



Each UK country assesses pupil performance and accredits adult learning differently

The qualifications that pupils work towards at the end of their secondary schooling and beyond are determined by the authorities in each of the four UK countries. In England, Northern Ireland and Wales qualifications have remained similar (with GCSEs typically taken at age 16 and A levels taken at age 18) and are all mapped onto the National Qualifications Framework (NQF). From next year, however, these will diverge as England introduces the new GCSEs in mathematics and English. In Scotland all qualifications can be mapped onto the Scottish Credit and Qualifications Framework (SCQF).

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

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

This publication presents the current picture of performance amongst pupils at the end of compulsory schooling against national measures. In each case the share of pupils who attained the headline measures increased between 2013/14 and 2014/15. Because of the differences in the qualifications across the UK, direct comparisons are not advised and should not be used as a comparison of system quality.

In England

Just over half (53.8%) of the cohort at the end of compulsory schooling (key stage 4, typically aged 16) in 2014/15 achieved 5 or more GCSEs at A*-C grade including English and mathematics (NQF Level 2) without retakes. This is an increase compared to 53.4% in 2013/14.

In Wales

In 2014/15 57.9% of pupils in their final year of compulsory schooling (typically aged 16) achieved 5 or more GCSE or equivalent passes at grade A*-C including English and mathematics (NQF Level 2) including those who passed as part of a retake. This has increased from 55.4% in 2013/14.

In Northern Ireland

In 2014/15 67.0% of pupils in their last year of compulsory schooling in grant-aided mainstream schools (typically aged 16) achieved 5 or more GCSE or equivalent passes at grade A*-C including English and mathematics (NQF Level 2), including those who passed as part of a retake. This has increased from 65.2% in 2013/14.

In Scotland

In 2014/15 60.2% of school leavers (those who leave school at the end of the academic year who could be between 16 and 18 and at various stages in their education) from maintained schools in Scotland obtained one or more qualifications at SCQF Level 6 or better. This has increased from 58.1% in 2013/14. 85.2% of school leavers obtained one of more qualifications at SCQF Level 5 or better.

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The following tables are included in the statistical release:

- Education and Training Statistics for the United Kingdom 2016 (SR54_2016_Tables.xls)

The accompanying technical information provides information on the education systems in the UK and their data sources.

Feedback

We are changing how our releases look and welcome feedback on any aspect of this document at internationalevidence.statistics@education.gov.uk

1. Schools, pupils and teachers (Tables 1.1 – 1.4)

Schools (Table 1.1)

Section 1 provides an overview of the total numbers of schools, pupils and teachers across the UK¹.

In academic year 2015/16, there were 32,142 schools across the UK (Figure 1.1). Primary schools accounted for 65% (20,954) of all schools; secondary schools 13% (4,169); and nursery schools 9% (3,007). Schools in England constitute 76% of the UK total, with an additional 16% in Scotland, 5% in Wales and 4% in Northern Ireland.

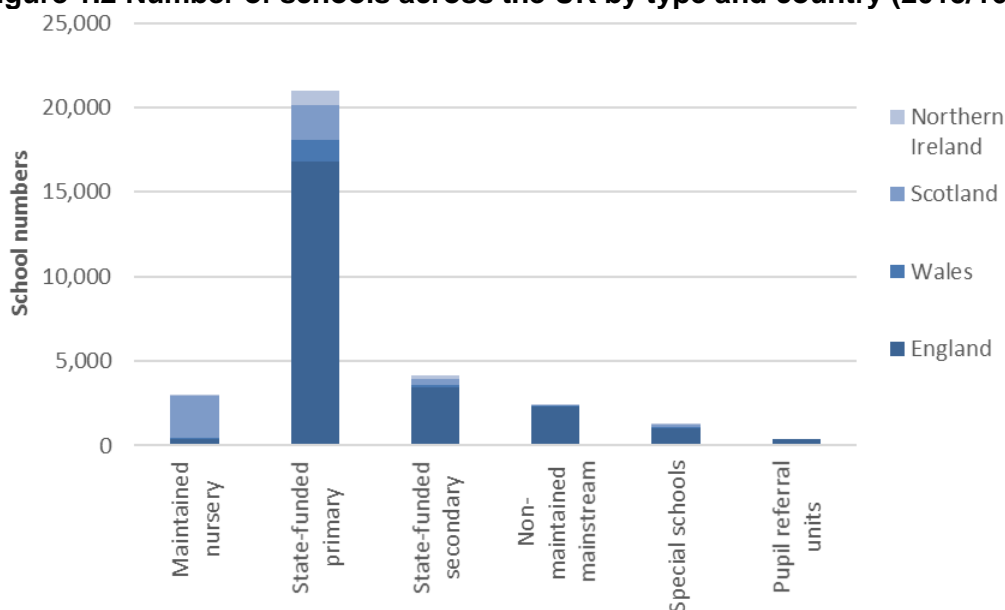
Figure 1.1 Number of schools in the UK by school type (2015/16)

