



Department
for Education

Implementation of T Level programmes

Government consultation response
Equalities Analysis

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The proposed reforms

This document considers the reforms that are outlined in the consultation T Level programme implementation and the Government Response. The reforms cover the following areas:

- Review of qualifications at level 3, and level 2 and below
- The Technical Qualification
- T Level industry placements
- Maths, English and digital (including funding)
- Additional requirements/qualifications
- Certification and partial attainment
- Progression on to apprenticeships
- Progression to higher technical education
- Transition offer and adult students
- Provider capacity and capability
- Procurement and contracting of T Levels
- Quality assurance and regulation
- Accountability
- Funding

This impact assessment analyses the possible differential impacts of the Government's policy proposals on groups sharing the protected characteristics defined in the Equality Act 2010.

The public-sector equality duty

The Equality Act 2010 identifies the following as protected characteristics for the purpose of the public-sector equality duty:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race (including ethnicity)
- Religion or belief
- Sex
- Sexual orientation

Under Section 149 of the Equality Act 2010, the Secretary of State has a duty to have due regard to the need to:

1. eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
2. advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it, in particular the need to:
 - remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
 - encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. foster good relations between persons who share a relevant protected characteristic and persons who do not share it, in particular the need to:
 - tackle prejudice
 - promote understanding

Who will be most affected by T Level reforms?

Key student cohort in technical education

For the purposes of this analysis, we have defined the group most likely to take part in technical education as **those who study level 3 (L3) vocational qualifications in further education (excluding apprenticeships) at academic ages 16 to 18.**

Any changes to the status quo from the introduction by T Levels will affect this cohort the greatest. Therefore, all of the proposals in the Government Response will have the greatest positive impact on those who are of that age *when considered in the context of the general population.*

This impact assessment considers the impact on those sharing protected characteristics *in this given cohort of students.* The annex (Annex A) to this document provide summary statistics for the existing cohort of 16 to 18 students in 2015/16, with the shaded row in each table identifying the specific cohort most likely to be affected by the introduction of T Levels.

As T Levels are L3 technical qualifications, we expect that students taking L3 vocational qualifications will be most affected by the introduction of T Levels. Of all 16 to 18 students, 18% of total students had a 'L3 vocational qualification' as a highest study aim in 2015/16 (Table 1).

Table 2 provides the statistics on gender. There was nearly an equal number of male and female students (155,800 and 161,300 respectively) with a 'L3 vocational qualification' as a highest study aim, with both sexes having most students at age 17.

Table 3 provides the statistics on students with Special Educational Needs (SEN). Of all students aged 16 to 18:

- 51,700 students aged 16 to 18 are recognised with SEN but with no statement (this is 16% of all students studying L3 vocational qualifications)
- 6,500 students aged 16 to 18 are recognised as SEN with a statement (this is 2% of all students studying L3 vocational qualifications)

L3 vocational SEN students (both with and without statement) represented 17% of all SEN students in the 16 to 18 cohort. This figure is higher than the percentages for L3 Apprenticeship and Academic L3, but lower than the percentage for level 2 (L2) (22%) and those not participating in FE (25%). This proportion of SEN students (17%) is similar to the proportion of L3 vocational qualification students to total 16 to 18 students (18%) noted above.

Table 4 provides statistics on ethnicity of 16 to 18 students. The vast majority (79%) of L3 vocational students aged 16 to 18 consider themselves in a 'White Summary Ethnic Group'. The next largest groups are 'Mixed' and 'Black' Summary Ethnic Groups, which represent 4% and 6% of L3 vocational students, respectively. The proportions of each ethnic group for L3 vocational qualifications 16 to 18 students are very similar to the proportions for the total student cohort.

Table 5 provides statistics on free school meal (FSM) eligibility of 16 to 18 students. Students eligible for FSM represent 15% of L3 vocational qualification students. This is the same as the proportion of students eligible for FSM in the total 16 to 18 cohort.

The focus on the statistics above are on the L3 vocational qualification students, as the content of these qualifications is most similar to the content of T Levels. The introduction of T Levels will replace many existing qualifications, so more learners will take T Levels (or other remaining qualifications) over time. This may change the make-up of the cohort undertaking T Levels and therefore the differential impact on students with particular protected characteristics.

There may also be a period during which some students are not able to access a T Level in their area or in the subject they wish to study, due to the nature of a phased implementation. Depending on the characteristics of people in the groups affected, this may have a differential impact on those who share protected characteristics. These impacts will be temporary as T Levels are rolled out, and we will keep equality impacts under review as decisions are made.

