



Statistical Bulletin: Gender Issues Relating to Employment, Learning and Skills

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This ad-hoc statistical bulletin accompanies the Statement made to the Northern Ireland Assembly on the 4th June 2013 by the Minister for Employment and Learning. It contains previously unpublished data relating to gender issues in Employment, Learning and Skills. This publication has been produced under the UK Statistics Authority Code of Practice for Official Statistics Principle 2, Practice 3 – Make official statistics equally available to all.

Data are derived from departmental data systems relating to gender differences in Further and Higher Education enrolments, participation in the Steps to Work Programme and in Training and Apprenticeships.

Further information on Further Education, Higher Education, Employment Programmes and Training / Apprenticeships can be found on the Department for Employment and Learning website.

A. Further Education

A1 Enrolments by Gender and Subject at NI Further Education Colleges

Sector & Subject Category 2011/12	Male	Female
Health, Public Services & Care	4.5%	18.1%
Science & Mathematics (STEM)	2.8%	4.8%
Agriculture, Horticulture & Animal Care	0.7%	0.8%
Engineering & Manufacturing Technologies (STEM)	13.4%	1.3%
Construction, Planning & the Built Environment	11.1%	0.3%
Information & Communication Technology (STEM)	8.8%	7.3%
Retail & Commercial Enterprise	4.9%	15.1%
Leisure, Travel & Tourism	4.9%	3.0%
Arts, Media & Publishing	4.4%	4.6%
History, Philosophy & Theology	0.3%	0.4%
Social Sciences	1.9%	2.8%
Languages, Literature & Culture	4.0%	6.2%
Education & Training	23.8%	22.1%
Preparation for Life & Work	9.7%	6.0%
Business, Administration & Law	4.9%	7.2%
Overall FE Sector Total	100.0%	100.0%

Data Source: FESR

Level of Study 2011/12	Male	Female
Level 1 & Entry	49.6%	50.4%
Level 2	51.6%	48.4%
Level 3	47.5%	52.5%
HE in FE	48.2%	51.8%
Total	50.0%	50.0%

Data Source: FESR

	Male	Female
Retention Rate for 2011/12 academic year	88.9%	88.0%
Achievement Rate for 2011/12 academic year	83.8%	84.6%

Data Source: FELIS

- Overall 50/50 split in terms of enrolments by gender
- Similar rates for retention and achievement
- Some evidence that girls study for higher level qualifications than boys.
- 13% of females FE students are studying STEM subjects compared to a quarter of the males

B. Higher Education

B1 Enrolments at Northern Ireland Higher Education Institutions (HEIs) by Gender from 2002/03 to 2011/12

		2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Male	Enrolments	19,040	19,680	20,475	20,635	19,390	19,160	19,315	20,850	21,475	22,005
	Percent	39%	39%	39%	39%	40%	40%	40%	41%	41%	42%
Female	Enrolments	30,085	31,345	32,455	32,210	29,465	29,040	28,925	30,140	30,525	29,905
	Percent	61%	61%	61%	61%	60%	60%	60%	59%	59%	58%
Total		49,125	51,025	52,930	52,845	48,860	48,200	48,240	50,990	52,000	51,905

Source: Higher Education Statistics Agency (HESA) Note: Figures are rounded to the nearest 5

B2 Percentage of full-time first degree entrants to NI HEIs failing to continue in HE following entry in the previous year by gender

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Male	12.0%	12.6%	11.3%	11.4%	10.3%	10.0%	7.0%
Female	9.2%	10.4%	7.8%	9.4%	8.1%	7.0%	5.3%
Total	10.3%	11.3%	9.2%	10.2%	9.0%	8.3%	6.0%

Source: HESA Performance Indicators

- More women than men enrol at NI Universities each year, with 58% of enrolments in 2011/12 being women.
- Women have a lower dropout rate at university than men, with 5% of women in 2011/12 dropping out in comparison to 7% of men. Rates have reduced over recent years for both genders.
- Of those who gain qualifications in STEM subjects (excluding Medicine and Health), less than 30% are women.

