



Department  
for Education

# **Review of post-16 qualifications at level 3 in England**

**Equalities impact assessment of the  
updated final list of qualifications that  
overlap with waves 1 and 2 T Levels  
(including Health and Science)**

**March 2023**

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WITHDRAWN

## Introduction

The Qualifications Review is part of our ambitious technical education reforms which aim to streamline and strengthen the post-16 qualifications offer at level 3 and below. We want all publicly funded qualifications to be high quality and lead to good outcomes so that all students leave education with the skills employers need.

A fundamental part of the qualifications review is to remove funding from qualifications that overlap with T Levels. T Levels are rigorous qualifications that provide a great progression route into a range of occupations. They are based on the same standards as apprenticeships and have their content set by employers. The industry placement element also adds huge value for T Level students that can't be matched by current qualifications.

In October 2022 we published the final list of qualifications that overlap with waves 1 and 2 T Levels and an accompanying equalities impact assessment. This excluded qualifications which overlapped with the Health and Science T Levels, due to an ongoing review of the outline content of these T Levels by the Institute for Apprenticeships and Technical Education (IfATE). This review has now concluded and is [published here](#).

We are now able to provide an updated final list of qualifications that overlap with all waves 1 and 2 T Levels, including qualifications that overlap with the Health and Science T Levels. These qualifications will have 16-19 funding removed from August 2024.

This updated equalities impact assessment provides an overview of the potential impacts at 16-19 resulting from the proposed removal of public funding approval from those qualifications which have been assessed as overlapping with waves 1 and 2 T Levels.

Where students are identified as being disproportionately likely to be affected, this relates specifically to those who are more likely to be studying qualifications expected to have public funding approval removed through the waves 1 and 2 T Level overlap process.

For the overall impact assessment for the qualifications review at level 3, please refer to the [impact assessment](#) that was published along with our [policy statement](#) and [consultation response](#). The nature of these impacts are not repeated in this impact assessment though some headline data are included for comparison.

## Public Sector Equality Duty

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.

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

# 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 programme for qualifications on the waves 1 and 2 overlap list, compared to all approved qualifications at level 3 and below.

## Data and data sources

### Qualifications

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 as at May 2020.

### Students

The equalities impact assessment uses enrolments funded under the 16-19<sup>1</sup> study programme. This includes enrolments for:

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

### Student background information

Each qualification is linked to enrolment information for the full 2020/21 academic year. Enrolment information is taken from the Individualised Learner Record (ILR)<sup>2</sup> 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)<sup>3</sup> 2020/21 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

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<sup>1</sup> Previously this analysis related to students aged between 16-18. This has been revised to use the 16-19 funded group as the proposed funding withdrawal is more relevant to this group.

<sup>2</sup> 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 2020/21 and includes information on provision for the full academic year.

<sup>3</sup> 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

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

# Analysis of impacts

## 16 to 19 year olds

The following analysis relates to the updated final waves 1 and 2 T Level overlap list published alongside this document in March 2023. A full breakdown of the characteristics of 16 to 19 year old enrolments at level 3 compared to those on qualifications which are on the final overlap list can be found in table 1 below. A breakdown of the number of [16 to 19 year old enrolments](#) on each qualification on the updated final overlap list is published alongside this document.

Our assessment is broadly based on comparing the proportion of enrolments with protected characteristics on qualifications which are on the final waves 1 and 2 overlap list to those qualifications available more broadly at level 3, excluding A levels. Our assessment excludes A levels, as they are outside of the scope of this review, and because the size and characteristics of the A level cohort would skew the comparison.

We have also provided the data from the [equalities impact assessment](#) published alongside our second stage consultation response, as a point of reference. This is contained in the final column of table 1 (below). This highlights our assessment on the impact to 16-19s from the overall changes we are making to the level 3 qualifications system. The assessment highlighted that students with SEND (special educational needs and disabilities), students from Asian ethnic groups, students from disadvantaged backgrounds and males were likely to be particularly affected by the reforms. It is not possible to draw direct comparisons as the methodology for the overall equalities impact assessment is different than that used to assess the potential impact of the removal of public funding from qualifications overlapping with waves 1 and 2 T Levels.

