

Evaluation of the Young Apprenticeships Programme: Outcomes for cohort 3

Final Report
For information

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The data collection for the report was undertaken in 2009, and the report analysis reflects that period. More recently, the government invited Professor Alison Wolf to review vocational education provision for 14 to 19 year olds. The review is available at: <http://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00031-2011>

Key Findings – attainment

- The majority of the Young Apprenticeship (YA) programme qualifications (identified by the sector as required for the YA programme) at Level 2, taken by young people who completed the programme (85 %), were achieved. Nearly three quarters (73 %) of Level 1 qualifications were achieved. The proportion of Entry or unknown levels was lower (59 %) but these are often offered as optional qualifications for young people participating in the programme and not necessarily a core element of the programme.
- Looking at raw achievement rates there were no statistically significant differences, in terms of gender, recognition for action on the register of Special Educational Needs, or ethnicity between those who achieved or did not achieve a qualification that they had taken as part of the YA programme. Young people who were eligible for free school meals were significantly less likely to have achieved a qualification (76 %).
- When the qualifications that learners achieved through the YA programme are combined with their other achievements at key stage 4, it emerged that 78 per cent of YA participants had achieved five or more A* to C GCSE grades (or equivalent), while 22 per cent had not achieved this Level 2 threshold. Compared to their peers in the same schools, and nationally, a greater proportion of YA participants achieved five or more A* to C GCSE grades (63 % in YA schools and 64 % nationally).
- When learners' achievement of English and mathematics GCSEs is included, 43 per cent of YA participants achieved five or more GCSEs at grades A* to C (or equivalent) including English and mathematics. However, a very slightly lower proportion achieved this compared to their peers in YA schools (45 %) and nationally (48 %).
- For learners who completed the YA programme, 87 per cent achieved 5 or more A* to C GCSE grades (or equivalent); and 48 per cent achieved 5 or more A* to C grades (or equivalent) including English and mathematics.
- When analysis takes into account background factors at school level and pupil level¹, the difference shows that a 'typical' learner at a school that was not involved in the YA programme had a 32 per cent probability of achieving five A* to C GCSE grades including mathematics and English, whereas a typical YA learner had a 28 per cent probability. This four percentage point difference is less than for previous cohorts (10% point difference for cohort 2).
- The analysis revealed that learners who completed the third cohort of the YA programme gained significantly more points in total (94 points more),

¹(rather than the raw attainment of five or more GCSEs at grades A to C including mathematics and English reported above)

at the end of key stage 4 compared with similar learners in the same schools who had not participated in the programme².

- The difference between YA programme participants and non-participants in the total points achieved at key stage 4 is smaller when the analysis includes the effect of those who embark on the YA programme and discontinue before the end of Year 11. Such young people achieved significantly less well than they would have if they had not embarked on the YA programme and this affects the attainment of the cohort as a whole. Young people who embark on the YA programme, and may or may not have completed it, attained 66 points more on average compared to similar learners who did not embark on the programme
- As was the case last year in Cohort 2, those with lower levels of prior attainment among YA programme participants appeared to gain even more at key stage 4 relative to those with similar levels of attainment who did not participate in the YA programme.
- Young people who participated in the YA programme also achieved more points in their eight highest grades achieved (15 points) than might have been predicted given their prior attainment and other background characteristics. This figure is greater (26 points) when restricted to pupils who completed the programme.

Key findings – destinations

- Of those whose destination is known, the majority (95 %) of young people who completed the YA programme progressed into further education or training and 19 per cent had progressed into an Apprenticeship. This proportion is comparable to the previous two cohorts (21 % in Cohort 1 and 22 % in Cohort 2).
- Young people who had completed the YA programme in the hairdressing, construction, motor industry and engineering sectors were more likely to have chosen an Apprenticeship post-16 than those in other sectors. Of those young people who progressed into further education and training 67 per cent of young people in hairdressing, 47 per cent of those in the motor industry, 37 per cent of those in construction and 32 per cent of those in engineering had embarked on an Apprenticeship post-16. Young people in these four sectors represented the majority of those who progressed into Apprenticeships.
- Young people who had discontinued their involvement in the YA programme before the end of Year 11 had a significantly lower probability of progressing into further education and training than similar learners who had completed.

² A YA participant achieved 94 points more on average than whatever points were achieved by a non-YA participant. For example if a non-YA participant achieved 383 points, a YA participant achieved 477, if the non-YA participant achieved 402 points the YA participant achieved 496.

1. Background

1.1 Introduction

The Young Apprenticeship (YA) programme was established in 2004 to provide 14 to 16 year olds with the opportunity to gain knowledge and skills in a specific vocational area and achieve a relevant qualification. The first two cohorts of participants in Year 10 embarked on their programmes in September 2004 and 2005 and a third cohort of learners started in 2006. Cohort 3 learners were engaged in one of 13 occupational areas:

- Motor industry
- Business administration
- Art and design
- Performing arts
- Engineering
- Science
- Health and social care
- Hospitality
- Sports management, leadership and coaching
- Textiles
- Construction
- Hairdressing
- Retail

To deliver the third cohort of the YA programme around 130 partnerships between schools, providers and other relevant organisations were established which were headed by Lead Partners.

The YA Programme has the following objectives for all Young Apprentices to:

- pursue approved vocationally-related qualifications at Level 2 with the opportunity to achieve Level 1 during the programme;
- have appropriate and extended experience of work with a suitable employer;
- have extended experience of work which contributed directly to the coursework of the chosen qualification; and
- prepare for and be offered clear possible progression routes to an Apprenticeship after 16.

To meet these objectives, the partnerships worked to achieve a set of targets outlined below:

- To recruit 25 pupils onto the initiative (the minimum recruitment target for cohort 3 was 20 and maximum 30).
- For recruits to maintain high attendance and good behaviour throughout the duration of the course (at least to the average for the school).
- 80 per cent of the recruits to achieve a Level 2 industry specific qualification appropriate to the chosen sector and with currency in respect of accumulated achievement to progress into an Apprenticeship.
- 80 per cent of employers to rate their recruits as satisfactory or better in overall terms.
- 80 per cent of recruits to rate the YA programme as satisfactory or better in overall terms.
- 50 per cent of the recruits to progress onto a post-16 Apprenticeship route.

