

# Apprenticeship progression to HE

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UNIVERSITY VOCATIONAL AWARDS COUNCIL

...championing higher level vocational learning



# UVAC Mission and Policy Priorities

- **UVAC's Mission** - We will be the leading membership organisation championing and mainstreaming innovation in vocational and work-based learning at all higher education levels
- **Policy Priority** - All young people and adults following level 3 work based and vocational programmes with the ability and desire to progress should have the opportunity to benefit from an appropriate higher education/higher level skills learning programme.

# UVAC Activities

- Advocacy
- Research
  - An Analysis of the Progression of Advanced Apprentices to Higher Education in England – UVAC 2005
  - From Apprenticeship to Higher Education – A Guide to Developing Work Based Progression Routes to Higher Education for Advanced Apprentices and other Skilled Staff and Managers – UVAC 2005
  - Features of Apprenticeship Programmes that Support Progression to Higher Education – UVAC/FdF 2008

# A bit of history?

## An Analysis of the Progression of Advanced Apprentices to Higher Education in England – 2005

- Policy on apprenticeship progression to HE
- HEI practice in recruiting Apprentices
- SSC attitudes to progression
- Apprentices experience of applying to HE
- The number of Apprentices progressing to HE

Should we repeat this research in 2009?

# Apprenticeship – Some Facts

- By 2013 Apprenticeship will be an entitlement for all suitably qualified 16 – 18 year olds.
- Government funding of apprenticeship places will increase with a target of 190,000 annual Apprenticeship completions by 2020 (nearly twice the current figure)
- Six of the top ten subject areas of higher education qualifications awarded in 2007 were in work-related disciplines
- Planned growth of Foundation Degrees to 100,000 places by 2010
- Progression is a policy priority for Government

# Some Factors Hindering Progression

- Funding of FE/HE
- Profile of Apprenticeship Progression
- Sector Skills Priorities
- Status of the Vocational Route to HE

# Developing and Delivering HE Provision for Apprentices

- Establishing the sector skills case for progression
- Targeting learners
- Developing HE programmes for work-based learners
- Recruiting work-based learners onto HE programmes
- Delivering HE programmes to work-based learners
- Funding HE programmes aimed at work-based learners

# The UVAC/FdF 2007/8 project - Aim

- To identify and research good practice in Apprenticeship programmes that provide progression to higher education programmes.

# UVAC/FdF Research Objectives

To identify the features of Apprenticeship programmes that facilitate progression to HE, including Foundation Degrees.

To undertake further research around progression focused on: Higher Apprenticeship and work-based routes in the accountancy and healthcare sectors.

To identify sectors where there is a skills case for progression and how such progression might be stimulated.

# Progression models

1. 'End-to end': Advanced Apprenticeship → HE level 5, typically Foundation Degree → Hons
2. Integrated: concurrent delivery of Apprenticeship NVQ and HE technical certificate
3. Accelerated: enhanced Apprenticeship → 2<sup>nd</sup> year of HE programme
4. Higher Apprenticeship: integrated FE/HE framework; HA certification
5. NVQ route: NVQs/Apprenticeship → NVQ4/professional registration → higher professional qualifications

# Research – Identification of Good Practice

- Literature review
- Call for examples → 46 responses → research of four sectors comprising eight programmes:
  - Engineering – Ford, Rolls Royce, Slack & Parr
  - Health (HCA/nursing) – Sunderland PCT, S. Tees HT
  - IT – EDS
  - Accountancy (AAT) – Bolton Coll, Accountancy Plus
- Support programmes/materials – *STEP UP, Get Up Go, Apprentices Aim Higher, The 'A' Factor, Teen Machine*
- Conclusion lots of good local material – shouldn't there be a directory of resources?

# Characteristics of Apprenticeship Programmes and Sponsoring Employers Providing a Significant Level of Progression to HE

Sector, Size of Employer, Financial Resources, Physical Resources, Human Resources, Ethos & Culture, Business Drivers, Apprenticeship Recruitment, Networking, Promotion, Partnerships, Delivery, Innovation, Quality

Apprentices Characteristics

# A Skills Case for Progression – SOC Job Roles

## SOC2000 Major Occupational Groups

<b>SOC CODE</b>	<b>OCCUPATIONAL GROUP</b>
1000	Managers & Senior Officials
2000	Professional Occupations
<b>3000</b>	<b>Associate Professional &amp; Technical</b>
4000	Administrative, Clerical and Secretarial
5000	Skilled Trades Occupations
6000	Personal Service Occupations
7000	Sales & Customer Service Occupations
8000	Machine & Transport Operatives
9000	Elementary Occupations

# Job roles by SSC sector

(Not including e-skills UK and SEMTA)

<b>SSC</b>	<b>% ASSOC PROF &amp; TECHNICAL, 2014</b>
Asset Skills (property)	20% – biggest occupational group
Creative & Cultural	27% – biggest occupational group
Skills for Justice	24% – biggest occupational group
SkillsActive	21% – biggest occupational group
Skillset (media)	26% – biggest occupational group
Government Skills	21% – second biggest occupational group, after Administrative, Clerical & Secretarial
Lifelong Learning UK (FE, HE)	14% – second biggest occupational group, after Professional (by far the largest group)
Proskills (building products, mining)	18% – second equal with Managers & Senior Officials, after Machine & Transport Operatives
Energy & Utility Skills	15% – second equal, just behind Managers & Senior Officials and Skilled Trades Occupations

Source: Working Futures Sectoral Report (2006)

# Stage 3 – AA completions by sector

## **SSC/SSB**

1. Automotive Skills
2. SEMTA (engineering manufacture)
3. Summitskills (building services engineering)
4. Council for Administration\*
5. Children's Workforce Development Council\*\*
6. Institute of Customer Service\*
7. ConstructionSkills
8. People 1st (hospitality, travel)
9. Skills for Health
10. HABIA\* (hair & beauty)
11. Accountancy Occupational Standards Group\*
12. e-skills UK
13. SkillsActive
14. Skillsmart (retail)

\*SSB    \*\*Part of Skills for Care

# Conclusions

- Strong business case, untapped potential
- Need for national strategy and leadership – SSCs, NAS and UVAC have key roles
- Importance of local/regional approaches, LLNs
- Higher Apprenticeship a promising model
- Validity of variety of progression routes and higher learning
- Value of professional links
- Potentially important role of Diplomas in energising vocational progression routes

# Further information?

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