36		14		149	

BoC - SKE subject by - do you have a postgraduate qualification?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	7	21.2	17	22.4	8	22.2	-	-	32	20.3
No	26	78.8	59	77.6	28	77.8	14	100.0	126	79.7
Total	33		76		36		14		158	

BoC - SKE subject by - which subject did you study for your postgraduate qualification?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Agriculture and related	-	-	-	-	-	-	-	-	-	-

subjects										
Architecture, Building and Planning	-	-	1	5.9	-	-	-	-	1	3.2
Biological Sciences	4	57.1	3	17.6	2	28.6	-		9	29.0
Business and Administrative studies	-	-	1	5.9	-	-	-	-	1	3.2
Computer Science	-	-	2	11.8	1	14.3	-	-	3	9.7
Creative Arts and Design	-	-	-	-	-	--	-	-	-	-
Education	-	-	6	35.3	1	14.3	-	-	7	22.6
Engineering and Technology	-	-	-	-	-	-	-	-	-	-
Geographical Studies	-	-	-	-	-	-	-	-	-	-
Historical and Philosophical studies	-	-	-	-	-	-	-	-	-	-
Languages	-	-	-	-	-	-	-	-	-	-
Law	-	-	1	5.9	1	14.3	-	-	2	6.5
Mass Communications and Documentation	-	-	1	5.9	-	-	-	-	1	3.2
Mathematical Sciences	1	14.3	-	-	-	-	-	-	1	3.2
Medicine and Dentistry	-		-	-	-	-	-	-	-	-
Physical Sciences	1	14.3	-	-	2	28.6	-	-	3	9.7
Social studies	1	14.3	2	11.8	-	-	-	-	3	9.7
Subjects allied to Medicine	-	-	-	-	-	-	-	-	-	-
Veterinary Sciences	-	-	-	-	-	-	-	-	-	-
Total	7		17		7		-		31	

BoC - SKE subject by - are you a member of a professional body or organisation?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	2	6.1	7	9.3	2	5.6	1	7.1	12	7.6
No	31	93.9	68	90.7	34	94.4	13	92.9	145	92.4
Total	33		75		36		14		157	

BoC - SKE subject by - would you consider yourself to have had a career before starting the course?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	9	27.3	41	54.7	18	50.0	6	42.9	73	46.5
No	24	72.7	34	45.3	18	50.0	8	57.1	84	53.5
Total	33		75		36		14		157	

BoC - SKE subject by – number of SKE students with a previous career by Standard Industrial Classification Codes (SIC, 2007).										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Accommodation and Food Service Activities	-	-	2	4.8	-	-	-	-	2	2.7
Administrative and Support Service Activities	-	-	1	2.4	1	5.6	-	-	2	2.7
Agriculture, Forestry and	1	12.5	-	-	-	-	-	-	1	1.4

Fishing										
Arts, Entertainment and Recreation	-	-	2	4.8	-	-	-	-	2	2.7
Education	2	25.0	13	31.0	-	-	2	40.0	17	23.3
Financial and Insurance Activities	-	-	7	16.7	1	5.6	1	20.0	9	12.3
Human Health and Social Work Activities	-	-	2	4.8	1	5.6	1	20.0	4	5.5
Information and Communication	-	-	2	4.8	1	5.6	-	-	3	4.1
Manufacturing	-	-	-	-	-	-	-	-	-	-
Other Service Activities	1	12.5	5	11.9	3	16.7	-	-	9	12.3
Professional, Scientific and Technical Activities	3	37.5	6	14.3	6	33.3	-	-	15	20.5
Public Administration and Defence: Social Security	1	12.5	-	-	2	11.1	-	-	3	4.1
Real Estate Agents	-	-	-	-	-	-	-	-	-	-
Transportation and Storage	-	-	-	-	1	5.6	-	-	1	1.4
Wholesale and Retail Trade: Repair of Motor Vehicles and Motorcycles	-	-	3	7.1	2	11.1	1	20.0	6	8.2
Total	8		42		18		5		73	

BoC - SKE subject by - why did you leave this career?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
To spend more time with my family	-	-	3	7.5	1	5.6	2	33.3	6	8.3
I wanted to work in a different working environment	1	11.1	9	22.5	4	22.2	-	-	14	19.4
I was no longer enjoying my job	2	22.2	4	10.0	1	5.6	1	16.7	8	11.1
I wanted a more stable job	2	22.2	1	2.5	1	5.6	-	-	4	5.6
I became unemployed	-	-	6	15.0	3	16.7	-	-	9	12.5
I wanted to work in a more positive environment	1	11.1	6	15.0	3	16.7	1	16.7	11	15.3
Personal circumstances e.g. moving house	1	11.1	-	-	2	11.1	-	-	3	4.2
Other	2	22.2	11	27.5	3	16.7	2	33.3	17	23.6
Total	9		40		18		6		72	

BoC - SKE subject by - did you have any experience of working in a school environment?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes - as a teaching assistant	12	36.4	17	22.4	2	5.6	3	21.4	33	20.9
Yes - for a few weeks in my local school	7	21.2	15	19.7	15	41.7	5	35.7	42	26.6
Yes - on a summer school	1	3.0	3	3.9	1	2.8	-	-	5	3.2
Yes - other	8	24.2	25	32.9	11	30.6	4	28.6	48	30.4
No	5	15.2	16	21.1	7	19.4	2	14.3	30	19.0
Total	33		76		36		14		158	

BoC - SKE subject by - rate the level of your current subject knowledge.										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1	-	-	-	-	-	-	-	-	-	-
2	2	6.5	3	4.1	1	3.1	-	-	6	4.0
3	3	9.7	10	13.7	4	12.5	-	-	17	11.4
4	1	3.2	9	12.3	6	18.8	2	15.4	18	12.1
5	7	22.6	14	19.2	3	9.4	4	30.8	28	18.8
6	6	19.4	8	11.0	5	15.6	-	-	19	12.8
7	5	16.1	17	23.3	8	25.0	4	30.8	34	22.8
8	5	16.1	10	13.7	4	12.5	2	15.4	21	14.1
9	1	3.2	1	1.4	-	-	-	-	2	1.3
10	1	3.2	1	1.4	1	3.1	1	7.7	4	2.7
Total	31		73		32		13		149	

BoC - Length of course by - please rate your current subject knowledge from 1 to 10 …																
	16 weeks		20 weeks		24 weeks		28 weeks		32 weeks		36 weeks		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	1	7.7	5	4.3	-	-	6	4.1
3	-	-	-	-	-	-	2	11.1	1	7.7	14	12.0	-	-	17	11.5
4	-	-	-	-	-	-	-	-	5	38.5	13	11.1	-	-	18	12.2
5	-	-	-	-	-	-	2	11.1	3	23.1	22	18.8	-	-	27	18.2
6	-	-	-	-	-	-	3	16.7	-	-	16	13.7	-	-	19	12.8
7	-	-	-	-	-	-	8	44.4	1	7.7	25	21.4	-	-	34	23.0
8	-	-	-	-	-	-	2	11.1	1	7.7	18	15.4	-	-	21	14.2
9	-	-	-	-	-	-	-	-	1	7.7	1	0.9	-	-	2	1.4
10	-	-	-	-	-	-	1	5.6	-	-	3	2.6	-	-	4	2.7

BoC - SKE subject by - level of confidence in SKE subject.										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1	-	-	-	-	1	2.9	-	-	1	0.7
2	1	3.6	3	4.1	2	5.9	-	-	6	4.1
3	2	7.1	9	12.2	3	8.8	-	-	14	9.5
4	4	14.3	8	10.8	6	17.6	1	9.1	19	12.9
5	7	25.0	13	17.6	2	5.9	2	18.2	24	16.3
6	2	7.1	7	9.5	6	17.6	3	27.3	18	12.2
7	3	10.7	14	18.9	6	17.6	1	9.1	24	16.3
8	7	25.0	16	21.6	4	11.8	4	36.4	31	21.1
9	1	3.6	2	2.7	3	8.8	-	-	6	4.1
10	1	3.6	2	2.7	1	2.9	-	-	4	2.7
Total	28		74		34		11		147	

BoC - SKE subject by - rate level of confidence in teaching the subject.										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1	-	-	1	1.4	-	-	-	-	1	0.7
2	1	3.6	5	6.8	1	3.0	-	-	7	4.9
3	3	10.7	8	11.0	3	9.1	-	-	14	9.7
4	1	3.6	6	8.2	2	6.1	2	20.0	11	7.6
5	2	7.1	6	8.2	4	12.1	2	20.0	14	9.7
6	3	10.7	10	13.7	3	9.1	1	10.0	17	11.8
7	6	21.4	13	17.8	7	21.2	2	20.0	28	19.4
8	3	10.7	10	13.7	6	18.2	1	10.0	20	13.9
9	6	21.4	10	13.7	5	15.2	2	20.0	23	16.0
10	3	10.7	4	5.5	2	6.1	-	-	9	6.3
Total	28		73		33		10		144	

BoC - SKE subject by - what is your main motivation for wanting to be a teacher?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
The pay	1	3.0	1	1.3	-		-	-	2	1.3
The holidays	-	-	-	-	3	8.3	-	-	3	1.9
I know people who teach and they seem to enjoy it	-	-	-	-	1	2.8	-	-	1	0.6
I have always wanted to be a teacher	3	9.1	18	24.0	5	13.9	5	35.7	30	19.1
It seemed a safe option during a recession	-	-	1	1.3	1	2.8	2	14.3	4	2.5
I am looking for fulfilment in a second career and relish the opportunity to influence young minds	6	18.2	20	26.7	13	36.1	4	28.6	43	27.4
I want to make a difference to young people	15	45.5	22	29.3	10	27.8	1	7.1	48	30.6
I enjoy working with young people	7	21.2	12	16.0	2	5.6	2	14.3	23	14.6
Other	1	3.0	1	1.3	2	5.6	-	-	4	2.5
Total	33		75		36		14		157	

BoC - SKE subject by - what is the main reason for choosing to teach this subject?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Better job prospects	3	9.1	7	9.2	13	36.1	1	7.1	24	15.2
It is a natural progression from my previous degree	-	-	3	3.9	-	-	3	21.4	6	3.8
It was recommended to me by family and/or friends	-	-	1	1.3	1	2.8	2	14.3	3	1.9
I enjoy the subject	8	24.2	36	47.4	7	19.4	4	28.6	55	34.8
I can’t teach the subject I studied for my degree and this is the next best option	11	33.3	1	1.3	5	13.9	-	-	17	10.8
It was recommended to me by a careers advisor	-	-	-	-	1	2.8	-	-	1	0.6
Teachers I know recommended this subject	-	-	-	-	-	-	-	-	-	-
The golden hello incentive	-	-	1	1.3	1	2.8	-	-	2	1.3
I always wanted to study this subject but was unable to study it to degree level	-	-	5	6.6	1	2.8	-	-	6	3.8
I want to pass on my enthusiasm for this subject to young people	10	30.3	18	23.7	7	19.4	4	28.6	39	24.7
Other	1	3.0	4	5.3	-	-	-	-	5	3.2
Total	33		76		36		14		158	

BoC - SKE subject by - what is your main reason for enrolling on the SKE course?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
It was a condition for my PGCE place	14	43.8	32	42.7	19	54.3	8	57.1	72	46.5
I didn't feel my subject knowledge was sufficient	6	18.8	21	28.0	7	20.0	3	21.4	37	23.9
I studied for my Bachelor degree a long time ago and felt I needed to refresh my knowledge	-	-	4	5.3	1	2.9	-	-	5	3.2
I wasn't very good at this subject at school, and wanted to learn more before starting my PGCE	1	3.1	-	-	-	-	-	-	1	0.6
I wanted to learn more about how to teach the subject before starting my PGCE	6	18.8	10	13.3	4	11.4	2	14.3	22	14.2
I'm not very confident about my knowledge in this subject and wanted to study more before starting my PGCE	5	15.6	8	10.7	4	11.4	1	7.1	18	11.6
Other	-	-	1	1.3	-	-	-	-	1	0.6
Total	32		75		35		14		155	

BoC - Length of course by - what is your main reason for enrolling on the SKE course?										
	Base		28 weeks		32 weeks		36 weeks		Other	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Total	154		19		12		123		-	-
It was a condition for my PGCE place	72	46.8	7	36.8	7	58.3	58	47.2	-	-
I didn't feel my subject knowledge was sufficient	36	23.4	3	15.8	5	41.7	28	22.8	-	-
I studied for my Bachelor degree a long time ago and felt I needed to refresh my knowledge	5	3.2	1	5.3	-	-	4	3.3	-	-
I wasn't very good at this subject at school, and wanted to learn more before starting my PGCE	1	0.6	-	-	-	-	1	0.8	-	-
I wanted to learn more about how to teach the subject before starting my PGCE	22	14.3	6	31.6	-	-	16	13.0	-	-
I'm not very confident about my knowledge in this subject and wanted to study more before starting my PGCE	18	11.7	2	10.5	1	8.3	15	12.2	-	-
Other	1	0.6	-	-	-	-	1	0.8	-	-

BoC - SKE subject by - what did you expect from the course?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
To study the equivalent of an A level in the subject	6	18.2	13	17.1	13	36.1	2	14.3	34	21.5
To study the equivalent of a first year of a bachelor degree (undergraduate certificate) in the subject	12	36.4	11	14.5	10	27.8	6	42.9	39	24.7
To study the equivalent of a Bachelor degree in the subject	-	-	-	-	-	-	-	-	-	-
To build on the knowledge in the subject I already have from my degree	3	9.1	1	1.3	1	2.8	1	7.1	6	3.8
To learn more about how to teach the subject	5	15.2	18	23.7	5	13.9	1	7.1	29	18.4
A refresher course to help me regain my confidence in the subject	6	18.2	28	36.8	6	16.7	1	7.1	40	25.3
Other	1	3.0	6	7.9	1	2.8	3	21.4	11	7.0
Total	33		76		36		14		158	

BoC - Length of course by - what did you expect from the course?										
	Base		28 weeks		32 weeks		36 weeks		Other	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Total	157		19		13		125		-	-
To study the equivalent of an A level in the subject	34	21.7	3	15.8	5	38.5	26	20.8	-	-
To study the equivalent of a first year of a bachelor degree (undergraduate certificate) in the subject	38	24.2	1	5.3	-	-	37	29.6	-	-
To study the equivalent of a Bachelor degree in the subject	-	-	-	-	-	-	-	-	-	-
To build on the knowledge in the subject I already have from my degree	6	3.8	-	-	-	-	6	4.8	-	-
To learn more about how to teach the subject	29	18.5	4	21.1	2	15.4	23	18.4	-	-
A refresher course to help me regain my confidence in the subject	40	25.5	10	52.6	4	30.8	26	20.8	-	-
Other	11	7.0	1	5.3	2	15.4	8	6.4	-	-

BoC - SKE subject by - which of the following changes to the SKE courses would be most likely to prevent you from enrolling on the course?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Reduced bursary	20	29.4	61	39.4	28	40.0	10	40.0	119	37.4
Fees for the course	30	44.1	55	35.5	28	40.0	10	40.0	123	38.7
Access to student loans	5	7.4	15	9.7	3	4.3	2	8.0	25	7.9
Childcare support	1	1.5	3	1.9	1	1.4	-	-	5	1.6
Courses running for longer but part-time	11	16.2	18	11.6	8	11.4	3	12.0	40	12.6
Shorter full-time courses	1	1.5	3	1.9	2	2.9	-	-	6	1.9
Total	68		155		70		25		318	

BoC - SKE subject by - what are your future career aspirations?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
To become a head teacher	3	9.1	13	17.1	9	25	-	-	25	15.8
To become a subject teacher in a well-run department	12	36.4	29	38.2	8	22.2	8	57.1	56	35.4
To become a head of department	16	48.5	31	40.8	18	50.0	5	35.7	70	44.3
To enjoy teaching and inspiring young people from deprived backgrounds	-	-	-	-	-	-	-	-	-	-
Other	2	6.1	3	3.9	1	2.8	1	7.1	7	4.4
Total	33		76		36		14		158	

Appendix 2 - End of Course Survey Data Tables

EoC - SKE subject by - at which university are you studying for your SKE course?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Anglia Ruskin University	-	-	-	-	-	-	-	-	-	-
Bath Spa University	-	-	20	9	13	12.5	-	-	33	7.6
Birmingham City University	-	-	9	4.1	-	-	-	-	9	2.1
Bradford College	-	-	-	-	-	-	-	-	-	-
Brunel University	-		-		-		-		-	
Canterbury Christ Church University	-	-	-	-	-	-	-	-	-	-
Cornwall SCITT	-		-		-		-		-	
Edge Hill University	2	2.1	-	-	6	5.8	-	-	8	1.8
EM Direct (EBITT)	-	-	-	-	-	-	-	-	-	-
Goldsmiths University	-	-	1	0.5	-	-	-	-	1	0.2
Hibernia College UK	-	-	-	-	-	-	-	-	-	-
Keele University	4	4.2	-	-	6	5.8	-	-	10	2.3
Leeds Trinity and All Saints	-	-	1	0.5	-	-	-	-	1	0.2
Liverpool Hope University	-	-	6	2.7	-	-	-	-	6	1.4
Liverpool John Moores University	9	9.5	5	2.3	4	3.8	3	21.4	21	4.8
London Metropolitan University	4	4.2	-	-	-	-	-	-	4	0.9
Loughborough University	-	-	-	-	14	13.5	-	-	14	3.2
Manchester Metropolitan University	15	15.8	13	5.9	12	11.5	1	7.1	41	9.4
Middlesex University	-	-	-	-	-	-	-	-	-	-
Newman University College	5	5.3	-	-	1	1	-	-	6	1.4
Nottingham Trent University	4	4.2	7	3.2	1	1	-		12	2.8
Open University	3	3.2	4	1.8	2	1.9	-	-	9	2.1
Oxford Brookes University	3	3.2	6	2.7	3	2.9	-	-	12	2.8
Roehampton University	-	-	8	3.6	-	-	-	-	8	1.8
Sheffield Hallam University	1	1.1	8	3.6	2	1.9	-		11	2.5
South West Teacher Training	-	-	-	-	1	1	-	-	1	0.2
St Mary's University College, Twickenham	-	-	-	-	-	-	-	-	-	-
Staffordshire University	-	-	-	-	-	-	-	-	-	-
University College Plymouth	6	6.3	2	0.9	-		5	35.7	13	3
University of Bedfordshire	-	-	1	0.5	-	-	-	-	1	0.2
University of Birmingham	-	-	1	0.5	-	-	-	-	1	0.2
University of Brighton	2	2.1	24	10.8	-	-	1	7.1	27	6.2
University of Chester	-	-	3	1.4	1	1	-	-	4	0.9
University of Chichester	-	-	6	2.7	-	-	-	-	6	1.4

University of Cumbria	4	4.2	1	0.5	4	3.8	1	7.1	10	2.3
University of East Anglia	2	2.1	10	4.5	3	2.9	-	-	15	3.4
University of East London	7	7.4	10	4.5	1	1	-	-	18	4.1
University of Gloucestershire	-	-	-	-	-	-	-	-	-	-
University of Greenwich	-	-	10	4.5	-	-	-	-	10	2.3
University of Hertfordshire	-	-	-	-	-	-	-	-	-	-
University of Hull	-		9	4.1	-		-		9	2.1
University of Manchester	-	-	-	-	8	7.7	-	-	8	1.8
University of Newcastle	-	-	-	-	-	-	-	-	-	-
University of Plymouth	1	1.1	1	0.5	-	-	-	-	2	0.5
University of Portsmouth	-	-	-	-	-	-	-	-	-	-
University of Reading	2	2.1	-	-	1	1	2	14.3	5	1.1
University of Southampton	-	-	13	5.9	11	10.6	-	-	24	5.5
University of Sunderland	-	-	16	7.2	-	-	-	-	16	3.7
University of Sussex	16	16.8	10	4.5	8	7.7	-	-	34	7.8
University of the West of England	2	2.1	4	1.8	2	1.9	-	-	8	1.8
University of Warwick	-	-	1	0.5	-	-	-	-	1	0.2
University of Wolverhampton	-	-	5	2.3	-	-	-	-	5	1.1
University of Worcester	-	-	3	1.4	-	-	-	-	3	0.7
Other	3	3.2	4	1.8	-	-	1	7.1	8	1.8
Total	95		222		104		14		435	

EoC - SKE subject by – gender.										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Male	31	32.6	101	45.5	52	50.0	5	35.7	189	43.4
Female	64	67.4	121	54.5	52	50.0	9	64.3	246	56.6
Total	95		222		104		14		435	

EoC - SKE subject by – ethnicity.										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Asian or Asian British	16	16.8	23	10.4	6	5.8	1	7.10	46	10.6
White	67	70.5	172	77.5	92	88.5	13	92.9	344	79.1
Black or Black British	8	8.4	19	8.6	2	1.9	-	-	29	6.7
Dual Heritage	1	1.1	5	2.3	2	1.9	-	-	8	1.8
Other	3	3.2	3	1.4	2	1.9	-	-	8	1.8
Total	95		222		104		14		435	

EoC - SKE subject by – age.										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Under 25	39	41.1	75	33.8	35	33.7	5	35.7	154	35.4
25-29	23	24.2	47	21.2	27	26.0	6	42.9	103	23.7
30-34	7	7.4	28	12.6	11	10.6	1	7.1	47	10.8
35-39	11	11.6	25	11.3	8	7.7	1	7.1	45	10.3
40-44	7	7.4	22	9.9	9	8.7	1	7.1	39	9.0
45-49	7	7.4	19	8.6	5	4.8	-	-	31	7.1
50-54	1	1.1	4	1.8	8	7.7	-	-	13	3.0
55 or over	-		2	0.9	1	1.0	-	-	3	0.7
Total	95		222		104		14		435	

EoC - What was the main subject you studied on your SKE course?		
	No.	Per cent
Chemistry	95	21.8
Mathematics	222	51.0
Physics	104	23.9
Other Science	1	0.2
Modern Languages	7	1.6
Design and Technology	1	0.2
ICT	4	0.9
Religious Education	-	-
Music	-	-
Other	1	0.2
Total	435	100.0

