



BTEC HN Destination survey

07/11/2017

Version 3

Executive Summary

The 2017 Pearson BTEC HN Destination Survey was conducted between July and September 2017. The target respondents were students near completion of their BTEC Higher National Certificate or Higher National Diploma, with the aim of understanding what these students planned to do on completion of their Pearson BTEC Higher National qualification.

The online survey was delivered to students via Pearson approved centres, supported by Pearson field based staff. Pearson have little direct access to BTEC HN students, meaning success of the survey reach was dependent on approved centres actively distributing the survey to their students.

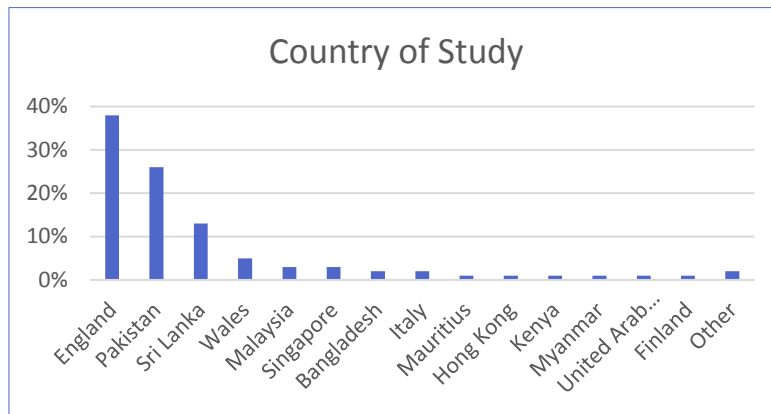
The majority of respondents were based in three countries, England, Pakistan and Sri Lanka. These three countries provided 77% of all respondents. The UK is the largest market for the BTEC Higher Nationals with 69% of all registrations, followed by Sri Lanka with 5.8%, Ireland with 3% and Myanmar with 2.9%, Pakistan makes up 1.7% and Hong Kong 1.6%.

As expected, the majority of respondents were studying for an HN in Business, and the most popular next destination was a degree programme. This was reflected in the final question asked to all respondents, to identify how Pearson could provide additional support for their next steps; the majority of respondents requested more information concerning university progression. This response, alongside the lack of awareness of the Degree Course Finder (63% of respondents were not aware of this site) showed we have work to do in raising the profile and use of the website.

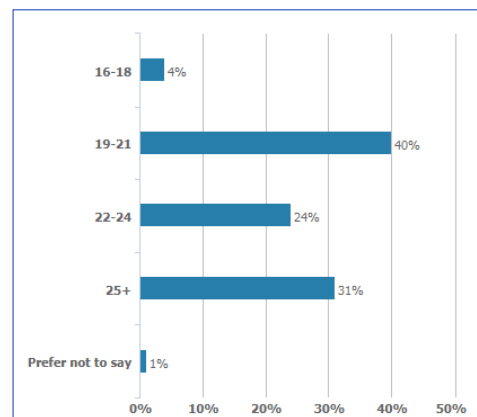
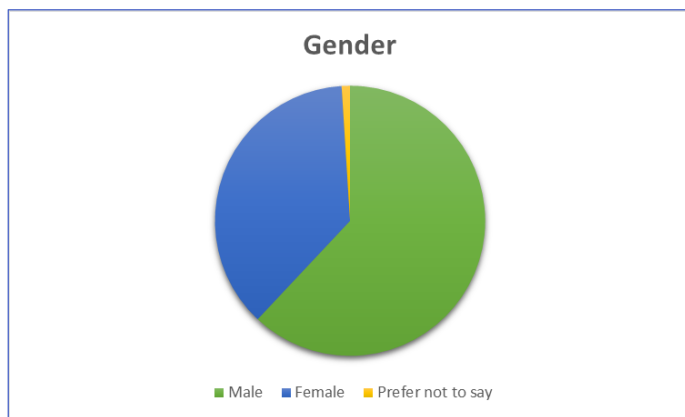
Profile of respondents

The survey was completed by students based in 27 countries, with over 77% coming from England, Sri Lanka and Pakistan. The absence of Ireland and low representation from Hong Kong and Myanmar can be explained by the timing of the survey, which occurred when the

majority of centres had closed for summer.



The majority of the respondents were male, 62%, and 71% of respondents fell into one of two age categories; 40% were aged between 19 and 21, and 31% were aged 25 or older.