B3 Those qualifying from NI HEIs in the last 5 years by Gender and Subject Area

Subject Area	Gender	2007/08	2008/09	2009/10	2010/11	2011/12
Medicine & dentistry	Male	36.1%	43.7%	41.3%	42.4%	39.2%
	Female	63.9%	56.3%	58.7%	57.6%	60.8%
	Total	305	355	375	460	485
Subjects allied to medicine	Male	13.2%	14.1%	15.8%	14.1%	16.4%
	Female	86.8%	85.9%	84.2%	85.9%	83.6%
	Total	3,150	3,040	2,780	2,660	2,495
Biological sciences	Male	34.0%	31.0%	32.9%	31.5%	35.9%
	Female	66.0%	69.0%	67.1%	69.2%	63.5%
	Total	780	725	745	730	960
Agriculture & related subjects	Male	34.8%	31.4%	29.0%	27.3%	29.0%
	Female	69.6%	68.6%	71.0%	69.7%	71.0%

	Total	115	175	155	165	155
Physical sciences	Male	49.0%	46.9%	47.9%	51.5%	51.3%
	Female	51.0%	53.1%	52.1%	48.5%	48.8%
	Total	490	480	470	485	400
Mathematical sciences	Male	50.0%	44.0%	52.4%	26.7%	43.8%
	Female	50.0%	52.0%	47.6%	73.3%	50.0%
	Total	100	125	105	75	80
Computer science	Male	72.2%	72.6%	72.0%	71.1%	73.6%
	Female	27.8%	27.4%	28.0%	28.9%	27.1%
	Total	630	585	590	570	720
Engineering & technology	Male	82.1%	77.5%	79.2%	79.8%	78.5%
	Female	17.9%	23.2%	20.8%	20.2%	20.9%
	Total	700	690	720	840	815
Architecture, building & planning	Male	69.0%	67.6%	70.2%	64.0%	69.0%
	Female	31.0%	32.4%	29.8%	36.0%	31.0%
	Total	580	710	705	695	840
Social studies	Male	29.6%	27.7%	31.4%	32.6%	30.5%
	Female	70.4%	72.3%	68.2%	67.4%	69.5%
	Total	1,265	1,370	1,290	1,455	1,555
Law	Male	37.5%	38.1%	37.1%	39.0%	37.4%
	Female	62.5%	61.9%	62.9%	61.0%	62.6%
	Total	640	630	755	730	815
Business & administrative studies	Male	39.9%	41.5%	42.6%	41.6%	43.3%
	Female	60.1%	58.5%	57.1%	58.2%	56.7%
	Total	2,080	2,300	2,380	2,750	3,120
Mass communications and documentation	Male	32.7%	37.9%	30.2%	33.9%	37.7%
	Female	67.3%	62.1%	69.8%	67.7%	62.3%
	Total	275	290	265	310	385
Languages	Male	30.0%	26.7%	30.2%	25.2%	31.0%
	Female	69.2%	73.3%	69.8%	74.0%	69.0%
	Total	600	580	580	615	580
Historical and philosophical studies	Male	55.9%	52.9%	57.3%	54.1%	55.3%
	Female	44.1%	47.1%	42.7%	47.1%	44.7%
	Total	465	435	410	425	425
Creative arts & design	Male	40.0%	40.7%	38.8%	39.3%	41.2%
	Female	60.0%	60.2%	61.2%	60.7%	58.0%
	Total	525	565	580	560	655
Education	Male	33.6%	26.2%	26.6%	26.9%	25.9%
	Female	66.4%	73.8%	73.4%	73.1%	74.1%
	Total	1,845	1,410	1,595	1,415	1,585
Combined	Male	33.3%	23.1%	37.5%	25.0%	14.3%
	Female	50.0%	76.9%	62.5%	75.0%	85.7%
	Total	30	65	40	20	35
Total	Male	36.9%	36.3%	38.0%	37.7%	39.5%
	Female	63.1%	63.7%	62.1%	62.3%	60.5%
	Total	14,585	14,525	14,540	14,960	16,100

B4 Percentage of leavers from NI HEIs in work 6 months after leaving.

