

# **Finding their Way?**

## **Advanced Apprenticeship as a Route to HE**

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**Final Report**

**March 2010**

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## Contents

<b>1.</b>	<b>Introduction.....</b>	<b>1</b>
1.1	Background .....	2
1.2	Methodology and Data Collection .....	4
1.3	Structure of the Report .....	5
<b>2.</b>	<b>The Curriculum Areas and Advanced Apprenticeships in Hampshire and the Isle of Wight .....</b>	<b>6</b>
2.1	Scope and Focus of the Curriculum Areas and Groups .....	6
2.2	Mapping the Curriculum Areas onto Advanced Apprenticeship Frameworks.....	8
2.3	Numbers of AA Participants in HloW area.....	11
<b>3.</b>	<b>Higher Education Provision and Progression for Advanced Apprentices .....</b>	<b>16</b>
3.1	Admissions and Entry Criteria.....	17
3.2	The Impact of the LLN on Progression to HE from Advanced Apprenticeship .....	20
<b>4.</b>	<b>Conclusions and Recommendations .....</b>	<b>23</b>
	<b>References and Sources .....</b>	<b>28</b>

### Technical Reports:

Business and Management Curriculum Area

Childhood, Youth and Community Studies Curriculum Area

Construction Curriculum Area

Creative Industries Curriculum Area

Engineering Curriculum Area

Health and Social Care Curriculum Area

Retail Curriculum Area

## 1. Introduction

This is the final report of the project 'Finding their Way? Advanced Apprenticeship as a route to Higher Education', commissioned by the Hampshire and Isle of Wight Lifelong Learning Network (HI-LLN). The Lifelong Learning Networks (LLNs) are an initiative funded by the Higher Education Funding Council for England (HEFCE). They have a remit to foster progression to higher education (HE) for individuals pursuing vocational routes and attaining vocational qualifications.

The interim evaluation of the LLNs undertaken for HEFCE indicated that the bulk of the Networks' activity was focused on the progression of young adult learners studying full-time for vocational qualifications at Level 3 (the level normally required for entry to HE) rather than on those in work-based learning and apprenticeships (Little et al. 2008). Recent figures indicate that the proportion of 19 year olds achieving Level 3 via Advanced Apprenticeship (AA) and work-based qualifications such as NVQ3 is increasing (DIUS 2008), but little is known about these groups' rate of progression to HE. This project has provided an opportunity to explore the extent to which AA has been a focus in the HI-LLN; to identify the issues which inhibit or facilitate progression from this route, and to establish the pool of Advanced Apprentices (AAs) who could potentially benefit from higher level study.

The aims of the project have been:

- To map and scope the availability and take up of AA across HI-LLN's seven curriculum areas
- To map HE level provision in HI-LLN's partner institutions against AA provision in the curriculum areas
- To examine HE admissions policy, entry criteria and how these fit the sorts of qualifications presented by AAs

## *1.1 Background*

Nationally (England) there are, currently, approximately 250,000 individuals participating in the government supported Apprenticeship programme (Level 2 and Level 3). The most recent figures indicate that 81,400 people started an Advanced Apprenticeship (AA) during 2008-09 and 45,200 completed their programme. In the main Advanced Apprentices (AAs) are in employment. They are able to learn in the workplace with the support of their employer at the same time as pursuing qualifications that are relevant to the occupational field in which they are developing skills. There are currently over a hundred sectors offering Advanced Apprenticeship programmes and each is associated with a particular 'framework'. In order to be approved frameworks have to contain various components and specify qualifications. All must include what is termed a 'knowledge-based element' (KBE) usually articulated as a Technical Certificate at Level 3, and a 'competence-based element' (CBE) usually articulated as an NVQ3. Other aspects, such as 'functional skills' and 'Employment Rights and Responsibilities' (ERR), are also specified. Given that the AA is positioned as a 'full' Level 3 programme (equivalent to two A level passes), it is expected that those achieving the framework requirements will be eligible to enter HE, at least in a curriculum area that is cognate to the sector in which they have completed their AA. Little research has been carried out on the rate of progression to HE from the AA route, but the existing evidence suggests that progression is low. Work by Gittoes (2008) and Seddon (2005) which has attempted to track apprentices suggests that only between two and six per cent of those completing an AA enrol in HE even, according to Gittoes, up to four years after they have completed. There has been growing government and policy concern about weak progression and calls for the qualifications available in the frameworks to be recognised in the UCAS tariff. For example, the Department for Innovation, Industry and Skills Select Committee's scrutiny of the draft Apprenticeships Bill concluded:

'...that establishing that all advanced apprenticeships automatically attract UCAS points sufficient for entry into some [sic] higher education for some courses that are cognate to the apprenticeship would be a powerful demonstration of the quality, consistency and currency of the programme.'

(Para 82, seventh report from the Committee Session 2007-08, House of

Commons, Innovation, Universities, Science and Skills Committee, Pre-legislative Scrutiny of the Draft Apprenticeships Bill)

In the most recent expression of the Government's policy intentions in this area, the Skills for Growth White Paper, stated:

'From April 2011, all apprenticeships frameworks at Level 3 and Level 4 must have UCAS tariff points, so that learners' achievements can be compared to other qualifications on application to higher education.'

(DBIS, Skills for Growth Nov, 2009)

A report for Foundation Degree Forward (FdF) focused on the role of LLNs in fostering apprentice progression to HE (FdF 2008). It noted that most LLNs are concerned with their broad target group of 'vocational learners' with relatively few referring to activity specifically targeted at apprentices. Nonetheless, the report suggested that apprenticeship progression is becoming more important to some LLNs, and recognition of the important role that UCAS tariff points can play in facilitating transition from this 'non-standard' route to HE. It should be remembered, however, that apprenticeship is foremost a model of learning whose goal is to prepare the individual to become a productive member of an occupational community (Fuller and Unwin, 2008). The attainment of qualifications forms only part of an apprentice's achievement but is the primary device that is used to select candidates for places on HE courses. The UCAS tariff has been designed to provide applicants and HE institutions with a 'ready reckoner' for establishing whether they meet the entry criteria for particular courses. For this reason the currency of the qualifications that can be attained through completion of an AA framework is likely to be an important aspect of any account seeking to understand apprenticeship progression issues.

It is important to recognise three key factors about the LLN initiative as a whole that are relevant to the topic of AA progression to HE and the context within which HI-LLN and other LLNs have been working. First, the LLNs are commissioned for a fixed term, usually three years. In that time they are expected to set up activities in selected curriculum areas involving a range of institutional partners and to support

and increase progression to HE from learners who have pursued vocational routes. This is a broad goal which encompasses a range of possible target groups and activities. Second, the policy environment in which the LLNs have been operating is dynamic. The general policy area of widening participation in HE has been extremely 'busy' throughout the period in which the LLNs have been running and this has also created a shifting landscape for LLNs and their FE and HE institutional partners to navigate. Finally, as outlined above, there has been considerable and growing attention on policy relating to apprenticeship progression to HE during the lifetime of the LLNs and particularly in the last one or two years (e.g. Carter 2009). This has raised the profile of this issue and highlighted the need to find ways of facilitating progression.

## *1.2 Methodology and Data Collection*

The project aims were addressed through an overlapping two part research design involving both desk research and key informant interviews with a range of stakeholders. The interviews provided the opportunity to contextualise the documentary evidence being gathered and to gain insights into a range of factors influencing the scope and focus of the seven curriculum areas included in the HI-LLN initiative. The first phase of the project was primarily concerned with mapping the AA in terms of:

- The range of AA being offered within the seven curriculum areas.
- The number of AAs starting, participating in and completing the relevant AA programmes and their characteristics – and establishing the potential pool for progression.
- The range of employers providing AA places in the relevant curriculum areas.

The second phase focused on mapping HE provision and admissions policies in terms of their availability to those successfully completing a cognate AA framework:



- To identify provision at Levels 4 and 5 (HNC, HND, Foundation degree) and Level 6 (Bachelor degree) that could be suitable destinations for those successfully completing apprenticeships in cognate areas.
- To identify relationships between specific AA frameworks and specific higher level courses, noting apparent 'best fit' pathways.
- To examine the admissions policies, materials and entry criteria of the relevant HE courses from the perspective of an Advanced Apprentice and considering the extent to which they might feel 'invited'.

The aim of this final report is to provide an overview and summary of our findings and the issues and implications that emerge from the research across the curriculum areas. It is accompanied by seven separate technical reports which provide a detailed account of our findings in relation to each of the curriculum areas.

### *1.3 Structure of the Report*

The summary findings will be presented in two main sections. The first section focuses on the HI-LLN curriculum groups and AA. It sets out the scope of the LLN and seven curriculum groups; maps the curriculum areas on to the AA frameworks; and provides details of the numbers and characteristics of AA in the Hampshire and Isle of Wight area (HloW) and the potential pool for progression. The second section turns to HE and the possibilities for apprentice progression. It draws out key points in relation to the scope and availability of courses, the associated admissions policies and criteria, progression agreements and progression pathways. It ends by identifying and commenting on the impact of HI-LLN on AA progression up to and at the time of the research. The report ends by providing a range of conclusions and associated recommendations.

## **2. The Curriculum Areas and Advanced Apprenticeships in Hampshire and the Isle of Wight**

### ***2.1 Scope and Focus of the Curriculum Areas and Groups***

The HI-LLN began in August 2006 and completed its term in November 2009 (with an extension of one year for limited additional activities). The initiative extended beyond three years to recognise that a Director and team were not appointed and in post until several months after the official start date. The HI-LLN proposal identified seven vocational curriculum areas (CAs) of economic importance to the area and in which there was partner (provider) expertise and willingness to address the goal of improving progression to HE for vocational learners. The seven areas are:

- Business and Management (BMCG)
- Construction (CCG)
- Engineering (ECG)
- Creative Industries (CICG)
- Retail (RCG)
- Childhood, Youth and Community Studies (CYCSCG)
- Health and Social Care (HSCCG)

Each area is represented by a curriculum group (CG) consisting of a lead partner, either an FE college or university, and an institutional network that could also include some employers. Details of the seven groups, their scope and focus are presented in each of the technical reports. The CAs represent vocational sectors which cover a range of sub-sectors, types of occupations and skills. The sectors and often the sub-sectors within them have different historical traditions in relation to skill formation and apprenticeship, the availability and importance of qualifications, the role of higher level study and credentials, labour market entry and career progression. For example, in the creative industries employer recruitment is typically at graduate level; in business and management, people with business or other sorts of educational backgrounds can be recruited to both higher education and the labour market; and in engineering the role of the professional bodies in stipulating

qualification level and experience criteria for membership from Associate through to Chartered status is a major factor. The importance of contextual issues such as these means that HE provision and progression pathways are likely to be more developed and established in some CAs than in others. The differences between the CAs are apparent from the accounts provided in the individual reports. Nonetheless, there are several general points that can be drawn out from the work across the seven groups. These include:

- CGs defined their curriculum area through their partner institutions and course provision.
- In the main, the CGs' primary target in terms of activity to support progression was full-time learners on vocational courses, for example those taking BTEC national diplomas or certificates. Although learners on these courses were the most likely of any vocational group to progress to HE, CGs perceived that there was scope to increase progression rates by helping individuals to understand that their achievement would be recognised (e.g. by creating progression agreements). Learners who were on courses that were seen to lead directly on to particular HE courses were also targeted.
- The extent to which qualifications other than BTEC Nationals were considered in terms of their ability to provide a platform for progression depended on the traditions with regard to established qualifications in the CA and the decisions of the associated CG. For example in the CYCSCG the acceptability of courses specific to the sector (e.g. the Cache Diploma) meant these were included. In addition, this is a sector which has a longstanding experience of training and developing people through the work-based route and through the provision of NVQs which have been developed and refined over the years to the point of gaining some acceptability as an entry level qualification to HE. In contrast, in the BMCG, the group's initial focus was on facilitating progression from BTEC National qualifications before extending attention to other vocational Level 3 qualifications, including NVQs.
- Overall, the development of progression agreements was central to the efforts of the CGs. In similarity with other LLNs, the creation of agreements was seen as a useful and tangible way of demonstrating positive outcomes from the CGs' work

and as a concrete way in which progression for vocational learners could be facilitated. The development of agreements was also perceived to raise awareness between FE and HE partners and to enhance co-operation between institutions. The activities of the HI-LLN CGs also extended to other tasks, including mapping of provision and identifying gaps, focusing on entry criteria, and identifying barriers to progression. A range of development projects was conducted including those focusing on curriculum development. For example, a Foundation degree in Hair and Beauty has been developed.

- For the most part the HI-LLN CGs did not focus on work-based learners (although there were some development projects, including those outside curriculum group work, that did).

## *2.2 Mapping the Curriculum Areas onto Advanced Apprenticeship Frameworks*

It was a significant challenge to map CAs onto frameworks. This is because the concepts associated with both ‘units’ have been developed for different purposes and by different sources. The CAs relate to a wide notion of vocational sector that can be seen as an umbrella for a variety of sub-sectors and occupations. As mentioned in the previous section, the CGs defined their area from an ‘educational provider perspective’ through the courses that were being run by the partner institutions within what was deemed a broad field of study. The Apprenticeship frameworks have been developed by the relevant Sector Skills Councils, or others on their behalf, to provide specific pathways to occupational skills that can be certificated via a range of approved qualifications including in the Advanced programme, an NVQ3. Consequently, we adopted a pragmatic approach to mapping frameworks and CAs. On the basis of our prior knowledge about frameworks, reviews undertaken for this project of the focus of AA frameworks and our understanding of the scope of the CAs, we identified those that looked to provide appropriate and viable matches. The table below indicates the frameworks against the CAs and shows that one framework was considered for each of CA apart from Business and Management, where we focused on two.

**Table 1 Curriculum areas and AA frameworks**

<b>Curriculum Area</b>	<b>AA Framework</b>
Business and Management	Business and Administration Accounting
Construction	Construction
Creative Industries	Creative
Childhood, Youth and Community Studies	Childhood Care, Learning and Development
Engineering	Engineering
Health and Social Care	Health and Social Care
Retail and Commercial Enterprises	Retail

The frameworks developed for AA programmes include a range of qualification components that are conceived to be complementary and which, taken together, offer the apprentice an opportunity to gain credentials that reflect the comprehensiveness of their attainment. The programme usually lasts at least two and often three years. The following general points can be made about the AA frameworks and provide important insights which help explain our findings:

- Frameworks all contain a knowledge-based element (KBE), often referred to as a Technical Certificate; a competence-based element (CBE) normally represented by an NVQ3 and Functional Skills (previously known as Key Skills).
- The extent to which awards have currency as entry level qualifications to HE is an important aspect of whether they will be seen as providing a platform for progression to HE. At the time of the research the only framework component that is recognised in the UCAS tariff is the KBE, which usually refers to the technical certificate. It is important to note that the AA programme as a whole is not a qualification itself; currency can only be attached to the component qualifications (although following the issuing of a new Apprenticeship Blueprint towards the end of 2009 and the publication of the Skills for Growth White Paper in November 2009, work is currently underway which may change this).
- In total there are over 250 technical certificates approved for use in AA frameworks. At the time of the research most of these did not have UCAS points, although this is now starting to change for future entry. In some frameworks,

none of the approved technical certificates are recognised in the tariff. The key issue here is that, although all technical certificates approved for inclusion in AA frameworks are deemed to be *at* Level 3, few of them are of sufficient size to be considered a *full* Level 3 (i.e. equivalent to two A levels such as a BTEC National Certificate) and with the potential to accrue, depending on grade, up to 240 points. Furthermore, where technical certificates have been awarded UCAS points, these are often far fewer than those associated with vocational qualifications attained by full-time learners (e.g. BTEC National Diploma). For example the CACHE Level 3 Certificate in Children's Care, Learning and Development has recently been included in UCAS. It is one of the technical certificate options within the relevant framework and accrues between 35 and 110 points, depending on the grade, compared with the Diploma which accrues between 120 and 360 points. There is also a range of BTEC qualifications at Level 3 that are available in many frameworks, but which have lower currency than the BTEC Nationals. They are being awarded tariff points up to a maximum of 120 points for the first time for the academic year (2010-2011).

- The normal way of indicating the size of a qualification is through the allocation of 'Guided Learning Hours' (GLH). There are certain benchmarks, for example, a full Level 3 BTEC national certificate (equivalent to two A levels) is allocated 720 GLH. Fuller and Unwin (2009) provide a more detailed discussion of GLH as a qualification currency. Suffice it to say here that, viewed in terms of GLH values, the technical certificates available in AA frameworks cover a very wide range but with most clustering at below 360 GLH (i.e. in these terms, less study time than would be expected for the pursuit of one A level).
- A further complexity is that many of the AA frameworks consist of different pathways. In some, such as Construction, there are a small number of main pathways. For others, such as Engineering, there is a very wide range. Each pathway encompasses a specific set of (formal) learning experiences and qualification outcomes associated with more or less currency for progression to HE. So, for example, of four apprentices following the Engineering framework but by different pathways, three might emerge without a technical certificate that accrues UCAS points, whereas the fourth attains a BTEC National Certificate worth up to 240 points. The mapping exercises conducted in each of the CAs and

presented in the separate reports provide a detailed picture (at the time of the research) of the currency associated with each framework and indicate those which are most likely to provide a platform for progression to HE.

- A key point, then, to draw out of our analysis is that the AA does not produce a standard qualification or set of qualifications. There are differences in the potential currency accrued not just between but also within frameworks. There is a danger that the necessity of delving into the detail of the currency associated with the specific components of the pathway through a framework that apprentices are following undermines the notion of apprenticeship as an holistic model of learning and skill formation. It can be argued that this is its particular strength and that this is the characteristic of apprenticeship which is often highly valued by apprentices and employers.
- If, as is currently often the case, only one aspect of an apprentice's achievement for the purposes of entry to HE (the technical certificate) is recognised and taken into account, a very partial view of the worth of the programme is perpetuated. It might be compared to a hypothetical system which only recognises half a candidate's A level achievements.

### *2.3 Numbers of AA participants in HloW area*

In the following section we present quantitative data on the numbers of AAs in the HloW area as a whole which help to contextualise the findings and which provide an indication of the pool of potential participants who could progress to HE. The individual CA reports provide more detailed data on the numbers and characteristics of apprentices participating in their relevant frameworks.

Table 2 (below) presents figures for a four year period which summarise framework success rate (this indicates that the apprentice has achieved all the formal qualification components stipulated in the framework), attainment of the NVQ3 (which has been the mandatory award associated with frameworks), and also numbers of starts, participations (number 'in learning'), achievers and leavers in the relevant year.

**Table 2 AA in HloW 2005–2008 (Success and overall numbers)**

<b>All Frameworks</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
Framework Success Rate	66.9%	58.7%	64.1%	72.1%
NVQ Success Rate	77.3%	66.7%	69.9%	72.1%
Starts	1609	1980	2298	2713
Participations	4475	4664	5056	5786
Achievers	893	921	1160	1478
Leavers	1004	1500	1796	1962
Framework Achievers	672	880	1152	1415
NVQ Achievers	776	1000	1256	1415

Source: National Apprenticeship Service: Data Service

Table 3 focuses on AA participation in the eight frameworks associated with the HI-LLN's seven CAs (BMCA has two; accounting and business and administration). It also indicates that participation in these frameworks accounts for nearly four out of ten advanced apprenticeship participations in the area. Detailed data on success rates, framework achievements and so on can be found in the technical reports.



**Table 3 AA Participation in the eight CA frameworks, 2005-2008**

<b>AA Frameworks</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>% of HloW participation for 2008</b>
Accounting	103	72	76	107	<b>1.8</b>
Business and Administration	69	96	116	139	<b>2.4</b>
Childhood Care, Learning and Development	234	270	247	277	<b>4.8</b>
Construction	221	220	231	217	<b>3.8</b>
Creative	0	0	0	Less than 5	<b>-</b>
Engineering	761	739	781	815	<b>14.1</b>
Health and Social Care	167	173	331	549	<b>9.5</b>
Retail	83	108	129	141	<b>2.4</b>
<b>All HloW</b>	<b>4475</b>	<b>4664</b>	<b>5056</b>	<b>5786</b>	<b>(approx 39%)</b>

Source: National Apprenticeship Service: Data Service

The data provided in Table 3 shows that participation in six of the frameworks has increased. It has grown most sharply in Health and Social Care and Business and Administration. There is slight fall in Construction. There have been few starts as yet in the Creative AA framework. As the separate CI report outlines, the framework in this sector is new (was only approved in 2008). The largest AA sector in HloW is Engineering. This links to the strong recruitment of apprentices by the Navy and Ministry of Defence, both of which are large and longstanding employers of apprentices.

As Table 4 (below) indicates the number of AAs across the frameworks who achieved all the requirements of their frameworks in 2008 between 2005 and 2008 totalled 1435. The number of completers rose strongly in the two most recent years 2007 and 2008. This provides a good indication of the size of the pool of ex-apprentices that could potentially progress to HE.

There is currently no reliable administrative data available on how many or what proportion of AAs have progressed in to HE nationally or within the HI-LLN area. The LSC's Individual Learner Record is used to collect 'exit data' for learners leaving programmes funded by the 'Learning and Skills Sector' and this provides some figures relating to the destinations for AA leavers. However, the data have very limited, if any, value. First, they show that the vast majority of ex-apprentices are employed on exit. This is to be expected given that the vast majority of AAs are employed throughout their apprenticeships and are highly likely to be kept on completion. Second, the figures are not sensitive enough to reveal whether an ex-apprentice has progressed to further part-time study, which would be the most likely option for someone in employment. Third, it is recognised and also envisaged that someone completing an AA is likely to benefit from a period of consolidation in their post before embarking on a further study, so is unlikely to progress straight into a course. Looked at from the perspective of HEI recruitment, the available HESA data do not distinguish those that progress to HE from the apprenticeship route. The focus in these data is on the entry qualifications of students. Hence, an ex-apprentice might enter HE on the basis of attaining a BTEC National Certificate but this will not show up in the data.

**Table 4 AA Framework achievements in the CAs, 2005–2008**

<b>AA Frameworks</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>Total</b>
Accounting	35	27	23	40	<b>125</b>
Business and Administration	32	39	51	62	<b>184</b>
Childhood Care, Learning and Development	18	27	62	57	<b>164</b>
Construction	30	52	67	74	<b>223</b>
Creative	0	0	0	Less than 5	<b>-</b>
Engineering	129	109	92	112	<b>442</b>
Health and Social Care	38	32	51	104	<b>225</b>
Retail	13	11	14	34	<b>72</b>
<b>All frameworks</b>	<b>295</b>	<b>297</b>	<b>360</b>	<b>483</b>	<b>1435</b>

Source: compiled from tables in CA reports

A profile of 16-18 year old Apprenticeships in Hampshire has been provided by the LSC (September 2009). This shows that amongst this younger age group, approximately 12% take up apprenticeships, which is higher than for the South East as a whole (9%). The higher numbers are attributed to the provision of places in Hampshire by the armed forces. About half all apprentices in the area are 19 or over when they start their programmes. Overall, 27% of all apprentices are female and 98% are white British. The report also indicates that 1850 employers take on apprentices in the area with the vast majority taking on just one apprentice at a time. As part of this project we attempted to discover which employers are taking on apprentices in the eight framework areas, but did not succeed in obtaining this information. Our inquiries revealed that this information is not readily available on the grounds of confidentiality and data protection. The only other way of collecting the data would have been through the training providers who work with the employers to deliver the formal aspects of the programme. However, providers are reluctant to share information about 'their employers' for confidentiality and for commercial reasons. It would also have required time beyond the scope and timescale of this project. The HI-LLN commissioned research specifically on employer engagement in the CAs and this provides a very useful resource for thinking about the ways in which relationships and partnerships between providers and employers can be built.

### **3. Higher Education Provision and Progression for Advanced Apprentices**

The separate technical reports provided for the seven CAs present overview maps of the HE courses at Level 4 (e.g. HNC), Level 5 (e.g. Foundation degree - FdA) and Level 6 (Bachelor degree) that could be seen as progression destinations for AAs. In summary:

- The Business and Management, Construction and Engineering CAs have a wide range of provision at Levels 4, 5 (HNDs and FdAs) and Level 6 and which are offered by both FE and HE providers across the HloW area, although the majority of Bachelor degree courses are offered by universities. Both full-time and part-time modes of attendance are available, but not in all courses and providers. Construction and Engineering have a tradition of HNC provision that endures and which is most likely to target work-based learners.
- The Creative Industries sector has a good level of provision at Level 6 with particular HEIs having expertise in specific areas, such as the performing arts. This fits with the sectoral tradition of recruiting at graduate level. There is some Level 5 provision (FdA) as well as some Dip HE level courses, for example, in Media Studies at both FE and HE institutions.
- In Retail there is a lack of Level 4 and above provision aimed specifically at this sector. Hitherto it has been typical for those achieving Level 3 and wanting to progress to move into generic business and management studies courses. Currently, there is one retail-related Bachelor degree available and two recently developed FdAs. One of these is aimed at those in work and has no formal entry criteria.
- In the Childhood, Youth and Community Studies curriculum area there is a wide range of provision at Bachelor level in HE partner institutions and also at Foundation degree from HE and FE partners. The work-based route to skill formation and management status in the sector is well-established via progression from NVQ3 to NVQ4.
- In Health and Social Care a particular issue with looking at HE provision for Health and Social Care is the diversity of possible routes and therefore courses that might be applicable. For example, those AA who have taken the Health

Pathway might look, not at the more general Health and Social Care Bachelor degree or Foundation degree programmes, but at pre-registration nursing courses which could lead to nursing degrees or more specialised Level 4 courses including professional qualifications. There is provision within this CA at Level 4/5 that accepts NVQ3 as an entry qualification, which is clearly relevant to AAs. Entry at Bachelor degree level without prior attainment of a Level 4 or 5 qualification is unlikely.

### *3.1 Admissions and Entry Criteria*

There are two main sources of information provided by UCAS and institutional prospectuses that individuals can use to explore the availability of courses and the associated entry criteria. From the perspective of AAs (or anyone applying with non-standard vocational qualifications), the information provided by UCAS is very limited. Institutional (usually web-based) prospectuses are generally better in that they may refer to work-based learners, mature students, people with non-standard qualifications and suggest that they can be invited for interview. However, overall statements are inconsistent, are not very clear and rarely mention AAs. Key points to emerge from across the CAs include:

- Our analysis indicates that AAs achieving their frameworks, and who ostensibly then have full Level 3 attainment, are not 'invited' to apply for Bachelor degree courses. In the main the technical certificates available in AA frameworks do not generate sufficient points for applicants from this route to meet the entry criteria. Apprentices who have gained a BTEC National Certificate through their framework (e.g. in Construction or Engineering), perhaps with two Distinctions, could have enough points, but they are not targeted in the admissions material which tends to favour those applying from full-time routes.
- Historically, the HNC has been viewed as a 'natural next rung in the ladder' for ex-technical apprentices and as a qualification which provides a platform through to HND and on to Bachelor degrees. Our findings indicate, though, that even this route is not well sign-posted for apprentices.

- Our scrutiny of the relevant Sector Skills Council information about apprenticeship progression routes revealed that Foundation degrees are most commonly invoked as the next qualification step after completion of an AA programme. However, most information for applicants to these courses does not mention AA or the range of qualifications (e.g. NVQ3 and technical certificates) that might be in the relevant framework. In practice, then, information for applicants does not welcome AAs or other work-based learners. There are some exceptions to this. For example, it is more likely that a course relating to 'early years and childcare' might mention NVQ3. Until recently, a work-based route to skill formation and career development has been the norm in this sector but there is now a government-led push to professionalise the sector by increasing the number of staff qualified to Level 4.
- Although there has been a growth in the number and range of Foundation degrees, they are not widely available in all CAs including sectors which do not have a history of Level 4 and above provision, such as Retail and sectors which previously established traditions involving HNC/D such as Engineering and Construction. There was evidence that the Business and Management area had been fertile ground for the development of FdAs.
- In general, the progression pathways outlined in the AA frameworks are often sketchy and under-developed. There are two exceptions to this. In Accountancy, there is a longstanding work-based route to professional status and progression is linked to a ladder of professional qualifications. Moreover, the NVQ3 in Accountancy is the only NVQ that is currently recognised in the UCAS tariff (it attracts 160 points equivalent to two Cs at A level). In Engineering there is also a lengthy tradition of apprenticeship provision and of the successful completion of a technician apprenticeship providing a platform for progression often via part-time undergraduate and Masters level higher education, to chartered engineer status. In the other frameworks the ladder of progression to HE is not well mapped and the information often consists of a list of Level 4 or 5 courses, with little connection made either to future job roles. Where pathways are articulated, HE may be referenced alongside work-based routes to NVQ4.
- It is clear from the mapping of the AA framework components and qualifications that we have detailed in the technical reports that their ability to act as a

platform for progression is variable. In some cases, there is a significant gap between the currency provided by the attainment of the framework components and that required for entry to HE even at Level 4 or 5. In some frameworks the requirements are limited; in others they are much more rigorous. Added to this, it was suggested by some Key Informants that the process for achieving an NVQ3 can differ according to who the provider is. The variability of the NVQ3 meant that the development of progression agreements linked to this qualification could depend on particular locations.

