



Department  
for Education

# Statistical Volume



# Education and Training Statistics for the United Kingdom: 2012

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## **SYMBOLS USED**

The following symbols have been used throughout the tables:

- . = not applicable
- .. = not available
- = nil or negligible

## **ROUNDING OF FIGURES**

Where figures have been rounded, there may be discrepancies between the sum of constituent items and the totals shown.

## **CONTACTS**

The following is a list of websites for the Department for Education (DfE), the Department for Business, Innovation and Skills (BIS) and the devolved administrations which may be helpful if you have general enquiries about the information contained in this publication, the methodology used to produce the tables or require further information about the topics shown.

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Post-16 statistics :- [www.thedataservice.org.uk](http://www.thedataservice.org.uk)

Lifelong Learning :- <http://www.excellencegateway.org.uk>

Higher Education statistics :- <http://www.hesa.ac.uk/>

BIS statistics:- [www.bis.gov.uk/publications](http://www.bis.gov.uk/publications)

### **Wales**

Welsh statistics: <http://wales.gov.uk/topics/statistics/?lang=en>

### **Scotland**

Scottish school statistics: <http://www.scotland.gov.uk/Topics/Statistics>

Scottish Funding Council statistics: <http://www.sfc.ac.uk/statistics/statistics.aspx>

### **Northern Ireland**

Department for Education statistics: <http://www.deni.gov.uk/index/facts-and-figures-new/education-statistics.htm>

Department for Employment and Learning statistics:  
<http://www.delni.gov.uk/index/statsandresearch.htm>

**Any suggestions for improvement both in form and content of the Volume should be directed to the following email address:-**

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### **Government Statistical Service**

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**E**DUICATION AND  
**T**RAINING  
**S**TATISTICS  
FOR THE  
**U**NITED  
**K**INGDOM  
  
**2012 EDITION**

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## **Introduction**

This is the sixteenth edition of *Education and Training Statistics for the United Kingdom*, providing an integrated overview of statistics on education and training in the UK'. The detailed tables are also available as 'Additional information' on the Department for Education's website at:

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00215724/education-and-training-statistics-for-the-uk-2012>

Last year's Volume, *Education and Training Statistics for the United Kingdom, 2011* was published on 8 December 2011 can be found at:

<http://www.education.gov.uk/rsgateway/DB/VOL/v001045/index.shtml>

## **Revisions**

The figures in this publication are final. Any unplanned revisions will be made in accordance with the Departmental statistical policy on revisions which can be found at

<http://www.education.gov.uk/rsgateway/ns-sp-revisionsv3.pdf>

## **Changes to Contents**

Following a consultation with data providers and users, we have reduced the content of the Volume from last year. This includes the removal of tables relating to participation rates, job related training, destination measures, population figures and some tables relating to schools, higher education and further education. Two new tables have been added (3.2b and 3.3b) which contain attainment information for Scotland. We have added a new note explaining how the education system works across the UK, and added graphical representations of the data.

## **Education System in the UK**

A note explaining how the education system works in the United Kingdom can be found in the note 'Education System in the UK' available here:

<http://www.education.gov.uk/rsgateway/DB/VOL/v001096/index.shtml>

## **Contributions**

The efforts of the statistics teams in the Department for Education (DfE), Department for Business, Innovation and Skills (BIS), Welsh Government, Scottish Funding Council, Scottish Government, Northern Ireland Department of Education and Northern Ireland and Department for Employment and Learning, who have contributed data for the volume, are again greatly appreciated. In the DfE the people responsible for bringing all the data together and producing the 2012 Volume were the National Pupil Database and Small Area Statistics team within the Data and Statistics Division, in particular, Martin Hill, Karen Attew and Jill Bodey.

# Chapter 1

## Schools

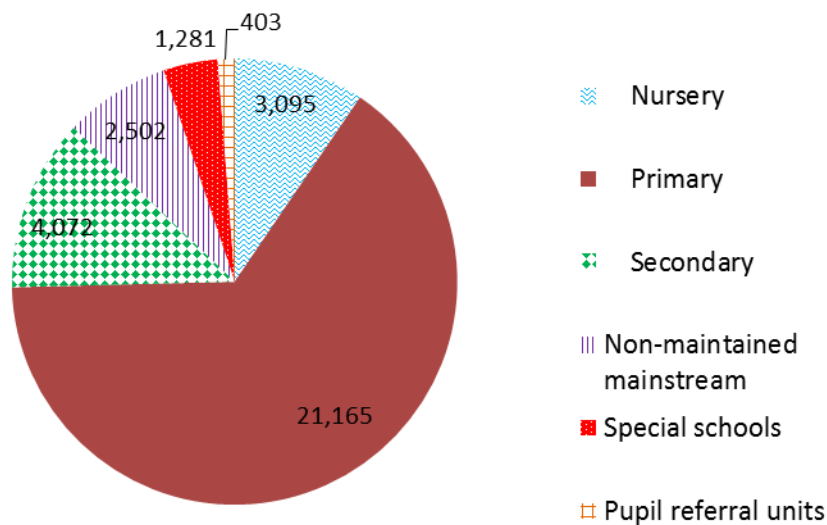


## CHAPTER 1: SCHOOLS

### Key Facts

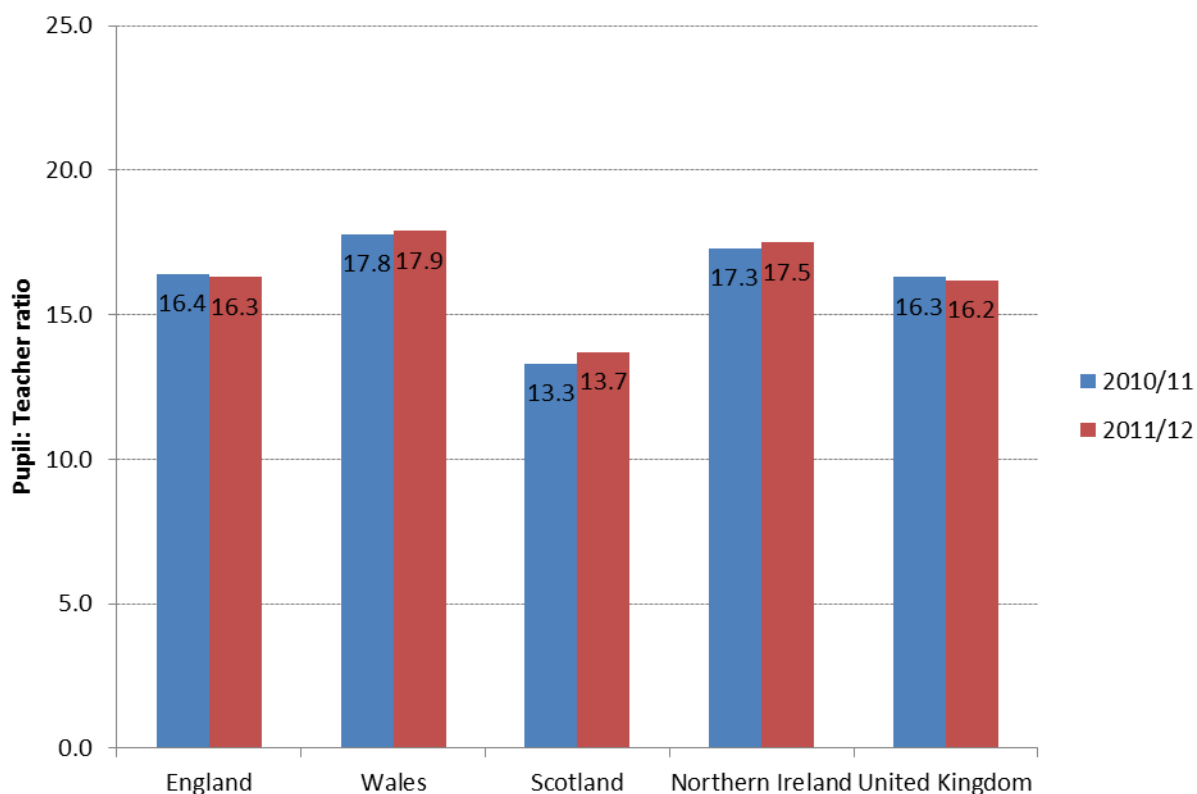
- There were just over 9.7 million full-time and part-time pupils in 32,500 schools in the UK in 2011/12, compared with 9.3 million pupils in 34,600 schools in 1990/91. In the long term, pupil numbers have been falling, although there has been an increase in numbers in the past year. However, the number of schools in the UK has been gradually decreasing over this period. **(Tables 1.1, 1.2, TS1)**

**Figure 1: Number of schools in the United Kingdom by type of school, 2011/12:**



- Primary schools account for 65 per cent of the total number of schools, with secondary schools and nurseries accounting for 13 per cent and 10 per cent respectively. **(Table 1.1)**
- There were 489,600 full-time qualified teachers in the United Kingdom in 2010/11, the latest year for which there is full data, of which 70 per cent were female. This proportion has increased from 68 per cent in 2000/01. **(Table 1.3)**
- The number of full time qualified teachers has been decreasing in recent years. **(Table 1.3)**
- 86 per cent of full-time teachers were employed in state-funded nursery, primary and secondary schools. **(Table 1.3)**

**Figure 2: Pupil: teacher ratio within schools by country, 2010/11 to 2011/12:**



- The average pupil: teacher ratio for all schools was 16.2, compared to 16.3 in 2010/11. The pupil teacher ratio has increased in Wales, Scotland and Northern Ireland, whilst England has seen a decrease over the last year. This has driven the decrease in the overall UK pupil-teacher ratio. **(Table 1.4)**
- The average pupil: teacher ratio in nursery schools in 2011/12 was 16.2. Looking across the state-funded sector in primary schools the ratio was 20.5 compared to 15.3 in secondary schools and 17.7 in nursery schools whereas the ratio was much lower at 8.0 for non-maintained mainstream schools. **(Table 1.4)**



## **CHAPTER 1: SCHOOLS - LIST OF TABLES**

- 1.1** Number of schools, by type of school - time series
- 1.2** Full-time and part-time pupils by age, gender and school type, 2011/12
- 1.3** Qualified teachers by type of school and gender - time series
- 1.4** Pupil: teacher ratios (PTRs) and pupil: adult ratios (PARs) within schools, by type of school - time series

# SCHOOLS

## TABLE 1.1: Number of schools, by type of school - time series

United Kingdom	Academic years						Numbers
	1990/91	1995/96	2000/01	2009/10	2010/11	2011/12	
<b>UNITED KINGDOM</b>							
Public sector mainstream							
Nursery <sup>1</sup>	1,364	1,486	3,228	3,166	3,130	3,095	
Primary	24,135	23,441	22,902	21,427	21,281	21,165	
Secondary <sup>2,3,4</sup>	4,797	4,478	4,352	4,149	4,121	4,072	
of which Middle deemed secondary	491	400	316	225	225	196	
Non-maintained mainstream	2,501	2,485	2,397	2,570	2,498	2,502	
Special schools	1,830	1,560	1,498	1,373	1,293	1,281	
of which maintained	..	1,456	1,401	1,253	1,218	1,209	
of which non-maintained	..	104	97	120	75	72	
Pupil referral units	.	315	338	452	427	403	
ALL SCHOOLS	34,627	33,765	34,715	33,137	32,750	32,518	
<b>ENGLAND</b>							
Public sector mainstream							
Nursery	566	547	506	428	423	423	
Primary <sup>9</sup>	19,047	18,480	18,069	16,971	16,884	16,818	
Secondary <sup>2,3,4</sup>	3,904	3,609	3,496	3,333	3,310	3,268	
of which Middle deemed secondary	491	400	316	225	225	196	
Non-maintained mainstream <sup>10</sup>	2,282	2,251	2,190	2,378	2,417	2,421	
Special schools	1,380	1,263	1,175	1,054	1,046	1,039	
of which maintained <sup>11</sup>	..	1,191	1,113	979	971	967	
of which non-maintained	..	72	62	75	75	72	
Pupil referral units	.	291	308	452	427	403	
ALL SCHOOLS	27,179	26,441	25,744	24,616	24,507	24,372	
<b>WALES</b>							
Public sector mainstream							
Nursery	54	52	41	25	23	22	
Primary	1,717	1,681	1,631	1,462	1,435	1,412	
Secondary <sup>3,5</sup>	230	228	229	223	222	221	
Non-maintained mainstream	71	62	54	64	66	66	
Special (maintained)	61	54	45	43	43	43	
Pupil referral units	.	24	30	..	..	..	
ALL SCHOOLS	2,133	2,101	2,030	1,817	1,789	1,764	
<b>SCOTLAND</b>							
Public sector mainstream							
Nursery <sup>1,12</sup>	659	796	2,586	2,615	2,586	2,553	
Primary	2,372	2,332	2,278	2,128	2,099	2,081	
Secondary <sup>5</sup>	424	405	389	374	372	367	
Non-maintained mainstream <sup>8</sup>	131	151	127	114	..	..	
Special schools	343	196	230	235	163	158	
of which maintained	343	164	195	190	163	158	
of which non-maintained <sup>8</sup>	.	32	35	45	..	..	
ALL SCHOOLS	3,929	3,880	5,610	5,466	5,220	5,159	
<b>NORTHERN IRELAND</b>							
Grant aided mainstream							
Nursery <sup>6</sup>	85	91	95	98	98	97	
Primary <sup>7</sup>	999	948	924	866	863	854	
Secondary	239	236	238	219	217	216	
Non-maintained mainstream	17	21	26	14	15	15	
Special (maintained)	46	47	48	41	41	41	
ALL SCHOOLS	1,386	1,343	1,331	1,238	1,234	1,223	

Sources: Department for Education; Welsh Government; Scottish Government; Northern Ireland Department of Education

1 Nursery schools figures for Scotland prior to 1998/99 only include data for Local Authority pre-schools. Data thereafter include partnership pre-schools.

From 2005/06, figures exclude pre-school education centres not in partnership with the local authority.

2 Time series revised to show State-funded secondary schools (i.e. including CTCs and Academies, previously included in the 'Non-maintained mainstream' category).

3 From 1993/94, excludes sixth form colleges in England and Wales which were reclassified as further education colleges on 1 April 1993.

In 1990/91, there were 114 sixth form colleges in England and 2 in Wales.

4 In England includes secondary sponsor-led academies, secondary converter academies and secondary free schools.

5 All secondary schools are classed as Comprehensive.

6 Excludes voluntary and private pre-school education centres.

7 From 1995/96, includes Preparatory Departments in Grammar Schools.

8 Figures on Non-maintained schools are not included, the collection was discontinued in 2010.

9 In England includes middle deemed primary schools as well as primary sponsor-led academies, primary converter academies and primary free schools

10 In England includes direct grant nurseries.

11 In England includes special converter academies. Excludes general hospital schools.

12 In Scotland, there was a change in the timing of the Pre-School Education Census in 2010 from January to September. Please note that due to changes in timing, figures September 2010 (provided for 2010/11) may not be directly comparable with previously published January figures. For 2009/10, January 2010 census figure provided.