School Type	Number of Schools	Percentage of Schools
Nursery	3,007	9%
Primary	20,954	65%
Middle	7	0%
Secondary	4,169	13%
Non-maintained mainstream	2,391	7%
Special schools	1,261	4%
Pupil referral units	353	1%
Total	32,142	100%

The total number of schools across the UK continues to fall, by 33 in the last year. Current school numbers represent 98.8% of the total in 2011/12 but only 92.6% of the total in 2000/01 (a decrease of 2,573). The long-term fall in school numbers is apparent across all types and phases of school except middle schools (introduced in Wales in 2012/13) and pupil referral units. Since 2011/12, however, the number of secondary schools across the UK has increased by 97 (2.4%) – driven by an increase in secondary schools in England only – despite a decrease in the number of secondary school pupils, whilst the number of primary schools decreased by 211 (1.0%) despite an increase in primary school pupil numbers (Tables 1.1 and 1.2.1).

Figure 1.2 shows the numbers of schools by type across the four UK countries in 2015/16.

Figure 1.2 Number of schools across the UK by type and country (2015/16)



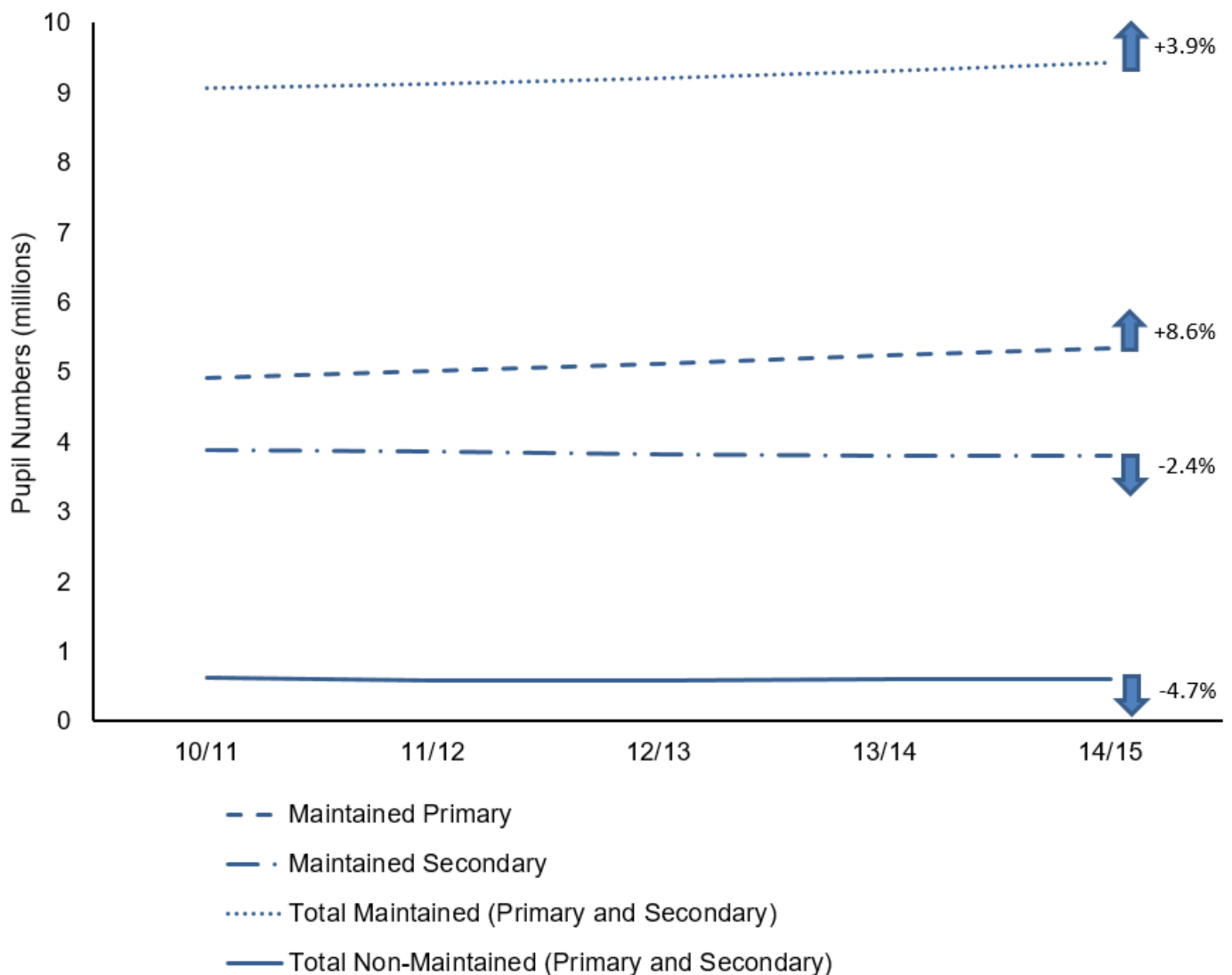
¹ This publication covers all schools across the UK where appropriate data sources exist. This includes non-maintained, or independent, schools. In chapter 1, the figures cover maintained and non-maintained schools across England, Wales and Northern Ireland but only maintained schools in Scotland.

