



Current and Potential Progression routes in Construction and Built Environment Provision:

Including Level 3 to Level 4 progression and beyond, throughout the Progress South Central Region

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Executive Summary

This is a study of the non-traditional progression routes into higher education for the Construction and Built Environment sector. A map of provision and therefore potential progression from Level 1 through to Level 7 has been devised. The data and information sourced is for current and/or planned provision for 2010-11 onwards.

It represents a broad framework of vocational and academic provision – illustrating possible learning pathways and progression routes from Level 3 to Level 4 has been constructed from as many sources of data and information as possible. This covers the vocational courses and degree programmes currently available in the Progress South Central Lifelong Learning Network. The progression map also includes Level 1 and Level 2 provision – the building services engineering crafts and trades.

The study focuses on the Progress South Central Lifelong Learning Network – Berkshire, Buckinghamshire, Oxfordshire and Surrey. This includes the universities of Oxford Brookes, Reading and Surrey. The Colleges of Further Education include: Abingdon and Witney College, Amersham and Wycombe College, Aylesbury College, Basingstoke College of Technology, Brooklands College, East Berkshire College, Farnborough College of Technology, Guildford College of Further and Higher Education, Highbury College, North East Surrey College of Technology, Oxford and Cherwell Valley College, Solihull College, Sparsholt College and Swindon College.

The report is divided into four main parts: illustrating progression opportunities, the impacts of demographic change, the nature of provision and a review of gaps in provision and the implications for long-term planning.

Contents

Background	3
Scope of the work	3
Progression Mapping Level 3 to 7	3
Level 7	3
Level 4 to 6	3
Progression to higher education – the Foundation Degree and Higher National Diploma/Certificate	
Level 3 – for direct entry and transition qualifications for higher education	4
Level 1 to 2 - vocational qualifications	4
Demographic Studies – an ever changing demand	5
Map of provision – a discussion	6
Masters Degree - Level 7 and beyond	7
Honours Degree - Level 4 to Level 6	7
Foundation Degree – Level 4 to 5	7
Higher National Diploma/Certificate – Level 4 to 5	7
Level 3	8
Level 1 to 2	8
Map of progression – a discussion	8
Current gaps in Provision	9
A problem of transition and progression	9
Long-term planning – surviving beyond RPA and the recession	9
References	9
Appendices	10

Background

1. The first aim of the project is to map current and future Level 3 to Level 4 provision in the construction sector across the Progress South Central Lifelong Learning Network region, to identify current and potential progression routes.
2. A broad framework – illustrating possible learning pathways and progression routes from Level 3 to Level 4 has been constructed from as many sources of data and information as possible. In addition, progression routes from Level 1 to Level 3 have also been plotted. This forms a study of the Further Education provision and progression in the Progress South Central Lifelong Learning Network region. In this respect, the focus of this study is the non-traditional route into higher education.
3. The Progress South Central Lifelong Learning Network has four universities: Buckinghamshire New University, Oxford Brookes, Reading and Surrey. For the purposes of the construction and built environment sector, Buckinghamshire New University does not apply as they do not offer courses or degree programmes in construction and the built environment. Reading University also plays host to the College of Estate Management, a prominent provider of construction and built environment programmes at both Undergraduate and Postgraduate level.
4. The Progress South Central Lifelong Learning Network includes the following colleges (note not all colleges of further and higher education offer courses in Construction and Built Environment related areas): Abingdon and Witney College, Amersham and Wycombe College, Aylesbury College, Basingstoke College of Technology, Brooklands College, East Berkshire College, Farnborough College of Technology, Guildford College of Further and Higher Education, Highbury College, North East Surrey College of Technology, Oxford and Cherwell Valley College, Solihull College, Sparsholt College and Swindon College.

Scope of the work

5. This study aims to:
 - a) Map Level 3 to 4 the transition phase between study at school or further education and university.
 - b) Review the impact of demography – population studies.
 - c) Provide a map of the availability of provision in the Progress South Central Lifelong Learning Network region for construction and built environment – including the professional occupations and trade and craft occupations (Building Services Engineering).
 - d) Support the long-term planning in education (16 to 19+) and the construction and built environment industry – where are we going?

