Analysis of level 6 and 7 apprenticeships

Contents

Summary

1. The purpose of this report is to highlight key changes in the apprenticeship landscape since 2016-17 at levels 6 and 7. It includes analysis of how many of these apprenticeships require completion of a degree (otherwise known as degree apprenticeships[1]), the subject areas they cover and their geographic coverage. It also explores the characteristics of the apprentices themselves, comparing them with students entering higher education who are studying in similar subject areas in order to highlight any differences.

2. This data covers all level 6 and 7 apprenticeships that are funded by the Education and Skills Funding Agency. While the vast majority of these are in England, it does include some apprenticeships where the teaching element is based in Wales or Scotland.

3. Throughout the report, all numbers are rounded to the nearest 5. Where numbers are less than 23, they have been supressed.

4. For any comments or questions, please get in touch with Paula Duffin at Official.Statistics@officeforstudents.org.uk .

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[1] The Department for Education defines degree apprenticeships as 'apprenticeship standards on the Institute for Apprenticeships "Search the Apprenticeship Standards" website with an Integrated Degree status of "Integrated Degree" or "Non-Integrated Degree".' Additionally, these two frameworks must include completion of a degree and are therefore counted as degree apprenticeships: Construction Management and Broadcast Technology Higher Apprenticeship – BBC). Some apprentices may be on an apprenticeship that doesn't mandate a degree, but where the apprentice may achieve a degree as part of their employers particular apprenticeship programme. In these cases we don't count these apprenticeships as a degree apprenticeship.

Overview

5. Level 6 and 7 apprenticeships have grown in recent years. The number of level 6 apprenticeships rose from 1,645 in 2016-17 to 10,825 in 2018-19, and the number of level 7 apprenticeships increased from 50 in 2016-17 to 11,655 in 2018-19.

6. The majority of level 6 and 7 apprenticeships in 2018-19 were in business and management subjects.

7. We have compared apprentices who started in 2018-19 with a group of students studying in similar subject areas weighted to reflect the make-up of the subjects apprentices study. This group is called the sector comparison group.

8. In 2018-19, level 6 apprenticeships attracted a much higher proportion of mature learners than the sector comparison group (67.9 per cent compared with 29.7 per cent).

9. While 40.1 per cent of students in the level 6 sector comparison were from minority ethnic groups, this was only true of 12.3 per cent of level 6 apprentices.

10. A lower proportion of students on level 6 and 7 apprenticeships reported a disability than in the sector comparison groups. Disabled students made up 7.4 per cent of level 6 apprenticeships, compared with 12.9 per cent in the level 6 sector comparison group, and 4.6 per cent of level 7 apprenticeships, compared with 13.3 per cent of level 7 sector comparison group.

11. At both levels 6 and 7, a lower proportion of students were from deprived areas (IMD quintiles 1 and 2) than in the sector comparison.

How many level 6 and 7 apprenticeships are there?

Table 1: Number of apprenticeship starts by level and type

| Level	Apprenticeship type	2016-17	2017-18	2018-19	% change 2017-18 to 2018-19
6	Degree	1,615	5,775	9,655	67%
	Non-degree	35	600	1,170	95%
	Total	**1,645**	**6,375**	**10,825**	**70%**
7	Degree	.	585	3,930	572%
	Non-degree	.	3,915	7,725	97%
	Total	**50**	**4,500**	**11,655**	**159%**
6 and 7	Degree	1,635	6,360	13,585	114%
	Non-degree	65	4,515	8,890	97%
	Total	**1,695**	**10,875**	**22,480**	**107%**

Note: 'non-degree' refers to those apprenticeships for which it is not compulsory to complete a degree as part of the apprenticeship.

12. In 2018-19, the most recent year for which data is available, 22,480 apprentices started at levels 6 and 7, of which 60.4 per cent (13,585) were degree apprentices. This is a growth in level 6 and 7 apprenticeships of 107 per cent since 2017-18, when 10,875 apprenticeships were started. Strong growth has occurred in both levels and for degree and non-degree apprenticeships[2] since 2017-18. Level 7 degree apprenticeships saw the greatest growth, with over six times as many starts in 2018-19 than in 2017-18.

13. Because there were so few level 7 apprenticeships in 2016-17, data for these apprenticeships has been suppressed throughout this report.

14. Focussing on apprenticeship type, the proportion of degree versus non-degree apprenticeships within each level is quite different. This is displayed in Figure 1.

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[2] 'non-degree' refers to apprenticeships for which it is not compulsory to complete a degree in order to complete the apprenticeship. It is possible for an apprentice on a 'non-degree' program to obtain a degree during the course of their apprenticeship, but it is not mandatory for them to do so to be awarded the apprenticeship.

Figure 1: Apprenticeship starts by level and type
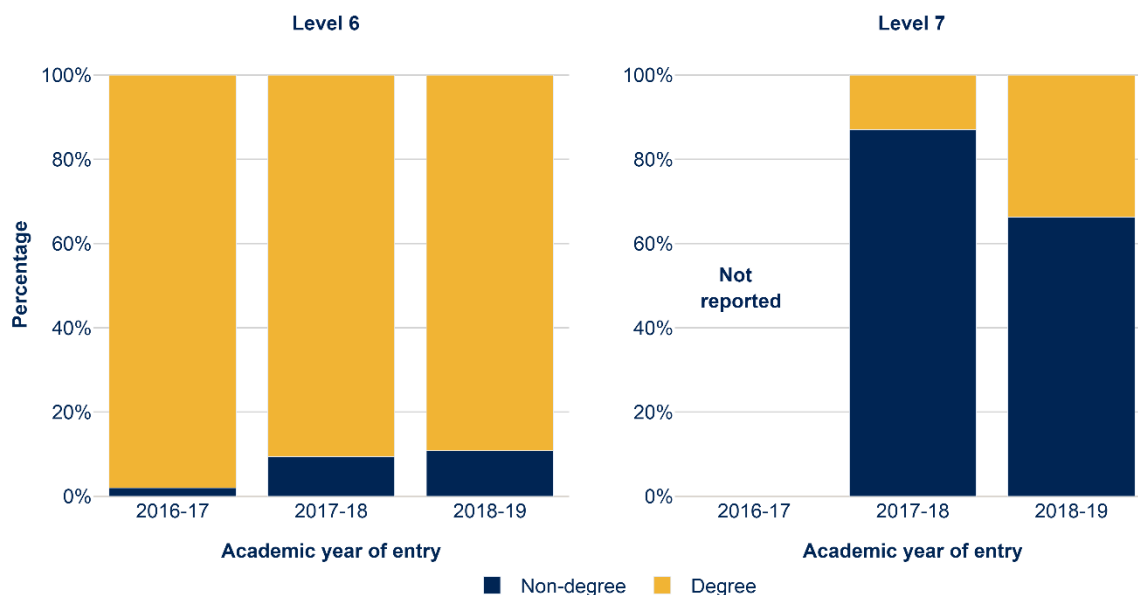
15. While the majority of level 6 apprenticeships were degree apprenticeships (89.2 per cent in 2018-19), the opposite is true for level 7, where roughly two thirds were non-degree apprenticeships (66.3 per cent) in this same year. However, the proportion of degree apprenticeships at level 7 more than doubled from 13 per cent in 2017-18 to 33.7 per cent in 2018-19.

