

# Annual Statistical Digest 2006

## **National Qualifications —**

access to education

## **Workplace learning in Scotland —**

SQA provides qualifications for more than 400 employers and training providers

## **SQA —**

a world-wide education provider



# Contents

---

Foreword from John Young	2
Research and Information Services	3
Qualifications and context	4
National Units and Group Awards	6
Access Courses	8
National Qualifications – access to education	9
Standard Grade	11
National Courses	12
National Qualifications – increase in third-year learners being presented for qualifications	14
Higher National and Scottish Vocational Qualifications	17
Workplace learning in Scotland	19
SQA – a world-wide education provider	21

---

The information contained here and in the *Annual Statistical Report 2006* is available on our website ([www.sqa.org.uk](http://www.sqa.org.uk)), where the data can be downloaded as Excel spreadsheets or in PDF format. Further statistical information for the current and previous years can also be found on the website.

We welcome your views on the scope and content of the *Annual Statistical Report 2006* and *Annual Statistical Digest 2006*. You can comment by using the questionnaire on our website ([www.sqa.org.uk](http://www.sqa.org.uk)), or by writing to: SQA, Research and Information Services, Ironmills Road, Dalkeith, EH22 1LE.

# Foreword from John Young

Director of Qualifications, SQA



It gives me great pleasure to introduce SQA's fifth Annual Statistical Digest. The Digest allows SQA to point out emerging trends and patterns in uptake and attainment across the range of our qualifications in 2006.

The Annual Statistical Digest is the companion publication to SQA's Annual Statistical Report where we detail the final entries and results for all of our qualifications.

I would like to take this opportunity to congratulate all of SQA's students on their hard work and achievements, and to wish them every success in the future. This success would, of course, not have been possible without all those who have supported learners in Scotland and elsewhere. We recognise the commitment and service that

teachers, lecturers and all others involved in education and lifelong learning provide to our learners, and we promise to continue to work with schools, colleges and training providers to provide the best possible support for our learners.

Details of what SQA is doing to support students and those working with them can be found either on our website at [www.sqa.org.uk](http://www.sqa.org.uk) or by subscribing to our e-zine. You can do this on the front page of the website.

I would like to finish by wishing all our students success in their educational activities, and I hope you enjoy this Digest.

A handwritten signature in black ink that reads "John Young". The signature is written in a cursive style.

John Young

# Research and Information Services

We work hard throughout the year to give the best level of service for all our customers.

Carolyn Davidson has been SQA's Business Manager for Research and Information Services for the past four years. Here she explains why we produce the Annual Statistical Report and this Digest, and gives you a brief overview of what SQA's Research and Information Services team does.

The aim of Research and Information Services (RIS) is to provide the information and intelligence SQA needs to fulfil its commitment to evidence-based policy development. The main way we do this is by providing data, research, briefings and critical analysis. We are equipped with the knowledge and skills necessary to ensure the efficient delivery of these services.

The Annual Statistical Report and this Digest provide SQA with an opportunity to share with the world the achievement of all the learners who embark on and achieve SQA qualifications. A great deal of effort goes into the production of these publications, and the statisticians and researchers within RIS work extremely hard to deliver a quality document. It is a real team effort, and it is a piece of work that I am particularly proud of.

Producing the ASR from start to finish takes approximately four months. At the same time, the RIS team also undertakes a wide range of other activities. You can find the results of this work on our website ([www.sqa.org.uk](http://www.sqa.org.uk)), including research bulletins and statistical data. In addition, we provide an *ad hoc* query service to respond to requests for information outwith our standard reporting.

We work hard throughout the year to give the best level of service for all our customers. If you have any feedback or comments, I would be most happy to hear them.



# Qualifications and context

2006 was another very successful year both for learners and SQA. In August, we sent out more certificates to learners than ever before.



The year also saw a significant increase in entries for Higher National qualifications, as a result of our successful efforts in the Chinese educational market – more details of this are given later in the Digest. There were also rises in entries in National Units, Standard Grades, National Courses, Scottish Progression Awards and Professional Development Awards. It was particularly pleasing to note that the proportion of successful learners remained at similar levels to previous years, even with the increase in the overall number of learners.

In the past year, there have been a number of developments across

education and lifelong learning which are likely to have a significant impact on the future direction of SQA's qualifications, and on the numbers of learners taking them. While the exact effect of these changes is not yet apparent, it is important that we are aware of the changing world in which we operate.

In the area of skills policy, most importantly, the Leitch Review of Skills has recently reported, with the Scottish Executive's response to Lord Leitch's recommendations anticipated later in the year. As well as potentially having a significant impact on the content of vocational qualifications through a marked

increase in employers' influence, if Leitch's recommendations are put into effect, there may also be an increase in demand for such qualifications.

A number of Sector Skills Agreements between employers, agencies and Government have been published. These outline the skills situations faced by various sectors of the economy, and the actions required. More detailed Sector Qualifications Strategies are also being produced, outlining the changes to qualifications that will be required.

Although the population of Scotland has not fallen as was expected (a result of increased immigration),



demographic change is still likely to impact on us in the near future. The number of young people in secondary schools is expected to fall by almost 16% over the next ten years, and this in turn will lead to a fall in the number of people of working age. This is likely to result in changes to the patterns of entries for SQA qualifications, as more people retrain, and remain in the workforce for longer.

