Youth degree apprenticeships

An alternative to university?

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A L / Elevation

November 2025

About the Education Policy Institute

Acknowledgements

www.ALElevation.org

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falling pupil rolls on school funding.

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Contents

Executive summary

Participation

- In 2023/24, the most popular sectors for young degree apprentices were the Health (27.5 per cent), Construction (22.3 per cent), and Digital Technology (16.9 per cent) sectors. A large volume of starts are also seen in the Business, Administration, and Law (15.0 per cent) and Engineering and Manufacturing Technology (14.8 per cent) sectors.
- In 2023/24, London remains the plurality provider of degree apprenticeship starts for young degree apprentices (19.1 per cent), followed closely by the North West (15.1 per cent). Take up of degree apprenticeships remains very low in the North East, which had just 3.0 per cent of young degree apprenticeship starts in 2023/24.

[1] Only includes those taking their first degree.

Outcomes and earnings

- Female apprentices have slightly higher odds of completing their degree apprenticeship than male apprentices. However, disadvantage is not a significant predictor of completion once factors such as prior attainment and apprenticeship sectors are controlled for.
- Longer term earnings data is required to fully understand the benefits of degree apprenticeships. However, our exploratory analysis based on the latest two years of

[2] 'Disadvantaged' refers to those identified as eligible for free school meals at any point in the six years including and prior to the end of secondary school.
[3] 'Completion' refers to all apprentices who completed the learning aims, including the end point assessment of their course. 'Achievement' refers to a subset of completing apprentices, those who also achieved a degree qualification.
[4] When compared to our reference category: Business, Administration, and Law.

Employer perspectives

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Recommendations

Despite these successes, we have also identified areas in which degree apprenticeships can be improved to allow the benefits of such courses to further develop, and widen access to these benefits to the most disadvantaged young people in England:

- The government has recently taken steps to increase the proportion of disadvantaged young people accessing higher education, for example through the reintroduction of maintenance grants for selected courses. A similar approach should be extended to degree apprenticeships to widen participation. This could be achieved through expanding the

[5] Includes a subset of degree apprentices who completed their study at least one full financial year before the 2019-20 and 2020-21 financial years.
[6] Nominal 2020-21 earnings of first-degree graduates 10 years after graduation, via Department for Education, *LEO Graduate and Postgraduate Outcomes*, June 2025. https://explore-education-statistics.service.gov.uk/find-statistics/leo-graduate-and-postgraduate-outcomes/2022-23

[7] GOV.UK, *Get funding for apprenticeship training*. https://www.gov.uk/employing-an-apprentice/get-funding

Introduction

developing them as future employees.

This report aims to provide a comprehensive review of the state of degree apprenticeships today using the latest data available, covering the changing make-up of the degree apprenticeship cohort and their educational and early career labour market outcomes. We have also undertaken

[8] Department for Business, Innovation & Skills, *Government rolls out flagship Degree Apprenticeships,* March 2015. https://www.gov.uk/government/news/government-rolls-out-flagship-degree-apprenticeships

[9] Skills England, *Assessment of priority skills to 2030,* August 2025. https://www.gov.uk/government/publications/assessment-of-priority-skills-to-2030/assessment-of-priority-skills-to-2030

[10] Social Mobility Commission, *Apprenticeships and social mobility: fulfilling potential*, June 2020. https://www.gov.uk/government/publications/apprenticeships-and-social-mobility-fulfilling-potential

[11] Our 18 year-old group includes a small number of apprentices who were aged 17 or below at the start of the academic year they began study.

Understanding Level 6 Apprenticeships

A range of apprenticeship programmes are available at level 6, offering a combination of work and training alongside higher level study.

There are three main kinds of level 6 apprenticeships:

- **Integrated degree**: for these apprenticeships, the end-point assessment (EPA) is provided by a university that works with employers to create the course. This means that the EPA must be passed to achieve the degree.
- **Non-integrated degree**: these apprenticeship programmes are existing degrees that are combined with work-based training to meet apprenticeship standards. The apprentices first achieves their degree, before completing an EPA with a non-HE assessment organisation.
- **Non-degree qualification**: these apprenticeships are level 6 courses but do not have a degree attached to the programme.

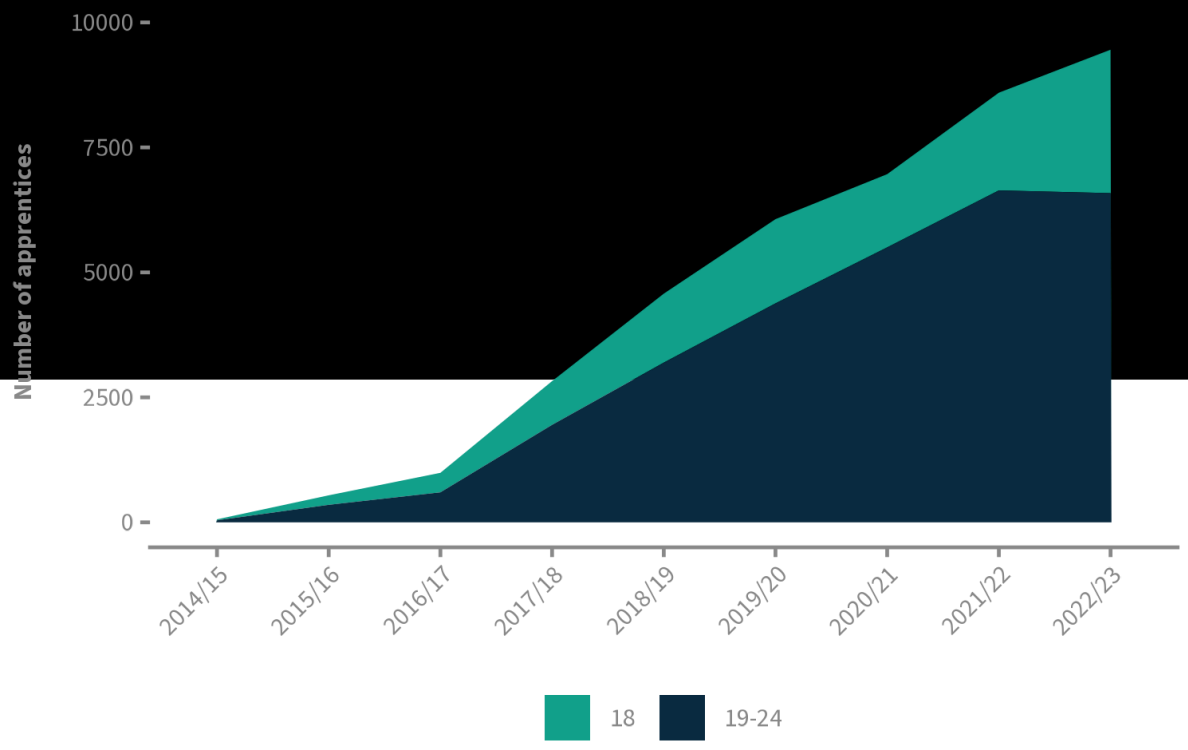
For the purposes of this report, we will focus on both integrated and non-integrated degree apprenticeships, referring to these together as **'degree apprenticeships'**, to allow comparability with traditional university degrees. When the term 'level 6 apprenticeships' is used, we refer to all apprenticeships at level 6, including both degree-awarding and non-degree awarding programmes.

