

Apprentices and Progression to Higher Education: Investigating Barriers, Building Aspirations

Research for
Western Vocational Lifelong Learning Network,
Aimhigher West Area Partnership,
Gloucestershire College and City of Bristol
College

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Foreword

Vince Cable's vision in June 2010 for the post-16 apprenticeship sector states,

“Our ambition is to be amongst the best countries in the world for the quality of skills supporting the economy, participation in lifelong learning. A system driven by empowered and informed learners which supports a strong employer voice, including through the design of apprenticeships and other qualifications”.

This aspiration will raise the profile of apprentices and their abilities to progress delivering valuable skills to the economy and delivering personal growth. This research, alongside other reports, has shown that progression into Higher Level Skills is something that apprentices will consider if they are made aware of the possibilities. The real success of this research is that it has demonstrated the positives of two large further education colleges working collaboratively and producing concrete outcomes.

The research is also timely given the Government's desire to “prioritise level 3 apprenticeships, but also provide access to more level 4 and level 5 qualifications, which support progression to Higher Education and recognise the value of practical training”.

Therefore, the research gives the sector ideas, concepts and practices that have demonstrably worked to aid both learners and employers.

As an ex-apprentice, and one who has progressed to Higher Education, I am pleased to endorse this report as a positive piece of research into progression for apprentices which is a priority for the Government.

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National Apprenticeship Service

June 2010

Executive Summary

Despite the rise in the number of apprentices and completion rates of those on apprenticeships, the number progressing onto an advanced further education or higher education course remains low. To encourage higher numbers progressing, Government plans include an increase in the number of advanced apprenticeships and higher-level apprenticeships on offer, the encouragement of more part-time and workbased higher education programmes and foundation degrees, and consideration given to connecting the apprenticeship framework with the Qualifications and Credits Framework by specifying the credits achieved at each level of apprentice programme.

This study was conducted across 2 further education colleges, Gloucestershire College and City of Bristol College. It aimed to improve the methods used to offer apprentices information on progression opportunities to higher education. Investigations were conducted into finding out who currently gave the apprentices this information and the knowledge levels and views of apprentices, training providers and employers on appropriate higher education. Training was then given to college/training provider staff teams on courses available and the locations of up-to-date information.

The research found that many more apprentices considered higher education as a useful option for them than actually undertook a course, a relatively small number had discussed their future career with either their employer or college/training provider, and that the knowledge of opportunities available of apprentices and employers was generally limited. It also found that the majority of employers preferred the initiative to be taken by the apprentice or college/training provider in raising the issue of progression and the holding of information on possible courses.

A set of recommendations were proposed to improve the monitoring of apprentices' progression, the practical planning into the apprenticeship and documenting of information, advice and guidance, and the training and updating of relevant college/training provider staff and employers.

Chairperson's Preface

This report should be read by anyone interested in why apprentices do not progress to higher education and is seeking tools to reverse the situation. In my opinion the research has rightly focused on the importance of information, advice and guidance coupled with the support which can be given to training provider staff. Most of those who are interested in post-16 education and training are well aware of the barriers which apprentices face when contemplating progression. In commissioning this research I did not simply want a research report which focused on the barriers but rather attempted to develop training which if successful would inform apprentices of their options.

The 'Investing in Potential' 16-24 year old strategy which was published alongside the recent Employment White Paper brought together the previous Government's commitment to support young people and included subsidies of up to £2,500 for employers to take on apprentices. Combined with this was a call from Lord Mandelson for 'further work on developing different models of delivery including two year provision and more vocational provision'. In addition, the Skills Strategy highlighted the emphasis on apprentices and their progression to higher education. Those individuals progressing from non-academic routes to higher education remain low despite the fact that there has been a significant expansion of apprenticeships within the last decade. The percentage of apprentices who progress to higher education remains at around 0.2% (as identified by a recent report from the Panel on Fair Access to the Professions). The new coalition Government has affirmed its support for apprentices; however the future is still uncertain in this constantly changing economic situation.

The Western Vocational Lifelong Learning Network has been committed to supporting the progression of apprentices to higher education through its apprenticeship progression agreements and development projects. One of those projects has culminated in this report which I would advocate you to read. It is essential that all who are working towards widening participation and believe that vocational learners should have the opportunity to progress to higher education continue with work to source solutions rather than focusing on reiteration of barriers.

It has been a pleasure working with everyone involved in this project and I would like to thank them for all their hard work, dedication and enthusiasm.

Elaine Fisher
Director WVLLN

June 2010

1 Context

1.1 Apprentices

The UK Commission for Employment and Skills estimated an increase of 650,000 people needed in the vocational areas of skilled technicians and associated professionals from 2007-17 (DBIS, 2009a).

In line with this, targets announced in Lord Leitch's skills' review (Leitch, 2006) and the Government's aim that by 2013 all those aged 16-17 will be in education or training (DWP, 2009), the Government plans to increase spending to around £1 billion by 2010-11 to create a 'renaissance' for apprenticeships. Assuring in its *White Paper New Opportunities* (2009) that all suitably qualified young people will have the right to apply for an apprenticeship, the objective is to double the present number of apprentices to 400,000 by 2020 (Skills Commission, 2009 p 8). Further incentives include subsidies of £2,500 to employers to encourage them to offer apprenticeships through the new dedicated National Apprenticeship Service (NAS) and to secure 20,000 additional apprenticeships through Government procurement over the next 3 years (DWP, 2009; DBIS, 2009).

There are currently 180 different apprentice frameworks covering over 80 industrial sectors, though the majority of apprentices are from just 12 sectors. Large employers make up 25% while just 4% are small businesses (Skills Commission, 2009).

Apprentice numbers have risen dramatically over the last 15 years culminating in a record 234,000 starting in 2008-09. This figure is made-up of over 80,000 19-24 year olds, and 54,700 over the age of 25 of which 40% are advanced apprenticeships. Completion rates have also risen to 64% in 2007-08 (DBIS, 2009a)¹.

1.2 Progression

The number of apprentices to progress onto advanced further education or higher education was low, though the Skills Commission identifies evidence for this as largely anecdotal (2009 p 38). The national strategy paper *Skills for Growth* (November, 2009) wrote of the low number progressing from non-academic routes to higher education (HE) 'despite the significant expansion of apprenticeships seen in the last decade'. It took its evidence from a recent report estimating this low number at around 0.2% (p10). Learning and Skills Council (LSC) research found that most learners would be more likely to take an apprenticeship if it had a route leading to HE (Skills Commission, 2009).

The Department for Business Innovation and Skills (DBIS) wrote that whilst renewing their commitment to the Leitch targets to increase skill levels, they wished to 'broaden, but not replace, [their] ambition that 50% of young people should go to university to include advanced vocational education' and thus create a 'modern class of technicians, associate professionals and people with higher level craft and trade skills' (DBIS, 2009a pp 6-7). To widen opportunity, they wrote of their intention for new types of HE programmes to include part-time and workbased study as well as the increase in foundation degrees. They will also double the advanced apprenticeships available with up to 35,000 new advanced and

¹ This figure has been revised by Office of National Statistics to 70.9%. See Statistical First Release reference: DS/SFR6 published 22.4.2010 – www.thedataservice.org.uk/statistics/sfrmar10 to download document

higher level apprenticeships over the coming two years (the Skills Commission (2009) explained that at present higher apprenticeships available at level 4 are limited to just 2 sectors – IT and Engineering). All this will require a rise in investment from £17 million in 2010-11 to around £115 million in 2014-15 (DBIS, 2009a).

At present apprenticeship frameworks do not specify the credits that must be achieved on the Qualifications and Credits Framework (QCF) and, therefore, are not linked to the UCAS tariff system. Recent research identified the need for clearer and easier access to information, advice and guidance on progression opportunities. In answer to this, the DBIS has published the first version of a Specification of Apprenticeship Standards for England (SASE). The final version of this consultation document will be completed by October 2010 to take effect from 6 April 2011. This includes the requirement that an apprenticeship framework must identify the number of credits to be achieved at each level leading to higher education and beyond where possible, the exception being a higher apprenticeship which is planned instead to specify a foundation degree, HNC or HND (DBIS, 2009b).

NAS stated that they were 'keen to develop clear progression routes for apprentices' but added that this presented 'both clear opportunities and challenges to the Higher Education sector to create a flexible offer – including possible apprenticeship frameworks beyond Level 4' (AdvAnce, Autumn 2009 p 1, Skills Commission, 2009). The DBIS confirmed that they would work with HE institutions, Sector Skills Councils, professional bodies and employers 'to pilot composite honours and masters programmes which maintain at their heart the principal requirements for an apprenticeship: employed status, technical expertise, occupational competency and professional recognition of their skills' (DBIS, 2009a p 10).

Regarding the level of knowledge of progression opportunities among employers and training providers, most research appeared, on the one hand, to point to an assumption that they do not exist beyond a move from level 2 to level 3 and, on the other, that most do not know what options are available or where to look for the information (Falaki, 2009). More than this, a report commissioned by Aimhigher West and the University of Bath found that employers could be a 'barrier to learners progressing to higher level qualifications' (Falaki, 2009 p 6), particularly in sectors where level 3 was considered the highest qualification necessary such as the industries of construction or hairdressing. They also found that employers were anxious about funding higher qualifications and the additional time off for study that would be needed. They recommended the possibility of developing training providers' knowledge to enable them to pass it onto employers directly and raising awareness of progression opportunities (Falaki, 2009). AdvAnce (Autumn 2009) acknowledged employers as 'important gatekeepers' of knowledge (p 4).

That progression was more 'learner-led rather than provider or employer-led' (AdvAnce, Autumn 2009 p 15) was a common finding. Martin Dunford of the Association of Learning Providers, told the Skills Commission that the motivation for progression from a level 2 apprenticeship to an advanced apprenticeship often lay with the individual rather than the employer. Witnesses reported that SMEs received 'little support in finding those advanced further education and higher education courses that do exist and are suitable for such learners', and that training providers received no incentive to help a former apprentice 'negotiate the difficult pathways through to advanced further education or higher education'. They added that that left either the employer 'for whom there is little immediate advantage' or the learner who had often no experience of the HE institutions or FE colleges that would offer these higher-level courses (Skills Commission, 2009 p 40).

1.3 South West Region

Higher Education Funding Council for England (HEFCE) figures indicated that the South West had similar higher education progression figures to those found nationally – 2002-03 3% of apprentices in South West, around 4% nationally; 7% of advanced apprentices in South West, 6% nationally (HEFCE, 2009).

Research undertaken on progression activities of completing advanced apprentices in the South West by AdvAnce showed that although 38% expected to take higher level training after 6 months and 45% after 3 years, these figures were not actually supported by statistics of actual progression (for example LSC data showed that in 2005-06 the figure for the South West was 0.62%). Their analysis suggested that far more Advanced Apprentices aspired to take higher level courses than were doing so (AdvAnce, Autumn 2009 p 2).

1.4 Aim and Objectives

The aim of this study was to improve the methods used for giving information on higher education progression opportunities to apprentices.

Objectives

- To investigate the views and knowledge of apprentices, training providers and employers on progression opportunities for apprentices.
- To examine if apprentices obtained information and guidance on their future career opportunities from the training providers and/or employers.
- To support training provider staff teams to offer aspirational information, advice and guidance to all apprentices.

Note:

This project uses the term 'higher education' for any study at level 4 or higher. Different terms have been used in other research, for example higher level skills, university-level education and more.

2 Methods

Methods used to investigate the perceptions of apprentices (current and past) and employers toward progression and higher education were questionnaires and telephone interviews. Questionnaires and interviews were used to ascertain feedback from college/training provider staff on the training they received. The same methodology was used to obtain information on behalf of both colleges.

To enable participants in the project to feel free to share their views, it was agreed that the identities of apprentices, employers and staff would be protected in all written and verbal communication. With two colleges participating, the research offered the opportunity to work collaboratively and to share good practice.

Areas were chosen to reflect those where progression appeared to be successful in both colleges as well as those areas where it was not.

Table 1 Apprentice Numbers

Divisions	Gloucestershire College		City of Bristol College	
	2007/2008	2008/2009	2007/2008	2008/2009
Business Administration – level 2	4	3	20	63
Business Administration – level 3	0	3	16	24
Construction – level 2	60	66	46	86
Construction – level 3	2	3	21	59
Hair – level 2	27	31	47	61
Hair – level 3	1	0	10	38
Engineering (Motor Vehicle) – level 2	42	52	106	143
Engineering (Motor Vehicle) – level 3	7	13	81	103

Apprentices at both colleges undertook key skills, the technical certificate and NVQs (National Vocational Qualifications). It was decided to investigate apprenticeships in similar vocational areas from both colleges, at level 2 and advanced apprenticeships at level 3. Agreement to participate was received initially from the areas of Hairdressing, Construction, and Engineering - Motor Vehicle. After a delay in receiving data on City of Bristol College Motor Vehicle apprentices, the decision was made to add the area of Business Administration. To ensure a spread and a significant number of replies, the vocational areas actually represented, therefore, were Hairdressing, Motor Vehicle, Construction and Business Administration (see Tables 2 and 3).

City of Bristol College motor vehicle apprentices attended college on a block-release, all other apprentices attended college once per week. Their limited time in the classroom was very busy, making it impossible to consider interviewing any significant number of apprentices. In order to reach as high a proportion of apprentices as possible, therefore, a quantitative approach was chosen. Consideration would be given to individual or group interviews at a later stage in order to gain more of an insight into the barriers to progression onto higher education.

2.1 The Colleges

Both institutions had a strong background in offering apprenticeships across a wide range of vocational areas. The majority of employers dealt with by both colleges were from small-medium-sized organisations in the private sector, though City of Bristol College also used a small number of large national organisations from the private and public sector.

Each college offered progression to higher education level courses in a number of areas. For each apprenticeship route, progression opportunities were available at the colleges in the shape of foundation degrees, an HNC, or National Diplomas. The only exception was in the area of motor vehicle maintenance where the only progression route for both colleges was to an external provider. There was also a number of local colleges and universities that welcomed applications from advanced apprentices.