Table 2: Number of higher education providers delivering degree apprenticeships

Level	2016-17	2017-18	2018-19	% change 2017-18 to 2018-19
6	56	114	147	29%
7	2	21	80	281%
Total	58	117	167	43%

Note: where the total for levels 6 and 7 combined is lower than the sum of the levels, it is because an individual provider is only counted once when they are involved in provision at both levels.

16. Table 2 shows the number of higher education providers delivering degree apprenticeships. These can be universities, colleges or other types of higher education provider, both registered and unregistered with the Office for Students. At both levels the numbers have grown across the years. The number involved in provision at level 7 has increased by the greatest percentage (281 per cent increase between 2017-18 and 2018-19).

Where are apprenticeships offered?

Figures 2: Study and employment regions for apprenticeship starts in 2018-19
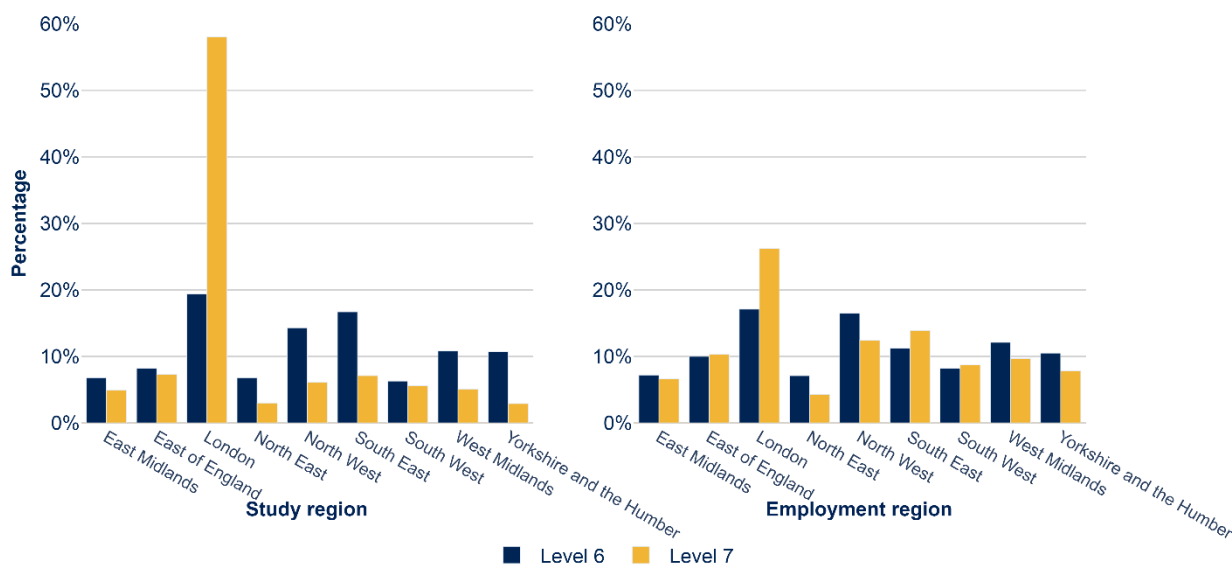
Note: due to data limitations, the study region is based on the primary location of the higher education provider, which may not necessarily be the location where an apprentice is taught if the provider has multiple locations.

17. Figure 2 shows the regions where apprentices were studying and where they were undertaking their workplace element in 2018-19. Where apprentices are learning or working outside of England, they have been excluded from these charts.

18. Figure 2 shows that London had the highest proportion of level 6 apprenticeships (19.4 per cent) followed by 16.7 per cent in the South East. For level 7, the dominance of London was even more marked. Over half (58 per cent) of apprentices at this level studied there. This is mostly attributed to a single provider who was training 55 per cent of all apprenticeships in London. The South West had the smallest share for level 6 (6.3 per cent), and Yorkshire and the Humber had the smallest share for level 7 (2.9 per cent).

19. In terms of employment region, Figure 2 shows that again, London had the highest proportion of apprenticeships at both levels, but not to the same extent. For level 6 apprenticeships, London (at 17.1 per cent) was closely followed by the North West (16.5 per cent) and the West Midlands (12.1 per cent). For level 7, London (at 26.2 per cent) was ahead of the South East (13.9 per cent) and the North West (12.4 per cent). The North East had the smallest share for level 6 (7.1 per cent) and also for level 7 (4.3 per cent).

In what subjects are apprenticeships offered?

20. Subjects for non-degree apprenticeships are sometimes recorded differently to degree apprenticeships. In order to look at the two kinds of apprenticeship together, we have used a combination of the subject and apprenticeship title to fit an apprenticeship standard (or framework) into one of the more established subject groupings[3]. Details of this can be found in Annex A.

Figure 3: 2018-19 Apprenticeship starts by CAH1 subject area
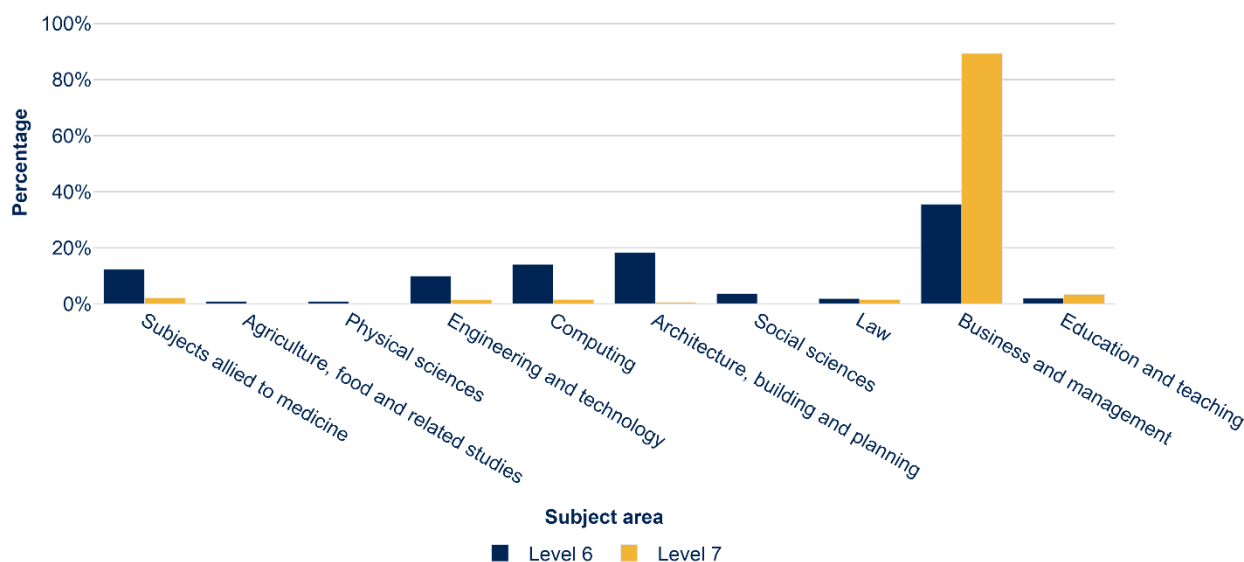
21. Figure 3 shows how level 6 and 7 apprenticeships were spread across subject areas in 2018-19. Apprenticeships that are classified as business and management were by far the most popular in 2018-19 at both levels 6 and 7. At level 6, over one third were in this subject area (35.6 per cent), while at level 7 the dominance is even more marked, at 89.3 per cent.

