



Department
for Education

Review of post-16 qualifications at level 2 and below in England

**Government consultation response:
impact assessment**

October 2022

Contents

Updates to future landscape	4
Updated assessment of impact	4
Scale of market rationalisation	5
Level 1 and Below	5
Level 2	6
Impact on awarding organisations	6
Impact on providers	7
Combined Impact	7
Level 2 and below	8
Level 3 and below	8
Additional Policy Changes	9
Updated equalities impact assessment	11
16 to 19 year olds	12
Adults	13
Consultation responses	16
Methodology and data	18

Introduction

1. This impact assessment accompanies the government response to the review of post-16 qualifications at level 2 and below in England. This document has three purposes:

- To outline changes to our assessment of the qualifications we expect to be eligible for public funding in future.
- To provide an update of our previous assessment of the likely impact of the proposals of the review¹ as detailed in the government response.
- To address responses to the equalities questions within the consultation.

¹ DfE, (2022), [‘Review of post-16 qualifications at level 2 and below in England: Impact Assessment’](#)

Updates to future landscape

2. After considering feedback from the consultation, we have made some small changes to our estimates of which qualifications currently available could fit with the future qualification landscape at level 2 and below. These changes are reflected in this document. A summary of these changes is outlined below, with further details contained in the full consultation response.
 - 14 qualifications have been removed from the scope of this consultation as they will be separately removed from public funding as part of the review of digital and ICT user qualifications. These qualifications, and their enrolments, are no longer taken into account when calculating the impact of the changes to the future landscape.
 - Respondents supported the continued funding of 'vocational taster' (pre-vocational) qualifications at entry levels 1 and 2 (see question 34 in the consultation response). These entry-level qualifications are intended to provide an inclusive route which enables exploration of a range of industries and occupations. The respondents noted the value in offering learners with SEND the opportunity to try out different occupations to help them make a decision about their preferred occupational route. We confirm in the consultation response that we intend to fund this type of qualification in future. Therefore, we have now included these 21 qualifications in the funding lists used to calculate this impact assessment.

Updated assessment of impact

3. Since the publication of the consultation, we have updated our assessment in light of the changes outlined above. While the above changes do not change the nature of the impacts we previously outlined, they do marginally affect their scale. This document therefore focuses on comparing the updated values to our previous assessment, rather than repeating the full detail of the impacts previously identified.
4. The consultation response sets out other policy changes as summarised in paragraphs 36-41, but these changes do not affect our estimate of the numbers of qualifications that may or may not fit into the future landscape. One of those changes is to make clearer that size criteria are a guideline only. The effect of this change has not been taken into account in this impact assessment as it is ambiguous and unquantifiable. Therefore, it is possible that qualifications outside of our guideline size ranges, which for the purposes of this impact assessment have been assessed as potentially not fitting in the future landscape, may in practice still receive public funding because they serve a specific purpose and meet other criteria for approval. It must be stressed, therefore, that this impact assessment

remains an estimate of the potential impact.

Scale of market rationalisation

5. Sections of the assessment below refer to qualifications and enrolments that are deemed as 'in-scope' of this review. 'Out of scope' qualifications refers to those that are:
 - identified for removal as part of the low and no enrolment process.
 - GCSEs
 - Functional Skills Qualifications (FSQs)
 - Essential Digital Skills Qualifications (EDSQs)
 - Personal, Social and Employability Qualifications

Level 1 and below

6. Regarding 16 to 19 year olds and adults, the previous impact assessment concluded:

'Based on our initial assessment of qualifications currently available at level 1 and below, out of all the qualifications currently available we estimate a 18% reduction of qualifications currently available at level 1 and below due to our landscape proposals. If we only look at 'in-scope' qualifications, we estimate that around 57% of 'in-scope' qualifications currently available may not fit into the future landscape'

7. Based on the two minor revisions to the mapping of current qualifications to the future landscape, as set out in paragraph 2, we estimate that a similar proportion of total (17%) and in-scope (56%) ESFA funded qualifications currently available at level 1 and below may not fit into the future landscape. We expect this impact on available qualifications to be equal between the two age groups as the revised mapping affects level 1 and entry level qualifications, which are available to both adults and 16-19 year olds.
8. Regarding enrolments, we estimate that 59% of 16-19 year old enrolments on in-scope qualifications at level 1 and below, are on qualifications that may no longer remain. This has not changed from the previous impact assessment.
9. For adults, we now expect 31% of in-scope level 1 and below enrolments to be on qualifications that may not remain, which compares to 32% from our previous estimate.
10. Overall, the expected outcome in the future landscape for level 1 and entry-level students is positive. Students will have access to qualifications that have clear,

improved progression pathways to level 2 and beyond. Although certain qualifications may not be available to students in the future landscape, the expectation is that students in this position will be able to choose qualifications that better set them up for further educational opportunities.