Progression Mapping Level 3 to Level 7

6. The Construction and Built Environment sector is an interesting field because it attracts both academic and vocational entrants. An aim of this report is to explore the availability and location of provision of education and training within the Progress South Central Lifelong Learning Network and beyond that region to the South-East region. This tends to include not only the professional opportunities within the Construction and Built Environment sector, but also those associated with the trade and craft occupations (Building Services Engineering).

Level 7

7. Provision at Level 7 traditionally falls into two types of qualification – the Postgraduate Diploma (PGDip) – a 9 month, full-time programme of study and the Masters Degree (MSc, MA) – the full 12 months degree programme (for a list of Postgraduate provision see Appendix 1). Masters Degree programmes usually require a Level 6 Honours Degree classification for consideration.

Level 4 to 6

8. A base-line was assumed at the beginning of the academic year 2010-11. A progression mapping exercise sought to identify and pull together information on planned provision for all Level 3 courses and Level 4 programmes of study within the Progress South Central Lifelong Learning Network i.e. the counties of Berkshire, Buckinghamshire, Oxfordshire and Surrey.

9. A study of Level 1, 2 and 3 courses was confined to colleges and schools within this region, but due to the nature of progression and the need for individuals to travel further when they embark upon a Level 4 programme of study, the net was thrown open wider to capture a broader range of provision and this included bringing in other universities other than the four

universities in the Progress South Central Lifelong Learning Network. This included universities well known for the provision of Level 4+ programmes in the South-East, South-West and West Midlands regions in construction, building studies, quantity surveying and civil engineering.

10. It is natural for individuals to wish to remain living at home while studying at Level 1 to 3, but for those wishing to embark upon further study and even employment related to the Construction and Built Environment industry, it might be necessary for them to consider moving to an adjacent location or to another part of the United Kingdom. Level 4 provision tends to be offered at a national level, attracting wider national and international interest. Although in recent years there has been a tendency for university students to remain in their home area and study at a local university.

Progression to higher education – the Foundation Degree and Higher National Diploma/Certificate

11. The Foundation Degree is designed to provide an opportunity for those individuals who do not have the required A' Level grades or equivalent qualification for direct entry onto an honours degree programme. The Foundation Degree is delivered over 3 years of part-time study, during which time student remain in full-time employment. The FdSc, FdEng or FdA provides a route to further study towards a higher, honours-degree level. The full-time, 2 year Foundation Degrees can be applied for via UCAS. Part-time provision is not usually the domain of the UCAS application process and is therefore supported by employer and/or co-funded provision.

12. A report by HEFCE (2008) outlines the Foundation Degree. On a national level, in 2005-06, 62% were full-time and 92% of those were on a Foundation Degree programme for 2 years. In terms of age, 65% were over 21 years of age when they began their Foundation Degree.

13. Other more traditional routes to the full honours degree include the Level 4 and 5 BTEC Higher National Diploma in Construction for the full-time route and the BTEC Higher National Certificate for the part-time route.

Level 3 – for direct entry and transition qualifications for higher education

14. Traditionally the domain of construction and built environment provision pre-higher education falls into two broad spheres: education leading to Level 3 qualification and possible entry into higher education and a more practical education and vocational training which is practical and totally focused on one of the construction and built environment trades, for example: plumbing, bricklaying and carpentry and joinery. The craft subjects tend to be covered by NVQ and City and Guilds at Level 3. The examination bodies include: BTEC EDEXCEL, Construction Skills Awards (CSkills) and Construction Awards Alliance (CAA).

15. From 2008-09 a new Foundation (or Level 1) and Higher Diploma (or Level 2) has been introduced with the aim of providing an even more grounded qualification in Construction and Built Environment. This will naturally provide the foundation for progression onto the Advanced Diploma which will be a recognised Level 3 qualification for access to higher education.

