



Department
for Education

Review of Qualifications Reform

Equality Impact Assessment

December 2024

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Part 1: Introduction

This document records the analysis undertaken by the Department for Education to enable Ministers to fulfil the requirements placed on them by the Public Sector Equality Duty (PSED) as set out in section 149 of the Equality Act 2010.

The PSED requires the Minister to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and those who do not; and
- foster good relations between people who share a protected characteristic and those who do not.

These aims are also known as the three limbs of the PSED.

Part 2: Brief outline of policy or service

The Review into Qualifications Reform was announced by the [Secretary of State for Education in July 2024](#). This Equality Impact Assessment (EIA) considers the equality impacts for the outcomes of that review. The review considered the level 3 qualifications due to have public funding removed by 31 July 2025 under the policy of the previous government. The review concluded that 157 qualifications should have funding retained for longer. These qualifications will be removed once they are no longer needed – for example once reformed alternatives are available or if they are not sufficiently used. Funding will continue to be withdrawn for the other qualifications in scope.

What was the policy prior to the review?

The department's policy from the previous government was that A levels and T Levels should be at the heart of 16 to 19 study programmes at level 3, and that other qualifications at level 3 and below should be reformed. Qualifications that overlapped with T Levels were identified and were set to have funding removed by 31 July 2025. Other qualifications were to be reformed in cycles and brought in line with new requirements. This included that new technical qualifications should align to occupational standards which are designed by employers and that new alternative academic qualifications should have a clear purpose alongside A Levels and should demonstrate that they support progression to related higher levels of study. Simultaneously, unreformed qualifications were to have funding removed. The department was part way through this process when the current government took office in July 2024.

What changes are you proposing and why?

The Government has central missions to drive forward opportunity and growth, which relies on people having the skills needed to thrive in life and work. The current post-16 skills system in England is too confusing. Learners and employers need a simpler range of high-quality qualifications, which provide them with the skills they need. The government has, therefore, undertaken a review of qualifications reform at level 3 for those qualifications set to have funding removed, to see where alternative qualifications need to be retained for longer, such as applied general qualifications or BTECs.

The review concluded that 157 qualifications that were due to have funding removed by 31 July 2025 should be retained for longer. These qualifications will be removed once they are no longer needed – for example once reformed alternatives are available or if they are not sufficiently used. Funding for the remaining qualifications in scope will be removed as planned, including for over 200 qualifications with low demand, evidenced by having less than 100 enrolments, or no enrolments at all, for three consecutive years. This gives learners and employers a simpler range of qualifications to choose from. This government is seeking to bring a more pragmatic approach to qualifications reform, that is based on the needs of learners and our economy. This includes moving away from blanket restrictions, such as the T Level overlap rule and instead, taking a practical, evidence-led approach, looking at the qualifications route by route. This will ensure that there are high-level choices for learners whichever subject area they are interested in.

Part 3: Analysis of impacts

This EIA examines the impact of both retaining the 157 qualifications the review has identified are needed and of continuing to withdraw funding from the remaining qualifications in scope of the review. Defunding was planned to take place across 9 routes: Health and Science; Engineering and Manufacturing; Construction and the Built Environment; Education and Early Years; Digital; Legal, Finance and Accounting; Creative and Design; Agriculture, Environmental and Animal Care and Business and Administration. The proposal to continue defunding the qualifications which the review has decided will not be retained for longer is not expected to have additional impacts not already highlighted in previous EIAs.

The review will continue to remove funding from 216 qualifications with low or no enrolments as planned. Qualifications were assessed as having low and no enrolments if they had fewer than 100 enrolments, or no enrolments, over 3 years (2021/22, 2022/23 and 2023/24). Removing funding from these qualifications will disproportionately affect males in both 16-19 and adult cohorts. For 16-19 learners explicitly, those with Special Educational Needs (SEN) Support¹, eligible for Free School Meals (FSM) and those from the most disadvantaged IDACI areas are impacted. Additionally, 16-19 learners from black ethnic backgrounds are disproportionately impacted. This data can be found in the annex, in tables 3a and 3b.

¹ Special Educational Needs (SEN) Support pertains to post 16 learners.

However, these are very low numbers of enrolments which reduces the overall impact and means that normal variations in cohorts can distort the data more easily. Awarding Bodies were given the opportunity to notify the department of any potential significant adverse impacts on learners. No substantive evidence was provided for any of the qualifications with low and no enrolments. Importantly, alternative qualifications will be on offer in these routes, including reformed alternatives that should offer better outcomes to learners, so we are confident that defunding can proceed without significant negative impacts on learners and with several positive outcomes where learners are driven to undertake reformed alternatives instead.