Equalities Impact Assessment

Our assessment is that many of the policy proposals set out in the Government Response are expected to have positive differential impacts on individuals with protected characteristics. Students taking T Levels will benefit from a high quality study programme, designed by employers to prepare them for skilled employment. Our view is that these positive impacts are likely to lead to a reduction in discrimination, and to better equality of opportunity and good relations between those who share a protected characteristic and those who do not.

This section assesses whether proposals for T Levels could have different effects on those who share protected characteristics and those who do not.

T Level industry placements

Section 3 of the Government Response states that a **key component of the T Level qualification is the requirement to undertake a high quality industry placement with an external employer, for a minimum of 45 days**. We expect all students, including those with greater needs or specific circumstances to be able to access and undertake a high quality industry placement as part of their T Level. Importantly, this industry placement will be occupationally specific, focussed on developing practical and technical skills related to the students' field of study.

This is a substantial change from many existing vocational qualifications, and will improve students' employment prospects, so it will be likely to benefit all students. However, given the large change from the status quo, some students with protected characteristics may be differently impacted by this change than those who do not. These impacts are assessed below.

Age

There will be some specific tasks within some occupations that a T Level student on **an industry placement** may be lawfully prohibited or restricted from undertaking due to their age. For example, Health and Safety relating to Construction routes or Licencing legislation relating to selling alcohol on a Catering and Hospitality route.

To deal with this, we will publish streamlined 'How to' guidance for employers and providers on implementing industry placements, including a clear summary of the legal obligations and restrictions around a student's age so that everyone is clear what students can and cannot do by law. This 'How to' guidance should help to eliminate some of the myths related to what tasks a student can do on an industry

placement. The guidance will be developed later this year in a clear and accessible format.

Disability

Feedback from consultation respondents suggested that in some T Levels, it may be more difficult for those with a disability to undertake an industry placement and therefore complete their T Level. For example, industry placements in more physically active occupations such as in the construction industry may be more difficult for students with physical disabilities. Other occupations may be more difficult for those students with autism who may need support adjusting to a new environment and routine. It is also possible that some employers may seek to avoid providing placements to students with disabilities. As per existing law, providers and employers must make reasonable adjustments to allow disabled students to access these T Level routes and should comply with all the requirements of the Equality Act 2010.

Consultation feedback also suggested that T Level students with special educational needs or disabilities (SEND) may find some elements of the industry placement difficult. To address this, we will ensure that there is a degree of flexibility available to accommodate their needs – for example, in the hours they attend the placement and the support they receive, including reasonable adjustments.

The ‘How to’ guidance referenced above will also help employers to understand their legal obligations to make reasonable adjustments in the workplace for students with SEND and help make the industry placements successful for both employers and students. This will include guidance on ensuring flexibility in the hours they attend the placement for those with disabilities (including students with SEND on a T Level), and any additional support that might be needed. This will be in a clear and accessible format.

We will also explore options for providing further support for students with SEND, including working with providers and employers to help them accommodate students’ needs.

We will continue our engagement with specific industries and providers where there may be greater challenges for students with SEND on a T Level to ensure we are putting in place any additional support that might be needed. We will draw on existing good practice, including supported internships. We plan to test further proposals with the SEND stakeholders. This will further enable us to identify and build in appropriate flexibilities to industry placement models to accommodate students with greater needs or specific circumstances.

Pregnancy and maternity

It may be difficult for some students to undertake an industry placement in some occupational areas while pregnant. This is likely to be in occupations that are risky or physically demanding (for example, on-site construction).

The 'How to' guidance previously referenced will outline the legal obligations for employers to make reasonable adjustments and appropriate flexibilities to meet the needs of this group.

Race

Feedback from stakeholders has suggested that it is possible that some employers may seek to avoid providing placements to students of particular ethnicities.

Our 'How to' guidance will remind employers of their duties under the Equality Act 2010 and the prohibition of discrimination against those sharing protected characteristics. All T Level industry placements should be available and accessible to persons of any race and we will be giving further consideration to methods to ensure that there is not discrimination based on race.

Religion or Belief

Feedback from stakeholders has suggested that it is possible that some employers may seek to avoid providing placements to students of particular religions.