Pupils (Tables 1.2, 1.2.1, 1.2.2)

Figure 1.3 presents the trends in pupil numbers by sector and phase between 2011/12 and 2015/16. Within the maintained sector, the number of primary school pupils increased by 454,800 (9.1%), from 5.0 million pupils in 2011/12 to 5.5 million pupils in 2015/16 whilst the number of secondary school pupil numbers decreased by 60,500 (1.6%), from 3.9 million pupils in 2011/12 to 3.8 million in 2015/16 (Table 1.2.1).

Between 2011/12 and 2015/16 the biggest changes in pupil numbers have been in the number of pupils attending pupil referral units and special schools. The largest increases are in the number of pupils in pupil referral units – increased by 2.6 thousand (16.2%) – and in maintained special schools – 17.0 thousand (21.0%). The largest decrease is in the number of pupils in non-maintained special schools, which has reduced by 0.5 thousand (11.6%).

Figure 1.3 Trend in the number of primary and secondary pupils across the UK (2011/12 to 2015/16)



Teachers (Tables 1.3 and 1.4)

The total number (FTE) of qualified teachers across the UK has increased by 1.5 thousand in the last year, continuing the increasing trend since 2000/01 when there were 40.5 thousand fewer teachers compared to 2015/16. The increase in teacher numbers in the last year is due to an increase in the full-time equivalent contribution of part-time teachers that compensates for a fall (of 3.2 thousand) in the number of full-time teachers. Whilst the numbers of full-time qualified teachers has increased in maintained nursery and primary and non-maintained schools, the number of full-time qualified teachers has decreased in maintained secondary schools in the last year.

As in previous years, there were more female teachers than male teachers in UK schools. In 2015/16 70% of full-time qualified teachers in the UK were female. 83% of full-time qualified teachers in nursery and primary schools and 60% in secondary schools were female (Table 1.3).

The pupil: teacher ratio across all schools in the UK has remained fairly stable over the last 5 years rising slightly to 16.5 in 2015/16, compared to 16.4 in 2014/15 and 16.2 in 2011/12 but below the level in 2000/01 (17.9). Within the public mainstream sector, the pupil: teacher ratio was 20.8 in primary schools and 15.7 in secondary schools in 2015/16. Slight increases in the UK pupil:teacher ratio in public sector primary schools since 2011/12 are driven by changes in Wales and Scotland, whereas slight increases in the UK pupil:teacher ratio in public sector secondary schools are driven by changes in England (Table 1.4).

2. Post-compulsory Education (Table 2.1 – 2.5)

Post-compulsory Education and Training (Tables 2.1, 2.2, 2.2.1 and 2.3-2.5)

Section 2 provides an overview of the total numbers of institutions providing post-compulsory education and training across the UK, as well as total enrolment and full-time academic staff.

The age at which pupils in the UK can leave school depends on where they live. Whilst pupils may leave school at the end of the year when they turn 16 in each of the UK countries, pupils in England must remain in compulsory education or training until they are 18, either in full-time education or as an apprentice or trainee, or in part-time education or training alongside 20 hours or more per week of work or volunteering.

The number of universities across the UK remains the same, but the numbers of Further Education Colleges (FECs) continue to fall	Whilst university numbers have remained stable in the last three years (132 in 2014/15) following increases since 2000/01 (109), the numbers of Further Education Colleges (FEC) have been falling both in recent years and also in the longer term. FEC numbers have reduced from 416 in 2010/11 to 382 in 2014/15. The decline in the numbers of FECs is evident in England, Wales and Scotland. Following a decline since 2000/01, the number of Higher Education Institutions (HEIs) other than universities has increased from 26 in 2013/14 to 29 in 2014/15. However, this is still lower than 37 in 2010/11. (Table 2.1).
Increase in the number of full-time academic staff	Full-time academic staff in FECs have increased from 51,000 in 2010/11 to 72,000 in 2014/15 and in Higher Education Institutions (HEIs) the numbers have increased from 117,000 in 2010/11 to 133,000 in 2014/15 (Table 2.1).
Decrease in student numbers	Student numbers in the UK have decreased from 4.9 million in 2010/11 to 4.1 million in 2014/15 for further education (FE) programmes and from 2.7 million in 2010/11 to 2.4 million in 2014/15 for higher education (HE) programmes. The decrease in HE student numbers is due to a decline in part-time students since 2010/11 (30.6%) particularly for other undergraduate courses (declined by 47.5%), whereas there has been an increase in full-time students. (Table 2.4).

