

# Annual Monitoring Report

2021 / 2022

# 1.0 Introduction

This report highlights the main findings from the National Youth Agency's (NYA) Annual Monitoring survey (AMS) which Higher Education Institutions (HEIs) are required to complete as a part of their Joint Negotiating Committee (JNC) validation process.

The data collected supports the Education and Training Standards Committee (ETS) to maintain a clear picture of the professional Youth Work training landscape in England and to develop its strategy. It is also used by the NYA to inform its youth workforce strategy, and supports HEIs in the development of their own Youth Work courses.

In 2021/22 there were 22 HEIs offering 30 programmes. This report is based on returns from 22 HEIs, offering 28 programmes, of which all provided full data. This equates to a 100% response rate from HEIs.

## 2.0 Executive summary

Overall, student numbers on Youth Work courses have increased. This is due to the significant increase in number of students studying at postgraduate level. Undergraduate courses continue to show a small decline in numbers.

There is some change in average demographic characteristics across the student intake. The trend of females outnumbering males within HEIs continues and remains broadly the same with females representing over three quarters (79%) of all students recruited. Similarly, the average age of undergraduate students remains considerably older than the national average for other courses and this age gap has increased in the last year. When considering ethnicity, there is an increase in the proportion of students self-reporting as Asian and Black since 2018/19, although this has broadly plateaued over the last two years.

The average number of placements and supervisors per course continues to decline, a trend that has been broadly observable since 2013/14. It is positive to note that the proportion of supervisors that are JNC has increased and now accounts for 76% of all placement supervisors.

Students entering undergraduate study are less likely to possess a Level 3 to 5 qualification. This continues a generally downward trend since 2017/18. Although it is worth noting that almost one in four students self-report with an 'other' qualification.

Student attendance and completion rates remain broadly stable. Across Levels 4 – 6, deferral rates have dropped in the last year, however, amongst postgraduate courses, deferral rates have increased considerably. With the exception of Level 6 courses, withdrawal rates have decreased since last year.

Graduate destination remains challenging for HEIs to collect. Where available the data demonstrates a diversity of destinations and very low to zero rates of unemployment.

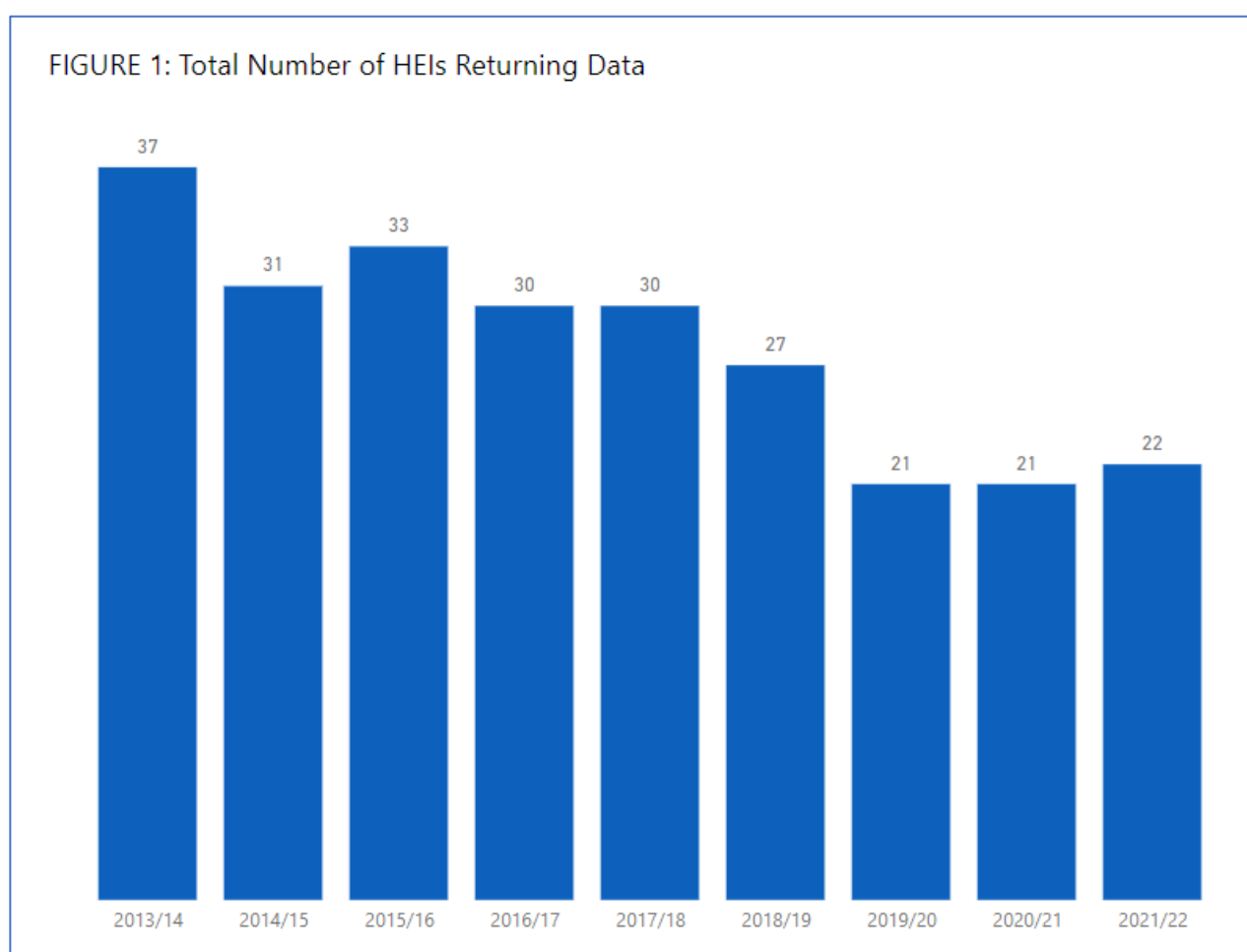
## 3.0 Recommendations

- Evaluate the process of collecting annual monitoring data and continue to review how data is collection.
- Explore opportunities to promote routes into youth work at undergraduate level.
- Research the impact of the Level 6 Integrated Degree Apprenticeship.

