



Youth Training 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 Youth Training (YT) 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.
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Purpose	Monitor and report on enrolment activity in the pilot phase of Youth Training programmes in Northern Ireland.
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Authors	James McVeigh, Michelle Duffy, Stephen McGonagle
Lead Statistician	Stephen McGonagle, stephen.mcgonagle@economy-ni.gov.uk (028) 90257708
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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 9057708

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 Youth Training (YT) 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 YT pilot activity to be published by the Department. It is planned to publish this bulletin again when all YT pilot activity has completed, estimated to be in two years.

Key Points:

- Since the commencement of the pilot phase of the YT pilot programme, covering 2015/16 and 2016/17, there have been a total of 2,958 enrolments (779 individuals) in the scheme across the six FE colleges.
- Over the two year pilot phase (2015/16 and 2016/17), the majority of participants were aged '16 to 19' (94.1%) and most were male (62.6%).
- In 2015/16 enrolments identified as Broad STEM accounted for 26.1% of all YT pilot enrolments, while in 2016/17 there was 29.9%.
- Retention rate decreased by 1.3 percentage points (pp) from 83.7% in 2015/16 to 82.4% in 2016/17.
- The overall success rate in 2015/16 was 69.4% but decreased to 59.2% in 2016/17.

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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
HRCCA	Hypothetical Regional College Catchment Area
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; are accessible and explained; are produced in accordance with sound methods; and are managed impartially and objectively in the public interest.

Further information on the Code of Practice for Statistics is available at:

<http://www.statisticsauthority.gov.uk/assessment/code-of-practice/>

Feedback

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

Stephen McGonagle

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

Tel: (+44)28 90 257708

Introduction

The scope of the Youth Training (YT) programme can be found in the policy publication '[Generating our Success: The Northern Ireland Strategy for Youth Training](#)' (published June 2015), which sets out the future direction for a new youth training 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. YT 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, an apprenticeship or further education. This new system of learning will be open to all young people aged 16 to 24, who require training at level 2, which is accessible to those new to the labour market, already in employment and those not yet in employment.

In advance of full implementation of the Department's YT strategy, a number of YT pilots have been taking place across the six FE colleges. The first cohort of YT pilots commenced in academic year 2015/16 with a second tranche of YT pilots commencing in academic year 2016/17. 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.

Generally speaking, the curriculum for the YT pilots includes the most relevant vocational qualification at level 2, English and mathematics qualifications at level 2 (GCSEs and/or Essential Skills), and additional qualifications as requested by employers. For a small number of students the curriculum includes qualifications at Level 1 or entry level, taking account of their qualification profile on entry to the pilot. The YT pilots have both a non-employed and employed pathway. YT participants on the non-employed pathway are enrolled full-time in college. Their programme of learning includes a structured work placement with a local employer. YT participants on the employed pathway are full-time employees. Typically they 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 either one or two years in duration.

This statistical bulletin presents a range of analysis regarding enrolments during the pilot phase of YT. This covers provision across the academic years 2015/16 to 2016/17 in the Northern Ireland 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.

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 YT, individual 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 YT pilot phase enrolments only
- [Section 2](#) focuses on performance of YT pilot phase only

Explanatory Notes

[Annex B: Technical Notes](#) provides detailed information on the methodology used to produce the statistics and the definitions of the terms used within the report.

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: [Youth Training 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 YT pilot phase activity, to help assess YT 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 YT 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 YT pilot phase statistics can be found in the notes and definitions section below.

Contextual Information

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

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

Policy and Operational Context

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

[Policy and Operational Context](#)

Similar YT Style Activity Information Elsewhere in the United Kingdom

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

[England](#)

[Scotland](#)

[Wales](#)

Section 1: Youth Training enrolments

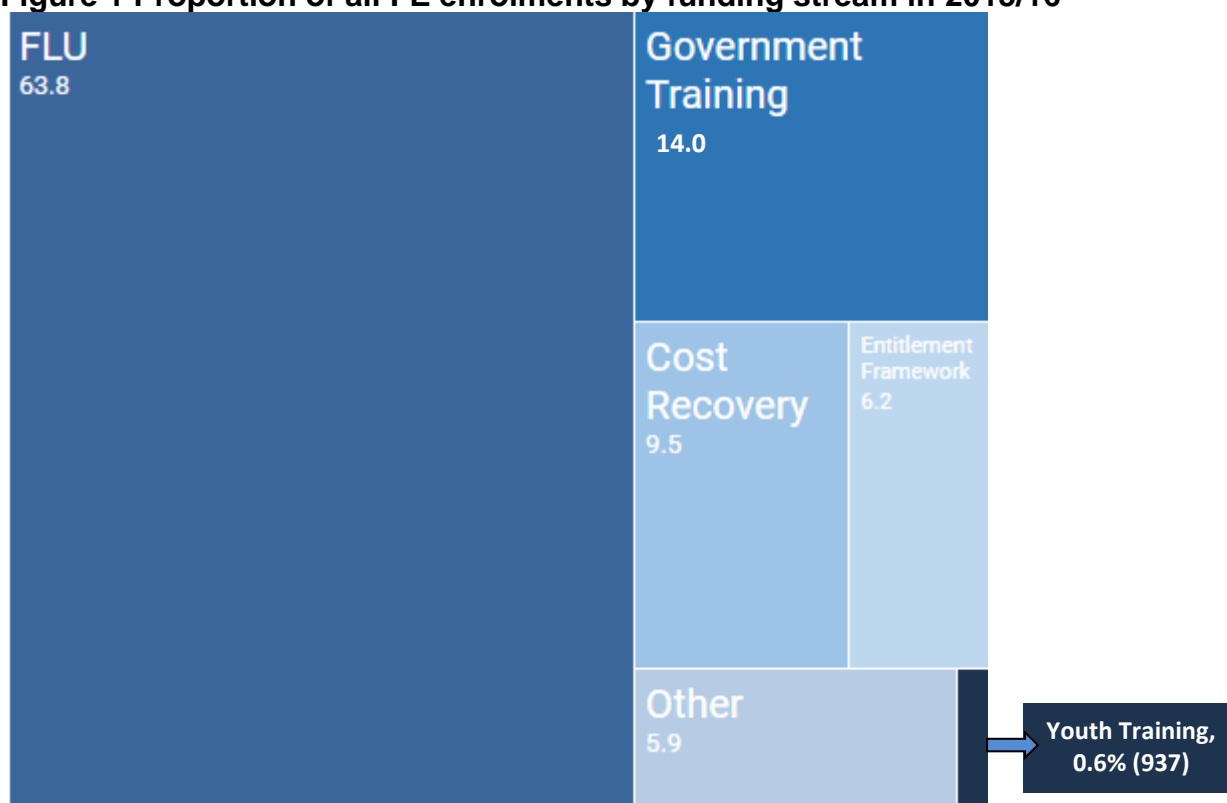
1.1 Proportion of all FE provision

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 Youth Training (YT) pilot programme within FE colleges in Northern Ireland are classified as 'Other' within the funding group ([see Section 1.3 within FE Activity publication](#)).

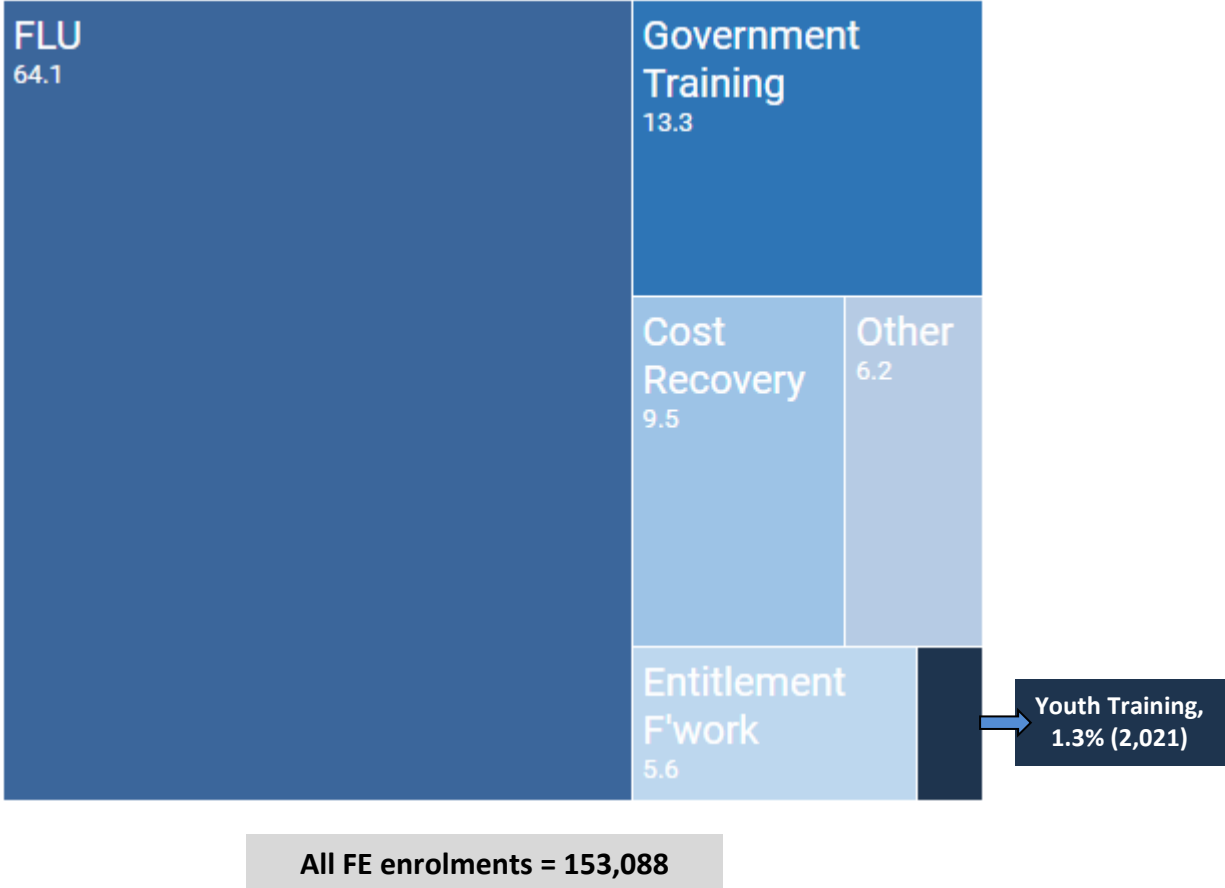
In 2015/16, 6.5% (9,942) of all (153,817) FE enrolments were allocated to the 'Other' funding group, of which 937 (0.6% of all FE enrolments) were YT pilot enrolments. In 2016/17 the 'Other' funding group comprised a larger proportion (7.6%, 11,581) of all (153,088) enrolments than in 2015/16. The proportion of all FE enrolments which were YT pilots increased to 1.3% (2,021). The 'Other' funding group also contains enrolments funded through a variety of different funding streams such as Apprenticeship pilots, 'Student Self-Funded' or 'Steps 2 Success'. (Figure 1 and Figure 2, Table A1)

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



All FE enrolments = 153,817

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



1.2 Enrolments and Individuals 2015/16 – 2016/17

All YT enrolments during 2015/16 and 2016/17 were delivered under the pilot phase so if the term 'YT enrolment(s)' is used within this report it refers to enrolments during the YT pilot phase. An individual student engaged in the YT pilot programme may be enrolled in several courses, one of which will be a core qualification with potentially several 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 YT pilot programme, covering 2015/16 and 2016/17, there have been a total of 2,958 enrolments (779 individuals) in the scheme.