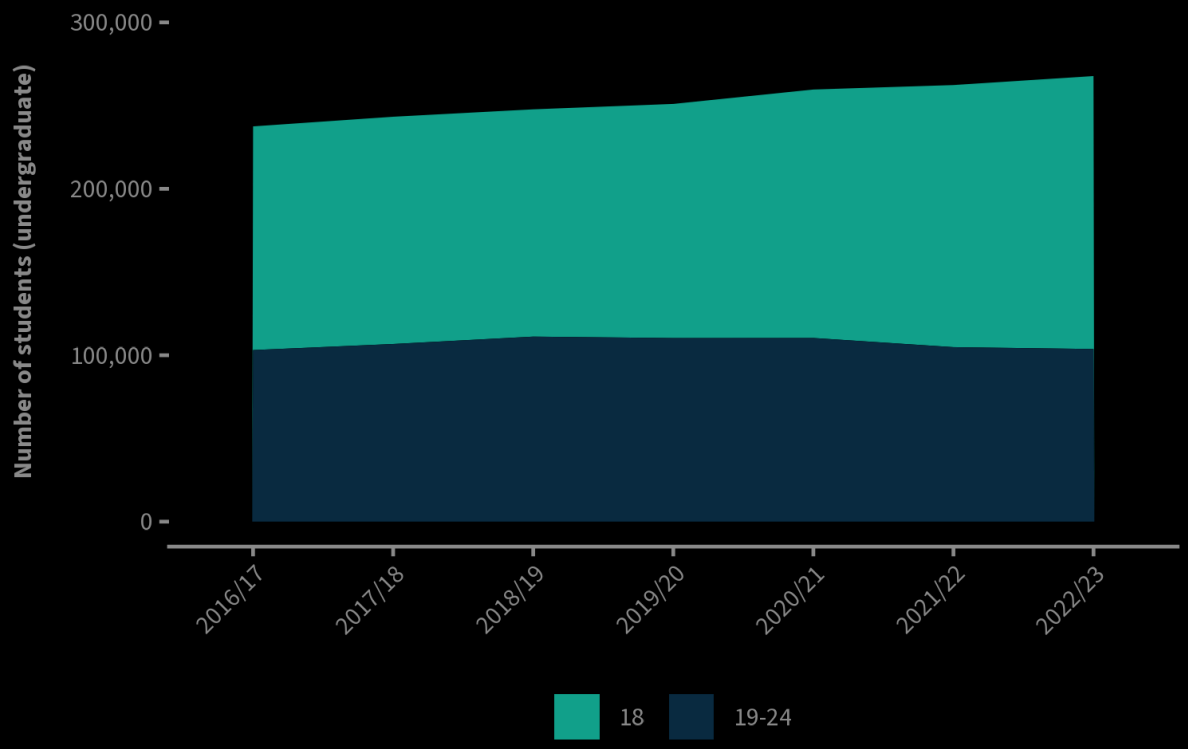
[12] Office for Students, *Checking the Quality of Apprenticeships*. https://www.officeforstudents.org.uk/for-providers/student-choice-and-flexible-learning/degree-apprenticeships/degree-apprenticeships-for-providers/checking-the-quality-of-apprenticeships/

Access and participation

Access and participation

Starts on degree apprenticeships





Where and what do degree apprentices study?

rising starts in the North West and South West have seen London's share of total starts fall slightly.

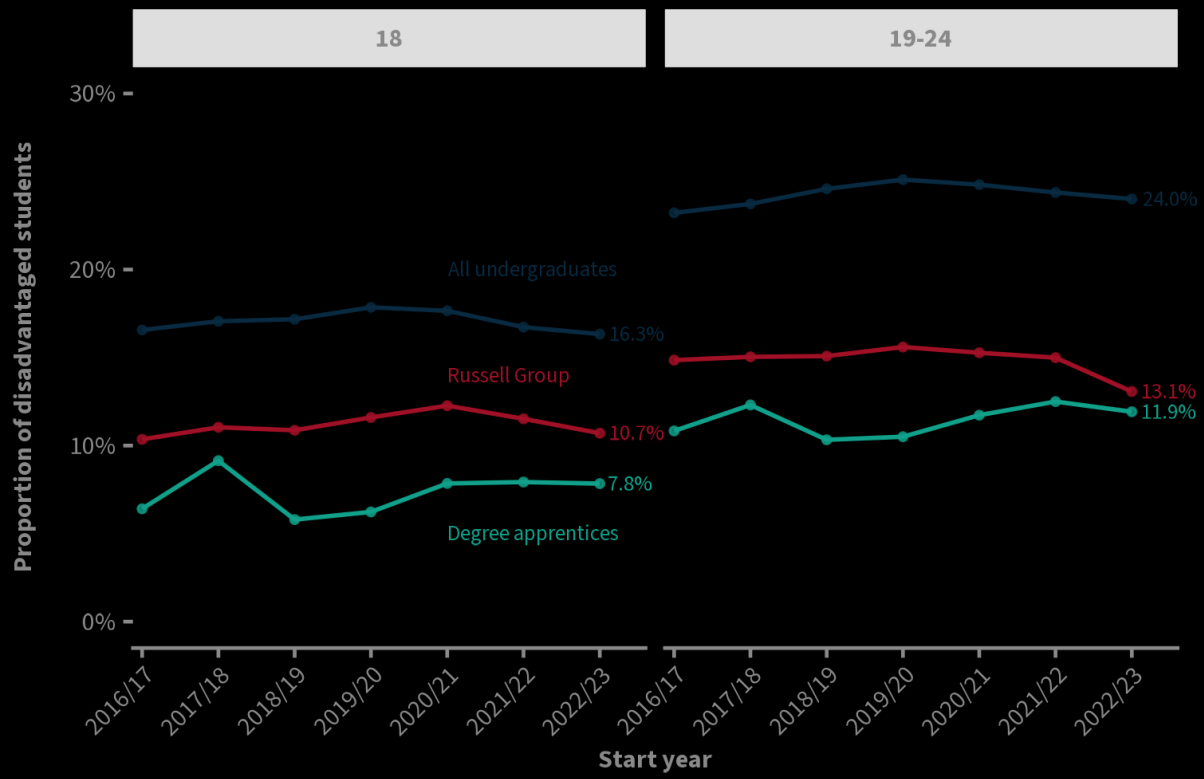
Region	18			19-24		
	2023/24 starts	2023/24 % share	% change from 2018/19	2023/24 starts	2023/24 % share	% change from 2018/19
East Midlands	240	7.41	+2.86	390	5.63	-1.56
East of England	295	9.10	+2.29	660	9.53	+2.34
London	610	18.83	-2.28	1335	19.28	-1.03
North East	80	2.47	-0.78	255	3.68	-2.81
North West	485	14.97	+0.36	1045	15.10	+0.84
South East	385	11.88	-0.45	960	13.86	+1.31
South West	445	13.73	+6.59	610	8.81	+1.62
West Midlands	480	14.81	-2.72	865	12.49	-1.33
Yorkshire and The Humber	220	6.79	-5.87	805	11.62	+0.62

Sector	18			19-24		
	2023/24 starts	2023/24 % share	% change from 2018/19	2023/24 starts	2023/24 % share	% change from 2018/19
Health, Public Services and Care	520	15.71	+13.80	2430	32.75	+22.55
Construction, Planning and the Built Environment	640	19.34	-5.51	1750	23.58	-8.99
Digital Technology	720	21.75	-8.18	1090	14.69	-5.99
Business, Administration and Law	560	16.92	-2.83	1050	14.15	-4.55
Engineering and Manufacturing Technologies	700	21.15	-1.78	890	11.99	-4.72
Retail and Commercial Enterprise	60	1.81	+1.81	90	1.12	+0.93
Agriculture, Horticulture and Animal Care	40	1.21	+1.21	50	0.67	+0.67

Science and Mathematics	20	0.60	-0.03	30	0.40	-0.45
Arts, Media and Publishing	10	0.30	+0.30	20	0.27	+0.27
Social Sciences	40	1.21	+1.21	20	0.27	+0.27

