



Department  
for Education

# **Ad-hoc Notice** **Qualifications at** **Level 3 and below**

**Contextual information on enrolments  
and students**

**November 2020**

# Contents

Introduction	3
Summary	3
Existing evidence	4
Main findings	5
Qualifications and enrolments	5
Students at level 2 and below	9
Tables	12
Methodology	18
Enrolments analysis	18
Level 2 or below progression analysis	18
Glossary	19

## Introduction

This ad-hoc statistical release is being published to support the second stage consultation of the review of post-16 qualifications at level 3 and below in England.

As part of that, the Department is publishing a call for evidence to seek views on level 2 and below study for students aged 16 and above.

This ad-hoc release provides contextual information on post-16 enrolments on Education and Skills Funding Agency (ESFA) funded qualifications<sup>1</sup> at level 3 and below, including background characteristics of students. Additionally, it provides an overview of the different pathways students take at age 16 at level 2 and below, including churn or repeat learning between ages 16 and 18 and outcomes at age 19.

The methodology behind each section of analysis is outlined at the end of the document.

## Summary

Of all enrolments by 16 to 18 year olds<sup>2</sup> on qualifications at level 3 and below, two-thirds (67%) are at level 3, while the remaining 33% are at level 2 or below. Those at level 2 and below are more likely to have had a special educational needs (SEN) or lower prior attainment in English and maths – compared to those at level 3. They are also more likely to live in the most deprived areas.

Enrolments at level 2 and below form a large majority (87%) of all adult enrolments at level 3 and below. There is a higher proportion of enrolments by students who identify as, having learning difficulties or disabilities (LLDD) or those who live in the most deprived areas, at level 2 or below compared to level 3.

30% of 16 year olds are studying at level 2 or below, mostly at level 2. Those studying at level 1 are more likely to progress to a higher level of study at age 17 - 60% of level 1 students progress to higher study compared to 46% of those at entry level and 40% of those at level 2.

A higher proportion of SEN and free school meals (FSM) students are studying at entry level at age 16 compared to level 1 or level 2.

Of the 16 year olds studying at level 2 or below, 18% achieve a level 3 qualification by age 19<sup>3</sup>.

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<sup>1</sup> Enrolments analysis is based on a snapshot of Ofqual regulated qualifications that are approved for funding at level 3 and below as of May 2019.

<sup>2</sup> Note, this refers to students at academic age 16, 17 and 18. This is sometimes referred to as 16 to 18, as is the general approach in this document, as well as 16 to 19. However, both refer to the 3 years of KS5 education. The difference in approach relates to the different data sources relating to post-16 statistics.

<sup>3</sup> Achieved before or at age 19

## Existing evidence

Existing evidence on enrolments focuses on learning aim participation and achievements in Further Education (FE) settings, usually broken down by level of learning, sector subject area (SSA) and student demographics. These are reported nationally, at provider level and by geographic region.

The Department publishes [Further Education and Skills](#) statistics bi-annually, in March and November. This includes statistics covering post-16 student participation and achievements in FE and skills training.

The annual [Level 2 and 3 attainment by young people aged 19](#) statistical publication provides information at both national and local authority level on the attainment of 19-year olds at the end of each academic year. They are used to monitor trends in attainment over time and changes in attainment within different groups.

The [Destinations of key stage \(KS4\) and 16 to 18 \(KS5\) students](#) publication provides information on KS4 and 16 to 18 students going into apprenticeship, education and employment destinations.

The [Students and qualifications at level 3 and below](#) ad-hoc notice was published in March 2019 to support the first stage consultation of the review of post-16 qualifications at level 3 and below in England. It provides an overview of the trends in enrolments in qualifications at level 3 and below.

## Main findings

### Qualifications and enrolments

Around a third (33%) of 16-18 enrolments are at level 2 or below compared to 87% of adult enrolments.

From 2016, the Department required level 2 and level 3 qualifications to meet certain criteria in order to be counted in performance tables. However, many of the qualifications taught in further education are approved for funding but have not been subject to a similar review as those in the performance tables.

Only 1% of 16-18 enrolments at level 2 and below are on qualifications which are included in the 16-19 performance tables. A further 30% of 16-18 enrolments are on GCSEs which are included in the key stage 4 performance tables.

Functional skills qualifications (FSQs) and GCSEs account for a large proportion - 32% and 15% respectively of all enrolments (including adults) at level 2 or below. However, they represent a small number (2% each) of qualifications at level 2 or below.

### Enrolments – Background characteristics

Students aged between 16 and 18 account for two-thirds of enrolments on qualifications at Level 3 or below, with adult students making up the remaining third (Tables 2 and 3).

Overall, across all ages, the vast majority (91%) of level 3 enrolments are by students aged 16-18 while adults account for more enrolments at level 2 or below (57%), especially at entry level where 70% of enrolments are by adults.

### Students Aged 16-18

Figure 1 below shows a distribution of age 16-18 enrolments by ethnic background (also see Table 2).

Students from black, Asian and minority ethnic (BAME) backgrounds account for 25% of enrolments on level 3 qualifications and 20% at level 2. Enrolments on level 3 qualifications is relatively high among students of Asian (13%) and Black (6%) backgrounds.

