



Annual Qualifications Market Report 2013

Main Report



September 2013

Ofqual/13/5325

Contents

1.	Foreword.....	3
2.	Executive summary.....	5
	Key findings	6
3.	Data sources for this report.....	10
4.	External drivers	12
	Participants in the market.....	12
	Change that will impact on the market in England	12
5.	Awarding organisations.....	16
	Number of recognised awarding organisations	16
	Types of awarding organisations	17
	Influence of connected activities	18
	Awarding organisations' legal status	19
	Income of selected awarding organisations	20
6.	Regulated qualifications	25
	Trends in the number of qualifications by qualification type	26
	Available qualifications with achievements	28
	Trends in achievements – the long tail.....	29
7.	Achievements for all qualifications	32
	Overall picture.....	32
	Distribution of achievements for all qualifications by awarding organisations	34
8.	Achievements in GCSE and GCE qualifications	37
	Achievements in GCSE qualifications	37
	Achievements in GCE qualifications	45

Achievements at AS.....	45
Achievements at A level.....	50
9. Achievements in 'other' qualifications	54
Distribution of achievements for 'other' qualifications by awarding organisations.....	55
Achievements by sector subject area	61
Distribution of achievements across awarding organisations by sector subject area for 'other' qualifications	66
Achievements by qualification level	70
Achievements by qualification type	71
Achievements in QCF qualifications.....	73
Achievements in functional skills qualifications	80
Annexe 1: Demand for qualifications: participation in education and training.....	83
Participation in education	83
Annexe 2: High-volume 'other' qualifications	98
Annexe 3: Achievements for all qualifications by recognised awarding organisations by academic year for 2007/8 to 2011/12	104
Annexe 4: Glossary of terms	110
Glossary for qualification name acronyms and abbreviations	110
Definitions of terms used in the report.....	111
Glossary for awarding organisation name acronyms and abbreviations	112
Annexe 5: Market entrants and exits	114
Entrants.....	114
Exits	114

1. Foreword

An important part of our markets work is to provide stakeholders with a picture of the qualifications market by bringing together information about the supply side and demand side of the market.

This year's Annual Qualifications Market Report consists of a main report and two supplementary reports. The main report includes information about the qualifications market in England, Wales and Northern Ireland. The supplementary reports include data that is for England only.

This report establishes the current landscape in advance of the challenges ahead for the sector, for the purchasers and users of qualifications and for us. It is an important baseline against which we can monitor the market impacts of reform, reduced public funding and a bigger role envisaged for employers in establishing qualification content, assessment and confirming the value of specific qualifications. We have drawn for the first time on wider data sets to present a picture of qualification take-up in particular learning settings and for particular age groups.

We have extended the analysis in the main report to include achievements by subject for some GCSEs, AS and A levels, including analysis of awarding organisations' market shares for some GCSE subjects. We also present additional market-share information for awarding organisations offering qualifications other than GCSEs, AS and A levels by sector subject areas. Both of these analyses show one or two awarding organisations as the major suppliers across specific GCSE subjects and in some sector subject areas.

For the first time we are publishing two supplementary reports to accompany the main report. We have sourced appropriate data sets to be able to show the types of qualifications currently being taken in schools and schools' sixth forms. While GCSEs and A levels dominate, significant numbers of other types of qualifications, offered by a range of awarding organisations, are achieved. We have also been able to provide an analysis of qualifications delivered by learning providers in the further education and skills sector in England. This is broken down by type of provision as categorised by the funding agencies for this sector. An analysis of qualification achievements taken in apprenticeship frameworks in England is included, together with awarding organisations' market shares in these qualification achievements

We have seen a reduction in the number of awarding organisations for the first time since 2005 as a few of them have chosen to surrender recognition. The market is characterised by achievements concentrated in relatively few qualifications and awarding organisations. Five awarding organisations accounted for over 80 per cent of all achievements.

The number of regulated qualifications continues to rise. Not all of these qualifications were available to learners, as some qualifications would have expired during the course of the year while others were new and not yet offered in centres. The actual number of qualifications where achievements were registered has risen at a slower pace. We are working with the awarding organisations in reviewing the very significant number of qualifications registering no or low volumes of achievements and the sustainability of demand for them in the market-place.

Expenditure on exams and assessment continues to be a significant factor in the running costs of schools, colleges and other training providers. The Department for Education (DfE) no longer collects data from schools on exam spending in a way that enables us to robustly show this trend as we have done in previous years. In this year's report, however, we have provided an estimate of £304m of expenditure on entries, including re-sits and late entries for GCSEs and A levels. We want to extend this analysis to a range of qualifications in future reports. This will require us to collect revenue data directly from awarding organisations.

We also provide fee information for GCSEs, A levels and for other high-volume qualifications currently taken in schools, as well as for those qualifications that will count in school performance measures in 2014 and 2015. In our Corporate Plan we said we would identify the cost drivers and expected profitability for the new GCSEs, AS and A levels and would report on the risks associated with the introduction of these new qualifications. We also said we would develop our knowledge and understanding of high-volume vocational qualifications so as to determine and report on the extent to which they represent value for money.

The additional analysis presented in this year's report, particularly on market shares, indicates that we may need to develop our regulatory approach to include greater scrutiny of financial information and collection of efficiency benchmarking data from individual awarding organisations. We will be giving further thought to how we should develop our approach over the coming months.

We want to do more to improve the transparency of the market. Our aim is to explore the ways information is made available to the purchasers and end users of qualifications, including about their purpose and progression pathways. Qualifications are valued because they signal clearly to others an individual's specific level of attainment or skill. We are keen to explore how better feedback loops can be developed, including by employers, on the fitness-for-purpose and value to end users of the qualifications we regulate.

2. Executive summary

This is the sixth Annual Qualifications Market Report. The report provides an overview of the qualifications market. The report provides a single reference point and factual information about participants in the regulated qualifications market.

The purpose of the report is:

- to provide stakeholders with a picture of the qualifications market by bringing together information about the demand side and the supply side of the market;
- to provide a benchmark against which we can provide future market information as the sector moves into a period of very significant reform.

As in previous years we continue to make a separation between GCSEs and GCEs¹ and all other qualifications to make reporting easier. These divisions are based on the way data is available and do not indicate market boundaries. A wide variety of types of qualification are covered by the term 'other' qualifications. 'Other' qualifications are all regulated qualifications other than GCSE and AS and A levels. They include qualification types such as National Vocational Qualifications, vocationally related qualifications, basic skills, the Diploma, English for speakers of other languages (ESOL) and other general qualifications, and qualifications that have been submitted onto the Qualifications and Credit Framework (QCF).

As a supplement to this year's report we have accessed a wider range of data sources to provide a more detailed picture of what is happening in two key sectors of the qualifications market. The sectors are the schools market (including vocational education) and the publicly funded further education and skills sector in England.

The report includes an explanation of some of the external factors that will influence the decisions and choices made by participants in the qualifications market.

On the supply side, we report on trends in the number of awarding organisations recognised by us, their business activities and their legal status. We also report on trends in the number of regulated qualifications on the Register of Regulated Qualifications (known as the Register) that are available to certificate, and trends in the number of achievements within these qualifications.

¹ In this report we separate A level qualifications from AS qualifications. Where we use the term 'GCE' we refer to the combination of A and AS qualifications and associated achievements.

On the demand side, the report contains detailed information on qualification achievements.² Trends in achievements for GCSE, GCE and all other regulated qualifications are shown. Achievements are also presented by awarding organisation, by sector subject area,³ by qualification type and by level.⁴ The report also provides data on fees and the expenditure on qualifications, currently focused on qualifications taken in schools or colleges.

This year we have produced two supplementary reports, one on qualifications taken in schools and schools' sixth forms, and one on the further education and skills sector.

Key findings

- At the end of September 2012, 176 awarding organisations were recognised to deliver regulated qualifications, five fewer than in the previous year, and the first fall since 2005.
- In 2011/12, there were over 20,000 qualifications on the Register. Not all of these were available to learners, as some qualifications would have expired during the course of the year, while others were new and not yet offered in centres.
- Of these 20,000 qualifications, approximately 650 were GCSEs, 300 were A levels and 19,000 were 'other' qualifications. 'Other' refers to all regulated qualifications other than GCSEs and GCE AS and A levels.
- During 2011/12, over 11,000 qualifications on the Register recorded at least one achievement. Qualifications that have been designed to meet the regulatory

² When reporting achievements, we make reference to both Edexcel and Pearson. Achievements were awarded using the Edexcel brand name up to and including the 2011/12 academic year. The Edexcel brand name on qualifications has recently been changed to Pearson. Pearson Education Ltd is the parent company of Edexcel Ltd and the latter is now a dormant company. Therefore the names 'Edexcel' and 'Pearson' should be used interchangeably throughout this report. Education Development International (EDI) is also part of the Pearson Education group. This organisation is now known as Pearson EDI.

³ Qualifications are allocated to 15 sector subject areas on the Register. Further details can be found at www.ofqual.gov.uk/files/2010-11-26-statistics-glossary.pdf

⁴ Qualifications are assigned a level from Entry then Level 1 through to Level 8. Level 2 includes GCSEs graded A*-C, and level 2 NVQs, key skills, functional skills and BTEC awards.

arrangements for the QCF⁵ accounted for over half of the qualifications with achievements.

- Of the 19,000 'other' qualifications on the Register, over 10,000 had achievements.
- Achievements are concentrated in relatively few qualifications. Half of all achievements in 'other' qualifications are attributed to 212 qualifications (which are two per cent of the total number of qualifications registering an achievement in 2011/12).
- Over the five years from 2007/08 to 2011/12, there was an increase of 13 per cent in the number of achievements in regulated qualifications.
 - Over the same period, there was an increase of 37 per cent in the number of 'other' achievements.
 - During the same period, for exams sat in the summer⁶, there was a 10 per cent decline in the number of GCSE achievements and an increase of 10 per cent in GCE achievements

In 2011/12 there was a four per cent increase over the previous year to over 16 million achievements, with 5.5 million GCSE achievements, 2.1 million GCE achievements, and 8.7 million achievements in 'other' qualifications. Over 90 per cent of the achievements were distributed among 20 awarding organisations, and over 80 per cent of achievements accounted for by only five awarding organisations (Pearson, AQA, OCR, City & Guilds and WJEC).

- For most GCSE subjects included in the English Baccalaureate, two awarding organisations accounted for over 80 per cent of achievements.

⁵ The QCF is a framework that is designed to provide students, learning providers and employers with an inclusive and flexible regulated qualifications framework containing units and qualifications that recognise the widest possible range of quality-assured achievements. There are three sizes of qualifications; award (1–12 credits), certificate (13–36 credits) and diploma (37 or more credits)

⁶ JCQ data is split into summer series (that is exams sat in May and June) and winter series. Prior to September 2013 candidates could sit exams in either summer or winter series with a large majority taken in summer.

- In 2011/12, three awarding organisations in each sector subject area accounted for more than 50 per cent of achievements in each sector. In 11 sectors, two organisations accounted for over 50 per cent of achievements.
- The QCF accounted for over 60 per cent of all 'other' qualification achievements in 2011/12, with Edexcel registering one-quarter of the achievements. Seven awarding organisations accounted for 63 per cent of achievements in qualifications meeting the regulatory requirements for the QCF for 2011/12.
- The preparation for life and work sector subject area continued to provide the highest number of 'other' achievements with an 11 per cent increase (a third of a million) in 2011/12 over the previous year. This sector represented one-third of all 'other' achievements. In this sector subject area 38 awarding organisations registered an achievement in 2011/12.
- Expenditure on exams and assessment continues to be a significant factor in the running costs of schools, colleges and other training providers. DfE no longer collects data from schools on exam spending in a way that enables us to robustly show this trend as we have done in previous years. In this year's report, however, we have provided an estimate of £304m of expenditure on entries including re-sits and late entries for GCSEs and A levels. We want to extend this analysis to a range of qualifications in future reports. This will require us to collect revenue data directly from awarding organisations
- For the first time we are publishing two supplementary reports to accompany the main report. We have sourced appropriate data sets to be able to show the types of qualifications currently being taken in schools and schools' sixth forms. While GCSEs and A levels dominate, significant numbers of other types of qualifications, offered by a range of awarding organisations, are achieved.
 - In 2011/12 there were 4.9 million GCSE achievements in schools in England, 320,000 in Wales and 181,000 in Northern Ireland.
 - 87.9 per cent of all GCSEs were taken in schools in England, 5.8 per cent were taken in Wales and 3.3 per cent in Northern Ireland.
 - Over 2,000 qualifications other than GCSEs and A levels registered achievements in schools in 2011/12. A total of 1.4m achievements were recorded for these qualifications in England
- We have also been able to provide an analysis of qualifications delivered by learning providers in the further education and skills sector in England. This is broken down by type of provision as categorised by the funding agencies for this sector. An analysis of qualification achievements taken in apprenticeship frameworks is included, together with an analysis of the component

qualifications that are currently included in apprenticeships. Awarding organisations' market shares are also shown.

- For the year 1st August 2011 to 31st July 2012, there were 4.6 million achievements recorded in the individualised learner record (ILR).⁷
- The majority of the 20 qualifications with the most achievements funded by 16–18 learner responsive provision were functional skills qualifications. Nearly half of these 20 qualifications were at level 1.
- City & Guilds and Pearson (including EDI) accounted for nearly 80 per cent of achievements in qualifications used in intermediate and advanced apprenticeships between August 2011 and July 2012.
- Around a third of the 20 qualifications with the most achievements funded by employer responsive provision, where the qualification was the main aim of an advanced apprenticeship, were in business and management subjects. 'Main aim' refers to the competency-based qualification within an apprenticeship.
- Nearly half of the 20 qualifications with the most achievements funded by employer responsive provision, where the qualification was the main aim (that is, the competency-based qualification) of an intermediate apprenticeship, were in customer service and retail skills subjects. In 2011/12 Skillsfirst Awards provided the highest volume of competency-based qualifications and knowledge qualifications in apprenticeships – the Level 2 Diploma in Retail Skills and the Level 2 Certificate in Retail Knowledge.

⁷ *Annual Qualifications Market Report 2013 Supplementary Report: Further Education and Skills Sector in England* has further information on the ILR www.ofqual.gov.uk/files/2013-09-17-supplementary-report-fe-and-skills-in-england.pdf

3. Data sources for this report

The report draws on a number of data sets, including the data we collect as well as data from DfE, the Welsh Government and the Northern Ireland Department for Education. In most cases the data includes all students in England, Wales and Northern Ireland. But for the supplementary reports in particular we include data that is for England only. An explanation of the data sets and how they are referenced in the tables and charts in the report is provided here:

- The number of qualifications and certificates awarded in all specifications for GCSEs, AS and A levels taken in England, Wales and Northern Ireland is sent to us annually by the Joint Council for Qualifications (JCQ). GCSE certificates cover full course, short course, applied double and applied single awards. A level also includes A level applied double award and A level applied single award. Similarly AS also includes AS applied double award and AS applied single award. These figures cover certificates issued in the summer exam series only. The data has been cleaned to exclude candidates who achieved grade U or were absent. This data source will be referred to as 'JCQ data' throughout the report.
- We collect, from awarding organisations, the number of qualifications and certificates awarded in regulated qualifications other than GCSEs and GCEs in England, Wales and Northern Ireland. This covers certificates issued throughout the year. This data source will be referred as the 'RQAD' (Regulated Qualification Activity Database) data throughout the report.
- Information about regulated qualifications taken in England, Wales and Northern Ireland is maintained by us on the Register of Regulated Qualifications. This data source will be referred as 'the Register' throughout the report.
- The JCQ data and RQAD data and the Register are matched together to provide the number of certificates for all qualifications in England, Wales and Northern Ireland. Data has been excluded where there is no qualification number (fewer than 0.01 per cent of certificates excluded). This data source will be referred as the 'combined data' throughout the report.
- Subject level analysis based on subject categories is used by JCQ when publishing exam results. Tables may be sourced from either JCQ data or the combined data depending on the statistics presented. If the JCQ data has not been matched we will report it as 'JCQ data (unmatched)'.
- The National Information System for Vocational Qualifications (NISVQ) database contains information on people's vocational achievements at institutions, collected voluntarily from awarding bodies by DfE. It includes

achievements in England, Wales and Northern Ireland. This data source will be referred to as the 'NISVQ data' throughout the report. As it is collected voluntarily it is not comprehensive and is not comparable to the RQAD.

- Data is requested annually from learning providers in the further education and skills sector by the Data Service on behalf of The Information Authority. This data source is referred as the 'ILR' throughout the report. The ILR includes both funded and unfunded qualifications data. For the purpose of this report we have extracted data for funded qualifications only, with the permission of the Data Service.

4. External drivers

Participants in the market

The development and take-up of qualifications is influenced by a range of factors. There is a complex and dynamic relationship between qualifications producers (awarding organisations), purchasers (schools, colleges and training providers), students, and the end users of qualifications (employers and further and higher education).

These market participants respond to incentives, many of which come into play as a result of government policy changes:

- Awarding organisations respond to market demand for their qualifications and to incentives to develop and deliver new qualifications of the right standard to meet government policy requirements and to meet new skills requirements. A major driver of demand for qualifications is public funding in support of training that leads to recognised qualifications.
- Schools, colleges and training providers have to provide a curriculum offer that meets the needs of their students, the funding policies of the funding agencies, and, in the case of schools, the government's school performance tables.
- Students are interested in whether the qualification sends the right signals to employers or other parts of the education system to aid their progression.
- Qualification end users (employers, further and higher education) are interested in whether the qualification assesses the knowledge and skills they value to the required standard.

Government reform of qualifications, school performance measures and public funding policies have a significant impact on learning providers and are reflected in market outcomes.

Change that will impact on the market in England

There are currently a number of reforms and reviews either under way or being implemented by the government⁸ that can be expected to have a significant impact on the qualifications landscape over the coming years. This section highlights major policy initiatives that may affect incentives and therefore behaviour among market participants in the future.

⁸ Government refers to the government in England.

GCSE and A level reform

GCSEs in England are being comprehensively reformed. The reform process will address particular concerns about current GCSEs involving subject content, modularisation, assessment (including controlled assessment), tiering and grading. Reformed GCSEs in English language and literature and mathematics will be available for first teaching in September 2015. GCSEs in other subjects are being developed for first teaching in 2016.

A levels in England are also being reformed. The current modular structure of A levels will be replaced with a linear structure and AS qualifications will be decoupled from A levels to become standalone qualifications. The subject content of A levels is being reviewed and there will also be more synoptic assessment in the reformed qualifications. The Russell Group of universities is establishing an A Level Content Advisory Board (ALCAB) to advise on subject content in the 'facilitating' subjects. Reformed A levels in the first group of subjects will be available for first teaching in September 2015.

Review of apprenticeships

The Richard Review of Apprenticeships was published in November 2012. The Government commissioned the review to consider the future of apprenticeships in England and to recommend how they can meet the needs of the changing economy. In response to the review, the government ran a consultation between March 2013 and May 2013. The government will confirm its future approach to apprenticeships and an implementation plan later in 2013.

The Richard Review recommended that there should be recognised industry standards underpinning every apprenticeship. These standards should set out clearly what apprentices should know, and be able to do, at the end of their apprenticeship. The standards should be meaningful and relevant to employers and should form the basis of new apprenticeship qualifications. Currently apprenticeships require learners to work towards several industry-recognised qualifications as well as demonstrating particular personal skills. Qualifications designed and used as part of apprenticeships are a significant part of the regulated qualifications market; a move away from the current model is likely to reduce demand for some existing qualifications. It is possible that in some sectors new types of qualifications will be needed to satisfy the requirements of apprentices and their employers.

Introduction of traineeships

Following a recommendation in the Richard Review, the government is introducing traineeships from August 2013 for unemployed 16- to 19-year-olds, extending the programme up to the age of 24 in due course. A traineeship will consist of a high-quality work placement, work preparation training and the study of English and maths unless the trainee has already achieved GCSE A*–C in those subjects. It is expected that trainees will study for functional skills qualifications to meet the English and maths requirement. Some awarding organisations are already developing new qualifications suitable for learners on traineeship programmes; others are promoting existing qualifications as meeting this new need.

Review of vocational education

In 2010, the government commissioned Professor Alison Wolf to carry out a review of vocational education for 14- to 19-year-olds. The review considered how vocational education for this age group could be improved to enable successful progression into the labour market and into higher education and training routes. The Wolf Review was published in March 2011. One of the report's many recommendations was that the government should distinguish between qualifications (both academic and vocational) which can contribute to school performance indicators at Key Stage 4, and those which cannot. This recommendation was subsequently implemented and affects qualifications taught in schools from September 2012. The report also recommended that vocational qualifications should make a limited contribution to an individual student's score on any performance measure.

Review of adult vocational qualifications

The government has commissioned a review of adult vocational qualifications in England. The review began in March 2013 and will report later in 2013. The review is looking to better align vocational qualifications for adults with the needs employers and therefore their benefit to individuals.

Funding reform

The Skills Funding Agency is responsible for public funding of qualifications for post-19 learners in England. The qualifications that the Agency has confirmed for public funding have mostly been vocational qualifications in the QCF. The Agency's policy has been to support unit-based, credit-bearing qualifications and the accumulation of credit over time. The Agency's funding rates for qualifications have hitherto been based on the guided learning hours recommended by awarding organisations for each qualification. In August 2013, the Agency introduced a new streamlined funding system. The setting of funding rates for QCF qualifications will be based on the credit values for each qualification and programme weightings that reflect the relative costs of delivering qualifications in different sectors and subjects.

Impact on the market

We can expect these reforms and reviews led by the government to influence future patterns of take-up and achievement in qualifications, and each of them will present risks and opportunities to those operating in the market.

The impact on schools of the reforms resulting from the Wolf Review will begin to feed through into qualification achievement figures in 2014 and will be commented on in future editions of this report.

The Richard Review of Apprenticeships and the review of adult vocational qualifications both emphasise the importance of employer influence and involvement in the design of vocational qualifications. The government will announce its policy intentions following both reviews later in 2013, so it is too early to comment on possible outcomes. However, we might anticipate a future qualifications landscape where regulated vocational qualifications sit alongside more employer-driven training and local employer training initiatives accessing a range of funding sources.

5. Awarding organisations

Highlights

- 176 awarding organisations were recognised by Ofqual at the end of September 2012.
- Qualifications development, delivery and award is the primary area of business activity for 42 per cent of awarding organisations.
- 30 per cent of awarding organisations are membership organisations that also offer qualifications.
- 26 per cent of awarding organisations are involved in training, education or skills. This category includes colleges, sector skills councils and work-based learning training providers.
- Nearly half of the organisations providing qualifications in the regulated sector are not-for-profit organisations.
- 28 per cent of awarding organisations are public limited companies; 26 per cent are both companies limited by guarantee and registered charities and 21 per cent are companies limited by guarantee only.

Awarding organisations have to go through a recognition procedure to be allowed to offer regulated qualifications. Since July 2011, any new awarding organisation needs to meet our *Criteria for Recognition*,⁹ and once they are recognised they need to continue to meet our *General Conditions of Recognition*.¹⁰ Organisations that were registered before July 2011 were not required to go through the new process but they must continue to meet the conditions of recognition.

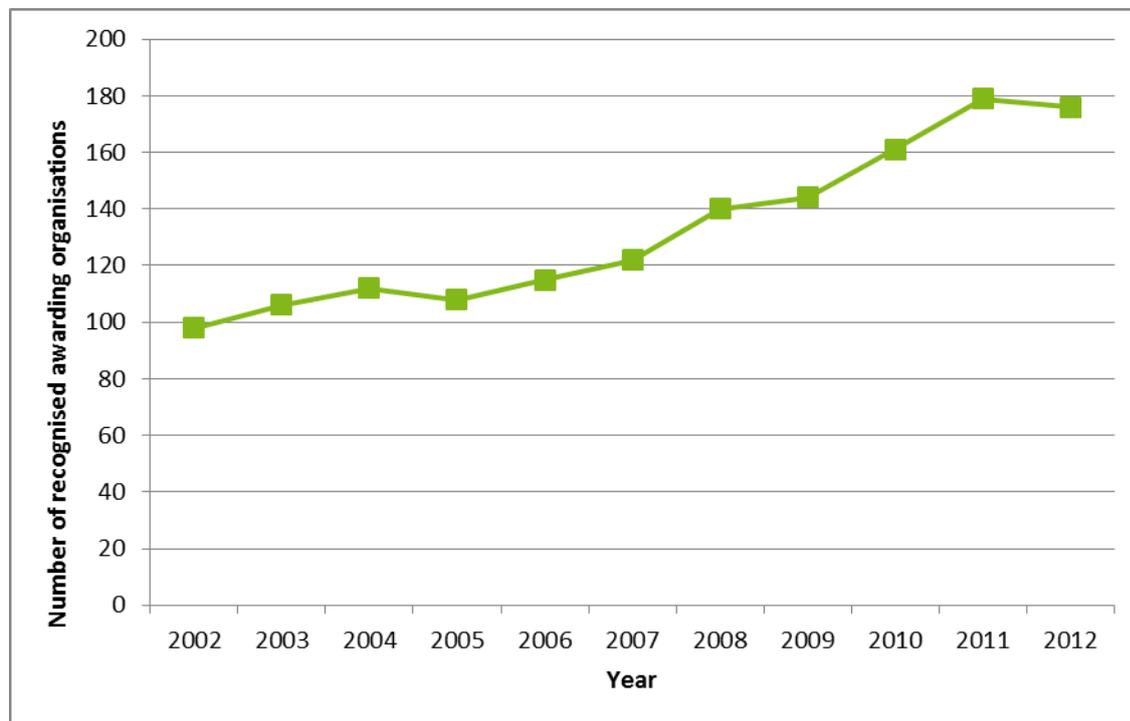
Number of recognised awarding organisations

There are currently 176 organisations (at the end of September 2012) that are recognised to deliver regulated qualifications, which is five fewer than last year, and the first fall in numbers since 2005. One new awarding organisation (SFJ Awards) was recognised between October 2011 and September 2012, and six surrendered their recognition (details in Annexe 5).

⁹ www.ofqual.gov.uk/files/2011-05-16-criteria-for-recognition.pdf

¹⁰ www.ofqual.gov.uk/files/2013-09-02-general-conditions-of-recognition-september-2013.pdf

Figure 1: The number of awarding organisations recognised to deliver regulated qualifications on 30th September each year, 2002–2012.



Source: Ofqual

Our new recognition process has contributed to this fall. There were 34 applications to become new recognised awarding organisations, with 31 being returned as incomplete, one withdrawn, one successful and one in progress during the period between October 2011 and September 2012.

Types of awarding organisations

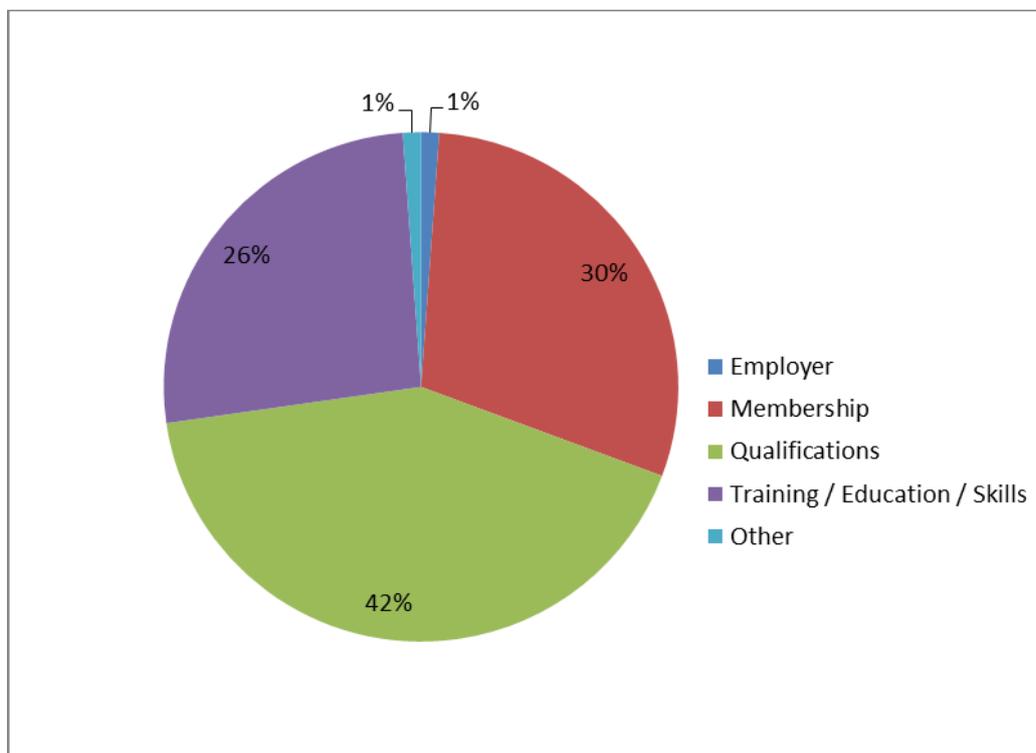
For over half of all recognised awarding organisations, primary business activity is not focused on delivering qualifications. Some move into qualifications due to their involvement in related activities, for example training providers and colleges.