- Table 5 includes a sample of framework pathways that illustrates, at the time of the research, some of the diversity between the requirements associated with different framework pathways indicate the challenge this is likely to pose for HE providers and admissions staff.

**Table 5 Framework components and ‘values’**

Framework: pathway	CBE	KBE	GLH	UCAS status
Retail: sales professional	NVQ3 in Retail Sales	City & Guilds Certificate <sup>1</sup> in Retail Knowledge	106-124	Not in tariff
Business and Administration	NVQ3 in Business and Administration	Edexcel Certificate in Business Administration	320	Not in tariff
Engineering	NVQ3 in Engineering Toolmaking	Edexcel BTEC National Certificate	720	80 points (PP) 240 points (DD)
Health and Social Care	NVQ3 in Health and Social Care	Goal Certificate in Health & Social Care (EDI)	220	Not in tariff

Source: Framework Documents for the different AA frameworks; National Database of Accredited Qualifications (GLH) (<http://www.accreditedqualifications.org.uk/index.aspx>); UCAS [http://www.ucas.co.uk/students/ucas\\_tariff](http://www.ucas.co.uk/students/ucas_tariff)

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<sup>1</sup> Five certificates issued by five different awarding bodies are available for this pathway, all include approximately the same amount of GLH and none are in the tariff.

### *3.2 The Impact of the LLN on Progression to HE from Advanced Apprenticeship*

As explained earlier in the report, the scope and focus of the CGs varied and covered a range of activities designed to facilitate progression to HE for those with vocational qualifications. Work, such as curriculum development and improvements to information, advice and guidance, was envisaged to have an indirect effect on increasing progression. Work to negotiate progression agreements (PAs) between specific Level 3 courses and providers and particular HE courses and providers was expected to make learners' progression options more transparent and to help give more of them the confidence to pursue higher level study. Many thousands of PAs have been generated across the HI-LLN, with differences in the role they have played in the work of the CGs.

The purpose of this project has been to explore the extent to which AAs may be benefiting from the LLN's activities, such as the development of Progression Agreements (PAs). This activity could be relevant for work-based learners including AAs but it is not clear to what extent the benefits of this work will have reached them as they were usually not specifically positioned as targets. Some AAs attain a qualification through their framework, such as a BTEC National Certificate that is recognised in the UCAS tariff and which is accepted as an entry qualification to a particular HE provider and course. In these circumstances it is feasible to suggest that a PA could be developed. However, at the time of the research no PAs had been developed specifically to link apprentices achieving a particular framework to a particular HE course. The following summary points emerged from our survey of the PAs (more details are provided in the technical reports):

- ECG: There are over 1500 PAs within the engineering disciplines with around 300 of these being for courses at Levels 4 and 5. The majority of the rest relate to Bachelor degrees, and some, around 70, relate to Masters level. All the progression agreements are for national awards, certificates and diplomas and typically are linked to full-time learners in colleges who may not previously have aspired to participate in HE. There are no agreements that particularly target those with NVQ3 and work-based learners who may consider progression to Level 4 courses, such as HNCs.



- BMCG: The CG focused mainly on negotiating agreements between partner institutions; on those qualifications that are seen as allowing access to Bachelor or Foundation degrees, and on those students who may previously not have viewed progression to HE as a likely option for them. The majority of the PAs refer to BTEC National qualifications. There are around 25 of this CG's (800+) PAs that relate to NVQs and which could, in theory, be suitable for AAs. These agreements link the NVQ3 to an FdA in Business or a related degree at two of the partner universities, with the promise of a guaranteed interview.
- CCG: Currently, the PAs in Construction relate to BTEC National Certificates and Diplomas (i.e. UCAS tariff qualifications); no other qualifications are referred to for Bachelor degrees or Level 4 and 5 provision. There is no mention of NVQs for any of the programmes so the only AAs that might benefit from the way they PAs have been developed are those who are following pathways leading to BTEC National Certificates.
- HSCCG: Progression Agreements for Health and Social Care HE courses did not form a significant part of the HSCCG's work. It is not surprising then that there are few progression agreements that would specifically assist AAs in gaining entry to a course at Level 4. The projects commissioned by the curriculum group were intended to address issues for non-traditional learners within the Health and Social Care arena, but not specifically AAs or NVQ3s. There are a number of progression agreements in allied areas, such as social work, or childhood and early years.
- The CICG has developed PAs spanning a wide range of courses and which mainly focus on progression to Bachelor degrees. As with PAs in other CGs the normal offer is for a guaranteed interview together with satisfying the normal entry criteria. Overall, the PAs do not relate to work-based learners and AAs, or to NVQs. The routes into this sector are primarily at degree level and, as yet there are few following Creative apprenticeships. There is, therefore, considerable development work required if AA is to become a route into the industry in the future.
- CYCSCG: This CG undertook a range of activities to support progression. There are a large number (150) of PAs linked to provision in 'Early Years' but none are targeted at the progression of AAs. Most of the agreements give a promise of a

guaranteed interview and relate to progression to FdAs. There are no agreements relating to NVQ3, although a number of FdAs cite NVQ3 as being acceptable in their course literature. There is no match between the existing agreements and the technical certificates gained by AAs (e.g. the Cache Certificate).

- RCG: As already mentioned, a major issue for this CG was the lack of provision at Level 4 and above. The focus of the CG then was on curriculum development rather than on PAs. It is feasible that retail AAs could benefit from PAs that mention NVQ3 and that are linked to the two FdAs and also courses in the area of Business and Management. An example of curriculum innovation has been the Hair and Beauty FdA where there are PAs that specify the NVQ3 with additional work experience. There is potential then for this to apply to the Hair and Beauty AA framework.

#### 4. Conclusions and Recommendations

It was pointed out in the Introduction to this report, that the main purpose of apprenticeship is to provide an employment-based model of learning and skill formation which produces knowledgeable and skilled practitioners in particular occupations. An important aspect of the model is its ability to provide a platform for participants' career development progression as well as their skilled contribution to the workplace. In this regard the Level 3 programme is pivotal. Successful completion can be seen as signalling a) that individuals have 'proven' advanced occupational skills; b) their potential for further career progression and workplace responsibility; and c) that they have acquired the qualification level that will allow them to access and benefit from higher level study (probably in a cognate area). The focus of this project has been solely on this third aspect of the AA and specifically on the extent to which the programme provides a pathway to HE for those who wish to take it.

As highlighted at the beginning of the report, progression to HE from the AA has generally not been prioritised by LLNs. It was innovative, then, that HI-LLN commissioned a piece of work designed to explore this issue within its own focus on seven curriculum areas. The project's findings can make a positive contribution to research, policy and practice debates about the relationship between AA and HE by adding to the evidence-base, understanding the factors inhibiting progression and identifying the areas where development work is needed to facilitate the links. The research has revealed that in Hampshire and the Isle of Wight there is a pool of nearly 1500 individuals who have successfully achieved their full AA framework between 2005 and 2008 and who form a pool of vocational learners who have the potential to progress to HE. In light of the research undertaken, the project has generated a range of summary conclusions and linked recommendations<sup>2</sup> as follows:

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<sup>2</sup> It is useful to see also the very recently disseminated report by Joy Carter to the Rt Hon David Lammy MP contains a lengthy list of recommendations designed to help facilitate progression to HE, and targeted at a range of policy and institutional stakeholders.

1. It is important that all the relevant policy and practice stakeholders (including the National Apprenticeship Service, Sector Skills Councils, providers and employers) adopt a concept of apprenticeship which recognises its enduring strengths as a model of learning. At its best, it provides a platform for long-term educational and career progression as well as the skills and expertise that can help sustain and grow companies and organisations. From the perspective of progression to HE, the inconsistency of what constitutes an AA across and within frameworks is unhelpful and means that the worth of programmes and pathways within frameworks varies and has consequences for the currency of apprentices' attainments. In the AA, value is currently attached to the programme's component qualifications, some of which are recognised in the UCAS tariff, but many which are not. Currently there is no mechanism for attaching currency to the achievement of the framework as a whole together with the substantial learning involved in completing a work-based programme over (usually) a two to three year period. Although work is being undertaken to draw more of the technical certificates into the tariff, the number of points they accrue is often insufficient to support recipients' progression to HE, even at sub-bachelor degree level. The NVQ3 which is typically used to fulfil the competence-based element of the framework is not routinely recognised for entry to HE in admissions policies and in course entry criteria. As yet, apart from the Accounting NVQ3, the NVQ3 is not in the UCAS tariff. The current approach means that the worth of successfully completing an AA programme in many sector frameworks is judged, in UCAS tariff terms, to be less than that attached to the attainment of two low grade A levels.

*Recommendation:* Support development work to assign value (in terms of UCAS points) to the achievement of each AA framework (rather than its component qualifications) to recognise that this reflects the completion of a comprehensive and holistic learning and skill formation experience. Differences between the rigour and scope of frameworks would have to be carefully considered and could be reflected in the level of value assigned. Care needs to be taken to avoid creating an unnecessary 'points hierarchy' in relation to AA programmes. More generally, efforts to promote more consistency of value across and within frameworks should be encouraged.

2. The number and range of technical certificates approved for use in AA frameworks adds to the challenge of understanding what the programme consists of and how its currency can be established. This makes it difficult for HE providers and others to make judgements and develop straightforward protocols to facilitate progression.

*Recommendation:* Research should be undertaken to explore the possibility of rationalising the parameters of what is approved as 'counting' as a Level 3 programme and to help ensure that all AA frameworks yield the currency that will facilitate leavers' progression to higher level study and career development more generally.

3. Current understandings of what is contained in AA frameworks in terms of curriculum content and learning processes are limited. Consequently it is not clear whether and how far the frameworks (or at least some of them) fall short of providing the preparation necessary for individuals to progress successfully to HE level. Work is needed to develop HE stakeholders' knowledge about AA. Helping to generate confidence between providers could lead to shared knowledge about what the frameworks do offer and where, if at all, there is a shortcoming that could be addressed to facilitate apprentice progression. DBIS (2009) indicates that funding could be available for the development of bridging modules.

*Recommendation:* Research is needed better to understand the curriculum issues between AA and HE courses and to identify the role that curriculum innovation could play in reconciling gaps and shortcomings. Explore the possibility of collaborative AA provider and HE provider bidding for DBIS funding and, possibly also from the National Apprenticeship Service.

4. The UCAS websites and related entry profile information are not presented to attract or welcome individuals from the AA route or from work-based learners more generally. Apprentices would find it difficult to see how their achievements fit and are recognised.

*Recommendation:* Continue to bring this shortcoming to UCAS' attention and suggest that there is clear information clearly targeted at apprentices.

5. HE admissions policies and materials generally provide very limited information about the possibilities for AA. Entry criteria are not usually written in a way that would make it clear to apprentices that their applications would be welcomed. For example, the terms 'Advanced Apprenticeship', 'work-based learner' and their associated qualifications rarely appear. The material indicates that AAs would be very unlikely to be qualified to enrol in Bachelor degree programmes. It is of particular concern that the Levels 4 and 5 courses that the Sector Skills Councils indicate are the most obvious progression destinations generally have so little information targeting AAs.

*Recommendation:* HE providers to review and revise their admissions policies and materials to be more 'user friendly' and informative for potential applicants from the AA route. In addition, they should ensure that this material is communicated to AA providers.

6. Currently there are no Progression Agreements (PAs) specifically for AAs. Some of the existing PAs may implicitly include those AAs who have the requisite qualification e.g. a BTEC National Certificate. However, the PAs often link a particular Level 3 course e.g. undertaken by full-time learners in a particular FE college to a particular HE course at a particular HE institution, and hence AAs will be excluded. The work undertaken for this project indicates the challenge of mapping the AA frameworks to curriculum areas and HE courses, but has revealed a wide range of potential matches.

*Recommendation:* Undertake research to identify the advantages and disadvantages of developing PAs for Advanced Apprentices, the best way of scoping the agreements and the likely positive impact they may have on progression rates.

7. Currently, the information provided by the Sector Skills Councils about progression to HE is patchy and often limited. This is surprising given that these

bodies are the guardians of the apprenticeship frameworks and have been asked by government to improve clarity about the potential for AA progression to HE. In addition, professional bodies are often important gatekeepers to their profession and who play a key role in formulating entry criteria. The information provided about apprenticeship by these bodies is also often weak.

*Recommendation:* Providers could develop relationships with the relevant SSCS who are providing frameworks in the CAs and also the relevant professional bodies to encourage clearer articulation of progression pathways to Level 4,5 and 6 programmes.

8. From the perspective of ex-AAs who are likely to want to pursue higher level study part-time whilst remaining in employment, the availability of flexible modes of attendance is important. It was originally envisaged that Foundation degrees would mainly provide a new option for learners to study part-time in HE and would help to widen participation by providing more flexible opportunities for people in work to participate.

*Recommendation:* It is crucial for ex-apprentices that HE provides plentiful opportunities for part-time attendance at Levels 4, 5 and 6. Research is needed to establish whether the introduction of Foundation degrees that include models which expect full-time modes of attendance has diminished the availability of options for work-based learners to get on the first rung of the HE ladder via HNC and its established incremental progression route to HND and then Bachelor degrees.

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House of Commons, Innovation, Universities, Science and Skills Committee, Pre-legislative Scrutiny of the Draft Apprenticeships Bill, (2008) Final report, London: HMSO.

Seddon, V. (2005) *An analysis of the progression of advanced apprentices to higher education in England*. Bolton: Universities Vocational Awards Council.

## Additional Sources

HI-LLN Progression Agreement Database (provided by the LLN)

HI-LLN website for links to the curriculum groups: <http://hi-lln.co.uk/home.aspx>

National Apprenticeship Service: Data Service, [www.thedataservice.org.uk](http://www.thedataservice.org.uk) special runs requested

UCAS (information on tariff, courses, entry criteria) [www.ucas.ac.uk](http://www.ucas.ac.uk)



National database of accredited qualifications:

<http://www.accreditedqualifications.org.uk>

Apprenticeship Framework information, initially accessed at:

[www.apprenticeship.org.uk](http://www.apprenticeship.org.uk)

**Curriculum Area:**  
**Business and Management**

Finding their Way? AA as a route to HE

Technical Report

Jill Turbin, Alison Fuller and Julie Wintrup

## Introduction

This report provides an account of the information collected about the Business and Management Curriculum Area as part of the project: 'Finding their Way: Advanced Apprenticeship as a Route to HE'. The aims of the project are: to map and scope the availability and take up of Advanced Apprenticeship (AA) across all curriculum areas; to map HE level provision in the partner institutions in relation to Advanced Apprenticeship provision; and to consider institutions' admissions policy and criteria in relation to those who may be applying from the AA route. The report is structured in two main sections. Section 1 covers material relating to the LLN Curriculum Group for Business and Management, and the related Advanced Apprenticeship Frameworks of Business and Administration and Accounting. Section 2 covers HE provision in the Hampshire and Isle of Wight (HloW) area, including admissions criteria, the progression routes for AA in the relevant framework areas, and looks at the extent to which pathways into HE currently exist for these AA after completion of the framework. It also considers whether the progression agreements implemented by the Business and Management Curriculum Group could be used by AA to gain entrance to an appropriate HE course.

The technical report is intended to bring together information from different sources that have relevance to the progression to HE of AA in the HloW area. The focus of the report is primarily descriptive and neither evaluates the role of the LLN, nor provides an extended analysis of the data provided here. The main report uses the information contained within the seven curriculum group technical reports to generate an overview of the issues around progression into HE for AA and the role of the LLN.

## Section 1: Mapping the Curriculum Group and Advanced Apprenticeship Frameworks

### 1.1 Scope and Focus of the Curriculum Group

The Business and Management Curriculum Group (BMCG) was led by Sparsholt College. The BMCG extended to all five HE partners (the universities of Chichester, Southampton Solent, Southampton, Portsmouth, and Winchester). In addition, 11 FE colleges were listed on the website as being partners, although membership may have been extended over the lifetime of the LLN. Although Sparsholt College did not run any Business and Management Courses at the time of the study<sup>1</sup>, the College had been involved in the initial phases of the LLN and was keen to be involved<sup>2</sup>.

The BMCG Action Plan reflected concerns relevant to a range of stakeholders<sup>3</sup> and informed the direction of the project. Although this report is focused primarily on the progression agreements and possible impacts on Advanced Apprenticeships, it should be noted that the Action Plan was considerably broader and included the following<sup>4</sup>:

- Research mapping the existing provision and identifying stakeholder issues within the curriculum area.
- Awareness-raising and other events aimed at different groups (e.g. tutors, IAG workers, employers) covering a range of issues (e.g. identifying skills and training needs for non-traditional learners seeking to move into HE; plagiarism and study skills, NVQ trainer/assessors' awareness raising). These events directly addressed the need for the LLN to identify and raise awareness about pathways to HE for a range of learners.

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<sup>1</sup> Previously the College had a COVE so there were links and pre-existing expertise in this area.

<sup>2</sup> The lack of courses in Business and Administration running at the College was not seen as an impediment to the aims of the curriculum group, but was seen as aiding good collaboration between partners.

<sup>3</sup> The stakeholders' analysis carried out at the start of the initiative was seen as being important for identifying issues to be addressed by the curriculum group.

<sup>4</sup> This is not intended to be a full and exhaustive list of all the BMCG activities and outcomes, but gives a brief overview of the range of the group's actions, including development work and events. It is based on a summary of the BMCG Action Plan (2007) and amended Action Plan (2008) for the LLN.

- The development of progression agreements was seen as an important part of the work of this group and had outcomes for both learners (e.g. in clarifying routes) and across institutions (in increased networking, awareness raising and understanding). The impact of the BMCG in terms of its progression agreements is the main focus of this report.
- A number of other actions were also undertaken, e.g. consultations with HE and other bodies (SSCs), attendance at other curriculum group meetings (or other LLN events), and the production and running of a website (Moodle). It is outside the scope of this report to comment on all of these outcomes.

The work of the BMCG was undertaken through a combination of meetings with partners and the appointment of development workers for the duration of the project. The BMCG linked with the Retail Management Group, and the two curriculum groups held joint meetings and events. The rationale for this was expressed in terms of the overlap between the career pathways of those in Business and Retail. In particular, career progression in the Retail industry was seen as being primarily through management pathways.

## **1.2 Definition of the Curriculum Area**

In a similar vein to most other Curriculum Groups, the BMCG defined its curriculum area through the courses that were being run by any of its partner institutions within the broad field of business and management, covering specialist areas (e.g. financial and accounting courses, specialist management areas) and broader courses (business studies, economics). Taking this into consideration, the following points can be made in terms of the development of progression agreements:

- There was a focus on qualifications at Level 3 where it was deemed that clearer progression routes would be beneficial to learners. The initial push was thus on BTEC National Diplomas and Certificates and other National Diplomas and Certificates. The majority of the progression agreements for the BMCG are aimed at these, often full-time, vocational learners.
- However, an additional complication for the BMCG in looking at progression from Level 3 courses is the tradition of most business courses at Level 4 and above to take learners from generic Level 3 courses. Degree level courses in

Business and Management commonly look for a level of attainment rather than a level of knowledge of the curriculum content. Unlike other degree areas, (e.g. sciences, engineering) this means that progression onto a Level 4 or 5 course can be from any Level 3 curriculum area, not specifically Business or Management. This widened the focus from Business related Level 3 courses, to Level 3 courses in general.

- Although the initial focus of the curriculum group was on the more standard vocational Level 3 courses, e.g. BTECs, the BMCG also included other qualifications, such as NVQs. Progression agreements onto Business and Management HE courses also include work-based learners.

### **1.3 Mapping the Curriculum Area onto Apprenticeship Frameworks**

The framework area which encompasses Business and Management is Business and Administration and Law. Within this framework area there are 11 AA frameworks: Accounting; Advising on Financial Products; Business and Administration; Providing Financial Services; Team Leading and Management; Marketing and Communications; Payroll; Sales and Telesales; Customer Service; Contact Centres; and Retail Motor Industry – Vehicle Sales. To some extent all of these will have some curricula and work content relevant to Business and Management. However, the framework sector of Business and Administration was selected as the framework of most relevance both in terms of its content and from a progression/transition HE perspective. The additional framework of Accounting was also included because of the efforts made by the Association of Accounting Technicians (AAT) to gain UCAS recognition for their NVQ award within the AA framework.

The remainder of the discussion on the AA frameworks is therefore restricted to the two AA frameworks of Accounting and Business and Administration.

#### **1.3.1 Accounting**

The Accounting Framework (issue 4.3, August 2009 implementation, Framework Code 201) is developed and implemented by the Financial Services Skills Council (FSSC). Job roles are given as being, for example, accounts assistant, assistant management accountant, junior accounts, trainee accountant, finance assistant,

trainee accounting, and technician. These roles are a progression from those at Apprenticeship (Level 2) and lead to those at Higher levels (Level 4).

The Framework for AA is summarised in Table 1 below. Although the framework allows for different specialisms/routes there is only one identifiable track for the purposes of qualification and accreditation. In Accounting the knowledge based element (KBE) is integrated with the competency based element (CBE) as an NVQ qualification. For the AA this NVQ is accredited by AAT, Edexcel or EDI. The AAT negotiated a UCAS tariff of 160 points for the Level 3 NVQ in Accounting.

### 1.3.2 Business and Administration

The Business and Administration Framework is the responsibility of the Council for Administration (current framework 5J, implementation date 1/1/09, Framework code 102). The framework document identifies three job types: PA/secretary; office administrator; administration clerk. In each of these the framework consists of a compulsory NVQ in Business and Administration and a technical certificate. The table below lists the CBE and KBE and indicates a range of different specialisms for this apprenticeship.

There are a range of technical certificates reflecting the breadth of the Business and Administration Framework and the different routes within it. In practical terms it means that the framework category of Business and Administration will refer to some learners who are more tied into a particular professional track (e.g. legal or medical secretary), and this may have implications for progression. For some AAs progression will involve professional qualifications rather than an undergraduate degree. For others, the Business and Administration AA is set within a highly specific context (e.g. the Motor Industry) which may have implications for its value outside this area. From the viewpoint of the BMCG, the framework area of Business and Administration is likely to include a number of learners who are outside the scope of higher education courses of the partner institutions although they may be a client group for professional development.

Table 1 below provides a breakdown of the qualification components of the Accounting and Business and Administration AA frameworks, the Guided

Learning Hours associated with the KBE and, if applicable, the UCAS tariff points that are associated with the relevant qualification.



**Table 1: Accounting, and Business & Administration Frameworks: CBE and KBE, Guided Learning Hours and UCAS tariff points**

Framework	CBE	KBE	GLH	UCAS tariff points
Accounting	AAT Level 3 NVQ in Accounting City and Guilds Level 3 NVQ in Accounting Edexcel NVQ Level 3 in Accounting	Centrally assessed core knowledge and understanding embedded with NVQ level 3 Accounting awarded by either AAT, City and Guilds or Edexcel	N/A <sup>5</sup>	160 (ATT) <sup>6</sup>
Business and Administration	City & Guilds Level 3 Business & Admin NVQ	C&G Level 3 Certificate in Business and Administration <sup>7</sup>	120	Not in tariff
	EAL Level 3 Business & Administration NVQ	C&G Level 3 Certificate for Legal Secretaries	290	QCF = 32 Not in tariff
	Edexcel Level 3 Business & Admin NVQ	C&G Level 3 Diploma for Medical Secretaries	360	QCF = 39 Not in tariff
	NCFE Level 3 Business & Administration NVQ	Edexcel Level 3 BTEC Diploma in Business Admin	300	Not listed <sup>8</sup>
		Edexcel Level 3 BTEC Certificate in Business Admin	320	Not listed
	EDI Level 3 Business & Administration NVQ	EDI Level 3 Certificate in Business & Administration	320	Not in tariff
	IMIAL Level 3 Business & Administration NVQ	IMIAL Level 3 Diploma in Business & Administration	150 <sup>9</sup>	Not in tariff
	OU Level 3 Business & Administration NVQ	OCR Level 3 Award in Administration & Level 3 Cert	321	Not in tariff
	OCR Level 3 Business & Administration NVQ	OCR Level 3 Award in Admin & Level 3 Cert for IT users (CLAiT Advanced)	180 + 12	Not in tariff

Sources: Framework for Accounting (4.3; 08.09 implementation, Framework Code 201) and Business and Administration (5J, 09.09 Implementation, Framework Code 102); National Database of Accredited Qualifications (GLH) (<http://www.accreditedqualifications.org.uk/index.aspx>); UCAS ([http://www.ucas.co.uk/students/ucas\\_tariff](http://www.ucas.co.uk/students/ucas_tariff)).

<sup>5</sup> Guided Learning Hours are not assessed for NVQs and as the accounting framework does not have a separate technical certificate there is no information on GLH.

<sup>6</sup> The ATT NVQ in Accounting attracts 160 UCAS points and went through an assessment procedure to obtain this rating. In some cases universities also mention the other examination boards delivering NVQs in Accounting. However, they do not appear on the UCAS tariff tables as yet.

<sup>7</sup> Expired qualification, certification end date 2011.

<sup>8</sup> The BTEC certificate and diploma in Business Administration is not shown on the on the BTEC list at present.

<sup>9</sup> Expired qualification, last sitting 2012.

## 1.4 Numbers of AA in HloW Area

The following summarises data relating to the numbers participating in the AA, for the local authority areas and for each of the AA frameworks considered in this report. Table 2 gives figures for the Accounting AA framework, and Table 3 for the Business and Administration framework.

### 1.4.1 Accounting

The Accounting framework consists of one pathway and, although the AA will be specialising within their chosen area of work, there is no formal split in the pathways and the CBE/KBE is the same regardless of examination board.

- Participations and Starts have grown over the 2005-2008 period with the exception of a dip in starts in 2006<sup>10</sup>. In 2008 the current number of AA participating in the framework in the HloW area was 107, with 60 starts in the same period. This framework shows a growth in numbers. Overall Accounting AAs represented about 2.2% of all starts and 1.8% of all participations for the HloW area in 2008.
- Framework and NVQ success rates are generally high for this framework, with the 2008 figures showing a framework and NVQ success rate of 90.9%. The Accounting AA framework does not indicate any variation between the NVQ and the framework success rate, suggesting that, although as the NVQ is now embedded within the technical certificate it may be that there are few barriers to framework completion. The Accounting Framework has a higher than average success rate compared to all frameworks in the HloW area where the success rate was 72.1% for 2008.
- In 2008 there were 40 leavers who successfully completed the framework, with four leavers not completing. Although this represents a growth from the previous two years, the 2005 figure is closer to the 2008 figure at 35. Overall, however, there is a growth in the number of completions and the increase in starts in 2008 would suggest this is likely to continue.

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<sup>10</sup> This could have been caused by a change in the framework or a change in accounting periods, as there is some fluctuation between 2005 and 2006.

**Table 2      Accounting AA 2005–2008 (success and overall numbers)**

<b>Accounting</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2008 HioW totals</b>
Framework Success Rate	85.4%	84.4%	76.7%	90.9%	<b>72.1%</b>
NVQ Success Rate	85.4%	84.4%	76.7%	90.9%	<b>72.1%</b>
Starts	45	25	46	60	<b>2713</b>
Participations	103	72	76	107	<b>5786</b>
Achievers	40	27	24	40	<b>1478</b>
Leavers	41	32	30	44	<b>1962</b>
Framework Achievers	35	27	23	40	<b>1415</b>
NVQ Achievers	35	27	23	40	<b>1415</b>

Source: National Apprenticeship Service: Data Service

Information on Diversity within the Accounting framework can be found in Table 3 below.

- The data on 'Age' reveals that the Accounting framework has a larger proportion of adults (19+) participating in the framework, with 59 adults and 48 young people (16–18 years) in the framework in 2008. The larger number of adults is not solely a reflection of the length of time learners remain within the programme, as can be seen by the higher number of Adult Starts. A notable difference, however, is that the completion rate for young people is significantly higher than for adults. In 2008, the framework success rate was 100% for young people and 77.8% for adults.
- The figures on 'gender' show that the Accounting framework has a higher proportion of females, with females comprising over 60% of all participations in 2008<sup>11</sup>. This higher ratio of female to male has been consistent over the 2005–2008 period<sup>12</sup>. However, the actual success rates vary between males and females, with males having considerably higher success rates. This has resulted

<sup>11</sup> The framework document provides figures for gender which show that, although female participation is higher in the sector, there is a higher proportion of males in the more senior accountancy roles.

<sup>12</sup> In some years the proportion of females has been considerably higher, for example in 2006 females made up over 72% of all AA in the Accounting Framework.

in fairly even numbers of successful leavers; in 2008 the number of male and female framework achievers was the same, at 20<sup>13</sup>.

