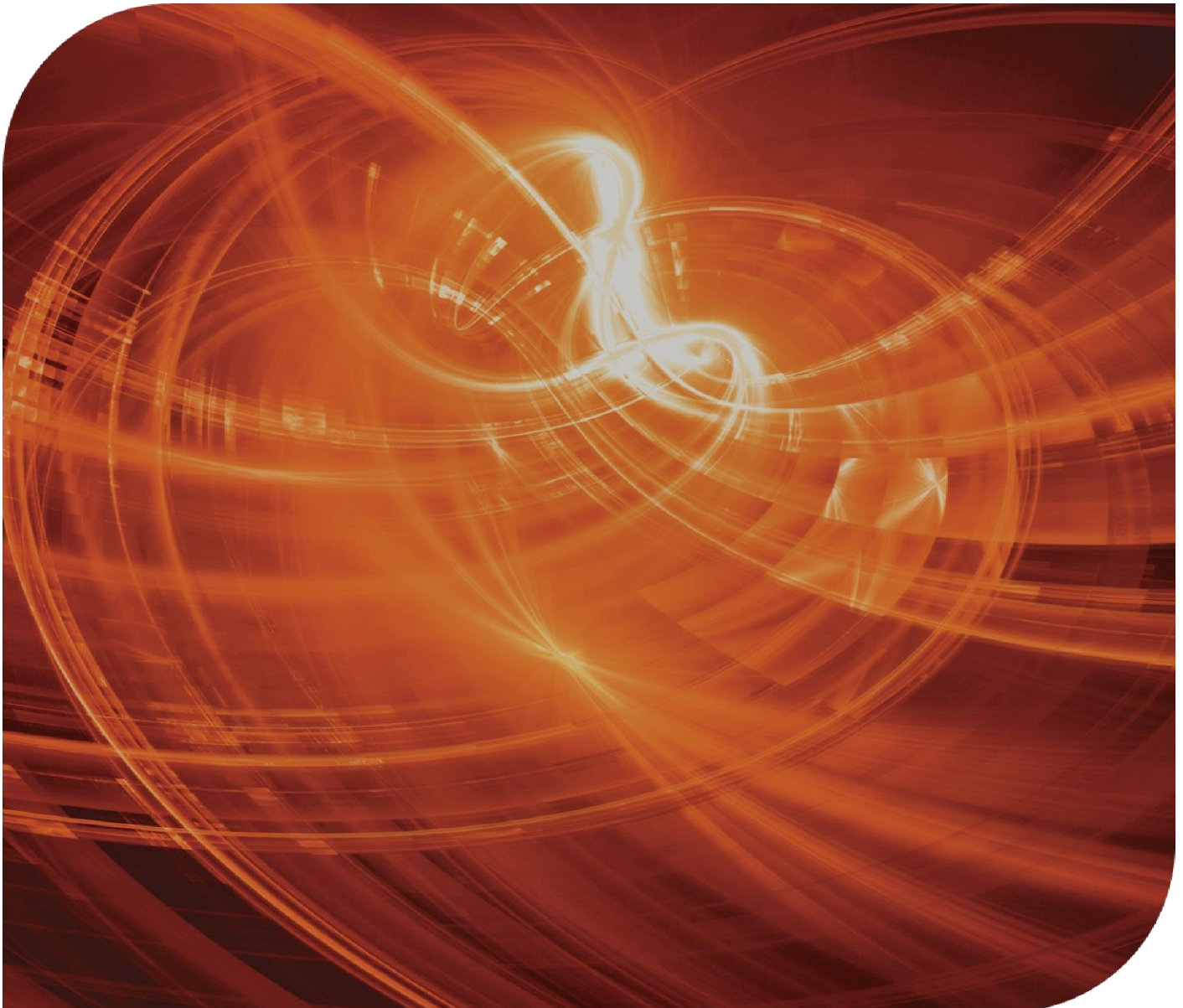




# The Potential for Higher Apprenticeships

Research report



Prepared for the National Apprenticeship Service and Learning and Skills Improvement Service (LSIS) by the Strategic Development Network

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## Executive Summary

As part of the final months of the Higher Apprenticeship Support Service which operated between April 2012 and June 2013, the [National Apprenticeship Service](#) (NAS) asked [LSIS](#) to draw on its experiences with the service and conduct a short research project to investigate and contribute to understanding:

1. the current status of Higher Apprenticeships development and delivery; and
2. the potential for future Higher Apprenticeship development and delivery.

This report presents the findings of research undertaken in May and June 2013 and aims to assist NAS and stakeholders in planning and implementing strategies for future Higher Apprenticeship development and delivery.

The research presents the current picture, the potential for Higher Apprenticeships, and conclusions and recommendations from the perspectives of three groups: provider, employer and learner.

## Key findings

### Current Higher Apprenticeships development and delivery

- The **Higher Apprenticeship starts trend shows a 61 per cent year-on-year growth** to February 2013, which if sustained through to the year-end would result in around 6,400 starts in the 2012/13 academic year and would indicate that the Higher Apprenticeship Fund target of 24,000 starts by 2014/15 could be within reach.
- In total there are **43 frameworks in place and a further 23 under development**. There is a significant increase in framework development at Level 6 and above.
- A total of **27 organisations** have led the development and delivery of new Higher Apprenticeships through the Higher Apprenticeship Fund in 2011 to 2013.
- In the academic years 2011/12 and 2012/13 to date, 252 organisations have delivered Higher Apprenticeships.
- A total of **19 per cent of employers are aware of Higher Apprenticeships**. This compares favourably with other levels of Apprenticeship.
- There is a significant challenge in achieving Higher Apprenticeships learner engagement in smaller and medium-sized employers (SMEs). **Small organisations are half as likely** as larger organisations to be aware of Higher Apprenticeships and are not yet engaging significantly.

- There is a clear trend towards **increasing diversity in the distribution of frameworks across industrial sectors**. However the dominance (in numerical terms) of accountancy, leadership and management, IT and engineering Higher Apprentices is still strong.
- There has been **significant growth in Higher Apprenticeship starts over the last two years**, however the absolute number of starts is relatively low, reflecting the fairly recent expansion and development of capacity to deliver at Level 4 and above and a lack of awareness and understanding of Higher Apprenticeships amongst employers, schools, and parents.

### **Growth and development potential of Higher Apprenticeships**

- Effective Higher Apprenticeship providers should:
  - ... *"be strongly employer-facing with solid existing relationships";*<sup>1</sup>
  - ... *"be close to their sectors";*
  - ... *"understand the employer's business, facilities and their problems";*
  - ... *"understand the sector, the profession, the business and its context";* and
  - ... *"be agile, adaptable and flexible".*
- **Higher Apprenticeship frameworks should be designed** for businesses, rather than designed to meet the needs of developers or providers.
- Given the nature of the qualification and the newness of most of the frameworks, success data is limited and tells us little at this stage. Close monitoring and **evaluation of success and quality is essential.**
- **Funding** is an important issue for providers, with a range of comments around:
  - ... the financial risk that Higher Apprenticeships present as a new product;
  - ... the complexity and variety of Higher Apprenticeship funding models; and
  - ... the differences in funding messages, systems and levels between FE and HE.
- **Developing understanding of Higher Apprenticeships** amongst employers, learners and in schools is key. It is too early to offer convincing evidence of the success, advantages or value-added aspect of Higher Apprenticeships. The Higher Apprenticeship message has not yet been established as distinctly or effectively as the Apprenticeship message.
- **Universities** have been mixed in their response to Higher Apprenticeships. More traditional universities may be unlikely to be interested in Higher Apprenticeships

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<sup>1</sup> Throughout the report direct quotations from participants are shown in indented italics, or as italics within a paragraph.

and will continue to focus on the three-year full-time model and on their research activities. Universities with a strong record in vocational courses were thought to be more likely to become involved with Higher Apprenticeships.

- **For independent training providers** key factors include being able to market directly to learners and the ability to manage multiple funding streams. This may be a reflection of difficulties in accessing learners in schools and of their more commercial approach.
- **Large organisations** have been more readily engaging with Higher Apprenticeships where they can integrate effectively with their existing workforce development activities, where investments are made in supporting supply chains with workforce development, and where recruitment targets include school leavers.
- **Small- and medium-sized organisations** are recognised as offering potential for building significant numbers of employers investing in Higher Apprenticeship but are more difficult to engage with than larger businesses.
- There is considerable synergy between the growth of Higher Apprenticeships and expanding the membership of **professional bodies**, with Higher Apprenticeships offering a potential entry level route to professional bodies. This in turn drives a connection with employers and businesses in both the professional and industrial sectors that are served by professional bodies.
- If Higher Apprenticeships are to be a significant element in meeting the demand for high-level skills, increasing awareness, understanding and interest amongst **potential learners** is a major requirement. There were many suggestions for strategies to achieve this but little consensus at this time about preferred approaches.
- **Higher Apprenticeship marketing** for potential learners is not yet part of a coherent and wider high-level skills' offer. The economic case for Higher Apprenticeships, which is compelling and persuasive, has not yet been fully or clearly made to learners, their parents and their employers and the perception of Higher Apprenticeships by young people aged 16-19 appears to associate 'Apprenticeship' with Level 2 or Level 3, which is coupled with a low awareness of the progression opportunities afforded by Higher Apprenticeships.
- **Careers education, information, advice and guidance** in schools are widely seen to be not operating effectively for the vocational education and training route, especially at higher levels and in particular for Higher Apprenticeships.

## **Recommendations**

### **... In relation to providers and partnerships:**

1. Support expansion in the Higher Apprenticeship provider base, promoting opportunities for Higher Apprenticeship delivery to potential providers.
2. Investigate and make the business case for Higher Apprenticeships for providers.
3. Investigate, develop and disseminate effective Higher Apprenticeship delivery practice.
4. Clarify the current Higher Apprenticeship funding arrangements for providers and work to simplify them.
5. Evaluate the effectiveness of alternative Higher Apprenticeship framework development models to determine those best suited to particular sectors, occupations and professions.
6. Place employers' needs before those of Higher Apprenticeship developers or providers, when developing Higher Apprenticeship frameworks.
7. Find ways of broadening the range of employer bodies developing Higher Apprenticeships beyond Sector Skills Councils and Sector Skills Bodies, giving consideration to other employer led organisations such as professional bodies and associations.
8. Clarify the Higher Apprenticeship message for universities and support interested universities to be clear about their role and how to become more involved.
9. Seek and support individual and organisational advocates for Higher Apprenticeships including the Higher Apprenticeship Champions, University Vocational Awards Council (UVAC) and the Mixed Economy Group (MEG).

### **... In relation to employers, sectors and professions:**

10. Evaluate and share effective practice (particularly that of larger businesses) about the channels and methods for putting across the Higher Apprenticeship message to employers.
11. Develop approaches to supporting smaller organisations such as collaborative arrangements, provider / SME links and incentives.
12. Focus on clearly presenting the economic benefits and direct engagement through providers, rather than large-scale campaigns or wide-scale production of case studies.



13. Explore Higher Apprenticeship as an entry route for new entrants into the professions.
14. Promote the diversity of the Higher Apprenticeship frameworks as part of making the case to learners, employers and providers.
15. Explore working with and through Local Enterprise Partnerships (LEPs) in order to develop opportunities to further integrate Higher Apprenticeships into higher-level skills' development and to engage employers more fully.
16. As volumes increase, closely monitor performance and quality in relation to Higher Apprenticeship delivery and share successes with employers.

... **In relation to learners:**

17. Establish and nurture collaboration and networking between stakeholders to establish Higher Apprenticeships as a distinct and integral part of higher level skills provision.
18. Evaluate and share effective practice in channels and methods for putting across the Higher Apprenticeship message to learners.
19. Develop the Higher Apprenticeship brand, and its positioning and use.
20. Position Higher Apprenticeships more clearly within careers education, advice and guidance in schools with young people and their parents.
21. Compare the characteristics of Higher Apprenticeship starts with other Apprenticeship starts and other high-level vocational qualifications in order to provide an evidence base for the development of recruitment diversity.
22. Clarify reporting arrangements for non-Skills Funding Agency funded Higher Apprenticeships.

## Introduction

As part of the final months of the [Higher Apprenticeship Support Service](#) which operated between April 2012 and June 2013, the National Apprenticeship Service (NAS) asked LSIS to draw on its experiences with the service and conduct a short research project to investigate and contribute to understanding:

1. the current status of Higher Apprenticeships development and delivery; and
2. the potential for future Higher Apprenticeship development and delivery.

This report presents the findings of research undertaken in May and June 2013 and aims to assist NAS and stakeholders in planning and implementing strategies for future Higher Apprenticeship development and delivery.

The research findings are based on a series of telephone interviews, an online survey, two focus groups, analysis of Higher Apprenticeship Individual Learner Records for 2011/12 and 2012/13 to February 2013, and a review of online resources relevant to Higher Apprenticeships. This multi-methodological approach provides an overall impression of the current issues and priorities for Higher Apprenticeship policy, development and delivery.

The research presents the current picture, the potential for Higher Apprenticeships and conclusions and recommendations from three perspectives of three groups: provider, employer and learner.

## Structure of the report

In the introduction, the research methodology is described, and the background and context is set out. The body of the report presents the research findings structured under two headings:

The current status of Higher Apprenticeships development and delivery in terms of:

- providers and partnerships
- employer engagement, sectors and professions
- learner engagement.

Growth and development potential of Higher Apprenticeships in terms of:

- growing delivery capacity
- building employer engagement
- growing learner numbers.

The final section draws together and identifies conclusions in relation to providers, employers and learners.