For 2010/11, September 2010 census figure provided. For 2011/12, September 2011 census figure provided.

## SCHOOLS

TABLE 1.2: Full-time and part-time pupils by age, gender<sup>1,2</sup> and school type, 2011/12

United Kingdom

Thousands

Age at 31 August 2011 <sup>10</sup>	Maintained schools <sup>3</sup>							Non-maintained <sup>13</sup>					
	Primary Schools <sup>15,16,18</sup>				State-funded Secondary Schools <sup>7,15</sup>	Special schools <sup>17</sup>	Pupil Referral Units <sup>9</sup>	All maintained schools	All				
	Nursery Schools <sup>4,5,14</sup>	Nursery Classes	Other Classes <sup>6</sup>	Total					Special Schools <sup>9</sup>	Other schools	non-maintained schools	All schools	
<b>All</b>													
2-4 <sup>11</sup>	137.3	311.1	653.8	1,034.7	4.6	5.9	-	1,182.5	0.1	65.3	65.4	1,247.9	
5 <sup>12</sup>	4.3	-	665.5	698.7	2.5	4.0	-	709.6	-	28.8	28.8	738.4	
6	-	-	653.6	686.5	2.2	4.5	-	693.2	0.1	29.0	29.1	722.3	
7	-	-	638.6	670.6	2.2	5.0	0.1	677.9	0.1	32.3	32.4	710.3	
8	-	-	620.1	651.6	2.0	5.5	0.1	659.3	0.1	33.1	33.3	692.6	
9	-	-	582.9	613.8	17.6	5.8	0.1	637.3	0.1	33.7	33.9	671.2	
10	-	-	584.2	616.0	21.6	6.5	0.2	644.3	0.2	36.1	36.3	680.6	
11	-	-	34.3	34.3	607.0	9.6	0.1	651.1	0.3	43.1	43.4	694.4	
12	-	-	0.4	0.4	658.2	10.4	0.6	669.6	0.4	45.4	45.8	715.4	
13	-	-	-	-	665.5	11.3	1.3	678.1	0.5	47.7	48.2	726.3	
14	-	-	-	-	681.6	11.9	2.8	696.3	0.5	50.2	50.7	747.0	
15	-	-	-	-	658.8	11.4	6.6	676.9	0.5	50.2	50.7	727.6	
16	-	-	-	-	285.6	5.3	0.1	291.0	0.5	41.6	42.1	333.1	
17	-	-	-	-	221.1	4.6	0.1	225.7	0.4	40.2	40.6	266.3	
18	-	-	-	-	23.9	3.3	-	27.2	0.3	7.4	7.8	34.9	
19 and over	-	-	-	-	1.3	-	-	1.3	0.3	2.9	3.2	4.5	
<b>Total</b>	<b>141.6</b>	<b>311.1</b>	<b>4,433.5</b>	<b>5,006.7</b>	<b>3,855.6</b>	<b>105.0</b>	<b>12.4</b>	<b>9,121.3</b>	<b>4.3</b>	<b>587.1</b>	<b>591.4</b>	<b>9,712.8</b>	
of which													
<b>England</b>	39.3	302.4	3,910.9	4,213.3	3,213.8	89.2	12.4	7,568.0	4.3	577.5	581.8	8,149.9	
<b>Wales</b>	1.5	..	..	262.1	198.0	4.3	..	465.9	..	8.9	8.9	474.9	
<b>Scotland</b>	94.9	..	366.4	366.4	297.1	7.0	..	765.3	..	..	..	765.3	
<b>Northern Ireland</b>	5.9	8.7	156.1	164.8	146.7	4.6	..	322.0	..	0.7	0.7	322.7	
<b>Males<sup>1</sup></b>													
2-4 <sup>11</sup>	24.3	157.7	333.8	527.0	2.3	4.0	-	557.7	-	32.7	32.7	590.4	
5 <sup>12</sup>	-	-	340.0	357.0	1.3	2.8	-	361.1	-	14.5	14.5	375.5	
6	-	-	333.9	350.7	1.1	3.2	-	355.1	-	14.7	14.7	369.8	
7	-	-	326.2	342.7	1.1	3.6	0.1	347.5	0.1	16.4	16.5	363.9	
8	-	-	316.5	332.7	1.0	4.0	0.1	337.8	0.1	17.1	17.2	355.0	
9	-	-	297.0	313.0	9.0	4.2	0.1	326.3	0.1	17.2	17.3	343.6	
10	-	-	297.0	313.3	11.0	4.7	0.2	329.3	0.1	18.7	18.8	348.1	
11	-	-	18.3	18.3	307.9	6.9	0.1	333.2	0.2	22.2	22.4	355.6	
12	-	-	0.2	0.2	334.7	7.6	0.5	343.0	0.3	23.3	23.6	366.6	
13	-	-	-	-	337.7	8.2	1.0	346.9	0.3	24.5	24.8	371.7	
14	-	-	-	-	345.2	8.7	2.0	356.0	0.4	25.6	26.0	382.0	
15	-	-	-	-	334.2	8.2	4.4	346.8	0.4	25.7	26.0	372.8	
16	-	-	-	-	137.3	3.4	0.1	140.7	0.3	21.4	21.7	162.4	
17	-	-	-	-	103.4	2.9	-	106.4	0.3	20.7	21.0	127.3	
18	-	-	-	-	12.5	2.1	-	14.6	0.2	4.1	4.3	18.9	
19 and over	-	-	-	-	0.6	-	-	0.6	0.2	1.9	2.0	2.6	
<b>Total</b>	<b>24.3</b>	<b>157.7</b>	<b>2,263.0</b>	<b>2,555.0</b>	<b>1,940.2</b>	<b>74.5</b>	<b>8.7</b>	<b>4,602.7</b>	<b>3.1</b>	<b>300.4</b>	<b>303.4</b>	<b>4,906.2</b>	
of which													
<b>England</b>	20.4	153.3	1,996.0	2,149.3	1,617.9	63.6	8.7	3,859.9	3.1	295.4	298.5	4,158.3	
<b>Wales</b>	0.8	..	..	134.4	99.7	3.0	..	237.9	-	4.6	4.6	242.5	
<b>Scotland</b>	..	..	187.2	187.2	149.7	4.8	..	341.7	..	..	..	341.7	
<b>Northern Ireland</b>	3.0	4.4	79.7	84.1	73.0	3.1	..	163.3	..	0.4	0.4	163.6	
<b>Females<sup>1</sup></b>													
2-4 <sup>11</sup>	22.5	153.4	320.1	507.7	2.3	1.9	-	534.3	-	32.7	32.7	567.0	
5 <sup>12</sup>	-	-	325.5	341.7	1.2	1.2	-	344.2	-	14.3	14.4	358.5	
6	-	-	319.8	335.7	1.1	1.3	-	338.1	-	14.3	14.4	352.5	
7	-	-	312.4	327.9	1.1	1.4	-	330.5	-	15.9	15.9	346.4	
8	-	-	303.6	319.0	1.0	1.5	-	321.5	-	16.1	16.1	337.6	
9	-	-	285.8	300.8	8.6	1.6	-	311.0	-	16.6	16.6	327.6	
10	-	-	287.2	302.6	10.6	1.8	-	315.0	0.1	17.4	17.5	332.5	
11	-	-	16.0	16.0	299.2	2.7	-	317.8	0.1	20.9	20.9	338.8	
12	-	-	0.1	0.1	323.5	2.9	0.1	326.6	0.1	22.1	22.2	348.8	
13	-	-	-	-	327.9	3.1	0.3	331.3	0.1	23.2	23.3	354.6	
14	-	-	-	-	336.4	3.2	0.8	340.4	0.1	24.5	24.7	365.0	
15	-	-	-	-	324.6	3.2	2.2	330.1	0.1	24.5	24.7	354.7	
16	-	-	-	-	148.3	1.9	0.1	150.3	0.2	20.2	20.4	170.7	
17	-	-	-	-	117.6	1.7	0.1	119.4	0.1	19.5	19.7	139.0	
18	-	-	-	-	11.4	1.2	-	12.6	0.1	3.3	3.5	16.1	
19 and over	-	-	-	-	0.7	-	-	0.7	0.1	1.1	1.2	1.9	
<b>Total</b>	<b>22.5</b>	<b>153.4</b>	<b>2,170.5</b>	<b>2,451.7</b>	<b>1,915.4</b>	<b>30.5</b>	<b>3.7</b>	<b>4,423.8</b>	<b>1.2</b>	<b>286.7</b>	<b>288.0</b>	<b>4,711.8</b>	
of which													
<b>England</b>	18.9	149.2	1,914.9	2,064.1	1,595.9	25.6	3.7	3,708.2	1.2	282.1	283.3	3,991.5	
<b>Wales</b>	0.7	..	..	127.7	98.3	1.3	..	228.1	-	4.3	4.3	232.4	
<b>Scotland</b>	..	..	179.2	179.2	147.4	2.2	..	328.7	..	..	..	328.7	
<b>Northern Ireland</b>	2.9	4.3	76.4	80.7	73.8	1.4	..	158.8	..	0.3	0.3	159.1	

Sources: Department for Education; Welsh Government; Scottish Government; Northern Ireland Department of Education

1 In Scotland gender split is not collected by age but has been estimated according to figures collected in September 2007. There are a small number of pupils for whom it has not been possible to assign an age; these pupils are included in the Scotland total but excluded from the age breakdowns.

2 In Northern Ireland a gender split is not collected by age but is available by year group and so this is used as a proxy. For example pupils in Year 1 are counted as age 4, pupils in Year 2 are counted as age 5 etc.

3 Grant-aided schools in Northern Ireland.

4 Excludes 8,149 children in total at voluntary and private pre-school centres in Northern Ireland in places funded under the Pre-School Expansion Programme which began in 1998/99.

5 For centres providing pre-school education in Scotland (this includes nursery classes within schools); children are counted once for each centre they are registered with. Only the

'All' figures are provided for pre-school education registrations in Scotland, as these cannot be split by gender.

In 2008, for the first time, centres were asked only for pre-school registrations for places funded by the local authority. As most local authorities do not fund pre-school places for under 3s, this accounts for the drop in under 3s since 2007. Data for all ages are also not strictly comparable with 2007.

6 Includes reception pupils in primary classes and, in Northern Ireland, pupils in preparatory departments of grammar schools.

7 Includes City Technology Colleges (CTCs), secondary converter academies, secondary sponsor-led academies and secondary free schools in England.

8 England only. Figures exclude dually registered pupils. In PRUs also includes pupils registered with other providers and further education colleges.

9 Includes pupils less than 2 years of age in England.

10 1 July for Northern Ireland, 31 December for non-maintained primary and secondary school pupils in Scotland and age at census date in January for pre-school education in Scotland.

11 Includes the so-called rising five's (i.e. those pupils who became 5 during the autumn term).

12 In Scotland, includes some 4-year-olds.

13 In Scotland figures for the Non-maintained sector have not been provided, the collection was discontinued in 2010.

14 In Scotland, there has been a change in the timing of the Pre-School Education Census in 2010 from January to September. The September 2010 and 2011 Pre-School Education figures are not directly comparable with figures collected in previous January Pre-School Census. This is particularly the case for the number of children receiving ante-pre-school education (as the September Census will not include children who become eligible and start to receive local authority funded pre-school education in January).

For 2011/12, September 2011 census figure provided.

15 In England includes middle schools as deemed.

16 In England includes primary converter academies, primary sponsor led academies and primary free schools.

17 Includes general hospital schools and special converter academies. Hospital schools not included in Northern Ireland figures.

18 A Primary school breakdown by class type is not available in Wales.

# SCHOOLS

**TABLE 1.3: Qualified teachers by type of school and gender - time series**

United Kingdom						(i) Full-time teachers					Thousands
						2010/11					
						Total	of which			Northern	
						England <sup>1</sup>	Wales	Scotland <sup>10,14</sup>	Ireland <sup>11</sup>		
1990/91						1995/96 <sup>2</sup>					
2000/01 <sup>3,4</sup>						2008/09					
2009/10											
<b>All</b>											
Public sector mainstream											
Nursery <sup>5,6</sup> and Primary <sup>15</sup>											
208.8	211.8	211.2	206.0	200.5	199.4	160.3	10.6	21.3	7.1		
Secondary <sup>7,12</sup>											
233.1	222.1	225.7	228.0	208.1	220.0	177.3	11.1	22.4	9.2		
Non-maintained mainstream											
44.9	48.6	52.3	66.0	67.9	55.4	54.5	0.9	..	0.1		
All Special <sup>16</sup>											
19.0	17.2	16.5	20.7	15.0	14.8	11.9	0.6	1.6	0.6		
<b>505.7</b>	<b>499.7</b>	<b>505.7</b>	<b>520.8</b>	<b>491.5</b>	<b>489.6</b>	<b>404.0</b>	<b>23.2</b>	<b>45.3</b>	<b>17.1</b>		
<b>Males</b>											
Public sector mainstream											
Nursery <sup>5,6</sup> and Primary <sup>15</sup>											
37.7	35.5	32.1	30.6	29.9	30.2	25.3	2.0	1.8	1.2		
Secondary <sup>7,12</sup>											
120.7	107.9	102.9	95.1	86.1	90.4	73.4	4.5	9.2	3.4		
Non-maintained mainstream											
20.6	21.1	21.3	26.8	27.6	22.3	21.9	0.4	..	-		
All Special <sup>16</sup>											
5.9	5.4	5.0	6.0	4.2	4.1	3.4	0.2	0.3	0.1		
<b>184.9</b>	<b>169.8</b>	<b>161.3</b>	<b>158.6</b>	<b>147.7</b>	<b>147.0</b>	<b>124.0</b>	<b>7.0</b>	<b>11.3</b>	<b>4.7</b>		
<b>Females</b>											
Public sector mainstream											
Nursery <sup>5,6</sup> and Primary <sup>15</sup>											
171.1	176.3	179.1	173.8	169.0	167.5	134.9	8.7	18.0	5.9		
Secondary <sup>7,12</sup>											
112.3	114.2	122.8	132.9	122.0	129.4	103.7	6.6	13.2	5.9		
Non-maintained mainstream											
24.3	27.4	30.9	39.2	40.3	33.1	32.6	0.5	..	0.1		
All Special <sup>16</sup>											
13.1	11.8	11.6	14.7	10.8	10.7	8.5	0.4	1.3	0.5		
<b>320.8</b>	<b>329.9</b>	<b>344.4</b>	<b>360.6</b>	<b>342.2</b>	<b>340.7</b>	<b>279.7</b>	<b>16.2</b>	<b>32.5</b>	<b>12.3</b>		
						(ii) Full-time equivalent (FTE) of part-time teachers					Thousands
						2010/11					
						Total	of which			Northern	
						England <sup>1</sup>	Wales	Scotland	Ireland <sup>11</sup>		
1990/91						1995/96 <sup>2</sup>					
2000/01 <sup>3,4</sup>						2008/09					
2009/10											
<b>All</b>											
Public sector mainstream											
Nursery <sup>5,6</sup> and Primary <sup>15</sup>											
..	19.1	21.9	33.9	37.8	39.3	32.3	2.8	3.4	0.7		
Secondary <sup>7,12</sup>											
..	17.7	16.7	23.8	25.3	27.2	22.3	1.8	2.5	0.6		
Non-maintained mainstream											
..	8.9 <sup>8</sup>	10.2	12.5	13.0	13.0	12.6	0.4	..	-		
All Special <sup>16</sup>											
..	1.5	1.6	2.2	2.4	2.6	2.1	0.1	0.3	0.1		
<b>30.0</b>	<b>47.2</b>	<b>50.4</b>	<b>72.4</b>	<b>78.4</b>	<b>82.1</b>	<b>69.3</b>	<b>5.2</b>	<b>6.1</b>	<b>1.4</b>		

Sources: Department for Education; Welsh Government; Scottish Government; Northern Ireland Department of Education

1 Pre 2009/10 teacher numbers in England were derived from the 618g survey and the Database of Teacher Records. From 2009/10 figures are derived from the School Workforce survey and are not directly comparable with earlier data. Totals include gender unspecified or not known, therefore totals may not equal the sum of component parts.

