Education and training

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Education is an essential part of any society and helps with economic, social and political growth as well as the development of society in general. Increasingly in the UK people's experience of formal education is no longer restricted to their years at school. There has been an expansion in further and higher education as more people in the UK continue in full-time education.

Qualifications achieved at school are increasingly supplemented by further education and job-related training to equip people with the skills required by a modern labour market. This chapter discusses educational expenditure, the qualifications of the workforce and the stock of human capital. This is followed by sections which examine education and educational achievement from early years through compulsory and post-compulsory education to adult learning and training.

Key points:

Introduction

- UK public expenditure on education and training has doubled in real terms over the last 24 years, from £43 billion in 1987/88 to a planned spend of £87 billion in 2010/11
- UK expenditure on education and training as a proportion of GDP increased from 4.8 per cent in 1987/88 to 6.3 per cent in 2009/10; in 2010/11 planned expenditure is 6.0 per cent of GDP
- Three quarters of working age adults in the UK were qualified to at least NVQ level 2 in 2010
- The economic value of the UK's stock of human capital was £16,700 billion in 2009, approximately three times the value of the physical assets of the UK

Early years education

- The proportion of children aged under five enrolled in all schools in the UK has increased from approximately 21 per cent in 1970/71 to 62 per cent in 2009/10

Compulsory education

- In 2009/10 there were over 33,000 schools in the UK a decrease of nearly 1000 since 2005/06
- Although they still form a small proportion of the total number, academies have increased to 203 in 2009/10, 176 more than in 2005/06 when there were just 27
- In 2008/09, 88,270 appeals against non-admission to maintained primary and secondary schools in England were lodged by parents, of which 63,720 were heard by a panel and 19,060 (29.9 per cent) were decided in favour of the parents
- Pupil to teacher ratios in maintained nursery, primary and secondary schools have varied over the last three decades, although they are lower in 2010 compared with 1978 in all school types
- Key Stage assessments have shown improvements in performance of both sexes over the last five years, but the proportion of girls reaching the required standard was generally higher than that for boys
- While 70 per cent of pupils in England achieved five or more GCSE grades A* to C in 2008/09, only 51 per cent achieved five or more GCSE grades A* to C including English and mathematics

Post-compulsory education

- Between 2008/09 and 2009/10 the number of apprenticeships started in England increased by 17 per cent from 239,900 to 279,700 the number of completed apprenticeships also increased by 20 per cent from 143,000 to 171,500
- In 2008/09 958,000 NVQ/SVQs were awarded in the UK compared with 153,000 in 1991/92 the majority of which (67.5 per cent) were at Level 2
- In 2009/10 there were approximately 2.6 million students in higher education in the UK compared with 827,000 in 1980/81
- Nearly six in ten UK higher education students in 2008/09 were women
- In 2009/10 there were 351,000 first degrees obtained by UK and overseas domiciled students in higher education institutions in the UK
- In 2008/09 of the 227,180 students who left higher education with a first degree 60 per cent moved into employment either in the UK or overseas

Adult training and learning

- A higher proportion of employees in professional, personal and associate professional and technical occupations reported receiving job-related training in 2010 compared with other types of occupation
- In 2009/10 4.6 million adult learners participated in some form of government-funded further education, a decrease of 4.5 per cent compared with 2008/09
- In 2009/10 11 per cent of employers in the hotel and catering industry reported that their employees lacked at least some of the skills required to be fully proficient at their jobs

Introduction

UK public expenditure on education and training has doubled in real terms over the last 24 years; from £43 billion in 1987/88 to a planned spend of £87 billion in 2010/11. Spending levels increased through the late eighties and early nineties to £53 billion in 1994/95 before decreasing to £51 billion in 1997/98. Spending then began to rise again reaching its highest recorded level of £88 billion in 2009/10 before falling slightly in 2010/11 to £87 billion.

Figure 1 Public expenditure on education and training as a proportion of GDP^{1,2,3}

1 Total managed expenditure to 1987/88, total expenditure on services thereafter.

2 Data from 2000/01 onwards calculated on resource basis and may not be directly comparable with earlier years which were calculated on a cash basis.

3 Data are outturn to 2008/09, estimates for 2009/10 and planned for 2010/11.

Source: House of Commons Library (HC, 2010)

Figure 1 shows public spending on education and training expressed as a proportion of economic output measured by GDP, this varies less than real spending levels. Following the generally upward trend in the late 1980s, spending fell as a proportion of GDP for most of the 1990s. The level increased from 5.0 per cent of GDP in 2002/03 to 6.3 per cent in 2009/10 the highest level in the period covered. Planned expenditure on education and training in 2010/11 is slightly lower at 6.0 per cent of GDP.

There are considerable differences between public education expenditure as a proportion of GDP across the 27 European Union countries (EU-27). In 2007 in the UK it was 5.4 per cent of GDP, just above the EU-27 average of 5.0 per cent. On this measure education expenditure was highest in Denmark at 7.8 per cent, followed by Cyprus at 6.9 per cent and Sweden at 6.7 per cent. Slovakia and Luxembourg had the lowest proportions of expenditure at 3.6 per cent and 3.2 per cent respectivelyⁱ.

Education is devolved across the UK with education systems differing between countries. While the education systems in England, Wales and Northern Ireland are similar, the Scottish system is quite different. The devolution of education in the UK means that each country is responsible for setting its own educational funding policy.