Figure 2.1 shows the trend in the number of full-time students studying for a first or postgraduate degree from 2010/11 to 2014/15. Since 2010/11, there has been an increase in the number of students studying for first degrees of 8.0%. Over the same time period, there has been a small decrease in those studying for postgraduate degrees (1.7%). This has been driven by a decrease in those studying for a Master's degree of 6.2% over the five year period. There has however been an increase in those studying for a PhD of 14.0%. (Table 2.4).

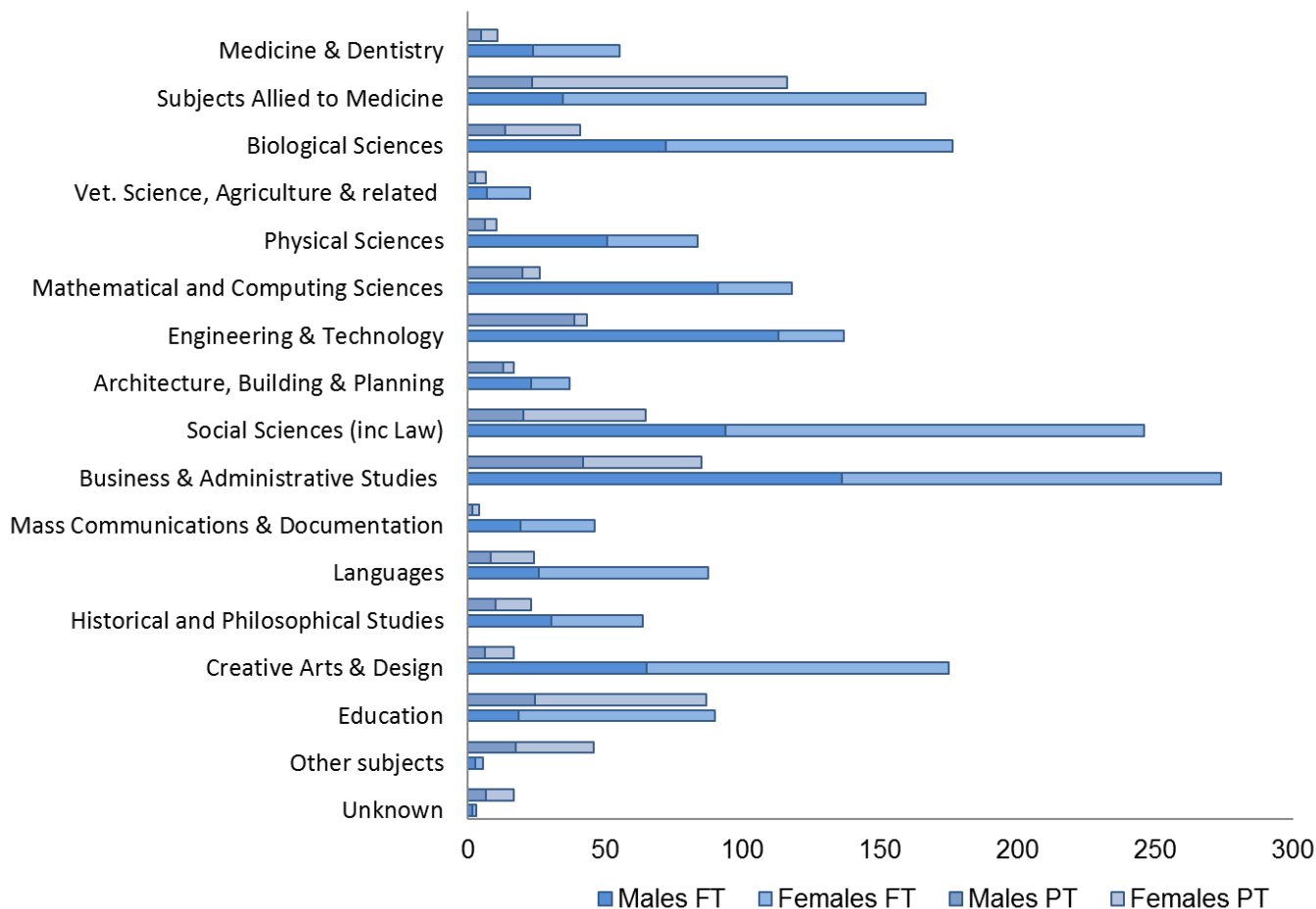
Figure 2.1 Full-time students in higher education in the UK by level (2010/11 to 2014/15) (thousands)

	2010/11	2011/12	2012/13	2013/14	2014/15
First Degree	1,258.0	1,319.8	1,319.6	1,351.8	1,358.6
Postgraduate Degree	310.5	309.7	297.0	305.4	305.4
of which Masters	245.0	240.2	225.6	231.1	229.7
of which PhD	65.5	69.5	71.3	74.4	74.7

Figure 2.2 (Tables 2.2 and 2.2.1) shows that the most popular subjects for full-time higher education students in the UK in 2014/15 were Business & Administrative Studies, and Social Sciences (including Law). For full-time students, 83% studying Engineering & Technology and 77% studying Mathematical and Computing Sciences were male; and, 79% studying Education and 79% studying Subjects Allied to Medicine were female.