16. The qualifications normally recognised for direct entry into full-time higher education (i.e. Level 4 programmes) in Construction and Built Environment Honours Degree programmes includes: A' Level GCE, BTEC National Certificate (usually Building Studies or Construction), Access courses and the New Advanced Diploma in Construction and Built Environment). Universities vary in their requirements for any given degree programme. Selection is usually determined by UCAS point score (this can range from an average 100 to 360 depending on degree programme and university) and an interview. For some subjects, such as Architecture, a portfolio of art based work is also required as part of the selection process.

17. In recent years, the Advanced Apprenticeship has been offered at Level 3 (preceded by the Foundation/Higher Apprenticeship at Level 2). The Advanced Apprenticeship typically provides a NVQ 3 qualification. However, very few of the Level 3 qualifications available to apprentices are included in the UCAS tariff for direct entry to higher education. For example, most universities do not recognise the NVQ 3 as an entry qualification for Honours Degree programmes. The alternative route may be to complete a bridging course leading to a qualification such as the Higher National Certificate (a part-time route) or a Foundation Degree either part-time and co-funded by an employer or full-time. Direct entry onto an Honours Degree programme at this stage is fairly unlikely.

Level 1 and 2 – the vocational qualifications

18. The recognised academic qualifications at Level 1 and 2 in the United Kingdom are the General Certificate of Secondary Education. The GCSE was first introduced in 1988 to replace the Ordinary Level General Certificate of Education or the O' Level GCE and the Certificate of Secondary Education – the CSE. Grades A* to C are recognised as Level 2, whereas grades D to G are recognised as Level 1. Usually only grades A* to C are given any credence by employers. In the Construction and Built Environment Sector, basic attainment in Mathematics and English Language is essential, especially in Mathematics and basic numerical manipulation.

19. The range of vocational courses of study and qualifications at Level 1 and 2 is very broad and varied. Where the traditional GCSE serves as a basic, preparatory education; colleges of further education seek to provide an alternative and more vocational course of study. In many cases, this is directed at the more mature student – the part-time student who works full-time as apprentice. These courses and qualifications serve as a basis for fully recognised qualifications in the trade and craft professions. Those recognised as part of this study include: NVQ Levels 1 and 2, City and Guilds Levels 1 and 2.

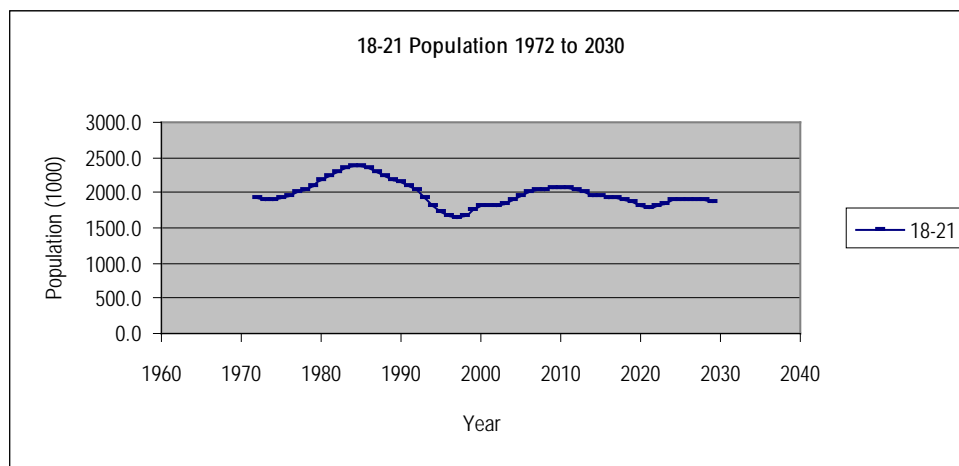
20. At Level 1 and 2 there is a range of BTEC/EDEXCEL qualification – the Diploma, Certificate and Award qualifications. The BTEC Diploma is a full qualification and is equivalent to 37 credits and 370 hours of work. The BTEC Certificate is a part-qualification and is only equivalent to 13-37 credits or 130 and 360 hours work. Finally the BTEC Award only represents an even smaller part-qualification at 1-13 credits and 10 to 120 hours work.

