



Department  
for Business  
Innovation & Skills



Department  
for Education

# **Technical education reform: assessment of equalities impacts**

**July 2016**

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## 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
- pregnancy and maternity
- race (including ethnicity)
- religion or belief
- sex
- sexual orientation

We also deem the following two characteristics to be in scope:

- disadvantage
- low attainment

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:
  - i. remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
  - ii. 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
  - iii. 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:
  - i. tackle prejudice
  - ii. promote understanding

## **The proposed reforms**

The executive summary of the Post-16 Skills Plan (available on [www.gov.uk](http://www.gov.uk)) outlines the strands of reform which are considered in this document. Many of the reforms which represent newly announced policy stem from the Report of the Independent Panel on Technical Education (available on [www.gov.uk](http://www.gov.uk))

## Consideration of protected characteristics identified in the Equality Act 2010

Our initial assessment of the Post-16 Skills Plan is that many of the policy proposals are expected to have positive impacts on individuals with protected characteristics. The following section outlines the scenarios where proposed changes are expected to have disproportionate effects (whether they be positive or negative) on individuals or groups with protected characteristics.

For the purposes of this analysis, we have defined the group likely to take part in technical education as those who study vocational qualifications in further education<sup>1</sup> (excluding apprenticeships) at academic age 16 and who achieved at least one GCSE at grade A\*–C or a vocational qualification at level 2 at academic age 15. The group likely to take part in a transition year are those who study vocational qualifications at age 16 and who did not achieve any GCSEs at grade A\*–Cs or a vocational qualification at level 2 at academic age 15.

### Age

Although the reforms outlined in the Post-16 Skills Plan will primarily affect young people aged 16–19, we also anticipate a significant proportion of those who will take technical education as part of a new route will be adults. We expect that the reforms outlined in the Post-16 Skills Plan, (as well as the wider reforms being made in post-16 education) will help adults to access technical education. The main areas of reform for which age equalities considerations are applicable are funding and apprenticeships. These are assessed in the following section.

We are expanding the range of technical provision that is eligible for loans to include 19–23 year-olds studying at levels 3 and 4, as well as those aged 19 and over at levels 5 and 6.<sup>2</sup> In addition to this, Advanced Learner Loans were introduced in 2013/14 for learners aged 24+ studying qualifications at level 3 and level 4. Analysis suggests that, compared to previous grant funding arrangements, loan uptake is proportionately high amongst younger learners.<sup>3</sup>

Apprenticeships will form a key component of technical education routes, and apprenticeship starts have been rising year on year, to 499,900 all-age starts in 2014/15.

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<sup>1</sup> The cohort shown is those in the state sector at academic age 15 in 2013/14 and the pupil characteristics are taken from the school census that year.

<sup>2</sup> The assessment of equalities impacts of these proposals has been considered in detail – BIS internal analysis using ILR data

<sup>3</sup> BIS (2012) *Further Education 24+ Advanced Learning Loans Equality Impact Assessment* and BIS internal analysis using ILR data

However, while apprenticeship starts for over 25s have grown by 17% between 2010/11 and 2014/15, growth in the number of starts for those under 25 has been much slower at four percent.<sup>4</sup> The creation of technical education routes for school leavers incorporating apprenticeships should help redress this balance and improve the flow of young people entering the workforce.

## Disability and special educational needs (SEN)

We expect the reforms outlined in the Post-16 Skills Plan to have a positive effect on those with a special educational need and/or disability (SEND). It is essential that the impacts of post-16 reforms on those with SEND are considered. This is particularly important as we expect individuals with SEND to be over-represented on technical education routes;<sup>5</sup> to be over-represented on transition years;<sup>6</sup> and more likely to be affected by English and maths exit requirements.<sup>7</sup> The main areas of reform for which SEND equalities considerations are applicable are the design and accessibility of technical education routes; transition years and progression; and work experience. These are assessed in the following section. The existing legislation in place which promotes equality for those with SEND is also reviewed.

The new technical education routes to skilled employment will be accessible and inclusive in their design. Provision will be sufficiently flexible to be adaptable to individual need, including SEND. Providers and employers must therefore make reasonable adjustments to accommodate young people with SEND.

