



Department
for Education



Education & Skills
Funding Agency

Provider funding for the delivery of T Levels

**Government consultation response
Equality Assessment**

June 2019

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The proposed approach to funding

This document considers the proposals outlined in the T Levels funding consultation for the distribution of funding to providers from 2020/21 for the delivery of T Levels (available [here](#)).

The proposals cover the following areas:

- Funding bands and hours
- Allocating T Level pathways to funding bands
- Funding maths and English at Level 2
- Funding Industry Placements for students on T Levels
- Formula factors
- The local offer

This impact assessment considers the possible differential impacts of these proposals on groups sharing the protected characteristics defined in the Equality Act 2010.

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
- Marriage and civil partnership
- Pregnancy and maternity
- Race (including ethnicity)
- Religion or belief
- Sex
- Sexual orientation

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

- a. eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- b. 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
- c. 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

Summary of proposals

Funding bands and hours / allocating T Level pathways to funding bands

We plan to uplift funding rates to reflect the additional hours required by T Levels – with the hourly rate calculated on the same basis as the funding rate for current 16 to 19 study programmes. We plan to have a number of new funding bands to reflect the new larger qualifications and each pathway will be placed in one of the bands depending on its size. This includes funding for 18 year olds at the same rate as for 16 and 17-year olds – this is because unlike other study programmes the hours required for the technical qualifications will be fixed, and 18-year olds will need the same amount of funded time to achieve them as other students.

Funding Industry Placements for students on T Levels

We are proposing to fund Industry Placements for students on T Levels at a set rate of around £550. We intend to provide half the funding in the first year and half in the second i.e. around £275 a year. We plan to make the second year's funding conditional on the placement taking place, but we won't introduce this condition immediately.

Funding Maths and English at Level 2

Those students who do not hold a GCSE grade 4 (or above) or a level 2 Functional Skills qualification in their maths and or English by the start of their T Level, will need to continue studying these subjects as part of their T Level programme to achieve the minimum exit requirement. We plan to provide additional funding for this on top of the hours needed for the T Level itself. We plan to provide a one-off payment of £750 per student for each subject (during the first year of their T Level programme) to cover their maths and / or English needs over the two years of their programme.

Formula factors

In the Government response to the wider T Level consultation we confirmed our intention to build on the current arrangements for distributing funding for T Levels rather than design a new funding system. Consequently we intend to adjust the current formula so that it covers T Levels as well as existing programmes.

For the early delivery of T Levels, in the absence of student data, we expect to calculate student numbers using a combination of data from students on equivalent predecessor programmes and provider estimates of numbers. We expect to revert to a lagged system for student numbers when it is possible to do this using previous years' data.

The following will apply to T Levels:

- a. A continuation of the current arrangements for student retention within the funding formula.
- b. The application of programme costs weights to the higher T Levels funding bands so that in keeping with current arrangements, courses that are more expensive to deliver receive additional funding.
- c. An increase in disadvantage funding for T Level students including for Industry Placements to reflect the fact that T Levels will be more demanding and have more hours than other study programmes.
- d. A large programme uplift payment for students on T Level programmes who are doing an A Level alongside. As currently applies to large study programmes, payment will be triggered where the student achieves a minimum grade in both their A Level and their T Level.

The local offer

Providers will be expected to have due regard to the skills analysis and any local plans or strategies published by the Skills Advisory Panel (SAP) so as to ensure as far as possible that the T Levels they offer meet local needs.

Key student cohort

T Levels are a level 3 programme of education and as in our previous assessments of the T Level reforms, and for the purposes of this analysis, we have defined the group most likely to be affected by T Level reforms as those who currently study level 3 (L3) vocational qualifications in post-16 education (excluding apprenticeships) at academic ages 16 to 18. The proposals for T Levels funding will have the greatest impact on this group of students when considered in the context of the general population and therefore this impact assessment looks at the impact on those with protected characteristics in this particular cohort.

Annex A provides a summary of statistics for the cohort of 16 to 18 year old students in the academic year 2017/18 – the group most likely to take T Levels is highlighted in each table.

The data shows that 18% of all students had a L3 vocational qualification as their highest study aim (see table 1). Slightly more male than female students had a L3 vocational qualification as their highest aim (153,900 and 149,900 respectively); this reflects the pattern for the 16 to 18 cohort as a whole (table 2).