Demographic studies – an ever changing demand

21. It has been recognised in previous studies (SEEDA, 2009), that students in higher education tend to be full-time and between the age range (19 to 24). In further education this is slightly different for Construction and Built Environment and the range is from between 25 to 34 – the student tends to be older and enrolled on a part-time basis. The size of a cohort therefore varies year on year. Each cohort then naturally passes through the education system – population moves in cycles – troughs and peaks. This changing demographic cycle is important as it determines the level of population at any given time and for any age group. It is essential for long-term planning to consider how population may change in a 5 or 10 year cycle.

22. At the national level, the 18 to 21 age group has seen rise and dramatic peak in numbers, but from 2010-11 this age group will begin to contract in size. However, it must be remembered that this is a national projection and population size will vary according to region. From 2010 to 2020, the 18 to 21 age group will decline by around 200,000 individuals. However, this does not take into account changing migration patterns. Nor does it take into account the how the economic environment impacts on demand for places at university. Whereas demand for places at university has been steadily increasing, the corresponding increase in places being made available has not – supply is now fixed. This includes all Undergraduate provision – Foundation Degrees and Honours Degrees.

Figure 1 – 18 to 21 Populations (1972 to 2030)



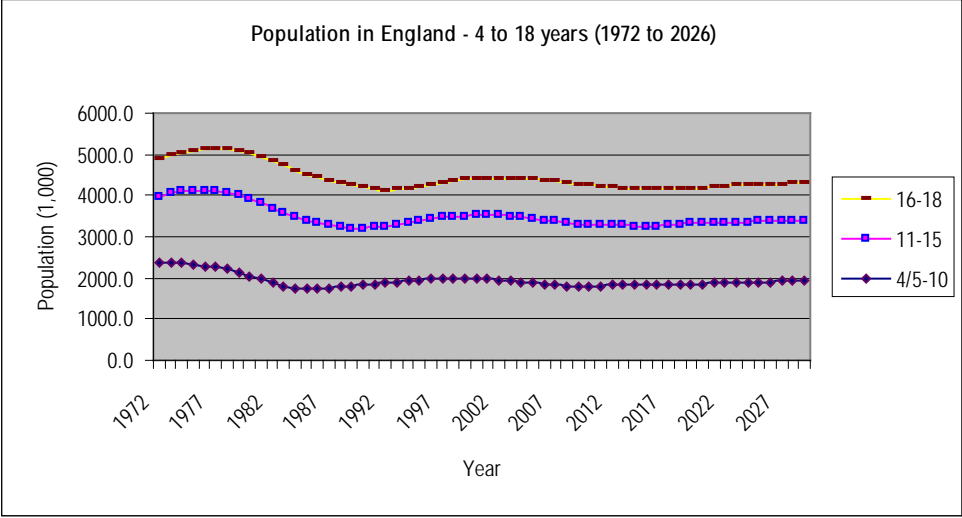
Source: ONS population estimates and GAD projections (2007)

23. Figure 2 below provides a profile of the compulsory education age ranges, plus the years 16 to 18. The population in this age range has become more stable since the mid-1980s. More significantly from the point of view of education and training provision for between 14 to 19 it can be seen that the population for these groups is flattening out and remains constant with only slight changes. Basically there will be no significant growth in potential demand for education provision for the 14 to 19 year groups. Again, this does not account for any changes in population for this age range as a result of migration – inward or outward local migration or international migration.

24. From Figure 2 it can be seen that the population for the compulsory education age group has remained fairly stable for many years since the 1980s. More significantly, from 2012, no significant increases in population size have been predicted. The numbers in the population for this age group will remain stable throughout the next 2 decades. From Figure 2 it can be determined that demand for further and higher education will not increase due to population in the short-term i.e. until 2013 and before the Raising of Participation Age (RPA) Education Act of 2008 takes effect. However, more interest in further and higher education may result in response to economic climate i.e. continuing recession or significant migration (the balance between immigration and emigration) in the region.