The most popular subjects for part-time higher education students in the UK in 2014/15 were Subjects Allied to Medicine, Education and Business & Administrative Studies. For part-time students, 80% of students studying Subjects Allied to Medicine were female and 72% of students studying Education were female; 89% of students studying Engineering & Technology, 77% studying Mathematical and Computing Sciences, and 76% studying Architecture, Building and Planning were male. For higher education students in the UK, the most popular subjects for both full-time and part-time students have remained the same for the past 4 years (Table 2.2).

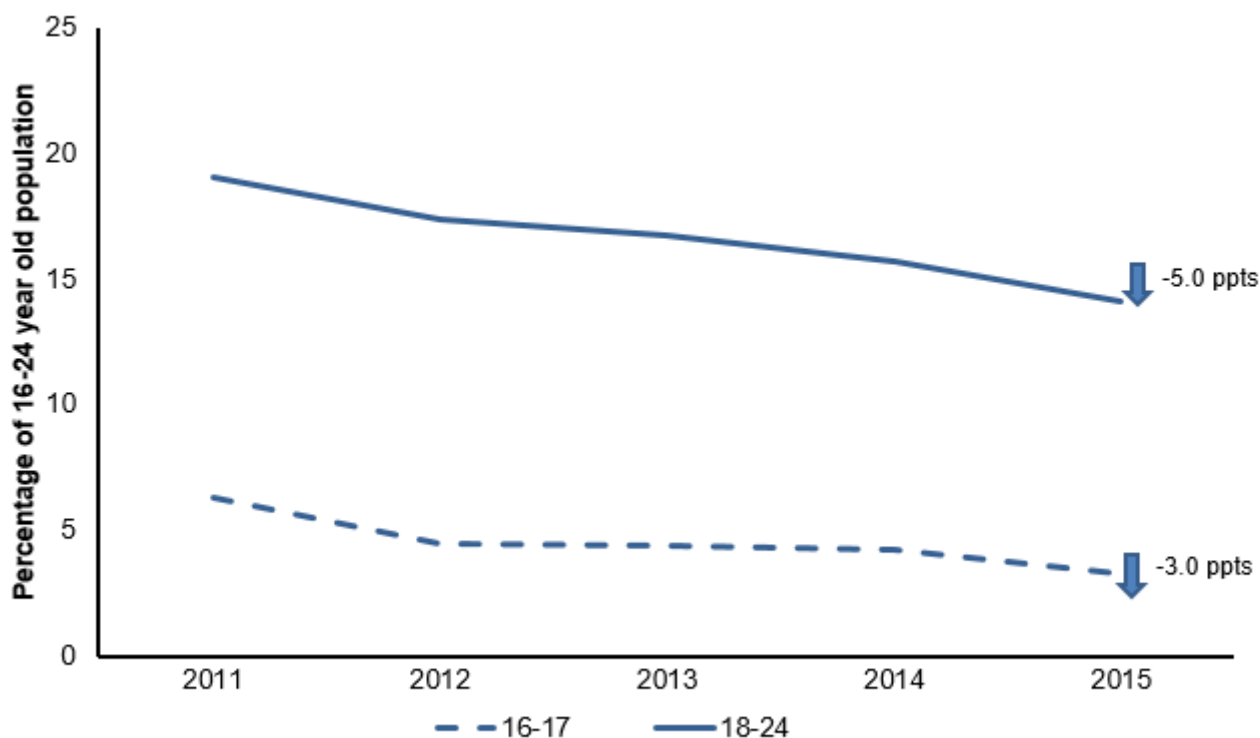
Figure 2.2: Full- and part-time higher education students by subject and gender (2014/15) (thousands)



16 to 24 year olds Not in Education, Employment or Training (NEET) by age (Table 2.5)

Figure 2.2 shows a fall in the proportion of 16-24 year-olds Not in Education, Employment or Training (NEET) across the UK for both 16-17 and 18-24 year-olds between 2011 and 2015. The proportion of 18-24 year-olds NEET is higher than those aged 16-17 but this gap has narrowed from 12.7 percentage points (ppts) in 2011 to 10.8 ppts in 2015.

