

Apprentice Progression Tracking Research Project Report

Longitudinal Tracking of Advanced Level Apprentice Cohorts
Progressing into Higher Education 2005–06 to 2009–10

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Project team

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Executive summary

This report presents higher education (HE) progression data for Advanced Level Apprentices in England. Four cohorts of Advanced Level Apprentice achievers (from the academic years 2005–06, 2006–07, 2007–08 and 2008–09) were linked to Higher Education Statistics Agency (HESA) datasets to enable detailed examination of progression patterns for Advanced Level Apprentices, and a comparison of apprentices' progression rates against framework and learner attributes.

The first section of this report presents results for the 2005–06 cohort. Results are based on four years of tracking against HE datasets and provide a thorough examination of patterns of HE participation. Trend data, available as a continual time series, provides a useful baseline for Advanced Level Apprentice policy and projects. To enable a comparison across cohorts, one year trend data is provided for the four cohorts in section two of this report.

Key Results

2005–06 Advanced Level Apprentices Tracked For Four Years To Higher Education Datasets

1. A total of 5.3% of the 2005–06 cohort progressed to HE immediately after their Advanced Level Apprenticeship. The figure rises to 13.1% when the same cohort is tracked for another three years.
2. Progression to HEFCE-funded HE was 8% (over the four years) compared to 5.1% to non-prescribed HE.
3. Progression patterns differ by HE funding type. Two-thirds of learners progressed immediately to non-prescribed HE programmes whereas just over one-third progressed immediately to HEFCE-funded HE programmes.
4. Students are more likely to progress to non-prescribed HE if they are studying frameworks such as accountancy, whereas students on health and social care frameworks are more likely to study HEFCE-funded HE.
5. There are significant differences in the progression rates by apprentice domicile. The North East region is home to a lower number of apprentices, at only 7.5% of all Advanced Level Apprentices in 2005–06, but has the highest progression rate to HE, at 16.3%.
6. London and the East of England have low progression rates to non-prescribed HE (under 3% each). This is less than half the rate found in the North East, the North West and Yorkshire and The Humber.
7. Progression rates vary by region of apprentice domicile and by framework. That is, learners on the same framework are more likely to progress to HE if they live in one region rather than another.

8. A total of 20% of Advanced Level Apprentices who progress to HE live in disadvantaged areas compared to 15% of young learners who progress to HE generally. Conversely, 16% of Advanced Level Apprentices who enter HE live in more advantaged areas compared to 24% of the general young HE entrant population.
9. The progression rates of Advanced Level Apprentices vary according to their disadvantage profile: learners living in advantaged neighbourhoods are more likely to progress to HE than those living in disadvantaged areas. However, the difference is much less pronounced than that found with the general young population. This indicates that while Advanced Level Apprentices may be classified as living in an advantaged area, they are still less likely to enter HE than peers living in the same neighbourhood.
10. Overall, a higher proportion of Advanced Level Apprentices progress to HEFCE-funded HE on a part-time basis than full-time but younger learners below 20 years of age are more likely to study full-time. This is particularly the case with learners who progress immediately on completion of their apprenticeship. A higher proportion of younger learners study HEFCE-funded HE part-time than full-time when they progress in later years (one, two and three years on).

Trends – Comparison Across Cohorts When Tracked Immediately After Completion Of Their Advanced Level Apprenticeship

1. The overall progression rate of Advanced Level Apprentices to HE has increased year-on-year for the four cohorts. 2005–06 learners progressed at a rate of 5.3%; this had increased to 6.8% for the 2008–09 cohort.
2. Between 2005 and 2009, the number of Advanced Level Apprentices achievers increased by 36% but the number entering HE increased by 69.5%. This real terms increase of 24.5% provides good evidence for the success of HEFCE-funded measures to widen participation, particularly for work-based learners.
3. The progression rate for the younger 17-19 years age group increased from 8.4% in 2005 to 11.2% in 2009. Young learners from the 2008/09 cohort progressing to HEFCE-funded HE were twice as likely to do so as their 2005–06 peers.
4. While the proportion of Advanced Level Apprentices progressing to HE to HEFCE-funded HE programmes has grown; the proportion entering non-prescribed HE has remained static across the four cohorts.
5. There are changing patterns of progression according to the home region of the Advanced Level Apprentice. 2008–09 learners from the West Midlands, East of England, London and the West Midlands were more likely to progress to HE than their 2005–06 counterparts. Conversely, learners living in the South West, South East, North East, North West and Yorkshire and The Humber were less likely to progress in the academic year 2008–09 than they were in 2005–06.

Introduction

This report documents the results of a longitudinal research project that tracked the progression of apprentices into higher education (HE) in England. The Advanced Level Apprentice Progression Tracking Research Project was undertaken by the University of Greenwich with funding from the Kent and Medway Lifelong Learning Network. The project tracked the progression of Advanced Level Apprentice cohorts completing their apprenticeships from 2005 to 2009 into HE from 2006 to 2010. The project has uncovered evidence of higher progression rates than previously realised and provides a breadth of headline data for national, regional, local authority and institutional reports.

The following table illustrates a headline progression rate of 13% compared to the previously known rate of 6%. The data shows an upward trend in progression, particularly after one and two years. It is important to point out that these cohorts are being analysed against a background of increased numbers of Advanced Level Apprentice achievers year-on-year. Between the 2005–06 and 2008–09 Advanced Level Apprentice achiever cohorts, the numbers increased by 159%. There was an even more substantial increase in numbers in 2009–10.

It is clear that time series data is important for vocational learners. A study by the Kent and Medway Lifelong Learning Partnership, which tracked the progression of vocational learners in further education (FE), highlighted the need for longitudinal data which showed that learners progressed into HE one, two and three years following the end of their Level 3 programme.

Figure 1 shows the total HE progression rates for the four Advanced Level Apprentice cohorts in this study, up to and including 2009–10 HE entry. The findings illustrate the importance of time series data: while 5.3% of the 2005–06 cohort had progressed to HE immediately after their apprenticeship, the figure rises to 13.1% when the same cohort is tracked for another three years. Figure 1 also shows that the 2007–08 cohort has been tracked for two years and the 2005–06 cohort for four years. The results reveal that immediate participation rates of all Advanced Level Apprentices has increased from 5.3% for the 2005–06 cohort to 6.8% for the 2008–09 cohort. Time series data for the 2005–06 cohort is presented in detail in section one of this report. One-year progression trend comparisons for each of the four cohorts are explored in further depth in section two of this report.

Of particular note in these figures are the increasing year-on-year percentages set against the background of an increasing volume of Advanced Level Apprentices.

Figure 1: Volumes and percentages of Advanced Level Apprentices progressing to higher education between the academic years 2005–06 and 2008–09

Advanced Level Apprentice Completion Year	Population	HE Progression Year								All Tracked to Date		Number of Years Tracked
		2006–07		2007–08		2008–09		2009–10				
		Number	%	Number	%	Number	%	Number	%	Number	%	
2005–06	31,875	1,740	5.3%	815	2.5%	835	2.5%	780	2.4%	4,170	13.1%	4 yrs
2006–07	35,370			1,900	5.4%	1,115	3.2%	1,070	3%	4,085	11.6%	3 yrs
2007–08	41,280					2,595	6.3%	1,850	4.5%	4,445	10.8%	2 yrs
2008–09	43,385							2,950	6.8%	2,950	6.8%	1 yr

Between 2005 and 2009, the population of Advanced Level Apprentices in each year has increased by 36% but the volume entering HE has increased by 69.5% – a real terms increase of 24.5%. Significantly, these increases were set against a background of growth overall in numbers in HE and heightened activity to widen participation of work-based learners by universities, colleges and programmes including Lifelong Learning Networks, Employer Engagement Pilots and Aimhigher.

The initial research into apprenticeship progression was based on a methodology developed in 2009–10 when the research team tracked the progression of Level 3 learners from Kent and Medway FE colleges (between 2005 and 2008) into higher education (Smith & Joslin, 2012). This work was cited in the recent UKCES report into progression:

“The lack of data and monitoring arrangements to track the progression of those pursuing applied and vocational learning beyond level 3/SCQF level 6 is a major deficiency in current management information systems. Robust and comprehensive data will enable the extent and nature of the issues to be more fully assessed and enable measures taken to address them to be more accurately targeted. A notable project in England supported by Kent and Medway LLN, tracking the progression trends of vocational college students into HE, may provide the basis for a solution in this area.” (UKCES, 2010)

The Kent and Medway study has provided a reference point for the Advanced Level Apprenticeship research. The university is now actively pursuing funding to undertake a national project tracking FE learners into HE.

Context for this research

The Progression Tracking Research Project is based in the University of Greenwich’s Centre for Work-Based Learning. The centre has a national reputation for developing Higher Apprenticeships and in 2009 worked with large engineering employers and SEMTA to establish a pilot Higher Apprenticeship in Engineering Technology. The university is currently working on the development of two further Higher Apprenticeships in Business and Professional Administration and in Sustainable Building. This experience has formed the basis for two papers on Higher Apprenticeships, the first of which (Hall, Joslin, & Ward, 2010) was disseminated widely to government ministers, Sector Skills Councils, RDAs, LEPs, universities and colleges. The second (Joslin, 2011), was submitted to recent the Skills Commission Inquiry into Technician and Higher Level Skills.

Before the findings of this longitudinal research into the progression of Advanced Level Apprentices into higher education were available, the 6% progression rate figure was used in reports, based on a study by HEFCE (HEFCE, 2009) that looked at the progression of the 2002–03 cohort of Advanced Level Apprentices into HE. The current figure identified in this new research for the 2005–06 cohort is 13.1% which, while being a significant increase on the 2002–03 figure, is still much lower than the quoted 40% progression rate for full-time vocational students and 90% for A-level students. The research findings show that 64% of Advanced Level Apprentices who do progress to HE progress to part-time courses. This is to be expected as they will, in the main, be in good, well paid jobs. It is also highly likely that the development of more part-time and flexibly delivered Higher Apprenticeship opportunities will over the next few years play a significant role in increasing this rate of progression. This type of longitudinal research will be extremely useful in evidencing this in the future.

