



ASSOCIATION
OF COLLEGES

Defunding Position Paper

Association of Colleges

July 2022

Foreword

The ambition to have a highly respected, well understood set of technical qualifications in England is a good one and at AoC we have supported the Government's implementation of reforms to achieve that. To achieve it, though, will take time, perhaps a decade or more and for politicians that is always challenging, given the political cycle is so much shorter.

The announcement of the first 160 existing qualifications for which funding will be removed has heightened our concerns about the speed of these reforms. This paper analyses in detail which qualifications and the numbers of students currently studying for them. The data available to us is not complete, of course, because we cannot see what the progression routes and outcomes are for students who have been studying these in previous years. That would appear to be a glaring gap, given that T Levels have a very clear focus on progression to jobs and further technical learning.

Above all else, the decision to cease funding for qualifications which are deemed to overlap with the new T Levels is risky and based on a presumption that the T Levels will 'be a success'. We remain unconvinced that the T Levels will be accessible to all of the students ready to do a Level 3, particularly in their early years – they are big qualifications, with a high degree of written assessments and the work placements will not be available everywhere in the country. To cut off any alternative so quickly looks reckless and will most likely result in fewer young people achieving at Level 3 by the end of their formal, full-time education. We would like to see an impact assessment on this risk, because it could hold back thousands of young people and a disproportionate number from deprived communities, BAME backgrounds and those with disabilities as DfE's own overall impact assessment forecast.

We remain supportive of the introduction of T Levels, but want to see a more considered, more iterative approach. We believe T Levels have the potential to be a long-term success, if introduced in the right way, but it will take time and careful consideration of the impacts.

I sincerely hope that this paper supports a wider debate about how we ensure that every young person has the motivating, stretching and constructive education they deserve. We need more young people to reach Level 3 by 19 and our fear is that these reforms might, instead, result in fewer. That should worry us all and lead to more collaborative work to reduce the likelihood of that risk materialising.

David Hughes
Chief Executive, AoC

Qualification Reform – Defunding of Level 3 qualifications

The government reform of technical qualifications is part of its plan to encourage more young people and adults to embark upon careers in technical employment and to drive economic growth by improving the skills pipeline.

The case for these reforms was made in the [2016 Skills Plan](#) which introduced the concept of T Levels and which foresaw two main paths for young people out of education into adult life: an academic path and a technical path. Following consultation and more development, one significant consequence of these plans is classification of qualifications for 16 to 19-year-olds into three groups:

- A Levels and some 'alternative' qualifications in subjects where there is no T Level but which lead to Higher Education such as Sport and Performing Arts
- Technical – T Levels and Apprenticeships alongside yet to be defined technical 'alternative' qualifications
- Qualifications at Level 2 and below will in the main serve to feed A Levels and T Levels or lead directly into employment and apprenticeships.

This is a major change from the current qualification landscape which allows for a wider mix of smaller qualifications from across the 'academic' and vocational landscape and for more general qualifications such as in Health & Social Care and Business (which currently enrol large numbers of students).

This paper focuses on reform at Level 3 specifically, but we are keen to ensure that this is viewed within the wider context of all levels of study for 16 to 18-year-olds as well as adults. The reform of Level 3 qualifications in England takes place alongside:

- planned reforms of Level 2 qualifications and below;
- the scheduled replacement of existing Level 4 and 5 qualifications by new Higher Technical Qualifications (HTQs);
- the Skills reform programme which includes the promise of streamlined funding and accountability arrangements and new Local Skills Improvement Plans;
- A raft of new funding pots for adults including the National Skills Fund (Level 3 and Bootcamps), Multiply (numeracy) and the Lifelong Loan Entitlement (Level 4 and above).

Nor should it be seen in isolation from the pre 16 landscape, at key stage 4, in which young people are focused almost solely on a mix of GCSEs with often little or no experience or learning in the technical subjects which the T Levels cover.

