

Annual Qualifications Market Report: academic year 2019 to 2020

Background information accompanying statistical
release

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Information about the statistics

Purpose

This release provides information on the qualifications market in England for the academic year 2019 to 2020. For this report the 2019/20 academic year is considered the start of October 2019 to the end of September 2020. It presents data on the number of qualifications available for award by recognised awarding organisations and certificates awarded for the qualifications.

Geographical coverage

This report presents data on the number of qualifications and certifications in England. For the first time, some statistics on the number of certifications awarded outside the UK are also reported.

External drivers

Coronavirus

On 18 March 2020, the Secretary of State for Education announced that exams in schools and colleges due to take place in summer 2020 would be cancelled to help fight the spread of coronavirus (COVID-19). The trends seen in this academic year may have been affected as a result.

On 31 March 2020, we received a [direction](#) from the Secretary of State which set out how the Government expected GCSE, AS and A levels to be awarded in summer 2020. As part of the [exceptional arrangements for exam grading and assessment in 2020](#), students [ultimately received the higher of a centre assessed grade or calculated grade for GCSE, AS and A level](#).

On 9 April we received a [direction](#) from the Secretary of State which set out how the Government expected vocational and technical qualifications, and general qualifications other than GCSE, AS and A levels, Extended Project Qualifications and Advanced Extension Awards in maths to be assessed and awarded in the coming weeks and months. This direction said that learners taking vocational and technical qualifications (VTQ) that are used for progression to and through employment, as well as further or higher education, should receive results where possible in summer 2020, to allow them to progress to the next stage of their lives.

For qualifications principally used for progression purposes, it is stated that awarding organisations should issue [calculated results](#) to learners where it was possible to do so, whilst ensuring that those awards were sufficiently valid and reliable. Where this was not possible, awarding organisations should adapt assessments or delivery

models so that learners could sit assessments and complete their qualifications. Where qualifications directly signal occupational competence or function as a licence to practise, adaptation of the assessment or delivery model was to be the starting point. In cases where it would not be safe or meet employers' requirements to calculate results or adapt assessments or delivery models, it recognised that there may be no option but for learners to wait until assessments could take place as normal again.

Ofqual consulted on proposals for exceptional arrangements for VTQ grading and assessment in 2020, and published an [extraordinary regulatory framework \(ERF\)](#) on 22 May 2020. The ERF put in place a framework to facilitate the issue of results in summer 2020 to learners taking vocational and technical qualifications in circumstances where normal assessments were disrupted by the coronavirus (COVID-19) pandemic.

Public health restrictions and other interventions due to the coronavirus (COVID-19) pandemic may help explain some of the decrease in certificates from 2018/19 to 2019/20. For example, there were a range of mitigations implemented across vocational and technical qualifications, depending on their primary purpose. Some assessment carried on where possible, in line with public health requirements. The decrease in overall certifications seen 2019/20 compared to 2018/19 may be affected by the measures taken, particularly if there was no alternative but to delay assessment for qualifications signalling occupational competence or functioning as a licence to practise. The impact of centre closures and staff furlough is also likely to have affected the ability of awarding organisations to certificate as many learners as they would normally.

Interests of users of qualifications

A range of factors influence the development and take-up of qualifications. There is a complex and dynamic relationship between those providing qualifications (awarding organisations), purchasers who teach or otherwise deliver the qualifications (schools, colleges and training providers), students, and 'end users' (employers and further and higher education providers). Government reforms of qualifications, performance measures, public funding policies and other requirements will all have a significant impact on many of these relationships.

Users of qualifications respond to incentives, many of which come into play because of government policy changes.

Awarding organisations respond to market demand for their qualifications, market opportunities, and to incentives to develop and deliver new qualifications to meet government policy requirements and to meet changing skills requirements.

In deciding which qualifications to offer, in addition to student needs and institutional priorities, schools and colleges are influenced by accountability measures and funding considerations. Decisions are often balanced against practical delivery considerations such as availability of teachers and student demand. Schools and colleges may be informed, advised and influenced by organisations in their networks, which can lead to changes to which qualifications they offer.

Students may opt to study qualifications that will best help them progress in work or in higher or further education, according to their interests. Sometimes these relationships are very direct, such as many licence to practise schemes which depend on gaining a regulated qualification.

Change impacting upon the market in England - GCSE, AS and A level qualifications

GCSE, AS and A level reform

GCSEs, AS and A levels have been undergoing [major reform](#) in England which is likely to have impacted upon the qualifications market. Reformed GCSEs, AS and A levels started to be phased in for first teaching from 2015. The first results for the reformed AS levels were issued in 2016 and the first results for the reformed GCSEs and A levels were issued in 2017. The reformed GCSE, AS and A level qualifications included in this statistical release are those that were available to certificate in 2019/20 (November 2019 and summer 2020 exam series). All GCSE, AS and A levels awarded in summer 2020 were reformed qualifications.