Figure 2 Local authority education expenditure¹ per pupil

England and Wales

¹ Data are on a 'current basis' that is they include expenditure financed by specific government grants. Data also include expenditure on school services, LEA central costs, mandatory student awards, inter-authority education recoupment, nursery schools and adult and youth education. Expenditure figures are based on outturn data, with the exception of 2009/10 which are budgeted.

Source: Welsh Assembly Government (WAG, 2010)

Although the education systems in England and Wales are similar, data from the Welsh Assembly Government show that there are differences in expenditure per pupil. In 2009/10 the average budgeted spend on local authority education in England was £5,956 per pupil, a rise of 2.4 per cent on the previous year. This compares with £5,429 per pupil in Wales in 2009/10, an increase of 2.8 per cent on the previous year. In 2009/10 the public education funding gap (£527) between England and Wales was more than eight times higher than in 1999/2000 (£61) (**Figure 2**).

Data from Eurostat show that spending per pupil varies among the EU-27 member states. In 2007 the UK ranked third in the annual amount spent on public and private educational institutions at €7,972 PPS (Purchasing Power Standard)ⁱⁱ per pupil, €1,721 PPS higher than the EU-27 average of €6,251 PPS per pupil. Austria topped the table with an annual spend of €8,695 PPS per pupil while Bulgaria had the lowest annual spend at €2,290 PPS per pupilⁱⁱⁱ.

Figure 3 Highest qualification held by working-age adults:¹ by country, 2010

United Kingdom

1 Working-age adults are defined as males aged 19 to 64 and females aged 19 to 59.

2 See note^{iv}.

Source: Department for Education (DfE, 2010)

In Q2 (April to June) 2010, 75 per cent of working-age adults in the UK were qualified to NVQ level 2 or above, with 76 per cent of men and 73 per cent of women achieving this level. **Figure 3** shows that qualification levels were lower in Northern Ireland. In 2010 75 per cent of working-age adults in England and Scotland were qualified to NVQ level 2 or above compared with 72 per cent in Wales and 70 per cent in Northern Ireland. Attainment levels also varied by age with 81 per cent of those aged 25 to 29 in the UK being qualified to NVQ level 2 or above compared with 69 per cent of those aged 50 to 64.

Human capital is the knowledge and skills of individuals that facilitate the creation of personal, social and economic well-being. Measures of human capital provide an important indication of the productive capacity of the UK economy. Estimates released by ONS in November 2010 (*Jones and Chiripanhura, 2010*), showed that the economic value of the stock of human capital in the UK, was £16,686 billion in 2009. This is approximately three times the value of all the physical assets in the UK such as buildings and machinery.

The estimates of the stock of human capital were derived using information on the earnings of individuals of different ages, gender and levels of educational attainment, taken from the UK Labour Force Survey and measured in 2009 prices.

Figure 4 Human capital stock

Source: Labour Force Survey, Office for National Statistics (*Jones and Chiripanhura, 2010*)

Figure 4 shows that the stock of human capital stood at £14,000 billion in 2001 and increased to £16,700 billion in 2009. Between 2001 and 2007 the stock of human capital grew by an average of £300 billion per year. The slowing of earnings growth and increases in unemployment during the economic downturn meant that growth in the stock of human capital slowed between 2007 and 2009.

In 2009 the average human capital stock per head of working-age population was £419,300. This was an increase of £46,800 compared with 2001 but only £717 more than in 2007. Less time in paid employment over their lifetime and lower average labour market earnings means that the total market value of women's human capital (£6,500 billion) was around 64 per cent of men's (£10,200 billion). In 2009, one-third of the human capital stock was embodied in 22 per cent of the working-age population whose highest educational attainment is a degree or equivalent (see **Figure 3**).

Early years education

Some form of free early years education^v aimed at developing young children's learning is available in all of the countries of the UK although delivered under different strategies and in different settings.

Figure 5 Children under five¹ in schools

United Kingdom

Percentages

¹ Pupils aged three and four at 31 December each year as a proportion of all three and four-year-olds, with the exception of Scotland where census data differ over the years.

Source: Department for Education

Since records began in the early 1970s, there has been an expansion in early year's education provided in all settings^{vi} in the UK. The proportion of children under five enrolled in schools rose from approximately two in ten (21 per cent) in 1970/71 to over six in ten (62 per cent) in 2009/10. Further information on the change in population of those aged under 16 can be found in the Population chapter^{vii} (**Figure 5**).

Data from the Childcare and Early Years Providers Survey (DfE, 2010a) show that between 2008 and 2009 there was a decline in the number of children attending all childcare provider types in England, with the exception of full-day care^{viii} providers. The number of children enrolled in sessional care saw the largest decrease of 9.8 per cent between 2008 and 2009, while the number of children enrolled in full-day care increased by 0.1 per cent from 873,000 to 874,000. Over the same period the number of childcare providers in maintained schools in England, which shows the number of providers offering full-day care, increased from 13,800 in 2008 to 14,100 in 2009. This has been accompanied by a fall in the number of providers offering sessional care^{ix}, from 8,500 in 2008 to 7,800 in 2009, a fall of 8.2 per cent.