In the following chart we have categorised all organisations into one of four main categories:

- Where qualifications is the main or only aim;
- Those whose primary aim is training, education or skills. This includes colleges, sector skills councils and work-based training providers, except where the employer delivers the training;
- Professional membership or registration bodies that also offer qualifications;

- Employers offering qualifications to their own staff as part of their training programmes.

Figure 2: The percentage of awarding organisations categorised by primary area of business activity



Source: Ofqual's RQAD, account information from Companies House and the Charity Commission, and analysis of awarding organisations' websites

Due to only one organisation being recognised and six surrendering their recognition in the last academic year, there has been little change in the sector. Qualification delivery is the major business area for over 40 per cent of organisations with another 30 per cent being membership organisations; although this is not a clear distinction since some membership organisations see the delivery of qualifications to be a major part of their activity for their members. The further quarter that are involved in training, education or skills tend to be training providers expanding to provide qualifications, or universities and colleges.

Influence of connected activities

Regulated qualifications are qualifications that are provided by awarding organisations recognised by us. Any activities undertaken by recognised awarding organisations to develop, deliver and award regulated qualifications are 'regulated activities', and these fall within our regulatory remit.

Awarding organisations may also be engaged in other activities that are not regulated by us. The scope of these activities will reflect the different business models adopted by awarding organisations or their groups. These other activities could adversely affect the standards of regulated qualifications, the ability of an awarding organisation to comply with its conditions of recognition, or public confidence in qualifications. Where there is a risk that such an activity may result in an adverse effect, it is a 'connected activity'. Under the ASCL Act 2009, we may keep under review any connected activities of a recognised awarding organisation. Where a connected activity has an adverse effect, we can take regulatory action.

In 2012, we reported on two types of connected activities:

- textbooks and other learning resources for GCSEs and A levels;
- exam board seminars.

Research on textbooks was carried out to address concern that the involvement of exam boards in the textbook market could impact negatively on the quality of published teaching material, qualification standards and confidence in the exam system. The findings of the research led to the development of an action plan, which is being implemented during 2013.

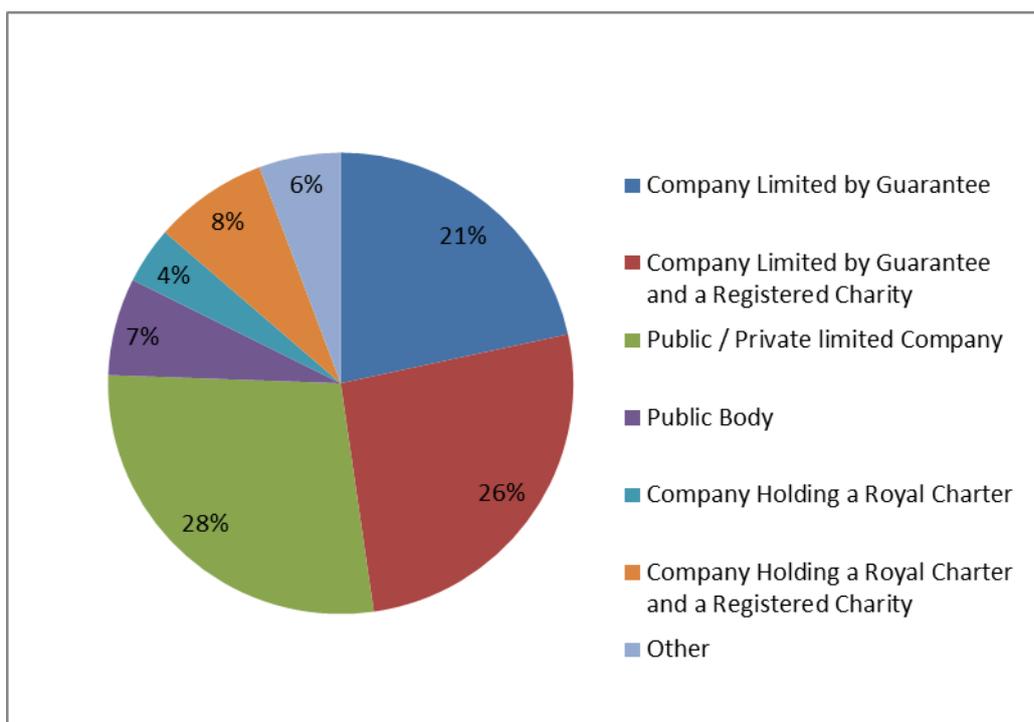
A review of the role, value and risks of exam-board training seminars for teachers was undertaken following evidence that some examiners had been giving teachers inappropriate information about future exams during these events. We subsequently consulted on new requirements to manage the risks of breach of confidentiality at training events for teachers, and we have decided to tighten up the control over these seminars, but not introduce an outright ban¹¹.

Awarding organisations' legal status

Since the qualifications sector has many diverse organisations with different business goals, we have attempted to separate out the organisations by categories of legal status in the following chart (figure 3). But the categorisation is based on the legal status of the entity and can hide the true ownership of an awarding organisation. For example, an organisation that is a limited company may be owned by a not-for-profit body or a registered charity.

¹¹ Further information about our changes to exam board seminars can be found at www.ofqual.gov.uk/news/changes-to-exam-board-seminar-events

Figure 3: The percentage of awarding organisations categorised by legal status



Source: Ofqual’s RQAD, 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 that are not separately incorporated, and companies registered overseas.

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

Figure 3 shows that over half the organisations are companies limited by guarantee or PLCs. The regulated qualification market is different from other market sectors as nearly half are not-for-profit organisations.

Income of selected awarding organisations

Figure 4 shows the income of selected awarding organisations as collected from Companies House and the Charity Commission. We present data for 23 awarding organisations that represent more than 90 per cent of all achievements for the 2011/12 academic year and where accounts are available in the public domain. Awarding organisations have activities that are beyond delivering regulated qualifications, and the turnover figure presented is for the entire business.

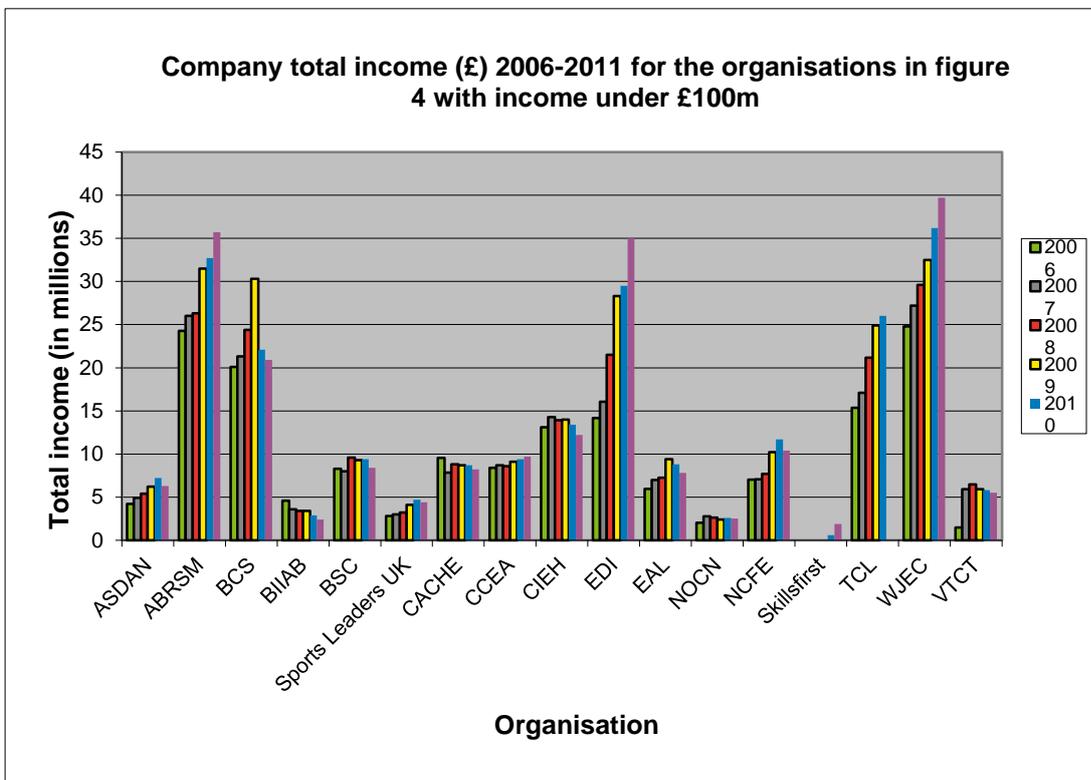
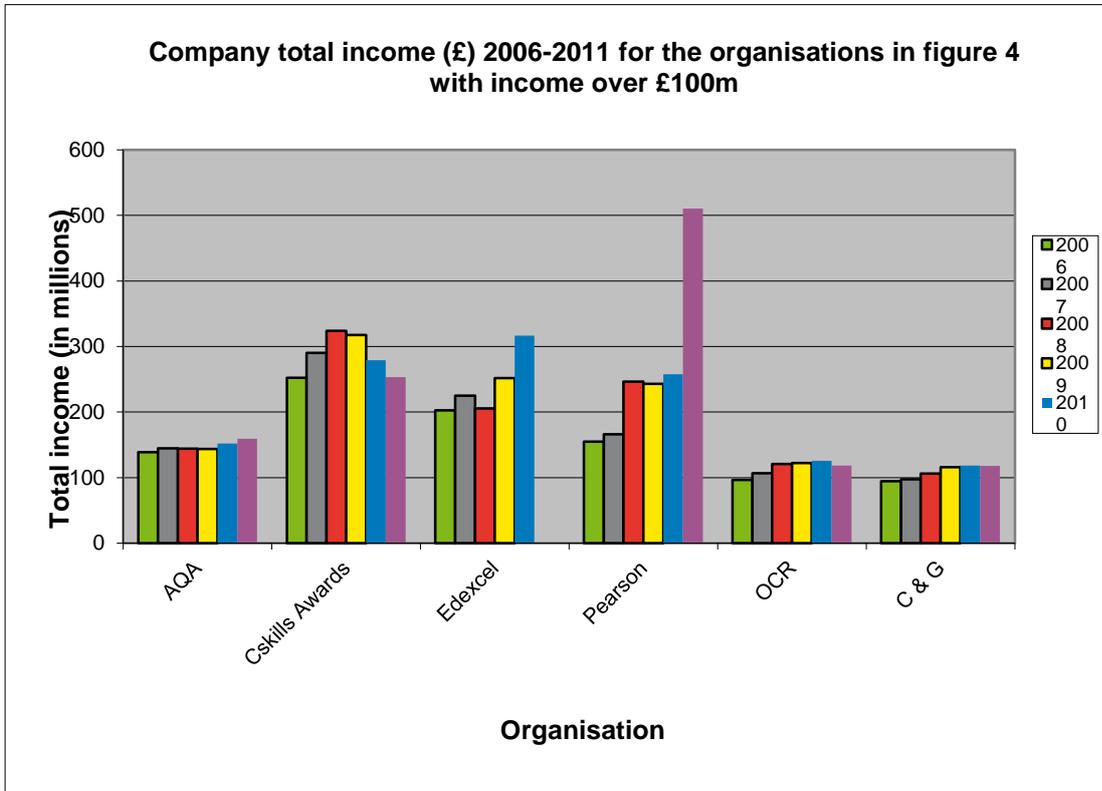
Figure 4: Income for recognised awarding organisations for the financial year ending in the year shown (income is for all activities, not just provision of regulated qualifications)

Company Name	Awarding organisation income (in millions)						
	Awarding organisation	2006	2007	2008	2009	2010	2011
ASDAN	ASDAN	4.2	4.9	5.4	6.2	7.2	6.3
Assessment and Qualifications Alliance	AQA	138.8	144.9	144.4	143.7	151.9	159.1
Associated Board of the Royal Schools of Music	ABRSM	24.3	26.0	26.3	31.5	32.7	35.7
British Computer Society	BCS	20.1	21.3	24.4 ¹	30.3 ¹	22.1	20.9
British Institute of Innkeeping Awarding Body	BIIBAB	4.6	3.6	3.4	3.4	2.9	2.4
British Safety Council	BSC	8.3	8.0	9.6	9.3	9.4	8.4
British Sports Trust	Sports Leaders UK	2.8	3.0	3.2	4.1	4.7	4.4
Chartered Institute of Environmental Health	CIEH	13.1	14.3	13.9	14.0	13.4	12.2
Construction Industry Training Board	Cskills Awards	252.4	290.2	323.7	317.4	279.0	253.1
Council for Awards in Children's Care and Education	CACHE	9.5	7.9	8.8	8.7	8.7	8.2
Council for the Curriculum, Examinations and Assessment	CCEA	8.4	8.7	8.6	9.1	9.4	9.7
Edexcel: Edexcel Limited	Edexcel	202.8	225.0	205.7	252.0 ²	316.8 ²	n/a
Pearson Education Limited	Pearson	154.7	166.1	246.5	243.3	257.6 ³	510.6 ³
Education Development International plc.	EDI	14.2	16.1	21.5	28.3	29.5	35.0 ⁴
Excellence, Achievement and Learning Ltd (formerly EMTA Awards Limited)	EAL	6.0	7.0	7.3	9.4	8.8	7.8
National Open College Network	NOCN	2.0	2.8	2.6	2.4	2.6	2.5
NCFE	NCFE	7.0	7.1	7.7	10.2	11.7	10.4
Oxford, Cambridge & RSA Exams	OCR	96.3	106.7	120.8	122.3	125.6	118.5
Skillsfirst Awards Ltd	Skillsfirst	-	-	-	-	0.6	1.9
The City & Guilds of London Institute	C & G	94.7	97.2	106.2	116.1	118.3	117.8
Trinity College London	TCL	15.4	17.1	21.2	24.9 ⁵	26.0 ⁵	25.9 ⁵
Vocational Training Charitable Trust	VTCT	1.5	5.9	6.5	5.9	5.8	5.5
WJEC-CBAC	WJEC	24.8	27.2	29.6	32.5	36.2	39.7

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. Edexcel income for 2010 is for a 15-month account period. Following this accounting period Edexcel qualifications were transferred to a sister company, Pearson Education Ltd. Edexcel Ltd still exists as a dormant company with no income.
3. Pearson Education Ltd did not offer any regulated qualifications prior to taking over the Edexcel brand. Previous income figures are given for comparison purposes. We cannot assume that the increase in income is solely due to regulated qualifications.
4. EDI's figure for 2011 is for a 15-month accounting period following being taken over by Pearson. EDI continues to operate as a separate entity.
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 figure given for 2011 is for the 12 month period ended March 2011.

Figure 5: Income for recognised awarding organisations for the financial year ending in the year shown (income is for all activities, not just provision of regulated qualifications)



Source: Account submissions from Companies House and the Charity Commission

Notes as per figure 4 apply.

Setting aside Pearson, it has been a mixed year for awarding organisation income. Many have seen a fall in their income and there does not appear to be a trend across the different types of organisation. This fall has come following a general growth trend in the preceding years. For some organisations we can attribute this fall to qualifications as this makes up the majority of their business but for others, such as BCS, we cannot assume this as they have membership activities for which we have no income data.

6. Regulated qualifications

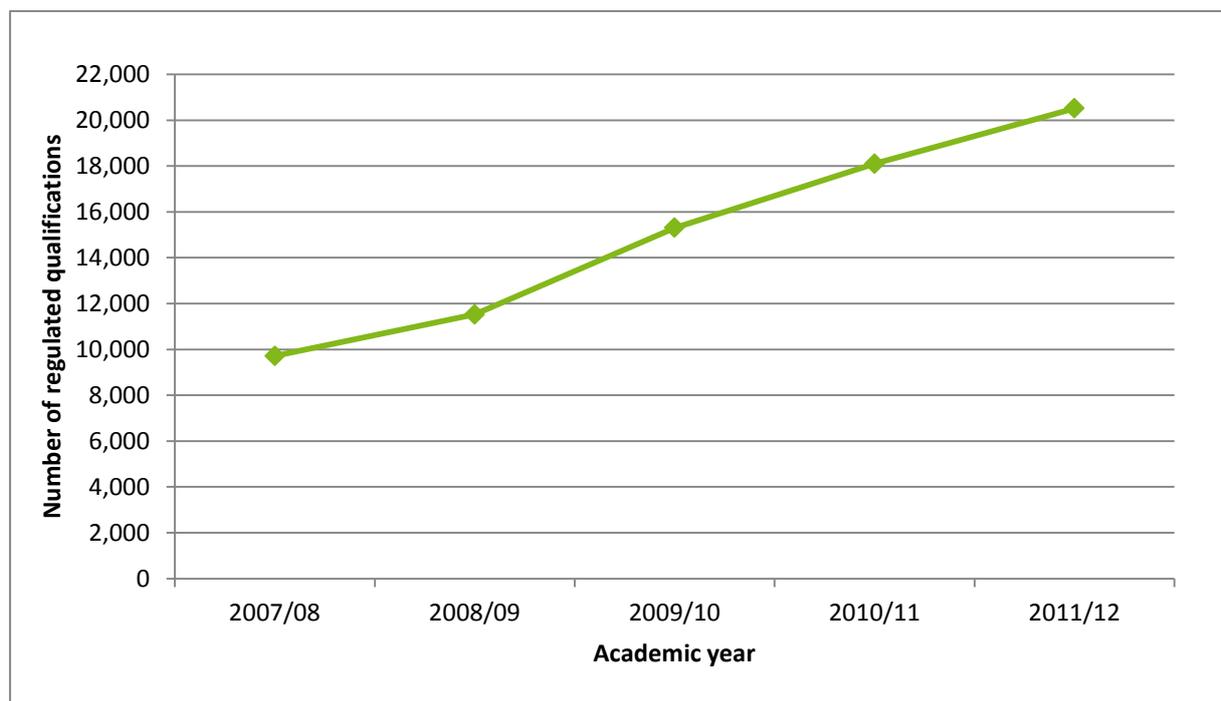
Highlights

- In 2011/12, there were over 20,000 qualifications on the Register. Not all of these were available to learners, as some qualifications would have expired during the course of the year, while others were new and not yet offered in centres.
- Of these 20,000 qualifications, approximately 650 were GCSEs, 300 were A levels and 19,000 were 'other' qualifications.
- During 2011/12, over 11,000 qualifications on the Register recorded at least one achievement. QCF qualifications accounted for over half of the qualifications with achievements.
- Of the 19,000 'other' qualifications on the Register, over 10,000 had achievements.
- Achievements are concentrated in relatively few qualifications. Half of all 'other' achievements are attributed to 212 qualifications (two per cent of all qualifications that registered an achievement in 2011/12).
- Three-quarters of all achievements came from 729 qualifications (seven per cent of all qualifications that registered an achievement).

In this section we present data on the types of qualifications offered and the trends in the supply of these qualifications. The following chart (figure 6) shows the number of available¹² qualifications during the academic year.

¹² Qualifications are considered to be available either until they pass their certification end date or they have made an award in the academic year being considered.

Figure 6: Number of regulated qualifications by academic year from 2007/8 to 2011/12



Source: Ofqual's RQAD

There was an increase of over 2,000 qualifications that were available to certify in the academic year 2011/12, bringing the total to over 20,000, although the number of qualifications available for students to enrol in would have been less than this figure due to the expiry of some qualifications during the year and the fact that many others were not yet recruiting students onto courses.

Trends in the number of qualifications by qualification type

Currently, regulated qualifications can be referenced to either the National Qualifications Framework (NQF) or the Qualifications and Credit Framework (QCF). Both these frameworks provide a means to describe and compare the level of demand a qualification places on students. 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 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 many of the qualifications taken by students in schools, such as GCSEs and A levels, are referenced to the NQF.

Figure 7 below shows the number of available qualifications from 2007/8 to 2011/12 for each qualification type¹³ as recorded on the Register.

Figure 7: The number of regulated qualifications of each type from 2007/8 to 2011/12

Qualification type	Number of qualifications available to certificate				
	2007/08	2008/09	2009/10	2010/11	2011/12
Advanced Extension Award	-	-	-	-	-
Basic Skills	100	100	100	100	100
Diploma	50	150	200	200	200
English for Speakers of Other Languages	150	150	150	200	200
Entry Level	300	300	350	350	350
Free Standing Mathematics Qualification	-	-	-	-	-
Functional Skills	100	100	250	200	200
GCE A Level	450	450	450	300	300
GCE AS	450	450	450	250	250
General Certificate of Secondary Education	450	700	750	800	650
General National Vocational Qualification	50	0	0	0	0
Higher Level	500	550	600	550	500
Key Skills	350	350	350	400	400
National Vocational Qualification	2,000	1,900	1,750	1,600	1,400
Occupational Qualification	100	100	100	100	100
Other General Qualification	600	650	750	750	800
Principal Learning	50	100	200	200	200
Project	-	-	-	-	-
QCF	1,000	2,450	6,100	9,700	12,800
Vocationally-Related Qualification	2,950	2,950	2,750	2,400	2,100
Total	9,700	11,500	15,300	18,100	20,500

Source: Ofqual, the Register

Note: Rounded to the nearest 50, where '-' denotes fewer than 50 qualifications.

Qualifications designed to meet the QCF criteria account for more than 60 per cent of all qualifications. For the 2011/12 academic year, there were over 19,000 'other' qualifications, 300 GCE A levels and 650 GCSE qualifications available on the Register.

¹³ Further details on qualification types can be found at www.ofqual.gov.uk/files/2010-11-26-statistics-glossary.pdf

The impact of government policy and funding regimes has shaped the supply of qualifications. The biggest impact has been the creation of the QCF alongside the funding that favoured qualifications in this framework. This has led to many qualifications having a shorter lifecycle than might otherwise have been the case. Examples are VRQ-type qualifications, which were first accredited in 2000 and have been redesigned for the QCF, and the changes in specification in A levels and GCSEs over the years. This means there are redundant qualifications on the system that have not passed the certification end date but are no longer available to new students. We are encouraging awarding organisations to change their certification end dates if students are no longer taking the qualifications. Moreover, the QCF qualifications can be awarded in three different sizes (award, certificate and diploma level), which can have a tripling effect in the number of qualifications in some cases.

We expect that new qualifications will continue to be created to replace existing ones due to further reform of GCSEs and A levels, changes to performance measures, rising education participation age, developments in apprenticeship frameworks and qualification funding changes.

Available qualifications with achievements

In the last section we focused on the number of available qualifications by qualification type, highlighting the fact that many qualifications will not register an achievement in a particular academic year due to the qualification being new or students not having completed the qualification. Alternatively, the qualification may have expired during the academic year and not had any students registering an achievement. In this section we focus on those qualifications that did register an achievement in a particular academic year.

The following table shows the number of qualifications that registered an achievement from 2007/8 to 2011/12 by qualification type.

Figure 8: Number of regulated qualifications of each type for which achievements were awarded

Number of qualifications with achievements					
Qualification type	2007/08	2008/09	2009/10	2010/11	2011/12
Advanced Extension Award	-	0	-	-	-
Basic Skills	50	50	50	50	50
Diploma	0	0	50	100	100
English for Speakers of Other Languages	100	100	100	150	150
Entry Level	250	250	250	250	250
Free Standing Mathematics Qualification	-	-	-	-	-
Functional Skills	50	50	100	150	150
GCE A Level	250	250	300	250	250
GCE AS Level	250	450	300	250	250
General Certificate of Secondary Education	350	350	450	450	400
Higher Level	300	350	350	300	200
Key Skills	250	250	250	250	200
National Vocational Qualification	1,350	1,350	1,250	1,150	900
Occupational Qualification	50	50	50	50	50
Other General Qualification	450	500	550	600	500
Principal Learning	0	-	50	100	100
Project	-	-	-	-	-
QCF	100	500	1,700	4,550	6,850
Vocationally-Related Qualification	2,100	2,150	1,950	1,600	1,000
Total	6,000	6,750	7,850	10,300	11,550

Source: Ofqual, the Register

Note: There have been changes to the historic data on AS and A levels due to revisions since last year. Rounded to the nearest 50, where '-' denotes less than 50 qualifications.

For 2011/12 over 11,000 qualifications recorded at least one achievement, with QCF qualifications accounting for over half the qualifications with achievements. QCF qualifications also account for 32 per cent of all achievements and 60 per cent of 'other' achievements, which we report on in the next section.

Trends in achievements – the long tail

Although over 11,000 qualifications registered an achievement in 2011/12, there were few qualifications that represented many achievements.

The following table (figure 9) shows the number of 'other' qualifications by the number of achievements, illustrating that relatively few qualifications have large numbers of achievements.

Figure 9: Number of 'other' qualifications by number of achievements in 2011/12

Number of achievements	Number of qualifications
More than 100,000	1
50,000–99,999	8
10,000–49,999	154
5,000–9,999	185
1,000–4,999	1,009
500–999	697
250–499	879
100–249	1,468
50–99	1,204
10–49	2,744
1–9	1,713
Zero	9,259
Total	19,321

Source: Ofqual's RQAD

There were over 19,000 'other' qualifications available on the Register for the 2011/12 academic year, of which over 10,000 qualifications had achievements. Of the qualifications that registered no achievement during the year, some qualifications would have passed their expiry date and no longer be available to new students (although available for certification). Others would have become available during the year but students might not yet have been registered or might not have completed the qualifications.

Figure 10: Number of 'other' qualifications required for each percentage of total achievements in 2011/12

Percentage of 'other' achievements	Number of qualifications with achievements	Proportion of total qualifications with achievements
25%	53	1
50%	212	2
75%	729	7
90%	1,780	18
100%	10,062	100

Source: Ofqual's RQAD

The table above (figure 10) highlights the concentration of achievements to the relatively few most commonly taken qualifications. Half of all achievements in available¹⁴ 'other' qualifications result from 212 qualifications (a list can be found in Annexe 2) and three quarters of all achievements came from seven per cent of all qualifications that registered an achievement in 2011/12.

¹⁴ This list is limited to qualifications that were available in 2011/12 and does not include qualifications that expired in the previous academic year but were awarded certificates in 2011/12.

7. Achievements for all qualifications

In this section of the report we look at the number of achievements for qualifications to illustrate the demand for them. We use the classifications of qualification type, level and sector to group qualifications. For GCE and GCSE qualifications the data source is the JCQ¹⁵ (only for exams sat in the summer¹⁶). Awarding organisations provide achievement data to the regulators for 'other' qualifications, and this data is accessed through Ofqual's RQAD.

Overall picture

Highlights

- Over the five years from 2007/08 to 2011/12, there was an increase of 13 per cent in the number of achievements in regulated qualifications.
- During the same period, for exams sat in the summer, there was a 10 per cent decline in the number of GCSE achievements and an increase of 10 per cent in GCE achievements
- Over the same period, there was a decline in the number of GCSE achievements of over 10 per cent and an increase of 37 per cent in the number of 'other' achievements.

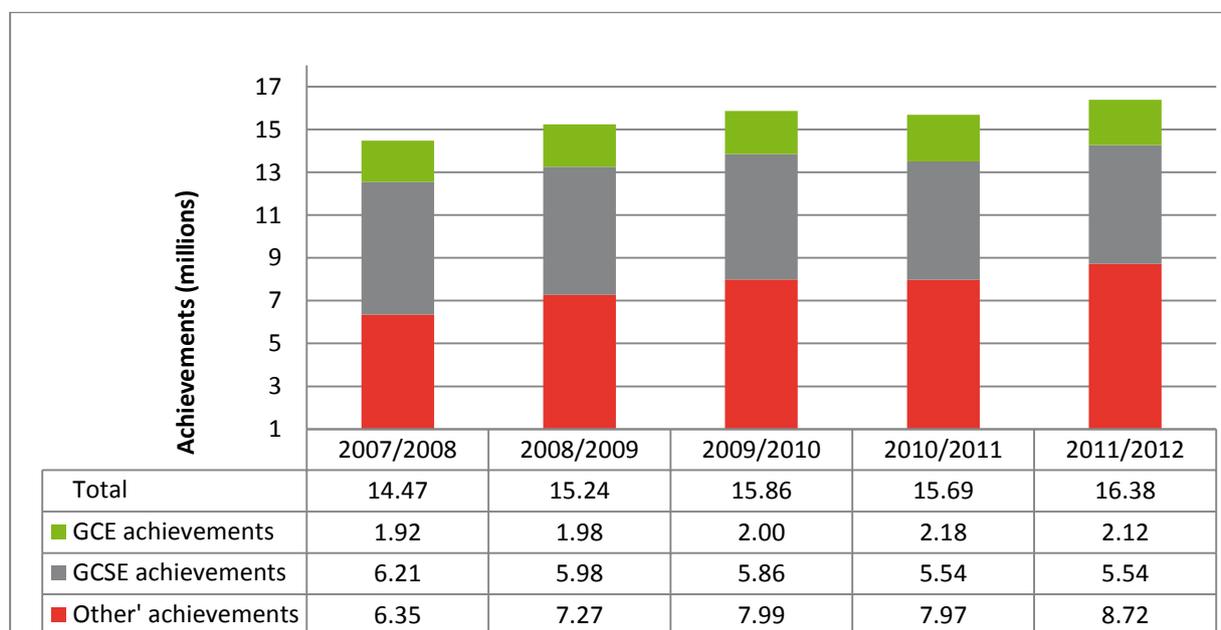
Over the five years from 2007/8 to 2011/12, there was an increase of 13 per cent in the number of achievements in regulated qualifications, with a four per cent increase in the year 2010/11 to 2011/12. Increases in participation rates, the number of qualifications an individual takes and the number of regulated qualifications are among the factors that have caused this increase.

