A profile of students' prior experience in school for different routes into teaching

University of Hertfordshire
School of Education

Research project report

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University of Hertfordshire Social Sciences, Arts and Humanities Ethics Committee with Delegated Authority - Protocol number: EDU/SF/UH/02049

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1   Project background and aim

1.1   Background

Student teachers have a range of different types of experiences of working in school prior to starting their Initial Teacher Education (ITE) programme, and these experiences vary in their duration. It is not clear to what extent these experiences impact on their outcome in terms of attainment. This level of detail is not currently recorded at entry for students undertaking these programmes within the School of Education, University of Hertfordshire and their partner schools. However, this type of data might inform programme development both with respect to recruitment and selection procedures and the nature of the programme and taught course.

Students' prior 'experience of paid or voluntary work with children and/or young people' in schools was among the characteristics explored in relation to students who withdrew or deferred completion of ITE programmes during the *Becoming a Teacher* (BaT) longitudinal research study (2003-2009) in England (Hobson et al, 2006: 218). It was noted that such prior experience 'is not necessarily sufficient in ensuring that they come to have realistic expectations of the profession' (Hobson et al, 2006: 235). In a later report, Hobson et al (2009: 174) reported that 'regression analysis found that those who had worked in schools prior to undertaking their ITT were no more likely to complete their ITT (or no less likely to withdraw) than those who had no prior experience in schools'.

1.2   The aim

The main aim of this research project was to explore the profile of students' prior experience in school for the primary and secondary Postgraduate Certificate in Education (PGCE) and the School Direct (SD) routes into teaching; and for the Bachelor of Education (BEd) cohorts who started the programme in each of the three years 2013-2015.

2   Project team

The project was carried out by Dr Liz White, Head of School Direct Routes into Teaching (project lead); Dr Claire Dickerson, Research Fellow; and Joanne Bordoni, Data Administrator at the School of Education, University of Hertfordshire (UH). These colleagues drew on the expertise of other members of the project team including: Tim Roberts, Head of Initial Teacher Education; Dr Vicki Fitt, Deputy Head of Initial Teacher Education (Primary); and Vicky Pateman, Deputy Head of Initial Teacher Education (Secondary).

3   Research methods

3.1   Overview

Students studying on a range of teacher education programmes within the School of Education were invited to complete an online survey that included questions relating to their school experience prior to starting the teacher education programme with respect to: work experience in school; voluntary or paid work in school; work as a teaching assistant, an unqualified teacher or in another capacity; and the length of this experience. Additional questions were included relating to profiling factors against which the prior experience could be cross-referenced and contextualised. It was anticipated that the data collected through the survey would be analysed in relation to students' attainment at the end of the programme.

The survey questions were piloted during a routine anonymous exit survey for students in the 2014-15 cohorts and then refined and administered as a separate survey via Bristol Online Survey (BOS). This approach meant that all the data of interest were available in a single survey. Following on from the pilot survey, the main survey was administered in November and December 2015 to avoid concerns about 'survey overload' at the end of the academic year. Students were invited to take part in two phases, which allowed for a preliminary pilot testing of the revised questions in November 2015 with students on the Primary School Direct (Salaried) programme. This was a relatively small cohort of about 50 students, less than 10% of the complete sample. During the main survey students were invited to take part in this small-scale research project designed to explore the profile of their prior experience for different routes into teaching. They were informed that the data would be used to support the development of teacher education and were provided with the contact details for the project lead together with relevant details about ethical approval. The responses to the preliminary pilot testing phase were reviewed by the project lead and the research fellow and the remaining students were contacted in December 2015.

3.2   The sample

Students invited to take part in the research project included those within the 2015-16 cohorts (for PGCE and School Direct routes) and those within the BEd cohorts who started the programme in each of the three years 2013-2015.

Sample size 2015-2016

Using figures obtained by members of the research team in October 2015, the total number for the sample was 526 students. The number of students on each programme is shown in Table 1. Some students might have withdrawn or deferred before December when students were invited to take part in the survey.

Table 1   Total number of students within each programme invited to take part in the survey

Programme	Total number of students
BEd1 - 2015	89
BEd2 - 2014	68
BEd3 – 2013	82
PGCE Primary- University led	80
PGCE Secondary - University led	50
Primary School Direct (Salaried & PG)	64
Secondary School Direct (Salaried & PG)	93
Total number of students:	**526**

3.3 The questionnaire

The question about prior experience allowed for students to record more than one type of school experience (or none) before starting their programme at the University. The question was as follows:

Q. *Have you had prior experience in school before starting your teaching programme at University of Hertfordshire? Yes/No.*

For respondents selecting yes: Q. *Please specify what kind of work experience and length of time in school (please select relevant option/s below).* These options were:
- Voluntary/work experience;
- Teaching assistant;
- Unqualified teacher;
- Employed in another capacity in school. Respondents indicating that they were employed in another capacity in school were asked to specify.

Length of time response options:
- Less than 2 weeks
- 2-6 weeks
- 7 weeks to 3 months
- 4-6 months
- 7 months - 1 year
- More than 1 year - 2 years
- More than 2 years – 3 years
- More than 3 years

Students were also invited to provide their name, their programme and, for students on secondary programmes, their secondary subject. Data already available included gender, minority ethnic (ME) grouping and data collected subsequently with respect to completion and grade for Qualified Teacher Status (QTS).

3.4 Data management

The data that were collected using the online survey were matched with gender; ME grouping; completion and grade for QTS (secondary subject had already been entered by the participants). These contextual data were added to the dataset together with the number of different types of prior experience students had recorded. The total period of prior experience was estimated in the following way for those students who had reported more than one type of experience. Where a student had reported two or more periods of prior experience where one was more than 3 years - this value was used; for two or more periods of prior experience the length was estimated on the higher time for each period added together (e.g. less than 2 weeks + 2-6 weeks = 7 weeks to 3 months; 2 periods of less than 2 weeks = 2-6 weeks etc.). Two students had been employed as school cleaners; this time was not included as the nature of this work meant that it might have taken place outside of hours when pupils were in the school.