Pupils with SEND have lower attainment compared to those without any identified SEND.<sup>8</sup> Transition years will be tailored to an individual's prior attainment and aspirations. They will focus on developing basic skills. This tailored approach is proven to be an important component of provision for young people with complex SEND.<sup>9</sup> The flexibility built into the transition year will also allow students with SEND to be offered the additional support they need, such as support to enable them to travel independently.

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<sup>4</sup> Social Mobility & Child Poverty Commission (2016) *Apprenticeships, young people and social mobility*

<sup>5</sup> Table 2a, *Annex A*; 23% of those who we expect to access technical education routes will have some form of special educational need compared to 7% of those taking level 3 academic qualifications, and 20% of those in the cohort as a whole – this figure does not include individuals expected to take a transition year

<sup>6</sup> Table 2a, *Annex A*; 60% of those who we expect to take a transition year at 16 have special educational needs

<sup>7</sup> Department for Education (2015) *Special Educational Needs: an analysis and summary of data sources*; In 2013/14, 20.5% of pupils with SEN achieved 5+ GCSEs at grades A\*–C or equivalent including English and maths, 44.8 percentage points lower than those with no SEN (65.3%)

<sup>8</sup> House of Lords Select Committee on Social Mobility (2016) *Overlooked and left behind: improving the transition from school to work for the majority of young people*

<sup>9</sup> Department for Education (2013) *Supported internship trial for 16 to 24 year old learners with learning difficulties and/or disabilities: An evaluation*

At the end of the transition year, students with SEND would be offered an opportunity to progress. They may progress to a technical route, or, in some cases, a traineeship. In addition to the provision available to all young people, those with an education, health and care (EHC) plan would have the option of progressing to a supported internship. This offers an extensive work placement with the support of a job coach.

Young people who take part in a technical education route will complete work placements and in addition to this may also complete work experience. Supported internships have shown that work experience can be a productive and positive experience for young people with complex and profound SEND.<sup>10</sup> The expectation should be that the vast majority of young people with SEND are capable of sustainable paid employment with the right preparation and support.<sup>11</sup>

The Children and Families Act 2014 places a duty on mainstream schools and colleges to use their best endeavours to meet the SEN of each student, and the SEND Code of Practice makes it clear that professionals working with young people with SEND should share the presumption that the vast majority will be able to work and providers should enable them to prepare for that.<sup>12</sup> Under the Equality Act 2010, the Disability Discrimination Act 1995 and the Disability Discrimination Act 2005, it is against the law for employers to discriminate against those with disabilities. Furthermore, employers must make reasonable adjustments to ensure that disabled people are not put at a disadvantage compared to non-disabled people.

Young people with complex SEND will need highly tailored provision and to be supported by high-needs funding. The design and delivery of such provision is outside of the remit of the Sainsbury panel and therefore its recommendations. However, there will continue to be flexibility for providers to design study programmes based on giving young people the skills they need to prepare for adult life including employment.

## Gender reassignment

We do not anticipate a direct link between the proposals set out in the Post-16 Skills Plan and the protected characteristic of gender reassignment.

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<sup>10</sup> Department for Education (2013) *Supported internship trial for 16 to 24 year old learners with learning difficulties and/or disabilities: An evaluation*

<sup>11</sup> DfE (2015) *Special educational needs and disability code of practice: 0 to 25 years*

<sup>12</sup> Department for Education (2013) *Supported internship trial for 16 to 24 year old learners with learning difficulties and/or disabilities: An evaluation*

## Pregnancy and maternity

Although young people are less likely to be pregnant or mothers,<sup>13</sup> changes to legislation which affect these young people must be considered – particularly because pregnancy and maternity are associated with low attainment and reduced participation.<sup>14</sup> The main areas of reform for which pregnancy and maternity considerations are applicable are transition years, as well as the wider legislation which promotes equality for mothers or those pregnant. These are assessed in the following section.

Transition years are likely to be offered to those who have missed education or have low attainment. This will likely include a disproportionately high number of young people who have missed education due to pregnancy or maternity. Because of this, the transition year is likely to disproportionately affect young mothers and those pregnant; we expect that these effects will be positive. Moving towards two-year programmes could make it more difficult for people who have taken time out of education (such as those who are pregnant or mothers) to re-enter education, especially if they are doing so part-time, and so a transition would make this easier.