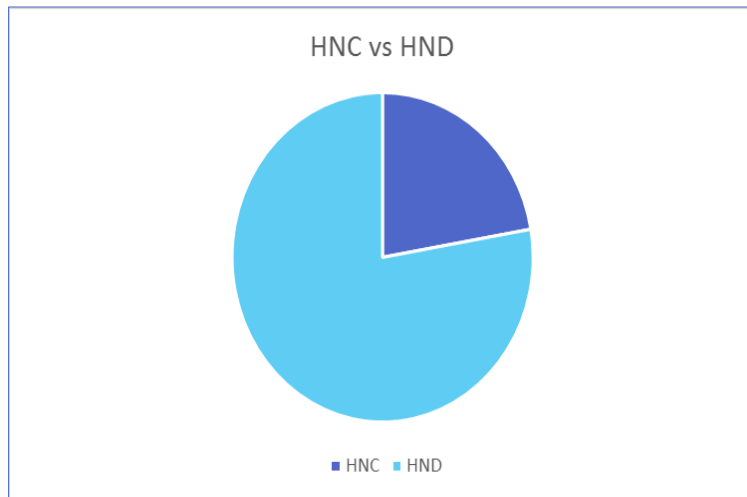


Surprisingly, only 10% of respondents identified as members of a professional body. The most popular professional body, at 9%, was the Association of Chartered Certified Accountants.

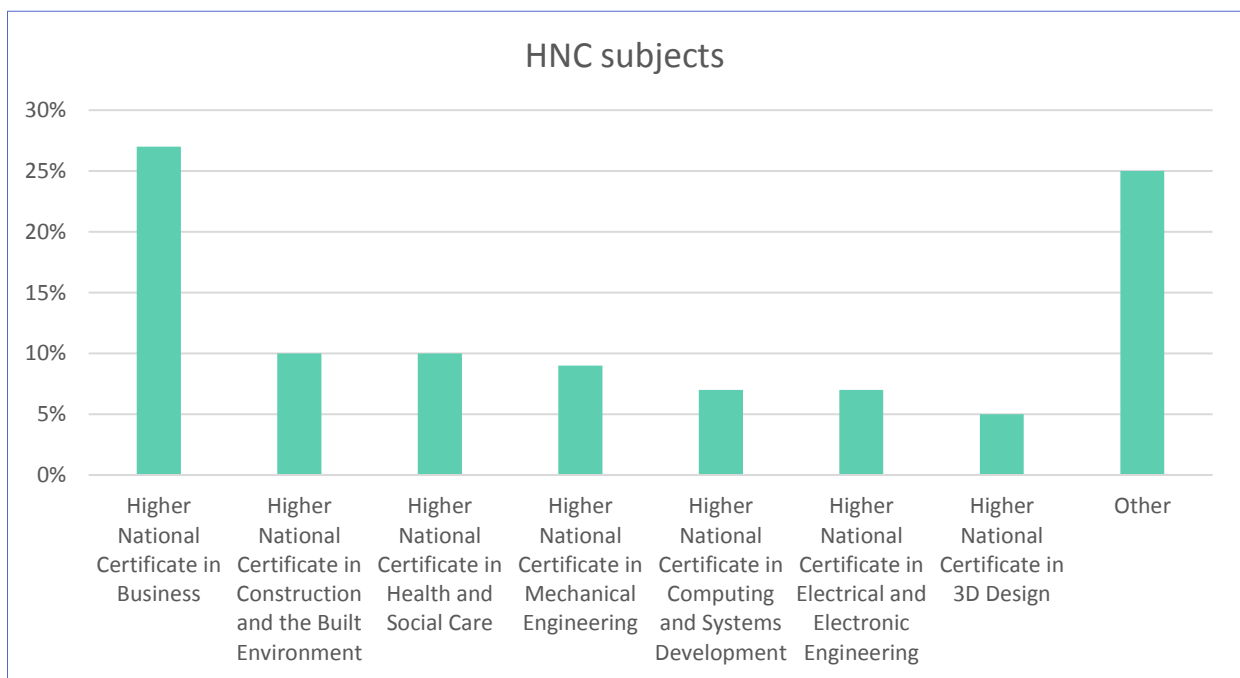
Higher Nationals studied by respondents

The survey differentiated between Higher National Certificate and Higher National Diploma students.

The majority of respondents were close to completing their Higher National Diploma, at 77%, with 23% studying for a Higher National Certificate.

