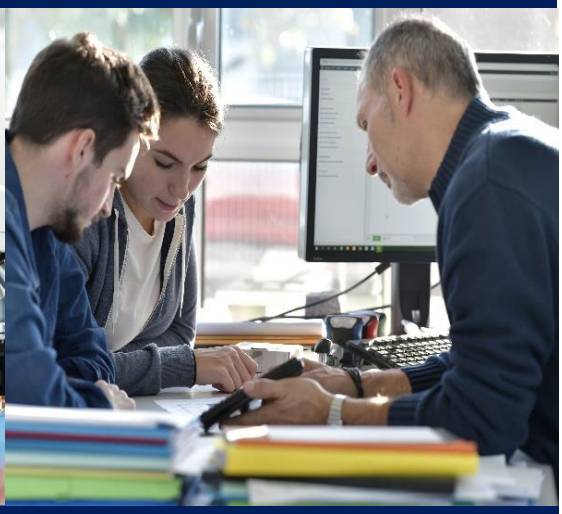
Statistical Bulletin
Higher Level Apprenticeships (Level4/5) in Northern Ireland:
Academic years: 2017/18 - 2018/19





Published by: Youth Training Statistics & Research Branch
Department for the Economy, 39-49 Adelaide Street, Belfast BT2 8FD

Contact: Rebecca Fullerton
Telephone: 028 90257526
E-mail: rebecca.fullerton@economy-ni.gov.uk

Theme: Children, Education & skills
Coverage: Northern Ireland
Frequency: Annual

An Official Statistics Publication

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

This publication is also available at:

Higher Level Apprenticeship activity

Any enquiries regarding this document should be sent to:

Apprenticeships and Youth Training Finances and Statistics
Department for the Economy
Adelaide House
39-49 Adelaide Street
Belfast, BT2 8FD
Tel: +44 (0)28 90257526 or (0)28 90257708
Email: Rebecca.fullerton@economy-ni.gov.uk or seana.mcilwaine@economy-ni.gov.uk

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ABBREVIATIONS

Abbreviation	Full text
BMC	Belfast Metropolitan College
CDR	Consolidated Data Return
DfE	Department for the Economy
FE	Further Education
FLU	Funded Learning Unit
HLA	Higher Level Apprenticeship
NI	Northern Ireland
NIMDM	Northern Ireland Multiple Deprivation Measure
NRC	Northern Regional College
NWRC	North West Regional College
PLAQ	Prescribed List of Approved Qualifications
RRQ	Register of Regulated Qualifications
SERC	South Eastern Regional College
SRC	Southern Regional College
SSA	Sector Subject Area
STEM	Science, Technology, Engineering and Mathematics
SWC	South West College
CAFRE	College of Agriculture, Food and Rural Enterprise

EXECUTIVE SUMMARY

This official statistics release presents a range of analysis on the Higher Level Apprenticeship (HLA) programme in Northern Ireland. This covers provision across the academic years 2017/18 to 2018/19 and reports on HLAs delivered in Northern Ireland Further Education (FE) colleges and the College of Agriculture, Food and Rural Enterprise (CAFRE). The statistics presented in this bulletin cover the characteristics of the participants enrolled on HLA courses and analysis of performance in terms of achievements.

KEY POINTS:

- In the 2018/19 academic year, there were 452 HLA starts. This is an increase of 128 (39.5%) compared to 324 HLA starts recorded in 2017/18.
- In total there were 702 participants on HLA programmes in 2018/19; this included both first years (452) and those continuing from 2017/18 (250).
- Two thirds (66.1%) of HLA participants in 2018/19 were male; the number of males (464) was almost double the number of females (238).
- In 2018/19, the most popular subject area was ‘Engineering and manufacturing technologies’; almost two in every five (38.3%) HLA participants were studying in this area.
- Four out of five (82.8%) participants in their final year achieved success in 2018/19.

INTRODUCTION

Higher Level Apprenticeship (HLA) provision commenced in the academic year 2017/18 and programmes were delivered across Further Education (FE) Colleges in Northern Ireland. A Statistical Bulletin was published by the Department for the Economy (DfE) providing key information on the Higher Level Apprenticeships programme for 2017/18. The latest publication contains data over the academic years 2017/18 to 2018/19. It is important to note that provision of 2018/19 HLAs includes data from the College of Agriculture, Food and Rural Enterprise (CAFRE); HLA provision at CAFRE began in 2018/19 therefore there is no data available for the 2017/18 academic year.

The statistics presented in this Bulletin cover a range of topics including starts, occupancy and achievement for participants on NI HLA Apprenticeships in FE Colleges and CAFRE. This publication only reports on the provision of HLAs at Level 4 and Level 5 (Foundation degree or equivalent). Higher level Apprenticeships at level 6 and level 7 are offered at the Universities in Northern Ireland, this data is currently not available. However, it is hoped that as data becomes available future publications will include provision for Level 6 and Level 7 HLAs. The length of a Higher Level Apprenticeship will vary depending on the programme but will be a minimum of two years. The current frameworks can be found at Types of Apprenticeships.

BACKGROUND

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). Higher Level Apprenticeships (HLAs) offer a spectrum of support from entry level up to level 8 (equivalent to a Doctorate), they 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.

Enrolments delivered through FE colleges can be funded through several funding streams. These include enrolments funded through Funded Learning Unit (FLU), government training programmes, Entitlement Framework and cost recovery. Most FE college provision includes courses that can potentially lead to a regulated qualification on the Register of Regulated Qualifications (RRQ); a smaller proportion are non-regulated; all HLA provision reported on in this publication are regulated courses.

A participant on an HLA programme may be enrolled in several courses, one of which will be a core qualification, where a participant has more than one enrolment their core qualification will be used for reporting purposes.

A list of list of key statistical publications can be found at the DfE publication schedule, including those listed below:

Further Education Statistics

ApprenticeshipsNI Statistics

Higher Education Statistics

In relation to data from FE colleges, Notes to Readers provides further information on programme design and terminology used within the report. An associated Background Quality Report is also available.

This publication been produced in accordance with the Code of Practice for Statistics, complying with the pillars of Trustworthiness, Quality and Value and is published on an annual basis.

ADDITIONAL TABLES

Detailed Additional and Supplementary Tables are available on the DfE web page: Higher Level Apprenticeship in Northern Ireland. Academic Year 2018/19.

1. ENROLMENTS AND PARTICIPANTS ON HLA PROGRAMMES

This section focuses on the Higher Level Apprenticeship (HLA) provision delivered in Further Education (FE) colleges during the academic years 2017/18 and 2018/19. CAFRE HLA data are not included in section 1. All HLA programmes reported on in this publication are regulated courses.