In the school sector, the Scottish Executive is continuing to work to create a curriculum which will best meet the needs of every young person through the Curriculum for Excellence initiative. The changes to

the content of the curriculum will have a substantial impact on the future of school qualifications. The first change is the introduction of new Skills for Work Courses for 14-16 year olds, with the first students who participated in the pilot programme successfully completing their qualifications this year.

The UK Government has pushed on with its plans for the creation of vocational diplomas for 14-19 year olds in England. Much of the technical work required for these new qualifications is underway, and we await developments with interest.

We have also been working hard to develop more ways of using computers in assessment. In 2006, students in Biotechnology sat exams online, and this process will be expanded to other subjects in the years to come. We are investigating a variety of ways of using technology to enhance students' learning experience, and to develop assessment and marking procedures, including allowing students to access their results online.

# National Units and Group Awards

National Units are qualifications which can be taken in schools, colleges and other training centres. Most National Units are designed to take 40 hours of teaching time to complete, and students are expected to do some additional work on their own. You achieve a Unit by passing an assessment – coursework, tests, or practical work – which is marked by the teacher, lecturer or trainer. The marking is checked by SQA.

National Units can be taken as individual qualifications or can be built up into National Courses and Group Awards. National Units are available at a variety of levels – from Access 1 at SCQF Level 1, to Advanced Higher at SCQF Level 7.

## About Group Awards

National Certificate Group Awards (NCGAs) are taken mainly in FE colleges. They are designed to meet the needs of specific employment sectors.

Scottish Group Awards (SGAs) are made up of National Courses and National Units. A specified Core Skills Profile also has to be achieved.

Scottish Progression Awards (SPAs) are made up of SVQ Units, National Units, or HN Units.

The entries for NCGAs and SGAs are decreasing, as they will soon be replaced by new National Certificates. Similarly, new National Progression Awards will replace SPAs.

**Table 1: Entries and awards for National Units and high uptake Group Awards, 2005 and 2006**

	Entries		Awards	
	2005	2006	2005	2006
National Units	1,721,338	1,805,107	1,317,631	1,392,585
National Certificate Group Awards (NCGA)	2,894	3,213	1,222	1,921
Scottish Group Awards (SGA)	2,669	2,008	1,336	1,217
Scottish Progression Awards (SPA)	5,150	5,809	2,399	3,382



### National Units

Entries and awards have increased by 5% and 6% respectively this year.

On average, students entered for 7.4 National Units in 2006. The average number of Units entered by school students is higher than the number entered by college students (8.4 and 5.9 Units per student respectively).

The most popular National Units were in Mathematics, English, Work Experience, and Information Technology.

### NCGAs

In 2006 the number of NCGA entries rose by 11% and the number of awards by 57%.

There were considerably more entries from male students (70%) than females (30%). However, the proportion of entries from male students has dropped markedly, from 90% in 2005. The number of entries from females in 2006 was more than four times the figure in 2005.

The most popular NCGA was in Early Education and Childcare (Higher) with 707 entries, 22% of the total entries. The NCGA Early Education and Childcare was introduced in 2005.

### SGAs

SGA entries and awards continued to fall, by 25% and 9% respectively in 2006. The most popular SGA was in Care (Intermediate 2) with 332 entries.

### SPAs

There were more entries and awards for SPAs in 2006, increasing by 13% and 41%, respectively.

Of SPA entries, 54% come from students aged under 20, with a further 35% of entries from students aged over 30.

The two levels of PC Passport are the most popular SPAs, with 1,549 entries for the Beginner Course (Intermediate 1) and 1,364 for Intermediate (Intermediate 2).

There's more information on National Units and Group Awards in the *Annual Statistical Report 2006*, tables NU 1-6 and GA 1-6.



# Access Courses

## What are Access Courses?

Access Courses are groups of three related National Units built up by students, which together form a coherent package. Learning at all Access levels is assessed by the school or college – it does not involve sitting an exam. Assessments, however, are quality assured by SQA.

Access Courses are available at two levels: Access 2 at SCQF Level 2, and Access 3 at SCQF Level 3.



**Table 2: Entries and awards for Access Courses, 2005 and 2006**

	Entries		Awards	
	2005	2006	2005	2006
Access 2	2,138	2,196	1,622	1,474
Access 3	15,820	19,444	11,945	15,857

## Access 2

Entries rose by 3% in 2006, but the number of awards fell by 9%. Mathematics and English continued to be the most popular Courses, although there was also a considerable increase in entries for Drama. Of Access 2 entries, 77% came from students aged 15 and under.

## Access 3

Entries and awards continued to increase; by 24% and 33% respectively. The subjects with greatest growth in entries were Computing and Art & Design. As with Access 2, 58% of all entries for Access 3 Courses were from male students.

There's more information on Access Courses in the *Annual Statistical Report 2006*, tables AC1-8.

# National Qualifications — access to education

---

Courses at Access level are becoming increasingly popular. Offering qualifications at levels not available before 2000, and with the option to obtain a Course based solely on internally-assessed Units, Access Courses have extended the Standard Grade commitment of ‘Attainment for All’.

