

Level 3 Apprenticeship Pilot in Northern Ireland

Academic years 2015/16 and 2016/17

Reader Information

Outline	This official statistics release presents a range of analysis regarding enrolments during the pilot phase of the Apprenticeship programme. This covers provision across the academic years 2015/16 to 2016/17 delivered in the Northern Ireland Further Education (FE) Sector. The statistics presented in this bulletin cover the characteristics of those enrolling in FE colleges 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 Apprenticeship 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	10 th 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 prior to release.
Target audience	DfE, directors of FE colleges in Northern Ireland, board members of FE colleges, educational professionals, employers, academics, media, young people and members of the public interested in work-based learning programmes.
Price	Free

© Crown copyright 2018

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence v.3.

To view this licence visit

www.nationalarchives.gov.uk/doc/open-government-licence/version/3/

Or email: psi@nationalarchives.gsi.gov.uk

Where we have identified any third party copyright information, you will need to obtain permission from the copyright holders concerned. This publication is also available at

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

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 Level 3 Apprenticeship programme. This covers provision across the academic years 2015/16 to 2016/17 delivered in the NI Further Education (FE) Sector. The statistics presented in this bulletin cover the characteristics of those enrolling in FE colleges along with analysis of performance in terms of achievements.

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

Key Points:

- Since the commencement of the pilot phase of the Level 3 Apprenticeship programme, covering 2015/16 and 2016/17, there have been a total of 212 enrolments (121 individuals) in the scheme across the six Further Education (FE) colleges.
- Over the two year pilot phase (2015/16 and 2016/17), the majority (84.3%) of participants were aged '16 to 24'.
- Over the two year Apprenticeship pilot phase the majority of individuals enrolled on an Apprenticeship programme are female (51.2%).
- In 2015/16 enrolments identified as Broad STEM accounted for nearly all (97.8%) of Apprenticeship provision, and around two-thirds (66.9%) in 2016/17.
- There is no performance information available in 2015/16 due to the length of the course undertaken i.e. two years.
- In 2016/17, all final year enrolments completed their course resulting in a retention rate of 100.0%.
- The overall success rate in 2016/17 was 100.0%.

Table of Contents

About Apprenticeships and Youth Training Finances and Statistics Branch	8
Introduction	9
Section 1: Apprenticeship Enrolments.....	13
1.1 Proportion of all FE provision	13
1.2 Enrolments and Individuals 2015/16 – 2016/17	15
1.3 Regulated and Non-Regulated Enrolments	19
1.4 Personal Characteristics – Who is participating?	20
1.5 Course Characteristics – What is being studied?	25
Section 2: Qualifications and Performance	28
2.1 Final Year Enrolments	28
2.2 Qualifications	29
2.3 Performance 2016/17	30
Annex A: Definitions	34
Annex B: Technical Notes.....	41
Annex C: Quality measures	45

List of Figures

FIGURE 1 PROPORTION OF ALL FE ENROLMENTS BY FUNDING STREAM IN 2015/16	13
FIGURE 2 PROPORTION OF ALL FE ENROLMENTS BY FUNDING STREAM IN 2016/17	14
FIGURE 3 PROPORTION OF APPRENTICESHIP PILOT ENROLMENTS BY FE COLLEGE AND ACADEMIC YEAR	16
FIGURE 4 APPRENTICESHIP PILOT ENROLMENTS BY START DATE AND ACADEMIC YEAR	17
FIGURE 5 MONTHLY OCCUPANCY OF APPRENTICESHIP PILOTS (CONTINUING INDIVIDUALS)	18
FIGURE 6 PROPORTION OF INDIVIDUALS ON APPRENTICESHIP PILOTS BY AGE GROUP AND ACADEMIC YEAR.....	20
FIGURE 7 PROPORTION OF INDIVIDUALS ON APPRENTICESHIP PILOTS AND NI (16 TO 64) INDIVIDUALS BY AGE GROUP	21
FIGURE 8 PROPORTION OF INDIVIDUALS ON APPRENTICESHIP PILOTS BY GENDER AND ACADEMIC YEAR	22
FIGURE 9 PROPORTION OF INDIVIDUALS ON APPRENTICESHIP PILOTS AND NI (16 TO 64) INDIVIDUALS BY GENDER.	23
FIGURE 10 PROPORTION OF INDIVIDUALS ON APPRENTICESHIP PILOTS BY NIMDM QUINTILE AND ACADEMIC YEAR	24
FIGURE 7 PROPORTION OF INDIVIDUALS ON APPRENTICESHIP PILOTS AND NI (16 TO 64) INDIVIDUALS BY NIMDM QUINTILE	24
FIGURE 12 PROPORTION OF APPRENTICESHIP PILOT ENROLMENTS BY LEVEL OF STUDY AND ACADEMIC YEAR.....	25
FIGURE 13 PROPORTION OF APPRENTICESHIP PILOT ENROLMENTS BY STEM INDICATOR AND ACADEMIC YEAR.....	27

List of Tables

TABLE 1 APPRENTICESHIP PILOT ENROLMENTS AND INDIVIDUALS BY ACADEMIC YEAR	15
TABLE 2 APPRENTICESHIP PILOT ENROLMENTS BY REGULATED CLASSIFICATION AND ACADEMIC YEAR. 19	
TABLE 3 APPRENTICESHIP PILOT REGULATED AND FINAL YEAR ENROLMENTS BY ACADEMIC YEAR	28
TABLE 4 REGULATED QUALIFICATIONS ACHIEVED DURING APPRENTICESHIP PILOTS BY ACADEMIC YEAR	29
TABLE 5 PERFORMANCE OF APPRENTICESHIP PILOT ENROLMENTS IN 2016/17	31
TABLE 6 APPRENTICESHIP PILOT PERFORMANCE BY PROGRAMME OF STUDY IN 2016/17	33

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
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
PfG	Programme for Government
PLAQ	Prescribed List of Approved Qualifications
PP	Percentage Points
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
YT	Youth Training

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 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; to be accessible and explained; to be produced in accordance with sound methods; and to be 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 Apprenticeships programme can be found in the policy publication '[Securing our Success: The Northern Ireland Strategy on Apprenticeships](#)' (published June 2015), which sets out the future direction for a new apprenticeship system that will form a key part of the wider education and skills landscape. It will better match the needs of young people, employers and the wider economy. Apprenticeships will provide a high quality parallel route to the traditional academic pathway, with opportunities for professional education and training that will facilitate progression to sustained employment or further education. This new system of learning is open to people of all ages who require training at level 3 and are already in employment.

In advance of full implementation of the Department's apprenticeship strategy, a number of Level 3 Apprenticeship pilots have been taking place across the six FE colleges since academic year 2015/16. The primary purpose of the pilots has been to test the development of new curriculum which meets the needs of learners, employers and the wider economy.

The curriculum for the Level 3 Apprenticeship pilots includes the most relevant professional and technical qualification at level 3 and other additional qualifications/elements as requested by employers. The apprentices are full-time employees and typically spend approximately four days per week in the workplace and one day per week at a local college for their off-the-job learning. The pilots are two years in duration.