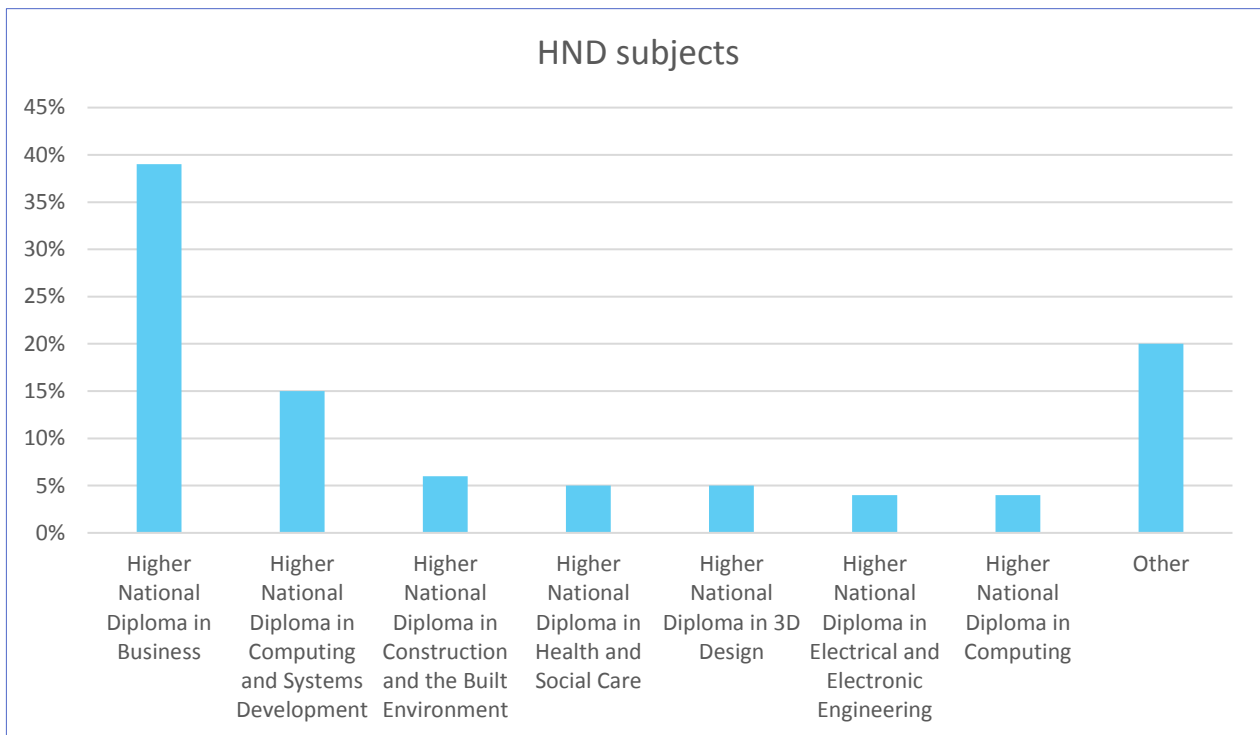


The survey showed a diverse number of subjects being studied, with twenty-five different HNCs listed. However, this list as dominated by the Higher National Certificate in Business, which accounted for 25% of all subjects studied. This was followed by the HNC in Construction & the Built Environment and HNC in Health and Social Care, both at 10%. The next most popular subjects were HNCs in Mechanical Engineering, Computing and Systems Development and Electrical and Electronic Engineering, at 9%, 7% and 7% respectively. The HNC in Creative Design attracted 5% of respondents while the remaining 18 subjects ranged from four to one percent. 50% of this cohort stated they intended to progress onto a Higher National Diploma.



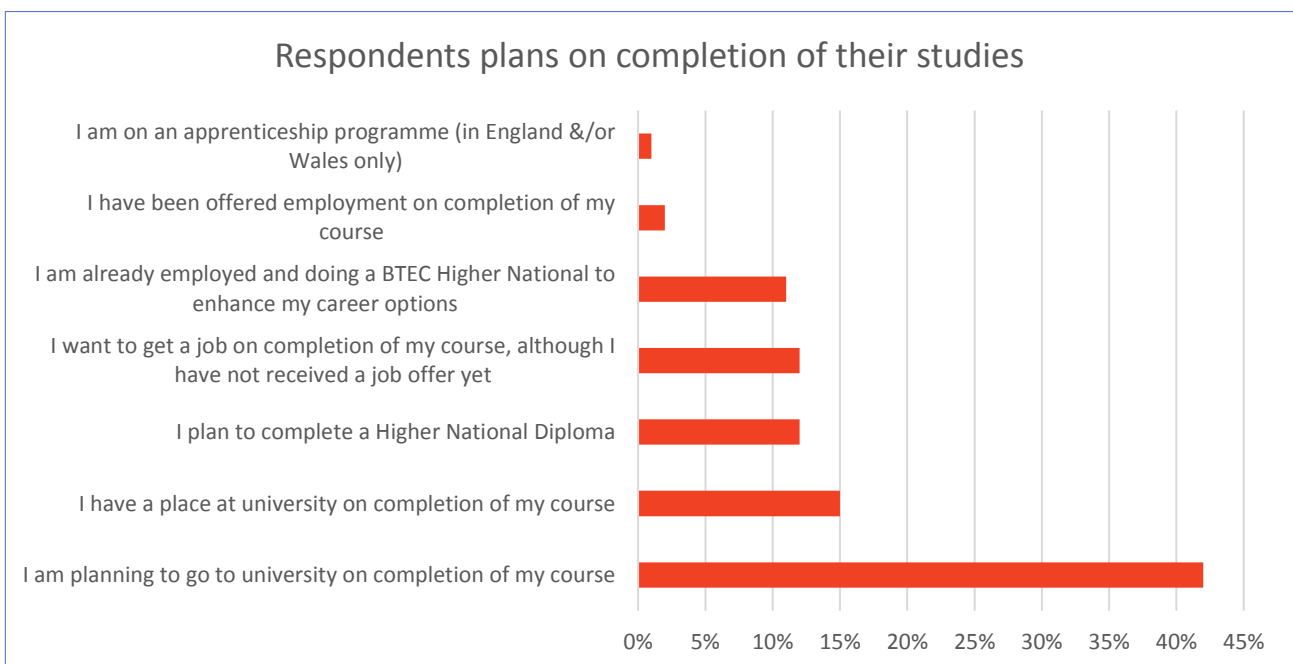
The range and distribution of Higher National Diploma subjects is similar to that shown in the HNCs above. Respondents listed thirty two different Higher National Diplomas. The top seven subjects covered 78% of all respondents. Again, reflecting the patterns of the HNCs,