Compulsory education

Table 1 **Schools:¹ by type of school**

United Kingdom	Number of schools				
	2005/06	2006/07	2007/08	2008/09	2009/10
Public sector mainstream schools²					
Nursery	3,349	3,326	3,273	3,209	3,166
Primary	22,156	21,968	21,768	21,568	21,427
State-funded secondary	4,244	4,232	4,209	4,183	4,149
of which, specialist schools ³	2,381	2,611	2,799	2,981	2,857
of which, admissions policy					
Comprehensive	3,424	3,398	3,304	3,247	3,156
Selective	233	233	233	233	233
Modern	115	113	172	169	160
City technology colleges	11	10	5	3	3
Academies	27	46	83	133	203
Not applicable	434	432	412	398	394
All public sector mainstream schools	29,749	29,526	29,250	28,960	28,742
Non-maintained schools	2,455	2,486	2,527	2,547	2,570
Special schools⁴	1,416	1,391	1,378	1,378	1,373
Pupil referral units	481	489	506	511	452
All schools	34,101	33,892	33,661	33,396	33,137

1 See note^x: Main categories of educational establishments.

2 Excludes special schools and pupil referral units (PRUs).

3 Numbers of specialist schools in England, operational from September of each academic year shown.

4 For children with special educational needs. Includes maintained (the majority) and non-maintained sectors.

Source: Department for Education (DfE, 2008; 2010)

Table 1 shows that in 2009/10 there were 33,137 schools in the UK a fall of 964 since 2005/06. In 2009/10 9.1 million pupils (94 per cent of all pupils) attended public sector schools and 621,200 (6.4 per cent of all pupils) attended one of the 2,570 non-maintained mainstream schools. There were around 452 pupil referral units (PRUs) attended by 13,000 pupils in the UK. PRUs provide suitable alternative education on a temporary basis for pupils who have been excluded from mainstream schools and children with medical problems (DfE, 2010a)

Although they still form a small proportion of the total number of schools in the UK, academies are growing in number. In 2009/10 there were 203 academies in the UK compared with 27 in 2005/06 an increase of 176. The academies programme was introduced in 2000 to promote publicly funded independent schools managed by sponsors from a range of backgrounds including universities, businesses, faith communities and voluntary groups. Most academies are located in areas of disadvantage and either replaced existing schools or were established where there was a need for additional places.

Choosing the right school for their children is one of the most important things a parent can do. However, sometimes schools do not have enough places for the number of children who have applied. If a child does not get a place at their preferred school parents have the legal right to appeal^{xi}.

Table 2 Appeals against non-admission to maintained primary and secondary schools

England	Number				
	2004/05	2005/06	2006/07	2007/08	2008/09
Admissions ¹	1,491,370	1,483,250	1,484,320	1,488,870	1,467,820
Admission appeals lodged by parents ²	83,410	78,670	80,010	86,020	88,270
Appeals heard by appeals panel	59,330	56,590	56,610	61,950	63,720
Appeal decided in parents' favour	21,040	20,540	19,450	19,150	19,060

1 Figures relating to admissions are calculated from School Census for all schools.

2 Some appeals are resolved before they reach a panel hearing and the number of appeals heard by an appeals panel is deemed to be the more reliable and critical indicator.

Source: Department for Education (DfE, 2010b)

Table 2 shows that over the last five years, although the number of admission appeals lodged by parents and the number of appeals heard by a panel has risen, the number of appeals decided in parents favour has decreased.

In 2008/09 in England, parents lodged 88,270 appeals against non-admission to maintained primary and secondary schools of which 24,550 were resolved before reaching a panel hearing. Of the 63,720 appeals heard by a panel 19,060 (29.9 per cent) were decided in the parents favour. This compares with 83,410 appeals lodged in 2004/05 of which 59,330 were heard by an appeals panel and 21,040 (35.5 per cent) were decided in the parents favour.

Pupil to teacher ratio is calculated by dividing the number of full-time equivalent pupils who attend a school by the number of full-time equivalent teachers in the school. A low pupil to teacher ratio is often used as a selling point to those choosing a school.

Figure 6 Pupil to teacher ratio:¹ by type of school

England

Pupil: teacher ratio

1 Data are at January.

2 Includes middle schools as deemed and from 1978 to 1982 also include immigrant centres (centres for teaching English as an additional language).

3 Includes two Direct Grant Nursery schools.

Source: Department for Education (DfE, 2010c)

Figure 6 shows that the pupil to teacher ratio in maintained nursery, primary and secondary schools has varied over the last three decades. However, it is lower in 2010 than in 1978 in all three types of schools. The pupil to teacher ratio in nursery schools^{xii} decreased from 21 pupils in 1978 to 16 pupils per teacher in 2010. Over the same period the pupil to teacher ratio in primary schools decreased from 24 pupils to 21 pupils per teacher. The downturn in pupil to teacher ratio in primary schools from 1998 coincides with the introduction of legislation to reduce all infant class sizes to no more than 30 pupils for each teacher by 2002^{xiii}. The secondary school pupil to teacher ratio has also decreased over the same period but at a slower rate decreasing from 17 pupils per teacher in 1978 to 16 pupils per teacher in 2010.

Class size is calculated by dividing the number of pupils in classes being taught at the time of the school census by the number of classes. The average class size in maintained primary schools in England in January 2010 was 26.4 up from 26.2 per class in January 2009. The average size of classes in state-funded secondary schools fell slightly in January 2010 to 20.5 compared with 20.6 in January 2009 (DfE, 2010d). Since 2000/01, average class sizes in primary schools in Wales have also decreased from 25.2 to 24.4 in 2009/10. The average number of children per class in secondary schools in Wales has fluctuated between a high of 21.3 in 2000/01 and a low of 20.1 in 2009/10 (WAG, 2010b).

The *Education Act of 1944* made it an entitlement for every pupil to receive a free school meal. In 1980 the act was amended so that Local Authorities are only obliged to provide a meal to those pupils who are eligible^{xiv}.