Comparing the socio-economic status of degree apprentices

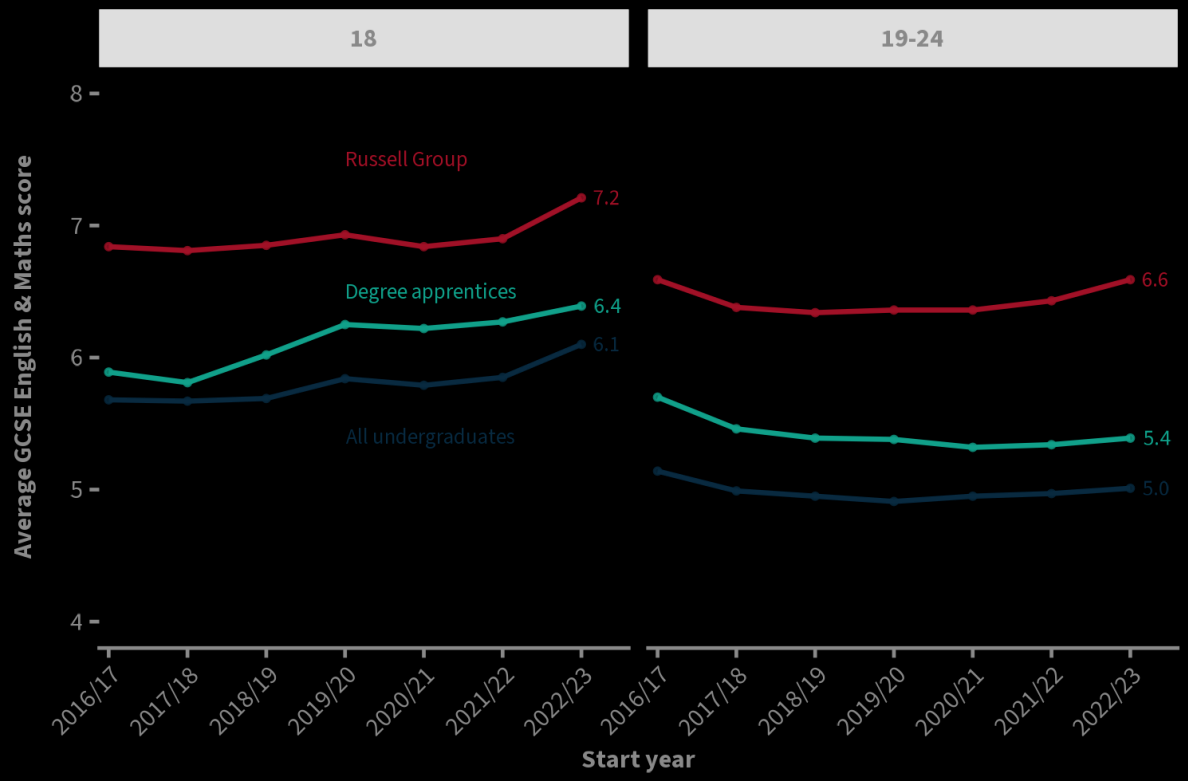
[13] This definition of disadvantage, referred to in DfE statistics as 'FSM6', represents 25.0 per cent of students in state-funded schools England who finished key stage 4 in 2022/23. See our Annual Report for more information on this method of defining disadvantage (https://epi.org.uk/annual-report-2025/).
[14] This means that students who finished key stage 4 study in independent schools have not been included in this analysis.



The prior attainment of degree apprentices

than the undergraduate cohort (where entry requirements have a wide variation across provider and course type), but remain around one grade lower than the prior attainment of undergraduates at Russell Group universities, which tend to be highly selective.

[15] Students who sat GCSEs in 2020 and 2021 saw an increase in the average grade due to the effect of teacher-assessed and centre-assessed grades in these years. This may account for some of the increase in average grade in the latest years of our 18 year-old age group.


18
19-24
Average GCSE English & Maths score
8
7
6
5
4
Russell Group
7.2
Degree apprentices
6.4
6.1
All undergraduates
6.6
5.4
5.0
2016/17
2017/18
2018/19
2019/20
2020/21
2021/22
2022/23
Start year

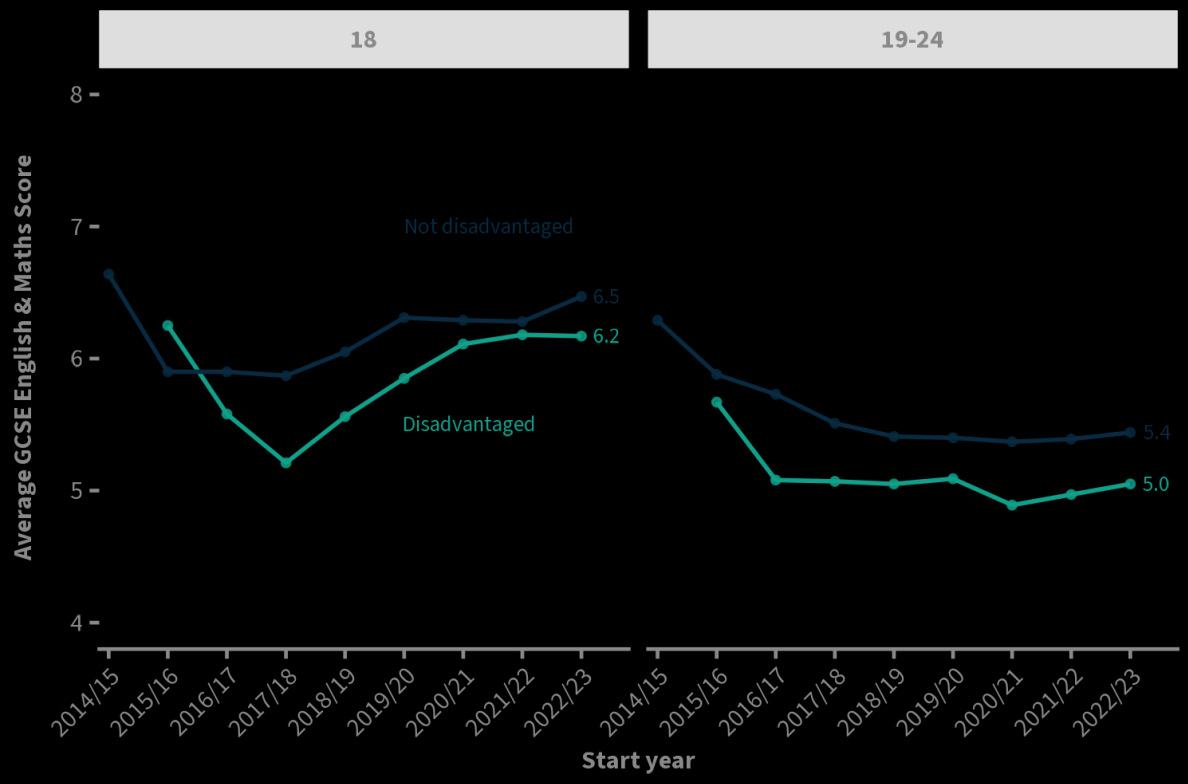
Disadvantage and attainment

of secondary school with that of their non-disadvantaged peers. Figure 1.8 shows this data for each age group.

Among younger (<19 years old) apprentices, the gap in average attainment between disadvantaged and non-disadvantaged apprentices has narrowed over the past decade, with disadvantaged apprentices achieving just 0.16 grades lower than their non-disadvantaged peers in 2022/23.

For older (19-24) apprentices – a lower attaining group on average – there has not been a similar narrowing, with disadvantaged apprentices achieving 0.41 grades lower on average than their non-disadvantaged peers.

