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Evaluation of Apprenticeships:
Learners

MAY 2012



The responsibility for the report rests with the authors at IFF and IER.

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Chapter 1: Executive Summary

This report details the findings of a telephone survey conducted in late 2011 of 5,000 individuals that were undertaking an Apprenticeship or had completed an Apprenticeship in the previous 12 months.

The profile and characteristics of apprentices

Across all current apprentices and recent completers, there was a relatively even split between those aged under 19 (30%), aged 19-24 (34%) and those aged 25 plus (36%). However, reflecting a recent upward trend in the age of people starting Apprenticeships, three-fifths (61%) of current apprentices are aged under 25, compared against almost four-fifths (79%) among recent completers. The age profile of apprentices is derived directly from the Individual Learner Record (ILR).

The demographic profile of apprentices by gender, ethnicity and socio-economic status was derived from the survey findings. By gender, there was an even split among recent completers, but those undertaking an Apprenticeship at the time of the study were more often female (54%) than male (46%).

Just under a tenth of apprentices reported that they were non-white (9%). This suggests that non-white ethnic groups are somewhat underrepresented compared against the working age population as a whole.

Apprentices were most likely to come from C2 households (35%), followed by those in C1 or D/E households (29% and 28% respectively). Only 8% come from A/B households. This suggests that apprentices are more likely to be from a lower socio-economic background than the adult population as a whole.

Based on the ILR data, the largest framework groups are Business, Administration and Law (26%) and Retail and Commercial Enterprise (22%), together accounting for nearly half of all Apprenticeships. Other large groups included Health, Public Services and Care (18%), Engineering and Manufacturing Technologies (14%), and Construction, Planning and the Built Environment (9%). The balance between Level 2 and Level 3 Apprenticeship provision varies significantly by framework.

Although at the overall level the Apprentice cohort splits relatively evenly across the three key age groups, there is significant variation by broad framework area, with under 19s making up three-fifths of all apprentices (59%) in the Construction, Planning and the Built Environment framework group, but less than one-fifth of those undertaking Business, Administration and Law (19%), Health, Public Services and Care (18%), and 'Other' Apprenticeships (16%).

About a third of apprentices reported that they were recruited specifically as an apprentice, while the remainder already worked for the employer before their Apprenticeship started. Entry routes differed widely by framework. In Health, Public Services and Care, Retail and Commercial Enterprise and Business, Administration and Law, around three quarters of apprentices (74-78%) were already employees at the organisation when they started their

Apprenticeship. In contrast, in Engineering and Manufacturing Technologies, Construction, Planning and the Built Environment and Information and Communication Technology, a significant majority (57-63%) were recruited directly as apprentices.

Two-thirds of apprentices (67%) reported that they were employed on a permanent or open-ended contract. Where apprentices were employed on a fixed-term contract, around half said that the contract was only fixed for the length of the Apprenticeship (15% overall).

Apprenticeships vary considerably in length. Based on learner reports (rather than ILR data), fewer than one in ten Apprenticeships (7%) last less than 6 months, with just under half lasting less than a year in total, a quarter (25%) for between a year and two years, and the remainder (22%) for longer than this.

Motivations

Nearly half (48%) of apprentices saw their choice to carry out an Apprenticeship as a decision made to progress their career, while about a third (35%) were primarily seeking to achieve a qualification. A smaller proportion (13%) were seeking an opportunity to be paid whilst training.

Apprentice motivations varied significantly by entry route, with those already employed before starting the Apprenticeship significantly more likely to choose achievement of a qualification over career progression as the key motivation (40% vs. 27% of those recruited specifically to the Apprenticeship role).

Where the learner was already employed, in two thirds of cases, the decision to undertake an Apprenticeship was largely down to the learner themselves. One in nine (11%) reported that their employer at the time made it a compulsory requirement of their job role, while in a further fifth of cases the employer strongly recommended that the individual undertake an Apprenticeship.

Application channels and sources of information, advice and guidance

Learners used a wide range of sources of advice when considering whether to undertake an Apprenticeship; however more than half (59%) took advice from the employer with which they carried out the Apprenticeship, with this being the most influential source of advice for more than two fifths. The training provider or college providing the Apprenticeship was the second most widely used source of advice, used by more than a third (36%) of apprentices, although it was the most influential source of advice for only a relatively small proportion (12%), with a slightly larger proportion of apprentices stating that their family and friends were more influential (14%).

A small proportion (7%) did not take advice from anyone before starting their Apprenticeship; most of these were apprentices who were already working for the employer before the Apprenticeship.

Nearly two thirds of those recruited specifically as an Apprentice (64%) applied directly to the employer, while just over a third (37%) applied via the college or learning provider. The

Apprenticeships Vacancies System (on the Apprenticeships website) was the third most widely used method of applying for an Apprenticeship (25%).

Overall satisfaction and advocacy

Overall satisfaction with Apprenticeships is high. Almost nine in ten apprentices (89%) were satisfied (gave an overall satisfaction rating of at least six out of ten) and 71% very satisfied (at least eight out of ten). As many as three in ten apprentices (30%) gave a satisfaction rating of ten out of ten. The proportion satisfied rose to 92% amongst completers.

Only 4% of all apprentices expressed dissatisfaction (giving an overall satisfaction rating of less than five out of ten). Reasons for dissatisfaction focussed around a lack of support from their provider, poor organisation and communication on the part of the provider, and a lack of support or training from their employer.

Overall satisfaction was highest among those undertaking Construction, Planning and Built Environment frameworks (77% very satisfied and a mean of 8.37 compared to 8.11 overall) and lowest amongst those undertaking frameworks in Health, Public Services and Care (67% very satisfied and a mean 7.86), Leisure, Travel and Tourism (65% very satisfied and a mean of 7.84), Information and Communication Technology (60% very satisfied and a mean of 7.70). Apprentices in the 'Other Apprenticeships' framework group not covered elsewhere were the least satisfied overall (55% very satisfied and a mean of 7.34).

Differences in overall satisfaction by broad framework area are influenced by differences in the profile of individuals undertaking Apprenticeships within each group. Age is one such driver with younger apprentices generally the most satisfied. However, this only holds for some framework groups and it should be recognised that even amongst those aged 25 or over, satisfaction with the Apprenticeship undertaken is still very high, with the large majority (86%) satisfied overall.

Other key factors which influence satisfaction, often cutting across different framework and age groups, include contract type (those on fixed term contracts, especially those for the duration of the Apprenticeship, were less satisfied on average – a mean of 7.98), the role of the employer in the decision to undertake an Apprenticeship (satisfaction was lower where it was an employer requirement – a mean of 7.65) and the duration of the Apprenticeship (those undertaking particularly short courses of less than 6 months were less satisfied on average – a mean of 7.53).

For those completing their Apprenticeship, overall satisfaction is also associated with employment outcomes. It is higher, for example, where a completer has received a promotion (mean of 8.52 vs. 8.12 where not) and where they have received a wage increase (mean of 8.46 vs. 8.04 where not).

Whether the learner started as an existing employee or was recruited specifically as an Apprentice does not have a significant influence on the likelihood of someone being satisfied with their Apprenticeship.

Reflecting high levels of satisfaction with Apprenticeships, three in five had recommended this route to others (58% their specific Apprenticeship, 60% Apprenticeships in general). Of those apprentices who had not yet actively recommended Apprenticeships to others, four-fifths (81%) said that they would advocate this if asked. This leaves just one in twenty apprentices overall who had not and would not recommend that others take an Apprenticeship.

Quality of training and service from the training provider

Apprentices were generally very positive about the quality of training, the extent to which training provided them with career-applicable skills and the relevance of training to their careers. For each measure, around nine in ten (89% - 90%) were satisfied and around three-quarters (71% - 76%) very satisfied. Similar levels of satisfaction were reported for the way that their training provider had dealt with on-the-job assessments (88% satisfied) and the quality of feedback received (87% satisfied).

Whilst apprentices covered by Retail & Commercial Enterprise and Business, Administration & Law framework groupings were the most satisfied with the quality of training received, they are less satisfied with the skills that it has given them that they can apply in their job. The highest mean scores for provision of applicable skills were evident for Apprenticeships covered by Construction, Planning & Built Environment, Agriculture, Horticulture & Animal Care, and also the Health, Public Services & Care framework groupings (who are significantly less satisfied with the actual quality of provision).

Learner involvement in the design of their Apprenticeship

Around half of apprentices (52%) felt that they had had some influence on the shape of their Apprenticeship. Around one third of those who had not had input into the coverage and delivery of the Apprenticeship would have liked to have done so, while the vast majority of those who had an input were satisfied with the extent of their influence (only 12% wanted more). Taken together, 22% of all apprentices would have liked to have had more influence on the coverage and delivery of the Apprenticeship.

Views on the volume, balance and duration of training received as part of the Apprenticeship

Nine in ten apprentices (91%) said that they had received some form of formal or informal training as part of their Apprenticeship. Three quarters (76%) had received some formal training, either taking place at the workplace or on the premises of a learning provider with a further 15% receiving informal on-the-job training (but no formal training). A small minority (9%) did not report receiving either of these forms of training, although most of these had filled in an Apprenticeship portfolio during work or studied towards your Apprenticeship in their own time.

Four fifths of learners (80%) were satisfied with the amount of training that they were provided with and a similar proportion (83%) with the balance that the Apprenticeship provides between training and work. However, it is worth noting that, while the majority of

apprentices are content, compared to overall satisfaction and a number of other specific aspects of the Apprenticeship, satisfaction is slightly lower for these two elements.

Apprentices covered by the Construction, Planning & Built Environment and Engineering & Manufacturing Technologies framework groupings were most satisfied with both the amount of training and how this balances with work.

The majority of apprentices (83%) felt that the length of their Apprenticeship was 'just about right', 13% that it was 'too long' and only 4% that it was 'too short'. Amongst those undertaking Apprenticeships of less than 6 months duration, this rose to 11%

Apprentices were generally happy with the role that their employer is playing in supporting their Apprenticeship (82% satisfied, 65% very satisfied). Most were also content with employer involvement in the structure, delivery and content of the Apprenticeship although satisfaction was lower on average (75% satisfied, 53% very satisfied). At around one in ten of apprentices, there were higher levels of dissatisfaction when talking about the role of the employer, as compared to aspects of the provider's service.

Where the Apprentice is an existing employee, the employer generally provides less support and is less involved in the structure, delivery and content of the Apprenticeship. Furthermore, where the employer required the learner to undertake an Apprenticeship (as opposed to the decision being down to the learner) there is more dissatisfaction with employer support and involvement. This suggests a small group of learners for whom the employer may only be interested in the individual gaining a qualification and where employer involvement or engagement is minimal.

Impact on skills and abilities

Learners generally viewed their Apprenticeship as having a strongly positive impact on their skills and abilities, both those which were specific to their chosen career and those which were transferable between careers. Four fifths of apprentices (79%) believed that their Apprenticeship had improved their ability to do their job, and a larger proportion (84%) believed that it had provided them with skills or knowledge of benefit within their current or desired area of work. Four-fifths (82%) felt that undertaking the Apprenticeship had provided them with skills of benefit across sectors while a similar proportion (81%) stated that it had improved their overall career prospects.

Only a small minority of apprentices (4%) reported no improvement across any of the explored skill areas as a result of the Apprenticeship. The vast majority of these had been working for the employer before they started the Apprenticeship and were aged over 19.

Those still undertaking their Apprenticeship at the time of survey were as likely to report improvements in these skills as those who had completed and already well into their post-Apprenticeship working life. The high proportion of apprentices reporting these improvements before even completing the Apprenticeship can be seen as a positive sign, with apprentices seemingly being able to realise the benefits immediately in their work.

There is a strong relationship between age and impact on learner skills with younger apprentices considerably more likely to report improvements in their skills and abilities, as were those specifically recruited as apprentices.

Those apprentices who said that they were doing the Apprenticeship to 'get a qualification' were less likely to report impacts on their skills for their current job or on their career prospects than those who were doing the Apprenticeship 'to enter or progress in their chosen career'. Therefore it would seem that there are a significant minority of cases where the Apprenticeship is being used as a qualification to certify skills that the individual already possesses.

The duration of the Apprenticeship also has a significant impact on the likelihood of apprentices reporting that they have improved their skills. Short courses are perceived by apprentices to have a much lesser impact on their abilities and career prospects. For example, the vast majority (90%) of apprentices with courses of longer than a year felt they had (or would) acquire skills or knowledge of benefit within their sector, compared to about two thirds (66%) of those on courses lasting less than 6 months.

The quality and amount of training received as part of the Apprenticeship and the support provided by the employer all further impact on an individual's skills development. For example, where apprentices are dissatisfied with the quality of training received from their college or training provider, only around half (56%) said that their ability to do their job had improved, compared to eight in ten (82%) of those very satisfied with the quality of the training. Where apprentices expressed dissatisfaction with the level of employer support, they were much less likely than those very satisfied to say that they had improved skills and knowledge of benefit in their current area of work (68% vs. 88%).

Apprentices ranked Construction, Planning and Built Environment frameworks as being particularly effective in improving their ability to carry out their job, with almost all (98%) reporting an improvement in this case. The lowest ranked in this area were Business, Administration and Law frameworks, where just over two thirds (69%) of apprentices reported an improvement in ability to carry out their job. It should be noted that Frameworks showing lower impact tended to be those with a high proportion of apprentices who were existing employees rather than new recruits (Business, Administration and Law, Retail & Commercial Enterprise, Other Apprenticeships).

Impact on employment circumstances, outcomes and progression

The majority of Apprenticeship completers (85%) were still in employment, and most of these (64% of completers overall) were with the same employer with which they completed the Apprenticeship.

Amongst the sub-group recruited specifically as an Apprentice, a smaller proportion (80%) were in employment, with only around half (54%) remaining with the same employer. The unemployment rate was higher for those recruited specifically (12%, compared to 6% amongst those completers already employed before the Apprenticeship, and 8% of completers overall).

Since completing the course, three quarters (75%) of all former apprentices in work were taking on more responsibility; slightly fewer had better job satisfaction (71%), or felt that their future pay and promotion prospects had improved (70%). Two thirds (66%) felt they now had more job security, and a significant proportion (37%) had been promoted. This is equivalent to one third (32%) of all completers having received a promotion.

These positive improvements in status at work were not always directly attributable to the Apprenticeship. Over eight in ten (83%) who had progressed at work felt that the Apprenticeship had helped them achieve this to some degree, although only one in seven (15%) felt that the change could be attributed directly to the effect of the Apprenticeship. This is equivalent to 13% of all completers in work saying that they had been achieved progression directly because of the Apprenticeship.

Those apprentices who had completed Construction, Planning & Built Environment and Engineering & Manufacturing Technologies frameworks were most likely to report positive work outcomes and were also more likely than those in other framework groups to attribute these changes directly to the impact of the Apprenticeship. Working completers in the Retail & Commercial Enterprise, Business, Administration & Law, and Other Apprenticeship framework areas were less likely to report any of the positive changes. These differences are largely driven by the relative weight of the two different entry routes within each framework, with experienced employees less likely than new recruits to experience progression following completion.

Impact on earning potential

Nearly half (44%) of all apprentices who had completed their course had received a pay rise at that time, rising to 77% amongst those completing Construction, Planning & Built Environment frameworks and 71% among those completing Engineering & Manufacturing Technologies frameworks. Mirroring findings on career progression, those undertaking Retail & Commercial Enterprise and Business, Administration & Law Apprenticeships were less likely to have received a pay rise on completion of their Apprenticeship (26% and 33% respectively), as were apprentices in Information & Communication Technology (31%).

Nearly two thirds of those recruited specifically to carry out an Apprenticeship (65%) received a pay rise on completion, compared to less than one third of existing employees (31%). Existing employees will be on at least minimum wage whereas those joining as new recruits are more likely to be taken on at the lower apprentice wage.

The proportion of apprentices receiving a pay rise was also linked to the length of the course. Those on shorter courses are the least likely to receive a pay rise (21% of those on courses of less than six months, compared to 62% of those on courses lasting a year or more) and level - a minority (37%) of Level 2 apprentices received a pay rise on completion, compared with more than half (55%) of Level 3 apprentices.

In terms of earning potential, the majority of all apprentices (completers and current) (84%) thought that their Apprenticeship would help them to earn more in the future.

Continued learning and progression

There is a clear trend for completers of Level 2 Apprenticeships to carry on towards a Level 3 Apprenticeship, with a quarter (24%) of completers already having done so, and a further three in ten (30%) considering doing so in the future. Amongst those who had completed a Level 3 Apprenticeship, 5% had started a Level 4 Apprenticeship with a significant percentage (33%) considering doing so in the future.

The majority of current apprentices aspired to further learning; half (49%) thought it very likely that they would undertake further training or learning leading to a qualification within 2 to 3 years of finishing their course, and a further third (32%) felt it was quite likely.

Personal Development

In terms of some 'softer' impacts, there is clear evidence of the impact of Apprenticeships in raising aspiration, with a large majority (82%) of current and former apprentices agreeing that the Apprenticeship had made them more enthusiastic about learning, and over three quarters (77%) feeling that they had a better idea where they were going with their career.

Apprenticeships also equip individuals with the confidence they need to fulfil their aspirations, with almost nine in ten (87%) strongly agreeing that they are more confident about their own abilities as a result of undertaking the Apprenticeship. Nearly two thirds (62%) agreed that the course had improved their overall quality of life.

Conclusions

This evaluation has provided a comprehensive review of Apprenticeships through the eyes of learners. It provides timely evidence of the real value of Apprenticeships to individuals, whether they are new to the workforce or building on their existing experience.

The findings of this evaluation come at a time when there is significant focus from government on ensuring that value and quality underpin the continuing expansion of Apprenticeships. The National Apprenticeship Service has emphasised that the fundamental minimum standard for Apprenticeships is that they should offer the three key elements of **employment, new learning** and a **nationally recognised qualification**.

This section brings together some key themes emerging from the evaluation, and the implications for Apprenticeship strategy.

It is clear that **satisfaction with Apprenticeships is high**. Almost nine in ten apprentices (89%) were satisfied (gave an overall satisfaction rating of at least six out of ten) and 71% very satisfied (at least eight out of ten). The proportion satisfied rose to 92% amongst completers. Less than one in twenty expressed dissatisfaction, giving a score of less than five out of ten.

The **vast majority of learners benefit from high quality training** as part of their Apprenticeship. Nine in ten were satisfied with the quality of training, the way their training provider had dealt with on-the-job assessments, and the quality of feedback received.

A key objective of this evaluation has been to look at the extent to which investment in Apprenticeships is having an impact on the skills and abilities of learners, and their future prospects for successful employment and progression. Apprentices should emerge with highly relevant vocational skills that will allow them to progress their current job and career in their chosen sector.

Learners do generally report a strongly positive impact of their Apprenticeship on their skills and working life. Eight out of ten apprentices believe that their Apprenticeship has improved their ability to do their job, provided them with sector-relevant skills and knowledge, and improved their career prospects. The benefits for the individual can be felt immediately – high proportions of learners are reporting improvements in their skills before even completing their Apprenticeship. This is reflected in employer reports, with the majority saying that the business benefits of employees undertaking Apprenticeships are realised quickly.

There is also evidence of **Apprenticeships contributing to individuals making concrete progress at work in the year after completion.** One third of individuals who had finished their Apprenticeship had received a promotion (32%), and of those in work, three quarters reported taking on more responsibility in their job (75%). Whilst it is difficult for individuals to untangle the contribution of the Apprenticeship and the contribution of other factors to these positive steps, over eight in ten of those who had progressed at work (83%) felt that the Apprenticeship had helped them to achieve this to some degree.

Learner reports suggest that some Apprenticeship frameworks provide higher quality or more impactful training than others; for example **those undertaking Construction, Planning and Built Environment Apprenticeships were the most likely to be satisfied overall with their Apprenticeship**, were the happiest with the amount of training they had received, and almost universally said that the Apprenticeship had improved their ability to do their job (98% did so). The mean overall satisfaction scores were lowest for Health, Public Services and Care, Leisure, Travel and Tourism, Information and Communication Technology and Other Apprenticeships (primarily Apprenticeships in 'Supporting teaching and learning in schools').

It is important, however, to understand that **these differences between framework groups are partly driven by the characteristics of people undertaking these Apprenticeships**, as well as intrinsic elements of the Apprenticeship itself. For instance, the below average satisfaction ratings for Health, Public Services and Care Apprenticeships are associated with the higher proportion of older learners in this group (learners aged 25 plus tended to be less satisfied overall) and with the higher than average proportion of these apprentices who were existing employees when they started their Apprenticeship (again, on average this group were less satisfied). Young people (aged under 19) who were recruited specifically as apprentices were the group most satisfied with their Apprenticeship, and saw the most improvement in their skills.

Using the full range of evidence from this evaluation, it is possible to identify with confidence particular scenarios where Apprenticeship provision is more likely to fall below learner expectations, and/or where apprentices are less likely to report new learning and improvements in skills. These factors cut across different frameworks and different types of apprentice. The following represent areas that might be addressed in order to drive the

quality of learner experience even higher, and ensure maximum return on investment in Apprenticeships.

1) Employers requiring individuals to undertake Apprenticeships, but failing to train, support and engage with the individual throughout their course.

Where an employer requires the individual to undertake an Apprenticeship, the individual was less satisfied with their experience overall – it is important that learners do not feel that they are being forced into Apprenticeships by employers. Equally, where employers do ask existing employees to take an Apprenticeship, learner reports suggest that the employer generally provides less support and is less involved in the structure, delivery and content of the Apprenticeship.

This is important because where apprentices expressed dissatisfaction with the level of employer support they were much less likely than those very satisfied to say that they had improved skills and knowledge of benefit in their current area of work (68% vs. 88%). Where the learner described the motivation for undertaking the Apprenticeship as ‘to get a qualification’, they were less likely to report gaining new skills.

It would seem that there are a significant minority of cases where employers are using Apprenticeships to certify skills that employees already possess, and that employer’s involvement or engagement in developing the Apprentice is minimal.

2) Short duration Apprenticeships and incidences of low training input.

The evaluation has found that learners who undertook Apprenticeships lasting less than six months (7% of the weighted sample) are less likely to gain new skills and progress in their career than those doing longer courses. For example, the vast majority (90%) of apprentices with courses of longer than a year felt they had (or would) acquire skills or knowledge of benefit within their sector, compared to about two thirds (66%) of those on courses lasting less than 6 months.

Where learners reported receiving no formal training or informal on-the-job training from a training provider or employer (9% of apprentices), the impact of the Apprenticeship was significantly compromised. Only just over half (54%) believed that the Apprenticeship had improved their ability to do their job (compared to 79% of all apprentices).

3) Fixed-term contracts and their influence on the likelihood of sustained employment.

The evaluation has revealed that only around half of people recruited specifically as an apprentice were still with the same employer around 12 months after finishing their Apprenticeship (54%). The outcomes were worse for the substantial minority of apprentices (15%) who were recruited specifically on a fixed-term contract only lasting the length of their Apprenticeship. Looking at the outcomes for these apprentices in the completer group, less than half had stayed on with their Apprenticeship employer on a renewed contract (45%), and nearly one fifth (18%) were unemployed (compared to the overall rate of 8%).

Therefore, there is room for improvement in ensuring that employers offer sustained employment opportunities for apprentices to allow them to build on their skills.

Efforts to address some of these issues have already been set in motion, for example it was announced in November 2011 that there would be an independent, employer led review into Apprenticeship Standards. The National Apprenticeship Service and the Skills Funding Agency's comprehensive review of all short duration programmes has already resulted in the withdrawal of inadequate sub-contracted provision and is intended to lead to significant improvements across many Apprenticeships. Building on this, new minimum standards for the length of Apprenticeships will come into force from August 2012 subject to consultation with providers and employers, as a further measure to drive up quality. For those aged 19 and over Apprenticeships will last between one to four years unless prior learning or attainment has been recorded. Apprenticeships for 16-18 year olds will last a minimum of 12 months without exception.

Whilst this evaluation has provided support for these interventions as the right way of maximising the impact of Apprenticeships, a key overarching message is that, from the learner's point of view, Apprenticeships are meeting their requirements. Even in cases where the learner has only benefitted from six months of training, or reports that they have not seen any direct benefits in their skills, the large majority of such learners are still overwhelmingly positive. The high satisfaction ratings amongst those who show no specific improvement in their skills or ability to do their job suggests that they got what they wanted out of the Apprenticeship, specifically, a formal recognition of their existing skills. It is important to recognise this potential disjoint in the views of learners (who see accreditation as a positive step towards career progression) and current policies which hold the development of new skills as the key to making Apprenticeships deliver for the economy.

Chapter 2: Introduction

This report summarises the findings of a survey of 5,000 learners conducted in late 2011 among individuals that were undertaking an Apprenticeship or had completed an Apprenticeship in the previous 12 months.

It is one element of a wider evaluation of Apprenticeships, for which separate reports will be produced, which includes a quantitative survey of 4,000 employers, as well as a qualitative exercise among providers, employers and apprentices with recent involvement in Apprenticeships.

The policy context

The Coalition Government's strategy for skills was set out in Skills for Sustainable Growth, and Investing in Skills for Sustainable Growth (both published in late 2010). These confirmed the government's commitment to Apprenticeships, placing these at the 'heart of the system' as the preferred vocational route for individuals and employers. A commitment was made to increasing the number and range of Apprenticeships on offer, reshaping Apprenticeships so that Level 3 becomes the Level to which learners and employers aspire, and to improving their quality so that they become 'the gold standard for workplace training'.

As a flagship policy for Government on which large amounts of public money is spent, it is critical to evaluate the impact of Apprenticeships to ensure the investment is producing the best value for employer, individuals and for the economy as a whole. The National Audit Office recently undertook a Value for Money assessment of Adult Apprenticeships, which reported in February 2012, which used some of the initial findings from the current evaluation study. It concluded:

"Apprenticeships for adults offer a good return for the public money spent on them overall, according to the National Audit Office. However, the Department for Business, Innovation and Skills could improve value for money significantly by targeting resources on areas where the greatest economic returns can be achieved."

The Apprenticeship Programme expanded by 140 per cent between the 2006/07 and 2010/11 academic years. Apprentices aged over 25 account for 68 per cent of this increase. Most of the increase in the programme has been in just 10 Apprenticeship occupations. Apprentices and inspectors are generally positive about the quality of Apprenticeships, with 91 per cent of apprentices satisfied with their training; but the rapid expansion of the programme brings risks that need to be managed. One concern is that in 2010/11, 19 per cent (34,600) of Apprenticeships lasted less than six months, when most are expected to last at least a year."

The aims of the research programme, which involved not just this survey of apprentices but also a large quantitative survey of employers, were to:

- Develop understanding of the Apprenticeship programme, and the value it provides for employers, individuals and the economy, to help inform how high quality delivery can be maintained / improved;
- Explore how the programme is accessed and used by employers and individuals;
- Assess the perceived impact and identify areas for improvement;
- Develop a baseline for future research.

More specifically the objectives of the study were to:

- Establish the additionality provided by public investment in Apprenticeships in producing skills for the economy;
- Explore the quality of Apprenticeships and how this differs by such factors as the size of employer, framework and level;
- Understand employers and individuals rationale for choosing Apprenticeships;
- Explore learner experiences and satisfaction with Apprenticeships, and the benefits and shortcomings;
- Understand trainees' progression into and through Apprenticeships.

Method

A total of 5,000 interviews were conducted for the study. These were undertaken by telephone using Computer Assisted Telephone Interviewing (CATI). Fieldwork took place from 10th November to 20th December 2011. All interviewing was conducted from IFF's telephone centre in London.

The main stage was preceded by a pilot exercise involving 35 interviews, conducted from 25th to 29th October 2011. Following this a number of refinements were made to the questionnaire. The final questionnaire used for the study is appended.

The sample of apprentices was taken from the Individualised Learner Record (ILR), and covered England only.