1. Level 3 reform process

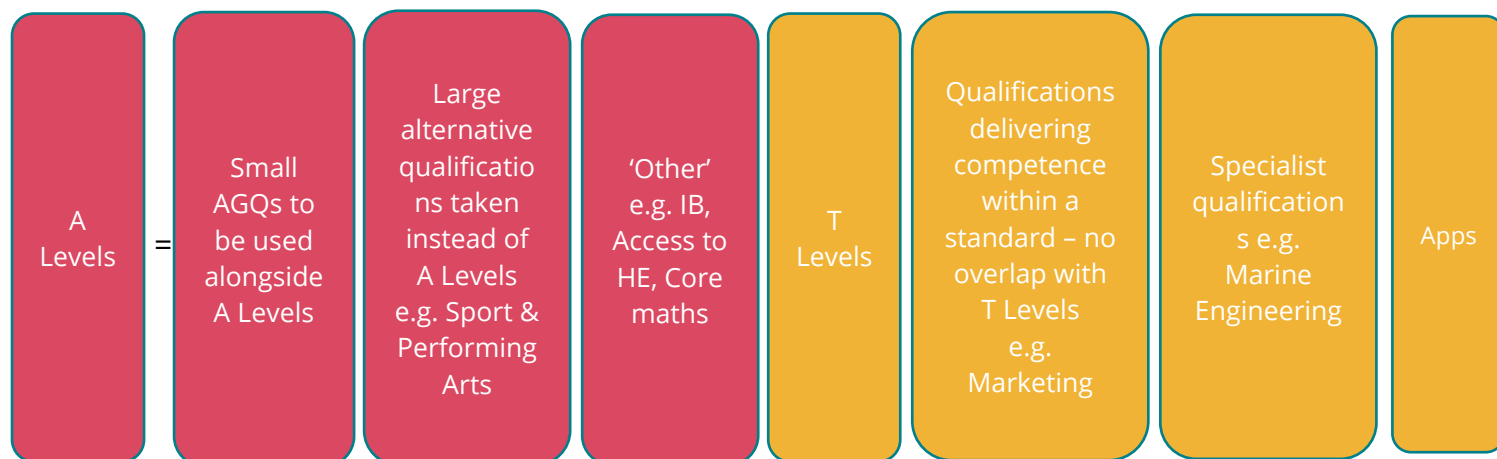
The Government is reforming technical qualifications at all levels from entry to Level 4/5. This paper focuses on reform of Level 3 vocational technical qualifications. From the mid to late 2020s the Level 3 qualification landscape for 16 to 18-year-olds will focus on A Levels, T Levels and Apprenticeships. There will be 'other' qualifications alongside A Levels and T Levels where there are gaps in provision. These qualifications could be new or recycled qualifications which meet DfE, IfATE and Ofqual criteria.

Level 3 landscape 2025 and beyond

Academic 16 to 19 and 19+

Technical 16 to 19

19+: Adults will have access to a broader range of qualifications including in T Level subjects



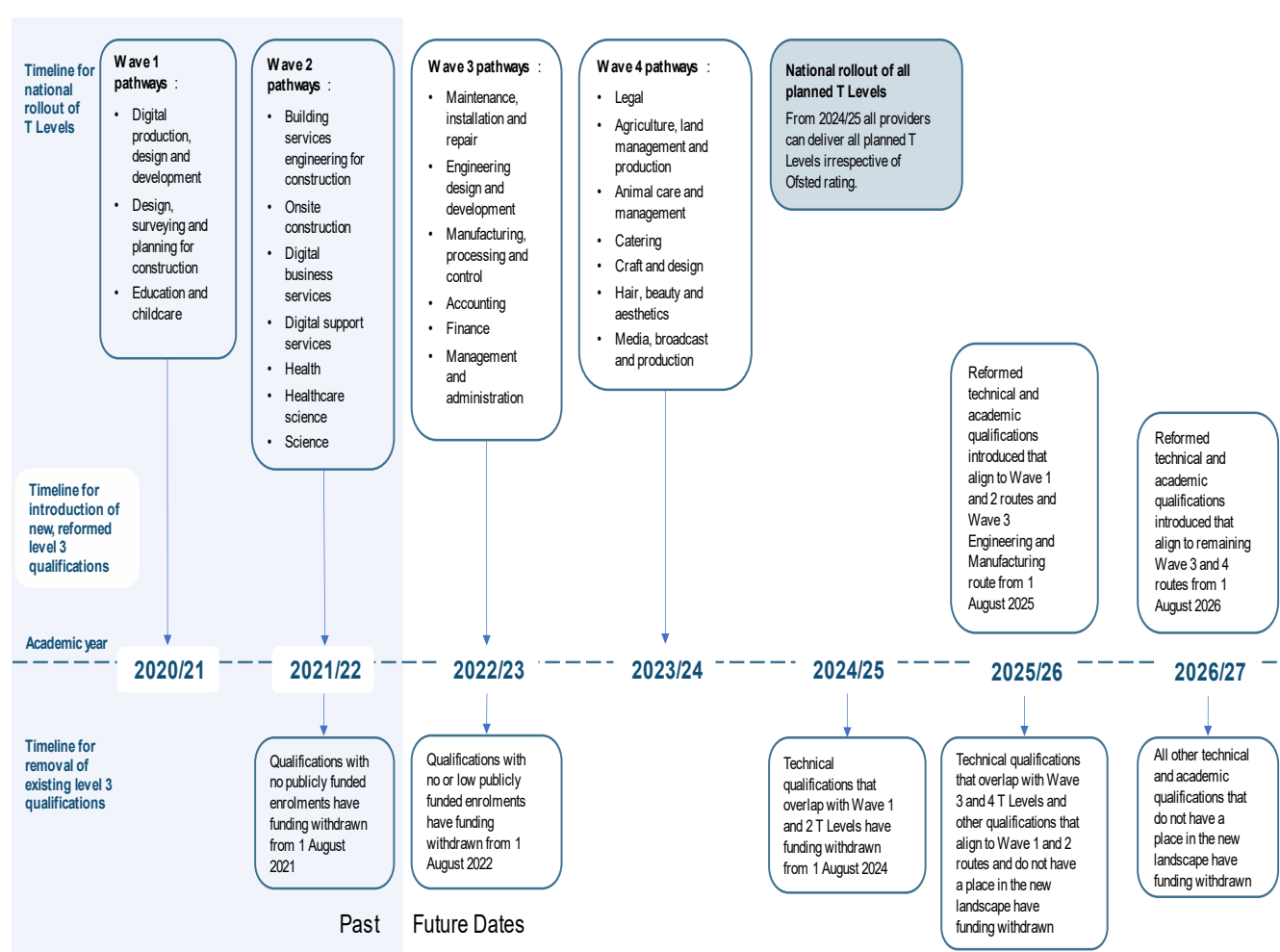
The process of laying the foundation for this new qualification landscape involves a **staged process** over several years

