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Progression of Apprentices to Higher Education

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Executive summary

This report presents the findings of research undertaken for the Department for Business, Innovation and Skills (BIS) into the progression to higher education of advanced level apprentices over the past seven years. This is part of a longitudinal study whose first results were published in 2011 (Joslin & Smith, 2011). The 2012 research has further developed the methodology so that it better captures the complex nature of apprenticeship progression and for the first time it has been able to report on progression to higher education in both colleges and universities.

The research findings are based on the matching of ILR (Individualised Learner Record) datasets with HESA (Higher Education Statistics Agency) datasets between the years 2004-05 and 2010-11. They provide a detailed analysis of the nature of the progression of apprentices, trends in progression rates over time and highlight the contribution made by FE Colleges in delivering the sort of higher education to which the majority of apprentices progress. The matched records contain demographic information about the apprentices such as gender, age and domicile, and also data about where they progressed from and where they progressed to, hence there are a wide set of variables that can be compared and this report provides a selection.

The findings published in this report provide an overall picture of apprenticeship progression at this point in time. The research project is longitudinal and it is planned to continue to repeat the matching year on year to provide ever richer sets of data tracking the progression flows of this important group of part-time work-based learners.

The key results refer to different types of apprenticeship providers and also to the different ways in which higher education is funded. For the sake of clarity, explanations are given here:

Apprenticeship Provider Types

Provider of Advanced Level Apprenticeships	**Further Description – each of these provider types contract direct to the Skills Funding Agency for the provision of Apprenticeships.**
Private Training Provider	Private Training companies who deliver a range of work based training programmes including apprenticeships
Further Education Colleges	Further Education and tertiary colleges funded by the Skills Funding Agency and/or HEFCE for prescribed HE provision. Colleges deliver full and part-time programmes including apprenticeships
Business (Direct Grant)	Large private businesses that deliver apprenticeships
Public Sector	For example, Local Authorities, Government Departments and Hospitals who co-ordinate and deliver apprenticeships
Other	Charities and Associations who co-ordinate and deliver apprenticeships

Higher Education Funding Types

Type	Funding Agency	Delivered in:
Prescribed Higher Education	Higher Education Funding Agency	Universities and Further Education Colleges (prescribed HE or HE in FE)
Non-Prescribed Higher Education	Skills Funding Agency (SFA) and previously the Learning and Skills Council (LSC)	Further Education Colleges

The report analyses the results of tracking six cohorts of apprentices from 2004-05 to 2009-10 who progressed into higher education between 2004-05 and 2010-11. To capture the complex nature of apprentice progression behaviour, the "tracked cohorts" in this study have been derived in a particular way (see section 1.4 on Methodology p.19) and numbers might not match directly across to the Statistical First Release figures published by Data Services.

Key results

- **15.4% of the 2004/05 tracked cohort (framework achievers) progressed to higher education when tracked for a total of seven years**. 10.4% progressed immediately in the three years following the start of their apprenticeship. (Table 2, page 23) This rate of progression is a marked improvement on the rate of 6% found in a study by HEFCE (HEFCE, 2009) and an increase on the 13% found in the previous study in this series (Joslin & Smith, 2011).

- **56% of those who progressed went on to study higher education programmes in colleges** (30% to non-prescribed HE and 26% to prescribed HE in FE) **and 44% to university** based on the 2004-5 cohort, tracked into higher education over seven years (Table 26, page 45)

- **78% of the 2004/05 cohort who progressed went into part-time programmes** (Figure 10, page 62). There were variances based on programme type, for example for apprentices progressing to first degrees, only 32% studied part-time with 68% making the decision to enter full-time study (Table 38, page 63). There are also variances at framework level where for example 78% of Health and Social Care students study higher education full-time but 91% of Engineering apprentices go on to part-time higher education. (Table 39, page 63)

- **Around 3% of the 2004/05 cohort already had higher education experience prior to their apprenticeship, either having started a higher education course but not completed or achieved a higher education qualification and then subsequently entered an advanced level apprenticeship**. Most of these had been in prescribed higher education, rather than non-prescribed higher education (Table 7, page 29)

- **53% of the 2009/10 advanced level apprentice cohort had previously been Intermediate apprentices** (Table 4, page 26) **and 8% of these went on to higher**

education (Table 6, page 27). They were tracked back to apprentice datasets for five years.

- Five cohorts between 2004-5 and 2008-9 were tracked for three years allowing like for like trend analysis. **The total numbers of apprentices progressing to higher education over the three years increased from 2,860 for the 2004/05 cohort to 3,480 for the 2008/09 cohort.** (Table 2, page 23)

- **However the research also shows that the progression *rate* has dipped over the five cohort years from 10.4% in 2004/05 to 8.1% in 2008/09. This reduction is influenced by the significant increase in the numbers of apprentices aged 25+ who progress at a much lower rate (3.7%) than 17-19 year olds (12.4%) within the timescale.** (Table 2, page 23 and also Table 8, page 31 and Table 9, page 31)

- **Younger apprentices who progressed to higher education were more likely to do so within three years of starting their advanced level apprenticeship, than learners in the older age groups.** 70% of the 17-19 year age group progressed to HE within three years compared to 40% of the aged 25+ year age group. (Table 27, page 47)

- **70% of advanced level apprentices who progressed to higher education had done so within three years of starting their advanced level apprenticeship.**

Significant findings for colleges and universities

- Colleges and universities may find of interest what is revealed in this report about the behaviour and characteristics of this increasing volume of learners. They represent an important but comparatively under-researched constituency about whom more needs to be understood before their progression rates can be improved significantly.

- This research has revealed that for the 2004/05 cohort which was tracked for seven years, **56% of those who progressed studied in a College and 44% a university**. (Table 26, page 45)

- **Of the 56% studying in colleges, 26% studied prescribed HE and 30% non-prescribed HE.** (Table 26, page 45)

- For the 2004-5 cohort, **78% of those who progressed studied part-time programmes**. (Figure 10, page 62)

- **Between 2004/05 and 2008/09, the number of apprentices progressing to HNC/HND courses more than halved dropping by minus 58%** whilst **the number of first degree and foundation degree students increased (+39% and +14% respectively**). This however reflects the focus on increasing foundation degree numbers during the period and the subsequent reduction in the supply of higher nationals. Other undergraduate (courses like Dip HE) entrants also dropped considerably by minus 44% (Table 12, page 36)

- **The proportion of students progressing to university delivered courses has increased and the proportion to higher education in FE, decreased. This effect is largely due to the large decrease in HNC/HND entrants**. (Figure 4, page 36) It should also be pointed out that during this period there was a significant focus on improving the university progression rates of vocational learners as part of the widening participation activities of Lifelong Learning Networks and Aimhigher.

- **The progression rate of advanced level apprentices registered with FE providers (2004/05 cohort tracked for seven years) was 18%.** This percentage was made up of 7.8% to university delivered HE and the remaining 10.2% was HE delivered by FE (both non-prescribed and HE in FE. (Table 33, page 56).

- **Universities delivered 61% of the foundation degrees and FE colleges delivered 68% of the HNC/HNDs that apprentices progressed to**. (Table 35, page 59)

- **Higher education course types vary at framework level** so the majority of Engineering apprentices progress to an HNC/HND whilst very few Children's Care Learning Development apprentices progress onto this type of course. Nearly all those on an Accountancy framework go onto an NVQ Level 4 but fewer than one in ten Health and Social Care apprentices study at this level. (Table 37, page 61)

Significant findings for apprenticeship providers

- There were significant differences in the progression rates of apprentices based on their provider type. This is an area which needs further interrogation of the data to explain. Demographic, framework, age and regional factors might all throw light on the figures as well as more qualitative research that might look at expectations.

- **50% of advanced level apprentices who progress to higher education were enrolled with a Private Training Provider**. (Figure 7, page 54)

- **The highest rate of progression by provider** for the 2004/05 cohort tracked over seven years **was Public Sector at 20.2%, followed by FE colleges at 18.1%, then Private Training Providers at 15.2%, Business (Direct Grant) at 14.6%, and Other (voluntary sector, etc) at 9.7%**. (Table 32, page 55)

- **Around 70% of apprentices registered with Private Training Providers and FE colleges *who progressed to* higher education did so within three years of starting their apprenticeship** and this is higher than the 62% of students registered on an advanced level apprenticeship delivered by a Business (Direct Grant). These students tended to enter higher education later. (Figure 8, page 56)

Regional findings

- While the advanced level apprentice tracked population has increased in every government office region in England, **London had the highest increase with an 85% growth in numbers**. (Table 10, page 32)

- There are significant differences in the progression rates by region. **The North East region is domicile to a lower number of students at only 8% of all advanced apprentices in 2004/05 but its immediate progression rate to higher education was the highest at 17%** (2004/05 cohort) and most of this was to prescribed higher education programmes**. However, the North East has also seen the biggest drop in progression rates (2008/09 cohort) at -8.0%.** (Table 10, page 32)

- **London was one of the few regions to see an increase in higher education progression between 2004/05 and 2008/09 at 3 percentage points where most regions saw a decrease**. (Table 10, page 32)

Sectoral findings

- **Higher education progression rates at framework level vary significantly and there does not appear to be a positive correlation between the population of the apprentice cohort and higher education progression**. Two frameworks: Engineering and Electrotechnical each make up 13% of the total advanced apprentice 2004/05 cohort. Their higher education progression rates are entirely different though with around 40% of Engineering apprentices entering higher education compared to just 3% of Electrotechnical apprentices. (Table 31, page 52)

- At framework level, there have been clear changes in the population and progression rates across the tracked cohorts. **There have been large increases in the tracked apprentice populations of some frameworks including Business Administration, Children's Care Learning and Development, Sporting Excellence and Health and Social Care. Other framework populations such as Engineering, Construction and Automotive Industry have declined**. (Table 13, page 37)

- The relationship between tracked population change and higher education progression rate change differs at framework level. For example, whilst the numbers of both Business Administration and Customer Service apprentices grew significantly, the progression rate for Business Administration students increased by 3.3% points but dropped for Customer Service apprentices (minus 4.3% points). **Despite the large increase in the number of Health and Social Care apprentices, the higher education progression rate dropped considerably (minus 16% points). By contrast, there was both a drop in the number of Engineering advanced level apprentices and a drop in higher education progression (minus 14% points).** (Table 13, page 37)

Demographic findings

Age

- 5 cohorts between 2004-5 and 2008-9 have been tracked for three years allowing like for like trend analysis. The 3 year progression rate for the 2004-5 cohort was 10.4% and this decreased to 8.1% for the 2008-9 cohort. This reduction is influenced by the **significant increase in 25+ numbers who progress at a much lower rate (3.5%) than 17-19 year olds (12.3%).** (Table 8, page 31)

- The age make-up of the advanced level apprentice tracked population has changed significantly across the five cohorts. **In 2004/05 there were around 200 aged 25 years+ and this increased to 12,000 in 2008/09 whilst the young tracked population remained static around 17,000 learners**. (Table 9, page 32)

- This has had an impact on the overall progression rate; whilst the higher education progression of learners in the older age group has also increased it has not done so to the same degree as the growth in the overall tracked population.

Gender

- **A comparison between the 2004-5 and 2008-9 cohorts revealed that the female advanced apprentice tracked population doubled but the male tracked population increased by only 19%.** (Table 11, page 34)

- It is also the case that **the progression rate for female advanced level apprentices has decreased at a faster rate than for males** (Table 11, page 34) **and they were much more likely to study 'other' undergraduate courses, especially Social and Health Care and NVQs, mainly Accountancy.**

- **Males were more likely to study foundation degrees and nearly all HNC/HND programmes were undertaken by males** (Figure 10, page 62)

Domicile and deprivation

- **44% of advanced level apprentices come from areas classified as areas of low HE participation (Polar 3 quintiles 1 and 2) and this compares to 31% of all 18-19 year old entrants reported in the HEFCE Young Entrant study** (HEFCE, 2012)**. They also are more likely to study part time** than those apprentices from areas of very high HE participation. **This indicates an important role for apprenticeships in improving social mobility**. (Table 41, page 66)

- **Of all the apprentices living in areas of the lowest HE participation (POLAR 3 Q1) who enter higher education, 57% progress to higher vocational education in colleges and 43% progress to university**. (Table 41, page 66)

- There are differences in the delivery type of higher education courses studied by disadvantaged and advantaged apprentices. **A higher proportion of advantaged students study courses at university than disadvantaged students** (49% vs. 43%). (Table 41, page 66)

- **Advanced level apprentices living in an advantaged area (Q5) progressed to higher education at around the same rate as all young HE entrants living in an advantaged area (14%).** (Table 41, page 66)

- **The tracked population of advanced level apprentices classified as POLAR 3 Q1 grew by 57% but that of advantaged learners grew by 65%.** (Table 14, page 38)

Higher apprenticeships

- This study was able to capture in the ILR flagged higher apprentices for 2008/09 and 2009/10. It was therefore able to pick up some of the early numbers and characteristics of these cohorts which then only covered a few frameworks. It is important to add a note of caution in these results as they were dominated by one framework which has skewed the results. The section is included, however, to stand as a marker or benchmark for future studies in this longitudinal research that will take in the widespread development of the higher apprenticeship frameworks following the publication of the SASE in 2011 (BIS, 2011).

- **The results of two cohorts of advanced level apprentices (2008/09 and 2009/10) tracked into higher apprenticeships are presented although these early results are dominated by the fact that 97% progress onto Accountancy frameworks**. (Table 18, page 40)

- For both cohorts, **the majority of apprentices progressed to their higher apprenticeship in the year following the start of their advanced level apprenticeship – rather than the year following completion**. Some progressed in the same year as the start of their advanced level apprenticeship. (Table 16, page 39)

- **Against a backdrop of a 3% decline in the number of advanced level apprenticeship achiever/completers between 2008 and 2009 (from 44,800 to 43,315), there was an increase of 170 progressing to higher apprenticeships (from 910 to 1080)** (Table 17, page 39 and Table 21, page 41)

1. Introduction

This report presents the findings of research undertaken for the Department for Business, Innovation and Skills (BIS) into the progression to higher education of advanced level apprentices. It updates the findings of an earlier apprenticeship progression tracking study published by the University of Greenwich in 2011 (Joslin & Smith, 2011) and provides additional information on the complex nature of the progression of apprentices and the institutions apprentices attend to study higher education. Higher education progression is explored in terms of gender, age, apprenticeship framework, student domicile and higher education qualification. A geo-demographic profile is also provided using the home postcode of the apprentice and this helps to explore the mobility of advanced level apprentices classified as disadvantaged. The study also looks at the progression of apprentices at Level 2 to advanced level apprentices at Level 3, providing an insight into Apprentice pathways from Level 2, through Level 3 and onto higher education.

The findings of this research are derived from matching Individualised Learner Record (ILR) data about apprentices with Higher Education Statistical Agency (HESA) data which holds data about learners in higher education. It matches cohorts of advanced level apprentices for each year between 2004/05 to 2009/10 entering higher education for the seven years between 2004/05 and 2010/11. Because the ILR holds data about non-prescribed higher education, it also provides progression data captured in this study. The methodology is examined further in section 1.4.

1.1 Structure of the report

Introduction – this provides the context for the research, situating it within the policy framework and relating it to previous research on apprenticeship progression. It states the aims and objectives of the research and provides a background to the methodology used. Finally, two summary tables are presented with the headline figures for apprenticeship progression tracked over the timeframe of this research with breakdowns into colleges and university.

Characteristics of the advanced level apprentice cohort – in this research a number of aspects of the cohort were analysed including:

- the rate and pattern of progression of intermediate apprentices
- previous experience of higher education

Trends in the progression of apprentices 2004/05 to 2008/09 – this section looks at trends for five cohorts of apprentices which can all have progression rates compared over a three year period. It looks at:

- changes in three year progression rates
- trends by region
- trends by gender
- changes in where higher education is delivered
- trends based on the POLAR 3 classification of higher education participation

Analysis of two years progression to higher apprenticeships (2008 and 2009) - this section tracks the advanced level apprentice cohort through to higher apprenticeship datasets. It examines:

- Progression rates of two cohorts: 2008/09 and 2009/10
- Timing of progression
- Framework level progression

Detailed analysis of apprentice progression based on the 2004/05 cohort – which has been tracked over seven years. This section looks in at:

- progression information by age
- timing of progression
- regional analysis
- framework analysis
- analysis of advanced level apprentice providers
- type of higher education provision and mode of delivery
- gender analysis
- disadvantaged profile and progression
- higher education subject areas
- breakdown of advanced level apprentices who progress to full-time higher
- education
- higher education institutions progressed to

Conclusions – summarising the key messages from the research

1.2 Context of the research

1.2.1 Policy context

In New Challenges, New Chances (BIS, Dec 2011) the government clearly laid out its intention to provide a "ladder of opportunity" through apprenticeships to "clear and flexible progression routes to Higher Vocational Education". It has demonstrated its intentions practically with the Higher Apprenticeship Fund providing £25 million to boost the development of 10,000 higher apprenticeship places within four years.

This research shows that this is much needed given that even with a progression rate of 15.4% over seven years, apprentices do not match the rates of other vocational learners at 40% (HEFCE, 2007) or A level learners at 90% (Carter, 2009). Comparing this figure with the aspirational figure given by the National Apprenticeship Service of 50% of advanced level apprentices showing "interest in pursuing a degree-level equivalent course" (NAS, 2011), there is clearly a way to go before there is more equity between the progression rates of apprentices and other full-time vocational and A level learners.

In this report there are some early findings about progression to higher apprenticeships. The years covered were prior to the publication of the Specification for Apprenticeship Standards (SASE) that included higher apprenticeships for the first time (BIS, 2011). They were the trailblazers overwhelmingly dominated by Accountancy but also including Engineering and IT. The rapid development of higher apprenticeships will play an important role in providing flexible, part-time and work-based higher education opportunities. The findings in this research project, by identifying the progression

behaviour of existing apprentices, can also shed a light on what other sorts of provision needs to be developed to maximise their opportunities for progression.

The phrase “Higher Vocational Education”, used in New Challenges, New Chances (BIS, Dec 2011) to describe the whole range of higher education found in colleges, has been noted in a recent study of higher education in further education colleges undertaken for BIS (Parry, Callender, Scott, & Temple, 2012) and following consultation with AOC (Association of Colleges) members, it was agreed to include a breakdown along these lines for the first time in this report. Higher Vocational Education has been found to be the destination for the majority of apprentices. Using it brings together the complex range of higher education offered by colleges and for the first time expresses their contribution on a like for like basis with universities.

Parry et al (Parry, Callender, Scott, & Temple, 2012), discuss the way in which college delivery of higher education has been affected by conflicting policy moves stemming from the two key funding councils (the LSC/SFA and HEFCE). They also show that during the period this research covers, HNCs and HNDs which had hitherto been the dominant HE offer in colleges, were being eclipsed by the expansion of foundation degrees. One effect of this is thought to lie behind the reduction in progression by engineering apprentices who traditionally had progressed onto HNCs. They also show that despite the LSC having aspirations in 2006 for a strategic role in higher education, due to the fact that non-prescribed higher education was discretionary and was subject to local variation and cuts, the numbers studying non-prescribed higher education fell. The recent reinvention of a more unified higher education role for colleges embraced within the title of “Higher Vocational Education” brings together both their non-prescribed and prescribed HE offer in a name, but it won’t be until they appear side by side in college prospectuses that there will seem to be parity. Apprentices progress onto higher education covered by both funding streams and because it shows trends over the past six years, the data derived from this research can provide indications of where policy changes have affected progression flows.

This longitudinal research project establishes benchmarks on an annual basis and it will illuminate the impact of policies such as those which have provided the opportunity for colleges to develop their provision of higher education including their ability to bid for direct numbers and others like the increase in higher education fees and the provision of fee loans for part-time students. These measures, along with the expanding delivery of higher apprenticeships by colleges will affect the higher education landscape for apprentices and future tracking will reflect the impact of this.