## Background

### What is a Higher Apprenticeship?

*“At the moment, to become qualified as a solicitor, accountant, or in insurance, the typical route involves three years at university, then on-the-job training and professional qualifications. **But university is not for everyone.** There is no reason why you can’t attain the same qualifications, without the degree, starting on-the-job training in an Apprenticeship from day one. So I want Apprenticeships spanning craft, technical and professional jobs that open up work-based routes to the top.”*

*Matthew Hancock, Minister for Skills*

*“Higher Apprenticeships are national work-based programmes based on employer need that enable individuals in employment to develop the technical knowledge and competence to perform a defined job role. As such, a Higher Apprenticeship is not just a learning programme, but an approach to workforce development and enhancing business performance.”*

*Professor Joy Carter, HE Champion for Higher Apprenticeships, and Ian Ferguson, Employer Champion for Higher Apprenticeships, in [Developing Quality Higher Apprenticeship Frameworks for England](#), April 2013*

A Higher Apprenticeship is not a qualification, but a learning framework, which incorporates a qualification(s) and other requirements. The requirements of a Higher Apprenticeship (outlined in SASE, the [Specification of Apprenticeship Standards for England](#), March 2013, which is underpinned by statute) include:

- a technical knowledge qualification;
- a competency qualification; or
- an integrated technical knowledge and competency qualification.

A Higher Apprenticeship is nationally approved by an Issuing Authority (usually a Sector Skills Council). Higher Apprentices must be employed and the Apprenticeship programme is work-based, although various options exist for delivery arrangements, e.g. through block, blended and distance learning. Higher Apprenticeships combine on and off-the-job learning and vary in the length of time they will take a learner to complete.

The policy has been led and developed by the [Department for Business, Innovation and Skills](#) (BIS) and implemented through the [National Apprenticeship Service](#), and is driven by a desire to:

- increase progression to higher-level Skills;
- positively develop clear routes from Level 3 and technician class;
- create recognised routes for professions as a work-based vocational education route to chartered status / license to practice;
- engage a new cohort of individuals in higher-level skills; and
- create a respected, credible vocational training offer that will have parity of esteem with more academic education at the same level.

## **The Higher Apprenticeship Fund**

The [Higher Apprenticeship Fund](#) was launched by the Prime Minister in July 2011. Between 2011 and 2013, £25 million was invested by BIS through NAS in the development of Higher Apprenticeships. This was provided through two rounds of the Higher Apprenticeship Fund which supported 27 organisations to develop and begin to deliver more than 40 Higher Apprenticeship frameworks at Levels 4 and 5 (Higher Education Certificate and Foundation Degree levels) and in developments at Level 6 (Bachelor degree level) and Level 7 (Master's Degree level).

The Higher Apprenticeship Fund aims were to:

- generate employer contributions to support programme costs;
- facilitate stronger sector or occupational partnerships to drive developments;
- create a lasting change in employer recruitment and training patterns; and
- develop new models of Apprenticeship learning at the higher level.

The target for Higher Apprenticeship starts arising from the fund is 24,000 by 2014/15.

## **The Higher Apprenticeship Support Service**

In May 2012, LSIS was asked by the National Apprenticeship Service to provide a [Higher Apprenticeship Fund Support Service](#) during 2012-2013. Based on an initial needs analysis, five major challenges in developing Higher Apprenticeships were identified as:

- generating starts - engaging employers
- generating starts - engaging employees
- financing Higher Apprenticeships
- improving provision and widening the provider network
- product development and delivery quality.

A bespoke support service was offered to each of the Higher Apprenticeship fund projects through to June 2013.

## Policy context for the research

### Key Apprenticeships policy since 2000

This selective set of brief summaries attempts to capture the most important policy and development affecting Higher Apprenticeships.

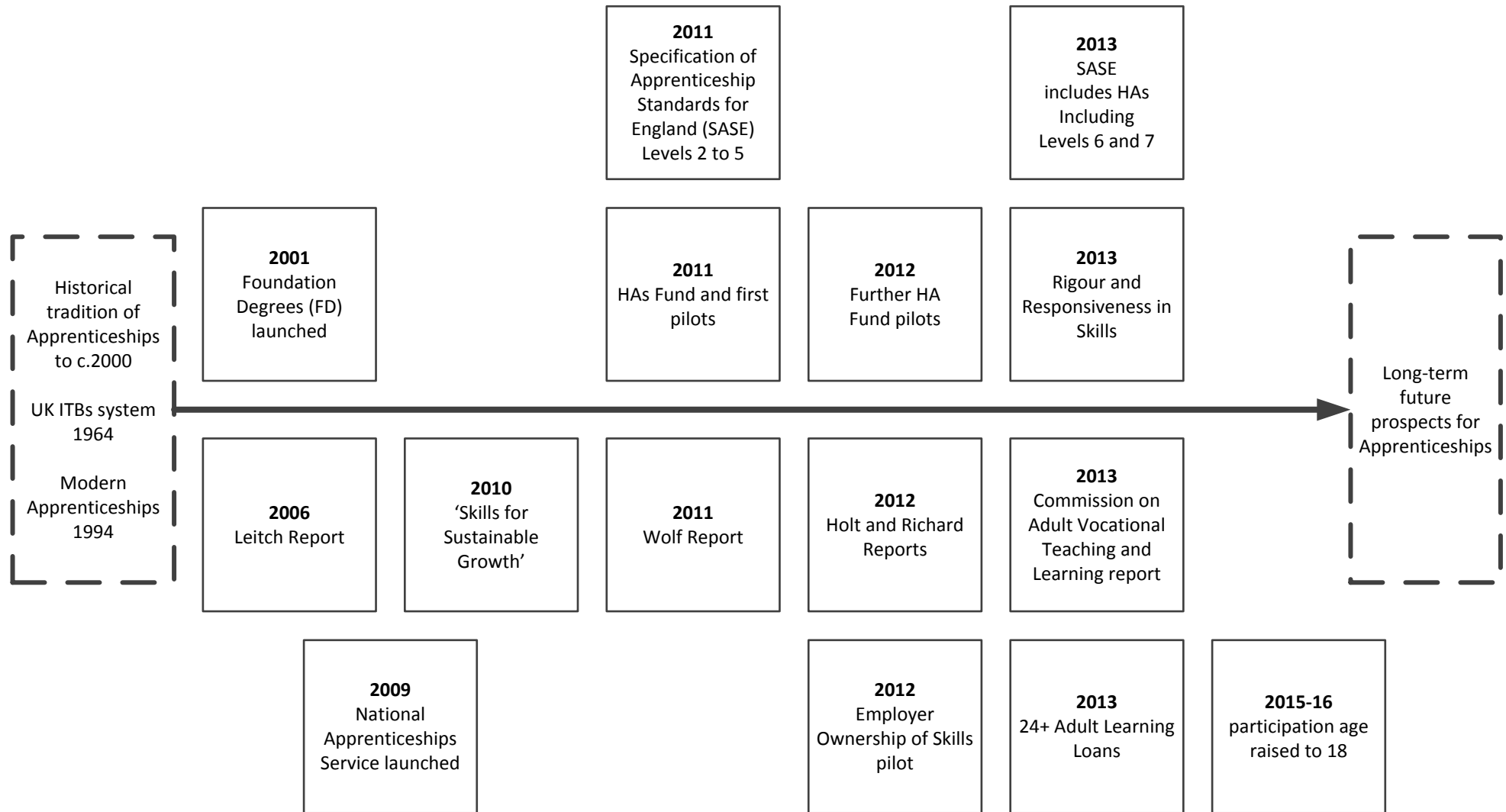
- The [Apprenticeships, Skills, Children and Learning Act 2009](#) and the [Education Act 2011](#) both affected the statutory basis of Apprenticeship provision, boosting and refining the general Apprenticeship profile and brand, whilst strengthening the accountability regime and indicating political intentions and priorities for the future, in funding and supply of places.
- The Specification of Apprenticeship Standards for England (SASE) framework (20 January 2011 and republished 12 March 2013) encompasses Higher Apprenticeships at both graduate and postgraduate levels, ensuring developers and deliverers will offer high-quality provision. It reinforces progression routes, streamlines some content, strengthens currency and value (including the use of professional qualifications), and promotes a coordinated approach between providers, employers and other stakeholders.
- The Higher Apprenticeship Fund of £25 million (2011) provided the first ring-fenced funding (and accompanying plans, conditions and related activities) for Higher Apprenticeships, with a major focus on competitive bidding for two sets of pilots, and allied developments such as the Higher Apprenticeship Fund Support Service through LSIS.
- The [Holt review](#) (May 2012) and [Richard review](#) (November 2012) centred on issues of funding and other controls, especially stressing the primacy of the employer's voice.

### Relevant FE and skills policy since 2000

This selective survey of broader further education and skills' policy summarises developments generally and in terms of links with Higher Apprenticeships.

- The [Leitch Report](#) of 2005 – linked in both its preparation and its legacy to regular skills audits and similar research – provided a major platform towards radical revision of skills-related education and training provision.
- The nature of the FE and skills sector and its mission and structures was comprehensively examined in the [Foster review](#) (2005).

- The [Wolf Report](#) (2011) covered many interrelated issues, mainly to do with curriculum up to 19, with emphasis on a high-quality vocational route with strong underpinnings, blending the academic and vocational.
- Curriculum reforms at Levels 2 and 3, and raising the participation age, though not directly connected to Higher Apprenticeships, are powerful factors.
- The [Commission on Adult Vocational Teaching and Learning \(CAVTL\) \(McLoughlin 2013\) report](#) and the [Lingfield report](#) (2012) into professionalism will point towards policy changes in relation to FE staff skills, as well as recruitment, retention and effectiveness of all levels and kinds of Apprenticeships.
- Beyond broader policy pressures on the funding of training in a persistently difficult period of public finance, policies such as Apprenticeships Grants to Employers, Employer Ownership of Skills, localised control through Local Enterprise Partnerships (LEPs) and 24+ Advanced Learning Loans all bring prospects of possible opportunities and challenges for Higher Apprenticeships provision.
- Reforms represented in [New Challenges, New Chances](#) (December 2011) suggest a range of factors to be taken account in developing vocational provision at Level 4 and beyond, including Skills Academies and University Technical Colleges (UTCs), provider responsiveness to community and industry, spending and income flexibilities, and quality accountabilities.
- The most recent [Government Skills Strategy \(Rigour and Responsiveness, April 2013\)](#) sets out plans which include proposals to reform and improve the quality of Apprenticeships.



**Figure 1 Policy timeline**

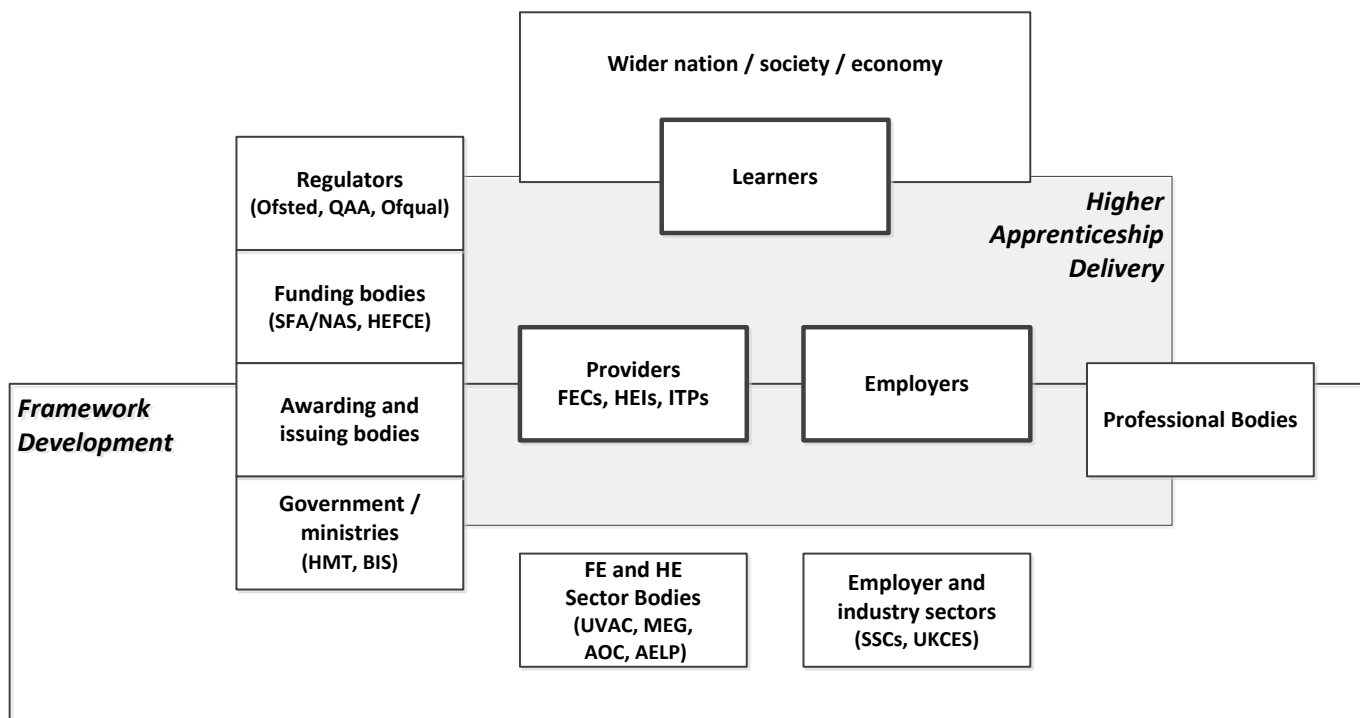
## Organisations involved in Higher Apprenticeships

The [Department for Business, Innovation and Skills](#) (BIS), as the government department with responsibility for post-19 learning, has driven the Higher Apprenticeship policy since its inception. A range of agencies and organisations has been involved. Chief amongst these is NAS (the National Apprenticeships Service, a division of the [Skills Funding Agency](#)) with a dedicated role to develop, fund, support and coordinate all Apprenticeships matters, towards a goal of increased and broadened provision, wider employer involvement, and improved quality. This naturally also encompasses a central position regarding Higher Apprenticeships.

Other key bodies involved in the current policy context for Higher Apprenticeships are as follows.