There were similarities and differences in the organisation of the two colleges' apprenticeship models which offered both advantages and disadvantages.

2.1.1 Gloucestershire College

The Workplace Development department had overall responsibility for apprenticeships, though physically located within the Business hub (see Appendix 1a). The Apprentice Unit was led by the Apprentice Manager accountable to the Director of the Centre for Business and Workplace Development, and comprised 1 Additional Support Tutor, 5 Administration staff and 9 Training Co-ordinators plus a Senior Co-ordinator.

The Training Co-ordinators acted as a link between employers and the college, and were responsible for recruitment of apprentices including their interviews and initial assessment, employer search and set-up, workplace reviews and progress checks, and exit interviews once the apprenticeship was completed.

Any subject delivery required and portfolio maintenance took place within the appropriate curriculum area by teaching staff and Assessors. Liaison with the curriculum area delivery teams and Assessors took place both formally and informally by regular team meetings with the Apprentice Manager and Training Co-ordinators. This was considered to be a very successful model that through good communication was working well.

For the college the advantages of this model were:

- overall control of apprentices from recruitment to their exit from the programme
- accountability for all apprenticeship programs lay within one area ensuring efficient management and standardisation of quality assurance, staff development, procedural changes and so on
- clear lines of responsibility
- close links and good communication with employers.

2.1.2 City of Bristol College

Similarly, City of Bristol College had a Business Development Team who employed a Contracts Manager responsible for target setting and reviews as well as support for the apprenticeship programs. The faculties responsible for each curriculum area together with a Sales Unit located within the Business Development Team found suitable and willing employers to work with (see Appendix 1b). The main difference between the two colleges was one of who held overall control and responsibility for the apprentices. In the case of City of Bristol College, apprentices were enrolled directly into the faculty that covered the vocational subject area. The faculties were, therefore, directly responsible for the recruitment and retention of the apprentices.

Employed and located within the separate faculties, were 7 Faculty Strand Managers who co-ordinated the apprenticeship programmes within their own vocational areas. They had overall responsibility for the recruitment and retention of apprentices, the recruitment and management of Assessors, the quality of the programmes, organised any necessary curriculum delivery and liaised with the Business Development Team. Assessors were responsible for portfolio maintenance and action planning, workplace reviews and exit interviews, and had direct contact with the employers.

The college felt that the advantages of this model were:

- the apprentice was located within one area for curriculum delivery and assessment which meant communication between the college, apprentice and employer was simple and any support needs or problems were quickly dealt with
- faculties were accountable for the success or failure of their apprenticeship programmes
- as the apprentice was located entirely within the faculty with the appropriate curriculum area, progression pathways could be clearly identified.

The disadvantages were felt to centre around the lack of overall direct control by one area. This resulted in:

- lack of standardisation across apprenticeship programmes
- differences in the methods used by the Assessors.

2.2 Questionnaires

Questionnaires (see Appendix 2a) were sent to a random sample of students from each appointed vocational area who had completed their apprenticeships at Gloucestershire College from 2003-09 and at City of Bristol College during 2006-09. The hope was to gain information on their current employment position and any recent training or qualifications they may have considered or undertaken. 100 questionnaires were sent on behalf of each college (see Table 2).

Table 2 Past Apprentices 2003-09

Vocational Area	Number of Questionnaires Sent	Number of Questionnaires Received
Gloucestershire College		
Construction	35	1 x level 2, 1 x level 3
Hairdressing	35	1 x level 2
Engineering (Motor Vehicle)	30	1 x level 3
City of Bristol College		
Construction	29	3 x level 3
Hairdressing	25	1 x level 3
Engineering (Motor Vehicle)	17	0 received
Business Administration	29	2 x level 2, 2 x level 3

The response was very disappointing and so, in order to guarantee a good return from current apprentices, questionnaires were handed out by tutors during timetabled sessions at college (see Appendix 3a). This necessitated a pragmatic approach to the apprentices who took part, dependant upon who was present in college when the questionnaires were handed out. In order to obtain an individual and honest response, tutors were requested to hand out the questionnaires with a simple explanation of the project only. 121 completed questionnaires were completed from Gloucestershire College and 75 from City of Bristol College (see Table 3).

Questions asked were designed to obtain information on apprentices' knowledge of further qualifications including higher education and their views on their usefulness. They were also intended to find out who they were in discussions with about their future careers.

Similar questions were asked of past and current apprentices regardless of their level or vocational area in order to collate a useful amount of data based upon the aims of the study. To encourage completion of the questionnaires, an incentive was offered in the form of a prize draw offering two iPod gift vouchers of £25 each.

Table 3 Current Apprentices

Vocational Area	Number of Questionnaires Completed
Gloucestershire College	
Construction	32 x level 2
Hairdressing	31 x level 2 completed
Engineering (Motor Vehicle)	54 x level 2, 12 x level 3
Business Administration	4 x level 2, 3 x level 3
City of Bristol College	
Construction	12 x level 2, 13 x level 3
Hairdressing	46 x level 2
Engineering (Motor Vehicle)	12 x level 3
Business Administration	5 x level 3

2.3 Training Co-ordinators' Training

On return of the above questionnaires, Aimhigher West Area Partnership gave training to a selection of training co-ordinators and assessors from both colleges on progression opportunities suitable for apprentices and advanced apprentices. The format and content of the training was decided upon between Aimhigher West and Western Vocational Lifelong Learning Network (WVLLN). Lasting approximately one hour, it followed this model:

- Start of the session was to be in the format of a quiz, a format that is engaging, allowing group discussion and peer support, and the opportunity for the trainer to judge the level of their existing knowledge.
- A talk was then given by an ex-advanced apprentice on his experiences of taking a foundation degree while in work.
- Resources that were readily available and free to anyone were distributed to the group along with an information handout and the chance to discuss issues that the quiz had raised.

At Gloucestershire College, to undertake the training was a directive with all Training Co-ordinators attending. City of Bristol College identified 11 Training Co-ordinators to attend but only 6 attended.

Evaluation questionnaires were completed after the sessions were held (see Appendix 5a).

Follow-up information was obtained from Training Co-ordinators from each college who had attended the training. This was to ascertain if the training was still considered useful and if any changes had taken place within 2-3 months of the training.

2.4 Telephone Interviews with Employers

To gain information from the perspective of the employer, short telephone interviews were carried out (see Appendix 6a). Samples were selected from the vocational areas at random from data lists held at each college. The interview framework was designed to allow them to talk freely on their views on progression and offer information on their own apprentices' progression opportunities. 29 employers connected with Gloucestershire College were contacted with 11 successful interviews. For City of Bristol College, 22 were contacted with 10 successful interviews. Employers were a mixture of local small and medium firms and national organisations. People interviewed were those with responsibility for apprentices and, therefore, depending upon the size of the organisation, could be the owners, the HRM department, or managers with apprentices.

This was a small-scale study involving a relatively small number of apprentices, employers and training co-ordinators. It was felt, however, to be representative of the apprenticeships at each college.

3 Findings

3.1 Apprentices' Findings

There were a total of 12 questionnaires returned from past apprentices (4 from Gloucestershire College, 8 from City of Bristol College) and 224 returned from current apprentices (136 from Gloucestershire College, 88 from City of Bristol College).

For apprentice levels and numbers of questionnaires received from each college see Tables 1 and 2. The answers past apprentices gave to the questionnaires can be seen in Appendices 2b and 2c (see Appendix 4a for a summary of responses). For answers from current apprentices see Appendices 3b, 3c, 3d and 3e (see Appendix 4b for a summary of responses).

The small number of questionnaires returned from past apprentices mean that the answers given cannot be taken as representative of past apprentices' views. They have been included in the study, however, in the hope that they inform the findings to an extent.

Questionnaires from past apprentices showed that all were currently employed except one who studied business administration at City of Bristol College. Over both colleges 56% continued to work for the same employer as when an apprentice.

3.1.1 Attitudes on Further Qualifications

Although 69% of the past apprentices who completed questionnaires agreed that further qualifications would help their prospects and 50% were interested in taking a higher qualification, only 1 apprentice from the 12 had taken any qualifications since completing their apprenticeships. This appeared to show that there was a large gap between the appreciation of the usefulness of further qualifications including higher education and the actuality of taking any qualifications once their apprenticeship was completed. Just 25% knew which qualifications would suit their needs, however encouragingly 75% of past apprentices knew what a foundation degree was.

A good proportion (approximately 70%) of current apprentices from both colleges answered that they were considering taking further qualifications once their apprenticeship was completed². Even higher was the recognition from 89% of them that further qualifications would improve their career prospects. These answers were positive across all vocational areas. Both colleges had very similar numbers of apprentices who would be interested in a relevant and locally available higher education qualification (about 74%).

Much lower, however, was the current apprentices' knowledge of the qualifications that may suit their needs ($\frac{1}{3}$ from Gloucestershire College and $\frac{1}{2}$ from City of Bristol College). Of all the vocational areas, motor vehicle was particularly low here with as little as 14 out of 78 apprentices admitting to having this knowledge.

² A tutor from Gloucestershire College identified that 11 motor vehicle level 2 apprentices who had answered that they were not considering taking further qualifications once their apprenticeship was completed were in fact going onto an advanced apprenticeship. The perception for them perhaps was that this was not progression.

There was, therefore, a difference in the current apprentices' expectations and appreciation of further qualifications and their knowledge of the qualifications available to them. Figures of those who knew what a foundation degree was appeared to support this further (just 34% at Gloucestershire College and 55% at City of Bristol College). As a sector, only apprentices from business administration knew with 10 out of 12 positive answers (though the total number of questionnaire replies from this group was very small).

The apprentices' own comments on specific qualifications they were considering taking or thought suitable can be seen in Appendices 2b-2c and 3b-3e.

3.1.2 Employers and Employment

Past apprentices appeared to have very limited interaction with their employers on their future careers. Over $\frac{1}{2}$ had not discussed this with their employer and only $\frac{1}{4}$ had had future courses suggested by their employer. Just 1 out of 12 had received training since their apprenticeship was completed and 3 out of 12 had taken on extra responsibility at work.

For current apprentices, figures varied for those who had received other training since beginning their apprenticeship (40% for Gloucestershire College and 68% for City of Bristol College) with hairdressing particularly positive as a sector. Around 43% of apprentices from Gloucestershire College and 52% from City of Bristol College had been given extra responsibility at work – the most positive sectors being business administration and hairdressing.

For both colleges, the study found that just less than 50% of the current apprentices had discussed their future career with their employers, but much higher was the percentage of those whose employers had suggested no future courses (73% from Gloucestershire College and 70% from City of Bristol College). This suggested that there was a lack of knowledge specific to suitable courses amongst employers. This was supported by the interviews with employers in Section 3.2.

Details of future courses suggested by employers, specific training apprentices had received at work and the extra responsibilities they had undertaken can be seen in Appendices 2b-2c and 3b-3e.

3.1.3 Training Providers/College

Half the total number of past apprentices involved had discussed their future career with their training provider/college (though zero from motor vehicle), with only $\frac{1}{3}$ whose training provider/college had suggested future training courses.

Figures from current apprentices were virtually identical across both colleges with around 40% who had discussed their future career with their training provider/college. Similarly, approximately 38% of returns showed training providers/colleges had suggested future courses to their apprentices. Again motor vehicle as a sector was particularly low, with zero out of 12 apprentices from City of Bristol College who had discussed their career or future courses with their training provider/college.

For the specific courses suggested by the apprentices' training provider/college see Appendices 2b-2c and 3b-3e.

3.1.4 Receiving Further Information

Responses are summarised in Table 4 below. It appeared from those questioned that the most popular ways to receive further information on suitable higher education was face-to-face methods along with the traditional post and mobile phone. The most popular method was identified as an individual discussion with training provider/college with 87 current apprentices choosing this option, followed by use of the post (75), mobile phone text message (65) and group discussion with training provider/college (61). Past apprentices preferred to receive information by text message (9) and, secondly, by post (5).

Table 4 Preferred methods of receiving further information – both colleges

	Past Apprentices	Current Apprentices
Meeting with member of your apprenticeship TP/college staff	1	
Group discussion with TP/college		61
Individual discussion with TP/college		87
Chat with students already studying on HE course	1	41
Website	4	45
Facebook	3	36
Post	5	75
Email	3	30
Mobile phone text message	9	65
Other suggested methods	MSN messenger; telephone call	Hands-on; telephone call; fax; MSN messenger; information booklets

3.2 Telephone Interviews with Employers

See Appendix 6a for the outline for discussion used, and Appendices 6b and 6c for a summary of responses from employers for each college.

Most employers answered very positively when asked if they offered progression to apprentices at level 2 onto an advanced apprenticeship. Only 1 of the 21 replied that he did not offer progression as he only offered a 2-year apprenticeship, but even this was not straight-forward. He explained that he was supporting an apprentice to undertake a level 3 as he was particularly committed and capable. In all cases, it was not compulsory for the apprentice to progress, but many employers said that they would seriously encourage training at level 3. In the areas of construction and hairdressing, there were 2 firms each that indicated that there was a place for a level 2 employee, however in both these sectors other firms expected a level 3 qualification. One employer from construction said that he "would question taking on someone who didn't want to progress to level 3". Most firms also offered external short training courses, in particular in the areas of hairdressing and motor vehicle.

For most, higher education qualifications were not necessary to progress within their organisation. Employers in the motor vehicle sector were particularly positive, however, with 3 acknowledging that they would be necessary if the employee wished to enter management or gain promotion. Most employers, however, said that they would discuss the situation with the employee and most would be willing to support them. Cost was a factor for some and a benefit to the organisation would need to be shown. As one employer in construction stated, “never considered them. We would need to weigh up if it was beneficial to the organisation and if they were going to stay and then in theory we would discuss it”, though he pointed out that it would be hard to lose them to college-training when they were very busy. One employer with a business administration apprentice stated that he believed “that training and qualifications add value to the organisation and so it pays off to offer them”, though 2 from this sector stated that they would support their employees in theory but thought that costs would probably prohibit it.