Over the two academic years the number of YT pilot phase enrolments increased by 115.7% from 937 in 2015/16 to 2,021 in 2016/17. The number of individuals participating in YT pilot programmes has increased by 140.5% from 252 to 606. However, the number of enrolments per individual has decreased slightly from 3.7 to 3.3 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 YT 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 YT pilots which commenced in 2015/16 and were two years in duration.

Table 1 YT pilot enrolments and individuals by academic year

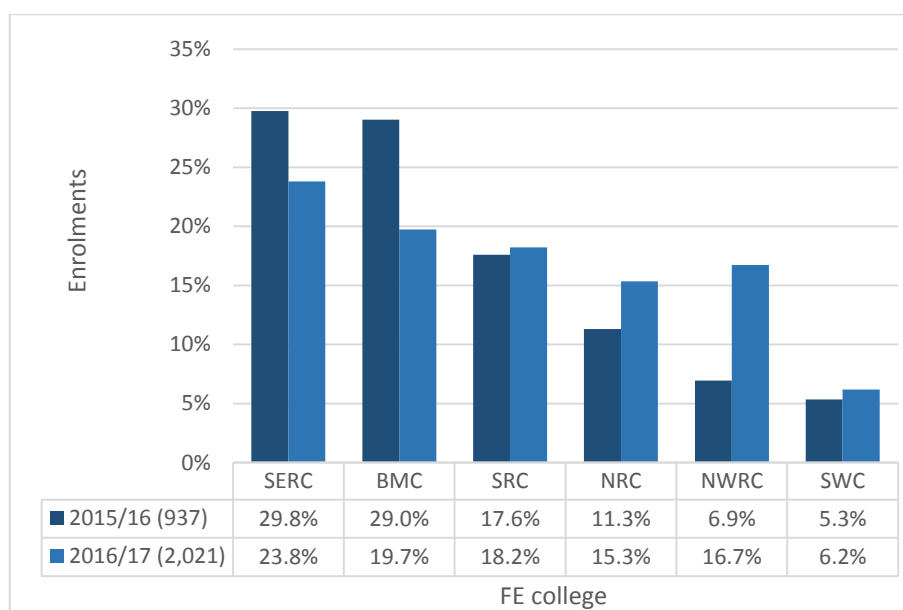
	2015/16	2016/17
Enrolments	937	2,021
Individuals	252	606
Enrolments per Individual	3.7	3.3

Where is YT provision being delivered?

In 2015/16, South Eastern Regional College (SERC) had the highest proportion (29.8%) of YT enrolments, closely followed by Belfast Metropolitan College (BMC) with 29.0%. The lowest proportion (5.3%) was in South West College (SWC).

Although SERC had a lower share of YT enrolments in 2016/17, they again had the largest proportion (23.8%) across the FE sector. BMC had the largest decrease (9.3 percentage points) to 19.7%, in the share of YT enrolments from 2015/16. Northern Regional College (NRC), North West Regional College (NWRC), Southern Regional College (SRC) and SWC all increased their proportion of YT enrolments between 2015/16 and 2016/17. (Figure 3, Table A2)

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

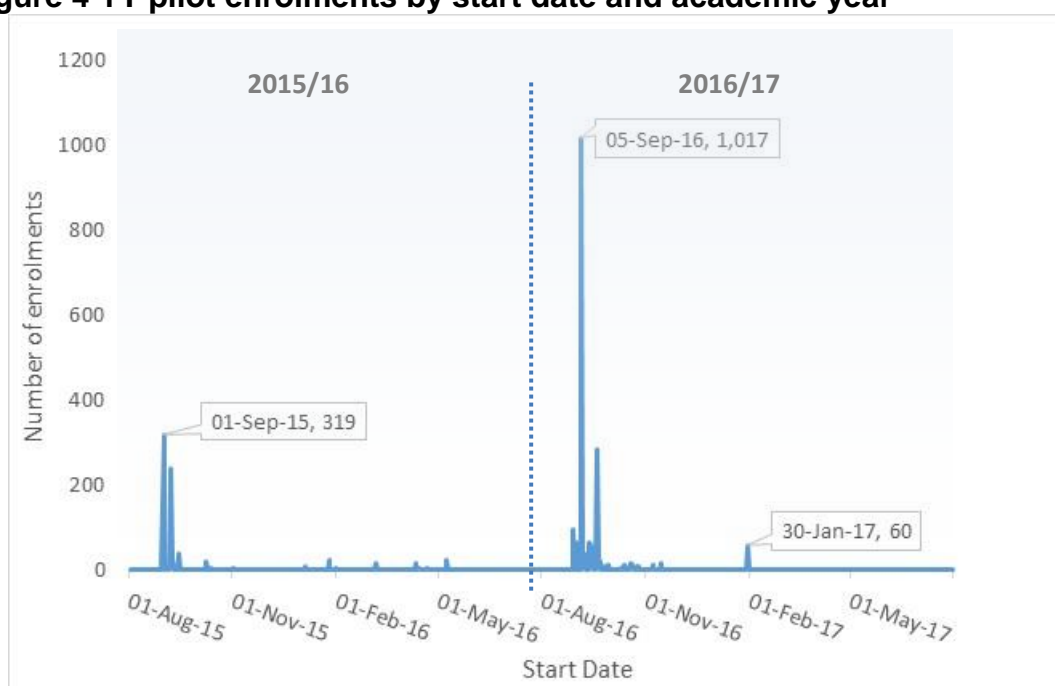


Academic Year and Start Dates

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 1,017 enrolments. The largest peak (319) in 2015/16 occurred around the same point (early September 2015) in the academic year. (Figure 4, Table A3).

Figure 4 YT pilot enrolments by start date and academic year

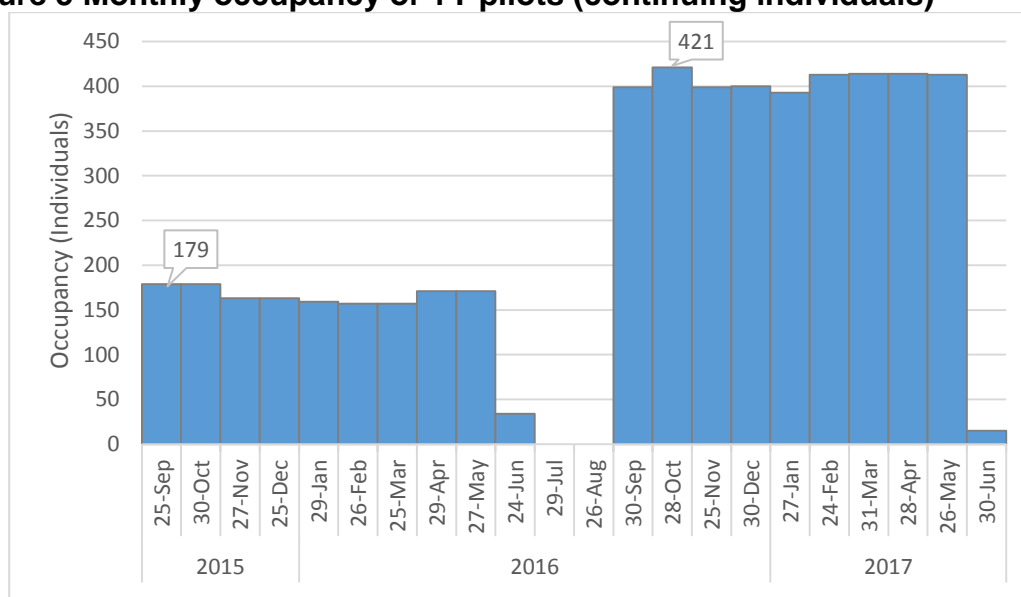


Occupancy

The occupancy level of YT 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 179 individuals on 25th September 2016, while in 2016/17 it was 421 individuals on 28th October 2017.

The occupancy levels are zero during the summer months (July/August) between academic years. The YT 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 YT 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. YT pilot programmes included a small number of participants undertaking non-regulated qualifications as part of YT pilot programmes to meet the specific needs of employers.

The majority of enrolments were on regulated courses in both years (94.9% in 2015/16 and 97.3% in 2016/17). There was an overall decrease in the proportion of non-regulated enrolments from 5.1% in 2015/16 to 2.7% in 2016/17. (Table 2)

Table 2 YT pilot enrolments by regulated classification and academic year

	2015/16			2016/17		
	Regulated	Non-Regulated	Total	Regulated	Non-Regulated	Total
Total	889	48	937	1,967	54	2,021

1.4 Personal Characteristics – Who is participating?

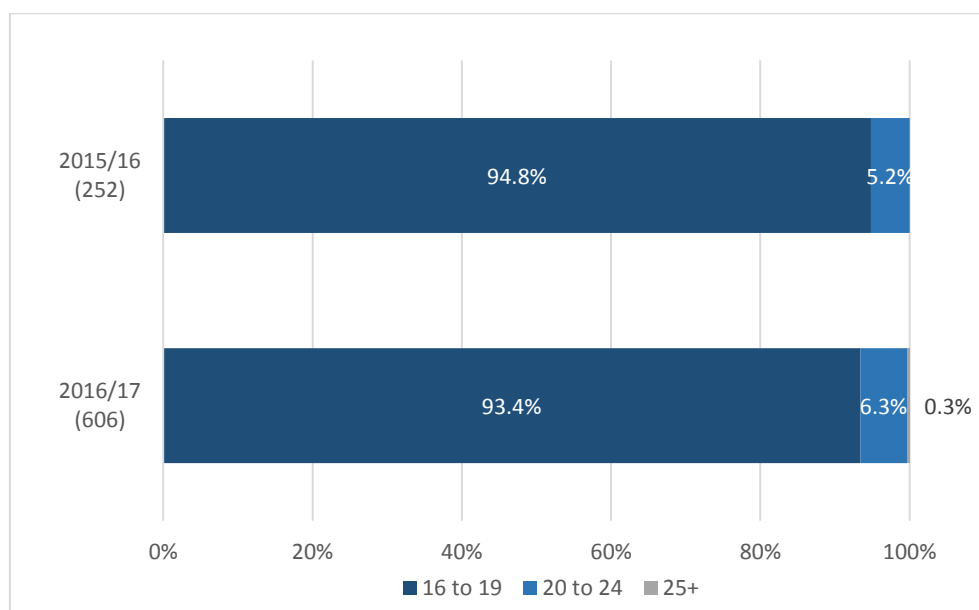
As mentioned earlier, an individual on the YT pilots can enrol on a number of qualifications and therefore appear multiple times within the enrolment data. If individuals with certain characteristics enrol multiple times, it can skew analysis on personal characteristics, such as age, gender and where they live. In relation to YT pilot provision, the enrolment to individual ratio is over three 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 majority (94.8%) of all individuals on YT pilots were in the age band '16 to 19'. Those aged '20 to 24' made up 5.2% and there were no individuals aged '25 and over'.