This statistical bulletin presents a range of analysis regarding enrolments during the Apprenticeship pilot phase. This covers provision across the academic years 2015/16 to 2016/17 in the Northern Ireland Further Education Sector. The statistics presented in this bulletin cover the characteristics of those enrolling in FE colleges along with analysis of performance, in terms of achievements. 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 Apprenticeships, 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](#)

[Essential Skills Statistics](#)

[Training for Success Statistics](#)

[ApprenticeshipsNI Statistics](#)

Structure

The bulletin is divided into two sections:

- [Section 1](#) focuses on Apprenticeship pilot phase enrolments only
- [Section 2](#) focuses on performance of Apprenticeship pilot phase only

Explanatory Notes

[Annex B: Technical Notes](#) provide detailed information 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 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 is provided by FE colleges.

More information on the CDR process can be found in [Annex B: Technical Notes](#).

Additional Tables

Detailed Additional and Supplementary Tables are available on the DfE web page: [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.

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](#).

Main Uses of Data

The main uses of these data are to monitor Apprenticeship pilot phase activity, to help assess Apprenticeship 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 \(2016-2021\)](#) key indicator 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 Apprenticeship 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 Apprenticeship pilot phase statistics can be found in the notes and definitions section below.

Contextual Information

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

[Contextual Information for Using Apprenticeship pilot phase Statistics](#)

Policy and Operational Context

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

[Policy and Operational Context](#)

Similar Activity Information Elsewhere in the United Kingdom

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

[England](#)

[Scotland](#)

[Wales](#)

Section 1: Apprenticeship Enrolments

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 Apprenticeship 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 46 (0.03% of FE enrolments) were Apprenticeship 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 enrolments which were Apprenticeship pilots increased to 0.1% (166). 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

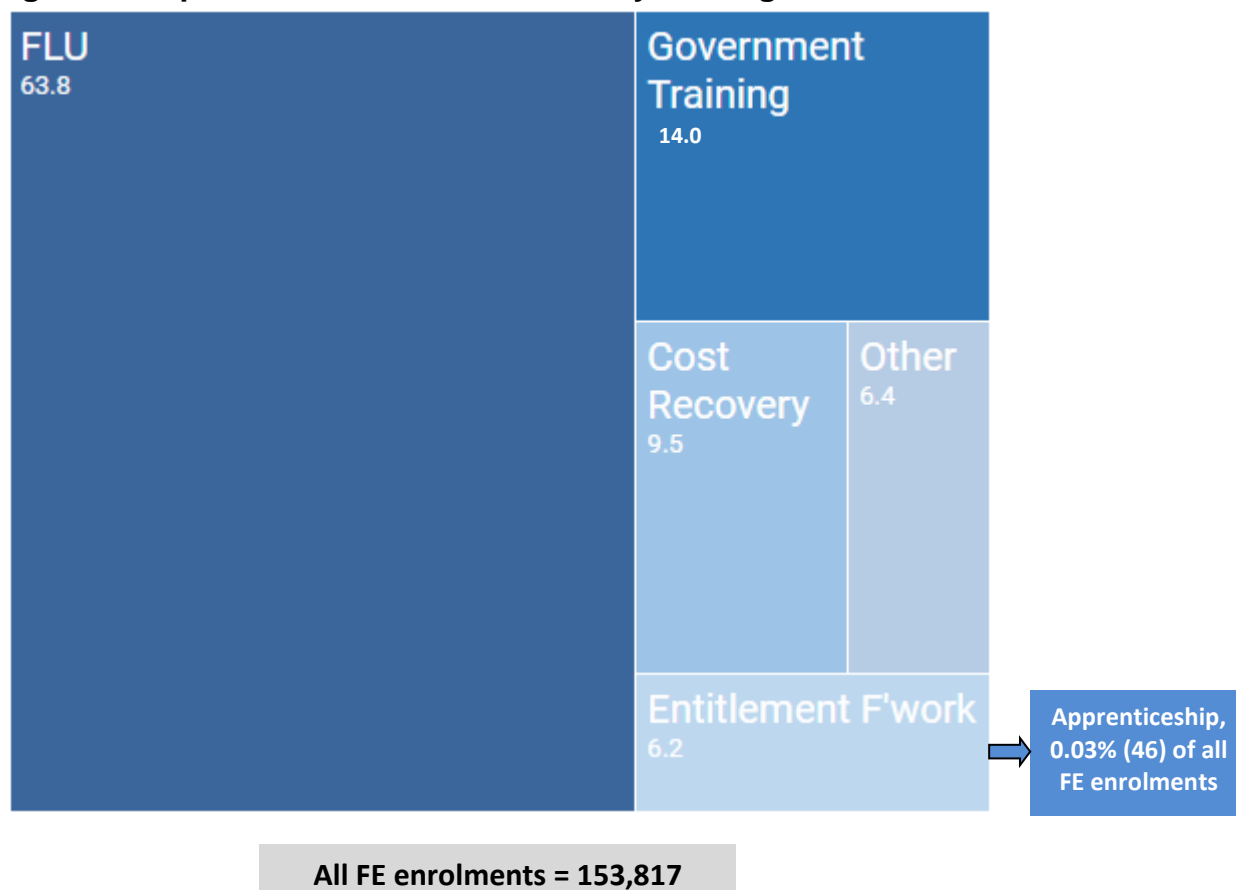
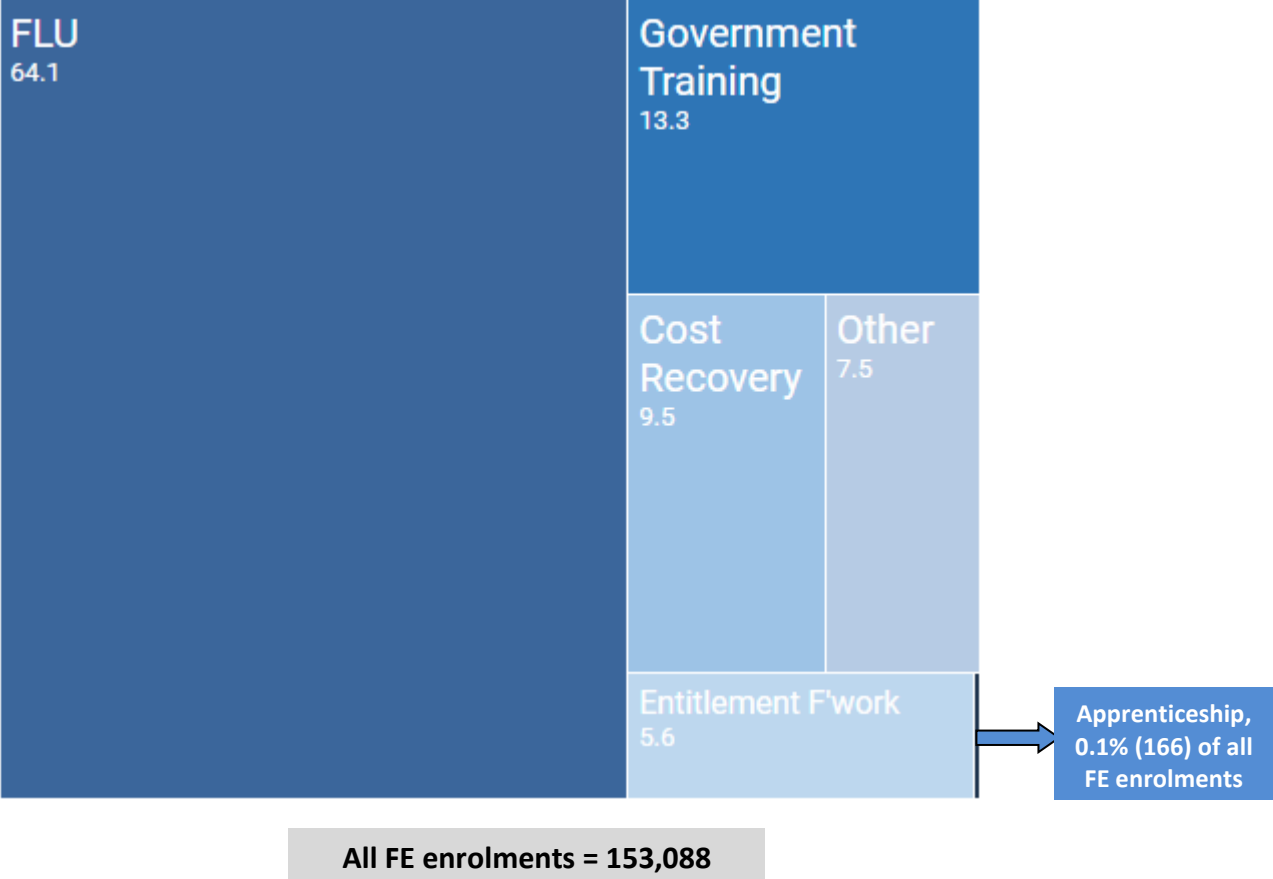