the most popular HND was HND in Business at 39% of all respondents. The HN in Computing and Systems development was second most popular at 15% and the redeveloped RQF version, HND in Computing was in sixth position at 4%.



Respondents' stated destination

This was the key question within the survey, and depending on the students' responses they faced different follow up questions.



Only 1% of respondents stated they were currently studying an HN as part of an apprenticeship. We would expect this small response to grow in the next 12 months, although an apprentice, by definition, would have less access to their training provider (typically only 20% or one day per week) and so be harder to reach for this survey. This response was only relevant to England and Wales.

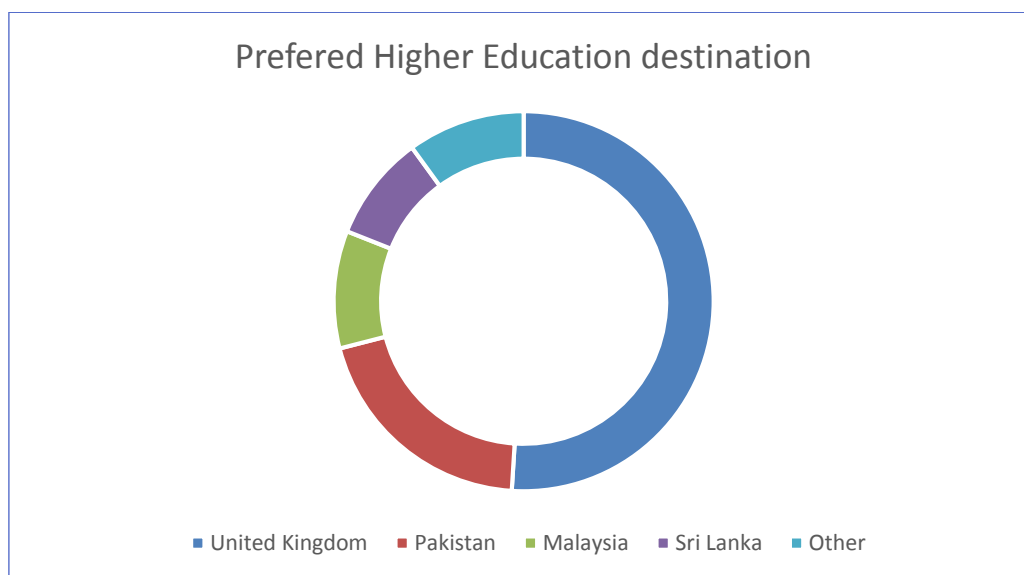
As mentioned above, only 12% of all respondents stated they planned to continue onto a Higher National Diploma, this is slightly misleading, as this 12% was really 50% of those able to do so (i.e. HNC students).

The responses show that 57% of all respondents intended to use their Higher National qualification to enter university; 15% of all respondents had secured a place at university, while 42% did not have a place at university. From this data we can say that of the cohort intending to go to university, 26% had already secured a place.

Of respondents who had secured a place at University, 37% were going on to study for an undergraduate degree at the institution where they were gaining their Higher National qualification, or at a Pearson approved Higher National centre. 65% of the Higher Education Institutions which offered a place to the survey respondents are based in the UK. Other countries represented are Pakistan, Sri Lanka, Malaysia and Myanmar.