2 Includes 1994/95 data for Northern Ireland.

3 Includes 1999/00 pre-school data for Scotland.

4 Includes 2001/02 data for Northern Ireland.

5 From 2005/06, data for Scotland include only centres providing pre-school education as a local authority centre or in partnership with the local authority. Figures are not therefore directly comparable with previous years.

6 From 2005/06, for Scotland pre-school education centres, the total full-time equivalent (FTE) of General Teaching Council of Scotland (GTC) registered staff has been provided within the 'full-time' section only because information on full-time/part-time split is not available. Teachers are counted once for each centre they work for, so the number of teachers contains some double counting. However, as each centre calculates the teacher's FTE as the time they spend working in that centre, the FTE should not be double-counted. Full-time/part-time figures for 2004/05 are estimates based on the headcount of all GTC registered staff.

7 From 1993/94 excludes sixth form colleges in England and Wales which were reclassified as further education colleges on 1 April 1993.

8 Figures refer to Great Britain.

9 Excludes Pupil Referral Units (PRUs).

10 For Scotland pre-school education centres FTE staff, a gender split is not available. Gender figures for 2004/05 are estimates based on the headcount of all GTC registered staff.

11 The figures for Northern Ireland exclude temporary teachers i.e. teachers filling vacant posts, secondments or career breaks.

12 From 2010/11, State-funded secondary schools (i.e. including City Technology Colleges (CTCs), secondary converter academies, secondary sponsor-led academies and secondary free schools in England, which were previously included under 'Non-maintained'). All through academies are included with secondary academies.

13 For Scotland, figures on non-maintained schools are not included, the collection was discontinued in 2010.

14 For Scotland, due to the change in the timing of the Pre-school Education Census from January to September, nursery figures for September 2010 (provided for 2010/11) are not directly comparable with previously published January figures. This is because some centres may take on additional teachers, or teachers may have their hours increased, once new children become eligible and start receiving pre-school education from the start of the January term.

15 Since 2010/11, includes primary converter academies, primary sponsor-led academies and primary free schools in England, previously included under 'Non-maintained'.

16 In 2010/11, includes special academies in England.

# SCHOOLS

**TABLE 1.4: Pupil: teacher ratios (PTRs) and pupil: adult ratios (PARs) within schools, by type of school - time series**

United Kingdom	Numbers								
	Pupil: teacher ratio within schools <sup>1</sup>					Pupil: adult ratio within schools <sup>2</sup>			
	1995/96 <sup>3</sup>	2000/01	2009/10	2010/11	2011/12	2000/01	2009/10	2010/11	2011/12
<b>United Kingdom</b>									
Public sector mainstream									
Nursery schools <sup>10</sup>	21.3	23.1	17.4	17.2	17.7	..	..	..	..
Primary schools <sup>5,12</sup>	22.7	22.3	20.7	20.4	20.5	..	..	..	..
Secondary schools <sup>6,7</sup>	16.1	16.5	15.4	15.3	15.3	..	..	..	..
Pupil Referral Units (PRUs)	..	..	3.2	3.5	3.1	..	..	..	..
Non-maintained mainstream schools	10.3	9.7	9.4	10.6	8.0	..	..	..	..
Special schools									
Maintained <sup>15</sup>	6.3	6.4	6.0	6.1	6.0	..	..	..	..
Non-maintained	..	..	6.2	..	..	..	..	..	..
<b>All schools<sup>8</sup></b>	<b>18.0</b>	<b>17.9</b>	<b>16.3</b>	<b>16.3</b>	<b>16.2</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>
<b>England<sup>9,14</sup></b>									
Public sector mainstream									
Nursery schools	19.2	17.7	16.2	16.1	16.7	6.8	..	..	4.9
Primary schools <sup>12</sup>	23.2	22.9	21.3	20.9	21.0	15.7	11.4	..	11.9
Secondary schools <sup>6,7</sup>	16.6	17.1	15.8	15.6	15.6	14.0	10.5	..	10.9
Pupil Referral Units (PRUs)	4.3	4.4	3.2	3.5	3.1	..	..	..	..
Non-maintained mainstream schools	10.2	9.7	9.4	10.6	8.0	..	..	..	..
Special schools									
Maintained <sup>15</sup>	6.7	6.7	6.3	6.4	6.3	..	..	..	..
Non-maintained	4.6	4.8	5.1	..	..	..	..	..	..
<b>All schools<sup>8</sup></b>	<b>18.2</b>	<b>18.1</b>	<b>16.5</b>	<b>16.4</b>	<b>16.3</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>
<b>Wales</b>									
Public sector mainstream									
Nursery schools	19.5	17.3	15.1	15.7	15.2	..	5.5	5.6	5.6
Primary schools	22.5	21.5	20.1	20.5	20.7	..	10.6	10.5	10.2
Secondary schools <sup>5</sup>	16.0	16.6	16.5	16.6	16.7	..	12.1	12.0	11.9
Pupil Referral Units (PRUs)	..	..	..	..	..	..	..	..	..
Non-maintained mainstream schools	10.1	9.6	8.2	8.0	8.1	..	..	..	..
Special schools (maintained)	6.7	6.8	6.5	6.4	6.6	..	..	..	..
<b>All schools<sup>8</sup></b>	<b>18.7</b>	<b>18.4</b>	<b>17.6</b>	<b>17.8</b>	<b>17.9</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>
<b>Scotland</b>									
Public sector mainstream									
Nursery schools <sup>10</sup>	24.3	28.5	..	..	..	..	..	..	..
Primary schools	19.5	19.0	15.8	15.8	16.0	..	11.4	11.4	11.7
Secondary schools	12.9	13.0	11.9	12.1	12.3	..	10.0	10.2	9.9
Non-maintained mainstream schools	11.0	10.1	9.6	..	..	..	..	..	..
Special schools									
Maintained	4.8	4.2	3.4	3.6	3.5	..	..	..	..
Non-maintained <sup>13</sup>	3.7	3.3	..	..	..	..	..	..	..
<b>All schools</b>	<b>15.5</b>	<b>15.4</b>	<b>12.6</b>	<b>13.3</b>	<b>13.7</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>
<b>Northern Ireland<sup>4</sup></b>									
Grant-aided sector mainstream									
Nursery schools	24.1	24.4	26.3	25.9	26.1	..	..	..	..
Primary schools <sup>5</sup>	20.7	20.1	21.1	21.1	21.4	..	..	..	..
Secondary schools	14.8	14.5	15.0	15.0	15.2	..	..	..	..
Non-maintained mainstream schools	10.9	9.3	6.9	6.6	6.7	..	..	..	..
Special schools (maintained)	6.7	5.9	6.1	6.3	6.3	..	..	..	..
<b>All schools</b>	<b>17.2</b>	<b>16.6</b>	<b>17.2</b>	<b>17.3</b>	<b>17.5</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>

Sources: Department for Education; Welsh Government; Scottish Government; Northern Ireland Department of Education

- The within-schools PTR is calculated by dividing the total full-time equivalent (FTE) number of pupils on roll in schools by the total FTE number of **qualified teachers** regularly employed in schools. The UK PTR excludes Pupil Referral Units and non-maintained special schools.
- The within-schools PAR is calculated by dividing the total FTE number of pupils on roll in schools by the total FTE number of **all teachers** and support staff employed in schools, excluding administrative and clerical staff.
- Nursery schools figures for Scotland exclude pre-school education centres and are not therefore directly comparable with figures from 1999/00.
- Since 2003/04, data on teacher numbers in Northern Ireland have been compiled on a new, improved basis. Pupil/teacher ratios in Northern Ireland from 2003/04 onwards are not comparable with previous years.
- Includes preparatory departments attached to grammar schools in Northern Ireland.
- Excludes sixth form colleges in England and Wales which were reclassified as further education colleges from 1 April 1993.
- From 2011/12, State-funded secondary schools (i.e. including City Technology Colleges (CTCs), secondary converter academies, secondary sponsor-led academies and secondary free schools in England, which were previously included under 'Non-maintained'). All through academies are included with secondary academies.
- Excludes Pupil Referral Units as information on teachers is not collected for Wales.
- From 2009/10 teacher numbers are derived from the School Workforce survey and are not directly comparable with earlier data.
- Excluding pre-school education figures for Scotland as FTE pupil numbers are not available.
- The figures for Northern Ireland exclude temporary teachers i.e. teachers filling vacant posts, secondments or career breaks.
- Since 2011/12, includes primary converter academies, primary sponsor-led academies and primary free schools in England, previously included under 'Non-maintained'.
- Figures on Non-maintained schools are not included, the publication was collected in 2010.
- Figures for England for 2000/01, 2009/10 and 2010/11 have been revised for nursery schools, primary schools, secondary schools and maintained schools following updates from data suppliers.
- Since 2011/12, includes special academies in England.

# **Chapter 2**

## **Post Compulsory Education**

**(a) Institutions and Staff**

**(b) Students and Learners**



## CHAPTER 2: POST COMPULSORY EDUCATION

### Key Facts

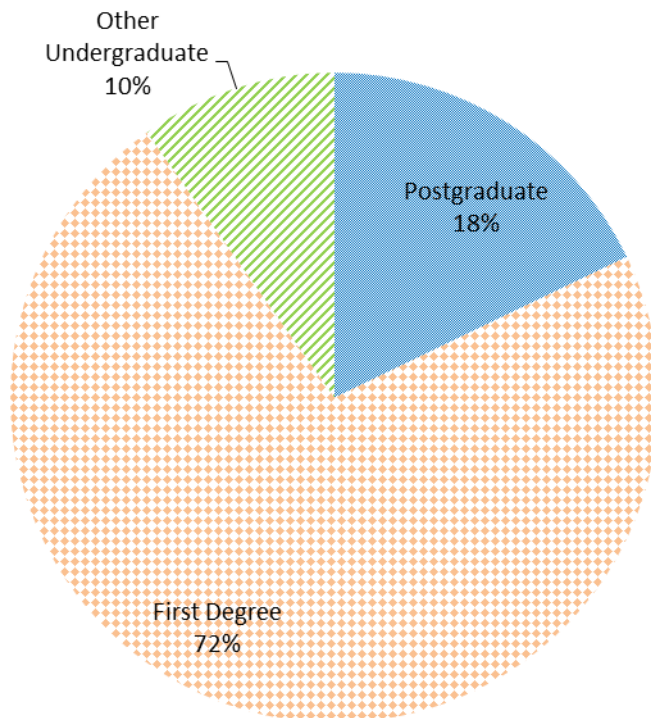
#### (a) INSTITUTIONS AND STAFF

- There were 126 universities and 37 other higher education institutions in the UK in 2010/11, unchanged from 2009/10. These numbers have remained relatively stable over recent years, however compared to 2000/01, the number of universities has increased by 17 whilst the number of other higher education institutions has decreased by 20.
- There were 416 further education colleges in the UK in 2010/11. This number has been falling both in recent years and also longer term (by 18 since 2008/09 and by 75 since 2000/01). The reduction in the number of further education colleges has been seen in all countries but particularly so in England, where the number has decreased by 52 since 2000/01 to 351 in 2010/11. **(Table 2.1)**
- There were 117,000 full-time equivalent higher education academic staff and 45,000 full-time further education academic staff in the United Kingdom in 2010/11. Since 2000/01, the number of further education staff has decreased in line with the decreasing number of further education institutions, whilst the number of higher education staff has increased despite the small fall in the number of higher education institutions. Whilst the gender split has remained relatively stable and evenly split in further education institutions, the proportion of female full-time staff in higher education institutions has increased from 31 per cent of staff in 2000/01 to 39 per cent of staff in 2010/11. **(Table 2.1)**

#### (b) STUDENTS AND LEARNERS

- There were 2.66 million (including 920,300 part-time) higher education students in the United Kingdom in 2010/11 compared to 1.1 million in 1990/91. Of the students in 2010/11, 593,000 were known to be postgraduate students, 1.48 million were first degree students and 583,700 were on other undergraduate courses. **(Table 2.2)**

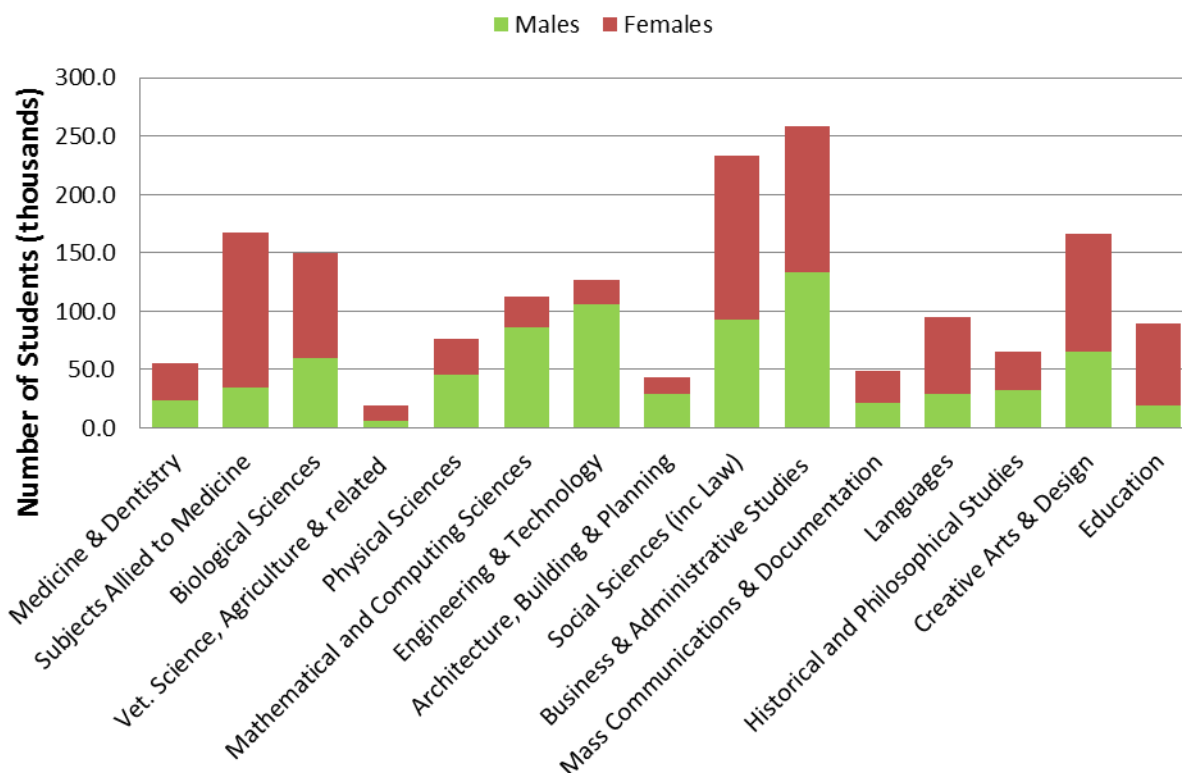
**Figure 3: United Kingdom students in full time higher education, 2010/11:**