The sampling approach adopted, in terms of the targets set for the interviews to be achieved, took account of the following factors:

- The Level of the Apprenticeship (Level 2 v. Level 3)
- The broad framework, divided into nine categories: Agriculture, Horticulture and Animal Care; Business, Administration and Law; Construction, Planning and the Built Environment; Engineering and Manufacturing Technologies; Health, Public

Services and Care; Information and Communication Technology; Leisure, Travel and Tourism; Retail and Commercial Enterprise and Other)

- Whether the individual had completed or was still undertaking their Apprenticeship. As a note, the sample of completers was taken from the ILR of those completing marked as their Apprenticeship in the period between August 2010 to March 2011: at the screening stage we check that they had completed 'in the last 12 months or so.'
- Region
- Age (under 19, 19-24 and 25 plus).

In discussion with BIS, the sampling approach agreed was as follows:

- The interviews were distributed evenly between those undertaking an Apprenticeship when interviewed in late 2011 (hereafter called 'current apprentices') and those that had completed an Apprenticeship in the previous 12 months or so ('completers')
- Within the target for current apprentices and for completers, targets were set on an interlocked level by broad framework grid, on the following basis:
 - An initial 75 interviews allocated to each broad framework at level 2, and 50 interviews at level 3
 - The remaining interviews distributed in proportion to the population
 - These targets 'pegged back' where available sample was limited and meant the initial targets would be unlikely to be met
 - Targets in each cell of this interlocked framework within level within completion status matrix rounded to nearest 10
 - Remaining 'spare' interviews below the overall 5,000 target (60) distributed evenly across smallest cells within Level 2 recent completers (6 cells increased by 10)
- A target sampling grid was also set up interlocking region with level within completion status. Here the region targets were simply set in proportion. Hence if 5% of Level 2 completers lived in the North East, then 5% of the target number of interviews for Level 2 completers (as described previously) were allocated to the North East.
- A target sampling grid was also set up interlocking age with level within completion status. Here again the age targets were set in strict proportion. Hence if 35% of Level 2 completers were aged under 19, then 35% of the target number of interviews for Level 2 completers (as determined by the method described previously) were allocated to those aged under 19.

Towards the end of interviewing the age targets were adjusted to increase the number of under 19s interviewed.

At the analysis stage the data was weighted to ensure that the findings were representative of the population of current and recent Apprenticeship completers, based on ILR data (completers data taken from the period August 2010 to March 2011). The weighting grossed up the survey population to the total of 469,500 learners identified in the ILR on an age within level within completion status within broad framework basis. Hence within each framework 12 weighting cells were used (3 age bands × 2 levels × completer vs. current).

Chapter 3: The profile and characteristics of apprentices and their employers

The Apprentice Evaluation survey is designed to explore and measure the experiences of apprentices and the impact that Apprenticeships have in terms of developing an individual's skills and career prospects. In order to give some context to the findings that are presented throughout this report, and to facilitate understanding of the differences in the experiences of Apprenticeships, this chapter looks at some key characteristics of the population of apprentices across England, in particular.

- the profile of apprentices by age, gender, ethnicity and social grade;
- details of their Apprenticeship employer - size of organisation and industry sector;
- the proportion of apprentices who were recruited specifically as an Apprentice, as opposed to existing employees; and
- the proportion of the Apprentice population engaged under different broad framework areas.

These characteristics feature as cross-cutting variables throughout the report, in particular as potential influences on satisfaction and impact measures.

It is important to note that the figures presented are based on weighted survey findings. The weighting strategy used ILR data to ensure that findings were representative of the population of apprentices by Level (just Level 2 and Level 3 were included in the survey), whether they had completed or were currently still undertaking their Apprenticeship, broad framework area and age (using three bands: under 19, 19 to 24 and 25 or over) – with these factors interlocked. Hence when we discuss the age profile of apprentices or the Level of the Apprenticeship they were studying, these are derived directly from ILR data rather than being survey findings as such. Where we report by other variables such as ethnicity or gender, these are derived from the survey results and have not been 'controlled' through the weighting process.

Demographics

Table 3.1 summarises the demographic profile of current and recent Level 2 and Level 3 apprentices by age, gender, ethnicity, disability and social grade.

The Individual Learner Record shows a relatively even split between those aged under 19 (30%), aged 19-24 (34%) and those aged 25 plus (36%). Current apprentices (those undertaking an Apprenticeship at the time of the interview) have an older age profile than completers. Three-fifths (61%) of current apprentices are aged under 25, compared

against almost four-fifths (79%) among recent completers. This indicates a recent upward trend in the age of people starting Apprenticeships.

By gender, there was an even split among recent completers, but those undertaking an Apprenticeship at the time of the study were more often female (54%) than male (46%).

Apprentices were asked about their ethnicity as part of the survey: results indicate that just under a tenth of apprentices are non-white (9%). This suggests that the non-white ethnic groups are somewhat underrepresented compared against the working age population as a whole: ONS Mid-2009 Residential Population Estimates by Ethnic Group, published 2011, report that 14% of the working age population of England are non-white.

Respondents were also asked about the socio-economic status of the chief income earner in their household. One in ten apprentices were unwilling or unable to give this information – these learners are excluded from the analysis in Table 3.1. Where socio-economic status could be derived, this showed that apprentices were most likely to come from C2 households (35%, C2 often described as ‘skilled working class’), followed by those in C1 or D/E households (29% and 28% respectively), without much variation between current apprentices and completers. Only 8% come from A/B households.

It would therefore seem that apprentices are more likely to be from a lower socio-economic background. In the population as a whole, 26% of adults are classified as A/B, 29% as C1, 21% as C2 and 23% as DE (data from NRS 2010).

Results suggest that a minority of apprentices (5%) consider themselves to have a disability.

Table 3.1 Demographic Summary of apprentices: Current / Completers

	Overall	Current	Completers
Base: All apprentices	5,000	2,500	2,500
	%	%	%
Gender			
Male	47	46*	50*
Female	53	54*	50*
Age			
Under 19	30	29*	36*
19 – 24	34	32*	43*
25 or over	36	39*	21*
Ethnicity			
White	91	91	92
BAME	9	9	8
<i>Asian</i>	4	4	3
<i>Black</i>	3	3	2
<i>Chinese/Mixed/Other</i>	2	2	3
Disability			
Has a disability	5	5	5
Has no disability	95	95	95
Socio-economic group			
Base: All answering	4,297	2,123	2,174
A/B	8	7	9
C1	29	29	29
C2	35	35	35
D/E	28	29	27

**** indicates that the difference between Current and Completer figures is statistically significant at the 95% confidence level.**

Apprentices in the survey either had to be undertaking (or to have completed) a Level 2 Apprenticeship or a Level 3 Advanced Apprenticeship. Reflecting the progression from lower level to higher level Apprenticeships, those carrying out Level 3 Apprenticeships tend to be slightly older, with approaching three-quarters (73%) aged 19 plus, compared to two-thirds (67%) at Level 2. However, the proportion aged over 25 is not significantly different. As shown in Table 3.2, Level 2 apprentices are significantly more likely to be

from a Black or Minority Ethnic (BAME) group (10%, compared to 7% of Level 3 apprentices).

Table 3.2 Demographic Summary of apprentices: Level 2 and Level 3 Apprenticeships

	Overall	Level 2	Level 3
Base: All apprentices	5,000	3,079	1,921
	%	%	%
Gender			
Male	47	46*	48*
Female	53	54*	52*
Age			
Under 19	30	33*	27*
19 – 24	34	32*	37*
25+	36	35	36
Ethnicity			
White	91	90*	93*
BAME	9	10*	7*
Asian	4	4	3
Black	3	3	3
Chinese/Mixed/Other	2	3	2
Disability			
Has a disability	5	5	5
Has no disability	95	95	95
Socio-economic group			
Base: All answering	4,297	2,607	1,690
A/B	8	7*	9*
C1	29	27*	32*
C2	35	34*	36*
D/E	28	32*	23*

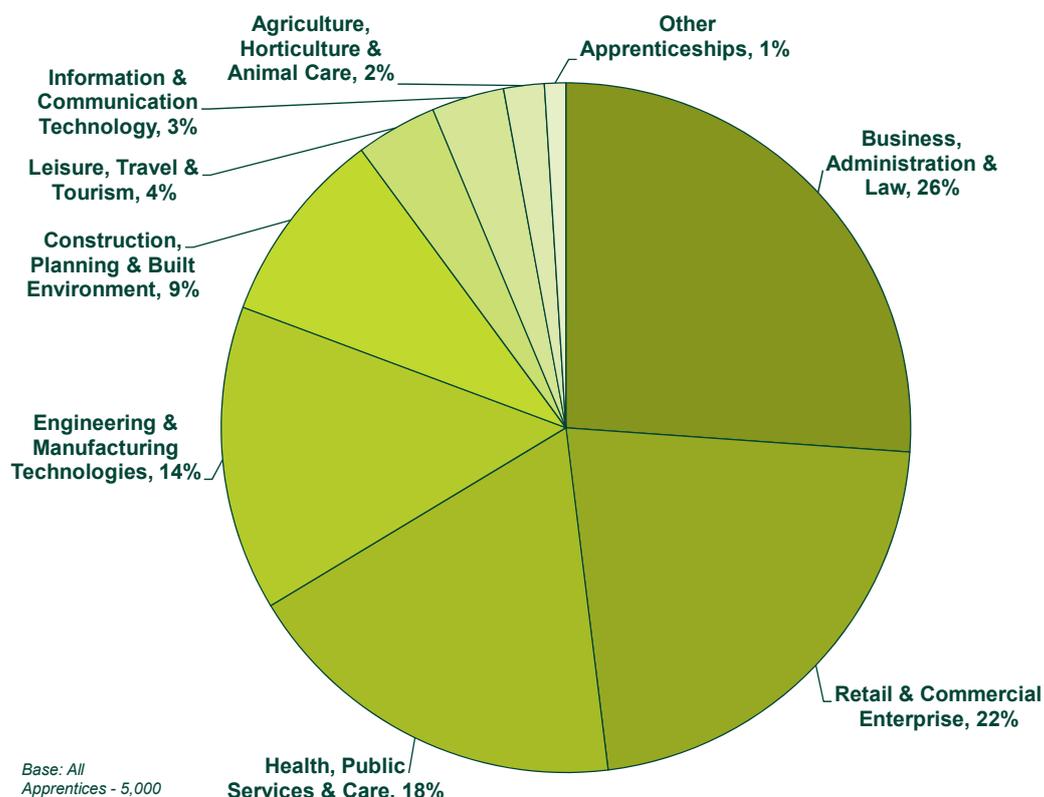
‘**’ indicates that the difference between Level 2 and Level 3 figures is statistically significant at the 95% confidence level.

Apprenticeship Framework

There is a wide variety of Apprenticeship frameworks currently available, covering many different occupational areas and skills. A key aim of the evaluation has been to explore differences in experience, satisfaction and outcomes for apprentices engaged with different frameworks. For the purposes of analysis, the 100 plus individual frameworks were grouped into nine broad framework areas, and results were weighted to represent the nine broad frameworks in their correct proportions based on ILR data. Figure 3.1 shows these nine broad framework areas (Appendix A shows a more detailed breakdown of the constituent individual frameworks within each broad category). The 'Other' broad framework comprises primarily Apprenticeships in 'Supporting teaching and learning in schools'.

The largest framework groups are Business, Administration and Law (26%) and Retail and Commercial Enterprise (22%), together accounting for nearly half of all Apprenticeships. Other large groups included Health, Public Services and Care (18%), Engineering and Manufacturing Technologies (14%), and Construction, Planning and Built Environment (9%).

Figure 3.1 Proportion of Apprenticeships covered by nine broad framework areas



Overall just over three-fifths of current and recent apprentices are or were undertaking a Level 2 Apprenticeship (62%) – as stated earlier survey results were weighted by Level

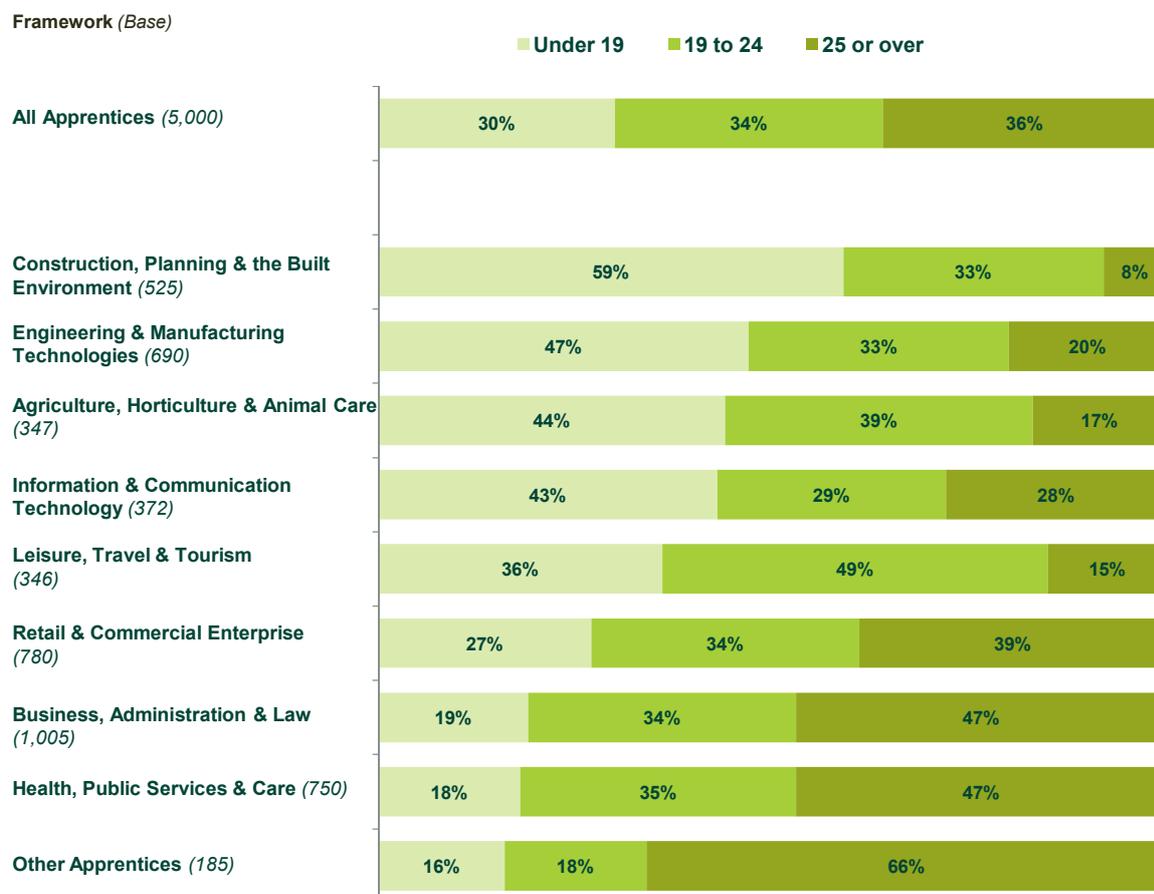
within Framework hence these results are not survey findings as such but merely reflect the data within the ILR. The balance between Level 2 and Level 3 Apprenticeship provision varies significantly by framework, as shown in Table 3.3. In Retail and Commercial Enterprise a particularly high proportion (84%) were undertaking a Level 2 Apprenticeship (indeed 30% of all Level 2 Apprenticeships were in this broad framework area). In contrast to this, in Construction, Planning and Built Environment (55%), Information and Communication Technology (53%), and Health, Public Services and Care (52%), and the 'Other' category (76%), a majority of Apprenticeships were at Level 3.

Table 3.3 Proportion of Apprenticeship provision at Level 2 and Level 3 by broad framework area

Row percentages shown	Level of Apprenticeship			
	Base	%	Level 2	Level 3
All apprentices	5,000	%	62	38
Retail & Commercial Enterprise	780	%	84*	16*
Leisure, Travel & Tourism	346	%	68*	32*
Agriculture, Horticulture & Animal Care	347	%	66	34
Business, Administration & Law	1,005	%	65*	35*
Engineering & Manufacturing Technologies	690	%	53*	47*
Health, Public Services & Care	750	%	48*	52*
Information & Communication Technology	372	%	47*	53*
Construction, Planning & Built Environment	525	%	45*	55*
Other	185	%	24*	76*

**** indicates difference between cell figure and overall figure is statistically significant at the 95% confidence level.**

The ILR population data reveal differences between the nine broad framework areas in terms of the age of apprentices. At the overall level, the Apprentice cohort splits relatively evenly into the three key age groups under 19, 19 to 24, and 25 plus. As shown in Figure 3.2, however, at the broad framework level there is significant variation, with under 19s making up three-fifths of all apprentices (59%) in the Construction, Planning and the Built Environment framework group, but less than one-fifth of the apprentices focused on Business, Administration and Law (19%), Health, Public Services and Care (18%), and 'Other Apprenticeships' (16%). Approaching half of the apprentices in Business, Administration and Law and Health, Public Services and Care are aged 25 plus (each 47%) and this rises to two-thirds of apprentices in the 'Other' group (66%).

Figure 3.2 Age profile of apprentices by broad framework area

The interactions between framework area and the age of Apprentice are of importance when interpreting findings around the impact of these factors on learner views, as discussed in more depth later in the report.

Employer Size and Sector

Table 3.4 shows information about the size of Apprenticeship employer organisations in terms of the number of employees across the UK as reported by apprentices. Some caution is needed in that while respondents were asked to answer in bands rather than give an exact figure and just 5% were unable to give a response, it is likely that in some cases the figure was an estimate on the Apprentice's behalf. It is worth noting that in this section examining the profile of their employer, we have excluded apprentices where the ILR marker indicated that their employer's sector was 'Lifelong Learning' (i.e. a college or provider), since it is likely that in many of these cases the Apprenticeship was operating in effect as Programme-led Apprenticeship (which are no longer funded) where the learner was not in employment at the start of the Apprenticeship.

Around half of apprentices are or were employed by a Small or Medium-Sized Enterprise (SME) for their Apprenticeship, that is, an employer with fewer than 250 employees across the whole organisation. Around two in five (41%) estimated that their employer had more than 500 employees across the UK.

Table 3.4 Size of employer (employees across the whole of the UK)

	All apprentices in employment
Base: All excluding those not currently employed**	4,394
	%
Fewer than 10 employees	16
10 – 49 employees	20
50 – 249 employees	12
250 – 499 employees	7
500+ employees	41
Size not known	5
Summary:	
Small or Medium-Sized Enterprise (SME) with less than 250 employees across whole organisation	47

** excludes those on provider-led Apprenticeships

Apprentices covered by certain frameworks are much more likely to be working for SMEs: around three-quarters of Agriculture, Horticulture & Animal Care apprentices (78%) and Construction, Planning & Built Environment apprentices (73%) are or were employed by an SME, compared to around a third of apprentices in Leisure, Travel & Tourism and Business, Administration & Law (both 36%).

Apprentices were also asked about the sector in which their employer operated. As can be seen in Table 3.5, employers operated in a variety of sectors. There was some variation by the Level of the Apprenticeship, in particular while Retail and Wholesale (including Motor Industry) is the largest single sector (at 20%) among Level 2 Apprenticeships, it accounts for a much smaller proportion (7%) of Level 3 Apprenticeships.

Table 3.5 Sectors of employment during Apprenticeship

	Overall	Level 2	Level 3
Base: All excluding those not currently employed**	4,394	2,690	1,704
	%	%	%
Health, Social Work & Childcare	19	17*	22*
Retail & Wholesale (inc. Motor)	15	20*	7*
Construction	11	9*	15*
Manufacturing & Transport	10	9*	11*
Education	7	5*	9*
Professional & Business Services	7	6	7
Hospitality, Hotels & Restaurants	6	7*	3*
Hair and Beauty	4	5*	3*
Arts, Entertainment, Sport & Recreation	2	2	2
Financial Services	2	2	2
Agriculture, Horticulture & Animal Care	1	1	1
Mining & Utilities	x	x	1
Other Public Sector & Public Service	12	11	12
Other / Unknown	4	4	4

* indicates difference between Level 2 and Level 3 figures are statistically significant at the 95% confidence level.

** excludes those on provider-led Apprenticeships

Apprenticeships are often relevant to a variety of fields and career routes, and this is reflected in the diversity of employment sectors of apprentices within some of the broad Apprenticeship frameworks. The greatest diversity is evident in ICT (for instance with 27% employed by Professional & Business Services firms, 14% Education and 22% in 'Other public sector'), Business, Administration & Law, and in Leisure, Travel and Tourism, where apprentices are spread across retail, hospitality, transport and public sector employers.

Entry Route

In discussing the motivations and expectations of apprentices, it is useful to understand the route they have taken into Apprenticeships, specifically, whether they were already working for the employer before starting their Apprenticeship. As will be seen later in the report, entry route is associated with a number of distinctions in the views and experiences of apprentices.

As shown in the following table, about a third of apprentices were recruited specifically as an Apprentice, while the remainder already worked for the employer before their Apprenticeship started. The proportion recruited specifically as apprentices is a little higher at Level 3 (36%) than Level 2 (33%).

Table 3.6 Apprenticeship Entry Routes – by Level

	Overall	Level 2	Level 3
Base: All apprentices**	4,660	2,895	1,765
	%	%	%
Already working for them when started	65	66*	63*
Recruited specifically as an apprentice	34	33*	36*
Other	1	1	1

* indicates difference between Level 2 and Level 3 figures are statistically significant at the 95% confidence level.

** excluding those on provider-led Apprenticeships

A few apprentices (1% of the total) described a slightly alternative entry route. For instance, some had a prior relationship with the employer through starting off on a brief voluntary placement, and were then offered the Apprenticeship to stay on. Others moved jobs during the Apprenticeship.

Unsurprisingly, those already employed upon starting their Apprenticeship are much older on average than those recruited specifically as an Apprentice; over half (52%) are aged 25 plus, compared to just 5% of those entering as a new recruit.

The prevalence of different entry routes varies substantially by broad framework area, with many framework groups being dominated by one type of recruitment or the other. In particular, in Health, Public Services and Care, in Retail and Commercial Enterprise and in Business, Administration and Law around three quarters of apprentices (74-78%) were already employees at the organisation when they started their Apprenticeship. In contrast, in Engineering and Manufacturing Technologies, Construction, Planning and the Built Environment and Information and Communication Technology, a significant majority (57-63%) were recruited directly as apprentices.

Table 3.7 Apprenticeships Entry Routes - by broad framework area

Row percentages shown	Entry Route			
	Base**		Already an employee	Recruited specifically
All apprentices	4,660	%	65	34
Other Apprenticeships	179	%	79*	20*
Retail & Commercial Enterprise	770	%	78*	21*
Health, Public Services & Care	741	%	75*	22*
Business, Administration & Law	931	%	74*	25*
Agriculture, Horticulture & Animal Care	335	%	59*	39*
Leisure, Travel & Tourism	313	%	50*	49*
Information & Communication Technology	265	%	41*	57*
Engineering & Manufacturing Technologies	642	%	37*	63*
Construction, Planning & Built Environment	484	%	38*	60*

**** indicates difference between cell figure and overall 'All Apprentice' figure is statistically significant at the 95% confidence level.**

**** excludes those on provider-led Apprenticeships**

The profile of apprentices by entry route varied very little across regions, with the exceptions being the North East (where only 56% were existing employees, compared to 65% overall) and the North West, where a significantly higher proportion of apprentices were existing employees when starting their course (70%).

It is interesting to note that in the employer survey conducted in parallel with this survey, two thirds (67%) of employers suggested that they only recruited people specifically for apprenticeships, with 22% offering them just to existing staff, and 9% to both.

As highlighted in the supplementary qualitative research, part of this apparent discrepancy may be a result of some employers using a form of trial or probationary period before the individual starts the course. This means the individual could work for their employer for some time before starting the Apprenticeship and while they may consider themselves to have been specifically taken on as an Apprentice, in their employer's eyes they could be viewed as existing employees.

However, the discrepancy can also be explained by the fact that larger employers are more likely to offer Apprenticeships to existing staff. Given the employer survey is site based and that we only interviewed a relatively small number of large employers, the 'existing staff' entry route figure is subsequently deflated in the employer survey. By comparison, as seen earlier, a relatively large number of individuals working for large employers were interviewed in the learner survey (reflecting that they make up a disproportionate number of apprentices overall) thus the proportion taken on as existing staff on the learner side is much higher.

Contractual conditions

Apprentices were asked about their contractual relationship with the employer during the Apprenticeship. Two-thirds of apprentices (67%) reported that they were employed on a permanent or open-ended contract. Where apprentices were employed on a fixed-term contract, around half said that the contract was only fixed for the length of the Apprenticeship (15% overall). In these cases, it might be expected that the learner's progression may be jeopardised. The impact of this on the progression of Apprenticeship completers is explored further in section 7 of this report.

Young apprentices are much less likely than older apprentices to be employed on permanent contracts: just under half (47%) of under 19s were employed on this basis, compared to over four in five apprentices aged 25 plus (82%). Table 3.8 below shows these patterns by age, and also by entry route, showing that just two fifths (44%) of new recruits are employed on a permanent contract.

Table 3.8 Contract status for the Apprenticeship (reported by apprentices) – by age and among those recruited specifically to an Apprenticeship

Row percentages shown	Contract Type					
	Base**		Fixed to Apprenticeship length	Fixed length - longer	Permanent	Other / Don't know
All apprentices	4,660	%	15	12	67	5
Age: Under 19	1,672	%	31*	16*	47*	5
Age: 19 to 24	1,619	%	15	12	67	5
Age: 25 or over	1,369	%	3*	10*	82*	5
Entry route: Already an employee	2,800	%	5*	11*	79*	5
Entry route: Recruited specifically	1,804	%	36*	15*	44*	5

** indicates difference between cell figure and 'All Apprentice' overall figure is statistically significant at the 95% confidence level.

** excludes those on provider-led Apprenticeships

Fixed-term contracts for the duration of the Apprenticeship only are particularly prevalent amongst apprentices in Leisure, Travel and Tourism (reported by 30% of apprentices) and Information and Communication Technology (25%). This arrangement is much less common in relation to Apprenticeships in Retail & Commercial Enterprise and Health, Public Services & Care (for 10% and 12% of apprentices respectively), reflecting the findings in Table 3.7 showing that the majority of apprentices are already employed before they start their course. Whilst Construction, Planning & Built Environment Apprenticeships show the highest incidence of individuals being recruited specifically as an Apprentice, they do not feature amongst the framework areas with the highest incidence of these short-term fixed contracts. The patterns by broad framework area are shown in Table 3.9.

Table 3.9 Contract status for the Apprenticeship (reported by apprentices) – by broad framework area

Row percentages shown	Contract Type					
	Base* *	%	Fixed to Apprentice- ship length	Fixed length - longer	Permanent	Other / Don't know
All apprentices	4,660	%	15	12	67	5
Leisure, Travel & Tourism	313	%	30*	12	50*	8
Information & Communication Technology	265	%	25*	11	58*	6
Engineering & Manufacturing Technologies	642	%	21*	16*	59*	4
Agriculture, Horticulture & Animal Care	335	%	20*	16	61*	3
Construction, Planning & Built Environment	484	%	20*	16*	56*	7
Other Apprenticeship	179	%	18	15	56*	10
Business, Administration & Law	931	%	14	9*	74*	3
Health, Public Services & Care	741	%	12*	13	70*	5
Retail & Commercial Enterprise	770	%	10*	12	70*	7

'*' indicates difference between cell figure and overall 'All apprentices' figure is statistically significant at the 95% confidence level.