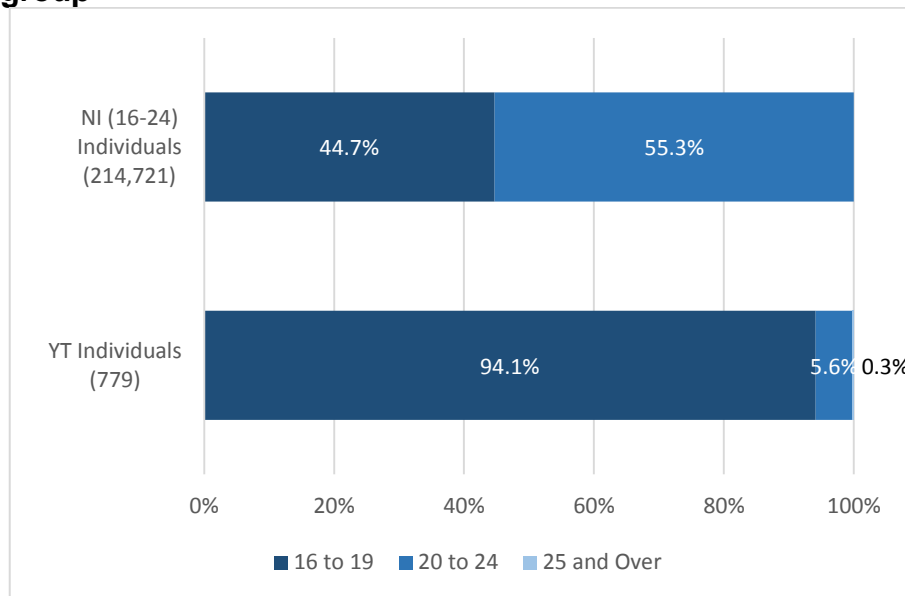
In 2016/17, the majority (93.4%) of all individuals on YT pilots were again in the age band '16 to 19'. Those aged '20 to 24' made up 6.3% and '25 and over' individuals 0.3%. (Figure 6, Table A5)

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



Based on mid-year NI population estimates of those aged '16 to 24' in 2016¹, the majority (55.3%) of individuals are aged '20 to 24'. Over the two year pilot phase (2015/16 and 2016/17), the majority (94.1%) of participants² were aged '16 to 19'. The difference in the age profile with the NI level '16 to 24' population may be attributable to the fact that the YT pilot is in the same range of options, such as Training for Success, to school leavers for post 16 study. There are also a larger range of educational programmes available to the 18 to 24 age cohort e.g. Bridge to Employment, Steps to Success. (Figure 7, Table A6)

Figure 7 Proportion of individuals on YT pilots and NI (16 to 24) individuals by age group



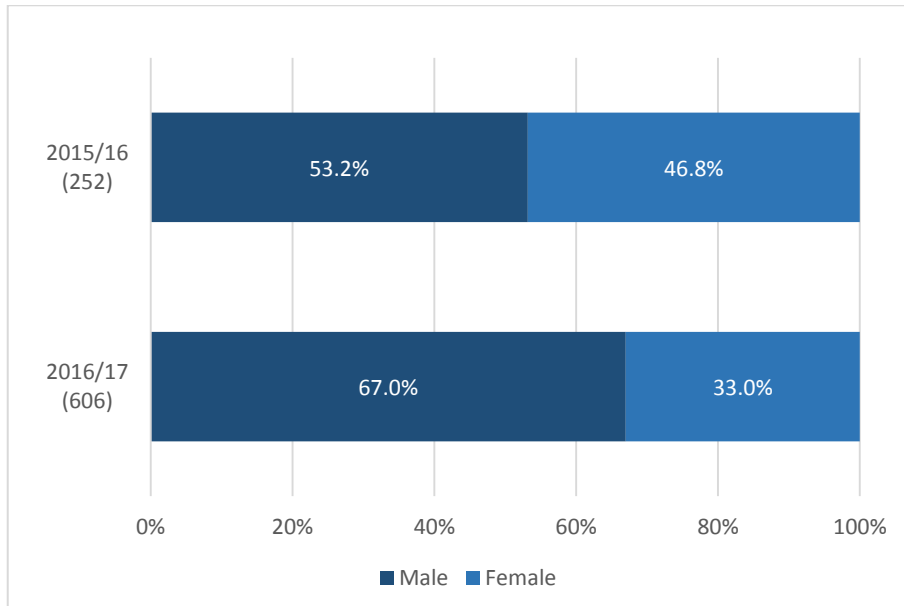
Gender

There were slightly fewer female individuals than male individuals on YT pilots in 2015/16 (46.8% female to 53.2% male). In 2016/17 there were over twice as many males (67.0%) enrolled as females (33.0%) on YT pilots. This is likely to be as a result of the new YT pilots offered in 2016/17 including a greater number of typically male-oriented subject areas such as; manufacturing engineering, motor vehicle, plumbing and joinery. (Figure 8, Table A7).

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

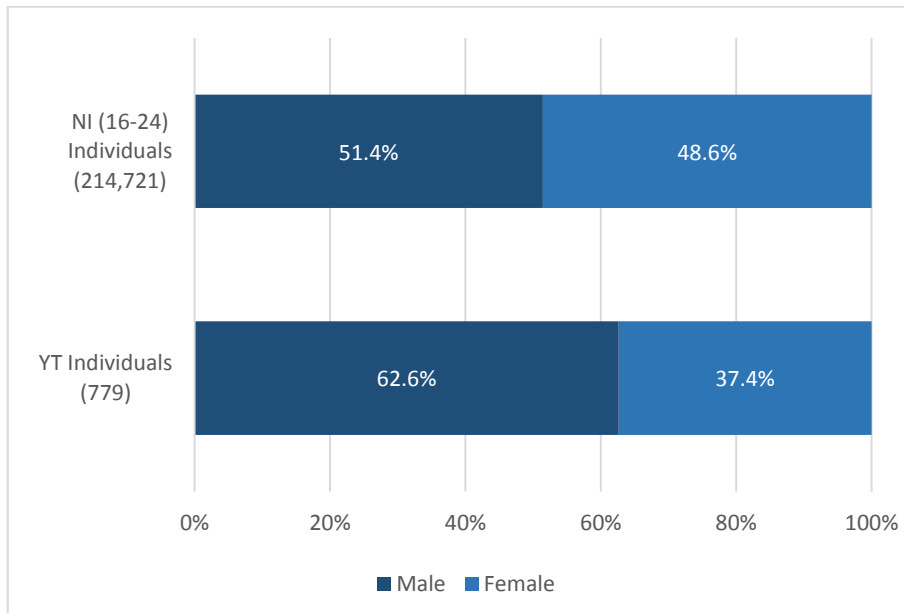
² For this comparator analysis with those aged 16 to 24 NI population, if an individual is enrolled in both academic years (2015/16 and 2016/17) they are only counted once.

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



The mid-year ('16 to 24') NI level population estimates¹ (2016) by gender indicates there a fairly even split between males (51.4%) and females (48.6%). Over the two year YT pilot phase the majority of individuals² enrolled on a YT pilot programme were males (62.6%), which is the similiar to the profile in the '16 to 24' population. The high proportion of males within YT pilots is mainly due to an increase in enrolments during 2016/17 in traditionally male-oriented subject areas. (Figure 9, Table A8).

Figure 9 Proportion of individuals on YT pilots and NI (16 to 24) individuals by gender



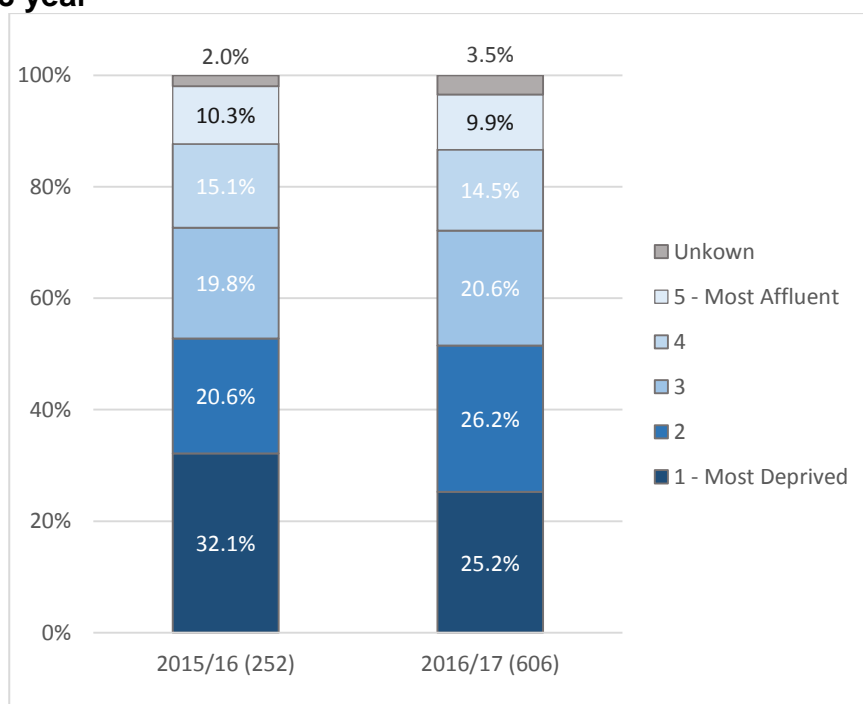
Northern Ireland Multiple Deprivation Measure Quintile

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' (7 unknown enrolments in 2015/16 and 61 in 2016/17).

In 2015/16, over half (52.8%) of YT individuals were from the two most deprived quintiles. A tenth (10.3%) of YT participants came from the most affluent quintile (Quintile 5), while 32.1% came from the most deprived quintile (Quintile 1).

The proportion of YT individuals in 2016/17, across each deprivation quintile, were similar to 2015/16. However, the proportion of individuals in the most deprived quintile decreased from 32.1% to 25.2%, while the proportion of individuals in Quintile 2 increased from 20.6% to 26.2%. (Figure 10, Table A9).

Figure 10 Proportion of individuals on YT pilots by NIMDM Quintile and academic year



A breakdown of mid year ('16 to 24') NI level population estimates¹ (2016) by super output areas is not available. Consequently no comparison between the individuals on YT pilots and NI population by NIMDM Quintiles is presented here.