It is intended that, through their involvement, YA participants will be able to gain knowledge and skills in a specific vocational area and achieve a relevant qualification. The YA programme involves learners spending up to two days a week in a different learning environment and be:

- Undertaking a programme of study with an employer, college or training provider which is practical. This programme includes approximately 50 days' work experience or equivalent across the two years of the programme which will contribute directly to their learning.
- Experiencing classroom-based learning and applying their knowledge in employment and being taught by school teachers, employers or trainers.
- Participating in good quality work experience and gaining a vocationally relevant qualification at Level 2.
- Accessing advice and guidance to support their decision making before, during and after their involvement in the YA Programme, including the possibility of embarking on a post-16 Apprenticeship with the employer they worked with pre-16.
- Gaining an improved understanding of business through enterprise as an integral part of their programme and participating in wider enrichment activities such as the Duke of Edinburgh Award.

This report focuses on the outcomes for the third cohort of participants and explores their achievements on the YA programme and overall, and their destinations following completion of their YA course.

1.2 Aims and objectives

The aims of the evaluation are to assess the extent to which the YA programme has fulfilled its national aims and objectives and to inform future policy. The objectives of the research are to:

- Describe the characteristics of the cohort of participants and the extent to which they differ from their peers in their schools, or from previous cohorts
- Outline the characteristics of the partnerships in terms of organisations and schools involved
- Explore the extent to which learners discontinued their involvement at the end of Year 10 and whether there are any common characteristics of learners or partnerships where learners have discontinued
- Identify the key outcomes of the programme for individual learners in terms of attainment and destinations, and assess as far as possible how these have been achieved.

The fourth objective is the main focus of this report. The research methods which contribute to the elements of the evaluation presented in this report are outlined below.

1.3 Research methods

This report assesses the outcomes of the YA programme for Cohort 3 pupils who participated in the programme between September 2006 and July 2008. It draws on data provided voluntarily by partnerships detailing individual learners and their post-16 destinations. This data was then matched to the National Pupil Database (NPD), which provided details of learners' achievement on the YA programme, and their overall achievement. Further details about this data collection are provided below.

Data provided by partnerships

Baseline data on the third cohort of YA participants was collected from partnerships in Autumn 2006. This baseline data comprised the following for each young person participating in the programme:

- Name
- Date of birth
- Unique Pupil Number (UPN)
- Occupational area of the programme being pursued by the young person (e.g. engineering, business administration)
- Qualifications studied
- Type of provider attended
- School attended.

The information for each individual learner was matched to their record³ held on NPD which contained background details on learners’:

- Gender
- Ethnic background
- Mother tongue
- Stage on the register of Special Educational Needs (SEN)
- Known eligibility for free school meals
- Prior attainment at key stage 3.

Analysis of the gender of participants across five cohorts of the YA programme, based on the baseline information, is provided in Appendix B. The data collection exercise was repeated at the end of the programme (autumn 2008) in order to update the existing information, and to collect data on:

- Learners’ completion of the YA programme or, if they had discontinued, the reasons for discontinuation; and
- Learners’ post-16 destinations – partnerships were provided with a predefined list of potential post-16 destinations.

As the data collection was voluntary, not all lead partners responded, however data on around 2000 learners was provided. This represents around 68 per cent of the 2,922 learners who were identified in the baseline as participating in the YA programme by 116 Lead Partners. It is worth noting that the findings presented in Chapter 3 in this report reflect the information provided by Lead Partners. As such, it is based on their knowledge of the learners’ destinations.

³ Learners were matched to the National Pupil Database through their Unique Pupil Number (UPN), name and date of birth.

2. Achievement of young people who participated in Cohort 3 of the YA programme

2.1 Introduction

This chapter explores the achievement of young people who participated in Cohort 3 of the YA programme (2006 to 2008) by drawing on data about YA participants' achievements from the NPD, which provides details of the GCSE and non-GCSE qualifications achieved by young people. It examines:

- The extent to which they achieved the qualifications that they undertook (qualifications recognised by the sector as required for the YA programme), and any differences in achievement between qualifications and YA sectors.
- Their overall achievement at key stage 4, and the impact of the YA programme on their total achievement. This analysis also examines the attainment of YA learners compared with their peers who did not participate in the YA programme.
- The factors associated with YA participants achieving their qualifications, including background characteristics, school factors, and factors associated with the YA programme.

2.2 Achievement of qualifications taken through the YA programme

Based on information provided by Lead Partners relating to 3,290 qualifications taken through the YA programme, 84 per cent of these were taken by young people who completed the programme while 16 per cent were taken by young people who discontinued from the programme. Subsequent analysis of young people's achievement of their YA programme qualifications (as reported in this section) is based only on those 2,671 qualifications taken by learners who completed the YA programme.

Of these qualifications (N=2,671), 81 per cent were achieved (according to NPD⁴), while 19 per cent (536 qualifications) did not appear to have been achieved. There was considerable variation across the sectors in the proportion of qualifications that were achieved (table 2.1). The highest achievement rates were in the science and performing arts sectors (97 % and 93 % respectively), while the lowest achievement rates appeared to be in i) hospitality and ii) food, drink and manufacturing sectors (66 % and 45 %

⁴ The analysis is based on all those who matched successfully to NPD and for whom a qualification that related to the YA programme was identified in the NPD.

respectively). The number of young people engaged in a YA in the food and drink manufacturing sector was small and these findings should therefore be treated with caution. For those who were participating in the hospitality sector, the lower level of achievement may be related to their prior attainment. This is discussed further in Section 2.3.

Table 2.1 Achievement of YA programme qualifications by YA sector

YA sector	% YA qualifications achieved	Number of qualifications
Science	97	29
Performing Arts	93	95
Hairdressing	87	53
Art and Design	85	59
Construction	84	109
Engineering	84	635
Sports Management, Leadership and Coaching	84	277
Business Administration	81	434
Motor Industry	80	198
Health and Social Care	78	515
Retail	75	85
Hospitality	66	252
Food and Drink Manufacturing	45	20

N=2761 qualifications

YA programme qualifications are those recognised by the sector as required for the YA programme

Learners could be taking more than one qualification through the YA programme

All those for whom data was provided

Source: NFER Evaluation of the Young Apprenticeship Programme (Cohort 3) – Data provided by Lead Partners, Autumn 2008, and NPD 2009

Differences in achievement rates across the different levels of qualifications taken through the YA programme were also evident. Level 2⁵ qualifications were more likely to be achieved through the YA programme (85 %), compared with Level 1 qualifications or Entry Level qualifications (table 2.2). This may be because learners tended to take Entry Level qualifications as supplementary qualifications, rather than as their main YA programme qualification.