- Sector Skills Councils (SSCs) and Sector Skills Bodies (SSBs) are independent, employer-led, UK-wide organisations aiming to develop high-quality skills standards with employers. Most SSCs have been involved in developing Higher Apprenticeship frameworks for their industries and are in most cases the Issuing Authority. The [Federation for Industry Sector Skills and Standards](#) (FISSS, formerly the Alliance of Sector Skills Councils) supports SSCs through the operation of the Apprenticeship Frameworks Online and the Apprenticeship Certificates systems and through the quality assurance of the Apprenticeship process.
- [University Vocational Awards Council](#) (UVAC) which combines provider representation with research and development roles (crucially, across HE and FE), also with elements of an awarding body in relation to the provision of vocational skills' training and education within HE and its institutions.
- [Mixed Economy Group](#) (MEG) , which– represents those FE colleges with their own HE provision (both franchised and independently-awarding), and thus with a particular stake in Higher Apprenticeships;
- [UK Commission for Employment and Skills](#) (UKCES), Sector Skills Councils and related national business, industry, and employer bodies, whose work on Higher Apprenticeships spans such matters as: employer voice; labour market information; standards and specifications; and the wider political and economic influencing and lobbying that can affect policy and practice in a number of ways.
- Regulatory organisations such as [Ofsted](#), [Ofqual](#) and the [Quality Assurance Agency for Higher Education](#) (QAA), whose role includes monitoring quality and value for money in provision and qualifications.





**Figure 2 Higher Apprenticeship stakeholders**

**Key**

- SFA Skills Funding Agency
- HEFCE Higher Education Funding Council
- HMT Her Majesty's Treasury
- FEC Further Education College
- HEI Higher Education Institution
- ITP Independent Training Provider
- AoC Association of Colleges
- AELP Association of Employment and Learning Providers

## Methodology

The research was conducted in two phases:

Phase 1 – Baseline (in April 2013)

1. 26 telephone interviews with Higher Apprenticeship Fund developers and champions
2. Investigation of online resources (desk research)
3. Review of policy drivers (desk research)
4. Analysis of Skills Funding Agency Individual Learner Records (desk research).

The baseline shaped the themes and questions for Phase 2.

Phase 2 – Investigation (in May 2013)

5. 64 responses to an online survey
6. 22 telephone interviews with providers and potential providers
7. Two strategic focus groups (London, Nottingham).

Details of the research sample and questions are included in Annexes 1 and 2.) Throughout the report, charts and tables based on the online survey have N=64. The sample does not allow cross tabulation below this level.

A Steering Group, made up of the Higher Apprenticeship leads in NAS and LSIS, the LSIS Head of Research and the research project manager, oversaw the project.

## Current Higher Apprenticeships development and delivery

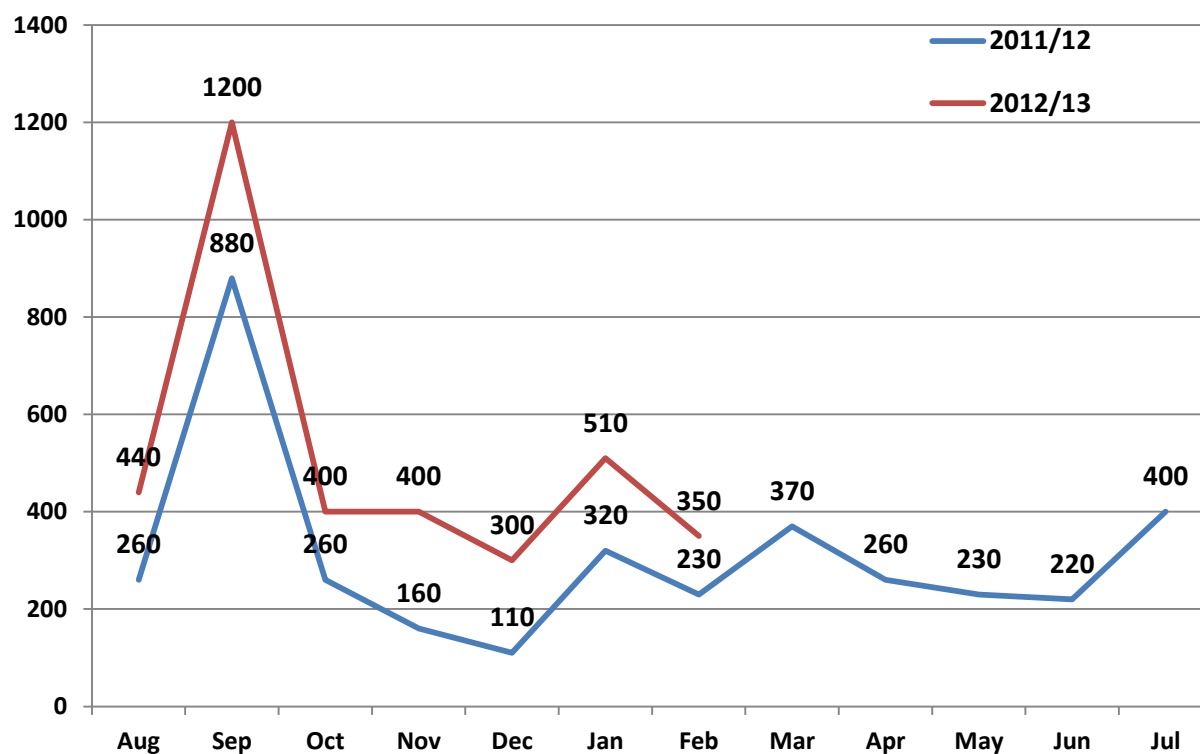
### Delivery volumes: learners and frameworks

This section provides sets out delivery volumes based on an analysis of the Skills Funding Agency's Individual Learner Record (ILR) database for 2011/12 and for the first seven months of 2012/13. All starts reported are Skills Funding Agency-funded – using ILR for funding or recording purposes. There are a small number of other starts funded through other sources, which do not require completion of an ILR. Work is progressing through the ACE (Apprenticeship Certificates England) system to track Higher Apprenticeship completions, and will be available in due course.

Learning start date	Q1 (Aug- Oct)	Q2 (Nov- Jan)	Q3 (Feb- Apr) *	Q4 (May- Jul)	Year
2011/12	1,400	590	860	850	3,700
2012/13	2,040	1,200	350		3,600

\* Q3 starts 2012/13 only includes February 2013

**Table 1 Higher Apprenticeship starts August 2011-February 2013**

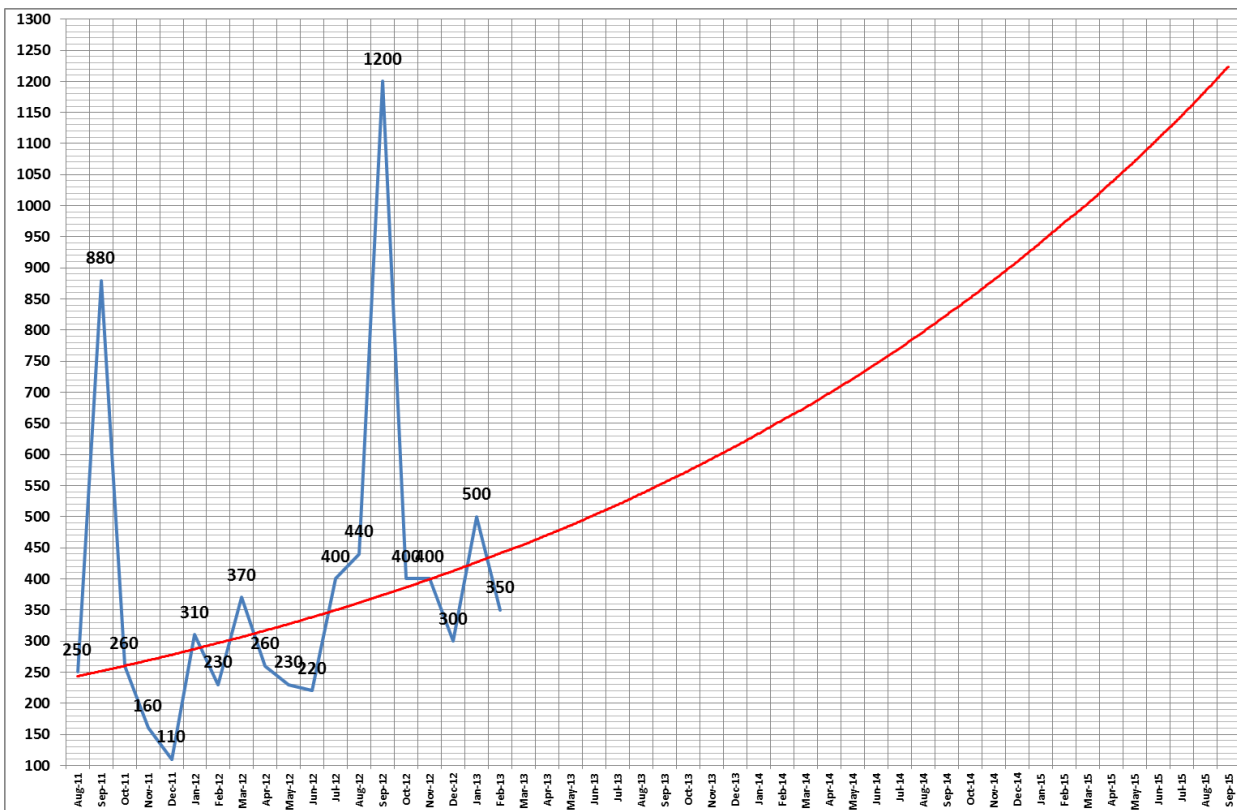


**Figure 3 Higher Apprenticeship starts August 2011-February 2013**

Programme entry route	Higher Apprenticeship – Level 4	Higher Apprenticeship – Level 5
Progression from an Advanced Level Apprenticeship	55%	6%
First time entrant	36%	86%
Progression from an Intermediate Level Apprenticeship	3%	1%
Other	8%	3%

**Table 2 Higher Apprenticeship Starts - programme entry routes**

The starts trend shows a 61 per cent year-on-year growth to February 2013, a short-term upwards trend, which if sustained through to the year-end would result in around 6,400 starts in the 2012/13 academic year and would indicate that the Higher Apprenticeship Fund target of 24,000 starts by 2014/15 could be within reach. The growth function plotted in the chart below projects close to 38,000 starts. (Please note these projections are arithmetic and not based on market intelligence or estimates.)



**Figure 4 Higher Apprenticeship Starts with trend projected to September 2015**

In total there are 43 frameworks in place and a further 23 under development. There is a significant increase in framework development at Level 6 and above, encouraged by the publication of the revised Specification of Apprenticeship Standards for England (SASE) in March 2013 which incorporates Higher Apprenticeship frameworks at Level 6 and above.

Higher Apprenticeship framework status	Level		
	4	5	6+
Issued	30	12	1
Under development	15	1	7

**Table 3 Higher Apprenticeship frameworks issued and under development as at 22 April 2013**

Data has been reviewed in terms of the characteristics of learners, such as prior qualifications, age, gender, ethnicity and learning difficulties, disabilities or health problems. This data has not been presented in this document. A comparison of the characteristics of Higher Apprenticeship starts with other Apprenticeship starts would be helpful to the development of Higher Apprenticeship policy in relation to equality, diversity and inclusion.

## Providers and partnerships

### Providers

In the academic years 2011/12 and 2012/13 to date, 252 organisations have contracted to the Skills Funding Agency and delivered Higher Apprenticeships.

Delivery organisation type *	Providers	Higher Apprentices		
		Total	Largest	Median*
Training organisation	97	4,300	1,200	16
College	146	2,800	150	13
Employer	4	100	30	31
Local Authority	5	100	40	14
All	252	7,300		

\* Skills Funding Agency contracts

**Table 4 Higher Apprenticeship starts by delivery organisation type August 2011-February 2013**

\* Median has been used rather than mean as a measure of location, because the distribution of starts by provider is significantly skewed.

Delivery of 1,550 (21 per cent) of the 7,290 Higher Apprentices was sub-contracted, of which 1,400 were sub-contracted to 77 training organisations and 150 to 20 FE Colleges.

University involvement in delivery is typically funded through Higher Education channels (HEFCE, student loans). Data is not available at this time.

## Partnerships

27 organisations have led the development and delivery of Higher Apprenticeships through the Higher Apprenticeship Fund that was announced in July 2011 and ran from early 2012 until March 2013. These are set out in full in **Table 10 Higher Apprenticeship Fund projects** on page 65. There is also a small number of other organisations that have or are developing frameworks outside the Higher Apprenticeship Fund initiative.

Lead organisation type		Frameworks developed		
		Level 4	Level 5	Level 6
Sector Skills Council	11	7	6	2
Employer	2	1	2	
Provider-led				
Further education college	8	7	2	1
University	2	2	2	1
Independent training provider	4	4	2	
Total	27	21	14	4

**Table 5 Higher Apprenticeship Fund organisations and frameworks developed by level**

## Employer engagement, sectors and professions

### Employers

Recent UKCES research has shown that levels of awareness of Higher Apprenticeships amongst employers compare favourably with levels of awareness of other Apprenticeships; however there is limited evidence to assess levels of understanding of Higher Apprenticeships.

Intermediate-level Apprenticeships	20%
Advanced-level Apprenticeships	23%
Higher Apprenticeships	19%

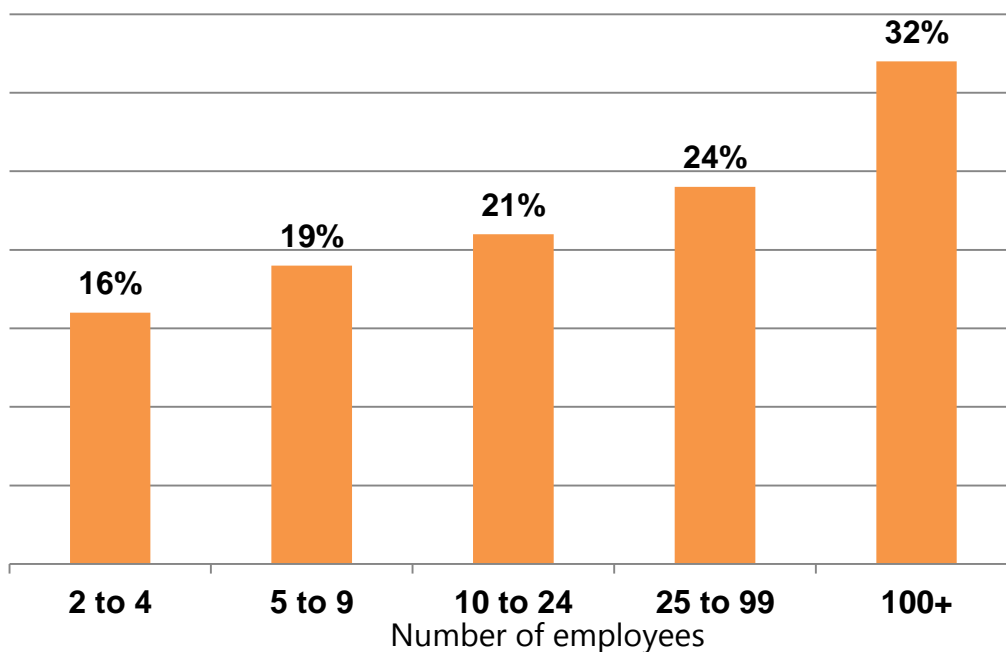
**Table 6 Awareness of specific government-recognised schemes amongst employers**

Research conducted by IFF Research for UKCES

Published March 2013

Base: 10003 establishments in England

The same research indicated that awareness of Higher Apprenticeships is lower amongst smaller organisations:



**Figure 5 Awareness of Higher Apprenticeships by size band of establishment**



Correspondingly, comments from telephone interviews and focus groups indicated that smaller businesses in particular are not yet engaging significantly with Higher Apprenticeships.