	2006/07	2007/08	2008/09	2009/10	2010/11
Male	74%	73%	70%	71%	70%
Female	79%	79%	76%	75%	77%
Total	77%	76%	74%	73%	74%

Source: Destination of Leavers from Higher Education Survey (HESA)

B5 Job type of leavers from NI HEIs, in Employment, by Gender in 2010/11

Gender	Graduate occupations	Non-graduate occupations	Total	Graduate occupations	Non-graduate occupations
Male	1,744	788	2,532	69%	31%
Female	2,834	1,500	4,334	65%	35%
Total	4,578	2,288	6,866	67%	33%

Source: Destination of Leavers from Higher Education Survey (HESA)

- When they leave university, women are more successful than men immediately afterwards at finding work (whether part- or full-time). Even in the last few recessionary years, around 77% of women who graduate find work within 6 months compared to around 70% of men.
- A high proportion of leavers from HEIs who were in employment reported being in a graduate type job, with slightly more men (69%) reporting this than women (65%).

C. Employment Programmes**C1 Steps to Work Mandatory Starts (September 2008 to December 2012)**

Mandatory					
Year	Male		Female		Total
	Number	Percent	Number	Percent	
2008/09	5,455	81%	1,310	19%	6,765
2009/10	10,455	81%	2,495	19%	12,950
2010/11	16,485	79%	4,355	21%	20,840
2011/12	16,515	74%	5,845	26%	22,360
Apr-Dec 12	11,515	72%	4,515	28%	16,025
Total	60,425	77%	18,515	23%	78,940

C2 Steps to Work Voluntary Starts (September 2008 to December 2012)

Voluntary					
Year	Male		Female		Total
	Male	% Male	Female	% Female	
2008/09	2,070	61%	1,325	39%	3,395
2009/10	3,510	69%	1,565	31%	5,070
2010/11	3,870	64%	2,195	36%	6,070
2011/12	4,970	66%	2,555	34%	7,525
Apr-Dec 12	3,510	66%	1,835	34%	5,345
Total	17,930	65%	9,475	35%	27,405

Notes: Figures are rounded to the nearest 5. Percentages are based on unrounded figures. Due to rounding figures may not sum to totals.

The Steps to Work programme was introduced on 29th September 2008.

C3 Mandatory Participants who moved into unsubsidised employment sustained for 13 weeks based on DEL/HMRC data (September 2008 to March 2012)

Mandatory				
Financial Year	Male		Female	
	Moved to Employment	Sustained 13 Weeks	Moved to Employment	Sustained 13 Weeks
2008/09	28%	21%	29%	23%
2009/10	30%	23%	33%	28%
2010/11	35%	27%	33%	28%
2011/12	35%	28%	34%	29%
Total	33%	27%	33%	28%

C4 Voluntary Participants who moved into unsubsidised employment sustained for 13 weeks, DEL/HMRC data (September 2008 to March 2012)

Voluntary				
Financial Year	Male		Female	
	Moved to Employment	Sustained 13 Weeks	Moved to Employment	Sustained 13 Weeks
2008/09	27%	20%	17%	14%
2009/10	38%	31%	37%	32%
2010/11	43%	35%	43%	38%
2011/12	44%	36%	44%	39%
Total	41%	33%	39%	34%

- Of those progressing to Steps to Work, similar proportions of men and women from the mandatory course sustain employment for 13 weeks following the programme at around 28% and also from the voluntary course at around 34%.

D. Training/Apprenticeships

D1 Qualifications achieved by female participants leaving Level 2 Apprenticeships 2007/08 - 2011/12

Academic Year	Numbers of female leavers achieving each qualification		Total Leavers
	NVQ Level 2	Full Framework Level 2	
2007/08	47	40	725
2008/09	553	482	2,630
2009/10	2,028	1,736	5,110
2010/11	2,228	1,980	5,495
2011/12	1,991	1,781	5,290

D2 Participants in ApprenticeshipsNI on STEM frameworks by sex

Year	Number of participants			Percent Female
	Female	Male	Total	
2008	70	2,651	2,721	2.6%
2009	127	2,961	3,088	4.1%
2010	170	2,987	3,157	5.4%
2011	256	2,841	3,097	8.3%
2012	236	2,497	2,733	8.6%

- Between the academic years 2008 and 2012, the proportion of females to males on ApprenticeshipsNI studying STEM (Science, Technology, Engineering and Maths) subjects increased by 6 percentage points, but remains low at less than 10%.