The review then considered the other qualifications scheduled to have funding removed. The review concluded that 157 qualifications should have public funding retained for a short period of time, and that 66 qualifications should continue to have public funding removed on 31 July 2025. The review considered the needs of learners, ensuring that they have suitable options. The identified impacts are set out below.

16-19 Cohort

When comparing qualifications that will continue to have public funding removed versus those that will have public funding retained, we see broadly equal proportions of 16-19 learners across each characteristic except sex. We have identified small impacts for this protected characteristic because there is a higher proportion of female learners in the defunded group (61%) compared to the retained group (54%). This difference is largely because most of the proposed defunding is in health and science (22,920 out of 46,130 enrolments), as well as in education and Early Years (7,800 out of 46,130 enrolments) routes, where these subjects have higher proportions of female learners (over 80% in each). The decision to proceed with defunding these qualifications is made with the understanding that learners will have alternative qualifications available, some of which are reformed, so we anticipate a neutral or positive impact for these learners as a result.

When comparing characteristics of learners in the defunded group against other level 3 courses, learners from SEND (special educational needs and disability) backgrounds, Black and Asian ethnic groups, and females will be more impacted by the decision to continue defunding these qualifications. This is also the case for learners from economically disadvantaged backgrounds, where learners from these backgrounds are more highly represented on qualifications that are set to be no longer publicly funded.

Where the assessment has been made to continue to withdraw funding from 66 qualifications, learners who can access level 3 qualifications will still benefit from the wider reforms. The review assessed that removing qualifications in areas where new reformed qualifications will be available from 1 August 2025 would have positive impacts on learners. This is because these qualifications are of improved quality and will support better progression outcomes for learners leading to enhanced employability and potentially higher earnings. Leaving some qualifications in the system for longer will also mitigate risks of student displacement or disengagement

in the short term while reformed qualifications are given more time to bed in and while more reformed alternatives are considered.

We have also assessed the impacts of stopping enrolments on the Onsite Construction T Level. Uptake on this T Level has been low (c.200 entrants in 2023/24). As there are alternative level 3 or reformed level 2 qualifications on offer in this area in 2025, we are confident these options mitigate any negative impacts on learners that would otherwise have opted for this T Level.

A full breakdown of the background characteristics of 16- to 19-year-old enrolments on qualifications expected to be retained versus those continuing to be defunded is presented below. Whilst this focusses on impact across all routes collectively, it is acknowledged that some impacts might be more or less apparent in specific routes and that we have given due regard to this and have made data available via the annexes to aid transparency.

Table 1a: 16 to 19 Enrolment Characteristics, 2022/23

	Level 3	Level 3 excluding A Levels	Qualifications considered in the review	Qualifications set to be defunded following the review	Qualifications no longer set to be defunded following the review
16-19 Study Programme Enrolments	2,249,050	706,720	150,380	46,130	104,250
% Female	54%	52%	56%	61%	54%
% Male	46%	48%	44%	39%	46%
% Asian (inc. Chinese)	14%	11%	15%	16%	15%
% Black	7%	7%	8%	8%	8%
% Mixed	6%	5%	5%	5%	5%
% White	65%	68%	63%	62%	63%
% Other ethnic background	2%	2%	2%	2%	2%
% SEN (special educational needs) Support	6%	9%	11%	11%	11%
% EHCP (Education, health and care plan)	1%	2%	2%	2%	2%
% No Reported SEND (special educational Needs)	88%	84%	82%	82%	82%
% FSM (Free School Meals)	12%	17%	21%	22%	20%
% IDACI ² 1 (Most Deprived)	19%	24%	30%	31%	30%
% IDACI 2	19%	21%	24%	24%	23%
% IDACI 3	19%	19%	18%	18%	19%

² Income Deprivation Affecting Children Index, part of the Indices of Multiple Deprivation (IMD)

	Level 3	Level 3 excluding A Levels	Qualifications considered in the review	Qualifications set to be defunded following the review	Qualifications no longer set to be defunded following the review
% IDACI 4	20%	18%	15%	14%	15%
% IDACI 5 (Least Deprived)	22%	17%	13%	12%	13%

Adult Cohort

The decision to continue to remove public funding from 66 qualifications will disproportionately impact adult learners from all ethnic groups apart from White. This is particularly the case for learners who are Asian (including Chinese) (18%) and learners who are Black (19%) on qualifications set to be defunded. This compares to 16% and 11% respectively of learners on qualifications which will have funding retained.