Before the introduction of National Qualifications, most young people did Standard Grades in fourth year (S4), and then went on to do Highers and CSYS qualifications if appropriate. When National Qualifications were implemented in 2000, they were designed to provide qualifications which met the needs of all of Scotland’s learners. Part of this development was the introduction of Access Courses available at SCQF

Levels 2 and 3. These Courses consist of three National Units, and differ from other National Courses in having no external assessment. Instead, Units are awarded on the basis of the evidence of achieving Unit Outcomes. The school or college assesses these Units.

Access 2 Courses provide qualifications at a level where qualifications were not available in

the previous qualification structure. This extends attainment options and opens up opportunities for learners at all ability levels. Access 3 Courses, which are at an equivalent SCQF level to Standard Grade Foundation, give learners the chance to complete a Course without an examination element, and provide an appropriate progression route for learners who have successfully completed Access 2 Courses.

# National Qualifications – access to education

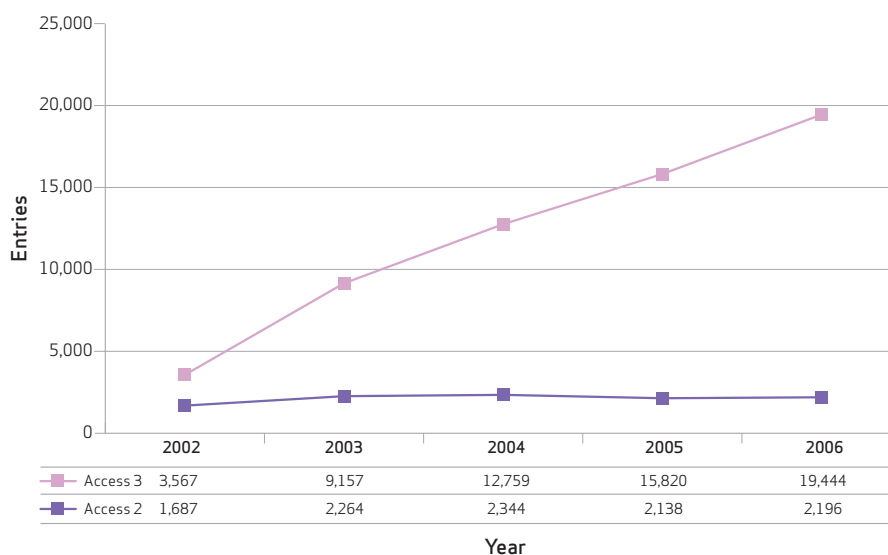
There has been growth in the number of learners taking both levels of Access Courses since 2002. As Figure 1 shows, most of this growth has taken place at the Access 3

Course level, which is continuing to attract a wider group of learners.

Access 3 Courses are primarily taken by school students, but they do have

a small number of entries from colleges. The most popular Course entered by college students in 2006 was Access 3 Mathematics, making up 30% of all FE student entries.

**Figure 1: Trend in entries in Access Courses**

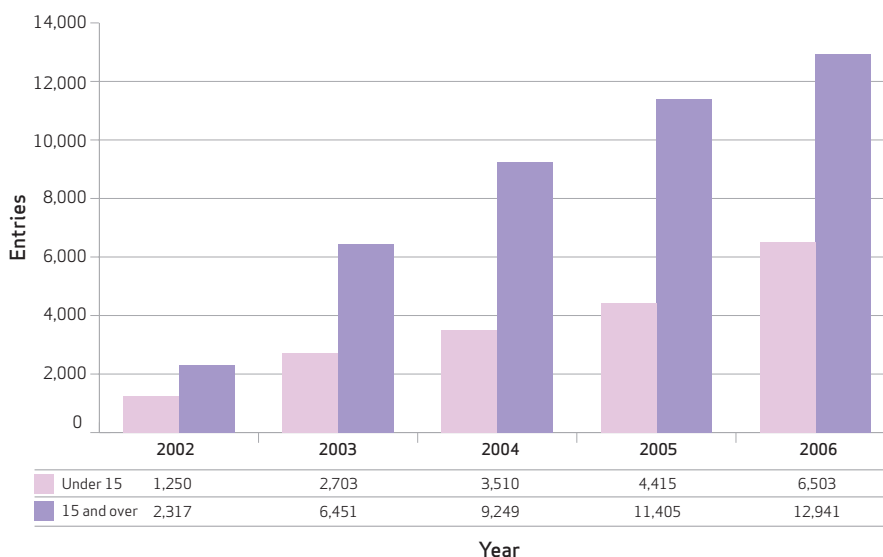


As well as attracting non-school students, Access 3 has also increased in popularity across the full age range of school students. Figure 2 shows that not only have there been increases in entries from students aged 15 and older, but

there has also been a significant increase in entries from students aged 14 and younger. The rate of increase of entries across both groups is very similar when comparing the situation in 2002 with that in 2006.

The fact that the numbers of students undertaking Access Courses are increasing shows that these qualifications offer a wide range of students educational opportunities that were not available in the past.