- In 2010/11, 65 per cent of higher education students were full time. There is some variation across degree levels with 85 per cent of first degree students being full time compared to 52 per cent of postgraduate students and 29 per cent of other undergraduate students. **(Table 2.2, 2.4)**
- Whilst 54 per cent of full-time students were female, this increased to 61 per cent of part-time students. These proportions have been stable for the past 5 years. **(Table 2.2, TS4)**
- There were 433,500 overseas students in higher education in 2010/11, compared to 410,500 in 2009/10. 85 per cent of overseas students are full-time. This applies to both male and female students. **(Table 2.2)**



**Figure 4: Total full-time higher education students in the United Kingdom by subject, 2010/11:**



- Amongst popular subjects studied by full-time students in higher education were business and administrative studies (258,100), social sciences (including law) (232,900), subjects allied to medicine (168,000) and Creative Arts and Design (166,700). For males, business and administrative studies was the most popular subject, compared to social sciences (including law) for females. For part time students the most popular was education (135,500) and subjects allied to medicine (133,600), but when looking at the gender split, business and administrative subjects was the most popular subject for males (57,000) and for females it was subjects allied to medicine (108,300) **(Table 2.2)**
- There were 4.26 million further education students in England in 2010/11, compared to 4.64 million in 2009/10. In Scotland there were 311,000 enrolments (compared to 353,200 last year), 144,400 in Northern Ireland (compared to 151,900 last year) and 212,700 in Wales (compared to 187,300 last year). Most countries (excluding Wales due to work based learner figures being included this year) have seen a decrease in the number of students in FE, and most countries (excluding Northern Ireland) have also seen a decrease longer term since 2007/08. **(Tables 2.3, 2.4)**
- A higher proportion of females were in further education than males in all countries excluding Northern Ireland, where the proportion was the same. In Scotland, Wales and Northern Ireland those aged 30 or over were more likely to be full-time than part-time, for both males and females. **(Tables 2.3, 2.4)**

## **CHAPTER 2: POST COMPULSORY EDUCATION - LIST OF TABLES**

### **(a) INSTITUTIONS AND STAFF**

**2.1** Number of establishments of further and higher education by type, and full-time academic staff by gender - time series

### **(b) STUDENTS AND LEARNERS**

**2.2** Students in higher education by level, mode of study, gender and subject group, 2010/11

**2.3** Students in further education by country of study, mode of study, gender and age, during 2010/11

**2.4** Students in further and higher education - time series

## POST COMPULSORY EDUCATION - INSTITUTIONS AND STAFF

**TABLE 2.1: Number of establishments of further and higher<sup>1</sup> education by type, and full-time academic staff by gender - time series**

United Kingdom	(i) Number of establishments of further and higher <sup>1</sup> education				Numbers
	Academic years				
	2000/01 <sup>2</sup>	2008/09 <sup>11</sup>	2009/10	2010/11	
<b>UNITED KINGDOM</b>					
Universities (including Open University) <sup>3,4</sup>	109	127	126	126	126
Other higher education institutions	57	37	37	37	37
Further education colleges	491	434	427	416	416
of which 6th form colleges <sup>12</sup>	104	94	94	93	93
<b>ENGLAND</b>					
Universities (including Open University) <sup>3,4</sup>	87	103	102	102	102
Other higher education institutions	43	27	27	28	28
Further education colleges	403	363	357	351	351
of which 6th form colleges	103	93	93	92	92
<b>WALES</b>					
Universities <sup>3,4</sup>	7	9	9	9	9
Other higher education institutions	6	2	2	1	1
Further education colleges <sup>13</sup>	24	22	21	18	18
of which 6th form colleges	1	1	1	1	1
<b>SCOTLAND</b>					
Universities <sup>3</sup>	13	13	13	13	13
Other higher education institutions	6	6	6	6	6
Further education colleges	47	43	43	41	41
<b>NORTHERN IRELAND</b>					
Universities	2	2	2	2	2
Colleges of Education	2	2	2	2	2
Further education colleges <sup>5</sup>	17	6	6	6	6

United Kingdom	(ii) Number of full-time academic staff <sup>14</sup>				Thousands
	Academic years				
	2000/01	2008/09	2009/10	2010/11	
<b>All</b>					
Further and Higher Education Institutions	135	170	167	162	162
of which					
further education institutions <sup>6,7,15</sup>	57	54	51	45	45
higher education institutions <sup>8,9,10</sup>	78	116	117	117	117
<b>Males</b>					
Further and Higher Education Institutions	85	100	98	95	95
of which					
further education institutions <sup>6,7,15</sup>	30	28	26	23	23
higher education institutions <sup>8,9,10</sup>	54	72	72	72	72
<b>Females</b>					
Further and Higher Education Institutions	51	70	69	67	67
of which					
further education institutions <sup>6,7,15</sup>	27	26	25	22	22
higher education institutions <sup>8,9,10</sup>	24	44	45	45	45

Sources: Department for Business, Innovation and Skills; Welsh Government; Scottish Funding Council; Northern Ireland Department for Employment and Learning

- 1 Higher education institutions are counted on the basis of publicly funded institutions who return data to the Higher Education Statistics Agency (HESA).
- 2 Includes revised data.
- 3 Includes former polytechnics and colleges which became universities as a result of the Further and Higher Education Act 1992.
- 4 Figures in this table count the members of the University of London and University of Wales as separate institutions.
- 5 From 2007/08, the Northern Ireland FE sector now operates under a six super college structure with some of the previous 16 colleges having merged.
- 6 Figures for England relate to staff whose primary role is teaching, and do not include other staff whose primary role is supporting teaching and learning or other.
- 7 Scotland figures comprise of full-time equivalent (rather than headcount) Lecturer/Instructor/Senior Lecturer staff.
- 8 Excludes the Open University.
- 9 Up to 2002/03, non-clinical academic staff paid wholly by the institution. From 2003/04, clinical status is not identified; figures therefore include clinical and non-clinical staff combined.
- 10 Full-person equivalent - Individuals can hold more than one contract with an institution and each contract may involve more than one activity. In analyses staff counts have been divided amongst the activities in proportion to the declared FTE for each activity. This results in counts of full person equivalents (FPE). Staff FPE counts are calculated on the basis of contract activities that were active on 1 December of the reporting period (using the HESA staff contract population)
- 11 Contains some provisional data.
12. England and Wales only.
13. There are two additional Further Educational Institutions in Wales :the YMCA and the Workers' Education Association (South Wales).
14. For Wales FE institutions for 2008/09 onwards, figures are based on full-time equivalent staff and are supplied by the FE institutions as part of their Finance Record and include fractional elements representing part-time academic staff as a proportion of full-time academic staff. No breakdown is available by gender.
- 15 Excludes Northern Ireland for 2008/09 to 2010/11. The Department for Employment and Learning does not hold data on the number of full time academic staff in Northern Ireland FEIs.

# POST COMPULSORY EDUCATION: STUDENTS AND LEARNERS

TABLE 2.2: Students in higher<sup>1</sup> education by level, mode of study,<sup>2</sup> gender and subject group, 2010/11<sup>3,4,5,9</sup>

United Kingdom	Home and Overseas Students										Thousands			
	Postgraduate level								Total				Total higher education students	
	PhD & equivalent <sup>10</sup>		Masters and Others <sup>11</sup>		Total Postgraduate		First degree <sup>12</sup>		Other Undergraduate <sup>13</sup>		Full-time	Part-time		
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time				
<b>All</b>														
Medicine & Dentistry	5.0	2.6	4.1	8.7	9.2	11.3	45.4	0.2	0.6	0.4	55.2	11.9		
Subjects Allied to Medicine	3.3	2.3	11.7	37.5	15.1	39.7	105.7	23.8	47.2	70.1	168.0	133.6		
Biological Sciences	10.1	2.2	10.7	9.1	20.9	11.4	123.4	22.0	5.2	7.6	149.5	41.0		
Vet. Science, Agriculture & related	0.8	0.1	1.6	1.5	2.4	1.6	12.7	0.6	4.2	5.5	19.3	7.7		
Physical Sciences	9.4	0.7	6.7	3.1	16.1	3.8	58.3	8.6	1.8	5.2	76.2	17.5		
Mathematical and Computing Sciences	5.1	0.9	15.6	6.7	20.7	7.6	83.4	14.7	7.9	9.8	112.0	32.1		
Engineering & Technology	9.9	1.4	21.8	11.9	31.7	13.3	85.6	12.6	10.0	14.4	127.3	40.3		
Architecture, Building & Planning	1.0	0.5	7.5	7.1	8.5	7.5	30.4	7.9	4.0	6.3	42.9	21.7		
Social Sciences (inc Law)	6.9	2.5	37.4	24.2	44.3	26.7	177.1	28.8	11.4	31.1	232.9	86.7		
Business & Administrative Studies	3.1	2.2	63.8	47.7	66.9	50.0	171.0	21.9	20.2	42.5	258.1	114.3		
Mass Communications & Documentation	0.5	0.3	7.3	3.3	7.8	3.6	38.0	1.5	2.8	1.3	48.5	6.4		
Languages	3.6	1.2	7.8	4.8	11.4	6.0	79.9	11.6	3.3	22.6	94.5	40.3		
Historical and Philosophical Studies	3.4	1.9	6.1	6.0	9.5	7.9	55.1	14.4	0.6	9.2	65.2	31.6		
Creative Arts & Design	1.6	1.1	13.0	6.2	14.6	7.3	133.3	5.6	18.8	5.9	166.7	18.8		
Education <sup>6</sup>	1.5	4.5	29.4	74.5	30.9	79.1	48.4	11.0	9.7	45.5	89.0	135.5		
Other subjects <sup>7</sup>	-	-	0.1	2.1	0.1	2.1	3.5	29.6	3.0	70.1	6.6	101.8		
Unknown <sup>8</sup>	-	-	0.4	3.6	0.4	3.6	6.8	9.9	19.7	65.7	26.9	79.2		
<b>All subjects</b>	<b>65.5</b>	<b>24.5</b>	<b>245.0</b>	<b>257.9</b>	<b>310.5</b>	<b>282.5</b>	<b>1,258.0</b>	<b>224.7</b>	<b>170.5</b>	<b>413.1</b>	<b>1,739.0</b>	<b>920.3</b>		
of which overseas students	31.0	5.8	146.8	30.3	177.9	36.1	175.6	9.8	14.7	19.4	368.2	65.3		
<b>Males</b>														
Medicine & Dentistry	2.1	1.3	1.5	3.9	3.6	5.2	19.6	0.1	0.2	0.1	23.4	5.4		
Subjects Allied to Medicine	1.4	0.8	3.9	9.9	5.2	10.7	23.1	4.2	6.5	10.4	34.8	25.3		
Biological Sciences	3.7	0.7	3.7	2.9	7.4	3.6	49.1	6.4	3.3	2.3	59.8	12.3		
Vet. Science, Agriculture & related	0.3	0.1	0.7	0.6	1.1	0.6	3.7	0.2	1.7	2.8	6.5	3.6		
Physical Sciences	6.0	0.4	3.8	1.7	9.8	2.1	34.7	5.0	0.9	3.0	45.5	10.2		
Mathematical and Computing Sciences	3.7	0.7	12.1	5.1	15.8	5.8	63.3	11.2	6.8	6.6	85.8	23.6		
Engineering & Technology	7.6	1.1	17.4	9.4	25.1	10.5	71.9	11.4	8.9	13.2	105.8	35.1		
Architecture, Building & Planning	0.6	0.3	4.4	4.5	5.0	4.8	20.7	6.2	3.1	4.6	28.8	15.6		
Social Sciences (inc Law)	3.5	1.2	16.2	9.0	19.6	10.2	70.1	9.5	3.4	8.2	93.2	27.8		
Business & Administrative Studies	1.8	1.4	34.1	26.1	36.0	27.5	87.6	10.4	9.5	19.1	133.0	57.0		
Mass Communications & Documentation	0.2	0.1	2.4	1.1	2.6	1.2	17.0	0.7	1.6	0.6	21.2	2.5		
Languages	1.5	0.5	2.4	1.5	3.8	2.0	23.7	3.1	1.7	9.2	29.1	14.3		
Historical and Philosophical Studies	1.9	1.0	3.0	3.0	4.9	4.0	26.6	6.3	0.3	3.4	31.8	13.7		
Creative Arts & Design	0.8	0.6	5.1	2.3	5.9	2.9	51.3	2.1	8.0	1.7	65.1	6.7		
Education <sup>6</sup>	0.5	1.7	8.9	20.9	9.4	22.6	7.9	1.2	2.4	12.0	19.7	35.8		
Other subjects <sup>7</sup>	-	-	-	0.9	-	0.9	1.3	11.3	1.8	27.8	3.1	39.9		
Unknown <sup>8</sup>	-	-	0.2	1.2	0.2	1.2	2.4	3.6	10.8	28.9	13.4	33.7		
<b>All subjects</b>	<b>35.7</b>	<b>12.0</b>	<b>119.8</b>	<b>103.9</b>	<b>155.5</b>	<b>115.9</b>	<b>573.9</b>	<b>92.9</b>	<b>70.7</b>	<b>154.0</b>	<b>800.1</b>	<b>362.8</b>		
of which overseas students	17.6	3.2	77.4	17.7	95.1	20.9	88.3	5.2	8.2	8.7	191.6	34.8		
<b>Females</b>														
Medicine & Dentistry	3.0	1.3	2.6	4.8	5.6	6.1	25.7	0.1	0.5	0.3	31.8	6.4		
Subjects Allied to Medicine	1.9	1.5	7.9	27.6	9.8	29.0	82.6	19.7	40.8	59.6	133.2	108.3		
Biological Sciences	6.4	1.5	7.0	6.3	13.5	7.8	74.3	15.6	2.0	5.3	89.7	28.7		
Vet. Science, Agriculture & related	0.5	0.1	0.9	0.9	1.3	1.0	9.0	0.3	2.5	2.8	12.8	4.1		
Physical Sciences	3.4	0.3	2.9	1.3	6.3	1.7	23.6	3.5	0.8	2.1	30.7	7.3		
Mathematical and Computing Sciences	1.3	0.2	3.6	1.6	4.9	1.8	20.1	3.5	1.2	3.1	26.2	8.4		
Engineering & Technology	2.3	0.3	4.3	2.5	6.6	2.8	13.8	1.2	1.1	1.2	21.5	5.2		
Architecture, Building & Planning	0.4	0.1	3.1	2.6	3.5	2.7	9.6	1.7	0.9	1.6	14.1	6.1		
Social Sciences (inc Law)	3.5	1.3	21.3	15.3	24.7	16.6	107.0	19.4	8.0	23.0	139.8	58.9		
Business & Administrative Studies	1.3	0.8	29.7	21.6	31.0	22.5	83.4	11.4	10.7	23.4	125.1	57.3		
Mass Communications & Documentation	0.3	0.1	4.8	2.3	5.1	2.4	21.0	0.8	1.1	0.7	27.3	3.9		
Languages	2.1	0.7	5.4	3.3	7.6	4.0	56.2	8.6	1.6	13.4	65.4	26.0		
Historical and Philosophical Studies	1.5	0.9	3.1	3.0	4.6	3.8	28.4	8.1	0.3	5.9	33.4	17.8		
Creative Arts & Design	0.8	0.6	7.9	3.8	8.7	4.4	82.0	3.5	10.8	4.2	101.6	12.1		
Education <sup>6</sup>	1.0	2.8	20.4	53.7	21.5	56.5	40.6	9.8	7.3	33.5	69.3	99.7		
Other subjects <sup>7</sup>	-	-	0.1	1.2	0.1	1.2	2.2	18.3	1.2	42.4	3.5	61.8		
Unknown <sup>8</sup>	-	-	0.3	2.4	0.3	2.4	4.4	6.3	8.9	36.8	13.5	45.4		
<b>All subjects</b>	<b>29.8</b>	<b>12.6</b>	<b>125.2</b>	<b>154.0</b>	<b>155.0</b>	<b>166.5</b>	<b>684.0</b>	<b>131.8</b>	<b>99.8</b>	<b>259.2</b>	<b>938.9</b>	<b>557.5</b>		
of which overseas students	13.4	2.6	69.4	12.6	82.8	15.2	87.4	4.6	6.4	10.7	176.6	30.5		