Asian and Black learners are more represented on qualifications set to be defunded in the Digital route, (27% and 23% respectively), and in the Health and Science route (21% and 36% respectively). It is important to note that these proportions represent much smaller learner numbers compared to the number of learners enrolled in Level 3 qualifications at ages 16-19. The decision to proceed with defunding these qualifications is made with the understanding that learners will have alternative qualifications available, some of which are reformed qualifications that will be available for delivery from 1 August 2025, so we anticipate a neutral or positive impact as a result.

For other characteristics, we see broadly equal proportions of learners in the defunded versus retained groups – with there being a slightly lower proportion of learners with Learning Difficulties or Disabilities³ (LLDD) in the defunded group (16%) compared to the retained group (19%).

Despite these differences, there are mitigations that will support the adult cohort. Where qualifications are being removed, alternatives will be on offer; for adults this often includes Technical Occupational Qualifications (TOQs) which are better suited to support adults into skilled work. 142 qualifications that would have otherwise been defunded in August 2025 will still be available, offering adult learners more choice than they otherwise would have had. It is important to note that the numbers of adult learners on qualifications that are due to be defunded are much smaller than those on qualifications being maintained. These qualifications are only being removed where we know there are alternatives for these learners or where they are no longer needed, reducing any impact on removing funding from these qualifications.

³ Learning Difficulties or Disabilities (LLDD) pertains to adult post 19 learners.

A full breakdown of the background characteristics of adult enrolments on qualifications expected to be retained versus those continuing to be defunded is presented below (breakdowns by subject are also available in the annex)

Table 2a: Adult Enrolment Characteristics, 2022/23

	Level 3	Level 3 excluding A Levels	Qualifications considered in the review	Qualifications set to be defunded following the review	Qualifications no longer set to be defunded following the review
Adult (19+) enrolments	66,260	64,980	15,680	3,160	12,520
% 19-24	45%	44%	49%	53%	48%
% 25-49	50%	50%	46%	43%	47%
% 50+	5%	5%	4%	4%	4%
% Female	70%	71%	59%	55%	60%
% Male	30%	29%	41%	45%	40%
% Asian (inc. Chinese)	11%	11%	16%	18%	16%
% Black	11%	11%	12%	19%	11%
% Mixed	5%	5%	4%	5%	4%
% White	68%	69%	60%	51%	63%
% Other ethnic background	4%	4%	5%	5%	5%
% LLDD (Learner with Learning Difficulties or Disabilities)	22%	22%	18%	16%	19%
% No Reported LLDD	75%	75%	80%	81%	80%
% IDACI 1 (Most Deprived)	36%	36%	36%	38%	36%
% IDACI 2	25%	25%	26%	27%	26%
% IDACI 3	17%	17%	17%	17%	17%
% IDACI 4	13%	13%	12%	10%	12%
% IDACI 5 (Least Deprived)	9%	9%	8%	7%	9%

Part 4. Decision making

Based on the findings of this Equalities Impact Assessment (EIA) we propose that we proceed to implement the conclusions of the review, noting the impacts highlighted above. The decision to proceed with defunding these qualifications is made with the understanding that we are retaining funding for 157 qualifications and learners will have a strong reformed offer from 2025, which is expected to provide better outcomes in terms of progressing learners in to work or higher study.

Part 5. Monitoring evaluation and action plan

We will continue to have due regard to our legal duties and update our Equalities Impact Assessment (EIA) to take any additional impacts into account as we further develop the policy. This commitment includes:

Ongoing Monitoring: We will regularly review the impact of our policy decisions on all learners, with a particular focus on those with protected characteristics.

Stakeholder Engagement: We will continue to work closely with providers, awarding bodies and key stakeholders as reforms continue.

Data Analysis: Analysing enrolment and outcome data to identify any disproportionate effects on specific groups.

Policy Adjustment: Making necessary adjustments to our policies to ensure they are fair and equitable.