⁵ Level 2 qualifications refers to all qualifications that are achieved at Level 2. This includes Level 2 NVQs, other vocational qualifications at Level 2 and GCSEs (including applied GCSEs) that are achieved at grades A* to C.

Table 2.2 Achievement of YA programme qualifications – by level

Qualification level	Number of qualifications	% qualifications achieved
Entry Level/unknown Level	270	59
Level 1	357	73
Level 2	2134	85

N=2761 qualifications

YA programme qualifications are those recognised by the sector as required for the YA programme

Learners could be taking more than one qualification

Source: NFER Evaluation of the Young Apprenticeship Programme (Cohort 3) – Data provided by Lead Partners, Autumn 2008, and NPD 2009

Learners were able to take a range of qualifications through the YA programme and there was some variation in the achievement rates for each type of qualification (table 2.3). GCSEs had the highest achievement rate with all GCSEs taken through the YA programme achieved. Applied GCSEs and BTEC Firsts had similarly high achievement rates (98 % and 92 % respectively), while lower proportions of NVQs (77 %), other VQs (70 %) or Key Skills (64 %) were achieved through the programme.

Table 2.3 Achievement of YA programme qualifications – by qualification type

Qualification type	Number of qualifications	% qualifications achieved
GCSEs	86	100
Applied GCSEs	246	98
BTEC Firsts	765	92
NVQs	493	77
Other VQs	987	70
Key Skills	184	64

N=2761 qualifications

YA programme qualifications are those recognised by the sector as required for the YA programme

Learners could be taking more than one qualification

Source: NFER Evaluation of the Young Apprenticeship Programme (Cohort 3) – Data provided by Lead Partners, Autumn 2008, and NPD 2009

2.2.1 Factors associated with achievement of qualifications taken through the YA programme

Further analysis was undertaken which explored the factors associated with whether a young person achieved the qualification(s) that they took through the YA programme. These factors included⁶:

- Learner-level variables – such as gender, ethnicity, eligibility for free school meals and prior attainment;
- School-level variables – such as school type, and urban/rural school; and
- YA programme variables – such as YA sector, type of qualification, and location of study.

This analysis revealed that the following factors appeared to influence whether a young person achieved their YA programme qualification(s):

- The type of qualification taken through the programme – young people who studied a GCSE, or a BTEC First qualification were more likely to achieve their YA programme qualification (98 % and 93 % probability respectively for typical YA learners), compared with learners who had taken other qualifications.
- Subject – young people who had pursued administration-related and engineering-related qualifications had a greater probability of achieving their YA programme qualification(s) (90 % and 89 % respectively) than similar learners who had taken qualifications in other subjects. In contrast, similar learners who had taken hospitality-related qualifications were less likely to achieve their qualification (62 %).

2.3 Overall achievement of young people who participated in the YA programme

2.3.1 Overall achievement at key stage 4

YA participants take non-GCSE qualifications as part of the YA programme. In order to make a comparison between the achievement of YA participants and other learners it is necessary to include these equivalent qualifications which are assigned a point score by QCDA. In considering the overall achievement of young people who participated in the YA programme it is worth noting that young people who participated in the YA programme on average, entered the equivalent of 12 GCSEs compared with 10 GCSEs for their peers nationally. Of those who completed the YA programme, the average number of GCSE or equivalent qualifications for which they entered was 13.

When the achievement of their YA programme qualification is combined with young people's wider achievements at key stage 4, it appears that 78 per cent

⁶ Full details of the variables included in the model are provided in Appendix A.

of YA participants who embarked on the programme achieved five or more GCSE grades at A* to C or equivalent while 22 per cent had not achieved this Level 2 threshold. A greater proportion of those who completed the programme achieved this level (87 %). When the achievement of five A* to C GCSE grades or equivalent, including English and mathematics, is examined, 43 per cent of young people who embarked on the programme achieved this level at key stage 4 while 48 per cent of those who completed did so (table 2.4).

Overall, among participants in the YA programme, a greater proportion (78%) achieved five A* to C GCSE grades or equivalent compared with young people who did not participate in the programme, (63 %). However in terms of their achievement of five A* to C GCSE grades or equivalent including English and mathematics, a slightly smaller proportion of YA participants who embarked on the programme achieved this (43 %) than learners in the same schools who did not participate in the programme (45 %). The proportion was greater when only those who completed the YA programme are considered (48 %).

Table 2.4 Achievement of five or more GCSEs at A* to C (or equivalent): Cohort 3 participants

	All YA participants* %	YA participants who completed %	Year 11 in YA schools %	Year 11 learners nationally %
Achieved at least five A* to C grades (or equivalent)	78	87	63	64
Achieved at least five A* to C grades (or equivalent) including English and mathematics	43	48	45	48
N=	2084	1700	96292	596481

**This includes participants who subsequently discontinued*

Source: NFER Evaluation of the Young Apprenticeship Programme (Cohort 3) – Data provided by Lead Partners, Autumn 2008, and NPD 2009.

Source: Year 11 in YA schools and Year 11 nationally data from NPD.

The achievement of this level varied across the YA sectors, (table 2.5). It is worth taking into consideration the small numbers of learners in some sectors when examining these findings. Nevertheless, it appears that learners in the construction, hospitality and retail sectors were less likely to have achieved five A* to C GCSE grades or this level including English and mathematics. Those in the performing arts, sports, business administration, engineering sectors were more likely to have done so. As noted in Section 2.2, young

people engaged in the hospitality sector were less likely to have achieved their YA programme qualifications than was the case overall. Young people in this sector were also less likely to have achieved five GCSEs at grades A* to C and this may be related to their prior attainment before engaging in the programme. This analysis does not take into account any differences in prior attainment across the sectors. This will be explored further in sections 2.3.3 and 2.3.4 below.

Table 2.5: Achievement of five or more GCSEs at grades A* to C (or equivalent) in each sector: cohort 3 participants

Sector	Achieved 5 A* to Cs %	Achieved 5 A* to Cs including English and mathematics %	N=
Science	97	66	29
Performing Arts	91	64	91
Sports Management Leadership & Coaching	85	55	158
Business Administration	84	51	228
Art & Design	83	41	46
Engineering	81	50	472
Hairdressing	80	34	64
Health & Social Care	77	48	322
Motor Industry	77	29	242
Construction	69	32	137
Retail	67	31	103
Hospitality	66	27	166
Food and Drink	40	16	25
Manufacturing			

Source: NFER Evaluation of the Young Apprenticeship Programme (Cohort 3) – Data provided by Lead Partners, Autumn 2008, and NPD 2009

2.3.2 Introduction to analysis of the achievement of YA programme participants compared with those who did not participate

In order to explore further the overall achievement of young people who participated in the YA programme (including their YA-related qualifications and other qualifications that they took as part of their wider curriculum) multi-

level model analyses were undertaken. These examined a range of attainment outcomes for YA programme participants comprising the following:

- Total points achieved at key stage 4;
- Eight highest grades achieved at key stage 4; and
- Achievement of five or more GCSEs at grades A* to C including English and mathematics.

