



# Annual Qualifications Market Report

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## **Foreword**

This is the fourth Annual Qualifications Market Report; it provides an overview of the scale, activity and players within the qualifications market regulated by the Office of Qualifications and Examinations Regulation (Ofqual); the Department for Education and Skills (DfES); and the Council for the Curriculum Examinations and Assessment (CCEA). It brings together information already in the public domain into a single document making it more accessible to suppliers and users of qualifications.

Ofqual formally came into existence on 1st April 2010 under the Apprenticeships, Skills, Children and Learning Act 2009. We secure standards by setting clear requirements for the design, delivery, assessment and award of qualifications and by intervening when necessary to make sure standards are maintained; we protect learners by making sure they are treated fairly; we promote efficiency within the qualifications sector; and we use our powers to secure value for money when this is not being delivered.

We work collaboratively within a three country qualifications system with fellow qualifications regulators DfES in Wales and CCEA, which regulates non-vocational qualifications in Northern Ireland.

The Act requires us to maintain and publish a register of all recognised awarding organisations together with details of the regulated qualifications that they offer for award. In 2010, there were 161 recognised awarding organisations on the Register of regulated qualifications and during 2009–10 a total of 7,750 qualifications awarded achievements which represented just over half of all available qualifications.

Unusually we have a market for qualifications across the three countries. This is a market dominated by a few big players and relatively few qualifications used in very high volumes. We have consulted widely on our regulatory framework including our approach to economic regulation, and feedback to this consultation is informing the development of our regulatory framework. We have published a set of recognition conditions that awarding organisations must comply with and these include conditions aimed at improving the transparency of information available, including on fees available to purchasers of information to enable them to make effective qualification choices.

In order to fulfil our regulatory obligations we need to understand how the market works and build our evidence base in order to target regulatory activity where there is a risk to qualification standards or efficiency of how they are provided. We also need to provide information so that others can operate effectively in the market.

This year's report is part of that sharing of information and is presented in the same format as the earlier reports. However we have updated and improved the accuracy and consistency of the information.

The report highlights the continuing growth in both the number of qualifications and the total number of qualifications achievements over the period 2005–6 to 2009–10. While the trend in GCE and GCSE achievements has remained relatively stable there has been significant growth in achievements awarded for other qualifications.

Part of this growth in qualifications and achievements can be attributed to new qualifications designed for the Qualifications and Credit Framework (QCF) since 2008. We would expect the number of qualifications referenced to the National Qualifications Framework (NQF) to continue to fall as qualifications expire.

We currently collect relatively limited information on a routine basis from awarding organisations on qualification fees and the income they receive from the provision of qualifications. This makes an accurate valuation of the qualification market difficult. There are a wide variety of different fees payable for different aspects of qualifications and variations in service offer across awarding organisations can make comparisons and the establishment of trends in fees problematic. We will be setting out our approach to establishing our overall data requirements in the next couple of months drawing on consultation and research that we have undertaken this year.

We include, however, in this year's report updated information on average fees for a selection of GCSEs and GCEs over the period 2006–7 to 2010–11. We also include information collected by the Department for Education (DfE) on expenditure on examinations and assessments in secondary schools in England. This shows total expenditure rising at a faster rate than total running expenses (non-staff costs) in secondary schools, accounting for nearly 8 per cent of running expenses in 2009–10 compared with 6 per cent in 2002–3. There are several 'volume' drivers of this increase including the impact of the previous government policy which had encouraged a wider variety of qualifications to be available in schools and the introduction of modular assessment for some examinations.

Since the election in May 2010 of the coalition government, there have been a number of important policy developments which are likely to lead to changes in the qualifications landscape, including Skills for Sustainable Growth (Department for Business, Innovation and Skills), the Schools White Paper, *The Importance of Teaching* (DfE) and most recently the *Review of Vocational Education – The Wolf Report* (DfE). Policy changes in England affecting for example qualification funding, school and college performance tables, support and access to education may have an impact on participation and the nature and number of qualifications that are offered in the market. While it is too early for any policy changes following these publications to influence the data in this year's report, we should expect to see the impact of any changes reflected in future editions of this report.

A handwritten signature in black ink that reads "Fiona Pethick". The signature is written in a cursive, flowing style.

**Fiona Pethick**

Director of Regulation

On behalf of the three regulators Ofqual, DfES and CCEA

## Executive summary

### Key findings of the *Annual Qualifications Market Report*

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

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

- Information on the demand for qualifications including trends in participation in education and information on achievements awarded by recognised awarding organisations broken down by sector subject area, qualification type and level. We also highlight the high volume qualifications.
- Information on the supply of qualifications including trends in the numbers of suppliers and in the number of regulated qualifications. The report also provides a limited overview of the business characteristics of awarding organisations and for some, reviews their total income.
- Information on the regulated qualifications market including the trends in fees for selected GCE and GCSE qualifications. The report also provides information on expenditure in examinations for schools in England and considers the availability of data to value the regulated qualifications market accurately.

When considering the supply of qualifications we make a separation between GCE and GCSE qualifications and all other qualifications, which for the purposes of this report we call 'other'<sup>1</sup>. These divisions are based on the way data is available and should not be taken to be indicative of market boundaries or the value of one qualification over another.

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

- There has been a steady increase in the number of 16–18-year-olds participating in education and training both in absolute terms and as a percentage of the cohort. This trend is expected to continue due to current public policy of raising the participation age<sup>2</sup> to 17 in 2013 and 18 in 2015.

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<sup>1</sup> The full range of qualification types can be found in Appendix 1 on page 66

<sup>2</sup> Further details for participation age can be found at [www.education.gov.uk/16to19/participation/rpa](http://www.education.gov.uk/16to19/participation/rpa) .

- There were over 4.5 million government-funded learners<sup>3</sup> participating in further education in England for 2009–10, and more than three-quarters of these learners were aged 19 or over. Changes to funding priorities<sup>4</sup>, alongside the plans to end the Education Maintenance Allowance (EMA)<sup>5</sup> and the new 16–19 Bursary Fund<sup>6</sup> may have an impact on participation rates in the future.
- In 2009–10, total achievements continued to show an upward trend although the rate of increase was the smallest for several years. The main driver in the increase continues to be achievements in ‘other’ qualifications. GCE achievements showed a small fall for the first time, consistent with changes in cohort size. GCSE achievements continued to fall, which may be linked to the broadening of the curriculum in schools to encourage participation and progression to qualifications other than GCE, or to training and employment.
- The Preparation for Life and Work sector subject area accounts for over one fifth of all ‘other’ qualification achievements.
- Level 2 qualifications now account for over half of all ‘other’ achievements.
- In 2009–10 there were 6.8 million achievements in ‘other’ qualifications, 5.8 million achievements in GCSEs and 2 million achievements in GCEs (figures for GCSEs and GCEs are provisional and likely to be revised upwards).
- The number of recognised awarding organisations continues to grow and there were 161 recognised awarding organisations by the end of September 2010. Twenty-one new organisations that focus on ‘other’ qualifications were recognised in 2009–10.

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<sup>3</sup> Only learners that were funded by the Skills Funding Agency (SFA) or the Young People’s Learning Agency (YPLA), (previously the Learning and Skills Council) are included.

<sup>4</sup> See the Department for Business Innovation and Skills (BIS) strategy document *Skills for Sustainable Growth* at [www.bis.gov.uk/assets/biscore/further-education-skills/docs/s/10-1274-skills-for-sustainable-growth-strategy.pdf](http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/s/10-1274-skills-for-sustainable-growth-strategy.pdf) for further details on funding.

<sup>5</sup> Further details on the EMA can be found at <http://www.education.gov.uk/inthenews/inthenews/a0073028/plans-to-end-the-education-maintenance-allowance-ema-programme> .

<sup>6</sup> Further details on the 16–19 Bursary Fund can be found at [www.education.gov.uk/childrenandyoungpeople/strategy/laupdates/a0076274/consultation-on-arrangements-for-new-16-19-bursary-fund](http://www.education.gov.uk/childrenandyoungpeople/strategy/laupdates/a0076274/consultation-on-arrangements-for-new-16-19-bursary-fund) .

- There were over 15,000 regulated qualifications on the Register<sup>7</sup> during 2009–10. The actual number of qualifications available to the learner at any point in time during the year would have been less than this headline figure because some qualifications expired during the year, and because of changes awarding organisations made in their portfolio by developing new qualifications for the Qualifications and Credit Framework (QCF). For the 2009–10 academic year<sup>8</sup> there were nearly 14,000 ‘other’, 450 GCE A level and 750 GCSE qualifications available<sup>9</sup> on the Register.
- For 2009–10 at least one achievement was recorded for 6,700 ‘other’ qualifications. There were around 7,000 qualifications that registered no achievement, of which 800 had already passed their expiry date (although they were still available for certification), and 3,700 became available during the year. For the remaining ‘other’ qualifications that did not register an achievement, some would be nearing their end dates, and some would be in the process of being replaced by new qualifications. Over half the achievements for ‘other’ qualifications can be attributed to 141 qualifications.
- Publicly available information on income from regulated qualifications for awarding organisations is currently limited to data from Companies House, the Charity Commission and awarding organisation websites.
- Expenditure on examination fees has risen at a faster rate than total running expenses (excluding employee costs) in secondary schools in England between 2002–3 and 2009–10.
- There have been small changes in the distribution of achievement figures between awarding organisations for GCE and GCSE qualifications for the past five years.
- Seven awarding organisations account for 63 per cent of all achievements in ‘other’ qualifications. Edexcel has shown the largest growth in terms of the number of achievements for ‘other’ qualifications over the past five years (an increase of nearly 900,000 achievements).

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<sup>7</sup> The Register is the authoritative list of all qualifications regulated by Ofqual and is available at <http://register.ofqual.gov.uk> .

<sup>8</sup> Ofqual collects data based on quarterly returns, hence unless otherwise stated the data will represent data from 1st October until 30th September based on an academic year.

<sup>9</sup> ‘Available’ qualifications are those that can be offered to learners, and qualifications which have not yet reached their final certification end date and still have learners formally registered. Please see the Glossary of Terms used in this report (Appendix 1).



- By 2009–10 the number of qualifications in the QCF had reached over 6,000 and the number of achievements had reached nearly 800,000.

# 1. Introduction

## Purpose of this report

This report has been compiled by Ofqual, the regulator of qualifications, examinations and tests in England and vocational qualifications in Northern Ireland, on behalf of Ofqual, DfES and CCEA.

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

For the purposes of reporting we make a separation between GCSEs, GCEs, and all other qualifications. These divisions are based on the way data is available and should not be taken to be indicative of market boundaries. A wide variety of types of qualification are covered by the term 'other' qualifications. They include qualification types such as National Vocational Qualifications, Vocationally Related Qualifications, Basic Skills, the Diploma and English for Speakers of Other Languages (ESOL) and qualifications that have been submitted on to the QCF. Appendix 1 shows the full list of qualification types included in 'other' qualifications.

## Objectives

This report covers three areas:

- the demand for qualifications – in particular the trends in participation in education and trends in total achievements awarded by recognised awarding organisations
- the supply of qualifications – in particular it presents the trends in regulated qualifications<sup>10</sup>; the report also provides a limited overview of the business characteristics of suppliers, namely awarding organisations and for some, their income
- the qualifications market and fees – it reviews the trends in the level of selected GCE and GCSE fees over time; the report also considers increases in examination fee expenditure in schools in England, and data availability to accurately estimate the value of the regulated qualifications market.

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<sup>10</sup> Numbers of regulated qualifications are taken from the Register; counts are at the full Qualification Accreditation Number (QAN) level. Some qualifications allow the learner a choice of units or pathways and these do not count as additional qualifications as they fall under the same QAN.

## Scope

The report:

- combines information from several published sources
- covers all regulated qualifications
- focuses on regulated qualifications awarded in England, Wales and Northern Ireland and, unless otherwise stated, refers throughout to figures for these three countries
- looks at recognised awarding organisations (our recognition criteria<sup>11</sup> allow only awarding organisations which have the appropriate resources, expertise and systems to deliver high quality qualifications to be recognised)
- reviews the general and economic information available on recognised awarding organisations that is in the public domain
- shows the number of qualification achievements for the different types of qualifications broken down by awarding organisation
- shows the fees for selected GCE and GCSE qualifications
- considers examination expenditure by schools, colleges and other providers and the value of the regulated qualifications market
- uses information published or made available for use by the qualifications regulators for monitoring purposes<sup>12</sup>.

This report does not:

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

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<sup>11</sup> Recognition criteria can be found at <http://www.ofqual.gov.uk/for-awarding-organisations/96-articles/610-regulatory-requirements>

<sup>12</sup> Data on numbers of certificates awarded (achievements) are taken from two sources:

- 'other' qualification data (excluding Key Skills) covers the period from 1st October to 30th September for each academic year and is taken from Ofqual's regulated qualification activity database (RQAD) which stores certification data provided by awarding organisations on a quarterly basis
- GCE and GCSE qualification data is provided to Ofqual by the Joint Council for Qualifications (JCQ).

- comment on awarding organisations' market share based on income or candidate registrations
- comment on the financial viability of organisations or their efficiency/profitability in relation to awarding
- provide data that is commercially confidential
- analyse qualifications not regulated by Ofqual, DfES and CCEA.

## 2. Demand for qualifications – participation in education and training

The demand for qualifications is derived from those who use them, namely learners, parents, employers and further/higher education gatekeepers. Although demand will originate with these users the immediate purchasers of qualifications are generally learning providers, including independent training providers, schools and colleges who offer qualifications as part of the learning package they provide to their learners.

In this section of the report we look at the level of participation in education and training within England, Wales and Northern Ireland, as provided by schools, colleges and independent training providers. We also illustrate the demand for qualifications by presenting data on the trends in total achievements awarded by recognised awarding organisations.

### Participation in education

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

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

### 16–18 participation in England

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

Table 1 below shows the number of 16–18-year-olds participating in education and training, and the overall population size. The numbers include all people in the cohort population on 31st August each year.

	2002	2003	2004	2005	2006	2007	2008	2009
Full-time education	1,070,200	1,097,900	1,140,000	1,189,800	1,234,800	1,266,900	1,305,700	1,364,600
Work Based Learning (WBL)	151,400	156,600	152,100	146,000	135,700	136,200	133,500	125,100
Employer Funded Training (EFT)	93,800	98,100	95,200	90,700	90,100	88,800	79,100	62,200
Other Education and Training (OET) <sup>1</sup>	107,200	108,500	106,200	101,300	94,100	92,300	93,700	89,200
Total Education and training <sup>2</sup>	1,419,300	1,457,700	1,490,100	1,524,400	1,551,100	1,580,800	1,608,500	1,637,600
Not in any education or training - in employment	284,500	294,600	289,400	255,500	251,900	245,000	205,100	164,600
Not in any education, employment or training (NEET)	188,400	183,500	189,800	213,700	209,700	192,400	210,100	189,700
Population	1,892,200	1,935,800	1,969,300	1,993,600	2,012,700	2,018,300	2,023,600	1,992,000

### **Notes**

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

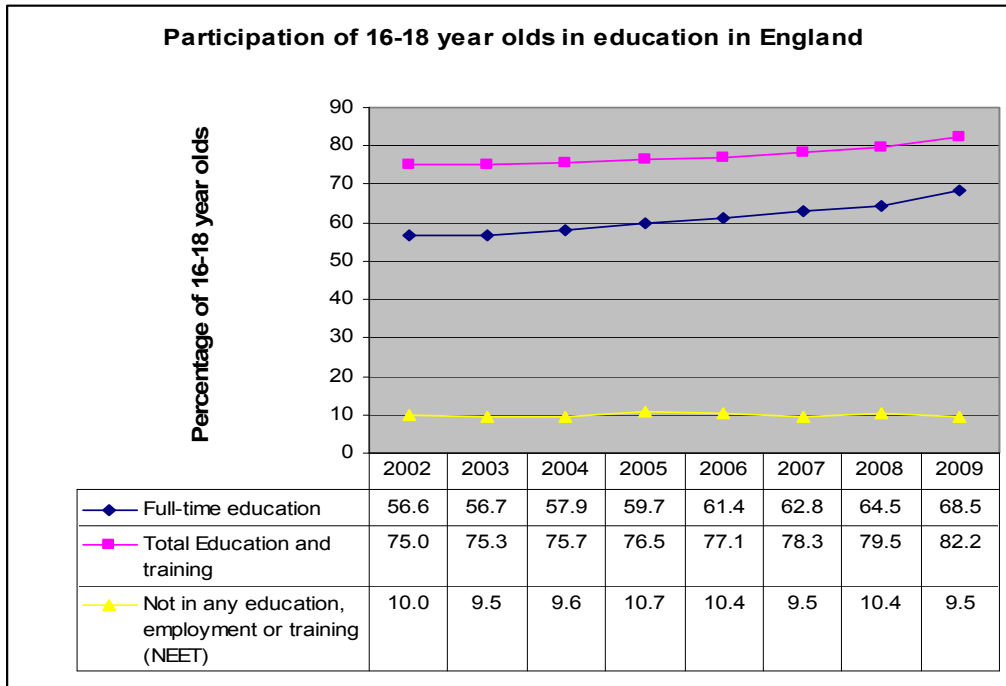
2. Total of all full-time education and WBL (less WBL in full-time education) plus EFT and OET.

**Table 1** Number of 16–18-year-olds participating in education in England

Source: DfE: [www.education.gov.uk/rsgateway/DB/SFR/s000938/index.shtml](http://www.education.gov.uk/rsgateway/DB/SFR/s000938/index.shtml)

The total of 16–18-year-olds in education and training has increased, with the increase in full-time education being the main driver. (The percentage of the cohort population in full-time education has risen from 57 per cent in 2002 to 69 per cent in 2009.) Employer-funded training has fallen by 34 per cent from 2002 to 2009.

Chart 1 below shows the percentage<sup>13</sup> of the age group participating in education.



**Chart 1** Percentage of 16–18-year-olds participating in education in England

Source: DfE: [www.education.gov.uk/rsgateway/DB/SFR/s000938/sfr18-2010v2.xls](http://www.education.gov.uk/rsgateway/DB/SFR/s000938/sfr18-2010v2.xls)

<sup>13</sup> Throughout this report percentages may not total to 100 due to rounding.

## Participation by gender

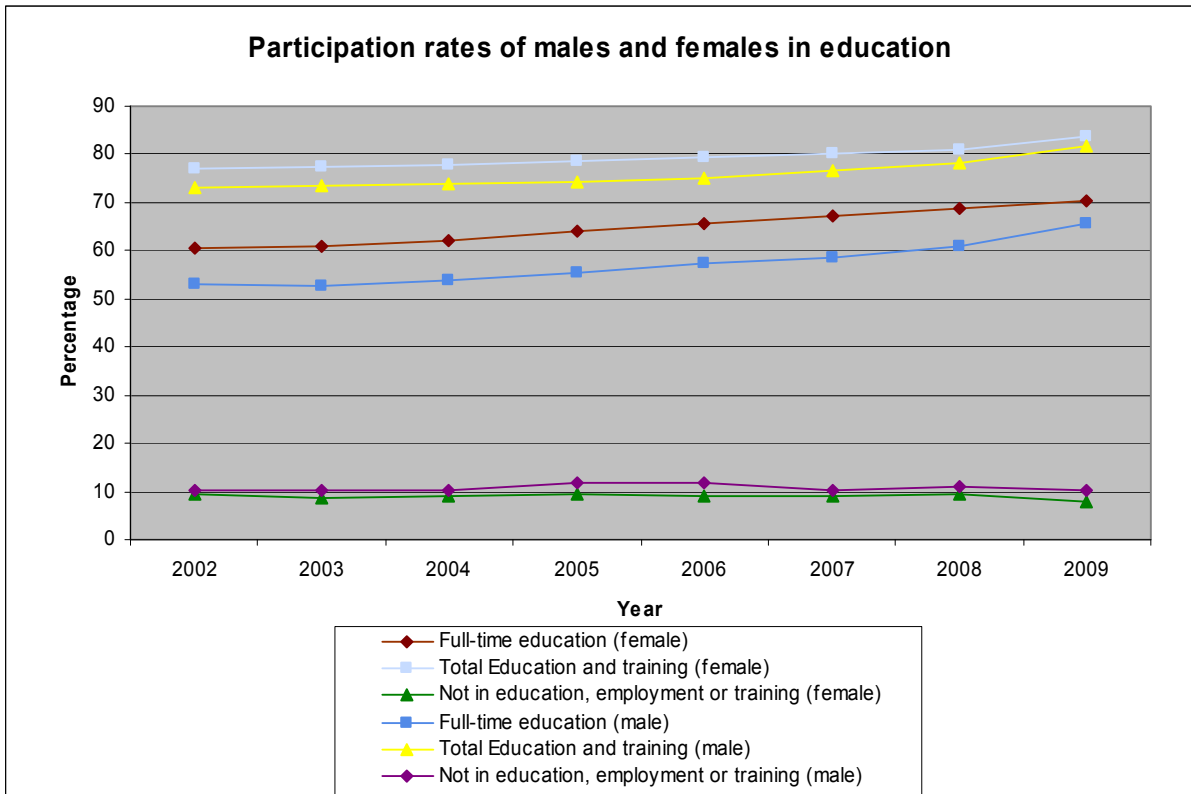
The data collected by DfE is split down into participation by gender. It may be the case that certain types of qualification are more likely to be taken by one gender and therefore the participation rates may influence demand for these qualifications.