The 13.1% progression rate figure is derived from adding progression rates directly after achievement of an Advanced Level Apprenticeship to rates of those entering HE immediately (in the next academic year) and after one, two and three years. What is significant is the steadiness of the flow of past apprentices into HE after more than a year – fewer 2005–06 apprentices progressed to HE immediately after completion (5.3%) than the total of those after one, two and three years (7.4%). The only available comparison is the Kent and Medway study of the FE learners cohort of 2005–06. This showed that progression immediately after completion was 23% and the total progressing after one and two years was 8%.

The UKCES Report on progression from vocational and applied learning (UKCES, 2010) suggests that there are two reasons for concern about low levels of progression. The first relates to global competitiveness and the need to develop higher level skills as an economic imperative. The second relates to improved social mobility. By analysing the data geo-demographically, the role of apprenticeships in social mobility can be evidenced. To achieve this, Advanced Level Apprentices' home postcodes can be profiled using indicators of disadvantage. In the current study, HEFCE's POLAR indicator has been used. It is based on five quintiles – quintile 1 representing areas with the lowest higher education participation rates and quintile 5, the highest participation rates.

In a comparison with national research about HE entry of 18–19 year olds conducted by HEFCE in 2007 (HEFCE, 2010), our evidence now shows that a higher proportion of young people on Advanced Level Apprenticeships live in areas characterised as having low participation rates than the general student HE population. There is an opportunity with this research data to drill down into these statistics and analyse the figures against regions, frameworks, provider types, universities and courses chosen. This will provide for the first time a measure of the impact of apprenticeships in opening up social mobility and will also indicate either geographical areas or particular frameworks where there seem to be barriers – pinpointing the need for the development of new progression routes like higher apprenticeships. It will also identify where social mobility is taking place and expose possible areas of good practice.

Methodology

Cohorts of Advanced Level Apprentices for the years 2005–06, 2006–07, 2007–08 and 2008–09 who had completed and achieved their overall programme were identified in the Individual Learner Record in their final year of study. They were then tracked to the following academic year (immediate progression) and through subsequent years. For example, all Advanced Level Apprentices who completed (and were identified as achievers) in 2005–06 were tracked to HE datasets in 2006–07 (immediate), 2007–08 (one year on), 2008–09 (two years on) and 2009–10 (three years on).

Two datasets were used to undertake the tracking exercise: the Individual Learning Record (ILR) for students recorded as Advanced Level Apprentices in 2005–06, 2006–07, 2007–08 and 2008–09, and the Higher Education Statistics Agency (HESA) dataset for entrants to UK publicly funded HE institutions during 2006–07, 2007–08, 2008–09 and 2009–10.

The Data Service provided records on named students on Advanced Level Apprentice programmes including date of birth, postcode, gender and framework. Two matching exercises were undertaken to obtain the total number of learners who entered HE study:

- ILR Level 3 student data to HESA student data to identify FE Level 3 Students progressing to HEFCE-funded HE study.
- ILR Level 3 student data to ILR Level 4 student data to identify FE Level 3 students progressing to non-prescribed HE study in FE.

The absence of a unique learner number, which follows students from one provider to another, means that individual students were tracked within, and through, each of the datasets using a number of personal characteristics. A fuzzy matching exercise, undertaken by HESA, matched final year Level 3 students' name, date of birth, postcode and gender against each year of their dataset. This meant that the 2005–06 ILR was matched against four years of HESA data – 2006–07, 2007–08, 2008–09 and 2009–10. The 2006–07 ILR matched for three years – 2007–08, 2008–09 and 2009–10; the 2007–08 ILR matched for two years – 2008–09 and 2009–10; and the 2008–09 ILR tracked for one year only to 2009–10. HESA data for matched students on their first year of the programme (initial entrants) were returned including: HE study year, HE level, HE subject group, HE mode, HE institution and HE campus.

Similarly, for each Advanced Level Apprentice completer a matching exercise was undertaken with the subsequent year's FE Level 4 student data using either the ILR student unique reference, or name, date of birth, postcode and gender.

A number of issues were encountered with both matching exercises:

ILR to HESA issues

- Fuzzy matching using all four student identifiers, such as full name, date of birth, postcode and gender, is fairly straightforward but sophisticated matching techniques were employed to match records where there were slight differences, eg. name spelling
- Some individuals were studying for a Level 3 FE programme at the same time as studying an HE programme, that is, in the same year. Only individuals who

progressed from FE study to an HE programme in a later year are included in the study.

ILR Level 3 to ILR Level 4 non-prescribed HE issues

- Not all students progressed to Level 4 study in FE at the same college and so a fuzzy matching exercise was undertaken using the four personal identifiers.
- The matched HESA dataset was then joined back to the ILR dataset so that for each matched record the following profile was obtained for each Advanced Level Apprentice student who progressed: FE Level 4 study year, provider, student name, student age band, student postcode, student mode, apprentice framework and HE study year, HE location, HE institution, HE campus, HE study level and HE mode.

- Each year thereafter an additional 2.5% of students progressed.
- Progression to HEFCE-funded HE was 8% (over the four years) compared to 5.1% to non-prescribed HE.
- The progression rate was highest for the 18–19 year olds and this was the case for both funding streams: non-prescribed HE and HEFCE-funded HE.
- The progression rate for Advanced Level Apprentices aged 25 years+ who went on to HEFCE-funded HE was only 1.6% points lower than 18–19 year olds, whereas for those Advanced Level Apprentices who progressed to non-prescribed HE, the difference between older and younger learners was more pronounced with a 5% point difference. This suggests that older Advanced Level Apprentice learners were less likely to progress to non-prescribed HE than to HEFCE-funded HE.

Section 1

Progression of the 2005–06 Advanced Level Apprentice completers

In Figure 2, four years of higher education (HE) progression data is presented for 2005–06 Advanced Level Apprentice achievers. A breakdown by type of HE progression is given (non-prescribed HE and HEFCE-funded HE) together with a total to HE. Non-prescribed HE is part-time HE typically funded by the Learning and Skills Council or Skills Funding Agency. It includes levels 4 and 5 NVQs, and some higher level professional and management programmes. The data is provided by age band to explore different patterns by age.

- 13.1% of 2005–06 Advanced Level Apprentices progressed to HE in the four year tracking period but only 5.3% were recorded as progressing immediately.

1.1 Timing of progression

Figure 3 shows the timing of progression for each age band and by HE funding type. The table shows the proportion of 2005–06 Advanced Level Apprentices who progress immediately (in the September following the completion of their Advanced Level Apprentice programme); one year; two years and three years on. Timing of progression will be influenced not only by continuing the practical arrangements of work and study but also by technical considerations such as achieving the necessary entry tariff to enter HE study.

- Overall, only 42% of learners progress to HE immediately with an additional 20% progressing one year on (+20% two years on and +19% three years on).
- This pattern differs according to the age group of the learner where younger learners, aged 18–19 years, are much more likely to do so immediately than those age 25 years+.

Figure 2: 2005–06 Advanced Level Apprentice progression by age

Age Group	Population	HE Year								All tracked to date	
		2006–07		2007–08		2008–09		2009–10			
		Number	%	Number	%	Number	%	Number	%	Number	%
Non-prescribed HE Level 4 (ILR)											
17–19 years	4,755	235	5%	35	0.7%	60	1.2%	20	0.4%	350	7.4%
20–24 years	23,450	765	3.3%	145	0.6%	155	0.7%	120	0.5%	1,190	5.1%
25 years+	3,675	25	0.7%	15	0.4%	30	0.8%	20	0.5%	90	2.4%
Grand Total	31,875	1,030	3.2%	200	0.6%	240	0.8%	160	0.5%	1,625	5.1%
HEFCE-funded HE (HESA)											
17–19 years	4,755	170	3.6%	105	2.2%	100	2.1%	100	2.1%	475	10%
20–24 years	23,450	475	2%	445	1.9%	405	1.7%	435	1.9%	1,760	7.5%
25 years+	3,675	70	1.9%	70	1.9%	90	2.4%	80	2.2%	310	8.4%
Grand Total	31,875	715	2.2%	620	1.9%	595	1.9%	620	1.9%	2,545	8%
All HE progression											
17–19 years	4,755	405	8.4%	140	2.9%	160	3.3%	120	2.5%	825	17.4%
20–24 years	23,450	1,240	5.1%	590	2.4%	555	2.3%	560	2.3%	2,950	12.6%
25 years+	3,675	95	2.4%	85	2.2%	120	3%	100	2.6%	395	10.8%
Grand Total	31,875	1,740	5.3%	815	2.5%	835	2.5%	780	2.4%	4,170	13.1%

Figure 3: The timing of progression of 2005–06 Advanced Level Apprentices

Age Group	Population	Timing of progression				Total
		2006–07 (immediate)	2007–08 (1 year on)	2008–09 (2 years on)	2009–10 (3 years on)	
Non-prescribed HE Level 4 (ILR)						
18–19 years	4,755	67%	10%	17%	6%	100%
20–24 years	23,450	64%	12%	13%	10%	100%
25 years+	3,675	28%	17%	33%	22%	100%
Grand Total	31,875	63%	12%	15%	10%	100%
HEFCE-funded HE (HESA)						
17–19 years	4,755	36%	22%	21%	21%	100%
20–24 years	23,450	27%	25%	23%	25%	100%
25 years+	3,675	23%	23%	29%	26%	100%
Grand Total	31,875	28%	24%	23%	24%	100%
All HE progression						
17–19 years	4,755	49%	17%	19%	15%	100%
20–24 years	23,450	42%	20%	19%	19%	100%
25 years+	3,675	24%	22%	30%	25%	101%
Grand Total	31,875	42%	20%	20%	19%	100%

1.2 Progression by geography

The map in Figure 4 shows the overall HE progression rate of Advanced Level Apprentices by region. Tables alongside the map show the progression breakdown for each region and the bottom table shows the proportional breakdown of all Advanced Level Apprentice students.