*“Local small business employers have no track record with higher skills and are suspicious of it.”*

*“Small business doesn’t have time to learn about new qualifications, they are confused about the current arrangements, it’s different to their experiences.”*

*“Small business often doesn’t have the job roles that justify a full Higher Apprenticeship framework.”*

The focus group recognised that finance and funding is often the first question asked by smaller employers. *“Absence of funding means it’s a high risk investment for a small employer.”* However the longer-term sustainability of financial incentives was questioned. Participants suggested that the sustainable strategy is to win the argument about the competitive imperative to invest in a workforce, irrespective of number of employees. This view is endorsed by UKCES in its report [Employer Ownership of Skills; Building the Momentum \(2013\)](#).

Telephone interviewees were asked to identify current approaches to employer marketing. A wide range was reported, although at this early stage respondents were unwilling to assess their relative effectiveness.

- Steering group advice and engagement
- Direct contact
- Trade shows
- Business events
- Delivery partner networks
- Employer awareness events
- Individual meetings with larger employers
- Trade press and publication adverts
- Employer contact databases
- Branded glossy brochure
- Board advertising in sports clubs / pitch side adverts
- Engagement of employer network groups, e.g. FSB, Chambers, etc
- Use third party organisations, e.g. Women into Science and Engineering (WISE)
- Targeted breakfast meetings

## Sectors

The tables on the following pages show the current breakdown of Higher Apprenticeship delivery by framework sector. The range of sectors for which new frameworks have been developed is set out in Annex 4 on page 65.

Higher Apprenticeship framework	Starts 2011/12		Starts 2012/13 to date	
Accounting	2320	63%	1480	41%
Management	850	23%	700	19%
Care Leadership and Management			460	13%
Business and Administration	190	5%	360	10%
IT, Software, Web & Telecoms Professionals	190	5%	210	6%
Advanced Manufacturing Engineering	110	3%	160	4%
Construction Technical and Professional			50	1%
Professional Services			50	1%
Public Relations			40	1%
Project Management			40	1%
Accountancy	30	1%	10	0%
Employment Related Services			10	0%
Supply Chain Management			10	0%
Engineering Technology	10	0%		
Other	10	0%	20	1%
	3700		3600	

**Table 7 Higher Apprenticeship starts by framework August 2011-February 2013**

Higher Apprenticeship starts level	Starts 2011/12		Starts 2012/13 to date	
	Level 4	2810	76%	2350
Level 5	850	23%	1230	34%
Not known	40	1%	10	0%
	3700		3600	

**Table 8 Higher Apprenticeship starts by level August 2011-February 2013**

There is a clear trend towards an increasing diversity in the distribution of both the type of framework and the providers delivering them. The dominance of accountancy, leadership and management, IT and engineering Higher Apprenticeships is still strong, however as more frameworks are approved more providers are delivering Higher Apprenticeships, with the overall number increasing from 181 to 252 providers year on year.

Eleven of the Higher Apprenticeship Fund projects have been led by Sector Skills Councils who are in most cases the Issuing Authority for Higher Apprenticeship frameworks. There was comment in the focus groups regarding that role, and suggestions that others such as professional bodies may be able to offer another employer-led route to Higher Apprenticeship framework development.

Local Enterprises Partnerships (LEPs) have been tasked by the Government to identify local skills' needs, develop strategies to address them, and establish local collaborative efforts to address deficits. One LEP in particular has set Higher Apprenticeship as a high priority and established a collaborative effort with colleges to market and deliver their Higher Apprenticeship offer. While focus group members were supportive of this example, it was not indicative of a widespread interest from LEPs. Most comments supported the view that their development was extremely variable, prone to local interests and not likely in many regions to be a strong lever for employer engagement on Higher Apprenticeships. However there may be an opportunity to engage employers more fully through LEPs, Should LEPs take a leading role in local skills' planning, this process could be an opportunity to further integrate Higher Apprenticeships into higher-level skills' development.

## Learner engagement

Whilst there has been significant growth in Higher Apprenticeship starts over the last two years, the absolute number of starts is relatively low, reflecting the only recent expansion and development of capacity to deliver at Level 4 and above and a lack of awareness and understanding of Higher Apprenticeships amongst employers, schools, and parents.

The Higher Apprenticeship as a product seems “new” and is perceived as “risky” to young people making important decisions about their career development. The traditional Higher Education option appears a much safer and well-understood pathway even though it is very expensive and uncertain in terms of job outcomes.

With Higher Apprenticeship being at a formative stage, many types of specialist marketing and learner engagement have been used. The Higher Apprenticeship Fund projects reported a wide range of innovative and creative initiatives seeking to boost learner engagement, including:

- Direct mail to parents
- Careers fairs
- Road shows
- Taster events
- Use of celebrities on open days
- Open days
- Section in provider prospectus
- Section on websites
- Social media
- Apprentice ambassadors under development
- Marketing collateral – pens, post-its, highlighters, etc
- ‘Think piece’ article in national press
- Direct website guidance and application
- Leaflet drop to homes
- Radio adverts / campaign
- College presentations to lecturers and learners
- Case studies on website
- Videos of trainees on website / talking heads
- Targeting Level 3 finishers
- Join in other campaigns; 123 campaign, Act Now
- Ads on other organisations’ websites
- Online web seminars for learners and/or employers
- HA group on LinkedIn
- Shared contact point and phone information / application

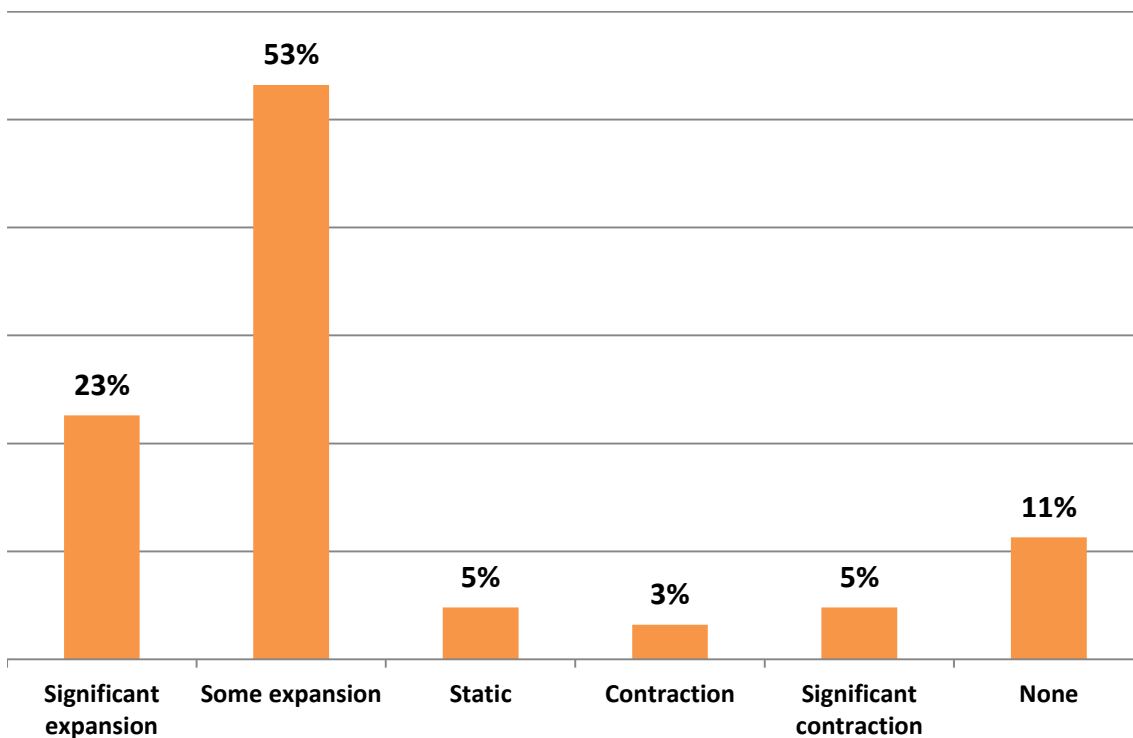
This wide variety of approaches is to be expected as the new initiative is developed. However, as an overall approach it is fragmented and not part of coherent approach alongside other high-level qualifications.

Employer respondents commented that there was still a very poor understanding of vocational education and training in schools with the majority of staff educated and trained in the university sector but having no experience or knowledge of vocational options. Access into schools was reported as sometimes being made difficult or even blocked for employers and providers wanting to explain vocational options, especially to more able pupils with university potential. Funding targets and budgets also play a part here, with all organisations seeking to maintain numbers and to secure the funding that accompanies a registered learner on programmes.

Investigation of current online Higher Apprenticeship resources indicated that larger, well-known employers are able to do well in engaging learners. Some of these have embraced Higher Apprenticeship, placed themselves at the heart of the development process and then brought in providers to deliver to the standards required. Such employers have engaged young people in their schemes using online marketing and application systems. For young people a scheme branded by a multi-national company has obvious attractions in terms of employment prospects, conditions of services, and progression to higher-level skills / knowledge.

There was a clear indication that there is a significant challenge in achieving learner engagement in Higher Apprenticeships in smaller and medium-sized employers (SMEs). For this type of employer it is often the providers who are in the vanguard of learner engagement activity, providing key support services such as recruitment, selection, and pre-assessment. Higher Apprenticeship Ambassadors who have been working as advocates for Higher Apprenticeships since 2011, have also played a role in raising the profile of Higher Apprenticeships.

## Growth and development potential of Higher Apprenticeships

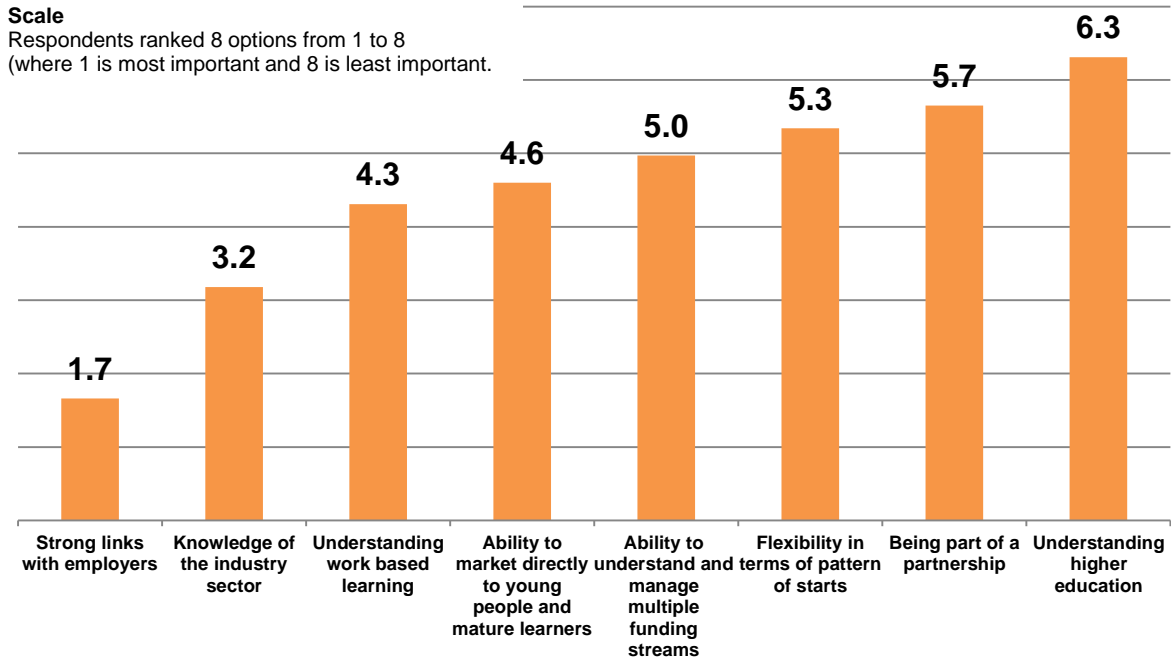


**Figure 6** How survey respondents envisage delivery of Higher Apprenticeships in the next 3 years

### Growing delivery capacity

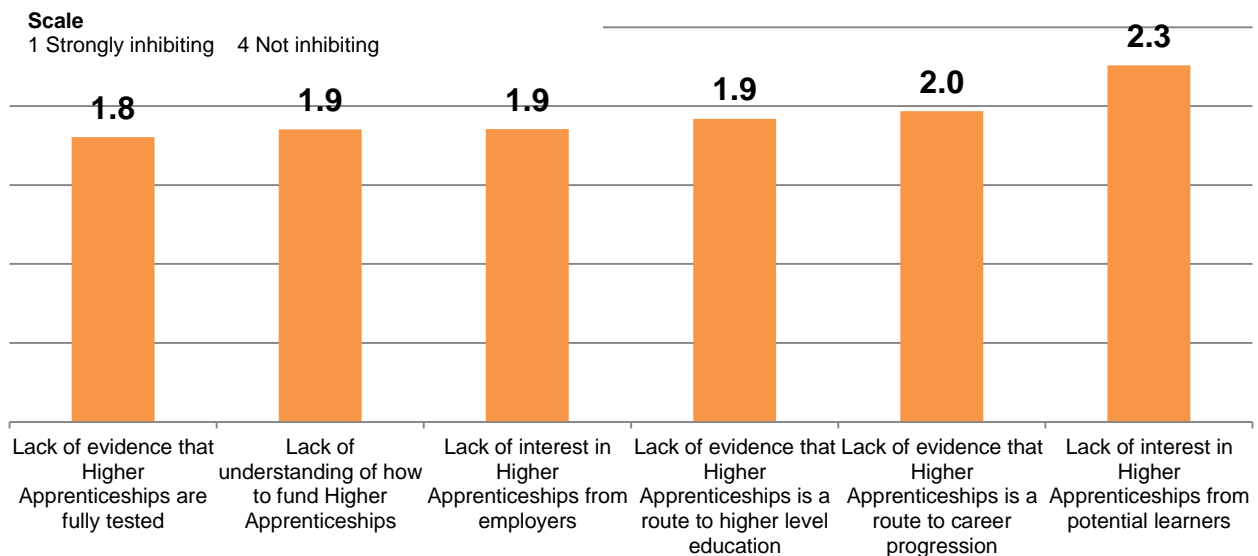
The chart above illustrates a level of optimism about the future of Higher Apprenticeships. This section considers issues relating to how Higher Apprenticeship delivery capacity could grow in terms of both scale and quality. It seeks to identify where support and development effort might add most value to Higher Apprenticeship growth.