22. Table 3 shows the most popular individual apprenticeships for those starting in 2018-19. At level 6, over one quarter (26.3 per cent) were chartered manager apprenticeships. The four most popular, which are all degree apprenticeships, accounted for over half (60.8 per cent) of all apprenticeships at level 6.

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[3] All level 6 and 7 apprenticeships have been mapped to a group within common aggregation hierarchy 2 (CAH2), part of the HECoS subject grouping (see https://www.hesa.ac.uk/innovation/hecos). These have been aggregated up and presented at CAH1 level.

Table 3: Most popular apprenticeships started in 2018-19

Level	Apprenticeship	Type	Number	% share of total	Subject area
6	Chartered Manager	Degree	2,850	26.3%	Business and management
	Digital and Technology Solutions Professional	Degree	1,510	13.9%	Computing
	Chartered Surveyor	Degree	1,190	11.0%	Architecture, building and planning
	Registered Nurse - degree (NMC 2010)	Degree	1,035	9.6%	Subjects allied to medicine
	All other level 6 apprenticeships		4,240	39.2%	
7	Accountancy / Taxation Professional	Non-degree	6,810	58.4%	Business and management
	Senior Leader	Degree	3,410	29.3%	Business and management
	All other level 7 apprenticeships		1,435	12.3%	

23. The dominance of business and management apprenticeships at level 7, as shown in Figure 3, is almost entirely due to two individual apprenticeships: the non-degree Accountancy / Taxation Professional apprenticeship (58.4 per cent) and Senior Leader (29.3 per cent), which is a degree apprenticeship.

Who studies level 6 and 7 apprenticeships?

24. In the following sections, we explore the characteristics of apprentices. To put these into context, we have compared them with an equivalent group of students who entered higher education in 2018-19. This group consists of UK-domiciled, full-time students, first degree (for level 6 comparison) and postgraduate taught (for level 7), who entered English higher education providers. We have restricted this group to only those studying in similar subjects to the apprentices[4]. It has then been weighted by subject so that the group has a similar proportion of students in each of the subject groups as the apprenticeships. We refer to this group as the sector comparison.

25. Weighting is necessary because we know that in higher education, different subjects have a different make-up of students. For example, in the first-degree population, 84.3 per cent of students studying computing in 2018-19 were male[5]. If the majority of first-degree students were in computing, then we would expect most students overall to be male. If, however, very few apprenticeships were in computing, then it could be that very few apprentices are male. This could result in misinterpreting patterns in the characteristics – suggesting that the differences are due to differences in apprenticeships and traditional higher education, when the differences were really due to the differences in the subject make-up of the provision. Weighting the sector comparison group so that the subject make-up is similar to the apprenticeships overcomes this challenge.

26. Throughout this section, we have reduced characteristics to two groups. This makes it easier to compare between levels, and between the apprentices and the sector comparison group. Annex B has more detailed groupings for the comparisons and shows the number of people in each group.

27. For each characteristic, the graph shows the make-up of the apprenticeships by level for 2016-17 (level 6 only), 2017-18 and 2018-19, and of the sector comparison group for 2018-19. We do not look at patterns of change in the make-up of the apprenticeship student body over time because level 6 and 7 apprenticeships have grown quickly in this period. It is not possible to say whether such patterns are trends, or just changes caused by the huge increase in numbers year-on-year.

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[4] This has been done by retracting the wider higher education population to only the CAH2 groups assigned to the apprenticeships, as discussed in footnote 2.

[5] See https://www.officeforstudents.org.uk/data-and-analysis/equality-and-diversity/equality-and-diversity-data/.

Age

Figure 4: Proportion of apprentices and sector comparison by age

Level 6

Level 7

Under 21   21 and over   Under 26   26 and over
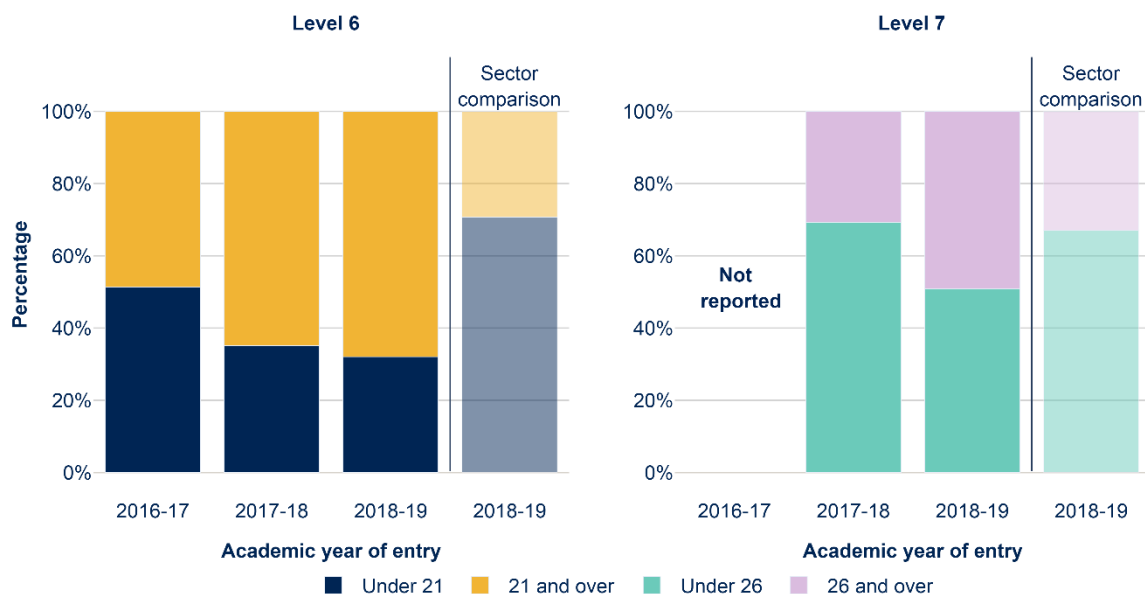
28. Figure 4 looks at the age of apprentices and students at the start of their course. For level 6, this is split into under 21 (sometimes referred to as young) or 21 and over (sometimes referred to as mature) at the start of their course. Since level 7 is typically postgraduate, we would expect students to be over 21 at the start of their course and so a different age grouping is used: under 26 and 26 and over.