In addition to the young people who participated in the YA programme, the models include data relating to young people in the same schools who did not participate in the programme as a statistical comparison group. The models include a range of variables and in this⁷ way take into account the effect of these influential factors. Any statistically significant differences identified are over and above any of the other influential factors that are included in the model⁸. For example, if YA participants are observed to attain more points at key stage 4 than similar learners who did not participate, this takes into account the prior attainment of both groups. Consequently, the YA participants can be said to have achieved higher than similar learners who had the same attainment at key stage 3.

It is worth noting that there are a variety of other influences and factors that might affect young people's achievement which are not accounted for in the analysis⁹. Although this analysis takes into account a number of influential factors, it does not account for all of the experiential and attitudinal factors that could influence a young person's attainment. However, the analysis of cohorts 1 and 2 did include attitudinal variables derived from young people's questionnaire responses and there was no significant association between attaining more points at key stage 4 and having a positive attitude towards school and learning or being a self-directed learner.

The models explore two different scenarios as follows:

- The outcomes for all learners who embarked on the YA programme, including those who subsequently are known to discontinue before completion of the programme. This analysis provides an indication of the outcomes of a YA-programme in which a proportion of young people discontinue and is explored in Section 2.3.3.

⁷ At school-level, such as school type, achievement at key stage 4 in the school as a whole) and pupil-level (such as gender, eligibility for free school meals, attainment at key stage 3 and the YA sector a young person participated in)

⁸ See Appendix A for details of the variables included in the model

⁹ For example, some young people may be more motivated than others and, if such young people are more likely to participate in the YA programme, then this could explain some of the differences between those who participate in the YA programme and those who do not. Alternatively, those who took part in the YA programme could have more support from their parents and this also cannot be controlled for in the analysis.

- The outcomes for learners who complete the programme, excluding those who discontinue. Where learners discontinue the programme before completing, this has an overall negative effect on the attainment measure for the cohort as a whole. Excluding this effect in the analysis provides evidence of the outcomes for learners who complete the programme. This is explored in Section 2.3.4.

2.3.3 Achievement at key stage 4 of pupils who embarked on the third cohort of the YA programme, including those who discontinued

The analysis of the total points achieved at key stage 4 by young people who participated in the YA programme, once other factors have been taken into account, showed that learners who embarked on the YA programme in the third cohort gained 66 points more, on average compared with similar learners in the same schools¹⁰. This equates to achieving approximately two extra GCSEs at grade D or one extra GCSE A*. However, it is worth noting that the difference between YA participants in cohort 3, and similar learners who did not participate in the YA programme, was significantly smaller than was the case among cohort 2 participants when this cohort achieved 78 points more on average.

In terms of the eight highest grades achieved, YA participants gained 15 points more, on average, than similar learners who did not participate in the YA programme, once all other factors had been taken into account. Again, this reflected significantly higher achievement than their peers but was less marked than had been the case in the second cohort when YA participants gained 22 points more on average than similar learners.

It is not clear why this difference is less marked as the prior attainment of young people in both cohorts has been taken into account statistically (so the difference is not related to any differences in attainment at key stage 3 between the cohorts). Key differences between cohorts 2 and 3 was the extension of the programme to a further five sectors in cohort 3 (see Chapter 1) and a change in the proportions of young people in this cohort pursuing each of the sectors. In addition, the qualifications that young people could achieve related to these sectors may have different points¹¹ associated with them than those for the original sectors.

Further exploration of the effect of each sector on young people's attainment shows that in cohort 3, a 'typical' young person who had pursued the

¹⁰ A typical YA learner is defined to illustrate the analysis by providing an example of what the outcomes are for a YA participant who has the characteristics of the majority of pupils nationally. In this analysis a typical young person is white, male, not recognised for action on the register of SEN and attends a mixed school that is comprehensive to 18 and not a specialist school. The analysis compares the outcomes for the 'typical' YA learner with a 'typical' non-YA learner who is defined as similar in these respects but did not participate in the YA programme.

¹¹ The points associated with each qualification are assigned by QCDA.

engineering, motor industry, business administration and sport sectors achieved significantly more points in their total point scores and eight highest grades achieved than learners who did not participate in the YA programme but were similar in other respects, such as prior attainment. Three of these four sectors were offered in the first cohort of the YA programme, and the fourth was introduced in the second cohort, suggesting that these differences may be related to how well-established the sector was within the programme. However, it is worth noting that a 'typical' learner who had been engaged with health and social care (introduced in cohort 1) or construction (introduced in cohort 2) attained fewer points. Therefore the difference by sector may be related to something other than how established the sector is within the programme, such as differences between partnerships or delivery models.

As discussed in Sections 2.1 and 2.3, young people who were engaged in YA in the hospitality sector were less likely to have achieved the qualification they took through the YA programme and five GCSEs at grades A* to C. It appears that this lower achievement at the end of Year 11 is related to factors other than the YA programme, such as their prior attainment. The multi-level model analysis, which takes account of this, revealed that young people in the hospitality sector did not gain significantly more or less points at key stage 4 than would be expected given their prior attainment. This suggests that they achieved in line with expectations given their prior attainment.

The third attainment outcome for young people explored through this analysis is the achievement of five GCSEs at grades A* to C, or equivalent, including English and mathematics. The analysis revealed that a 'typical' learner who embarked on the YA programme in the third cohort, had a significantly lower probability of achieving five GCSEs at grades A* to C, or equivalent, including English and mathematics (28 % probability) than similar learners nationally (32 % probability). However, it is worth noting that the difference between YA participants and other similar learners is significantly less marked than it was among participants in the second cohort when learners had a 19 per cent probability of achieving this threshold. This suggests that the difference between YA participants in cohort 3 and non-YA participants was smaller than was the case with cohort 2 participants.

