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Providing Access to High Quality Career Focussed Education:

BTEC Nationals (2010 - QCF) Results
October 2019

Image by Lu Yi



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Illustration by Lucy Vigrass



BTEC is the leading internationally recognised qualification in career education

Supporting student progression to HE, careers & lifelong learning



Illustration by Lucy Vigrass

BTEC Results 2019



Introduction: Understanding BTEC Nationals (2010)*

BTEC Nationals (2010 - QCF) Overview

The following slides show the outcomes of BTEC qualifications for the Level 3 Nationals (2010) for the academic year 2018/19. The outcomes from the previous year have been included for comparison.

There are fewer learners for the Level 3 Nationals (2010) in the 2018-2019 cohort compared with the 2016-2017 and 2017-2018 cohorts, largely due to centres transitioning over to the RQF BTEC Nationals (2016), which have a separate results presentation.

Cohort and Completion

The results published this year represent achievement for learners in UK schools and further education establishments (FE) for the full academic year (from September 2018 to August 2019). They represent learners at a cohort level, i.e. those that were expected to complete in 2018/19. This provides a picture of the results for BTEC Nationals (2010) over the year. Performance tables report on completion rates, so the inclusion of this data aligns these results closely with national reporting.

Learners' results may be reported as 'not completed' for a number of reasons: put simply, the student has not passed the qualification in the expected timeframe. However it may be they are still studying for their qualification, or that a fallback Certificate of Unit Achievement was requested, or that they have withdrawn from the course.

** These BTEC qualifications began teaching in 2010. They were developed to meet the requirements of the QCF framework applicable at the time. [They now meet the requirements of the current RQF framework.](#)*

Introduction: Understanding BTEC (2010)* Results

Qualification suites and qualification frameworks

The BTEC National qualifications in this section are referred to as the BTEC Nationals (2010), to distinguish them from the RQF BTEC Nationals (2016).

Most BTEC Nationals results in this section are for specifications aligned to the QCF, but BTEC Nationals in Children's Play, Learning and Development (CPLD) remained aligned to the NQF while other BTEC National qualifications were on the QCF. Although all the Nationals in this publication are referred to here as the BTEC Nationals (2010), this includes results from the 2012 and 2014 NQF specifications for CPLD. These specifications have been combined with the BTEC Nationals (2010) in these slides for consistency with results reporting from previous years, where the QCF and NQF BTEC Nationals were reported together. The BTEC Nationals (2016) suite includes a new specification for CPLD (2016) which is included in the BTEC Nationals (2016) results slides.

Although it is convenient to refer to NQF and QCF qualifications using the qualification frameworks applicable when they were developed, it should be noted that the current qualification framework is the RQF (Regulated Qualifications Framework).

Further notes on the data - Rounding

Numbers are generally rounded to the nearest multiple of 100.

Numbers less than 100 are rounded to the nearest multiple of 10.

These BTEC qualifications began teaching in 2010. They were developed to meet the requirements of the QCF framework applicable at the time. [They now meet the requirements of the current RQF framework.](#)

Designed in partnership with educators and employers

Supporting student progression to HE, career & lifelong learning

Rigorous, internationally recognised standards, with innovative teaching techniques

- Regulated by Ofqual
- Delivered in 70 markets
- Increased government recognition internationally
- 100% internally assessed, subject to external verification by Pearson
- Learners need to pass all units to achieve the qualification

Flexible curriculum design, developing learners' knowledge, understanding and skills

- Designed to be part of 16-19 curriculum, and for adult learners
- Range of pathways and wide choice of optional units - developed with stakeholders
- Allows learners to import units from other sectors to meet interest and progression needs
- Develops '**soft skills**' - communication, teamwork, practical learning, independent research and independent learning

Established qualifications, enabling learners to progress in their lives

- Most sectors included in apprenticeship frameworks
- 44% of students going on to degree programme
- 90% of BTEC students employed full time after university graduation
- 62% of large companies have recruited graduates who have a BTEC
- Students with a BTEC earn 6% more in their lifetime

2019

**Learner completions –
BTEC Nationals (2010)**

(Level 3 qualifications)

BTEC National specifications –

QCF/NQF – for first teaching in 2010

As expected, with the availability of RQF BTEC Nationals (2016), the number of learners pursuing the QCF BTEC (2010) continues to decline

BTEC Nationals (2010): Cohort Overview

This slide shows the number of learners in the cohort for the BTEC Nationals (2010).

2016/17 was the first year of the new BTEC Nationals (2016). **As centres migrate to using the new qualifications, there will continue to be fewer learners taking the BTEC Nationals (2010).**

Therefore, results for the BTEC Nationals (2010) for 2017/18 and 2018/2019 are not directly comparable with each other.