EoC - SKE subject by - length of SKE course.										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Less than 1 month	38	8.7	14	6.3	6	5.8	18	18.9	-	-
1 to 3 months	28	6.4	1	0.5	18	17.3	8	8.4	1	7.1
4 to 6 months	201	46.2	115	51.8	44	42.3	36	37.9	6	42.9
Over 6 months	168	38.6	92	41.4	36	34.6	33	34.7	7	50.0
Total	435		222		104		95		14	

EoC - SKE subject by - was the course too long, too short or about right?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Too short	13	13.7	20	9.0	10	9.6	-	-	43	9.9
Too long	4	4.2	12	5.4	4	3.8	2	14.3	22	5.1
About right	78	82.1	189	85.5	90	86.5	12	85.7	369	85.0
Total	95		221		104		14		434	

EoC - SKE subject by - rate level of subject knowledge at the beginning of the SKE course.										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1	8	8.4	-	-	4	3.8	2	14.3	14	3.2
2	15	15.8	16	7.2	14	13.5	-	-	45	10.3
3	19	20.0	33	14.9	24	23.1	3	21.4	79	18.2
4	14	14.7	36	16.2	25	24.0	1	7.1	76	17.5
5	13	13.7	53	23.9	19	18.3	5	35.7	90	20.7
6	17	17.9	40	18.0	4	3.8	1	7.1	62	14.3
7	5	5.3	27	12.2	10	9.6	1	7.1	43	9.9
8	2	2.1	14	6.3	2	1.9	-	-	18	4.1
9	1	1.1	1	0.5	1	1.0	-	-	3	0.7
10	1	1.1	2	0.9	1	1.0	1	7.1	5	1.1
Total	95		222		104		14		435	

EoC - SKE subject by - rate the level of subject knowledge of your main subject at the end of the course.										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1	-	-	-	-	-	-	-	-	-	-
2	-	-	1	0.5	-	-	-	-	1	0.2
3	1	1.1	1	0.5	1	1.0	-	-	3	0.7
4	-	-	1	0.5	1	1.0	-	-	2	0.5
5	2	2.1	1	0.5	1	1.0	1	7.1	5	1.1
6	5	5.3	9	4.1	3	2.9	-	-	17	3.9
7	12	12.6	18	8.1	4	3.8	-	-	34	7.8
8	33	34.7	73	32.9	58	55.8	8	57.1	172	39.5
9	35	36.8	89	40.1	28	26.9	4	28.6	156	35.9
10	7	7.4	29	13.1	8	7.7	1	7.1	45	10.3
Total	95		222		104		14		435	

EoC - What was the length of the SKE course by - rate the level of subject knowledge of your main subject at the beginning of the SKE course										
	Less than 1 month		1 to 3 months		4 to 6 months		Over 6 months		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Base	38		28		201		168		435	
1	-	-	2	7.1	10	5.0	2	1.2	14	3.2
2	2	5.3	4	14.3	22	10.9	17	10.1	45	10.3
3	4	10.5	4	14.3	35	17.4	36	21.4	79	18.2
4	7	18.4	4	14.3	31	15.4	34	20.2	76	17.5
5	3	7.9	5	17.9	48	23.9	34	20.2	90	20.7
6	9	23.7	2	7.1	28	13.9	23	13.7	62	14.3
7	9	23.7	5	17.9	17	8.5	12	7.1	43	9.9
8	2	5.3	2	7.1	7	3.5	7	4.2	18	4.1
9	2	5.3	-	-	1	0.5	-	-	3	0.7
10	-	-	-	-	2	1.0	3	1.8	5	1.1

EoC - What was the length of the SKE course by - rate the level of subject knowledge of your main subject at the end of the course by length of course										
	Less than 1 month		1 to 3 months		4 to 6 months		Over 6 months		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Base	38		28		201		168		435	
1	-	-	-	-	-	-	-	-	-	-
2	-	-	-	-	1	0.5	-	-	1	0.2
3	-	-	1	3.6	1	0.5	1	0.6	3	0.7
4	1	2.6	-	-	-	-	1	0.6	2	0.5
5	-	-	2	7.1	2	1.0	1	0.6	5	1.1
6	-	-	1	3.6	8	4.0	8	4.8	17	3.9
7	2	5.3	2	7.1	20	10.0	10	6.0	34	7.8
8	19	50.0	12	42.9	74	36.8	67	39.9	172	39.5
9	11	28.9	6	21.4	76	37.8	63	37.5	156	35.9
10	5	13.2	4	14.3	19	9.5	17	10.1	45	10.3

EoC - SKE subject by - rate the level of knowledge (in your main subject), you think you will need to successfully complete the PGCE course.										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1	-	-	-	-	-	-	-	-	-	-
2	-	-	1	0.5	-	-	1	7.1	2	0.5
3	1	1.1	-	-	1	1.0	-	-	2	0.5
4	2	2.1	1	0.5	-	-	-	-	3	0.7
5	5	5.3	3	1.4	-	-	-	-	8	1.9
6	4	4.3	6	2.7	1	1.0	-	-	11	2.5
7	14	14.9	32	14.5	16	15.5	2	14.3	64	14.8
8	23	24.5	50	22.6	40	38.8	2	14.3	115	26.6
9	24	25.5	80	36.2	28	27.2	3	21.4	135	31.3
10	21	22.3	48	21.7	17	16.5	6	42.9	92	21.3
Total	94		221		103		14		432	

EoC - SKE subject by - rate level of confidence in main SKE subject since completing the course.										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1	-	-	1	0.5	-	-	-	-	1	0.2
2	-	-	2	0.9	-	-	-	-	2	0.5
3	1	1.1	1	0.5	-	-	1	7.1	3	0.7
4	-	-	-	-	2	1.9	-	-	2	0.5
5	3	3.2	3	1.4	3	2.9	1	7.1	10	2.3
6	12	12.6	12	5.4	4	3.8	-	-	28	6.4
7	8	8.4	25	11.3	16	15.4	-	-	49	11.3
8	29	30.5	57	25.7	42	40.4	10	71.4	138	31.7
9	32	33.7	78	35.1	27	26.0	1	7.1	138	31.7
10	10	10.5	43	19.4	10	9.6	1	7.1	64	14.7
Total	95		222		104		14		435	

EoC - SKE subject by - has your level of confidence in your subject changed since starting the SKE course?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	92	96.8	208	94.1	99	95.2	14	100.0	413	95.2
No	3	3.2	13	5.9	5	4.8	-	-	21	4.8
Total	95		221		104		14		434	

EoC - SKE subject by - what do you feel you have learned by completing the course?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Equivalent to key stage 4 (GCSE)	28	29.5	27	12.2	21	20.2	6	42.9	82	18.9
Equivalent to key stage 5 (A Level)	56	58.9	134	60.4	73	70.2	4	28.6	267	61.4
First year undergraduate level or equivalent	9	9.5	43	19.4	9	8.7	-	-	61	14.0
Graduate level or equivalent	-	-	5	2.3	-	-	4	28.6	9	2.1
Post graduate study level or equivalent	-	-	3	1.4	-	-	-	-	3	0.7
Other	2	2.1	10	4.5	1	1.0	-	-	13	3.0
Total	95		222		104		14		435	

EoC - Length of SKE course by what do you feel you have learned										
	Less than 1 month		1 to 3 months		4 to 6 months		Over 6 months		Base	
Total	38		28		435		201		168	
Equivalent to key stage 4 (GCSE)	26	68.4	5	17.9	82	18.9	32	15.9	19	11.3
Equivalent to key stage 5 (A Level)	12	31.6	22	78.6	267	61.4	143	71.1	90	53.6
First year undergraduate level or equivalent	-	-	-	-	61	14.0	20	10.0	41	24.4
Graduate level or equivalent	-	-	-	-	9	2.1	1	0.5	8	4.8
Post graduate study level or equivalent	-	-	-	-	3	0.7	-	-	3	1.8
Other	-	-	1	3.6	13	3.0	5	2.5	7	4.2

EoC - SKE subject by - is this what you expected to learn on the course?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	83	87.4	185	83.3	95	91.3	12	85.7	375	86.2
No	12	12.6	37	16.7	9	8.7	2	14.3	60	13.8
Total	95		222		104		14		435	

EoC - SKE Subject by - 'if no the course did not meet your expectations', what did you expect to learn on the course?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Equivalent to key stage 4 (GCSE)	3	25.0	9	24.3	2	22.2	-	-	14	23.3
Equivalent to key stage 5 (A Level)	5	41.7	18	48.6	5	55.6	2	100.0	30	50.0
First year undergraduate level or equivalent	2	16.7	9	24.3	1	11.1	-	-	12	20.0
Graduate level or equivalent	-	-	-	-	-	-	-	-	-	-
Post graduate study level or equivalent	-	-	-	-	-	-	-	-	-	-
Other	2	16.7	1	2.7	1	11.1	-	-	4	6.7
Total	12		37		9		2		60	

EoC - SKE subject by - have you experienced any barriers to completing the SKE course?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	16	16.8	34	15.3	13	12.5	1	7.1	64	14.7
No	79	83.2	188	84.7	91	87.5	13	92.9	371	85.3
Total	95		222		104		14		435	

EoC - SKE subject by - please select the barriers you have experienced.										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Barriers relating to funding	3	14.3	7	15.2	3	13.0	1	33.3	14	15.1
Barriers relating to childcare	2	9.5	6	13.0	2	8.7	-	-	10	10.8
Barriers relating to support during the course	6	28.6	11	23.9	3	13.0	1	33.3	21	22.6
Barriers relating to location	3	14.3	5	10.9	4	17.4	1	33.3	13	14.0
Barriers relating to the length of course	-	-	4	8.7	6	26.1	-	-	10	10.8
Other	7	33.3	13	28.3	5	21.7	-	-	25	26.9
Total	21		46		23		3		93	

EoC - SKE subject by - what advantages, if any, would you associate with studying the SKE course?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
I understand how topics on my subject relate to each other	62	12.1	171	13.3	74	13.0	9	13.2	316	13.0
I am up to date with the current curriculum	62	12.1	130	10.1	58	10.2	8	11.8	258	10.6
I have adequate subject knowledge to teach to GCSE	86	16.7	196	15.2	94	16.5	11	16.2	387	15.9
I have adequate subject knowledge to teach to A level	48	9.3	117	9.1	55	9.6	6	8.8	226	9.3
I have a better understanding of teaching techniques for this subject	63	12.3	168	13.1	76	13.3	9	13.2	316	13.0
I know the topics where students commonly struggle and how to address this	53	10.3	145	11.3	61	10.7	7	10.3	266	10.9
I have an advanced understanding of the topic	49	9.5	135	10.5	53	9.3	6	8.8	243	10.0
I feel better prepared for the PGCE	85	16.5	200	15.6	92	16.1	11	16.2	388	15.9
There were no advantages	-	-	5	0.4	-	-	-	-	5	0.2
Other	6	1.2	19	1.5	7	1.2	1	1.5	33	1.4
Total	514		1286		570		68		2438	

EoC - What was the length of the SKE course by - what advantages, if any, would you associate with studying the SKE course?										
	Base		Less than 1 month		1 to 3 months		4 to 6 months		Over 6 months	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Total	435		38		28		201		168	
I understand how topics on my subject relate to each other	316	72.6	31	81.6	21	75.0	148	73.6	116	69.0
I am up to date with the current curriculum	258	59.3	27	71.1	17	60.7	125	62.20	89	53.0
I have adequate subject knowledge to teach to GCSE	387	89.0	31	81.6	28	100.0	182	90.5	146	86.9
I have adequate subject knowledge to teach to A level	226	52.0	8	21.1	17	60.7	108	53.7	93	55.4
I have a better understanding of teaching techniques for this subject	316	72.6	33	86.8	20	71.4	151	75.1	112	66.7
I know the topics where students commonly struggle and how to address this	266	61.1	30	78.9	15	53.6	125	62.2	96	57.1
I have an advanced understanding of the topic	243	55.9	12	31.6	19	67.90	116	57.7	96	57.1
I feel better prepared for the PGCE	388	89.2	37	97.4	25	89.3	180	89.6	146	86.9
There were no advantages	5	1.1	1	2.6	-	-	-	-	4	2.40
Other	33	7.6	4	10.5	2	7.1	13	6.5	14	8.3

EoC - SKE subject by - what disadvantages, if any, would you associate with studying the SKE course?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
I found the level too advanced	6	5.8	21	8.9	9	8.3	1	5.9	37	8.0
I found the level too basic	6	5.8	18	7.7	6	5.6	3	17.6	33	7.1
My subject knowledge is too curriculum specific	5	4.8	1	0.4	1	0.9	-	-	7	1.5
Too much workload/too intense	14	13.5	42	17.9	13	12.0	1	5.9	70	15.1
There were no disadvantages	51	49.0	116	49.4	64	59.3	8	47.1	239	51.5
Other	22	21.2	37	15.7	15	13.9	4	23.5	78	16.8
Total	104		235		108		17		464	

EoC - What was the length of the SKE course by - what disadvantages, if any, would you associate with studying the SKE course?										
	Less than 1 month		1 to 3 months		4 to 6 months		Over 6 months		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
I found the level too advanced	2	5.4	4	14.8	37	9.0	16	8.4	15	9.4
I found the level too basic	3	8.1	2	7.4	33	8.0	16	8.4	12	7.5
My subject knowledge is too curriculum specific	1	2.7	-	-	7	1.7	4	2.1	2	1.3
Too much workload/too intense	5	13.5	4	14.8	70	16.9	37	19.5	24	15.1
There were no disadvantages	26	70.3	16	59.3	239	57.9	103	54.2	94	59.1
Other	3	8.1	6	22.2	78	18.9	37	19.5	32	20.1
Total	37		27		413		190		159	

EoC - SKE subject by - was completing the SKE course a worthwhile experience										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	86	95.6	208	97.7	100.0	100.0	14	100.0	408	97.8
No	4	4.4	5	2.3	-	-	-	-	9	2.2
Total	90		213		100		14		417	

EoC - SKE subject by how satisfied were you with ….										
		Chemistry		Mathematics		Physics		Other		Total
		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
The SKE course in general	Very Satisfied	48	50.5	125	56.3	72	69.2	6	42.9	251	57.7
	Satisfied	40	42.1	79	35.6	27	26.0	7	50.0	153	35.2
	Neither	1	1.1	7	3.2	2	1.9	-	-	10	2.3
	Dissatisfied	5	5.3	8	3.6	2	1.9	1	7.1	16	3.7
	Very Dissatisfied	1	1.1	3	1.4	1	1.0	-	-	5	1.1
The quality of the teaching methods on the SKE course	Very Satisfied	47	49.5	97	43.7	65	62.5	-	-	209	48.0
	Satisfied	33	34.7	106	47.7	34	32.7	11	78.6	184	42.3
	Neither	2	2.1	9	4.1	3	2.9	2	14.3	16	3.7
	Dissatisfied	11	11.6	5	2.3	-		1	7.1	17	3.9
	Very Dissatisfied	2	2.1	4	1.8	2	1.9	-	-	8	1.8
The pace of the course	Very Satisfied	33	34.7	66	29.7	44	42.3	1	7.1	144	33.1
	Satisfied	44	46.3	111	50.0	42	40.4	8	57.1	205	47.1
	Neither	5	5.3	16	7.2	8	7.7	1	7.1	30	6.9
	Dissatisfied	12	12.6	23	10.4	9	8.7	4	28.6	48	11.0
	Very Dissatisfied	1	1.1	4	1.8	-	-	-	-	5	1.1
The level of support you received during the SKE course	Very Satisfied	47	49.5	128	57.7	65	62.5	3	21.4	243	55.9
	Satisfied	28	29.5	67	30.2	29	27.9	9	64.3	133	30.6
	Neither	8	8.4	12	5.4	5	4.8	1	7.1	26	6.0
	Dissatisfied	9	9.5	9	4.1	2	1.9	1	7.1	21	4.8
	Very Dissatisfied	2	2.1	4	1.8	3	2.9	-	-	9	2.1
What you have learned from the SKE course	Very Satisfied	38	40.0	110	49.5	68	65.4	5	35.7	221	50.8
	Satisfied	48	50.5	89	40.1	32	30.8	7	50.0	176	40.5
	Neither	3	3.2	10	4.5	2	1.9	-	-	15	3.4
	Dissatisfied	4	4.2	6	2.7	1	1.0	2	14.3	13	3.0
	Very Dissatisfied	1	1.1	5	2.3	-	-	-	-	6	1.4
How well the SKE course has prepared you for completing the PGCE successfully	Very Satisfied	39	41.1	103	46.4	48	46.2	2	14.3	192	44.1
	Satisfied	39	41.1	88	39.6	47	45.2	12	85.7	186	42.8
	Neither	12	12.6	20	9	6	5.8	-	-	38	8.7
	Dissatisfied	3	3.2	4	1.8	3	2.9	-	-	10	2.3
	Very Dissatisfied	2	2.1	3	1.4	-	-	-	-	5	1.1
The SKE course	Very Satisfied	26	27.4	78	35.1	39	37.5	2	14.3	145	33.3
	Satisfied	41	43.2	92	41.4	41	39.4	10	71.4	184	42.3

providing you with sufficient knowledge to meet QTS standards	Neither	20	21.1	36	16.2	18	17.3	2	14.3	76	17.5
	Dissatisfied	7	7.4	8	3.6	6	5.8	-	-	21	4.8
	Very Dissatisfied	1	1.1	6	2.7	-	-	-	-	7	1.6
The SKE course providing you with sufficient subject knowledge to become a successful teacher	Very Satisfied	30	31.6	100	45.0	49	47.1	1	7.1	180	41.4
	Satisfied	49	51.6	92	41.4	45	43.3	11	78.6	197	45.3
	Neither	7	7.4	18	8.1	5	4.8	1	7.1	31	7.1
	Dissatisfied	6	6.3	7	3.2	1	1.0	1	7.1	15	3.4
	Very Dissatisfied	1	1.1	3	1.4	2	1.9	-	-	6	1.4
	Total	95		222		104		14		435	

EoC - SKE subject by - what proportion of your SKE course content was split between learning the subject and learning how to teach the subject										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
100% learning the subject – 0% teaching the subject	10	10.5	23	10.4	10	9.6	1	7.1	44	10.1
80% learning the subject – 20% teaching the subject	48	50.5	126	56.8	66	63.5	6	42.9	246	56.6
60% learning the subject – 40% teaching the subject	25	26.3	46	20.7	20	19.2	4	28.6	95	21.8
50% learning the subject – 50% teaching the subject	9	9.5	16	7.2	7	6.7	1	7.1	33	7.6
40% learning the subject – 60% teaching the subject	-	-	7	3.2	1	1.0	2	14.3	10	2.3
20% learning the subject – 80% teaching the subject	-	-	-	-	-	-	-	-	-	-
0% learning the subject – 100% teaching the subject	-	-	-	-	-	-	-	-	-	-
Other	3	3.2	4	1.8	-	-	-	-	7	1.0
Total	95		222		104		14		435	

EoC - SKE subject by - was this balance adequate										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	70	73.7	180	81.1	87	83.7	8	57.1	345	79.3
No	25	26.3	42	18.9	17	16.3	6	42.9	90	20.7
Total	95		222		104		14		435	

EoC - SKE subject by - how should the SKE course content be split between learning the subject and learning how to teach the subject?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
100% learning the subject – 0% teaching the subject	-	-	-	-	1	5.9	-	-	1	1.1
80% learning the subject – 20% teaching the subject	8	32.0	7	16.7	8	47.1	3	50.0	26	28.9
60% learning the subject – 40% teaching the subject	13	52.0	22	52.4	5	29.4	1	16.7	41	45.6
50% learning the subject – 50% teaching the subject	3	12.0	12	28.6	1	5.9	1	16.7	17	18.9
40% learning the subject – 60% teaching the subject	1	4.0	-	-	-	-	1	16.7	2	2.2
20% learning the subject – 80% teaching the subject	-	-	-	-	-	-	-	-	-	-
0% learning the subject – 100% teaching the subject	-	-	-	-	-	-	-	-	-	-
Other	-	-	1	2.4	2	11.8	-	-	3	3.3
Total	25		42		17		6		90	

EoC - SKE subject by what are your future career aspirations for the next 5 years?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
To specialise in teaching one subject	14	14.7	68	30.6	17	16.3	2	14.3	101	23.2
To specialise in teaching one or more subjects	40	42.1	54	24.3	52	50.0	8	57.1	154	35.4
To become a head of department	31	32.6	65	29.3	21	20.2	3	21.4	120	27.6
To become a head of year	4	4.2	19	8.6	7	6.7	1	7.1	31	7.1
To become a deputy / head teacher	3	3.2	8	3.6	3	2.9	-	-	14	3.2
Other	3	3.2	8	3.6	4	3.8	-	-	15	3.4
Total	95		222		104		14		435	

EoC - SKE subject by - what are your future career aspirations for the next 10 years?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
To specialise in teaching one subject	3	3.3	16	7.5	4	4.0	-	-	23	5.5
To specialise in teaching one or more subjects	12	13.0	19	8.9	14	13.9	2	14.3	47	11.2
To become a head of department	27	29.3	69	32.2	44	43.6	4	28.6	144	34.2
To become a head of year	18	19.6	41	19.2	10	9.9	2	14.3	71	16.9
To become a deputy / head teacher	26	28.3	59	27.6	21	20.8	4	28.6	110	26.1
Other	6	6.5	10	4.7	8	7.9	2	14.3	26	6.2
Total	92		214		101		14		421	

EoC - SKE subject by - have your future career aspirations changed during the SKE course?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	18	19.1	64	28.8	20	19.2	1	7.1	103	23.7
No	76	80.9	158	71.2	84	80.8	13	92.9	331	76.3
Total	94		222		104		14		434	