29. While 70.7 per cent of the sector comparison at level 6 were under 21 in 2018-19, slightly less than half this percentage (32.1 per cent) were in this age group for apprentices. At level 7, 50.8 per cent of apprentices were in the under 26 age group in 2018-19, compared with 67 per cent in the sector. However, the proportion of level 7 under apprenticeships who were under 26 in 2017-18 was higher (33 per cent).

Disability

Figure 5: Proportion of apprentices and sector comparison by whether they have a reported disability
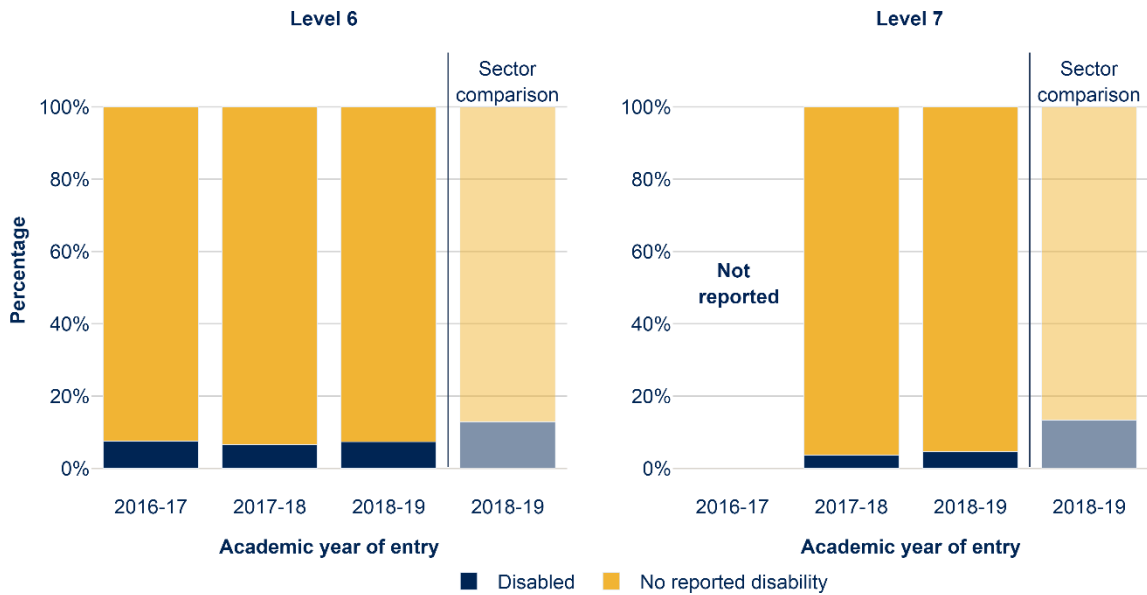
Level 6 | Level 7

30. Figure 5 shows there is a similar theme emerging at both levels: at level 6, 7.4 per cent of apprentices had a disability, 5.5 percentage points lower than the sector comparison group (12.9 per cent). At level 7, the gap was even wider: only 4.6 per cent of level 7 apprentices had a disability compared with 13.4 per cent in the sector comparison group. This is a difference of 8.8 percentage points.

Ethnicity

Figure 6: Proportion of apprentices and sector comparison by ethnicity

Level 6 | Level 7
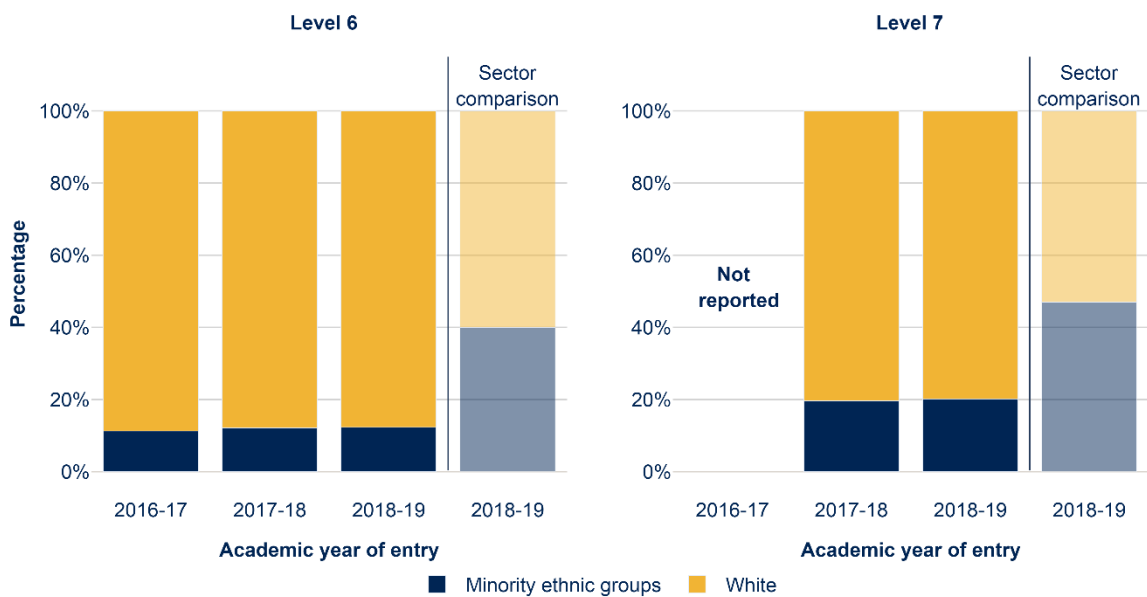
31. In Figure 6, students have been grouped as white or as being from a minority ethnic group. Table B5 in Annex B shows the populations split into Asian, black, mixed, other and white.

32. From Figure 6, we see that at both levels 6 and 7 the proportion of apprentices from minority ethnic groups is much lower than for the sector comparison group. At level 6, 12.3 per cent of apprentices were from minority ethnic groups, which is 27.7 percentage points lower than the sector comparison group (40 per cent). At level 7, the gap was slightly wider: 20.2 per cent of level 7 apprentices were from minority ethnic groups compared with 47 per cent in the sector comparison. This is a difference of 26.9 percentage points.

