



Learner Progression Matrix: Progression for Apprentices

Aimhigher West Area Partnership

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1 | Summary

In June 2010 Aimhigher West Area Partnership commissioned CFE to trial the Learner Progression Matrix (LPM) in a work-based learning setting.

The underlying concept behind the Learner Progression Matrix is a desire to acknowledge that progression to higher levels of education requires more than just attainment of qualifications. Because attainment of qualifications is easier to measure, government and providers often focus on achieving *attainment* outcomes, neglecting other key requirements for progression, notably *aspiration* to progress and *awareness* of progression opportunities and wider issues relating to employment and skills. Based upon this idea that learner progression is a product of three interrelated factors, we can derive a simple equation for progression from the point of view of the learner:

$$\textit{Aspiration} + \textit{Awareness} + \textit{Attainment} = \textit{Progression}$$

The Learner Progression Matrix is a visual planning tool that enables the provider, learner or employer to reflect upon the three components of progression described above.

We consulted two work-based learning providers, one in the childcare sector, and the other in electrotechnical services, and helped them to complete example LPMs. We found that the tool is relevant and useful in the work-based learning and apprenticeships sectors. The two sectors came up with quite different learner outcomes, reflecting their different careers and progression structures.

Identifying the aspiration, awareness and attainment outcomes for a given sector is useful in itself, but it also lends itself to further applications. As shown in the report, users of the LPM can go on to identify specific actions needed to facilitate progression, help structure better information, advice and guidance to learners, as well as use LPMs to compare progression outcomes across related, or un-related, sectors.

We found that, presented on its own, the LPM can be difficult for providers to understand, therefore we have provided guidance and instructions for providers in the appendix of this document. We believe that using this guidance a work-based learning provider will be able to complete the matrix themselves – though it would still be useful for them to have the option of consulting with a careers professional familiar with the LPM, should this be needed.

The next steps of any future development of the LPM in work-based learning should include:

- > testing the instructions provided in the appendix of this report with providers, and where necessary making improvements;
- > encouraging information, advice and guidance professionals, including Aimhigher, to use the LPM as a tool for working with work-based learning and apprenticeship providers;
- > raising awareness of the LPM among policymakers, employers and work-based learning providers themselves, as well as the core argument that learners' aspiration and awareness must be considered alongside attainment;
- > working with sector skills councils to explore the potential of using the LPM to set out realistic routes into higher education from apprenticeship frameworks.

2 | Introduction

This section introduces the Aimhigher Learner Progression Matrix and the background to this research.

In June 2010 Aimhigher West Area Partnership commissioned CFE to trial the Learner Progression Matrix (LPM) in a work-based learning setting. We have conducted exploratory consultations with two suitable work-based learning providers, in order to investigate how the Learner Progression Matrix may be used by work-based learning providers and other stakeholders to facilitate successful learner progression.

About the Learner Progression Matrix

The learner progression model

The underlying concept behind the Learner Progression Matrix is a desire to acknowledge that progression to higher levels of education requires more than just attainment of qualifications. Because attainment of qualifications is easier to measure, government and providers often focus on achieving *attainment* outcomes, neglecting other key requirements for progression, notably *aspiration* to progress and *awareness* of progression opportunities. Based upon this idea that learner progression is a product of three interrelated factors, we can derive a simple equation for progression from the point of view of the learner:

$$\textit{Aspiration} + \textit{Awareness} + \textit{Attainment} = \textit{Progression}$$

The model applies to lifelong progression in general¹ and can be used to help consider requirements for progression within statutory, further and higher education, as well as particular career pathways.

The Learner Progression Matrix

The Learner Progression Matrix (see Page 11) is a visual planning tool that enables the provider, learner or employer to reflect upon the three components of progression described above. The current format of the Learner Progression Matrix has been in development since 2008, aimed at supporting Aimhigher's commitment to supporting lifelong progression and developing interventions to address individual learner needs.

The layout of the Learner Progression Matrix invites the reader to consider necessary outcomes and achievements, in terms of aspiration, awareness and attainment, in order to progress to a higher level of learning or develop within a chosen career. The fully populated LPM may be highly specific to a profession, or particular sector, or it may address more general learner outcomes that enable wider application across different types of learner.

As we will explore in this report, the Learner Progression Matrix can be used as a framework tool to support learner-centric planning and the development of a given learning pathway. This can involve adapting the Learner Progression Matrix itself, or using a fully populated LPM to develop new tools that aid in management processes for providers or information, advice and guidance processes.

¹ Stanley, J. & Goodlad, S., Literature Review to Support the 'Learner Progression Matrix Development Project: The Progression [W]hole', (University of Warwick, May 2010), p. 4.

Existing research

This report adds to a growing body of research and investigation into the Learner Progression Matrix, as part of Aimhigher partnerships' collaborative work to increase their understanding of learner progression and how the outcomes for learners can be improved.

Aimhigher partnerships have recently worked with a number of associates on this research, including:

- > In May 2010 the University of Warwick conducted an in-depth literature review to examine progression to higher education, with a particular focus upon the underpinning conceptual framework (Aspiration + Awareness + Attainment = Progression).²
- > In June 2010 Leonard Associates carried out research into current education policy drivers relevant to the Learner Progression Matrix. This involved informal consultations with local, regional, and national agencies that hold a stake in learner progression.³

This report

This report outlines the findings from our consultations with work-based learning providers, and reflects on how the Learner Progression Matrix may be used within Apprenticeships and other work-based training.

Section 3 explains in brief our method and approach; **Section 4** introduces progression in our two example sectors; **Section 5** offer annotated examples of fully completed LPMs; **Section 6** considers further adaptation and different approaches to using the LPM; **Section 7** closes with some final thoughts and recommendations for Aimhigher and other stakeholders; **Appendix 1** gives an example of instructions for work-based learning providers wishing to use the LPM in their own organisation.

² University of Warwick: Stanley, J., Goodlad, S., Literature Review to Support the 'Learner Progression Matrix Development Project: The Progression [W]hole', Centre For Education and Industry, University of Warwick, (May 2010).

³ Leonard Associates: Leonard, C., Policy and stakeholder perspectives on learner progression and the potential of the Learner Progression Matrix, (June 2010).

3 | Objectives and approach

This section describes our aims and objectives for the research and our approach to achieving these.

Research aims and objectives

In order to gain an understanding of how the Learner Progression Matrix would be used in a work-based learning context, this research has sought to:

- > Explore learner progression in work-based learning for two example sectors
- > Gather work-based learning providers' impressions of the LPM, its suitability for their sector, and its advantages and limitations
- > Consider how the LPM should be populated and adapted where necessary for work-based learning providers, producing examples of populated matrices and mock instructions for future providers wishing to use the LPM

Approach

The research is exploratory in nature, therefore we chose to adopt an in-depth qualitative approach with a small sample, conducting two face-to-face in-depth consultations with senior staff at work-based learning providers. The purpose of the consultations was to trial the Learner Progression Matrix in a work-based learning setting, in order to produce completed example LPMs and advice to inform other WBL providers in future. At the consultations, CFE's researchers introduced the concept of the LPM and guided providers through the process of completing it for a specific curriculum area and learner cohort. We also reflected on a number of issues, including:

- > First impressions of the Learner Progression Matrix
- > Specific drivers and barriers to learner progression
- > Whether learner progression needs to be supported and how this should be done

We identified appropriate work-based learning providers through recommendation from Aimhigher and the National Apprenticeship Service, and we recruited providers by telephone. Consultations took place in June 2010; each consultation session lasted between 90 minutes and two hours.