Protection for pupils from discrimination against pregnancy and maternity in schools is covered in the Equality Act. Local authorities have a duty under Section 19 of the Education Act 1996 to arrange suitable full-time education for any pupils of compulsory school age, including those who are mothers or pregnant, who would not otherwise receive such an education.<sup>15</sup> ‘Suitable education’ should meet the individual needs of the pupil and must take account of their age, ability, aptitude and individual needs including any special educational needs they may have.

## Race and ethnicity

The factors influencing the educational attainment of certain ethnic groups are complex,<sup>16</sup> and may include any or all of socio-economic factors, parental education and aspirations, low expectations, poor attendance, perceived prejudice and higher levels of school exclusions. There is a specific target aimed at increasing the proportion of apprentices who are from black asian and minority ethnic (BAME) backgrounds – specifically, to increase the proportion of BAME apprentices by 20% to 11.9% of total starts by 2020.<sup>17</sup> The main areas of reform for which race and ethnicity considerations are applicable are

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<sup>13</sup> ONS (2013) *Live Births in England and Wales by Characteristics of Mother*

<sup>14</sup> Crawford et al. (2010) *Teenage Pregnancy in England*

<sup>15</sup> Education Act (1996), Section 19

<sup>16</sup> Strand (2014) *Ethnicity, gender, social class and achievement gaps at age 16*

<sup>17</sup> HM Government (2015) *English Apprenticeships: Our 2020 Vision*



the design of technical education routes, transition years and funding. These are assessed in the following section.

At age 16, we expect that some ethnic groups are more likely to undertake technical education than others.<sup>18</sup> Similarly, some ethnic groups are more likely to take a transition year than others.<sup>19</sup> The flexibility offered within the transition year will benefit those who have specific individual needs. Because of this, the reforms outlined in the Post-16 Skills Plan are likely to have a disproportionate effect on these groups, which we expect will be positive.

Analysis of Advanced Learner Loans for learners aged 24+ studying qualifications at level 3 and level 4 suggests that, compared to previous grant funding arrangements, loan uptake is proportionately high amongst black/African/Caribbean/British learners.<sup>20</sup>

## Religion or belief

We expect there to be few direct links between the proposals set out in the Post-16 Skills Plan and the protected characteristics of religion or belief.

There is particular interest in the level of take-up of Advanced Learner Loans among Muslim learners – given that the concept of a loan (particularly the idea of accruing interest) contravenes the principles of Sharia law. However, findings from a learner survey suggest that the introduction of loans to date has not necessarily deterred Muslim learners from funding their studies in this way. This would suggest that Muslim learners will benefit at least equally from the proposed expansions to loans.<sup>21</sup>

## Gender

Some of the proposed reforms outlined in the Post-16 Skills Plan will affect individuals of different genders in different ways. The main areas of reform for which gender equalities considerations are applicable are the accessibility of technical education routes;

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<sup>18</sup> Table 4b, *Annex A*; We expect a disproportionately high proportion of the following ethnic groups to take a technical education route at 16: Caribbean (39%) and white and black Caribbean (37%). We expect a disproportionately low proportion of the following ethnic groups to take a technical education route at 16: Chinese (16%), Indian (18%), Gypsy/Roma (23%), Irish (23%) and Other Asian (23%). *Note that the Gypsy/Roma figures are based on a small population size (N=1,002).*

<sup>19</sup> Table 4b, *Annex A*; We expect a disproportionately high proportion of the following ethnic groups to take part in a transition year at 16: Gypsy/Roma (49%) and Traveller (33%). We expect a disproportionately low proportion of the following ethnic groups to take a transition year at 16: Chinese (5%) and Indian (6%). *Note that the Gypsy/Roma (N=1,002) and Traveller (N=136) are based on small population sizes.*

<sup>20</sup> BIS internal analysis using ILR data

<sup>21</sup> BIS (2016) *Evaluation of 24+ Advanced Learning Loans: An Assessment of the First Year*

transition years; apprenticeships; and funding. These are assessed in the following section.