**Figure 1: Distribution of 16-18 enrolments by level and ethnicity**

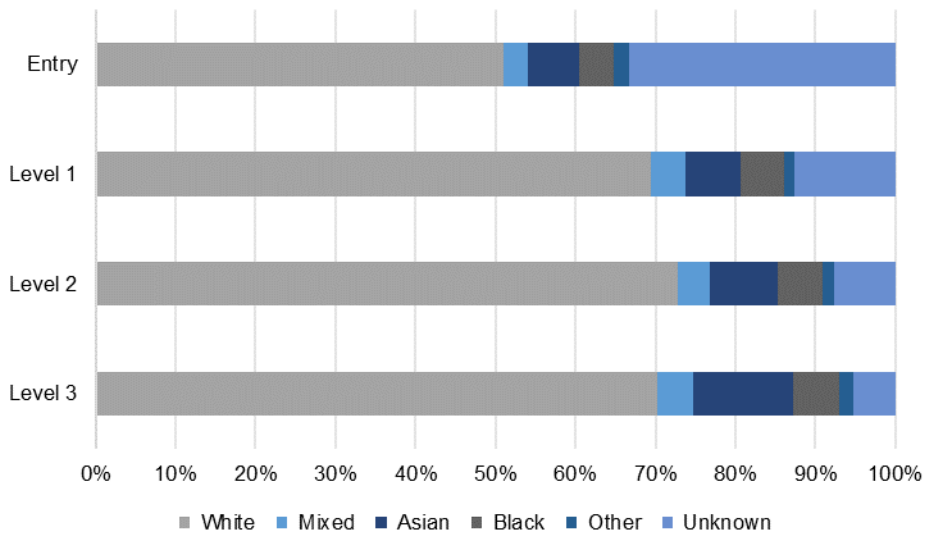
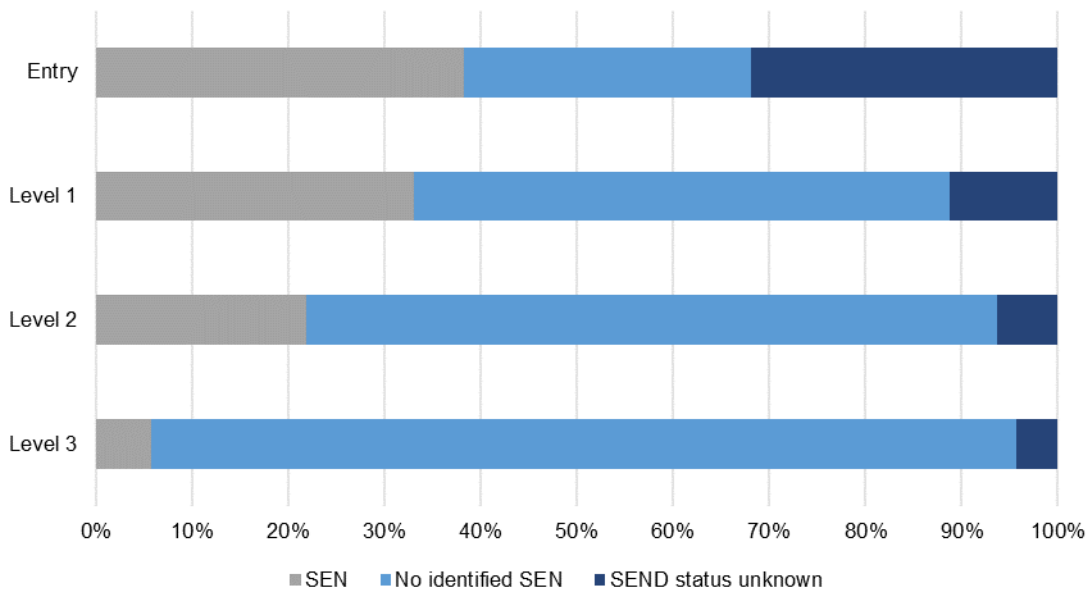


Figure 2 below shows the breakdown of enrolments by students aged 16-18 by their Special education needs (SEN)<sup>4</sup> status at age 15. Enrolments by those with SEN are higher at the lower levels (38% at entry level, 33% at level 1 and 22% at level 2) than at level 3 where students with SEN account for only 6% of enrolments.

**Figure 2: Distribution of 16-18 enrolments by level, and SEN at age 15**



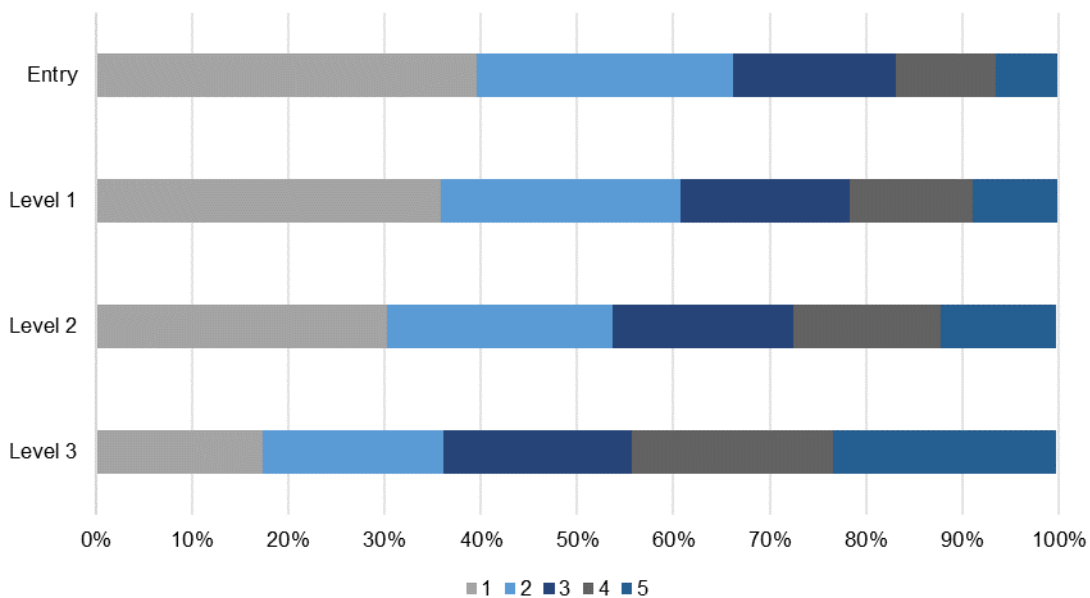
Similarly, enrolments by students who were eligible for free school meals (FSM) at age 15 are proportionally higher below level 2, with 22% at entry level, 21% at level 1 and 17% at level 2 – compared to only 8% at level 3 (Table 2).