The data shows that a greater proportion of students studying a L3 vocational course have special educational needs (which we are using as a proxy for those with a

disability), including those both with and without Education, Health and Care Plan (ECHP), than is the case for L3 academic programmes or apprenticeships.

In terms of race / ethnicity, the overwhelming majority of students on a L3 vocational qualification programme are those who consider themselves in a “White Summary Ethnic Group” – this group represents 77% of all students with a L3 vocational qualification highest study aim. The next largest groups are “Asian” and “Black” Summary Ethnic Groups – 9% and 6% respectively (table 5). The proportions of each ethnic group for L3 vocational qualifications are very similar to the proportions in the total student cohort.

Although not a protected characteristic for the purposes of the Public Sector Equality Duty (PSED), we have also considered the impact on students who are considered to be disadvantaged, using eligibility for free school meals (FSM) as a proxy for this. Around 14% of all students who had a L3 vocational qualification as a highest study aim are eligible for free school meals (FSM). This represents 43,000 students and is the same as the proportion of students eligible for FSM in the total 16 to 18 cohort (table 4).

[Published attainment data](#) for 2017/18 (published on 24th January 2019) shows that attainment in level 2 maths and English at the end of key stage 4 for the following groups of students is below that of the overall population (64.2%) - boys (60.5%); disadvantaged students¹ (44.5%); students with SEN (25.8%); white students (63.9%); and black students (59.8%). These groups of students are therefore more likely to be positively affected by the additional funding for maths and English.

Equalities impact assessment

Our assessment is that the proposed methodology for distributing T Level funding, set out in the Government Response, will have a positive impact on all young people aged 16 to 18 years who choose to study a T Level. Students taking T Levels will benefit from a high-quality study programme, designed by employers and others to prepare them for skilled employment.

The proposals do not provide a negative differential impact to any groups who share protected characteristics. **Note:** there is a difference in funding to providers in relation to 18 year olds, dealt with below. Some groups who share protected characteristics such as those with Special Education Needs or Disability (SEND) - which we are using as a proxy for those with a disability - will however have a proportionately greater positive impact. We believe that these positive impacts are likely to lead to a reduction in discrimination, to better equality of opportunity and to good relations between those who share a protected characteristic and those who do not.

¹ Disadvantaged students include those known to be eligible for FSM; looked after children for at least one day; children adopted from care.

The general consensus amongst respondents to the funding consultation was that while any existing inequalities would not be remedied by the funding proposals, no additional adverse impact was likely.

The proportion of students who share protected characteristics (including females and males, students in each ethnic group, SEND students) and students eligible for FSMs, who are likely to take T Levels is broadly the same as the proportion of these students in the overall 16 to 18 student population. We expect the additional funding for T Levels to have a proportionately beneficial impact on students who take them.

Age

For the first two years T Levels will be available to students aged 16 to 18 years only. The proposals set out in the Government response to the funding consultation will have a positive impact on all T Levels students in this age group, including those who share protected characteristics.

The proposed funding rate for 18 year olds taking a T Level programme is the same as that for 16 and 17 year olds. This is different to the funding policy for 18 year olds on other 16 to 19 study programmes who are funded at a lower rate (and receive fewer hours of learning). The 14% of 18 year olds likely to take T Levels will benefit from the additional T Levels funding in the same way as their 16 and 17 year old peers, and they will also benefit from this policy relative to the 5% of 18 year olds on other level 3 academic study programmes who attract lower funding than their 16 and 17 year peers. This will also apply to students who share protected characteristics as the proportion of students at age 18 likely to take T Levels is higher in all ethnic groups (except for Chinese students) than the proportion taking a level 3 academic programme at that age – it is also higher for SEND students and for both males and females.

It is important that 18 year olds on T Level programmes receive the same funding and hours of learning as their 16 and 17 year old peers because the hours required for the T Level Technical Qualifications will be fixed, and 18 year olds will need the same amount of funded time to achieve threshold competence as other students. This is in contrast to other study programmes for 18 year olds which can be adjusted to fit within the lower number of funded hours for that age group, and because these students will already have had two years of education therefore needing less of some interventions. We consider that our current position for funding other study programmes does not have any particular impacts on those sharing protected characteristics. Ministers however continue to keep funding for other study programmes under review.