Hairdressing employers were the least likely to support HE qualifications. All stated that they were unnecessary, 5 employers said they would support their employees though with serious reservations about cost and allowing them time off from a busy salon, 2 stated that a level 3 qualification was the highest required.

Four of the 5 construction employers would support an employee who wished to take a higher qualification. One said that he would always encourage his apprentices and had a level 3 apprentice now who he had “high hopes will go even further as he has shown promise” and would now do a day a week in the office with the owner. Additionally, another admitted that he did not know what was available in higher education or what a foundation degree was but would support an apprentice if he/she wished to study at this level as he was supported when he first began and “was given good advice to continue studying and so passed on this advice to them as proven good advice”.

When asked about information, advice and guidance on progression, of the 21 employers there was a high number who did not offer any information on courses available to those apprentices completing their course (13 in total) with an additional one who was not sure explaining that the department may offer information but it would normally come via the college. In each case, these employers expected the apprentices to have the information or that the college would inform the apprentices or the employers when the time was right. As one motor vehicle employer explained, “the college is good, they will speak to the lads”. One construction employer said that he would expect the apprentice to go to him with their wishes believing that progression opportunities should be made clearer to the apprentices, not the employers, so that they were aware themselves of what was available for them. The remaining 7 employers were very proactive, either including progression in the apprentices’ induction or instigating a discussion at the right time. In 2 cases, the employers were hairdressing lecturers at the colleges and so were aware of suitable courses available.

Ten employers said they knew something of local courses, though one added that the apprentice tended to know more and another that they knew a little but nothing of foundation degrees. Nine employers admitted to having no knowledge, and for 2 employers they were not local organisations and so the question was irrelevant. For many employers they were quite content not to know what was available preferring to leave it to the apprentices to inform them when necessary, as one motor vehicle employer said, “the lads know and will suggest anything they want to do”.

When asked if the employers were interested in receiving information on local courses, there was a high number who replied in the negative (12 in total). Just 5 said that they would be interested, with an additional one who answered possibly and one who said that she already knew so there was no point. Again there were 2 for whom the question was irrelevant as they were situated a long way away. These answers were as much a reflection on the employers' willingness or not to be active in passing on information to apprentices or preferring the college/apprentice to do so.

Most employers, therefore, appeared to like the system as it was – that up-to-date information and any wishes of the apprentices regarding progression came to them from the apprentice and/or the college.

For most employers progression had to depend upon the capability of the apprentice, the firm's financial situation, if they could offer work at the appropriate level and, lastly, if the apprentice were eager and brought it to the attention of the employer.

3.3 Training Co-ordinators' Evaluations on the Training Received

To see the evaluation form and the summaries of both colleges' feedback see Appendices 5a, 5b and 5c.

3.3.1 Gloucestershire College

Evaluations for Gloucestershire College were very positive about the training received. All 10 training co-ordinators felt that their aims were met, the training was delivered at the correct level and that they had benefited from attending. Nine answered that they would like further training, 1 did not answer the question.

For all co-ordinators it seems to have provided or added to knowledge of progression routes and to their knowledge of foundation degrees. Regarding future training or information required, some felt that they now knew where to go to find their own answers, some thought that training should be ongoing as "qualifications are always changing and need to be aware of up-to-date information". One thought that it would be useful if they could receive training specific to the college curriculum.

3.3.2 City of Bristol College

It was unfortunate that just 2 evaluations were returned. Of these, one felt that the training was of benefit whilst one did not. This latter reply was received from a manager who already had sufficient knowledge of higher education qualifications and experience of passing this knowledge on. This staff member, however, did think it useful to receive up-to-date information and acknowledged the usefulness of the training for staff with less knowledge. The other evaluation reported on the usefulness of the training in showing "where to signpost people". Both liked the use of the quiz as a learning aid. Both answered that they did not require further training.

3.4 Interviews with Assessors

3.4.1 Gloucestershire College

A training co-ordinator gave her view on attitudes to progression and evaluated the training received. She explained that once the apprenticeship was completed then further progression was not a priority. They were aware of progression routes in vocational areas such as engineering as this was traditionally one where it was encouraged by employers and the college, but they were not necessarily clear about others.

Since receiving the training from Aimhigher West Area Partnership, she believed that staff were now more focussed when discussing progression during and after completion of the apprenticeships. They felt more confident in talking about progression and it had raised their awareness of routes onto HE or other higher level courses in particular industries, rather than “the normal progressing through apprenticeships levels and then the usual goodbye thank you very much and onto the next new apprentice!”.

The training co-ordinator believed that a greater awareness of HE had been used as a good marketing tool for encouraging parents, employers and learners to consider apprenticeships as a way into learning with good career progressions and so “starting to put it on par with ‘A’ levels and university”. She believed that there would, of course, be some apprentices that would not want to progress further than their level 2 or level 3 programmes but at least they could be made aware of available progression routes and make an informed decision.

3.4.2 City of Bristol College

One person who had attended the training, when interviewed said that she was not sure if the training had been of any use, she knew about the progression opportunities that were already in place for their apprentices and so nothing had changed for her as a result of the training. This faculty dealt with a lot of large national organisations and she confirmed that the assessors had less to do with promoting progression in these cases than the employers themselves or the trainers. She believed that the large employers were interested in progressing apprentices and most would be offered a level 4 qualification, but she thought that the small local companies were not interested or could not support the progression of apprentices to HE level. She did not feel that it was necessary for herself or the assessors to know about HE opportunities available external to the college or that were not already in place.

Another staff member said that she had found the training to be useful in highlighting the opportunities that were available to apprentices. She had passed the information received on the course onto the Assessors who would normally be the ones to give this to the apprentices. She too believed that the large national organisations were the only ones interested in progression onto HE and that the small firms could not afford to support apprentices. She also said that very often apprentices “don’t usually want it by the time they’d finished their advanced apprenticeship”. No formal changes had taken place as a result of the training, for example no alterations to the documentation used as progression discussions were considered informal.

4 Discussion

The Skills Commission identified the most common 12 vocational sectors contained the majority of apprentices. This research chose 4 areas from the same vocational sectors. The employer profile, however, did not match as the apprenticeships in this report were generally employed by much smaller firms than identified as the norm (Skills Commission, 2009).

The findings in this report reflected those of the regional project on progression undertaken by AdvAnce, that more apprentices were interested in taking a higher level course and appreciated its usefulness to their careers than actually did progress (AdvAnce, 2009), as well as the 'anecdotal evidence' of the Skills Commission (2009, p 38) that the number of apprentices to progress on higher level courses was low.

The perception of a large number of apprentices in this study was that they had not discussed their future career and training opportunities with anyone – training providers, colleges or employers. This was supported by the employers themselves, many of whom admitted to having little knowledge of what was available. This confirmed the conclusions in the report undertaken by Aimhigher West and University of Bath (Falaki, 2009).

Although the findings in this study supported those of Falaki (2009), namely that the hairdressing industry was less likely to consider progression beyond level 3 as the highest qualification necessary, it did not agree that this was the case in the construction sector where the employers interviewed appeared as happy to support progression to HE in principle as employers within the other sectors.

Falaki (2009), AdvAnce (2009) and Dunford's research (Skills Commission, 2009) all pointed to the discussion of progression at work being learner-led and this was to a large extent supported by this study. However, one important difference was that they recommended that employers were given the knowledge and information on progression opportunities to pass onto their apprentices (for Falaki (2009) this would be via the development of training providers who would then pass the information onto employers). This study found among many employers a reluctance to undertake this responsibility. Most employers would prefer that up-to-date information, guidance and the initiative to find out came from the training providers/colleges and the apprentices themselves at which point they were generally happy to discuss a proposal.

5 Conclusion

The size of organisations used for the research will have impacted on findings. Employer sizes varied - City of Bristol College used firms ranging from national to one-man employers but Gloucestershire College used almost all small employers. To incorporate the effect that employer sizes might have had on apprentice progression opportunities would have entailed more work than there was time for in this research.

There were difficulties with capturing data from past apprentices and the unfortunately low number of questionnaires returned from them resulted in a tiny percentage of views that could not be taken as representative.

With current apprentices, the findings will have been affected by the length of time that they had been an apprentice and, once again, this lay outside this study's time limits.

Despite this, taking into account past and current apprentices' perceptions, the evidence appeared to show a large gap between their reasonably high expectations of taking an HE course with its usefulness to their career prospects and the much smaller number who actually went onto take an HE course or even knew what was available to them. After about 10 years of foundation degrees, there were still a number of apprentices who did not know what a foundation degree was.

Only approximately ½ of both past and current apprentices from both colleges said that they had discussed their future career with their employer or college/training provider. Less had had future courses suggested by their employers or college/training provider. This could suggest a lack of knowledge about suitable courses amongst these employers (as supported by employer interviews) and the college/training providers and/or the belief that these discussions were not their responsibility or it was too early in their apprenticeship to be of use.

Some employers were very active in nurturing the progression of enthusiastic apprentices. But the majority of employers preferred instead for colleges/training providers or the apprentices themselves to raise the issue of their progression. These employers also preferred information on suitable courses to come from the apprentice and/or the college/training provider. For these, they were too busy to find out the information themselves and keep up-to-date with this. Most employers liked the system as it was – that the apprentice's wishes regarding progression and any relevant, up-to-date information was given to the employer by the apprentice and/or the college/training provider.

The vast majority of employers were very positive about their apprentices progressing onto a level 3 qualification. For most a higher level qualification was unnecessary unless they wished to take up a managerial position but the majority confirmed that they would support a higher level qualification depending upon the correct situation being in place. This was contradicted by City of Bristol College staff who, in their training evaluation interviews, believed that it was in general only the large national organisations who were likely to support their apprentices through HE study.

For most employers, therefore, progression had to depend upon the capability of the apprentice, the firm's financial situation, if they could offer work at the appropriate level and, lastly, if the apprentice were eager and brought it to the attention of the employer.

The main difference between the two colleges was in the management and set-up of the personnel involved and who held overall control and responsibility for the apprentices. In fact, this did not appear to make much of a difference to the data found in the study from past and current apprentices or employers regarding progression.

Where it was considered to potentially make a difference was perhaps in changing the culture in the future. Regarding the training that staff received from Aimhigher West Area Partnership on progression opportunities, Gloucestershire College were able to give a directive to staff who were under the control of the one department. They willingly undertook the training and appreciated the knowledge it gave them and how it could benefit the apprentices in the future. In the college's opinion, this was an example of a positive attitude to change culture that the team had. A small number of City of Bristol College staff attended the training offered.

What is next?

It was recommended that:

- Apprenticeships are not introduced to the employees and employers as stand-alone qualifications but one step in a pathway of qualifications, as a career.
- All progression routes are written into all documentation, including pre-course information, interview and induction, tutorials and reviews and so on.
- Clear and accurate information, advice and guidance needs to be available with a person responsible for ensuring updates are passed onto training co-ordinators/assessors.
- Updates on progression opportunities are passed onto training co-ordinators/assessors as appropriate during the year, and priority is given to new employees.
- Progression is flagged-up with employers by training co-ordinators/assessors as important, though consideration and judgement needs to be given to establishing how active the employer wishes to be in the promotion of further courses.
- Specific information, advice and guidance to be given to apprentices and employers needs to be timely.
- An apprentice's planned goals need to be revisited on a regular basis so that not only progress is monitored but also that progression opportunities are constantly flagged-up.
- The capture and recording of data is required to monitor progression/non-progression at each apprenticeship level and by specific frameworks.
- Where applicants are accepted onto college HE courses, a question on documentation needs to be asked that will flag-up if they are an ex-apprentice.
- The monitoring of progression is written into the college's overall quality assurance reviews of apprenticeships.

- And lastly, that progression of apprentices continues to be raised as an issue of real importance at national levels.

Changes undertaken by Gloucestershire College have overtaken recommendations that this report makes. They already report that:

- ◆ Fact sheets given out to prospective apprentices already mention a progression route but, following the HE training session, they are in the process of altering them to give specific course details and progression opportunities. The employer handbook will also be updated and they have begun to raise awareness with employers.
- ◆ The person responsible for careers at the college would only normally talk to full-time students about HE, but was now beginning to target specific groups of apprentices to tell them about HE and would be compiling a list of routes available for the vocational areas the college deals with, including management courses.
- ◆ Details on progression were recorded at every exit review and the form has been updated for employer and apprentice. This will be reviewed again now to see if there are any improvements that may be made.
- ◆ They had started to discuss with lecturers from the different occupational areas about progression and about motivating young people to continue with learning after apprenticeships.
- ◆ All Training Co-ordinators were more aware of HE routes now and were discussing them with learners at the interview stage. Interview outlines were to be amended to give detailed and specific HE progression opportunities during school talks/events/open evenings and during their courses as well as at exit reviews.

Further Action:

Consideration will be given to individual or group interviews at a later stage in order to investigate the impact of the new assessor interventions.