- Data on 'ethnicity' is not available for all groups and Table 3 provides figures for White British only. This shows, however, that this group make up the majority of AA in Accounting, with 104 participations in 2008, and all other groups only accounting for three other AA participants.
- The data on 'disability' shows that the vast majority (99% of participants in 2008) AA in Accounting have no disability. Over the period 2005-2008 there have only been 5 AAs with a disability. As there are less than five with a disability in any category (including participation) there is no information on type of disability for the very small number of learners with a disability.

**Table 3 AA in Accounting, diversity measures**

<b>Accounting</b>	<b>YP (16-19)</b>	<b>Adults (over 19)</b>	<b>Male</b>	<b>Female</b>	<b>White British<sup>14</sup></b>	<b>2008 No Disability</b>
Framework Success Rate	100.0%	77.8%	100.0%	83.3%	90.7%	90.9%
NVQ Success Rate	100.0%	77.8%	100.0%	83.3%	90.7%	90.9%
Starts	24	36	18	42	58	60
Participations	48	59	41	66	104	106
Achievers	26	14	20	20	39	40
Leavers	26	18	20	24	43	44
Framework Achievers	26	14	20	20	39	40
NVQ Achievers	26	14	20	20	39	40

Source: National Apprenticeship Service: Data Service

#### 1.4.2 Business and Administration

Business and Administration has a number of different pathways. However, figures are given for the framework as a whole and it is not possible, from these figures, to assess the numbers of AA undertaking training which gives them access to the different technical certificates. Information relating to participations, starts and completions can be found in Table 4 below.

<sup>13</sup> There is possibly a relationship between the lower success rates of adults and females.

<sup>14</sup> It is not possible to obtain data on other ethnic groups owing to the low numbers.

- Figures for the Business and Administration starts and participations are higher than for accounting. The number of participations has grown significantly between 2005 and 2008, reaching 261 in 2008, whilst the number of starts has mirrored this rising from 69 in 2005 to 139 in 2008. Overall Business and Administration represents 5.1% of all AA starts and 4.5% of all AA participations in the HloW area in 2008.
- Framework and NVQ success rates are also high for this framework, although in some years lower than for Accounting. There is also a small difference, in some years, between framework and NVQ success indicating that not all components are completed for some AAs. However, the overall framework success rate has generally been around 80%, and in some years (for example 2007) attaining a much higher success rate. The framework and NVQ success rate rates are well above the average for HloW as a whole.

The number of leavers per year has grown from 40 in 2005 to 76 in 2008, of whom 32 and 62 were framework achievers. The high success rates mean that most leavers complete either the whole framework, or gain the NVQ Level 3.

**Table 4 Business and Administration AA (success and overall numbers)**

<b>Business and Administration</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2008 all HloW</b>
Framework Success Rate	80.0%	79.6%	89.5%	81.6%	<b>72.1%</b>
NVQ Success Rate	82.5%	85.7%	91.2%	81.6%	<b>72.1%</b>
Starts	69	96	116	139	<b>2713</b>
Participations	156	189	214	261	<b>5786</b>
Achievers	42	57	73	82	<b>1478</b>
Leavers	40	49	57	76	<b>1962</b>
Framework Achievers	32	39	51	62	<b>1415</b>
NVQ Achievers	33	42	52	62	<b>1415</b>

Source: National Apprenticeship Service: Data Service

Information on Diversity within the Business and Administration framework can be found in Table 5 below.

- The data on 'Age' shows that the Business and Administration Framework is heavily dominated by adults with over 81% of all AA in the adult category. This situation remains so over the 2005-2008 period and young people do not constitute a high number of starts or participations over this time. The success rates are similar between the two groups and so the number of successful completers also shows higher numbers of adults.
- The figures on 'gender' show that this framework is largely comprised of females who in 2008 made up over 85% of participants in the framework. Males not only comprise a smaller proportion of participants, but have much lower success rates, with a success rate of 50% for framework and NVQ completion in 2008. This resulted in over 90% of framework achievers in 2008 being female.
- Data on 'ethnicity' is not available for all groups and Table 5 provides figures for White British only. This shows, however, that this group make up the majority of AA in Business and Administration with 240 participations in 2008 and all other groups accounting for 21 other AA participants. It should be noted that this group comprised 100% of all those who successfully completed the framework and NVQ in 2008.
- As with Accounting, the data on 'disability' shows that the majority (95% of participants in 2008) of AA in this framework have no disability. In 2008 there were eight starts and 13 participations for those with a disability and over the period 2005-2008 there were a total of 44 participations. However, the small numbers make it difficult to provide data on type of disability and this information is not included here.

**Table 5      AA in Business and Administration, Diversity Measures**

<b>Business and Administration</b>	<b>YP (16-19)</b>	<b>Adults (over 19)</b>	<b>Male</b>	<b>Female</b>	<b>White British<sup>15</sup></b>	<b>2008 No Disability</b>
Framework Success Rate	82.6%	81.1%	50.0%	86.4%	81.6%	81.3%
NVQ Success Rate	82.6%	81.1%	50.0%	86.4%	81.6%	81.3%
Starts	19	120	23	116	125	131
Participations	47	214	38	223	240	248
Achievers	23	59	8	74	81	81
Leavers	23	53	10	66	76	75
Framework Achievers	19	43	5	57	62	61
NVQ Achievers	19	43	5	57	62	61

Source: National Apprenticeship Service: Data Service

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<sup>15</sup> It is not possible to obtain data on other ethnic groups owing to the low numbers.

## Section 2: HE Provision in the Curriculum Area and Progression for AAs

Section 2 of this report is concerned with the provision of HE courses within the HloW area that could be seen as a progression pathway for AAs. In the first place, courses were mapped, giving an indication of the range available at Level 4-6 and the entry criteria for applicants. This is followed by an overview of the progression pathways specified (by the AA framework) for AA in Business and Administration, and Accounting, and a commentary on the fit between provision and the outcomes of the AA framework (in terms of qualifications/UCAS points and so on). The final part of this section looks at the likely impact of progression agreements on AA in the two framework areas.

### 2.1 HE Provision and Admissions Policies

This part of the report looks at the provision of HE courses in the HloW area and the entry criteria for applicants. Although this is principally concerned with courses that could be easily accessible to AA such as Foundation Degrees and HNC, provision of Bachelor degree courses is also included. However, HE provision in the range of professional courses and other higher level course (e.g. BTEC Professional Diplomas) is excluded from the overview below. This omission reflects the need to look at entry criteria across a smaller number of courses that would be of interest to both work-based and full-time learners. However, in the Business and Administration area, it results in a number of higher level professional courses being excluded from the analysis.

Table 6 summarises the HE provision for Business, Business Related and Accounting courses at Bachelor degree, Foundation degree and HND/C level<sup>16</sup>. It divides the provision between Level 4/5 courses (HNC/D and Foundation degree) and Level 6 courses (BA/BSc degrees) and also makes a distinction between university provision and HE courses within an FE environment. At a general level (i.e. not necessarily specific for all courses) entry criteria and mode are also provided. The purpose of

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<sup>16</sup>Given the range of courses covered by this curriculum area and the changes made from one year to another in terms of the development of new courses and the withdrawal of others, the information in this section should be regarded as illustrative.



this is to build up a picture of the possible pathways for AA with Business and Administration or Accounting qualifications from the AA framework, including the technical certificates, NVQs and the framework itself. The latter part of this section looks at the possible progression routes, both in terms of what the framework suggests, and the realities in the HloW area. This is then related to the impact of progression agreements made within the HloW area, for Advanced Apprenticeships.

## 2.2 Bachelor Degree Level Provision and Entry Criteria

- Business and Business Related degrees, including Accounting and Finance, are generally well provided for in all areas. The HloW area is no exception to this and there is a wide range of honours degrees available.
- Although HEIs are the primary source of such courses there are also a small number run at FE colleges, and others that are run by the HE providers but at FE campuses. Entry criteria for Business Bachelor degree courses are generally dependent on UCAS tariff points from standard qualifications, for example A Levels and BTEC Nationals. For the AA this means that their ability to enter a course at this level will be determined by the technical certificate they may gain on their AA. There are no instances where work-based learners and AA are given any indication that their work based qualifications or experience are acceptable. The three 'new' universities have lower tariff points than the University of Southampton and in the latter's case it would be difficult to gain entry without at least a BTEC National Diploma (OND). The National Certificate (ONC) would only be acceptable in combination with other qualifications. For the other three universities, Portsmouth may also prove difficult to enter without an OND although ONC is listed. However the main criteria for all centres around UCAS tariff points and there seems little encouragement for those with 'non-standard qualifications' that currently sit outside the UCAS tariff rating.
- Entry Criteria for Accounting Bachelor degree courses are similar to those for Business and Business Related, although at Southampton, Portsmouth and Southampton Solent they are actually higher. Generally, Accounting is difficult to gain access to without the more standard qualifications. This would make it difficult for an AA in Accounting to gain access to a Bachelor degree. In particular, the AAT NVQ3 qualification does not provide sufficient points on its own to gain access to any courses at this level. It is also apparent that the Bachelor degree courses do not accept work-based qualifications and either

have no information about their acceptability (Southampton Solent) or report them as being unacceptable (Southampton).

### 2.3 Foundation and HND/C Provision and Entry Criteria (Level 4/5)

- Foundation Degrees (FdA<sup>17</sup>) and HND/HNC courses are also run by most of the HEIs and a number of FE colleges in the HloW area. The University of Southampton does not run its own courses below Bachelor degree level, but all other HEIs have some provision. In some cases the FdA is only run on a full-time basis. However, there are a number of FdA degrees that run on a part-time basis and within these the timing (block, day, evening) also varies.
- In addition, there are also a number of DipHE courses available at both Southampton Solent and Winchester.
- The situation for FdA, HND and HNC in Business courses is somewhat different although these courses are only run at three of the partners (not University of Southampton). Entry criteria for FdAs, particularly part-time, and HNCs are targeted at those with experience and/or work based learners. Although some of the FdAs do specify UCAS points, these are often at a low level and it is also indicated that other qualifications or experience is acceptable. For many of the FdAs, one of the important criteria is being in work, in a position of responsibility (managerial or supervisory). Southampton Solent and Chichester would seem to be particularly welcoming to those without traditional qualifications aiming to gain a place on an FdA or an HNC. These courses particularly target those in work and advertise a level of 'flexibility' in delivery. The tariff points asked for are considerably fewer, e.g. around 80 UCAS points, but it is also made clear that experience gained in the workplace will be considered. All applicants with non-traditional qualifications are given an interview and assessed on individual merit.
- For Accounting, there is less provision at this level. There were no FdAs or part-time HNCs in Accounting.

Overall, there are no instances where the AA on either Accounting or Business and Administration might feel specifically 'welcomed' into HE at Bachelor degree level. Their ability to gain access is dependent on the currency given to their technical

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<sup>17</sup> Some foundation degrees in Management can be FdSc rather than FdA. The technical report refers to FdA as in the HloW provision all Business and Management Foundation degrees are FdA.

certificates, or in the case of the Accounting AA, the NVQ3. The AA itself does not provide an access route. In addition, although there are FdA degrees that would be more open to AA, university and college prospectuses do not make a point of signposting those courses which could have a part-time route, and would be suitable for those completing an AA in Business or Accounting. Whilst there is a pathway, it is not made explicit.

**Table 6 Summary of Level 4, 5 and 6 HE Provision (Degrees, HNC/D and DipHE only)**

<b>Institution</b>	<b>Level 4/5</b>	<b>Level 6<sup>18</sup></b>	<b>AA pathways</b>
<b>HEIs</b>			
Chichester	<p>FdA Management PT 4 Yr Entry = employed in management or with prospects for promotion.</p> <p>1 A Level or equivalent.</p>	<p>BA Business Studies BA Business Studies with other combinations (e.g. IT management for business, other subjects, professional placements) BA Accounting and Finance Entry for both = 200-240, includes BTEC National (MMP), others assessed on merit. For degrees: Accounting WBL and AA to contact university. EDI and ATT Level 3 Accounting only acceptable when combined. NVQ3 not acceptable.</p>	<p>At degree level, only with other qualifications or through individual assessment. Foundation degree entry dependent on level of responsibility and if this was satisfactory, entry to the FdA is a clear AA pathway for Business AA although it doesn't specify WBL qualifications, e.g. NVQs.</p>
Portsmouth	<p>HND Business (2yr FT) 120 UCAS points, BTEC Nat Cert/Dips FdA Business and Management (3yrs PT) Entry criteria mention NVQ3, 60 tariff points, but all applicants on individual basis</p>	<p>BA Business BA Business and Administration BA Business and Management/ Business Studies Plus other BA Business with combination BA Accounting 300 UCAS points, AL, BTEC Nat (Cert/Dip), no information on WBL qualifications</p>	<p>Bachelor degrees require 280-300 UCAS points.</p> <p>FdA, delivered at other sites. Offers pathway for AA with some experience of management &amp; in suitable role.</p>

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<sup>18</sup> Not all Level 5 courses are shown. For each institution, the main 'business' courses are given plus an indication of the availability of joint honours at a general level. For some institutions there are over 20 possible combinations of Business plus another subject at BA level.

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Southampton	-	<p>BSc Management</p> <p>BSc Management Sciences and Accounting</p> <p>Two other business related BSc</p> <p>BSc Accounting and Finance.</p> <p>Entry criteria state AAB at A Level or DDD for BTEC Nat Diploma. Certificate only in combination. NVQ not acceptable.</p>	No pathway to any listed courses.
Southampton Solent	<p>FdA Business</p> <p>FdA Business with various other combinations (finance, management, marketing, retail management)</p> <p>PT/flexible</p> <p>Entry criteria aimed at those in work with non-traditional qualifications</p> <p>HNC/D Business (2 yr FT)</p> <p>HNC/D Business plus other (Retail management, finance, management, marketing)</p> <p>Entry criteria 80 points for HNC, from BTEC National</p>	<p>BA Business</p> <p>BA Business with other combinations (Finance, Management Studies, Marketing, Personnel, Business Management (with options), Business Studies, International Business Management.</p> <p>BA Accountancy (3yr FT)</p> <p>Entry criteria for degrees is around 220 points, A Levels or BTEC Nat award/Cert/Diploma</p>	<p>BA degrees do not invite AA applicants.</p> <p>But HNC route is open and the FdA route is very much aimed at work based learners.</p>

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Winchester	FdA Management (3-6 yrs PT) HND Business & Management DipHE in Business and Management with various other combinations Entry criteria not specified on UCAS but states that all applicants are interviewed.	BA Management BA Business and Management BA Business Management with various other combinations  Entry criteria around 240-280 points, A level and BTEC Nat included. WBL contact institution	HNC and FdA (various) aimed at WBL. The degree level courses offer some encouragement but are probably not available to AA as tariff is too high without other qualifications.
<b>Others (FE)<sup>19</sup></b>			
Basingstoke	HND/C Business (PT 2 years HNC, FT 2 yrs HND) HNC – BTEC Nat Cert or Diploma or 1 A level, but encourages applications from those without formal qualifications. HND BTEC Nat Cert/Dip, 80 UCAS pts		HNC in particular provides route for WBL, HND gives some encouragement but specifies more standard qualifications (eg BTEC Nat)
Farnborough College of Technology	FdA Business (2yr FT) (validation Surrey) FdA Business Computing (2 yr FT) (validation Surrey) FdA Accounting and Business (2 yr FT) (validation Farnborough) Entry criteria 1 A Level or equivalent, 40 UCAS points, other qualifications e.g. BTEC National.	BA Business Management Entry criteria, 2 A Levels, 80 UCAS points, or equivalent.	FdA offers pathway for AA.

<sup>19</sup> The mapping by the Business and Management Curriculum Group also included courses at Southampton City College and Totton College. These were not found on the UCAS site or college prospectus and have been omitted. They may either be discontinued, or they may be courses delivered by other institutions at satellite sites.

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Highbury	<p>BTEC HNC Business (plus HND top up). PT, 1 year.</p> <p>Entry criteria A Level or NVQ3, BTEC National/Cert.</p> <p>FdA Business (FT/PT) (valid. Surrey)</p> <p>FdA Business and Accounting (FT)</p> <p>FdA Business and Management (FT)</p> <p>Plus other FdA in Business/ combinations (validation unspecified)</p> <p>Entry criteria, BTEC Nat Dip or Cert, A Level or NVQ3</p>		HNC and FdA offer pathway to AA in appropriate work (for HNC). FdA is a full-time degree.
IoW	<p>FdA Business Management (3yr pt) (validation Portsmouth)</p> <p>Entry criteria, a Level 3 qualification (i.e. including NVQ) plus in appropriate work</p>		AA pathway with relevant experience.
South Downs	<p>FdA Business</p> <p>FdA Business and Management</p> <p>Entry criteria 60 UCAS, includes NVQ3, PT course asks for appropriate employment.</p> <p>HND Business (FT)</p> <p>120 UCAS points, includes NVQ L3.</p>		Both offer pathways for AA, but HND is FT route. FdA aimed at WBL.

Sources: Mapping Exercise, Business and Management Curriculum Group, additional material (new courses, entry criteria) from UCAS website and University Prospectuses ([www.ucas.co.uk](http://www.ucas.co.uk)).

## 2.4 Progression Pathways for Advanced Apprentices

This section looks at the progression pathways as specified in the AA framework for both Accounting and Business and Administration.

### 2.4.1 Accounting

- The progression pathway shown in the framework for the AA in Accounting is through the progression into the Higher Apprenticeship. However, an alternative route for work-based learners shows either professional qualifications and NVQ level 4 or the movement into a FdA degree, so this route may also be open to the AA. The higher apprenticeship was only available from September 2009 and it is unclear what take-up might be for this route at present.
- A possible issue with the Accounting Framework is that the technical certificate is embedded within the NVQ. Whilst this may make for a more integrated learning experience, it means that Accounting AA do not have a technical certificate which HEIs will be familiar with (e.g. BTEC Certificate or Diploma) and this could mean that their qualification is not viewed as positively, even though it attracts UCAS points. To complicate matters, it is primarily the ATT NVQ Level 3 award that has negotiated UCAS tariff points, and not the Edexcel or EDI NVQs. However, it may be that these NVQs will be seen as equivalent for the purposes of UCAS points.
- The Accounting Framework is seen as a means of obtaining technician level status through the work-based learning route. The qualifications within each of the frameworks have an inbuilt progression and provide a consistent route. However, the status of the NVQ3 in accounting should give the AA some currency outside the apprenticeship framework (e.g. to an FdA). As it stands, it would not provide access to Bachelor degrees.



### 2.4.2 Business and Administration

- The Business and Administration Framework provides some indication of expected progression pathways for AA. For the specialised occupational areas, e.g. medical and legal, the implication is that an AA would progress to Level 4 by taking additional and probably more specialised training in their chosen field. For the remainder of the Business and Administration AAs the progression for apprentices is seen as being through either professional qualifications or work-based learning (e.g. NVQ Level 4) or FdA degrees.
- Both the framework document and the currency attached to the Business and Administration technical certificates would suggest that for the main part immediate progression to anything higher than an FdA would not be possible. Although BTEC Certificates and Diplomas<sup>20</sup> do attract UCAS points, the Business and Administration qualification is not currently listed.
- The Guided Learning Hours attached to the technical certificates would suggest that rating these qualifications on their own, would not have a significant impact on progression routes.
- As it stands, the most likely routes to HE would be through professional qualifications and other work-based qualifications (e.g. HNC, NVQ4, FdA).

### 2.5 The Impact of BMCG on AA Progression

The strategy adopted by the BMCG was to develop progression agreements within the partner institutions and to develop networking opportunities (for educational institutions and employers). The initial and main focus was on those qualifications seen as allowing access to degree (BA/BSc and Foundation) level courses where students may previously not have seen progression into HE. This prioritised BTEC National Awards, Certificates and Diplomas. Although all these qualifications are within the UCAS tariff system and are usually referred to in both UCAS and university material, this focus was justified on the grounds that many students on such BTEC courses are not aware of their progression options. The process of negotiating agreements between partner institutions gave the students a much better idea of the opportunity they might have for learning at HE level.

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<sup>20</sup> These are not the BTEC National qualifications, all of which are firmly established within the UCAS tariff.

In the later stages of the initiative, other non-standard qualifications were considered and progression agreements were drawn up. This means that for the Business and Management curriculum area there are agreements which include NVQs at Level 3. These agreements could be used by those in work-based learning, but only if their NVQ was assessed and validated through the partner college.

The Progression Agreement Database provides greater detail on the range of courses that could be seen as being within the Business and Management Curriculum Area. There are over 800 listings that are relevant for Business and Management.

- The majority of progression agreements, particularly for BA degrees, refer to BTEC qualifications, e.g. Award, Certificate and Diploma<sup>21</sup>. For most of the degrees mentioned they are generic (e.g. 'any BTEC A/C/D'), but particular degrees do sometimes refer to specific BTECs separately.
- In addition to asking for BTEC qualifications, these degrees usually ask for UCAS tariff points (ranging from 180-220) and make reference to the need to satisfy published entry requirements. They usually give a 'guaranteed offer', but this offer is subject to the preceding conditions.
- Foundation and HNDs are more likely to refer to UCAS points 'or equivalent experience and in appropriate employment'. The standard number of points requested is 80 and the progression agreements vary from a guaranteed offer to a guaranteed interview.
- There are around 25 progression agreements which relate to NVQ qualifications. These link the NVQ (any NVQ or a Business related NVQ) to a Foundation degree in Business or a related degree at Portsmouth or Chichester. They give a promise of a guaranteed interview.

Overall, the BMCG has implemented progression agreements that could feasibly be used by AA. However, the fit between the NVQ (in terms of where it is assessed and validated) and the NVQs at the specified colleges could not be assessed within the scope of this project. It may well be that AA are not included in any of these agreements – but, equally, they could be included in them all. This would require

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<sup>21</sup> The agreements sometimes specify BTEC National Award/Certificate/Diploma, and in other cases National Certificates/Diplomas. It is unclear whether this refers only to BTECs or also to other qualifications (e.g. OCR Nationals). It is not always clear whether they refer only to National Certificates/Diplomas or to all the BTEC Certificates/Diplomas.

further study. However, whilst some of the progression agreements could be used by AAs, there are none that target the AA framework as a whole, or any of the technical certificates within the framework. Likewise, unless the information, advice and guidance given to AAs gives the learner information about these agreements, the lack of direct targeting may leave the AA out of the loop. Nevertheless, the BMCG has potentially brought work-based learners into the progression pathways being mapped out within the HI-LLN area.

**Curriculum Area:**  
**Childhood, Youth and Community Studies**

Finding their Way? AA as a route to HE

Technical Report

Jill Turbin, Alison Fuller and Julie Wintrup

## Introduction

This report provides an account of the information collected about the Childhood, Youth and Community Studies Curriculum Area as part of the project: 'Finding their Way: Advanced Apprenticeship as a Route to HE'. The aims of the project are: to map and scope the availability and take up of Advanced Apprenticeship (AA) across all curriculum areas; to map HE level provision in the partner institutions in relation to Advanced Apprenticeship provision; and to consider institutions' admissions policy and criteria in relation to those who may be applying from the AA route. The report is structured in two main sections. Section 1 covers material relating to the LLN Curriculum Group for Childhood, Youth and Community Studies, and the related Advanced Apprenticeship Framework of Children's Care, Learning and Development. Section 2 covers HE provision in the Hampshire and Isle of Wight (HloW) area including admissions criteria and the progression routes for AA in the relevant framework area and looks at the extent to which there are currently pathways into HE for these AAs after completion of the framework. It also considers whether the progression agreements implemented by the Childhood, Youth and Community Studies Curriculum Group could be used by AAs to gain entrance to an appropriate HE course.

The technical report is intended to bring together information from different sources that have relevance to the progression to HE of AAs in the HloW area. The focus of the report is primarily descriptive and neither evaluates the role of the LLN, nor provides an extended analysis of the data provided here. The main report uses the information contained within the seven curriculum group technical reports to generate an overview of the issues around progression into HE for AA and the role of the LLN.

## **Section 1: Mapping the Curriculum Group and Advanced Apprenticeship**

Section 1 brings together material from the Childhood, Youth and Community Studies Curriculum Group, the Advanced Apprenticeship Framework for Children's Care, Learning and Development (CCLD) and data from the National Apprenticeship Service.

### **1.1 Scope and Focus of the Curriculum Group**

The Childhood, Youth and Community Studies Curriculum Group (CYCS) was led by the University of Winchester. It has three other active HE partners (the universities of Southampton Solent, Chichester, and Portsmouth<sup>1</sup>) and a large number of FE partners<sup>2</sup>. This curriculum group also has links with training providers<sup>3</sup> and a range of other bodies, e.g. local authorities and a skill sector council.

The work of the CYCS curriculum group was initially focused on one area within the wider curriculum group remit: Early Years/Childhood/Playwork, later broadening out to other areas. This is reflected in the group's Action Plan<sup>4</sup> which makes a distinction between Early Years and Youth and Community Studies. The main areas of work of the group are summarised below:

- Developing and implementing progression agreements including the audit of provision, learner and employer demand, barriers to progression identified, pathways mapped and any necessary bridging courses or learning resources developed. The implementation included agreeing entry requirements and gaining approval at participating institutions as appropriate.

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<sup>1</sup> The University of Southampton was also a partner, but was not active in the partnership.

<sup>2</sup> Nine FE partners are named on the LLN website, but more are given as being within the network in other areas. It is possible that there were different levels of participation in the partnership/curriculum group.

<sup>3</sup> Some of these operate as partners, but links are looser with others. Training organisations are included in progression agreements.

<sup>4</sup> Action Plan for the Childhood, Youth and Community Studies Curriculum Group, June 2007, Updated Action Plan February 2008.

- Developing and running appropriate events (e.g. staff development) in order to ensure learner, employer, education and IAG staff awareness of progression agreements.
- The creation of frameworks for Credit Transfer across Early Years Provision.

The Action Plan moves onto the curriculum area of Youth and Community Studies, repeating the actions above for this area. It then puts forward two additional actions/outcomes:

- Undertaking research to improve the evidence base on the progression of vocational learners.
- Ensuring sustainability of the work undertaken.

It can be seen that a key focus for this group was on the mapping of provision, gaps, and barriers to progression, leading to the development and implementation of progression agreements. This went alongside a number of developments aimed at 'plugging' gaps or removing barriers to progression, for example addressing the need for workers/learners to gain Level 2 qualifications in functional skills. However, an allied area of work was the creation of credit frameworks in this area. Within the overarching framework of developing progression agreements, the curriculum group gave attention to issues and barriers within the sector. This is important in terms of the impact of the curriculum group on AA as it is most likely that these initiatives were more important for the progression of AA into HE provision than the more measurable progression agreements.

## **1.2 Definition of the Curriculum Area**

The Curriculum Group for CYCS made an early decision to focus on Childhood, Early Years and Playwork, in the first instance. This decision was based on the perceived need to address progression issues in what has been a fast developing sector with a shortage of trained staff, particularly at higher levels. However, in the later phase of the LLN the curriculum group broadened its attention to include Youth and Community Studies. In the main, this report focuses on the Early Years curriculum area.

### 1.3 Mapping the Curriculum Area onto Apprenticeship Frameworks

Within its initial focus on Childhood and Early Years, the CYSC curriculum group maps onto the Apprenticeship Framework of Children's Care, Learning and Development (CCLD). The framework was renamed to move away from a definition of childcare that was based around 'early years', to acknowledge that many carers work with children beyond the age of eight years (Children's Workforce Development Council website, framework information).

The Children's Care, Learning and Development Framework is the responsibility of Children's Workforce Development Council (CWDC), but was developed by the Sector Skills Council 'Skills for Care and Development'. The current framework is Version 7.1 and has an implementation date of November 2008. The table below summarises the competence based element (CBE), knowledge based element (KBE), Guided Learning Hours (GLH) and UCAS status of the current framework.

**Table 1 CCLD Framework, CBE, KBE, GLH and UCAS status**

CBE	KBE	GLH for KBE	UCAS status (KBE)
NVQ3 in Children's Care, Learning and Development	L3 Certificate in Children's Care, Learning and Development. CACHE; BTEC (Edexcel) <sup>5</sup> ; City and Guilds; Goal (EDI)	300	Only the BTEC certificate is listed in UCAS – D=100; M=65; P=35 <sup>6</sup>

Sources: Framework 9.9 implementation 2006; National Database of Accredited Qualifications (GLH) (<http://www.accreditedqualifications.org.uk/index.aspx>); UCAS [http://www.ucas.co.uk/advisers/ucas\\_tariff/](http://www.ucas.co.uk/advisers/ucas_tariff/)

As can be seen, there is only one pathway and one NVQ certificate within the CCLD AA framework. The technical certificate also reflects this single pathway although there are different awarding bodies providing the certificate.

The framework documents specify a number of roles that would be appropriate occupations for an AA, for example:

<sup>5</sup> The framework refers to the BTEC certificate, not the BTEC National Certificate which has 720 GLH.

<sup>6</sup> The CACHE Award/Certificate/Diploma in Childcare and Education is listed in the UCAS tariff, but the Cache Certificate in Children's Care, Learning and Development is not at present.