Following initial analysis and review of the data it was decided that it was possible to respond to the questions of interest to members of the project team without repeating the survey for cohorts starting during 2016-17.

4.1   Pilot study

Preliminary analysis of the data obtained during the pilot study carried out using the anonymous exit survey showed:

1.   Of 265 respondents, more than a quarter had more than one type of prior experience;

2.   69% had voluntary experience (mainly PGCE primary);
        35% had experience as a teaching assistant (mainly Primary SDS & PGCE);
        11% had experience as an unqualified teacher (mainly SDS Primary & Secondary); and
        11% had experience in another employed capacity in school (mainly SD Secondary)

3.   The most common lengths of prior experience, in order of frequency, were as follows:
        Voluntary: 2-6 weeks; up to 2 weeks then 6-12 weeks;
        Teaching assistant: 6 months-1 year; 2 years; 1-2 years;
        Unqualified teacher: 6 months-1 year; 2 years; 1-2 years; and
        Employed in another capacity: More than 3 years; 6 mths-1 year; 1-2 years; 2 years.

4.2   Main study

More than one hundred students (112) took part in the survey, 21% of the total number of students within the cohorts included in the project who were invited to take part (Table 2) and the findings should be interpreted within the context of this response rate. Response rates for each of the programmes ranged from 8% for PGCE Secondary – University led students to 28% for Secondary School Direct (Salaried & PG) students.

Table 2   Number of respondents from each programme and response rate

Programme	Number of respondents	Total number of students	Response rate (%)
BEd1 - 2015	21	89	24
BEd2 - 2014	13	68	19
BEd3 – 2013	22	82	27
PGCE Primary - University led	15	80	19
PGCE Secondary - University led	4	50	8
Primary School Direct (Salaried & PG)	11	64	17
Secondary School Direct (Salaried & PG)	26	93	28
Total	**112**	**526**	**21**

The findings have been used to address the following questions:

4.2.1   Is there a pattern for prior experience across the different routes into teaching?

4.2.2   Is there a correlation between length of prior experience and outcome (completion, withdrawal, QTS grade)?

4.2.3   Is there a gender difference in the pattern of prior experience? If so, does this reflect the gender difference in outcomes?

4.2.4   Is there a difference in the pattern of prior experience of students in minority ethnic group? If so, does this reflect the difference in outcomes of this group?

4.2.5   Is there any difference between the prior experience of those doing shortage subjects compared to other secondary subjects?

4.2.1   Is there a pattern for prior experience across the different routes into teaching?

The types of prior experience in school that respondents reported are shown for different routes into teaching in Table 3 where the data for respondents from BEd1, BEd2 and BEd3 have been combined to provide an 'undergraduate' group. The findings suggest some differences in the pattern of prior experience for respondents completing primary and secondary programmes although these differences must be interpreted in the light of the numbers of respondents from each type of programme (Table 2). As noted in Table 3, respondents could select more than one type of prior experience.

Voluntary experience. In total, two-thirds of all 112 respondents (67%; n=75) reported that they had experience of voluntary work in school before entry to the teacher education programme; 78% (n=64) of respondents undertaking all primary programmes and 37% (n=11) of those taking all secondary programmes.

Teaching assistant. For students completing primary programmes between 29% (n=16, undergraduate) and 73% (n=8, Primary School Direct) reported that they had worked as a teaching assistant. For respondents on secondary programmes this was 27% (n=7, Secondary School Direct) and 50% (n=2, PGCE Secondary – University led).

Unqualified teacher. 16% (n=13) of respondents on all primary programmes had worked as an unqualified teacher; and 27% (n=8) of respondents on secondary programmes had taken this role.

Other school role. One fifth of primary respondents (21%, n=17) and two-fifths of secondary respondents (40%; n=12) reported having experience in another school role. These other roles in school included: Assistant Behaviour coordinator; Attendance officer role/pastoral admin; sixth form mentor; CABAS teacher; cleaner; cover supervisor; cover teacher teaching assistant; dance and after school club activity leader; EFL Teacher in Spain; exam invigilator; governor; nursery nurse; private childcare company, doing breakfast club and after school club; supporting pupils with reading and homework activities; reprographics officer and art technician; science technician; speech and language therapy assistant; MSA and then TA; and Tefl teacher abroad.

Table 3 Types of prior experience for different routes into teaching

% who had this experience	Voluntary	TA	Unqualified teacher	Other school role		No of respondents
Primary						
Undergraduate	79%	29%	13%	20%		56
PGP UL	73%	40%	27%	27%		15
SDP	82%	73%	18%	18%		11
All Primary	78%	37%	16%	21%		82
Secondary						
PGS UL	50%	50%	25%	50%		4
SDS	35%	27%	27%	38%		26
All Secondary	37%	30%	27%	40%		30

1. Respondents could select more than one type of prior experience and so programme rows will not total 100%, (35% selected 2 or more types of experience in school).
2. "Other" school roles are listed at the end of this report.