¹⁵ 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.

¹⁶ JCQ data is split into summer series (that is exams sat in May and June) and winter series. Prior to September 2013 candidates could sit exams in either summer or winter series with a large majority taken in summer.

The total numbers of achievements for the last five academic years are shown in the following chart (figure 11).

Figure 11: Number of achievements in qualifications broken down into GCSE, GCE and 'other' qualifications



Source: JCQ data (for GCE and GCSE for summer series only) and Ofqual's RQAD

Note: There have been changes to the data reported in last year's report due to updates from some awarding organisations.

The main reason for growth in total achievement numbers over the past five years has been the increase of 37 per cent in the number of 'other' achievements and an increase of over nine per cent last year. Over this five year period there has also been a decline in the number of GCSE achievements of over 10 per cent, although the most recent data shows that it has stabilised. Part of the reason for this decline could be the changing nature of the cohort size each year. This longer-term decline may also be linked to the broadening of the school curriculum and the increase in non-GCSE qualifications, such as the IGCSE, being offered. This trend may reverse if schools focus on subjects in the English Baccalaureate¹⁷ and other changes in performance measures. The majority of the growth in achievements in 'other' qualifications is due to new QCF qualifications at all levels.

¹⁷ More information on the English Baccalaureate can be found at www.education.gov.uk/schools/teachingandlearning/qualifications/englishbac/a0075975/the-english-baccalaureate

Distribution of achievements for all qualifications by awarding organisations

Highlights

- Over 90 per cent of all qualification achievements over the past five years were awarded by 20 organisations.
- Pearson, AQA, OCR, City & Guilds and WJEC awarded over 80 per cent of these achievements over the five-year period.
- Of these five awarding organisations, Pearson has shown the largest growth in achievements (nearly 40 per cent) over the five-year period.
- Awarding organisations that showed the largest growth in achievements over the last year were HABC, NCFE (both increasing by 61 per cent) and Skillsfirst Awards (56 per cent).

In this section of the report we break down the distribution of achievements for all qualifications across awarding organisations. We do not weight achievements for qualifications, so, for example, the length of time needed to deliver the qualification or the demand for the qualification is not considered when reporting achievements.

The following table shows the trends in the total number of achievements for all qualifications for the 20 awarding organisations which reported the highest volume of achievements for the last five years.

Figure 12: The 20 awarding organisations with the most achievements in all qualifications from 2007/08 to 2011/12

Awarding body	Number of achievements				
	2007/08	2008/09	2009/10	2010/11	2011/12
Pearson	2,783,900	2,987,400	3,264,600	3,245,200	3,866,000
AQA	3,765,700	3,744,800	3,701,300	3,674,600	3,568,000
OCR	2,732,100	2,777,500	2,822,200	2,655,500	2,590,100
City & Guilds	1,189,700	1,380,400	1,444,200	1,487,000	1,406,100
WJEC	733,200	813,800	870,300	946,200	906,700
EDI	152,800	232,800	260,100	290,300	356,300
NCFE	146,200	194,400	237,000	194,900	313,300
CIEH	427,800	401,800	400,500	330,100	300,800
ABRSM	281,700	290,600	316,300	282,500	288,400
NOCN	133,400	154,000	177,200	217,500	221,900
CCEA	207,500	214,600	211,500	216,200	210,300
University of Cambridge ESOL	164,200	156,600	204,400	164,200	159,000
HABC	0	6,500	40,700	91,200	146,800
ASDAN	57,700	87,500	128,400	118,600	146,500
Trinity College London	107,400	114,100	112,300	109,800	124,000
EAL	80,500	98,800	98,700	96,700	107,500
Cskills Awards	140,300	161,300	119,200	110,700	104,800
Sports Leaders UK	71,700	100,500	94,800	120,400	84,400
BCS	119,200	104,900	77,000	76,800	81,800
Skillsfirst Awards Ltd	0	0	500	50,000	77,800
Total achievements	13,295,000	14,022,300	14,581,200	14,478,400	15,060,500

Source: Ofqual's RQAD

Over 90 per cent of all qualification achievements in each year, over the past five years, were awarded by these 20 organisations. With five (Pearson, AQA, OCR, City & Guilds and WJEC) awarding over 80 per cent of achievements in each year, for the past five years. Among these five, Pearson is the only one to have awarded more achievements in 2011/12 than in 2010/11 (19 per cent increase), and has shown the largest growth in achievements (nearly 40 per cent) over the five-year period. Both AQA and OCR awarded fewer achievements in 2011/12 than in 2010/11 (by 3 and 4 per cent respectively) and over the five-year period (both by five per cent).

The awarding organisations that showed the largest growth in achievements over the last year were HABC, NCFE (both increasing by 61 per cent) and Skillsfirst Awards (56 per cent), with Sports Leaders UK showing the largest fall in achievements (30 per cent).

Excluding those organisations which had no achievements at the beginning of the five-year period from 2007/08 to 2011/12, the largest growth in achievements was shown by ASDAN (154 per cent), EDI (133 per cent), and NCFE (114 per cent), with

BCS, CIEH and Cskills Awards showing the largest falls (31 per cent, 30 per cent and 25 per cent respectively)

8. Achievements in GCSE and GCE qualifications

In this section of the report we show data and trends in achievements in GCSE and GCE qualifications. The data is provided by JCQ and is provisional for 2011/12.

Achievements in GCSE qualifications

For GCSE qualifications we show the distribution of achievements across awarding organisations, and the trends in those achievements. We also show the achievements in selected GCSE subjects and high-volume GCSE qualifications.

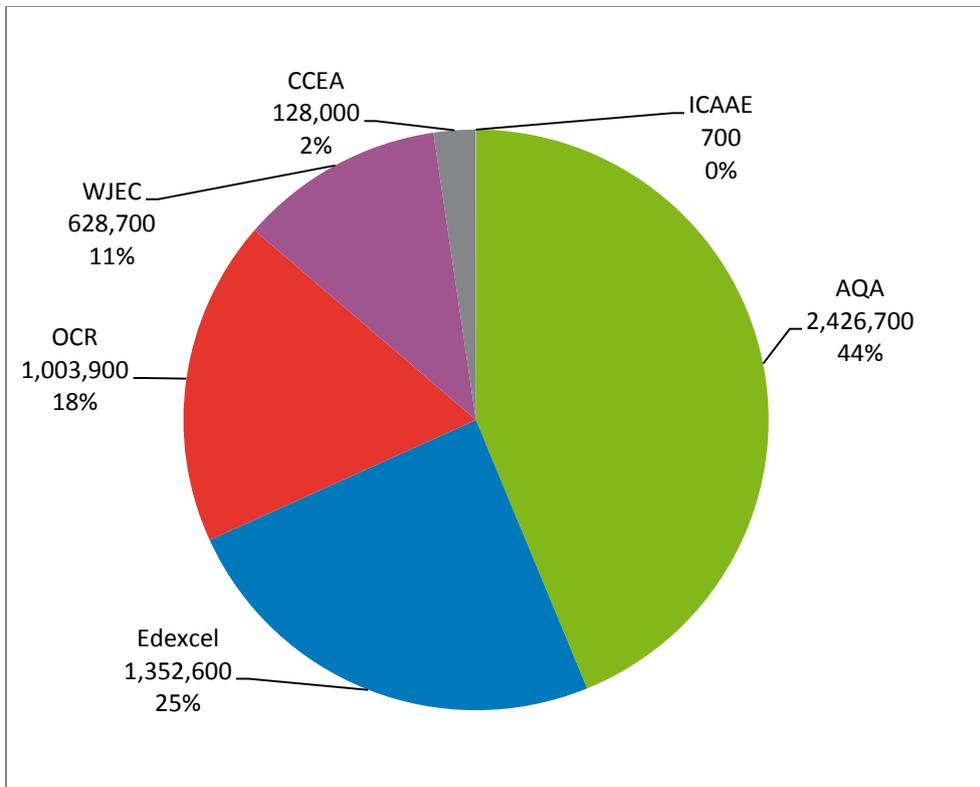
Distribution of achievements for GCSE qualifications across awarding organisations

Highlights

- In 2011/12, AQA awarded 44 per cent of all GCSEs in England, Wales and Northern Ireland. In the same year, Edexcel awarded 25 per cent and OCR awarded 18 per cent of all GCSEs in these three countries.
- The yearly trends in GCSE achievements have shown little change over the last five years.

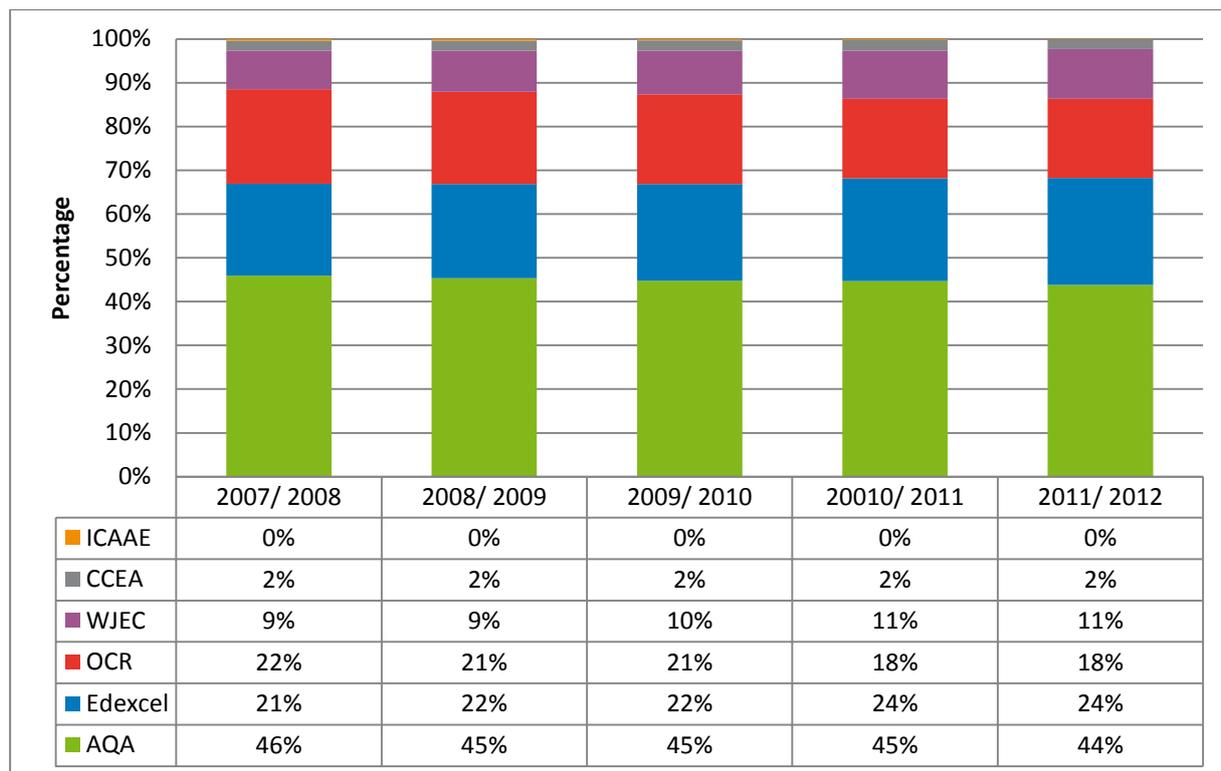
The following charts show the trends in distribution across awarding organisations for GCSE qualifications. The data provided by JCQ is provisional for 2011/12.

Figure 13: GCSE achievement data split by awarding organisation for 2011/12



Source: JCQ data (summer series only)

Figure 13 shows that for GCSE qualifications AQA awarded the highest proportion at 44 per cent. This is just larger share than the next two added together (Edexcel with 25 per cent and OCR with 18 per cent).

Figure 14: GCSE achievement data split by awarding organisation from 2007/08 to 2011/12

Source: JCQ data (summer series only)

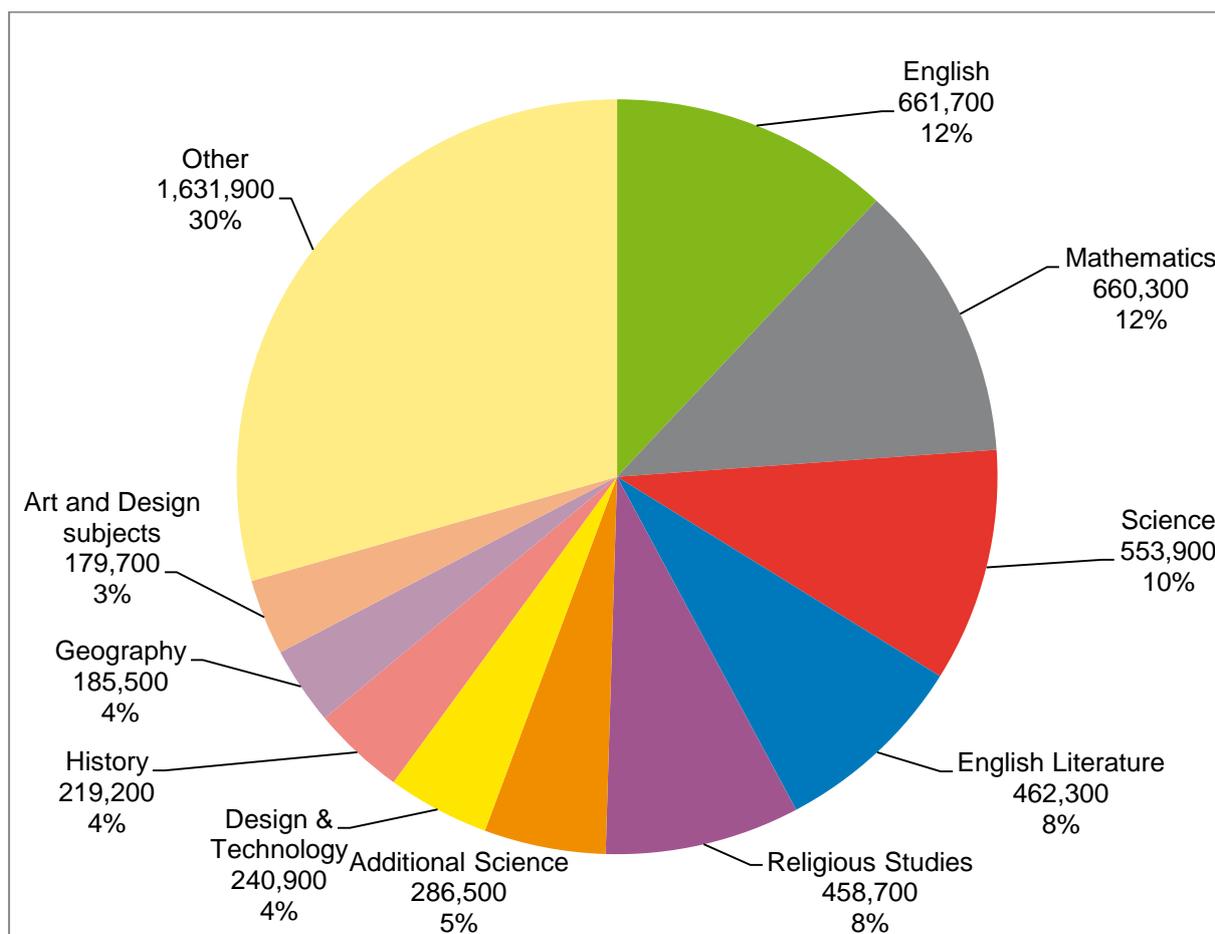
The yearly trends in GCSE achievements show little change over the last five years (see figure 14). OCR has lost a little share and WJEC has gained a little. The largest three organisations still account for over 85 per cent of all achievements awarded.

Achievements in GCSE subjects

Highlights

- English, maths and science GCSEs had the most achievements in 2011/12.
- For most GCSE subjects included in the English Baccalaureate, two awarding organisations accounted for over 80 per cent of achievements.
- Edexcel's Level 1/Level 2 GCSE in Mathematics A recorded the most achievements in 2011/12, with 301,900 achievements, followed by AQA's Level 1/Level 2 GCSE in English Language, with 281,900 achievements.

The following chart (figure15) shows the distribution of achievements across different subjects for GCSE qualifications in 2011/12.

Figure 15: Distribution of GCSE achievements by subject for 2011/12

Source: JCQ data (summer series only)

English, maths and science GCSEs had the most achievements in 2011/12. GCSEs in biology, chemistry and physics are increasingly being taken and are the next three subjects outside the ten with the most achievements in 2011/12.

The distribution of selected GCSE qualifications across awarding organisations

The English Baccalaureate is a new performance measure for any student who secures good GCSE (A* to C) or accredited certificate¹⁸ passes in English, maths, history or geography, two sciences (either two of biology, chemistry and physics or both core and additional science) and an ancient or modern foreign language. The government intends the English Baccalaureate to become one of the main measures of achievement for schools in the future. We expect the number of GCSEs being taken in English Baccalaureate subjects as a proportion of all subjects to increase to

¹⁸ Accredited level 1/level 2 certificate qualifications (known generally as International GCSEs) are now included in Section 96 of the DFE list of approved qualifications.

reflect this performance measure. The following table shows the distribution of achievements for most English Baccalaureate subjects by awarding body for 2011/12.

From 2014, qualifications that are regulated by us and approved by the DfE for inclusion in Key Stage 4 performance tables for the relevant year will count towards the English Baccalaureate measure if they:

- are in an accepted English Baccalaureate subject;
- enable progression to relevant 'facilitating'¹⁹ A level subject(s);
- are graded in the same way as GCSEs (D–G for level 1; A*–C for level 2).

¹⁹ Some advanced level subjects are more frequently required for entry to degree courses than others.

Figure 16: The distribution of achievements by awarding organisations for selected GCSE subjects in 2011/12.

Subject	Awarding organisation	Achievements 2011/2012	% of total
Mathematics	Edexcel	408,600	62%
	AQA	148,300	22%
	OCR	56,600	9%
	WJEC	33,300	5%
	CCEA	13,600	2%
English	AQA	376,400	57%
	WJEC	154,700	23%
	Edexcel	70,100	11%
	OCR	45,700	7%
	CCEA	14,900	2%
English Literature	AQA	271,200	59%
	WJEC	107,100	23%
	Edexcel	42,100	9%
	OCR	34,600	7%
	CCEA	7,400	2%
Biology	AQA	84,900	51%
	OCR	57,100	35%
	Edexcel	15,500	9%
	WJEC	4,200	3%
	CCEA	3,400	2%
Chemistry	AQA	81,300	51%
	OCR	54,800	35%
	Edexcel	15,400	10%
	WJEC	4,100	3%
	CCEA	2,600	2%
Physics	AQA	80,300	51%
	OCR	54,400	35%
	Edexcel	15,300	10%
	WJEC	4,100	3%
	CCEA	2,600	2%
Additional Science	AQA	133,000	46%
	OCR	102,900	36%
	Edexcel	38,200	13%
	WJEC	12,400	4%
Science	AQA	275,400	50%
	OCR	180,500	33%
	Edexcel	71,200	13%
	WJEC	22,700	4%
	CCEA	4,100	1%
Geography	AQA	80,900	44%
	Edexcel	40,800	22%

	OCR	32,600	18%
	WJEC	26,000	14%
	CCEA	5,300	3%
History	OCR	82,300	38%
	Edexcel	61,300	28%
	AQA	51,000	23%
	WJEC	18,700	9%
	CCEA	6,000	3%
French	AQA	81,500	53%
	Edexcel	41,200	27%
	WJEC	15,200	10%
	OCR	12,100	8%
	CCEA	4,200	3%
German	AQA	30,500	52%
	Edexcel	17,200	30%
	WJEC	5,400	9%
	OCR	4,500	8%
	CCEA	600	1%
Spanish	AQA	40,100	55%
	Edexcel	19,600	27%
	WJEC	6,000	8%
	OCR	5,000	7%
	CCEA	2,100	3%

Source: JCQ data (summer series only)

Figure 16 highlights the variability of market share of achievements by awarding organisations in different subjects, and represents nearly 70 per cent of all GCSE achievements. In most of the subjects represented in the table, two awarding organisations accounted for over 80 per cent of achievements, and in all but two subjects in the table (maths and history), AQA is one of those organisations.

High-volume GCSE qualifications

The following chart shows the 20 GCSE qualifications with the most achievements in 2011/12.

Figure 17: The 20 GCSE qualifications with the most achievements in 2011/12

Qualification	Number of achievements 2011/2012
Edexcel Level 1/Level 2 GCSE in Mathematics A	301,900
AQA Level 1/Level 2 GCSE in English Language	281,900
AQA Level 1/Level 2 GCSE in English Literature	271,200
AQA Level 1/Level 2 GCSE in Science A	227,300
AQA Level 1/Level 2 GCSE in Additional Science	123,100
WJEC Level 1/Level 2 GCSE in English Language	117,200
WJEC Level 1/Level 2 GCSE in English Literature	107,100
AQA Level 1/Level 2 GCSE in Mathematics	100,100
Edexcel Level 1/Level 2 GCSE in Mathematics B	97,100
AQA Level 1/Level 2 GCSE in English	94,500
AQA Level 1/Level 2 GCSE in Art and Design	93,800
OCR Level 1/Level 2 GCSE in Science A	88,800
OCR Level 1/Level 2 GCSE in Science B	87,800
AQA Level 1/Level 2 GCSE in Biology	84,900
Edexcel Level 1/Level 2 GCSE in Religious Studies	84,100
AQA Level 1/Level 2 GCSE in Chemistry	81,300
AQA Level 1/Level 2 GCSE in Physics	80,300
AQA Level 1/Level 2 GCSE in French	80,100
Edexcel Level 1/Level 2 GCSE in Religious Studies (Short Course)	67,500
AQA Level 1/Level 2 GCSE in Geography A	66,500

Source: JCQ data (summer series only)

English, maths and science GCSEs dominate the list. Further information on the trends in GCSE achievements in schools in England can be found in the supplementary report on schools and schools' sixth forms.

Achievements in GCE qualifications

Highlights

- AQA, OCR and Edexcel accounted for nearly 90 per cent of all achievements in AS and A levels in 2011/12.
- AQA awarded the largest proportion of A levels at 42 per cent.
- The distribution of AS and A level achievements across AQA, OCR and Edexcel has remained relatively constant over the five-year period 2007/08 to 2011/12.
- The A level subjects with the most achievements in 2011/12 were English and maths.
- The A level qualification with the most achievements in 2011/12 was Edexcel's Advanced GCE in Mathematics, with 38,000 achievements, followed by AQA's Advanced GCE in Psychology A, with 32,400 achievements.

GCE qualifications include both AS and A levels. A levels are made up of advanced subsidiary (AS) units and A2 units, and are the qualifications that the majority of young people use to gain entry to university.

The AS is a stand-alone qualification — usually made up of two units — and is worth half a full A level. The material studied in an AS is less demanding than in the A2.

In this section we show data and trends in the distribution of achievements of AS and A levels across awarding organisations. We also highlight high-volume AS and A level qualifications for 2011/12.

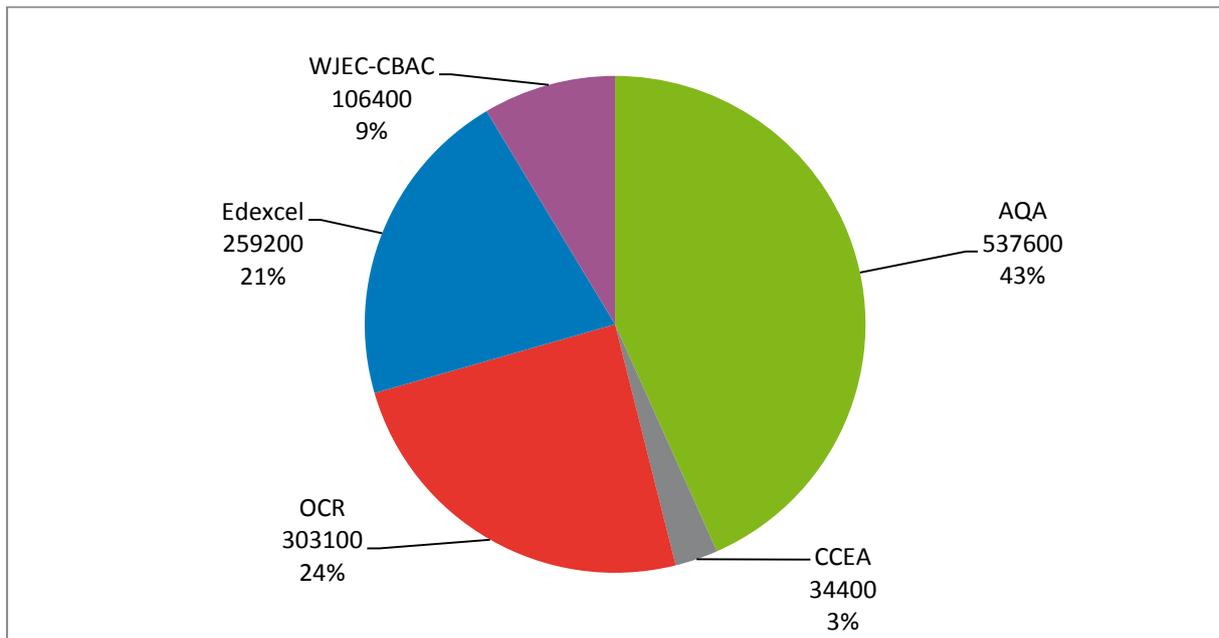
Achievements at AS

AS are usually taken in the first year of post-16 education, with progression to a full A level in the second year by taking further A2 units.

Distribution of achievements for AS qualifications across awarding organisations

The following chart (figure 18) shows the distribution of achievements for AS in 2011/12.