Our 'How to' guidance will remind employers of their duties under the Equality Act 2010 and the prohibition of discrimination against those sharing protected characteristics. All T Level industry placements should be available and accessible to persons of any religion and we will be giving further consideration to methods to ensure that there is not discrimination based on religion or belief.

Sex

Some occupations are traditionally associated with particular genders. This may mean that students of one gender are less likely to choose a particular route or occupational area. It is also possible that employers will be reluctant to recruit students of a particular gender.

Our 'How to' guidance will remind employers of their duties under the Equality Act 2010 and the prohibition of discrimination against those sharing protected characteristics. All T Level industry placements should be available and accessible to persons of any sex and we will be giving further consideration to ensure that there is not discrimination based on gender.

Technical Qualification

As outlined in the Government Response (Section 2), **the T Level assessment will consist of a core alongside occupational specialisms**. The core will be assessed through an externally set and marked test and a practical employer-set project. Occupational specialisms will be assessed through practical assignments, which determine whether a student has met threshold competence.

Disability

A component grading model will be used, with a six point scale for the core and a three point scale for each occupational specialism. Consultation feedback suggested that student with disabilities may have trouble in accessing the question paper without adjustments. Even with reasonable adjustments, it may not be possible for some students to complete all the requirements of some occupational specialisms.

The Technical Qualification will show a range of student performance. A student with SEND who can perform to an excellent standard in a practical specialism will have this capability recognised, even if their performance on the 'theoretical' core is less accomplished, and vice versa. This proposal seeks to address discrimination and ensure equality of opportunity.

In addition, awarding organisations (AOs) must make reasonable adjustments to ensure protected groups are not disadvantaged. This currently applies to existing qualification provision. However, in line with other national qualifications (e.g. A levels) outline content should be designed and reviewed to identify any unnecessary barriers to attainment. The grading model is designed to minimise negative impacts, and will be kept under review so that consideration can be given to any necessary adjustments.

Qualification Review

The review of vocational qualifications at L3 will be based on the principles that any qualifications publicly funded for 16-19 year olds should be of good quality, have a distinctive purpose and support progression to good outcomes. The review aims to ensure that we only fund those qualifications that support progression to education at a higher level, or to employment. The existing cohort of students (i.e. those studying L3 vocational qualifications) are more likely to share certain protected characteristics than those following other L3 qualifications. For example, L3 Academic students are 31% of the total 16 to 18 cohort, but only represent 10% of SEN students whereas L3 vocational students are 18% of the total cohort and represent 17% of total SEN

students. Those with SEN may be more likely to have a disability. Therefore, we expect the review may lead to a positive differential impact on individuals sharing certain protected characteristics, as the qualifications that remain will be of better quality and better support progression.

The Government Response confirms our commitment to **providing high quality alternatives for young people who are not ready to begin a T Level** when they leave compulsory education, or whose career plans require a different approach. In order to achieve this, we will review qualifications at L2 and below. L2 students aged 16 to 18 are more likely to be from protected groups than other student cohorts. For example, there is a greater proportion of L2 students who are SEN (37%) compared to the total 16 to 18 cohort as a whole (20%). Also, a greater proportion of level 2 students are Male (59%) compared to the total 16 to 18 cohort (51%).

In line with feedback from consultation respondents, education at entry and level 1 will be tailored to a student's prior attainment and aspirations. There will be a strong focus on designing programmes that better support progression, including progression to employment where appropriate. As such, in the round we consider that this policy will have a disproportionately positive effect on those sharing certain protected characteristics, in terms of advancing equality of opportunity, fostering good relations, and eliminating discrimination.

Maths and English requirements

The Government Response states that **students must achieve a minimum of level 2 maths and English (GCSE standard pass or a level 2 Functional Skills qualification) as an exit requirement** (Section 4 of the Government Response).

Some consultation responses suggested that it may be more difficult for some young people with SEND to meet this exit requirement (more of whom may have disabilities than the rest of the cohort). This may be the case where they are able to meet all the other requirements of the T Level and demonstrate occupational competence.

Reasonable adjustments are already in place to support people with SEND to access maths and English qualifications and will be in place for any qualifications a T Level student takes. As indicated in the Government Response, we will continue to explore how to support people with SEND to secure these vital maths and English skills, taking into account existing adjustments to required qualification levels already available for apprentices.

