Annual Qualifications Market Report

2012

May 2012

Contents

Foreword

This is the fifth Annual Qualifications Market Report. It provides an overview of the scale, activity and players within the qualifications market regulated by the Office of Qualifications and Examinations Regulation (Ofqual), the Welsh Government, and the Council for the Curriculum Examinations and Assessment (CCEA). Whilst the qualification regulators in each country are structured differently, and operate under different remits and legislative frameworks, we work together where appropriate in ways that reduce bureaucracy and contribute to a learner mobility and user understanding across the three countries. This report brings together information already in the public domain into a single document, making it more accessible to suppliers and users of qualifications.

Our regulatory model is built on our general conditions of recognition, which all recognised awarding organisations must meet. They came into force on 18th July 2011.

In 2011, we also changed the way in which new organisations can be recognised to offer regulated qualifications. The Apprenticeships, Skills, Children and Learning Act 2009 requires us to maintain and publish a register of all recognised awarding organisations together with details of the regulated qualifications that they offer for award. In 2011, there were 179 recognised awarding organisations on the Register[1] of Regulated Qualifications and, during 2010/11, more than 10,000 qualifications awarded achievements, which represented more than half of all available regulated qualifications.

In November 2011, we wrote to ministers in England, Wales and Northern Ireland setting out our intentions to undertake a programme of work designed to enhance our understanding of how the qualifications market operates. Over the next 18 months, we will carry out three specific streams of work on conflicts of interest, the role of market forces and market distortions. This will be supported by longer-term broader market analysis to inform our regulatory framework. This is work that will influence the data that we will report in future versions of this report.

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[1] The Register of Regulated Qualifications is the authoritative list of all qualifications regulated by Ofqual and is available at http://register.ofqual.gov.uk

While we are waiting for the output of these streams of work, this year's report builds upon previous reports, presenting data in the same format. However, we have updated and improved the accuracy and consistency of the information.

This report highlights that, after many years of increases, the total number of achievements in regulated qualifications has fallen from 15.9 million in 2009/10 to 15.7 million in 2010/11. Although the number of GCE achievements has increased, the fall in the number of GCSEs awarded has continued and we see a small decrease in the number of achievements in other qualifications this academic year (2010/11). Despite the small fall in achievements, the number of awarding organisations, and the number of qualifications they offered this year, continued to show growth. The market is characterised by a few big players and relatively few qualifications used in very high volumes. The past year has seen many changes to the way in which we regulate qualifications and we anticipate that the impacts of some of these changes will also be seen next year. We anticipate that our new *General Conditions of Recognition* (Ofqual, 2011) will have an impact on the number of recognised awarding organisations and the number of regulated qualifications they offer. We also expect that there will be changes in the demand for particular qualifications as a result of the policy context and this may vary across the three countries.

Executive summary

Key findings of the Annual Qualifications Market Report

This is the fifth *Annual Qualifications Market Report* produced by Ofqual (the regulator of qualifications, examinations and tests in England and vocational qualifications in Northern Ireland), on behalf of Ofqual and its fellow regulators in Wales (the Welsh Government) and in Northern Ireland (CCEA).

This report provides an overview of aspects of the current qualifications market. It covers three areas:

- **Information on the demand for qualifications.** This includes trends in participation in education and information on achievements awarded by recognised awarding organisations, broken down by sector subject area, qualification type and level. We also highlight high volume qualifications.

- **Information on the supply of qualifications.** This includes trends in the number of suppliers and in the number of regulated qualifications. The report also provides an overview of the business characteristics of awarding organisations and, for some, reviews their total income.

- **Information on trends in fees for selected GCE and GCSE qualifications and information on examinations expenditure for schools in England.** Also presented are trends in the distributions of qualification achievements by awarding organisations for GCE, GCSE, NVQ, VRQ, Functional Skills and qualifications on the QCF.

When considering the supply of qualifications, we make a separation between GCE and GCSE qualifications and all other qualifications, which for the purposes of this report we call 'other'[2]. These divisions are based on the availability of data and should not be taken to be indicative of market boundaries or the value of one qualification over another.

There are various explanations for the trends in the information provided within this report, and we can observe the following:

- The total number of 16- to 18-year-olds participating in education and training continues to increase. This is mainly due to an increasing proportion of students

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[2] The full range of qualification types can be found in Appendix 2 on page 80.

in full-time education. The trend is expected to continue with the participation age[3] rising to 17 in 2013 and 18 in 2015.

- In England in 2010/11 there were 4.3 million students[4] participating in further education, nearly three-quarters of whom were over the age of 19. Although there was a very small increase in the number of students under the age of 19, there was a fall of more than 10 per cent in those aged 19 or over, from 3.5 million to 3.2 million students from 2009/10.

- The total number of achievements fell in 2010/11 for the first time in several years. A decrease in GCSE achievements was the main reason for this, together with a pause in the rise in the number of 'other' qualification achievements for the first time in several years.

- In 2010/11, there were 8 million achievements in 'other' qualifications, 5.5 million GCSE achievements, and 2.2 million GCE achievements (with 0.9 million of those at A2 level).

- The Preparation for Life and Work sector subject area (SSA) provided nearly one third of all 'other' qualification achievements (2.6 million).

- Level 2 qualifications accounted for half of all 'other' achievements.

- The number of awarding organisations had grown to 179 by September 2011. Twenty five new organisations that focus on 'other' qualifications were recognised during 2010/11. However, no new organisations have been recognised since our *Criteria for Recognition* (Ofqual, 2011) came into force in July 2011.

- There were more than 18,000 regulated qualifications on the Register during 2010/11, although the actual number of qualifications available for students at any point during the year would have been less than this figure. This is because some qualifications would have expired during the year. Others may no longer be available to new students, but still have students registered on them. More than half of these qualifications (9,700) are now on the Qualifications and Credit Framework (QCF). For the 2010/11 academic year, there were nearly 17,000

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[3] Further details for participation age can be found at www.education.gov.uk/childrenandyoungpeople/youngpeople/participation/rpa

[4] Only students that were funded by the Skills Funding Agency (SFA) or the Young People's Learning Agency (YPLA) are included.

'other' qualifications, 300 GCE A levels and 800 GCSE qualifications, available[5] on the Register.

- For 2010/11 at least one achievement was recorded for more than 10,000 qualifications although, on the whole, achievements were attributable to a smaller number of qualifications. For example, more than half the achievements for 'other' qualifications can be attributed to 200 qualifications and three-quarters of all 'other' achievements came from eight per cent of qualifications.

- Expenditure on examination fees for schools in England rose at a faster rate than total running expenses (excluding employee costs) for 2010/11. Examination fee expenditure is the second largest running cost in secondary schools after learning resources.

- There has been a small variation in the distribution of achievements for GCE and GCSE between awarding organisations for the past five years, with more than 85 per cent of achievements distributed between three organisations.

- Three awarding organisations account for 52 per cent of achievements in 'other' qualifications. Edexcel has the largest share (19 per cent) and has more than doubled its number of achievements (an increase of more than 0.75 million) during the past five years, accounting for more than 30 per cent of the growth in all 'other' qualification achievements.

- By 2010/11, the number of qualification achievements on the QCF (2.8 million) accounted for more than one third of all 'other' qualification achievements.

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[5] 'Available' qualifications are those that can be offered to learners, and qualifications that have not yet reached their final certification end date and still have learners formally registered. Please see the Glossary of terms used in this report in Appendix 2 on page 80.

1. Introduction

Purpose of this report

This report has been compiled by Ofqual (the regulator of qualifications, examinations and assessments in England and vocational qualifications in Northern Ireland), on behalf of Ofqual and its fellow regulators in Wales (the Welsh Government) and in Northern Ireland (CCEA).

The report provides factual information about the qualifications market. It brings together data from several public sources to provide a single reference point about the qualifications market and its participants.

For the purposes of reporting we make a separation between GCSEs and GCEs, and all other qualifications. These divisions are based on the way data is available and should not be taken to be indicative of market boundaries. A wide variety of types of qualification are covered by the term 'other' qualifications. They include qualification types such as National Vocational Qualifications, Vocationally Related Qualifications, Basic Skills, the Diploma, and English for Speakers of Other Languages (ESOL) and qualifications that have been submitted onto the QCF. Appendix 2 shows the full list of qualification types included in 'other' qualifications.

Objectives

This report covers three areas:

- The demand for qualifications – in particular, the trends in participation in education and information on achievements awarded by recognised awarding organisations.

- The supply of qualifications – in particular, the trends in regulated qualifications[6]. The report also provides a limited overview of the business characteristics of awarding organisations and, for some, their income.

- The qualifications market and fees. The report reviews the trends in the level of selected GCE and GCSE fees over time. It also considers increases in examination fee expenditure in schools in England and presents trends in the distribution of qualification achievements by awarding organisations for various qualifications, including GCE and GCSE.

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[6] Numbers of regulated qualifications are taken from the Register; counts are at the full Qualification Accreditation Number (QAN) level. Some qualifications allow the learner a choice of units or pathways and these do not count as additional qualifications as they fall under the same QAN.

Future Reports

We expect future reports to show the impact of how we regulate and also the evolving policy contexts in the three countries as they influence the shape of the qualification market.

In England these influences include:

- the reforms to improve vocational education and the outcomes it provides for young learners following the Wolf Review of Vocational Education, including changes that are being made to school performance tables;

- the intention to give universities a larger role in the design and development of A levels;

- the changes to GCSEs in particular in the light of the National Curriculum Review;

- the Government response to the Education select committee inquiry into the administration of examinations for 15 – 19 year olds;

- the proposals to revise and simplify the funding arrangements for FE colleges and to introduce a system of government loans to support adult learners in the costs of their study; and

- the government's skills strategy.

In Wales these influence include:

- the ongoing Review of Qualifications in Wales focusing on the aim to ensure that qualifications for 14 – 19 learners are understood and valued and meet the educational, social and economic needs of Wales; and

- the ongoing review of the structure of the general qualifications market in Wales which is looking at the impact of the market structure on standards in GCSEs and A Levels.

In Northern Ireland these influences include:

- the Entitlement Framework (EF) which provides all post primary pupils aged 14 to 19 access to a wide range of learning opportunities suited to their needs, aptitudes and interests including a range of vocational courses. Schools will be required to provide access to courses that must be one third General (academic) and a third Applied (vocational); and

- the Northern Ireland government's skills strategy

Scope

The report:

- combines information from several published sources

- covers all regulated qualifications

- focuses on regulated qualifications awarded in England, Wales and Northern Ireland and, unless otherwise stated, refers throughout to figures for these three countries

- looks at recognised awarding organisations (our recognition criteria[7] allow only awarding organisations that have the appropriate resources, expertise and systems to deliver high quality qualifications to be recognised)

- reviews the general and economic information available on recognised awarding organisations that is in the public domain

- shows the number of qualification achievements for the different types of qualifications broken down by awarding organisation

- shows the fees for selected GCE and GCSE qualifications

- considers examination expenditure by schools, colleges and other providers

- uses information published or made available for use by the qualifications regulators for monitoring purposes[8].

This report does not:

- analyse the non-awarding functions or financial performance of awarding organisations

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[7] Recognition criteria can be found at www.ofqual.gov.uk/for-awarding-organisations/96-articles/610-regulatory-requirements

[8] Data on numbers of certificates awarded (achievements) are taken from two sources:

 • 'Other' qualification data covers the period from 1st October to 30th September for each academic year and is taken from our Regulated Qualification Activity Database (RQAD), which stores certification data provided by awarding organisations on a quarterly basis.

 • GCE and GCSE qualification data is provided to Ofqual by the Joint Council for Qualifications (JCQ).

- comment on awarding organisations' market share based on income or candidate registrations

- comment on the financial viability of organisations or their efficiency/profitability in relation to awarding

- provide data that is commercially confidential

- analyse qualifications not regulated by Ofqual.

2. Total qualifications market by number of achievements awarded

In this section of the report, we illustrate the demand for qualifications by looking at the number of achievements for each qualification. For the 2010/11 academic year, there were more than 18,000 available regulated qualifications. For this report, we have used the classifications of qualification types, levels and sectors that are assigned to qualifications to investigate them as groups, rather than individually. The source of data for GCE and GCSE qualifications[9] is the Joint Council for Qualifications (JCQ) on behalf of its member awarding organisations[10]. Achievement data for 'other' qualifications is provided to the regulators by awarding organisations and accessed through Ofqual's *Regulated Qualifications Activity Database* (RQAD).

Overall picture

The number of achievements in the regulated qualifications market decreased in 2010/11 after increasing year on year for the previous four years. There are a number of factors that will have driven the increased demand, such as increased participation rates, increases in the number of qualifications an individual will take and an increase in the number of qualifications that are regulated. We present data on participation in Appendix 1, and data on the number of regulated qualifications in Section 4.

The following chart presents the total number of achievements in regulated qualifications. Changes have been made to the data to improve the consistency of reporting on all qualifications in this year's report. For this year's report, the tables or charts for 'other' qualifications include data for Key Skills qualifications; previously this data was collected by the DfE.

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[9] 'GCE and GCSE qualifications' refers to GCSE and GCE A and AS level qualifications and their associated applied variants.

[10] JCQ members are: The Assessment and Qualifications Alliance (AQA), CCEA, City & Guilds, Edexcel, Oxford Cambridge and RSA Examinations (OCR), Scottish Qualifications Authority (SQA) and WJEC (previously known as the Welsh Joint Education Committee).

Total achievements in regulated qualifications from 2006/07 to 2010/11

	2006/07	2007/08	2008/09	2009/10	2010/11
Total	13.23	14.48	15.25	15.86	15.67
GCE achievements	1.78	1.92	1.98	2.00	2.18
GCSE achievements	5.94	6.21	5.99	5.86	5.54
'Other' achievements	5.51	6.34	7.28	7.99	7.96
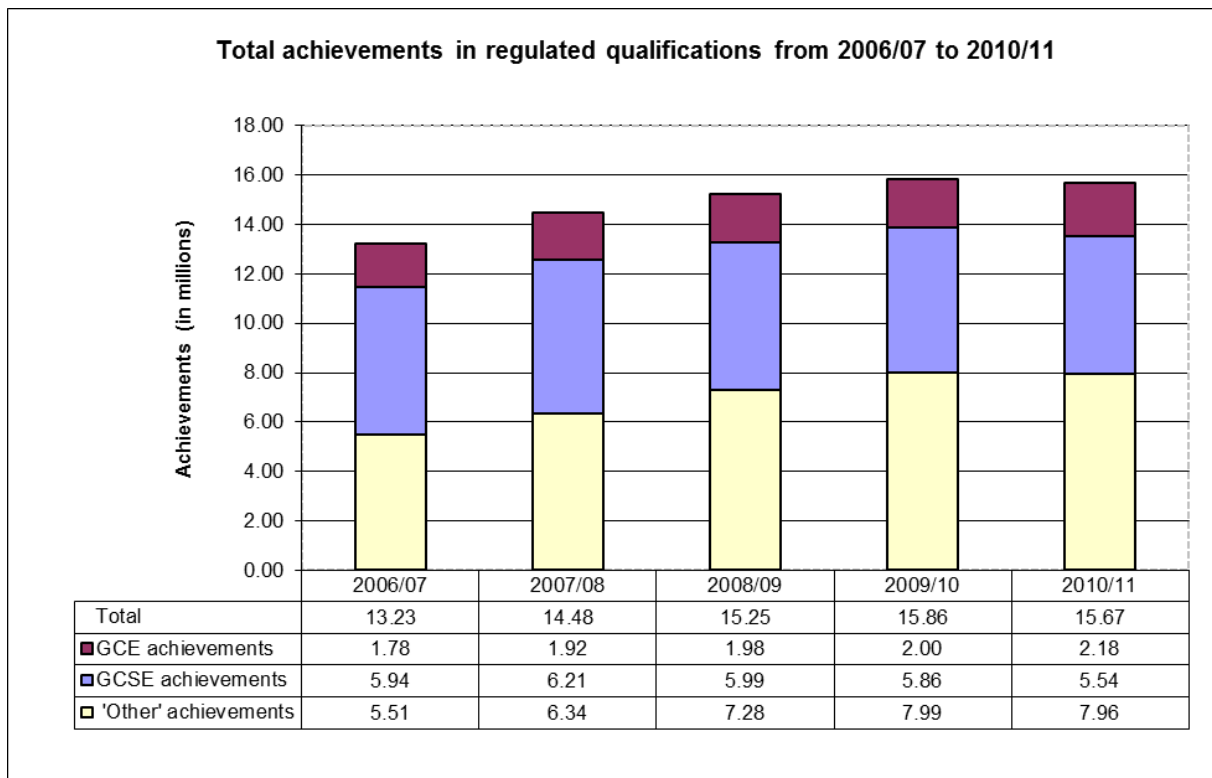
CHART 1: Number of achievements in the qualifications market broken down into GCSE, GCE and 'other' qualifications

Source: JCQ data for GCE and GCSE is for summer series only (*2010/11 data is provisional) and Ofqual's RQAD

The total number of achievements has increased from just over 13 million in 2006/07 to a peak of nearly 16 million in 2009/10, before declining slightly in 2010/11. The main reason for the growth has been the increase in the number of 'other' achievements in this period although, for the first time in many years, the number of 'other' achievements fell in 2010/11.

GCE and GCSE qualification achievements

For this year's report, the number of achievements for both GCE and GCSE refer to the summer series only. The data up to and including 2007/08 is based on the statistics analysed by JCQ. For the 2008/09 academic year onwards, the data has been analysed by Ofqual. It includes figures for International Curriculum and Assessment Agency (ICAAE). The figures have changed due to system changes and reporting criteria

Achievements at GCE

The table below provides an overview of GCE achievements from 2006/07 to 2010/11.

Year	2006/07	2007/08	2008/09	2009/10	2010/11*
Total (in millions)	1.78	1.92	1.98	2.00	2.18
AS	0.98	1.07	1.11	1.13	1.30
A level	0.80	0.85	0.87	0.88	0.88

TABLE 1: Number of achievements for GCEs from 2006/07 to 2010/11 (summer series only)

Source: JCQ, data 2006–11 (*2010/11 data is provisional)

Table 1 shows that achievements at A level have been stable for the past five years, but the total number of AS achievements has increased. JCQ's analysis of the trends in GCEs[11] shows that English and mathematics continue to be the most popular A level subjects, with mathematics showing particularly strong growth since 2006. The decline in general studies has almost mirrored the growth in mathematics. The analysis also shows that the strong growth in AS in 2011 is being mainly driven by what might be called 'traditional subjects' with further mathematics, geography, biology, religious studies and history all having growth in excess of 20 per cent, and chemistry, physics and mathematics all showing growth of more than 25 per cent year on year.

Achievements at GCSE

Year	2006/07	2007/08	2008/09	2009/10	2010/11*
GCSE (in millions)	5.94	6.21	5.99	5.86	5.54

TABLE 2: Number of achievements for GCSEs from 2006/07 to 2010/11 (summer series only).

Source: JCQ, data 2006–11 (*2010/11 data is provisional)

The decline in GCSE achievements continues. This may be linked to the broadening of the school curriculum and the increase of non-GCSE qualifications being offered in schools, and changes in cohort size. This trend may reverse if the schools focus more on the EBacc[12] and other future changes in performance measures.

Again, from JCQ analysis of trends in GCSEs[13] for 2011, mathematics (15 per cent) and English (13 per cent) are the most popular GCSE subjects. If we include English literature, science and additional science, these five subjects accounted for more than half all GCSE achievements in 2011.

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[11] www.jcq.org.uk/attachments/published/1580/Appendix%20-%20GCE%20Tables.pdf

[12] For more information on the Ebacc, see
www.education.gov.uk/schools/teachingandlearning/qualifications/englishbac

[13] www.jcq.org.uk/attachments/published/1594/Appendix%20-%20GCSE%20Tables.pdf

Achievements in 'other' qualifications

The achievement figures in this report cover all qualifications that have been available between October 2006 and September 2011. The following table presents the total number of achievements in 'other' qualifications during this period.

Year	2006/07	2007/08	2008/09	2009/10	2010/11
'Other' achievements (millions)	5.51	6.34	7.28	7.99	7.96

TABLE 3: Number of 'other achievements from 2006/07 until 2010/11

Source: Ofqual's RQAD

The number of achievements in 2010/11 showed a small fall compared to 2009/10.
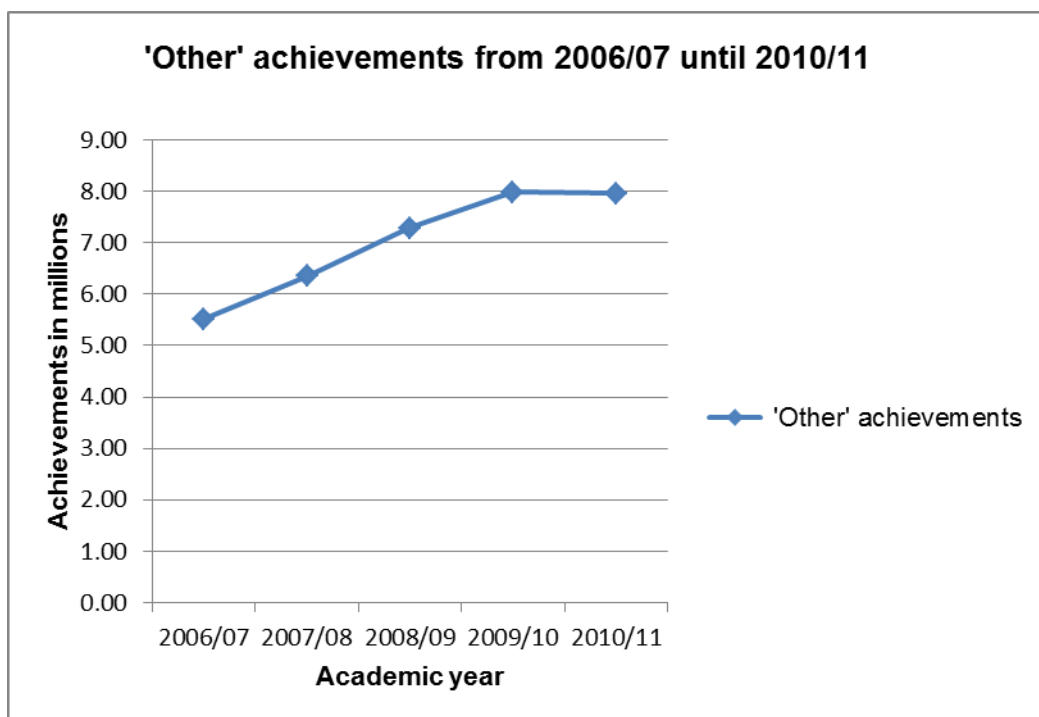
CHART 2: Number of 'other' achievements from 2006/07 until 2010/11

Source: Ofqual's RQAD

The chart above shows the trend for the number of achievements in 'other' qualifications from October 2006 until September 2011. The trend for a rising number of achievements paused in 2010/11. (In 2002/03, the number of achievements was 2.2 million[14].)

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[14] *Annual Qualification Market Report 2009*: www.ofqual.gov.uk/downloads/category/35-economic-regulation

Achievements by sector subject area

The Register database logs a sector area against each qualification. There are 15 sector subject area (SSA) codes. Table 11 shows the number of achievements[15] in each area.

Sector	Number of achievements				
	2006/07	2007/08	2008/09	2009/10	2010/11
01 - Health, Public Services and Care	925,300	961,200	1,016,300	1,132,500	794,600
02 - Science and Mathematics	52,500	72,000	95,800	141,900	166,600
03 - Agriculture, Horticulture and Animal Care	62,900	123,500	90,000	103,500	119,100
04 - Engineering and Manufacturing Technologies	261,600	318,400	386,000	399,000	422,600
05 - Construction, Planning and the Built Environment	176,300	210,100	257,100	227,900	209,500
06 - Information and Communication Technology	418,500	505,900	548,900	602,100	610,900
07 - Retail and Commercial Enterprise	371,800	369,800	410,600	499,300	692,200
08 - Leisure, Travel and Tourism	314,200	339,500	419,900	437,900	482,700
09 - Arts, Media and Publishing	692,200	711,500	765,500	834,900	782,000
10 - History, Philosophy and Theology	10,300	31,000	41,500	41,300	45,500
11 - Social Sciences	3,500	3,000	2,900	3,100	4,500
12 - Languages, Literature and Culture	192,100	330,400	334,600	341,900	377,300
13 - Education and Training	96,000	88,400	98,400	118,300	107,300
14 - Preparation for Life and Work	1,576,100	1,878,600	2,318,700	2,560,400	2,603,800
15 - Business, Administration and Law	357,900	401,200	497,300	544,100	541,400
Total	**5,510,900**	**6,344,500**	**7,283,300**	**7,988,000**	**7,960,000**

TABLE 4: Number of 'other' achievements in each sector subject area, 2006/07 to 2010/11

Source: Ofqual's RQAD

There was a very small fall (0.4 per cent) in the number of qualification achievements from 2009/10 to 2010/11, compared to an increase of 10 per cent in the previous 12 months.