Undergraduate

Column1	Yes (%)	Yes (No.)	No (%)	No (No	Total	%
Voluntary	79%	44	21%	12	56	100%
TA	29%	16	71%	40	56	100%
Unqualified teacher	13%	7	88%	49	56	101%
Employed other capacity in school	20%	11	80%	45	56	100%

PGP

Column1	Yes (%)	Yes (No.)	No (%)	No (No	Total	Column
Voluntary	73%	11	27%	4	15	100%
TA	40%	6	60%	9	15	100%
Unqualified teacher	27%	4	73%	11	15	100%
Employed other capacity in school	27%	4	73%	11	15	100%

SDP

Column1	Yes (%)	Yes (No.)	No (%)	No (No	Total	Column
Voluntary	82%	9	18%	2	11	100%
TA	73%	8	27%	3	11	100%
Unqualified teacher	18%	2	82%	9	11	100%
Employed other capacity in school	18%	2	82%	9	11	100%

Primary

Column1	Yes (%)	Yes (No.)	No (%)	No (No	Total	Column
Voluntary	78%	64	22%	18	82	100%
TA	37%	30	63%	52	82	100%
Unqualified teacher	16%	13	84%	69	82	100%
Employed other capacity in school	21%	17	79%	65	82	100%

PGCE Secondary

Column1	Yes (%)	Yes (No.)	No (%)	No (No	Total	Column
Voluntary	50%	2	50%	2	4	100%
TA	50%	2	50%	2	4	100%
Unqualified teacher	25%	1	75%	3	4	100%
Employed other capacity in school	50%	2	50%	2	4	100%

SD Secondary

Column1	Yes (%)	Yes (No.)	No (%)	No (No	Total	Column
Voluntary	35%	9	65%	17	26	100%
TA	27%	7	73%	19	26	100%
Unqualified teacher	27%	7	73%	19	26	100%
Employed other capacity in school	38%	10	62%	16	26	100%

All Secondary

Column1	Yes (%)	Yes (No.)	No (%)	No (No	Total	Column
Voluntary	37%	11	63%	19	30	100%
TA	30%	9	70%	21	30	100%
Unqualified teacher	27%	8	73%	22	30	100%
Employed other capacity in school	40%	12	60%	18	30	100%

NB: In Table 3: SDS = all secondary SD (i.e. salaried and PG) and SDP = all primary SD (i.e. salaried and PG).

Where applicable PGP = PGPUL and PGCE Secondary = PGSUL

4.2.2 Is there a correlation between length of prior experience and outcome (completion, withdrawal, QTS grade)?

The respondents' reported total length of prior experience in school before starting their teaching programme at the University (estimated as explained in Section 3.4) ranged from less than two weeks for five respondents (4%) to more than three years for 23 (21%). Thirteen respondents (12%) reported that they had no relevant prior experience. Further information was sought on the prior experience in school for these students, which suggested that they all had appropriate prior experience of one form or another.

Reported total length of prior experience is shown according to outcome for all respondents in Figure 1 and in Appendix 1: Table A1.
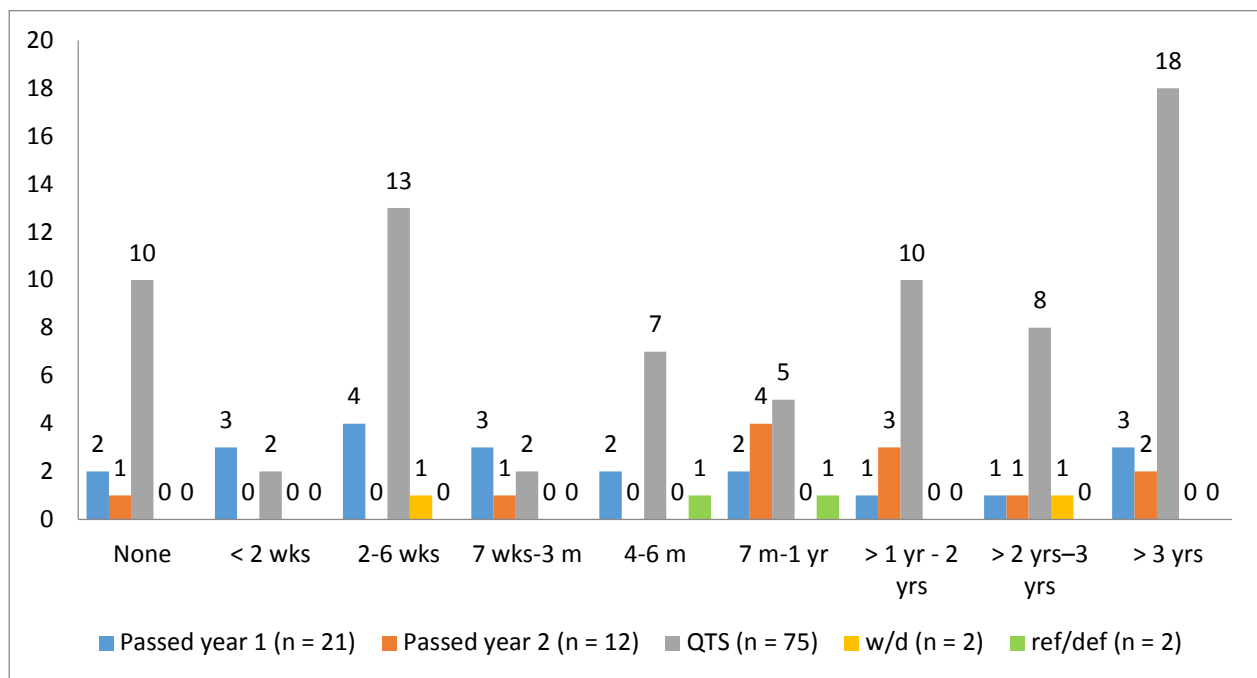

Figure 1   Total length of prior experience and outcome for all respondents

The data for those students who were completing the first two years of the BEd programme (BEd1 and BEd2) were then removed and the remaining data were re-analysed to show the final outcome (QTS grade, withdrawal or referral/deferral) for those 78 respondents who completed (or were due to complete) their teacher education programme in 2015-16 (Figure 2 and Appendix 1: Table A2).