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

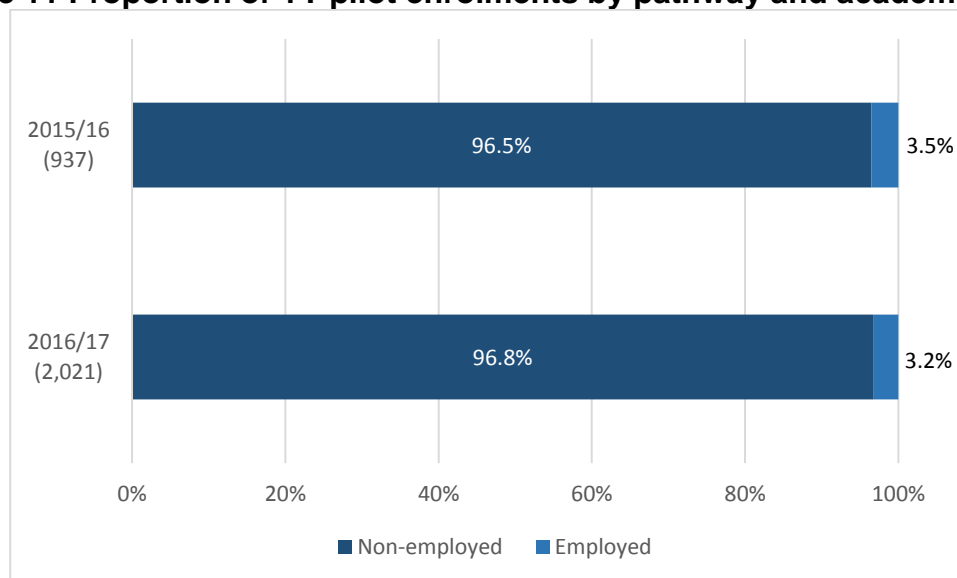
1.5 Course Characteristics – What is being studied?

In relation to the course characteristics of the YT pilot provision, enrolments will be used for analysis across pathways, level, and subject area of the qualification sections.

Pathways

YT enrolments in 2015/16 and 2016/17 had two possible pathways: 'employed' and 'non-employed'. The 'non-employed' pathway had the majority of provision with 904 (96.5%) YT pilot enrolments in 2015/16 and 1,956 (96.8%) in 2016/17. The 'employed' pathway comprised of the remaining 3.5% of YT pilot enrolments in 2015/16 and 3.2% in 2016/17. (Figure 11, Table A10).

Figure 11 Proportion of YT pilot enrolments by pathway and academic year



Level of study

Each enrolment on the YT pilot programme is assigned a level between 'Entry Level' and 'Level 2'. Qualifications at the same level have a similar level of demand or difficulty, for example:

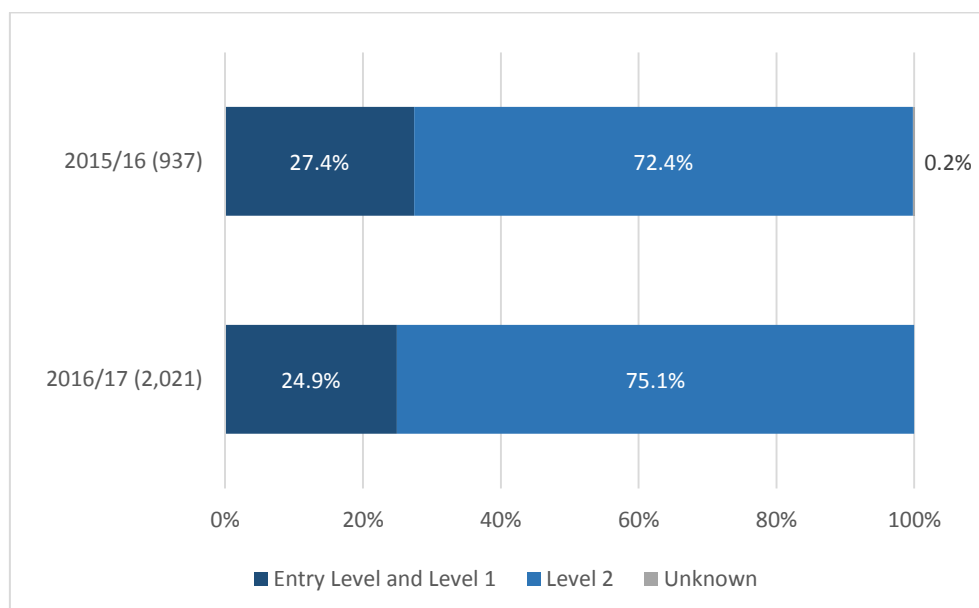
- 'Level 1 and Entry Level' includes, Vocational Qualifications Level 1, GCSEs at grade D–G, English for Speakers of Other Languages (ESOL) and Essential Skills
- 'Level 2' includes Vocational Qualifications Level 2, GCSEs at grade A*–C, ESOL and Essential Skills

Every individual participating in a YT pilot will have one vocational qualification at 'level 2' 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 almost three-quarters (72.4%) of YT enrolments were at 'level 2' and the remainder were either 'entry level' or 'level 1' (27.4%) or 'Unknown' (0.2%).

The total proportion of enrolments at level 2 increased (2.7 percentage points[pp]) to 75.1% in 2016/17. (Figure 12, Table A11).

Figure 12 Proportion of YT pilot enrolments by level of study and academic year



Sector Subject Area

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

Of the 937 YT enrolments in 2015/16, the subject area 'Preparation for Life and Work' had the largest share (48.6%). This was followed by 'Retail and Commercial Enterprise' (11.7%). Of the 2,021 YT enrolments in 2016/17, the subject area 'Preparation for Life and Work' had the largest share (35.6%). This was followed by 'Engineering and Manufacturing Technologies' (13.9%). There was an increase in the number of enrolments across all subject areas between 2015/16 and 2016/17. The largest increase (376.3%) in enrolments was in 'Engineering and Manufacturing Technologies'. (Table A13)

In 2015/16, nearly half (44.4%) of the enrolments within the subject area 'Preparation for Life and Work' were Essential Skills courses in literacy and numeracy, while in 2016/17 it was the majority at 87.4%. (Table A23)

As demonstrated earlier (Page 21) in 2015/16 YT participants were made up of 46.8% female and 53.2% male participants. The gender composition within subject areas varied greatly from 83.3% females within 'Retail and commercial enterprise' to 20.0% in 'Information and communication technology'.

SSA by gender is only presented, in Figures 13, 14 and accompanying tables, where there is sufficient data. Any small counts associated with a SSA have not been presented in line with disclosure control. In 2015/16, there were 92 enrolments (in 2016/17 it is 296) across SSAs; 'Health, public services and care'; 'Agriculture, horticulture and animal care'; 'Engineering and manufacturing technologies'; 'Construction, planning and the built environment'; 'Leisure, travel and tourism'; 'Languages, literature and culture' but are not presented by gender in this report.

In 2016/17 there were even fewer female participants (33.0%) in YT pilots compared to males (67.0%). The subject area with the highest proportion of females was in 'Retail and commercial enterprise' (78.4%), while 'Information and communication technology' had 9.9% females. (Figure 13 and Figure 14, Table A12)

There were no YT pilot enrolments in either year for the following SSAs: 'Arts, Media and Publishing', 'History, Philosophy and Theology', 'Social Sciences' and 'Education and Training'.

Figure 13 Proportion of YT individuals by sector subject area and gender in 2015/16

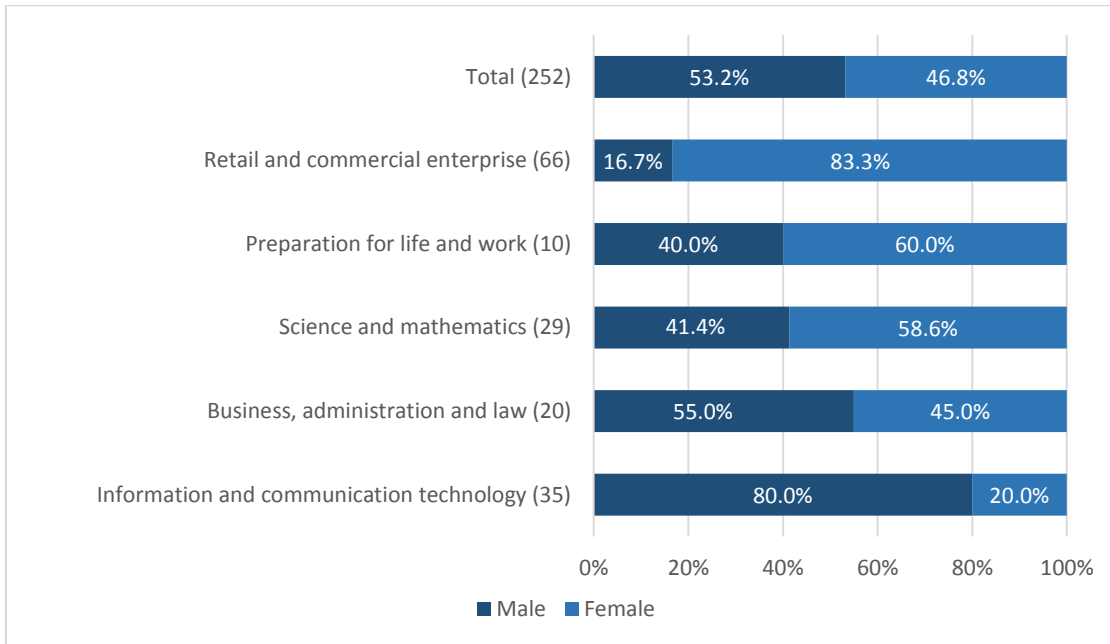
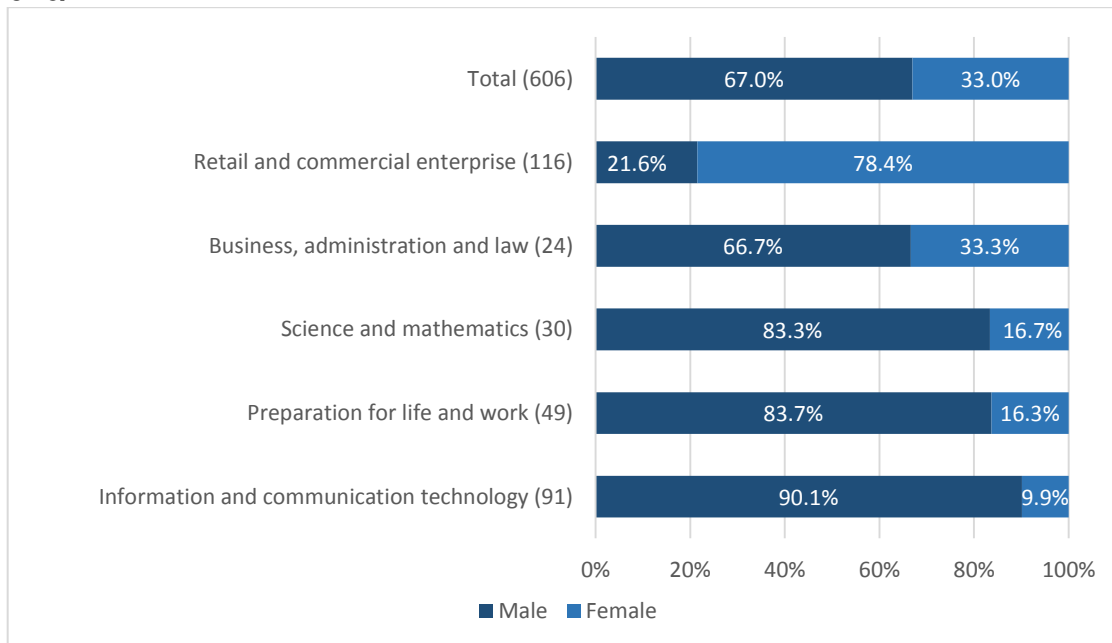


