

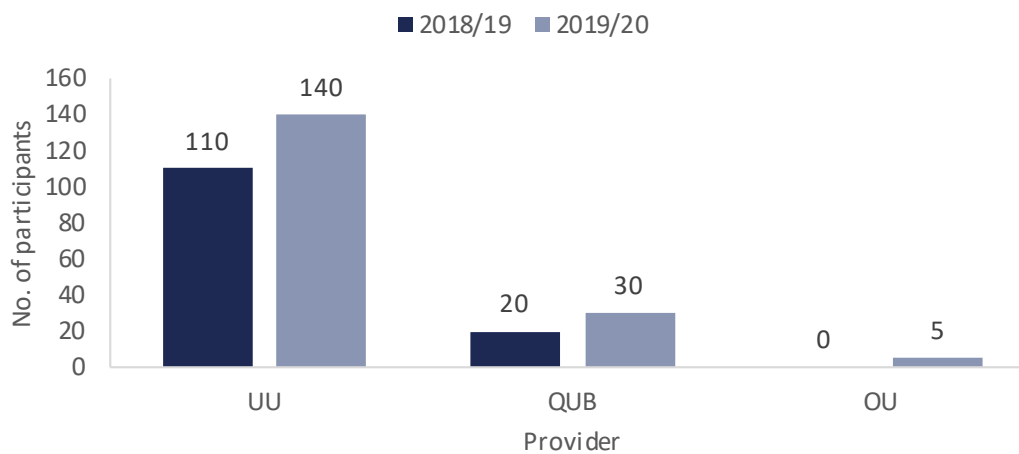
Statistical Fact Sheet - Higher Level Apprenticeship (HLA) level 6/7 at Higher Education Institutions (HEI) in Northern Ireland (NI), Academic year 2019/20

This is an addendum to the [Higher Level Apprenticeship \(level 4/5\) in NI bulletin](#). It includes details of the characteristics and subject areas of participants on HLAs (level 6 or level 7) delivered at Higher Education Institutions in Northern Ireland in academic year 2019/20.

1. Starts

A total of 175 participants started HLA programmes at HEIs in NI in 2019/20; 140 attended Ulster University (UU), 30 were at Queen's University Belfast (QUB) and 5 at Open University (OU). There were over one third (34.6%) more HLA starts in 2019/20 compared to 2018/19, 175 and 130 respectively.

Figure 1.1: HLA Starts at HEIs by Provider, 2018/19 – 2019/20



Source: Higher Education Statistics Agency (HESA)

Note: Data has been rounded to the nearest 5.

In 2019/20, almost nine in ten (89%) starts were commencing a level 6 HLA.

Table 1.1: HLA Starts at HEIs by level of study, 2018/19 – 2019/20

Year	Level 6	Level 7	Total
2019/20	155	20	175
2018/19	105	25	130

Source: HESA

Note: Data has been rounded to the nearest 5.

Participant Profile of starts

In both academic years, the greatest number of starts were recorded for the 20 and under age group.

Table 1.2: HLA Starts at HEIs by age group, 2018/19 – 2019/20

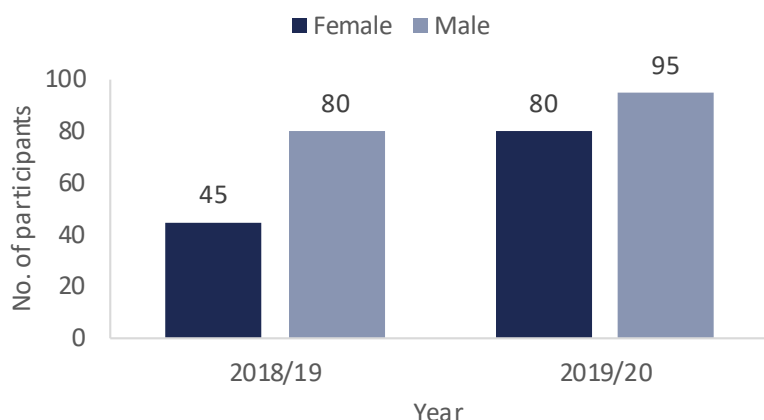
Year	20 and under	21 to 24	25 and over	Total
2019/20	125	20	30	175
2018/19	85	25	20	130

Source: HESA

Note: Data has been rounded to the nearest 5.