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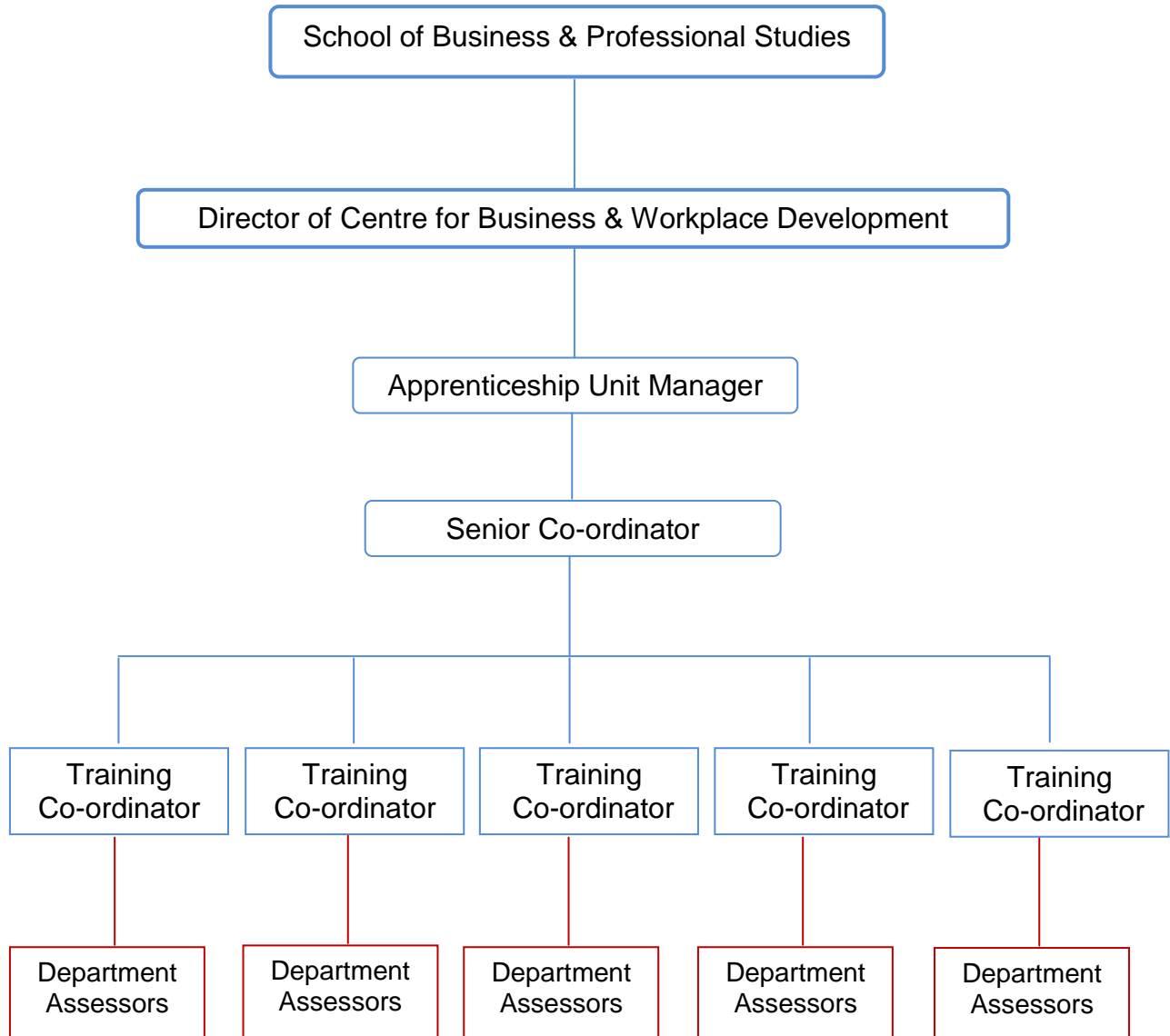
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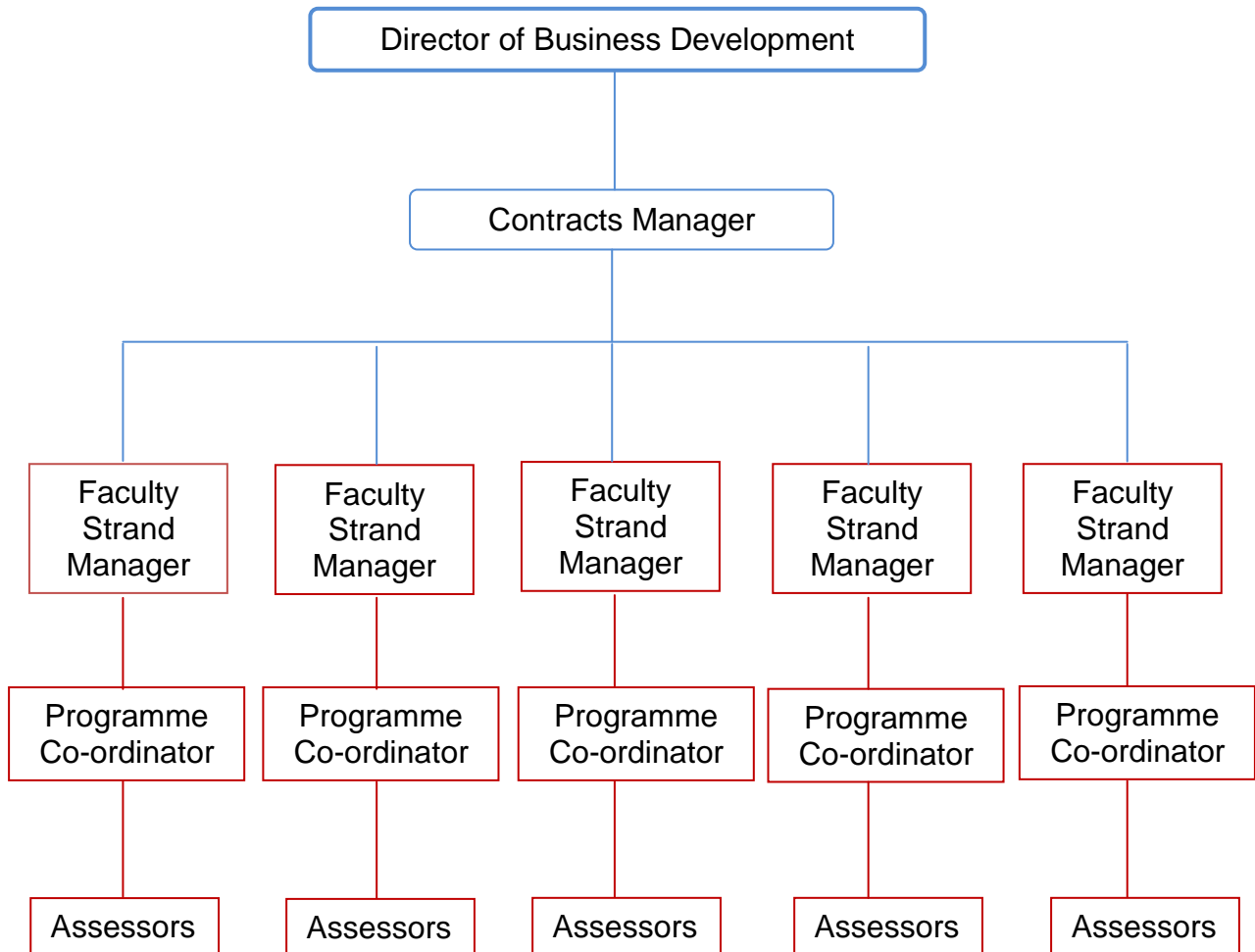
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Questionnaire to look into Apprenticeships and Progression to Higher Education: Investigating Barriers, Building Aspirations

Your name will not be used in any written or verbal communications with your employers, apprenticeship training provider or any other parties.

Your Name:

Your Contact Details: (Tel No or Email Address)

College Attended: City of Bristol College / Gloucestershire College (delete as required)

Apprenticeship Taken:

Q1 Are you currently employed?
YES NO

Q2 If yes, is this the same employer with whom you did your apprenticeship?
YES NO

Q3 Have you undertaken further qualifications since completing your apprenticeship?
YES NO

If yes, then please detail below:

Q4 Do you think further qualifications would improve your career prospects?
YES NO

If no, then briefly explain why not below:

Q5 Do you know which qualification(s) are available that might suit your needs?
YES NO

If yes, then please identify below:

Q6 If a relevant course were available locally, would you be interested in taking a qualification at higher education level?
YES NO

Q7 Do you know what a foundation degree is?
YES NO

You and Your Employer:

Questions 8-11:

If you are employed by the same employer with whom you did your apprenticeship then please complete a) only. If you now work for a different employer then please answer both a) and b).

Q8 Have you had a discussion with your employer about your future career?

- a) Apprenticeship employer YES NO
b) Current employer YES NO

Q9 Have any future courses been suggested to you by your employer?

- a) Apprenticeship employer YES NO
b) Current employer YES NO

If yes, then please list below:

Apprenticeship Employer:

Current Employer:

Q10 Since completing your Apprenticeship, have you received any other training at work?

- a) Apprenticeship employer YES NO
b) Current employer YES NO

If yes, then please list below:

Apprenticeship Employer:

Current Employer:

Q11 Since completing your Apprenticeship, have you taken on any significant extra responsibilities at work?

- a) Apprenticeship employer YES NO
b) Current employer YES NO

If yes, please describe below:

Apprenticeship Employer:

Current Employer:

You and Your Apprenticeship Training Provider/College:

Q12 Did you have a discussion with your training provider/college about your future career?

YES NO

Q13 Were any future courses suggested to you by your training provider/college?

YES NO

If yes, then please list below:

Q14 If you were to receive information about further study opportunities, please tick below the method(s) you would find most useful?

A meeting with a member of your apprenticeship training provider/college staff

A chat with students already studying on higher education courses

Website(s)

Facebook

Post

Mobile phone text

Email

Any other methods you would consider useful? Please list below:

Q15 Would you be prepared to take part in further discussions regarding this project by either:

A short informal interview YES NO

A brief telephone interview YES NO

Please remember, no information given in this questionnaire will be shared with your employer.

Please return this questionnaire by [date] to [College Address]. Thank you for your time with its completion.

Invitation to take part in the research project -
Apprenticeships and Progression to Higher Education: Investigating Barriers,
Building Aspirations

Would you like the chance to win a
£25 iTunes gift voucher?

As a past apprentice with either City of Bristol College or Gloucestershire College, we would like to know your thoughts on how to support apprentices further.

It is generally agreed that higher education qualifications can have a positive impact on careers. Only a small number of apprentices, however, continue their studies to this level. We are investigating your awareness of the next steps in training opportunities and any problems you feel may prevent you from going onto higher education study.

We will use the results of this research to promote an aspirational environment for apprentices by offering relevant and timely advice and information on available progression opportunities.

The information you give us on the enclosed questionnaire will really help us to do this, and when you return this to us your name will be entered into a prize draw with gifts on offer of 2 x £25 iTunes vouchers.

Thank you very much for your time.

Project Manager:

Email:

Telephone:

[Date]

Please return the questionnaire by [date] to [Address]

Ethical Principles Governing the Research

The research findings will be used to write a report about improving the information, advice and guidance that apprentices receive on further study opportunities. This report will be distributed to a selection of institutions and organisations and a summary will be available to participants on request.

All personal details will remain confidential and any information you give on the questionnaire will be anonymous. When we contact employers to discuss any issues raised by research findings, individual responses will not be identified.

Appendix 2b
Gloucestershire College
Questionnaire Summary – Past Apprentices

Vocational area: Construction Level 2 (1 reply)

	Yes	No
1 Are you currently employed?	1	
2 If yes, is this the same employer with whom you did your apprenticeship?		1
3 Have you undertaken further qualifications since completing your apprenticeship?		1
<i>If yes, then detail:</i>		
4 Do you think further qualifications would improve your career prospects?		1
<i>If no, then explain why not:</i> "I think you learn more on the job"		
5 Do you know which qualification(s) are available that might suit your needs?		1
<i>If yes, then identify:</i>		
6 If a relevant course were available locally, would you be interested in taking a qualification at higher education level?	1	
7 Do you know what a foundation degree is?		1
8 Have you had a discussion with your employer about your future career?		1
9 Have any future courses been suggested to you by your employer?		1
<i>If yes, then list:</i>		
10 Since completing your Apprenticeship, have you received any other training at work?		1
<i>If yes, then list:</i>		
11 Since completing your Apprenticeship, have you taken on any significant extra responsibilities at work?	1	
<i>If yes, then describe:</i> A lot more responsibility		
12 Did you have a discussion with your training provider/college about your future career?	1	
13 Were any future courses suggested to you by your training provider/college?		1
<i>If yes, then list:</i>		
14 If you were to receive information about future study opportunities, please tick the method(s) you would find most useful?		
Meeting with a member of your apprenticeship TP/College staff		
Chat with students already studying on HE courses		
Website		
Facebook		
Post	1	
Mobile phone text message	1	
Email		
Other methods suggested:		

Vocational area: Hairdressing Level 2 (1 reply)

	Yes	No
1 Are you currently employed?	1	
2 If yes, is this the same employer with whom you did your apprenticeship?		1
3 Have you undertaken further qualifications since completing your apprenticeship?	1	
<i>If yes, then detail:</i> 6 week barbering course		
4 Do you think further qualifications would improve your career prospects?	1	
<i>If no, then explain why not:</i>		
5 Do you know which qualification(s) are available that might suit your needs?		1
<i>If yes, then identify:</i>		
6 If a relevant course were available locally, would you be interested in taking a qualification at higher education level?	1	
7 Do you know what a foundation degree is?	1	
8 Have you had a discussion with your employer about your future career?		1
9 Have any future courses been suggested to you by your employer?	1	
<i>If yes, then list:</i> Samiad Hair		
10 Since completing your Apprenticeship, have you received any other training at work?	1	
<i>If yes, then list:</i> Training in colour and gents' haircutting		
11 Since completing your Apprenticeship, have you taken on any significant extra responsibilities at work?		1
<i>If yes, then describe:</i>		
12 Did you have a discussion with your training provider/college about your future career?	1	
13 Were any future courses suggested to you by your training provider/college?	1	
<i>If yes, then list:</i> NVQ level 3 Hairdressing		
14 If you were to receive information about future study opportunities, please tick the method(s) you would find most useful?		
Meeting with a member of your apprenticeship TP/College staff		
Chat with students already studying on HE courses		
Website	1	
Facebook		
Post		
Mobile phone text message		
Email	1	
Other methods suggested:		

Vocational area: Construction Level 3 (1 reply)