## 4.0 Analysis of data

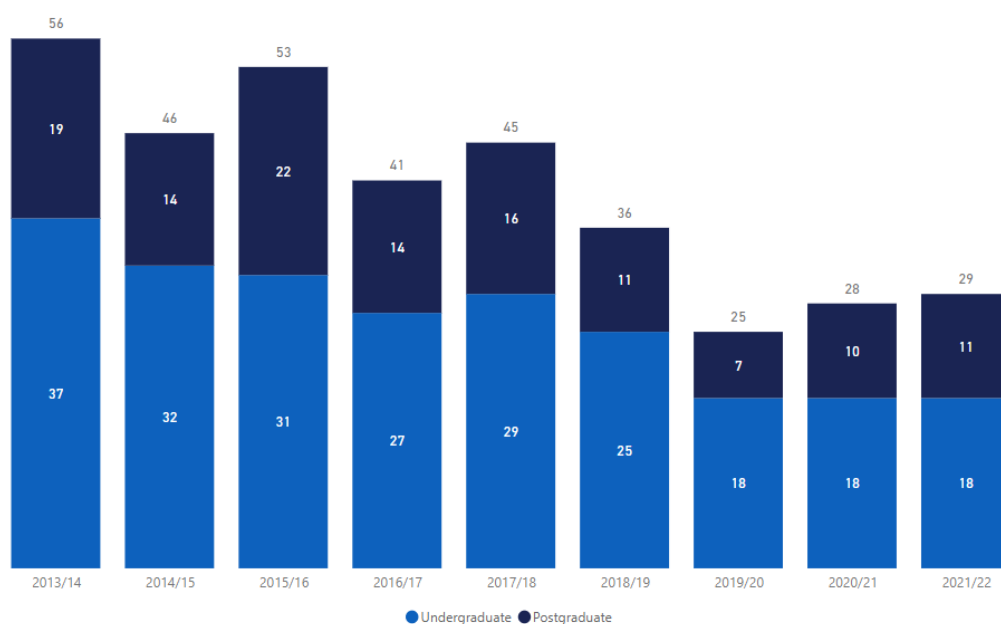
### 4.0.1 HEIs and programmes: overview of programmes

The number of HEIs providing data remains largely consistent over the last three years, although in 2021/22 this has increased by one.



As figure 2 demonstrates, the number of courses returning data across HEIs has declined over the years, but this year it remained stable compared to last year. In total we received data from 28 courses.

FIGURE 2: Total Number of Courses Returning Data



There has been some change in the number of courses at both undergraduate and postgraduate levels returning data by region. West Midlands and Yorkshire and Humberside have seen an increase in the number of undergraduate courses returning data. In only one area, the North West, there has been a decrease in the number of undergraduate courses returning data. It is hoped this will increase next year with a new programme in the North West currently recruiting. The remaining regions have seen no change in the numbers of undergraduate course returning data. For postgraduate courses, the number of postgraduate courses remains unchanged since last year. It is worth noting that no undergraduate or postgraduate courses in the East of England provided a data return.

FIGURE 3: Number of Undergraduate Courses per Region Returning Data

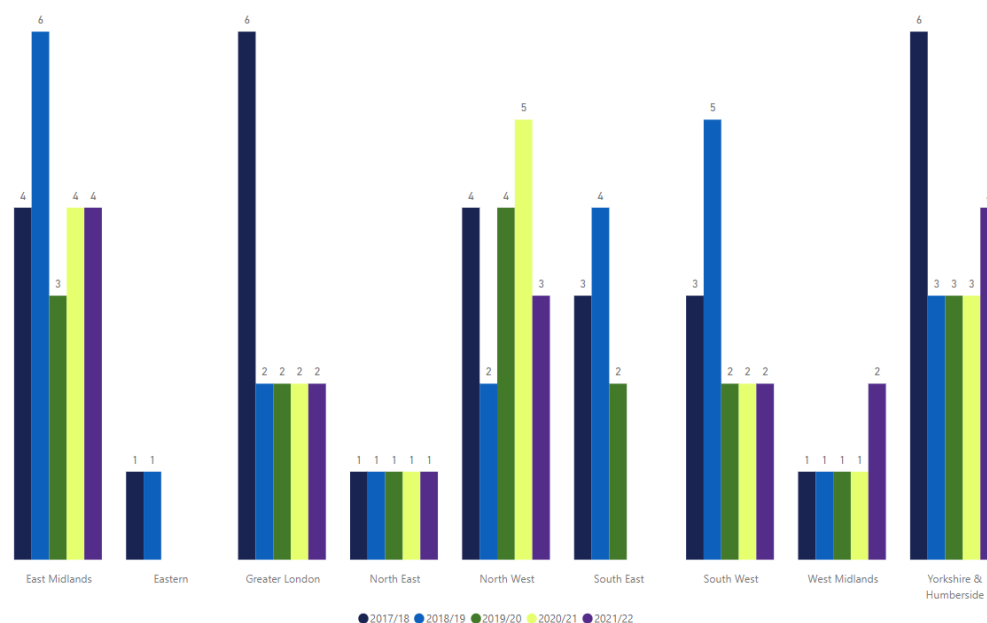
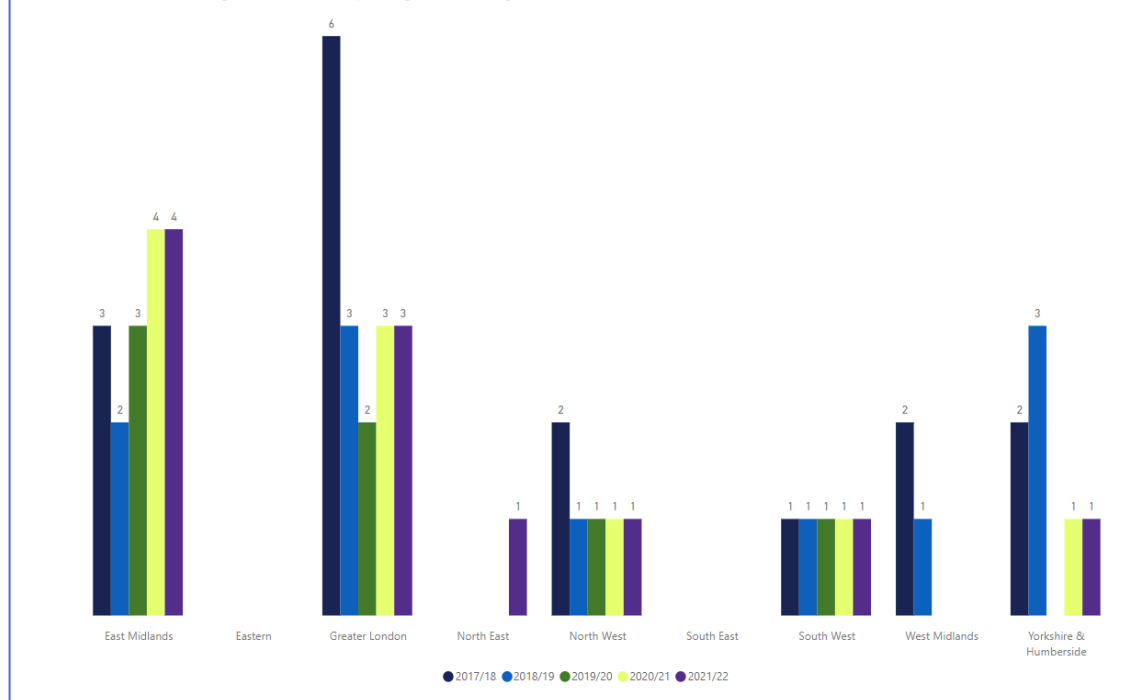