1.2.2 Research context

Previous research

There is previous data available which sketches a broad picture of and a concern about the progression of apprentices into higher education. Research carried out by UVAC in 2005 on apprenticeship progression (Anderson and Hemsworth, 2005) suggested that progression from advanced level apprenticeships to higher education was poor. More recently, the Skills Commission’s inquiry into apprenticeships (Skills Commission, 2009) and HEFCE’s report on apprenticeship progression (HEFCE, 2009) indicate that this situation remained largely unchanged. This was confirmed in UKCES’ report on vocational progression (UKCES, 2010) where the rate of progression of apprentices quoted was 6%.

As previously mentioned, this compares with the 40% progression rate of level three vocational learners (HEFCE, 2007) and the 90% progression by A level learners (Carter, 2009).

In the report by the Skills Commission (Skills Commission, 2009), it was acknowledged that there was a need for a new method of progression tracking to fill an information gap. A new method to provide "valuable data on former apprentices progressing into advanced further education, such as HNDs and foundation degrees, about whom little is also known" (P.43). The report recommended that:

> "The Government should commission systematic research enabling it to monitor former apprentices who progress to higher education and advanced further education, and those former apprentices who have already progressed. A study should be built up year on year until the Unique Learner Number starts to produce informative data." (P.14)

This was further underlined by the UK Commission for Employment and Skills (UKCES, 2010) when they said:

> "The lack of data and monitoring arrangements to track the progression of those pursuing applied and vocational learning beyond level 3/SCQF level 6 is a major deficiency in current management information systems. Robust and comprehensive data will enable the extent and nature of the issues to be more fully assessed and enable measures taken to address them to be more accurately targeted". (P.60)

In the latest report of the Independent Reviewer on Social Mobility and Child Poverty (Milburn, 2012), Alan Milburn discusses the need for clear information about vocational qualifications including apprenticeships. He says:

> "The Government should set itself a clear target for increasing the proportion of apprentices who enter higher education and universities should set out how they plan to accept more students who have completed apprenticeships onto their courses" (p.54)

With the increasing numbers of advanced level apprentices, it is important to assess the level of participation in higher education of this group of learners and how this compares to other groups of learners. Furthermore, as the number of advanced level apprentices increases, it is necessary to explore whether progression to higher education is maintained, and indeed increased, in line with trends over the period in the expansion of overall higher education participation.

In relation to these previous studies, the 2011 Apprentice Progression Tracking study (Joslin & Smith, 2011) identified a 13% progression rate for apprentices tracked over four years. This current study identifies a 15% progression rate over seven years and this is against a backdrop of an increasing number of advanced level apprentices and increased numbers progressing to higher education. The increase is not uniform, however, and this research has attempted to address some of the anomalies and falters in the progression flows.

A new perspective on apprentice progression

This research differs from the 2011 study mentioned above in that it looks at progression from the point when an advanced level apprentice starts their framework (rather than when they end their apprenticeship). In consequence, the results include those students who enter higher education in the same year as they are finishing their apprenticeship (and not just for the years following completion of their apprenticeship). This is an important change

to the methodology of tracking apprentices as it takes into account the roll-on, roll-off nature of apprenticeships where there is no such thing as an academic year. In addition to this change in methodology, this study identifies first time entrants to higher education by interrogating higher education datasets from 2002-03 to see whether an entrant had previous higher education experience. The previous study identified students on their first year of that higher education programme but did not track back to previous years' higher education datasets. For these reasons, this study provides a rigorous examination of higher education progression both generally, and for first time entrants to higher education.

This tracking study follows advanced level apprentice cohorts starting apprenticeships in the years 2004/05 to 2009/10 and entering higher education between the years 2004/05 and 2010-11. Longitudinal tracking helps to show the trajectory of advanced apprentices over time and recognises that the progression patterns of work based learners are different from non-work-based learners entering higher education. It presents data to show that some advanced level apprentices already have prior experience of Higher Education before they start their apprenticeship. By exploring timing of higher education entry, the study examines the extent to which students enter higher education immediately or some-time after their apprenticeship.

In the BIS research study "Prior Qualifications of Adult Apprentices 2009/10" (BIS, 2011) it was found that around a half of Level 3 apprentices had already studied at this level before. The inference is that many advanced level apprentices may already have achieved the necessary qualifications to enter a higher education programme, though perhaps not in the subject of their choice. In this report, therefore, prior entry to higher education, as well as higher education progression of advanced level apprentices is explored, examining to what extent advanced apprentices may already have entered higher education (but not necessarily completed or achieved) before commencing an apprenticeship.

The report disaggregates advanced level apprentices into two groups: those who had already entered higher education before starting an apprenticeship, and those who are first time entrants to higher education. In this sense, the study increases our understanding of the complex nature of advanced level apprentices and higher education entry and its findings will show that the progression of advanced level apprentices into higher education is in many ways different to other groups of students; especially those students who are not progressing from work-based learning environments.

As a study of the progression of apprentices, this research can also be seen as a study of the progression to higher education of a very large sample of part-time work-based learners aged 18+. Not all part-time work-based learners are apprentices, but at level three advanced level apprentices make up a large and increasing proportion of them and the research show that 78% of them go on to study higher education part-time. This study therefore provides useful intelligence for all institutions offering higher education about the nature of the learning experiences required by these sorts of learners. In a recent BIS research report on part-time higher education (Pollard, Newton, & Hillage, 2012), they look at what constitutes part-time higher education and distinguishes between part-time integrated with full-time and part-time as separate free-standing provision. The latter model, which characterises the Open University offer and that of institutions like Birkbeck College is also what characterises the part-time offer in FE Colleges. They have a tradition of providing day-release, evening and Saturday provision for people in work and

significantly they also have a tradition of recognising and assessing work-based competence.

It has already been said that the data provides the opportunity for much more in-depth and specific analysis than is published in this report and more can be learned from it about the progression behaviour of these learners from a sectoral, regional, demographic and institutional perspectives. This report provides an overview that will often pose new questions as it attempts to answer others.

1.3 Research aims and objectives

The aim of the research was to provide robust and on-going longitudinal intelligence about the progression of advanced level apprentices into higher education that will inform national and local policy.

This aim was to be delivered by meeting the following objectives:

- Analyse the progression into higher education of five cohorts of advanced level apprentices completing in the years 2005/06 to 2009/10;
- Provide a top level trend analysis of the matched data by age showing percentages progressing into both non-prescribed higher education and university;
- Provide further levels of analysis showing trends broken down by frameworks, provider types and regional variations;
- Undertake analysis of the data by domicile providing evidence of the impact apprenticeships are having on social mobility;
- Illustrate the potential of the research to provide local analyses at local authority, LEP (Local Enterprise Partnership), university, college, training provider and individual framework levels;
- Disseminate it to BIS and more widely to the National Apprenticeship Service, Sector Skills Councils, the UK Commission for Employment and Skills, Universities, Colleges, the Association of Colleges, Training Providers and other stakeholders.

1.4 Methodology

The research findings are based on the matching of ILR (Individualised Learner Record) datasets with HESA (Higher Education Statistics Agency) datasets between the years 2004/05 and 2010-11. They provide a detailed analysis of the nature of the progression of apprentices, trends in progression rates over time and highlight the contribution made by FE Colleges in delivering the sort of higher education to which the majority of apprentices progress. Because the matched records contain demographic information about the apprentices such as gender, age and domicile and also data about where they progressed from and where they progressed to, there are a wide set of variables that can be compared and this report provides a selection. The findings published in this report provide an overall picture of apprenticeship progression at this point in time. The research project is longitudinal. It is planned to continue to repeat the matching year on year to provide ever richer sets of data tracking the progression flows of this important group of part-time work-based learners.

The start date, rather than the end date, is used as a census point so that the timing of higher education entry can be better understood. It acknowledges that apprentices are

rolled on, and rolled off an apprentice framework and so the start date is deemed the most appropriate census date to determine the year of the cohort, especially as some apprentices appear to commence study of a higher education qualification in the same year as they are completing their framework.

Just fewer than 60% of advanced level apprentices complete their framework in two years, although achievement and completion is dependent on the framework structure and how long individual learners take to complete their work based learning. For example, around 60% of the 2005/06 cohort will have finished during 2006/07 and a further 24% finish in 2007/08.

Although the start date is used as a cohort census date, this study is based on advanced level apprentices who have completed and achieved their framework.

Tracking back, as well as forward, allows an investigation into the fluid nature of advanced level apprentice participation in Higher Education and shows the extent to which some apprentices already have experience of higher education when they first start their apprenticeship. Tracking forward to HESA datasets for advanced level apprentices who have been identified as having no previous higher education experience, enables the study to explore real progression from Level 3 to Level 4. Moreover, linking the cohort to higher education datasets longitudinally over a number of years, allows an investigation into the timing of entry to higher education. For example, all those advanced apprentices who completed (and were identified as achievers) in 2005/06, were linked to six years of higher education datasets in 2005/06, 2006/07, 2007/08, 2008/09, 2009/10 and 2010-11. Advanced level apprentices who start their Level 4 qualification in the same year as their advanced apprenticeship are counted as first time entrants and these records are included in the progression rates, categorised as “immediate progression” with the 2 years following.

1.4.1 Prior entry to higher education

The HESA datasets with records of prescribed higher education learners were tracked from 2003-04 although students who had entered higher education from 1999 were flagged within the dataset. The Individualised Learner Records (ILR) were tracked from 2002-03. Tracking back to datasets prior to commencement of the apprentice framework provides a fuller picture of apprentice participation in Higher Education.

1.4.2 First time entrants

In this report, higher education progression patterns following completion and achievement of apprenticeships are presented for five cohorts of learners from 2004/05 through to 2009/10. The first cohort tracked, 2004/05, has been linked to seven years of higher education datasets and this provides a rich picture of timing of progression.

Immediate progression is classified as those apprentices who enter higher education three years from the start of their apprenticeship. Given that the average duration of an advanced apprenticeship is 24 months, this three year period includes those who enter in the same year as they are completing their apprenticeship and the year immediately following. The following table illustrates the longitudinal matching:

Table 1: Cohort matching to establish progression

Advanced level apprenticeship start	Advanced level apprentice likely completion	Higher education datasets (HEFCE and ILR)						
		2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010-11
2004/05	Between 2005/06 and 2006/07	Immediate						
2005/06	Between 2006/07 and 2007/08		Immediate					
2006/07	Between 2007/08 and 2008/09			Immediate				
2007/08	Between 2008/09 and 2009/10				Immediate			
2008/09	Between 2009/10 and 2010-11					Immediate		
2009/10	Between 2010-11 and 2011-12							Immediate

1.4.3 Dataset matching

Two datasets were used to undertake the tracking exercise: the Individualised Learner Record (ILR) for students recorded as advanced apprentices in 2004/05, 2005/06, 2006/07, 2007/08, 2008/09 and 2009 -10 and the Higher Education Statistics Agency (HESA) dataset for entrants to publicly funded higher education institutions in the United Kingdom during 2006/07, 2007/08, 2008/09, 2009/10 and 2010-11.

The Data Service provided records on learners on an advanced level apprentice programme including name, date of birth, postcode, gender, and framework. Two matching exercises were undertaken to obtain the total number of learners who entered higher education study:

- ILR Level 3 student data to HESA student data to identify FE Level 3 Students progressing to prescribed higher education study **and**
- ILR Level 3 student data to ILR Level 4 student data to identify FE Level 3 students progressing to non-prescribed higher education study in FE

The absence of a unique learner number, which follows students from one provider to another, means that individual students were tracked within, and through, each of the datasets using a number of personal characteristics. A fuzzy matching exercise was undertaken by HESA where for each final year Level 3 student in the ILR dataset, the

name, date of birth, postcode and gender was used by HESA to match against each year of their dataset. The ILR was matched to HESA datasets between 2003-04 and 2010-11. This enabled identification of students who were already in higher education prior to commencement of their advanced level apprenticeship. The HESA datasets were also checked back to 1999 to identify students who entered higher education for the first time after starting their advanced level apprenticeship thus producing a more accurate picture of progression. For first time entrants, this meant that the 2004/05 cohort was matched against seven years of HESA data: 2004/05, 2005/06, 2006/07, 2007/08, 2008/09, 2009/10 and 2010-11. HESA data for matched students on their first year of programme were returned including: higher education study year, higher education level, higher education subject group, higher education mode, higher education institution and higher education campus.

Similarly, for each advanced level apprentice completer a matching exercise was undertaken with the subsequent years FE Level 4 student data using either the ILR student unique reference, or name, date of birth, postcode and gender.

There were a number of issues encountered with both matching exercises:

ILR to HESA issues

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

ILR level 3 to ILR level 4 non-prescribed higher education issues

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

1.5 Headline figures

To introduce the report, two tables are presented which summarise the headline numbers which have emerged from the research. Table 2 shows volumes and rates of progression into higher education for each of the six cohorts of apprentices. It identifies in-year progression when apprentices have already progressed to higher education while they are still completing their apprenticeship and it shows the numbers progressing for each subsequent year. This pattern of progression of apprentices must be set in the context of their lives – these are people at work and on completion of their advanced level apprenticeship there may be pressure on them to operate at the technician level they have

been trained for. However the rapid pace of change in some industries and the requirements of regulatory frameworks in others will influence decisions of both employees and employers to undertake higher education. The fact that progression rates are higher two years after completion for each year up to 2008/09 shows that for many decisions about higher education are taken later and the lower, but still fairly substantial numbers progressing after three and four years show this pattern.

This table also shows that for those years, where three year tracking is possible, the progression rate falls from 10.4% to 8.1% but analysis of this in the report shows that there are other influences behind this, particularly the large increase in the volume of 25+ advanced level apprentices over these years who have a much lower progression rate than younger apprentices.

Table 2: Longitudinal progression of advanced level apprentices

Advanced level apprentice completion year	Tracked population	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010-11	3 years tracking		All tracked to date		
		Number	Number	Number	Number	Number	Number	Number	HE immediate progression	% HE progression	Total number to HE	% HE progression	Number of years tracked
2004/05	27435	30	1250	1580	520	385	280	185	2860	10.4	4230	15.4	7
2005/06	34065		100	1355	1655	630	465	270	3110	9.1	4475	13.1	6
2006/07	33595			100	1285	1745	725	445	3130	9.3	4300	12.8	5
2007/08	39535				100	1350	2065	725	3515	8.9	3855	10.7	4
2008/09	42780					160	1850	1470	3480	8.1	3480	8.1	3
2009/10	41285						240	1880	N/A	N/A	2120	5.1	2

Table 3 provides a breakdown of the proportions of apprentices progressing to FE colleges and universities. It gives in the first three columns total numbers for all progression, so the 2004/05 cohort includes seven years' tracking while the 2009/10 cohort only includes one year's tracking. It also compares rates over three years of six cohorts. This shows that although the proportion of apprentices progressing to higher vocational education in FE colleges remains higher, in more recent years, universities are catching up. This is probably as much a function of lack of real growth in higher education in FE over the period (Parry, Callender, Scott, & Temple, 2012) as the effect of widening participation

work by universities over the period, assisted by programmes like Lifelong Learning Networks and Aimhigher.

Table 3: Longitudinal progression of advanced level apprentices to higher education in FE colleges and universities

Advanced level apprentice Cohort	Delivery	Grand total	% Total HE progression	3 years tracking		
				HE immediate progression	% HE progression	% of total HE
2004/05	FE college	2360	8.6%	1870	6.8%	65%
	University	1870	6.8%	995	3.6%	35%
	Grand total	4230	15.4%	2860	10.4%	100%
2005/06	FE college	2415	7.1%	1935	5.7%	62%
	University	2060	6.0%	1180	3.5%	38%
	Grand total	4475	13.1%	3110	9.1%	100%
2006/07	FE college	2335	7.0%	1945	5.8%	62%
	University	1960	5.8%	1180	3.5%	38%
	Grand total	4295	12.8%	3125	9.3%	100%
2007/08	FE college	2155	5.4%	1940	4.9%	55%
	University	2085	5.3%	1575	4.0%	45%
	Grand total	4235	10.7%	3510	8.9%	100%
2008/09	FE college	1875	4.4%	1875	4.4%	54%
	University	1605	3.8%	1605	3.8%	46%
	Grand total	3480	8.1%	3480	8.1%	100%
2009/10	FE college	1335	3.2%			
	University	780	1.9%			
	Grand total	2120	5.1%			

2. Characteristics of advanced level apprentices

In this part of the report, the particular characteristics of the advanced level apprentice cohorts will be analysed including the rate and pattern of prior progression from Intermediate apprenticeships and their previous experience of higher education.

2.1 Progression from intermediate apprenticeships to advanced level apprenticeships

The Individualised Learning Record datasets were linked across years from 2004/05 to 2010-11 to identify apprentices at level 2 who then appeared as advanced level apprentices at level 3 thus determining progression. 2004/05 is the first year that apprentices were classified in the ILR and so the 2005/06 advanced level apprentice cohort is only linked back one year to identify whether they were a level 2 apprentice. For subsequent cohorts, however, the study was able to link back a number of years, for example, the 2009/10 cohort is linked back through five years of intermediate apprentice datasets to 2004/05. Because of this, the progression rate of the 2009/10 cohort gives the most accurate and current picture of intermediate apprentice progression to advanced level apprenticeships, but trend analysis is likely to be skewed for the early advanced level apprentice's cohorts.

It is important to note that his linking exercise across ILR datasets to identify intermediate apprentices progressing onto a level 3 advanced level apprenticeship did not identify whether the apprentice may already have had a level 3 qualification before starting their apprenticeship framework. It therefore does not necessarily provide evidence of up-skilling in terms of qualification achievement. It does however provide evidence of up-skilling in terms of *apprentice framework achievement*, indicating the proportion of students progressing through apprenticeships to a higher level of framework study.

The 2009/10 advanced level apprentice cohort, tracked back for five years shows an overall progression rate of 53%, so around one in two apprentices went on to study an advanced level apprenticeship. The rate is higher for younger students at 61%. This finding updates that reported in the Skills Commission's inquiry into apprenticeships (Skills Commission, 2009) where 32% were found to have progressed but this figure was based on self-reporting from apprentices and only accounted for those who had progressed immediately.

Table 4: Progression to advanced level apprenticeships from intermediate apprenticeships (2009/10 cohort)

Age band	Number of advanced level apprentices level 3	Number who studied intermediate apprenticeship	% progression
16-19	18435	11165	61%
20-24	14505	9000	62%
Over 25	10375	2605	25%
Grand Total	43310	22770	53%

It is difficult to assess trends in the progression of intermediate apprentices to advanced level apprenticeships given that 2004/05 is the first year that apprentices are classified in the ILR.

The chart in Fig 1 shows the overall progression rates for each of the five advanced level apprentice cohorts in this study. Progression rates fluctuate across the years with a gradual upward trend over the last three years.

Fig 1: Progression from intermediate apprenticeships to advanced level apprenticeships by cohort year

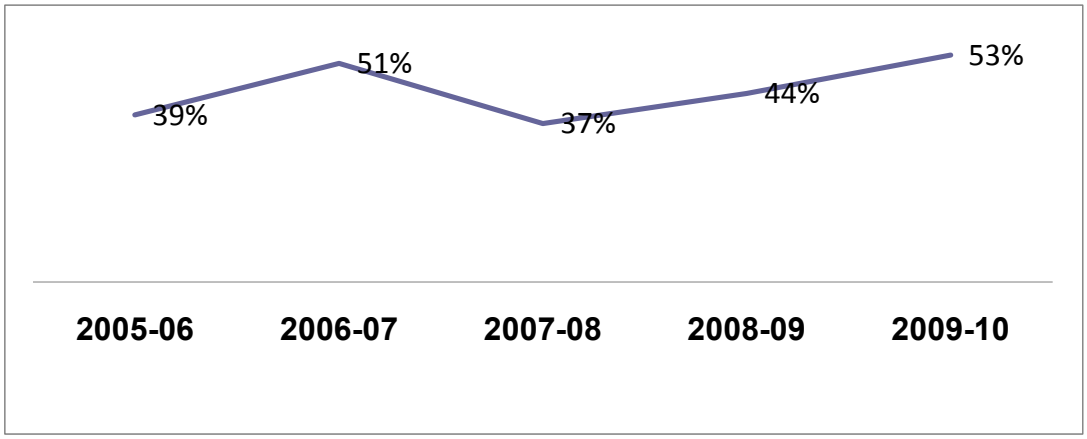


Table 5 presents figures to show that some frameworks have higher progression from apprentice to advanced apprenticeships, for example, around a quarter of apprentices in Health and Social care progressed from an apprenticeship framework to an advanced level apprenticeship framework (2009/10 cohort) compared to 96% of those on a Construction framework. It follows then that framework tracked population changes across years will influence overall progression rates. The top ten frameworks in terms of advanced level apprentice tracked populations (2009/10 cohort) are shown in Table 5 together with their progression rates from intermediate apprenticeships at Level 2.