11. It is important to note that these estimates, and those at level 2, are based on our assessments of which qualifications are unlikely to fit into the groups as outlined for the future landscape, and which have the potential to fit into these groups. However, Awarding Organisations (AOs) could choose not to reform qualifications that we believe *could* feature in the future landscape, leading to a greater reduction in available qualifications than we highlight here. Conversely, AOs could successfully reform qualifications that we don't expect to be available in future, leading to a smaller reduction in qualifications.
12. The detail of the requirements of the future approval criteria are not yet developed so it is not possible at this time to assess the extent of reform required to be approved for funding in future.

Level 2

13. Following the consultation responses there have been no changes to the mapping of qualifications to the future landscape for Level 2 qualifications. As such the impact estimates regarding qualifications at this level have not changed.
14. Specifically, we still estimate that 34% of total Level 2 qualifications may not fit into the future landscape for young people, and 29% for adults. When looking at in-scope qualifications, we expect around 72% and 61% respectively to no longer remain.
15. This would equate to 61% of 16-19 in-scope enrolments being on qualifications that may not remain in the future landscape. For adults, we expect this to be 68% of in-scope enrolments.
16. As discussed in the previous impact assessment, we expect that level 2 students will benefit from the qualification reforms regardless of whether the qualification they would have studied is expected to be part of the future landscape or not. Students on qualifications expected to no longer remain would in future likely select an alternative qualification, that is higher quality and has improved progression opportunities, whether it be educational or professional.

Impact on awarding organisations

17. Regarding level 1 and entry level, the previous impact assessment concluded:

'Based on the mapping exercise, 4 AOs have more than 50% of their total ESFA funded enrolments at level 3 and below on qualifications at level 1 and entry level

that are no longer expected to remain in the future. Only 1 of these has over 1,000 ESFA funded enrolments at level 3 and below. Additionally, 11 AOs have 80% or more of their total funded enrolments at level 1 and entry level on qualifications no longer expected to remain in the future. 4 of these have over 1,000 ESFA funded enrolments at level 1 and below'

18. Despite the revised mapping, these estimates have not changed, and we expect the same number of AOs will be impacted.

19. For level 2, the previous impact assessment concluded:

'We estimate that 12 AOs have more than 50% of their total ESFA funded enrolments at level 3 and below, on level 2 qualifications no longer expected to remain in the future'

20. The updated mapping has not affected the expected impact on AOs at level 2, and our previous estimates remain unchanged.

Impact on providers

21. This section details the impact assessment on providers, and how many providers have a large majority of their ESFA funded enrolments on qualifications that may not fit into the future landscape. There was no provider assessment in the previous level 2 and below impact assessment.

22. We estimate that 3 providers have 75% of their total ESFA funded enrolments on level 2 and below qualifications expected to no longer remain. Of these 3 providers, none have more than 200 enrolments.

23. Lowering the threshold of impact, we estimate that 14 providers have more than 50% of their total ESFA funded enrolments on level 2 and below qualifications expected to no longer remain. Only 4 of these providers have 1,000 or more enrolments, with the largest provider having less than 5,000.

24. Considering that there are nearly 4000 providers offering ESFA funded provision, these numbers represent a small majority of the total provider landscape.

Combined Impact

25. This section provides a brief overview of the reduction in available qualifications and the potential scale of impact for students and AOs, for the combined proposals

at level 3² and below. We do not repeat the nature of the impacts for different groups, as these are outlined above for level 2 and below, and in the second stage consultation for those at level 3.

Level 2 and below

26. In the previous impact assessment, we stated that:

‘Based on the assessment of the future landscape at level 2 and below presented in this document, we estimate that 27% of qualifications currently available at level 2 and below for 16-19 year olds may no longer be available due to our landscape proposals. For adults, we estimate this could be 24%.

