SKILLS TO SUCCEED

Department for the Economy
www.economy-ni.gov.uk

Higher Level Apprenticeship Pilot in Northern Ireland

Academic years 2015/16 and 2016/17

NISRA
Northern Ireland Statistics and Research Agency
Gníomhaireacht Thuaisceart Éireann um Staitisticí agus Taighde

Reader Information

Outline	This official statistics release presents a range of analysis regarding enrolments during the pilot phase of the Higher Level Apprenticeship (HLA) programme. This covers provision across the academic years 2015/16 to 2016/17 delivered in the Northern Ireland Further Education (FE) Sector and Higher Education Institutions (HEIs). The statistics presented in this bulletin cover the characteristics of those enrolling in FE colleges and HEIs along with analysis of performance in terms of achievements.
Theme	Children, Education and Skills
Purpose	Monitor and report on enrolment activity in the pilot phase of HLA programmes in Northern Ireland.
Issued by	Apprenticeships and Youth Training Finances and Statistics Branch, Department for the Economy, Adelaide House, 39-49 Adelaide Street, Belfast, BT2 8FD
Authors	James McVeigh, Michelle Duffy, Stephen McGonagle
Lead Statistician	Stephen McGonagle, stephen.mcgonagle@economy-ni.gov.uk (028) 90257708
Publication Date	10th May 2018
Reporting Period	Academic Years 2015/16 and 2016/17
Publication Issue	1
Statistical Quality	Information detailed in this release has been quality assured with FE colleges and the Higher Education Statistics Authority (HESA) prior to release.
Target audience	DfE, directors of FE colleges in Northern Ireland, board members of FE colleges, Directors of HE institutions in Northern Ireland, Board members of HE institutions, educational professionals, employers, academics, media, young people and members of the public interested in work-based learning programmes.
Price	Free

Any enquiries regarding this document should be sent to us at:

Apprenticeships and Youth Training Finances and Statistics
Department for the Economy
Adelaide House
39-49 Adelaide Street
Belfast, BT2 8FD
Tel: +44 (0)28 90257708
Email: Stephen.mcgonagle@economy-ni.gov.uk

Executive Summary

This official statistics release presents a range of analysis regarding enrolments during the pilot phase of the HLA programme. This covers provision across the academic years 2015/16 to 2016/17 delivered in the NI Further Education (FE) and Higher Education (HE) Sectors. The statistics presented in this bulletin cover the characteristics of those enrolling in FE colleges and HE Institutions (HEIs), along with analysis of performance in terms of achievements and participant satisfaction.

This is the first Official Statistics bulletin on HLA pilot activity to be published by the Department. It is planned to publish this bulletin again when all HLA pilot activity has completed, estimated in two years.

Key Points:

- Since the commencement of the pilot phase of the Higher Level Apprenticeship (HLA) programme, covering 2015/16 and 2016/17, there have been a total of 853 enrolments (592 individuals) in the scheme in Further Education (FE) Colleges.
- Within HEIs, in 2015/16 there were 20 individuals enrolled on HLAs. In 2016/17 this increased to 95 individuals.
- The largest proportion (43.6%) of HLA enrolments at FE colleges were in the age group ‘25 and over’.
- In 2016/17, almost half (48.4%) of HLA enrolments at HEIs were in the age band ‘16 to 19’.
- Over the two year HLA pilot phase the majority of individuals enrolled on a HLA programme within FE colleges were male (64.7%).
- In 2016/17, of the 95 HLA participants at HEIs 64.5% were male and 35.5% were female.
- For provision delivered at FE colleges, the overall retention rate in 2015/16 was 96.2% and remained at a similar level (95.3%) in 2016/17.
- The overall success rate in 2015/16 was 88.6% but decreased slightly to 79.1% in 2016/17.
- There is currently no available performance analysis for HEIs, associated with achievement of HLA qualifications.

Satisfaction levels

The Department commissioned, through the Quality Improvement Team, a participant satisfaction survey in March 2017 to assess the quality of the experience for a Higher Level Apprentice. There were 235 responses to the survey, which represented a response rate of 52.6% of those students who were active on the course (447) in March 2017, only within the FE sector. Some of the key findings, including an upper and lower limit (margin of error) for each proportion, in relation to satisfaction levels are listed below:

- 91.8% (±3.5%) were either fairly or very satisfied with the quality of teaching being provided by the college.
- 84.8% (±4.6%) were either fairly or very satisfied with the match between the teaching and learning in the College, and the tasks you perform in the workplace.
- 96.1% (±2.5%) would recommend this apprenticeship to others who are interested in the same area of work.

Table of Contents

List of Figures

List of Tables

Abbreviations

Abbreviation	Full text
AppsNI	ApprenticeshipsNI
BMC	Belfast Metropolitan College
CDR	Consolidated Data Return
DE	Department of Education
DfE	Department for the Economy
DipHE	Diploma of Higher Education
EF	Entitlement Framework
ES	Essential Skills
ESER	Essential Skills Enrolment Return
ESOL	English for Speakers of Other Languages
FE	Further Education
FELS	Further Education Leavers' Survey
FESR	Further Education Statistical Return
FLU	Funded Learning Unit
GCSE	General Certificate of Secondary Education
HEI	Higher Education Institution
HESA	Higher Education Statistics Agency
HLA	Higher Level Apprenticeship
HNC	Higher National Certificate
HND	Higher National Diploma
NI	Northern Ireland
NIMDM	Northern Ireland Multiple Deprivation Measure
NRC	Northern Regional College
NWRC	North West Regional College
OU	Open University
PfG	Programme for Government
PLAQ	Prescribed List of Approved Qualifications
PP	Percentage Points
QUB	Queen’s University Belfast
RQF	Regulated Qualifications Framework
RRQ	Register of Regulated Qualifications
SERC	South Eastern Regional College
SOA	Super Output Area
SRC	Southern Regional College
SSA	Sector Subject Area
STEM	Science, Technology, Engineering and Mathematics
SWC	South West College
UU	Ulster University

About Apprenticeships and Youth Training Finances and Statistics Branch

Branch functions

Apprenticeships and Youth Training Finances and Statistics Branch is responsible for a range of analytical support during the development of the reformed traineeship and apprenticeship programmes. This includes the collection, quality assurance, analysis and publication of statistical information on provision delivered during the pilot phase of programmes. Data have been supplied by the Further Education (FE) colleges and Higher Education Institutions (HEIs) across Northern Ireland where delivery of the pilot phase has been carried out. The Head of the Branch is the Principal Economist, George Sampson. The Branch aims to present information in a meaningful way and provide advice on its uses to customers in the Committee for the Economy, FE colleges, Universities, Professional Advisory Groups, policy branches within DfE, other educational organisations, academia, private sector organisations, charity/voluntary organisations as well as the general public.

Information is disseminated through a number of key statistical publications.

A list of those publications is available from:

https://www.economy-ni.gov.uk/publications/statistics-publication-schedule

An Official Statistics Publication

The statistics within this bulletin have been compiled in accordance with Official Statistics guidelines. They aim to meet identified user needs; are accessible and explained; are produced in accordance with sound methods; and are managed impartially and objectively in the public interest.

Further information on the Code of Practice for Statistics is available at:
http://www.statisticsauthority.gov.uk/assessment/code-of-practice/

Feedback

As we want to engage with users of our statistics, we invite you to feedback your comments on this publication to:

Stephen McGonagle

Email: stephen.mcgonagle@economy-ni.gov.uk

Tel: (+44)28 90 257708

Introduction

The scope of the Higher Level Apprenticeship (HLA) programme can be found in the policy publication 'Securing our Success - The Northern Ireland Strategy on Apprenticeships' (published June 2014), which states that the ambition of the Department is that Northern Ireland's system of apprenticeships will be of a gold standard and will form a key part of a new skills landscape. This system will offer a spectrum of support from entry level up to level 8 (equivalent to a Doctorate), facilitate lifelong learning and allow participants to move in and out of professional education and training at their own pace. The complementary and connected Apprenticeship Strategy will, among other outcomes, provide opportunities for young people to progress into apprenticeships. The HLA pilot phase commenced in the academic year 2012/13 and programmes were delivered across Further Education (FE) Colleges and private training organisations. From 2015/16 onwards HLA provision has been delivered across FE colleges and Higher Education Institutions (HEIs).

Pilot phase HLA provision, starting between November 2012 and June 2015, was managed through management information prior to 2015/16 and therefore not separately identifiable in enrolment data for earlier years and not presented in this publication.

This statistical bulletin presents a range of analysis regarding enrolments during the pilot phase of HLA. This covers provision across the academic years 2015/16 to 2016/17 in FE colleges and HEIs across Northern Ireland (NI).

The figures in this statistical bulletin are a full year count of enrolments; however, it should be noted that due to the curriculum structure of HLA, students may be enrolled on more than one course at a given time and may, therefore, be counted as two or more enrolments. Other related statistical reports can be found at:

Further Education Statistics

ApprenticeshipsNI Statistics

Higher Education Statistics

Structure

The bulletin is divided into three sections:

- Section 1 HLA pilot phase enrolments at FE colleges
- Section 2 HLA pilot phase enrolments at HEIs
- Section 3 Performance of HLA pilot phase at FE colleges only

In Section 1, the analysis is broken down to show the trend and patterns at the HLA programme level at FE colleges. Section 2 is similar to Section 1 but focuses on HEIs only. Section 3 contains the performance analysis based solely on FE enrolments. Performance analysis is not available on HLA pilot provision delivered through HEIs as a result of the methodology employed on HE provision.

Explanatory Notes

In relation to data from FE colleges, Annex B: Technical Notes provides detailed information on the methodology used to produce the statistics and the definitions of the terms used within the report.

In relation to data from HEIs, please refer to the Enrolments at UK Higher Education Institutions publication on the methodology used to produce the statistics and the definitions of the terms used within the report.

Where percentages are shown in the tables and figures, the base number used to calculate the percentages, within each category is shown in brackets e.g. (30). This is to provide context to the volume of enrolments or individuals within each category the percentages relate to.

Where tables and figures are mentioned within the commentary, these are hyperlinked to their location within the document.

Data Collection

The information provided by FE colleges presented in this statistical bulletin has been derived from the Consolidated Data Return (CDR), which came into operation for the 2013/14 academic year and if provided by FE colleges.

More information on the CDR process can be found in Annex B: Technical Notes.

The information on Northern Ireland (NI) students studying at UK HEIs and all students studying at NI HEIs are collected by the Higher Education Statistics Agency (HESA). HESA collects information for all publicly funded Universities throughout the UK. Contracts in place between HESA and Statutory users (including DfE) require that the data be of sufficient quality for statutory users' funding and policy purposes and sanctions may be applied against HESA and HEIs should these quality standards not be met. Information on enrolments is collected through the HESA student record. This is an annual return that each HEI makes to HESA regarding the details of their students.

Additional Tables

Detailed Additional and Supplementary Tables are available on the DfE web page: Higher Level Apprenticeship Pilot in Northern Ireland. Academic Years 2015/16 and 2016/17.

Rounding

Percentages have been rounded to one decimal place and, as a consequence, some percentages may not sum to 100. Furthermore, the percentage point(s) difference may not equate to the difference between two percentages due to rounding.

In regard to data from HEIs, figures are rounded to the nearest 5, with 0, 1, and 2 rounded to 0, to prevent the identification of individuals. Due to rounding, the sum of numbers in each row or column of the tables may not match the total shown. Further information on the HE rounding strategy can be found in the HE Enrolments Bulletin 2016-17.

Data Quality

All information presented in this bulletin is based on data that have been validated and quality assured by FE colleges prior to publication. FE colleges are given a set period of time to submit the information to Statistics & Research Branch (Tertiary Education), which performs a series of validation checks to ensure that information is consistent both within and across returns and analyses to monitor annual variations and emerging trends. Queries arising from validation checks are presented to FE colleges for clarification and, if required, returns may be amended and/or re-submitted. Finally, prior to the publication of this information, the data are presented to FE colleges for final sign–off. A short quality assessment on this analysis is available for further information in Annex C: Quality measures.

All information on HEIs presented in this bulletin has been validated and quality assured by HEIs prior to publication. HEIs are given a set period of time to submit the information to HESA. Following submission, both HESA and DfE perform a series of validation checks to ensure that information is consistent both within and across returns. Trend analyses are used to monitor annual variations and emerging trends. Queries arising from validation checks are presented to HEIs for clarification and, if required, returns may be amended and/or re-submitted. Finally, prior to publication, the data are presented to HEIs for a final signoff. More detail is available via the link: Quality of Higher Education Statistics.

Main Uses of Data

The main uses of the FE and HEI data in this report are to monitor HLA pilot phase activity, to help assess HLA pilot phase performance, for corporate monitoring, to inform and monitor related policy, and to respond to assembly questions and ad-hoc queries from the public.

DfE is responsible for the policy, strategic development and financing of the statutory FE sector. Analysis of data trends against key strategic priorities remains a crucial component of data development within DfE. The analysis within this report is particularly relevant in the context of the draft Programme for Government (2016-2021) commitment to increase the skill levels of those in employment and the (draft) Industrial Strategy vision, which is to create "a globally competitive economy that works for everyone".

Who will be interested?

The information presented in this statistical bulletin will be of interest to a wide variety of people. For example, the statistics within and those derived from this bulletin may be used by DfE policy officials in their role of assisting and advising the Minister for the Economy discharging their duties, by the NI Assembly and DfE committee to scrutinise the HLA pilot phase, by other NI government departments, such as the Department of Education, by prospective students to inform their choices around further and higher education, by local businesses to quantify the supply of those qualifying in their business area, and by researchers and academics to try and understand the underlying trends. Further details about the uses made of HLA pilot phase statistics can be found in Annex A: Definitions and Annex B: Technical Notes

Contextual Information

For contextual information on the use of HLA pilot phase statistics and comparing levels of qualifications, please see the document:

Contextual Information for Using HLA pilot phase Statistics

Policy and Operational Context

For information on policy and operational context, please refer to:

Policy and Operational Context

Similar HLA Style Activity Information Elsewhere in the United Kingdom

Users should be aware that similar HLA style activity information in other administrations is not always measured in a comparable manner to that in Northern Ireland. Details of the similar HLA style activity information published elsewhere in the UK can be found as detailed below.

England

Scotland

Wales

Section 1:

Further Education Colleges - Higher Level Apprenticeship

This section focuses on the HLA provision delivered in Further Education (FE) colleges during the academic years 2015/16 and 2016/17.

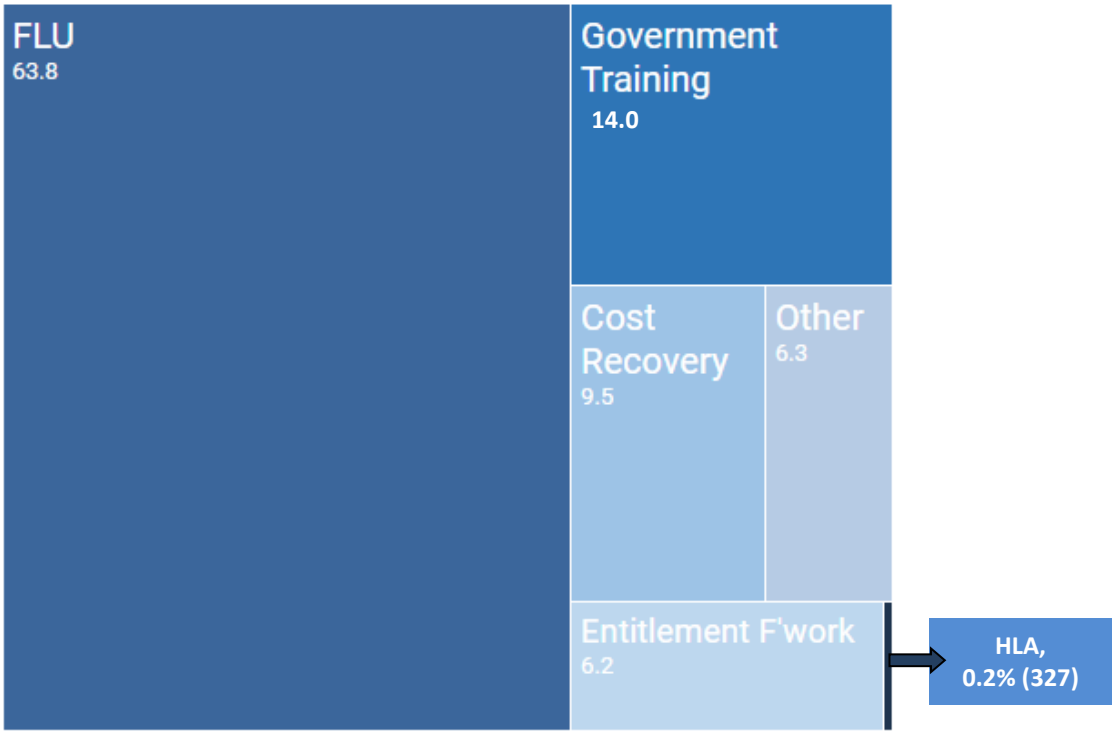
1.1 Proportion of all FE provision

Enrolments delivered through Further Education (FE) colleges can be funded through several funding streams. These include direct funding from Department for the Economy (DfE), through either the 'Funded Learning Unit' (FLU) mechanism or 'Government Training' programmes, such as 'Training for Success' or 'Steps to Work'. FE colleges can also receive funding from businesses/individuals, termed as 'Cost recovery', or from other government departments, such as Department of Education (DE), through the 'Entitlement Framework' programme.

Enrolments funded by the Higher Level Apprenticeship (HLA) pilot programme within FE colleges in Northern Ireland are classified as 'Other' within the funding group (see Section 1.3 within FE Activity publication).