<sup>4</sup> Students with special educational needs comprise of those receiving SEN Support (prior to 2015 School Action or School Action Plus) or those with an Education, Health and Care Plan (EHCP) (prior to 2015 a statement of SEN).

Students who were studying at a higher level are most likely to have higher prior attainment (Table 2). 89% of enrolments at level 3 were by students who had achieved a level 2 in both English and maths compared to 22% for level 2 and 13% for level 1.

Students who live in the most deprived<sup>5</sup> areas are more likely to enrol at level 2 or below. At entry level 40% of enrolments are those who lived in the most deprived areas compared to 6% of enrolments from the least deprived. The same pattern is seen at level 1 and level 2. At level 3 enrolments are more evenly distributed, however there is still a gap between enrolments in the most deprived (17%) and the least deprived (23%).

**Figure 3: Distribution of 16-18 enrolments by level of deprivation**



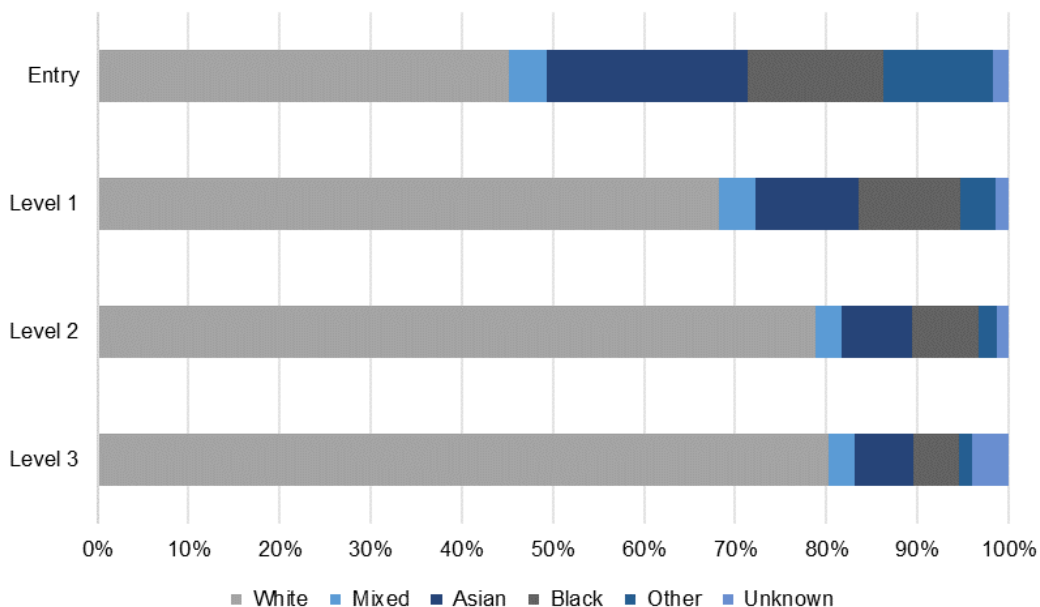

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<sup>5</sup> The deprivation measure is based on the Income Deprivation Affecting Children Index (IDACI), part of the Indices of Multiple Deprivation (IMD). The index gives a score to each postcode area representing the proportion of children under 16 in that area who are income-deprived. Scores for students' home postcode areas are grouped into bands 1 (most deprived) to 5 (least deprived)

## Adults (age 19 and above)

Adults from a BAME background account for 16% of enrolments at level 3, 20% at level 2 and 30% at level 1. Over half of adult enrolments (53%) at entry level are by students from a BAME background.

**Figure 4: Distribution of 19+ enrolments by level and ethnicity**

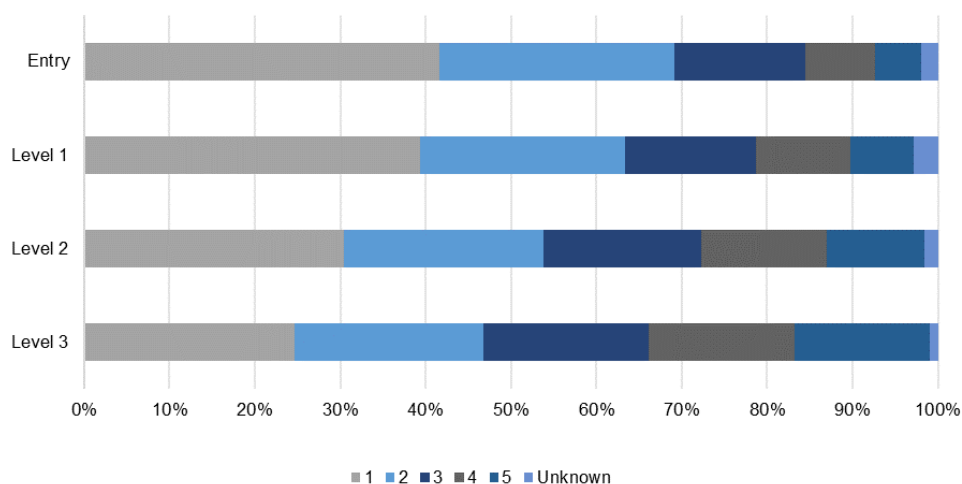


Among adults (Table 3), enrolments by those with learning difficulties or disabilities (LLDD) are higher at the lower levels - 20% at entry level and 23% at level 1 compared to 12% at level 3.