4 | Introducing progression in the example sectors

This section introduces the two pilot sectors involved in this research and reflects upon key drivers and barriers that influence learner progression

We selected two private training providers engaged in the delivery of work-based learning to discuss and populate the Learner Progression Matrix with suitable learner outcomes. Each provider specialised in work based training in different sectors; the first worked in childcare, the second in electrotechnical services (electrical installation). The sectors were different, both in their demand for learner progression, and the qualification provision offered.

Provider A: Childcare

Our first consultation was with a work-based learning provider based in the West Midlands offering, amongst other provision, qualifications based in the childcare industry. The level of provision offered includes Level 2 Apprenticeships, Level 3 (Advanced Apprenticeship), and specialised Level 4 provision via a Foundation Degree in Early Childhood Studies. The provider also offers further progression opportunities for learners depending on their personal goals and interests. For example, some learners were reported to pursue a Foundation Degree in Leadership and Management following on from Childcare Apprenticeships.

Provider A is also actively engaged with Aimhigher's learner progression agenda, and currently operates as a hub within their provider network to discuss and raise the profile of learner progression.

Provider B: Electrotechnical services

Our second consultation was held with a major electrical installation and training firm, based in the South West. Provider B is a major supplier of household electrical inspection, testing and installation, and employs around 300 dedicated staff. Nearly all of their staff have been trained at their onsite training facility, which also offer training provider services for around 1500 people per year, ranging from apprentices, to experienced electricians. Provider B offers Electrotechnical Services (Installation – Buildings and Structures) Advanced Apprenticeship (Level 3) and a selection of specific short term courses.

Drivers of progression

At interview, we asked each provider to explain what drivers influence and enable work-based learner progression in the sectors under discussion. Our providers gave different responses that emphasise the distinct skills needs and varied demand for qualifications in different vocational areas. These are summarised in the table below.

Sector	Drivers / Enablers
Childcare	<ul style="list-style-type: none"> > Personal career development: Learners aspire to develop their personal skills, improve their job-prospects and earning potential, and increase their level of responsibility within the workplace. > Obtaining qualified status: Learners require a Level 2 qualification in order to work as a careworker. Further qualifications are required as learners move higher up the workforce. > Well developed career ladder and sector defined framework for job progression: Learners may pursue higher level provision after work-based learning, in order to obtain Early Years Professional Status. > Availability of courses with public funding: Progression through foundation learning, Level 2 and Level 3 provision is more frequently supported by public funding, reducing or removing the burden of cost to the learner. Firms also benefit from reduced cost of upskilling their workforce and ensuring that training needs are met. Clearly demarcated apprenticeship frameworks ease the difficulty of deciding what training is required and when. <p>Business Interest: Employers may wish to increase the skills of their staff or train individuals to fill specific roles. Many firms take pride in their training behaviour and benefit from the publicity and support that this receives.</p> <p>Business case for providers: There is a business case for providers to promote progression opportunities amongst their learners, and providers are keen to improve the prospects of learners in line with employer demand.</p>
Electrotechnical Services	<p>Obtaining qualified status: Learners that wish to obtain qualified statuses as a JIB-approved electrical installation engineer must obtain a Level 3 apprenticeship or stand-alone NVQ (until end 2010), and need to complete significant work experience. Businesses require this qualification in order to operate within the industry.</p> <p>Availability of courses with public funding: Businesses readily train their staff to technician standard with public provision. Some use private providers and others have their own dedicated training facilities.</p> <p>Personal profile development: Learners take pride in becoming qualified and operating as technicians with a high standard. Higher level provision is less important to learners, but some will choose to go into management or start their own business.</p> <p>Business interest: Firms require trained and qualified technicians, which drives learners to progress to a level where they can obtain a Level 3 apprenticeship.</p>

Table 1: Drivers of progression

We found that progression from and through apprenticeships was more common in childcare than electrotechnical services. In childcare, employers and workers can see a clear demarcation of job roles that correspond to qualification levels. To a degree, the learner/employee is able to drive his/her own progression and advancement, by pursuing the qualifications that align to job roles:

Firstly they would need to gain the Level 2; they need that to be able to operate effectively within the workplace as a qualified Carer. A lot then go

on to Level 3, potentially about going on to be a Room Supervisor. The progression route is to be a supervisor or manager essentially, linking on to the Level 3 qualification. The next stage through would be to become a Nursery Manager, at around Level 4 qualifications.

Provider A (Childcare)

Workers in the electrotechnical sector require a Level 3 qualification to obtain qualified status as an electrician; this is required in order to obtain JIB (Joint Industry Board for the Electrical Contracting Industry) grading for professional practice.⁴ Therefore, Level 3 provision is far more common than other qualification levels in this sector. There are few Level 4 programmes available to learners, although it is possible to study Building Services Engineering Technology and Project Management with some providers, and learners can progress to higher provision in different subjects.⁵ As there is no specific Level 2 requirement in this sector either, learners can enter the sector with Level 2 qualifications in other subjects, including GCSEs.

Provider A indicated that they have processes for assisting learners to identify and pursue progression opportunities. These take the form of tailored information, advice and guidance offered by training staff. Training is delivered flexibly to maximise ease of delivery and work around the needs of the learner and the business.

IAG remains consistent throughout the programme; their assessor will talk to them about options open to them to move forward.

Provider A (Childcare)

Provider B did not have a formal means to support progression, but indicated that learner progression was possible where appropriate. For example, some learners will demonstrate both strong technical skills, and demonstrate potential for leadership or management roles. Where appropriate to the needs of the business, these learners are able to develop their skills further – for example by leading a small team, training other apprentices, or moving into a higher project management role.

Barriers to progression

Our providers identified some distinct barriers, or issues that can discourage or inhibit learner progression through work-based learning. In particular, both providers noted the importance of employer support and that cost of training could prove a barrier for some employers. However, both providers noted that term ‘barrier’ should not imply that these issues cannot be overcome. The table below offers a summary of the barriers noted at interview.

⁴ See Joint Industry Board for the Electrical Contracting Industry, *JIB Grading Definitions – Approved Electrician Grade*, www.jib.org.uk/gdappelec.htm for more information.