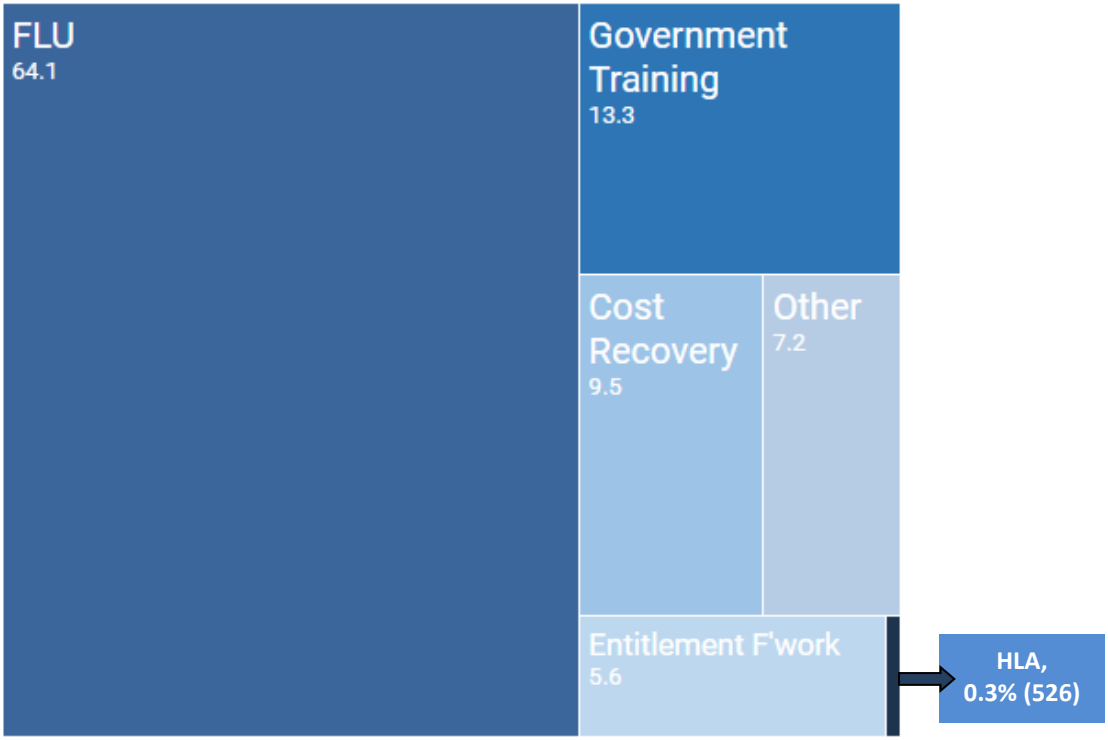
In 2015/16, 6.5% (9,942) of all (153,817) FE enrolments were allocated to the 'Other' funding group, of which 327 (0.2% of all FE enrolments) were HLA pilot enrolments. In 2016/17 the 'Other' funding group comprised a larger proportion (7.6%, 11,581) of all (153,088) enrolments than in 2015/16. The proportion of all FE enrolments which were HLA pilots increased to 0.3% (526). The 'Other' funding group also contains enrolments funded through a variety of different funding streams such as 'Youth Training pilots', 'Student Self-Funded' or 'Steps 2 Success'. (Figure 1 and Figure 2, Table A1).

Figure 1 Proportion of all FE enrolments by funding stream in 2015/16



All FE enrolments = 153,817

Figure 2 Proportion of all FE enrolments by funding stream in 2016/17



All FE enrolments = 153,088

1.2 Enrolments and Individuals 2015/16 – 2016/17

All HLA enrolments during 2015/16 and 2016/17 were delivered under the pilot phase so if the term 'HLA enrolment(s)' is used within this report it refers to enrolments during the HLA pilot phase. An individual student engaged in an HLA programme may be enrolled in several courses, one of which will be a core qualification with potentially additional qualifications as part of their programme of study. Therefore, enrolment data presented here will always be greater than or equal to the number of individuals participating in the programme.

Since the commencement of the pilot phase of the HLA programme, covering 2015/16 and 2016/17, there have been a total of 853 enrolments (592 individuals) in the scheme in Further Education Colleges.

Over the two academic years the number of HLA pilot phase enrolments increased by 60.9% from 327 in 2015/16 to 526 in 2016/17. The number of individuals participating in HLA programmes has increased by 79.7% from 276 to 496. Some of the individuals in 2016/17 will be participants returning to complete their programme, which they commenced in 2015/16. However, the number of enrolments per individual has decreased slightly from 1.18 to 1.06 over the two years. (Table 1)

The higher enrolment figure in academic year 2016/17 is due to an increase in the student places made available for the new HLA pilots commencing in 2016/17 and extending the pilots across a wider range of qualification levels and occupational areas. These 2016/17 figures also include participants who returned to the HLA pilots which commenced in 2015/16 and were a minimum of two years in duration.

Table 1 HLA pilot enrolments and individuals and academic year

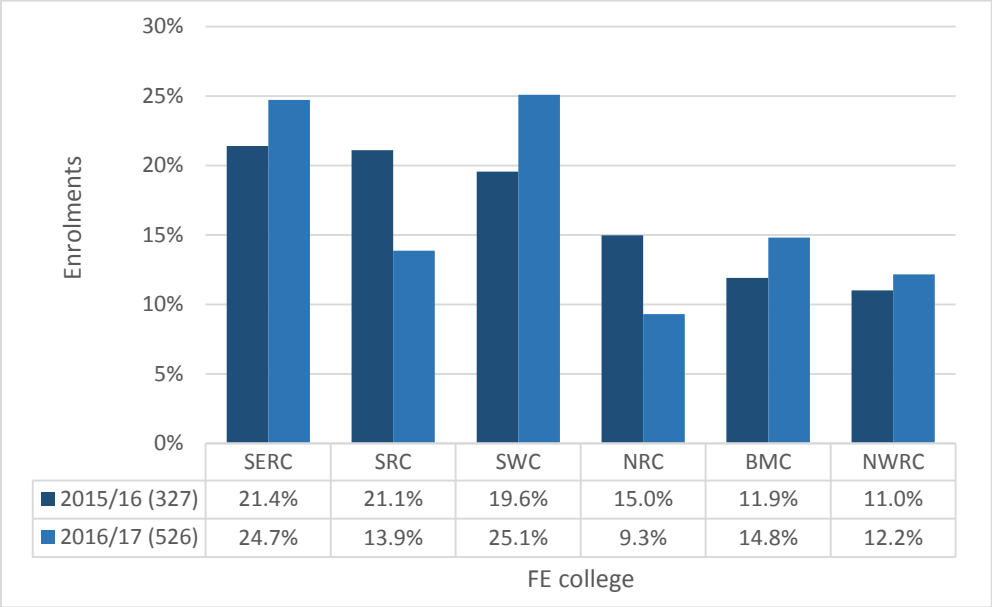
	2015/16	2016/17
Enrolments	327	526
Individuals	276	496
Enrolments per Individual	1.18	1.06

Where is HLA provision being delivered?

In 2015/16, South Eastern Regional College (SERC) had the largest proportion (21.4%) of HLA enrolments, closely followed by Southern Regional College (SRC) with 21.1%. The smallest proportions were in Belfast Metropolitan College (BMC) with 11.9% and North West Regional College (NWRC) with 11.0%.

In 2016/17, South West College (SWC) had the largest proportion of enrolments (25.1%) while Northern Regional College (NRC) had the lowest (9.3%). (Figure 3, Table A2)

Figure 3 Proportion of HLA pilot enrolments by FE college and academic year

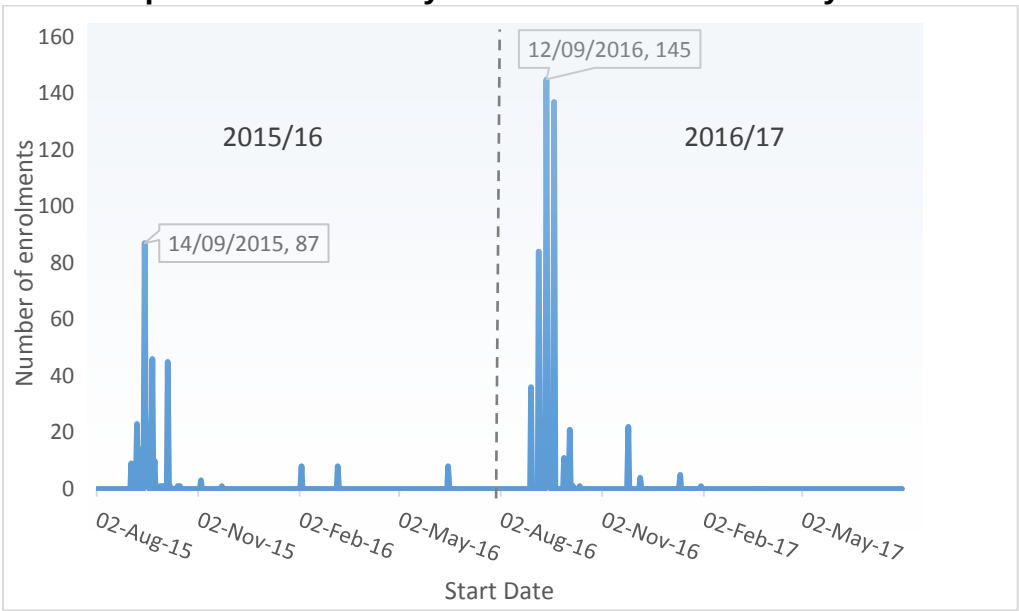


Academic Year and Start Dates

This report covers the academic years 2015/16 and 2016/17. For Further Education information, each academic year period is defined by each FE college and potentially will differ across all six colleges. An academic year traditionally starts in August and finishes in July the following year.

Enrolment start dates are distributed irregularly throughout each of the academic years. As expected, the majority of enrolment start dates are at the beginning of each academic year, with most clustered around September, as demonstrated in Figure 4. Over this two year period the largest peak occurred in mid-September 2016, with 145 enrolments. The largest peak (87) in 2015/16 occurred around the same point (mid-September 2015) in the academic year. (Figure 4, Table A4).

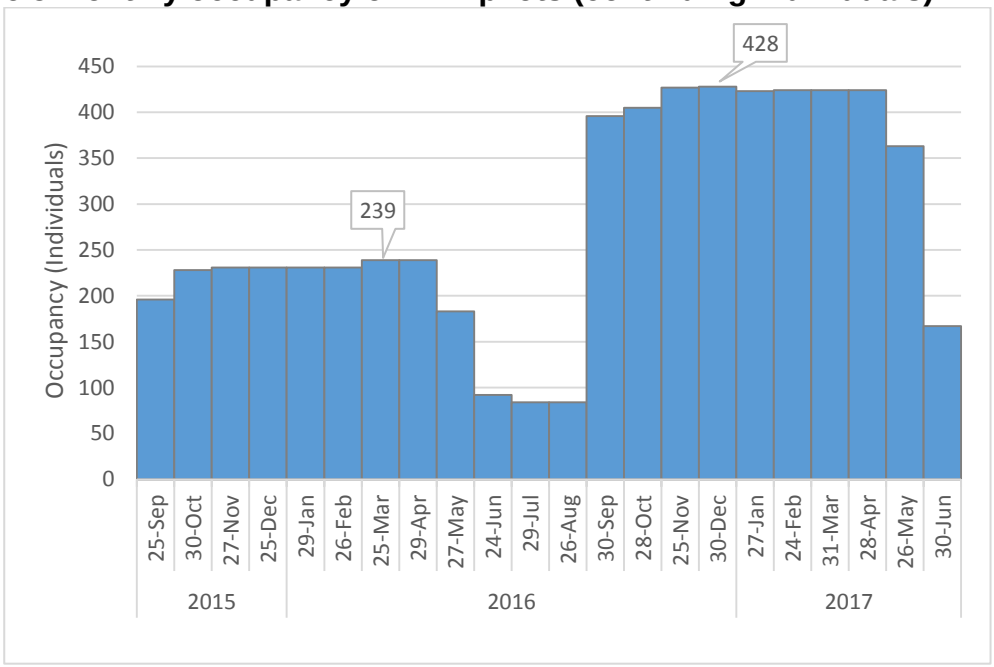
Figure 4 HLA pilot enrolments by start date and academic year



Occupancy

The occupancy level of HLA pilot programmes is the total number of continuing/active individuals at a particular point in time. Figure 5 shows the occupancy level on the last Friday of each month during the academic years 2015/16 and 2016/17. The highest monthly occupancy during 2015/16 was 239 individuals on 25th March 2016 while in 2016/17 it was 428 individuals on 30th December 2016. (Figure 5, Table A11).

Figure 5 Monthly occupancy of HLA pilots (continuing individuals)



1.3 Regulated and Non-Regulated Enrolments

Regulated qualifications are those that are reviewed, recognised and monitored by the regulatory bodies in order to make sure that they meet specific criteria and quality standards. Traditionally 'Regulated enrolments' are regarded as enrolments on:

- qualifications at 'level 3 or below' which appear on the Register of Regulated Qualifications (RRQ) or part of the Department's Prescribed List of Approved Qualifications (PLAQ/Access list), and;

- Higher Education qualifications (at 'level 4 or above'), which includes Vocational Qualifications Levels 4 to 8, Higher National Certificate (HNC), Higher National Diplomas (HND), Diplomas of Higher Education (DipHE) and degrees.

'Non-regulated enrolments' are those that either potentially lead to a formal qualification (at level 3 or below) that do not appear on the RRQ or do not usually lead to a formal qualification, typically hobby and leisure or recreational courses. HLA pilot programmes included a small number of participants undertaking a non-regulated qualification ('Logic Certification – Gas ACS Training and Assessment') as part of HLA programmes to meet the specific needs of employers.

The majority of enrolments were on regulated courses across all six colleges in both years. There was an overall decrease in the proportion of non-regulated enrolments from 6.1% in 2015/16 to 5.5% in 2016/17. (Table 2)

Table 2 HLA pilot enrolments by regulated classification and academic year

	2015/16			2016/17		
	Regulated	Non-Regulated	Total	Regulated	Non-Regulated	Total
Total	307	20	**327**	497	29	**526**

1.4 Personal Characteristics – Who is participating?

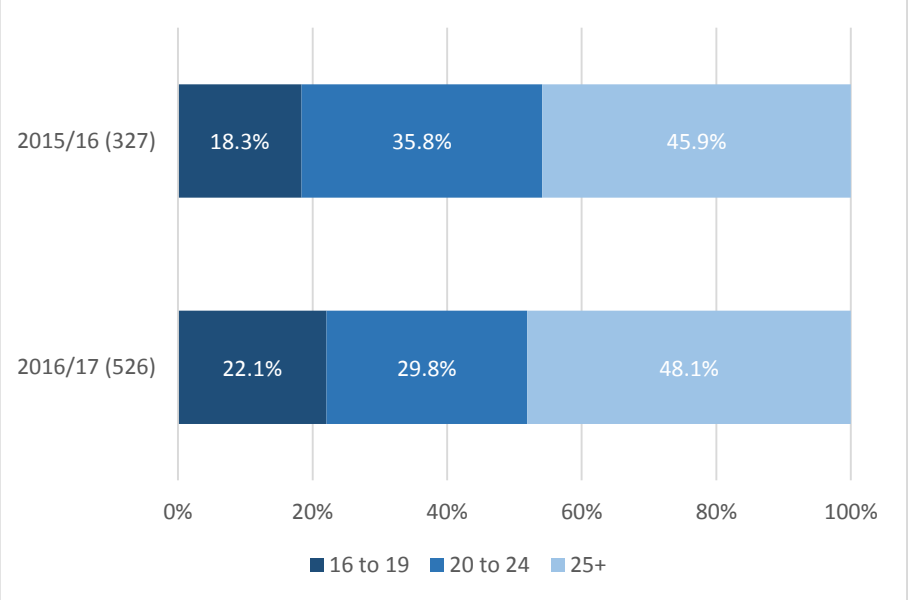
As mentioned earlier, an individual can be enrolled in a number of courses and therefore appear multiple times in the enrolment data. If individuals with certain characteristics enrol multiple times, it can skew analysis on personal characteristics, such as age, gender and location in which they live. In relation to HLA pilot provision delivered in FE colleges, the enrolment to individual ratio is close to one for both academic years and therefore comparable to individuals. As a result the enrolment figures will be used for analysis across age, gender and deprivation sections.

Age

In 2015/16, the proportion of HLA pilot enrolments in the age band '16 to 19' was 18.3%. Those aged '20 to 24' made up 35.8% of provision, while the largest share (45.9%) were aged '25 and over'.

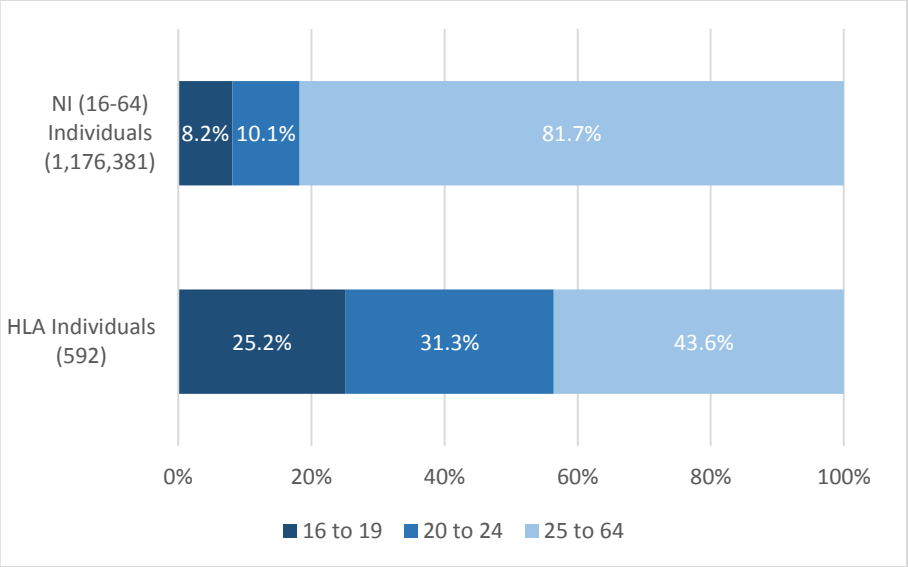
In 2016/17, the proportion of HLA pilot enrolments aged '16 to 19' increased to 22.1%, those aged '20 to 24' decreased to 29.8% and '25 and over' enrolments increased to 48.1%. (Figure 6, Table A5)

Figure 6 Proportion of enrolments on HLA pilots by age group and academic year



Based on mid-year NI population estimates of those aged '16 to 64' (working age) in 2016[1], the majority (81.7%) of individuals are aged '25 to 64'. Although not a majority, the largest proportion (43.6%) of unique HLA individuals[2], over the two year period, were in the age group '25 and over' and the smallest proportion (25.2%) in the age group '16 to 19'. This age group pattern is repeated within the '16 to 64' population of Northern Ireland. (Figure 7, Table A6).

