



Department  
for Education

# **Education and Training Statistics for the United Kingdom: 2019**

**Country Information and Data Sources**

**November 2019**

# Country Information and Data Sources

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## Education Systems in the UK

1. Across the UK there are five stages of education: early years; primary; secondary; Further Education (FE) and Higher Education (HE). Education is compulsory for all children between the ages of 5 (4 in Northern Ireland) and 16. In England, young people must also do one of the following until they are 18: stay in full-time education; start an apprenticeship or traineeship; work or volunteer while in part-time education or training. FE is not compulsory and covers non-advanced education that can be taken at further (including tertiary) education colleges and HE institutions (HEIs). The fifth stage, HE, is study beyond A levels and their equivalent which, for most full-time students, takes place in universities and other HEIs and colleges.

### Early Years Education

2. In England since 2010, all three and four year-olds are entitled to 15 hours of free nursery education for 38 weeks of the year, increasing to 30 hours from September 2017. Early Years education takes place in a variety of settings including state nursery schools, nursery classes and reception classes within primary schools, as well as settings outside the state sector such as voluntary pre-schools, privately run nurseries and childminders. In recent years there has been a major expansion of Early Years education and childcare. The Foundation Stage was first introduced in 2000, and covered children's education from the age of 3 to the end of the reception year, when children are aged 5. The Early Years Foundation Stage (EYFS) came into force in 2008, and is a single regulatory and quality framework for the provision of learning, development and care for children in all registered early years settings between birth and the academic year in which they turn 5. The statutory EYFS framework requires the EYFS profile assessment to be carried out in the final term of the year in which a child reaches age 5, and no later than 30 June in that term.
3. In Wales, children are entitled to a free part-time place from the term following a child's third birthday until they enter statutory education. These places can be in a maintained school or a non-maintained setting such as a voluntary playgroup, private nursery or childminder that is approved to provide education. The Foundation Phase is a holistic developmental curriculum for 3 to 7-year-olds based on the needs of the individual child to meet their stage of development. Statutory rollout of the Foundation Phase framework started in 2008 and the process was completed in the 2011/12 school year.
4. The commitment in the Northern Ireland Executive's Programme for Government is to 'ensure that at least one year of pre-school education is available to every family that wants it.' Funded pre-school places are available in statutory nursery

schools and units and in those voluntary and private settings participating in the Pre-School Education Programme (PSEP). Places in the voluntary/private sector are part-time whilst, in the statutory nursery sector, both full-time and part-time places are available. Pre-school education is designed for children in the year immediately before they enter Primary 1. Taking into account the starting age for compulsory education in Northern Ireland, this means children are aged between 3 years 2 months and 4 years 2 months in the September in which they enter their final pre-school year. The Programme incorporates a number of features designed to promote high quality pre-school education provision in all settings including a curriculum which is common to all those involved in pre-school education.

5. In Scotland, early learning and childcare covers ages 0-5 with Curriculum for Excellence being introduced from the age of 3. Nationally funded learning provision typically starts with early learning and childcare. The Children and Young People (Scotland) Act 2014 has increased the amount of funded early learning and childcare to 600 hours a year for all 3 and 4 year-olds, and extended this provision to over a quarter of all 2 year-olds. This includes those 2 year-olds who are, or have been at any point since their 2nd birthday, looked after by the local authority, under a kinship care or guardianship order; those with a parent in receipt of out of work benefits (as defined by the Department for Work and Pensions) and those who meet the Free School Lunch criteria.
6. Local authorities have a duty to secure a part-time funded place for every eligible child starting. Broadly speaking, for eligible 2 year-olds the funded entitlement starts from the beginning of the school term after their second birthday, or the school term after their parent starts receiving a qualifying benefit; and, for 3 year-olds, from the beginning of the school term after the child's third birthday. Early learning and childcare can be provided by local authority centres, or private and voluntary providers under a partnership arrangement.
7. As the current statutory starting age for early learning and childcare is the first term after the 3rd birthday, this broadly means children have access to a different number of terms of early learning and childcare depending on when their birthday falls. For the youngest children in the cohort (born in January and February), who would stand to receive the least amount of terms, parents can also choose to defer entry to primary school, and local authorities are required to provide an additional year of early learning and childcare. For children with birthdays between September and December, parents may request a deferment but it is at the discretion of local authorities to reach a decision on a case by case basis. If the local authority agrees that deferred entry to primary school is in the best interests of the child, they have a discretionary power to provide an additional year of funded early learning and childcare. If the local authority does not agree that a deferment is in the best interest of the child, a parent can still choose to defer their