25. Demand for 16 to 19+ levels of education and training provision may not increase significantly in the short-term, but in the long-term, it might be the nature of education and training provision which will have to change in the future. The Raising of Participation Age (RPA) for this decade will necessitate a dramatic rethink in further education provision. The actual numbers in the 16 to 19+ population will not change significantly to what they are now, but the 60% who currently leave education at 16 will need to be 'accommodated' in the education system either in sixth form colleges, further education college, in apprenticeships or in association with private training providers.

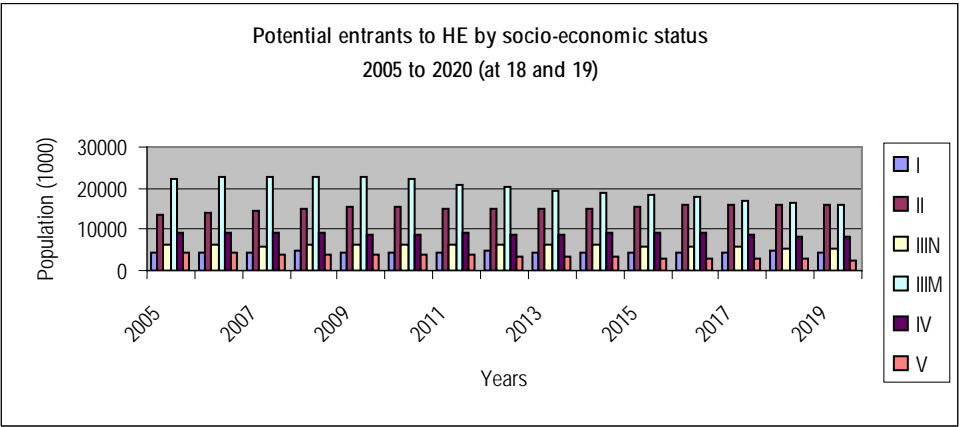
Figure 2 – The 4 to 18-19 Age Group – Compulsory Education



Source: ONS population estimates and GAD projections (2007)

26. The socio-economic profile of this 18 to 21 age group is also changing. Figure 3 below provides an indication of how the population alters according to socio-economic group. From 2005 to 2019, the numbers of potential entrants into Higher Education by socio-economic group will broadly see a steady rise in the numbers of individuals from the higher socio-economic group (II) and a gradual decline in numbers coming from the middle groups (IIIM) and the lowest group (IV). The highest socio-economic group experiences very little change over the 14 year period. However, it must be remembered that this is a national data set and regional and local variations may exist. As a whole, the UK population has 'gentrified' in recent decades and coupled with a lack of employment opportunities due to economic recession, this may exert even more demand on university places, especially in the pre-1992 university sector in the future.

Figure 3 – Potential Entrants to Higher Education by Socio-Economic Group



Source: Statistical First Release DfES 05/2007 - Vocational Qualifications in the UK 2005/06

Map of provision – a discussion

27. Section 5 of this report seeks to outline provision for all levels from 1 to 7 in the core Progress South Central Lifelong Learning Network region and for the outer, South-East region. A full map of provision can be found in Appendix 1. This is a full list of provision from Level 1 part-time to Honours Degree and beyond to Masters Degree level for the Progress South Central Lifelong Learning Network.

Masters Degree - Level 7 and beyond

28. Information held in Appendix 1 (Table 1 Part 1) provides a list of Level 7 Postgraduate programmes available across the Progress South Central and South East regions. The aim is to provide details of availability, type of qualification, subject area and location of provider. Postgraduate Taught (PGT) Degree programmes are usually specialised forms of provision.