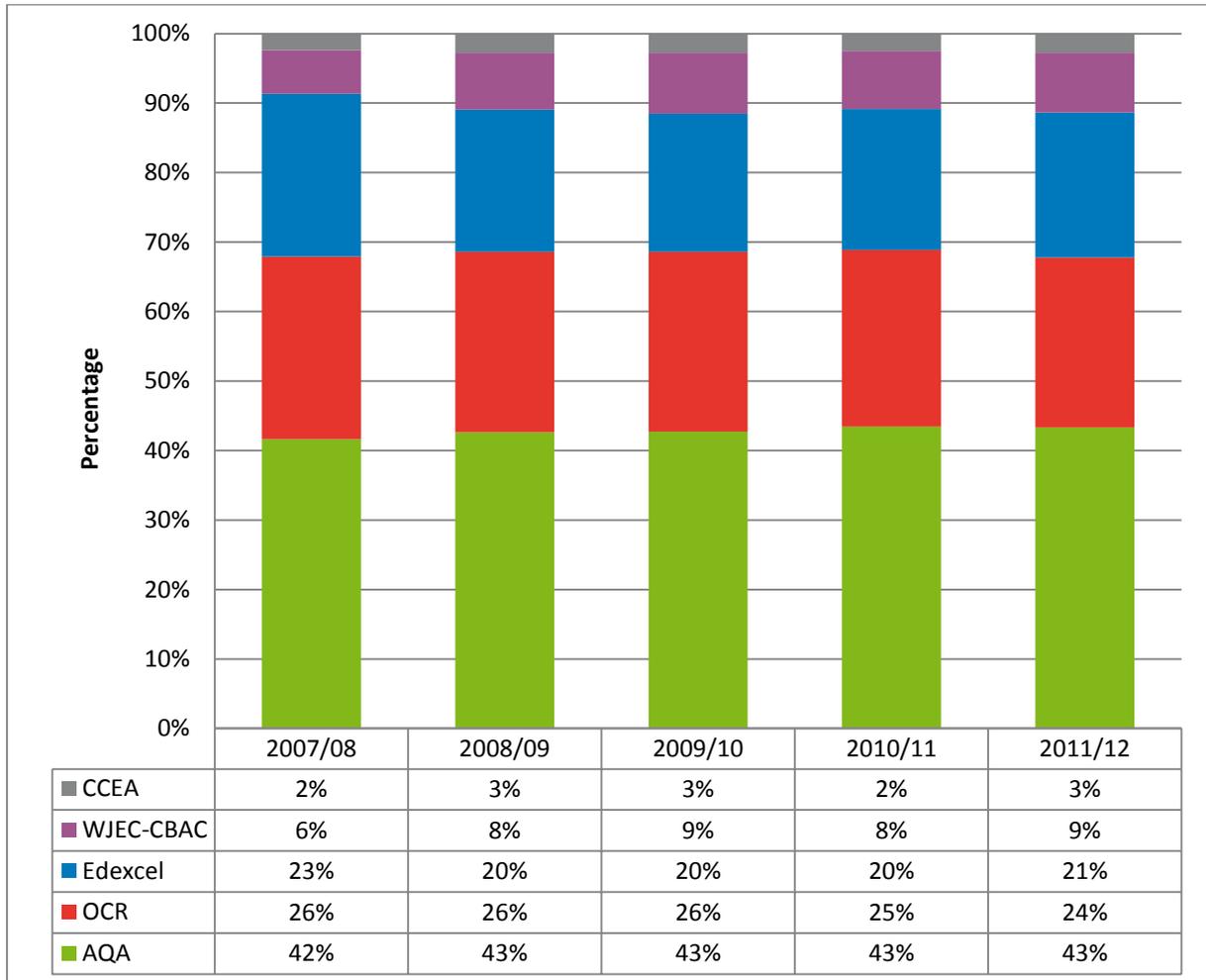
Figure 18: AS achievement data split by awarding organisation for 2011/12



Source: JCQ data (summer series only)

The pattern of the distribution of achievements across awarding organisations for AS is essentially the same as at A level. AQA awards the largest proportion, at 43 per cent, and the largest three award nearly 90 per cent of all achievements.

Figure 19: AS achievement data split by awarding organisation from 2007/08 to 2011/12



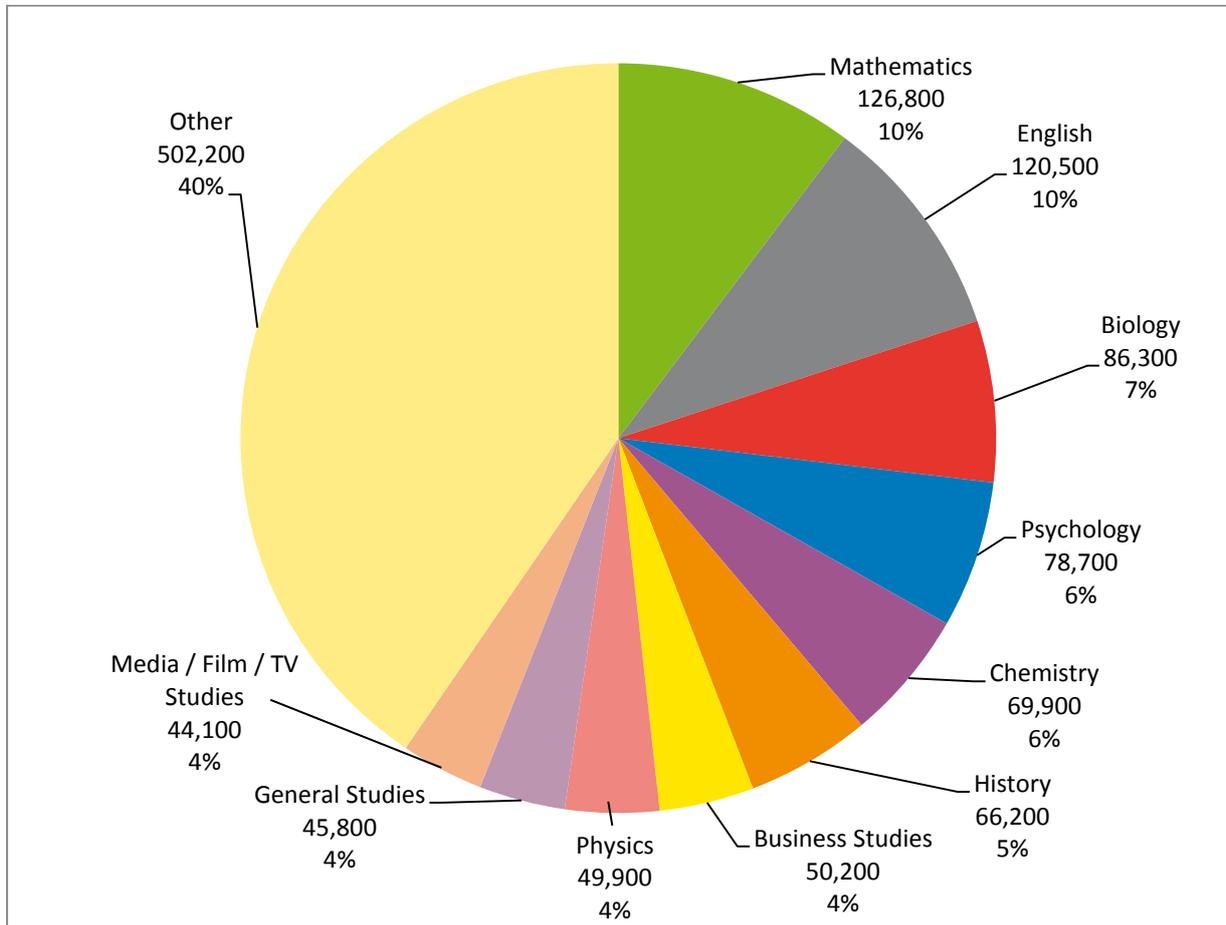
Source: JCQ data (summer series only)

Again, the changes in distribution have remained small over the last five years.

Achievements in AS subjects

The following chart (figure 20) shows the distribution of achievements across different subjects for AS qualifications in 2011/12.

Figure 20: AS achievements by subject in 2011/12



Source: JCQ data (summer series only)

High-volume AS qualifications

The following chart shows the 20 AS qualifications with the most achievements in 2011/12.

Figure 21: The 20 AS qualifications with the most achievements in 2011/12

Qualification	Number of achievements 2011/2012
Edexcel Advanced Subsidiary GCE in Mathematics	51,900
AQA Level 3 Advanced Subsidiary GCE in Psychology A	46,800
AQA Level 3 Advanced Subsidiary GCE in Sociology	35,100
AQA Level 3 Advanced Subsidiary GCE in Biology	34,500
AQA Level 3 Advanced Subsidiary GCE in Business Studies	28,000
OCR Level 3 Advanced Subsidiary GCE in Biology	27,300
AQA Level 3 Advanced Subsidiary GCE in Art and Design	26,800
Edexcel Level 3 Advanced Subsidiary GCE in History	26,100
OCR Level 3 Advanced Subsidiary GCE in Chemistry A	25,300
AQA Level 3 Advanced Subsidiary GCE in Mathematics (Pilot)	25,000
AQA Level 3 Advanced Subsidiary GCE in Chemistry	23,000
AQA Level 3 Advanced Subsidiary GCE in English Language B	22,500
AQA Level 3 Advanced Subsidiary GCE in English Literature B	22,400
OCR Advanced Subsidiary GCE in Mathematics	21,300
Edexcel Level 3 Advanced Subsidiary GCE in Art and Design	20,200
AQA Level 3 Advanced Subsidiary GCE in Physics A	20,200
AQA Level 3 Advanced Subsidiary GCE in General Studies A	20,000
AQA Level 3 Advanced Subsidiary GCE in History	19,500
OCR Advanced Subsidiary GCE in Mathematics (MEI)	19,000
AQA Level 3 Advanced Subsidiary GCE in Geography	19,000

Source: JCQ data (summer series only)

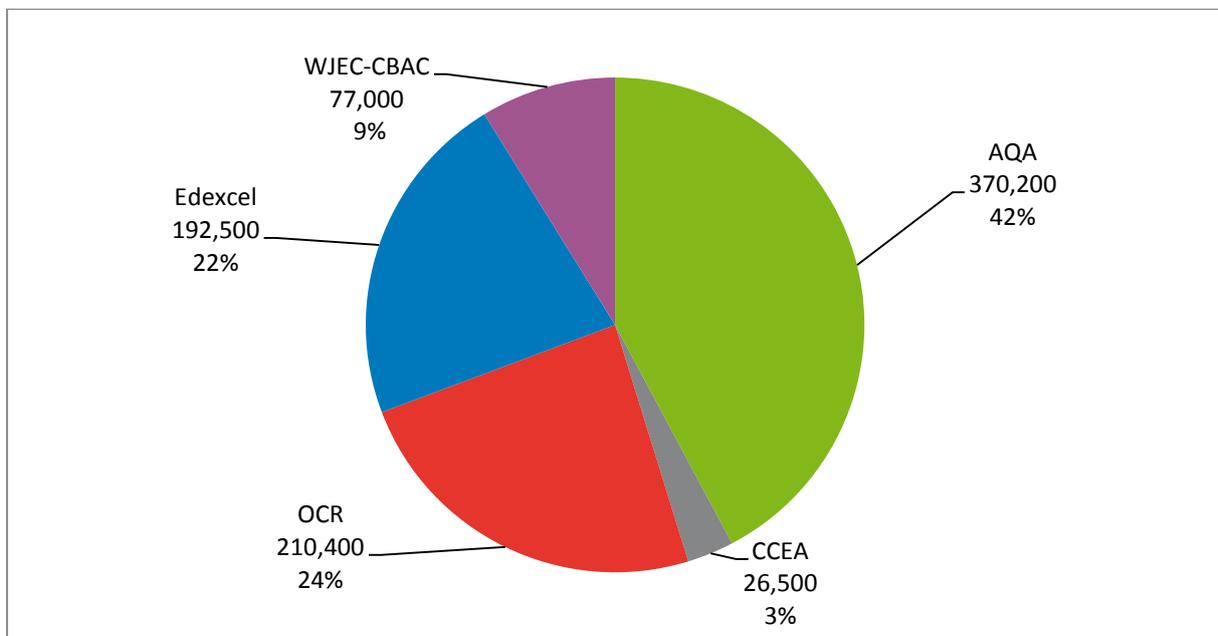
There are four maths AS qualifications in the 20 qualifications with the most achievements in 2011/12.

Achievements at A level

Distribution of achievements for A level qualifications across awarding organisations

Figure 22 shows the distribution of A level achievements by awarding organisations for 2011/12.

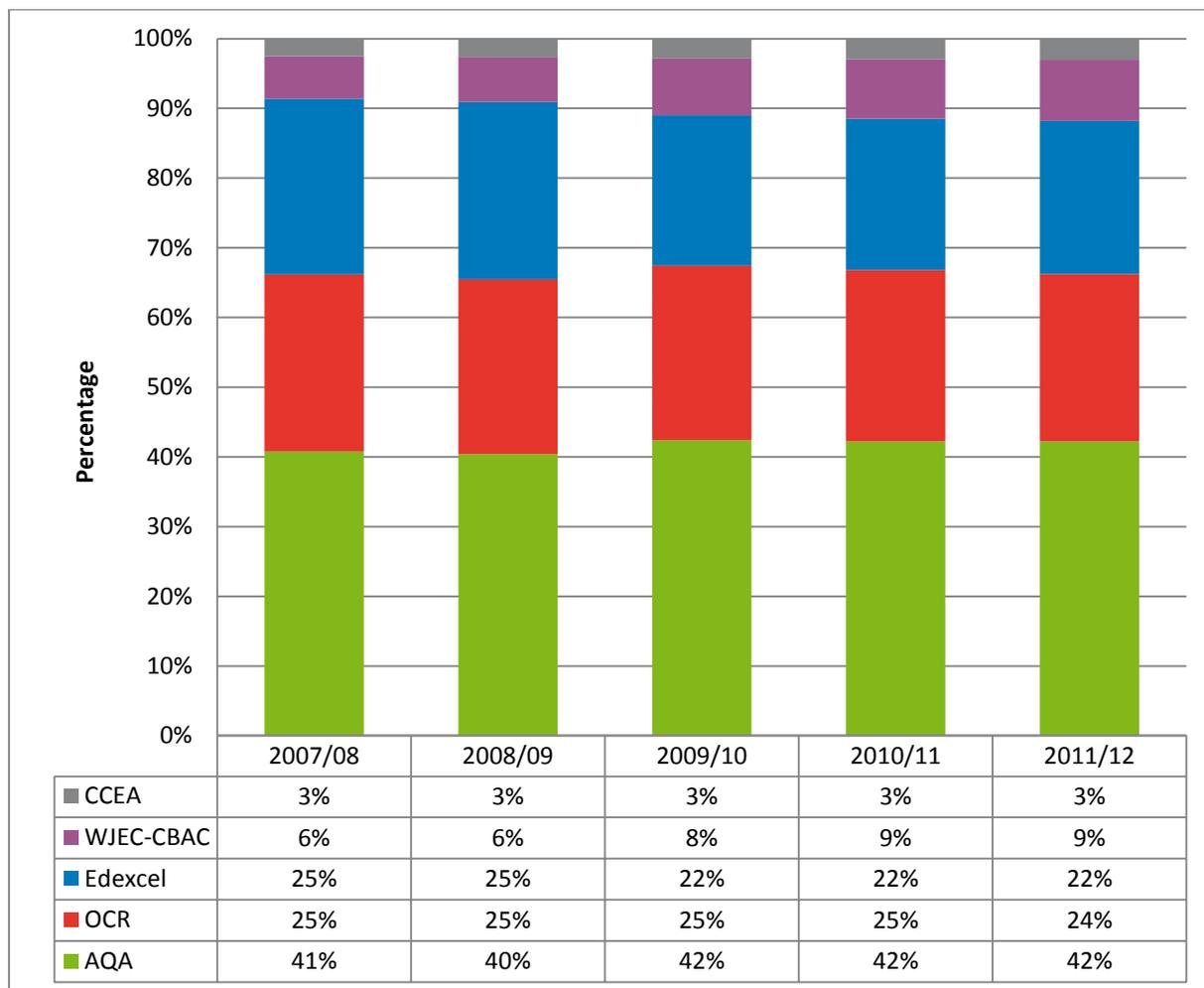
Figure 22: A level achievement data split by awarding organisation in 2011/12



Source: JCQ data (summer series only)

There are only five awarding organisations that award A levels. AQA awards the largest proportion (42 per cent) of A levels.

Figure 23: A level achievement data split by awarding organisation from 2007/8 to 2011/12



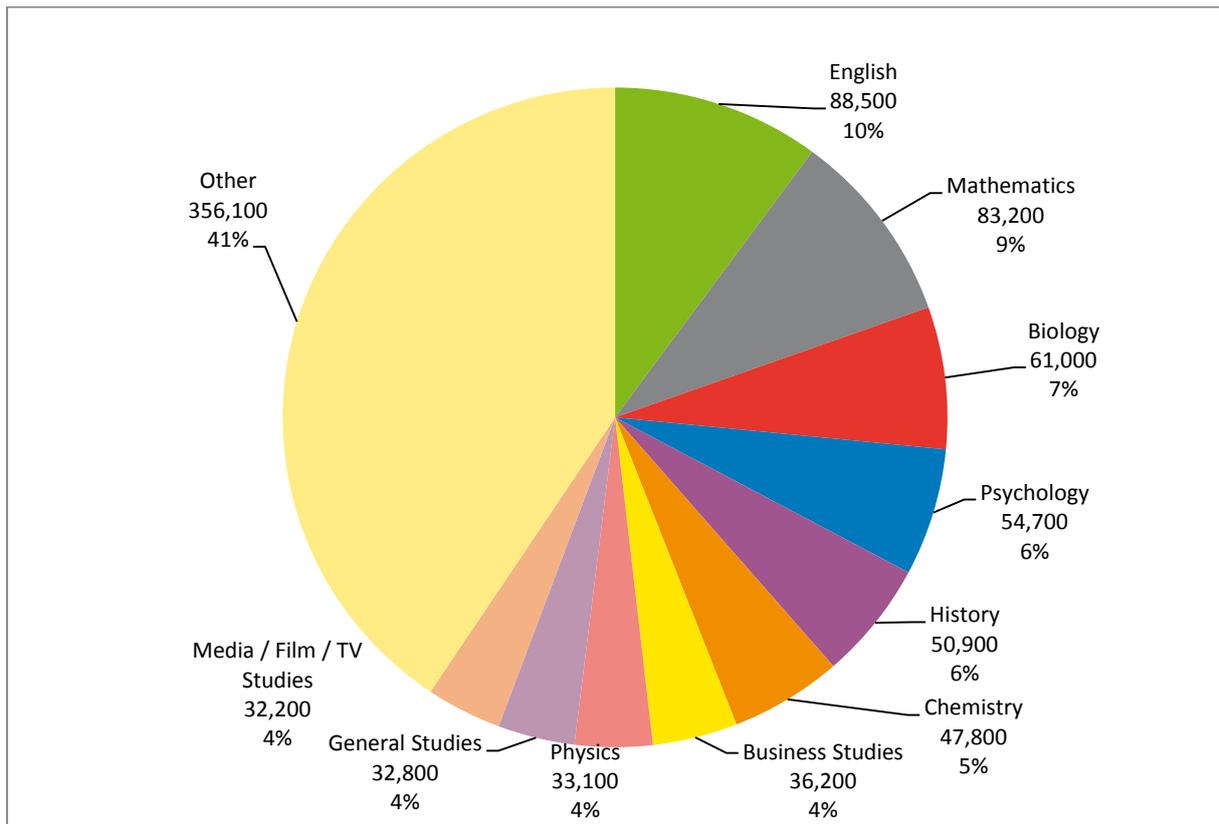
Source: JCQ data (summer series only)

The chart above shows that there has been little change in trends over the last five academic years. The largest three organisations still account for nearly 90 per cent of all achievements

Achievements in A level subjects

The following chart shows the distribution of achievements across different subjects for A level qualifications in 2011/12.

Figure 24: A level achievements by subject in 2011/12



Source: JCQ data (summer series only)

English and maths were the subjects with the most A level achievements in 2011/12.

High-volume A level qualifications

The following table (figure 25) shows the 20 A level qualifications with the most achievements in 2011/12.

Figure 25: The 20 A level qualifications with the most achievements in 2011/12

Qualification	Number of achievements 2011/2012
EDEXCEL Advanced GCE in Mathematics	38,000
AQA Level 3 Advanced GCE in Psychology A	32,400
AQA Level 3 Advanced GCE in Sociology	24,700
AQA Level 3 Advanced GCE in Biology	24,200
AQA Level 3 Advanced GCE in Business Studies	20,100
EDEXCEL Level 3 Advanced GCE in History	19,900
OCR Level 3 Advanced GCE in Biology	19,300
AQA Level 3 Advanced GCE in Art and Design	18,700
OCR Level 3 Advanced GCE in Chemistry A	17,000
AQA Level 3 Advanced GCE in English Literature B	16,200
AQA Level 3 Advanced GCE in English Language B	16,000
AQA Level 3 Advanced GCE in Chemistry	15,700
AQA Advanced GCE in Mathematics (Pilot)	15,300
AQA Level 3 Advanced GCE in General Studies A	15,000
EDEXCEL Level 3 Advanced GCE in Art and Design	15,000
AQA Level 3 Advanced GCE in Geography	14,500
AQA Level 3 Advanced GCE in History	13,700
AQA Level 3 Advanced GCE in Physics A	12,800
OCR Advanced GCE in Mathematics	12,500
OCR Advanced GCE in Mathematics (MEI)	10,900

Source: JCQ data (summer series only)

There are four maths qualifications in the 20 A level qualifications with the most achievements in 2011/12.

9. Achievements in 'other' qualifications

Highlights

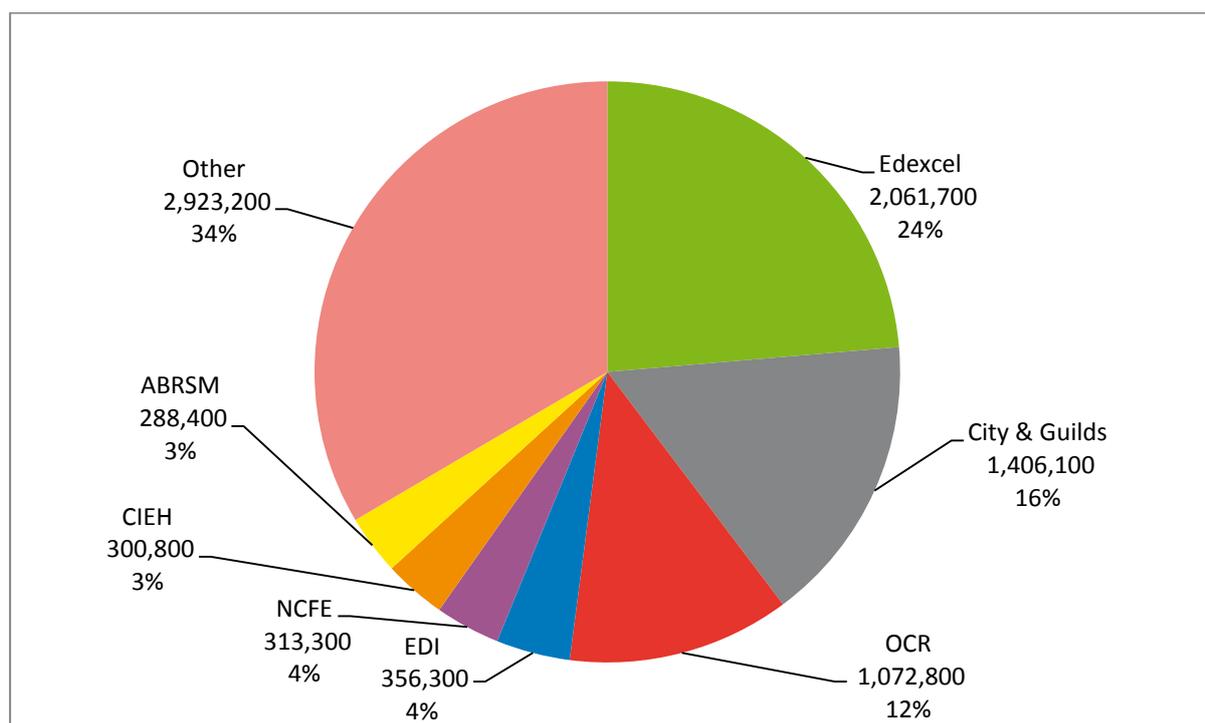
- In 2011/12, there were 8.7 million 'other' qualification achievements.
- Level 2 qualifications account for nearly half of these achievements.
- In 2011/12, the largest seven awarding organisations accounted for nearly two-thirds of all achievements, and Edexcel accounted for nearly one-quarter of all achievements.
- Over the year 2010/11 to 2011/12, NCFE and Edexcel had the strongest growth in achievements of 61 per cent and 38 per cent respectively.
- Over the five-year period 2007/08 to 2011/12, the number of qualification achievements increased from 6.3 million to 8.7 million (a 37 per cent increase).
- Over the same five-year period, Edexcel's achievements increased by over one million, accounting for 44 per cent of the growth in all achievements.
- Of the largest seven awarding organisations, EDI and NCFE had the strongest growth in achievements over the five years.

In this section of the report we show achievements in 'other' qualifications by sector subject area, by qualification level and qualification type.

Distribution of achievements for 'other' qualifications by awarding organisations

Unlike GCE and GCSE, where the largest three organisations (AQA, Edexcel and OCR) account for the majority of achievements, there is a lower level of concentration in the distribution of achievements for 'other' qualifications. This is due to the number of awarding organisations specialising in niche qualifications within few sectors.

Figure 26: Number of 'other' achievements by awarding organisation for 2011/12. The seven largest organisations in terms of achievements are shown.



Source: Ofqual's RQAD

The chart above (figure 26) shows the distribution of achievements by awarding organisation for 2011/12. Edexcel²⁰ has nearly one quarter of all achievements. The largest seven organisations nearly account for two-thirds of all achievements. NCFE has re-entered the top seven, with AQA dropping out.

There are over 140 organisations outside the top seven who achievements have been totalled in "Others".

²⁰ Edexcel and EDI are both owned by Pearson Education Ltd, a subsidiary of Pearson International.

'Other' qualification achievements by medium-sized awarding organisations

Figure 27 shows the proportion of 'other' qualification achievements for awarding organisations outside the top seven in terms of the volume of qualification achievements. It shows the distribution of the 2,923,200 (34 per cent) achievements classified as 'other' in figure 26.

Figure 27: Distribution of 'other' qualification achievements outside the top seven awarding organisations in 2011/12

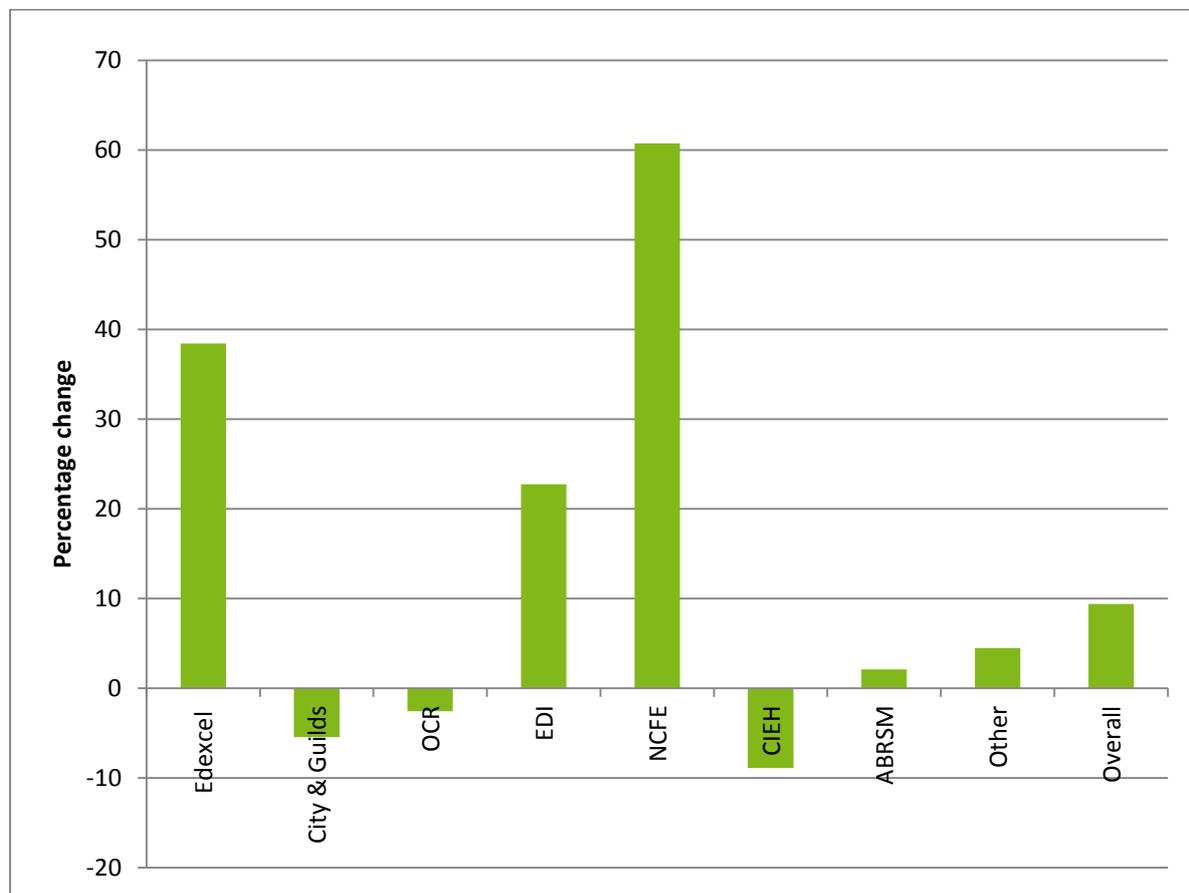
Awarding organisation	Number of achievements 2011/2012
AQA	233,500
National Open College Network	221,900
University of Cambridge ESOL Examinations	159,000
Highfield Awarding Body for Compliance	146,800
Award Scheme Development and Accreditation Network	146,500
Trinity College London	124,000
Excellence, Achievement & Learning Limited	107,500
Cskills Awards	104,800
WJEC	94,600
Sports Leaders UK	84,400
BCS, The Chartered Institute for IT	81,800
Skillsfirst Awards Ltd	77,800
Council for Awards in Care, Health and Education (CACHE)	72,500
Others	1,267,900

Source: Ofqual's RQAD

This chart shows the volume of achievements in 2011/12 for the next 13 awarding organisations. Changes from last year include NCFE, which has left this group and replace AQA in the top seven. AQA is now in this group. BSC and BIIAB have also dropped out of this group, with Skillsfirst Awards and CACHE replacing them.