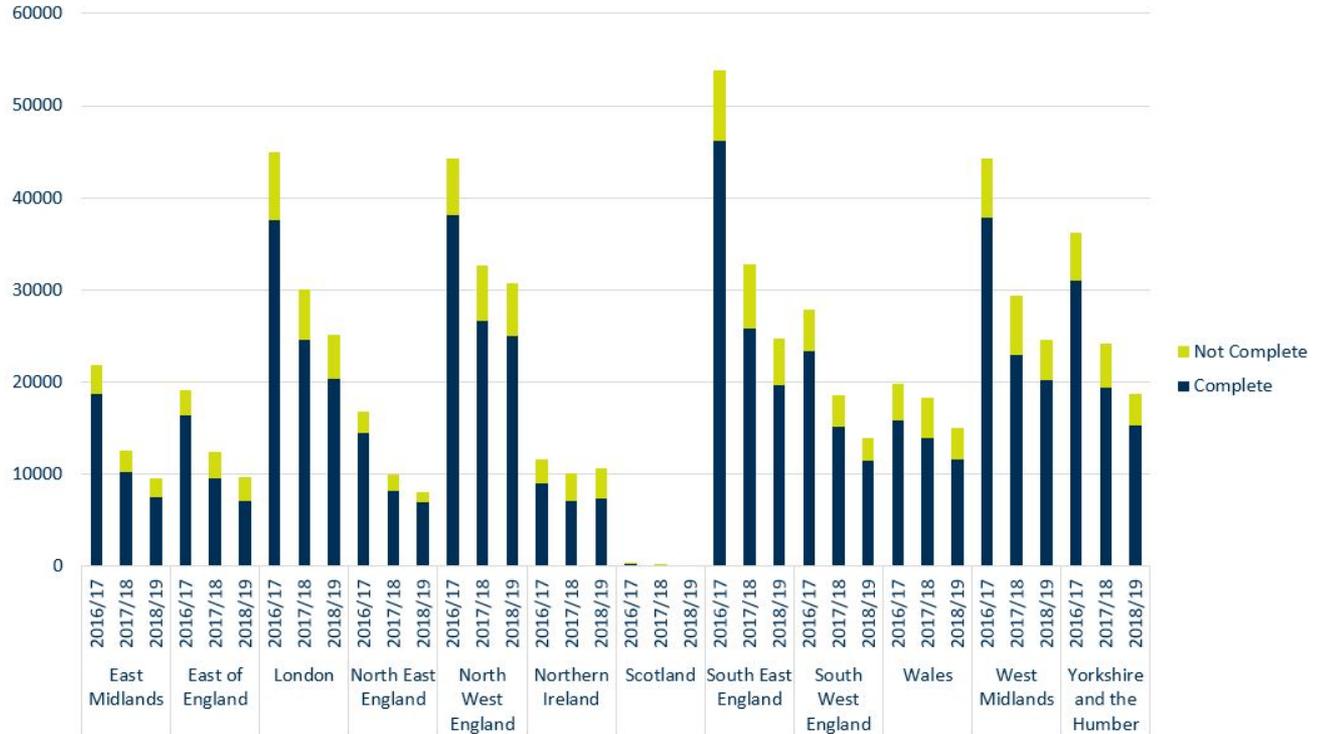


Completed: learners who completed by the end of the specified course duration and were awarded a qualification grade. Not completed: learners who withdrew, claimed fallback, or were yet to complete at the end of the specified course duration.

Nationwide interest in BTEC Nationals (2010)

BTEC Nationals (2010): an overview of volume by region

London, South East England, the West Midlands and North West England are the regions with the largest cohorts for BTEC Nationals (2010).

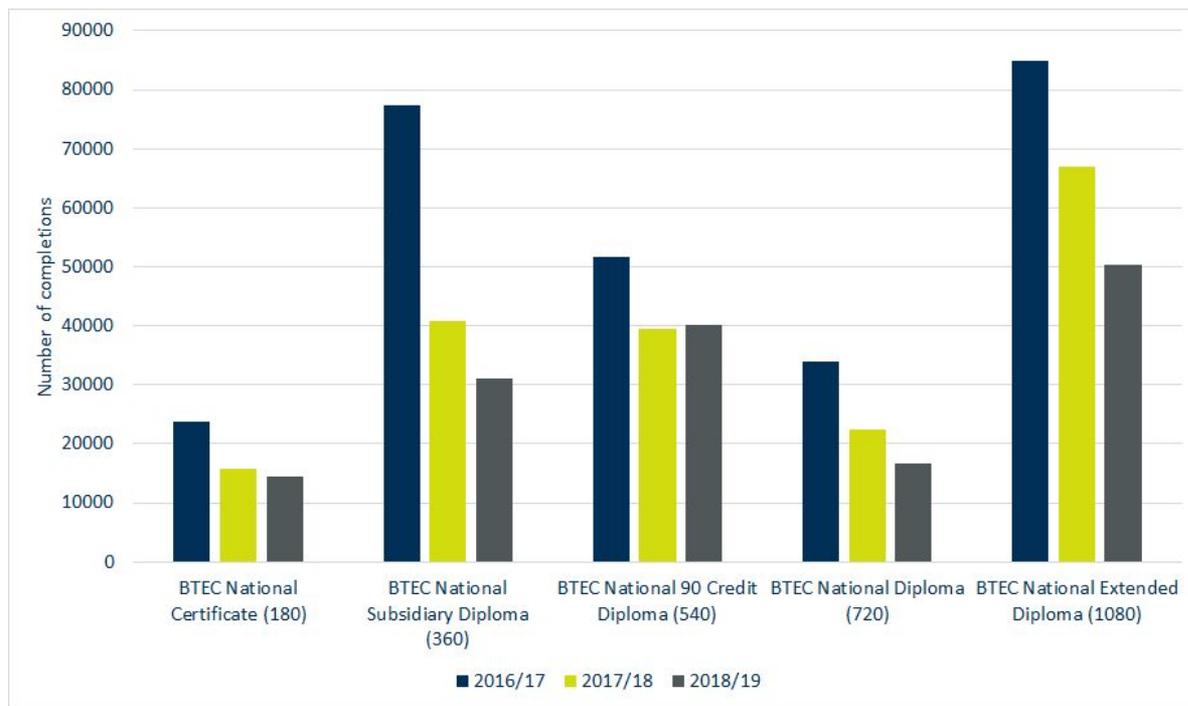


Learners prefer the Extended Diploma BTEC (2010)