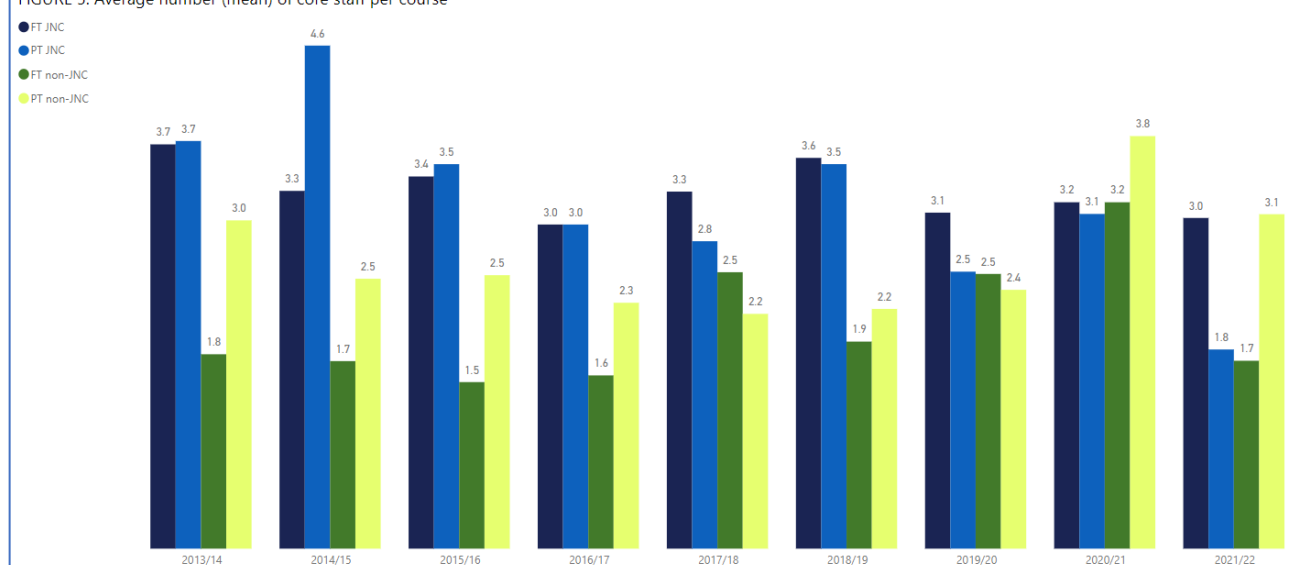
FIGURE 4: Number of Postgraduate Courses per Region Returning Data



## 4.0.2 Staffing levels

Data provided on staffing levels across courses suggests that staffing levels have dropped since last year. While the (mean) average number of FT JNC teaching staff remains broadly static (3.1), the (mean) average number of PT JNC teaching staff has dropped from 3.1 in 2020/21 to 1.8 in 2021/22. There has also been noticeable decreases in the (mean) average number of non JNC qualified teaching staff. FT non-JNC qualified teaching staff has dropped from 3.2 in (2020/21) to 1.7 in 2021/22 and PT teaching staff from 3.8 to 3 respectively.

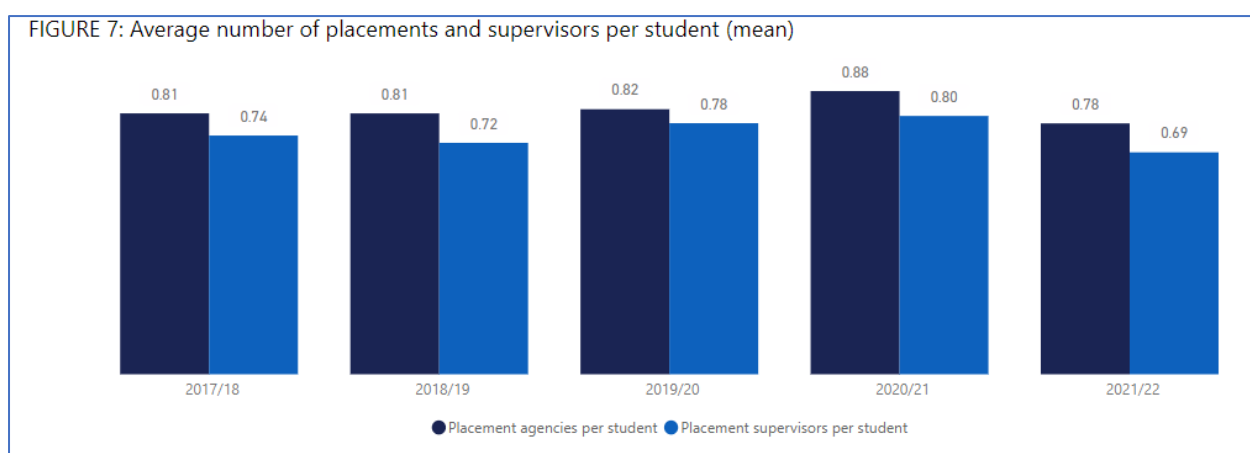
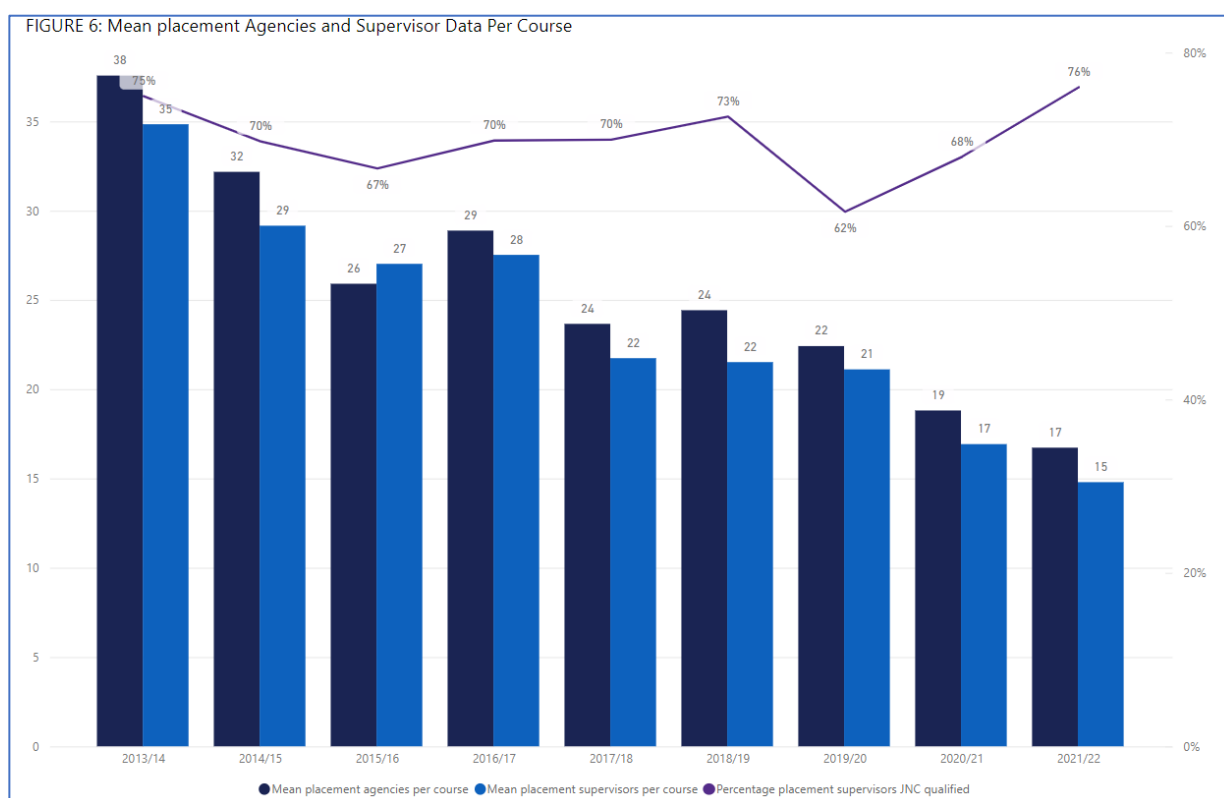
FIGURE 5: Average number (mean) of core staff per course