“Within children's care, learning and development roles at Level 3 are for those who work on their own initiative, planning and organising their own work and/or supervising others, for example a Nursery Nurse, Playgroup Leader or a Childminder working at home on their own.”

The CCLD AA framework includes some qualifications which may have UCAS status, in particular, the BTEC Certificate. However, the points value is not high and only at higher grades (e.g. distinction, merit) would start to satisfy entry criteria for Level 4 HE courses.

#### **1.4 Numbers of AA in HloW**

Figures for participation in the CCLD framework are provided in Table 2. The following comments can be made with respect to this data:

- The number of AA participants in this framework has grown in the period 2005-2008, from 234 to 277. This is linked to a growth in starts from 99 in 2005 to 149 in 2008. Whilst there has been a growth in both participation and starts over this period, there have been some fluctuations, with the number of starts going down in 2007 to 110 and the number of participants also decreasing in this year to 247. Participants and starts in 2008 would appear similar to 2006. Overall, this framework constituted 5.4% of all starts and 4.7% of all participation by AA in the HloW area.
- The success rates for the framework as a whole have risen significantly since 2005, from 48.9% in 2005 to 79.2% in 2008. This is currently over the average for the HloW area. However, although the NVQ success rate was also 79.2% in 2008, higher than the HloW average, this figure has actually declined since 2005. It is likely that the delivery of the framework is geared towards the completion of the whole framework in a way which has assisted framework success, whilst making it more difficult to select only the NVQ.
- In line with the growth of the framework and the rising framework success rate, the numbers of AA successfully completing has risen from 2005 to 2008, from 18 to 57, with a higher figure recorded in 2007. In 2008 NVQ leavers were the same (57) as framework achievers, but in previous years they were higher. Overall, the figures show that the HloW area has over 50 AA leaving having completed the full framework.

**Table 2 AA in the HloW Area CCLD 2005–2008**

<b>Children's Care Learning and Development</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>HloW 2008</b>
Framework Success Rate	48.6%	56.3%	79.5%	79.2%	<b>72.1%</b>
NVQ Success Rate	91.9%	81.3%	89.7%	79.2%	<b>72.1%</b>
Starts	99	139	110	149	<b>2713</b>
Participations	234	270	247	277	<b>5786</b>
Achievers	29	49	73	62	<b>1478</b>
Leavers	37	48	78	72	<b>1962</b>
Framework Achievers	18	27	62	57	<b>1415</b>
NVQ Achievers	34	39	70	57	<b>1415</b>

Source: National Apprenticeship Service: Data Service

Information on Diversity within the CCLD framework can be found in Table 3 below.

- The data on 'age' reveals that the CCLD framework has a larger proportion of adults participating in the framework with 186 adults and 91 young people (aged 16 – 18) in the framework in 2008. Adults (19+) represented 67% of all AA participants and 69% of all starts in 2008. Over the time period 2005–2008 the numbers of young people have remained around 90, whilst the growth in the number of participants in the sector has been in adult participation, from 142 in 2005 to 186 in 2008. However, the success rates indicate that young people have a higher framework and NVQ3 success rate than adults. In 2008, the framework success rate was 83.3% for young people and 77.1% for adults<sup>7</sup>.
- The figures on 'gender' show that this framework is predominantly female with females making up 98% of starts (146) and 97% of participation (268) in 2008. This higher ratio of female: male has been consistent over the 2005–2008 period. Figures for males are too low to calculate success rates, so a comparison here is not possible.

<sup>7</sup> The exception to this was in 2006 where the framework success rate for young people dipped to 44.4% whereas the adult framework success rate was 63.3%.

- Data on 'ethnicity' is not available for all groups and Table 3 provides figures for White British only. This shows, however, that this group make up the majority of AA in CCLD, with 263 participations in 2008 and all other groups only accounting for 14 other AA participants. This ethnic category represented 93% of starts and 95% of participation in 2008. Figures are too small to accurately provide a picture over the 2005-2008 period.
- The data on 'disability' shows that there are only small numbers of AA with a disability. In 2008 94% of starts (140) and 95% of participations (262) were AAs with no disability, whilst there were 9 starts and 14 participants for those with a disability<sup>8</sup>. Figures for framework completion would suggest a higher success rate for those with no disability, although the numbers are small.

**Table 3 AA in CCLD, diversity measures (2008)**

	<b>YP (16-18)</b>	<b>Adults (19+)</b>	<b>Male</b>	<b>Female</b>	<b>White British<sup>9</sup></b>	<b>No Disability<sup>10</sup></b>
Framework Success Rate	83.3%	77.1%	-100.0%	79.7%	79.7%	80.9%
NVQ Success Rate	83.3%	77.1%	-100.0%	79.7%	79.7%	80.9%
Starts	46	103	-1	146	138	140
Participations	91	186	9	268	263	262
Achievers	22	40	-1	60	60	60
Leavers	24	48	-1	69	69	68
Framework Achievers	20	37	-1	55	55	55
NVQ Achievers	20	37	-1	55	55	55

Source: National Apprenticeship Service: Data Service

<sup>8</sup> The disparity between the two figures for disability/no disability can be explained by the category 'unknown'.

<sup>9</sup> It is not possible to obtain data on other ethnic groups owing to the low numbers.

<sup>10</sup> It is not possible to obtain data on type of disability owing to the low numbers.

## Section 2: HE Provision in the Curriculum Area and Progression for AAs

Section 2 of this report is concerned with the provision of HE courses within the HloW area that could be seen as a progression pathway for AAs. A mapping of courses is provided, giving an indication of the range of courses available at Levels 4-6 and the entry criteria for applicants. This is followed by an overview of the progression pathways specified (by the AA framework) for AA in CCLD, and a commentary on the fit between provision and the outcomes of the AA framework (in terms of qualifications/UCAS points etc.) The final part of this section looks at the likely impact of progression agreements on AA in the framework area.

### 2.1 Bachelor Degree Level Provision and Entry Criteria

Table 4 summarises HE provision at Bachelor degree Level within the HEIs in the LLN partnership. The following points provide an overview of this information:

- There is a range of Bachelor degrees in the area of Early Years. Some of these courses focus particularly on Early Years and Childhood, others across a broader spectrum, for example, Childhood, Youth and Community Studies. Some of the courses are aimed at providing practitioner status. Courses are delivered at the universities of Chichester, Southampton, Southampton Solent and Winchester.
- The entry criteria for all the courses at Bachelor degree level would exclude AAs from direct entry, although courses that consider mature entrants may be a route. The technical certificate and NVQ associated with the AA are not seen as appropriate qualifications for entry to a Level 6 course. Most courses specify a UCAS points tariff score of over 200, some considerably higher, which would rule out the Level 3 Cache Certificate that could be followed by an AA. In some cases, only A Levels are specified. Where vocational qualifications are stated, the Cache Diploma along with BTEC National Diplomas or Certificates are listed as the standard qualifications.
- Overall, although there is provision at Bachelor degree level, there are no courses that are open to AA as a direct route.

## 2.2 Foundation Degree Provision and Entry Criteria (Level 4/5)

Foundation degree provision was considered at both HEIs and FE colleges. There are other types of courses, in particular NVQ Level 4 and a number of practitioner qualifying courses. These have not been considered here although it could be assumed that, for those in work, the NVQ4 would be a work-based route for AAs who have completed the NVQ3.

- There are a range of Foundation degrees (FdA) within the partnership. The University of Southampton runs an FdA in Working with Children<sup>11</sup> whilst Winchester runs one in Childhood Studies and Portsmouth runs an Early Years Care and Education.
- Other FdAs are delivered at FE colleges, for example Working with Children (Eastleigh), Early Years (Farnborough), and Early Childhood Studies (Isle of Wight). There are a number of others that are either planned (i.e. the BCoT FdA is shown on the course list for 2010) and or run at an FE college but validated elsewhere (for example, Brockenhurst College runs a FdA validated by Farnborough<sup>12</sup>).
- The entry criteria for these FdAs vary but there are courses where it is clear that those with NVQ3 will be considered and others where the wording, though not absolutely definite, could at least invite applications from AA completers. Where UCAS points are mentioned there is some vagueness, e.g. 40-100 points would potentially include AA with points at the lower end of the range, but most AA in this sector do not accrue enough points at the higher level.

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<sup>11</sup> This FdA is no longer running.

<sup>12</sup> Information from the Curriculum Group, this course is not listed on UCAS.

**Table 4 HE Provision in HloW HE and FE Institutions**

<b>Provider</b>	<b>Course</b>	<b>Mode<sup>13</sup></b>	<b>Entry Criteria</b>	<b>AA notes</b>
Chichester	Early Childhood Studies with Practitioner Options (BA); also Social Work; Primary education; and Youth and Community studies (not considered here)	3 yrs FT but also PT possible	UCAS 220-260 (A Level grades = CCD) Edexcel National Diploma Children's Care/HSC MMM Cache Diploma 260 points	No direct pathway
Portsmouth	Childhood and Youth Studies BA: Early Childhood Studies BA	FT (3yr)	240-300 points. A Level specified	No direct route
Southampton	Only Bachelor degree courses are in education (primary), not included here but there is no direct route from AA to education degrees			
Southampton Solent	Only relevant course is BA in Social Work, FT/PT work based route, but needs 200 UCAS points and does not appear to be open to AA.			
Winchester	Childhood, Youth and Community Studies (BA) (other related, e.g. Education studies/early childhood also)	FT (3 yr) PT (6yr)	240-280 UCAS points	No direct route
Farnborough	Early Years Practice Early Childhood Studies	1 year top up degrees	FdA or equivalent	Progression from a foundation degree

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<sup>13</sup> Information on mode of study is based on UCAS information. However, where a course states that it is delivered full-time only the course overviews found on institution websites frequently state that the course is also available in part-time mode.

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<b>HEI Providers – (Foundation degrees – FdA)</b>				
Chichester	Early Childhood	3 yr PT	NVQ3 or equivalent in appropriate area	NVQ or AA pathway
Portsmouth	Early Years Care and Education	3yr PT	L3 in Early Years or equiv, LLL and experience considered	NVQ or technical certificate pathway
Southampton	Working with Children	3 yr block release	NVQ3, BTEC and C&G also given	NVQ pathway
Winchester	Childhood Studies	3-6 years PT	NVQ3 or equivalent	NVQ or technical certificate pathway
<b>Other Providers (foundation degrees only)<sup>14</sup></b>				
BCOT	Early Years Care and Education (may be planned for 2010)	2yr PT	NVQ3 childcare or related	NVQ pathway
Eastleigh Tauton South Downs (U of Southampton validation)	Working with Children	2 yr FT	None stated on UCAS site for Eastleigh (South Downs and Tauton not listed)	Not known

Cont/

<sup>14</sup> For a number of these FdAs information was provided from the CYCS Curriculum Group. They are FdAs delivered at a number of sites across the area.

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Farnborough (also Brockenhurst College) <sup>15</sup> (U of Surrey validated)	Early Years (Childcare and Education sector endorsed); Early Years (Childcare and Education)	2 yr FT 4 yr PT (from college website)	40-100 UCAS points; non- sector endorsed also cites BTEC Nat Cert/Dip with PPP grades (website states equivalent quals welcome)	Possible pathway dependent on technical certificate
Isle of Wight (UoC validated)	Early Childhood Studies	3 yrs PT	BTEC Nat C/D, no other given	Dependent on technical certificate
Alton St Vincent (UoP validated)	Early Years Childcare and Education	PT	L3 (NVQ3) qualification in appropriate area	Dependent on mode of delivery

Sources: UCAS (<http://www.ucas.co.uk>), University and College websites and on-line prospectuses, additional data from the CYCS Curriculum Group.

<sup>15</sup> CYCS information – no information found on college website.



## 2.3 Progression Pathways for Advanced Apprentices

The framework document recognises the need for progression pathways for those working in the CCLD sector, particularly given the need for practitioner status posts<sup>16</sup>. The framework document sets out progression through the levels from childcare worker to manager. For example, Level 2 would be a Trainee/Assistant post, Level 3 could be a supervisory/group leader post, and Level 4 would be a manager/co-ordinator<sup>17</sup>. As in many other frameworks, vertical progression is seen in terms of greater levels of management responsibility rather than in subject knowledge and technical skills.

In moving from Level 3 to Level 4, the framework document lists a number of routes, in particular NVQ3, FdAs, Advanced Diplomas and HNC/HNDs, management training and Bachelor degrees (not directly). The framework does, however, specify progression into these training/learning opportunities for 'experienced' Level 3 practitioners and there is an assumption, as with other areas, that the AA would be consolidated with experience prior to taking up Level 4 training.

The framework also notes that progression could be into other related areas, such as social work or teaching and comments on the possible development of credit transfer for this purpose<sup>18</sup>.

Overall, the progression routes for AA consist of vertical progression into supervisory or management positions, for example in day care centres or nurseries, or horizontally at Levels 4/5 and above into other areas of learning and development or social work. However, the routes for horizontal progression are not well mapped and it is not clear how far experience and qualifications gained in one setting (e.g. a day nursery) could be used to gain entry to a training post or HE course in another<sup>19</sup>.

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<sup>16</sup> The Government target for EYP qualified staff is to have an EYP in every full day care setting by 2015 and in every Children's Centre by 2010.

<sup>17</sup> This is illustrated in the Framework Document.

<sup>18</sup> The material on progression for this framework does not provide any detail on this.

<sup>19</sup> Again, material on the AA framework available on the web does not spell this out. This point is not to argue that it is impossible, but that it is unclear through what processes an AA in CCDL would need to go in order to progress in this way.

## 2.4 Impact of CYCS CG on AA Progression

The CYCS curriculum group was concerned with a mapping of progression pathways with the development of progression agreements, and also the development of materials or other provision to address gaps or barriers to progression. The impact the CYCS curriculum group may have had on work-based learners could be in the development of specific initiatives aimed at addressing barriers to progression, rather than in progression agreements<sup>20</sup>. More broadly, the research and mapping exercises themselves were a necessary part of addressing progression issues given the sector within which the curriculum group operates. In Early Years, the development of a range of courses at different levels has meant that progression pathways are not always clear and specifying these would have been useful for all groups of learners including AAs.

However, in terms of progression agreements, although there are a large number of agreements linked to Early Years, none of them address the progression of AA. The qualifications they address at Level 3 do not accord with any of the qualifications within the AA framework, at any level, including Level 4 courses. However, looking at the progression agreements the following points can be made:

- There are over 260 progression agreements within the area of Community and Social Studies. Of these agreements over 150 relate to Early Years or Childhood Studies, some more broadly to Childhood, Youth and Social Studies. A number are for Social Work or related areas and there are some management agreements linked to a course which has a relevant specialist stream or to public sector management. As with other curriculum areas, the total number of agreements reflects partly the provision of HE in the area, but also the provision of Level 3 courses at partner institutions. Each HE course will have a number of agreements attached to it, for each appropriate course running at each partner institution.
- In total there are over 130 agreements relating to Bachelor degrees and over 120 relating to FdAs. There are also a small number of agreements for top-up degrees.

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<sup>20</sup> For example, the curriculum group was responsible for the promotion of courses to enable learners to achieve the necessary Level 2 qualifications in Maths and English. The credit framework could also be applied, with further development, to the courses within the AA framework and could therefore be useful for enabling progression.

- Of the Childhood/Early Years agreements, 40 agreements relate to Bachelor degrees, two to top-up degrees and 108 to FdAs.
- Most of the Early Years agreements give a promise of a guaranteed interview. This is in line with standard practice in courses which lead to work with children.
- The agreements relating to Bachelor degrees list standard vocational, usually full-time courses as entry level courses, e.g. Cache Diploma, National Certificate/Diploma. There is no match between these agreements and the qualifications gained by an AA (e.g. the Cache Certificate).
- The FdAs give the same range of courses as entry level courses. In addition there are also a number of agreements (48) relating to NVQ4. There are no agreements relating to NVQ3 although a number of FdAs cite NVQ 3 as being acceptable in their course literature and FdAs are a usual progression route from Level 3 courses.

Overall, the impact of the CYCS curriculum group on the progression of AA into HE is unlikely to be measurable and could be minimal. As yet, progression agreements do not target AA although the NVQ4 agreements could target work-based learners more generally. However, it is likely that other initiatives within the curriculum group could have a more indirect impact on work-based learners at Level 3.

# **Curriculum Area: Construction**

**Finding their Way? AA as a route to HE**

**Technical Report**

**Jill Turbin, Alison Fuller and Julie Wintrup**

## Introduction

This report provides an account of the information collected about the Construction Curriculum Area as part of the project: 'Finding their Way: Advanced Apprenticeship as a Route to HE'. The aims of the project are: to map and scope the availability and take up of Advanced Apprenticeship (AA) across all curriculum areas; to map HE level provision in the partner institutions in relation to Advanced Apprenticeship provision; and to consider institutions' admissions policy and criteria in relation to those who may be applying from the AA route. The report is structured in two main sections. Section 1 covers material relating to the LLN Curriculum Group for Construction, and the related Advanced Apprenticeship Framework of Construction. Section 2 covers HE provision in the Hampshire and Isle of Wight (HloW) area, including admissions criteria and the progression routes for AA in the relevant framework areas, and looks at the extent to which pathways into HE currently exist for these AA after completion of the framework. It also considers whether the progression agreements implemented by the Construction Curriculum Group could be used by AA to gain entrance to an appropriate HE course.

The technical report is intended to bring together information from different sources that have relevance to the progression to HE of AA in the HloW area. The focus of the report is primarily descriptive and neither evaluates the role of the LLN, nor provides an extended analysis of the data provided here. The main report uses the information contained within the seven curriculum group technical reports to generate an overview of the issues around progression into HE for AA and the role of the LLN.

## Section 1: Mapping the Curriculum Group and Advanced Apprenticeship Frameworks

### 1.1 Scope and Focus of the Curriculum Group

The Construction Curriculum Group (CCG) was led by Eastleigh College and had five FE and three HE partners. The HE organisations involved are Portsmouth, Southampton Solent, and Southampton universities, although there was little collaboration with the University of Southampton.

Whilst this report is focused on the progression agreements and specific actions that might have impacted on AA in Construction, it is acknowledged that the activities of the CCG included a broad range of activities and measures aimed at tackling progression barriers to HE. Included in these were:

- Mapping of provision for Level 3 and above courses. This included addressing what were seen to be gaps in provision. It also included identifying barriers to progression between Level 3 and Level 4/5 courses.
- Identifying and addressing skills and learning deficits, e.g. in terms of functional skills, and skills/literacy that may act as a barrier to accessing HE courses.
- Identifying and addressing IAG needs including the production of materials and awareness-raising for appropriate staff in FE and elsewhere.
- Work on the development of a Foundation Degree as a pathway into HE.
- Consultation and awareness-raising amongst key stakeholders, including both FE/HE staff and employers.

### 1.2 Definition of the Curriculum Area

The CCG defined 'construction' through a consultation exercise<sup>1</sup> (also as part of the mapping exercise) with HE and FE providers<sup>2</sup>. The 'scope' of the CCG was

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<sup>1</sup> Update to Action Plan, Construction Curriculum Group, April 2008.

<sup>2</sup> The Action Plan also refers to consultation with employers. However, in the context of this study the outcomes of this consultation for the definition of the CCG is not clear and it is likely that employer consultation here was part of the wider consultation with employers to establish needs and gaps in the provision of courses within HE and FE.

defined therefore primarily through existing educational provision within the partnership. With this in mind the following points can be made:

- The CCG was defined through what were seen to be appropriate FE and HE provision in the relevant partner institutions. In this sense the group was defined through its educational provision.
- The mapping exercise informed the definition of the CCG and so ultimately the learners targeted by the LLN for this curriculum area. This was particularly the case for progression agreements.
- Although the CCG includes various groups of learners in its remit (including work-based learners) the focus on educational provision, particularly full-time courses, meant that the work-based group was not central to the CCG's development of progression agreements.
- A decision was made to target students taking 'non-traditional qualifications' which were interpreted as general vocational qualifications, e.g. BTEC National Awards, Certificates and Diplomas, rather than more specific, competence-based qualifications such as NVQs. This is a similar approach to other curriculum groups within the LLN.
- Construction courses within partner institutions span a range of craft and technical courses. The decision to prioritise BTEC National courses was based on the conclusion that these courses have a higher technical content and therefore are better matched to HE provision. More practical and craft-based courses were not seen as being appropriate for progression to HE. The CCG did not consider any work-based learning qualifications within its remit in terms of progression agreements<sup>3</sup>.

### 1.3 Mapping the Curriculum Area onto Apprenticeship Frameworks

The CCG area covers a broad range of courses which, at this level map onto the framework area for 'Construction, Planning and the Built Environment'. This sector includes 8 frameworks: Building Service Engineers; Construction; Electrical and Electronic Servicing; Electrotechnical; Heating, Ventilation, Air Conditioning and Refrigeration; Set Crafts; Plumbing; and Surveying. The CCG spans a number

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<sup>3</sup> This is confirmed through an analysis of the Progression Agreement Database. However, there is no suggestion that the CCG did not address work-based learners in other areas of its work.

of these frameworks as well as incorporating some of the frameworks associated with engineering (e.g. Engineering Construction). However, for the purposes of this report, the primary focus is on the 'Construction Framework' with supplementary information provided as appropriate. It should be noted though that the work of the CCG, and the progression agreements which resulted from the work of this group, extend beyond this framework area<sup>4</sup>.

The Construction AA framework is the responsibility of Construction Skills, the Sector Skills Council for the Construction Industry. The current framework (Issue 11.4, Framework Code 116) was implemented in September 2009. The following summarises the main points regarding the components of the framework and the job roles it relates to. Table 1 below uses the material from the framework and other sources (e.g. UCAS, National Database of Accredited Qualifications) to summarise the main components.

The Construction AA framework has four routes: construction building sector; civil engineering sector; construction specialist; and technical. Both the construction building sector and the construction specialist are practical or specialist routes and raise questions as to the ability of the framework or its components to gain entry to HE<sup>5</sup>. However, the other two routes, civil engineering and technical, could include technical certificates which more obviously fit with HE provision<sup>6</sup>. It is acknowledged here that there are questions regarding the content of the Construction Framework pathways and the 'fit' to HE provision that are outside the scope of this research project.

The Construction AA framework has a number of pathways even within its four routes. The following table shows the different CBE (competence based element) and the NVQs attached to these, and the KBE (knowledge based element) with the technical certificates. The Employment Rights and Responsibilities (ERR) and Transferable or Functional Skills are not given.

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<sup>4</sup> It was initially intended to include the Surveying AA framework in this analysis, particularly as the technical content of this AA has the potential for a route into HE. However, there are no Surveying AAs in the HloW area at present.

<sup>5</sup> However, this needs further research to properly map the technical components of the AA in order to ascertain how far they may provide the skills/knowledge/experience relevant to HE courses.

<sup>6</sup> Again, at least for the Civil Engineering pathway, this would need further research. However, the Technical pathway includes BTEC qualifications which have currency within HE admission processes.



Table 1 AA Construction Framework Components (KBE, CBE), GLH and UCAS tariff

Pathway	CBE	KBE <sup>7</sup>	GLH	UCAS tariff
Building Sector	NVQ Level 3 - Decorative Finishing and Industrial Painting	Diploma in Painting & Decorating (Decorative Finishing and Industrial Painting)	1420	None of the diplomas listed are tariff assessed <sup>8</sup>
	NVQ Level 3 - Trowel Occupations	Diploma in Bricklaying (Trowel Occupations)	1320	
	NVQ Level 3 - Wood Occupations	Diploma in Bench Joinery (Wood Occupations)	1430	
		Diploma in Shopfitting Bench (Wood Occupations)	1430	
		Diploma in Site Carpentry (Wood Occupations)	1460	
		Diploma in Woodmachining (Wood Occupations)	1210	
Civil Engineering Sector	NVQ Level 3 - Plant Operations NVQ Level 3 - Plant Installation	Advanced Certificate in Plant Maintenance (Plant Maintenance)	1020 (cert, not advanced cert)	Not assessed

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<sup>7</sup> Technical certificates do not exist for all specialisms for the Construction Apprenticeship Framework. The awarding body for the Diplomas is Cskills Awards. Some components of diplomas are taken from other qualifications and awarding bodies.

<sup>8</sup> The diplomas listed are assessed by the QCF – typically the credit value is GLH/10.

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Specialist Sector	NVQ Level 3 - Accessing and Rigging Occupations	Diploma in Plastering Solid & Fibrous (Plastering)	1560	Not assessed
	NVQ Level 3 - Cladding Occupations	Diploma in Roof Slating & Tiling (Roofing Occupations)	1360	
	NVQ Level 3 - Floor Covering	Diploma in Stonemasonry Banker (Stonemasonry)		
	NVQ Level 3 - Heritage Skills			
	NVQ Level 3 - Mastic Asphalt	Diploma in Wood Machining (Wood Machining)	1210	
	NVQ Level 3 - Plastering			
	NVQ Level 3 - Roofing Occupations	Diploma in Wall & Floor Tiling (Wall & Floor Tiling)	1210	
	NVQ Level 3 - Specialist Installation Occupations			
	NVQ Level 3 - Stonemasonry			
	NVQ Level 3 - Sub-Structure Occupations			
	NVQ Level 3 - Wood Machining			
	NVQ Level 3 - Wall & Floor Tiling			
	NVQ Level 3 - Fitted Interiors			

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Technical	NVQ Level 3 - Occupational Work Supervision NVQ Level 3 - Built Environment Design NVQ Level 3 - Surveying Property & Maintenance NVQ Level 3 - Construction Contracting Operations NVQ Level 3 - Construction Site Supervision	Built Environment Design - BTEC National Certificate Surveying Property & Maintenance - BTEC National Certificate Construction Contracting Operations - BTEC National Certificate Construction Site Supervision - BTEC National Certificate	All BTEC National certificates = 720	From PP=80 to DD=240
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Sources: Construction Apprenticeship Framework, 11.4; National Database of Accredited Qualifications (GLH) (<http://www.accreditedqualifications.org.uk/index.aspx>); UCAS [http://www.ucas.co.uk/students/ucas\\_tariff](http://www.ucas.co.uk/students/ucas_tariff)

## 1.4 Numbers of AA in HloW Area

The figure for the number of AAs in the Construction Framework is not necessarily a good indicator of the potential pool of apprentices who could feasibly move into HE. The different pathways within the Framework could well have implications for progression, whilst there are also AAs in other frameworks (such as Engineering Construction and Electrotechnical) who could progress into Construction related HE courses. With this in mind, however, Table 2 provides summary data for the Construction AA framework.

**Table 2 HloW AA in the Construction Framework 2005-2008**

<b>Construction</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2008 ALL AA HloW</b>
Framework Success Rate	62.5%	60.5%	67.7%	82.2%	<b>72.1%</b>
NVQ Success Rate	87.5%	82.6%	87.9%	82.2%	<b>72.1%</b>
Starts	108	90	114	106	<b>2713</b>
Participations	221	220	231	217	<b>5786</b>
Achievers	48	46	67	83	<b>1478</b>
Leavers	48	86	99	90	<b>1962</b>
Framework Achievers	30	52	67	74	<b>1415</b>
NVQ Achievers	42	71	87	74	<b>1415</b>

Source: National Apprenticeship Service: Data Service

- The figures above indicate participation of around 220-230 per year up to 2007 with a small fall to 217 in 2008. Starts are 90 to 114 (in 2007), again with a small fall in the number of starts in 2008. However, the fluctuations in participations and starts are not significant and the recent fall is not as high as in previous years (e.g. in 2006)<sup>9</sup>. For HloW as a whole the Construction Framework accounted for 3.9% of starts and 3.7% of all AA participations.
- The framework success rate has been over 60% for the period and has increased in 2008. The NVQ success rate was for the period 2005-2007 is

<sup>9</sup> Figures for 2009 were not available but could well show a decrease in starts/participations with an increase in the numbers of leavers. However, this is purely speculative based on the contraction in the construction industry from 2008 onwards. It could well be offset by the increases in apprenticeship places.

much higher than the overall framework success rate, indicating that AAs were not able to complete all components of the framework<sup>10</sup>. However, the 2008 figure for NVQ and framework success rates is the same and this could well reflect changes in the delivery of the framework. The success rates for Construction for both the framework as a whole and the NVQ were above the average for HloW as a whole in 2008.

- The number of leavers achieving either the framework as a whole or the NVQ has risen in line with the increases in starts and participations. In 2005 there were 48 AA who achieved the AA framework, whilst the figure for 2008 was 83. Whilst this is not a large amount compared to other frameworks which sit within the different curriculum groups, it is likely to be increased by the inclusion of other allied frameworks. In particular the Electrotechnical framework has a large number of AA in the HloW area. In 2008 there were 214 starts, with 659 AA participations and 92 framework achievers<sup>11</sup>. Framework achievers in Construction represented 5.2% of all achievers in the HloW area in 2008.

Information on Diversity within the construction framework is presented in Table 3.