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[15] All achievement data will be rounded to the nearest hundred unless otherwise stated.
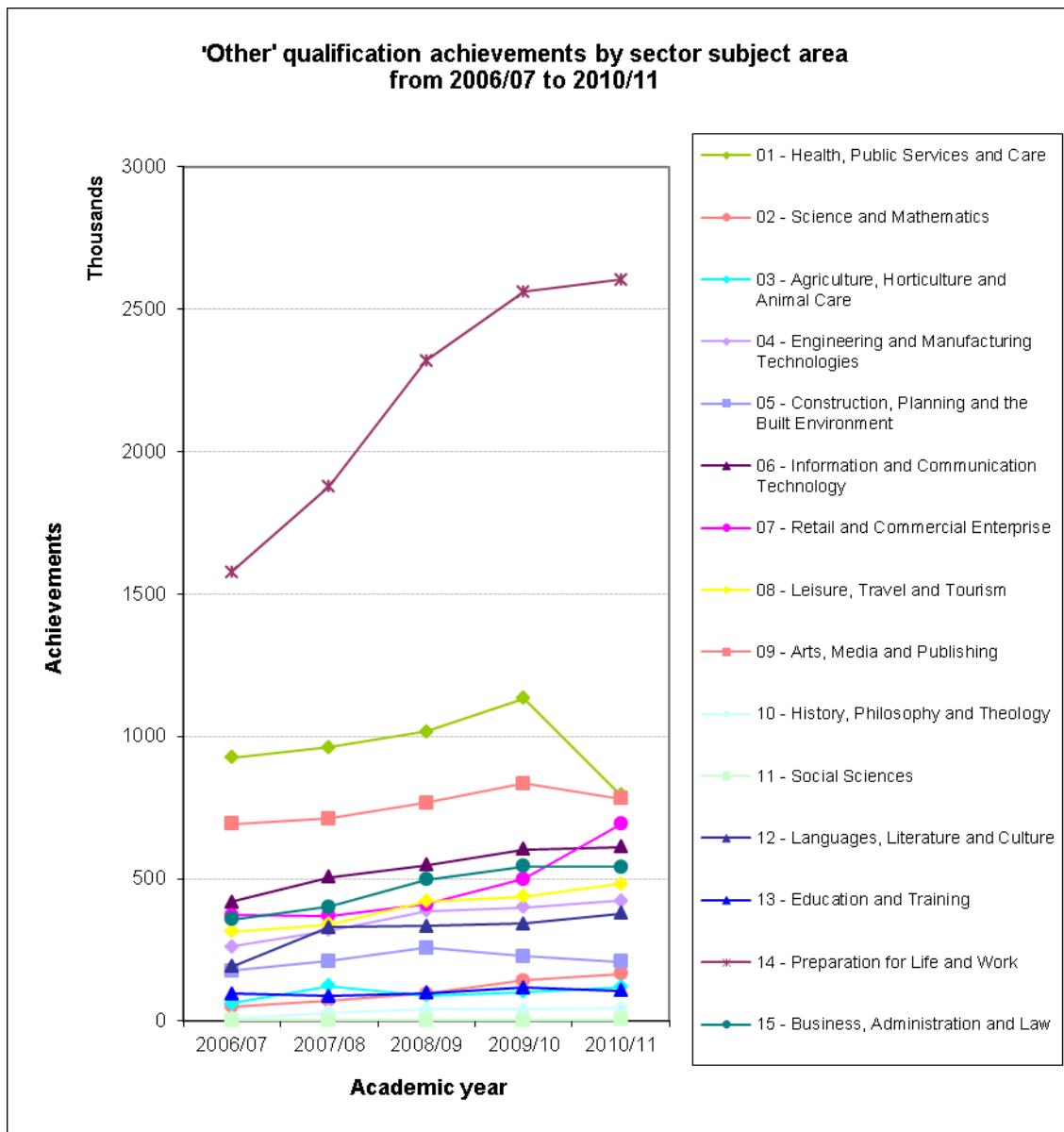
CHART 3: Number of 'other' achievements in each sector

Source: Ofqual's RQAD

The Preparation for Life and Work sector subject area (SSA) continues to provide the highest volume in terms of achievements, although the pace of growth slowed in the last 12 months (less than two per cent increase last year; 10 per cent increase the year before). This sector accounts for nearly one third of all 'other' achievements. Basic Skills, Key Skills and Functional Skills qualifications are the largest influence in terms of achievements in this sector. Seven of the top 20 qualifications (highlighted on page 23) are in this sector. There was a fall of nearly 30 per cent in the number of achievements in the Health, Public Services and Care SSA last year, but it managed to stay in second place in terms of volumes of achievements.

Achievements by qualification level

Currently, regulated qualifications can be referenced to either the National Qualifications Framework (NQF) or the Qualifications and Credit Framework (QCF). The NQF and the QCF both provide a means to describe and compare the level of demand a qualification places on students. The levels used in both the NQF and the QCF align, such that the relative demands on students of qualifications in each of the frameworks can be compared. The QCF additionally provides a means by which students' achievements can be recognised through the award of credit. This allows students to accumulate and transfer credit towards a regulated qualification. The QCF also allows awarding organisations to share the units that make up qualifications and incorporate them within their qualifications. Many 'other' qualifications have been designed to meet the requirements of the QCF, although any of the qualifications taken by students in schools, such as GCSEs and GCEs, are referenced to the NQF.

'Other' qualification achievements by level from 2006/07 to 2010/11

	2006/07	2007/08	2008/09	2009/10	2010/11
Entry	480,000	577,600	611,600	665,600	776,900
1	1,683,800	1,708,400	1,950,700	2,011,700	2,035,500
2	2,488,700	3,051,700	3,579,500	4,070,800	3,943,000
3	768,800	907,500	1,026,500	1,120,900	1,070,800
4-8	89,600	99,200	115,100	119,000	125,800
Other	0	0	0	0	8,100
Total	5,510,900	6,344,500	7,283,300	7,988,000	7,960,000

CHART 4: Number of 'other' qualification achievements by NQF level

1. 'Other' represents qualification levels that include level 1_2 in Other General Qualifications, and levels A, F, H and P in Diploma qualifications.

2. Figures include Key Skills.

3. All figures rounded to the nearest hundred.

Level 2 qualifications achievements fell in 2010/11 for the first time in several years, although they still account for nearly half of all achievements for 'other' qualifications.

Achievements by qualification type

The different types of 'other' qualifications in the NQF are shown in Appendix 2. Table 12 shows achievements for all 13 'other' qualification types for which there were achievements in 2010/11.

Type	Number of achievements				
	2006/07	2007/08	2008/09	2009/10	2010/11
Basic Skills	577,000	740,800	869,300	829,800	611,600
Diploma			200	4,700	9,100
English for Speakers of Other Languages	187,700	259,000	273,100	332,500	273,900
Entry Level	255,300	331,800	308,100	239,300	160,100
Free Standing Mathematics Qualifications	17,200	18,500	19,600	23,700	25,500
Functional Skills	0	21,100	122,400	242,300	566,600
Higher Level	51,000	52,200	44,700	46,600	30,100
Key Skills	731,300	776,300	897,600	885,300	618,400
National Vocational Qualifications	630,400	727,900	922,900	979,000	587,300
Occupational Qualifications	26,800	24,500	26,500	23,200	17,500
Other General Qualifications	786,800	897,100	951,100	969,100	767,400
Principal Learning	0	0	600	7,200	16,600
Project	0	200	12,000	26,700	50,100
QCF	900	33,700	228,600	771,100	2,828,700
Vocationally-Related Qualifications	2,246,600	2,461,400	2,606,800	2,607,500	1,397,200
Total	**5,510,900**	**6,344,500**	**7,283,300**	**7,988,000**	**7,960,000**

TABLE 5: Number of 'other' qualification achievements by qualification type

The QCF is a framework for unitised credit-based qualifications. There has been a significant upward trend in both the number of QCF qualifications and achievements awarded by those qualifications, since awarding organisations have revised their qualifications on the NQF to meet the requirements of the QCF. This may reflect the Skills Funding Agency's primary focus on funding vocational qualifications in the QCF from August 2010 with vocational NQF provision funded by exception after that date.

Further information on achievements in the QCF and achievements by Vocationally-Related Qualification (VRQ), National Vocational Qualification (NVQ), and Functional Skills qualification types can be found in Section 7 of this report.
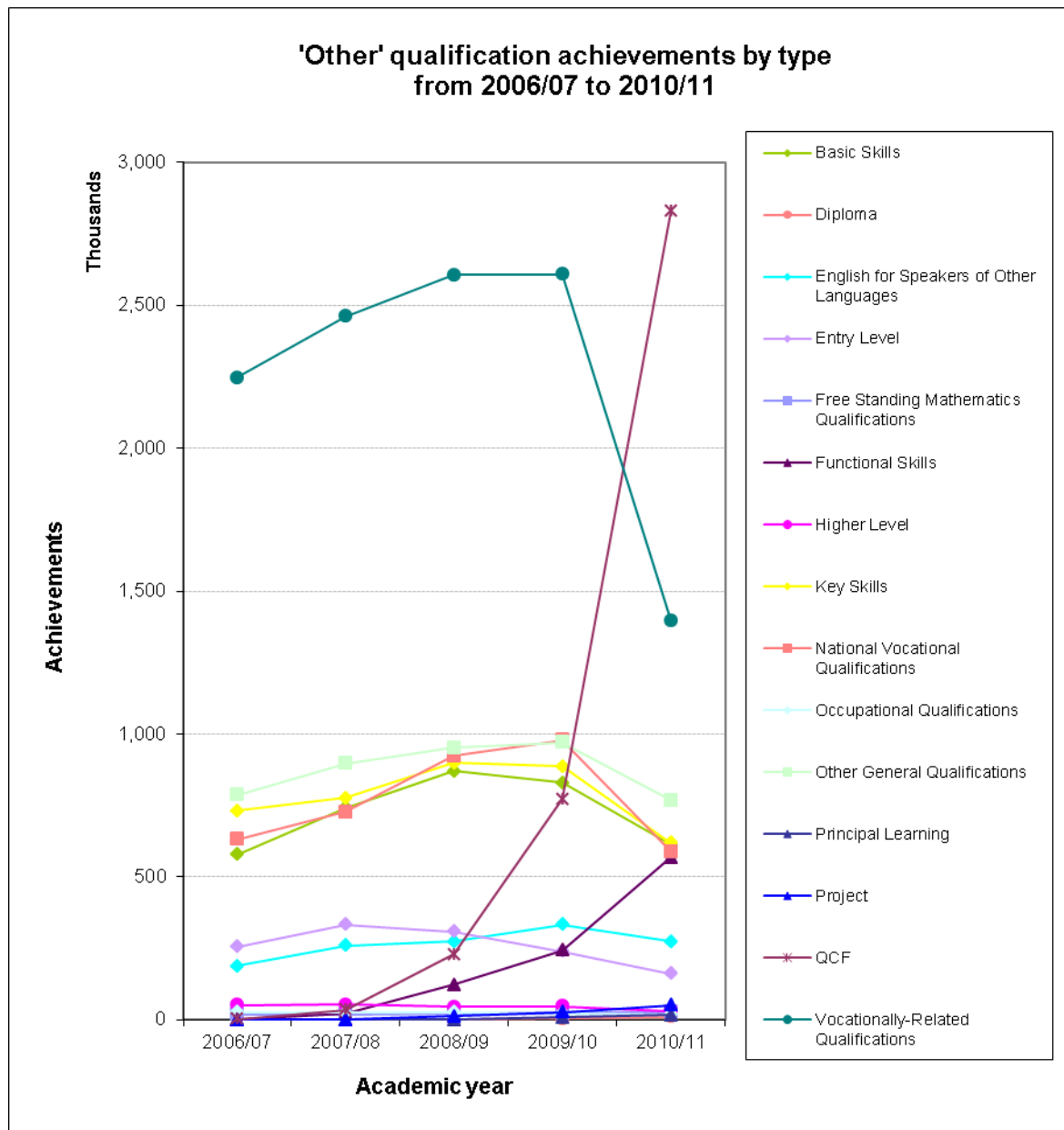
CHART 5: Number of 'other' qualification achievements by qualification type

Source: Ofqual's RQAD

The numbers of VRQ and NVQ achievements have fallen substantially as the awarding organisations re-align their qualifications from the NQF to the QCF; they are still the most dominant types of qualifications on the NQF. Also noticeable are the decline in Key Skills achievements and the increase in their replacement Functional Skills in England and Essential Skills in Wales.

Demand for individual 'other' qualifications

Although there were more than 18,000 regulated[16] 'other' qualifications, the demand is not evenly spread amongst them. The top 20 'other' qualifications accounted for 16 per cent of all 'other' achievements in 2010/11. Chart 6 below shows the distribution across these qualifications.

Top 20 'other' qualifications in 2010/11

- ABRSM Level 1 Award in Music Performance
- CIEH Level 2 Award in Food Safety in Catering (QCF)
- OCR Level 2 National First Award in ICT
- OCR Level 2 National Award in ICT
- OCR Level 2 Certificate in Adult Literacy
- ABRSM Level 2 Certificate in Music Performance
- BSC Level 1 Award in Health and Safety at Work (QCF)
- OCR Level 1 Certificate in Adult Numeracy
- CIEH Level 2 Award in Food Safety in Catering
- OCR Level 2 Certificate in Adult Numeracy
- OCR Level 1 Certificate in Adult Literacy
- EDEXCEL Level 2 Certificate in Adult Literacy
- Cambridge ESOL Level 2 Certificate in English (IELTS 6/6.5)
- Sports Leaders UK Level 1 Award in Sports Leadership
- EDEXCEL Level 2 Certificate in Adult Numeracy
- CIEH Level 2 Award in Health and Safety in the Workplace (QCF)
- City & Guilds Level 1 Key Skills in Application of Number
- Sports Leaders UK Level 1 Award in Sports Leadership (QCF)
- BCS Level 2 Certificate in IT User Skills (ECDL Extra) (ITQ) (QCF)
- EDEXCEL Level 2 BTEC First Certificate in Applied Science

CHART 6: Achievements in the top 20 'other' qualifications in 2010/11

Source: Ofqual's RQAD

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[16] For more details on these qualifications, see Section 4 of this report: Supply of regulated qualifications – qualification types.

The most commonly awarded qualification is the ABRSM Level 1 Award in Music Performance. This is a change from last year when the most commonly awarded qualification was the CIEH Level 2 Award in Food Safety in Catering. Achievements in the CIEH qualification have declined this year with a corresponding rise in the QCF version – both of which are in the top ten, this illustrates the move from qualifications on the NQF to the QCF.

There are some high volume qualifications and many low volume qualifications. This 'long tail' of qualifications can be illustrated by table 6, which gives the numbers of 'other' qualifications achieving particular achievements thresholds.

Number of achievements	Number of qualifications
More than 100,000	3
50 000–99,999	7
10,000–49,999	129
5,000–9,999	182
1,000–4,999	961
500–999	651
250–499	917
100–249	1,323
50–99	1,154
10–49	2,337
1–9	1,737
Zero	8,886
Total	**18,287**

TABLE 6: Number of 'other' qualifications by number of achievements in 2010/11

Source: Ofqual's RQAD

For the 2010/11 academic year, there were more than 18,000 'other' regulated qualifications that were available on the Register, of which 9,400 qualifications had at least one achievement. Of the nearly 9,000 qualifications that registered no achievement during the year, some qualifications would have passed their expiry date (although available for certification) and others became available during the year but students may not have been registered or completed the qualifications. We expect awarding organisations to keep under review each registered qualification and to remove it from the Register when it is no longer required.

The concentration of achievements in the most commonly taken qualifications is presented in table 7. The table shows how many qualifications cover a quarter, half, three-quarters and nine-tenths of all 'other' achievements.

Percentage of 'other' achievements	Number of qualifications	Proportion of total qualifications
25%	44	0
50%	200	2
75%	714	8
90%	1732	18
100%	9401	100

TABLE 7: Number of 'other' qualifications required for each percentage of total achievements in 2010/11

Source: Ofqual's RQAD

Table 7 illustrates that most achievements are highly concentrated in relatively few qualifications. Half of all 'other' achievements result from 200 qualifications, and three-quarters of all achievements came from 8 per cent of qualifications.

3. Supply of regulated qualifications – awarding organisations

We recognise awarding organisations to deliver regulated qualifications. Since July 2011, in order for a new awarding organisation to be recognised, they must first meet our *Criteria for Recognition* (Ofqual 2011)[17] and, once they are recognised, they must continue to meet our *General Conditions of Recognition* (Ofqual, 2011)[18]. Organisations that were registered prior to July 2011 did not have to go through the new recognition process, but they must meet the conditions of recognition.

There are currently 179 organisations recognised to deliver regulated qualifications, an increase of 18 between October 2010 and September 2011. Twenty five new organisations were recognised in this period.

Number of recognised awarding organisations
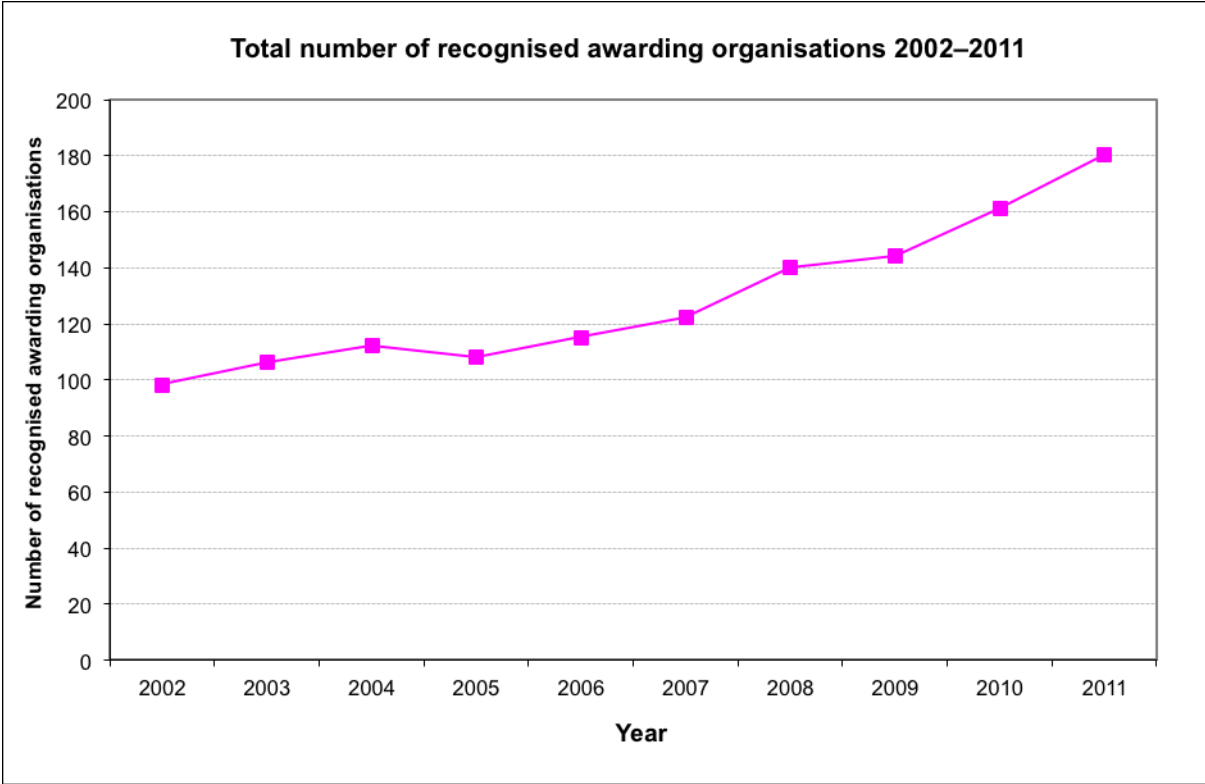
CHART 7: The number of awarding organisations recognised to deliver regulated qualifications on 30 September in each year, 2002–2011

Source: Ofqual *Register of Regulated Qualifications* and Ofqual *Statistics Database*

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[17] See www.ofqual.gov.uk/files/2011-05-16-criteria-for-recognition.pdf

[18] See www.ofqual.gov.uk/files/2011-05-16-general-conditions-of-recognition.pdf

There has been steady growth in the number of recognised awarding organisations since 2002. Most of this expansion has been from small awarding organisations offering qualifications in niche subject areas. The 25 new awarding organisations recognised are listed in Appendix 3. This growth is mainly driven by an increase in the number of separate recognitions by Open College Network regional organisations and smaller providers.

Since our new recognition process was implemented, we have received 28 applications[19] and none of these have been accepted: 25 have been rejected and 3 are currently under review. During the next 12 months, we are anticipating receiving more applications for recognition, however it is not possible for us to predict how many of these will be successful.

Awarding organisations' primary area of business activity

Not all recognised awarding organisations are primarily focused on delivering qualifications. Some that are recognised have moved into qualifications after being involved in related business activity. Examples of this are when training providers, including colleges, start offering qualifications, or when employers with in-house training programmes that previously relied on assessment carried out by a separate body, start to offer their own qualifications.

By analysing the accounts and websites of awarding organisations, we have categorised each organisation into one of four main categories:

- Those with qualification delivery as the sole or principal area of the business

- Employers offering qualifications to their own staff through in-house training programmes

- Professional membership or registration bodies who offer qualifications alongside these activities

- Organisations primarily involved in training, education or skills development – this includes colleges, Sector Subject Councils (SSCs) and organisations delivering training through work-based learning, except where it is the employer delivering the training.

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[19] 21 applications from new organisations and seven from existing awarding organisations seeking to expand their recognition

Percentage of total awarding organsiations by primary area of business activity

1% — 2%

26%

29%

42%

- Employer
- Membership
- Qualification delivery
- Training / Education / Skills
- Other
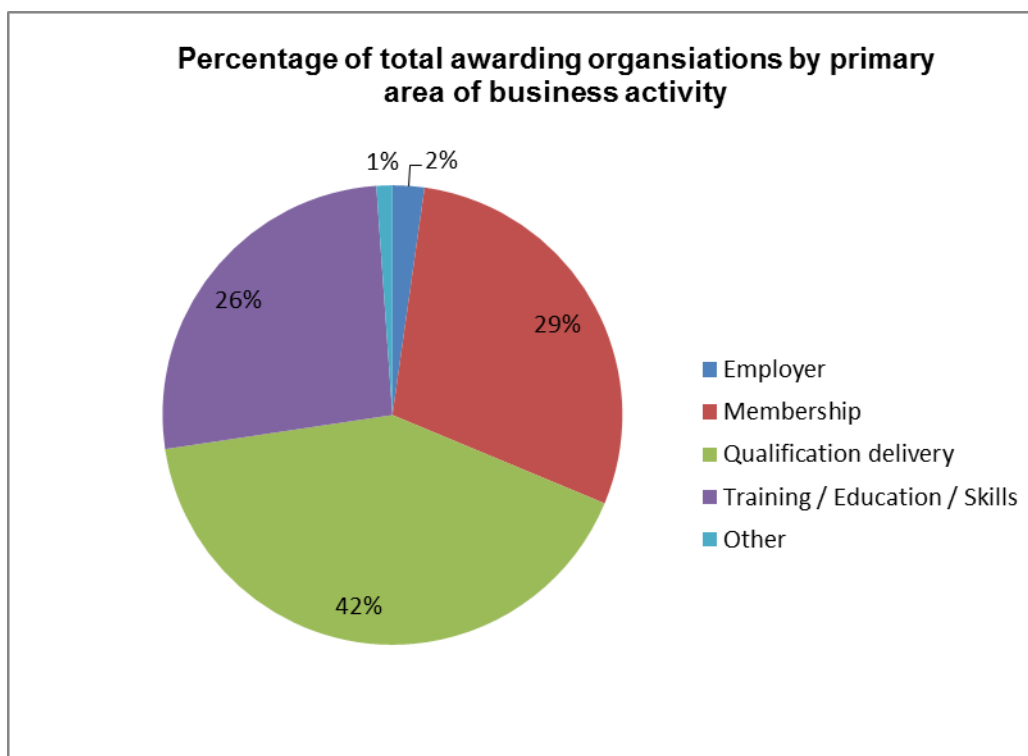
CHART 8: The percentage of awarding organisations categorised by primary area of business activity

Source: Ofqual *Register of Regulated Qualifications*, account information from Companies House and the Charity Commission, and analysis of awarding organisations' websites

As shown by chart 8, qualification delivery is the major business area for the largest section of awarding organisations, accounting for almost half, with membership organisations accounting for the second largest section. There is some blurring of lines between the two, whereby some membership organisations see the delivery of qualifications to be a major part of their offering to their members. Those involved in training, education or skills tend to be either training providers that have branched out into qualification provision or universities and colleges, including the National Open College Network regional associations. Despite a push in previous years to increase employer participation in the regulated sector, numbers have not risen significantly. There are currently four employers recognised: two delivering bespoke qualifications through their own in-house programme, one only offering qualifications where no other currently exists, and the fourth currently has no qualifications on the register.

Awarding organisations' legal status

The qualifications sector is populated by many different organisations with different business goals. There are charities and profit-making organisations, some standalone businesses and others that are part of larger, more diverse organisations. It is possible for companies to hold more than one type of registration, such as being a company limited by guarantee and a registered charity, and we have separated these organisations out.

Percentage of total awarding organisations by legal status

Legend:
- Company limited by guarantee — 22%
- Company limited by guarantee and a registered charity — 26%
- Public limited company — 28%
- Public body — 6%
- Company holding a Royal Charter — 4%
- Company holding a Royal Charter and a registered charity — 8%
- Other — 6%
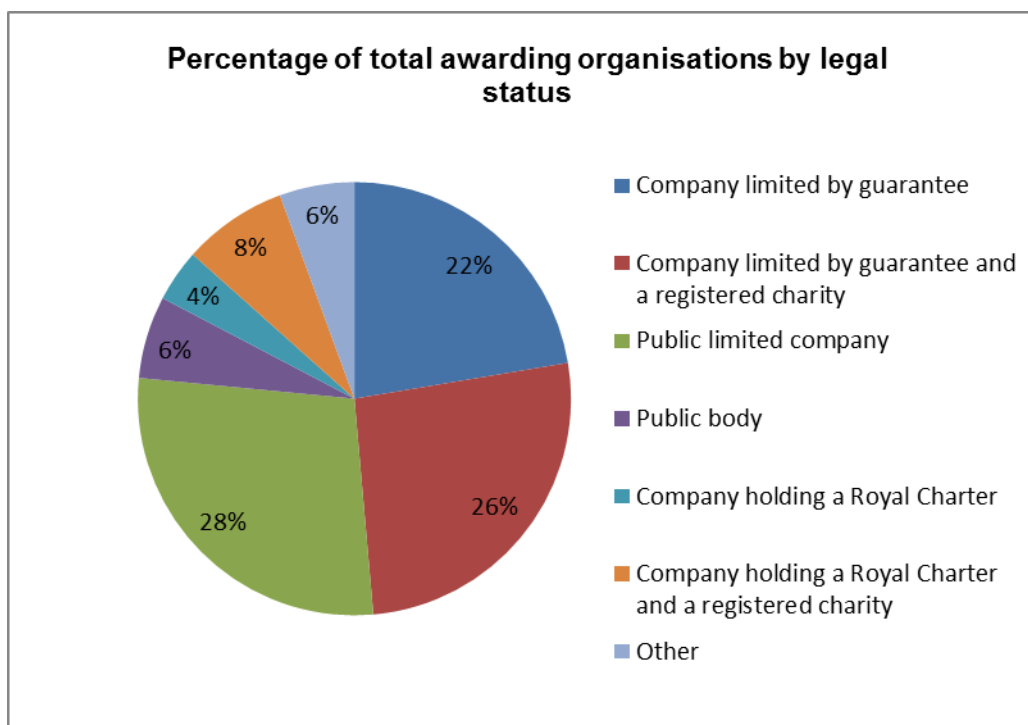
CHART 9: The percentage of awarding organisations categorised by legal status

Source: Ofqual *Register of Regulated Qualifications*, company classification from Companies House and the Charity Commission, and analysis of awarding organisations' websites

1. 'Other' includes: companies with joint charitable, Royal Charter and Limited by Guarantee status, limited liability partnerships (LLP), organisations with joint charitable and Royal Charter status without being separately incorporated and companies registered overseas.