Appendix 3 - PGCE Survey Data Tables

PGCE - Prior to starting teacher training, did you complete an SKE course by - at which institution are you studying for your PGCE?	Yes		No		Base	
	No.	Per cent	No.	Per cent	No.	Per cent
Anglia Ruskin University	-	-	-	-	-	-
Bath Spa University	11	4.3	1	1.2	12	3.5
Birmingham City University	5	1.9	3	3.7	8	2.4
Bradford College	3	1.2	7	8.5	10	2.9
Brunel University	-	-	-	-	-	-
Canterbury Christ Church University	-	-	-	-	-	-
Cornwall SCITT	-	-	-	-	-	-
Edge Hill University	-	-	1	1.2	1	0.3
EM Direct (EBITT)	-	-	-	-	-	-
Goldsmiths University	-	-	-	-	-	-
Hibernia College UK	-	-	-	-	-	-
Keele University	18	7.0	3	3.7	21	6.2
Leeds Trinity and All Saints	-	-	-	-	-	-
Liverpool Hope University	-	-	-	-	-	-
Liverpool John Moores University	3	1.2	1	1.2	4	1.2
London Metropolitan University	2	0.8	-	-	2	0.6
Loughborough University	10	3.9	9	11.0	19	5.6
Manchester Metropolitan University	11	4.3	3	3.7	14	4.1
Middlesex University	-	-	-	-	-	-
Newman University College	-	-	1	1.2	1	0.3
Nottingham Trent University	6	2.3	3	3.7	9	2.7
Open University	5	1.9	-	-	5	1.5
Oxford Brookes University	13	5.1	1	1.2	14	4.1
Roehampton University	-	-	-	-	-	-
Sheffield Hallam University	-	-	-	-	-	-
South West Teacher Training	-	-	-	-	-	-
St Mary's University College, Twickenham	1	0.4	-	-	1	0.3
Staffordshire University	-	-	-	-	-	-
University College Plymouth	14	5.4	3	3.7	17	5.0
University of Bedfordshire	4	1.6	2	-	6	1.8
University of Birmingham	6	2.3	-	-	6	1.8
University of Brighton	5	1.9	1	1.2	6	1.8
University of Chester	12	4.7	4	4.9	16	4.7
University of Chichester	-	-	-	-	-	-
University of Cumbria	4	1.6	5	6.1	9	2.7
University of East Anglia	1	0.4	-	-	1	0.3
University of East London	19	7.4	3	3.7	22	6.5
University of Gloucestershire	-	-	-	-	-	-
University of Greenwich	1	0.4	-	-	1	0.3

University of Hertfordshire	-	-	-	-	-	-
University of Hull	11	4.3	1	1.2	12	3.5
University of Manchester	11	4.3	-	-	11	3.2
University of Newcastle	-	-	-	-	-	-
University of Plymouth	1	0.4	-	-	1	0.3
University of Portsmouth	5	1.9	1	1.2	6	1.8
University of Reading	3	1.2	-	-	3	0.9
University of Southampton	20	7.8	15	18.3	35	10.3
University of Sunderland	12	4.7	2	2.4	14	4.1
University of Sussex	20	7.8	6	7.3	26	7.7
University of the West of England	13	5.1	3	3.7	16	4.7
University of Warwick	2	0.8	2	2.4	4	1.2
University of Wolverhampton	4	1.6	1	1.2	5	1.5
University of Worcester	1	0.4	-	-	1	0.3
Other	-	-	-	-	-	-
Total	257		82		339	

PGCE - Prior to starting teacher training, did you complete an SKE course by - are you:						
	Yes		No		Base	
	No.	Per cent	No.	Per cent	No.	Per cent
Female	156	60.7	51	62.2	207	61.1
Male	101	39.3	31	37.8	132	38.9
Total	257		82		339	

PGCE - Prior to starting teacher training, did you complete an SKE course by - how would you describe your ethnic background?						
	Yes		No		Base	
	No.	Per cent	No.	Per cent	No.	Per cent
Asian or Asian British	26	10.1	7	8.5	33	9.7
White	209	81.3	74	90.2	283	83.5
Black or Black British	13	5.1	-	-	13	3.8
Dual Heritage	3	1.2	1	1.2	4	1.2
Other	6	2.3	-	-	6	1.8
Total	257		82		339	

PGCE - Prior to starting teacher training, did you complete an SKE course by - how old are you?						
	Yes		No		Base	
	No.	Per cent	No.	Per cent	No.	Per cent
Under 25	89	34.6	39	47.6	128	37.8
25 - 29	79	30.7	19	23.2	98	28.9
30 - 34	20	7.8	6	7.3	26	7.7
35 - 39	20	7.8	5	6.1	25	7.4
40 - 44	22	8.6	5	6.1	27	8.0
45 - 49	17	6.6	4	4.9	21	6.2
50 - 54	8	3.1	4	4.9	12	3.5
55 or over	2	0.8	-	-	2	0.6
Total	257		82		339	

PGCE - Prior to starting teacher training, did you complete an SKE course by - at which institution are you studying for your PGCE?						
	Yes		No		Base	
	No.	Per cent	No.	Per cent	No.	Per cent
Anglia Ruskin University	-	-	-	-	-	-
Bath Spa University	11	4.3	1	1.2	12	3.5
Birmingham City University	5	1.9	3	3.7	8	2.40
Bradford College	3	1.2	7	8.5	10	2.9
Brunel University	-	-	-	-	-	-
Canterbury Christ Church University	-	-	-	-	-	-
Cornwall SCITT	-	-	-	-	-	-
Edge Hill University	-	-	1	1.2	1	0.3
EM Direct (EBITT)	-	-	-	-	-	-
Goldsmiths University	-	-	-	-	-	-
Hibernia College UK	-	-	-	-	-	-
Keele University	18	7.0	3	3.7	21	6.2
Leeds Trinity and All Saints	-	-	-	-	-	-
Liverpool Hope University	-	-	-	-	-	-
Liverpool John Moores University	3	1.2	1	1.2	4	1.2
London Metropolitan University	2	0.8	-	-	2	0.6
Loughborough University	10	3.9	9	11.0	19	5.6
Manchester Metropolitan University	11	4.3	3	3.7	14	4.1
Middlesex University	-	-	-	-	-	-
Newman University College	-	-	1	1.2	1	0.3
Nottingham Trent University	6	2.3	3	3.7	9	2.7
Open University	5	1.9	-	-	5	1.5
Oxford Brookes University	13	5.1	1	1.2	14	4.1
Roehampton University	-	-	-	-	-	-
Sheffield Hallam University	-	-	-	-	-	-
South West Teacher Training	-	-	-	-	-	-
St Mary's University College, Twickenham	1	0.4	-	-	1	0.3
Staffordshire University	-	-	-	-	-	-
University College Plymouth	14	5.4	3	3.7	17	5.0

University of Bedfordshire	4	1.6	2	-	6	1.8
University of Birmingham	6	2.3	-	-	6	1.8
University of Brighton	5	1.9	1	1.2	6	1.8
University of Chester	12	4.7	4	4.9	16	4.7
University of Chichester	-	-	-	-	-	-
University of Cumbria	4	1.6	5	6.1	9	2.7
University of East Anglia	1	0.4	-	-	1	0.3
University of East London	19	7.4	3	3.7	22	6.5
University of Gloucestershire	-	-	-	-	-	-
University of Greenwich	1	0.4	-	-	1	0.3
University of Hertfordshire	-	-	-	-	-	-
University of Hull	11	4.3	1	1.2	12	3.5
University of Manchester	11	4.3	-	-	11	3.2
University of Newcastle	-	-	-	-	-	-
University of Plymouth	1	0.4	-	-	1	0.3
University of Portsmouth	5	1.9	1	1.2	6	1.8
University of Reading	3	1.2	-	-	3	0.9
University of Southampton	20	7.8	15	18.3	35	10.3
University of Sunderland	12	4.7	2	2.4	14	4.1
University of Sussex	20	7.8	6	7.3	26	7.7
University of the West of England	13	5.1	3	3.7	16	4.7
University of Warwick	2	0.8	2	2.4	4	1.2
University of Wolverhampton	4	1.6	1	1.2	5	1.5
University of Worcester	1	0.4	-	-	1	0.3
Other	-	-	-	-	-	-
Total	257		82		339	

PGCE - Prior to starting teacher training, did you complete an SKE course by - which subject are you studying to teach?						
	Yes		No		Base	
	No.	Per cent	No.	Per cent	No.	Per cent
Mathematics	135	52.5	37	45.1	172	50.7
General science	2	0.8	-	-	2	0.6
Science - Biology as principal subject	11	4.3	10	12.2	21	6.2
Science - Chemistry as principal subject	51	19.8	22	26.8	73	21.5
Science - Physics as principal subject	53	20.6	7	8.5	60	17.7
ICT	-	-	1	1.2	1	0.3
Design and Technology	3	1.2	2	2.4	5	1.5
Religious Education	-	-	-	-	-	-
Other	2	0.8	3	3.7	5	1.5
Total	257		82		339	

PGCE - Prior to starting teacher training, did you complete an SKE course by - is your PGCE ….	Yes		No		Base	
	No.	Per cent	No.	Per cent	No.	Per cent
11-16	68	26.5	26	31.7	94	27.7
11-18	186	72.4	56	68.3	242	71.4
Other	3	1.2	-	-	3	0.9
Total	257		82		339	

PGCE - Prior to starting teacher training, did you complete an SKE course by - did you study the same subject in your SKE course as you are now studying in your teacher training?	Yes		No		Base	
	No.	Per cent	No.	Per cent	No.	Per cent
Yes	235	91.4	-	-	235	91.4
No	22	8.6	-	-	22	8.6
Total	257		-		257	

PGCE - What was the length of your SKE course by - did you study the same subject in your SKE course as you are now studying in your teacher training?	Less than 1 month		1 to 3 months		4 to 6 months		Over 6 months		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Total	66		11		257		88		92	
Yes	50	75.8	8	72.7	235	91.4	87	98.9	90	97.8
No	16	24.2	3	27.3	22	8.6	1	1.1	2	2.2

PGCE - Prior to starting teacher training, did you complete an SKE course by - do you have an A level in the subject you want to teach?	Yes		No		Base	
	No.	Per cent	No.	Per cent	No.	Per cent
Yes	189	73.5	75	91.5	264	77.9
No	68	26.5	7	8.5	75	22.1
Total	257		82		339	

PGCE - What was the length of your SKE course by - do you have an A level in the subject you want to teach?	Less than 1 month		1 to 3 months		4 to 6 months		Over 6 months		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Total	66		11		257		88		92	
Yes	57	86.4	7	63.6	189	73.5	64	72.7	61	66.3
No	9	13.6	4	36.4	68	26.5	24	27.3	31	33.7

PGCE - Prior to starting teacher training, did you complete an SKE course by - which subject did you study for your Bachelor degree or equivalent?	Yes		No		Base	
	No.	Per cent	No.	Per cent	No.	Per cent
Biological Sciences	60	23.3	13	15.9	73	21.5
Business & Administrative Studies	17	6.6	1	1.2	18	5.3
Creative Arts & Design and Mass Communications & Documentation	10	3.9	1	1.2	11	3.2
Education	3	1.2	-	-	3	0.9
Engineering & Technology and Computer Science	25	9.7	8	9.8	33	9.7
Languages	5	1.9	1	1.2	6	1.8
Mathematical Sciences	20	7.8	28	34.1	48	14.2
Medicine, Dentistry, Subjects Allied to Medicine &Veterinary Sciences	12	4.7	4	4.9	16	4.7
Other	11	4.3	3	3.7	14	4.1
Physical Sciences	50	19.5	20	24.4	70	20.6
Social Studies, Geographical, Historical & Philosophical Studies and Law	44	17.1	3	3.7	47	13.9
Total	257		82		339	

PGCE - Prior to starting teacher training, did you complete an SKE course by - what classification did you achieve for this degree?	Yes		No		Base	
	No.	Per cent	No.	Per cent	No.	Per cent
First	29	11.7	17	21.5	46	14.1
2:1	112	45.3	31	39.2	143	43.9
2:2 (or second)	85	34.4	25	31.6	110	33.7
Third	10	4.0	2	2.5	12	3.7
Pass degree (no honours)	7	2.8	-	-	7	2.1
Other	4	1.6	4	5.1	8	2.5
Total	247		79		326	

PGCE - Prior to starting teacher training, did you complete an SKE course by - do you have a post graduate qualification (excluding SKE and PGCE)?	Yes		No		Base	
	No.	Per cent	No.	Per cent	No.	Per cent
Yes	57	22.4	22	26.8	79	23.4
No	198	77.6	60	73.2	258	76.6
Total	255		82		337	

PGCE - Prior to starting teacher training, did you complete an SKE course by - would you consider yourself to have had a career before starting teacher training?	Yes		No		Base	
	No.	Per cent	No.	Per cent	No.	Per cent
Yes	115	44.7	33	40.2	148	43.7
No	142	55.3	49	59.8	191	56.3
Total	257		82		339	

PGCE - Prior to starting teacher training, did you complete an SKE course by – previous career by Standard Industrial Classification Codes (SIC 2007).	Yes		No		Base
	No.	Per cent	No.	Per cent	
Accommodation and Food Service Activities	5	71.4	2	28.6	7
Administrative and Support Service Activities	2	50.0	2	50.0	4
Agriculture, Forestry and Fishing	1	33.3	2	66.7	3
Arts, Entertainment and Recreation	5	100.0	-	-	5
Education	8	61.5	5	38.5	13
Financial and Insurance Activities	26	96.3	1	3.7	27
Human Health and Social Work Activities	12	92.3	1	7.7	13
Information and Communication	5	83.3	1	16.7	6
Manufacturing	5	62.5	3	37.5	8
Other Service Activities	-	-	-	-	-
Professional, Scientific and Technical Activities	27	69.2	12	30.8	39
Public Administration and Defence: Compulsory Social Security	4	80.0	1	20.0	5
Real Estate Agents	-	-	-	-	-
Transportation and Storage	2	66.7	1	33.3	3
Wholesale and Retail Trade: Repair of Motor Vehicles and Motorcycles	11	84.6	2	15.4	13
Base	113	77.4	33	22.6	146

PGCE - Prior to starting teacher training, did you complete an SKE course by - how would you describe your progress on the PGCE course in relation to your fellow students?	Yes		No		Base	
	No.	Per cent	No.	Per cent	No.	Per cent
Well above average	20	7.8	5	6.1	25	7.4
Above average	94	36.6	23	28.0	117	34.5
Slightly above average	117	45.5	36	43.9	153	45.1
Slightly below average	22	8.6	17	20.7	39	11.5
Below average	4	1.6	1	1.2	5	1.5
Well below average	-	-	-	-	-	-
Total	257		82		339	

PGCE - Prior to starting teacher training, did you complete an SKE course by - how would you describe your subject knowledge of your principle subject in relation to your fellow students?	Yes		No		Base	
	No.	Per cent	No.	Per cent	No.	Per cent
Well above average	28	10.9	19	23.2	47	13.9
Above average	94	36.6	38	46.3	132	38.9
Slightly above average	93	36.2	16	19.5	109	32.2
Slightly below average	38	14.8	8	9.8	46	13.6
Below average	3	1.2	1	1.2	4	1.2
Well below average	1	0.4	-	-	1	0.3
Total	257		82		339	

PGCE - Prior to starting teacher training, did you complete an SKE course by - please rate your current level of confidence in your principal subject?	Yes		No		Base	
	No.	Per cent	No.	Per cent	No.	Per cent
1	-	-	-	-	-	-
2	-	-	1	1.2	1	0.3
3	-	-	1	1.2	1	0.3
4	-	-	-	-	-	-
5	8	3.1	2	2.4	10	2.9
6	16	6.2	3	3.7	19	5.6
7	46	17.9	14	17.1	60	17.7
8	104	40.5	25	30.5	129	38.1
9	65	25.3	22	26.8	87	25.7
10	18	7.0	14	17.1	32	9.4
Total	257		82		339	

PGCE - Prior to starting teacher training, did you complete an SKE course by - how would you define your current level of subject knowledge in your principal subject?	Yes		No		Base	
	No.	Per cent	No.	Per cent	No.	Per cent
Equivalent to key stage 4 (GCSE)	42	16.3	6	7.3	48	14.2
Equivalent to key stage 5 (A level)	106	41.2	15	18.3	121	35.7
First year undergraduate level or equivalent	62	24.1	21	25.6	83	24.5
Graduate level or equivalent	43	16.7	28	34.1	71	20.9
Post graduate study level or equivalent	4	1.6	12	14.6	16	4.7
Total	257		82		339	

PGCE - Prior to starting teacher training, did you complete an SKE course by - how would you define the level of subject knowledge need to teach key stages 3, 4, and 5?		Yes		No		Base	
		No	Per cent	No	Per cent	No	Per cent
How would you define the level of subject knowledge needed to teach your principal subject at Key Stage 3	Equivalent to key stage 4 (GCSE)	145	56.4	40	48.8	185	54.6
	Equivalent to key stage 5 (A level)	90	35.0	24	29.3	114	33.6
	First year undergraduate level or equivalent	13	5.1	7	8.5	20	5.9
	Graduate level or equivalent	6	2.3	8	9.8	14	4.1
	Post graduate study level or equivalent	3	1.2	3	3.7	6	1.8
How would you define the level of subject knowledge needed to teach your principal subject at Key Stage 4 (GCSE)	Equivalent to key stage 4 (GCSE)	37	14.4	9	11.0	46	13.6
	Equivalent to key stage 5 (A level)	164	63.8	47	57.3	211	62.2
	First year undergraduate level or equivalent	42	16.3	14	17.1	56	16.5
	Graduate level or equivalent	10	3.9	9	11.0	19	5.6
	Post graduate study level or equivalent	4	1.6	3	3.7	7	2.1
How would you define the	Equivalent to key stage 5	65	25.3	9	11.0	74	21.8

level of subject knowledge needed to teach your principal subject at Key Stage 5 (A level)	(A level)						
	First year undergraduate level or equivalent	114	44.4	38	46.3	152	44.8
	Graduate level or equivalent	69	26.8	31	37.8	100	29.5
	Post graduate study level or equivalent	7	2.7	4	4.9	11	3.2
	Total	257		82		339	

PGCE - Prior to starting teacher training, did you complete an SKE course by - once you are fully qualified and have completed your NQT year, which levels of your principal subject are you expecting to teach?	Yes		No		Base	
	No.	Per cent	No.	Per cent	No.	Per cent
Key Stage 3	229	35.9	72	34.4	301	35.5
Key Stage 4 (GCSE)	238	37.3	74	35.4	312	36.8
Key Stage 5 (A level)	164	25.7	61	29.2	225	26.6
Other	7	1.1	2	1.0	9	1.1
Total	638		209		847	

PGCE - Prior to starting teacher training, did you complete an SKE course by - please rate how confident you feel with your subject knowledge in your principal subject, to be able to teach to Key Stages 3, 4 and 5		Yes		No		Base	
		No.	Per cent	No.	Per cent	No.	Per cent
Key Stage 3	Low Confidence	-	-	-	-	-	-
	Medium Confidence	8	3.1	2	2.4	10	2.9
	High Confidence	249	96.9	80	97.6	329	97.1
Key Stage 4	Low Confidence	-	-	-	-	-	-
	Medium Confidence	18	7.0	2	2.4	20	5.9
	High Confidence	239	93.0	80	97.6	319	94.1
Key Stage 5	Low Confidence	33	12.8	5	6.1	38	11.2
	Medium Confidence	134	52.1	36	43.9	170	50.1
	High Confidence	90	35.0	41	50.0	131	38.6
	Total	257		82		339	

PGCE - Prior to starting teacher training, did you complete an SKE course by - what is your main motivation for wanting to be a teacher?	Yes		No		Base	
	No.	Per cent	No.	Per cent	No.	Per cent
I want to make a difference to young people	115	44.7	32	39.0	147	43.4
I enjoy working with young people	52	20.2	22	26.8	74	21.8
I have always wanted to be a teacher	40	15.6	14	17.1	54	15.9
I am looking for fulfilment in a second career	33	12.8	10	12.2	43	12.7
I know people who teach and they seem to enjoy it	3	1.2	1	1.2	4	1.2
It seemed a safe option during a recession	5	1.9	2	2.4	7	2.1
The terms and conditions (holidays, pension)	4	1.6	-	-	4	1.2
The pay	1	0.4	-	-	1	0.3
Other	4	1.6	1	1.2	5	1.5
Total	257		82		339	

PGCE - Prior to starting teacher training, did you complete an SKE course by - what is the main reason for choosing to teach the subject you are studying on your PGCE?	Yes		No		Base	
	No.	Per cent	No.	Per cent	No.	Per cent
I want to pass on my enthusiasm for this subject to young people	108	42.0	39	47.6	147	43.4
I enjoy the subject	86	33.5	31	37.8	117	34.5
It is a natural progression from my previous degree	17	6.6	7	8.5	24	7.1
It was recommended to me by family and/or friends	3	1.2	-	-	3	0.9
It was recommended to me by a careers advisor	-	-	-	-	-	-
Better job prospects	17	6.6	1	1.2	18	5.3
Teachers I know recommended this subject	1	0.4	-	-	1	0.3
It was recommended/advised by PGCE tutors	5	1.9	-	-	5	1.5
The Golden Hello incentive	2	0.8	1	1.2	3	0.9
I always wanted to study this subject but was unable to study it to degree level	3	1.2	-	-	3	0.9
I can't teach the subject I studied for my degree and this is the next best option	7	2.7	3	3.7	10	2.9
Other	8	3.1	-	-	8	2.4
Total	257		82		339	

PGCE - Prior to starting teacher training, did you complete an SKE course by - what are your future career aspirations for the next 5 years?	Yes		No		Base	
	No.	Per cent	No.	Per cent	No.	Per cent
To specialise in teaching one subject	79	30.7	26	31.7	105	31.0
To specialise in teaching one or more subjects	65	25.3	21	25.6	86	25.4
To become a head of department	54	21.0	17	20.7	71	20.9
To become a head of year	35	13.6	10	12.2	45	13.3
To become a deputy / head teacher	8	3.1	1	1.2	9	2.7
Other	16	6.2	7	8.5	23	6.8
Total	257		82		339	

PGCE - Prior to starting teacher training, did you complete an SKE course by - what are your future career aspirations for the next 5 years?						
	Yes		No		Base	
	No.	Per cent	No.	Per cent	No.	Per cent
To specialise in teaching one subject	47	19.6	18	23.1	65	20.4
To specialise in teaching one or more subjects	40	16.7	16	20.5	56	17.6
To become a head of department	65	27.1	14	17.9	79	24.8
To become a head of year	37	15.4	17	21.8	54	17.0
To become a deputy / head teacher	34	14.2	6	7.7	40	12.6
Other	17	7.1	7	9.0	24	7.5
Total	240		78		318	

PGCE - Prior to starting teacher training, did you complete an SKE course by - have your future career aspirations changed during the PGCE course?						
	Yes		No		Base	
	No.	Per cent	No.	Per cent	No.	Per cent
Yes	75	29.5	28	34.6	103	30.7
No	179	70.5	53	65.4	232	69.3
Total	254		81		335	