Part 6. Methodology

This section outlines the methodology behind the equalities impact assessment and provides the data underlying the figures shown in the document. This analysis provides a breakdown of learner characteristics for enrolments funded under the 16-19 study programmes, adult education budget and advanced learner loans, for qualifications in scope for the removal of public funding in either 2024 or 2025. Specifically, these were qualifications in scope for having public funding removed through either cycle 1 of the reforms under the previous government's policy and timeline, or because they overlapped with T Levels in the nine routes set out in this equalities impact assessment.

Data and data sources

Qualifications

The Education and Skills Funding Agency (ESFA) approves qualifications for government funding for learners aged 14 to 19. The equalities impact assessment is based on qualifications approved for funding at level 3 or below in the 2022/23 academic year.

Learners

The equalities impact assessment uses enrolments funded under the 16-19 study programmes This includes enrolments for:

- 16-19 High Needs Learners
- 16-19 Learners (excluding high needs learners)
- 19-24 Learners with an EHCP
- 19+ Continuing Learners (excluding EHCP)
- 14-16 Direct Funded Learners

It also includes enrolments funded through the adult education budget and advanced learner loans.

Student background information

Each qualification is linked to enrolment information for the full 2022/23 academic year. Enrolment information is taken from the Individualised Learner Record (ILR) and the school census. The qualifications data is also linked with information on student characteristics. This comes from two sources:

1. The Young Persons Matched Administrative Dataset (YPMAD) 2022/23 provides information on student characteristics as recorded in the school census at age 15. These include:

- Free School Meal (FSM) eligibility
- Special education needs and disabilities (SEND)
- Ethnic background

The YPMAD also provides information on prior GCSE or equivalent in English and maths where available.

2. The ILR provides characteristics information, mainly for the adult-funded groups who may not have data in the school census. Characteristics information in the ILR include ethnic background and learning difficulties and disabilities (LLDD). These are self-reported so may not as reliable as the information from the YPMAD.

3. 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 learners' home postcode areas are grouped into bands 1 (most deprived) to 5 (least deprived).

Please note that this impact assessment covers the anticipated impact of policy decisions made as part of the review of the post-16 qualifications reforms.

This assessment doesn't cover the impact of qualifications becoming unavailable because of operational end date changes or qualifications which are not eligible to be extended due to not being funded in 2024/25. This is because Awarding Bodies can make these changes independently and on an ongoing basis for commercial reasons.

Low and No enrolments exercise

The qualifications in scope of the low and no enrolments exercise were those that were due to have funding removed in August 2025 in the following routes: Health and Science; Construction and the Built Environment; Digital; Engineering and Manufacturing; and Education and Early Years. For this exercise, we defined publicly funded enrolments as only those that are funded through:

- 16 to 19 study programmes
- advanced learner loans
- adult skills fund (ASF).

Although devolved adult skills fund enrolments have been considered as part of this exercise, it will be for the devolved authorities to decide whether removal of funding will also apply to devolved funding in their area.

Definition of qualifications with low and no enrolments

We define a qualification with low or no publicly funded enrolments as any qualification that is in scope of this exercise, has been operational and funded since 31st July 2021 or before, and has had between 0 and 99 publicly funded enrolments in three academic years (2020/21, 2021/22, 2022/23).

Part 7. Annex

Table 3a: 16-19 Enrolment Characteristics for the qualifications defunded through the low and no enrolments exercise, 2022/23

	Level 3	Level 3 excluding A Levels	Low and No
16-19 Study Programme Enrolments	2,249,050	706,720	1,060
% Female	54%	52%	32%
% Male	46%	48%	68%
% Asian (inc. Chinese)	14%	11%	12%
% Black	7%	7%	12%
% Mixed	6%	5%	4%
% White	65%	68%	62%
% Other ethnic background	2%	2%	4%
% SEN (special educational needs) Support	6%	9%	13%
% EHCP (Education, health and care plan)	1%	2%	3%
% No Reported SEND (special educational Needs)	88%	84%	81%
% FSM (Free School Meals)	12%	17%	24%
% IDACI ⁴ 1 (Most Deprived)	19%	24%	36%
% IDACI 2	19%	21%	26%
% IDACI 3	19%	19%	17%
% IDACI 4	20%	18%	12%
% IDACI 5 (Least Deprived)	22%	17%	9%

Table 3b: Adult Enrolment Characteristics for the qualifications defunded through the low and no enrolments exercise, 2022/23