Respondents to the funding consultation welcomed the parity of funding for 18-year olds and agreed that this is important especially for those who need longer to prepare for level 3 qualifications. Several respondents suggested that the same approach should be applied to other study programmes however, this is an issue for the Spending Review.

Adult students (those aged 19+) will not be able to take a T Level in the first two years of delivery and will not benefit from the more generous T Level offer. However, this

differential impact on older students is temporary as separate arrangements will be developed for adult students in due course.

Disability

As we expect a greater proportion of students who take level 3 vocational programmes to have SEND (which we use as a proxy for disability) than is the case for level 3 academic programmes and apprenticeships, we expect the extra funding available for T Levels to have a relatively greater positive impact on SEND students than on other students.

Respondents to the funding consultation raised questions on the availability of additional funding to support SEND students. They also suggested that the Industry Placements could be structured in a different way so as to remove perceived barriers to this group of students.

With respect to additional support for this group of students, we will proceed with our proposal to increase disadvantage funding for T Level students, although in response to feedback from the consultation we have now extended disadvantage block 2 to cover Industry Placements as well. The purpose of disadvantage funding is to help attract, retain and support disadvantaged students and those with learning difficulties and disabilities. The proposed increase in this funding will have a positive impact on T Level students with a disability as well as those from disadvantaged backgrounds. As mentioned on page 6, attainment in level 2 maths and English for SEN students is below the national average (25.8% and 64.2% respectively). We are also proceeding with our proposal to provide additional funding for maths and English and this will have a positive impact on these students.

We have also introduced a number of flexibilities to the T Level programme aimed at supporting students with SEN or a disability. While it is not a result of the funding consultation, we did confirm in the T Level Action Plan 2018 (published in December 2018), that the flexibilities that exist for some apprentices with SEND in relation to maths and English will be extended to T Level students. This means that the maths and English exit requirement for some T Level students with SEND will be Entry Level 3 in Functional Skills. As for apprenticeships, a number of conditions will need to be satisfied, including that the student has either an existing or previously issued EHC plan, a statement of special educational need (SEN) or a learning difficulty assessment (LDA), and that the provider holds an evidenced assessment that the student is not able to study these subjects at level 2. This will impact positively on this group of students.

On 19th May 2019, and taking into account the responses to the funding consultation, we announced a set of new models and approaches for the completion of Industry Placements (in particular for students with special educational needs and disabilities); this announcement [is available on gov.uk](#). We consider that these changes will enhance equality of opportunity and foster good relations between those who share the protected characteristic of disability and those who do not as it will enable more SEND students to be supported to attend Industry Placements along with their peers. They should also address some of the concerns expressed by a number of respondents (to the T Level funding consultation) that it would be more helpful for SEND students if Industry

Placements were structured in a different way. The new models and approaches will, for example, enable some students with an Autism Spectrum Disorder (ASD) to undertake their placement in a single block 45-60 day placement given they may require more stability. For others it might allow local work supported by a mentor to form the initial part of their placement to get them used to using public transport travelling shorter distances before then allowing them to travel longer distances to a different employer. This approach of a series of one or two shorter engagements would also reassure employers because they are only required to make a small commitment, thereby reducing the perceived risk of taking on a young person with special needs. This may also help increase the pool of employers able and willing to provide Industry Placements for students with SEND.

As is currently the case for study programmes, students with an education, health and care (EHC) plan will be funded for their T Level until the age of 25 and therefore will have longer to reach Level 3.

Funding will be available for T Level students who have high levels of special educational need from elements 2 and 3 of the Department's high needs budget. Reflecting on comments we received as part of the funding consultation, we are looking carefully at how we can ensure students with SEN or a disability are able to access T Level programmes.

Sex

Slightly more males than females are likely to benefit positively from these proposals because they are more likely to take up a T Level (see table 2) on the basis that more males had a L3 vocational qualification as their highest study aim in 2017/18. However this reflects the pattern for the 16 to 18 cohort as a whole (table 2) and T Levels are therefore unlikely to have a proportionately greater impact on males or females in this respect.

Males are more likely to benefit from the additional funding for maths and English – their attainment in level 2 maths and English at 60.5% is below the overall population (64.2%) and that for females of 68.1% (see page 6).