- The North East region is domicile to a lower number of students at only 7.5% of all Advanced Level Apprentices in 2005–06 but its progression rate to HE is the highest at 16.3%.
- The North West region also has a high progression rate, at 15.7%, and is home to a large number of Advanced Level Apprentices with 18.1% of the total living in this region
- London is home to just 6% of all Advanced Level Apprentices and has a progression rate of 9.9% (one of the lowest as illustrated in the map), just slightly higher than East of England.
- London and the East of England also have very low progression to non-prescribed HE (under 3% each) which is less than half the rate found in the North East, the North West and Yorkshire and The Humber.
- The North East and the West Midlands have the highest rates of progression to HEFCE-funded HE with over 9% each.

The regional differences to Advanced Level Apprentices' progression will be shaped in part by the framework undertaken by the Advanced Apprentice, the HE progression routes from that framework and whether they are available locally with an accessible mode of study for those who wish to continue in employment. Frameworks and progression are discussed in section 1.3.

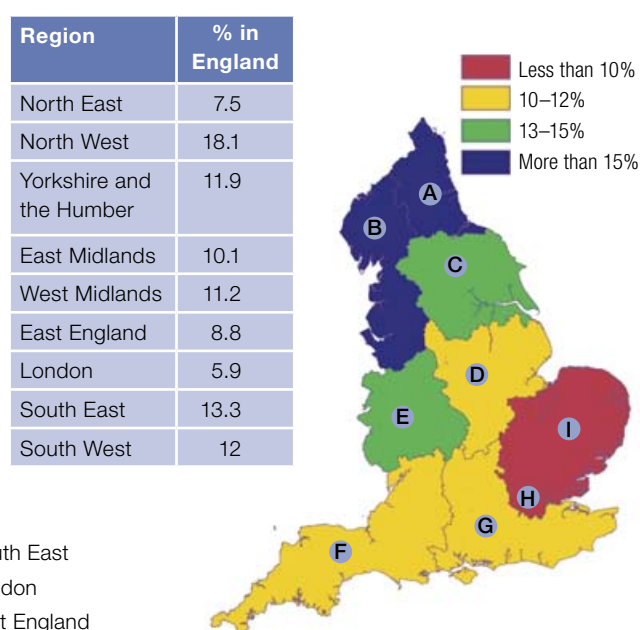
Key

- | | | |
|-----------------------------------|------------------------|-----------------------|
| A North East | D East Midlands | G South East |
| B North West | E West Midlands | H London |
| C Yorkshire and the Humber | F South West | I East England |

Figure 4: GOR Non-Prescribed and HEFCE-Funded HE Progression Split

Region	Non-prescribed (%)	HEFCE (%)	All HE (%)
North East	6.4	9.9	16.3
North West	7.4	8.4	15.7
Yorkshire and the Humber	6.4	8.0	14.4
East Midlands	5.3	6.5	11.8
West Midlands	5.1	9.6	14.8
East England	2.8	6.7	9.4
London	2.5	7.4	9.9
South East	3.5	7.9	11.4
South West	4.2	7.3	11.4

Percentage of all Advanced Level Apprentice Students



1.3 Progression by framework

Figure 5 shows progression by framework for the top 20 frameworks in terms of the overall Advanced Level Apprentice population.

- Under 3% of Advanced Level Apprentices were on an accountancy framework. However, these learners had the highest HE progression rate – half (50.3%) of apprentices on an accountancy framework progress to HE. Most Advanced Level Apprentice learners progress to non-prescribed HE.
- In contrast, learners on health and social care frameworks are more likely to study on a HEFCE-funded HE programme and just over a quarter of these learners progressed (25.5%).
- Engineering Advanced Level Apprentices are just as likely to progress to HEFCE-funded HE as they are to non-prescribed HE with an overall higher education progression rate of 20.9%.
- Construction, electrotechnical and the automotive Industry frameworks are the top three frameworks in terms of number of Advanced Level Apprentices but their HE progression rates are low, ranging from 4–6%.

The map in Figure 6 illustrates the variety in progression rates by Government Office region for populated frameworks. HE progression rates by framework and the region of student domicile (GOR) are presented in Figure 7. Results show the varying rates across regions and frameworks. Only the top 20 frameworks in terms of cohort size are included in this table. Findings here include:

- Advanced Level Apprentices in construction living in the South West are much less likely to progress to HE than their peers in the North West (3% against 10%).
- The progression rate for learners in the children's care, learning and wellbeing framework is much lower for domiciles in the East Midlands and the South West than learners living in other regions.
- Learners living in the East of England on textile framework Advanced Level Apprenticeships are much less likely to progress to HE than their peers in other parts of the country.

Figure 5: Progression of 2005–06 Advanced-Level Apprentices by Framework

Framework	All learner population	% share of total learners	Progression					
			Non-prescribed HE Level 4 (ILR)		HEFCE-funded HE (HESA)		Total HE progression	
			Number	%*	Number	%*	Number	%*
Automotive Industry	3,405	10.7%	75	2.2%	75	2.2%	150	4.4%
Electrotechnical	3,035	9.5%	75	2.5%	60	1.9%	135	4.5%
Construction	2,435	7.6%	75	3.1%	85	3.4%	160	6.6%
Children's Care Learning and Development	2,335	7.3%	80	3.5%	350	15.1%	435	18.6%
Business Administration	2,285	7.2%	160	7.0%	275	12.1%	435	19.1%
Customer Service	1,960	6.1%	35	1.8%	145	7.4%	180	9.2%
Engineering	1,940	6.1%	195	10.1%	210	10.9%	405	20.9%
Hospitality and Catering	1,860	5.8%	30	1.6%	115	6.2%	145	7.9%
Health and Social Care	1,300	4.1%	40	3.1%	290	22.4%	330	25.5%
Marine Industry	1,065	3.3%	95	8.9%	95	8.8%	190	17.8%
Hairdressing	1,030	3.2%	Suppressed	Suppressed	Suppressed	Suppressed	50	5.0%
Accountancy	845	2.7%	375	44.2%	50	6.1%	425	50.3%
Textiles	685	2.1%	55	8.2%	85	12.6%	140	20.8%
Travel and Tourism Services Leisure and Business	675	2.1%	Suppressed	Suppressed	Suppressed	Suppressed	45	6.9%
Plumbing	575	1.8%	Suppressed	Suppressed	Suppressed	Suppressed	20	3.5%
Gas Industry	495	1.5%	Suppressed	Suppressed	Suppressed	Suppressed	10	1.8%
Engineering Technology	445	1.4%	50	11.2%	70	15.5%	120	26.7%
Communications Technologies (Telecoms)	440	1.4%	Suppressed	Suppressed	Suppressed	Suppressed	50	11.4%
IT Services and Development	425	1.3%	Suppressed	Suppressed	Suppressed	Suppressed	45	10.6%
Active Leisure and Learning	405	1.3%	Suppressed	Suppressed	Suppressed	Suppressed	40	9.3%
Sporting Excellence	360	1.1%	10	3.3%	60	16.4%	70	19.8%

* Percentage of learners who progressed

Figure 6: Geographical spread of progression from the top 8 frameworks

Map showing the GOR dispersion of progression into higher education from the most populous apprenticeships (500+ people) by framework. For example, it shows that a significant percentage of progression from the Engineering Framework occurs in the North West and West Midlands, followed by East Midlands. A large proportion of the Children's Care and Learning Development Framework progress into higher education in London, the North West, West Midlands and South East.