In January 2010 17 per cent of pupils in maintained nursery and primary schools in England were known to be eligible for free school meals, as were 14 per cent of pupils attending state-funded secondary schools (DfE, 2010d). The corresponding figures for Wales were 18 per cent and 16 per cent (WAG, 2010c). In Northern Ireland in 2009/10 23 per cent of nursery pupils, 19 per cent of primary pupils and 17 per cent of post-primary pupils were entitled to free school meals (DENI, 2011). In Scotland in 2010 20 per cent of primary and 14 per cent of secondary pupils were registered for meals (SG, 2010).

Assessment at Key Stages forms part of the *National Curriculum* in England and is carried out through a combination of teacher assessments and tests which measure pupils' attainment against the levels set by the *National Curriculum*. Wales, Scotland and Northern Ireland each have their own guidelines for assessing attainment against the curriculum.

Table 3 Pupils reaching or exceeding expected standards:¹ by Key Stage and sex

England			Percentages	
	2005		2010	
	Boys	Girls	Boys	Girls
Key Stage 1 ²				
English				
Reading	81	89	81	89
Writing	77	88	76	87
Mathematics	90	92	88	91
Science	88	91	87	90
Key Stage 2 ³				
English	70	81	76	86
Mathematics	76	76	81	82
Science	82	84	84	86
Key Stage 3 ⁴				
English	64	78	73	86
Mathematics	74	77	79	81
Science	70	73	79	82

1 By teacher assessment.

2 Pupils achieving level 2 or above at Key Stage 1.

3 Pupils achieving level 4 or above at Key Stage 2.

4 Pupils achieving level 5 or above at Key Stage 3.

Source: Department for Education (DfE, 2007; 2010)

Table 3 shows that in 2005 and 2010 the proportion of girls reaching the required standard by teacher assessment was generally higher than that for boys at all key stages. In particular girls did better than boys in English (at all key stages) and differences between boys and girls were smallest for mathematics. Between 2005 and 2010 improvements in attainment were largest for boys in Key Stage 3 English and science and Key Stage 2 English. For girls the biggest improvements were also seen in Key Stage 3 English, science and mathematics with slight falls in attainment in Key Stage 1 writing, mathematics and science.

In June 2010 figures for Wales show that as in England, girls out performed boys at all key stages with the gap in performance highest for Key Stage 3 Welsh and English. Differences were smallest

for Key Stage 1 science and Key Stages 2 and 4 mathematics (WAG, 2010d).

Figure 7 Pupils achieving five or more GCSE grades A* to C or equivalent:^{1,2} by sex

United Kingdom

Percentages

1 For pupils in their last year of compulsory education. Pupils aged 15 at the start of the academic year; pupils in year S4 in Scotland. From 20004/05, pupils at the end of Key Stage 4 in England.

2 From 1990/91, National Qualifications^{xv} were introduced in Scotland but are not included until 2000/01.

Source: Department for Education

There is also a difference in overall performance between boys and girls at GCSE level. In 2008/09, 73 per cent of girls in the UK in their last year of compulsory education achieved 5 or more GCSEs at grades A* to C or equivalent, compared with 65 per cent of boys (**Figure 7**). Overall there has been a steady increase in the proportion of all pupils in the UK achieving five or more GCSEs at grades A* to C from 46 per cent in 1995/96 to 69 per cent in 2008/09.

A different measure of pupils academic achievement focussing more on core skills is the proportion of pupils achieving at least five or more GCSEs at grades A* to C including English and mathematics. In England 51 per cent of pupils in their last year of compulsory education achieved this measure in 2008/09 compared with 70 per cent achieving five or more GCSEs at grades A* to C in any subject. A higher proportion of girls (54 per cent) than boys (47 per cent) achieved five or more GCSE grades A* to C including English and mathematics (DfE 2010e).

Post-compulsory education

For those students who decide to stay in education post age 16, there are a wide range of subjects and qualifications available to choose from. As well as A levels, students can choose from a growing range of work-related qualifications and selected schools and colleges offer diploma qualifications for 14 to 19-year-olds. Depending on the subject to be studied students can decide to stay on at school (in sixth form), go to a sixth form college, a specialist college or a further education college.

While many young people opt for further education or higher education, some choose the opportunity to work and study at the same time through an apprenticeship^{xvi}. Apprentices are able to gain valuable on-the-job training while earning a minimum of £80 per week and can achieve a variety of nationally recognised qualifications such as an NVQ (National Vocational Qualification), BTEC (Business and Technology Education Council) or City and Guilds certificate.

Table 4 **Apprenticeship programme starts:¹ by level and age^{2,3}**

England	People starting apprenticeships				
	2005/06	2006/07	2007/08	2008/09	2009/10
Apprenticeship (level 2)					
Under 19	77,100	80,800	82,000	74,200	89,400
19–24	45,600	46,500	55,200	52,600	72,800
25 and over	100	100	14,600	31,700	28,400
Total	122,800	127,400	151,800	158,500	190,600
Advanced and Higher (levels 3 and 4+)					
Under 19	22,400	24,800	25,500	25,100	27,300
19–24	29,500	32,100	34,800	32,100	41,000
25 and over	200	100	12,600	24,200	20,700
Total	52,100	57,000	73,000	81,500	89,200
All Apprenticeships					
Under 19	99,500	105,600	107,600	99,400	116,800
19–24	75,200	78,600	90,100	84,700	113,800
25 and over	300	300	27,200	55,900	49,100
Total	175,000	184,400	224,800	239,900	279,700

1 Numbers are a count of the number of starters at any point during the year. Learners starting more than one framework will appear more than once.