2. 'Public Bodies' includes colleges, universities and sector skills councils.

This table shows that there is a large number of recognised awarding organisations who are a registered charity, hold a Royal Charter, or both. This is more common than you would expect from a random selection of companies chosen in other sectors. PLCs and companies limited by guarantee account for 50% of the organisations. The 'Other' category includes limited liability partnerships (LLP) and overseas registered organisations, and when these are taken into account, the number of profit-generating organisations accounts for more than half of all awarding organisations. Almost half of awarding organisations are not-for-profit organisations, which suggest the regulated qualification market is very different in its nature from most other market sectors.

It should be noted that these headings can actually hide the true scenario of ownership of an awarding organisation. An awarding organisation is categorised based on the legal status of the entity we regulate, however in some cases an organisation that is categorised as a limited company and is wholly owned by a parent body that is not-for-profit or a registered charity. Our analysis does not capture this as we have not collected shareholder information.

Income of selected awarding organisations

As shown above, awarding organisations have activities that are beyond delivering regulated qualifications, and the turnover figure presented will be for the entire regulated entity. In some cases, it is possible to extract income from purely qualification-related activities, but this is not standard practice. We have recently been granted a fining power that will allow us to fine an organisation 10 per cent of the UK turnover for the recognised entity, so we will be considering how best to collect information on turnover in due course. Table 8 shows the income of selected awarding organisations as collected from Companies House and the Charity Commission. We present data for 21 awarding organisations that represent more than 90 per cent of all achievements for the 2010/11 academic year and where accounts are available in the public domain.

Company name	Awarding organisation	Income for the financial year ending as shown (millions £)				
		2006	2007	2008	2009	2010
ASDAN	ASDAN	4.2	4.9	5.4	6.2	7.2
Assessment and Qualifications Alliance	AQA	138.8	144.9	144.4	143.7	151.9
Associated Board of the Royal Schools of Music	ABRSM	24.3	26.0	26.3	31.5	32.7
British Computer Society[1]	BCS	20.1	21.3	24.4	30.3*	22.1
British Institute of Innkeeping Awarding Body[2]	BIIAB	4.6*	3.6*	3.4*	3.4*	2.9*
British Safety Council	BSC	8.3	8.0	9.6	9.3	9.4
British Sports Trust	SportsLeaders	2.8	3.0	3.2	4.1	4.7
Chartered Institute of Environmental Health[3]	CIEH	13.1*	14.3*	13.9*	14.0*	13.4
Construction Industry Training Board	CskillsAwards	252.4	290.2	323.7	317.4	279.0
Council for Awards in Children's Care and Education	CACHE	9.5	7.9	8.8	8.7	8.7
Council for the Curriculum, Examinations and Assessment	CCEA	8.4	8.7	8.6	9.1	9.4
Edexcel: Edexcel Limited[4]	Edexcel	202.8	225.0	205.7	252.0	316.8*
Education Development International plc	EDI	14.2	16.1	21.5	28.3	29.5
EMTA Awards Limited	EAL	6.0	7.0	7.3	9.4	8.8
National Open College Network	NOCN	2.0	2.8	2.6	2.4	2.6
NCFE	NCFE	7.0	7.1	7.7	10.2	11.7
Oxford, Cambridge & RSA Exams	OCR	96.3	106.7	120.8	122.3	125.6
The City & Guilds of London Institute	C & G	94.7	97.2	106.2	116.1	118.3
Trinity College London[5]	TCL	15.4	17.1	21.2	24.9	26.0*
Vocational Training Charitable Trust	VTCT	1.5	5.9	6.5	5.9	5.8
WJEC-CBAC	WJEC	24.8	27.2	29.6	32.5	36.2

TABLE 8: The income for recognised awarding organisations in the financial year ending as shown

Source: Account submissions from Companies House and the Charity Commission

1. The British Computing Society accounts for 2009 are for a 16-month period.

2. Previous editions of the market report have shown income for the British Institute of Innkeeping as a whole. This has been updated to show the income for their awarding body, as it is a separate company and the entity that is recognised to deliver regulated qualifications.

3. Previous reports have shown accounts for the Chadwick House Group, a subsidiary of the Chartered Institute of Environmental Health. For this report, this has been changed to the whole of the CIEH, as that is the regulated entity.

4. Edexcel income for 2010 is for a 15-month account period.

5. TCL did not compile accounts in 2010, but compiled 15-month accounts in March 2011. The income shown is for the 15 months to March 2011 minus income for the three months to March 2011, as stated in these accounts. This should create a 12-month accounting period ending in December 2010.

The largest 12-month turnover recorded by the recognised awarding organisations listed above are from CSkillsAwards, however its accounts show that around 90 per cent of its income is derived from the levy it collects from the construction industry, an activity that is not linked to its regulated qualification offering. Even taking into account its 16-month accounting period, Edexcel has by far the largest turnover of any of the organisations we would consider to be focused on qualifications. It's qualification provision has been transferred to Pearson Education Ltd, a sister company of Edexcel, which has, so far, retained the Edexcel branding. In future years it will not be possible to present data in this format for Edexcel/Pearson Education Ltd, as the new regulated entity will have much wider activities. EDI has also been taken over by Pearson.
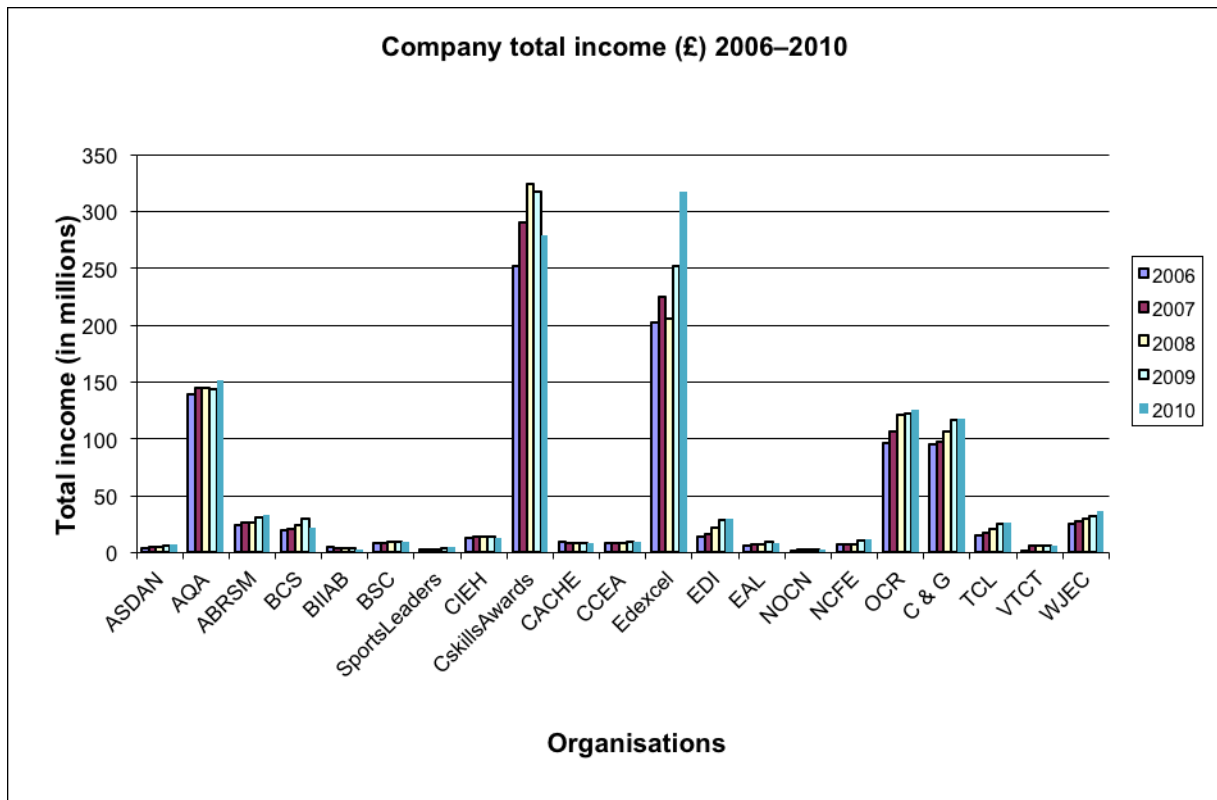
CHART 10: The income for recognised awarding organisations in the financial year ending as shown

Source: Account submissions from Companies House and the Charity Commission

Notes as per table 15 apply.

As stated above, Edexcel has a 16-month accounting period and CSkillsAwards collects the majority of its income through the construction industry levy. If we set aside their trends, we can see that awarding organisations have generally seen a year-on-year growth in their income, despite a drop in the overall number of qualifications awarded in 2010/11. The chart also shows the disparity between the larger awarding organisations, AQA, Edexcel, OCR and City & Guilds, and the organisations next in terms of the number of achievements.

4. Supply of regulated qualifications – qualification types

In this section of the report, we present information on the types of qualifications offered and the trends in the supply of these qualifications. Due to system changes and reporting updates, some of the tables and charts in this section are not consistent with last year's report. The following chart presents the number of available[20] qualifications during the academic year.

Total number of regulated qualifications available to certify from 2006-07 to 2010-11
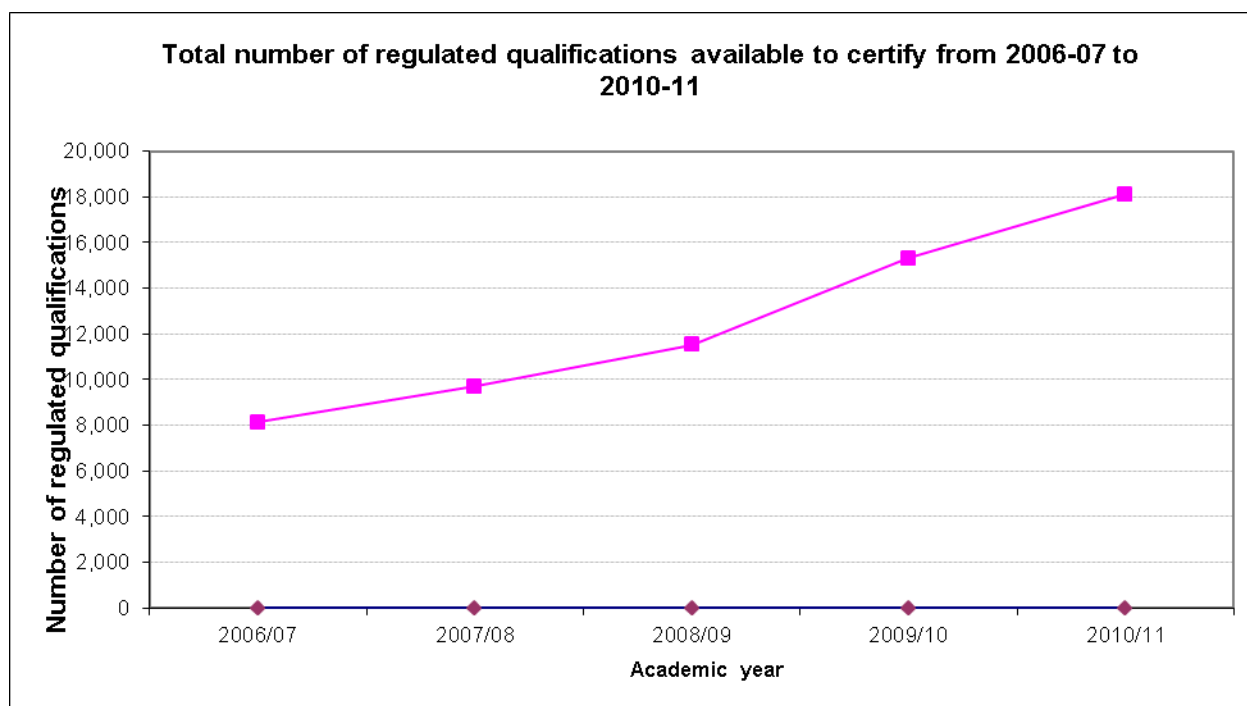
CHART 11: Number of regulated qualifications by academic year

Source: Ofqual's RQAD

The large year-on-year increase in the number of regulated qualifications has continued. The increase for the last academic year was nearly 3,000 qualifications, reaching 18,000 qualifications. However, the actual number of qualifications available for students at any point during the year would have been less than this figure because some qualifications would have expired during the year and others may no longer be available to new students, but still have students registered on them.

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[20] Operational start/available date: the date on which a qualification may be offered to learners, or when they may formally register for the qualification.

Awarding organisations have been changing their portfolios to include more QCF qualifications (an increase of nearly 60 per cent from 2009/10 to 2010/11) as VRQs and NVQs expire.

Number of regulated qualifications by qualification type

Table 9 below shows, for each qualification type, the number of available qualifications for each year from 2006/07 to 2010/11, as recorded on the Register.

Qualification type	Number of qualifications available to certificate				
	2006/07	2007/08	2008/09	2009/10	2010/11
Advanced Extension Award	-	-	-	-	-
Basic Skills	100	100	100	100	100
Diploma	0	50	150	200	200
English for Speakers of Other Languages	150	150	150	150	200
Entry Level	350	300	300	350	350
Free Standing Mathematics Qualification	50	-	-	-	-
Functional Skills	100	100	100	250	200
GCE A Level	250	450	450	450	300
GCE AS	300	450	450	450	250
GCSE	450	450	700	750	800
General National Vocational Qualification	100	50			
Higher Level	400	500	550	600	550
Key Skills	350	350	350	350	400
National Vocational Qualification	2,100	2,000	1,900	1,750	1,600
Occupational Qualification	100	100	100	100	100
Other General Qualification	500	600	650	750	750
Principal Learning	-	50	100	200	200
Project	-	-	-	-	-
QCF	150	1,000	2,450	6,100	9,700
VCE Advanced Subsidiary Level	-				
Vocational Certificate of Education	100				
Vocationally-Related Qualification	2,650	2,950	2,950	2,750	2,400
Total	**8,150**	**9,700**	**11,500**	**15,300**	**18,100**

TABLE 9: Number of regulated qualifications of each type rounded to the nearest 50, where '-' denotes fewer than 50 qualifications

Source: Ofqual, the Register database

Tables 9 and 10 include qualification types that have now been withdrawn, such as (GNVQs), and new qualifications that have been introduced, such as Functional Skills.

The number of qualifications on the QCF accounts for more than half (9,700) of all qualifications. For the 2010/11 academic year, there were nearly 17,000 'other' qualifications, 300 GCE A levels and 800 GCSE qualifications available on the Register.

The increase in the number of qualifications from 15,300 in 2009/10 to 18,100 in 2010/11 has been due to the growth in the number of QCF qualifications by 3,600. This represented 57 per cent of 'other' qualifications available in 2010/11.

Since the QCF has three different sizes (award, certificate and diploma), more qualifications were created to replace qualifications on the NQF, such as NVQs and VRQs. Although table 9 shows falls in the number of NVQs and VRQs, there are many redundant qualifications on the system that have not passed certification end date, but are no longer available to new students. With the Skill Funding Agency's primary focus on funding vocational qualifications in the QCF, we expect this trend to continue.

The following table shows the number of qualifications for which achievements were awarded.

Qualification type	Number of qualifications with achievements				
	2006/07	2007/08	2008/09	2009/10	2010/11
Advanced Extension Award	-	-	-	-	-
Basic Skills	50	50	50	50	50
Diploma	-	-	-	50	50
English for Speakers of Other Languages	100	100	100	100	150
Entry Level	250	250	250	250	250
Free Standing Mathematics Qualification	-	-	-	-	-
Functional Skills	-	50	50	100	150
GCE A Level	250	250	250	450	250
GCE AS	250	250	450	450	250
GCSE	350	350	350	450	450
General National Vocational Qualification	-	-			
Higher Level	250	300	350	350	300
Key Skills	250	250	250	250	250
National Vocational Qualification	1,350	1,350	1,350	1,250	1,150
Occupational Qualification	50	50	50	50	50
Other General Qualification	300	450	500	550	600
Principal Learning	-	-	-	50	100
Project	-	-	-	-	-
QCF	-	100	500	1,700	4,550
VCE Advanced Subsidiary Level	-				
Vocational Certificate of Education	-				
Vocationally-Related Qualification	1,750	2,100	2,150	1,950	1,600
Total	5,250	6,000	6,750	8,100	10,300

TABLE 10: Number of regulated qualifications of each type for which achievements were awarded, rounded to the nearest 50, where '-' denotes fewer than 50 qualifications

Source: Ofqual, the Register database

For 2010/11, at least one achievement was recorded for more than 10,000 qualifications. Again, qualifications on the QCF account for a large part (more than 40 per cent) of qualifications with achievements. However, the number of achievements

by QCF qualifications represents only 18 per cent of all achievements and 36 per cent of 'other' qualification achievements.

5. Expenditure on qualifications and qualification fees

In our 2010 *Annual Qualifications Market Report*, we put an indicative figure of £933m on the value of the qualifications market. Since that time, we have been working to understand the different aspects of expenditure on qualifications. Expenditure on qualifications arises from four main sources: from schools and colleges, from independent training providers, from employers and directly from students.

The DfE collects information on various types of expenditure within schools, including spending on examinations[21]. We would require a detailed breakdown of this information before we could judge exactly how much is paid to awarding organisations for their different services. The information does, however, give us an indicative figure for how much is spent on examinations[22].

Year	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Nominal examination expenditure (millions)	154.0	172.3	196.8	218.3	239.2	263.3	281.0	302.6	328.3
Examination expenditure (RPI adjusted in millions)	154.0	167.7	185.8	200.8	212.3	224.8	228.5	249.6	258.8

TABLE 11: Expenditure on examinations in English state secondary schools

Source: DfE England summary outturn tables[29].

There has been a steady year-on-year increase in schools' nominal expenditure on what the DfE classifies as examination fees, from £154 million in 2002/03 to £328 million in 2010/11.

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[21] www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00195052/dfe-financial-reports-on-local-authority-planned-b

[22] This includes:

- the costs of test and examination entry fees and any accreditation costs related to pupils, including GCSEs, A/AS levels

- administrative costs, such as external marking
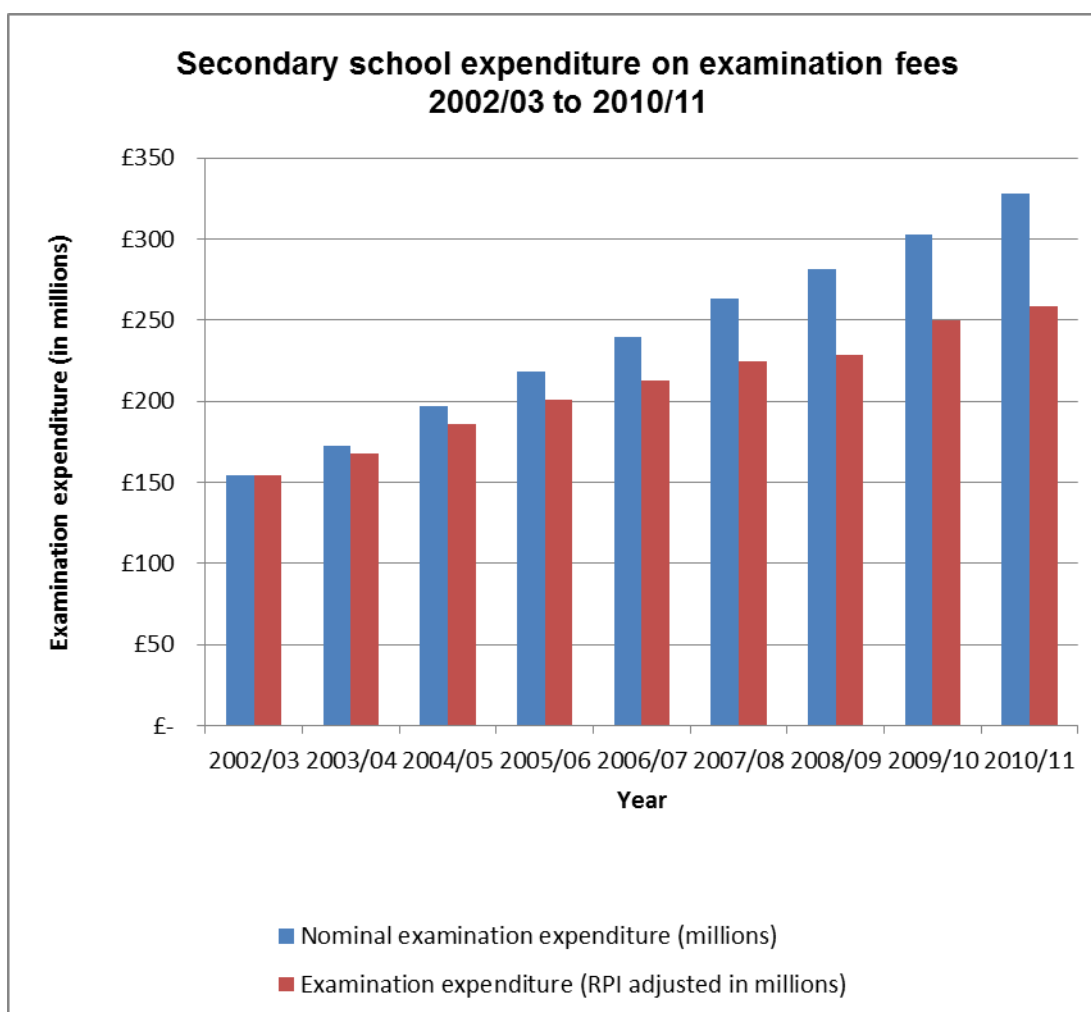
CHART 12: Expenditure on examinations in English state secondary schools

Source: DFE England summary outturn tables[26]

Expenditure on examinations is classified as a running cost in schools. Table 19 below compares examination fee expenditure in England with total running expenses[23] in secondary schools.

	2009/10	2010/11	Percentage increase
Exam fees (millions)	£302.6	£328.3	8.5%
Total running expenses (millions)	£3,854.8	£3,798.2	-1.5%
Fees expenditure as a percentage of running costs	7.8%	8.6%	10.1%

TABLE 12: Total running expenses and expenditure on examinations in English state secondary schools in 2009/10 and 2010/11

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[23] As defined by the DfE in the England summary outturn tables.

The reason for the increase in fees expenditure as a percentage is due to a fall in total running expenses at the same time as spending on exam fees increased. Examination fee expenditure is the second largest running cost in secondary schools after learning resources.

	2002/03	2010/11	Percentage increase
Exam fees (millions)	£154.0	£328.3	113.2%
Total running expenses (millions)	£2,467.4	£3,798.2	53.9%
Fees expenditure as a percentage of running costs	6.2%	8.6%	38.5%

TABLE 13: Total running expenses and expenditure on examinations in English state secondary schools in 2002/03 and 2010/11

Source: DFE England summary outturn tables[26]. Figures are nominal and not adjusted for inflation.

Between 2002/03 and 2010/11, expenditure on examinations rose at a faster rate than total running expenses in secondary schools in England, and accounted for more than eight per cent of running expenses in 2010/11, compared with around six per cent in 2002/03.

There are four possible drivers of increased expenditure on examinations:

- an increase in the level of the fees charged for qualifications

- an increase in the number of qualifications being taken

- an increase in the number of additional fees, such as late fees or unit resit fees that are incurred

- a shift in demand for qualifications towards those that have higher fees.

A combination of these factors would result in the rising expenditure shown in table 20. We are currently undertaking further work to understand how these different factors are contributing to increases in expenditure.

GCSE and GCE A level fees

Increases in fees and volumes for GCSEs and GCE A levels are important factors in determining examinations expenditure in schools.

Information on qualification fees is normally available on awarding organisations' websites, but not always in a publicly accessible area, and it is presented in different formats.

The average[24] GCSE fee has been calculated from the fees charged by each awarding organisation for certain selected subjects. We have chosen these subjects to present a mix of subjects, including compulsory and most popular, and to cover a range of assessment methods. To ensure that comparable fees are calculated, we have taken the most commonly used specification from each awarding organisation and assumed that, where offered, no optional external examiner visits are included and that no late or other fees are payable.

Average GCSE fee over time							Increase over
Subject	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	last 6 years
English	£ 23.64	£ 24.46	£ 25.28	£ 26.30	£ 27.31	£ 27.78	17.5%
Maths	£ 23.64	£ 24.46	£ 25.28	£ 26.30	£ 27.35	£ 27.78	17.5%
Science	£ 23.79	£ 24.60	£ 26.14	£ 27.18	£ 28.13	£ 28.53	19.9%
French	£ 24.04	£ 24.88	£ 25.72	£ 26.74	£ 27.79	£ 28.24	17.5%
History	£ 24.04	£ 24.88	£ 25.72	£ 26.74	£ 27.83	£ 28.24	17.5%
Art & Design	£ 23.64	£ 24.46	£ 25.28	£ 26.30	£ 27.33	£ 27.78	17.5%
RPI	100.0	103.9	109.1	107.6	112.6	118.9	18.9%

TABLE 14: Nominal arithmetic mean GCSE fees for certain subjects over time

Source: Awarding organisation fee lists. RPI figure from the Office for National Statistics (ONS) and is for September at the start of the academic year. September 2006 has been set as the base year.