Of the respondents who stated they plan to go to university on completion of their Higher National, the most popular destination was the UK, at 51%, next was Pakistan at 20% followed by Malaysia at 10% and Sri Lanka at 9%.

It is reasonable to assume these figures have been skewed by the large number of respondents based in the UK (38%). While the UK is a popular destination for international study, the international study is not the norm for UK HE students. Malaysia is a popular study location which may explain 10% of respondents wishing to study here, with only 3% of respondents studying for their HN in Malaysia.



The US, Australia and Canada are often cited as the most popular destinations for Higher Education study, ranking first, fourth and fifth respectively according to [QS Quacquarelli Symonds](#). Only 1% of respondents chose the US as their desired destination for Higher Education studies, no respondent selected Canada or Australia.

Another factor which may have affected these choices is the lack of awareness of international university recognition, shown through 63% of respondents not being aware of the Degree Course Finder website, which lists over 300 universities and 400 courses which accept BTEC Higher National students in Europe, Asia, Australasia, Africa and North America.

The preferred destination for respondents in Pakistan was 17% plan to go to the UK, 79% plan to study in Pakistan and 4% plan to study in the US. All Sri Lankan respondents stated Sri Lanka as their planned destination.

Higher Education Preferences

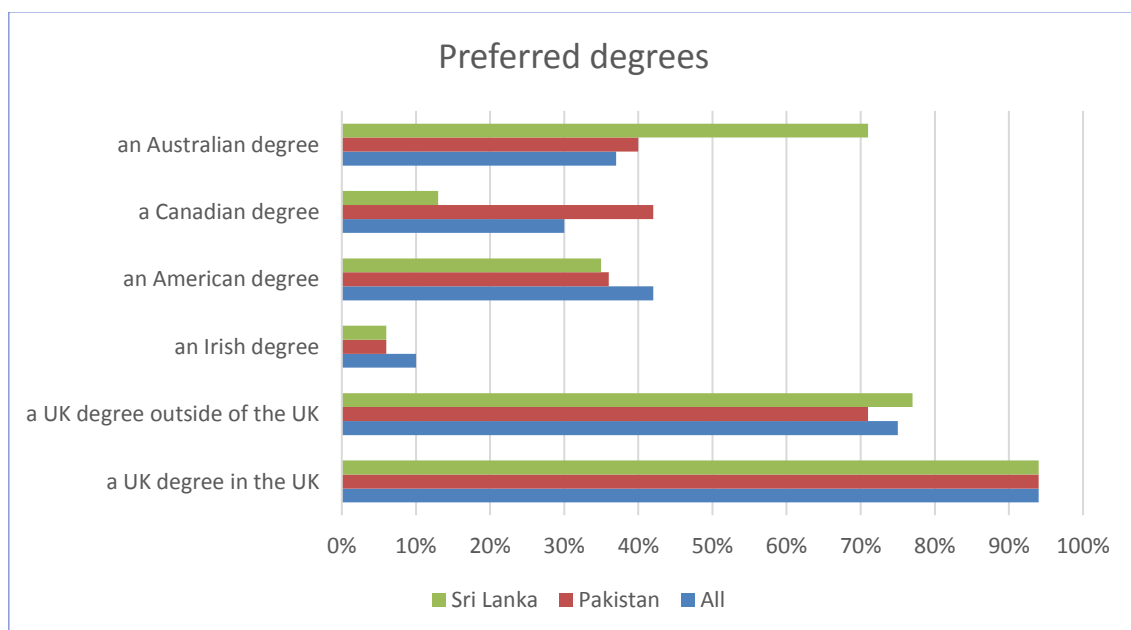
When respondents were asked about the degree students would most like to achieve, the overwhelming preference is for a UK degree, studied in the UK.

Pakistan students who have not selected a destination stated preference is for a UK degree, obtained within the UK, followed in order of preference by a UK degree obtained in Pakistan, a Canadian degree, an Australian degree and an American degree.

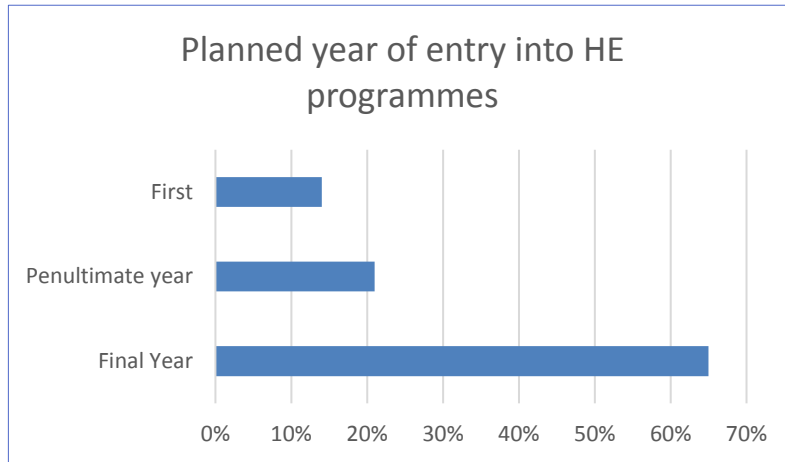
For Sri Lanka, the main difference was their second preference, which was for an Australian degree.