⁵ For more information on available frameworks in the sector, see www.summitskills.org.uk/public/cms/File/NVQ%20SVQ%20summary%20Feb09.pdf

Sector	Barriers
Children's Care	<p>Learner ability: A key barrier to progression, particularly into higher level qualifications, is lacking English and mathematics skills. These are required to a greater extent in higher level theory-based programmes.</p> <p>Learner confidence and circumstances: Learners may lack the confidence in their own ability to progress to higher levels of learning or higher job roles. Personal circumstances may further restrict the decision of the learner to embark on further learning and career development.</p> <p>Employer willingness to train: Lack of employer support for progression in apprenticeships, (for example, from Level 2 to Level 3) can hold up learner progression. However, it is noted that learners do have the potential to find opportunities with other employers, if they wish to progress beyond those opportunities offered at their current employer.</p> <p>Lack of employer vacancies: There are more learners within the apprenticeship system than there are employers with vacancies. This may restrict learners from moving to another workplace to further their training on a higher programme.</p> <p>The cost of training: Higher programmes of study are expensive and may not be public or grant-funded. This may prevent the learner from autonomously pursuing higher level courses.</p> <p>The availability of public funding: Certain levels are not fully subsidised, which may prevent or restrict the number of learners that can undertake higher programmes of learning.</p>
Electrotechnical	<p>Restricted choice: Learners do not have a Level 2 or Level 4 programme for this particular industry. Learners may progress from and to different disciplines, but there are specific requirements to practice in the sector.</p> <p>Industry requirements: The electrical installation industry is standard-driven, meaning that work-based learning is viewed as a means to meet the necessary requirements.</p> <p>Learner demand: Few learners actively seek out progression opportunities. However, there is a great deal of pride taken in delivering services to a high standard under strict regulations.</p>

Table 2: Barriers to progression

We found through our interviews and examination of available apprenticeship frameworks that there was no clear work-based learning progression route in the electrical installation industry. As discussed above, this may be due to lower levels of need for both sector-specific Level 2 and higher learning programmes. Although there is no *sector-specific* Level 2 qualification needed to enter this sector, a learner must have completed satisfactory Level 2 equivalent qualifications (five GCSEs A*-C are preferred) to join the Advanced Apprenticeship programme at Level 3. Provider B indicated that those most likely to gain a place had a well developed personal profile, including CV and interview skills, and some evidence of work experience.

Electrical installers require a Level 3 qualification to gain professional accreditation, therefore this is a very common qualification in the industry. However, after completing an Advanced Apprenticeship at Level 3, only a few workers in this industry progress on to a leadership or project management qualification equivalent to Level 4. According to Provider B, part of the reason for this is because a Level 3 qualification is high enough to achieve a successful career as an electrical installer.

Not all learners want to progress. There are many employees within the industry who are happy in the job they are in and aim to make a success of it, rather than keep progressing upwards.

Provider B (Electrical Installation)

Provider A emphasised that learner ability can be a barrier to progression through work-based learning. Progression to intermediate and higher job roles within the Childcare sector is sometimes held back by lack of key skills, such as numeracy and literacy, on the part of workers in the sector.

One of the biggest barriers in this sector at Level 4 and foundation degree in particular is maths and English, because a lot of the vocational routes to those levels don't require you to be operating necessarily in the way you would in a degree-type programme. That's been a barrier for some: literacy and numeracy. It's about having a bridging course, or access course, between the vocational routes that are very practically based, into courses that are more study based.

Provider A (Childcare)

Both providers agreed that employer support is crucial to secure work-based learning provision, and identified it as a potential driver and barrier. The Government commitment to providing public funding for apprenticeships, depending on age, sector and qualification level has enabled progression and mobilised employer buy-in in some areas. However, where public subsidy is limited or not available then employer buy-in may also be difficult to achieve. This may be further compounded by the availability of senior posts, or opportunities for progression in the candidate's employment, which if limited could halt employer buy-in for higher training.

Certainly at the lower levels, employer support is less of an issue than when you get to the higher levels, in terms of progression. By then you may want to progress to a Foundation Degree level, but your employer may not want you to. They might see that as a step too far...and as you go up the ladder [there are fewer opportunities].

Provider A (Childcare)

5 | Populating the Learner Progression Matrix

This section focuses on initial perceptions of the Learner Progression Matrix, and presents two examples populated with industry-specific learner outcomes

The primary aim of our consultations with work-based learning providers was to test the applicability of the Learner Progression Matrix in a work-based learning setting. At interview, we introduced a blank version of the Learner Progression Matrix, and gathered some comments around the providers' first impressions of the model and its potential use within their sector. The blank LPM, adapted slightly from Aimhigher's original version, is shown overleaf in Figure 1. **Error! Reference source not found.**

First impressions

When the purpose of the Learner Progression Matrix was explained, both providers were positive about its potential as a way of identifying learner outcomes for progression. As a paper-based exercise, they saw that populating the Learner Progression Matrix could be a valuable activity. Initially, both providers expressed some uncertainty about exactly what the matrix would be used for, and how it could add value as an information tool; however it was deemed useful for identifying where potential barriers to progression are expressed (as a function of learner aspiration, awareness or attainment).

Neither provider was already using any similar tools to the LPM to examine their learners' progression outcomes. Provider A confirmed that they have processes and forms in place to capture the information, advice and guidance (IAG) that is given to learners, and had displayed visual progression routes through the sector before. Provider B had processes in place to direct and offer guidance to learners, but the specific needs and requirements of the sector made visual progression indicators less useful.

At interview we discussed the viability of the learner progression model (Aspiration + Awareness + Attainment = Progression) and reflected on its conceptual value. From a *learner centric* perspective, it was agreed that these core variables describe the necessary criteria for progression, despite its apparent simplicity.

I think the logic of it makes complete sense, in terms of looking at the broader influences. It's not just saying that because someone's got a Level 2, they must go to a Level 3, for example.

Provider A (Childcare)

However, both providers noted that learner progression may not occur in many cases, even when all of the model criteria or aspiration, awareness and attainment are satisfied. Broadly speaking, progression in general will be subject to external influences outside of the learner's control or scope of desired outcomes – this will be explored in more depth below.

	ASPIRATION	+	AWARENESS	+	ATTAINMENT	=	PROGRESSION	
	INSPIRING AND MOTIVATING AIMS AND BELIEFS ABOUT POTENTIAL		RELEVANT AND EMPOWERING KNOWLEDGE AND UNDERSTANDING		HIGH AND ENABLING SKILLS, COMPETENCIES AND ACHIEVEMENTS		SMOOTH AND CONFIDENT TRANSITION THROUGH LEARNING AND WORK	
LEVEL 3 APPRENTICESHIP								Into level 4
LEVEL 2 APPRENTICESHIP								Into level 3
ENTRY LEVEL, FOUNDATION LEARNING								Into level 2
UNQUALIFIED/ STATUTORY EDUCATION								Into foundation phase
	Self-esteem – confidence and resilience Self-efficacy – believing you can achieve Inspiration – broad horizons and possibilities Motivation – determination and application		Career and HE/learning progression routes HE/student life and opportunities Financial management and support		Learning development skills (e.g. IOLP ...) Curriculum delivery and support Core/generic learning skills (e.g. literacy ...)		Transition support (preparation/settling) Application support (FEC/UCAS) Access support	

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Figure 1: Blank Learner Progression Matrix

Inputting learner outcomes

Having introduced the Learner Progression Matrix and discussed first impressions, the next activity at the consultations was to work with the providers to populate the Matrix with the outcomes learners need to progress in their particular sectors. We introduced the Matrix and its overarching purpose, explaining that it will show progression over four qualification levels, and we asked the providers to consider how required outcomes change for each level of progression.

Our procedure for filling out the Learner Progression Matrix is set out below.

