

1. Education population and language of instruction

In 2006/07, approximately 55.4 per cent of the population in the United Kingdom (including Scotland) aged between 0 and 29 were in educationⁱ. In 2007/08, 8.3 million pupils between five and 16 were in full and part-time compulsory education in the United Kingdom (including Scotland)ⁱⁱ.

The official language in England by custom and practice is English. In Wales, the language of instruction is either English or Welsh, or a combination of both. Parental preferences for the language of instruction can normally, but not always, be met, either by choosing a particular school, or by choosing a particular stream within a bilingual school. Welsh-medium pre-school education is available, and some further and higher education courses are also taught through the medium of Welsh, although not in all subject areas. All pupils in Wales are required to follow a programme of study in Welsh, either as a first or second language, throughout the years of compulsory education.

In Northern Ireland, the language of instruction is English, except for in a small but growing number of Irish-medium schools and Irish-medium units within English-medium schools. Irish-medium pre-school education is also available.

2. Administrative control and extent of public-sector funded education

In England and Wales, publicly-funded schools are known as maintained schools. In Northern Ireland, they are known as grant-maintained schools.

Private schools also exist in the UK. These are non grant-aided institutions at which full-time education is provided for five or more pupils of compulsory school age. They are often known as independent schools.

In the UK (including Scotland), in 2007/08, 92 per cent of pupils attended public sector schools (not including special schools), while six per cent attended one of the 2,500 non-maintained mainstream schools and one per cent of pupils attended one of the 1,400 special schools. These proportions have remained around this level since the 1970sⁱⁱⁱ.

National level

In England, responsibility for the education service lies with the Department for Children, Schools and Families (DCSF), and with the Department for Business, Innovation and Skills (BIS). DCSF responsibilities include planning and monitoring the education service in schools in England, ensuring the provision of integrated services for children, and bringing together policy relating to children and young people. BIS was established in June 2009 and is responsible for science and innovation, skills, further and higher education and enterprise. In Wales, responsibility for education rests with the Welsh Assembly Government's Department for Children, Education, Lifelong Learning and Skills (DCELLS). The Department of Education (DE) is responsible for the central administration of all aspects of education and related services in Northern Ireland, except the further and higher education sector, which is the responsibility of the Department for Employment and Learning (DEL).

In England, Ofsted – the Office for Standards in Education, Children’s Services and Skills is the non-ministerial government department responsible for the inspection and regulation of daycare and children’s social care, and the inspection of children’s services, schools, colleges, initial teacher training, youth work, work-based learning and adult education. In Wales, Estyn inspects pre-school education, schools and further education (FE) institutions. In Northern Ireland, the Education and Training Inspectorate (ETI) is part of the Department of Education (DE); it inspects both schools and further education institutions. At higher education level, the Quality Assurance Agency for Higher Education (QAA) provides quality assurance services across the UK. It is independent of UK governments and is owned by the organisations that represent the heads of UK higher education institutions.

The Learning and Skills Council (LSC) in England and the Department for Children, Education, Lifelong Learning and Skills (DCELLS) in Wales are currently responsible for planning and funding all post-16 education and training in England and Wales (other than higher education). In England, responsibility for funding school sixth forms and sixth form colleges will transfer from the LSC to local authorities in the 2010/11 academic year. There are also plans to transfer responsibility for funding post-19 education and training from the LSC to a new Skills Funding Agency. In Northern Ireland, the planning and funding of FE is the responsibility of the Department for Employment and Learning (DEL).

The national level bodies with responsibility for funding higher education in England and Wales are the Higher Education Funding Council for England (HEFCE) and the Higher Education Funding Council for Wales (HEFCW) respectively. In Northern Ireland, the Department for Employment and Learning (DEL) is responsible for funding higher education.

Local level

At local level, the responsibility for organising publicly-funded school education lies with 174 local authorities (LAs) in England and Wales and, at present, with the five Education and Library Boards (ELBs) in Northern Ireland. LAs have a responsibility for quality assurance in the schools that they maintain and for promoting high standards of education for pupils of school age in their area. Major changes have taken place in educational administration at local level in England where, following the ‘Every Child Matters’ agenda (<http://www.everychildmatters.gov.uk>) and the Children Act 2004, local authorities have established integrated departments responsible for, at a minimum, education for children and young people, children’s social services, and children’s health and multi-agency functions. Some similar changes are taking place in Wales. In Northern Ireland, following a review of public administration, major changes are expected to take effect on 1st January 2010, when the ELBs will be merged into a single Education and Skills Authority (ESA).