1. Withdrawal of funding from qualifications that have low or no enrolments. Qualifications with no enrolments have already had funding approval withdrawn; those with low enrolments will do so on 1 August 2022.
2. Technical qualifications that overlap with T Levels will have funding approval withdrawn for 16 to 19-year-olds:
 - August 2024 for qualifications for which overlap with wave 1 and 2 T Levels: Construction; Health & Science; Digital; Education Childcare
 - August 2025 for qualifications which overlap with Wave 3 and 4 T Levels: Engineering & Manufacturing, Legal, Accounting & Finance; Creative & Design; Business and Administration; Hospitality and Catering; Agriculture, Environmental and Animal Care; Hair & Beauty

3. New criteria for academic and technical qualifications will be introduced that will need to be met in order for qualifications to be approved for funding in future:
 - Academic qualifications will need to meet new criteria set by DfE and reviewed by Ofqual.
 - Technical qualifications will need to be approved against new criteria set by IfATE and reviewed by Ofqual.

New/recycled academic and technical qualifications will be introduced in August 2025 for wave 1 and 2 T Levels and Engineering/manufacturing and in August 2026 for all other T Level routes.

Level 3 Timeline for reform



We are now at stage 2. Wednesday 11 May saw the publication of the list of qualifications proposed for defunding as they overlap with wave 1 and 2 T Levels (qualifications which are technical, outcomes cover the same standards and provide entry to the same occupations as a T Level). Awarding organisations have until 8 July to appeal.

A final list will be confirmed in September 2022. The same process will apply for qualifications which overlap with wave 3 and 4 T Levels. **All** other qualifications which are not on the defunding list will then need to be approved by IfATE (technical) or DfE (academic). Under current [guidance](#) all qualifications which will be funded in the new Level 3 landscape will be confirmed and be being delivered by September 2026.

Adults

Adults will be able to access the same 'academic' qualifications as 16 to 18-year-olds. In the technical space qualifications which overlap with T Levels are not defunded in 2024 and 2025 but will still need to go through the third stage review process.

2. Impact of defunding and T Levels as the qualifications of choice on students and colleges

The defunding list contains 160 qualifications across the four routes. 69 of these qualifications are in construction, the others are 36 In Education Childcare, 22 in Digital and 33 in Health and Social Care. DfE's impact assessment counts 66,000 enrolments on the qualifications to be defunded in 2024. Individual learner record data shared by colleges with RCU via the MIDES services shows that there are 52,920 college enrolments on these qualifications in the 2021-2 academic year of whom 44,796 are aged 16-18. The difference between this and DfE's figure is that RCU data is more up-to-date and only covers colleges.