Fees have risen over the past six years and this has, in most cases, been a steady increase. Retail price index (RPI) has also risen by a similar amount.

Some awarding organisations have a flat fee structure regardless of the subject, or whether the subject is offered as a linear or modular option, suggesting cross-subsidisation of fees across their range of GCSE qualifications. Other awarding organisations have more variation in their fees across subjects, suggesting more cost-reflective pricing.

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[24] We have calculated the arithmetic mean of the available fees for the five organisations that award the selected GCSEs.

Average A level fee over time								Increase over
Subject	2008/09		2009/10		2010/11		2011/12	last 4 years
English Language	£	71.16	£	73.77	£	76.57	£	77.51	8.9%
Maths	£	76.68	£	79.43	£	82.37	£	81.07	5.7%
Biology	£	77.52	£	80.33	£	83.29	£	84.43	8.9%
French	£	85.24	£	83.05	£	86.17	£	92.86	8.9%
History	£	71.72	£	74.33	£	77.13	£	78.07	8.9%
Art & Design	£	77.64	£	80.41	£	83.45	£	84.42	8.7%
RPI	100.0		98.6		103.2		109.0		9.0%

TABLE 15: Nominal arithmetic mean A level fees for certain subjects over time

Source: Awarding organisation fee lists. RPI figure from the ONS and is for September at the start of the academic year. September 2008 has been set as the base year.

The table above shows the average fees for six A level subjects for the last four years, after the change from six to four units in most subjects due to specification changes. As with GCSEs the increase in average fees has mirrored RPI in most cases. Again as with GCSEs, some awarding organisations offer a flat-fee structure regardless of the subject and others have more variation in their fees across different subjects.

The participation in education and learning figures, shown in Appendix 1 of this report, give an indication of the level of demand for qualifications, and this will have an impact on total expenditure on regulated qualifications.

Fees for other qualifications

We do not currently collect or collate fees for other qualifications, and analysis of their trends over time is complex. There are different types of fee that an awarding organisation may charge a centre, and they can broadly be categorised as follows:

- candidate entry/registration fees, including late entry fees

- centre and qualification approval fees, either for an individual qualification or suite of qualifications

- assessment fees – for example, for provision of external verification or for a visiting examiner to conduct oral language assessments

- post-assessment fees for services such as enquiries about results (EAR) and reissuing of certificates.

There will also be fees for other services including the provision of learning materials and training events. Because these fees vary depending on factors such as the number of candidates and the number of qualifications a centre delivers from a particular awarding organisation, the fees paid per candidate for a particular qualification will not be the same in every centre. In recent years, there has been an increase in the number of 'other' qualifications taken in schools and some of these have higher fees than GCSEs and A levels. This will have increased expenditure on examinations. We are waiting to see what impact the government's changes to school league tables will have on demand for these qualifications in schools. As shown in section 2 of this report, achievements in these 'other' qualifications have already shown a drop. However, this is unlikely to be as a result of the changes to league tables, as the policy announcement was made too late to influence 2010/11 choices.

6. Distribution of achievements by awarding organisations – GCE and GCSE qualifications

For this report, we have broken down the number of achievements by qualification type into two sections. In this section we present information on GCE and GCSE achievements. 'Other' qualifications are considered in the next section. This reflects the way we currently hold data on achievements; it is not a view of sub-markets.

Achievements for GCSE and GCE are being treated in the same way as vocational achievements so there is no weighting dependent on the whether it is a single, double, or short course for GCSE, and single or double award for AS or A level at GCE.

GCE achievements at A level
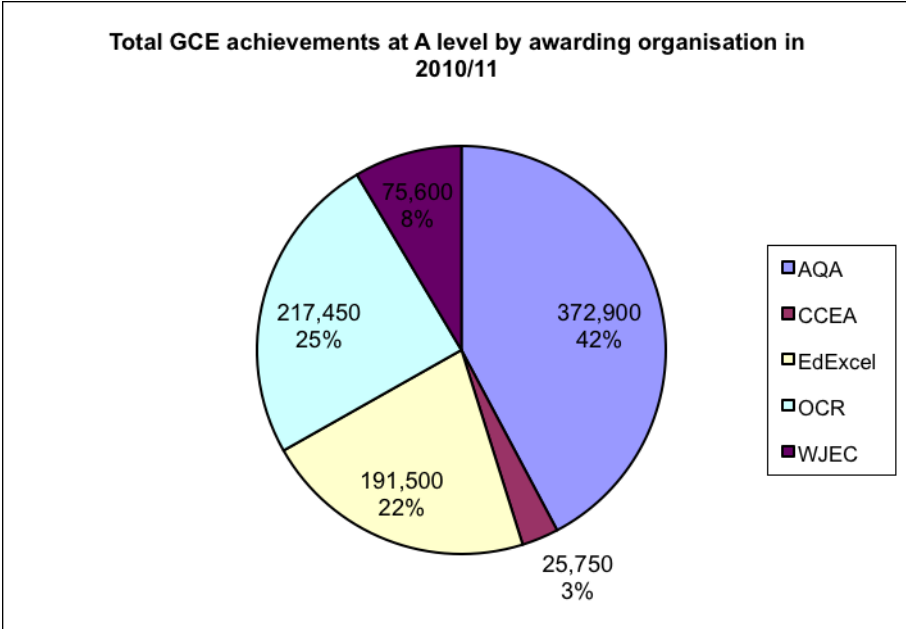
CHART 13: GCE A level achievement data split by awarding organisation

Source: JCQ results data (2010/11 data is provisional)

AQA awards the largest proportion (42 per cent) of GCE achievements at A level.

GCE achievements by awarding organisation at A level from 2006/07 to 2010/11

Percentage	2006/07	2007/08	2008/09	2009/10	2010/11*
■ WJEC	6%	6%	6%	8%	9%
□ OCR	26%	25%	25%	25%	25%
□ Edexcel	25%	25%	25%	22%	22%
■ CCEA	3%	3%	3%	3%	3%
□ AQA	41%	41%	40%	42%	42%
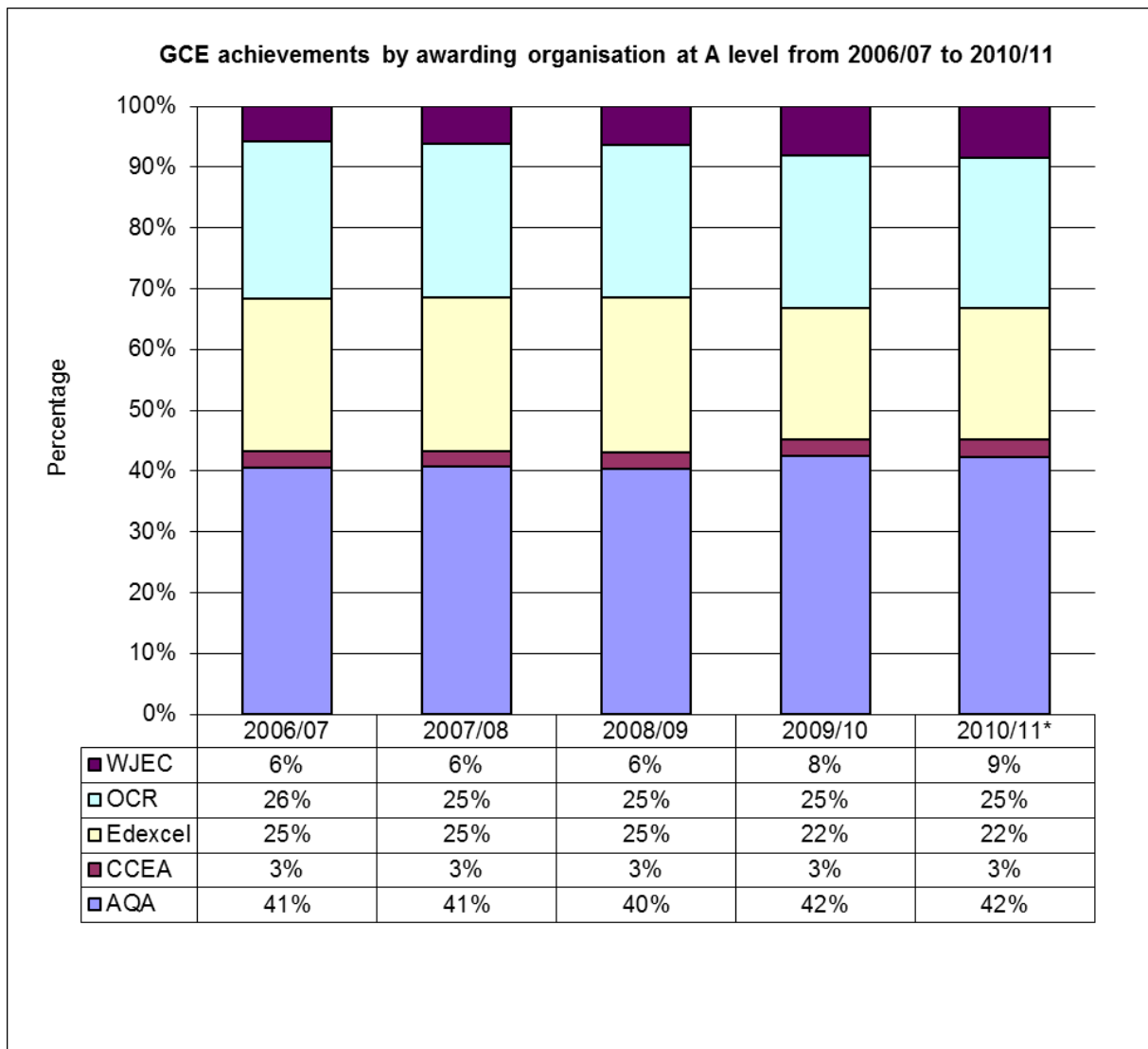
CHART 14: GCE A level achievement data split by awarding organisation

Source: JCQ results data 2004–10 (*2010/11 data is provisional)

The yearly trends in A level achievements have remained small over the last six academic years. The three largest organisations still account for nearly 90 per cent of all achievements.

GCE achievements at AS

Total GCE achievements at AS by awarding organisation in 2010/11

108,550
8%

329,550
25%

562,900
44%

263,100
20%

31,900
3%

Legend:
- AQA
- CCEA
- EdExcel
- OCR
- WJEC
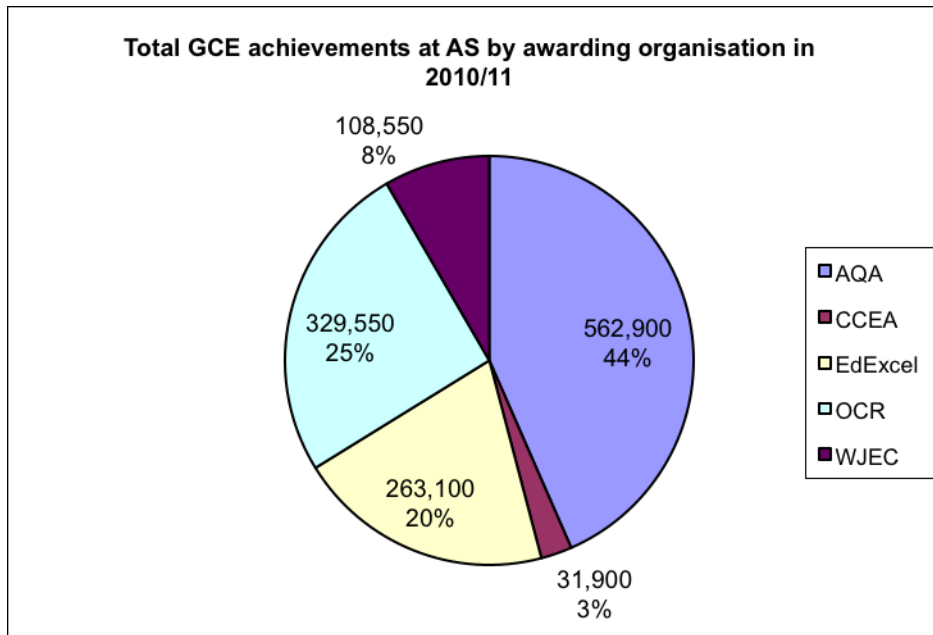
CHART 15: GCE AS achievement data split by awarding organisation

Source: JCQ results data 2010/11 (2010/11 data is provisional)

There is a similar pattern in the distribution of achievements across awarding organisations for AS as for A levels. AQA awards the largest proportion at 44 per cent, and the largest three again award nearly 90 per cent of achievements.

GCE achievements by awarding organisation at AS level from 2006/07 to 2010/11

	2006/07	2007/08	2008/09	2009/10	2010/11*
■ WJEC	6%	6%	8%	9%	8%
□ OCR	27%	26%	26%	26%	25%
□ Edexcel	24%	23%	20%	20%	20%
■ CCEA	2%	2%	3%	3%	2%
□ AQA	41%	42%	43%	43%	43%
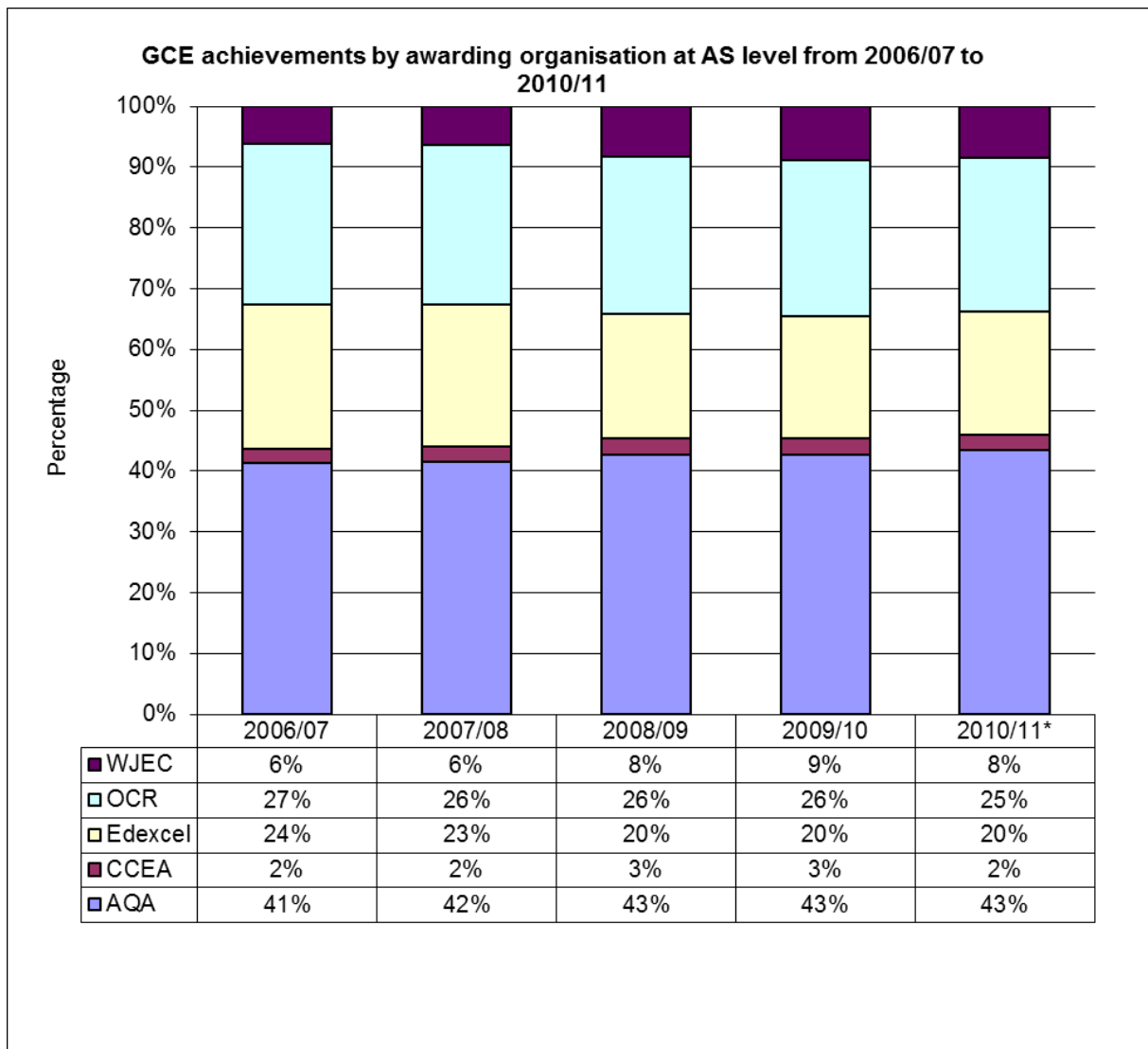
CHART 16: GCE AS level achievement data split by awarding organisation

Source: JCQ results data 2006–11 (*2010/11 data is provisional)

Again, the changes in distribution of achievements over the last six years have remained small. The small reductions in Edexcel's share are the most noticeable trend.

GCSE achievements

Total achievements at GCSE by awarding organisations in 2010/11

13,700
0%

606,150
11%

1,007,600
18%

2,472,000
45%

1,301,650
23%

138,900
3%

Legend:
- AQA
- CCEA
- EdExcel
- OCR
- WJEC
- ICAAE
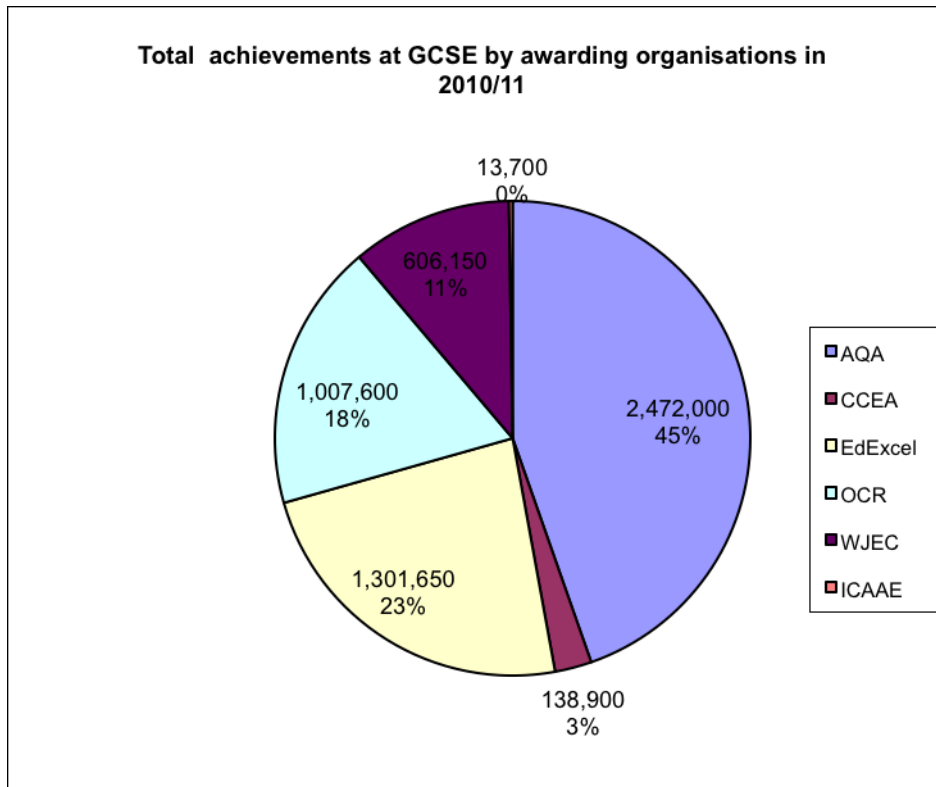
CHART 17: 2010/11 GCSE achievement data split by awarding organisation

Source: JCQ results data (2010/11 data is provisional)

Again as with GCEs, AQA awards the highest proportion of GCSE achievements at 45 per cent. This is more achievements than the two next largest organisations put together (Edexcel with 23 per cent and OCR with 18 per cent).

The following chart shows the yearly trends in GCSE achievements for the past six years.

GCSE achievements by awarding organisation from 2006/07 to 2010/11

	2006/07	2007/08	2008/09	2009/10	2010/11*
ICAAE	0%	0%	0%	0%	0%
WJEC	8%	9%	9%	10%	11%
OCR	19%	22%	21%	21%	18%
Edexcel	23%	21%	22%	22%	24%
CCEA	3%	3%	3%	3%	3%
AQA	46%	46%	45%	45%	45%
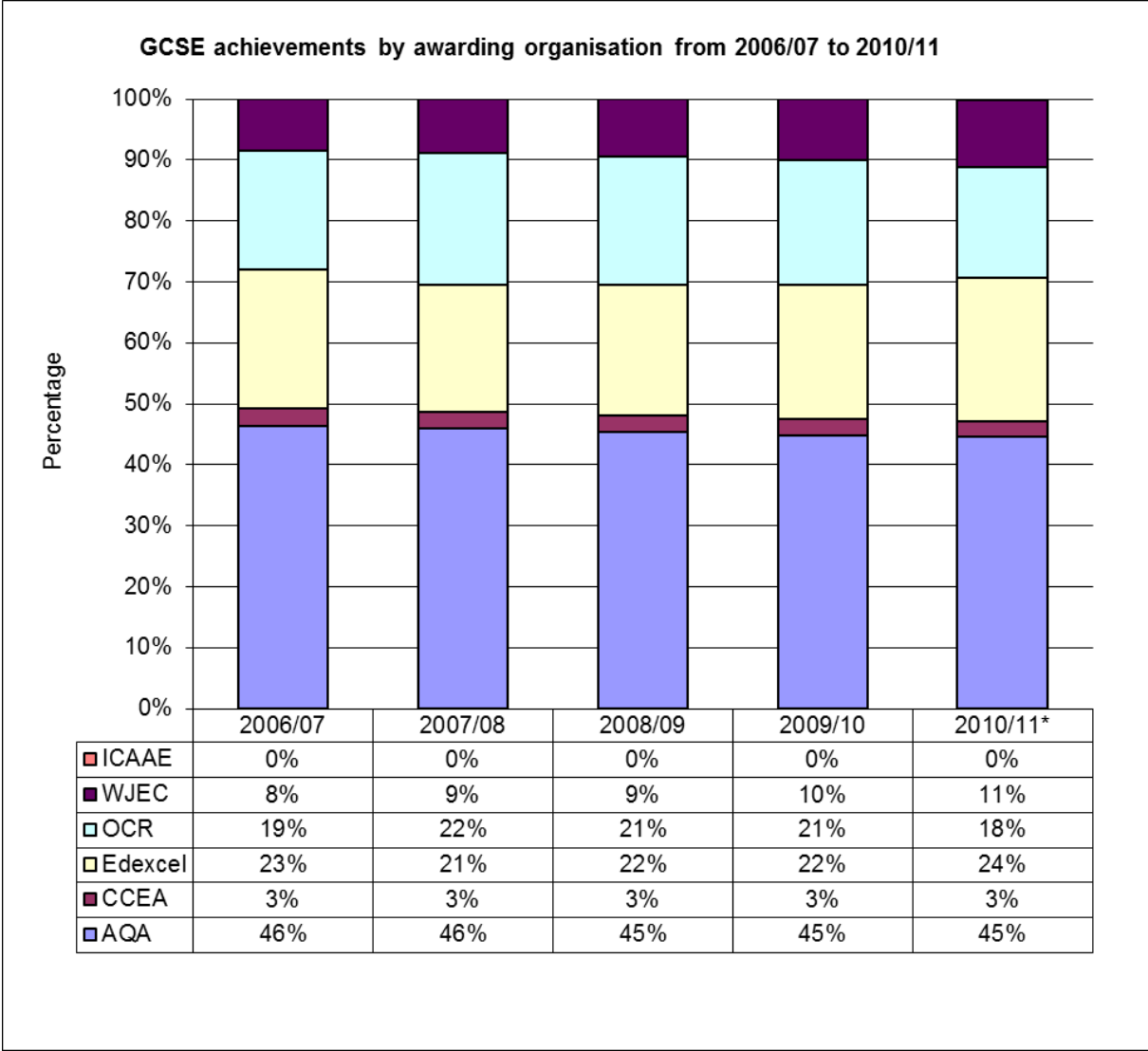
CHART 18: 2006–11 GCSE achievement data split by awarding organisation

Source: JCQ results data 2006–11 (*2010/11 data is provisional)

The only noticeable trend is the small increase in the share of achievements by WJEC. The largest three organisations still account for more than 85 per cent of all achievements awarded.

7. Distribution of achievements by awarding organisations – 'other' qualifications

In this section of the report, we focus on awarding organisation achievements for 'other' qualifications. Initially, we concentrate on total achievements across 'other' qualifications. We then present achievement data for the QCF, NVQ, VRQ and Functional Skills qualifications.