Sources: Department for Business, Innovation and Skills; Welsh Government; Scottish Funding Council; Northern Ireland Department for Employment and Learning

1 Higher Education Statistics Agency (HESA) higher education institutions include Open University students.

The field "gender" has changed to be consistent with the MIAP common data definitions coding frame. Students of "indeterminate gender" are now included in total figures but not in separate breakdowns. "Indeterminate" means unable to be classified as either male or female and is not related in any way to trans-gender.

2 Full-time includes sandwich. Part-time comprises both day and evening, including block release and open/distance learning. In Scotland, full-time at HE level covers programmes of at least 480 hours of planned notional hours. Part-time includes short full-time, block/day release, evenings/weekends, assessment of work based learning/distance/locally based learning, college based private study, other open learning and flexible learning. In Wales, full-time learners are those with at least 450 guided contact hours in the academic year.

3 Figures for higher education (HE) institutions are based on the HESA 'standard registration' count. Figures for FE institutions and colleges are whole year enrolments.

4 Further education (FE) institution figures for England include Learning and Skills Council (LSC) funded students only.

5 FE institution figures for Wales are counts of unique learners. As a learner may pursue more than one course, only one subject per learner has been selected (based on the most recently started course of the learner where applicable). Students have been assigned a level on the basis of learning programme type. For the purpose of this table, HE learners are those pursuing a (non-WBL) overarching HE learning programme. (It excludes learners pursuing HE level activities within an FE or WBL programme.)

6 Including Initial Teacher Training (ITT) and In-Service Education and Training (INSET).

7 Includes Combined and general programmes and programmes not otherwise classified.

8 Includes data for higher education students in further education institutions in England and Wales, which cannot be split by subject group.

9 Figures for Northern Ireland further education colleges are professional and technical course enrolments rather than headcounts. Figures for Scotland do not include students with under 25% attendance rate.

10 Defined as 'Doctorate' in Scotland.

11 For Scotland includes masters (research/taught) and postgraduate diploma/certificate.

12 For Scotland includes first degree honours/ordinary

13 For Scotland includes 'SVQ or NVQ: Level 4 and Level 5,' 'Diploma (HNC/D level for diploma and degree holders),' and 'HND/C or equivalent.'

# POST COMPULSORY EDUCATION: STUDENTS AND LEARNERS

TABLE 2.3: Students in further education<sup>1,9</sup> by country of study, mode of study<sup>2</sup>, gender and age<sup>3</sup>, during 2010/11

United Kingdom		Thousands							
		England <sup>4</sup>	Wales			Scotland <sup>5,6</sup>		Northern Ireland <sup>7</sup>	
			Full-time	Part-time	Work based learning <sup>8</sup>	Full-time	Part-time	Full-time	Part-time
<b>All</b>									
Age <sup>3</sup>	<16	29.1	0.3	5.0	-	2.4	59.7	-	9.5
	16	395.6	14.2	2.5	2.1	7.6	13.5	5.9	19.4
	17	403.1	13.3	3.0	2.3	9.8	14.2	6.6	14.4
	18	273.9	8.4	3.8	1.6	7.7	10.1	4.9	9.7
	19	183.3	3.7	3.4	1.3	4.1	8.1	2.4	5.2
	20	136.3	1.9	3.1	1.1	2.5	6.3	1.1	3.3
	21	116.5	1.2	3.1	0.8	1.8	5.2	0.6	2.7
	22	109.7	1.0	3.4	0.6	1.6	5.0	0.5	2.6
	23	102.4	0.8	3.4	0.5	1.2	4.6	0.3	2.5
	24	96.1	0.6	3.3	0.4	1.0	4.7	0.3	2.4
	25	90.0	0.6	3.3	0.4	1.0	4.6	0.2	2.3
	26	83.8	0.4	3.1	0.3	0.8	4.1	0.2	2.1
	27	83.1	0.4	3.1	0.3	0.7	4.1	0.1	2.0
	28	81.0	0.4	3.0	0.3	0.6	4.0	0.1	1.9
	29	80.2	0.3	3.1	0.3	0.6	3.9	0.1	1.7
	30+	1,990.6	3.8	94.9	4.1	5.7	109.8	0.9	38.5
	Unknown	10.2	-	0.8	-	-	-	-	-
	<b>All ages</b>	<b>4,264.9</b>	<b>51.2</b>	<b>145.1</b>	<b>16.4</b>	<b>49.1</b>	<b>261.9</b>	<b>24.2</b>	<b>120.2</b>
<b>Males</b>									
Age <sup>3</sup>	<16	15.7	0.2	2.9	-	1.2	30.1	-	6.2
	16	208.5	7.2	1.2	1.4	3.9	6.8	3.6	11.7
	17	211.6	6.7	1.5	1.5	4.6	7.7	3.9	7.9
	18	149.6	4.2	1.9	1.1	3.5	6.2	2.6	5.1
	19	101.8	1.9	1.8	0.9	1.9	5.1	1.2	2.7
	20	75.1	1.0	1.6	0.8	1.2	3.7	0.6	1.6
	21	60.9	0.7	1.4	0.5	0.8	2.8	0.4	1.3
	22	54.5	0.4	1.5	0.4	0.7	2.5	0.2	1.1
	23	49.3	0.4	1.4	0.3	0.5	2.2	0.2	1.1
	24	45.0	0.3	1.4	0.2	0.4	2.2	0.2	1.0
	25	41.0	0.2	1.4	0.2	0.4	2.0	0.1	0.9
	26	37.2	0.2	1.3	0.2	0.3	1.7	0.1	0.8
	27	36.6	0.2	1.3	0.1	0.3	1.8	0.1	0.8
	28	34.9	0.1	1.2	0.1	0.3	1.7	0.1	0.8
	29	34.2	0.1	1.2	0.1	0.2	1.6	-	0.7
	30+	782.5	1.5	35.9	1.6	1.9	44.3	0.4	15.1
	Unknown	3.0	-	0.4	-	-	-	-	-
	<b>All ages</b>	<b>1,941.2</b>	<b>25.2</b>	<b>59.3</b>	<b>9.5</b>	<b>22.2</b>	<b>122.6</b>	<b>13.6</b>	<b>58.6</b>
<b>Females</b>									
Age <sup>3</sup>	<16	13.4	0.1	2.1	-	1.1	29.6	-	3.3
	16	187.1	7.0	1.3	0.7	3.7	6.8	2.3	7.7
	17	191.5	6.6	1.5	0.8	5.2	6.5	2.7	6.5
	18	124.4	4.2	1.8	0.5	4.2	3.9	2.3	4.6
	19	81.5	1.8	1.6	0.4	2.2	3.1	1.1	2.6
	20	61.2	0.9	1.5	0.3	1.3	2.6	0.5	1.7
	21	55.6	0.6	1.6	0.3	0.9	2.3	0.3	1.5
	22	55.2	0.5	1.9	0.3	0.9	2.4	0.2	1.5
	23	53.1	0.4	1.9	0.2	0.7	2.4	0.1	1.4
	24	51.2	0.3	1.9	0.2	0.6	2.5	0.1	1.5
	25	49.1	0.3	1.9	0.2	0.6	2.6	0.1	1.4
	26	46.6	0.2	1.8	0.1	0.5	2.4	0.1	1.3
	27	46.6	0.2	1.9	0.1	0.5	2.3	0.1	1.1
	28	46.1	0.2	1.8	0.1	0.4	2.3	-	1.1
	29	46.0	0.2	1.9	0.1	0.4	2.2	-	1.0
	30+	1,208.2	2.3	59.0	2.5	3.8	65.5	0.5	23.5
	Unknown	7.2	-	0.4	-	-	-	-	-
	<b>All ages</b>	<b>2,323.7</b>	<b>26.0</b>	<b>85.8</b>	<b>6.9</b>	<b>26.9</b>	<b>139.3</b>	<b>10.7</b>	<b>61.6</b>

Sources: Department for Business, Innovation and Skills; Welsh Government; Scottish Funding Council; Northern Ireland Department for Employment and Learning

1 Further education (FE) institution figures are based on whole year enrolments (excluding England which are based on headcounts).

Higher education (HE) institution figures are based on the HESA 'standard registration' count (enrolments) and exclude England.

The field "gender" has changed to be consistent with the MIAP common data definitions coding frame. Students of "indeterminate gender" are now included in total figures but not in separate breakdowns. Indeterminate means unable to be classified as either male or female and is not related in any way to trans-gender.

2 Full-time includes sandwich. Part-time comprises both day and evening, including block release and open/distance learning. For Scotland, Full-time at FE level covers programmes of at least 720 hours of planned notional hours. Part-time includes short full-time, block/day release, evenings/weekends, assessment of work based learning.

3 Ages as at 31 August 2010 (1 July 2010 for Northern Ireland).

4 England data is learner participation data from the Individualised Learner Record. It is not possible to supply an attendance split.

5 Figures for Scotland FE colleges are vocational course enrolments rather than headcounts.

6 Does not include students with under 25% attendance rate.

7 Figures for Northern Ireland FE colleges are professional and technical course enrolments rather than headcounts.

8 Students in Wales FE colleges undertaking work based learning (WBL). For other FE and HE institution figures, students undertaking WBL are included in the relevant full/part-time split.

9 Home and overseas students.

# POST COMPULSORY EDUCATION: STUDENTS AND LEARNERS

TABLE 2.4: Students<sup>1</sup> in further<sup>2</sup> and higher<sup>3</sup> education - time series

United Kingdom		Thousands							
Further education		2007/08		2008/09		2009/10		2010/11	
<b>All</b>									
<b>United Kingdom</b>									
England - participation <sup>4</sup>		4,360.7		4,837.1		4,635.5		4,264.9	
Wales <sup>5</sup>		223.5		218.1		187.3		212.7	
Scotland		386.6		381.0		353.2		311.0	
Northern Ireland		131.8		132.2		151.9		144.4	
<b>Males</b>									
<b>United Kingdom</b>									
England - participation <sup>4</sup>		1,855.4		2,141.9		2,089.3		1,941.2	
Wales <sup>5</sup>		91.9		83.2		79.6		94.0	
Scotland		172.1		172.0		160.6		144.8	
Northern Ireland		63.4		64.7		75.0		72.2	
<b>Females</b>									
<b>United Kingdom</b>									
England - participation <sup>4</sup>		2,505.4		2,695.2		2,546.2		2,323.7	
Wales <sup>5</sup>		131.7		117.8		107.7		118.7	
Scotland		214.6		209.0		192.6		166.2	
Northern Ireland		68.6		67.6		76.9		72.3	
<b>Higher education</b>									
		2007/08		2008/09		2009/10		2010/11	
		Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
<b>All</b>									
Postgraduate		249.2	258.9	268.7	273.8	298.9	284.6	310.5	282.5
of which									
PhD & equivalent		58.2	22.8	58.6	23.1	61.4	23.9	65.5	24.5
Masters and Others		191.0	236.1	210.1	250.7	237.5	260.8	245	257.9
First Degree		1,117.1	205.0	1,154.0	214.6	1,215.9	222.7	1,258.0	224.7
Other Undergraduate		173.1	471.7	174.1	471.3	177.9	458.2	170.5	413.1
<b>Total</b>		<b>1,539.9</b>	<b>936.9</b>	<b>1,596.9</b>	<b>959.7</b>	<b>1,692.7</b>	<b>965.5</b>	<b>1,739.0</b>	<b>920.3</b>
<b>Males</b>									
Postgraduate		124.2	109.4	136.5	113.8	151.5	118.5	155.5	115.9
of which									
PhD & equivalent		31.9	11.5	32.1	11.6	33.4	11.7	35.7	12.0
Masters and Others		92.3	97.9	104.4	102.2	118.1	106.8	119.8	103.9
First Degree		507.2	82.3	524.7	86.5	553.3	91.2	573.9	92.9
Other Undergraduate		66.4	172.5	68.7	175.3	73.3	168.2	70.7	154.0
<b>Total</b>		<b>698.1</b>	<b>364.8</b>	<b>729.9</b>	<b>375.5</b>	<b>778.1</b>	<b>378.0</b>	<b>800.1</b>	<b>362.8</b>
<b>Females</b>									
Postgraduate		124.9	149.5	132.2	160.0	147.3	166.1	155.0	166.5
of which									
PhD & equivalent		26.3	11.3	26.5	11.5	27.9	12.2	29.8	12.6
Masters and Others		98.7	138.3	105.7	148.5	119.4	153.9	125.2	154.0
First Degree		609.9	122.7	629.3	128.1	662.6	131.4	684.0	131.8
Other Undergraduate		106.7	299.2	105.5	296.1	104.6	289.9	99.8	259.2
<b>Total</b>		<b>841.8</b>	<b>572.1</b>	<b>867.0</b>	<b>584.2</b>	<b>914.5</b>	<b>587.5</b>	<b>938.9</b>	<b>557.5</b>

Sources: Department for Business, Innovation and Skills; Welsh Government; Scottish Funding Council; Northern Ireland Department for Employment and Learning

1 Home and overseas students.

2 Further education (FE) institution figures are based on whole year enrolments (excluding England which are based on headcounts).