		<b>Females</b>							
		<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Full-time education		553,100	570,600	594,700	620,300	641,300	655,700	670,200	690,700
Total Education and training		704,600	725,000	745,100	761,100	772,300	781,800	792,800	804,900
Not in any education, employment or training (NEET)		86,700	80,200	87,000	91,400	89,700	87,500	94,400	80,600
Population (thousands)		914,000	937,100	957,900	968,200	975,000	978,900	982,900	967,800
		<b>Males</b>							
		<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Full-time education		517,100	527,300	545,300	569,600	593,500	611,200	635,500	673,900
Total Education and training		714,800	732,700	745,000	763,300	778,800	799,100	815,700	832,800
Not in any education, employment or training (NEET)		263,500	266,100	266,400	262,100	258,900	240,300	225,000	191,500
Population (thousands)		978,200	998,700	1,011,400	1,025,400	1,037,700	1,039,400	1,040,800	1,024,200

**Table 2** Number of 16–18-year-old females and males participating in education in England

Source: DfE: [www.education.gov.uk/rsgateway/DB/SFR/s000938/sfr18-2010v2.xls](http://www.education.gov.uk/rsgateway/DB/SFR/s000938/sfr18-2010v2.xls)





**Chart 2** Percentage of 16–18-year-olds participating in education in England

Source: DfE: [www.education.gov.uk/rsgateway/DB/SFR/s000938/sfr18-2010v2.xls](http://www.education.gov.uk/rsgateway/DB/SFR/s000938/sfr18-2010v2.xls)

The gender imbalance is still significant, although the gap has narrowed between female and male participation in full-time education (71 and 66 per cent respectively). The gap has reduced from over eight per cent in 2007 to under six per cent in 2009.

### 16–18 participation in Wales

The Welsh Assembly Government publishes data on participation rates of 16–18-year-olds in education. The differences in the sources used do not allow direct comparability of data between England and Wales, although the trends indicated will be comparable. The data starts from 2004 because there have been changes in the data source for enrolments to remove double counting of work based learners enrolled at FE colleges.

	2004	2005	2006	2007	2008	2009
Full-time education	67,560	70,170	71,540	72,650	74,790	76,830
Part-time education	9,340	9,060	9,770	8,760	8,390	7,850
Work Based Learning	8,970	9,150	8,760	7,660	7,630	7,930
Population	119,100	120,000	120,600	120,900	120,500	118,600

**Table 3** Number of 16–18-year-olds participating in education in Wales (age is given as of 31 August in the stated year)

Source: [www.statswales.wales.gov.uk/TableViewer/tableView.aspx?ReportId=771](http://www.statswales.wales.gov.uk/TableViewer/tableView.aspx?ReportId=771)

Again participation in full-time education is increasing in Wales from 57 per cent in 2004 to 65 per cent in 2009.

### 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. Once again the trends should be comparable across the countries. The time series begins from 2005–6 since data before this date did not include vocational training outside the FE sector.

	2005–6	2006–7	2007–8	2008–9	2009–10
Males	80.4	85.0	83.7	82.6	83.6
Females	93.2	95.1	92.3	91.1	88.8
<b>Total</b>	<b>86.6</b>	<b>89.9</b>	<b>87.9</b>	<b>86.8</b>	<b>86.1</b>

**Table 4** Percentage of 16- and 17-year-olds participating in full-time education in schools and FE colleges in Northern Ireland

Source: [www.deni.gov.uk/participation\\_rates\\_release\\_for\\_0910.doc](http://www.deni.gov.uk/participation_rates_release_for_0910.doc)

The participation rate by 16- and 17-year-olds has declined slightly in the last three years, with the gap between male and female participation narrowing.

### Government funded activity in further education in England

This year we include data on learner participation and achievement for government-funded learners participating in FE for 2009–10 (near-final figures). Table 5 below includes learners who are studying on a course at a further education college or training provider, learners studying courses within their local community, employees undertaking an apprenticeship, and employees undertaking other qualifications in the workplace. This does not include learners in school sixth forms.

	2009–10 near final		
	Under 19	19 and older	All ages
<b>Total learner participation</b>	1,094,800	3,526,600	4,621,300
• of which below level 2 (excluding skills for life)	310,600	435,800	746,300
• of which Skills for Life	521,400	906,900	1,428,400
• of which full level 2	315,500	971,000	1,286,500
• of which full level 3	397,900	469,100	867,000
<b>Total learner achievements</b>	808,900	2,482,300	3,528,200
• of which below level 2 (excluding skills for life)	244,500	332,600	577,100
• of which Skills for Life	337,700	605,400	943,100
• of which full level 2	165,100	555,900	721,000
• of which full level 3	183,700	237,800	421,400

#### Notes

1. Figures are rounded to the nearest hundred.
2. For definitions of variables used in Table 5, see [www.thedataservice.org.uk/datadictionary](http://www.thedataservice.org.uk/datadictionary).
3. Age as at 31 August, learners under 19 include a small number of under 16-year-olds.
4. Figures do not include learners studying in School Sixth Forms.

**Table 5** Learner participation and achievement in FE

Source: [www.thedataservice.org.uk/NR/rdonlyres/5F1DA12A-8E27-4D6F-B0C1-292E62054B6A/0/All\\_SFR\\_Tablesv2.xls](http://www.thedataservice.org.uk/NR/rdonlyres/5F1DA12A-8E27-4D6F-B0C1-292E62054B6A/0/All_SFR_Tablesv2.xls)

Table 5 above highlights qualifications that are taken at levels 2 and 3. The total participation was over 4.5 million learners in 2009–10; over three quarters were aged 19 or over.

### General trends in participation

Clearly participation has been increasing for 16- to 18-year-olds for several years and this trend is expected to continue since the participation age (see footnote 2 on page 5) for education and training will be raised in 2013 to 17 and to 18 from 2015. The impact of funding changes (see footnote 3 on page 6) for adult education and training may lead to a fall in participation for over 19 learners.

### 3. Total qualifications market by number of achievements awarded

In this section of the report we illustrate demand for qualifications by looking at the number of achievements for each qualification. For the 2009–10 academic year there were over 15,000 available regulated qualifications. For the purposes of this report we have used the classifications of qualification types, levels and sectors that are assigned to qualifications to investigate them as groups rather than individually. The source of data for GCE and GCSE qualifications<sup>14</sup> is the Joint Council for Qualifications (JCQ) on behalf of its member awarding organisations<sup>15</sup>. Achievement data for ‘other’ qualifications is provided to the regulators by awarding organisations and accessed through Ofqual’s Regulated Qualifications Activity Database (RQAD)<sup>16</sup>.

#### Overall picture

The number of achievements in the qualifications market has increased year on year for the past five years. There are a number of factors that will have driven the increased demand, such as increased participation rates, increases in the number of qualifications an individual will take and an increase in the number of qualifications that are regulated.

The following chart presents the total number of achievements in regulated qualifications. Changes have been made to the data to improve the consistency of reporting on all qualifications in this year’s report. All GCSE and GCE achievements will be treated equally, in order to align this data with the treatment of ‘other’ qualification achievements. There is no weighting dependent upon the nature of the qualification, for example there is no distinction between a double or single award at AS or A2.

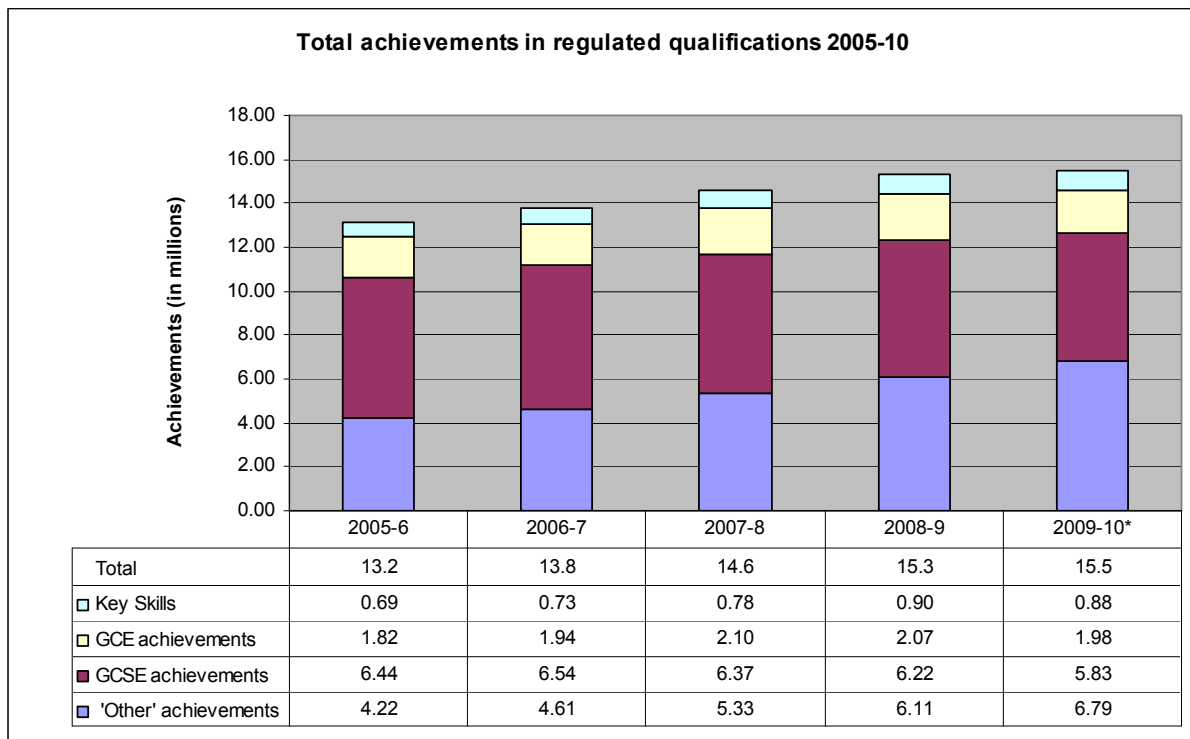
Key Skills data is collected by DfE and is not included in any charts or tables that are taken from Ofqual’s database (RQAD).

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<sup>14</sup> *GCE and GCSE qualifications* refers to GCSE and GCE A and AS level qualifications and their associated applied variants.

<sup>15</sup> JCQ members are: The Assessment and Qualifications Alliance (AQA), CCEA, City & Guilds, Edexcel, Oxford Cambridge and RSA Examinations (OCR), Scottish Qualifications Authority (SQA) and WJEC (previously known as the Welsh Joint Education Committee). For this year we no longer weight achievements by short course, single or double award for GCSE. Similarly GCE data does not weight for double or single award.

<sup>16</sup> The only exception to this is in the case of Key Skills where the data is collected by DfE. We will collect and report on the data in next year’s report.



**Chart 3** Number of achievements in the qualifications market broken down into GCSE, GCE, Key Skills and 'other' qualifications

Source: JCQ data (\* 2009–2010 is provisional) and Ofqual's RQAD

The total number of achievements has increased from 13.2 million in 2005–6 to 15.5 million in 2009–10. The main driver for the growth has been the increased number of 'other' achievements over this period.

## Key Skills

'Key Skills' are a qualification type and describe the generic (i.e. not job-specific) skills which are needed by learners in their courses and by employees.<sup>17</sup> The qualifications are generally available in schools (alongside GCSEs, A levels or other qualifications), further education colleges (alongside NVQ, as part of apprenticeship training or with other vocational or academic qualifications).

Table 6 presents the number of Key Skills achievements from 2003–4 to 2009–10.

	2003–4	2004–5	2005–6	2006–7	2007–8	2008–9	2009–10
Key Skills (1000s)	333.9	543.0	692.6	730.3	775.2	896.8	878.8

**Table 6** Number of achievements in Key Skills from 2003–4 to 2009–10

Source: DfE Vocational Qualifications database

<sup>17</sup> For more on Key Skills, see

[www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/DG\\_10039028](http://www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/DG_10039028).

These data show that there has been a large increase in the number of Key Skills qualifications awarded over the past few years. The number of Key Skills achievements peaked in 2008–9 as they are being phased out and replaced by Functional Skills<sup>18</sup> in England, and Essential Skills in Wales. We would expect to see the numbers decrease over the next few years accordingly.

### GCE and GCSE qualification achievements

For this year's report the number of achievements for both GCE and GCSE refer to the summer series only. Also we are treating achievements for GCSE and GCE in the same way as vocational achievements so there is no weighting dependent on the whether the achievement is a full, double award, or short course for GCSE<sup>19</sup> and full or double award for AS or A2 at GCE<sup>20</sup>. Although this method of reporting achievements presents data for all qualifications more consistently, it will not be directly comparable to previous reports. For next year's report we will include total achievements for GCE and GCSEs for the full academic year.

### Achievements at GCE

Table 7 provides an overview of GCE achievements from 2005–6 to 2009–10.

	2005–6	2006–7	2007–8	2008–9	2009–10*
Total (in millions)	1.82	1.94	2.10	2.07	1.98
AS	1.03	1.10	1.22	1.19	1.10
A level	0.79	0.84	0.89	0.88	0.87

**Table 7** Number of achievements for GCEs from 2005–6 to 2009–10

Source: JCQ, data 2004–10 (\* 2009–2010 is provisional)

Table 7 shows that over the period 2005–6 to 2009–10 GCE achievements have been fairly stable.

### Achievements at GCSE

Table 8 provides an overview of GCSE achievements from 2005–6 to 2009–10.

	2005–6	2006–7	2007–8	2008–9	2009–10*
GCSE (in millions)	6.44	6.54	6.37	6.22	5.83

**Table 8** Number of achievements for GCSEs from 2005–6 to 2009–10

Source: JCQ, data 2004–10 (\* 2009–10 is provisional)

<sup>18</sup> For further information on Functional Skills please refer to Section 8 of this report.

<sup>19</sup> Further information on GCSEs can be found at [www.ofqual.gov.uk/files/GCSE\\_Guide.pdf](http://www.ofqual.gov.uk/files/GCSE_Guide.pdf).

<sup>20</sup> Further information on GCEs can be found at [www.ofqual.org.uk/files/A-levelGuide.pdf](http://www.ofqual.org.uk/files/A-levelGuide.pdf).

Taking into account the provisional nature of the 2009–10 data, again the achievements for GCSE have been fairly stable over the period shown in Table 8. The most recent trend has been a small decline in achievements; this may be linked to the broadening of the school curriculum and the increase in non-GCSE qualifications being offered in schools.

### Achievements in 'other' qualifications

The achievement figures in this report cover all qualifications that have been available between October 2009 and September 2010. The Register database logs a sector area against each qualification. There are 15 sector subject area (SSA) codes<sup>21</sup>. Table 9 below shows the number of achievements (in thousands) in each area.

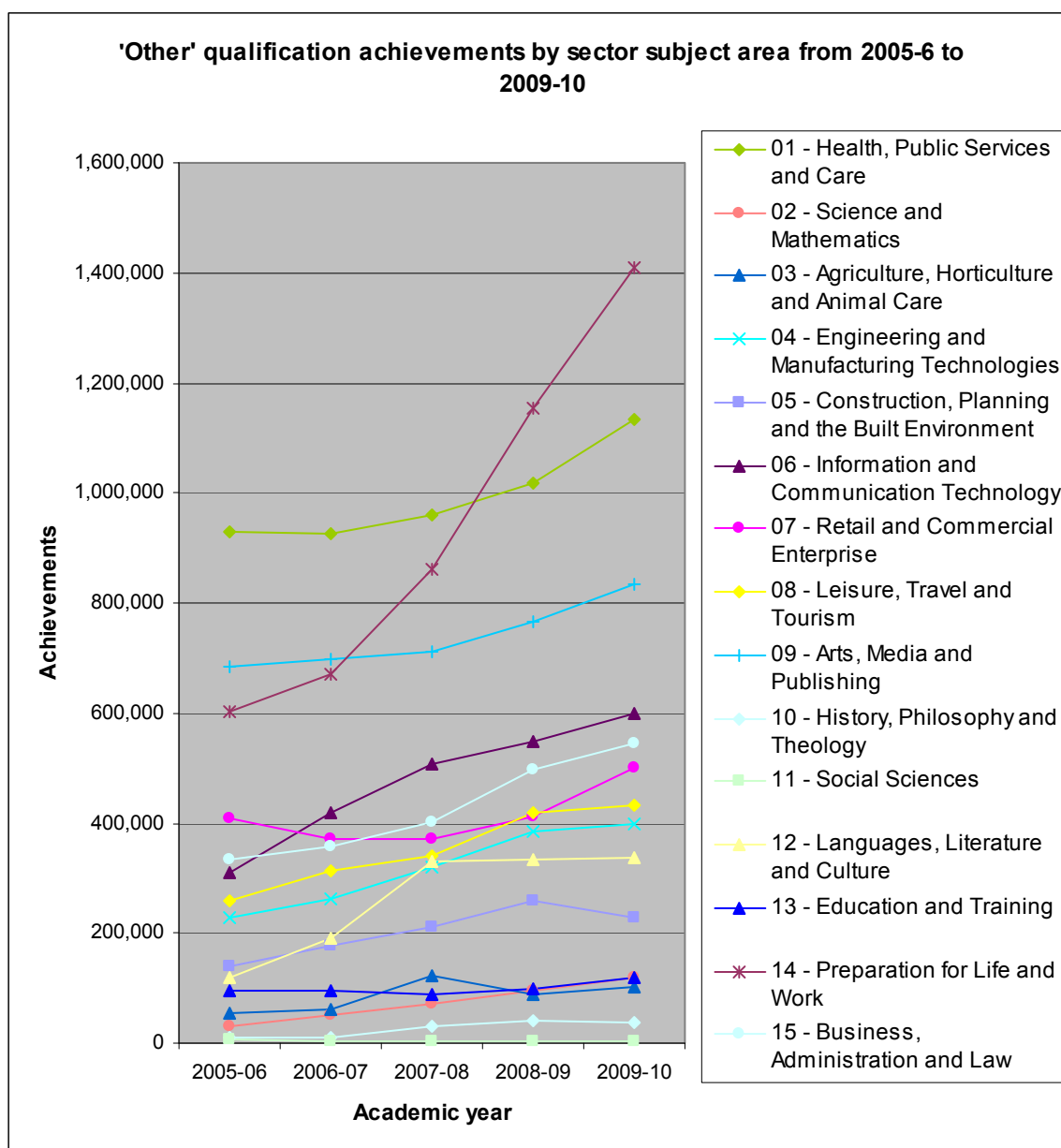
Sector	2005–6	2006–7	2007–8	2008–9	2009–10
01 Health, Public Services and Care	930,600	925,300	961,300	1,016,400	1,132,100
02 Science and Mathematics	31,100	52,500	72,000	95,800	117,500
03 Agriculture, Horticulture and Animal Care	55,200	62,900	123,500	90,000	103,500
04 Engineering and Manufacturing Technologies	228,900	261,600	318,500	386,100	398,600
05 Construction, Planning and the Built Environment	140,600	176,300	210,100	257,100	227,900
06 Information and Communication Technology	310,500	418,500	505,700	548,900	598,800
07 Retail and Commercial Enterprise	408,600	371,800	369,800	410,600	499,300
08 Leisure, Travel and Tourism	258,300	314,200	339,500	419,900	433,900
09 Arts, Media and Publishing	683,000	699,100	711,500	765,500	834,400
10 History, Philosophy and Theology	10,400	10,300	31,000	41,500	37,600
11 Social Sciences	7,100	3,500	3,000	2,900	2,800
12 Languages, Literature and Culture	120,800	192,100	330,400	334,600	338,100
13 Education and Training	96,500	96,000	88,400	98,400	118,500
14 Preparation for Life and Work	603,100	671,800	862,000	1,152,700	1,408,200
15 Business, Administration and Law	333,000	357,900	401,200	497,300	543,000
<b>Total</b>	<b>4,217,700</b>	<b>4,613,600</b>	<b>5,327,800</b>	<b>6,117,500</b>	<b>6,794,200</b>

**Table 9** Number of 'other' achievements in each sector (not including Key Skills qualifications)

Source: Ofqual's RQAD

<sup>21</sup> A review of sector subject areas is currently taking place and changes will be implemented in 2012.

There was an 11 per cent increase in the number of qualification achievements from 2008–9 to 2009–10 compared to an increase of 15 per cent in the previous 12 months.