Institutional level

All institutions have a governing body, responsible for the general direction of the institution, which includes representatives from a range of different stakeholders.

In England and Wales, the legal framework for maintained primary and secondary schools divides them into community, voluntary and foundation schools. The majority of schools are community schools which are established and fully funded by local authorities (LAs). Foundation schools are also funded by LAs, but are owned by the school governing body or a charitable foundation. Voluntary schools were originally established by voluntary bodies, mainly churches, which retain some control over their management. They are now largely funded by LAs. All categories of maintained schools enjoy a high level of autonomy.

There is a separate legal framework in Northern Ireland where, despite the establishment of a number of integrated schools, the school system remains largely segregated on religious lines.

Further and higher education institutions are fully autonomous. Higher education institutions are independent, self-governing bodies empowered by a Royal Charter or an Act of Parliament to develop their own courses and award their own degrees.

3. Pre-primary education

In England and Wales, the School Standards and Framework Act 1998, as amended by the Education Act 2002, defines pre-primary education as full-time or part-time education suitable for children who have not attained compulsory school age (the term after a child's fifth birthday), whether provided at schools (normally nursery schools, nursery classes or in primary schools) or elsewhere. In 2007/08, 1.2 million 2 to 4-year-olds were in pre-primary education in the United Kingdom (including Scotland)^{iv}.

For children aged from three months to three years, provision is largely in the private and voluntary sectors and parents pay fees. For children aged from three to five years, places are available in state-maintained nursery schools and nursery classes in primary schools, and in voluntary and private settings. The Government has, over recent years, set targets to expand and develop publicly-funded early years education and childcare in co-operation with the private and voluntary sectors. Free part-time nursery provision is now available for all three- and four-year-olds in England and Wales, and for all children in their pre-school year in Northern Ireland (aged three +) whose parents want it. Children who are eligible for free provision are currently entitled to attend five two-and-a-half hour sessions each week for 38 weeks a year. Overall, the majority of three- and four-year-olds participate in some form of pre-compulsory or primary education.

Following the Childcare Act 2006, the Early Years Foundation Stage (EYFS) was introduced in England in September 2008. The EYFS provides a single, statutory framework for care, learning and development for children from birth to age five, and replaces the Foundation Stage (ages three to five) which was made statutory in 2002. During the EYFS children work towards 'early learning goals', which cover six learning and development areas: personal, social and emotional development; communication, language and literacy; problem-solving, reasoning and numeracy; knowledge and understanding of the world; physical development; and creative development. The child's development in relation to these early learning goals is assessed through ongoing observations. This information is recorded in the EYFS profile, which sums up each child's progress and learning needs at the end of the EYFS.

In Wales, the Foundation Phase began to be introduced in September 2008, with full implementation due in September 2011. It is a statutory framework for three to seven-year-olds, which focuses on experiential learning through organised play activities and practical investigation. It is structured around seven 'areas of learning': personal and social development and well-being; language, literacy and communication; mathematical development; bilingualism and multicultural understanding; knowledge and understanding of the world; physical development; and creative development. Assessment in the Foundation Phase is continuous and based on observations of the child during activities.

4. Compulsory education

(i) Phases

Primary education	Age 5 to 11 (England/Wales)
	Age 4 to 11 (Northern Ireland)
Secondary education	Age 11 to 16

Education is compulsory from age five (four in Northern Ireland) to age 16.

Many children in England and Wales start in the reception class of primary school at age four.

Most pupils move from a primary school to a secondary school at age 11, although in some areas of England, middle schools cater for children from the age of eight or nine to 12 or 13 respectively.

Many secondary schools also provide education for post-compulsory students aged 16+ to 18+.

(ii) Admissions criteria

No charge may be made for admitting pupils to publicly-funded primary or secondary schools.

Parents may apply to any school for a place for their child. Local authorities (LAs) are required to operate mandatory coordinated admissions schemes to simplify the admissions process, and with the aim that each child will receive the offer of a place at one school on the same day.