2.3.4 Achievement at key stage 4 of pupils who completed the third cohort of the YA programme

As noted above, some young people (around 21 % in cohort 3 excluding those where it is unclear whether they discontinued or not) left the programme before the end of year 11 without completing it. Analysis of the outcomes for such young people reveal that they achieved significantly fewer points at key stage 4 than similar students who did not embark on the programme at all and were similar in all other respects. More specifically, such young people achieved 60 points fewer in their total point score and 33 points fewer in their eight highest grades than similar peers who did not embark on the YA

programme. This highlights the continued importance, as was the case with previous cohorts, of ensuring that young people who embark on the YA programme are supported to continue their involvement and complete the programme as it appears that their overall attainment at key stage 4 is negatively affected if they discontinue early.

The lower than predicted attainment of discontinuing learners on the statistical models has a negative effect on the models of attainment for the cohort as a whole. When this is taken account of statistically, the total points and eight highest grades achieved at key stage 4 increase. Specifically, young people who embarked on and completed the YA programme gained 94 points more in total on average than similar learners who did not participate in the YA programme. In addition, they gained 26 points more in their eight highest grades achieved. As was the case with the attainment of all those who embarked on the programme, among those who completed the YA programme in the third cohort, the difference in attainment between YA participants and similar non-participating learners was significantly less marked. Cohort 2 participants gained 34 points more on average in their eight highest grades and 105 points more in their total points achieved.

The apparent impact of the YA programme differed according to the characteristics of pupils and also their occupational area within the programme and it appears that young people with lower levels of attainment at key stage 3 gained even more than their peers with higher key stage 3 and than learners with similar attainment who did not participate in the YA programme. For example, in terms of prior attainment the model estimates that, amongst learners taking Engineering, those with lower levels of prior attainment at key stage 3 seemed to achieve more at key stage 4 relative to similar learners not involved in the programme. For example, engineering learners with prior attainment levels at Level 3 achieved 97 points more in total than similar learners outside the programme. In contrast engineering learners with prior attainment levels at Level 6 achieved less (76 points more) in total than similar learners who did not participate in the programme.

In addition to exploring the total points and eight highest grades achieved, as noted above, the models also explored the relationship between participation in the third cohort of the YA programme and completing it, and attainment of five or more A* to C GCSE grades or equivalent including English and mathematics. It emerged that a 'typical' learner who completed the programme had a 30 per cent probability of achieving the five A* to C threshold compared with 32 per cent for a typical learner who did not participate in the YA programme but was similar in all other respects. Overall, the difference between participants in the third cohort of the YA programme and non-participating learners in terms of achieving five A* to C grades including English and mathematics was smaller in cohort 3 (a difference of two percentage points) than had been the case for participants in cohort 2

when a typical learner had a 19 per cent probability compared with 28 per cent for typical non-YA learners (a larger difference of nine percentage points).

2.4 Summary and conclusions

In summary, the evidence indicates that, for the third cohort of participants, the YA programme has achieved its target for 80 per cent of young people to achieve a relevant Level 2 qualification¹². Moreover, it is evident that these young people achieved overall significantly more points at key stage 4 in both their total points achieved and their eight highest grades, than might be expected given their prior attainment and other background characteristics.

Participants in the third cohort of the YA programme had a statistically significantly lower probability of achieving five A* to C grades at GCSE or equivalent including English and mathematics than would be predicted given their prior attainment and other background characteristics. However, the difference between YA participants and non-participants in this respect was significantly smaller in cohort 3 (two percentage points) than was the case in cohort 2 (nine percentage points). While this suggests that there is a continued need to support young people who participate in the YA programme with their wider curriculum, in particular achievement of English and mathematics GCSEs, the difference between cohort 2 and cohort 3 may indicate some progress in partnerships' work to support YA participants to achieve.

As was the case with previous cohorts, young people who embarked on the YA programme, but discontinued without completing it, achieved significantly less well at key stage 4 than would be expected given their prior attainment and other background characteristics. This suggests that there is a continued need to ensure that young people who embark on the programme make an informed choice to do so, to reduce the likelihood of them discontinuing, and to support them to remain on the programme once they have chosen to start.

¹² A Level 2 qualification could include an NVQ Level 2, an other vocational qualification at Level 2 or GCSEs (including Applied GCSEs) at grades A* to C.

3. Destinations of young people who participated in Cohort 3 of the YA programme

3.1 Introduction

The destinations of young people who participated in the third cohort of the YA programme are explored in this chapter. It examines:

- The extent to which they progressed into education or training after the end of year 11 including the extent to which they progressed onto an Apprenticeship
- The factors associated with YA participants' destinations including background characteristics, school factors, and factors associated with the YA programme.

3.2 Destinations of participants in Cohort 3 of the YA programme

Lead Partners provided details from pre-defined categories of the destination after year 11 of each young person who participated in the third cohort of the YA programme. This was based on their knowledge and awareness of young people's transitions. For around 11 per cent of YA programme participants, the destination was not known.

For young people who completed the YA programme the most common destinations were further education and an Apprenticeship (table 3.1)

Table 3.1 Destinations after year 11 of YA participants in Cohort 3 who completed the programme

Destination	YA participants %
Further education	63
Apprenticeship	17
Job with training	2
Job without training	2
Job with unknown training levels	1
Other	2
Unemployment	1
Unknown	11
No response	1

N= 1824 Source: NFER Evaluation of the Young Apprenticeship Programme (Cohort 3) – Data provided by Lead Partners, Autumn 2008

Overall, when these destinations are aggregated into any destination which involves education or training, and unknown destinations are excluded¹³, the data shows that 95 per cent of YA participants progressed into further education or training. However one aim of the YA programme was for 50 per cent of participants to progress into an Apprenticeship. In practice 17 per cent of the cohort as a whole progressed onto an Apprenticeship (table 3.1). However, some unknowns may have also progressed into an Apprenticeship. When figures for those with unknown destinations are excluded, it reveals that 19 per cent of young people progressed onto an Apprenticeship.

When those young people who did not progress onto any form of education or training are also excluded, and the resulting number of young people is reduced, the analysis shows that 20 per cent of young people who participated in the YA programme and progressed onto education and training, chose an Apprenticeship route.

While the proportion of YA participants who progress onto an Apprenticeship is greater than is the case among 16 year olds nationally (six per cent¹⁴), it remains below the target of 50 per cent for the YA programme. It is slightly lower among cohort 3 participants than was the case in the cohorts 1 and 2 when 21 per cent and 22 per cent respectively of those for whom destinations were known progressed onto an Apprenticeship after year 11. This may be a consequence of the more challenging economic conditions in 2008 when these young people would have been seeking an Apprenticeship.