Adults from the most deprived<sup>5</sup> areas are more highly represented at level 2 or below, with 35% of enrolments overall, compared to 9% from the least deprived areas (Table 5).

This is more apparent when looking at level 1 and entry enrolments in the most deprived areas, with 39% and 42% respectively (see Figure 5 below).

**Figure 5: Distribution of 19+ enrolments by level of deprivation**



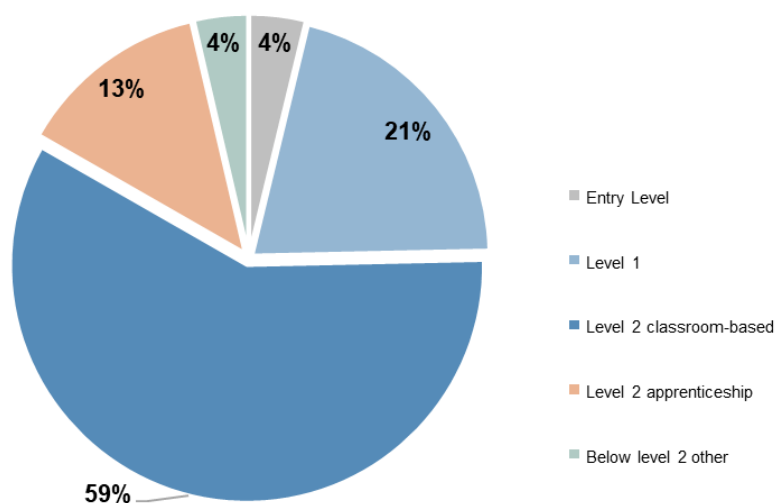


## Students at level 2 and below

Overall, there were 570,000 16 year olds<sup>6</sup> studying at level 3 or below. 8% of the cohort did not achieve a level 3 qualification until age 18 – after three years of post-16 study (Table 6).

**About 30% of the cohort were studying at level 2 and below (Table 6). Of these, most were studying at level 2 as shown in Figure 6 below.**

**Figure 6: Distribution by level of 16 year olds studying at level 2 and below**



## Progression from level 2 and below after a year of study

Tables 7 to 9 show progression information for individuals who studied<sup>7</sup> at level 2 and below at age 16, including background characteristics of students.

Of those who studied classroom-based qualifications at level 2 at age 16, 40% progressed to level 3 after one year of study (37% classroom-based study and 3% apprenticeship). Another 40% remain at the same level, 5% dropped to level 1 or below and 16% had no recorded education or training (Table 9).

Of those who studied at level 1, 60% progressed to level 2 or above after a year of study (52% to classroom-based study and 8% to an apprenticeship), 18% continue to study at level 1 or dropped below level 1, and 22% had no recorded education or training (Table 8).

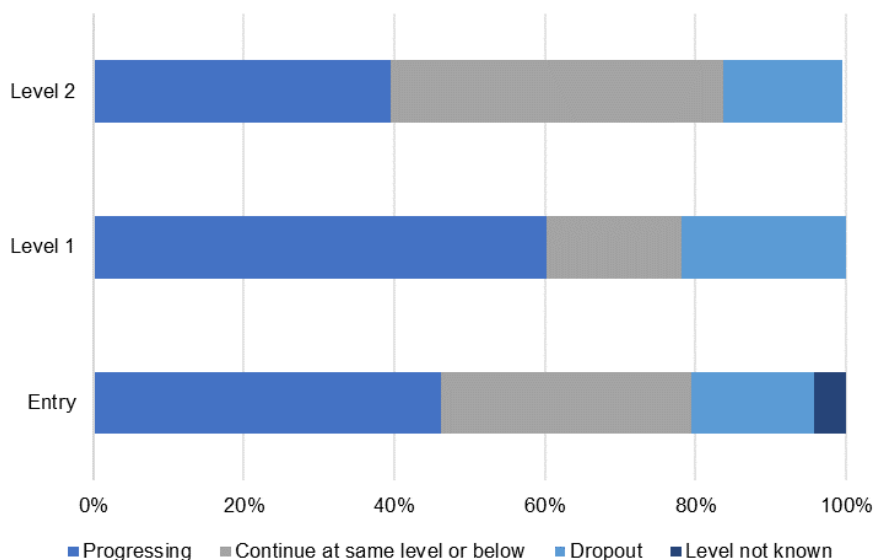
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<sup>6</sup> This analysis looks at the cohort of 16 year olds who were aged 19 at the start of the 2017/18 academic year. These students were 16 years old at the start of the 2014/15 academic year.

<sup>7</sup> This is based on students recorded 'Highest Learning Aim' in the Young Persons Matched Administrative Dataset (YPMAD).

Of those at entry level, 46% progressed to a higher level, 33% continue to study at entry level, while 16% had no recorded education or training the following year (Table 7).

**Figure 7: Pattern of progression after one year of study, for 16 year olds studying at level 2 or below**



Furthermore, 71% of those studying level 2 at age 16 achieved a level 2 by age 19, compared to 42% and 14% of those at level 1 and entry level respectively.

Nearly a quarter (23%) of those studying level 2 at age 16 achieved level 3 at age 19, compared to 6% for those at level 1 and only 1% for those at entry level.