- > After discussion about the opportunities available in the sector, we introduced the Learner Progression Matrix and explained the nature and meaning of the expression: *Aspiration + Awareness + Attainment = Progression*. We took the opportunity to explain that this formula for progression addresses the key components of action for enabling progression for the learner. The providers noted that sometimes, all three components can be present, and still progression can be impossible if no “opportunities” exist.
- > The providers were encouraged to alter the LPM if necessary, to best reflect the work-based learning market from their perspective. Provider B, for example, altered the progression level descriptors to include the level of job role alongside the National Qualifications Framework Level.
- > We explained that each blank field needed to be populated with the necessary qualities and outcomes that the learner would need in order to progress to the next level. For example, we explained that successful attainment of Level 2 qualifications could enable progression to Level 3, if the learner also has the necessary aspiration and awareness in place.
- > We worked methodically from the bottom left, one level at a time. In each LPM completed, the qualification levels covered were: Unqualified/Basic Skills, Entry Level/Foundation Learning, Level 2/Key Stage 4 equivalent, Level 3/Key Stage 5 Equivalent.
- > After completing all of the necessary outcomes for progression under aspiration, awareness and attainment, we summarised the progression process in the appropriate column on the right of the matrix.

Example LPMs for the childcare and electrical installation sector

Working in this way each provider completed an example Learner Progression Matrix for their industry sector. Following our initial discussion, CFE typed up the matrices electronically and sent these to the providers for further comment and editing. The final example matrices for each provider are presented below in Figure 2 and Figure 3.

	ASPIRATION +	AWARENESS +	ATTAINMENT =	PROGRESSION	
	INSPIRING AND MOTIVATING AIMS AND BELIEFS ABOUT POTENTIAL	RELEVANT AND EMPOWERING KNOWLEDGE AND UNDERSTANDING	HIGH AND ENABLING SKILLS, COMPETENCIES AND ACHIEVEMENTS	SMOOTH AND CONFIDENT TRANSITION THROUGH LEARNING AND WORK	
LEVEL 3 APPRENTICESHIP	Career prospects to become a Nursery Manager or Deputy Manager, either with their own employer or another. Self belief they can perform a managing role – experience builds confidence Aspiration to move away from working directly with children May aspire to move to another industry, e.g., teaching / nursing.	Awareness of managerial career paths. Awareness of the role and scope of responsibilities of Nursery Manager/Deputy Manager. Awareness that managers require a L4 qualification and significant experience. Awareness of what a L4 qualification will entail (very different from L2 and 3). Awareness of time commitment needed. Awareness of own capabilities and skills gaps. Awareness of own circumstances. Awareness of funding availability (employers will be less likely to subsidise at this level).	Attained L3 Apprenticeship in Childcare. Additional Literacy and Numeracy skills beyond those required for L3. Attained the role of Room Supervisor, with consolidated experience at this level. Taking supervisory roles, managing others. Understanding of how the Nursery business works. Job prospects and employer support to study towards becoming a Nursery Manager.	<ul style="list-style-type: none"> Independent , self reflected operation in role or study Confident progression to role of Nursery Manager or Deputy Manager. 	Into level 4
LEVEL 2 APPRENTICESHIP	Aspiration to become a Room Supervisor. Aspiration for more responsibility and autonomy in the workplace. Aspiration for higher salary and ability to live independently.	Awareness of career possibilities. Awareness of role and responsibilities of Room Supervisor. Awareness that Room Supervisors require a L3 qualification and work experience. Awareness of content of qualification (similar to L2).	Attained L2 Apprenticeship in Childcare (not always necessary). Developed skills and experience as Care Worker. Operating competently in the role of Care Worker. Employer support and job prospects/availability for progressing to Room Supervisor level.	<ul style="list-style-type: none"> Confident progression to the role of Room Supervisor 	Into level 3
ENTRY LEVEL, FOUNDATION LEARNING	(On a generic entry level course) Aspiration to gain employment, have money, operate independently, financial self-sufficiency. Aspiration to work with children – turn an interest in childcare into a career. Belief they can succeed in this sector.	Awareness of childcare job options and the labour market, career routes. Basic awareness of childcare sector. Awareness of employer expectations, such as working to L2, timekeeping, employability skills. Awareness of apprenticeships, NVQs and work-based learning.	Attained entry level qualification. Basic employability and interview skills. Completed some short courses, e.g., first aid. Some work experience. Job search skills. Employer support and job.	<ul style="list-style-type: none"> Confident progression into employment as a Care Worker 	Into level 2
UNQUALIFIED/ STATUTORY EDUCATION	Aspiration to learn in a hands-on way. Aspiration to gain basic skills as a path to employment.	Awareness the learner has a skills gap which needs addressing. Awareness of vocational learning as a viable option to address skills needs. Awareness that they may be better suited to vocational routes.	No prior attainment needed to enter Foundation Learning.	<ul style="list-style-type: none"> Good understanding of vocational learning and employment. 	Into foundation phase
	Self-esteem – confidence and resilience Self-efficacy – believing you can achieve Inspiration – broad horizons and possibilities Motivation – determination and application	Career and HE/learning progression routes HE/student life and opportunities Financial management and support	Learning development skills (e.g. IOLP ...) Curriculum delivery and support Core/generic learning skills (e.g. literacy ...)	Transition support (preparation/settling) Application support (FEC/UCAS) Access support	

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Figure 2: Example Learner Progression Matrix (Childcare sector)

	ASPIRATION +	AWARENESS +	ATTAINMENT =	PROGRESSION	
	INSPIRING AND MOTIVATING AIMS AND BELIEFS ABOUT POTENTIAL	RELEVANT AND EMPOWERING KNOWLEDGE AND UNDERSTANDING	HIGH AND ENABLING SKILLS, COMPETENCIES AND ACHIEVEMENTS	SMOOTH AND CONFIDENT TRANSITION THROUGH LEARNING AND WORK	
LEVEL 3 APPRENTICESHIP	<p>Aspiration to progress to an advanced position- Trainee Project Manager or Supervisor</p> <p>Aspire to earn a higher salary and undertake new responsibilities</p>	<p>Competent awareness of technical skills</p> <p>Awareness of the requirements of more senior roles within the industry</p> <p>Knowledge and ability to undertake management, leadership and organisational roles</p>	<p>Successful attainment of Level 3 Apprenticeship</p> <p>Completion of two years experience as an electrician after completing the apprenticeship</p> <p>Successful attainment of standalone NVQ level 3 in Electrical Installation (until end 2010)</p>	<p>Enables application for JIB Approved Electrician Grade or other professional accreditation</p> <p>Confident application of skills and experience in day-to-day role within industry</p> <p>Independent, self reflected operation in role or study</p> <p>Confident progression to a higher management or supervisory role if desired</p>	Into level 4
LEVEL 2 APPRENTICESHIP	<p>Aspiration to work in electrical installation industry and progress to fully qualified status</p> <p>Aspiration to develop work-based skills at an advanced level</p> <p>Aspiration to take on some responsibility, in a supervisory or team leader role</p>	<p>Aware of industry and specific employer requirements</p> <p>Awareness of the expectations of the provider and employer during an apprenticeship</p> <p>Some development of personal profile, including CV and interpersonal skills</p>	<p>Successful attainment of level 2 qualifications, preferably GCSEs (grade C and above) and/or relevant domestic installation qualification</p> <p>Obtained some degree of work experience</p> <p>Demonstrates a basic practical ability and potential to work in the industry</p>	<p>Confident progression from school or basic practice into an advanced work-based learning context</p>	Into level 3
ENTRY LEVEL, FOUNDATION LEARNING	<p>Aspiration to become an electrician, or work within the electrical installation industry</p> <p>Aspiration to broaden experience, and obtain relevant qualifications that will enable employment within the sector</p>	<p>Awareness of industry requirement to train and gain certification</p> <p>Awareness of basic terminology and learning route</p>	<p>Has obtained some qualifications and experience at school or within previous employment</p> <p>Successful completion of short-term electrical installation course</p> <p>Demonstrates ability to undertake basic tasks in electrical installation</p>	<p>Meets requirements to apply for a Part P domestic installers certification</p> <p>Enables registration with one of five governing bodies: NICEIC, NAPIT, BSI, ECA, ELECSA</p>	Into level 2
UNQUALIFIED /STATUTORY EDUCATION	<p>Aspiration to learn in a hands-on way</p> <p>Aspiration to gain basic skills during statutory education</p>	<p>Awareness of vocational learning options and how to become an electrician</p> <p>Awareness of type of work in the industry- possible awareness through friend or family member, or through information given at school</p>	<p>Attainment of statutory school qualifications desired- no formal education requirement to begin foundation learning</p>	<p>Confident progression from school, or previous employment into foundation learning</p>	Into foundation phase
	<p>Self-esteem – confidence and resilience</p> <p>Self-efficacy – believing you can achieve</p> <p>Inspiration – broad horizons and possibilities</p> <p>Motivation – determination and application</p>	<p>Career and HE/learning progression routes</p> <p>HE/student life and opportunities</p> <p>Financial management and support</p>	<p>Learning development skills (e.g. IOLP ...)</p> <p>Curriculum delivery and support</p> <p>Core/generic learning skills (e.g. literacy ...)</p>	<p>Transition support (preparation/settling)</p> <p>Application support (FEC/UCAS)</p> <p>Access support</p>	