Resit opportunities

For legacy AS and A level qualifications there is one resit opportunity that awarding organisations are required to offer in the May or June of the year following the final award of the qualification. Certificates for resits are included in the number of certificates reported in this release.

AS decoupling

Changes to the structure of qualifications following the reforms have impacted upon the number of qualifications available and certificates awarded. AS qualification grades no longer contribute to A level grades and the decoupling of these qualifications has resulted in fewer candidates taking reformed AS qualifications. These structural changes have resulted in a reduction in the number of AS certificates awarded in England over the last five years.

Accountability reform

Changes to performance measures may have had an impact on the uptake of some qualifications.

From summer 2017, Level 1/Level 2 certificates were not included in government performance tables. The removal of Level 1/ Level 2 certificates from performance tables has encouraged some centres to move back to GCSE qualifications in these subjects.

As part of changes to the [secondary accountability system announced in 2013](#), [Progress 8](#) and [Attainment 8](#) became the key measures of performance for all state-funded secondary schools and those colleges that offer KS4 education in England in [2016](#). They replaced the 5+ A*-C including English and mathematics headline measure and expected progress measures.

Progress 8 was introduced in 2016 and aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. For English language and English literature, providing both subjects are taken, the best score from these subjects is double weighted. The way that Progress 8 is calculated has encouraged uptake in the reformed English literature GCSE.

Progress 8 and Attainment 8 measures, as well as the government's separate measure of students entering [English Baccalaureate \(EBacc\)](#) subjects, may also further encourage centres to focus on the delivery of EBacc subjects. This most likely explains the [decrease in certificates awarded in non-EBacc subjects](#), as the calculation includes only a maximum of three non-EBacc GCSEs.

Change impacting upon the market in England - Vocational and other qualifications

Performance tables

It is possible that we continue to see the effect of changes to [performance tables](#), first effective for reporting in performance tables in 2017/18. Information on the changed requirements can be found in the [technical guidance for awarding organisations](#).

For Applied General and Tech Level qualifications, demand for the reformed qualifications in 2017/18 did not match that of the pre-existing qualifications. For the last two years we have seen a trend of increasing demand for the reformed qualifications and reducing demand for the pre-existing qualifications. We expect this trend to continue as funding is withdrawn for pre-existing qualifications.

2020 was an exceptional year and saw the introduction of an Extraordinary Regulatory Framework. For nearly all qualifications in vocational qualifications performance table, awarding organisations were able to either adapt their assessments or issue calculated results.

Qualification type

Regulated qualifications are classified into different qualification types. The qualification type classification is selected by the awarding organisation offering the qualifications. Qualification types provide information which complements that provided by the sector subject area characterisation. Qualification type categorisation can give an indication of a number of features, such as the nature of the qualification, the type of assessment, the qualification level and guided learning hours. In order to improve consistency in the way qualifications are classified, we revised qualification types as outlined in our [letter to awarding organisations](#) alongside [guidance](#) on how to classify qualifications.

The new structure of qualification types is given in Figure 1. In the new structure, we have removed qualification types that did not identify a coherent group of qualifications, those which cut across other types or described a qualification using other information in the regulatory framework. We have added types where necessary to cover the broadest range of qualifications that we regulate. No changes were made for those qualifications where there are qualification specific regulatory requirements. These include, but are not limited to, GCSEs, GCEs, Functional Skills, and End-Point Assessments.