[16] See our Annual Report for more on the disadvantage gap: https://epi.org.uk/annual-report-2025/

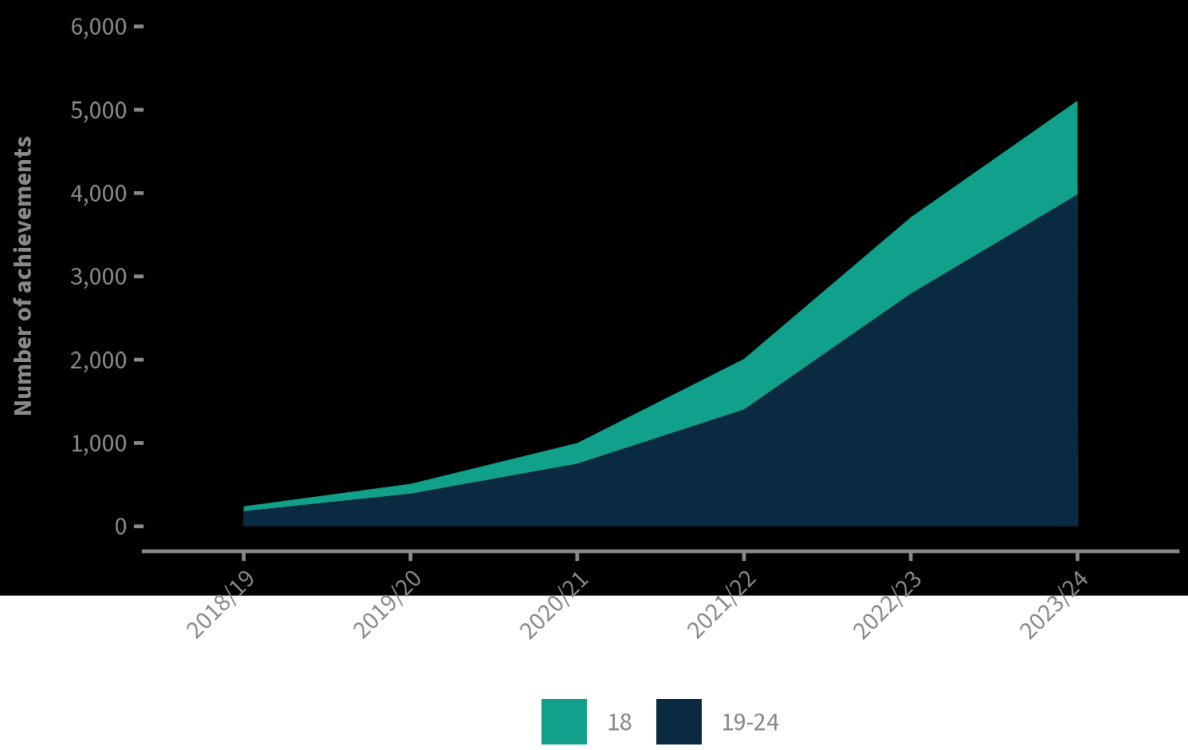


level qualification and still developing as a pathway. However, these findings suggest that degree apprenticeships may not have substantially broadened access to level 6 qualifications for disadvantaged young people. Instead, they are more likely to be taken by non-disadvantaged individuals (in comparison to undergraduate degrees) and given that disadvantaged degree apprentices typically have levels of prior attainment similar to their non-disadvantaged peers, many of these students would likely have been qualified to progress into university through an undergraduate degree.

Who completes degree apprenticeships?

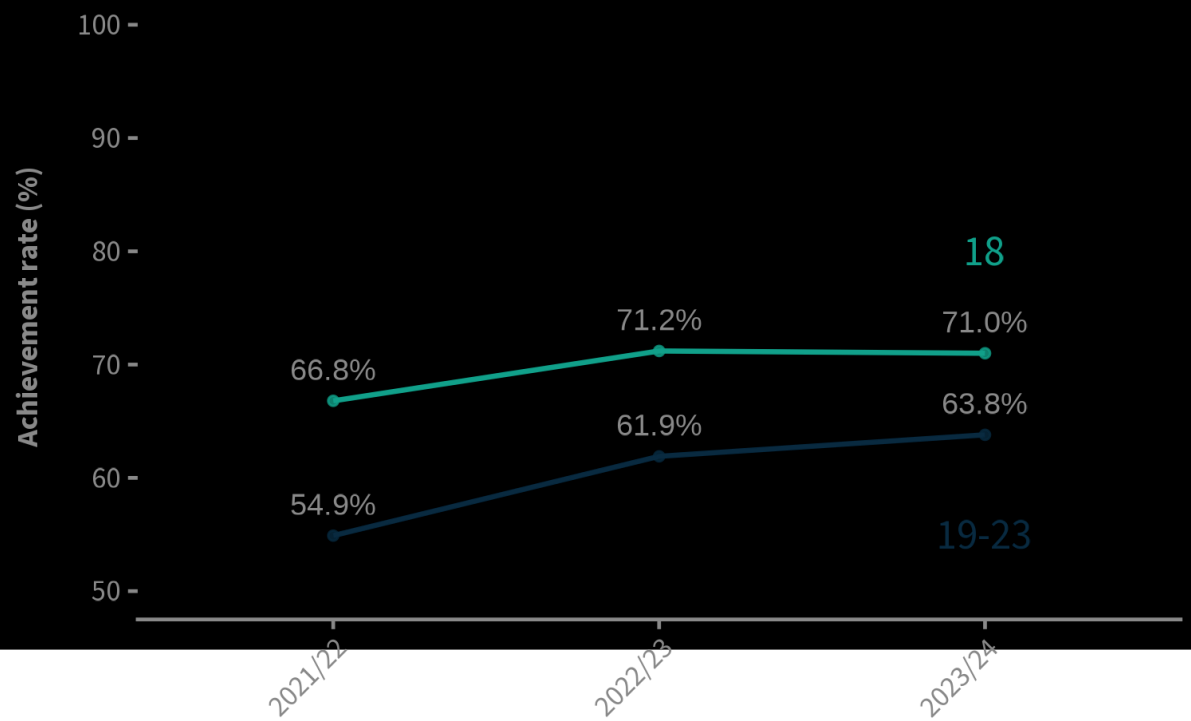
Who completes degree apprenticeships?

How many apprentices achieve a degree?



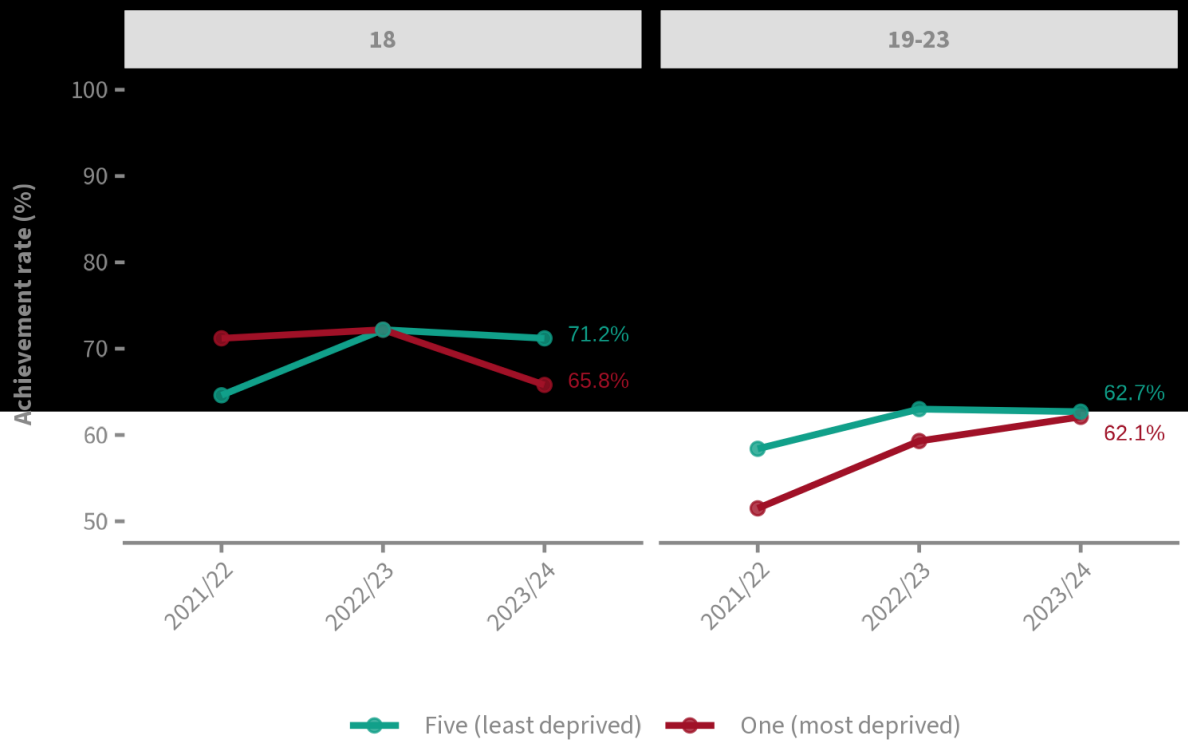
[17] Department for Education, *Apprenticeships – Academic Year 2023/24*. https://explore-education-statistics.service.gov.uk/find-statistics/apprenticeships/2024-25

What is the achievement rate for level 6 apprenticeships?