Profile of students impacted:

- 16 to 18-year-old students on study programmes in these sectors: 44,796* (85% of total)
- Adult students: 966
- Apprenticeship trainees: 1,310
- Others (non-ESFA funded or Adv. Learner Loan funded): 5,848 *98% of these have a defunded qualification as their main ('core') aim. Further details can be found in appendix 1.

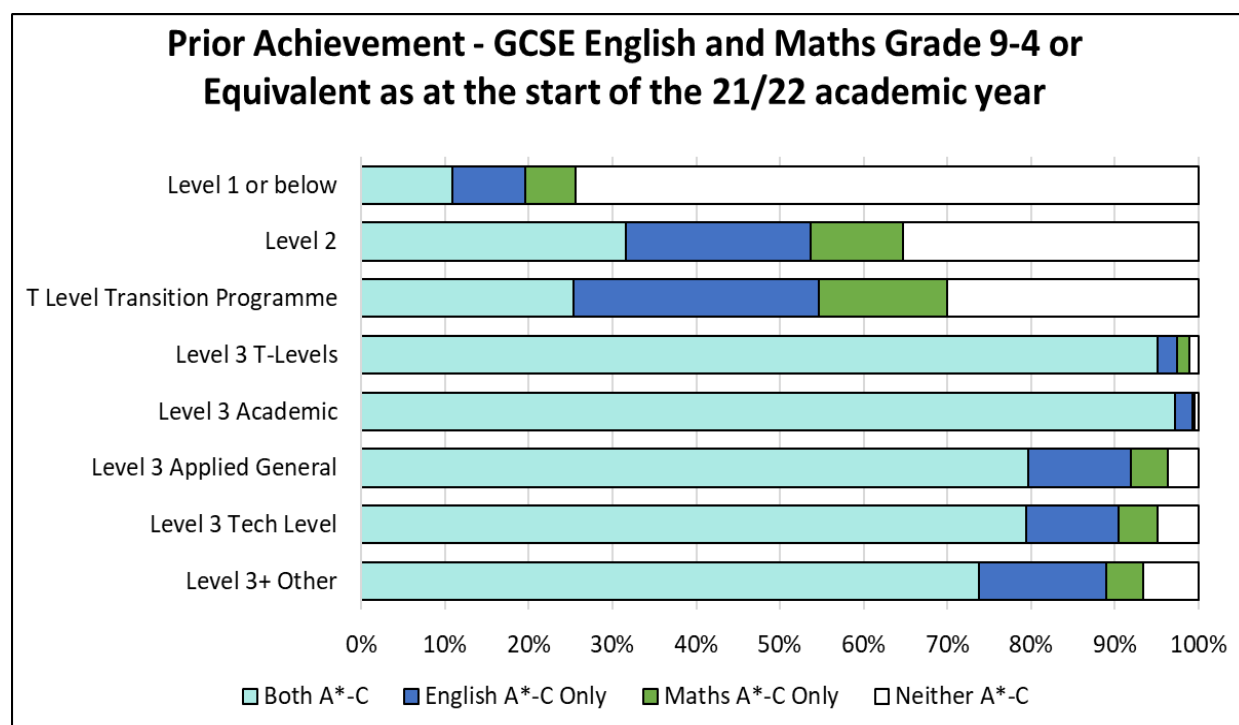
AoC welcomes the focus on encouraging more students to engage in technical education to meet the country's skills needs. However, the change process raises a number of challenges regarding the defunding of qualifications in general and the 2024 qualifications in particular.

i. T Level accessibility:

Grade profiles at 16 have increased significantly over the past two years due to changes in awarding as a result of the pandemic. Pre-pandemic MIDES data indicated that nearly 50% of students started Level 3 vocational technical programmes at 17. This suggests that they had studied at Level 2 in their first post-16 funded year. The majority of

students who are not ready to access Level 3 - especially the larger and more rigorous T Levels - are those who have not achieved English and maths.

College MIDES data indicates that 22% or just over 61,000 16 to 18-year-old students on Level 3 technical and vocational qualifications (other than T Levels) in the academic year 2021/22 do not hold both GCSE English and maths on entry in comparison with 5% or just under 300 Level 3 T Level students. 25% of T Level Transition (the Level 2 preparation for T Level programme) students have both English and maths at grade 4 and above.



Pre-pandemic data indicates that year on year, in resit exams, only 20% of students achieve maths and 30% achieve English. While data also indicates that those students who resit these qualifications at 17 are more likely to achieve than their peers who are resitting again at 18 and 19, there will be many students who will not be ready to progress to a T Level as they will not achieve English and maths in the transition year.