The growth in English taught undergraduate degrees in countries such as Germany and the Netherlands may see changes to these results in the future.

The chart below shows the preferred degrees for all respondents, alongside Pakistan based respondents and Sri Lanka based respondents.

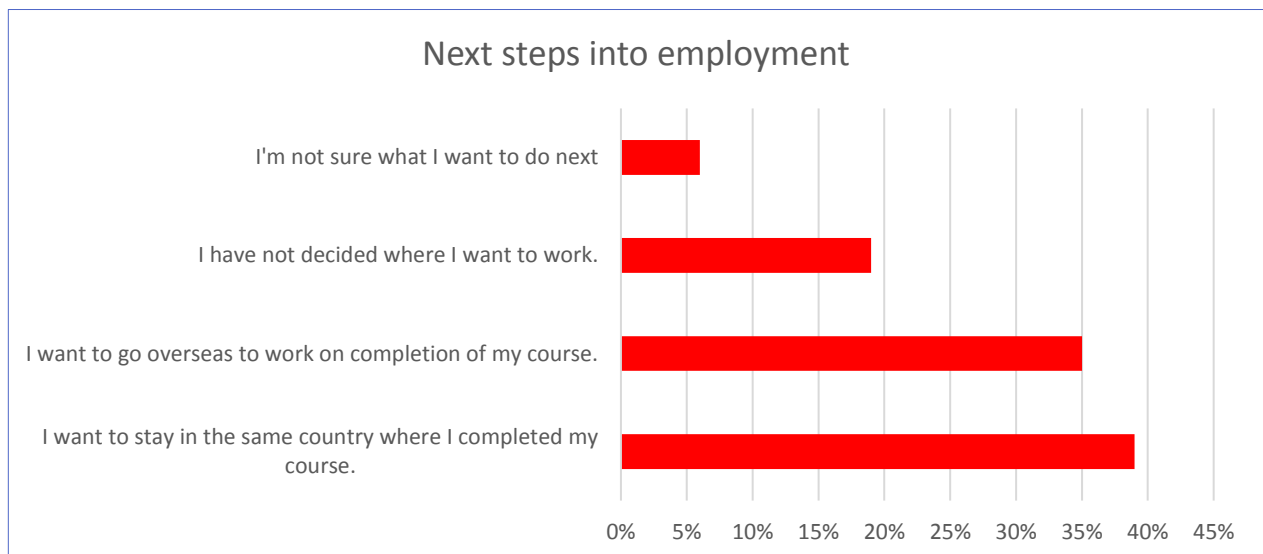


As expected, the majority of students planned to progress into the final year of a degree programme.