The differences are stark but reflect the nature of the framework and its apprentices. For example, the majority of advanced level apprentices on a Management framework will start on an advanced level apprentice framework rather than an intermediate apprenticeship framework (there is no intermediate apprentice framework for Management). In contrast, students on technical frameworks such as Construction will typically start on an intermediate apprenticeship framework.

Table 5: Progression from intermediate apprenticeships to advanced level apprenticeships by top ten frameworks

Framework	Number of advanced level apprentices	Number who studied intermediate apprenticeship	% progression from intermediate apprenticeship
Business Administration	5670	2840	50%
Children's Care Learning and Development	4315	1975	46%
IT and Telecoms Professional	3580	430	12%
Customer Service	3440	1950	57%
Construction	3075	2960	96%
Vehicle Maintenance and Repair	2705	2555	94%
Health and Social Care	2495	645	26%
Hairdressing	2305	1775	77%
Management	1905	305	16%
Accountancy	1650	1090	66%

2.2 Progression from intermediate apprenticeships through to advanced level apprenticeship and onto higher education.

Table 6 looks at progression rates for four advanced apprentice cohorts who were tracked for three years. It shows the proportion of advanced apprentices who were identified as apprentices at Level 2 and who then progressed to higher education. The progression rate for all the cohorts is around 8%.

Table 6: Immediate progression (tracked for three years)

Advanced apprentice cohort	Tracked population	Previous intermediate apprentices	Number tracked to HE	% tracked to HE
2005/06	34065	14730	1230	8%
2006/07	33595	17610	1315	7%
2007/08	39535	18995	1325	7%
2008/09	42780	18930	1485	8%

2.3 Previous experience of higher education and apprenticeships

The 2004/05 advanced level apprentice cohort is used to examine progression in detail as this cohort has been linked to higher education for seven years and provides a rich dataset for exploration. On average, advanced apprentices take around two years to complete their framework, although the duration of study is dependent on the framework and the rate at which individuals complete their work based learning. The 2004/05 cohort is likely to have completed their advanced level apprenticeship at some point in 2006/07, although in some cases it will have been later.

Later in the report, progression trends will be presented for five cohorts tracked for three years (2004/05, 2005/06, 2006/07, 2007/08 and 2008/09).

By linking advanced level apprentice records to previous years' higher education datasets, a picture of prior higher education experience emerges, showing the extent to which some advanced level apprentices (who already have Level 3 qualifications) had already entered higher education prior to commencing their advanced level apprentice framework.

Some of these students will have achieved a higher education qualification, then started an advanced level apprenticeship but often this is due to a complete change in career area and this can be seen where the higher education subject choice does not correspond with the apprentice framework. Some students will have started higher education but not completed their programme and then subsequently found employment which included an advanced level apprenticeship.

There are many permutations and the case studies below help to illustrate some real life cases of the complexity of the relationships between advanced apprentice study and higher education.

2.4 Advanced level apprentices with prior higher education experience

Table 7 shows that 3% of all advanced level apprentices had been in prescribed higher education prior to starting their framework and not surprisingly, most of these are in the age group 20 years plus. Only a very small proportion had been in non-prescribed higher education prior to their apprenticeship (0.3%).

Table 7: Prior HE experience of advanced level apprentices 2004/05 cohort (starts)

Age Group	Advanced level apprentice tracked population	Prescribed HE				Non-prescribed HE				All HE			
		In HE prior to advanced level apprentice start		In HE after advanced level apprentice Start		In HE prior to advanced level apprentice start		In HE after advanced level apprentice Start		In HE prior to advanced level apprentice start		In HE after advanced level apprentice Start	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
16-19	17890	345	1.9	2275	12.7	45	0.3	815	4.5	392	2.2	3090	17.3
20-24	10255	505	4.9	665	6.5	40	0.4	450	4.4	544	5.3	1117	10.9
25 +	235	5	2.6	20	8.9	0	0.4	0	0.9	7	3.0	23	9.8
Total	28380	855	3.0	2965	10.4	85	0.3	1265	4.5	943	3.3	4230	14.9

Student T, aged between16 and 19 years, started a degree in Creative Arts but did not complete, and then subsequently entered employment and studied on a Health and Social Care advanced level apprenticeship framework

Student Q, aged 20 to 24 years is on an Accountancy advanced level apprenticeship framework but this student already has a degree in Biology and appears to have made a career change.

3. Trends in the progression of apprentices over five years (2004/05 to 2008/09)

This section looks at the progression trends of five cohorts of advanced level apprentices where rates of progression can be compared over three years.

It is important to reiterate here that the number in the tracked population should not be confused with the numbers reported in the Statistical First Release (SFR) which are provided by Data Services. The SFR identifies a different population and achievements are counted as framework achievements in the year they achieve the framework. In this study, we identify the population using the apprentice academic start year then select those who then go onto complete and achieve their framework in later years. For this reason there are differences between some of the trends in this report and the statistics published in the SFR.

It should also be noted that because the tracked population in this study is identified by their start year only once they have achieved their framework, it is liable to fluctuation especially for later cohorts. As these cohorts continue to be tracked the data will become more complete. This underlines the importance of longitudinal tracking where timing of entry varies across frameworks and the type of HE study and also across different individual characteristics such as age and background. Nevertheless, in this section there is a comparison between two years so that we can begin to explore trends in progression and framework variations and also examine changes in the progression patterns and behaviour of advanced level apprentices over time.

3.1 Initial entrant progression trends

Immediate higher education progression for each of the five cohorts is used to look at trends; this combines those students who enter in the same year as they start their advanced level apprenticeship and in the two years following. Comparisons are made in later tables between the earliest cohort 2004/05 and the latest cohort that has been tracked for three years; 2008/09.

Progression rates for each cohort with a funding type breakdown are given in Table 8. The three year progression rate for the 2004/05 cohort was 10.4% and this decreased to 8.1% for the 2008/09 cohort. The reduction in rates is influenced by a significant increase in the tracked population of apprentices in the age group 25+ years and this is explored further in Table 9. The progression rate for young advanced level apprentices aged 16-19 increased by very slightly by 0.1% points over the period with a decrease in the proportion of students to prescribed higher education.

Table 8: Trends in progression rates by age and funding type

Age Group	% Point diff. 2008/09 and 2004/05	2004/05	2005/06	2006/07	2007/08	2008/09
Non-prescribed HE						
17-19 years	0.30%	4.00%	2.80%	3.20%	2.70%	4.30%
20-24 years	-0.50%	3.70%	2.90%	2.70%	2.40%	3.20%
25 years+	1.70%	0.00%	0.00%	0.70%	1.00%	1.70%
Grand total	-0.60%	3.80%	2.80%	3.00%	2.30%	3.20%
Prescribed HE						
17-19 years	-0.20%	8.40%	8.30%	8.00%	10.00%	8.20%
20-24 years	0.00%	3.50%	3.20%	3.50%	3.60%	3.50%
25 years+	-1.50%	3.50%	4.40%	3.40%	1.80%	2.00%
Grand total	-1.60%	6.60%	6.30%	6.30%	6.50%	5.00%
All HE progression						
17-19 years	0.10%	12.30%	12.30%	11.20%	12.70%	12.40%
20-24 years	-0.50%	7.20%	7.20%	6.20%	6.00%	6.70%
25 years+	0.20%	3.50%	3.50%	4.10%	2.90%	3.70%
Grand total	-2.30%	10.40%	10.40%	9.30%	8.90%	8.10%

It is worth considering progression trends in the context of cohort tracked population changes. The advanced apprentice population tracked in this study has changed across the years with a huge expansion in the number of advanced apprentices in the 25+ age group and this will have an impact on overall progression **rates**.

In Table 9, you can see the change in absolute numbers of advanced level apprentice tracked cohort populations, including higher education entrant tracked populations. The figures are based on initial entrants progressing immediately.

As the number of 16-19 year old apprentices in the cohort tracked fell slightly between 2004/05 and 2008/09, so did the numbers progressing to prescribed higher education, but there was growth in the apprentices progressing to non-prescribed higher education. The numbers of 20-24 year old advanced level apprentices increased by 28% and the growth in higher education entrants increased in line, with a 20% growth. The most significant change was with the population of the 25+ advanced level apprentice cohort where the numbers grew from around 200 to over 10,000. This resulted in an expansion of mature advanced level apprentices entering higher education but not at the same rate as the increase in the all age population.

Table 9: Cohort comparison by age and funding type

Age Group	2004/05 cohort	2008/09 cohort	Change in numbers 2004/05 to 2008/09			
			All cohort difference	Non-prescribed HE change	Prescribed HE change	Total HE change
17-19	17495	17474	-21	+51	-35	+16
20-24	9710	12457	+2747	+41	+97	+138
25 +	230	12851	+12621	+214	+251	+466
Grand total	**27435**	**42782**	**+15347**	**+307**	**+313**	**+620**

3.2 Trends in progression by region

There has been an increase in the tracked population of advanced level apprentices in every government office region in England as shown in Table 10, but there are regional variations.

The smallest increase was to the tracked population in the North West which increased by 31% between 2004/05 and 2008/09. London had the highest increase at 85%. London also saw an increase in higher education progression rates with a 3.0 percentage point increase in higher education progression.

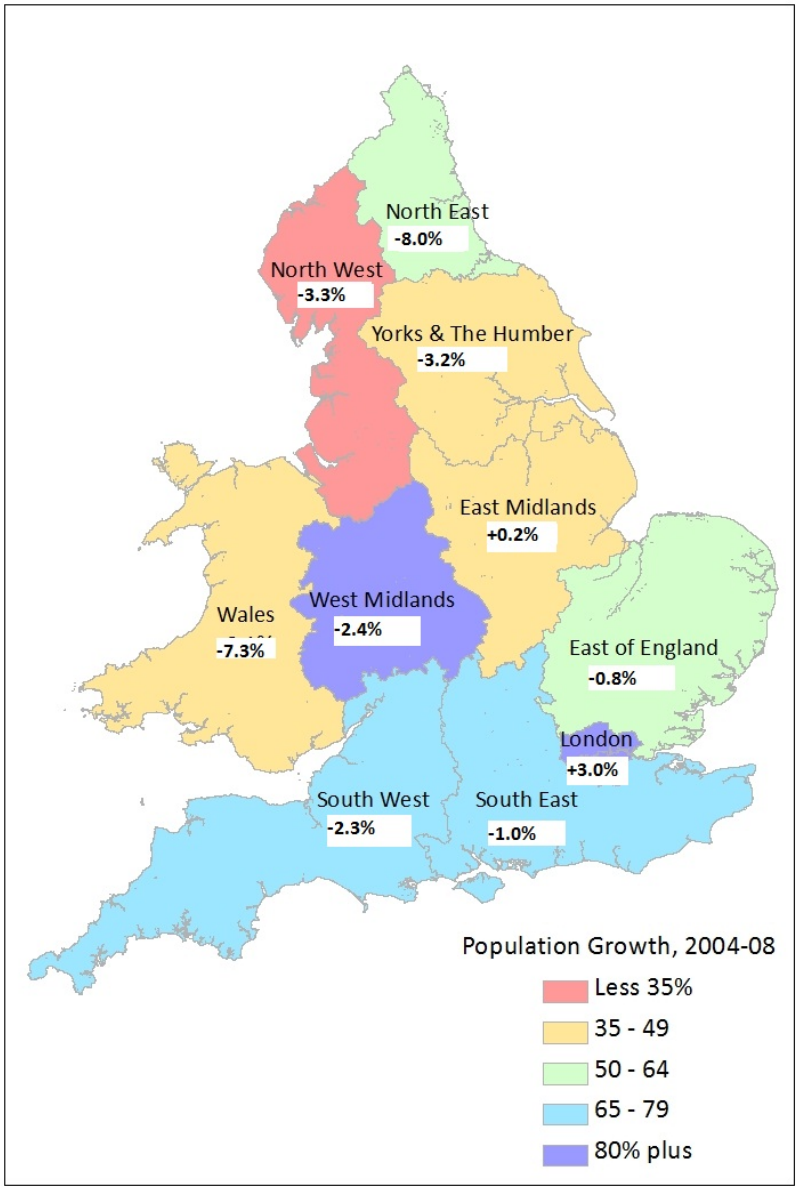
Most regions saw a decrease in HE progression rates between 2004/05 and 2008/09 and this is due to a combination of an increasing advanced level apprentice tracked population and decreasing numbers of entrants from Engineering and Health and Social Care frameworks. (See also Table 13)

Table 10: Cohort comparison by region

Government Office Region	2004/05			2008/09			Change 2004-2008	
	Tracked population	% of total tracked population	% HE progression	Tracked population	% of Total tracked population	% HE progression	% Tracked population change	Difference in HE progression
East Midlands	2850	10%	9%	3980	9%	10%	40%	0.2%
East of England	2245	8%	8%	3510	8%	7%	56%	-0.8%
Greater London	1625	6%	5%	3005	7%	8%	85%	3.0%
North East	2055	8%	17%	3230	8%	9%	57%	-8.0%
North West	5170	19%	13%	6775	16%	10%	31%	-3.3%
South East	3585	13%	7%	5955	14%	6%	66%	-1.0%
South West	2970	11%	10%	5000	12%	8%	68%	-2.3%
West Midlands	3065	11%	10%	5510	13%	8%	80%	-2.4%
Yorkshire and the Humber	3565	13%	12%	5210	12%	9%	46%	-3.2%
Scotland	60	0%	2%	75	0%	4%	33%	2.2%
Wales	155	1%	12%	210	1%	4%	35%	-7.3%

NB The right hand column has been derived from actual figures and any differences are because the percentages in the other columns have been rounded up.

Fig 2: Map illustrating tracked population growth and percentage point change in HE progression between 2004/05 and 2008/09



The map illustrates tracked population growth more clearly with varying colours to show population change. The North West stands out alone with the lowest population growth.

The map also details the progression rate difference between the 2004/05 advanced level apprentice cohort and the 2008/09 cohort. It highlights the high tracked population growth in London and the West Midlands: but only London and the East Midlands have seen an increase in progression rates.

3.3 Gender trends

A gender trend analysis reveals that the tracked population of females has more than doubled whilst the tracked population of males has only increased by 19%. Meanwhile, the progression rate of females has decreased at a higher rate than that of males.

This trend will be explored further in a framework breakdown, see Table 13.

Table 11: Cohort comparison by gender

Gender	2004/05			2008/09			Change 2004-2008	
	Tracked population	Gender % of total	% HE progression rate	Tracked population	Gender % of total	% HE progression rate	% Tracked population change	Difference HE progression
Female	10590	39%	10.9%	22655	53%	7.8%	114%	-3.0%
Male	16825	61%	10.2%	20055	47%	8.5%	19%	-1.7%

3.4 Trends by qualification type

The figures in Table 12 compare the proportion of entrants by qualification type.

There has been a 39% increase in the number of entrants to first degree programmes and this has resulted in a 9% point increase in the overall share of first degree entrants. Entrants to NVQ Level 4 programmes have also increased.

The number of entrants to HNC/HND and Other Undergraduate (OUG) programmes has dropped considerably and this has changed the profile of entrants. HNC/HND entrants made up 33% of the 2004/05 cohort of higher education entrants but this dropped to 17% with the 2008/09 cohort.

The drop in HNC/HND entrants is mirrored by a decline nationally in numbers on these programmes. In the BIS research report on HE in FE (Parry, Callender, Scott, & Temple, 2012), this is related to the introduction of Foundation Degrees in 2001-02 which they argue, “eclipsed” Higher Nationals in colleges. They point out:

> “Prior to the introduction of the Foundation Degree in 2001-02, the two higher national qualifications constituted the dominant provision in colleges at the undergraduate levels. Today, they represent less than one-quarter of the undergraduate population.” (p.45)

There is more to be researched in this area to understand this fully especially as it has had such an apparent effect on key frameworks.

Table 12: Cohort comparison by higher education qualification type

Course type	2004/05		2008/09		Number % difference	% point change (% of total)
	Number of HE entrants	% of Total	Number of HE entrants	% of Total		
First degree	450	11%	625	18%	39%	7%
Foundation degree	460	11%	525	15%	14%	4%
HNC/HND	1385	33%	575	17%	-58%	-16%
NVQ	1265	30%	1355	39%	7%	9%
OUG	645	15%	360	10%	-44%	-5%

The framework trends discussed in 3.5 throw more light on the effect of these changes.

3.5 Trends by framework

Table 13 explores changes by framework. Those frameworks with a higher education population over 20 in 2004/05 are shown.

Tracked population changes show the large increases in the number of students on Customer Service, Business Administration, Children's Care Learning and Development, Health and Social Care and Sporting Excellence frameworks.

The tracked population of students in Engineering and Construction frameworks has decreased. In Engineering, there has been a 10% decrease in the number of advanced level apprentices tracked across years.

The table also shows that for some frameworks with significant changes in tracked population, the higher education progression rate has not been maintained. The progression rates for Customer Service and Health and Social Care have also decreased despite higher numbers of advanced level apprentices. Health and Social Care in particular has seen a decline in progression rates by 16% points and this may be due to the higher tariffs now required for entry to Nursing as it moves to a degree only pathway.

The tracked population of the 2008-09 cohort will change as the cohort is updated with further achievers and future progression updates will reveal whether current progression rates are maintained or indeed increased.

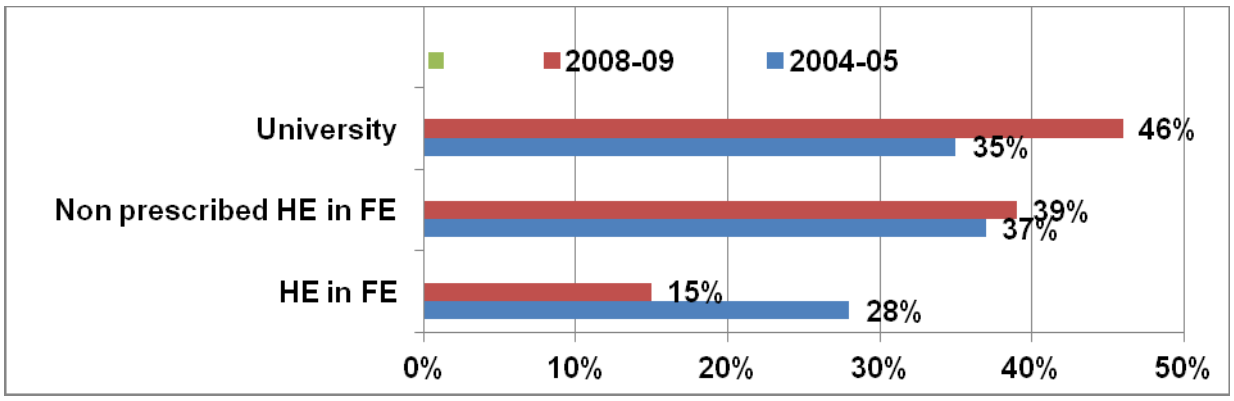
Table 13: Cohort comparison by framework

Framework	2004- 05			2008/09			Change 2004-2008	
	Tracked population	% of total tracked population	% HE progression rate	Tracked population	% of total tracked population	% HE progression rate	% Tracked population change	Difference in HE progression
Engineering	2990	10.9%	33.2%	2680	6.3%	18.8%	-10%	-14.4%
Construction	2025	7.4%	3.8%	1920	4.5%	4.3%	-5%	0.5%
Children's Care Learning and Development	2195	8.0%	3.6%	4435	10.4%	5.1%	102%	1.5%
Automotive Industry	2155	7.9%	1.4%	None	None	None	0	0
Business Administration	1855	6.8%	7.1%	4460	10.4%	5.9%	179%	-1.2%
Customer Service	1600	5.8%	2.6%	2595	6.1%	2.8%	40%	0.2%
Hospitality and Catering	1475	5.4%	2.0%	1725	4.0%	1.4%	17%	-0.6%
Accountancy	1320	4.8%	73.1%	1685	3.9%	71.8%	28%	-1.3%
Health and Social Care	1205	4.4%	21.8%	2510	5.9%	5.6%	108%	-16.2%
Sporting Excellence	470	1.7%	4.3%	1230	2.9%	19.8%	162%	15.5%

3.6 Comparing university and college delivery of higher education programmes

The chart in Fig 3 illustrates how the proportion of advanced level apprentices who progress to university delivered programmes has increased whilst those studying HE in FE has decreased. This is not surprising given the large decrease in the number of entrants to HNC/HNDs which are mostly delivered in FE, and the increase in the numbers of first degree entrants.