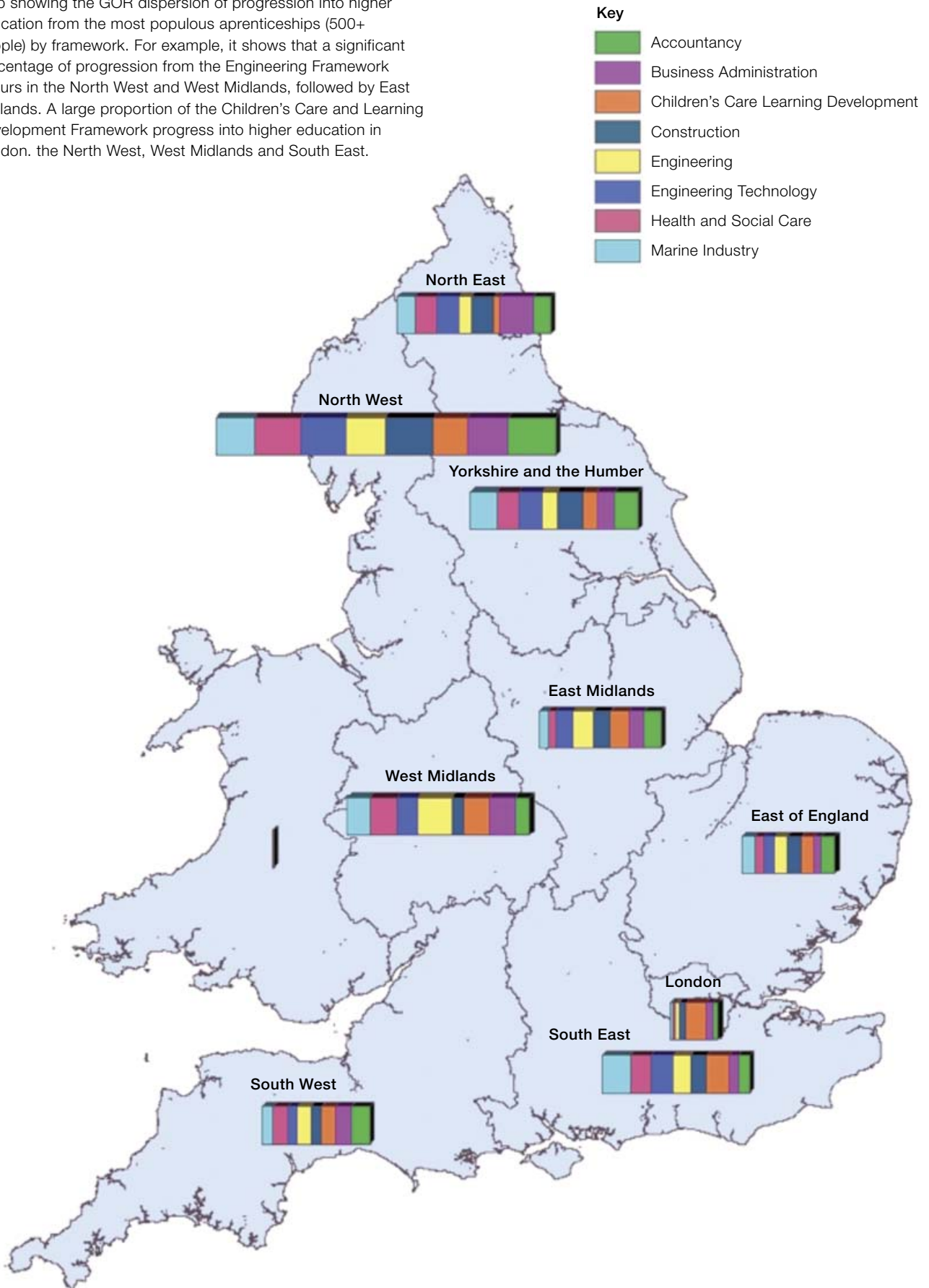


Figure 7: Table showing progression by framework* and region (apprentice domicile)

Framework	Total number of Advanced Level Apprentices	East Midlands	East of England	London	North East	North West	South East	South West	West Midlands	Yorkshire and the Humber
Automotive Industry	3,407	5%	4%	3%	3%	5%	4%	5%	3%	5%
Electrotechnical	3,036	5%	4%	4%	3%	3%	5%	5%	4%	6%
Construction	2,437	9%	5%	7%	5%	10%	5%	3%	9%	6%
Children's Care Learning and Development	2,337	22%	12%	18%	19%	23%	13%	16%	19%	25%
Business Administration	2,284	14%	17%	20%	27%	19%	15%	19%	17%	18%
Customer Service	1,958	9%	4%	6%	13%	9%	11%	10%	10%	10%
Engineering	1,939	16%	18%	17%	30%	25%	18%	21%	21%	22%
Hospitality and Catering	1,858	5%	8%	6%	12%	11%	7%	7%	11%	8%
Health and Social Care	1,299	17%	28%	30%	37%	24%	26%	17%	27%	31%
Marine Industry	1,063	14%	16%	9%	12%	20%	17%	17%	30%	16%
Hairdressing	1,028	1%	5%	2%	5%	5%	6%	3%	6%	8%
Accountancy	847	41%	26%	4%	64%	76%	27%	70%	52%	61%
Textiles	683	20%	9%	29%	30%	21%	21%	26%	13%	23%
Travel and Tourism Services Leisure and Business	677	9%	6%	4%	6%	10%	6%	10%	3%	7%
Plumbing	574	5%	3%	4%	2%	3%	4%	0%	4%	4%
Gas Industry	493	0%	2%	3%	0%	1%	2%	4%	2%	
Engineering Technology	446	29%	29%	17%	25%	28%	30%	25%	20%	56%
Communications Technologies (Telecoms)	440	0%	12%	0%	33%	27%	8%	10%	21%	18%
IT Services and Development	424	19%	2%	5%	29%	8%	9%	11%	11%	9%
Active Leisure and Learning	407	3%	13%	50%	48%	18%	16%	25%	22%	32%
Sporting Excellence	359	17%	12%	7%	10%	23%	14%	26%	30%	32%

*Only the top 20 frameworks in terms of cohort size are shown in this table.

1.4 Disadvantage profile of Advanced Level Apprentices and those who progress to HE

The home postcodes of Advanced Level Apprentice learners were used to profile learners using indicators of disadvantage. The HEFCE POLAR (HEFCE, 2010) indicator was used as it classifies neighbourhoods using HE participation data. The POLAR classification gives five quintiles of areas ordered from 'Q1' (those neighbourhoods with very low HE participation rates) to 'Q5' (those areas with the highest HE participation), each representing 20% of the UK young cohort. POLAR is, therefore, a useful proxy for disadvantage.

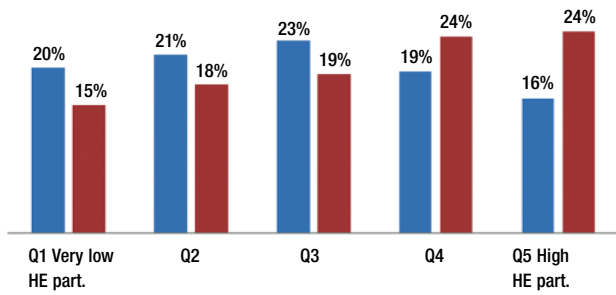
Alongside POLAR, a young entrant study (18–19 years) conducted by HEFCE (HEFCE, 2010) classified over 8,000 HE entrants across England according to their POLAR quintile. The profile in Figure 8 shows that 15% of these entrants were classified as POLAR Q1 and 18% Q2 indicating areas of disadvantage.

Figure 8: Table showing POLAR profile of all entrants to HE in England

Young participation POLAR ward bands	Combined entrant count	Percentage of total entrants
Q1 <16% HE participation	1,319	15%
Q2 16% to 24%	1,531	18%
Q3 24% to 32%	1,642	19%
Q4 32% to 43%	2,028	24%
Q5 >43% HE participation	2,081	24%
Grand Total	8,601	100%

In Figure 9, the disadvantage profile of young Advanced Level Apprentices who progress to HE is shown beside the profile of young HE entrants generally. A total of 20% of 18–19 year Advanced Level Apprentices who progress are profiled as living in a Q1 neighbourhood and an additional 21% in Q2 areas (both disadvantaged neighbourhoods with historically low levels of HE participation). This is higher

Figure 9: Chart showing POLAR profile of 2005–06 Advanced Level Apprentice young HE entrants with HE young entrants generally



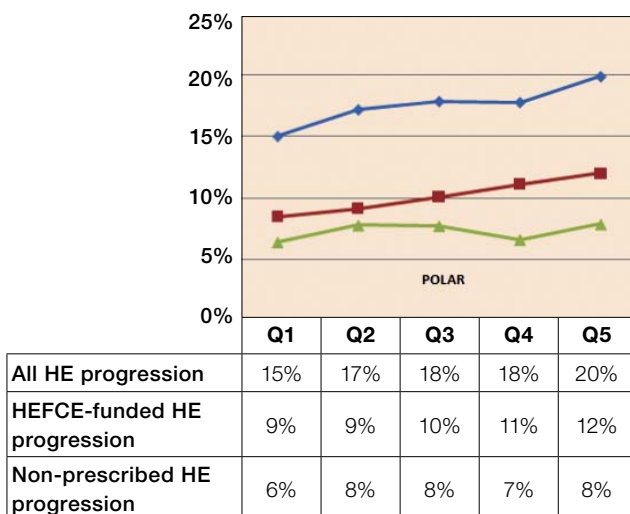
Key

- All HE entrants
- 18–19 year old Advanced Level Apprentice HE entrants

than the proportion of young HE entrants generally who live in these neighbourhoods. Conversely, the proportion of young Advanced Level Apprentices who enter HE from Q5 (advantaged neighbourhoods) is lower than the HE entrant population generally. The charts in Figures 9 and 10 explore progression rates of Advanced Level Apprentices according to their neighbourhood profile.

Figure 10 shows higher progression rates for Advanced Level Apprentices living in areas of low disadvantage (Q5) than Advanced Level Apprentices profiled as living in the most disadvantaged neighbourhoods (Q1). This effect is most obvious in learners studying HEFCE-funded HE rather than those learners progressing to non-prescribed HE where there is less difference in progression rates between Q1 and Q5 learners.

Figure 10: Young Advanced Level Apprentice progression rates

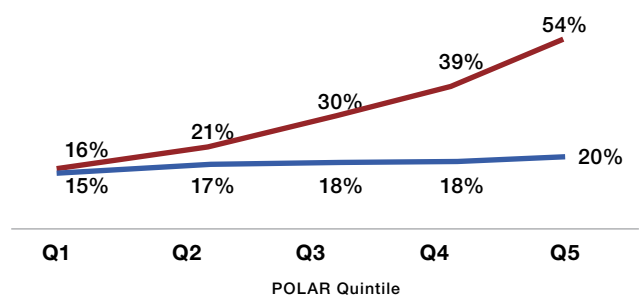


Key

- ◆ All HE progression
- HEFCE-funded HE progression
- ▲ Non-prescribed HE progression

- Although Advanced Level Apprentice progression rates vary according to their POLAR profile, the difference is not as marked as the progression rates for young people in England generally. The HEFCE study (HEFCE, 2010) highlighted the large differences in participation rates of learners according to their disadvantage profile but the difference was much more pronounced than that found with learners illustrated in Figure 10. HEFCE’s study found that young people in England living in Q1 areas have a participation rate of 16% compared to a rate of 54% for young people living in Q5 areas. This means that there are large differences in the participation rates according to where young people live. Currently fewer than one in five young people from the most disadvantaged areas enter HE compared to more than one in two for the most advantaged areas.
- This study shows that the picture for Advanced Level Apprentices is different. Although learners living in Q1 have a lower progression rate than Q5 learners, the difference is much less marked, suggesting that despite living in areas of advantage (Q5), Advanced Level Apprentice learners are much more likely to behave like their Q1 disadvantaged peers when progressing to HE. They are also much less likely to progress to HE than young people living in these similar neighbourhoods generally.
- Supply is a major difference between the two groups. For apprentices who are in work, and probably earning a reasonable wage having achieved their Advanced Level Apprenticeship, the most likely barrier to progression is lack of appropriate part-time and flexibly delivered work-based HE courses to progress to. Higher Apprenticeships will help fill this gap providing a more natural and seamless progression route for these learners.