PROPORTION OF HLA ENROLMENTS IN FE COLLEGES

In 2018/19, 15.9% (23,584) of all FE enrolments (148,002) were allocated to the 'Government Training' funding group, of which 694 (0.5% of all FE enrolments) were HLA enrolments (Table A1). This is an increase of 367 enrolments (0.3 percentage points increase of all FE enrolments) compared to academic year 2017/18.

NUMBER OF ENROLMENTS AND INDIVIDUALS (2017/18 and 2018/19)

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 will always be greater than or equal to the number of individuals participating in the programme.

Since the commencement of the HLA programme in academic year 2017/18, there have been a total of 1,021 enrolments; this includes first year enrolments over the two academic years and those continuing into a further year of an HLA in 2018/19. The number of enrolments per individual is very close to one to one, at 1.01 in both 2017/18 and 2018/19 (Table 1).

Table 1: Enrolments and Participants on HLA programmes by academic year

	2017/18	2018/19[1]
Enrolments	327	694
Participants	324	689
Enrolments per participant	1.01	1.01

Source: Consolidated Data Return (CDR) on 11 Oct 2019

[1] The 2018/19 academic year includes both first year starts and second year continuing enrolments/participants.

2. HIGHER LEVEL APPRENTICESHIP STARTS (first year of HLA)

A participant on an HLA programme may be enrolled in several courses, one of which will be a core qualification, where a participant has more than one enrolment their core qualification will be used for reporting purposes. This section provides a summary of HLA starts in 2017/18 and 2018/19 and comparisons over academic years.

It is important to note that HLA provision at CAFRE began in 2018/19 therefore there is no data available for the 2017/18 academic year.

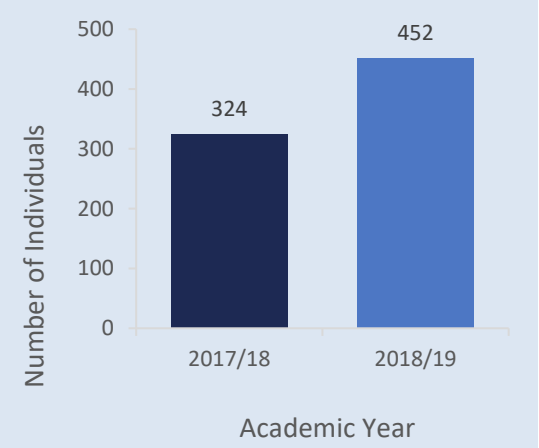
STARTS IN 2018/19

In total there have been 776 starts on HLA programmes in FE Colleges and CAFRE over the two academic years.

In the 2018/19 academic year, there were 452 HLA starts. This is an increase of 128 (39.5%) compared to 324 HLA starts recorded in 2017/18. (Figure 2.1, Table A2)

This annual increase may be due to a greater number of student places and a wider range of HLAs being made available (See Annex A for Core Qualification List).

Figure 2.1: Number of HLA starts (2017/18 and 2018/19)



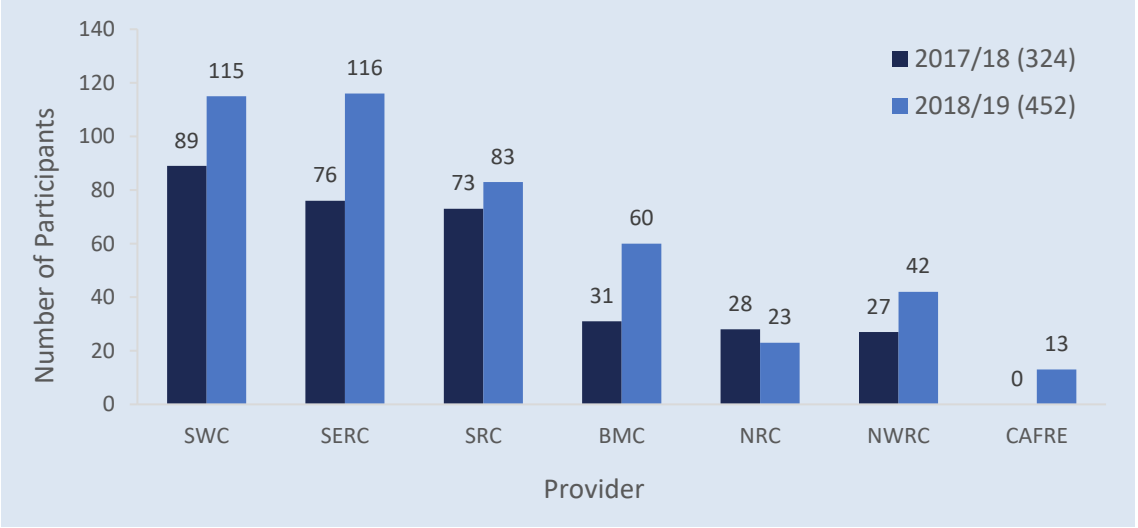
Source: Consolidated Data Return (CDR) on 11 Oct'19, CAFRE Administration System

WHERE IS HLA PROVISION BEING DELIVERED?

In 2018/19, South Eastern Regional College (SERC) had the largest proportion of HLA starts with 25.7% (116), closely followed by South West College (SWC) with 25.4% (115). North West Regional College (NWRC) recorded a smaller proportion 9.3% (42) followed by Northern Regional College (NRC) with 5.1% (23) and CAFRE[2] which reported the lowest proportion 2.9% (13). This pattern is similar to the 2017/18 HLA provision (Figure 2.2, Table A2).

[2] HLA provision at CAFRE began in 2018/19 therefore there is no data available for the 2017/18 academic year.