2 Based on age at start of programme.

3 Due to rounding figures may not always add up to total.

Source: Department for Business Innovations and Skills (BIS, 2010)

In February 2011, Vince Cable^{xvii} the Business Secretary announced government plans to create an extra 100,000 apprenticeships and to increase apprenticeship funding by an extra £222 million to £1.4 billion.

Table 4 shows that the number of apprenticeships which were started in 2009/10 was 279,700, an increase of 17 per cent compared with 2008/09 (239,900). Of these 190,600 were level 2 starts (a 20 per cent increase compared with 2008/09) and 89,200 were level 3 and 4 or above (an increase of 9 per cent compared with 2008/09). While the numbers of learners starting apprenticeships have generally increased in all age groups, the most noticeable change is in those aged 25 and over, where there was a considerable increase from 300 apprenticeship starts in 2005/06 to 55,900 in 2008/09 before the numbers fell by 12 per cent to 49,100 in 2009/10.

The number of completed apprenticeships in 2009/10 was 171,500, an increase of 20 per cent compared with 2008/09. Of these, 111,900 were at level 2, an increase of 14 per cent compared with 2008/09. There were 59,400 at level 3 and 4 or above, an increase of 31 per cent compared with 2008/09. Learners aged 19 and under achieved 73,100 apprenticeship frameworks, an 8.0 per cent increase on 2008/09 while 64,200 19 to 24-year-olds achieved apprenticeship frameworks, an 11 per cent increase on 2008/09. Again the largest change was in those aged 25 and over where almost double the number achieved apprenticeship frameworks, 34,300 compared with 17,900 in 2008/09 (BIS, 2010).

National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs) are alternatives to more traditional academic qualifications as they are generally aimed at a particular occupation or group of occupations.

Figure 8 NVQ/SVQs awarded:¹ by level of qualification

United Kingdom

Thousands

¹ National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs)^{xviii}, data for 2000/01 are NVQ awards only.

Source: Department for Education

Figure 8 shows that in 2008/09 958,000 NVQ/SVQs were awarded in the UK compared with 153,000 in 1991/92. The majority (67.5 per cent) of NVQ/SVQs awarded in 2008/09 were at level 2, a further 23.1 per cent of awards were at level 3 and 5.9 per cent were at level 1.

Higher education courses are generally attended by those who have undertaken some sort of post-compulsory education such as A levels or NVQ/SVQs. There has been considerable growth in the numbers attending higher education institutions in the UK; the total number of home and overseas students on all types of education courses in 2008/09 was more than three times the number in 1980/81.

Table 5 Students in higher education:¹ by type of course and sex

United Kingdom

Thousands

	Men				Women			
	1980/81	1990/91	2000/01	2008/09	1980/81	1990/91	2000/01	2008/09
Higher education								
Undergraduate								
Full-time	277	345	510	593	196	319	602	735
Part-time	176	148	224	262	71	106	320	424
Postgraduate								
Full-time	41	50	82	137	21	34	81	132
Part-time	32	46	118	114	13	33	123	160
All higher education	526	588	934	1,106	301	491	1,126	1,451

¹ Home and overseas students attending higher education institutions.

Source: Department for Education

Table 5 shows there were around 2.6 million students in higher education in the UK in 2008/09 compared with 827,000 in 1980/81, of this number nearly six in ten (57 per cent) were women. In 2008/09 there were around 1.5 million female higher education students, 29 per cent more than in 2000/01 and around 1.1 million male students, 18 per cent more than in 2000/01. The growth in the number of higher education students between 1980/81 and 2008/09 is larger for women than for men; for undergraduate courses the number of men nearly doubled (from 453,000 to 855,000) while there were over four times as many women in 2008/09 as in 1980/81 (from 267,000 to 1.2 million).

Table 6 Higher Education qualifications attained:¹ by class of qualification and sex, 2009/10

United Kingdom		Percentages		
		Men	Women	All
First Degree				
First class		13.7	13.0	13.3
Upper second		41.7	47.0	44.7
Lower second		29.0	26.6	27.6
Third class/Pass		8.5	5.8	7.0
Unclassified		6.9	7.6	7.3
All (=100%) (thousands)		152	199	351
Higher degree				
Doctorate		12.7	11.0	11.9
Other higher degree		87.3	89.0	88.1
All (=100%) (thousands)		81	77	158
Other postgraduate				
Postgraduate certificate in education		25.6	36.2	32.3
Other post graduate		74.5	63.8	67.7
All (=100%) (thousands)		25	43	68
Other undergraduate				
Professional graduate certificate in education		4.7	5.7	5.3
Foundation degree		18.7	17.3	17.8
HND/DipHE ²		14.4	18.9	17.2
Other undergraduate		62.3	58.1	59.7
All (=100%) (thousands)		53	87	140

¹ Full-time and part-time, home and overseas student.

² Higher National Diplomas or Diploma in Higher Education.

Source: Higher Education Statistics Agency (HESA, 2011)

In 2009/10, there were 351,000 first degrees obtained by UK and overseas domiciled students at higher education institutions in the UK. Of these 92.7 per cent were classified degrees and 7.3 per cent were unclassified (certain qualifications obtained at first degree level are not subject to classification, for example medical degrees). Of those classified first degrees, 13.3 per cent were graded first class with 13.7 per cent of men and 13.0 per cent of women achieving this level. A higher proportion of women than men achieved upper second class first degrees (47.0 per cent compared with 41.7 per cent), while a higher proportion of men than women achieved lower second first degrees (29.0 per cent compared with 26.6 per cent) (**Table 6**).