Figure 7 Proportion of individuals on HLA pilots and NI (16 to 64) individuals by age group



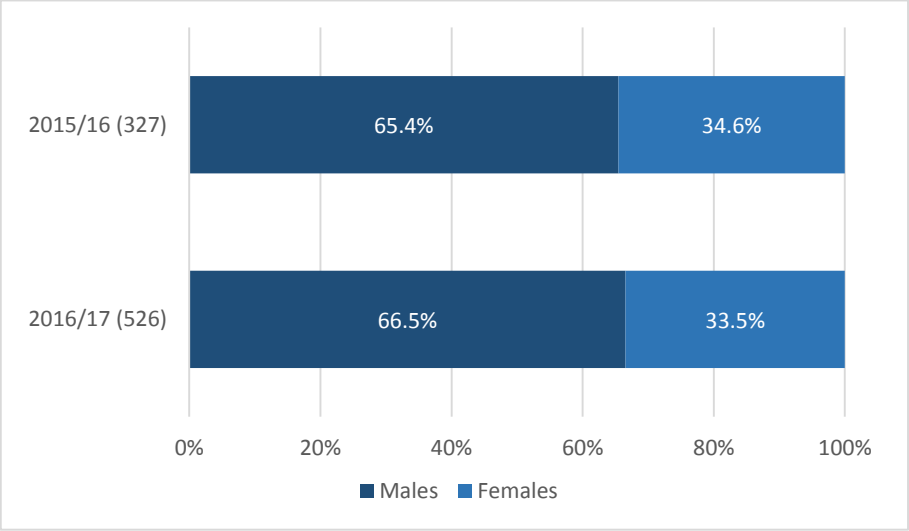
[1] https://www.nisra.gov.uk/statistics/population/mid-year-population-estimates

[2] For this comparator analysis with those aged 16 to 64 NI population, if the same person is enrolled in both academic years (2015/16 and 2016/17) they are only counted once.

Gender

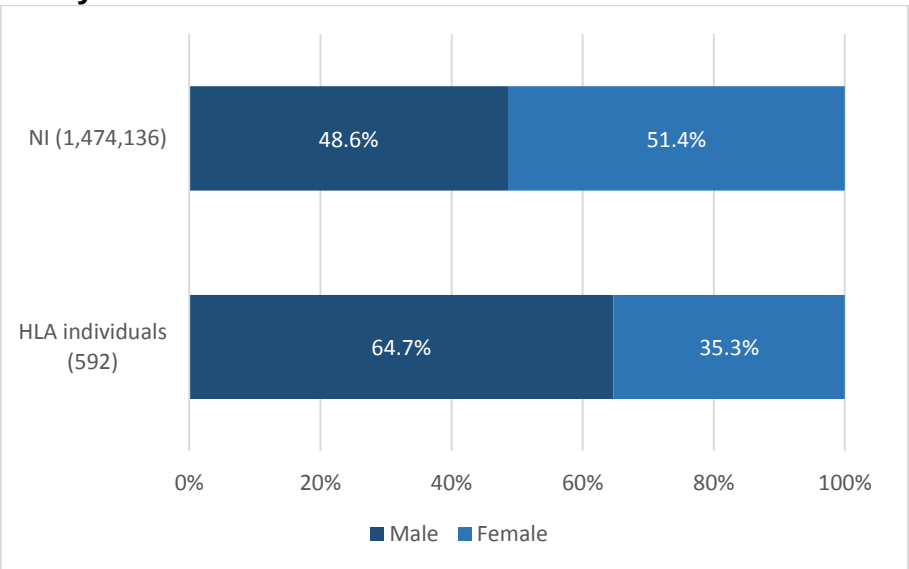
There were nearly twice as many males (65.4%) enrolled on HLA pilots as females (34.6%) in 2015/16. Similarly, in 2016/17 the proportion of HLA pilot enrolments undertaken by males was 66.5%, while it was 33.5% by females. (Figure 8, Table A7).

Figure 8 Proportion of enrolments on HLA pilots by gender and academic year



The mid year ('16 to 64') NI level population estimates[1] (2016) by gender indicates that there is a fairly even split between males (49.6%) and females (50.4%). Over the two year HLA pilot phase the majority of enrolments[2] on HLA programmes were males (64.7%), which is the different to the profile in the '16 to 64' population. The high volume of enrolments from males is mainly due to an increase in HLA provision during 2016/17, in traditionally male-oriented subject areas. (Figure 9, Table A8).

Figure 9 Proportion of individuals on HLA pilots and NI (16 to 64) individuals by Gender



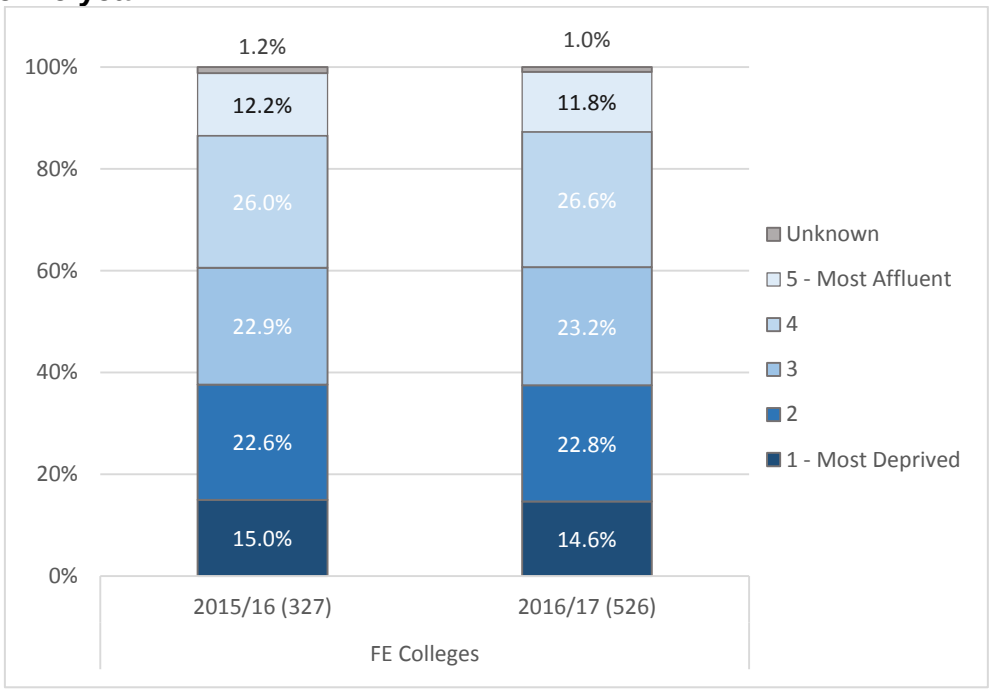
Northern Ireland Multiple Deprivation Measure Quintile

Deprivation has been measured using the official Northern Ireland Multiple Deprivation Measure (NIMDM, 2010[3]), which assesses the level of deprivation within geographical area (Super Output Areas [SOAs]) across NI. For analysis purposes these area are categorised into five geographical groups, termed 'quintiles', each accounting for 20% of the 890 SOAs. Quintile 1 is the most deprived group of areas and Quintile 5 is the least deprived group of areas. Some enrolments have either a non-NI address or no NI postcode has been provided. These are classified as 'Unknown' (4 enrolments in 2015/16 and 5 enrolments in 2016/17).

In 2015/16, just over a quarter (26.0%) of HLA pilot enrolments were from Quintile 4, while just over one third (37.6%) of HLA pilot enrolments were from the two most deprived quintiles, Quintile 1 and 2. Over a tenth (12.2%) of HLA enrolments came from the most affluent quintile (Quintile 5), compared with 15.0% from the most deprived quintile (Quintile 1).

The proportions of HLA pilot enrolments across deprivation quintiles in 2016/17 were similar to 2015/16. The largest proportion (26.6%) of HLA pilot enrolments were from Quintile 4 and the smallest proportion (11.8%) were from Quintile 5. (Figure 10, Table A9).

Figure 10 Proportion of enrolments on HLA pilots by NIMDM Quintile and academic year

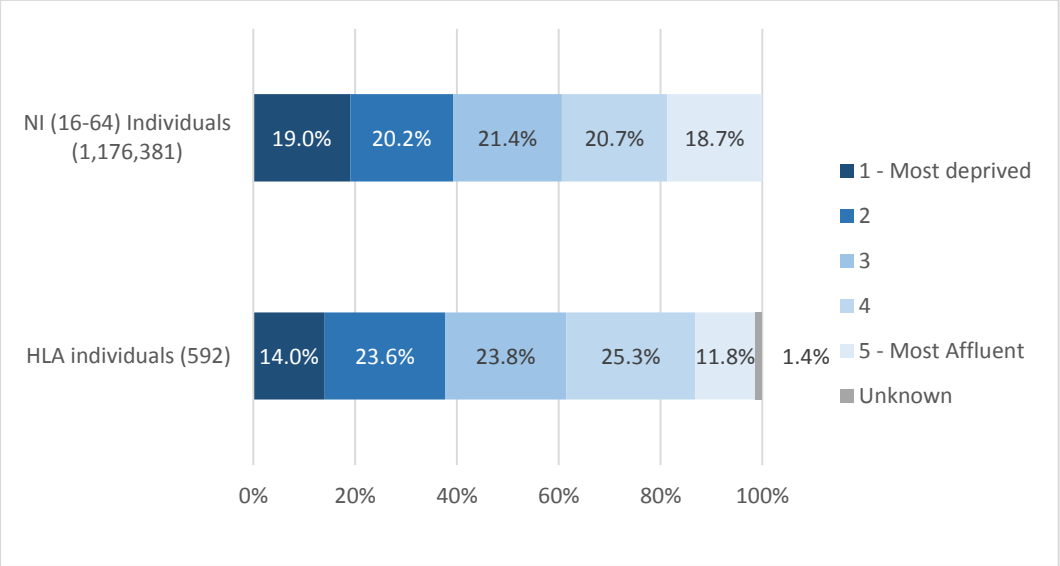


A comparison of the deprivation profile of those aged '16 to 64' in NI (based on mid-year population estimates in 2016[1]) to those engaged during the HLA pilot phase (across both academic years) indicates that there were slightly fewer

[3] Please note that NIMDM 2017 is currently available but was not released in time to include in the HLA enrolment database.

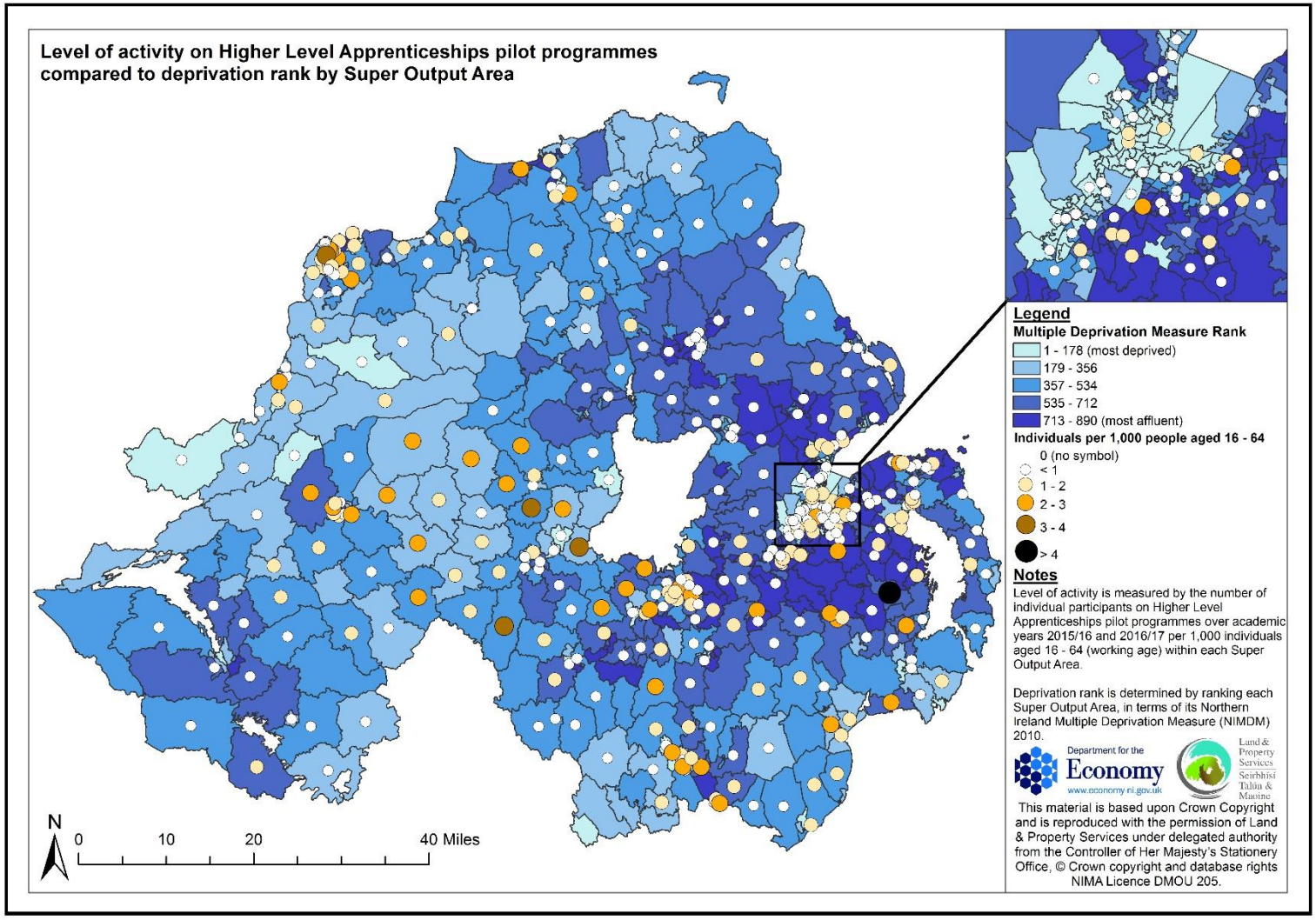
participants from Quintile 1 enrolled on HLA programmes (14.0%) than in the '16 to 64' population (18.4%). (Figure 11, Table A10)

Figure 11 Proportion of individuals on HLA pilots and NI (16 to 64) individuals by NIMDM quintile



The map at Figure 12, illustrates where the individuals are from, based on their postcode, and enrolling on HLA pilots in relation to the varying deprivation level of the SOAs within Northern Ireland. The number of enrolments per 1,000 of the 16-64 population for each SOA in Northern Ireland was mapped on top of the quintiles of wards in terms of their NI Multiple Deprivation Measure (2010).

Figure 12 Level of activity on HLA pilot programmes (FE college only) compared to deprivation rank by Super Output Area



1.5 Course Characteristics – What is being studied?

Level of study

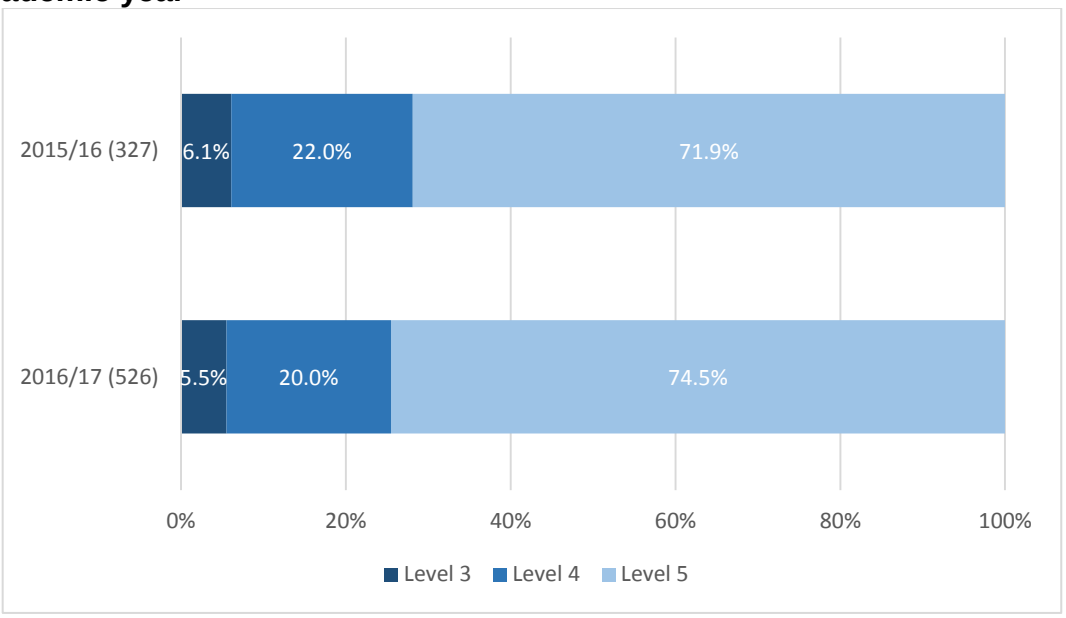
Each FE college enrolment on an HLA pilot programme has been assigned a level between level 3 and level 5. Qualifications at the same level have a similar level of demand or difficulty, for example:

- Level 3 includes Technical/Vocational Qualifications level 3, GCE AS and A Level.
- Level 4 includes Technical/Vocational Qualifications level 4, Higher National Certificate (HNC) and Certificates of Higher Education (CertHE).
- Level 5 includes Technical/Vocational Qualifications level 5, Higher National Diplomas (HND), Diplomas of Higher Education (DipHE) and Foundation Degrees.

An individual participating in an HLA programme will have one level 4 or higher enrolment assigned as their main qualification. They may also have one or more additional enrolments at the same or lower level. The level 3 provision consists entirely of those non-regulated qualifications being taken to meet the specific needs of employers as mentioned in Section 1.3 (p.20)

In 2015/16 almost three-quarters (71.9%) of HLA pilot enrolments were at level 5, 22.0% were at level 4 and the remainder (6.1%) were at level 3. In 2016/17 the proportion of enrolments at level 5 increased to 74.5%. (Figure 13, Table A12).

Figure 13 Proportion of HLA pilot enrolments by level of study and academic year



Sector Subject Area

All regulated qualifications are assigned a Sector Subject Area (SSA) code by the Awarding Organisation, which indicates the high level topic of the course. Within this report the term subject area is also used for sector subject area.