Figure 2 Proportion of all FE enrolments by funding stream in 2016/17



1.2 Enrolments and Individuals 2015/16 – 2016/17

All Apprenticeship enrolments during 2015/16 and 2016/17 were delivered under the pilot phase so if the term 'Apprenticeship enrolment(s)' is used within this report it refers to enrolments during the Apprenticeship pilot phase. An individual student engaged in an Apprenticeship 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 Level 3 Apprenticeship programme, covering 2015/16 and 2016/17, there have been a total of 212 enrolments (121 individuals) in the scheme. Over the two academic years the number of Apprenticeship pilot phase enrolments increased by 260.9% from 46 in 2015/16 to 166 in 2016/17. The number of individuals participating in Apprenticeship programmes has increased by 286.7% from 30 to 116. However, the number of enrolments per individual has decreased slightly from 1.53 to 1.43 over the two years. (Table 1)

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

Table 1 Apprenticeship pilot enrolments and individuals by academic year

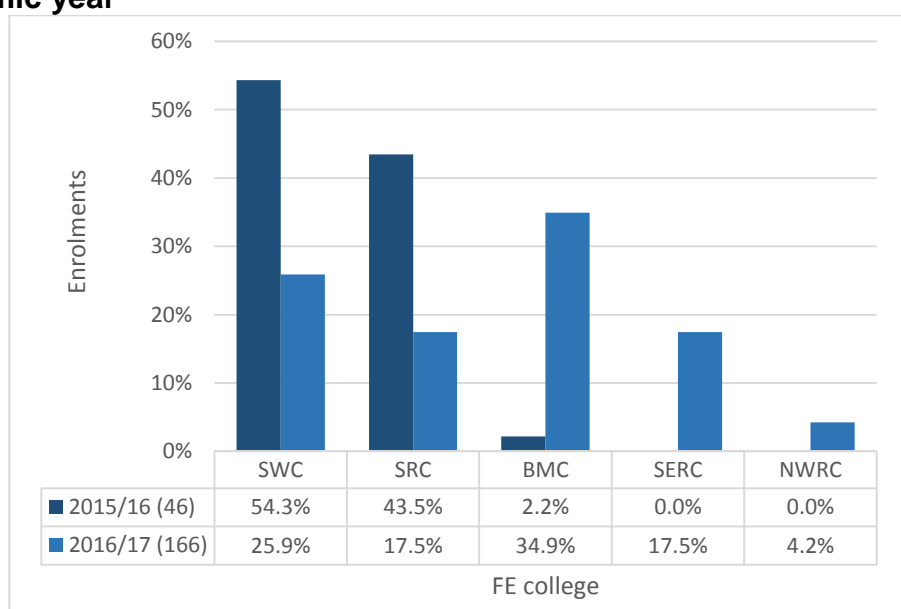
	2015/16	2016/17
Enrolments	46	166
Individuals	30	116
Enrolments per Individual	1.53	1.43

Where is Apprenticeship provision being delivered?

In 2015/16, South West College (SWC) had the largest proportion (54.3%) of Apprenticeship pilot enrolments, closely followed by Southern Regional College (SRC) with 43.5%. The smallest proportion (2.2%) was in Belfast Metropolitan College (BMC). No other college delivered Apprenticeship pilot enrolments in 2015/16.

Although in 2016/17 BMC had a lower share of Apprenticeship enrolment, compared to 2015/16, they had the largest proportion (34.9%) across the FE sector. SWC had the largest decrease (28.4 percentage points) to 25.9%, in the share of Apprenticeship enrolments from 2015/16. South Eastern Regional College (SERC) and North West Regional College (NWRC) both started delivering Apprenticeship pilot enrolments in 2016/17, while Northern Regional College (NRC) did not deliver any Level 3 Apprenticeship pilot enrolments in 2015/16 or 2016/17. (Figure 3, Table A2)

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



Note: Northern Regional College (NRC) did not deliver any Level 3 Apprenticeship pilot enrolments in 2015/16 or 2016/17.