entry to primary school, however they will not receive additional funded early learning and childcare.

## Primary Education

8. The primary stage covers three age ranges: nursery (under 5), infant (5 to 7 or 8) (key stage 1) and junior (up to 11 or 12) (key stage 2). In Northern Ireland the statutory curriculum is split across 3 stages: Foundation Stage (the first two years of primary school, ages 4-6), KS1 (6 to 8) and KS2 (9 to 11). In Wales, although the types of school are the same, the Foundation Phase has brought together what was previously known as the Early Years (from 3 to 5-year-olds) and key stage 1 (from 5 to 7-year-olds) of the national curriculum to create one phase of education for children aged between three and seven. In Scotland, learning in primary schools (ages 5-11 in general) is part of the broad general education phase of Curriculum for Excellence (CfE), an integrated curriculum from 3-18.
9. In England, primary schools generally cater for 4-11 year-olds. Some primary schools may have a nursery or a children's centre attached to cater for younger children. Most public sector primary schools take both boys and girls in mixed classes. It is usual to transfer straight to secondary school at age 11 in England, Wales and Northern Ireland or 12 in Scotland, but in England some children make the transition via middle schools catering for various age ranges between 8 and 14. Depending on their individual age ranges, middle schools are classified as either primary or secondary. In England, the first primary academies (publicly funded state schools that are independent of local authorities) opened in 2010. In Wales, middle schools are a separate sector as they have pupils from nursery to the end of secondary years.
10. The major goals of primary education are achieving basic literacy and numeracy amongst all pupils, as well as establishing foundations in science, mathematics and other subjects. In England, all schools are legally required to provide a broad and balanced curriculum, and all maintained schools must teach the national curriculum for 5-16 year-olds. Children in England and Northern Ireland are assessed at the end of key stage 1 and key stage 2. In Wales, all learners in their final year of Foundation Phase and key stage 2 must be assessed through teacher assessment and National Reading and Numeracy Tests track the progress of pupils from the end of the Foundation Phase right the way through into secondary education. The tests are designed to give teachers a clearer insight into a learner's development and progress. This allows them to identify strengths and areas for improvement and to intervene at an earlier stage if learners are falling behind. In Scotland, primary features learning across 8 curriculum areas, as well as a strong focus on the development of literacy and numeracy skills and health

and wellbeing across learning. Teachers will use a range of assessment methods to monitor learners' progress, including national standardised assessments at P1, P4 and P7, and to plan next steps in learning.

## Secondary Education

11. In England, public provision of secondary education in an area may consist of a combination of different types of school, the pattern reflecting historical circumstance and the policy adopted by the local authority. Comprehensive schools largely admit pupils without reference to ability or aptitude and cater for all the children in a neighbourhood, but in some areas they co-exist with other types of schools, for example grammar schools.
12. Academies, operating in England, are publicly funded independent schools. Academies have greater freedoms to innovate and raise standards. These include freedom from local authority control, the ability to set their own pay and conditions for staff, freedom around the delivery of the curriculum and the ability to change the lengths of terms and school days. The first academies opened in 2002 with the objective of replacing poorly performing schools. Academies were established and driven by external sponsors, to achieve a transformation in education performance. The academies programme was expanded from 2010 to enable all maintained primary, secondary and special schools to apply to become an academy. Schools that are performing well are able to become academies without a sponsor, and are expected to work with underperforming schools to help raise standards. Other schools can become academies if they join an academy trust with an excellent school or an education partner with a strong record of improvement.
13. Free schools were introduced by the Conservative-Liberal Democrat coalition as an extension of the academies programme making it possible for parents, teachers, charities and businesses to set up their new schools provided there is demand from parents for them to do so. The first free schools opened in 2011 and about a third are secondary schools.
14. University technical colleges are 14-19 institutions that provide a technical education alongside GCSEs. They are employer and university led and these sponsors design the curriculum and specialisms, provide mentoring and working experience opportunities to equip the students with the skills that employers demand.
15. Studio schools also offer academic and vocational qualifications that are taught in a practical and project-based way. Study is combined with work placements with local and national employers who are involved in the school. The distinction