Figure 2.2 16 to 24 year olds Not in Education, Employment or Training (NEET) by age (2011 to 2015)



3. Qualifications (Tables 3.1 – 3.3)

Qualifications (Tables 3.1, 3.2 a, b, c and d, 3.3 a, b, c and d, 3.4)

This section takes a closer look at the qualifications pupils at the end of their compulsory schooling have attained, typically at ages 16 and 18².

Qualifications at age 16 and 18 in the UK

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

In England, Wales and Northern Ireland, pupils commonly take GCSEs at 16 and A levels at 18. GCSEs at grades G to D are equivalent to a Level 1 on the NQF, whilst GCSEs at grades C to A* are equivalent to a Level 2. A levels at all grades (A to E) are equivalent to a Level 3. The national performance measures used to hold schools to account in England no longer include the grades pupils achieved through resits. However, these are included in Wales and Northern Ireland.

The Welsh Government recently published a statistical article describing the key differences in the way school performance is measured in England, Wales, Scotland and Northern Ireland:

<http://gov.wales/docs/statistics/2016/160721-key-stage-4-performance-measures-changes-comparability-en.pdf>

Users need to be aware that it is no longer possible to compare the performance of schools using traditional qualifications such as GCSEs and equivalents.

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

Given the different qualifications systems outlined in the box above, it is not suitable to present a comparative picture of pupil performance across the four UK countries. The following sub-sections provide an overview of pupil performance against the respective national measures.

² In chapter 3, the figures cover pupils entered for GCSE and A level (or equivalent) qualifications in maintained and non-maintained (independent) schools in England and Wales. However, figures for Scotland and Northern Ireland cover only maintained schools (grant-aided schools in Northern Ireland).

GCSE (or equivalent) attainment in England (Tables 3.2a(i) and 3.2a(ii))³

In 2014/15 53.8% of pupils at the end of key stage 4 achieved 5 or more GCSE (or equivalent) passes at grade A*-C including English and mathematics. This reflects their attainment according to their first attempt only (Table 3.2a(i)).

Higher GCSE attainment rates for girls

Girls outperformed boys with 58.9% of girls and 49.0% of boys achieving 5 or more GCSE (or equivalent) passes at grade A*-C including English and mathematics (Table 3.2a(i)). Only in economics and physics did the same percentage of boys as girls achieve a grade A*-C, in all other subjects a higher share of girls passed with grades A*-C.

Physics, biological science and chemistry have the highest percentage of passes

The subjects with the highest percentages of passes at grade A*-C were physics, biological science and chemistry, all with a pass rate of 92%.

A level attainment in England (3.3a(i) and 3.3a(ii))

In 2014/15 56.6% of the population aged 17 in England passed two or more A levels (or equivalent)⁴.

Higher A level attainment rates for girls

Girls outperformed boys with 62.1% of girls and 51.3% of boys achieving two or more passes (Table 3.3a(i)).

Mathematics, English (including English literature), and biological science were the most frequently studied subjects

Mathematics, English (including English literature) biological science were the most frequently studied subjects; modern languages, further mathematics and classical studies had the highest percentages of passes at grades A*-C.

³ GCSE attainment in the first entry for each subject is counted for 2014/15 (as was the case in 2013/14). Therefore attainment in England may appear to be lower in these years when compared with attainment in previous years as this was based on best entry in circumstances where young people have entered more than once. These GCSE attainment figures cannot be directly compared with attainment prior to 2013/14 or with figures for Wales and Northern Ireland.

⁴ The percentage is calculated by dividing the total numbers of pupils attaining two or more A levels in 2014/15 (typically aged 16-18 at the start of the academic year) by the total population aged 17 at the start of the academic year.

GCSE (or equivalent) attainment in Wales (Tables 3.2b(i) and 3.2b(ii))

In 2014/15 57.9% of pupils in their last year of compulsory education in Wales achieved 5 or more GCSE (or equivalent) passes at grade A*-C including English and mathematics. This includes resits.

Higher GCSE attainment rates for girls

Girls outperformed boys with 61.8% of girls and 54.3% of boys achieving 5 or more GCSE (or equivalent) passes at grade A*-C including English and mathematics (Table 3.2b(i)).

Chemistry, biological science and physics have the highest percentage of passes

The subjects with the highest percentages of passes at grade A*-C were chemistry (93%), biological science (92%), and physics (92%).

A level attainment in Wales (Tables 3.3b(i) and 3.3b(ii))

In 2014/15 30.0% of the population aged 17 in Wales passed two or more A levels (or equivalent)⁵.

Higher A level attainment rates for girls

Girls outperformed boys with 34.4% of girls and 25.8% of boys achieving two or more passes (Table 3.3b(i)).