'Other' achievements by awarding organisations 2010/11

1,489,000, 19%

2,723,400, 34%

1,477,200, 19%

1,101,000, 14%

266,500, 3%

282,500, 3%

290,300, 4%

330,100, 4%

- EDEXCEL
- CG
- OCR
- CIEH
- EDI
- ABRSM
- AQA
- Others
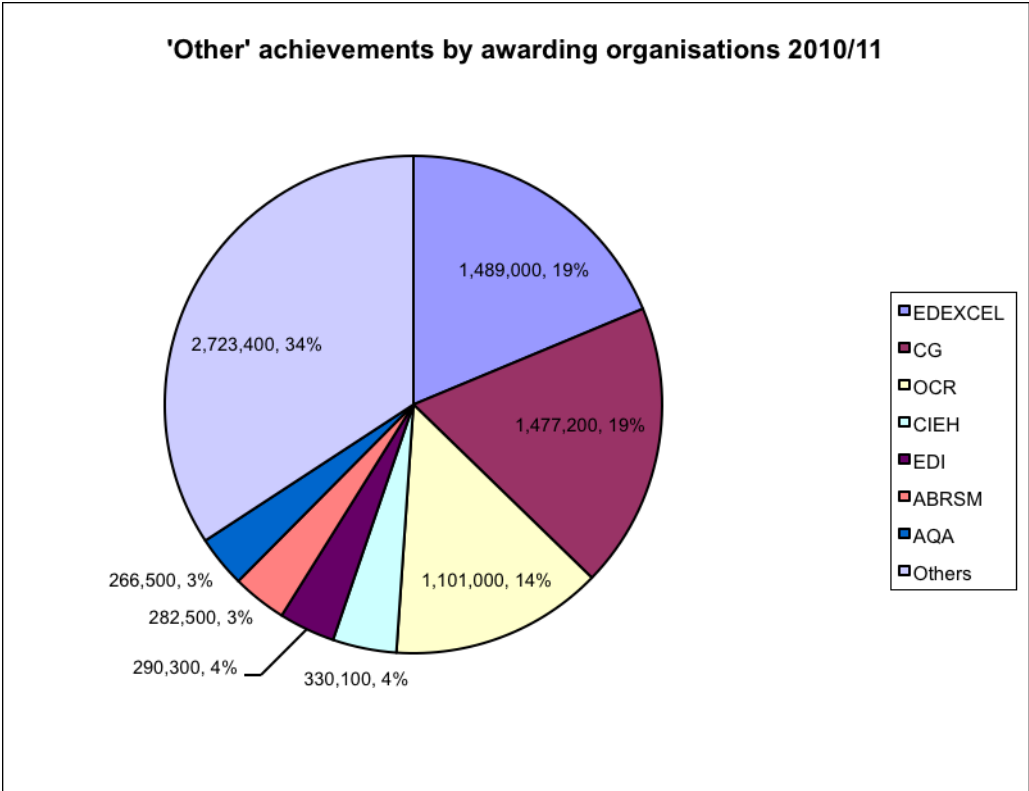
CHART 19: Number of 'other' achievements by awarding organisation. The seven largest organisations in terms of achievements are shown.

Source: Ofqual's RQAD

In chart 19, above, we focus on the seven largest awarding organisations based on the number of 'other' achievements. For 2010/11 there were 8 million achievements with Edexcel[25] having the largest share of achievements (19 per cent).

Unlike GCE and GCSE qualifications where the number of awarding organisations is small, achievements in 'other' qualifications for the 2010/11 academic year were awarded by 139 organisations. The only new entrant to the top seven in terms of

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[25] Edexcel are a wholly owned subsidiary of Pearson International. Under a recent company restructure qualification provision has transferred from Edexcel Ltd to Pearson Education Ltd

'other' achievements is Education Development International[26] (EDI), replacing NCFE.

There are more than 130 awarding organisations outside the top seven whose achievements are totalled into 'Others', and their share has fallen by two per cent to 34 per cent. The concentration of the market for the top seven has increased from 62 per cent in 2006/7 to 66 per cent in 2010/11.

Although there are many awarding organisations that provide 'other' qualifications, there are very few that provide qualifications over a wide range of sectors. No organisations awarded qualifications in all 15 of the high-level sector subject areas (SSAs) and only ten organisations awarded qualifications in more than 10 SSAs. 137 organisations awarded qualifications in five or fewer SSAs, and 72 awarded in only one SSA.
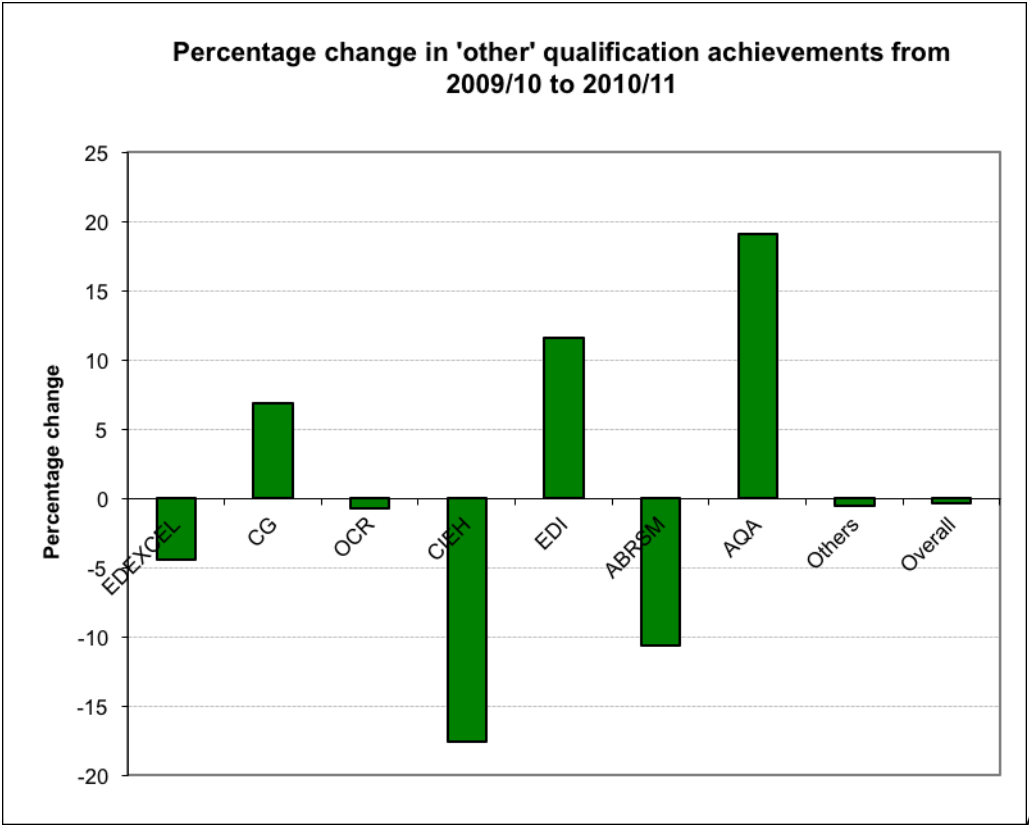
CHART 20: Percentage change in number of 'other' qualification achievements for the seven largest awarding organisations from 2009/10 to 2010/11. Organisations are listed in order of number of 2010/11 achievements from left to right.

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[26] Since the publication of the *Annual Qualifications Market Report 2011*, EDI has been taken over by Pearson.

The chart above shows the percentage changes from 2009/10 to 2010/11 in the number of 'other' achievements awarded by each of the largest awarding organisations. For the first time in many years, the number of 'other' qualifications did not increase (remaining at 8 million achievements). Strongest growth came from AQA and EDI (19 and 12 per cent respectively), with Edexcel recording its first fall (four per cent).

Largest seven awarding organisations in 'other' qualification achievements from 2006-07 to 2010-11

	2006/07	2007/08	2008/09	2009/10	2010/11
EDEXCEL	731,400	1,012,100	1,250,600	1,558,000	1,489,000
CG	1,027,700	1,142,300	1,346,700	1,382,100	1,477,200
OCR	696,100	896,000	1,013,600	1,109,000	1,101,000
CIEH	426,700	427,800	401,800	400,500	330,100
EDI	153,700	152,800	232,800	260,100	290,300
ABRSM	291,900	281,700	290,600	316,300	282,500
AQA	111,400	122,400	207,100	223,800	266,500
Others	2,071,900	2,309,300	2,540,100	2,738,200	2,723,400
Total	5,510,900	6,344,500	7,283,300	7,988,000	7,960,000

CHART 21: The seven largest awarding organisations in terms of 'other' achievements

Chart 21 reviews the number of achievements on a year-by-year basis. Despite the decline in achievements in 2010/11, Edexcel has increased the number of qualification achievements by more than 750,000 from 2006/07 to 2010/11 (accounting for more than 30 per cent of the growth in all achievements). The difference in achievements between the top three (Edexcel, City & Guilds and OCR) and the next largest, Chartered Institute of Environmental Health (CIEH), continues

to increase. EDI has shown a strong growth trend to move into the top seven. CIEH is the only awarding organisation to have a notable decline in achievements amongst the top seven.

Percentage change in 'other' qualification achievements from 2006/07 to 2010/11
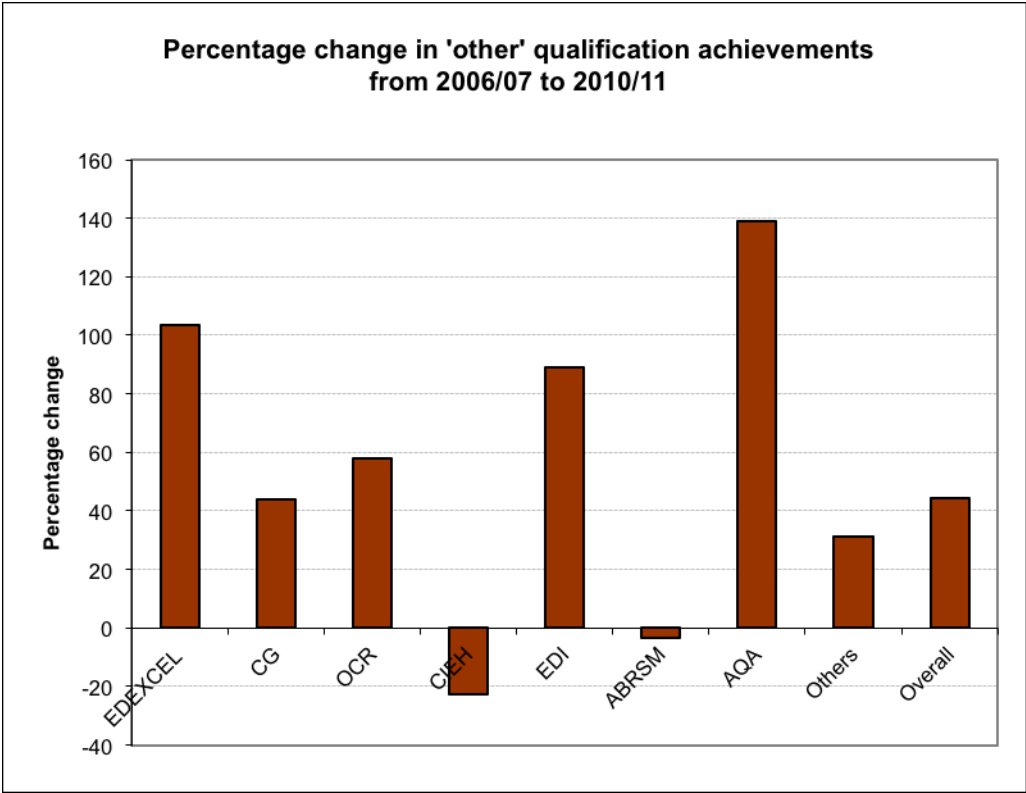
CHART 22: Percentage change in number of 'other' qualification achievements for the seven largest awarding organisations from 2006/07 to 2010/11. Organisations are listed in order of number of 2010/11 achievements from left to right.

Source: Ofqual's RQAD

In the five years from 2006/07 to 2010/11, there has been a strong growth in the number of qualification achievements from 5.5 million to 8 million (a 44 per cent increase). This trend has been encouraged by allowing vocational qualifications to be taken in schools and the Education Maintenance Allowance supporting students from low income families, increasing the demand for qualifications. Future demand will depend upon public policy[27] on raising the participation age to 17 in 2013 and 18 in 2015, and changes in funding[28]. Edexcel is the largest provider in terms of the number of achievements and has shown strong growth in achievements (104 per cent) alongside AQA and EDI (139 and 89 per cent respectively).

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[27] See www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-RR135

[28] See http://skillsfundingagency.bis.gov.uk/providers/fundingdocuments/

'Other' qualification achievements by medium-sized awarding organisations

Chart 23 shows the proportion of 'other' qualification achievements for awarding organisations outside of the top seven. It shows the distribution of the 2,723,400 (34 per cent) achievements classified as 'Others' in chart 20.
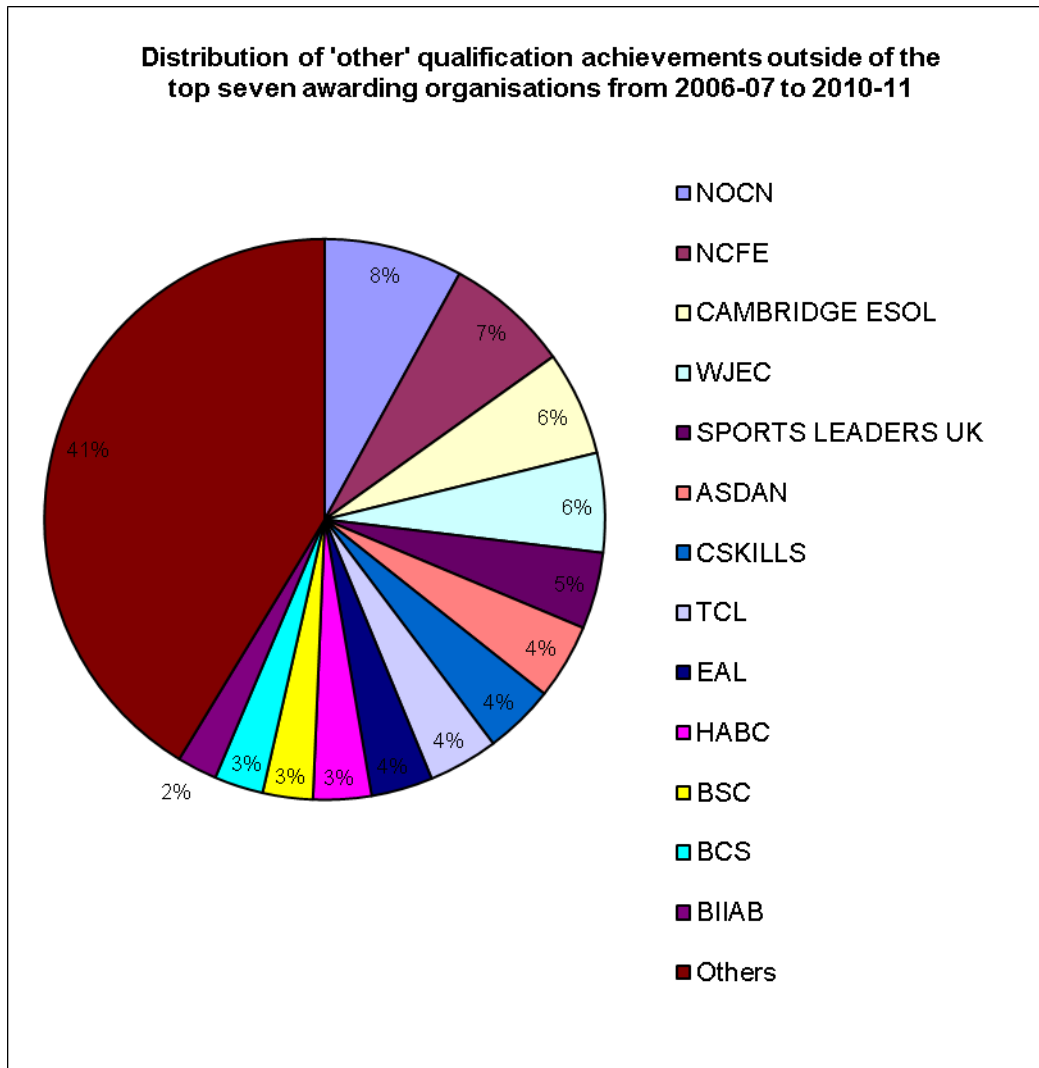
CHART 23: Distribution of 'other' qualification achievements outside of the top seven awarding organisations in 2010/11

Source: Ofqual's RQAD

This chart concentrates on the 13 awarding organisations that follow the top seven previously highlighted to remain consistent with previous reports. EDI has joined the top seven in terms of achievements and the only new entrant is NCFE, which is no longer in the top seven.

Achievements in the Qualifications and Credit Framework (QCF)

The QCF allows achievements to be recognised and recorded through the award of credits and allows credit from assessments to be transferred flexibly between qualifications.

Chart 24 shows the number of achievements in the QCF broken down by awarding organisations.
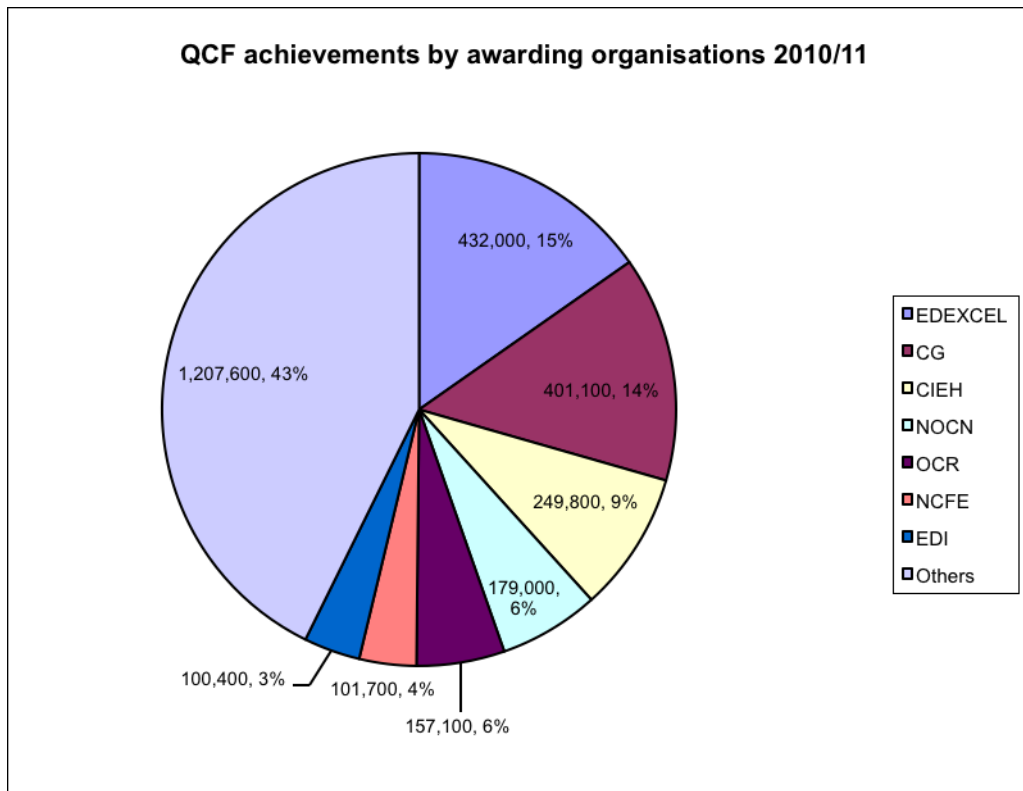
CHART 24: Achievements in the QCF broken down by awarding organisation, showing the seven awarding organisations with the most achievements in 2010/11

Source: Ofqual's RQAD

Edexcel has the largest share of achievements in the QCF. The top seven awarding organisations in terms of QCF achievements account for 57 per cent of the total.

Largest seven awarding organisations in 'QCF' qualification achievements from 2006-07 to 2010-11

	2006/07	2007/08	2008/09	2009/10	2010/11
EDEXCEL	100	3,000	10,500	77,400	432,000
CG	400	8,700	43,500	131,600	401,100
CIEH	0	0	0	5,500	249,800
NOCN	0	4,300	28,100	87,200	179,000
OCR	0	300	23,400	42,500	157,100
NCFE	0	0	200	13,800	101,700
EDI	0	0	2,000	12,300	100,400
Others	400	17,500	120,800	400,700	1,207,600
Total	900	33,700	228,600	771,100	2,828,700

CHART 25: Achievements for the seven largest awarding organisations in the QCF from 2006/07 to 2010/11

Source: Ofqual's RQAD

As more awarding organisations develop new qualifications for the QCF, the growth in achievements has accelerated rapidly, with an increase of more than 2 million achievements to 2.8 million achievements in the last year alone. Qualification achievements on the QCF account for 36 per cent of all 'other' achievements.

The table below shows the number of QCF qualifications achieved within each of the 15 sector subject areas.

Sector	Number of achievements				
	2006/07	2007/08	2008/09	2009/10	2010/11
01 - Health, Public Services and Care	0	400	7,500	51,200	337,100
02 - Science and Mathematics			0	100	30,600
03 - Agriculture, Horticulture and Animal Care		0	0	27,600	75,900
04 - Engineering and Manufacturing Technologies	0	0	8,000	43,600	162,900
05 - Construction, Planning and the Built Environment		0	16,200	46,900	113,000
06 - Information and Communication Technology	0	500	2,800	73,000	180,700
07 - Retail and Commercial Enterprise	0	0	31,200	138,700	544,700
08 - Leisure, Travel and Tourism		0	300	8,100	224,600
09 - Arts, Media and Publishing		3,000	14,300	66,300	340,500
10 - History, Philosophy and Theology				0	32,500
11 - Social Sciences			0	400	400
12 - Languages, Literature and Culture		0	2,200	19,000	43,800
13 - Education and Training	500	12,000	20,600	35,300	56,300
14 - Preparation for Life and Work	0	900	20,800	134,100	373,700
15 - Business, Administration and Law	300	16,800	104,800	126,800	312,100
Total	**900**	**33,700**	**228,600**	**771,100**	**2,828,700**

TABLE 16: Number of achievements in the QCF by sector subject area

Source: Ofqual's RQAD

Table 16 shows that the increase in QCF achievements was across all SSAs. All except the Social Sciences SSA showed at least 50 per cent growth in achievements between 2009/10 and 2010/11. Achievements increased by 416,000 for the Retail and Commercial Enterprise SSA in the last academic year.

The chart below shows the number of QCF certifications at each level within the framework.

QCF qualification achievements by level from 2006/07 to 2010/11

	2006-07	2007-08	2008-09	2009-10	2010-11
Entry	0	400	16,400	76,500	199,500
1	0	1,800	41,300	193,900	718,900
2	0	8,200	91,200	354,800	1,496,700
3	500	15,200	46,900	113,000	347,000
4-8	300	8,000	32,800	33,000	66,600
Total	900	33,700	228,600	771,100	2,828,700
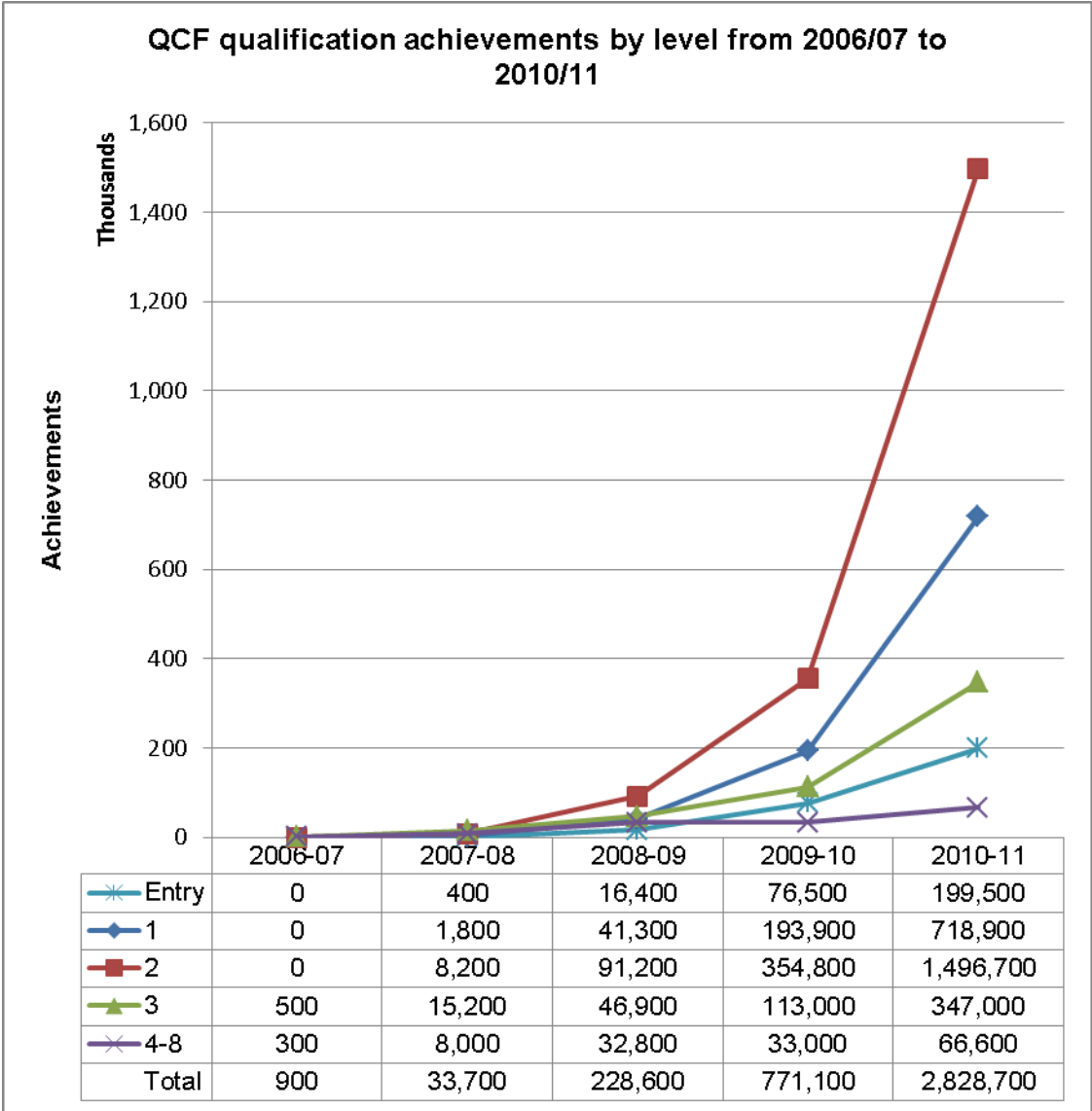
CHART 26: Number of qualification achievements in the QCF by NQF level

Source: Ofqual's RQAD

Chart 26 shows that, since 2008/09, growth in the number of achievements is evident across all levels of the QCF, with levels 1 and 2 being awarded the most. This mirrors the trend across all regulated qualifications.

The QCF has qualifications of three different sizes, which indicate the number of credits required to achieve the qualification. The largest size of qualification in the QCF is the Diploma, followed by a Certificate and then an Award. The chart below sets out the distribution of achievements across these three sizes.