At age 16, we expect males to be marginally over-represented in technical education routes.<sup>22</sup> Male over-representation is more pronounced in transition years, with 63% of those who take a transition year expected to be male.<sup>23</sup> Because of this, the transition year will disproportionately affect males. We expect these effects to be positive.

Similarly, there is a gender divide in some apprenticeship-sector subject areas at the moment. For example, almost all construction and engineering apprenticeships by under-25s are taken by men, whereas hairdressing is dominated by women.<sup>24</sup> This highlights the importance of clear information so that learners can make an informed choice before starting a route. The government has plans to attract and support more women to start apprenticeships of all types, including those traditionally dominated by men. There is an ambition for 20% of new entrants to engineering and technical apprenticeships in the transport sector to be women by 2020, and to achieve gender parity in the working population by 2030 at the latest.<sup>25</sup> The Sainsbury report recommends we support schools and colleges to embed into careers education and guidance details of the new 15 technical education routes, so that young people understand the range of different occupations available and how to reach them.<sup>26</sup>

Analysis of Advanced Learner Loans, which were introduced in 2013/14 for learners aged 24+ studying qualifications at level 3 and level 4, suggests that, compared to previous grant funding arrangements, loan uptake is proportionately high amongst women.<sup>27</sup>

## Sexual orientation and transgender

We do not anticipate a direct link between the proposals set out in the Post-16 Skills Plan and the protected characteristics of sexual orientation and transgender.

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<sup>22</sup> Table 3a, *Annex A*; 53% of the technical education cohort is expected to be male compared to 45% in the academic cohort and 51% in the cohort as a whole

<sup>23</sup> Table 3a, *Annex A*

<sup>24</sup> Social Mobility & Child Poverty Commission (2016) *Apprenticeships, young people, and social mobility*

<sup>25</sup> Department for Transport (2016) *Transport Infrastructure Skills Strategy*

<sup>26</sup> The equalities impact assessment for careers education and guidance is to be considered as part of the implementation of the careers strategy and is therefore not considered further in this document

<sup>27</sup> BIS internal analysis using ILR data

## Disadvantage and free meals

We expect the reforms outlined in the Post-16 Skills Plan to have a disproportionately positive effect on those who are economically disadvantaged. Training for the most disadvantaged requires flexible frameworks, with elements tailored to the individual and the local context, particularly because individuals eligible for free school meals (FSM) typically have lower prior attainment.<sup>28</sup> The main areas of reform for which disadvantage equalities considerations are applicable are the accessibility of technical education routes and transition years. These are assessed in the following section.

At 16, we expect there to be over-representation of disadvantaged individuals taking a technical education route.<sup>29</sup> Eighteen per cent of the technical education cohort is expected to be eligible for FSM compared to 8% of those taking level 3 academic qualifications and 14% in the cohort as a whole.<sup>30</sup> The proportion of children eligible for FSM becomes even more pronounced for those expected to take a transition year (32%).<sup>31</sup>

## Low prior attainment

We expect the reforms outlined in the Post-16 Skills Plan to have a positive effect on those with low prior attainment. The reforms outlined in the Post-16 Skills Plan will be designed to be accessible to those of all abilities. The transition year; traineeships; and English and maths exit requirements all form part of this provision. The equalities considerations of these reforms are considered in the following section, as well as the likely interactions that low attainment has with other characteristics.

Individuals with low prior attainment will be offered a transition year, which may include a traineeship. Traineeships can also include work placements of several months, giving young people the time and experience required to become work-ready.<sup>32</sup> Technical education routes will maintain a strong focus on English and maths through a set of 'exit' requirements. These requirements will have a disproportionate effect on those who have low prior achievement in English and maths. For adults, we will continue to make free education in maths and English available and encourage take-up of GCSE and level 2 Functional Skills qualifications.