between studio schools and other 14-19 provision is that they have a strong emphasis on practical work and enterprise. Though studio schools may have a 'specialism', they will focus mainly on equipping students with a wide range of employability skills and a core of academic qualifications.

16. In Wales, secondary schools take pupils at 11 years old until the end of statutory school age and beyond. Secondary education is also provided in middle schools and some special schools, Pupil Referral Units and Independent schools. All are maintained by the local authorities with the exception of Independent schools.
17. In Northern Ireland, post-primary education consists of five compulsory years and two further years if students wish to remain in school to pursue post GCSE / Level 2 courses to Level 3. The statutory curriculum runs until a pupil has completed the compulsory years of education and is split across two key stages (Key Stage 3 and 4) year. In Key Stage 4, children are entitled to access to at least 21 courses, of which at least one third must be general subjects, and one third applied subjects; courses may be offered in the child's own school or may be accessed in another school or FE college. Ministerial policy is that transfer from primary school should be on the basis of non-academic criteria; however some post-primary schools can still legally admit pupils based on academic performance.
18. Education authority secondary schools in Scotland are comprehensive in character and offer six years of secondary education, with compulsory age being 16 (S4); however, in some remote areas there are several schools which cover only some of these six years, with primary provision also sometimes offered within the same establishment. The broad general education phase of CfE is up to the end of S3, providing a strong grounding for a move to study for qualifications and awards in the senior phase (S4-S6).
19. At the end of this stage of education, pupils are normally entered for a range of external examinations. Most frequently, these are GCSE (General Certificate of Secondary Education) in England, Wales and Northern Ireland. In Scotland, pupils can study for a wide range of National Qualifications (NQ), vocational qualifications, awards, Foundation and Modern Apprenticeships (across SCQF levels 1 to 7). Collaborative approaches to learning, e.g. school-college partnerships, widen choice and enables learning to be tailored to young people's needs and aspirations.
20. Advanced Subsidiary (AS) and Advanced (A) level qualifications are the traditional academic qualifications offered by schools and colleges in England, Wales and Northern Ireland. Many students take AS and A level qualifications in years 12 and 13 (years 13 and 14 in Northern Ireland) after completing their GCSEs, though adults can take them too. Students can choose from a wide range of academic subjects, as well as some work-related subjects. The primary purpose of A levels

is to prepare students for degree-level study; over 80% of students with 2 or more A levels go on to higher education. The A level normally takes two years to complete full-time, although they are also available to study part-time.