	Level 3	Level 3 excluding A Levels	Low and No
Adult (19+) enrolments	66,260	64,980	440
% 19-24	45%	44%	45%
% 25-49	50%	50%	49%
% 50+	5%	5%	6%
% Female	70%	71%	27%
% Male	30%	29%	73%
% Asian (inc. Chinese)	11%	11%	8%
% Black	11%	11%	12%
% Mixed	5%	5%	3%
% White	68%	69%	69%
% Other ethnic background	4%	4%	5%
% LLDD (Learner with Learning Difficulties or Disabilities)	22%	22%	12%
% No Reported LLDD	75%	75%	85%
% IDACI 1 (Most Deprived)	36%	36%	35%
% IDACI 2	25%	25%	24%
% IDACI 3	17%	17%	19%
% IDACI 4	13%	13%	13%
% IDACI 5 (Least Deprived)	9%	9%	8%

⁴ Income Deprivation Affecting Children Index, part of the Indices of Multiple Deprivation (IMD)

Table 1b: 16 to 19 Enrolment Characteristics, 2022/23

	Level 3	Level 3 excluding A Levels	Qualifications considered in the review	Qualifications set to be defunded following the review	Qualifications no longer set to be defunded following the review
16-19 Study Programme Enrolments	2,249,050	706,720	150,380	46,130	104,250
Female	1,208,890	369,230	84,770	28,080	56,690
Male	1,039,580	337,360	65,580	18,040	47,540
Asian (inc. Chinese)	323,470	79,890	22,760	7,440	15,320
Black	148,860	50,400	12,500	3,670	8,830
Mixed	128,520	38,060	7,340	2,340	5,000
White	1,463,930	483,570	94,700	28,580	66,120
Other ethnic background	49,440	13,680	3,630	1,080	2,560
SEN (special educational needs)					
Support	138,020	66,690	16,260	4,980	11,280
EHCP (Education, health and care plan)	22,540	13,670	3,430	1,000	2,430
No Reported SEND (special educational Needs)	1,987,670	596,030	123,560	37,820	85,740
FSM (Free School Meals)	272,790	116,640	30,880	10,240	20,640
IDACI ⁵ 1 (Most Deprived)	424,960	169,920	45,500	14,410	31,100
IDACI 2	435,260	151,410	35,470	11,300	24,180
IDACI 3	436,550	135,290	27,720	8,410	19,310
IDACI 4	451,090	127,130	22,510	6,500	16,010
IDACI 5 (Least Deprived)	496,770	121,280	18,850	5,440	13,410

Table 2b: Adult Enrolment Characteristics, 2022/23

	Level 3	Level 3 excluding A Levels	Qualifications considered in the review	Qualifications set to be defunded following the review	Qualifications no longer set to be defunded following the review
Adult (19+) enrolments	66,260	64,980	15,680	3,160	12,520
19-24	29,960	28,760	7,740	1,680	6,060
25-49	32,860	32,790	7,260	1,360	5,900
50+	3,210	3,200	660	130	540
Female	46,690	46,000	9,200	1,740	7,460
Male	19,570	18,980	6,480	1,420	5,060
Asian (inc. Chinese)	7,240	6,920	2,520	570	1,950
Black	7,090	6,890	1,960	600	1,350
Mixed	3,230	3,150	680	160	520
White	45,070	44,550	9,450	1,610	7,830

⁵ Income Deprivation Affecting Children Index, part of the Indices of Multiple Deprivation (IMD)

	Level 3	Level 3 excluding A Levels	Qualifications considered in the review	Qualifications set to be defunded following the review	Qualifications no longer set to be defunded following the review
Other ethnic background	2,460	2,330	790	160	630
LLDD (Learner with Learning Difficulties or Disabilities)	14,790	14,520	2,830	510	2,330
No Reported LLDD	49,940	48,980	12,580	2,560	10,020
IDACI 1 (Most Deprived)	23,940	23,490	5,720	1,200	4,520
IDACI 2	16,410	16,080	4,110	850	3,250
IDACI 3	11,410	11,180	2,670	540	2,130
IDACI 4	8,350	8,220	1,830	320	1,520
IDACI 5 (Least Deprived)	5,920	5,780	1,320	220	1,090

Table 4a: 16 to 19 Enrolment Characteristics for the proposed defunded group by route, 2022/23