Survey participants were asked to rate those characteristics that providers will need to grow Higher Apprenticeships.



**Figure 7 Respondents ranking of the characteristics that providers will need to grow Higher Apprenticeships**

We also asked survey respondents to rank a list of inhibiting factors and barriers. Scores were relatively equal in terms of each factor’s significance to respondents:



**Figure 8 Factors respondents felt are inhibiting providers' interest in Higher Apprenticeships**

Analysed alongside focus group and telephone interview comments, the major themes that emerged were:

- Employer-driven provision
- Quality and credibility
- Flexibility and adaptability
- Funding for providers
- Understanding Higher Apprenticeships
- The role of universities.

### **Employer-driven provision**

There were many comments relating to Higher Apprenticeships being driven by employers.

Respondents suggested that effective Higher Apprenticeship providers should be:

*"Strongly employer-facing with solid existing relationships"*

*"Close to their sectors"*

*"Understand the employer's business, facilities, their problems"*

*"Understand the sector, the profession, the business and its context".*

In terms of the design of frameworks, there was concern that influences other than business need are in some cases driving the design process:

*"SASE is operating to other tunes than the employers' (e.g. HEFCE / QAA, etc). This leads to some [frameworks] being overstuffed and bulky. Where this is justified by the idea that 'employers want all that content', it might need to be viewed like taking small children into a sweet shop and telling them they can have anything, everything and all that they want. It can lead to bad indigestion."*

*"...communicate, and market all frameworks primarily from the point of view of employers and apprentices -- not from the perspective of awarding bodies / developers or providers. This may be unintentional, but is nevertheless very unhelpful."*

There was particular emphasis on understanding the industry and continuously training staff to understand and respond to specific business' needs:

*"One of the issues is relevance for a business - if a provider is working with a number of SMEs who all have a particular need, then it is impossible to develop a programme to cover all these needs, so there has to be a core curriculum that covers the general*



*rather than the specific; if specifics are needed then staff in providers have to be up to speed!"*

## **Quality and credibility**

Given the nature of the qualification and the newness of most of the frameworks, success data is limited and tells us little at this stage. Close monitoring and evaluation of success and quality, especially in relation to other higher-level vocational qualifications are essential.

*"Quality of the provision, in all respects, is the strongest positive provider characteristic and the clear perception of that feature by learners and employers..... progression / completion / achievement / success need to be the key drivers for providers, therefore, not just volume."*

*More practically, providers need to prove themselves in the marketplace with employers and demonstrate credibility and track record through "a good local reputation, at least -- if not more widely still (i.e. nationally)."*

## **Flexibility and adaptability**

Whilst flexibility in terms of the pattern of starts did not score highly in the survey, there were many points made about the organisational style and culture that could be said to be typical of innovative, early-adopter providers:

*"**Agile** in their ability to respond to employers"*

*"Starting from scratch with Apprenticeship is major investment, so need to **adapt** existing skills and provision where possible"*

*"**Flexible** learning programmes using **non-standard** approaches with effective quality assurance".*

## Funding for providers

- In a policy context where employer and individual responsibility for career and job progression is paramount, with the state paying for less, there were many comments relating to funding, coalescing around the following themes:
- the financial risk that Higher Apprenticeship present as a new 'product';
- the complexity and variety of Higher Apprenticeship funding models; and
- the differences in funding messages, systems and levels between FE and HE.

*"The reality is that for providers it is all about funding. If they can't see clear funding models for these types of Apprenticeships which are profitable for them and attractive for both the employer and the learner then they will simply turn their back on them and continue to deliver Level 2 and 3 Apprenticeships which are well-established products in the market."*

*"The matter of funding is very off-putting indeed -- perhaps especially in the case of those of us who are new to all this; who's eligible, for what funding in particular, and with what attached conditions and constraints? 'Opaque' is far too generous a description of it all!"*

*"The whole funding thing is difficult..... the amounts, complexities, accountabilities, uncertainties."*

There was a range of remarks emphasising the need for providers to have the financial strength and commitment to be able to invest in potentially risky new product development and to be supported by the funding system in terms of clarity and incentives.

*"There are financial risks....the market will not be stimulated until there are financial drivers in place."*

## Understanding Higher Apprenticeships

There were many comments relating to developing the levels of understanding Higher Apprenticeships amongst employers, learners and in schools. Respondents' comments suggested that:

- Whilst levels of awareness compare favourably with other levels of Apprenticeships (see Figure 5 Awareness of Higher Apprenticeships by size band of establishment), as yet there is lack of full understanding amongst companies and their employees of Higher Apprenticeships.
- It is too early to offer convincing evidence of the success, advantages or value-added aspect of Higher Apprenticeships or real evidence or examples of career progression.
- The Higher Apprenticeship message has not yet been established as distinctly or effectively as the Apprenticeship message. This is not surprising given their relative newness.
- There is a lack of understanding or communication about Higher Apprenticeships in schools and no clear incentive for young people to get involved.

Several commented that, to be effective in delivering Higher Apprenticeships, providers need a solid grounding in Level 3 delivery and an understanding of work-based learning, both of which would most likely arise as a result of existing Apprenticeship delivery.

*"... the biggest barrier is not having a real, solid understanding of Apprenticeships generally and of Higher Apprenticeships -- their nature and intrinsic value for firms and their employees (and thus, even if indirectly, their customers as well?)."*

## The role of universities

Universities have been mixed in their response to Higher Apprenticeships. Focus group and telephone survey respondents were clear that many of the more traditional universities are unlikely to be interested in Higher Apprenticeship and will continue to focus on the three year full-time model and on their research activities. Some members of the focus groups felt this view to be short-sighted in the light of current financial constraints. However universities with a strong record in vocational courses were thought to be likely champions of Higher Apprenticeships.

Doubts were expressed that there will be wide scale sign-up to Higher Apprenticeships amongst universities, with many comments suggesting that this would not be desirable, appropriate or possible.

"It's largely the same universities who embraced Foundation Degrees who have now embraced Higher Apprenticeships. It's likely to be a selected bunch of HEIs who take this forward."

"By and large, they either don't need Higher Apprenticeships, or firmly think that they don't. Even if there is a taste for diversification, the issue of existing competing Foundation Degree and HND provision arises."

Risks to and from the Higher Apprenticeship brand were identified in relation to involving universities more widely:

*"HE institutions are not known for their responsiveness; this would need to change dramatically if the Apprenticeship brand is to be protected."*

*"I think most universities have a major problem with the Apprenticeship brand, and see it as being inferior to their own or the graduate brand in general. Therefore, there is some significant reluctance to engage with Higher Apprenticeships."*

Apprenticeship / Higher Apprenticeship is frequently positioned as an 'alternative' to Higher Education, as opposed to what it is: a framework that can incorporate a higher education qualification

*"The incessant references to "Higher Apprenticeships as alternatives to degrees" are threatening to HE establishments. A more considered message needs to be put out if Government is looking for universities to further engage."*

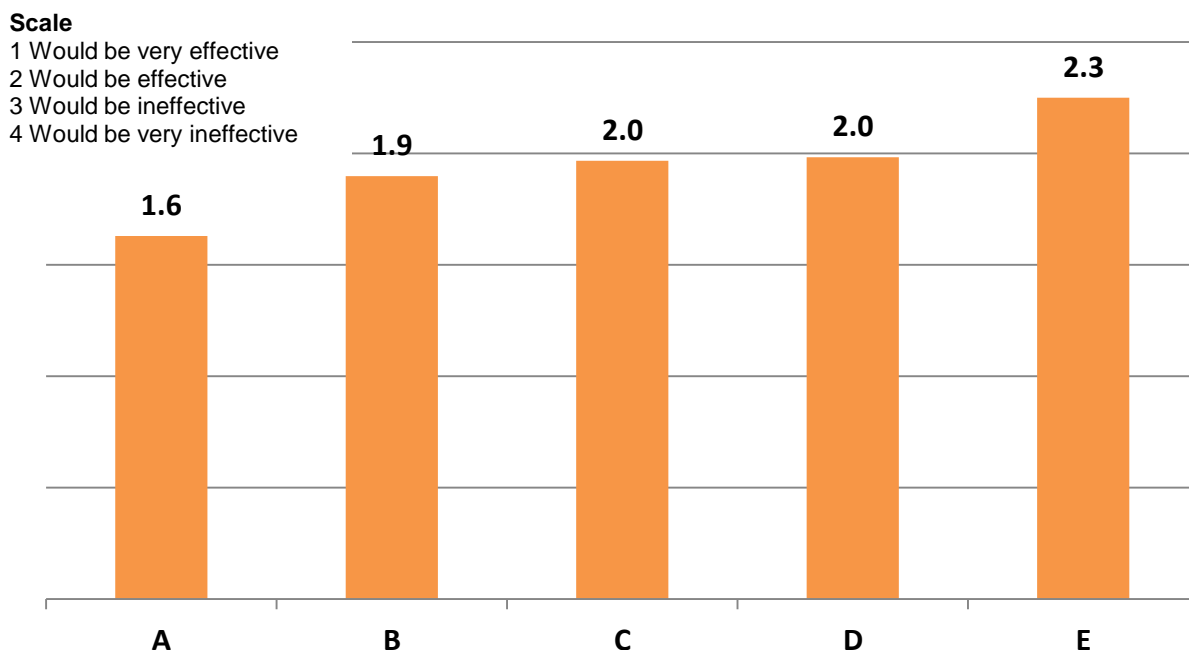
One respondent commented about "perceived 'protectionism' from universities" as a barrier, with "many so entrenched in their research based approach".

This led to a broader comment about the role of universities in preparing the workforce:

"The gap between the education received at many research-focused universities and what's required by employers is a chasm that dare not speak its name. Progressive universities should be interested in this."

Regret was also expressed that more traditional universities, as more independent, devolved organisations, with relative freedom to diversify, are in some cases not culturally disposed towards innovation: *"Things traditionally take a while to develop in universities"*.

There were also comments relating to the imperative for universities to innovate: "HEIs will have to develop non-standard alternatives to the 3-year full-time degree" and "Higher Apprenticeships offer scope for universities to compete on new ground".



**Figure 9 Measures respondents think would be effective in accelerating the engagement of universities and other Higher Education Institutions (HEIs) with Higher Apprenticeships**

- A Support development of Level 6 and 7 frameworks that can link with existing HE courses
- B Develop university-led specialist high-skill clusters or sectors
- C Research and present the business case for university involvement in Higher Apprenticeships
- D Develop a national strategy for university involvement in Higher Apprenticeships
- E Hold regional and network events targeted at universities

In relation to A. Support development of Level 6 and 7 frameworks that can link with existing HE courses, there were two distinct viewpoints:

*"Building on existing HE provision is the best way, not least to minimise anxieties over competition for learners, and thus inversely to enhance diversification of the HEI's income-streams, etc."*

This contrasted strongly with:

*"Universities with a clear mission around inclusive and flexible forms of HE, working in partnerships with employers, should be willing to adapt and not 'just' take a degree off the shelf and utilise this as the Tech Cert element."*

The future of Higher Apprenticeships in universities is uncertain and there was a strong feeling that wide-scale adoption amongst universities would not be necessary or possible.

*"All efforts should be concentrated on a relatively small number of universities."*

More widespread take-up may need a more supportive internal and external environment:

*"Universities will only get involved if they can see clear benefits in terms of business, widening participation and links to their institutional vision."*

*"Bringing HE into Higher Apprenticeships will need Vice Chancellor involvement and commitment and will need HE people to be guided and to understand the 'maze' of vocational qualification funding, validation and assessment."*

The University Vocational Awards Council (UVAC) has made widening university involvement in Higher Apprenticeships a priority, viewing it as an important strategy for universities to move closer to employers and professional bodies.

There were also strong voices advocating the importance of the role of further education colleges (FECs) in Higher Apprenticeships:

*"What is missing here is the importance of FECs in delivering HE - many further education colleges have large numbers of HE students, work with their local employers and have good links with awarding bodies; Higher Apprenticeships do not have to be developed with universities at all!"*

The Mixed Economy Group (MEG) is a group of 39 colleges which offers higher education in an FE setting.

Involving and supporting organisations such as UVAC and MEG may be a valuable way of embedding Higher Apprenticeships as part of higher-level skills' provision.