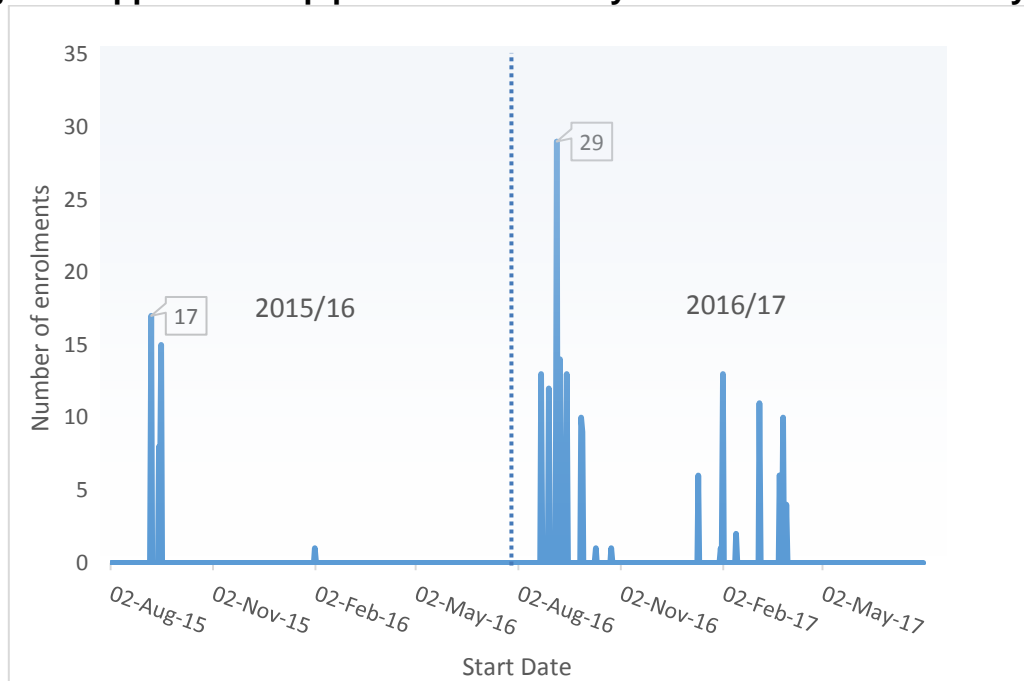
Given the relatively small number of enrolments across both academic years, for the Level 3 Apprenticeship pilot programme, all further analysis in this report will be at the overall Apprenticeship programme or Northern Ireland level and will not be broken down by FE college.

Academic Year and Start Dates

This report covers the academic years 2015/16 and 2016/17. 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 early September 2016, with 29 enrolments. The largest peak (17) in 2015/16 occurred around the same point (early September 2015) in the academic year. (Figure 4, Table A3).

Figure 4 Apprenticeship pilot enrolments by start date and academic year

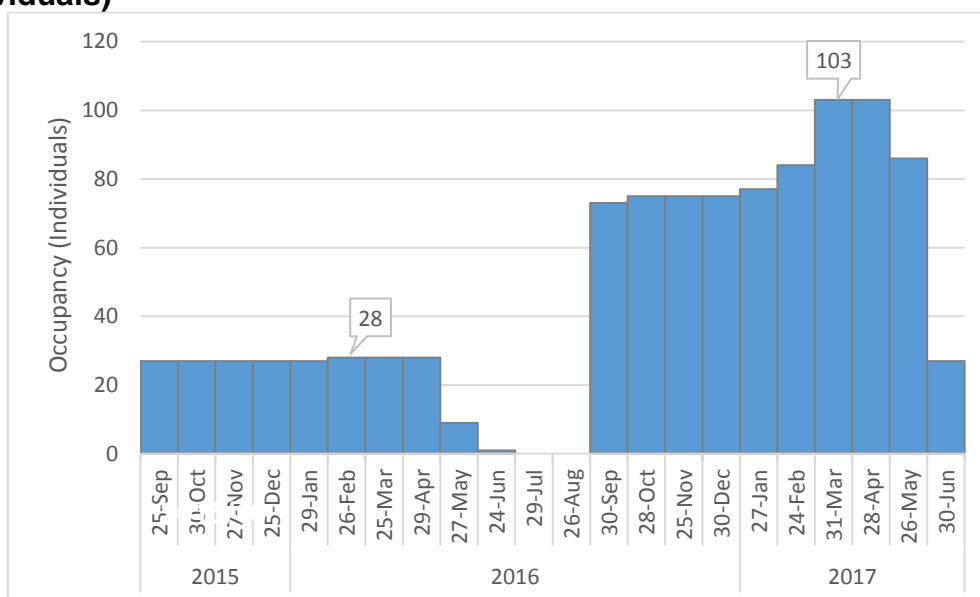


Occupancy

The occupancy level of Apprenticeship 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 28 individuals on 26th February 2016 while in 2016/17 it was 103 individuals on 31st March 2017. The various increases in occupancy levels during 2016/17 can be explained by three Level 3 Apprenticeship pilots approved by DfE to commence in January and March 17, after the academic year had begun.

The occupancy levels are zero during the summer months (July/August) between academic years. The Apprenticeship pilot was designed to be delivered over a 34 week period each year (September to June) therefore participants were not required to attend college over the summer months, even if returning in the following academic year. (Figure 5, Table A4).

Figure 5 Monthly occupancy of Apprenticeship 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) but do not appear on the RRQ or do not usually lead to a formal qualification, typically hobby and leisure or recreational courses.

The majority of enrolments were on regulated courses in both years. There was an overall decrease in the proportion of non-regulated enrolments from 43.5% in 2015/16 to 30.1% in 2016/17. (Table 2)

Of the Level 3 Apprenticeship pilot programmes in 2015/16, all (100.0%) non-regulated qualifications were the '*NEBDN Level 3 National Diploma in Dental Nursing*', as the core qualification of their Apprenticeship programmes to meet the specific needs of employers. In 2016/17, 46 of the 50 (92.0%) non-regulated enrolments were registered against the same qualification.

Table 2 Apprenticeship pilot enrolments by regulated classification and academic year

	2015/16			2016/17		
	Regulated	Non-Regulated	Total	Regulated	Non-Regulated	Total
Total	26	20	46	116	50	166

1.4 Personal Characteristics – Who is participating?

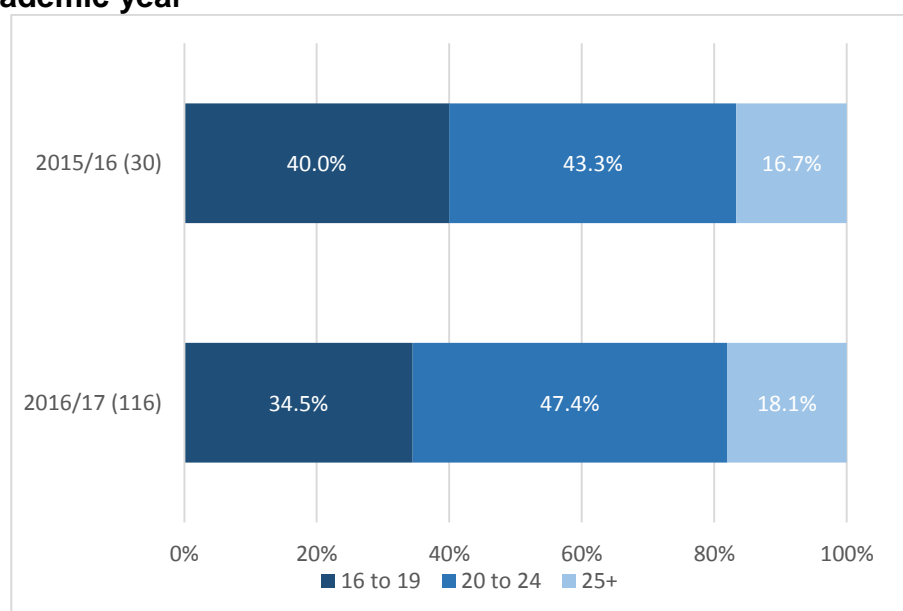
As mentioned earlier, an individual on the Apprenticeship pilots can enrol on a number of qualifications and therefore appear multiple times within the enrolment data. If individuals with certain characteristics enrol multiple times, it can skew analysis on personal characteristics, such as age, gender and location in which they live. In relation to Apprenticeship pilot provision, the enrolment to individual ratio is around one and a half to one for both academic years, therefore enrolment counts are not comparable to individual numbers. As a result the individual figures will be used for analysis across the following age, gender and deprivation levels of areas where the individual lives sections.