Characteristic	Total (all qualifications set to be defunded following the review)	Construction and the Built Environment	Education and Early Years	Digital	Health and Science
16-19 Study Programme Enrolments	46,130	2,690	7,800	12,720	22,920
% Female	61%	14%	96%	15%	80%
% Male	39%	86%	4%	85%	20%
% Asian (inc. Chinese)	16%	15%	13%	19%	16%
% Black	8%	6%	3%	9%	9%
% Mixed	5%	5%	4%	5%	5%
% White	62%	64%	76%	55%	61%
% Other ethnic background	2%	3%	1%	3%	3%
% SEN (special educational needs) Support	11%	10%	12%	11%	10%
% EHCP (Education, health and care plan)	2%	2%	2%	3%	2%
% No Reported SEND (special educational Needs)	82%	84%	82%	78%	84%
% FSM (Free School Meals)	22%	18%	25%	18%	24%
% IDACI ⁶ 1 (Most Deprived)	31%	28%	33%	27%	33%
% IDACI 2	24%	23%	24%	26%	24%
% IDACI 3	18%	18%	18%	19%	18%
% IDACI 4	14%	16%	14%	15%	13%
% IDACI 5 (Least Deprived)	12%	14%	11%	13%	11%

⁶ Income Deprivation Affecting Children Index, part of the Indices of Multiple Deprivation (IMD)

Table 4b: 16 to 19 Enrolment Characteristics for the proposed defunded group by route, 2022/23

Characteristic	Total (all qualifications set to be defunded following the review)	Construction and the Built Environment	Education and Early Years	Digital	Health and Science
16-19 Study Programme Enrolments	46,130	2,690	7,800	12,720	22,920
Female	28,080	360	7,530	1,940	18,250
Male	18,040	2,320	280	10,770	4,670
Asian (inc. Chinese)	7,440	420	980	2,470	3,570
Black	3,670	170	200	1,150	2,140
Mixed	2,340	150	280	660	1,250
White	28,580	1,720	5,920	6,950	13,990
Other ethnic background	1,080	70	80	340	590
SEN (special educational needs) Support	4,980	280	980	1,430	2,300
EHCP (Education, health and care plan)	1,000	50	160	430	370
No Reported SEND (special educational Needs)	37,820	2,260	6,410	9,910	19,240
FSM (Free School Meals)	10,240	480	1,920	2,350	5,490
IDACI ⁷ 1 (Most Deprived)	14,410	760	2,580	3,410	7,650
IDACI 2	11,300	630	1,880	3,330	5,450
IDACI 3	8,410	490	1,400	2,450	4,080
IDACI 4	6,500	420	1,110	1,900	3,080
IDACI 5 (Least Deprived)	5,440	390	830	1,610	2,620

⁷ Income Deprivation Affecting Children Index, part of the Indices of Multiple Deprivation (IMD)

Table 5a: Adult Enrolment Characteristics for the proposed defunded group by route, 2022/23

Characteristic	Total (all qualifications set to be defunded following the review)	Construction and the Built Environment	Education and Early Years	Digital	Health and Science
Adult (19+) enrolments	3160	970	930	370	910
% 19-24	53%	44%	54%	90%	46%
% 25-49	43%	51%	42%	8%	47%
% 50+	4%	5%	3%	2%	7%
% Female	55%	3%	96%	22%	83%
% Male	45%	97%	4%	78%	17%
% Asian (inc. Chinese)	18%	18%	10%	27%	21%
% Black	19%	15%	5%	23%	36%
% Mixed	5%	6%	3%	4%	5%
% White	51%	56%	76%	33%	27%
% Other ethnic background	5%	3%	4%	11%	7%
% LLDD (Learner with Learning Difficulties or Disabilities)	16%	11%	24%	21%	13%
% No Reported LLDD	81%	87%	74%	78%	85%
% IDACI 1 (Most Deprived)	38%	38%	27%	36%	50%
% IDACI 2	27%	28%	27%	32%	26%
% IDACI 3	17%	17%	19%	18%	15%
% IDACI 4	10%	9%	14%	9%	7%
%IDACI 5 (Least Deprived)	7%	8%	13%	4%	3%

Table 5b: Adult Enrolment Characteristics for the proposed defunded group by route, 2022/23

Characteristic	Total (all qualifications set to be defunded following the review)	Construction and the Built Environment	Education and Early Years	Digital	Health and Science
Adult (19+) enrolments	3,160	970	930	370	910
19-24	1,680	430	500	330	420
25-49	1,360	490	390	30	430
50+	130	50	30	10	60
Female	1,740	30	890	80	750
Male	1,420	940	40	280	150
Asian (inc. Chinese)	570	170	90	100	190
Black	600	150	50	80	330
Mixed	160	60	30	10	50
White	1,610	540	700	120	240
Other ethnic background	160	30	40	40	60
LLDD (Learner with Learning Difficulties or Disabilities)	510	110	220	80	120
No Reported LLDD	2,560	840	680	280	770
IDACI 1 (Most Deprived)	1,200	370	250	130	450
IDACI 2	850	270	250	120	240
IDACI 3	540	160	180	70	140
IDACI 4	320	90	130	30	60
IDACI 5 (Least Deprived)	220	80	120	10	30

