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for Education

Statistical Volume



Education and Training Statistics for the United Kingdom: 2013

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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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England

Education statistics :-

https://www.gov.uk/government/publications?publication_filter_option=statistics

Post-16 statistics :- 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

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

A service of statistical information and advice is provided to the Government by specialist staff employed in the statistics divisions and branches of individual Departments. Statistics are made available through their publication, and further information and advice on them can be obtained from the Departments concerned.

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DEPARTMENT FOR EDUCATION (DfE)

DEPARTMENT FOR BUSINESS, INNOVATION AND SKILLS (BIS)

WELSH GOVERNMENT (WG)

SCOTTISH GOVERNMENT (SG)

SCOTTISH FUNDING COUNCIL (SFC)

NORTHERN IRELAND DEPARTMENT OF EDUCATION (DENI)

NORTHERN IRELAND DEPARTMENT FOR EMPLOYMENT AND LEARNING (DELNI)

EDUCATION AND TRAINING STATISTICS FOR THE UNITED KINGDOM 2013 EDITION

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Introduction

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

<https://www.gov.uk/government/collections/statistics-special-educational-needs-sen--2>

Last year's Volume, *Education and Training Statistics for the United Kingdom, 2012* was published on 7 November 2012 can be found at:

<https://www.gov.uk/government/publications/education-and-training-statistics-for-the-uk-2012>

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:

<https://www.gov.uk/government/publications/standards-for-official-statistics-published-by-the-department-for-education>

Changes to Contents

Two new tables have been added (2.5 and 3.4) which contain information on people aged between 16 and 24 Not in Education, Employment or Training (NEET) and highest qualification obtained by working age adults respectively. We have updated the note explaining how the education system works across the UK with revisions and inclusions from devolved administrators.

Education System in the UK

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

<https://www.gov.uk/government/collections/statistics-special-educational-needs-sen--2>

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 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 2013 Volume were the National Pupil Database and Small Area Statistics team within the Education Standards Evidence and Dissemination Division, in particular Martin Hill, Jenny Easby and Jill Bodey.

Chapter 1

Schools

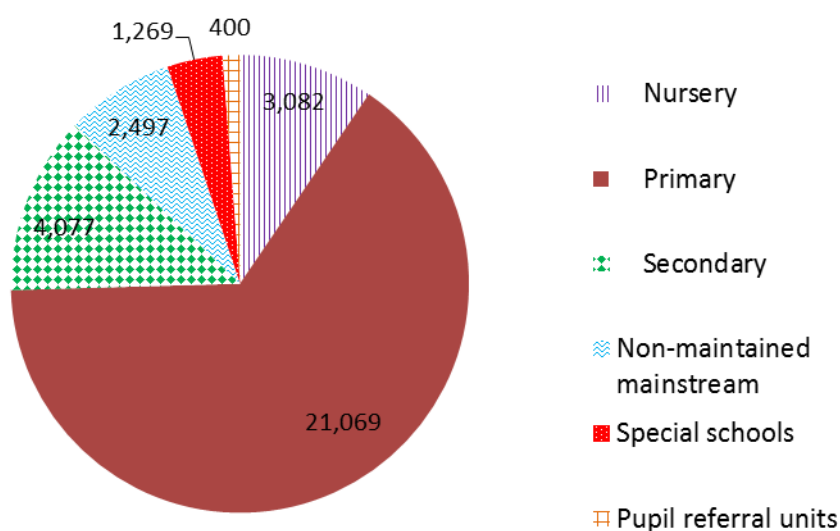


CHAPTER 1: SCHOOLS

Key Facts

- There were nearly 9.8 million full-time and part-time pupils in around 32,400 schools in the UK in 2012/13, compared with 10.1 million pupils in 34,700 schools in 2000/01. In the long term, pupil numbers have been falling, although in recent years numbers have increased. However, the number of schools in the UK has been gradually declining over this same period. **(Tables 1.1, 1.2, TS1)**

Figure 1: Number of schools in the UK by type of school, 2012/13:



- 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 501,400 full-time qualified teachers in the UK in 2011/12, 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 for both males and females rose in 2011/12 compared to last year. In recent years both trends had previously shown a gradual decrease. **(Table 1.3)**
- 86 per cent of full-time teachers were employed in state-funded nursery, primary and secondary schools. In secondary schools 41% per cent of teachers are male, this compares with only 16% per cent in nursery and primary schools. **(Table 1.3)**