Extended Diploma offers a strong pathway to Higher Education and career

Cohort Overview by Qualification Size

These figures include all sectors on offer before the 2016 reformed specifications, including CPLD qualifications. CPLD courses follow a slightly different qualification framework, as they license candidates who pass to practice childcare. However, the courses are very similar in structure and design, so are included for completeness.



The Extended Diploma is the most popular size qualification for the BTEC Nationals (2010). Learners take this as a two year course, as the main qualification to progress to university or direct into employment.

Learners seek pathways to sectors with employability growth

BTEC Nationals (2010): cohort and completion – top 5 sectors in 2018/19

Sector	Cohort			Completion		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Sport	47,000	33,600	28,300	38,300	28,000	23,400
Business	44,900	29,600	25,200	37,100	23,800	20,000
ICT	35,800	24,400	19,000	30,000	20,300	15,800
Health and Social Care	37,900	23,100	19,000	31,600	18,700	15,100
Public Services	16,600	15,400	15,100	14,000	12,500	12,300

Sectors may include qualifications in the same broad sector with different titles, for example Sport includes Sport and Sport and Exercise Science.

Since 2016-17 numbers have been affected by the migration of registrations to the new BTEC Nationals (2016).

This means that each year's cohort cannot be compared directly with other years as the composition of the cohort is likely to change.

BTEC Results 2019

Sector	Completions	
	2017/18	2018/19
Engineering	12,600	12,100
Applied Science	14,700	11,800
Travel And Tourism	7,900	7,500
Art And Design	9,200	7,000
Creative Media	8,800	5,900
Performing Arts	7,300	4,800
Music	5,800	4,200
Construction	3,300	3,100
Applied Law	3,800	3,000
Animal Care	3,100	2,200
Production Arts	1,300	900
Hospitality	1,000	800
Land-Based	1,000	800
Aviation	500	500
Children's Play, Learning and Development	770	300
Enterprise and Entrepreneurship	400	300

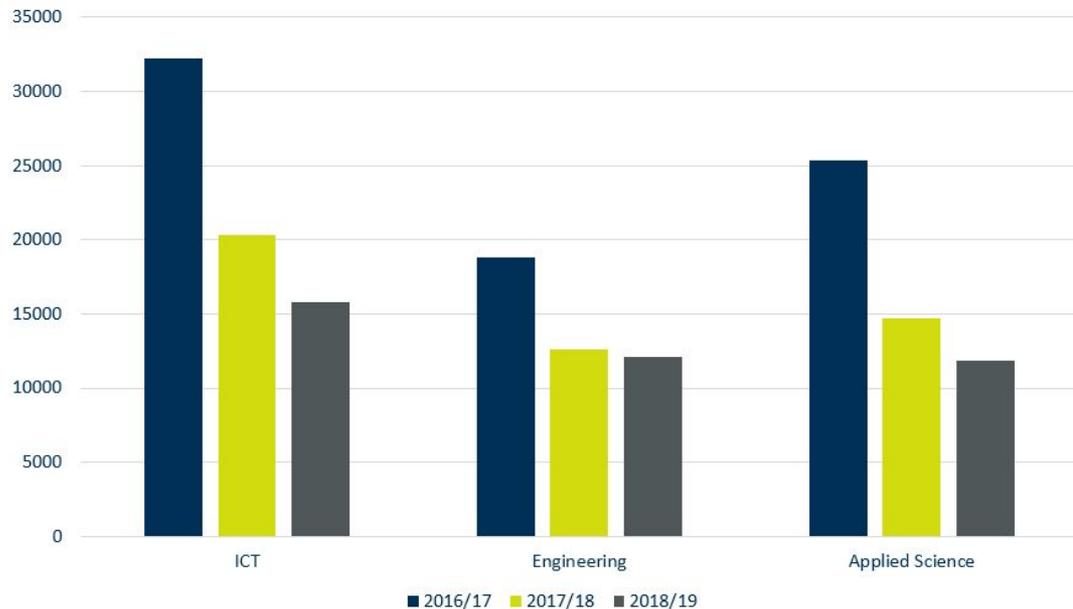
BTEC Nationals (2010): completions by sector

The previous slide shows the number of completions for the most popular five sectors.

This slide shows the number of completions for other sectors which had at least 250 learners in 2018-19. Some sectors, such as Engineering or Land-Based may include several different qualification titles.

These qualifications develop learners' employability skills, with many taken as part of an apprenticeship, and they support progression into employment.