	Yes	No
1 Are you currently employed?	1	
2 If yes, is this the same employer with whom you did your apprenticeship?	1	
3 Have you undertaken further qualifications since completing your apprenticeship?		1
<i>If yes, then detail:</i>		
4 Do you think further qualifications would improve your career prospects?		1
<i>If no, then explain why not:</i> "can command a decent salary on the level I have. Any further qualifications would be a move to teaching it myself - which I do not intend to do"		
5 Do you know which qualification(s) are available that might suit your needs?	1	
<i>If yes, then identify:</i> NVQ levels 4 and 5		
6 If a relevant course were available locally, would you be interested in taking a qualification at higher education level?		1
7 Do you know what a foundation degree is?	1	
8 Have you had a discussion with your employer about your future career?	1	
9 Have any future courses been suggested to you by your employer?	1	
<i>If yes, then list:</i> NVQ levels 4 and 5		
10 Since completing your Apprenticeship, have you received any other training at work?		1
<i>If yes, then list:</i>		
11 Since completing your Apprenticeship, have you taken on any significant extra responsibilities at work?	1	
<i>If yes, then describe:</i> Lead carpenter on jobs		
12 Did you have a discussion with your training provider/college about your future career?	1	
13 Were any future courses suggested to you by your training provider/college?	1	
<i>If yes, then list:</i> NVQ levels 4 and 5		
14 If you were to receive information about future study opportunities, please tick the method(s) you would find most useful?		
Meeting with a member of your apprenticeship TP/College staff		
Chat with students already studying on HE courses		
Website		
Facebook		
Post		
Mobile phone text message		
Email		
Other methods suggested:		

Vocational area: Motor Vehicle Level 3 (1 reply)

	Yes	No
1 Are you currently employed?	1	
2 If yes, is this the same employer with whom you did your apprenticeship?	1	
3 Have you undertaken further qualifications since completing your apprenticeship?		1
<i>If yes, then detail:</i>		
4 Do you think further qualifications would improve your career prospects?	1	
<i>If no, then explain why not:</i>		
5 Do you know which qualification(s) are available that might suit your needs?		1
<i>If yes, then identify:</i>		
6 If a relevant course were available locally, would you be interested in taking a qualification at higher education level?		1
7 Do you know what a foundation degree is?		1
8 Have you had a discussion with your employer about your future career?		1
9 Have any future courses been suggested to you by your employer?		1
<i>If yes, then list:</i>		
10 Since completing your Apprenticeship, have you received any other training at work?		1
<i>If yes, then list:</i>		
11 Since completing your Apprenticeship, have you taken on any significant extra responsibilities at work?		1
<i>If yes, then describe:</i>		
12 Did you have a discussion with your training provider/college about your future career?		1
13 Were any future courses suggested to you by your training provider/college?		1
<i>If yes, then list:</i>		
14 If you were to receive information about future study opportunities, please tick the method(s) you would find most useful?		
Meeting with a member of your apprenticeship TP/College staff		
Chat with students already studying on HE courses		
Website	1	
Facebook		
Post		
Mobile phone text message		
Email	1	
Other methods suggested:		

City of Bristol College
Questionnaire Summary – Past Apprentices

Vocational area: Business and Administration Level 2 (2 replies)

	Yes	No
1 Are you currently employed?	1	1
2 If yes, is this the same employer with whom you did your apprenticeship?		2
3 Have you undertaken further qualifications since completing your apprenticeship?		2
<i>If yes, then detail:</i>		
4 Do you think further qualifications would improve your career prospects?	2	
<i>If no, then explain why not:</i>		
5 Do you know which qualification(s) are available that might suit your needs?	1	1
<i>If yes, then identify:</i> NVQ level 3 Business & Administration		
6 If a relevant course were available locally, would you be interested in taking a qualification at higher education level?	1	1
7 Do you know what a foundation degree is?	1	1
8 Have you had a discussion with your employer about your future career?	1 + 1 blank	
9 Have any future courses been suggested to you by your employer?		1 + 1 blank
<i>If yes, then list:</i>		
10 Since completing your Apprenticeship, have you received any other training at work?		1 + 1 blank
<i>If yes, then list:</i>		
11 Since completing your Apprenticeship, have you taken on any significant extra responsibilities at work?	1 + 1 blank	
<i>If yes, then describe:</i>		
12 Did you have a discussion with your training provider/college about your future career?		2
13 Were any future courses suggested to you by your training provider/college?		2
<i>If yes, then list:</i>		
14 If you were to receive information about future study opportunities, please tick the method(s) you would find most useful?		
Meeting with a member of your apprenticeship TP/College staff		
Chat with students already studying on HE courses		
Website	1	
Facebook		
Post	1	
Mobile phone text message		
Email	1	
Other methods suggested: MSN messenger		Telephone call

Vocational area: Construction Level 3 (3 replies)

	Yes	No
1 Are you currently employed?	3	
2 If yes, is this the same employer with whom you did your apprenticeship?	3	
3 Have you undertaken further qualifications since completing your apprenticeship?		3
<i>If yes, then detail:</i>		
4 Do you think further qualifications would improve your career prospects?	3	
<i>If no, then explain why not:</i>		
5 Do you know which qualification(s) are available that might suit your needs?		3
<i>If yes, then identify:</i>		
6 If a relevant course were available locally, would you be interested in taking a qualification at higher education level?	1	2
7 Do you know what a foundation degree is?	2	1
8 Have you had a discussion with your employer about your future career?	1	2
9 Have any future courses been suggested to you by your employer?		3
<i>If yes, then list:</i>		
10 Since completing your Apprenticeship, have you received any other training at work?		3
<i>If yes, then list:</i>		
11 Since completing your Apprenticeship, have you taken on any significant extra responsibilities at work?		3
<i>If yes, then describe:</i>		
12 Did you have a discussion with your training provider/college about your future career?	1	2
13 Were any future courses suggested to you by your training provider/college?	2	1
<i>If yes, then list:</i>		
Site management		"Can't remember"
14 If you were to receive information about future study opportunities, please tick the method(s) you would find most useful?		
Meeting with a member of your apprenticeship TP/College staff	1	
Chat with students already studying on HE courses		
Website		
Facebook	2	
Post	2	
Mobile phone text message	1	
Email	3	
Other methods suggested:		

Vocational area: Business and Administration Level 3 (2 replies)

	Yes	No
1 Are you currently employed?	2	
2 If yes, is this the same employer with whom you did your apprenticeship?	1	1
3 Have you undertaken further qualifications since completing your apprenticeship?		2
<i>If yes, then detail:</i>		
4 Do you think further qualifications would improve your career prospects?	2	
<i>If no, then explain why not:</i>		
5 Do you know which qualification(s) are available that might suit your needs?	1	1
<i>If yes, then identify:</i> CIPD HRM at UWE		
6 If a relevant course were available locally, would you be interested in taking a qualification at higher education level?	1	1
7 Do you know what a foundation degree is?	2	
8 Have you had a discussion with your employer about your future career?	2	
9 Have any future courses been suggested to you by your employer?	1	1
<i>If yes, then list:</i> CIPD HRM		
10 Since completing your Apprenticeship, have you received any other training at work?		2
<i>If yes, then list:</i>		
11 Since completing your Apprenticeship, have you taken on any significant extra responsibilities at work?		2
<i>If yes, then describe:</i>		
12 Did you have a discussion with your training provider/college about your future career?	2	
13 Were any future courses suggested to you by your training provider/college?		2
<i>If yes, then list:</i>		
14 If you were to receive information about future study opportunities, please tick the method(s) you would find most useful?		
Meeting with a member of your apprenticeship TP/College staff		
Chat with students already studying on HE courses	1	
Website		
Facebook		
Post		
Mobile phone text message	1	
Email	2	
Other methods suggested:		

Vocational area: Hairdressing Level 3 (1 reply)

	Yes	No
1 Are you currently employed?	1	
2 If yes, is this the same employer with whom you did your apprenticeship?	1	
3 Have you undertaken further qualifications since completing your apprenticeship?		1
<i>If yes, then detail:</i>		
4 Do you think further qualifications would improve your career prospects?		1
<i>If no, then explain why not:</i> "I have reached my level 3 and have no intentions yet to do any more – maybe in the future"		
5 Do you know which qualification(s) are available that might suit your needs?		1
<i>If yes, then identify:</i>		
6 If a relevant course were available locally, would you be interested in taking a qualification at higher education level?	1	
7 Do you know what a foundation degree is?	1	
8 Have you had a discussion with your employer about your future career?	+ 1 blank	
9 Have any future courses been suggested to you by your employer?	+ 1 blank	
<i>If yes, then list:</i>		
10 Since completing your Apprenticeship, have you received any other training at work?	+ 1 blank	
<i>If yes, then list:</i>		
11 Since completing your Apprenticeship, have you taken on any significant extra responsibilities at work?	+ 1 blank	
<i>If yes, then describe:</i>		
12 Did you have a discussion with your training provider/college about your future career?		1
13 Were any future courses suggested to you by your training provider/college?		1
<i>If yes, then list:</i>		
14 If you were to receive information about future study opportunities, please tick the method(s) you would find most useful?		
Meeting with a member of your apprenticeship TP/College staff		
Chat with students already studying on HE courses		
Website	1	
Facebook	1	
Post	1	
Mobile phone text message		
Email	1	
Other methods suggested:		

Questionnaire to look into Apprenticeships and Progression to Higher Education: Investigating Barriers, Building Aspirations

Your name will not be used in any written or verbal communications with your employers, training providers or any other parties.

Your Name:

Your Contact Details: (Tel No or Email Address)

College Attended: City of Bristol College / Gloucestershire College (delete as required)

Apprenticeship Taken:

Current Employer Name:

Employer's Tel No:

Employer's Address:

.....

Q1 Are you considering taking further qualifications once you finish your Apprenticeship?

YES NO

If yes, then please detail below:

Q2 Do you think further qualifications will improve your career prospects?

YES NO

If no, then briefly explain why not below:

Q3 Do you know which qualification(s) are available that might suit your needs?
YES NO

If yes, then please identify below:

Q4 If a relevant course were available locally, would you be interested in taking a qualification at higher education level?
YES NO

Q5 Do you know what a foundation degree is?
YES NO

You and your employer:

Q6 Have you had a discussion with your employer about your future career?
YES NO

Q7 Have any future courses been suggested to you by your employer?
YES NO

If yes, then please list below:

Q8 Since beginning your Apprenticeship, have you received any other training at work?
YES NO

If yes, then please list below:

- Q9 Since beginning your Apprenticeship, have you taken on extra responsibilities at work?
YES NO

If yes, please describe below:

You and your Training Provider/College:

- Q10 Have you had a discussion with your training provider/college about your future career?
YES NO

- Q11 Have any future courses been suggested to you by your training provider/college?
YES NO

If yes, then please list below:

- Q12 If you were to receive information about further study opportunities, please tick below the method(s) you would find most useful?

A group discussion with your Training Provider/college
An individual discussion with a member of your Training Provider/college staff
A chat with students already studying on higher education courses
Website(s) Facebook Post
Mobile phone text Email

Any other methods you would like? Please list below:

Please remember, no information given in this questionnaire will be shared with your employer, but we may wish to contact them in the future regarding this project or with promotional information.

Please tick the box if you would prefer we did not do so

Please return this questionnaire by [date] and thank you for your time with its completion

Accompanying Letter - Current Apprentices

Invitation to take part in the research project -
Apprenticeships and Progression to Higher Education: Investigating Barriers,
Building Aspirations

Would you like the chance to win a
£25 iTunes gift voucher?

As an apprentice with either City of Bristol College or Gloucestershire College, we would like to know your thoughts on how to support apprentices further.

It is generally agreed that higher education qualifications can have a positive impact on careers. Only a small number of apprentices, however, continue their studies to this level. Gloucestershire College and City of Bristol College are investigating your awareness of the next steps in training and education, along with any problems you feel may prevent you from going onto higher education study.

To encourage you to return the enclosed questionnaire, your name will be entered into a prize draw with gifts on offer of 2 x £25 iTunes vouchers.

Your involvement may stop at completing the questionnaire, but you could be invited to attend no more than two informal interviews at your college. Your employer may also be contacted to find out their views and knowledge on higher education study opportunities.

The results of this investigation will be used by both colleges to promote an environment that is more aspirational for apprentices with relevant and timely advice and information on progression opportunities available from the training providers and employers.

Thank you for your time.

Project Manager:

Email:

Telephone:

[Date]

Ethical Principles Governing the Research

The research findings will be used to write a report about improving the information, advice and guidance that apprentices receive on further study opportunities. This report will be distributed to a selection of institutions and organisations and a summary will be available to participants on request.

In any contact we have with your employer, all information you have given us or discussed with us regarding this project will remain completely confidential. All contributions you and your employer make will be anonymous in all written and verbal communications and reports. You have the right to withdraw at any time during the research project.