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Figure 3: Example Learner Progression Matrix (Electrical Installation sector)

Interpreting the completed LPMs

Examination of the specific learner outcomes provided in each example Learner Progression Matrix highlights interesting differences between the childcare and electrical installation industries, both in terms of progression routes and the requirements for successful progression. Some key observations by industry type are noted below:

- > The childcare industry exhibits a clear work-based progression route, enabling progression through learning and employment to those that wish to pursue it. At lower levels, specific qualifications are not always required, and in some cases it may even be possible to begin a Level 3 programme without having completed the Level 2 apprenticeship. This is often achieved by successfully attaining GCSEs and/or A-levels.
- > Career prospects and job roles are well aligned with qualification level in the childcare industry, allowing the learner to expect certain levels of development in line with their achievements.
- > In the electrical installation industry many learners train in the workplace to Level 3 only. However, learners can sometimes pursue a limited number of Level 2 or Level 4 frameworks in other areas.
- > Learners are able to pursue progression opportunities in other sectors or business areas, such as leadership and management, in addition to their own sector-specific areas. However, the extent to which this is possible depends on the compatibility of their skill sets to other frameworks and industries.
- > Both childcare and the electrical installation industry prefer that learners demonstrate work experience, interpersonal skills and a well developed personal profile.
- > Attainment of work-based learning qualifications may lead to professional qualifications or accreditation, when combined with work experience.

Both providers agreed at interview that the basic components of aspiration, awareness and attainment sufficiently covered the necessary personal and practical requirements for a learner to progress within their industry. It was noted that as this learner progression model covered key factors from the learner's perspective, there would be external factors, particularly related to the employer, which were not included. This is not to suggest that the learner progression model is deficient, only that it must be seen in a wider context of availability of progression opportunities. A simple attempt to illustrate this could be the modified equation below:

Available opportunities (Aspiration + Awareness + Attainment) = Learner Progression

So the *opportunity* to progress should not be forgotten when considering learner progression, and these opportunities often depend on an employer's business training needs. However, within the Learner Progression Matrix "available opportunities" can also fit well within the "awareness" part of the model; for example, a learner would need to have developed awareness of available opportunities in order for progression to be viable. So although the learner progression model is primarily conceived of as a learner-centric tool, this does not mean that awareness of outcomes external to the learner cannot be considered.

6 | Further application of the Learner Progression Matrix

This chapter explores the practical use of the Learner Progression Matrix, reflecting on how it might be adapted for use by the work-based learning sector.

The standard Learner Progression Matrix, as presented in **Error! Reference source not found.**, can be adapted to help providers and learners consider how they might achieve the desired progression outcomes. We asked our providers to consider how it may be used to assist providers and learners to facilitate progression, and present some re-iterations below to illustrate this.

It is important to ensure that those using the Learner Progression Matrix are fully briefed on how it can be used, in order to get the maximum benefit from the model. Indeed, we found that presented with a blank LPM and no instructions, providers felt they would struggle to gain value from it, emphasising the importance of clear instructions and briefings for staff.

I think you could use it within a management context, and you could use it within a front line trainer/assessor and recruitment context, depending on the setup. I think it would need strong facilitation with the frontline staff, because if I presented this to our staff they wouldn't have a clue. But if you started to unpack it, they would probably be able to do this exercise better than me.

Provider A (Childcare)

The Learner Progression Matrix as a guide to achieving outcomes

The Learner Progression Matrix as it stands is versatile enough to be populated by learner outcomes which are tailored to specific industries or progression routes. Once relevant learner outcomes have been identified, providers or learners can go on to consider the practical activities or interventions that are needed to achieve the outcomes and facilitate progression.

Figures 4 and 5 offer examples of actions derived from learner outcomes, to facilitate progression to higher levels of study, in these cases in the childcare sector. These actions or activities could then be implemented by provider management and staff, and help to ensure that each required learner outcome is met.