Figure 14 Proportion of YT individuals by sector subject area and gender in 2016/17



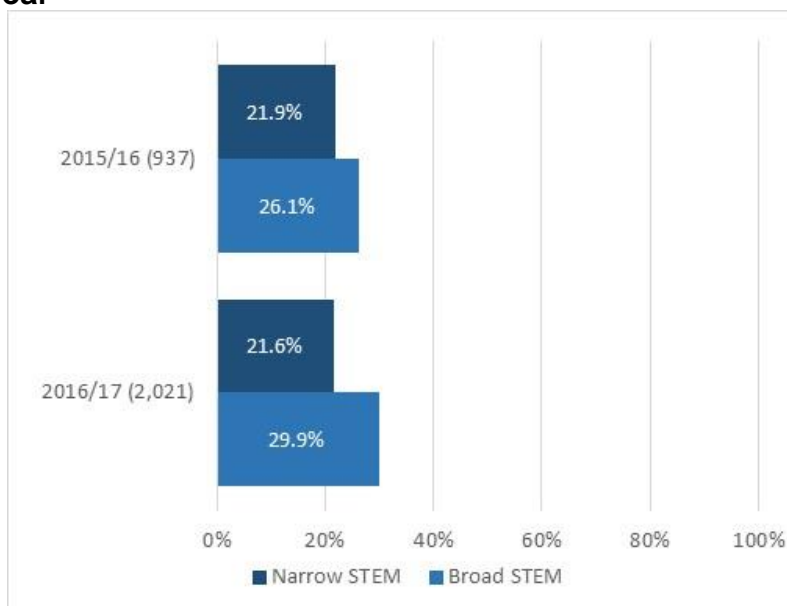
Science, Technology, Engineering & Mathematics Indicator

The '[Success through Skills – transforming futures](#)' publication highlights a need to address subject imbalances, as forecasts predict that degree subject requirements will become more skewed towards 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 YT pilot enrolments within STEM subject areas. In 2015/16 enrolments identified as Broad STEM accounted for 26.1% of all YT provision. This increased to 29.9% in 2016/17. The proportion of Narrow STEM enrolments decreased from 21.9% in 2015/16 to 21.6% in 2016/17. (Figure 15, Table A14)

Figure 15 Proportion of YT 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 YT 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.

Trends – 2015/16 to 2016/17

In 2015/16, 77.8% (692) of all YT regulated enrolments were in the final year, while in 2016/17 that percentage was 70.2% (1,381). (Table 3)

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

	2015/16			2016/17		
	Regulated Enrolments	Final Year Regulated Enrolments	Percentage Final Year	Regulated Enrolments	Final Year Regulated Enrolments	Percentage Final Year
Total	889	692	77.8%	1,967	1,381	70.2%

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 both full and partial achievements. Partial achievement accounted for 4.8% and 3.4% of total achievements in 2015/16 and 2016/17 respectively. Please refer to [Annex A: Definitions](#) for further information on partial and full achievement. (Table AS9)

Trends – 2015/16 to 2016/17

As expected, given the increase in final year enrolments, more qualifications were awarded in FE colleges in 2016/17 (818) than in 2015/16 (480), a net increase of 70.4%. (Table 4)

Table 4 Regulated qualifications achieved during YT pilots by academic year

Qualifications	2015/16	2016/17
Total	480	818

2.3 – Performance 2015/16 – 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. Please note that, within this publication, achievement rate is presented within the FE college section below, but not in the remaining sections of the 2016/17 analysis. These figures are available in the accompanying online tables.
- **Success rate** is the overall measure of performance, which is the proportion of the number of enrolments who complete their final year of study and achieve their qualification to the number of final year enrolments.

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

In the following section the performance is given by YT programme level only, however, where possible, further breakdowns by FE college are available in the additional tables. [Youth Training Pilot in Northern Ireland. Academic Years 2015/16 and 2016/17.](#)

Performance by Academic Year

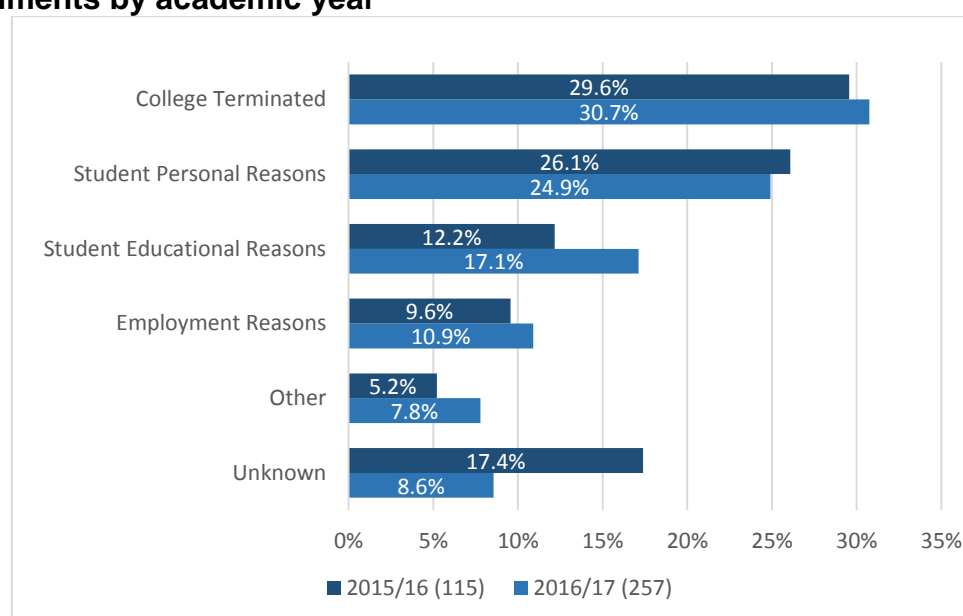
Retention Rate

Retention rate decreased by 1.3 percentage points (pp) for all YT pilot final year enrolments from 83.7% in 2015/16 to 82.4% in 2016/17. (Table 5)

In 2015/16, of the 16.6% (115) final year YT enrolments that did not complete the course, 95 (82.6%) have a known reason for leaving. The top three reasons for leaving were 'College Terminated' (29.6%), 'Student Personal Reasons' (26.1%) and 'Student Educational Reasons' (12.2%).

In 2016/17 of the 257 (18.6%) final year YT enrolments that withdrew, 235 (91.4%) have a known reason for leaving. The most common reasons were 'College Terminated' (30.7%) followed by 'Student Personal Reasons' (24.9%) and 'Student Educational Reasons' (17.1%). (Figure 16, Table A15).

Figure 16 Grouped reasons⁴ for leaving for withdrawn YT final year enrolments by academic year



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

Achievement Rate

The overall achievement rate was 82.9% in 2015/16 and 71.9% in 2016/17. (Table 5)

Success Rate

The overall success rate in 2015/16 was 69.4% but decreased (-10.1 pp) to 59.2% in 2016/17. (Table 5)

Table 5 Performance of YT pilot enrolments by academic year

Academic Year	Final year enrolment	Final year completer	Retention Rate	Final year achievement	Achievement Rate	Success Rate
2015/16	692	579	83.7%	480	82.9%	69.4%
2016/17	1,381	1,138	82.4%	818	71.9%	59.2%

For reference, the success rates for all FE sector enrolments at Level 2 and below 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 2 and below, irrespective of funding, had a success rate of 75.5% in 2016/17.

Performance by Age

Retention rate

The retention rate for those '16 to 19' (84.1%) was higher than the '20 to 24' age group (68.4%) in 2015/16 and in 2016/17 (82.8% compared with 75.9%). Although, the retention rate for the '16 to 19' age group fell by 1.3 pp between 2015/16 and 2016/17, the retention rate of the '20 to 24' age group increased 7.5 pp to 75.9%. (Figure 17 and Figure 18, Table A16)

Success rate

The success rate in 2015/16 for the '16 to 19' age group (70.3%) was almost double that of the '20 to 24' age group (36.8%). However, in 2016/17, the success rates for those aged '16 to 19' and '20 to 24' were similar (59.2% and 59.5%, respectively). (Figure 17 and Figure 18, Table A16)

Figure 17 Performance of YT pilot enrolments by age in 2015/16

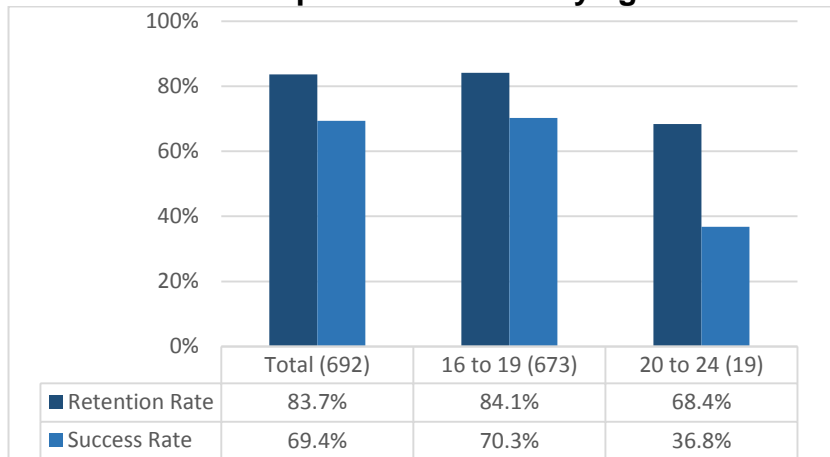
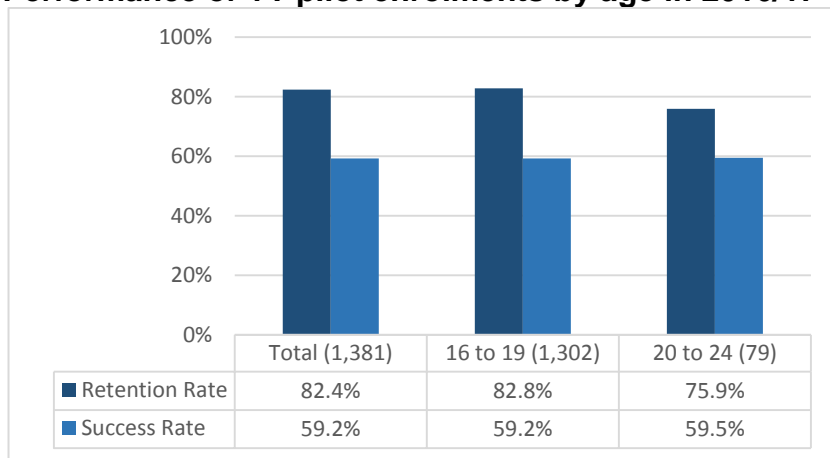


Figure 18 Performance of YT pilot enrolments by age in 2016/17



Performance by Gender

Retention rate

In 2015/16, the retention rate for final year enrolments by females (81.3%) was lower than that for final year enrolments for males (86.6%). Similarly in 2016/17, the retention rate for males was higher, although retention rate for both males and females decreased to 83.3% and 80.9%, respectively. (Figure 19 and Figure 20, Table A17).