### 4.0.3 Fieldwork placements

The average (mean) number of placements and supervisors per course continues to decline, a trend that has been broadly observable since 2013/14. The average (mean) number of placements per course (17) and supervisors (15) are both less than half of the average in 2013/14. It is positive to note that the proportion of supervisors that are JNC qualified increased by eight percentage points and now accounts for 76% of all placement supervisors (figure 6).

When considering the number of placements and supervisors per student (Figure 7), we find that this has also changed with 0.76 placements and 0.67 supervisors per student. This appears to be the lowest level since 2017/18.



#### 4.0.4 Recruitment and student numbers

Overall student recruitment continues to increase in 2021/22. Overall student recruitment has increased by 32 to 302. This represents an increase of approximately 10 percentage points. This increase is due to the increase in numbers of students undertaking postgraduate study (from 84 in 2020/2021 to 120 in 2021/22, see figure 9). This means that for 2021/22, postgraduates accounted for almost 40 per cent of all students recruited. As figure 9 demonstrates, at undergraduate level there has actually been a very small drop – continuing a four-year trend.

FIGURE 8: Total Students Recruited

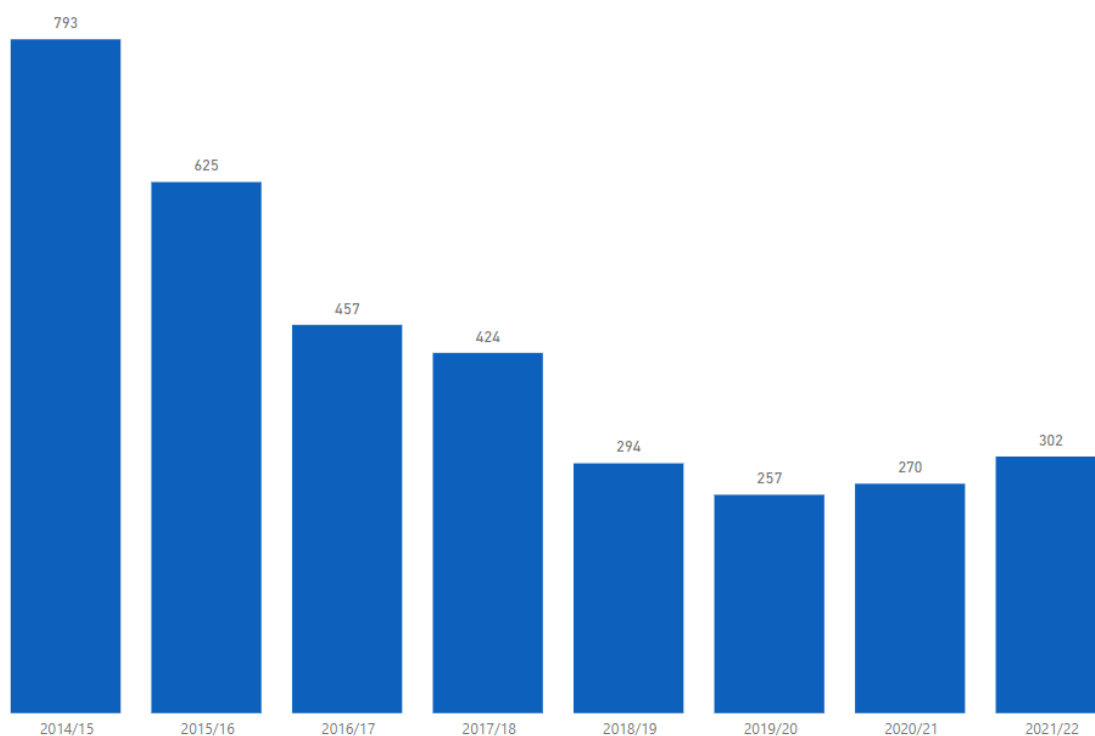
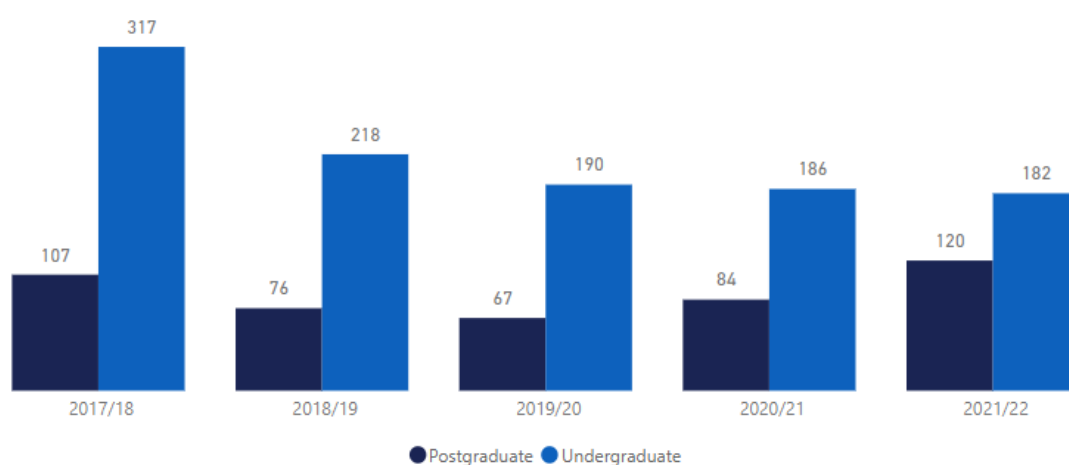
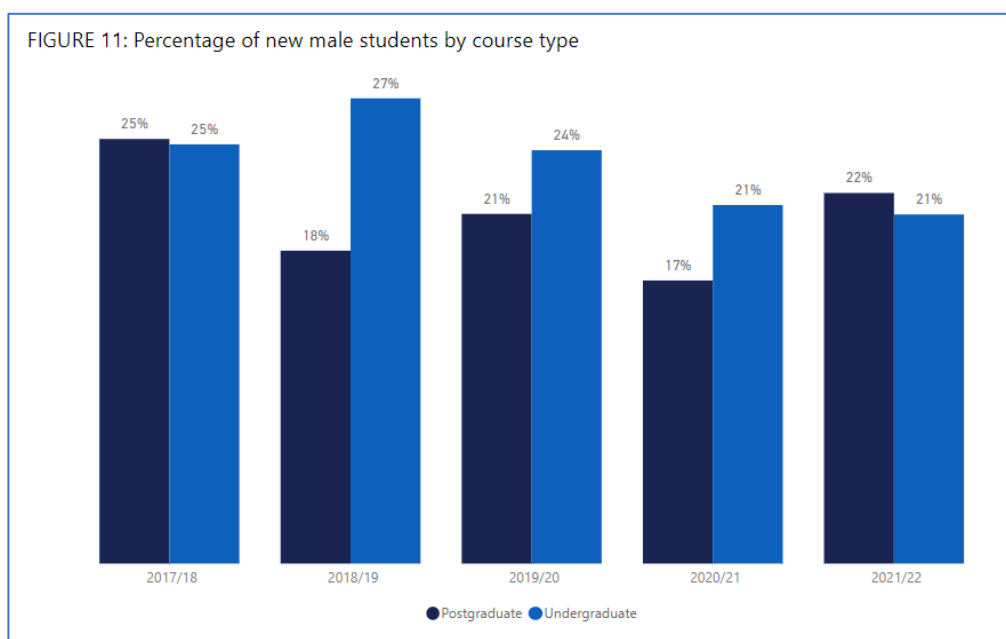
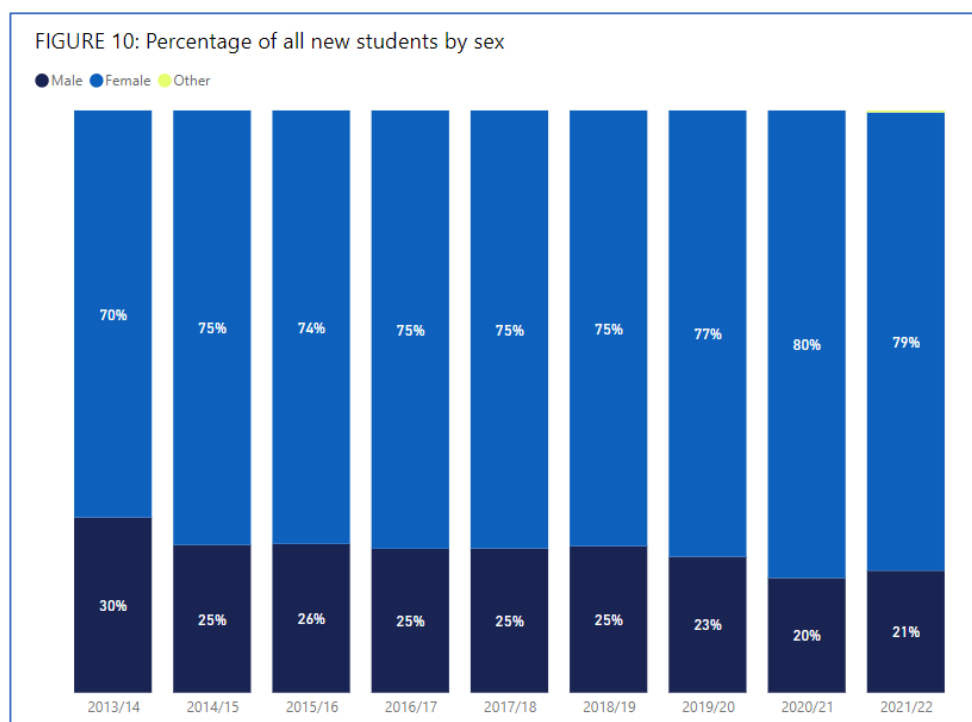


FIGURE 9: Student recruitment numbers by type of course



#### 4.0.5 New student demographics: sex

The trend of females outnumbering males within HEIs continues and remains broadly the same with females representing over three quarters (79%) of all students recruited (figure 10). This remains well above the national average across all HEI provision of approximately 57% of enrolled students being female – a figure broadly consistent since at least 2014/15<sup>1</sup>. For the first time in over 5 years, the percentage of new male students on postgraduate courses has overtaken those on undergraduate courses (figure 11).