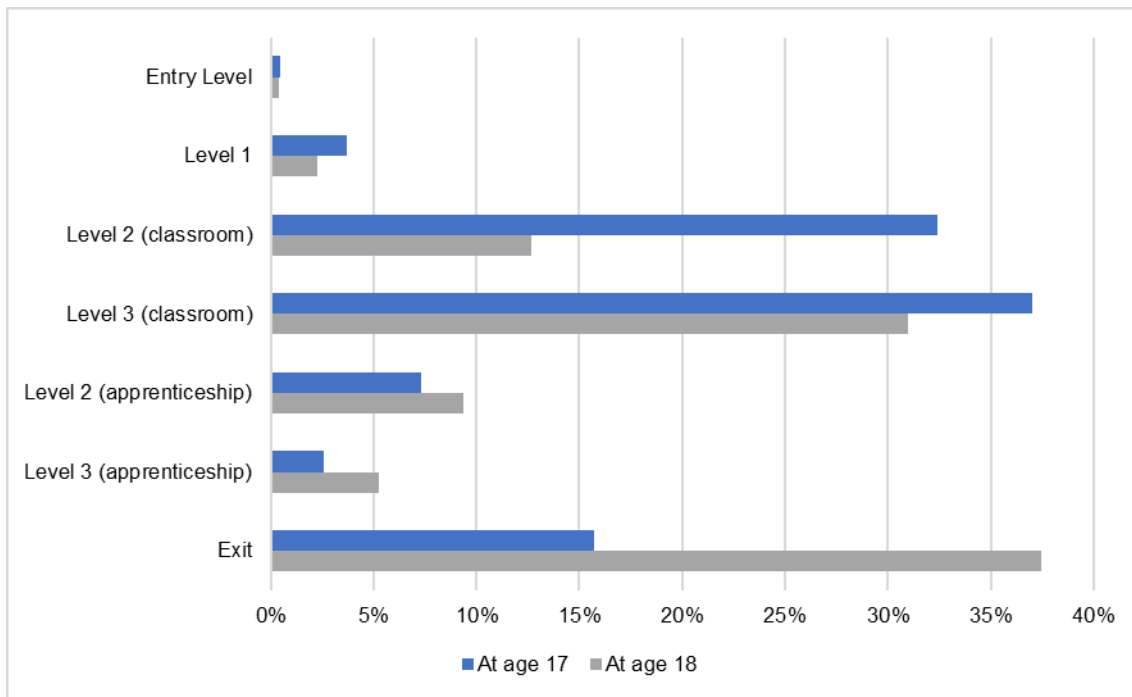
A higher proportion of age 16 enrolments at entry level were SEN (77%), compared to age 16 enrolments at level 1 (55% SEN) and level 2 (35% SEN). Students who were SEN were more likely to drop to a lower level or remain at the same level at age 17, than progress to a higher level of study. Similarly, the proportion of enrolments by those with FSM at entry level (37%) is higher than at level 1 (32%) and level 2 (23%) (Tables 7 to 9).

### **Progression from level 2 after two years of study**

Approximately 102,000 students were in level 2 classroom-based study at age 16. Figure 8 below shows a snapshot of these students at age 17 and age 18. Most were in classroom-based study at level 2 or level 3 at age 17 as described in the previous section.

At age 18, 37% had left education (compared to 16% leaving at age 17). 36% were at level 3 (31% classroom and 5% apprenticeship). 22% were at level 2 (13% classroom and 9% apprenticeship) while 4% were studying below level 2 (also see table 10).

**Figure 8: Level of study at age 17 and age 18 for 16 year olds in level 2 classroom-based study**



Of the 102,000 students in level 2 classroom based study at age 16, 22,000 studied at level 3 for a further two years (at age 17 and 18). Of these 27% did not achieve a level 3 qualification at the end of the three years of study (Table 11).

## Tables

*Note: Number of enrolments/students are rounded to the nearest 100; number of qualifications are rounded to the nearest 10.*

**Table 1: Enrolments by Ofqual specified qualification categories – level 2 or below**

<b>Qualification categories</b>	<b>Number of Qualifications</b>	<b>16-19 Enrolments</b>	<b>Adult Enrolments</b>
Functional Skills	150	343,800	679,200
Vocationally-Related Qualification	3,590	362,000	581,300
GCSE	140	407,800	59,900
Occupational Qualification	1,640	104,200	158,500
Other Life Skills Qualification	1,410	82,300	148,000
English For Speakers of Other Languages (ESOL)	190	21,400	159,900
Other Vocational Qualification	350	12,200	31,600
Other General Qualification	220	30,900	2,600
Project	10	1,000	
Entry Level (Other)	30	300	200
Qualifications and Credit Framework (QCF)	10	100	100
Performing Arts Graded Examination	210	100	
<b>All level 2 or Below</b>	<b>7,940</b>	<b>1,366,100</b>	<b>1,821,200</b>
...of which 16-19 Performance Tables	100	18,700	10,300

Sources: Individualised Learner Record (ILR), Young Persons Matched Administrative dataset (YPMAD); School Census.

Based on qualifications approved for ESFA funding as at May 2019.