**Chart 4** Number of 'other' qualification achievements in each sector (not including Key Skills qualifications)

Source: Ofqual's RQAD

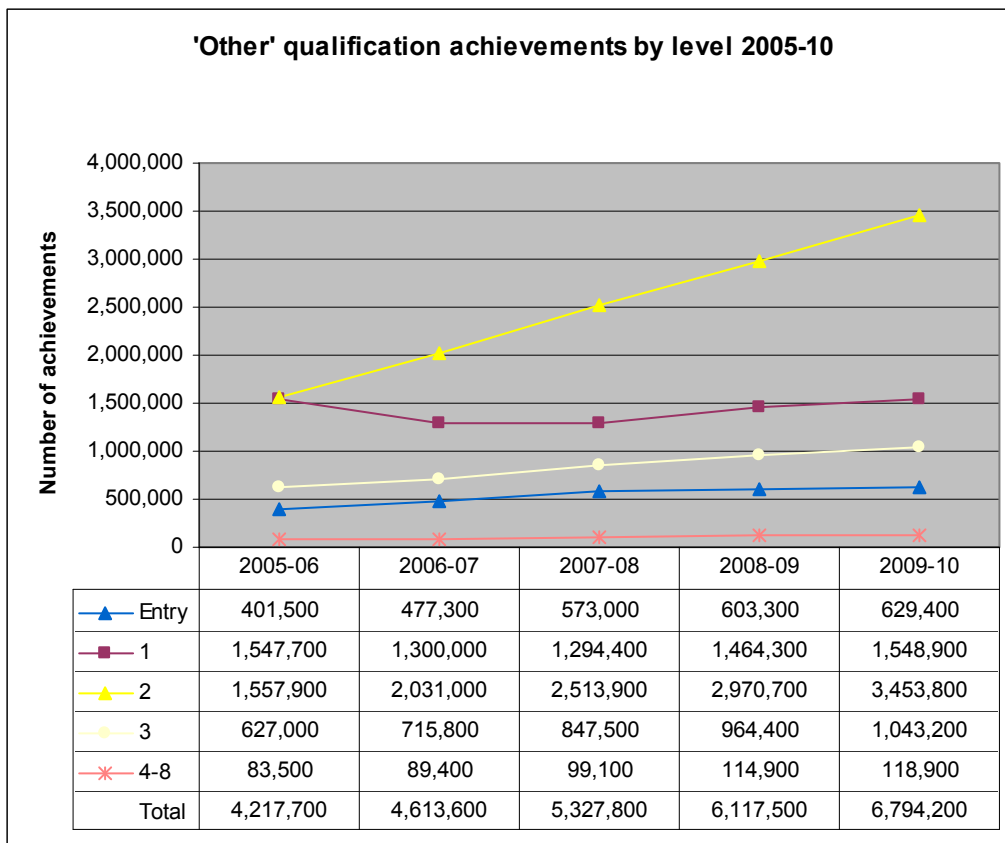
The Preparation for Life and Work sector subject area continues to provide the highest volume in terms of achievements and rapid growth in recent years (22 per cent increase last year; over 130 per cent increase since 2005–6). This sector accounts for over one fifth of all 'other' achievements. Basic Skills qualifications are the largest influence in terms of achievements in this sector. Eight of the top 20 qualifications (highlighted on page 27) are in this sector.



## Achievements by qualification level

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

In our recent consultation on the strategic regulation of awarding organisations<sup>22</sup> we proposed to move to one framework to which all regulated qualifications currently in the QCF and NQF can be referenced. This would accommodate the qualifications and units in both the existing frameworks and could be based on qualification levels.



<sup>22</sup> This consultation can be viewed at <http://comment.ofqual.gov.uk/from-transition-to-transformation>.

**Chart 5** Number of 'other' qualification achievements by NQF level (not including Key Skills qualifications)

Source: Ofqual's RQAD

Level 2 qualifications have been the fastest growing qualifications and now account for half the achievements for 'other' qualifications.

### Achievements by qualification type

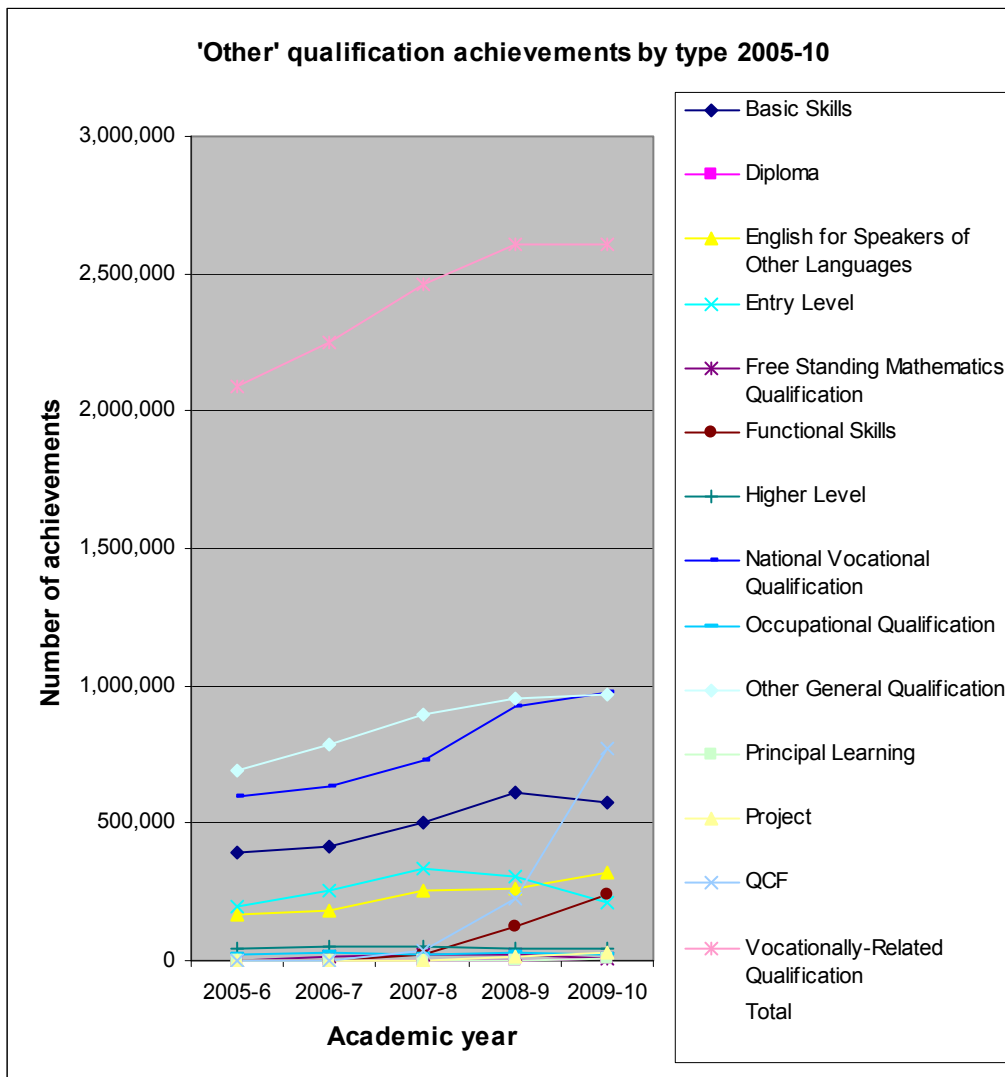
The different types of 'other' qualifications in the NQF are shown in Appendix 1. Table 10 shows achievements for all 13 'other' qualification types for which there were achievements in 2009–10.

Type	2005–6	2006–7	2007–8	2008–9	2009–10
Basic Skills	394,200	414,200	505,900	610,900	574,900
Diploma				200	4,700
English for Speakers of Other Languages	170,600	184,400	253,500	263,700	320,500
Entry Level	199,200	255,300	331,800	308,100	213,200
Free Standing Mathematics Qualification		17,200	18,500	19,600	9,100
Functional Skills		0	21,100	122,400	242,300
Higher Level	44,600	51,000	52,200	44,700	46,600
National Vocational Qualification	598,600	630,400	727,900	922,900	979,000
Occupational Qualification	25,000	26,800	24,500	26,500	23,200
Other General Qualification	693,900	786,800	897,400	950,600	968,200
Principal Learning		0	0	600	7,200
Project		0	200	12,000	26,700
QCF		900	33,700	228,600	771,300
Vocationally-Related Qualification	2,091,600	2,246,600	2,461,200	2,606,800	2,607,300
<b>Total</b>	<b>4,217,700</b>	<b>4,613,600</b>	<b>5,327,800</b>	<b>6,117,500</b>	<b>6,794,200</b>

**Table 10** Number of 'other' qualification achievements by qualification type (not including Key Skills qualifications)

Source: Ofqual's RQAD

The QCF is a framework for unitised credit-based qualifications. There has been a significant upward trend in QCF qualifications as qualifications from the National Qualification Framework (NQF) have been changed to meet the requirements of the QCF. Our aim for future years is to be able to disaggregate the data shown under the QCF heading to identify the particular groups of qualifications within the QCF.



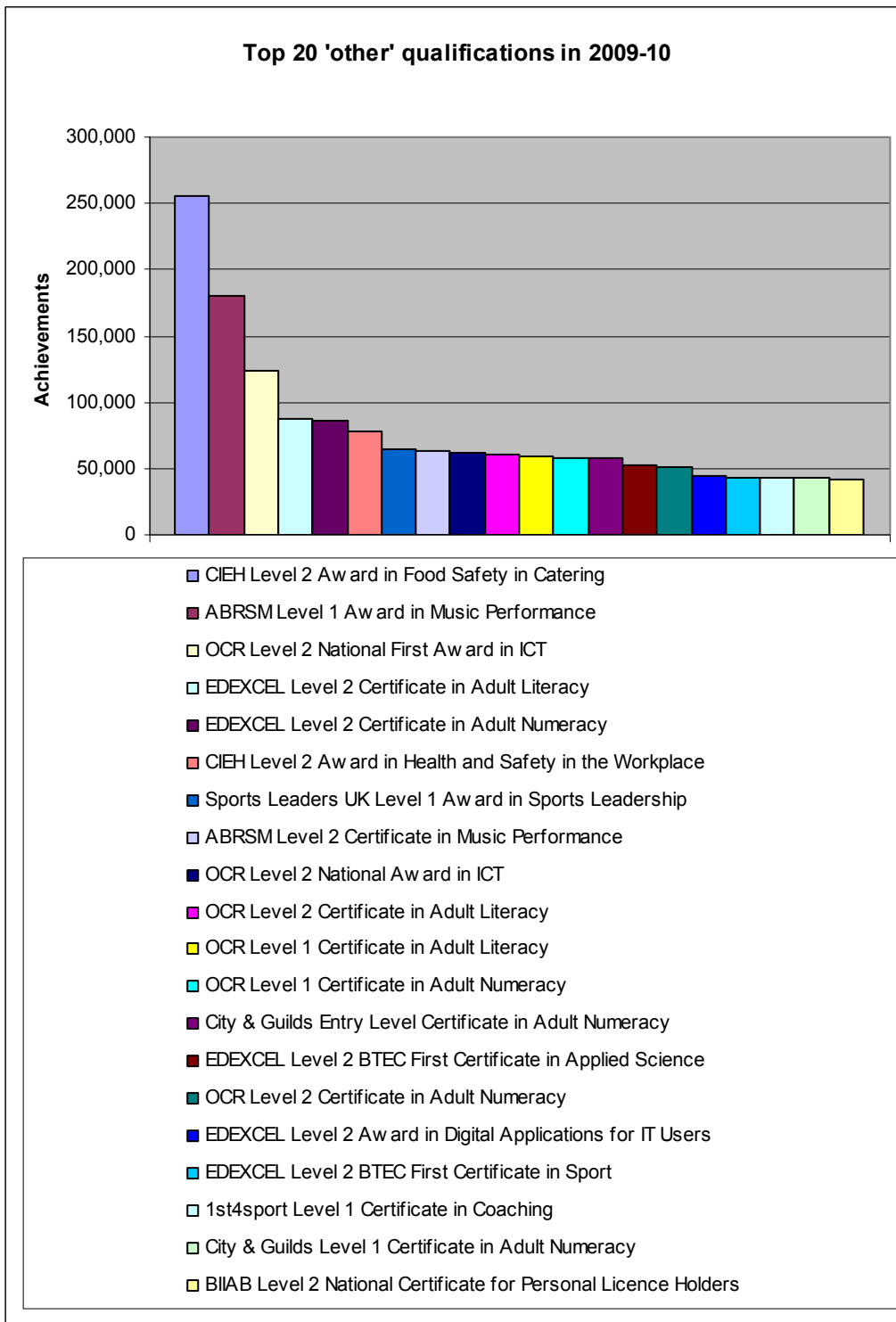
**Chart 6** Number of 'other' qualification achievements by qualification type (not including Key Skills qualifications)  
Source: Ofqual's RQAD

Achievements in Vocationally Related Qualifications (VRQs) continue to be the predominant type in terms of achievements.

### Demand for individual 'other' qualifications

Although there were nearly 14,000 regulated 'other' qualifications<sup>23</sup>, the demand is not evenly spread amongst them. The top 20 'other' qualifications account for 20 per cent of all 'other' achievements. Chart 7 below shows the distribution across these qualifications.

<sup>23</sup> For more details on these qualifications please see Section 5 of this report: 'Supply of regulated qualifications – qualification types'.



**Chart 7** Achievements in the top 20 'other' qualifications in 2009–10

Source: Ofqual's RQAD

There are some high-volume qualifications and many low-volume qualifications. This 'long tail' of qualifications can be illustrated by Table 11 which gives the numbers of 'other' qualifications achieving particular achievements thresholds.

Number of achievements	Number of qualifications
more than 250,000	1
100,001–250,000	2
50,001–100,000	12
10,001–50,000	132
5,001–10,000	154
1,001–5,000	760
501–1,000	520
251–500	618
101–250	971
51–100	740
11–50	1,514
1–10	1,303
Zero	7,007

**Table 11** Number of 'other' qualifications by number of achievements in 2009–10

Source: Ofqual's RQAD

For the 2009–10 academic year there were nearly 14 thousand available<sup>24</sup> 'other' regulated qualifications that were available on the Register, of which 6,700 qualifications had at least one achievement. Of the 7,000 qualifications that registered no achievement during the year, 800 had already passed their expiry date (although available for certification) and 3,700 became available during the year. The remainder<sup>25</sup> included 900 QCF, 400 VRQ, 300 NVQ, 150 Diploma and smaller numbers of other types. They covered all sector subject areas, but the single largest was Arts, Media and Publishing where 550 qualifications did not record any achievements. We expect awarding organisations to keep under review each registered qualification and to remove it from the Register when it is no longer required.

The concentration of achievements in the most commonly taken qualifications is presented in Table 12. The table shows how many qualifications cover a quarter, half, three-quarters and nine-tenths of all 'other' achievements.

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<sup>24</sup> See footnote 9 on page 7.

<sup>25</sup> Numbers rounded to the nearest 50 for qualifications.

Percentage of 'other' achievements	Number of qualifications
25	29
50	141
75	485
90	1159

**Table 12** Number of 'other' qualifications required for each percentage of total achievements in 2009-10

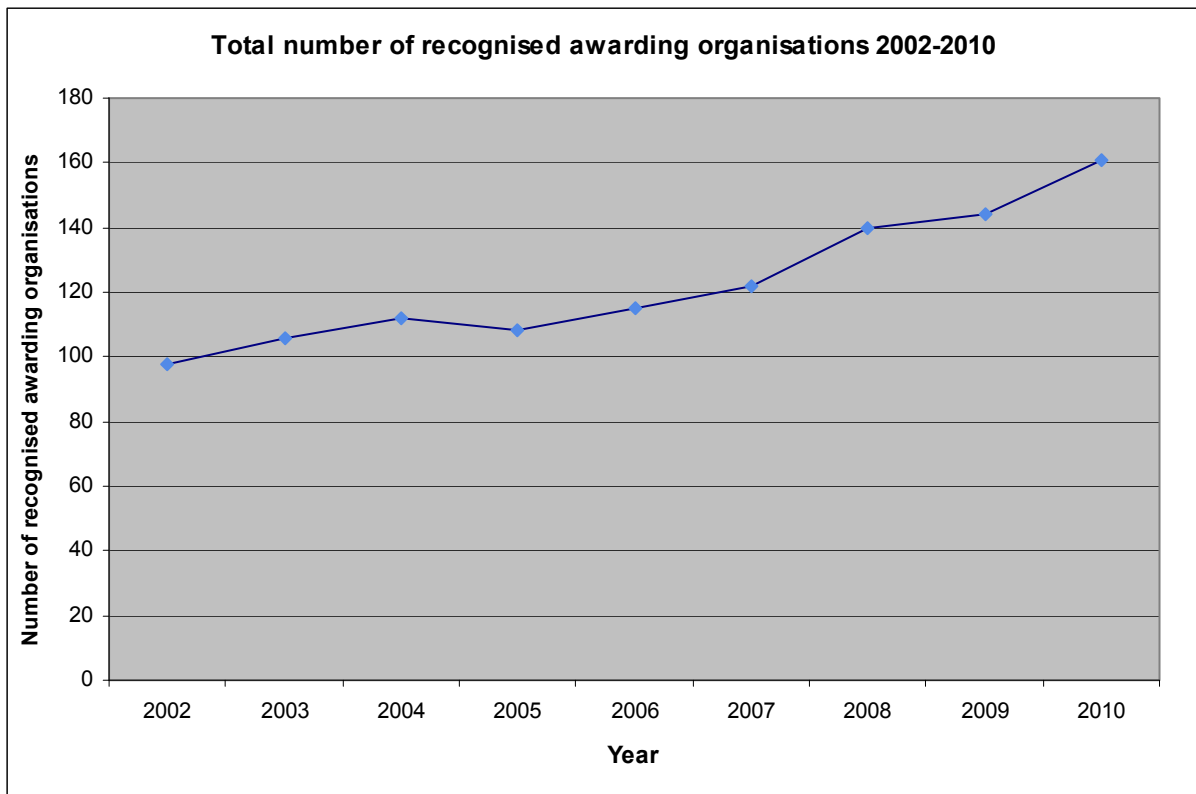
Source: Ofqual's RQAD

Table 12 illustrates that most achievements are highly concentrated in relatively few qualifications. Half of all 'other' achievements result from 141 qualifications.

## 4. Supply of regulated qualifications – awarding organisations

In this section of the report we focus on recognised awarding organisations as suppliers of qualifications. The data we present on awarding organisations is available in the public domain.

### Number of recognised awarding organisations



**Chart 8** Snapshot of the number of recognised awarding organisations taken on 30th September in each year  
Source: Ofqual, the Register database

The number of awarding organisations has risen steadily in the last few years from 98 in 2002 to 161 in 2010. The growth is due to an increase in the number of awarding organisations focused on 'other' qualifications. Also since September 2007 employers have been able to apply to the regulators for recognition as awarding organisations.

In the period September 2009 to August 2010 there were 21 new awarding organisations recognised. These new organisations are listed in Appendix 3.

### General and economic information on recognised awarding organisations

Some awarding organisations undertake activities beyond the delivery of qualifications. Awarding organisations have a wide variety of ownership, financial and

constitutional features. Some awarding organisations are private companies and some have limited disclosure obligations, therefore access to disaggregated information about their business activities, costs and profitability is currently relatively limited.

We show income for 20 organisations taken from Companies House, the Charity Commission or their websites. We selected the organisations on the basis of the largest number of achievements in 2009–10 and where financial information was publicly available. The level of disaggregation that is available places caveats to meaningful analysis. Total income<sup>26</sup> is not a pure measure of turnover from activity relating to regulated qualifications, as it will include any business undertaken that does not limit itself to providing qualifications. There is also income from overseas qualification provision, and other qualifications which are not regulated by Ofqual. This information is limited from a financial analysis perspective and is only a small sample, but it does include the largest awarding organisations.

### Income of selected awarding organisations

Table 13 shows the income of selected awarding organisations as collected from Companies House, the Charity Commission and websites. This includes income for activities beyond the delivery of regulated qualifications.

Company name	Total income (£ millions)			
	2006	2007	2008	2009
AQA: Assessment and Qualifications Alliance	138.8	144.9	144.4	143.7
ABRSM: Associated Board of the Royal Schools of Music	24.3	26.0	26.3	31.5
BCS: The British Computer Society	20.1	21.3	24.4	30.3
BIIAB: British Institute of Innkeeping	7.2	6.0	5.6	5.1
Chadwick House Group <sup>27</sup> as a subsidiary of CIEH	10.0	10.5	9.5	8.9
City & Guilds	94.7	97.2	106.2	116.1
CITB-Construction Skills <sup>28</sup>	252.4	290.2	323.7	317.4
CACHE: Council for Awards in Children's Care and Education	9.5	7.9	8.8	8.7

<sup>26</sup> Total income is stated in nominal terms and is not adjusted to reflect inflation.

<sup>27</sup> Chartered Institute of Environmental Health (CIEH) is a recognised awarding organisation. Chadwick House Group is a subsidiary amongst whose activities are the manufacture and sale of CIEH vocational training qualifications.

<sup>28</sup> CSkills Awards is the awarding organisation arm of CITB-Construction Skills which is the Sector Skills Council and Industry Training Board for the construction industry. The income stated is for the whole group.



CCEA: Northern Ireland Council for the Curriculum, Examinations and Assessment	8.4	8.7	8.6	9.1
EAL: EMTA Awards Limited	6.0	7.0	7.3	9.4
Edexcel: Edexcel Limited	202.8	225.0	205.7	252.0
EDI: Education Development International plc	14.2	16.1	21.5	28.3
NCFE	7.0	7.1	7.7	10.2
NOCN: National Open College Network	2.0	2.8	2.6	2.4
NPTC	3.8	4.3	5.1	5.0
OCR: Oxford, Cambridge & RSA Exams	96.3	106.7	120.8	122.3
British Sports Trust (operating as Sports Leaders UK)	2.8	3.0	3.2	4.1
TCL: Trinity College London	15.4	17.1	21.2	24.9
VTCT: Vocational Training Charitable Trust	1.5	5.9	6.5	5.9
WJEC	24.8	27.2	29.6	32.5

**Notes**

1. VTCT income for 2006 is based on a 7-month accounting period and OCR data for 2007 is for a 10-month accounting period.