Figure 2.2: Number of HLA starts by provider (2017/18 and 2018/19)



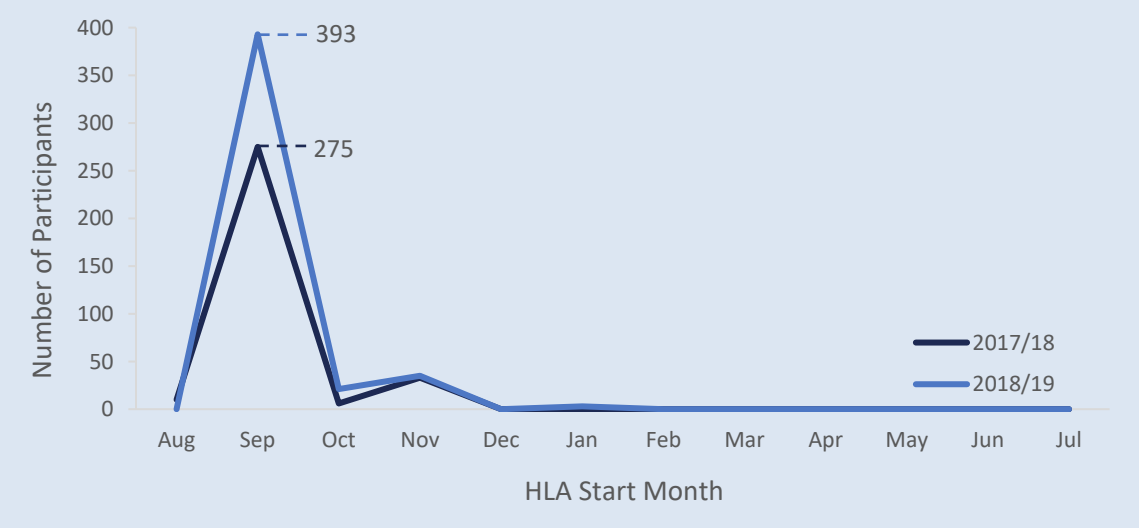
Source: Consolidated Data Return (CDR) on 11 Oct'19; CAFRE Administration System

START DATES

The start date is the date on which an enrolment begins. An academic year is defined by each provider and potentially will differ across all providers. An academic year traditionally starts in August and finishes in July the following year.

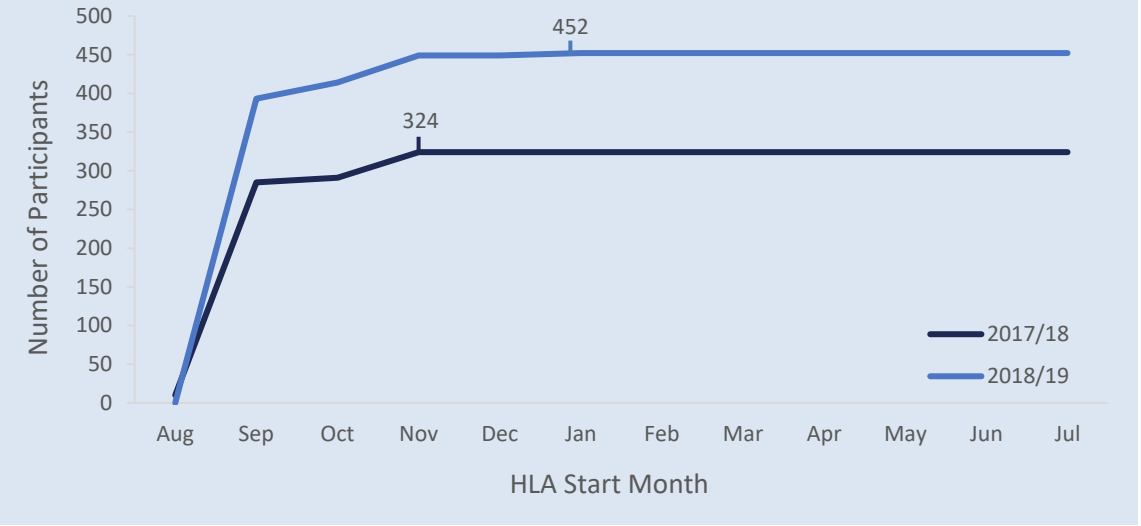
As expected, the majority of start dates are at the beginning of each academic year, with most clustered around September. Over both academic years, the peak occurred in mid-September (Figure 2.3a & 2.3b, Table A3).

Figure 2.3a: Number of HLA starts by starting month (2017/18 and 2018/19)



Source: Consolidated Data Return (CDR) on 11 Oct'19; CAFRE Administration System

Figure 2.3b: Cumulative total of HLA starts by starting month (2017/18 and 2018/19)



Source: Consolidated Data Return (CDR) on 11 Oct'19; CAFRE Administration System

STARTS BY AGE

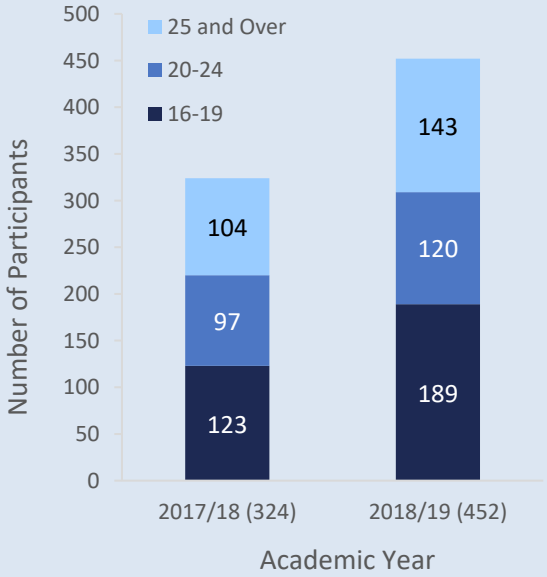
The age profile of participants starting HLA programmes has been similar in proportion across academic years 2017/18 and 2018/19 (Figure 2.4; Table A4).

In 2018/19, the majority (41.8%) of HLA starts were aged 16-19. Just under a third (31.6%) were aged 25 and over. The remaining 26.5% HLA participants were aged 20 to 24.

In 2017/18, 38.0% of those who started an HLA programme were 16-19, 29.9% were aged 20-24 and 32.1% were aged 25 and over.

A similar proportion of starts were aged 16-24 over the two academic years, 67.9% in 2017/18 and 68.4% in 2018/19.

Figure 2.4: Age profile of HLA starts (2017/18 and 2018/19)



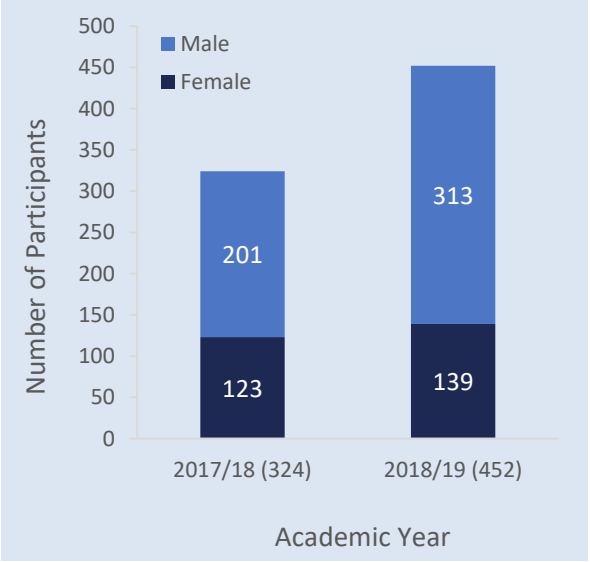
Source: Consolidated Data Return (CDR) on 11 Oct'19; CAFRE Administration System

STARTS BY GENDER

A trend is emerging showing that more male participants are entering HLA programmes compared to females, with the number of males starting HLA programmes being higher than females in both academic years. 2018/19 recorded 313 (69.2%) males starting an HLA programme compared to 139 (30.8%) females (Figure 2.5; Table A5).