29. Oxford Brookes offer a broad portfolio of Masters Degrees ranging from the more traditional Architecture, Planning, Project Management and Real Estate Management to more specialist subjects such as: Sustainable Building Performance Design, and Historical Conservation. Other Masters Degrees include provision with a multi-disciplinary connection to other areas of study i.e. geography and environmental sciences and include Masters Degrees and Postgraduate Diplomas in: Environmental Impact Assessment, Tourism: Environment and Development, Transport Planning and Urban Design. A majority of these programmes are also accredited – Chartered Institute of Building (CIOB), Royal Institute of Chartered Surveyors (RICS), Royal Institute of British Architects (RIBA) and the Royal Town Planning Institute (RTPI).

30. The University of Reading offers Master Degree programmes from two schools relating to Construction and Built Environment – the School of Construction, Management and Engineering and the Henley Business School (School of Real Estate and Planning). The School of Construction, Management and Engineering has 3 main areas of expertise: Construction Management, Project Management and Renewable Energy. Many of these programmes are accredited by the Chartered Institute of Building (CIOB).

31. The Henley Business School in association with the School of Real Estate and Planning has 2 main areas of focus: Real Estate Management and Urban Planning and Development. Over half of these programmes are accredited by the Royal Institute of Chartered Surveyors (RICS).

32. The College of Estate Management offers specialised provision in Arbitration, Adjudication, Project Management, Surveying, Conservation of the Historic Environment, Facilities Management, Property Investment and Real Estate. All of these Masters Degrees or Postgraduate Diplomas attract accreditation status - Chartered Institute of Building (CIOB), Royal Institute of Chartered Surveyors (RICS), British Institute of Facilities Management (BIFM) and Chartered Institute of Arbitrators (CIARB).

Honours Degree - Level 4 to Level 6

33. The Honours Degree Programmes run by Oxford Brookes, University of Reading, the College of Estate Management and the University of Surrey were reviewed. In comparison to neighbouring universities in the South-East region, Oxford Brookes and Reading offer a more specialised range of Undergraduate Degree programmes. The list includes: Interior Architecture, Leisure Planning and Cities, Environment, Design and Development.

34. The University of Reading, on the other hand, offers Undergraduate Degrees in Building and Construction, Quantity Surveying and Real Estate Management – the more traditional range of Construction and Built Environment provision.

35. The College of Estate Management at Reading offers a similar portfolio: Building Surveying, Construction Management, Estate Management, Real Estate Management and Quantity Surveying.

36. The University of Surrey through the School of Civil Engineering only offers programmes in Civil Engineering. All Civil Engineering Honours Degree programmes at Surrey are accredited by Institute of Civil Engineering (ICE), Institute of Structural Engineers (IStructE), Institute of Highway Engineers (IHE) and Institute of Highways and Transportation (IHT).

Foundation Degree – Level 4 to 5

37. Appendix 1 (Table 1) provides a listing of Honours Degree programmes offered by universities in the Progress South Central Lifelong Learning Network region. Oxford Brookes is the only university in the Progress South Central region to offer a Foundation Degree in Construction and Built Environment. Oxford Brookes a part-time FdSc in Construction Management - run in collaboration with Kier Construction Plc and accredited by the Chartered Institute of Builders (CIOB). At Oxford Brookes the recognised route for progression is the BSc (Hons) Degree in Construction Project Management. East Berkshire College offers two part-time Foundation Degrees – FdEng in Building Services Engineering and a FdSc in Construction. Thames Valley University also offers a range of Foundation Degrees – FdSc Architectural Technology, FdEng Building Services Engineering, FdSc Construction Management and an FdSc in Quantity Surveying.

Higher National Diploma/Certificate – Level 4 to 5

38. Appendix 1 (Table 1) provides a full listing of courses and programmes available in the Progress South Central region.

39. The Higher National Diploma/Certificate in Construction and Building Studies is available at Swindon College in 2010-11. The BTEC HNC (or the part-time route) is available at Basingstoke College of Technology, Guildford College of Further Education and Higher Education, Oxford and Cherwell Valley College and Swindon College. The BTEC Higher National Certificate (the part-time route) in Civil Engineering is planned for Swindon College for 2010-11.