While English and maths attainment at grade 4 or above is not a Government requirement for T Level entry, colleges are asking for this level of qualification as T Levels are both rigorous and large qualifications; taking English and maths alongside means more work for those students who will struggle the most. Many of the current T Level providers are currently running both T Level and existing vocational technical qualification groups to accommodate those who do not have the grades to progress to and achieve success on a T Level. When T Levels dominate the Level 3 technical offer what happens to those students who do not achieve English and maths during the Transition year? As one Principal summed it up:

How do we address the critical issue of not enough people leaving school able to do A or T Level? Or indeed that [English and maths] GCSEs are not the right vehicle for many students who could excel at a technical programme. It feels like one piece of the puzzle (T Levels) is having all of the attention and we are ignoring the big picture.

ii. Disadvantage:

Data shows that across England 46% of college students come from the two most disadvantaged quintiles; this will clearly vary from college to college. We are concerned that the reform process will disproportionately affect areas with the lowest socio-economic measures, poor school outcomes and therefore less chance of accessing and success at T-Level. Colleges are concerned that this process could lead to more students having NEET outcomes.

iii. 'Academic' and Technical programme – equality of opportunity

In the new landscape students on academic programmes will be able to mix and match small qualifications to make up their programme of study. This option also allows students who make a false start in the first year of their Level 3 programme to easily pick up a small qualification in their second year. This is not the case for T Levels which are large, two-year study programmes.

iv. Employer engagement in T Levels and industry placements:

If all, or the majority of, enrolments on current qualifications move to T Levels, this will require significantly more employers to engage in industry placement delivery. The average college engages with over 700 employers on work experience, professional training, placements, apprenticeships, traineeships. The July 2020 Government commissioned report [evaluation of support for industry placements](#) provides a helpful overview of the challenges. For every placement sourced 43% of providers said they were in contact with between zero and four employers; 22% with between five and nine employers; and 15% between 10 and 14 employers.

'These figures demonstrate the significant resource providers were required to mobilise in order to source their target numbers of placements'

The challenge differs between sectors too. It is easier to find placements in Catering, Education and Childcare and Hair and Beauty as opportunities exist in all towns, cities and even rural areas. Creative, Design, Engineering and Manufacturing and Digital are the most difficult. In Digital the challenge has been compounded as many digital companies and digital functions in non-digital companies have moved to remote working.

v. The move to two-year Level 3:

Many of the qualifications being defunded are run over a one-year period and build on knowledge and skills learnt on one year Level 1 and 2, eg, Carpentry and Joinery, Brickwork and Electrical and one year Level 3 in Health and Social Care.

The move to a two-year Level 3 in 2024 means that students starting Level 1 construction courses this September would have to progress to a two-year T Level in 2024. This change may mean that more students choose not to progress to Level 3 and to access work, especially in a time of a cost-of-living crisis and when 46% of students across all colleges are from the two most deprived quintiles. Many of these young people often have to support not only themselves but also contribute to their family income.

Apprenticeship opportunities will vary geographically so the ability for a progressing Level 2 learner to complete a Level 3 one-year programme that will help prepare them for an apprenticeship and/or give them access to an achievable qualification that will aid their progression is an important consideration, especially for those whose talent lies more heavily within the practical application of technical skills.

This move will impact much more on some colleges than others. Of the 121 (52%) colleges which offer Level 3 construction qualifications the range of offer varies greatly from over 1000 enrolments to fewer than 10. Nine colleges have over 400 enrolments. This change will impact greatly on their students, curriculum planning and staffing.

vi. Provision for adults and viability:

As can be seen from the data above, there are far fewer 19+ or adult enrolments on the Level 3 qualifications which are proposed for defunding. One unintended consequence of defunding these qualifications is that colleges will no longer be able to offer opportunities for young adults (19 to 24) or older adults who want to undertake a full-time Level 3 programme as colleges cannot run separate groups for small numbers of adults; it is not viable.

vii. Multiple stages of defunding and clarification of the wider landscape:

While the list of qualifications that is proposed for defunding provides some clarity, it does not mean that all 'other' qualifications are safe as they have to go through a second review by either DfE (academic) or IfATE (technical). As many of these qualifications have currently moved from QCF to RQF and been reviewed by Ofqual, the regulator, this seems both excessive and unnecessary.

viii. Engineering qualifications:

Many colleges have queried why Engineering qualifications are on the list when Engineering is a wave 3 T Level.