Admissions arrangements must comply with the mandatory provisions of the revised *School Admissions Code* and *School Admission Appeals Code* (<http://www.dcsf.gov.uk/sacode/>). All publicly-funded (maintained) schools that have enough places available must unconditionally offer a place to every applicant. The local authority or the school governing body (depending on the legal category of school) must establish an admissions policy to explain how places will be allocated if there are more applications than places at the school. The *School Admissions Code* sets out criteria for deciding which applicants to prioritise in the case of over-subscription. The practice of interviewing children and their families is prohibited. As a result of provisions in the Education and Skills Act 2008, the revised Code (2009) aims to improve admissions procedures by: placing a duty on the relevant authorities to confer with parents and the local community when setting admissions arrangements; establishing forums which are representative of stakeholders in order to monitor the fairness of local admissions policies; and prescribing national closing dates for applications in order to simplify the system.

Most publicly-funded primary and secondary schools are mixed gender. All primary schools accept pupils without regard to ability. Most secondary schools in England and all secondary schools in Wales are comprehensive, accepting pupils without regard to academic ability, although there are some selective (grammar) schools in a few areas of England. In Northern Ireland, the selective system of secondary education is in transition. In late 2008, the last cohort of 11-year-olds took centrally-provided 'transfer tests' to determine whether they would attend a selective post-primary school in September 2009. The Department of Education (DE) has recently issued guidance to schools on new post-primary transfer arrangements (for 2010 onwards) which include recommendations to end the selective system of secondary education.

(iii) Length of school day/week/year

In England and Wales, schools must be open for 190 days a year. Teachers are required to be available for an additional five days each year, which are devoted to non-teaching activities, such as in-service training. Term and holiday dates are determined by the local authority (LA) or the school governing body, depending on the legal category of school. The school year generally runs from early September to the latter part of July. Schools normally operate five days a week (Monday to Friday). An increasing number of schools are adopting a standard six-term school year; a number of LAs introduced this in 2004/5 and Local Government Association (LGA) figures released in 2008 showed that the majority of schools in England have adopted this model. The decision to implement the six-term year in schools remains at the level of the LA or school governing body.

Schools in Northern Ireland are required to be in operation for 200 days a year, although schools are closed to children when teachers are on annual training and development days, school development days, or optional closing days (a maximum of five days each). Term and holiday dates are set by the Education and Library Board (ELB) or the board of governors, depending on the legal category of school. The school year begins in early September and finishes at the end of June.

Minimum recommended weekly lesson times in England and Wales are shown in the table below:

	Five- to seven-year-olds	Seven- to 11-year-olds	11- to 14- year olds	14- to 16- year-olds
England	21	23.5	24	25
Wales	21	23.5	25	25

In Northern Ireland, minimum daily attendance hours are three hours for pupils under eight years of age and four-and-a-half for those over eight. Most schools provide more hours than the minimum.

The school day generally runs from around 09.00 to between 15.00 and 16.00. The organisation of time within the school day is determined by the school.

(iv) Class size/student grouping

Classes for five- to seven-year-olds (four- to eight-year-olds in Northern Ireland) are limited to 30 pupils. In Wales, this limit also applies to classes of seven- to 11-year-olds. The organisation of teaching groups is a matter for the school. Pupils are most commonly taught in mixed-ability classes at primary level, although many teachers use some form of ability grouping within a mixed-ability class. Secondary schools commonly group pupils for some subjects according to ability in that particular subject (a practice known as 'setting'), whilst teaching other subjects in mixed-ability groups. All teachers are expected to ensure that there are sufficient opportunities for differentiated work for pupils of all abilities. During primary education, children are usually taught by generalist teachers; in secondary education, students are normally taught by specialist teachers.

(v) Curriculum control and content

In England, the Government is advised on all matters affecting the school curriculum by the Qualifications and Curriculum Authority (QCA), a non-departmental public body, which will shortly become the Qualifications and Curriculum Development Agency (see section 9). The Department for Children, Education, Lifelong Learning and Skills (DCELLS) performs similar functions in relation to Wales, and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA) performs these functions for Northern Ireland.

All schools are required to provide a balanced and broadly-based curriculum and have discretion to develop the whole curriculum to reflect their particular needs and circumstances. There are also specific statutory requirements for particular subjects. These requirements are the same for all publicly-funded schools, including selective schools.

Textbooks are not approved by the State and there are no prescribed texts at primary level. Textbooks are produced by commercial publishers and teachers are responsible for determining teaching methods and materials. At secondary level however, there are certain prescribed texts (for example, in literature) which students must study in order to meet the requirements of examination specifications set by awarding bodies.