Gloucestershire College – Level 2
Questionnaire Summary – Current Apprentices

Vocational area: Construction Level 2 (32 replies)

	Yes	No
1 Are you considering taking further qualifications once you finish your Apprenticeship?	20	11
<i>If yes, then detail:</i> Construction 3 rd year x2 Plumbing apprenticeship	+ 1 Blank Carpentry NVQ level 3 x12 Bricklaying NVQ level 3 x5	
2 Do you think further qualifications will improve your career prospects?	29	3
<i>If no, then explain why not:</i> "I've achieved what I wanted to do, thinking about starting a new challenge abroad"		
3 Do you know which qualification(s) are available that might suit your needs?	16	14
<i>If yes, then identify:</i> Bricklaying level 3 x3 Construction	+ 2 Blank Carpentry NVQ level 3 x11 Foundation Degree in	
4 If a relevant course were available locally, would you be interested in taking a qualification at higher education level?	24	8
5 Do you know what a foundation degree is?	13	19
6 Have you had a discussion with your employer about your future career?	19	13
7 Have any future courses been suggested to you by your employer?	14	18
<i>If yes, then list:</i> Carpentry NVQ level 3 x11 Surveying Brickwork NVQ level 3	Site management Carpentry level 2 Woodwork	Plumbing x2 Plastering x2
8 Since beginning your Apprenticeship, have you received any other training at work?	12	20
<i>If yes, then list:</i> Manual Handling course x3 Asbestos Awareness Woodwork, Machine driving, General building basics, Roofing (bricklaying apprentice) Plastering, carpentry, painting & decorating, groundwork (bricklaying apprentice) Roofing, drainage etc (bricklaying apprentice) Bricklaying, plumbing, small amount of plastering and electrics (carpentry apprentice) Bit of plumbing, fitting windows, etc (carpentry apprentice) Bit of plumbing and electrics (carpentry apprentice)	Health and safety Lifting by support Plumbing and roofing (bricklaying apprentice)	
9 Since beginning your Apprenticeship, have you taken on extra responsibilities at work?	14	18
<i>If yes, then describe:</i> Looking after kit, building damp courses "I now do most of the blockwork for new extensions" Being responsible for own work x7 Doing a lot more work collect them	Maintaining kit Ordering materials Driving company vans x2 Measure up for materials, order them,	
10 Have you had a discussion with your training provider/college about your future career?	13 + 1 Blank	18
11 Have any future courses been suggested to you by your training provider/college?	20	11
<i>If yes, then list:</i> Bricklaying NVQ level 3 x5	+ 1 Blank Carpentry NVQ level 3 x14 Plumbing	

12 If you were to receive information about future study opportunities, please tick the method(s) you would find most useful?			
Group discussion with TP/College			6
Individual discussion with TP/college			15
Chat with students already studying on HE courses			5
Website	3	Facebook	3
Post	15	Email	6
Mobile phone text message	9	Other methods suggested:	

Vocational area: Business Administration Level 2 (4 replies)

	Yes	No
1 Are you considering taking further qualifications once you finish your Apprenticeship?	4	0
<i>If yes, then detail:</i> Not sure but "maybe a Business NVQ level 3 but I will definitely be looking to expand on the amount of qualifications that I have" – probably after a year's break from courses NVQ Business and administration level 3 Not sure which, "but would like to take further qualifications and better my knowledge" "Further course in business or accounts"		
2 Do you think further qualifications will improve your career prospects?	4	0
<i>If no, then explain why not:</i>		
3 Do you know which qualification(s) are available that might suit your needs?	2	2
<i>If yes, then identify:</i> HNC NVQ 3 Business Administration x2 One who answered 'no': "I would do other qualifications as my knowledge of my job grows"		
4 If a relevant course were available locally, would you be interested in taking a qualification at higher education level?	3	1
5 Do you know what a foundation degree is?	2	2
6 Have you had a discussion with your employer about your future career?	1	3
7 Have any future courses been suggested to you by your employer?	2	2
<i>If yes, then list:</i> Next level in NVQ Business and Administration or "any other relevant course which I feel may help me with my job" Microsoft Excel and Word courses		
8 Since beginning your Apprenticeship, have you received any other training at work?	2	2
<i>If yes, then list:</i> Level 2 Certificate in Equality & Diversity "I regard everyday that I work as training" "basic training on how to use College systems etc"		
9 Since beginning your Apprenticeship, have you taken on extra responsibilities at work?	3	1
<i>If yes, then describe:</i> Much more responsible jobs, now in charge of number of own jobs x2 Taking on more responsibility including face-to-face contact with customers		
10 Have you had a discussion with your training provider/college about your future career?	0	4
11 Have any future courses been suggested to you by your training provider/college?	0	4
<i>If yes, then list:</i>		
12 If you were to receive information about future study opportunities, please tick the method(s) you would find most useful?		
Group discussion with TP/College	1	
Individual discussion with TP/college	4	
Chat with students already studying on HE courses		
Website	1	Facebook
Post	2	Email
Mobile phone text message		Other methods suggested:

Vocational area: Motor Vehicles Level 2 (54 replies)

	Yes	No
1 Are you considering taking further qualifications once you finish your Apprenticeship?	39	13
<i>If yes, then detail:</i>		
Advanced Apprenticeship level 3 x37	MoT tester x5	Race engine technology x2
Further electrical qualifications x2	Tuning	HGV qualification
Manufacturer-specific courses x2	Spraying	Degree
Foundation degree x2	NVQ level 4	Business-related courses
Gym instructor	NVQ level 4 and then may decide to join army	
2 Do you think further qualifications will improve your career prospects?	50	4
<i>If no, then explain why not:</i>		
L3 will be enough x3		
3 Do you know which qualification(s) are available that might suit your needs?	12	42*
<i>If yes, then identify:</i>		
Advanced apprenticeship level 3 x8	NVQ level 3	
Foundation Degree x2	Degree	
Physics	Manufacturer-specific courses x2	
* a number answered 'no' but have identified Advanced Apprenticeship level 3 in question 1 – x20		
* a number answered 'no' but have identified Level 4 in question 1 – x2		
4 If a relevant course were available locally, would you be interested in taking a qualification at higher education level?	42	12
5 Do you know what a foundation degree is?	11	43
6 Have you had a discussion with your employer about your future career?	17	35
	+ 2 Blank	
7 Have any future courses been suggested to you by your employer?	7	45
<i>If yes, then list:</i>		
Advanced apprenticeship NVQ level 3 x5	Manufacturer-specific courses x3	
Motor sport courses		
8 Since beginning your Apprenticeship, have you received any other training at work?	13	39
<i>If yes, then list:</i>		
Blank		
Welding x2	Health and safety	Use of correct tools
Diagnostics	Office work	Manufacturer-specific courses
9 Since beginning your Apprenticeship, have you taken on extra responsibilities at work?	17	36
<i>If yes, then describe:</i>		
Blank		
Dealing with customers x6	More difficult jobs x4	Road testing
Welding	Office work, including invoicing, handling money x6	
More responsibility to do own work independently x4	End-of-day security	
10 Have you had a discussion with your training provider/college about your future career?	16	38
11 Have any future courses been suggested to you by your training provider/college?	17	37
<i>If yes, then list:</i>		
Advanced apprenticeship NVQ level 3 x16	Business course	
Motor sport Foundation Degree	Motor sport	HGV course at another college
12 If you were to receive information about future study opportunities, please tick the method(s) you would find most useful?		
Group discussion with TP/College	22	
Individual discussion with TP/college	21	
Chat with students already studying on HE courses	10	
Website	12	Facebook
Post	15	Email
Mobile phone text message	3	Other methods suggested:
		Being shown in a hands-on way

Vocational area: Hairdressing Level 2 (31 replies)

	Yes	No
1 Are you considering taking further qualifications once you finish your Apprenticeship?	22	9
<i>If yes, then detail:</i> NVQ level 3 x20 NVQ 4 Make-up course Nail technician course Management English literature Intense courses to improve on hairdressing		
2 Do you think further qualifications will improve your career prospects?	23	7
<i>If no, then explain why not:</i> "Hairdressing is based on experience not qualifications" "Because they learn us everything in the salon" "Because worked in a salon now for 4 years so just need to learn cutting techniques" + 1 Blank		
3 Do you know which qualification(s) are available that might suit your needs?	13	18
<i>If yes, then identify:</i> NVQ level 3 hairdressing x10 NVQ level 4 hairdressing x4 NVQ level 5 hairdressing x5 Banding Make-up Beauty Therapy		
4 If a relevant course were available locally, would you be interested in taking a qualification at higher education level?	20	11
5 Do you know what a foundation degree is?	15	16
6 Have you had a discussion with your employer about your future career?	18	12
+ 1 Blank		
7 Have any future courses been suggested to you by your employer?	9	21
<i>If yes, then list:</i> NVQ level 3 x7 NVQ level 4 Perming Manufacturer-specific x2 Barbering + 1 Blank		
8 Since beginning your Apprenticeship, have you received any other training at work?	21	9
<i>If yes, then list:</i> Model nights once per week x2 Regular extra training x17 Manufacturer-specific training x4 "Allowed to practise once per week on any clients I can get in" + 1 Blank		
9 Since beginning your Apprenticeship, have you taken on extra responsibilities at work?	18	11
<i>If yes, then describe:</i> Playing an active part in competitions Actual work on clients x6 More tasks Having own clients x4 Colouring x3 Full-time colourist "More of a junior stylist now, bigger responsibilities" Reception duties, including finance x3		
10 Have you had a discussion with your training provider/college about your future career?	14	17
11 Have any future courses been suggested to you by your training provider/college?	11	20
<i>If yes, then list:</i> Apprenticeship NVQ level 3 x11 Teaching hair and beauty		
12 If you were to receive information about future study opportunities, please tick the method(s) you would find most useful?		
Group discussion with TP/College	9	
Individual discussion with TP/college	14	
Chat with students already studying on HE courses	3	
Website	7	Facebook
Post	15	Email
Mobile phone text message	5	Other methods suggested:
		Phone call

Gloucestershire College – Level 3
Questionnaire Summary – Current Apprentices

Vocational area: Business Administration Level 3 (3 replies)

	Yes	No
1 Are you considering taking further qualifications once you finish your Apprenticeship?	3	0
<i>If yes, then detail:</i> HNC level 5/6 Business administration “or an advanced course which will allow me to use the skills learnt during my NVQ but which will help me to secure a good job with potential” Foundation degree NVQ5 Business Management		
2 Do you think further qualifications will improve your career prospects?	3	0
<i>If no, then explain why not:</i>		
3 Do you know which qualification(s) are available that might suit your needs?	2	1
<i>If yes, then identify:</i> HNC NVQ 5 Business Administration/Diploma equivalent		
4 If a relevant course were available locally, would you be interested in taking a qualification at higher education level?	3	0
5 Do you know what a foundation degree is?	3	0
6 Have you had a discussion with your employer about your future career?	3	0
7 Have any future courses been suggested to you by your employer?	2	1
<i>If yes, then list:</i> A general comment only on employer’s keenness in support in building on qualifications. Had appraisal – “decided upon Advice & Guidance L2 and Equality & Diversity L2, plus once NVQ3 is completed then FD”		
8 Since beginning your Apprenticeship, have you received any other training at work?	2	1
<i>If yes, then list:</i> Advanced minute-taking, checking written work, project management, Outlook, reception training Disability Awareness course, Listening Skills, Equality & Diversity L1		
9 Since beginning your Apprenticeship, have you taken on extra responsibilities at work?	3	0
<i>If yes, then describe:</i> Much more responsible jobs, now in charge of number of own jobs including face-to-face contact with customers Introduction of more tasks and responsibility More responsibility including administration at events/conferences		
10 Have you had a discussion with your training provider/college about your future career?	3	0
11 Have any future courses been suggested to you by your training provider/college?	3	0
<i>If yes, then list:</i> HNC Business Administration level5/6 NVQ 5 Business Management “my learning provider and manager work quite closely together. The courses my employer has suggested for me to go onto my learning provider has agreed it would be a good idea”		
12 If you were to receive information about future study opportunities, please tick the method(s) you would find most useful?		
Group discussion with TP/College		
Individual discussion with TP/college		2
Chat with students already studying on HE courses		1
Website		Facebook
Post	1	Email
Mobile phone text message		Other methods suggested:

Vocational area: Motor Vehicles Level 3 (12 replies)

	Yes	No
1 Are you considering taking further qualifications once you finish your Apprenticeship?	5	7
<i>If yes, then detail:</i> Welding x2 MoT tester x3 None available at local college		
2 Do you think further qualifications will improve your career prospects?	7	5
<i>If no, then explain why not:</i> "Not needed for a mechanic" "Don't know what is available"		
3 Do you know which qualification(s) are available that might suit your needs?	0	12
<i>If yes, then identify:</i>		
4 If a relevant course were available locally, would you be interested in taking a qualification at higher education level?	8	4
5 Do you know what a foundation degree is?	2	10
6 Have you had a discussion with your employer about your future career?	5	7
7 Have any future courses been suggested to you by your employer?	3	9
<i>If yes, then list:</i> MoT tester course Manufacturer-specific courses		
8 Since beginning your Apprenticeship, have you received any other training at work?	5	7
<i>If yes, then list:</i> Air conditioning Manufacturer-specific course x2 Welding		
9 Since beginning your Apprenticeship, have you taken on extra responsibilities at work?	3	9
<i>If yes, then describe:</i> Working unsupervised and dealing with customer invoicing		
10 Have you had a discussion with your training provider/college about your future career?	5	7
11 Have any future courses been suggested to you by your training provider/college?	1	11
<i>If yes, then list:</i>		
12 If you were to receive information about future study opportunities, please tick the method(s) you would find most useful?		
Group discussion with TP/College	3	
Individual discussion with TP/college	5	
Chat with students already studying on HE courses	10	
Website	1	Facebook
Post	3	Email
Mobile phone text message	1	Other methods suggested:

Vocational area: Hairdressing Level 2 (46 replies)

	Yes	No
1 Are you considering taking further qualifications once you finish your Apprenticeship?	36	10
<i>If yes, then detail:</i>		
Not sure x2 Basic make-up x2 A1 award Cutting courses (eg Redken) Hairdressing level 4	Beauty x4 Tanning Apprenticeship Hair level 3 x31 Paramedic course	Nails x4 Fitness Barbering x6 GCSE in Maths, English, Science
2 Do you think further qualifications will improve your career prospects?	41	5
<i>If no, then explain why not:</i> "An NVQ2 is all I want"		
3 Do you know which qualification(s) are available that might suit your needs?	31	15
<i>If yes, then identify:</i> NVQ Hairdressing Level 2 Beauty level 2 x2 To further my education General comment: "we are now needed to do a level 3 course as well as a NVQ level 2 course just to keep up with all the college full-time hairdressers who do level 3 in 2 years"		
	NVQ Hairdressing Level 3 x24 Beauty level 3	Barbering GCSEs
4 If a relevant course were available locally, would you be interested in taking a qualification at higher education level?	36	10
5 Do you know what a foundation degree is?	17 + 4 Blank	25
6 Have you had a discussion with your employer about your future career?	23 + 1 Blank*	22
7 Have any future courses been suggested to you by your employer?	15 + 1 Blank	30
<i>If yes, then list:</i> NVQ Hair level 3 x13 Advanced colouring course Cutting courses		
8 Since beginning your Apprenticeship, have you received any other training at work?	37 + 1 Blank	8
<i>If yes, then list:</i> General hairdressing training x15 Manufacturer-specific training x4 Extra training once per week x8 Safety		
	Colouring x11 Night school once per week Reception x3 Retail course	Barbering x3 Cashing-up and stocktaking Training for competitions x4
9 Since beginning your Apprenticeship, have you taken on extra responsibilities at work?	31 + 1 Blank	14
<i>If yes, then describe:</i> More responsibility in hairdressing x4 Reception duties inc ordering stock, stocktaking, banking x22 Looking after clients x4 Arranging models to train on x2 Opening the shop		
	Own clients x2 Extra cuts Looking after staff, clients and younger staff	Colouring Shampooing Training juniors x5
10 Have you had a discussion with your training provider/college about your future career?	26 + 1 Blank	19
11 Have any future courses been suggested to you by your training provider/college?	28	18
<i>If yes, then list:</i> NVQ Hairdressing level 3 x21 Creativity courses in cutting		
	NVQ Hairdressing level 4 Barbering x2	Worldwide hairdressing
12 If you were to receive information about future study opportunities, please tick the method(s) you would find most useful?		
Group discussion with TP/College	10	
Individual discussion with TP/college	18	
Chat with students already studying on HE courses	5	
Website	12	Facebook
Post	13	Email
Mobile phone text message	10	Other methods suggested: MSN