Figure 2: Pupil: teacher ratio within schools by country, 2010/11 to 2012/13:



- The average pupil:teacher ratio for all schools within the UK was 16.2, the same as in 2011/12 and 0.1 lower than in 2010/11. Over the last 2 years, the pupil teacher ratio has increased slightly in Scotland and Northern Ireland and decreased slightly in England. In Wales figures have remained fairly stable. **(Table 1.4)**
- Within the state-funded sector, primary schools have the highest ratio of 20.5 compared to 15.2 in secondary schools and 17.5 in nursery schools. The ratio was much lower at 8.0 for non-maintained mainstream schools. **(Table 1.4)**

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- 1.2** Full-time and part-time pupils by age, gender and school type, 2012/13.
- 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.

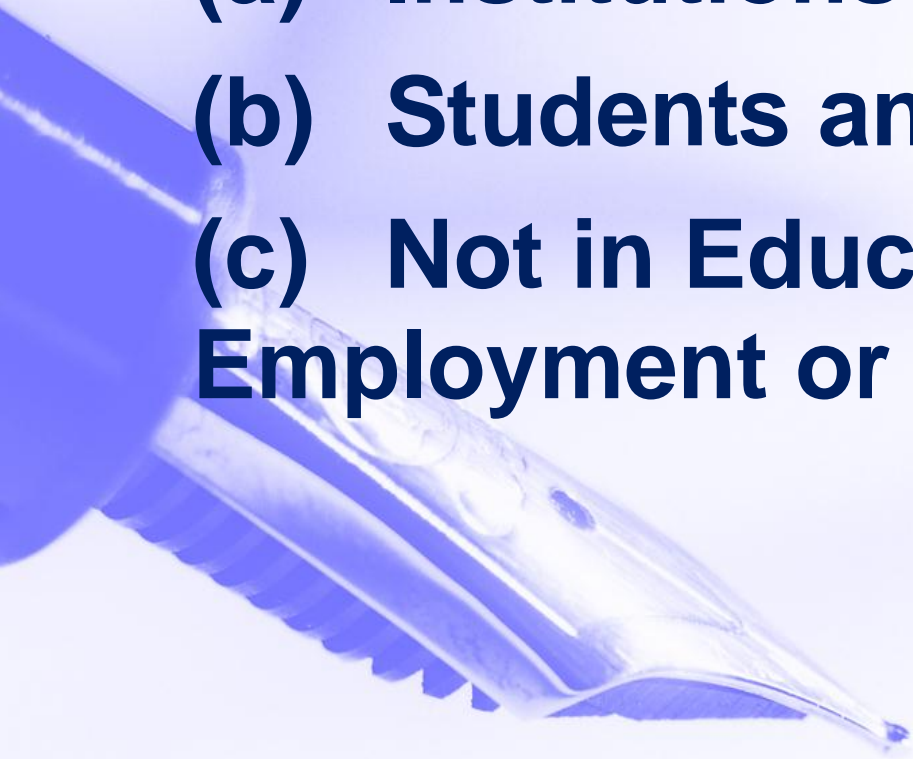
Chapter 2

Post Compulsory Education

(a) Institutions and Staff

(b) Students and Learners

**(c) Not in Education,
Employment or Training**



CHAPTER 2: POST COMPULSORY EDUCATION

Key Facts

(a) INSTITUTIONS AND STAFF

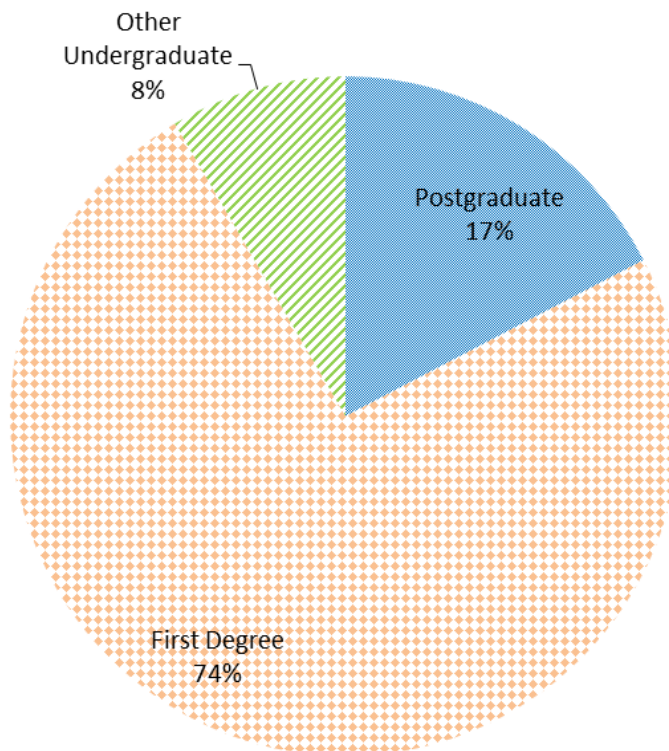
- The number of higher education institutions has remained stable over recent years, with the number of universities unchanged for the last 3 years at 126. Other higher education institutions in the UK in 2011/12 have dropped by 1 to 36 compared with 37 in the previous 2 years. However compared to 2000/01 the number of universities has increased by 17 whilst the number of other higher education institutions has decreased by 21. **(Table 2.1)**