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<sup>28</sup> DfE (2015) *GCSE and equivalent attainment by pupil characteristics, 2013 to 2014*

<sup>29</sup> Using the proxy of being eligible for free school meals at 16 (FSM)

<sup>30</sup> Table 1a, *Annex A*; These figures do not include individuals who will take a transition year

<sup>31</sup> Table 1a, *Annex A*

<sup>32</sup> Mann (2012) *Work Experience: Impact and Delivery: Insights from the Evidence*

Individuals with low prior attainment are more likely to also have other protected characteristics including FSM eligibility,<sup>33</sup> SEND<sup>34</sup> and pregnancy/maternity<sup>35</sup>. They are also more likely to be male.<sup>36</sup> Any reform aimed at low attainers is likely to disproportionately affect these groups too.

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<sup>33</sup> DfE (2011) *GCSE and equivalent results in England 2010/11*

<sup>34</sup> DfE (2014) *SFR: Children with Special Educational Needs*

<sup>35</sup> Department for Education (2006) *Teenage Pregnancy: Accelerating the Strategy to 2010*

<sup>36</sup> House of Lords Select Committee on Social Mobility (2016) *Overlooked and left behind: improving the transition from school to work for the majority of young people*

## Annex A: DfE analysis of pupil characteristics

This annex summarises the characteristics for those who may enter classroom-based technical educational routes, compared to other routes.

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 cohort shown is those in the state sector at academic age 15 in 2013/14 and the pupil characteristics are taken from the school census that year. Their attainment in 2013/14 and their highest study aim in 2014/15 were analysed to determine the type of educational route they may follow through post-16 education.

Given the analysis is only based on highest study aim at 16 without consideration of detailed subjects studied and attainment at 15, 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.

For the purposes of this analysis, we have defined the group most likely to take part in classroom based technical education as those who study vocational qualifications in further education (excluding apprenticeships) at academic age 16 and who achieved at least one GCSE at grade A\*–C or a vocational qualification at level 2 at academic age 15. The group likely to take part in a transition year is those who study vocational qualifications at age 16 and who did not achieve any GCSEs at grade A\*–Cs or a vocational qualification at level 2 at academic age 15. The remaining categories are those whose highest study aim is a level 3 academic qualification, those on apprenticeships and those not participating at age 16.

Please note that due to their size, rows and columns in the ethnicity tables (Tables 4, 4a and 4b) have been transposed.

	Not eligible for FSM	Eligible for FSM	Total
Level 3 academic	253,200	22,600	275,900
Apprenticeship	26,500	3,400	29,900
Classroom-based technical education	144,100	30,600	174,700
Transition	43,400	20,100	63,500
Not participating	11,800	4,300	16,100
<b>Total</b>	<b>479,000</b>	<b>81,100</b>	<b>560,100</b>

**Table 1: Number in each educational route by eligibility for free school meals (FSM) at academic age 15**

	Not eligible for FSM	Eligible for FSM
Level 3 academic	92%	8%
Apprenticeship	89%	11%
Classroom-based technical education	82%	18%
Transition	68%	32%
Not participating	73%	27%
<b>Total</b>	<b>86%</b>	<b>14%</b>

**Table 1a: Percentage in each educational route by eligibility for free school meals (FSM) at academic age 15 (row percentages)**

	Not eligible for FSM	Eligible for FSM
Level 3 academic	53%	28%
Apprenticeship	6%	4%
Classroom-based technical education	30%	38%
Transition	9%	25%
Not participating	2%	5%
<b>Total</b>	<b>100%</b>	<b>100%</b>

**Table 1b: Percentage in each educational route by eligibility for free school meals (FSM) at academic age 15 (column percentages)**

	No identified SEN	All SEN pupils	SEN without a statement	Statement of SEN	Total
Level 3 academic	256,000	19,900	18,300	1,600	275,900
Apprenticeship	23,500	6,400	5,900	400	29,900
Classroom-based technical education	135,100	39,600	35,000	4,600	174,700
Transition	25,300	38,200	24,200	14,000	63,500
Not participating	10,300	5,800	4,700	1,100	16,100
<b>Total</b>	<b>450,200</b>	<b>109,900</b>	<b>88,200</b>	<b>21,700</b>	<b>560,100</b>