The labour market status of former students six months after they have left higher education in the UK varies according to the type of qualification obtained. Those with postgraduate qualifications are more likely to be in employment compared with those with a first degree or other undergraduate qualification.

Table 7 Destination of students leaving higher education:¹ by type of qualification, 2008/09

United Kingdom		Percentages	
	1st degree	Other undergraduate ²	Postgraduate ³
UK employment only ⁴	57.9	51.4	69.4
Overseas employment only ⁴	2.3	0.5	6.7
Work and further study	8.3	18.2	8.6
Further study only	17.2	23.1	6.4
Assumed to be unemployed	9.2	3.7	5.1
Not available for employment	3.9	2.0	2.5
Other	1.3	1.1	1.3
All (=100%) (thousands)	227,180	44,455	83,090

1 Destination of UK and other European Union domiciled full-time and part-time students after leaving higher education institutions approximately six months after graduation. Excludes those where destination was not known.

2 Includes foundation degrees and undergraduate diplomas and certificates.

3 Includes Post Graduate Certificates of Education (PGCEs).

4 Includes self-employed and voluntary or unpaid work.

Source: Higher Education Statistics Agency (HESA, 2010)

Table 7 shows that of the 227,180 students who left with a first degree in 2008/09, 57.9 per cent moved into UK employment while a small proportion (2.3 per cent) gained overseas employment. Around 8.3 per cent went on to combine employment with some form of studying, while 17.2 per cent continued with their studies only. Of those who had gained undergraduate qualifications other than a first degree, 51.4 per cent moved into UK employment, 23.1 per cent continued studying and 18.2 per cent combined study with employment. Those who left with postgraduate qualifications were the most likely to move into employment either in the UK (69.4 per cent) with a further 8.6 per cent combining work with further study.

Adult training and learning

Whether looking for a job or looking to progress in a career, improving skills for work can open up new opportunities. Work-based learning is often necessary in order for workers to keep their skills up-to-date and to be able to satisfy the demands of the modern day labour market. Keeping the skills of the workforce current is vital to the economy in order to help retain competitiveness through increased productivity. There are also wider social benefits to people engaging in learning, both in terms of individual development and through social and civic engagement.

Figure 9 Employees receiving job-related training:¹ by sex and occupation, 2010²

United Kingdom

Percentages

1 In the four weeks prior to interview.

2 Data are at Q2 (April to June) and are not seasonally adjusted.

Source: Labour Force Survey, Office for National Statistics (ONS, 2011)

Figure 9 shows information from the Labour Force Survey about job-related training received in the previous four weeks by employed men and women in the UK in Q2 (April to June) 2010. Training varied by occupation, those in professional, associate professional and technical and personal service occupations were more likely to report receiving training in the last four weeks. The proportions receiving training were lower for those in skilled trades, working with process plant and machines and in elementary occupations.

While in some occupations very similar proportions of men and women reported having training in the last four weeks, there were considerable differences between the sexes in others. Men were more likely than women to have had training in sales and customer services (13.8 per cent

compared with 9.7 per cent) and in administrative and secretarial occupations (11.8 per cent compared with 9.1 per cent). More than one in five women (23.1 per cent) in professional and associate professional and technical occupations (21.2 per cent) had received job-related training in the last four weeks. This compares with 15.7 per cent and 14.0 per cent respectively for men in these occupations.

Table 8 Adult further education and skills participation: by level¹

England	Thousands				
	2005/06	2006/07	2007/08	2008/09 ²	2009/10
Below level 2	1,366	905	865	788	746
Skills for life	1,478	1,298	1,312	1,450	1,431
Full level 2	749	817	1,042	1,264	1,287
Full level 3	597	611	686	795	867
Level 2 ³	1,797	1,676	1,882	2,125	2,045
Level 3 ³	968	945	1,002	1,106	1,115
Level 4 and above	69	61	55	59	51
No level assigned	1,446	1,277	1,269	1,493	1,558
All learners	5,022	4,232	4,361	4,837	4,636

1 See note^{xix}: Qualifications.

2 Data are not directly comparable with earlier years as the introduction of demand-led funding changed how data were collected and how funded learners were defined.

3 Includes all those studying for a full level 2 or 3 and those studying for a part level 2 or 3.

Source: *The Department for Business Innovations and Skills (BIS, 2010)*

Table 8 shows that 4.6 million adult learners participated in some form of government-funded further education in 2009/10; this is a decrease in learner participation of 4.5 per cent compared with 2008/09. The main reduction has been in the number of learners participating in Below level 2 and non-full Level 2 courses.

Approximately 3.4 million learners achieved a government-funded further education qualification in 2009/10 an increase of 0.5 per cent compared with 2008/09. Of these 1.3 million learners achieved a level 2 qualification and increase of 2.7 per cent compared with 2008/09 and 674,600 achieved a level 3 qualification an increase of 7.4 per cent compared with 2008/09.

Further education and job-related training can be used to help employees develop all the skills they need for their jobs. Employers report skills gaps^{xx} within their businesses through the *National Employers Skills Survey*.

Figure 10 **Percentage of Employers reporting skills gaps:¹ by sector,² 2009**

England

Percentages

1 Skills gaps exist where employers consider that employees are not fully proficient at their job. Data show the proportion of employees considered to have skills gaps as a proportion of all employees in each sector.

