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Statistical Fact Sheet
Level 2 Traineeships NI, 2021/22

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1. EXECUTIVE SUMMARY

This official statistics release presents analysis on the first year of Level 2 (L2) Traineeships. The NI Traineeship is a full-time Level 2 vocational education training offer and is delivered at Further Education (FE) colleges. The statistics presented cover the number of starts and characteristics of those enrolled on traineeships.

STARTS:

In 2021/22, the first year of L2 Traineeships, 808 students were recorded on the Level 2 Traineeship programme.

Of these 808 students:

- Males accounted for 92.1%
- 88.9% were aged 18 and under
- 93.3% commenced a L2 Traineeship within the Broad STEM category
- There was greater uptake of L2 Traineeships within the two most deprived quintile areas (48.4%) compared to the two least deprived areas (25.1%).

2. INTRODUCTION

Level 2 (L2) Traineeships were introduced in Northern Ireland in academic year 2021/22. They are delivered by the six regional colleges of Further Education with support for work based learning being provided by local employers and are open to people over 16 who are not yet in employment.

Statistics presented in this publication cover starts and characteristics of participants on L2 Traineeships.

BACKGROUND

The scope of the L2 Traineeship can be found in 'Generating our Success', the NI Strategy for Youth Training published in June 2015: Generating our Success: The Northern Ireland Strategy for Youth Training. The NI Traineeship is part of a wider suite of reforms to the Youth Training system replacing the Skills for Work (Level 2) programme within Training for Success.

The Traineeship provides full-time training that combines vocational learning, structured work placement and numeracy and literacy qualifications to support an individual's progression into employment or higher levels of education and training. Traineeships provide participants with the opportunity to achieve a full level 2 outcome equivalent to up to five GCSEs at Grade C and above including in Maths and English. They were introduced in the 2021/22 academic year to equip participants with work preparation/experience and basic skills. Further Information on Traineeships can be accessed at Traineeships explained.

The Traineeship programme will typically take up to two years to complete on a full-time basis. The current occupational areas can be accessed at Traineeships available and how to apply.

A participant on a L2 Traineeship programme may be enrolled in several courses, one of which will be a core full time qualification. Where a participant has more than one enrolment their core qualification will be used for reporting purposes.

ADDITIONAL TABLES

Detailed additional and supplementary tables are available on the DfE web page: Level 2 Traineeship statistics.

OTHER INFORMATION

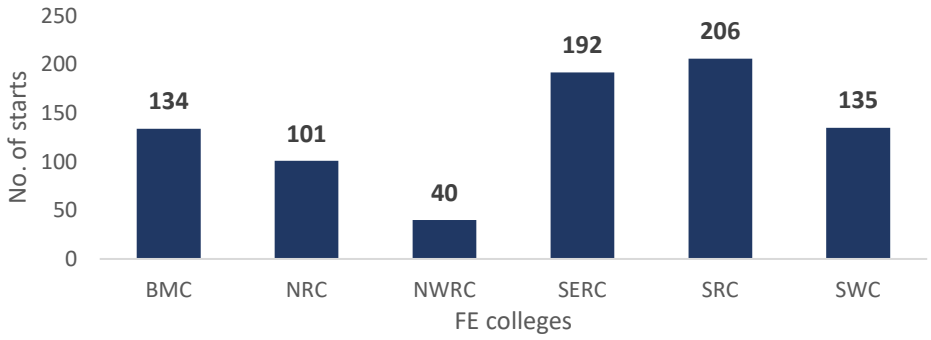
A list of key statistical publications can be found at the DfE publication schedule.

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

3. L2 TRAINEESHIP STARTS[1]

In 2021/22, the first year of L2 Traineeships, 808 students were recorded on the Level 2 Traineeship programme. Southern Regional college (SRC) reported the highest number of starts, 206 (25.5%), (Table A1).