- The data on 'age' shows that the AA Construction framework is fairly evenly split between younger (16-18 years) and adult (19+) AA, with slightly more in the adult category. However, over the period 2005-2008, there has been a growth of younger AA (from 36-47 starts and 91-102 participations) and a decrease in adult AA (from 72-59 starts and 130-115 participations). The success rates are similar although it is slightly higher for adult AA than for younger AAs.
- The figures on 'gender' show that this framework is largely comprised of males who in 2008 made up 97% of starts and participants in the framework. The total number of females participating in the AA framework in 2008 was seven. Numbers are too low to make comparisons between success rates. An analysis of the data from 2005-2008 suggests that there has been little change in gender composition over this time period.

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<sup>10</sup> This could refer to the problems some employers have had in delivering the ERR part of the framework and may not be because of a failure to complete the technical certificate.

<sup>11</sup> Figures for other frameworks are not as large and most are either zero or under 4. Only Engineering Construction is over five and had nine achievers in 2008.

- Data on ethnicity is not available for all groups and Table 3 provides figures for White British only. This shows, however, that this group make up the majority of AA in Construction with 98% of starts and 96% of participations in 2008. An analysis of the data from 2005-2008 shows that this is fairly stable over the period.
- The data on disability shows that the majority (96% of participants in 2008) of AA in this framework have no disability. In the period from 2005-2008 there were eight starts for those with a disability. The small numbers make it difficult to provide data on type of disability and this information is not included here.

**Table 3 AA in Construction, Diversity Measures<sup>12</sup>**

<b>Construction</b>	<b>YP (16-18)</b>	<b>Adults (19+)</b>	<b>Male</b>	<b>Female</b>	<b>White British<sup>13</sup></b>	<b>2008 No Disability</b>
Framework Success Rate	80.6%	83.3%	82.0%	-100.0%	81.8%	81.8%
NVQ Success Rate	80.6%	83.3%	82.0%	-100.0%	81.8%	81.8%
Starts	47	59	103	-1	104	104
Participations	102	115	210	7	213	213
Achievers	36	47	82	-1	82	82
Leavers	36	54	89	-1	88	88
Framework Achievers	29	45	73	-1	72	72
NVQ Achievers	29	45	73	-1	72	72

Source: National Apprenticeship Service: Data Service

<sup>12</sup> NAS data is not available for numbers lower than 5. A minus figure represents numbers less than 5 in all columns. A figure of -100.00% for success rate is given where the numbers are less than 5 for this calculation.

<sup>13</sup> It is not possible to obtain data on other ethnic groups owing to the low numbers.

## Section 2: HE Provision in the Curriculum Area and Progression for AA

Section 2 of this report is concerned with the provision of HE courses within the HloW area that could be seen as a progression pathway for AAs. In the first place, a mapping of courses is provided, giving an indication of the range of courses available at Level 4-6 and the entry criteria for applicants. This is followed by an overview of the progression pathways specified by the framework for AA in Construction, and a commentary on the fit between provision and the outcomes of the AA framework (in terms of qualifications/UCAS points, etc). The final part of this section looks at the likely impact of progression agreements on AA in the framework area.

### 2.1 Bachelor Degree Provision and Entry Criteria

The mapping of HE Bachelor degree provision is shown in the Level 6 column of Table 3 below.

- There are a range of Bachelor degree (also included are MEng) courses throughout the HloW area. These span more traditional Civil Engineering degree courses, through to Quantity and Building Surveying, Construction Management and Interior Design and Property Development. The only providers for Bachelor degrees in Construction or construction related subjects are Southampton, Southampton Solent and Portsmouth universities, i.e. the three HE partners in the CCG.
- The University of Southampton runs more traditional BEng and MEng programmes in Civil Engineering, and Civil Engineering with Architecture. These courses also run with a foundation year. The entry criteria for Bachelor degree programmes at this university would rule out these courses as a potential pathway for AA. The typical offer is presented in terms of A level grades, AAA for the BEng/MEng without foundation and BBB for the course with a foundation year. Vocational qualifications such as BTEC National Certificates are not accepted except for the foundation year and then, because the UCAS points required exceed the highest number that can be achieved for a BTEC National Certificate, it would be in combination with other UCAS rated

awards. The BTEC National Diploma may be considered for the BEng or MEng with foundation but this qualification is not taken by Advanced Apprentices, hence there are no pathways for an AA who does not have additional qualifications at the University of Southampton.

- Southampton Solent runs a number of relevant courses at different levels, e.g. Construction Management BSc (FT), and part-time courses aimed at those in employment. This university also offers a foundation 'technology' year. Entry criteria at Solent are lower than both Southampton and Portsmouth and could be accessible to some AA (i.e. probably those with BTEC National Certificates). In particular, Bachelor degrees with a foundation year only ask for 40 UCAS points but the University prospectus states that applications from mature students or those without traditional qualifications are welcome to apply.
- The University of Portsmouth runs Bachelor degrees in Construction Engineering, Architecture, Property Development with Quantity Surveying and Civil Engineering. The BEng courses also include an MEng option. Entry criteria for the courses at Portsmouth are lower than The University of Southampton, but would still be out of reach of AAs attempting to gain entry on their apprenticeship qualifications alone. They also vary so that the BA in Architecture asks for 260-320 points whilst the Construction Bachelor degree asks for 180. This course could be open to an AA with a BTEC National Certificate with DM (-180 points), but is the only programme at this level that could be accessible. Portsmouth does not run a foundation programme in an appropriate area for Construction.

## 2.2 Foundation Degrees and HND/Cs

There is a much clearer and established pathway for work-based learners into HNCs, and more recently Foundation degrees. Looking at the available provision and the entry criteria for these degrees and certificates/diplomas illustrates a more accepted route for the AA into HE. These programmes are run at two of the HE providers (Portsmouth and Solent) and one of the FE colleges in the HloW area (Highbury)<sup>14</sup>.

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<sup>14</sup> A Foundation degree is also listed on the progression agreement database at Southampton City College. However, this could not be found and may be a planned/new course.



- It is clear from Table 3 below that in Construction and related areas, the HNC/D route is still important and Foundation degrees are not yet established in this curriculum area in the HE sector.
- HNCs are run at a number of providers within the area. For the HE sector, Southampton Solent in a range of Construction and Construction related subjects, including Civil Engineering. The entry criterion for these degrees is below at 40 UCAS points, but the course overviews for all these providers make it clear that relevant experience and a range of qualifications will be considered. BTEC National Certificates/Diplomas are standard, but the prospectus also states that “students may be admitted on the basis of relevant experience rather than standard qualifications”. HNC students are expected to be in employment. Southampton City, Eastleigh and Basingstoke (BCOT) also run HNC programmes. The entry criteria for these are unclear in some instances and none of the courses explicitly identify work-based learners such as AA as potential applicants. However, the HNC could be seen as a potential pathway into HE for the AA.
- The HND at Portsmouth in Civil Engineering could also provide a route into HE for the AA with a BTEC National Certificate, but is not a work-based option as it is a full-time course.
- Foundation Degrees are run at Highbury (validated by Westminster University) and cover a range of different Construction related courses. They are particularly aimed at the work-based learner and the college prospectus cites the NVQ3 or an Advanced Craft Certificate as being acceptable for the mature student. It is unclear whether an AA with these qualifications, but under the age of 21 years could be considered on the basis of their qualifications alone.

Overall, there is some HE provision for AA seeking to progress into HE. However, on the basis of this mapping of provision and entry criteria, the location and range of foundation and HNC courses could be developed further. It is unclear whether those from the craft and specialised routes within the Construction AA would be able to progress to HE<sup>15</sup>. In particular, although some of the BSc and BEng courses give access to learners with a completed HNC, the routes from a Foundation degree to the final year of a Bachelor degree are not as established.

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<sup>15</sup> There are issues here about access to foundation and other HE courses for the AAs who do not have BTEC National Certificates. However, for craft and specialist AA there is also the question as to whether the current profiles of courses at foundation degree level are in line with the needs of learners and employers for higher level skills.

Table 3 HE Provision in Construction related courses HloW area

Institution	Level 4/5	Level 6	AA pathways
HEIs			
Southampton		BEng Civil Engineering 3 yr FT, AAA (360 points), BTEC Nat Cert and Dip only in combination with other qualifications. With Fdn year asks for BBB (300 points and states BTEC Nat Cert/Dip criteria which would be achievable only for the Diploma - DDM). Other degrees at MEng, BEng also AAA (e.g. Civil Engineering and Architecture)	None of the courses offer a pathway for AA and would probably not be open even after gaining other qualifications (e.g. HNC)
Southampton Solent	HNC Civil <sup>16</sup> Engineering HNC Construction HNC Building Surveying HNC Quantity Surveying All courses 2 years PT. 40 UCAS points, specifies also BTEC National Cert/Dip but would consider other including experience	BA Architectural Technology BSc Construction Management (also PT) BA Interior Design All courses FT, all courses 120 UCAS points, no information about other qualifications, but prospectus states to contact university. All above courses available with foundation year – 40 UCAS points, prospectus welcomes those without traditional qualifications	None of the Bachelor degree courses unless the AA includes BTEC National Certificate. However, the courses with The Fdns ask for lower UCAS points and could provide entry to a 4 year degree programme. All HNCs offer a route for AA and successful completion gives access to the degree at level 5 (Y2)

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<sup>16</sup> All the HNC courses at Southampton Solent are listed on the progression agreement database as HND courses. These could not be found on the University course list or UCAS site, but may be part of a flexible delivery system or a new or planned course. There are some allied courses also included in progression agreements (e.g. Facilities Management) that are not listed in this report.

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Portsmouth	HND Civil Engineering 2yr FT 120 UCAS points	<p>BA Architecture 3yr FT 260-320 UCAS points, includes BTEC Nat C/D</p> <p>BEng Construction Engineering 3yr (4sw) FT 180 UCAS, includes BTEC Nat C/D (also with Foundation year)</p> <p>BSc Property Development with Quantity Surveying 3 yr FT 300 UCAS, includes BTEC Nat C/D</p> <p>Civil Engineering BEng 3yr FT (4sw), also MEng (4/5yr FT)</p> <p>300 UCAS points</p>	<p>The Bachelor programmes do not provide a direct pathway for AA.</p> <p>The HND could for those students with BTEC Nat Cert/Dip giving 120 points (MP).</p>
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Others (FE)			
Highbury	FdA Building Surveying <sup>17</sup> FdA Construction Management FdA Quantity Surveying All 2yr FT/3yr PT. No entry information on UCAS (Building surveying 1 A level) but university prospectus aims the course at those in work and cites NVQ3 or advanced craft Certificate for mature students. University of Westminster		All FdA courses provide a pathway for AA with experience and NVQ3
Eastleigh	HNC Construction 2yr PT, no entry information on the college website.		Possibly provides a route for AA
Basingstoke	HNC Construction, 2 yr PT. No entry criteria given on college website		Possible provides a route for AA
Southampton City	FdA Building Services Engineering <sup>18</sup> HNC Building Services Engineering 2yr PT, entry Nat Cert, or A Levels. Will consider experience and other relevant qualifications		HNC does not invite those with alternative qualifications although does consider them. Would constitute a pathway if this is the case

Sources: UCAS website ([www.ucas.co.uk](http://www.ucas.co.uk)) and University and College Prospectuses/websites, LLN Progression Agreement Database.

<sup>17</sup> There is a discrepancy between the titles of Foundation degrees in the college prospectus and those on the UCAS website. The degree titles used here are taken from the UCAS site. The college site lists FdA in Construction and Surveying, and does not include Quantity Surveying FdA.

<sup>18</sup> This course was found on the progression agreement database but not on UCAS or the college website. It is possible that it is a new/planned course, or delivered at Southampton City College on behalf of another provider.

## 2.3 Progression Pathways for Advanced Apprentices

Progression is discussed in the framework document (Section 6.2) in terms of both horizontal, i.e. across skills and specialisms, and vertically. The implication of the progression outlined is that there is no impediment to moving across the four construction sectors, or into higher positions across the sectors.

“there are many opportunities to move between occupations. For example; bricklayers, carpenters and others in craft occupations often move into supervision and management or technical support areas such as Quantity Surveying, Estimating, Buying and Planning or site technical support. People in the technical support areas often move into supervision and management.” (Section 6.2 Framework Document version 11.4)

The framework document does not, however, provide a particularly detailed account of the possible progression routes, nor does it discuss the possible consequences of the four construction sectors within the framework. Progression is more clearly mapped out between the Young Apprenticeship to the Apprenticeship and on to the Advanced Apprenticeships<sup>19</sup>. After this the framework document states that HE is possible, citing the Higher National Certificate and the Foundation degree as the HE progression destination. Although Construction degrees are also mentioned it is not clear at what point along a training/career pathway this might be possible<sup>20</sup>.

Although the Framework document stresses that the different sectors within the Construction Framework have the same opportunities, the different components of the framework (e.g. in terms of the technical certificate) and perhaps the content of the training/experience may not provide the same platform for higher level study. There are a number of issues around progression for Advanced Apprentices that might need to be addressed in order to facilitate the potential to advance into HE:

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<sup>19</sup> The Framework document refers to a ‘Family Tree’ that maps progression and careers pathways, and provides a link to the main Construction Skills site. However, the family tree could not be found and may still be in development.

<sup>20</sup> The Framework document states, ‘There are also opportunities to undertake a degree in Construction Management or Civil Engineering’, and gives examples of universities that offer such degrees (Manchester and Liverpool) but does not elaborate further.

- As referred to earlier, although the framework document does not distinguish between the different pathways it may be that, in reality, not all pathways within the Construction AA offer the foundation of either skills or qualifications for higher study.
- It is also unclear as to whether the 'gap' between 'craft' skills and underpinning knowledge is a reality or a perception. A mapping of skills/knowledge within the different pathways and the demands of HE courses, for example, HNCs and Foundation degrees, would help to clarify this issue.
- In parallel, there is a perception that AA, particularly those on craft routes, are not motivated to progress to higher education. In this context, it is unclear whether all AA genuinely lack the motivation to tackle HE or if the information, advice and guidance they receive is based around the belief that they are disinterested.
- Currently, the pathway which offers the framework components that would enable a clear route into HE is the technical AA. The technical pathway includes the BTEC National Certificate, recognised by UCAS, and could therefore give AAs gaining this qualification sufficient UCAS points to apply for a university place (either a full-time or a part-time course).

Whilst the framework document makes it clear that there are progression pathways, and there would seem to have been some progress on the development of Foundation degrees, it remains unclear whether the motivation or ability (in terms of qualifications, perceptions of HE admissions staff etc.) of AA across all parts of the framework is the same.

## **2.4 Impact of the CCG on AA Progression**

The work of the CCG extended beyond the work on progression agreements and much of this work will have – indirectly at least – been beneficial for work-based learners, including AA. For example, the mapping of provision and identification of gaps, and employer needs may benefit this group. Likewise, those components of the Action Plan that looked at particular skills and learning needs for non-traditional learners will most likely be relevant to many work-based learners who share the same vocational pathways. However, whilst these actions are important, the major focus of this section is on the impact of the progression agreements on

AA. In this respect the following comments can be made regarding the impact of the CCG progression agreements on AAs:

- The LLN has had little or no impact on AA except where it may have implemented a progression agreement between a BTEC National Certificate and an appropriate course. However, this will only affect AAs undertaking this BTEC at the designated college. It was not known whether there were any such AAs at any of the partnership colleges.
- The strategy of the CCG was to look at the position of full-time courses in partner colleges and work on progression agreements for these groups of students in the first instance. This was seen to be beneficial because many of these students, although studying for qualifications which could gain them entry into full-time HE courses, do not think they will be able to gain a place. The progression agreements are seen as a helpful way to encourage this group of students into HE. AAs in Construction were not seen as being a suitable target group due to the more practical nature of their training. There are also very few AA in any of the partner colleges (if any) undertaking courses that might be seen as suitable.

The progression database includes over 240 agreements within the CA for construction although this includes some degree programmes which are engineering based because the entry qualifications are construction BTECs. A brief analysis of these agreements is summarised as follows:

- Agreements are entirely related to BTEC National Diplomas or Certificates in Construction. There are no other qualifications referred to either for BScs, Foundation degrees or HNC/Ds.
- The agreements span a broad range of construction specialities and the above figure also includes programmes of civil engineering and engineering as well as quantity surveying, property development and architectural programmes of study. All refer to BTEC National Certificates or Diplomas as entry requirements.
- Bachelor degrees (and some MEng) have agreements for guaranteed offers conditional on meeting entry requirements. Generally the Foundation degrees also refer to guaranteed offers, with a small number giving guaranteed places

(subject to other requirements). HND/Cs are similar to Foundation degrees in terms of the agreements.

- There are no references to NVQs for any of the programmes within the construction route. Although some of the partner institutions run HNC and Foundation degrees and in their prospectuses may invite applications from those with NVQ Level 3, the progression agreements have not as yet reflected these admissions policies.
- The only AA in Construction who might benefit from the progression agreements at present are those on the technical pathway who have successfully completed the BTEC National Certificate. Other qualifications, including NVQs, but also Advanced Certificates, are not included.

In summary, the possibilities for progression to HE for AAs currently depend on the type of technical certificate being pursued within their particular AA framework. The apprentice with an NVQ3 would not find any courses that suggest that such a qualification would lead to HE, although there are some possible options in FE at Level 4. However, the traditions of this area might suggest that the long established routes (BTEC National Certificate to HNCs) are still very important and this might mean that there is currently no push from providers or employers to develop progression agreements for NVQs.



# **Curriculum Area: Creative Industries**

**Finding their Way? AA as a route to HE**

**Technical Report**

**Jill Turbin, Alison Fuller and Julie Wintrup**

## Introduction

This report provides an account of the information collected about the Creative Industries Curriculum Area as part of the project: 'Finding their Way: Advanced Apprenticeship as a Route to HE'. The aims of the project are: to map and scope the availability and take up of Advanced Apprenticeship (AA) across all curriculum areas; to map HE level provision in the partner institutions in relation to Advanced Apprenticeship provision; and to consider institutions' admissions policy and criteria in relation to those who may be applying from the AA route. The report is structured in two main sections. Section 1 covers material relating to the LLN Curriculum Group for the Creative Industries, and the related Creative Advanced Apprenticeship Framework. Section 2 covers HE provision in the Hampshire and Isle of Wight (HloW) area, including admissions criteria and the progression routes for AA in the relevant framework area and looks at the extent to which pathways into HE currently exist for AAs after completion of the framework. It also considers whether the progression agreements implemented by the Creative Industries Curriculum Group could be used by AA to gain entrance to an appropriate HE course.

The technical report is intended to bring together information from different sources that have relevance to the progression to HE of AA in the HloW area. The focus of the report is primarily descriptive and neither evaluates the role of the LLN, nor provides an extended analysis of the data provided here. The main report uses the information contained within the seven curriculum group technical reports to generate an overview of the issues around progression into HE for AA and the role of the LLN in the HloW area.

## Section 1: Mapping the Curriculum Group and Advanced Apprenticeship

### 1.1 Scope and Focus of the Curriculum Group

The Creative Industries Curriculum Group (CICG) covers a vast curriculum area spanning design, performance and technical specialities. It is the most problematic curriculum area to comment on in terms of the LLN's impact on AA progression to HE. This is because the framework area for the Creative Apprenticeship is relatively new and there are no AAs in training at present<sup>1</sup>. In this context, whilst it might be expected that the CICG would be able to lay good foundations for work-based learners more generally, it is not possible to consider the impact they may have on AA at present. This technical report therefore provides some information on the partnership and the work of the LLN, comments briefly on AA data, and gives an overview of potential progression routes for AA in the HloW area.

The CICG was led by Southampton Solent University, with partners from four other universities and over 20 FE and Sixth Form colleges. The other HEIs involved were the universities of Chichester, Winchester and Portsmouth. The fifth HE partner, the University of Southampton, was not an active member of the partnership<sup>2</sup>.

The CICG undertook a wide range of activities and development work. The focus of this report is on the progression agreements that have been developed, rather than the full spectrum of activities. Progression agreements were only one outcome of the CICG. Other activities and development work undertaken by the group include<sup>3</sup>:

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<sup>1</sup> The Action Plan for the CICG originally included an activity designed to identify employers and AA in Creative Industries in the area so there was an intention to look at the needs of work based learners at Level 2 and 3. The difficulty in looking at this group 'in theory' would also have been complicated by the change in the Framework over the lifetime of the LLN which led to a new approach to the CBE and new KBE technical certificates.

<sup>2</sup> It is unclear whether the University of Southampton was an active partner in this curriculum group and in some descriptions of the network the partnership is referred to as having four HE partners.

<sup>3</sup> This is a summarised version of the original and updated Action Plans for the CICG, dated 2006/7 and February 2008 respectively. This summary is aimed at illustrating the

- Mapping of courses in the curriculum area including the identification of gaps in skills and course provision.
- The development of progression agreements between partner institutions. These are commented on in Section 2 of this report.
- Input and development into a top-up year to allow progression from a Foundation degree to a Bachelor degree, plus input and development into a new Foundation degree (FdA).
- Awareness-raising of career and educational pathways, including both events and information, advice and guidance materials for learners in the HloW area.
- Research on mature students to identify issues/barriers to progression. This action links with further work and development on material to support learners without traditional qualifications to gain access to CI courses (e.g. Passports to Courses).
- Short courses as identified in skills gaps, in particular Protools<sup>4</sup>.

## 1.2 Definition of the Curriculum Area

The CICG could potentially span a huge range of subject areas, from Art and Design (including Fashion, Graphic Design, Fine Art, and Animation), Media, Film and Television Studies, Music Production and Technology, Digital Media and Multi-media studies, and Performing Arts. The decision was taken in the early stages of the CG's work to focus on Media and Media related curricula, including Digital Media, Production and Broadcasting. This reflected the expertise of the Lead Partner in the group. Although this definition was the starting point for the work of the CICG, and is reflected in much of the work within the Action Plan, this relatively narrow definition was extended. In particular, the progression agreements span a wider range of CI HE programmes amongst the partner institutions. Some of the development work is also relevant across the different subject areas, whilst in other cases small projects reflected the interests of a particular subject area.

For this reason it is more useful to consider the definition of the CICG to be fairly broad and applicable to any subject or course within the partnership that could

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range of activities undertaken and should not be treated as a detailed statement of intentions or outcomes.

<sup>4</sup> 'Protools' is a digital audio workstation platform used extensively in the Audio Industries for sound recording and editing.

come under the Creative umbrella. Although much of the development work was more narrowly focused, and some areas were not fully considered (e.g. performing arts), there are areas of activity where the scope of the CICG has been defined more broadly.

### **1.3 Mapping the Curriculum Area onto Apprenticeship Frameworks**

The CICG area, in its broadest form, maps onto the Creative Apprenticeship Framework which in turn sits within the Framework Area of Arts, Media and Publishing Sector. The Creative Apprenticeship framework is the responsibility of the Creative and Cultural Sector Skills Council. At Level 3 the framework includes six different pathways.

The different pathways within the Creative AA can be found broadly in the areas of interest within the curriculum group. There are some exceptions, and the Creative AA does not really reflect the interest in Art and Design, Fashion and Textiles, or the more academic study of Film and Television or Media Studies. However, the pathways do pick up on some of the management aspects of the Creative Industries, e.g. the Music Business, Events and Arts Management, whilst the technical streams are relevant to Music Production, Theatre Studies and Technical Theatre. There is also an element of Performing Arts within the Creative AA. Key components of the framework, including the competence-based element (CBE), knowledge-based element (KBE) and guided learning hours (GLH) associated with the KBE and the UCAS tariff status of the qualifications, are shown in Table 1 below.

The Creative Apprenticeship Framework (version 1, 2008) sets out job roles for each of these pathways. Some of the pathways are essentially administrative or managerial but are set within the context of a particular creative industry (e.g. marketing and promotion within live events, cultural and heritage operations, community arts). Other roles within some of the pathways are educational or community based (e.g. youth workers within community arts), and some are technical (e.g. technical theatre is predominantly a technical stream, but technical streams are also found within live events and promotion and music business pathways). Only a small number are performance based (e.g. in live events) or craft based (in costume and wardrobe; technical theatre).

**Table 1      The Creative AA Framework: CBE, KBE and GLH**

Pathway	CBE	KBE	GLH <sup>5</sup>	UCAS
Live Events and promotion	EDI National Award Live Events and Promotion	EDI Advanced Certificate in Creative and Cultural Practices	120	Not in tariff
Music Business (recording industry)	EDI National Award Music Business			
Technical Theatre	EDI National Award Technical Theatre			
Costume and Wardrobe	EDI National Award Costume and Wardrobe			
Cultural and Heritage Venue Operations	EDI National Award Cultural and Heritage Venue Operations			
Community Arts Management	EDI National Award Community Arts Management			

Source: Creative Apprenticeship Framework, Version 1, 2008

The six pathways follow mandatory units, so there is no specialism available within pathways. With the exception of the technical and costume tracks, the pathways include a broad range of skills/knowledge. This could make the AA difficult to map to specialist areas of the curriculum as the depth of the skills/learning in a particular stream is unclear. The content of the different pathways would need to be mapped onto higher level programmes and compared to other routes (e.g. BTEC Nationals) to further this understanding.

The Creative AA does not have an NVO3 as its CBE as this qualification was not seen to be well received by employers in the industry<sup>6</sup>. The sole KBE of the framework includes units in creativity in context; creative thinking; creative practice; creative business and enterprise. A distinctive feature of this framework

<sup>5</sup> The CBE component of the Creative Advanced Apprenticeship is defined as an Occupational Qualification. It has specified GLH, which are not included here. They range from 7GLH for the Music Business Award, to 12GLH for the Technical Theatre Award. They are assessed through a portfolio of evidence.

<sup>6</sup> As stated in the Framework Document.

is that the CBE, rather than the KBE, covers the embedded knowledge and understanding for each pathway and which, therefore, carries the potential currency for entrance to HE provision in this area. The KBE is viewed as a generic 'creative' qualification<sup>7</sup>.

In summary, although there is some overlap between the focus of this curriculum group and the Creative AA, the content of the Creative AA and its different pathways may not always fit well to related Creative Industries curriculum areas<sup>8</sup>. The more narrow focus of the CICG does not connect well to the Creative AA, although it does fit with the broader work carried out on progression agreements.

#### **1.4 Numbers of AA in the HloW Area**

The first implementation date of the Creative Apprenticeship Framework was 1<sup>st</sup> September 2008. The first year that there were any AAs in this framework (in HloW) was 2008, when there were fewer than five recorded starts and participations. Figures for 2009 are not yet available but could be higher.

In the absence of any historical data on Creative Advanced Apprenticeships, the framework makes some projections for total numbers of apprentices. This sees the total number of AA in England as being 170 in 2008/09; 250 in 2009/10 and 350 in 2010/11. As these figures are projections for the whole of England, total numbers for HloW, would be low.

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<sup>7</sup> This is also the case with other frameworks, e.g. those in the Health Sector.

<sup>8</sup> There could be a lack of fit here between the practice based Creative AA and some of the more technical or academic areas of the Creative Industries curriculum group.

## Section 2: HE Provision in the Curriculum Area, and the Potential for AA Progression

### 2.1 Provision and Admissions Policies

Given the breadth of the curriculum area, the potential HE provision for the Creative Industries is vast and spans a wide range of subject areas. For this reason, whilst it is possible to provide an overview of provision at HE level, with more detail at Level 4/5, it is not feasible to accurately map the Creative AA framework strands onto this provision. This section should therefore be seen as an attempt to illustrate potential areas of progression, but these would need further examination<sup>9</sup>: For example, areas that could be included are:

- HE courses that are either in management at a general level or more specifically geared towards cultural and creative industries.
- HE courses in specialist areas, for example, in production or TV/Music Technology (Technical track, Music Industry track).
- Specialist Art/Design courses, e.g. in Textiles (Costume track) although the Creative AA does not prepare for Art and Graphic Design.
- Performance Arts including Community Performance courses.
- General Media related degrees (or TV and Film Studies etc)<sup>10</sup>.

In terms of HE provision there would seem to be a good range of provision at Level 6 (Bachelor degrees) with particular HEIs having expertise, for example, in Performing Arts. Because the range of Bachelor degrees in Creative Industries is so large, Table 2 provides summary data for these courses at Level 6 (Bachelor degrees) rather than detailed information with fuller information on Level 4/5 courses in Table 3.

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<sup>9</sup> However, the Creative AA has a similar format to the Diploma and for this reason the 'fit' between Level 3 and Level 4–6 provision may become clearer as the Diploma and the Creative AA become established.

<sup>10</sup> Many of these degree level programmes take students who have studied more general subjects, rather than specifically those they choose to study e.g. Media Studies would not necessarily restrict entry to students who had studied these subjects before. In this sense Creative AAs could well be equipped for a much broader range of HE study, particularly at Level 4 and it may not be appropriate to map rigidly the content of their learning onto a specific HE course.