Race (including ethnicity)

While race and ethnicity are not factors in the funding formula, the majority of students likely to be affected by T Level reforms identify themselves in a "White Summary Ethnic Group" – this group is therefore likely to benefit most from these proposals at this time. However, as T Levels are further developed, they will offer a high quality technical alternative to A Levels and participation by other groups is likely to increase.

Overall, the proportions of each ethnic group for L3 vocational qualifications are very similar to the proportions in the total student cohort; T Levels are therefore unlikely to have a proportionately greater impact on individuals identifying as being from specific ethnic groups. A negative impact might be possible if it is easier to deliver T Levels in certain geographical areas due to access to Industry Placements. This may have

differential impacts on those who share the protected characteristic of race if individuals identifying with a specific racial or ethnic group are disproportionately represented in some areas. The Department intends to do all it can to ensure that there is equal access to T Levels across the country when they are being delivered in steady state, subject to the need to take into account local skills needs.

Black students are more likely to benefit from the additional funding for maths and English – their attainment in level 2 maths and English at 59.8% is below the overall population (64.2%) (see page 6).

Respondents to the funding consultation called for more consideration around cultural awareness, particularly in relation to the view of some cultures around the appropriateness and benefit of students working alongside adults. This is primarily a matter for providers as part of their employer engagement and we will look at updating our guidance for them to reflect this. We are also aware that there may be some cultural barriers inhibiting young people from travelling even reasonable distances to Industry Placements. We will look to identify good and imaginative practice to address this and [made an announcement](#) on 19th May which sets out our next steps.

Gender reassignment; marriage and civil partnership; pregnancy and maternity; religion or belief and sexual orientation

These characteristics are not reflected in any way in the funding methodology. Students who share these characteristics who take a T Level programme will benefit from the additional T Level funding and we do not expect any differential impact on those sharing these protected characteristics.

Annex A: Data Tables

Table 1: All students

| | All | | | |
|-------------------------|----------------|----------------|----------------|------------------|
| | 16 | 17 | 18 | 16-18 |
| Academic L3 | 244,800 | 230,600 | 25,900 | 501,200 |
| L3 Apprenticeship | 8,900 | 20,200 | 37,800 | 66,900 |
| Vocational L3 | 95,900 | 130,000 | 78,000 | 303,900 |
| Level 2 | 111,700 | 59,800 | 33,300 | 204,800 |
| L2 Apprenticeship | 19,600 | 31,400 | 33,400 | 84,500 |
| Below L2 | 38,200 | 22,800 | 19,600 | 80,600 |
| Not Participating in FE | 22,200 | 57,400 | 337,300 | 416,800 |
| Total | 541,300 | 552,200 | 565,300 | 1,658,800 |

Table 2: Student split by gender

Number of 16-18 learners in 2017/18 by highest study aim and gender

| | Female | | | | Male | | | |
|-------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | 16 | 17 | 18 | 16-18 | 16 | 17 | 18 | 16-18 |
| Academic L3 | 136,000 | 129,100 | 13,300 | 278,400 | 108,800 | 101,500 | 12,600 | 222,800 |
| L3 Apprenticeship | 2,300 | 8,000 | 15,200 | 25,400 | 6,600 | 12,300 | 22,600 | 41,500 |
| Vocational L3 | 47,500 | 63,900 | 38,600 | 149,900 | 48,500 | 66,100 | 39,400 | 153,900 |
| Level 2 | 48,500 | 22,900 | 13,300 | 84,800 | 63,200 | 36,900 | 20,000 | 120,100 |
| L2 Apprenticeship | 8,600 | 12,900 | 13,800 | 35,300 | 11,100 | 18,500 | 19,600 | 49,200 |
| Below L2 | 12,300 | 7,700 | 7,200 | 27,300 | 25,900 | 15,100 | 12,400 | 53,400 |
| Not Participating in FE | 8,800 | 24,400 | 173,500 | 206,700 | 13,400 | 33,000 | 163,700 | 210,100 |
| Total | 263,900 | 268,900 | 275,000 | 807,800 | 277,300 | 283,400 | 290,300 | 851,000 |