Appendix 4 - NQT Survey Data Tables

NQT - SKE subject by - gender										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Male	6	33.3	51	43.2	24	47.1	5	26.3	86	41.7
Female	12	66.7	67	56.8	27	52.9	14	73.7	120	58.3
Total	18		118		51		19		206	

NQT - SKE subject by - how would you describe your ethnic background?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Asian or Asian British	3	16.7	6	5.1	6	11.8	-	-	15	7.3
White	15	83.3	101	85.6	42	82.4	16	84.2	174	84.5
Black or Black British	-	-	3	2.5	3	5.9	2	10.5	8	3.9
Dual Heritage	-	-	2	1.7	-	-	1	5.3	3	1.5
Other	-	-	6	5.1	-	-	-	-	6	2.9
Total	18		118		51		19		206	

NQT - SKE subject by - how old are you?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
under 25	3	16.7	24	20.3	12	23.5	5	26.3	44	21.4
25 - 29	6	33.3	36	30.5	19	37.3	6	31.6	67	32.5
30 -34	2	11.1	15	12.7	4	7.8	4	21.1	25	12.1
35 - 39	2	11.1	15	12.7	6	11.8	3	15.8	26	12.6
40 - 44	5	27.8	13	11.0	3	5.9	-	-	21	10.2
45 - 49	-	-	11	9.3	5	9.8	-	-	16	7.8
50 - 54	-	-	4	3.4	2	3.9	1	5.3	7	3.4
55 or over	-	-	-	-	-	-	-	-	-	-
Total	18		118		51		19		206	

NQT - SKE subject by - do you have an A level in the subject you now teach?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	14	77.8	93	79.5	39	76.5	11	57.9	157	76.6
No	4	22.2	24	20.5	12	23.5	8	42.1	48	23.4
Total	18		117		51		19		205	

NQT- SKE subject by - do you have a Bachelor degree (regardless of the subject)?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	17	94.4	113	96.6	49	98.0	19	100.0	198	97.1
No	1	5.6	4	3.4	1	2.0	-	-	6	2.9
Total	18		117		50		19		204	

NQT - SKE subject by - which subject did you study for your Bachelor degree or equivalent?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Biological Sciences	12	66.7	5	4.3	18	35.3	1	5.3	36	17.6
Business & Administration	-	-	28	23.9	-	-	2	10.5	30	14.6
Creative Arts & Design and Mass Communications & Documentation	-	-	1	0.9	-	-	3	15.8	4	2.0
Engineering & Technology and Computer Science	2	11.1	22	18.8	7	13.7	-	-	31	15.1
Languages	-	-	3	2.6	-	-	7	36.8	10	4.9
Mathematical Sciences	-	-	15	12.8	-	-	-	-	15	7.3
Medicine & Dentistry, Subjects Allied to Medicine and Veterinary Sciences	-	-	6	5.1	1	2.0	-	-	7	3.4
Physical Sciences	2	11.1	4	3.4	12	23.5	1	5.3	19	9.3
Social Studies, Geographical, Historical & Philosophical Studies and Law	1	5.6	30	25.6	10	19.6	3	15.8	44	21.5
Other	1	5.6	3	2.6	3	5.9	2	10.5	9	4.4
Total	18		117		51		19		205	

NQT - SKE subject by - what classification did you achieve for this degree?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
First	2	11.8	13	11.5	8	16.3	4	21.1	27	13.6
2:1	6	35.3	47	41.6	18	36.7	4	21.1	75	37.9
2:2 (or second)	8	47.1	42	-	16	32.7	8	42.1	74	37.4
Third	-	-	6	-	5	10.2	2	10.5	13	6.6
Pass Degree (no honours)	1	5.9	4	3.5	2	4.1	1	5.3	8	4.0
Other	-	-	1	0.9	-	-	-	-	1	0.5
Total	17		113		49		19		198	

NQT- SKE subject by - do you have a postgraduate qualification (excluding SKE and PGCE)?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	6	33.3	21	17.8	14	27.5	7	36.8	48	23.3
No	12	66.7	97	82.2	37	72.5	12	63.2	158	76.7
Total	18		118		51		19		206	

NQT - SKE subject by - at which institution did you study for your Subject Knowledge Enhancement

(SKE) course?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Anglia Ruskin University	-	-	1	0.8	-		3	15.8	4	1.9
Bath Spa University	-	-	11	9.3	3	5.9	-	-	14	6.8
Birmingham City University	-	-	-	-	-	-	-	-	-	-
Bradford College	-	-	7	5.9	1	2.0	-	-	8	3.9
Brunel University	-	-	-	-	-	-	-	-	-	-
Canterbury Christ Church University	-	-	-	-	-	-	-	-	-	-
Edge Hill University	-	-	2	1.7	1	2.0	-	-	3	1.5
Goldsmiths University	-	-	-	-	-	-	-	-	-	-
Keele University	1	5.6	3	2.5	1	2.0	-	-	5	2.4
Leeds Trinity and All Saints	-	-	-	-	-	-	-	-	-	-
Liverpool Hope University	-	-	-	-	-	-	-	-	-	-
Liverpool John Moores University	-	-	-	-	1	2.0	-	-	1	0.5
London Metropolitan University	-	-	1	0.8	-	-	-	-	1	0.5
Loughborough University	-	-	1	0.8	6	11.8	-	-	7	3.4
Manchester Metropolitan University	-	-	-	-	1	2.0	-	-	1	0.5
Middlesex University	-	-	-	-	-	-	-	-	-	-
Newman University College	-	-	-	-	-	-	-	-	-	-
Nottingham Trent University	2	11.1	-	-	-	-	-	-	2	1.0
Open University	-	-	-	-	-	-	-	-	-	-
Oxford Brookes University	-	-	11	9.3	-	-	-	-	11	5.3
Roehampton University	-	-	-	-	-	-	-	-	-	-
Sheffield Hallam University	-	-	2	1.7	-	-	-	-	2	1.0
South West Teacher Training	-	-	-	-	-	-	-	-	-	-
St Mary's University College, Twickenham	-	-	-	-	-	-	-	-	-	-
Staffordshire University	-	-	-	-	-	-	-	-	-	-
University College Plymouth	-	-	7	5.9	-	-	-	-	7	3.4
University of Bedfordshire	-	-	-	-	-	-	-	-	-	-
University of Birmingham	-	-	6	5.1	-	-	-	-	6	2.9
University of Brighton	-	-	4	3.4	-	-	5	26.3	9	4.4
University of Chester	-	-	-	-	-	-	-	-	-	-
University of Chichester	-	-	15	12.7	1	2.0	-	-	16	7.8
University of Cumbria	3	16.7	-	-	2	3.9	-	-	5	2.4
University of East Anglia	2	11.1	10	8.5	8	15.7	3	15.8	23	11.2
University of East London	1	5.6	-	-	3	5.9	2	10.5	6	2.9
University of Gloucestershire	-	-	-		-	-	-	-	-	-
University of Greenwich	-	-	7	5.9	-	-	-	-	7	3.4
University of Hertfordshire	-	-	-	-	-	-	-	-	-	-
University of Hull	-	-	4	3.4	-	-	-	-	4	1.9
University of Manchester	3	16.7	-	-	3	5.9	-	-	6	2.9
University of Newcastle	-	-	-	-	-	-	-	-	-	-
University of Plymouth	-	-	1	0.8	-	-	-	-	1	0.5

University of Portsmouth	1	5.6	4	3.4	1	2.0	5	26.3	11	5.3
University of Reading	1	5.6	1	0.8	1	2.0	1	5.3	4	1.9
University of Southampton	-	-	-	-	2	3.9	-	-	2	1.0
University of Sunderland	-	-	14	11.9	-	-	-	-	14	6.8
University of Sussex	3	16.7	1	0.8	6	11.8	-	-	10	4.9
University of the West of England	-	-	1	0.8	1	2.0	-	-	2	1.0
University of Warwick	-	-	2	1.7	1	2.0	-	-	3	1.5
University of Wolverhampton	1	5.6	-	-	6	11.8	-	-	7	3.4
University of Worcester	-	-	-	-	-	-	-	-	-	-
Other	-	-	2	1.7	2	3.9	-	-	4	1.9
Total	18		118		51		19		206	

NQT - SKE subject by - what was the length of the SKE Course?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Less than 1 month	8	44.4	30	25.4	24	47.1	4	21.1	66	32.0
1 to 3 months	1	5.6	7	5.9	3	5.9	9	47.4	20	9.7
4 to 6 months	4	22.2	39	33.1	18	35.3	-	-	61	29.6
Over 6 months	5	27.8	42	35.6	6	11.8	6	31.6	59	28.6
Total	18		118		51		19		206	

NQT - SKE subject by - did you study your PGCE at the same institution as your SKE course?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	14	77.8	90	76.3	41	80.4	12	63.2	157	76.2
No	4	22.2	28	23.7	10	19.6	7	36.8	49	23.8
Total	18		118		51		19		206	

NQT - SKE subject by - which subject did you study for your PGCE?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Mathematics	-		118	100.0	-		1	5.3	119	57.8
General Science	3	16.7	-	-	5	9.8	-	-	8	3.9
Science - Biology as principal subject	2	11.1	-	-	9	17.6	-	-	11	5.3
Science - Chemistry as principal subject	12	66.7	-	-	7	13.7	-	-	19	9.2
Science - Physics as principal subject	1	5.6	-	-	30	58.8	-	-	31	15.0
ICT	-	-	-	-	-	-	-	-	-	-
Design and Technology	-	-	-	-	-	-	6	31.6	6	2.9
Religious Education	-	-	-	-	-	-	1	5.3	1	0.5
Other	-	-	-	-	-	-	11	57.9	11	5.3
Total	18		118		51		19		206	

NQT - SKE subject by - was your PGCE ...										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per	No.	Per	No.	Per	No.	Per	No.	Per

		cent		cent		cent		cent		cent
11-16	4	22.2	37	31.4	8	15.7	6	31.6	55	26.7
11-18	14	77.8	81	68.6	43	84.3	12	63.2	150	72.8
Other	-	-	-	-	-	-	1	5.3	1	0.5
Total	18		118		51		19		206	

NQT - SKE subject by - would you consider yourself to have had a career before starting teacher training?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	8	44.4	72	61.5	30	58.8	6	31.6	116	56.6
No	10	55.6	45	38.5	21	41.2	13	68.4	89	43.4
Total	18		117		51		19		205	

NQT - SKE subject by - please describe your last role by Standard Industrial Classification Codes (SIC, 2007)										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Accommodation and Food Service Activities	-	-	2	2.7	3	9.7	-	-	5	4.2
Administrative and Support Service Activities	-	-	5	6.8	2	6.5	1	16.7	8	6.8
Agriculture, Forestry and Fishing	-	-	-	-	-	-	-	-	-	-
Arts, Entertainment and Recreation	-	-	1	1.4	1	3.2	-	-	2	1.7
Education	1	12.5	2	2.7	4	12.9	1	16.7	8	6.8
Financial and Insurance Activities	1	12.5	16	21.9	1	3.2	-	-	18	15.3
Human Health and Social Work Activities	-	-	3	4.1	4	12.9	-	-	7	5.9
Information and Communication	-	-	7	9.6	2	6.5	2	33.3	11	9.3
Manufacturing	-	-	5	6.8	-	-	-	-	5	4.2
Other Service Activities	-	-	2	2.7	1	3.2	1	16.7	4	3.4
Professional, Scientific and Technical Activities	2	25.0	14	19.2	10	32.3	-	-	26	22.0
Public Administration and Defence: Compulsory Social Security	1	12.5	4	5.5	1	3.2	-	-	6	5.1
Real Estate Agents	-	-	-	-	-	-	-	-	-	-
Transportation and Storage	-	-	4	5.5	-	-	1	16.7	5	4.2
Wholesale and Retail Trade: Repair of Motor Vehicles and Motorcycles	3	37.5	8	11.0	2	6.5	-	-	13	11.0
Total	8		73		31		6		118	

NQT - SKE subject by - what is your main motivation for wanting to be a teacher?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent

I want to make a difference to young people	14	77.8	43	36.4	18	35.3	10	52.6	85	41.3
I enjoy working with young people	-	-	23	19.5	16	31.4	2	10.5	41	19.9
I have always wanted to be a teacher	1	5.6	14	11.9	6	11.8	4	21.1	25	12.1
I am looking for fulfilment in a second career	1	5.6	28	23.7	7	13.7	3	15.8	39	18.9
I know people who teach and they seem to enjoy it	-	-	2	1.7	1	2.0	-	-	3	1.5
It seemed a safe option during a recession	1	5.6	2	1.7	1	2.0	-	-	4	1.9
The terms and conditions (holidays, pension)	1	5.6	1	0.8	-	-	-	-	2	1.0
The pay	-	-	-	-	1	2.0	-	-	1	0.5
Other	-	-	5	4.2	1	2.0	-	-	6	2.9
Total	18		118		51		19		206	

NQT - SKE subject by - what is the main reason for choosing the subject you teach?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
I want to pass on my enthusiasm for this subject to young people	9	50.0	47	39.8	23	45.1	12	63.2	91	44.2
I enjoy the subject	6	33.3	51	43.2	20	39.2	3	15.8	80	38.8
It is a natural progression from my previous degree	3	16.7	5	4.2	4	7.8	4	21.1	16	7.8
It was recommended to me by family and/or friends	-	-	-	-	-	-	-	-	-	-
It was recommended to me by a careers advisor	-	-	-	-	1	2.0	-	-	1	0.5
Better job prospects	-	-	7	5.9	1	2.0	-	-	8	3.9
Teachers I know recommended this subject	-	-	-	-	-	-	-	-	-	-
It was recommended/advised by PGCE tutors	-	-	-	-	-	-	-	-	-	-
The Golden Hello incentive	-	-	1	0.8	-	-	-	-	1	0.5
I always wanted to study this subject but was unable to study it to degree level	-	-	1	0.8	1	2.0	-	-	2	1.0
I can't teach the subject I studied for my degree and this is the next best option	-	-	4	3.4	1	2.0	-	-	5	2.4
Other	-	-	2	1.7	-	-	-	-	2	1.0
Total	18		118		51		19		206	

NQT - SKE subject by - how long after completing your PGCE were you offered your first job as a teacher?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent

Less than 1 month	4	22.2	16	13.6	11	21.6	5	26.3	36	17.5
1 to 3 months	1	5.6	1	0.8	1	2.0	-	-	3	1.5
4 to 6 months	-	-	2	1.7	2	3.9	-	-	4	1.9
7 to 9 months	-	-	1	0.8	2	3.9	-	-	3	1.5
10 -12 months	-	-	-	-	-	-	1	5.3	1	0.5
Over 1 year	-	-	-	-	1	2.0	-	-	1	0.5
I was offered a teaching post before completing my PGCE	9	50.0	87	73.7	30	58.8	11	57.9	137	66.5
I have not been offered a job yet	4	22.2	11	9.3	4	7.8	2	10.5	21	10.2
Total	18		118		51		19		206	

NQT - SKE subject by - are you										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
A full time teacher	13	72.2	100	84.7	43	84.3	15	78.9	171	83.0
A part time teacher	1	5.6	5	4.2	1	2.0	2	10.5	9	4.4
Other	4	22.2	13	11.0	7	13.7	2	10.5	26	12.6
Total	18		118		51		19		206	

NQT - SKE subject by - what type of school do you teach in?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Independent/fee paying school	-	-	8	6.8	1	2.0	1	5.3	10	4.9
Grammar/selective school	-	-	2	1.7	-	-	-	-	2	1.0
Grant maintained school	3	16.7	19	16.1	15	29.4	2	10.5	39	18.9
Special school	1	5.6	-	-	-	-	-	-	1	0.5
Specialist school (with a specialist subject)	2	11.1	16	13.6	7	13.7	6	31.6	31	15.0
Academy	5	27.8	53	44.9	19	37.3	6	31.6	83	40.3
Sixth form college	-	-	2	1.7	1	2.0	1	5.3	4	1.9
Other	7	38.9	18	15.3	8	15.7	3	15.8	36	17.5
Total	18		118		51		19		206	

NQT - SKE subject by - what is the principal subject you are teaching?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Mathematics	-	-	112	94.9	-	-	-	-	112	54.4
General Science	8	44.4	-	-	20	39.2	-	-	28	13.6
Biology	3	16.7	-	-	5	9.8	-	-	8	3.9

Chemistry	5	27.8	-	-	5	9.8	-	-	10	4.9
Physics	2	11.1	-	-	19	37.3	-	-	21	10.2
ICT	-	-	-	-	-	-	-	-	-	-
Design and Technology	-	-	-	-	-	-	6	31.6	6	2.9
Religious Education	-	-	-	-	-	-	1	5.3	1	0.5
Other	-	-	6	5.1	2	3.9	12	63.2	20	9.7
Total	18		118		51		19		206	

NQT - SKE subject by - is the principal subject you teach the same as your principal SKE subject?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	11	61.1	118	100.0	26	51.0	14	73.7	169	82.0
No	7	38.9	-	-	25	49.0	5	26.3	37	18.0
Total	18		118		51		19		206	

NQT - SKE subject by - what other subjects do you teach and to what level?										
	Key Stages	Chemistry		Mathematics		Physics		Other		Base
		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	
Mathematics	KS3	-	-	42	95.5	2	4.5	-	-	44
	KS4 (GCSE)	-	-	42	100.0	-	-	-	-	42
	KS5 (A level)	-	-	17	100.0	-	-	-	-	17
General Science	KS3	8	26.7	2	6.7	20	66.7	-	-	30
	KS4 (GCSE)	4	21.1	-	-	15	78.9	-	-	19
	KS5 (A level)	1	50.0	-	-	1	50.0	-	-	2
Biology	KS3	9	32.1	-	-	19	67.9	-	-	28
	KS4 (GCSE)	10	27.8	-	-	26	72.2	-	-	36
	KS5 (A level)	2	33.3	-	-	4	66.7	-	-	6
Chemistry	KS3	10	33.3	-	-	20	66.7	-	-	30
	KS4 (GCSE)	11	29.7	-	-	26	70.3	-	-	37
	KS5 (A level)	5	62.5	-	-	3	37.5	-	-	8
Physics	KS3	9	32.1	-	-	19	67.9	-	-	28
	KS4 (GCSE)	8	25.0	1	3.1	23	71.9	-	-	32
	KS5 (A level)	1	11.1	1	11.1	7	77.8	-	-	9
Other science related subject	KS3	2	28.6	1	14.3	4	57.1	-	-	7
	KS4 (GCSE)	1	16.7	1	16.7	4	66.7	-	-	6
	KS5 (A level)	-	-	-	-	-	-	-	-	-
ICT	KS3	-	-	4	80.0	-	-	1	20.0	5
	KS4 (GCSE)	-	-	2	100.0	-	-	-	-	2
	KS5 (A level)	-	-	-	-	-	-	-	-	-
Design and Technology	KS3	-	-	-	-	-	-	3	100.0	3
	KS4 (GCSE)	-	-	-	-	-	-	3	100.0	3
	KS5 (A level)	-	-	-	-	-	-	-	-	-
Religious Education	KS3	-	-	-	-	1	100.0	-	-	1
	KS4 (GCSE)	-	-	-	-	1	100.0	-	-	1
	KS5 (A level)	-	-	-	-	-		-	-	-
I do not teach any	KS3	2	3.9	37	72.5	7	13.7	5	9.8	51

other subjects	KS4 (GCSE)	2	4.3	33	70.2	7	14.9	5	10.6	47
	KS5 (A level)	2	4.9	30	73.2	6	14.6	3	7.3	41
Other	KS3	1	7.7	4	30.8	2	15.4	6	46.2	13
	KS4 (GCSE)	-	-	4	50.0	1	12.5	3	37.5	8
	KS5 (A level)	-	-	-	-	-	-	1	100.0	1
	Total	88	15.8	221	39.7	218	39.1	30	5.4	557

NQT - SKE subject by - how satisfied are you with your first year in teaching?									
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Very satisfied	10	58.8	47	41.6	22	43.1	8	50.0	87	44.2
Satisfied	3	17.6	47	41.6	25	49.0	5	31.3	80	40.6
Neither	4	23.5	12	10.6	3	5.9	3	18.8	22	11.2
Dissatisfied	-	-	4	3.5	-	-	-	-	4	2.0
Very dissatisfied	-	-	3	2.7	1	2.0	-	-	4	2.0
Total	17		113		51		16		197	

NQT - SKE subject by - how would you define your current level of subject knowledge in the principal subject of your SKE course?									
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Equivalent to key stage 4 (GCSE)	7	38.9	19	16.1	24	47.1	5	26.3	55	26.7
Equivalent to key stage 5 (A level)	9	50.0	46	39.0	13	25.5	3	15.8	71	34.5
First year undergraduate level or equivalent	2	11.1	34	28.8	12	23.5	7	36.8	55	26.7
Graduate level or equivalent	-	-	16	13.6	2	3.9	1	5.3	19	9.2
Post graduate study level or equivalent	-	-	3	2.5	-	-	3	15.8	6	2.9
Total	18		118		51		19		206	

NQT - SKE subject by - how would you define the level of subject knowledge needed to teach your principal SKE subject at key stages 3, 4 and 5?										
		Chemistry		Mathematics		Physics		Other		Base	
		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Key Stage 3	Equivalent to key stage 4 (GCSE)	10	55.6	71	60.2	41	80.4	9	47.4	131	63.6
	Equivalent to key stage 5 (A level)	7	38.9	37	31.4	7	13.7	4	21.1	55	26.7
	First year undergraduate level or equivalent	-	-	5	4.2	2	3.9	4	21.1	11	5.3
	Graduate level or equivalent	1	5.6	5	4.2	1	2.0	2	10.5	9	4.4
	Post graduate study level or equivalent	-	-	-	-	-	-	-	-	-	-
Key Stage 4 (GCSE)	Equivalent to key stage 4 (GCSE)	3	16.7	17	14.4	11	21.6	1	5.3	32	15.5
	Equivalent to key stage 5 (A level)	14	77.8	86	72.9	33	64.7	7	36.8	140	68.0
	First year	-	-	9	7.6	5	9.8	8	42.1	22	10.7

	undergraduate level or equivalent										
	Graduate level or equivalent	1	5.6	6	5.1	1	2.0	3	15.8	11	5.3
	Post graduate study level or equivalent	-	-	-	-	1	2.0	-	-	1	0.5
Key Stage 5 (A level)	Equivalent to key stage 4 (GCSE)	-	-	4	3.4	-	-	1	5.3	5	2.4
	Equivalent to key stage 5 (A level)	5	27.8	30	25.4	14	27.5	2	10.5	51	24.8
	First year undergraduate level or equivalent	9	50.0	53	44.9	19	37.3	2	10.5	83	40.3
	Graduate level or equivalent	3	16.7	27	22.9	15	29.4	12	63.2	57	27.7
	Post graduate study level or equivalent	1	5.6	-	-	1	2.0	1	5.3	3	1.5
	Total	18		118		51		19		206	

NQT - SKE subject by - once you have completed your NQT year, which levels of your principal SKE subject are you expecting to teach to?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Key Stage 3	14	36.8	104	37.5	33	33.3	13	40.6	164	36.8
Key Stage 4 (GCSE)	14	36.8	105	37.9	43	43.4	11	34.4	173	38.8
Key Stage 5 (A level)	10	26.3	64	23.1	23	23.2	7	21.9	104	23.3
Other	-	-	4	1.4	-	-	1	3.1	5	1.1
Total	38		277		99		32		446	

QT - SKE subject by - please rate your current level of confidence in your principal SKE subject										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1	-	-	-	-	-	-	1	5.3	1	0.5
2	-	-	1	0.8	-	-	-	-	1	0.5
3	-	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	1	5.3	1	0.5
5	-	-	1	0.8	1	2.0	1	5.3	3	1.5
6	2	11.1	4	3.4	5	9.8	2	10.5	13	6.3

7	3	16.7	9	7.6	7	13.7	-	-	19	9.2
8	3	16.7	32	27.1	19	37.3	6	31.60	60	29.1
9	5	27.8	45	38.1	14	27.5	5	26.3	69	33.5
10	5	27.8	26	22.0	5	9.8	3	15.8	39	18.9
Total	18		118		51		19		206	

NQT - SKE subject by - please rate how confident you feel with your subject knowledge to be able to teach to your principal subject to Key Stages 3, 4 and 5

		Chemistry		Mathematics		Physics		Other		Base	
		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Key Stage 3	Low Confidence	-	-	-	-	-	-	-	-	-	-
	Medium Confidence	1	5.6	1	0.8	-	-	3	15.8	5	2.4
	High Confidence	17	94.4	117	99.2	51	100.0	16	84.2	201	97.6
Key Stage 4 (GCSE)	Low Confidence	-	-	-	-	-	-	2	10.5	2	1.0
	Medium Confidence	2	11.1	9	7.6	6	11.8	4	21.1	21	10.2
	High Confidence	16	88.9	109	92.4	45	88.2	13	68.4	183	88.8
Key Stage 5 (A level)	Low Confidence	3	16.7	22	18.6	8	15.7	5	26.3	38	18.4
	Medium Confidence	8	44.4	44	37.3	19	37.3	8	42.1	79	38.3
	High Confidence	7	38.9	52	44.1	24	47.1	6	31.6	89	43.2
	Total	18		118		51		19		206	

NQT - SKE subject by - during your NQT year, have you found it necessary to further develop your subject knowledge to be able to teach Key Stages 3, 4 and 5?