**Table 2: 16 to 18 enrolments by student characteristics**

	<b>16-18 Enrolments</b>	<b>White</b>	<b>Mixed</b>	<b>Asian (inc. Chinese)</b>	<b>Black</b>	<b>Other</b>	<b>Unknown</b>	<b>FSM at age 15</b>	<b>SEN<sup>4</sup> at age 15</b>	<b>English and mathematics prior attainment</b>
Level 3	2,738,800	70%	5%	13%	6%	2%	5%	8%	6%	89%
Level 2	897,200	73%	4%	9%	6%	1%	8%	17%	22%	22%
Level 1	324,900	69%	4%	7%	5%	1%	13%	22%	33%	13%
Entry	144,000	51%	3%	7%	4%	2%	33%	21%	38%	2%
<b>Total</b>	<b>4,104,900</b>	<b>70%</b>	<b>4%</b>	<b>11%</b>	<b>6%</b>	<b>2%</b>	<b>7%</b>	<b>11%</b>	<b>13%</b>	<b>65%</b>

Sources: Individualised Learner Record (ILR), Young Persons Matched Administrative dataset (YPMAD); School Census

**Table 3: 19+ enrolments by student characteristics**

	<b>19+ Enrolments</b>	<b>White</b>	<b>Mixed</b>	<b>Asian (inc. Chinese)</b>	<b>Black</b>	<b>Other</b>	<b>Unknown</b>	<b>Students with learning difficulties or disabilities (LLDD)</b>
Level 3	265,100	80%	3%	6%	5%	1%	4%	12%
Level 2	1,008,700	79%	3%	8%	7%	2%	1%	15%
Level 1	473,100	68%	4%	11%	11%	4%	1%	23%
Entry	339,400	45%	4%	22%	15%	12%	2%	20%
<b>Total</b>	<b>2,086,300</b>	<b>71%</b>	<b>3%</b>	<b>11%</b>	<b>9%</b>	<b>4%</b>	<b>2%</b>	<b>17%</b>

Source: Individualised Learner Record (ILR)

**Table 4: 16-18 enrolments by level of deprivation (1 most – 5 least)**

	<b>16-18 Enrolments</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Level 3	2,738,800	17%	19%	20%	21%	23%
Level 2	897,200	30%	23%	19%	15%	12%
Level 1	324,900	36%	25%	18%	13%	9%
Entry	144,000	40%	27%	17%	10%	6%
<b>Total</b>	<b>4,104,900</b>	<b>22%</b>	<b>21%</b>	<b>19%</b>	<b>19%</b>	<b>19%</b>

Sources: Individualised Learner Record (ILR); Index of Multiple Deprivation (IMD); Young Persons Matched Administrative dataset (YPMAD); School Census

**Table 5: 19+ enrolments by level of deprivation (1 most – 5 least)**

	<b>19+ Enrolments</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Unknown</b>
Level 3	265,100	25%	22%	19%	17%	16%	1%
Level 2	1,008,700	30%	23%	18%	15%	11%	2%
Level 1	473,100	39%	24%	15%	11%	7%	3%
Entry	339,400	42%	28%	15%	8%	5%	2%
<b>Total</b>	<b>2,086,300</b>	<b>34%</b>	<b>24%</b>	<b>17%</b>	<b>13%</b>	<b>10%</b>	<b>2%</b>

Sources: Individualised Learner Record (ILR); Index of Multiple Deprivation (IMD)

**Table 6: 16 year old students by level**

Level of study at age 16	Number of 16 year olds	Percentage 16 year olds	Percentage of 16 year olds achieving level 3 at age 18
Entry Level	6,600	1%	0%
Level 1	36,200	6%	3%
Level 2 (classroom)	101,700	18%	17%
Level 2 (apprenticeship)	22,700	4%	11%
Level 3 (classroom)	370,400	65%	7%
Level 3 (apprenticeship)	7,900	1%	13%
Below level 2 (other)	6,300	1%	1%
No study recorded	18,500	3%	2%
<b>Total</b>	<b>570,400</b>	<b>100%</b>	<b>8%</b>

Source: Young Persons Matched Administrative dataset (YPMAD)

**Table 7: Entry level at age 16 – Students and characteristics**

Progression pattern (after one year of study)	Number of Students	Percentage of students*	SEN at age 15	FSM eligible at age 15	Female	BAME	Leaving by age 18	Achieved level 2 by age 19	Achieved level 3 by age 19
Entry to Entry (classroom)	2,200	33%	86%	38%	37%	26%	17%	4%	0%
Entry to Level 1 (classroom)	2,200	33%	77%	37%	32%	25%	26%	23%	1%
Entry to Level 2 (classroom)	700	11%	70%	64%	34%	27%	28%	32%	3%
Entry to Level 3 (classroom)	.	1%	44%	42%	47%	50%	17%	67%	25%
Entry to Level 2 (apprenticeship)	100	1%	57%	24%	31%	13%	25%	51%	1%
Entry to L3 (apprenticeship)	x	x	x	x	x	x	x	x	x
Entry to Exit	1,100	16%	64%	40%	35%	18%	85%	3%	0%
Entry to other (below Level 2)	300	4%	88%	35%	35%	21%	28%	2%	0%
<b>Entry Total</b>	<b>6,600</b>	<b>100%</b>	<b>77%</b>	<b>37%</b>	<b>34%</b>	<b>24%</b>	<b>33%</b>	<b>14%</b>	<b>1%</b>

Source: Young Persons Matched Administrative dataset (YPMAD)

'x' signifies small number suppression

'.' signifies number greater than 10 but less than 100

\* Percentage of Students column may not add up to 100 due to rounding

**Table 8: Level 1 at age 16 – Students and characteristics**

Progression pattern (after one year of study)	Number of Students	Percentage of students*	SEN at age 15	FSM eligible at age 15	Female	BAME	Leaving by age 18	Achieved level 2 by age 19	Achieved level 3 by age 19
Level 1 to Entry (classroom)	600	2%	83%	44%	35%	25%	32%	7%	0%
Level 1 to Level 1 (classroom)	5,300	15%	71%	40%	34%	19%	41%	20%	1%
Level 1 to Level 2 (classroom)	18,100	50%	53%	29%	32%	19%	37%	60%	10%
Level 1 to Level 3 (classroom)	700	2%	36%	25%	38%	25%	33%	63%	30%
Level 1 to Level 2 (apprenticeship)	2,800	8%	43%	21%	25%	10%	20%	65%	6%
Level 1 to Level 3 (apprenticeship)	200	1%	30%	12%	20%	10%	13%	65%	29%
Level 1 to Exit	7,900	22%	56%	35%	32%	13%	83%	11%	0%
Level 1 to other (below Level 2)	600	2%	64%	40%	31%	18%	64%	12%	0%
<b>Level 1 Total</b>	<b>36,200</b>	<b>100%</b>	<b>55%</b>	<b>32%</b>	<b>32%</b>	<b>17%</b>	<b>46%</b>	<b>42%</b>	<b>6%</b>