**Figure 2: Access 3 Course entries by age**



# Standard Grade

Standard Grades are generally taken over two years of study in third and fourth year at secondary school, although recent years have seen increasing entries from third-year students. Standard Grades are made up of parts called Elements, and usually have an exam at the end. They are available at three different levels: Credit at SCQF Level 5, General at SCQF Level 4, and Foundation at SCQF Level 3.

**Table 3:** Entries and number of students entered for Standard Grade, 2005 and 2006

	Entries		Awards	
	2005	2006	2005	2006
Standard Grade*	411,181	415,874	62,622	66,365

\* Entries exclude the Writing option of Gaelic (Learners).

Although we have seen a downward trend in the past, the number of entries for Standard Grade rose in 2006 for the first time since 2001, increasing by 1%. This rise can be explained by the fact that the total number of students in S4 was larger than in previous years, and 98% of all Standard Grade entries were from this year group.

On average, students entered for 6.3 Standard Grades in 2006, down from 6.6 in 2005, and they achieved 2.8 awards at Credit level (grades 1 or 2).

Over all subjects, female students out-performed males. This was especially true at Credit level, where almost 50% of entries from female students resulted in Credit level awards.

There's more information on Standard Grade in the *Annual Statistical Report 2006*, tables SG 1-8.



# National Courses

National Courses are the suite of qualifications which includes Intermediate 1 (SCQF Level 4), Intermediate 2 (SCQF Level 5), Higher (SCQF Level 6), and Advanced Higher (SCQF Level 7) Courses.

Intermediate 1, Intermediate 2 and Higher Courses were designed primarily for post-16 students, while Advanced Higher Courses were designed for students in the sixth year of secondary education, and for adults. Increasingly, there are more entries from younger students, with 10% of Intermediate 1 entries from third year students and 52% from fourth year students. A quarter of

Intermediate 2 entries from were from fourth-year students.

National Courses usually consist of three subject-related National Units plus a Course assessment. Course assessments can take the form of an examination, project work, folio or performance, or a combination of these.

For a Course award, students must obtain passes in all internally-assessed Units as well as attempting the Course assessment.

**Table 4: Entries and number of students entered for National Courses, 2005 and 2006**

	Entries		Awards	
	2005	2006	2005	2006
Intermediate 1	36,653	45,174	26,906	32,352
Intermediate 2	87,100	94,568	46,233	49,627
Higher	164,142	159,140	58,353	57,016
Advanced Higher	17,146	18,264	11,021	11,490

### Intermediate 1

There were 45,174 entries at Intermediate 1 in 2006, a 23% increase on 2005. Three new Skills for Work Courses were introduced in 2006 – Construction Crafts, Early Education and Childcare, and Sport and Recreation.

The largest rises in entries for subjects with over 100 entries were seen in German (up by 63%), Care (up 60%) and Physical Education (up 54%).

Although Course entries come mainly from students in fourth year (52%) and fifth year (31%), the proportion of entries for third year has continued to grow, reaching 10% in 2006.

The overall pass rate has increased by three percentage points to 72% and the gap between pass rates for male and female students has narrowed to four percentage points.

### Intermediate 2

Entries for Intermediate 2 Courses continued to grow, rising by 8% in 2006. There was one new Skills for Work Course – Early Education and Childcare.

There were more entries from younger students in 2006; with 30% of all entries being from students aged 15, 44% from students aged 16, and 15% from students aged 17.

The overall pass rate for all Intermediate 2 subjects was 74%, a decrease of two percentage points on the previous year. For fourth year students, the pass rate was 87%.

### Higher

Entries at Higher level have fallen steadily since 2003. There was a further decrease of 3% in 2006. The largest drops in high uptake subjects



were in Information Systems (down 23%) and Administration (down 20%).

The overall pass rate remained steady at 73%, with the pass rate for Mathematics increasing by one percentage point and that for English decreasing by three percentage points.

Students entered for, on average, 2.8 Higher subjects, passing, on average, 2.0 and gaining grade A for 0.6 of them.

### Advanced Higher

Entries at Advanced Higher rose by 7% in 2006, to 18,264. The largest percentage increases in entries were in Religious, Moral and Philosophical Studies (up by 24%), Music (up 18%), and Graphic Communication (up 17%).

The three most popular subjects at Advanced Higher were Mathematics, Chemistry, and Biology.

The pass rate across all subjects was 76%. For subjects with over 100 entries, pass rates ranged from 94% for Music, to 44% for Business

Management. The pass rate in English rose six percentage points to 81% whereas that in Mathematics dropped by one point to 66%.

Although the pass rate for males (74%) was considerably lower than for females (79%), the grade A attainment rates were similar at 25% and 24%.

There's more information on National Courses in the *Annual Statistical Report 2006*, tables IA 1-9, IB 1-9, NH 1-9, AH 1-9, and PR 1-4.

# National Qualifications – increase in third-year learners being presented for qualifications

In recent years, small numbers of third-year (S3) school students have become active participants in the qualifications system. When developments like this occur, it is important to be aware of the changing entry patterns and to know how these learners are performing.

Since the relaxation of 'Age and Stage' guidelines, schools have been looking at a variety of options to give young people the best possible educational opportunities. One result of this has been a small increase in S3 learners entering for Standard Grade and Intermediate level Courses. Table 5 shows the significant change in the number of learners entering these Courses.