The following chart (Figure 28) shows the percentage change in distribution across awarding organisations from 2010/11 to 2011/12.

Figure 28: Percentage change in number of ‘other’ qualification achievements for the seven awarding organisations with the most achievements from 2010/11 to 2011/12

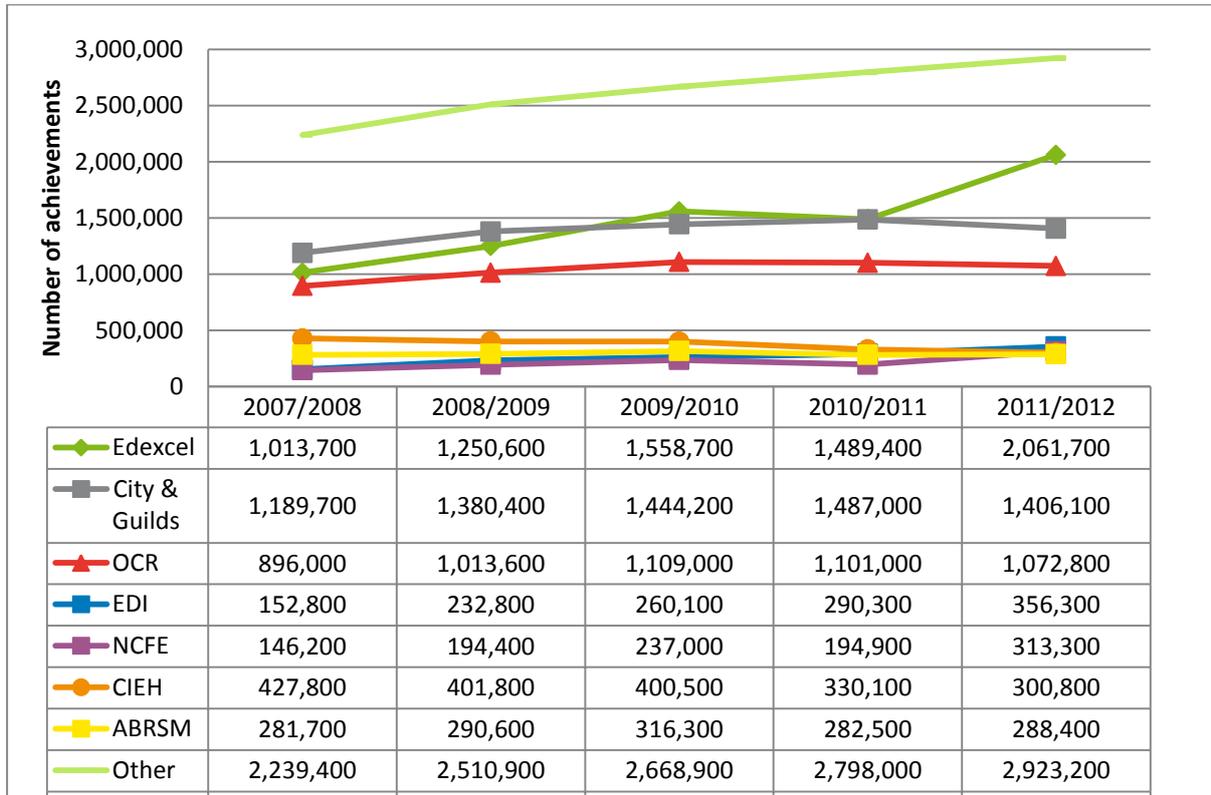


Source: Ofqual's RQAD

Note: Organisations are listed in descending order of achievements in 2011/12 from left to right.

The changes in distribution from 2010/11 and 2011/12 are shown in the chart above (figure 28), with NCFE and Edexcel showing the strongest growth (61 per cent and 38 per cent respectively). The growth in achievements for Edexcel was due to QCF qualifications, especially ESOL qualifications in the preparation for life and work sector subject area. For NCFE, the growth in achievements was for QCF qualifications, especially functional skills in the preparation for life and work sector subject area. We analyse the distribution of achievements by sector subject areas further in the report.

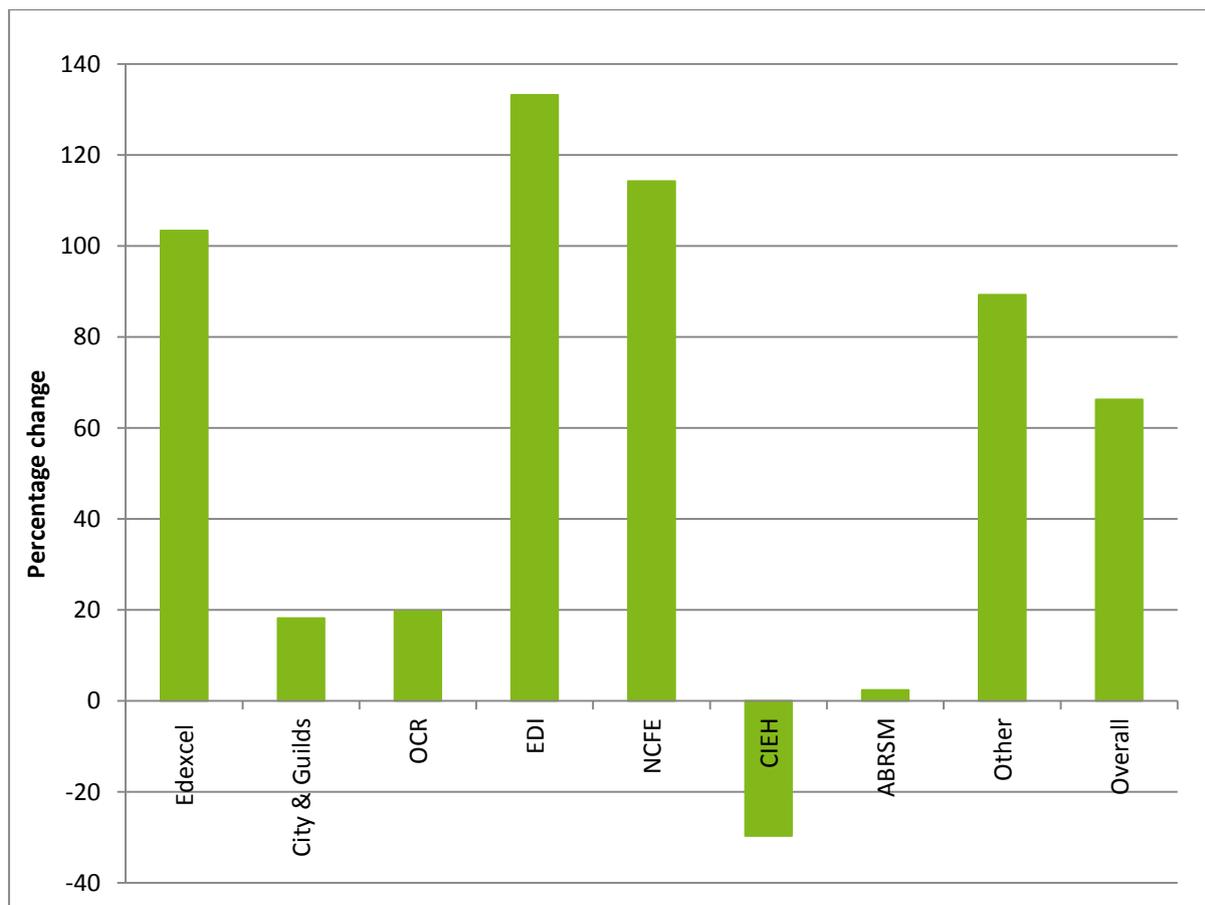
Figure 29: The seven largest awarding organisations in terms of 'other' achievements from 2007/08 to 2011/12



Source: Ofqual's RQAD

Figure 29 considers the trend in achievements for the last five years. Edexcel, has increased its number of achievements by over one million, accounting for 44 per cent of the growth in all achievements in the last five years.

Figure 30: Percentage change in number of 'other' qualification achievements for the seven largest awarding organisations from 2007/08 to 2011/12



Source: Ofqual's RQAD

Note: Organisations are listed in order of number of 2011/12 achievements from left to right.

In the five years from 2007/08 to 2011/12, there has been strong growth in the number of qualification achievements from 6.3 million to 8.7 million (a 37 per cent increase) as shown in figure 30 above. Allowing vocational qualifications to be taken in schools has been a factor. This trend of more students taking more qualifications is expected to continue with the raising of the participation age²¹ to 17 this year and to 18 in 2015. Edexcel is the largest provider in terms of the number of achievements and has shown strong growth (103 per cent). Of the largest seven awarding organisations, EDI and NCFE have shown the strongest growth in achievements (133 per cent and 114 per cent respectively).

²¹ Further information on the raising of the participation age can be found at www.education.gov.uk/childrenandyoungpeople/youngpeople/participation/rpa

High volume 'other' qualifications

The following chart (figure 31) shows the 20 'other' qualifications with the most achievements in 2011/12. These qualifications accounted for 14 per cent of all 'other' achievements.

Figure 31: The 20 'other' qualifications with the most achievements in 2011/12

Qualification	Achievements 2011/2012
CIEH Level 2 Award in Food Safety in Catering (QCF)	182,300
OCR Level 2 National First Award in ICT	150,500
OCR Level 2 National Award in ICT	82,200
Edexcel BTEC Level 2 Extended Certificate in Applied Science (QCF)	73,900
ABRSM Level 1 Award in Graded Examination in Music Performance (Grade 1) (QCF)	69,100
Edexcel BTEC Level 2 Extended Certificate in Sport (QCF)	51,900
ABRSM Level 1 Award in Graded Examination in Music Performance (Grade 2) (QCF)	50,700
Sports Leaders UK Level 1 Award in Sports Leadership (QCF)	50,300
OCR Level 2 Certificate in Adult Literacy	47,200
OCR Level 1 Certificate in Adult Numeracy	45,100
CIEH Level 2 Award in Health and Safety in the Workplace (QCF)	45,000
Edexcel Level 1 Functional Skills qualification in Mathematics	44,900
HABC Level 2 Award in Door Supervision (QCF)	44,300
Cambridge ESOL Level 1 Certificate in English (IELTS 5.5-6.5)	42,800
OCR Level 2 Certificate in Adult Numeracy	42,300
OCR Level 1 Certificate in Adult Literacy	42,300
ABRSM Level 1 Award in Graded Examination in Music Performance (Grade 3) (QCF)	42,000
City & Guilds Level 1 Key Skills in Application of Number	39,300
BCS Level 2 Certificate in IT User Skills (ECDL Extra) (ITQ) (QCF)	39,000
Edexcel Level 2 Functional Skills qualification in Mathematics	38,700

Source: Ofqual's RQAD

Seven of these qualifications are found in the preparation for life and work sector subject area.

Achievements by sector subject area

Highlights

- The preparation for life and work sector subject area accounted for one-third of all 'other' qualification achievements in 2011/12.
- Arts, media and publishing was the second largest sector subject area in 2011/12.
- Science and maths was the fastest-growing sector over the period 2010/11 to 2011/12, with an increase of over 30 per cent.
- The science and maths sector was also the fastest growing sector over the five-year period 2007/08 to 2011/12, during which achievements increased by more than 200 per cent.
- The health, public services and care sector declined the most over the same five-year period, during which achievements fell by 17 per cent.
- Pearson, City & Guilds and OCR appear in 12 of the 15 sector subject areas. EDI, which is owned by Pearson, appears in nine sectors.
- In 2011/12, the top three awarding organisations in each sector accounted for more than 50 per cent of achievements in each sector. In 11 sectors, the top two organisations accounted for over 50 per cent of achievements.
- One awarding organisation awarded over one-third of achievements in nine sectors and over half in four sectors.

The following table (figure 32) shows the number of achievements by the 15 sector subject areas as defined in the Register.

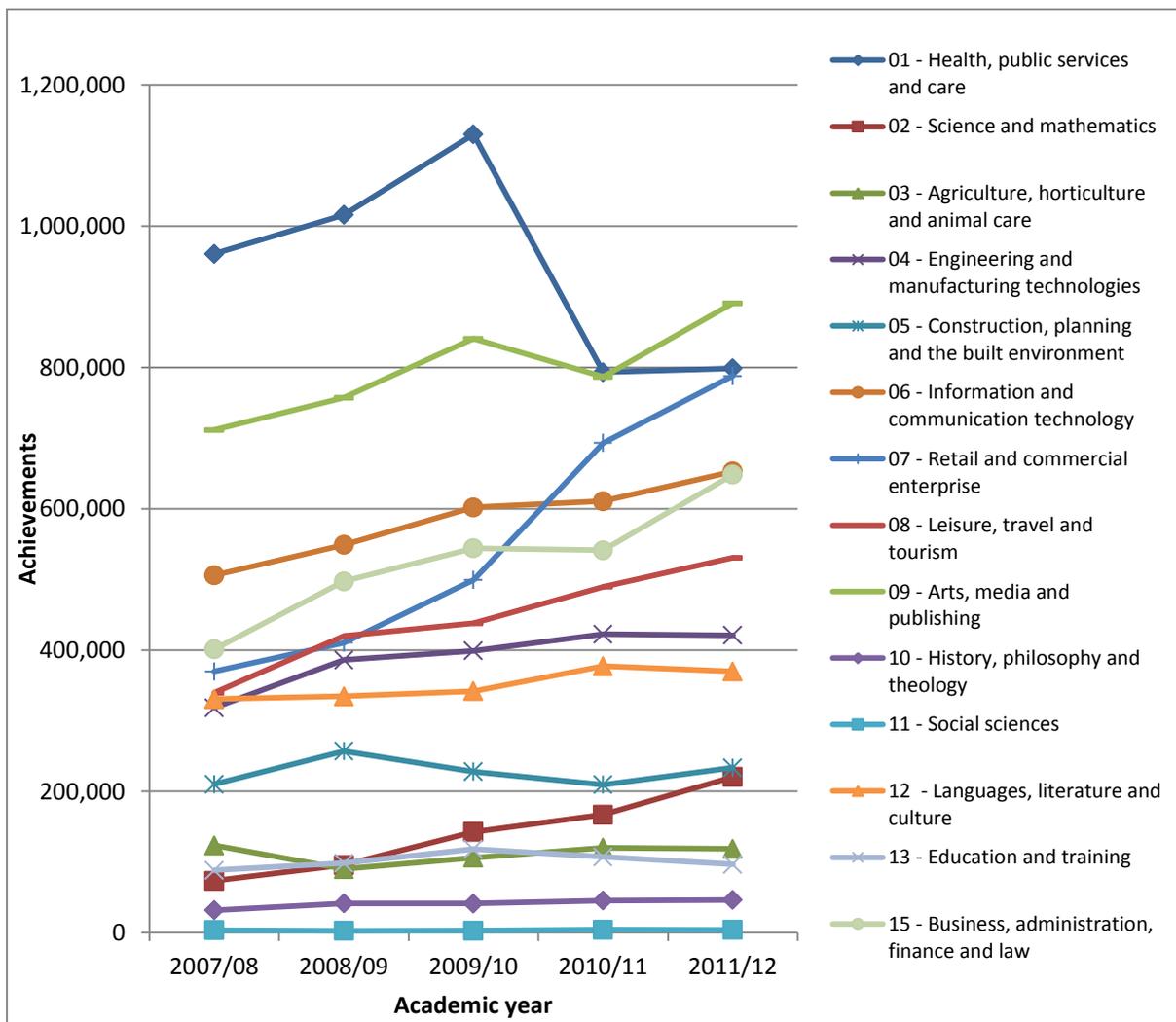
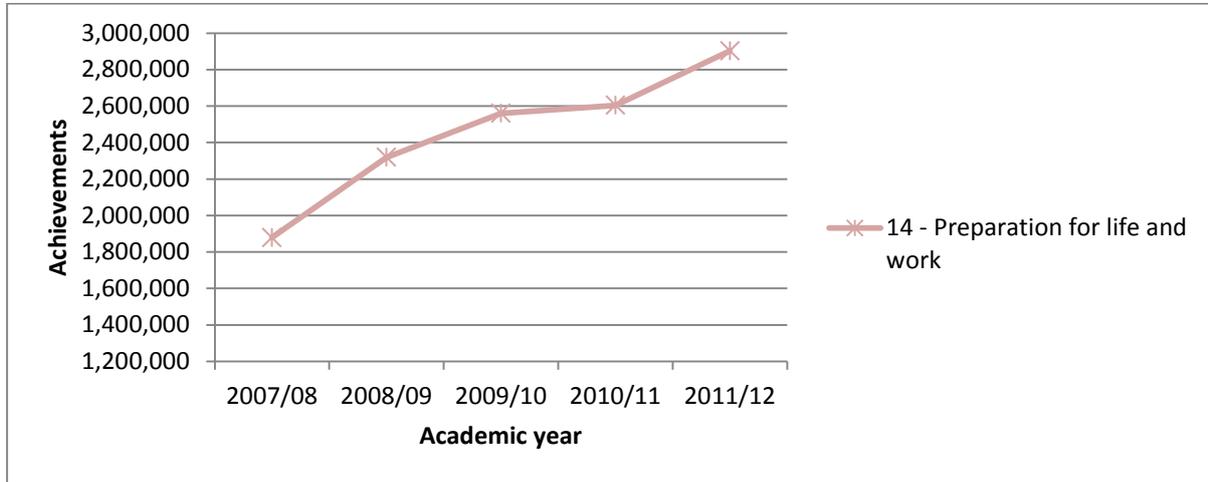
Figure 32: Number of 'other' achievements in each sector subject area from 2007/08 to 2011/12

Sector	Number of achievements				
	2007/08	2008/09	2009/10	2010/11	2011/12
01 - Health, public services and care	960,900	1,016,100	1,129,800	793,300	798,700
02 - Science and mathematics	73,400	95,800	142,600	167,200	220,600
03 - Agriculture, horticulture and animal care	123,500	90,100	106,100	120,300	118,700
04 - Engineering and manufacturing technologies	318,400	386,000	399,000	422,600	421,100
05 - Construction, planning and the built environment	210,100	257,100	227,900	209,500	233,400
06 - Information and communication technology	505,900	548,900	602,100	610,900	652,800
07 - Retail and commercial enterprise	369,800	410,600	499,400	693,200	787,900
08 - Leisure, travel and tourism	339,500	419,900	437,900	489,700	530,700
09 - Arts, media and publishing	711,500	757,200	840,700	786,600	890,800
10 - History, philosophy and theology	31,800	41,500	41,300	45,500	46,400
11 - Social sciences	3,700	2,900	3,100	4,500	4,200
12 - Languages, literature and culture	330,700	334,600	341,900	377,300	369,800
13 - Education and training	88,400	98,400	118,300	107,400	96,800
14 - Preparation for life and work	1,878,600	2,318,700	2,560,400	2,603,700	2,902,200
15 - Business, administration, finance and law	401,200	497,300	544,100	541,400	648,400
Total	6,347,200	7,274,900	7,994,600	7,973,100	8,722,600

Source: Ofqual's RQAD

The following chart (figure 33) shows a pictorial representation of the table above, highlighting the significance of the high-volume sectors.

Figure 33: Number of ‘other’ achievements in each sector subject area from 2007/08 to 2011/12



Source: Ofqual's RQAD

The preparation for life and work sector subject area continues to provide the highest volume in terms of achievements, with an increase of 11 per cent on the previous year. This sector represents one-third of all 'other' achievements and for presentational reasons we have separated it from the other sectors in figure 33. Seven of the top 20 'other' qualifications come from this sector subject area. The growth in achievements in this sector subject area is due to the growth in QCF achievements (82 per cent increase). Basic skills, key skills and functional skills qualifications have the largest influence in terms of achievements in this sector.

The arts, media and publishing sector subject area is now the second largest sector, with a 13 per cent increase in achievements last year. Science and maths is the fastest growing sector, with an increase of over 30 per cent in achievements last year and over 200 per cent over the five-year period. This was due to growth in achievements of qualifications in the QCF, such as high-volume qualifications including Edexcel BTECs. Some new qualifications, for example AQA Level 2 Certificate in Further Mathematics, had an operational start date²² of September 2011 and would have had no achievements in the past. The health, public services and care sector declined the most in achievements in the last five years (17 per cent).

²² The operational start date is the date on which a qualification may be offered to learners, or the date on which they may register for the qualification.

The following chart (figure 34) shows the 20 highest-volume qualifications for 2011/12 in the preparation for life and work sector subject area.

Figure 34: The 20 qualifications with the most achievements in the preparation for life and work sector subject area in 2011/12.

Qualification	Number of achievements 2011/2012
OCR Level 2 Certificate in Adult Literacy	47,200
OCR Level 1 Certificate in Adult Numeracy	45,100
Edexcel Functional Skills Qualification in Mathematics at Level 1	44,900
OCR Level 2 Certificate in Adult Numeracy	42,300
OCR Level 1 Certificate in Adult Literacy	42,300
City & Guilds Level 1 Key Skills in Application of Number	39,300
Edexcel Functional Skills Qualification in Mathematics at Level 2	38,700
Edexcel Level 1 Key Skills in Application of Number	38,300
Edexcel Level 1 Key Skills in Communication	36,000
Edexcel Level 2 Certificate in Adult Literacy	35,600
City & Guilds Level 1 Key Skills in Communication	35,000
Edexcel Level 2 Certificate in Adult Numeracy	33,000
Edexcel BTEC Level 1 Award in WorkSkills (QCF)	31,800
NCFE Level 2 Certificate in Equality and Diversity (QCF)	31,700
Edexcel Functional Skills Qualification in English at Level 1	30,500
City & Guilds Functional Skills Qualification in Mathematics at Level 1	30,100
AQA Functional Skills Qualification in English at Level 2	29,500
City & Guilds Level 2 Certificate in Adult Literacy	29,300
City & Guilds Functional Skills Qualification in Mathematics at Entry 3	29,200
City & Guilds Functional Skills Qualification in English at Level 1	29,000

Source: Ofqual's RQAD

Distribution of achievements across awarding organisations by sector subject area for 'other' qualifications

Although there are over 170 awarding organisations providing regulated qualifications, most of them do not provide qualifications across many sector subject areas.

The following table shows the distribution of 94 per cent of all 'other' achievements across the largest ten awarding organisations by number of achievements in 2011/12 for each sector subject area.

Figure 35: The ten awarding organisations with the most achievements in each sector subject area in 2011/12

Sector subject area	Awarding organisation	Number of achievements	Percentage of achievements
01 - Health, public services and care	Pearson Education Ltd	216,762	27%
	HABC	91,338	11%
	City & Guilds	90,920	11%
	NCFE	77,271	10%
	British Safety Council	68,371	9%
	EDI	59,442	7%
	CACHE	55,649	7%
	Ascentis	25,757	3%
	OCR	18,080	2%
	CIEH	17,108	2%
02 - Science and mathematics	Pearson Education Ltd	140,524	64%
	OCR	46,211	21%
	AQA	22,840	10%
	Cambridge International Examinations	5,268	2%
	WJEC-CBAC	5,008	2%
	CCEA	432	0%
	PAA\QSET	207	0%
	Ascentis	86	0%
	City & Guilds	1	0%
	AQA - City & Guilds	0	0%
03 - Agriculture, horticulture and animal care	City & Guilds	63,110	53%
	Pearson Education Ltd	16,269	14%
	Ascentis	13,385	11%
	Equestrian Qualifications Limited	11,221	9%
	Royal Horticultural Society	3,710	3%
	ABC Awards	3,193	3%
	BHEST	2,220	2%
	WAMITAB	1,203	1%
	Lantra Awards	1,130	1%
	CIEH	1,082	1%
04 - Engineering and manufacturing	City & Guilds	107,102	25%

Annual Qualifications Market Report 2013

technologies	CIEH	85,230	20%
	EAL	65,606	16%
	Pearson Education Ltd	58,251	14%
	IMI Awards Ltd	45,724	11%
	EDI	9,673	2%
	HABC	8,736	2%
	ABC Awards	7,307	2%
	FDQ Limited	5,812	1%
	Royal Society for Public Health	4,637	1%
05 - Construction, planning and the built environment	Cskills Awards	104,434	45%
	City & Guilds	82,962	36%
	Pearson Education Ltd	37,691	16%
	EDI	3,009	1%
	GQA Qualifications Limited	1,134	0%
	EAL	1,101	0%
	ABC Awards	709	0%
	Lantra Awards	584	0%
	OCR	445	0%
	AQA - City & Guilds	370	0%
06 - Information and communication technology	OCR	354,984	54%
	Pearson Education Ltd	158,855	24%
	BCS, The Chartered Institute for IT	77,768	12%
	City & Guilds	40,849	6%
	The Learning Machine	4,939	1%
	National Open College Network	4,069	1%
	EDI	2,468	0%
	AQA	2,380	0%
	Ascentis	2,167	0%
	Cambridge International Examinations	1,413	0%
07 - Retail and commercial enterprise	City & Guilds	200,248	25%
	CIEH	196,325	25%
	Pearson Education Ltd	76,038	10%
	Skillsfirst Awards Ltd	57,514	7%
	VTCT	50,559	6%
	BIIAB	49,488	6%
	EDI	45,912	6%
	HABC	44,768	6%
	Royal Society for Public Health	19,716	3%
	Qualifi Ltd	11,326	1%
08 - Leisure, travel and tourism	Pearson Education Ltd	199,796	38%
	Sports Leaders UK	84,399	16%
	1st4sport Qualifications	61,506	12%
	Institute of Qualified Lifeguards	31,696	6%
	Central YMCA Qualifications	28,922	5%
	Active IQ	27,282	5%
	City & Guilds	21,147	4%
	NCFE	21,011	4%

Annual Qualifications Market Report 2013

	Lifetime Awarding	13,486	3%
	OCR	10,848	2%
09 - Arts, media and publishing	ABRSM	288,448	32%
	Pearson Education Ltd	218,784	25%
	Trinity College London	83,317	9%
	ISTD	61,580	7%
	LAMDA Examinations	56,087	6%
	Royal Academy of Dance	37,271	4%
	Rock School Ltd	33,734	4%
	NCFE	27,547	3%
	University of West London	22,798	3%
	OCR	11,821	1%
10 - History, philosophy and theology	National Open College Network	32,544	70%
	OCR	6,302	14%
	AQA	2,997	6%
	Cambridge International Examinations	2,996	6%
	CCEA	826	2%
	WJEC-CBAC	739	2%
	EDI	11	0%
	ABC Awards	4	0%
11 - Social sciences	Cambridge International Examinations	1,907	45%
	WJEC-CBAC	829	20%
	Assessment and Qualifications Alliance	750	18%
	Signature	477	11%
	OCR	215	5%
	CCEA	21	0%
	Ascentis	8	0%
	Defence Awarding Organisation	1	0%
12 - Languages, literature and culture	OCR	131,852	36%
	University of Cambridge ESOL	112,794	30%
	AQA	52,053	14%
	City & Guilds	21,385	6%
	Signature	12,794	3%
	WJEC-CBAC	11,622	3%
	Cambridge International Examinations	11,372	3%
	ABC Awards	10,782	3%
	ESB	1,888	1%
	CCEA	1,267	0%
13 - Education and training	City & Guilds	34,635	36%
	Pearson Education Ltd	15,461	16%
	OCR	11,585	12%
	CACHE	11,165	12%
	NCFE	5,267	5%
	University of Cambridge ESOL	4,554	5%
	EDI	3,636	4%
	Trinity College London	1,987	2%
	Ascentis	1,163	1%

	CIEH	1,044	1%
14 - Preparation for life and work	Pearson Education Ltd	757,287	26%
	City & Guilds	671,067	23%
	OCR	379,926	13%
	NCFE	171,534	6%
	National Open College Network	148,299	5%
	ASDAN	146,475	5%
	AQA	144,400	5%
	EDI	139,677	5%
	WJEC-CBAC	68,788	2%
	University of Cambridge ESOL	41,651	1%
15 - Business, administration, finance and law	Pearson Education Ltd	165,367	26%
	OCR	93,367	14%
	EDI	89,898	14%
	City & Guilds	60,877	9%
	Institute of Leadership & Management	39,674	6%
	Association of Accounting Technicians	33,091	5%
	IFS School of Finance	26,083	4%
	National Open College Network	24,298	4%
	Chartered Management Institute	22,479	3%
	Skillsfirst Awards Ltd	16,588	3%

Source: Ofqual's RQAD

Only four awarding organisations appear in more than half of the 15 sector subject areas in figure 35. Pearson, City & Guilds and OCR appear in 12, and EDI (owned by Pearson) appears in nine.