21. A levels offered by Awarding Organisations in Wales and Northern Ireland are made up of the AS level and the A2. The AS level is taken at the end of the first year of an A level course and can be either a free standing qualification in its own right, or make up the first 40% of a full A level. At the end of the AS year, students can choose to continue to the second year to complete the full A level or not. In year two of a full A level, students take the A2 which is designed to deepen the knowledge gained during the AS level. In England, from September 2015 the AS level has been entirely decoupled from the A level and is a free standing qualification in its own right. Students can choose to enter the AS but it will not contribute to the full A level or students can enter the full A level.
22. In future, A levels offered by English Awarding Organisations will be fully linear with all assessment at the end of two years. Universities will also lead a review of A levels to ensure that the qualification provides students with the knowledge and skills they need to begin undergraduate study.
23. The first new linear A levels were available in schools for first teaching in September 2015. A levels requiring more substantial changes and input from universities are also available in schools ready for first teaching in September 2016 with the majority of the remaining subjects to be available for first teaching from September 2017.
24. In Wales, pupils may take A levels or other level 3 qualifications in a number of different types of educational setting e.g. school sixth forms, FE colleges, or through work based learning. The data for Wales within this secondary education sector only includes school sixth forms.
25. In Scotland pupils tend to study qualifications at SCQF level 6 (including Highers) in their fifth year at secondary school, and in sixth year they may study more SCQF level 6 and/or SCQF level 7 qualifications (including Advanced Highers) However, there are no pre-conceived notions about which qualifications and awards should be taken when. The guiding principle is that qualifications are taken at the right stage for each learner, over the three years of the Senior Phase. A wide range of qualifications and awards are available at each SCQF level, to meet the needs and aspirations of learners. Adults may also study Highers at college without needing previous qualifications. Scottish universities usually express their entry requirements in terms of Highers.



## Qualifications

26. The qualifications that pupils work towards at the end of their secondary schooling and beyond are determined by the devolved authorities in each of the four UK countries. In England, Northern Ireland and Wales all qualifications can be mapped onto the National Qualifications Framework (NQF), which has nine levels from entry level to doctorate (for example, PhD) level. In Scotland all qualifications can be mapped onto the Scottish Credit and Qualifications Framework (SCQF).

NQF Entry Level	NQF Level 1	NQF Level 2	NQF Level 3	NQF Level 4	NQF Level 5	NQF Level 6	NQF Level 7	NQF Level 8
Entry level awards, certificates or diplomas	GCSE grades D-G / 1-3	GCSE grades A*-C / 4-9	AS and A levels	Certificate of Higher Education	Diploma of Higher Education, Foundation Degree	Honours Degree	Master's degree	Doctorate

SCQF Level 1	SCQF Level 2	SCQF Level 3	SCQF Level 4	SCQF Level 5	SCQF Level 6
National 1	National 2	National 3	National 4	National 5	Higher
SCQF Level 7	SCQF Level 8	SCQF Level 9	SCQF Level 10	SCQF Level 11	SCQF Level 12
Advanced Higher, Certificate of Higher Education	Diploma of Higher Education	Bachelors, Ordinary Degree	Honours Degree, Graduate Diploma	Master's Degree	Doctorate

27. In England, new GCSEs in English and mathematics were taught from September 2015 with the first examinations taking place in Summer 2017. New GCSEs in other subjects were phased in for first teaching from September 2016, continuing into 2017 and a very small number from 2018. As part of these reforms, a new grading system was introduced from 2017 to replace the A\* to G system with a new 9 to 1 scale. In the first year each new GCSE subject is introduced, broadly the same proportion of students will get a grade 7 or above, grade 4 or above, and grade 1 or above as would have got a grade A or above, grade C or above, and grade G or above in the old system. [More details about the 9-1 grading system can be found here.](#)

28. In England, Wales and Northern Ireland, pupils commonly take GCSEs at 16 and A levels at 18. GCSEs at grades G to D (1-3 for new GCSEs in England) are equivalent to a Level 1 on the NQF, whilst GCSEs at grades C to A\* (4-9 for new GCSEs in England) are equivalent to a Level 2. A levels at all grades (A\* to E) are equivalent to a Level 3. The national performance measures used to hold schools to account in England does not include the grades pupils achieved through resits; however, these are included in Wales and Northern Ireland.

New national performance measures were introduced for England in 2015/16. Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment at the end of primary school. Attainment 8 measures the achievement of a pupil across eight 8 qualifications including English (double weighted if the combined English qualification, or both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list. More information is available in the Progress 8 and Attainment 8 guidance.