Source: Young Persons Matched Administrative Dataset (YPMAD)

\* Percentage of Students column may not add up to 100 due to rounding

**Table 9: Level 2 at age 16 – Students and characteristics**

Progression pattern (after one year of study)	Number of Students	Percentage of students*	SEN at age 15	FSM eligible at age 15	Female	BAME	Leaving by age 18	Achieved level 2 by age 19	Achieved level 3 by age 19
Level 2 (classroom) to Entry (classroom)	500	0%	73%	35%	39%	27%	30%	18%	0%
Level 2 (classroom) to Level 1 (classroom)	3,800	4%	58%	35%	36%	21%	41%	35%	2%
Level 2 (classroom) to Level 2 (classroom)	33,000	32%	42%	26%	40%	20%	36%	67%	10%
Level 2 (classroom) to Level 3 (classroom)	37,700	37%	28%	19%	49%	25%	26%	92%	48%
Level 2 (classroom) to Level 2 (apprenticeship)	7,500	7%	30%	17%	40%	10%	17%	79%	7%
Level 2 (classroom) to Level 3 (apprenticeship)	2,600	3%	21%	12%	37%	12%	10%	85%	46%
Level 2 (classroom) to Exit	16,000	16%	36%	25%	45%	13%	80%	39%	1%
Level 2 (classroom) to other (below Level 2)	700	1%	59%	33%	35%	21%	52%	25%	2%
<b>Level 2 (classroom) Total</b>	<b>101,700</b>	<b>100%</b>	<b>35%</b>	<b>23%</b>	<b>44%</b>	<b>20%</b>	<b>37%</b>	<b>71%</b>	<b>23%</b>

Source: Young Persons Matched Administrative Dataset (YPMAD)

\* Percentage of Students column may not add up to 100 due to rounding



**Table 10: Highest level of study<sup>8</sup> of those who were studying at level 2 (classroom -based) at age 16**

Level of study	Number of students at age 17	Percentage of students at age 17	Number of students at age 18	Percentage of students at age 18
Entry Level	500	0%	400	0%
Level 1	3,800	4%	2,300	2%
Level 2 (classroom)	33,000	32%	12,900	13%
Level 3 (classroom)	37,700	37%	31,500	31%
Level 2 (apprenticeship)	7,500	7%	9,600	9%
Level 3 (apprenticeship)	2,600	3%	5,300	5%
Higher Education		0%	400	0%
Exit	16,000	16%	38,100	37%
Below Level 2 (other)	700	1%	1,100	1%
<b>L2 (classroom) Total</b>	<b>101,700</b>	<b>100%</b>	<b>101,700</b>	<b>100%</b>

**Table 11: Progression from level 2 to level 3 classroom based study and level 3 achievement**

<b>Studying at level 2 (classroom -based) at age 16</b>	<b>101,700</b>
Level 3 classroom based study at 17 and 18	22,200
Level 3 classroom based study at 17 and 18 and achieved level 3 by age 18	16,100

<sup>8</sup> This looks at age 17 and age 18 snapshots of those in classroom based level 2 study at age 16. The highest level of study looks at the highest qualification level being studied at each point without consideration for the subject being studied. Therefore, this would not tell us whether a student progressed to a level in the same area of study or not.

## Methodology

### Enrolments analysis

The Education and Skills Funding Agency (ESFA) approves qualifications for government funding for students aged 14 to 19. For the qualifications analysis, we took a snapshot of qualifications approved for funding for 16 to 19 at level 3 or below as at May 2019.

This was linked to enrolment information for the full 2018/19 academic year. This is taken from the Individualised Learner Record (ILR) and the school census. Enrolments are also split by Government Office Region (GOR) and by qualification category.

The qualifications data is combined with student level information in the ILR and the Young Persons Matched Administrative Dataset (YPMAD), also for 2018/19, to analyse enrolments by age 16 to 18 student characteristics.

For students aged between 16 and 18, enrolments are grouped on Free School Meal (FSM) eligibility, Special Education Needs (SEN) and ethnic background, as recorded in the school census at age 15. Where census data at 15 is not available (mostly due to the student not enrolled at a state school at age 15), SEN/FSM is recorded as 'unknown'. Prior attainment in English and mathematics is also analysed. This was based on GCSE/level 2 attainment from the previous year (2017/18), prior to the academic year being analysed (2018/19). This takes into account those who may not have achieved these at age 15 (end of Key Stage 4) but have achieved at the start of 2018/19.

The adults (age 19+) characteristics analysis is based solely on the Individualised Learner Records (ILR) dataset. This is the information about students and the learning they undertake, in the further education (FE) and skills sector, that publicly funded colleges, training organisations, local authorities and employers (FE providers) must collect and return to the DfE. The ILR data source for this analysis is the final collection of 2018/19 and includes information on provision for the full academic year.

### Level 2 or below progression analysis

This analysis is based on the DfE Young Person's Matched Administrative Dataset (YPMAD). This records information on the highest level of study (highest study aim) and achievement between ages 16 and 19, matched to individual personal characteristics, as recorded in the school census at age 15. Detailed information on the YPMAD can be found in the [16-19 attainment technical document](#).