England

The curriculum for compulsory education is divided into four key stages (KS): KS1 (ages five to seven), KS2 (seven to 11), KS3 (11 to 14) and KS4 (14 to 16). In England, the compulsory National Curriculum subjects for KS1–3 include English, mathematics, science, design and technology, information and communication technology (ICT), history, geography, art and design, music and physical education (PE). At KS3, a foreign language and citizenship are also compulsory. A foreign language will be compulsory at KS2 from 2011.

At KS4, there are fewer compulsory National Curriculum subjects: English, mathematics, science, ICT, PE and citizenship. In addition, there are statutory 'curriculum entitlement areas' which schools have to make available to all students who wish to follow them. These areas are: the arts, design and technology, the humanities, and modern foreign languages.

There are a number of compulsory subjects outside the National Curriculum framework. Religious education is compulsory from KS1–4, as are sex education and careers education in KS3 and KS4. Work-related learning is a statutory requirement at KS4. Although personal, social and health education (PSHE) is not statutory in England, schools are expected to provide it throughout the key stages. There are plans to make PSHE a compulsory part of the curriculum from KS1 to 4 and a review is currently underway into how best to implement this.

The secondary curriculum (KS3 and 4) has been revised and changes began to be introduced in September 2008, with full implementation due in September 2010. Compulsory subjects have not changed, but new features include: less prescribed subject content; greater identification of key concepts and processes underlying each subject; more opportunities for cross-curricular links and activities promoting cultural understanding and enterprise and diversity; and greater emphasis on literacy, numeracy and personal, learning and thinking skills. The primary curriculum (KS1 and 2) is also currently under review.

Wales

A revised curriculum for three- to 19-year-olds began to be introduced in September 2008, with full implementation due in September 2011. One of the key changes is the introduction of the Foundation Phase for three- to seven-year-olds.

National Curriculum compulsory subjects for KS2–3 (ages seven to 11 and 11 to 14 respectively) include English, Welsh, mathematics, science, design and technology, information and communication technology (ICT), history, geography, art, music and PE. At KS3 a foreign language is also compulsory. At KS4 (14 to 16) pupils are required to study English, Welsh, mathematics, science and PE.

Outside the National Curriculum, there are separate statutory frameworks for religious education (ages three to 19), personal and social education (PSE) (ages seven to 19) and careers and the

world of work (ages 11 to 19). There is also a non-statutory skills framework for three- to 19-year-olds.

The revised curriculum has been re-structured to reduce prescribed subject content and focus more on skills; focus on the learner and on continuity and progression between each phase of education; and promote government policy in areas such as bilingualism and global citizenship.

Northern Ireland

In September 2007, a new Northern Ireland Curriculum began to be introduced, with full implementation scheduled for 2010^v. The revised curriculum, set out as areas of learning, has an increased emphasis on skills. The framework is also less prescriptive than that of the outgoing curriculum, setting out minimum content for each area of learning rather than all topics to be covered. Religious education (RE) remains a statutory requirement at all key stages.

In the Foundation Stage, KS1 and KS2 (children aged four to 11 years) there are six areas of learning: language and literacy; mathematics and numeracy; the arts; the world around us; personal development and mutual understanding; and physical education (physical education and movement in the Foundation Stage).

At KS3 and KS4 the areas of learning are: language and literacy; mathematics and numeracy; modern languages; the arts; environment and society; science and technology; 'learning for life and work'; and physical education (PE). At KS4, schools will have to provide access to courses in all the above areas of learning as part of the 'Curriculum Entitlement Framework', which will be mandatory from 2013. However, at this key stage, statutory requirements have been reduced to learning for life and work, PE, RE and 'developing skills and capabilities'.

In England, Wales and Northern Ireland, the time allocated to each curriculum subject is not prescribed by law, and there is no statutory guidance on teaching methods or materials. However, extensive non-statutory guidance is available to support schools and teachers in implementing the curriculum.

(vi) Assessment, progression and qualifications

Promotion to the next year or key stage is automatic and does not depend on the results of assessment.

There are statutory assessment arrangements in the first year of primary school and towards the end of key stages (KS) 1, 2 and 3. These arrangements involve teacher assessment to a large degree but also, in some cases, externally set and marked or moderated tests. In England, the externally marked tests in English, mathematics and science, taken by pupils at the end of KS3, were abolished in October 2008 with immediate effect. They will be replaced by improved classroom assessment and regular progress reports.