Figure 11: Advanced Level Apprentices Progression Rates by POLAR quintile compared to England YPR



Key

- Advanced Level Apprentices 18–19 yr to HE
- England YPR 2005–06

Figure 12: Progression rate by provider type

Provider Type	All Advanced Level Apprentices	Non-prescribed HE progression					Non-prescribed HE progression %				
		2006-07	2007-08	2008-09	2009-10	All tracked	2006-07	2007-08	2008-09	2009-10	All tracked
Business	3,685	145	15	20	10	190	4%	0%	1%	0%	5%
FE College/School	7,035	320	85	95	60	560	5%	1%	1%	1%	8%
Other	2,835		Suppressed			85		Suppressed			3%
Public Sector	1,450		Suppressed			75		Suppressed			5%
Training	16,875	470	85	100	65	720	3%	0%	1%	0%	4%
Grand Total	31,875	1,030	200	240	160	1,625	3%	1%	1%	1%	5%
Provider Type	All Advanced Level Apprentices	HEFCE-funded HE progression					HEFCE-funded HE progression %				
		2006-07	2007-08	2008-09	2009-10	All tracked	2006-07	2007-08	2008-09	2009-10	All tracked
Business	3,685	90	80	70	85	330	2%	2%	2%	2%	9%
FE College/School	7,035	190	145	140	120	595	3%	2%	2%	2%	8%
Other	2,835		Suppressed			150		Suppressed			5%
Public Sector	1,450		Suppressed			200		Suppressed			14%
Training	16,875	345	310	295	325	1,270	2%	2%	2%	2%	8%
Grand Total	31,880	715	620	595	620	2,545	2%	2%	2%	2%	8%
Provider Type	All Advanced Level Apprentices	All HE progression					All HE progression %				
		2006-07	2007-08	2008-09	2009-10	All tracked	2006-07	2007-08	2008-09	2009-10	All tracked
Business	3,685	235	95	90	95	520	6%	3%	2%	3%	14%
FE College/School	7,035	510	230	235	180	1,155	7%	3%	3%	3%	16%
Other	2,835	90	55	45	50	235	3%	2%	2%	2%	8%
Public Sector	1,450	95	45	65	70	275	6%	3%	4%	5%	19%
Training	16,875	815	395	395	385	1,990	5%	2%	2%	2%	12%
Grand Total	31,880	1,740	815	835	780	4,170	5%	3%	3%	2%	13%

2005-06 Advanced Level Apprentices by Provider Type.

1.5 Progression rates by Advanced Level Apprentice provider type

Providers have been grouped according to a provider type. Figure 12 shows progression rates by type.

- Advanced Level Apprentices registered by public sector providers are more likely to progress to HE although this group represents the smallest cohort of learners. Nearly one-fifth of learners (19%) with public sector providers progressed to HE, and many of these learners progressed to HEFCE-funded HE programmes.
- Learners undertaking Advanced Level Apprenticeships in FE colleges (and a small number of secondary schools) were just as likely to progress to non-prescribed HE as to HEFCE-funded HE with an overall progression rate of 16%.
- Learners on Advanced Level Apprenticeships directly contracted by private businesses were more likely to progress to HEFCE-funded HE (9%) than to non-prescribed HE (5%) with a total progression rate of 14%. This rate was slightly more than that of learners registered by training providers (12%).

1.6 HEFCE-funded HE: to which universities do Advanced Level Apprentices progress?

Figure 13 presents data for the 2005–06 cohort showing universities with over 50 Advanced Level Apprentices. A total of 43% of the total cohort went onto study HE at these 11 universities (out of a total of 125 universities)

- 14% of Advanced Level Apprentices went onto study HE at the Open University (OU) and over one-third of all OU learners were from two frameworks: 22% children's care, learning and development and 14% business administration.

Figure 13: Most popular HE institutions attended by 2005/06 cohort

Higher Education Institution	Number of learners	% of Total Advanced Level Apprentices who progressed to HEFCE funded
The Open University	360	14%
The University of Teesside	145	6%
The University of Central Lancashire	120	5%
The University of Wolverhampton	60	2%
The University of Northumbria at Newcastle	60	2%
The University of Plymouth	60	2%
Sheffield Hallam University	60	2%
Anglia Ruskin University	55	2%
The University of Huddersfield	55	2%
Leeds Metropolitan University	55	2%
University of Derby	50	2%

1.7 HEFCE-funded HE: level of HE study

The type of HE qualifications studied by Advanced Level Apprentices who enter HEFCE-funded HE is explored in Figure 14. The chart shows that 36% of Advanced Level Apprentices entered HE at First Degree Level. A higher proportion, 41%, entered at other undergraduate levels, ie. Certificates and Diplomas in Higher Education and Higher National Certificates (HNC).

Figure 14: HEFCE Funded HE-level % breakdown

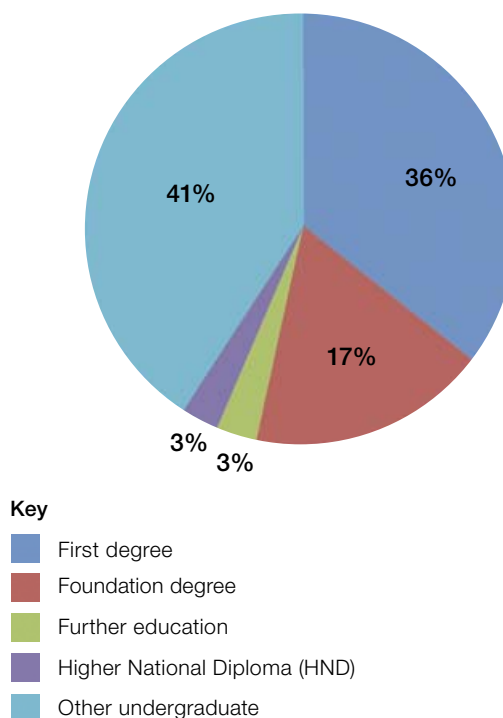


Figure 15 looks at the HE level studied by Advanced Level Apprentices on different frameworks and shows that learners are more or less likely to progress to certain types of HEFCE-funded HE qualifications depending on the framework. Some examples are detailed below:

- Nearly half of Advanced Level Apprentices under the children’s care, learning and development framework progressed to a foundation degree (46%) whereas only 6% of these health and social care learners studied at foundation degree level. The majority of Advanced Level Apprentices on a health and social care framework studied at other undergraduate levels (79%) while only 16% of learners on this framework studied HE at First Degree level.
- Nearly two-thirds of learners on an active leisure and learning Advanced Level Apprentice framework (64%) studied HE at First Degree level and over half (54%) of Advanced Level Apprentices on an engineering framework progress to this level of study.

1.8 HEFCE-funded HE qualification type by provider type

The provider type of Advanced Level Apprentices who went onto HEFCE-funded HE study are explored in Figure 16. These results will be influenced by frameworks as specific frameworks are associated more strongly with one provider type than another. For example, in the public sector there are high numbers of Advanced Level Apprentices under

the communications, business administration and fire and emergency services frameworks, which appear to lead to other undergraduate HE level routes. The “other” provider type includes organisations such as associations, charities and chambers of commerce.

- Those learners directly contracted by businesses and other providers for their Advanced Level Apprentice study were more likely to study for first degrees than learners contracted through the public sector who were more likely to study at other undergraduate level.
- Just over one-fifth of Advanced Level Apprentices contracted to businesses were studying foundation degrees.

1.9 Mode of HEFCE-funded HE programmes studied

Overall nearly two-thirds of Advanced Level Apprentices go on to study HE on a part-time basis (Figure 17). Framework breakdowns in Figure 17 reveal varying results where:

- More sporting excellence and health and social care Advanced Level Apprentices study full-time than part-time.
- Over three in four apprentices on an engineering framework continued their study at HE level on a part-time basis.
- Learners in the automotive Industry are split nearly 50:50 by part-time/full-time HE study.