Sex

Figure 7: Proportion of apprentices and sector comparison by sex
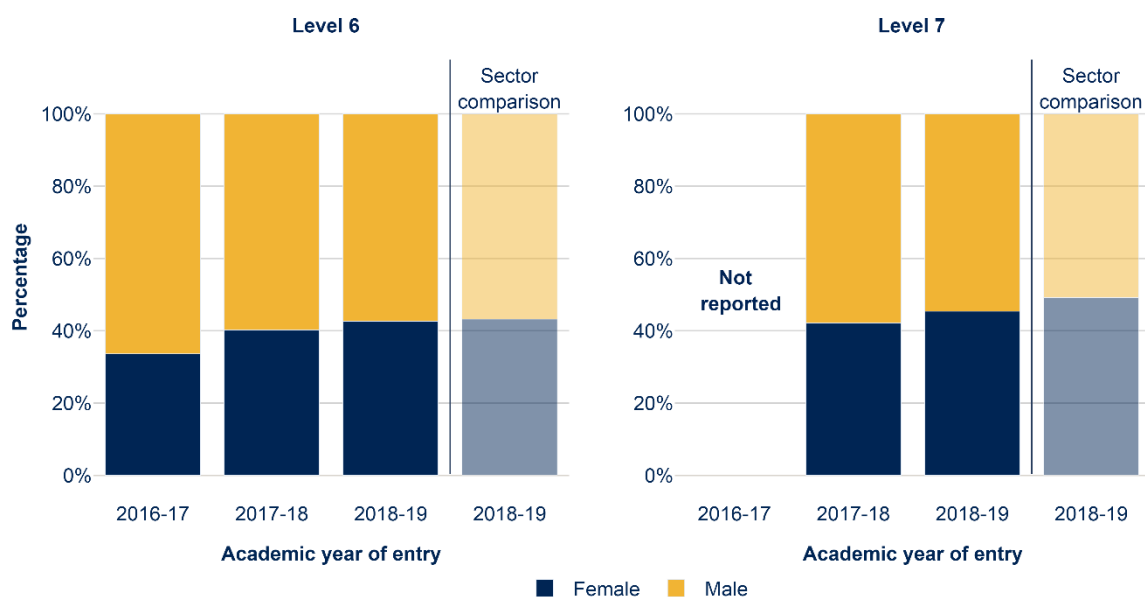
33. Figure 7 shows that the proportion of women undertaking level 6 apprenticeships increased gradually over the reporting years, but in 2018-19 it was still lower than men (42.6 per cent were female). It remained slightly below that for the sector comparison group, where 43.2 per cent were female.

34. In the case of level 7 apprenticeships, the proportion of women has fluctuated, but in 2018-19 it was still lower than men (45.4 per cent were female) and lower than that for the sector comparison (where 49.2 per cent were female).

POLAR4

35. POLAR4[6] stands for participation of local areas and is a measure of the proportion of young people from an area who participate in higher education. POLAR4 quintile 1 areas are low-participation neighbourhoods, while those from quintile 5 are from high-participation neighbourhoods. Here, we have grouped quintiles 1 and 2 as low-participation areas and, similarly, we have grouped quintiles 3, 4 and 5.

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[6] See https://www.officeforstudents.org.uk/data-and-analysis/young-participation-by-area/ for more information.

Figure 8: Proportion of apprentices and sector comparison by POLAR4 quintile (grouped)
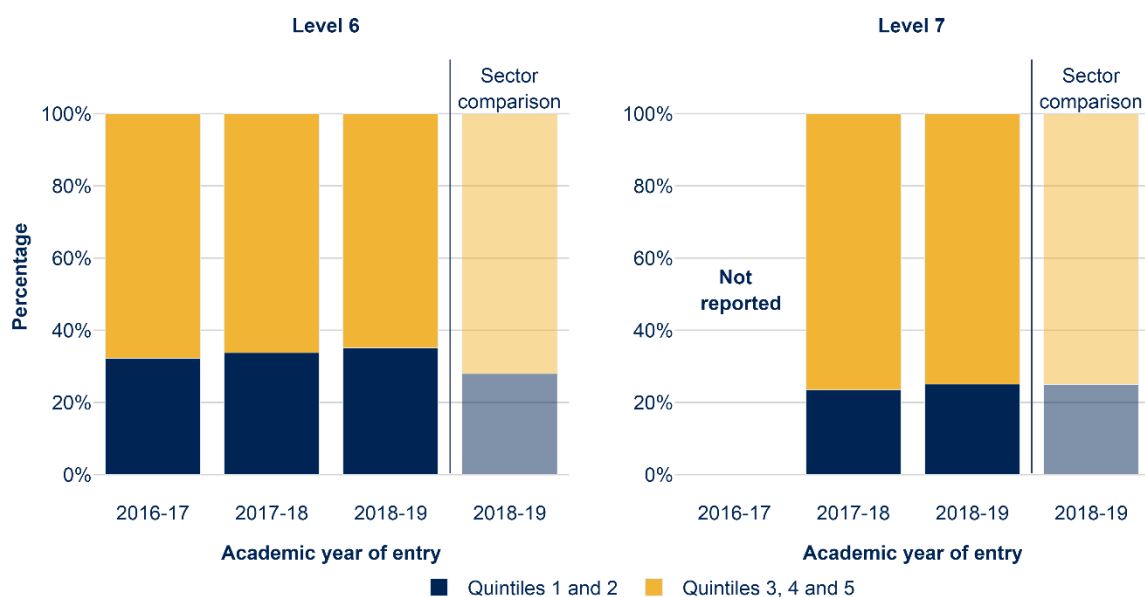
36. Figure 8 shows that, for level 6, the proportion of apprentices from POLAR4 quintile 1 and 2 areas is slightly higher than the proportion in the sector comparison (35.1 per cent in 2018-19 compared with 28 per cent). At level 7, the proportions in POLAR4 quintiles 1 and 2 are much closer, with 25.1 per cent of apprenticeships in 2018-19 compared with 25 per cent in the sector comparison.

37. However, POLAR4 is a measure that is most appropriate for young students, since the area they live in before entering higher education is much more likely to be the area they grew up in, meaning the level of participation of young people in that area will be more relevant to them. Since the majority of apprentices are over 21, we have also considered the index of multiple deprivation (IMD).

Index of Multiple Deprivation (IMD)

38. The index of multiple deprivation (IMD) is a measure of relative deprivation for small areas in England[7]. As for POLAR4, quintiles 1 and 2 have been grouped together and represent the most deprived areas, where quintiles 3, 4 and 5 are the least deprived areas.

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[7] See https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015 for more information.