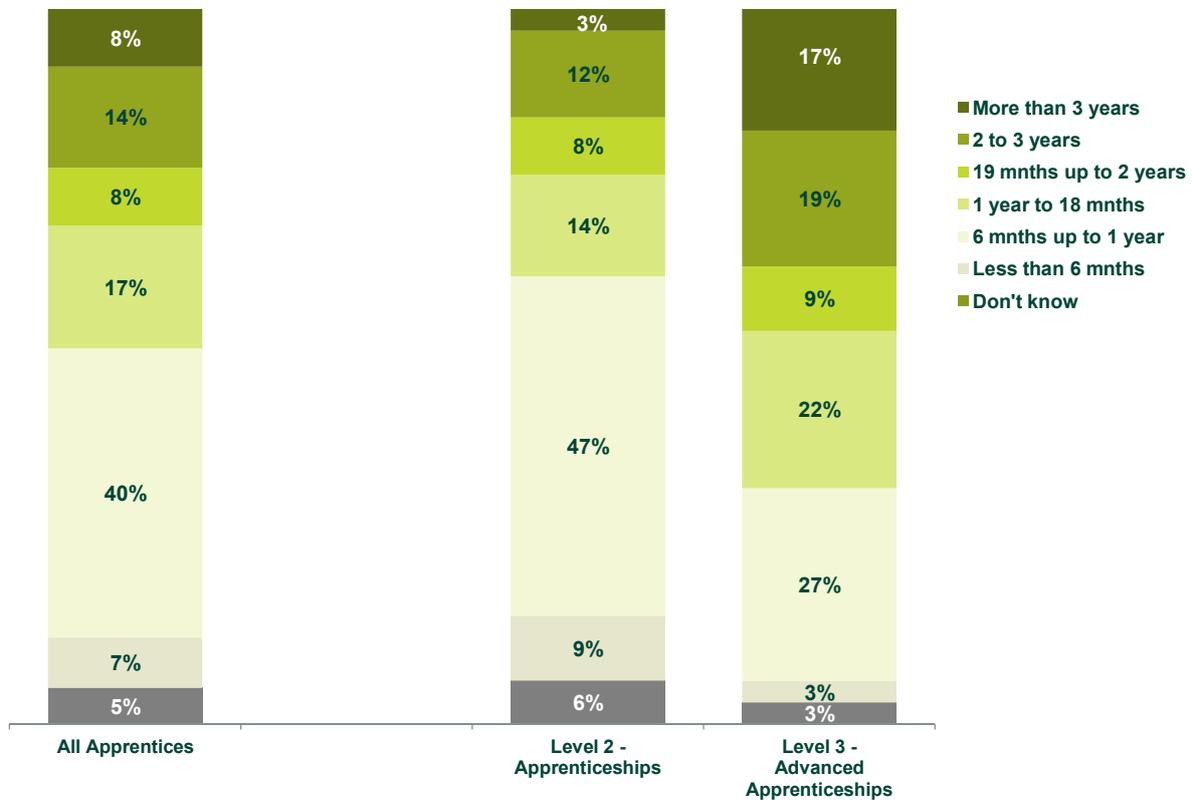
** excludes those on provider-led Apprenticeships

Apprenticeship duration

As shown in Figure 3.3, Apprenticeships vary considerably in length. The survey found that the largest group (40%) lasted for at least 6 months but less than a year, while a small minority (7%) lasted less than 6 months. About a quarter (25%) lasted for between a year and two years, while the remainder (22%) were longer than this. Note that this data on Apprenticeship length is taken from learner reports rather than the ILR.

As might be expected given their more advanced content, Level 3 Apprenticeships tend to be longer than those at Level 2, with only a third (30%) of Level 3 Apprenticeships being shorter than a year, nearly half (45%) being longer than 18 months.

Figure 3.3 Length of Apprenticeships: by Level



Base: All Apprentices (4,660)

This chart excludes those on provider-led Apprenticeships

The length of an Apprenticeship also varies significantly with recruitment status. While more than two thirds (69%) of Apprenticeships for which employees are recruited specifically last for a year or more, this falls to only just over a third (37%) where the Apprentice is already an employee of the company concerned.

Table 3.10 Length of Apprenticeships: by entry route

	Overall	Already an employee	Recruited specifically
Base: All apprentices**	4,660	2,800	1,804
	%	%	%
Less than 6 months	7	9*	4*
6 months – 1 year	40	47*	26*
A year or more	48	37*	69*
Don't know	5	7*	1*

* indicates difference between figures for the two entry routes are statistically significant at the 95% confidence level.

** excludes those on provider-led Apprenticeships

It is interesting to look at the course duration where apprentices are employed on different contractual terms. As shown in Table 3.11, over half (58%) of those on a fixed-term contract for the length of the Apprenticeship undertake an Apprenticeship lasting a year or more, compared to 48% of apprentices overall, and 44% of those on permanent contracts). Those on permanent contracts are more likely to undertake shorter Apprenticeships (half are on courses lasting less than a year). This reflects the other findings showing that existing employees are more likely to undertake short courses.

Table 3.11 Length of Apprenticeships: by contract status

	All apprentices	Fixed to Apprenticeship length	Fixed length - longer	Permanent
Base: All	4,660	886	606	2,925
	%	%	%	%
Less than 6 months	7	5	6	8
6 months – 1 year	40	35*	35*	42
A year or more	48	58*	55*	44*
Don't know	5	2	4	6

**** indicates difference between cell figure and overall 'All apprentices' figure is statistically significant at the 95% confidence level.**

**** excludes those on provider-led Apprenticeships**

As shown in Table 3.12, different framework groups show markedly different course lengths. Courses shorter than six months made up a tenth or more of three of the broad framework groups – “Retail and Commercial Enterprise”, “Information and Communication Technology” and “Leisure, Travel and Tourism”. In addition, while few courses in “Business, Administration and Law” lasted less than six months (8%), a large majority (68%) lasted for less than a year, more than for any other framework group.

In “Engineering and Manufacturing Technology” and “Construction Planning and the Built Environment”, courses tended to be longer, with about a third of apprentices in each framework group studying courses lasting more than three years.

Table 3.12 Length of Apprenticeships: by Framework group

Framework group			Duration of course			
	Base**		Less than 6 months	6 months to 1 year	1 to 3 years	More than 3 years
Overall	4,660	%	7	40	40	8
Health, Public Services & Care	741	%	5*	46*	42	x
Agriculture, Horticulture & Animal Care	335	%	1*	24*	67*	7
Engineering & Manufacturing Technologies	642	%	5*	11*	50*	31*
Construction, Planning & Built Environment	484	%	1*	3*	59*	35*
Information & Communication Technology	265	%	10	46*	40	1*
Retail & Commercial Enterprise	770	%	11*	42	37	2*
Leisure, Travel & Tourism	313	%	10*	50*	35*	-
Business, Administration & Law	931	%	8	60*	28*	x
Other Apprenticeships	179	%	4	42	54*	-

* indicates difference between cell figure and overall figure is statistically significant at the 95% confidence level.

** excludes those on provider-led Apprenticeships

Short courses of less than 6 months duration were more common amongst apprentices in the North East (11%), London (11%) and the West Midlands (10%). The lowest incidence was in the South East, where just 4% of apprentices undertook courses lasting less than six months.

Chapter 4: Motivations and the application process

In evaluating the impact and value of Apprenticeship provision, it is important to understand the context in which Apprenticeships are being used, and to what purpose. This section explores the factors behind the learner's decision to take up an Apprenticeship, and provides insight into the role of the employer in this process. The evaluation provides insight into the extent to which Apprenticeships are seen as a route to career progression versus a route to simply obtain a qualification; this has been identified in the research as a key predictor of the added value that the Apprenticeship will deliver.

This section also explores how apprentices are supported with information, advice and guidance when considering their options, and pinpoints any difficulties faced by learners during the application process.

Motivations for starting an Apprenticeship

We have seen that two thirds of apprentices covered by the evaluation were already working for their Apprenticeship employer before starting their course. In these cases, it is interesting to look at the extent to which the employer, rather than the potential learner, was the driving force behind the decision to undertake the Apprenticeship. Apprentices who were already in post when starting their Apprenticeship were asked whether their employer required them to do an Apprenticeship or, at least strongly recommended that they do so.

Only one in nine apprentices already employed (11%) reported that their employer at the time made doing the Apprenticeship a compulsory requirement of their job role. In a further fifth of cases, however, the employer did strongly recommend that the individual undertake an Apprenticeship. In two thirds of cases where the individual was already employed when considering an Apprenticeship, the decision had been very much down to the learner themselves.

Detailed qualitative follow-up discussions carried out with some apprentices who took part in the initial research revealed widely varied motives and experiences among those who were already in post when starting their Apprenticeship. While some of the most dissatisfied learners in the in-depth interviews were those who had been required to do the course when already in employment, this depended on the context, in particular whether they felt the training had relevance to the job; some in this situation were quite happy with their course and its outcomes.

“My employer was approached by the provider. The organisation put several employees forward for the NVQ level 2 as this is the minimum requirement for those employed on a permanent basis.”

Agriculture L2, 6-12 months, aged 25+

At the opposite end of the spectrum, a more dissatisfied apprentice reported being ordered to sign papers to start an Apprenticeship in a meeting called without prior notice.

“[The employer] said that [the course] was a legal requirement... or we could lose our jobs, and if we didn’t complete it we would get charged [for the costs of the course]... They called us into the office for a meeting, the assessors were there and they signed us up straight away.”

Health L2, less than 6 months duration, under 19

Individuals undertaking Advanced Apprenticeships at Level 3 were considerably more likely than average (at 72%) to take the decision to do the Apprenticeship themselves, with a smaller proportion (63%) of Level 2 apprentices saying that the decision was largely their own.

Apprentices within certain framework groups were significantly more likely to have undertaken the Apprenticeship because their employer made it a compulsory requirement of their role. The findings are shown in Table 4.1. The incidence of cases where existing employees did the Apprenticeship because the employer required it is highest in the following broad framework areas:

- Engineering and Manufacturing Technologies (20% vs. 11% across all framework groups)
- Health, Public Services and Care (17%)
- Agriculture, Horticulture and Animal Care (16%).

The reverse trend was shown for apprentices in “Business, Administration and Law” and “Information and Communication Technology”. In the latter case, no respondents at all said that their employer had required them to take the course.

Table 4.1 Employer influence on decision to undertake an Apprenticeship – by broad framework area

Framework group					
Row percentages	Base**		Employer required it	Employer strongly recommended	Decision largely yours
All apprentices already an employee before starting their course	2,800	%	11	22	66
Engineering & Manufacturing Technologies	203	%	20*	32*	46*
Health, Public Services & Care	534	%	17*	27*	56*
Agriculture, Horticulture & Animal Care	207	%	16*	29*	55*
Construction, Planning & Built Environment	197	%	13	31*	54*
Leisure, Travel & Tourism	146	%	10	19	71
Retail & Commercial Enterprise	599	%	8*	24	67
Other Apprenticeships	138	%	7	23	70
Business, Administration & Law	660	%	6*	15*	79*
Information & Communication Technology	116	%	-*	14*	86*

* indicates difference between cell figure and overall figure is statistically significant at the 95% confidence level.

** excludes those on provider-led Apprenticeships

During the evaluation, all apprentices were asked to indicate which of three key factors was the most important motivation for them in undertaking an Apprenticeship. These were:

- To enter into or progress in your chosen career;
- Achievement of a qualification;
- The opportunity to be paid whilst training.

As will be discussed at various stages in the report, where apprentices chose 'achievement of a qualification' over 'to enter into or progress in your chosen career' this tended to be associated with lower levels of skill acquisition and benefits of the Apprenticeship, suggesting that this may be associated with achieving a qualification that accredits existing skills rather than developing new ones.

In total, nearly half (48%) of apprentices saw their choice to carry out an Apprenticeship as a decision made to progress their career, while about a third (35%) were primarily seeking to achieve a qualification. A smaller proportion (13%) were seeking an opportunity to be paid whilst training.

Apprentice motivations varied significantly by entry route, with those already employed before starting the Apprenticeship significantly more likely to choose achievement of a

qualification over career progression as the key motivation (40% vs. 27% of those recruited specifically to the Apprenticeship role). These results are shown in Table 4.2.

Table 4.2 Reasons for starting an Apprenticeship: by recruitment status

Main reason for Apprenticeship	All apprentices	Already an employee	Recruited specifically
Base	5,000	2,800**	1,804**
	%	%	%
To enter into or progress in your chosen career	48	48	46
Achievement of a qualification	35	40*	27*
Opportunity to be paid whilst training	13	7*	25*
Other / Don't Know	4	5	1

* indicates difference between entry route figures are statistically significant at the 95% confidence level.

** these columns exclude those on provider-led Apprenticeships

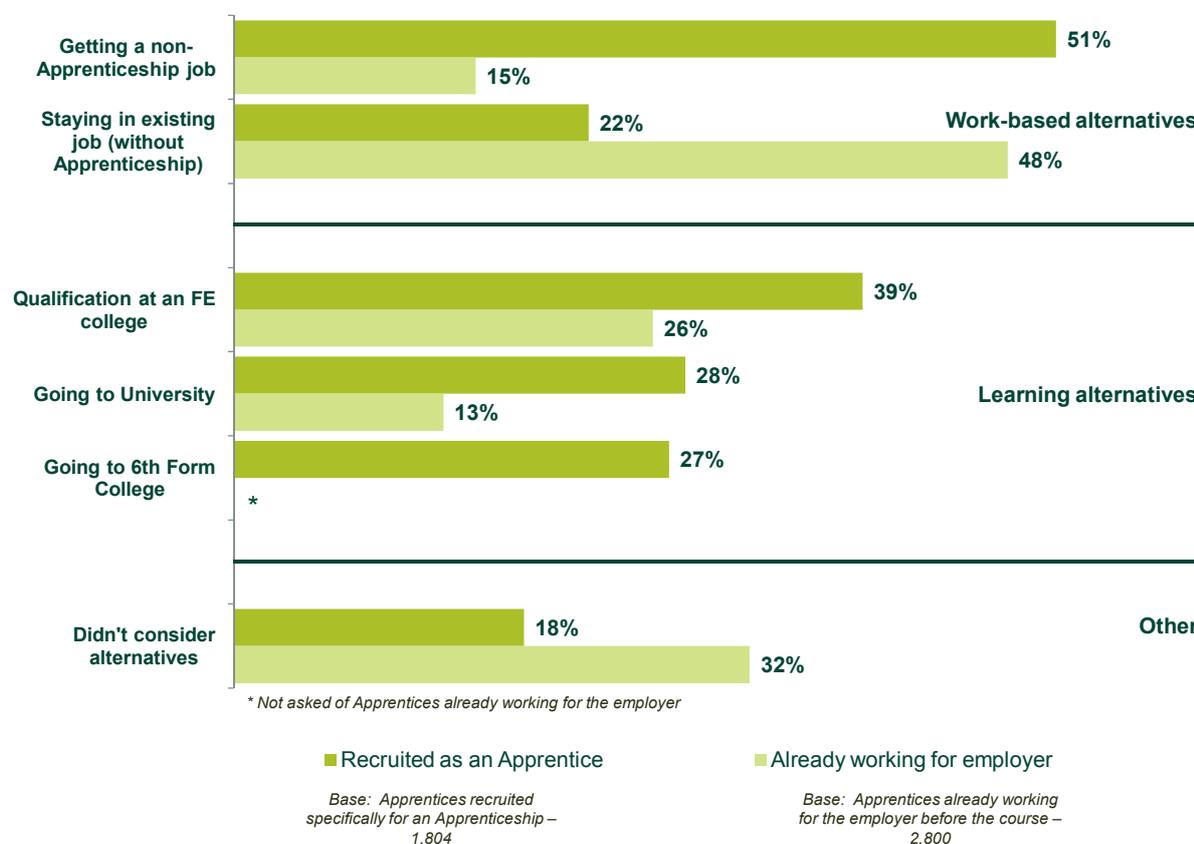
Those recruited specifically as an Apprentice were asked about whether they only applied for Apprenticeships in the sector they eventually worked in, or whether they applied for Apprenticeships more widely. Overall, three in ten had applied for Apprenticeships in a variety of fields (28%), and this was higher where the learner was at Level 2 (31%). Younger apprentices (aged under 19) were unsurprisingly also more likely to have applied for Apprenticeships in more than one sector (31% vs. 21% of apprentices aged 25 plus).

Alternatives to Apprenticeships

Apprentices were asked if they had considered any other alternatives to their Apprenticeship. As might be expected, results differed substantially depending on whether an Apprentice was recruited directly to the role or was already working for the company when they started their Apprenticeship, reflecting the different ambitions, lifestyles and options open to each group.

Among those recruited specifically as apprentices, just over half (50%) had considered getting a job that did not involve an Apprenticeship. Two fifths (39%) had considered getting a different qualification at a Further Education College, while just over a quarter (27%) considered going to university and the same proportion (27%) considered going to 6th Form College.

Of those who were already employed when they started the Apprenticeship, nearly half (48%) had considered remaining in the same job without doing the Apprenticeship, while about a quarter (26%) had considered leaving employment to go to a Further Education College. Around a third (32%) of this group had not considered any alternatives to the course. In one fifth of these cases, this was down to the employer making the Apprenticeship compulsory.

Figure 4.1 Alternatives considered to Apprenticeships

Bases exclude those on provider-led Apprenticeships

All apprentices who said that they had considered alternatives were asked whether taking the Apprenticeship had actually been their preferred choice.

In total, only around half (53%) of apprentices who considered alternatives said that the Apprenticeship was their preferred choice at the time when they started the course. However, only a very small proportion (4%) said they would rather have done something else; just under half (43%) said they “didn’t mind”. This equates to 3% of all apprentices who would have rather done something else. The only significant variation by broad framework area was seen amongst those in the ‘Other Apprenticeships’ category (primarily Apprenticeships in ‘Supporting teaching and learning in schools’), with a slightly higher proportion who would have liked to take an alternative route (8%).

It is interesting to look at the views of learners who were working before starting the course and whose employer then either required or strongly recommended that they undertake an Apprenticeship. In these cases, two in five learners (43%) said that they did not consider any alternative options at the time. Where the learners did consider alternatives (such as going against the recommendation and staying in their job role without doing the Apprenticeship, moving to a different role), only a very small proportion (4%) said that they would have rather have pursued these options rather than doing the Apprenticeship (the rest ‘didn’t mind’ or said that the Apprenticeship was their preferred choice anyway).

Sources of information, advice and guidance

Apprentices were asked which of a number of sources of information, advice and guidance they had used when deciding whether to undertake an Apprenticeship. If they had consulted more than one source, then they were asked which was the most influential in their decision making.

Learners used a wide range of sources of advice when considering whether to undertake an Apprenticeship; however more than half (59%) took advice from the employer with which they carried out the Apprenticeship, with this being the most influential source of advice for more than two fifths.

The training provider or college providing the Apprenticeship was the second most widely used source of advice, by just more than a third (36%) of apprentices, although it was the most influential source of advice for only a small proportion (12%), with a larger proportion of apprentices stating that their family and friends were more influential (14%).

Only a small minority (6%) of apprentices cited a formal careers advice service as the most influential source of advice (including JobCentre Plus), although a larger proportion (19%) consulted at least one of these services as a less important source of advice.

A small proportion (7%) of all apprentices stated that they did not take advice from anyone before starting their Apprenticeship. Further analysis shows that most (80%) of these were apprentices who were already working for the employer before the Apprenticeship. Within this group a slight majority (58%) considered it to have been largely their decision to take the Apprenticeship, and the remainder (42%) felt their employer had taken the decision.

Table 4.3 Sources of advice when considering an Apprenticeship

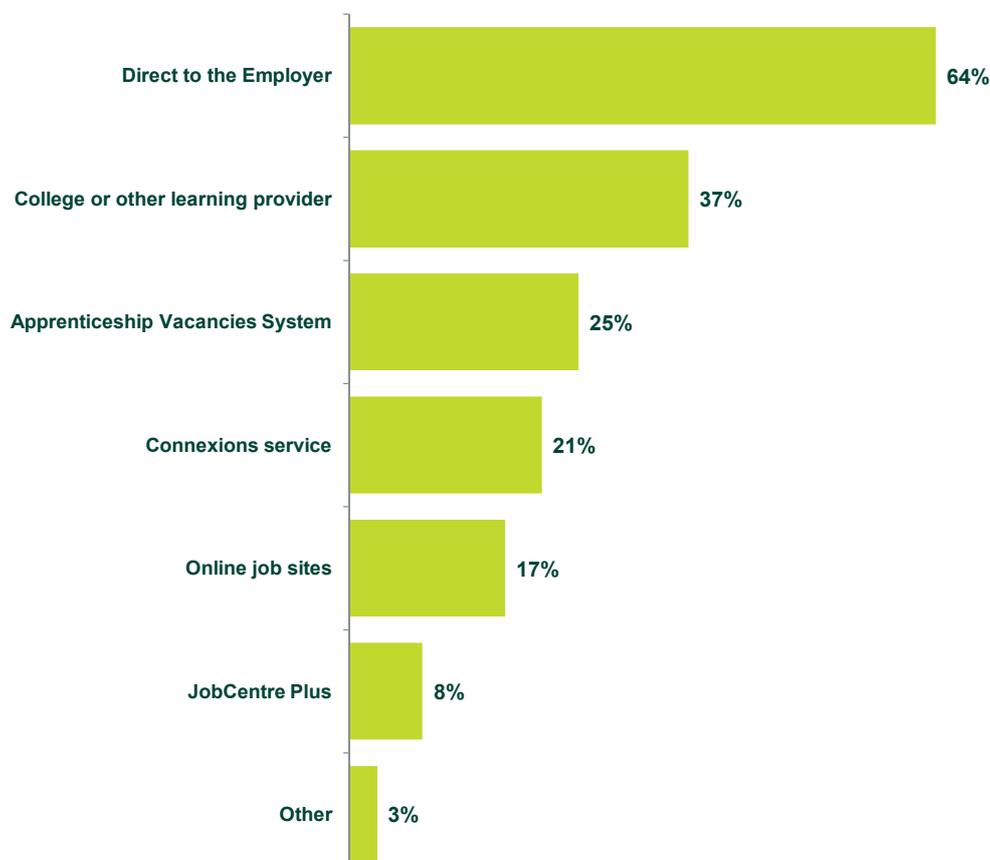
Source of advice	% discussing with / getting information from this source	% considering this the most influential source	% considering this the most influential source (as a % of all discussing) with / getting information from this source)
Base	5,000	5,000	n/a
	%	%	%
Employer for Apprenticeship	59	44	74
College / Training Provider for Apprenticeship	36	12	34
Friends or family	30	14	48
Previous School or College (before Apprenticeship)	22	7	33
Careers Advisor, NextStep or Connexions	19	6	33
Apprenticeships website	16	5	32
Previous Employer (before Apprenticeship)	6	2	30
JobCentre Plus	4	1	29
Other	4	1	17
None	7	n/a	n/a

Application channels used

Individuals who had been recruited specifically as an Apprentice were asked about the channels they had used to apply for Apprenticeship vacancies at the time. These apprentices were given a list of application channels, as shown in Figure 4.2 below.

Nearly half of new recruits (45%) had used more than one of these application channels during their search for an Apprenticeship place.

In total nearly two thirds (64%) applied directly to the employer, while just over a third (37%) applied via the college or learning provider. The official Apprenticeships Vacancies System (on the Apprenticeships website) was the third most widely used method of applying for an Apprenticeship, with a quarter (25%) of all specifically recruited apprentices using this system. This exceeded the numbers using other named careers websites or careers advice services, such as Connexions (21%) or JobCentre Plus (8%).

Figure 4.2 Methods of applying for an Apprenticeship

Base: All apprentices recruited specifically for an Apprenticeship – 2,115

Level 2 apprentices were more likely to use the Apprenticeships Vacancies System (30%, compared to 17% of Level 3 apprentices) and more likely to have applied for Apprenticeship vacancies with the support of Connexions (23% vs. 17% of Level 3 apprentices). Level 3 apprentices were more likely to have applied direct to the employer (70% vs. 59% of Level 2 apprentices).

There were significant differences between different regions in the likelihood of apprentices using different application channels. apprentices in the South East and East of England regions are more likely to have applied direct to the employer (70% and 69% respectively, compared to 64% of all apprentices) and less likely to have applied through a college or training provider (29% in both cases, compared to 37% of apprentices across all regions). The pattern was reversed in Yorkshire and the Humber, where apprentices were more likely to apply through a college or training provider (45% had done so, compared to the average of 37%), and less likely to approach an employer directly (56% vs. 64%). Use of the Apprenticeship Vacancies System was highest in the West Midlands, with a third of apprentices (34%) having used this, compared to one quarter overall (25%), and less than one fifth of apprentices in the South West (18%) and South East (17%).

Ease of applying for and securing an Apprenticeship

Those apprentices who applied for their Apprenticeship to a new employer (i.e. recruited specifically as an Apprentice) were asked how easy or difficult they found it to apply for and get an Apprenticeship.

Overall, a clear majority found securing their Apprenticeship quite easy (50%) or very easy (27%), with less than a quarter finding it quite hard (18%) or very hard (5%).

Those who found the process of securing an Apprenticeship hard were asked about the difficulties they had faced. Very few mentioned specifics of the application process (e.g. using the Apprenticeships Vacancies system), although some did mention that the process of applying and being assessed for Apprenticeship vacancies can be a very long process. However, the main issues raised were about the difficulty in competing for Apprenticeship places, including:

- The challenges posed by the assessment process including aptitude tests and interviews;
- The perception that there are only a few employers offering Apprenticeships in the target sector, and high levels of competition for places;
- Having to making a lot of applications because of a lack of response or a high rejection rate.

Chapter 5: Satisfaction with the Apprenticeship

Following success in recent years in increasing the number of Apprenticeship starts (the NAO report on Adult Apprenticeships published in February 2012 indicated that the Apprenticeship Programme expanded by 140 per cent between the 2006/07 and 2010/11 academic years), there has been success in increasing focus on the quality of Apprenticeships. Again the NAO report mentioned:

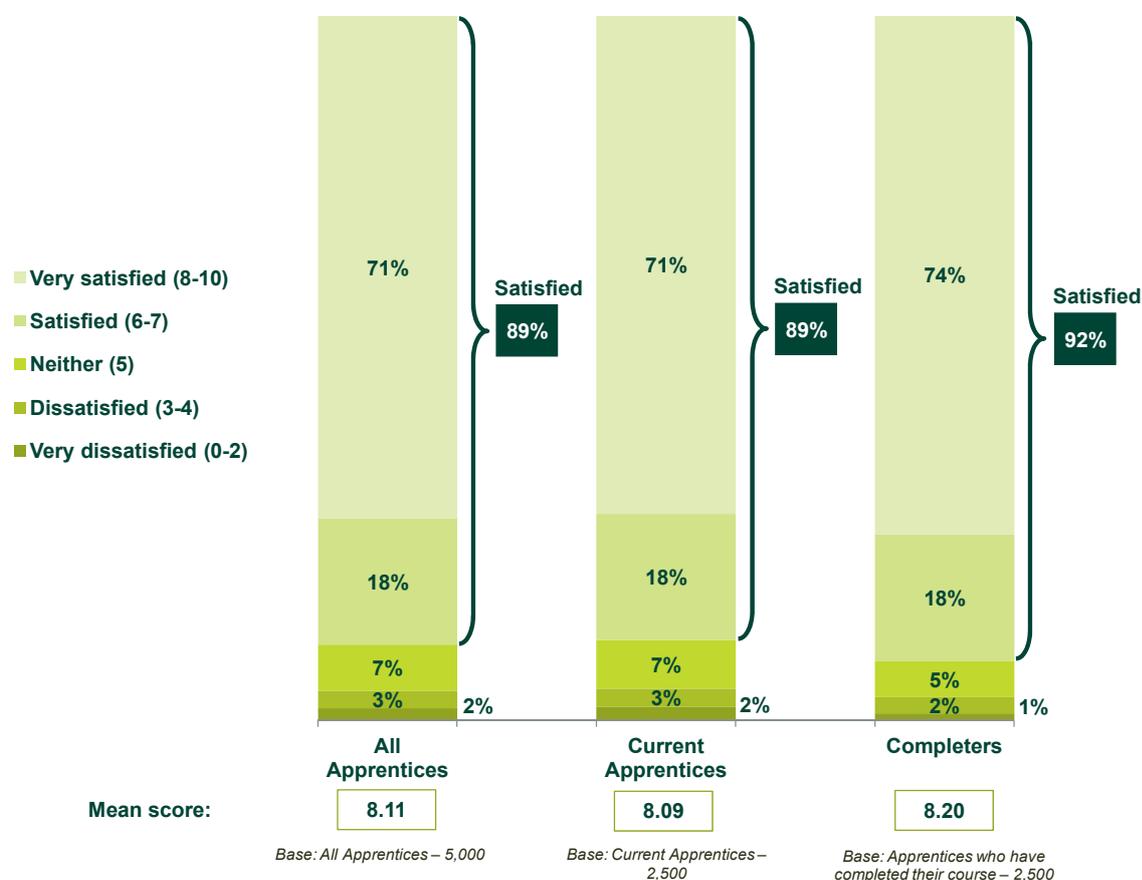
'apprentices and inspectors are generally positive about the quality of Apprenticeships, with 91 per cent of apprentices satisfied with their training; but the rapid expansion of the programme brings risks that need to be managed. One concern is that in 2010/11, 19 per cent (34,600) of Apprenticeships lasted less than six months, when most are expected to last at least a year.'