	ASPIRATION	+	AWARENESS	+	ATTAINMENT	=	PROGRESSION	
	INSPIRING AND MOTIVATING AIMS AND BELIEFS ABOUT POTENTIAL	ACTIVITY / CONTENT	RELEVANT AND EMPOWERING KNOWLEDGE AND UNDERSTANDING	ACTIVITY / CONTENT	HIGH AND ENABLING SKILLS AND ACHIEVEMENTS	ACTIVITY / CONTENT	SMOOTH AND CONFIDENT TRANSITION TO APPROPRIATE LEARNING	
LEVEL 3 APPRENTICESHIP	<p>Career aspirations to become a Nursery Manager or Deputy Manager, either with their own employer or another.</p> <p>Self belief they can perform a managing role – experience builds confidence.</p> <p>Aspiration to move away from working directly with children.</p> <p>May aspire to move to another industry, e.g., teaching / nursing.</p>	<p>Provide example case-studies and/or student visits to outline role of senior staff in the sector, and the benefits of progression.</p> <p>Personal learning plan/mentoring/IAG to support self belief.</p> <p>Provide information to link current skills and experience to suitable roles or programmes within other sectors and industries.</p>	<p>Awareness of managerial career paths.</p> <p>Awareness of the role and scope of responsibilities of Nursery Manager/Deputy Manager.</p> <p>Awareness that managers require a L4 qualification and significant experience.</p> <p>Awareness of what a L4 qualification will entail (very different from L2 and 3).</p> <p>Awareness of time commitment needed.</p> <p>Awareness of own capabilities and skills gaps. Awareness of own circumstances.</p> <p>Awareness of funding availability (employers will be less likely to subsidise at this level).</p>	<p>Work with employer to define career routes.</p> <p>Work with employer to understand key role competencies and requirements.</p> <p>Provide information on L4 qualification structure, requirements and workload. Specific information on additional literacy or numeracy requirements compared to L3.</p> <p>Conduct training/skills needs analysis to identify where gaps in current work experience or literacy/numeracy can be addressed. Identify tasks and activities in line with personal development plan.</p> <p>Provide prospectus and funding information for Level 4 programmes, ensuring candidate understands requirements. Support through funding application if needed.</p>	<p>Attained L3 Apprenticeship in Childcare.</p> <p>Additional Literacy and Numeracy skills beyond those required for L3.</p> <p>Attained the role of Room Supervisor, with consolidated experience at this level.</p> <p>Taking supervisory roles, managing others.</p> <p>Understanding of how the Nursery business works.</p> <p>Job prospects and employer support to study towards becoming a Nursery Manager.</p>	<p>Support apprentice as needed to successfully complete qualification.</p> <p>Support to improve and evidence literacy and numeracy skills. E.g., short writing course.</p> <p>Workshops and additional training sessions to develop the employee sufficiently for the knowledge requirements of level 4 programmes.</p> <p>Work with employer to ensure working towards L3 apprenticeship is linked to career progression to Room Supervisor.</p> <p>Personal development plan for learner to identify areas of improvement in management and business skills.</p> <p>Work with employer to encourage and seek opportunity for the apprentice to undertake new tasks and develop management and business skills in the workplace.</p> <p>Research to understand opportunities and attitudes at current employer and other employers in the sector.</p>	<p>Independent, self reflected operation in role or study.</p> <p>Confident progression to role of Nursery Manager or Deputy Manager.</p>	<p>Into level 4</p>

Figure 4: Level 3 learner outcomes with activity log, childcare

	ASPIRATION	+	AWARENESS	+	ATTAINMENT	=	PROGRESSION	
	INSPIRING AND MOTIVATING AIMS AND BELIEFS ABOUT POTENTIAL	ACTIVITY / CONTENT	RELEVANT AND EMPOWERING KNOWLEDGE AND UNDERSTANDING	ACTIVITY / CONTENT	HIGH AND ENABLING SKILLS AND ACHIEVEMENTS	ACTIVITY / CONTENT	SMOOTH AND CONFIDENT TRANSITION TO APPROPRIATE LEARNING	
LEVEL 2 APPRENTICESHIP	<p>Aspiration to become a Room Supervisor.</p> <p>Aspiration for more responsibility and autonomy in the workplace.</p> <p>Aspiration for higher salary and ability to live independently.</p>	<p>Provide information and examples of higher roles within profession</p> <p>Ensure learner becomes engaged as active member of team or group.</p> <p>Offer learner encouragement and experience of independent working and decision-making.</p> <p>Provide information and guidance about progression routes</p>	<p>Awareness of career possibilities.</p> <p>Awareness of role and responsibilities of Room Supervisor.</p> <p>Awareness that Room Supervisors require a L3 qualification and work experience.</p> <p>Awareness of content of qualification (similar to L2).</p>	<p>Provide details of supervisory roles.</p> <p>Provide learner with information around key performance targets.</p> <p>Allow access for high performing learners to access a “talent pool” (trainee supervisor posts on a temporary basis).</p> <p>Provide information on course requirements, discuss study and assessment preferences.</p>	<p>Attained L2 Apprenticeship in Childcare (not always necessary).</p> <p>Developed skills and experience as Care Worker.</p> <p>Operating competently in the role of Care Worker.</p> <p>Employer support and job prospects/availability for progressing to Room Supervisor level.</p>	<p>Agreement with learner and employer to commit to level 2 apprenticeship.</p> <p>Agree timescales, and provide information about framework content and assessment criteria.</p> <p>Work with employer to ensure that needs are met and problems are addressed during the programme</p> <p>Work with employer to explore possibility of undertaking higher study and identify available roles etc.</p> <p>Encourage learner to keep record of personal portfolio.</p> <p>Track progress of learner achievements and progression through role.</p> <p>Discuss with employee and learner what attainment will be required to progress and over what period of time.</p>	<p>Confident progression to the role of Room Supervisor.</p>	<p>Into level 3</p>

Figure 5: Level 2 learner outcomes with activity log, childcare

The Learner Progression Matrix as a basis for information, advice and guidance tools

As well as identifying learner outcomes and the activities required to achieve these, the Learner Progression Matrix can be used to develop other tools and inform wider information, advice and guidance activities with learners. For example, based on the identified learner outcomes, a provider could generate questions to encourage the learner to reflect on their progress against these required outcomes. Their responses can then in turn allow the provider's staff to identify areas in which learners are not achieving necessary progression outcomes.

Figure 6 below lists some example questions that could help to identify any training needs, gaps in understanding or other requirements that may need to be bridged before the learner can progress to a higher level. Questions such as these would help to identify where barriers may exist, whether these relate to aspiration, awareness or attainment. A provider could rate learners' responses as red, amber or green, depending on the extent to which they meet the necessary outcomes already identified in the LPM, and implement actions to address any areas of concern. Because this tool focuses on an individual learner, it is useful to consider any factors which are specific to that individual, such as their personal circumstances or their attitudes to themselves, and their learning and career goals.

YOUR GOALS		UNDERSTANDING	ACHIEVEMENTS		
QUESTIONS	(PLEASE FILL IN)	QUESTIONS	(PLEASE FILL IN)	QUESTIONS	(PLEASE FILL IN)
What drives you to develop your career or learning option? What are your future career aspirations? Why would you like to pursue this career? How would you like your role to develop in the future? What do you like most about your current role? How do you feel about pursuing these goals? Is there anything holding you back from going further?		What options for progression are you aware of? What options for progression are currently available? What are the key responsibilities of senior staff at your organisation? E.g. Nursery Manager / Deputy Manager / Shift Leader What additional learning will you need to undertake to progress to a senior position at your organisation? E.G will you need a) further qualifications, or b) further work experience What effect will working towards a new role have upon your current responsibilities Do you have any special requirements? If further training is needed, how will it be paid for? Will the employer or training provider pay for the training, or will it be self-funded? What help or support will you need to continue learning or continue to develop your career? What are the key barriers to you progressing in learning and your career? What impact do these things have upon your development?		Before undertaking your apprenticeship, did you undertake any other qualifications? (This can include qualifications gained at school, college or elsewhere) What apprenticeship programme have you already completed? E.g., Foundation / Level 2 / Level 3 How long have you worked in your current role? What have been your successes to date? What have you found difficult? Is your personal development plan up to date (please attach)	

Figure 6: Example of how the Learner Progression Matrix can be used to develop an IAG tool

Using the Learner Progression Matrix to identify industry/sector overlap

Earlier in this report we drew attention to the considerable diversity of requirements in work-based learning across different industries. Apprenticeships are designed to provide specialist technical knowledge via a vocational learning route. Yet several aspects of apprenticeships are transferable qualifications between industries, which may facilitate movement across certain different industries. Many different industries share common core skill sets, and Sector Skills Councils design apprenticeships to accommodate these transferable skills to maximise benefit to both the learner and employers.⁶

Comparing the necessary learner outcomes between completed LPMs in different sectors may be a useful technique to identify how outcomes differ and to therefore identify outcomes to be addressed should a learner wish to transfer to a related, or an un-related, sector. This is particularly useful when considering aspiration and awareness outcomes, as these may be more difficult to identify than differences in attainment outcomes. Depending on how closely the outcomes for different sectors compare, a learner may find it possible to progress to a higher level in another sector, or they may have to revert to a lower level. There may be significant skills gaps that would require bridging material or repeat qualifications in order to continue work-based learning progression within a different sector. For example, a learner with a completed Level 3 in children’s care could not transfer directly to Level 4 in electrical installation, as the sectors are too different. Figure 7 illustrates this and suggests that other more related sectors, such as Adult Care, may be more amenable to direct progression.