Of the 327 HLA enrolments in 2015/16, the subject area 'Business, Administration and Law' had the largest share (30.9%). This was followed by 'Engineering and Manufacturing Technologies' (29.4%).

Of the 526 HLA enrolments in 2016/17, the subject area 'Engineering and Manufacturing Technologies' had the largest share (30.2%). This was followed by 'Business, Administration and Law' (29.5%). There was an increase in enrolments across all subject areas between 2015/16 and 2016/17, except for 'Agriculture, Horticulture and Animal Care' which remained the same in both years (1 enrolment). The largest increase (206.5%) in enrolments was in 'Information and Communication Technology (Table A13).

As demonstrated earlier (page 23) in 2015/16 HLA participants were made up of 34.6% females and 65.4% males. The gender composition within subject areas varied greatly from 72.5% females within 'Health, Public Services and Care' to 8.0% in 'Construction, planning and the built environment'.

SSA by gender is only presented, in Figures 14, 15 and accompanying tables, where there is sufficient data. Any small counts associated with a SSA have not been presented in line with disclosure control. In 2015/16, there were 105 enrolments (in 2016/17 it is 175) across SSAs; 'Health, public services and care'; 'Agriculture, horticulture and animal care'; 'Engineering and manufacturing technologies'; 'Leisure, travel and tourism'; 'Arts, media and publishing' .but are not presented by gender in this report.

In 2016/17 there were even fewer female participants (33.5%) in HLA pilots compared to male participants (66.5%). The subject area with the largest proportion of females was in 'Health, Public Services and Care' (80.4%), while 'Construction, planning and the built environment' had 4.9% females enrolled.

There were no enrolments in either year for the SSAs: 'Science and Mathematics', 'Retail and commercial enterprise', 'History, Philosophy and Theology', 'Social Sciences', 'Languages, Literature and Culture', 'Education and Training', and 'Preparation for Life and Work'. (Figure 14 and Figure 15, Table A13b)

Figure 14 Proportion of HLA individuals by sector subject area and gender in 2015/16

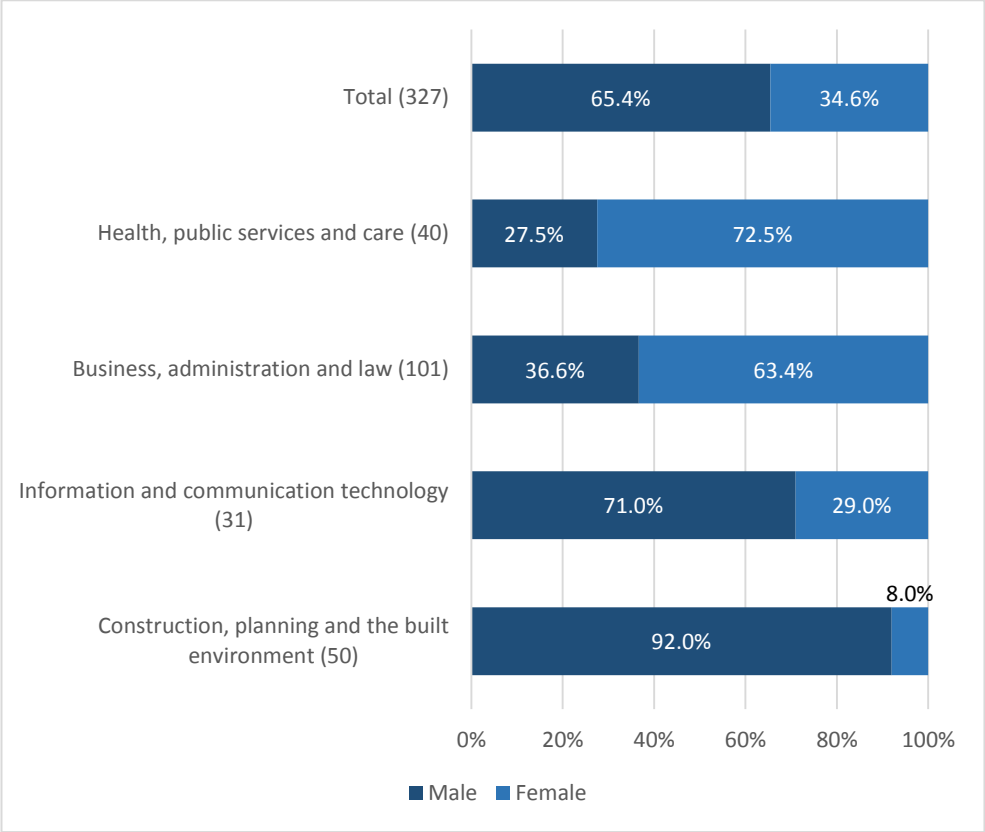
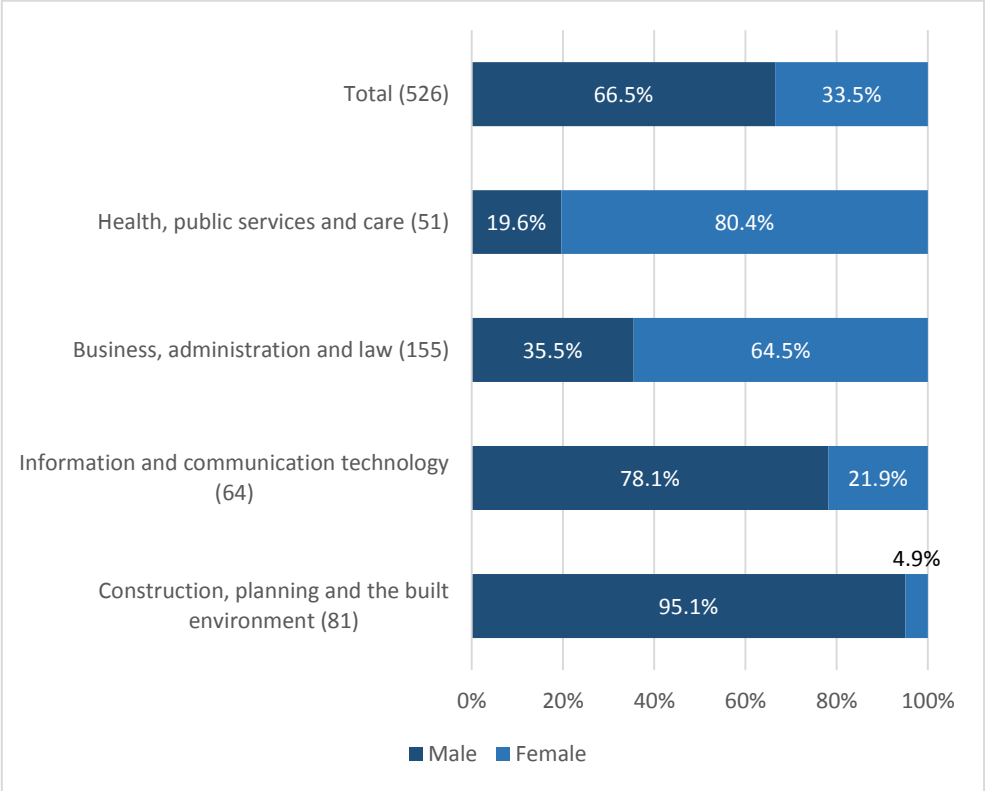


Figure 15 Proportion of HLA individuals by sector subject area and gender in 2016/17



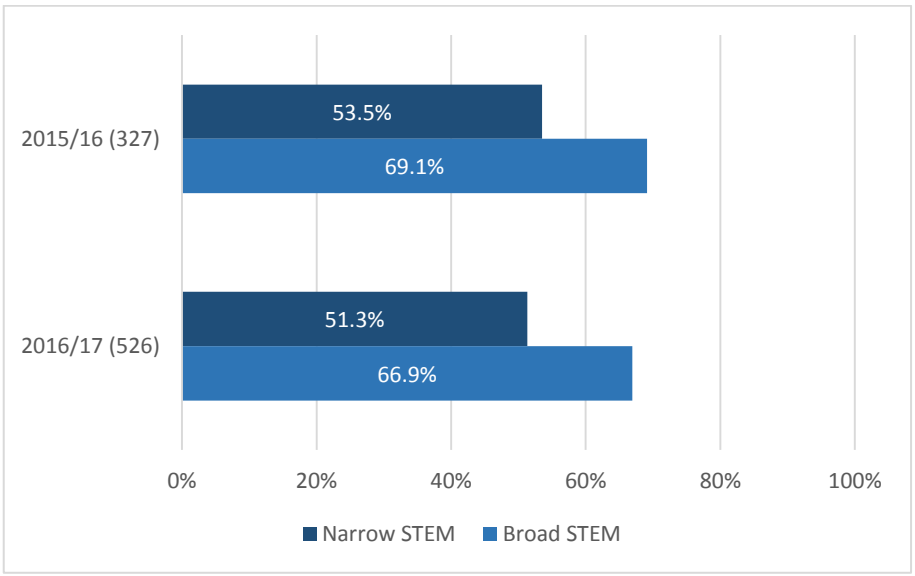
Science, Technology, Engineering & Mathematics Indicator

The 'Success through Skills – transforming futures' publication highlights a need to address subject imbalances, as forecasts predict that degree subject requirements will become more skewed towards STEM. The 'Report of the STEM Review' examines ways in which Government and business can increase the number of people with STEM qualifications entering the workplace.

STEM or 'Broad' STEM provision is identified by subject category. 'Broad' STEM enrolments are regarded as those on courses of 'Medicine, Dentistry and Allied Subjects', 'Biological and Physical Sciences', 'Agriculture', 'Mathematics and IT', 'Engineering and Technology', and 'Architecture, Building and Planning'. A subset of this cohort is termed 'Narrow' STEM and is identified as those enrolment records within courses of 'Biological and Physical Sciences', 'Mathematics and IT', and 'Engineering and Technology'.

This section examines the level of HLA pilot enrolments within STEM subject areas. In 2015/16, enrolments identified as Broad STEM accounted for 69.1% of all HLA pilot enrolments, while there were 53.5% in Narrow STEM subjects. In 2016/17 there was a slightly smaller proportion of HLA pilot enrolments classified as both Broad STEM (66.9%) and Narrow STEM (51.3%) subjects, compared to 2015/16. (Figure 16, Table A14)

Figure 16 Proportion of HLA Pilot Enrolments by STEM indicator and Academic Year



Section 2:

Higher Education Institutions - Higher Level Apprenticeship

In addition to FE provision, a number of HLAs were delivered in Higher Education Institutions (HEIs). This section focuses on the HLA provision delivered in HEIs during the academic years 2015/16 and 2016/17. All HLA provision delivered in HEIs, across both academic years, was at level 6, therefore there is no enrolment by level analysis within this section.

For Higher Level Apprenticeship enrolment data from Higher Education Institutions, each academic year begins on the 1st August and ends on 31st July.

Please note within this section figures throughout the report are rounded to the nearest 5, with 0, 1, and 2 rounded to 0, to prevent the identification of individuals. Due to rounding, the sum of numbers in each row or column of the tables may not match the total shown. Also please be aware that in line with the rounding strategy for Higher Education (HE) data, percentages are suppressed if based on a population of fewer than 22.5 individuals.

Further information on the HE rounding strategy can be found in the HE Enrolments Bulletin 2016-17.

Enrolments and Individuals 2015/16 – 2016/17

In 2015/16 there were 20 individuals enrolled on HLAs. In 2016/17 this increased to 95 individuals. Within HLA provision at HEIs, the number of enrolments equate to the number of individuals. (Table 3)

The higher enrolment figure in academic year 2016/17 is due to an increase in the student places made available for the new HLA pilots commencing at Level 6 in 2016/17 and extending the pilots across a wider range of qualification levels and occupational areas. These 2016/17 figures also include participants who returned to the HLA pilots which commenced in 2015/16 and were a minimum of two years in duration.

Table 3 HLA pilot enrolments and individuals at HEIs

HEIs	2015/16	2016/17
UU	20	50
OU	0	40
HEI Total	**20**	**95**

Note: Within HLA provision at HEIs, the number of enrolments equate to the number of individuals. Due to rounding the sum of rows may not match the total shown.

Where is HLA provision being delivered?

All (20 enrolments) HLA provision delivered by HEIs in 2015/16 was only in Ulster University. In 2016/17 this rose to 50 enrolments for Ulster University and Open University had 40 enrolments. (Table 3)

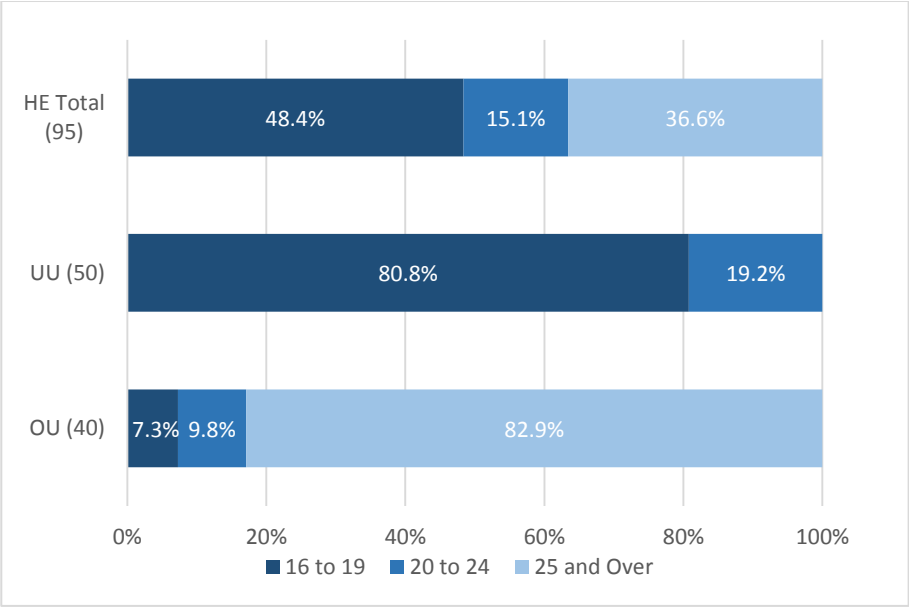
Personal Characteristics – Who is participating?

As mentioned earlier, in FE an individual can be enrolled in a number of courses and therefore appear multiple times in the enrolment data. If individuals with certain characteristics enrol multiple times, it can skew analysis on personal characteristics, such as age, gender and where they live. In relation to HLA pilot provision delivered in HEIs, each individual has one enrolment only in each academic year. As a result the enrolment figures are equal to the individual counts and can be used for analysis across age, gender and deprivation sections.

Age

The age distribution in 2015/16 of HEIs was notable in that the majority (15) of the 20 individuals at University of Ulster (UU) were aged '16 to 19' and the remainder (5) were aged '20 to 24'. This is very different pattern from FE colleges where only 18.3% of enrolments were in the '16 to 19' age band. In 2016/17, almost half (48.4%) of HLA enrolments at HEIs were in the age band '16 to 19', while only 15.1% were in the age band '20 to 24'. The age profile of UU is noticeably different from that of OU. The majority of enrolments at UU (80.8%) were aged '16 to 19' whereas the majority of enrolments at OU (82.9%) were aged '25 and over'. (Figure 17, Table A5)

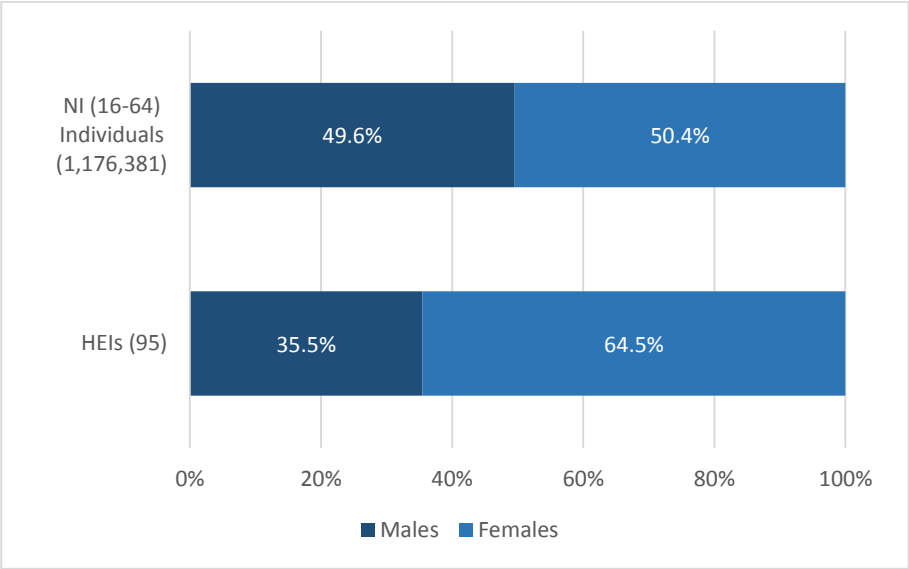
Figure 17 Proportion of enrolments on HLA pilots by age group and HEIs in 2016/17



Gender

As noted previously (page 23), there is a fairly even split between males (49.6%) and females (50.4%) in the '16 to 64' NI level population estimates[1], and within HLA provision delivered in FE colleges the majority of enrolments[2] were males (64.7%). A very different gender profile existed within the HEIs delivering HLA pilot programmes as of the 95 participants in HLA pilots at HEIs in 2016/17 the majority were female (64.5%) studying in HEIs (35.5% males). (Figure 18 and Table A7)

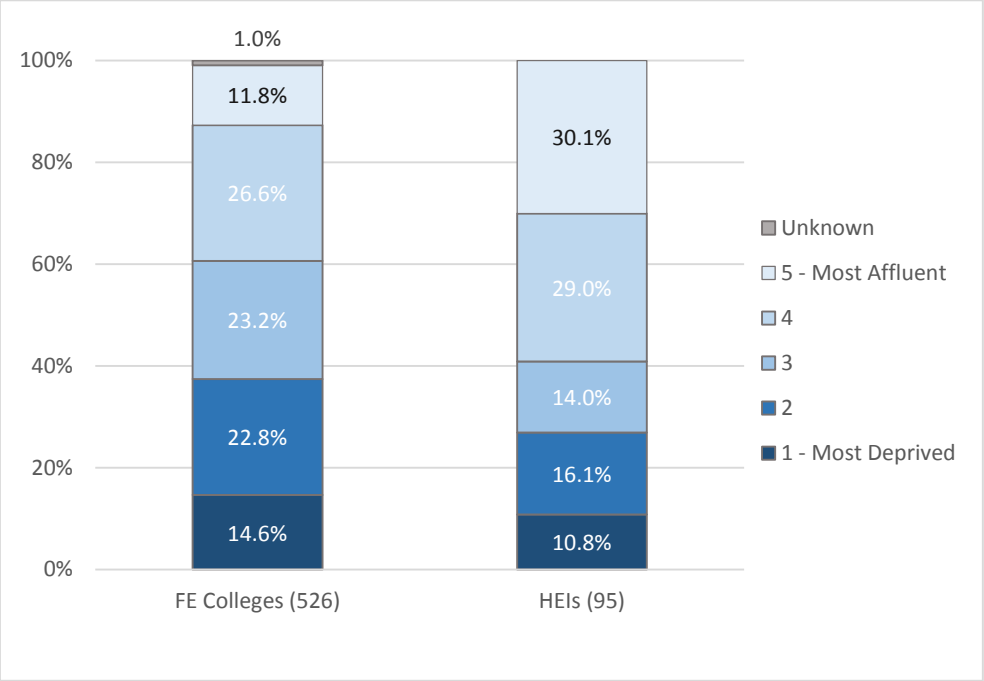
Figure 18 Proportion of participants on HLA pilots at HEIs by gender compared to Northern Ireland in 2016/17



Northern Ireland Multiple Deprivation Measure Quintile

During 2015/16 there were no HLA enrolments at HEIs for individuals from the most deprived quintile in NI. The highest amount (10) was for the most affluent quintile. In 2016/17 10.8% of HLA enrolments at HEIs were in the most deprived quintile and 30.1% in the most affluent quintile. Enrolments at HEIs have lower proportions (10.8%) in the most deprived quintile than in FE colleges (14.6%) and a much larger proportion of enrolments in the most affluent quintile (30.1%) compared to FE colleges (11.8%). (Figure 19 Table A9).