Figure 2.1: L2 Traineeship starts by provider, academic year 2021/22

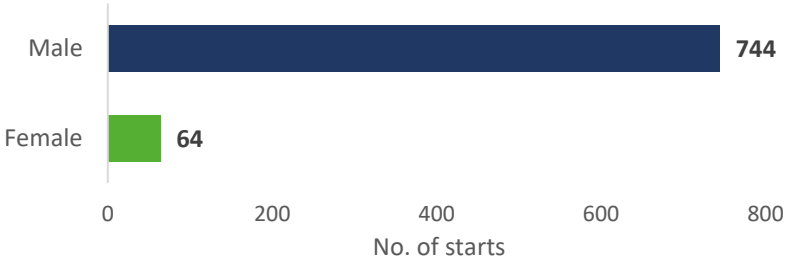


Source: FE Learner Management System, Consolidated Data Return (CDR)

Of these 808 students:

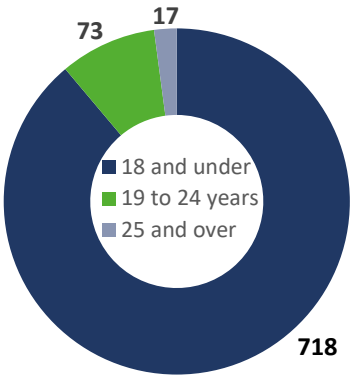
- Males accounted for 92.1%
- and 88.9% were aged 18 and under

Figure 2.2: L2 Traineeship starts by sex, academic year 2021/22



Source: FE Learner Management System, CDR. Table A2.

Figure 2.3: L2 Traineeship starts by age group, academic year 2021/22



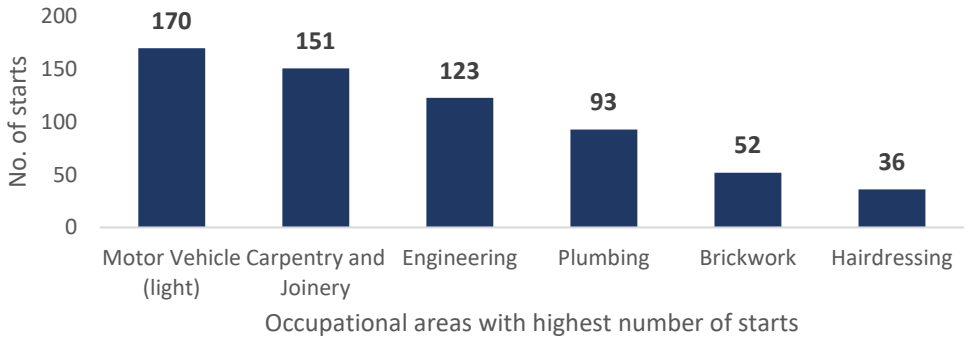
Source: FE Learner Management System, CDR. Table A3.

[1] Starts are defined as students in the first year of a L2 Traineeship.

Of these 808 students:

- 21.0% took up a Motor Vehicle (Light) Traineeship
- 93.3% commenced a L2 Traineeship within the Broad STEM category

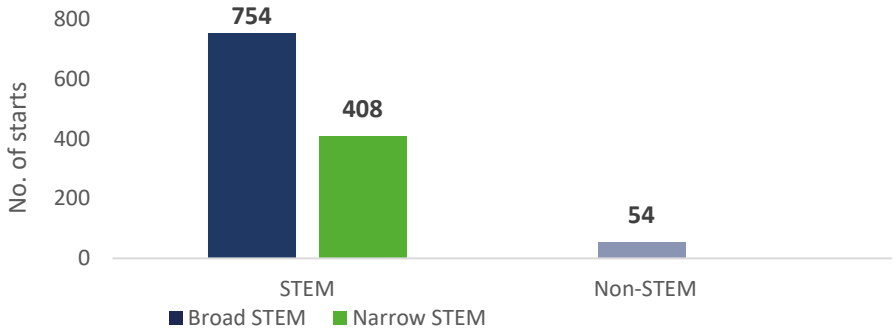
Figure 2.4: L2 Traineeship starts by the six most popular occupational areas, academic year 2021/22



Source: FE Learner Management System, CDR. Table A4.

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

Figure 2.5: L2 Traineeship starts by STEM indicator, academic year 2021/22



Source: FE Learner Management System, CDR. Table A5.