Most popular subjects are Mathematics, English and history

English (including English literature), history and mathematics were the most frequently studied subjects; further mathematics, modern language and history had the highest percentages of passes at grades A*-C.

⁵ The percentage is calculated by dividing the total numbers of pupils attaining two or more A levels in 2014/15 (typically aged 16-18 at the start of the academic year) by the total population aged 17 at the start of the academic year.

GCSE (or equivalent) attainment in Northern Ireland (Tables 3.2c(i) and 3.2c(ii))

In 2014/15 67.0% of pupils in their last year of compulsory education in Northern Ireland achieved 5 or more GCSE (or equivalent) passes at grade A*-C including English and mathematics.

Higher GCSE attainment rates for girls

Girls outperformed boys with 70.9% of girls and 63.2% of boys achieving 5 or more GCSE (or equivalent) passes at grade A*-C including English and mathematics (Table 3.2d(i)).

Physics and biological science have the highest percentage of passes

The subjects with the highest percentages of passes at grade A*-C were physics (96%) and biological science (95%).

A level attainment in Northern Ireland (Tables 3.3c(i) and 3.3c(ii))

In 2014/15 52.1% of the 17-year-old population in Northern Ireland passed two or more A levels (or equivalent)⁶.

Higher A level attainment rates for girls

Girls outperformed boys with 59.8% of girls and 44.6% of boys achieving two or more passes (Table 3.3c(i)).

Most popular subjects are mathematics and biological science

Mathematics, biological science, religious studies, history and English (including English literature) were the most frequently studied subjects; modern languages, further mathematics and art and design had the highest percentages of passes at grades A*-C.

⁶ The percentage is calculated by dividing the total numbers of pupils attaining two or more A levels in 2014/15 (typically aged 16-18 at the start of the academic year) by the total population aged 17 at the start of the academic year.

Qualifications achieved by school leavers in Scotland (Table 3.1)

Figure 3.2 shows the percentage of school leavers (those who left at the end of the school year who will have left at various stages of their schooling) attaining one or more Scottish Credit and Qualifications Framework (SCQF) qualification at level 6 or above increased from 58.1% in 2013/14 to 60.2% in 2014/15. The percentage for females in 2014/15 was higher than the percentage for males (Table 3.1).

Figure 3.2: Percentage of school leavers attaining one or more SCQF qualifications (2011/12 to 2014/15)

	2011/12	2012/13	2013/14	2014/15
Percentage of school leavers attaining				
1 or more qualifications at SCQF level 4 or better	95.8	96.3	96.3	96.2
1 or more qualifications at SCQF level 5 or better	81.6	82.7	84.3	85.2
1 or more qualifications at SCQF level 6 or better	55.8	55.8	58.1	60.2

Scottish Credit and Qualifications Framework (SCQF) attainment at level 5 or better (Tables 3.2d(i) and 3.2d(ii))

In 2014/15 85.2% of school leavers in Scotland obtained one or more qualifications at SCQF level 5 or better.

Higher SCQF level 5 attainment rates for girls

Girls outperformed boys with 87.3% of girls and 83.1% of boys gaining one or more qualifications at SCQF level 5 or better (Table 3.2c(i)).

Most popular subjects are mathematics and English

The most frequently studied subjects in terms of examination entries for all learners at SCQF levels 3-5 were mathematics and English (Table 3.2c(ii)).

Scottish Credit and Qualifications Framework (SCQF) attainment at level 6 or better (Tables 3.3d(i) and 3.3d(ii))

In 2014/15 60.2% of school leavers in Scotland obtained one or more qualifications at SCQF level 6 or better

Higher SCQF level 6 attainment rates for girls

Girls outperformed boys with 65.9% of girls and 54.7% of boys gaining one or more qualifications at SCQF level 6 or better (Table 3.3c(i)).

Most popular subjects are mathematics and English

The most frequently studied subjects in terms of examination entries for all learners at SCQF level 6 were English (36,100 entries) and mathematics (21,100 entries) (Table 3.3d(ii)). The percentages of passes at grade A for these subjects were 27% for English and 23% for Mathematics.

Highest qualification held by working age adults (Table 3.4)

In 2015 46% of working age adults in Scotland had a qualification at SCQF level 7 or better. Data from 2015 are currently not available for England, Wales and Northern Ireland for 2015. In 2014, 41% of working age adults in England held a qualification at NQF level 4 or above, compared to 36% in Wales and 32% in Northern Ireland Table 3.4).

4. Education Expenditure (Table 4)

Total (central government and local authority) expenditure on education in 2015-16 was some £83.4 billion, a reduction in real terms of 7.9% compared to 2011/12 (Table 4). As a percentage of GDP, government expenditure on education has decreased over the period from 2011-12 to 2015-16 from 5.3% to 4.4%.