In Wales, externally marked tests were replaced by teacher assessment in the 2004/05 academic year. In Northern Ireland, statutory tests have been replaced by improved and increased reporting to parents; this began to be introduced alongside the new curriculum from 2007.

The Qualifications and Curriculum Authority (QCA) in England (soon to become the Qualifications and Curriculum Development Agency), the Department for Children, Education, Lifelong Learning and Skills (DCELLS) in Wales, and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA) are the statutory bodies responsible for keeping assessment arrangements under review.

The recently created Office of the Qualifications and Examinations Regulator (Ofqual), DCELLS, and CCEA serve as the regulatory authorities for the qualifications taken at the end of KS4, which marks the end of compulsory education. Awarding bodies (independent organisations recognised by the regulatory authorities) offer a range of national qualifications, although the majority of pupils take General Certificate of Secondary Education examinations (GCSEs) in a range of single general/academic or vocational/applied subjects. Assessment schemes vary but always include externally set and marked assessment; there may also be internally marked and externally moderated assessment. Assessment may also include oral and practical assessment as well as written examinations, depending on the subject. Qualifications gained at this level can aid admission to post-compulsory education or training or entry to employment.

5. Post-compulsory education/upper secondary and post-secondary level

(i) Types of education

Secondary school	Age 16 to 18+
Further education Sixth form college (England only) Further education college Tertiary college (England and Wales only)	Age 16 to 18+

Secondary schools and sixth form colleges offer general/academic education, along with some courses in vocational/applied subjects. Further education colleges place a greater emphasis on vocational courses although they also offer general courses and tertiary colleges offer both general and vocational education.

(ii) Admissions criteria

There are no general requirements for admission to post-compulsory education; schools and colleges set specific requirements relating to GCSE results for admission to individual courses. Students may apply to any institution offering their choice of course. Post-compulsory education is free of charge up to the age of 19 and, in August 2007, this entitlement was extended to the age of 25 for those young adults who had not previously achieved a qualification up to post-compulsory level.

(iii) Curriculum control and content

There are no compulsory subjects at this level. Students choose courses of study from the range offered by the school or further education institution depending on the qualifications they seek. Teachers are free to decide on appropriate teaching methods and materials.

(iv) Assessment, progression and qualifications

The bodies which regulate the external qualifications used in schools and colleges are the Office of the Qualifications and Examinations Regulator (Ofqual) in England, the Department for Children, Education, Lifelong Learning and Skills (DCELLS) in Wales and, in Northern Ireland, the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA). Awarding bodies (independent organisations recognised by the above regulatory authorities) offer a wide range of national qualifications. Common qualifications taken are the General Certificate of Education Advanced level examination (GCE A-levels); the Advanced Subsidiary examination (GCE AS-level); GCE A-levels in applied subjects (formerly Vocational Certificates of Education (VCEs)); and National Vocational Qualifications (NVQs). Assessment schemes for A-levels in general and

applied subjects, and for AS-levels vary but always include externally set and marked assessments. They can also include internally marked and externally moderated assessment, oral and practical assessment as well as written examinations. NVQs are not assessed through examinations but require candidates to demonstrate their competence in specified tasks. Qualifications gained at this level can lead to admission to courses of higher education, to further specialist training or to entry to employment. In September 2008, the first of the diplomas for 14- to 19-year-olds in England began to be introduced in five subject areas. In Wales, the Welsh Baccalaureate has also been developed.

6. Higher education

(i) Structure

Higher education institutions include universities, higher education colleges and a small number of university colleges. Higher education institutions are diverse, ranging widely in size, mission and history.

(ii) Access

All major higher education institutions are autonomous bodies and each determines its own admissions policy and requirements. Entry is competitive and specific requirements are set for each course. In most cases, entry requirements are specified as GCE A-levels or equivalent qualifications. However, most institutions also welcome applications from mature candidates who have had appropriate experience but may lack formal qualifications.

The Higher Education Act 2004 allowed institutions in England to set variable tuition fees for new students of up to £3,000 per year from 2006/07, with any increases linked to the level of inflation. The maximum tuition fee for 2008/09 is £3,145. Similar arrangements exist in Northern Ireland. In Wales, higher education institutions are able to charge fees of up to £3,145, as in England, but students both living and studying in Wales currently pay only £1,255, the rest being met by a non means-tested fee grant of £1,890 paid directly to the institution. However, these arrangements will change from 2010^{vi}.