[18] Note that these age groupings used by the DfE do not include 24 year olds, unlike the breakdowns in the previous section.

[19] Department for Education, *Apprenticeships – Academic Year 2023/24*. https://explore-education-statistics.service.gov.uk/find-statistics/apprenticeships/2024-25



[20] Department for Education, *Apprenticeships – Academic Year 2023/24*. https://explore-education-statistics.service.gov.uk/find-statistics/apprenticeships/2024-25

[21] The Agriculture, Horticulture and Animal Care sector has been excluded due to low numbers of apprentices.

[22] Graham Hasting-Evans and Helen Shorter, *Construction Apprenticeship Achievement rates crisis: Good practice Solutions*, NOCN and BACH, September 2024. https://www.nocn.org.uk/data/News_Downloads/ConstructionAchievementRates.pdf

Sector	Pass rate (%)	Achievement rate (%)
Social Sciences	100	96.4
Education and Training	99.3	85.7
Health, Public Services and Care	99.6	79.8
Digital Technology	99.7	72.7
Science and Mathematics	100	71.9
Engineering and Manufacturing Technologies	99.0	64.5
Business, Administration and Law	99.2	57.1
Retail and Commercial Enterprise	100	51.3
Construction, Planning and the Built Environment	82.3	32.6

What factors are associated with completion of degree apprenticeships?

compared to the reference group, while an odds ratio below 1 means they have lower odds of completing their apprenticeship.

For example, if females have an odds ratio of 1.3 relative to males, this indicates that, holding other characteristics constant, the odds of completing their apprenticeship are about 30 per cent higher for females. This does not mean that 30 per cent more females complete their apprenticeships, but rather that completion is somewhat more likely when comparing the two groups on a relative basis.

[23] Department for Education, *Apprenticeships – Academic Year 2023/24*. https://explore-education-statistics.service.gov.uk/find-statistics/apprenticeships/2024-25

[24] Odds ratios measure relative chances ('odds') in relation to a reference category, rather than absolute probabilities.

Model specification and methodology

We fit a binary logistic regression model with apprenticeship completion (1 = completed, 0 = did not complete) as the dependent variable. The model included the following predictor variables:

- Region
- Apprenticeship sector
- Gender
- Ethnicity
- Prior attainment (GCSE English and maths average score and key stage 5 average point score per entry)
- Disadvantaged status at the end of secondary school (FSM6 indicator)
- Level 3 qualification route (academic or vocational)
- Degree-awarding status of the course

Individuals missing data on any of these variables and any categories with fewer than ten individuals were excluded. Variance inflation factors (VIFs) were calculated to test for multicollinearity, and all predictors had VIF < 5. Sensitivity tests were undertaken using alternative reference categories, reduced models, and a series of models using interaction terms to test for moderating effects. Results across these tests were substantively similar, suggesting that the main conclusions are robust to alternative model formulations.

The coefficients were exponentiated to produce odds ratios. For continuous predictors such as prior attainment, the odds ratio represents the change in odds of completion associated with a one-unit increase in the variable (e.g. a one-point increase in average GCSE grade).

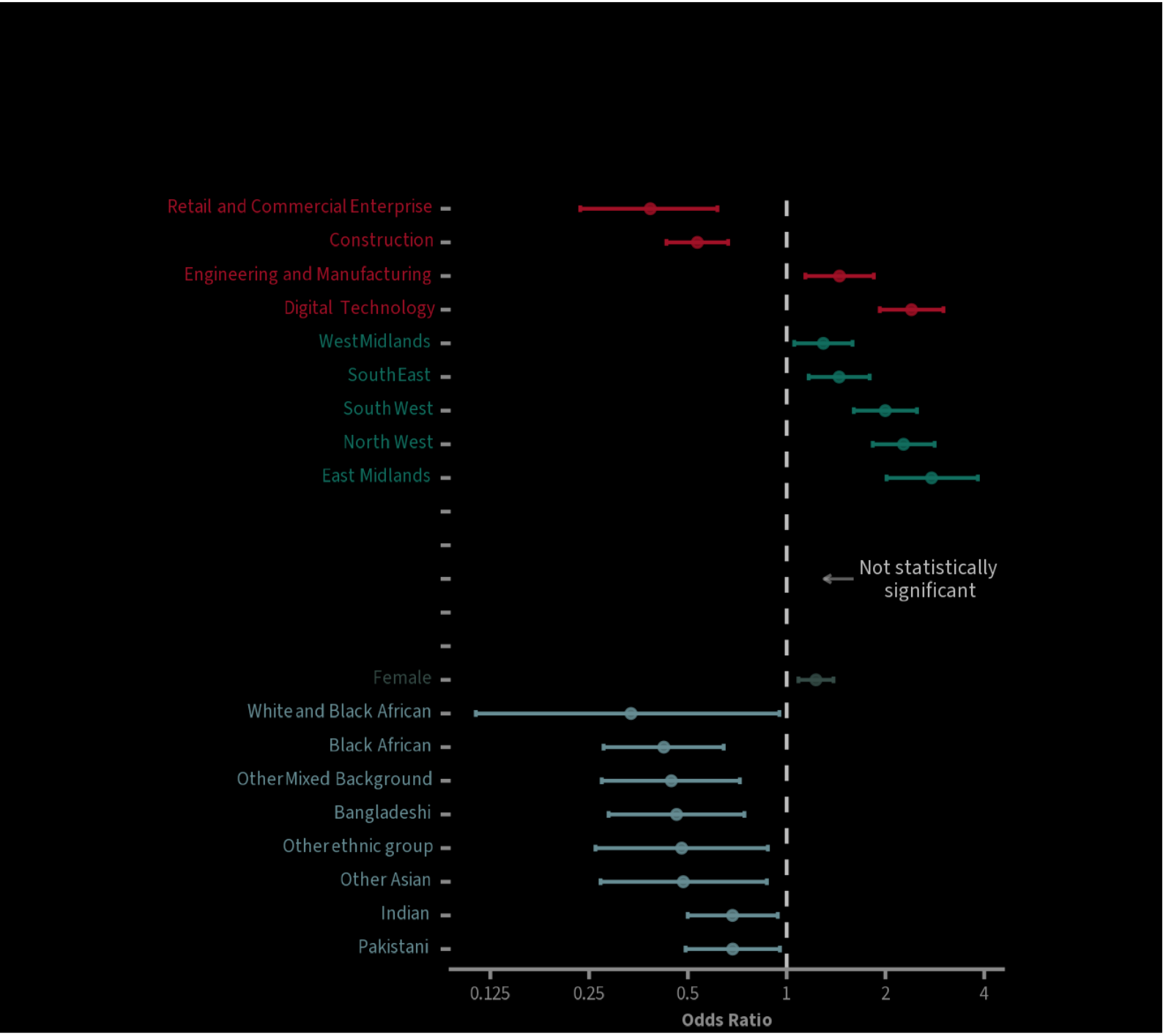
Reference groups for each variable are as follows:

Variable	Reference group
Region	London
Sector	Business, Administration and Law
Gender	Male
Degree status	Degree apprenticeship
Level 3 qualification route	Academic qualification
Disadvantage status	Non-disadvantaged
Ethnicity	White British

Full model output, including odds ratios, standard errors, confidence intervals, and observations can be found in Appendix A.

Disadvantage status at the end of secondary school was not found to be a statistically significant predictor of completion. As mentioned in the previous section, one explanation for this is that disadvantaged students who enter degree apprenticeships are a high-attaining subset of the wider disadvantaged population, meaning their risk of non-completion is already lower than the group average. In other words, disadvantage appears to matter in terms of access to, rather than completion of, degree apprenticeships.