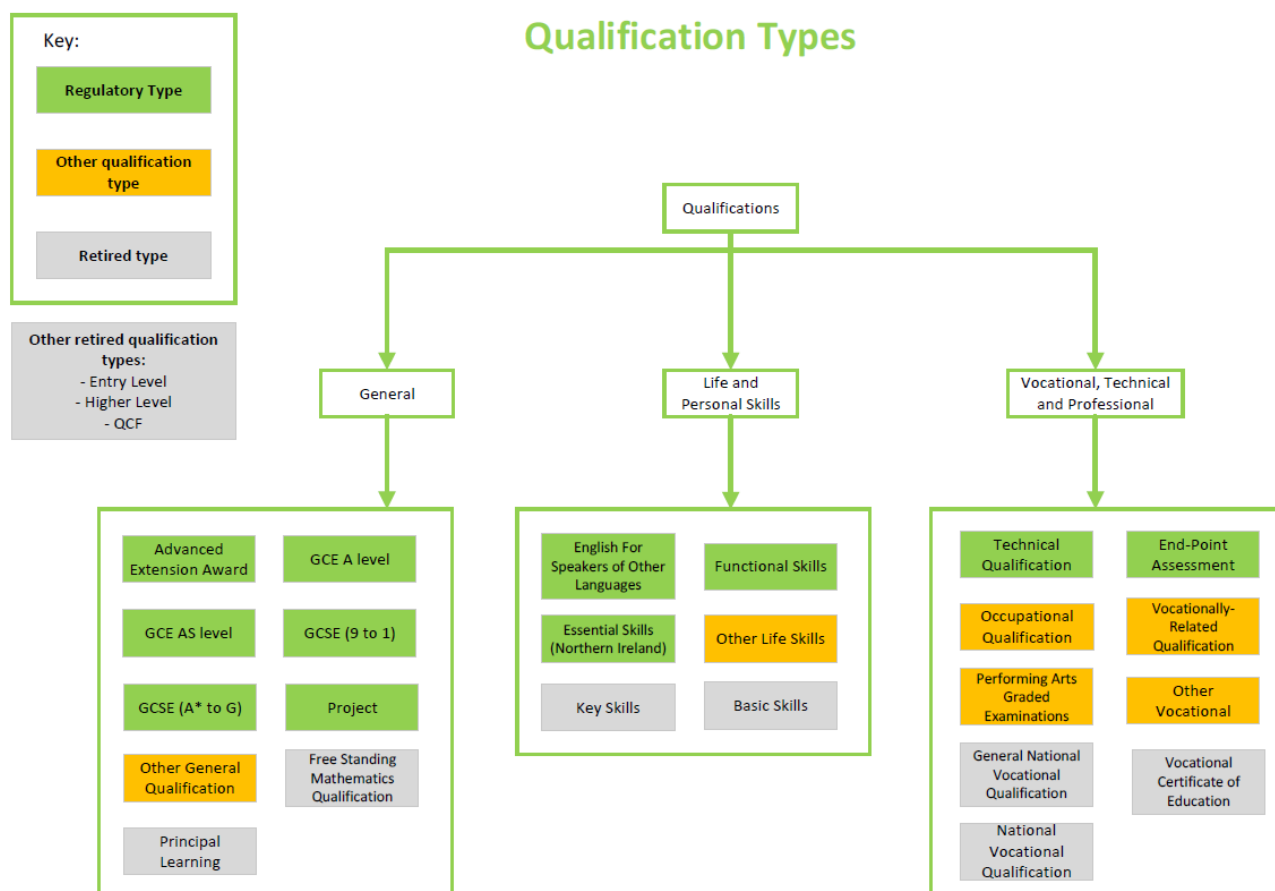


Figure 1. The new structure of qualification types in place from 1 October 2018

Awarding organisations were requested to review, and where appropriate amend, the qualification types of their qualifications to fit with our revised list. These revised qualification types have been available since 1 October 2018 and awarding organisations were given until 31 October 2018 to amend their qualification types. Some awarding organisations are still migrating their qualifications over to the new categories and so we may still report on old qualification types until this migration is complete.

With revisions to qualification types, some qualifications under a particular category had the qualification type changed. The expected mapping of old to new qualification types is shown in Figure 2. The left-hand column of Figure 2 gives the old qualification types; the right-hand column gives the expected new categories for each of the old qualification types.

As part of the removal of the regulatory arrangements for the QCF, the term 'QCF' has been removed from qualification titles. The only exception where 'QCF' may still be used in a qualification title is for Technical and Applied General qualifications, where appropriate. This is to differentiate between pre-existing qualifications and those changed to meet government's Performance Table requirements.

Funding changes for post 19-year-olds

The [funding rules](#) for an academic year for vocational qualifications aimed at students who are over 19 years of age may have had some effect on the number of certificates awarded in that academic year.

Technical Awards and Technical Certificates

We would expect the introduction of T Levels to have an impact on the number of certificates awarded for Applied General and Technical qualifications. They are being introduced in phases and are expected to replace most Tech Levels when fully implemented. The first T Levels in Construction; Digital; and Education and Childcare were introduced for first teaching from September 2020 (certificating in 2022) with T Levels in Legal, Finance and Accounting; Health and Science; and Engineering and Manufacturing being available from September 2021. The full suite of T Levels is expected to be available from November 2023.

Apprenticeships End-Point Assessments

The numbers of qualifications and certifications of Apprenticeships End-Point assessments (EPAs) are not included in the release. Ofqual collects data for the Annual Qualifications Market Report from awarding organisations. The organisations that conduct EPAs do not issue certificates for the completion of EPAs. Instead they request certificates on behalf of apprentices, which are issued by the Education and Skills Funding Agency under Section A3 of the Apprenticeships, Skills, Children and Learning Act 2009.