Figure 2 does not suggest a clear correlation between respondents' length of prior experience in school and final outcome. This finding should be interpreted cautiously because of the response rate. However, it might suggest that the recruitment criteria used on entry to the programme are appropriate; that the programme is providing appropriate experience; or both so that minimal prior experience is not a disadvantage.
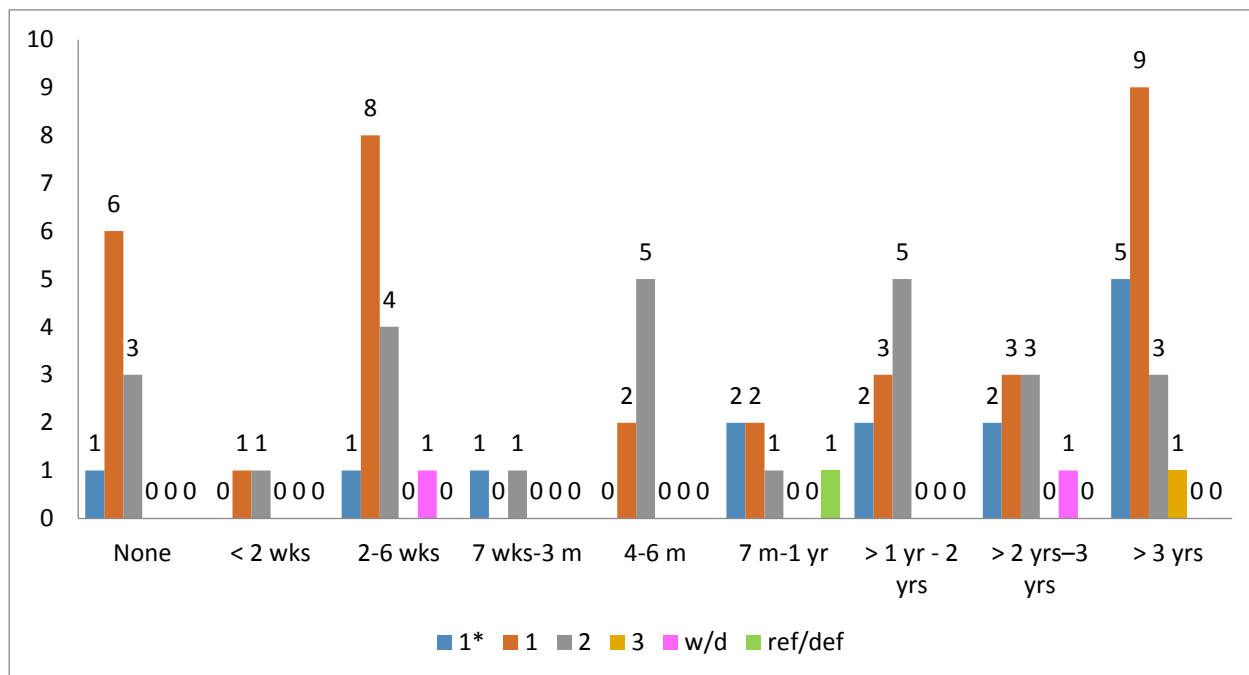

Figure 2   Total length of prior experience and QTS grade

4.2.3 Is there a gender difference in the pattern of prior experience? If so, does this reflect the gender difference in outcomes?

Eighty-eight (79%) of the respondents were female and 24 (21%) were male. Respondents' type of prior experience and outcome are shown according to gender in Figures 3 and 4 (Appendix 1: Tables A3 and A4). It should be noted that some students had more than one type of prior experience. The pattern for types of work experience is broadly similar for both female and male students.

For female students two-thirds (66%; n=58) reported that they had undertaken voluntary or work experience prior to starting the programme and just over one third (38%; n=33) had experience as a teaching assistant. A smaller number had worked as an unqualified teacher (18%; n=16) or had been employed in another capacity in school (20%; n=18) such as a dance and after school club activity leader, cover supervisor, science technician or nursery nurse.
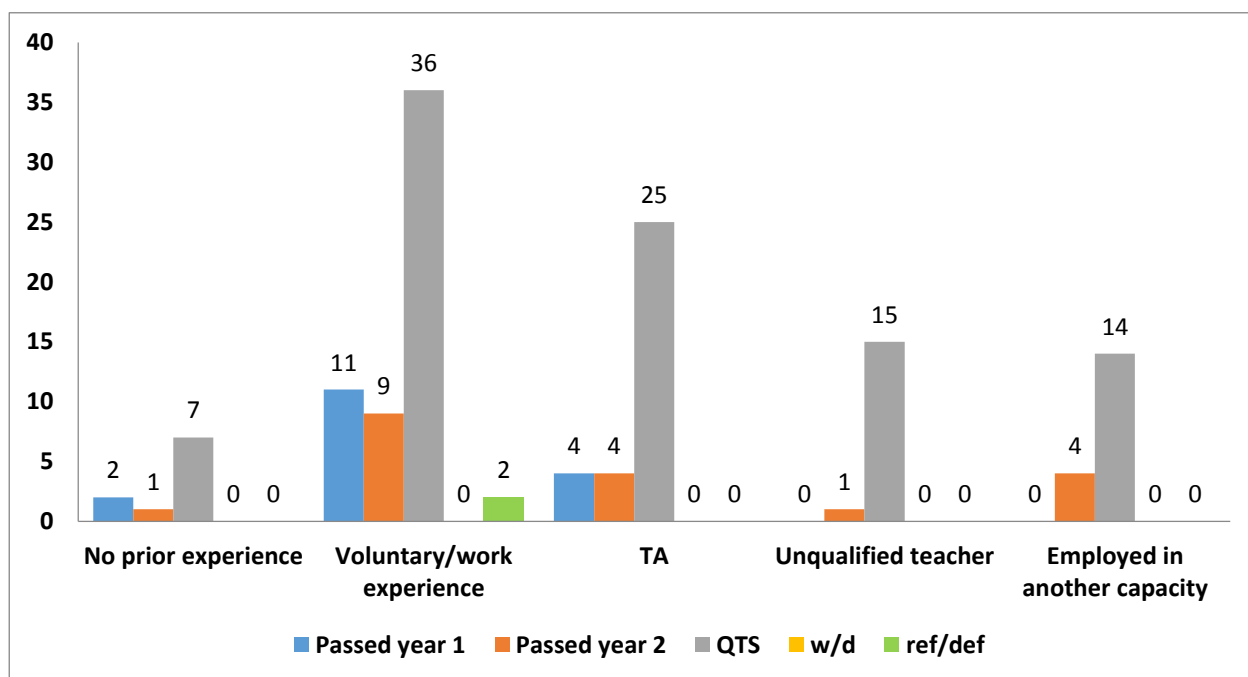
Figure 3   Type of prior experience and outcome for female students