NOTES TO READERS

Further Education Notes

The statistics have been derived from the Further Education Statistical Record (FESR), a computerised return consisting of an individual record for each enrolment on assessed professional and technical courses in Northern Ireland Further Education Institutions.

Data on the full range of further education provision, at all levels studied is contained within this statistical bulletin. This includes DEL Funded Further Education Provision, Government Training and Employment Programmes, Full Cost Recovery Provision and Entitlement Framework Provision. Within this report Recreational courses and Keyskills enrolments are omitted, as the former do not relate to qualifications and the latter are subcomponents of programmes of study.

The figures are a full year count of student enrolments, it should be noted that students may be enrolled on more than one course at a given time and will therefore be counted as two or more student enrolments. This report includes data relating to the 2011/12 academic year.

Further Education Definitions

Higher Education: Higher Education (HE) is defined as a course leading to a qualification above A2 level standard. This includes postgraduate study, first degrees, BTEC Higher National Diploma (HND) and Certificate (HNC) courses, Foundation degrees and a number of professional qualifications. HE is NQF/QCF Level 4 (and equivalent) and above.

Further Education: Further Education (FE) is defined as NQF/QCF Level 3 (and equivalent) and below. Only assessed courses are included within the scope of this publication.

Changes to Subject Classification: The standard classification subject groups listed in table A1 are new sector and subject categories which 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.

Percentages: The percentage changes reflect unrounded figures.

Retention: Retention is defined as the proportion of Final Year Enrolments that do not withdraw from their programme of study, therefore becoming Final Year Completers.

Achievement: Achievement relates to the percentage of Final Year Completers who obtain full or partial Achievement. Partial Achievement accounts for 6.5% of total Achievements.

The Retention and Achievement figures in this report relate only to those Final Year Enrolments for which an outcome is expected during the 2011/12 academic year i.e. enrolments on a one year course, or the second year of a two year course etc. Some 80% of overall student enrolments in the 2011/12 academic year had an outcome. Data is from the Further Education Leavers Survey (FELS).

Student transfers: For Retention and Achievement Data, transfers have been excluded from the analysis.

Essential Skills: Essential skills data in respect of literacy, numeracy and ICT are included within the tables for Further Education.

Higher Education Notes

The Higher Education data presented in this bulletin are based on data supplied by the Higher Education Statistics Agency (HESA). HESA is the official agency for the collection of information on publicly funded Higher Education (HE) institutions in the UK.

Rounding strategy - To prevent the identification of individuals, figures in the attached tables are rounded to the nearest 5, with 0, 1, 2 rounded to 0. Due to rounding the sum of numbers in each row or column may not match the total shown. Percentages are based on the unrounded figures.

Higher education students for the purpose of HESA's data collection are those students on courses for which the level of instruction is above that of level 3 of the Qualifications and Curriculum Authority (QCA) National Qualifications Framework (NQF) (e.g. courses at the level of Certificate of HE and above).

The HESA Student Record contains information about individual enrolments which, because a student can be enrolled on more than one programme of study, will exceed the number of students.

Higher Education Definitions

Academic year: The academic year runs from 1st August to 31st July.

First Degrees: First degree includes first degrees with or without eligibility to register to practice with a health or social care or veterinary statutory regulatory body, first degrees with Qualified Teacher Status (QTS)/registration with a General Teaching Council (GTC), enhanced first degrees, first degrees obtained concurrently with a diploma and intercalated first degrees.