		Chemistry		Mathematics		Physics		Other		Base	
		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Key Stage 3	Yes a lot	1	5.6	8	6.9	3	6.3	1	6.3	13	6.6
	Yes a little	7	38.9	21	18.1	20	41.7	4	25.0	52	26.30
	Not at all	9	50.0	75	64.7	20	41.7	9	56.3	113	57.1
	Not applicable	-	-	12	10.3	4	8.30	2	12.5	18	9.1
Key Stage 4 (GCSE)	Yes a lot	2	11.1	11	9.5	8	16.7	2	12.5	23	11.6
	Yes a little	12	66.7	47	40.5	30	62.5	8	50.0	97	49.0

	Not at all	4	22.2	42	36.2	7	14.6	3	18.8	56	28.3
	Not applicable	-	-	16	13.8	3	6.3	2	12.5	21	10.6
Key Stage 5 (A level)	Yes a lot	7	38.9	17	14.7	13	27.1	3	18.8	40	20.2
	Yes a little	5	27.8	26	22.4	11	22.9	2	12.5	44	22.2
	Not at all	1	5.6	9	7.8	1	2.1	2	12.5	13	6.6
	Not applicable	3	16.7	59	50.9	23	47.9	8	50.0	93	47.0
	Total	18		116		48		16		198	

NQT - SKE subject by - would you say that you are a 'subject specialist' in the principal subject area that you studied for your SKE?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	13	72.2	85	72.0	28	54.9	12	63.2	138	67.0
No	5	27.8	33	28.0	23	45.1	7	36.8	68	33.0
Total	18		118		51		19		206	

NQT - SKE subject by - would your colleagues in school classify you as a 'subject specialist' in your main SKE subject area?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	14	77.8	91	77.1	32	62.7	15	78.9	152	73.8
No	4	22.2	27	22.9	19	37.3	4	21.1	54	26.2
Total	18		118		51		19		206	

NQT - SKE subject by - what proportion of your SKE course content was split between learning the subject and learning how to teach the subject?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
100% learning the subject - 0% teaching the subject	3	16.7	12	10.3	2	3.9	4	21.1	21	10.2
80% learning the subject - 20% teaching the subject	7	38.9	39	33.3	26	51.0	10	52.6	82	40.0
60% learning the subject - 40% teaching the subject	3	16.7	36	30.8	11	21.6	1	5.3	51	24.9
50% learning the subject - 50% teaching the subject	2	11.1	11	9.4	10	19.6	2	10.5	25	12.2
40% learning the subject - 60% teaching the subject	2	11.1	9	7.7	1	2.0	-	-	12	5.9

20% learning the subject - 80% teaching the subject	1	5.6	7	6.0	1	2.0	2	10.5	11	5.4
0% learning the subject - 100% teaching the subject	-	-	1	0.9	-	-	-	-	1	0.5
Other	-	-	2	1.7	-	-	-	-	2	1.0
Total	18		117		51		19		205	

NQT - SKE subject by - was this balance adequate?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	14	77.8	101	87.1	43	84.3	18	94.7	176	86.3
No	4	22.2	15	12.9	8	15.7	1	5.3	28	13.7
Total	18		116		51		19		204	

NQT - SKE subject by - how should the SKE course content be split between learning the subject and learning how to teach the subject?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
100% learning the subject - 0% teaching the subject	-	-	1	6.7	-	-	-	-	1	3.6
80% learning the subject - 20% teaching the subject	-	-	2	13.3	1	12.5	-	-	3	10.7
60% learning the subject - 40% teaching the subject	2	50.0	3	20.0	2	25.0	1	100.0	8	28.6
50% learning the subject - 50% teaching the subject	2	50.0	7	46.7	1	12.5	-	-	10	35.7
40% learning the subject - 60% teaching the subject	-	-	2	13.3	2	25.0	-	-	4	14.3
20% learning the subject - 80% teaching the subject	-	-	-	-	-	-	-	-	-	-
0% learning the subject - 100% teaching the subject	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	2	25.0	-	-	2	7.1
Total	4		15		8		1		28	

NQT - SKE subject by - are there any ways in which the SKE course content helped to prepare you for your first year in teaching?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
None of the SKE course content helped to prepare me for the first year of teaching	1	1.6	4	1.0	-	-	1	1.7	6	0.9
We were given advice on how to deliver the curriculum	11	18.0	67	16.0	26	18.4	8	13.8	112	16.5
We completed modules which focused on generic theory of education	3	4.9	22	5.3	5	3.5	6	10.3	36	5.3
We completed modules which focused on subject specific theory of education	7	11.5	45	10.7	12	8.5	3	5.2	67	9.9

We completed modules which focused on generic pedagogy	4	6.6	22	5.3	6	4.3	7	12.1	39	5.7
We completed modules which focused on subject specific pedagogy	7	11.5	47	11.2	12	8.5	5	8.6	71	10.5
We updated specialist subject knowledge	14	23.0	89	21.2	40	28.4	14	24.1	157	23.1
We were given advice on how to deliver some subject content and applied this in a practical way	10	16.4	87	20.8	33	23.4	10	17.2	140	20.6
We had a placement in a school	4	6.6	32	7.6	4	2.8	3	5.2	43	6.3
Other	-	-	4	1.0	3	2.1	1	1.7	8	1.2
Total	61		419		141		58		679	

NQT - SKE subject by - thinking about your NQT year, are there any advantages to completing the SKE course?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
SKE gave me an additional subject specialism	11	11.0	42	6.3	21	7.5	12	12.4	86	7.5
SKE taught me to communicate the subject better	7	7.0	72	10.8	28	10.0	7	7.2	114	9.9
SKE provided early signposting to teaching resources and materials	8	8.0	70	10.5	25	8.9	7	7.2	110	9.6
SKE increased my subject confidence	12	12.0	92	13.8	43	15.3	13	13.4	160	13.9
SKE made me aware of new topics	8	8.0	72	10.8	25	8.9	9	9.3	114	9.9
SKE updated subject knowledge	15	15.0	95	14.2	41	14.6	14	14.4	165	14.4

SKE created time to focus on the subject which would be difficult during the PGCE	8	8.0	75	11.2	31	11.0	13	13.4	127	11.1
SKE equipped me with how to apply knowledge in the classroom	10	10.0	61	9.1	25	8.9	7	7.2	103	9.0
SKE provided me with additional practical experience	14	14.0	54	8.1	31	11.0	6	6.2	105	9.2
SKE help to prepare me for studying at postgraduate level	6	6.0	30	4.5	9	3.2	8	8.2	53	4.6
There are no advantages	-	-	1	0.1	-	-	1	1.0	2	0.2
Other	1	1.0	5	0.7	2	0.7	-	-	8	0.7
Total	100		669		281		97		1147	

NQT - SKE subject by - thinking about your NQT year, are there any disadvantages to completing the SKE course?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Covering content that is not required for teaching	-	-	6	5.0	-	-	1	5.3	7	3.3
Doing a placement	-	-	1	0.8	1	1.9	1	5.3	3	1.4
Added to the time spent training to be a teacher	2	11.1	14	11.8	5	9.3	1	5.3	22	10.5
Additional costs of training	1	5.6	16	13.4	3	5.6	3	15.8	23	11.0
Impinging on future opportunities due to school perception of SKE	1	5.6	4	3.4	1	1.9	-	-	6	2.9
There are no disadvantages	13	72.2	75	63.0	42	77.8	13	68.4	143	68.1
Other	1	5.6	3	2.5	2	3.7	-	-	6	2.9
Total	18		119		54		19		210	

NQT - SKE subject by - looking back, are you pleased that you completed the SKE course prior to teacher training?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	18	100.0	114	98.3	50	98.0	19	100.0	201	98.5
No	-	-	2	1.7	1	2.0	-	-	3	1.5
Total	18		116		51		19		204	

NQT - SKE subject by - what impact has the SKE course had on your performance as a teacher?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
It has significantly hindered my performance as a teacher	-	-	2	1.7	-	-	1	5.3	3	1.5
It has slightly hindered my performance as a teacher	-	-	3	2.6	-	-	3	15.8	6	3.0
It has made no difference at all	1	5.6	7	6.0	6	12.0	1	5.3	15	7.4

It has slightly enhanced my performance	6	33.3	26	22.4	19	38.0	5	26.3	56	27.6
It has significantly enhanced my performance	11	61.1	78	67.2	25	50.0	9	47.4	123	60.6
Total	18		116		50		19		203	

NQT - SKE subject by - is there any way that the SKE course could have helped to better prepare you for teaching?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	4	22.2	32	27.6	19	37.3	5	26.3	60	29.4
No	14	77.8	84	72.4	32	62.7	14	73.7	144	70.6
Total	18		116		51		19		204	

NQT - SKE subject by - did completing an SKE course have a positive or negative impact on.....											
		Chemistry		Mathematics		Physics		Other		Base	
		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
How quickly you gained employment as a teacher	1 Significant Negative Impact	-	-	1	0.9	1	2.0	-	-	2	1.0
	2	1	5.6	1	0.9	-	-	-	-	2	1.0
	3	10	55.6	61	53.5	30	60.0	9	47.4	110	54.7
	4	4	22.2	21	18.4	9	18.0	4	21.1	38	18.9
	5 Significant Positive Impact	3	16.7	27	23.7	9	18.0	6	31.6	45	22.4
The type of role you took	1 Significant Negative Impact	-	-	2	1.8	1	2.0	1	5.3	4	2.0
	2	-	-	-	-	-	-	-	-	-	-
	3	13	72.2	55	48.2	28	56.0	9	47.4	105	52.2
	4	3	16.7	36	31.6	8	16.0	6	31.6	53	26.4
	5 Significant Positive Impact	1	5.6	18	15.8	11	22.0	3	15.8	33	16.4
Yours aspirations and goals	1 Significant Negative Impact	-	-	2	1.8	-	-	-	-	2	1.0
	2	-	-	-	-	1	2.0	-	-	1	0.5
	3	11	61.1	38	33.3	20	40.0	6	31.6	75	37.3
	4	5	27.8	44	38.6	17	34.0	7	36.8	73	36.3
	5 Significant Positive Impact	1	5.6	30	26.3	11	22.0	6	31.6	48	23.9
How well you are achieving your aspirations and goals	1 Significant Negative Impact	-	-	2	1.8	1	2.0	-	-	3	1.5
	2	-	-	-	-	1	2.0	-	-	1	0.5
	3	8	44.4	29	25.4	18	36.0	5	26.3	60	29.9
	4	8	44.4	49	43.0	18	36.0	9	47.4	84	41.8
	5 Significant Positive Impact	1	5.6	33	28.9	12	24.0	5	26.3	51	25.4
	Total	18		114		50		19		201	

NQT - SKE subject by - how aware is your school that SKE courses exist to enhance subject knowledge for prospective teacher trainees?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Very aware	4	22.2	41	36.9	19	37.3	4	21.1	68	34.2
Some awareness	12	66.7	61	55.0	27	52.9	11	57.9	111	55.8
Not at all aware	2	11.1	9	8.1	5	9.8	4	21.1	20	10.1
Total	18		111		51		19		199	

NQT - SKE subject by - how do you think former SKE students are perceived by schools/future employers?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Very positively	3	16.7	29	25.7	12	23.5	6	31.6	50	24.9
Quite positively	7	38.9	44	38.9	16	31.4	3	15.8	70	34.8
Neither	8	44.4	37	32.7	21	41.2	10	52.6	76	37.8
Quite negatively	-	-	2	1.8	2	3.9	-	-	4	2.0
Very negatively	-	-	1	0.9	-	-	-	-	1	0.5
Total	18		113		51		19		201	

NQT - SKE subject by - what are your future career aspirations for the next 5 years?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
To specialise in teaching one subject	3	17.6	37	33.0	16	31.4	3	15.8	59	29.6
To specialise in teaching one or more subjects	3	17.6	14	12.5	14	27.5	4	21.1	35	17.6
To become a head of department	5	29.4	27	24.1	11	21.6	5	26.3	48	24.1
To become a head of year	3	17.6	17	15.2	7	13.7	6	31.6	33	16.6
To become a deputy/head teacher	2	11.8	2	1.8	-	-	-	-	4	2.0
Other	1	5.9	15	13.4	3	5.9	1	5.3	20	10.1
Total	17		112		51		19		199	

NQT - SKE subject by - what are your future career aspirations for the next 10 years?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
To specialise in teaching one subject	-	-	12	11.1	6	12.0	-	-	18	9.4
To specialise in teaching one or more subjects	2	12.5	10	9.3	7	14.0	2	11.8	21	11.0
To become a head of department	5	31.3	30	27.8	20	40.0	6	35.3	61	31.9
To become a head of year	3	18.8	11	10.2	5	10.0	4	23.5	23	12.0
To become a deputy/head teacher	4	25.0	32	29.6	9	18.0	4	23.5	49	25.7
Other	2	12.5	13	12.0	3	6.0	1	5.9	19	9.9
Total	16		108		50		17		191	

NQT - SKE subject by - have your future career aspirations changed since starting your NQT year?										
	Chemistry		Mathematics		Physics		Other		Base	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	6	33.3	35	31.0	11	22.0	5	26.3	57	28.5
No	12	66.7	78	69.0	39	78.0	14	73.7	143	71.5
Total	18		113		50		19		200	

Appendix 5 – Online Survey Questionnaires

Beginning of Course Survey Questions

Evaluation of the Subject Knowledge Enhancement (SKE) courses

Section 1: About you

Q1.1 At which university are you studying for your subject knowledge enhancement course?

Please select one option only

- ☐ Anglia Ruskin University
- ☐ Bath Spa University
- ☐ Birmingham City University
- ☐ Bradford College
- ☐ Brunel University
- ☐ Canterbury Christ Church University
- ☐ Cornwall SCITT
- ☐ Edge Hill University
- ☐ EM Direct (EBITT)
- ☐ Goldsmiths University
- ☐ Keele University
- ☐ Leeds Trinity and All Saints
- ☐ Liverpool Hope University
- ☐ Liverpool John Moores University
- ☐ London Metropolitan University
- ☐ Loughborough University
- ☐ Manchester Metropolitan University
- ☐ Middlesex University

- Newman University College
- Nottingham Trent University
- Open University
- Oxford Brookes University
- Roehampton University
- Sheffield Hallam University
- South West Teacher Training
- St Mary’s University College, Twickenham
- Staffordshire University
- University College Plymouth
- University of Bedfordshire
- University of Birmingham
- University of Brighton
- University of Chester
- University of Chichester
- University of Cumbria
- University of East Anglia
- University of East London
- University of Gloucestershire
- University of Greenwich
- University of Hertfordshire
- University of Hull
- University of Manchester
- University of Newcastle
- University of Plymouth
- University of Portsmouth
- University of Reading
- University of Southampton

- University of Sunderland
- University of Sussex
- University of the West of England
- University of Warwick
- University of Wolverhampton
- University of Worcester

Q1.2 Which subject are you studying? *Please select one option only*

- Mathematics
- Physics
- Chemistry
- Other science
- Modern Languages
- Design and Technology
- ICT
- Religious Education
- Music

Q1.3 What is the length of the course? *Please select one option only*

- 6 Months
- 1 Year
- Other

Q1.3a What is the length of the course in weeks? *Please select one option only*

- 16 weeks
- 20 weeks
- 24 weeks
- 28 weeks

Q1.3b What is the length of the course in weeks? *Please select one option only*

- ☐ 28 weeks
- ☐ 32 weeks
- ☐ 36 weeks

Q1.3c What is the length of the course in weeks? *Please select one option only*

- ☐ 16 weeks
- ☐ 20 weeks
- ☐ 24 weeks
- ☐ 28 weeks
- ☐ 32 weeks
- ☐ 36 weeks
- ☐ Other

If 'Other', please specify:

Q1.4 Are you:

- ☐ Female
- ☐ Male

Q1.5 How would you describe your ethnic background? *Please select one option only*

- ☐ Asian or Asian British
- ☐ White
- ☐ Black or Black British
- ☐ Dual Heritage
- ☐ Other

If 'Asian or Asian British', which of the following do you belong to?

- ☐ Indian
- ☐ Pakistani
- ☐ Bangladeshi
- ☐ Chinese
- ☐ Sri Lankan
- ☐ Other Asian

If 'White', which of the following do you belong to?

- ☐ British
- ☐ Irish
- ☐ European
- ☐ Other White

If 'Black or Black British', which of the following do you belong to?

- ☐ Caribbean
- ☐ African
- ☐ Other Black

If 'Dual Heritage', which of the following do you belong to?

- ☐ White and Black Caribbean
- ☐ White and Black African
- ☐ White and Asian
- ☐ Other

If 'Other', please specify:

Q1.6 How old are you? *Please select one option only*

- ☐ Under 25
- ☐ 25-29
- ☐ 30-34
- ☐ 35-39
- ☐ 40-44
- ☐ 45-49
- ☐ 50-54
- ☐ 55 or over

Q1.7 Do you consider yourself to have a disability?

- ☐ Yes
- ☐ No

Section 2: Your background

Q2.1 Do you have an A level in the subject of your SKE course?

- ☐ Yes
- ☐ No

Q2.2 Do you have a Bachelor degree?

- ☐ Yes
- ☐ No

If not, please specify what kind of degree you hold

Instructions for Q2.3(a):

Please be advised that the main or 'Major' study option for your Bachelor degree should be your single area of specialization. If your degree has a 'Major/Minor' component please answer Q3.2a also. If your Bachelor degree is a 'Combined Honours' degree (Joint degree), please specify the subject most relevant to your SKE course for Q2.3.

Q2.3 Which subject/s did you study for your Bachelor degree?

Please indicate the Main subject option undertaken for your Bachelor degree.

If you hold a degree at an equivalent level please continue to answer this question.