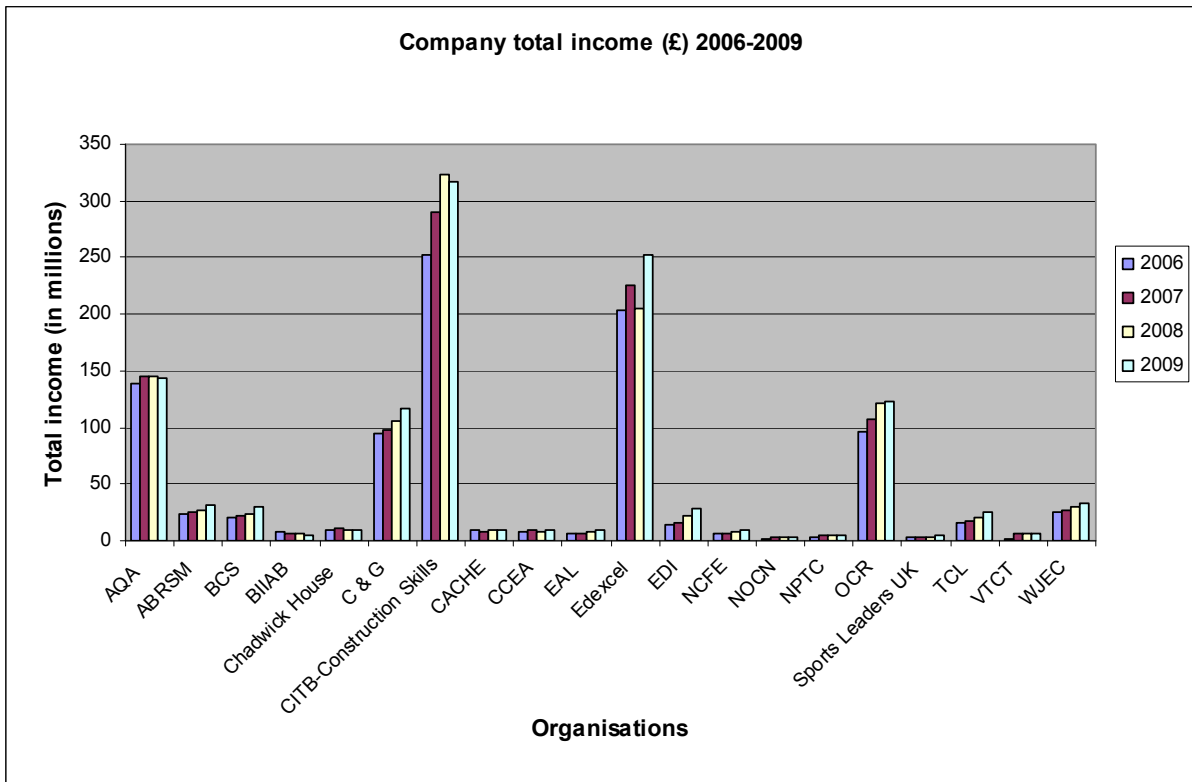
2. Different organisations have a different accounting year. The data presented for each organisation is for the accounting period ending in the year stated.

**Table 13** Awarding organisation income in £ millions

Source: Published accounts from Companies House, the Charity Commission and awarding organisations' websites

Changes in income could be the result of various causes including regulated qualifications activity and also from non-awarding business activity.

In order to obtain more accurate figures for the total value of the market, we may need to collect revenue information directly from awarding organisations.



**Notes**

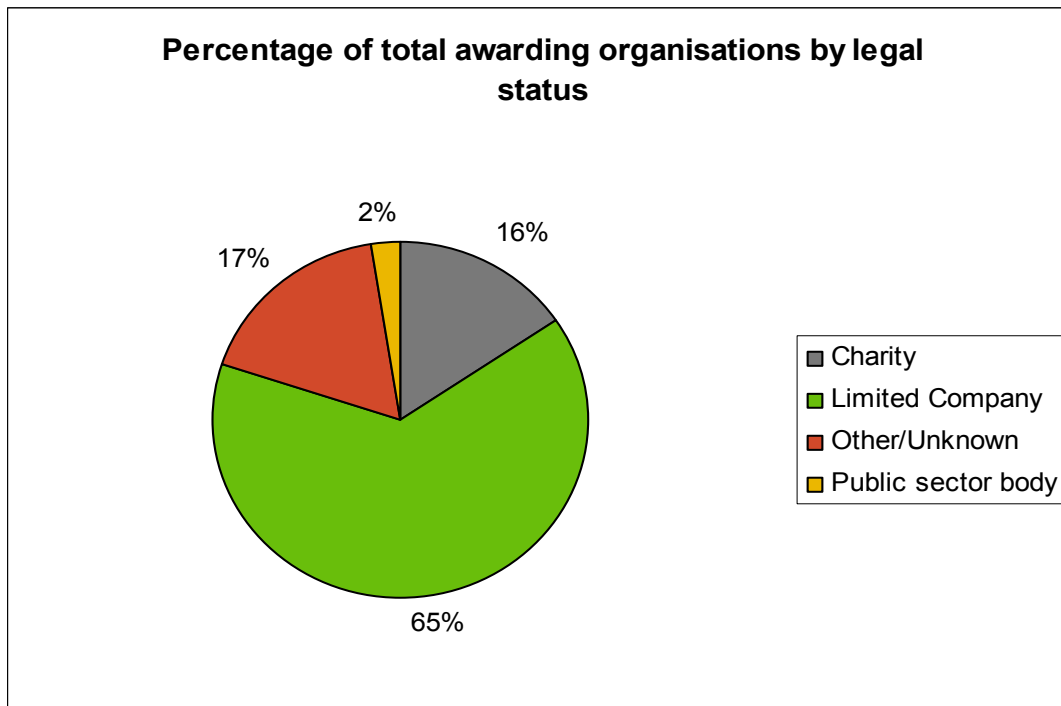
1. VTCT income for 2006 is based on a 7-month accounting period and OCR data for 2007 is for a 10-month accounting period.
2. Different organisations have a different accounting year. The data presented for each organisation is for the accounting period ending in the year stated.

**Chart 9** Awarding organisation income in £ millions

Source: Published accounts from Companies House, the Charity Commission and awarding organisations websites'

**Awarding organisations' legal status**

Using publicly available data, mainly derived from awarding organisations' websites, we have analysed the legal status of recognised awarding organisations in Chart 10 below.



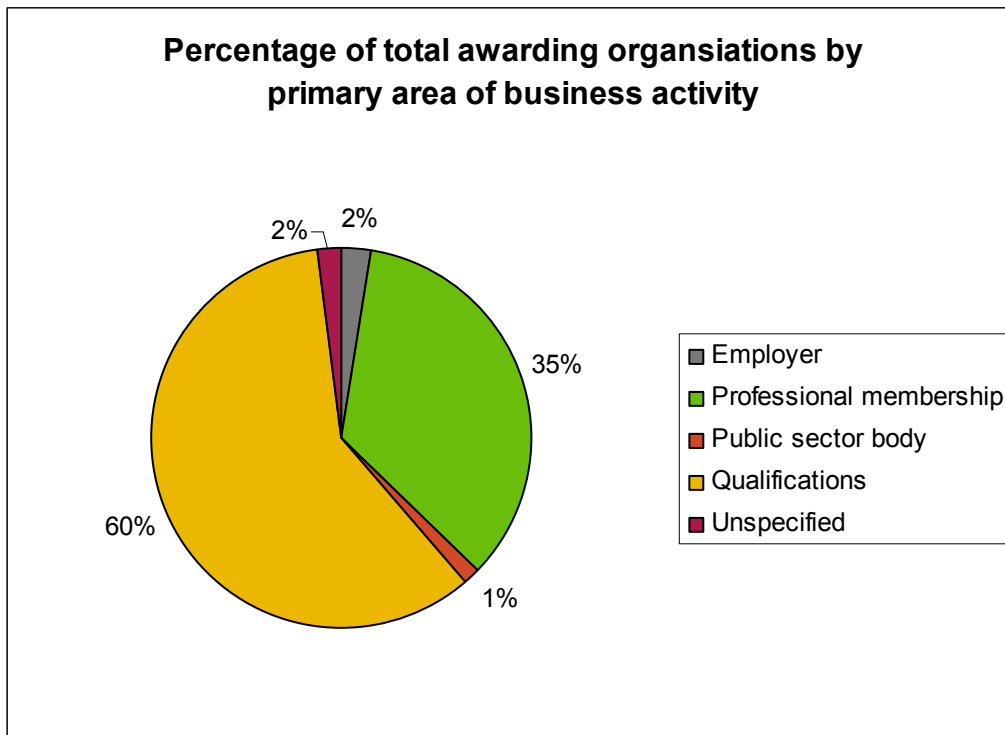
**Chart 10** Awarding organisations' legal status

Source: Ofqual, the Register database and searches of awarding organisations' websites

This data has been aggregated and simplified for the purposes of this report. As there are many different combinations of legal status, assumptions have been made in some cases. For example, while many awarding organisations (65 per cent) are classified as limited companies these statistics hide a number of scenarios; a number of organisations have joint charitable and limited status, some are wholly owned subsidiaries of parent companies, and others are owned by, for example, sector skills bodies. For our purposes, public sector bodies are those classed as non-departmental public bodies, executive agencies or similar. These include the Scottish Qualifications Authority (SQA) and CCEA, which regulate and award qualifications in Scotland and Northern Ireland respectively.

### **Awarding organisations' primary area of business activity**

By examining awarding organisations' websites, we collected information on the nature of their business. Chart 11 below classifies awarding organisations by their primary area of activity.



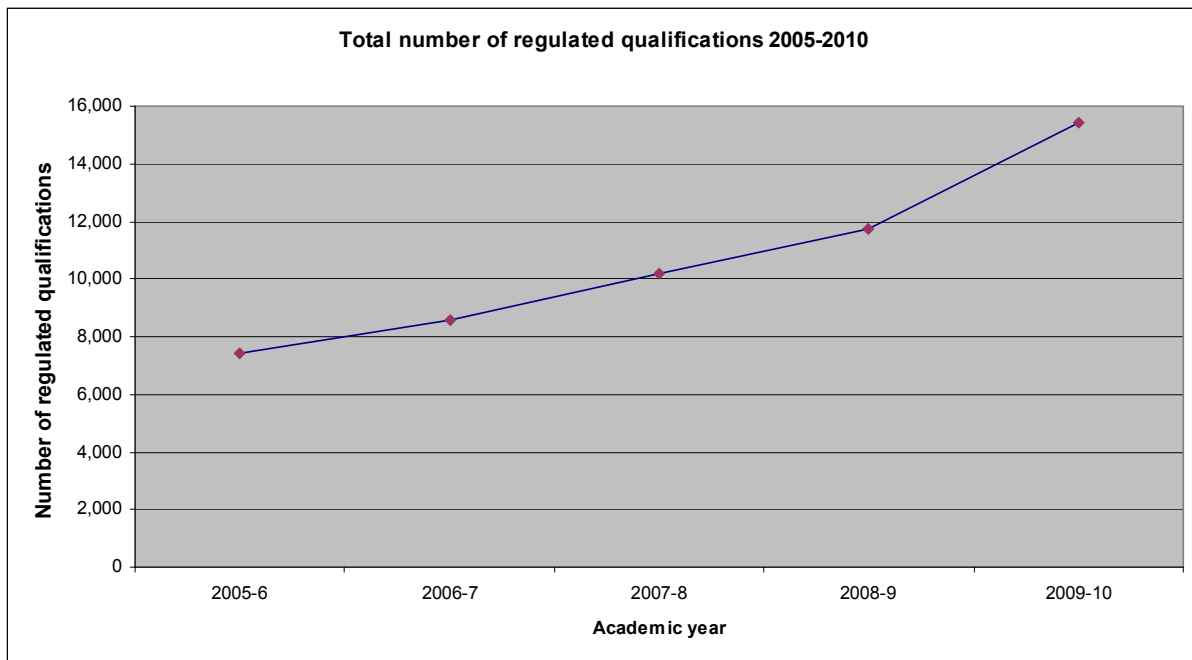
**Chart 11** Awarding organisations' primary area of business activity

Source: Ofqual, the Register database and searches of organisations' websites

The percentage of organisations that provide qualifications as their core business has fallen slightly to 60 per cent (62 per cent last year), while there was a slight increase in the number of organisations for whom professional membership is the primary business activity (35 per cent this year and 32 per cent last year).

## 5. Supply of regulated qualifications – qualification types

In this section of the report we present information on the types of qualifications offered and the trends in the supply of these qualifications. The following chart presents the number of available<sup>29</sup> qualifications that were available during the academic year.



**Chart 12** Number of regulated qualifications by academic year

Source: Ofqual's RQAD

The substantial year on year increase in the number of regulated qualifications since 2005–6 has continued. From 2008–9 to 2009–10 the number has increased by 28 per cent from 11,750 to 15,400. Awarding organisations have been changing their portfolio to include more QCF qualifications (an increase of 140 per cent from 2008–9 to 2009–10) as VRQs and NVQs expire. However the increase in the number of qualifications that have recorded achievements has been more modest. From 2008–9 to 2009–10 this increased by 16 per cent from 6,700 to 7,750.

The number of 'other' qualifications that have awarded achievements for 2009–10 was 6,700.

<sup>29</sup> *Operational Start/Available Date*: the date on which a qualification may be offered to learners, or when they may formally register for the qualification.

## Number of regulated qualifications by qualification type

Table 14 below shows for each qualification type the number of available qualifications for each year from 2005–6 to 2009–10 as recorded on the Register.

Qualification type	2005–6	2006–7	2007–8	2008–9	2009–10
Advanced Extension Award	–	–	–	–	–
Basic Skills	100	100	100	100	100
Diploma		50	150	200	200
Entry level	350	350	300	300	350
English for speakers of other languages	100	150	150	150	200
Functional Skills	–	100	100	100	250
Free standing mathematics qualification	50	50	–	–	–
GCE A level	250	450	450	450	450
GCE AS level	300	450	450	450	450
GCSE	450	450	750	700	750
General National Vocational Qualification	100	100			
Higher Level	350	400	500	550	600
Key Skills	400	350	350	350	350
National Vocational Qualification	2,150	2,100	2,000	1,900	1,750
Other general qualification	500	550	600	650	750
Occupational qualification	100	100	100	100	100
Principal learning		50	100	150	200
Project		–	–	–	–
Qualifications and Credit Framework qualification	–	150	1,050	2,550	6,150
Vocational Certificate of Education	100				
VCE AS level	–				
Vocationally related qualification	2,150	2,650	2,950	2,950	2,750
<b>Total</b>	<b>7,400</b>	<b>8,600</b>	<b>10,200</b>	<b>11,750</b>	<b>15,400</b>

### Notes

1. '–' denotes less than 50 qualifications.
2. Change in methodology for counting available qualifications has resulted in changes from last year's report.

**Table 14** Number of regulated qualifications of each type rounded to the nearest 50

Source: Ofqual, the Register database

Tables 14 and 15 include qualification types that have now been withdrawn (such as GNVQs) and new qualifications that have been introduced such as the Diploma and Functional Skills. Most qualification types, with the exception of expiring ones such

as the Advanced Extension Award, have shown growth in the number of regulated qualifications in the past five years.

Table 15 shows the number of qualifications for which achievements were awarded.

Qualification type	2005–6	2006–7	2007–8	2008–9	2009–10
Advanced Extension Award	–	–	–	–	–
Basic Skills	50	50	50	50	50
Diploma		–	–	–	50
Entry level	200	250	250	250	250
English for speakers of other languages	100	100	100	100	100
Functional Skills	–	–	50	50	100
Free standing mathematics qualification	–	–	–	–	–
GCE A level	250	450	450	300	300
GCE AS level	250	450	450	250	250
GCSE	400	350	700	700	500
General National Vocational Qualification	50				
Higher Level	200	250	300	350	350
Key Skills*	*	*	*	*	200
National Vocational Qualification	1,450	1,400	1,350	1,350	1,250
Other general qualification	250	350	450	500	550
Occupational qualification	50	50	50	50	50
Principal learning		–	–	–	50
Project		–	–	–	–
Qualifications and Credit Framework qualification	–	–	100	500	1,700
Vocational Certificate of Education					
VCE AS level					
Vocationally related qualification	1,500	1,800	2,100	2,150	1,950
<b>Total</b>	<b>4,800</b>	<b>5,500</b>	<b>6,500</b>	<b>6,700</b>	<b>7,750</b>

**Notes**

1. ‘–’ denotes less than 50 qualifications.

2. \* denotes Key Skills data was not been collected by Ofqual prior to 2009–10.

**Table 15:** Number of regulated qualifications of each type for which achievements were awarded, rounded to the nearest 50

Source: Ofqual, the Register database

For the 2009–10 academic year just over half of the available qualifications (15,400) awarded achievements (7,750). Explanatory factors include:

- In GCSEs and GCEs, there has been dual accreditation of specifications<sup>30</sup>, with older ones overlapping new. The figure for the number of qualifications which have awarded achievements has reduced for GCE and GCSEs as old specifications have expired.
- Growth in available qualifications driven by the impact of the QCF to over 6,000 in 2009–10, where the majority of qualifications have yet to award achievements. As the number of QCF qualifications has increased the number of NVQs and VRQs has started to fall as awarding organisations align these qualifications with the QCF and they become reclassified.
- The number of new qualifications related to changes in recent public policy in England are increasing. This includes the Diploma and its constituent parts such as Principal Learning, Functional Skills and Project.
- During the academic year some qualifications are available to learners but may not have awarded achievements, some qualifications may take longer than one year or may have started during the academic year and not yet awarded.

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<sup>30</sup> The complete description- including mandatory and optional aspects- of the content, assessment arrangements and performance requirements for a qualification. This may result in two qualifications with identical titles being offered by an awarding organisation for a brief period until the old version expires.



## 6. The qualifications market and fees

### Fees

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

In 2010 one of three studies<sup>31</sup> commissioned by Ofqual linked to economic regulation was to investigate whether there are measures that might be taken to increase the transparency of fees charged for qualifications. This study was undertaken by Reckon LLP.

Reckon were asked to investigate:

- whether it would be possible to develop a standardised method of comparing the overall price of individual qualifications that could be used by learners and centres, for example on a price comparison website
- the costs and benefits of requiring prices for all qualifications to be published one or three years in advance
- if there are other impediments to qualifications price transparency.

Reckon's findings informed our consultation on Economic Regulation and the Fee-capping Process (closed 31st January 2011). Our *General Conditions of Recognition* (2011)<sup>32</sup> for awarding organisations set out our future requirements for the availability of information of fees. We will expect fees to be easily accessible to potential and actual purchasers of qualifications and this includes an option to provide a hyperlink to fee lists from Ofqual's Register of Regulated Qualifications. We will expect fee lists to contain information on the main feature of qualifications and services to which the fee relates.

We show the trends for particular GCE and GCSE fees in a table of average fees charged by each awarding organisation for certain selected subjects over a five-year period. This updates information presented in last year's report.

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<sup>31</sup> Details of the three studies on aspects on our role in relation to economic regulation can be found at [www.ofqual.gov.uk/how-we-regulate/90-articles/325-developing-a-framework-for-economic-regulation](http://www.ofqual.gov.uk/how-we-regulate/90-articles/325-developing-a-framework-for-economic-regulation) .

<sup>32</sup> Published 16th May 2011. This can be found at [www.ofqual.gov.uk/files/2011-05-16-general-conditions-of-recognition.pdf](http://www.ofqual.gov.uk/files/2011-05-16-general-conditions-of-recognition.pdf)

## GCSE and GCE A level fees

The average<sup>33</sup> qualification fee has been calculated from the fees charged by each awarding organisation for certain selected subjects. We have chosen these subjects to present a mix of subjects, including compulsory and most popular, and cover a range of assessment methods. To ensure that comparable fees are calculated we have taken the most commonly used specification from each awarding organisation and assumed that, where offered, no optional external examiner visits are included and that no late or other fees are payable.

	2006–7	2007–8	2008–9	2009–10	2010–11	Increase over last four years
English	£23.64	£24.46	£25.28	£26.30	£27.31	15.5%
Maths	£23.64	£24.46	£25.28	£26.30	£27.35	15.7%
Science	£23.79	£24.60	£26.14	£27.18	£28.13	18.2%
French	£24.04	£24.88	£25.72	£26.74	£27.79	15.6%
History	£24.04	£24.88	£25.72	£26.74	£27.83	15.8%
Art and Design	£23.64	£24.46	£25.28	£26.30	£27.33	15.6%
RPI	100.0	103.9	109.1	107.6	112.6	12.6%

### Notes

1. Awarding organisation fee lists, averaged over time.
2. RPI data based on September index for each year.

**Table 16** Mean GCSE fee over time

Table 16 illustrates the close alignment of GCSE fees for the chosen subjects. The average fees for each of the subjects have risen by a little more than inflation<sup>34</sup>, although it should be noted that there have been changes with associated costs for more modular<sup>35</sup> options for GCSE subjects becoming available. Some awarding organisations have a flat fee structure regardless of the subject, or whether subject is offered as linear or modular option, suggesting cross-subsidisation of fees across their range of GCSE qualifications. Other awarding organisations have more variation in their fees across subjects, suggesting more cost-reflective pricing.

Table 17 presents the average GCE A level qualification fee over the same time period for the chosen subjects.

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<sup>33</sup> We have calculated the arithmetic mean of the available fees for the five organisations that award GCEs and GCSEs.

<sup>34</sup> The inflation data is based on RPI, taking the September index for every year.

<sup>35</sup> Some subjects offer both linear and modular options.

	2006–7	2007–8	2008–9	2009–10	2010–11	Increase over last four years
English Language	£73.20	£75.72	£71.16	£73.77	£76.28	4.2%
Maths	£73.20	£75.72	£76.68	£79.43	£82.08	12.1%
Biology	£76.80	£78.66	£77.52	£80.33	£83.00	8.1%
French	£83.20	£87.56	£85.24	£83.05	£85.80	3.1%
History	£73.80	£76.32	£71.72	£74.33	£76.84	4.1%
Art and Design	£79.50	£82.32	£77.64	£80.41	£83.08	4.5%
RPI	100.0	103.9	109.1	107.6	112.6	12.6%

**Notes**

1. Awarding organisation fee lists, averaged over time.
2. RPI data based on September index for each year.

**Table 17** Mean GCE A level fee over time

The average GCE A level fee has risen by significantly less than inflation over the past four years, although there was a structural change from six-unit specifications to four-unit specifications for most subjects reducing the number of unit fees to be paid. Mathematics and Biology remained at six units.