If we just consider the impact on ‘in-scope’ qualifications at level 2 and below, this would suggest 67% and 60% of qualifications may no longer be available for 16-19 year olds and adults respectively. These qualifications account for 60% (around 239,000) of ESFA funded 16-19 year old enrolments, and 55% (around 360,000) of adult enrolments, on ‘in-scope’ qualifications’

27. Despite our revised mapping of qualifications as set out in paragraph 2, we still expect 27% of total qualifications to no longer fit in the future landscape for young people, and 24% for adults. When considering just the in-scope qualifications, we still estimate that 67% of qualifications may no longer remain for young people, but now 59% for adults.

28. Regarding enrolment numbers on in-scope qualifications, our estimate remains that 60% (around 241,000) of 16-19 ESFA funded enrolments are on qualifications no longer expected to remain. For adults, we still expect that this would be 55% (around 358,000) of ESFA funded enrolments.

29. In terms of the total level 2 and below impact on AOs, we estimate that for 15 AOs 80% or more of their public funded enrolments at level 2 and below are likely to be affected by the withdrawal of funding approval. Of these, 4 had more than 1,000 enrolments at these levels. This assessment has not changed from the previous impact assessment.

Level 3 and below

30. At level 3 and below, the previous impact assessment stated:

² Note, this reflects the position at level 3 as per the second stage consultation response. It does not factor in the more recently published list of qualifications that overlap with wave 1 and 2 T Levels.

‘Combining the above with the assessment of the future landscape at level 3 presented in the consultation and response, we estimate that 63% of ‘in-scope’ qualifications at level 3 and below for 16-19 year olds may no longer be available. For adults, we estimate this could be 48% of ‘in-scope’ qualifications. This represents 52% (around 595,000) of ESFA funded 16-19 enrolments, and 46% (around 402,000) of ESFA funded adult enrolments, on ‘in-scope’ qualifications’

31. This assessment has not changed due to the revised mapping, and we still estimate that 63% of ‘in-scope’ qualifications may no longer remain for 16-19 year olds, and 48% for adults.

32. For enrolments, we now expect that 52% (around 597,000) of 16-19 year old and 46% (around 402,000) of adult enrolments on in-scope qualifications may be on qualifications expected to no longer remain.

33. This assessment should be treated as indicative of which qualifications currently available could fit into the future landscape. Decisions by AOs on what qualifications to introduce in future, and whether to reform existing qualifications to meet new approval criteria, will play a significant role.

34. Regarding the scale of impact on AOs, the past impact assessment stated:

‘We estimate that for 19 AOs, 80% or more of their public funded enrolments at level 3 and below are likely to be affected by the withdrawal of funding approval. Of these, 6 had more than 1,000 enrolments at these levels’

35. The revised mapping has not changed this assessment, and we still expect the same impact on AOs.

Additional Policy Changes

36. This section provides an overview of the potential impacts of further changes outlined in the government response, but which are not captured through the revised mapping. The impact of these changes cannot be quantified and will have an ambiguous effect on enrolments.

Flexibility for level 2 to employment qualifications

‘We will offer more flexibility by allowing the group 2 qualifications to be taken in under two years if that better meets the needs of learners. This will be at the discretion of providers, and we expect their decisions to be dependent on the size of the reformed qualification and other elements of the study programme.’

37. The policy proposal set out in the consultation required all students taking a level 2 qualification supporting progression to employment to complete a two year study programme. The policy change set out in the response allows providers the flexibility to deliver the qualification in under two years, subject to the qualification’s size. The change acknowledges that the reformed qualifications may be different sizes depending on the employer-led standard they are aligned to. Therefore, we expect that some students will be able to enter the workforce earlier with the

necessary skills they need, or to progress to study additional qualifications if they are younger than age 18. This will allow capable students to reap the benefits of their qualification earlier. In the policy we make clear that the law requires that all young people must stay in education or training until at least their 18th birthday, therefore, those completing a qualification in one year must move on to either further study, a job with training which leads to a regulated qualification or an apprenticeship, traineeship or supported internship.

Keeping options open for students taking level 2 to employment qualifications

‘Within the level 2 to employment study programme, allowing learners to choose between one large qualification or two smaller qualifications’

38. In the consultation we asked whether students should be offered the option of choosing two smaller qualifications to take over their two year study programme. Larger qualifications will cover more content designed to prepare students for skilled employment. However, for some students, a single large qualification may be daunting, particularly if they are not certain what they want to study. This change gives learners and providers more flexibility, allowing students the capacity to choose two qualifications which enable them to keep their options open. This flexibility should lead to lower dropout and churn rates, meaning more students will exit education with a qualification that is associated with more employment opportunities, improved productivity, and higher wages.