- There were 402 further education colleges in the UK in 2011/12. This number has been falling both in recent years and also longer term (by 25 since 2009/10 and by 89 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 62 since 2000/01 to 341 in 2011/12. **(Table 2.1)**
- There were 117,000 full-time equivalent higher education academic staff and 37,000 full-time further education academic staff in the UK in 2011/12. Since 2000/01, the number of further education staff has decreased in line with the decreasing number of further education institutions¹. **(Table 2.1)**
- The number of higher education staff has remained stable 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 2011/12. **(Table 2.1)**

(b) STUDENTS AND LEARNERS

- There were 2.66 million (including 881,600 part-time) higher education students in the UK in 2011/12. Of these students, 572,000 were known to be postgraduate students, 1.56 million were first degree students and 529,600 were on other undergraduate courses. **(Table 2.2)**

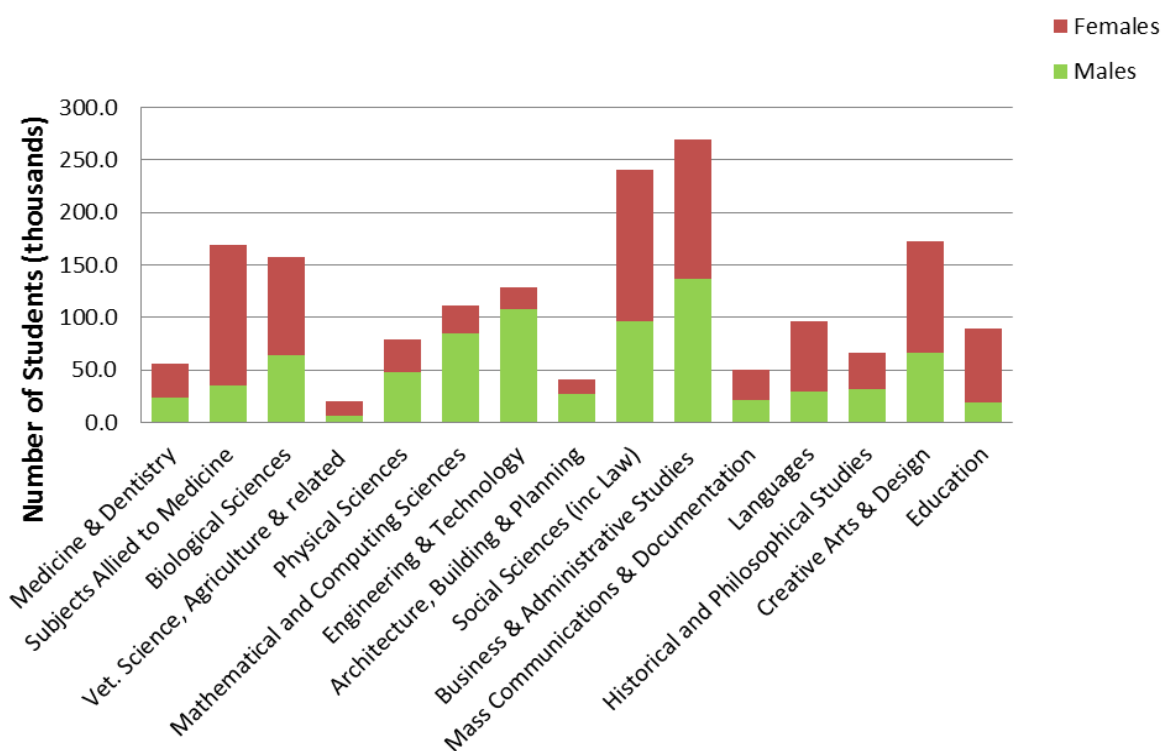
¹ Scotland were not able to provide staffing data for 2011/12. In 2010/11 Scotland's figures accounted for 4,000 further education academic staff.