Table 6a: 16-19 Enrolment Characteristics for the proposed retain group by route, 2022/23

Characteristic	Total (all qualifications set to be retained following the review)	Construction and the Built Environment	Education and Early Years	Digital	Engineering and Manufacturing	Health and Science	Agriculture, Environmental and Animal Care	Creative and Design	Legal, Finance and Accounting	Business and Administration
16-19 Study Programme Enrolments	104,250	4,350	500	9,440	18,800	53,270	13,470	3,430	560	410
% Female	54%	3%	82%	9%	7%	80%	72%	37%	39%	46%
% Male	46%	97%	18%	91%	93%	20%	28%	63%	61%	54%
% Asian (inc. Chinese)	15%	8%	10%	23%	13%	19%	1%	6%	17%	12%
% Black	8%	3%	c	10%	8%	11%	1%	9%	4%	10%
% Mixed	5%	5%	3%	5%	5%	5%	3%	7%	6%	6%
% White	63%	79%	45%	50%	67%	57%	89%	69%	63%	59%
% Other ethnic background	2%	1%	c	3%	3%	3%	0%	2%	c	6%
% SEN (special educational needs) Support	11%	13%	10%	13%	11%	9%	14%	13%	7%	14%
% EHCP (Education, health and care plan)	2%	3%	4%	5%	2%	1%	4%	3%	3%	c
% No Reported SEND (special educational Needs)	82%	82%	47%	74%	83%	86%	77%	80%	82%	79%
% FSM (Free School Meals)	20%	20%	17%	19%	17%	22%	16%	17%	15%	21%
% IDACI ⁸ 1 (Most Deprived)	30%	29%	40%	32%	27%	34%	19%	20%	29%	32%
% IDACI 2	23%	24%	29%	27%	22%	24%	19%	21%	25%	19%
% IDACI 3	19%	19%	14%	18%	19%	18%	21%	20%	20%	21%
% IDACI 4	15%	15%	10%	13%	17%	13%	21%	19%	17%	17%
% IDACI 5 (Least Deprived)	13%	13%	7%	10%	14%	11%	19%	21%	10%	10%

⁸ Income Deprivation Affecting Children Index, part of the Indices of Multiple Deprivation (IMD)

Table 6b: 16-19 Enrolment Characteristics for the proposed retain group by route, 2022/23

Characteristic	Total (all qualifications set to be retained following the review)	Construction and the Built Environment	Education and Early Years	Digital	Engineering and Manufacturing	Health and Science	Agriculture, Environmental and Animal Care	Creative and Design	Legal, Finance and Accounting	Business and Administration
16-19 Study Programme Enrolments	104,250	4,350	500	9,440	18,800	53,270	13,470	3,430	560	410
Female	56,690	120	410	870	1,410	42,540	9,670	1,270	220	190
Male	47,540	4,230	90	8,570	17,400	10,720	3,800	2,160	340	220
Asian (inc. Chinese)	15,320	330	50	2,160	2,380	9,960	90	220	100	50
Black	8,830	150	c	950	1,490	5,790	80	310	20	40
Mixed	5,000	220	20	450	890	2,770	360	240	30	30
White	66,120	3,460	220	4,720	12,540	30,220	11,980	2,390	350	240
Other ethnic background	2,560	50	c	290	500	1,590	30	80	c	20
SEN (special educational needs) Support	11,280	560	50	1,260	2,160	4,870	1,840	440	40	60
EHCP (Education, health and care plan)	2,430	130	20	480	450	670	550	100	20	c
No Reported SEND (special educational Needs)	85,740	3,580	230	6,990	15,530	45,570	10,310	2,730	460	320
FSM (Free School Meals)	20,640	870	90	1,780	3,260	11,720	2,190	570	80	90
IDACI ⁹ 1 (Most Deprived)	31,100	1,250	200	3,060	5,020	17,960	2,610	700	160	130
IDACI 2	24,180	1,040	140	2,540	4,170	12,820	2,540	710	140	80
IDACI 3	19,310	850	70	1,670	3,620	9,440	2,790	670	110	90
IDACI 4	16,010	650	50	1,190	3,280	7,150	2,870	640	100	70
IDACI 5 (Least Deprived)	13,410	560	30	960	2,680	5,830	2,530	710	50	40