Funding for maths and English requirements

Section 4 of the Government Response outlines the proposals **to provide additional funding for T Level students without L2 in maths and English**, compared to those who already have these qualifications. Consultation respondents strongly supported this approach. We will make sure that all students have the necessary hours of study required for their particular T Level programme whether or not they need to study L2 maths or English (or both). This will ensure that students without the minimum exit requirements for T Levels are not disadvantaged with lower funding when studying for their T Level. Published attainment data¹ shows that fewer boys achieve L2 in English and maths than girls. The data also shows attainment in this measure is below the overall population for: SEN students; those from some ethnic groups; and disadvantaged students. Boys, disadvantaged students, and students sharing the protected characteristics of disability and race who take a T Level are therefore more likely to be positively affected by this policy.

Additional requirements

In Section 5 of the Government Response, we have said that **where there are additional occupation-specific requirements that can be delivered or assessed off-the-job, these should be incorporated into T Levels, wherever possible**. The inclusion of occupation-specific requirements in T Levels (where appropriate) will increase students' prospects, particularly in relation to progression to employment. The inclusion of occupation-specific requirements in a T Level will be a requirement for all students, and the T Level certificate should not be awarded without it. However, consideration will be given to the use of dispensations where appropriate, such as exemptions – as a reasonable adjustment – for disabled students.

Certification and profile of attainment

Section 6 of the Government Response outlines that each **T Level will have a single, nationally recognised certificate**. T Level certification should include a profile of attainment, with component grades, as well as an overall grade for T Levels

¹ <https://www.gov.uk/government/statistics/revised-gcse-and-equivalent-results-in-england-2016-to-2017>

– Distinction, Merit, Pass or Fail – so it is clear how students have performed across the programme as a whole.

In addition, each student will receive a transcript that recognises the components that a student has achieved (where they do not meet the minimum requirements for certification or exit the course part way through). The transcript will particularly benefit students that will accrue the various components of their T Level over a longer time duration. Such flexibility will have a positive differential impact on students who share particular protected characteristics, such as pregnancy, maternity and disability, so advancing equality of opportunity.

Transition offer

Section 9 of the Government Response outlines our commitment to **provide a transition offer** for students who take longer to reach the necessary entry requirements to study a T Level.

The transition offer will have the greatest impact on students who had not attained L2 at school, but who with the right encouragement and support, have the potential to do so. The majority of students aged 16 to 18 studying qualifications at L2 are male (59%) and a higher proportion have SEN (37%) than the total 16 to 18 cohort. Similarly, the majority of students aged 16 to 18 studying qualifications below L2 are male (65%) and have SEN (66%), which represent much higher proportions than for the total 16 to 18 student cohort. The transition offer cohort also has a higher proportion of students eligible for FSM compared to the total 16-19 cohort (24% of students aged 16 to 18 studying L2 qualifications and 33% of students aged 16 to 18 studying qualifications below L2).

Therefore, we expect a transition offer to have a positive effect, in advancing equality of opportunity and in fostering good relations between these students and those not sharing these protected characteristics.

Adult students

Section 9 of the Government Response outlines **our view that there is no ‘one size fits all’ approach that could be introduced to meet the needs of the majority of adult learners**. However, the design of T Levels is likely to make them accessible to learners aged 19 to 23 (who do not yet have a level 3 qualification). We will consider how to make T Levels accessible to students of all ages, thereby enhancing equality of opportunity for all age groups. We will take into account the wider reviews to technical education, including the review of qualifications at level 3 and at level 4/5, as we consider any specific adaptations that will improve accessibility.

Provider readiness and local offer

Section 10 of the Government Response states how **we will make sure that providers of T Levels have the capacity and capability to deliver T Levels**. Work in this area is targeted at preparing providers to deliver T Levels, and so has no direct impact on students sharing any of the protected characteristics.

The Government continues to explore how local skills priorities can influence the courses that providers offer so that local, regional and national skills needs are met, whilst making sure that choices and opportunities for individual students are not limited and that there is a universal offer of T Levels for all young people. Different offers in different areas are likely to have differential impacts on those who share protected characteristics, depending on the characteristics of students in a particular area. These impacts will however be temporary as we expect a universal offer of T Levels once they are fully rolled out, and we will keep the equalities impact of this aspect under review.

Accountability

Section 13 of the Government Response outlines the **numerous performance measures for assessing the success of T Levels**. The overall aim of the measures is to hold further education providers to account for all their students and to shine a light on differences in outcomes for certain groups for example women or ethnic minorities. There will be a focus on ensuring that destination measures and progress are an important part of the new accountability system. We therefore expect this to provide positive outcomes for the whole L3 vocational student cohort and therefore to have a positive impact on groups which share certain protected characteristics.