Students continue to complete a BTEC to pursue a career in STEM



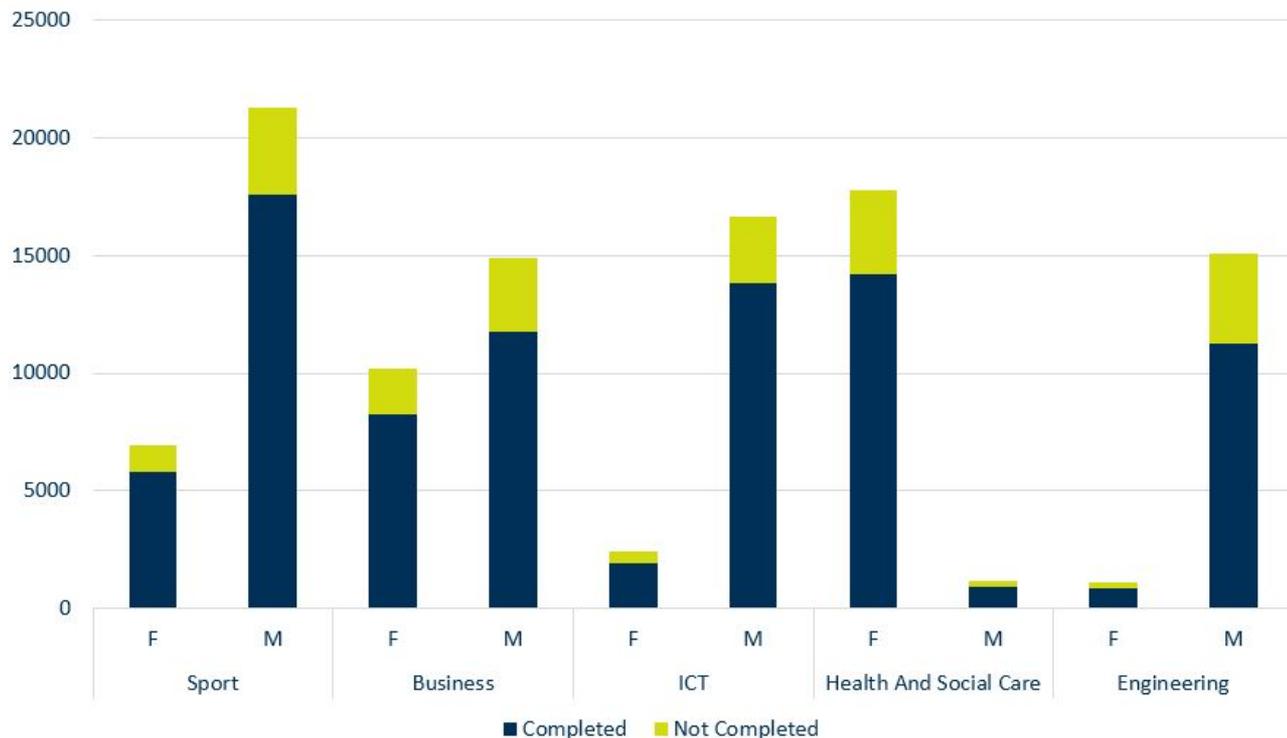
BTEC Nationals (2010): completions in STEM sectors

ICT is the STEM sector with the most learners. Figures for the 2017-18 and 2018-19 cohorts are affected by introduction of the new BTEC Nationals (2016) which are not included in this table.

Gender differences exist among subject choice

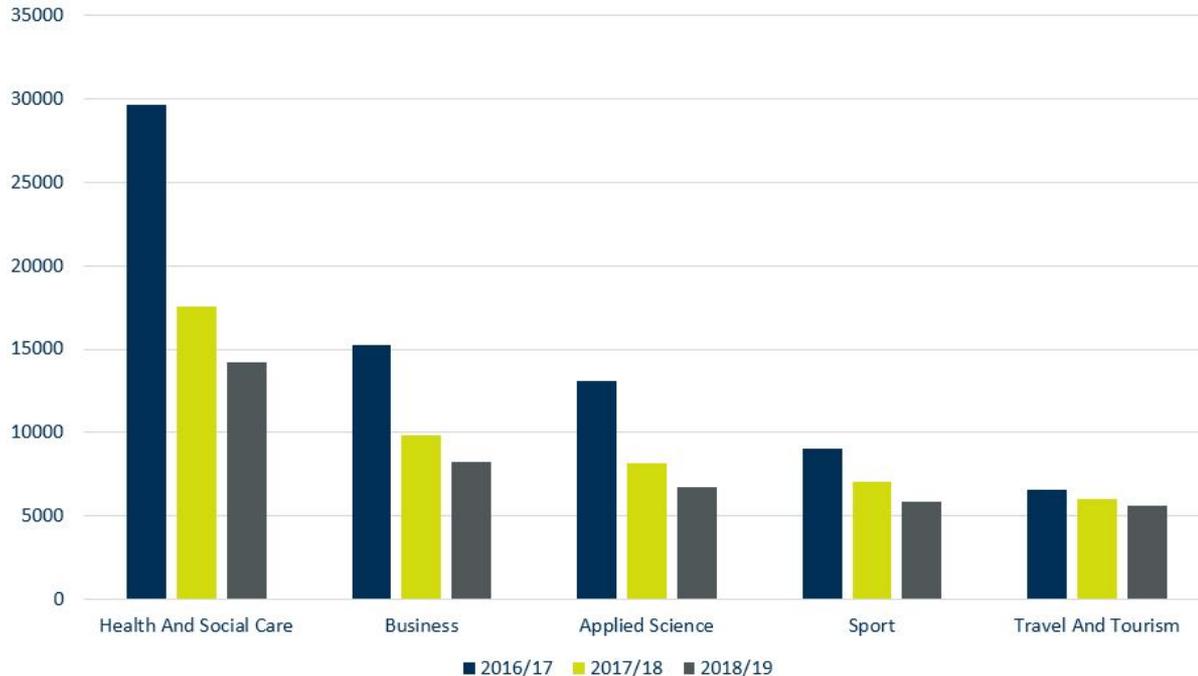
BTEC Nationals (2010): 2018/19 top 5 sectors by volume and gender