In each sector subject area, the top three awarding organisations (in terms of achievements) account for more than 50 per cent of achievements in that sector subject area. In four sector subject areas, the top three awarding organisations account for 90 per cent or more of the achievements in that sector subject area. The top two awarding organisations account for 50 per cent or more of the achievements in 11 sector subject areas, and over 80 per cent in three sector subject areas. The most dominant awarding organisation in terms of achievements awards over one-third of achievements in nine sector subject areas and over 50 per cent in four.

Figure 37: The number of awarding organisations in each sector subject area

Sector Subject Area	Achievements	No. of AOs	No. of AOs with achievements
01 - Health, public services and care	798,684	76	54
02 - Science and mathematics	220,577	17	9
03 - Agriculture, horticulture and animal care	118,732	32	19
04 - Engineering and manufacturing technologies	421,106	55	36
05 - Construction, planning and the built environment	233,422	31	21
06 - Information and communication technology	652,773	30	22
07 - Retail and commercial enterprise	787,920	61	39
08 - Leisure, travel and tourism	530,748	47	35
09 - Arts, media and publishing	890,789	32	31
10 - History, philosophy and theology	46,419	11	8
11 - Social sciences	4,208	12	8
12 - Languages, literature and culture	369,830	23	15
13 - Education and training	96,781	62	44
14 - Preparation for life and work	2,902,185	68	38
15 - Business, administration, finance and law	648,414	82	68

Source: Ofqual's RQAD

The business, administration, finance and law sector subject area has the greatest number of awarding organisations with achievements. There are 38 awarding organisations with achievements in the preparation for life and work sector subject area, which is the largest sector subject area in terms of achievements.

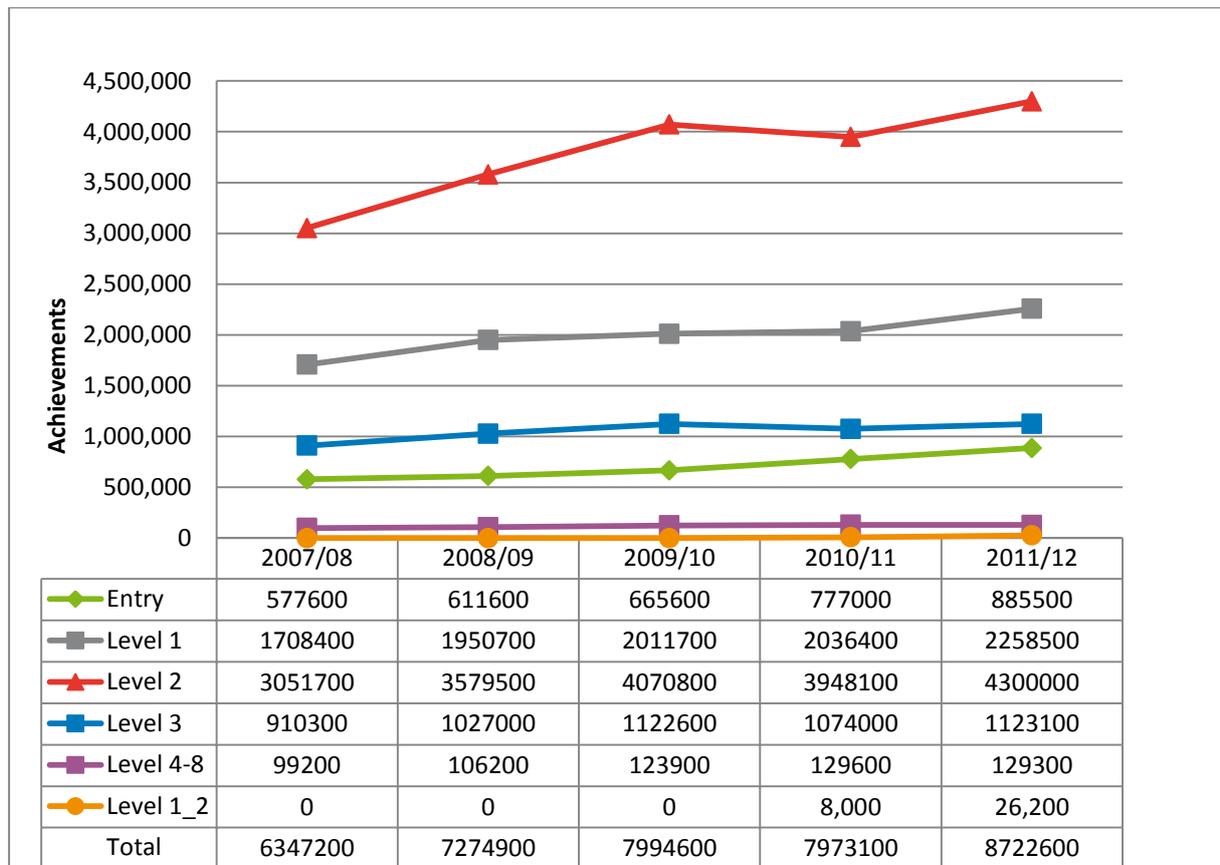
Achievements by qualification level

Regulated qualifications can be found in two frameworks,²³ either the National Qualifications Framework (NQF) or the Qualifications and Credit Framework (QCF). Both frameworks describe and compare the level²⁴ of demand of a qualification, and are aligned to allow comparison of the relative demands on students. Qualifications in the QCF are made up of units with particular credit values. This provides flexibility for students to get a qualification by accumulating and transferring credit towards the qualification. The QCF also allows awarding organisations to share the units that make up a qualification and incorporate them within their qualifications. Many 'other' qualifications have been designed to meet the requirements of the QCF. Many of the qualifications taken in schools, such as GCSE and GCEs, are found in the NQF.

²³ Further information on the NQF and QCF can be found at www.ofqual.gov.uk/qualifications-and-assessments/qualification-frameworks

²⁴ Level comparisons can be found at www.ofqual.gov.uk/help-and-advice/comparing-qualifications

Figure 38: Number of ‘other’ qualification achievements by level from 2007/8 to 2011/12



Source: Ofqual’s RQAD

Note: All figures rounded to the nearest hundred.

Level 2 qualification achievements account for nearly half of all ‘other’ qualification achievements. Level 1_2 qualifications (known as level 1/2 Certificates or IGCSEs), taken as an alternative to GCSEs, have shown growth in achievements recently.

Achievements by qualification type

The different types of ‘other’ qualifications can be found in Annexe 4. The following table shows the different types of qualifications for all ‘other’ types of qualifications. The QCF is included in the table to aid comparison of trends in qualification achievements in both frameworks.

Figure 39: Number of 'other' qualification achievements by qualification type

Qualification type	Number of achievements				
	2007/08	2008/09	2009/10	2010/11	2011/12
Advanced Extension Award	3,100	0	700	400	400
Basic Skills	740,800	869,300	829,800	611,600	512,900
Diploma English for Speakers of Other Languages	0	200	4,700	9,200	10,900
Entry Level	259,000	273,100	332,500	273,900	275,900
Free Standing Mathematics Qualification	331,800	308,100	239,300	160,100	112,700
Functional Skills	18,500	19,600	23,700	25,500	22,900
Higher Level	21,100	122,400	242,300	566,600	664,700
Key Skills	52,200	44,700	46,600	30,300	16,800
National Vocational Qualification	776,300	897,600	885,300	618,400	612,500
Occupational Qualification	727,900	922,800	979,000	587,800	128,800
Other General Qualification	24,500	26,500	23,200	17,500	4,600
Principal Learning	897,400	951,100	969,100	767,600	432,500
Project	0	600	7,200	17,100	17,200
QCF	200	12,000	26,800	50,500	49,800
Vocationally-Related Qualification	33,700	220,300	777,200	2,837,100	5,284,100
Total	2,460,800	2,606,700	2,607,300	1,399,600	575,800
	6,347,200	7,274,900	7,994,600	7,973,100	8,722,600

Source: Ofqual's RQAD

The significant upward trend has continued in both the number of QCF qualifications and achievements in those qualifications, since many awarding organisations have revised their qualifications in the NQF to meet the requirements of the QCF. The focus of the Skills Funding Agency since August 2010 to fund vocational qualifications in the QCF has been a major influence in this trend. Achievements in QCF qualifications have reached over 60 per cent of all 'other' qualification achievements. Functional skills qualifications are now the largest qualification type in the NQF in terms of achievements. We expect this trend to continue due to the phasing out of key skills qualifications, which were replaced by functional skills in England, and essential skills in Wales and Northern Ireland.

Achievements in QCF qualifications

Highlights

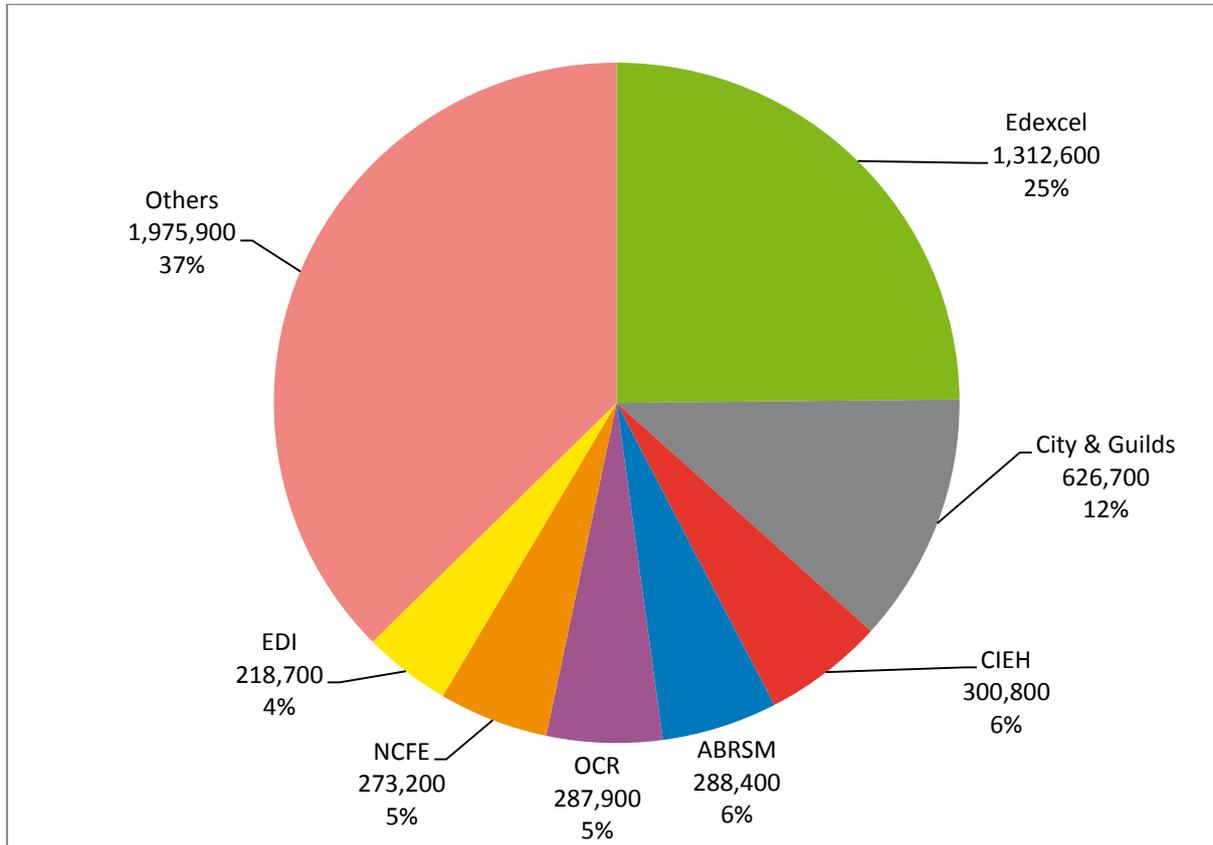
- Achievements in QCF qualifications now account for over 60 per cent of all 'other' qualifications achievements.
- There were 2.8 million achievements in the QCF in 2010/2011 and 5.3 million in 2011/2012, an increase of 86 per cent.
- Seven awarding organisations accounted for 63 per cent of achievements in the QCF in 2011/2012.
- Edexcel has the largest share of achievements in the QCF. In 2010/2011, Edexcel accounted for 15 per cent of achievements in the QCF. This share increased to 25 per cent in 2011/2012.
- Arts, media and publishing was the largest sector subject area in the QCF in 2011/2012.
- The fastest-growing sector between 2010/2011 and 2011/2012 was science and maths (over 300 per cent), and the slowest-growing was history, philosophy and theology (0.3 per cent).
- During 2010/2011 to 2011/2012, the largest increase in achievements was at level 2, while the fastest growth in achievements over the same period was at level 3.
- During 2011/2012, 49 per cent of QCF qualification achievements by size were awards (between 1 and 12 credits), 32 per cent were certificates (between 13 and 36 credits) and 19 per cent were diplomas (37 credits and above).
- The CIEH Level 2 Award in Food Safety in Catering had the highest number of achievements in the QCF in 2011/2012.
- In the 20 most-awarded QCF qualifications, all except one were level 1 or level 2.

Qualifications in the QCF are made up of units with particular credit values. This provides a flexible way of getting a qualification by accumulating and transferring credit towards the qualification.

Distribution of achievements in the QCF by awarding organisation

The following chart (figure 40) shows the distribution of achievements across the awarding organisations for 2011/12.

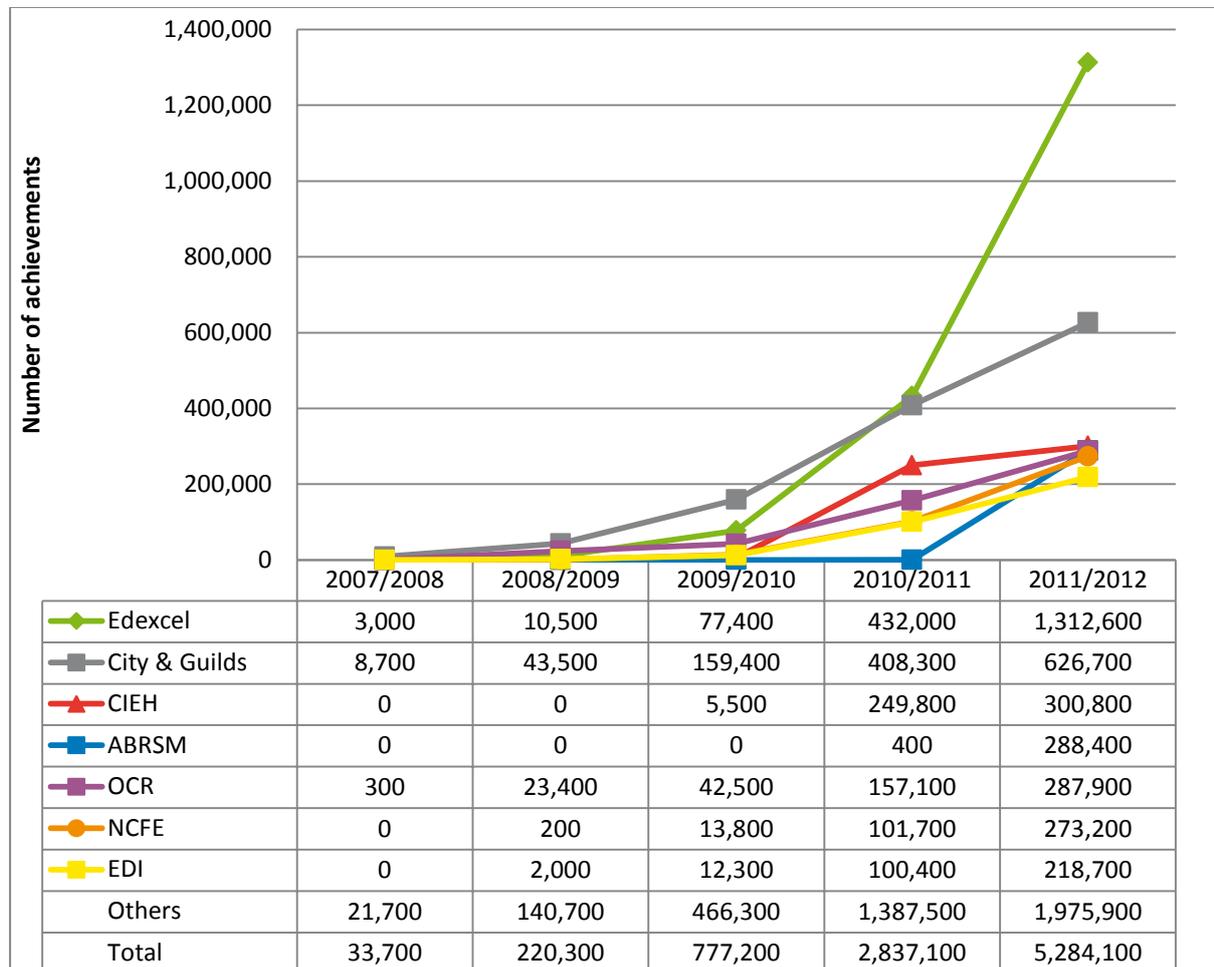
Figure 40: Achievements in the QCF broken down by awarding organisation, showing the seven awarding organisations with the most achievements in 2011/12



Source: Ofqual's RQAD

The QCF accounts for over 60 per cent of all qualification achievements of all 'other' qualifications. Edexcel has the largest share of achievements in the QCF, increasing from 15 per cent to 25 per cent over the last year. The top seven account for 63 per cent of achievements, up from 57 per cent last year. ABRSM have replaced NOCN in this group of awarding organisations.

Figure 41: The seven largest awarding organisations by QCF qualification achievements from 2007/8 to 2011/12



Source: Ofqual's RQAD

The accelerating growth in the number of QCF qualifications and subsequently the achievements in those qualifications is reflected in the chart above (figure 41). There was an 86 per cent increase in achievements from 2010/11 to 2011/12, from 2.8 million to 5.3 million achievements, with Edexcel being responsible for an increase of nearly 900,000 achievements alone (over one-third of the total increase).

Number of achievements in the QCF by sector subject area

The following table shows the number of qualification achievements within each of the 15 sector subject areas.

Figure 42: Number of achievements in the QCF by sector subject area

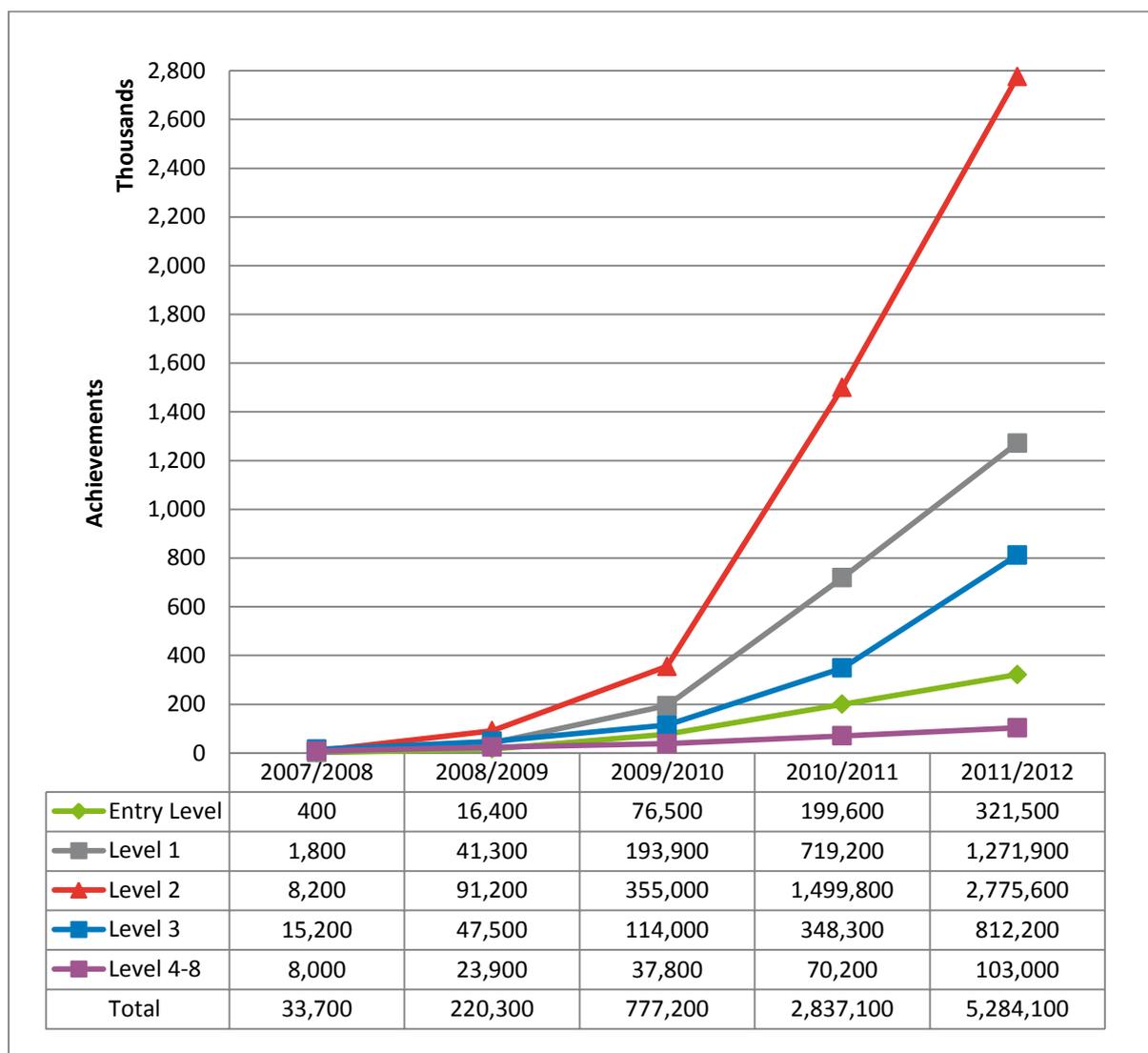
Sector	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
01 - Health, public services and care	400	7,300	48,500	335,700	689,000
02 - Science and mathematics	0	0	100	30,800	128,100
03 - Agriculture, horticulture and animal care	0	100	30,500	77,000	106,300
04 - Engineering and manufacturing technologies	0	8,000	43,600	162,900	309,600
05 - Construction, planning and the built environment	0	16,200	46,900	113,000	194,600
06 - Information and communication technology	500	2,800	73,000	180,700	257,400
07 - Retail and commercial enterprise	-	31,200	138,700	545,200	759,400
08 - Leisure, travel and tourism	0	300	8,100	228,300	481,800
09 - Arts, media and publishing	3,000	6,000	72,200	345,100	863,500
10 - History, philosophy and theology	0	0	0	32,500	32,600
11 - Social sciences	0	-	400	400	500
12 - Languages, literature and culture	0	2,200	19,000	43,800	88,800
13 - Education and training	12,000	20,600	35,300	56,400	87,300
14 - Preparation for life and work	900	20,800	134,100	373,200	680,800
15 - Business, administration, finance and law	16,800	104,800	126,800	312,100	604,400
Total	33,700	220,300	777,200	2,837,100	5,284,100

Source: Ofqual's RQAD

Although there was growth across all sector subject areas, some grew much faster than others in terms of achievements. Arts, media and publishing is now the largest sector subject area in the QCF, increasing by over half a million achievements (an increase of 150 per cent) in the last year, overtaking the retail and commercial enterprise sector subject area. The fastest growing sector was science and maths (over 300 per cent increase), and the slowest was the history, philosophy and theology sector (0.3 per cent growth).

Number of achievements in the QCF by level

The following chart shows the trend in the distribution of achievements by level within the QCF framework.

Figure 43: Number of qualification achievements in the QCF by NQF level

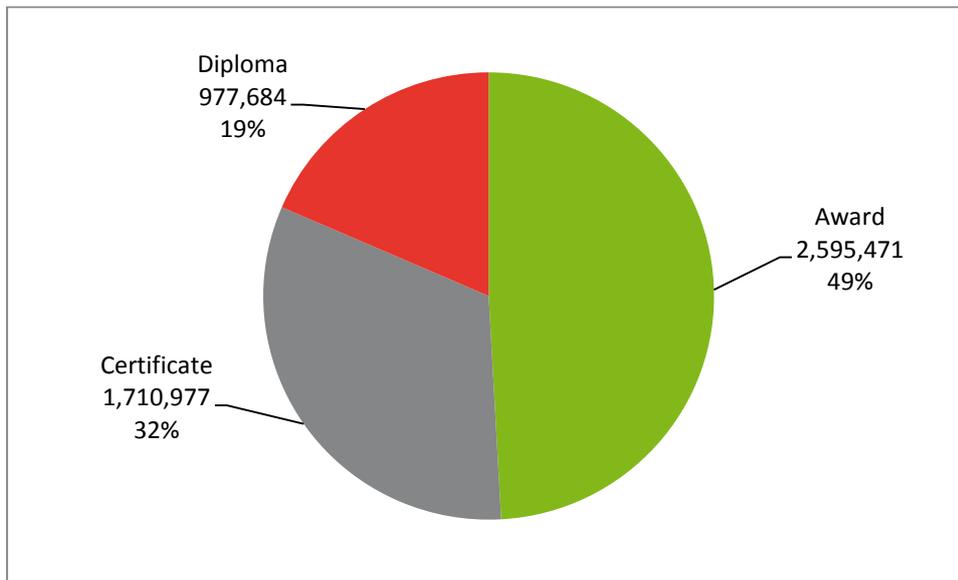
Source: Ofqual's RQAD

Figure 43 shows there was growth across all levels of qualifications. The largest increase last year was at level 2 (nearly 1.3 million achievement increase), with the fastest growth at level 3 (over 130 per cent increase).

QCF achievements by size: award, certificate and diploma

The QCF has three different sizes of qualifications, which indicate the number of credits required to achieve them. The largest qualification size in the QCF is a diploma, followed by a certificate. The smallest is an award. The chart below shows the distribution across these sizes.

Figure 44: Number of qualification achievements in the QCF by size



Source: Ofqual's RQAD

Award level remains the most commonly achieved qualification size. This can be used as a stepping stone onto a larger qualification. The share of Certificates and Diplomas achieved has increased from last year. (Certificate achievements increasing from 26 to 36 per cent and Diploma achievements increasing from 16 to 19 per cent of the share of achievements.)

Top 20 QCF qualifications by achievements

The following table shows the 20 most-awarded QCF qualifications.

Figure 45: The 20 QCF qualifications with the most achievements

Qualification	No. of achievements 2011/2012
CIEH Level 2 Award in Food Safety in Catering (QCF)	182,300
Edexcel BTEC Level 2 Extended Certificate in Applied Science (QCF)	73,900
ABRSM Level 1 Award in Graded Examination in Music Performance (Grade 1) (QCF)	69,100
Edexcel BTEC Level 2 Extended Certificate in Sport (QCF)	51,900
ABRSM Level 1 Award in Graded Examination in Music Performance (Grade 2) (QCF)	50,700
Sports Leaders UK Level 1 Award in Sports Leadership (QCF)	50,300
CIEH Level 2 Award in Health and Safety in the Workplace (QCF)	45,000
HABC Level 2 Award in Door Supervision (QCF)	44,300
ABRSM Level 1 Award in Graded Examination in Music Performance (Grade 3) (QCF)	42,000
BCS Level 2 Certificate in IT User Skills (ECDL Extra) (ITQ) (QCF)	39,000
Edexcel BTEC Level 2 Certificate in Sport (QCF)	38,600
HABC Level 2 Award in Food Safety in Catering (QCF)	34,100
BSC Level 1 Award in Health and Safety at Work (QCF)	33,500
BIIAB Level 2 Award for Personal Licence Holders (QCF)	33,400
BSC Entry Level Award in Workplace Hazard Awareness (Entry 3) (QCF)	32,500
Skillsfirst Level 2 Diploma in Retail Skills (QCF)	32,000
Edexcel BTEC Level 1 Award in WorkSkills (QCF)	31,800
NCFE Level 2 Certificate in Equality and Diversity (QCF)	31,700
ABRSM Level 2 Certificate in Graded Examination in Music Performance (Grade 4) (QCF)	30,500
BCS Level 1 Award in IT User Skills (ECDL Essentials) (ITQ) (QCF)	29,500

Source: Ofqual's RQAD

The CIEH Level 2 Award in Food Safety and Catering remains the most commonly achieved QCF qualification (100,000 achievements more than the next qualification). All except one of the top 20 qualifications are at either level 1 or 2.