Destinations of Leavers from Higher Education survey (DLHE): The Destinations information in this Statistical Bulletin is based on data returned to HESA in respect of the 'Destinations of Leavers from Higher Education (DLHE) survey 2010/11'. The DLHE survey is carried out annually and provides information on the activities of students approximately six months after leaving. HESA released a publication on the 2010/11 DLHE on 26th July 2012, providing a high level UK analysis.

Target population: The HESA DLHE target population includes all UK and EU domiciled leavers whose study was full-time or part-time at a UK HEI and who obtained relevant qualifications (see note 10) reported to HESA for the reporting period 1st August 2010 to 31st July 2011.

Exclusions: The population for the DLHE return does not represent the full cohort of leavers during the reporting period; examples of those excluded from the target population are listed below:

- Leavers qualifying with professional qualifications (e.g. associate membership or membership of a body such as the Institute of Bankers) or undergraduate diplomas and certificates (other than foundation degrees, HND, DipHE, HNC and CertHE).
- Non EU domiciled leavers.
- Leavers whose mode of study was recorded as dormant during the reporting period. (This will include for example students submitting a thesis and students retaking exams during the reporting period).

Employment Programmes Notes

The figures cover participants on the Steps to Work programme in Northern Ireland. On 29 September 2008 Steps to Work, which subsumed the main New Deal programmes, was introduced in Northern Ireland. The aim of Steps to Work is to assist people who are unemployed or economically inactive to find and sustain employment. Steps to Work was not introduced in the Foyle Contract Management Area until 25 July 2011.

Steps to Work is designed to meet the needs of two specific groups of clients.

Mandatory Clients

Jobseeker's Allowance (JSA) claimants (including National Insurance Credits Only cases) aged between 18 and 24 are required to participate in Steps to Work when they:

- have been claiming JSA continuously for six months or more; or
- would have had a continuous claim to JSA for a total of six months or more, but for:
 - a period of interruption which did not exceed 28 days, or
 - a number of periods of interruption none of which exceeded 28 days.

JSA claimants (including National Insurance Credits Only cases) aged 25 or over are required to participate in Steps to Work when they:

- have been claiming JSA continuously for 18 months or more; or
- would have had a continuous claim to JSA for a total of 18 months or more, but for:
 - a period of interruption which did not exceed 28 days, or
 - a number of periods of interruption none of which exceeded 28 days; or
- have been claiming JSA cumulatively for 18 months out of the last 21 months.

Voluntary Clients

Steps to Work offers access to provision to voluntary participants aged 18 or over (16 or over for lone parents) for those on Incapacity Benefit, Employment and Support Allowance, Income Support, other benefits, and those economically inactive not in receipt of benefits.

Individuals on JSA who have not yet reached the threshold for mandatory participation may also avail of Steps to Work provision on a voluntary basis. Furthermore, access to Steps to Work provision is available to those on the Department for Employment and Learning's [Pathways to Work](#) programme and [LEMIS](#) (Local Employment Intermediary Service).

Definitions

Participant: A participant is defined for statistical purposes as an individual on a single episode of Steps to Work.

Episode: An individual can participate in Steps to Work more than once. Each separate occasion on Steps to Work is called an episode.

Programme Starts: Refers to participants starting an episode of Steps to Work. A mandatory participant is deemed to have started Steps to Work on the date they are issued with their initial invitation letter. Voluntary participants may start Steps to Work provision at any time and have immediate access to Step 1 provision. They may however have to satisfy certain other eligibility criteria before accessing Step 2 strands. If a participant rejoins Steps to Work after a gap of at least 13 weeks since leaving the programme, this is considered to be the start of a new episode.

Programme Leavers: Refers to the number of participants leaving a Steps to Work episode. A mandatory participant can leave a Steps to Work episode in one of the following ways:

- if they terminate their JSA claim while on Step 1 or Step 3;
- if on completion of Step 2 they do not re-claim JSA;
- if on leaving Step 2 early they do not seek to re-claim JSA; or
- if on completion of Step 3 they remain on JSA because they have not obtained an unsubsidised job.