Age

In 2015/16 the largest proportion (43.3%) of individuals on Apprenticeship pilots were in the age band '20 to 24'. Those aged '16 to 19' made up 40.0% and there were 16.7% of individuals aged '25 and over'.

In 2016/17 the largest proportion (47.4%) of individuals on Apprenticeship pilots were again in the age band '20 to 24'. Those aged '16 to 19' made up 34.5% and 18.1% were '25 and over'. (Figure 6, Table A5)

Figure 6 Proportion of individuals on Apprenticeship pilots by age group and academic year



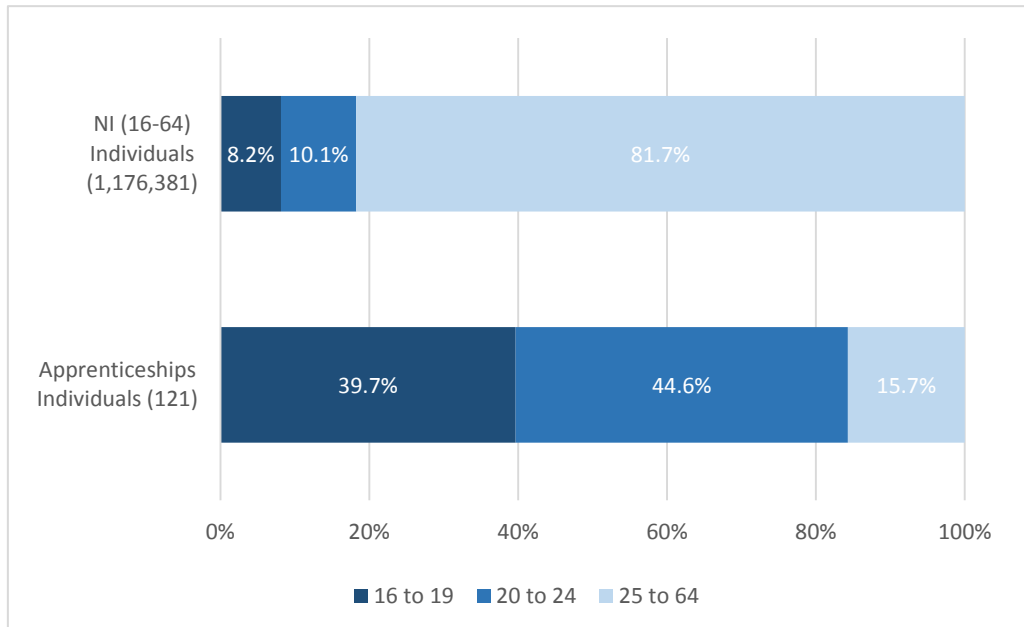
Based on mid-year NI '16 to 64' population estimates in 2016¹, the majority (81.7%) of individuals are aged '25 to 64'. Over the two year Apprenticeship pilot phase (2015/16 and 2016/17), the highest proportion (44.6%) of participants² were aged '20 to 24'.

¹ <https://www.nisra.gov.uk/statistics/population/mid-year-population-estimates>

² For this comparator analysis with NI 16 to 64 population, if an individual is enrolled in both academic years (2015/16 and 2016/17) they are only counted once.

The difference in the age profile with the NI level '16 to 64' population is expected, given that the Apprenticeship programme was open to everyone over 16, with a primary focus on young people aged '16 to 24' who require training at level 3. (Figure 7, Table A6).

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

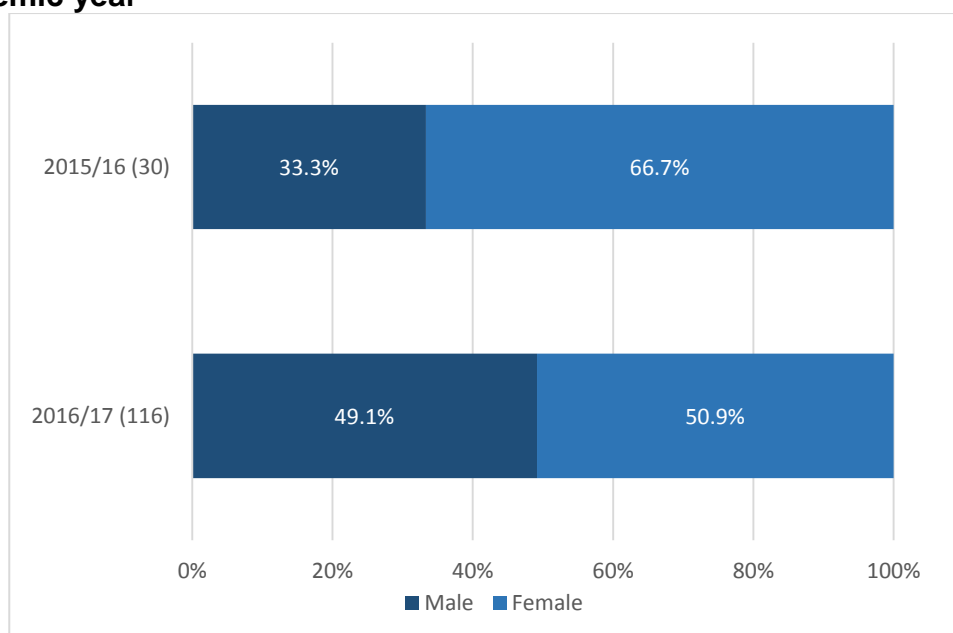


Gender

There were more female individuals than male individuals on Apprenticeship pilots in 2015/16 (66.7% female to 33.3% male).