Users should be cautious when comparing headline measures between 2018 and 2017 in England. In 2018, Attainment 8 had a maximum point score of 90, compared to a maximum of 87 to 2017, as a result of the phased introduction of reformed GCSEs. This difference should be taken into account when considering any change in Attainment 8 scores between 2017 and 2018.

29. Qualifications in Scotland are based on the Scottish Credit and Qualifications Framework (SCQF). There are 12 levels on the framework, SCQF levels 1 to 7 are covered by school education. The new National qualifications make up SCQF levels 3 to 5. For most young people in Scotland S4 is the last compulsory year of school, but the majority will choose to stay on and complete S5 and S6. Highers (SCQF level 6) are generally taken in S5/S6; Highers, sometimes along with Advanced Highers (SCQF level 7, usually taken in S6) are the qualifications required for entry to Higher Education. School leaver data looks at a pupil's attainment throughout their school education. The leaver cohort is made up of all pupils who leave during or at the end of that year, so it contains pupils who leave at various stages of their schooling. Although Standard Grades (SCQF levels 3 to 5) were not available in 2013/14, the 2013/14 school leaver data will include Standard Grade attainment of leavers who sat these qualifications in earlier years of their schooling. New Highers were phased in in 2014/15 and run concurrently with the previous qualifications. Both sets of qualifications meet the SCQF level 6 standard and are comparable.

## **Further Education (FE)**

30. Further Education in a general sense covers all courses taken after the period of compulsory education between the ages of 16 to 18. This may be at any level from basic skills training to higher vocational education.

31. A distinction is usually made between FE and HE. HE is education at a higher level than secondary school and is usually provided in distinct institutions such as universities. FE in the United Kingdom includes education for people over 16, usually excluding universities. It is primarily taught in FE colleges, work-based learning, and adult and community learning institutions, although some HEIs are involved in some FE provision. This includes post-16 courses similar to those taught at schools and sub-degree courses similar to those taught at HE colleges (which also teach degree-level courses) and at some universities.
32. Colleges in England that are regarded as part of the FE sector include general FE (GFEC) and tertiary colleges, sixth form colleges, specialist colleges (mainly colleges of agriculture and horticulture, and colleges of drama and dance), National Colleges, Institutes of Technology and adult education institutes. In addition, FE courses may be offered in the school sector, both in sixth form (16-19) schools, or, more commonly, sixth forms within secondary schools. Since 2012, it has been possible to establish academies for 16-19 year-olds. The scope of provision by Further Education Institutions in England has widened further in recent years and now includes significant provision of Higher Education provision. As at 27 September 2018, 210 Further Education providers were delivering Higher Education as an important and distinctive part of a Higher Education partnership. Level 4 and 5 education straddles the Further Education and Higher Education regulatory systems, creating a number of complexities. The Government has launched a Review of these levels of learning to consider the supply of, and demand for, high quality higher-level classroom-based technical education. Part of the review is designed to ensure that reforms to higher-level technical education align with wider policy developments across Higher and Further Education.
33. In England, FE is often seen as forming one part of a wider learning and skills sector, alongside workplace education, prison education, and other types of non-school, non-university education and training. Since 2016 the sector has been overseen by Department for Education.
34. In England, work-based learning, such as that linked with apprenticeships and vocational qualifications, and adult and community learning will be joined in 2020 by T levels in a new landscape of post 16 provision. T levels are new technical programmes that will be available full time in colleges, and other education providers as part of the transformation of technical education in the UK. They will generally last for two years – and are level 3 programmes. T levels are intended to form part of a clear and high quality technical pathway that spans all levels of learning and supports progression to employment and higher levels of study.
35. In Wales, there are 13 institutions that deliver a diverse range of FE courses. FE is considered part of a wider post-16 sector that includes work-based learning and

adult community learning. Two FE institutions are part of wider group structures with HE institutions; there is one sixth form college and one adult learning specialist institution. The sector sits alongside sixth form provision within schools. Under the Learning and Skills (Wales) Measure 2009, learners are entitled to 30 subject choices, of which at least five must be vocational.