Success rate

The YT pilots' success rate for females (70.7%) was higher than for males (67.7%) in 2015/16 and in 2016/17 (63.0% for females and 56.9% for males). The overall success rate fell from 69.4% in 2015/16 to 59.2% in 2016/17. (Figure 19 and Figure 20, Table A17).

Figure 19 Performance of YT pilot enrolments by gender in 2015/16

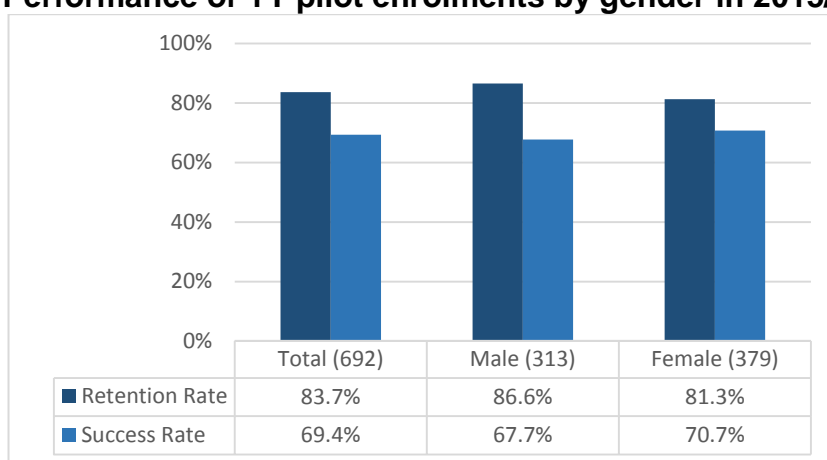
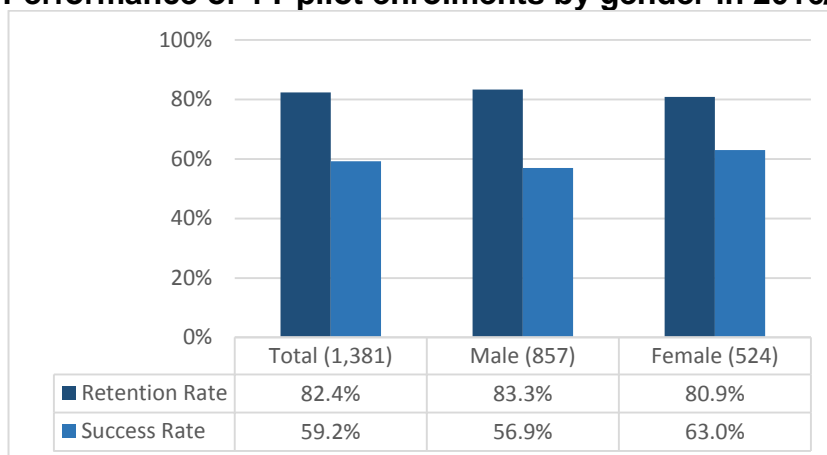


Figure 20 Performance of YT pilot enrolments by gender in 2016/17



Performance by NIMDM Quintile

Retention rate

For the YT pilots in 2015/16, retention rates were lowest (80.7%) for final year enrolments from Quintile 2, representing the second-most deprived areas in Northern Ireland. The highest (86.5%) retention rate was for those from the Quintile 4, representing the second-most affluent areas in Northern Ireland.

The overall retention rate in 2016/17 (82.4%) was lower than in 2015/16 (83.7%). YT final year enrolments within Quintile 2 saw the largest fall in retention rate over 2015/16 (80.7%) and 2016/17 (78.6%), with a drop of 2.0 pp. (Figure 21 and Figure 22, Table A18).

Success rate

In 2015/16, success rates in YT pilots ranged from 64.0% for final year enrolments from Quintile 1 to 76.0% for those from Quintile 5. The success rate for YT final year enrolments within each Quintile was lower in 2016/17 than in 2015/16. The largest drop in success rate across the two academic years was for YT final year enrolments from Quintile 2, which fell by 17.7 pp (73.1% to 53.4%). (Figure 21 and Figure 22, Table A18).

Figure 21 Performance of YT pilot enrolments by NIMDM in 2015/16

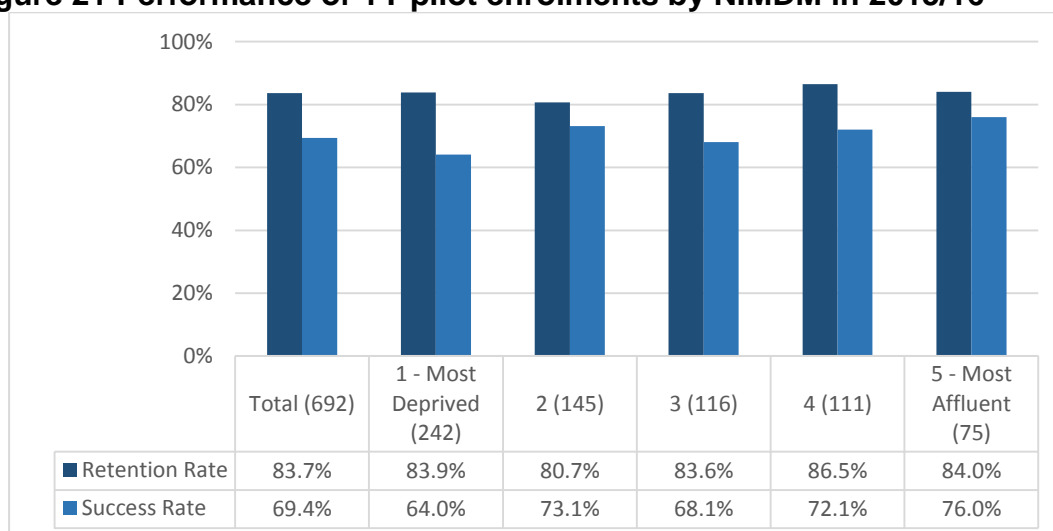
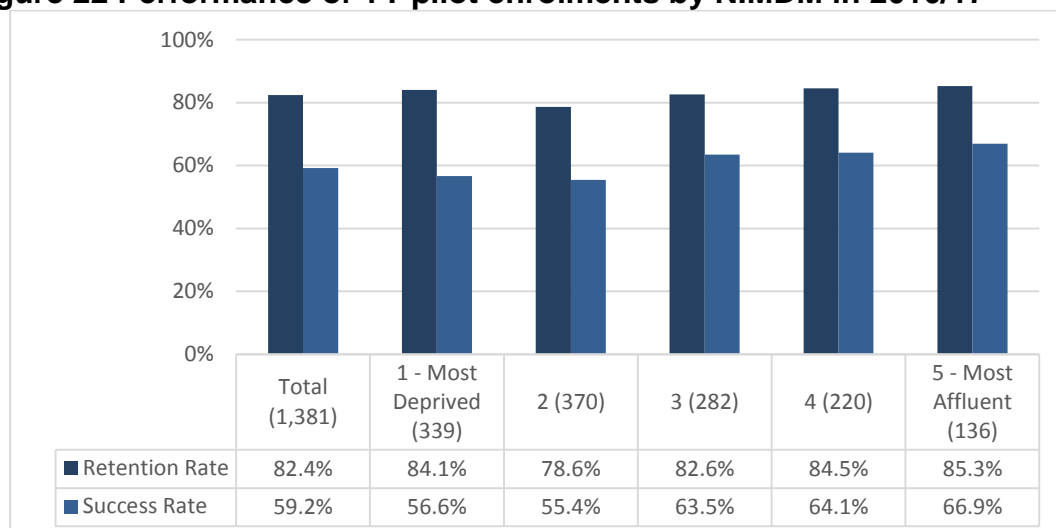


Figure 22 Performance of YT pilot enrolments by NIMDM in 2016/17



Performance by Pathway

Retention rate

In 2015/16 the retention rate was 83.3% for final year enrolments on the 'non-employed' pathway and 100.0% for the 'employed' pathway. In 2016/17 there was a decrease in retention rate for the 'non-employed' pathway (82.1%) and for the 'employed' pathway there was no change. (Figure 23 and Figure 24, table A19)

Success rate

In 2015/16, the success rate for final year enrolment on the 'employed' pathway (92.9%) were much higher than those for 'non-employed' pathway (68.9%). In 2016/17, the success rate for final year enrolments on the 'employed' pathway (66.7%) was again higher than for the non-employed pathway (59.1%). The overall YT pilot success rate in 2016/17 (59.2%) was lower than in the previous year (69.4%). (Figure 23 and Figure 24, Table A19)

Figure 23 Performance of YT pilot enrolments by pathway in 2015/16

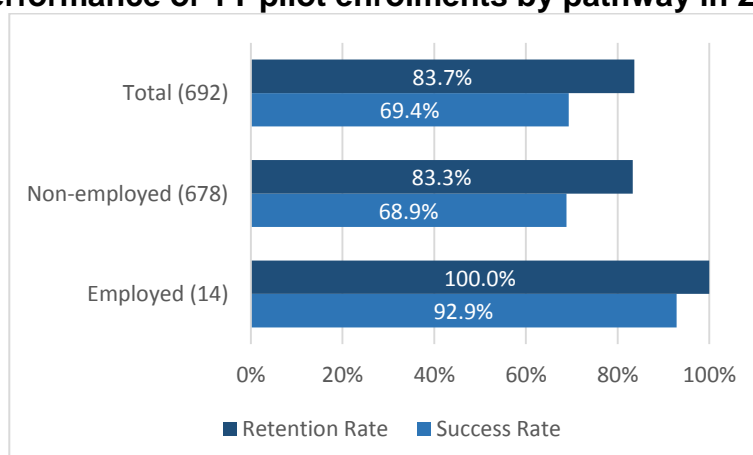
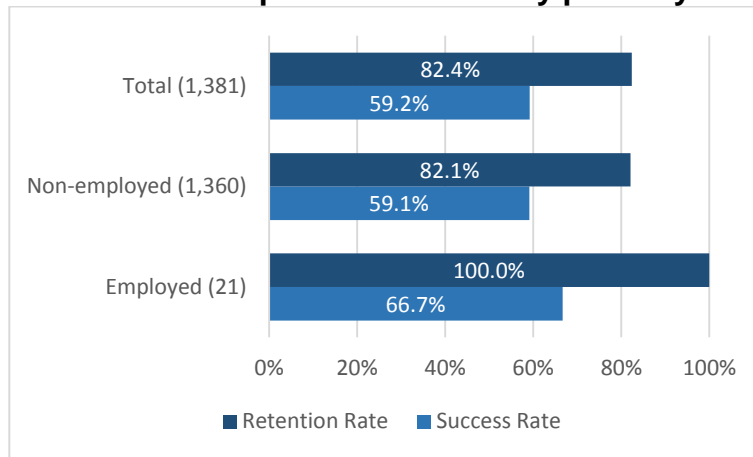