3. Policy asks

AoC is asking for

T Level accessibility:

Additional hours funded for the transition phase to support more students to progress to Level 3.

A swift and thorough review of English and maths qualifications to ensure they support the skills employers and students require for progression.

Employer engagement in T Levels and industry placements:

A national strategy and regional action employer boards to create a blueprint for engagement and co-ordination to increase the number of employers offering placements.

The move to two-year Level 3:

Thorough analysis of the impact of two-year Level 3 in subject areas where currently one year is more common.

Clear progression pathways to inform careers education information, advice and guidance in all routes from age 16.

Provision for adults and viability

Work with colleges to confirm how adults can be nested in 16 to 18 groups.

Multiple stages of defunding and clarification of the wider landscape

Clarify and rationalise the process for confirmation of which qualifications will be available in 2026.

Remove the requirements for a second round of review.

Engineering qualifications

Confirm why Engineering qualifications are on the first list and or remove them from the 2022 list.

Impact assessment

A thorough impact assessment to analyse the number of young people who might exit their full-time education at Level 2 rather than Level 3 as a result of these changes.

We would also recommend greater transparency and communication regarding the hurdles to introducing T Levels; industry placement capacity and co-ordination, T Level progression and pre-16 CEIAG.

Appendix 1: Data analysis

The impact of defunding L3 Vocational and Technical qualifications. DfE proposals can be found [here](#)

On 11 May, DfE published a list of 160 Level 3 qualifications which will no longer attract 16-18 funding in the 2024-5 academic year unless there is a change following an appeal process this summer. DfE's impact assessment counts 66,000 enrolments on these qualifications. Individual learner record data shared by colleges with RCU via the MIDES services shows that there are 52,920 college enrolments on these qualifications in the 2021-2 academic year of whom 44,796 are aged 16-18. The difference between this and DfE's figure is that AoC data is in year and only covers colleges.

Profile of students impacted:

- 16 to 18-year-old students on study programmes: 44,796* (85% of total)
- Adult students: 966
- Apprenticeship trainees: 1,310
- Others (non-ESFA funded or Adv. Learner Loan funded): 5,848

*98% of these have a defunded qualification as their main ('core') aim.

This briefing note outlines the number of 16-19 enrolments for each qualification and provides a sectoral analysis. Please address any queries to eddie.playfair@aoc.co.uk

1. 16-18 student numbers by sector

College students aged 16-18 and enrolled on qualifications to be de-funded and as a proportion of L3 vocational and technical qualifications in each affected sector (based on 2021/22 enrolments).

Tier 2 Sector Subject Areas affected		total	defunded	proportion
Health and Social Care		32,664	13,334	34%
Engineering		18,344	11,673	64%
Child Development and Well Being		9,494	8,850	93%
Building and Construction		8,698	6,160	71%
ICT Practitioners		20,267	4,299	16%
Direct Learning Support		2,218	366	17%
ICT for Users		275	92	33%
Medicine and Dentistry		125	22	18%
Total vocational qualifications (all SSAs)		373,769	44,796	12%

2. Top 20 defunded qualifications for 16-18 college enrolments (2021/22)

Qualification	Awarding Body	16-18 Enrolments	No. of Colleges
BTEC National Foundation Diploma in Engineering	Pearson	3,299	75
Technical Diploma in Childcare and Education (Early Years Educator)	NCFE	3,227	122
BTEC National Extended Diploma in Engineering	Pearson	3,051	85
Technical Certificate in Health and Social Care	NCFE	3,001	49
Extended Diploma in Health and Social Care	NCFE	2,971	53
Certificate in Health and Social Care (VRQ)	NCFE	2,947	46
Extended Diploma in Health and Social Care (VRQ)	NCFE	2,786	44
Technical Certificate in Childcare and Education	NCFE	2,681	98
Advanced Technical Diploma in Electrical Installation (450)	C&G	2,440	100
BTEC National Diploma in Health and Social Care	Pearson	1,393	42
BTEC Extended Diploma in Advanced Manufacturing Engineering	Pearson	1,301	36
Extended Diploma in IT (QCF)	Pearson	1,261	27
BTEC National Extended Diploma in Construction & the Built Environment	Pearson	1,034	65
Cambridge Technical Extended Diploma in IT	OCR	917	28
BTEC National Extended Diploma in Children's P, L & D (Early Years Educator)	Pearson	907	33
BTEC Certificate in Advanced Manufacturing Engineering	Pearson	890	24
Advanced Technical Diploma in Plumbing (450)	C&G	845	63
Cambridge Technical Introductory Diploma in IT	OCR	672	19
Cambridge Technical Foundation Diploma in IT	OCR	653	22
Diploma in Childcare and Education (Early Years Educator) (VRQ)	NCFE	641	26
Top 20 defunded qualifications		36,917	
All defunded qualifications		44,796	
Top 20 as a proportion of all defunded qualifications		82%	