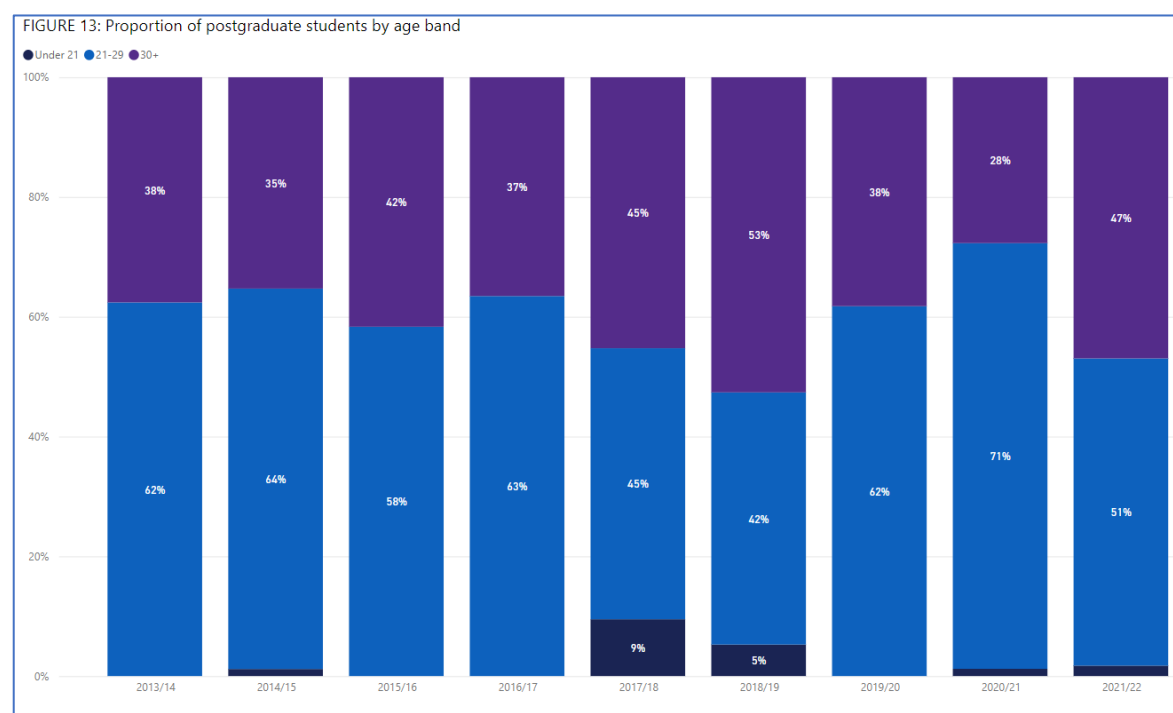
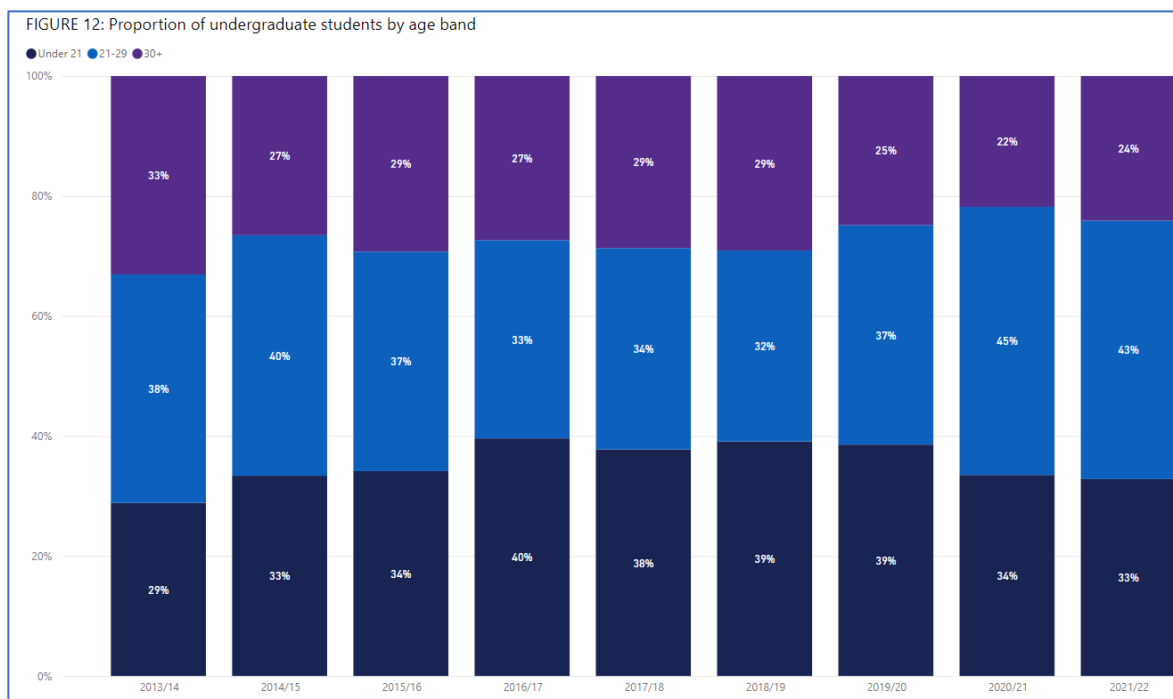


<sup>1</sup> Available at: <https://www.hesa.ac.uk>