Analysis of GCE A level fees shows that when the structural change was introduced in 2008–9 academic year although unit fees increased, as a result of the specifications changing from six to four units, the overall cost of the entire A level decreased compared with the fees in the previous years. Again as with GCSEs, some awarding organisations offer a flat-fee structure regardless of the subject and others have more variation in their fees across different subjects.

**‘Other’ qualification fees**

Previous work<sup>36</sup> on ‘other’ qualifications has demonstrated that there is a wide variety of different fees that may be payable for different aspects and types of qualifications. Fee structures vary between qualifications and different centres will pay different fees

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<sup>36</sup> Two previous studies

- Study on fees of widely used qualifications other than A levels and GCSEs can be found at <http://www.ofqual.gov.uk/how-we-regulate/economic-regulation/138-economic-regulation/347-examination-fees>.
- Study on increasing the transparency of fees can be found at [www.ofqual.gov.uk/how-we-regulate/economic-regulation/138-economic-regulation/347-examination-fees](http://www.ofqual.gov.uk/how-we-regulate/economic-regulation/138-economic-regulation/347-examination-fees).

depending on the circumstances at the individual centre such as the number of candidates and the number of other qualifications that the centre uses from the same awarding organisation. Therefore for some qualifications it is not possible to state the specific fee a centre will pay overall for a particular qualification.

In addition the service offer varies across awarding organisations and makes comparisons and trends in fees problematic. We will be developing an approach to monitoring information on fees for 'other' qualifications in order to start to observe the trends in fees for these qualifications.

### Schools examination fees

DfE collects information on various types of expenditure within schools including spending on examinations<sup>37</sup>. We would require a detailed breakdown of this information before we could judge exactly how much is paid to awarding organisations for their different services. The information does, however, give us an indicative figure for how much is spent on examinations. This data represents expenditure in state secondary schools in England only.

	2002–3	2003–4	2004–5	2005–6	2006–7	2007–8	2008–9	2009–10
Exam fees (£ millions)	154.0	172.3	196.8	218.3	239.2	263.3	281.0	302.6

**Table 18** Secondary school expenditure on examination fees

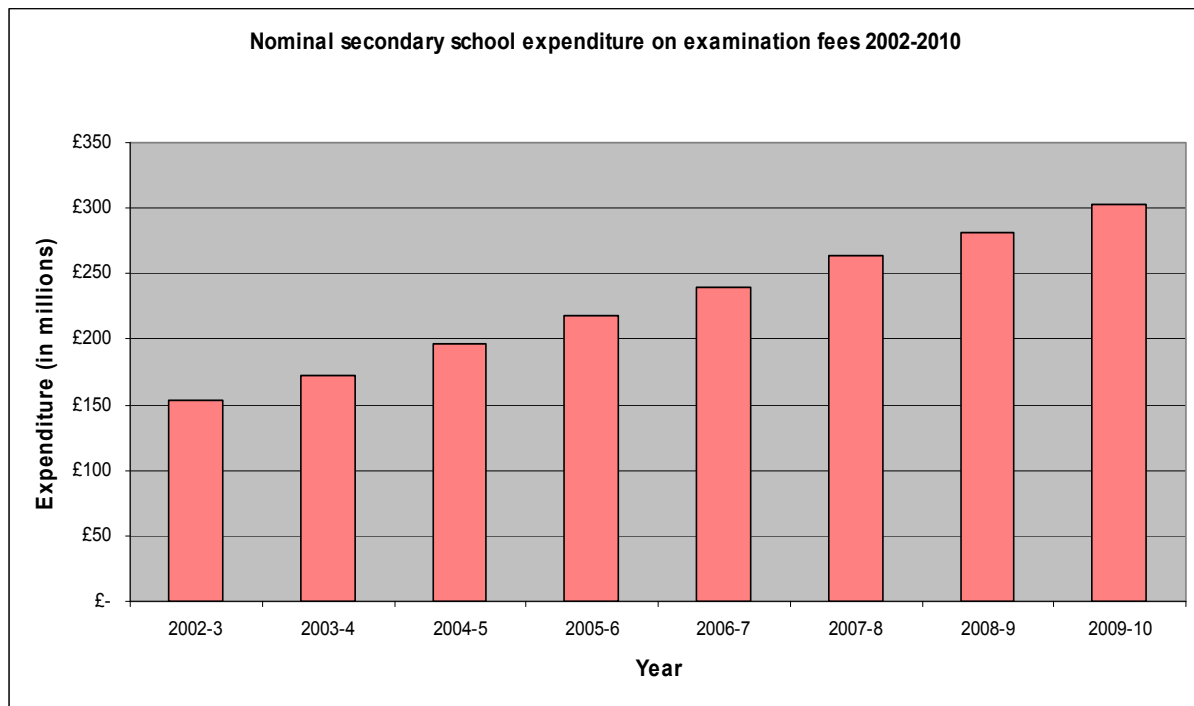
Source: DfE England outturn summary tables at

[www.education.gov.uk/schools/adminandfinance/financialmanagement/schoolsrevenuefunding/section251/archive/b0068383/section-251-data-archive/summary-level-1a-outturn-data-reports](http://www.education.gov.uk/schools/adminandfinance/financialmanagement/schoolsrevenuefunding/section251/archive/b0068383/section-251-data-archive/summary-level-1a-outturn-data-reports)

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<sup>37</sup> This includes:

- the costs of test and examination entry fees and any accreditation costs related to pupils, including GCSEs, A/AS Levels, GNVQs
- administrative costs, e.g. external marking.



**Chart 13** Secondary school expenditure on examination fees

Source: DfE England outturn summary tables at

[www.education.gov.uk/schools/adminandfinance/financialmanagement/schoolsrevenuefunding/section251/archive/b0068383/section-251-data-archive](http://www.education.gov.uk/schools/adminandfinance/financialmanagement/schoolsrevenuefunding/section251/archive/b0068383/section-251-data-archive)

There has been a steady year on year increase in schools' nominal expenditure on what DfE classify as examination fees from £154.0 million in 2002–3 to £302.6 million in 2009–10.

Expenditure on examinations is classified as a running cost in schools. Table 19 below compares examination fee expenditure in England with total running expenses<sup>38</sup> in secondary schools.

	2002–3	2009–10	Percentage increase
Exam fees (£ millions)	154.0	302.6	96.5%
Total running expenses (£ millions)	2,467.4	3,854.8	56.2%
Fees expenditure as a percentage of running costs	6.2%	7.8%	25.8%

**Table 19** Secondary school expenditure on examinations

Source: DfE outturn data at [www.education.gov.uk/schools/adminandfinance/financialmanagement/schoolsrevenuefunding/section251/archive/b0068383/section-251-data-archive](http://www.education.gov.uk/schools/adminandfinance/financialmanagement/schoolsrevenuefunding/section251/archive/b0068383/section-251-data-archive)

Expenditure on examinations and assessments has risen from 2002–3 to 2009–10 at a faster rate than total running expenses in secondary schools in England, and

<sup>38</sup> As defined by DfE in their England outturn summary tables.

accounted for nearly eight per cent of running expenses in 2009–10 compared with around six per cent in 2002–3.

The reasons why expenditure on qualifications has increased can be attributed to many factors, one or more of which may apply in each individual case:

1. an increase in the number of qualifications taken
  - as a result of an increase in the number of learners
  - as individual learners are taking more qualifications
2. a move from one type of qualification to another that has a higher fee
3. an increase in the number of additional fees, such as late fees, and centre approval fees
4. an increase in the number of resits e.g. as a result of modular assessment as opposed to terminal assessment
5. an increase in the level of unit and qualification fees.

There are several ‘volume’ drivers behind the increase in examination expenditure increase including the impact of the previous government policy which had encouraged a wider variety of qualifications to be available in schools and the introduction of modular assessment for some examinations.

Currently there is little data on the breakdown of examination costs at a disaggregated level to know which factors are more significant than others. To adequately judge the role unit and qualification fees play in total examination expenditure we need to collect information on all the factors listed above. Ofqual is seeking to establish the data availability within for example DfE and BIS to enable us to understand the importance of the individual factors identified above. We would also need to collect and monitor fee information from awarding organisations.

### **Colleges**

The Learning and Skills Council (succeeded by the Skills Funding Agency and the Young People’s Learning Agency) had collected data on examination spend by FE colleges. This spend only covered England and it did not cover all colleges as some did not complete their returns.

The last available data, for 2006–7, gives a figure of £173 million<sup>39</sup> for colleges' expenditure on examinations. Again, a detailed breakdown of this expenditure would be required for complete analysis as it does not state what services have been purchased from awarding organisations and it may include expenditure on peripherals such as invigilation staff wages and examination room hire. The Association of Colleges (AoC) estimated total expenditure on examinations for 2009–10 as £196 million<sup>40</sup>.

### **Independent training providers**

Unfortunately there is no data available on examination expenditure by independent training providers.

### **Value of the market**

Last year's report included an illustrative estimate on the total value of the regulated qualifications market as £933 million. Currently we do not collect the data that would enable us to provide a more precise view on the total value of the market or an accurate year to year change.

We would need to collect revenue data directly from awarding organisations to obtain a more accurate figure for the value of the market.

We will be setting out our approach to establishing our overall data requirements in a couple of months drawing on consultation and research that we have undertaken this year.

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<sup>39</sup> <http://skillsfundingagency.bis.gov.uk/providers/finance/financialmanagement/financialmanagement/collegeaccounts>

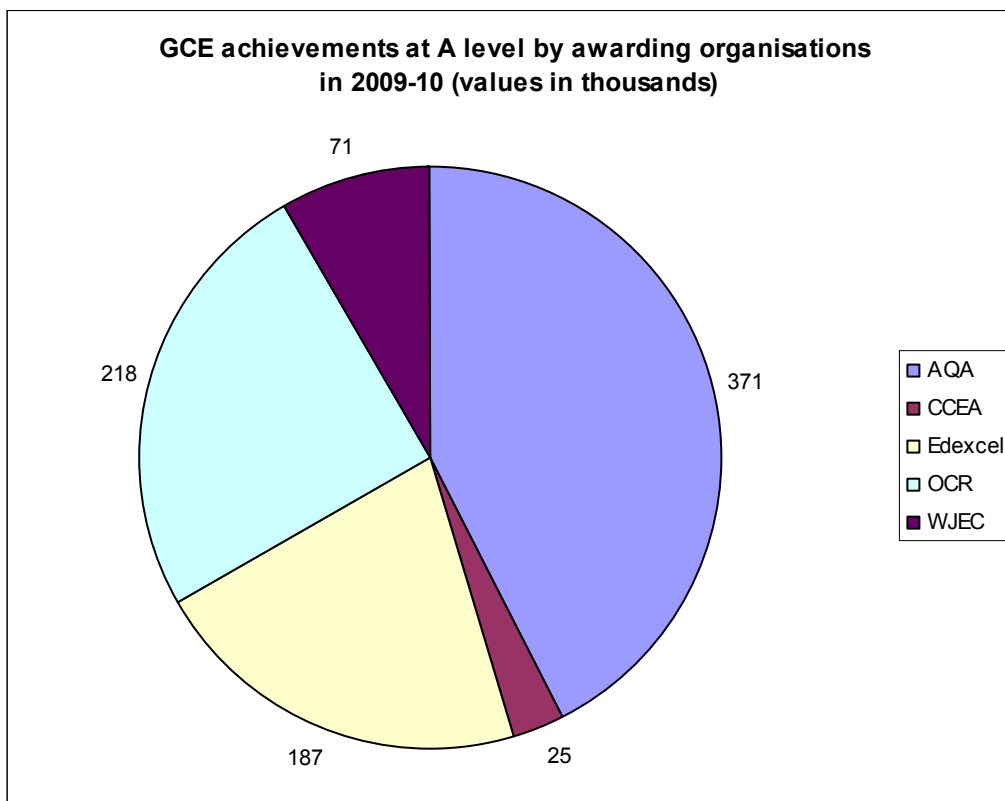
<sup>40</sup> [www.aoc.co.uk/en/Policy\\_and\\_Advisory\\_Work/finance\\_and\\_statistics/finance\\_directors/efficiency-and-procurement.cfm](http://www.aoc.co.uk/en/Policy_and_Advisory_Work/finance_and_statistics/finance_directors/efficiency-and-procurement.cfm)

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

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

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

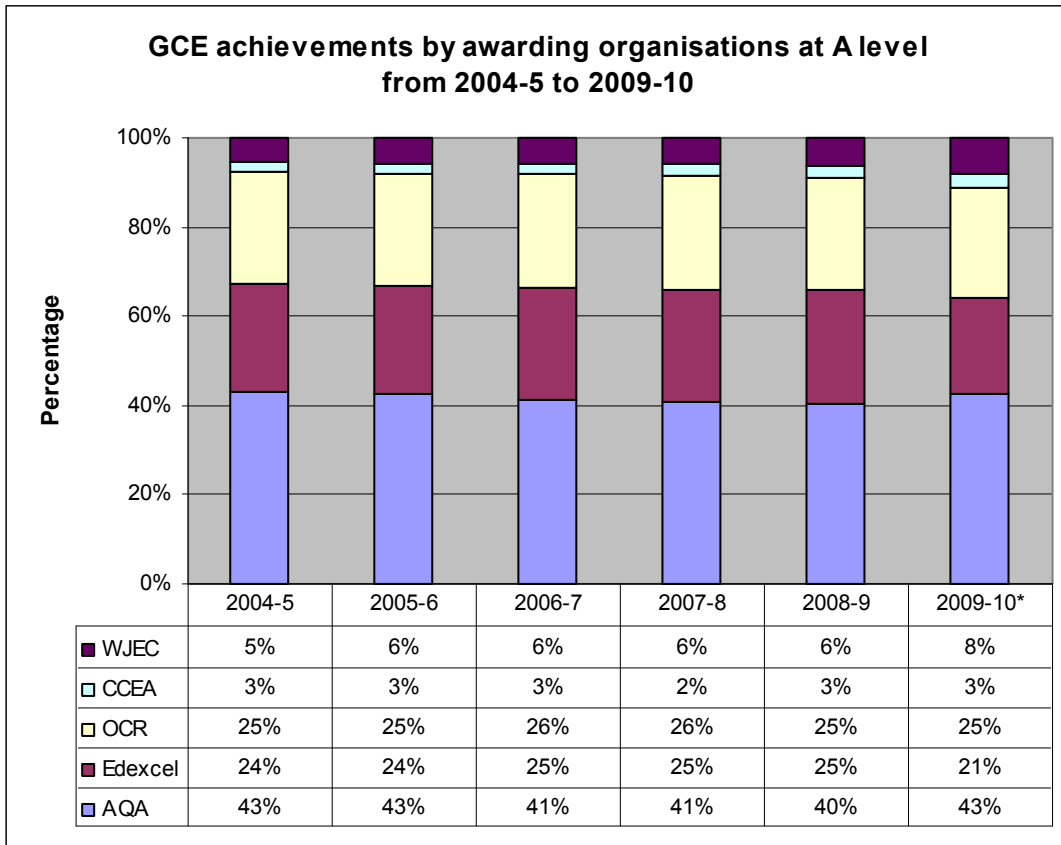
### GCE achievements at A level



**Chart 14** GCE A level achievement data split by awarding organisation  
Source: JCQ results data (\* 2009–10 provisional)

At 43 per cent, AQA awards the largest proportion of GCE achievements at A level, with OCR at 25 per cent and Edexcel at 21 per cent.



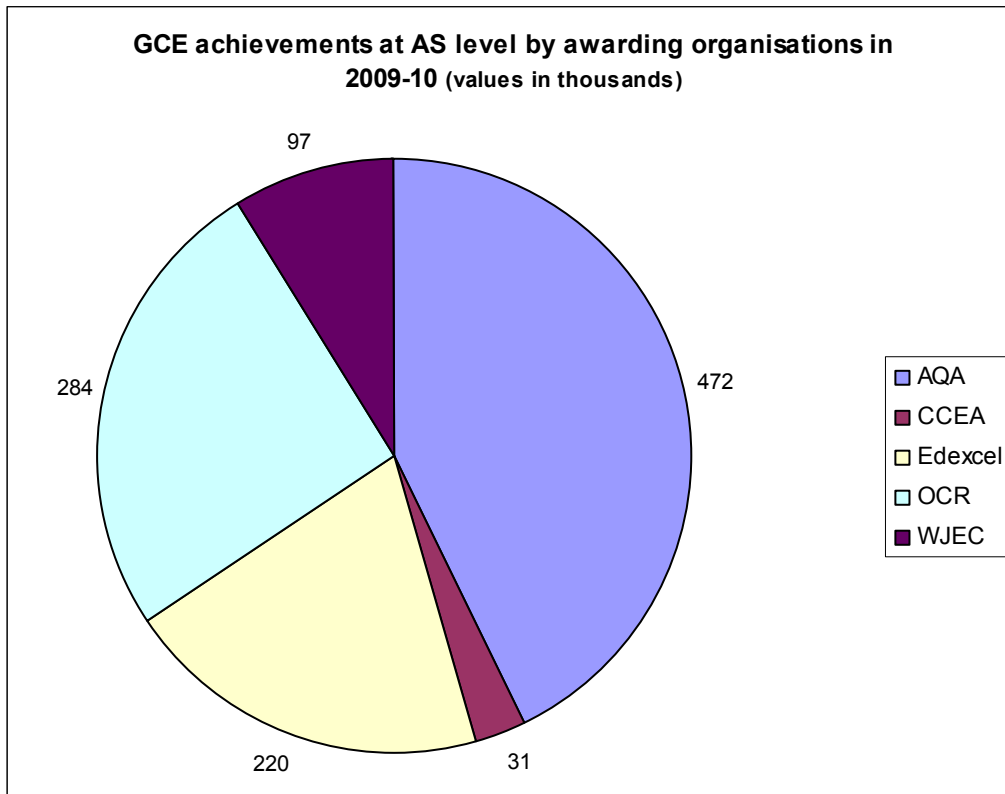


**Chart 15** GCE A level achievement data split by awarding organisation

Source: JCQ results data 2004–10 (\* provisional data for 2009-10)

Chart 15 reviews the yearly trends in GCE A level achievements by awarding organisation since 2004–5. Changes in the distribution of achievements have remained small over this period. The fall of four per cent for Edexcel last year has been the largest change and there have been small gains for WJEC.

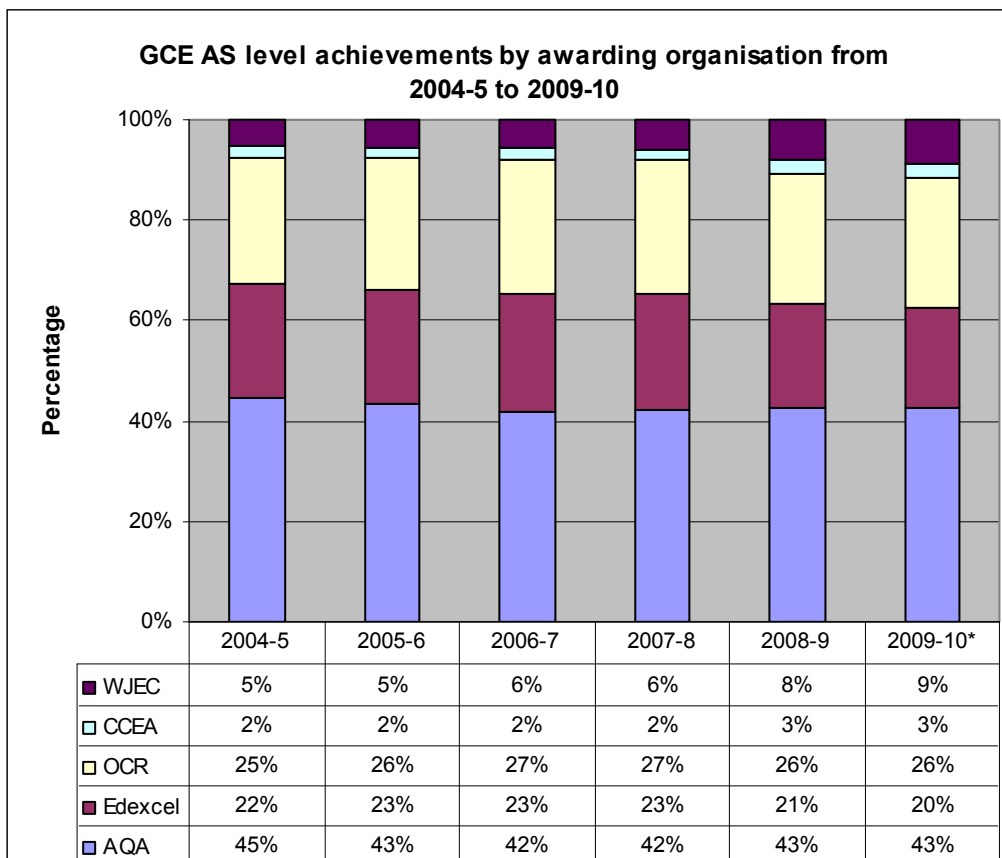
## GCE achievements at AS level



**Chart 16** GCE AS level achievement data split by awarding organisation

Source: JCQ results data 2009–10 (\*provisional data for 2009-10)

The distribution of achievements by awarding organisations for GCE AS level follows a similar pattern to the distribution for GCE A level. At 43 per cent, AQA awards the largest proportion of achievements at GCE AS level, with OCR at 26 per cent and Edexcel at 20 per cent.