QCF achievements by size 2010/11

455,500, 16%

735,500, 26%

1,637,700, 58%

☐ Award
■ Certificate
☐ Diploma
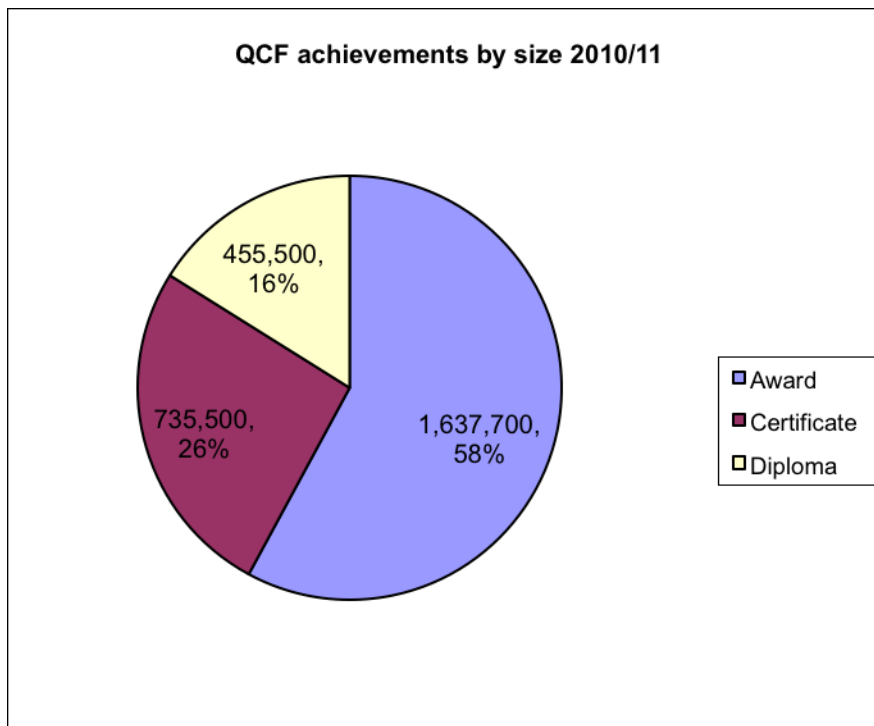
CHART 27: Number of qualification achievements in the QCF by size

Source: Ofqual's RQAD

The award is the most commonly achieved qualification size in the QCF. This can be used as a stepping stone onto the larger qualifications.

The chart below shows the 20 most awarded QCF qualifications.

Top 20 QCF qualifications in 2010/11

Legend:
- CIEH Level 2 Award in Food Safety in Catering (QCF)
- BSC Level 1 Award in Health and Safety at Work (QCF)
- CIEH Level 2 Award in Health and Safety in the Workplace (QCF)
- Sports Leaders UK Level 1 Award in Sports Leadership (QCF)
- BCS Level 2 Certificate in IT User Skills (ECDL Extra) (ITQ) (QCF)
- HABC Level 2 Award in Food Safety in Catering (QCF)
- Skillsfirst Level 2 Diploma in Retail Skills (QCF)
- BCS Level 1 Award in IT User Skills (ECDL Essentials) (ITQ) (QCF)
- EDEXCEL BTEC Level 2 Award in WorkSkills (QCF)
- 1st4sport Level 1 Award in Coaching Football (QCF)
- NOCN Entry Level Award in Progression (Entry 3) (QCF)
- BSC Entry Level Award in Workplace Hazard Awareness (Entry 3) (QCF)
- HABC Level 2 Award in Door Supervision (QCF)
- NOCN Level 1 Award in Progression (QCF)
- RSPH Level 2 Award in Food Safety in Catering (QCF)
- NOCN Entry Level Award in Skills Towards Enabling Progression (Step-UP) (Entry 3) (QCF)
- BIIAB Level 2 Award for Personal Licence Holders (QCF)
- EDEXCEL BTEC Level 1 Award in WorkSkills (QCF)
- EDEXCEL BTEC Level 2 Extended Certificate in Applied Science (QCF)
- City & Guilds Level 3 Award in Preparing to Teach in the LifeLong Learning Sector (QCF)

CHART 28: Achievements in the top 20 qualifications in the QCF

Source: Ofqual's RQAD

The CIEH Level 2 Award in Food Safety in Catering is clearly the most commonly achieved QCF qualification. All except one of the top 20 are at either level 1 or 2. Retail and Commercial Enterprise and Preparation for Life and Work are the most represented SSAs, with five qualifications each.

Achievements in National Vocational Qualifications (NVQs)

NVQs are work-related, competence-based qualifications. They reflect the skills and knowledge needed to do a job effectively, and show that a candidate is competent in the area of work the NVQ represents.

NVQs are based on national occupational standards (NOS), which are statements of performance that describe what competent people in a particular occupation are expected to be able to do. The data in this section does not relate to the new qualifications being developed for the QCF.

Chart 29 below shows the number of achievements in NVQs broken down by awarding organisation.

NVQ achievements by awarding organisations 2010/11

- CG
- EDEXCEL
- EDI
- OCR
- EAL
- CSKILLS
- CACHE
- Others

22,000, 4%
24,000, 4%
61,300, 10%
38,900, 7%
46,000, 8%
224,700, 38%
62,500, 11%
107,900, 18%

CHART 29: Achievements in NVQs broken down by awarding organisation. This shows the seven awarding organisations with the most achievements in 2010/11

Source: Ofqual's RQAD

Two awarding organisations were responsible for more than half of achievements in NVQs in 2010/11: City & Guilds have the greatest share at 38 per cent, followed by Edexcel with 18 per cent.

Largest seven awarding organisations in 'NVQ' qualification achievements from 2006/07 to 2010/11

	2006/07	2007/08	2008/09	2009/10	2010/11
CG	258,600	276,000	327,400	344,400	224,700
EDEXCEL	78,800	99,800	151,400	172,800	107,900
EDI	36,800	44,700	72,800	89,300	62,500
OCR	47,300	64,500	80,500	87,700	46,000
EAL	38,500	40,600	56,300	58,200	38,900
CSKILLS	48,100	72,200	86,600	66,800	24,000
CACHE	14,000	20,500	21,500	29,400	22,000
Others	108,300	109,500	126,500	130,400	61,300
Total	630,400	727,900	922,900	979,000	587,300

CHART 30: Achievements for the seven largest NVQ awarding organisations from 2006/07 to 2010/11

Source: Ofqual's RQAD

Chart 30, above, illustrates the trends for the top seven awarding organisations. NVQ achievements peaked in 2009/10, with all awarding organisations showing falls in the following year (total achievements fell by 40 per cent last year to below 2005/06 levels). The table does not include NVQ achievements in the QCF and so will not reflect a complete picture, especially for some awarding organisations. We expect the trend to continue as the number of NVQ qualifications available reduces in the NQF and increases in the QCF.
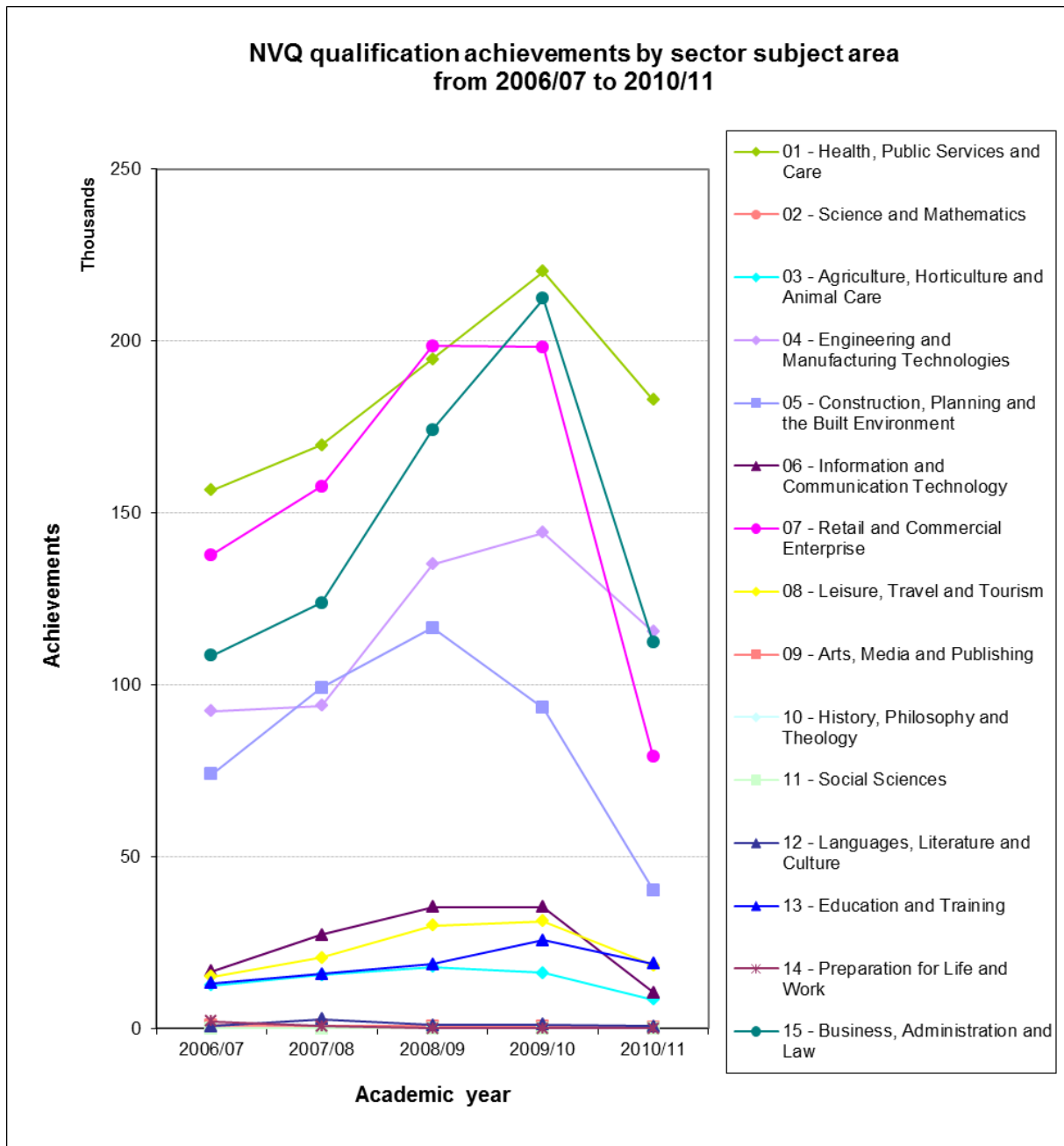
CHART 31: Number of NVQ achievements by sector subject area

Source: Ofqual's RQAD

Chart 31 presents data for the trend in NVQ achievements by sector subject area. It shows significant declines in all sector subject areas, since it does not show NVQ achievements on the QCF.

NVQ qualification achievements by level from 2006/07 to 2010/11

	2006/07	2007/08	2008/09	2009/10	2010/11
1	54,500	55,100	55,300	48,400	15,800
2	392,800	470,100	630,000	652,300	370,200
3	153,200	171,700	205,800	243,800	175,500
4	28,800	30,000	30,700	33,300	24,800
5	1,100	1,100	1,000	1,100	1,000
Total	630,400	727,900	922,900	979,000	587,300
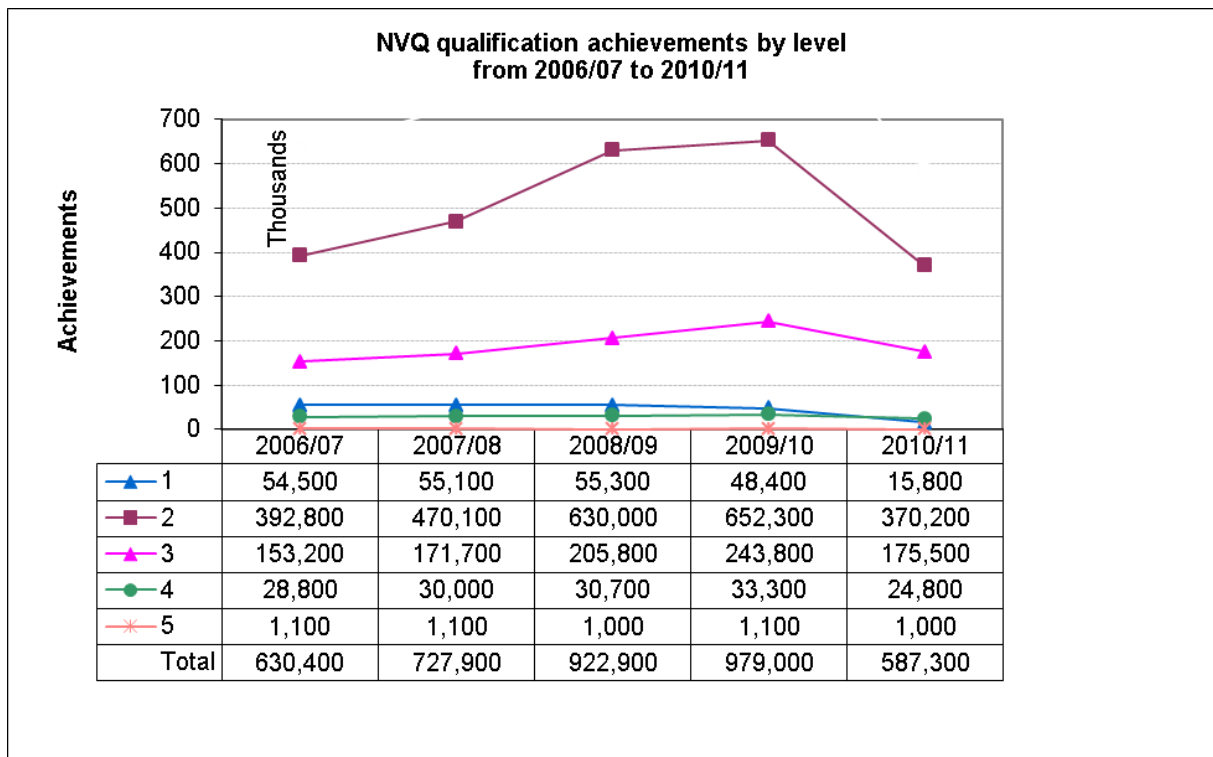
CHART 32: Number of NVQ qualification achievements by NQF level

Source: Ofqual's RQAD

Chart 32 shows NVQ achievements by qualification level. Level 2 NVQ qualifications show most achievements although, again, this data does not show the level of NVQ achievements on the QCF.

The chart below illustrates the top 20 NVQ qualifications

Top 20 NVQ qualifications in 2010/11

- City & Guilds Level 2 NVQ in Health and Social Care
- City & Guilds Level 3 NVQ in Health and Social Care
- EDEXCEL Level 2 NVQ in Health and Social Care
- EDEXCEL Level 2 NVQ in Road Passenger Vehicle Driving
- EAL Level 2 NVQ in Performing Engineering Operations
- EDEXCEL Level 3 NVQ in Health and Social Care
- EDI Level 2 NVQ in Road Passenger Vehicle Driving
- City & Guilds Level 3 NVQ in Children's Care, Learning and Development
- CACHE Level 3 NVQ in Children's Care, Learning and Development
- City & Guilds Level 2 NVQ in Cleaning and Support Services
- City & Guilds Level 2 NVQ in Customer Service
- EDEXCEL Level 2 NVQ in Customer Service
- EDI Level 2 NVQ in Health and Social Care
- EAL Level 2 NVQ in Business-Improvement Techniques
- EDI Level 2 NVQ in Customer Service
- City & Guilds Level 2 NVQ in Children's Care, Learning and Development
- OCR Level 2 NVQ in Customer Service
- City & Guilds Level 2 NVQ in Multi-Skilled Hospitality Services
- OCR Level 2 NVQ in Business and Administration
- EDI Level 2 NVQ in Business and Administration

CHART 33: Achievements in the top 20 NVQ qualifications

Source: Ofqual's RQAD

All of the top 20 NVQ qualifications are at either level 2 or level 3. The list is dominated by qualifications in Health and Social Care, Driving, Customer Services and Business Administration.

Achievements in Vocationally-Related Qualifications (VRQs)

VRQs are available at all levels of the NQF and the QCF. They can be studied at school, college, in the workplace or through distance learning. In achievement terms, VRQs are responsible for 18 per cent of 'other' qualification achievements. Again, the data in this section does not relate to the new qualifications being developed for the QCF.

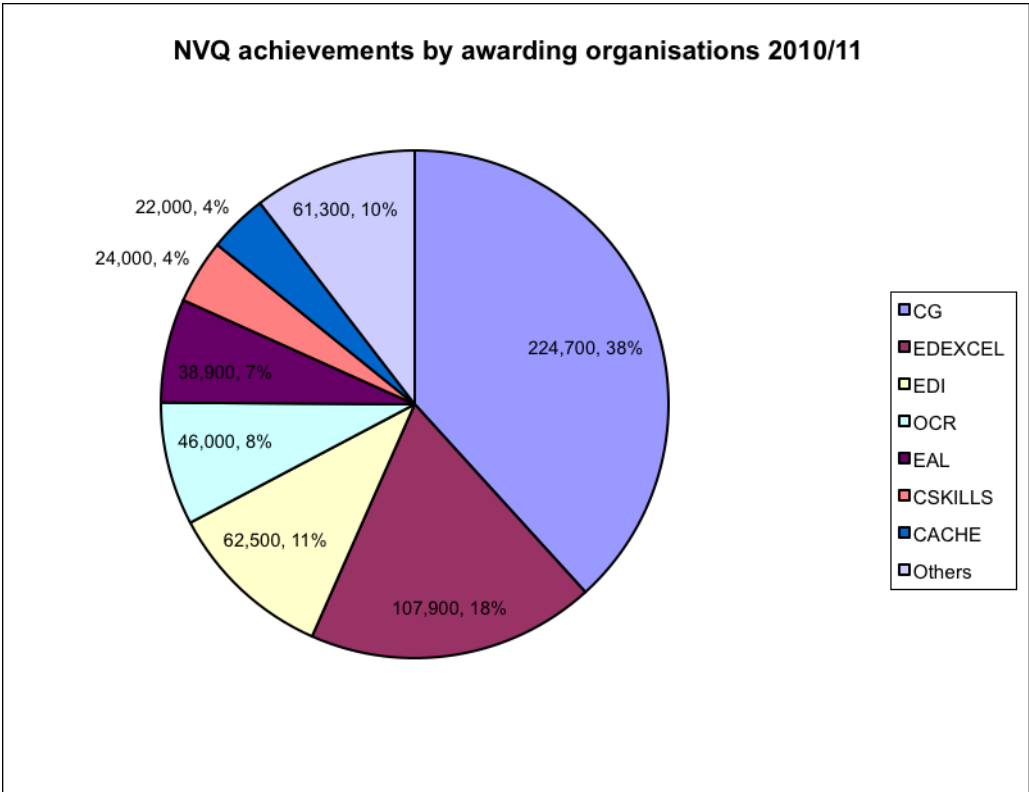Chart 34 shows the number of achievements in VRQs broken down by awarding organisations.
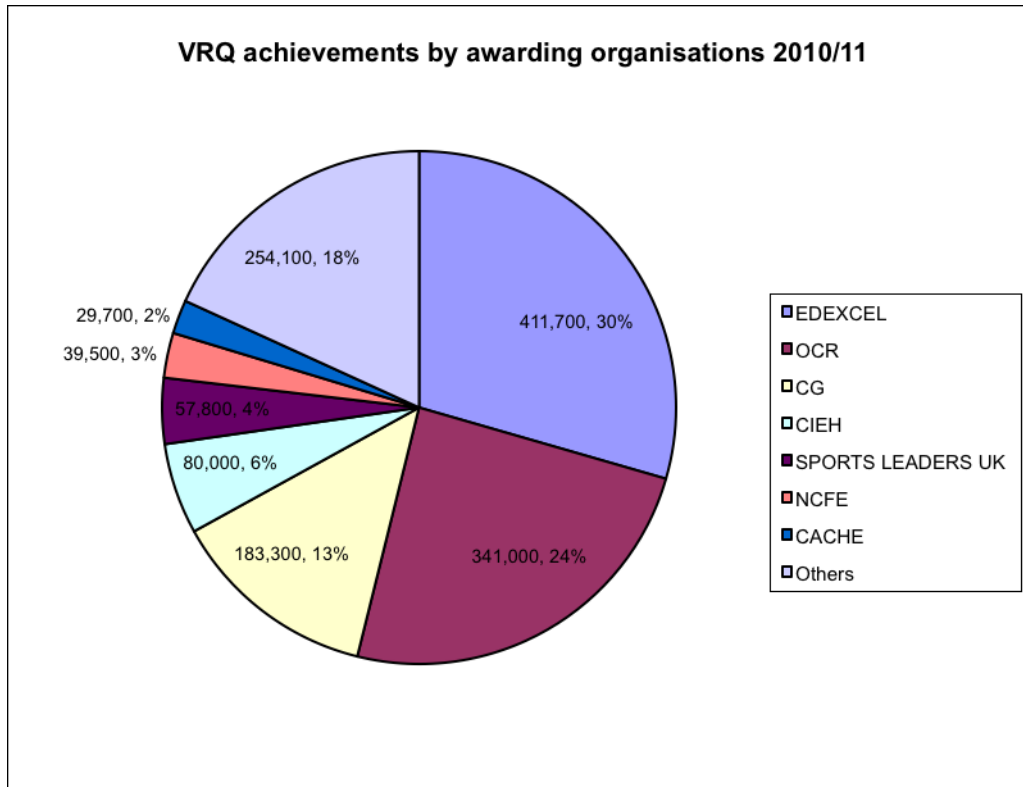
CHART 34: Achievements in VRQs broken down by awarding organisation. This shows the seven awarding organisations with the most achievements in 2010/11.

Source: Ofqual's RQAD

Edexcel had the largest share of VRQ achievements at 30 per cent (26 per cent last year).

Largest seven awarding organisations in 'VRQ' qualification achievements from 2006/07 to 2010/11

	2006/07	2007/08	2008/09	2009/10	2010/11
EDEXCEL	242,600	360,800	502,300	671,200	411,700
OCR	133,400	195,600	254,400	342,000	341,000
CG	208,100	259,100	277,400	247,000	183,300
CIEH	426,200	426,800	400,600	394,000	80,000
SPORTS LEADERS UK	72,200	71,700	100,500	94,800	57,800
NCFE	70,500	77,300	95,400	109,800	39,500
CACHE	36,700	39,600	37,400	42,600	29,700
Others	1,056,900	1,030,500	938,700	705,900	254,100
Total	2,246,600	2,461,400	2,606,800	2,607,500	1,397,200

CHART 35: Achievements for the seven largest VRQ awarding organisations from 2006/07 to 2010/11

Source: Ofqual's RQAD

VRQ achievements peaked last year with all awarding organisations showing falls in 2010/11. (Total achievements fell by 46 per cent in the last year.) This follows the trend in the fall in achievements in qualifications in the NQF due to qualifications moving to the QCF.
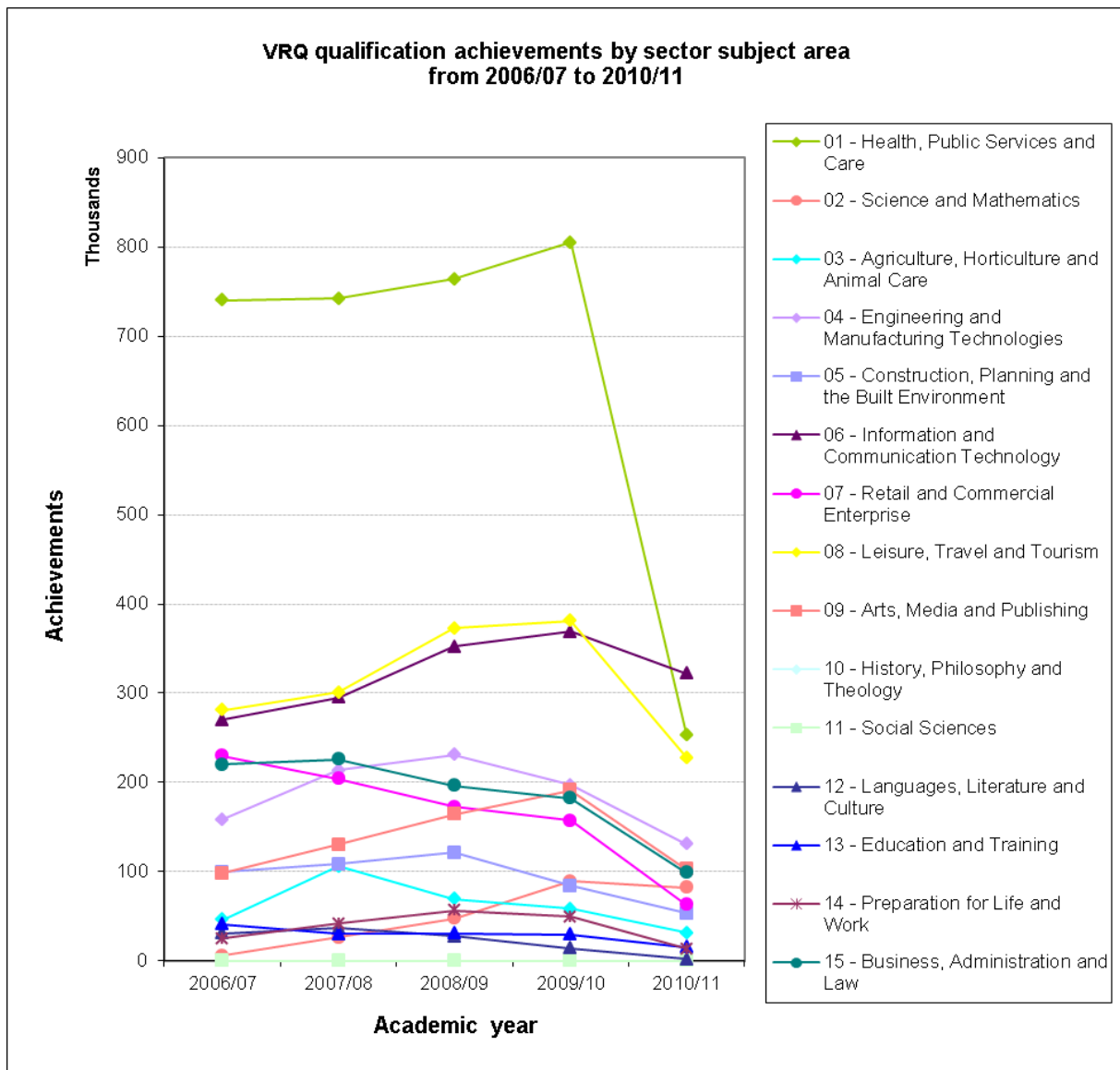
CHART 36: Number of VRQ achievements by sector subject area

Source: Ofqual's RQAD

Chart 36 shows the decline in VRQ achievements across all SSAs, with Health, Public Services and Care presenting the largest fall.