Learners taking Health and Social Care are more likely to be female, while learners taking ICT, Engineering and Sport are more likely to be male.



Health & Social Care continues to be of great interest to female learners

BTEC Nationals (2010): top 5 sectors for female learners by completion volume

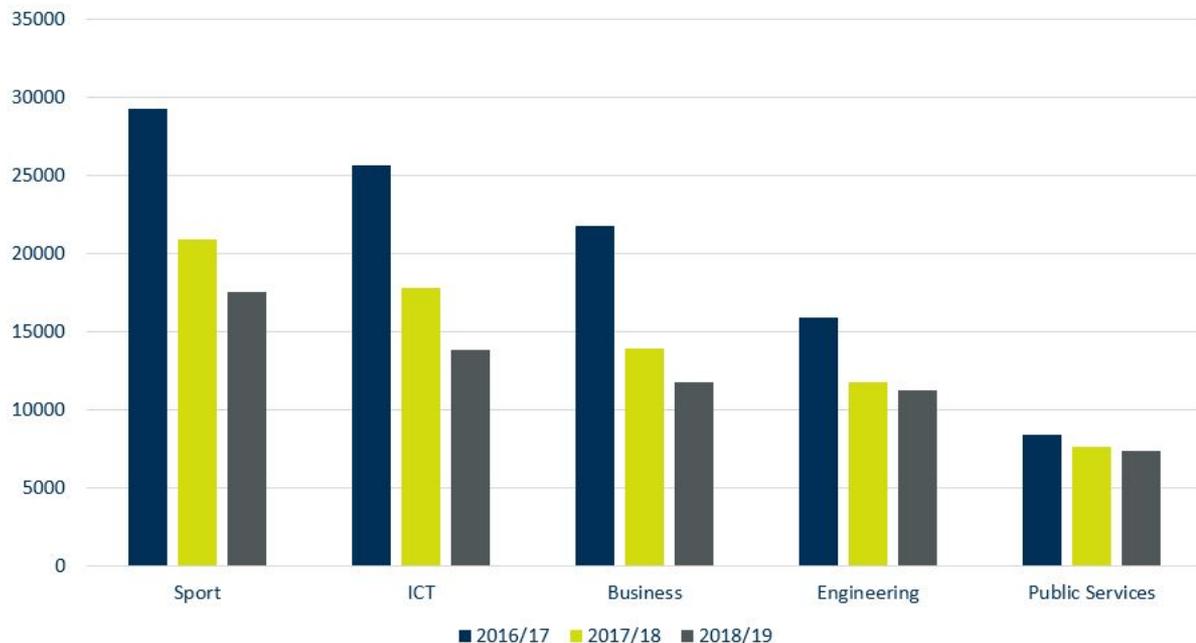


The sector with the most female learners is Health and Social Care.

Figures for the 2017-18 and 2018-19 cohorts are affected by introduction of the new BTEC Nationals (2016) which are not included in this table.

Careers in Sport and Technology continue to be of great interest to male learners

BTEC Nationals (2010): top 5 sectors for male learners by completion volume



The sector with the most male learners is Sport, although ICT is not far behind.

Figures for the 2017-18 and 2018-19 cohorts are affected by introduction of the new BTEC Nationals (2016) which are not included in this table.

2019
Learner achievement –
BTEC Nationals (2010)

Grade outcomes and
technical reporting

BTEC grades explained

Qualification Grade	Grade name
D*	Distinction Star
D	Distinction
M	Merit
P	Pass
U	Unclassified

BTEC Nationals (2010) achievement: grades explained

Learners who pass the BTEC Nationals (2016) are awarded grades using the range from Pass (P), the lowest qualifying grade, up to Distinction Star (D*) the highest.

Learners passing the Certificate (180GLH) and the Subsidiary Diploma (360 GLH) are awarded single grades, e.g. D. Learners passing the 90 Credit Diploma (510/540 GLH) and the Diploma (720 GLH) are awarded double grades, e.g. DM. Those passing the Extended Diploma (1080 GLH) are awarded triple grades, e.g. DDM.

Learners who have not met the standard for Pass are graded U (Unclassified) on all sizes of the qualification.

BTEC Results 2019

BTEC Nationals (2010) achievement: grade distribution overview

For these qualifications: Certificate (QCF, 180 GLH), Subsidiary Diploma (QCF, 360 GLH),
Subsidiary Award (NQF, 180 GLH), Award (NQF, 360 GLH)

Grades at pass and above for these qualifications are awarded as a single grade, e.g. D.

This table shows the percentage of learners on each grade, or with each outcome.