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 potentially affected by changes to the post-16 system.

In this analysis, students are counted once, having been organised via a hierarchy based on the level and type of their highest learning aim.

## Glossary

Term	Definition
Apprenticeship	<p>An apprenticeship is a job that combines practical training with study.</p> <p>See “A guide to apprenticeships” at <a href="https://www.gov.uk/government/publications/a-guide-to-apprenticeships-for-further-information">https://www.gov.uk/government/publications/a-guide-to-apprenticeships-for-further-information</a>.</p>
Classroom-based	<p>Training delivered in a school, college or other training provider as part of a study programme (for students aged 16 to 19) or as a standalone qualification (for adults aged 19 and above). Training may be delivered through a mixture of classroom-based activity and simulated workplace environments, for example workshops.</p>
Education and Skills Funding Agency (ESFA)	<p>The ESFA is an executive agency sponsored by the Department for Education. It is accountable for funding education and skills for children, young people and adults. For more information, please see <a href="https://www.gov.uk/government/organisations/education-and-skills-funding-agency">https://www.gov.uk/government/organisations/education-and-skills-funding-agency</a>.</p>
ESFA approves qualifications for public funding	<p>The ESFA applies sets of principles to decide whether individual qualifications can be approved for public funding. Qualification offers can have separate approval principles, and individual qualifications may meet any or none of them.</p>
European Social Fund (ESF)	<p>The European Social Fund (ESF) Operational Programme is part of the European Structural and Investment Funds Growth Programme for England in 2014-2020. The Programme’s priorities are to increase labour market participation, promote social inclusion and develop the skills of the potential and existing workforce. It contributes to improving youth employment by providing support for young people who are harder to reach and incorporates the Youth Employment Initiative (YEI) money in areas with higher rates of youth unemployment.</p> <p>For more information, please see: <a href="https://www.gov.uk/guidance/england-2014-to-2020-european-structural-and-investment-funds">https://www.gov.uk/guidance/england-2014-to-2020-european-structural-and-investment-funds</a></p>
Individualised Learner Record (ILR)	<p>The further education (FE) and skills sector in England uses the Individualised Learner Record (ILR) to collect data about students in the sector and the learning</p>

	<p>undertaken by each of them. The data collected in the ILR is used to ensure that public money distributed through the ESFA is being spent in line with government targets for quality and value for money, for planning, and to make the case for the sector in seeking further funding.</p> <p>For more information, please see:  <a href="https://www.gov.uk/government/collections/individualised-learner-record-ilr">https://www.gov.uk/government/collections/individualised-learner-record-ilr</a></p>
Key stage 4	<p>The national curriculum is organized into blocks of years called 'key stages'. At the end of each key stage, a pupil's performance is assessed. Key stage 4 refers to education in years 10 and 11 of schools in England (ages 14 to 16), at the end of which most pupils sit GCSEs or equivalent level 1/2 qualifications.</p> <p>See <a href="https://www.gov.uk/national-curriculum">https://www.gov.uk/national-curriculum</a> for further information.</p>
Level 3 and below	<p>This phrase refers to post-16 qualifications at levels 3, 2, 1 and entry level.</p> <p>Most qualifications have a difficulty level. The higher the level, the more difficult the qualification is.</p> <p>For more information, see: <a href="https://www.gov.uk/what-different-qualification-levels-mean">https://www.gov.uk/what-different-qualification-levels-mean</a>.</p>
Local flexibility offer	<p>Local flexibility is tailored learning for adults, to respond to local skills and community needs. This is to support colleges and training organisations working with adults at lower levels, who want to re-engage with learning and/or their local labour market. Within local flexibility, colleges and training organisations can deliver non-regulated learning.</p> <p>Find our more from:  <a href="https://www.gov.uk/government/publications/qualifications-getting-approval-for-funding/legal-entitlements-and-qualification-eligibility-principles-within-in-the-adult-education-budget">https://www.gov.uk/government/publications/qualifications-getting-approval-for-funding/legal-entitlements-and-qualification-eligibility-principles-within-in-the-adult-education-budget</a></p>
Ofqual	<p>The Office of Qualifications and Examinations Regulation (Ofqual) regulates qualifications, examinations and assessments in England. It was set up in April 2010 under the Apprenticeships, Skills, Children and Learning Act 2009 and is also covered by the Education Act 2011. Ofqual is a non-ministerial government department with jurisdiction in England. See <a href="https://www.gov.uk/government/organisations/ofqual">https://www.gov.uk/government/organisations/ofqual</a> for further information.</p>

Qualification	The term 'qualification' in this document means only qualifications that are regulated by Ofqual.
Qualifications approved for 16 to 19 at level 3 or below	A subset of ESFA list of qualifications approved for funding 14 to 19, which were: <ul style="list-style-type: none"> <li>• approved for 16 to 18 and/or 18+ as at July 2018 at level 3 or below</li> </ul>
Qualifications and Credit Framework (QCF)	The Qualifications and Credit Framework (QCF) was the regulatory framework for education qualification in England until October 2015. It was succeeded by the Regulated Qualifications Framework (RQF)
Regulated Qualifications Framework (RQF)	The RQF provides a single, simple system for cataloguing all qualifications regulated by Ofqual. Qualifications are indexed by their level and size. Ofqual maintains a register that provides more detail on each qualification. See <a href="https://register.ofqual.gov.uk/">https://register.ofqual.gov.uk/</a> for further information.
School census	The school census is a statutory data collection that takes place during the autumn, spring and summer terms. The census collects information about individual pupils and about the schools themselves. For more information, please see: <a href="https://www.gov.uk/education/school-censuses-and-slasc">https://www.gov.uk/education/school-censuses-and-slasc</a>



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