Mandatory participants who leave Steps to Work early and subsequently reclaim JSA within 13 weeks must rejoin Step 1 and attend an interview with their Adviser to address the individual's needs. Again this can give rise to later revision of the data. A voluntary participant leaves when they complete or leave the Step 1 or Step 2 provision and do not return within 13 weeks.

Destination on leaving Steps to Work using combined DEL/DSD/HMRC data: Destination statistics are produced using data from the Department for Employment and Learning (DEL), Department for Social Development (DSD), and Her Majesty's Revenue and Customs (HMRC).

Moves to Employment on leaving Steps to Work using DEL/HMRC data:

- Unsubsidised Employment: A participant is considered to have moved into unsubsidised employment from Steps to Work if they are recorded on CMS as starting employment within 13 weeks of leaving Steps to Work. If a participant has a record on the HMRC database which indicates that they started employment while on Steps to Work and that this employment continued after they left Steps to Work this is counted as a move to unsubsidised employment. In addition, if the HMRC database indicates that a participant started employment within 13 weeks of leaving Steps to Work then this is considered to be a move to unsubsidised employment.
- Sustained Employment: A participant is considered to have sustained employment if they are recorded on CMS as sustaining unsubsidised employment for 13 weeks or more or for 26 out of 30 weeks. If the employment start and end dates on the HMRC database indicate that a participant was in employment lasting 13, or 26 weeks or more then this is counted as employment sustained for 13, or 26 weeks respectively. This may include some time spent on subsidised employment.

It is necessary to wait for a period after participants leave the programme to obtain information on employment outcomes, particularly sustained outcomes.

Training/Apprenticeships notes

ApprenticeshipsNI aims to provide participants with the opportunity to take part in a Level 2/Level 3 Apprenticeship where the apprentice, in paid employment from day one, works towards achieving an industry-approved Level 2/Level 3 Apprenticeship Framework.

ApprenticeshipsNI aims to:

- provide apprentices with the knowledge, understanding, and competence to work at a higher level in their chosen occupation;
- offer high quality training to fulfil the requirements of an appropriate Apprenticeship Framework;
- contribute to raising the skills level of the Northern Ireland workforce;
- provide opportunities for progression to further and higher education and training; and
- encourage the direct involvement of employers in training key personnel.

Apprenticeships are available in a wide range of occupational areas and may take up to four years to complete, and some time thereafter for achievements to be recorded, validated and reported upon.

Each apprenticeship comprises an agreed set of qualifications, called an Apprenticeship Framework, as developed by Industry Recognized bodies such as Sector Skills Councils with the help of employers in their industry.

Definitions

The following notes explain the definitions underlying the data presented except where these are self-explanatory – e.g. sex.

Participant: A participant is defined for statistical purposes as an individual on ApprenticeshipsNI. An individual can participate on ApprenticeshipsNI more than once.

Leavers: Refers to the number of participants leaving ApprenticeshipsNI who are on provision for more than 28 days and excludes Rejoins.

Rejoin: Refers to a participant who leaves a programme but later returns to the same programme, at the same level, on the same Framework, regardless of the Training Supplier they return to.

Academic year: Refers to 1st August to 31st July.

Level 2 Apprenticeships: Refers to those Apprentices within specific Personal Training Plan, the targeted outcome of which is NVQ Level 2 or equivalent, but no higher.

National Vocational Qualification (NVQ): A nationally recognised competence based vocational qualification demonstrating practical and theoretical knowledge in an occupation area at a pre-set standard.

Full Framework: All the required elements of an Apprenticeship including the relevant NVQ and Technical Certificate if applicable and Essential Skills if applicable.

people:skills:jobs:



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and Learning**
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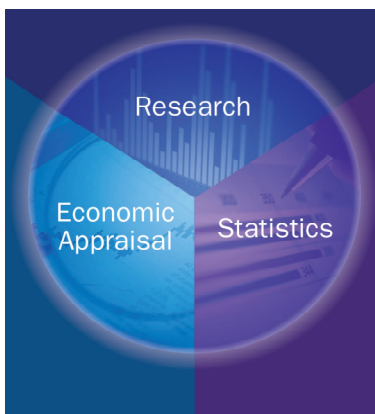


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