Figure 15: Table showing HE qualification type by framework where numbers are 50 or greater

Framework	HEFCE-funded HE				
	First degree	Foundation degree	Further education	Higher National Diploma (HND)	Other undergraduate apprentices who progressed to HEFCE funded
Accountancy	27%	3%	0%	0%	71%
Active Leisure and Learning	64%	7%	2%	4%	24%
Automotive Industry	45%	17%	5%	1%	32%
Business Administration	38%	16%	3%	3%	40%
Children’s Care Learning and Development	27%	46%	1%	0%	25%
Construction	26%	19%	3%	13%	38%
Customer Service	42%	14%	1%	1%	42%
Electrotechnical	32%	15%	7%	15%	32%
Engineering	54%	13%	2%	5%	25%
Engineering Technology	42%	13%	5%	6%	33%
Health and Social Care	16%	6%	0%	0%	79%
Hospitality and Catering	42%	14%	7%	2%	34%
Marine Industry	46%	15%	3%	7%	29%
Sporting Excellence	52%	30%	0%	3%	15%
Textiles	56%	14%	8%	4%	18%

Figure 16: 2005–06 Advanced Level Apprenticeship by Provider Type and HEFCE funded HE Qualification Level studied

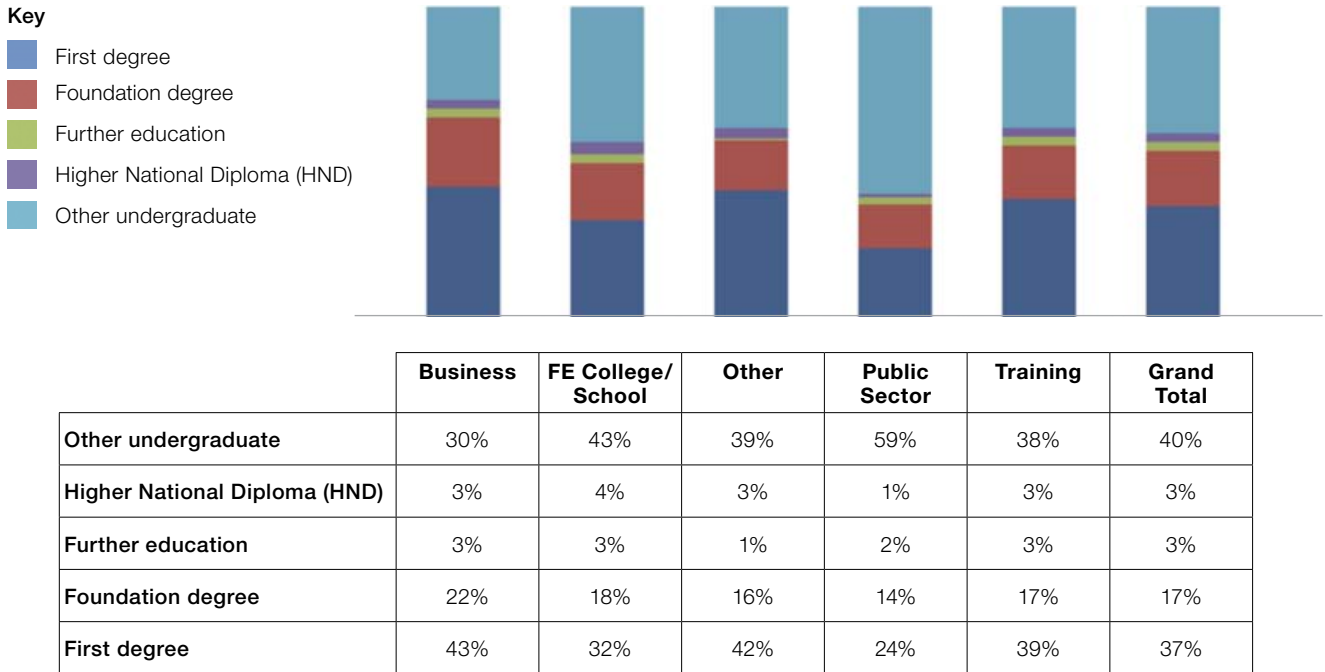
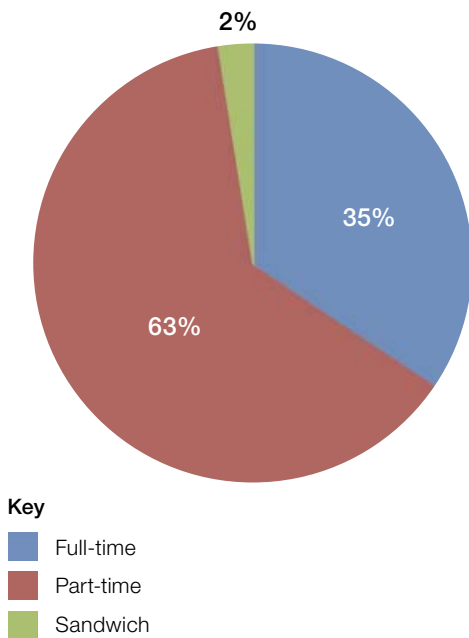


Figure 17: HEFCE-funded HE mode of study



1.10 Mode of study and POLAR profile

- Learners living in areas of disadvantage (POLAR Q1) are more likely to study HEFCE-funded HE on a part-time basis than learners living in areas of advantage (POLAR Q5). The chart in Figure 19 illustrates this difference.
- Moreover, the results in Figure 20 show the difference in type of HE qualification studied by POLAR profile of learners.
- A higher proportion of learners profiled as living in POLAR Quintile 1 studied at other undergraduate level than Quintile 5 learners where a higher proportion studied at first degree level.

1.11 Mode of study for HEFCE-funded HE by age group

- Overall, nearly two-thirds of Advanced Level Apprentices progressed to part-time HEFCE-funded study.
- Younger learners are more likely to study full-time HEFCE-funded HE, than learners 20+ years who are much more likely to be studying part-time HE programmes.

The pattern of mode of HEFCE-funded HE study changes for younger learners as they tracked for longer. This is examined in Figure 22.

- On completion of their Advanced Level Apprenticeship, and as time progresses, younger learners are more likely to enter HE part-time than they are full-time.

Figure 18: HEFCE funded HE Progression

Framework (where number of learners who progressed to HEFCE-funded HE is more than 50)	HEFCE-funded HE Progression		
	% to Full-time HE	% to Part-time HE	% to Sandwich HE
Accountancy	29.2%	66.7%	4.2%
Active Leisure and Learning	55.8%	44.2%	0.0%
Automotive Industry	41.9%	48.6%	9.5%
Business Administration	29.0%	67.4%	3.6%
Children's Care Learning and Development	34.1%	65.1%	0.9%
Construction	28.6%	67.9%	3.6%
Customer Service	36.1%	61.8%	2.1%
Electrotechnical	30.5%	67.8%	1.7%
Engineering	17.5%	79.1%	3.3%
Health and Social Care	68.7%	29.9%	1.4%
Hospitality and Catering	35.3%	58.6%	6.0%
Marine Industry	14.9%	84.0%	1.1%
Sporting Excellence	76.3%	23.7%	0.0%
Textiles	24.4%	72.1%	0.0%

Figure 19: HEFCE-funded HE Mode of study (2005–06 cohort)

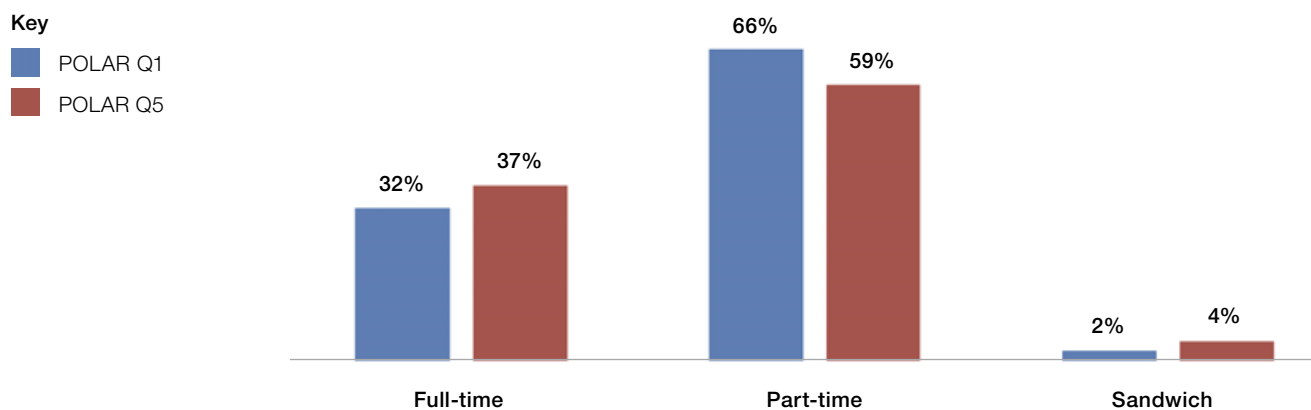


Figure 20: Mode of study, POLAR Quintile and HE Study Type (2005–06 cohort)

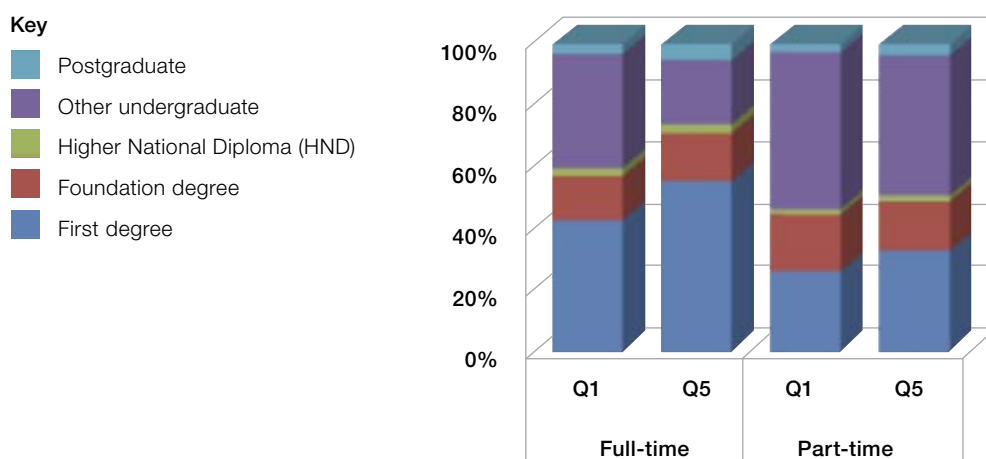


Figure 21: HEFCE funded HE Study

HEFCE-funded HE Study				
Mode	17-19 years	20-24 years	25 years +	Grand Total
Full-time	51%	31%	30%	34%
Part-time	46%	67%	69%	63%
Sandwich	3%	3%	1%	2%
Grand Total	100%	100%	100%	100%