It is clear that Standard Grade Courses remain the main qualification used by those S3 learners who enter for qualifications, with over 7,000 taking these Courses in 2006. While entry numbers for Intermediate Courses are not as high, the popularity of these Courses has increased significantly since 2002. The proportion of S3 entries for Intermediate 1 and 2 qualifications

continues to grow, and they make up a growing proportion of all entries from S3 learners. Nevertheless, it should be noted that these entries from S3 learners are only a small proportion of the Standard Grade and Intermediate total, making up 2% of entries.

**Table 5: Trend in S3 entries at Standard Grade and Intermediate levels**

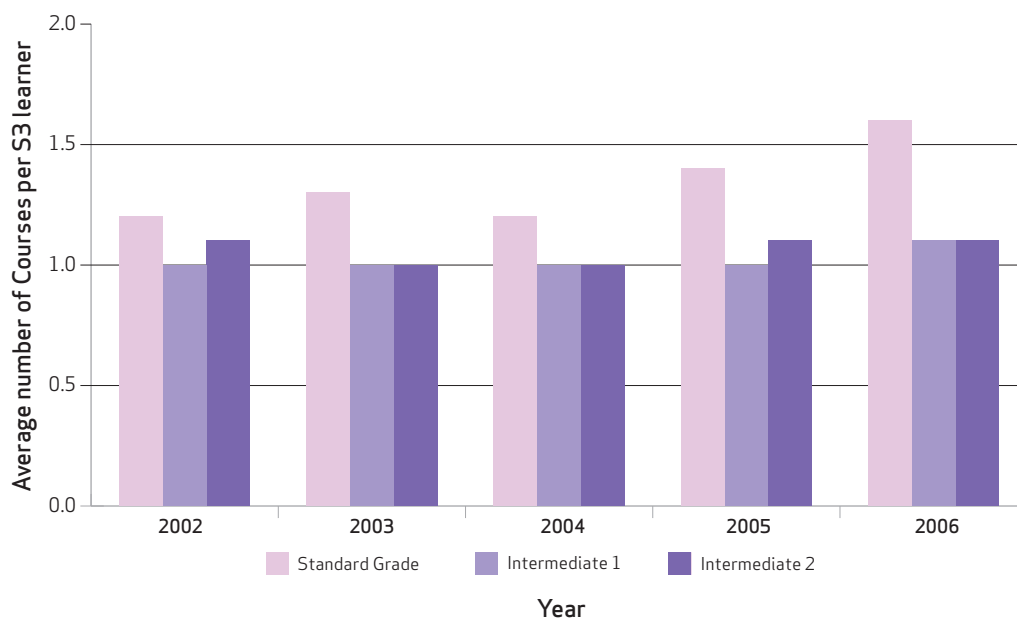
	S3 Entries				
	2002	2003	2004	2005	2006
Standard Grade	1,144	1,701	2,221	4,113	7,296
Intermediate 1	328	139	597	2,216	4,300
Intermediate 2	57	159	162	497	1,081
<b>Totals</b>	<b>1,529</b>	<b>1,999</b>	<b>2,980</b>	<b>6,826</b>	<b>12,677</b>

From Figure 3 it can be seen that at both Intermediate 1 and 2 the average number of Courses taken by S3 learners has stayed broadly constant between 2002 and 2006. The increases in entries at these levels are, therefore, caused by more learners entering for these Courses.

At Standard Grade, however, the average number of Courses taken per S3 learner has increased from 1.2 in 2002 to 1.6 in 2006. This implies that the increased number of Standard Grade S3 entries is due to a mixture of more S3 learners taking Standard Grade Courses and S3

learners entering for more Courses than in previous years. It should be noted, however, that only 10% of S3 learners sat more than two Standard Grades in 2006, substantially lower than the overall Standard Grade population, 90% of whom sat more than two Standard Grades.

**Figure 3: Trend in the average number of Courses taken by S3 learners by qualification**





# National Qualifications —

## increase in third-year learners being presented for qualifications

Figure 4 shows how S3 learners do in Standard Grade Courses compared to the overall population. Since 2002, S3 performance has improved across all three Standard Grade levels. Since 2004, there has been no significant difference between S3 performance and overall performance

at Credit level (Grades 1 and 2). However, there was still a distinct performance gap in the numbers of S3 learners achieving Credit and General levels (Grades 1 – 4) compared to the average, although the performance of S3 learners continues to improve. The reasons

behind these changes are not totally clear, but it may be that, as the number of learners taking qualifications in S3 increases, teachers are more aware of how best to prepare them for their qualifications, resulting in improved performance.