⁹ Income Deprivation Affecting Children Index, part of the Indices of Multiple Deprivation (IMD)

Table 7a: Adults Enrolment Characteristics for the proposed retain group by route, 2022/23

Characteristic	Total (all qualifications set to be retained following the review)	Construction and the Built Environment	Education and Early Years	Digital	Engineering and Manufacturing	Health and Science	Agriculture, Environmental and Animal Care	Creative and Design	Legal, Finance and Accounting	Business and Administration
Adult (19+) enrolments	12,520	1,490	3,970	1,110	1,350	1,820	1,090	70	780	840
% 19-24	48%	69%	12%	89%	85%	60%	71%	40%	54%	15%
% 25-49	47%	29%	83%	10%	14%	36%	26%	33%	40%	74%
% 50+	4%	2%	5%	1%	1%	4%	3%	26%	6%	9%
% Female	60%	3%	96%	17%	7%	80%	71%	58%	62%	66%
% Male	40%	97%	4%	83%	93%	20%	29%	42%	38%	34%
%Asian (inc. Chinese)	16%	12%	19%	29%	16%	17%	2%	c	19%	2%
% Black	11%	9%	5%	20%	15%	27%	1%	c	10%	2%
% Mixed	4%	5%	3%	7%	5%	5%	4%	c	4%	2%
% White	63%	70%	67%	36%	59%	44%	93%	71%	62%	72%
% Other ethnic background	5%	4%	5%	7%	4%	7%	c	c	3%	9%
%LLDD (Learner with Learning Difficulties or Disabilities)	19%	14%	13%	19%	28%	17%	50%	36%	13%	1%
%No Reported LLDD	80%	83%	85%	79%	70%	81%	49%	64%	86%	98%
% IDACI 1 (Most Deprived)	36%	39%	37%	38%	37%	42%	25%	19%	24%	38%
% IDACI 2	26%	25%	24%	31%	26%	28%	20%	26%	24%	30%
% IDACI 3	17%	17%	17%	16%	17%	15%	20%	17%	20%	18%
% IDACI 4	12%	10%	12%	9%	12%	9%	19%	25%	18%	9%
% IDACI 5 (Least Deprived)	9%	8%	10%	6%	8%	5%	15%	c	13%	5%

Table 7b: Adults Enrolment Characteristics for the proposed retain group by route, 2022/23

Characteristic	Total (all qualifications set to be retained following the review)	Construction and the Built Environment	Education and Early Years	Digital	Engineering and Manufacturing	Health and Science	Agriculture, Environmental and Animal Care	Creative and Design	Legal, Finance and Accounting	Business and Administration
Adult (19+) enrolments	12,520	1,490	3,970	1,110	1,350	1,820	1,090	70	780	840
19-24	6,060	1,020	470	980	1,150	1,090	770	30	420	130
25-49	5,900	430	3,300	110	190	650	280	20	320	630
50+	540	30	200	10	10	80	40	20	50	80
Female	7,460	40	3,820	190	100	1,450	770	40	490	550
Male	5,060	1,450	140	920	1,260	370	320	30	300	290
Asian (inc. Chinese)	1,950	180	750	320	210	310	20	c	150	10
Black	1,350	130	190	220	210	480	10	c	80	20
Mixed	520	70	130	80	70	80	40	c	30	20
White	7,830	1,040	2,650	400	790	790	1,010	50	480	610
Other ethnic background	630	60	190	80	60	130	c	c	30	70
LLDD (Learner with Learning Difficulties or Disabilities)	2,330	210	510	220	380	310	550	30	100	10
No Reported LLDD	10,020	1,240	3,390	870	950	1,470	530	50	680	820
IDACI 1 (Most Deprived)	4,520	590	1,450	430	500	770	270	10	190	320
IDACI 2	3,250	380	970	340	350	520	220	20	190	260
IDACI 3	2,130	250	660	180	230	270	220	10	160	150
IDACI 4	1,520	150	490	100	170	170	210	20	140	80
IDACI 5 (Least Deprived)	1,090	130	380	60	110	80	160	c	110	40



Department
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