As shown in table 1 below, the following groups of people are more likely to be affected by the removal of funding from qualifications overlapping with waves 1 and 2 T Levels compared to previous analysis on the overall impact of removing public funding from qualifications as outlined in the second stage consultation impact assessment:

- Female students
- Students who are White
- Asian students
- Students with SEND
- Students with an EHCP (Education, health and care plan)
- Students who have accessed free school meals, and
- Students from disadvantaged backgrounds

This is because students with these characteristics are more highly represented on qualifications having their funding removed, than on qualifications at level 3 (excluding A levels) as a whole. However, students who would have likely studied the qualifications identified on the final overlap list will benefit in the future from the changes we are making to the post-16 qualifications offer at level 3. They will have access to high quality and rigorous T Levels as well as new qualifications which will include both revised technical qualifications which are much more closely linked to employers' needs, and alternative academic qualifications which can be studied as part of mixed programmes alongside A levels. These reforms will put students in a much stronger position to progress into skilled employment or continue to climb the ladder into higher education. As part of the improved content, T Levels also contain a meaningful industry placement of at least 45 days in a genuine workplace, equipping young people with key workbased skills, knowledge and experience necessary to access skilled employment or further technical study which isn't offered by current technical qualifications. Those who require additional support to progress to level 3 study will also have access to the T Level Transition Programme, providing a high-quality pathway onto T Levels.

	<b>All level 3 quals</b>	<b>All level 3 quals (excl. A levels)</b>	<b>Impact from removal of public funding from quals on updated final waves 1 and 2 overlap list</b>	<b>Overall impact at level 3 from removal of public funding (from second stage consultation response impact assessment)<sup>4</sup></b>
<b>16-19 Study Programme Enrolments</b>	<b>2,146,000</b>	<b>659,000</b>	<b>40,000</b>	<b>356,000</b>
% Female	55%	53%	63%	46%
% White	67%	70%	73%	71%
% Mixed	5%	5%	4%	4%
% Asian (inc. Chinese)	14%	11%	12%	12%
% Black	6%	7%	5%	6%
% Other ethnic background	2%	2%	1%	5%

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<sup>4</sup> The figures for the 'provisional' list are based on a previous methodology, that considered enrolments and characteristics for 16-18 year olds, rather than those funded through 16-19 study programmes. As such, they are not directly comparable.



% Unknown ethnic background	6%	6%	5%	5%
% SEN Support at age 15 (special education needs)	6%	9%	12%	9%
% EHCP	1%	2%	2%	1%
% FSM (Free school meals)	9%	13%	18%	12%
% IDACI <sup>5</sup> 1 (Most disadvantaged)	18%	23%	33%	25%
% IDACI 2	19%	21%	24%	22%
% IDACI 3	19%	19%	17%	19%
% IDACI 4	20%	18%	14%	18%
% IDACI 5 (Least disadvantaged)	23%	17%	11%	16%

**Table 1: 16 to 19 study programme enrolments and characteristic at level 3, 2020/21**

### **Adults**

The removal of public funding from qualifications that overlap with T Levels only applies to 16-19 enrolments. We have not, therefore, provided an assessment of the impact on adults, as qualifications on the final overlap list that are currently approved for adults will continue to be funded for adults in 2024. These qualifications are still subject to meeting the criteria set out in the new funding approval process from 2025.

We recognise that some awarding organisations, and or providers, may no longer wish to offer some of these qualifications, given potential impacts on viability. However, notwithstanding our removal of funding from qualifications with low and no enrolments, we have seen that AOs can operate qualifications with very few, or even no Education and Skills Funding Agency funded enrolments, sometimes for many years. As such, this risk may be relatively minimal.

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<sup>5</sup> Income Deprivation Affecting Children Index, part of the Indices of Multiple Deprivation (IMD)



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