[25] Helena Takala et. al., *Ethnic disparities and apprenticeship participation*, Youth Futures Foundation and NatCen, April 2025. https://youthfuturesfoundation.org/wp-content/uploads/2025/03/Ethnic-disparities-and-apprenticeships_Research-report_NatCen_Apr25.pdf

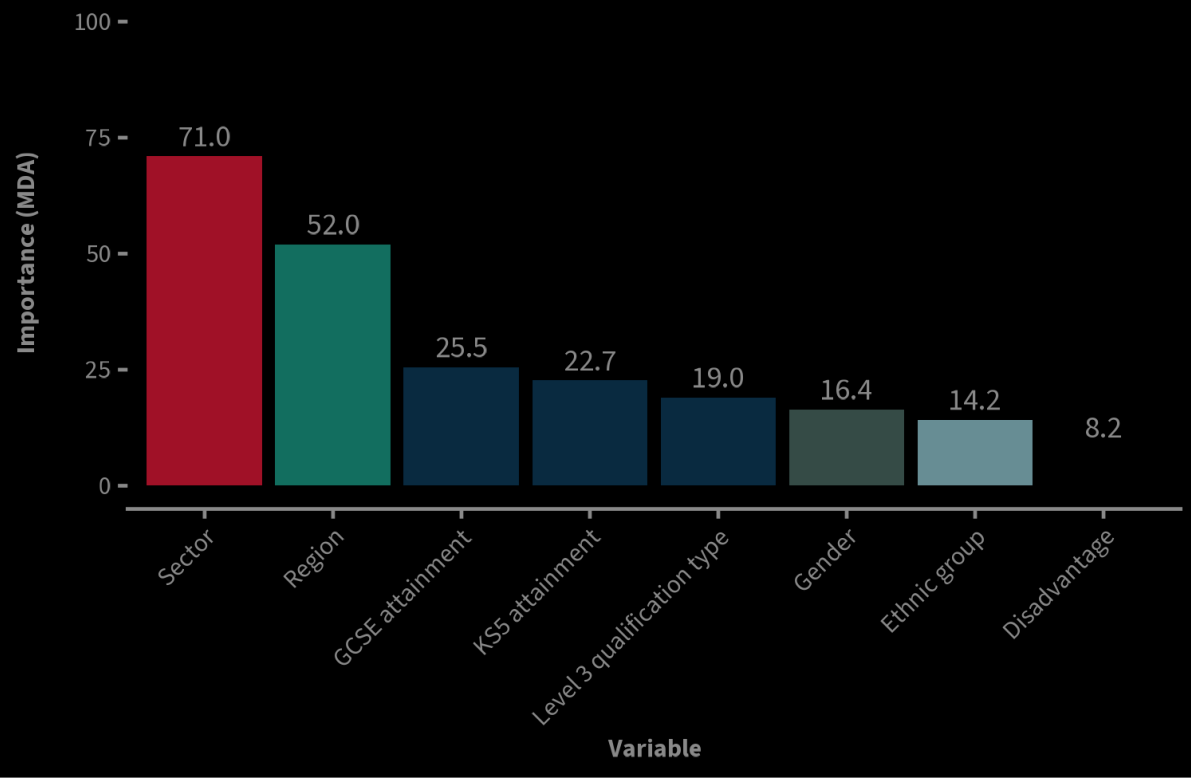


Note: The x-axis for Figure 2.5 is presented on a log scale for interpretability. As ORs are ratios, a value of 0.5 represents the same magnitude of effect as a value of 2 (halving vs doubling).

A Random Forest classification model[26] was also estimated to provide an alternative perspective on the factors associated with apprenticeship completion.

Figure 2.6 presents the variable importance scores from the model, measured using Mean Decrease in Accuracy (MDA). This metric reflects how much the model's predictive accuracy

[26] Random Forests are an ensemble machine learning method that build a large number of decision trees on random subsamples of the data and then aggregate their predictions. Unlike logistic regression, they do not rely on linearity assumptions and can capture complex, non-linear relationships between predictors and outcomes. The model used the same specification as our logistic regression model.



Overall, this analysis shows that degree apprenticeships are characterised by high levels of success once learners reach the end of their training, but with substantial variation in completion and achievement across sectors and regions. Pass rates are consistently strong - indicating that most apprentices who finish their programmes go on to achieve - but many do not reach that point, particularly in construction and other applied sectors where structural and employer-related barriers appear to play a greater role.

The modelling confirms that these sectoral and regional differences remain even after accounting for individual characteristics, suggesting that contextual factors such as local labour market conditions, employer capacity, and programme delivery models are key drivers of completion. While there are some demographic differences (most notably by ethnicity) the effects of gender, disadvantage, and prior attainment are comparatively modest once other factors are controlled for.

How much do degree apprentices earn?

Degree apprentices' earnings – exploratory analysis

Our annualised earnings measure

Employment and earnings data cover those with P45 and P14 records submitted through the PAYE system, and do not include those in self-employment. All individuals who completed their course, were classified as in 'sustained employment' in the first full tax year following completion, and could be matched between educational and employment records for the tax years 2018-19 to 2020-21 were included in analysis. Note that that latter two of these tax years were impacted by the COVID-19 pandemic, which is likely to have affected the employment and earnings outcomes of graduates during this period.

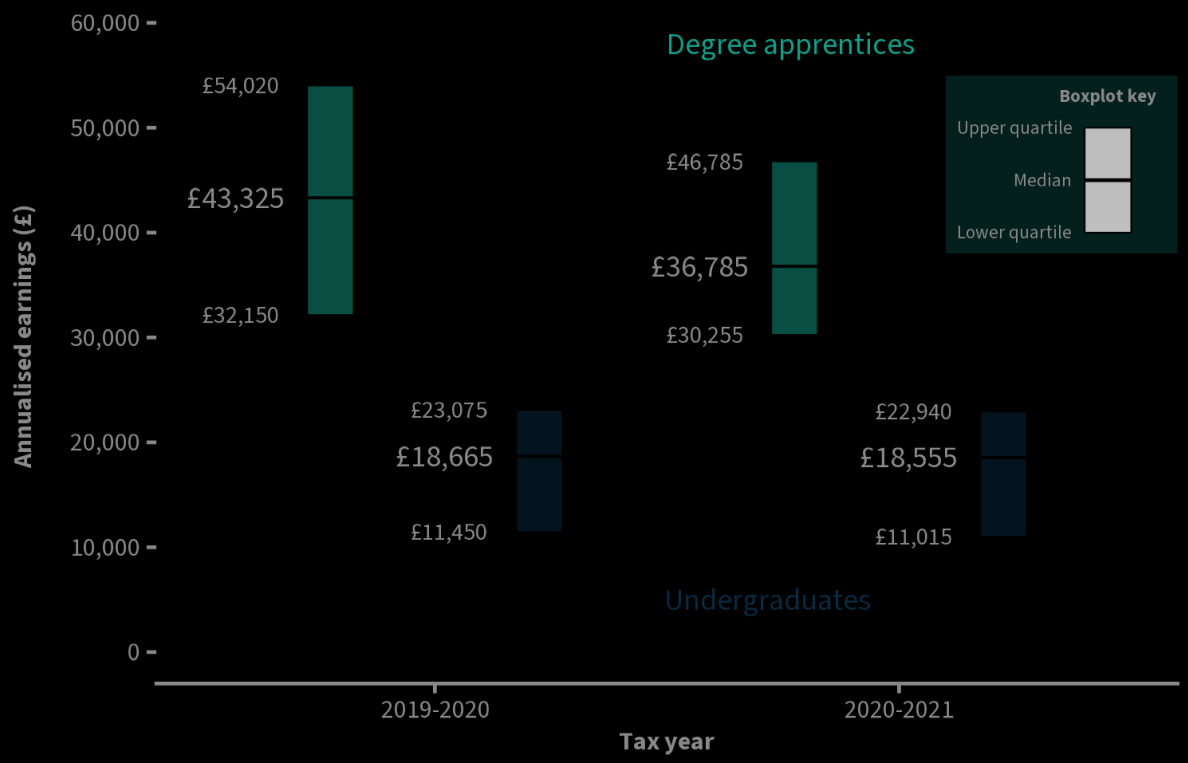
'Sustained employment' refers to individuals who were in paid employment for at least one day in five out of six months between October and March of the given tax year. This is consistent with the definition used for the DfE measures of 16-19 accountability.