Figure 3: UK students in full time higher education, 2011/12:



- In 2011/12, 67 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 54 per cent of postgraduate students and 29 per cent of other undergraduate students. **(Table 2.2, 2.4)**
- In 2011/12 54 per cent of full-time students were female, this increased to 60 per cent of part-time students. These proportions have been fairly stable for the past 5 years. **(Table 2.2, TS4)**
- There were 435,800 overseas students in higher education in 2011/12 86 per cent were full-time, this compared to 433,500 in 2010/11. 86 per cent of male and 87 per cent of female overseas students study full-time. **(Table 2.2)**

Figure 4: Total full-time higher education students in the UK by subject, 2011/12:



- Amongst popular subjects studied by full-time students in higher education were business and administrative studies (269,000), social sciences (including law) (241,100), creative arts and design (172,900) and subjects allied to medicine (169,200). The most popular subject studied by males was business and administrative studies, with females preferring social sciences (including law). **(Table 2.2)**
- For part-time students the most popular subjects were subjects allied to medicine (132,400) and education (114,400), however this differed according to gender. Business and administrative subjects was the most popular subject for part-time males (54,800) and part-time females preferring subjects allied to medicine (106,200). **(Table 2.2)**
- There were 4.22 million further education students in England in 2011/12, compared to 4.26 million in 2010/11. In Scotland there were 256,500 enrolments (compared to 311,000 last year), 141,700 in Northern Ireland (compared to 144,400 last year) and 211,300 in Wales (compared to 212,700 last year). **(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 very even. In Scotland, Wales and Northern Ireland those aged 30 or over were much more likely to be part-time than full-time, for both males and females (over 90% of males and females aged 30 or over were part-time). **(Tables 2.3, 2.4)**

(c) NOT IN EDUCATION, EMPLOYMENT OR TRAINING

- 1.07 million young people aged 16-24 were not in Education, Training or Employment in 2012 this accounts for 14.8% of the total 16-24 year old population. Numbers have fallen by 133,000 (11.1 per cent) compared to 2011. Of the 133,000 there was a drop of 30,000 (31 per cent) in 16-17 year olds and a drop of 103,000 (9.3 per cent) in 18-24 year olds compared to 2011. **(Table 2.5)**
- Of the 1.07 million, 570,000 were unemployed and 502,000 economically inactive. There has been a fall in those who are deemed to be unemployed by around 100,000 between 2011 and 2012. Just over 75% of this fall can be accounted for by a fall in unemployed males. **(Table 2.5)**

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(b) STUDENTS AND LEARNERS

- 2.2** Students in higher education by level, mode of study, gender and subject group, 2011/12.
- 2.3** Students in further education by country of study, mode of study, gender and age, during 2011/12.
- 2.4** Students in further and higher education - time series.

(c) NOT IN EDUCATION, EMPLOYMENT OR TRAINING

- 2.5** People aged from 16 to 24 Not in Education, Employment or Training ('NEET') by gender – time series.