3 Higher education (HE) figures include Open University students. Part-time figures include dormant modes (up to 2003/04), those writing up at home and on sabbaticals. Full-time includes sandwich. Part-time comprises both day and evening, including block release and open/distance learning. In Scotland, full-time at HE level covers programmes of at least 480 hours of planned notional hours. Part-time includes short full-time, block/day release, evenings/weekends, assessment of work based learning, distance/locally based learning, college based private study, other open learning and flexible learning. In Wales, full-time learners are those with at least 450 guided contact hours in the academic year.

4 Learner Participation rate. Information on full-time and part-time learners in England is not available across all of the funding streams covered under Further Education.

5 From 2010/11, includes students in Wales FE colleges undertaking work based learning (WBL).

# Chapter 3

## Qualifications



## CHAPTER 3: QUALIFICATIONS

### Key Facts

#### *GCE, GCSE and SCE - Qualifications*

- Across the UK the numbers and percentages of pupils passing GCE, GCSE and SCE qualifications has continued to rise since 1995/96. There are no UK qualifications totals in this year's volume. Tables in chapter 3 show figures for Scotland separately from England, Wales and Northern Ireland due to the different nature of their qualifications.

#### *GCSE entries and attainment*

- 4.8 million entries were made for GCSE or equivalent examinations by pupils in their last year of compulsory education in schools in England, Wales and Northern Ireland in 2010/11. **(Table 3.2a)**
- Most frequently studied subjects at GCSE and equivalent in England, Wales and Northern Ireland were mathematics (644,800 entries), English (644,600 entries) and English Literature (485,800 entries). **(Table 3.2a)**
- 72 per cent of all entries achieved passes at grades A\*-C. **(Table 3.2a)**
- At GCSE or equivalent level, of pupils in their last year of compulsory schooling in England, Wales and Northern Ireland:
  - 78.7 per cent gained 5 or more passes at grades A\*-C. This figure has been steadily increasing over time. In comparison to previous years (although please note that figures for 2009/10 and earlier also include Scotland), 2010/11 saw a 5.1 percentage point increase from last year and a 33.2 percentage point increase from 1995/96. Females continue to do better than males with 82.6 per cent of females gaining 5 or more passes at grades A\*-C compared to 75.0 per cent of males in 2010/11.
  - 58.5 per cent gained 5 or more passes at grades A\*-C including English and Mathematics. This figure has increased by 8.7 percentage points since 2008/09. 62.4 per cent of females achieved 5 or more passes at grades A\*-C including English and Mathematics compared to 54.8 per cent for males in 2010/11. **(Table 3.1)**
- 570,600 entries were made for SCQF levels 3-5 (standard grades) by pupils in their last year of compulsory education in schools in Scotland in 2010/11. **(Table 3.2b)**
- Most frequently studied subjects at SCQF levels 3-5 in Scotland were mathematics (89,100), English (85,300) and biology (36,400). **(Table 3.2b)**
- 92.7 per cent of pupils in 2010/11 achieved SCQF levels 3 or better with 12 per cent of pupils achieving level 3, 33 per cent achieving level 4 and 47 per cent achieving level 5. **(Table 3.1, 3.2b)**

#### *A Level Qualifications*

- A total of 843,000 entries were made by young people for GCE A level examinations in England, Wales and Northern Ireland in 2010/11.
- Most frequently studied subjects at GCE A level in England, Wales and Northern Ireland



were English (88,200 entries), mathematics (81,300), biological sciences (60,400), psychology (54,500) and history (50,000). **(Table 3.3a)**

- 77 per cent of all entries achieved grades A\*-C. **(Table 3.3a)**
- In 2010/11, 52.8 per cent of young people in England, Wales and Northern Ireland achieved 2 or more A level passes or equivalent. This figure has been steadily increasing over time (although please note that figures for 2009/10 and earlier also include Scotland). 2010/11 saw a 0.1 percentage point increase from last year and a 23.2 percentage point increase from 1995/96. . **(Table 3.1)**
- Females continue to do better than males with 57.9 per cent of females achieving 2 or more A level passes or equivalent compared to 48.0 per cent for males in 2010/11. **(Table 3.1)**
- A total of 178,900 entries were made by young people for SCQF level 6 (highers) in Scotland. **(Table 3.3b)**
- Most frequently studies subjects at SCQF level 6 in Scotland were English (30,800), mathematics (20,600) and biology (14,000). **(Table 3.3b)**
- 26.3 per cent of all entries achieved 3 or more qualifications at SCQF level 6 or better. **(Table 3.1)**

## **CHAPTER 3: QUALIFICATIONS - LIST OF TABLES**

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# QUALIFICATIONS AND DESTINATIONS

**TABLE 3.1: GCE, GCSE, SCE/NQ<sup>1</sup> and vocational qualifications obtained by pupils and students - time series**

United Kingdom	Percentages and thousands				
	1995/96	2000/01	2008/09	2009/10	2010/11
<b>All</b>					
<b>Pupils in their last year of compulsory education<sup>2</sup></b>					
<b>England, Wales and Northern Ireland<sup>8</sup></b>					
Percentage achieving GCSE or equivalent					
5 or more grades A*-C <sup>3</sup>	45.5	51.0	68.7	73.6	78.7
5 or more grades A*-C incl English and Maths	..	..	49.8	52.9	58.5
Any Passes	..	..	98.6	98.9	99.1
<b>Scotland<sup>9</sup></b>					
Percentage of pupils in S4, last year of compulsory education achieving					
5 or more qualifications at SCQF level 3 or better	..	90.7	91.5	92.4	92.7
5 or more qualifications at SCQF level 4 or better	..	76.8	77.6	78.3	78.8
5 or more qualifications at SCQF level 5 or better	..	33.8	35.4	36.1	36.4
<b>Pupils/students in education<sup>4,5</sup></b>					
<b>England, Wales and Northern Ireland<sup>8</sup></b>					
Percentage achieving GCE A Levels and equivalent <sup>6,7</sup>					
2 or more passes <sup>9</sup>	29.6	37.4	48.7	52.7	52.8
Population aged 17 (thousands) <sup>11</sup>	672.1	717.9	811.0	800.0	707.4
<b>Scotland<sup>10</sup></b>					
Percentage of pupils from relevant S4 roll achieving					
3 or more qualifications at SCQF level 6 or better by end of S5	..	..	23.4	25.0	26.3
1 or more qualifications at SCQF level 7 or better by end of S6	..	..	13.5	14.6	15.8
<b>Males</b>					
<b>Pupils in their last year of compulsory education<sup>2</sup></b>					
<b>England, Wales and Northern Ireland<sup>8</sup></b>					
Percentage achieving GCSE or equivalent					
5 or more grades A*-C <sup>3</sup>	40.6	45.7	64.5	69.5	75.0
5 or more grades A*-C incl English and Maths	..	..	45.9	48.9	54.8
Any Passes	..	..	98.1	98.4	98.9
<b>Scotland<sup>9</sup></b>					
Percentage of pupils in S4, last year of compulsory education achieving					
5 or more qualifications at SCQF level 3 or better	..	89.7	90.8	91.8	92.3
5 or more qualifications at SCQF level 4 or better	..	73.8	75.2	75.6	76.6
5 or more qualifications at SCQF level 5 or better	..	28.7	31.4	31.8	32.4
<b>Pupils/students in education<sup>4,5</sup></b>					
<b>England, Wales and Northern Ireland<sup>8</sup></b>					
Percentage achieving GCE A Levels and equivalent <sup>6,7</sup>					
2 or more passes <sup>9</sup>	26.7	33.4	43.6	47.3	48.0
Population aged 17 (thousands) <sup>11</sup>	345.8	366.6	418.0	411.0	364.0
<b>Scotland<sup>10</sup></b>					
Percentage of pupils from relevant S4 roll achieving					
3 or more qualifications at SCQF level 6 or better by end of S5	..	..	20.4	21.6	22.6
1 or more qualifications at SCQF level 7 or better by end of S6	..	..	12.0	13.0	13.9
<b>Females</b>					
<b>Pupils in their last year of compulsory education<sup>2</sup></b>					
<b>England, Wales and Northern Ireland<sup>8</sup></b>					
Percentage achieving GCSE or equivalent					
5 or more grades A*-C <sup>3</sup>	50.5	56.5	73.2	77.9	82.6
5 or more grades A*-C incl English and Maths	..	..	54.0	57.1	62.4
Any Passes	..	..	99.2	99.4	99.4
<b>Scotland<sup>9</sup></b>					
Percentage of pupils in S4, last year of compulsory education achieving					
5 or more qualifications at SCQF level 3 or better	..	91.7	92.1	92.9	93.1
5 or more qualifications at SCQF level 4 or better	..	79.9	80.0	81.1	81.1
5 or more qualifications at SCQF level 5 or better	..	39.1	39.5	40.5	40.6
<b>Pupils/students in education<sup>4,5</sup></b>					
<b>England, Wales and Northern Ireland<sup>8</sup></b>					
Percentage achieving GCE A Levels and equivalent <sup>6,7</sup>					
2 or more passes <sup>9</sup>	32.7	41.6	54.2	58.5	57.9
Population aged 17 (thousands) <sup>11</sup>	326.3	351.3	393.0	389.0	343.4
<b>Scotland<sup>10</sup></b>					
Percentage of pupils from relevant S4 roll achieving					
3 or more qualifications at SCQF level 6 or better by end of S5	..	..	26.5	28.4	30.0
1 or more qualifications at SCQF level 7 or better by end of S6	..	..	15.2	16.3	17.7

Source: Department for Education; Welsh Government; Scottish Government; Northern Ireland Department of Education

- National Qualifications (NQ) include Standard Grades, Intermediate 1 & 2 and Higher Grades. The figures for Higher Grades combine the new NQ Higher and the old SCE Higher and include Advanced Highers.
- Pupils aged 15 at the start of the academic year; pupils in Year S4 in Scotland. From 2004/05, pupils at the end of Key Stage 4 in England.
- Standard Grades 1-3/Intermediate 2 A-C/Intermediate 1 A in Scotland for 2009/10 and earlier.
- Pupils in schools and students in further education institutions generally aged 16-18 at the start of the academic year in England, Wales and Northern Ireland as a percentage of the 17-year-old population. Data from 2002/03 for Wales and Northern Ireland, however, relate to schools only. Pupils in Scotland generally sit Highers one year earlier than those sitting A levels in the rest of the UK, and the figures relate to the results of pupils in Year S5/S6.
- Figures, other than for Scotland, include Vocational Certificates of Education (VCE) and, previously, Advanced level GNVQ, which is equivalent to 2 GCE A levels or AS equivalents. For 2006/07, figures included for England cover achievements in all Level 3 qualifications approved under Section 96 of the Learning and Skills Act (2000), therefore UK aggregates are not comparable with previous years.
- 2 AS levels or 2 Highers/1 Advanced Higher or 1 each in Scotland, count as 1 A level pass for 2009/10 and earlier.
- 3 or more SCE/NQ Higher Grades/2 or more Advanced Highers/1 Advanced Higher with 2 or more Higher Passes in Scotland for 2009/10 and earlier.
- Also includes Scotland for 2009/10 and earlier.
- In Scotland a number of qualifications cover the Scottish Credit and Qualifications Framework (SCQF) levels 3-5. Standard Grades span SCQF levels 3-5 depending on the results, whereas Intermediate 1 is at SCQF level 4 and Intermediate 2 is at SCQF level 5
- In Scotland, pupils stay on into S5 and S6 to take additional qualifications or qualifications at a higher level. Most pupils will take Highers, SCQF level 5 qualifications in S5. If pupils stay on into S6 they may take more highers and/or Advanced Higher qualifications (SCQF level 7). Not all schools offer advanced highers and pupils can enter university with Highers
- For 2010/11, based on mid-2010 based population projections. These do not take into account the 2011 Census, and will be replaced by Census-based estimates in March or April 2013

### Notes on population data

- National population estimates and projections are the responsibility of the Office for National Statistics.
  - It is ONS policy to publish population estimates rounded to at least the nearest hundred persons. Estimates are sometimes provided in units to facilitate further calculations. They cannot be guaranteed to be as exact as the level of detail implied by unit figures and should be re-rounded prior to further presentation or publication.
  - The data are Crown copyright. They may be reproduced freely within your organisation. They must not be used for sale or advertising purposes.
- Source: ONS mid-2010 based population projections adjusted within DfE to academic age at January  
 Method: For England, Great Britain, England & Wales and UK, the adjustment takes account of the actual distribution of births across the year, using monthly birth data from ONS  
 The figures for UK excluding Scotland are derived by subtractions of the above (UK-GB+E&W) and therefore do not explicitly take account of the monthly birth distributions in Scotland.