**Figure 4:** Trend in pass rates of S3 learners and overall population at Standard Grade

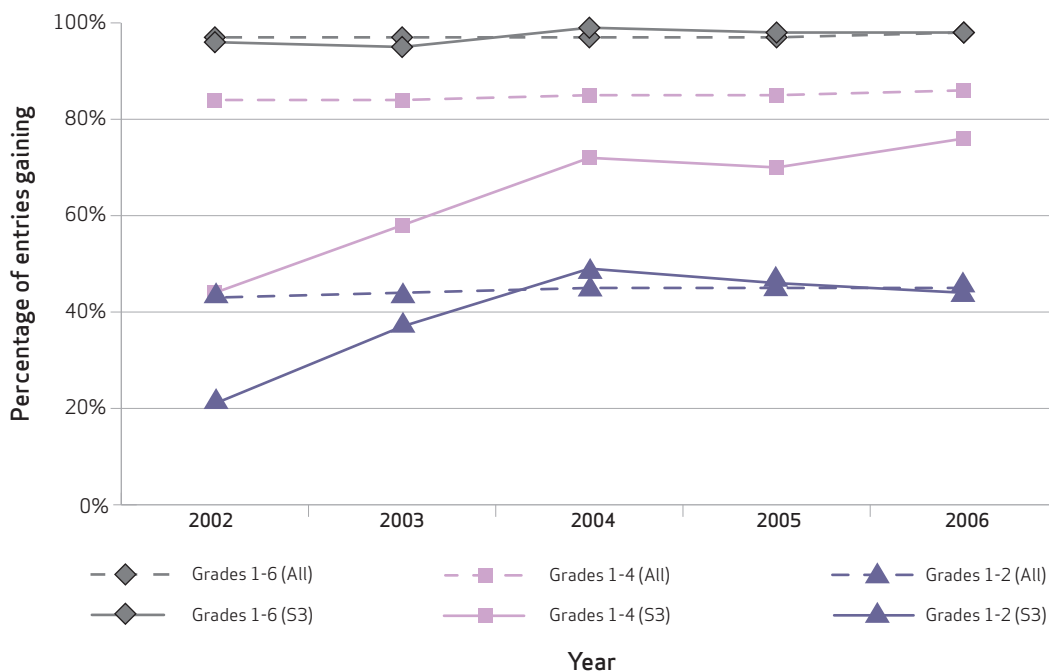


Table 6 compares the pass rates of S3 learners and of the overall population of learners at Intermediate 1 and 2 since 2002. Across the five-year period, the S3 group has had a

consistently higher pass rate than the overall population. This shows that a large proportion of these candidates have been appropriately presented. However, there was a

drop in the S3 pass rate in 2006 from 95% to a more sustainable 79%. It is likely that this drop reflects a broader range of learners entering into this qualification.

**Table 6:** Trend in pass rates of S3 learners and overall population at Intermediate 1 and 2

		2002	2003	Pass Rates		
		2002	2003	2004	2005	2006
Intermediate 1	S3	79%	83%	86%	83%	84%
	All	65%	66%	66%	69%	72%
Intermediate 2	S3	86%	96%	94%	95%	79%
	All	71%	72%	74%	76%	74%

With the recent changes in S3 entries in Standard Grade and Intermediate Courses, it is encouraging to see that younger learners who are attempting these qualifications are adequately prepared to achieve at these levels.

# Higher National and Scottish Vocational Qualifications

Higher National (HN) Units are the building blocks of Higher National Certificates (HNCs) and Higher National Diplomas (HNDs), although they are also qualifications in their own right. HN Units are available at various SCQF Levels, but are normally between SCQF Levels 6 and 9.

HNCs and HNDs provide the skills and knowledge that people need in jobs at middle management and technician levels, covering a huge range of occupations. HNCs are at SCQF Level 7, and HNDs are at SCQF Level 8. Many HNDs allow the holder entry to the second or third year of degree courses.

## About Professional Development Awards

Professional Development Awards (PDAs) are qualifications for people who are already in a career or vocation and who wish to gain recognition for, or extend, their skills. People often take a PDA after completing a degree or vocational qualification. PDAs are available at SCQF Levels 6–12, and can be taken at a learner's workplace or at college. Workplace Professional Development Awards consist wholly or mainly of Workplace-Assessed Units.



# Higher National and Scottish Vocational Qualifications

Scottish Vocational Qualifications (SVQs) are based on job competence, and recognise the skills and knowledge people need in employment. There are SVQs in most occupations, and they are available for all levels of jobs. SVQs are primarily delivered to students in full-time employment in their workplace.

**Table 7: Entries and awards for Higher National and Scottish Vocational Qualifications, 2005 and 2006**

	Entries		Awards	
	2005	2006	2005	2006
Higher National Units	372,283	437,076	298,792	323,519
Higher National Certificates	19,496	18,524	10,397	11,852
Higher National Diplomas	11,503	14,109	5,776	6,931
Professional Development Awards	2,959	3,044	1,622	2,075
Scottish Vocational Qualifications (awarded by SQA)	47,149	44,801	25,966	28,942
Workplace Professional Development Awards	6,733	7,124	5,061	6,037

## HN Units

HN Unit entries and awards rose by 17% and 8%, respectively, in 2006.

On average, students entered for 8.3 Units. This is one Unit more than in 2005.

## HNCs

HNC entries in 2006 decreased by 5%, from 19,496 in 2005. However, awards increased by 14%, from 10,397 in 2005.

Female students made up 56% of all HNC entries and gained 60% of HNC awards.

## HNDs

HND entries increased by 2,606 (23%) in 2006. The number of awards also rose by 1,155 (20%).