The chart below shows the number of VRQ achievements at each level.

VRQ qualification achievements by level from 2006/07 to 2010/11

	2006/07	2007/08	2008/09	2009/10	2010/11
1	581,100	465,700	472,000	374,200	134,200
2	1,214,100	1,474,600	1,592,400	1,717,600	946,900
3	451,400	521,100	542,400	515,800	316,000
Total	2,246,600	2,461,400	2,606,800	2,607,500	1,397,200
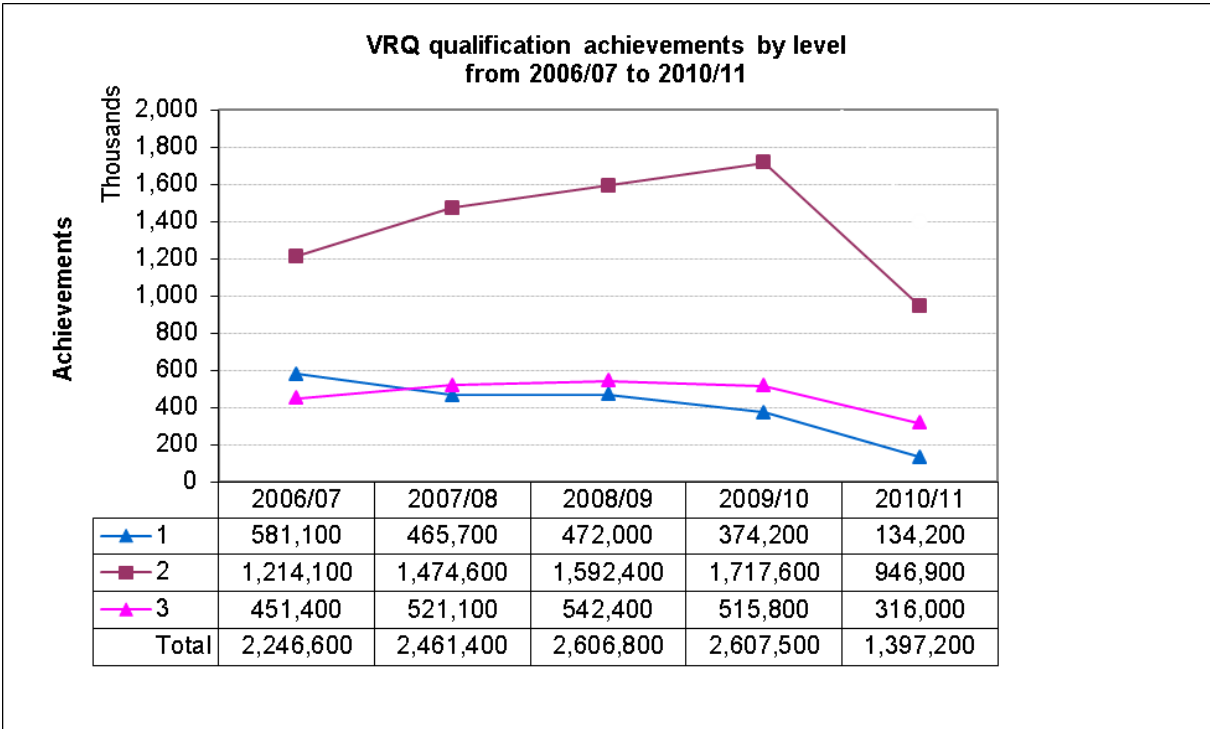
CHART 37: Number of NVQ qualification achievements by NQF level

Source: Ofqual's RQAD

Chart 37 illustrates the decline in VRQ achievements by level, with level 2 showing the largest fall.

The chart below shows the top 20 VRQs in terms of the number of achievements

Top 20 VRQ qualifications in 2010/11

Legend:
- OCR Level 2 National First Award in ICT
- OCR Level 2 National Award in ICT
- CIEH Level 2 Award in Food Safety in Catering
- Sports Leaders UK Level 1 Award in Sports Leadership
- EDEXCEL Level 2 BTEC First Certificate in Applied Science
- EDEXCEL Level 2 BTEC First Certificate in Sport
- City & Guilds Level 3 Certificate in the Requirements for Electrical Installations (BS 7671 June 2008)
- OCR Level 2 National First Certificate in ICT
- BIIAB Level 2 National Certificate for Personal Licence Holders
- EDEXCEL Level 2 BTEC First Certificate in Business
- OCR Level 2 National Certificate in ICT
- EDEXCEL Level 2 BTEC First Diploma in Applied Science
- EDEXCEL Level 2 BTEC First Diploma in Sport
- IQL Level 2 Certificate in Swimming Pool Supervision and Rescue (National Pool Lifeguard Qualification - NPLQ)
- CIEH Level 2 Award in Health and Safety in the Workplace
- OCR Level 2 National Award in Science
- EDEXCEL Level 2 BTEC First Certificate in Performing Arts
- 1st4sport Level 1 Certificate in Coaching
- EDEXCEL Level 2 BTEC First Certificate for ICT Practitioners
- City & Guilds Level 2 Certificate in Electrotechnical Technology

CHART 38: Achievements in the top 20 VRQ qualifications

Source: Ofqual's RQAD

This chart shows that there are six qualifications with high numbers of achievements before a long tail of less commonly awarded VRQs. OCR Nationals in ICT are by far the most commonly awarded, and all but three qualifications are at level 2.

Achievements in Functional Skills Qualifications

Functional Skills assess the practical skills that allow people to use English, mathematics, and information and communication technology (ICT) in real-life contexts. In developing Functional Skills, people can adapt and apply the knowledge to suit different situations they may face at home, at work, in education and in the community.

Functional Skills pilot qualifications were withdrawn on 31 August 2010 and new accredited qualifications are now available. These qualifications continue to form part of the D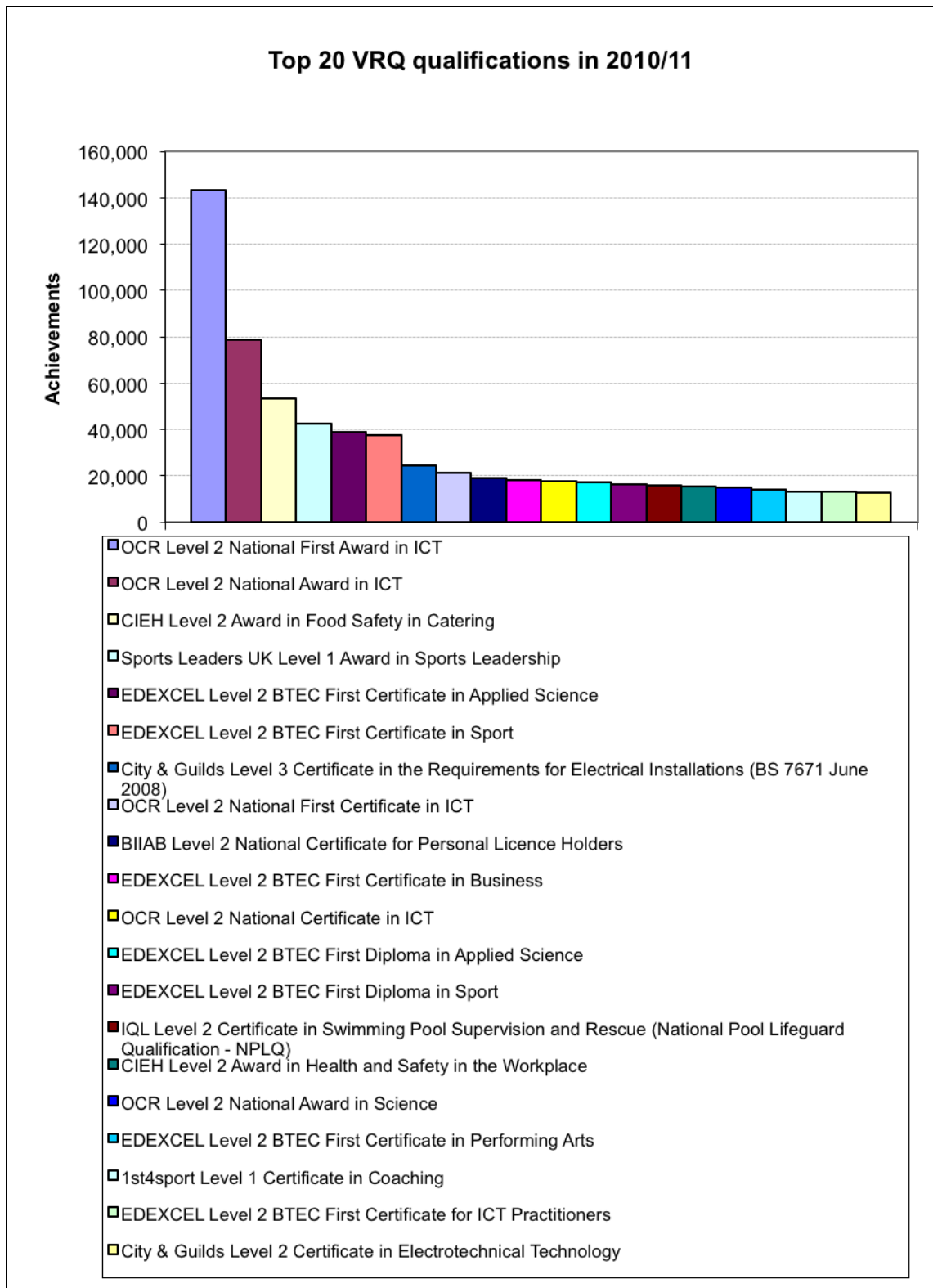iploma and Foundation Learning. Functional Skills qualifications are also included in some Apprenticeship Frameworks with a view to being part of all Frameworks by September 2012. They replaced the old Skills for Life qualifications and the three main Key Skills qualifications.

The following chart shows the distribution of achievements in the Functional Skills qualifications across the awarding organisations.
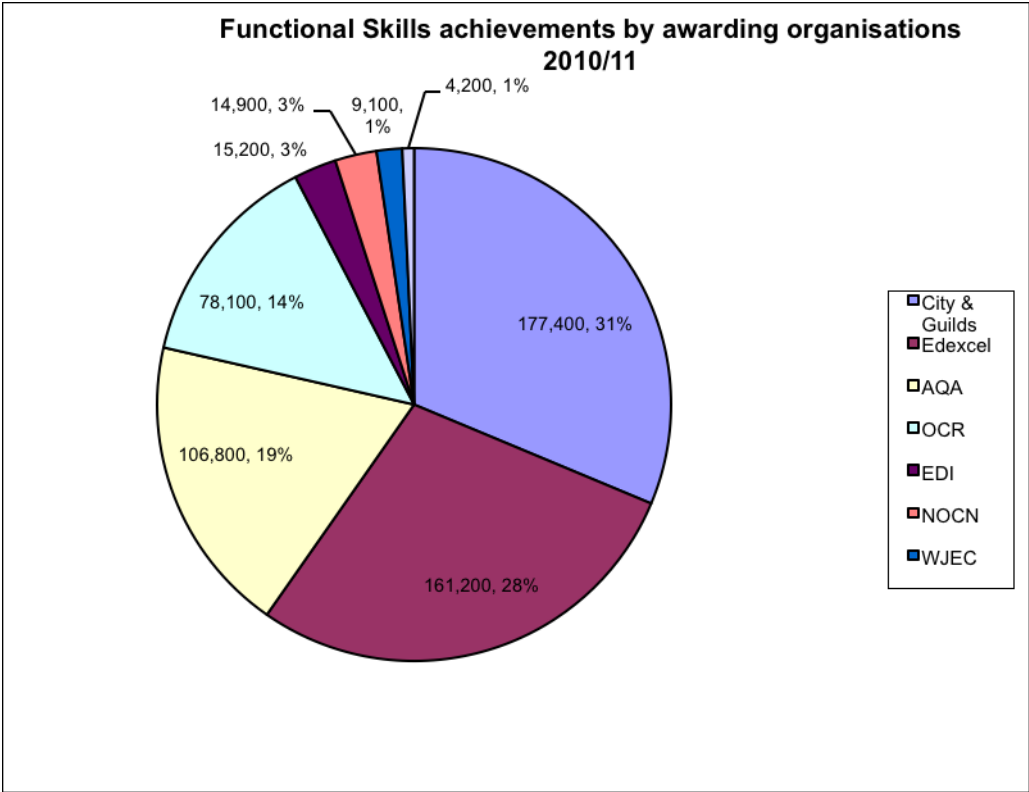
CHART 39: Achievements for the Functional Skills qualifications broken down by awarding organisation. This shows the seven awarding organisations with the most achievements in 2010/11.

City & Guilds and Edexcel account for more than half the achievements for the 2010/11 academic year.

Largest seven awarding organisations in 'FS' qualification achievements from 2006/07 to 2010/11

	2006/07	2007/08	2008/09	2009/10	2010/11
CG	0	200	10,300	45,100	177,400
EDEXCEL	0	0	21,800	68,000	161,200
AQA	0	14,000	65,000	67,200	106,800
OCR	0	4,200	14,500	32,700	78,100
EDI	0	0	100	1,000	15,200
NOCN	0	0	300	1,200	14,900
WJEC	0	1,600	6,400	16,600	9,100
Others	0	1,100	4,000	10,400	4,200
Total	0	21,100	122,400	242,300	566,800

CHART 40: Achievements for the seven largest Functional Skills awarding organisations from 2007/08 to 2010/11

The chart above shows the accelerating trend in Functional Skills achievements as they replace Key Skills qualifications. Achievements before the 2010/11 academic year were for pilot functional skills qualifications.

Appendix 1: Demand for qualifications – participation in education and training

The demand for qualifications comes from those who use them, namely students, parents, employers, and further and higher education institutions. Although demand will originate with these users, the immediate purchasers of qualifications are generally schools, colleges and independent training providers, who offer qualifications as part of the learning package they provide to their students.
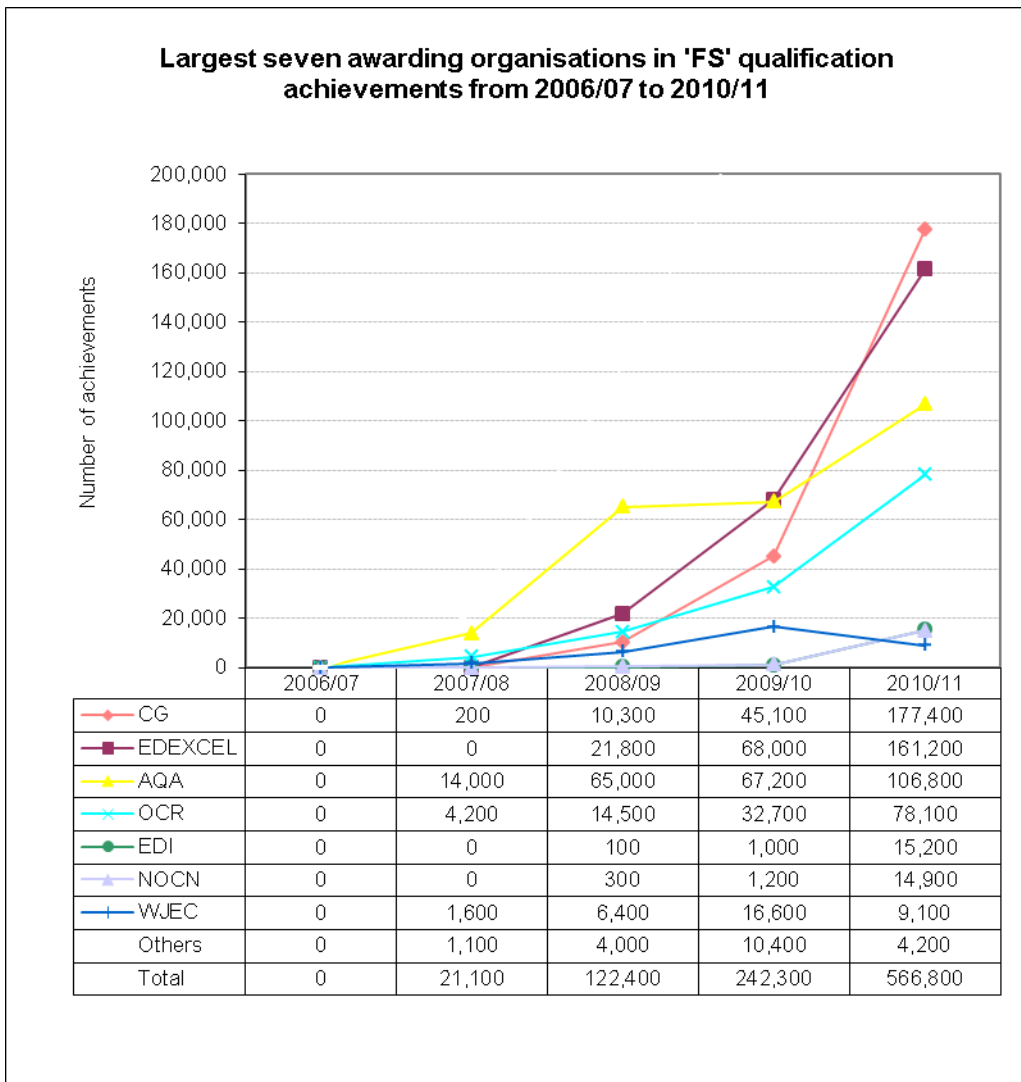
In this Appendix, we look at the number of schools and colleges, and the level of participation in education and training within England, Wales and Northern Ireland, as provided by schools, colleges and independent training providers.

Schools

The following table shows the changes in the number of state-funded secondary schools by types of schools from 1990/91 until 2010/11.

	Academic year					
	1990/91	1995/96	2000/01	2008/09	2009/10	2010/11
ENGLAND, WALES AND NORTHERN IRELAND						
Secondary[1,2]	4,373	4,073	3,963	3,807	3,775	3,749
of which are (by admissions policy):						
Comprehensive	3,272	3,104	3,054	2,871	2,782	2,664
Selective	222	231	231	233	233	204
Modern	171	113	145	169	160	137
City technology colleges (CTCs)	7	15	15	3	3	3
Academies	-	-	-	133	203	371
Not applicable	701	610	518	398	394	370
of which are middle deemed secondary	491	400	316	231	225	225
of which are specialist schools	-	107	523	2,981	2,857	-
ENGLAND						
Secondary	3,904	3,609	3,496	3,361	3,333	3,310
of which are (by admissions policy):						
Comprehensive	3,042	2,876	2,825	2,648	2,559	2,442
Selective	152	160	159	164	164	136
Modern	171	113	145	169	160	137
City technology colleges (CTCs)	7	15	15	3	3	3
Academies	-	-	-	133	203	371
Not applicable	532	445	352	244	244	221
of which are middle deemed secondary	491	400	316	231	225	225
of which are specialist schools[4]	-	107	523	2,981	2,857	-
WALES						

Secondary[2,3]	230	228	229	223	223	222
NORTHERN IRELAND						
Secondary	239	236	238	223	219	217
of which are:						
Grammar	70	71	72	69	69	68
Other (secondary intermediate)	169	165	166	154	150	149

TABLE 17: Number of state-funded secondary schools in England, Wales and Northern Ireland

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

1. Time series revised to show state-funded secondary schools (that is, including CTCs and academies, previously included in the 'Non-maintained mainstream' category).

2. From 1993/94, excludes sixth-form colleges in England and Wales that were reclassified as further education colleges on 1 April 1993. In 1990/91, there were 114 sixth-form colleges in England and two in Wales.

3. All state-funded secondary schools in Wales are classed as comprehensive.

The number of state-funded secondary schools in England, Wales and Northern Ireland has fallen by 14 per cent from 1990/91 until 2010/11. The main change in type of school has been the expansion of academies in England from 133 in 2008/9 to 371 in 2010/11. (The number of academies[29] had reached 1,377 by October 2011.)

There were 961 secondary schools defined as independent in England[30], Wales[31] and Northern Ireland in October 2011. 895 of those schools are in England, 55 are in Wales and 11 are in Northern Ireland.

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[29] Data for the expansion in the number of academies can be found at www.awarding.org.uk/documents/files/2011/Public/FNC2011/Presentations/Day_1/Seminars/Peter%20Lauener%20(YPLA)%20Funding%2016-18%202012%20and%20beyond.pdf

[30] Source: www.education.gov.uk/rsgateway/DB/SFR/s001012/index.shtml

[31] Source: http://wales.gov.uk/topics/statistics/about/reference/schooladdress/?lang=en

Colleges

The following table presents data on the number of further education colleges in England, Wales and Northern Ireland over the last ten years.

	Academic year			
	2000/01	**2007/08**	**2008/09**[2]	**2009/10**
ALL				
Further education institutions/colleges	491	476	434	427
of which are sixth-form colleges	103	102	93	93
ENGLAND				
Further education institutions	403	391	363	357
of which are sixth-form colleges	103	102	93	93
WALES				
Further education colleges	24	23	22	21
NORTHERN IRELAND				
Colleges of education	2	2	2	2
Further education colleges[1]	17	16	6	6

TABLE 18: Number of further education establishments in England, Wales and Northern Ireland

Sources: Department for Education; Department for Business, Innovation and Skills; Welsh Assembly Government; Northern Ireland Department for Employment and Learning

1. From 2007/08, the Northern Ireland Further Education sector now operates under a six super college structure with some of the previous 16 colleges having merged.

2. Contains some provisional data.

The number of further education colleges has continued to decline over the ten years from 2000/01 until 2009/10.

Participation in education

The tables presented below provide information on the trends in participation in education. Various factors will influence the level of participation in education, such as government initiatives to increase the level of post-16 participation, employers' increased demand for employees with certain qualifications, an individual's desire to pursue a particular vocational route and changes in birth rates influencing cohort sizes.

We would expect a direct link between the level of participation in education or training and the demand for qualifications. Since the numbers of qualifications that an individual may take can vary, we would not expect the increase or decrease to necessarily be proportionate to the participation rate. Any increase or decrease in participation may also impact on the types of qualifications that are being taken. It may be the case that a move from full-time to part-time education would drive a switch from one type of qualification to another and vice versa.

16–18 participation in England

In England, participation rates for the 16–18 age group are collected by the Department for Education (DfE), since any student under the age of 19 has the right to state-funded education or training. It should be noted that this age group covers the three academic years after the age of 16 and will also include some students who are in university education studying degrees. This means that, although we include them in our population statistics, they will not be included in any qualification data. We do not regulate degrees.

The table below shows the number of 16- to 18-year-olds participating in education and training, and the overall population size. The numbers include all people in the cohort population on 31st August each year.

End of calendar year	2004	2005	2006	2007	2008	2009	2010[1]
Full-time education	1,140,000	1,189,800	1,234,800	1,266,900	1,305,700	1,364,600	1,374,700
Work Based Learning (WBL)	152,100	146,000	135,700	136,200	133,500	125,100	114,500
Employer Funded Training (EFT)	95,400	90,700	90,100	88,800	79,000	63,600	58,400
Other Education and Training (OET)[2]	106,200	101,300	94,100	92,400	93,900	93,200	100,400
Total Education and training[3]	1,490,300	1,524,400	1,551,100	1,580,900	1,608,600	1,643,100	1,644,700
Not in any education or training - in employment	290,000	255,700	252,000	244,600	204,900	162,000	161,200
Not in any education, employment or training (NEET)	190,100	213,600	209,800	192,800	210,200	186,900	141,800
Population	1,970,400	1,993,700	2,013,000	2,018,300	2,023,600	1,992,000	1,947,700

TABLE 19: Number of 16- to 18-year-olds participating in education in England

Source: DfE www.education.gov.uk/rsgateway/DB/SFR/s001011/index.shtml

1. Provisional data

2. Includes part-time education not funded by employers or through WBL; also full- or part-time education in independent FE and HE institutions

3. Total of all full-time education and WBL plus EFT and OET

The total of 16- to 18-year-olds in education and training continues to increase, with the increase in full-time education being the main reason. However, employer-funded training and work-based learning continues to fall for this age group (falls of 39 and 25 per cent respectively from 2004 to 2010).
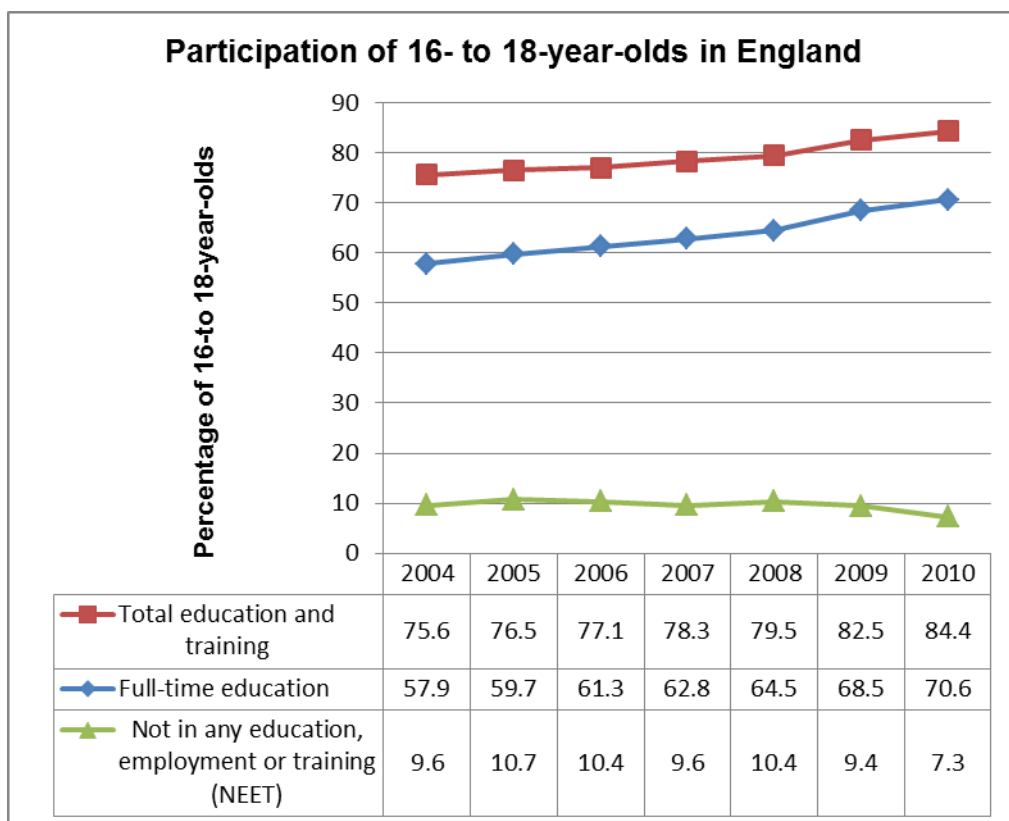
Participation of 16- to 18-year-olds in England

	2004	2005	2006	2007	2008	2009	2010
Total education and training	75.6	76.5	77.1	78.3	79.5	82.5	84.4
Full-time education	57.9	59.7	61.3	62.8	64.5	68.5	70.6
Not in any education, employment or training (NEET)	9.6	10.7	10.4	9.6	10.4	9.4	7.3

CHART 41: Percentage of 16- to 18-year-olds participating in education in England

Source: www.education.gov.uk/rsgateway/DB/SFR/s001011/index.shtml

Chart 1, above, shows that the percentage[32] of the age group participating in full-time education has increased from 58 per cent in 2004 to 71 per cent in 2010.