**Chart 17** GCE AS level achievement data split by awarding organisation

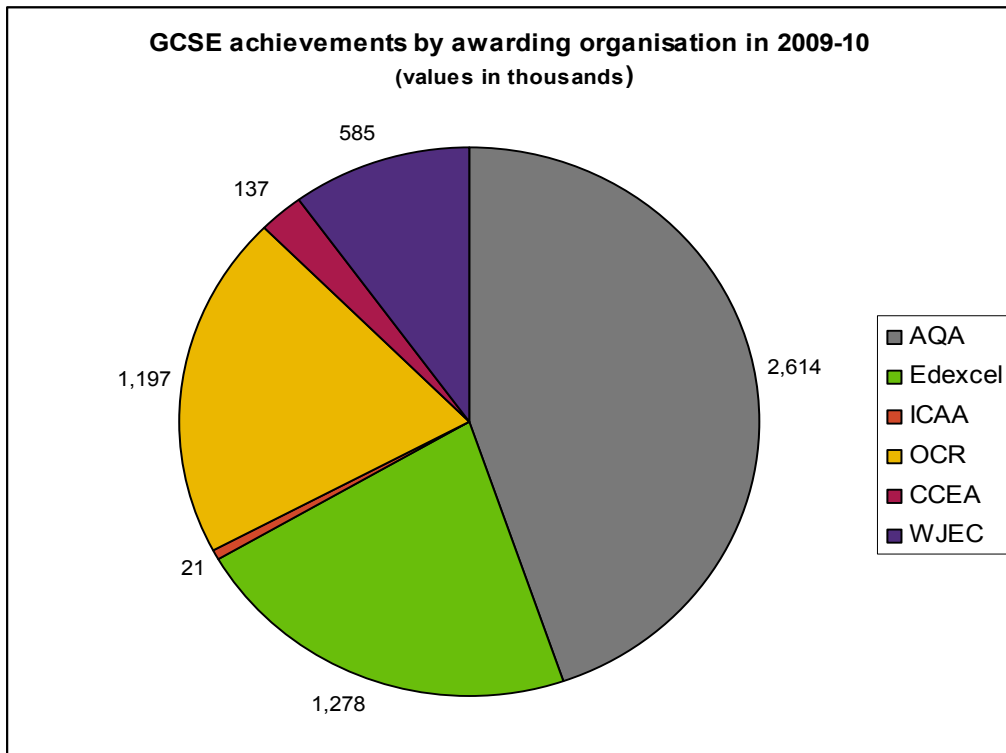
Source: JCQ results data 2004–10 (\* provisional data for 2009-10)

Chart 17 reviews the yearly trends in GCE AS level achievements by awarding organisation since 2004–5. Changes in the distribution of achievements have remained small over this period, with small gains for WJEC the most noteworthy.

## GCSE achievements

For this year's report we have adjusted the way we report on GCSE achievements. In line with reporting 'other' achievements no weighting has been given to short course GCSEs or double award GCSEs.

GCSE data for the International Curriculum and Assessment Agency (ICAA) is being reported for 2008–9 and 2009–10. In the past the data has been included with the results for CCEA.

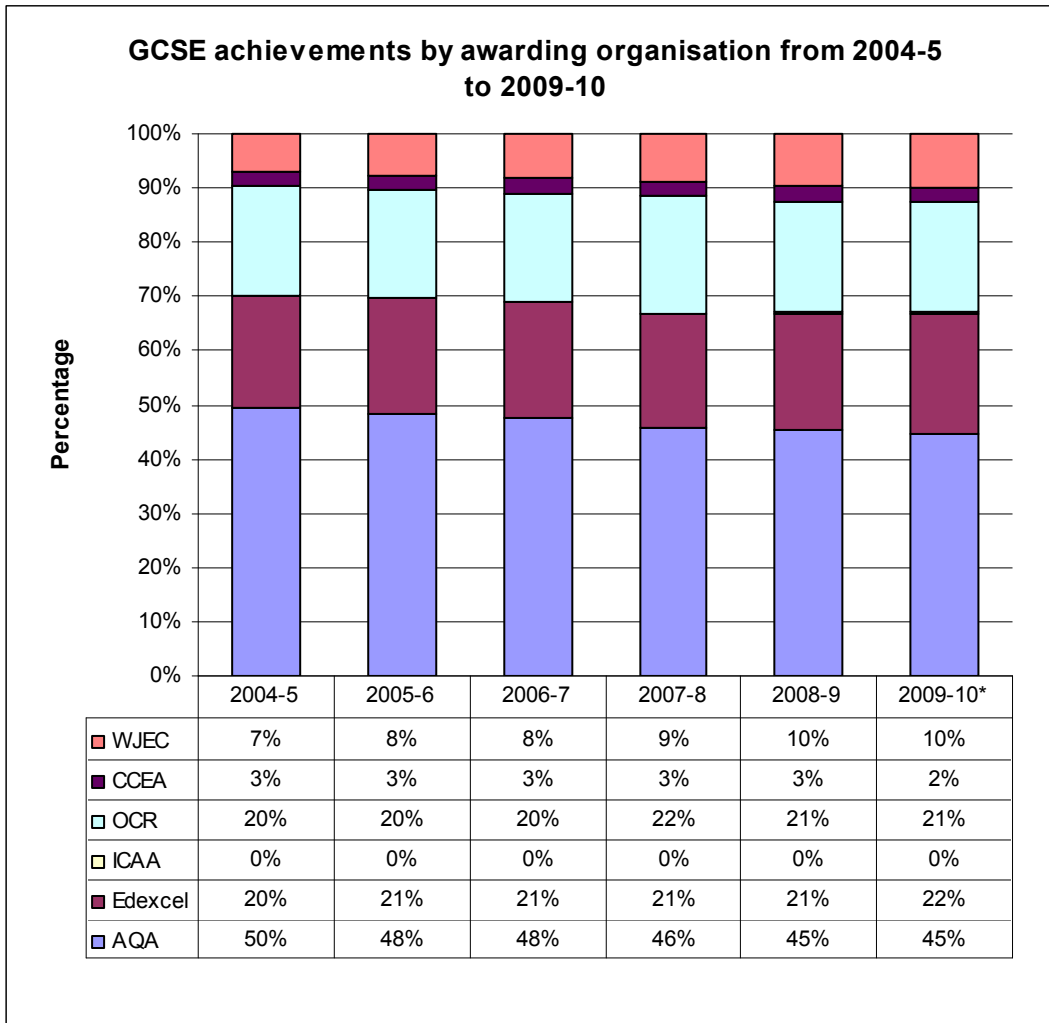


**Chart 18** 2009–10 GCSE achievement data split by awarding organisation

Source: JCQ results data (\* provisional data for 2009-10)

As with GCEs, AQA awards the highest proportions of GCSE achievements at 45 per cent. The next two awarding organisations by achievements (Edexcel with 22 per cent and OCR with 21 per cent) jointly do not have as many achievements as AQA.

The following chart reviews the yearly trends in GCSE achievements by awarding organisation since 2004–5.



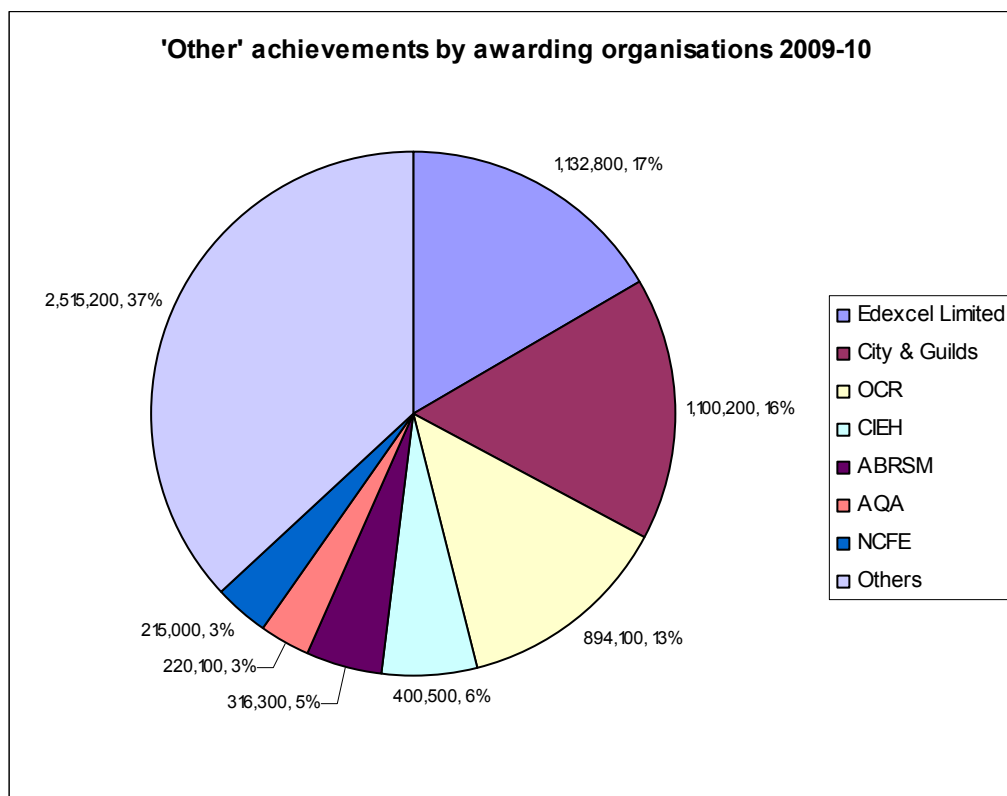
**Chart 19** 2004–10 GCSE achievement data split by awarding organisation

Source: JCQ results data 2004–10 (\*2009- 2010 is provisional)

AQA continues to hold the largest share of achievements at 45 per cent; its proportion of achievements has declined by five percentage points since 2004–5. with Edexcel, OCR and WJEC making small gains over the same period.

## 8. Distribution of achievements by awarding organisations – 'Other' qualifications

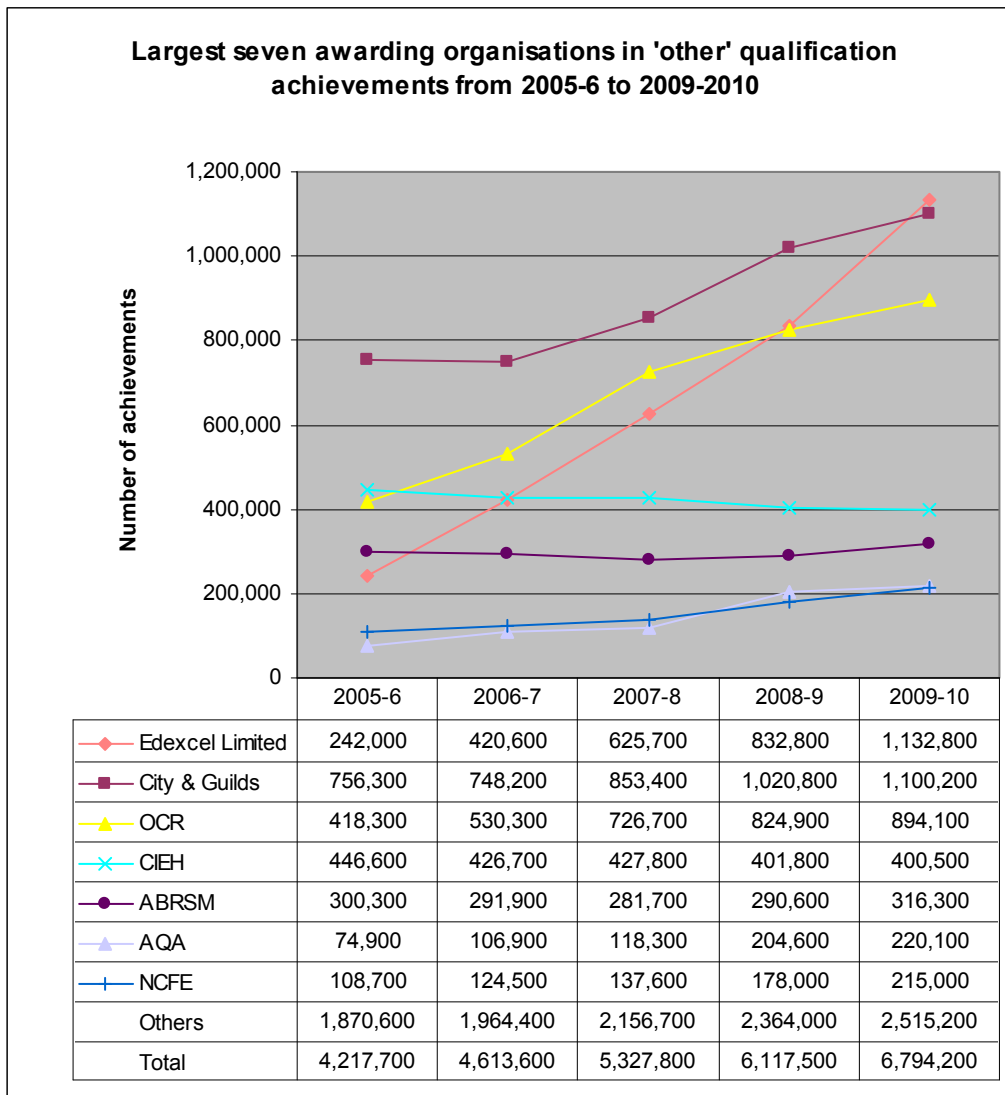
In this section of the report we focus on awarding organisation achievements for 'other' qualifications. Initially we concentrate on total achievements across 'other' qualifications. We also achievements for National Vocational Qualifications (NVQs) and Vocationally Related Qualifications (VRQs) since these qualification types are the largest by the number of qualifications and number of achievements.



**Chart 20** Number of 'other' achievements by awarding organisation. The seven largest organisations in terms of achievements are shown.

Source: Ofqual's RQAD

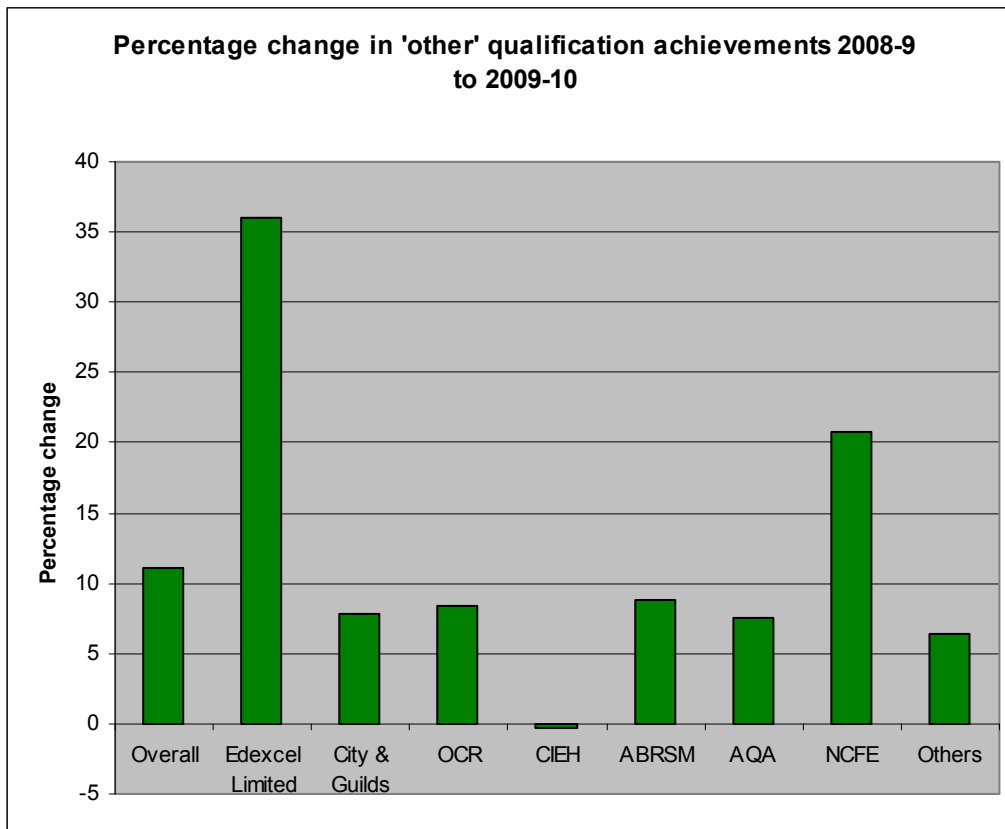
For Chart 20 above we focus on the seven largest awarding organisations based on the number of 'other' achievements. For 2009–10 there were 6.8 million achievements with Edexcel having the largest share of achievements (17 per cent) for the first time. Unlike GCE and GCSE qualifications where the number of awarding organisations is small, the number of awarding organisations offering 'other' qualifications continues to increase. The only new entrant to the top seven in terms of 'other' achievements is NCFE, replacing Education Development International (EDI). There are over 120 awarding organisations outside the top seven whose achievements are totalled into 'Others', and their share has fallen by two per cent to 37 per cent. Although there are many awarding organisations that provide 'other' qualifications, there are very few that provide qualifications over a wide range of sectors.



**Chart 21** The seven largest awarding organisations in terms of 'other' achievements

Source: Ofqual's RQAD.

Chart 21 reviews the number of achievements on a year-by-year basis. Edexcel has now overtaken City & Guilds to be the largest provider in terms of the number of achievements, by continuing its recent trend of large increases in achievements year-on-year. The gap between the top three and the next largest continues to grow. NCFE has shown a strong growth trend to move into the top seven. The Chartered Institute of Environmental Health is the only awarding organisation to have a decline in achievements amongst the top seven.

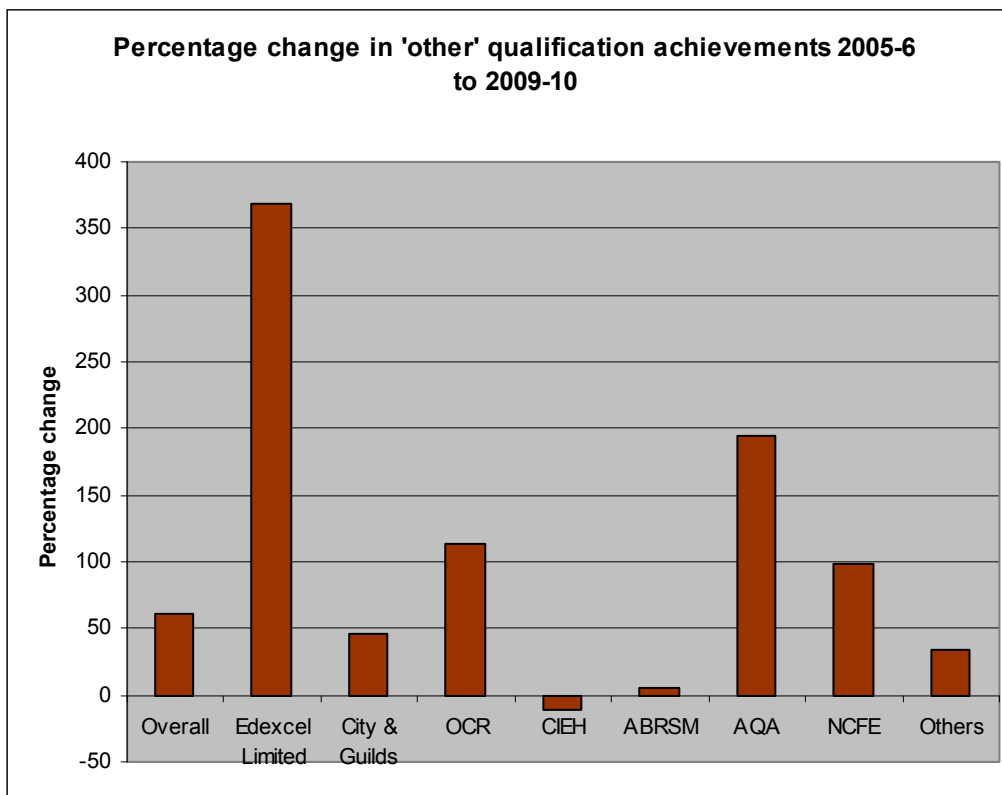


**Chart 22** Percentage change in number of 'other' qualification achievements for the seven largest awarding organisations from 2008/9 to 2009/10. Organisations are listed in order of number of 2008–09 achievements from left to right.

Source: Ofqual's RQAD

The chart above shows the percentage changes, from 2008–9 to 2009–10, in the number of 'other' achievements awarded by each of the largest awarding organisations. The main driver of growth in other achievements from 6.1 million to 6.8 million achievements has been the 36 per cent increase by Edexcel. NCFE has also shown strong growth in achievements of 21 per cent.





**Chart 23** Percentage change in number of 'other' qualification achievements for the seven largest awarding organisations from 2005–6 to 2009–10. Organisations are listed in order of number of 2009–10 achievements from left to right.