Earnings are annualised and expressed in nominal terms, with the top and bottom one per cent of earners removed from the earnings estimates. As LEO does not currently include data on number of hours worked, we cannot distinguish between part-time and full-time work. As a result, the reported earnings may underestimate the earnings of full-time graduates if graduates are more likely to be in part-time employment following completion of study than degree apprentices.

Median earnings of degree apprentices

Figure 3.1 shows median annualised earnings for the first full tax year following the completion of study (1 YAC) for degree apprentices and first-degree undergraduates aged under 25 years old at the start of their study period. The top and bottom of the box plots represent the 75th and 25th quartiles respectively. As the LEO dataset currently only includes earnings data up to the 2020-21 tax year, and our earnings estimation is taken a full year following completion of a 3-4 year course, the number of matched degree apprentices before the 2019-20 tax year is too low to be reported.

Our earnings estimation shows that in 2020-21, the average young degree apprentices earned around double that of the average graduate (£36,785 vs £18,555). This is perhaps unsurprising – apprentices were already employed and earning a wage during their study, whereas many young graduates are entering the labour market for the first time in the year following completion of their study.



Median earnings by gender

proportion of total earnings for undergraduates than for degree apprentices.

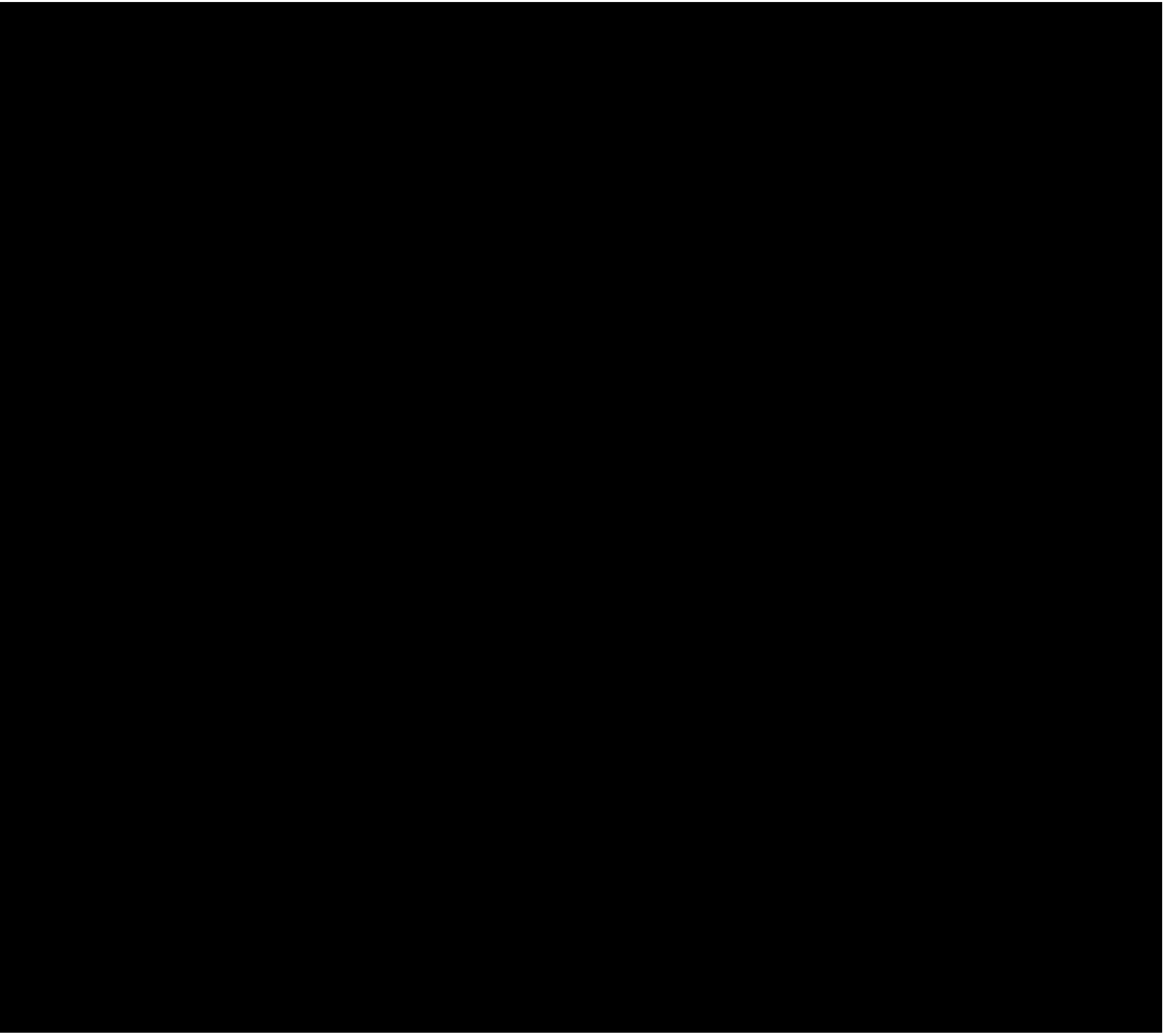
Our earnings measure does not capture how much of this observed earnings gap is as a result of earnings differentials across sectors, and the degree to which female degree apprentices enter into lower-earnings sectors when compared with their male counterparts. Similarly, this data only includes apprentices who completed their course before the 2019/2020 academic year, when (as observed in the previous chapter on access and participation) far fewer apprenticeship standards were available for sectors that are now largely entered by female apprentices, such as Health, Public Services, and Care, and Education and Training.

Median earnings by degree type

(averaged nominal value)

Degree type	Lower (25th) quartile	Median annualised earnings	Upper (75th) quartile	Number of apprentices
Integrated degree	£31,970	£38,645	£48,685	265
Non-integrated degree	£31,100	£35,545	£44,725	50

These descriptive results suggest that degree apprentices may be better integrated into the labour market, enter employment quickly, and benefit from higher initial salaries relative to undergraduates. The extent to which these early advantages persist into the medium term remains uncertain, and analysing future years of LEO data will be critical in determining whether these earnings gaps narrow, stabilise, or widen as cohorts progress through their careers. In addition to further descriptive results, comprehensive modelling is required to better understand



Employer perspectives

Employer interviews

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Employer characteristics

Large employer A

- **Sector:** Energy technology
- **Business model:** Project delivery organisation; sees apprenticeships as aligned with long-term delivery needs.
- **Workforce size and structure:** 500+ UK employees.
- **Apprenticeship and graduate numbers:** Two cohorts of degree apprentices (one in final year of a 4-year programme, and one in the second year of a 5-year programme). ~20 graduates. Also Level 3–5 apprentices in business, IT, and health and safety.

Large employer B

- **Sector and focus**: Energy infrastructure
- **Business model:** End-to-end project delivery.
- **Workforce size and structure:** 500+ UK employees.
- **Apprenticeship and graduate numbers**: ~20 Level 4 and 5 apprentices (traditional engineering) and ~20 graduates; currently no DAs.

Small employer A

- **Sector and focus:** Media company operating in financial communications, marketing, and management.
- **Business model:** Founded over 15 years ago; started DA programme a year later; apprenticeships are central to recruitment and business growth.
- **Workforce size and structure:** <50 employees.
- **Apprenticeship and graduate numbers:** <15 degree apprentices so far (mostly school leavers); no longer recruit traditional graduates. Offer Level 6 and 7 apprenticeships exclusively.