As for female students, approximately two-thirds (71%; n=17) of the male students reported that they had undertaken voluntary or work experience prior to starting the programme. Six (25%) had experience as a teaching assistant; four (17%) had worked as an unqualified teacher, whilst just over a third (38%; n=9) had been employed in another capacity in school, for example, as a cover supervisor, science technician or exam invigilator.

Figure 4   **Type of prior experience and outcome for male students**

4.2.4 Is there a difference in the pattern of prior experience of students in minority ethnic groups? If so, does this reflect the difference in outcomes of this group?

Data about ethnic group were available for 108 (96%) of the respondents; of whom 98 (91%) were White and the remaining students (n=10; 9%) were from minority ethnic groups (Mixed: White and Black African; Black or Black British: Caribbean; Other Black background; Asian or Asian British: Pakista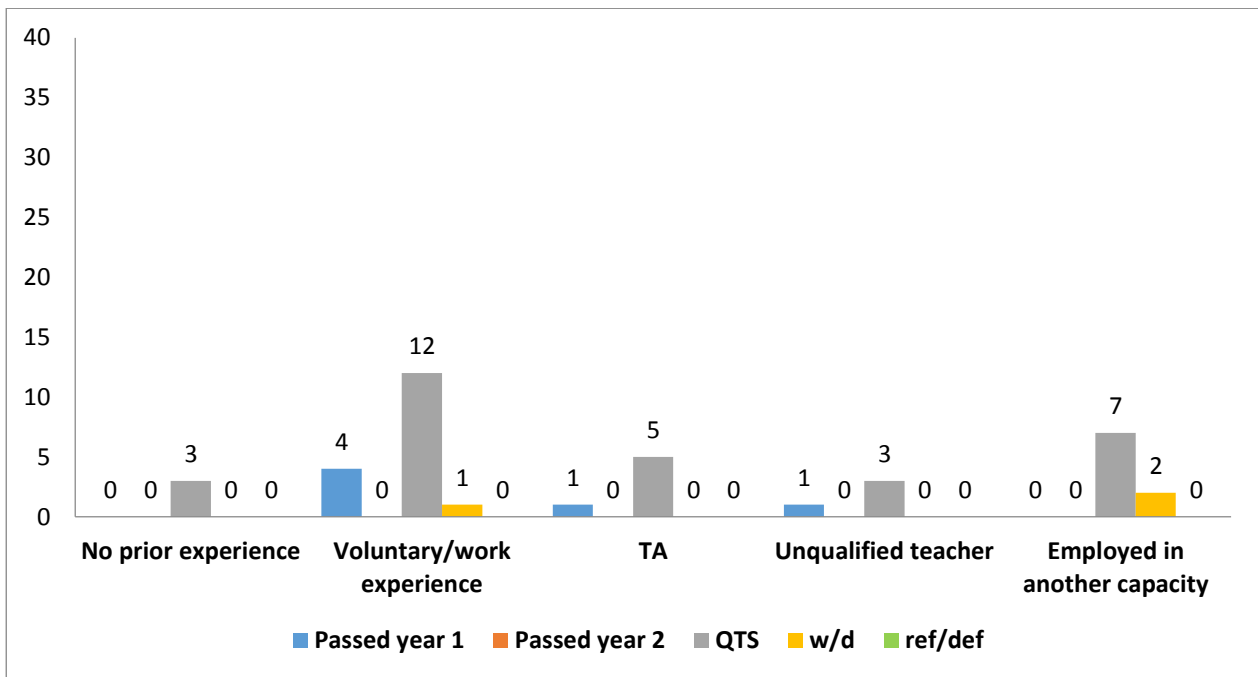ni; Other Asian background; and other mixed background). This information was not available for four students (4%). Respondents' type of prior experience and outcome are shown according to ethnic group in Figures 5 and 6 (Appendix 1: Table A5/A6). Again, it should be noted that respondents could select more than one type of prior experience. The number of respondents from minority ethnic groups is too small to allow meaningful comparison between the pattern of prior experience for students in minority ethnic groups with the pattern for White students.
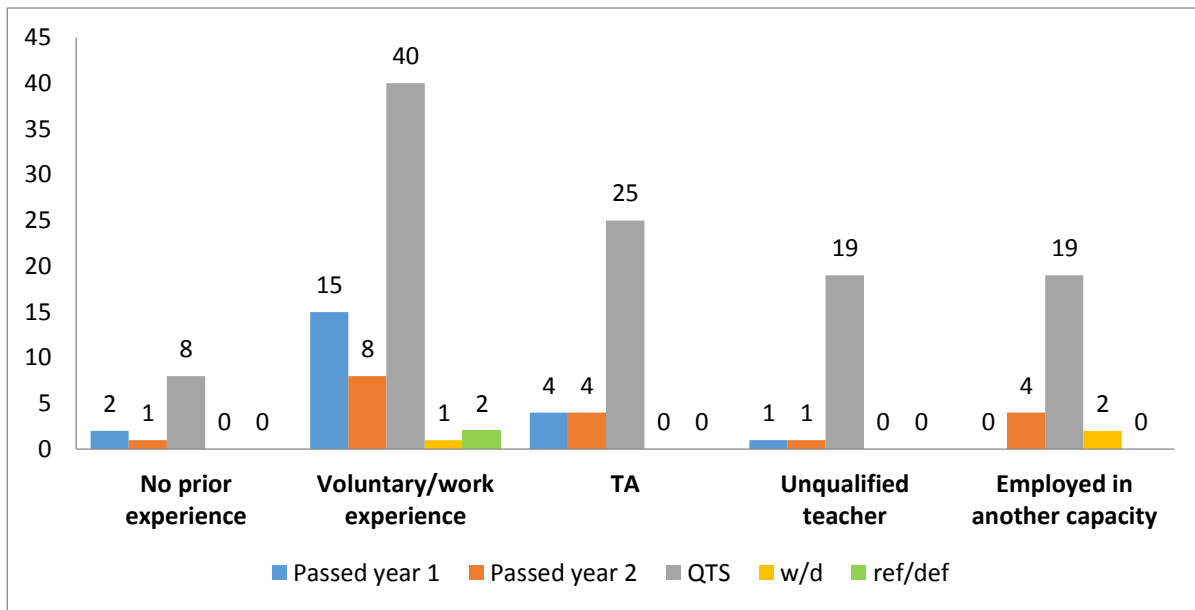
Figure 5   Type of prior experience and outcome for White students
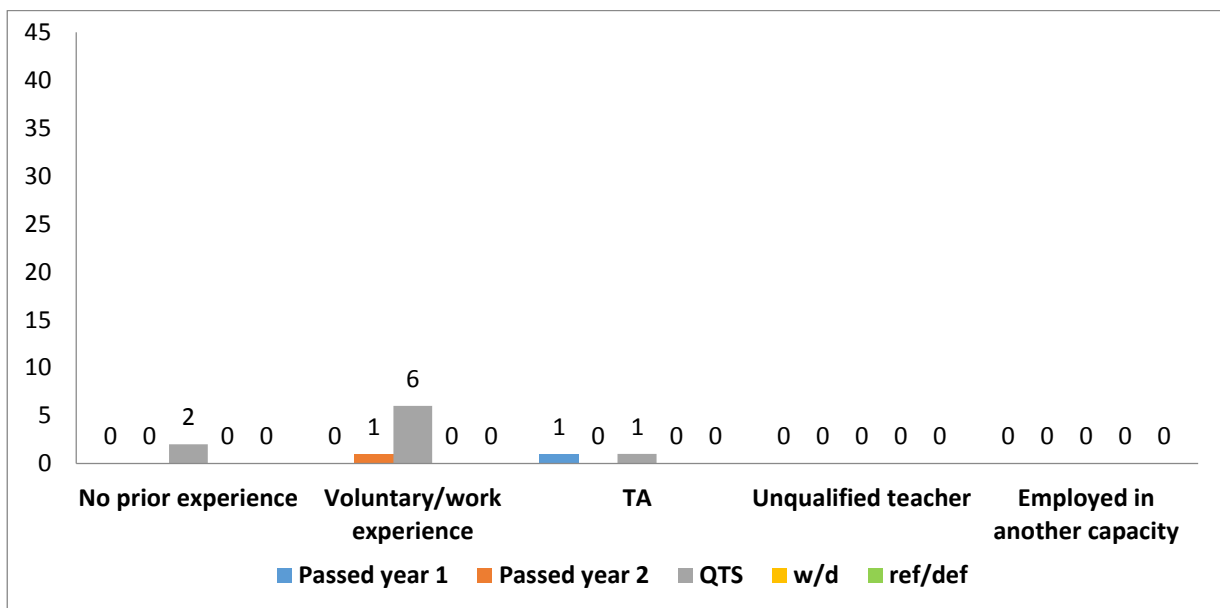
Figure 6   Type of prior experience and outcome for students from minority ethnic groups
(Mixed: White and Black African; Black or Black British: Caribbean; Other Black background; Asian or Asian British: Pakistani; Other Asian background and other mixed background)