Figure 9: Proportion of apprentices and sector comparison by IMD quintile (grouped)
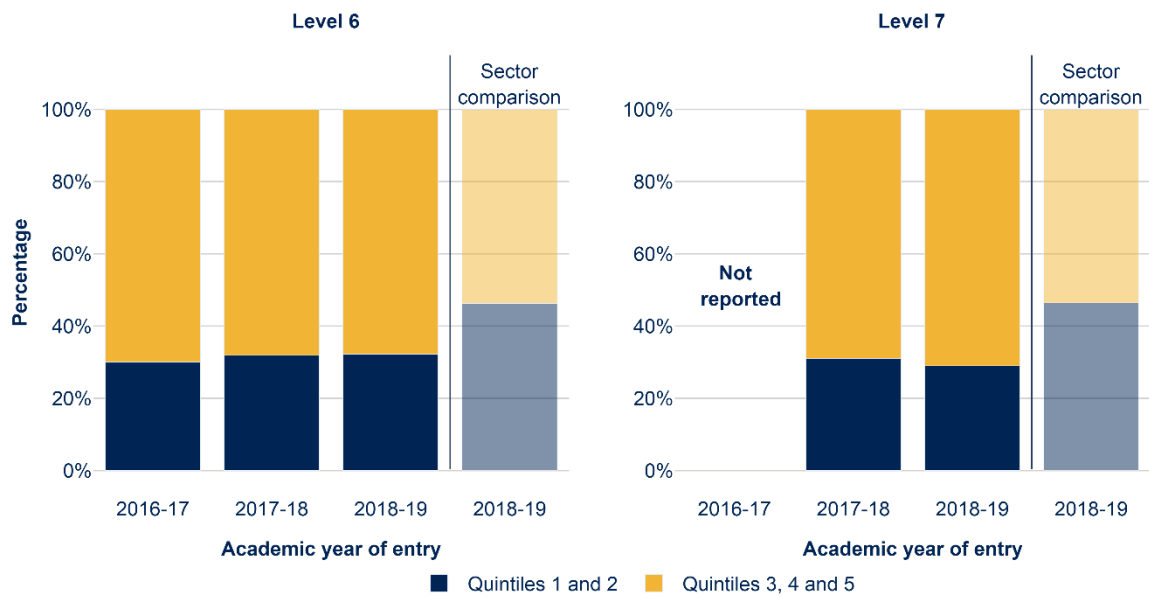
39. Figure 9 shows how the percentage of apprentices in IMD quintiles 1 and 2 and quintiles 3, 4 and 5 has changed over the three most recent years, and how the 2018-19 percentages compared with those in the sector comparison group.

40. At levels 6 and 7, the sector comparison proportions in quintiles 1 and 2 are very similar (46.2 per cent at level 6 and 46.4 per cent at level 7). For apprentices, 32.2 per cent of level 6 apprentices and 29 per cent of level 7 apprentices are from IMD quintile 1 and 2 areas.

Annex A: Apprenticeship subject information

Note: All numbers are rounded to the nearest 5. Where numbers are less than 23, they have been supressed and are represented by '.'

Table A1: Apprenticeships and their corresponding CAH2 subject grouping

Apprenticeship name	CAH2 group
Academic Professional	(CAH22-01) education and teaching
Accountancy / Taxation Professional	(CAH17-01) business and management
Accountancy Taxation Professional	(CAH17-01) business and management
Actuary	(CAH17-01) business and management
Advanced Clinical Practitioner (degree)	(CAH02-04) nursing and midwifery
Aerospace Engineer (degree)	(CAH10-01) engineering
Aerospace Engineer	(CAH10-01) engineering
Aerospace Software Development Engineer (degree)	(CAH10-01) engineering
Aerospace Software Development Engineer	(CAH10-01) engineering
Architect (degree)	(CAH13-01) architecture, building and planning
Architectural Assistant (degree)	(CAH13-01) architecture, building and planning
Broadcast and Media Systems Engineer (degree)	(CAH10-01) engineering
Broadcast Technology Higher Apprenticeship - BBC	(CAH10-01) engineering
Building Services Design Engineer (degree)	(CAH13-01) architecture, building and planning
Business to Business Sales Professional (degree)	(CAH17-01) business and management
Chartered Legal Executive	(CAH16-01) law
Chartered Manager	(CAH17-01) business and management
Chartered Manager (degree)	(CAH17-01) business and management
Chartered Manager Degree Apprenticeship	(CAH17-01) business and management
Chartered Surveyor (degree)	(CAH13-01) architecture, building and planning
Chartered Surveyor	(CAH13-01) architecture, building and planning
Civil Engineer (degree)	(CAH13-01) architecture, building and planning
Civil Engineering Site Management (Degree)	(CAH10-01) engineering
Clinical Trials Specialist (degree)	(CAH01-01) medicine and dentistry
Construction Management	(CAH13-01) architecture, building and planning
Control / Technical Support Engineer (degree)	(CAH10-01) engineering
Control /Technical Support Engineer (degree)	(CAH10-01) engineering
Control / Technical Support Engineer	(CAH10-01) engineering
Control /Technical Support Engineer	(CAH10-01) engineering

Cyber Security Technical Professional (integrated degree)	(CAH11-01) computing
Digital and Technology Solutions Professional (degree)	(CAH11-01) computing
Digital and Technology Solutions Professional	(CAH11-01) computing
Digital and Technology Solutions Professional (integrated degree)	(CAH11-01) computing
Digital and Technology Solutions Specialist (integrated degree)	(CAH11-01) computing
Digital Marketer integrated degree	(CAH17-01) business and management
Electrical / Electronic Technical Support Engineer (degree)	(CAH10-01) engineering
Electrical /Electronic Technical Support Engineer (degree)	(CAH10-01) engineering
Electrical /Electronic Technical Support Engineer	(CAH10-01) engineering
Embedded Electronic Systems Design and Development Engineer	(CAH10-01) engineering
Embedded Electronic Systems Design and Development Engineer (degree)	(CAH10-01) engineering
Financial Services Professional	(CAH17-01) business and management
Food and Drink Advanced Engineer (degree)	(CAH06-01) agriculture, food and related studies
Food Industry Technical Professional (degree)	(CAH06-01) agriculture, food and related studies
Geospatial Mapping and Science Specialist (degree)	(CAH13-01) architecture, building and planning
Healthcare Science Practitioner (degree)	(CAH02-05) medical sciences
Improvement Leader	(CAH17-01) business and management
Internal Audit Professional	(CAH17-01) business and management
Laboratory Scientist (degree)	(CAH07-02) chemistry
Licensed Conveyancer	(CAH16-01) law
Manufacturing Engineer (degree)	(CAH10-01) engineering
Manufacturing Engineer	(CAH10-01) engineering
Marketing Manager	(CAH17-01) business and management
Non-Destructive Testing Engineer (degree)	(CAH10-01) engineering
Nuclear Scientist and Nuclear Engineer (degree)	(CAH10-01) engineering
Nuclear Scientist and Nuclear Engineer	(CAH10-01) engineering
Occupational Therapist (integrated degree)	(CAH02-06) allied health
Operating Department Practitioner (integrated degree)	(CAH02-06) allied health
Ordnance Munitions and Explosives (OME) Professional	(CAH10-01) engineering
Outside Broadcasting Engineer	(CAH10-01) engineering
Outside Broadcasting Engineer (degree)	(CAH24-01) media, journalism and communications
Physiotherapist (integrated degree)	(CAH02-06) allied health
Police Constable (degree)	(CAH15-03) politics
Post Graduate Engineer	(CAH10-01) engineering
Postgraduate Engineer (degree)	(CAH10-01) engineering