Starts for both males and females increased in 2018/19 compared to the 2017/18 academic year. The number of male starts increased by 112, while female starts increased by 16; the increase in the number of male starts was 7 times more than the increase for females.

Figure 2.5: Gender profile of HLA Starts (2017/18 and 2018/19)



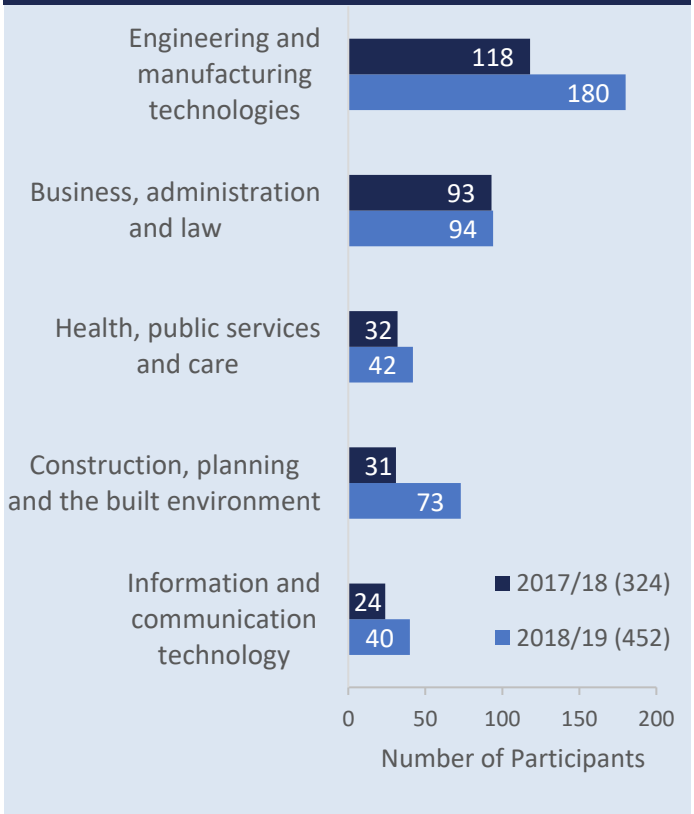
Source: Consolidated Data Return (CDR) on 11 Oct'19; CAFRE Administration System

STARTS BY 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.

There was an increase across all subject areas from 2017/18 to 2018/19. 'Engineering and Manufacturing Technologies' remained the most popular subject area for HLA participants from 2017/18 to 2018/19 and also recorded the greatest increase in participants over the year going from 118 to 180 respectively. In 2018/19 this meant that almost two in every five (39.8%) of the 452 participants starting an HLA in 2018/19 were doing so in this area.

Figure 2.6: HLA starts by top 5 Sector Subject Areas (2017/18 and 2018/19)



Source: Consolidated Data Return (CDR) on 11 Oct'19; CAFRE Administration System

‘Business, Administration and Law’ remained the second most popular subject area; numbers remained similar for each academic year with 93 in 2017/18 and 94 in 2018/19. It should also be noted the HLA in ‘Construction, planning and the built environment’ reported a significant increase from 2017/18 to 2018/19 more than doubling the number of starts; from 31 to 73 respectively (Figure, 2.6; Table A6).

3. HIGHER LEVEL APPRENTICESHIP, ACADEMIC YEAR 2018/19

This section reports on the total number of participants on HLA programmes in the academic year 2018/19, this includes those in their first year and those that have continued into a further year of the HLA programme. In total there were 702 participants on HLA programmes in 2018/19; this included both first years (452) and those continuing from 2017/18 (250).

Two thirds (66.1%) of HLA participants in 2018/19 were male; the number of males (464) was almost double the number of females (238; Figure 3.1 Table A7). The highest proportion of HLAs fell into the 16 to 19 age group (37.0%; Figure 3.2; Table A8).

Figure 3.1: Number of HLA participants by gender (2018/19)

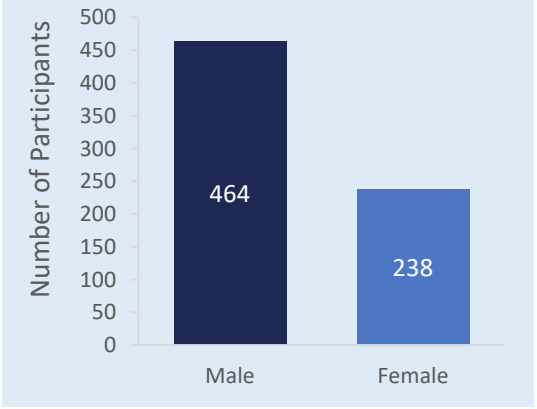
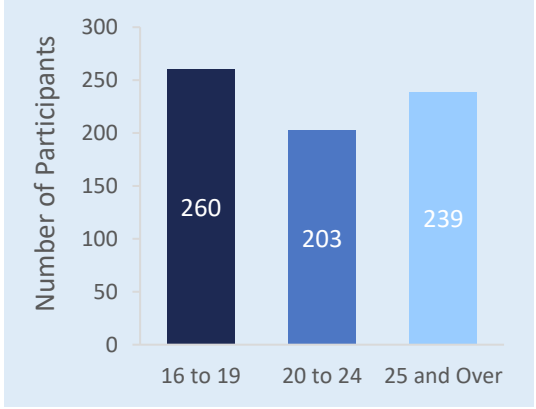


Figure 3.2: Number of HLA participants by age group (2018/19)