4.2.5   Is there any difference between the prior experience of those doing shortage subjects compared to other secondary subjects?

For respondents from secondary programmes, the length of prior experience in school for those students doing 'shortage' secondary subjects compared to those doing non-shortage subjects is shown in Figure 7. These shortage subjects are: chemistry, computer science, maths, modern foreign languages (MFL) and physics. For these respondents, the findings suggest that there is a tendency for students in shortage secondary subjects to have less prior experience than students in non-shortage subject areas. These data are available in Appendix 1: Table A7.
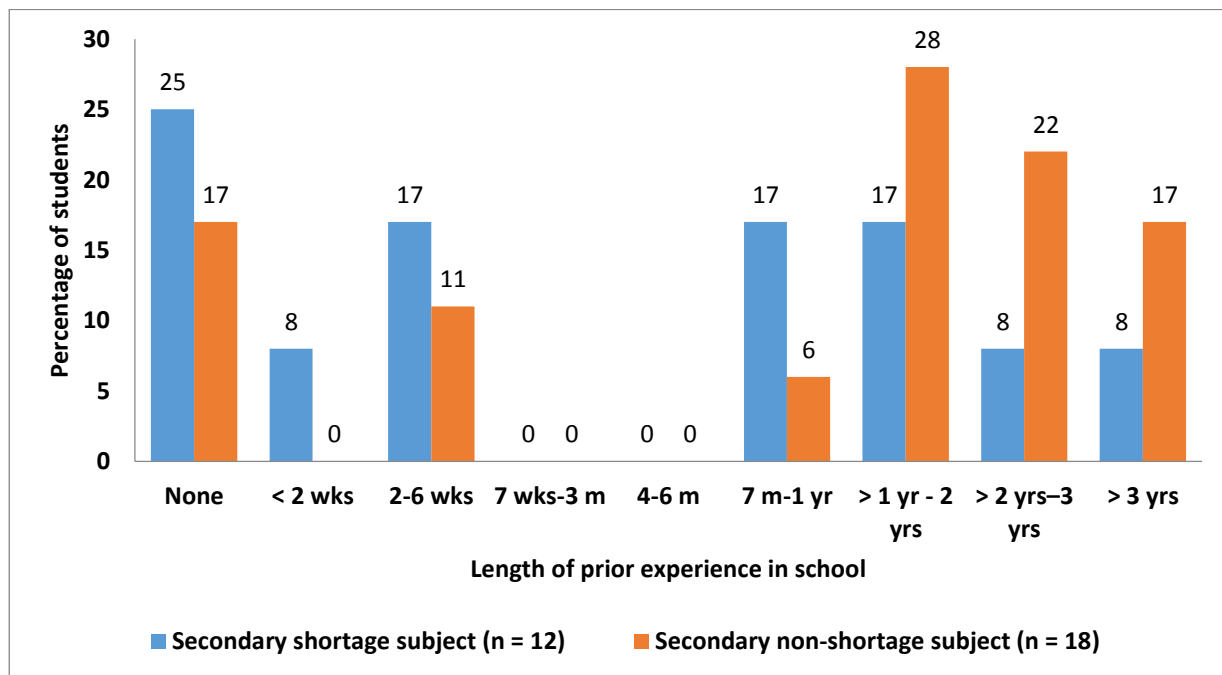
Figure 7   Length of prior experience and percentage of students taking secondary shortage and non-shortage subjects

5 Potential impact of this project

This project was designed to contribute research evidence to support the development of practice in ITE within the School of Education with respect to recruitment and selection and the nature of the programme and taught course. Although the research findings should be interpreted cautiously within the context of the limitations of the survey method, the response rate and the small number of respondents from some programmes, they might suggest that the recruitment and selection processes with respect to suitability for the programme and the nature of the programme and taught course are effective.

In summary the findings show:

- some differences in the pattern of prior experience for respondents completing primary and secondary programmes. Two-thirds of all 112 respondents (n=75; 67%) reported that they had experience of voluntary work in school before entry to the teacher education programme. Students entering primary programmes were more likely to have had voluntary experience in school (n=64; 78%) than those entering secondary programmes (n=11; 37%) who were more likely to have had experience in another school role.

- the reported total length of prior experience in school before starting their teaching programme at the University ranged from less than two weeks (n=5; 4%) to more than three years (n=23; 21%). Thirteen respondents (12%) reported that they had no relevant prior experience although further investigation suggested that they all had appropriate prior experience of one form or another. For those 78 respondents for whom final outcome was available (QTS grade, withdrawal or referral/deferral) there was no clear correlation between respondents' length of prior experience in school and outcome.

- the pattern for types of work experience is broadly similar for both female (n=88; 79%) and male (n=24; 21%) students.

- the number of respondents from minority ethnic groups is too small to allow meaningful comparison between the pattern of prior experience for students in minority ethnic groups (n=10; 9%) with the pattern for White students (n=98; 91%).

- there is a tendency for students in shortage secondary subjects to have less prior experience than students in non-shortage subject areas.

On the basis of these findings, no changes in practice would be suggested. However, as some participants indicated during the survey that they had not had experience in school prior to starting their teacher education programme it might be helpful to raise students' awareness of their prior experience during the programme.

References

Hobson, A.J., Malderez, A., Tracey, L., Giannakaki, M.S., Pell, R.G., Kerr, K., Chambers, G.N., Tomlinson, P.D. & Roper, T. (2006) *Becoming a teacher: student teachers' experiences of initial teacher training in England.* Research Report No. 744. Nottingham: Department for Education and Skills (DfES). Available from: https://core.ac.uk/download/pdf/9063664.pdf

Hobson, A.J., Malderez, A., Tracey, L., Homer, M.S., Ashby, P., Mitchell, N., McIntyre, J., Cooper, D., Roper, T., Chambers, G.N., & Tomlinson, P.D. (2009) *Becoming a teacher: teachers' experiences of initial teacher training, induction and early professional development*. Final Report. Research Report DCSF-RR115. Nottingham: Department for Children, Schools and Families (DCSF). Available from: http://dera.ioe.ac.uk/11168/1/DCSF-RR115.pdf

Appendix 1 – Data tables

NB: Respondents could select more than one type of prior experience.

Table A1. Total length of prior experience and outcome for all respondents (see Figure 1)

Total length of prior experience	Passed year 1	Passed year 2	QTS	w/d	ref/def	Total
No experience	2	1	10	0	0	**13**
Less than 2 weeks	3	0	2	0	0	**5**
2-6 weeks	4	0	13	1	0	**18**
7 weeks to 3 months	3	1	2	0	0	**6**
4-6 months	2	0	7	0	1?	**10**
7 months-1 year	2	4	5	0	1	**12**
More than 1 year-2 years	1	3	10	0	0	**14**
More than 2 years–3 years	1	1	8	1	0	**11**
More than 3 years	3	2	18	0	0	**23**
Total number of students	**21**	**12**	**75**	**2**	**2**	**112**

* Time employed as a school cleaner (two respondents) has not been included as this experience might have been outside of hours pupils were in school

Table A2. Total length of prior experience and QTS grade

Total length of prior experience	1*	1	2	3	w/d	Ref/def	Total
No experience	1	6	3	0	0	0	**10**
Less than 2 weeks	0	1	1	0	0	0	**2**
2-6 weeks	1	8	4	0	1	0	**14**
7 weeks to 3 months	1	0	1	0	0	0	**2**
4-6 months	0	2	5	0	0	0	**7**
7 months-1 year	2	2	1	0	0	1	**6**
More than 1 year-2 years	2	3	5	0	0	0	**10**
More than 2 years–3 years	2	3	3	0	1	0	**9**
More than 3 years	5	9	3	1	0	0	**18**
Total number of students	**14**	**34**	**26**	**1**	**2**	**1**	**78**