Current category	New category
Advanced Extension Award	No change
End-Point Assessment	No change
English For Speakers of Other Languages	No change
Entry Level	English For Speakers of Other Languages
	Essential Skills (Northern Ireland)
	Other General
	Other Life Skills
Free Standing Mathematics Qualification	Other General
Functional Skills	No change
GCE A level	No change
GCE AS level	No change
GCSE (9 to 1)	No change
GCSE (A* to G)	No change
Higher Level	Occupational Qualification
	Vocationally-Related Qualification
Key Skills	No change
National Vocational Qualification	Occupational Qualification
Occupational Qualification	No change
Other General Qualification	English For Speakers of Other Languages
	Essential Skills (Northern Ireland)
	Occupational Qualification
	Other General Qualification
	Other Life Skills
	Other Vocational
	Performing Arts Graded Examination
Vocationally-Related Qualification	
Principal Learning	No change
Project	No change
QCF	English For Speakers of Other Languages
	Essential Skills (Northern Ireland)
	Occupational Qualification
	Performing Arts Graded Examination
	Other Life Skills
	Other Vocational
Vocationally-Related Qualification	Vocationally-Related Qualification
	English For Speakers of Other Languages
	Occupational Qualification
	Other Vocational
	Other Life Skills

Figure 2. Mapping of old qualification types to new qualification types

Data source

Information on qualifications (covering title, type, awarding organisation, sector subject area and level) is taken from [Ofqual's Register of Regulated Qualifications](#), referred to as the Register in this release. The Register gives information on regulated qualifications and recognised awarding organisations in England. Data reported in this report was extracted from the Register on the 29 January 2021.

Data on the number of certificates awarded are sent by awarding organisations to Ofqual.

The number of qualifications and certificates awarded in all specifications for GCSEs, AS and A levels taken in England is sent to Ofqual annually by the Joint Council for Qualifications (JCQ) on behalf of the regulated awarding organisations, which includes the GCSE, AS and A level awarding organisations. GCSE certificates cover full course and short course. A level includes A level applied double award and A level applied single award. Similarly, AS includes AS applied double award and AS applied single award. The data reported here reflects those students who received certificates and therefore does not include those who were unclassified or were absent.

Limitations

Data are collected at the earliest point available, which is the first day of the next reporting period. This reduces the time between the activity and reporting on the activity.

The main source of potential error is in the information provided by awarding organisations. Ofqual cannot guarantee the number of certificates submitted is correct, although awarding organisations are expected to provide the correct data. Ofqual compares the data over time and checks for systematic issues. The figures reported in this release reflect the certificates issued by awarding organisations at the time of data collection.

Quality assurance

Quality assurance procedures are carried out as explained in the [Quality Assurance Framework for Statistical Publications](#) published by Ofqual to ensure the accuracy of the data and to challenge or question it, where necessary. Publication may be deferred if the statistics are not considered fit for purpose.

Revisions

For vocational and other qualifications, once published, data are not usually subject to revision, although subsequent releases may be revised to insert late data or to

correct an error. Qualifications may also be re-categorised to a different type, level, sector subject area or awarding organisation. In some cases, data may be amended to reflect the new categorisation.

For GCSE, AS and A level certificates we collect provisional data for the latest academic year from JCQ at the point when it is reasonably complete, although final certificate numbers may be slightly different and will be updated in the next release of this publication.

Confidentiality and rounding

In accordance with Ofqual's [rounding policy](#), figures in the statistics and commentary for the number of certificates issued are rounded to the nearest 5 for ease of understanding. If the value is between 1 and 4, it is represented as 0~. A 0 represents zero achievements. We use unrounded values to derive percentages. As a result of rounded figures, the percentages shown in charts/tables may not necessarily add up to 100.

In the datasets published alongside this publication, the figures are rounded to the nearest 5 (values between 1 and 4 are represented as 0~). A 0 represents zero achievements. This is to ensure the data does not reveal an individual student.

Status

These statistics are classified as official statistics.

Related publications

This statistical release presents annual data. There will be some overlap between the figures in this release and those in Ofqual's [Vocational and Other Qualifications Quarterly publications](#).

A number of other statistical releases and publications relate to this one, including:

- [Statistics: GCSEs \(key stage 4\) collection](#)
- [Statistics: 16 to 19 attainment collection](#)
- [Statistics: further education and skills](#)

For any related publications for qualifications offered in Wales, Northern Ireland and Scotland please contact the respective regulators – [Qualifications Wales](#), [CCEA](#) and [the Scottish Qualifications Authority \(SQA\)](#).

Useful Links

- [Report and data tables](#) accompanying this release
- [Definitions](#) of important terms used in this release
- [Policies and procedures](#) that Ofqual follows for production of statistical releases

Feedback

We welcome your feedback on our publications. Should you have any comments on this statistical release and how to improve it to meet your needs please contact us at data.analytics@ofqual.gov.uk.



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