Figure 24 Performance of YT pilot enrolments by pathway in 2016/17



Performance by STEM Indicator

Retention rate

Retention rates by STEM indicator ranged from 81.7% for Broad STEM to 84.1% for non-STEM enrolments in 2015/16. In 2016/17 the lowest retention rate was for non-STEM enrolments (81.3%), a fall of 2.8 pp. The highest retention rate was for Broad STEM enrolments at 87.0%, an increase of 5.3 pp. (Figure 25 and Figure 26, Table A20)

Success rate

In 2015/16, the success rate was highest for non-STEM enrolments (71.3%) and lowest for Broad STEM enrolments (60.0%). In 2016/17 the opposite occurred, with the highest success rate for Broad STEM enrolments (63.2%), an increase of 3.2 pp, while the lowest for non-STEM enrolments at 58.3%. (Figure 25 and Figure 26, Table A20)

Figure 25 Performance of YT pilot enrolments by STEM indicator in 2015/16

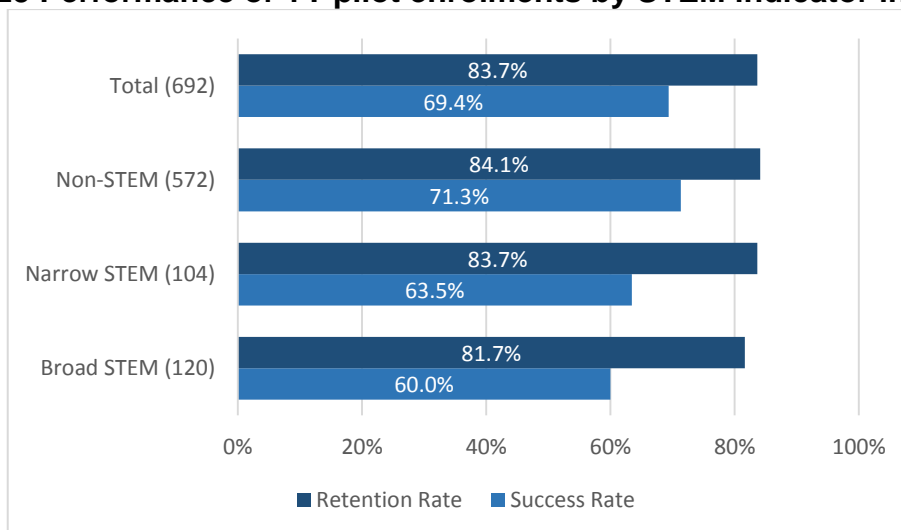
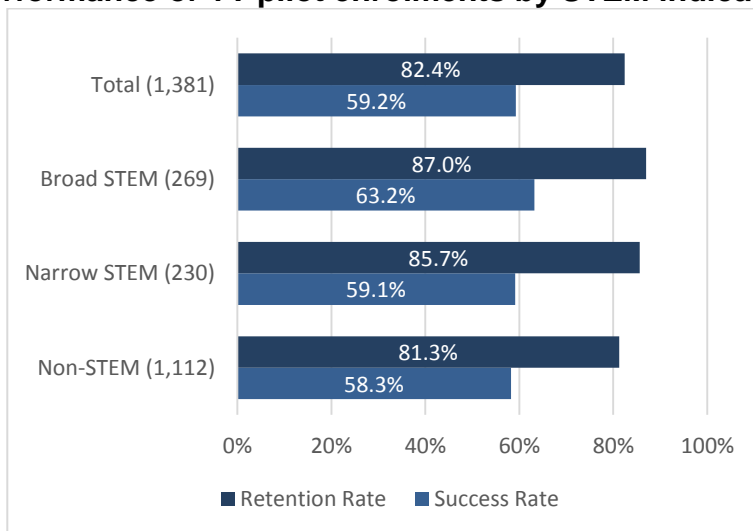


Figure 26 Performance of YT pilot enrolments by STEM indicator in 2016/17



Performance by Level of Study

Retention rate

The retention rates by level ranged from 80.6% for final year enrolments at entry level to 91.8% for level 1 in 2015/16. In 2016/17 the lowest retention rate was for those at level 1 (78.5%). The highest retention rate was for level 2 at 83.9%, an increase of 3.0 pp. (Figure 27 and Figure 28, Table A21)

Success rate

In 2015/16 the success rate was highest for final year enrolments at level 1 (80.8%) and lowest for those at level 2 (64.6%). The success rate in 2016/17 was highest for entry level (72.4%), a decrease of 5.0 pp. The success rate was lowest for level 1 at 50.0%. (Figure 27 and Figure 28, Table A21)

Figure 27 Performance of YT pilot enrolments by level of study in 2015/16

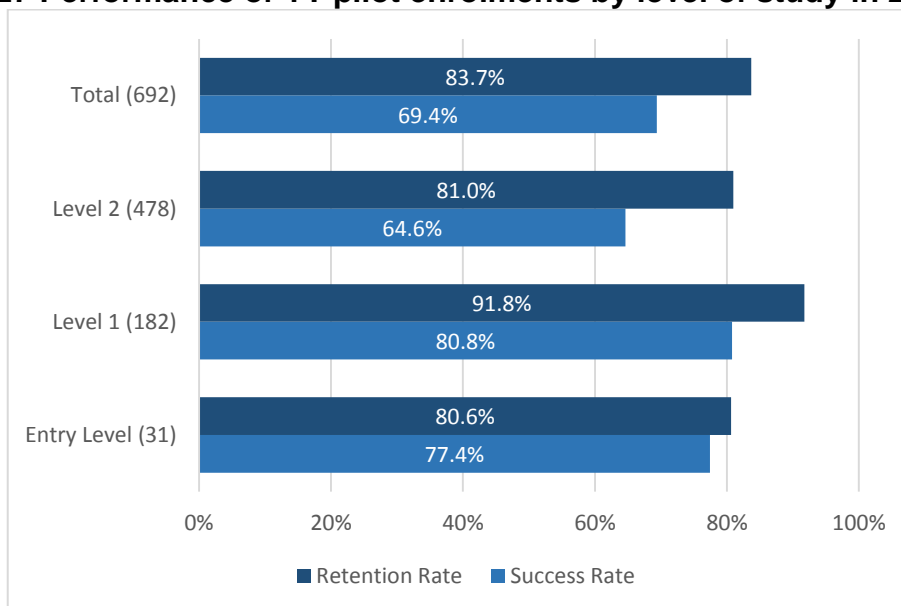
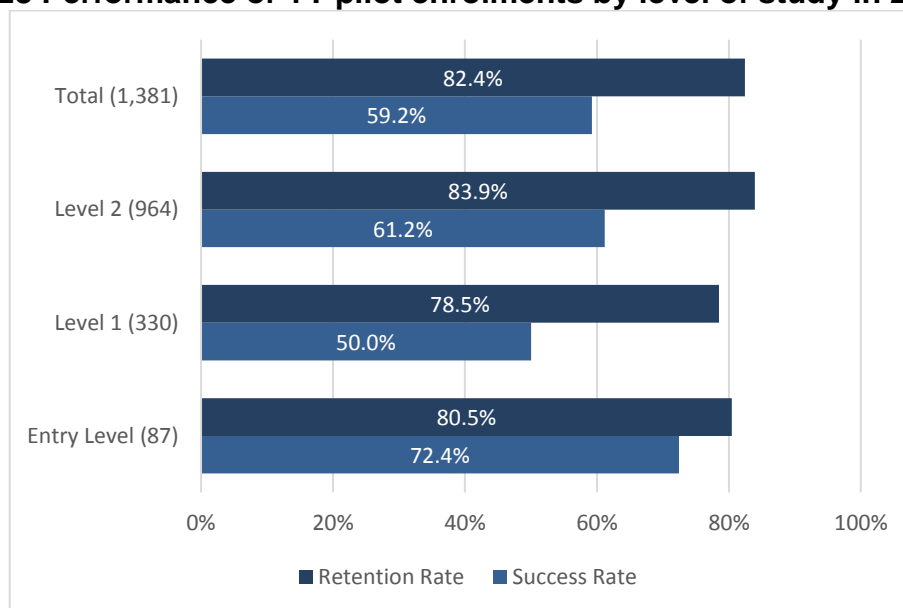


Figure 28 Performance of YT pilot enrolments by level of study in 2016/17



Performance by Sector Subject Area

Retention rate

Of those Sector Subject Areas (SSAs) which have final year enrolments, the retention rates ranged from 70.0% in 'Construction, Planning and the Built Environment' to 90.3% in 'Information and Communication' in 2015/16. Overall retention rates in 2015/16 (83.7%) were higher than in 2016/17 (82.4%). One subject area in 2016/17 had a 100% (4 enrolments) retention rate, 'Agriculture, Horticulture and Animal Care'. The lowest retention rate in 2016/17 was in 'Leisure, Travel and Tourism' (63.3%). (Figure 29 and Figure 30, Table A22).

Success rate

The subject area with the highest success rate in 2015/16 was 'Leisure, Travel and Tourism' with 88.9% and the lowest was 'Science and Mathematics' with 39.0%. In 2016/17, subject area success rates ranged from 26.7% in 'Science and Mathematics' to 100.0% in 'Agriculture, Horticulture and Animal Care'. The total success rate for 2016/17 (59.2%) was lower than in 2015/16 (69.4%) (Figure 29 and Figure 30, Table A22).