In terms of independent training providers, the key factors identified through the survey were similar although this group ranked being able to market directly to learners and the ability to manage multiple funding streams. This may be a reflection of difficulties in accessing learners in schools and of their more commercial approach: *"We're private sector - it's about making the model work commercially."*

Higher Apprenticeships are currently a small element in all types of providers' portfolios. In FE colleges for example the numbers of Higher Apprenticeships are often swamped by Level 2 and 3 provision and in several cases, since the end of the Higher Apprenticeship Fund, resources previously assigned specifically to the development and promotion of Higher Apprenticeships have been absorbed into established, mainstream departments and provision.

As further Higher Apprenticeships frameworks are made available, the rate at which providers engage in delivery remains to be seen. It will be important that a critical mass is established in a relatively short period of time. The fate of 14-19 Diplomas, which have virtually disappeared since the ending of development funding, should be noted. Broadening the provider base and encouraging adoption of Higher Apprenticeships will be challenging at local and national levels.

## **Building employer engagement**

The initial round of phone interviews with the Higher Apprenticeship Fund projects and Champions indicated that those employers who have been engaging with Higher Apprenticeships have tended to be larger companies often with a national profile. Small and medium enterprises (SMEs) with smaller budgets and less capacity or need for high-skills workforce development have been slower to adopt. These findings led to a concentration on SMEs in the second phase of research.

### **Large employers**

Telephone interview respondents suggested that large organisations have been more readily engaging with Higher Apprenticeships where:

- Higher Apprenticeships can integrate effectively with their existing workforce development activities;
- investments are made in supporting supply chains with workforce development; and
- recruitment targets include school leavers as opposed to graduates.

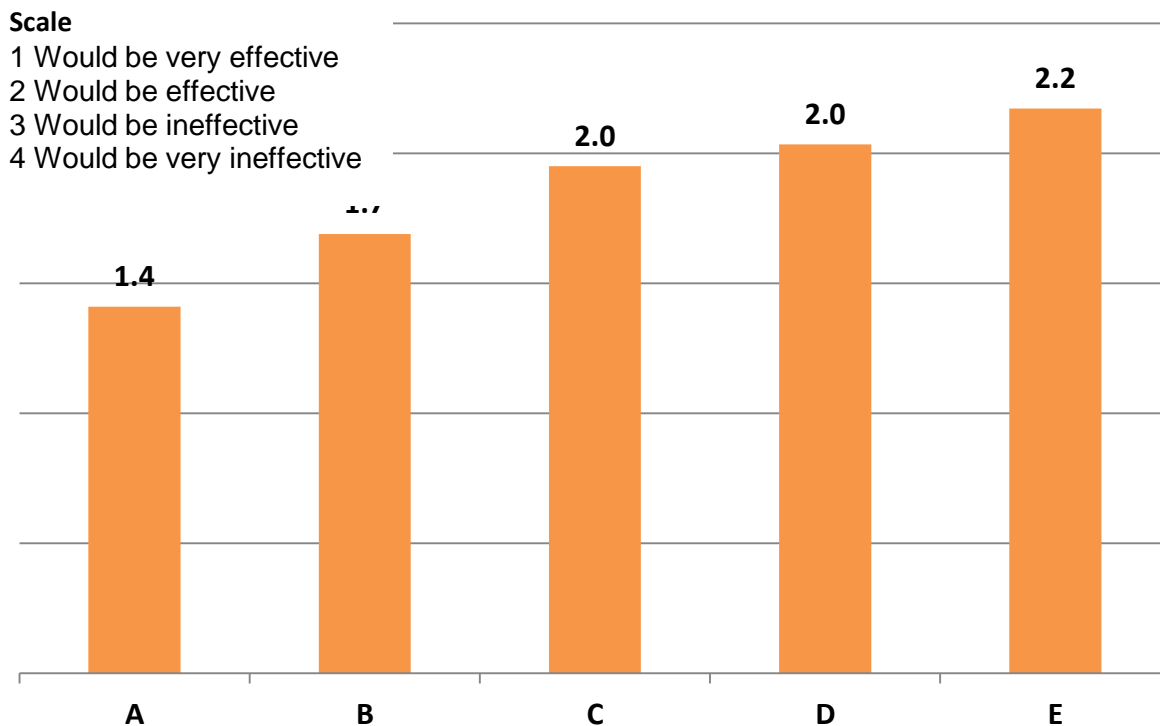
Some large employers are now adopting Higher Apprenticeships as an integral part of new staff development policies and in some cases are using them to replace elements of graduate programmes.

### **SMEs**

Engaging small- and medium-sized enterprises are recognised as offering potential for building significant numbers of employers investing in Higher Apprenticeships. Yet most respondents acknowledged that SMEs are more difficult to engage with than larger businesses. Small businesses often have limited funds to invest, their business horizons and revenue model may be only look a few months in advance, and job roles often require both specialist and generic skills. This environment is not typically attractive to career-conscious young professionals even if it were possible to find a suitable Higher Apprenticeship Framework.

Leaving aside these difficulties, many SMEs do recognise the need to invest in skills to achieve growth. Respondents' were asked to rate and comment on ways in which SMEs might be encouraged to engage with Higher Apprenticeships.





**Figure 10 Measures or incentives respondents believe might be effective in encouraging SMEs to engage with Higher Apprenticeships**

- A Tax breaks for SMEs taking on a Higher Apprenticeship employee
- B Industry sector-specific campaign
- C Low-cost loans to employers to fund Higher Apprenticeships
- D National publicity campaign
- E SME partnerships to assist learners to cover all elements of the work experience required

The chart above ranks a range of incentives that could be deployed to encourage SME involvement. There is no particular ‘magic bullet’. Respondents offered very mixed views about the effectiveness of such incentives.

Tax breaks were the most popular form of incentive, offering some financial incentive to smaller employers, since proportionally the risks they undertake in engaging an apprentice are greater than for larger organisations:

*“Although Higher Apprenticeships could be very useful to small employers, they are sadly more likely to appeal to medium-sized employers, because of the investment needs -- time, infrastructure, etc. Small businesses usually have a more limited horizon (day-to-day, hand-to-mouth survival issues) and less ‘wiggle-room’.”*

*“Tax-breaks might help things over a tipping-point, but are in essence marginal rather than deal-sealers.”*

A unique feature of Higher Apprenticeships as a programme is their ability to link directly to meeting business needs. Respondents put great emphasis on doing this effectively:

*"Not through campaigns. They're a waste of money, since they either preach to the already-converted or committed, OR they will decide not on persuasion or case studies, but on a business basis... and thus campaigns will only beat their heads against brick walls of stubborn resistance if that business case isn't already firmly established."*

*"Making the employer the customer drives investment in economically valuable skills leading to better employment and earning outcomes for apprentices."*

[Employer Ownership: Building the Momentum UKCES \(2013\)](#)

To develop employer engagement it was suggested that organisations should understand how Higher Apprenticeships could fit into their existing workforce development plans. Larger organisations will have the resources to undertake this assessment; SMEs will often need support from providers to explore potential connections. Consequently the quality of the provider-employer relationship was identified as a significant factor by many focus group participants who underlined the need for providers to be flexible in how they go about meeting the needs of employers:

*"It's vital to get employers and providers to an early meeting to explore their business needs and which qualifications might form the core element."*

*"Higher Apprenticeship needs a one-stop shop for employers so that they can understand it before they get involved."*

However a suggested strategy of identifying and targeting sectors received a more mixed response. Opinion varied about the role of Sector Skills Councils. A substantial number of Higher Apprenticeships have developed around niche clusters of businesses, especially where higher-levels skills are in demand.

*"There is an exciting future around online technology developing apps, lighting, streaming, and holographics. Higher level skills are needed very quickly to keep up to make it attractive to locate this type of business in the UK."*

## Professional bodies

The link between the growth of Higher Apprenticeship and professional bodies has been explored recently by the Professional Associations Research Network (PARN):

*"Increasing professional recognition for people in work-based learning routes is a potentially important way of increasing the attractiveness of higher-level Apprenticeships as well as increasing the number, and widening the diversity, of young people entering the professions."*

[Higher Apprenticeships and Professional Bodies, PARN \(2011\)](#)

Focus group respondents commented on the interest in aligning Higher Apprenticeship achievement with the awards conferred on members of professional associations and bodies. Gaining of 'associate' or 'chartered' status is often linked to an academic qualification combined with an element of time served in employment.

Many professional bodies have ageing memberships and are keen to bring in younger talent. There appears to be considerable synergy between the growth of Higher Apprenticeships and expanding the membership of professional bodies, with Higher Apprenticeships offering a potential entry-level route to professional bodies. This in turn drives a connection with employers and businesses in both the professional and industrial sectors that are served by professional bodies. The key requirement is in exploring the equivalence and currency of Higher Apprenticeships in relation to professional certification and status.

The PARN research *Higher Apprenticeships and Professional Bodies* (2011) explores this connection in depth:

"70% of these bodies thought Higher Apprenticeships were a suitable way for professionals in their sector to become fully qualified."

"73% were interested in contributing to the development of Higher Apprenticeships in their sector."

PARN (2011)

## Growing learner numbers

If Higher Apprenticeships are to be a significant element in meeting the demand for high-level skills, increasing awareness, understanding and interest amongst potential learners is a major requirement. There were many suggestions for strategies to achieve this but little consensus on preferred approaches.

Expansion does not only require learners to register for a programme of study. The workplace nature of a Higher Apprenticeship requires three-way collaboration between employers, learners and providers to meet defined business skills' needs. Growing learner numbers is therefore contingent on expanding the number of employers engaged and the number of providers (both FE and HE) who are involved in delivery. Other sections in this report focus on the engagement of employers, and building the provider network. The particular focus in this section is on strategies to engage individuals.

Interviews with the Higher Apprenticeship Fund organisations highlighted that current levels of recognition and understanding are low in relation to the Higher Apprenticeship concept and brand, their structure, availability and accessibility. Specifically highlighted was the need for:

- a stronger Higher Apprenticeship brand;
- effective work in schools with young people and their parents; and
- wider and stronger higher education institution (HEI) involvement.

In telephone interviews and focus groups there was consistent agreement about the need for individual case studies showing learners on a Higher Apprenticeship pathway and showcasing their progress:

"Use of Apprenticeship role models to show how it is working for them is very effective. Young people are more influenced by their peers than their parents. Adults need to see a professional development route forward, a route to progress their career."

"IAG is shocking, across the board. There is no understanding that a framework allows you to blend academic and vocational. Stakeholders must work jointly to produce case studies, not to operate a silo approach. Single portal allows for IAG in a common collaborative way. Develop a universal approach to IAG."

*"A lack of real evidence / illustrations of career progression in the field, and the various routes by which that can best be achieved."*

However there were dissenting voices:

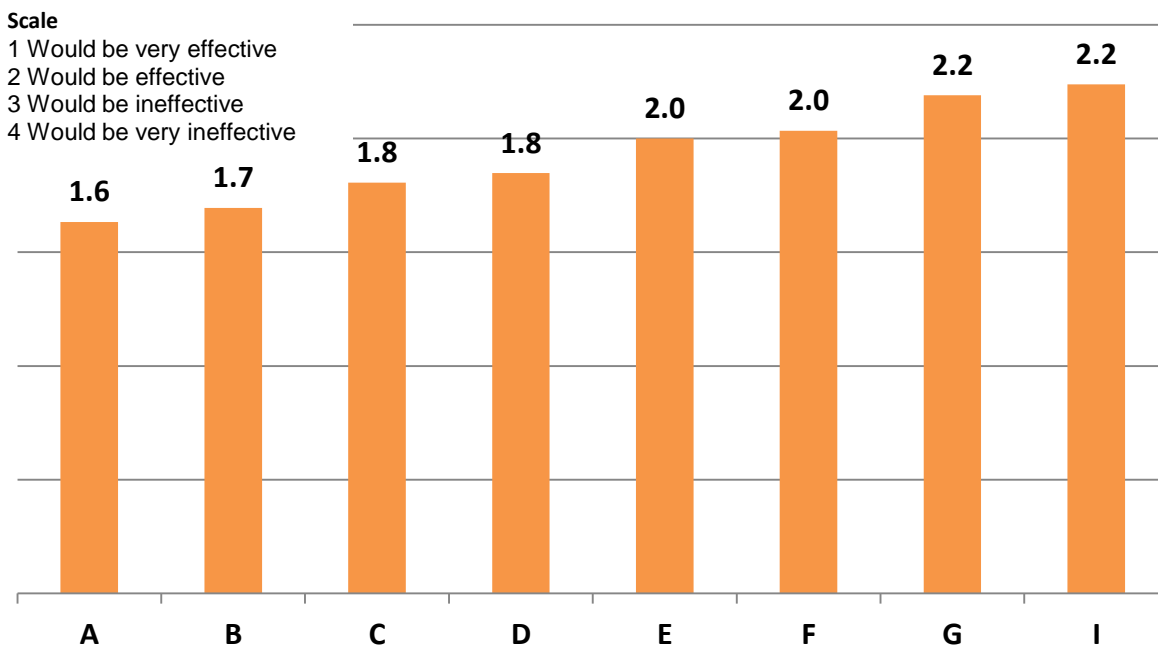
*"Not convinced that large amounts of evidence, even if they existed, would be all that persuasive in producing floods of Higher Apprenticeships. Decision-making in such matters tends to be more personalised and idiosyncratic than that, within institutions."*

The charts below from online survey data show what respondents believe to be the most effective promotional strategies.

For young people, activity undertaken by employers is most highly recommended; employer open days, presentations, and careers conventions (with employer attendance) are most highly valued.