The destinations of young people did not vary markedly across the sectors, although progression into education or training appeared to be slightly lower in the motor industry and engineering sectors (table 3.2). In considering these findings it is worth taking into consideration the different likely career trajectories between the sectors. For example, young people in the health and social care sector would not be expected to progress into an Apprenticeship at 16 immediately after leaving school but might do so at a later stage. In addition, the small number of young people for whom data was available in some of the sectors means that the figures should be treated with caution.

¹³ If the unknown destinations are included, 82 per cent progressed into further education or training

¹⁴ Department for Children, Schools and Families (2009b). *Participation in Education, Training and Employment by 16-18 Year Olds in England* (Statistical First Release 12/2009). London: DCSF [online]. Available: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000849/index.shtml> [30 November, 2009].

Table 3.2 Destinations after year 11 of YA participants who completed the programme: by sector

Sector	Progressed to further education or training %	N=
Hairdressing	100	48
Performing arts	100	60
Health and social care	98	206
Hospitality	98	165
Sports management leadership and coaching	98	168
Retail	97	64
Business Administration	95	185
Construction	95	106
Engineering	93	359
Motor Industry	93	159
Food and Drink manufacturing	85	20
Art and Design	68	38
All sectors	95	1578

All those for whom destinations were known

Source: NFER Evaluation of the Young Apprenticeship Programme (Cohort 3) – Data provided by Lead Partners, Autumn 2008

The extent to which young people progressed into an Apprenticeship varied significantly across the sectors, as can be seen in Table 3.3.

Table 3.3 Participants' progression into an Apprenticeship: by sector

Sector	Progressed to an Apprenticeship %	No of young people	N=
Hairdressing	67	32	48
Motor Industry	47	70	148
Construction	37	37	101
Engineering	32	105	332
Retail	18	11	62
Hospitality	16	25	161
Business Administration	8	14	175
Sports management leadership and coaching	4	6	165
Health and social care	3	5	201
Art and Design	0	0	26
Food and Drink manufacturing	0	0	17
Performing arts	0	0	60
All sectors	20	305	1496

% of those who progressed into further education or training

All those for whom destinations were known

Source: NFER Evaluation of the Young Apprenticeship Programme (Cohort 3) – Data provided by Lead Partners, Autumn 2008

It appears that young people who had participated in the construction, engineering, hairdressing and motor industry sectors were more likely to progress onto an Apprenticeship post-16. Indeed, young people from these four sectors comprised 244 (80 %) of the 305 YA participants who progressed onto an Apprenticeship. In contrast, none of the participants in the art and design, food and drink manufacturing or performing arts sectors chose to pursue an Apprenticeship after completing the YA programme.

3.3 Factors associated with destinations of participants in the third cohort of the YA programme

To explore further the factors that may be associated with these destinations for YA programme participants, multi-level model analyses were undertaken. These models explored two outcomes as follows:

- Whether young people made a positive transition into further education or training
- Whether young people progressed onto an Apprenticeship

This revealed that there were only two factors that were included in the model¹⁵ that appeared to be associated with the probability of a YA participants making a positive transition. It appeared that:

- Young people who discontinued their involvement from the YA programme had a significantly lower probability (74 %) of progressing into further education or training than similar learners who did not discontinue
- Young people whose ethnic group was other than white had a significantly lower probability (90 %) of progressing into further education or training than similar learners who were white.

In terms of progressing into an Apprenticeship, the model showed that while a 'typical'¹⁶ participant in cohort 3 of the YA programme had a 31 per cent probability of progressing into an Apprenticeship, participants had a significantly lower probability where:

- They were female (17 %);
- Their ethnicity was other than white (ten %);
- They had undertaken a BTEC First qualification (21 %);
- They were engaged in the following sectors:

¹⁵ See Appendix A for details of the variables considered in the models

¹⁶ A typical YA learner is one who has the characteristics of the majority of pupils in the dataset. In this analysis, a typical young person is white, male, does not attend a faith school and is not taking a BTEC First qualification.

- >business administration (13 %)
- >health and social care (eight %)
- >sport (11 %); and
- They had discontinued from the YA programme (three %).

Compared with a typical YA participant in cohort 3, young people had a greater probability of progressing to an Apprenticeship where:

- They were engaged in the hairdressing sector (78%);
- They undertook their YA programme at a work-based training provider (53%); and
- They attended a faith school (44%).

Therefore, it appears that young people in some sectors are less likely to pursue the Apprenticeship route immediately after leaving year 11 than others. This may be because some sectors do not expect learners to embark on Apprenticeships at 16 but to do so later. Moreover, some young people may perceive their Apprenticeship area as a more generic sector, such as business administration, and may not choose to pursue it as a career in its own right post-16 but rather to apply the skills they have learned more generally to a variety of post-16 destinations.

3.4 Summary and conclusions

The majority of young people who complete the YA programme continue into further education or training. Additionally, in line with previous cohorts, around 19 per cent progress into an Apprenticeship which is greater than the proportion of young people nationally who do so. Undertaking the YA programme in particular sectors is associated with a greater probability of pursuing an Apprenticeship post-16. There may be value in exploring further the reasons for this including whether partnerships in these sectors adopt a particular approach to supporting progression to an Apprenticeship. Alternatively, there may be reasons why it might be expected that learners in some sectors would have a lower probability of taking an Apprenticeship post-16 which may be related to their motivations for participating in the YA programme, or the tradition of recruitment of 16 year olds into the sector itself. However, in considering young people's choices at 16, it should be noted that young people who choose to participate in the YA programme may not necessarily be planning to pursue a career in the associated sector, either immediately or in the future. Previous research into the YA programme has shown that some see their YA sector as providing a useful generic background that they can make use of in a range of career routes in future.

4. Conclusion

The findings indicate that the outcomes for young people who participated in the third cohort of the YA programme were similar to those for previous cohorts in so far as the majority of Level 2 qualifications were achieved and around one fifth of participants progressed into an Apprenticeship post-16 which is greater than the proportion nationally (six per cent). Moreover, in terms of their total points achieved and their eight highest grades achieved, participants in the YA programme continued to achieve more at key stage 4 than similar young people who did not participate in the programme.