This chapter begins to look specifically at the quality issue. It focuses on learner satisfaction with Apprenticeships overall and assesses how satisfaction differs between different types of Apprentice.

Overall satisfaction with the Apprenticeship

Generally speaking, apprentices were very satisfied with their Apprenticeship, as shown in Figure 5.1 below. Almost nine in ten apprentices (89%) gave an overall satisfaction rating of six or higher, out of a possible ten. As many as three in ten apprentices (30%) gave a satisfaction rating of ten out of ten.

Overall, apprentices who had completed their course were slightly more likely to be satisfied (92% compared to 89%). This does not seem to be linked to completers having had more time to realise the benefits of their Apprenticeship in the course of their work, because, as we will see in Chapter 8, current apprentices are just as likely to report improvements in their skills and prospects as a result of the Apprenticeship.

Figure 5.1 Satisfaction with Apprenticeships: Overall, current and completers

It is interesting to compare these findings with other measures of satisfaction collected from apprentices. The National Learner Satisfaction (NLSS) 2009¹ asked apprentices for their views whilst they were in learning in 2009. Apprentices were asked “How satisfied or dissatisfied are you with your current learning experience at (provider X)?” Nine in ten apprentices (92%) were ‘fairly’, ‘very’ or ‘extremely’ satisfied with their learning experience. This evaluation shows a slightly lower proportion (88%) ‘satisfied’ overall with their Apprenticeship (giving a score of at least six out of ten), although as the rating scales used to derive the two measures are very different², it is difficult to draw conclusions from this directly, other than the findings are reasonably similar.

In the current Evaluation, only one in twenty five apprentices (4%) expressed dissatisfaction with their Apprenticeship. When they were asked why they were dissatisfied (on an unprompted basis), apprentices were most likely to mention:

¹ BIS Research Paper Number 17. National Learner Satisfaction Survey: Adults in FE, Apprenticeships, other LR and PCDL. February 2011.

² The National Learner Satisfaction Survey asked learners to rate satisfaction with their learning experience on a 7 point semantic scale of Extremely satisfied / Very satisfied / Fairly Satisfied / Neither satisfied nor dissatisfied / Fairly dissatisfied / Very dissatisfied / Extremely dissatisfied / Don't know.

- A lack of support from their provider/college or tutor (38% of the 202 survey respondents who were dissatisfied);

“I feel that the way that the college is run, I have little support or contact with the tutor. I feel I have done it all on my own.”

“In the space of 18 months I have had 5 different tutors. My work was not monitored or marked throughout the course.”

“My initial tutor repeatedly cancelled appointments. He failed to turn up to meetings and failed to complete all of the paper work that he was required to do. He went on sick leave and lost all of my course work. The second tutor found it and spent a lot of time with me repeating all the lesson observations, which the first tutor failed to complete.”

- That the Apprenticeship course or the provider was badly organised (20%), for example:

“It was very disorganised. It was completely random what we were learning and what we were learning wasn't relevant to what we were doing at that time. It wasn't the Apprenticeship itself, it was the college that was disorganised. It was ridiculous - we would turn up weekly and they'd be like 'What are you doing here?'”

“I had multiple tutors and each tutor that taught me re-introduced the course. They showed me the first pages of the folder each time they came. I was given all my work in the last 2 months before I was due to start University and then they were trying to tell me I wouldn't get a qualification unless I stayed extra into the time I was meant to be going to University.”

- A lack of support and training input from their employer or opportunities during the course of the Apprenticeship (12%).

“When you are an apprentice you get paid cheaply and I wasn't receiving training. So it was like cheap labour. I was left alone which goes against regulations and was basically running and taking care of the gym alone without any real support or supervision.”

“I received no support from my employer. They were supposed to give us an hour a week minimum, and they didn't do that. We had to do it during our lunch break.”

“The training in the salon was really bad. They were more interested in me doing secondary-cleaner jobs than actually learning to cut hair.”

Differences in overall satisfaction with the Apprenticeship by the level of the Apprenticeship

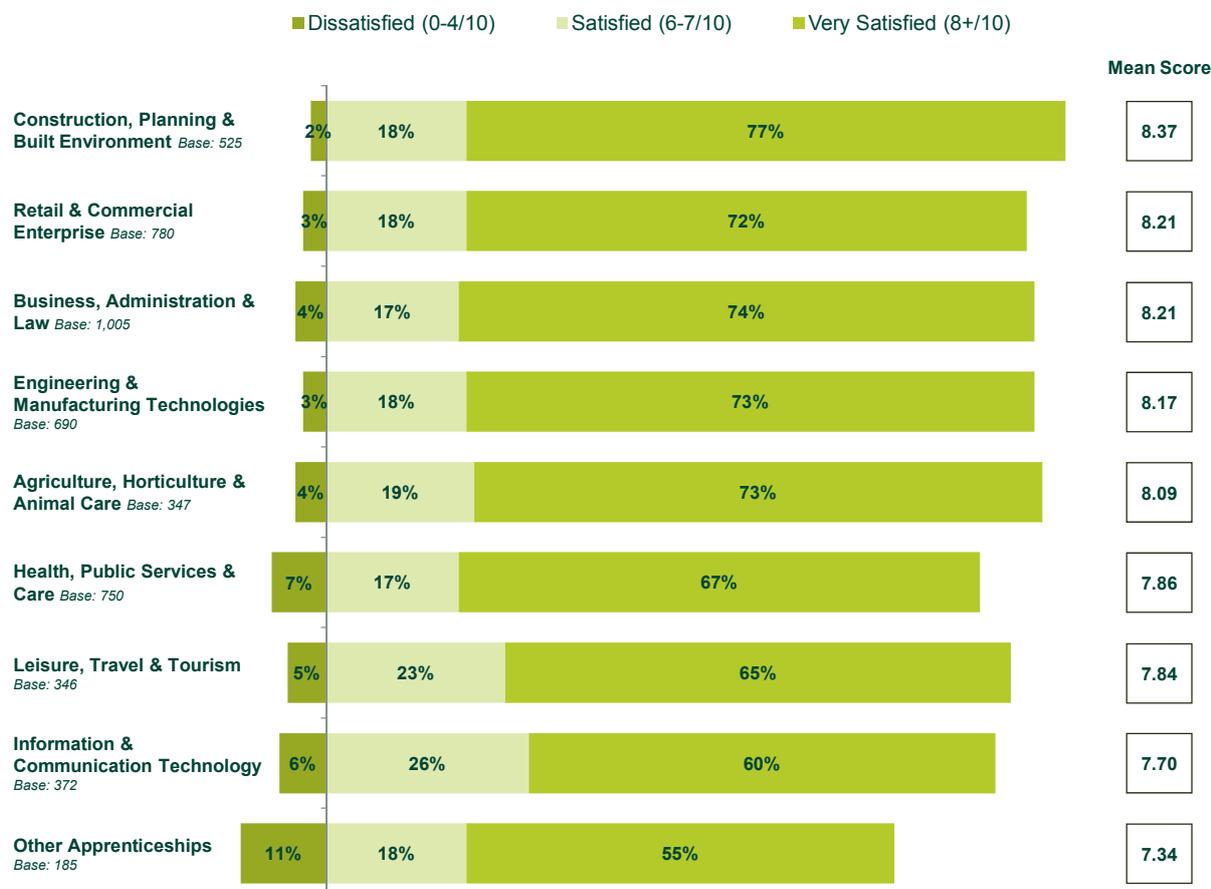
In this evaluation, overall satisfaction ratings did not vary significantly by level of Apprenticeship. Almost identical proportions of Level 2 and Level 3 apprentices were satisfied overall (89% and 90% respectively), with seven in ten 'very satisfied' in both cases (71% and 72%). This suggests no variation in perceived quality by the level of the Apprenticeship. (The BIS Evaluation of Level 3 provision³ found that 93% of Advanced Apprenticeship learners in 2009 were satisfied⁴ with their Apprenticeship training, broadly in line with these figures).

Differences in overall satisfaction by broad framework area

Satisfaction varies quite widely by broad framework area, as shown in Figure 5.2. Note that for simplicity, the proportion of apprentices giving a satisfaction rating of 5 (classed as neither satisfied nor dissatisfied) and those saying 'don't know' are not shown. This is the case for figures throughout this section.

³ BIS Research Paper Number 15. Evaluation of Level 3. January 2011.

⁴ Question asked in the Evaluation of Level 3: Overall, how satisfied or dissatisfied are/were you with this course/training? Extremely satisfied / Very satisfied / Fairly Satisfied / Neither satisfied nor dissatisfied / Fairly dissatisfied / Very dissatisfied / Extremely dissatisfied / Don't know.

Figure 5.2 Satisfaction with Apprenticeships: by broad framework group

Apprentices on Construction, Planning and the Built Environment courses were the most satisfied, with more than three quarters (77%) very satisfied (a rating of eight or more out of ten and the highest mean satisfaction rating - 8.37).

The overall satisfaction rating is also higher than average in the Business, Administration and Law, the Retail and Commercial Enterprise and the Engineering and Manufacturing Technology frameworks, with approaching three-quarters of apprentices covered by these framework areas very satisfied (and means of 8.17 – 8.21).

Mean satisfaction scores drop significantly amongst apprentices undertaking courses in Health, Public Services and Care (mean 7.86), Leisure, Travel and Tourism (7.84) and Information and Communication Technology (7.70). For Information and Communication Technology, the change in lower mean score is mostly down to a lower than average proportion of apprentices classed as 'very satisfied' rather than a drop in satisfaction overall. Apprentices in the 'Other Apprenticeships' framework group not covered elsewhere were the least satisfied overall (a mean satisfaction rating of 7.34 out of 10). The majority of apprentices in this group are undertaking an Apprenticeship in Supporting Learning and Teaching in schools; amongst this group specifically, the mean satisfaction score is 7.27, with more than one in nine dissatisfied overall (12%).

Differences in overall satisfaction by broad framework area are influenced (but not completely explained) by differences in the profile of individuals undertaking Apprenticeships within each group. For example, satisfaction is influenced by age, as described in the following section, and some framework areas have an older profile than others (including Health, Public Services and Care, and Business, Administration and Law).

Differences in overall satisfaction with the Apprenticeship by age

Overall satisfaction varies significantly with age, as shown in Figure 5.3. The most satisfied apprentices are under 19, with three-quarters 'very satisfied' (75%) and a mean satisfaction rating of 8.30 out of 10. The mean satisfaction ratings drop significantly for the 19 to 24 group (8.12) and the over 25s (7.95). Even amongst the oldest group, however, satisfaction with the Apprenticeship undertaken is still very high, with the large majority (86%) satisfied overall.

Figure 5.3 Satisfaction with Apprenticeships: by age group



Table 5.1 shows the mean satisfaction scores for different age groups within each broad Apprenticeship framework. Where there is a statistically significant difference between the mean score and the overall mean score for all apprentices (8.11), the cell is shaded. The

table reveals that the pattern of satisfaction decreasing with age only holds for particular framework groups, namely:

- Health, Public Services and Care;
- Leisure, Travel and Tourism;
- Retail and Commercial Enterprise;
- Engineering and Manufacturing Technologies;
- Other Apprenticeships (although these findings should be treated with caution on account of the small base sizes).

These age differences in overall satisfaction do contribute in part to the lower satisfaction score seen for apprentices in the Health, Public Services and Care framework, with an older profile of apprentices in this framework group. However, even so, older apprentices aged 25 plus in Health, Public Services and Care are less satisfied than older apprentices generally, as shown in Table 5.1 (mean satisfaction score of 7.72, compared to an average of 7.95).

Another pocket of lower satisfaction is seen amongst those aged over 19 undertaking Apprenticeships in Leisure, Travel and Tourism (mean overall satisfaction of 7.72). Again it should be recognised, however, that the overall satisfaction scores are still in quite high in real terms, with over eight in ten apprentices in each group giving a satisfied rating of 6 to 10 (80% and 86% respectively).

Table 5.1 Satisfaction with Apprenticeship: by age group and broad framework

Framework group	Satisfaction with Apprenticeship for each age group % satisfied, mean satisfaction and base size				
		Under 19	19-24	25 or over	Summary: Over 19
<i>All apprentices</i>	% mean base	92% 8.30 (1,902)	90% 8.12 (1,692)	86% 7.95 (1,406)	88% 8.03 (3,098)
Health, Public Services & Care	% mean base	92% 8.26 (183)	84% 7.84 (244)	80% 7.72 (323)	82% 7.77 (567)
Agriculture, Horticulture & Animal Care	% mean base	94% 8.11 (128)	90% 8.03 (150)	93% 8.17 (69)	91% 8.07 (219)
Engineering & Manufacturing Technologies	% mean base	93% 8.42 (442)	91% 8.09 (194)	84% 7.69 (54)	88% 7.94 (248)
Construction, Planning & Built Environment	% mean base	96% 8.38 (320)	93% 8.26 (167)	91% 8.68 (38)	93% 8.34 (205)
Information & Communication Technology	% mean base	87% 7.55 (188)	82% 7.69 (85)	86% 7.96 (99)	84% 7.82 (184)
Retail & Commercial Enterprise	% mean base	90% 8.42 (255)	94% 8.28 (294)	87% 8.01 (231)	90% 8.14 (525)
Leisure, Travel & Tourism	% mean base	91% 8.04 (132)	86% 7.58 (164)	87% 8.19 (50)	86% 7.72 (214)
Business, Administration & Law	% mean base	92% 8.30 (228)	92% 8.32 (354)	89% 8.10 (423)	90% 8.19 (777)
Other Apprenticeships	% mean base	82% 7.82 (26)	83% 7.73 (40)	69% 7.12 (119)	72% 7.25 (159)

Shading indicates that the difference between the mean score in that cell and All apprentices score (8.11, on a base of 5,000) is statistically significant at the 95% confidence level. Green shading indicates that the cell score is significantly higher, red that it is significantly lower.

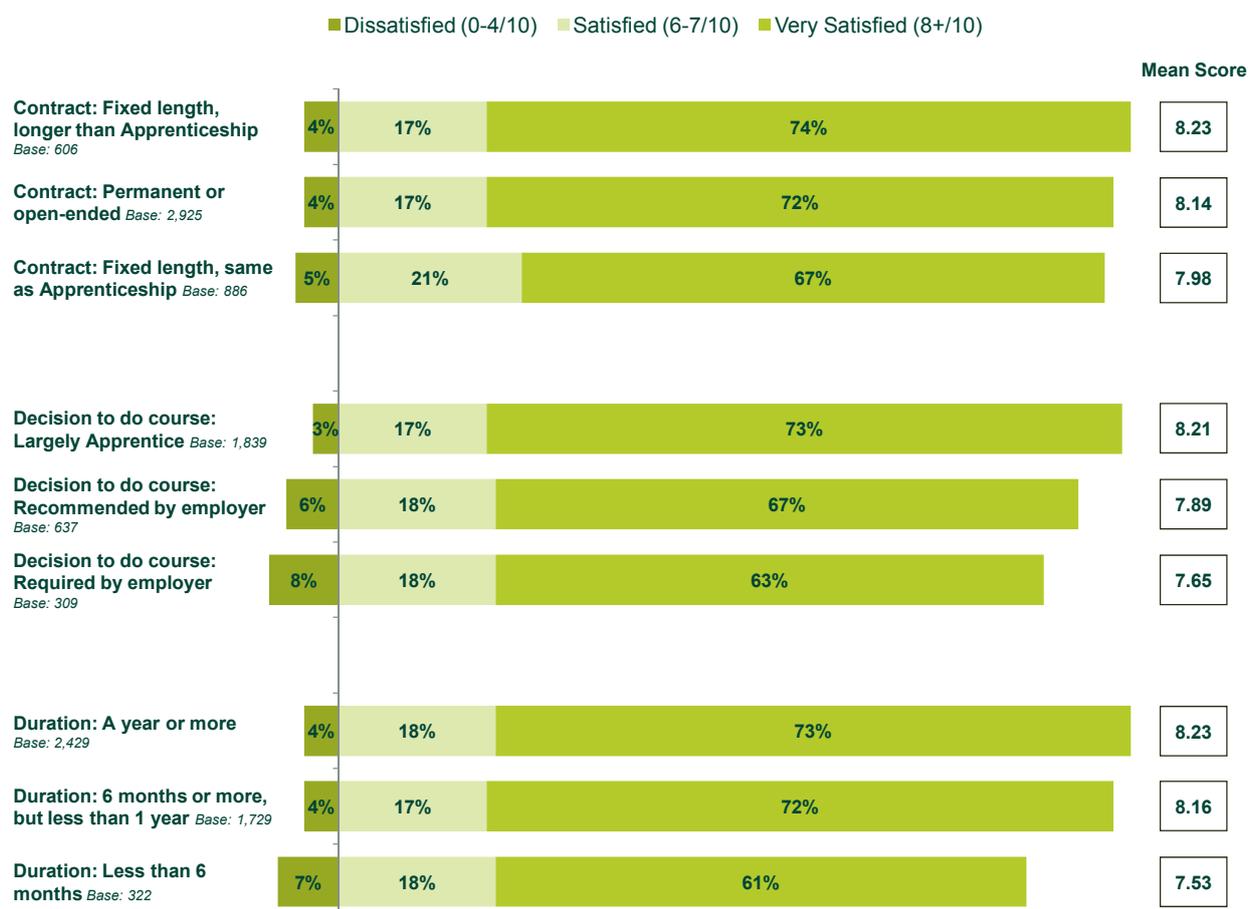
Differences in overall satisfaction by other factors

There are a number of other factors which influence satisfaction with their Apprenticeship, often cutting across different frameworks and age groups.

The entry route for the Apprenticeship (starting as an existing employee vs. as a new recruit) does not have a significant influence on the likelihood of someone being satisfied with their Apprenticeship. The basis on which the Apprentice is employed, however, does have an impact, with the mean satisfaction score for those on permanent or open-ended contracts (8.23) higher than for those on fixed term contracts, especially those on

contracts equal only to the length of their Apprenticeship (7.98). Figure 5.4 shows the proportions of apprentices on different types of contract satisfied overall with their Apprenticeship.

Figure 5.4 Satisfaction with Apprenticeship: by contract type, decision to do Apprenticeship, and duration of Apprenticeship



Apprentices undertaking Leisure, Travel & Tourism and Information & Communication Technology frameworks are most likely to have people on contracts equal to the length of the Apprenticeship only (see Table 3.7 in Chapter 3), and where these framework and contract type factors intersect, there are particular pockets of dissatisfaction. The mean satisfaction score falls significantly below the average of 8.11 when looking at individuals on these fixed-term contracts in the ICT framework (mean satisfaction 6.96 out of 10) and Leisure, Travel & Tourism (7.47).

As shown in Figure 5.4 above, where the employer either required or recommended that the individual undertake an Apprenticeship, learner satisfaction is significantly lower than where the Apprentice felt that it was primarily their decision to undertake the Apprenticeship. The mean satisfaction score is 7.65 amongst those who said that doing the Apprenticeship was an employer requirement, significantly lower than the mean score of 8.21 for those whose decision was made more autonomously. Similarly, those apprentices who said that they individually would have liked to have more say over what

was covered in their training and how the Apprenticeship was delivered were less satisfied, with a mean score dipping under seven out of ten (6.95). This was more likely to occur when the Apprenticeship was an employer requirement, interacting particularly in the Engineering and Manufacturing Technologies framework area.

Where apprentices are undertaking very short courses of less than 6 months, they are less satisfied on average with the Apprenticeship; four in five (80%) are satisfied, but this is significantly lower than the nine in ten apprentices on courses lasting a year or more who are satisfied (91%).

Apprentice perceptions of the level of pay received during their Apprenticeship also appears to be linked to their overall satisfaction. A substantial minority of apprentices (16%) said that they were dissatisfied with their pay level, and these individuals were on average significantly less satisfied with their Apprenticeship overall (77% satisfied vs. 89% across all apprentices).

There were no statistically significant variations in satisfaction rates across different regions.

Drivers of overall satisfaction (multivariate analysis)

Multivariate analysis was conducted to look at the relative impact of various characteristics of the individuals and the features of their employment and Apprenticeship on overall satisfaction.

An ordered logit model was used to estimate the effect of a number of factors on the probability of learners being satisfied or not with their Apprenticeship overall⁵. The dependent variable here, satisfaction, is based on the responses to the survey question on overall satisfaction, which was captured on an 11 point scale but aggregates responses into five categories: 1) very dissatisfied (responses 0 to 2 for the original variable); 2) dissatisfied (responses 3 to 4); 3) neither satisfied nor dissatisfied (response 5); 4) satisfied (responses 6 to 7); and 5) very satisfied (responses 8 to 10). Table 5.2 shows the resulting odds ratios for this model based on completers only and for both completers and current apprentices.

The proportional odds ratios for the ordered logit are obtained by exponentiating the ordered logit coefficients. In the case of the ordered logit model, the odds ratio compares the odds of having a higher outcome(s) (i.e. higher levels of satisfaction) versus lower outcomes for one group to the odds for another group. As an example, taking the odds ratio reported for the variable female in the completers only model in Table 1 (1.21), the odds of being very satisfied (satisfaction = 5) versus being anything less (i.e. satisfied (4), neutral (3), dissatisfied (2) or very dissatisfied (1)) is 1.21 times higher for females than males, all else equal. Similarly, the odds of being satisfied (4) or very satisfied (5) versus being neutral (3), dissatisfied (2) or very dissatisfied (1), all else the same, is 1.21 times as large for females as for males. The estimated coefficient for this variable, female, however,

⁵ See Appendix B for details of the logit and ordered logit models used in the multivariate analysis

was not statistically significant in either of the models reported in Table 1 and thus has been used here simply for illustration purposes.

In the model which was estimated for all (complete and current) apprentices, a dummy variable (completer) was included to determine whether or not the two groups differed in terms of their overall level of satisfaction, all else equal. This dummy variable was equal to zero for current apprentices and equal to one for completers. The estimated coefficient was found to be positive and statistically significant indicating that, all else equal, completers were more likely to report higher levels of satisfaction than current apprentices. The odds ratio for the variable completer indicates that the odds of a higher level of satisfaction were 1.22 times as high for a completer as for a current apprentice.

The results summarised in Table 5.2 show consistent findings across completers only and the group of both completers and current apprentices, with a number of factors being statistically significant and having the same type of effect on satisfaction levels (i.e. negative or positive).

Individuals from BAME groups and those with a disability were found to have lower odds of indicating higher overall satisfaction with their Apprenticeship (OR < 0.7). Confirming, bivariate findings reported earlier, in the results for both completers and current apprentices, older apprentices were found to have lower odds of reporting higher satisfaction than those aged 16 to 18 years.

There were some frameworks which were found to have a statistically significant effect on satisfaction⁶. For the sample of completers only, those whose Apprenticeships were in ICT and 'Other' frameworks had lower odds of indicating higher levels of satisfaction than those completing Apprenticeships in Health, Public Services and Care (OR = 0.53 and 0.24, respectively). When estimating the model for both completers and current apprentices, positive and statistically significant effects were found for Retail and Commercial Enterprise frameworks (OR=1.38) and Business Administration and Law (OR = 1.43) whilst a negative effect was found for 'Other' frameworks (OR = 0.69).

Where individuals indicated that they had had a say in the content and delivery of their Apprenticeship, they were more likely to report higher levels of overall satisfaction than individuals who did not have a say. The duration of the Apprenticeship was also found to have a statistically significant and positive effect on satisfaction. For the sample of completers only, those with Apprenticeships that lasted between one and two years, had 85 per cent higher odds of reporting higher levels of satisfaction than those who had completed programmes of less than 6 months. For both groups of apprentices, the odds of greater satisfaction for those who had completed or were undertaking Apprenticeship that were more than two years long were nearly twice as high as the odds for the base case.

Where individuals reported that their motivation for undertaking the Apprenticeship was something other than 'to enter or progress in their chosen career, the odds of them

⁶ It is important to note that these effects are found in relation to the reference case, which in the case of broad sector frameworks is Health, Public Services and Care. Changing the sector used as the base case would change the results shown in Table 5.2

reporting higher levels of satisfaction is lower than for those where this was their main motivation. Those indicating that they participated in the Apprenticeship because it was compulsory or because they had been requested by their employer to do so had the lowest odds of higher satisfaction compared to the base case (OR=0.25).

All else being equal, where apprentices indicated that they had a say in the content/delivery of their training they were much more likely to report higher levels of satisfaction. The odds of higher levels of satisfaction were lower where apprentices had undertaken the training because it was required by the employer. The relatively strong impact (statistically significant in both cases) of these two factors on apprentice satisfaction indicate that having control over both the decision to participate and what the programme entails are particularly important drivers of overall satisfaction.

Table 5.2 Odds ratios resulting from ordered logit model of overall satisfaction

Dependent variable: <i>satisfaction</i> (5 categories)	Completers only	Completers and current apprentices
Completer (1 if completed; 0 if current apprentice)		1.22*
Female	1.21	1.11
BAME	0.79	0.69*
Has disability	0.54*	0.65*
Level 3	1.15	0.91
REF: 16-18		
19-24	0.85	0.77*
25+	1.00	0.75*
REF: Health, Public Services and Care		
Agriculture, Horticulture and Animal Care	1.07	1.06
Engineering and Manufacturing Technologies	0.77	1.22
Construction, Planning and the Built Environment	1.05	1.44
Information and Communication Technology	0.53*	0.72
Retail and Commercial Enterprise	0.94	1.38*
Leisure, Travel and Tourism	1.21	1.25
Business, Administration and Law	1.36	1.43*
Other from sample	0.24*	0.59*
REF: less than 6 months		
6 months to 1 year	1.27	1.48*
1 to 2 years	1.85*	1.28
more than 2 years	1.41	1.99*
REF: existing employee		
Recruited for Apprenticeship	1.07	0.88
Other/don't know	0.83	1.19
REF: permanent or open-ended contract		
Fixed-term contract lasting the length of Apprenticeship	0.64*	0.70*
Fixed-term contract lasting longer than Apprenticeship	0.75	0.97
REF: no say in content/delivery		
Yes, had say in content/delivery	2.22*	2.08*
REF: To enter into or progress in your chosen career		
Achievement of a qualification	0.84	0.76*
Opportunity to be paid whilst training	0.54*	0.54*
Compulsory / requested by employer	0.25*	0.25*

Note: REF indicates the base case or reference group for particular variables to which the other values are compared. E.g. “REF: less than 6 months” indicates that the other duration of apprenticeships (6 months to 1 year; 1 to 2 years, ...) are compared to this as the reference group. “*” indicates statistical significance at the 5% level.

Differences in overall satisfaction by impact and outcomes of the Apprenticeship

There is evidence from the completer group that overall satisfaction with the Apprenticeship is associated with their employment outcomes after completion of the course. Completers who have remained with the same employer were more satisfied with their Apprenticeship; 78% gave a ‘very satisfied’ rating (8 or more out of 10), compared to only two-thirds of those who had moved to a different employer (66%) or who were no longer working (65%). This indicates that continuity of employment is important in determining Apprentice views on their course.