## 2.2 Bachelor Degree Provision

A consideration of HE provision at Level 6 (Table 2) shows the following:

- There are four HE institutions that deliver Bachelor degree programmes in the general area of Creative Industries. Looking at these together, although not all HEIs run a broad range of courses, there is reasonable coverage, with some HEIs specialising in particular areas (e.g. Performing Arts). One FE college (Highbury) also runs a BSc course.
- UCAS and university prospectuses were looked at for all four of the HEIs. Overall, BA and BSc Bachelor degree courses are not accessible to Creative AAs. This is primarily because they target those with standard qualifications, sometimes with different arrangements for mature students. It is possible that degree courses could be accessed by AA who were also mature students and who had relevant experience. However, it is not a direct route.

## 2.3 HE Level 4/5 provision

Level 4/5 courses are also run at the different HEIs and also at some of the FE colleges. Again, these are in a range of courses, although not as extensive as the Level 6 provision.

- Management FdAs in general management or business administration are run at Portsmouth, Southampton City College (Commercial Enterprise), Winchester (Management with a specialist stream in Cultural Events) and Farnborough (Management, Business).
- There are a small number of degrees which would appear to be more relevant to the content of the Creative AA, or are within the technical/production roles. These are at Winchester (Creative Industries); Farnborough (Design for Multi-Media, Music Production, Performing Arts, and Television and Radio Production) and Isle of Wight College (commercial music). However, it may be that some of these do not fit well with the 'management' emphasis of some of the tracks – for example the performing Arts FdA has an emphasis on Performance and the Commercial Music degree is aimed at those with some

musical ability<sup>11</sup>. The extent to which these routes 'fit' will probably depend on the individual in conjunction with the AA experience.

- There are no Foundation degrees in Art/Design or Textile/Fashion/Costuming – however, there are established pre-university foundation courses which are geared to this area which, though excluding the part-time learner, could be seen as 'the' route to a degree level programme.
- The Foundation degrees mentioned above are more accessible to the Creative AA although none of them particularly target AAs or other WBLs. However, this curriculum area did appear to be open to non-standard qualifications including recognition of experience. In some cases, the interview process enables a more flexible approach to recruitment which might assist the Creative AA<sup>12</sup>. The Creative Technologies and Enterprise FdSc at Portsmouth refers to NVQ level 3 as an entry requirement.

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<sup>11</sup> This is, however, an example of where there is a gap in knowledge regarding the skills/experience of the Creative AA and the focus of the courses. It is quite possible that the average Creative AA on the commercial music track also has musical training. Likewise, those in the Performance related tracks could have limited or extensive experience of performing arts.

<sup>12</sup> For example, the Creative Industries FdA run by Winchester at Basingstoke, the course entry requirements state 'interview' and specify that 'all candidates are invited to attend an informal interview'.

**Table 2 Bachelor Degree Provision – overview of courses with examples**

Institution	Overview	Example of typical course
Chichester	A range of courses throughout different departments: dance, drama, fine art, music, performing arts, media + from business event management. Courses available at BA with subject combinations within and across departmental disciplines.	<b>BA Media Studies</b> 3 yr FT course Entry criteria: 180-220 UCAS points, includes BTEC National Cert (DM), and Diploma (MMP). WBL and AA – contact the university NVQ3 – not acceptable.
Portsmouth	A range of courses which span journalism/writing, film and TV studies, design (including digital), broadcasting, media studies. No performance related.	<b>BA Media Studies</b> 3yr FT course Entry criteria: 240-300 UCAS points, includes BTEC National Cert/Diploma. No information on WBL, NVQ.
Winchester	Extensive range of courses in range of CI areas including performance, drama, production, design, media, film and TV studies. Joint/combined degrees in all subject areas.	<b>BA Media Studies</b> 3yr FT course Entry Criteria: 240-280 points, BTEC National Cert MM; Diploma PPP. WBL 'contact the university', NVQ L3: 'may be acceptable for mature applicants in combination with other qualifications/experience' BA Media production as above also.

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Southampton Solent	Range of CI courses which span performance/music, Art and Design, TV and Film Studies and Production, Broadcasting and some other related degrees, e.g. Fashion, Event Management, Sound Engineering	<b>BA Media communication</b> 3yr FT Entry Criteria 240 UCAS points, no other information on UCAS site. Other courses have lower points, e.g. Media Technology (160 points); Live and Studio Sound (160 points).
<b>FE:</b> Farnborough	BSc in Music Production. FT 3 yr Entry criteria: 2 A levels, National Diploma merit, or mature students without formal qualifications welcome to enquire. A possible route after gaining experience (e.g. through the mature student route).	n/a

Sources: UCAS website ([http://www.ucas.co.uk/advisers/ucas\\_tariff/](http://www.ucas.co.uk/advisers/ucas_tariff/)) and university and college prospectuses and websites.

Table 3 HE Provision for the Creative AA in the HloW area – Level 4/5 courses

Institution	Level 4/5	AA pathways
<b>HEIs</b>		
Chichester	See loW below Also some teaching (Music) FdAs, not considered here	-
Southampton Solent	No foundation or other Level 4/5 found	-
Portsmouth	FdSc Creative Technologies PT 3 years (flexible) Entry criteria: non specific but states that 'NVQ Level 3 will help towards entry requirements' whilst going on to say that 'boundless enthusiasm' is also considered	This could constitute a pathway for the AA who had followed a technology related pathway and had experience
Winchester	FdA Creative Industries, PT 3-6 years FdA Management and Cultural Events Entry Criteria: 'a range of qualifications', also APEL for experience. Also, DipHE courses in Media Studies DipHE in Media Production 2 yr FT 120 UCAS points, National Cert MP, Diploma PPP. No WBL information.	Both FdAs could provide a pathway but for AA with management/project experience

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FE Providers		
IoW (Platform One) Winchester	FdA Commercial Music FT 2/3 years Entry Criteria: 1 A2 Level, or BTEC National, or mature students with experience. Performance skills necessary	Geared towards those with music skills, could be a route from AA for certain performer AAs and/or those with music technology skills.
Highbury	FdA Professional Media Practice 2 yr FT, 3 yr PT Entry criteria: 2 A levels, BTEC National PPP	-
Farnborough	FdSc Television and Radio Production 2 yr FT, also PT FdSc Design for Multi-Media, 2 yr FT, also PT FdSc Music Production, 2 yrs FT, also PT. Also a 1 yr top up to BSc FdSc Radio Broadcast 2 yr FT FdA Performing Arts, 2yrs FT  Entry criteria for all courses is 40 UCAS points, BTEC National Diploma pass, or 'mature students' welcome to enquire.	These should be a progression route for AA, but the entry criteria do not invite applicants and not all the courses offer part-time possibilities.

Sources: UCAS website ([www.ucas.co.uk](http://www.ucas.co.uk)) and University and College Prospectuses and websites.

## 2.4 Potential Progression Pathways for Advanced Apprentices

This is a new framework and there is no established pathway for the Creative AA. However, the growth of the sector in both FE and HE has resulted in a great deal of interest in fulfilling the needs of the sector for further training and education with the result that there are opportunities for progression emerging. In addition the SSC, in designing the framework for Apprentices and Advanced Apprentices, has been attempting to develop provision beyond these levels. However, there is an acknowledgement that many full-time non-training posts are at graduate level.

However, the Creative Apprenticeship Framework states that the progression from Level 3 will be into full-time employment or Higher Education:

“From level 3, you progress either onto full time employment or Higher education. Creative & Cultural Skills is working with HE to identify and publicise progression routes from the Creative Apprenticeship and Apprentices with the qualification being able to apply for a degree course under route B, with portfolio evidence.”

In particular, the framework gives the following examples:

- Higher level Creative & Cultural qualifications or NVQs in Management
- HNCs/HNDs in a variety of Creative & Cultural disciplines.
- Foundation degrees in Management and Leadership for our sectors.
- BA Degrees in Creative & Cultural subjects.
- In-house development programmes and Continuous Professional Development.
- Progression for those studying some of the more technical apprenticeships, such as Technical Theatre can progress onto more specialised course, focusing on one aspect of the apprenticeship such as lighting or sound. These courses are likely to be non-accredited, industry endorsed internal training.

However, it is important to note that this is a new framework and the progression pathways are not established. An additional issue for the Creative AA in terms of progression is the nature of the industry and the heavy bias towards graduate recruitment. The introduction of a work-based entry route which starts below

graduate level would need to establish itself as a viable alternative to the graduate route.

## 2.5 The Impact of the CICG on AA Progression

As discussed in Section 1, the initial focus of the CICG was on a smaller curriculum area within Creative Industries. However, some aspects of the group's work extended further and there are progression agreements across a wide range of subject areas.

An objective of the work of this curriculum group was to map out the routes to HE provision in the Creative Industries. This has meant that the progression agreements function as a means not only of establishing agreements between institutions, but of demonstrating the links between different qualifications<sup>13</sup>. The growth of provision, both at Level 3 and above, may have prompted the need to establish links between both standard and non-standard qualifications and could explain the large number of agreements that link HE courses to A Level provision.

With these points in mind, the following summarises the Progression Agreements for the Creative Industries curriculum area and comments on the likely impact for the Creative AA.

- The progression agreements span an extensive range of courses within the broad area of Creative Industries. They include Media, Performing Arts, Creative Art and Design and some Hair and Beauty courses. Hence courses are included that are highly technical (e.g. Computing, Production/technical in Sound, Lighting, Video, TV), academic (Media Studies, Film and TV studies), or performance (Dance, Drama, Music) based. In addition there are a range of course that are allied to the Creative Industries, but could also sit more generally within the service sector (hair and beauty, events management).
- Looking across the agreements, the vast majority are at Bachelor degree level. In some areas (e.g. Media) they are almost exclusively at this level, in others

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<sup>13</sup> This is also true for other curriculum areas, but in the Creative Industries the pace of change and the growth of new HE programmes of study may make this exercise valuable on a number of levels.



(Hair and Beauty) they are more mixed. However, very few of the courses listed are for Foundation degrees<sup>14</sup>.

- As with other curriculum areas, the progression agreements may give guarantees of interviews, auditions, portfolio viewing, and in some cases offers. However, all of these are dependent on normal entry criteria being satisfied.
- A significant number of the agreements are for A Level provision; in some areas over 50% of the agreements relate to A level provision. The remainder tend to relate to National Diplomas, Certificates and Awards. Only a small number of progression awards are for other qualifications, for example NVQs or specialist music qualifications. There are also a number of Art and Design degrees that relate to the Foundation Art Diploma.
- The area where the progression agreement includes NVQs is Hair and Beauty, an area where work-based learning and apprenticeship is more established as the route to becoming highly skilled. In this case the progression agreements for Foundation degrees ask for Level 3 NVQ often with additional experience or some supervisory/management experience. Those that relate to Bachelor degrees ask for NVQs and successful completion of an Access to HE course.
- The progression agreements that relate to Foundation degrees are, with the exception of Hair and Beauty, also for A Level or National Diploma entrants. For example, the Foundation degree in Creative Technologies and Enterprise gives a guaranteed offer for National Diploma students in Interactive Media.

Overall, the progression agreements implemented by the CICG do not relate to work-based learners such as AA, except for the small number in Hair and Beauty. There are very few that relate to NVQs and none that relate to other qualifications. Looking at the Creative AA framework, the progression agreements do not relate to any of the qualifications within the framework, or the framework as a whole<sup>15</sup>. Foundation degrees have not, as seen above, included the work-based qualifications of the Creative AA, and this is therefore reflected in the progression agreements. However, a number of the Foundation degrees do provide some encouragement for work-based learners more generally on the

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<sup>14</sup> The progression agreements database lists the same degrees for each agreement, and can also repeat them within different divisions (e.g. Media, Performing Arts) so it is not possible to be accurate here.

<sup>15</sup> The EDI Award would need to be considered by HE providers and its content, as well as the experience of the AA, mapped onto Level 4 courses.

university or college web-site, and this is not reflected in the progression agreements at present. Consequently, looked at solely through the lens of progression agreements, the LLN would have little impact on AA in the Creative Industries.

However, as stated early in this report, there are a number of challenges in both mapping out and establishing progression routes for AA in the Creative Industries. The sheer range of courses that could come under the 'Creative Industries' umbrella would make any mapping for work-based learners a difficult task, even assuming that pathways are linear. In addition, the routes into this sector are primarily at degree level such that apprenticeships have to establish themselves as a valuable way of entering the industry and gaining the necessary skills and experience.

# **Curriculum Area: Engineering**

**Finding their Way? AA as a route to HE**

**Technical Report**

**Jill Turbin, Alison Fuller and Julie Wintrup**

## Introduction

This report provides an account of the information collected about the Engineering Curriculum Area as part of the project: 'Finding their Way: Advanced Apprenticeship as a Route to HE'. The aims of the project are: to map and scope the availability and take up of Advanced Apprenticeship (AA) across all curriculum areas; to map HE level provision in the partner institutions in relation to Advanced Apprenticeship provision; and to consider institutions' admissions policy and criteria in relation to those who may be applying from the AA route. The report is structured in two main sections. Section 1 covers material relating to the LLN Curriculum Group for Engineering, and the related Advanced Apprenticeship Framework. Section 2 covers HE provision in the Hampshire and Isle of Wight (HloW) area, including admissions criteria and the progression routes for AA in the relevant framework and looks at the extent to which pathways into HE currently exist for these AA after completion. It also considers whether the progression agreements implemented by the Engineering Curriculum Group could be used by AA to gain entrance to an appropriate HE course.

The technical report is intended to bring together information from different sources that have relevance to the progression to HE of AA in the HloW area. The focus of the report is primarily descriptive and neither evaluates the role of the LLN, nor provides an extended analysis of the data provided here. The main report uses the information contained within the seven curriculum group technical reports to generate an overview of the issues around progression into HE for AA and the role of the LLN in the HloW area.

## Section 1: Mapping the Curriculum Group and Advanced Apprenticeship

### 1.1 The Scope and Focus of the Curriculum Group

The Engineering Curriculum Group (ECG) comprised a network of three HEIs with Engineering courses – in this instance the universities of Portsmouth (the lead partner), Southampton and Southampton Solent, and FE colleges running appropriate courses. The network also included other bodies and employer representatives (e.g. SSC) although these bodies were not necessarily involved in all aspects of the work or in partnership meetings<sup>1</sup>.

The ECG set out a range of actions. The following provides a summary of these, combining several in order to provide a brief overview<sup>2</sup>.

- Mapping of all relevant provision in the network, including full-time, part-time and short course provision. The Action Plan includes looking at provision for employers.
- The collection and evaluation of evidence on admissions policies and procedures for the relevant provision at the partner institutions, and also applications and admissions data relating to entry criteria, student profile, destinations and transfer/drop-out/completion.
- Research on and evaluation of other provision (as used by learners and employers within the network), as well as the requirements of employers.
- The collection and analysis of curriculum data (including content) and an evaluation of the 'fit' between Level 3 courses and HE provision. This action fed directly into the development of progression agreements, but also into curriculum development (e.g. to address gaps).
- The collection, evaluation and development of IAG material for the network including the delivery and dissemination of material, best practices, etc.
- Monitoring the work of the ECG including the setting of benchmarks.

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<sup>1</sup> As with other curriculum groups, the partnership meetings tended to include only educational institutions with other bodies, e.g. employers, other providers, IAG etc., contributing or being otherwise included (e.g. through an event) as appropriate.

<sup>2</sup> See Engineering Curriculum Group Action Plan June 2007 and the Update November 2007. This overview is intended only to illustrate the range of actions covered by the ECG.

As the above illustrates, the starting point for much of the work of the ECG was research and the collection of evidence. This was then used to make recommendations or to inform development work as outlined in the Action Plan. The progression agreements formed a major part of the work of the ECG. The approach to these agreements was thorough in that provision at Level 3 was considered alongside the HE provision for which an agreement was to be developed.

## 1.2 Definition of the Curriculum Area

The Engineering Action Plan includes both a definition of 'engineering' and a statement as to the focus of its work in terms of educational awards (and learners). The Action Plan states that:

"For the purposes of the Engineering Curriculum Group, no formal definition of engineering is adopted. Instead the scope of the Group's work is established by the present range of higher education awards offered by Universities and Colleges within the Network in the broad fields of Civil, Electrical and Electronic and Mechanical Engineering<sup>3</sup>."

As with other curriculum groups, the ECG's scope was determined by the educational provision of its partners. The Action Plan also set out the types of awards that would be considered by the ECG focusing on those that would provide, on completion, admission to an engineering course within HE:

"An award or qualification offered by a College or University within the Network which is identified as being capable, on successful completion, of being used as a basis for admission to study for a higher education award in an engineering subject<sup>4</sup>."

In practical terms this was interpreted as being those awards which have been assigned UCAS tariff points, but where better progression routes, including progression agreements, would be helpful to learners, tutors and admissions tutors in FE and HE institutions. As the standard entry qualification, A Levels were excluded because the progression routes from these qualifications to HE are

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<sup>3</sup> ECG Action Plan, June 2007, page 2. This is repeated in the updated Action Plan.

<sup>4</sup> As above.

already clear. The priority was seen to be National Awards, Certificates and Diplomas (e.g. BTEC Nationals). The ECG did not rule out other types of awards, including NVQs or other work-based qualifications, however these were not seen as being the priority.

### **1.3 Mapping the Curriculum Area onto Apprenticeship Frameworks**

In terms of mapping the curriculum area onto AA frameworks, the size and complexity of this area/sector makes it difficult to map with any accuracy. The apprenticeship framework area which the ECG relates to is the 'Engineering and Manufacturing Technologies Framework'. This currently includes 39 different frameworks spanning engineering and manufacturing. Even looking at just those that could be set within the engineering industry still leaves a broad range which may include highly specialist options, not seen as 'traditional' engineering. Although there is an AA framework entitled 'Engineering' which would seem a reasonable fit to the ECG, there are others, for example Electricity Industry, Rail Transport Engineering, and Engineering Construction, that might be relevant. For the purposes of this report, however, the following discussion relates to the Engineering Framework for AA.

#### **1.3.1 The Engineering Advanced Apprenticeship Framework**

The Engineering Framework is the responsibility of SEMTA, the Skills Sector Council for Science, Engineering and Manufacturing Technologies in the UK. The current AA framework for Engineering is version 9.9, implementation date June 2009, Framework Code 106.

The Level 2 and Level 3 engineering apprenticeship framework covers a number of different sectors. The core engineering sub-sectors covered by the framework are: Aerospace, Automotive, Basic Metals, Electrical Equipment, Electronics, Other Transport Equipment, Mechanical Equipment and Boat and Shipbuilding.

The framework also covers a wide range of engineering occupations, for example, watch/clockmaker, maintenance engineer, maintenance welder, aircraft service engineer and telecommunications maintenance/service engineer. The framework thus has a large number of occupation pathways which are geared

towards maintenance and service occupations in a range of engineering based industries.

The Engineering framework document makes the point that the range of occupations is so broad that it is not possible to detail all the job roles. (9v9, June 2009) The framework reflects this broad range of job roles listing 18 different NVQ3 (Competence Based Element, CBE) qualifications that accord with the different routes, and over 25 Knowledge Based Element (KBE) qualifications. These are shown in the table below, along with information on Guided Learning Hours (GLH) and UCAS tariff status.



Table 1 AA Engineering Framework (Version 9.9), CBE, KBE, GLH and UCAS tariff status

Competence Based Element	Knowledge Based Element	GLH	UCAS tariff status
Engineering Woodworking, Pattern and Model Making - NVQ Level 3	EAL Advanced Diploma in Engineering and Technology - Level 3	600	Not in tariff
Installation and Commissioning - NVQ Level 3	EAL Advanced Diploma in Engineering and Technology (progressive) - Level 3	750	Not in tariff
Engineering Maintenance - NVQ Level 3	EAL Advanced Certificate in the Repair, Restoration and Conservation of Clocks and Watches - Level 3	1690	Not in tariff
Fabrication & Welding Engineering - NVQ Level 3	EAL Diploma in Cycle Maintenance - Level 3	260	Not in tariff
Automotive Engineering - NVQ Level 3	EAL Engineering Leadership - Level 3	(not listed as VRQ)	Not in tariff
Aeronautical Engineering - NVQ Level 3	ABC Diploma in Fabrication and Welding Practice - Level 3	480	Not in tariff
Mechanical Manufacturing Engineering - NVQ Level 3 Materials	CITY & GUILDS Certificate in Aeronautical Engineering - Level 3	450	Not in tariff
Processing and Finishing - NVQ Level 3	CITY & GUILDS Certificate in Electrotechnical Technology - Level 3	750	Not in tariff
Engineering Technical Support - NVQ Level 3	CITY & GUILDS Certificate in Engineering - Level 3	500	Not in tariff

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Marine Engineering - NVQ Level 3	CITY & GUILDS Certificate in Vehicle Maintenance and Repair - Level 3 *	460	Not in tariff
Electrical and Electronics Servicing - NVQ Level 3	CITY & GUILDS Diploma in Vehicle Maintenance and Repair - Level 3 *	575	Not in tariff
Electrical and Electronics Engineering - NVQ Level 3	CITY & GUILDS Diploma in Aeronautical Engineering (Survival Equipment) Maintenance - Level 3 *	530	Not in tariff
Engineering Toolmaking - NVQ Level 3	Edexcel National Award Engineering; communications technology; Vehicle Technology (Motorsports)	360	40 (P) – 120 (D)
Railway Engineering - NVQ Level 3 *	Edexcel BTEC National Certificate Communications Technology; Engineering; Electrical/Electronic Engineering; Mechanical Engineering; Operations and Maintenance Engineering; Aerospace Engineering; Manufacturing Engineering	720	80 (PP) – 240 (DD)
Engineering Technology Maintenance - NVQ Level 3	Edexcel BTEC National Diploma Engineering; Communications Technology ; Electrical/Electronic Engineering; Mechanical Engineering; Operations and Maintenance Engineering; Aerospace Engineering; Manufacturing Engineering	1080	120 (PPP) – 360 (DDD)
Engineering Leadership - NVQ Level 3 Metal Processing and Allied Operations - NVQ Level 3			
	IMI Diploma in Vehicle Maintenance and Repair (Light Vehicle, Heavy Vehicle, Motorcycle)	460	Not in tariff

Sources: Engineering Framework 9.9 implementation 2006, Framework Code 106; National Database of Accredited Qualifications (GLH) (<http://www.accreditedqualifications.org.uk/index.aspx>); UCAS ([http://www.ucas.co.uk/advisers/ucas\\_tariff/](http://www.ucas.co.uk/advisers/ucas_tariff/))

Although the Engineering AA framework does not divide the different routes into particular 'pathways' (as is the case in other frameworks) it can be seen that there are distinct differences between the routes. In some there is a clear emphasis on highly specific, often skill based options, whilst others provide a more general foundation towards engineering. The different routes also reflect different qualifications, with some of the engineering AA undertaking specialist training and others undertaking training which gives access to the BTEC National suite of qualifications. This is likely to have an impact on opportunities for progression into HE.

#### 1.4 Numbers of AA in the HloW Area

Table 2 below provides figures for the number of starts, participations and completions for the Engineering AA.

**Table 2      Advanced Apprenticeship Engineering Framework 2005-2008**

<b>Engineering</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>All HloW 2008</b>
Framework Success Rate	80.6%	82.6%	83.6%	83.6%	<b>72.1%</b>
NVQ Success Rate	86.9%	88.6%	94.5%	83.6%	<b>72.1%</b>
Starts	224	243	259	271	<b>2713</b>
Participations	761	739	781	815	<b>5786</b>
Achievers	155	136	142	175	<b>1478</b>
Leavers	160	132	110	134	<b>1962</b>
Framework Achievers	129	109	92	112	<b>1415</b>
NVQ Achievers	139	117	104	112	<b>1415</b>

Sources: National Apprenticeship Service: Data Service

- Participations and Starts for the AA framework have been rising over the 2005-2008 period, with the exception of the figure for participations in 2006. The current numbers of AA currently (in 2008) participating in the framework is 815, with the number of starts in 2008 being 271. The Engineering AA has the largest number and proportion of AA in the HloW area, with the number of

starts in 2008 comprising nearly 10% of the total and the proportion of participations being 14% of all AA.

- Both Framework and NVQ success rates are high for this framework, with the lowest figures being just over 80% in 2005 for framework success, and a steady rise to 83.6% in 2008. Figures for NVQ success have been higher than those for the framework as a whole, up to the 2008 figure. Both framework and NVQ success rates are well above average for the HloW area.
- In terms of numbers of framework and NVQ achievers, there has been some fluctuation with the figures showing a dip in the numbers of achievers from 129 in 2005 compared to 112 in 2008. Likewise the number of NVQ achievers per year fell from 139 in 2005 to 112 in 2008. However, the figures for leavers are affected by the number of starts in previous years. As the number of starts is rising and completion rates are high, an increase in the numbers of AA leaving with the AA framework completed and/or an NVQ is likely over the coming years<sup>5</sup>.
- The figures do not give any indication of the numbers of Engineering AA completing with qualifications that currently have UCAS points attached to them. However, it can be assumed that some of those who complete the framework will have a technical certificate (e.g. a BTEC National Certificate) that would allow them to be considered for a place on a degree level course.
- It should be noted that AA in other frameworks related to Engineering have some of the same components (e.g. the technical certificate<sup>6</sup>). However, the figures for these frameworks are not as high. For example, in 2008 there were 53 participations in Engineering Construction, 8 in Automotive<sup>7</sup> and 46 in the Gas Industry.

Information on Diversity within the Accounting framework can be found in Table 3 below.

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<sup>5</sup> As in other frameworks, changes may also have an effect on the numbers recorded within a framework in any one year.

<sup>6</sup> For example, Engineering Construction has BTEC National Certificate in Maintenance and Operations Engineering, Civil Engineering, and Mechanical Engineering. Electricity industry has BTECs in Operations and Maintenance Engineering, Electrical and Electronic Engineering, and Rail Transport has a BTEC National in Civil engineering, Manufacturing Engineering, Communications Technology, and Vehicle Technology. However, there are also other non-BTEC technical certificates which could be less generic. But this indicates that the 'pool' of potential engineering students for HE courses is not confined to one framework.

<sup>7</sup> There may have been a redefinition of this framework, as the 2007 figure for participations was 112 and all figures prior to 2008 were high.

- The data on 'age' indicates that there are similar numbers of starts (in 2008) for Engineering, but overall a larger number of participations amongst young people (aged 16-18). However, these figures do not show the growing trend for adult AA in this framework. In 2005 there were 81 starts and 231 participations for adults (19+) and 143 starts and 530 participations for young people. By 2008 whilst the figures for young people are not significantly different (though there is growth), the rise in adult starts (up to 130) and participation (up to 337) is notable. There is also a higher success rate for adults, although overall the success rate is high for both groups.
- The figures on 'gender' show that Engineering is dominated by males, with females making up only a very small proportion of AA Engineering participants and starts. In 2008 there were five female starts and 13 female participants, representing less than 2% of the total for starts and participations (1.8% and 1.6% respectively). This is not particularly surprising given the well acknowledged gender bias in this sector and is consistent over the 2005-2008 period.
- Data on 'ethnicity' is not available for all groups and Table 3 provides figures for White British only. This shows, however, that this group make up the majority of AA in Engineering with 789 out of the total 815 participations and 268 out of the 271 starts. In Engineering (as opposed to other, smaller frameworks) there is some data available on other ethnic groups. This shows that for participations in 2008 there were 10 participants from a mixed ethnicity; five from other White; and less than five from both Asian and Black, with the remainder (seven) being unknown. This would indicate that whilst White British make up the largest group, there is not really any other single ethnic group that represents more than a small proportion of the total.
- Data on 'disability' shows that 94% of all participants in 2008 do not have a disability, with the remaining 6% being either unknown or having some form of disability. In 2008 there were 38 participants with a disability. Figures are not available for type of disability although the larger numbers of those with a disability would mean that this could be considered in future.

**Table 3      Engineering AA Framework diversity measures (2008)**

<b>Engineering</b>	<b>YP</b>	<b>Adults</b>	<b>Male</b>	<b>Female</b>	<b>White British<sup>8</sup></b>	<b>2008 No Disability</b>
Framework Success Rate	78.9%	89.7%	84.1%	- 100.0% <sup>9</sup>	83.2%	83.2%
NVQ Success Rate	78.9%	89.7%	84.1%	- 100.0%	83.2%	83.2%
Starts	141	130	266	5	268	262
Participations	478	337	802	13	789	768
Achievers	87	88	174	-1	169	163
Leavers	76	58	132	-1	131	125
Framework Achievers	60	52	111	-1	109	104
NVQ Achievers	60	52	111	-1	109	104

Sources: National Apprenticeship Service: Data Service

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<sup>8</sup> It is not possible to obtain data on other ethnic groups owing to the low numbers.

<sup>9</sup> The NAS lists figures of less than 5 as negative values (e.g. -1), rates are not calculated but given a value of - 100%.