# QUALIFICATIONS

**TABLE 3.2a: GCSE<sup>1</sup> entries and achievements<sup>2</sup> for pupils in their last year of compulsory education<sup>3</sup>, in all schools by subject and gender by the end of 2010/11<sup>4</sup>**

England, Wales and Northern Ireland

Thousands and percentages

Subject group	Number of entries (000s)			Percentage achieving grade A*-C			Percentage achieving grade A*-G		
	All	Males	Females	All	Males	Females	All	Males	Females
Biological Science	142.8	76.0	66.8	94	94	95	100	100	100
Chemistry	139.7	74.8	65.0	93	93	94	100	100	100
Physics	138.7	74.7	64.0	94	94	94	100	100	100
Science Single Award <sup>5</sup>	9.5	5.0	4.6	67	67	68	99	99	99
Science Double Award <sup>6</sup>	7.4	3.5	3.9	87	85	89	100	99	100
Core Science <sup>7</sup>	350.1	173.6	176.5	63	61	65	99	99	99
Additional Science <sup>7</sup>	251.7	123.6	128.2	70	67	72	99	99	99
Additional Applied Science <sup>7</sup>	29.1	13.4	15.6	36	29	42	98	97	98
Other Science	58.8	29.7	29.0	64	62	65	99	98	99
Mathematics <sup>8</sup>	644.8	326.1	318.7	67	67	67	98	98	98
Information Technology <sup>9</sup>	52.5	28.6	24.0	78	74	82	98	97	98
Design and Technology <sup>10</sup>	243.5	135.6	107.9	64	56	73	98	97	99
Business Studies	67.1	39.6	27.5	68	67	70	98	98	99
Home Economics	36.8	4.9	31.9	59	45	61	98	98	98
Art and Design	170.4	60.8	109.6	77	65	83	99	98	99
Geography	178.5	99.0	79.5	70	66	75	99	99	99
History	215.3	108.5	106.7	71	67	74	98	98	99
Economics	3.6	2.6	1.1	80	80	80	98	98	98
Humanities	15.1	7.4	7.6	48	42	55	95	94	97
Religious Studies	216.6	98.6	118.1	74	68	79	98	98	99
Social Studies	37.2	12.7	24.5	65	58	69	98	97	98
English	644.6	324.6	320.0	72	65	79	99	99	99
Welsh <sup>11</sup>	5.2	2.5	2.7	73	64	82	100	100	100
English Literature	485.8	229.6	256.2	78	72	84	99	98	99
Welsh Literature	4.0	1.8	2.2	74	67	81	100	99	100
Drama	80.2	30.6	49.6	75	68	79	99	99	99
Media/Film/TV	51.8	25.8	26.0	66	57	76	98	97	98
Communication Studies <sup>12</sup>	13.5	5.9	7.6	58	48	67	96	95	97
Modern Languages									
French	154.2	64.5	89.7	72	67	76	100	99	100
German	60.7	28.5	32.2	76	71	80	100	99	100
Spanish	63.6	26.5	37.1	75	70	79	99	99	100
Other languages <sup>13</sup>	32.6	14.9	17.6	81	76	85	99	99	99
Classical Studies	12.9	6.6	6.3	90	89	91	99	99	100
Physical Education	116.4	69.0	47.4	70	71	70	100	100	99
Vocational Studies	22.9	12.0	10.9	61	54	68	97	97	98
Music	48.0	24.5	23.5	78	75	80	99	98	99
Other subjects <sup>14</sup>	16.4	7.5	8.9	55	48	60	96	95	97
<b>All entries<sup>15</sup></b>	<b>4829.5</b>	<b>2377.1</b>	<b>2452.5</b>	<b>72</b>	<b>68</b>	<b>76</b>	<b>99</b>	<b>99</b>	<b>99</b>
English and Mathematics <sup>16</sup>	594.0	298.7	295.3	61	58	65	98	98	99
English, Mathematics and a Science <sup>16</sup>	498.3	250.7	247.6	64	61	67	99	98	99
English, Mathematics, Science and a Modern Language <sup>16</sup>	11.3	4.9	6.4	74	71	77	99	99	100
Mathematics and Science <sup>16</sup>	505.0	254.9	250.1	67	66	68	99	99	99
Any Subject <sup>16</sup>	635.1	322.8	312.3	84	81	87	99	99	99

Source: Department for Education; Welsh Government; Northern Ireland Department of Education

1 Or equivalent.

2 Where a candidate attempted an examination in the same subject more than once, only the highest value pass has been counted. However, some double counting may occur if a student enters for more than one subject within a subject category.

3 Those in all schools who were 15 at the start of the academic year, i.e. 31 August 2010. Pupils at the end of Key Stage 4 in England.

4 Including attempts and achievements by these pupils in previous academic years.

5 Excludes England and Wales

6 For Northern Ireland each Science Double Award is counted as 2 entries. Excludes England and Wales

7 England only

8 Includes related subjects such as Statistics.

9 Also includes Computer Studies, Information Systems and any combined syllabus where Information Technology is the major part.

10 Includes all other combined syllabus of which Design and Technology is the major part.

11 Welsh as a first language.

12 Including Media/Film/TV in Wales.

13 Includes Welsh as a second language.

14 Includes combined syllabuses (other than those mentioned in footnote 8).

15 Science Double Award are counted twice in this row for Northern Ireland.

16 Excludes Wales. Figures for English, Mathematics, Science and a Modern Language are not available for England.

## QUALIFICATIONS

TABLE 3.2b: SQA<sup>1</sup> qualifications entries and achievements at SCQF levels 3-5 by subject, all learners, 2010/11

Scotland		Thousands and Percentages		
Subject	Number of Entries at SCQF level 3-5 <sup>2</sup> (000s)	Percentage achieving each level		
		SCQF level 3	SCQF level 4	SCQF level 5
Biology	36.4	15	31	44
Chemistry	28.2	9	30	54
Physics	22.4	12	26	51
Other Science	2.5	20	58	16
Mathematics	89.1	23	30	34
Design and Technology <sup>3</sup>	24.2	7	38	51
Information Technology <sup>4</sup>	18.9	12	33	47
Business Studies	10.5	8	25	56
Accounting and Finance	2.0	18	30	43
Home Economics	7.8	7	49	38
Art and Design	22.8	4	38	54
Geography	21.4	19	23	52
History	27.6	14	28	52
Economics	0.4	9	4	76
Religious Studies	4.4	28	24	31
Social Studies	2.2	35	4	38
English	85.3	5	38	49
Gaelic	0.6	6	29	62
Drama	8.4	6	30	61
Media Studies	1.6	14	24	31
French	31.8	13	38	46
German	7.6	11	42	44
Spanish	6.5	15	35	44
Other Languages	0.7	22	23	44
Classical studies	0.9	5	12	79
Physical Education	23.6	3	33	61
Vocational Studies	35.8	4	40	43
Modern Studies	18.6	15	31	47
Music	14.2	5	18	72
Other subjects	14.0	10	36	38
<b>All entries</b>	<b>570.6</b>	<b>12</b>	<b>33</b>	<b>47</b>

Source: Scottish Government

<sup>1</sup> SQA (Scottish Qualifications Authority) is the national accreditation and awarding body in Scotland.

<sup>2</sup> In Scotland a number of qualifications cover the Scottish Credit and Qualifications Framework (SCQF) levels 3-5. Standard Grades span SCQF levels 3-5 depending on the results, whereas Intermediate 1 is at SCQF level 4 and Intermediate 2 is at SCQF level 5.

<sup>3</sup> Craft and Design, Graphic Communications and Technological Studies in Scotland.

<sup>4</sup> Also includes Computer Studies, Information Systems and any combined syllabus where Information Technology is the major part.

# QUALIFICATIONS

**TABLE 3.3a: GCE A level entries and achievements for young people<sup>1</sup> in all Schools, and Further Education Sector Colleges<sup>2</sup> by subject and gender, 2010/11**

England, Wales and Northern Ireland												
Subject group	Thousands and percentages									Other <sup>3</sup>		
	Number of entries(000s)			Percentage achieving grades A*-C			Percentage achieving grades D-E			All	Males	Females
	All	Males	Females	All	Males	Females	All	Males	Females			
Biological Sciences	60.4	26.2	34.2	74	73	75	24	25	23	2	2	2
Chemistry	46.9	24.7	22.2	79	78	80	19	20	19	2	2	1
Physics	31.8	25.2	6.6	74	73	79	23	24	19	2	2	2
Other Science	4.5	3.2	1.3	70	70	71	27	27	26	3	3	3
Mathematics	81.3	48.7	32.6	83	82	84	16	16	15	1	2	1
Further Mathematics	11.8	8.1	3.7	90	90	90	9	9	8	1	1	1
Design and Technology <sup>4</sup>	16.8	9.9	6.9	70	67	75	28	31	24	2	2	1
Computer Studies	5.3	4.4	0.9	69	66	80	28	30	19	3	3	2
ICT <sup>5</sup>	10.0	6.2	3.9	58	54	65	39	43	33	3	4	2
Home Economics	0.9	0.1	0.8	76	45	79	23	50	20	2	5	1
Accounting and Finance	3.6	2.4	1.2	62	60	65	35	36	32	3	4	3
Business Studies	30.7	18.2	12.5	74	73	75	25	25	24	1	1	1
Economics	21.6	14.9	6.7	85	84	87	14	15	12	1	1	1
Geography	31.5	16.8	14.7	82	79	86	17	20	14	1	1	1
Government and Politics	14.5	8.3	6.2	83	82	85	16	17	14	1	1	1
History	50.0	24.5	25.5	82	80	84	17	19	16	1	1	1
Law	13.5	5.3	8.2	68	65	70	29	32	28	3	3	2
Psychology	54.5	14.7	39.8	71	62	74	27	35	25	2	3	2
Sociology	29.1	7.3	21.8	74	70	75	25	28	24	2	2	1
Other Social Studies <sup>5</sup>	4.1	2.0	2.2	74	72	76	24	26	22	2	2	2
Art and Design	45.4	12.2	33.2	81	75	83	18	23	16	1	2	1
Drama	15.9	5.1	10.8	80	73	83	20	26	16	1	1	-
English	88.2	26.0	62.3	79	77	80	20	22	20	1	1	-
Welsh <sup>6</sup>	0.3	0.1	0.2	80	82	79	20	18	21	-	-	-
Welsh Second Language <sup>6</sup>	0.4	0.1	0.3	76	64	79	24	36	20	-	-	1
Media/Film/Television studies	26.1	11.4	14.7	77	71	82	22	27	17	1	1	1
Other Communication studies <sup>5</sup>	10.0	4.5	5.5	82	79	84	18	20	16	1	1	-
Modern Languages	31.4	11.2	20.2	88	89	88	11	11	11	1	1	1
of which												
French	12.6	3.9	8.7	88	88	88	12	11	12	1	1	1
German	4.8	2.0	2.8	87	87	87	12	12	12	1	1	1
Spanish	7.0	2.3	4.7	86	86	86	13	13	14	1	1	1
Other Modern Languages	7.0	3.0	4.0	93	92	93	6	7	6	1	2	1
Classical Studies <sup>7</sup>	5.9	2.6	3.3	87	85	89	12	14	10	1	1	1
Religious Studies	22.2	7.0	15.2	82	80	83	17	19	16	1	1	1
Music	9.7	5.9	3.9	71	69	74	28	30	25	1	2	1
Physical Education	21.4	12.6	8.8	65	59	73	33	38	26	2	2	1
General Studies <sup>5</sup>	42.9	20.2	22.7	58	54	61	38	40	36	5	6	4
<b>All entries</b>	<b>843.0</b>	<b>389.6</b>	<b>453.4</b>	<b>77</b>	<b>74</b>	<b>79</b>	<b>22</b>	<b>24</b>	<b>20</b>	<b>2</b>	<b>2</b>	<b>1</b>

Sources: Department for Education; Welsh Government; Northern Ireland Department of Education

1 Aged 16-18 at the start of the academic year.

2 England only.

3 Includes ungraded, no award (absent/declined) and pending.

4 Craft and Design, Graphic Communication and Technological Studies in Northern Ireland.

5 England and Wales only.

6 Wales only.

7 Includes Classical Greek and Latin.

## QUALIFICATIONS

**TABLE 3.3b: SQA<sup>1</sup> qualifications entered and passed at SCQF level 6 (Highers) by subject, all learners, 2010/11**

Scotland	Thousands and Percentages					
	Number of Entries at SCQF level 6 (000s)	Percentage passing each grade			Percentage of ungraded passes <sup>2</sup>	Percentage who failed or did not complete the course
		A	B	C		
Subject						
Biology	14.0	22	24	26	-	28
Chemistry	10.3	29	24	25	-	22
Physics	9.4	30	28	21	-	22
Other Science	0.1	31	17	23	-	28
Mathematics	20.6	25	25	22	-	28
Design and Technology <sup>3</sup>	4.9	29	26	23	-	22
Information Technology <sup>4</sup>	5.5	21	26	25	-	27
Business Studies	6.9	16	24	28	-	32
Accounting and Finance	1.2	40	19	17	-	24
Home Economics	1.3	31	35	21	-	12
Art and Design	7.2	27	31	29	-	13
Geography	7.8	34	24	22	-	20
History	9.4	29	32	24	-	16
Economics	0.6	41	23	16	-	19
Religious Studies	3.8	33	27	20	-	20
Social Studies	5.7	25	22	21	-	31
English	30.8	19	26	28	-	27
Gaelic	0.2	38	29	26	-	7
Drama	2.5	23	39	27	-	11
Media Studies	0.9	16	28	29	-	27
French	4.4	44	23	18	-	15
German	1.1	40	24	22	-	14
Spanish	1.5	51	22	14	-	14
Other Languages	0.4	76	10	7	-	7
Classical studies	0.7	42	23	17	-	18
Physical Education	5.9	23	35	32	-	10
Vocational Studies	5.3	14	24	28	6	29
Modern Studies	7.7	26	28	27	-	19
Music	4.6	45	30	17	-	7
Other subjects	4.5	22	27	26	4	20
<b>All entries</b>	<b>178.9</b>	<b>26</b>	<b>26</b>	<b>25</b>	<b>-</b>	<b>23</b>

Source: Scottish Government

<sup>1</sup> SQA (Scottish Qualifications Authority) is the national accreditation and awarding body in Scotland.

<sup>2</sup> These ungraded courses are pass or fail (no grades awarded).

<sup>3</sup> Craft and Design, Graphic Communications and Technological Studies in Scotland.

<sup>4</sup> Also includes Computer Studies, Information Systems and any combined syllabus where Information Technology is the major part.

# **Annex A: Education Expenditure**





## **ANNEX A: EDUCATION EXPENDITURE**

### **Key Facts**

- Expenditure on education services by central and local government in the UK in 2011-12 was estimated at £90.9 billion, of which:
  - £5.2 billion was directly on under fives
  - £25.1 billion was on primary education
  - £42.2 billion was on secondary education and
  - £11.4 billion was on tertiary education
- Education expenditure has been increasing year on year since 2005-06, and over the longer term since 1990-91.
- Some £58.0 billion was estimated as local authority expenditure and £32.9 billion as central government expenditure.
- Estimated expenditure on education services by central and local government in the UK in 2011-12 represented 6.0 per cent of Gross Domestic Product, compared to 6.1 per cent in 2010/11.