As will be explored in depth in Chapter 8, amongst individuals who have remained in employment following completion of their Apprenticeship (either with the original employer or elsewhere), it is common for individuals to report positive changes in terms of promotions, job security and pay⁷. Overall satisfaction with the Apprenticeship is higher where a completer:

- Has received a promotion (80% very satisfied vs. 72% among those not receiving a promotion, mean score of 8.52 out of 10 vs. 8.12);
- Reports better job security (80% very satisfied vs. 64% among those not, mean score of 8.50 vs. 7.80);
- Has received a wage increase (80% very satisfied vs. 69% among those who have seen no increase, mean score of 8.46 vs. 8.04).

Levels of dissatisfaction (that is, ratings between 0 and 4 on the ten-point satisfaction scale) were higher than average where apprentices reported no impact of the Apprenticeship on certain skills and abilities. Across all apprentices (current and completers) less than one in twenty (4%) were dissatisfied, in the following groups, this rises to one in ten where the Apprentice reports no impact on:

- Their ability to do their job (10% dissatisfied) or having skills and knowledge of benefit in their current area of work (11% dissatisfied);
- Having skills and knowledge that can be used across a range of jobs and industries (10% dissatisfied);
- Their overall career prospects (10% dissatisfied).

⁷ Note that it is not possible from the data to fully understand the exact contribution of the Apprenticeship to these outcomes. There are many factors which influence an individual’s progress in their career.

It is notable, however, that even where the apprentices do not believe that their training has led to these fundamental improvements, they are still overwhelmingly positive about the Apprenticeship. For instance, amongst apprentices who feel there has been no beneficial impact on their career prospects, one fifth (20%) give an overall satisfaction rating of ten out of ten.

In explaining why those reporting no impact on their skills and prospects are still satisfied overall, it would seem that this is associated with their motivations and expectations going into the Apprenticeship. As will be explored in more depth later on in the report, those apprentices who said that they were doing the Apprenticeship to 'get a qualification' were less likely to report impacts on their skills for their current job or on their career prospects than those who were doing the Apprenticeship 'to enter or progress in their chosen career'. The high satisfaction rating for those motivated by 'getting a qualification' and reporting no improvement in their skills and knowledge for their area of work (76% satisfied) suggests that they got what they wanted out of the Apprenticeship, specifically, a formal recognition of their existing skills.

Recommending Apprenticeships to others

The evaluation sought to measure levels of learner advocacy for Apprenticeships. Apprentices were asked whether they had actively recommended either:

- The specific framework of Apprenticeship that they themselves had undertaken e.g. an Apprenticeship in Customer Service;
- Apprenticeships more generally.

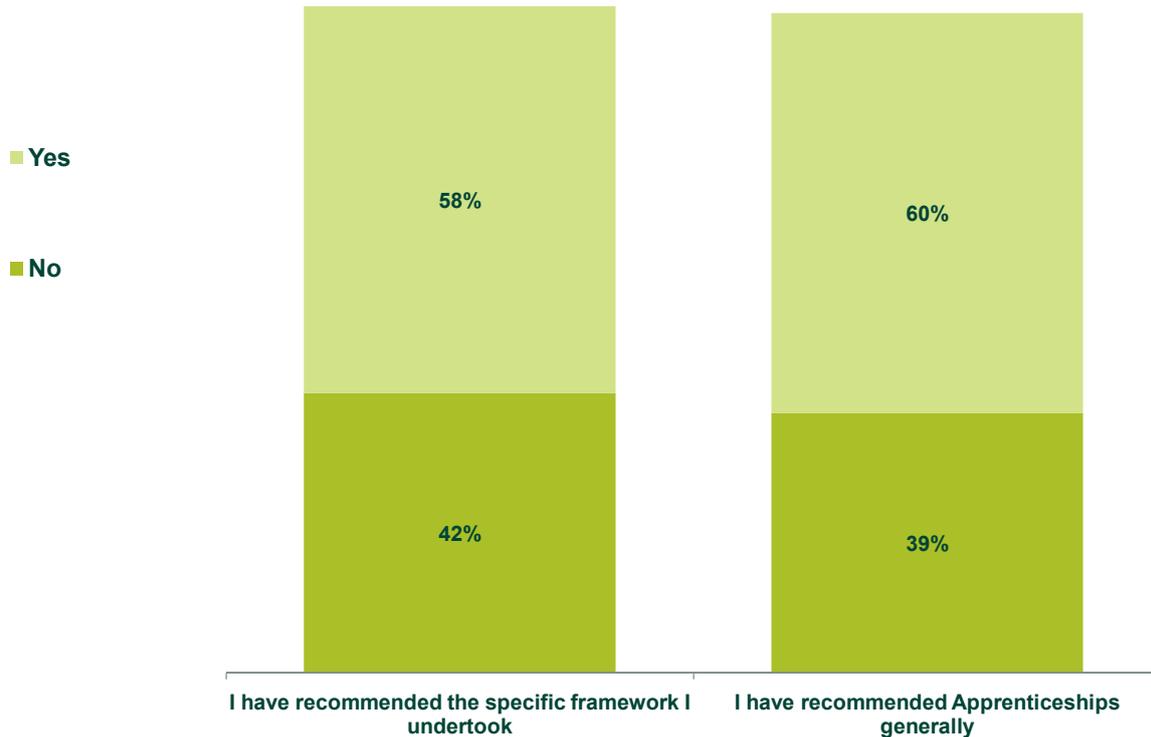
If they had not recommended Apprenticeships to anyone, they were asked if they would recommend Apprenticeships in future. This gives a more general picture of whether apprentices would advocate this route to others if asked.

Figure 5.5 below shows the proportion of apprentices who had actually recommended their specific Apprenticeship or Apprenticeships in general to others. Reflecting the high levels of satisfaction with Apprenticeships, as many as three in five had recommended this route to others (58% for the specific Apprenticeship, 60% for Apprenticeships in general). From the employer survey, this compares to 47% of all employers.

Apprentices in the Construction, Planning & Built Environment and Agriculture, Horticulture and Animal Care framework groups were more likely than average to have recommended their specific Apprenticeship to others (68% and 64% had done so respectively). This reflects the higher than average satisfaction scores for apprentices in these framework areas. Apprentices studying ICT Apprenticeships are also, however, more likely to have recommended that others take the same course (66% had done so) despite the lower levels of satisfaction with their Apprenticeships. This may be a consequence of the relatively young age profile of apprentices in the ICT group; young learners under 19 were much more likely to have recommended either their specific Apprenticeship (70% had done so compared to 47% of those aged 25 plus) and Apprenticeships in general (77% vs. 45%). This reflects both higher satisfaction rates amongst young learners, but also the

likelihood that more of their peers are at a point where they are deciding which routes to take in their training and career.

Figure 5.5 Whether apprentices have recommended their specific Apprenticeship or Apprenticeships in general to others



Base: All Apprentices – 5,000

The fact that older learners are less likely to have actively recommended an Apprenticeship to any of their peers means that the rate of recommendation is lower in the Health, Public Services and Care, and the Business, Administration and Law groups.

Unsurprisingly, the proportion of apprentices who have actually recommended taking an Apprenticeship in general to others is lower where the employer had made the Apprenticeship a compulsory requirement (40% vs. 60% overall).

Of those apprentices who had not yet actively recommended Apprenticeships to others, four-fifths (81%) said that they would advocate this if asked. This leaves just one in twenty apprentices overall who had not and would not recommend that others take an Apprenticeship.

Chapter 6: Exploring the quality of Apprenticeships

A key aim of the evaluation has been to pinpoint issues with the quality of Apprenticeship provision being delivered, encompassing factors including:

- The extent to which the training provider delivers a quality service in training, assessing and supporting the Apprentice;
- The extent to which the learner sees the training provided as being of high quality, and providing highly relevant skills for their career;
- The sufficiency of the volume of training received, in terms of course length and hours per week of training received;
- The support given by employers and the extent to which they are meeting expectations in providing active learning opportunities in the workplace to help apprentices develop.

There has been some concern expressed that these standards may have been compromised with the recent expansion of Apprenticeships. Some commentators have claimed the focus on quantity of Apprenticeship provision has been at the expense of quality. Following criticisms over the way public funds are being spent on Apprenticeship provision, in particular those of shorter duration, it was announced in December 2011 that there would be a review into the quality and duration of all Apprenticeships schemes, and a major select committee inquiry is under way.

As we have seen, apprentices' own ratings of satisfaction with their training are very high, which suggests that, in general, Apprenticeships are performing well. We have also seen some initial evidence, however, that apprentices are less likely to be satisfied in circumstances where the Apprenticeship only stretches over the course of six months, and where they were made to take the Apprenticeship at the employer's behest. We have seen that the small proportion of apprentices dissatisfied with their Apprenticeship attribute their dissatisfaction to a lack of support and organisation on the part of the provider, and a lack of commitment of the employer to offer appropriate supported learning opportunities back in the workplace.

In this section we explore these issues further, with particular reference to learner ratings of the quality of training, provider service and employer support and involvement with the Apprenticeship. Learner views on the amount of training received are also discussed. This evaluation provides predominantly quantitative insight into these issues (although apprentices were asked to provide verbatim feedback on some aspects of dissatisfaction). A full qualitative investigation has also been undertaken which explores learner (as well as employer and provider) views on Apprenticeship quality in more depth (although in places in this section we again provide emerging evidence from this research to help illustrate key findings).

Apprentice views on the quality of training and service from the training provider

Apprentices were asked how satisfied they had been with the quality of training provided by their college or training provider during their Apprenticeship, on a scale of zero (very dissatisfied) to ten (very satisfied). As shown in Figure 6.1, the vast majority (89%) were satisfied (a score of at least six out of ten), with a mean score across all apprentices of 8.14.

Apprentice views are similarly positive on the extent to which the training provided skills which they could apply in their career, with nine in ten (90%) giving a score of at least six out of ten and three-quarters (76%) giving a score of eight or more out of ten. On the specific measure of 'relevance' of Apprenticeship training to the individual's career, results were very similar, again with nine out of ten (89%) satisfied and approaching three-quarters (73%) very satisfied.

The vast majority of apprentices were also happy with the way that their training provider had dealt with on-the-job assessments (88% satisfied) and the quality of feedback that they had received (87% satisfied).

Figure 6.1 Satisfaction with the quality of training and service from the training provider



Base: All Apprentices - 5,000

Only a small proportion of apprentices (5%) were dissatisfied with the quality of training provision (defined as a score of zero to four). When these apprentices⁸ were asked for the reasons for their dissatisfaction, the main themes were:

- A lack of quality teaching from the course tutor, with them being unprofessional, disorganised or unreliable, or having knowledge and experience gaps;

“Because it was done by someone who was the same age as me – they did not have the experience.”

“Very disorganised, not good at communication. Gave us the wrong information about what would be in our exams and coursework.”

“They weren’t really bothered to teach – all the students felt it. The college lacked equipment and sometimes rooms.”

⁸ A base of 223 learners

“The trainer that we were provided with was not very computer knowledgeable or literate – I mean he wasn’t very good at reading. If you asked him a question he didn’t have a clue how to respond.”

- That the training was not perceived as useful or relevant for the individual’s job role or career;

“We could’ve learned more – the stuff we learned we couldn’t really use and can’t apply in a workplace”

“It wasn’t an Apprenticeship that covered the skills that we use in our job. We were given ‘Aerobics to Music’ and we don’t do that in our gym.”

“Learnt more in one day at work than I did in training.”

- That there was insufficient training given or that they rarely saw the tutor.

“Because I never see them – there’s basically no contact... it’s a different person every time and I’m not happy with it.”

“Wasn’t much training – I didn’t even know who my tutor was for weeks.”

“At first it was very slow – starting off our tutors kept leaving, so we didn’t get anything for the first four months, and now they are trying to rush us, so it’s a bit awkward.”

Some of the dissatisfaction around perceived relevancy of the training centred on the training not being immediately relevant to their current job and suggests in some instances a lack of awareness of the benefits of transferable skills which could add to the apprentice’s wider employability. This was the case with gym worker example above and was also highlighted in some of the additional depth interviews:

“You have a portfolio... certain things within that are nothing to do with bricklaying, but you have to do them... e.g. sheet metal”

Construction L2, 2-3 years, 19-24, overall rating 4

Some comments made by apprentices dissatisfied with the training giving them applicable skills include:

“I didn’t learn anything I didn’t already know”

“I could have done it without doing the training – it was quite simple”

“There’s no work in it, so you’re unemployed... had to go back to college”

“They don’t teach us anything – they just use us to shampoo hair”

“I am a butcher and didn’t need the retail Apprenticeship skills... [I was] made to do it.”

Where apprentices gave low satisfaction ratings for the quality of on-the-job assessment, sample comments included:

“I felt being assessed was irrelevant – [I’ve been] doing the job for 12 years”

“The supervisor told us to tell them if there were any problems with other workers. I told them in confidence and came back into work the next day, and the supervisor had told them and they confronted me”

“I wasn’t really assessed on the job, [only] at college. [If] they did assess on the job the time would have been taken out of my pay.”

“Because we’re not assessed basically... you’re just thrown out in the field... no-one is coming out and seeing what you’re doing on the job, even though they should be.”

There are some key differences by broad framework area evident in ratings of the quality of training provision, with higher than average satisfaction with provision delivered under the following framework areas:

- Retail & Commercial Enterprise (mean score of 8.30 vs. 8.14 overall);
- Business, Administration & Law (mean score of 8.28).

As with overall satisfaction, satisfaction with the quality of training was below average for the following framework areas:

- Health, Public Services and Care (mean score of 7.94 vs. 8.14 overall);
- Information & Communication Technology (mean score of 7.83);
- Other Apprenticeships (mainly ‘Supporting teaching and learning in schools’) (mean score of 7.23).

Table 6.1 shows the mean satisfaction scores for the quality and skill development measures, illustrating these findings. This shows that whilst apprentices covered by Retail & Commercial Enterprise and Business, Administration & Law framework groupings were the most satisfied with the quality of training received, they are less satisfied with the skills that it has given them that they can apply in their job, and their score falls below the average on this measure. The highest mean scores for provision of applicable skills were evident for Apprenticeships covered by Construction, Planning & Built Environment, Agriculture, Horticulture & Animal Care, and also the Health, Public Services & Care framework groupings (who are significantly less satisfied with the actual quality of provision).

By comparison, employers offering Construction, Planning & Built Environment Apprenticeships were among the least satisfied across a number of specific measures relating to training quality. They were particularly dissatisfied with the ability to influence the Apprenticeship training while a number of employers also complained that the content of training was out of date or that it was it being delivered by individuals unaware of latest methods. To some extent this may be related to the fact that employers have a relatively long history of offering Construction, Planning & Built Environment Apprenticeships and, reflecting this experience, are therefore more likely to want to have a say in how the Apprenticeship is delivered. This history of involvement with Apprenticeships may have also raised expectation levels for the quality of training that is being delivered by external providers. Construction employers now receive less in terms of grants (though still have to pay the CITB-ConstructionSkills levy above a certain size), and are therefore perhaps increasingly expecting better quality training for their money.

This apparent disjuncture between employer and learner views can also, in part, be explained by the comparatively young profile of learners undertaking such Apprenticeships. For many of these learners, the majority of whom will have been recruited specifically as apprentices, there will have been a significant 'distance travelled' in terms of the skills and abilities held at the start of their Apprenticeship compared to those gained by the end of the Apprenticeship. This significant accumulation of skills is reflected in the broadly positive findings reported throughout the learner evaluation in terms of those individuals undertaking Construction, Planning & Built Environment Apprenticeships.

Table 6.1 Mean satisfaction scores for the quality of training and provision of skills – by broad Framework area

Framework group		Mean satisfaction score (out of ten)	
		Quality of training	Skills provided which you can apply in your career
<i>Base: All apprentices</i>	5,000	8.14	8.33
Retail & Commercial Enterprise	780	8.30	8.01
Construction, Planning & Built Environment	525	8.29	8.97
Business, Administration & Law	1,005	8.28	8.18
Agriculture, Horticulture & Animal Care	347	8.12	8.84
Engineering & Manufacturing Technologies	690	7.99	8.41
Leisure, Travel & Tourism	346	7.95	8.27
Health, Public Services & Care	750	7.94	8.59
Information & Communication Technology	372	7.83	7.94
Other Apprenticeship	185	7.23	8.12

Shading indicates that the difference between the mean score in that cell and All Apprentice score is statistically significant at the 95% confidence level. Green shading indicates that the cell score is significantly higher, red that it is significantly lower.

There is a relationship between apprentice's initial motivations for undertaking an Apprenticeship, as discussed earlier in Chapter 4, and their satisfaction with the skills it has provided them to apply in their careers. Four fifths of those undertaking an Apprenticeship in order to enter or progress their career (80%), were very satisfied with the skills it has provided them (8.58 mean score), compared to 71% of those doing an Apprenticeship in order to achieve a qualification (8.11 mean score). As we'll see in the next chapter which focuses more explicitly on the impacts of Apprenticeships, the former group are more likely to report that they have developed their skills and abilities as a result of their Apprenticeship.

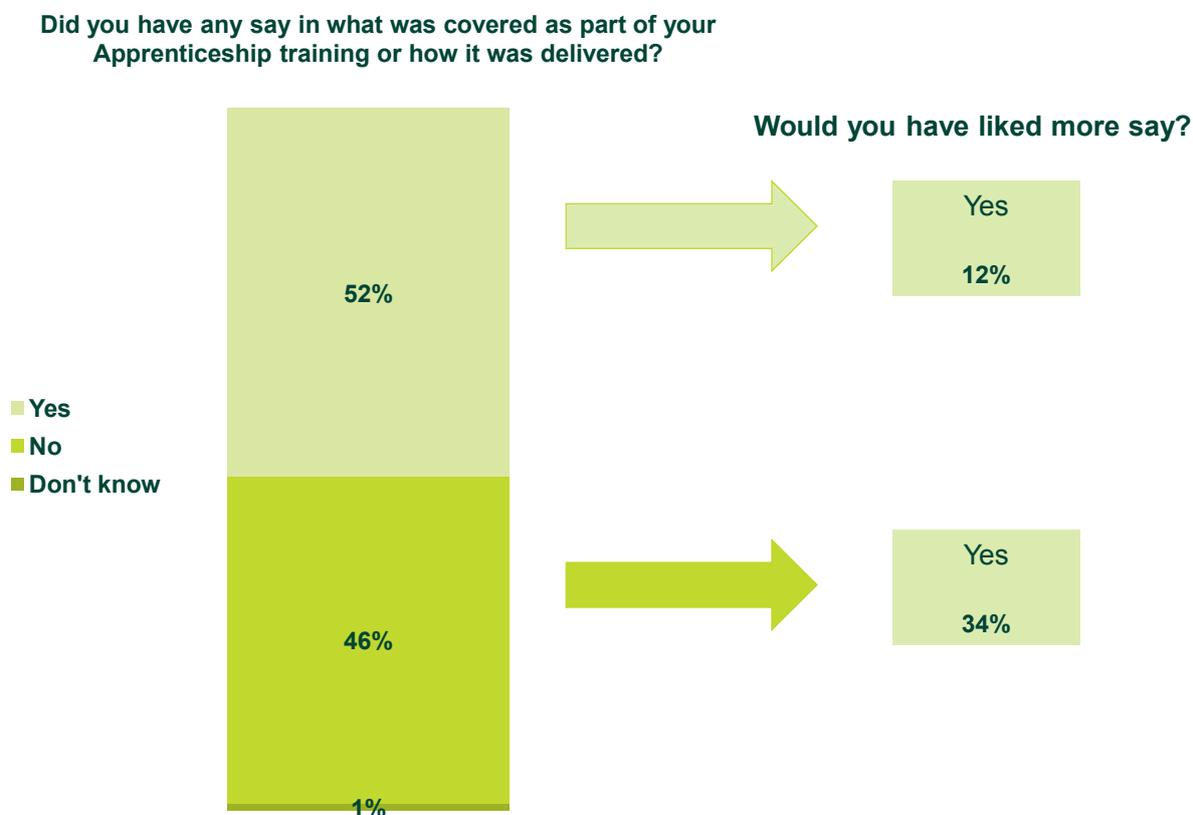
The relationship described in the previous chapter between course duration and overall satisfaction also holds for satisfaction with the provision of applicable skills. Four fifths of those undertaking Apprenticeships lasting a year or more (81%) are very satisfied with this aspect (8.64 mean score) compared to 73% those taking courses of between 6 months and a year, and 62% of those undertaking very short course of less than 6 months.

However, there is no such relationship between duration of course and perceived quality of provision. Indeed, those Apprenticeships lasting between 6 months and a year were most likely to be satisfied with the quality of training (75% very satisfied and a mean score of 8.27, compared to 68% very satisfied and a mean score of 8.10 amongst those on longer courses and 66% very satisfied and a mean score of 7.97 amongst those on shorter courses). A similar pattern is evident in terms of satisfaction with the feedback provided and on-the-job assessment.

Involving learners in the design of their Apprenticeship

Apprentices were asked whether they had had any say in what was covered as part of their Apprenticeship or how it would be delivered. Around half of apprentices (52%) felt that they had had some influence on the shape of their Apprenticeship. All apprentices were also then asked whether they would have liked to have more influence. As shown in Figure 6.2, around one third of those who had not had input into the coverage and delivery of the Apprenticeship would have liked to have done so, while the vast majority of those who had an input were satisfied with the extent of their influence (only 12% wanted more). Taken together, 22% of all apprentices would have liked to have had more influence on the coverage and delivery of the Apprenticeship.

Figure 6.2 Apprentice influence on the coverage and delivery of the Apprenticeship and whether they would have liked more influence



Base: All Apprentices – 5,000

The prevalence of learner input into the Apprenticeship is only slightly higher amongst those already employed when starting their Apprenticeship than amongst those recruited specifically as an Apprentice (48% vs. 54%). Where the employer made it a compulsory requirement for existing employees to undertake an Apprenticeship, only two-fifths had a say in coverage and delivery (41%).

Apprentices undertaking frameworks within the Business, Administration & Law grouping were much more likely to have had the opportunity to influence their training; two-thirds reported that they had had a say (65%, compared to the average of 52% across all framework groups). This was mainly driven by Business Administration Apprenticeships (76% of these apprentices had had an influence). These apprentices are on average older and more experienced, which may explain their desire to take more ownership of their training.

Apprentices covered by the Leisure, Travel and Tourism, Engineering & Manufacturing Technologies, or Information & Communication Technology framework are the most likely to want more influence (27%, 30% and 31% respectively).

Views on the volume, balance and duration of training received as part of the Apprenticeship

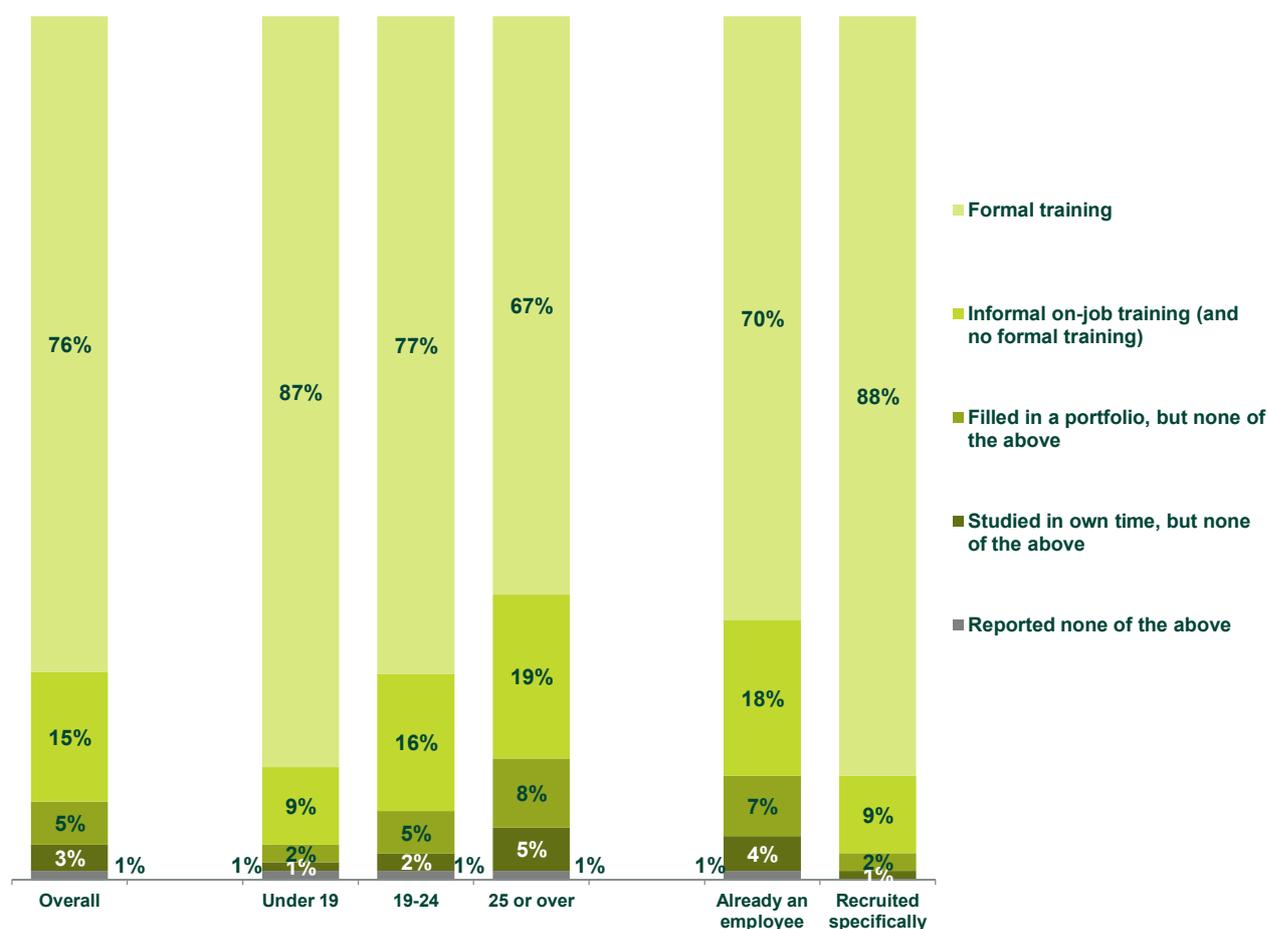
A number of measures were taken to find out how apprentices feel about the amount of training they receive as part of their Apprenticeship:

- Satisfaction with the 'amount of training received each week'.
- Satisfaction with 'the balance the Apprenticeship provides between training and work';
- Views on the duration of the Apprenticeship;

The evaluation also collected headline data on receipt of different forms of training as part of the Apprenticeship, namely training received at a college or external training provider facility and both formal and informal training sessions in the workplace (either delivered by the employer or a training provider). More in depth exploration of the precise nature and content of the training that is being delivered as part of Apprenticeships, as well as learner views on this provision, is being undertaken through supplementary qualitative research.

Figure 6.3 below shows that a large majority of Apprenticeships (76%) involved some formal training, either taking place at the workplace or on the premises of a learning provider, with most of the remainder (15%) receiving some informal on-the-job training (but no formal training). A minority (9%) did not report receiving either of these forms of training although the majority of these did say that they had filled in their Apprenticeship portfolio during work or studied in their own time.

The proportion not receiving either formal or informal on the job training varies by entry route. Amongst those already working for the employer it was 12% compared to just 4% amongst those recruited specifically as an apprentice.

Figure 6.3 Types of training received⁹

There is also a link between the incidence of apprentices reporting no formal or on-the-job training and the duration of the Apprenticeship. Two thirds (67%) of those apprentices who reported receiving no training undertook Apprenticeships lasting less than one year. Looking at this another way shows that one fifth (21%) of apprentices who engaged with short Apprenticeships of less than six months duration received no formal or informal training from a training provider or their employer.

At 9%, the proportion of all learners reporting that they had received no training as part of their Apprenticeship is higher than the 2% of employers who report not providing any training to their apprentices. This discrepancy is likely, at least in part, to be explained by a differing perception as to what qualifies as training, in particular around on-the-job training.