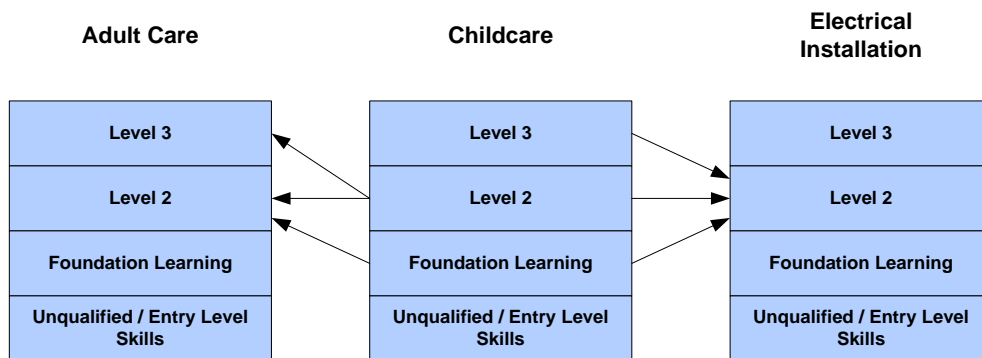


Figure 7: Illustration of comparing learner progression outcomes across different sectors and industries.

Similar comparison is possible when looking at the transition from statutory education into work-based learning. The specialist vocational requirements of different professions vary, meaning that candidates may, for instance, be required to enter at Level 2 even where they have already successfully completed GCSEs (equivalent to Level 2), or even A-levels (equivalent to Level 3). Comparing the LPM for a given sector with the standard school-based pathway may help to signpost the possible routes for learners into work-based learning when they start their career.

⁶ See National Apprenticeship Service, *What are transferable skills?*, www.apprenticeships.org.uk/Employers/Other-Questions/FAQDetails4.aspx

7 | Conclusions

This section reflects upon the findings of the research and offers some concluding recommendations for taking the learner progression agenda forward

Through trialling the Learner Progression Matrix with two work-based learning providers we found that the principles of the tool are relevant and useful in the work-based learning and apprenticeships sectors. The concept that, in order to progress, the aspiration and awareness of learners must be considered alongside their attainment was accepted by the providers, which represents an important development in conceptualising progression routes. Although on first impressions the providers struggled to understand exactly how to use the LPM, when the concept was explained, they were able to complete the matrix and found it a useful lens through which to examine their own practices. The two sectors came up with quite different learner outcomes, reflecting their different careers and progression structures.

We found that identifying the aspiration, awareness and attainment outcomes for a given sector is useful in itself, but it also lends itself to further applications. As shown in the report, users of the LPM can go on to identify specific actions needed to facilitate progression, help structure better information, advice and guidance to learners, as well as use LPMs to compare progression outcomes across related, or un-related, sectors.

We found that, presented on its own, the LPM can be difficult for providers to understand, therefore we have provided guidance and instructions for providers in the appendix of this document. We believe that using this guidance a work-based learning provider will be able to complete the matrix themselves – though it would still be useful for them to have the option of consulting with a careers professional familiar with the LPM, should this be needed.

The development of the Learner Progression Matrix presents an opportunity to improve the way progression routes are presented and conceptualised across the work-based learning sector. Previous government policy discussed intentions that, from April 2011, all apprenticeship frameworks must set out the routes into higher education that learners could take once they have successfully completed their apprenticeship.⁷ In order to ensure these routes are as accurate and realistic as possible, and take into account learner aspiration and awareness, as well as attainment, we argue that sector skills councils should work with Aimhigher to increase their awareness of the LPM as a tool and consider using it to present progression routes from apprenticeships.

The next steps of future development of the LPM in work-based learning should include:

- > testing the instructions provided in the appendix of this report with providers, and where necessary making improvements;
- > encouraging information, advice and guidance professionals, including Aimhigher, to use the LPM as a tool for working with work-based learning and apprenticeship providers;
- > raising awareness of the LPM among policymakers, employers and work-based learning providers themselves, as well as the core argument that learners' aspiration and awareness must be considered alongside attainment;
- > working with sector skills councils to explore the potential of using the LPM to set out realistic routes into higher education from apprenticeship frameworks.

⁷ Department for Business, Innovation and Skills, *Skills for Growth; The national skills strategy*, (November 2009), p. 31.

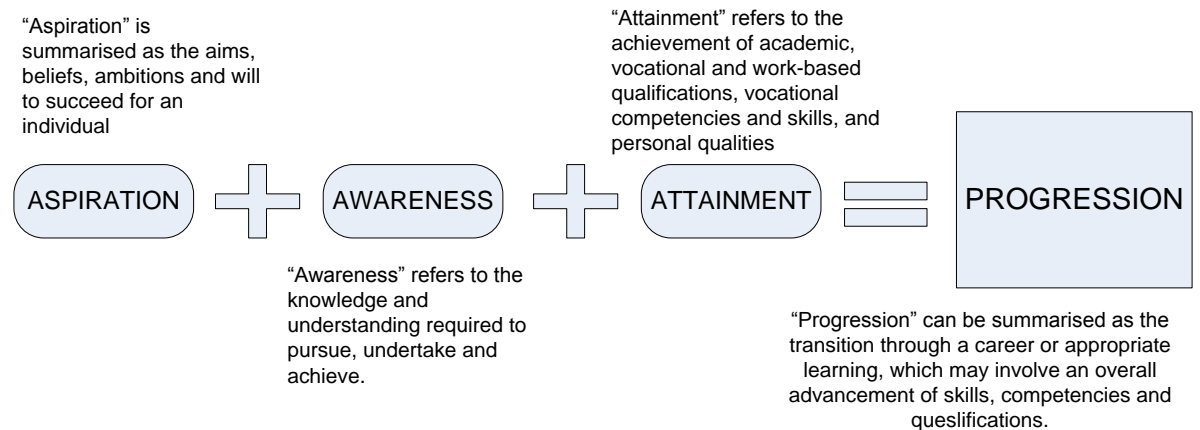
Appendix 1: Instructions for work-based learning providers using the Learner Progression Matrix

This guidance aims to assist work-based learning providers to populate and use the Aimhigher Learner Progression Matrix

The Learner Progression Matrix is a useful tool for reflecting on the factors that will help your learners to progress to higher levels of work or learning, on completion of their current programmes.