2 Sectors according to their Standard Industrial Classification (SIC2003)^{xxi}.

Source: UK Commission for Employment and Skills (UKES, 2010)

The 2009 *National Employer Skills Survey* for England showed that the industry for which employers were most likely to report that their employees had skills gaps was hotels and catering^{xxii}, with 11 per cent of businesses in this group reporting that staff lacked at least some of the skills required to be fully proficient at their jobs. This group was closely followed by those in the electricity, gas and water and manufacturing and industry with 9 per cent of employers reporting skills gaps. Employers in education and public administration and defence reported the lowest level of employees with skills gaps at 5 per cent (**Figure 10**).

There are various reasons why staff may lack skills. In 2009, 71 per cent of employers reported that the main cause of skills gaps in their business was lack of experience in recently recruited staff, followed by a lack of staff motivation (29 per cent), failure to train and develop staff (25 per cent) and the failure to keep staff up-to-date with changes (25 per cent). High staff turnover and recruitment problems are also quite common at 13 per cent and 11 per cent respectively.

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Understanding the National Curriculum. Further information available at:

http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/ExamsTestsAndTheCurriculum/DG_4016665

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<http://www.ukces.org.uk/tags/report/national-employer-skills-survey-for-england-2009-key-findings-report>

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Skills for Life qualifications are designed to help adults (over 16s) develop skills used in everyday life, such as reading, writing or maths. Further information available at:

http://www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/DG_10039031

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Notes:

ⁱ Data obtained from table educ_figdp available at http://epp.eurostat.ec.europa.eu/portal/page/portal/statistics/search_database

ⁱⁱ The Purchasing Power Standard (PPS) is a unit of measurement calculated by scaling Purchasing Power Parities (PPPs) so that the aggregate for the EU-27 as a whole is the same whether expressed in Euros (ECUs) or in PPS. Purchasing Power Parities are conversion factors, which make it possible to eliminate the combined effect of price level differences and other factors from a comparison of economic aggregates and thereby obtain a real volume comparison between countries

ⁱⁱⁱ Data obtained from table tps00067 available at http://epp.eurostat.ec.europa.eu/portal/page/portal/statistics/search_database

^{iv} The following table outlines what is included in each NVQ level equivalent or above category

NVQ Level 2 or above	In addition to Level 3 and above, includes 5 or more GCSE/SCE/O-level grades at A to C, CSE grade 1, 1 A level pass or 2 or 3 AS levels and the equivalent in vocational qualifications
NVQ Level 3 or above	In addition to Level 4 and above, includes 2 or more A level passes, 4 or more AS levels and the equivalent in vocational qualifications
NVQ Level 4 or above	Includes Higher degrees and other qualifications at Level 5. First degree and teaching qualifications

See <http://www.gos.gov.uk/497745/docs/379399/428699/469541/qualificationsguidance>

^v Early year's education refers to education provided before the age at which compulsory education starts for children, currently the age of five in the UK

^{vi} Settings include nursery schools, private nurseries and other childcare providers but excludes childminders

^{vii} Social Trends 41: Population available at - <http://www.statistics.gov.uk/socialtrends/stissue/>

^{viii} Full-day care provides day care for children under eight for a continuous period of 4 hours or more in any day, in premises which are not domestic premises e.g. day nurseries and children's centres, and some family centres

^{ix} Sessional care providers, day care for children under eight, for a session which is less than a continuous period of 4 hours in any day in premises which are not domestic premises. Where two sessions are offered in any one day, individual children must not attend more than five sessions a week. There must be a break between sessions with no children in the care of the setting

^x Main categories of educational establishments. Educational establishments in the UK are administered and financed in several ways. Most schools are controlled by Local Authorities (LAs), which are part of the structure of local government, but some are 'assisted', receiving grants direct from central government sources and being controlled by governing bodies that have a substantial degree of autonomy. Completely outside the public sector are non-maintained schools run by individuals, companies or charitable institutions.

Up to March 2001, Further Education (FE) courses in FE sector colleges in England and Wales were largely funded through grants from the respective Further Education Funding Councils (FEFCs). In April 2001 the

Learning and Skills Council (LSC) took over the responsibility for funding the FE sector in England, and the National Council for Education and Training for Wales (part of the Education and Learning Wales – ELWa) did so for Wales. The LSC in England is also responsible for funding provision for FE and some non-prescribed Higher Education in FE sector colleges; in addition, it funds some FE provided by LA maintained and other institutions referred to as ‘external institutions’. From April 2006 FE funding in Wales, became the responsibility of the Welsh Assembly Government. The Scottish Further and Higher Education Funding Council (SFC) fund FE colleges in Scotland, while the Department for Employment and Learning funds FE colleges in Northern Ireland.