Level 3

40. By its very nature, the range of study opportunities and qualifications available at Level 3 is still very extensive. Appendix 1 (Table 2) provides a listing of courses available in the Progress South Central Lifelong Learning Network region. It is accepted that the majority of applicants to university are still more likely to hold the traditional academically focused A' Level. Recent policies have attempted to redress this balance and the new Advanced Diploma has been created to offer an alternative vocational qualification at Level 3. The Advanced Diploma has also been recognised by most universities as an entry qualification for Level 4 (Higher National Diploma/Certificate, Foundation Degree and Honours Degree). However, typical requirements will vary from university to university.

41. The Advanced Diploma in Construction and Built Environment is being offered for the first time from 2010-11 at Aylesbury College (Buckinghamshire), Basingstoke College of Technology (Hampshire), Farnborough College of Technology (Berkshire), Guildford College of Further and Higher Education (Surrey), Highbury College (Hampshire), Swindon College (Wiltshire) and Thames Valley University - Further Education (Berkshire).

42. Alternatively, many colleges of further education are still offering the more traditional Level 3 vocational courses associated with construction and building studies such as the BTEC National Diploma/Certificate in Construction or Building Studies, but this has largely been replaced by the new Advanced Diploma. The BTEC National Diploma/Certificate is available at Basingstoke College of Technology, East Berkshire College, Guildford College of Further and Higher Education, Highbury College, Swindon College and Thames Valley University (Further Education).

43. Various Level 3 diploma courses are also available, for example, the Construction Skills Awards in Bench Joinery, Carpentry and Joinery and Bricklaying. National Vocational Qualifications (NVQ) at Level 3 includes similar crafts and trades: Bricklaying, Plumbing, Trowel Occupations and Wood Occupations. However, this type of practical Level 3 qualification is not usually accepted for entry onto an Honours Degree programme – extra bridging qualifications are usually required. Although NVQ3 may be accepted for entry onto a Foundation Degree or Higher National Diploma/Certificate programmes.

44. The Advanced Apprenticeship typically provides a NVQ 3 qualification. Opportunities to follow an Advanced Apprenticeship are to be offered at East Berkshire College, Guildford College of Further and Higher Education and Oxford and Cherwell Valley College. Four broad areas are included: Brickwork, Painting and Decorating, Wood Occupations (Carpentry and Joinery) and Plumbing.

45. Figure 3 provides a snap-shot of recent UCAS data on the characteristics of vocational applicants. At the age of 18, the majority of applicants hold A' Level qualifications at 91.8% and by contrast, only 18.5% of applicants hold any type of Level 3 vocational qualification. The likelihood of an applicant applying with a vocational qualification increases with age.

Figure 3 - UCAS Data and Statistics Unit 'Characteristics of vocational applicants through the UCAS Service'

	A' Levels	Level 3 Vocational
18	91.8%	18.5%
20	36.0%	27.0%

46. It can be argued the typical vocational applicant to a Level 4 programme is just as likely to hold either an A' Level or alternative vocational qualification. Whereas the traditional, full-time applicant aged 18+ is more likely to hold A' Levels, the non-traditional applicant will more likely to be a mature student (21+) coming into university from a vocational background. The 21+ student is more likely to have previous work experience in addition to full or part-time study.

Level 1 to 2

47. Education at Level 1 and Level 2 tends to fall into two broad divisions. Appendix 1 (Tables 3 and 4) provides a full listing of courses provided by colleges of further education in the Progress South Central Lifelong Learning Network region.

Map of Progression – a discussion

48. Appendix 2 seeks to provide a pictorial or scheme based map of progression from Level 1 all the way through to Level 7 in the construction and built environment sector. Designed to be kept as simple as possible, it shows the two main routes of progression – part-time and full-time. In the broadest sense, the part-time route tends to attract the more practical and

vocational entrants and the full-time route the more academic and academic/vocational i.e. A Level and BTEC National and Higher National Diplomas.