Figure 22: Patterns of mode of HEFCE-funded HE study over time for young learners

Mode of study	HEFCE-funded HE year, 17-19 years				% of total learners
	2006-07	2007-08	2008-09	2009-10	
	% of total in mode entering that year				
Full-time	48%	20%	16%	17%	51%
Part-time	21%	25%	27%	27%	46%
Sandwich	50%	29%	14%	7%	3%
					100%

Figure 23: Progression rate trends of Advanced Level Apprentice cohorts

Age Group	% point difference	2005-06 (2006-07)	2006-07 (2007-08)	2007-08 (2008-09)	2008-09 (2009-10)
	Diff. 0506-0809	Non-prescribed HE Level 4 (ILR)			
17-19 years	-0.9%	5.0%	3.9%	4.3%	4.1%
20-24 years	-0.1%	3.3%	2.8%	2.7%	3.2%
25 years+	0.6%	0.7%	1.2%	1.3%	1.2%
Grand Total	-0.3%	3.2%	2.8%	2.9%	2.9%
HEFCE-funded HE (HESA)					
17-19 years	3.5%	3.6%	3.7%	5.1%	7.1%
20-24 years	1.6%	2.0%	2.3%	3.1%	3.6%
25 years+	0.5%	1.9%	2.6%	2.3%	2.4%
Grand Total	1.7%	2.2%	2.5%	3.4%	3.9%
All HE progression					
17-19 years	2.7%	8.4%	7.6%	9.3%	11.2%
20-24 years	1.7%	5.1%	5.1%	5.8%	6.8%
25 years+	1.2%	2.4%	3.7%	3.6%	3.6%
Grand Total	1.5%	5.3%	5.4%	6.3%	6.8%

Section 2

Trend analysis for 2005-06, 2006-07, 2007-08 and 2008-09 Advanced Level Apprentice cohorts

As the latest cohort in this study, the 2008-09 cohort has only been tracked for one year (to 2009-10 HE entry). The trend analysis that follows presents results for each of the four cohorts in the year immediately following their Advanced Level Apprentice completion.

2.1 Progression rate trends of Advanced Level Apprentice cohorts immediately following completion of their apprentice study (Figure 23)

- The immediate progression rate of all Advanced Level Apprentices has increased year-on-year for the four cohorts tracked. The 2005-06 cohort had an immediate progression rate of 5.3% compared to 6.8% for the 2008-09 cohort.
- The increase in progression rates was due to the growth in the number of Advanced Level Apprentices going on to HEFCE-funded HE rather than non-prescribed HE. In fact, the proportions going onto non-prescribed HE remain fairly static with a minor decrease in the number progressing over time (except for 25yr+ group).

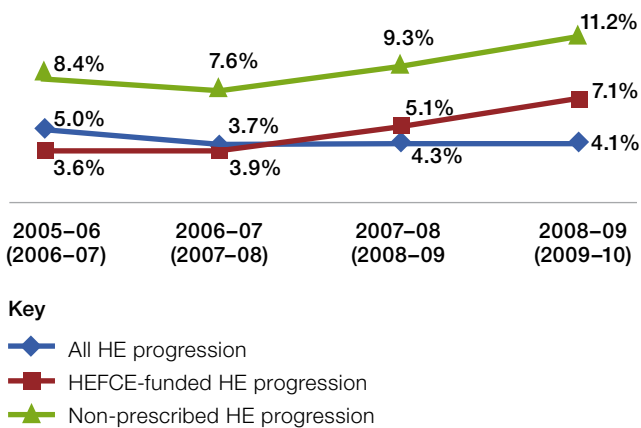


- These figures are set against the background of an increasing volume of Advanced Level Apprentices and thus increasing volumes progressing to HE. Between the 2005–06 and 2008–09 academic years, the population of Advanced Level Apprentices in each year has increased by 36% but the volume entering HE has increased by 69.5% – a real terms increase of 24.5%. It is significant to note that these increases were set against a background of growth overall in numbers in HE (in particular HE in FE colleges) and heightened activity to widen participation of work-based learners by universities, colleges and programmes including Lifelong Learning Networks, Employer Engagement Pilots and Aimhigher.
- The progression rate for all age groups increased for the cohorts but the younger Advanced Level Apprentice progression rate increased at a higher rate than the other age groups. For example, the 2005/06 cohort aged 17–19 years progressed to HEFCE-funded HE at a rate of 3.6% compared to a rate of 7.1% for the 2008–09 17–19 year cohort, an increase of 2.5% points. The percentage point increase for the other age groups progressing to HEFCE-funded HE was smaller: 1.6% points for the 20-24 year group and 0.5% points for the 25yr+ age group.

There is a change in the pattern of progression according to route of HE study for 17–19 year Advanced Level Apprentices: see Figure 24.

- A higher proportion of the 2005–06 cohort progressed to non-prescribed HE study than to HEFCE-funded HE study but this finding reversed for the 2007–08 cohort where a higher proportion went on to HEFCE-funded HE study. This pattern remained for the latest cohort in 2008/09 where the gap between the HEFCE-funded HE study and non-prescribed HE was 3% points. This is likely to be the effect of a squeeze in supply of non-prescribed HE caused by changes in the balance of funding from adults to 16–19 year olds.

Figure 24: 17–19 yr old trends – progression immediately following completion of Advanced Level Apprenticeship



2.2 Trends in the progression rates of disadvantaged Advanced Level Apprentice learners and advantaged learners

The immediate progression rates of the four cohorts of Advanced Level Apprentice learners for POLAR quintile 1 (disadvantaged learners) and POLAR quintile 5 (advantaged learners) are presented in Figure 25.

Figure 25: POLAR Quintile – % of learners who progressed

Advanced Level Apprentice cohort	Quintile 1 – Very low HE participation neighbourhood (disadvantaged)			Quintile 5 – High HE participation neighbourhood (advantaged)		
	Non-prescribed HE Level 4 (ILR)	HEFCE-funded HE (HESA)	All HE progression	Non-prescribed HE Level 4 (ILR)	HEFCE-funded HE (HESA)	All HE progression
2005–06	3.1%	1.8%	4.9%	3.0%	2.8%	5.8%
2006–07	2.5%	2.0%	4.5%	2.4%	3.1%	5.5%
2007–08	2.7%	2.7%	5.5%	3.2%	4.1%	7.3%
2008–09	2.8%	3.2%	6.1%	2.9%	4.5%	7.4%

Figure 26: Trends in the progression of learners by sector skills area (Tier 2)

Sector Skills Tier	2005–06 to HE in 2006–07			2006–07 to HE in 2007–08			2007–08 to HE in 2008–09			2008–09 to HE in 2009–10		
	Non-prescribed HE	HEFCE-funded HE	Total HE	Non-prescribed HE	HEFCE-funded HE	Total HE	Non-prescribed HE	HEFCE-funded HE	Total HE	Non-prescribed HE	HEFCE-funded HE	Total HE
Accounting and Finance	37.5%	1.9%	39.4%	38.0%	2.1%	40.1%	35.6%	1.9%	37.6%	50.9%	2.4%	53.3%
Administration	1.8%	2.6%	4.3%	1.2%	3.3%	4.5%	1.3%	3.3%	4.6%	1.3%	3.8%	5.1%
Animal Care and Veterinary Science	0.8%	4.5%	5.3%	0.9%	3.2%	4.1%	0.2%	2.1%	2.3%	0.0%	1.7%	1.7%
Building and Construction	1.1%	0.7%	1.8%	1.0%	0.7%	1.7%	1.1%	1.5%	2.5%	0.9%	1.7%	2.5%
Business Management	2.4%	3.2%	5.7%	1.7%	2.5%	4.2%	1.7%	4.2%	5.9%	1.9%	3.4%	5.4%
Child Development and Well Being	1.0%	3.2%	4.2%	0.7%	3.6%	4.3%	0.9%	4.8%	5.7%	0.9%	5.2%	6.1%
Engineering	7.2%	3.6%	10.8%	4.3%	2.7%	7.0%	4.8%	3.1%	7.9%	5.1%	4.3%	9.3%
Health and Social Care	0.7%	6.5%	7.3%	1.4%	9.4%	10.8%	2.2%	10.5%	12.8%	1.2%	5.5%	6.7%
Hospitality and Catering	0.5%	1.3%	1.8%	0.5%	2.5%	3.0%	0.5%	2.3%	2.9%	0.7%	2.1%	2.7%
ICT for Users	0.8%	5.5%	6.3%	0.8%	2.4%	3.2%	0.7%	3.9%	4.6%	0.5%	10.2%	10.7%
ICT Practitioners	0.7%	2.0%	2.7%	0.7%	3.9%	4.6%	1.1%	5.0%	6.0%	0.6%	7.2%	7.8%
Manufacturing Technologies	9.7%	3.1%	12.8%	7.1%	3.4%	10.5%	15.9%	11.5%	27.4%	11.5%	7.2%	18.7%
Nursing and Subjects and Vocations Allied to Medicine	0.5%	6.8%	7.2%	0.2%	4.0%	4.2%	0.0%	4.8%	4.8%	0.9%	5.8%	6.8%
Retailing and Wholesaling	0.5%	1.9%	2.4%	0.3%	1.25	1.5%	0.0%	0.0%	0.0%	0.5%	1.9%	2.4%
Sport, Leisure and Recreation	4.9%	4.6%	9.6%	0.6%	4.1%	4.6%	0.6%	1.0%	1.7%	0.6%	11.4%	12.0%
Transportation Operations and Maintenance	1.8%	0.6%	2.4%	1.2%	0.6%	1.8%	0.4%	0.8%	1.2%	0.7%	1.7%	2.3%
Travel and Tourism	1.5%	1.2%	2.7%	0.2%	1.3%	1.5%	0.3%	0.6%	0.9%	0.3%	0.8%	1.1%
Warehousing and Distribution	0.0%	0.5%	0.5%	0.0%	0.0%	0.0%	0.3%	0.3%	0.6%	0.0%	0.5%	0.5%

The results mirror the general trends found in 2.1 where the progression rate of Advanced Level Apprentices is increasing for those entering HEFCE-funded HE study but the rate is actually slipping for non-prescribed HE study. This pattern is found for learners classified as living in both disadvantaged areas and in advantaged areas.