Small employer B

- **Sector and focus**: Independent consultancy in digital built environments.
- **Business model**: Founded around a decade ago; embedded apprenticeships from the start.
- **Workforce size and structure:** 50-100 employees.
- **Apprenticeship and graduate numbers:** Take on small numbers of degree

degree apprentices.

Discussions with the two large employers were focused more on anticipated benefits of degree apprenticeships. For large employer A, who has two cohorts of apprentices in 4+ year programmes, the potential benefit lies in the capability of these apprentices to embed knowledge in the business over the long lifecycle of projects, some of which are multi-decade. Degree apprenticeships are seen as 'really suited to those kind of longer-term project deliveries' as by the end of a project employees might be using legacy software or capabilities. The fact that degree apprentices 'recruit more local' as opposed to graduate schemes is 'quite good from a retention perspective' and means that young engineers may build their whole career within the organisation. Large employer B, while still early in its exploration of the DA programme, anticipates similar benefits, particularly for reskilling professionals coming from other related sectors. DAs are also seen as more targeted and aligned with real-world industry needs than

[redacted]

senior leaders – ‘the whole programme has been a huge success’.

Challenges of implementing degree apprenticeships

Large employer A cited their most significant challenge as the general expectation that degree apprentices would ‘come in at a certain level, […] closer to what a graduate level might typically be, but in reality they’re coming in significantly below that level because they’ve not had any university experience’. In their experience, degree apprentices lacked the foundational knowledge and independence typical of graduates, requiring more support, structured development, and expectation management. They explained that the number of taught credits in the standards offered by many training providers - in comparison with a traditional university degree - is ‘a challenge’ for them, and means that apprentices ‘will not be able to go into the depth and the breadth that a traditional university degree will do’ just because of time and capacity. It can be difficult to find work apprentices can ‘usefully do’ in the early stages of their apprenticeship

[redacted]

warned that organisations with more rigid or HR-led recruitment may struggle to replicate their success. Both employers also mentioned the rigidity of standards: the fact that apprentices can't switch during the programme if they decide the standard is not for them. The 'massive variation' in provider quality was also an issue for small employer A. They emphasised that if something goes wrong on the provider's end – for example, when an institution pulled out of their partnership at the last minute after the contract with the apprentice had already been signed – employers are left to pick up the pieces and there are no consequences for the provider.

Supporting apprentices through the programme

Across the three employers which currently offer degree apprenticeships, some lessons have emerged about what it takes to support degree apprentices successfully, although all emphasised that they think there is still work to do on this score, and the learning process is ongoing.

If we don't have the skill set within our business we put them in touch with external engineers, architects […] so we can bring in all this resource from the industry to support them.

Suggestions for the future of degree apprenticeships

Across the four interviews, employers expressed a strong belief in the potential of degree apprenticeships but also identified areas for improvement.

Large employer A emphasised the need for more consistent quality across providers as well as the amount of time it can take for degree apprentices to learn specialist technical skills:

Generally it seems that the apprentices are two years in before they really start to get some of those specialist skills. There will perhaps be one or two modules where

Key takeaways and implications

- **acquire this, to contribute usefully to the employer's activities varies significantly across sectors and may affect a young person's experience of the apprenticeship.** Within our small group of interviewees, this was a clear dividing line between the larger, energy sector employers, and the smaller employers working in less 'hard' technical fields. In the smaller firms, the fact that degree apprentices were able to bring in money to the firm within a period of months was one of the reasons the programme is viewed as so successful by these employers; at the same time, rapidly reaching commercial viability for apprentices is necessary for these firms' competitiveness, unlike with the larger firms. These interviews raise questions about the extent to which firms rely on, and therefore invest staff time and resource into, recruiting and supporting degree apprentices – and

[27] Knowledge, Skills, and Behaviours. These are the core attributes apprentices must demonstrate to complete their apprenticeship, and usually the basis for end point assessments.

particular the smaller firms, who want and require apprentices to meaningfully contribute to the business within a relatively short period of time.

Together, these reflections suggest a need to consider how funding, guidance and infrastructure could be tailored to better support different types (in terms of sector and size) of employers. Further research into sectoral and organisational variation in uptake and outcomes for school-leaving degree apprentices is also necessary to better understand the specific facilitators of and barriers to more widespread uptake of degree apprenticeships.

Conclusion and recommendations

revealing high satisfaction with the scheme's impact on skills, retention, and productivity, particularly among smaller firms that have embedded apprenticeships into their workforce strategies. However, they also point to challenges in implementation: variability in provider quality, rigidity of apprenticeship standards, and the significant investment of time and support required from employers to make degree apprenticeships work effectively.

Taken together, these findings point to a maturing system that is delivering strong outcomes for those who access it but remains uneven in who benefits. Expanding access and strengthening support for disadvantaged learners, while reducing the burden on employers will be key to realising the full potential of degree apprenticeships as a vehicle for social mobility and economic growth.

To achieve this, we make the following recommendations:

available through the Longitudinal Educational Outcomes (LEO) dataset to allow researchers to further analyse the impact of degree apprenticeships, as well as other education reforms, such as T levels.

[28] GOV.UK, *Get funding for apprenticeship training*. https://www.gov.uk/employing-an-apprentice/get-funding

Appendices

Appendix A: Model results

Variable	Odds Ratio	Std. Error	95% CI (Lower–Upper)	p-value	n
Socio-economic background					
Disadvantaged (FSM)	1.00	0.10	0.82 – 1.22	0.996	5,645
Prior attainment					
Average GCSE Maths & English	1.07	0.03	1.01 – 1.13	0.025 *	5,645
Average KS5 point score	1.01	0.00	1.00 – 1.01	0.004 **	5,645
Ethnicity (ref: White British)					
Bangladeshi	0.46	0.24	0.29 – 0.74	0.001 **	80
Indian	0.68	0.16	0.50 – 0.94	0.018 *	195
Other Asian	0.48	0.30	0.27 – 0.87	0.014 *	55
Pakistani	0.68	0.17	0.49 – 0.95	0.025 *	175
Black African	0.42	0.21	0.28 – 0.64	<0.001 ***	110
Other Mixed Background	0.45	0.25	0.27 – 0.72	0.001 **	75
White & Black African	0.34	0.54	0.11 – 0.95	0.041 *	15
Other ethnic group	0.48	0.31	0.26 – 0.88	0.016 *	50
(Other small groups not sig.)	—	—	—	—	—
Gender (ref: Male)					
Female	1.23	0.06	1.09 – 1.39	0.001 **	5,645
Sector (ref: Business, Administration and Law)					
Health & Care	0.93	0.09	0.78 – 1.12	0.455	1,835
Science & Mathematics	6.60	0.62	2.27 – 28.03	0.002 **	35
Engineering & Manufacturing	1.45	0.12	1.14 – 1.84	0.002 **	645

Construction	0.53	0.11	0.43 – 0.66	<0.001 ***	815
Digital Technology	2.40	0.11	1.92 – 3.00	<0.001 ***	945
Retail & Commercial Enterprise	0.38	0.24	0.23 – 0.62	<0.001 ***	90
Education & Training	8.98	0.26	5.47 – 15.37	<0.001 ***	170
Region (ref: London)					
East Midlands	2.76	0.16	2.02 – 3.83	<0.001 ***	265
East of England	1.24	0.14	0.94 – 1.64	0.127	295
North East	1.30	0.18	0.92 – 1.84	0.140	180
North West	2.27	0.11	1.83 – 2.82	<0.001 ***	780
South East	1.44	0.11	1.17 – 1.79	0.001 **	760
South West	2.00	0.11	1.60 – 2.50	<0.001 ***	650
West Midlands	1.29	0.10	1.05 – 1.59	0.014 *	800
Yorkshire & Humber	0.90	0.11	0.73 – 1.10	0.306	820
Level 3 qualification route (ref: Academic)					
Non-academic qualification	0.85	0.07	0.74-0.99	<0.001 ***	5646

Significance: * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$.

Model diagnostics

McFadden Pseudo R^2 test: 0.066

AUC: 0.67

Appendix B: Data sources