Size criteria of qualifications

‘Make clearer that our size criteria are guidelines only, and emphasise the position that the purpose of the qualification and how it forms part of a wider study programme should ultimately drive its size’

39. Ensuring that the size of qualifications is ultimately driven by their purpose and how they will be used will benefit learners, including those with protected characteristics. We expect this flexibility to lower dropout and churn rates, similar to above, and to allow for qualifications to better match the needs of the students.

Vocational taster qualifications

‘Fund vocational taster qualifications at Entry Levels 1 and 2’

40. Funding these qualifications will provide an additional option for learners studying at entry level, and an inclusive route which enables exploration of a range of industries and occupations. A higher proportion of disadvantaged students and students with SEND or LLDD study at Entry Level, and we expect that funding these qualifications at Entry Levels 1 and 2 will have a disproportionate positive impact on these types of students.

Flexibility in qualifications for learners with SEND

'Make sure we have flexibilities in place to ensure students with SEND can access our proposed qualification groups, and regularly review the mix and balance of qualifications approved through the approvals process to ensure we're meeting the needs of all learners'

41. Following the policy change, we will monitor the impacts on students with SEND and ensure these impacts are managed in the funding approvals processes. However, we expect students with SEND will broadly benefit from these reforms and the improved opportunities associated with them.

Updated equalities impact assessment

42. This section updates the key equalities issues we assessed in our previous equalities impact assessment (EIA) – for both 16 to 19 year olds and adults.

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

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

44. The relevant 'protected characteristics' for the purposes of the Public Sector Equality Duty are:

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

45. Where students are identified as being disproportionately likely to be affected, this relates specifically to those who are more likely to be studying qualifications not expected to be available in future. The effects discussed in this section are that of level 2 and below as a whole and are not disaggregated by level.

46. We expect that students irrespective of background and protected characteristics group will benefit from these reforms. Students studying qualifications that are expected to no longer remain are likely to benefit the most, through an improved qualification landscape that is higher in quality and has better progression opportunities, whether it be further education or employment.
47. Students on qualifications expected to remain in the future are still expected to benefit from the reforms. This is because qualifications that remain will still be subject to the new approval criteria, which should help improve the quality and rigour of the education they provide. However, as the qualifications are already broadly in line with those that we see a place for in the future landscape, we would expect the scale of the benefits, and the risks, to be smaller.

16 to 19 year olds

48. The revised mapping process explained earlier has made no significant changes to the equalities impact assessment for young people. Relating to the previous impact assessment the notable points to state are described below:
49. As stated in the previous impact assessment, we expect a slightly higher percentage of 16-19 enrolments (60%) to be on qualifications that may not fit into the future landscape, compared to that of adults (55%).
50. The proportion of students who have either had SEN support or an EHCP has remained unchanged between qualifications expected to no longer be available and those expected to remain (24% and 22% respectively).
51. As with other students, we expect that students with SEND will benefit from having access to qualifications that are more closely aligned to educational progression or employment opportunities, or support them into independent living.
52. As stated in the previous impact assessment, we still expect young students from a white background to be disproportionately affected. We expect 73% of students on qualifications unlikely to remain to be white, whereas we expect only 65% on qualifications expected to remain. As in our previous assessment, however, a higher proportion of students on qualifications expected to remain have an 'unknown' ethnicity (18% on qualifications expected to remain vs 8% on those expected to no longer remain). For this reason, it is not possible to certify which ethnicity groups might be disproportionately affected.
53. Amongst 16-19 year olds, males are still expected to be disproportionately affected. We expect 64% of enrolments to be men on qualifications expected to no longer remain, compared to 56% on those expected to remain. However, as discussed above, this does not necessarily mean that a higher proportion of males will be *negatively* affected, as alternative qualifications will likely provide better educational and employment pathways.