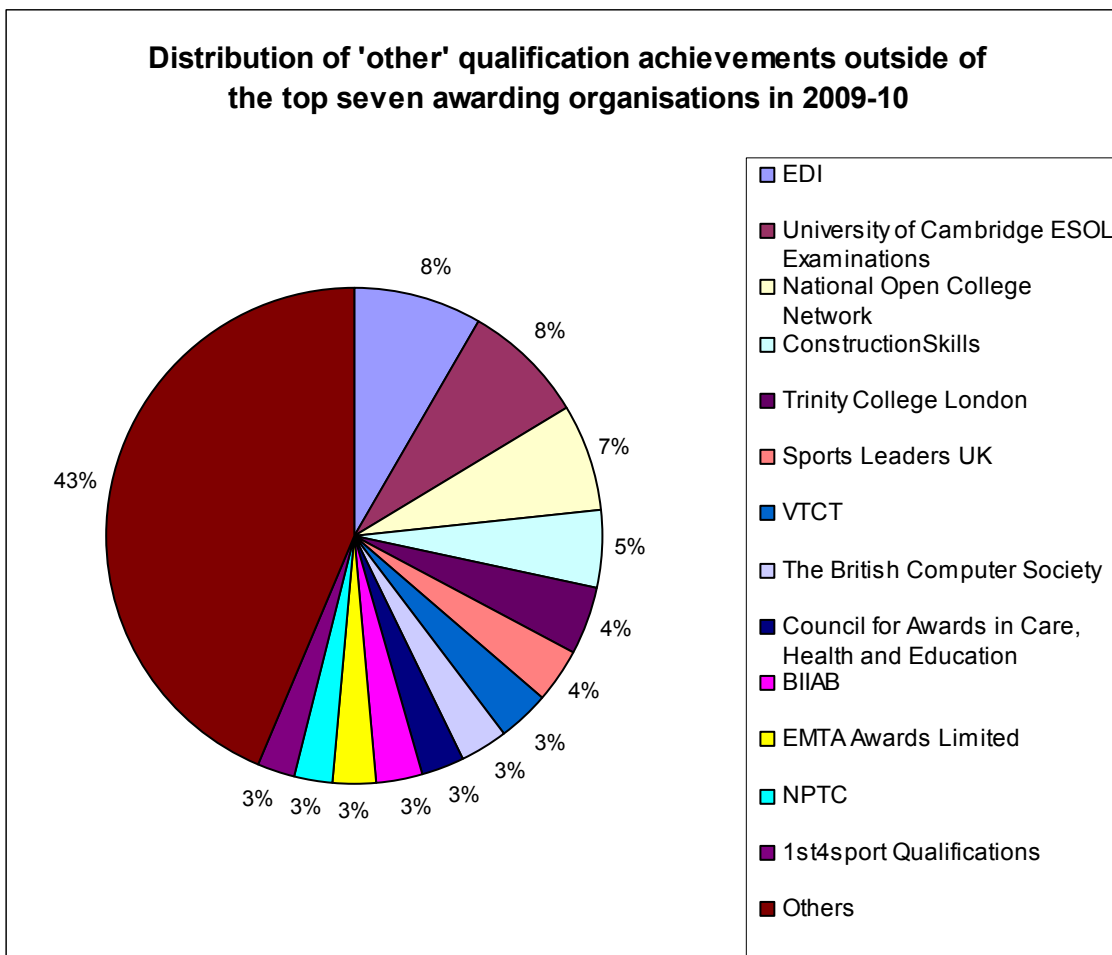
Source: Ofqual's RQAD

In the five years from 2005–6 to 2009–10 there has been a strong growth in the number of qualification achievements from 4.2 million to 6.8 million (a 61 per cent increase). We would expect this trend to continue with public policy<sup>41</sup> on raising the participation age to 17 in 2013 and 18 in 2015. Also the trend for students staying on in schools and colleges post-16 has been encouraged by public policies such as allowing vocational qualifications to be taken in schools and the Education Maintenance Allowance supporting students from low income families. Edexcel has increased the number of qualification achievements by nearly 900,000 over these five years. OCR and AQA have also shown strong growth during this period increasing by 114 per cent, and 194 per cent respectively.

### **'Other' qualification achievements by medium sized awarding organisations**

Chart 24 shows the proportion of 'other' qualification achievements for awarding organisations outside of the top seven. It shows the distribution of the 2,515,200 (37 per cent) achievements classified as 'other' in Chart 23.

<sup>41</sup> See footnote 1 on page 5.



**Chart 24** Distribution of 'other' qualification achievements outside of the top seven awarding organisations in 2009-10

Source: Ofqual's RQAD .

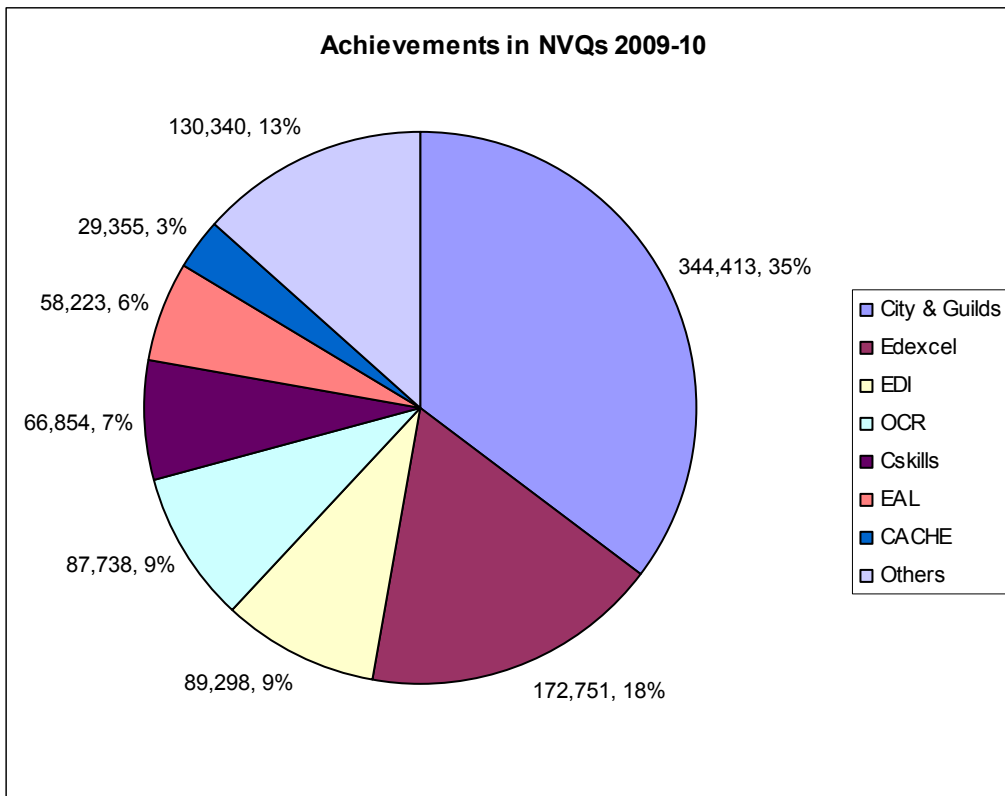
The chart concentrates on the 13 awarding organisations that follow the top seven previously highlighted to remain consistent with previous reports. NCFE has joined the top seven in terms of achievements and the only new entrant is EDI who is no longer in the top seven.

### Achievements in National Vocational Qualifications

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

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

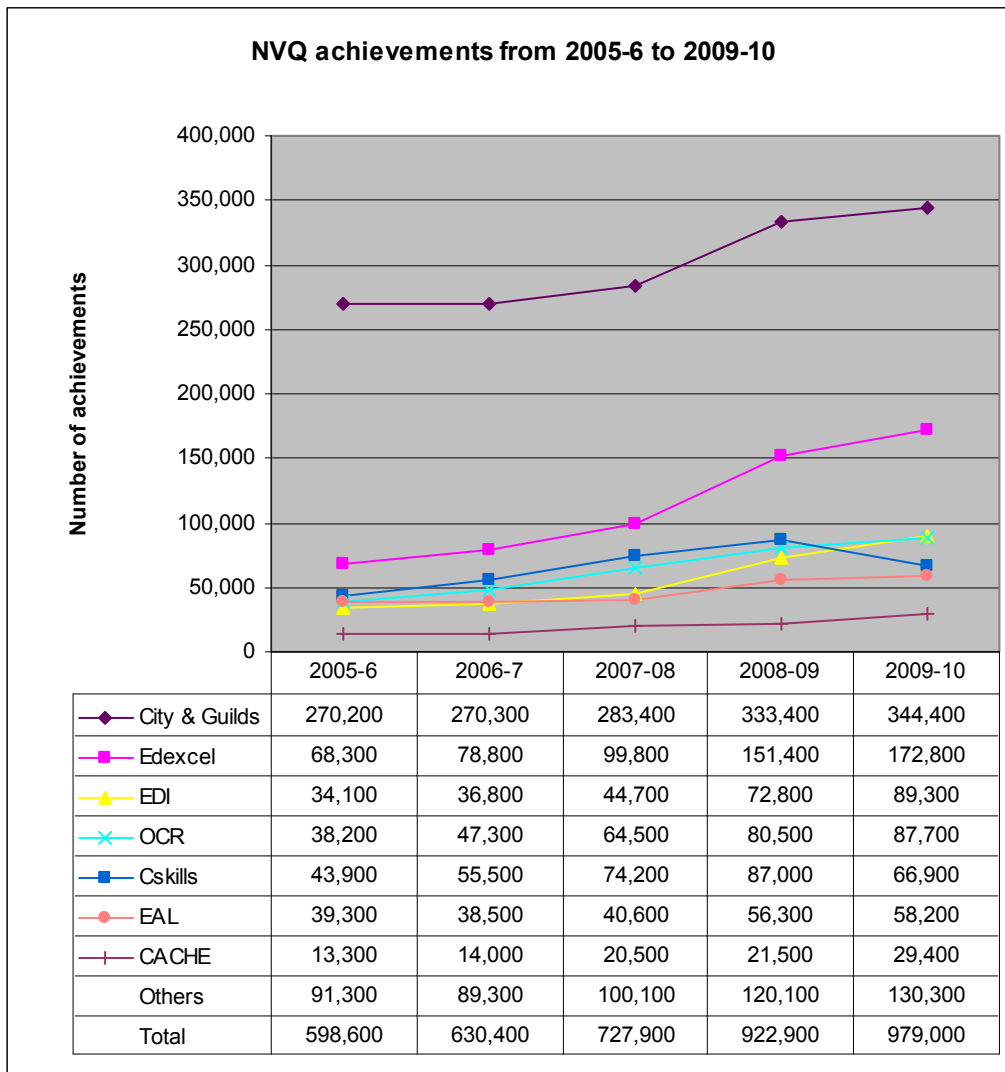
Chart 25 below shows the number of achievements in NVQs broken down by awarding organisation.



**Chart 25** Achievements in NVQs broken down by awarding organisation. This shows the seven awarding organisations with the most achievements in 2009-10

Source: Ofqual's RQAD

Two awarding organisations were responsible for over half of achievements in NVQs in 2009–10; City & Guilds have the greatest share at 35 per cent, followed by Edexcel with 18 per cent.



**Chart 26** Achievements for the seven largest NVQ awarding organisations from 2005–6 to 2009–10

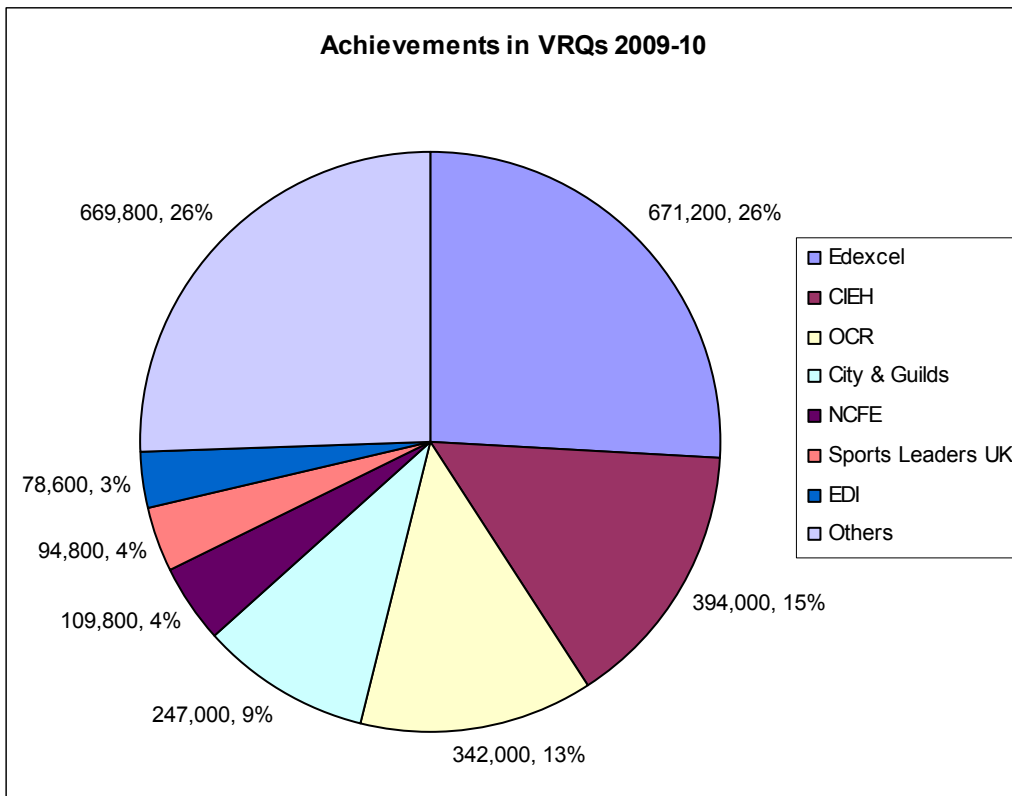
Source: Ofqual's RQAD

Chart 26 above illustrates the trends for the top seven awarding organisations, who have all shown increases with the exception of Cskills through the last five academic years. The table does not include NVQ achievements in the QCF and so will not reflect a complete picture especially for some awarding organisations.

### Achievements in Vocationally Related Qualifications (VRQs)

VRQs are available at all levels of the NQF and the QCF. They can be studied at school, college, in the workplace or through distance learning. In achievement terms, VRQs are responsible for over 38 per cent of 'other' qualification achievements. Again, the data in this section does not relate to the new qualifications that are being developed for the QCF.

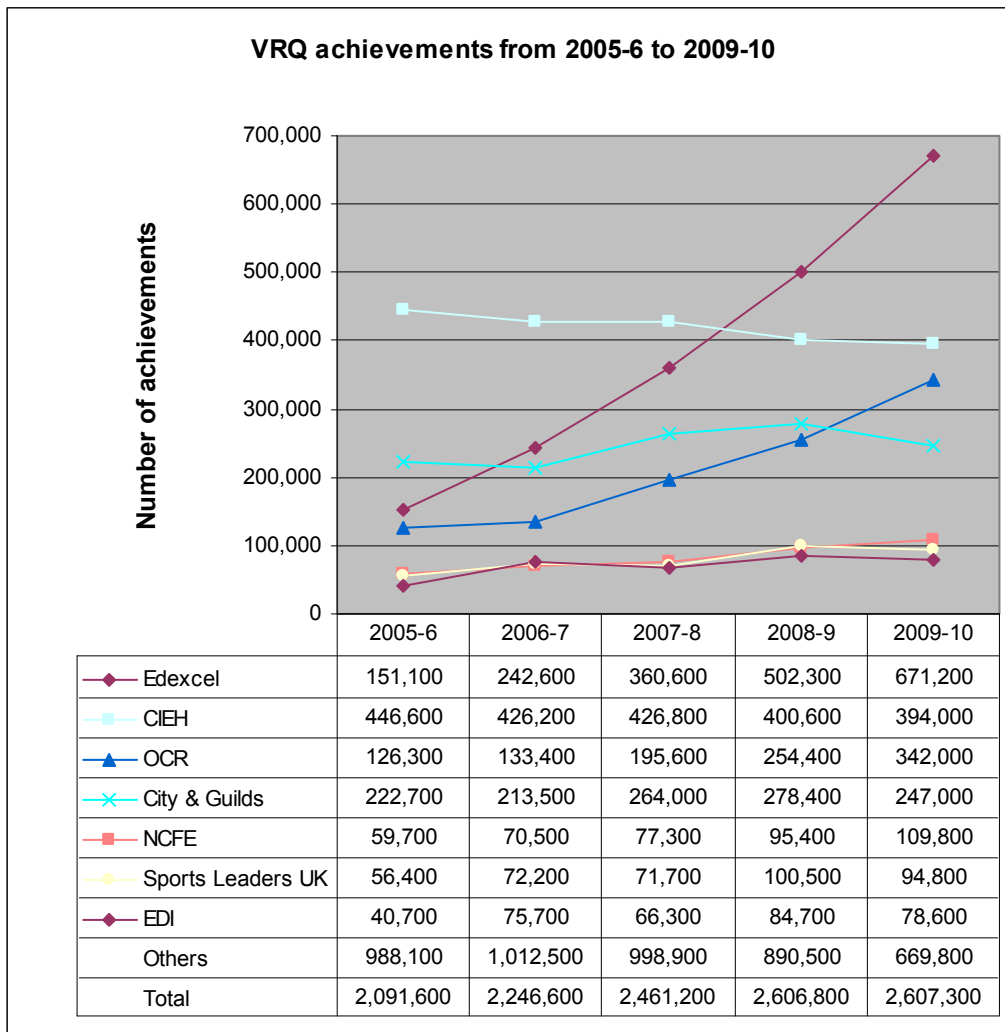
Chart 27 shows the number of achievements in VRQs broken down by awarding organisations.



**Chart 27** Achievements in VRQs broken down by awarding organisation. This shows the seven awarding organisations with the most achievements in 2009-10.

Source: Ofqual's RQAD

Edexcel had the largest share of VRQ achievements at 26 per cent (19 per cent last year).



**Chart 28** Achievements for the seven largest VRQ awarding organisations from 2005–6 to 2009–10

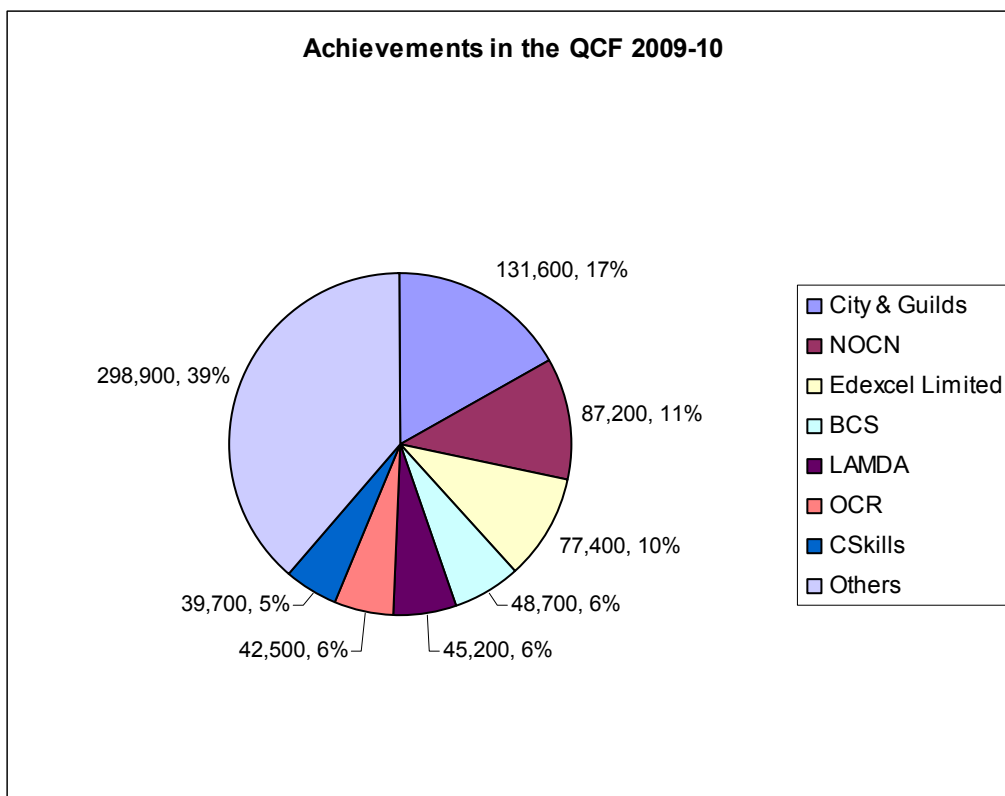
Source: Ofqual's RQAD

The total number of VRQ achievements was static between 2008–9 and 2009–10; this may be due to VRQs moving into the QCF which have not been included in this data. Edexcel has continued to show a substantial increase in their share of achievements in this sector.

### **Achievements in qualifications in the Qualifications and Credit Framework (QCF)**

The QCF allows achievements to be recognised and recorded through the award of credits and allows credit from assessments to be transferred flexibly between qualifications. As part of our recent consultation on the strategic regulation of awarding organisations we proposed to move to a single framework to which all regulated qualifications currently in the QCF and NQF can be referenced that could be based on qualification levels.