City of Bristol College – Level 3
Questionnaire Summary – Current Apprentices

Vocational area: Construction Level 3 (13 replies)

	Yes	No
1 Are you considering taking further qualifications once you finish your Apprenticeship?	11	2
<i>If yes, then detail:</i>		
One has been accepted by UWE on design degree 2391 Test and Inspect for approved electricians x7 2392 for electricians		
2 Do you think further qualifications will improve your career prospects?	13	0
<i>If no, then explain why not:</i>		
3 Do you know which qualification(s) are available that might suit your needs?	6	7
<i>If yes, then identify:</i>		
Foundation Degree Degree 2391 x4 2392 x1		
4 If a relevant course were available locally, would you be interested in taking a qualification at higher education level?	8	5
5 Do you know what a foundation degree is?	9	4
6 Have you had a discussion with your employer about your future career?	1	12
7 Have any future courses been suggested to you by your employer?	1	12
<i>If yes, then list:</i>		
2391		
8 Since beginning your Apprenticeship, have you received any other training at work?	4	8
<i>If yes, then list:</i>		
Electrical Engineering HNC/Building Services HNC Confined space/Asbestos/First Aid First Aid/Scaffolding First Aid + 1 Blank		
9 Since beginning your Apprenticeship, have you taken on extra responsibilities at work?	1	11
<i>If yes, then describe:</i>		
"Been given more advanced jobs to do" + 1 Blank		
10 Have you had a discussion with your training provider/college about your future career?	3	10
11 Have any future courses been suggested to you by your training provider/college?	2	11
<i>If yes, then list:</i>		
HE opportunities at college and university 2391		
12 If you were to receive information about future study opportunities, please tick the method(s) you would find most useful?		
Group discussion with TP/College	4	
Individual discussion with TP/college	2	
Chat with students already studying on HE courses	2	
Website	4	Facebook
Post	3	Email
Mobile phone text message		Other methods suggested:

Vocational area: Motor Vehicles Level 3 (12 replies)

	Yes	No
1 Are you considering taking further qualifications once you finish your Apprenticeship?	8	4
<i>If yes, then detail:</i> "Anything offered" Foundation degree x4 Master Tech Diploma Maybe a degree		
2 Do you think further qualifications will improve your career prospects?	12	0
<i>If no, then explain why not:</i> "Not in the workshop, but as a manager"		
3 Do you know which qualification(s) are available that might suit your needs?	2	10
<i>If yes, then identify:</i>		
4 If a relevant course were available locally, would you be interested in taking a qualification at higher education level?	10	2
5 Do you know what a foundation degree is?	7	5
6 Have you had a discussion with your employer about your future career?	7	5
7 Have any future courses been suggested to you by your employer?	6	6
<i>If yes, then list:</i> Manufacturer-specific courses x3 Vauxhall course and MoT testers' course Foundation Degree IMI level 5 People skills Workshop controller		
8 Since beginning your Apprenticeship, have you received any other training at work?	12	0
<i>If yes, then list:</i> Manufacturer-specific courses x8 Tech 2 and IDS Various minor courses A lot of separate courses including Ford G Box, Tail-lift, Inspection, Electronics x2, Telemetry, Fault Diagnosis, Welding Fridge courses x2		
9 Since beginning your Apprenticeship, have you taken on extra responsibilities at work?	8	3
<i>If yes, then describe:</i> Workshop supervisor x2 Training as a workshop supervisor Workshop controller/workshop supervisor Workshop supervisor/TIC "Do the same work as a fully-qualified technician for last 2 years" Booking time on RM network and jobs etc Have become more relied upon + 1 Blank		
10 Have you had a discussion with your training provider/college about your future career?	0	12
11 Have any future courses been suggested to you by your training provider/college?	0	12
<i>If yes, then list:</i>		
12 If you were to receive information about future study opportunities, please tick the method(s) you would find most useful?		
Group discussion with TP/College		5
Individual discussion with TP/college		1
Chat with students already studying on HE courses		1
Website	1	Facebook
Post	5	Email
Mobile phone text message	1	Other methods suggested:

Summary of Questionnaire Responses – Past Apprentices

Question

- 1 Are you currently employed?
- 2 If yes, is this with the same employer with whom you did your apprenticeship?
- 3 Have you undertaken further qualifications since completing your apprenticeship?
- 4 Do you think further qualifications would improve your career prospects?
- 5 Do you know which qualification(s) are available that might suit your needs?
- 6 Were a relevant course available locally, would you be interested in taking one at HE level?
- 7 Do you know what a foundation degree is?
- 8 Have you had a discussion with your employer about your future career?
- 9 Have any future courses been suggested to you by your employer?
- 10 Since completing your apprenticeship, have you received any other training at work?
- 11 Since your apprenticeship, have you taken on any significant extra responsibilities at work?
- 12 Did you have a discussion with your training provider/college about your future career?
- 13 Were any future courses suggested to you by your training provider/college?
- 14 If you received information on future study opportunities, which methods would be most useful?

Question		Business Administration		Construction		Hair		Motor Vehicle		Totals	
		GC	CoBC	GC	CoBC	GC	CoBC	GC	CoBC	GC	CoBC
1	Yes	0	3	2	3	1	1	1	0	4	7
	No	0	1	0	0	0	0	0	0	0	1
2	Yes	0	1	1	3	0	1	1	0	2	5
	No	0	3	1	0	1	0	0	0	2	3
3	Yes	0	0	0	0	1	0	0	0	1	0
	No	0	4	2	3	0	1	1	0	3	8
4	Yes	0	4	0	3	1	0	1	0	2	7
	No	0	0	2	0	0	1	0	0	2	1
5	Yes	0	2	1	0	0	0	0	0	1	2
	No	0	2	1	3	1	1	1	0	3	6
6	Yes	0	2	1	1	1	1	0	0	2	4
	No	0	2	1	2	0	0	1	0	2	4
7	Yes	0	3	1	2	1	1	0	0	2	6
	No	0	1	1	1	0	0	1	0	2	2
8	Yes	0	3	1	1	0	0	0	0	1	4
	No	0	0	1	2	1	0	1	0	3	2
9	Yes	0	1	1	0	1	0	0	0	2	1
	No	0	2	1	3	0	0	1	0	2	5
10	Yes	0	0	0	0	1	0	0	0	1	0
	No	0	3	2	3	0	0	1	0	3	6
11	Yes	0	1	2	0	0	0	0	0	2	1
	No	0	2	0	3	1	0	1	0	2	5
12	Yes	0	2	2	1	1	0	0	0	3	3
	No	0	2	0	2	0	1	1	0	1	5
13	Yes	0	0	1	2	1	0	0	0	2	2
	No	0	4	1	1	0	1	1	0	2	6
14	Meeting with a member of your training provider/college staff									0	1
	Chat with students already studying on HE courses									0	1
	Website									2	2
	Facebook									0	3
	Post									1	4
	Mobile phone text message									1	2
	Email									2	7

Summary of Questionnaire Responses – Current Apprentices

Question

- 1 Are you considering taking further qualifications once you finish your Apprenticeship?
- 2 Do you think further qualifications will improve your career prospects?
- 3 Do you know which qualification(s) are available that might suit your needs?
- 4 If a relevant course were available locally, would you be interested in taking a qualification at higher education level?
- 5 Do you know what a foundation degree is?
- 6 Have you had a discussion with your employer about your future career?
- 7 Have any future courses been suggested to you by your employer?
- 8 Since beginning your Apprenticeship, have you received any other training at work?
- 9 Since beginning your Apprenticeship, have you taken on extra responsibilities at work?
- 10 Have you had a discussion with your training provider/college about your future career?
- 11 Have any future courses been suggested to you by your training provider/college?
- 12 If you were to receive information about future study opportunities, which methods would you find most useful?

Question		Business Administration		Construction		Hair		Motor Vehicle		Totals	
		GC	CoBC	GC	CoBC	GC	CoBC	GC	CoBC	GC	CoBC
1	Yes	7	4	20	14	22	36	44	8	93	62
	No	0	1	11	11	9	10	20	4	40	26
2	Yes	7	5	29	23	23	41	57	12	116	81
	No	0	0	3	2	7	5	9	0	19	7
3	Yes	4	3	16	8	13	31	12	2	45	44
	No	3	2	14	17	18	15	54	10	89	44
4	Yes	6	4	24	16	20	36	50	10	100	64
	No	1	1	8	9	11	10	16	2	36	22
5	Yes	5	5	13	19	15	17	13	7	46	48
	No	2	0	19	6	16	25	53	5	90	46
6	Yes	4	4	19	6	18	23	22	7	63	40
	No	3	1	13	19	12	22	42	5	70	47
7	Yes	4	2	14	3	9	15	10	6	37	26
	No	3	3	18	22	21	30	54	6	96	61
8	Yes	4	4	12	7	21	37	18	12	55	60
	No	3	1	20	17	9	8	46	0	78	26
9	Yes	6	3	14	4	18	31	20	8	58	46
	No	1	2	18	19	11	14	45	3	75	38
10	Yes	3	2	13	9	14	26	21	0	51	37
	No	4	3	18	16	17	19	45	12	84	50
11	Yes	3	0	20	5	11	28	18	0	52	33
	No	4	5	11	20	20	18	48	12	83	55
12	Group discussion with training provider/college									41	20
	Individual discussion with training provider/college									61	26
	Chat with students already studying on HE courses									29	12
	Website									24	21
	Facebook									15	21
	Post									51	24
	Mobile phone text message									18	12
Email									31	34	



Apprentice Progress - Staff Evaluation

The main aims of this training:

- to raise awareness of progression opportunities for apprentices
- to hear of one apprentice’s personal learning journey
- a chance to discuss issues around progression for Gloucestershire College/City of Bristol College learners

Do you think these aims have been met?

Totally Partially Not at all

Do you feel the content of the day was pitched at?

Too low a level Correct level Too challenging a level

Do you feel you have benefited from attending today? Yes/No

Please explain your answer

.....

Do you require further training or information? Yes/No

Suggestions to improve/make more effective the content of the event:

.....

Any other comments

.....

Thank you for taking time to complete this.

Summary of Progression Training Evaluation Forms
Gloucestershire College

10 evaluations completed

Do you think these aims have been met?	Totally: 10	Partially:	Not at all:
Do you feel the content of the day was pitched at?	Too low a level:	Correct level: 10	Too challenging a level:
Do you feel you have benefited from attending?	Yes: 10	No:	
Please explain your answer:			
<p>Knowledge of HE not good. Now feel more confident suggesting to apprentices and interviewees General understanding of progression routes Underpinned previous knowledge and cleared up other areas Provided a little more understanding of the opportunities available to level 2 apprentices Awareness of availability of progression routes More awareness of progression and where it fits in An insight to foundation degrees for vocational trained students Interesting statistics/facts shared and to hear, first-hand, of one learner's journey More general information on progression routes Very interesting finding out about foundation degrees etc</p>			
Do you require further training or information?	Yes:	No: 9	1 unanswered
Details:			
<p>Not at this time but I now know where to go should I need it Ongoing as qualifications always changing and we need to be aware of up-to-date information Ongoing Where to gain information/research progression for specific (trades) students Where to go if I do in future Maybe more on funding/grants etc Specific to courses at Gloucestershire College</p>			
Suggestions to improve/make more effective the content of the event:			
<p>Administration apprentices could be interested, suggest delivery training to them in class More chocolate!</p>			
Any other comments:			
Enjoyable and interesting			

Summary of Progression Training Evaluation Forms
City of Bristol College

2 evaluations completed

Do you think these aims have been met?	Totally: 1	Partially: 1	Not at all:
Do you feel the content of the day was pitched at?	Too low a level:	Correct level: 2	Too challenging a level:
Do you feel you have benefited from attending?	Yes: 1	No: 1	
Please explain your answer:			
<p>Already employed as a manager responsible for apprenticeship delivery and with high numbers progressing onto HE qualifications in excess of their frameworks, therefore learnt little new.</p> <p>It was useful for me to know and to know where to signpost people. The quiz idea was different.</p>			
Do you require further training or information?	Yes:	No: 2	
Details:			
<p>A copy of any presentation would prove useful in that it would allow me to update previous briefs used during team meetings.</p>			
Suggestions to improve/make more effective the content of the event:			
<p>None. For someone with little understanding, the session was pitched at the appropriate level with a good use of methodology in the way of quiz.</p>			
Any other comments:			

Organisation:

Phone No:

Contact Name:

Title and Level of apprentices:

Introduction, short chat, background to research project, include anonymity of response	
Do you offer progression once they've completed apprenticeship? <i>Eg level 2 to level 3; other certificated courses; in-house training</i> Is it voluntary or compulsory?	
Are HE qualifications needed to progress in your organisation?	
Do you offer them?	
Do you offer them information on other courses available once they've completed their apprenticeship?	
Do you know what is available locally?	
Are you interested in receiving information on other courses offered locally?	
Other comments	