Fig 3: Delivery of higher education programmes, 2004/05 and 2008/09 cohorts



3.7 Demographic comparisons using POLAR3

The home postcodes of advanced level apprentices were used to classify learners using indicators of disadvantage. The HEFCE POLAR2 and POLAR3 (HEFCE, 2010) (HEFCE, 2012) were used as they classify neighbourhoods using higher education participation. POLAR3 classifies neighbourhoods by quintiles ordered from Q1, those areas with very low higher education participation rates and living in an area of disadvantage to Q5, those with very high rates and an area of advantage. POLAR is a useful proxy for disadvantage. Further exploration of disadvantaged students is provided later in the report in section 5.8.

Table 14: POLAR3 breakdown for 2004/05 and 2008/09 cohorts

POLAR quintile	2004/05				2008/09				Change 2008-2004		
	Tracked population	% of population	HE entrants	HE progression rate	Tracked population	% of population	HE entrants	HE progression rate	Tracked population diff.	HE entrant tracked population diff.	Progression rate % point difference
Q1 Very low HE participation	5930	22%	585	10%	9285	22%	655	7%	57%	12%	-2.8%
Q2	6295	23%	670	11%	9815	23%	800	8%	56%	19%	-2.5%
Q3	5750	21%	660	11%	8915	21%	740	8%	55%	12%	-3.2%
Q4	5200	19%	550	11%	7785	18%	710	9%	50%	29%	-1.4%
Q5 High HE participation	4045	15%	385	10%	6670	16%	560	8%	65%	45%	-1.2%
Grand total	**27220**	**100%**	**2850**	**10%**	**42470**	**100%**	**3465**	**8%**	**56%**	**22%**	**-2.3%**

The tracked population of advanced level apprentices classified as POLAR3 Q1 has grown by 57% across the comparison cohort years and that of Q5 learners has grown even more by 65%.

Furthermore, a comparison of the higher education entrants at quintile level shows significant differences. The tracked population of Q5 higher education entrants has grown by 45% compared to a lower increase of Q1 entrants at 12%.

A comparison of higher education progression rates also shows differences between the quintiles. The higher education progression rate of Q5 learners has decreased less than that of Q1 learners (-1.2% points Q5 compared to -2.8% points Q1).

These findings are explained in part by the decline of entrants from frameworks such as Health and Social Care and Engineering, and by the decline of entrants to certain qualification aims, all of which have a higher proportion of Q1 learners than Q5.

4. Recent trends in progression to higher apprenticeships 2008 and 2009 starts

4.1 Overview of apprentice progression to higher apprenticeships

In this section, a very early picture of the progression by advanced level apprentices to higher apprenticeships is explored based on cohorts starting in 2008/09 and 2009/10. This is done by matching between levels within the ILR and picking up the higher apprenticeship flag. These two cohorts are analysed in more detail separately as it is too early for a like for like comparison. Some common factors can be identified although it must be noted that for these years the dominant framework was Accountancy and this skews the analysis at this early stage. Because this research is longitudinal and will return year on year to updating these results, the inclusion of this section was felt to be important at this early stage to provide a benchmark.

Table 15 gives the historic picture of apprentices progressing to higher apprenticeships. Prior to the inclusion of higher apprenticeships in the Specification of Apprenticeship Standards for England (BIS, 2011), a few Sector Skills Councils had developed higher apprenticeship pathways and total numbers taking them up were initially low but had increased by 2009/10 to 1,745 and 3,505 in 2010-11. Following the higher apprenticeship funding in 2011and 2012 to support the development of a wider range of frameworks with commitments to deliver some 20,000 additional higher apprenticeship places by 2015, the volume is expected to rise. What Table 15 shows is the impact of higher apprenticeships as a progression route for advanced level apprentices so that by 2010-11, 29% of higher apprentices had previously been advanced level apprentices.

Table 15: Number of higher apprentices who were previously advanced level apprentices

		Higher apprenticeship year			
		2007/08	2008/09	2009/10	2010-11
Higher apprentice starts		*125*	*290*	*1745*	*3505*
Advanced level apprentice completer achievers	2004/05	0	0	5	5
	2005/06	0	5	10	10
	2006/07	0	10	25	10
	2007/08	0	5	150	15
	2008/09	0	0	700	145
	2009/10	0	0	140	850
	Total	5	20	1030	1035
	%	4%	7%	59%	29%

Table 16 looks at first time entrants to higher level study and shows a 2% progression rate for the 2008/09 cohort and a 2.4% progression rate for the 2009/10 cohort. It also shows that the majority of apprentice's progress to non-prescribed HE which can be explained by the volume of higher apprentices on an Accountancy framework.

Table 16: 2008/09 and 2009/10 advanced level apprentice progression to higher apprenticeships (first time entrants to higher level study)

Advanced level apprentice Cohort	Tracked population of first time entrants	2008/09	2009/10	2010-11	All tracked to date				
		Number	Number	Number	Total number to HE	% HE progression	% of total higher apprentices to prescribed HE	% of total higher apprentices to Non- prescribed HE	Number of years tracked
2008/09	42780	0	700	145	845	2.00%	2.40%	97.60%	3 yrs
2009/10	41285	NA	140	850	990	2.40%	1.00%	99.00%	2 yrs

4.2 Detailed analysis of the 2008/09 advanced level apprentice starters

Table 17 shows that 2% of advanced level apprentices progressed to a Higher Level Apprentice within 3 years of the start of their advanced level apprentice. A small proportion of the cohort already had prior experience of higher education (0.1%).

The majority of students progressed in the year following the start of their advanced level apprenticeship (1.7%) with the remainder progressing two years after the start (0.3%)

Table 17: 2008/09 advanced level apprentice progression to higher apprenticeships

Advanced level apprentices		Higher apprenticeship entrants					
		2009/10		2010-11		Total higher apprentices	
Tracked population		number	%	number	%	number	%
44800	First time entrants to HE	700	1.60%	145	0.30%	845	1.90%
	In HE prior to advanced level apprenticeship	55	0.10%	10	0.00%	65	0.10%
	All advanced level apprentices	760	1.70%	155	0.30%	910	2.00%

4.2.1 Frameworks

Only 7 frameworks were represented in the 2008/09 cohort who progressed to higher apprenticeships and 97% were on an Accountancy advanced level apprenticeship; this is likely to reflect further findings e.g. gender breakdown where 66% of Accountancy framework students are females.

Table 18: 2008/09 advanced level apprentice progression to higher apprenticeships by framework

Framework	% of All who progressed to higher apprenticeships
Accountancy	97.22%
Business Administration	0.81%
Engineering	0.81%
Hairdressing	0.12%
IT and Telecoms Professional	0.81%
Metals Processing	0.12%
Vehicle Maintenance and Repair	0.12%
Grand Total	**100.00%**

4.2.2: Gender

Table 19 shows that females had a higher progression rate to higher apprenticeships than males (2.4% vs 1.6%)

Table 19: 2008/09 advanced level apprentice progression to higher apprenticeships by gender

Gender	Advanced level apprentice tracked population	2009/10		2010-11		Total higher apprentice	
		number	%	number	%	number	%
Female	22665	440	1.9%	105	0.5%	540	2.4%
Male	20055	265	1.3%	55	0.3%	320	1.6%

4.2.3 Region

Table 20 shows that the East Midlands, the North West, the South West and Yorkshire and Humber all had progression rates of 2.5% or over to higher.

Table 20: 2008/09 advanced level apprentice progression to higher apprenticeship by region

Region	Total advanced level apprentice cohort	% of advanced level apprentice cohort	Total higher apprentices	% Progression in region
East Midlands	3970	9%	105	2.6%
East of England	3500	8%	65	1.8%
London	2985	7%	25	0.8%
North East	3205	8%	60	1.8%
North West	6755	16%	195	2.9%
South East	5940	14%	60	1.0%
South West	4980	12%	140	2.8%
West Midlands	5505	13%	75	1.4%
Yorkshire and the Humber	5200	12%	130	2.5%
Scotland and NI	75	0%	0	0.0%
Wales	210	0%	0	0.5%
Grand total	**42330**	**100%**	**855**	**18.2%**

4.3 Detailed analysis of the 2009/10 advanced level apprentice starters

2.5% of advanced level apprentices progressed to a higher apprenticeship within 2 years of the start of their advanced level apprenticeship. A small proportion of the cohort already had prior experience of higher education (0.2%).

The majority of students progressed in the year following the start of their advanced level apprenticeship (2.1%).

Table 21: 2009/10 advanced level apprentice progression to higher apprenticeships

Advanced level apprentices	Advanced level apprentice cohort	Higher apprentice entrants					
		2009/10		2010-11		Total higher apprentices	
		number	%	number	%	number	%
First time entrants to HE	**43315**	140	0.3%	850	2.0%	985	2.3%
In HE prior to advanced level apprenticeship		20	0.0%	75	0.2%	95	0.2%
All advanced level apprentices		155	0.4%	925	2.1%	1080	2.5%

4.3.1 Framework

A framework breakdown for the advanced level apprentices who progressed to a higher apprenticeship shows that 99% of the 2009/10 cohort were on an Accountancy framework. Only 4 frameworks in total were represented. This cohort has only been tracked for two years and so more frameworks will be represented in a longer term tracking study.

Table 22: 2009/10 advanced level apprentice progression to higher apprenticeships by framework

Framework	% of All who progressed to higher apprentices
Accountancy	99.34%
Business Administration	0.38%
IT and Telecoms Professional	0.19%
Travel Services	0.09%
Total	100.00%

4.3.2 Gender

Females were twice as likely as males to progress to higher apprenticeships - 3.5% of females progressed compared to 1.7% of males.

Table 23: 2009/10 advanced level apprentice progression to higher apprenticeships by gender

Gender	Advanced level apprentice tracked population	2009/10		2010-11		Total higher apprentices	
		number	%	number	%	number	%
Female	20600	95	0.50%	630	3.10%	725	3.50%
Male	19630	45	0.20%	290	1.40%	335	1.70%

4.3.3 Region

The North West region had the highest progression rate to higher apprenticeships at 3.8%, closely followed by the East Midlands and the South West.

Table 24: 2009/10 advanced level apprentice progression to higher apprenticeships by region

Region	Total advanced level apprentice cohort	% of advanced level apprentice cohort	Total higher apprentices	% Progression in Region
East Midlands	3905	9.1%	140	3.6%
East of England	3535	8.3%	70	2.0%
London	3040	7.1%	35	1.2%
North East	2895	6.8%	60	2.0%
North West	7350	17.2%	280	3.8%
South East	5710	13.3%	85	1.5%
South West	5235	12.2%	185	3.5%
West Midlands	5275	12.3%	135	2.6%
Yorkshire and The Humber	5680	13.3%	150	2.6%
Wales	145	0.3%	0	0.0%
Scotland and NI	40	0.1%	0	0.0%
Grand total	**42810**	**100.0%**	**1140**	**2.7%**

4.4 Higher apprenticeship progression

Much of the argument for the implementation of higher apprenticeships was to open up higher education pathways that both apprentices and their employers understood: programmes that were designed for people in work and that therefore combined technical knowledge with work-based competence. In this research it has been shown that when apprentices progress to higher education it is predominantly to part-time and locally delivered higher education. What the early findings in this section show is that by 2010-11, 29% of the higher apprenticeship cohort of 3505 had previously been advanced level apprentices, with the vast majority of them (850) progressing immediately. This progression rate should be treated with caution at this early stage of the implementation of higher apprenticeships, but establishes an important indicator for the future.

5. Detailed analysis of the progression of the 2004/05 apprentice cohort

This section provides a detailed analysis of the 2004/05 advanced level apprentice cohort that has been tracked into higher education over seven years.

5.1 Progression for apprentices who are first time entrants to higher education

Yearly progression for first time higher education entrants only is presented in Tables 25 and 66, together with a delivery breakdown.

15.4 % of advanced level apprentices progressed to higher education after commencing their advanced level apprentice in 2004/05, 10.8% to prescribed higher education and 4.6% to non-prescribed higher education.

56% of those who progressed studied in an FE college, 26% on a prescribed higher education programme (HE in FE) and 30% on non-prescribed HE. This illustrates the important role colleges play in providing the sort of higher education that people in the work-place need. Universities deliver to 44% of students who progress.

Age breakdowns reveal a higher progression rate for the younger age group where 17.7% progressed. In the main, this is due to the higher proportions of younger apprentices (age 16-19) who go onto prescribed higher education than to non-prescribed higher education. Students in the older age group progress at a lower rate. The progression of the age group 25+ is the lowest at 10.1% and this relates almost entirely to entry onto prescribed higher education programmes.

Table 25: 2004/05 advanced level apprentices and higher education entry type by year

Age group	Count	% of tracked population by age							All tracked	
		2004/05	2005/06	2006/07	2007 - 08	2008 - 09	2009/10	2010-11		
		Non-prescribed HE level 4 (ILR)								
17-19	17495	0.1	3.1	0.8	0.3	0.2	0.1	0.1	815	4.6
20-24	9710	0.0	2.8	0.9	0.4	0.3	0.2	0.0	450	4.7
25 +	230	0.0%	0.0	0.0	0.0	0.4	0.4	0.0	0	0.9
Total	27435	0.0	3.0	0.8	0.3	0.2	0.1	0.1	1265	4.6%
Age group	**Count**	**% of tracked population by age**							**All tracked**	
		2004/05	**2005/06**	**2006/07**	**2007 - 08**	**2008 - 09**	**2009/10**	**2010-11**		
		Prescribed HE (HESA)								
17-19	17495	0.1	1.7	6.6	1.7	1.3	1.0	0.7	2275	13.0
20-24	9710	0.1	1.3	2.1	1.3	0.9	0.7	0.5	665	6.8
25 +	230	0.0	1.3	*	*	*	*	*	20	9.2
Total	27435	0.1	1.6	4.9	1.5	1.2	0.9	0.6	2965	10.8
		All HE progression								
17-19	17495	0.1	4.8	7.3	2.0	1.5	1.1	0.8	3090	17.7
20-24	9710	0.1	4.1	3.0	1.7	1.3	0.9	0.5	1115	11.5
25 +	230	0.0	1.3	1.8	0.9	2.6	1.8	1.3	25	10.1
Total	27435	0.1	4.6	5.8	1.9	1.4	1.0	0.7	4230	15.4

*** suppressed**

Table 26: 2004/05 advanced level apprentices and higher education delivery by year

		HE in FE			University	Total
COHORTS		**Non-prescribed**	**Prescribed**	**All HE in FE**		
2004/05	No	10	5	15	15	**30**
	%	0.0%	0.0%	0.0%	0.0%	**0.1%**
2005/06	No	820	125	945	305	**1250**
	%	3.0%	0.5%	3.5%	1.1%	**8.1%**
2006/07	No	225	685	910	675	**1585**
	%	0.8%	2.5%	3.3%	2.5%	**5.8%**
2007/08	No	95	130	225	290	**515**
	%	0.3%	0.5%	0.8%	1.1%	**1.9%**
2008/09	No	60	70	130	255	**385**

		HE in FE			University	Total
COHORTS		**Non-prescribed**	**Prescribed**	**All HE in FE**		
	%	0.2%	0.2%	0.5%	0.9%	**1.4%**
2009-20	No	40	50	90	195	**285**
	%	0.1%	0.2%	0.3%	0.7%	**1.0%**
2010-11	No	15	30	45	140	**185**
	%	0.1%	0.1%	0.2%	0.5%	**0.7%**
All tracked	No	**1265**	**1095**	**2360**	**1875**	**4235**
	%	4.6%	4.0%	8.6%	6.8%	**15.4%**
Percentage delivery		**26%**	**30%**	**56%**	**44%**	**100%**

5.2 Timing of higher education progression

It is worth noting again that the cohort year in this study has been determined using advanced apprentice start date. Completion of apprenticeships varies according to individuals and the framework undertaken, with some frameworks taking longer than others. Consequently, timing of entry to higher education will be determined in part by framework where learners on some frameworks appear to enrol in higher education in the same year as their apprenticeship (e.g. Engineering). In contrast, a very small proportion of learners on some frameworks (e.g. Children's Care, Learning and Development) enter higher education in the same year as their framework.

Overall, around two-thirds of learners progress to higher education immediately. This leaves 33% of learners who are progressing 4 to 7 years following the start of their apprenticeship.

Progression onto prescribed higher education programmes in FE colleges is quicker than entry into university programmes. 84% of those who progress onto prescribed higher education do so within 3 years of starting their framework compared to 61% of those who go onto university delivered programmes.

70% of young advanced level apprentices aged 16-19 progress to higher education immediately compared to 62% of learners in the 20-24 age group.

There may be a number of reasons determining when an advanced level apprentice enters Higher Education but detailed investigation of individual records illustrates just some of the more common trajectories.

The breakdown by funding type shows that learners who progress to non-prescribed higher education are more likely to do so immediately: two thirds of learners going onto non- prescribed higher education do so within two years of starting their apprenticeship framework compared to a quarter of those who progress to prescribed higher education.

Apprentices going onto university-delivered higher education courses are more likely to enter later than those going onto higher education courses delivered in FE colleges.

Table 27: Timing of higher education entry for 2004/05 advanced level apprentice cohort

Age group	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010-11
	Immediate entry						
	Non-prescribed HE Level 4 (ILR)						
17-19 years	1%	67%	17%	7%	4%	2%	1%
20-24 years	0%	61%	20%	8%	7%	4%	1%
25 years+							
Grand total	**1%**	**65%**	**18%**	**8%**	**5%**	**3%**	**1%**
	HEFCE funded HE (HESA)						
17-19 years	0%	13%	51%	13%	10%	8%	5%
20-24 years	1%	19%	31%	19%	14%	10%	7%
25 years+	0%	25%	25%	0%	25%	25%	25%
Grand Total	**1%**	**15%**	**46%**	**14%**	**11%**	**8%**	**6%**
	All HE progression						
17-19 years	0%	28%	42%	11%	8%	6%	4%
20-24 years	0%	36%	26%	14%	11%	8%	4%
25 years+	0%	20%	20%	0%	20%	20%	20%
Grand total	**0%**	**30%**	**37%**	**12%**	**9%**	**7%**	**4%**
	Delivery breakdown						
Non-prescribed HE in FE	1%	65%	18%	6%	5%	3%	1%
HE in FE	0%	12%	63%	6%	6%	4%	3%
University	0%	40%	38%	14%	6%	4%	2%

Here are some case studies to provide illustrative examples of what the statistics relate to in practice.

Student B, aged between 16 and 19 is on a Children's Care, Learning and Development advanced level apprenticeship framework and the year immediately after completing their apprenticeship they go onto study an honours degree in Education, full-time in university. The student achieves their degree three years later.

Student C is registered on a Customer Service framework, aged between 20 and 24. Three years after completing their apprenticeship they go onto study part-time in university and achieve a Dip.HE in Adult Nursing.

Student A, aged between 16 and 19 is on an Engineering advanced level apprenticeship framework but is also enrolled on an HNC Engineering programme at an FE college. The student studies the HNC on a part-time basis and achieves their HNC within two years.

5.3 Progression by geography

Geography is determined using the home domicile of the Apprentice and classified by Government Office Region (GOR). Figs 5 and Fig 6 provide a breakdown by region. Less than 1% of the cohort lives outside of England.