Year	Cohort	D*	D	M	P	U	Not completed
2016-17	129,100	37.1%	12.1%	14.7%	14.5%	0.1%	21.6%
2017-18	76,300	36.8%	10.6%	13.2%	13.7%	0.0%	25.7%
2018-19	62,300	35.7%	9.5%	13.2%	14.7%	0.0%	26.9%

BTEC Results 2019 – outcomes stabilizing

BTEC Nationals (2010) achievement: grade distribution overview

For these qualifications: 90 Credit Diploma (QCF, 540 GLH), Diploma (QCF, 720 GLH), Subsidiary Certificate (NQF, 540 GLH), Certificate (NQF, 720 GLH)

Grades at pass level and above for these qualifications are awarded as two grades, e.g. DM.

This table shows the percentage of learners on each grade, or with each outcome.

Year	Cohort	D*D*	D*D	DD	DM	MM	MP	PP	U	Not completed
2016-17	105,700	21.3%	8.7%	8.1%	10.0%	9.5%	8.9%	14.2%	0.1%	19.2%
2017-18	78,500	21.7%	8.0%	7.5%	9.6%	9.0%	8.7%	14.3%	0.0%	21.2%
2018-19	70,000	22.1%	8.0%	7.6%	9.8%	9.3%	9.0%	15.3%	0.0%	18.9%

BTEC Results 2019 – outcomes stabilizing

BTEC Nationals (2010) achievement: grade distribution overview

For these qualifications: Extended Diploma (QCF, 1080 GLH), Diploma (NQF, 1080 GLH)

Grades at pass level and above for these qualifications are awarded as three grades, e.g. DDM.

This table shows the percentage of learners on each grade, or with each outcome.

Year	Cohort	D*D*D*	D*D*D	D*DD	DDD	DDM	DMM	MMM	MMP	MPP	PPP	U	Not completed
2016-17	99,100	19.8%	7.9%	7.3%	7.5%	9.0%	8.6%	6.9%	6.0%	5.7%	7.0%	0.1%	14.3%
2017-18	78,600	21.9%	8.1%	7.3%	7.5%	8.6%	8.0%	6.6%	5.6%	5.3%	6.2%	0.0%	14.8%
2018-19	58,700	22.7%	8.4%	7.3%	7.3%	8.3%	7.7%	6.4%	5.7%	5.3%	6.5%	0.0%	14.4%

BTEC Results 2019 – female learners outperform male learners

BTEC Nationals (2010) achievement: gender and grade overview

For these qualifications: Certificate (QCF, 180 GLH), Subsidiary Diploma (QCF, 360 GLH), Subsidiary Award (NQF, 180 GLH), Award (NQF, 360 GLH)

Grades at pass and above for these qualifications are awarded as a single grade, e.g. D.

This table shows the percentage of learners on each grade, or with each outcome.

In the three years shown, there is a higher proportion of male learners than female learners.

In all three years, a higher percentage of female learners than male learners completed the qualification within the projected time, though the gap has narrowed in the last two years. Female learners' performance was better across the range, with a higher percentage of female learners being awarded the top grade (D*) and a higher percentage of male learners being awarded Pass (P).

Year	Gender	Learners in the gender cohort	Gender cohort as a percentage of annual cohort	Percentage of gender cohort with each outcome					
				D*	D	M	P	U	Not completed
2016-17	Female	59,900	46%	43.0%	11.9%	13.4%	11.2%	0.1%	20.4%
	Male	69,200	54%	32.0%	12.2%	15.8%	17.3%	0.0%	22.7%
2017-18	Female	35,100	46%	43.2%	10.3%	11.6%	10.0%	0.0%	24.9%
	Male	41,200	54%	31.4%	10.8%	14.5%	16.9%	0.0%	26.4%
2018-19	Female	29,000	47%	41.6%	9.3%	11.8%	10.7%	0.0%	26.6%
	Male	33,200	53%	30.5%	9.7%	14.4%	18.2%	0.0%	27.2%

Learners' results may be reported as 'not completed' for a number of reasons: put simply, the student has not passed the qualification in the expected timeframe. However it may be they are still studying for their qualification, or that a fallback Certificate of Unit Achievement was requested, or that they have withdrawn from the course.

BTEC Results 2019: achievement by gender (double grades)

BTEC Nationals (2010) achievement: gender and grade overview

For these qualifications: 90 Credit Diploma (QCF, 180 GLH), Diploma (QCF, 360 GLH),
Subsidiary Certificate (NQF, 180 GLH), Certificate (NQF, 360 GLH)

Grades at pass level and above for these qualifications are awarded as two grades, e.g. DM.

This table shows the percentage of learners on each grade, or with each outcome.

In the three years shown, there is a higher proportion of male learners than female learners.

In all three years, a higher percentage of female learners than male learners completed the qualification within the projected time. Female learners' performance was better across the range, with a higher percentage of female learners being awarded the top grade (D*D*) and a higher percentage of male learners being awarded lower passing grades (e.g. PP).