Participation by gender

The data collected by the DfE is split down into participation by gender. It may be the case that certain types of qualification are more likely to be taken by one gender and therefore the participation rates may influence demand for these qualifications.

Females

End of calendar year	2005	2006	2007	2008	2009	2010[1]
Full-time education	620,300	641,300	655,700	670,200	690,700	693,400
Total education and training	761,100	772,300	781,800	792,700	807,100	807,300
Not in any education, employment or training (NEET)	91,400	89,800	87,700	94,400	79,800	63,900
Population	968,300	975,400	978,900	982,900	967,800	947,400

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[32] Percentages may not total to 100 due to rounding in this report.

Males

End of calendar year	2005	2006	2007	2008	2009	2010[1]
Full-time education	569,600	593,500	611,200	635,500	673,900	681,300
Total education and training	763,300	778,800	799,100	815,800	836,000	837,400
Not in any education, employment or training (NEET)	122,200	120,000	105,100	115,800	107,100	77,900
Population	1,025,300	1,037,600	1,039,400	1,040,800	1,024,200	1,000,300

TABLE 20: Number of 16- to 18-year-old females and males participating in education in England

Source: DfE www.education.gov.uk/rsgateway/DB/SFR/s001011/index.shtml

1. Provisional data

The chart below shows the trend in participation rates of 16- to 18-year-old males and females in education in England.
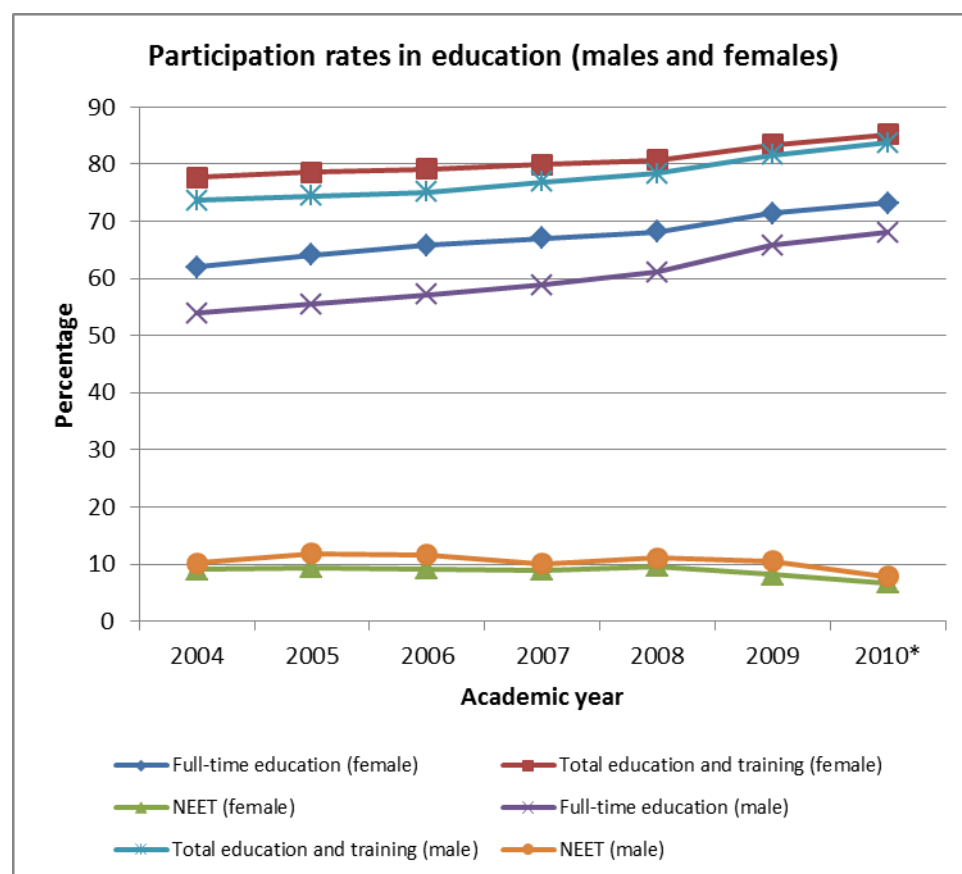

CHART 42: Percentage of 16- to 18-year-olds participating in education in England

Source: DfE www.education.gov.uk/rsgateway/DB/SFR/s001011/index.shtml

There are more females in full-time education than males (73 and 68 per cent respectively), although the gap has narrowed from 8.6 per cent in 2006 to 5.1 per cent in 2010.

16–18 participation in Wales

The Welsh Assembly Government publishes data on participation rates of 16- to 18-year-olds in education. The differences in the sources used do not allow direct comparison of data between England and Wales, although the trends indicated will be comparable.

Year	2005	2006	2007	2008	2009	2010
Full-time education	70,170	71,540	72,650	74,790	75,940	74,820
Part-time education	9,060	9,770	8,760	8,390	7,010	8,120
Work-based Learning	9,150	8,760	7,660	7,630	9,170	9,130
Population	120,000	120,600	120,900	120,500	118,500	115,600

TABLE 21: Number of 16- to 18-year-olds participating in education in Wales (age is given as of 31 August in the stated year)

Source: www.statswales.wales.gov.uk/TableViewer/tableView.aspx?ReportId=771

As with England, participation in full-time education is increasing in Wales from 58 per cent in 2005 to 65 per cent in 2010.

Participation by 16- and 17-year-olds in education in Northern Ireland

Participation data for Northern Ireland is collected by two separate departments of the Northern Ireland Assembly – The Department of Education (DENI) and the Department for Employment and Learning (DELNI). There is a lack of published data for the 16–18 age group for Northern Ireland. Instead we have data for the 16–17 age group, as collected by DENI. Again, due to differences in classifications and the way the data has been collected, direct comparisons between the Northern Ireland data and that from England and Wales cannot be made.

Year	2006/7	2007/8	2008/9	2009/10	2010/11
Males	85	83.7	82.6	83.6	88.0
Females	95.1	92.3	91.1	88.8	92.0
Total	89.9	87.9	86.8	86.1	90.0

TABLE 22: Percentage of 16- and 17-year-olds participating in full-time education in schools and FE colleges in Northern Ireland

Source: www.deni.gov.uk/index/32-statisticsandresearch_pg

The participation rate by 16- and 17-year-olds has remained steady, with the gap between male and female participation continuing to narrow.

Government funded activity in further education in England

Table 7 below shows data on student participation and achievement for government-funded students participating in FE for 2010/11. It includes students who are studying on a course at a further education college or training provider, students studying courses within their local community, employees undertaking an apprenticeship, and employees undertaking other qualifications in the workplace. This does not include students in school sixth forms.

	2009/10			2010/11		
	Under 19	19 and older	All ages	Under 19	19 and older	All ages
Total learner participation	**1,095,000**	**3,540,500**	**4,635,500**	**1,101,700**	**3,163,200**	**4,264,900**
- of which are below level 2 (excluding Skills for Life)	310,500	435,300	745,800	349,100	370,900	720,000
- of which are Skills for Life	521,500	909,100	1,430,600	509,500	961,800	1,471,300
- of which are full level 2	315,500	971,000	1,286,500	330,100	982,600	1,312,600
- of which are full level 3	397,900	469,100	867,000	425,800	494,000	919,800
Total learner achievements	**809,600**	**2,567,700**	**3,377,400**	**826,300**	**2,265,100**	**3,091,300**
- of which are below level 2 (excluding Skills for Life)	244,600	336,800	581,400	280,300	298,500	578,800
- of which are Skills for Life	337,800	614,600	952,400	314,600	595,600	910,200
- of which are full level 2	165,100	556,000	721,100	178,900	561,800	740,700
- of which are full level 3	183,700	237,800	421,500	221,700	242,700	464,400

TABLE 23: Student participation and achievement in FE

Source: www.bis.gov.uk/analysis/statistics/further-education

In England for 2010/11, there were 4.3 million students participating in further education, with nearly three-quarters of these students aged 19 or over. Although there was a very small increase in the number of students under the age of 19, there was a fall of more than 10 per cent in those aged 19 or over, from 3.5 million to 3.2 million.

General trends in participation

Participation rates have been increasing for 16- to 18-year-olds for several years. This trend is expected to continue since the participation age for education and training will be raised to 17 in 2013, and to 18 from 2015. Changes in funding and spending cuts for further education[33] may lead to further falls in participation for students aged 19 or over.

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[33] *Trends in Education and Schools Spending: IFS briefing note BN121* can be found at www.ifs.org.uk/publications/5732

Appendix 2: Glossary of terms

Glossary for qualification name acronyms and abbreviations

Acronym	Qualification name in full
AEA	Advanced Extension Award
BS	Basic Skills
DIP	Diploma
DT	Diploma template
EL	Entry level
ESOL	English for Speakers of Other Languages
FS	Functional Skills
FSMQ	Free-Standing Mathematics Qualification
GCE	GCE A level
GCE AS	GCE advanced subsidiary level
GCSE	General Certificate of Secondary Education
GNVQ	General National Vocational Qualification
HL	Higher level
KS	Key Skills
NVQ	National Vocational Qualification
OG	Other general qualification
OQ	Occupational qualification
PL	Principal learning
PROJ	Project
QCF	Qualifications and Credit Framework qualification
VCE	Vocational Certificate of Education
VCE AS	VCE advanced subsidiary level
VRQ	Vocationally-related qualification

All of these qualifications are used in our classification of 'other' qualifications with the exceptions of GCE, GCE AS and GCSE.

Definitions of terms used in the report

Regulated qualification: a regulated qualification is one that has met the relevant criteria as set by the regulators of qualifications in England, Wales and Northern Ireland. On accreditation, a qualification will be issued with a Qualification Accreditation Number (QAN), and specific dates set for the period for which the qualification will be regulated. A qualification will comprise smaller components called units, which may be arranged into structures such as pathways, modules or unit groups.

Certification end date: the last date on which a learner may be awarded with a certificate of achievement for the qualification.

Guided learning hours: the number of hours of supervised or directed study time assigned to complete a qualification or a unit of a qualification.

Operational start/available date: the date on which a qualification may be offered to learners, or when they may formally register for the qualification.

Operational end/expiry date: the last date on which a learner may register for a qualification. Currently, registered learners may, however, continue to work towards the qualification.

Review date: the date at which the awarding organisation reviews whether it wishes to continue offering the qualification.

Specification: the complete description of the content, assessment arrangements and performance requirements for a qualification, including mandatory and optional aspects.

Number of achievements: a term used to quantify the volume of qualifications delivered from an awarding organisation to a learning provider and, ultimately, to the end user.

Glossary for awarding organisation name acronyms and abbreviations

Acronym	Awarding body name in full
1st4sport	1st4sport Qualifications
ABRSM	Associated Board of the Royal Schools of Music
AQA	Assessment and Qualifications Alliance
BIIAB	British Institute of Innkeeping Awarding Body
BCS	The British Computing Society
CACHE	Council for Awards in Care, Health and Education
Cambridge ESOL	University of Cambridge ESOL Examinations
CCEA	Council for the Curriculum Examinations and Assessment
CIEH	Chartered Institute of Environmental Health
CSkills	Construction Skills
EAL	EMTA Awards Limited
Edexcel	Edexcel Limited
EDI	Education Development International plc
LAMDA	London Academy of Music and Dramatic Art
NCFE	NCFE
NOCN	National Open College Network
NPTC	National Proficiency Tests Council
OCR	Oxford, Cambridge & RSA Examinations
Sports Leaders UK	Sports Leaders UK
SQA	The Scottish Qualifications Authority
TCL	Trinity College London
VTCT	VTCT
WJEC	WJEC CBAC Limited

Appendix 3: Achievements for all 'other' qualifications by recognised awarding organisations by academic year for 2006/07 to 2010/11

Awarding organisation	Number of achievements				
	06/07	07/08	08/09	09/10	10/11
1st4sport Qualifications	49,074	52,967	65,530	63,148	63,207
Accrediting and Assessment Bureau for Post-Secondary Schools	0	0	0	0	0
Association of Accounting Technicians	26,420	27,275	29,437	31,619	30,778
Awarding Body for the Built Environment	3,374	3,455	2,668	1,731	476
ABC Awards	44,801	41,924	45,477	39,792	34,703
Association of British Dispensing Opticians	452	310	641	672	310
Association of Business Executives	0	13,208	5,061	3,927	2,764
Associated Board of the Royal Schools of Music	291,919	281,741	290,588	316,263	282,513
Association of Chartered Certified Accountants	3,601	2,583	781	1,297	498
Accounting Technicians Ireland	0	0	0	0	0
Active IQ	9,477	8,098	6,420	16,971	13,097
Agored Cymru	0	0	0	198	127
AIM Awards	0	0	0	0	0
AMSPAR	1,046	1,207	0	39	0
AoFA Qualifications	0	0	0	0	0
Assessment and Qualifications Alliance	111,445	122,449	207,143	223,847	266,505
AQA – City & Guilds	0	157	9,303	16,326	31,114
Amateur Swimming Association	6,347	4,681	8,137	5,634	7,136
Ascentis	19,753	17,434	34,345	55,627	58,893
Award Scheme Development and Accreditation Network	36,668	57,654	87,455	128,429	118,598
ASET	6,532	7,838	2,719	107	8
Accredited Skills for Industry	0	0	0	0	0
Associated Sports Qualifications	0	958	732	909	854
ATHE Ltd	0	0	0	0	0
Awarding Body for Vocational Achievement Ltd	0	0	0	0	179
British Ballet Organisation	4,638	2,276	2,047	3,641	2,195
BCS, The Chartered Institute for IT	152,969	119,186	104,925	76,995	76,836
British Canoe Union AB	0	0	2,058	1,485	1,650

British Driving Society	0	2,903	770	375	207
British Gas Services	3,841	2,987	1,609	186	0
British Horseracing Education and Standards Trust	1,822	4,147	3,157	3,170	2,922
British Institute of Cleaning Science	0	0	0	5	25
British Institute of Facilities Management	0	0	0	0	105
BIIAB	88,353	79,907	77,392	71,969	62,797
BPEC Certification Ltd	0	0	0	0	0
British Safety Council	12,793	34,351	50,427	56,805	78,733
British Wheel of Yoga Qualifications	0	0	0	0	78
The Construction Awards Alliance	5,512	333	101	62	0
CABWI Awarding Body	148	295	999	1,107	1,062
Council for Advancement of Communication with Deaf People	4,844	661	63	3	0
Council for Awards in Care, Health and Education	56,844	71,281	64,667	77,432	66,105
University of Cambridge ESOL Examinations	101,475	164,249	156,571	204,362	164,204
Council for the Curriculum, Examinations and Assessment	17,412	22,264	26,376	21,751	22,266
City College Norwich Qualifications	0	0	0	51	25
CFA Society of UK	1,375	2,196	2,067	2,574	1,133
City and Guilds of London Institute	1,027,740	1,142,321	1,346,708	1,382,132	1,477,177
Confederation of International Beauty Therapy and Cosmetology	0	0	0	0	0
University of Cambridge International Examinations	0	0	165	1,772	10,276
Chartered Institute of Environmental Health	426,707	427,755	401,763	400,499	330,089
Chartered Institute of Housing	1,123	1,486	1,954	1,596	1,245
Chartered Insurance Institute	11,498	9,520	9,442	8,433	10,577
Chartered Institute of Logistics and Transport in the UK	224	269	278	606	371
Chartered Institute of Marketing	3,179	2,986	2,627	1,495	1,453
Chartered Institute of Building	498	639	717	398	279
Chartered Institute of Building and Chartered Institute of Housing Joint Awarding Body	0	0	28	129	52
Chartered Institute of Personnel and Development	9,324	5,620	9,951	7,854	5,265
Chartered Institute of Public Relations	122	269	61	0	0
Chartered Institute of Purchasing and Supply	3,727	2,914	3,791	3,977	1,873
Chartered Institute for Securities & Investment	22,773	22,086	13,274	15,094	13,403
CITB and City & Guilds	1,864	1,656	293	8	0
Chartered Management Institute	12,856	13,956	23,448	28,129	31,426

Counselling and Psychotherapy Central Awarding Body	7,295	7,680	7,661	5,202	7,151
Chartered Quality Institute	111	125	152	115	113
Constructionskills	117,083	138,299	160,864	119,156	110,666
The Confederation of Tourism and Hospitality	0	0	225	1,000	595
Central YMCA Qualifications	17,624	21,572	21,858	24,243	28,248
Defence	0	0	4	0	5
DNA Awards Ltd	0	0	0	49	0
EMTA Awards Limited	78,449	80,468	98,836	98,675	96,707
Engineering Construction Industry Training Board	2,045	2,465	1,869	1,959	1,752
Pearson Education Ltd	731,393	1,012,127	1,250,606	1,558,006	1,488,968
EDI	153,660	152,767	232,768	260,134	290,304
Equestrian Qualifications Limited	6,488	8,931	8,134	7,591	11,087
English Speaking Board (International) Ltd	13,464	14,363	18,337	18,005	16,459
ETC Awards Limited	849	945	992	1,314	1,782
First Aid Awards Ltd	0	0	0	35	3,153
Future (Awards and Qualifications) Ltd	6,544	7,039	6,474	6,020	3,778
FDQ Limited	3,740	4,009	6,346	6,372	5,145
The Gemmological Association of Great Britain	139	58	659	656	148
GQA Qualifications Limited	2,239	2,339	3,720	4,476	3,171
Graded Qualifications Alliance	11,289	14,955	10,127	10,448	14,279
Guildhall School of Music and Drama	6,322	0	0	0	0
Hospitality Awarding Body	21,024	16,793	11,248	525	0
Highfield Awarding Body for Compliance	0	0	6,462	40,695	91,223
International Association of Book-Keepers	1,366	1,871	4,135	2,953	2,609
Institute of Administrative Management	1,424	2,714	2,874	3,777	4,601
Institute of Animal Technology	0	25	110	302	155
International Baccalaureate Organisation	5,171	17,815	23,650	26,905	30,246
Institute of British Sign Language	0	0	0	0	16
International Curriculum and Assessment Agency (Examinations)	1,156	1,787	1,683	1,313	2,005
Institute of Credit Management	162	64	190	238	365
iCan Qualifications Limited	0	0	0	0	0
The Institution of Fire Engineers	0	0	738	498	171
IFS School of Finance	11,851	11,286	14,771	6,022	9,144
Institute of Hospitality	6	0	0	14	74

Institute of Legal Executives	1,567	1,151	1,519	3,143	3,164
Institute of Leadership & Management	43,849	38,559	42,682	49,237	45,240
IMI Awards Ltd	27,655	32,091	39,496	72,825	57,455
Institute of Commercial Management	0	0	95	152	502
Institute of Export	0	0	0	0	0
IoL Educational Trust	723	738	264	330	330
Institute of Operations Management	42	58	101	33	50
Industry Qualifications	0	0	0	0	2
Institute of Qualified Lifeguards	38,495	37,934	42,061	29,004	31,657
Institute of Revenues Rating and Valuation	58	92	187	272	198
Institute of Sales and Marketing Management	354	233	398	217	274
Imperial Society of Teachers of Dancing	64,270	55,930	46,006	62,018	54,303
ITC First Aid Ltd	1,650	3,768	4,366	8,576	5,983
ITEC	8,102	6,814	5,934	5,775	3,993
Joint Awarding Organisations	480	41	3	0	0
LAMDA Examinations	40,028	42,737	44,220	47,304	49,528
Lantra Awards	7,167	20,864	3,612	2,497	2,207
Lifetime Awarding	0	0	0	1,516	9,813
Laser Learning Awards	0	0	0	0	0
LCCI Exams Board/Distributive National Training Org	0	0	0	0	0
London Centre of Marketing	0	0	0	538	883
McDonalds	0	0	471	2,489	5,671
Mountain Leader Training England	332	1,123	1,225	921	1,165
Mineral Products Qualifications Council	964	878	1,164	1,529	1,149
The Market Research Society	292	303	443	273	283
National Association of Licensed Paralegals	0	0	0	0	26
NCC Education Services	177	246	495	333	271
NCFE	127,248	146,204	194,396	236,956	194,904
NCTJ Training	0	917	1,483	1,242	1,566
New Era Academy of Drama and Music (London) Ltd	0	0	0	0	2,297
NEBOSH	9,419	11,280	12,259	12,269	4,719
National Federation of Property Professionals	2,856	1,845	1,003	1,366	1,740
National Open College Network	103,950	133,436	154,041	177,188	217,533
NPTC	38,199	79,571	62,110	66,389	9,858

Network Rail	0	0	45	244	168
Open College Network Northern Ireland	0	0	0	0	0
Open College Network East Midlands Region	0	0	0	0	0
Open College Network London Region	0	0	0	0	0
Open College Network South East Region	0	0	0	0	0
Open College of the North West	651	94	0	0	0
OCR	696,128	896,004	1,013,580	1,109,000	1,100,987
Open Awards	0	0	0	0	0
Organisation for Tourism and Hospitality Management	0	0	0	272	400
Open University Awarding Body	756	1,566	480	487	406
PAA\VQSET	2,357	2,601	3,126	3,466	3,520
Professional Association of Diving Instructors	120	77	67	60	13
PIABC	22	27	183	89	41
Premier IQ	21	646	0	0	0
The Pensions Management Institute	305	346	180	129	387
Pitman Qualifications	12	0	0	0	0
Prince's Trust	0	0	0	0	1,119
ProQual Awarding Body	0	0	0	0	3
Qualsafe Awards	0	0	0	0	0
Qualifications for Industry	0	0	0	0	0
Qualifications Network	0	16	292	1,919	2,304
Royal Academy of Dance	37,858	38,360	39,563	37,886	38,691
Royal College of Veterinary Surgeons	1,887	4,450	2,907	4,043	1,377
Recruitment & Employment Confederation	0	0	0	0	0
Royal Horticultural Society	3,571	1,682	1,948	466	2,540
Royal Institute of Public Health	15,059	10,662	3,619	178	0
Rock School Ltd	14,131	12,779	20,984	26,699	28,734
Royal Society for Public Health	40,835	30,626	37,844	47,644	30,544
Skills Assurance Services Limited	19	1	0	0	0
SFEDI Enterprises Ltd. T/A SFEDI Awards	0	0	0	0	29
Signature	12,126	11,090	12,122	12,685	8,493
SII	6,257	6,772	4,949	0	0
Security Industry Training Organisation	0	0	0	0	0
Skillsfirst Awards Ltd	0	0	0	511	49,969

Sports Leaders UK	72,225	71,660	100,539	94,832	120,433
Scottish Qualifications Authority trading as SQA	0	92	254	921	934
Safety Training Awards	11,290	6,070	7,050	7,935	9,156
Trinity College London	99,216	107,372	114,114	112,276	109,807
The Learning Machine	0	4,063	4,278	3,452	3,413
Thames Valley University	29,530	31,699	29,683	27,453	6,094
University of the Arts London	0	2,970	13,478	0	316
University of West London	0	0	0	0	0
VTCT	91,735	99,519	93,761	88,857	62,541
WAMITAB	1,764	3,458	5,468	4,670	3,161
Worshipful Company of Farriers	79	101	94	96	106
Worshipful Company of Spectacle Makers	105	203	186	229	96
WJEC-CBAC	54,684	65,067	100,464	113,224	155,955
WJEC-EDEXCEL-CBAC	0	0	0	3	45
WSET Awards	14,820	14,634	12,322	16,596	11,732
Total	**5,510,904**	**6,344,469**	**7,283,273**	**7,988,043**	**7,959,987**

Notes

1. Qualification achievements are for England, Wales and Northern Ireland only.

2. Joint Awarding Organisations are where awarding organisations offered qualifications jointly.

Appendix 4: New awarding organisations recognised in 2010/11

AIM Awards

AoFA Qualifications

ATHE Ltd

Central Qualifications

CFA Society of UK

EMD (Qualifications) Ltd

FPSB UK Ltd

iCan Qualifications Limited

Industry Qualifications

International Dance Teachers Association

Laser Learning Awards

Learning Resource Network

Logic Certification Limited

OCN Eastern Region

OCN North East Region

Open College Network London Region

Open College Network Northern Ireland

Open College Network South West Region Ltd

Open College Network West Midlands Region

Open College Network Yorkshire and Humber Region

ProQual Awarding Body

SFEDI Enterprises Ltd. T/A SFEDI Awards

The APM Group Limited

The Institute of Financial Accountants

University of East London Global Examinations Board

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