Participants in the YA programme (completers and pupils who left the programme) had a lower probability of achieving five GCSEs at grades A* to C or equivalent including mathematics and English than similar learners who did not participate in the programme. However, among cohort 3 participants, the difference between those who participated in the YA programme and similar learners who did not, was smaller than had been the case in cohort 2 suggesting that YA partnerships may have implemented some strategies to support young people to achieve their wider curriculum qualifications.

As was the case in the previous two cohorts, it appears that discontinuing involvement in the YA programme before the end of the programme is associated with doing less well at key stage 4 than would be the case either if a young person completed the programme or did not embark on it. This indicates the importance of ensuring that young people are provided with sufficient information, advice and guidance before starting on the programme to ensure that they make an informed choice that is right for them, and that they are supported during the programme in order to minimise the risk of discontinuing.

Evidence from the analysis of discontinuation by the end of year 10¹⁷ indicated that female learners, and those who had attained below Level 5 on average in their key stage 3 assessments, were slightly more likely to have discontinued. In addition, young people who were known to be eligible for free school meals, and those who were recognised for action on the register of SEN, appeared also to be more at risk of discontinuing. There may be value in targeting early support and intervention to such learners. In addition, examination of the reasons why young people, discontinue showed that female learners tended to be more likely to have difficulty coping with the workload whereas boys tended to lack interest. Monitoring of female learners, and supporting them in managing their workload, and seeking strategies to engage male learners and maintain their interest may be worthy of

¹⁷ Golden, S. and O'Donnell, L. (2008) *National Evaluation of the Young Apprenticeship Programme: Cohort 3 – End of Year 10 discontinuation*. (unpublished report).

consideration. In addition, young people who had attained below Level 5 in their key stage 3 assessments may require more careful selection and support with behaviour. Tutors may benefit from additional classroom management strategies where they are teaching young people who had lower levels of attainment. Finally, young people who had attained Level 5 and above in their key stage 3 assessments were more likely to leave to focus on GCSEs or because they were withdrawn by their parents. Careful selection processes, which include outlining the commitment involved to learners and their parents, in addition to supportive management of their timetable and overall workload could usefully be targeted at young people with higher levels of attainment to minimise the risk of early discontinuation.

Appendix A

Table A1 Variables included in the achievement models

Variable	Label
ptstnewe	Total Points Score (new system)
ptscnewe	Capped Points Score (new system)
ks4_5ac	Achieved at least 5 A*-C grades (or equivalent)
ks4_5ag	Achieved at least 5 A*-G grades (or equivalent)
ks4_1ag	Achieved at least 1 A*-G grades (or equivalent)
ac5em	Achieved at least 5 A*-C inc. Eng & Maths
Cons	Constant Term
k3av	Key Stage 3 Average
k3eng	Key Stage 3 English
k3math	Key Stage 3 Maths
k3sci	Key Stage 3 Science
Lowks3	Pupil has KS3 average below Level 4
lowkint	Interaction - KS3AV*LOWKS3
Age	Total age in months (when took exam)
Female	Female pupil
Sense	SEN - School Action/Plus
Senstat	SEN – Statement
Fsm	Eligible for free school meals?
Eal	English as an additional language
Whituk	Ethnicity -White UK
whitoh	Ethnicity - White Non-UK
Gypsy	Ethnicity - Gypsy/Roma
Ethmix	Ethnicity – Mixed
Asiani	Ethnicity - Asian Indian
Asianp	Ethnicity - Asian Pakistani
Asianb	Ethnicity - Asian Bangladeshi
Asiano	Ethnicity - Asian Other
Blackc	Ethnicity - Black Caribbean
Blacka	Ethnicity - Black African
Blacko	Ethnicity - Black Other
Chinese	Ethnicity – Chinese
Ethoth	Ethnicity – Other
Ethrefu	Ethnicity – Refused
Ethmiss	Ethnicity – Unknown
pupmob	Pupil changed school between KS3 and KS4
Secmod	Secondary modern school
Comp16	Comprehensive to 16
grammar	Selective school
Ctcsch	CTC school
Specsch	Special school

Prusch	Pupil Referral Unit
Othsch	Other non Comp-18 secondary school
Faith	Faith school
Boysch	Boys' school
Girlsch	Girls' school
Pcfsm	% entitled to FSM
Pcsen	% pupils with statement of SEN – 2005
Pceal	% EAL pupils (2005)
Ptr	pupil/teacher ratio (04)
n16	No. of pupils aged 16
Spec	Designated specialist school (July 2006)
spectech	Technology Specialist School
specarts	Arts Specialist School
Specsci	Science Specialist School
specspor	Sports Specialist School
speclang	Language Specialist School
specmath	Maths and Computing Specialist School
specbusi	Business and Enterprise Specialist School
spechuma	Humanities Specialist School
speceng	Engineering Specialist School
Specoth	Other Specialist School (Usually combination)
Idaci	Index of Deprivation Affecting Children (IDACI)
Yapsch	School involved in YA
Yappup	Pupil involved in YA (including discontinuing pupils)
Discount	Discontinued from program
oaengin	Occupation Area – Engineering
Oaartd	Occupation Area - Art & Design
oamotor	Occupation Area – Motor
Oabusi	Occupation Area – Business
Oaheal	Occupation Area – Health
Oaperf	Occupation Area - Performing Arts
Oahosp	Occupation Area – Hospitality
Oacons	Occupation Area – Construction
Oahair	Occupation Area - Hair & Beauty
Oaretail	Occupation Area – Retail
Oasport	Occupation Area – Sport
Oaoth	Occupation Area – Other
in07	Year -2007
in08	Year -2008
in08int	Interaction - IN08*K3AV
yap08	Interaction - IN08*YAPPUP
dis08	Interaction - IN08*DISCONT
Femint	Interaction - FEMALE*K3AV
Yapint	Interaction - YAPPUP*K3AV
Yapfem	Interaction - FEMALE*YAPPUP

Yapfsm	Interaction - FSM*YAPPUP
yapsensa	Interaction - SENSE*YAPPUP
yapsenst	Interaction - SENST*YAPPUP
yapnonw	Interaction - (1-WHITUK)*YAPPUP
Femin8	Interaction - FEMALE*K3AV*IN08
Yapin8	Interaction - YAPPUP*K3AV*IN08
yapfem8	Interaction - FEMALE*YAPPUP*IN08
yapfsm8	Interaction - FSM*YAPPUP*IN08
yapsens8	Interaction - SENSE*YAPPUP*IN08
yapsenst8	Interaction - SENST*YAPPUP*IN08
yapnon8	Interaction - (1-WHITUK)*YAPPUP*IN08
oaengi8	Interaction - IN08*OAENGIN
Oaart8	Interaction - IN08*OAARTD
oamoto8	Interaction - IN08*OAMOTOR
Oabus8	Interaction - IN08*OABUSI
Oahea8	Interaction - IN08*OAHEAL
Oaper8	Interaction - IN08*OAPERF
Oahos8	Interaction - IN08*OAHOSP
Oacon8	Interaction - IN08*OACONS
Oahai8	Interaction - IN08*OAHAIR
oaretai8	Interaction - IN08*OARETAIL
oaspor8	Interaction - IN08*OASPORT
oaot8	Interaction - IN08*OAOTH