Table 1: 16-19 Enrolment Characteristics at Level 2 and Below, 2019/20

	Level 2 and Below	'In Scope' Level 2 and Below	Remain	Defund
No. Quals	8,120	3,240	1,070	2,160
16-19 Enrolments	1,218,000	399,000	158,000	241,000
% Female	43%	39%	44%	36%
% Asian (inc. Chinese)	8%	7%	7%	7%
% Black	6%	5%	5%	6%
% Mixed	4%	4%	4%	4%
% White	67%	70%	65%	73%
% Other	2%	1%	2%	1%
% Unknown	12%	12%	18%	8%
% SEN Support	19%	18%	16%	19%
% EHCP	7%	5%	5%	5%
% FSM	19%	18%	18%	19%
% IDAC1 1 (Most Disadvantaged)	33%	32%	32%	31%
% IDAC1 2	25%	24%	25%	24%
% IDAC1 3	18%	18%	19%	18%
% IDAC1 4	14%	15%	14%	15%
% IDAC1 5 (Least Disadvantaged)	10%	11%	10%	12%

Adults

54. Similar to the assessment for young people, the revised mapping process has not changed our equalities impact assessment for adults in any notable way. Relating to the previous impact assessment the key points to state are described below:

55. We stated previously that adults would be proportionately less likely to be affected by the proposals, and this remains true despite the revised mapping. For Adults, 55% of in-scope enrolments are on qualifications that may not be available in the future, compared to 60% for 16-19 year olds.

56. The proportion of learners described as a Learner with Learning Difficulties or Disability (LLDD) has remained unchanged, with it being higher on qualifications

expected to no longer be available than on those expected to remain (18% and 13% respectively).

57. As stated in the previous impact assessment, we still expect students from a white background to be disproportionately affected for adults with 81% of enrolments on qualifications not expected to be available vs 53% on those planned to remain. Unchanged from previously, those from Asian (7% vs 18%) black (6% vs 12%) and other ethnic backgrounds (2% vs 12%) are less likely to be affected, with smaller proportions being represented on qualifications expected to no longer remain.
58. For adults, we still don't expect men to be disproportionately affected, with a roughly equal proportion being on qualifications that may not fit into the future landscape (38%) compared to those expected to remain (37%).

Table 2: Adult Enrolment Characteristics at Level 2 and Below, 2019/20

	Level 2 and Below	'In Scope' Level 2 and Below	Remain	Defund
No. Quals	8,120	3,240	1,320	1,920
19+ Enrolments	1,246,000	650,000	294,000	358,000
% Female	60%	62%	63%	62%
% White	67%	68%	53%	81%
% Mixed	4%	3%	4%	3%
% Asian (inc. Chinese)	12%	12%	18%	7%
% Black	10%	9%	12%	6%
% Other	5%	6%	12%	2%
% Unknown	2%	1%	2%	1%
% LLDD	19%	16%	13%	18%

Consultation responses

59. This section considers the responses to the general and equalities impact assessment questions asked in the consultation. These were specifically questions 36 and 37.

60. There are concerns that the reforms could lead to the exclusion of groups that are over-represented at level 2 and below, including learners with SEND. However, as the aim of this reform is to improve qualification provision at level 2 and below, we expect students over-represented at this level to be the biggest recipients of the benefits of these changes. As well as improving quality, the reforms will streamline the system and make it easier for students to navigate and choose appropriate qualifications. Even though these students are disproportionately affected in the short term, we expect the long-term impact to be generally positive as those students will see the biggest improvement in quality of qualifications that they will study at entry level, level 1 and level 2, and better outcomes thereafter. While some students may be disadvantaged by the proposals, we expect this to be the minority and to be justified by the overall benefit to students as described in this paragraph and accompanying impact assessment. We are committed to working with the sector to explore how best to support students to progress. There are concerns that qualifications may lose public funding approval based on enrolment numbers, when some provision for learners with SEND is designed for smaller numbers. During the previous low & no enrolments exercise, awarding organisations were able to request retaining funding approval for a qualification, despite having low or no enrolments. One of the grounds on which AOs were able to submit evidence was that the withdrawal of funding approval would have a significant adverse impact on a particular group of students, including those with protected characteristics such as SEND. This was also one of the grounds of appeal during the subsequent appeals process for qualifications with low enrolments.

61. Although we expect overall benefits to be positive, we have listened to concerns raised in particular about learners with SEND and have made several changes and clarifications in response:

- Confirmed that we will offer more flexibility by allowing the group 2 qualifications (leading to employment at level 2) to be taken in under two years if that better meets the needs of learners.
- Confirmed that within the level 2 to employment study programme, learners will be able to choose between one large qualification or two smaller qualifications.
- Confirmed we will fund 'vocational taster' qualifications at entry levels 1 and 2, giving an additional option for those studying at the lowest levels who are more likely to have SEND or be from a disadvantaged background.