3. Analysis by sector

Qualification and Tier 2 Sector subject area	Awarding Body	16-18 Enrolments	No. of Colleges
Medicine and Dentistry			
Diploma in Dental Nursing	C&G	15	2
Diploma in the Principles and Practice of Dental Nursing	NCFE	7	1
Health and Social Care			
Extended Diploma in Health and Social Care	NCFE	2,971	53
Technical Certificate in Health and Social Care	NCFE	3,001	49
Certificate in Health and Social Care (VRQ)	NCFE	2,947	46
Extended Diploma in Health and Social Care (VRQ)	NCFE	2,786	44
BTEC National Diploma in Health and Social Care	Pearson	1,393	42
Advanced Technical Extended Diploma in Health and Care (1080)	C&G	109	4
Advanced Technical Diploma in Health and Care (540)	C&G	106	3
Diploma in Healthcare Support	NCFE	18	2
BTEC Diploma in Adult Care (England)	Pearson	2	1
Diploma in Adult Care	C&G	1	1
01.5 Child Development and Well Being			
Technical Diploma in Childcare and Education (Early Years Educator)	NCFE	3,227	122
Technical Certificate in Childcare and Education	NCFE	2,681	98
BTEC National Extended Diploma in Children's P, L & D (Early Years Educator)	Pearson	907	33
Diploma in Childcare and Education (Early Years Educator) (VRQ)	NCFE	641	26
Certificate in Childcare and Education (VRQ)	NCFE	426	19
Diploma for the Early Years Workforce (Early Years Educator)	NCFE	255	40
BTEC National Foundation Diploma in Children's P, L & D	Pearson	254	12
Award in Childcare and Education (VRQ)	NCFE	236	26
BTEC National Diploma in Children's P, L & D (Early Years Educator)	Pearson	142	8
Diploma in Children's Learning and Development (Early Years Educator)	Pearson	44	3
Technical Diploma in Early Years Education and Care (Early Years Educator)	NCFE	28	2

Diploma for the Early Years Practitioner (Early Years Educator)	C&G	9	2
04.1 Engineering			
BTEC National Foundation Diploma in Engineering	Pearson	3,299	75
BTEC National Extended Diploma in Engineering	Pearson	3,051	85
BTEC Extended Diploma in Advanced Manufacturing Engineering	Pearson	1,301	36
BTEC Certificate in Advanced Manufacturing Engineering	Pearson	890	24
Advanced Diploma in Electrical Installation	EAL Ltd	540	34
BTEC Award in Advanced Manufacturing Engineering	Pearson	480	11
Technical Extended Diploma in Engineering Technologies	EAL Ltd.	402	8
BTEC National Extended Diploma in Mechanical Engineering	Pearson	349	9
BTEC Diploma in Advanced Manufacturing Engineering	Pearson	293	15
BTEC National Diploma in Engineering	Pearson	303	18
Extended Diploma in Engineering Technologies	EAL Ltd.	252	16
Cambridge Technical Extended Diploma in Engineering	OCR	161	5
BTEC National Extended Diploma in Manufacturing Engineering	Pearson	128	5
Cambridge Technical Diploma in Engineering	OCR	109	6
Cambridge Technical Foundation Diploma in Engineering	OCR	73	2
BTEC National Diploma in Mechanical Engineering	Pearson	25	2
Diploma in Engineering Construction Maintenance (RQF)	Engineering ITB	14	1
BTEC National Diploma in Manufacturing Engineering	Pearson	3	1
05.2 Building and Construction			
Advanced Technical Diploma in Electrical Installation (450)	C&G	2,440	100
BTEC National Extended Diploma in Construction & the Built Environment	Pearson	1,034	65
Advanced Technical Diploma in Plumbing (450)	C&G	845	63
Diploma in Site Carpentry	C&G	406	54
Diploma in Bricklaying	C&G	180	31
BTEC National Diploma in Construction and the Built Environment	Pearson	183	20
BTEC National Extended Certificate in Construction & the Built Environment	Pearson	164	15
BTEC National Extended Diploma in Civil Engineering	Pearson	147	12

