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# **Degrees of success: quantitative and qualitative approaches to investigate the transition from VET into Higher Education**

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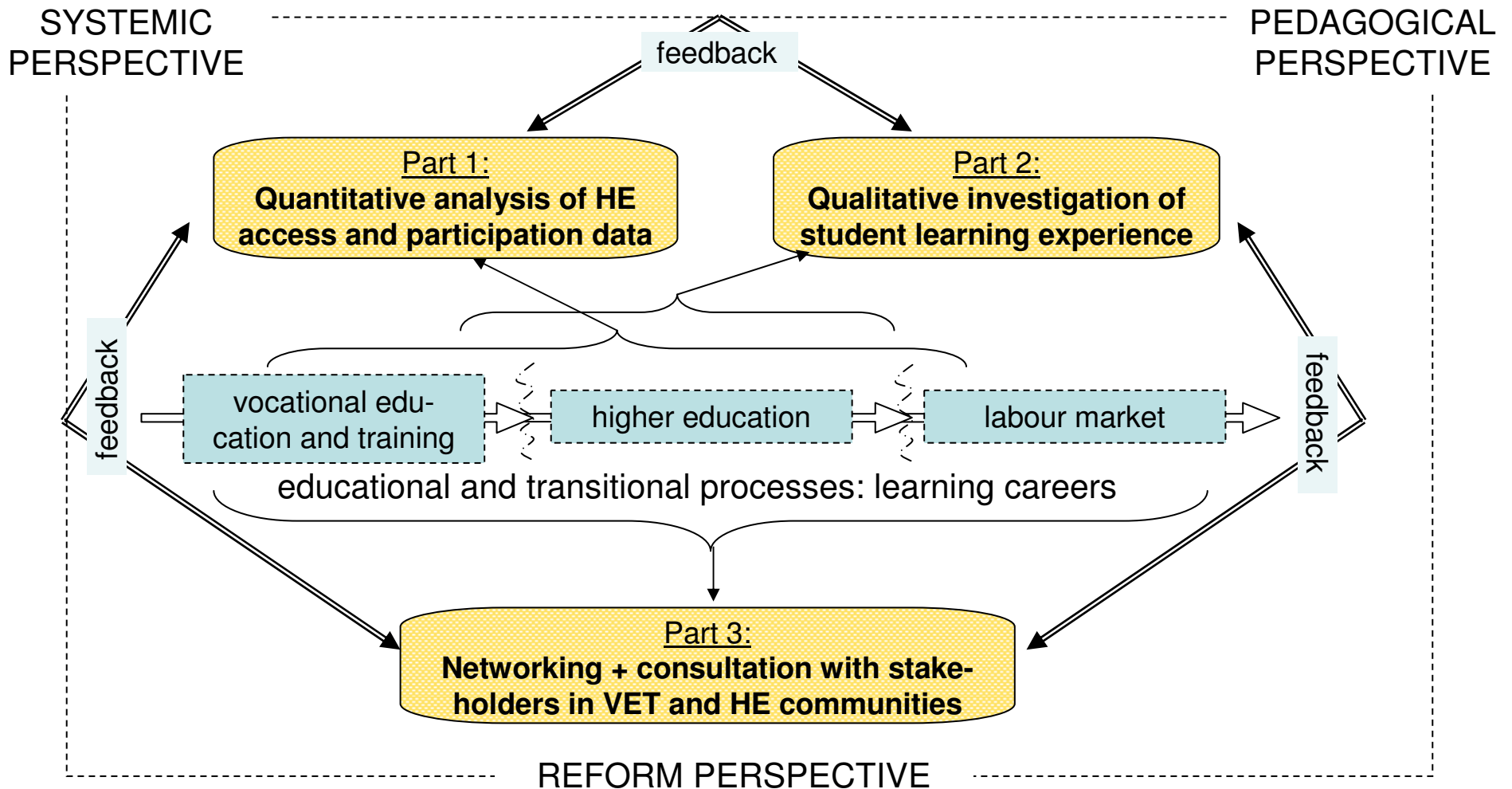
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# Research Design



# Part 1 Quantitative approach

## Research Questions:

- How many people with vocational qualifications go on to HE?
- How has this changed over time?
- At what HEIs and in which programmes do people with a vocational background study?
- What are the factors associated with the probability of transition?

Two aspects of data quality:

**Reliability**

Errors and mistakes in the data?

**Validity**

measure?

Do our indicators measure what we want to

Obtaining the data:

Protracted negotiation over what is and what is not public

Data protection issues reduce the quality of information for fuzzy matching

Data extraction is costly

<http://www.tlrp.org/project%20sites/degrees/index.html>



# Part 2 Qualitative approach

## Research Questions:

- What is the experience of students with a vocational background when they make the transition to HE?
- To what extent are these students prepared for studies in HE?
- What mechanisms are in place to remedy any lack of preparation?
- What are the main factors that shape the HE experience of these students?

Negotiating access

Instrument development

3 programmes of study at 5 HEIs in England and Scotland

2 questionnaires with students

Interviews with students, lecturers and admissions staff

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# Part 3 Networking and consultation

## Research Questions:

- How could the transition between VET and HE be smoother and easier to manage?
- What curricular, organisational and pedagogical changes are needed to facilitate the transition between VET and HE?
- What are the main obstacles to implementing changes and how can they be overcome?

User Forums with stakeholders in VET and HE communities

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## Students with VET-background study different subjects...

Examples: Not all subjects shown

(% of students with the background in the specific subject)

Subject (based on JACS subject areas)	Academic route	Vocational route	Foundation- and Access- courses	Total
Medicine	2.1	0.0	0.4	1.8
Subjects allied to medicine	7.3	7.8	22.7	8.5
Agriculture and related subj.	0.7	2.2	0.5	0.8
Computer science	5.0	8.0	4.4	5.1
Engineering and technology	5.2	11.5	3.4	5.4
Architecture, building & planning	1.9	2.7	1.2	1.9
Languages	8.8	1.4	4.3	8.1
Creative arts and design	7.9	21.7	19.2	9.4

⇒ more applied subjects (exception: Medicine)

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# Students with VET-background study different subjects...

Examples: Not all subjects shown

(Odd-ratios for the different pathways to be in the specific subject compared to A-Level-pathway)

Subject (based on JACS subject areas)	Vocational route	FaAcourses route
Medicine	0.01	0.2
Subjects allied to medicine	1.1	3.1
Agriculture and related subj.	3.2	0.6
Computer science	1.6	0.9
Engineering and technology	2.2	0.7
Architecture, building & planning	1.4	0.6
Languages	0.2	0.5
Creative arts and design	2.8	2.4

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## Gender differences are bigger for students with VET-background...

(Odd-ratios for men, compared to women, in the specific background to be in the subject)

Subject (based on JACS subject areas)	A-level	Vocational	FaAcourses
Medicine	0.8	0.0	1.2
Subjects allied to medicine	0.3	0.2	0.3
Agriculture and related subj.	0.7	0.6	1.3
Computer science	5.2	5.6	6.0
Engineering and technology	6.5	10.1	9.3
Architecture, building & planning	3.2	4.3	2.7
Languages	0.5	0.4	0.8
Creative arts and design	0.8	0.8	1.0

⇒ Overall ratios are nearly the same as for A-Level, because nearly 90% of all students are coming through this pathway

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