More males than females started HLAs in 2019/20. However, the number of female starts notably increased from 45 in 2018/19 to 80 in 2019/20.

Figure 1.2: HLA Starts at HEIs by gender, 2018/19 – 2019/20



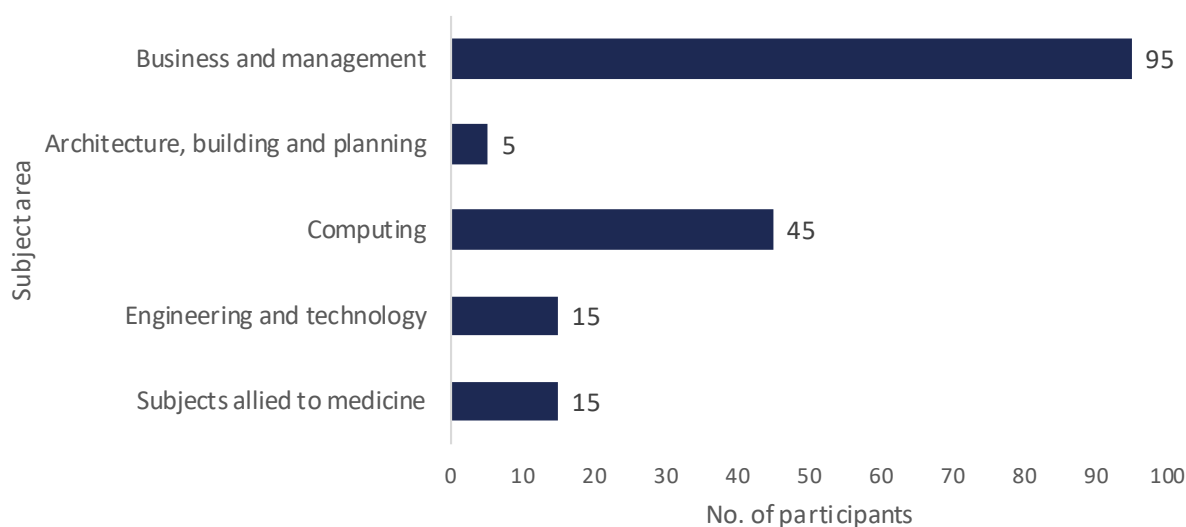
Source: HESA

Note: Data has been rounded to the nearest 5.

Subject Area

The most popular subject area for starts in 2019/20 was ‘Business and management’, which accounted for over half (54.3%) of the starts on HLA programmes at HEIs. ‘Computing’ was the second most popular HLA subject area at HEIs.

Figure 1.3: HLA starts at HEIs by subject area, 2019/20



Source: HESA

Notes: Data is rounded to nearest 5. In 2019/20 a new subject coding system was introduced, therefore there is no comparable 2018/19 data. See notes on [subject coding](#).

STEM Indicator

Over half (54.3%) of the participants on HLAs at HEIs started a non-STEM HLA in 2019/20.