Source: Consolidated Data Return (CDR) on 11 Oct’19; CAFRE Administration System

OCCUPANCY

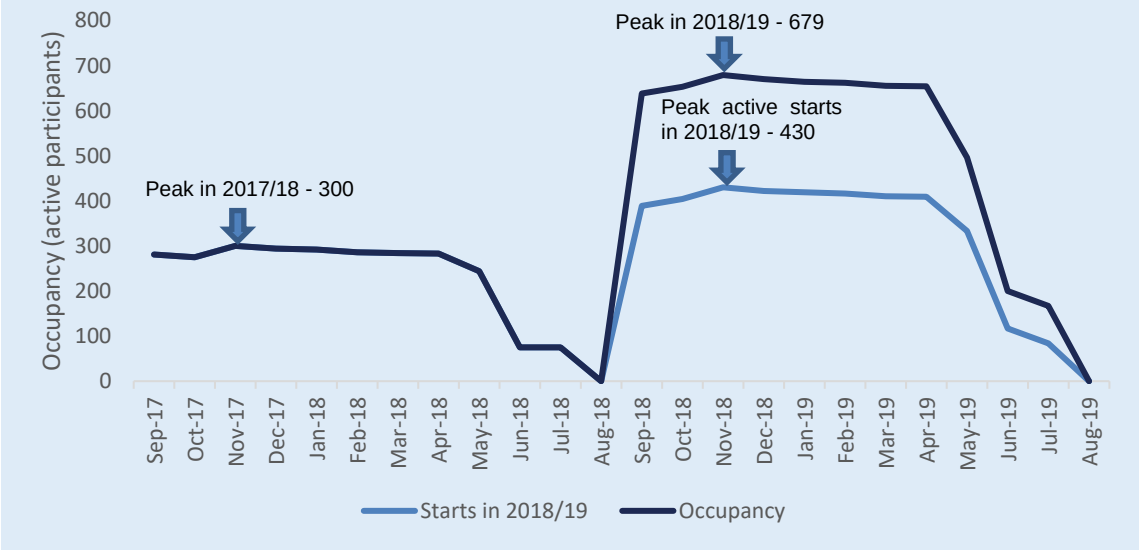
The occupancy level of HLA programmes is the number of continuing/active participants at a particular point in time. Figure 3.3 (Table A9) shows the total occupancy level and the HLA starts occupancy level on the last Friday of each month during academic years 2017/18 and 2018/19. The starts occupancy are those who began their HLA programme in each academic year and the total occupancy includes all continuing on an HLA programme[3].

In the 2017/18 academic year, total occupancy is equal to the starts occupancy as this was the first year of the HLA programme. In the 2018/19 academic year, the total occupancy is a combination of those in their first and second year of their HLA programme.

[3] The method for counting occupancy has been revised from 2017/18 therefore there are some small differences in the data reported in the 2017/18 bulletin and the 2018/19 bulletin.

The occupancy peak for both academic years was in November. The academic year 2017/18 recorded a peak of 300 while in 2018/19 it was 679 participants; this consisted of 430 starts and 249 participants who had continued into a further year of study. (Figure 3.3, Table 2 & Table A9).

Figure 3.3: Monthly occupancy of HLA participants (2017/18 to 2018/19)



Source: Consolidated Data Return (CDR) on 11 Oct'19; CAFRE Administration System

Table 2: Monthly occupancy of HLA participants in 2018/19

Occupancy	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Start	389	404	430	422	419	416	410	409	333	117	84	0
Continuing	249	249	249	248	246	246	245	245	163	83	83	0
Total	**638**	**653**	**679**	**670**	**665**	**662**	**655**	**654**	**496**	**200**	**167**	**0**

Source: Consolidated Data Return (CDR) on 11 Oct'19; CAFRE Administration System

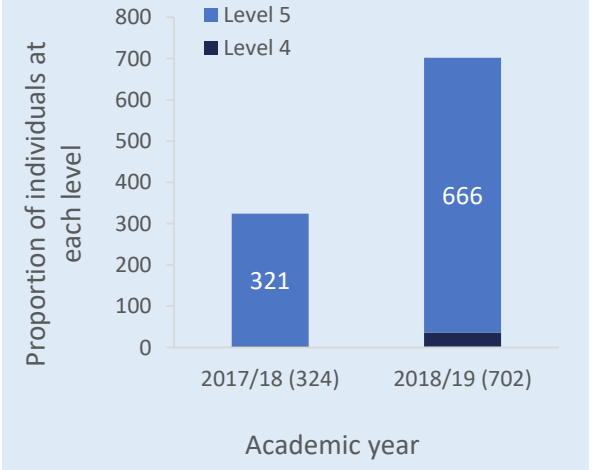
HLA LEVEL

The majority of HLA programmes in both academic year 2017/18 and academic year 2018/19 were level 5 (Figure 3.4; Table A10).

In 2017/18, 99.1% of HLA participants were studying a level 5 programme. In 2018/19 this was 94.9%.

There was a small increase (4 percentage points) in the number of level 4 HLA programmes from 2017/18 to 2018/19.

Figure 3.4 Number of participants by level of study (2017/18 and 2018/19)



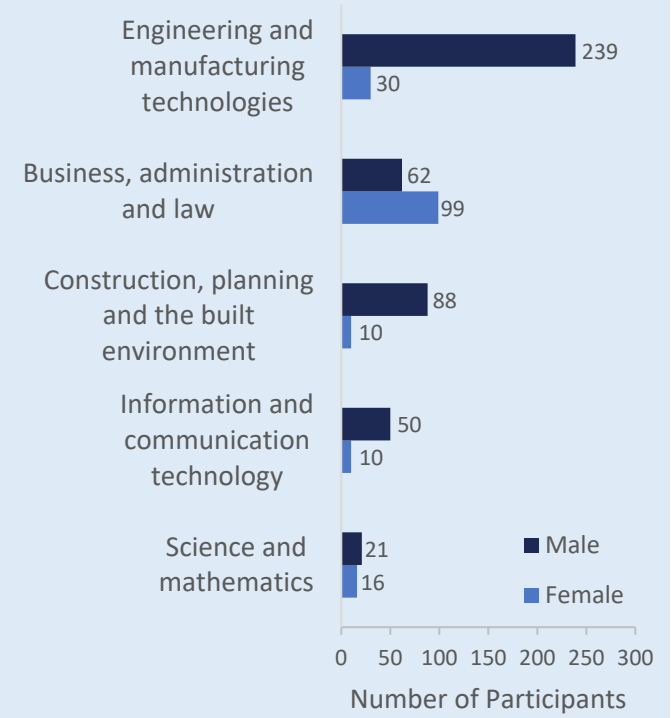
Source: Consolidated Data Return (CDR) on 11 Oct'19; CAFRE Administration System

SECTOR SUBJECT AREA

In the subject areas reported on in the figure below, it can be seen that 'Business, administration and law' was the only area to report a larger proportion of females (61.5%; 99) compared to male (38.5%; 62) participants in 2018/19[4]. Males dominated in most subject areas.

The most popular subject area was 'Engineering and manufacturing technologies' where almost two in every five (38.3%) HLA participants were studying in this area. 'Engineering and manufacturing technologies' also recorded the biggest gender difference with 88.8% male and only 11.2% female (Figure 3.5; Table 3 and Table A11).