**Table 2: Number in each educational route by special educational need (SEN) status at academic age 15**

	<b>No identified SEN</b>	<b>All SEN pupils</b>	<b>SEN without a statement</b>	<b>Statement of SEN</b>
Level 3 academic	93%	7%	7%	1%
Apprenticeship	79%	21%	20%	1%
Classroom-based technical education	77%	23%	20%	3%
Transition	40%	60%	38%	22%
Not participating	64%	36%	29%	7%
<b>Total</b>	<b>80%</b>	<b>20%</b>	<b>16%</b>	<b>4%</b>

**Table 2a: Percentage in each educational route by special educational need (SEN) status at academic age 15 (row percentages)**

	<b>No identified SEN</b>	<b>All SEN pupils</b>	<b>SEN without a statement</b>	<b>Statement of SEN</b>
Level 3 academic	57%	18%	21%	7%
Apprenticeship	5%	6%	7%	2%
Classroom-based technical education	30%	36%	40%	21%
Transition	6%	35%	27%	64%
Not participating	2%	5%	5%	5%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Table 2b: Percentage in in each educational route by special educational need (SEN) status at academic age 15 (column percentages)**

	<b>Male</b>	<b>Female</b>	<b>Total</b>
Level 3 academic	124,400	151,500	275,900
Apprenticeship	18,600	11,300	29,900
Classroom-based technical education	93,200	81,600	174,700
Transition	40,200	23,400	63,500
Not participating	9,300	6,700	16,100
<b>Total</b>	<b>285,700</b>	<b>274,500</b>	<b>560,100</b>

**Table 3: Number in each educational route by gender**

	Male	Female
Level 3 academic	45%	55%
Apprenticeship	62%	38%
Classroom-based technical education	53%	47%
Transition	63%	37%
Not participating	58%	42%
<b>Total</b>	<b>51%</b>	<b>49%</b>

Table 3a: Percentage in each educational route by gender (row percentages)

	Male	Female
Level 3 academic	44%	55%
Apprenticeship	7%	4%
Classroom-based technical education	33%	30%
Transition	14%	9%
Not participating	3%	2%
<b>Total</b>	<b>100%</b>	<b>100%</b>

Table 3b: Percentage in each educational route by gender (column percentage)

	L3 academic	Apprenticeship	Classroom-based technical education	Transition	None	Total
White British	201,100	27,100	135,300	47,800	12,000	423,300
Irish	1,100	100	400	200	100	1,900
Traveller of Irish heritage	0	0	0	0	0	100
Other white	10,400	400	7,000	2,500	1,000	21,300
Gypsy/Roma	100	0	200	500	200	1,000
<b>White summary ethnic group</b>	<b>212,700</b>	<b>27,700</b>	<b>143,000</b>	<b>51,000</b>	<b>13,300</b>	<b>447,700</b>
White and black Caribbean	3,000	400	2,700	1,000	300	7,400
White and black African	1,300	100	700	200	100	2,400



	L3 academic	Apprenticeship	Classroom-based technical education	Transition	None	Total
White and Asian	2,900	100	1,100	400	100	4,600
Other mixed	4,400	200	2,100	800	200	7,600
<b>Mixed summary ethnic group</b>	<b>11,600</b>	<b>800</b>	<b>6,600</b>	<b>2,400</b>	<b>600</b>	<b>22,000</b>
Indian	9,700	200	2,400	800	200	13,400
Pakistani	9,500	300	5,700	2,700	500	18,600
Bangladeshi	4,800	100	2,300	700	200	8,100
Other Asian	5,000	100	1,800	800	200	8,000
<b>Asian summary ethnic group</b>	<b>29,100</b>	<b>700</b>	<b>12,200</b>	<b>5,000</b>	<b>1,100</b>	<b>48,100</b>
Caribbean	3,300	200	3,000	1,100	100	7,600
African	9,300	200	4,700	1,800	300	16,300
Other black	1,500	100	1,100	400	100	3,100
<b>Black summary ethnic group</b>	<b>14,000</b>	<b>400</b>	<b>8,700</b>	<b>3,400</b>	<b>500</b>	<b>27,100</b>
<b>Chinese</b>	<b>1,700</b>	<b>0</b>	<b>300</b>	<b>100</b>	<b>0</b>	<b>2,200</b>
Other ethnic group	4,200	100	2,200	800	300	7,500
Information not obtained	2,700	200	1,700	700	200	5,500
<b>All known</b>	<b>273,200</b>	<b>29,700</b>	<b>173,100</b>	<b>62,800</b>	<b>15,900</b>	<b>554,600</b>