Employers with City of Bristol College Apprentices		
Vocational Area	Progression	Knowledge
Administration	<p>They have no apprentice at the moment as their last one (a level 2) who was very capable had just left to be a supervisor in a shop. He thought this very surprising and sad, that a trainee could get a job as a supervisor.</p> <p>They wholly support progression, however, and would automatically expect them to undertake a higher level, though it would be voluntary for the apprentice. They believed that HE qualifications were “definitely desirable” and would certainly an apprentice if he/she wished to undertake a qualification and as long as the organization could support it financially at the time. He believes that training and qualifications add value to the organization and so it pays to offer them.</p>	<p>They would expect information on appropriate courses available to come directly from the apprentice. He did not feel the need, therefore, to know what was available locally. They would only offer external courses in limited circumstances whilst on apprenticeship as they believe that internal training by moving across a variety of departments will give them the training they need.</p> <p>He did not wish to receive information on other courses offered locally.</p>
Construction	<p>They automatically support progression from level 2 to level 3 if the apprentice wished it. This would be voluntary, but he finds that not all apprentices believe they need the progression when in his view they certainly do.</p> <p>HE qualifications are not necessary, but the organisation would support anyone to advance as high as possible if they were enthusiastic.</p>	<p>They do not offer information on courses but would expect the apprentice to go to them with their wishes. He believes that progression opportunities should be made clearer to the apprentices (not to the employers) so that they are aware of what’s available to them. He also believes that the college should make it clear to the apprentice the importance of training and how basic a level 2 qualification is.</p> <p>He does not know not wish to be told what is available locally as he would expect the apprentice to find out.</p>
Construction	<p>Level 2 to level 3 is expected of them if they are capable and the organization has enough work available to allow them to progress – one of his level 2 apprentices is about to begin level 3 now. It is voluntary, but he would question if he wanted to keep an employee who did not want to progress to level 3.</p>	<p>He does not know much about what courses are available or what a FD is but the College will usually give him any information he needs and then he discusses it with the apprentice.</p> <p>He is happy to receive information from the college in the normal way.</p>

	<p>HE qualification are not necessarily needed to progress but he would support any employee who wished to study at this level. He explained that he was supported when he first began in the industry and so he wishes to carry this on, he was also given good advice to continue studying and so he also passes on this advice to the apprentices as proven good advice.</p>	
Construction	<p>Most apprentices begin at level 2, but not all. If they are capable and want to then they will progress onto level 3. He assesses them continually and then when the time arrives he will decide if they are good enough and discuss options with them. Some will not be enthusiastic to undertake further qualifications and some will make a good employee at level 2.</p> <p>HE qualifications are not necessary but could be suitable depending upon the type of work that they are capable of. For example, he has one apprentice who has gone onto level 3 now but who he has high hopes will go even further. He has shown great promise and will do one day per week with the boss in the office now too. This person could well undertake an HE qualification when the time is right.</p>	<p>The boss will have spoken to them of possible future plans normally before the College does and takes the initiative to help them decide.</p> <p>He receives good feedback from the college, and finds that the report system the college employs is extremely useful in helping him decide upon an apprentice's future.</p> <p>He believes that he has a good idea of courses available locally and therefore it is not necessary to send him more information.</p>
Construction	<p>Apprentices begin at level 2 and will progress onto level 3 if they want to and if they are capable, however level 2 is quite enough in many cases in this organisation.</p> <p>They have never considered HE qualifications and would need to weigh-up if it was beneficial to the organization and if the employee was going to stay with them. They would then discuss it, but serious consideration would need to be given to the time they would need to spend in college when they would not be working as they are so busy.</p>	<p>The college instigates the discussion with the apprentice about progression and then the apprentices tend to raise the subject with him.</p> <p>This works well for him as they are so busy that they do not have time to find out or deal directly with information.</p>
Hairdressing	<p>Progression from level 2 to level 3 is automatic if the apprentice is capable and wants to do it, they have a level 2 at the moment who is registered to undertake level 3. They undertake internal</p>	<p>They do not offer apprentices information on other courses available as they would expect information to come via the college and apprentice. The employer though does have a basic idea of what is</p>

	<p>training and a small amount of external courses as well, such as manufacturer-specific courses.</p> <p>HE qualifications are not needed to progress, but they believe that any training is beneficial to an individual and the organization including foundation degrees. They would, therefore, offer them and support them if the apprentice requested it and was capable.</p>	<p>available as she researches now and again for courses for herself and for other employees.</p> <p>She would be happy to receive information from the college by post.</p>
Hairdressing	<p>They automatically offer support for apprentices to progress from level 2 to level 3 if he/she is capable and wants to do it.</p> <p>HE qualifications are not necessary to progress in the organisation. They would support someone though if they really wanted to take them and it provided clear value to the organisation.</p>	<p>She plays an active role in offering them information on courses available. She already received information by post from the college, adult training organisation and manufacturers which she examines and discusses all the options available with the apprentice.</p>
Hairdressing	<p>All apprentices begin at level 2, and then will go onto level 3 dependent upon their capability. This is a voluntary choice for the apprentice as there is a place in the salon for those who do not wish to progress onto level 3, but the salon works with the college to determine those who are capable and should progress. In addition to internal training, they also undertake manufacturer-specific courses.</p> <p>HE qualifications are not necessary, but this would be a decision for the individual salons. It is more important to improve upon their practical skills at this point and so would probably not be a consideration.</p>	<p>Generally the college will discuss with the apprentice the courses available to them. She will then discuss this with the apprentice. She believes this works well.</p> <p>She believes that she has some information on courses available locally, but would like to have more information on choices available for progression. She would be happy to receive information on local provision by post.</p>
Hairdressing	<p>Apprentices begin at level 2 and will progress onto level 3. The organisation do not believe that level 2 is enough and so will 'strongly encourage' them that they must do level 3. They also attend short manufacturer-led courses.</p> <p>HE qualifications are not needed to progress in the organisation. They would, however, encourage them to do any further training, though this would probably need to be in their own time.</p>	<p>Information on progression available is written into the apprentices' contract right from the start to ensure clarity. She then organises a meeting with them to discuss at the correct time. This works well for them.</p> <p>She is well aware of courses available locally and the procedure as she used to lecture at the college. She does not require any further information from the college.</p>

<p>Motor Vehicle</p>	<p>Progression is offered from level 2 to level 3 for apprentices on a voluntary basis. They also offer an amount of external training, such as MoT training, electricals and so on.</p> <p>HE qualifications are necessary for anyone interested in the management side of the work. They would, therefore, support anyone who was suitable.</p>	<p>The employer will find out what is available on the internet and recommend anything suitable to the apprentice when the correct time arose.</p> <p>It was not necessary, therefore, to send information on courses offered locally.</p>
<p>Motor Vehicle</p>	<p>If the apprentices are good then they will be offered progression to the next level. External short training courses are also offered, such as diagnostics training and manufacturer-specific. Take-up of progression by apprentices is on a voluntary basis.</p> <p>HE qualifications are not needed to progress, but could be appropriate for anyone wishing to enter management. At the moment HE is not offered, but they might possibly consider it if the apprentice were good enough and the funds were available.</p>	<p>They do not offer apprentices information on courses available as they believe that “the college is good, they will speak to the lads”. They do not know what is available locally as “the lads know and will suggest anything they want to do”.</p> <p>They, therefore, are not interested in receiving information on other courses offered locally.</p>

Employers with City of Bristol College Apprentices		
Vocational Area	Progression	Knowledge
Business Administration	<p>Once apprenticeship is completed, then apprentices tend to have to leave for employment though they do offer a number of in-house opportunities for them to gain employment with them. Their apprentices all begin at level 2 but do not automatically progress onto level 3, though many do. Progression will often depend upon if the department can find work to offer them at the correct level. Progression is voluntary.</p> <p>Should apprentices gain employment with them then they tend to offer in-house NVQs but the department will decide upon the training that they require and if they can offer them (for example, some have undertaken AAT courses). They are, therefore, open to HE qualifications should they be proven necessary but this is not as likely as it is dependent upon need and cost.</p>	<p>Once an apprentice has completed their apprenticeship, then their department may offer them information on other courses available if they know of any but the organisation rely upon the college passing on information who “we work very closely with”. They did not know what was available locally, “not at all, other than those we offer already”.</p> <p>They were interested in receiving information on courses offered locally: other NVQs available, “believe there is a customer service NVQ and a management foundation degree would be interesting”.</p>
Business Administration	<p>Most apprentices begin at level 2 and they support progression onto level 3 depending upon the capability of the apprentice. The organisation supports and rewards advancement irrespective of accredited qualifications but they do offer NVQs. Progression is voluntary but they would consider level 3 to be an asset to the organisation and for the apprentice.</p> <p>HE qualifications were not considered necessary and were not offered, but in theory they would support this progression if the organisation and the department could afford it financially and it was of use. At present, this would be a problem due to financial constraints.</p>	<p>The college provides information on different courses, then this and progression possibilities would be given during the official induction by the training teams.</p> <p>They had a small amount of knowledge on local courses but they had a very limited knowledge of foundation degrees in general, though they always receive information from the college on some courses available.</p>
Construction	<p>Apprentices begin at either level 2 or level 3. It is voluntary if they wish to progress to level 3 and have passed level 2, but it is encouraged if they are capable.</p>	<p>Employer is proactive in that he will approach the apprentice, knowing their capabilities and progress to-date, and discussions will then take place. He has a very good knowledge of local courses available and works very closely with the college too. It was not necessary to</p>

	<p>HE qualifications are not needed to progress but “there is room for all qualifications”. A level 4 qualification is offered and often taken up. There are also in-house training courses including management studies.</p>	<p>receive information on courses.</p>
Hairdressing	<p>Apprentices always began on level 2 and progressed onto level 3. It was in theory voluntary but the company seriously encouraged them that it was necessary. They held training nights at which further training and progression could be discussed. Apprentices undertake manufacturer-led training courses.</p> <p>Higher education courses were not considered necessary. They would support this in theory, but being a small salon it would depend upon its financial situation. It would also be hard to allow them time out of the salon for college and this would be a serious consideration.</p>	<p>The interviewee was an ex-lecturer in hairdressing at the college and so was very knowledgeable on courses available locally. She would instigate discussions with the apprentices and assessors and if they were considered good enough then she would employ them after their apprenticeship was completed and offer them opportunities for progression.</p>
Hairdressing	<p>All begin at level 2 and then would be seriously encouraged to progress onto level 3. If they do not wish to then level 2 would be enough but she considers that nowadays they should do a level 3.</p> <p>It was considered that higher education qualifications were not necessary, level 3 was sufficient and therefore HE was not offered.</p>	<p>Information was not offered on courses as it was expected that the apprentice would approach her with the information when the time was right. She had not spoken with anyone from the college, but if she wanted information on courses then she would look on the website (she had wanted a barbering course recently but found that nothing suitable was available).</p> <p>She was not interested in receiving information on local courses but would like contact with someone from the college.</p>
Hairdressing	<p>All apprentices begin at level 2 and it is expected that they will always progress onto level 3.</p> <p>HE qualifications are not necessary to progress in the organisation. To offer them would be at the salon’s discretion, it would then be discussed but thought unlikely to be given go-ahead.</p>	<p>Discussions on appropriate courses tend to be instigated by the apprentice after the college has spoken with them. They will then chat about it informally.</p> <p>They have knowledge of local available courses, but are actually happy with the system as it is now - it works well as the apprentice tends to know the details of courses and brings it up at the right time. They were not interested in receiving information on local courses.</p>
Hairdressing	<p>This salon offered a 2 year apprenticeship only. He confirmed that he had offered a level 3 to one apprentice who was particularly interested and was a good hairdresser/student, but this was not normal.</p>	<p>Information on other courses available was not offered as on completion of their apprenticeship they usually have a job lined-up elsewhere and leave straight away.</p>

	<p>Level 3 was as high as was necessary and HE qualifications were not needed at all. They are a small operation now and the more experienced hairdressers tend to train up those below.</p>	<p>He does not know what is available locally – “the apprenticeship who went onto level 3 found out about the course herself” and asked him if she could do it. He was not interested in receiving information on local course as he would “rely on my apprentices”.</p>
Hairdressing	<p>Barbering is a common progression course that is suggested. Any progression is voluntary.</p> <p>Higher education qualifications are not considered necessary. However, they consider themselves to be very supportive and may consider any qualification that someone suggested, but no one has at the moment.</p>	<p>Courses can be suggested by one of their salons or the apprentices. Anyone can find out information and they will discuss it. Normally it is manufacturer-specific courses that a salon will propose.</p> <p>He did not know what was available locally and would expect the apprentices to know, via the college, rather than for them to have to be aware. He was not adverse to receiving information by post, but as long as the apprentices knew what was available then they were happy that they would tell them.</p>
Motor Vehicle	<p>Supervisor interviewed had been an apprentice completing his level 3 but had since just completed a level 4 qualification. It was confirmed that the organisation fully supported progression in general and really wanted apprentices to progress. The college had put together a tailor-made course for progression in discussion with the organisation. Progression was, however, voluntary.</p> <p>The organisation was examining the possibility of offering a foundation degree with the college and the interviewee confirmed that he and others he knew were interested and would have the full support of the organisation. He believed that higher level qualifications were not a necessity but 4 out of 10 did undertake a level 4.</p>	<p>Information on other courses available was offered by the organisation, “it is a discussion where both sides will make suggestions, *** is good at offering courses”.</p> <p>The organisation was situated too far away from the college to find out about just any course, but if it were relevant to the job specifically then the organisation would find out or be told by the college.</p>
Motor Vehicle	<p>This organisation had just taken on 10 new apprentices and would be offering them progression from level 2 to level 3. This would be discussed early on in the apprenticeship as part of a clear induction process. They also offered on-the-job training throughout. Progression was voluntary.</p> <p>Higher education qualifications were not necessary but the organisation felt that they were favourable if the employee wished to be promoted and, therefore, they did offer foundation degrees.</p>	<p>The organisation will explain in the induction what is available for the apprentices to take, but outside of this they expect employees to approach them with suggestions or if they wish to alter direction. They did not know what was available to the college as they were situated too far away but did not know what was available in their own area either.</p>