## Section 2 HE Provision in the Curriculum Area and Progression for AAs

Section 2 of this report is concerned with the provision of HE courses that could be seen as a progression pathway for AAs. In the first place, courses are mapped, giving an indication of the range of courses available at Level 4-6 and the entry criteria for applicants. This is followed by an overview of the progression pathways specified (by the AA framework) for AA in Engineering, and a commentary on the fit between provision and the outcomes of the AA framework (in terms of qualifications/UCAS points, etc). The final part of this section looks at the likely impact of progression agreements on AA in the Engineering framework.

The HE provision and entry criteria section of this report looks at the provision of HE courses and the entry criteria for applicants. Although this is principally concerned with courses that could be easily accessible to AA such as Foundation degrees and HNC, provision of Bachelor degree courses is also included although in much less detail.

### 2.1 Bachelor and Masters Degree Provision and Entry Criteria

The range of courses available in the HLoW area is large and the information in Table 4 makes no attempt to do more than provide an overview<sup>10</sup>.

- The University of Southampton runs a large number of courses, primarily at MEng level, but with some at BEng and a number with a foundation year. The courses range from standard engineering (mechanical, civil, electrical and electronic) through to more specialist (aeronautical, aerospace). The typical offer is AAA from three A Levels and UCAS does not list any other qualifications as being appropriate, although individual course descriptions do mention the BTEC National in some cases (DDD including distinction in some maths components).

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<sup>10</sup> A full mapping of provision was undertaken by the ECG and is not repeated here. The purpose of this exercise is primarily to indicate which routes are available to AA, not to provide a detailed map of all provision.

- The University of Portsmouth also runs a significant number of engineering courses which span the range of disciplines within engineering. The university has mainly BEng and MEng degrees. For an MEng a typical offer is 300 UCAS points, for a BEng this is between 240–280 which can include BTEC National Certificate or Diploma qualifications. For these degree courses there is no UCAS information on other qualifications or work-based routes.
- Southampton Solent runs courses at BEng and BSc level in a range of engineering disciplines, e.g. Mechanical, Electrical and Electronic, Manufacturing and Civil. The entry requirements vary according to the level of degree, for example, the BEng requires 200 UCAS points and the BSc 120 UCAS points. There is a clear hierarchy with regards to qualifications and target groups: the BEng is geared towards A Levels and the BSc A Level and National Diploma (with the HND A Level and National Certificate).

## 2.2 Foundation and HND/C Provision and Entry Criteria (Level 4/5)

Engineering Provision at Level 4/5 has traditionally been delivered through HNC and HND courses. Foundation degrees are beginning to be delivered alongside these courses, but it is not yet clear how they will sit together. In HloW the provision of Level 4/5 courses remains the preserve of the HEIs, in particular the universities of Southampton Solent and Portsmouth, although there is also an FE college that delivers a Foundation degree validated by the University of Surrey. Table 4 also summarises the available provision of these courses and gives entry criteria, where they are available.

- University of Southampton does not run any HND or FdSc/FdEng courses.
- Southampton Solent runs a number of HNC, HND and FdEng courses in various engineering disciplines. The entry criteria for these courses are much lower than for Bachelor degree programmes, typically around 40 UCAS points, although the HND is higher at 80 UCAS points. Solent also runs a number of part-time courses at BEng, BSc, HNC and FdSc in a number of different engineering disciplines. The BEng is intended as a follow-on from the HNC, the BSc a follow on from the FdSc. Entry requirements are the same for the HNC and FdSc as full-time courses, e.g. 80 UCAS points from either A levels or National certificate. Southampton Solent has geared its course provision and entry criteria around different



learner groups, with the best 'fit' for AA being the foundation degrees or HNCs. The HNDs are more geared to those coming from A Levels (perhaps at a lower level of attainment) or full-time BTEC National students.

- Portsmouth also has HND, HNC and FdEng courses, the first in Civil, the second in Electronic systems, and the third in Engineering. However, the entry criteria are higher than for Southampton Solent and the HND asks for 120 UCAS points. The FdEng, a qualification that should be accessible to the AA completer, asks for an HNC 'or equivalent' which would seem to put it outside the scope of the AA with a BTEC National Certificate.
- In addition FE colleges run FdSc programmes in Engineering. Farnborough College of Technology has FdSc in Aeronautical Engineering, Motorsport Engineering, Engineering, and Southampton City College has a Marine Engineering FdEng. The Farnborough Motorsport course asks for points from a 6 or 12 unit qualification, such as BTEC National Award or Certificate, but not any of the other qualifications within the AA framework.

The overall provision of Level 4 and 5 courses does not seem extensive, and the delivery split between Foundation degrees and HND/Cs is not clear. Moreover, the current entry requirements do not seem as inviting to AA as might be expected, with entry criteria sometimes set above what might be expected for these programmes. AA may be able to gain entry to Level 4/5 courses, but the published entry requirements are not inviting and contrast with some of the other curriculum areas where work-based qualifications are cited and part-time options are the norm.

Table 4 HE Engineering Provision and entry criteria for HloW

Institution	Level 4/5	Level 6 <sup>11</sup>	AA pathways
HEIs			
Southampton	No courses run	BEng and MEng courses (some with foundation year), in range of engineering: mechanical, civil, electrical and electronic, also more specialist, e.g. aeronautical, aerospace: Entry criteria typically AAA. No other qualifications listed on UCAS. University prospectus states that BTEC Nat at DDD for BEng	None of the courses offer a pathway for AA and would probably not be open even after gaining other qualifications (e.g. HNC)
Southampton Solent	HNC Civil Engineering 2yr PT 40 UCAS points, also BTEC Nationals and would consider experience  HND in Electronic; Manufacturing; Mech. All HND 80 UCAS points, includes A Levels, BTEC National Diploma & Cert All courses 2 years PT <sup>12</sup>	BEng, BSc courses in range of engineering, e.g. Mechanical, Electrical and Electronic, Manufacturing and Civil  Typical UCAS points: BEng 200; BSc 120 with BEng more directed at A Levels, BSc also includes BTEC National Diploma	None of the Bachelor degree courses unless the AA includes BTEC National Certificate. HNDs are also geared at Level 3 FT courses, but if may be possible for BTEC National certificate holder.  FdA degrees may be a route for AA.

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<sup>11</sup> The progression agreements for Engineering also list a number of BSc and BEng degrees that cross over into Construction. Apart from Civil Engineering, these are not considered here.

<sup>12</sup> These two degrees are listed on the progression agreement database but were not found on the UCAS site or the Southampton Solent website.

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Southampton Solent ( <i>cont</i> )	<p>40 UCAS points, specifies also BTEC National Cert/Dip but would consider other including experience</p> <p>FdEng Marine Engineering 3yrs sw. No entry information on UCAS.</p> <p>Fnd Electronic Engineering</p> <p>Fnd Manufacturing &amp; Mech Engineering</p>		
Portsmouth	<p>HND Civil Engineering 2yr FT 120 UCAS pts</p> <p>HNC Electronic Systems Engineering 1 yr PT (80 credits at L1 HE)</p> <p>FdEng Engineering (subject to validation) 3 yr PT UCAS information states, 'typical applicants would have a HNC or equivalent' – also 3-4 year work experience</p>	<p>BEng and MEng Courses in the range of engineering disciplines, with some specialist areas (product engineering, electronic systems engineering, petroleum engineering)</p> <p>MEng typical points = 300</p> <p>BEng typical points = 240-280</p> <p>BEng courses also include BTEC Nat Cert and Diploma</p>	<p>MEng is not a route, but it is possible that the BEng is with a BTEC National Certificate.</p> <p>The HND could for those students with BTEC Nat cert/dip giving 120 points (MP).</p> <p>The FdEng should be a pathway for AA but entry requirements are set at HNC.</p>

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Others (FE) <sup>13</sup>			
Highbury	HND Civil Engineering <sup>14</sup>		
Farnborough	<p>FdSc Engineering 2 yr FT</p> <p>FdSc Motorsport Engineering, 2 yr FT</p> <p>FdSC Aeronautical engineering 2 yr FT</p> <p>Fnd Avionics</p> <p>Fnd Electrical and Electronic Engineering<sup>15</sup></p> <p>40-100 points from a 6 or 12 unit qualification (e.g. A2 or BTEC Nat award)</p> <p>Prospectus states equivalent qualifications are welcome, also mature students. All courses have optional <b>part-time</b> route.</p>	Top up degrees available for FdSC degrees, to BSc.	Should be route for AA, but are not welcoming on UCAS site. More so on college cite. It is unclear whether the PT route is suitable for WBLs.

Sources: UCAS ([www.ucas.co.uk](http://www.ucas.co.uk)); University and college websites and prospectuses; the progression agreement database for the Engineering Curriculum Area.

<sup>13</sup> The progression agreements also list construction (HND) at Southampton City College. This is included in the table for the Construction Curriculum Area.

<sup>14</sup> This is not listed in the College prospectus but has a progression agreement listed.

<sup>15</sup> These two Foundation degrees were not found on the UCAS site or the College prospectus but are listed in the progression agreements. The College prospectus lists courses for 2011 and it may be that these courses do not have an annual intake.

### 2.3 Progression Pathways for Advanced Apprentices

Engineering apprenticeships have traditionally allowed progression into HE via a BTEC National Certificate (ONC) to HNC route. In this sense, then, progression for AA within the Engineering framework should be straightforward. However, it is possible that there are variations in access to HE opportunities within the framework that may depend on the type of engineering (sub-sector) and the currency of the technical certificate included for different groups of apprentices. As the above framework overview has made clear not all Engineering AAs pursue an ONC. The following points raise a number of issues around the progression of Engineering AA into HE:

- Some of the AA in the Engineering framework are occupationally and skill specific, for example, cycle maintenance, clock and watch repair and restoration. These routes may not easily lead to HE progression because of their specific content.
- These, and a range of other Engineering AA, have highly specific NVQs and technical certificates that may have little currency outside the chosen occupational route. This does not mean that they cannot progress to HE, but it may depend on the flexibility of admissions procedures and the understanding of the admissions tutor. It is likely that outside the more standard BTEC Nationals, knowledge of other qualifications within the framework is not well or consistently known.
- Like the construction AA, it may be necessary to distinguish between craft/skill-based and technical routes. Technical routes may offer the learner more opportunities to progress to Engineering based HE programmes. Other routes may be similar to other frameworks in that the progression route is within management and supervision rather than further technical learning. However, it is not known whether this distinction is real (i.e. there are practical routes where the content of what is learnt is inappropriate for HE progression) or assumed<sup>16</sup>.
- For a number of the AA tracks the technical certificate content, and to some degree the NVQ, is more generic. For example a number of the technical certificates are generic engineering BTEC qualifications at Award, Certificate

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<sup>16</sup> This issue is presumably resolved in the work carried out on the possibility of making the Apprenticeship a qualification in its own right.

or Diploma<sup>17</sup> level. These BTEC qualifications have HE currency, e.g. they attract UCAS tariff points, which may make it more feasible for AA to gain access to HE courses on the basis of their technical certificate, rather than the completion of the AA framework. There is also a tradition of such apprentices undertaking further training and education that is likely to shape the expectations and aspirations of the engineering AA within these tracks.

The SEMTA website contains information (outside the framework document) on the progression routes for those going into engineering more generally. This shows the routes for AA under the work-based learning programme, with progression from the AA to the Higher Apprenticeship (HA) and from there to the Graduate Apprenticeship. The qualifications related to the AA are NVQ3 and for technical certificates, BTEC Nationals and HNC, whilst the higher apprenticeship includes FdA, HNC with Bachelor degrees sitting on top (spanning higher apprenticeship and graduate apprenticeship). Whilst the information here does not make clear how feasible it is to move from an AA through to a HA, and then a graduate apprenticeship, it suggests that this is feasible. However the HA is currently in the pilot stage so at present is probably not open to many AA. The SEMTA AA Engineering framework also gives some encouragement as to the possibilities of progression, although it clearly does not see this as the case for all AA:

“It may also, where appropriate, provide positive progression to higher education or higher levels of working responsibility.”

However, the SEMTA Engineering framework does see progression to HE as a possibility:

“Some apprentices may progress to Further or Higher Education, such as BTEC HNC or HND in mechanical, electrical or electronic or engineering or other specialisms dependant on their job role. Other options would be Foundation Degrees.... Following these, further honours degree programmes at BEng and MEng are not uncommon.”

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<sup>17</sup> The National Diploma is a possible technical certificate. However, it is not known what proportion of Engineering AA actually take this as their technical certificate. It is more likely that the National Certificate is the normal ‘BTEC National’ route.

Information about progression routes is contained in the Employment Rights and Responsibilities (ERR) workbook issued to all AA.

## **2.4 The Impact of the ECG on AA Progression**

As discussed in Section 1 of this report, the ECG prioritised those learners on courses which would provide access to HE courses. Whilst this would not exclude AA it did mean that full-time students on standard vocational courses, such as BTEC Nationals, were the priority. These learners were seen as being able to benefit from progression agreements that set out clearly what they could expect from a higher education application. Some groups of full-time vocational learners were perceived as being unsure about their ability to progress to HE and so were in a position to benefit from the mapping and progression work of the ECG. In terms of the progression agreements put in place, none targeted work-based learners such as AAs. Looking at these agreements, the following points can be made:

- There are over 1500 progression agreements within the Engineering disciplines. Of these over 780 are at Bachelor degree Level, about 70 at Masters Level, over 100 for HND/HNC and nearly 200 for foundation degrees. Some of these progression agreements cross over with Construction.
- Each HE course has an agreement with all colleges who have a course that could provide a progression route. This means that one HE course could have over 30 separate progression agreements as each institution lists all courses as a separate agreement. The sheer number of progression agreements in this curriculum area is partly a reflection of the high number of potential 'feeder' courses at Level 3.
- All the progression agreements are for National Awards, Certificates and Diplomas. Not all HE courses include National Awards (i.e. usually only the lower level, and those with foundation years) and where they do commonly ask for an additional science or maths subject at Level 3. The conditions specified in the agreement usually relate to normal entry requirements, as is typical of all agreements.
- There are no agreements that particularly target work-based learners, NVQs or qualifications equivalent to Level 3 National Award/Certificate/Diplomas. This is the case for all types of HE course, even those that could be perceived

as most appropriate for AA progression, e.g. HNC or foundation degree courses or perhaps those with foundation years. In some instances the conditions of the agreement also specify 'equivalent qualifications with experience'<sup>18</sup>.

It is apparent from this analysis that the mapping of progression routes and subsequent work on agreements did not extend to AA. Those AA who may be able to benefit from these agreements are those pursuing National Certificates which have UCAS currency. Other AAs, taking alternative technical certificates, are not catered for in the progression agreements at the present time<sup>19</sup>.

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<sup>18</sup> The conditions of an agreement are not included in the search variables for front end users of the progression agreements database and so would not be apparent from a simple search.

<sup>19</sup> The intention was to develop agreements that included NVQ qualifications. However, the lifetime of the project funding did not enable this to be completed.



# **Curriculum Area: Health and Social Care**

**Finding their Way? AA as a route to HE**

**Technical Report**

**Jill Turbin, Alison Fuller and Julie Wintrup**

## Introduction

This report provides an account of the information collected about the Health and Social Care Curriculum Area as part of the project: 'Finding their Way: Advanced Apprenticeship as a Route to HE'. The aims of the project are: to map and scope the availability and take up of Advanced Apprenticeship (AA) across all curriculum areas; to map HE level provision in the partner institutions in relation to Advanced Apprenticeship provision; and to consider institutions' admissions policy and criteria in relation to those who may be applying from the AA route. The report is structured in two main sections. Section 1 covers material relating to the LLN Curriculum Group for Health and Social Care, and the related Advanced Apprenticeship Framework of Health and Social Care. Section 2 covers HE provision in the Hampshire and Isle of Wight (HloW) area, including admissions criteria and the progression routes for AA in the relevant framework area and looks at the extent to which pathways into HE currently exist for these AAs after completion of the framework.

The technical report is intended to bring together information from different sources that have relevance to the progression to HE of AA in the HloW area. The focus of the report is primarily descriptive and neither evaluates the role of the LLN, nor provides an extended analysis of the data provided here. The main report uses the information contained within the seven curriculum group technical reports to generate an overview of the issues around progression into HE for AA and the role of the LLN.

## **Section 1: Mapping the Curriculum Group and Advanced Apprenticeship**

### **1.1 The Scope and Focus of the Curriculum Group**

The Health and Social Care Curriculum Group (HSCCG) is led by the University of Southampton. The core group includes four universities; Southampton, Southampton Solent, Winchester and Portsmouth, plus a wider group of other partners from FE and others<sup>1</sup>.

The work of the HSCCG was based around a number of projects and initiatives led by different members of the partnership. The following provides a very brief overview of the main components of the HSCCG work<sup>2</sup>:

- Development of a web-based tool to map educational routes and opportunities including underpinning research and associated materials.
- The formalisation of progression agreements from Foundation degrees to professional health and social work undergraduate programmes within the LLN area and wider South Central SHA including neighbouring regions.
- Interview-based study of Foundation degree graduates reflecting upon their experiences of accessing and progressing through HE.
- Longitudinal research tracking lifelong learners currently undertaking foundation degrees.
- A gap analysis research project looking at the shortfalls, obstacles and opportunities for non-traditional learners in the private/independent sector.
- An employer-initiated scoping of educational opportunities open to Support, Time and Recovery (STR) workers in two NHS Trusts, using desk-based research and key informant interviews.
- A joint project with University of Winchester to develop a Study Skills package for work based NVQ3 students.

The HSCCG differs from other curriculum groups in that the work of the group was not intended to lead to progression agreements on a large scale, and the

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<sup>1</sup> Southampton Solent did not take up invitations to participate in the HSCCG.

<sup>2</sup>Health and Social Care Summary Action Plan March 2007, Updated Plan February 2008.

progression agreement work that was carried out was neither bounded by the LLN area nor targeted at the progression between Level 3 and 4. From the viewpoint of this project however, it means that it is difficult to comment on the contribution of the HSCCG work to facilitating the progression of Advanced Apprentices.

## **1.2 Definition of the Curriculum Area**

The HSC curriculum group does not specifically define the curriculum area, and what definition is available would seem to imply a vocational rather than educational definition. The projects commissioned by the curriculum group were intended to address issues for non-traditional learners within the Health and Social Care arena. This included consideration of awareness of courses and existing provision, but as the curriculum group was not focused on existing course provision per se, but on non-traditional learners, the resulting definition is not narrowly focused on educational provision.

However, whilst the focus of the curriculum group was on non-traditional learners, this did not explicitly target work-based learners and apprentices. The projects do not, therefore, particularly target advanced apprentices and there is no attempt to directly map the AA framework to the curriculum area.

## **1.3 Mapping the Curriculum Area onto Apprenticeship Frameworks**

Although the curriculum group does not explicitly make a link to apprenticeship frameworks, it does map well onto the Health and Social Care Framework (available for Level 2 and 3). There are other frameworks which may be relevant to this curriculum group, for example, dental nursing, but this report focuses on the AA framework for Health and Social Care.

The Health and Social Care Framework (Issue 7.4, Framework Code 236, Implementation date 30<sup>th</sup> September 2009) has been developed by the Skills for Health, Skills for Care and Care Council for Wales, Skill Sector Councils (SSCs). Implementation is the responsibility of the Skills for Health Sector Skill Council.

The framework includes two main pathways: the health pathway and the health and social care pathway. Within these two main pathways there is scope for considerable specialisation.

- The Health AA includes 19 pathways/specialisms (as shown below) which are reflected in the components of a particular NVQ.
- The Health and Social Care pathway allows for specialisation through the options of different modules within the NVQ, but includes the two separate divisions within Social Care of Children and Young People, and Adults.

The framework for both Apprentices and Advanced Apprentices has been developed to create and support job pathways within the health and social care context.

Although there were training opportunities and certification available prior to the frameworks, the framework document notes that these were often in-house and varied from one setting (e.g. Health Trust) to another. The SSCs responsible for Health and Social Care have therefore been instrumental in creating training opportunities in the workplace and progression pathways where no systematic provision or mapping was in place previously. This is important for understanding the way in which AA, job and HE progression have evolved as unlike other sectors the current system has not had to 'fit' to existing and long-term traditions.

"At Level 2 & 3 there are no alternative qualifications suitable for the Health and Social Care workforce. In the past there has been a reliance on locally developed, non-accredited training to provide the workforce with the necessary competence." (Paragraph 3.1.15)

The qualifications within the knowledge-based element (KBE) within the Health Pathway do not currently attract UCAS points. The KBE of the Health Pathway include qualifications from the QCF (Qualification Credits Framework) and all carry 18 credits and have 110 GLH. None of these qualifications are currently within the UCAS tariff system. Much of the specialist, technical training is embodied within the NVQ, rather than the more generic KBE and this also has implications for progression.

For the Health and Social Care pathway the situation is somewhat different, but can also vary within the pathway. The KBE includes a range of qualifications which have

GLH from 80 (OCR Certificate in Health and Social Care) to 240 for City and Guilds Certificate in Health and Social Care.

**Table 1 Health and Social Care Framework, CBE, KBE, GLH and UCAS status**

Pathway	CBE	KBE	GLH	UCAS points (KBE)
Health Award Pathway	NVQ in Health (19 pathways within various health disciplines, e.g. Blood Donor Support ;Allied Health Profession Support (General); Allied Health Profession Support (Dietetics); Allied Health Profession Support (Physiotherapy & Occupational Therapy); Allied Health Profession Support (Radiography); Allied Health Profession Support (Clinical Imaging); Allied Health Profession Support (Radiotherapy); Allied Health Profession Support (Speech and Language Therapy); General Healthcare Support; Decontamination ;Clinical Healthcare Skills; Endoscopy; Maternity/ Paediatric Support; Newborn Hearing Screening; Obstetric Theatre Support; Pathology ; Perioperative Care (Surgical Support); Perioperative Care (Anaesthetic/ PACU Support); Renal Support	Certificate in Health and Social Care – Level 3		
		Certificate in Health and Social Care (not specified) City & Guilds Certificate in Working in the Health Sector BTEC Certificate in Working in the Health Sector EDI Certificate for Working in the Health Sector NCFE Certificate for Working in the Health Sector	110 hrs	Not included, 18 QCF credits

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Health & Social Care Pathway	NVQ3 in Health and Social Care (Children and Young People, and Adults pathways for Social Care route)	L3 Certificate in Health & Social Care		
		City and Guilds Certificate in Health & Social Care	240	Not in tariff
		BTEC Certificate in Health & Social Care (Edexcel)	180	D=60, M=40 P=20
		Goal Certificate in Health & Social Care (EDI)	220	Not in tariff
		Certificate in Health & Social Care (OCR)	80	Not in tariff

Source: Framework for Health and Social Care for qualifications, GLH and credit points from <http://www.accreditedqualifications.org.uk/>, tariff points from UCAS tariff information ([http://www.ucas.co.uk/advisers/ucas\\_tariff/](http://www.ucas.co.uk/advisers/ucas_tariff/)).



As with other frameworks, the Health and Social Care AA framework could potentially include a technical certificate which is included in the UCAS tariff points system. However, most of the technical certificates are not recognised at present by UCAS. The GLH of the technical certificates varies as well and suggests that most of the AAs are undertaking technical certificates with GLH of under 200 hours. Hence it is likely that most Health and Social Care would not be able to use their technical certificates alone to progress to higher education. Those on the Health pathway are much more likely to progress through the work-based vocational route. This is discussed in more detail in Section 2.

Job roles are provided within the framework for each of the pathways (Health, Health and Social Care). Health roles are found primarily within the NHS and private health providers whilst the social care roles are found in a broader range including those in health, local authorities and private social care providers. The framework does not, however, provide an exhaustive (or even long) list of possible job roles, but gives the following as examples for AA level 3 occupations:

- Care Manager
- Day Care Manager
- Dietetic Assistant
- Senior Healthcare Assistant
- Occupational or Physiotherapy Therapy Assistant
- Radiotherapy Assistant
- Senior Support Worker

The jobs are only indicative of the diversity of roles in the health and care sectors and the level that an AA may be working within. The different pathways incorporate a range of roles, some of which are extremely specialised (e.g. in the Health pathway).

#### **1.4 Numbers of AA in the HloW Area**

The Health and Social Care framework figures do not distinguish between the two pathways: health and health and social care. Overall figures for the two pathways are given in the Table 2 below.

- The data shows that the number of AAs in Health and Social Care has been rising with a growth in starts from 74 in 2005 to 290 in 2008. Overall participation figures for the same period have risen from 167 to 549. This framework area is one of the most consistent for growth in the HloW area. Overall the HSC AA framework represented 11% of all starts and 9.5% of all participations in HloW in 2008 making it one of the largest framework areas in the area.
- In the HloW area the overall success rates for the NVQ and the framework are reasonably good although there has been a drop in 2008. Prior to this, the highest framework success percentage was in 2007 at 83.6% and this was also the same for NVQ success. The success rates in HloW are higher than average and the framework document states that the completion rates overall are low for the framework as a whole (58.09% in 2007), with NVQ rates usually about 10% higher. This is a result of poor completion of Key Skills (Paragraph 3.1.18).
- The figures suggest that, although the rise in participations has led to increased numbers of AA completing each year – from 38 in 2005 to 104 in 2008, the number of leavers/non-completers has also risen in this period. As these figures relate to the previous framework, it is possible that the new framework has been designed to enable a better completion rate for AA.
- Overall, however there is a significant number of AA completing with either the NVQ or both the NVQ and a technical certificate (framework completers). In 2008 this figure was 104 which was more than double the number for the years previously and represented 7.3% of AA framework achievers for HloW.

**Table 2 AA in the Health and Social Care Framework (HloW) 2005-2008**

<b>Health and Social Care</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>HloW 2008</b>
Framework Success Rate	74.5%	78.0%	83.6%	64.6%	<b>72.1%</b>
NVQ Success Rate	86.3%	82.9%	83.6%	64.6%	<b>72.1%</b>
Starts	74	86	227	290	<b>2713</b>
Participations	167	173	331	549	<b>5786</b>
Achievers	46	40	61	129	<b>1478</b>
Leavers	51	41	61	161	<b>1962</b>
Framework Achievers	38	32	51	104	<b>1415</b>
NVQ Achievers	44	34	51	104	<b>1415</b>

Source: National Apprenticeship Service: Data Service

Information on Diversity within the HSC framework can be found in Table 3 below.

- The data on 'age' show that the Health and Social Care framework is predominantly comprised of adults (aged 19+ at start) with 98% of starts (285) and nearly 99% of participations (542) being adults. Numbers of young people within the framework are very low and make it difficult to compare framework success rates. Over the period 2005-2008 the growth in the framework (see above) was primarily within the adult category, whereas the number of young people actually declined. From 2005-2008 the growth in adults was from 155 to 542 participations and from 67 to 285 starts. However the numbers of young people overall make it difficult to comment on whether this is a continuing trend as the number of starts in 2005 was seven and in 2008 was five for young people, with a fall from 12 to seven participants.
- The figures on 'gender' show that this framework is largely comprised of females who made up 87% of starts (252) and participants (481) in 2008. However, although the numbers for males are much lower (38 starts, and 68 participants in 2008), the framework success rate is higher for this group, at 71.4% as compared to 63.8% for females in 2008<sup>3</sup> making up 98% of starts (146) and 97% of participants (268) in 2008. This higher ratio of female: male

<sup>3</sup> It is not known whether males were concentrated in certain pathways within the framework, e.g. in Health routes, or were spread evenly between Health and Social Care pathways.

has been consistent over the 2005-2008 period. Figures for males are too low to calculate success rates so a comparison here is not possible. Over the period 2005-2008 both male and female participation has grown, females from 155 in 2005 to 481 in 2008 and males from 12 to 68 in the same period.

- Data on 'ethnicity' is provided for White British in Table 3 below. This shows that this category accounted for 89% of starts (258) and 86% of participations (472) in 2008, with all other ethnic backgrounds accounting for 32 starts and 77 participations<sup>4</sup>. Where data is available it shows a fairly even split in other ethnic backgrounds between Other White (non-British), Black and Asian for both starts (10, 9, 11) and participations (27, 21, 20). Owing to low numbers in other years it is not possible to comment accurately on changes in the representation of non-white groups. However, growth in the framework has been accompanied by a growth in all ethnic categories.
- The data on 'disability' shows that there are only small numbers of AA with a disability. In 2008 96% of starts (277) and participations (529) were AAs with no disability, whilst there were 13 starts and 19 participations for those with a disability<sup>5</sup>. Figures for framework completion would suggest a very slight decrease in framework success for those with no disability although the numbers are too low to be conclusive. Over the 2005-2008 period there has been a growth in the numbers of AA with a disability, although it is unclear whether this is in proportion or greater than the growth in the framework area overall.

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<sup>4</sup> This includes a figure of less than 5 for the 'unknown' category.

<sup>5</sup> The disparity between the two figures for disability/no disability can be explained by the category 'unknown'.