Funding

Section 14 of the Government Response outlines the **Government's intention to provide additional investment in technical education**. This funding will provide the required increased hours of learning for T Levels, and the Government continues to explore how this funding will be distributed.

The Government will be reviewing the accessibility of T Levels for students beyond age 19, which will include what funding is available for such students. This will be reviewed once the outcomes of wider reviews into technical education, including the review of L3 qualifications, level 4/5 and Post-18 funding, are known.

Other protected characteristics

We do not anticipate a direct link between the proposals set out in the Government Consultation Response and the protected characteristics of Gender Reassignment, Marriage and Civil Partnership, and Sexual Orientation.

Annex A – Statistics on cohort of likely T Level students

This annex summarises the characteristics for those who currently study level 3 vocational courses as their highest study aim compared to other qualifications.

The following analysis is based on the DfE Young Person's Matched Administrative Dataset (YPMAD), which records information on the highest level of qualification studied each academic year, and its type. The highest study aim of academic age 16 to 18 year olds in 2015/16 was analysed to determine the type of educational route they may follow through post-16 education. The coverage is those in the state sector in England at academic age 15 and the pupil characteristics are taken from the school census that year.

Given the analysis is only based on highest study aim without consideration of detailed subjects studied, it is necessarily based on simplistic rules and is only intended to provide an indication of proportions affected by changes to the post-16 system.

Table 1: All students

Number of 16 to 18 students in 2015/16 by highest study aim and gender				
	All			
	16	17	18	16 to 18
Academic L3	270,100	235,000	35,400	540,400
L3 Apprenticeship	8,400	20,400	36,400	65,100
Vocational L3	92,900	136,900	87,400	317,100
L2	110,600	62,000	36,300	208,800
L2 Apprenticeship	24,600	37,100	42,900	104,600
Below L2	40,000	23,900	20,800	84,700
Not Participating in FE	18,800	55,300	325,200	399,200
Total	565,300	570,400	584,300	1,720,000

Table 2: Students split by gender

Number of 16 to 18 students in 2015/16 by highest study aim and gender								
	Female				Male			
	16	17	18	16 to 18	16	17	18	16 to 18
Academic L3	148,400	131,700	17,700	297,700	121,700	103,300	17,700	242,700
L3 Apprenticeship	2,400	7,700	14,500	24,600	6,000	12,600	21,900	40,500
Vocational L3	45,500	67,100	43,300	155,800	47,400	69,800	44,100	161,300
L2	47,600	24,000	14,800	86,400	63,000	38,000	21,500	122,400
L2 Apprenticeship	10,200	15,600	18,600	44,400	14,400	21,400	24,400	60,200
Below L2	13,400	8,400	7,600	29,400	26,500	15,500	13,200	55,300
Not Participating in FE	7,500	23,400	168,300	199,200	11,300	31,900	156,900	200,000
Total	275,000	277,800	284,700	837,500	290,300	292,600	299,600	882,400

Table 3: Students split by SEN

Number of 16 to 18 students in 2015/16 by highest study aim and SEN status at academic age 15												
	No SEN				SEN - no Statement				SEN - Statement			
	16	17	18	16 to 18	16	17	18	16 to 18	16	17	18	16 to 18
Academic L3	254,800	219,000	31,600	505,400	13,600	14,500	3,300	31,300	1,700	1,500	500	3,800
L3 Apprenticeship	7,600	17,800	31,100	56,500	700	2,500	5,000	8,200	~	100	300	400
Vocational L3	80,700	111,500	66,700	258,900	10,800	22,800	18,000	51,700	1,300	2,600	2,600	6,500
L2	77,200	34,900	20,100	132,300	26,900	21,600	12,200	60,700	6,500	5,400	3,900	15,900
L2 Apprenticeship	19,500	28,100	32,800	80,400	4,600	8,200	9,300	22,100	500	700	900	2,100
Below L2	15,400	6,700	6,700	28,900	12,200	6,900	5,200	24,400	12,300	10,200	8,900	31,400
Not Participating in FE	11,700	35,000	267,400	314,100	5,300	16,700	49,900	71,800	1,800	3,600	7,900	13,300
Total	467,000	453,000	456,400	1,376,400	74,100	93,100	102,900	270,200	24,200	24,200	25,000	73,400