⁹ It is worth noting that in this section examining the profile of training undertaken, we have excluded apprentices where the ILR marker indicated that their employer's sector was 'Lifelong Learning' (i.e. a college or provider), since it is likely that in many of these cases the Apprenticeship was operating in effect as Programme-led Apprenticeship (which are no longer funded) where the learner was based full-time with the provider, and would therefore have an atypical pattern of engagement with different types of training.

However, the figure from the learner evaluation is considerably lower than the 20% that the recent Pay Survey¹⁰ reports for the proportion of apprentices who hadn't received either on or off-the-job training. Some care should be taken when comparing the two figures, as the Pay Survey interviewed a slightly different cohort of apprentices (those known to be on an Apprenticeship 2-3 months prior to fieldwork in June/July 2011) and focused on the largest 11 specific frameworks rather than a cross section of all framework types. However, as the two cohorts are nevertheless fairly similar and because data from both surveys were weighted to mirror the population of apprentices, it is unlikely that these differences in sampling could have caused all the difference in the training figures.

More likely is a slightly differing interpretation of the training questions asked in each survey. Whereas this survey separated out "off-the-job" training into off-site provision and formal training sessions in the workplace (and explicitly made clear that the latter could be delivered by either a provider or an employer), the Pay survey asked a single question about "off-the-job training" which did not include an explicit reference that this might be delivered by the employer. Recent research that has been conducted by IFF Research for UKCES has shown there to be a number of difficulties and issues surrounding the use of terms such as on- and off-the-job (for example off-the-job being interpreted as training delivered by an external provider) and it may be that this is contributing to the different reported training participation rates¹¹.

Additional in-depth interviews carried out with learners explored in more depth occasions where no training had been provided or where the role of the training provider was minimal and limited to occasional assessment sessions in the workplace. While some were critical of this, apprentices who were existing employees and saw the course as a way of certifying existing skills were often content with receiving no training, as long as they received a qualification for their CV.

"I don't think the employer had to help me because I was doing it anyway... I just looked at it as a qualification to gain to give me more experience."

Health L3, under 6 months, 25+, overall satisfaction rating 10

"For me it was just about getting the piece of paper to say I was Level 3 rather than going in there to train"

Retail L3, 6-12 mths, 19-24, overall rating 6

Dissatisfaction with no or limited training was much more likely where the Apprentice expected or wanted to learn new skills:

"We were just told to go and buy this £20 book which was our "bible", work through it and do certain units, and then you chose which units to do to make up the score."

¹⁰ Apprenticeship Pay Survey 2011, BIS Research Paper Number 84, March 2012

¹¹ See Defining and Measuring Training Activity, UKCES Evidence Report 29, July 2011

L3, 12-18 months, aged 25+, overall satisfaction rating 0

Finally, there was some evidence from the qualitative phase that a few employers had set up their own nominally independent 'training providers' in order to recruit apprentices, providing the minimal training necessary to be useful to the employer in the short term, but providing no employment opportunities on completion:

"I don't value it at all. For me it was just litter picking for £2.50 an hour. Something like that can't be called an Apprenticeship. I went in [thinking] there would be a job at the end of it..."

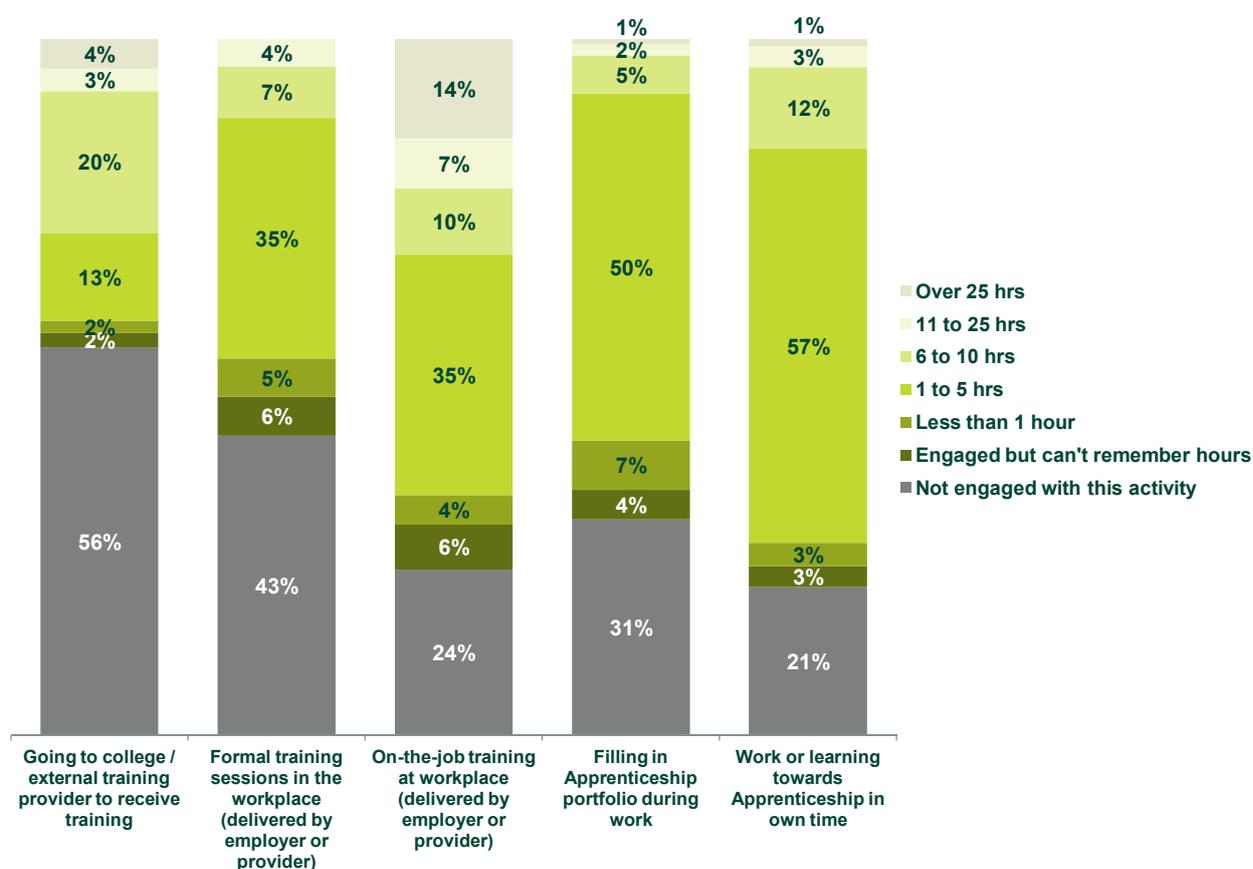
Retail L2, under 6 months, 19-24, overall satisfaction rating 0

Some groups received more formal training than others; among those aged 25 or over, only two thirds (67%) stated that they received formal training, compared to a much larger proportion (87%) of under 19s. There was a similarly strong correlation with entry route, with a considerably lower level of formal training (70% compared to 88%) among apprentices recruited from an employer's existing workforce as opposed to recruited specifically as an Apprentice.

As shown in Figure 6.4, a slight minority of learners (44%) had gone to an external provider off site to receive formal training while over half (57%) had received formal training sessions in the workplace, delivered by either their employer or a provider. External training typically involves a day or half day away from the workplace¹² while on site formal training is typically a few hours a week.

Three quarters of apprentices received on the job training at their workplace from either employer or training provider. Again typically this involved a few hours a week although a sizable proportion of learners claimed that, by nature of it being an Apprenticeship, all of their work is effectively on-the-job training, hence the relatively large proportion who reported at least 25 hours of on-the-job training.

¹² Exploratory call-backs ascertained that the majority of those who claimed to have undertaken at least 25 hours of external training a week were studying full-time at a provider for a block of time (e.g. for 1 month in the year, 1 week out of every 6, or for several 8 week blocks over the course of a year), and gave the hours spent training in these weeks rather than an 'averaged-out' number of hours over the course of the Apprenticeship.

Figure 6.4 Type and amount of training received

Base: All Apprentices (4,660)

Two thirds of apprentices (69%) have also spent time filling in their Apprenticeship portfolio while at work while four fifths (79%) have done work or learning towards their Apprenticeship in their own time. Again, typically for both aspects this is for a few hours a week.

Four fifths of learners (79%) were satisfied with the amount of training that they were provided with and a similar proportion (83%) with the balance that the Apprenticeship provides between training and work (mean scores of 7.50 and 7.76 respectively). However, it is worth noting that, while the majority of apprentices are content, compared to overall satisfaction and a number of other specific aspects of the Apprenticeship such as quality of training, feedback, assessment and skills acquisition, satisfaction is slightly lower for these two elements.

Where apprentices are dissatisfied with the balance that the Apprenticeship provides between training and work this is generally because of a lack of formal training rather than not enough time spent working.

Figure 6.5 Satisfaction with amount of training and balance between training and work

Base: All Apprentices - 5,000



Neither satisfied nor dissatisfied ratings (5/10) not shown (11% balance, 10% amount)

Table 6.2 shows the mean satisfaction scores by framework grouping for these two aspects. Apprentices covered by the Construction, Planning & Built Environment and Engineering & Manufacturing Technologies framework groupings were most satisfied with both the amount of training and how this balances with work.

Table 6.2 Mean satisfaction scores for the quality of training and provision of skills – by broad Framework area

Framework group	Mean satisfaction score (out of ten)		
		Amount of training	Balance between training and work
<i>All apprentices</i>	5,000	7.50	7.76
Construction, Planning & Built Environment	525	8.17	8.29
Engineering & Manufacturing Technologies	690	7.79	7.89
Agriculture, Horticulture & Animal Care	347	7.71	7.81
Information & Communication Technology	372	7.54	7.34
Business, Administration & Law	1,005	7.50	7.84
Retail & Commercial Enterprise	780	7.45	7.69
Health, Public Services & Care	750	7.14	7.57
Leisure, Travel & Tourism	346	7.01	7.27
Other Apprenticeship frameworks	185	6.61	7.07

Shading indicates that the difference between the mean score in that cell and All Apprentice score is statistically significant at the 95% confidence level. Green shading indicates that the cell score is significantly higher, red that it is significantly lower.

In terms of views on duration, the vast majority of apprentices (83%) said that the length of the Apprenticeship was 'just about right'. Of the remainder, more felt that the Apprenticeship course was too long (13%) than thought it was too short (4%). Even in cases where the Apprenticeship undertaken was of less than six months duration, only one in ten felt that this was too short (11%). As we have seen, however, there is evidence that if the course had been longer, the Apprenticeships may have gained more benefits. Those undertaking such short courses are less satisfied with the extent to which the Apprenticeship has equipped them with skills that they can apply in their career. This is borne out by the lower incidence of reported skill development and positive career outcomes amongst those on courses lasting six months or less (see Chapter 7 for further discussion on this).

In-depth interviews carried out with some respondents from the initial research showed that reasons for dissatisfaction with the length of Apprenticeships were often complex, and often related to what they hoped to get out of their Apprenticeship, and their starting level of experience. For example, an Apprentice taking a Level 3 Apprenticeship to certify existing skills felt her course took too long and it could have taken 3 months or less. Another felt that the course could have been done in a year since it was too basic; however this could be taken more as a criticism of the course content than the length.

"It lasted two years – I'd say too long. I just think it could have been done in a year."

Construction L2, 12-18 months, 19-24, overall satisfaction rating 2

Those who felt their course was too short tended to have less prior experience and wanted more practical training:

“I was just starting to get used to meeting people and doing the job properly... it could [have been] at least another month. We could have done more practical work...”

Retail L2, under 6 months, under 19, overall rating satisfaction 6

Employer input and support

A key area of policy interest is the extent to which employers are involved with Apprenticeships. Are they providing sufficient support and how involved are they in the design, content and delivery of Apprenticeships?

In order to understand Apprentice perceptions of their employer’s role in the Apprenticeship, all apprentices were asked to rate their satisfaction with:

- ‘The support that your employer has provided you with throughout the Apprenticeship’;
- ‘The extent to which your employer is involved in the structure, delivery and content of the Apprenticeship’.

Figure 6.7 shows the proportion of apprentices satisfied and dissatisfied with these elements, overall, and then split by entry route. This shows that apprentices are in general happy with the role that their employer is playing in supporting their Apprenticeship; two-thirds (65%) of apprentices gave a satisfaction rating of eight or more out of ten, giving a mean score of 7.81. Satisfaction with employer involvement in the structure, delivery and content of the Apprenticeship was lower on average, with a mean satisfaction rating of 7.26, and the proportion very satisfied dropping to around a half (53%). This is broadly similar to employers’ own views of their ability to influence the delivery and content of training during Apprenticeships as reported in the parallel employer report (very satisfied 45% and a mean of 6.9).

Figure 6.7 Satisfaction with employer support and involvement – by entry route

The in-depth interviews with learners showed a mixed picture of employer involvement; some employers were very involved in the training process, generally something which attracted positive comment from apprentices, while others complained that their employers were not at all interested.

“All they [the employer] had to do was sign off the sheets – they didn’t monitor our progress. They didn’t ask any questions.”

Health L3, 19-24 mths, 19-24, overall rating 7

As a result, a number of those followed up in the qualitative research worked on the Apprenticeship exclusively in their spare time, whether this consisted of time with a training provider or studying on their own:

“We didn’t get any [training from the employer] really. The learning is one to one with the lady who comes out to see us... We’re all full time, so it depends when we can actually see her, but it is about once a month. She sends us the things we need to do by email... I think that way of doing it is fine... I’ve got young children, so... I haven’t got the time.”

Business L2, length unknown, 25+, overall rating 2

“The Apprenticeship was completely separate to work and I did it in my own time.”

Retail L3, 6-12 mths, 25+, overall rating 8

Looking at the mean satisfaction ratings for these two measures of quality, it appears that apprentices are in general slightly less happy with their employer than they are with their training provider. However, there are somewhat higher levels of perhaps ambivalent responses of five out of ten, especially for employer involvement in the Apprenticeship (13%) which contributes to this difference, and might indicate that apprentices may be unsure about what the ideal employer role should be or that they do not view this as particularly important. There are also, however, higher levels of ‘active’ dissatisfaction when talking about the role of the employer, as compared to aspects of the provider’s service such as the quality of feedback on progress received. One in ten gave a score of zero to four for satisfaction with employer support (9%) and employer involvement (10%).

As shown in Figure 6.7, the data suggests that where the Apprentice is an existing employee, the employer generally provides less support and is less involved in the structure, delivery and content of the Apprenticeship.

Where the employer required the learner to undertake an Apprenticeship (as opposed to the decision being down to the learner) there is more dissatisfaction with employer support (16% dissatisfied and a mean score of 7.13 compared to 10% dissatisfied and mean score of 7.66). This suggests a small group of learners for whom the employer may only be interested in the individual gaining a qualification.

Where learners reported receiving **no** formal training or informal on-the-job training as part of their Apprenticeship, they were much more likely to be dissatisfied with the level of support from their employer (19% were dissatisfied, compared to 9% of all apprentices). Indeed, they are less likely to be satisfied overall with their Apprenticeship – three quarters (77%) are satisfied, compared to nine in ten apprentices overall.

Table 6.3 shows the mean satisfaction scores by framework grouping for these two aspects. Apprentices covered by the following broad framework groupings were more satisfied on average for both employer support and employer involvement (and thus are shaded green in Table 6.3):

- Construction, Planning & Built Environment
- Agriculture, Horticulture and Animal Care
- Engineering & Manufacturing Technologies

Apprentices covered by the Leisure, Travel and Tourism framework group were the least satisfied with the extent of employer support, although the difference between the mean satisfaction score for this group and the overall average was small in real terms (7.52 vs. 7.81 out of ten). apprentices in the Information & Communication Technology and Other Apprenticeship framework groups had the lowest mean score for satisfaction with

employer involvement in the Apprenticeship (7.04 and 6.58 respectively, compared to a mean across all frameworks of 7.26).

Table 6.3 Mean satisfaction scores for employer support and involvement in structure, delivery and content of the Apprenticeship – by broad Framework area

Framework group			
		Employer support	Employer involvement
<i>Base: All apprentices</i>	5,000	7.81	7.26
Construction, Planning & Built Environment	525	8.24	7.71
Agriculture, Horticulture & Animal Care	347	8.13	7.67
Engineering & Manufacturing Technologies	690	8.01	7.50
Information & Communication Technology	372	7.90	7.04
Business, Administration & Law	1,005	7.79	7.13
Retail & Commercial Enterprise	780	7.72	7.19
Health, Public Services & Care	750	7.59	7.18
Leisure, Travel & Tourism	346	7.52	7.20
Other Apprenticeships	185	7.70	6.58

Shading indicates that the difference between the mean score in that cell and All Apprentice score is statistically significant at the 95% confidence level. Green shading indicates that the cell score is significantly higher, red that it is significantly lower.

Additional support needs

Apprentices were asked if they would have liked additional information, advice or guidance regarding their Apprenticeship. In total, a majority (70%) felt that they needed no additional advice.

Among those who stated that they needed information, advice or guidance, there were a wide variety of requirements. The most widely cited included “More communication / support” (17% of those requiring any form of information, advice or guidance), “Clearer / more information before Apprenticeship” (15%), “What to do afterwards” (10%) and “More time / better timeframe” (6%). All other requests for additional information, advice or guidance were made by fewer than 5% of those apprentices requiring additional advice.

Importance of specific elements for learners

By considering the correlations between overall satisfaction with the Apprenticeship and satisfaction with specific elements of the Apprenticeship, we can start to suggest which aspects of the Apprenticeship are important to apprentices in determining their overall satisfaction with the course.

For example, if most individual apprentices responding to the survey give similar levels of satisfaction for quality of training as they do for satisfaction with the Apprenticeship overall,

this would indicate that there is a link between these responses. The strength of this link gives an indication of which factors apprentices consider more or less important overall.

The correlations calculated suggest that the quality of training received as part of the Apprenticeship is the most important factor in deciding overall satisfaction levels (correlation of 0.65). Most other individual elements of the Apprenticeship, those relating to assessment, feedback, training quantity and skills, have satisfaction levels with slightly less correlation with overall satisfaction than this (between 0.57 and 0.59).

It is notable that all the factors with the least correlation with overall satisfaction (level of pay at 0.29, support given by employer at 0.44, extent of employer involvement at 0.48) all relate to the employer. It is possible that, when apprentices are asked about their overall satisfaction with the Apprenticeship, they are considering primarily the course content and the actions of the training provider, rather than the actions of their employer and decisions on their level of pay.

Chapter 7: The impact of Apprenticeships

A key objective of this evaluation is to look at the extent to which investment in Apprenticeships is having an impact on the skills and abilities of learners, and their future prospects for successful employment and progression. Apprentices should emerge with highly relevant vocational skills that will allow them to secure sustained employment and progress their career in their chosen sector.

In assessing the value of Apprenticeships, a key issue is the extent to which Apprenticeships are delivering additional new or improved skills, rather than simply funding qualifications which certify existing skills and abilities. Within the findings already discussed, there have been suggestions of circumstances where such training may be occurring, associated with instances where Apprenticeships are being undertaken in order for already experienced employees to 'get a qualification', and where individuals are achieving Apprenticeships through short courses. Both factors are linked to lower levels of satisfaction with the Apprenticeship provision.

Whilst we have seen that satisfaction with the quality of provision is generally very high amongst apprentices, the evaluation allows us to go further and investigate the impact they feel that the Apprenticeship has had in terms of:

- Delivering relevant vocational skills and having a direct impact on their ability to their job;
- Boosting their basic skills in Numeracy, Literacy and IT, and improving their ability to work in a team;
- Improving their career prospects and earning potential.

This chapter also provides evidence of the extent to which any improvements in skills reported by apprentices have translated into concrete outcomes in terms of sustained employment and job security, promotions, and higher earnings. Progression to further learning is also examined.

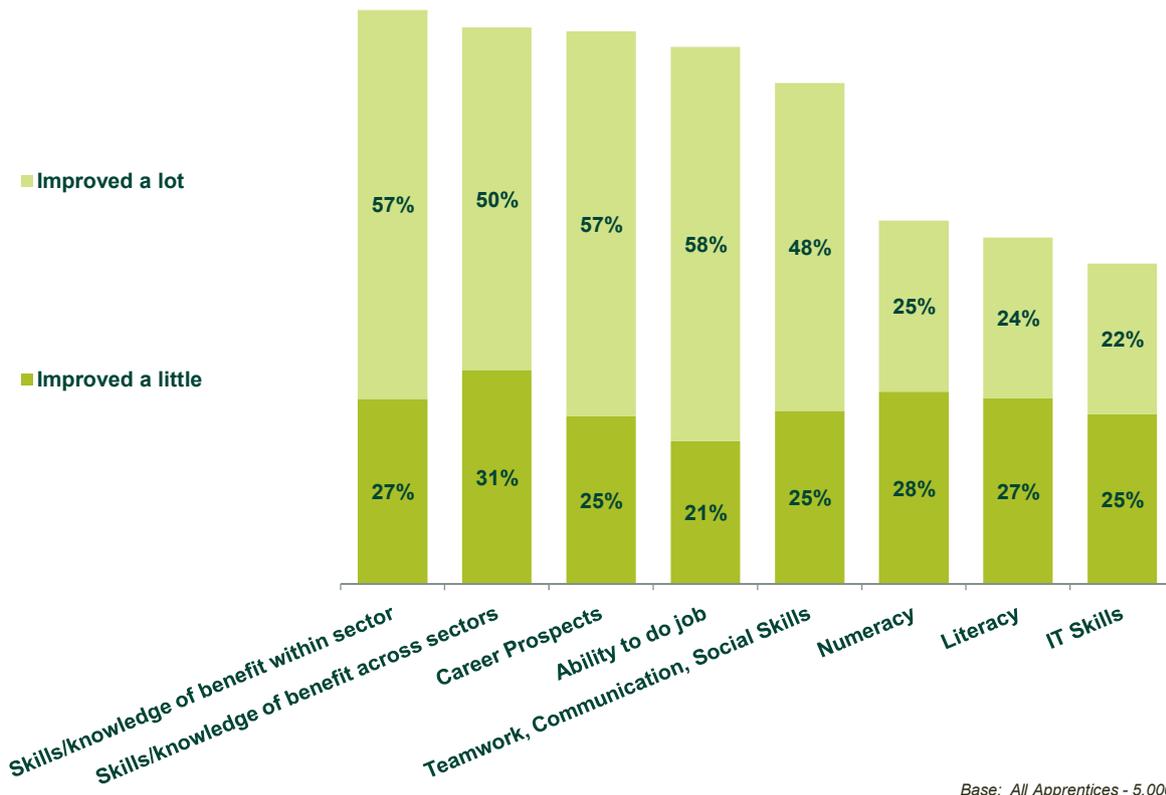
Impact on skills and abilities

Former and current apprentices were asked to describe the impact they believe their Apprenticeship has had (or is having) on their abilities and skills. Generally apprentices (both current and completers) viewed their course as having a strongly positive impact in these areas.

Figure 7.1 shows that Apprenticeships are perceived by most apprentices as having improved their employment-specific skills and abilities, both those which were specific to their chosen career and those which were transferable between careers. In total, a clear majority of apprentices (79%) believed that the Apprenticeship had improved their ability to

do their job, and an even larger proportion (84%) believed that it had provided them with skills or knowledge of benefit within their current or desired area of work. Four-fifths (81%) believed that undertaking the Apprenticeship had improved their overall career prospects.

Figure 7.1 Impact of Apprenticeship on skills and abilities



Four-fifths of apprentices (82%) believed that the Apprenticeship had provided them with skills of benefit across sectors, while three quarters (74%) believed it had improved their teamwork, communication and/or social skills.

Opinion was more divided among apprentices as to whether the course had improved their basic skills; while just over half (53%) of apprentices believed that the course had improved their numeracy, and similar proportions that it had improved their literacy (51%) and IT skills (47%), these levels were below those reported above for other benefits of the Apprenticeship. This pattern was relatively consistent across different types of Apprentice, including new recruits aged under 19, suggesting that many people felt that they already had these skills at the start of the Apprenticeship.

Only a small minority of apprentices (4%) reported no improvement across any of these skill areas as a result of the Apprenticeship. The vast majority of these had been working for the employer before they started the Apprenticeship and were aged over 19.

It is interesting to note that people still undertaking their Apprenticeship at the time of survey were as likely to report improvements in these skills as those who had completed and already well into their post-Apprenticeship working life. For instance, an equal proportion of current apprentices and completers felt that:

- their ability to do their job had ‘improved a lot’ (58% for both groups); and
- they had improved their skills and knowledge in areas that would benefit them in their chosen area of work (84% in each case).

The high proportion of apprentices reporting these improvements before even completing the Apprenticeship can be seen as a positive sign, with apprentices seemingly being able to realise the benefits immediately in their work. This is reinforced by findings from the parallel employer survey which showed a vast majority (91%) of employers who felt that the benefits of offering and training apprentices were realised while the apprentices were still undergoing their training.

The impact of Level 2 and Level 3 Apprenticeships

The findings of the research suggest that Level 3 Apprenticeships bring additional benefits over and above Level 2 Apprenticeships. As shown below, a higher proportion of Level 3 apprentices believed that their ability to do their job had improved (82% compared to 77%), that their sector-specific skills/knowledge had improved (88% compared to 82%), and that their career prospects had improved (86% compared to 78%).

Table 7.1 Impact of Apprenticeship on skills and abilities: by Level

Level	Impact on Skills and Abilities: % reporting an improvement									
	Base		Ability to do job	Skills/knowledge of benefit within sector	Career Prospects	Skills / Knowledge of benefit across sectors	Teamwork, Communication, Social Skills	Numeracy	Literacy	IT Skills
All	(5,000)	%	79	84	81	82	74	53	51	47
Level 2	(3,079)	%	77*	82*	78*	80*	72*	53	51	46
Level 3	(1,921)	%	82*	88*	86*	84*	75*	54	51	48

*= Indicates that the difference between the Level 2 and Level 3 figures is statistically significant at the 95% confidence level.

These differences by level of Apprenticeship are evident across most framework areas. For learners covered by the Business, Administration and Law framework grouping, however, studying at Level 3 does not seem to deliver the additional benefits as evident for other types of Apprenticeship.

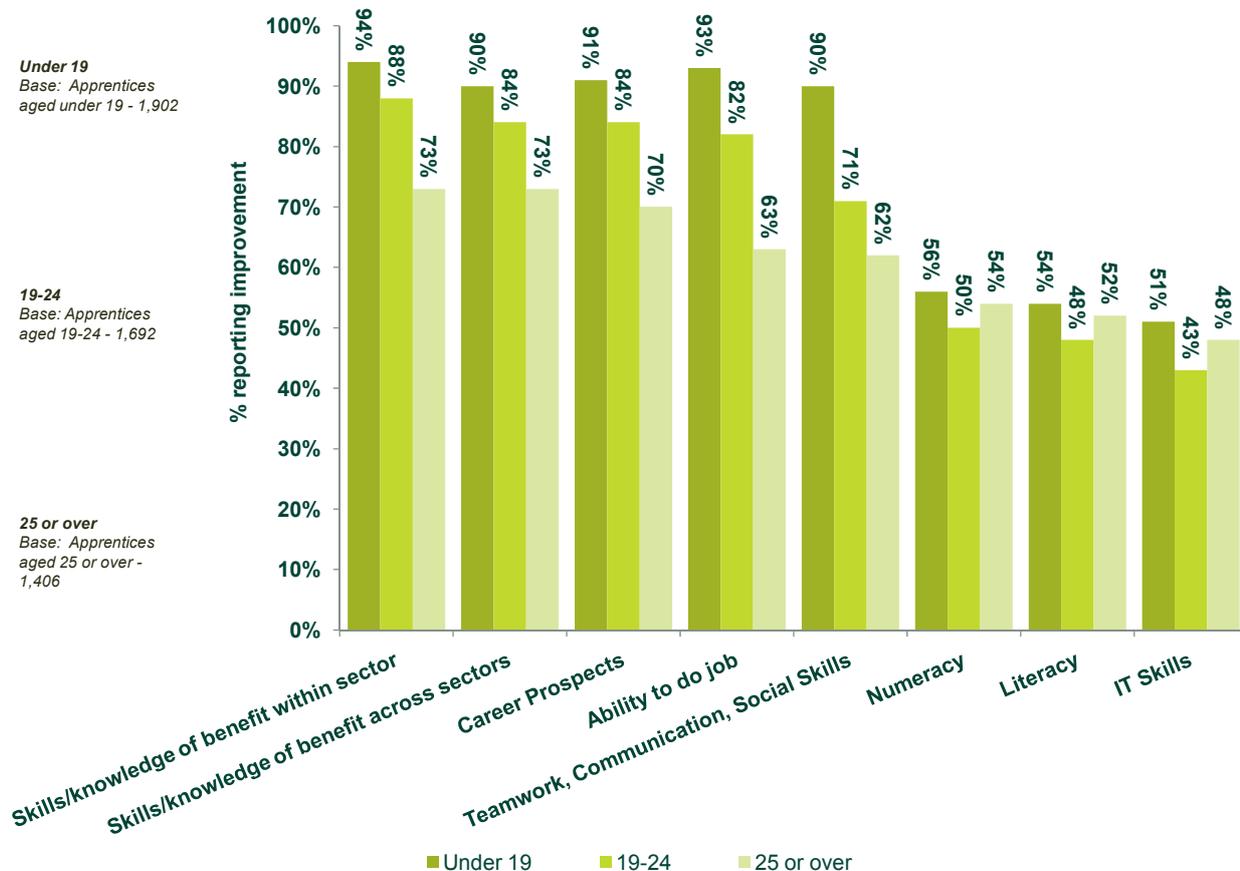
Where are Apprenticeships having the biggest impact on learner skills?