- Made clear that our guideline size criteria are guidelines only, not hard rules, and said that we will consider further the feedback on the importance of smaller, bite sized qualifications for learners studying at these levels.
- Committed to ensuring we have flexibilities in place to ensure students with SEND can access our proposed qualification groups, and to regularly reviewing the mix and balance of qualifications approved through the approvals process to ensure we're meeting the needs of all learners.

62. With regards to concerns about non-regulated provision being affected by the reforms, we recognise this as valuable and appropriate for some students. However, it falls outside the scope of these reforms which focused on qualifications. The recent consultation on funding and accountability in Further Education has set out in more detail future funding arrangements for non-regulated provision for adults.

63. Consultation respondents raised concerns that the education system will not have the capacity to successfully implement these reforms in the timescale proposed. We have listened to these concerns and have confirmed that the first reformed qualifications will be available for teaching in 2025, rather than 2024.

Methodology and data

64. This section outlines the methodology behind this impact assessment and provides the data underlying the figures shown in the document.
65. The ESFA approves qualifications for government funding for students aged 14 to 19. The equalities impact assessment is based on a snapshot of qualifications approved for funding at level 3 or below for the 2019/20 academic year, as of May 2020.
66. Each qualification is linked to enrolment information for the full 2019/20 academic year. Enrolment information is taken from the [Individualised Learner Record](#) (ILR)³ and the school census.
67. The qualifications data is also linked with student characteristic information from ILR and the Young Persons Matched Administrative Dataset (YPMAD)⁴ also for 2019/20, to analyse enrolments by age 16 to 19 student characteristics.
68. For students aged between 16 and 19, enrolments are linked to FSM eligibility, SEN and ethnic background, as recorded in the school census at age 15.
69. Information on adult (age 19+) enrolment and student characteristics is based solely on the ILR dataset.
70. Data on level of deprivation is included for all ages. This 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 each area who are income deprived. Scores for students' home postcode areas are grouped into bands 1 (most deprived) to 5 (least deprived).
71. Based on a policy proposal outside the scope of this analysis, qualifications have been grouped on whether or not they would fit into a future level 2 and below landscape. This analysis then looks at the 'protected' and other characteristics for young and adult students in each qualification group.

³ 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 2019/20 and includes information on provision for the full academic year

⁴ This records information on the highest level of attainment and qualification studied each academic year matched to individual personal characteristics, as recorded in the school census at age 15.

72. Total enrolment numbers for each group are shown in tables in the following section.

Table 3: 16-19 Enrolment Characteristics on Qualifications at Level 3 and Below, 2019/20

	Level 3	Level 2	Level 1	Entry Level
No. Quals	4,530	4,470	2,010	1,650
16-19 Enrolments	2,880,000	813,000	280,000	125,000
...of which female	1,551,000	363,000	112,000	45,000
...of which Asian (inc. Chinese)	384,000	75,000	20,000	8,000
...of which Black	169,000	51,000	16,000	6,000
...of which Mixed	140,000	36,000	12,000	4,000
...of which Other	54,000	13,000	4,000	3,000
...of which White	1,982,000	573,000	190,000	59,000
...of which Unknown	151,000	65,000	37,000	46,000
...of which SEN Support at age 15	147,000	148,000	65,000	23,000
...of which EHCP at age 15	20,000	33,000	27,000	23,000
...of which FSM at age 15	225,000	147,000	64,000	26,000
...of which IDACI 1 (Most disadvantaged)	500,000	251,000	100,000	49,000
...of which IDACI 2	543,000	195,000	70,000	34,000
...of which IDACI 3	561,000	151,000	49,000	22,000
...of which IDACI 4	598,000	122,000	36,000	13,000
...of which IDACI 5 (Least disadvantaged)	670,000	93,000	24,000	8,000

Table 4: Adult Enrolment Characteristics on Qualifications at Level 3 and Below, 2019/20

	Level 3	Level 2	Level 1	Entry Level
No. Quals	4,530	4,470	2,010	1,650
19+ Enrolments	258,000	707,000	292,000	247,000
...of which female	134,000	444,000	152,000	157,000
...of which Asian (inc. Chinese)	18,000	58,000	36,000	57,000
...of which Black	15,000	52,000	35,000	40,000
...of which Mixed	8,000	21,000	12,000	11,000
...of which Other	4,000	17,000	15,000	36,000
...of which White	201,000	549,000	190,000	99,000
...of which Unknown	12,000	10,000	4,000	5,000
...of which LLDD	38,000	119,000	72,000	46,000



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