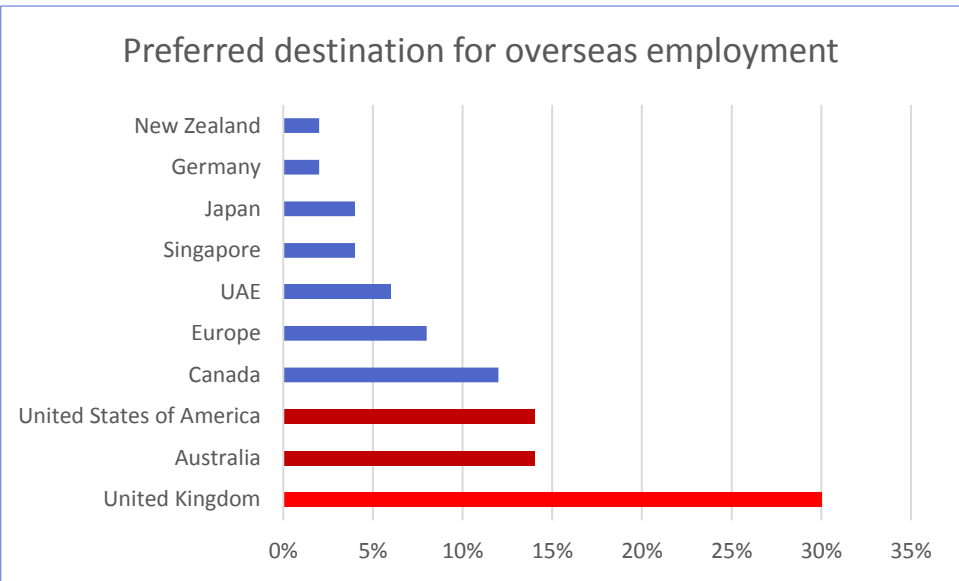


Progression into Employment

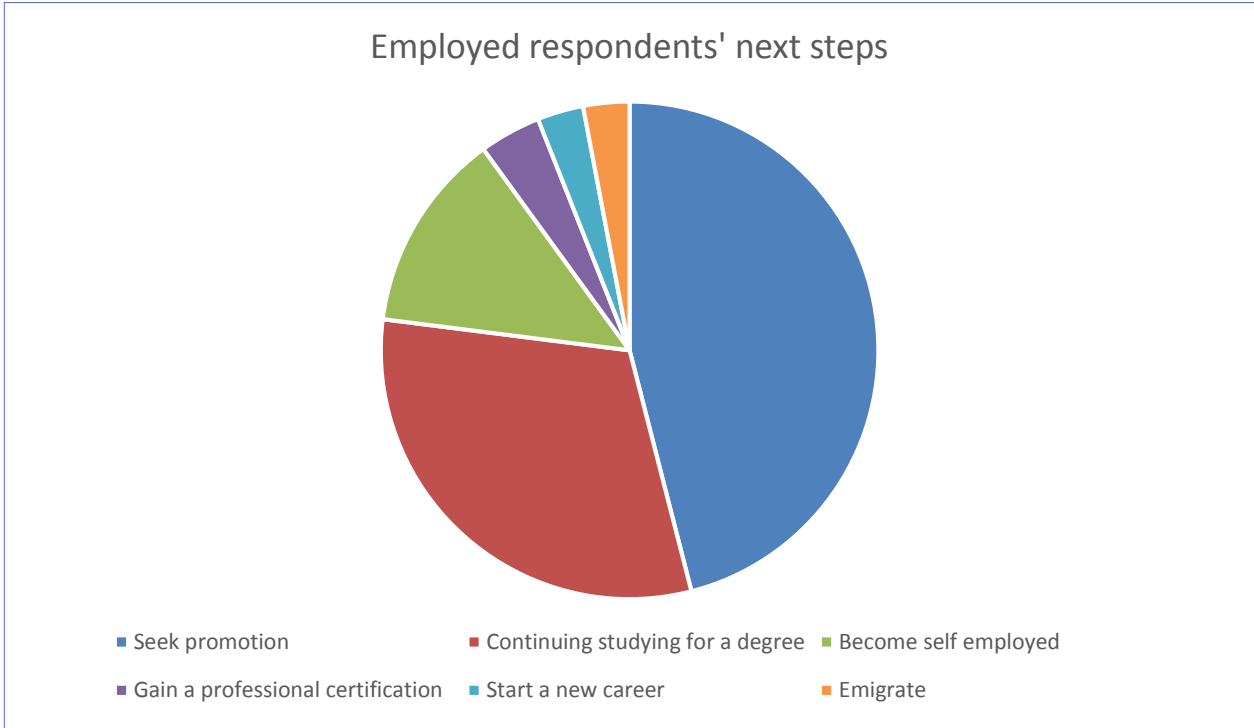
Of the respondents who stated they planned to progress into employment, 39% intend to work in the country they are currently studying, whereas 35% plan to move overseas to work.



Among respondents who would like to work overseas on completion of their studies, the overwhelming preferred destination is the United Kingdom, followed by Australia and the United States.



Of respondents who were working while studying for a Higher National qualification, 74% said that their HN qualification was related to their current job. When asked about their plans after completing their HN qualification, the majority of respondents indicated they would seek promotion (46%), with the next most popular plan to progress onto a top-up programme to gain an undergraduate degree (31%), followed by becoming self employed (13%).



Additional support

All respondents were asked what additional or extra support they would like to have received from Pearson during their HN studies, whether this meant support to progress into employment, onto Further or Higher studies etc.