Of the regions in England, London, East of England and the North East are home to the lowest proportion of advanced level apprentices. The North East, with just 7.5% of the whole advanced level apprentice tracked population in 2005/06 had the highest progression rate at 23%. 18.4% of this was progression to prescribed higher education provision. The progression rates in the North East and North West are more than double that in the London which had the lowest progression rate at 9.3%. For the 2004/05 cohort, London advanced level apprentices had particularly low progression rates to non-prescribed higher education programmes at less than 1%. The North West had the highest progression rate to non-prescribed higher education at just fewer than 5.5%.

Regional variations in progression rates will be influenced in part, by the dominance of frameworks in the area and progression pathways available to these frameworks. Frameworks and progression breakdowns are presented in Section 5.4.

Fig 4: 2004/05 advanced level apprentice cohort and higher education progression by government office region

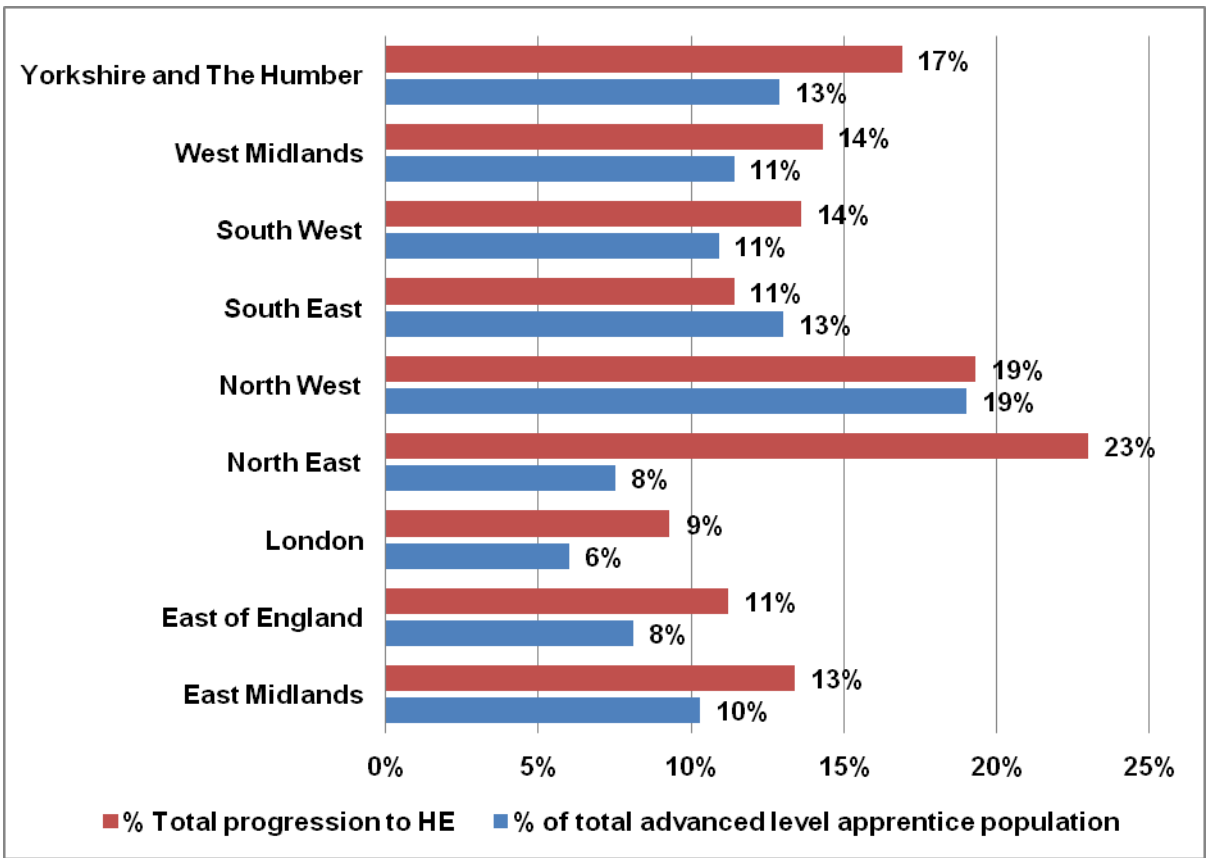
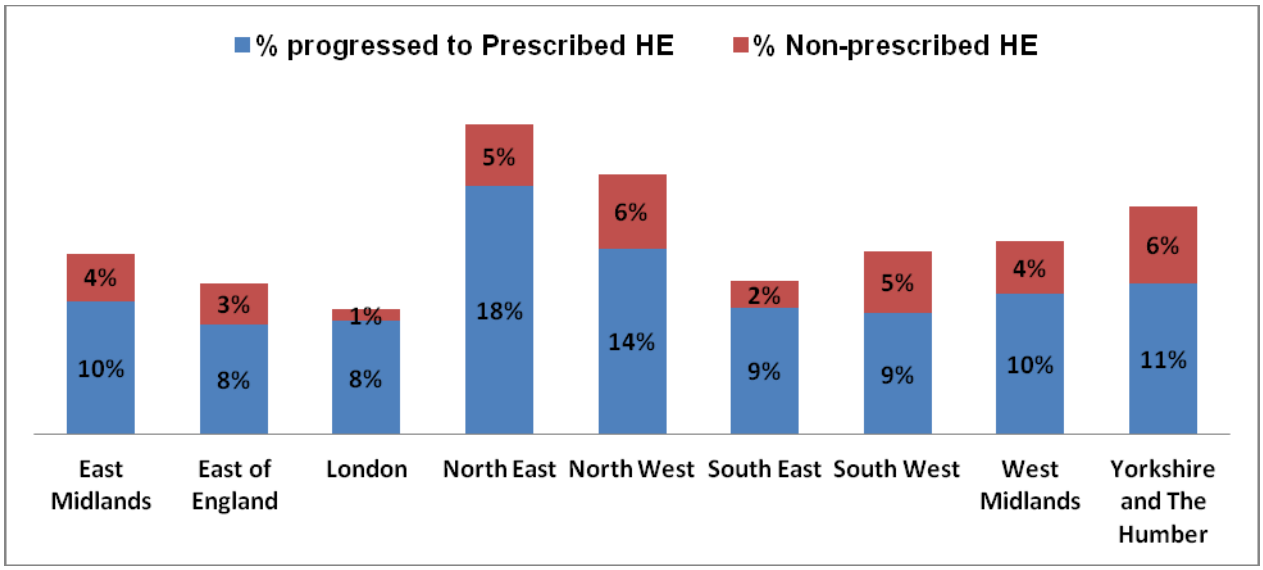


Fig 5: Region breakdown of higher education progression rates by funding type



5.3.1 Region and progression by framework

Table 28 illustrates the varying progression rates at regional level suggesting that students living in one area are more or less likely to progress to higher education than their framework peers who live in another area. Further analysis will be required to understand more fully whether this reflects demand or supply related factors.

For example 22% of advanced level apprentices on a Construction framework living in London progress to HE, compared to only 6% of Construction students living in the East Midlands.

25% of students on a Children's Care Learning and Development framework domiciled in the North East go onto HE compared to just 11% in the South East.

Table 28: HE progression rates by region

Framework	Population	HE entrants	Total HE %	East Midlands	East of England	London	North East	North West	South East	South West	West Midlands	Yorkshire and the Humber
Electrotechnical	3005	100	3%	3%	2%	3%	12%	5%	2%	2%	3%	3%
Engineering	2990	1205	40%	39%	35%	35%	53%	50%	31%	35%	39%	42%
Children's Care Learning and Development	2195	290	13%	14%	10%	16%	25%	17%	11%	12%	9%	14%
Automotive Industry	2155	80	4%	4%	3%	6%	2%	3%	7%	3%	3%	5%
Construction	2025	130	7%	6%	6%	22%	8%	8%	6%	3%	1%	6%
Business Administration	1855	305	17%	12%	9%	16%	28%	17%	13%	17%	14%	16%

Framework	Population	HE entrants	Total HE %	East Midlands	East of England	London	North East	North West	South East	South West	West Midlands	Yorkshire and the Humber
Framework	**Population**	**HE entrants**	**Total HE %**	**East Midlands**	**East of England**	**London**	**North East**	**North West**	**South East**	**South West**	**West Midlands**	**Yorkshire and the Humber**
Customer Service	1600	105	7%	7%	6%	3%	9%	7%	8%	7%	6%	6%
Hospitality and Catering	1475	65	4%	3%	4%	0%	7%	6%	1%	6%	6%	4%
Accountancy	1320	995	75%	66%	63%	24%	88%	83%	61%	93%	75%	85%
Health and Social Care	1205	355	29%	16%	25%	33%	51%	34%	19%	18%	30%	33%
MES Plumbing	985	15	2%	2%	5%	2%	3%	1%	1%	1%	0%	3%
Hairdressing	865	25	3%	1%	2%	0%	6%	3%	4%	3%	4%	5%
Gas Industry	475	5	1%	0%	2%	2%	0%	0%	0%	0%	5%	0%
Sporting Excellence	470	70	14%	16%	15%	7%	11%	12%	10%	24%	17%	34%
Heating, Ventilation	460	10	3%	0%	0%	0%	5%	4%	4%	2%	0%	4%
Dental Nursing	425	55	12%	25%	0%	6%	6%	18%	8%	11%	9%	14%
Travel Services	395	25	6%	3%	3%	9%	5%	10%	5%	10%	2%	8%
IT Services and Development	385	40	10%	15%	5%	9%	25%	11%	8%	17%	9%	7%
Hairdressing	325	20	6%	0%	2%	7%	8%	3%	5%	11%	6%	11%
Travel Services	280	35	13%	19%	15%	46%	6%	20%	6%	10%	6%	18%
Management	225	35	16%	12%	36%	21%	20%	21%	10%	0%	16%	20%
Communications Technologies (Telecoms)	205	30	16%	60%	13%	7%	33%	33%	11%	16%	11%	29%

5.3.2 Region and HE delivery

The results in the table in Table 29 show a delivery breakdown of HE provision by region. There are clear differences geographically. In London, 69% of advanced level apprentices who progress go to a university to study. In comparison only 32% of students in Yorkshire and the Humber study at university. Only 8% of students in the East of England study HE in FE compared to 32% in the East Midlands. HE in FE in regions will be influenced by the dominance of certain frameworks such as Engineering where the majority of students progress to HE in FE.

Table 29: Breakdown of HE delivery by regions

Region	HE entrant numbers				Share of HE entrants		
	HE in FE	Non-prescribed HE in FE	University	Total HE	HE in FE	Non-prescribed HE in FE	University
East Midlands	130	130	140	395	32%	32%	35%
East of England	20	80	160	260	8%	31%	61%
Greater London	30	15	105	155	21%	10%	69%
North East	140	110	225	475	29%	23%	47%
North West	305	295	400	1000	31%	30%	40%
South East	100	100	225	425	24%	23%	53%
South West	50	155	210	415	13%	37%	51%
West Midlands	125	150	190	465	26%	32%	41%
Yorkshire and the Humber	185	220	195	595	31%	37%	32%
Grand Total	**1090**	**1265**	**1865**	**4220**	**26%**	**30%**	**44%**

5.4 Progression by framework

The results for the top 20 frameworks in terms of the 2004/05 advanced level apprentice tracked population are presented in Tables 30 and 31

In Table 30 frameworks are categorised above and below the overall average by funding type and listed in order of progression rate (highest to lowest). The table illustrates how Accountancy is the only framework with an above average progression rate for non-prescribed higher education but since Accountancy students make up around 80% of all those who progress to non-prescribed higher education, this is not surprising.

Table 30: Framework progression by funding type

Progression	HEFCE funded higher education progression	Non-prescribed higher education progression
Below average	IT Services and Development; Travel Services; Construction; Customer Service; Retail; Hospitality and Catering; Electrotechnical; Automotive Industry; Heating, Ventilation, Air Conditioning and Refrigeration; Hairdressing; Accountancy; MES Plumbing; Gas Industry	Business Administration; Health & Social Care; Children's Care Learning & Development; Customer Service; Dental Nursing; Management; Active Leisure & Learning; Communications Technologies (Telecoms ; Construction ; Automotive Industry; Sporting Excellence; Retail; Hairdressing; Engineering; MES Plumbing; Hospitality and Catering; Travel Services; Electrotechnical; Heating, Ventilation, Air Conditioning and Refrigeration; IT Services & Development; Gas Industry

Progression	HEFCE funded higher education progression	Non-prescribed higher education progression
Above average	Engineering; Children's Care Learning and Development; Business Administration; Health and Social Care; Sporting Excellence; Dental Nursing; Active Leisure and Learning; Management; Communications Technologies (Telecoms); Power Industry; Engineering Construction; Agriculture	Accountancy

Actual higher education progression rates at framework level are provided in Table 31.

Electrotechnical and Engineering advanced level apprentices each make up 13% of all advanced level apprentices. Their progression rates were entirely different though where over 40% of Engineering advanced level apprentices progress compared to only 3% of Electrotechnical apprentices. Around two in three engineering advanced level apprentices go onto study higher education in FE.

Students on an Accountancy framework made up 6% of the total tracked population. Three quarters of Accountancy advanced level apprentices progress to higher education with the majority undertaking non-prescribed routes and only 2% opting for HEFCE funded programmes.

Around 30% of Health and Social Care advanced level apprentices progress to higher education and the majority of them study in a university. Only 3% of learners progress to non-prescribed higher education from this framework.

Advanced level apprentices on a Construction framework progress to higher education at a rate of 6.7% with the majority of this higher education provision being prescribed.

Table 31: 2004/05 advanced level apprentices by framework (first time entrants)

Framework	Tracked population		HE Funding					Delivery		
	Total tracked population	% of tracked population	HEFCE funded HE number	% HEFCE funded HE	Non-prescribed HE number	% Non-prescribed HE	Total HE %	% in HE in FE	% in Non-prescribed HE	% in university
Electrotechnical	3005	13%	100	3.3%	0	0.1%	**3.4%**	41.6%	2.0%	56.4%
Engineering	2990	13%	1200	40.1%	15	0.5%	**40.6%**	61.2%	1.2%	37.7%
Children's Care Learning and Development	2195	10%	245	11.2%	40	1.9%	**13.1%**	10.4%	14.2%	75.3%
Automotive Industry	2155	9%	70	3.2%	15	0.7%	**3.8%**	39.0%	17.1%	43.9%
Construction	2025	9%	115	5.7%	20	0.9%	**6.7%**	41.5%	14.1%	44.4%
Business Administration	1855	8%	230	12.4%	80	4.3%	**16.7%**	18.1%	25.5%	56.5%
Customer Service	1600	7%	85	5.2%	25	1.6%	**6.8%**	9.3%	23.1%	67.6%
Hospitality and Catering	1475	6%	60	4.1%	5	0.3%	**4.4%**	15.4%	6.2%	78.5%
Accountancy	1320	6%	25	1.9%	985	74.5%	**76.4%**	0.0%	97.5%	2.5%
Health and Social Care	1205	5%	320	26.7%	35	2.9%	**29.6%**	0.8%	9.8%	89.3%
MES Plumbing	985	4%	10	1.2%	5	0.4%	**1.6%**	31.3%	25.0%	43.8%
Hairdressing	865	4%	20	2.5%	5	0.6%	**3.1%**	25.9%	18.5%	55.6%
Gas Industry	475	2%	5	1.1%	0	0.0%	**1.1%**	0.0%	0.0%	100.0%
Sporting Excellence	470	2%	65	14.1%	5	0.6%	**14.7%**	11.6%	4.3%	84.1%
Heating, Ventilation, Air Conditioning & Refrigeration	460	2%	10	2.6%	0	0.0%	**2.6%**	41.7%	0.0%	58.3%
Dental Nursing	425	2%	45	11.0%	5	1.4%	**12.4%**	0.0%	11.3%	88.7%
Travel Services	395	2%	25	5.8%	0	0.3%	**6.1%**	8.3%	4.2%	87.5%
IT Services and Development	385	2%	40	10.2%	0	0.0%	**10.2%**	20.5%	0.0%	79.5%
Retail	325	1%	15	5.0%	0	0.6%	**5.6%**	5.6%	11.1%	83.3%
Active Leisure and Learning	280	1%	35	12.2%	5	1.1%	**13.3%**	8.1%	8.1%	83.8%
Management	225	1%	35	14.6%	5	1.3%	**15.9%**	16.7%	8.3%	75.0%
Communications Technologies (Telecoms)	205	1%	30	14.60%	0	1.0%	**15.5%**	21.9%	6.3%	71.9%

5.5 Progression and provider type

Providers of advanced level apprentice frameworks are classified by type and the chart in Fig 7 displays a breakdown of the tracked population by provider type. Providers are broken down in the ILR into categories as listed in Fig 7.

Private Training Providers had the highest number of advanced level apprentices, accounting for half of all apprentices in 2004/05 whilst FE colleges had just under a quarter share of the cohort.

Fig 6: Provider breakdown for the 2004/05 cohort

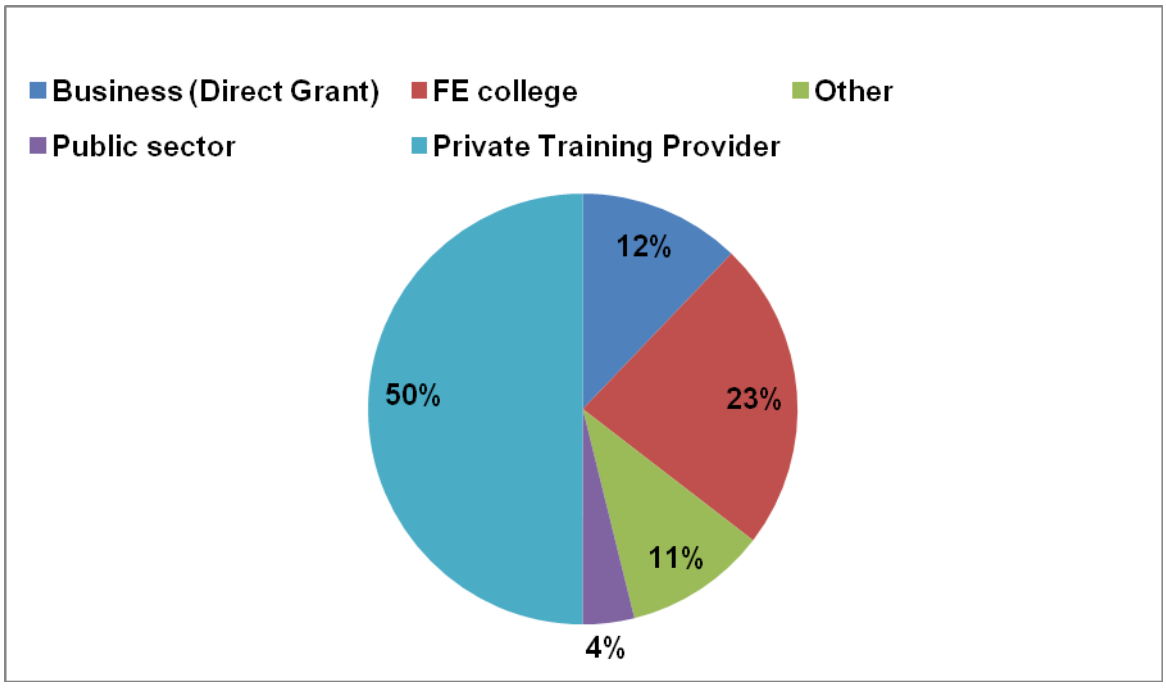


Table 32 shows that advanced level apprentices with a Public Service provider had the highest progression rate to higher education (23.5%) although this group had the smallest tracked population. This was followed by apprentices registered by FE colleges (18.2%). Apprentices with Businesses (Direct Grant) and with Training Providers had similar higher education progression rates around 15%.The higher education progression rate of students registered with Other providers (charities, trusts, etc) was lowest at 10.2%. There is much more to be understood about these differences by drilling down into both the apprenticeship frameworks and the demographic characteristics of the apprentices.