Year	Gender	Learners in the gender cohort	Gender cohort as a percentage of annual cohort	Percentage of gender cohort with each outcome								
				D*D*	D*D	DD	DM	MM	MP	PP	U	Not completed
2016-17	Female	44,000	42%	26.4%	10.1%	8.4%	10.0%	9.0%	7.7%	10.7%	0.1%	17.6%
	Male	61,600	58%	17.6%	7.8%	7.8%	10.0%	10.0%	9.8%	16.7%	0.0%	20.2%
2017-18	Female	31,400	40%	28.3%	9.0%	7.9%	9.5%	8.2%	7.4%	10.7%	0.0%	19.0%
	Male	47,000	60%	17.3%	7.4%	7.2%	9.6%	9.6%	9.6%	16.6%	0.0%	22.7%
2018-19	Female	28,500	41%	28.8%	9.4%	7.8%	9.5%	8.2%	7.3%	11.3%	0.0%	17.7%
	Male	41,500	59%	17.4%	7.1%	7.5%	10.0%	10.1%	10.1%	18.0%	0.0%	19.8%

Learners' results may be reported as 'not completed' for a number of reasons: put simply, the student has not passed the qualification in the expected timeframe. However it may be they are still studying for their qualification, or that a fallback Certificate of Unit Achievement was requested, or that they have withdrawn from the course.

BTEC Results 2019: achievement by gender (triple grades)

BTEC Nationals (2010) achievement: gender and grade overview

For these qualifications: Extended Diploma (QCF, 1080 GLH), Diploma (NQF, 1080 GLH)

Grades at pass level and above for these qualifications are awarded as three grades, e.g. DDM.

This table shows the percentage of learners on each grade, or with each outcome.

In the three years shown, there is a higher proportion of male learners than female learners.

In all three years, a higher percentage of female learners than male learners completed the qualification within the projected time, though the gap was very narrow in 2015-16. Female learners' performance was better across the range, with a higher percentage of female learners being awarded the top grades (e.g. D*D*D*) and a higher percentage of male learners achieving the qualification being awarded lower passing grades (e.g. PPP).

Year	Gender	Learners in the gender cohort	Gender cohort as a percentage of annual cohort	Percentage of gender cohort with each outcome											
				D*D*D*	D*D*D	D*DD	DDD	DDM	DMM	MMM	MMP	MPP	PPP	U	Not completed
2016-17	Female	45,000	45%	24.7%	9.3%	8.0%	7.8%	8.9%	7.7%	5.9%	4.9%	4.2%	4.6%	0.1%	13.9%
	Male	54,100	55%	15.7%	6.8%	6.7%	7.3%	9.0%	9.3%	7.7%	6.8%	6.9%	8.9%	0.0%	14.6%
2017-18	Female	35,000	45%	27.2%	9.2%	7.9%	7.5%	8.5%	7.2%	5.7%	4.5%	3.9%	4.2%	0.0%	14.2%
	Male	43,600	55%	17.6%	7.3%	6.8%	7.4%	8.7%	8.6%	7.3%	6.5%	6.5%	7.9%	0.0%	15.4%
2018-19	Female	25,300	43%	28.7%	9.4%	7.7%	7.6%	8.0%	6.7%	5.4%	4.5%	3.9%	4.4%	0.1%	13.6%
	Male	33,500	57%	18.2%	7.6%	7.0%	7.1%	8.6%	8.5%	7.1%	6.6%	6.4%	8.0%	0.0%	14.9%

Learners' results may be reported as 'not completed' for a number of reasons: put simply, the student has not passed the qualification in the expected timeframe. However it may be they are still studying for their qualification, or that a fallback Certificate of Unit Achievement was requested, or that they have withdrawn from the course.

BTEC Results 2019: most popular sectors (single grades)

BTEC Nationals (2010) achievement: gender and grade overview in 2019

For these qualifications: Certificate (QCF 180 GLH), Subsidiary Diploma (QCF, 360 GLH), Subsidiary Award (NQF 180 GLH), Award (NQF, 360 GLH)

Grades at pass and above for these qualifications are awarded as a single grade, e.g. D.

This table shows the percentage of learners on each grade, or with each outcome.

Sector	Gender	Learners in the gender cohort	Gender cohort as a percentage of annual cohort	Percentage of gender cohort with each outcome					
				D*	D	M	P	U	Not completed
Business	Female	3,600	41.4%	44.9%	8.4%	10.8%	9.9%	0.0%	26.0%
	Male	5,100	58.6%	32.0%	9.7%	13.0%	17.0%	0.0%	28.3%
Engineering	Female	300	8.3%	43.5%	12.3%	10.9%	8.1%	0.0%	25.2%
	Male	3,300	91.7%	28.4%	9.8%	13.0%	18.5%	0.0%	30.3%
Health and Social Care	Female	4,400	91.7%	42.9%	7.6%	10.6%	11.1%	0.0%	27.8%
	Male	400	8.3%	29.4%	12.0%	18.6%	13.1%	0.0%	26.9%
ICT	Female	1,200	20.0%	54.1%	8.3%	9.2%	7.3%	0.0%	21.1%
	Male	4,800	80.0%	41.9%	9.2%	11.3%	15.7%	0.0%	21.9%
Sport	Female	2,000	26.3%	47.9%	9.9%	9.7%	9.1%	0.0%	23.4%
	Male	5,600	73.7%	24.8%	8.9%	16.9%	25.1%	0.0%	24.3%

Learners' results may be reported as 'not completed' for a number of reasons: put simply, the student has not passed the qualification in the expected timeframe. However it may be they are still studying for their qualification, or that a fallback Certificate of Unit Achievement was requested, or that they have withdrawn from the course.