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

- 4.73 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 2011/12, compared to 4.83 million in 2010/11. **(Table 3.2a)**
- Most frequently studied subjects at GCSE and equivalent in England, Wales and Northern Ireland were mathematics (637,000 entries), English (623,000 entries) and English Literature (463,500 entries). **(Table 3.2a)**
- In 2011/12 73 per cent of all entries achieved passes at grades A*-C, compared to 72 per cent last year. **(Table 3.2a)**
- At GCSE or equivalent level, of pupils in their last year of compulsory schooling in England, Wales and Northern Ireland:
 - 81.2 per cent gained 5 or more passes at grades A*-C. This figure has been steadily increasing over time². 2011/12 saw a 2.5 percentage point increase from last year. Females continue to do better than males with 85.0 per cent of females gaining 5 or more passes at grades A*-C compared to 77.6 per cent of males in 2011/12. **(Table 3.1)**
 - 59.0 per cent gained 5 or more passes at grades A*-C including English and mathematics. This figure has increased by 0.5 percentage points since 2010/11. 63.9 per cent of females achieved 5 or more passes at grades A*-C including English and mathematics compared to 54.3 per cent for males in 2011/12. **(Table 3.1)**
- 570,400 entries were made for SCQF levels 3-5 (standard grades) by pupils in their last year of compulsory education in schools in Scotland in 2011/12. This compares to 570,600 entries in 2010/11. **(Table 3.2b)**
- Most frequently studied subjects at SCQF levels 3-5 in Scotland were mathematics (90,100), English (85,500) and biology (37,500). **(Table 3.2b)**
- Of all 570,400 Scottish entries, 12 per cent of pupils achieved level 3, 32 per cent achieved level 4 and 48 per cent achieved level 5. **(Table 3.1, 3.2b)**
- 93.9 per cent of pupils in 2011/12 achieved 5 or more qualifications at SCQF levels 3 or better. **(Table 3.1)**

² Figures for 2009/10 and earlier also include Scotland.

A Level Qualifications

- A total of 839,900 entries were made by young people for GCE A level examinations in England, Wales and Northern Ireland in 2011/12. This compares to 843,000 in 2010/11. **(Table 3.3a)**
- Most frequently studied subjects at GCE A level in England, Wales and Northern Ireland were English (87,800 entries), mathematics (84,000), biological sciences (61,500), psychology (55,100) and history (50,500). **(Table 3.3a)**
- 77 per cent of all entries achieved grades A*-C in 2011/12, the same as in 2010/11. **(Table 3.3a)**
- In 2011/12, 54.7 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 time³. 2011/12 saw a 1.9 percentage point increase from last year. **(Table 3.1)**
- Females continue to do better than males with 60.1 per cent of females achieving 2 or more A level passes or equivalent compared to 49.7 per cent for males in 2011/12. **(Table 3.1)**
- A total of 181,700 entries were made by young people for SCQF level 6 (highers) in Scotland in 2011/12. This compares with 178,900 in 2010/11. **(Table 3.3b)**
- Most frequently studied subjects at SCQF level 6 in Scotland were English (30,400), mathematics (20,600) and biology (14,000). **(Table 3.3b)**
- 27.2 per cent of all entries achieved 3 or more qualifications at SCQF level 6 or better in 2011/12. This compares with 26.3 in 2010/11. **(Table 3.1)**

Highest Qualification

- 39 per cent of working aged adults (19-64) have an NVQ Level 4 or above in the United Kingdom. This compares with 39 per cent also in England, 33 per cent in Wales and 31 per cent in Northern Ireland. 42 per cent of working age adults in Scotland have a SCQF level 7 or better. **(Table 3.4)**
- Slightly more females (39 per cent) have an NVQ Level 4 or above in the United Kingdom than males (38 per cent). **(Table 3.4)**
- 49 per cent of 30-39 year olds have an NVQ Level 4 or above. This compares with 26 per cent of 19-24 year olds and 34 per cent of 50-64 year olds. **(Table 3.4)**

³ Figures for 2009/10 and earlier also include Scotland.

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- 3.1** GCE, GCSE, SCE/NQ and vocational qualifications obtained by pupils and students - time series.
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- 3.2b** SQA qualifications entries and achievements at SCQF levels 3-5 by subject, all learners, 2011/12.
- 3.3a** GCE A level entries and achievements for young people in all Schools, and Further Education Sector Colleges by subject and gender, 2011/12.
- 3.3b** SQA qualifications entered and passed at SCQF level 6 (Highers) by subject, all learners, 2011/12.
- 3.4** Highest qualification held by working age adults, by gender, age and region 2012.