**Table 3      AA in HSC, diversity measures (2008)**

	<b>YP (16-18)</b>	<b>Adults (19+)</b>	<b>Male</b>	<b>Female</b>	<b>White British<sup>6</sup></b>	<b>No Disability<sup>7</sup></b>
Framework Success Rate	-100.0% <sup>8</sup>	65.0%	71.4%	63.6%	65.0%	64.3%
NVQ Success Rate	-100.0%	65.0%	71.4%	63.6%	65.0%	64.3%
Starts	5	285	38	252	258	277
Participations	7	542	68	481	472	529
Achievers	-1	128	18	111	111	126
Leavers	-1	160	21	140	137	157
Framework Achievers	0	104	15	89	89	101
NVQ Achievers	0	104	15	89	89	101

Source: National Apprenticeship Service: Data Service

<sup>6</sup> It is not possible to obtain data on other ethnic groups owing to the low numbers.<sup>7</sup> It is not possible to obtain data on type of disability owing to the low numbers.<sup>8</sup> Numbers under 5 are represented as -1; rates are not calculated and are displayed as -100.00%

## Section 2: HE Provision in the Curriculum Area and Progression for AAs

Section 2 of this report is concerned with the provision of HE courses within the HloW area that could be seen as a progression pathway for AAs. In the first place, courses were mapped, giving an indication of the range of courses available at Level 4-6 and the entry criteria for applicants. This is followed by an overview of the progression pathways specified (by the AA framework) for AA in HSC, and a commentary on the fit between provision and the outcomes of the AA framework (in terms of qualifications/UCAS points, etc). The final part of this section looks at the likely impact of the HSC Curriculum Group on AA in the framework area.

A particular issue with looking at HE provision for Health and Social Care is the diversity of possible routes and therefore courses that might be applicable. For example, those AA who have taken the Health Pathway might look, not at the more general Health and Social Care Bachelor degree or Foundation degree programmes, but at pre-registration nursing courses which could lead to nursing degrees or more specialised Level 4 courses including professional qualifications. This overview is restricted to mainstream courses within HE and FE.

### 2.1 Bachelor Degree Level Provision

The provision of courses at Bachelor degree in Health and Social Care related subjects spans a number of very specific vocational degrees, for example nursing or social work, as well as more general social care or social studies courses. The information in Table 4 below provides only a small selection of these different types of courses because they are not generally open to AA completers. In addition, the technical report on Childhood, Youth and Community Studies provides some information on Bachelor level courses in this area which could be of relevance to the Health and Social Care Sector.

Although there are Bachelor degree courses available within the HloW area in a range of Health and Social Care areas, they do not constitute direct progression pathways for AA completers, except for some through the mature student route. For the most part an Advanced Apprentice seeking entry to a Level 6 programme would need to gain a qualification at Level 4 in the first instance. Bachelor degree

programmes have entry requirements that are set above those within the AA framework and do not take experience or the whole framework into account. The UCAS tariff points given for most of the degree level programmes would rule out all but a very small number of AAs (e.g. those following the BTEC national certificate route, or perhaps Level 3 Cache Certificate). Even if the qualifications within the new Health and Social Care AA framework were to gain UCAS points, the guided learning hours they attract would suggest that AAs would need additional qualifications (for some this would mean a science A Level) to gain sufficient points and fulfil other entry criteria. A particular issue for this sector is the lack of recognition for the more specialist NVQ components of the framework.

## **2.2 Foundation Degree Provision Level 4/5**

It is also difficult to map adequately all the possible Level 4/5 courses within the HloW area that might be appropriate for HSC AA, again because it is likely that the pathways within the framework have different natural progression routes. With this in mind, the following comments are made in terms of the available provision at Level 4/5 within HloW and the entry criteria as it impacts on the AA completer.

- The provision of further HE provision at Foundation degree is not extensive at the present time, illustrating the evolving nature of this sector in terms of higher education and training. There is only one course that could target AA taking the social care route, although these AA could also step over into Childhood and Early Years programmes. The Foundation degrees in Social Care, Health Care or Health and Social Care or related are only delivered in a small number of institutions throughout the area. In particular the University of Southampton is the only university in the area delivering such a Foundation degree.
- The opportunities for AA in terms of Level 4 courses are restricted by the availability of courses, rather than the entry requirements. The Foundation degrees are clearly targeted at a range of applicants and most of them mention NVQ Level 3 as an acceptable qualification. However, there are only a few relevant courses in the area unless 'cross-over' courses are considered (youth work, community development, social work, etc).

- Colleges of HE and FE are also providers of Foundation degrees in the area. For Social Care there are two providers: Farnborough College of Technology runs a Social Care FdA. This course is both full and part-time but does not invite work-based learners with non standard qualifications although it does specify that mature learners are welcome to apply. Totton College runs the Health and Social Care FdSc for the University of Southampton and asks for the same entry requirements.
- Other health related courses, are more specialised, for example, Medicines Management (FdSc, Portsmouth), Paramedic Science (FdSc Portsmouth) or Management based (Management: Health and Social Care, Winchester FdA). The more specialised courses tend to ask for science qualifications, rather than social care and the current qualifications within the AA are not specifically mentioned. The broader management related courses are more open, but may not be suitable for an AA just completing the framework as they are aimed at those in supervisory and management positions.

Overall, though, this curriculum area would seem to be evolving in a way that takes work-based learners into consideration, primarily through the development of Foundation degrees. The strong vocational focus of this curriculum area is likely to be of influence here, although for the same reasons shorter professional courses and specialised training may continue to be seen as more relevant than degree level programmes within a number of health and social care related pathways.



Table 4 HE Provision in Health &amp; Social Care Related Courses at Level 4, 5 &amp; 6

Provider	Types of courses offered	Mode	Entry requirements	AA notes
<b>HEI Providers</b>				
Southampton	FdA programme, plus top-up in Health and Social Care	2 Yr FT for FdSc and 1 Yr full-time for BSc	None given on UCAS site	Not mentioned
	Nursing degrees (incl. midwifery)	3 yr FT	A Levels (BBC); Level 3 Cache Diploma (DDD)	
Southampton Solent	None directly relevant (e.g. Social Work, Health Promotion/Fitness – not included here)	-	-	-
Portsmouth	Specialist courses in health (e.g. DipHE in Operating Department Practice, Therapeutic Radiography BSc; Paramedic Science FdSc); Social Work BSc	Fdn degrees offer both FT and PT, as does Social Work	Only DipHE and Fdn degrees have entry requirements appropriate to AA, e.g NVQ Level 3 (in Health/Social Care setting).	The DipHE and Fdn degrees offer a pathway, but it is a highly specialised one
Winchester	Fdn degrees in Childhood studies; also Health and Social Care strand of FdA in Management. BSc in Health and Well being, Social Work.	Fdn degrees FT and PT, also BSc in Health and Wellbeing.	Fdn degrees specify NVQ Level 3 and relevant experience (APEL). BSc degree programmes typically 220-280 UCAS points.	FdN degree programmes would be suitable for AA

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Non-HEI Providers (Foundation Degrees only)				
Farnborough	FdA Social Care	FT and PT	40 UCAS points (1 A2)	PT aimed at work-based learners but entry criteria isn't inviting for AA
Totton	Health and Social Care FdSc (part of University of Southampton)	FT and PT	1 A Level; BTEC Nat Cert or Diploma in Health and Social Care or related	Only those with BTEC Nat Cert, so not current framework.

Sources: UCAS ([www.ucas.co.uk](http://www.ucas.co.uk)); University and College web pages and on-line prospectuses.

### **2.3 Progression Pathways for Advanced Apprentices**

Progression within the Health and Social Care framework is seen as being either vertical or horizontal, i.e. AA may choose to specialise in a different area and undertake training at the same level, or progress from Level 3 to Level 4. In terms of vertical progression, the framework indicates that the NVQ Level 4 in Health and Social Care, or an HND, or Foundation Degree in Health and Social Care (as a generic or specialising) would be a potential HE pathway.

The AA framework document states that the qualifications for Level 4 are still being developed (Paragraph 3.1.7). This would suggest that, with the exception of established training routes (e.g. nursing) that have become degree programmes, the opportunities for HE provision at Level 4 that might lead to HE at Level 5 and above is not extensive. It would require further work to consider how established foundation degrees were in the HloW area and whether they were used as a route to HE for work-based learners including AA.

Whilst in theory there do appear to be progression routes for AA in both the Health and Health and Social Care pathways, in practice the opportunities look more limited. For example, there does not seem to be provision for those AA in the Health pathway, many of whom will have undertaken specialised training, to progress to Level 4 courses such as pre-registration nursing degrees. The provision in the HloW area of other types of health related Foundation degrees is evolving but is currently not extensive.

For those wishing to progress on the Social Care pathway there are a small number of Foundation degrees. However, there would seem to be a gap between the qualifications and experience of the AA in Social Care and access to other Bachelor degree programmes, e.g. in Social Work which would necessitate further qualifications and experience.

### **2.4 The Impact of the HSC CG on AA Progression**

Progression Agreements for Health and Social Care HE courses did not form a significant part of the HSC curriculum group work. It is not surprising then that there are few progression agreements that would specifically assist AA in gaining

entry to a course at Level 4. Those that are listed in the progression agreement database originated from the CYCS curriculum group.

There are a number of progression agreements in allied areas, such as social work, or childhood and early years. In these cases, Social Work degree level courses are not currently open to an AA completing the Health and Social Care programme, although it is possible that completion coupled with additional experience could be taken into account. However, there is not a Level 3 to Level 4 route at present for AAs. Childhood and Early Years courses may well provide a route and the CYCS curriculum group have put into place a small number of progression agreements that would also be relevant to Health and Social Care AA, particularly those who have worked with children, although they do not relate to NVQ Level 3.

Currently, most of the relevant progression agreements only guarantee an interview. However, this is standard practice for the health/social work and childhood/early years courses and all applicants are interviewed regardless of qualifications.

Social Work degree courses have entry requirements that relate to BTECs and L3 Cache Diplomas (as above). These give guaranteed interviews but places are conditional on course requirements (including tariff points) being met. Social Work courses also give guarantees that the applicant will be invited to attend the selection process, rather than a guaranteed place or offer. Social Care Studies courses give the same qualifications but in some cases offer guaranteed places (subject to entry requirements).

The Health courses are a BSc in Clinical Health Studies, Clinical Physiology and a DipHE in Operating Department Practice. They relate particularly to the BTEC National in Applied Sciences (Forensic).

In summary, the HSCCG does not include NVQ qualifications, and neither may it relate well to existing KBE qualifications within AAs. Although university material would suggest that NVQ Level 3 qualifications are acceptable for some programmes

(DipHE and Foundation degrees), these are currently not included on the progression agreement database<sup>9</sup>.

However, the work of the HSCCG was not focused on progression agreements and it may be that some of the research and development work could have an impact on the opportunities non-traditional learners such as AA have to progress to Level 4 courses in Health and Social Care.

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<sup>9</sup> This is accurate for the version used in Summer 2009 and may be inaccurate for the current Progression Agreement Database.

## **Curriculum Area: Retail**

**Finding their Way? AA as a route to HE**

**Technical Report**

**Jill Turbin, Alison Fuller and Julie Wintrup**

## Introduction

This report provides an account of the information collected about the Retail Curriculum Area as part of the project: 'Finding their Way: Advanced Apprenticeship as a Route to HE'. The aims of the project are: to map and scope the availability and take up of Advanced Apprenticeship (AA) across all curriculum areas; to map HE level provision in the partner institutions in relation to Advanced Apprenticeship provision; and to consider institutions' admissions policy and criteria in relation to those who may be applying from the AA route. The report is structured in two main sections. Section 1 covers material relating to the LLN Curriculum Group for Retail, and the related Advanced Apprenticeship Framework of Retail. Section 2 covers HE provision in the Hampshire and Isle of Wight (HloW) area, including admissions criteria and the progression routes for AA in the relevant framework areas, and looks at the extent to which pathways into HE currently exist for these AAs after completion of the framework. It also considers whether the progression agreements implemented by the Retail Curriculum Group could be used by AA to gain entrance to an appropriate HE course.

The technical report is intended to bring together information from different sources that have relevance to the progression to HE of AA in the HloW area. The focus of the report is primarily descriptive and neither evaluates the role of the LLN, nor provides an extended analysis of the data provided here. The main report uses the information contained within the seven curriculum group technical reports to generate an overview of the issues around progression into HE for AA and the role of the LLN.

## Section 1: Mapping the Curriculum Group and Advanced Apprenticeship

### 1.1 Scope and Focus of the Curriculum Group

The Retail and Commercial Enterprises Curriculum Group (RCG) was identified as an area of need for the HloW area not only because of the potential growth of the sector, but because of potential for new training and education opportunities to be created at Level 4 and above. The RCG operates in a sector where advanced training has been concentrated in a small number of large employers, and where HE has not yet established tailored provision for the sector<sup>1</sup>. It is also a sector where high staff turnover rates are linked to a lack of continuity in education and training provision.

In this context the need to identify and develop progression routes for learners from Level 3 to Level 4 was associated with the prior requirement for the retail group to develop provision at Level 4. With these points in mind, the following provides a brief overview of the range of tasks<sup>2</sup> outlined within the RCG Action Plan<sup>3</sup>:

- The establishment of a partnership and wider links with FE and HE providers, as well as employers, the Skill Sector Council, IAG staff in FE and HE, and other appropriate bodies.
- A mapping of existing Level 3 – 6 provision within HloW within the partnership colleges and universities, including the identification of gaps in content, courses, and bridging provision. This also included research into employer requirements.
- The development of content to address gaps identified in provision. In particular, this included the development of a Foundation degree (FdA) in Retail to be delivered at two of the HE providers.

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<sup>1</sup> This is not intended to imply that there is no provision, just that it is not as established and so there are both sector or curricula and geographical 'gaps' in provision.

<sup>2</sup> BCOT, the lead institution, was also involved in other work some of which was directly targeted at apprentices, e.g. a project aimed at assisting engineering apprentices gain access to HE with the University of Portsmouth. However, as this is outside the scope of the RCG it is not considered here.

<sup>3</sup> Retail Action Plan 2006/7, Updated Action Plan July 2008.



- Measures to address IAG needs, e.g. in terms of content (progression routes mapped and appropriate material developed) and events (aimed at awareness raising, greater communication between IAG practitioners and FE/HE partners).
- The development of bridging provision, in particular in terms of progression agreements between Level 3 and Level 4 and above courses.

The RCG operated in conjunction with the Business and Management Curriculum Group for some of its work. This was explained with reference to the established provision at Level 4 and above which was currently generic Business/Business related, rather than exclusively for the retail sector. In terms of progression routes it made sense then for the RCG to work alongside the BMCG to avoid duplication of work/meetings, etc.

According to the LLN Website, the Retail and Commercial Enterprises Curriculum Group (RCG) had nine FE and four HE partners (Portsmouth, Southampton Solent, Winchester and Chichester universities)<sup>4</sup>. The lead institution was Basingstoke College of Technology.

## 1.2 Definition of the Curriculum Area

The definition of the curriculum area for the RCG is broad. The website refers to a range of occupations spanning retail and services. The RCG includes both Retail and Commercial Enterprises which would include retail, service enterprises including hair and beauty, as well as travel and tourism. However, not all of these areas have been considered in the work of the RCG, whilst the boundaries of the group have extended to fit with the inclusion of the partners and the course provision at Level 3 and above. The collaborative working arrangements between the RCG and the BMCG would suggest a broad and pragmatic approach to defining the curriculum area and an acceptance that across these retail and service industries progression is often into supervisory and management positions rather than higher level technical roles.

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<sup>4</sup> See comment above, in practice the partnership was broadened as it merged with the BMCG.

### 1.3 Mapping the Curriculum Area onto Apprenticeship Frameworks

The RCG would seem to map onto the Retail and Commercial Enterprises area for the purposes of AA frameworks. This framework area includes a wide range of frameworks, covering all aspects of retail and other services from straightforward retail (Retail) through to Spa work, hairdressing, barbering, etc. It also includes distribution frameworks (e.g. warehousing). However, for the purposes of this report, the remainder of the analysis looks particularly at the Retail AA framework, with supplementary data provided for illustrative purposes.

The Retail AA is the responsibility of Skillsmart, the Skill Sector Council for the Retail Sector. The Retail Apprenticeship has been redeveloped recently and a better definition of pathways has been included in the framework<sup>5</sup>. The Retail AA framework has three pathways which accord with different components within the framework. These are: Sales Professional, Management, and Merchandising. Table 1 below summarises the competence-based element (CBE) and knowledge-based element (KBE) for these pathways.

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<sup>5</sup> Issue 5 version 5, Implementation Date March 2009.

**Table 1 AA Framework for Retail, CBE, KBE, GLH and UCAS points status**

Pathway	CBE (providers as KBE)	KBE	GLH <sup>6</sup>	UCAS status
Sales Professional	NVQ L3 in Retail – Sales	City and Guilds Certificate in Retail Knowledge	106-124	Not in tariff
		EDI L3 Certificate in Retail Knowledge	106-126	
		OCR L3 Certificate in Retail Knowledge	106-117	
		Edexcel Certificate in Retail Knowledge	106-130	
		ABC L3 Certificate	106-124	
Management	NVQ L3 in Retail – Management	in Retail Knowledge		
Visual Merchandising	NVQ L3 in Retail – Visual Merchandising			

Sources: Retail Apprenticeship Framework, 5v5, 2009, GLH from National Database of Accredited Qualifications, UCAS tariff information ([www.ucas.co.uk/advisers/ucas\\_tariff/](http://www.ucas.co.uk/advisers/ucas_tariff/))

The new 2009 framework overhauled the qualifications, with some being removed from the framework as well as some additions. This has resulted in some changes in GLH. Previously, BTEC certificates that did not attract UCAS points were included (these BTECs are not the same as the suite of qualifications that come under the BTEC National ‘brand’). In the most recent version of the framework (above), none of the three pathways attracted UCAS points. The framework provides some information on the job roles and assigns them to the appropriate pathway. These are illustrated below.

<sup>6</sup> The KBE and GLH refer to the qualifications in place after the 2009 framework. Prior to this, the certificates were in ‘retailing’ and some had higher numbers of GLH, e.g. Edexcel BTEC = 210, C&G = 250 although EDI was similar at 150.

**Table 2      Job roles in Retail**

<b>Job Role</b>	<b>Pathway</b>
Senior Sales Assistant	Sales Professional
Craft Experts, e.g. bakery	Management or Sales professional
Style advisors (personal shoppers, retail consultant, stylist)	Management or Sales professional
Visual merchandiser	Visual merchandising
Supervisor or team leader	Management
Department manager	Management
Store Manager (small outlet)	Management

Source: Retail Apprenticeship Framework, 5 version 5, 2009

#### **1.4      Numbers of AA in the HloW LA area**

The figures for the Retail AA framework do not distinguish between the three different pathways. Table 3 below provides data for the Retail AA in the HloW area.

**Table 3      AA in the Retail Framework 2005-2008, HloW**

	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>HloW 2008, all AA frameworks</b>
<b>Retail</b>					
Framework Success Rate	61.9%	64.7%	50.0%	72.3%	<b>72.1%</b>
NVQ Success Rate	71.4%	64.7%	50.0%	72.3%	<b>72.1%</b>
Starts	40	62	64	78	<b>2713</b>
Participations	83	108	129	141	<b>5786</b>
Achievers	19	17	23	39	<b>1478</b>
Leavers	21	17	28	47	<b>1962</b>
Framework Achievers	13	11	14	34	<b>1415</b>
NVQ Achievers	15	11	14	34	<b>1415</b>

Source: National Apprenticeship Service; Data Service

- The Retail AA Framework is not large in terms of numbers compared to HloW as a whole, accounting for 2.8% of all HloW starts and 2.4% of all HloW AA in the area in 2008.
- The starts and participations figures indicate that the number of starts has grown from 40 in 2005 to 64 in 2007, which is a significant increase. Participations have grown by a similar amount from 83 to 141. The Retail AA, as with other frameworks, has experienced a growth in its numbers which is likely to continue.
- In the past, the framework and NVQ success rate for the Retail AA has been lower than for some other sectors, although the most recent figures show an improvement in framework success. With the exception of 2005, the framework and NVQ success rates are the same. In 2007, however, the success rate was 50% although it had risen to 72.3% in 2008. In comparison to HloW as a whole, the current figures are slightly above average<sup>7</sup>.
- In line with both the increase in framework and NVQ success and the increase in starts/participations, the figures for framework and NVQ achievers show a growth overall. In 2005 there were 13 framework achievers; by 2008 this had increased to 34. Though still not a large AA sector, the figures for participations suggest that the number of framework achievers will continue to grow.

Information on Diversity within the Accounting framework can be found in Table 4 below.

- The data on 'age' shows that the AA in the Retail framework are primarily in the adult (19+ at start) age category, with very few young people. In 2008 there were only five young people (16-18) participating in the Retail framework whilst over 96% of AA were adults. Over the 2005-2008 period the number of young people has been consistently low. The low numbers mean that it is not possible to comment on success rates.
- The figures on 'gender' show that 57 participations and 48 starts for males and 84 participations for females in 2008. Starts and participations for both males and females have grown over the 2005-2008 period, with the number

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<sup>7</sup> However, the average figures for HloW are a little distorted by the inclusion of two frameworks with low framework success rates, one of which is 'unknown'. This framework has a success rate of 48%.

of starts for both doubling over this time. Although the figures show success rates for males as higher than for females, there is only a small difference between the two.

- Data on 'ethnicity' is not available for all groups and Table 4 provides figures for White British only. This shows, however, that this group make up the majority of AA in the Retail AA with 137 participations and 76 starts, making up 97% of all AA in 2008. Figures for other ethnic groups are too low to be recorded.
- The data on 'disability' shows that most participants (94% in 2008) of the AA in Retail have no disability, with only four starts and eight participants with any form of disability in 2008. As figures for those that do are under five for all categories (including participation), there is no information on type of disability for the very small number of learners with a disability.

**Table 4 AA in Accounting, diversity measures**

<b>Retail</b>	<b>YP<sup>8</sup> (16-19)</b>	<b>Adults (over 19)</b>	<b>Male</b>	<b>Female</b>	<b>White British<sup>9</sup></b>	<b>No Disability</b>
Framework Success Rate	-100.0%	73.8%	72.7%	72.0%	73.3%	74.4%
NVQ Success Rate	-100.0%	73.8%	72.7%	72.0%	73.3%	74.4%
Starts	-1	77	30	48	76	74
Participations	5	136	57	84	137	133
Achievers	-1	37	18	21	38	37
Leavers	5	42	22	25	45	43
Framework Achievers	-1	31	16	18	33	32
NVQ Achievers	-1	31	16	18	33	32

Source: National Apprenticeship Service: Data Service

<sup>8</sup> Negative figures indicate that the numbers were too small for any calculations. Figures under 5 are shown as -1, rates are shown as -100%.

<sup>9</sup> It is not possible to obtain data on other ethnic groups owing to the low numbers.

## **Section 2: HE Provision in the Curriculum Area and Progression for AAs**

Section 2 of this report is concerned with the provision of HE courses within the HloW area that could be seen as a progression pathway for AAs. In the first place, courses are mapped, giving an indication of the range of courses available at Level 4-6 and the entry criteria for applicants. This is followed by an overview of the progression pathways specified (by the AA framework) for AA in Retail and a commentary on the fit between provision and the outcomes of the AA framework (in terms of qualifications/UCAS points etc.) The final part of this section looks at the likely impact of progression agreements on AA in the Retail framework area.

### **2.1 HE Provision Levels 4-6**

As already stated mapping the provision for the Retail Curriculum Area is complicated by the lack of Level 4 and above provision aimed specifically at this sector, and the tendency of learners to move into generic Business and Management courses. In terms of the former, Table 5 below summarises the existing provision of both Bachelor degree courses and other courses (e.g. Foundation degree) at Level 4 and above that are specifically aimed at the Retail sector. The more generic courses are overviewed in the technical report for the BMCG.

**Table 5      Retail Course Provision at Level 4 and above in the HloW Area**

<b>Provider</b>	<b>Level 4/5 Courses</b>	<b>Level 6 Courses</b>	<b>AA pathways</b>
Southampton Solent	BA Fashion Management with Marketing (3 yr FT, 4yr sw) Entry criteria 160 points. No other information on UCAS.	FdA Commercial Enterprise 2yrs FT No entry criteria on UCAS. This course may also run pt, no information on Southampton Solent website.	Unknown but if the course runs as part-time it could be a route for AA with relevant experience
Winchester		FdA Management (Retail). 3-6yrs pt Entry criteria, need to be in suitable employment, experience assessed through APEL, no formal qualifications stated.	With appropriate experience and employment in a supervisory role this would be a route for AAs.

Source: Sources: UCAS ([www.ucas.co.uk](http://www.ucas.co.uk)); University and college websites and on-line prospectuses. Additional material from the LLN progression agreement database.

- From the above table it can be seen that there is only one Retail related degree available in the HloW area, at Southampton Solent University. This would confirm comments made at the start of this report that one of the fundamental issues for this curriculum group has been the lack of HE provision in Retail, rather than barriers to progression. However the entry criteria for the BA degree would not make the course accessible to the AA completer.
- There are now two Retail related Foundation degrees, one run by Southampton Solent, the second by Winchester (at Basingstoke). The FdA in Commercial Enterprise at Southampton Solent is a new Foundation degree developed to meet the needs of the sector. Although it was listed on the UCAS site, it has not been added to the university course listings on the website. There was no information on entry criteria but it may be a suitable course for AA with experience. The course run by Winchester is aimed at those in work,



has no formal entry criteria in terms of qualifications and would be an appropriate route for AA with relevant experience and in a supervisory or management position.

- In addition to the courses listed, major national employers run their own in-house training and there are some Foundation degree programmes attached to company training schemes. However, these would only be available to AA employed by these organisations. It is not known whether there are any in operation in the HloW area.
- There are a small number of other Foundation degrees available in areas within the broader area of commercial enterprise, in particular in Hair and Beauty, and Salon and Spa management (as a track of the Management FdA at Winchester). Southampton Solent runs an FdA degree in Fashion Styling (make-up and hair design). There are also some specialist degree programmes, e.g. Film, TV, and live performance and Fashion Styling. However there are no other courses specifically targeted at Retail.
- There were no Retail specific courses at Level 4 or above delivered by FE providers.

Admissions policies and entry criteria for all types of courses, e.g. generic business courses, will be similar to those for business. However, at the time of the research, the Retail Framework did not include any qualifications that are recognised by UCAS and so courses that refer only to UCAS points only would not appear to be open to Retail AAs. Those that are targeted more generally at any learners would be open to Retail AA if they recognise NVQs, prior learning (through APEL) or consider mature students on an individual basis. The entry criteria for the two Retail FdAs would suggest that this route would be open to AA completing the Retail framework, although not necessarily as soon as they had completed.

## **2.2 Progression Pathways for Advanced Apprentices**

The main progression pathway for a Retail AA is into management. Although some of the job roles may provide the opportunity to progress in a technical (or creative) sphere, for the majority of Retail apprentices, occupational progression will be into supervisory and management positions. This progression route does not have to include any formal training, and does not have to include HE. A

progression pathway could be from a Level 3 in Sales professional to a Level 3 qualification in Management. The Framework specifies that it may be possible to progress to HE after an AA. They refer to 'higher level retail qualifications' in buying, visual merchandising, and Foundation degrees and then BA degrees in Retailing. However, it also states that most AA will need a period of consolidation before progressing to management or higher level positions, and that the successful completion of an AA will not necessarily, in itself, guarantee entry to HE<sup>10</sup>.

"...progression will, however, be dependent on the qualifications and experience an individual possesses as achievement alone of the level 3 apprenticeship does not guarantee entry to these opportunities. Institutions have developed 'access' courses that will enable people to progress."

The framework does not provide any suggestions for relevant degree or FdA programmes for the Retail Sector. As seen above, with the exception of the more generic Business and Management degree programmes, this is an area where HE provision and progression routes more generally, are underdeveloped.

### **2.3 Impact of the RCG on AA Progression**

The impact of the RCG on AA in the HloW area is not in terms of the progression agreements but in other elements of its work, in particular supporting the development of the Foundation degrees and incorporating them into the progression agreements. Given the small number of HE course opportunities at Level 4 or above, this area more than others, needs curriculum development work in order to provide progression destinations and routes.

In terms of the progression agreements, work-based learners including Retail AA could feasibly benefit from the agreements linked to the two Foundation degrees, but also the Foundation degrees in Business and Management more generally. Looking broadly at the progression agreements that could be relevant to the Retail AA, only those that particularly specify NVQ Level 3 are relevant, as the

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<sup>10</sup> In line with other frameworks, Skillsmart is currently working with UCAS to determine UCAS points for the AA in Retail.

technical certificate within the AA is not recognised, either in the progression agreements or in UCAS more generally. However, as progression agreements are between institutions the relevance of the NVQ progression agreements may depend on where the validation and assessment of the NVQ took place and whether it is included in any of the agreements.

Whilst there is no indication that AAs as a group have been particularly targeted by the development of progression agreements, nor by the RCG more generally, this is a curriculum area where there is a need for the development of provision for both full time and work-based learners. Progression from Level 3 to Level 4 courses may be difficult for a number of different groups of learners, including those with standard Level 3 qualifications.