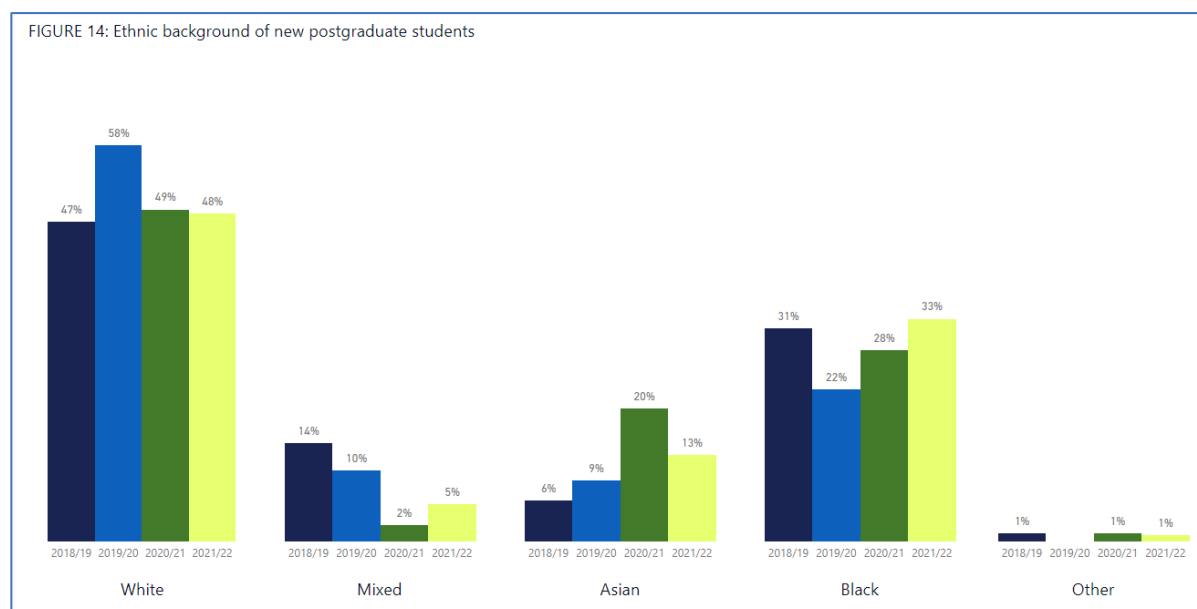
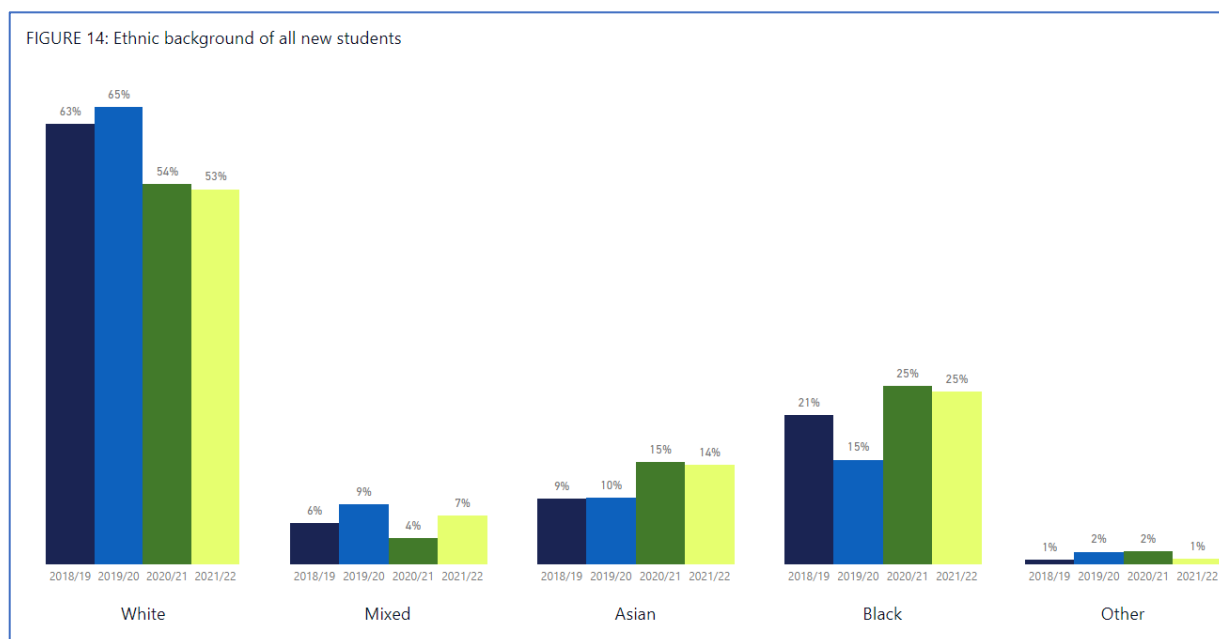
#### 4.0.6 New student demographics: age