Table A2 Variables included in the destinations model

Variable	Label
Lpid	Lead Partner ID
Ipsch2	School ID
Id	Pupil ID
posdest	Definitely in further education or training?
Appren	Taking an apprenticeship (of those with a positive destination)
Cons	Constant Term
k3av	Key Stage 3 Average
Female	Female learner
Fsm	Eligible for free school meals
nonwhite	Ethnicity - Non-white
senany	SEN – Any
Pcfsm	% entitled to FSM
n16	No. of pupils aged 16
Faith	Faith school
Comp16	Comprehensive to 16 school
Rural	Rural school
oaengin	Occupation Area - Engineering
Oaartd	Occupation Area - Art & Design
oamotor	Occupation Area - Motor Industry
Oabusi	Occupation Area - Business Administration
Oaheal	Occupation Area - Health & Social Care
Oaperf	Occupation Area - Performing Arts
oahosp	Occupation Area - Hospitality
Oaoth	Occupation Area - Other (including unknown)
Locwp	Location of study - Work based provider
Locfe	Location of study - FE College
Locsch	Location of study - School
Locoth	Location of study - Other (LEA/6th Form College/Other)
locmore	Location of study - More than 1 location
Locunk	Location of study - Unknown
lev0	Level - Entry or Unknown
lev1	Level – 1
lev2	Level - 2 or above
lev4	Level – GCSE
type1	Type – NVQ
type2	Type - BTEC 1 st
type3	Type – OVQ
type4	Type - Applied GCSE
type5	Type – KS
type6	Type - Other GCSE
sub1	Subject – admin

sub2	Subject - perf arts
sub3	Subject – art
sub4	Subject – hosp
sub5	Subject - H&S care
sub6	Subject – eng
sub7	Subject – motor
sub8	Subject – sport
sub9	Subject – generic
sub10	Subject – construction
sub11	Subject – retail
sub12	Subject – hairdressing
Emppl10	Employer Placements - Up to 10 days
Emppl20	Employer Placements - 11 to 20 days
Emppl40	Employer Placements - 21 to 40 days
Emppl99	Employer Placements - More than 40 days
empplmis	Employer Placements – Unknown
Idaci	Index of Deprivation Affecting Children (IDACI)
discont	Discontinued from programme

Appendix B

The following data covers the first five cohorts of young people, who have participated in the YA programme. In each cohort, analysis explored the gender of participants overall and in each sector. The gender profile of YA programme participants in each cohort is shown below (tables B1 and B2).

Males

Across the cohorts the extent to which males participate has decreased across the years. It is worth noting, however, that the proportion in cohort 1 was particularly high due to the male dominance in two of the five sectors which was diluted by the additional sectors in cohort 2. As some individual sectors are closely related to one gender, it is worth examining the individual sector profiles which show that the proportion engaged in Business Administration appears to have increased and the proportion of males in Hospitality has increased slightly. Performing Arts and Art and Design vary cohort by cohort and there is no clear pattern of gender balance.

Gender of YA participants in each sector: Cohort 1 to Cohort 5

Table B1 Proportion of male participants in each sector: Cohorts 1 to 5

Sector	Cohort 1 %	Cohort 2 %	Cohort 3 %	Cohort 4 %	Cohort 5 %
Engineering	95	90	93	92	89
Business Administration	38	44	45	50	51
Motor Industry	96	97	96	94	96
Health and Social Care	6	2	4	2	3
Performing Arts	*	30	21	32	22
Art and Design	*	49	35	54	~
Hospitality	**	48	46	46	52
Sports Management, Leadership and Coaching	**	50	78	72	69
Textiles	**	~	~	#	#
Construction	***	***	98	96	96
Food and drink manufacturing	***	***	31	45	46
Hairdressing	***	***	0	2	2
Retail	***	***	35	30	33
All sectors	78	63	61	59	57

Due to rounding, percentages may not sum to 100

Source: YA evaluation, baseline data 2007 and National Pupil Database (NPD)

All those whose records matched to NPD

**these two sectors were one sector 'creative and cultural' in cohort 1 and so direct comparisons are not possible.*

*** These sectors were not introduced until Cohort 2.*

*** These sectors were not introduced until Cohort 3
 # This sector ceased in Cohort 4.
 ~ due to the low number of people this data is not reported

Females

Corresponding with the slight decrease in the proportion of males across the cohorts, the proportion of females has increased slightly each year, even taking into account the change in the sectors between cohort 1 and 2, as discussed above. Again, the proportions within sectors show that, in line with the increase in males in Business Administration, there is a corresponding decline in females and much variation in Art and Design and Performing Arts.

Table B2 Proportion of female participants in each sector: Cohorts 1 to 5

Sector	Cohort 1 %	Cohort 2 %	Cohort 3 %	Cohort 4 %	Cohort 5 %
Engineering	5	10	8	8	11
Business Administration	62	56	55	50	49
Motor Industry	4	3	4	6	5
Health and Social Care	94	98	96	98	97
Performing Arts	*	70	79	68	78
Art and Design	*	51	65	46	~
Hospitality	**	52	54	54	48
Sports Management, Leadership and Coaching	**	50	23	28	31
Textiles	**	0	0	#	#
Construction	**	***	2	4	4
Food and drink manufacturing	**	***	69	~	~
Hairdressing	**	***	100	98	98
Retail	**	***	65	70	68
All sectors	22	38	39	41	43

All those whose records matched to NPD

Due to rounding, percentages may not sum to 100

Source: YA evaluation, baseline data 2007 and National Pupil Database (NPD)

*these two sectors were one sector 'creative and cultural' in cohort 1 and so direct comparisons are not possible.

** These sectors were not introduced until Cohort 2.

*** These sectors were not introduced until Cohort 3

This sector ceased in Cohort 4.

~ due to the low number of people this data is not reported



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