Current gaps in provision

49. It is recognised that where individuals tend to remain in their local area while studying at Level 1 to 3 – especially students under 18 years of age, supply of and demand for education and training beyond Level 4 often means the student has to be prepared to relocate in another area. As the individual progresses, the education and training provision becomes more focused and specialised, especially at postgraduate level. At Level 4 to Level 7, places for students, tend to be capped or restricted to certain numbers due to the nature of capacity funding. At Level 7, more privately funded and co-funded places are available, but these too are restricted to fixed numbers per programme. A typical Masters Degree is usually 12 to 25 places.

50. Provision at Level 1 and 2 tends to be fairly generic and limited to either academic GCSEs or craft and trade subjects such as: carpentry and joinery, plumbing, painting and decorating, electronics and bricklaying. It could be argued that these subjects have a limited 'shelf life' and will soon make way for a more generic type of education and training which might provide a better grounding for future demands on knowledge and skills in the future construction and built environment industry. Full-time provision may also need to be increased to take into account the extra places required post-2013 and 2015. Demand for part-time provision may also continue to see a slight increase in demand owing to continuing economic recession.

51. At the local level, provision can be inconsistent. For example, Oxford and Cherwell Valley College (OCVC) does not appear to be offering any courses at Level 3, but it is offering a wide range of provision at Level 1 and 2. This provision includes the new 14-19 Diploma at Level 1 and 2 – the Foundation and Higher Diploma in Construction. OCVC has also retained the provision of its Level 4, part-time Higher National Certificate (HNC) in Construction. This course of study and qualification is still recognised in the local area by local employers.

A problem of transition and progression

52. The Nuffield Review of 2006 recognised that for some young people, progression to Higher Education was a natural and pathway - a relatively straightforward transition from traditional academic A Level (Level 3) to an Honours Degree at university. However, for others and the majority, this transition is not quite so straightforward. Perceived obstacles include: financial support, socio-economic barriers and aspirations, the feasibility of studying at university, a lack of local provision and opportunity, low levels of attainment at Level 2 and Level 3 and inappropriate Level 3 qualifications.

53. Transition and progression in education is of national concern because completion and attainment at Level 3 is necessary before progression can be made to Level 4 and to university. Attainment at Level 2 is seen as crucial to increasing participation in Higher Education. In terms of vocational qualifications at Level 3, the Nuffield Review (2006) estimates that only 40 to 50% of students with vocational qualifications at Level 3 will progress onto Higher Education.

Long-term planning – surviving and beyond Raising of Participation Age (RPA) and the recession

54. The essence of long-term planning dictates that good pre-planning will be essential if the next generation is to be successful. The construction and built environment sector requires individuals with education, skills and experience on different levels and from a wide range.

55. The Education Act of 2008 heralds a major change in education. From 2013, the new Raising of Participation Age (RPA) aims to increase the compulsory school leaving age from 16 to 17 by 2013 and to 18 by 2015. This naturally has direct implications for the 16 to 18 age group. By the end of the next 5 years, all 16 to 18 year olds will have to remain in education or training.

56. This may bring with it serious problems. The drop-out rate for between Level 2 and Level 3 has always been fairly high as many able individuals leave education at 16. By 2015 everyone will have to remain in education and/or training until 18. It is therefore crucial to build a 16 to 19 education system which is attractive and accommodating to as many individuals as possible. The 16 to 19+ age of development is a crucial time in any individual's education. This is the time when the correct decision making is essential and when the right and most appropriate provision is made available. For example, provision for the Higher and Advanced Diploma and Higher and Advanced Apprenticeships may become even more important than they are at the present time - the Diploma catering for the more academic student.

The progression mapping exercise therefore constitutes the beginning rather than the end of continuing study.

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Appendices

Appendix 1	Progression Map	
Table 1	Level 4 to 7 Level 4 Level 4	Higher Education Degree Programmes (Progress South Central) Foundation Degree Higher National Diploma/Certificate
Table 2	Level 3 Level 3	Advanced Diploma (replacement for the BTEC National Certificate in Construction) Craft Subjects
Table 3	Level 2	
Table 4	Level 1	
Appendix 2	Route Map	