Overall, the average age of undergraduate students studying youth and community work is considerably older than the national average for other undergraduate courses. Over three quarters (77%) of undergraduates are over 21 in 2021/22 – this is an increase of 10 percentage points since the 2020/21 intake (figure 12). The proportion of postgraduate students over 30 years old has increased in the last year with almost half (47%) 30 or older, compared with approximately one in 4 (28%) 30 or older in 2020/21 (figure 13).



#### 4.0.7 New student demographics: ethnicity<sup>2</sup>

Looking at the youth and community sector student intake as a whole, there is an increase in the proportion of students self-reporting as Asian and Black since 2018/19, although this has broadly plateaued over the last two years (figure 14). When examining postgraduate only entrants, the picture is more nuanced (though from a smaller base size). Here we can see that the proportion of Black students has increased, whilst the proportion of Asian students has decreased over the last year.



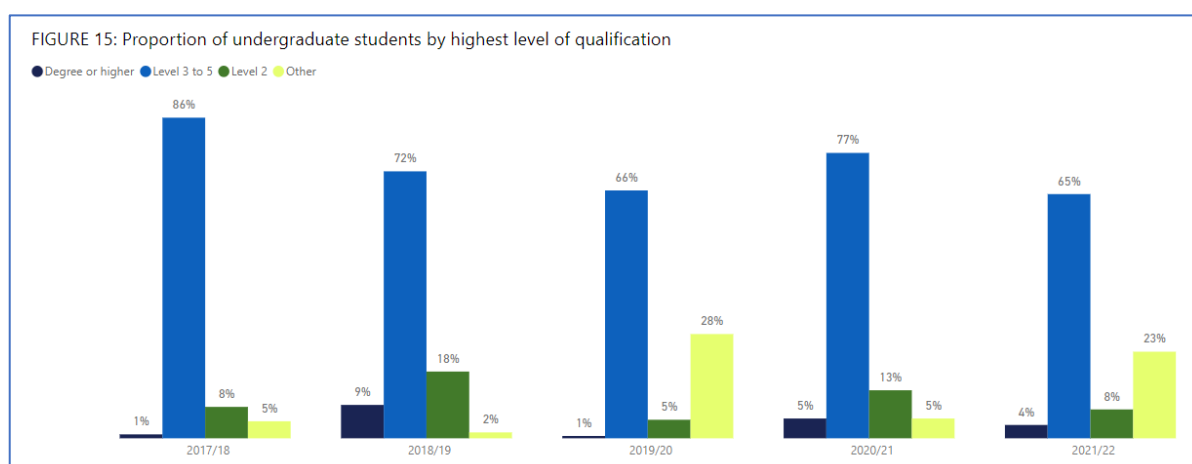
<sup>2</sup> Data on ethnicity is collected in accordance with the categories recommended by the Commission for Racial Equality. Information is requested under 16 categories of ethnic origin as recognised by the Office for National Statistics. These categories have been grouped into five groups.

#### 4.0.8 New student demographics: disability

The proportion of new students with a reported disability remains broadly unchanged over the course of the year (18 per cent).

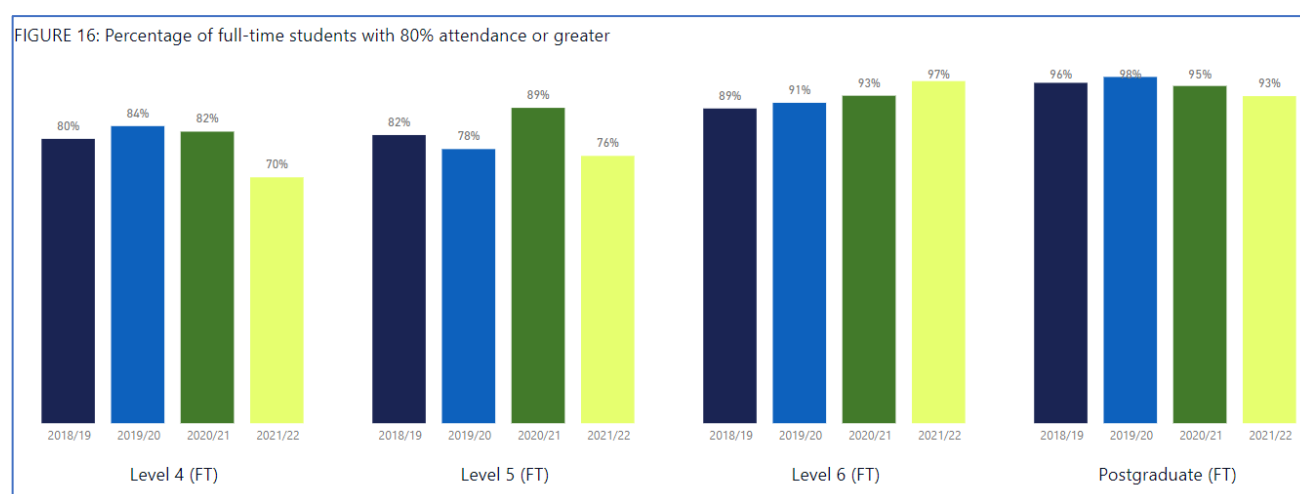
#### 4.0.9 New student demographics: qualifications at entry

As figure 15 demonstrates, the proportion of undergraduate students entering youth and community work courses with a level 3 to 5 qualification has declined by 12 percentage points to 65% of the undergraduate intake. This continues a generally downward trend since 2017/18. It is worth noting that in the last year the number of undergraduate entrants with an 'other' qualification has increased considerably and now accounts for nearly one in four undergraduate students (23%).