Diploma in Site Carpentry (Construction)	NOCN	146	18
Diploma in Plumbing Foundation	BPEC Ltd.	110	9
Advanced Technical Diploma in Site Carpentry (450)	C&G	94	11
Diploma in Gas Engineering	C&G	52	5
BTEC National Extended Diploma in Building Services Engineering	Pearson	49	2
Advanced Technical Diploma in Architectural Joinery (450)	C&G	42	11
Advanced Technical Diploma in Painting and Decorating (450)	C&G	39	12
Diploma in Bricklaying (Construction)	NOCN	38	8
Diploma in Plumbing and Heating	EAL Ltd.	38	3
Advanced Technical Diploma in Bricklaying (450)	C&G	33	5
Diploma in Bench Joinery (Construction)	NOCN	29	11
Advanced Technical Diploma in Plastering (450)	C&G	23	5
BTEC National Diploma in Civil Engineering	Pearson	22	8
Electrotechnical Qualification	C&G	15	2
Diploma in Plastering (Construction)	NOCN	10	4
BTEC National Diploma in Building Services Engineering	Pearson	10	4
Advanced Diploma in Plumbing	EAL Ltd.	6	1
NVQ Diploma in Installing Electrotechnical Systems and Equipment	C&G	2	2
NVQ Diploma in Wood Occupations (Construction)	C&G	1	1
Diploma in Refrigeration, Air-Conditioning and Heat Pump Systems	C&G	1	1
Diploma in Plumbing and Domestic Heating	C&G	1	1
06.1 ICT Practitioners			
Extended Diploma in IT (QCF)	Pearson	1,261	27
Cambridge Technical Extended Diploma in IT	OCR	917	28
Cambridge Technical Foundation Diploma in IT	OCR	653	22
Diploma in IT (QCF)	Pearson	461	11
Cambridge Technical Introductory Diploma in IT	OCR	672	19
Cambridge Technical Diploma in IT	OCR	163	10
Diploma in ICT Systems and Principles for IT Professionals	C&G	61	6
BTEC National Diploma in Computer Science	Pearson	44	3
Diploma in ICT Systems Support	C&G	40	2
Diploma in Professional Competence for IT and Telecoms Professionals	Pearson	13	1
BTEC National Diploma in Computer Systems and Network Support	Pearson	13	1

Diploma in ICT Professional Competence	C&G	1	1
Diploma for IT Users (ITQ)	C&G	92	4
13.2 Direct Learning Support			
Diploma in Supporting Teaching and Learning	NCFE	212	29
Certificate in Supporting Teaching and Learning	NCFE	102	21
Certificate in Supporting Teaching and Learning in Schools	C&G	17	4
Diploma in Specialist Support for Teaching and Learning in Schools	Pearson	13	1
Award in Supporting Teaching and Learning	NCFE	16	2
Diploma in Specialist Support for Teaching and Learning in Schools	C&G	6	3

4. Top 20 defunded qualifications by adult college enrolments (2021/22)

Qualification	Awarding Body	Adult Enrolments	No. of colleges
Advanced Technical Diploma in Electrical Installation (450)	C&G	1,040	90
Diploma for the Early Years Workforce (Early Years Educator)	NCFE	802	89
Advanced Diploma in Electrical Installation	EAL Ltd.	248	32
Advanced Technical Diploma in Plumbing (450)	C&G	239	53
Diploma in Adult Care	C&G	190	24
Diploma in Site Carpentry	C&G	166	49
BTEC Diploma in Adult Care (England)	Pearson	162	10
Technical Certificate in Health and Social Care	NCFE	143	28
Certificate in Health and Social Care (VRQ)	NCFE	134	22
Certificate in Supporting Teaching and Learning	NCFE	133	9
Diploma in Supporting Teaching and Learning	NCFE	123	11
Diploma in Gas Engineering	C&G	111	10
Technical Diploma in Childcare and Education (Early Years Educator)	NCFE	102	46
Extended Diploma in IT (QCF)	Pearson	93	21
Diploma in Adult Care (RQF)	Highfield Quals	87	4
BTEC Diploma in Advanced Manufacturing Engineering	Pearson	86	15
Extended Diploma in Health and Social Care	NCFE	82	19
Diploma for IT Users (ITQ)	C&G	81	6
Diploma in Bricklaying	C&G	76	25

Extended Diploma in Health and Social Care (VRQ)	NCFE	72	20
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www.aoc.co.uk


Association of Colleges

2-5 Stedham Place, London WC1A 1HU

T: 020 7034 9900

E: enquiries@aoc.co.uk

 @AoC_info

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