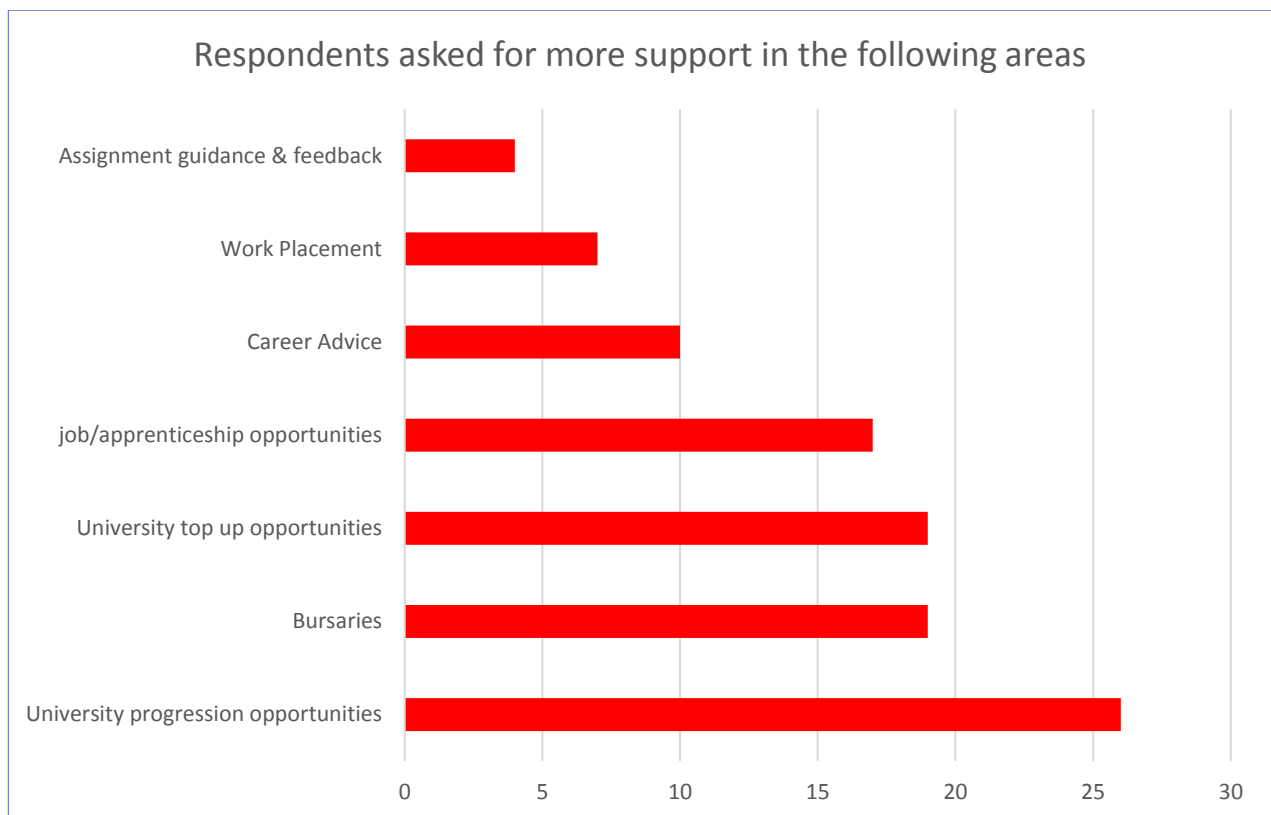
The most requested support, at 26%, was to aid the students' progression onto a degree programme, The support requested, such as more information concerning the universities which recognise the BTCE Higher Nationals for entry onto their programmes, is the mostly provided in on the Pearson website Degree Course Finder (<https://degreecoursefinder.pearson.com/>).

The second most requested support / information was further information concerning university top up opportunities, meaning those universities which recognise the BTEC HNs for entry into the second or third year of an undergraduate programme. Again, this information is held on the Degree Course Finder website, however it is obvious that we need to better promote this site and information to HN students.

The request for bursaries is one which we are currently exploring within Pearson.

The remaining areas, assignment advice and feedback, career advice and job/apprenticeship opportunities.

The HN Global website (<https://www.highernationals.com/>) is a free online study and teaching portal for HN students and tutors. HN Global contains career advice, lists job & internship opportunities and provides short career advice tutorials.



Summary

The majority of the respondents were planning to use their BTEC Higher National to progress onto a degree programme. While the majority of respondents preferred to continue to study or work in the country of their HN studies, this bias may be a reflection of the majority of respondents being based in the UK. The majority of UK students, wishing to complete tertiary education, will do so in the UK rather than as an international student. This trend may change in the future, given the rise of tuition fees and the emergence of English taught bachelor's programmes in countries such as Germany.

The requests for support and progression reflected the primary motivation for the majority of students studying a Higher National is to enter Higher Education and then progress onto a degree programme, with participants asking for more information about the universities which they could apply for with their BTEC HN qualification.

The lack of awareness of the Degree Course Finder website highlighted the need to better promote this website as a useful tool for students to research university options, and to promote the HN Global website as a resource for career support, job opportunities and advice.

This was the first BTEC HN destination survey from the Progression & Recognition team, and will be repeated in 2018. Should you have any questions about the data contained within this survey or wish to make any comment please contact progression@pearson.com

Thank you to those who supported and took part in this survey.