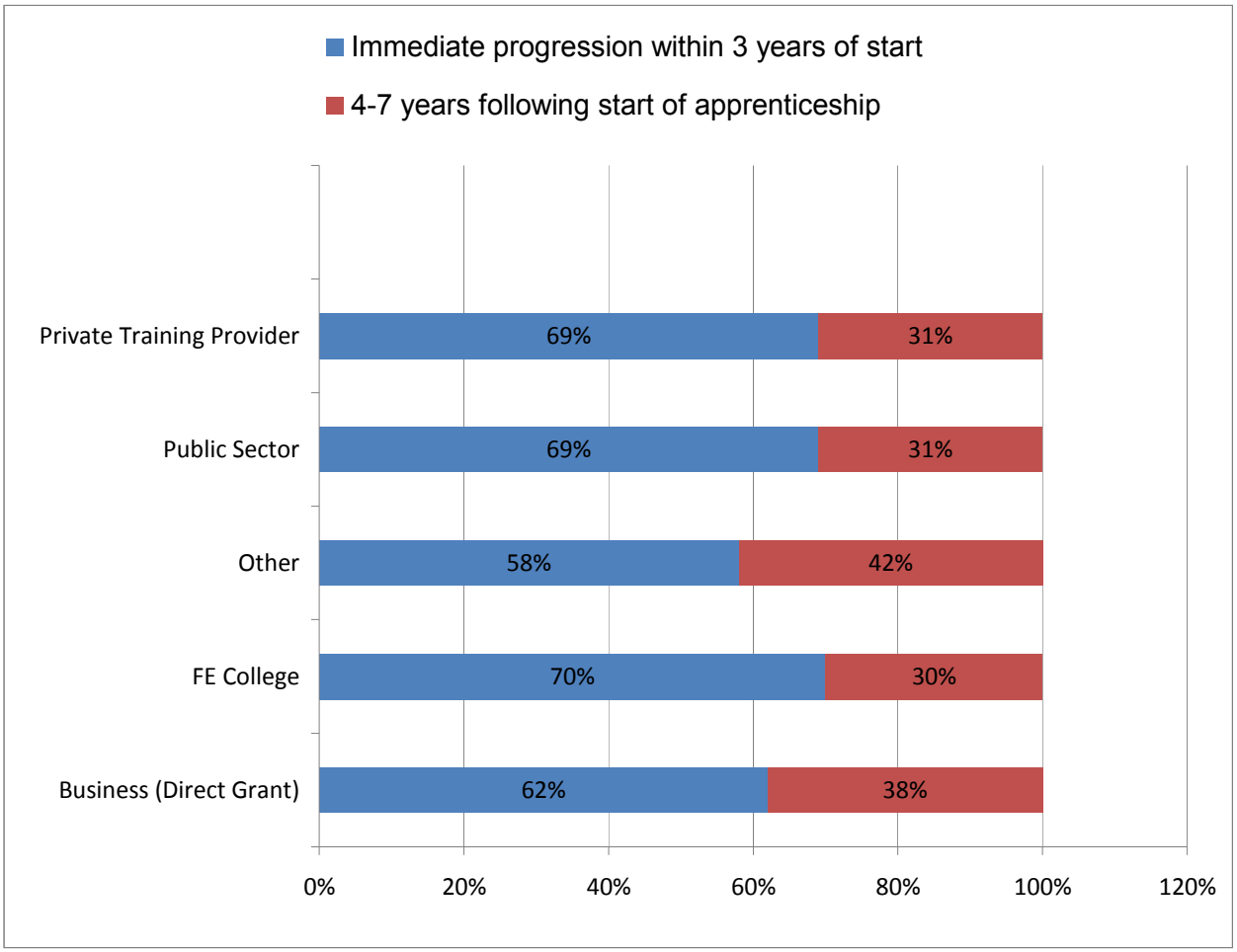
Students with FE colleges were more likely to progress immediately to higher education, whilst those apprentices within the other categories of providers progressed later.

Table 32 also presents timing of entry by provider type. It shows that around 70% of advanced level apprentices registered with FE providers, Training Providers and Public Sectors progressed to higher education immediately. This contrasts with apprentices registered with Other Providers such as Charities and Trusts where a higher proportion enter later. The variations in timing of entry will be influenced by framework although the chart in Fig 8 explores timing of entry by delivery type to see whether there is a relationship between higher education progression timing and delivery.

Table 32: Provider type and progression by higher education entry year (2004/05 advanced level apprentice cohort)

Provider type	All advanced apprentices	Non-prescribed HE progression %								
		All tracked	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010-11	All tracked
Business (Direct Grant)	3330	75	0.1%	1.5%	0.1%	0.2%	0.2%	0.1%	0.0%	2.3%
FE College	6395	360	0.1%	3.8%	1.0%	0.4%	0.2%	0.2%	0.1%	5.6%
Other	2935	50	0.0%	1.1%	0.2%	0.0%	0.2%	0.1%	0.1%	1.7%
Public Sector	1065	40	0.4%	1.2%	0.6%	0.8%	0.6%	0.2%	0.1%	3.9%
Private Training Provider	13710	740	0.0%	3.5%	1.1%	0.4%	0.2%	0.2%	0.1%	5.4%
Grand total	**27435**	**1265**	**0.0%**	**3.0%**	**0.8%**	**0.3%**	**0.2%**	**0.1%**	**0.1%**	**4.6%**
Provider Type	**All advanced apprentices**	**Prescribed HE progression %**								
		All tracked	**2004/05**	**2005/06**	**2006/07**	**2007/08**	**2008/09**	**2009/10**	**2010-11**	**All tracked**
Business (Direct Grant)	3330	410	0.1%	1.2%	6.0%	2.1%	1.5%	0.9%	0.6%	12.3%
FE College	6395	795	0.0%	2.3%	5.5%	2.0%	1.2%	0.9%	0.7%	12.4%
Other	2935	240	0.0%	0.7%	3.7%	1.2%	0.7%	1.2%	0.5%	8.2%
Public Sector	1065	170	0.5%	3.8%	7.5%	1.4%	1.4%	0.9%	0.5%	16.0%
Private Training Provider	13710	1350	0.1%	1.3%	4.5%	1.3%	1.2%	0.8%	0.6%	9.8%
Grand total	**27435**	**2965**	**0.1%**	**1.6%**	**5.0%**	**1.5%**	**1.2%**	**0.9%**	**0.6%**	**9.7%**
Provider Type	**All advanced apprentices**	**All HE progression %**								
		All tracked	**2004/05**	**2005/06**	**2006/07**	**2007/08**	**2008/09**	**2009/10**	**2010-11**	**All tracked**
Business (Direct Grant)	3330	485	0.2%	2.7%	6.0%	2.3%	1.7%	0.9%	0.6%	14.6%
FE College	6395	1155	0.1%	6.1%	6.4%	2.3%	1.3%	1.0%	0.8%	18.1%
Other	2935	285	0.0%	1.9%	3.9%	1.4%	1.0%	1.2%	0.7%	9.7%
Public Sector	1065	215	0.8%	4.7%	8.0%	2.3%	1.9%	0.9%	0.9%	20.2%
Private Training Provider	13710	2090	0.1%	4.9%	5.6%	1.7%	1.4%	1.0%	0.7%	15.2%
Grand total	**27435**	**4230**	**0.1%**	**4.6%**	**5.8%**	**1.9%**	**1.4%**	**1.0%**	**0.7%**	**15.4%**

Fig 7: Higher education timing of entry by provider type for the 2004/05 cohort



Progression rates to higher education by delivery type are explored together with a breakdown of timing of higher education entry in Table 33

Table 33: Progression by apprenticeship provider and higher education provider

Provider type	HE in FE					
	Total HE progression rate	**Immediate progression**	**4 years from start**	**5 years from start**	**6 years from start**	**7 years from start**
Business (Direct Grant)	5.2%	78%	18%	3%	0%	1%
FE College/School	4.6%	74%	13%	6%	4%	4%
Other	3.1%	54%	22%	5%	14%	4%
Public Sector	2.3%	54%	13%	8%	21%	4%
Private Training Provider	3.7%	78%	8%	8%	4%	3%
Grand total	**4.0%**	**75%**	**12%**	**6%**	**4%**	**3%**

Provider type	HE in FE					
	Total HE progression rate	Immediate progression	4 years from start	5 years from start	6 years from start	7 years from start
Provider type	**Non-prescribed HE in FE**					
	Total HE progression rate	**Immediate progression**	**4 years from start**	**5 years from start**	**6 years from start**	**7 years from start**
Business (Direct Grant)	2.3%	76%	11%	11%	3%	0%
FE College/School	5.6%	85%	7%	3%	3%	1%
Other	1.7%	73%	2%	12%	6%	6%
Public Sector	3.9%	56%	22%	15%	5%	2%
Private Training Provider	5.4%	85%	7%	4%	3%	1%
Grand total	**4.6%**	**83%**	**7%**	**5%**	**3%**	**1%**
Provider type	**University**					
	Total HE progression rate	**Immediate progression**	**4 years from start**	**5 years from start**	**6 years from start**	**7 years from start**
Business (Direct Grant)	7.1%	37%	16%	19%	12%	7%
FE College/School	7.8%	33%	17%	11%	8%	7%
Other	5.0%	42%	12%	12%	14%	7%
Public Sector	13.9%	47%	9%	8%	3%	4%
Private Training Provider	6.1%	35%	16%	15%	12%	9%
Grand total	**6.8%**	**36%**	**16%**	**14%**	**10%**	**7%**

Around 80% of advanced level apprentices who enter non-prescribed higher education (in FE) do so immediately

5.5.1 Region, provider type and progression rates

Before exploring region, provider type and progression it is useful to examine the make-up of a region's advanced level apprentice provision by type. Table 34 shows a breakdown by region and each of the five provider types. In the East Midlands, Training Providers register 57% of advanced level apprentices domiciled in the area and only 2% are registered with the Public Sector. The picture is different in, for example, the East of England where only 42% are registered with Training Providers.

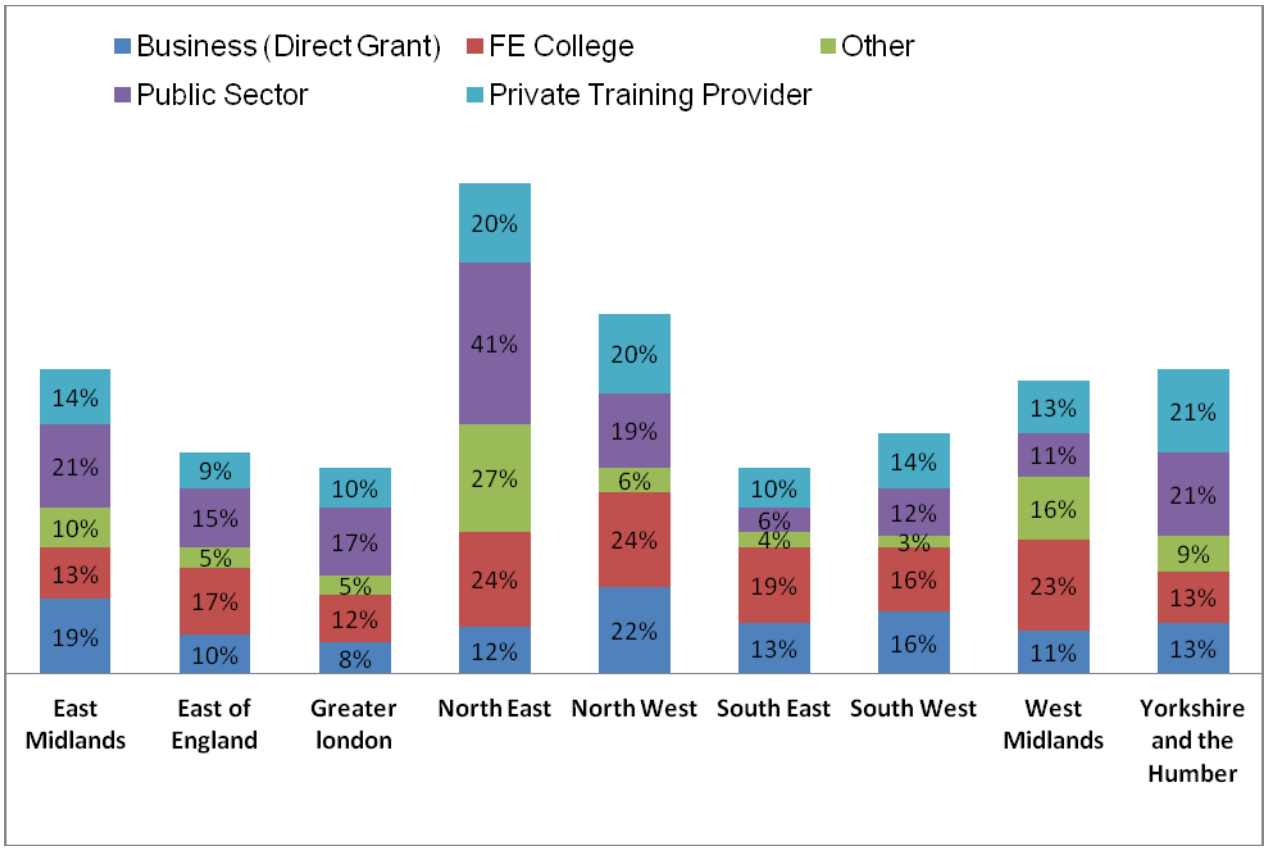
Table 34: 2004/05 advanced apprentice breakdown by region and provider type.

Region	Business (Direct Grant)	FE college	Other	Public Sector	Private Training Provider	Grand total
East Midlands	7.9%	20.2%	12.7%	2.4%	56.9%	100.0%
East of England	10.1%	36.8%	9.2%	1.8%	42.1%	100.0%
Region	**Business (Direct Grant)**	**FE college**	**Other**	**Public Sector**	**Private Training Provider**	**Grand total**
Greater London	23.8%	18.3%	13.2%	1.5%	43.3%	100.0%
North East	9.6%	13.1%	14.3%	11.8%	51.2%	100.0%
North West	13.8%	17.8%	10.6%	1.7%	56.1%	100.0%
South East	14.4%	23.5%	6.8%	4.4%	51.0%	100.0%
South West	8.5%	34.4%	6.2%	4.3%	46.5%	100.0%
West Midlands	14.4%	24.2%	11.9%	6.2%	43.2%	100.0%
Yorkshire and the Humber	9.0%	23.5%	13.9%	3.5%	50.1%	100.0%
Grand total	**12.1%**	**23.3%**	**10.7%**	**3.9%**	**49.9%**	**100.0%**

Progression rates by provider type vary geographically as the chart in fig 9 shows. Advanced level apprentices registered with Private Training Providers in Yorkshire and the Humber region have double the HE progression rate of students with Private Training Providers in London.

Advanced level apprentices with FE colleges in the North East, North West and the West Midlands have the highest HE progression rates compared to their FE college peers in other parts of the country.

Fig 8: Progression rates by provider type and region



5.5.2 Course level breakdown and delivery

A breakdown by higher education course type and by delivery type is provided in Table 25 for the 2004/05 cohort. Overall, just under a third of All advanced level apprentices progress to HNC/HND level courses and over a quarter to NVQ level 4. Trend analysis in part one of this report showed how this profile has changed for the 2008/09 advanced level apprentice cohort.

10% of all advanced level apprentices progress to first degree courses and a further 10% to foundation degrees. 14% progress to Other Undergraduate courses (OUG) such as higher education diploma and higher education Certificate programmes.

Just under two-thirds (61%) of foundation degrees are delivered in a university with FE colleges delivering 39%. FE colleges deliver around two-thirds of HNC/HNDs and Universities the remainder. Universities delivered all of the Other Undergraduate courses to advanced level apprentices who entered higher education for this type of course.

Table 35: Higher education course type and delivery for the 2004/05 advanced level apprentice cohort

Course type	Breakdown by course type						Breakdown of advanced level apprentices	
	Prescribed HE		Non-prescribed HE		University			
	Count	% of total course level	Count	% of total course level	Count	% of total course level	Grand total	% of all advanced level apprentices
First degree	10	3%	0	0.0%	440	98%	450	10%
Foundation degree	165	39%	0	0.0%	295	61%	460	10%
HNC/HND	915	68%	0	0.0%	470	32%	1385	31%
NVQ	0	0%	1260	99.9%	0	0%	1265	28%
OUG	0	0%	0	0.0%	645	100%	645	14%
Post Grad	0	10%	0	4.8%	25	86%	30	1%
Grand total	**1090**	**29%**	**1265**	**24.7%**	**1870**	**46%**	**4230**	**95%**

Table 36: Progression by higher education year, provider and delivery type for the 2004/05 advanced level apprentice cohort

Provider type	Prescribed HE in FE college					
	Total HE progression rate	Immediate progression	4 years from start	5 years from start	6 years from start	7 years from start
Business (Direct Grant)	5%	78%	18%	3%	0%	1%
FE College	5%	74%	13%	6%	4%	4%
Other	3%	54%	22%	5%	14%	4%

Provider type	Prescribed HE in FE college					
	Total HE progression rate	Immediate progression	4 years from start	5 years from start	6 years from start	7 years from start
Public Sector	2%	54%	13%	8%	21%	4%
Private Training Provider	4%	78%	8%	8%	4%	3%
Grand total	**4%**	**75%**	**12%**	**6%**	**4%**	**3%**
Provider type	**Non-prescribed HE in FE college**					
	Total HE Progression rate	Immediate progression	4 years from start	5 years from start	6 years from start	7 years from start
Business (Direct Grant)	2%	76%	11%	11%	3%	0%
FE college	6%	85%	7%	3%	3%	1%
Other	2%	73%	2%	12%	6%	6%
Public Sector	4%	56%	22%	15%	5%	2%
Private Training Provider	5%	85%	7%	4%	3%	1%
Grand total	**5%**	**83%**	**7%**	**5%**	**3%**	**1%**
Provider type	**Prescribed HE in University**					
Business (Direct Grant)	7%	37%	16%	19%	12%	7%
FE college	8%	33%	17%	11%	8%	7%
Other	5%	42%	12%	12%	14%	7%
Public Sector	14%	47%	9%	8%	3%	4%
Private Training Provider	6%	35%	16%	15%	12%	9%
Grand total	**7%**	**36%**	**16%**	**14%**	**10%**	**7%**

5.5.3 Course level and framework

Those frameworks with a higher education entrant numbers of 50 and above are shown in Table 27 alongside a higher education course level breakdown. Clearly, higher education course type varies by framework.

82% of Engineering advanced level apprentices progress to HNC/HND higher education, and this is likely to be determined by framework pathways.

The highest proportion of advanced level apprentices in the Children's Care Learning and Development framework progressed to foundation degree courses (37%) compared to only 3% of those on a Health and Social Care framework. The majority of Health and Social Care students progressed to OUG programmes.

Those students on a Sporting Excellence framework were more likely to progress to a first degree than students on other frameworks. For example, 51% progressed to a first degree compared to just 14% of Electrotechnical advanced level apprentices.

Table 37: 2004/05 advanced apprentice initial entrants by framework and course type

Framework	HE entrants	First degree	Foundation degree	HNC/HND	NVQ	OUG	Grand total
Engineering	1215	5%	10%	82%	1%	2%	100%
Accountancy	1010	1%	0%	0%	98%	1%	100%
Health and Social Care	355	8%	3%	0%	9%	79%	100%
Business Administration	310	21%	15%	19%	25%	18%	100%
Children's Care Learning and Development	290	21%	37%	2%	15%	24%	100%
Construction	135	8%	7%	61%	14%	8%	100%
Customer Service	110	29%	13%	7%	23%	26%	100%
Electrotechnical	100	14%	14%	60%	2%	10%	100%
Automotive Industry	80	20%	20%	37%	17%	7%	100%
Sporting Excellence	70	51%	30%	3%	4%	12%	100%
Hospitality and Catering	65	35%	25%	8%	8%	23%	100%
Dental Nursing	55	15%	4%	0%	11%	66%	100%
IT Services and Development	40	31%	31%	21%	0%	15%	100%
Active Leisure and Learning	35	46%	14%	5%	8%	24%	100%
Management	35	14%	44%	6%	8%	22%	100%
Communications Technologies (Telecoms)	30	13%	16%	50%	6%	16%	100%
Hairdressing	25	11%	22%	15%	19%	30%	100%
Travel Services	25	42%	17%	0%	4%	38%	100%
Framework	**HE entrants**	**First degree**	**Foundation degree**	**HNC/HND**	**NVQ**	**OUG**	**Grand total**
Power Industry	20	0%	26%	74%	0%	0%	100%
Retail	20	44%	6%	0%	11%	33%	100%

5.6 Course level and mode

The chart in Fig 10 shows that around three in four (78%) advanced level apprentices go onto study higher education on a part-time basis. There are differences by course level and type though, as shown in Table 38.