## ANNEX A

### Education expenditure<sup>1</sup> on services - time series<sup>2</sup>

#### United Kingdom

#### (i) By Function<sup>3</sup>

£ million

	2009-10 <sup>4,5</sup>			2010-11 <sup>4,5</sup>			2011-12 <sup>5</sup>		
	Local authorities	Central government	Total	Local authorities	Central government	Total	Local authorities	Central government	Total
<b>COFOG 9.1: Pre-primary and Primary education</b>									
<b>of which: Under fives</b>									
Total current <sup>6</sup>	4,648	176	<b>4,824</b>	4,697	150	<b>4,847</b>	4,988	112	<b>5,100</b>
Total capital <sup>7</sup>	9	4	<b>13</b>	7	3	<b>10</b>	11	57	<b>67</b>
<b>Total Under fives</b>	<b>4,656</b>	<b>180</b>	<b>4,837</b>	<b>4,704</b>	<b>153</b>	<b>4,857</b>	<b>4,999</b>	<b>168</b>	<b>5,167</b>
<b>of which: Primary education</b>									
Total current <sup>6</sup>	19,898	630	<b>20,527</b>	20,441	655	<b>21,096</b>	21,425	603	<b>22,029</b>
Total capital <sup>7</sup>	3,060	90	<b>3,150</b>	3,110	35	<b>3,145</b>	3,037	7	<b>3,044</b>
<b>Total Primary education</b>	<b>22,958</b>	<b>720</b>	<b>23,678</b>	<b>23,551</b>	<b>690</b>	<b>24,241</b>	<b>24,463</b>	<b>611</b>	<b>25,073</b>
<b>COFOG 9.2: Secondary education</b>									
Total current <sup>6</sup>	20,569	12,389	<b>32,958</b>	20,457	13,585	<b>34,041</b>	21,556	17,073	<b>38,629</b>
Total capital <sup>7</sup>	3,103	1,478	<b>4,580</b>	3,343	1,045	<b>4,387</b>	2,995	549	<b>3,544</b>
<b>Total Secondary education</b>	<b>23,672</b>	<b>13,866</b>	<b>37,538</b>	<b>23,799</b>	<b>14,629</b>	<b>38,429</b>	<b>24,551</b>	<b>17,623</b>	<b>42,173</b>
<b>COFOG 9.3: Post-secondary non-tertiary education</b>									
Total current <sup>6</sup>	137	3	<b>140</b>	132	-	<b>132</b>	131	-	<b>131</b>
Total capital <sup>7</sup>	361	-	<b>361</b>	293	-	<b>293</b>	427	-	<b>427</b>
<b>Total Post-secondary non-tertiary education</b>	<b>498</b>	<b>3</b>	<b>501</b>	<b>426</b>	<b>-</b>	<b>426</b>	<b>558</b>	<b>-</b>	<b>558</b>
<b>COFOG 9.4: Tertiary education</b>									
Total current <sup>6</sup>	2	11,826	<b>11,828</b>	2	15,126	<b>15,129</b>	2	11,080	<b>11,082</b>
Total capital <sup>7</sup>	-	1,128	<b>1,128</b>	-	542	<b>542</b>	-	309	<b>309</b>
<b>Total Tertiary education</b>	<b>2</b>	<b>12,954</b>	<b>12,956</b>	<b>2</b>	<b>15,669</b>	<b>15,671</b>	<b>2</b>	<b>11,389</b>	<b>11,391</b>
<b>COFOG 9.6: Subsidiary services to education</b>									
Total current <sup>6</sup>	3,117	1,035	<b>4,152</b>	3,153	956	<b>4,109</b>	3,299	666	<b>3,966</b>
Total capital <sup>7</sup>	78	12	<b>90</b>	72	2	<b>73</b>	105	1	<b>106</b>
<b>Total Subsidiary services to education</b>	<b>3,195</b>	<b>1,047</b>	<b>4,242</b>	<b>3,225</b>	<b>958</b>	<b>4,183</b>	<b>3,404</b>	<b>667</b>	<b>4,072</b>
<b>COFOG 9.7: Research &amp; Development education</b>									
Total current <sup>6</sup>	-	18	<b>18</b>	-	1	<b>1</b>	-	11	<b>11</b>
Total capital <sup>7</sup>	-	-	<b>-</b>	-	-	<b>-</b>	-	-	<b>-</b>
<b>Total Research &amp; Development education</b>	<b>-</b>	<b>18</b>	<b>18</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>11</b>	<b>11</b>
<b>COFOG 9.8: Education not elsewhere covered</b>									
Total current <sup>6</sup>	56	3,317	<b>3,373</b>	48	2,301	<b>2,348</b>	47	2,202	<b>2,249</b>
Total capital <sup>7</sup>	-	503	<b>503</b>	-	663	<b>663</b>	-	235	<b>235</b>
<b>Total Education not elsewhere covered</b>	<b>56</b>	<b>3,820</b>	<b>3,877</b>	<b>48</b>	<b>2,963</b>	<b>3,011</b>	<b>47</b>	<b>2,437</b>	<b>2,484</b>
<b>GRAND TOTALS</b>									
<b>Total current<sup>6</sup></b>	<b>48,428</b>	<b>29,393</b>	<b>77,821</b>	<b>48,930</b>	<b>32,774</b>	<b>81,704</b>	<b>51,449</b>	<b>31,747</b>	<b>83,196</b>
<b>Total capital<sup>7</sup></b>	<b>6,610</b>	<b>3,215</b>	<b>9,825</b>	<b>6,825</b>	<b>2,290</b>	<b>9,115</b>	<b>6,575</b>	<b>1,158</b>	<b>7,734</b>
<b>TOTAL Education expenditure</b>	<b>55,038</b>	<b>32,608</b>	<b>87,646</b>	<b>55,755</b>	<b>35,063</b>	<b>90,818</b>	<b>58,024</b>	<b>32,906</b>	<b>90,930</b>

#### United Kingdom

#### (ii) As a percentage of Gross Domestic Product (GDP) and in real terms

£ billion and percentages

	1990-91 <sup>4</sup>	1995-96 <sup>4</sup>	2000-01 <sup>4</sup>	2005-06 <sup>4</sup>	2006-07 <sup>4</sup>	2007-08 <sup>4</sup>	2008-09 <sup>4</sup>	2009-10 <sup>4</sup>	2010-11 <sup>4</sup>	2011-12 <sup>5</sup>
<b>TOTAL Education expenditure (£b)</b>	<b>26.9</b>	<b>35.8</b>	<b>44.4</b>	<b>69.2</b>	<b>72.4</b>	<b>78.0</b>	<b>82.4</b>	<b>87.6</b>	<b>90.8</b>	<b>90.9</b>
<b>TOTAL Education expenditure in real terms (£b)<sup>8</sup></b>	<b>44.5</b>	<b>51.1</b>	<b>57.7</b>	<b>79.8</b>	<b>81.5</b>	<b>85.6</b>	<b>88.0</b>	<b>92.3</b>	<b>93.0</b>	<b>90.9</b>
<b>Education expenditure as a percentage of GDP<sup>9</sup></b>	<b>4.6</b>	<b>4.8</b>	<b>4.5</b>	<b>5.4</b>	<b>5.4</b>	<b>5.4</b>	<b>5.8</b>	<b>6.2</b>	<b>6.1</b>	<b>6.0</b>

Sources: HM Treasury - Public Expenditure Statistical Analysis; Office for National Statistics

1 Education expenditure is based on the UN Classification of the Functions of Government (COFOG) and is a sub-set of the education category. COFOG 9.5 is 'Education not definable by level' expenditure and, as such, is not included here.

2 Financial Year 1 April to 31 March.

3 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.

4 Includes revised data.

5 Outturn data.

6 Including general administrative expenses and purchases of goods and services which are not of a capital nature.

7 Comprising expenditure on new construction, the purchase of land, buildings and other physical assets, less the proceeds from sales of similar assets and the value of net changes in the level of stocks. Also includes capital grants to the private sector, nationalised industries and other public corporations.

8 Real terms figures are the nominal figures adjusted to 2011-12 price levels using outturn GDP deflators from the Office for National Statistics (released 28 June 2012).

9 GDP to 2011-12 is consistent with the latest figures from the Office for National Statistics (published 28 June 2012).

## **SOURCES OF EDUCATION AND TRAINING STATISTICS**

This gives details of the current major sources of education and training statistics used in this publication.

### **List of Sources**

1. Schools
2. Teachers
3. Higher Education (HE)
4. Further Education (FE)
5. Public Examinations: GCSE/GNVQ, GCE, SCE Standard Grade and National Qualifications (NQ)
6. Education Expenditure

### **1. SCHOOLS**

The Department for Education carries out a spring, summer and autumn termly census of schools in England in January, May and October, respectively. From January 2002 onwards, maintained primary, secondary and special schools, as well as CTC's, have reported data at an individual pupil level. In January 2003, the pupil level coverage expanded to include non-maintained special schools and academies.

Data collected in January 2012 were published the following June in the Statistical First Release "Schools, Pupils and Their Characteristics: January 2012.

The statistical first release is available on the DfE Research and Statistics website at: <http://www.education.gov.uk/rsgateway/DB/SFR/s001071/index.shtml>.

Annual schools census counts are carried out in January for pupils in Wales (at individual pupil level from 2003) 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 pupils aged 16 and over is not collected, but examination results for each subject are received in August.

### **2. TEACHERS**

In England, teacher numbers are collected via the School Workforce Census (SWF), introduced in November 2010. The SWF collects information from all publicly funded schools including local authority (LA) maintained schools, Academy schools and City Technology Colleges in England. It excludes sixth form and other further education colleges. It includes LA centrally employed teachers (including those working in Pupil Referral Units (PRU)) and centrally employed education support staff who spend the majority of their time in schools. The SWF also has a count of educational psychologists in service in local authority. SWF data are collected at the individual level for all staff in regular employment with a contract of 28 days or more. This includes contracts that were open on the census date and also those that were open but ended during the previous academic year. School staff that did not have an open contract on the census date are not included in the SFR but their information is collected as it essential for the calculation of staff turnover and teacher absence rates.

Annual teacher numbers in Northern Ireland are based on a reference week in the autumn term. The figures in table 1.5 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. This checking process was introduced from 2003/04 for nursery, primary, secondary (non-grammar) and special schools, from 2005/06 for controlled grammar schools, and from 2007/08 for voluntary grammar schools. 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 full-time working week is 32.4 hours.

In Scotland, the staff census covers all publicly funded schools (local authority and grant-aided). The information required to complete the September 2011 staff census was collected electronically, through local authorities, from all publicly funded primary, secondary and special schools. The information is generally that stored on schools' management information systems, thus reducing the burden on schools. Information relating to pre-school teachers is collected from providers as part of the pre-school census. The accuracy of the reported number of teachers in pre-schools in Scotland is affected by non-response to the pre-school survey. Please see background notes of relevant year's publication for further information - <http://www.scotland.gov.uk/Topics/Statistics/Browse/Children/Pubs-Pre-SchoolEducation>.

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.

### **3. HIGHER EDUCATION (HE)**

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 (home and EU students only from 1999/00) of qualifiers. This includes students who are registered at HEIs but taught in Further Education Institutions (FEIs) through a franchise arrangement. Information about students taking higher education courses in FEIs comes from the Skills Funding Agency Individualised Learning Record and Scottish Funding Council. The HESA student figures in this volume from 2001/02 are taken from the 'standard registration' count and are not directly comparable with those previously recorded from the December 'snapshot' count. In June 2009, the Department for Business, Innovation and Skills (BIS) was created from the merger of the Department for Business, Enterprise and Regulatory Reform and the Department for Innovation, Universities and Skills. It became responsible for adult learning, further and higher education, skills, science and innovation, and has subsequently supplied DfE with HE information from HESA. The specification of the HESA Standard Registration Population has changed from 2007/08 enrolments. Writing-up and sabbatical students are now excluded from this population where they were previously included in published enrolment data. HESA have changed the field 'gender' to be consistent with the Learning Records Service (formally MIAP) common data

definitions coding frame. Students of “indeterminate gender” are now included in total figures but not in separate breakdowns. “Indeterminate” means unable to be classified as either male or female and is not related in any way to trans-gender.

Further information can be found on the HESA website at: [www.hesa.ac.uk](http://www.hesa.ac.uk)

#### **4. FURTHER EDUCATION (FE)**

In April 2010 the Young People’s Learning Agency replaced the Learning and Skills Council (LSC) as the body responsible for the delivery of training and education to all 16 – 19 year olds in England. The source used for the FE data for England is the Individualised Learner Record (ILR). At the same time the National Council for Education and Training for Wales (ELWa) became responsible for collection of information in Wales - statistics are provided by the Welsh Government. Statistical information on further education students in Scotland are provided by the Scottish Funding Council, and institutes of further education provide data for Northern Ireland to the Department for Employment and Learning (DELNI). From June 2009, the Department for Business, Innovation, and Skills (BIS) has provided data on FE students in higher education institutions in the UK, from the Higher Education Statistics Agency (HESA).

#### **5. PUBLIC EXAMINATIONS: GCSE/GNVQ, GCE, SCE STANDARD GRADE AND NATIONAL QUALIFICATIONS (NQ)**

Data for England and Wales are produced from data provided by the GCSE and GCE examining boards and groups. GCSE and GCE 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. In Scotland pupils study for the NQ Standard grade (a two-year course leading to examinations at the end of the fourth year of secondary schooling) and NQ Higher grade, which requires at least a further year of secondary schooling. The data source is the Scottish Qualifications Authority (formerly Scottish Examination Board). From 1999/00 additional new National Qualifications (NQ) were introduced in Scotland to allow greater flexibility and choice in the Scottish examination system. NQ include Intermediate 1 & 2 designed primarily for candidates in the fifth and sixth year of secondary schooling, however these are used in some schools as an alternative to Standard Grades.

#### **6. EDUCATION EXPENDITURE**

HM Treasury provided education expenditure figures in Annex A 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.

Since the publication of the 2009 edition of the volume some changes have occurred to the sub-functional classifications. This has resulted in changes to COFOG 9.2 (see ‘Education Expenditure’ in the ‘Sources’ section) and 9.5 and some expenditure items from these two categories were moved to COFOG 9.2 in order to better align the classification with COFOG level 2 definitions. As a result data for 2009-10 onwards are not directly comparable with data for prior years.

## USES OF THE VOLUME

### International Statistics

Data from this volume contribute towards internationally comparable data on key aspects of education systems which the UK supplies to organisations including UNESCO, OECD and Eurostat (the statistical office of the EU). In particular, data on the number of schools, pupil enrolments, teacher numbers and pupil attainment are converted using common standards and definitions to appear in publications such as OECD's *Education at a Glance*. For further information on these standards and international comparisons on education statistics see [www.oecd.org/edu/eag2012.htm](http://www.oecd.org/edu/eag2012.htm)

### Office for National Statistics (ONS) Publications

Various summaries of education and training statistics for all four parts of the United Kingdom are contained in several of the publications prepared by the Office for National Statistics, and are available on the Office for National Statistics website.

The *Annual Abstract of Statistics* is published quarterly, Q4 2011 being the latest edition. The publication contains a comprehensive collection of statistics about key aspects of the United Kingdom's economy and society. One chapter concentrates on Education.

The *Education and Skills* article of the *Measuring National Well-being* programme is published on an ad-hoc basis. The latest edition was published in July 2012, available here: <http://www.ons.gov.uk/ons/rel/wellbeing/measuring-national-well-being/education-and-skills/art-education-and-skills.html>

*Economic & Labour Market Review*, launched in January 2007, which is published monthly, draws together the expert research and analysis and range of content found in *Economic Trends* and *Labour Market Trends* to build an up-to-date, comprehensive and unique statistical picture of the UK economy and labour market.

### **A NATIONAL STATISTICS PUBLICATION**

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of statistical policies in line with the *Code of Practice for Official Statistics*, these are published here: <http://www.education.gov.uk/rsgateway/nat-stats.shtml>.