The Concept

- > Learners progress through work-based learning for many reasons and in many ways. Successfully gaining a qualification is important – it opens many doors for the learner, including higher programmes of study.
- > But the learner’s individual aspirations, and their overall awareness of their options are important too. These are often given less attention than they deserve, with the attainment of qualifications sometimes being the overriding focus.
- > By focusing support and learner guidance on all three factors – Aspiration, Awareness and Attainment – there is a greater chance of ensuring that learners prosper in work-based learning and reach their potential.



The Learner Progression Matrix

Considering learners’ aspiration, awareness and attainment can help you to identify opportunities you may not previously have considered to maximise progression for your learners. The Learner Progression Matrix helps you to consider aspiration, awareness and attainment needed to enter foundation level learning, and progress all the way to higher levels in a given sector or career area. By explicitly reflecting on the required learner outcomes for aspiration and awareness, as well as attainment, you can assess whether your learners’ progression needs are being met.

What levels of aspiration, awareness and attainment are required to progress to the next level?

The Learner Progression Matrix shown below enables you to reflect on what aspirations, awareness and attainment a learner must have to progress at each stage of their progression journey.

These boxes contain “learner outcomes”- the necessary qualities and abilities that the learner must have in order to progress to the next level. For example, a learner working at Level 2 must have a sufficient level of awareness of opportunities, to allow progression to Level 3.

This column should summarise the progression activity for the learner, based upon the content of the Aspiration, Awareness and Attainment columns

Where the requirements for each column are satisfied, progression to the next level up is facilitated

		ASPIRATION	AWARENESS	ATTAINMENT	PROGRESSION	
		+	+	=		
		INSPIRING AND MOTIVATING AIMS AND BELIEFS ABOUT POTENTIAL	RELEVANT AND EMPOWERING KNOWLEDGE AND UNDERSTANDING	HIGH AND ENABLING SKILLS, COMPETENCIES AND ACHIEVEMENTS	SMOOTH AND CONFIDENT TRANSITION THROUGH LEARNING AND WORK	
Qualification Levels	LEVEL 3 APPRENTICESHIP					Into level 4
	LEVEL 2 APPRENTICESHIP					Into level 3
	ENTRANCE/ FOUNDATION LEARNING					Into level 2
	UNQUALIFIED/ STATUTORY EDUCATION					Into foundation phase
		Self-esteem – confidence and resilience Self-efficacy – believing you can achieve Inspiration – broad horizons and possibilities Motivation – determination and application	Career and HE/learning progression routes HE/student life and opportunities Financial management and support	Learning development skills (e.g. IOLP ...) Curriculum delivery and support Core/generic learning skills (e.g. literacy ...)	Transition support (preparation/settling) Application support (FEC/UCAS) Access support	

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Getting Started

To identify the learner progression outcomes you may find it helpful to work with staff involved in delivery at each of the qualification levels that you offer. Step by step guidance is given below:

- 1) Examine the learner progression model and its overarching concept. It is helpful to understand what is meant by “Aspiration”, “Awareness” and “Attainment” at the outset.
- 2) Decide on the qualification levels that are relevant to your organisation. The example shown on the last page demonstrates progression through four stages of education and work-based learning (from school age “no formal qualifications”, through to learners at Level 3 Apprenticeships looking to progress on to Level 4). This can be edited to meet individual provider needs – if you do not provide courses at lower levels, you may only wish to complete the matrix for Level 2 or 3.
- 3) Starting with one section of the Learner Progression Matrix at a time, identify the requirements in terms of aspiration, awareness and attainment that learners need to achieve to progress to their next level. Reflect upon what the learner needs to demonstrate, possess or obtain (in terms of aspiration, awareness or attainment) and summarise this in each box. Most completed LPMs will have multiple learner outcomes in each box, however be sure to avoid duplication and aim to keep the learner outcome clear and succinct in each case. Aim to fill in each learner outcome box moving from left to right. Although it is possible to start anywhere, we recommend starting at the bottom-left (in this example, “No Formal Qualifications / Aspiration”).
- 4) We recommend approaching each learner outcome box with the following phrase in mind:

The Learner is currently working at [insert level]; what [Aspirations / Awareness / Attainment] are required in order to progress into the next level?

It is useful to look at some example learner outcomes to help get started. Some generic learner outcomes are provided overleaf. However, try to make your own outcomes as specific as possible for your own learners, their sector and qualifications.

- 5) When all of the learner outcomes have been completed, it is important to check over what you have written, and ensure that each learner outcome is in the correct place. It is also important to ensure that each qualification level leads smoothly into the next. For example, Level 2 learners may “aspire to progress to a supervisory role”, and Level 3 learners may “aspire to a management role.”
- 6) It is good practice to consider any barriers that may prevent the learner from successfully working at higher levels within a given career, or a higher learning programme. This will help to ensure that all potential learner outcomes are identified.

Example Learner Progression Matrix

Below is a partially completed Learner Progression Matrix with some example generic learner outcomes – try to make your own outcomes as specific as possible to your own learners, sector and qualifications and competencies.

Successfully obtaining learner outcomes from all three columns will facilitate progression

	ASPIRATION	AWARENESS	ATTAINMENT	PROGRESSION		
	INSPIRING AND MOTIVATING AIMS AND BELIEFS ABOUT POTENTIAL	RELEVANT AND EMPOWERING KNOWLEDGE AND UNDERSTANDING	HIGH AND ENABLING SKILLS, COMPETENCIES AND ACHIEVEMENTS	SMOOTH AND CONFIDENT TRANSITION THROUGH LEARNING AND WORK		
Qualification levels	LEVEL 3 APPRENTICESHIP	Aspiration to obtain higher level qualifications Aspiration to progress to a management role Aspiration to increase earnings and personal profile Aspiration to increase career options enabling a move to other professions if appropriate	Awareness of available positions and managerial career paths. Awareness of role and responsibilities of managerial staff Awareness of what a L4 qualification will entail (very different from L2 and 3) Awareness of content and time commitment needed for higher level programmes Awareness of own capabilities and potential Awareness of funding and placement availability	Successful completion of level 3 apprenticeship Demonstrates competency and reliability in supervisory role, has ability to manage other staff	Independent, self reflected role in work and study Confident progression to role of manager or equivalent, underpinned by a sound level of technical expertise, wide qualification portfolio and aim to progress further	Into level 4
	LEVEL 2 APPRENTICESHIP	Aspiration to progress further after apprenticeship and gain more qualifications Aspiration to advance within place of work to a supervisory role Aspiration for higher salary and ability to live independently	Awareness of career possibilities open to the learner Awareness of the need to obtain further vocational competencies in order to progress Awareness of how to approach and pursue further study Awareness of qualification content	Successful attainment of level 2 apprenticeship 2 years on-the-job experience Operating to a competent standard, demonstrating potential to progress	Confident progression to supervisor level, based upon a sound awareness of employer and provider expectations, successful achievement on current course and a desire to move forwards	Into level 3
	ENTRY LEVEL, FOUNDATION LEARNING					Into level 2
	UNQUALIFIED/ STATUTORY EDUCATION					Into foundation phase
		Self-esteem – confidence and resilience Self-efficacy – believing you can achieve Inspiration – broad horizons and possibilities Motivation – determination and application	Career and HE/learning progression routes HE/student life and opportunities Financial management and support	Learning development skills (e.g. IOLP ...) Curriculum delivery and support Core/generic learning skills (e.g. literacy ...)	Transition support (preparation/settling) Application support (FEC/UCAS) Access support	

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