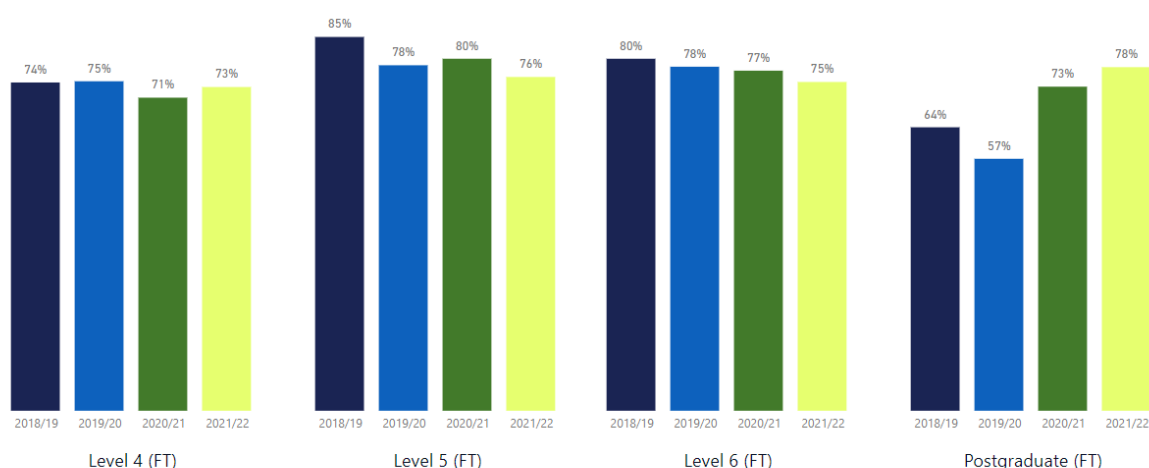
#### 4.1.0 Current students: attendance, completion and retention

Typically, the numbers of full-time students attending at least 80% of all lessons increase with level of study. In the last year there has been a decline in the number of Level 4 and 5 students meeting this benchmark. There is no significant difference in attendance rates at Level 6 or postgraduate level (figure 16)



Completion rates for the most part remain broadly stable across Levels 4,5 and 6 level courses. Postgraduate completion rates are at their highest since 2018/19 with over three quarters of students completing their course (77%) (figure 17).

FIGURE 17: Completion rates for all full-time students



#### 4.1.1 Current students: non completion

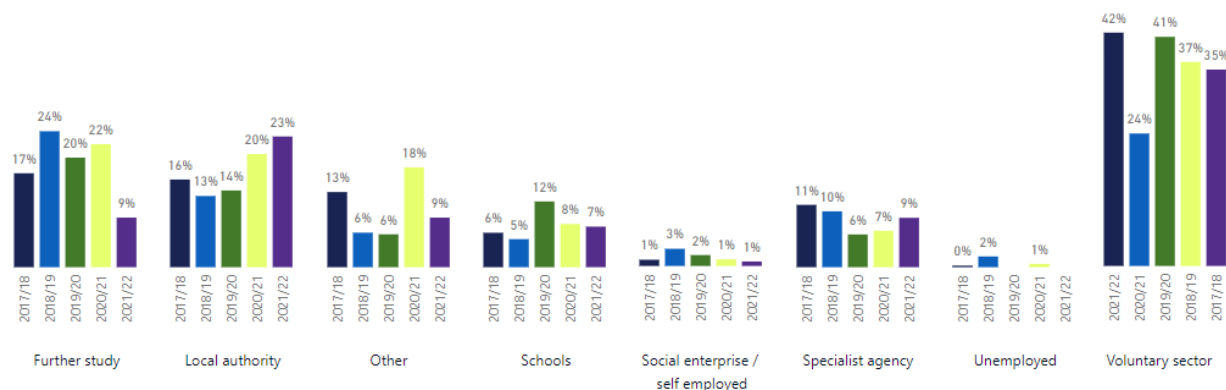
Deferral rates have dropped across Level 4, 5 and 6 qualifications since last year. Within these qualifications it is worth noting that the rate of decrease in deferral declines as the qualification level increases. However, amongst postgraduate courses, the rate of deferral has increased considerably from 12% in 2020/21 to 36% in 2021/22. With the exception of Level 6 qualifications, withdrawal rates have decreased since last year.

Level 4	2017/18	2018/19	2019/20	2020/21	2021/22
Academic failure	6%	8%	7%	4%	11%
Deferral	4%	5%	3%	9%	3%
Fieldwork failure	2%	2%	0%	3%	2%
Transfer	3%	7%	5%	1%	6%
Withdrawal	9%	8%	9%	11%	9%
Level 5	2017/18	2018/19	2019/20	2020/21	2021/22
Academic failure	4%	11%	5%	2%	8%
Deferral	5%	6%	2%	11%	7%
Fieldwork failure	1%	4%	1%	2%	3%
Transfer	1%	6%	5%	2%	4%
Withdrawal	2%	9%	7%	5%	4%
Level 6	2017/18	2018/19	2019/20	2020/21	2021/22
Academic failure	3%	10%	8%	5%	7%
Deferral	7%	10%	13%	11%	10%
Fieldwork failure	0%	5%	0%	2%	1%
Transfer	0%	1%	2%	3%	0%
Withdrawal	1%	3%	0%	2%	7%
Postgraduate	2017/18	2018/19	2019/20	2020/21	2021/22
Academic failure	4%	8%	1%	4%	3%
Deferral	11%	6%	20%	12%	36%
Fieldwork failure	2%	3%	0%	1%	1%
Transfer	5%	0%	3%	2%	2%
Withdrawal	18%	8%	11%	13%	7%

### 4.1.2 Graduate destination

Student destination data continues to be challenging for HEIs to collect, but where available continue to demonstrate a diversity of destination and very low to zero rates of unemployment (figure 18).

FIGURE 18: Student leavers grouped by destination



## Methodology

Results presented in this report are based on HEI submissions, whilst every effort is made to check the accuracy of this data, we cannot account for incorrect data entry in returns.

There may be some minor data inconsistencies as there are differences in the ways in which courses are offered across HEIs. While data is presented here in an 'academic year' basis, some courses have multiple intake periods. In some instances course lengths differ between distance learning and 'in-house' courses, and across part-time and full-time courses. Figures are also complicated by students opting to defer their completion and/or being required to take resits. Where these inconsistencies are known they are indicated.

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