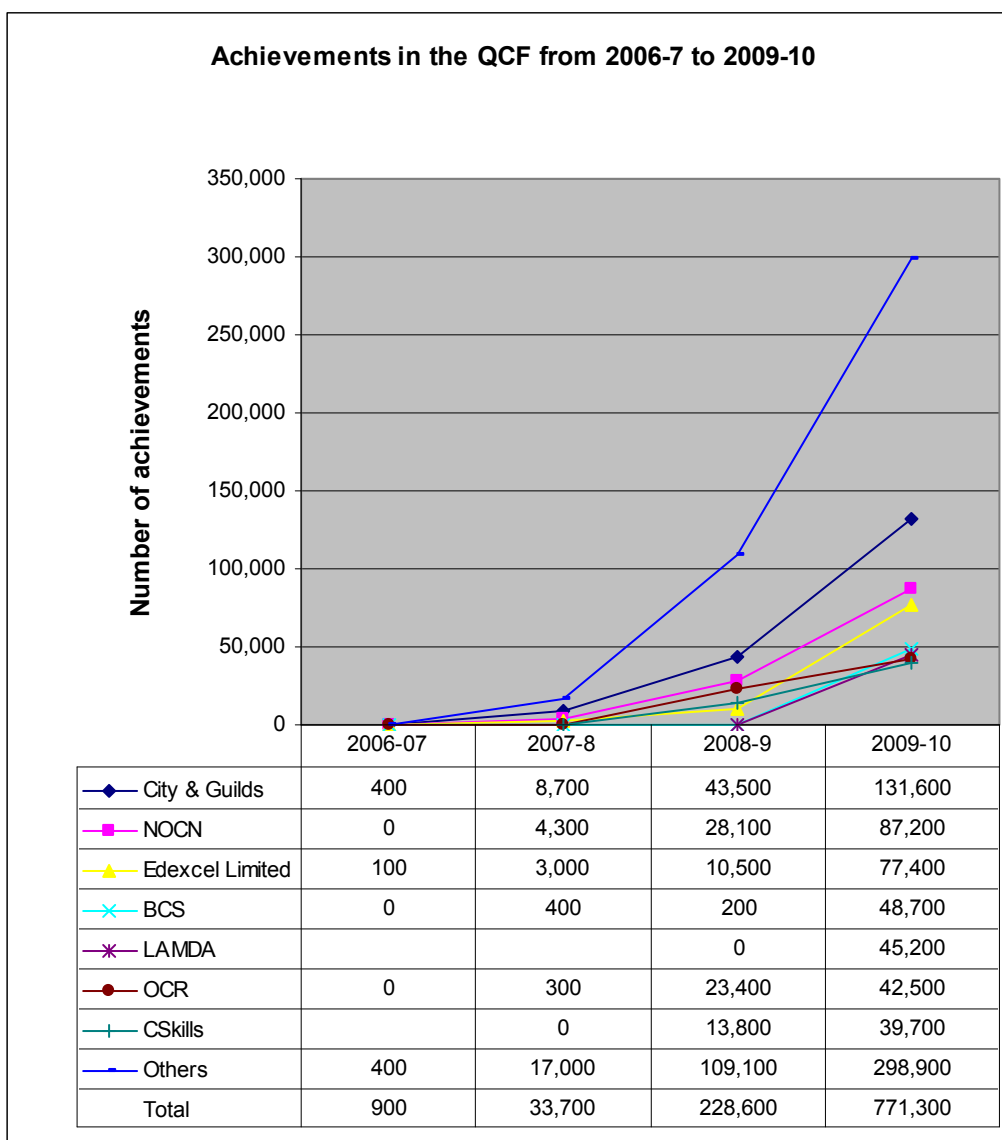
Chart 29 shows the number of achievements in the QCF broken down by awarding organisations.



**Chart 29** Achievements in the QCF broken down by awarding organisation, showing the seven awarding organisations with the most achievements in 2009-10

Source: Ofqual's RQAD

City & Guilds has the largest share of achievements in the QCF. The top seven awarding organisations in terms of QCF achievements account for 51 per cent of achievements.



**Chart 30** Achievements for the seven largest awarding organisations in the QCF from 2006–7 to 2009–10.

Source: Ofqual's RQAD.

As more awarding organisations develop new qualifications for the QCF, the share of achievements for the seven largest awarding organisations has fallen (from 56 per cent in 2006–7 to 51 per cent in 2009–10). The total number of achievements on the QCF has dramatically increased to nearly 800,000.

## Achievements in Functional Skills qualifications

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

Since September 2010, Functional Skills qualifications in English, Mathematics and ICT have been available in England to everyone aged 14 and above. They are being



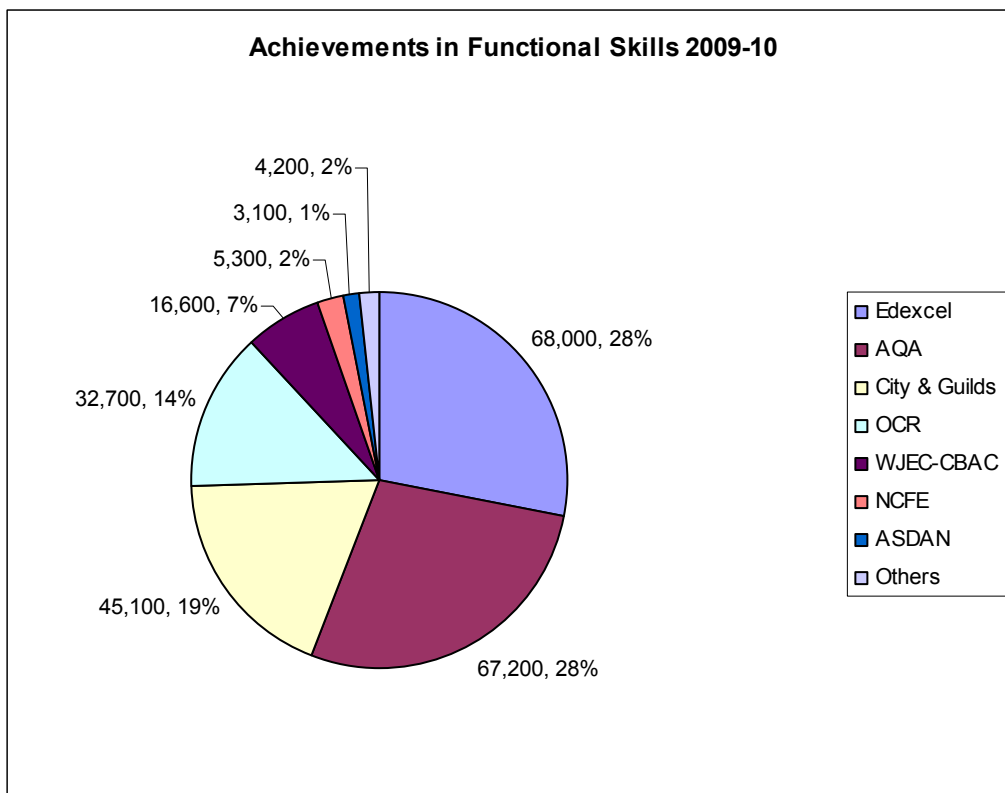
offered as stand-alone qualifications at Entry Level, Level 1 and Level 2. Functional Skills qualifications will be:

- a constituent of new Diplomas at every level and
- part of Foundation Learning.

In addition, they are:

- planned as a replacement for Communication, Application of Number and ICT Key Skills qualifications when they close for registrations
- planned as a part of Apprenticeship Frameworks
- being considered as a replacement for Adult Literacy and Adult Numeracy and Basic Skills.

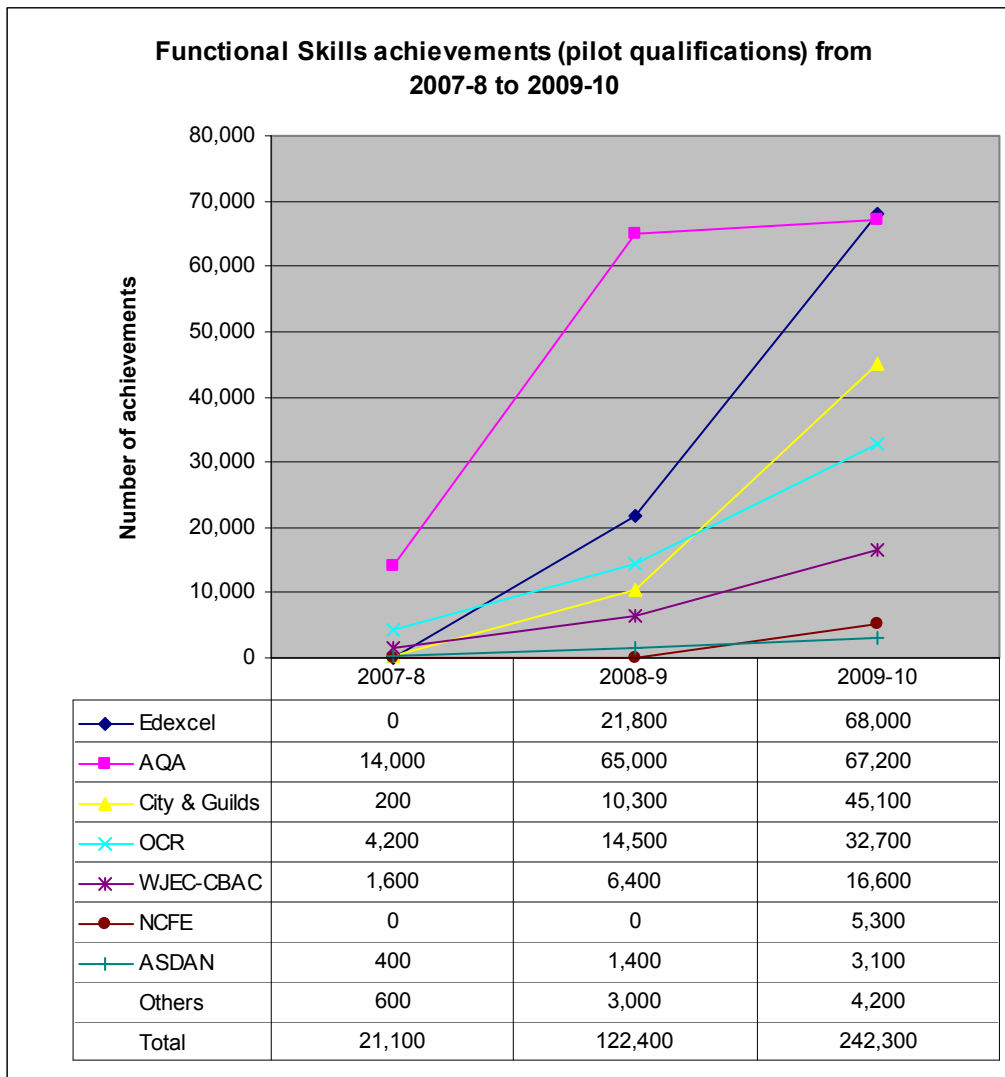
The following chart shows the distribution of achievements in the pilot Functional Skills qualifications across the awarding organisations.



**Chart 31** Achievements for the pilot Functional Skills qualifications broken down by awarding organisation. This shows the seven awarding organisations with the most achievements in 2009-10.

Source: Ofqual's RQAD

AQA and Edexcel both have 28 per cent of the market in terms of achievements for the pilot Functional Skills qualifications for the 2009–10 academic year.



**Chart 32** Achievements for the seven largest Functional Skills awarding organisations from 2007–8 to 2009–10.

Source: Ofqual's RQAD

Although the pilot Functional Skills qualifications are new, the number of achievements has reached nearly a quarter of a million, with Edexcel and AQA establishing themselves as market leaders in terms of achievements.

## Appendix 1: Glossary of terms

### Glossary for qualification name acronyms and abbreviations

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

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

## Definitions of terms used in the report

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

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

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

*Operational Start/Available Date:* the date on which a qualification may be offered to learners, or when they may formally register for the qualification.

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

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

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

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

## Glossary for awarding organisation name acronyms and abbreviations

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

## Appendix 2: Achievements for all 'other' qualifications by recognised awarding organisations by academic year for 2005-6 to 2009-10

Awarding organisation	2005-6	2006-7	2007-8	2008-9	2009-10
1st4sport Qualifications	45,600	52,900	56,000	67,100	63,300
ABC Awards	45,600	44,800	41,900	45,500	39,800
Active IQ	4,000	9,500	8,700	6,400	17,000
Agored Cymru					200
Amateur Swimming Association	8,300	6,300	4,700	8,100	5,600
AMSPAR	1,700	1,000	1,200	–	–
AQA – City & Guilds		–	200	9,300	16,300
Ascentis	20,000	20,400	17,500	34,300	55,600
ASET	3,500	6,500	7,800	2,700	100
Assessment and Qualifications Alliance	74,900	106,900	118,300	204,600	220,100
Associated Board of the Royal Schools of Music	300,300	291,900	281,700	290,600	316,300
Association of Accounting Technicians	26,500	26,400	27,300	29,400	31,600
Association of British Dispensing Opticians		500	300	600	700
Association of Business Executives		–	13,200	5,100	3,900
Association of Chartered Certified Accountants	2,400	3,600	2,600	800	1,300
Association of Sports Qualifications		–	1,000	700	900
Award Scheme Development and Accreditation Network	8,000	15,600	24,900	39,300	61,900
Awarding Body for the Built Environment	200	3,400	3,500	2,700	1,700
Awarding Body for Vocational Achievement Ltd					–
BIIAB	128,300	88,400	79,900	77,400	72,000
British Ballet Organisation	5,400	4,600	2,300	2,000	3,600
British Canoe Union AB			–	2,100	1,500
British Driving Society			2,900	800	400
British Horseracing Education and Standards	900	1,000	3,300	2,200	2,200
British Institute of Cleaning Science					–

British Safety Council	5,700	12,800	34,400	50,400	56,800
British Wheel of Yoga Qualifications					–
CABWI Awarding Body	200	100	300	1,000	1,100
Central YMCA Qualifications	15,400	17,600	21,600	21,900	24,200
CFA Society of the UK	1,400	1,400	2,200	2,100	2,600
Chartered Institute for Securities and Investment	34,300	29,000	28,900	18,200	15,100
Chartered Institute of Building	600	500	600	700	400
Chartered Institute of Building and Chartered Institute of Housing Joint Awarding Body		–	–	–	100
Chartered Institute of Environmental Health	446,600	426,700	427,800	401,800	400,500
Chartered Institute of Housing	1,000	1,100	1,500	2,000	1,600
Chartered Institute of Logistics and Transport in the UK	200	200	300	300	600
Chartered Institute of Marketing	3,200	3,200	3,000	2,600	1,500
Chartered Institute of Personnel and Development	7,700	9,300	5,600	10,000	7,900
Chartered Institute of Public Relations	100	100	300	100	0
Chartered Institute of Purchasing and Supply	4,600	3,700	2,900	3,800	4,000
Chartered Insurance Institute	12,000	11,500	9,500	9,400	8,400
Chartered Management Institute	10,200	12,900	14,000	23,400	28,100
Chartered Quality Institute	100	100	100	200	100
City & Guilds of London Institute	756,300	748,200	853,400	1,020,800	1,100,200
City College Norwich Qualifications				–	100
Confederation of Tourism and Hospitality				200	1,000
Construction Skills	97,700	124,500	140,300	161,300	119,200
Council for Awards in Care, Health and Education	53,100	56,500	63,200	61,800	74,900
Council for the Curriculum, Examinations and Assessment	15,300	12,800	19,500	20,900	13,500
Counselling and Psychotherapy Central Awarding Body	6,400	7,300	7,700	7,700	5,200
Defence			–	–	–
Edexcel Limited	242,000	420,600	625,700	832,800	1,132,800
EDI	89,600	124,000	129,100	184,800	208,400
EMTA Awards Limited	46,100	46,400	50,200	68,100	70,600
Engineering Construction Industry Training Board	2,200	2,000	2,500	1,900	2,000

Engineering Training Council Awards Limited	1,600	800	900	1,000	1,300
English Speaking Board (International) Ltd	10,800	13,500	14,400	18,300	18,000
Equestrian Qualifications Limited	4,800	6,500	8,900	8,100	7,600
FDQ Limited	3,800	3,700	4,000	6,300	6,400
First Aid Awards Ltd					–
Future (Awards and Qualifications) Ltd	4,200	6,500	7,000	6,500	6,000
Glass Qualifications Authority	2,500	2,200	2,300	3,700	4,500
Graded Qualifications Alliance	12,500	11,300	15,000	10,100	10,400
Highfield Awarding Body for Compliance				6,500	40,700
IFS School of Finance	8,800	11,900	11,300	14,800	6,000
IMI Awards Ltd	15,700	22,800	24,700	30,200	52,900
Imperial Society of Teachers of Dancing	68,000	64,300	55,900	46,000	62,000
Institute of Administrative Management	–	1,400	2,700	2,900	3,800
Institute of Animal Technology			–	100	300
Institute of Commercial Management				100	200
Institute of Credit Management	200	200	100	200	200
Institute of Hospitality		–	–	–	–
Institute of Leadership and Management	41,000	43,800	38,600	42,700	49,200
Institute of Legal Executives	1,400	1,600	1,200	1,500	3,100
Institute of Operations Management	100	–	100	100	–
Institute of Qualified Lifeguards	35,700	38,500	37,900	42,100	29,000
Institute of Revenues Rating and Valuation	–	100	100	200	300
Institute of Sales and Marketing Management	400	400	200	400	200
Institution of Fire Engineers				700	500
International Association of Book-Keepers	1,700	1,400	1,900	4,100	3,000
International Baccalaureate Organisation		5,200	17,800	23,700	26,900
International Curriculum and Assessment Agency (Examinations)	700	1,200	1,800	1,700	1,300
IoL Educational Trust	400	700	700	300	300
ITC First Aid Ltd	0	1,700	3,800	4,400	8,600
ITEC	9,700	8,100	6,800	5,900	5,800



Lantra Awards	8,100	7,200	20,900	3,600	2,500
Lifetime Awarding				–	1,500
London Academy of Music and Dramatic Art	35,200	40,000	42,700	44,200	47,300
London Centre of Marketing				–	500
McDonalds				500	2,500
Mineral Products Qualification Council	900	1,000	900	1,200	1,500
Mountain Leader Training England		300	1,100	1,200	900
National Federation of Property Professionals	1,100	2,900	1,800	1,000	1,400
National Open College Network	120,700	104,000	133,400	154,000	177,200
NCC Education Services	100	200	200	500	300
NCFE	108,700	124,500	137,600	178,000	215,000
NCTJ Training		–	900	1,500	1,200
NEBOSH	11,900	9,400	11,300	12,300	12,300
Network Rail	0	0	0	–	200
NPTC	34,200	38,200	79,600	62,100	66,400
OCR	418,300	530,300	726,700	824,900	894,100
Open University Awarding Body	1,700	800	1,600	500	500
PAAIWQ-SET	1,900	2,400	2,600	3,100	3,500
Packaging Industry Awarding Body Company	–	–	–	200	100
Professional Association of Diving Instructors	100	100	100	100	100
Qualifications for Industry	100				
Qualifications Network		–	–	300	1,900
Rock School Ltd	12,500	14,100	12,800	21,000	26,700
Royal Academy of Dance	35,800	37,900	38,400	39,600	37,900
Royal College of Veterinary Surgeons	3,800	1,900	4,500	2,900	4,000
Royal Horticultural Society	300	3,600	1,700	1,900	500
Royal Society for Public Health	73,700	55,900	41,300	41,500	47,800
Safety Training Awards	13,300	11,300	6,100	7,100	7,900
Scottish Qualifications Authority trading as SQA		–	100	300	900
Signature	20,000	13,900	11,100	12,100	12,700

Skillsfirst Awards Limited				–	500
Sports Leaders UK	56,400	72,200	71,700	100,500	94,800
Thames Valley University	33,700	29,500	31,700	29,700	27,500
The British Computer Society	127,800	153,000	119,200	104,900	77,000
The Gemmological Association of Great Britain	100	100	100	700	700
The Learning Machine			4,100	4,300	3,500
The Market Research Society	300	300	300	400	300
The Organisation for Tourism and Hospitality Management					300
The Pensions Management Institute	100	300	300	200	100
Trinity College London	92,000	99,200	107,400	114,100	112,300
University of Cambridge ESOL Examinations	88,500	101,500	164,200	156,600	204,400
University of Cambridge International Examinations	0	0	0	200	1,800
University of the Arts, London	0	0	3,000	13,500	0
VTCT	85,700	91,700	88,800	87,000	80,000
WAMITAB	2,700	1,800	3,500	5,500	4,700
WJEC-CBAC	38,100	38,700	39,800	49,500	54,600
WJEC-EDEXCEL-CBAC				–	–
Worshipful Company of Farriers	100	100	100	100	100
Worshipful Company of Spectacle Makers	100	100	200	200	200
WSET Awards	12,300	14,800	14,600	12,300	16,600
<b>Total</b>	<b>4,217,700</b>	<b>4,613,600</b>	<b>5,327,800</b>	<b>6,117,500</b>	<b>6,794,200</b>

**Notes**

1. Where ‘–’ has been used this indicates less than 50 qualification achievements, as all figures have been rounded to the nearest hundred.
2. Qualification achievements are for England, Wales and Northern Ireland only.
3. Only awarding organisations that recorded an achievement in 2009–10 have been included.

### Appendix 3: New awarding organisations recognised in 2009–10

Accounting Technicians Ireland	IATI
Accredited Skills for Industry	ASFI
Accrediting and Assessment Bureau for Post-Secondary Schools	AABPS
Association of Business Managers and Administrators	ABMA
Association of International Accountants	AIA
BPEC Certification Ltd	BPEC
British Institute of Cleaning Science	BICSc
DSA Qualification Awarding Board	DSAQ
First Aid Awards Ltd	FAA
Institute of Risk Standards and Qualifications	iRSQ
Institute of Tourist Guiding	ITG
Kaplan Professional Awards	KPA
London Centre of Marketing	LCM
National Association of Licensed Paralegals	NALP
Open College Network North West Region Ltd	OCNNWR
Qualsafe Awards	QA
Register of Play Inspectors International	RPII
SFEDI Enterprises Ltd. T/A SFEDI Awards	SFEDI Awards
The Organisation for Tourism and Hospitality Management	OTHM
The Prince's Trust	Prince's Trust
The University of Central Lancashire Examination Board	UCLanEB

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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