The largest number of entries by age and gender came from male students aged under 20 (23%). Students in their 20s gained the highest percentage of awards, with little difference between the sexes.

## PDA

There was a small increase in PDA entries of 3%. Awards, however, rose considerably – by 28%.

## SVQs (awarded by SQA)

The number of SVQ entries fell by 5% in 2006 but awards rose by 11%. Of all SVQ entries, 45% (46% of awards) were at level 2, with a further 45% of entries (44% of awards) at level 3.

Levels 1, 2 and 3 SVQ entries came mainly from students aged under 30 (over 60% of all students at each level). On the other hand, approximately 90% of all students taking SVQs at levels 4 or 5 were from the over-30s age group.

## Workplace PDAs

Entries and awards in Workplace-Assessed PDAs in 2006 rose by 6% and 19% respectively.

There's more information on all of these qualifications in the *Annual Statistical Report 2006*, tables HN1-HN18, and tables VQ1-VQ9.

# Workplace learning in Scotland

SQA provides qualifications for more than 400 employers and training providers who offer a wide range of work-based qualifications.

When people think of learners undertaking SQA qualifications, they often think of school and college students. It is often forgotten that a significant part of SQA's business comes from workplace qualifications, provided by Employers and Training Providers (or ETPs).

ETPs can include dedicated training providers, private companies (both big and small) as well as local authorities and other public bodies. ETPs predominantly provide work-based qualifications, which meet the needs of Scotland's employees and businesses.

Although ETPs are an essential part of SQA's business, they are frequently much less visible than schools and colleges. SQA has, therefore, decided to rectify this imbalance in 2007-08 with the Engaging with Employers and Training Providers initiative. This will help us better meet the needs of the sector, and we will be working closely with our ETP partners to further improve the service that we offer to them. Another aim is to raise awareness of the substantial contribution that this sector makes to education and lifelong learning in Scotland.

In total, SQA currently has well over 400 active employers or training providers who enter learners for SQA qualifications. The table below shows the type of qualifications that ETPs enter learners for. As you can see, the vast majority of entries from ETPs are for SVQs, with almost all of the remainder being for Professional Development Awards (PDAs) and Scottish Progression Awards (SPAs).

**Table 8: Entries from ETP centres 2005-06**

Qualification Type	Entries
Customised Awards	580
Higher National Certificates/Diplomas	95
National Certificate Group Awards	64
National Courses	18
Professional Development Awards	4,422
Scottish Progression Awards	1,520
Scottish Vocational Qualifications	24,811

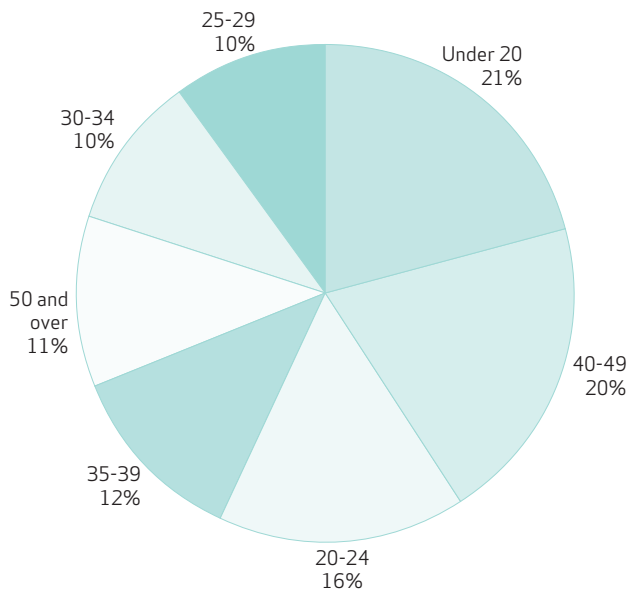
ETPs vary substantially in the number of learners that they enter. Around 30 ETPs entered more than half of the total entries in 2005-06; others only entered a single learner.

Of the ten most popular qualifications in the ETP sector, eight were SVQs, with one SPA and one PDA. There is a wide range in the top ten, including one or more in each of the Health and Social Care, Management, Business and Administration, Construction, and Customer Service sectors.

# Workplace learning in Scotland

Figures 5 and 6 show the age and gender of learners studying through ETPs, 2005-06.

**Figure 5: ETP learners by age**



As Figure 5 illustrates, there is a wide age range of learners from the ETP sector. It is also encouraging to note that overall there is an even split between the sexes, suggesting that ETPs are doing an effective job in attracting both male and female learners.

**Table 9: ETP candidates by gender**

Qualification Type	Female	Male
Customised Awards	15%	85%
Higher National Certificates/Diplomas	52%	48%
National Certificate Group Awards	2%	98%
National Courses	67%	33%
Professional Development Awards	16%	84%
Scottish Progression Awards	25%	75%
Scottish Vocational Qualifications	59%	41%
Overall	50%	50%

# SQA – a world-wide education provider

SQA's entry into the Chinese market has proved to be a success. HND entries from China passed 2,500 in 2006, making up over one-sixth of all entries for the qualifications.

In recent years, SQA has worked closely with the People's Republic of China to help modernise its education system. As part of a government strategy to educate more students to Masters degree level, Chinese students undertake an HND in a Chinese university, before having the option to complete an Honours degree, and then potentially a Masters degree, at a British university.