The extent to which apprentices report that they have improved their skills and prospects as a result of the course is influenced by a number of inter-relating factors, including:

- the age of the Apprentice;
- whether they are an existing employee, and how much experience they have with the organisation before starting the Apprenticeship; and
- the motivations of the individual in taking up an Apprenticeship.

There was a strong link evident between age and the impact on learner skills. In all areas, older apprentices were considerably less likely to believe that the course had improved their skills and abilities. For example, the vast majority (93%) of apprentices aged under 19 believed that their course had improved their ability to do their job, compared with only about two thirds (63%) of those aged 25 or over.

Figure 7.2 Impact of Apprenticeship on skills and abilities: Age groups



These differences by age hold even when discounting previous experience and entry route to the Apprenticeship. These factors are, however, also important determinants of impact. Apprentices already working when starting their Apprenticeship were much less likely to report improvements in their skills as a result of the course, in comparison to people recruited as apprentices. For instance, as shown in Table 7.2, the vast majority of people recruited specifically as apprentices (94%) feel that they have improved their skills and knowledge for their chosen sector, compared to four-fifths apprentices who were already working in this field (79%).

Table 7.2 Impact of Apprenticeship on skills and abilities: by recruitment status

	Impact on Skills and Abilities: % reporting an improvement									
	Base		Ability to do job	Skills/knowledge of benefit within sector	Career Prospects	Skills / knowledge of benefit across sectors	Skills / knowledge of benefit across sectors	Teamwork, Communication, Social Skills	Numeracy	Literacy
All apprentices	(5,000)	%	79	84	81	82	74	53	51	47
Already employed	(2,800)	%	71*	79*	75*	77*	66*	53	51	44*
Recruited specifically	(1,804)	%	93*	94*	92*	89*	87*	54	52	51*

* indicates that the difference between cell figure and All Apprentice figure is statistically significant at the 95% confidence level.

Clearly, these findings would be expected given that for those recruited specifically as an Apprentice, the Apprenticeship represents moving into a job and therefore, by very nature of this, results in a much greater change in circumstance.

The findings also show that the more experience the Apprentice has with the employer, the less likely they are to report improvements in their ability to do their job – approaching half (45%) of apprentices who had been with their employer for more than five years before starting their course¹³ said there had been no resultant change in their ability to do their job.

Whilst it could be seen as positive that in two-thirds of cases these experienced individuals are reporting benefits in terms of improved sector-specific skills and knowledge (65% improved) and improved career prospects (64%), it is possible that some of the provision delivered to this group is embedding or certifying existing skills rather than delivering new ones.

¹³ A base of 558 responses

There is a link here also with motivations for undertaking the Apprenticeship. Where learners reported that the main reason for undertaking the Apprenticeship had been to achieve a qualification (35% of all apprentices surveyed), they were less likely to report positive impacts on their skills, as compared to those whose main aim was to use the Apprenticeship to progress in their chosen career. Particular differences between these groups were seen in terms of the proportion reporting no change in:

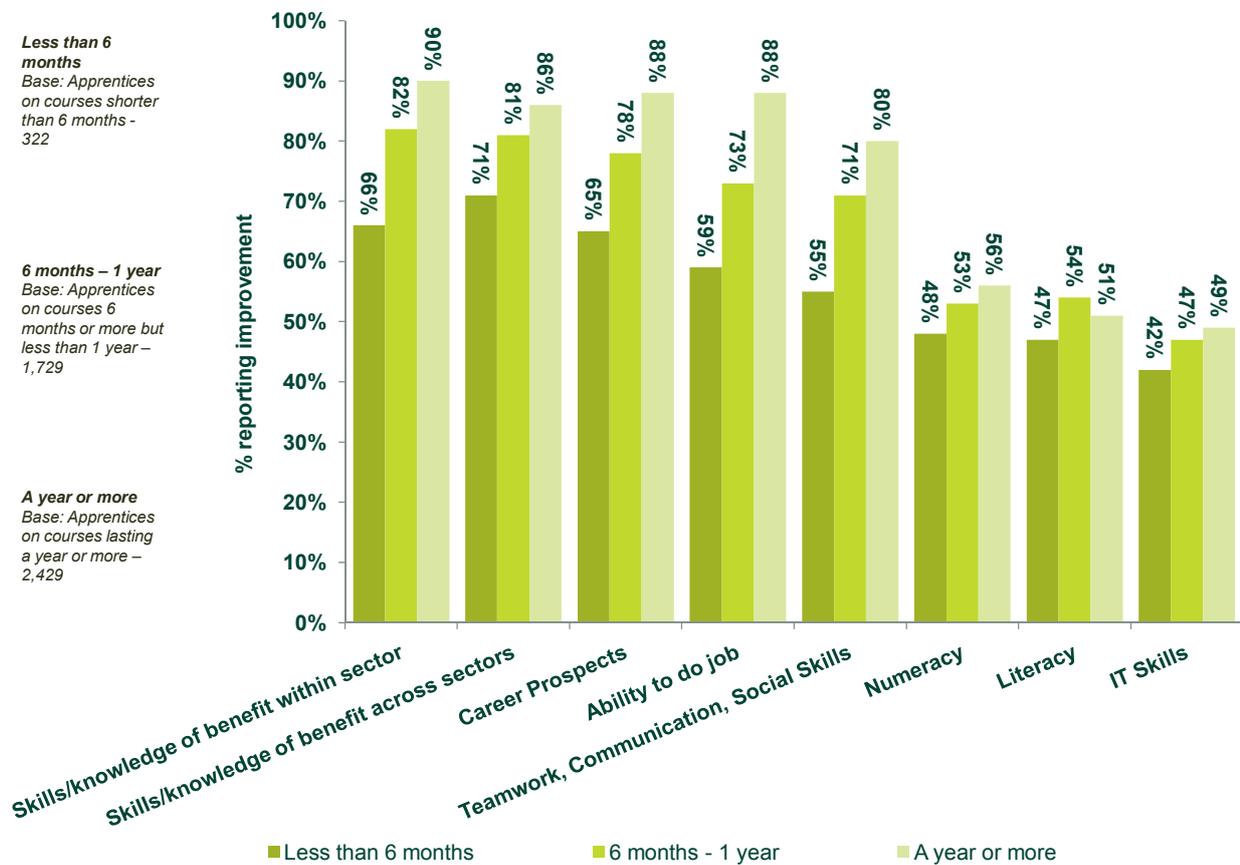
- Their ability to do their job (29% no change vs. 14% amongst those motivated by career progression);
- Skills of benefit in their chosen field (21% vs. 10%).

Therefore it would seem that there are a significant minority of cases where the Apprenticeship is being used as a qualification to certify skills that the individual already possesses. Whilst this is not a policy aim, for some individuals having an industry wide recognised qualification is of significant value:

“It was only to qualify as a green keeper, to get spraying certificates for example – a lot of golf courses require that. It’s pretty important.”

Agriculture L3, 19-24 mths, 19-24, overall rating 9

The duration of the Apprenticeship also has a significant impact on the likelihood of apprentices reporting that they have improved their skills. Short courses are perceived by apprentices to have a much lesser impact on their abilities and career prospects, as shown in Figure 7.3 below. For example, the vast majority (90%) of apprentices with courses of longer than a year felt they had (or would) acquire skills or knowledge of benefit within their sector, compared to about two thirds (66%) of those on courses lasting less than 6 months. This reiterates findings reported in Chapter 6.

Figure 7.3 Impact of Apprenticeship on skills and abilities: Course duration

The findings suggest that the quality of the training received as part of the Apprenticeship impacts on skill development. Where apprentices are dissatisfied with the quality of training received from their college or training provider, only around half (56%) said that their ability to do their job had improved, compared to eight in ten (82%) of those very satisfied with the quality of the training.

Initial analysis of the link between satisfaction and impact ratings also suggests a link between skill development and satisfaction with:

- The amount of training received** – of those dissatisfied with this, around six in ten (57%) feel that the Apprenticeship has had a beneficial impact on their ability to do their job, much lower than the proportion reporting this improvement amongst those very satisfied with the amount of training received (85%). A difference was also seen between those dissatisfied and very satisfied with the amount of training received in terms of the proportion saying that they had improved their vocational skills for their sector of work (64% and 90% respectively).
- The support provided by the employer during the Apprenticeship** – where apprentices expressed dissatisfaction with the level of support, they were much less

likely than those very satisfied to say that they had improved skills and knowledge of benefit in their current area of work (68% vs. 88%).

Tied to the first of these, where learners reported receiving **no** formal training or informal on-the-job training from a training provider or employer (9% of apprentices), the impact of the Apprenticeship was significantly compromised. Only three-fifths of these learners said that the Apprenticeship had resulted in improvements in skills or knowledge of benefit within their current or desired area of work (61%, compared to 84% of apprentices overall). Only just over half (54%) believed that the Apprenticeship had improved their ability to do their job (compared to 79% of all apprentices).

Perceived improvement in skills and abilities also varied significantly by framework, as shown in Table 7.3 below. apprentices ranked Construction, Planning and Built Environment frameworks as being particularly effective in improving their ability to carry out their job, with almost all (98%) reporting an improvement in this case. The lowest ranked in this area were Business, Administration and Law frameworks, where just over two thirds (69%) of apprentices reported an improvement in ability to carry out their job, although a larger proportion (78%) still felt the course had improved their career prospects. Frameworks showing lower impact tended to be those with a high proportion of apprentices (over three-quarters in each case) who were existing employees rather than new recruits (Business, Administration and Law, Retail & Commercial Enterprise, Other Apprenticeships).

Table 7.3 Impact of Apprenticeship on skills and abilities: by Framework Group

Skills / Abilities	Impact on Skills and Abilities: % reporting an improvement									
	Base		Skills/knowledge of benefit within sector	Skills/knowledge of benefit across sectors	Career prospects	Ability to do job	Teamwork, communication, social skills	Numeracy	Literacy	IT skills
All apprentices	(5,000)	%	84	82	81	79	74	53	51	47
Construction, Planning & Built Environment	(525)	%	98*	94*	94*	98*	84*	63*	49	39*
Engineering & Manufacturing Technologies	(690)	%	90*	86*	85*	87*	81*	57	50	50
Information & Communication Technology	(372)	%	84	83	80	81	72	45*	45*	88*
Agriculture, Horticulture & Animal Care	(347)	%	94*	78	88*	87*	81*	49	48	39*
Health, Public Services & Care	(750)	%	88*	80	83	83*	75	54	55*	45
Leisure, Travel & Tourism	(346)	%	83	85	84	82	75	45*	41*	41*
Business, Administration & Law	(1,005)	%	79*	82	78*	69*	69*	52	54*	52*
Retail & Commercial Enterprise	(780)	%	77*	76*	75*	72*	68*	51	48	40*
Other Apprenticeships	(185)	%	81	69*	81	73	64*	50	46	56*

** indicates difference between cell figure and All Apprentice figure is statistically significant at the 95% confidence level.

Impact of various factors on skills, abilities and prospects (multivariate analysis)

Each of the impacts considered in the section have been used as the dependent variable in a logit model to examine the relationship between the characteristics of the apprentices themselves and their training with the impacts of the Apprenticeship that they reported¹⁴.

¹⁴ See Appendix B for more details on Logit models

The dependent variable takes on the value one if the apprentice indicated that their particular skills had improved a little or a lot, and zero otherwise.

Both current and former apprentices viewed their course as having a strongly positive impact on their skills and abilities. In many respects the key issue to address is what impact completing an Apprenticeship has upon employment and skill levels. This is, after all, the principal purpose of an Apprenticeship: to provide the individual (and the employer) with the skills they need to enter, and remain in, employment. Individuals will acquire new skills over the course of their Apprenticeship but it will be the sum total of the skills acquired by the end of the Apprenticeship which will determine, at least in part, whether they remain in, or find new employment. The multivariate analysis (presented in Table 7.4) provides an indication of the extent to which the socio-demographic characteristics of the individual in combination with the type of Apprenticeship they completed affects the odds of being in employment. This gives an insight into the relative utility of different types of Apprenticeship. The odds ratios associated with the various explanatory variables for each separate model are provided in Table 7.4.

The first dependent variable considered was whether or not the Apprenticeship had improved a person's ability to do their job. The probability of an apprentice reporting this to be the case was found to be lower for older apprentices (compared to 16 to 18 year olds), those who had completed Apprenticeships in ICT, Business Administration and Law and other broad frameworks (compared to Health, Public Services and Care), and those for whom the main motivation for undertaking an Apprenticeship had not been to enter into or progress in their chosen career. Those whose Apprenticeship had been more than two years long were more than twice as likely to report that the Apprenticeship had improved their ability to do their job as were those whose Apprenticeship was less than 6 months long.

The results for the second outcome variable, whether an Apprenticeship had improved the skills and knowledge of benefit in the individual's current area of work, were similar to those found for the previous outcome (improvement in ability to do job). Again, older apprentices were less likely to report an improvement than were 16 to 18 year olds; whilst longer Apprenticeship programmes were also associated with greater probability of reporting that the Apprenticeship had improved the skills and knowledge that are of benefit in the apprentice's area of work. As for the previous outcome considered, the motivation of an individual was again found to have a statistically significant effect on the outcome with those reporting that they had undertaken the Apprenticeship because it gave them an opportunity to be paid whilst training or that it was compulsory or requested by their employer, being less likely to have had a positive outcome. Completion of frameworks in ICT, Retail, Leisure, Business Administration and other frameworks were also found to have lower odds of reporting an improvement in the skills and knowledge of benefit to the individual's area of work compared to those who had completed frameworks in Health, Public Services and Care, all else equal.

Whether the Apprenticeship had improved individuals' skills and knowledge that could be used across a range of jobs and industries was the third outcome considered. Again, older apprentices were found less likely to report this improvement. Longer Apprenticeships (six months to 1 year and more than two years) were also found to increase the likelihood of a positive outcome. A statistically significant effect of broad sector was only found for Agriculture, Horticulture and Animal care with those who had completed such frameworks

having odds of an improvement in broader skills and knowledge equal to less than half the odds for those who had completed Apprenticeship in Health, Public Services and Care. Interestingly, amongst the dependent variables considered in Table 3, it was only for improvements in skills and knowledge of use in range of industries and jobs that any motivations for undertaking the Apprenticeship, other than to enter or progress in a chosen career, was found to increase to probability of a positive outcome. In this case, where individuals indicated that they had undertaken the Apprenticeship primarily to achieve a qualification, they were more likely to report that they had experienced an improvement in this type of skills and knowledge than were those who reported entry/progress in an occupation to be their main motivation (OR=1.38).

The odds that an Apprenticeship improved team work, communication and social skills was found to be 1.76 times higher for those who were recruited specifically as apprentices as for existing employees. The only other statistically significant explanatory variables for this outcome were the age of the apprentice (with older apprentices found to be less likely to report an improvement in team work, communication and social skills) and where individuals undertook the Apprenticeship because it was compulsory or the employer request them to do so (they were also less likely to indicate an improvement stemming from the Apprenticeship, all else equal).

Few of the explanatory variables were found to have significant effects on the likelihood of an individual reporting improvement in their numeracy or literacy.

Finally, improvements in IT skills were considered as an impact of the Apprenticeship. The odds of this improvement being reported were higher in business, administration and Law and, unsurprisingly, ICT frameworks. People from a BAME group had higher odds of Apprenticeship improving their IT skills than did white apprentices (OR = 1.55). The odds of improvement in IT skills were also 50 per cent higher for those who had been given paid leave for study or college attendance than those who did not receive paid study leave.

For all of the impacts considered in Table 7.4, where an individual had undertaken an Apprenticeship because it was compulsory or the employer had requested them to participate, the likelihood of them having a positive outcome (i.e. that Apprenticeship led to an improvement in the particular set of skills) was much lower than where individuals indicated that they had undertaken the Apprenticeship in order to gain entry into or to progress in their chosen career. This finding is similar to that found for overall satisfaction (see Chapter 5) where having more choice over participation (i.e. not being required by the employer) has found to be associated with higher levels of satisfaction.

Table 7.4 Odds ratios resulting from logit model of the impact of the Apprenticeship on various outcomes (completers only)

Impact of Apprenticeship on your:	ability to do your job	having skills and knowledge that are of benefit in your area of work	having skills & knowledge that can be used across a range of jobs and industries	career prospects	team work, communication and social skills	numeracy	literacy	IT skills
Female	1.04	1.02	0.84	1.06	0.98	1.10	1.01	1.16
BAME	1.32	1.11	0.99	0.60*	1.55	1.42	1.22	1.55*
Has disability	1.00	0.81	1.02	0.95	1.41	1.19	1.44	1.12
Level 3	1.25	1.35	1.14	1.36*	0.92	1.09	1.04	0.96
REF: 16-18								
19-24	0.56*	0.66*	0.72*	0.79	0.51*	0.83	0.75*	0.90
25+	0.40*	0.44*	0.55*	0.58*	0.38*	1.07	0.78	1.21
REF: Health, Public Services and Care								
Agriculture, Horticulture and Animal Care	1.57	1.46	0.42*	0.75	0.85	0.74	0.68	0.99
Engineering and Manufacturing Technologies	0.99	1.16	1.54	0.66	0.97	0.98	0.72	1.48
Construction, Planning & the Built Environment	2.50	1.08	1.62	0.60	0.86	1.22	0.78	0.76
Information and Communication Technology	0.42*	0.47*	1.25	0.50*	0.90	0.88	0.81	8.87*
Retail and Commercial Enterprise	0.70	0.50*	0.92	0.67	0.93	0.83	0.86	1.01
Leisure, Travel and Tourism	0.91	0.44*	0.99	0.67	0.93	0.58*	0.66*	1.03
Business, Administration and Law	0.66*	0.57*	1.33	0.64*	0.75	1.10	1.03	1.57*
Other from sample	0.41*	0.25*	0.62	0.63	0.53	1.20	0.83	1.91
REF: less than 6 months								
6 months to 1 year	1.13	1.42	1.53*	1.25	1.12	0.77	0.79	1.11
1 to 2 years	1.34	1.56	1.53	1.22	1.31	0.71	0.76	1.19
More than 2 years	2.04*	2.16*	1.84*	2.01*	1.58	1.34	1.11	1.19
REF: existing employee								

Impact of Apprenticeship on your:	ability to do your job	having skills and knowledge that are of benefit in your area of work	having skills & knowledge that can be used across a range of jobs and industries	career prospects	team work, communication and social skills	numeracy	literacy	IT skills
Recruited for Apprenticeship	1.29	1.23	1.02	1.48*	1.76*	0.78*	0.86	1.14
REF: To enter or progress in chosen career								
Achievement of a qualification	0.60*	0.74	1.38*	0.69*	1.01	1.17	0.98	1.03
Opportunity to be paid whilst training	0.66*	0.56*	0.92	0.56*	0.87	0.81	0.70*	0.89
Compulsory / requested by employer	0.14*	0.17*	0.24*	0.13*	0.23*	0.47*	0.30*	0.21*

Note: REF indicates the base case or reference group for particular variables to which the other values are compared.

'*' indicates statistical significance at the 5% level.

Apprentice views on the value of their Apprenticeship compared to academic alternatives

Apprentices were asked about the relative value they put on their Apprenticeship qualification compared to a GCSE or A Level, the non-vocational qualifications generally considered to be of equivalent level to their Apprenticeship.

A total of 62% of Level 2 apprentices felt that their Apprenticeship was more useful than a GCSE for their current job, and 64% that it would be more useful for their future career. Meanwhile, a total of 67% of Level 3 apprentices felt that their Apprenticeship was more useful than an A-Level for their current job, and the same proportion felt it would be more useful for their future career.

However, apprentices generally felt that GCSEs / A-Levels were harder than Level 2 / Level 3 Apprenticeships. A total of 25% of Level 2 apprentices felt that their qualification was more difficult than a GCSE, while 49% felt a GCSE was more difficult. Level 3 apprentices were asked about A-Levels, with 47% feeling the A-Level was more difficult and 20% that the Apprenticeship was the more difficult.

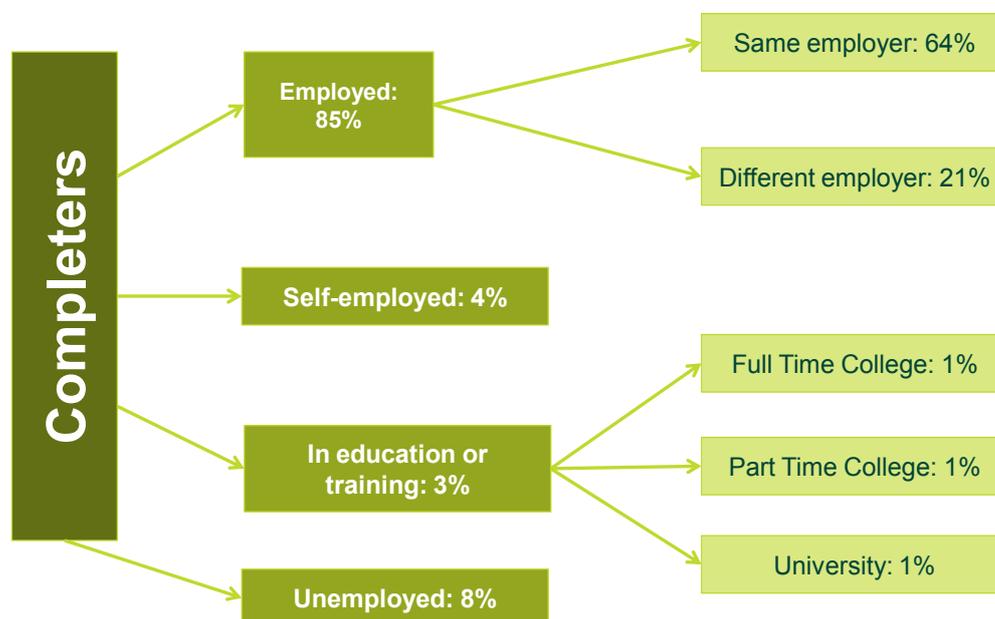
Impact on employment circumstances

It is clear that the majority of learners feel that their Apprenticeship has had a positive impact in improving their vocational skills. It is also possible to explore the extent to which these improvements and benefits translate into positive outcomes for individuals in the year after they complete their Apprenticeship. Key areas of interest include:

- Overall employment rates amongst Apprenticeship completers;
- The prevalence of sustained employment with the Apprenticeship employer;
- Career progression as evidenced through promotions, pay rises and increases in job security and satisfaction.

Figure 7.4 below shows the employment circumstances as of late 2011 of the surveyed cohort of apprentices completing their Apprenticeship between August 2010 and March 2011. Encouragingly, the majority (85%) were still in employment, and most of these (64% of completers overall) were with the same employer with which they completed the Apprenticeship.

Figure 7.4 Employment outcomes of completed apprentices



Base: All apprentices who have completed their course – 2,250

N.B. Excludes those on provider-led Apprenticeships

As would be expected, outcomes are very much linked with entry route. Most completers who were existing employees when starting their Apprenticeship are still employed (88%), with seven in ten (71%) still with the same employer. In contrast, amongst those recruited specifically as an Apprentice, a smaller proportion (80%) are in employment, with only around half (54%) remaining with the same employer. The unemployment rate is higher for those recruited specifically (12%, compared to 6% amongst those completers already employed before the Apprenticeship).

Unemployment levels also varied by age, with around one tenth of completers aged under 19 and aged 19-24 unemployed (9% in each group). A smaller proportion (5%) of those aged over 25 were unemployed. In the context of high youth unemployment, however, it is encouraging that over three quarters (80%) of the youngest apprentices (aged under 19) are in employment.

The unemployment rate was lowest in the South East region, where only one in twenty (5%) were unemployed (vs. 8% across all regions).

As discussed previously, a substantial minority of all apprentices (15%) were recruited specifically to the Apprenticeship on a fixed-term contract only lasting the length of their Apprenticeship. Looking at the outcomes for these apprentices in the completer group,

most (72%) were in employment, with over two-fifths overall (45%) having stayed on with their Apprenticeship employer on a renewed contract.

The unemployment rate was significantly higher for this group, however, with approaching one-fifth (18%) out of work at the time of survey. A higher proportion of individuals on fixed-term contracts had returned to full-time education or training (5% vs. 1% of those on permanent contracts), as shown in Table 7.5 below.

Table 7.5 Employment outcomes of completed apprentices recruited specifically – by contract type

Contract type	Outcomes					
	Base	Employed	With same employer	Self employed	Unemployed	Education / Training
All Completers who were recruited specifically	918	80	54	4	12	3
Fixed-term contract lasting length of Apprenticeship	388	72*	45*	4	18*	5
Fixed-term contract lasting longer than this	125	83	60	2	11	5
Permanent or open-ended contract	366	87*	64*	5	7	1

**** indicates that the difference between cell figures and 'All completers who were recruited specifically' figures is statistically significant at the 95% confidence level.**

Among those completers who were recruited specifically, variation in outcome by broad framework area is substantial although it is important to consider that the current economic downturn has affected different sectors in different ways and therefore any analysis of employment outcomes by sector (or framework area) should take this into account.

- The lowest levels of unemployment (5%) are among apprentices who completed an Apprenticeship covered by the Engineering and Manufacturing Technologies framework. More than two thirds (68%) are with the employer with whom they carried out the Apprenticeship.
- The results for the Retail and Commercial Enterprise framework area suggest that a lower than average proportion of specifically recruited completers are in employment (62% vs. the average of 80%), and only just over a third (36%) having sustained employment with the same employer. About one quarter (27%) are unemployed.
- Those in the Leisure, Travel and Tourism group are most likely to go on to more education or training (11% vs. 3% overall).

- In Construction, Planning and Built Environment only about three quarters (74%) of completers have an employer; however, a significant proportion are self-employed (19%), so a high proportion (92%) are still in work.