Table 1.2: HLA Starts at HEIs by STEM Indicator, 2018/19 – 2019/20

Year	Non-STEM	Broad STEM	Narrow STEM	Total
2019/20	95	80	60	175
2018/19	70	60	60	130

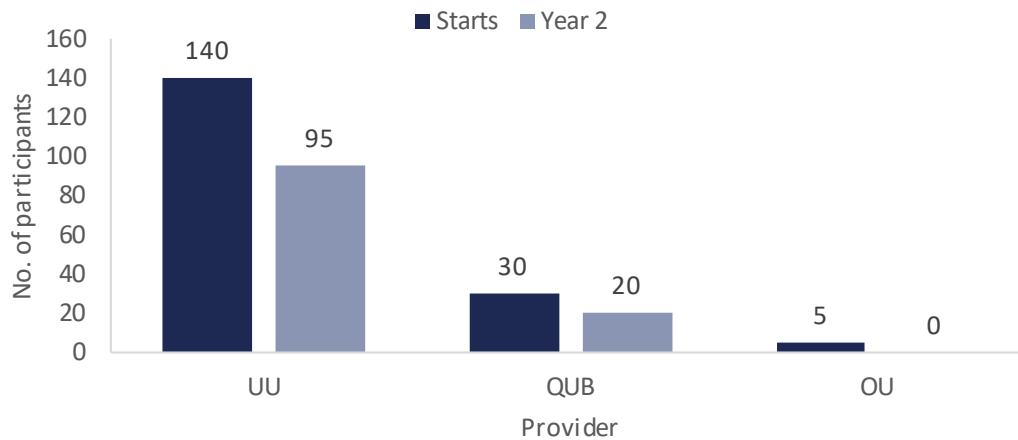
Source: HESA

Notes: Data has been rounded to the nearest 5. See notes on [STEM indicator](#).

2. All HLA Participants (all years of study)

In 2019/20 there were 290 participants on level 6/7 HLA programmes at HEIs, 175 starts and 115 in year 2 of their HLA programme.

Figure 2.1: HLA participants at HEIs by provider and year of study, 2019/20

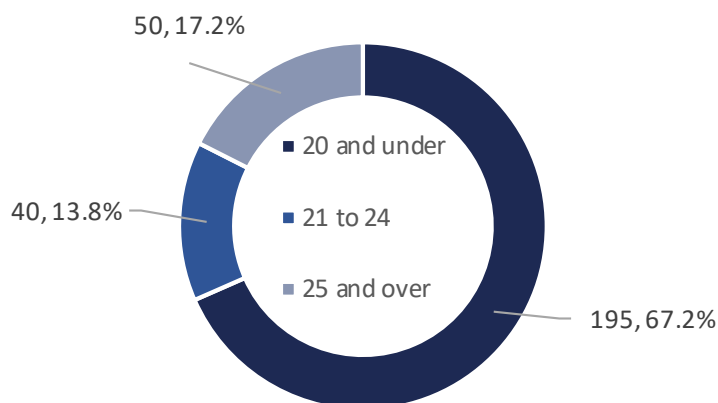


Source: HESA

Note: Data has been rounded to the nearest 5.

Over two thirds (67.2%) of HLA participants at HEIs were aged 20 and under, 13.8% were aged 20 to 24 and 17.2% were aged 25 and over.

Figure 2.2: HLA participants at HEIs by age group, 2019/20

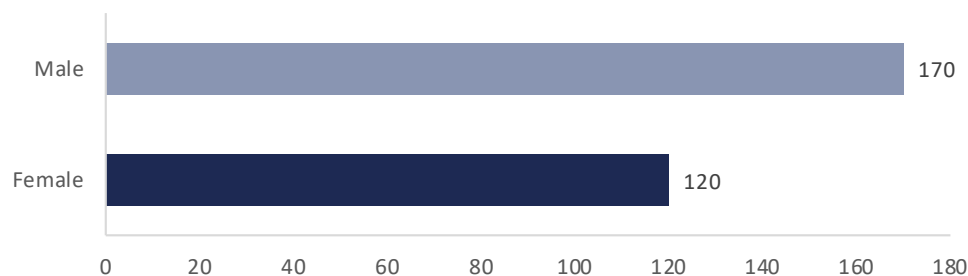


Source: HESA

Note: Data has been rounded to the nearest 5.

In 2019/20, approximately three fifths (58.6%) of all HLA participants at HEIs were male and two fifths (41.4%) female.