Entries have risen rapidly, from 96 in 2004-05 to 2,509 in 2005-06. These entries now make up 17.8% of our total entries for Higher National Diplomas. The first successful students are also starting to come through, with 46 awards being made in 2004-05, and 555 in 2005-06. So far, 18 different institutions, in many different parts of China, have entered students for HNDs.

The table shows the most popular HNDs in China. Eight different diplomas have received at least 200 entries, with a large majority of these being in business-related areas. There are also, however, increasing numbers of entries across a wider range of subjects. 2005-06 saw the first students being entered for subjects such as Travel & Tourism, Hospitality Management, and Electronic Engineering.

**Table 10: HNDs with over 200 entries in China, 2005-06**

HND Course	Entries
Global Trade and Business	719
Financial Services	424
Business with Human Resource Management	390
Business with Marketing	341
Business	284
Computing: Software Development	258
Supply Chain Management – Non Manufacturing	228
Business with Accounting	224

The HND in China is offered as the second and third years of a five-year programme. Of those who have completed the first three years of this programme, over 90% successfully completed their HND. Of the successful students, 60% have gone on to secure places at English-speaking universities, 20% have gone on to Chinese universities (often in overseas-accredited degree programmes), and the final 20% have moved directly into the Chinese workforce.

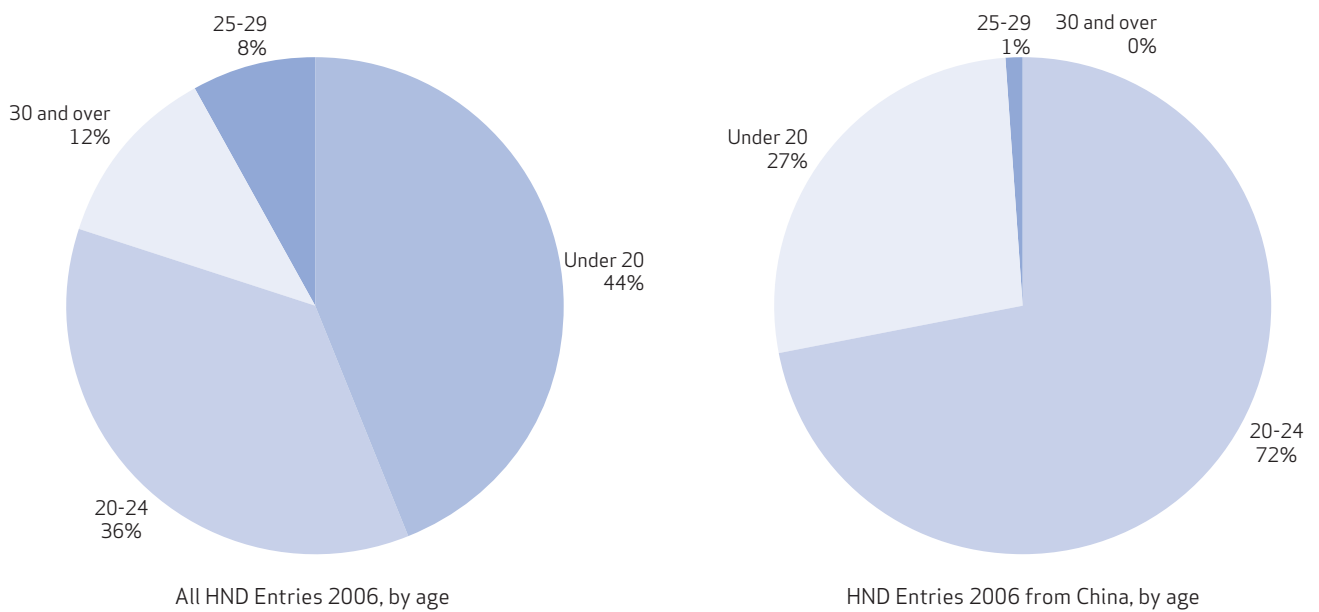
# SQA – a world-wide education provider

Of the entries from Chinese institutions in the past two years, 51% came from male students. This compares to the overall figure of

54% of HND entries from male students. When we look at the age of students, we find that more Chinese students fall into the 20-24 age

group than is the case for all HND entries, as you can see in the chart below.

Figure 6: HND entries by age – overall and China



The information contained here and in the *Annual Statistical Report 2006* is available on our website ([www.sqa.org.uk](http://www.sqa.org.uk)), where the data can be downloaded as Excel spreadsheets or in PDF format. Further statistical information for the current and previous years can also be found on the website.

We welcome your views on the scope and content of the *Annual Statistical Report 2006* and *Annual Statistical Digest 2006*. You can comment by using the questionnaire on our website ([www.sqa.org.uk](http://www.sqa.org.uk)), or by writing to: SQA, Research and Information Services, Ironmills Road, Dalkeith, EH22 1LE.



Customer Contact Centre

T: 0845 279 1000 E: [customer@sqa.org.uk](mailto:customer@sqa.org.uk) W: [www.sqa.org.uk](http://www.sqa.org.uk)

AE3614

June 2007