Figure 19 Proportion of enrolments on HLA pilots in FE colleges and HEIs by NIMDM Quintile in 2016/17



Course Characteristics – What is being studied?

Level of study

All HLA provision delivered in HEIs in both 2015/16 and 2016/17 was at Level 6. Qualifications at Level 6 have a similar level of demand or difficulty, for example:

- 'Level 6' includes Technical/Vocational qualifications at Level 6, Bachelor's Degrees, Professional Graduate Certificate in Education (PGCE), Graduate Diplomas and Graduate Certificates.

Sector Subject Area

Please note HEIs use a different subject area coding system from FE colleges so analyses within each sector are not directly comparable with each other. In 2015/16 all enrolments at HEIs were in the 'Business & Administrative Studies' subject area.

In 2016/17, the 95 HLA enrolments at HEIs were spread across three subject areas. The majority (55.9%) were in 'Business & Administrative Studies followed by a similar proportion in both 'Subjects Allied to Medicine' (22.6%) and 'Combined' (21.5%).

There was a similar proportion of females and males in 'Business & Administrative Studies', while the majority were female within 'Subjects Allied to Medicine' and 'Combined' related HLAs. (Table 4)

Table 4 HLA pilot enrolments at HEIs by subject area, gender and academic year

Sector Subject Area	2015/16			2016/17		
	Female	Male	Total	Female	Male	Total
Subjects Allied to Medicine	-	-	-	20	0	**20**
Combined	-	-	-	15	5	**20**
Business & Administrative Studies	10	10	20	25	25	**50**
Total	**10**	**10**	**20**	**60**	**35**	**95**

Note Combined is used to describe those courses which do not fall under any other subject area, this may include courses which combine a number of different subject areas

Science, Technology, Engineering and Mathematics Indicator

In HEIs in 2015/16, all 20 enrolments were non-STEM. In 2016/17 most (77.4%) of enrolments were non-STEM while the rest (22.6%) were Broad STEM. (Table A14)

Section 3: Qualifications and Performance

3.1 Final year enrolments

A student can enrol on a course that is multiple years in length, but will typically only have the opportunity to obtain the qualification they set out to achieve in the final year of the course. The HLA pilots were either one or two years in duration. As 'Non-regulated enrolments' do not usually lead to a formal qualification, typically hobby and leisure or recreational courses, the focus of performance analysis is on regulated (as defined in Section 1.3) final year enrolments only. For example, enrolments which are a one year course, or the second year of a two year course, for a regulated qualification.

All performance analysis within Section 3 is solely based on HLA pilot provision delivered within FE colleges. Performance analysis is not available on HLA pilot provision delivered through HEIs as a result of the methodology employed by HE provision. Consequently there are no final year enrolment counts included for the HLA pilots delivered within HEIs.

Please refer to Annex A: Definitions and Annex B: Technical Notes for any further details on the definitions in regard to performance analysis.

Trends – 2015/16 to 2016/17

In 2015/16, over one-quarter (25.7%) of all 307 regulated HLA enrolments were in the final year, while in 2016/17 that percentage was 39.4%. Only enrolments in their final year are included in HLA pilot performance analysis. (Table 5)

Table 5 HLA pilot regulated and final year enrolments by academic year

	2015/16			2016/17		
	Regulated Enrolments	Final Year Regulated Enrolments	Percentage Final Year	Regulated Enrolments	Final Year Regulated Enrolments	Percentage Final Year
Total	307	79	**25.7%**	497	196	**39.4%**

3.2 Qualifications

The following section focuses solely on final year enrolments for 'regulated' qualifications (as defined in Section 1.3) in FE colleges. If an individual has attempted the examination process they can either fully achieve, partially achieve or fail their qualification. The number of qualifications presented within this section includes both full and partial achievements. Partial achievement accounted for 34.3% and 14.6% of total achievements in 2015/16 and 2016/17 respectively. Please refer to Annex A: Definitions for further information on partial and full achievement. (Table S9)

As mentioned previously (page 36), performance analysis is not available on HLA pilot provision delivered through HEIs as a result of the methodology employed by HE provision. Consequently there are no qualification counts included for the HLA pilots delivered within HEIs.

Trends – 2015/16 to 2016/17

As expected, given the increase in final year enrolments, more qualifications were awarded in FE colleges in 2016/17 (155) than in 2015/16 (70), a net increase of 221.4%. (Table 6)

Table 6 HLA pilot regulated qualifications achieved during HLA pilots by academic year

Qualifications	2015/16	2016/17
Total	70	155

3.3 Performance 2015/16 – 2016/17

Background

The strategic driver for analysing performance has been an indicator under the draft Programme for Government (2016-2021) to increase the proportion of the workforce in employment qualified to Level 1 and above, Level 2 and above, Level 3 and above, and Level 4 and above. The focus, therefore, is on outputs, and necessitates a much greater priority on student retention and, in particular, the achievement of qualifications. Performance rates, which are calculated on an enrolment basis, can be measured across these three indicators:

- **Retention rate** is defined as the proportion of the number of enrolments who complete their final year of study to the number of final year enrolments.

- **Achievement rate** relates to the percentage of the number of enrolments who complete their final year of study and achieve their qualification to the number of enrolments who complete their final year of study. Please note that, within this publication, achievement rate is presented within the FE college section below, but not in the remaining sections of the 2016/17 analysis. These figures are available in the accompanying online tables.

- **Success rate** is the overall measure of performance, which is the proportion of the number of enrolments who complete their final year of study and achieve their qualification to the number of final year enrolments.

Achievement of a qualification, for this analysis, is regarded as either full or partial achievement.

As mentioned previously (page 36), performance analysis is not available on HLA pilot provision delivered through HEIs as a result of the methodology employed by HE provision. Consequently there is no performance analysis included for the HLA pilots delivered within HEIs.

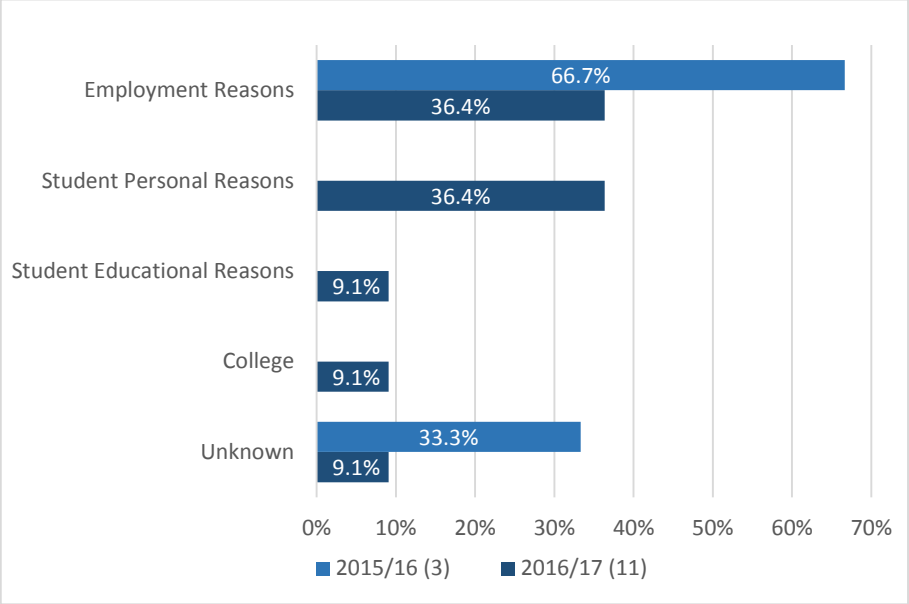
Performance Measures

Retention Rate

The overall retention rate for final year enrolments in 2015/16 was 96.2% and remained at a similar level (95.4%) in 2016/17. (Table 7).

In 2015/16 there were three final year enrolments classified as withdrawn. Two provided the reason for leaving 'Employment Reasons' and the other gave 'Unknown'. In 2016/17 the number of enrolments that withdrew was eleven. Ten of those had a known reason for leaving (90.9%). The top reasons for leaving were 'Employment Reasons' (36.4%) and 'Student Personal Reasons' (36.4%). (Figure 20, Table A21).

Figure 20 Grouped reasons[4] for leaving for withdrawn HLA final year enrolments by Academic Year



Achievement Rate

The overall achievement rate was 92.1% in 2015/16 and 82.9% in 2016/17. (Table 7)

Success Rate

The overall success rate in 2015/16 was 88.6% but decreased slightly to 79.1% in 2016/17. (Table 7)

Table 7 Performance of HLA pilot enrolments by academic year

	Final year enrolment	Final year completer	Retention Rate	Final year achievement	Achievement Rate	Success Rate
2015/16	79	76	**96.2%**	70	**92.1%**	**88.6%**
2016/17	196	187	**95.4%**	155	**82.9%**	**79.1%**

[4] Grouped reasons for leaving have been created for analysis examining 'reason for leaving' instead of presenting all the options within the 'reason for leaving' field. Please refer to Annex B: Technical Notes for specific reasons within each group.

Performance by Age

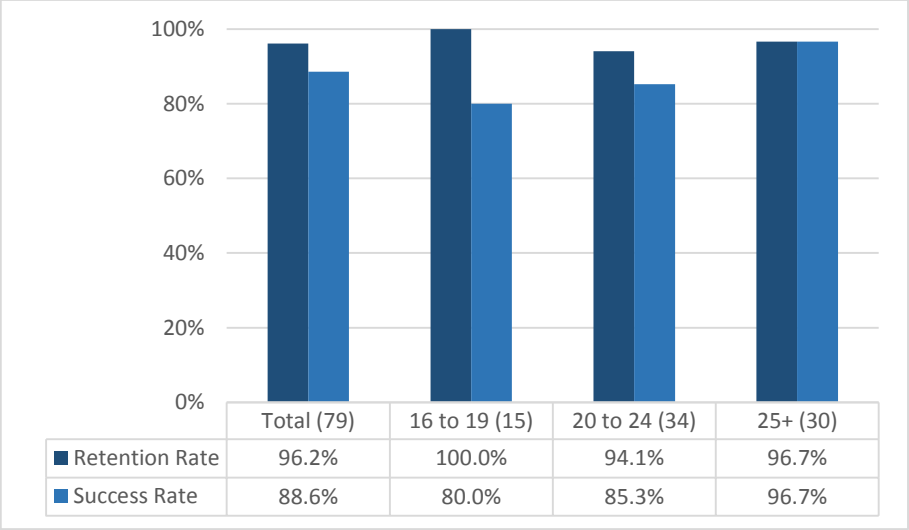
Retention rate

The overall retention rate in 2015/16 was 96.2%. The age group with the highest retention rate was '16 to 19' with 100.0% and the lowest was '20 to 24' with 94.1%. The overall retention rate in 2016/17 was 95.4%. The age group with the highest retention rate was again '16 to 19' with 100.0% and the lowest was '25 and over' with 94.6%. (Figure 21 and Figure 22, Table A16)

Success rate

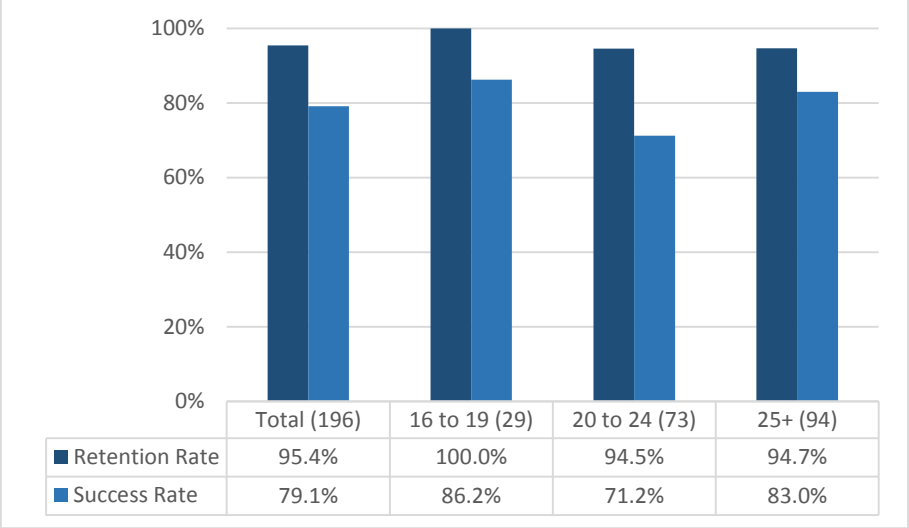
In 2015/16 the overall success rate was 88.6% with the highest success rate in the '25 and over' age group (96.7%) and the lowest in the '16 to 19' age group (80.0%). In 2016/17, the success rate for those aged '16 to 19' was highest at 86.2%, this is an increase of 6.2 pp on the previous year (80.0%). Success rate was lowest for the '20 to 24' age group at 72.0%. (Figure 21 and Figure 22, Table A16)

Figure 21 Performance of HLA pilot enrolments by age in 2015/16



	Total (79)	16 to 19 (15)	20 to 24 (34)	25+ (30)
Retention Rate	96.2%	100.0%	94.1%	96.7%
Success Rate	88.6%	80.0%	85.3%	96.7%

Figure 22 Performance of HLA pilot enrolments by age in 2016/17



	Total (196)	16 to 19 (29)	20 to 24 (73)	25+ (94)
Retention Rate	95.4%	100.0%	94.5%	94.7%
Success Rate	79.1%	86.2%	71.2%	83.0%

Performance by Gender

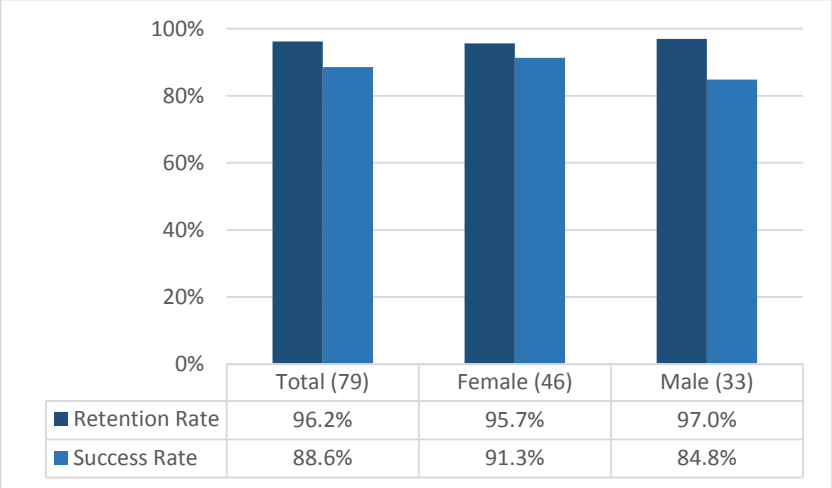
Retention rate

In 2015/16, the retention rate for females (95.7%) was similar to that for males (97.0%). In 2016/17, the retention rate decreased slightly from 2015/16 for females (94.0%) and males (96.2%). The overall retention rate fell from 96.2% in 2015/16 to 95.4% in 2016/17. (Figure 23 and Figure 24, Table A17)

Success rate

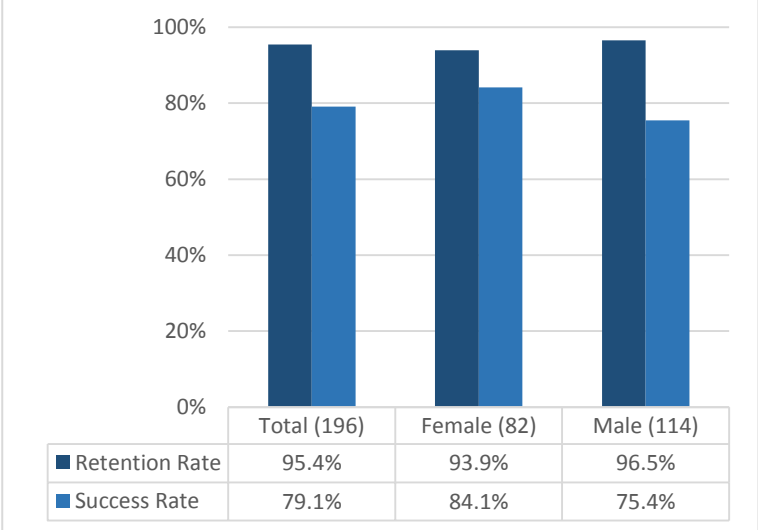
The HLA pilot success rates by gender were higher for females (91.3%) than for males (84.8%) in 2015/16 and again in 2016/17 with 83.1% for females and 77.3% for males. The overall success rate fell from 88.6% in 2015/16 to 79.1% in 2016/17. (Figure 23 and Figure 24, Table A17)