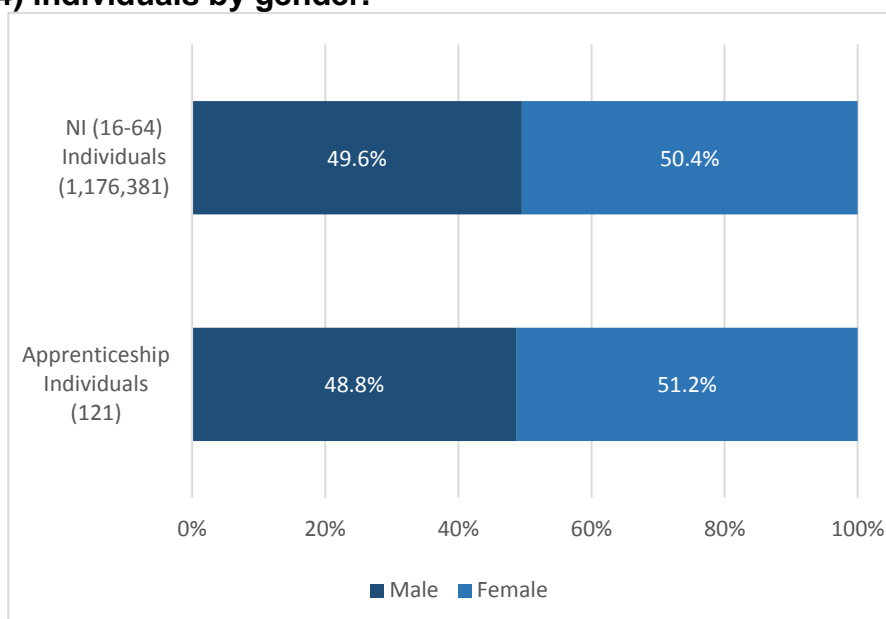
In 2016/17 there was a fairly even split between males (49.1%) and females (50.9%) enrolled on Apprenticeship pilots. This is likely to be as a result of the new Apprenticeship pilots offered in 2016/17 including a greater number of typically male-oriented subject areas such as; automotive engineering, civil engineering and ICT. (Figure 8, Table A7).

Figure 8 Proportion of individuals on Apprenticeship pilots by gender and academic year



The mid-year ('16 to 64') NI level population estimates (2016) by gender indicates there a fairly even split between males (49.6%) and females (50.4%). This pattern is repeated over the two year Apprenticeship pilot. The majority of individuals² enrolled on an Apprenticeship programme were females (51.2%), which is very similar to the profile of the '16 to 64' population. (Figure 9, Table A8).

Figure 9 Proportion of individuals on Apprenticeship pilots and NI (16 to 64) individuals by gender.



Northern Ireland Multiple Deprivation Measure Quintile

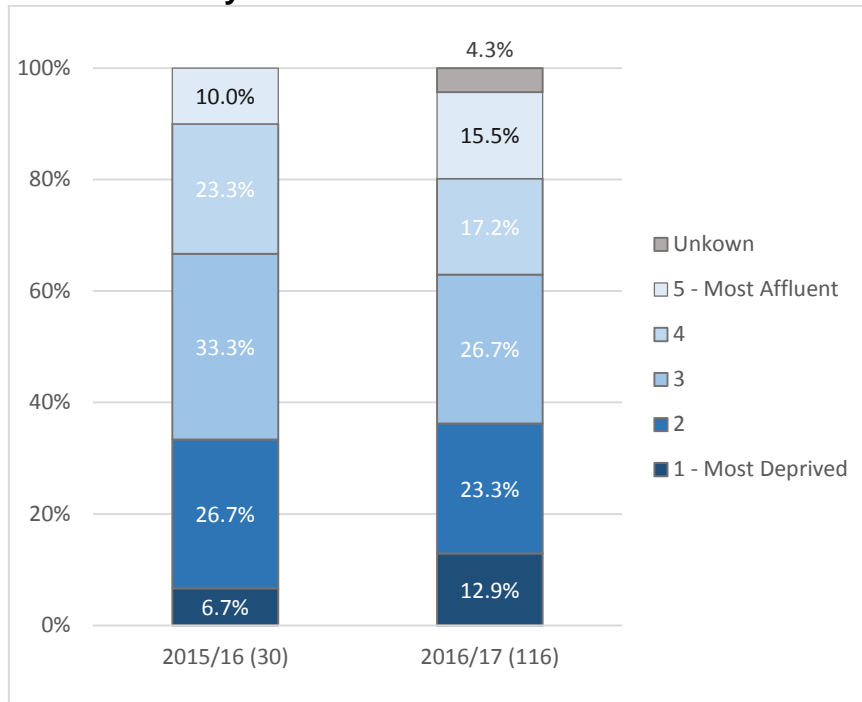
Deprivation has been measured using the official Northern Ireland Multiple Deprivation Measure (NIMDM, 2010³), which assesses the level of deprivation within geographical areas [Super Output Areas (SOAs)] across NI. For analysis purposes these SOAs are categorised into five geographical groups, termed ‘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’ (no unknown enrolments in 2015/16 and six in 2016/17).

In 2015/16, a third (33.3%) of Apprenticeship individuals were from the two most deprived quintiles. A tenth (10.0%) of Apprenticeship participants came from the most affluent quintile (Quintile 5), while 6.7% came from the most deprived quintile (Quintile 1).

The proportions of Apprenticeship individuals in 2016/17 across deprivation quintiles were similar to 2015/16. However, the proportion of individuals in the most deprived quintile increased from 6.7% to 12.9%, while the proportion of individuals in Quintile 2 decreased from 26.7% to 23.3%. (Figure 10, Table A9)

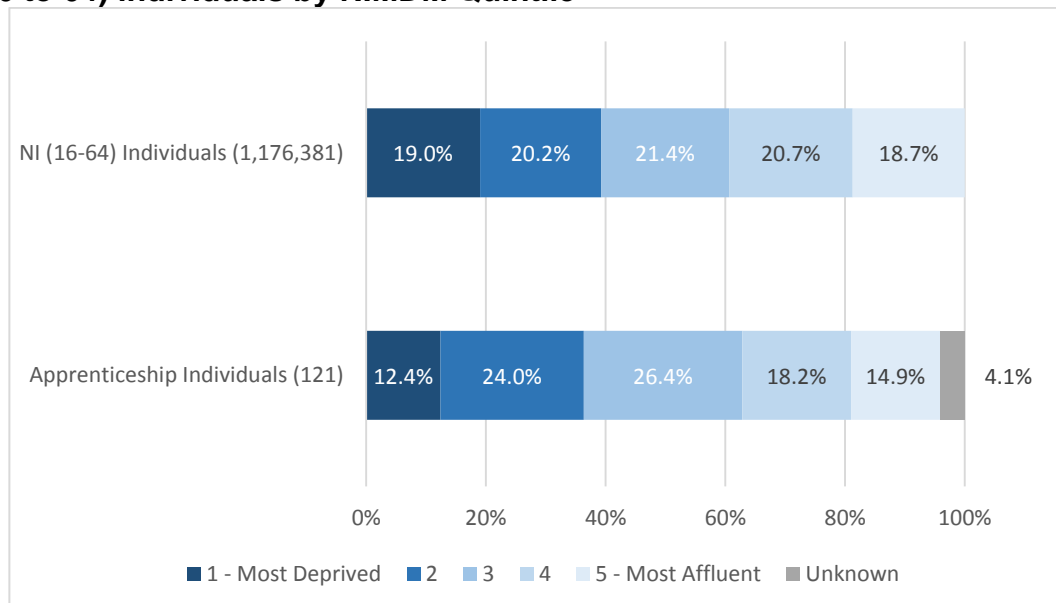
³ Please note that [NIMDM 2017](#) is currently available but was not released in time to include in the Apprenticeship enrolment database.

Figure 10 Proportion of individuals on Apprenticeship 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) to those participating in the Apprenticeship pilot (across both academic years) indicates that there were fewer participants² from Quintile 1 enrolled on Apprenticeship programmes (12.4%) than in the 16 to 64 population (19.0%). (Figure 11, Table A10).