- ☐ Agriculture and related subjects
- ☐ Architecture, Building and Planning
- ☐ Biological Sciences
- ☐ Business and Administrative studies
- ☐ Computer Science
- ☐ Creative Arts and Design
- ☐ Education
- ☐ Engineering and Technology
- ☐ Geographical Studies
- ☐ Historical and Philosophical studies
- ☐ Languages
- ☐ Law
- ☐ Mass Communications and Documentation
- ☐ Mathematical Sciences
- ☐ Medicine and Dentistry
- ☐ Physical Sciences
- ☐ Social studies
- ☐ Subjects allied to Medicine
- ☐ Veterinary Sciences

If 'Agriculture and related subjects', please specify:

- Animal Science
- Forestry
- Food and Beverage studies
- Agriculture and others in Veterinary Sciences, Agriculture and related subjects

If 'Architecture, Building and Planning', please specify:

- Architecture
- Building
- Landscape Design
- Planning (Urban, Rural and Regional)
- Others in Architecture, Building and Planning

If 'Biological Sciences', please specify:

- Biology and related Sciences
- Sports Science
- Psychology

If 'Biology and related Sciences', please specify:

- Biology
- Zoology
- Genetics
- Microbiology
- Molecular Biology, Biophysics and Biochemistry
- Others in Biological Sciences

If 'Psychology', please specify:

- Applied

- Clinical
- Cognitive
- Educational
- Other Psychology

If 'Business and Administrative studies', please specify:

- Business (Business studies, Marketing)
- Management (Management studies, Human Resource Management)
- Finance and Accounting
- Tourism, Transport, Travel and others in Business and Administrative studies
- Others in Business and Administrative studies

If 'Creative Arts and Design', please specify:

- Art and Design (Fine Art, Design studies)
- Performing Arts (Music, Drama, Dance)
- Other Creative Arts (Cinematics and Photography, Imaginative Writing)
- Others in Creative Arts and Design

If 'Education', please specify:

- Teacher Training
- Education studies (Research and study skills in Education, Academic studies in Education)
- Others in Education

If 'Engineering and Technology', please specify:

- Mechanically-based Engineering
- Electronic and Electrical Engineering
- Civil, Chemical and other Engineering

- Technology

If 'Mechanically-based Engineering', please specify:

- General Engineering
- Mechanical, Production and Manufacturing Engineering
- Aerospace Engineering
- Naval Architecture

If 'Civil, Chemical and other Engineering', please specify:

- Civil Engineering
- Chemical, Process and Energy Engineering
- Others in Engineering

If 'Technology', please specify:

- Materials and Minerals Technology
- Maritime Technology
- Others in Technology

If 'Geographical Studies', please specify:

- Physical Geography and Environmental Science
- Human and Social Geography

If 'Historical and Philosophical studies', please specify:

- History
- Archaeology
- Philosophy
- Theology and Religious studies
- Others in Historical and Philosophical studies

If 'Languages', please specify:

- English-based studies
- European Languages and Area studies
- Other Languages and Area studies

If 'English-based studies', please specify:

- English studies
- American and Australasian studies

If 'European Languages and Area studies', please specify:

- Celtic studies
- Classics
- French studies
- German and Scandinavian studies
- Italian studies
- Iberian studies
- Others in European Languages and Area studies

If 'Other Languages and Area studies', please specify:

- Linguistics
- Comparative Literary studies
- Others in Linguistics, Classics and related subjects
- Asian studies
- African and Modern Middle Eastern studies
- Others in Eastern, Asian and African Languages and Area studies

If 'Mass Communications and Documentation', please specify:

- Media studies
- Communications and Information studies

If 'Communications and Information studies', please specify:

- Information Services
- Publicity studies
- Publishing
- Journalism
- Others in Mass Communications and Documentation

If 'Mathematical Sciences', please specify:

- Mathematics and Statistics
- Operational Research
- Others in Mathematical and Computer Sciences

If 'Physical Sciences', please specify:

- Chemistry
- Physics and Astronomy
- Forensic and Archaeological Science
- Geology
- Ocean Sciences
- Others in Physical Sciences

If 'Social studies', please specify:

- Economics
- Politics
- Sociology

- ☐ Social Policy
- ☐ Anthropology
- ☐ Social Work
- ☐ Others in Social studies

If 'Subjects allied to Medicine', please specify:

- ☐ Medical Science and Pharmacy
- ☐ Nursing
- ☐ Other subjects allied to Medicine

If 'Medical Science and Pharmacy', please specify:

- ☐ Anatomy, Physiology and Pathology
- ☐ Pharmacology, Toxicology and Pharmacy

If 'Other subjects allied to Medicine', please specify:

- ☐ Complementary Medicine
- ☐ Nutrition
- ☐ Ophthalmics
- ☐ Aural and Oral Sciences
- ☐ Medical Technology

Q2.3a If your Bachelor degree had a Major/ Minor component, please indicate the <u>Minor</u> component of your Bachelor degree.

If you hold a degree at an equivalent level please continue to answer this question.

- ☐ Agriculture and related subjects
- ☐ Architecture, Building and Planning
- ☐ Biological Sciences
- ☐ Business and Administrative studies

- Computer Science
- Creative Arts and Design
- Education
- Engineering and Technology
- Geographical Studies
- Historical and Philosophical studies
- Languages
- Law
- Mass Communications and Documentation
- Mathematical Sciences
- Medicine and Dentistry
- Physical Sciences
- Social studies
- Subjects allied to Medicine
- Veterinary Sciences

If 'Agriculture and related subjects', please specify:

- Animal Science
- Forestry
- Food and Beverage studies
- Agriculture and others in Veterinary Sciences, Agriculture and related subjects

If 'Architecture, Building and Planning', please specify:

- Architecture
- Building
- Landscape Design
- Planning (Urban, Rural and Regional)
- Others in Architecture, Building and Planning

If 'Biological Sciences', please specify:

- □ Biology and related Sciences
- □ Sports Science
- □ Psychology

If 'Biology and related Sciences', please specify:

- □ Biology
- □ Zoology
- □ Genetics
- □ Microbiology
- □ Molecular Biology, Biophysics and Biochemistry
- □ Others in Biological Sciences

If 'Psychology', please specify:

- □ Applied
- □ Clinical
- □ Cognitive
- □ Educational
- □ Other Psychology

If 'Business and Administrative studies', please specify:

- □ Business (Business studies, Marketing)
- □ Management (Management studies, Human Resource Management)
- □ Finance and Accounting
- □ Tourism, Transport, Travel and others in Business and Administrative studies
- □ Others in Business and Administrative studies

If 'Creative Arts and Design', please specify:

- Art and Design (Fine Art, Design studies)
- Performing Arts (Music, Drama, Dance)
- Other Creative Arts (Cinematics and Photography, Imaginative Writing)
- Others in Creative Arts and Design

If 'Education', please specify:

- Teacher Training
- Education studies (Research and study skills in Education, Academic studies in Education)
- Others in Education

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- Mechanically-based Engineering
- Electronic and Electrical Engineering
- Civil, Chemical and other Engineering
- Technology

If 'Mechanically-based Engineering', please specify:

- General Engineering
- Mechanical, Production and Manufacturing Engineering
- Aerospace Engineering
- Naval Architecture

If 'Civil, Chemical and other Engineering', please specify:

- Civil Engineering
- Chemical, Process and Energy Engineering
- Others in Engineering

If 'Technology', please specify:

- Materials and Minerals Technology
- Maritime Technology
- Others in Technology

If 'Geographical Studies', please specify:

- Physical Geography and Environmental Science
- Human and Social Geography

If 'Historical and Philosophical studies', please specify:

- History
- Archaeology
- Philosophy
- Theology and Religious studies
- Others in Historical and Philosophical studies

If 'Languages', please specify:

- English-based studies
- European Languages and Area studies
- Other Languages and Area studies

If 'English-based studies', please specify:

- English studies
- American and Australasian studies

If 'European Languages and Area studies', please specify:

- Celtic studies
- Classics

- French studies
- German and Scandinavian studies
- Italian studies
- Iberian studies
- Others in European Languages and Area studies

If 'Other Languages and Area studies', please specify:

- Linguistics
- Comparative Literary studies
- Others in Linguistics, Classics and related subjects
- Asian studies
- African and Modern Middle Eastern studies
- Others in Eastern, Asian and African Languages and Area studies

If 'Mass Communications and Documentation', please specify:

- Media studies
- Communications and Information studies

If 'Communications and Information studies', please specify:

- Information Services
- Publicity studies
- Publishing
- Journalism
- Others in Mass Communications and Documentation

If 'Mathematical Sciences', please specify:

- Mathematics and Statistics
- Operational Research

- Others in Mathematical and Computer Sciences

If 'Physical Sciences', please specify:

- Chemistry
- Physics and Astronomy
- Forensic and Archaeological Science
- Geology
- Ocean Sciences
- Others in Physical Sciences

If 'Social studies', please specify:

- Economics
- Politics
- Sociology
- Social Policy
- Anthropology
- Social Work
- Others in Social studies

If 'Subjects allied to Medicine', please specify:

- Medical Science and Pharmacy
- Nursing
- Other subjects allied to Medicine

If 'Medical Science and Pharmacy', please specify:

- Anatomy, Physiology and Pathology
- Pharmacology, Toxicology and Pharmacy

If 'Other subjects allied to Medicine', please specify:

- Complementary Medicine
- Nutrition
- Ophthalmics
- Aural and Oral Sciences
- Medical Technology

Q2.4 Which university did you attend for this degree?

- Anglia Ruskin University
- Bath Spa University
- Birmingham City University
- Bradford College
- Brunel University
- Canterbury Christ Church University
- Cornwall SCITT
- Edge Hill University
- EM Direct (EBITT)
- Goldsmiths University
- Keele University
- Leeds Trinity and All Saints
- Liverpool Hope University
- Liverpool John Moores University
- London Metropolitan University
- Loughborough University
- Manchester Metropolitan University
- Middlesex University
- Newman University College
- Nottingham Trent University

- Open University
- Oxford Brookes University
- Roehampton University
- Sheffield Hallam University
- South West Teacher Training
- St Mary's University College, Twickenham
- Staffordshire University
- University College Plymouth
- University of Bedfordshire
- University of Birmingham
- University of Brighton
- University of Chester
- University of Chichester
- University of Cumbria
- University of East Anglia
- University of East London
- University of Gloucestershire
- University of Greenwich
- University of Hertfordshire
- University of Hull
- University of Manchester
- University of Newcastle
- University of Plymouth
- University of Portsmouth
- University of Reading
- University of Southampton
- University of Sunderland
- University of Sussex

- ☐ University of the West of England
- ☐ University of Warwick
- ☐ University of Wolverhampton
- ☐ University of Worcester
- ☐ Other

If 'Other', please specify:

Q2.5 What classification did you achieve for this degree? *Please select one option only*

- ☐ First
- ☐ 2:1
- ☐ 2:2 (or second)
- ☐ Third
- ☐ Pass degree (no honours)
- ☐ Other

If 'Other', please specify:

Section 2: Your background

Q2.6 Are you a member of a professional body or organisation?

- ☐ Yes
- ☐ No

If you answered 'Yes' to the question above, please indicate what level of qualification this would be equivalent to:

Q2.7 Do you have a postgraduate qualification?

- ☐ Yes
- ☐ No

Q2.8 If you answered 'Yes' to Q2.7, which subject did you study for your postgraduate qualification? *Please select one option only*

- ☐ Agriculture and related subjects
- ☐ Architecture, Building and Planning
- ☐ Biological Sciences
- ☐ Business and Administrative studies
- ☐ Computer Science
- ☐ Creative Arts and Design
- ☐ Education
- ☐ Engineering and Technology
- ☐ Geographical Studies
- ☐ Historical and Philosophical studies
- ☐ Languages
- ☐ Law
- ☐ Mass Communications and Documentation
- ☐ Mathematical Sciences
- ☐ Medicine and Dentistry
- ☐ Physical Sciences
- ☐ Social studies
- ☐ Subjects allied to Medicine
- ☐ Veterinary Sciences

If 'Agriculture and related subjects', please specify:

- ☐ Animal Science

- Forestry
- Food and Beverage studies
- Agriculture and others in Veterinary Sciences, Agriculture and related subjects

If 'Architecture, Building and Planning', please specify:

- Architecture
- Building
- Landscape Design
- Planning (Urban, Rural and Regional)
- Others in Architecture, Building and Planning

If 'Biological Sciences', please specify:

- Biology and related Sciences
- Sports Science
- Psychology

If 'Biology and related Sciences', please specify:

- Biology
- Zoology
- Genetics
- Microbiology
- Molecular Biology, Biophysics and Biochemistry
- Others in Biological Sciences

If 'Psychology', please specify:

- Applied
- Clinical
- Cognitive

- Educational
- Other Psychology

If 'Business and Administrative studies', please specify:

- Business (Business studies, Marketing)
- Management (Management studies, Human Resource Management)
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- Electronic and Electrical Engineering
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If 'Mechanically-based Engineering', please specify:

- General Engineering
- Mechanical, Production and Manufacturing Engineering
- Aerospace Engineering
- Naval Architecture

If 'Civil, Chemical and other Engineering', please specify:

- Civil Engineering
- Chemical, Process and Energy Engineering
- Others in Engineering

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- European Languages and Area studies
- Other Languages and Area studies

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- English studies
- American and Australasian studies

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- Celtic studies
- Classics
- French studies
- German and Scandinavian studies
- Italian studies
- Iberian studies
- Others in European Languages and Area studies

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- Others in Eastern, Asian and African Languages and Area studies

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- Publicity studies
- Publishing
- Journalism
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- Forensic and Archaeological Science
- Geology
- Ocean Sciences
- Others in Physical Sciences

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- Politics
- Sociology

- Social Policy
- Anthropology
- Social Work
- Others in Social studies

If 'Subjects allied to Medicine', please specify:

- Medical Science and Pharmacy
- Nursing
- Other subjects allied to Medicine

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- Anatomy, Physiology and Pathology
- Pharmacology, Toxicology and Pharmacy

If 'Other subjects allied to Medicine', please specify:

- Complementary Medicine
- Nutrition
- Ophthalmics
- Aural and Oral Sciences
- Medical Technology

Q2.9 Which university did you attend for this degree?

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- Bath Spa University
- Birmingham City University
- Bradford College
- Brunel University
- Canterbury Christ Church University

- Cornwall SCITT
- Edge Hill University
- EM Direct (EBITT)
- Goldsmiths University
- Keele University
- Leeds Trinity and All Saints
- Liverpool Hope University
- Liverpool John Moores University
- London Metropolitan University
- Loughborough University
- Manchester Metropolitan University
- Middlesex University
- Newman University College
- Nottingham Trent University
- Open University
- Oxford Brookes University
- Roehampton University
- Sheffield Hallam University
- South West Teacher Training
- St Mary’s University College, Twickenham
- Staffordshire University
- University College Plymouth
- University of Bedfordshire
- University of Birmingham
- University of Brighton
- University of Chester
- University of Chichester
- University of Cumbria

- ☐ University of East Anglia
- ☐ University of East London
- ☐ University of Gloucestershire
- ☐ University of Greenwich
- ☐ University of Hertfordshire
- ☐ University of Hull
- ☐ University of Manchester
- ☐ University of Newcastle
- ☐ University of Plymouth
- ☐ University of Portsmouth
- ☐ University of Reading
- ☐ University of Southampton
- ☐ University of Sunderland
- ☐ University of Sussex
- ☐ University of the West of England
- ☐ University of Warwick
- ☐ University of Wolverhampton
- ☐ University of Worcester
- ☐ Other

If 'Other', please specify:

Section 2: Your background

Q2.8 Would you consider yourself to have had a career before starting this course?

- ☐ Yes
- ☐ No

If 'Yes', please describe your last role:

If 'Yes', why did you leave this career? *Please select one option only*

- ☐ To spend more time with my family
- ☐ I wanted to work in a different working environment
- ☐ I was no longer enjoying my job
- ☐ I wanted a more stable job
- ☐ I became unemployed
- ☐ I wanted to work in a more positive environment
- ☐ Personal circumstances e.g. moving house
- ☐ Other

If 'Other', please specify:

If 'I became unemployed', please specify:

- ☐ I became unemployed through redundancy
- ☐ I became unemployed for other reasons

Q2.9 Did you have any experience of working in a school environment before starting this course? *Please select one option only*

- ☐ Yes - as a teaching assistant
- ☐ Yes - for a few weeks in my local school
- ☐ Yes - on a summer school
- ☐ Yes - other
- ☐ No

If 'Yes - other', please specify:

Q2.10 What is your main motivation for wanting to be a teacher? *Please select one option only*

- ☐ The pay
- ☐ The holidays
- ☐ I know people who teach and they seem to enjoy it
- ☐ I have always wanted to be a teacher
- ☐ It seemed a safe option during a recession
- ☐ I am looking for fulfilment in a second career and relish the opportunity to influence young minds
- ☐ I want to make a difference to young people
- ☐ I enjoy working with young people
- ☐ Other

If 'Other', please specify:

Section 3: Your subject and expectations of the course

Q3.1 Please rate your current subject knowledge from 1 to 10, with 1 being the lowest level of knowledge 10 being the highest.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8

- ☐ 9
- ☐ 10

Q3.2 Please rate your current level of confidence in the subject from 1 to 10, with 1 being the lowest level of confidence and 10 being the highest.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10

Q3.3 What is the main reason for choosing to teach this subject? *Please select one option only*

- ☐ Better job prospects
- ☐ It is a natural progression from my previous degree
- ☐ It was recommended to me by family and/or friends
- ☐ I enjoy the subject
- ☐ I can't teach the subject I studied for my degree and this is the next best option
- ☐ It was recommended to me by a careers advisor
- ☐ Teachers I know recommended this subject
- ☐ The golden hello incentive
- ☐ I always wanted to study this subject but was unable to study it to degree level
- ☐ I want to pass on my enthusiasm for this subject to young people

☐ Other

If 'Other', please specify:

Section 3: Your subject and expectations of the course

Q3.4 What is your main reason for enrolling on the SKE course? *Please select one option only*

☐ It was a condition for my PGCE place

☐ I didn't feel my subject knowledge was sufficient

☐ I studied for my Bachelor degree a long time ago and felt I needed to refresh my knowledge

☐ I wasn't very good at this subject at school, and wanted to learn more before starting my PGCE

☐ I wanted to learn more about how to teach the subject before starting my PGCE

☐ I'm not very confident about my knowledge in this subject and wanted to study more before starting my PGCE

☐ Other

If 'Other', please specify:

Q3.5 What did you expect from the course? *Please select one option only*

☐ To study the equivalent of an A level in the subject

☐ To study the equivalent of a first year of a bachelor degree (undergraduate certificate) in the subject

☐ To study the equivalent of a bachelor's degree in the subject

☐ To build on the knowledge in the subject I already have from my degree

☐ To learn more about how to teach the subject

☐ A refresher course to help me regain my confidence in the subject

☐ Other

If 'Other', please specify:

Section 4: Barriers

Q4.1 Which of the following changes to the SKE courses would be most likely to prevent you from enrolling on the course? *Please select one option only*

☐ Reduced bursary

☐ Fees for the course

☐ Access to student loans

☐ Childcare support

☐ Courses running for longer but part-time

☐ Shorter full-time courses

Q4.2 Which of the following changes to the SKE courses would be least likely to prevent you from enrolling on the course? *Please select one option only*

☐ Reduced bursary

☐ Fees for the course

☐ Access to student loans

☐ Childcare support

☐ Courses running for longer but part-time

☐ Shorter full-time courses

Section 5: The future

Q5.1 What are your future career aspirations? *Please select one option only*

☐ To become a head teacher

☐ To become a subject teacher in a well-run department

- ☐ To become a head of department
- ☐ To enjoy teaching and inspiring young people from deprived backgrounds
- ☐ Other

If 'Other', please specify:

Q5.2 If you have any additional comments to make about your SKE course, please specify in the space provided below:

Q5.3 If you would be willing to be contacted for a short telephone interview about your motivations for studying an SKE course and your expectations of the course, please write your name and email address in the fields below:

Name	
Phone number	
Email address	

End of Course Survey Questions

Evaluation of the Subject Knowledge Enhancement Courses

Section 1: About you

1. Are you:

- ☐ *Male*
- ☐ *Female*

2. How would you describe your ethnic background?

- ☐ *Asian or Asian British*

- ☐ *White*
- ☐ *Black or Black British*
- ☐ *Dual Heritage*
- ☐ *Other*

If 'Other', please specify:

3. How old are you?

- ☐ *Under 25*
- ☐ *25-29*
- ☐ *30-34*
- ☐ *35-39*
- ☐ *40-44*
- ☐ *45-49*
- ☐ *50-54*
- ☐ *55 or over*

Section 2: Your experience of the SKE course

4. At which institution have you studied for your subject knowledge enhancement (SKE) course?

- ☐ *Anglia Ruskin University*
- ☐ *Bath Spa University*
- ☐ *Birmingham City University*
- ☐ *Bradford College*
- ☐ *Brunel University*
- ☐ *Canterbury Christ Church University*
- ☐ *Nottingham Trent University*
- ☐ *Open University*
- ☐ *Oxford Brookes University*
- ☐ *Roehampton University*
- ☐ *Sheffield Hallam University*
- ☐ *South West Teacher Training*

- ☐ *Cornwall SCITT*
- ☐ *Edge Hill University*
- ☐ *EM Direct (EBITT)*
- ☐ *Goldsmiths University*
- ☐ *Hibernia College UK*
- ☐ *Keele University*
- ☐ *Leeds Trinity and All Saints*
- ☐ *Liverpool Hope University*
- ☐ *Liverpool John Moores University*
- ☐ *London Metropolitan University*
- ☐ *Loughborough University*
- ☐ *Manchester Metropolitan University*
- ☐ *Middlesex University*
- ☐ *Newman University College*
- ☐ *University of Hertfordshire*
- ☐ *University of Hull*
- ☐ *University of Manchester*
- ☐ *University of Newcastle*
- ☐ *University of Plymouth*
- ☐ *University of Portsmouth*
- ☐ *University of Reading*
- ☐ *St Mary's University College, Twickenham*
- ☐
- ☐ *Staffordshire University*
- ☐ *University College Plymouth*
- ☐ *University of Bedfordshire*
- ☐ *University of Birmingham*
- ☐ *University of Brighton*
- ☐ *University of Chester*
- ☐ *University of Chichester*
- ☐ *University of Cumbria*
- ☐ *University of East Anglia*
- ☐ *University of East London*
- ☐ *University of Gloucestershire*
- ☐ *University of Greenwich*
- ☐ *University of Southampton*
- ☐ *University of Sunderland*
- ☐ *University of Sussex*
- ☐ *University of the West of England*
- ☐ *University of Warwick*
- ☐ *University of Wolverhampton*
- ☐ *University of Worcester*
- ☐ *Other*

If 'Other', please specify

5. What was the <u>main</u> subject you studied on your SKE course? *Please select one option only*

- ☐ *Mathematics*

- ☐ *Physics*
- ☐ *Chemistry*
- ☐ *Other Science*
- ☐ *Modern Languages*
- ☐ *Design and Technology*
- ☐ *ICT*
- ☐ *Religious Education*
- ☐ *Music*
- ☐ *Other*

If 'Other', please specify

6. What was the length of the SKE course? *Please select one option only*

- ☐ *Less than 1 month*
- ☐ *1 to 3 months*
- ☐ *4 to 6 months*
- ☐ *Over 6 months*

7. Was the length of the course too short, too long or about right? *Please select one option only*

- ☐ *Too short*
- ☐ *Too long*
- ☐ *About right*

8. Thinking about your specialist (main) subject, what do you feel you have learned from completing the course? *Please select one option only*