Figure 23 Performance of HLA pilot enrolments by gender in 2015/16



	Total (79)	Female (46)	Male (33)
Retention Rate	96.2%	95.7%	97.0%
Success Rate	88.6%	91.3%	84.8%

Figure 24 Performance of HLA pilot enrolments by gender in 2016/17



	Total (196)	Female (82)	Male (114)
Retention Rate	95.4%	93.9%	96.5%
Success Rate	79.1%	84.1%	75.4%

Performance by NIMDM Quintile

Retention rate

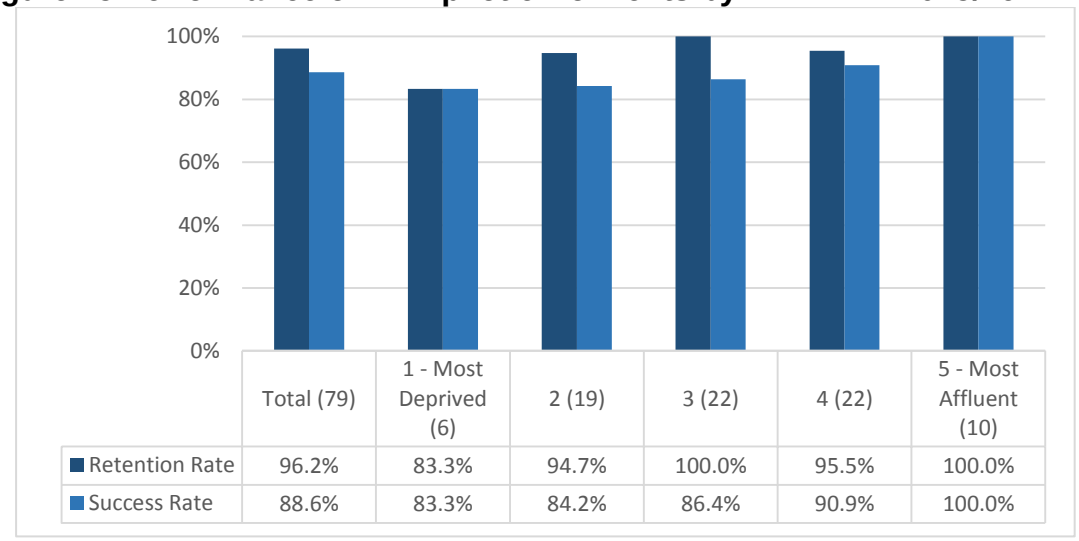
For the HLA pilots in 2015/16, retention rates were lowest (83.3%) for final year enrolments from Quintile 1, representing the most deprived areas in Northern Ireland. The highest (100.0%) retention rate was for those from Quintiles 3 and 5.

The overall retention rate in 2016/17 (95.4%) was lower than in 2015/16 (96.2%). HLA final year enrolments within the Quintile 1 saw a 10.0 pp increase in retention rate over 2015/16 (83.3%) and 2016/17 (93.3%) The largest decrease (-4.3 pp) in retention rate over the same period was for quintile 5 from 100.0% in 2015/16 to 95.7% in 2016/17. (Figure 25 and Figure 26, Table A18).

Success rate

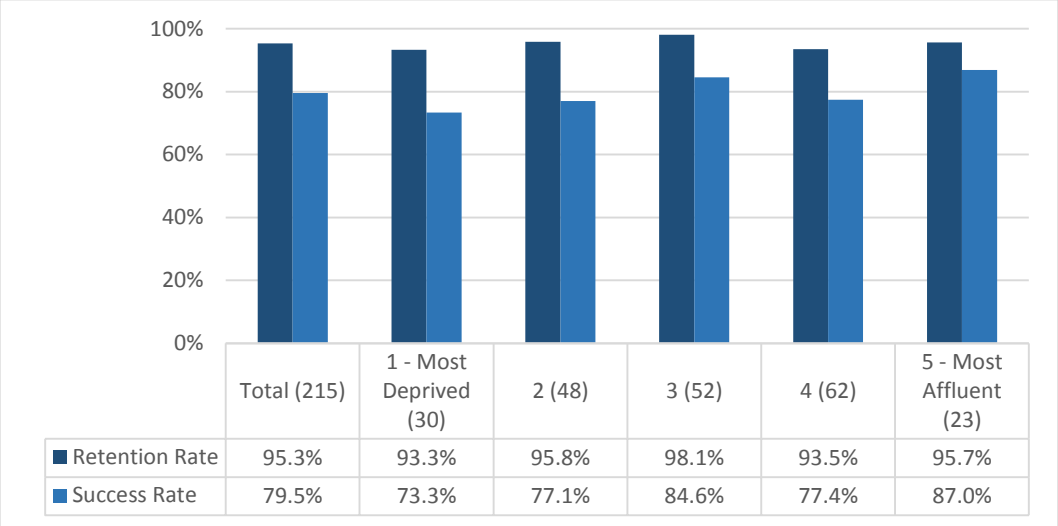
In 2015/16, success rates in HLA pilots ranged from 83.3% for final year enrolments from Quintile 1 to 100.0% for those from Quintile 5. The success rate for HLA final year enrolments within each Quintile was lower in 2016/17 than in 2015/16. The largest drop in success rate across the two academic years was for HLA final year enrolments from Quintile 4, which fell by 13.5 pp (90.9% to 77.4%). (Figure 25 and Figure 26, Table A18).

Figure 25 Performance of HLA pilot enrolments by NIMDM in 2015/16



	Total (79)	1 - Most Deprived (6)	2 (19)	3 (22)	4 (22)	5 - Most Affluent (10)
Retention Rate	96.2%	83.3%	94.7%	100.0%	95.5%	100.0%
Success Rate	88.6%	83.3%	84.2%	86.4%	90.9%	100.0%

Figure 26 Performance of HLA pilot enrolments by NIMDM in 2016/17



	Total (215)	1 - Most Deprived (30)	2 (48)	3 (52)	4 (62)	5 - Most Affluent (23)
Retention Rate	95.3%	93.3%	95.8%	98.1%	93.5%	95.7%
Success Rate	79.5%	73.3%	77.1%	84.6%	77.4%	87.0%

Performance by STEM Indicator

As explained previously (page 30), 'Broad' STEM enrolments are regarded as those on courses of 'Medicine, Dentistry and Allied Subjects', 'Biological and Physical Sciences', 'Agriculture', 'Mathematics and IT', 'Engineering and Technology', and 'Architecture, Building and Planning'. 'Narrow' STEM is a subset of this cohort.

Retention rate

The retention rate by STEM indicator ranged from 93.3% for Non-STEM enrolments to 100.0% for Broad and Narrow STEM enrolments in 2015/16. In 2016/17 the retention rate varied by only 0.2 pp across Broad STEM (95.4%), Narrow STEM (95.2%) and Non-STEM (95.3%) enrolments. (Figure 27 and Figure 28, Table A19)

Success rate

In 2015/16 the success rate was highest for Narrow and Broad STEM enrolments (100.0%) and lowest for Non-STEM enrolments (80.0%). The success rate in 2016/17 was highest for Non-STEM enrolments (82.4%), an increase of 2.4 pp. The success rate was lowest for Narrow STEM enrolments at 72.6%. (Figure 27 and Figure 28, Table A19)

Figure 27 Performance of HLA pilot enrolments by STEM indicator in 2015/16

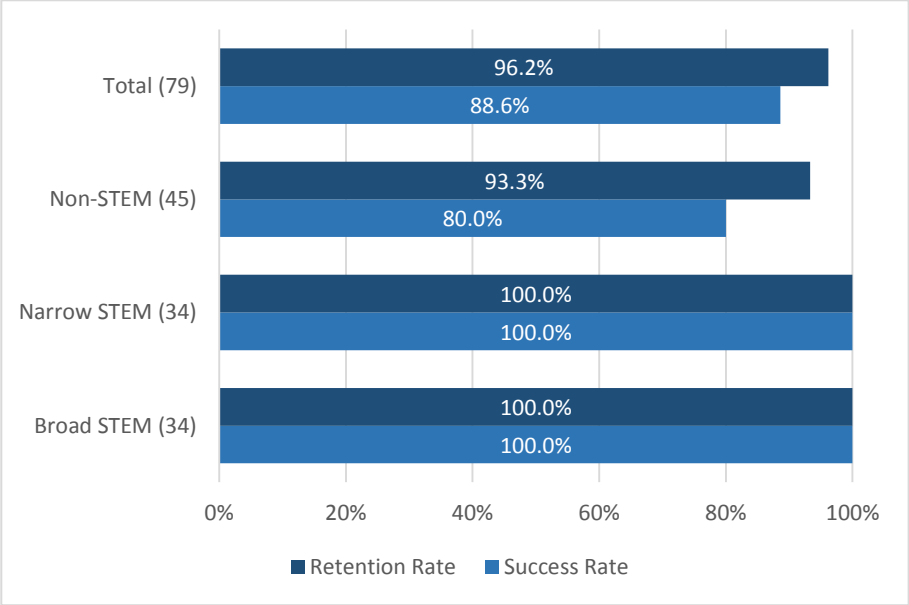
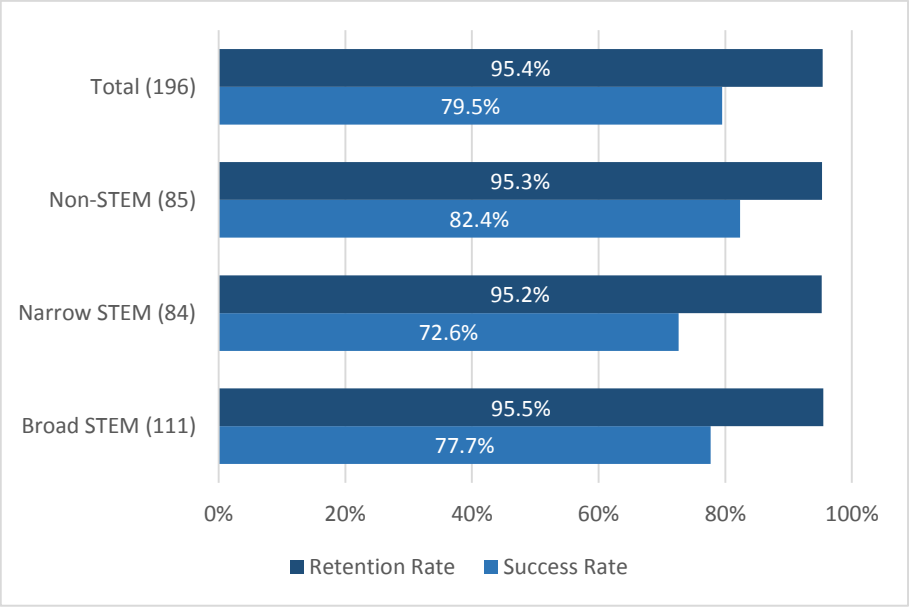


Figure 28 Performance of HLA pilot enrolments by STEM indicator in 2016/17



Performance by Level of Study

Retention rate

The retention rate by level ranged from 96.0% for Level 4 enrolments to 96.3% for Level 5 enrolments in 2015/16. There were no final year enrolments at Level 3 in 2015/16. In 2016/17 the lowest retention rate was for Level 4 enrolments (91.4%), a decrease of 4.6 pp. The highest retention rate was for Level 5 enrolments at 97.1%, an increase of 0.8 pp. (Figure 29 and Figure 30, Table A20)

Success rate

In 2015/16, the success rate was highest for Level 5 enrolments (94.4%) and lowest for Level 4 enrolments (76.0%). The success rate in 2016/17 was highest for Level 3 enrolments (84.2%). The success rate was lowest for Level 4 enrolments at 77.6%. (Figure 29 and Figure 30, Table A20)

Figure 29 Performance of HLA pilot enrolments by level of study in 2015/16

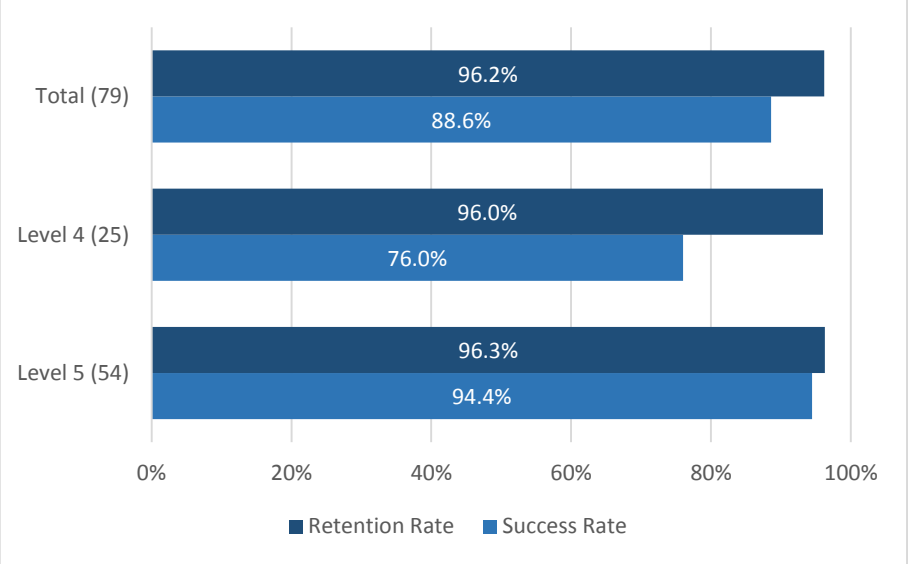
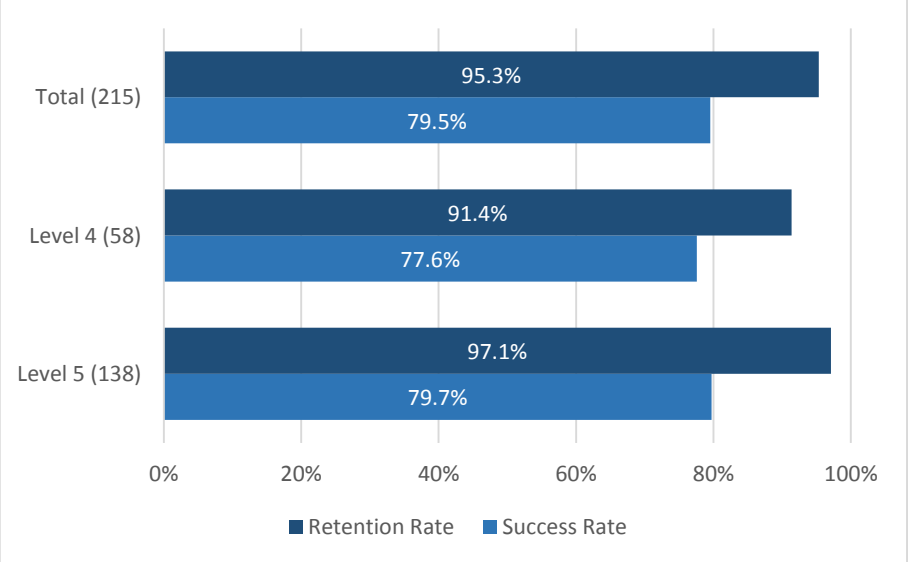


Figure 30 Performance of HLA pilot enrolments by level of study in 2016/17



For reference, the success rates for regulated enrolments within the FE sector at Levels 4 and 5 for the same academic years are presented in the table below. All regulated enrolments in FE colleges at Level 4, irrespective of funding, had a success rate of 83.7% in 2015/16 and 81.0% in 2016/17. For Level 5 the success rates were 91.1% for 2015/16 and 91.0% in 2016/17. (Table 8 and Table 9)

Table 8 Performance of Final Year regulated FE enrolments by level in 2015/16

	Final year enrolment	Final year completer	Retention Rate	Final year achievement	Achievement Rate	Success Rate
Level 4	2,557	2,342	**91.6%**	2,139	**91.3%**	**83.7%**
Level 5	3,489	3,388	**97.1%**	3,177	**93.8%**	**91.1%**

Table 9 Performance of Final Year regulated FE enrolments by level in 2016/17

	Final year enrolment	Final year completer	Retention Rate	Final year achievement	Achievement Rate	Success Rate
Level 4	2,372	2,155	**90.9%**	1,921	**89.1%**	**81.0%**
Level 5	3,490	3,370	**96.6%**	3,177	**94.3%**	**91.0%**

Performance by Programme of Study

Performance by programme of study is a measure of how many individuals have fully achieved all targeted qualifications. This is traditionally not used as a measure when assessing enrolments delivered in FE colleges, which appear in the CDR.

However, given the nature of the HLA pilot programme being similar to the ApprenticeshipsNI (AppsNI) programme, which examines if all targeted qualifications, per individual, have been achieved, the performance of programme of study is included in this report. All final year enrolments, not just regulated enrolments, are included in this analysis as some individuals, enrolled in HLA, have a programme of study which includes non-regulated qualifications.

Of those who left in 2015/16, 20 of 38 individuals (52.6%) achieved all their targeted qualifications, while for those who left in 2016/17, this number was 104 out of 172 (60.5%). Just over half (52.6%) in 2015/16 and two-thirds (66.3%) in 2016/17 of leavers achieved, as a minimum, their core qualification. Nearly half of leavers (47.4%) left the programme with no qualifications in 2015/16, while in 2016/17 it was lower at 33.7%. (Table 10 and Table 11)

Table 10 HLA pilot performance by programmes of study in 2015/16

Please note that caution should be taken when interpreting percentages based on small numbers.

	Individuals Leaving in Year	Individuals Leaving & Not Achieving	% of leavers	Individuals Leaving & Achieving Core Qualification	% of leavers	All targeted qualifications achieved	Leavers rate of achievement
Total	38	18	**47.4%**	20	**52.6%**	20	**52.6%**

Table 11 HLA pilot performance by programmes of study in 2016/17

Please note that caution should be taken when interpreting percentages based on small numbers.