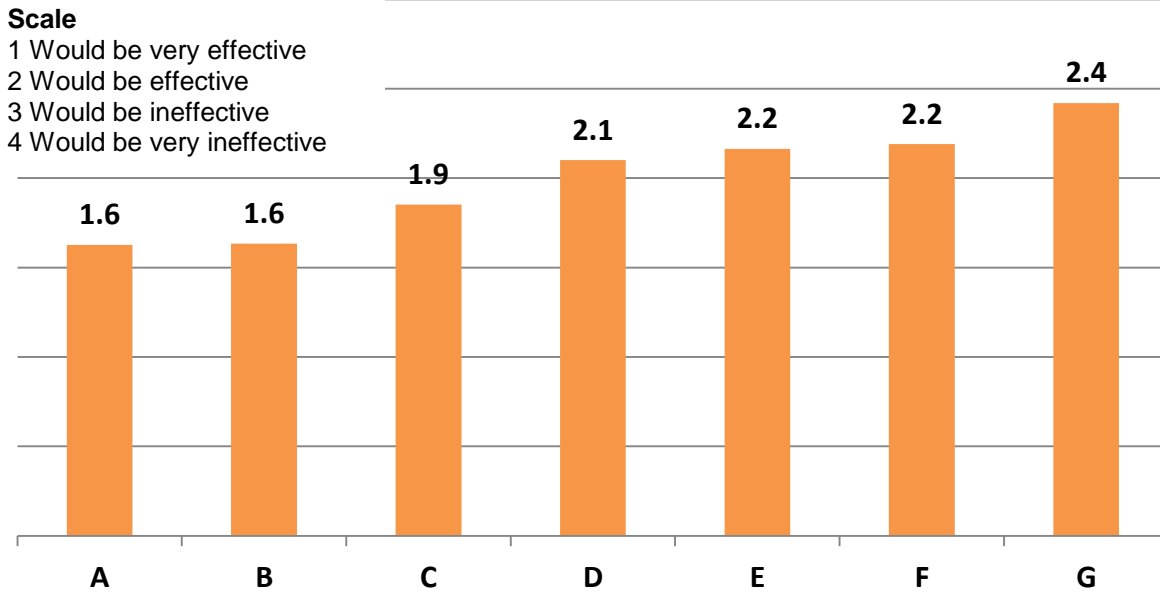
For adults at work, workplace events run by providers, and internal trained staff were most highly-rated.

The overall message is that linking the workplace and employment to Higher Apprenticeship is the unique selling point and must feature strongly in marketing and promotion.



**Figure 11 Marketing activities respondents believe might be effective in recruiting young people**

- A Open days by employers
- B Presentations by employers
- C Careers fairs / conventions / road shows at schools and colleges
- D Social media-based campaigns
- E TV and other media campaigns
- F Presentations by providers
- G Information and case studies through websites
- I Direct mail to parents



**Figure 12 Marketing activities respondents believe might be effective in recruiting people currently in work aged 19+**

- A Events run by Higher Apprenticeship providers in the workplace
- B Trained staff to provide guidance in the workplace
- C Presentations at employer networks / conferences
- D Open days at Higher Apprenticeship providers
- E Trade press and sector publications
- F Website information and case studies
- G Brochures and leaflets

Whilst web-based material did not score highly, the investigation of online resources found that high-quality information about Higher Apprenticeship was most strongly presented by larger employers, a few colleges, and some Sector Skills Councils.

There is scope for evaluation of the effectiveness of alternative web-site based approaches, the sharing of effective practice and an increased and more coherent use of this channel to promote understanding and access to Higher Apprenticeships.

A more fundamental level of commentary expressed major concerns about the 'Higher Apprenticeship' name and brand, and the confusion in the market place when trying to understand how it relates to other more established higher skills' routes, most notably an academic degree. These confusions were reported as making it more difficult to accelerate growth in learner numbers.

*"Government departments of BIS, DFE, SFA and HEFCE should work together to resolve these confusions."*

*"... it's necessary to take the lid off IAG in schools and colleges and communicate clearly about routes, qualifications, costs....."*

*"...must be seen as part of larger process, and be clear about the progression route. Also include the merits of the Apprenticeship route, to counter the academic route. Not a level playing field as schools have a vested interest in retaining numbers for the academic route."*

There were concerns raised that the perception of Higher Apprenticeships by young people aged 16-19 associates 'Apprenticeship' with Level 2 or Level 3 which is coupled with low awareness of progression opportunities afforded by Higher Apprenticeships. Overcoming these perceptions will be challenging within a system traditionally and strongly geared to academic progression. The focus groups in particular raised concerns about the 'pipeline' of young people in schools and the need to provide early messages to build learners taking an interest in Higher Apprenticeships.

*"Many graduates believe vocational skills are beneath them. How do we change that mind-set?"*

*"It's all just one (important) small part of a far wider context and set of issues -- the whole business of the technical / trade / vocational route's image and rationale, and being seen by many for so long as inherently a 'failure' compared to going to Oxbridge / HE, etc."*

## Conclusions and recommendations

Conclusions and recommendations have been broadly grouped into three categories, although there are significant overlaps and cross-cutting themes between the three in terms of both issues arising and possible actions.

Stakeholders are asked to consider the recommendations in their individual and collaborative development of Higher Apprenticeship policy.

### Providers and partnerships

Conclusions	Recommendations
<p>The number and range of providers delivering Higher Apprenticeships is growing.</p> <p>Their distribution is skewed with a few providers delivering very high numbers and many delivering very small numbers.</p>	<ol style="list-style-type: none"> <li>1. Support expansion in the Higher Apprenticeship provider base, promoting opportunities for Higher Apprenticeship delivery to potential providers.</li> <li>2. Investigate and make the business case for Higher Apprenticeships for providers.</li> <li>3. Investigate, develop and disseminate effective Higher Apprenticeship delivery practice.</li> </ol>
<p>Flexibility, adaptability and agility are key characteristics of providers seeking to deliver Higher Apprenticeships.</p>	
<p>There is a level of optimism about the future of Higher Apprenticeships amongst providers with more than 75 per cent of online survey respondents expecting expansion.</p>	
<p>How to fund a Higher Apprenticeship is not clear to providers (or learners and employers).</p> <p>This is having an impact on their ability to understand the financial opportunities or implications.</p>	<ol style="list-style-type: none"> <li>4. Clarify the current Higher Apprenticeship funding arrangements for providers and work to simplify them.</li> </ol>



Conclusions	Recommendations
<p>Diverse partnership models have been adopted for the development of Higher Apprenticeships although there is no available evidence for their relative effectiveness in terms of either framework development or subsequent Higher Apprenticeship take-up.</p>	<p>5. Evaluate the effectiveness of alternative Higher Apprenticeship framework development models to determine those best suited to particular sectors, occupations and professions.</p>
<p>The more effective models of Higher Apprenticeship development and delivery feature employers working alongside responsive providers to meet defined business needs.</p>	<p>6. Place employers' needs before those of Higher Apprenticeship developers or providers, when developing Higher Apprenticeship frameworks.</p> <p>7. Find ways of broadening the range of employer bodies developing Higher Apprenticeships beyond Sector Skills Councils and Sector Skills Bodies, giving consideration to other employer led organisations such as professional bodies and associations.</p>
<p>The Higher Apprenticeships brand is sometimes being presented as an alternative to Higher Education, as opposed to what it is: a framework that can incorporate a higher education qualification.</p> <p>Higher Apprenticeships will not suit all universities.</p>	<p>8. Clarify the Higher Apprenticeship message for universities and support interested universities to be clear about their role and how to become more involved.</p> <p>9. Seek and support individual and organisational advocates for Higher Apprenticeships including the Higher Apprenticeship Champions, UVAC and MEG.</p>

## Employers, sectors and professions

Conclusions	Recommendations
<p>Levels of awareness of Higher Apprenticeships compare favourably to the other levels of Apprenticeships. However, SMEs are half as likely as larger organisations to be aware of Higher Apprenticeships.</p> <p>Employers' understanding of how Higher Apprenticeships fit into the existing training and education system is limited.</p>	<p>10. Evaluate and share effective practice (particularly that of larger businesses) about the channels and methods for putting the Higher Apprenticeship message over to employers.</p>

<p>SMEs offer significant potential for Higher Apprenticeship take-up. SMEs' understanding of Higher Apprenticeship and of how and why they should get involved is limited, and they are more difficult to engage than larger organisations. Micro and very small businesses face particular challenges in getting involved.</p> <p>Colleges and training organisations perform a role in assisting SMEs with their skills' agenda and are potentially an important interface with SMEs for Higher Apprenticeships and higher-level skills more generally.</p>	<p>11. Develop approaches to supporting smaller organisations, such as collaborative arrangements, provider / SME links and incentives.</p> <p>12. Focus on presenting clearly the economic benefits and also on direct engagement through providers, rather than large-scale campaigns or wide-scale production of case studies.</p>
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Conclusions	Recommendations
<p>Working closely with professional bodies provides scope for win-win collaborations to enhance employers' understanding and take-up of Higher Apprenticeship and to stimulate new entrants to the professions.</p>	<p>13. Explore Higher Apprenticeship as an entry route for new entrants into the professions.</p>
<p>Whilst there is a growing range of Higher Apprenticeship frameworks being issued, delivery continues to be dominated by a small number of sectors (accountancy, management, IT and engineering). Sectoral diversity of delivery is slowly increasing.</p>	<p>14. Promote the diversity of the Higher Apprenticeship frameworks as part of making the case to learners, employers and providers.</p>
<p>Local Enterprises Partnerships may take a leading role in local skills' planning.</p>	<p>15. Explore working with and through Local Enterprise Partnerships (LEPs) in order to develop opportunities to further integrate Higher Apprenticeships into higher-level skills' development and to engage employers more fully.</p>
<p>The newness of Higher Apprenticeship is a cause for uncertainty and consequently many key stakeholders in different sectors have not yet embraced it with the confidence required to create momentum.</p>	<p>16. As volumes increase, closely monitor performance and quality in relation to Higher Apprenticeship delivery and share successes with employers.</p>

## Learners

Conclusions	Recommendations
<p>Higher Apprenticeship marketing for potential learners is not yet part of a coherent and wider high-level skills offer.</p>	<p>17. Establish and nurture collaboration and networking between stakeholders to establish Higher Apprenticeships as a distinct and integral part of higher level skills provision.</p> <p>18. Evaluate and share effective practice in channels and methods for putting across the Higher Apprenticeship message to learners.</p> <p>19. Develop the Higher Apprenticeship brand, and its positioning and use.</p>
<p>The economic case for Higher Apprenticeships, which is compelling and persuasive, has not yet been fully or clearly made to learners, their parents and their employers.</p>	
<p>Current levels of recognition and understanding are low in relation to the Higher Apprenticeship concept and brand, their structure, availability and accessibility.</p>	
<p>The perception of Higher Apprenticeships by young people aged 16-19, associates 'Apprenticeship' with Level 2 or Level 3 which is coupled with low awareness of progression opportunities afforded by Higher Apprenticeship.</p>	
<p>Evidence through Higher Apprenticeship case studies and role-models is not widely available for many professional routes although there were doubts expressed as to whether a wide range of published evidence would be effective given the individual circumstances of learners.</p>	

Conclusions	Recommendations
<p>The IAG system in schools is widely seen not to be operating effectively for the vocational education and training route, especially at higher levels and in particular for Higher Apprenticeships.</p>	<p>20. Position Higher Apprenticeships more clearly within careers' education, advice and guidance in schools with young people and their parents.</p>
<p>There is little evidence about equality and diversity in terms of Higher Apprenticeship recruitment.</p>	<p>21. Compare the characteristics of Higher Apprenticeship starts with other Apprenticeship starts and other high-level vocational qualifications to provide an evidence base for the development of recruitment diversity.</p>
<p>Data relating to Higher Apprenticeships funded through routes other than the Skills Funding Agency is not available.</p>	<p>22. Clarify reporting arrangements for non-Agency funded Higher Apprenticeships.</p>

## Annex 1 – Research sample and methodology

**Online survey** respondents were recruited through network communications with members of:

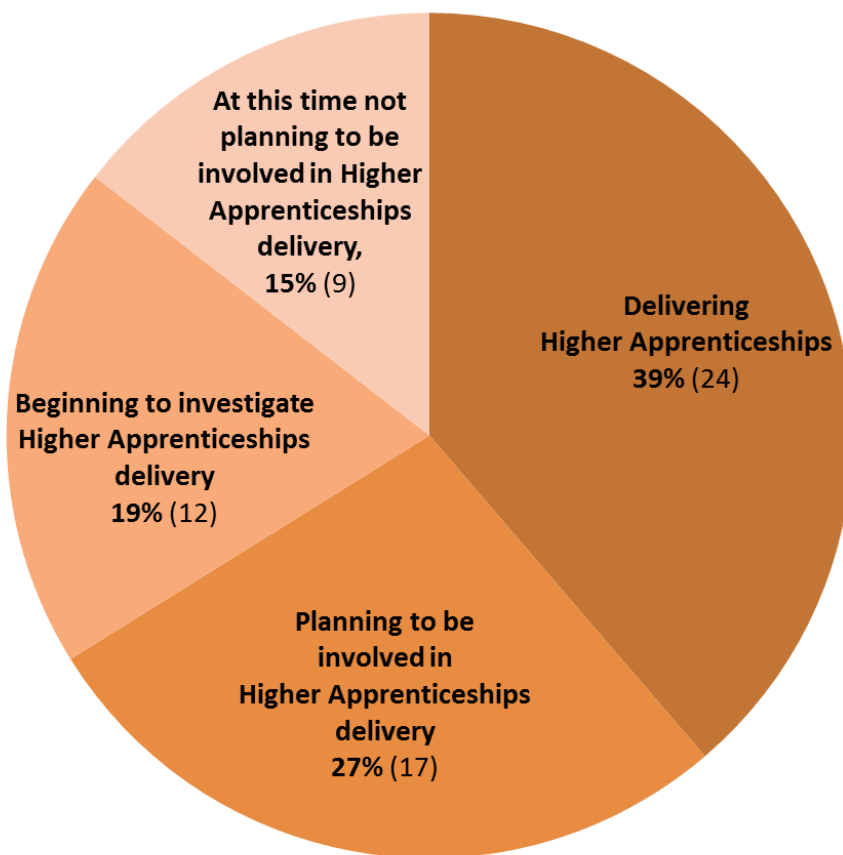
- [University Vocational Awards Council \(UVAC\)](#)
- [Association of Colleges \(AoC\)](#)
- [Association of Employment and Learning Providers \(AELP\)](#) (High Level Skills Special Interest Group members).

LSIS also conducted an e-shot to Senior Managers, in learning and skills' providers known to LSIS, who are leads on employer engagement, vocational pathways, Apprenticeships, curriculum or links with Higher Education.