Power Engineer (degree)	(CAH10-01) engineering
Product Design and Development Engineer (degree)	(CAH10-01) engineering
Product Design and Development Engineer	(CAH10-01) engineering
Project Manager (degree)	(CAH17-01) business and management
Registered Nurse - degree (NMC 2010)	(CAH02-04) nursing and midwifery
Registered Nurse - degree (NMC 2018)	(CAH02-04) nursing and midwifery
Registered Nurse (degree)	(CAH02-04) nursing and midwifery
Regulatory Affairs Specialist (degree)	(CAH16-01) law
Relationship Manager (Banking)	(CAH17-01) business and management
Science Industry Process/Plant Engineer (Degree)	(CAH10-01) engineering
Senior Compliance / Risk Specialist	(CAH17-01) business and management
Senior Insurance Professional	(CAH17-01) business and management
Senior Investment / Commercial Banking Professional	(CAH17-01) business and management
Senior Leader	(CAH17-01) business and management
Senior Leader Master's Degree Apprenticeship (degree)	(CAH17-01) business and management
Senior/Head of Facilities Management (degree)	(CAH17-01) business and management
Social Worker (degree)	(CAH15-04) health and social care
Solicitor	(CAH16-01) law
Supply Chain Leadership Professional (degree)	(CAH17-01) business and management
Systems Engineering Masters Level	(CAH10-01) engineering
Teacher	(CAH22-01) education and teaching

Table A2: Proportion of level 6 and 7 apprenticeships by subject group

Level	Subject group	2016-17 Starts	2016-17 %	2017-18 Starts	2017-18 %	2018-19 Starts	2018-19 %
6	Agriculture, food and related studies	.	.	75	1.2%	100	0.9%
	Architecture, building and planning	225	13.6%	1,055	16.6%	1,995	18.4%
	Business and management	595	36.2%	2,680	42.0%	3,855	35.6%
	Computing	515	31.4%	1,310	20.6%	1,535	14.2%
	Education and teaching	.	.	.	.	220	2.1%
	Engineering and technology	295	18.0%	580	9.1%	1,075	10.0%
	Law	.	.	220	3.5%	215	2.0%
	Medicine and dentistry	.	.	.	.	.	.
	Physical sciences	.	.	25	0.4%	100	0.9%
	Social sciences	.	.	.	.	395	3.6%
	Subjects allied to medicine	.	.	415	6.5%	1,335	12.4%
	Total	**1,645**	.	**6,375**	.	**10,825**	.
7	Architecture, building and planning	.	.	.	.	60	0.5%
	Business and management	.	.	4,260	94.7%	10,410	89.3%
	Computing	.	.	.	.	180	1.6%
	Education and teaching	.	.	.	.	410	3.5%
	Engineering and technology	.	.	130	2.9%	170	1.5%
	Law	.	.	105	2.4%	175	1.5%
	Subjects allied to medicine	.	.	.	.	245	2.1%
	Total	.	.	**4,500**	.	**11,655**	.

Annex B: Apprentices and sector comparison students by characteristics

Note: All numbers are rounded to the nearest 5. Where numbers are less than 23, they have been supressed and are represented by '.'

Table B1: Proportion of level 6 and 7 apprenticeships by employment region

Level	Region	2016-17 Starts	2016-17 %	2017-18 Starts	2017-18 %	2018-19 Starts	2018-19 %
6	East Midlands	45	2.7%	365	5.8%	765	7.2%
	East of England	110	6.7%	710	11.4%	1,060	10.0%
	London	270	16.8%	1,050	16.8%	1,805	17.1%
	North East	105	6.6%	400	6.4%	750	7.1%
	North West	360	22.2%	1,160	18.6%	1,735	16.5%
	South East	185	11.5%	685	11.0%	1,175	11.2%
	South West	140	8.5%	490	7.8%	870	8.2%
	West Midlands	270	16.8%	835	13.3%	1,280	12.1%
	Yorkshire and the Humber	135	8.2%	555	8.9%	1,105	10.5%
	Northern Ireland	.	.	.	.	.	.
	Scotland	.	.	.	.	.	.
	Wales	.	.	.	.	25	.
	Unknown	30	.	115	.	250	.
	Total	**1,645**	.	**6,375**	.	**10,825**	.
7	East Midlands	.	.	240	5.4%	770	6.6%
	East of England	.	.	590	13.3%	1,195	10.3%
	London	.	.	1,345	30.3%	3,030	26.2%

North East	.	.	110	2.5%	500	4.3%
North West	.	.	585	13.2%	1,435	12.4%
South East	.	.	565	12.7%	1,610	13.9%
South West	.	.	265	6.0%	1,005	8.7%
West Midlands	.	.	380	8.5%	1,125	9.7%
Yorkshire and the Humber	.	.	360	8.1%	900	7.8%
Scotland	.	.	.	.	.	.
Wales	.	.	.	.	.	.
Unknown	.	.	55	.	55	.
Total	.	.	**4,500**	.	**11,655**	.

Table B2: Level 6 and 7 apprenticeships by study region

Level	Region	2016-17 Starts	2016-17 %	2017-18 Starts	2017-18 %	2018-19 Starts	2018-19 %
6	East Midlands	.	.	310	5.1%	720	6.8%
	East of England	70	4.3%	595	9.9%	860	8.2%
	London	225	13.8%	990	16.4%	2,050	19.4%
	North East	170	10.4%	320	5.3%	720	6.8%
	North West	305	18.5%	920	15.2%	1,505	14.3%
	South East	335	20.4%	1,300	21.5%	1,755	16.7%
	South West	155	9.4%	360	6.0%	665	6.3%
	West Midlands	245	14.8%	785	13.0%	1,135	10.8%
	Yorkshire and the Humber	115	7.1%	460	7.6%	1,125	10.7%
	Scotland	.	.	.	.	.	.
	Wales	.	.	.	.	.	.
	Unknown	.	.	325	.	255	.
	Total	**1,645**	**.**	**6,375**	**.**	**10,825**	**.**
7	East Midlands	.	.	55	1.4%	510	4.9%
	East of England	.	.	340	8.4%	755	7.3%
	London	.	.	3,315	81.6%	5,985	58.0%
	North East	.	.	.	.	310	3.0%
	North West	.	.	125	3.1%	630	6.1%
	South East	.	.	60	1.4%	735	7.1%
	South West	.	.	55	1.4%	575	5.6%

West Midlands	.	.	70	1.7%	520	5.1%
Yorkshire and the Humber	.	.	25	0.6%	305	2.9%
Scotland	.	.	.	.	30	.
Unknown	.	.	440	.	1,305	.
Total	.	.	**4,500**	.	**11,655**	.