	Individuals Leaving in Year	Individuals Leaving & Not Achieving	% of leavers	Individuals Leaving & Achieving Core Qualification	% of leavers	All targeted qualifications achieved	Leavers rate of achievement
Total	172	58	**33.7%**	114	**66.3%**	104	**60.5%**

Participant Satisfaction Levels

The Department commissioned, through the Quality Improvement Team, a participant satisfaction survey in March 2017, only within FE sector, to assess the quality of the experience for a Higher Level Apprentice. An online survey was issued to participants in FE colleges, which assessed if providers of the HLA pilot programme and employers were meeting the needs of participants. Some of the key findings in relation to satisfaction levels are listed within the table 12 below. The blank questionnaire is included in Annex D.

There were 235 responses to the survey, which represented a response rate of 52.6% of those students who were active on the course (447) in March 2017.

As all HLA pilot participants did not respond to the survey, this affects the information derived from the survey when trying to conclude patterns within the population of interest (i.e. all HLA pilot participants).

To assist interpretation, Table 12 presents an upper and lower limit (margin of error) for each proportion. We can be 95% confident that the value for all HLA participants will occur within these limits.

For example, based on 232 valid responses to Statement 9 in the survey and a Confidence Interval of 95%, the error limit on the fairly/very satisfied level Figure of 94.0% is ± 3.1%. Therefore, we can be 95% certain that the true HLA pilot participant fairly/very satisfied level lies between 90.9% and 97.0%, respectively.

Table 12 Proportion of HLA pilot survey respondents indicating 'Fairly Satisfied' or 'Very Satisfied' by statement

Statement	Number of responses	Fairly or Very Satisfied		Confidence Interval	Lower limit	Upper Limit
		Number of responses	%			
9: How satisfied or dissatisfied were you with the information you were given by your College during your induction for the Higher Level Apprenticeship?	232	218	94.0%	3.1	90.9%	97.0%
10: How satisfied or dissatisfied are you with the quality of teaching being provided by the college?	232	213	91.8%	3.5	88.3%	95.3%
11: How satisfied or dissatisfied are you with the way I.T. and technology (either in the classroom or on-line), are being used by the College to help your learning?	232	213	91.8%	3.5	88.3%	95.3%
12: How satisfied or dissatisfied are you with the accommodation and resources in your College?	231	227	98.3%	1.7	96.6%	100.0%
13: How satisfied or dissatisfied are you with the advice you have been given about what you can do after this course?	231	196	84.8%	4.6	80.2%	89.5%
14: How satisfied or dissatisfied are you with the help, advice and support being provided by the College?	231	217	93.9%	3.1	90.9%	97.0%
16: How satisfied or dissatisfied are you with the match between the teaching and learning in the College, and the tasks you perform in the workplace?	231	196	84.8%	4.6	80.2%	89.5%
17: How satisfied or dissatisfied are you with the help, advice and support currently being provided by your employer?	230	207	90.0%	3.9	86.1%	93.9%
19: How satisfied are you with the level of support you receive from your workplace mentor?	188	178	94.7%	3.2	91.5%	97.9%
21: Would you recommend this apprenticeship to others who are interested in the same area of work?	228	219	96.1%	2.5	93.5%	98.6%

Annex A: Definitions

Academic Year

For Further Education information, each academic year period is defined by each FE college and potentially will differ across all six colleges. An academic year traditionally starts in August and finishes in July the following year.
For Higher Level Apprenticeship enrolment data from Higher Education Institutions, each academic year begins on the 1st August and ends on 31st July.

Achievement rate

Achievement rate relates to the proportion of the number of enrolments who complete their final year of study and achieve their qualification to the number of enrolments who complete their final year of study.

$$\text{Achievement Rate} = \frac{\text{Number of Achievements}}{\text{Number of non-withdrawals plus Number of Withdrawals who achieve (both full and partial)}}$$

Age

Within FE college data, age is calculated at the 1st July of the previous academic year, based on the start date of the course. For data from HEIs, age is as at 31st August within the relevant academic year.

Core Qualification

The core qualification is the vocational qualification undertaken by the learner classed as the main component of their programme of study. The list of core qualifications undertaken in each academic year is presented in the table below.

Core Qualification Title	2015/16	2016/17
Further Education Sector		
Accounting Technicians Ireland Level 4 Certificate for Accounting Technicians (QCF)	✓	✓
Accounting Technicians Ireland Level 5 Diploma for Accounting Technicians (QCF)	✓	✓
City & Guilds Level 4 Diploma in Digital Marketing (QCF)	✓	✓
Computing Infrastructure		✓
Foundation Degree In Building Services & Renewable Energies		✓
Foundation Degree in Electrical and Electronic Engineering	✓	✓
Foundation Degree in Mechanical and Manufacturing Engineering	✓	✓
HLA ELECTRICAL & ELECTRONIC ENGINEERING (UU)		✓
HLA Fsc DEGREE HOSPITALITY & TOURISM MANAGEMENT	✓	
HLA Fsc DEGREE INTERNATIONAL HOSPITALITY & TOURISM MANAGEMENT		✓
HLA FSc DEGREE TRAVEL & TOURISM MANAGEMENT	✓	✓
HLA MECHANICAL ENGINEERING (UU)	✓	✓
HLA SOFTWARE DEVELOPMENT	✓	✓
IMI Level 5 Diploma in Automotive Management (VRQ)	✓	✓
LCL Level 4 Certificate in Gas Safety Management in Social Housing (QCF)	✓	✓
NCFE CACHE Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management) (Wales and Northern Ireland)		✓
Queen's University Belfast Foundation Degree in Energy, Environment and	✓	

Sustainability		
Queens University Belfast Foundation Degree in Energy, Environment and Sustainability		✓
Ulster University Foundation Degree in Building Services and Renewable Energy		✓
Ulster University Foundation Degree in Civil & Environmental Engineering	✓	✓
Ulster University Foundation Degree in Digital Arts and Technologies	✓	✓
Ulster University Foundation Degree in Engineering	✓	
Ulster University Foundation Degree in Engineering (with Specialisms)		✓
Ulster University Foundation Degree in Science in Computing	✓	✓
Ulster University Foundation Degree in Sustainable Construction	✓	✓
Ulster University Foundation Degree in Mechatronic Engineering		✓
Ulster University Foundation Degree in Mechatronics Engineering	✓	
Ulster University Foundation Degree Industrial Chemical and Life Sciences	✓	✓
Ulster University Level 5 Foundation Degree in Mechatronic Engineering		✓
Higher Education Institutions		
BSc Adult Nursing		✓
BSc Mental Health Nursing		✓
Certificate of Higher Education in Healthcare Practice		✓
Institutional Credit only UG Level 1		✓
BSc Hons Business Technology	✓	✓

Enrolments

The FE enrolment figures are simply a count of the number of enrolment records within the FE data return.

The HE enrolment figures are based on a count of student instances. A student on a course is referred to as an instance. Since it is possible for a student to undertake more than one course during the reporting year, there may be more than one instance per student in a provider's data. For HLA provision, delivered in HEIs, each participant has only undertaken a single enrolment.

Final year enrolments

A student can enrol on a course that is multiple years in length, but those FE college enrolments in their last year are regarded as final year enrolments, for example enrolments on a one year course or the second year of a two year course.

Final year completers

Those FE college enrolments in their final year who complete and do not withdraw from their course are regarded as final year completers.

Final year achievements

Those FE college enrolments in their final year, marked as completed the course and subsequently achieved are regarded as final year achievements.

Funding streams

Enrolments at FE colleges can be funded through a variety of funding streams, including DfE funded provisions, such as the Funded Learning Unit (FLU) or 'Government Training' programmes. These training programmes include 'Training for Success (TfS)', 'Steps to Work (StW)' and apprenticeships; TfS includes 'Programme Led Apprenticeships (PLA)', 'Skills for Life' and 'Skills for

Work'. Enrolments can also be funded through non-DfE funded provision, such as 'Entitlement Framework (EF)' or 'Cost Recovery (CR)'. EF includes Discrete Special Education/Needs. CR can be either public or private. The Funding Group 'Other' includes these HLA pilot programmes.

Further Education College
Northern Ireland's six further education (FE) colleges operate across over 40 campuses and through over 400 outreach community locations. Each college offers a number of Higher Education programmes ranging from GCSEs and A levels to BTECs, HNCs, Foundation degrees, Apprenticeships, Degrees and other specific training programmes. The six FE colleges are:

- Belfast metropolitan College – BMC
- Northern Regional College – NRC
- North West Regional College - NWRC
- South Eastern Regional College - SERC
- Southern Regional College – SRC
- South West College - SWC

The FE colleges are the main providers of vocational and technical education and training in NI and play a central role in raising levels of literacy and numeracy and in up-skilling and re-skilling through a broad range of courses.

Please refer to the link below for further detail about FE colleges in Northern Ireland. Contextual Information regarding the FE Sector

Gender
Gender is self-reported by the individual student and can be either male or female.

Higher education institution
Higher education institution (HEI) is a term from the Further and Higher Education Act 1992. According to the Act, it means any provider which is one or more of the following: a UK university; a higher education corporation; a designated institution. There were two HEIs within Northern Ireland which delivered HLA pilot provision:

- University Ulster - UU
- The Open University - OU

Higher education sector
The Further and Higher Education Act 1992 has a technical definition of this term, which is quite restrictive and refers to higher education institutions which are authority funded.

HLA Pilot Programme
The purpose of the Higher Level Apprenticeship (HLA) pilot programme was to test the development of new curricula to meet the needs of learners, employers and the wider economy in advance of full implementation of the new system. The new HLA system provides a high quality parallel route to the traditional academic pathway, with opportunities for professional education and training that will facilitate progression to sustained employment, an apprenticeship or further education.

Individual

Within the FE sector figures, the number of individuals for each academic year has been determined (using Student Reference and FE college as the unique identifier) within the specific academic year period. The total number of individuals calculated over the entire time period therefore does not equal the summation of all individual academic years. This is due to the fact an individual may be enrolled in a number of academic years. The word 'participant' may be used interchangeably with 'individual' in the report.

Within the HEI figures, the number of individuals for each academic year has been determined (using a unique identifier) within the specific academic year period. Within HLA provision the number of enrolment equate to the number of individuals.

Level

If the FE college enrolment is level 3 or below and is regulated, then the level is derived from the Register of Regulated Qualifications (RRQ). If the enrolment is not part of the RRQ, the level is based on the information entered against the enrolment by the FE college.

Each regulated qualification has a level between entry level and level 8. Qualifications at the same level typically have a similar level of demand or difficulty. The content and size of qualifications at the same level may be quite different.

For further information on comparing qualifications across the UK, Ireland and overseas, please refer to the link below:

http://ofqual.gov.uk/help-and-advice/comparing-qualifications/

For data coming from HEIs, the level of study is taken from the course aim of the student.

HESA classifies courses according to a framework which aligns with the framework for HE qualifications in England, Wales and Northern Ireland (FHEQ), the Scottish Credit and Qualifications Framework (SCQF) (of which the framework for qualifications of HE providers in Scotland is a constituent part) and the International Standard Classification of Education (ISCED) and Bologna frameworks. Details are available within the field specification. It includes level M for taught masters degrees, and level H for honours degrees.

Northern Ireland Multiple Deprivation Measure Quintile 2010

The analysis presented in the publication utilises 5 groups or quintiles of super output areas (SOAs) across Northern Ireland. These 5 groups are determined based on level of relative deprivation using the Northern Ireland Multiple Deprivation Measure (NIMDM).

SOAs ranked 1 to 178 are the most deprived quintile of SOAs relative to all other SOAs. Those ranked 713 to 890 are the least deprived relative to all other SOAs.

SOA is determined using the postcode provided on the enrolment record. Some enrolments have either a non-NI address or no NI postcode has been provided.

These are classified as ‘Unknown’ (4 enrolments in 2015/16 and 5 enrolments in 2016/17).

NIMDM 2010 is a weighted combination of the seven domains of deprivation. The Income and Employment Deprivation domains account for 50% of the multiple deprivation measure. The Health Deprivation and Disability Domain, and Education, Skills and Training Deprivation Domain account for a further 30% and the remainder is made up of the Proximity to Services, Living Environment and Crime and Disorder Domains.

For further details on deprivation measurement in Northern Ireland please follow this link: http://www.nisra.gov.uk/deprivation/nimdm_2010.htm

Please note that NIMDM 2017 is currently available but was not released in time to include in the Apprenticeship enrolment database.

Occupancy
The volume of FE college enrolments which are marked as continuing at a particular point in the academic year.

Programme of Study
The programme of study is the individual or group of qualifications from the approved curriculum for the HLA pilots. This includes as a minimum the most relevant vocational qualification at level 4 or higher (core qualification), additional qualifications requested by employers.

Qualifications
Qualifications are counted for those final year enrolments in regulated courses at FE colleges. If an individual has attempted the examination process they can either fully achieve, partially achieve or fail their qualification.

The underlying principle is that full achievement and partial achievement should be measured against the programme of study on which a student is enrolled, for example, what is agreed in the learner’s Individual Learning Programme. Therefore, full and partial achievements are defined as:

- Full achievement will be recorded when those enrolling on a full qualification achieve that qualification, and when those enrolling on a part/unit of a qualification achieve that part/unit.

- Partial achievement should be recorded when the qualification for which a student has enrolled has not been achieved in full and either: (a) a student achieves a certified component of the intended qualification, for example, a QCF Award instead of a QCF Certificate, or a QCF Certificate instead of a QCF Diploma, or (b) a student does not achieve a certified component of the intended qualification, but still achieves 50% or more of the intended qualification, for example, 50% or more of the QCF units. It should be noted that 50% or more of QCF qualifications is based on units achieved and not on credits, even though credits would be a more accurate measure of achievement, credit information is not readily available to colleges from the examination results provided by awarding organisations.

Reason for leaving
The reason for leaving is self-reported by the student after they withdraw from their course at an FE college.

Regulated enrolments
Regulated qualifications are those that are reviewed, recognised and monitored by the regulatory bodies in order to make sure that they meet specific criteria and quality standards. Traditionally 'Regulated enrolments' are regarded as enrolments on:

- qualifications at 'level 3 or below' which appear on the Register of Regulated Qualifications (RRQ) or part of the Department's Prescribed List of Approved Qualifications (PLAQ/Access list), and;

- Higher Education qualifications (at 'level 4 or above') includes Vocational Qualifications Levels 4 to 8, Higher National Certificate (HNC), Higher National Diplomas (HND), Diplomas of Higher Education (DipHE) and degrees.

'Non-regulated enrolments' are those that either potentially lead to a formal qualification (at level 3 or below) that do not appear on the RRQ or do not usually lead to a formal qualification, typically hobby and leisure or recreational courses.

Retention rate
Retention rate is defined as the proportion of the number of enrolments who complete their final year of study to the number of final year enrolments.

The number of non-withdrawals includes any enrolments that have not been classified as a withdrawal, namely those options within Course Status - 'Continuing', 'Completed' or the status is unknown.

$$\text{Retention Rate} = \frac{\text{Number of non-withdrawals + Number of withdrawals who achieve (both full and partial)}}{\text{Number of Enrolments}}$$

Sector Subject Area

For regulated provision delivered in the FE sector, the Sector Subject Area (SSA) code is derived from the official OFQUAL Register of Regulated Qualifications based on the qualification or unit code. The SSA code registered against each qualification or unit has been assigned by the responsible awarding organisation. The SSAs were developed by the Qualifications and Curriculum Authority (QCA), the Council for the Curriculum, Examinations and Assessment (CCEA) and the ACCAC, the Welsh authority, along with other key educational bodies according to industry sector and academic subject area. They aim to allow more consistent reporting of data across the UK.

For non-regulated provision delivered in the FE sector, the Sector Subject Area (SSA) code is selected by the FE college from the same set of options of SSAs.

Further information on SSAs is available at:

http://webarchive.nationalarchives.gov.uk/+/www.ofqual.gov.uk/research-and-statistics/statistics/429-sector-subject-area-classification-system-ssac

Within the HEI analysis the term 'Subject area' is used. For provision delivered in the HE sector, a Joint Academic Coding System (JACS) code is selected by the HEI.

HESA has defined nineteen subject areas in terms of JACS codes for reporting information broken down by subject to present a set of distinct categories that can be compared over time. The subject areas do not overlap, and cover the entire range of JACS principal subjects.

Subject Area	**JACS3 code**
Medicine & dentistry	A
Subjects allied to medicine	B
Biological sciences	C
Veterinary science	D1, D2
Agriculture & related subjects	D0, D3, D4, D5, D6, D7, D9
Physical sciences	F
Mathematical sciences	G
Computer science	I
Engineering & technology	H, J
Architecture, building & planning	K
Social studies	L
Law	M
Business & administrative studies	N
Mass communications & documentation	P
Languages	Q, R, T
Historical & philosophical studies	V
Creative arts & design	W
Education	X
Combined	Y

For further information on subject coding please visit:
https://www.hesa.ac.uk/support/definitions/students

Start date
The date on which an enrolment begins.

Science, Technology, Engineering & Mathematics
Within data from FE colleges, Science, Technology, Engineering & Mathematics (STEM) provision or 'Broad' STEM provision is identified by subject category. 'Broad' STEM enrolments are regarded as those on courses of 'Medicine, Dentistry and Allied Subjects', 'Biological and Physical Sciences', 'Agriculture', 'Mathematics and IT', 'Engineering and Technology', and 'Architecture, Building and Planning'. A subset of this cohort is termed 'Narrow' STEM and is identified as those enrolment records within courses of 'Biological and Physical Sciences', 'Mathematics and IT', and 'Engineering and Technology'.

Within data from HEIs, 'Broad' STEM includes the following subject areas:
Medicine and Dentistry; Subjects Allied to Medicine; Biological Sciences; Veterinary Sciences; Agriculture and related subjects; Physical Sciences; Mathematical Sciences; Computer Science; and engineering and Technology.

'Narrow' STEM is a subset of Broad STEM and includes the following subject areas:

Biological Sciences; Physical Sciences; Mathematical Sciences; Computer Science; and Engineering and Technology.

Success rate

Success rate is the overall measure of performance, which is the proportion of the number of enrolments who complete their final year of study and achieve their qualification to the number of final year enrolments.

$$\text{Success Rate} = \frac{\text{Number of Achievements}}{\text{Number of Final Year Enrolments}}$$

OR

$$\text{Retention rate} \times \text{Achievement rate}$$

Vocational qualification

Vocational qualifications are work-related qualifications. They are designed to enable the learner to acquire the knowledge, skills and competence required to perform a particular job role.