(iii) Qualifications

In the UK (including Scotland), academic qualifications at this level are not national awards, but are granted by individual institutions, many of which have the power to award their own degrees and qualifications. Degrees and other qualifications offered by higher education colleges without degree-awarding powers are validated by external bodies such as a university or national accrediting body.

Qualifications and titles vary between institutions. Qualifications may include higher education certificates and diplomas, foundation degrees, bachelors degrees, bachelors degrees with honours, and higher (postgraduate) degrees, such as masters degrees and doctorates. Undergraduate programmes leading to bachelors degrees with honours (usually known as honours degrees) form the largest group of higher education programmes. Typical courses leading to an honours degree last for three years (if taken full-time) although some courses are longer.

In England, Wales and Northern Ireland, a five-level framework has been developed to provide a clear structure to higher education qualifications and to promote consistent use of qualification titles.

7. Special Needs

Current policy places emphasis on educating children with special educational needs (SEN) alongside their peers in mainstream schools wherever possible. This reflects the importance attached to personalising learning for all children, and making the education system responsive to the diverse needs of individual children and thus reducing reliance on a separate SEN structure. If a child needs more help than can reasonably be provided by the resources normally available to a school, the local authority must issue a statement of special educational needs, detailing the needs and the necessary extra provision.

In 2007/08, 2.8 per cent of all pupils in England, 3.1 per cent of all pupils in Wales, and 3.9 per cent of all pupils in Northern Ireland had a statement of special educational needs. In the same year, the percentage of students attending special schools was around one per cent in England, 0.8 per cent in Wales, and 1.4 per cent in Northern Ireland.

The Special Educational Needs and Disability Act 2001 (in England and Wales), and the Special Educational Needs and Disability (Northern Ireland) Order 2005, increased the rights of pupils with special educational needs to be educated in mainstream schools. The legislation further requires that schools and institutions of further and higher education become more accessible to pupils and students with disabilities.

8. Teachers

Teachers are not civil servants. School teachers are employed either by the local authority or by the individual institution, depending on the type of school. Teachers in other types of education are employees of the individual institution.

The main routes to Qualified Teacher Status (QTS) in England and Wales and 'eligible to teach' status in Northern Ireland are the concurrent and the consecutive routes. The concurrent route consists of a three- or four-year Bachelor of Education degree; the consecutive route of a bachelor's degree followed by a Professional or Postgraduate Certificate in Education (PGCE). In England and Wales, other training routes are also available, including part-time, flexible and employment-based training. Primary teachers are usually trained as generalists and secondary school teachers normally specialise in individual subjects.

Since 2001 (2002 in Wales), all new entrants to teaching in the further education sector have been required to complete a professional teaching qualification. In England, major reforms of initial teacher training for the further education sector have been introduced. Since September 2007, all new staff whose main role is teaching, training or tutoring have been required to work towards gaining Qualified Teacher Learning and Skills (QTLS) or Associate Teacher Learning and Skills (ATLS) status. In Northern Ireland, teachers in further education who do not have an initial teacher training qualification on appointment must hold an approved qualification, such as a university degree or a vocational qualification in the subject they wish to teach. They are contractually required to obtain the Postgraduate Certificate (Further and Higher Education) within three years of appointment. There is currently no statutory requirement for teaching staff in higher education institutions to receive any initial training, but institutions increasingly provide training for their staff. However, the White Paper *the Future of Higher Education* (<http://www.dfes.gov.uk/hegateway/strategy/hestrategy/>) proposed the establishment of national professional standards for teaching in higher education, which the Higher Education Academy (HEA) has since developed in consultation with the UK higher education sector. The *UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education*

(<http://www.heacademy.ac.uk/ourwork/policy/framework>) has been developed for individual institutions to apply to their professional development programmes and thus demonstrate that professional standards are being met.

ⁱ Source: Data supplied by the Department for Children, Schools and Families (DCSF)

ⁱⁱ Source: DCSF: Education and Training Statistics for the United Kingdom: 2008. Table 1.2

ⁱⁱⁱ Source: Office for National Statistics. Social Trends 2009 (Chapter 3: Education and Training, Table 3.3)

Source: DCSF. Education and Training Statistics for the United Kingdom (2008).(Table 1.4)

^{iv} Source: DCSF: Education and Training Statistics for the United Kingdom: 2008. Table 1.2

^v Further information is available from <http://www.nicurriculum.org.uk>

^{vi} Further information on fees and other financial information is available from the Directgov student finance portal: <http://www.direct.gov.uk/studentfinance>