Achievements in functional skills qualifications

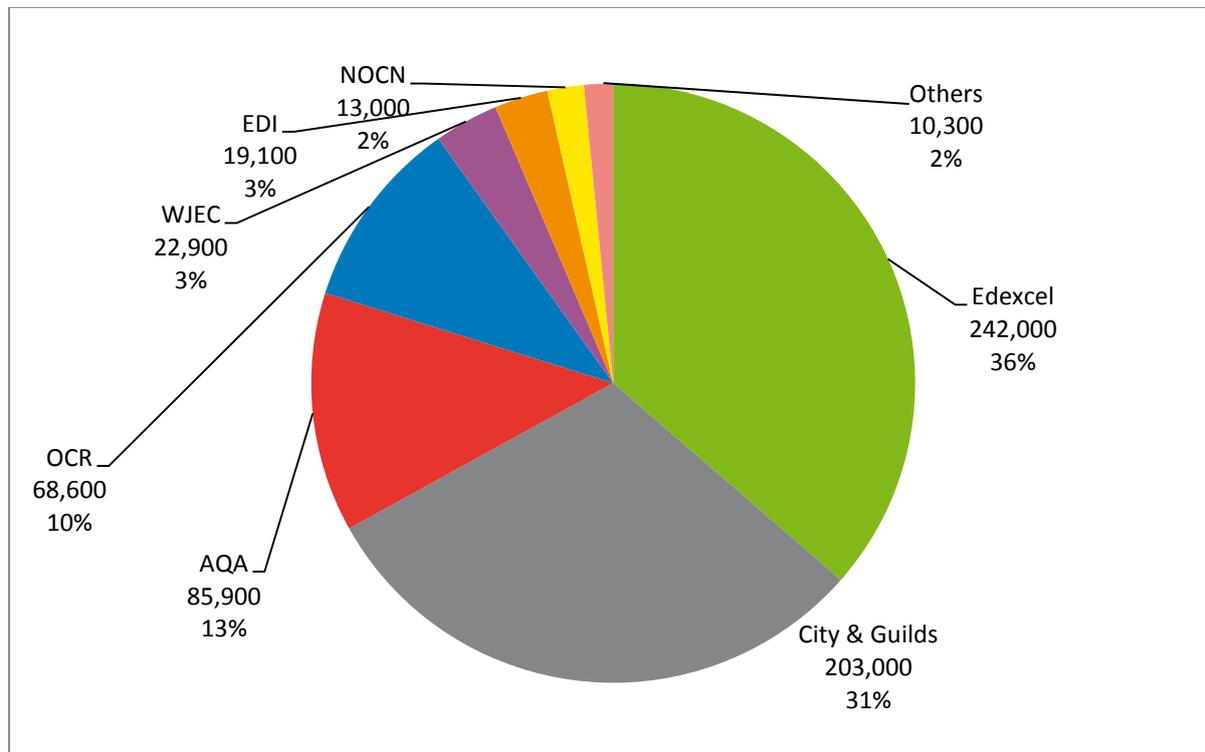
Highlights

- Functional skills qualifications are now the largest qualification type in the NQF in terms of achievements.
- Fifteen awarding organisations awarded functional skills qualifications in 2011/2012.
- In 2011/2012, Edexcel had the largest share of functional skills achievements at 36 per cent, followed by City & Guilds at 31 per cent. AQA and OCR had shares of 13 per cent and 10 per cent respectively.

Functional skills qualifications assess the practical skills that allow people to use English, maths, and information and communication technology (ICT) in real-life contexts. Functional skills pilot qualifications were withdrawn in August 2010, and the new qualifications are in the NQF. They replaced the old skills for life qualifications and the three main key skills qualifications, and are included in apprenticeship frameworks.

The following charts show the trends in the distribution of achievements by awarding organisations.

Figure 46: Achievements for functional skills qualifications broken down by awarding organisation, highlighting the seven awarding organisations with the most achievements in 2011/12

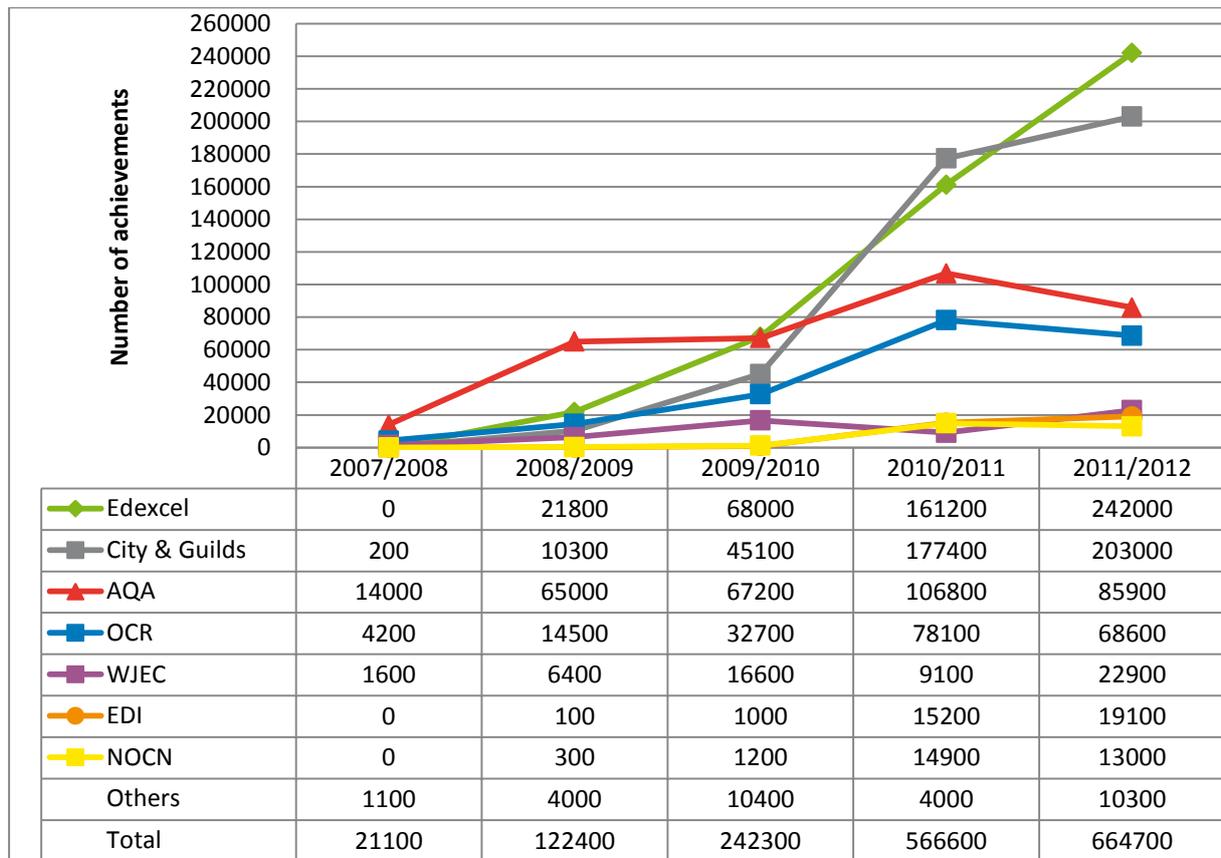


Source: Ofqual's RQAD

There are 15 awarding organisations that awarded certificates in functional skills in 2011/12. Edexcel overtook City & Guilds in the number of achievements awarded. Both these organisations now account for two-thirds of all functional skills achievements.

The following chart shows the growth in functional skills achievements over the past five years. Achievements before the 2010/11 academic year were for pilot functional skills qualifications.

Figure 47: Achievements for the seven largest functional skills–awarding organisations from 2007/8 to 2011/12



Source: Ofqual's RQAD

Edexcel showed the largest increase in achievements over the last five years, with an increase of 50 per cent in the last year. AQA and OCR posted the largest falls last year.

Annexe 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 originates 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 annexe we explore the level of participation in education and training provided by schools, colleges and independent training providers in England, Wales and Northern Ireland.

Participation in education

Here we look at the trends in participation in education for those students taking qualifications up to the age of 18. There are many factors influencing the level of participation; some examples are government policy such as increasing the level of post-16 education by raising the participation age, increased employers' demand for particular skills and qualifications, cohort sizes influenced by birth rates, and the costs of studying for qualifications.

Although there is a link between the level of participation in education and training and the number of qualifications achieved, this may not be proportionate to the participation rate since the number of qualifications an individual takes can vary. Changes in the demand for different types and size of qualifications, as well as access to funding, may influence choices by students, schools and colleges and employers.

16–18 participation in England

Data for participation rates in England is collected by the DfE. It includes the three years of education and training after the age of 16 for which students can be funded by the state. It will include students who are studying for degrees, although they will not be included in any qualification data since we do not regulate degrees.

The following data shows the number of 16- to 18-year-olds in education and training. All estimates relate to a snapshot of activities at the end of the calendar year, and are based on academic age as at 31st August.

Figure 48: Number of 16- to 18-year-olds participating in education and training in England

End of calendar year	2006	2007	2008	2009	2010	2011
Full-time education	1,234,800	1,266,900	1,305,700	1,364,600	1,379,100	1,345,700
Work based learning (WBL)	135,700	136,200	133,500	125,100	111,400	111,200
Employer funded training (EFT)	89,200	88,400	82,400	68,000	67,500	69,900
Other education and training (OET) ¹	95,100	93,500	95,800	91,500	99,900	123,900
Total education and training ²	1,551,300	1,581,600	1,613,800	1,645,700	1,654,400	1,650,200
Not in any education or training - in employment	241,500	236,800	208,200	176,200	172,000	138,900
Not in any education, employment or training (NEET)	193,300	191,500	211,600	203,200	182,800	197,600
Population	1,986,100	2,009,800	2,033,600	2,025,100	2,009,200	1,986,600

Source: DfE SFR 12/2012

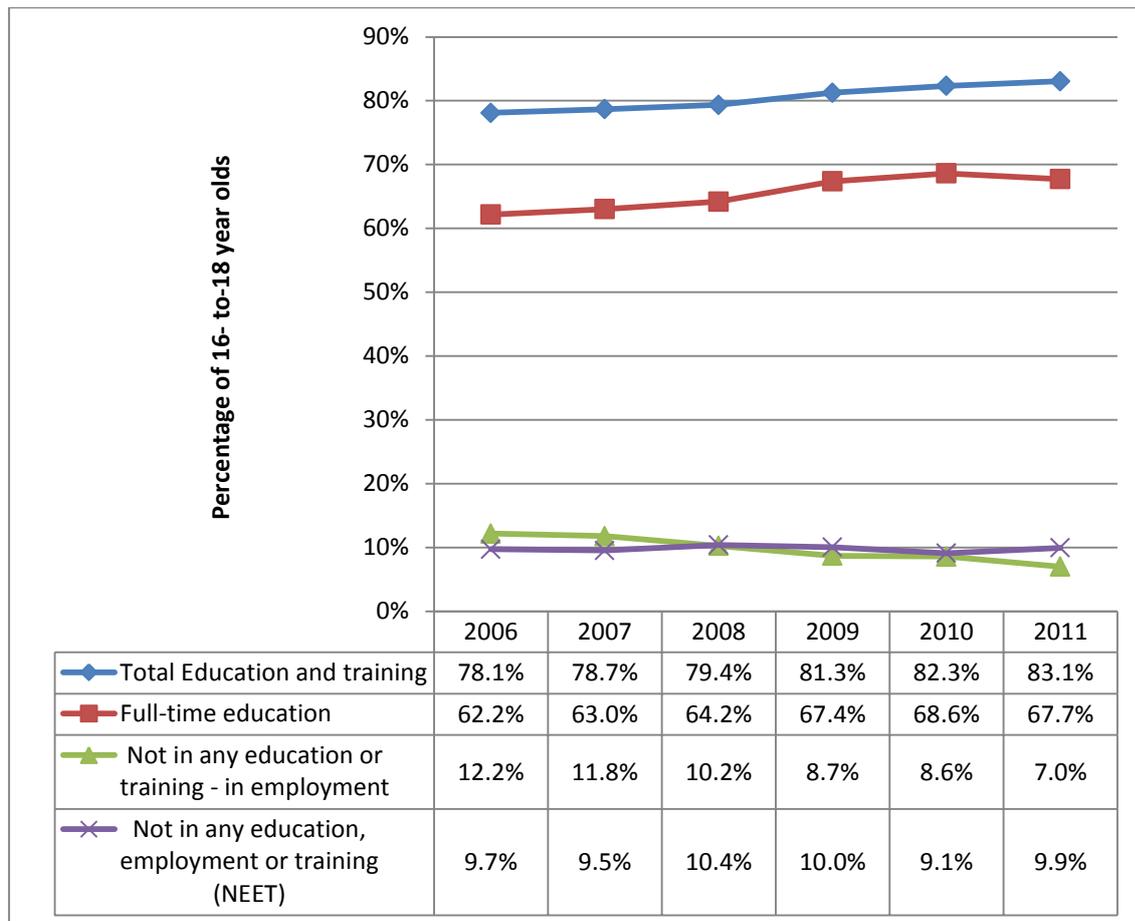
Notes:

1. Includes part-time education not funded by employers or through WBL; also full- or part-time education in independent further education and higher education institutions.

2. Total of all full-time education and WBL (less WBL in full-time education) plus EFT and OET.

There was a small fall of 2.4 per cent in the number of students in full-time education last year, which was slightly larger than the fall in the population of 1.1 per cent, although the trend in full-time education for the last five years was an increase of nine per cent. There was a fall of 19 per cent in the number of 16- to 18-year-olds in employment last year (more than 40 per cent fall over five years), and an 8 per cent increase in NEETs.

The following chart shows the participation rate of 16- to 18-year-olds in education and training in England.

Figure 49: Percentage of 16- to 18-year-olds in education and training in England

Source: DfE SFR 12/2012

Figure 49 shows the continuation of the increase in participation rate in training and education over the past few years and the reduction of this age group in employment.

Participation by gender

The DfE collects data that allows a comparison of participation by gender. Differences in the patterns of training and qualification choice may influence participation differently.

Figure 50: Number of 16- to 18-year-old females and males participating in education in England

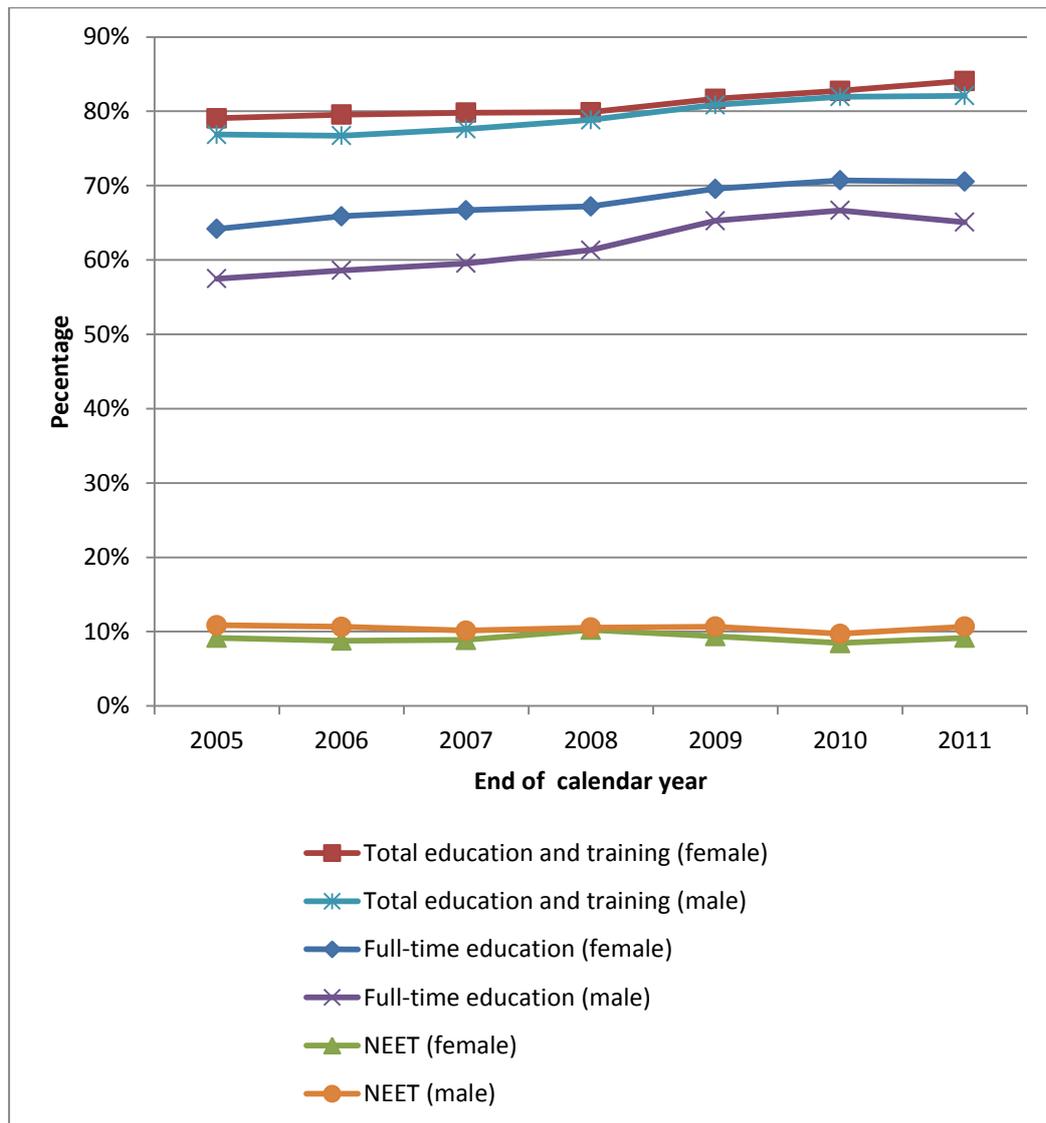
Females							
End of calendar year	2005	2006	2007	2008	2009	2010	2011
Full-time education	620,300	641,300	655,700	670,200	690,700	694,700	682,800
Total Education and training ⁵	764,200	774,300	784,700	796,600	810,900	813,200	814,000
Not in any education, employment or training	88,700	85,400	87,400	102,200	93,100	83,200	88,700
Population	966,600	973,400	983,300	997,200	992,700	982,600	968,000
Males							
End of calendar year	2005	2006	2007	2008	2009	2010	2011
Full-time education	569,600	593,500	611,200	635,500	673,900	684,500	663,000
Total Education and training ⁵	761,800	777,000	796,800	817,200	834,800	841,300	836,100
Not in any education, employment or training	107,600	107,900	104,000	109,300	110,100	99,600	108,800
Population	990,900	1,012,700	1,026,500	1,036,400	1,032,400	1,026,600	1,018,600

Source: DfE SFR 12/2012

In 2011 the fall in male participation in full-time education of three per cent was larger than the fall in the cohort (less than one per cent). The increase in students who are not in any education, employment and training (NEET) was larger for males (nine per cent) than for females (seven per cent) in this age group in 2011.

The chart below shows the trend in participation rates of 16- to 18-year-olds in England by gender.

Figure 51: Percentage of 16- to 18-year-olds participating in education and training in England



Source: DfE SFR 12/2012

There are more females than males in full-time education education and the gap widened last year to over five per cent. This is a change in trend; from 2005 to 2010 the gap narrowed from seven per cent to four per cent.

Attainment by 19-year-olds

Data is also collected by the DfE on the attainment of 19-year-olds to level 2 and level 3. The following table shows the percentage of 19-year-olds in England qualified to level 2 or higher by qualification type and cohort.

Figure 52: Percentage of 19-year-olds qualified to level 2 attainment²⁵ or higher, by qualification type and cohort

Cohort	Number in cohort	Percentage achieving Level 2 by 16; All qualifications	Percentage achieving Level 2 post-16, by qualification Type:						Number with a Level 2 by age 19	Percentage achieving a Level 2 by age 19**
			5 GCSEs	Apprenticeship*	Vocational qualification outside of Apprenticeship	GNVQs or a combination of GNVQs and GCSEs	Level 3 Qualifications	Combination of qualifications		
19 in 2004	614,564	49.6	1.4	3.0	5.2	3.5	3.7	0.3	410,244	66.8
19 in 2005	618,397	50.4	1.4	3.7	6.5	3.2	3.8	0.3	428,049	69.2
19 in 2006	633,117	52.2	1.4	4.1	7.3	2.5	3.4	0.2	450,569	71.2
19 in 2007	653,657	53.0	1.5	4.4	9.5	1.9	3.2	0.2	480,963	73.6
19 in 2008	647,457	55.3	1.4	4.2	11.0	1.2	3.1	0.2	494,485	76.4
19 in 2009	658,408	57.5	1.5	4.0	12.3	0.5	2.8	0.1	518,680	78.8
19 in 2010	665,139	58.9	1.4	4.1	13.4	-	3.3	0.1	540,091	81.2
19 in 2011	661,689	61.0	1.5	4.0	13.2	-	3.7	0.2	552,910	83.6
19 in 2012	640,619	64.0	1.5	3.6	12.1	-	3.8	0.2	545,365	85.1

Source: DfE SFR 13/2013

Notes

* The apprenticeship figures include those achieving a full level 2 qualification while on an apprenticeship framework (not necessarily completing the framework) and may also include some cases where qualifications have been achieved on other work-based learning/employer responsive routes.

²⁵ Level 2 attainment equates to achievement of five or more GCSEs at grades A*– C or equivalent.

**Due to independent rounding the sum of the different qualification types may not equal the total percentage achieving level 2 by 19.

Figure 52 above shows the increasing numbers of students achieving level 2 attainment by the age of 16 and by the age of 19. By 2012, 85.1 per cent achieved level 2 attainment. There was a fall in the number of students achieving this from 2011 to 2012 for vocational qualifications both outside apprenticeships (from 13.2 to 12.1 per cent) and within apprenticeships (4.0 to 3.6 per cent), but this may be in part due to the trend for more students to achieve level 2 by age 16. The following table (figure 53) shows the percentage of 19-year-olds qualified to level 3 or higher by qualification type and cohort in England.

Figure 53: Percentage of 19-year-olds qualified to level 3 attainment,²⁶ by qualification type and cohort in England

Cohort	Number in cohort	Qualification Type attained					Number with a level 3 by age 19**	Percentage achieving a level 3 by age 19**
		A levels, Applied A levels	AS	Advanced Apprenticeship*	Vocational qualification outside of Apprenticeship	International Baccalaureate		
19 in 2004	614,564	37.1	1.5	0.5	3.0	-	259,351	42.2
19 in 2005	618,397	37.0	1.5	0.7	6.4	-	282,249	45.6
19 in 2006	633,117	36.4	1.5	1.0	7.7	0.2	296,876	46.9
19 in 2007	653,657	35.9	1.6	1.0	9.4	0.3	315,065	48.2
19 in 2008	647,457	35.2	1.7	1.1	11.5	0.3	322,245	49.8
19 in 2009	658,408	35.7	1.7	1.2	12.5	0.3	338,779	51.5
19 in 2010	665,139	36.0	1.6	1.5	14.4	0.5	359,104	54.0
19 in 2011	661,689	37.2	1.7	1.7	15.4	0.5	374,861	56.7
19 in 2012	640,619	37.7	1.6	1.7	16.1	0.6	371,006	57.9

Source: DfE SFR 13/2013

²⁶ Level 3 attainment equates to an achievement of two or more A levels or equivalent.

Notes

* The Apprenticeship figures include those achieving a full level 3 qualification while on an apprenticeship framework (not necessarily completing the framework) and may also include some cases where qualifications have been achieved on other work-based learning/employer responsive routes

** Includes a small number of individuals achieving via a combination of qualifications. Due to this and independent rounding the sum of the different qualification types may not equal the total achieving level 3 by 19.

These qualification type figures are based on the qualifications held at 19 prioritised in the following order, A levels, IB, AS, advanced apprenticeship, vocational qualification outside apprenticeship, rather than being strictly the first qualification achieved that meets the level 3 threshold.

The previous table highlights the trend of a greater proportion of students achieving level 3 attainment by age 19. Vocational qualifications outside apprenticeships accounted for 16.1 per cent of level 3 attainment by 2012—a notable increase from 3 per cent in 2004.

16–18 participation in Wales

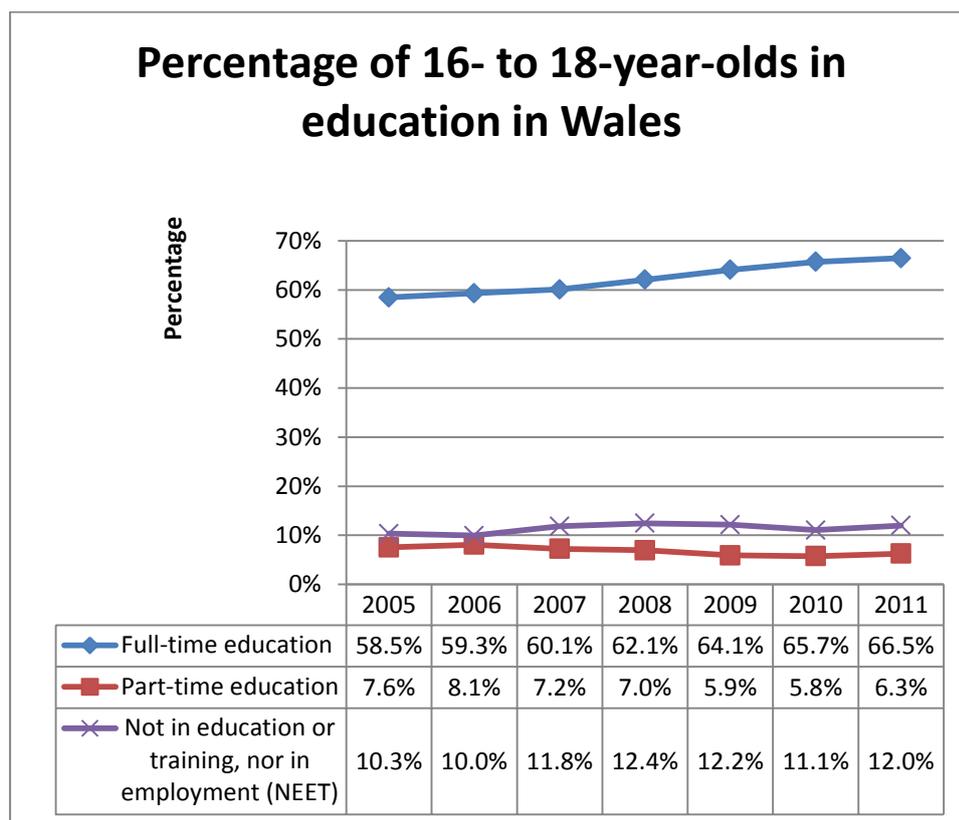
The Welsh Assembly Government publishes data on participation rates of 16- to 18-year-olds in education. The different sources of data do not allow direct comparisons between England and Wales.

Figure 54: Number of 16- to 18-year-olds in education and training in Wales

Year	2005	2006	2007	2008	2009	2010	2011
Full-time education	70,170	71,540	72,650	74,790	75,940	76,050	75,310
Part-time education	9,060	9,770	8,760	8,390	7,010	6,660	7,090
Work based learning	9,150	8,760	7,660	7,630	9,170	9,140	8,280
Not in education or training, nor in employment (NEET)	12,400	12,000	14,300	15,000	14,400	12,800	13,600
Population	120,000	120,600	120,900	120,500	118,500	115,700	113,300

Source: statswales.wales.gov.uk

Figure 54 shows that the number of students studying part-time increased by over six per cent in 2011, with work-based learners falling by over nine per cent.

Figure 55: Percentage of 16- to 18-year-olds in education in Wales

Source: statswales.wales.gov.uk.

As with England, the full-time participation rate continues to increase in Wales. Last year it increased to over 66 per cent.

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.

Figure 56: Percentage of 16- and 17-year-olds participating in full-time education in schools and further education colleges in Northern Ireland

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

Source: The Department of Education (DENI)

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

Colleges

The number of further education colleges in England, Wales and Northern Ireland is shown in figure 57.

Figure 57: Number of further education colleges in England, Wales and Northern Ireland

	Academic year			
	2000/01 ¹	2008/09 ³	2009/10	2010/11
England				
Further education colleges	403	363	357	351
of which 6th form colleges	103	93	93	92
Wales				
Further education colleges ⁵	24	22	21	18
of which 6th form colleges	1	1	1	1
Northern Ireland				
Further education colleges ²	17	6	6	6
Total				
Further education colleges	444	391	384	375
of which 6th form colleges ⁴	104	94	94	93

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

1. Includes revised data.

2. From 2007/08, the Northern Ireland further education sector now operates under a six super-college structure with some of the previous 17 colleges having merged.

3. Contains some provisional data.

4. England and Wales only.

5. There are two additional further education institutions in Wales: the YMCA and the Workers' Education Association (South Wales).