2.3 Trends in the immediate progression of Advanced Level Apprentice learners by sector

It is difficult to analyse trends by framework due to changes in framework classification across the years, which has caused framework numbers to look as though they fluctuate widely. Sector skills categories are a more reliable way to explore trend analysis. Figure 26 shows progression of Advanced Level Apprentices by sector skills area.

- The progression rate of 2008–09 apprentices in the accountancy and finance sector was considerably higher than that of 2005–06 apprentices. This is due to a rising trend for learners to progress to non-prescribed HE rather than HEFCE-funded HE. A similar picture has emerged for learners in the manufacturing technologies sector.
- Trends for Advanced Level Apprentice learners from administration, child development and wellbeing, ICT and nursing sectors, and subjects allied to medicine and sport, leisure and recreation also show that 2008–09 learners were more likely to progress to HE than learners in

2005–06. However, this was due the increase in learners progressing to HEFCE-funded HE, rather than non-prescribed.

2.4 Trends in the immediate progression of Advanced Level Apprentice learners by region

A comparison of the progression rates of the earliest (2005–06) and the latest (2008–09) cohorts show changing patterns of progression according to the home region of the Advanced Level Apprentice. This is illustrated in Figure 27.

- The West Midlands saw the highest increase with nearly 10% progressing to HE. The proportion of learners from this region entering HEFCE-funded HE, in particular, increased.
- The East Midlands has seen an increase in progression rates generally and this is due to an increase in both HE routes – non-prescribed HE as well as HEFCE-funded HE.
- London and the East of England, both of which had low HE progression rates in 2005–06, also saw an increase.
- The North East, South East, North West, South West and Yorkshire and The Humber recorded reductions in progression rates across the two cohorts as a result of a drop in learners entering both HEFCE-funded HE and non-prescribed HE.



2.5 Trends in mode of study for young learners progressing to HEFCE-funded HE

There is little change in the mode of study for learners generally across the cohorts, where slightly more learners study part-time than full-time (52% against 44% in 2008–09) and the less than 5% studying on a sandwich course. The pattern differs according to the age group of learners however:

- Younger learners are more likely to study full-time than part-time when they enter HEFCE-funded HE immediately after Advanced Level Apprenticeship study. Trends for younger learners are examined in Figure 28. (Younger learners are just as likely to study part-time as full-time when tracked for four years: see Figure 22). This shows a slight blip in the pattern of mode of study in 2007–08 when the proportion studying part-time rose, and fell for full-time study. This was due to a large rise in the proportion of Advanced Level Apprentices studying child development and well-being on a part-time basis in this year. The picture changed again in the 2008–09 academic year when more young learners studied full-time HEFCE-funded HE, than part-time.

Figure 27: Change in Progression Rates of Cohorts – 2005–06 against 2008–09

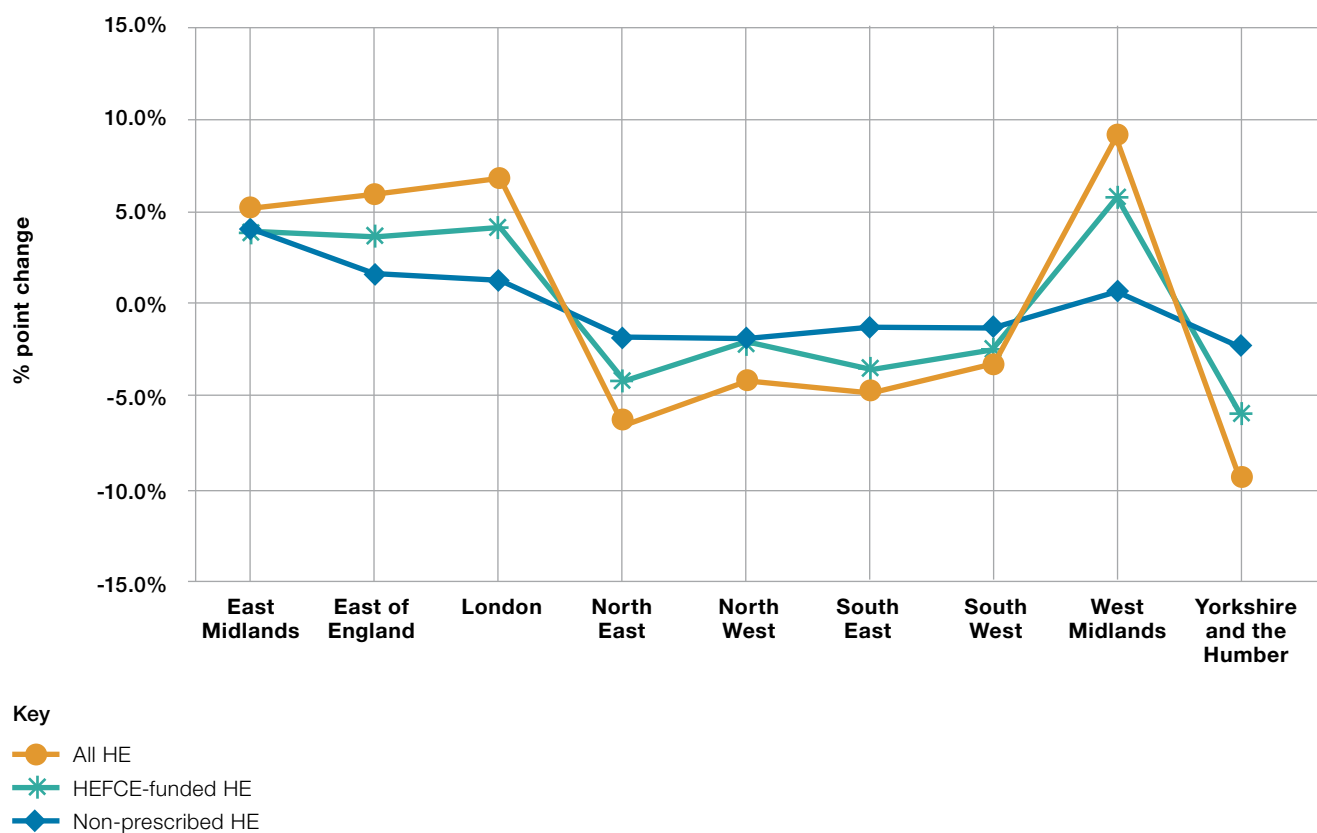
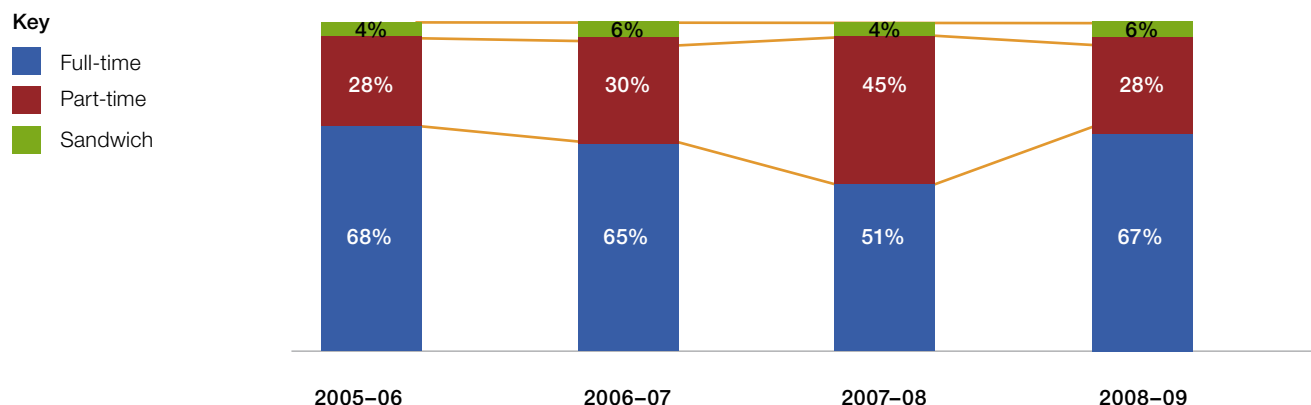


Figure 28: Progression to HEFCE-funded HE immediately after Advanced Level Apprenticeship, 17–19 year old apprentices by mode of study



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End note

National research

This research report contains national headline information and up-to-date figures on Advanced Level Apprentices' progression into higher education. The research team is actively pursuing ongoing funding to:

- Continue the time series matching into the future, which will enable us to provide annual updates to these figures.
- Undertake national progression tracking of Level 3 learners from FE colleges to provide a vital context for the apprenticeship data and further evidence of the effect of government policy to improve progression for under-represented groups, especially vocational and work-based learners.

Each of the headline analyses given in this report can be further analysed and the data interrogated against different variables. The Centre for Work-Based Learning at the University of Greenwich will consult on further analyses of the matched data which may be able to support policymaking at a national level and identify, for example, further information supporting the role of apprenticeships in improving social mobility.

Regional, framework and institutional research

The research team is willing to discuss the development of reports based on bespoke analyses of the data. These can focus on:

- Particular regions, LEP areas or local authority areas
- Particular frameworks or Sector Skills Council footprints
- Particular providers, universities or provider types.

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