A higher proportion of students who go onto first degree study do so on a full-time basis (58%) than part-time (33%). The converse is true for foundation degree students where two thirds (66%) studied higher education part-time and 33%, full-time. Practically all those who went onto HNC/HND study did so part-time (95%), as did those who studied NVQ Level 4. The mode of higher education study for those advanced level apprentices who went onto Other Undergraduate programmes was evenly split.

Fig 9: 2004/05 advanced level apprentice higher education entrants and mode of study

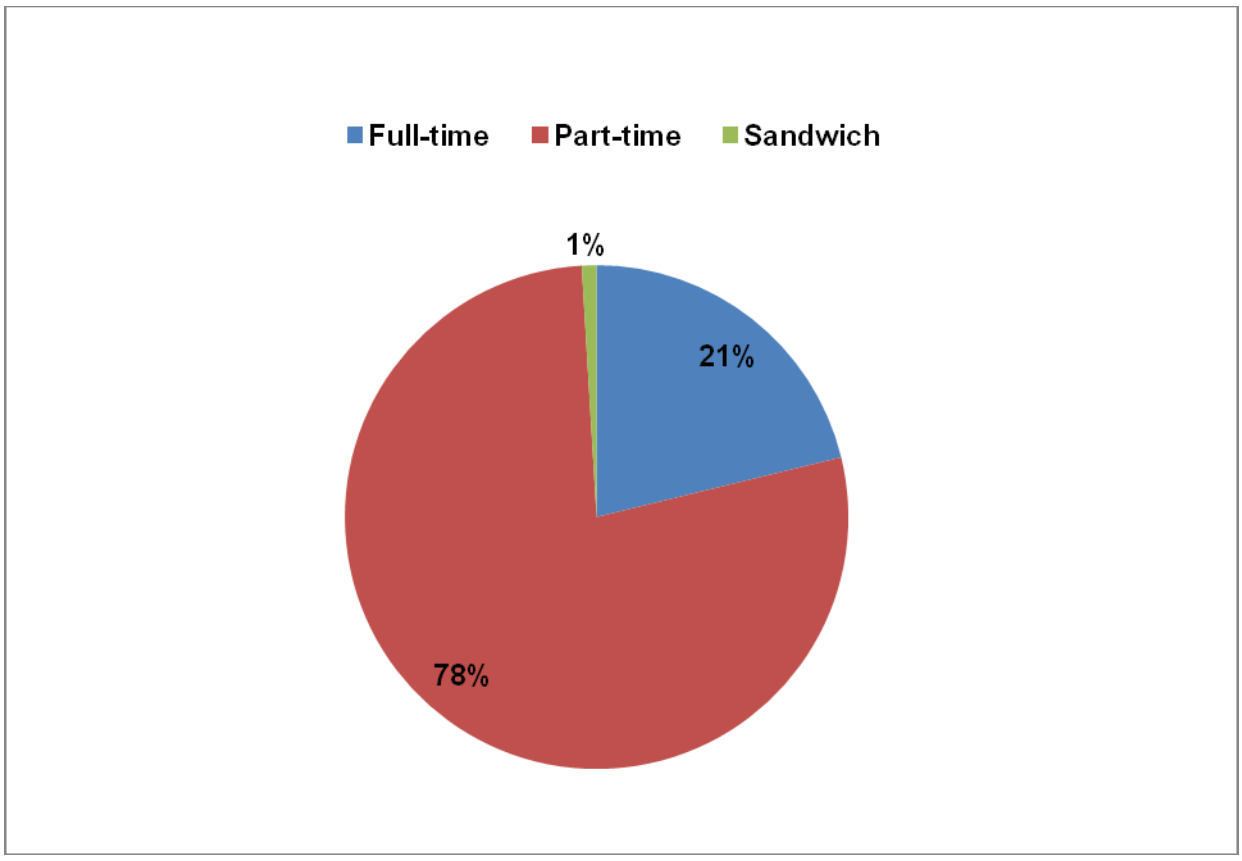


Table 38: Mode of study and course type

Mode	First degree		Foundation degree		HNC/HND		NVQ		OUG		Total	% of total
	Count	% of Course level total	Count	% of course level total	Count	% of course level total	Count	% of course level total	Count	% of course level total	Count	% of total
Full-time	260	58%	150	33%	80	5%	45	4%	350	50%	895	21%
Part-time	150	33%	305	66%	1300	95%	1220	96%	290	49%	3290	78%
Sandwich	35	10%	5	0%	0	0%	0	0%	5	0%	40	1%
Total	450	100%	460	100%	1385	100%	1265	100%	645	100%	4230	100%

Clearly, those advanced level apprentices who went onto study higher education on a full-time basis made a life change, going from employment and studying their apprenticeship to full-time study. This is explored further by examining the relationship between framework and mode of study.

Table 37 showed that Health and Social Care students are more likely to go onto study an OUG course and Table 39 shows that they are also more likely to study full-time than part-time, thus making the move from employment and study to full-time study. In contrast, students on a Children's Care, Learning and Development framework are more likely to study part-time (and table 37 showed how foundation degree was the popular route for these students).

75% of Business Administration Students study higher education on a part-time basis. In contrast, 77% of Sporting Excellence advanced level apprentices moved from their apprenticeship onto full-time programmes.

Table 39: Framework and mode of study

Framework	Full-time	Part-time	Sandwich	Grand total	Number of HE entrants
Engineering	9%	91%	0%	100%	1215
Accountancy	2%	97%	0%	100%	1010
Health and Social Care	78%	21%	1%	100%	355
Business Administration	23%	75%	2%	100%	310
Children's Care Learning and Development	34%	65%	1%	100%	290
Construction	13%	87%	1%	100%	135
Customer Service	26%	73%	1%	100%	110
Electrotechnical	23%	74%	3%	100%	100
Automotive Industry	20%	76%	5%	100%	80

Framework	Full-time	Part-time	Sandwich	Grand total	Number of HE entrants
Sporting Excellence	77%	23%	0%	100%	70
Hospitality and Catering	49%	43%	8%	100%	65
Dental Nursing	55%	45%	0%	100%	55
IT Services and Development	13%	77%	10%	100%	40
Active Leisure and Learning	68%	32%	0%	100%	35
Management	19%	81%	0%	100%	35
Communications Technologies (Telecoms)	6%	91%	3%	100%	30
Hairdressing	30%	70%	0%	100%	25
Travel Services	75%	25%	0%	100%	25
Power Industry	11%	89%	0%	100%	20
Retail	50%	50%	0%	100%	20

5.7 Progression and gender

In Section 3.3, the gender breakdown of the 2004/05 cohort was compared to 2008/09 to look at trends. In this section the 2004/05 gender breakdown is analysed in more detail. Table 40 shows that many more males than females made up the advanced level apprentice 2004/05 cohort (62% against 38%) but the progression to higher education rate of females was higher than males, with 17% of females progressing compared to 14% of males.

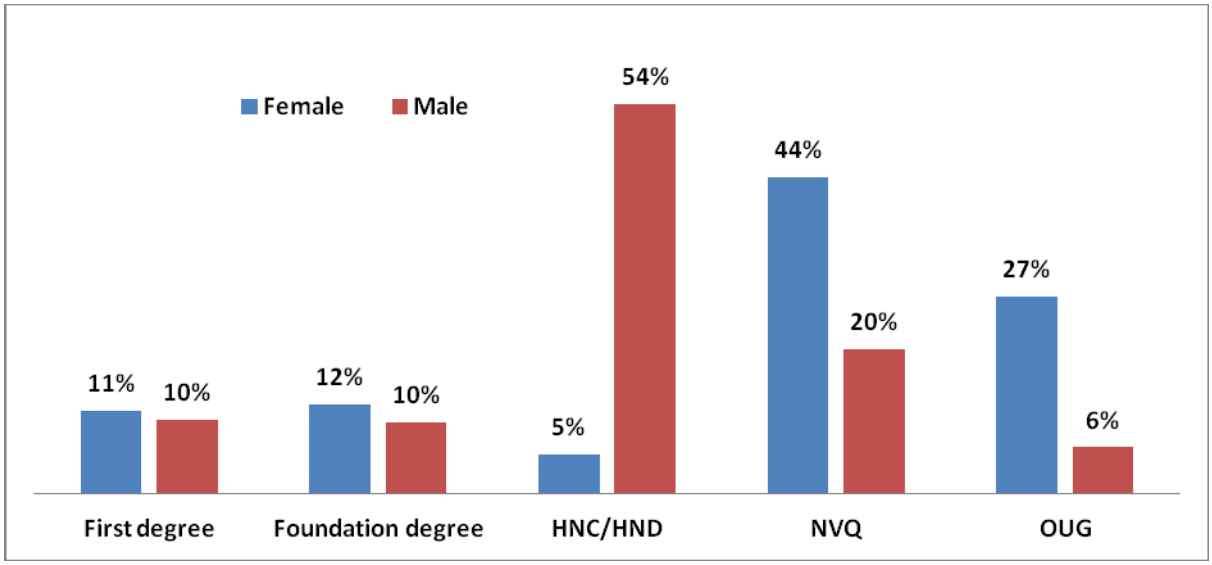
Table 40: 2004/05 advanced level apprentices gender breakdown and higher education progression

Gender (known)	Tracked population	% of Total	Higher education entrants	% of Total	% Higher education progression
Female	10590	38%	1825	42%	17.0%
Male	16825	62%	2400	58%	14.0%
Grand Total	27415	100%	4225	100%	15.0%

5.7.1 Gender breakdown by course level

Females were much more likely to progress to OUG programmes (this may be due to Children's Care Learning and Development and Health and Social Care pathways, see Fig 11). A higher proportion of females than males also studied NVQs (44% vs 20%) mostly due to Accountancy framework students. The majority of HNC/HND students were males and this is due to the predominance of students on Engineering frameworks.

Fig 10: Higher education qualification aim and gender breakdown of the 2004/05 advanced level apprentice cohort



5.8 Disadvantaged profile of advanced level apprentices and progression breakdown

Section 3.7 compared the 2004/05 and the 2008/09 cohorts using POLAR3. In this section the disadvantaged profile of the 2004/05 cohort is analysed in more detail.

The home postcodes of advanced level apprentices were used to classify learners using indicators of disadvantage. The HEFCE POLAR2 and POLAR3 (HEFCE, 2010) (HEFCE, 2012) were used as they classify neighbourhoods using higher education participation. POLAR3 classifies neighbourhoods by quintiles ordered from Q1, those areas with very low higher education participation rates and living in an area of disadvantage to Q5, those with very high rates and an area of advantage. As was pointed out before, POLAR is a useful proxy for disadvantage.

Table 41 shows that 22% of the 2004/05 advanced level apprentice cohort lived in a POLAR2 Q1 area of low higher education participation and likely disadvantage. A lower proportion (14%) of advanced level apprentices lived in an area of advantage POLAR3 Q5 with very high higher education participation rates.

In a HEFCE pilot study of characteristics of England local areas, 8% of all entrants were classified as POLAR2 Q1 and 15% POLAR2 Q2. Furthermore, an analysis of young UCAS accepted applicants in 2011 showed that only 11% were classified as POLAR2 Q1 and 16% Q2. Table 41 shows that 21% of advanced level apprentices who progressed are classified as POLAR2 Q1 and 23% POLAR3 Q2, indicating that the advanced level apprentice higher education entrant population has a higher proportion of POLAR2 quintile 1 and 2 learners than the general higher education population. (Note, POLAR2 is used to profile the tracked population to make comparisons with other national studies)

POLAR3 is used to profile students and explore progression by POLAR3 quintile. The recent HEFCE POLAR3 study provides an up to date comparison of national progression

rates. The progression rates of advanced level apprentices by POLAR3 groups are similar, around 15%, this indicates that advanced level apprentices living in an area of disadvantage (POLAR3 Q1) are just as likely as their apprentice peers living in an advantaged area to progress to higher education.

The HEFCE POLAR3 study found that the participation rate for POLAR3 Q1 18-19 year olds was 16.1% and for POLAR3 Q5 learners around 57.6%. In comparison this study shows that advanced level apprentices are less likely to progress to higher education than their non-advanced level apprentice peers but this not surprising given that advanced level apprentices are already in employment, earning a wage and the most likely barrier to progression is the availability of flexible pathways that will allow combining higher education study with working.

Table 41: POLAR3 quintiles and progression

POLAR3 YPR Quintiles	Total advanced level apprentice POLAR2	Total advanced level apprentice POLAR3	% of Total POLAR2	HE entrants POLAR3	% of Total higher education entrants	% HE progression rate by POLAR3 group	HE in FE	Non-prescribed higher education in FE	University
							% Share of POLAR3 YPR group		
1 Very Low higher education participation	5940	5930	22%	875	21%	15%	24%	33%	43%
2	6150	6295	23%	965	23%	16%	28%	31%	42%
3	5835	5750	21%	960	23%	17%	24%	31%	45%
4	5350	5200	20%	835	20%	16%	29%	27%	44%
5 Very High higher education Participation	3935	4045	14%	575	14%	14%	24%	27%	49%
Total	27215	27220	100%	4215	100%	15%	26%	30%	44%

Table 41 also shows a breakdown by Delivery and advantaged and disadvantaged groups. Similar proportions of students from both POLAR3 groups study higher education in FE. A higher proportion of disadvantaged students from POLAR3 Q1, (33%), study non-prescribed higher education than disadvantaged (POLAR3 Q5) students (27%). Conversely, higher proportions (49%) of POLAR3 Q5 students study at university than POLAR3 Q1 students (43%).

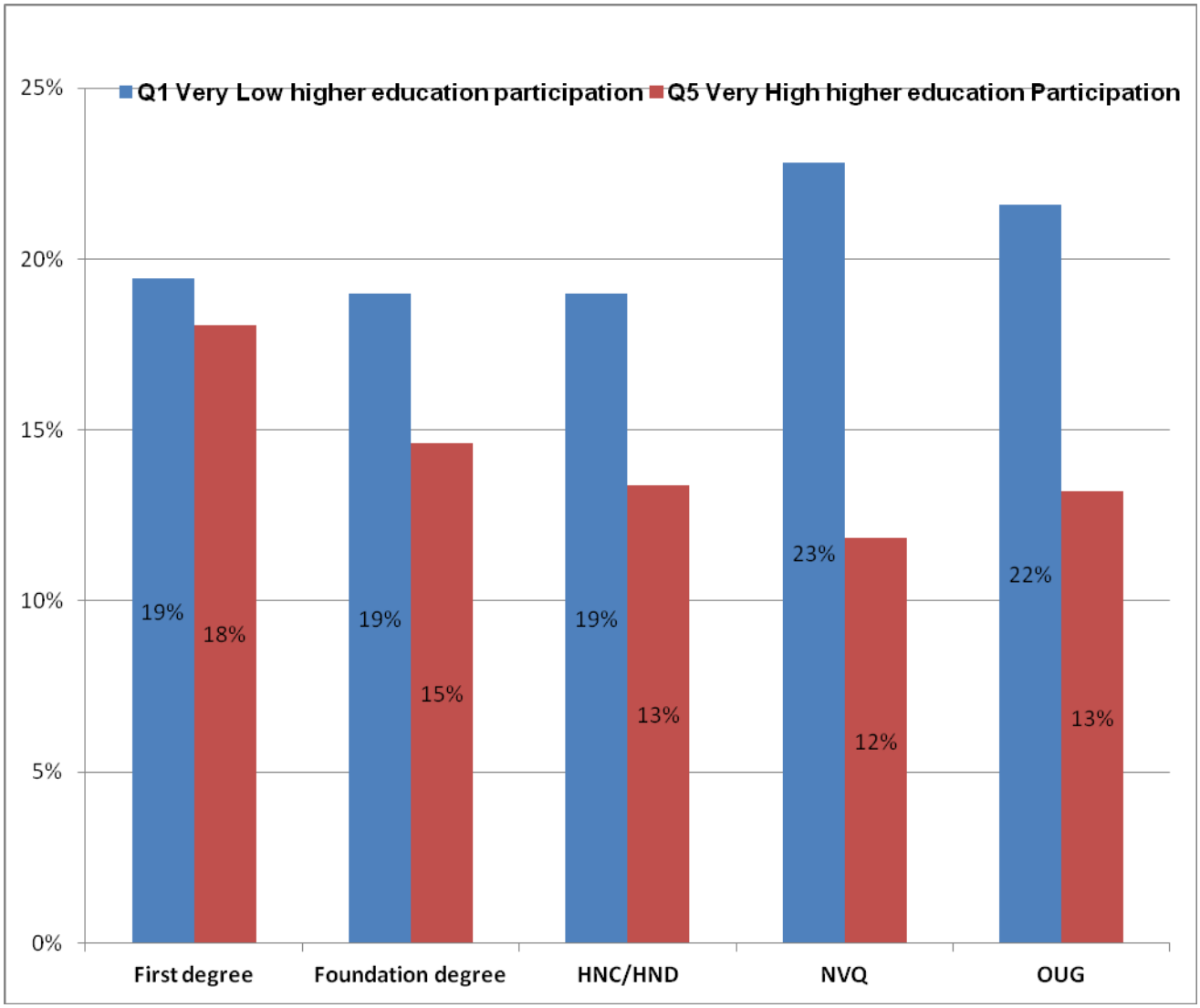
The POLAR3 profile of two POLAR3 groups, quintile 1 and quintile 5, by qualification aim, can be seen in Fig 12.

Given that there are higher proportions of advanced level apprentice higher education entrants classified as POLAR2 Q1 than POLAR2 Q5 (21% vs 14%), it is not surprising to find that a higher proportion of students studying OUG, NVQ, Foundation degree and

HNC/HND live in Q1 than in Q5. For example, 19% of those who study HNC/HND are profiled as POLAR3 Quintile 1 compared to 13% POLAR3 Q5. However, there are similar proportions of both quintiles for first degree students.

These results show a difference in the qualification type by advantage/disadvantage group. Further exploration revealed that POLAR3 Q1 learners were less likely to study higher education full-time (21%) than their POLAR3 Q5 learners (26%). This shows that a lower proportion of POLAR3 Q1 advanced level apprentices decided to move from employment and study, to full-time study

Fig 11: Qualification type and POLAR3 quintile comparison



5.8.1 Breakdown by POLAR3 and qualification aim

Progression rates of POLAR3 groups and frameworks vary: students on an Accountancy framework who live in a POLAR3 Q1 area are more likely to progress to higher education than their framework peers who live in a POLAR3 Q5 area. However, the converse is found in the case of Business Administration students where those living in POLAR3 Q1 are less likely to progress than students on the same framework living in POLAR3 Q5.

Similarly, IT Services and Development students living in an advantaged area (POLAR3 Q5) have higher progression rates to higher education than their framework peers living in a disadvantaged area (POLAR3 Q1).

In general, it appears that although the overall progression rates of POLAR3 groups is similar for advanced level apprentices (Table 31), this is not the case at framework level and this evidence suggests that students on some frameworks who live in disadvantaged areas are more likely to progress than their framework peers who live in advantaged areas.