36. In Scotland, the college sector delivers around 40% of undergraduate entrants at the HE level. HNCs and HNDs make up the majority of the HE courses at college and are at SCQF level 7 and 8. Colleges run FE courses from SCQF levels 1 to 6 including most apprenticeship training programmes. School pupils are also able to study at college as part of their curriculum. This can be for National qualifications such as highers but also vocational subjects such as construction or engineering. Some of these pupils will study HNC qualifications that are at the HE level. In contrast to other parts of the UK, Scottish colleges deliver more HE courses alongside their FE level provision.

37. Learners in Northern Ireland schools post-16 are entitled to access to at least 21 courses, of which at least one third must be general subjects, and one third applied subjects; courses may be offered in the child's own school or may be accessed in another school or FE college. In Northern Ireland, FE is defined as post-statutory education that is not delivered in a school and is not HE. It therefore encompasses professional and technical education and training for full-time learners who left school at 16, apprenticeships, adult education (including part-time learners and continuing education for people in employment) and leisure courses to support lifelong learning. Most of the focus of FE in Northern Ireland is on delivering regulated vocational qualifications to learners at levels 2 and 3 (European Qualifications Framework levels 3 and 4, respectively), but a number of providers also deliver qualifications at higher levels, as well as more general qualifications such as essential skills or A levels.

## Higher Education (HE)

38. Higher education in the UK is defined as any course that is of a standard that is higher than GCE A level, the Higher Grade of the SCE/National Qualification, GNVQ/NVQ level 3 or the Edexcel (formerly BTEC) or SQA National Certificate/Diploma.

39. Students normally attend HE courses at Higher Education Institutions (HEIs), but some attend at Further Education Colleges (FECs). As a result of the Further and Higher Education Act 1992, former polytechnics and some other HEIs were designated as universities in 1992/93.

40. There are three main levels of HE course:

- a. Undergraduate courses which include first degrees (honours and ordinary), first degrees with qualified teacher status, enhanced first degrees, first degrees obtained concurrently with a diploma, and intercalated first degrees (where first degree students, usually in medicine, dentistry or veterinary medicine, interrupt their studies to complete a one-year course of advanced studies in a related topic).
- b. Postgraduate courses leading to higher degrees, diplomas and certificates (including Doctorate, Masters (research and taught), Postgraduate diplomas and certificates as well as postgraduate certificates of education (PGCE) and professional qualifications) which usually require a first degree as entry qualification.
- c. Other undergraduate courses that include all other HE courses, for example SVQ or NVQ: Level 5, Diploma (HNC/D level for diploma and degree holders), HND (or equivalent), HNC (or equivalent) and SVQ or NVQ: Level 4 and Diplomas in HE.

# Notes on Data Sources

## Schools

1. Data on pupils enrolled in schools in England were collected from schools and local authorities in January as part of the spring school census and the school level annual school census (for independent schools). They were published the following June in the [Schools, Pupils and Their Characteristics](#) publication.
2. Annual schools census counts are carried out in January for pupils in Wales at individual pupil level and October for pupils in Northern Ireland. The annual schools census count for pupils in Scotland is carried out in September (excluding information on school meals, which is collected in a separate survey in February) - although the course of study followed by pupil aged 16 and over is not collected, but examination results for each subject are received in August.