Figure 29 Performance of YT pilot enrolments by sector subject area in 2015/16

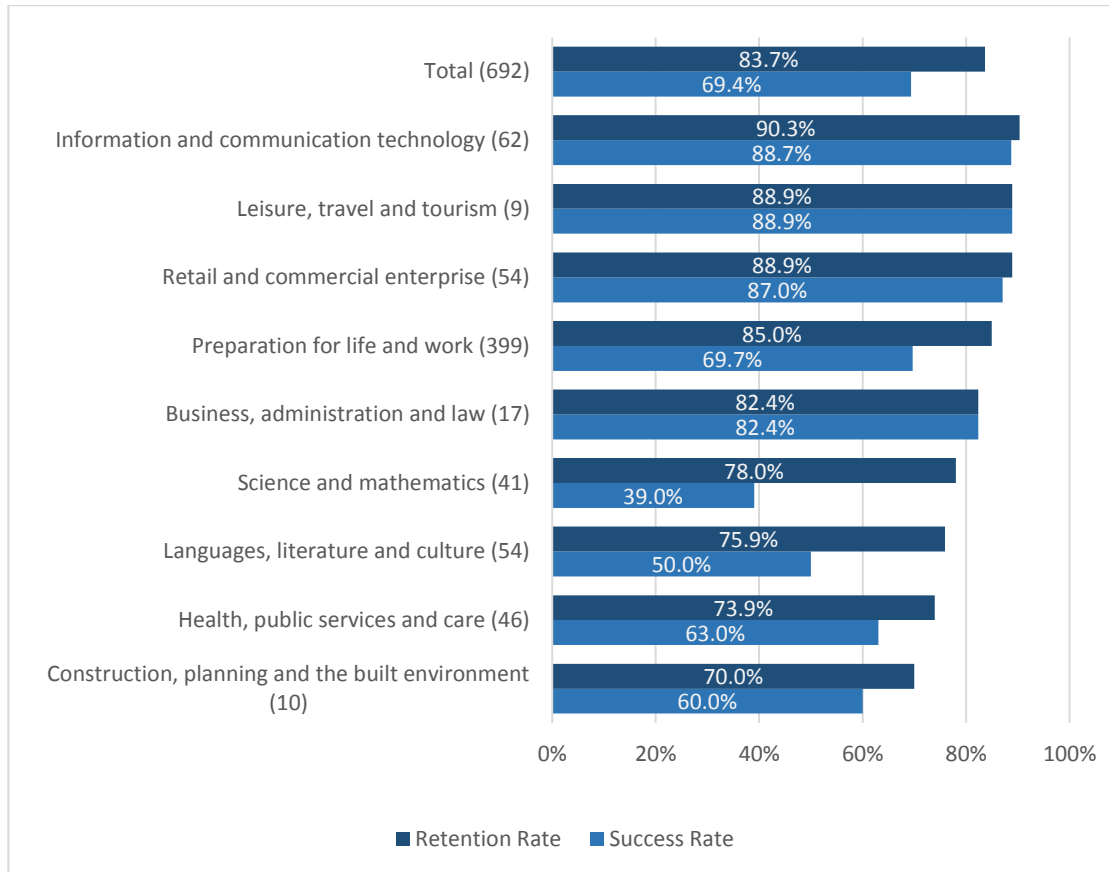
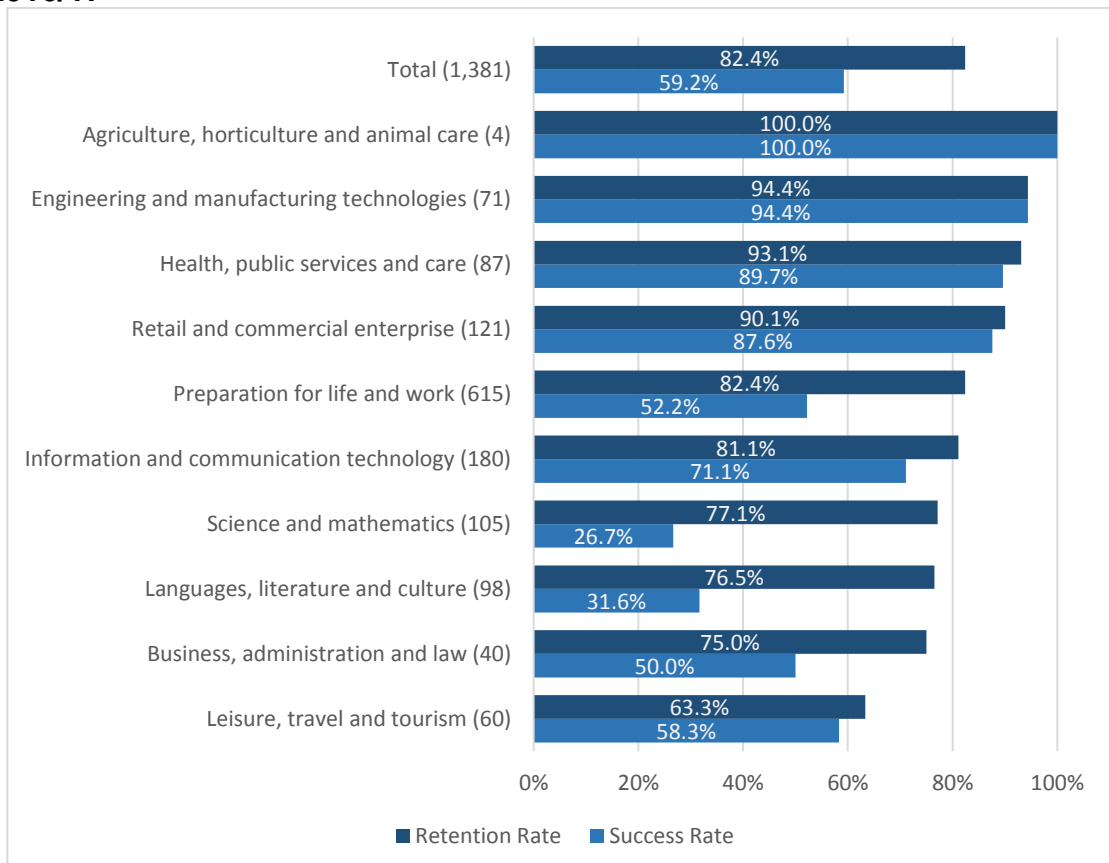


Figure 30 Performance of YT pilot enrolments by sector subject area in 2016/17



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 YT pilot programme being similar to the Training for Success (TfS) 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 YT, have a programme of study which included a non-regulated qualification(s).

Of those who left in 2015/16, 31 of 153 individuals (20.3%) achieved all their targeted qualifications, while for those who left in 2016/17, this number was 40 out of 287 (13.9%). Nearly half (48.4%) in 2015/16 and (48.1%) 2016/17 of leavers achieved, as a minimum, their core qualification. Just over a fifth (22.2%) left the YT pilot programme with no qualifications in 2015/16, while in 2016/17 it was higher at 30.0%. (Table 6 and Table 7)

The TfS programme is comparable to YT in that they are both aimed at provision to Level 2. Of leavers in 2015/16 from the TfS programme, 26% left with no qualification or outcome, this rose to 30% in 2016/17. See p.29 Table 3.5: Summary of participants leaving Skills for Work (2013/14 to 2017/18) of the [Training for Success Statistical Bulletin](#).

Information on the proportion of *leavers*, from the TfS programme, with all targeted qualifications, is not reported in the TfS publication. Further TfS performance analysis is available by financial year and using a different 'starts' methodology (see page 32, Table 4.3 Performance on TfS 2013 Skills for Work Level 2 (2013/14 to 2016/17), which provides the proportion who left with all targeted qualifications. Given the different time period and methodology used for TfS programmes, this is not directly comparable to the methodology used for the YT analysis within this report.

Table 6 YT pilot performance by programme of study in 2015/16

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

	Individuals Leaving in Year	Individuals Leaving & Not Achieving	% of leavers	Individuals Leaving & Achieving Core Qualification	% of leavers	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	153	34	22.2%	74	48.4%	50	32.7%	78	51.0%	31	20.3%

Table 7 YT pilot performance by programme of study in 2016/17

	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	287	86	30.0%	138	48.1%	129	44.9%	119	41.5%	40	13.9%

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.

Core Qualification

The core qualification is the level 2 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 2 Diploma in Land-based Technology (QCF)		✓
City & Guilds Level 2 Diploma In Bench Joinery (QCF)		✓
City & Guilds Level 2 Diploma In Culinary Skills (QCF)		✓
City & Guilds Level 2 Diploma in Engineering (QCF)		✓
City & Guilds Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF)	✓	✓
City & Guilds Level 2 Diploma in Light Vehicle Maintenance & Repair Principles (QCF)	✓	✓
City & Guilds Level 2 Diploma In Plumbing Studies (QCF)		✓
City & Guilds Level 2 Diploma In Professional Cookery (QCF)	✓	✓
City & Guilds Level 2 Diploma in Women's Hairdressing (QCF)	✓	
City & Guilds Level 2 NVQ Diploma in Hairdressing (QCF)	✓	✓
EAL Level 2 Diploma in Engineering Technology (QCF)	✓	✓
ETCAL Level 2 NVQ Diploma in Performing Engineering Operations (QCF)	✓	✓
FDQ Level 2 Diploma In Professional Butchery (QCF)		✓
IMI Level 2 Certificate in Light Vehicle Maintenance (VRQ)		✓
IMI Level 2 Diploma in Vehicle Accident Repair - Multi-skilled (VRQ)		✓
NCFE CACHE Level 2 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland)	✓	
OCR Level 2 Cambridge Technical Diploma in Business (QCF)	✓	✓
OCR Level 2 Cambridge Technical Diploma in IT (QCF)	✓	✓
OCR Level 2 Diploma in Administration (Business Professional) (QCF)	✓	✓
Pearson BTEC Level 1/Level 2 First Extended Certificate in Construction and the Built Environment	✓	
Pearson BTEC Level 1/Level 2 First Extended Certificate in Travel and Tourism	✓	✓
Pearson BTEC Level 2 Diploma in Horticulture (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 YT pilot programmes.

Further Education College

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

- [Belfast Metropolitan College – BMC](#)
- [Northern Regional College – NRC](#)
- [North West Regional College - NWRC](#)
- [South Eastern Regional College - SERC](#)
- [Southern Regional College – SRC](#)
- [South West College - SWC](#)

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

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

Gender

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

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 five groups or quintiles of super output areas (SOAs) across Northern Ireland. These five 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.

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 number of individuals which are marked as continuing/active at a particular point in the academic year.

Pathway

YT participants can be enrolled on either a non-employed pathway or an employed pathway to achievement. YT participants on the non-employed pathway are enrolled full-time in college. Their programme of learning includes a structured work placement with a local employer. YT participants on the employed pathway are full-time employees. Typically they spend approximately four days per week in the workplace and one day per week at a local college for their off-the-job learning.

Programme of Study

The programme of study is the individual or group of qualifications from the approved curriculum for the YT pilots. This includes as a minimum the most relevant vocational qualification at level 2 (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

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

Vocational qualification

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

Youth Training Pilot Programme

The purpose of the Youth Training (YT) pilot programme was to test the development of new curricula to meet the needs of learners, employers and the wider economy in advance of full implementation of the new system. The new YT system 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, an apprenticeship or further education.

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 (2 in 2015/16 and 13 in 2016/17) contained in the CDR were incorrectly coded as Youth Training, 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 YT 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' participants are determined on the last Friday of each month within each academic year.
10. The YT 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 were 10 enrolments which had an end dates 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 16.

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.

Section 75 categories

13. Equality related data, such as disability, religious belief and ethnicity are self-reported by the student during the data capture process within FE colleges. This information is available within the supplementary tables S2 to S7
14. 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)
15. Disability is determined by the response to the question 'Are your day to day activities limited because of a health problem or disability which has lasted, or is expected to last, at least 12 months?'. This is to align to the question asked within the census for comparability. (Table S3)
16. Please note that due to incomplete responses to the political opinion question this information is 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 YT pilot programme is similar to the Training for Success (TfS) 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 YT, have a programme of study which includes non-regulated qualifications.
19. For assessment against TfS performance targets, the 'leavers' cohort methodology to calculate rate of achievement is based at a specific point in time. Any participant on the TfS 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 have fully achieved all targeted qualifications within their programme of study.
20. As data available on the YT pilot programme is in a different format to that for TfS, a proxy for the leavers' methodology has been developed for the YT pilot programme. Data for the YT 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 YT 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 YT 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