Table 42: Framework and POLAR3 progression

Framework	Tracked population 2004/05	% HE progression of POLAR Q1	% HE progression of POLAR Q5
Engineering	2965	38%	33%
Accountancy	1315	79%	70%
Health and Social Care	1190	26%	24%
Business Administration	1845	16%	19%
Children's Care Learning and Development	2190	12%	16%
Construction	2015	6%	8%
Customer Service	1585	8%	5%
Electrotechnical	2980	2%	4%
Automotive Industry	2140	2%	5%
Sporting Excellence	465	14%	15%
Hospitality and Catering	1465	3%	5%
Dental Nursing	425	12%	11%
IT Services and Development	375	9%	14%
Active Leisure and Learning	275	10%	21%
Management	225	13%	25%
Communications Technologies (Telecoms)	205	40%	23%

5.8.2 Region by POLAR3 group and higher education progression

Fig 12: Map showing regional higher education progression of disadvantaged group

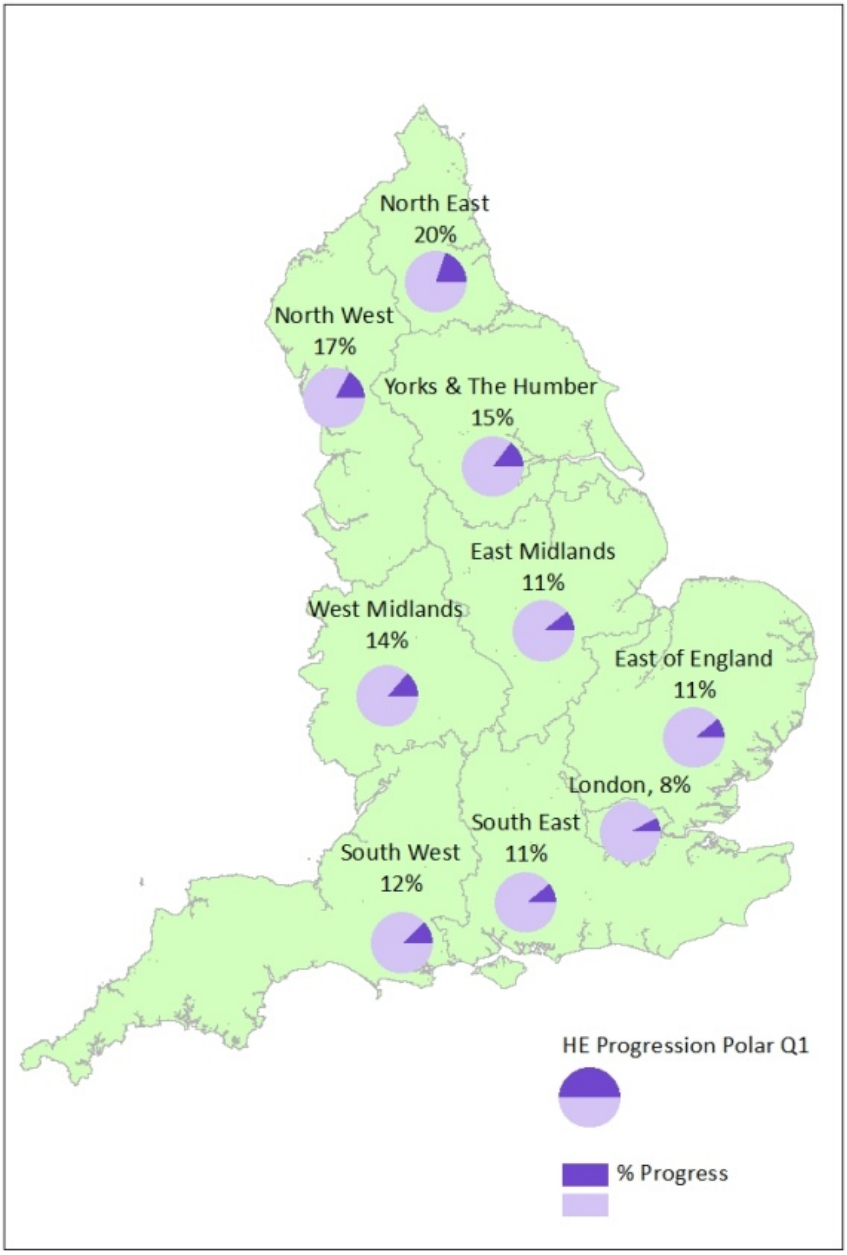


Fig 13 shows that disadvantaged advanced level apprentices living in the North East are much more likely to progress to higher education than their counterparts in London. 20% of students living in a disadvantaged in the North East progress to higher education compared to 8% of students who live in a disadvantaged area in London.

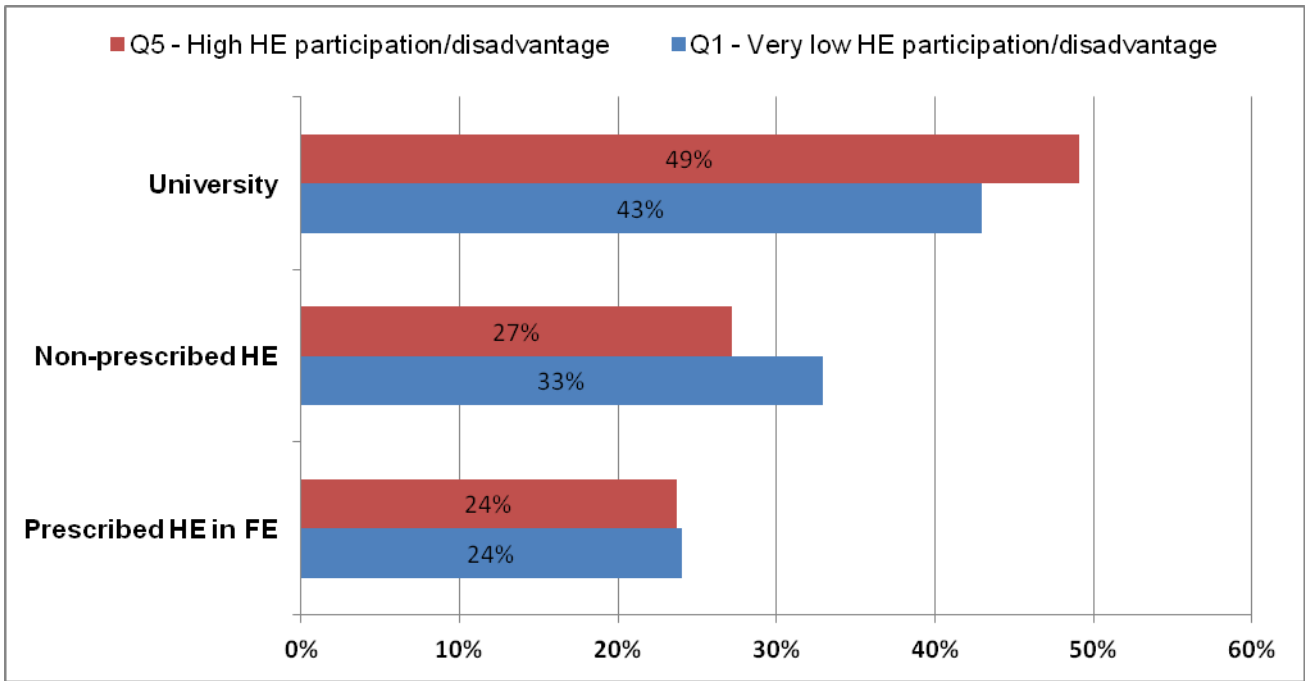
5.8.3: Delivery of higher education provision and POLAR3 comparison

Fig 14 shows that a higher proportion of advanced level apprentice entrants to university delivered courses are classified as POLAR3 Q5 (advantaged) than Q1 (disadvantaged), 49% compared to 43%.

The converse is found for non-prescribed higher education programmes delivered in FE where a third of entrants (33%) are Q1 compared to over a quarter (27%) classified as Q5.

Similar proportions of both quintiles are found with higher education in FE programmes

Fig 12: Delivery of higher education provision and POLAR3 quintile



5.9 Higher education subject areas

Disaggregation of higher education subject areas by framework reveals the extent to which advanced level apprentices continue their studies at higher education level in the same subject area, but also gives an indication of where advanced level apprentices switch subject areas. Only those higher education subject areas with higher numbers of entrants are shown in Table 43.

For example, it shows that around half of those on an Accountancy framework continue their studies in this area and a further 11% remain studying Business related higher education subjects.

Three quarters of those on an Engineering framework go onto study engineering in higher education whilst only 10% on an Administration framework study business subjects in higher education, with the remainder studying a mix of higher education subjects.

18% of students on a Travel and Tourism framework went onto study a completely different higher education subject: Nursing.

Table 43: Relationship between advanced level apprentice framework and higher education subject area

Framework	Same subject area in HEFCE funded HE	% of Total who progressed
Accounting and Finance	(N4) Accounting	51%
	(N1) Business studies	11%
	(N9) Others in business and admin studies	6%
	(B7) Nursing	4%
	(N2) Management studies	3%
Administration	(N1) Business studies	20%
	(Y0) Combined	8%
	(B7) Nursing	6%
	(N2) Management studies	5%
	(X1) Training teachers	4%
Building and Construction	(K2) Building	44%
	(H2) Civil engineering	9%
	(H1) General engineering	7%
	(H6) Electronic and electrical engineering	5%
	(Y0) Combined	4%
Child Development and Well Being	(X3) Academic studies in education	40%
	(L5) Social work	13%
	(B7) Nursing	9%
	(X1) Training teachers	8%
	(X9) Others in education	7%
Engineering	(H6) Electronic and electrical engineering	26%
	(H3) Mechanical engineering	21%
	(H1) General engineering	15%
	(H7) Production and manufacturing engineering	10%
	(H2) Civil engineering	3%
Health and Social Care	(B7) Nursing	76%
	(L5) Social work	4%
	(Y0) Combined	4%
	(B9) Others in subjects allied to medicine	3%
	(N1) Business studies	2%
Hospitality and Catering	(Y0) Combined	16%
	(N1) Business studies	10%
	(N2) Management studies	8%
	(L5) Social work	7%
	(B7) Nursing	5%
ICT for practitioners	(G4) Computer science	26%
	(G5) Information systems	24%
	(N1) Business studies	12%
	(Y0) Combined	11%

Framework	Same subject area in HEFCE funded HE	% of Total who progressed
	(H1) General engineering	5%
Subjects and Vocations Allied to Medicine	(B7) Nursing	44%
	(B9) Others in subjects allied to medicine	12%
	(A4) Clinical dentistry	12%
	(Y0) Combined	8%
	(A2) Pre-clinical dentistry	8%
Sport, Leisure and Recreation	(C6) Sports science	39%
	(X1) Training teachers	8%
	(N2) Management studies	8%
	(L9) Others in social studies	4%
	(ZZ) Unknown subject/Subject not required	4%
Travel and Tourism	(B7) Nursing	18%
	(Y0) Combined	16%
	(X1) Training teachers	11%
	(L5) Social work	11%
	(N2) Management studies	8%

5.10 Students who progress to full-time higher education study

Tables 38 and 39 looked briefly at mode of higher education study showing a breakdown by course level and then by framework. Here we look further at learners who choose to move onto full-time study from their apprenticeship.

A gender breakdown of full-time higher education entrants and timing of higher education entry is presented in Table 44. 60% of those advanced level apprentices who moved onto full-time higher education study were females compared to 40% males.

Furthermore, females were more likely to go onto full-time study immediately after their advanced level apprenticeship.

Over half of males who went onto study higher education full-time did so 3+ years following their apprenticeship.

Table 44: 2004/05 advanced level apprentices who move onto full-time higher education study

Gender	Count	%	Timing of HE entry				
			Immediate progression	3 years after start	4 years after start	5 years after start	6 years after start
Female	540	60%	58%	15%	13%	7%	6%
Male	355	40%	46%	20%	14%	15%	6%

Examination of the relationship between advanced level apprentice framework and higher education subject area for those studying higher education full-time showed that some students decided to study for their higher education qualification in a related higher education subject e.g. around a fifth of Business Administration advanced level apprentices went onto full-time higher education study of Business Administration. However, some students moved to a completely different subject area. Another fifth of Business Administration apprentices went onto study Nursing and therefore were studying full-time.

5.11 Prescribed HE – the institutions to which advanced level apprentices progress

Table 45 presents data showing institutions with over 30 HE entrants and shows the most popular institutions for prescribed programmes. The Open University is the most popular and further interrogation showed that 44% of the Open University entrants were from two frameworks: Children's Care Learning and Development (27%) and Business Administration (17%).

It is interesting to note in relation to the FE sector that five FE colleges are in this list of which three are in the Mixed Economy Group (MEG) representing colleges offering substantial higher education with direct HEFCE funding.

Table 45: Most popular institutions for prescribed higher education study

Higher Education Institution	HE entrants	% of Total HE entrants
Open University	235	8%
Teesside University	130	4%
University of Central Lancashire	115	4%
University of Plymouth	75	3%
University of Northumbria at Newcastle	75	2%
Riverside College, Halton	65	2%
Anglia Ruskin University	60	2%
Edge Hill University	60	2%
St Helens College	60	2%
University of Chester	45	2%
University of Wolverhampton	45	1%
University of Huddersfield	45	1%
University of Kent	40	1%
Bournemouth University	40	1%
Hull College	35	1%
South Tyneside College	35	1%

Higher Education Institution	HE entrants	% of Total HE entrants
Liverpool John Moores University	35	1%
Higher Education Institution	**HE entrants**	**% of Total HE entrants**
De Montfort University	35	1%
University of Derby	35	1%
Manchester Metropolitan University	30	1%
Rotherham College of Arts and Technology	30	1%
Birmingham City University	30	1%
University of Brighton	30	1%
Leeds Metropolitan University	30	1%

Without further analysis, it is not possible to say what factors influenced the decisions of the apprentices who chose to study at particular institutions. Neither is it possible to say whether it was because they were particularly targeted by the institutions to which they progressed.

Greater knowledge about this is however of strategic importance and could inform both the recommendation in University Challenge (Milburn, 2012) that:

> "universities should set out how they plan to accept more students who have completed apprenticeships onto their courses" (p.54)

and the further development of higher apprenticeships through the vision set out in the National Apprenticeship Services' consultation on degree level higher apprenticeships. (NAS, 2012).

6. Conclusions

The roll on, roll off nature of advanced level apprentice study means that timing of higher education progression for these work based learners differs from other students studying a Level 3 qualification. A small proportion of advanced level apprentices already had prior higher education experience and had either started an HE qualification but not finished, or achieved an HE qualification before starting an advanced level apprenticeship framework. By identifying first time entrants to higher education and tracking their progression over time, a depth of understanding has been gained about patterns of progression.

Longitudinal tracking of the 2004/05 cohort (first time HE entrants) tracked for seven years showed that 15.4% of advanced level apprentices progressed to higher education. There are differences at region and framework level, an indication that clear pathways to accessible provision are crucial to work-based learners entering higher education. Although around two thirds of learners progress to higher education within 3 years of the start of their advanced level apprenticeship, there are still significant numbers progressing four to seven years on.

This study examined for the first time where advanced level apprentices chose to study and revealed the important role that FE colleges have to play in delivering 56% of the higher education for these part-time work based learners. The trend however shows a decline over time in the proportion of apprentices progressing to colleges and there is more analysis that needs to be done to understand this. The analysis suggests a number of factors including the decline in HNCs and the development of Foundation degrees over this period, changes in the behaviour of apprentices in engineering and in health and social care and there is the fact that this happened against a back-drop of activity by Lifelong Learning Networks, Aimhigher and widening participation sections in universities to improve progression for vocational learners..

The majority of students remain in part-time study when they enter higher education but this depends on the type of higher education qualification they undertake and the subject area. Some students follow the same subject area of study as their advanced level apprentice framework but there are others who apparently decide on a career change and study an unrelated HE subject.

A higher proportion of advanced level apprentice higher education entrants are profiled as living in a disadvantaged area than the general HE population. The progression rates of advanced level apprentices who live in a disadvantaged area are slightly lower than the progression rates of the general population who live in a disadvantaged area. This shows that advanced level apprentice routes into higher education are only slightly less successful than other level 3 routes for disadvantaged students.

Around half of the 2009/10 cohort of advanced level apprentices had previously been on an intermediate apprenticeship at Level 2. Indeed, for technical based frameworks progression from intermediate level is much higher. In Construction for example, the majority of students progress from intermediate level to advanced level apprenticeship. The HE tracking study showed that 8% of these progressed to higher education within 3 years of starting their advanced level apprenticeship. This longitudinal view of apprentice study illustrates the importance of smooth progression pathways evidenced by the

dominance of progression in Accountancy, Engineering and Children's Care Learning and Development frameworks. Accountancy higher apprentice frameworks take this one step further and show progression from Intermediate to advanced level to higher apprenticeship Level.

The trends analysis in this report highlighted the changing populations of advanced level apprentice cohorts, particularly the age composition where the tracked population of the 25+ age group has risen from 200 in the first cohort 2004/05 to 12,000 in the latest cohort used for progression trends (2008/09). This huge increase has had a negative impact on the overall progression rate where although there has been an increase in the numbers of this age group entering higher education, the growth in numbers has not been in line with the growth of the tracked population. Furthermore, progression rates appear to have been affected by the drop in entrant numbers to HNC/HND from the Engineering framework and further compounded by a decrease in the number of Health and Social Care framework learners progressing to higher education. In essence, trends show that increasing tracked populations of advanced level apprentices are not always mirrored with increasing populations of entrants (at the same rates of progression). The introduction of higher apprenticeships in different sectors in the next few years may help to smooth progression pathways for the increasing numbers of learners studying advanced level apprenticeships.

It had been hoped to include higher education achievement rates of the early cohorts in this research but we were unable to access comparable contextual data to measure them against. This would have been broken down into achievement rates for both types of higher education studied in colleges and prescribed higher education in universities. This will be work in progress for the on-going research project as this information will be of interest to both the FE and university sectors and could be further broken down by framework, age, etc. It is a recommendation that consideration be given to the provision of benchmark achievement data for full and part-time prescribed HE.

This study provides a baseline for apprentice progression to higher education, particularly useful given the changing landscape of apprenticeships with increasing populations and the expansion of higher apprenticeships. As some FE colleges expand their HE provision and universities continue to work to widen participation, the information in this study helps to illustrate the opportunities available to increase the progression rate of work-based learners on apprenticeship frameworks. In sectors where there are clear pathways there are lessons to be learned in particular for higher apprenticeships. By fostering a culture of progression which is supported by access and funding, progression for future apprentices in a range of sectors could be a viable and desirable option for the employee, employer and the economy.

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8. Glossary

Apprenticeship levels

Intermediate apprentice(ship)	Apprenticeship framework involving study at Level 2
Advanced level apprentice(ship)	Apprenticeship framework involving study at Level 3
Higher Apprentice(ship)	Apprenticeship framework involving study at Levels 4 and 5

Apprenticeship providers

Business (Direct Grant)	Large companies who are directly funded to deliver apprenticeships in-house
FE college	FE colleges that provide the apprenticeship training for employers
Public Sector	Mainly Local Authorities and NHS Trusts that provide apprenticeships
Private Training Provider	Private training organisations that provide the apprenticeship training for employers
Other	Mainly voluntary sector and other not for profit organisations that provide apprenticeships

HE delivery types

Prescribed HE	Higher education programmes until 2012 funded by HEFCE, the NHS and Teaching Agency that are delivered by Universities or FE colleges e.g. degree, foundation degree, HNC/HND and Dip. HE
Non-prescribed HE	Level 4 and 5 programmes funded by the Skills Funding Agency (and previously the LSC), eg. NVQ Level 4 and professional qualifications delivered in FE colleges
HE in FE	Usually refers to prescribed HE delivered in FE colleges

Higher Vocational Educat*i*on	Recent term used to include all the HE (both prescribed and non-prescribed) delivered in FE colleges
HEFCE	Higher Education Funding Council for England
HESA	Higher Education Statistics Agency
ILR	Individualised Learner Record
LSC	Learning and Skills Council
OUG	Other Undergraduate programmes, e.g. Certificate/Diploma in HE
POLAR	Participation of Local Area - a classification system devised by HEFCE to classify neighbourhoods in terms of young HE participation rates. It refers to relative deprivation
POLAR Quintiles 1 - 5	POLAR Quintile 1 covers neighbourhoods with very low HE participation rates and POLAR Quintile 5 covers neighbourhoods with very high HE participation rates
SFA	Skills Funding Agency

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