Annex B: Technical Notes

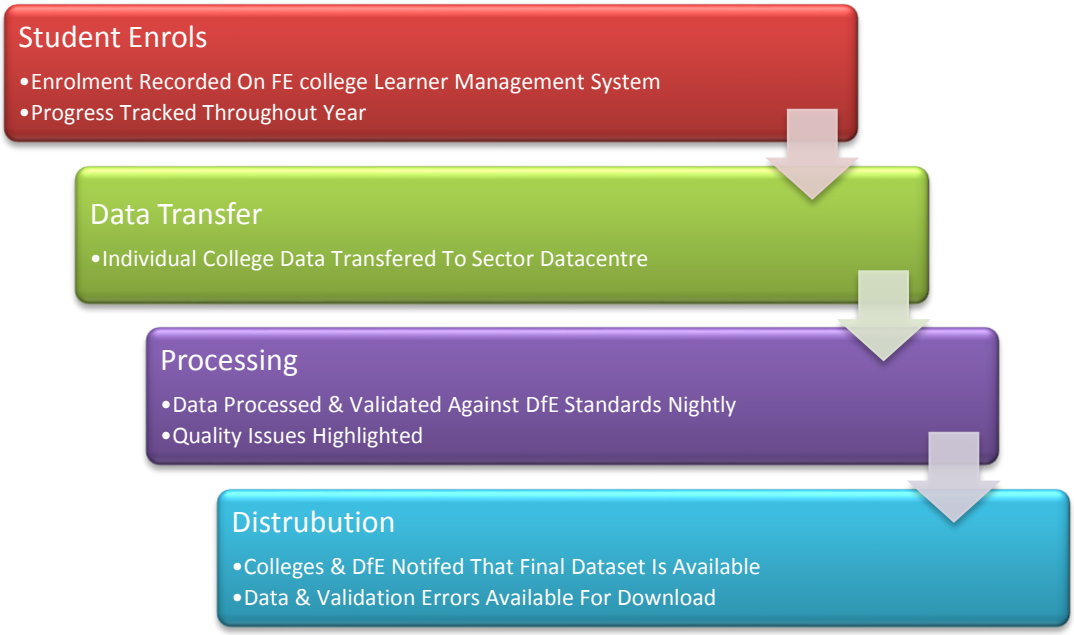
Source of information

- **Further Education**

1. The information presented in this statistical bulletin has been derived from the Consolidated Data Return (CDR), which is provided by FE colleges.

2. The CDR came into operation for the 2013/14 academic year and is used for analysis related to the years 2015/16 to 2016/17. Each of the data returns are computerised data files consisting of individual records for each enrolment recorded by FE colleges during each academic year.

   Diagram illustrating the information flow from student enrolment to CDR creation



- **Higher Education**

3. The Higher Education Institutions (HEIs) information presented in this bulletin are based on data supplied by the Higher Education Statistics Agency (HESA). HESA is the official agency for the collection of information on publicly funded Higher Education (HE) institutions in the UK. It was set up in 1993 following the White Paper 'Higher Education: a new framework', which called for more coherence in HE statistics. HE institutions include all publicly-funded universities. The HESA data presented in this bulletin relate to students at HE institutions in the UK and, therefore, do not include HE enrolments at FE colleges in NI or GB, or at institutions in the Republic of Ireland.

Enrolment counts

- **Further Education**

4. The number of FE college enrolments is simply a count of the number of enrolment records within the relevant data return.

5. The enrolment information is correct as at 13th October 2017.

6. A student can enrol on a course for a matter of weeks (sometimes months) and then transfer to another course. Due to the original course incurring teaching hours and funding, it is included within the overall enrolment count. It is, therefore, a measurable component of enrolment activity actually delivered. The recording of transfers is also important due to particular interest in transferred students and linking this to careers guidance.

7. In terms of outcome, the original enrolment recorded as a transfer will not have any outcome recorded against it and therefore the transferred enrolment cannot be measured in terms of performance. Consequently, any enrolments recorded as transfers are excluded from performance analysis and are not included in final year enrolment counts.

- **Higher Education**

8. The HE enrolment figures are based on a count of student instances. A student on a course is referred to as an instance. Since it is possible for a student to undertake more than one course during the reporting year, there may be more than one instance per student in a provider's data.

Individual counts

- **Further Education**

9. The number of individuals within FE colleges for each academic year has been determined (using Student Reference and FE college as the unique identifier) within the specific academic year period. The total number of individuals calculated over the entire time period therefore does not equal the summation of all individual academic years. This is due to the fact an individual may be enrolled in a number of academic years. The word 'participant' may be used interchangeably with 'individual' in the report.

- **Higher Education**

10. Within the HEI figures, the number of individuals for each academic year has been determined (using an unique identifier) within the specific academic year period. Within HLA provision the number of enrolment equate to the number of individuals.

Occupancy counts

11. Occupancy counts within FE colleges are determined using the start and end dates along with the student status. If a student status is set to continuing they are regarded as being 'active' on the course. The volume of 'active' participants are determined on the last Friday of each month within each academic year.

Reason for leaving

12. When a student withdraws from a course delivered in an FE college, the college attempt to establish the reason for leaving. The options in the table below are available for selection. For analysis purposes in this report, the list of options are grouped into six general headings, namely 'College', 'Student Educational Reasons', 'Employment Reasons', 'Student Personal Reasons', 'Other' and 'Unknown'.

Code	COLLEGE
C01	College terminated attendance - academic
C02	College terminated attendance - course cancelled
C03	College terminated attendance - discipline
C04	College terminated attendance - non-attendance - unable to make contact
	STUDENT EDUCATIONAL REASONS
E01	Chose a Training or Apprenticeship scheme
E02	Course no longer related to plans
E03	Course not what student thought it would be
E04	Course too demanding
E05	Disliked the course content
E06	Issue with the tutor
E07	Move to another FE college
E08	Not satisfied with the course
E09	Other course related reasons
E10	Physical difficulties in accessing classroom
E11	Returned to school
E12	Transfer to university
	EMPLOYMENT REASONS
M01	Became self employed
M02	Changed job (including position)
M03	Employer withdrew support - Financial
M04	Gone into employment
M05	Lost job
M06	Other employment related reasons
M07	Relocation - due to job
M08	To do with the employer
	STUDENT PERSONAL REASONS
P01	Death
P02	Family/Personal Issues
P03	Financial - cannot afford fees
P04	Financial - cost of transport (public and private)
P05	Health - Addictions
P06	Health - Dependents
P07	Health - Own
P08	Other personal reasons
P09	Pregnancy
P10	Relocation - family
P11	Travel difficulties
	OTHER
T01	Other
	UNKNOWN
U01	Unknown

Sector Subject Area

- **Further Education**

13. For all FE college enrolments, the Sector Subject Area (SSA) categorisation is derived from the official OFQUAL Register of Regulated Qualifications, based on the qualification or unit code. The SSA code registered against each qualification or unit has been assigned by the responsible awarding organisation. For non-regulated provision delivered in the FE sector, the Sector Subject Area (SSA) code is selected by the FE college from the same set of options of SSAs.

- **Higher Education**

14. Within the HEI analysis the term 'Subject area' is used. For provision delivered in the HE sector, a Joint Academic Coding System (JACS) code is selected by the HEI.

15. HESA has defined nineteen subject areas in terms of JACS codes for reporting information broken down by subject to present a set of distinct categories that can be compared over time. The subject areas do not overlap, and cover the entire range of JACS principal subjects.

16. For further information on subject coding please visit: *https://www.hesa.ac.uk/support/definitions/students*

Section 75 categories

- **Further Education**

17. Equality related data, such as disability, religious belief and ethnicity are self-reported by the student during the data capture process within FE colleges. This information is available within the supplementary tables S2 to S7.

18. Dependant counts are based on individual questions, which is self-reported by the student, if they have any dependants which are adults, children or a person with a disability. (Table S2)

19. Disability is determined by the response to the question 'Are your day to day activities limited because of a health problem or disability which has lasted, or is expected to last, at least 12 months?'. This is to align to the question asked within the census for comparability. (Table S3)

20. Please note that due to incomplete responses to the political opinion questions this information is not provided within the supplementary tables.

- **Higher Education**

21. Please note that only 15/16 equality information on HLA participants within HEIs are available at the time of issue. There were only 20 participants on the HLA programme in 15/16 so no further breakdown by each section 75 category, outside age and gender, are included due to small counts.

Programme of study performance methodology

22. Performance by programme of study is a measure of how many individuals have fully achieved all targeted qualifications. This is traditionally not used as a measure when assessing enrolments delivered in FE colleges, which appear in the CDR.

23. However, given the nature of the HLA pilot programme is similar to the ApprenticeshipsNI programme, which examines if all targeted qualifications, per individual, have been achieved. The performance of programme of study is included in this report. All final year enrolments, not just regulated enrolments, are included in this analysis as some individuals, enrolled in HLA, have a programme of study which includes non-regulated qualifications.

24. For assessment against ApprenticeshipsNI performance targets, the 'leavers' cohort methodology to calculate rate of achievement is based at a specific point in time. Any participant on the ApprenticeshipsNI programme which has an end (finish) date on or prior to this specific point in time is regarded as a leaver from the programme. Of those who have left the information available informs the Department who has fully achieved all targeted qualifications within their programme of study.

25. As data available on the HLA pilot programme is in a different format to that for ApprenticeshipsNI, a proxy for the leavers' methodology has been developed for the HLA pilot programme. Data for the HLA pilot programme is available in three separate data files for the academic years 2015/16, 2016/17 and 2017/18 (in year provisional data).

26. A leaver from the HLA pilot is defined as an individual who appears in at least one academic year but does not reappear in a subsequent academic year. For example, individual A is enrolled in the HLA pilot programmes in 2015/16 and 2016/17 but does not appear in the 2017/18 list of enrolments. This indicates that individual A has left in 2016/17. An assessment of all final year enrolments for individual A is undertaken to determine if they have full achievement and their entire programme of study has been achieved by 2016/17.

Annex C: Quality measures

Relevance:
This Statistical Bulletin has been drafted following consultation with customers. The key customers within Government use the data to monitor performance of the pilot programme and consider operational impacts of delivering the pilot programme. There is ongoing interaction with users to ensure the data are still relevant to meet their needs.

Accuracy:
The statistics included are representative of the administrative database Northern Ireland College Information System (NICIS) at the time of data extraction. The administrative system has in-built validation checks to minimise user error and can be interrogated to assess data quality and cross check statistics. Validation checks are also carried out on the Consolidated Data Return (CDR), which contains enrolments within a given academic year. A small number of erroneous records, in terms of their source of funding, are excluded from the Youth Training analysis.

Timeliness and Punctuality:
Data in this Bulletin include all participants who enrolled in the Youth Training pilot programme during the academic years 2015/16 and 2016/17. The time gap between the end of the academic year 2016/17 and the publication date is due to a lag of three months that must be left before data can be extracted from NICIS, along with time taken to complete validation and processing. The publication schedule for the Department for the Economy can be accessed via the following link: Statistics Publication Schedule.

Accessibility and Clarity:
This Statistical Bulletin is first on the Youth Training pilot programme published by the Department for the Economy. It is available on the Department's website and is free of charge. The Bulletin includes tables, text and charts. The Bulletin is available in other formats upon request.

Comparability:
The Bulletin provides data by academic year since the Youth Training pilot programmes were introduced, in academic year 2015/16, in Northern Ireland, to enable comparisons over time. When methodological changes or other effects such as programme changes are made, every effort is made to ensure that all previous data are amended to make them directly comparable.

Annex D: Higher Level Apprenticeship - Apprentice satisfaction survey March 2017

1) What is the name of your course provider?
[DROP DOWN MENU]

- Belfast Metropolitan College
- Northern Regional College
- North West Regional College
- South Eastern Regional College
- Southern Regional College
- South West College

2) Please state your sex.
DROP DOWN MENU
Options: Female/Male

3) Please state how many hours on average each week during term time you spend on each of the following:

	Average hours per week
Working for my employer	
Attending timetabled classes in College	
Private study and assessments carried out in my own time	

4) Which higher level apprenticeship are you undertaking?
DROP DOWN MENU – specific to each college.

BMC	Accounting Technician Building Services and Renewable Technology Computing Infrastructure Social Media and Digital Marketing Software Engineering
NRC	Accounting Technician Advanced Manufacturing Engineering
NWRC	Accounting Technician Electrical and Electronic Engineering International Tourism and Hospitality Management Mechanical Engineering Social Media and Digital Marketing Software Engineering
SERC	Accounting Technician Automotive Management Building Service Gas Management Children's Care, Learning and Development Mechatronics Engineering
SRC	Accounting Technician Mechatronics Engineering Life and Related Science Industries Social Media and Digital Marketing
SWC	Animation, Film and Video Automotive Engineering Children's Care Learning & Development Civil & Environmental Engineering Computing Engineering Food Manufacturing Renewables and Sustainability Sustainable Construction

5) Please **select** the correct option to outline your position in the company you work for

A. I was already employed by the company before starting my apprenticeship ☐

B. I started employment with the company to undertake this apprenticeship ☐

*If **A**, default to question **6.***

*If **B**, default to question **7.***

6) Have you undertaken a new role with your employer since starting the Higher Level Apprenticeship?

Yes ☐ No ☐

7) Before embarking on your Higher Level Apprenticeship, where did you obtain your qualifications at Level 3 (e.g. A-levels, Level 3 Apprenticeship, Level 3 Diploma)?
[DROP DOWN MENU]
Options: School/ FE college/Other/I do not have Level 3 qualifications

If other, please specify _____

8) a) Have you been asked to sign an agreement setting out the roles and responsibilities for you, your employer and the College?

Yes ☐ No ☐

8) b) Do you have a Personal Training Plan (a formal plan for your learning and objectives agreed between you, the College and your employer)?

Yes ☐ No ☐

9) How satisfied or dissatisfied were you with the information you were given by your College during your induction for the Higher Level Apprenticeship? (Please select only one box.)

Very Satisfied	Fairly Satisfied	Fairly Dissatisfied	Very Dissatisfied

If you would like to give a reason for your answer please comment below:
….....
….....

10) How satisfied or dissatisfied are you with the quality of teaching being provided by the College? (Please select only one box.)

Very Satisfied	Fairly Satisfied	Fairly Dissatisfied	Very Dissatisfied

If you would like to give a reason for your answer please comment below:
….....
….....

11) How satisfied or dissatisfied are you with the way I.T. and technology (either in the classroom or on-line), are being used by the College to help your learning? (Please select only one box.)

Very Satisfied	Fairly Satisfied	Fairly Dissatisfied	Very Dissatisfied

If you would like to give a reason for your answer please comment below:
.....…
.....…

12) How satisfied or dissatisfied are you with the accommodation and resources in your College? (Please select only one box.)

Very Satisfied	Fairly Satisfied	Fairly Dissatisfied	Very Dissatisfied

If you would like to give a reason for your answer please comment below:
….....
….....

13) How satisfied or dissatisfied are you with the advice you have been given about what you can do after this course? (Please select only one box.)

Very Satisfied	Fairly Satisfied	Fairly Dissatisfied	Very Dissatisfied

If you would like to give a reason for your answer please comment below:
….....
….....

14) How satisfied or dissatisfied are you with the help, advice and support being provided by the College? (Please select only one box.)

Very Satisfied	Fairly Satisfied	Fairly Dissatisfied	Very Dissatisfied

If you would like to give a reason for your answer please comment below:
….....
….....

15) a) How often do you meet with your College tutor to review your progress?
[DROP DOWN MENU]
Options: weekly/monthly/other
If ‘other’ please use the box below to explain:
.....
.....

15) b) Do you think the frequency of meeting your College tutor is appropriate?
Yes / No – meetings are too often / No- not meetings are not often enough

16) How satisfied or dissatisfied are you with the match between the teaching and learning in the College, and the tasks you perform in the workplace? (Please select only one box.)

Very Satisfied	Fairly Satisfied	Fairly Dissatisfied	Very Dissatisfied

If you would like to give a reason for your answer please comment below:
….....
….....

17) How satisfied are you with the help, advice and support currently being provided by your employer? (Please select only one box.)

Very Satisfied	Fairly Satisfied	Fairly Dissatisfied	Very Dissatisfied

If you would like to give a reason for your answer please comment below:
.....…
.....…

18) a) Do you have a mentor in your workplace?
Yes ☐ No ☐

*If **yes**, default to question **18b***

*If **no**, default to question **21.***

18) b) How often do you meet your mentor?
[DROP DOWN MENU]
Options: daily/weekly/monthly/other
If other please use the box below to explain:
.....
.....…

18) c) Do you think the frequency of meeting your mentor is appropriate?
Yes / No – meetings are too often / No- not meetings are not often enough

19) How satisfied are you with the level of support you receive from your workplace mentor? (Please tick only one box)

Very Satisfied	Fairly Satisfied	Fairly Dissatisfied	Very Dissatisfied

If you would like to give a reason for your answer please comment below:
.....…
.....
MOVE TO QUESTION 21

20) a)How often do you meet with your employer/line manager (if you do not have a mentor) to review your progress?
[DROP DOWN MENU]
Options: daily/weekly/monthly/other
If other please use the box below to explain:
.....
.....

20) b)Do you think the frequency of meeting your employer/line manager is appropriate?
Yes / No – meetings are too often / No- not meetings are not often enough

21) Would you recommend this apprenticeship to others who are interested in the same area of work?

Yes ☐ No ☐

Please give reasons for your answer below:
.....
.....

22) If there are any other comments you would like to make with regards to the quality of the apprenticeship you are undertaking, please use the space below.
.....
.....
.....
.....
.....
.....

FURTHER ENQUIRIES

Further details about any of the statistics in this statistical bulletin can be obtained from:

Stephen McGonagle
Apprenticeships and Youth Training Finances and Statistics Branch
Adelaide House
39/49 Adelaide Street
BELFAST
BT2 8FD Department for the Economy

Telephone: 028 9025 7708
E-mail: stephen.mcgonagle@economy-ni.gov.uk

Media enquiries should be made to the Department's Press Office in Netherleigh:

Department for the Economy
Netherleigh
Massey Avenue
BELFAST
BT4 2JP
Telephone: 028 9052 9604
Email: pressoffice@economy-ni.gov.uk

This statistical bulletin and other statistical bulletins published by Apprenticeships and Youth Training Finances and Statistics Branch are available to download free from the internet at:

www.economy-ni.gov.uk/topics/statistics-and-economic-research/higher-and-further-education-and-training-statistics