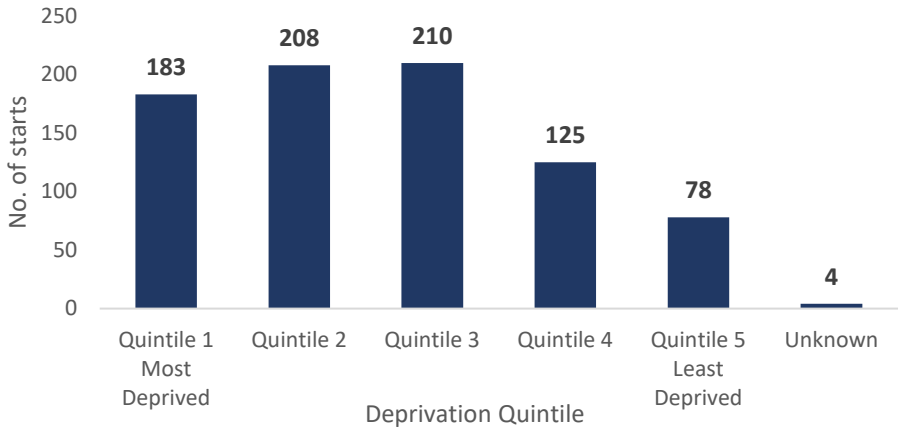
DEPRIVATION QUINTILE

Deprivation has been measured using the official Northern Ireland Multiple Deprivation Measure (NIMDM, 2017[2]), which assesses the level of deprivation of Super Output Areas (SOAs) across NI from the most deprived (rank 1) to the least deprived (rank 890). For analysis purposes these areas 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. Any enrolments which have either a non-NI address or no NI postcode are classified as 'unknown'.

- There was greater uptake of L2 Traineeships within the two most deprived quintile areas (48.4%) compared to the two least deprived areas (25.1%).
- Deprivation quintile 3 accounted for the greatest proportion of starts, 26.0% while the least deprived quintile recorded the smallest proportion of L2 Traineeship starts (9.7%).

[2] Further information on Northern Ireland Multiple Deprivation Measure 2017 is available at: NIMDM 2017

Figure 2.6: L2 Traineeship starts by deprivation quintile, academic year 2021/22



Source: FE Learner Management System, CDR. Table A6.

LOCAL GOVERNMENT DISTRICT (LGD)

In 2021/22, the Local Government District (LGD) Armagh City, Banbridge and Craigavon recorded the highest (151) number of starts on L2 Traineeships and Mid and East Antrim the lowest (27).

Table 2.1 L2 Traineeship starts by Local Government District, academic year 2021/22

Local Government District	No. of starts on L2 Traineeships
Antrim and Newtownabbey	43
Ards and North Down	67
Armagh City, Banbridge and Craigavon	151
Belfast	108
Causeway Coast and Glens	56
Derry City and Strabane	56
Fermanagh and Omagh	63
Lisburn and Castlereagh	53
Mid and East Antrim	27
Mid Ulster	61
Newry, Mourne and Down	119
Unknown	4
Total	**808**

Source: FE Learner Management System, CDR. Table A7.

4. NOTES FOR READERS

Data Source

The information presented in this statistical bulletin has been extracted from Consolidated Data return (CDR) which is data derived from the FE Colleges' live Learner Management System (LMS).

Enrolments

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

Funding streams

Enrolments delivered through FE colleges can be funded through several funding streams. Enrolments funded by the L2 Traineeship programme within FE Colleges in Northern Ireland are classified as 'Government Training' within the funding group. For further information see Section 1.3 within FE Activity publication.

Level

If the FE college enrolment is level 3 or below and is regulated, then the level is derived from the Register of Regulated Qualifications (RRQ). If the enrolment is not part of the RRQ, the level is based on the information entered against the enrolment by the FE College. Each regulated qualification has a level between entry level and level 8. Further information can be accessed at what qualification levels mean.

Northern Ireland Multiple Deprivation Measure Quintile 2017

The analysis presented in the supplementary tables 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).

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. Regulated courses are those on the Register of Regulated Qualifications (RRQ) or DfE's Prescribed List of Approved Non NQF/QCF Qualification (PLAQ) list (for Level 3 and below).

Rounding

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

Sector Subject Area code

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 sector subject areas 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.

STEM - Science, Technology, Engineering & Mathematics

STEM provision is identified by the subject code entered by the FE College. If the subject code starts with a letter between A and K (Medicine, Dentistry and Allied Subjects; Biological and Physical Sciences; Agriculture; Mathematics and IT; Engineering and Technology; Architecture, Building and Planning) then it is regarded as 'Broad' STEM. 'Narrow' STEM is those enrolment records with a subject code starting with a letter C, F, G, H or J (Biological and Physical Sciences; Mathematics and IT; Engineering and Technology).

Section 75 categories

Equality related data, such as religion brought up, disability and ethnicity, are self-reported by the student during the data capture process within FE colleges. This information is available within the supplementary tables S1 to S7.

Dependent counts are based on individual questions, which is self-reported by the student, if they have any dependents which are adults, children or a person with a disability (Table S1).

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.