Figure 3.5: HLA participants by sector subject area and gender (2018/19)



Source: Consolidated Data Return (CDR) on 11 Oct'19; CAFRE Administration System

Table 3: HLA participants by sector subject area and gender (2018/19)

Subject Area	Female	Male	Total
Engineering and manufacturing technologies	30	239	269
Business, administration and law	99	62	161
Construction, planning and the built environment	10	88	98
Health, public services and care	*	*	69
Information and communication technology	10	50	60
Science and mathematics	16	21	37
Leisure, travel and tourism	*	*	8
Total	238	464	702

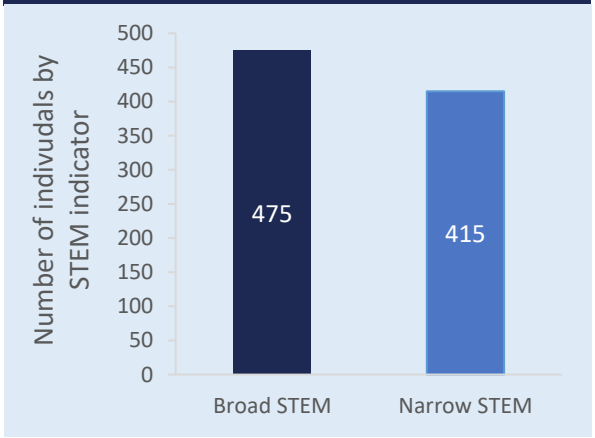
[4] In line with disclosure control small counts are not published. Therefore, analysis of 'Leisure, travel and tourism' and 'Health, public services and care' SSAs and a comparison across years was not possible for this analysis.

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS (STEM)

In 2018/19, over two-thirds (67.7%) of participants were studying HLA programmes in broad STEM areas, 475 participants. This reduced to 415 for narrow STEM; 59.1% (Figure 3.6; Table A12).

227 (31.5%) participants were studying an HLA in a non-STEM related area (Table A12).

Figure 3.6: Number of participants by STEM indicator (2018/19)



Source: Consolidated Data Return (CDR) on 11 Oct'19; CAFRE Administration System

HLAs BY LOCAL GOVERNMENT DISTRICT (LGD)

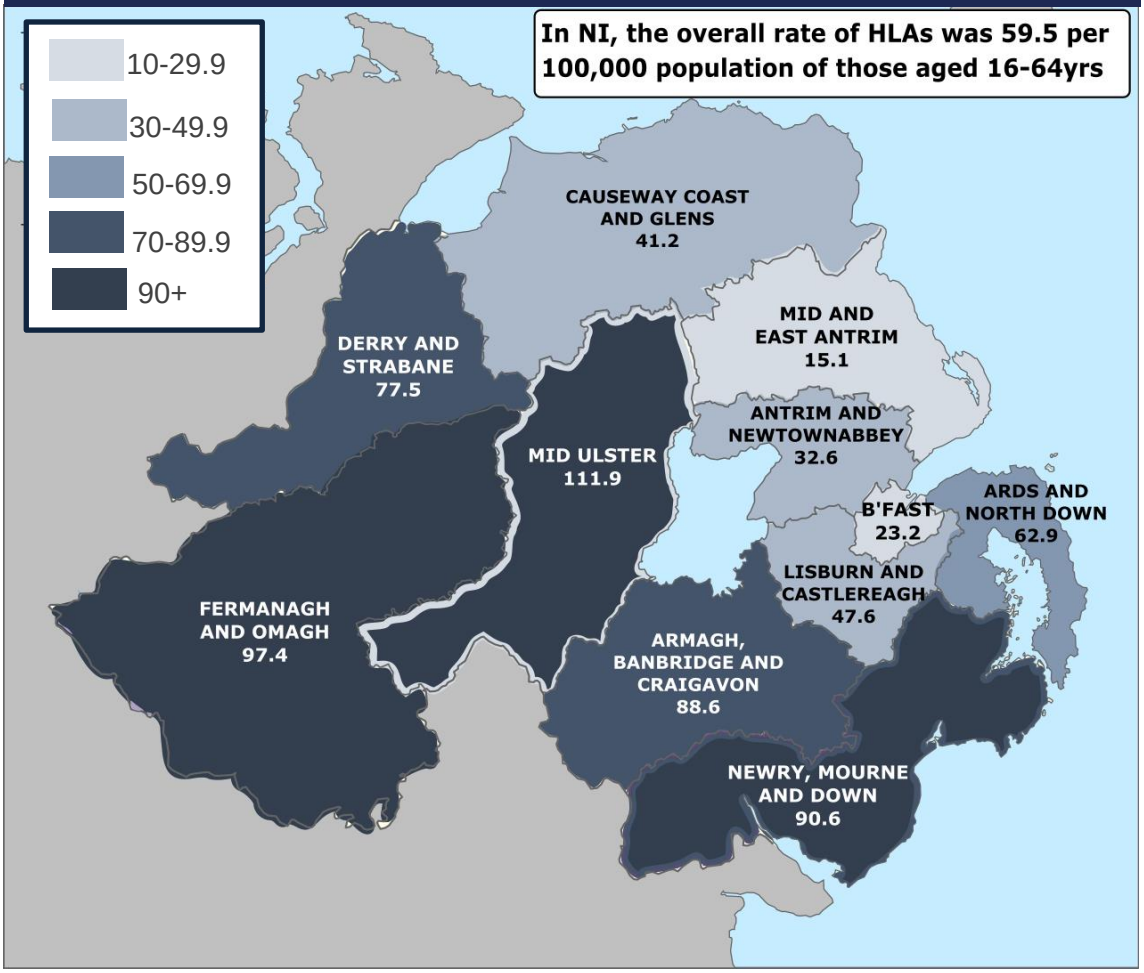
The Local Government District (LGD) to record the greatest number of participants on HLAs during 2018/19 was Armagh City, Banbridge and Craigavon (118) while Mid and East Antrim recorded the lowest number; 13. Comparing the numbers against the economically active (those aged 16-64 years); mid year population estimates showed Mid Ulster recorded the highest rate per 100,000 population (Figure 3.7; Table 4 and Table S7).