Table 3: Students split by SEN

Number of 16-18 learners in 2017/18 by highest study aim and SEN status at academic age 15

| | No SEN | | | | SEN - no Statement | | | | SEN - Statement | | | |
|-------------------------|----------------|----------------|----------------|------------------|--------------------|---------------|---------------|----------------|-----------------|---------------|---------------|---------------|
| | 16 | 17 | 18 | 16-18 | 16 | 17 | 18 | 16-18 | 16 | 17 | 18 | 16-18 |
| Academic L3 | 233,400 | 219,600 | 23,700 | 476,700 | 10,100 | 9,600 | 1,800 | 21,500 | 1,300 | 1,400 | 400 | 3,100 |
| L3 Apprenticeship | 8,100 | 18,400 | 33,900 | 60,500 | 700 | 1,700 | 3,600 | 6,000 | ~ | 200 | 300 | 500 |
| Vocational L3 | 85,500 | 113,000 | 63,300 | 261,800 | 9,100 | 14,500 | 12,200 | 35,800 | 1,300 | 2,400 | 2,600 | 6,300 |
| Level 2 | 82,400 | 39,200 | 20,600 | 142,200 | 22,800 | 15,200 | 8,800 | 46,900 | 6,400 | 5,400 | 3,900 | 15,800 |
| L2 Apprenticeship | 16,400 | 26,100 | 27,500 | 69,900 | 2,900 | 4,800 | 5,300 | 13,000 | 300 | 500 | 700 | 1,500 |
| Below L2 | 16,700 | 7,800 | 7,200 | 31,700 | 9,800 | 5,200 | 3,900 | 19,000 | 11,700 | 9,900 | 8,400 | 30,000 |
| Not Participating in FE | 15,300 | 41,300 | 290,700 | 347,300 | 5,000 | 12,500 | 38,500 | 56,000 | 1,900 | 3,600 | 8,000 | 13,500 |
| Total | 457,900 | 465,300 | 466,900 | 1,390,100 | 60,400 | 63,500 | 74,200 | 198,100 | 23,000 | 23,400 | 24,200 | 70,600 |

Table 4: Student split by Free School Meals eligibility

Number of 16-18 learners in 2017/18 by highest study aim and eligibility for free school meals at academic age 15

| | Not Eligible for FSM | | | | Eligible for FSM | | | |
|-------------------------|----------------------|----------------|----------------|------------------|------------------|---------------|---------------|----------------|
| | 16 | 17 | 18 | 16-18 | 16 | 17 | 18 | 16-18 |
| Academic L3 | 226,900 | 214,600 | 22,900 | 464,500 | 17,800 | 16,000 | 3,000 | 36,800 |
| L3 Apprenticeship | 8,300 | 18,500 | 34,800 | 61,600 | 600 | 1,700 | 3,100 | 5,300 |
| Vocational L3 | 83,600 | 111,900 | 65,200 | 260,700 | 12,300 | 18,100 | 12,800 | 43,200 |
| Level 2 | 88,300 | 44,700 | 24,600 | 157,600 | 23,400 | 15,100 | 8,700 | 47,200 |
| L2 Apprenticeship | 17,300 | 27,600 | 29,200 | 74,100 | 2,300 | 3,800 | 4,300 | 10,300 |
| Below L2 | 26,300 | 15,200 | 13,500 | 55,000 | 11,900 | 7,700 | 6,000 | 25,700 |
| Not Participating in FE | 16,900 | 43,600 | 294,900 | 355,400 | 5,300 | 13,800 | 42,300 | 61,400 |
| Total | 467,700 | 476,100 | 485,100 | 1,428,900 | 73,600 | 76,200 | 80,200 | 229,900 |

Table 5: Student split by ethnicity (1/3)

Number of 16-18 learners in 2017/18 by highest study aim and summary ethnic group