~ denotes values which round to zero, but are not an actual zero (i.e. values between zero and 49)

Table 4: Students split by ethnicity (1/2)

Number of 16 to 18 students in 2015/16 by highest study aim and summary ethnic group																
	White summary ethnic group				Mixed summary ethnic group				Black summary ethnic group				Asian summary ethnic group			
	16	17	18	16 to 18	16	17	18	16 to 18	16	17	18	16 to 18	16	17	18	16 to 18
Academic L3	206,300	178,500	22,200	407,000	11,800	10,000	1,800	23,600	13,600	12,400	3,100	29,100	29,700	26,200	6,500	62,400
L3 Apprenticeship	7,300	18,200	32,900	58,400	300	600	900	1,900	300	600	800	1,700	300	700	1,300	2,300
Vocational L3	75,500	107,700	66,600	249,700	3,700	5,400	3,600	12,700	5,000	8,500	6,100	19,700	6,600	11,800	8,400	26,800
L2	87,800	50,100	28,600	166,500	4,500	2,400	1,400	8,400	6,200	3,000	2,000	11,300	8,900	4,600	3,100	16,600
L2 Apprenticeship	23,000	34,200	39,000	96,300	600	1,000	1,200	2,700	200	500	800	1,500	500	900	1,500	2,800
Below L2	32,200	18,800	16,200	67,200	1,600	1,000	900	3,400	1,800	1,300	1,300	4,400	3,000	1,900	1,700	6,600
Not Participating in FE	15,400	47,500	264,500	327,400	800	2,200	12,600	15,600	700	1,500	14,100	16,300	1,100	2,500	25,000	28,600
Total	447,500	455,000	470,000	1,372,500	23,200	22,700	22,400	68,300	27,900	27,700	28,300	83,900	50,100	48,600	47,500	146,100

Table 4: Students split by ethnicity (2/2)

Number of 16 to 18 students in 2015/16 by highest study aim and summary ethnic group												
	Chinese				Any Other Ethnic Group				Refused or Not obtained			
	16	17	18	16 to 18	16	17	18	16 to 18	16	17	18	16 to 18
Academic L3	1,600	1,600	300	3,500	4,400	3,800	1,000	9,200	2,800	2,400	400	5,600
L3 Apprenticeship	~	~	~	~	100	100	100	300	100	100	300	500
Vocational L3	200	300	300	700	1,100	1,800	1,500	4,400	900	1,300	900	3,100
L2	200	100	100	400	1,500	800	500	2,900	1,400	900	500	2,900
L2 Apprenticeship	~	~	~	~	100	100	100	300	200	300	300	900
Below L2	100	100	100	200	600	400	300	1,300	700	500	300	1,500
Not Participating in FE	~	100	1,500	1,700	300	600	3,900	4,800	400	900	3,600	4,900
Total	2,100	2,200	2,300	6,500	8,000	7,700	7,500	23,100	6,500	6,500	6,400	19,500

~ denotes values which round to zero, but are not an actual zero (i.e. values between zero and 49)

Table 5: Students split by Free School Meals eligibility

Number of 16 to 18 learners in 2015/16 by highest study aim and eligibility for free school meals at academic age 15												
	Not Eligible for FSM				Eligible for FSM				All			
	16	17	18	16 to 18	16	17	18	16 to 18	16	17	18	16 to 18
Academic L3	249,300	217,100	31,100	497,500	20,800	17,900	4,300	42,900	270,100	235,000	35,400	540,400
L3 Apprenticeship	7,700	18,500	33,000	59,200	700	1,900	3,300	5,900	8,400	20,400	36,400	65,100
Vocational L3	80,100	116,200	71,900	268,300	12,700	20,600	15,400	48,800	92,900	136,900	87,400	317,100
L2	86,000	45,600	26,400	157,900	24,600	16,400	9,900	50,900	110,600	62,000	36,300	208,800
L2 Apprenticeship	21,400	31,800	36,900	90,100	3,200	5,200	6,000	14,400	24,600	37,100	42,900	104,600
Below L2	27,000	15,400	14,100	56,500	12,900	8,500	6,700	28,200	40,000	23,900	20,800	84,700
Not Participating in FE	13,600	41,500	282,200	337,200	5,300	13,700	43,000	62,000	18,800	55,300	325,200	399,200
Total	485,100	486,100	495,600	1,466,800	80,200	84,300	88,700	253,200	565,300	570,400	584,300	1,720,000



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