Table 4: HLA participants by Local Government District (LGD)

Local Government District (LGD)	Number of participants on HLAs	2018 mid-year population estimates	Rate per 100,000 population aged 16-64 years
Antrim and Newtownabbey	29	89,070	32.6
Armagh City, Banbridge and Craigavon	118	133,113	88.6
Belfast	52	223,776	23.2
Causeway Coast and Glens	37	89,772	41.2
Derry City and Strabane	74	95,495	77.5
Fermanagh and Omagh	70	71,902	97.4
Lisburn and Castlereagh	43	90,303	47.6
Mid and East Antrim	13	85,948	15.1
Mid Ulster	103	92,079	111.9
Newry, Mourne and Down	101	111,506	90.6
Ards and North Down	61	96,970	62.9
Unknown	1		
Total	**702**	**1,179,934**	**59.5**

Source: Consolidated Data Return (CDR) on 11 Oct'19; CAFRE Administration System

Figure 3.7 : Rate per 100,000 population of those aged 16-64 on a HLA programme by Local Governement District (2018/19)



Source: NISRA 2018 mid year population estimates,
CDR on 11 Oct 2019, CAFRE Administration System

4. HIGHER LEVEL APPRENTICESHIP PERFORMANCE (2018-19)

A student can enrol on a course that is multiple years in length, but will typically only have the opportunity to obtain the qualification in final year of the course. This section focuses on final year participants only. This section will explore the performance (retention, achievement and success) of final year HLA participants in academic year 2018/19.

It is important to note, HLA programmes began in 2017/18 and are a minimum of two years in length. Therefore, academic year 2018/19 is the first year where performance can be analysed.

PERFORMANCE MEASURES

Gaining a qualification for this analysis, is regarded as only full achievement. Partial achievements is not counted in this analysis.

Retention Rate

Retention rate is calculated by the number of participants that completed final year against the number that entered final year. The overall retention rate for final year participants in 2018/19 was 98.9% (Figure 4.1; Table 5).

Achievement Rate

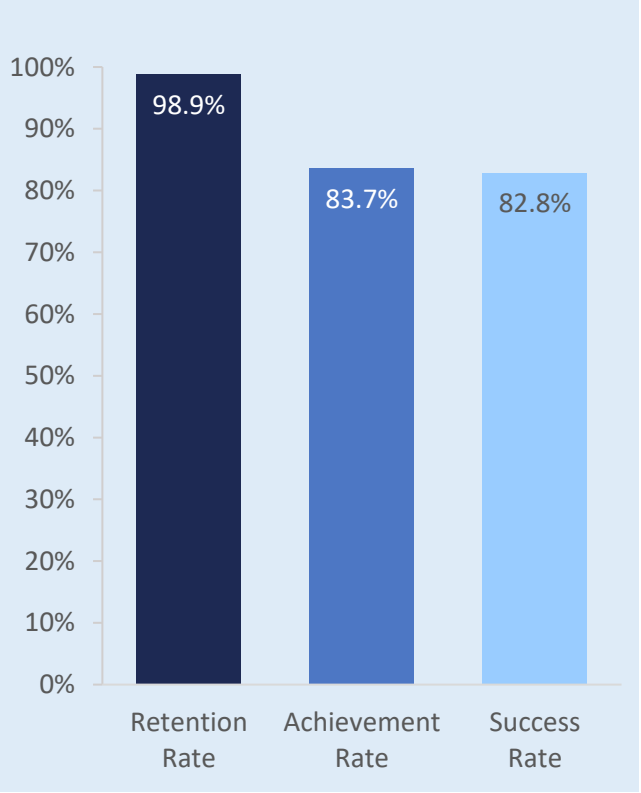
Achievement rate is calculated by the number of participants who achieved their final qualification against the number that **completed** their final year of study.

The overall achievement rate for final year individuals in 2018/19 was 83.7% (Figure 4.1; Table 5).

Success Rate

Success rate is the overall measure of performance, which is the number of participants who achieved their final year qualification against the number that **started** their final year. The overall success rate for final year individuals in 2018/19 was 83.2% (Figure 4.1; Table 5).

Figure 4.1 : Performance of HLA participants in 2018/19



Source: Consolidated Data Return (CDR) on 11 Oct'19

Table 5: Performance of final year HLA participants in academic year 2018/19

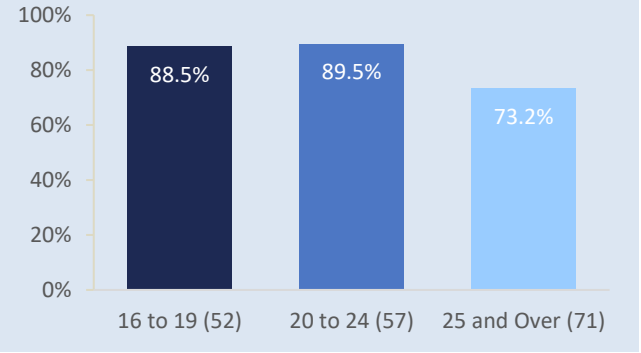
Final Year Enrolment	Final Year Completer	Retention Rate	Final Year Achievement	Achievement Rate	Success Rate
180	178	98.9%	149	83.7%	82.8%

Source: Consolidated Data Return (CDR) on 11 Oct '19

Success by Age

The age group to report the highest success rate was the 20 to 24 year olds where almost nine in every 10 (89.5%) reported success. The youngest age group recorded a similar rate; 88.5%. While the lowest success rate was in the 25 and over age group (73.2%) (Figure 4.2; Table A13).

Figure 4.2 : Success of HLA participants by age, 2018/19

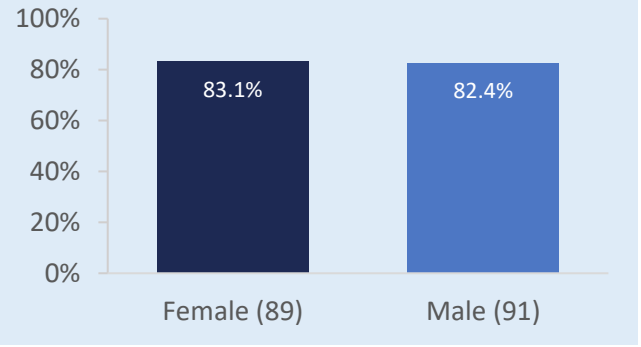


Source: Consolidated Data Return (CDR) on 11 Oct'19
Note: Base data are in brackets

Success by Gender

A similar success rate was recorded across gender with females reporting 83.1% (74) and males, 82.4% (75) (Figure 4.3; Table A14).