Table B3: Level 6 and 7 apprenticeships and sector comparison by age at start of course

Level	Age at start	2016-17 Starts	2016-17 %	2017-18 Starts	2017-18 %	2018-19 Starts	2018-19 %	Sector comparison 2018-19 Starts	Sector comparison 2018-19 %
6	Under 21	845	51.4%	2,240	35.1%	3,470	32.1%	172,255	70.7%
	21 to 25	340	20.5%	1,500	23.5%	2,655	24.5%	31,725	13.0%
	26 and over	460	28.1%	2,635	41.3%	4,700	43.4%	39,575	16.2%
	Total	**1,645**	.	**6,375**	.	**10,825**	.	**243,555**	.
7	Under 21	.	.	515	11.5%	890	7.7%	320	0.8%
	21 to 25	.	.	2,600	57.8%	5,025	43.1%	26,585	66.2%
	26 and over	.	.	1,385	30.8%	5,740	49.2%	13,235	33.0%
	Total	.	.	**4,500**	.	**11,655**	.	**40,135**	.

Table B4: Level 6 and 7 apprenticeships and sector comparison by disability status

Level	Disability status	2016-17 Starts	2016-17 %	2017-18 Starts	2017-18 %	2018-19 Starts	2018-19 %	Sector comparison 2018-19 Starts	Sector comparison 2018-19 %
6	Disabled	125	7.5%	420	6.6%	800	7.4%	31,395	12.9%
	No reported disability	1,525	92.5%	5,955	93.4%	10,020	92.6%	212,160	87.1%
	Total	**1,645**	.	**6,375**	.	**10,825**	.	**243,555**	.
7	Disabled	.	.	165	3.6%	540	4.6%	5,395	13.4%
	No reported disability	.	.	4,340	96.4%	11,115	95.4%	34,740	86.6%
	Total	.	.	**4,500**	.	**11,655**	.	**40,135**	.

Table B5: Level 6 and 7 apprenticeships and sector comparison by ethnicity

Level	Ethnic group	2016-17 Starts	2016-17 %	2017-18 Starts	2017-18 %	2018-19 Starts	2018-19 %	Sector comparison 2018-19 Starts	Sector comparison 2018-19 %
6	Asian	105	6.5%	365	5.9%	655	6.3%	45,480	18.9%
	Black	35	2.3%	185	3.0%	290	2.8%	32,095	13.3%
	Mixed	30	1.9%	165	2.7%	275	2.6%	11,480	4.8%
	Other	.	.	30	0.5%	65	0.6%	7,255	3.0%
	White	1,405	88.7%	5,420	87.9%	9,175	87.7%	144,535	60.0%
	Unknown	65	.	205	.	360	.	2,710	.
	Total	**1,645**	**.**	**6,375**	**.**	**10,825**	**.**	**243,555**	**.**
7	Asian	.	.	560	12.9%	1,515	13.4%	7,860	20.1%
	Black	.	.	90	2.1%	305	2.7%	7,160	18.3%
	Mixed	.	.	135	3.1%	350	3.1%	1,900	4.9%
	Other	.	.	70	1.6%	115	1.0%	1,490	3.8%
	White	.	.	3,505	80.3%	9,055	79.8%	20,720	53.0%
	Unknown	.	.	140	.	310	.	1,010	.
	Total	**.**	**.**	**4,500**	**.**	**11,655**	**.**	**40,135**	**.**

Table B6: Level 6 and 7 apprenticeships and sector comparison by sex

Level	Sex	2016-17 Starts	2016-17 %	2017-18 Starts	2017-18 %	2018-19 Starts	2018-19 %	Sector comparison 2018-19 Starts	Sector comparison 2018-19 %
6	Female	555	33.6%	2,560	40.2%	4,615	42.6%	105,200	43.2%
	Male	1,095	66.4%	3,810	59.8%	6,210	57.4%	138,285	56.8%
	Other	.	.	.	.	.	.	75	.
	Total	**1,645**	.	**6,375**	.	**10,825**	.	**243,555**	.
7	Female	.	.	1,900	42.2%	5,295	45.4%	19,700	49.2%
	Male	.	.	2,600	57.8%	6,360	54.6%	20,380	50.8%
	Other	.	.	.	.	.	.	55	.
	Total	.	.	**4,500**	.	**11,655**	.	**40,135**	.

Table B7: Level 6 and 7 apprenticeships and sector comparison by POLAR4 quintile

Level	POLAR4 Quintile	2016-17 Starts	2016-17 %	2017-18 Starts	2017-18 %	2018-19 Starts	2018-19 %	Sector comparison 2018-19 Starts	Sector comparison 2018-19 %
6	1	220	13.5%	930	14.9%	1,710	15.9%	30,360	12.5%
	2	305	18.6%	1,185	18.9%	2,060	19.1%	37,560	15.5%
	3	310	18.8%	1,275	20.3%	2,130	19.8%	47,590	19.6%
	4	380	23.3%	1,395	22.2%	2,405	22.4%	59,440	24.5%
	5	420	25.7%	1,485	23.7%	2,450	22.8%	67,380	27.8%
	Unknown	.	.	105	.	65	.	1,230	.
	Total	**1,645**	.	**6,375**	.	**10,825**	.	**243,555**	.
7	1	.	.	415	9.3%	1,090	9.4%	4,155	10.7%
	2	.	.	630	14.1%	1,815	15.7%	5,490	14.2%
	3	.	.	795	17.8%	2,135	18.5%	7,045	18.2%
	4	.	.	1,020	22.9%	2,690	23.2%	9,015	23.3%
	5	.	.	1,600	35.9%	3,835	33.2%	12,960	33.5%
	Unknown	.	.	40	.	85	.	1,470	.
	Total	.	.	**4,500**	.	**11,655**	.	**40,135**	.

Table B8: Level 6 and 7 apprenticeships and sector comparison by IMD quintile

Level	IMD Quintile	2016-17 Starts	2016-17 %	2017-18 Starts	2017-18 %	2018-19 Starts	2018-19 %	Sector comparison 2018-19 Starts	Sector comparison 2018-19 %
6	1	205	12.6%	865	13.9%	1,520	14.3%	58,780	24.9%
	2	280	17.5%	1,120	18.0%	1,910	17.9%	50,285	21.3%
	3	335	20.6%	1,235	19.9%	2,120	19.9%	41,710	17.7%
	4	365	22.5%	1,370	22.0%	2,360	22.1%	40,385	17.1%
	5	435	26.8%	1,625	26.1%	2,750	25.8%	44,725	19.0%
	Unknown	30	.	155	.	160	.	7,670	.
	Total	**1,645**	.	**6,375**	.	**10,825**	.	**243,555**	.
7	1	.	.	540	12.2%	1,265	11.0%	8,660	22.8%
	2	.	.	835	18.9%	2,075	18.1%	8,985	23.6%
	3	.	.	880	19.9%	2,335	20.3%	6,845	18.0%
	4	.	.	980	22.2%	2,635	22.9%	6,620	17.4%
	5	.	.	1,190	26.8%	3,185	27.7%	6,890	18.1%
	Unknown	.	.	70	.	160	.	2,135	.
	Total	.	.	**4,500**	.	**11,655**	.	**40,135**	.