BTEC Results 2019 – most popular sectors (double grades)

BTEC Nationals (2010) achievement: gender and grade overview in 2018/19

For these qualifications: **90 Credit Diploma (QCF, 540 GLH), Diploma (QCF, 720 GLH), Subsidiary Certificate (NQF, 540 GLH), Certificate (NQF, 720 GLH)**

Grades at pass level and above for these qualifications are awarded as two grades, e.g. DM.

This table shows the percentage of learners on each grade, or with each outcome.

Sector	Gender	Learners in the gender cohort	Gender cohort as a percentage of annual cohort	Percentage of gender cohort with each outcome								
				D*D*	D*D	DD	DM	MM	MP	PP	U	Not completed
Business	Female	3,800	39.6%	30.7%	8.6%	8.0%	8.8%	7.1%	6.3%	11.5%	0.0%	19.0%
	Male	5,800	60.4%	21.3%	7.6%	7.7%	8.7%	7.9%	8.7%	17.5%	0.0%	20.6%
Engineering	Female	500	6.3%	30.5%	9.3%	5.0%	6.9%	5.9%	7.4%	6.3%	0.0%	28.7%
	Male	7,400	93.7%	18.3%	7.5%	6.5%	8.9%	8.5%	9.2%	12.9%	0.0%	28.2%
Health and Social Care	Female	7,100	94.7%	34.0%	8.9%	7.1%	7.0%	7.2%	5.6%	10.1%	0.0%	20.1%
	Male	400	5.3%	23.8%	7.9%	6.1%	8.8%	4.7%	6.7%	15.7%	0.0%	26.3%
ICT	Female	600	9.2%	33.1%	8.4%	4.6%	8.1%	8.3%	8.1%	10.5%	0.0%	18.9%
	Male	5,900	90.8%	25.5%	7.4%	7.3%	9.0%	8.4%	9.1%	17.9%	0.0%	15.4%
Sport	Female	2,600	23.2%	39.3%	9.1%	6.8%	8.4%	6.8%	6.5%	8.5%	0.0%	14.6%
	Male	8,600	76.8%	16.0%	6.5%	7.7%	10.7%	12.0%	11.1%	20.0%	0.0%	16.0%

Learners' results may be reported as 'not completed' for a number of reasons: put simply, the student has not passed the qualification in the expected timeframe. However it may be they are still studying for their qualification, or that a fallback Certificate of Unit Achievement was requested, or that they have withdrawn from the course.

BTEC Results 2019 – most popular sectors (triple grades)

BTEC Nationals (2010) achievement: gender and grade overview in 2018/19

For these qualifications: Extended Diploma (QCF, 1080 GLH), Diploma (NQF, 1080 GLH)

Grades at pass level and above for these qualifications are awarded as three grades, e.g. DDM.

This table shows the percentage of learners on each grade, or with each outcome.

Sector	Gender	Learners in the gender cohort	Gender cohort as a percentage of annual cohort	Percentage of gender cohort with each outcome											
				D*D*D*	D*D*D	D*DD	DDD	DDM	DMM	MMP	MPP	PPP	U	Not completed	
Business	Female	2,800	40.6%	33.3%	8.6%	7.7%	7.8%	8.2%	5.8%	4.4%	3.8%	4.6%	4.3%	0.0%	11.5%
	Male	4,100	59.4%	22.9%	8.2%	8.0%	7.6%	8.0%	8.2%	5.7%	5.4%	5.2%	7.7%	0.0%	13.1%
Engineering	Female	300	6.4%	36.4%	9.7%	4.5%	3.9%	7.5%	5.2%	2.6%	3.6%	2.9%	2.9%	0.0%	20.8%
	Male	4,400	93.6%	22.1%	9.1%	7.7%	7.4%	7.5%	6.8%	6.3%	6.2%	5.1%	5.4%	0.0%	16.4%
Health and Social Care	Female	6,300	94.0%	32.9%	9.9%	7.9%	7.8%	7.0%	5.5%	4.0%	3.2%	2.9%	4.4%	0.0%	14.5%
	Male	400	6.0%	23.7%	8.5%	5.3%	5.1%	8.0%	9.3%	6.7%	6.4%	4.3%	7.7%	0.0%	15.0%
ICT	Female	600	9.2%	34.2%	11.3%	5.8%	6.2%	4.9%	5.1%	4.1%	4.8%	3.5%	4.2%	0.0%	15.9%
	Male	5,900	90.8%	24.3%	7.6%	7.2%	6.6%	7.4%	7.5%	5.6%	5.9%	5.9%	8.1%	0.0%	13.9%
Sport	Female	2,400	25.3%	41.0%	9.0%	6.9%	6.4%	5.9%	5.1%	4.3%	3.6%	3.5%	2.1%	0.0%	12.2%
	Male	7,100	74.7%	18.5%	7.2%	7.0%	7.4%	8.8%	8.9%	7.9%	6.7%	6.9%	7.2%	0.0%	13.5%

Learners' results may be reported as 'not completed' for a number of reasons: put simply, the student has not passed the qualification in the expected timeframe. However it may be they are still studying for their qualification, or that a fallback Certificate of Unit Achievement was requested, or that they have withdrawn from the course.

ALWAYS LEARNING