Higher Education (HE) courses in HE establishments are largely publicly funded through block grants from the HE funding councils in England and Scotland, the Higher Education Funding Council in Wales, and the Department for Employment and Learning in Northern Ireland. In addition, some designated HE, mainly Higher National Diplomas (HND)/Higher National Certificates (HNC) is funded by these sources. The FE mentioned above fund the remainder

^{xi} More information about admission and appeals can be found at:

<http://www.education.gov.uk/publications/eOrderingDownload/Primary%20and%20Secondary%20School%20Admissions.pdf>

^{xii} Nursery schools and classes have a minimum ratio of two adults to 20 to 26 children. One must be a qualified teacher, the other a qualified nursery assistant

^{xiii} In its 1997 election manifesto, the Labour Party pledged to cut class sizes to 30 or under for 5, 6 and 7 year-olds. After its election in 1998 the Government put this requirement on a statutory footing: Clause 1 of the Schools Standards and Framework Act 1998 placed a duty on Local Education Authorities (LEAs) and schools to restrict class sizes to 30 in Key Stage 1 classes from September 2002

^{xiv} Free school meals. Local Authorities that maintain schools are responsible for providing free school meals to those that are eligible. Further information on the eligibility for free school meals is available at:

http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/SchoolLife/DG_4016089

^{xv} National Qualifications. In Scotland, National Qualifications (NQs) are offered to students, these include Standard Grades, National Courses and National Units. Further information on National Qualifications can be found at: <http://www.scotland.gov.uk/Topics/Education/Schools/curriculum/qualifications>

^{xvi} More information on apprenticeships can be found at:

http://www.direct.gov.uk/en/EducationAndLearning/AdultLearning/TrainingAndWorkplaceLearning/DG_4001327

^{xvii} Announcement can be seen at: <http://www.bis.gov.uk/news/topstories/2011/Feb/national-apprenticeship-week-2011>

^{xviii} Vocational Qualifications were initially split into three groups, National Vocational Qualifications (NVQs), General National Vocational Qualifications (GNVQs) and Vocationally Related Qualifications (VRQs), however GNVQs were phased out between 2005 and 2007. Further information on Vocational Qualifications can be found at:

http://www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/DG_181951

^{xix} Qualifications. Includes Learning and Skills Council (LSC) funded training in England at different levels. The following table provides explanatory notes for each level.

Below level 2	This is activity funded by the LSC which is below level 2. This excludes any Skills for Life qualifications.	
Skills for Life	This is measured by the number of adults aged 16 and over who improve their skills by at least one level through one of the following nationally approved qualifications:	
	<ul style="list-style-type: none"> • Certificates in adult literacy, innumeracy or English for speakers of other languages (ESOL) Skills for Life at entry level 3, level 1 or level 2 • Key Skills in communication or application of number at level 1 or level 2 (partial achievement of key skills qualification counts where there is an achievement of a test) • GCSEs in English or mathematics (grades A* to C = level 2, grades D to G = level 1) 	
Full level 2	The width of the level 2 aims is summed up to establish whether a learner is taking a full level 2 programme. This would include qualifications shown below in the table. Learners only count if the total width of their aims is 100 per cent or more - part level 2 learners are excluded, for example those taking 4 GCSEs.	
	<u>Aim type</u>	<u>Percentage of full level 2</u>
	NVQ level 2	100 per cent
	GNVQ Intermediate (part GNVQ constitute 40 per cent)	80 per cent
	GCSE Double awards (including vocational GCES)	40 per cent
	GCSE (including vocational GCES)	20 per cent
	GCSE short course	10 per cent
	Other Vocationally Related Qualifications which are 80 per cent or more of a full level 2 (325 guided learning hours or more)	100 per cent
Full level 3	The width of the level 3 aims is summed up to establish whether a learner is taking a full level 3 programme. This would include qualifications shown below in the table. Learners only count if the total width of their aims is 100 per cent or more - part level 3 learners are excluded, for example those taking 2 AS level qualifications.	
	<u>Aim type</u>	<u>Percentage of full level 3</u>
	AS Levels (including VCEs)	25 per cent
	A/A2 levels (including VCEs)	50 per cent
	Advanced GNVQ	100 per cent
	Advanced pilot 6 unit GNVQ	100 per cent
	NVQ level 3 or above	100 per cent
	Other Vocationally Related Qualifications which are 80 per cent or more of a full level 2 (595 guided learning hours or more)	100 per cent
	Advanced apprenticeships and Higher Level Apprenticeships are counted as full level 3	
Level 2	LSC-funded level 2 qualifications. This includes all learners that are doing full level 2 programmes as well as those that are doing part level 2 qualifications, for example 1 GCSE.	
Level 3	LSC-funded level 3 qualifications. This includes all learners that are doing full level 2 programmes as well as those that are doing part level 2 qualifications, for example 1 AS level.	
Level 4 and above	LSC-funded level 4 and above qualifications	

^{xx} Skills gap: skills gaps exist where employers report having employees who are not fully proficient at their job.

^{xxi} Standard Industrial Classification (SIC2003). A Standard Industrial Classification (SIC) was first introduced into the UK in 1948 for use in classifying business establishments and other statistical units by the type of economic activity in which they are engaged. The classification provides a framework for the collection,

tabulation, presentation and analysis of data and its use promotes uniformity. In addition, it can be used for administrative purposes and by non-government bodies as a convenient way of classifying industrial activities into a common structure.

Since 1948 the classification has been revised in 1958, 1968, 1980, 1992 and 2003. **Figure 10** uses SIC2003. Revision is necessary because over time new products and the new industries to produce them emerge, and shifts of emphasis occur in existing industries. It is not always possible for the system to accommodate such developments and so the classification is updated.

For further information about SIC see:

[www.statistics.gov.uk/methods_quality/sic/downloads/UK_SIC_Vol1\(2003\).pdf](http://www.statistics.gov.uk/methods_quality/sic/downloads/UK_SIC_Vol1(2003).pdf)

^{xxii} Much of the hotel and catering industry is part of the tourism sector. The article at this link suggest that employment in these industries is more likely to be part-time, self-employed or temporary and have a younger age profile than in other industries: <http://www.statistics.gov.uk/cci/article.asp?id=2626>