Government-funded participation and achievement in further education in England

This section shows data on student participation and achievement for government-funded students participating in further education for 2011/12. 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.

The data service collects data on participation and achievements for government-funded²⁷ students in further education. It includes students who are studying at

²⁷ Funded by the Skills Funding Agency and the Education Funding Agency.

further education colleges, sixth-form colleges, independent training organisations, local authorities and other providers. It includes employees taking apprenticeships, or any other qualification in the workplace. This data does not include students in school sixth forms.

Figure 58: Student participation and achievement in further education in England by level of qualification

	2009/10			2010/11			2011/12		
	Under 19	19 and older	All ages	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	1,066,900	3,149,700	4,216,600
Level 2	594,000	1,451,200	2,045,200	543,800	1,273,300	1,817,100	543,600	1,320,000	1,863,600
Level 3	510,300	604,800	1,115,000	520,900	542,900	1,063,700	516,400	542,600	1,059,000
Level 4+	1,300	49,500	50,800	2,000	36,600	38,600	2,300	39,200	41,500
No Level Assigned	607,200	951,100	1,558,300	613,800	888,300	1,502,100	587,300	798,900	1,386,200
Total learner achievements	809,600	2,567,700	3,377,400	826,300	2,265,100	3,091,300	851,000	2,258,500	3,109,500
Level 2	376,500	926,000	1,302,500	346,500	788,900	1,135,400	357,900	775,200	1,133,200
Level 3	330,200	344,400	674,600	338,300	282,600	620,900	352,400	249,000	601,400
Level 4+	500	26,900	27,500	1,200	20,400	21,500	1,200	21,500	22,700
No Level Assigned	404,500	814,600	1,219,100	421,600	764,100	1,185,700	402,900	685,900	1,088,900

Source: The data service DS/SFR18

Notes

1. These tables include apprenticeships, workplace learning, community learning and education and training provision taken at general further education colleges (including tertiary), sixth-form colleges, special colleges (agricultural and horticultural colleges and art and design colleges), specialist colleges and external institutions.

2. Figures for 2011/12 onwards are not directly comparable to earlier years as a single individualised learner record (ILR) data collection system has been introduced. Small technical changes have been made in the way learners from more than one provision type are counted, leading to a removal of duplicate learners and a reduction in overall learner numbers of approximately two per cent.

There were 4.2 million students participating in further education in England, with three-quarters of these students aged 19 or over. The most common level for both participation and achievement was level 2.

Annexe 2: High-volume 'other' qualifications

The following table shows the 212 'other' qualifications which account for half of all achievements in qualifications that were available in 2011/12.

Awarding organisation	Number of achievements				
	2007/08	2008/09	2009/10	2010/11	2011/12
Pearson Education Ltd	2,783,853	2,987,384	3,264,600	3,245,243	3,866,012
Assessment and Qualifications Alliance	3,765,677	3,744,773	3,701,258	3,674,629	3,568,006
OCR	2,732,132	2,777,529	2,822,192	2,655,539	2,590,067
City and Guilds of London Institute	1,189,666	1,380,355	1,444,248	1,486,980	1,406,107
WJEC	733,177	813,762	870,323	946,221	906,747
EDI	152,767	232,768	260,134	290,304	356,329
NCFE	146,204	194,396	236,956	194,904	313,296
Chartered Institute of Environmental Health	427,755	401,763	400,499	330,089	300,789
Associated Board of the Royal Schools of Music	281,741	290,588	316,263	282,513	288,448
National Open College Network	133,436	154,041	177,188	217,533	221,868
Council for the Curriculum, Examinations and Assessment	207,478	214,551	211,523	216,178	210,337
University of Cambridge ESOL Examinations	164,249	156,571	204,362	164,204	158,999
Highfield Awarding Body for Compliance	-	6,462	40,695	91,223	146,847
Award Scheme Development and Accreditation Network	57,654	87,455	128,429	118,598	146,475
Trinity College London	107,372	114,114	112,276	109,807	124,016
Excellence, Achievement & Learning Limited	80,468	98,836	98,675	96,707	107,543
Cskills Awards	140,287	161,258	119,226	110,666	104,815
Sports Leaders UK	71,660	100,539	94,832	120,433	84,417
BCS, The Chartered Institute for IT	119,186	104,925	76,995	76,836	81,789
Skillsfirst Awards Ltd	-	0	511	49,969	77,834
Council for Awards in Care, Health and Education	71,934	64,708	77,435	66,105	72,512
Ascentis	17,528	34,345	55,627	58,893	68,448
British Safety Council	34,351	50,427	56,805	78,733	68,371

VTCT	99,519	93,761	88,903	63,529	67,283
IMI Awards Ltd	32,091	39,496	72,825	57,455	62,982
1st4sport Qualifications	51,663	64,070	62,851	63,207	61,945
Imperial Society of Teachers of Dancing	55,930	46,006	62,018	54,303	61,580
BIIAB	79,907	77,392	71,969	62,797	56,431
LAMDA Examinations	42,737	44,220	47,304	49,528	56,092
Institute of Leadership & Management	38,559	42,682	49,237	45,240	39,680
Royal Academy of Dance	38,360	39,563	37,886	38,691	37,271
ABC Awards	41,924	45,477	39,792	34,703	35,927
Rock School Ltd	12,779	20,984	26,699	28,734	33,734
Association of Accounting Technicians	27,275	29,437	31,619	30,778	33,618
Institute of Qualified Lifeguards	37,934	42,061	29,004	31,657	31,696
AQA - City & Guilds	157	9,303	16,326	31,114	31,157
International Baccalaureate Organisation	17,815	23,650	26,905	30,246	30,504
Active IQ	8,744	6,420	16,971	20,283	30,082
Central YMCA Qualifications	21,572	21,858	24,243	28,248	29,093
Royal Society for Public Health	28,831	37,050	47,644	30,544	28,888
IFS School of Finance	11,286	14,771	6,022	9,144	26,228
Cambridge International Examinations	0	165	1,772	10,276	24,579
Chartered Management Institute	13,956	23,448	28,129	31,426	22,805
University of West London	31,699	29,683	27,453	6,094	22,798
Lifetime Awarding	-	0	1,516	9,813	18,684
Chartered Insurance Institute	9,520	9,442	8,433	10,577	16,583
English Speaking Board (International) Ltd	14,363	18,337	18,005	16,459	16,417
Signature	11,098	12,144	12,685	8,493	13,277
Graded Qualifications Alliance	14,955	10,127	10,448	14,279	13,223
Equestrian Qualifications Limited	8,931	8,134	7,591	11,087	12,633
Qualifi Ltd	-	0	0	0	11,326
WSET Awards	14,634	12,322	16,596	11,732	10,430
Chartered Institute for Securities & Investment	28,858	18,223	15,094	13,403	10,042

Safety Training Awards	6,070	7,050	7,935	9,156	8,381
Amateur Swimming Association	4,681	8,137	5,634	7,136	7,647
First Aid Awards Ltd	-	-	35	3,153	7,594
Counselling and Psychotherapy Central Awarding Body	7,687	7,666	5,202	7,151	7,199
Prince's Trust	-	-	0	1,119	6,330
FDQ Limited	4,009	6,346	6,372	5,145	6,167
ITC First Aid Ltd	3,768	4,366	8,576	5,983	5,479
Chartered Institute of Personnel and Development	5,620	9,951	7,854	5,265	5,142
Future (Awards and Qualifications) Ltd	7,039	6,474	6,020	3,778	4,980
The Learning Machine	4,063	4,278	3,452	3,413	4,939
GQA Qualifications Limited	2,339	3,720	4,476	3,171	4,272
McDonalds	0	471	2,489	5,671	4,187
Awarding Body for the Built Environment	3,455	2,668	1,731	476	4,147
WAMITAB	3,458	5,468	4,670	3,161	3,861
Royal Horticultural Society	1,682	1,948	466	2,540	3,710
ITEC	6,814	5,934	5,775	3,993	3,567
Chartered Institute of Legal Executives	1,151	1,519	3,143	3,164	3,533
International Association of Book-Keepers	1,871	4,135	2,953	2,609	3,527
Open Awards	-	-	0	0	3,504
Industry Qualifications	-	-	-	2	3,000
British Horseracing Education and Standards Trust	4,147	3,157	3,170	2,922	2,919
Chartered Institute of Purchasing and Supply	2,914	3,791	3,977	1,873	2,654
New Era Academy of Drama and Music (London) Ltd	-	0	0	2,297	2,624
PAA\QSET	2,601	3,126	3,466	3,520	2,602
British Canoe Union AB	0	2,058	1,485	1,650	2,346
Institute of Administrative Management	2,714	2,874	3,777	4,601	2,256
British Ballet Organisation	2,276	2,047	3,641	2,195	2,251
AoFA Qualifications	-	-	-	0	2,221
Scottish Qualifications Authority trading as SQA	92	254	921	934	2,174
AIM Awards	-	-	-	0	2,085

University of the Arts London	2,970	5,180	5,868	4,920	1,896
Qualsafe Awards	-	-	0	0	1,859
Lantra Awards	20,864	3,612	2,497	2,207	1,809
Chartered Institute of Marketing	2,986	2,627	1,495	1,453	1,766
NCTJ Training	917	1,483	1,242	1,566	1,723
Qualifications Network	16	292	1,919	2,304	1,715
Engineering Construction Industry Training Board	2,465	1,869	1,959	1,752	1,679
Learning Resource Network	-	-	-	0	1,676
CFA Society of UK	2,196	2,067	2,574	1,133	1,611
Chartered Institute of Housing	1,486	1,982	1,725	1,297	1,492
National Federation of Property Professionals	1,845	1,003	1,366	1,740	1,483
Association of Chartered Certified Accountants	2,583	781	1,297	498	1,247
Mineral Products Qualifications Council	878	1,164	1,529	1,149	1,148
ETC Awards Limited	945	992	1,314	1,782	1,125
Mountain Leader Training England	1,123	1,225	921	1,165	1,104
SFEDI Enterprises Ltd. T/A SFEDI Awards	-	-	-	29	1,093
Association of Business Executives	13,208	5,061	3,927	2,764	1,087
Institute of Credit Management	64	190	238	365	758
Associated Sports Qualifications	958	732	909	854	753
The Pensions Management Institute	346	180	129	387	734
CABWI Awarding Body	295	999	1,107	1,062	701
Awarding Body for Vocational Achievement Ltd	0	0	49	179	695
International Curriculum and Assessment Agency	27,783	24,368	21,855	14,865	681
Royal College of Veterinary Surgeons	4,450	2,907	4,043	1,377	653
The Confederation of Tourism and Hospitality	0	225	1,000	595	614
Institute of Commercial Management	0	95	152	502	489
Agored Cymru	-	0	198	127	471
IoL Educational Trust	738	264	330	330	470
Chartered Institute of Logistics and Transport in the UK	269	278	606	371	434
Organisation for Tourism and Hospitality Management	-	-	272	400	416

iCan Qualifications Limited	-	-	-	0	304
Chartered Institute of Building	639	717	398	279	301
The Institution of Fire Engineers	-	738	498	171	293
Association of British Dispensing Opticians	310	641	672	310	293
Institute of Sales and Marketing Management	233	398	217	274	242
London Centre of Marketing	-	-	538	883	229
Open University Awarding Body	1,566	480	487	406	224
Accrediting and Assessment Bureau for Post-Secondary Schools	-	-	0	0	220
British Institute of Facilities Management	0	0	0	105	209
NCC Education Services	246	495	333	271	181
Institute of Revenues Rating and Valuation	92	187	272	198	177
Kaplan Professional Awards	-	-	0	0	174
Chartered Quality Institute	125	152	115	113	171
British Driving Society	2,903	770	375	207	163
ATHE Ltd	-	-	-	0	161
British Wheel of Yoga Qualifications	-	0	0	78	130
Institute of Animal Technology	25	110	302	155	122
British Institute of Cleaning Science	-	-	5	25	114
The Market Research Society	303	443	273	283	108
Worshipful Company of Farriers	101	94	96	106	100
Network Rail	0	45	244	168	94
WJEC-EDEXCEL-CBAC	-	0	3	45	86
Worshipful Company of Spectacle Makers	203	186	229	96	68
Institute of Hospitality	0	0	14	74	64
NPTC	20,544	15,832	4,273	55	57
Institute of Operations Management	58	101	33	50	47
Institute of British Sign Language	0	0	0	16	46
ProQual Awarding Body	-	-	-	3	43
PIABC	27	183	89	41	33
Logic Certification Limited	-	-	-	0	33

Confederation of International Beauty Therapy and Cosmetology	0	0	0	0	33
City College Norwich Qualifications	0	0	51	25	32
Accredited Skills for Industry	-	-	0	0	24
National Association of Licensed Paralegals	-	-	0	26	17
Open College Network West Midlands Region	-	-	-	0	15
OCN North East Region	-	-	-	0	11
Open College Network Northern Ireland	-	-	-	0	10
NEBOSH	11,280	12,259	12,269	4,719	5
DSA Qualification Awarding Board	-	-	0	0	4
Defence Awarding Organisation	0	4	0	5	1
Accounting Technicians Ireland	-	-	0	0	1
The Gemmological Association of Great Britain	58	659	656	148	0
Royal Institute of Public Health	12,408	4,413	178	0	-
Professional Association of Diving Instructors	77	67	60	13	-
Offshore Petroleum Industry NTO	7,146	1,979	46	0	-
Insurance Industry Training Council	1,207	0	39	0	-
Hospitality Awarding Body	28,468	23,874	525	0	0
British Gymnastics	4,291	3,069	483	0	-
BPEC Certification Ltd	0	0	0	0	0
ASET	672	740	61	8	-
Total	14,474,490	15,237,426	15,858,567	15,745,291	16,380,380

Source: Ofqual's RQAD

Notes

1. Some qualifications may have the same title, where one is expiring and one is the new version.
2. This list does not contain any qualifications that expired before 2011/12 but could still have awarded certificates in 2011/12.

Annexe 3: Achievements for all qualifications by recognised awarding organisations by academic year for 2007/8 to 2011/12

Awarding organisation	Number of achievements				
	2007/08	2008/09	2009/10	2010/11	2011/12
Pearson Education Ltd	2,783,853	2,987,384	3,264,600	3,245,243	3,866,012
Assessment and Qualifications Alliance	3,765,677	3,744,773	3,701,258	3,674,629	3,568,006
OCR	2,732,132	2,777,529	2,822,192	2,655,539	2,590,067
City and Guilds of London Institute	1,189,666	1,380,355	1,444,248	1,486,980	1,406,107
WJEC	733,177	813,762	870,323	946,221	906,747
EDI	152,767	232,768	260,134	290,304	356,329
NCFE	146,204	194,396	236,956	194,904	313,296
Chartered Institute of Environmental Health	427,755	401,763	400,499	330,089	300,789
Associated Board of the Royal Schools of Music	281,741	290,588	316,263	282,513	288,448
National Open College Network	133,436	154,041	177,188	217,533	221,868
Council for the Curriculum, Examinations and Assessment	207,478	214,551	211,523	216,178	210,337
University of Cambridge ESOL Examinations	164,249	156,571	204,362	164,204	158,999
Highfield Awarding Body for Compliance	-	6,462	40,695	91,223	146,847
Award Scheme Development and Accreditation Network	57,654	87,455	128,429	118,598	146,475
Trinity College London	107,372	114,114	112,276	109,807	124,016
Excellence, Achievement & Learning Limited	80,468	98,836	98,675	96,707	107,543
Cskills Awards	140,287	161,258	119,226	110,666	104,815
Sports Leaders UK	71,660	100,539	94,832	120,433	84,417
BCS, The Chartered Institute for IT	119,186	104,925	76,995	76,836	81,789
Skillsfirst Awards Ltd	-	0	511	49,969	77,834
Council for Awards in Care, Health and Education	71,934	64,708	77,435	66,105	72,512
Ascentis	17,528	34,345	55,627	58,893	68,448
British Safety Council	34,351	50,427	56,805	78,733	68,371
VTCT	99,519	93,761	88,903	63,529	67,283

IMI Awards Ltd	32,091	39,496	72,825	57,455	62,982
1st4sport Qualifications	51,663	64,070	62,851	63,207	61,945
Imperial Society of Teachers of Dancing	55,930	46,006	62,018	54,303	61,580
BIIAB	79,907	77,392	71,969	62,797	56,431
LAMDA Examinations	42,737	44,220	47,304	49,528	56,092
Institute of Leadership & Management	38,559	42,682	49,237	45,240	39,680
Royal Academy of Dance	38,360	39,563	37,886	38,691	37,271
ABC Awards	41,924	45,477	39,792	34,703	35,927
Rock School Ltd	12,779	20,984	26,699	28,734	33,734
Association of Accounting Technicians	27,275	29,437	31,619	30,778	33,618
Institute of Qualified Lifeguards	37,934	42,061	29,004	31,657	31,696
AQA - City & Guilds	157	9,303	16,326	31,114	31,157
International Baccalaureate Organisation	17,815	23,650	26,905	30,246	30,504
Active IQ	8,744	6,420	16,971	20,283	30,082
Central YMCA Qualifications	21,572	21,858	24,243	28,248	29,093
Royal Society for Public Health	28,831	37,050	47,644	30,544	28,888
IFS School of Finance	11,286	14,771	6,022	9,144	26,228
Cambridge International Examinations	0	165	1,772	10,276	24,579
Chartered Management Institute	13,956	23,448	28,129	31,426	22,805
University of West London	31,699	29,683	27,453	6,094	22,798
Lifetime Awarding	-	0	1,516	9,813	18,684
Chartered Insurance Institute	9,520	9,442	8,433	10,577	16,583
English Speaking Board (International) Ltd	14,363	18,337	18,005	16,459	16,417
Signature	11,098	12,144	12,685	8,493	13,277
Graded Qualifications Alliance	14,955	10,127	10,448	14,279	13,223
Equestrian Qualifications Limited	8,931	8,134	7,591	11,087	12,633
Qualifi Ltd	-	0	0	0	11,326
WSET Awards	14,634	12,322	16,596	11,732	10,430
Chartered Institute for Securities & Investment	28,858	18,223	15,094	13,403	10,042
Safety Training Awards	6,070	7,050	7,935	9,156	8,381

Amateur Swimming Association	4,681	8,137	5,634	7,136	7,647
First Aid Awards Ltd	-	-	35	3,153	7,594
Counselling and Psychotherapy Central Awarding Body	7,687	7,666	5,202	7,151	7,199
Prince's Trust	-	-	0	1,119	6,330
FDQ Limited	4,009	6,346	6,372	5,145	6,167
ITC First Aid Ltd	3,768	4,366	8,576	5,983	5,479
Chartered Institute of Personnel and Development	5,620	9,951	7,854	5,265	5,142
Future (Awards and Qualifications) Ltd	7,039	6,474	6,020	3,778	4,980
The Learning Machine	4,063	4,278	3,452	3,413	4,939
GQA Qualifications Limited	2,339	3,720	4,476	3,171	4,272
McDonalds	0	471	2,489	5,671	4,187
Awarding Body for the Built Environment	3,455	2,668	1,731	476	4,147
WAMITAB	3,458	5,468	4,670	3,161	3,861
Royal Horticultural Society	1,682	1,948	466	2,540	3,710
ITEC	6,814	5,934	5,775	3,993	3,567
Chartered Institute of Legal Executives	1,151	1,519	3,143	3,164	3,533
International Association of Book-Keepers	1,871	4,135	2,953	2,609	3,527
Open Awards	-	-	0	0	3,504
Industry Qualifications	-	-	-	2	3,000
British Horseracing Education and Standards Trust	4,147	3,157	3,170	2,922	2,919
Chartered Institute of Purchasing and Supply	2,914	3,791	3,977	1,873	2,654
New Era Academy of Drama and Music (London) Ltd	-	0	0	2,297	2,624
PAA\QSET	2,601	3,126	3,466	3,520	2,602
British Canoe Union AB	0	2,058	1,485	1,650	2,346
Institute of Administrative Management	2,714	2,874	3,777	4,601	2,256
British Ballet Organisation	2,276	2,047	3,641	2,195	2,251
AoFA Qualifications	-	-	-	0	2,221
Scottish Qualifications Authority trading as SQA	92	254	921	934	2,174
AIM Awards	-	-	-	0	2,085
University of the Arts London	2,970	5,180	5,868	4,920	1,896

Qualsafe Awards	-	-	0	0	1,859
Lantra Awards	20,864	3,612	2,497	2,207	1,809
Chartered Institute of Marketing	2,986	2,627	1,495	1,453	1,766
NCTJ Training	917	1,483	1,242	1,566	1,723
Qualifications Network	16	292	1,919	2,304	1,715
Engineering Construction Industry Training Board	2,465	1,869	1,959	1,752	1,679
Learning Resource Network	-	-	-	0	1,676
CFA Society of UK	2,196	2,067	2,574	1,133	1,611
Chartered Institute of Housing	1,486	1,982	1,725	1,297	1,492
National Federation of Property Professionals	1,845	1,003	1,366	1,740	1,483
Association of Chartered Certified Accountants	2,583	781	1,297	498	1,247
Mineral Products Qualifications Council	878	1,164	1,529	1,149	1,148
ETC Awards Limited	945	992	1,314	1,782	1,125
Mountain Leader Training England	1,123	1,225	921	1,165	1,104
SFEDI Enterprises Ltd. T/A SFEDI Awards	-	-	-	29	1,093
Association of Business Executives	13,208	5,061	3,927	2,764	1,087
Institute of Credit Management	64	190	238	365	758
Associated Sports Qualifications	958	732	909	854	753
The Pensions Management Institute	346	180	129	387	734
CABWI Awarding Body	295	999	1,107	1,062	701
Awarding Body for Vocational Achievement Ltd	0	0	49	179	695
International Curriculum and Assessment Agency	27,783	24,368	21,855	14,865	681
Royal College of Veterinary Surgeons	4,450	2,907	4,043	1,377	653
The Confederation of Tourism and Hospitality	0	225	1,000	595	614
Institute of Commercial Management	0	95	152	502	489
Agored Cymru	-	0	198	127	471
IoL Educational Trust	738	264	330	330	470
Chartered Institute of Logistics and Transport in the UK	269	278	606	371	434
Organisation for Tourism and Hospitality Management	-	-	272	400	416
iCan Qualifications Limited	-	-	-	0	304

Chartered Institute of Building	639	717	398	279	301
The Institution of Fire Engineers	-	738	498	171	293
Association of British Dispensing Opticians	310	641	672	310	293
Institute of Sales and Marketing Management	233	398	217	274	242
London Centre of Marketing	-	-	538	883	229
Open University Awarding Body	1,566	480	487	406	224
Accrediting and Assessment Bureau for Post-Secondary Schools	-	-	0	0	220
British Institute of Facilities Management	0	0	0	105	209
NCC Education Services	246	495	333	271	181
Institute of Revenues Rating and Valuation	92	187	272	198	177
Kaplan Professional Awards	-	-	0	0	174
Chartered Quality Institute	125	152	115	113	171
British Driving Society	2,903	770	375	207	163
ATHE Ltd	-	-	-	0	161
British Wheel of Yoga Qualifications	-	0	0	78	130
Institute of Animal Technology	25	110	302	155	122
British Institute of Cleaning Science	-	-	5	25	114
The Market Research Society	303	443	273	283	108
Worshipful Company of Farriers	101	94	96	106	100
Network Rail	0	45	244	168	94
WJEC-EDEXCEL-CBAC	-	0	3	45	86
Worshipful Company of Spectacle Makers	203	186	229	96	68
Institute of Hospitality	0	0	14	74	64
NPTC	20,544	15,832	4,273	55	57
Institute of Operations Management	58	101	33	50	47
Institute of British Sign Language	0	0	0	16	46
ProQual Awarding Body	-	-	-	3	43
PIABC	27	183	89	41	33
Logic Certification Limited	-	-	-	0	33
Confederation of International Beauty Therapy and Cosmetology	0	0	0	0	33

City College Norwich Qualifications	0	0	51	25	32
Accredited Skills for Industry	-	-	0	0	24
National Association of Licensed Paralegals	-	-	0	26	17
Open College Network West Midlands Region	-	-	-	0	15
OCN North East Region	-	-	-	0	11
Open College Network Northern Ireland	-	-	-	0	10
NEBOSH	11,280	12,259	12,269	4,719	5
DSA Qualification Awarding Board	-	-	0	0	4
Defence Awarding Organisation	0	4	0	5	1
Accounting Technicians Ireland	-	-	0	0	1
The Gemmological Association of Great Britain	58	659	656	148	0
Royal Institute of Public Health	12,408	4,413	178	0	-
Professional Association of Diving Instructors	77	67	60	13	-
Offshore Petroleum Industry NTO	7,146	1,979	46	0	-
Insurance Industry Training Council	1,207	0	39	0	-
Hospitality Awarding Body	28,468	23,874	525	0	0
British Gymnastics	4,291	3,069	483	0	-
BPEC Certification Ltd	0	0	0	0	0
ASET	672	740	61	8	-
Total	14,474,490	15,237,426	15,858,567	15,745,291	16,380,380

Source: Combined data, Ofqual RQAD, JCQ data. Note: "-" means AO was not recognised to offer regulated qualifications during the year indicated.

Annexe 4: Glossary of terms

Glossary for qualification name acronyms and abbreviations

Acronym	Qualification name in full
AEA	Advanced extension award
BS	Basic skills
DIP	Diploma
EL	Entry level
ESOL	English for speakers of other languages
FS	Functional skills
FSMQ	Free-standing maths qualification
A level	GCE A level
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
VRQ	Vocationally related qualification

All of these qualifications are used in our classification of 'other' qualifications. They do not include GCSE, AS and A level qualifications.

Definitions of terms used in the report

Achievement: any award that is not graded as U, absent, or X (fail).

Active qualification: a qualification eligible for award to students, even if the qualification is no longer available for enrolment.

Available qualification: a qualification eligible for an award or a qualification that has made an award.

Certification: a formal acknowledgement of student achievement.

Certification end date: the last date on which a learner may be awarded 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 continue to work towards the qualification.

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 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.

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.

Glossary for awarding organisation name acronyms and abbreviations

Acronym	Awarding body name in full
1st4sport	1st4sport Qualifications
AAT	Association of Accounting Technicians
ABRSM	Associated Board of the Royal Schools of Music
AQA	Assessment and Qualifications Alliance (now known as AQA Education)
ASDAN	Award Scheme Development and Accreditation Network
BIIAB	British Institute of Innkeeping Awarding Body
BCS	The British Computer Society
BHEST	British Horseracing Education and Standards Trust
BSC	British Safety Council
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
City & Guilds	The City and Guilds of London Institute
Cskills	Cskills Awards
EAL	Excellence, Achievement & Learning Limited
Edexcel	Edexcel Limited (now known as Pearson Education Ltd)
EDI	Education Development International plc
EQL	Equestrian Qualifications Ltd
HABC	Highfield Awarding Body for Compliance
ILM	Institute of Leadership & Management
LAMDA	London Academy of Music and Dramatic Art
NCFE	NCFE

Acronym	Awarding body name in full
NOCN	National Open College Network
NPTC	National Proficiency Tests Council
OCR	Oxford, Cambridge & RSA Examinations
PAA/VQSE T	PAA/VQSET
Pearson	Pearson Education Ltd
Sports Leaders UK	Sports Leaders UK
Skillsfirst	Skillsfirst Awards Ltd
SQA	The Scottish Qualifications Authority
TCL	Trinity College London
VTCT	VTCT
WAMITAB	Waste Management Industry Training & Advisory Board
WJEC	WJEC-CBAC Limited

Annexe 5: Market entrants and exits

Entrants

SFJ Awards was the only new awarding organisation recognised to provide regulated qualifications during the period October 2011 and September 2012.

Exits

During the same period the following organisations surrendered their recognition

CL: AIRE

Network Rail

Flybe Awards

NEBOSH

NIAT

PADI

We wish to make our publications widely accessible. Please contact us if you have any specific accessibility requirements.

First published by the Office of Qualifications and Examinations Regulation in 2013

© Crown copyright 2013

You may re-use this publication (not including logos) free of charge in any format or medium, under the terms of the [Open Government Licence](#). To view this licence, visit [The National Archives](#); or write to the Information Policy Team, The National Archives, Kew, Richmond, Surrey, TW9 4DU; or email: psi@nationalarchives.gsi.gov.uk

This publication is also available on our website at www.ofqual.gov.uk

Any enquiries regarding this publication should be sent to us at:

Office of Qualifications and Examinations Regulation

Spring Place	2nd Floor
Coventry Business Park	Glendinning House
Herald Avenue	6 Murray Street
Coventry CV5 6UB	Belfast BT1 6DN
Telephone 0300 303 3344	
Textphone 0300 303 3345	
Helpline 0300 303 3346	