Organisation type	Response per cent	Response count
Further education college	31%	20
Independent training provider	27%	17
University	11%	8
Awarding organisation	6%	4
Local authority	5%	3
Sector Skills Council	3%	2
An employer training employees	3%	2
Specialist further education college	2%	1
Independent researcher	2%	1
14-18 Academy	2%	1
Secondary school	2%	1
Training provider network	2%	1
Industrial Training Board	2%	1
Trade association	2%	1
Professional body	2%	1
Total	100%	64

**Table 9 Survey respondents' organisation type**

It is acknowledged that this sample cannot be presented as statistically robust and can at best offer an impression of views on specific issues.



**Figure 13** Level of involvement in Higher Apprenticeships of respondents to the online survey

**Telephone interview** respondents were recruited through the above partners and in response to online survey Q12 (Would you be prepared to participate in a follow-up telephone interview?).

Telephone interviews were conducted with:

- 24 Higher Apprenticeship Fund project organisations (including employers, Sector Skills Councils, FE colleges, independent providers and universities)
- 10 independent training providers
- 5 further education colleges
- 4 Higher Apprenticeship champions
- 3 professional bodies
- 3 universities
- 1 representative body (MEG)
- 1 Sector Skills Council.

**Strategic focus group** members were recommended by NAS, UVAC, AoC and AELP with delegates selected to achieve balanced groups of FE colleges, independent providers, universities and professional bodies.

Attendees were as follows:

London (9)

1 independent training provider, 3 further education colleges,

3 professional bodies, 1 university, 1 employer

Nottingham (7)

1 independent training provider, 2 further education colleges,

1 professional body, 1 university, UVAC, NAS



## **Annex 2 – Research questions**

### **Phase 1 Telephone interviews**

1. Which Higher Apprenticeships frameworks are currently under development and what stage are they at?
2. Which providers are currently delivering frameworks and what are their types and roles?
3. Please describe how your Higher Apprenticeship frameworks are being marketed and promoted to employers and learners.
4. Please describe the main features of your delivery partnership models.
5. In your experience, which types of employers are engaging or not engaging with Higher Apprenticeships and why, or why not?
6. Where do you think there is potential for further Higher Apprenticeships frameworks and for high-level skills' provision?
7. Are you aware of any evidence of lack of high-level skills' development being a brake on economic development and growth?
8. Where numbers are small, what do you see as the barriers inhibiting the growth of Higher Apprenticeships?
9. What do you think are the characteristics providers and partnerships need in order to grow Higher Apprenticeships in the future?
10. What do you think might enable providers to grow delivery of Higher Apprenticeships?
11. Do you know of any other research reports from your sector or elsewhere that might contribute to this research?

# Online survey



Exit this survey

## The Potential for Higher Apprenticeships Research by LSIS and the National Apprenticeship Service May 2013

Thank you for agreeing to complete this short survey.

The survey aims to get your views on the potential for increasing the take-up of Higher Apprenticeship.

Initial research has identified particular issues for further exploration. This online survey along with telephone interviews and focus groups is seeking to further our understanding and gather ideas for action.

The survey should take no longer than 10 minutes to complete.

Your answers will be not be attributed to you or your organisations in the final report.

### 1. Please describe your organisation.

- Further Education College
- Independent Training Provider
- University
- Specialist Further Education College
- An employer training your own employees
- Local authority
- Other (please describe below)

Other (please specify)

### 2. Please describe your current involvement with Higher Apprenticeships.

(Please tick one box only.)

- Delivering Higher Apprenticeships
- Planning to be involved in Higher Apprenticeships delivery
- Beginning to investigate Higher Apprenticeships delivery
- At this time not planning to be involved in Higher Apprenticeships delivery

Please describe the reasons behind this decision

### 3. Small and medium sized enterprises (SMEs) have so far been slow to engage with Higher Apprenticeships. What measures or incentives do you believe might be effective in encouraging SMEs engage with Higher Apprenticeships?

	1 Would be very effective	2	3	4 Would be very ineffective
National publicity campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Industry sector specific campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tax-breaks for SMEs taking on an Higher Apprenticeship employee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low-cost loans to employers to fund Higher Apprenticeships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SME partnerships to assist learners to cover all elements of the work experience required for a Higher Apprenticeship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any comments or any other suggestions for engaging SMEs in Higher Apprenticeships?

### 4. Effective marketing for young people is important in recruiting to Higher Apprenticeships.

A range of marketing activities are listed below.

Please rate each of them in terms of your view of their potential effectiveness.

	1 Would be very effective	2	3	4 Would be very ineffective
Careers fairs/conventions/road shows at school and colleges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open days by employers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information and case studies through websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Direct mail to parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Presentations by providers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentations by employers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media based campaigns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TV and other media campaigns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any comments or any other suggestions for marketing Higher Apprenticeships to young people?

**5. Effective marketing to people currently in work aged 19+ is also important in their recruitment to Higher Apprenticeships. A range of marketing activities are listed below. Please rate each of them in terms of your view of their effectiveness.**

	1 Would be very effective	2	3	4 Would be very ineffective
Open days at Higher Apprenticeship providers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Events run by Higher Apprenticeship providers in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentations at employer networks/conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trained staff to provide guidance in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Website information and case studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brochures and leaflets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trade press and sector publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any comments or any other suggestions for marketing Higher Apprenticeships to people in work?

**6. How do you think the engagement of universities and other Higher Education Institutions (HEIs) with Higher Apprenticeships can be accelerated?**

Please tell us how effective you think each of the following options might be:

	1 Would be very effective	2	3	4 Would be very ineffective
Develop a national strategy for university involvement in Higher Apprenticeships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research and present the business case for university involvement in Higher Apprenticeships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hold regional and network events targeted at universities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support development of Level 6 and 7 frameworks that can link with existing HE courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop university led specialist high skill clusters or sectors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any comments or any other suggestions for accelerating university engagement with Higher Apprenticeships?

**7. How do you envisage delivery of Higher Apprenticeships by your organisation in the next 3 years?**

- Significant expansion
- Some expansion
- Static
- Contraction
- Significant contraction
- None

If you expect expansion, please comment on the industry sectors in which you expect it.

8. Please rank these potential characteristics that providers will need to grow Higher Apprenticeships in the future? (where 1 is most important and 8 is least important. Your choices will sort themselves as you select rankings)

<input type="text"/> ↕ Strong links with employers
<input type="text"/> ↕ Knowledge of the industry sector
<input type="text"/> ↕ Ability to market directly to young people and mature learners
<input type="text"/> ↕ Ability to understand and manage multiple funding streams such as Skills Funding Agency, employer contributions, 24+ Advanced Learning Loans and Higher Education Loans
<input type="text"/> ↕ Being part of a partnership
<input type="text"/> ↕ Understanding higher education
<input type="text"/> ↕ Understanding work based learning
<input type="text"/> ↕ Flexibility in terms of pattern of starts

9. Please describe any other factors which you consider to be important for providers in growing their Higher Apprenticeship provision?

10. What factors do you feel are inhibiting providers' interest in Higher Apprenticeships?

Please rank each of the factors listed below.

	1 Strongly inhibiting	2	3	4 Not inhibiting
Lack of interest in Higher Apprenticeships from potential learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of interest in Higher Apprenticeships from employers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of evidence that Higher Apprenticeships are fully tested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of evidence that Higher Apprenticeships is a route to higher level education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of evidence that Higher Apprenticeships is a route to career progression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of understanding of how to fund Higher Apprenticeships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please tell us about any other inhibiting factors that are not reflected above.

Thank you for completing this survey.

The findings will be very important to the National Apprenticeship Survey in further developing Higher Apprenticeships.

If you have any other comments we would be happy to receive them.

Would you be prepared to participate in a follow-up telephone interview?

- Yes, please contact me
- No

Please provide your name and organisation. Your details will not be shared and your answers will not be attributed to you or your organisation in the research findings.

Name

Organisation

If you would like a copy of the research findings please enter your email address here:

## **Phase 2 phone interviews**

1. Do you think Higher Apprenticeship development at Levels 5, 6 and 7 should be encouraged, and if so how?
2. Do you think sectors who are not engaged or have limited engagement should be encouraged to develop Higher Apprenticeships, and if so how?
3. Small business is not significantly engaged and does not understand the benefits of Higher Apprenticeships – how do you think this can be addressed? Do you have any views on how small business can be engaged or helped to understand the benefits of Higher Apprenticeships?
4. Do you have any suggestions as to how IAG for young people (and their parents), and adults can be improved to put the message over more effectively?
5. How do you feel Higher Apprenticeships can be more effectively explained and presented to more mature workers?
6. How do feel universities' engagement with Higher Apprenticeships could be accelerated?
7. Do you see your delivery of Higher Apprenticeships expanding in future and if so how?
8. What do you feel are the characteristics that providers need to grow Higher Apprenticeships in the future?
9. What do feel might be inhibiting providers' interest in Higher Apprenticeship delivery?

## **Focus groups**

### **Theme: Engaging business**

1. Small business is not significantly engaged and does not understand the benefits of Higher Apprenticeships – how do you think this can be addressed? Do you have any views on how small business could be engaged or helped to understand the benefits of Higher Apprenticeships?
2. What measures or incentives do you think might be effective in encouraging SMEs to engage with HA?

### **Theme: Developing Higher Apprenticeships**

3. Do you think Higher Apprenticeship development at Levels 5, 6 and 7 should be encouraged, and if so how?
4. Do you think sectors who are not engaged or have limited engagement should be encouraged to develop Higher Apprenticeships, and if so how?
5. How can specialist micro and sub-sectors targets for HAs be identified and responded to by providers?
6. How can the potential of LEPs to play a part in strategic leadership for Higher Apprenticeships be developed?

### **Theme: Partnership for Higher Apprenticeship delivery**

7. What do you see as the important characteristics of an effective Higher Apprenticeship partnership?
8. How do you think Higher Apprenticeship partnerships should best be developed in the future?

### **Theme: Higher Apprenticeships provision**

9. How do you feel universities' engagement with Higher Apprenticeships could be accelerated?
10. What do you feel are the characteristics that providers need to grow Higher Apprenticeships in the future?
11. What do you feel might be inhibiting providers' interest in Higher Apprenticeships delivery?
12. What do you think are the barriers to progression to or from Higher Apprenticeships and what can be done to overcome them?
13. Do you think professional bodies' engagement can be accelerated, and how? In what areas might Higher Apprenticeships be a route to Chartered status?
14. In your experience are young people considering the potential of Higher Apprenticeships as a progression route to higher levels of vocational skills?

### **Annex 3 – References**

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Wolf report, 2010: [Review of Vocational Education final report](#)



## Annex 4 – Higher Apprenticeship Fund organisations and frameworks

Lead Organisation	Round	Type	Sectors	Levels		
				4	5	6
e-Skills	1*	SSC	Information technology			
SEMTA	1*	SSC	Advanced manufacturing			
Asset Skills	1	SSC	Facilities management			
Babington Business College	1	ITP	Employment-related services			
City of Bristol College	1	FE	Aerospace, engineering, construction, healthcare, graphic design and business skills			
Cogent	1	SSC	Science			
Creative Skillset	1	SSC	Advertising, creative and digital media, fashion and textiles			
Financial Skills Partnership	1	SSC	Insurance, banking and stockbroking			
Hull College	1	FE	Express (parcel) logistics sector			
Leeds College of Building	1	FE	Sustainable built environment			
Middlesex University	1	HE	Construction operations' management, heritage and civil engineering			
Newcastle College Group	1	FE	Energy engineering			
North West Kent College	1	FE	Sustainable building			
Northwest Automotive Alliance	1	Employer	Vehicle manufacture			
Pearson in Practice	1	ITP	Public relations			
PERA Innovation	1	ITP	Advanced engineering sector research and development			
Peter Jones Academy for Enterprise	1	ITP	Innovation and growth			
PWC	1	Employer	Tax, audit and management consultancy			
Skills CFA	1	SSC	Human resource management and project management			
University of Derby	1	HE	Any business and in any sector			
City & Islington College	2	FE	Engineering and environmental technologies			
EU Skills	2	SSC	Water, waste and power			
Loughborough College	2	FE	Space engineering			
Metskills / SEMTA	2	SSC	Aviation pilots			
Newham College	2	FE	Retail management			
People 1st	2	SSC	Hospitality and management			
Skills for Care	2	SSC	Adult social care			

**Table 10 Higher Apprenticeship Fund projects**

Links to individual framework developer websites can be found at

<http://www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx>

Current Frameworks	Levels		
	4	5	6+
Accounting			
Advanced Manufacturing Engineering Level 4			
Advertising and Marketing Communications			
Agriculture			
Automotive Management and Leadership			
Banking			
Business and Administration			
Business Innovation and Growth			
Care Leadership and Management			
Construction Technical and Professional			
Contact Centre Operations			
Creative and Digital Media			
Employment Related Services			
Engineering Manufacture (Senior Technician)			
Express Logistics			
Facilities Management			
Fashion and Textiles: Technical			
Food and Drink			
Hospitality Management			
Human Resource Management			
Insurance			
IT, Software, Web and Telecoms Professionals			
Legal Services			
Life Science			
Life Sciences and Chemical Science Professionals			
Management			
Mineral Products Technology			
Power Engineering			
Professional Aviation Pilot Practice			
Professional Development for Work-based Learning Practitioners			
Professional Services Higher Apprenticeship			
Project Management			
Providing Financial Advice			
Public Relations			
Recruitment			
Supply Chain Management			
Sustainable Resource Management			
The Water Industry			
Vehicle Maintenance and Repair			

**Table 11 Current Higher Apprenticeship frameworks as at 22 April 2013**

Frameworks under development	Levels		
	4	5	6+
Retail Management			
Construction Management			
Construction Technical and Professional: Construction Management			
Foundation Degree in Sustainable Building Practice			
Healthcare Science Assistants and Associates			
Design			
Broadcast Production			
Power Engineering			
The Power Industry			
Professional Services			
Food and Drink			
Land based and Environmental			
Space Engineering			
Advanced Manufacturing			
Engineering and Environmental technologies			
Engineering Environmental Technologies			
Child Care Studies			
Outdoor Adventure Senior Management and Leadership			
Leisure			
Play work			

**Table 12 Higher Apprenticeship frameworks under development as at 22 April 2013**