Whilst the majority of education expenditure in 2014/15 is delivered through local government (55.6%), this share has decreased in the last five years (down from 62.4% in 2011-12). The distribution of government funding across the phases of education has remained broadly similar with a slight decrease in the share of the total government expenditure on tertiary education (from 10.9% in 2011-12 to 7.1% in 2015-16). In 2015-16, secondary education received the largest share of the total (45.8%) followed by primary (33.2%).

The figures presented in the education expenditure tables in this year's publication differ from those presented in the publication in the previous year(s) for a number of reasons. Firstly, HM Treasury have updated their definition of Total Expenditure on Services (TES) since the 2015 publication. As a result of this, Student Loan impairments are no longer included within tertiary education current expenditure. Secondly, prior to finalising the data used for this publication, government departments were required to switch research and development (R&D) expenditure from resource to capital DEL (Departmental Expenditure Limits) and also took the opportunity to align their R&D expenditure with definitions defined by UN Classification of the Functions of Government (COFOG). As a result, users will notice a substantial increase in capital R&D expenditure since last year's publication. Finally, since the previous year's publication data from the Department for Education is no longer used as a source for local government current education spending in England. Instead, data collected by the Department for Communities and Local Government from local authorities as part of its local government expenditure returns has been used. As a result, users will notice revisions across several areas of local authority current expenditure.

5. Accompanying tables

The following tables are available in Excel format on the [department's statistics website](#).

Schools		Qualifications	
1	Number of schools, by type of school	3.1	GCSE, A level, SCE/NQ and vocational qualifications obtained by pupils and students
1.2	Full-time and part-time pupils by age, gender and school type	3.2a(i)	GCSE and vocational qualifications obtained by pupils at the end of key stage 4 by gender
1.2.1	Full-time and part-time pupils by gender and school type	3.2a(ii)	GCSE entries and achievements for pupils at the end of key stage 4 by subject and gender
1.2.2	Full-time and part-time pupils by age, gender and school type	3.2b(i)	GCSE and vocational qualifications obtained by pupils in their last year of compulsory education by gender
1.3	Qualified teachers by type of school and gender	3.2b(ii)	GCSE entries and achievements for pupils in their last year of compulsory education by subject and gender
1.4	Pupil: teacher ratios (PTRs) and pupil: adult ratios (PARs) within schools, by type of school	3.2c(i)	GCSE and vocational qualifications obtained by pupils in their last year of compulsory education by gender
		3.2c(ii)	GCSE entries and achievements for pupils in their last year of compulsory education by subject and gender
Post compulsory education			
2.1	Number of establishments of further and higher education by type, and full-time academic staff by gender	3.2d(i)	SQA Qualifications obtained by school leavers
2.2	Students in higher education by level, mode of study, gender and subject group	3.2d(ii)	SQA qualifications entries and achievements at SCQF levels 3-5 by subject, all learners
2.2.1	Home and Overseas Students in higher education by mode of study, gender and subject group	3.3a(i)	A level and equivalent vocational qualifications obtained by young people in Schools and Further Education Colleges by gender
2.3	Students in further education by country of study, mode of study, gender and age,	3.3a(ii)	A level and equivalent vocational qualifications obtained by young people in Schools and Further Education Colleges by gender
2.4	Students in further and higher education	3.3b(i)	A level and equivalent vocational qualifications obtained by young people in schools and further education colleges by gender
2.5	People aged from 16 to 24 Not in Education, Employment or Training ('NEET') by gender	3.3b(ii)	A level entries and achievements for young people in schools by gender and subject
		3.3c(i)	A level and equivalent vocational qualifications obtained by young people in schools and further education colleges by gender
		3.3c(ii)	A level entries and achievements for young people in schools by gender and subject

Qualifications

- 3.3d(i) SQA qualifications obtained by school leavers
- 3.3d(ii) SQA qualifications entries and achievements at SCQF level 6 (Highers) by subject, all learners
- 3.4 Highest qualification held by working age adults, by gender, age and region

Education Expenditure

- 4 Education expenditure on services

When reviewing the tables, please note that:

Rounding conventions and suppression

The National Statistics Code of Practice requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the Department for Education protect confidentiality.

In most tables the figures are presented as whole numbers while in some tables, percentages are displayed to 1 decimal point. The rounding convention is as follows: any fractions of 0.5 and above will be rounded up, anything less than 0.5 will be rounded down.

The following conventions have been used in the tables:

- . not applicable
 - .. not available
 - nil or negligible
 - x suppressed because of small numbers
-

6. National Statistics

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.

7. Technical Information

A quality and methodology information document accompanies this SR. This provides further information on the data sources, their coverage and quality and explains the methodology used in producing the data, including how it is validated and processed.

8. Got a query? Like to give feedback?

If from the media

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Great Smith Street, London SW1P 3BT.

020 7783 8300

If non-media

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Department
for Education



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