Annex A: Education Expenditure



ANNEX A: EDUCATION EXPENDITURE

Key Facts

- Expenditure on education services by central and local government in the UK in 2012-13 was estimated at £86.6 billion, the 4 main elements of which were:
 - £4.6 billion was directly on under fives
 - £26.0 billion was on primary education
 - £36.5 billion was on secondary education and
 - £13.6 billion was on tertiary education
- Since 2005-06 education expenditure had been increasing year on year up until 2010-11. Overall expenditure has dropped in last 2 years. The main reason for this is the drop in tertiary education expenditure.
- Some £49.3 billion was estimated as local authority expenditure and £37.3 billion as central government expenditure.
- Estimated expenditure on education services by central and local government in the UK in 2012-13 represented 5.5 per cent of Gross Domestic Product, compared to 5.6 per cent in 2011-12.

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 city technology colleges, academies, free schools, university technical colleges and studio schools 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 2013 were published on 20 June 2013 in the Statistical First Release "Schools, Pupils and Their Characteristics: January 2013."

The statistical first release is available at:

<https://www.gov.uk/government/publications/schools-pupils-and-their-characteristics-january-2013>

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, examination results for each subject are received in August.

In Scotland, from 2010, the pre-school education census is carried out annually during a week of September. Prior to this, census week was in January.

The most recent information available is published in the 'Summary Statistics for Schools in Scotland, No.3: 2012 Edition' at <http://www.scotland.gov.uk/Publications/2012/12/2355> along with some 'Pre-school Education - Additional Tables' available at <http://www.scotland.gov.uk/Topics/Statistics/Browse/Children/Pubs-Pre-SchoolEducation/PreschoolAdditionalTables2012> .

Previous publications are available at
<http://www.scotland.gov.uk/Topics/Statistics/Browse/Children/Pubs-Pre-SchoolEducation>

The September 2010, 2011 and 2012 Pre-School Education figures for Scotland 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). As a result, this may also affect the number of teachers (full-time equivalent and headcount), as pre-school centres may take on additional teachers, or increase teachers working hours as a result of the new January 'intake'. Please note that this does not affect the percentage of eligible children receiving pre-school education, or the percentage of children who have 'access' to a pre-school teacher.

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 is essential for the calculation of staff turnover and teacher absence rates.

In Wales, teacher and support staff 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 in the school on census day. 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.

Annual teacher numbers in Northern Ireland are based on a reference week in the autumn term. The figures in table 1.3 include full-time permanent and part-time permanent teachers but exclude temporary teachers i.e. teachers filling vacant posts, secondments or career breaks. Prior to 2003/04, the figures for nursery, primary, secondary (non-grammar) and special schools were extracted from the computerised teachers' payroll system, whilst the figures for grammar schools were obtained from an aggregate statistical return completed by the schools. Now, every grant-aided school is sent a list of teachers derived from the computerised teachers' payroll system, and asked to mark any amendments. 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 fulltime 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>.

The September 2010, 2011 and 2012 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). As a result, this may also affect the number of teachers (full-time equivalent and headcount), as pre-school centres may take on additional teachers, or increase teachers working hours as a result of the new January 'intake'. Please note that this does not affect the percentage of eligible children receiving pre-school education, or the percentage of children who have 'access' to a pre-school teacher.

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 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

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).

The National Council for Education and Training for Wales (ELWa) was responsible for funding and planning the delivery of learning at FE institutions, work-based learning providers, adult community learning providers and sixth forms between April 2001 and March 2006, collecting data and providing statistics on their learners. The Welsh Government took over this responsibility in April 2006.

Institutes of further education provide data for Northern Ireland to the Department for Employment and Learning (DELNI) and statistical information on further education students in Scotland are provided by the Scottish Funding Council. 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. Scotland's qualifications system is currently undergoing a period of change. Standard Grades will no longer be available after 2012/13. New National 1 to National 5 qualifications will be introduced in Scottish schools from 2013/14. Intermediate 1 and 2 qualifications will remain available until 2014/15. Higher and Advanced Higher qualifications will be retained and refreshed, with the new refreshed qualifications available from 2014/15 and 2015/16 respectively.

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.

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

<http://www.oecd.org/education/eag.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 June 2013, available here:

<http://www.ons.gov.uk/ons/rel/wellbeing/measuring-national-well-being/measuring-national-well-being--self-reported-financial-situation--2013/index.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.

<https://www.gov.uk/government/publications/standards-for-official-statistics-published-by-the-department-for-education>