## Teachers

3. Data on the school workforce employed in local authority maintained nursery, primary, secondary and special schools and all primary, secondary, and special academy schools and free schools in England were collected from schools and local authorities in November as part of the annual School Workforce Census. Academies and free schools can employ teachers without qualified teacher status (QTS), therefore pupil: teacher ratios are calculated both including teachers without QTS from 2016/17. Time series are available both including and excluding teachers without QTS in the [School workforce in England](#) publication. Data on independent schools, sixth form colleges and further education establishments are not included. Data on teachers at independent schools is collected via the [School Level Annual School Census \(SLASC\)](#).
4. Annual teacher numbers in Northern Ireland are based on a reference week in the autumn term. The figures in Table 1.3 include full-time permanent and part-time permanent teachers but exclude temporary teachers i.e. teachers filling vacant posts, secondments or career breaks. Prior to 2003/04, the figures for nursery, primary, secondary (non-grammar) and special schools were extracted from the computerised teachers' payroll system, whilst the figures for grammar schools were obtained from an aggregate statistical return completed by the schools. Now, every grant-aided school is sent a list of teachers derived from the computerised teachers' payroll system, and asked to mark any amendments. The net effect of this change in 2003/04 was that the number of teachers as verified by schools was some 400 lower than the number of teachers extracted from the payroll system, because, for example, substitute teachers had been incorrectly recorded. Prior to 2003/04, the figures for nursery, primary, secondary (non-grammar) and special schools were

extracted from the computerised teachers' payroll system, whilst the figures for grammar schools were obtained from an aggregate statistical return completed by the schools. Now, every grant-aided school is sent a list of teachers derived from the computerised teachers' payroll system, and asked to mark any amendments. The net effect of this change in 2003/04 was that the number of teachers as verified by schools was some 400 lower than the number of teachers extracted from the payroll system, because, for example, substitute teachers had been incorrectly recorded. The Pupil: Teacher Ratio (PTR) calculation uses the teacher count and pupil count from the autumn term and is expressed as full-time equivalents, with part-time hours being converted on the basis that a fulltime working week is 32.4 hours.

5. In Scotland, the staff census covers all publicly funded schools (local authority and grant-aided) and is collected electronically, through local authorities. The accuracy of the reported number of teachers in early learning and childcare (ELC) centres is affected by non-response to the early learning and childcare census. Please see [the latest publication](#) for further information.
6. In Wales, teacher information is collected as part of the school census in January each year. It covers all staff in the school including staff temporarily absent (for less than a term); staff covering anyone on long term absence/sickness leave or secondment (of a term or longer); relief/supply staff filling a nominal vacancy, and peripatetic teachers. The information is at school-level rather than for individual teachers/support staff, though the gender and categories of staff – head teacher, deputy head etc – are shown. Each person working 32.5 hours per week in the LA maintained schools is full time; 26 hours per week is full time in the independent sector.

## Further Education (FE)

7. The source used for FE student data for England is the [Individualised Learner Record](#), whilst college and sixth form college numbers (at the start of September in each academic year) in England were obtained from the [Association of Colleges](#).
8. England FE teaching workforce figures from 2012/13 were provided by the Education and Training Foundation; the approach was to take the total teaching staff FTEs from the [college accounts data](#) for each academic year and apply the male and female teaching FTE percentages derived from the [Staff Individualised Record](#) (SIR) for each academic year (as this is not available in the college accounts data). The college accounts figures are based on information supplied to Agriculture and Horticulture Colleges, Art, Design and Performing Arts Colleges, General Further Education Colleges, Specialist Designated Colleges and Sixth Form Colleges. The SIR percentages are based on information supplied by contributing Agriculture and Horticulture Colleges, General Further Education

Colleges, Specialist Designated Colleges, Sixth Form Colleges and Art, Design and Performing Arts Colleges.

9. FE student numbers in Wales are obtained from the [Welsh Government's Lifelong Learning Wales Record](#) (LLWR) on FE students.
10. Statistical information on FE students in Scotland are provided by the [Scottish Funding Council](#).
11. Statistical information on FE students in Northern Ireland are provided by further education colleges to the Department for the Economy.