- ☐ *Equivalent to key stage 4 (GCSE)*
- ☐ *Equivalent to key stage 5 (A Level)*
- ☐ *First year undergraduate level or equivalent*

- ☐ *Graduate level or equivalent*
- ☐ *Post graduate study level or equivalent*
- ☐ *Other*

If 'Other', please specify

9. Is this what you expected to learn on the course?

- ☐ *Yes*
- ☐ *No*

10. If 'No', what did you expect to learn from the course? *Please select one option only*

- ☐ *Equivalent to key stage 4 (GCSE)*
- ☐ *Equivalent to key stage 5 (A Level)*
- ☐ *First year undergraduate level or equivalent*
- ☐ *Graduate level or equivalent*
- ☐ *Post graduate study level or equivalent*
- ☐ *Other*

If 'Other', please specify

11. What advantages, if any, would you associate with studying the SKE course? *Please select all that apply*

- ☐ *I understand how topics on my subject relate to each other*
- ☐ *I am up to date with the current curriculum*
- ☐ *I have adequate subject knowledge to teach to GCSE*
- ☐ *I have adequate subject knowledge to teach to A level*
- ☐ *I have a better understanding of teaching techniques for this subject*

- ☐ *I know the topics where students commonly struggle and how to address this*
- ☐ *I have an advanced understanding of the topic*
- ☐ *I feel better prepared for the PGCE*
- ☐ *There were no advantages*
- ☐ *Other*

If 'Other', please specify

12. What disadvantages, if any, would you associate with studying the SKE course? *Please select all that apply*

- ☐ *I found the level too advanced*
- ☐ *I found the level too basic*
- ☐ *My subject knowledge is too curriculum specific*
- ☐ *Too much workload/too intense*
- ☐ *There were no disadvantages*
- ☐ *Other*

If 'Other', please specify

13. Was completing the SKE course a worthwhile experience?
Please select one option only

- ☐ *Yes*
- ☐ *No*

14. How satisfied were you with…

	Very Satisfied	*Satisfied*	*Neither*	*Dissatisfied*	*Very Dissatisfied*
The SKE course in general	☐	☐	☐	☐	☐

The quality of the teaching methods on the SKE course	☐	☐	☐	☐	☐
The pace of the course	☐	☐	☐	☐	☐
The level of support you received during the SKE course	☐	☐	☐	☐	☐
What you have learned from the SKE course	☐	☐	☐	☐	☐
How well the SKE course has prepared you for completing the PGCE successfully	☐	☐	☐	☐	☐
The SKE course providing you with sufficient knowledge to meet QTS standards	☐	☐	☐	☐	☐
The SKE course providing you with sufficient subject knowledge to become a successful teacher	☐	☐	☐	☐	☐

15. Have you experienced any barriers to completing the SKE course?

☐ *Yes*

☐ *No*

16. Please select the barriers you have experienced from the list below:
Please select all that apply

☐ *Barriers relating to funding*

☐ *Barriers relating to childcare*

☐ *Barriers relating to support during the course*

☐ *Barriers relating to location*

☐ *Barriers relating to the length of course*

☐ *Other*

If 'Other', please specify

_____

Section 3: Subject knowledge and course content

17. Please rate the following from 1 to 10, with 1 being the lowest level of knowledge and 10 being the highest:

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*
*Your subject knowledge of your main subject at the **beginning** of the SKE course*	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

18. Please rate the following from 1 to 10, with 1 being the lowest level of knowledge and 10 being the highest:

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*
*Your subject knowledge of your main subject at the **end** of the SKE course*	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

19. Please rate the following from 1 to 10, with 1 being the lowest level of knowledge and 10 being the highest:

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*
*Your level of confidence in your main subject **since completing** the SKE course*	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

20. Has your level of confidence in your main subject changed since starting the SKE course?

☐ *Yes*

☐ *No*

21. How has your level of confidence changed?

22. Why do you think your level of confidence hasn't changed?

23. What proportion of your SKE course content was split between learning the subject and learning how to teach the subject?

- *100% learning the subject - 0% teaching the subject*
- *80% learning the subject - 20% teaching the subject*
- *60% learning the subject - 40% teaching the subject*
- *50% learning the subject - 50% teaching the subject*
- *40% learning the subject - 60% teaching the subject*
- *20% learning the subject - 80% teaching the subject*
- *0% learning the subject - 100% teaching the subject*
- *Other*

If 'Other', please specify

24. Was this balance adequate?

- *Yes*
- *No*

25. If 'Yes', please explain why the balance was adequate:

26. If 'No', please explain why and how the balance could be improved:

27. How should the SKE course content be split between learning the subject and learning how to teach the subject?

- ☐ *100% learning the subject - 0% teaching the subject*
- ☐ *80% learning the subject - 20% teaching the subject*
- ☐ *60% learning the subject - 40% teaching the subject*
- ☐ *50% learning the subject - 50% teaching the subject*
- ☐ *40% learning the subject - 60% teaching the subject*
- ☐ *20% learning the subject - 80% teaching the subject*
- ☐ *0% learning the subject - 100% teaching the subject*
- ☐ *Other*

If 'Other', please specify

Section 4: Your expectations for the PGCE course

28. Please rate the following from 1 to 10, with 1 being the lowest level of knowledge and 10 being the highest

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*
The level of knowledge (in your main subject), you think you will need to successfully complete the PGCE course	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

29. What, if any, differences do you think there will be in terms of subject knowledge between students who have done SKE courses and students who have a specialist degree in the subject? What might the implications of these differences be?

30. What, if any, differences do you think there will be in preparedness for the PGCE between students who have done SKE courses and students who have a specialist degree in the subject? What might the implications of these differences be?

Section 5: The Future

31. What are your future career aspirations for the next 5 years? *Please select one option only*

- ☐ *To specialise in teaching one subject*
- ☐ *To specialise in teaching one or more subjects*
- ☐ *To become a head of department*
- ☐ *To become a head of year*
- ☐ *To become a deputy / head teacher*
- ☐ *Other*

If 'Other', please specify

32. What are your future career aspirations for the next 10 years? *Please select one option only*

- ☐ *To specialise in teaching one subject*
- ☐ *To specialise in teaching one or more subjects*
- ☐ *To become a head of department*
- ☐ *To become a head of year*
- ☐ *To become a deputy / head teacher*
- ☐ *Other*

If 'Other', please specify

33. Have your future career aspirations changed during the SKE course?

☐ *Yes*

☐ *No*

34. Why have your future aspirations changed and in what way?

35. If you have any additional comments to make about your SKE course, please provide them in the space below.

36. Are you willing to take part in future research around SKE courses?

☐ *Yes*

☐ *No*

If yes, please provide your name, email address and phone numbers below.

Name:	
Email Address:	
Phone Number (Landline):	
Mobile Number:	

PGCE Survey Questions

Exploring Subject Knowledge Enhancement (SKE) for Teacher Training

Section 1: About you

1. Are you:

- ☐ *Female*
- ☐ *Male*

2. How would you describe your ethnic background?

- ☐ *Asian or Asian British*
- ☐ *White*
- ☐ *Black or Black British*
- ☐ *Dual Heritage*
- ☐ *Other*

If 'Other', please specify

3. How old are you? *Please select one option only*

- ☐ *Under 25*
- ☐ *25 - 29*
- ☐ *30 - 34*
- ☐ *35 - 39*
- ☐ *40 - 44*
- ☐ *45 - 49*
- ☐ *50 - 54*
- ☐ *55 or over*

Section 2: Your background

4. Do you have an A level in the subject you want to teach? *Note: If you will teach Science, please answer on the basis of your principal PGCE subject*

- ☐ *Yes*

☐ *No*

5. Do you have a Bachelor degree (regardless of the subject)?

☐ *Yes*

☐ *No*

6. If not, please specify what kind of degree or equivalent higher qualification you hold.

7. Which subject did you study for your Bachelor degree or equivalent?
Please indicate the Main subject option undertaken for your Bachelor degree. If you hold a qualification at an equivalent level please continue to answer this question.

☐ ***Agriculture and related subjects*** *(e.g. animal science, forestry, food and beverage studies)*

☐ ***Architecture, Building and Planning*** *(e.g. architecture building, landscape design, planning)*

☐ ***Biological Sciences*** *(e.g. applied, clinical cognitive and educational psychology, biology, biochemistry, genetics, microbiology, sports science, zoology)*

☐ ***Business and Administrative studies*** *(e.g. business studies, marketing, management, finance and accounting, tourism, transport, travel)*

☐ ***Computer Science***

☐ ***Creative Arts and Design*** *(e.g. art and design, cinematics, performing arts, photography)*

☐ ***Education*** *(e.g. education studies, study skills in education, teacher training)*

☐ ***Engineering and Technology*** *(e.g. chemical, civil, electrical, mechanical engineering, materials, mineral and maritime technology)*

☐ ***Geographical Studies*** *(e.g. physical geography, environmental science, human and social geography)*

☐ ***Historical and Philosophical studies*** *(e.g. archaeology, history, philosophy, theology and religious studies)*

- ☐ ***Languages*** *(e.g. English-based studies, European and other languages and area studies, linguistics, literacy studies)*
- ☐ ***Law***
- ☐ ***Mass Communications and Documentation*** *(e.g. communications and information studies, media studies)*
- ☐ ***Mathematical Sciences*** *(e.g. mathematics and statistics, operational research, computer science)*
- ☐ ***Medicine and Dentistry***
- ☐ ***Physical Sciences*** *(e.g. archaeological science, astronomy, chemistry, forensic science, geology, ocean sciences, physics)*
- ☐ ***Social studies*** *(e.g. anthropology, economics, politics, sociology, social policy, social work)*
- ☐ ***Subjects allied to Medicine*** *(e.g. aural and oral sciences, anatomy, complimentary medicine, nutrition, medical technology, ophthalmics, pathology, pharmacy, physiology, toxicology)*
- ☐ ***Veterinary Sciences***
- ☐ ***Other***

If 'Other', please specify

8. If your Bachelor degree had a Minor component, please indicate the Minor component of your Bachelor degree below.

9. What classification did you achieve for this degree? *Please select one option only*

- ☐ *First*
- ☐ *2:1*
- ☐ *2:2 (or second)*
- ☐ *Third*
- ☐ *Pass degree (no honours)*
- ☐ *Other*

If 'Other, please specify

10. Prior to starting teacher training, did you complete a Subject Knowledge Enhancement (SKE) course?

- ☐ *Yes*
- ☐ *No*

11. Did you study the same subject in your SKE course as you are now studying in your teacher training?

- ☐ *Yes*
- ☐ *No*

12. What was the main subject you studied on your SKE course? *Please select one option only*

- ☐ *Mathematics*
- ☐ *Physics*
- ☐ *Chemistry*
- ☐ *Other science*
- ☐ *Modern Languages*
- ☐ *Design and Technology*
- ☐ *ICT*
- ☐ *Religious Education*
- ☐ *Music*
- ☐ *Other*

If 'Other', please specify

13. What was the length of the SKE course? *Please select one option only*

- ☐ *Less than 1 month*
- ☐ *1 to 3 months*
- ☐ *4 to 6 months*
- ☐ *Over 6 months*

14. At which institution are you studying for your Post Graduate Certificate in Education (PGCE)? *Please select one option only*

- ☐ *Anglia Ruskin University*
- ☐ *Bath Spa University*
- ☐ *Birmingham City University*
- ☐ *Bradford College*
- ☐ *Brunel University*
- ☐ *Canterbury Christ Church University*
- ☐ *Cornwall SCITT*
- ☐ *Edge Hill University*
- ☐ *EM Direct (EBITT)*
- ☐ *Goldsmiths University*
- ☐ *Hibernia College UK*
- ☐ *Keele University*
- ☐ *Leeds Trinity and All Saints*
- ☐ *Liverpool Hope University*
- ☐ *Liverpool John Moores University*
- ☐ *London Metropolitan University*
- ☐ *Loughborough University*
- ☐ *Manchester Metropolitan University*
- ☐ *Middlesex University*
- ☐ *Newman University College*

- *Nottingham Trent University*
- *Open University*
- *Oxford Brookes University*
- *Roehampton University*
- *Sheffield Hallam University*
- *South West Teacher Training*
- *St Mary's University College, Twickenham*
- *Staffordshire University*
- *University College Plymouth*
- *University of Bedfordshire*
- *University of Birmingham*
- *University of Brighton*
- *University of Chester*
- *University of Chichester*
- *University of Cumbria*
- *University of East Anglia*
- *University of East London*
- *University of Gloucestershire*
- *University of Greenwich*
- *University of Hertfordshire*
- *University of Hull*
- *University of Manchester*
- *University of Newcastle*
- *University of Plymouth*
- *University of Portsmouth*
- *University of Reading*
- *University of Southampton*
- *University of Sunderland*

- ☐ *University of Sussex*
- ☐ *University of the West of England*
- ☐ *University of Warwick*
- ☐ *University of Wolverhampton*
- ☐ *University of Worcester*
- ☐ *Other*

If 'Other', please specify

15. Which subject are you studying to teach? *Please select one option only*

- ☐ *Mathematics*
- ☐ *General science*
- ☐ *Science - Biology as principal subject*
- ☐ *Science - Chemistry as principal subject*
- ☐ *Science - Physics as principal subject*
- ☐ *ICT*
- ☐ *Design and Technology*
- ☐ *Religious Education*
- ☐ *Other*

If 'Other', please specify

16. Is your PGCE …. *Please select one option only*

- ☐ *11 - 16*
- ☐ *11 - 18*
- ☐ *Other*

If 'Other', please specify

17. Do you have a post graduate qualification (excluding SKE and PGCE)?

- ☐ *Yes*
- ☐ *No*

18. Would you consider yourself to have had a career before starting teacher training?

- ☐ *Yes*
- ☐ *No*

19. If 'Yes', please describe your last role and what industry you worked in:

20. What is your main motivation for wanting to be a teacher? *Please select one option only*

- ☐ *I want to make a difference to young people*
- ☐ *I enjoy working with young people*
- ☐ *I have always wanted to be a teacher*
- ☐ *I am looking for fulfilment in a second career*
- ☐ *I know people who teach and they seem to enjoy it*
- ☐ *It seemed a safe option during a recession*
- ☐ *The terms and conditions (holidays, pension)*
- ☐ *The pay*
- ☐ *Other*

If 'Other', please specify

21. What is the main reason for choosing to teach the subject you are studying on your PGCE? *Please select one option only*

- ☐ *I want to pass on my enthusiasm for this subject to young people*

- ☐ *I enjoy the subject*
- ☐ *It is a natural progression from my previous degree*
- ☐ *It was recommended to me by family and/or friends*
- ☐ *It was recommended to me by a careers advisor*
- ☐ *Better job prospects*
- ☐ *Teachers I know recommended this subject*
- ☐ *It was recommended/advised by PGCE tutors*
- ☐ *The Golden Hello incentive*
- ☐ *I always wanted to study this subject but was unable to study it to degree level*
- ☐ *I can't teach the subject I studied for my degree and this is the next best option*
- ☐ *Other*

If 'Other', please specify

Section 3: Progress and subject knowledge

22. How would you describe your progress on the PGCE course in relation to your fellow students? *Please select one option only*

- ☐ *Well above average*
- ☐ *Above average*
- ☐ *Slightly above average*
- ☐ *Slightly below average*
- ☐ *Below average*
- ☐ *Well below average*

23. How would you describe your subject knowledge of your principle subject in relation to your fellow students? *Please select one option only*

- ☐ *Well above average*

- ☐ *Above average*
- ☐ *Slightly above average*
- ☐ *Slightly below average*
- ☐ *Below average*
- ☐ *Well below average*

24. Please rate your current level of confidence in your principal subject from 1 to 10, with 1 being the lowest level of confidence and 10 being the highest.

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*
current level of confidence	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

25. How would you define your current level of subject knowledge in your principal subject? *Please select one option only*

- ☐ *Equivalent to key stage 4 (GCSE)*
- ☐ *Equivalent to key stage 5 (A level)*
- ☐ *First year undergraduate level or equivalent*
- ☐ *Graduate level or equivalent*
- ☐ *Post graduate study level or equivalent*

26. How would you define the level of subject knowledge needed to teach your principal subject at key stage 3?

Please select one option only

- ☐ *Equivalent to key stage 4 (GCSE)*
- ☐ *Equivalent to key stage 5 (A level)*
- ☐ *First year undergraduate level or equivalent*
- ☐ *Graduate level or equivalent*
- ☐ *Post graduate study level or equivalent*

27. How would you define the level of subject knowledge needed to teach your principal subject at key stage 4 (GCSE)? *Please select one option only*

- ☐ *Equivalent to key stage 4 (GCSE)*
- ☐ *Equivalent to key stage 5 (A level)*
- ☐ *First year undergraduate level or equivalent*
- ☐ *Graduate level or equivalent*
- ☐ *Post graduate study level or equivalent*

28. How would you define the level of subject knowledge needed to teach your principal subject at key stage 5 (A level)? *Please select one option only*

- ☐ *Equivalent to key stage 5 (A level)*
- ☐ *First year undergraduate level or equivalent*
- ☐ *Graduate level or equivalent*
- ☐ *Post graduate study level or equivalent*

29. Once you are fully qualified and have completed your NQT year, which levels of your principal subject are you expecting to teach? *Please select all that apply*

- ☐ *Key Stage 3*
- ☐ *Key Stage 4 (GCSE)*
- ☐ *Key Stage 5 (A level)*
- ☐ *Other (please specify)*

If 'Other', please specify

30. Please rate how confident you feel with your subject knowledge in your principal subject, to be able to teach to Key Stages 3, 4 and 5, using the scale 1 to 10, with 1 being the lowest level of confidence and 10 the highest.

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*
Key Stage 3	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Key Stage 4 (GCSE)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Key Stage 5 (A level)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

31. In the spaces below, please explain why you gave the rating you did for each Key Stage. In particular, if you feel you have not reached the right level of expertise for that Key Stage, please explain why and what you feel is missing.

Key Stage 3	
Key Stage 4 (GCSE)	
Key Stage 5 (A level)	

32. What, if any, differences do you think there are in terms of subject knowledge between students who have done SKE courses and students who have a specialist degree in the subject? What might the implications of these differences be?

33. What, if any, other differences are there in preparedness for the PGCE between students who have done SKE courses and students who have a specialist degree in the subject? What might the implications of these differences be?

Section 4: About SKE courses - For former SKE students

Only complete this section if you have previously completed an SKE course.

34. What proportion of your SKE course content was split between learning the subject and learning how to teach the subject? *Please select one option only*

- ☐ *100% learning the subject - 0% teaching the subject*
- ☐ *80% learning the subject - 20% teaching the subject*
- ☐ *60% learning the subject - 40% teaching the subject*
- ☐ *50% learning the subject - 50% teaching the subject*
- ☐ *40% learning the subject - 60% teaching the subject*
- ☐ *20% learning the subject - 80% teaching the subject*

- ☐ *0% learning the subject - 100% teaching the subject*
- ☐ *Other*

If 'Other', please specify

35. Was this balance adequate?

- ☐ *Yes*
- ☐ *No*

36. If Yes, please explain why this balance was adequate:

37. If No, please explain why and how this balance could be improved.

38. How should the SKE course content be split between learning the subject and learning how to teach the subject? *Please select one option only*

- ☐ *100% learning the subject - 0% teaching the subject*
- ☐ *80% learning the subject - 20% teaching the subject*
- ☐ *60% learning the subject - 40% teaching the subject*
- ☐ *50% learning the subject - 50% teaching the subject*
- ☐ *40% learning the subject - 60% teaching the subject*
- ☐ *20% learning the subject - 80% teaching the subject*
- ☐ *0% learning the subject - 100% teaching the subject*
- ☐ *Other*

If 'Other', please specify

39. Are there any ways in which the SKE course content will help to prepare you for your first year in teaching? *Please select all that apply*

- ☐ *None of the SKE course content helped to prepare me for the first year of teaching*
- ☐ *We were given advice on how to deliver the curriculum*
- ☐ *We completed modules which focused on generic theory of education*
- ☐ *We completed modules which focused on subject specific theory of education*
- ☐ *We completed modules which focused on generic pedagogy*
- ☐ *We completed modules which focused on subject specific pedagogy*
- ☐ *We updated specialist subject knowledge*
- ☐ *We were given advice on how to deliver some subject content and applied this in a practical way*
- ☐ *We had a placement in a school*
- ☐ *Other*

If 'Other', please specify

40. Are there any advantages to completing the SKE course before starting the PGCE course? *Please select all that apply*

- ☐ *SKE gave me an additional subject specialism*
- ☐ *SKE taught me to communicate the subject better*
- ☐ *SKE provided early signposting to teaching resources and materials*
- ☐ *SKE increased my subject confidence*
- ☐ *SKE made me aware of new topics*
- ☐ *SKE updated subject knowledge*
- ☐ *SKE created time to focus on the subject which would be difficult during the PGCE*
- ☐ *SKE equipped me with how to apply knowledge in the classroom*
- ☐ *SKE provided me with additional practical experience*

- ☐ *SKE helped to prepare me for studying at postgraduate level*
- ☐ *There are no advantages*
- ☐ *Other*

If 'Other', please specify

41. Are there any disadvantages to completing the SKE course before starting the PGCE course? *Please select all that apply*

- ☐ *Covering content that is covered by the PGCE*
- ☐ *Doing a placement*
- ☐ *Added to the time spent training to be a teacher*
- ☐ *Additional costs of training*
- ☐ *Impinging on future opportunities due to school perception of SKE*
- ☐ *There are no disadvantages*
- ☐ *Other*

If ' Other', please specify

42. Looking back, are you pleased that you completed the SKE course prior to teacher training?

- ☐ *Yes*
- ☐ *No*

43. What impact has the SKE course had on your performance on the PGCE course? *Please select one option only*

- ☐ *It has significantly hindered my performance on the PGCE course*
- ☐ *It has slightly hindered my performance on the PGCE course*
- ☐ *It has made no difference at all*
- ☐ *It has slightly enhanced my performance on the PGCE course*

☐ *It has significantly enhanced my performance on the PGCE course*

44. Please explain your rating above (include the rate you gave and why you gave that rating)

45. Is there any way that the SKE course could have helped to better prepare you for the PGCE course or for teaching in the future?