**Table 4: Number in each educational route by ethnicity**  
*Note that 0 denotes fewer than 50 people*

	L3 academic	Apprentice-ship	Class-room based-technical education	Transition	None
White British	74%	91%	78%	76%	76%
Irish	0%	0%	0%	0%	0%
Traveller of Irish heritage	0%	0%	0%	0%	0%
Other white	4%	1%	4%	4%	7%
Gypsy/Roma	0%	0%	0%	1%	1%
<b>White summary ethnic group</b>	<b>78%</b>	<b>93%</b>	<b>83%</b>	<b>81%</b>	<b>84%</b>
White and black Caribbean	1%	1%	2%	2%	2%
White and black African	0%	0%	0%	0%	0%
White and Asian	1%	0%	1%	1%	1%
Other mixed	2%	1%	1%	1%	1%
<b>Mixed summary ethnic group</b>	<b>4%</b>	<b>3%</b>	<b>4%</b>	<b>4%</b>	<b>4%</b>
Indian	4%	1%	1%	1%	1%
Pakistani	3%	1%	3%	4%	3%
Bangladeshi	2%	0%	1%	1%	1%
Other Asian	2%	0%	1%	1%	1%
<b>Asian summary ethnic group</b>	<b>11%</b>	<b>2%</b>	<b>7%</b>	<b>8%</b>	<b>7%</b>
Caribbean	1%	1%	2%	2%	1%
African	3%	1%	3%	3%	2%
Other black	1%	0%	1%	1%	0%
<b>Black summary ethnic group</b>	<b>5%</b>	<b>1%</b>	<b>5%</b>	<b>5%</b>	<b>3%</b>
<b>Chinese</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
Other ethnic group	2%	0%	1%	1%	2%
Information not obtained	1%	1%	1%	1%	1%

Table 4a: Percentage in each educational route by ethnicity (column percentages)

	L3 academic	Apprenticeship	Classroom-based technical education	Transition	None
White British	48%	6%	32%	11%	3%
Irish	60%	4%	23%	9%	4%
Traveller of Irish heritage	9%	7%	25%	33%	26%
Other white	49%	2%	33%	12%	5%
Gypsy/Roma	5%	3%	23%	49%	19%
<b>White summary ethnic group</b>	<b>48%</b>	<b>6%</b>	<b>32%</b>	<b>11%</b>	<b>3%</b>
White and black Caribbean	41%	5%	37%	14%	3%
White and black African	54%	3%	30%	10%	3%
White and Asian	63%	2%	24%	9%	2%
Other mixed	58%	3%	27%	10%	2%
<b>Mixed summary ethnic group</b>	<b>53%</b>	<b>3%</b>	<b>30%</b>	<b>11%</b>	<b>3%</b>
Indian	72%	1%	18%	6%	2%
Pakistani	51%	1%	30%	14%	3%
Bangladeshi	59%	1%	28%	9%	2%
Other Asian	63%	2%	23%	10%	3%
<b>Asian summary ethnic group</b>	<b>60%</b>	<b>1%</b>	<b>25%</b>	<b>10%</b>	<b>2%</b>
Caribbean	43%	2%	39%	14%	2%
African	57%	1%	29%	11%	2%
Other black	48%	2%	34%	14%	2%
<b>Black summary ethnic group</b>	<b>52%</b>	<b>2%</b>	<b>32%</b>	<b>12%</b>	<b>2%</b>
<b>Chinese</b>	<b>77%</b>	<b>0%</b>	<b>16%</b>	<b>5%</b>	<b>2%</b>
Other ethnic group	56%	1%	29%	11%	4%
Information not obtained	49%	4%	30%	13%	4%
<b>All known</b>	<b>49%</b>	<b>5%</b>	<b>31%</b>	<b>11%</b>	<b>3%</b>

Table 4b: Percentage in each educational route by ethnicity (row percentages)



Department  
for Business  
Innovation & Skills



Department  
for Education

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