Figure 7 Proportion of individuals on Apprenticeship pilots and NI (16 to 64) individuals by NIMDM Quintile



1.5 Course Characteristics – What is being studied?

Level of study

Each enrolment on an Apprenticeship pilot programme is assigned a level between 'Entry Level' and 'Level 3'. Qualifications at the same level have a similar level of demand or difficulty, for example:

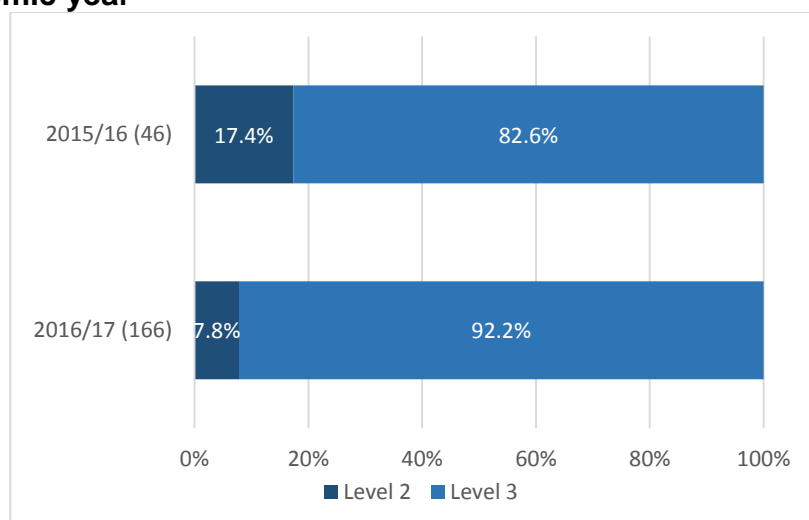
- 'Level 1 and Entry Level' includes, Vocational Qualifications Level 1, GCSEs at grade D–G, English for Speakers of Other Languages (ESOL) and Essential Skills
- 'Level 2' includes Vocational Qualifications Level 2, GCSEs at grade A*–C, ESOL and Essential Skills
- 'Level 3' includes Vocational Qualifications Level 3, GCE AS and A Level

Every individual participating in an Apprenticeship pilot will have one vocational qualification at level 3 assigned as their core qualification. They may also have one or more additional enrolments at the same or a lower level depending on their qualification profile on entry.

In 2015/16 just over four-fifths (82.6%) of Apprenticeship enrolments were at level 3 and the remainder were at level 2 (17.4%).

The total proportion of enrolments at level 3 increased (9.6 pp) to 92.2% in 2016/17. (Figure 12, Table A11).

Figure 12 Proportion of Apprenticeship 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. 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.

Within this report the term subject area is also used for sector subject area.

Of the 46 Apprenticeship enrolments in 2015/16, the subject area 'Engineering and manufacturing technologies' had the largest share (54.3%). This was followed by 'Health, public services and care' (43.5%). Of the 166 Apprenticeship enrolments in 2016/17, the subject area 'Health, public services and care' had the largest share (27.7%). This was followed by 'Arts, media and publishing' (26.5%). (Table A12).

Science, Technology, Engineering & Mathematics Indicator

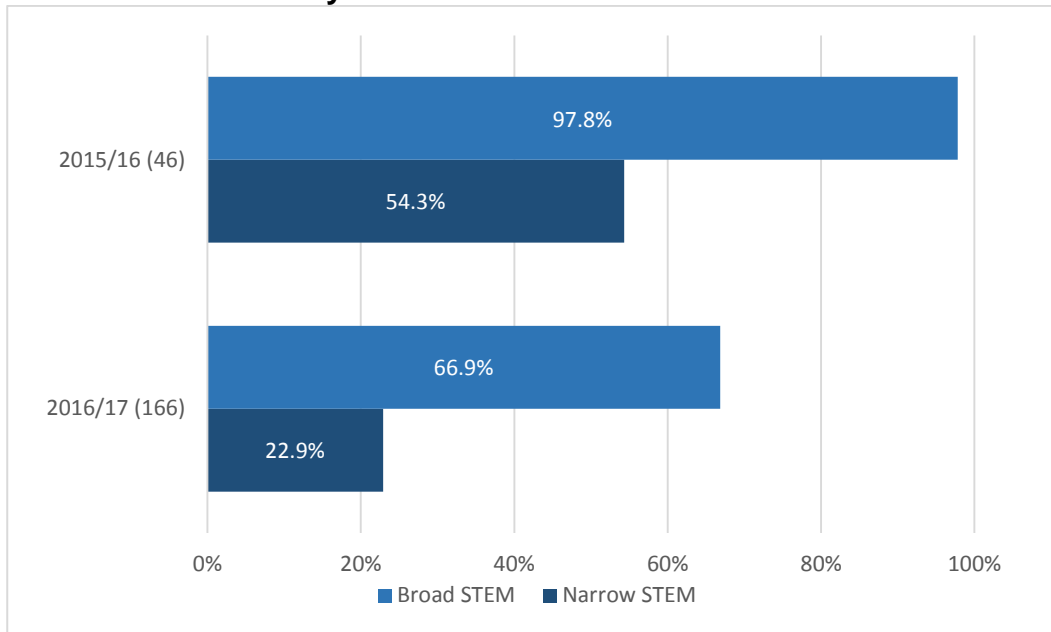
The '[Success through Skills – transforming futures](#)' publication highlights a need to address subject imbalances, as forecasts predict that degree subject requirements will become more skewed towards Science, Technology, Engineering & Mathematics (STEM). The '[Report of the STEM Review](#)' examines 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 Apprenticeship pilot enrolments within STEM subject areas. In 2015/16 enrolments identified as Broad STEM accounted for nearly all (97.8%) of Apprenticeship provision, while just over half (54.3%) was Narrow STEM.

In 2016/17, the proportion of Broad and Narrow STEM enrolments decreased to 66.9% and 22.9%, respectively. (Figure 13, Table A13)

Figure 13 Proportion of Apprenticeship pilot enrolments by STEM indicator and academic year



Section 2: Qualifications and Performance

2.1 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 courses as part of the Apprenticeship pilots were typically 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.

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

In 2015/16, none of the Apprenticeship enrolments were in their final year therefore there is no performance analysis produced for this academic year.

In 2016/17 there were 11 final year enrolments (9.5% of 116). Caution should be taken when interpreting performance figures due to the small numbers involved in the analysis. (Table 3).

Table 3 Apprenticeship pilot regulated and final year enrolments by academic year

Please note caution should be taken when interpreting performance figures due to the small numbers involved in the analysis

	2015/16			2016/17		
	Regulated Enrolments	Final Year Regulated Enrolments	Percentage Final Year	Regulated Enrolments	Final Year Regulated Enrolments	Percentage Final Year
Total	26	0	0.0%	116	11	9.5%

2.2 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 only full achievements. There were no partial achievements in 2016/17. Please refer to [Annex A: Definitions](#) for further information on partial and full achievement.