Figure 2.3: HLA participants at HEIs by gender, 2019/20

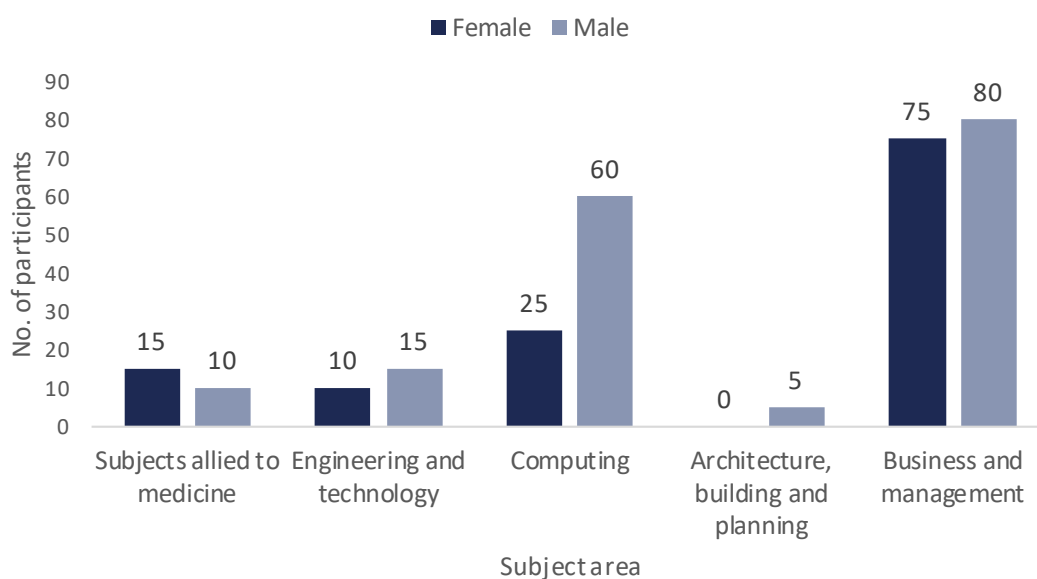


Source: HESA

Note: Data has been rounded to the nearest 5.

The most popular subject area of study for level 6/7 HLAs was 'Business and management', accounting for 53.4% of all HLA participants. This subject area was popular with both females and males, as can be seen in Figure 2.4.

Figure 2.4: HLA participants at HEIs by subject area and gender, 2019/20

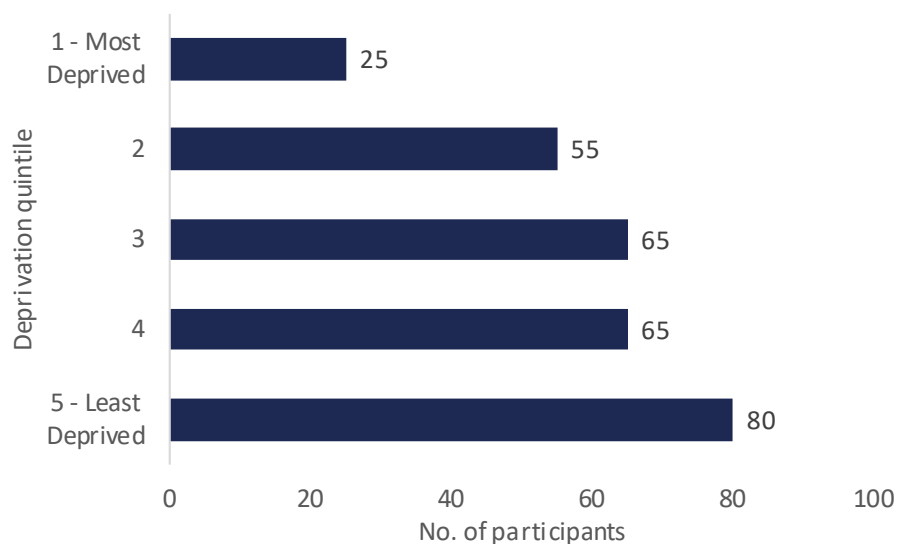


Source: HESA

Notes: Data is rounded to nearest 5. In 2019/20 a new subject coding system was introduced, see notes on [subject coding](#).