| Row Labels | White summary ethnic group | | | | Mixed summary ethnic group | | | | Black summary ethnic group | | | |
|-------------------------|----------------------------|----------------|----------------|------------------|----------------------------|---------------|---------------|---------------|----------------------------|---------------|---------------|---------------|
| | 16 | 17 | 18 | 16-18 | 16 | 17 | 18 | 16-18 | 16 | 17 | 18 | 16-18 |
| Academic L3 | 180,300 | 171,200 | 15,800 | 367,300 | 11,600 | 10,500 | 1,400 | 23,500 | 13,600 | 12,700 | 2,200 | 28,600 |
| L3 Apprenticeship | 7,900 | 18,200 | 34,000 | 60,000 | 300 | 600 | 1,000 | 2,000 | 300 | 500 | 800 | 1,600 |
| Vocational L3 | 75,700 | 100,200 | 58,200 | 234,100 | 4,100 | 5,500 | 3,500 | 13,100 | 5,500 | 8,600 | 5,600 | 19,700 |
| Level 2 | 86,800 | 46,800 | 25,500 | 159,100 | 5,100 | 2,600 | 1,400 | 9,100 | 6,400 | 3,400 | 2,100 | 11,900 |
| L2 Apprenticeship | 18,400 | 29,100 | 30,400 | 77,900 | 500 | 800 | 900 | 2,300 | 100 | 300 | 600 | 1,100 |
| Below L2 | 30,200 | 17,600 | 14,900 | 62,700 | 1,700 | 1,000 | 900 | 3,600 | 2,000 | 1,300 | 1,300 | 4,600 |
| Not Participating in FE | 17,600 | 48,800 | 268,700 | 335,200 | 1,100 | 2,500 | 14,100 | 17,600 | 800 | 1,700 | 15,300 | 17,900 |
| Total | 416,900 | 432,000 | 447,500 | 1,296,300 | 24,400 | 23,600 | 23,200 | 71,200 | 28,800 | 28,700 | 27,900 | 85,400 |

Table 5: Student split by ethnicity (2/3)

Number of 16-18 learners in 2017/18 by highest study aim and summary ethnic group

| | Asian summary ethnic group | | | | Chinese | | | | Any Other Ethnic Group | | | |
|-------------------------|----------------------------|---------------|---------------|----------------|--------------|--------------|--------------|--------------|------------------------|--------------|--------------|---------------|
| | 16 | 17 | 18 | 16-18 | 16 | 17 | 18 | 16-18 | 16 | 17 | 18 | 16-18 |
| Academic L3 | 30,600 | 28,200 | 5,100 | 63,900 | 1,500 | 1,600 | 300 | 3,400 | 4,400 | 4,100 | 800 | 9,300 |
| L3 Apprenticeship | 200 | 700 | 1,600 | 2,500 | ~ | ~ | ~ | ~ | ~ | 100 | 200 | 300 |
| Vocational L3 | 8,100 | 12,300 | 8,200 | 28,600 | 200 | 300 | 200 | 600 | 1,300 | 2,000 | 1,400 | 4,600 |
| Level 2 | 9,700 | 5,200 | 3,200 | 18,100 | 200 | 100 | 100 | 300 | 1,800 | 1,000 | 600 | 3,300 |
| L2 Apprenticeship | 300 | 800 | 1,100 | 2,200 | ~ | ~ | ~ | ~ | ~ | 100 | 100 | 200 |
| Below L2 | 2,900 | 2,000 | 1,700 | 6,600 | 100 | ~ | 100 | 200 | 700 | 500 | 300 | 1,500 |
| Not Participating in FE | 1,600 | 2,700 | 29,200 | 33,500 | 100 | 100 | 1,400 | 1,600 | 400 | 700 | 4,600 | 5,800 |
| Total | 53,500 | 51,800 | 50,100 | 155,400 | 2,000 | 2,000 | 2,100 | 6,100 | 8,700 | 8,400 | 8,000 | 25,100 |

Table 5: Student split by ethnicity (3/3)

Number of 16-18 learners in 2017/18 by highest study aim and summary ethnic group

| Row Labels | Refused_not obtained | | | 16-18 |
|-------------------------|----------------------|--------------|--------------|---------------|
| | 16 | 17 | 18 | |
| Academic L3 | 2,700 | 2,200 | 300 | 5,300 |
| L3 Apprenticeship | 100 | 100 | 300 | 500 |
| Vocational L3 | 1,000 | 1,200 | 900 | 3,100 |
| Level 2 | 1,600 | 800 | 500 | 2,900 |
| L2 Apprenticeship | 200 | 300 | 300 | 800 |
| Below L2 | 700 | 400 | 300 | 1,400 |
| Not Participating in FE | 600 | 900 | 3,900 | 5,300 |
| Total | 7,000 | 5,800 | 6,500 | 19,300 |



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