Table A3. Type of prior experience and outcome for female students (n=88)

Type of prior experience	Passed year 1	Passed year 2	QTS	w/d	Ref/def	Total
No prior experience	2	1	7	0	0	**10**
Voluntary/work experience	11	9	36	0	2?	**58**
Teaching assistant	4	4	25	0	0	**33**
Unqualified teacher	0	1	15	0	0	**16**
Employed in another capacity in school	0	4	14*	0	0	**18**

* Two respondents on the BEd3 programme had prior experience as school cleaners. This experience has not been included as it might have taken place outside of hours pupils were in school

Table A4. Type of prior experience and outcome for male students (n=24)

Type of prior experience	Passed year 1	Passed year 2	QTS	w/d	Ref/def	Total
No prior experience	0	0	3	0	0	**3**
Voluntary/work experience	4	0	12	1	0	**17**
Teaching assistant	1	0	5	0	0	**6**
Unqualified teacher	1	0	3	0	0	**4**
Employed in another capacity in school	0	0	7	2	0	**9**

Table A5/A6 Type of prior experience and outcome for different ethnic groups

White (n=98)						
Type of prior experience	**Passed year 1**	**Passed year 2**	**QTS**	**w/d**	**Ref/def**	**Total**
No prior experience	2	1	8	0	0	**11**
Voluntary/work experience	15	8	40	1	2	**66**
Teaching assistant	4	4	25	0	0	**33**
Unqualified teacher	1	1	19	0	0	**21**
Employed in another capacity in school	0	4	19*	2	0	**25**

* Two respondents on the BEd3 programme had prior experience as school cleaners. This experience has not been included as this might have taken place outside of hours pupils were in school

Mixed: White and Black African (n=1)						
Type of prior experience	**Passed year 1**	**Passed year 2**	**QTS**	**w/d**	**Ref/def**	**Total**
No prior experience	0	0	0	0	0	**0**
Voluntary/work experience	0	0	1	0	0	**1**
Teaching assistant	0	0	0	0	0	**0**
Unqualified teacher	0	0	0	0	0	**0**
Employed in another capacity in school	0	0	0	0	0	**0**

Black or Black British: Caribbean (n=1)						
Type of prior experience	**Passed year 1**	**Passed year 2**	**QTS**	**w/d**	**Ref/def**	**Total**
No prior experience	0	0	0	0	0	**0**
Voluntary/work experience	0	1	0	0	0	**1**
Teaching assistant	0	0	0	0	0	**0**
Unqualified teacher	0	0	0	0	0	**0**
Employed in another capacity in school	0	0	0	0	0	**0**

Other Black background (n=1)						
Type of prior experience	**Passed year 1**	**Passed year 2**	**QTS**	**w/d**	**Ref/def**	**Total**
No prior experience	0	0	0	0	0	**0**
Voluntary/work experience	0	0	1	0	0	**1**
Teaching assistant	0	0	0	0	0	**0**
Unqualified teacher	0	0	0	0	0	**0**
Employed in another capacity in school	0	0	0	0	0	**0**

Asian or Asian British: Pakistani (n=2)						
Type of prior experience	**Passed year 1**	**Passed year 2**	**QTS**	**w/d**	**Ref/def**	**Total**
No prior experience	0	0	0	0	0	**0**
Voluntary/work experience	0	0	2	0	0	**2**
Teaching assistant	0	0	0	0	0	**0**
Unqualified teacher	0	0	0	0	0	**0**
Employed in another capacity in school	0	0	0	0	0	**0**

Other Asian background (n=3)						
Type of prior experience	**Passed year 1**	**Passed year 2**	**QTS**	**w/d**	**Ref/def**	**Total**
No prior experience	0	0	1	0	0	**1**
Voluntary/work experience	0	0	1	0	0	**1**
Teaching assistant	1	0	0	0	0	**1**
Unqualified teacher	0	0	0	0	0	**0**
Employed in another capacity in school	0	0	0	0	0	**0**
Other mixed background (n=2)						
Type of prior experience	**Passed year 1**	**Passed year 2**	**QTS**	**w/d**	**Ref/def**	**Total**
No prior experience	0	0	1	0	0	**1**
Voluntary/work experience	0	0	1	0	0	**1**
Teaching assistant	0	0	1	0	0	**1**
Unqualified teacher	0	0	0	0	0	**0**
Employed in another capacity in school	0	0	0	0	0	**0**
Information refused/not completed (n=4)						
Type of prior experience	**Passed year 1**	**Passed year 2**	**QTS**	**w/d**	**Ref/def**	**Total**
No prior experience	0	0	0	0	0	**0**
Voluntary/work experience	0	0	2	0	0	**2**
Teaching assistant	0	0	4	0	0	**4**
Unqualified teacher	0	0	0	0	0	**0**
Employed in another capacity in school	0	0	2	0	0	**2**

Table A7. Length of prior experience and shortage/non-shortage subjects

Length of prior experience	Number (%) of students taking secondary shortage subjects	Number (%) of students taking secondary non-shortage subjects
No experience	3 (25)	3 (17)
Less than 2 weeks	1 (8)	0
2-6 weeks	2 (17)	2 (11)
7 weeks to 3 months	0	0
4-6 months	0	0
7 months - 1 year	2 (17)	1 (6)
More than 1 year - 2 years	2 (17)	5 (28)
More than 2 years – 3 years	1 (8)	4 (22)
More than 3 years	1 (8)	3 (17)
Total number of students	**12**	**18**