☐ *Yes*

☐ *No*

46. Please explain what was missing from the SKE course and how this could have helped to prepare you better.

Section 5: About SKE courses - for PGCE students who have not completed an SKE course

Only complete this section if you have NOT previously completed an SKE course

47. Are you aware of SKE courses and what they are? *Please select one option only*

☐ *No, I have never heard of them*

☐ *I have heard of them but do not know much about them*

☐ *Yes I know what SKE courses are*

48. Why didn't you complete an SKE course? *Please select one option only*

☐ *I was not aware that it was an option*

☐ *I had studied my chosen PGCE subject up to degree level and did not need subject knowledge enhancement*

☐ *I did not have time to do additional training before my PGCE*

☐ *Other*

If 'Other', please specify

49. Would you have liked to have completed an SKE course?

☐ *Yes*

☐ *No*

50. If 'No', please explain why

51. If 'Yes', please explain why you would have liked to complete an SKE course.

52. If 'Yes', do you feel at a disadvantage because you have not completed an SKE course?

☐ *Yes*

☐ *No*

Section 6: The Future

53. What are your future career aspirations for the next 5 years? *Please select one option only*

☐ *To specialise in teaching one subject*

☐ *To specialise in teaching one or more subjects*

☐ *To become a head of department*

☐ *To become a head of year*

☐ *To become a deputy / head teacher*

☐ *Other*

If 'Other', please specify

54. What are your future career aspirations for the next 10 years? *Please select one option only*

☐ *To specialise in teaching one subject*

☐ *To specialise in teaching one or more subjects*

☐ *To become a head of department*

☐ *To become a head of year*

☐ *To become a deputy / head teacher*

☐ *Other*

If 'Other', please specify

55. Have your future career aspirations changed during the PGCE course?

☐ *Yes*

☐ *No*

56. Why have your future aspirations changed and in what way?

57. Of the schools you have some experience of, how aware are they that SKE courses exist to enhance subject knowledge for prospective teacher trainees?

☐ *Very aware*

☐ *Some awareness*

☐ *Not at all aware*

58. How do you think former SKE students are perceived by schools/future employers?

- ☐ *Very positively*
- ☐ *Quite positively*
- ☐ *Quite negatively*
- ☐ *Very negatively*
- ☐ *Neither positive or negative*

59. If you have any additional comments to make about SKE courses, please specify in the space provided below:

60. Are you willing to take part in a short telephone interviews about your teacher training?

- ☐ *Yes*
- ☐ *No*

61. If yes, please provide your name, email address and phone number below

Name:	
Email address:	
Telephone Number (Landline) :	
Mobile Number:	

NQT Survey Questions

Exploring Subject Knowledge Enhancement (SKE) for Teacher Training

Section 1: About you

1. Are you:

- ☐ *Male*

☐ *Female*

2. How would you describe your ethnic background?

☐ *Asian or Asian British*

☐ *White*

☐ *Black or Black British*

☐ *Dual Heritage*

☐ *Other*

If 'Other', please specify

3. How old are you? *Please select one option only*

☐ *under 25*

☐ *25 - 29*

☐ *30 -34*

☐ *35 - 39*

☐ *40 - 44*

☐ *45 - 49*

☐ *50 - 54*

☐ *55 or over*

Section 2: Your educational background

4. Do you have an A level in the subject you now teach? Note: *If you teach Science, please answer on the basis of your principal PGCE subject.*

☐ *Yes*

☐ *No*

5. Do you have a Bachelor degree (regardless of the subject)?

- ☐ *Yes*
- ☐ *No*

6. If you do not have a Bachelor degree, please specify what kind of degree or equivalent higher qualification you hold.

7. Which subject did you study for your Bachelor degree or equivalent?
Please indicate the Main subject option undertaken for your Bachelor degree. If you hold a qualification at an equivalent level please continue to answer this question.

- ☐ ***Agriculture and related subjects*** *(e.g. animal science, forestry, food and beverage studies)*
- ☐ ***Architecture, Building and Planning*** *(e.g. architecture building, landscape design, planning)*
- ☐ ***Biological Sciences*** *(e.g. applied, clinical cognitive and educational psychology, biology, biochemistry, genetics, microbiology, sports science, zoology)*
- ☐ ***Business and Administrative studies*** *(e.g. business studies, marketing, management, finance and accounting, tourism, transport, travel)*
- ☐ ***Computer Science***
- ☐ ***Creative Arts and Design*** *(e.g. art and design, cinematics, performing arts, photography)*
- ☐ ***Education*** *(e.g. education studies, study skills in education, teacher training)*
- ☐ ***Engineering and Technology*** *(e.g. chemical, civil, electrical, mechanical engineering, materials, mineral and maritime technology)*
- ☐ ***Geographical Studies*** *(e.g. physical geography, environmental science, human and social geography)*
- ☐ ***Historical and Philosophical studies*** *(e.g. archaeology, history, philosophy, theology and religious studies)*
- ☐ ***Languages*** *(e.g. English-based studies, European and other languages and area studies, linguistics, literacy studies)*

- ☐ ***Law***
- ☐ ***Mass Communications and Documentation*** *(e.g. communications and information studies, media studies)*
- ☐ ***Mathematical Sciences*** *(e.g. mathematics and statistics, operational research, computer science)*
- ☐ ***Medicine and Dentistry***
- ☐ ***Physical Sciences*** *(e.g. archaeological science, astronomy, chemistry, forensic science, geology, ocean sciences, physics)*
- ☐ ***Social studies*** *(e.g. anthropology, economics, politics, sociology, social policy, social work)*
- ☐ ***Subjects allied to Medicine*** *(e.g. aural and oral sciences, anatomy, complimentary medicine, nutrition, medical technology, ophthalmics, pathology, pharmacy, physiology, toxicology)*
- ☐ ***Veterinary Sciences***
- ☐ ***Other***

If 'Other', please specify

8. If your Bachelor degree had a Minor component, please indicate the Minor component of your Bachelor degree below:

9. What classification did you achieve for this degree? *Please select one option only*

- ☐ *First*
- ☐ *2:1*
- ☐ *2:2 (or second)*
- ☐ *Third*
- ☐ *Pass Degree (no honours)*
- ☐ *Other*

If 'Other', please specify

10. At which institution did you study for your Subject Knowledge Enhancement (SKE) course?

- ☐ *Anglia Ruskin University*
- ☐ *Bath Spa University*
- ☐ *Birmingham City University*
- ☐ *Bradford College*
- ☐ *Brunel University*
- ☐ *Canterbury Christ Church University*
- ☐ *Edge Hill University*
- ☐ *Goldsmiths University*
- ☐ *Keele University*
- ☐ *Leeds Trinity and All Saints*
- ☐ *Liverpool Hope University*
- ☐ *Liverpool John Moores University*
- ☐ *London Metropolitan University*
- ☐ *Loughborough University*
- ☐ *Manchester Metropolitan University*
- ☐ *Middlesex University*
- ☐ *Newman University College*
- ☐ *Nottingham Trent University*
- ☐ *Open University*
- ☐ *Oxford Brookes University*
- ☐ *Roehampton University*
- ☐ *Sheffield Hallam University*
- ☐ *South West Teacher Training*
- ☐ *University of Bedfordshire*
- ☐ *University of Birmingham*
- ☐ *University of Brighton*
- ☐ *University of Chester*
- ☐ *University of Chichester*
- ☐ *University of Cumbria*
- ☐ *University of East Anglia*
- ☐ *University of East London*
- ☐ *University of Gloucestershire*
- ☐ *University of Greenwich*
- ☐ *University of Hertfordshire*
- ☐ *University of Hull*
- ☐ *University of Manchester*
- ☐ *University of Newcastle*
- ☐ *University of Plymouth*
- ☐ *University of Portsmouth*
- ☐ *University of Reading*
- ☐ *University of Southampton*
- ☐ *University of Sunderland*
- ☐ *University of Sussex*
- ☐ *University of the West of England*
- ☐ *University of Warwick*

- ☐ *St Mary's University College, Twickenham*
- ☐ *Staffordshire University*
- ☐ *University College Plymouth*
- ☐ *University of Wolverhampton*
- ☐ *University of Worcester*
- ☐ *Other*

If 'Other', please specify

11. What was the principal subject you studied on your SKE course? *Please select one option only*

- ☐ *Mathematics*
- ☐ *Physics*
- ☐ *Chemistry*
- ☐ *Other Science*
- ☐ *Modern Languages*
- ☐ *Design and Technology*
- ☐ *ICT*
- ☐ *Religious Education*
- ☐ *Music*
- ☐ *Other*

If 'Other', please specify

12. What was the length of the SKE Course? *Please select one option only*

- ☐ *Less than 1 month*
- ☐ *1 to 3 months*
- ☐ *4 to 6 months*
- ☐ *Over 6 months*

13. Did you study your PGCE at the same institution as your SKE course?

- ☐ *Yes*
- ☐ *No*

14. Which subject did you study for your PGCE? *Please select one option only*

- ☐ *Mathematics*
- ☐ *General Science*
- ☐ *Science - Biology as principal subject*
- ☐ *Science - Chemistry as principal subject*
- ☐ *Science - Physics as principal subject*
- ☐ *ICT*
- ☐ *Design and Technology*
- ☐ *Religious Education*
- ☐ *Other*

If 'Other', please specify

15. Was your PGCE ... *Please select one option only*

- ☐ *11-16*
- ☐ *11-18*
- ☐ *Other*

If 'Other', please specify

16. Do you have a postgraduate qualification (excluding SKE and PGCE)?

- ☐ *Yes*
- ☐ *No*

17. Would you consider yourself to have had a career before starting teacher training?

- ☐ *Yes*
- ☐ *No*

18. If 'Yes', please describe your last role and what industry you worked in:

19. What is your main motivation for wanting to be a teacher? *Please select one option only*

- ☐ *I want to make a difference to young people*
- ☐ *I enjoy working with young people*
- ☐ *I have always wanted to be a teacher*
- ☐ *I am looking for fulfilment in a second career*
- ☐ *I know people who teach and they seem to enjoy it*
- ☐ *It seemed a safe option during a recession*
- ☐ *The terms and conditions (holidays, pension)*
- ☐ *The pay*
- ☐ *Other*

If 'Other', please specify

20. What is the main reason for choosing the subject you teach? *Please select one option only*

- ☐ *I want to pass on my enthusiasm for this subject to young people*
- ☐ *I enjoy the subject*
- ☐ *It is a natural progression from my previous degree*
- ☐ *It was recommended to me by family and/or friends*
- ☐ *It was recommended to me by a careers advisor*

- ☐ *Better job prospects*
- ☐ *Teachers I know recommended this subject*
- ☐ *It was recommended/advised by PGCE tutors*
- ☐ *The Golden Hello incentive*
- ☐ *I always wanted to study this subject but was unable to study it to degree level*
- ☐ *I can't teach the subject I studied for my degree and this is the next best option*
- ☐ *Other*

If 'Other', please specify

Section 3: About your first year of teaching

21. How long after completing your PGCE were you offered your first job as a teacher? *Please select one option only*

- ☐ *Less than 1 month*
- ☐ *1 to 3 months*
- ☐ *4 to 6 months*
- ☐ *7 to 9 months*
- ☐ *10 -12 months*
- ☐ *Over 1 year*
- ☐ *I was offered a teaching post before completing my PGCE*
- ☐ *I have not been offered a job yet*

22. Are you ..... *Please select one option only*

- ☐ *A full time teacher*
- ☐ *A part time teacher*
- ☐ *Other*

If 'Other', please specify

23. What type of school do you teach in? *Please select one option only*

- ☐ *Independent/fee paying school*
- ☐ *Grammar/selective school*
- ☐ *Grant maintained school*
- ☐ *Special school*
- ☐ *Specialist school (with a specialist subject)*
- ☐ *Academy*
- ☐ *Sixth form college*
- ☐ *Other*

If 'Other', please specify

24. What is the principal subject you are teaching? *Please select one option only*

- ☐ *Mathematics*
- ☐ *General Science*
- ☐ *Biology*
- ☐ *Chemistry*
- ☐ *Physics*
- ☐ *ICT*
- ☐ *Design and Technology*
- ☐ *Religious Education*
- ☐ *Other*

If 'Other', please specify

25. What key stage do you teach your principal subject to?

	KS3	*KS4 (GCSE)*	*KS5 (A level)*
Mathematics	☐	☐	☐
General Science	☐	☐	☐
Biology	☐	☐	☐
Chemistry	☐	☐	☐
Physics	☐	☐	☐
ICT	☐	☐	☐
Design and Technology	☐	☐	☐
Religious Education	☐	☐	☐
Other	☐	☐	☐

26. What other subjects do you teach and to what level? *Please select all that apply*

	KS3	*KS4 (GCSE)*	*KS5 (A level)*
Mathematics	☐	☐	☐
General Science	☐	☐	☐
Biology	☐	☐	☐
Chemistry	☐	☐	☐
Physics	☐	☐	☐
Other science related subject	☐	☐	☐
ICT	☐	☐	☐
Design and Technology	☐	☐	☐

Religious Education	☐	☐	☐
I do not teach any other subjects	☐	☐	☐
Other	☐	☐	☐

If 'Other', please specify which subject and to what level

If 'Other science related subject' please specify which subject

27. How satisfied are you with your first year in teaching?

- ☐ *Very satisfied*
- ☐ *Satisfied*
- ☐ *Neither*
- ☐ *Dissatisfied*
- ☐ *Very dissatisfied*

28. Please explain how your satisfaction/dissatisfaction with your role can be further improved:

Section 4: Subject Knowledge

29. Is the principal subject you teach the same as your principal SKE subject?

- ☐ *Yes*
- ☐ *No*

30. Please rate your current level of confidence in your principal SKE subject from 1 to 10 - with 1 being the lowest level of confidence and 10 being the highest:

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*
Please select one option	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

31. How would you define your current level of subject knowledge in the principal subject of your SKE course? *Please select one option only*

- ☐ *Equivalent to key stage 4 (GCSE)*
- ☐ *Equivalent to key stage 5 (A level)*
- ☐ *First year undergraduate level or equivalent*
- ☐ *Graduate level or equivalent*
- ☐ *Post graduate study level or equivalent*

32. How would you define the level of subject knowledge needed to teach your principal SKE subject at key stage 3? *Please select one option only*

- ☐ *Equivalent to key stage 4 (GCSE)*
- ☐ *Equivalent to key stage 5 (A level)*
- ☐ *First year undergraduate level or equivalent*
- ☐ *Graduate level or equivalent*
- ☐ *Post graduate study level or equivalent*

33. How would you define the level of subject knowledge needed to teach your principal SKE subject at key stage 4 (GCSE)? *Please select one option only*

- ☐ *Equivalent to key stage 4 (GCSE)*
- ☐ *Equivalent to key stage 5 (A level)*
- ☐ *First year undergraduate level or equivalent*
- ☐ *Graduate level or equivalent*
- ☐ *Post graduate study level or equivalent*

34. How would you define the level of subject knowledge needed to teach your principal SKE subject at key stage 5 (A level)? *Please select one option only*

- ☐ *Equivalent to key stage 4 (GCSE)*
- ☐ *Equivalent to key stage 5 (A level)*
- ☐ *First year undergraduate level or equivalent*

☐ *Graduate level or equivalent*

☐ *Post graduate study level or equivalent*

35. Once you have completed your NQT year, which levels of your principal SKE subject, are you expecting to teach to? *Please select all that apply*

☐ *Key Stage 3*

☐ *Key Stage 4 (GCSE)*

☐ *Key Stage 5 (A level)*

☐ *Other*

If 'Other', please specify

36. Please rate how confident you feel with your subject knowledge to be able to teach to your principal subject to Key Stages 3, 4 and 5, using the scale 1 to 10, with 1 being the lowest level of confidence and 10 being the highest:

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*
Key Stage 3	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Key Stage 4 (GCSE)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Key Stage 5 (A level)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

37. In the spaces below, please explain why you gave the rating you did for each Key Stage. In particular, if you feel you have not reached the right level of expertise for that Key Stage, please explain why and what you feel is missing.

Key Stage 3	
Key Stage 4 (GCSE)	
Key Stage 5 (A level)	

38. During your NQT year, have you found it necessary to further develop your subject knowledge to be able to teach Key Stages 3, 4 and 5?

	Yes a lot	*Yes a little*	*Not at all*	*Not applicable*

Key Stage 3	☐	☐	☐	☐
Key Stage 4 (GCSE)	☐	☐	☐	☐
Key Stage 5 (A level)	☐	☐	☐	☐

39. Would you say that you are a 'subject specialist' in the principal subject area that you studied for your SKE?

☐ *Yes*

☐ *No*

40. Would your colleagues in school classify you as a 'subject specialist' in your main SKE subject area?

☐ *Yes*

☐ *No*

Section 5: About SKE courses

41. What proportion of your SKE course content was split between learning the subject and learning how to teach the subject? *Please select one option only*

☐ *100% learning the subject - 0% teaching the subject*

☐ *80% learning the subject - 20% teaching the subject*

☐ *60% learning the subject - 40% teaching the subject*

☐ *50% learning the subject - 50% teaching the subject*

☐ *40% learning the subject - 60% teaching the subject*

☐ *20% learning the subject - 80% teaching the subject*

☐ *0% learning the subject - 100% teaching the subject*

☐ *Other*

If 'Other', please specify

42. Was this balance adequate?

- ☐ *Yes*
- ☐ *No*

43. If 'Yes', please explain why the balance was adequate:

44. If 'No', please explain why and how the balance could be improved:

45. How should the SKE course content be split between learning the subject and learning how to teach the subject? *Please select one option only*

- ☐ *100% learning the subject - 0% teaching the subject*
- ☐ *80% learning the subject - 20% teaching the subject*
- ☐ *60% learning the subject - 40% teaching the subject*
- ☐ *50% learning the subject - 50% teaching the subject*
- ☐ *40% learning the subject - 60% teaching the subject*
- ☐ *20% learning the subject - 80% teaching the subject*
- ☐ *0% learning the subject - 100% teaching the subject*
- ☐ *Other*

If 'Other', please specify

46. Are there any ways in which the SKE course content helped to prepare you for your first year in teaching? *Please select all that apply*

- ☐ *None of the SKE course content helped to prepare me for the first year of teaching*
- ☐ *We were given advice on how to deliver the curriculum*

- ☐ *We completed modules which focused on generic theory of education*
- ☐ *We completed modules which focused on subject specific theory of education*
- ☐ *We completed modules which focused on generic pedagogy*
- ☐ *We completed modules which focused on subject specific pedagogy*
- ☐ *We updated specialist subject knowledge*
- ☐ *We were given advice on how to deliver some subject content and applied this in a practical way*
- ☐ *We had a placement in a school*
- ☐ *Other*

If 'Other', please specify

47. Thinking about your NQT year, are there any advantages to completing the SKE course? *Please select all that apply*

- ☐ *SKE gave me an additional subject specialism*
- ☐ *SKE taught me to communicate the subject better*
- ☐ *SKE provided early signposting to teaching resources and materials*
- ☐ *SKE increased my subject confidence*
- ☐ *SKE made me aware of new topics*
- ☐ *SKE updated subject knowledge*
- ☐ *SKE created time to focus on the subject which would be difficult during the PGCE*
- ☐ *SKE equipped me with how to apply knowledge in the classroom*
- ☐ *SKE provided me with additional practical experience*
- ☐ *SKE help to prepare me for studying at postgraduate level*
- ☐ *There are no advantages*
- ☐ *Other*

If 'Other', please specify

48. Thinking about your NQT year, are there any disadvantages to completing the SKE course?

Please select all that apply

- ☐ *Covering content that is not required for teaching*
- ☐ *Doing a placement*
- ☐ *Added to the time spent training to be a teacher*
- ☐ *Additional costs of training*
- ☐ *Impinging on future opportunities due to school perception of SKE*
- ☐ *There are no disadvantages*
- ☐ *Other*

If 'Other', please specify

49. Looking back, are you pleased that you completed the SKE course prior to teacher training?

- ☐ *Yes*
- ☐ *No*

50. What impact has the SKE course had on your performance as a teacher?
Please select one option only

- ☐ *It has significantly hindered my performance as a teacher*
- ☐ *It has slightly hindered my performance as a teacher*
- ☐ *It has made no difference at all*
- ☐ *It has slightly enhanced my performance*
- ☐ *It has significantly enhanced my performance*

51. Is there any way that the SKE course could have helped to better prepare you for teaching?

- ☐ *Yes*

☐ *No*

52. If 'Yes', please explain what was missing from the SKE course and how this could have helped to prepare you better:

Section 6: The Future

53. Did completing an SKE course have a positive or negative impact on.....

	1 Significant Negative Impact	*2*	*3*	*4*	*5 Significant Positive Impact*
How quickly you gained employment as a teacher	☐	☐	☐	☐	☐
The type of role you took	☐	☐	☐	☐	☐
Yours aspirations and goals	☐	☐	☐	☐	☐
How well you are achieving your aspirations and goals	☐	☐	☐	☐	☐

54. What are your future career aspirations for the next 5 years?

☐ *To specialise in teaching one subject*

☐ *To specialise in teaching one or more subjects*

☐ *To become a head of department*

☐ *To become a head of year*

☐ *To become a deputy/head teacher*

☐ *Other*

If 'Other', please specify

55. What are your future career aspirations for the next 10 years?

- *To specialise in teaching one subject*
- *To specialise in teaching one or more subjects*
- *To become a head of department*
- *To become a head of year*
- *To become a deputy/head teacher*
- *Other*

If 'Other', please specify

56. Have your future career aspirations changed since starting your NQT year?

- *Yes*
- *No*

57. Why have your future aspirations changed and in what way?

58. How aware is your school that SKE courses exist to enhance subject knowledge for prospective teacher trainees?

- *Very aware*
- *Some awareness*
- *Not at all aware*

59. How do you think former SKE students are perceived by schools/future employers?

- *Very positively*
- *Quite positively*
- *Neither*
- *Quite negatively*

□ *Very negatively*

60. If you have any additional comments to make about SKE courses, please specify in the space provided below:

61. Are you willing to take part in a short telephone interview about your teacher training and NQT year?

□ *Yes*

□ *No*

62. Please provide your name, email address and phone number below :

Name:	
Email Address:	
Telephone number (Landline):	
Mobile number:	

Department for Education

Reference: DFE- RR301B

ISBN: 978-1-78105-258-7

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