The least deprived quintile had the greatest number (80) of level 6/7 HLA participants while the most deprived quintile recorded the lowest number of participants (25).

Figure 2.5: HLA participants at HEIs by deprivation quintile, 2019/20



Source: HESA

Notes: Data is rounded to nearest 5.

More detailed tables providing further information on the HLA participants at HEIs in NI can be accessed at [HLA HEI Tables](#).

Notes

Data Collection

The information presented in this statistical fact sheet is based on data supplied by the Higher Education Statistics Agency (HESA). The HESA data relates to HLA participants at NI HEIs: Ulster University, Queens University Belfast and the Open University. A full set of tables for NI HEIs and all other publicly funded HEIs in the UK are published by HESA and are available to download from the [HESA website](#).

Starts

As some participants who started in 2018/19 may not have continued their studies into 2019/20, the sum of starts in 2018/19 and 2019/20 is higher than the figure for all participants in 2019/20.

Subject Coding

In 2019/20 a new subject coding system was introduced, the Higher Education Classification of Subjects (HECoS). This replaced the previous subject coding system, the Joint Academic Coding System (JACS) used prior to 2019/20. In addition to HECoS, a Common Aggregation Hierarchy (CAH) was introduced to provide a standardised hierarchical aggregation of HECoS codes suitable for the majority of users. The CAH has been developed to provide standard groupings that can be applied to both HECoS and JACS allowing for consistent analysis across coding frames. For more information, refer to HESA's webpage on [HECoS and CAH](#). Data presented for new starts in 2018/19 uses the JACS subject coding system, while that presented for new starts and all participants in 2019/20 uses the CAH subject groupings.

STEM Indicator

The change in subject coding systems has an impact on the STEM groupings. The STEM groupings presented for starts for 2018/19 are based on the JACS coding system. 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; Engineering and technology; and Architecture, building and planning. 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.

The STEM groupings presented for starts and all participants in 2019/20 use the CAH subject groups. Broad STEM based on CAH includes the following subject areas: Medicine and dentistry; Subjects allied to medicine; Biological and sports sciences; Psychology; Veterinary sciences; Agriculture, food and related studies; Physical Sciences; General and others in sciences; Mathematical sciences; Engineering and technology; Computing; Geographical and environmental studies (natural sciences); and Architecture, building and planning. Narrow STEM is a subset of Broad STEM and includes the following subject areas: Biological and sports sciences; Psychology; Physical sciences; Mathematical sciences; Engineering and technology; Computing; and Geographical and environmental studies (natural sciences). The same approach has been taken when categorising CAH level 1 subject codes into STEM groupings, and maps well to the previous JACS coding of STEM subjects.

Data Rounding

To prevent the identification of individuals, figures throughout the report are rounded to the nearest 5, with 0, 1, and 2 rounded to 0. Due to rounding, the sum of numbers in each row or column may not match the total shown. Percentages are calculated based on rounded figures.

Revisions

NIMDM (2017) and LGD is only applicable to NI domiciled students. The 2018/19 figures in the HLA starts by deprivation quintile table have been revised to exclude non-NI domiciled students.

Higher Level Apprenticeships

Level 6 Apprenticeships are equivalent to a Bachelor's degree and **Level 7** Apprenticeships are equivalent to a Master's degree. A list of the Higher Level Apprenticeships available can be accessed at [Higher Level Apprenticeships](#).

Contact details can be found in the statistical bulletin [Higher Level Apprenticeships \(level 4/5\) in Northern Ireland, academic year 2017/18 – 2019/20](#).