## Higher Education (HE)

12. From the academic year 1994/95 onwards, the Higher Education Statistics Agency (HESA) has collected information for HE students within UK HE institutions. The data collected include enrolment numbers, qualifiers and first destinations of qualifiers. This includes students who are registered at HEIs but taught in Further Education Colleges (FECs) through a franchise arrangement. Information about students who register directly on HE courses at FECs comes from the Individualised Learner Record in England and from the Welsh Government, the Scottish Funding Council, and the Northern Ireland Department for the Economy. HESA also collect information on academic and non-academic staff in UK HE institutions via the HESA Staff Record. Further information can be found on the [HESA website](#).
13. Learners that are funded by the Education and Skills Funding Agency (ESFA) are excluded to avoid double reporting with FE.
14. Since 2014, the Higher Education Funding Council for England (HEFCE), and now the Office for Students (OfS), have maintained a register of the HE institutions in England. The register provides information on whether an institution receives funding, its status (e.g. being a university), and awarding powers. Further information can be found on the [OfS website](#).
15. Alternative providers (APs) are higher education providers who do not receive recurrent funding from from the Office for Students (previously HEFCE) or other public bodies and who are not FECs. No information on APs are shown in this publication. Though some data is published on APs by HESA on student numbers, they are not included in this publication because this data is currently only available for England. Furthermore, only data from 2014/15 is currently available for APs, so their inclusion would lead to comparability issues across the time-series period of the UK Education and Training Statistics.



16. The HESA publication on enrolments and qualifications can be found on the [HESA website](#).

## **Public Examinations: GCSE, A level and SQA National Qualifications (NQ)**

17. Data for England and Wales are produced from data provided by the GCSE and A level examining boards and groups. GCSE and A level data for Northern Ireland are derived from the Summary of Annual Examination Results and data provided by the GCSE and GCE examining boards and groups. Scottish data are from the Scottish Qualifications Authority.

## **Education expenditure**

18. HM Treasury provided education expenditure figures in Table 4 from their Public Expenditure Statistical Analysis (PESA). Education expenditure is defined here as under-fives, primary education, secondary education, post-secondary non-tertiary education, tertiary education, subsidiary services to education, research and development education and education not elsewhere covered. This is based on the UN Classification of the Functions of Government (COFOG) and is a sub-set of the education and training category. Training expenditure is not included. Total Expenditure on Services (TES) is a definition of aggregate public spending and covers most expenditure by the public sector that is included in Total Managed Expenditure (TME), where TME is a measure of public sector expenditure drawn from components in national accounts produced by the Office for National Statistics (ONS). TES broadly represents the sum of current and capital expenditure of central and local government, and public corporations, but excludes general government capital consumption and other accounting adjustments.

## **Participation in education, employment or training**

19. Statistics on people aged from 16 to 24 Not in Education, Employment or Training ('NEET') are taken from the Labour Force Survey. Estimates are updated by the [Office for National Statistics](#) (ONS) on a quarterly basis with the October - December quarter reported in this publication to coincide with the start of the academic year, and for comparability with existing Department for Education reporting on 16-18 participation and NEET.

## Highest Qualifications (Labour Force Survey)

20. Estimates for Table 3.3 Highest qualification held by adults aged 19-64 years are derived from the Labour Force Survey (LFS). The LFS is a survey of households living at private addresses in the UK, and is the largest regular social survey in the United Kingdom. Its purpose is to provide information on the UK labour market that can then be used to develop, manage, evaluate and report on labour market policies. The survey is managed by the Social Surveys division of the Office for National Statistics (ONS) in Great Britain and by the Central Survey Unit of the Northern Ireland Statistics and Research Agency (NISRA) in Northern Ireland. The survey targets all people resident in private households, resident in National Health Service accommodation, and young people living away from the parental home in a student hall of residence or similar institution during term time (communal establishments and non-private households - such as residential care homes and university halls of residence – are excluded from the survey).
21. The main strengths of the LFS are that it provides a self-contained, integrated source of information about the Labour market activity (or inactivity) of the whole (household) population, based on a large sample size, and that it uses the internationally standard definitions of employment and unemployment recommended by the International Labour Organisation (ILO).
22. The LFS asks a variety of questions to gather information on any qualifications that respondents hold or are in the process of attaining. These questions have been changed over time to adapt to the changing range of qualifications available across the countries of the UK.

## General Queries

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