Given there are no final year enrolments in 2015/16 there are no qualifications within this academic year. In 2016/17 there were 11 qualifications across two FE colleges (SERC and SWC) with final year enrolments. (Table 4)

Table 4 Regulated qualifications achieved during Apprenticeship pilots by academic year

	2015/16	2016/17
Qualifications	0	11

2.3 Performance 2016/17

Background

The strategic driver for analysing performance has been a key 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.
- **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.

In the following section the performance is provided at the Level 3 Apprenticeship programme level and no further breakdown is presented. This is due to the small numbers identified as final year enrolments and volume of qualifications during 2016/17.

Performance Measures

Retention Rate

In 2016/17, all final year enrolments completed their course resulting in a retention rate of 100.0%. (Table 5)

Achievement Rate

All who completed their course achieve the qualification therefore the overall achievement rate was 100.0% in 2016/17. (Table 5)

Success Rate

The overall success rate in 2016/17 was 100.0%. (Table 5)

Table 5 Performance of Apprenticeship Pilot Enrolments in 2016/17

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

	Final year enrolment	Final year completer	Retention Rate	Final year achievement	Achievement Rate	Success Rate
Total	11	11	100.0%	11	100.0%	100.0%

For reference, the success rates for all Further Education (FE) sector enrolments at Level 3 for the same academic years can be found in the [Further Education Activity in NI 2013/14 to 2016/17](#) publication. All regulated provision in FE colleges at Level 3, irrespective of funding, had a success rate of 81.7% in 2016/17.

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 Apprenticeship 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 Apprenticeship, have a programme of study which includes non-regulated qualifications. (Table 6)

Of those who left in 2016/17, 21 of 24 individuals (87.5%) achieved all their targeted qualifications. Just over a tenth (12.5%) left the programme with no qualifications in 2016/17.

The AppsNI programme is comparable to Apprenticeship in that they are both aimed at provision up to Level 3. For AppsNI leavers in 2015/16 the rate of individuals on all strands of AppsNI programmes achieving all targeted qualifications was 63% and in 2016/17 60%. (See p.29 Table 3.4, Qualifications achieved by participants leaving Level 2/3 and Level 3 Apprenticeships (2013/14 to 2017/18) of the [ApprenticeshipsNI Statistical Bulletin](#).)

Table 6 Apprenticeship pilot performance by programme 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	Individuals Leaving & Achieving Essential Skills Qualification(s)	% of leavers	Individuals Leaving & Achieving Other Qualification(s)	% of leavers	All targeted qualifications achieved	Leavers rate of achievement
Total	24	3	12.5%	21	87.5%	-	0.0%	-	0.0%	21	87.5%

Annex A: Definitions

Academic Year

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.

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

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

Apprenticeship Pilot Programme

The purpose of the Level 3 Apprenticeship 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 curriculum for the Level 3 Apprenticeship pilots included the most relevant professional and technical qualifications at level 3 and other additional qualifications/elements as requested by employers which were not currently available under existing AppsNI provision.

Core Qualification

The core qualification is the level 3 vocational qualification undertaken by the learner classed as their 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
City & Guilds Level 3 NVQ Diploma in Professional Cookery (QCF)		✓
NEBDN Level 3 National Diploma in Dental Nursing	✓	✓
Pearson BTEC Level 3 Diploma in Business Administration (QCF)		✓
Pearson BTEC Level 3 Diploma in Construction and the Built Environment (QCF)		✓
Pearson BTEC Level 3 Diploma in Vehicle Technology (QCF)	✓	✓
Pearson Edexcel Level 3 Diploma in Civil Engineering for Technicians (Institution of Civil Engineers) (QCF)		✓
SQA Level 3 Certificate in Cultural Venue Operations (QCF)		✓
SQA Level 3 Certificate in Principles of the Creative and Cultural Sector (QCF)		✓
SQA Level 3 Certificate in Technical Theatre: Sound, Light and Stage (QCF)	✓	✓
SQA Level 3 Certificate in Theatre Operations: Costume and Wardrobe (QCF)		✓
SQA Level 3 Diploma in Community Arts Management (QCF)		✓
SQA Level 3 Diploma in Live Events and Promotion (QCF)		✓

Enrolments

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

Final year enrolments

A student can enrol on a course that is multiple years in length, but those 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 enrolments in their final year who complete and do not withdraw from their course are regarded as final year completers.

Final year achievements

Those 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 Apprenticeship 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](#)
- [Southern Regional College – SRC](#)
- [South Eastern Regional College - SERC](#)
- [North West Regional College - NWRC](#)
- [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.

Individual

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.

Level

If the enrolment 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/>

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' (no enrolments in 2015/16 and six 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 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 Apprenticeship pilots. This includes as a minimum the most relevant vocational qualification at level 3 (core qualification), and potentially English and mathematics qualifications at level 2 (GCSEs and/or Essential Skills), and/or additional qualifications as 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.

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.

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

Sector Subject Area

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>

Start date

The date on which an enrolment begins.

Science, Technology, Engineering & Mathematics

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'.

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

Retention rate x 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

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



Enrolment counts

3. The number of enrolments is simply a count of the number of enrolment records within the relevant data return.
4. The enrolment information is correct as at 13th October 2017.
5. 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.
6. 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.

7. A number of enrolments records (1 in 2015/16 and 86 in 2016/17) contained in the CDR were incorrectly coded as Level 3 Apprenticeship pilot, in terms of their source of funding. These enrolments were not approved to be funded under the pilot scheme and have therefore been excluded from this Apprenticeship pilot analysis.

Individual counts

8. 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.

Occupancy counts

9. Occupancy counts 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' enrolments are determined on the last Friday of each month within each academic year.
10. The Apprenticeship pilot was designed to be delivered over a 34 week period each year (September to June) therefore participants were not required to attend college over the summer months, even if returning in the following academic year. There was a single enrolment which had an end date indicating some occupancy level during July 2016 and August 2016. This was due to an administration error in recording the end date of the enrolment therefore the occupancy level was set to zero over July and August 2016.

Reason for leaving

11. When a student withdraws from a course the college attempts 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

12. For all 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.
13. 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.

Section 75 categories

14. 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 S6.
15. 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)
16. Please note that due to incomplete responses to the disability and political opinion question this information are not provided within the supplementary tables.

Programme of study performance methodology

17. 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.
18. However, given the nature of the Apprenticeship pilot programme is 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 Apprenticeship, have a programme of study which includes non-regulated qualifications.
19. For assessment against AppsNI performance targets, the 'leavers' cohort methodology to calculate rate of achievement is based at a specific point in time. Any participant on the AppsNI 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.
20. As data available on the Apprenticeship pilot programme is in a different format to that for AppsNI, a proxy for the leavers' methodology has been developed for the Apprenticeship pilot programme. Data for the Apprenticeship pilot programme is available in three separate data files for the academic years 2015/16, 2016/17 and 2017/18 (in year provisional data).
21. A leaver from the Apprenticeship 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 Apprenticeship 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.



FURTHER ENQUIRIES

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

Stephen McGonagle
Apprenticeship 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 Apprenticeship 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