Figure 4.3: Success of HLA participants by gender, 2018/19



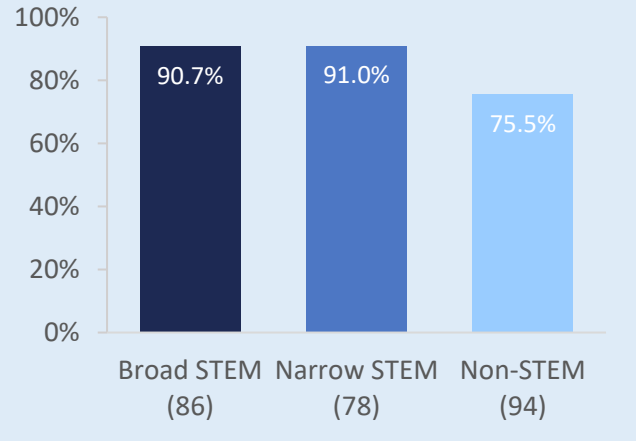
Source: Consolidated Data Return (CDR) on 11 Oct'19
Note: Base data are in brackets

Success by STEM Indicator

The highest success rate was in narrow STEM areas; 91.0% (71) and the lowest success rate was in non-STEM areas; 75.5% (71). (Figure 4.4; Table A15).

The success rate of broad STEM (90.7%) and narrow STEM (91.0%) was very similar (Figure 4.4; Table A15).

Figure 4.4 : Success of HLA participants by STEM indicator, 2018/19



Source: Consolidated Data Return (CDR) on 11 Oct'19
Note: Base data are in brackets

ANNEX A: NOTES TO READERS

SOURCE OF DATA

The information presented in this bulletin is derived from the statistical returns listed below:

1. An extract of the Consolidated Data Return (CDR). The CDR came into operation for the 2013/14 academic year and is used for analysis related to the year 2017/18 and 2018/19. Each of the data returns are computerised data files consisting of individual records for each enrolment recorded by FE colleges during each academic year. Data is validated before the files are distributed to DfE. The CDR contains data from the live administrative database 'Northern Ireland College Information System' (NICIS). Data is sourced from Northern Ireland's six FE colleges; they operate across over 40 campuses and through over 400 outreach community locations. 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

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

2. CAFRE data return – this is an extract of data provided directly from the CAFRE administrative database. Numbers are relatively small and data can be validated with CAFRE administrators.

REVISIONS

Over time as more information becomes available, it is possible figures may be revised to improve quality and accuracy. Users will be informed of any revisions to the data.

Revisions for 2018/19

The method for counting occupancy has been revised from 2017/18 therefore there are some small differences in the data reported in the 2017/18 bulletin and the 2018/19 bulletin. The data published in 2017/18 included only those HLA participants that were continuing at October 2018. This has been revised to include starts as they join the HLA programme and exclude participants only as they exit the HLA programme.

DEFINITIONS

Academic Year

An academic year period is defined by each provider and potentially will differ across all providers. An academic year traditionally starts in August and finishes in July the following year.

Age

Age is calculated at the 1st July of the previous academic year, based on the start date of the course.

Qualification

The core qualification is the qualification undertaken by the learner that is 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	2017/18	2018/19
Accounting Technicians Ireland Level 5 Diploma for Accounting Technicians	✓	✓
Foundation Degree in Civil Engineering	✓	✓
Foundation Degree in Electrical and Electronic Engineering	✓	✓
Foundation Degree in Engineering (Manufacturing Engineering)	✓	✓
Foundation Degree in Engineering (Mechatronics)	✓	✓
Foundation Degree in Engineering in Architectural Engineering and Energy	✓	✓
Foundation Degree in Engineering in Civil and Environmental Engineering	✓	✓
Foundation Degree in Engineering in Electrical and Electronic Engineering	✓	
Foundation Degree in Engineering in Mechanical Engineering	✓	✓
Foundation Degree in Engineering in Mechatronic Engineering	✓	✓
Foundation Degree in Mechanical and Manufacturing Engineering	✓	✓
Foundation Degree in Science in Applied Industrial Sciences (Chemical Sciences)	✓	✓
Foundation Degree in Science in Applied Industrial Sciences (Life Sciences)	✓	✓
Foundation Degree in Science in Computing	✓	✓
Foundation Degree in Science in Computing Infrastructure	✓	✓
Foundation Degree in Science in Construction Engineering with Surveying	✓	✓
Foundation Degree in Science in International Hospitality & Tourism Management	✓	✓
Foundation Degree in Science in Software Development	✓	✓
IMI Level 5 Diploma in Automotive Management (VRQ)	✓	✓
LCL Level 4 Certificate in Gas Safety Management in Social Housing	✓	✓
NCFE CACHE Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management) (Wales and Northern Ireland)	✓	✓
Foundation Degree in Cyber Security and Networking Infrastructure		✓
Foundation Degree in Cloud and Application Development		✓
IMI Level 4 Certificate in Advanced Automotive Studies		✓
Pearson BTEC Level 4 Higher National Certificate in Construction and the Built Environment		✓
Pearson Edexcel Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Management) Wales and Northern Ireland		✓
Foundation Degree in Computing (Software Development)		✓
Foundation Degree in Food and Drink Manufacture		✓

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

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

Funding streams
Enrolments delivered through FE colleges can be funded through several funding streams. Enrolments funded by the HLA programme within FE Colleges in Northern Ireland are classified as 'Government Training' within the funding group. For further information (see Section 1.3 within FE Activity publication).

Higher Level Apprenticeships (HLA) programme
The purpose of the HLA programme is to increase skills levels and raise employer productivity. They provide a high quality parallel route to the traditional academic pathway, focused on the skills needed by the local economy, with opportunities for the apprentice to work towards an internationally recognised qualification.

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. Further information can be accessed at what qualifications mean.

Occupancy
The volume of FE college enrolments which are actively continuing on their course 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. This includes, as a minimum, the most relevant vocational qualification at level 4 or higher (core qualification), additional qualifications requested by employers.

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

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.

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'.

Northern Ireland Multiple Deprivation Measure Quintile 2017

The analysis presented in the supplementary tables 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).

For further details on deprivation measurement in Northern Ireland please follow this link: NIMDM 2017.

Reason for leaving

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

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

Section 75 categories

Equality related data, such as community background, disability and ethnicity, are self-reported by the student during the data capture process within FE colleges. This information is available within the supplementary tables S1 to S6.

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).

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?*'(Table S3).

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

European Union
European Social Fund
Northern Ireland

INVESTORS IN PEOPLE

FURTHER ENQUIRIES

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

Rebecca Fullerton / Seana McIlwaine
Apprenticeships and Youth Training Finances and Statistics Branch
Adelaide House
39/49 Adelaide Street
BELFAST
BT2 8FD Department for the Economy

Telephone: 028 9025 7526
E-mail:
rebecca.fullerton@economy-ni.gov.uk
Seana.mcilwaine@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:

Higher and further education training statistics

This document is available in other formats upon request.

Northern Ireland Statistics and Research Agency