Table 7.6 Employment outcomes of completed apprentices recruited specifically – by broad framework area

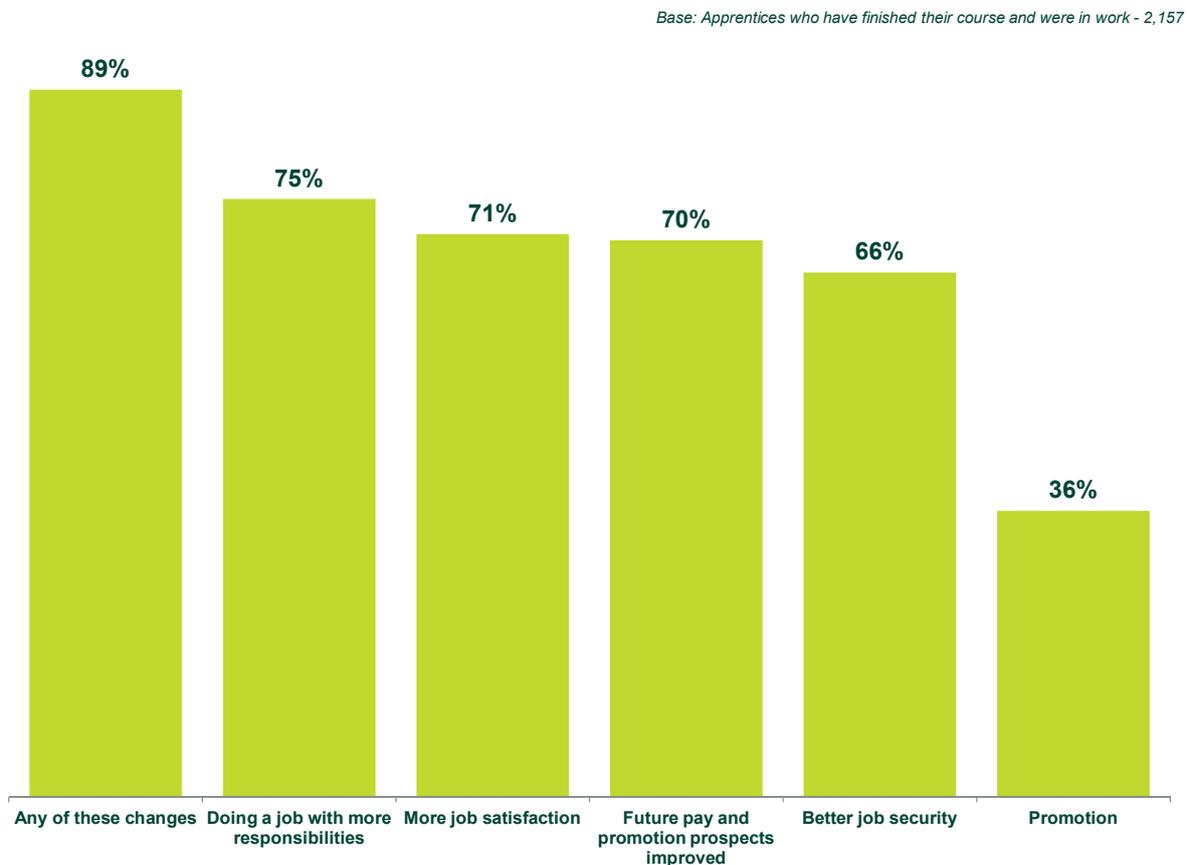
Framework group						
Row percentages	Base	Employed	With same employer	Self employed	Unemployed	Education / Training
All Completers who were recruited specifically	918	80	54	4	12	3
Health, Public Services & Care	109	83*	55	1	15*	1
Agriculture, Horticulture & Animal Care	66	80	60*	13*	5*	0
Engineering & Manufacturing Technologies	210	89*	68*	1	5*	5
Construction, Planning & Built Environment	127	74*	55	19*	7*	1
Information & Communication Technology	55	70*	41*	3	25*	1
Retail & Commercial Enterprise	80	62*	36*	7	27*	4
Leisure, Travel & Tourism	99	73*	37*	3	12	11*
Business, Administration & Law	164	86*	56	-	11	3

Note: ‘Other Apprenticeships’ broad framework group not shown because of low base size. ‘*’ indicates difference between cell figure and overall ‘All Completers who were recruited specifically’ figure is statistically significant at the 95% confidence level.

Impact on progression at work

Apprentices who had completed their course and were in work at the time of survey were asked about any improvements to their employment circumstances following completion of the Apprenticeship. The results are shown in Figure 7.5 below. Since completing the course, three quarters (75%) of former apprentices in work were taking on more responsibility; slightly fewer had better job satisfaction (71%), or felt that their future pay and promotion prospects had improved (70%). Two thirds (66%) felt they now had more job security, and a significant proportion (36%) had been promoted. This is equivalent to one third (32%) of all completers having received a promotion.

Figure 7.5 Changes in employment circumstances since finishing an Apprenticeship



A large majority of completers in work (89%) had experienced at least one of these positive changes since the end of their Apprenticeship, equating to three quarters (77%) of completers overall.

Where apprentices did report that they had experienced these positive improvements in their status at work, they did not, however, always believe that the Apprenticeship had helped them to achieve these. In one in six cases where positive changes had occurred since completion (16%), the Apprentice completer said that this was in no way attributable to the Apprenticeship. Whilst over eight in ten (83%) who had progressed at work felt that the Apprenticeship had helped them achieve this to some degree, only one in seven (15%) felt that the change could be attributed directly to the effect of the Apprenticeship. This is equivalent to 12% of all completers in work saying that they had been achieved progression directly because of the Apprenticeship.

Looking at just those in work, differences in the incidence of these changes are evident by broad framework area. Key findings include:

- The vast majority of apprentices covered by the Construction, Planning & Built Environment framework (98%) reported at least one of the improvements since completing their Apprenticeship. Higher than average proportions said that they had

received a promotion (47%), were more secure in their job (76%) and had improved future pay and promotion prospects (89%).

- Those who had completed Engineering & Manufacturing Technologies Apprenticeships and had remained in work were also particularly likely to report career progress, with approaching half having received a promotion (46%) and almost nine in ten (88%) trusted with a job with more responsibilities.

Where these three groups had achieved these positive step-ups at work, they were also more likely than those in other framework groups to attribute these changes directly to the impact of the Apprenticeship.

Working completers in the Retail & Commercial Enterprise, Business, Administration & Law, and Other Apprenticeship framework areas were less likely to report any of the positive changes, although this does reflect the fact that these groups have higher than average proportions of apprentices who were existing employees before they started their course. These more experienced employees were less likely than people who were new recruits when they started their Apprenticeships to experience progression following completion, for instance in terms of promotions (32% vs. 46%) and being given a job with more responsibilities (66% vs. 90%). Furthermore, where the more experienced apprentices had achieved progression or increased job satisfaction or security, they were less likely to attribute this change directly to the Apprenticeship (10% vs. 23% of people who were new recruits).

For individuals who were already working for the employer before starting their Apprenticeship, the likelihood of outcomes like being promoted and stepping up a level in terms of responsibility is relatively equal whether the individual has remained with the Apprenticeship employer or not. For individuals recruited specifically for the Apprenticeship however, more progression occurs where they have sustained employment with the original employer; for instance, over half of those who stayed with the same employer said they had been promoted to a higher level job role (54% vs. 29% of those who moved on) or had more job security (83% vs. 74%).

There is a link evident between the extent to which the Apprentice feels that the course has given them the skills and knowledge of benefit in their current work, and the extent of progression. Where apprentices reported no change in their skill level, only a quarter (28%) reported that they had progressed at work and that the Apprenticeship had helped them to do so.

The in-depth interviews highlighted some groups who were dissatisfied with the impact of their Apprenticeship on their prospects in their current work, sometimes even if satisfied with the Apprenticeship training itself.

“I’ve left that firm now, because after getting this NVQ they promoted someone else without the NVQ. So I was quite annoyed about that... I just retired in the end”

Health L3, under 6 months, 25+, overall satisfaction rating 10

In addition, those interviewees who had carried out stand-alone Apprenticeships (with or without employer involvement) which did not lead to the possibility of permanent employment tended to be dissatisfied with the impact of their course, although there were exceptions if useful and relevant training was felt to be provided.

As we have seen earlier in this section, where learners reported that the main reason for undertaking the Apprenticeship had been to achieve a qualification, they were less likely to report positive impacts on their skills, as compared to those whose main aim was to use the Apprenticeship to progress in their chosen career. This also translates into differences between these two groups in the progression in work after the Apprenticeship is completed, as shown in Table 7.7 below. Those undertaking the Apprenticeship to achieve a qualification are less likely to achieve positive outcomes, for instance, in gaining a promotion (30% vs. 41% motivated by progressing their career). This pattern holds even when entry route is controlled for.

Table 7.7 Changes in employment circumstances since finishing an Apprenticeship – by motivation for undertaking the Apprenticeship

	% reporting change in circumstances			
	All	All whose main motivation: Progress in chosen career	All whose main motivation: Achieve a qualification	All whose main motivation: Opportunity to be paid whilst training
Base – All completers in work	2,157	1,040	664	365
	%	%	%	%
Job with more responsibilities	75	81*	67*	84*
More job satisfaction	71	78*	64*	74*
Future pay and promotion prospects improved	70	77*	60*	80*
Better job security	66	72*	60*	72*
Promotion	36	41*	30*	41*

** indicates difference between cell figure and overall 'All Completers in work' figure is statistically significant at the 95% confidence level.

Impact on earning ability and potential

Apprentices who had completed their course were also specifically asked if they had received a pay rise on the completion of their course. In total, nearly half (44%) of all apprentices who had completed their course had received a pay rise at that time.

The differences by broad framework area are similar to those seen throughout this chapter, with significantly high rates of pay rises on completion amongst apprentices covered by the following framework areas:

- Construction, Planning & Built Environment (77%);
- Engineering & Manufacturing Technologies (71%);
- Agriculture, Horticulture & Animal Care (60%).

Apprentices in the Health, Public Services & Care group were also significantly more likely to have received a pay rise on completion of the Apprenticeship, perhaps reflecting more standardised pay scales linked to qualifications in the public sector.

Mirroring earlier findings on career progression, those undertaking Apprenticeships in the broad areas of Retail & Commercial Enterprise and Business, Administration & Law were less likely to have received a pay rise automatically on completion of their Apprenticeship (26% and 33% respectively), as were apprentices in Information & Communication Technology (31%).

As shown in Figure 7.6, it is again the case that existing employees experience less change in their circumstances after their Apprenticeship as compared to new recruits. Nearly two thirds of those recruited specifically to carry out an Apprenticeship (65%) received a pay rise on completion, compared to less than one third of existing employees (31%). This largely explains the pattern by age, with the youngest employees (aged 16-18) particularly likely to receive a pay rise, building on their basic Apprenticeship pay. Of course, existing employees will be on at least minimum wage whereas those joining as new recruits are more likely to be taken on at the lower apprentice wage.

Figure 7.6 Proportion of apprentices receiving a pay rise on completion of the course

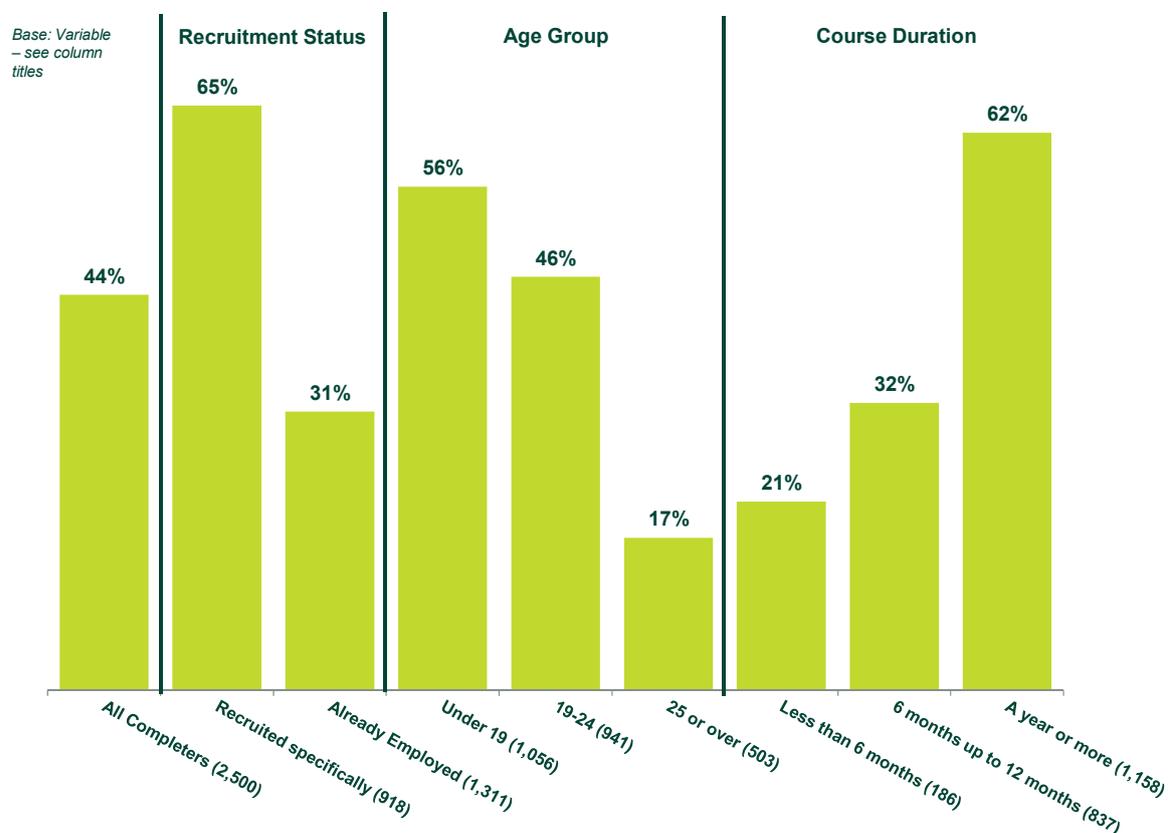


Figure 7.6 picks out the pattern by course duration, showing that those on shorter courses are the least likely to receive a pay rise (21% of those on courses of less than six months, compared to 62% of those on courses lasting a year or more). This again fits with the profile of those apprentices showing lower satisfaction and who have been revealed as developing fewer new skills. The link goes back again to motivations, with those who did the course ‘to achieve a qualification’ less likely to be seeing progression as a result of the Apprenticeship (33% vs. 47% amongst those motivated to take the Apprenticeship to progress in their career).

The proportion of apprentices receiving a pay rise was also linked to the Apprenticeship Level. A minority (37%) of Level 2 apprentices received a pay rise on completion, compared with more than half (55%) of Level 3 apprentices.

All apprentices (both current and completers) were also asked if they thought their course would help them to earn more in the future. The great majority (84%) thought that this was the case, considerably higher than the proportion of completers receiving an immediate pay rise (44%).

The chart below summarises this across some key variables. Although the general patterns are very similar to those shown above for actual experiences of pay rises, the differences between groups are smaller. Those who were recruited specifically for an

Apprenticeship were much more likely than average (93%) to believe it would increase their earning potential, as were apprentices aged under 19 (93%) and those on courses lasting a year or more (91%).

Figure 7.7 Proportion of apprentices believing course had increased their earning potential



Most (81%) Level 2 apprentices thought that the course had increased their long term earning potential, compared with an even larger proportion of (89%) of Level 3 apprentices.

The vast majority (90%) of apprentices who had started their Apprenticeship in order to progress in their career or to earn whilst training expected it to increase their earning potential, falling to about three quarters (78%) among those who had done the course to “achieve a qualification”.

Impact of various factors on key post-completion outcomes (multivariate analysis)

Multivariate analysis of the outcomes after completion of an Apprenticeship was carried out on the sample of completers only. Three different key outcomes were considered and each treated, separately, as the dependent variable in a logit model which estimated the

association between each independent variable and the probability of a particular outcome¹⁵. The three outcome variables considered are:

- the former apprentice's current employment status;
- whether the apprentice received a wage increase upon completion; and,
- whether the former apprentice had been promoted since completion.

Table 7.8 summarises the resulting odds ratios (OR) for each of these models. Where the odds ratio is less than one, the estimated coefficient is negative and where the odds ratio is greater than one, the coefficient estimate is positive (indicating a positive impact on the probability of the outcome variable being equal to 1). The results for each outcome are discussed in further detail below.

The first model considered the impact of various factors on the **current employment status** of the former apprentice. In the logit model, the dependent variable took on the value 1 if the individual was employed or self-employed and 0 otherwise. Those not in work (0) could be in education (full-time or part-time), in training or at university but the majority of individuals not in work were unemployed (71 per cent).

For individuals who were from black or minority ethnic (BAME) groups the odds of being in work were found to be less than half the odds for white individuals (OR=0.46), all else equal. Former apprentices aged 25 years and older were more likely to report that they were currently in work than were those aged 16 to 18 years (OR=1.72). Similarly, those who had done a Level 3 Apprenticeship had higher likelihood of being in work than those who had done a Level 2 (OR=1.69), all else equal.

The duration of the Apprenticeship was also found to have a statistically significant positive association with the probability of being in work with individuals who had completed longer Apprenticeships more likely to be employed or self-employed than those who had completed Apprenticeships less than 6 months in duration. The odds of being employed or self-employed are more than 70 per cent higher for those with apprenticeships between 6 months and 1 year in length (OR=1.72), and more than twice as high for more than 1 year compared to less than 6 months (OR=2.27). Those who had been on permanent or open-ended contracts were found to be more likely to be employed or self-employed currently. Those who had had apprentice contracts that were only as long as the Apprenticeship itself had less than half the odds of being employed or self-employed (OR=0.34) as those who were on permanent or open-ended contracts during their Apprenticeship. The duration of the programme was found to have the greatest marginal effects on the probability of being employed or self-employed.

It is useful to illustrate what the above findings imply in terms of the probabilities of being employed or self-employed for individuals with particular characteristics. The base case for this particular model is an individual who was aged 16 to 18 years, male, white, not disabled, was an existing employee on a permanent or open-ended contract (during the

¹⁵ See Appendix B for details

Apprenticeship), and who completed a Level 2 Apprenticeship in Health, Public Services and Care which was less than 6 months in duration. In this base case, the main motivation for the individual undertaking an Apprenticeship was to gain entry into or progress in their chosen career. The probability of being in work for an individual with this set of characteristics is estimated to be 84.8 per cent. Taking an individual with the same characteristics as this but who is from a BAME group rather than white, the predicted probability of being employed or self-employed is 72 per cent – a decrease of 12.8 percentage points. Similarly, for a person with all the base characteristics except that he was on a fixed contract for the length of the Apprenticeship (rather than a permanent or open-ended contract), the probability of not being in work is predicted to be 65.7 per cent – a difference of 19.1 percentage points compared to the base case.

This latter case illustrates that without a guarantee of employment with the training employer after completion of the Apprenticeship, the probability of an individual remaining in work is reduced significantly. The duration of time out of employment is not observed in this analysis but it may be that being out of employment after completion of a fixed term apprenticeship contract is only a short transitional phase with the apprentice securing employment with another employer within a relatively short period of time. It would however, be an additional concern if moving out of employment at the end of such a contract only marked the beginning of a relatively long period of unemployment.

The dependent variable in the second model indicated whether or not an apprentice had received a **wage increase** on completion of their Apprenticeship, with 1 indicating they had an increase in pay and 0 otherwise. The predicted probabilities of receiving a wage increase were found to be lower (compared to the base case, Health, Public Services and Care) in five broad Apprenticeship sectors: ICT; Retail and Commercial Enterprise; Leisure Travel and Tourism; Business Administration and Law; and Other framework sectors. The odds ratios for these sectors range from 0.27 (Other frameworks) to 0.51 (Leisure, Travel and Tourism) indicating that for each of these sectors, the odds of receiving a pay increase are half (or less) the odds of receiving an increase in the reference sector.

Where an individual had been recruited specifically as an apprentice, rather than being an existing employee prior to starting an Apprenticeship, the odds of receiving a pay increase upon completion were more than twice those for an existing employee (2.42). As discussed earlier, to some extent this reflects that existing employees will be on at least minimum wage whereas those joining as new recruits are more likely to be taken on at the lower apprentice wage. The duration of the Apprenticeship was also found to be significant in determining the probability of having a pay increase upon completion as well, with the odds of an increase in pay being more than twice the odds for the base case for those whose Apprenticeships lasted 1 to 2 years (OR=2.05) and more than 3 times the odds of the base case for those whose Apprenticeship lasted more than 2 years (OR=3.25).

The predicted probability of an apprentice receiving a wage increase is equal to 40.9 per cent in the base case (i.e. male, white, not-disabled, 16 to 18 years, Level 2 Apprenticeship in Health Public Services and Care, lasting less than 6 months, existing employee, and motivated by the opportunity to gain entry into or progress in chosen career). A person with the same characteristics except that he completed a Level 3 Apprenticeship has a predicted probability of receiving a pay increase of 48 per cent – 7.1 percentage points greater than that for the base case. The predicted probability of receiving a wage increase for someone with the same characteristics as the base case

expect having done an Apprenticeship in ICT (rather than Health, Public Services and Care) is 17.2 per cent which is 23.7 percentage points lower than the predicted probability for the reference individual. If however, such an individual has done an ICT apprenticeship which has lasted 1 to 2 years (rather than less than 6 months), for example, the probability of receiving an increase in pay upon completion is predicted as 30 per cent.¹⁶

The third set of results presented in Table 1 is based on the logit model where whether or not a person has received a **promotion** (after completion) is the dependent variable. As found for the probability of receiving a wage increase, the probability of being promoted is positively associated with having completed a Level 3 Apprenticeship (compared to Level 2). The duration of the Apprenticeship was not found to have a statistically significant effect on the probability of promotion. Older apprentices (aged 25 years and over) are less likely to have received a promotion than apprentices aged 16 to 18 years old with the odds of promotion for older workers being around one third of the odds of promotion for 16 to 18 year olds (OR=0.33).

The odds of promotion were found to be higher for apprentices who completed frameworks in Business Administration and Law, Retail and Commercial Enterprise, and Engineering and Manufacturing Technologies than the odds of promotion for those who had completed in Health, Public Services and Care, all else equal. This differential was highest for Engineering and Manufacturing Technologies, with the odds of promotion being 1.74 times the odds of the reference sector.

In terms of predicted probabilities, someone with the reference characteristics (i.e. male, white, not-disabled, 16 to 18 years, Level 2 Apprenticeship in Health Public Services and Care, lasting less than 6 months, existing employee, and motivated by the opportunity to gain entry into or progress in chosen career) has a 36.3 per cent predicted probability of being promoted. This compares to 50.3 per cent (a difference of 14 percentage points) for someone who has completed an Apprenticeship in Engineering and Manufacturing Technologies, all else equal. Similarly, compared to the base case, having completed a Level 3 Apprenticeship, all else equal, results in the probability of being promoted being 13.5 percentage points higher than for Level 2.

¹⁶ Interaction terms, such as that between framework and duration of the apprenticeship, were included in alternative specifications of the models presented in Table 7.8. These interaction effects largely showed the same overall findings as those presented with here with mainly differences in the resulting magnitude of predicted probabilities and so the detailed results are not presented in order to facilitate interpretation.

Table 7.8 Odds ratios resulting from logit models of current employment status, wage increase and promotion outcomes

	Dependent variable		
	Current Employment Status (1=employed or self-employed)	Wage Increase (1=received wage increase post-completion)	Promotion (1=was promoted post-completion)
Female	0.81	1.28	0.9
BAME	0.46*	0.7	0.96
Has disability	1.18	0.75	0.96
REF: 16-18			
19-24	0.99	0.85	0.79
25+	1.72*	0.28*	0.33*
Level 3	1.69*	1.34*	1.74*
REF: Health, Public Services and Care			
Agriculture, Horticulture and Animal Care	1.54	1.08	1.41
Engineering and Manufacturing Technologies	1.20	1.38	1.78*
Construction, Planning & the Built Environment	1.19	1.51	1.53
Information and Communication Technology	0.99	0.3*	1.85
Retail and Commercial Enterprise	1.09	0.34*	1.47*
Leisure, Travel and Tourism	0.99	0.51*	1.08
Business, Administration and Law	1.23	0.48*	1.46*
Other from sample	0.39	0.27*	1.34
REF: less than 6 months			
6 months to 1 year	1.72*	1.41	1
1 to 2 years	2.27*	2.05*	1.11
More than 2 years	2.27*	3.25*	0.79
REF: existing employee			
Recruited for Apprenticeship	0.83	2.43*	1.26
Other/don't know	1.49	1.92	1.33
REF: To enter or progress in chosen career			
Achievement of a qualification	1.10	0.75*	0.69*
Opportunity to be paid whilst training	0.78	1	0.73*
Compulsory / requested by employer	5.56	0.23*	0.53
Other	1.12	0.9	1.09
Don't Know			
REF: permanent or open-ended contract			
Fixed-term contract - length of Apprenticeship	0.34*		
Fixed-term contract - longer than Apprenticeship	0.72		
Other	0.44*		
don't know	1.18		

Note: REF indicates the base case or reference group for particular variables to which the other values are compared.

'**' indicates statistical significance at the 5% level.

Impact on job-hunting and employment prospects

As noted previously, less than one in ten of the completer cohort (9%) were unemployed at the time of survey. Over three-quarters of these (78%) were seeking work. In addition, there were a number of former apprentices who were in education and training but seeking work (30% of this group).

Among these job-hunters, about a quarter (24%) are seeking work only in the sector of their Apprenticeship, while a larger proportion (38%) are considering the Apprenticeship sector but also some other fields. Most of the remainder (27%) said that they were looking for any type of work that would be available. One in eight (12%) said explicitly that they would not be looking for work within their Apprenticeship sector.

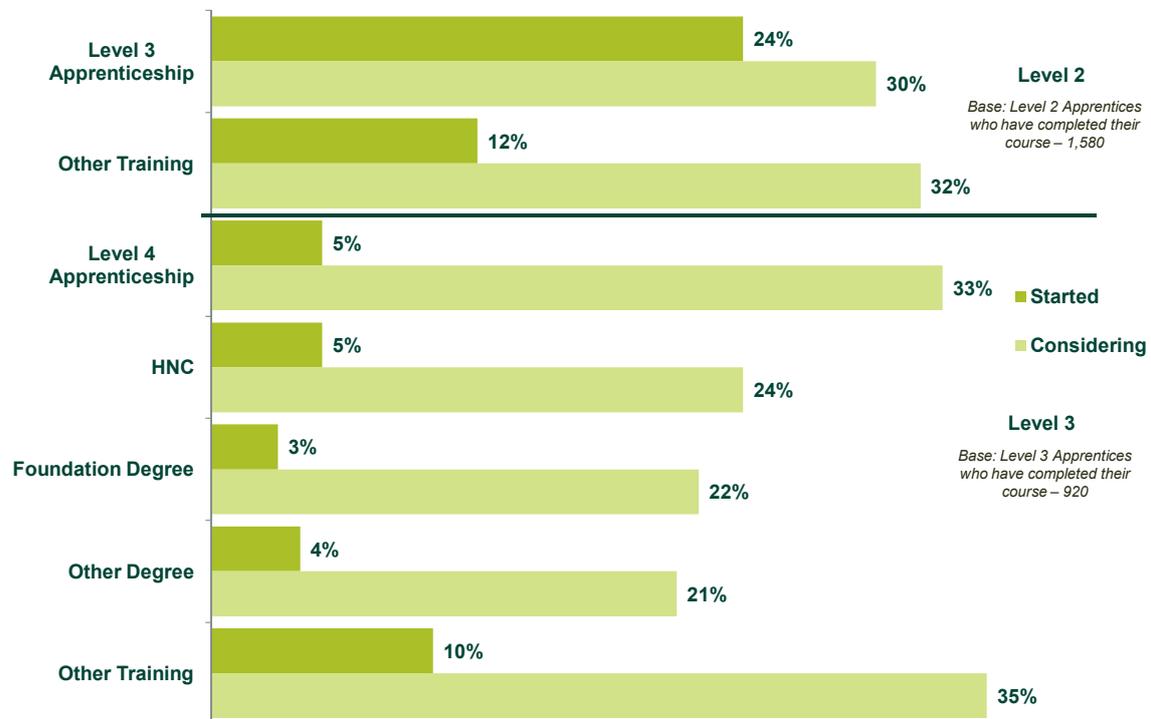
Because of the small sample of unemployed former apprentices, it is difficult to break this down into sub-groups. However there was a statistically significant difference by reason for starting the Apprenticeship; those who started in order to progress in their chosen career were much more likely (34%) to seek work only in the sector of their Apprenticeship than those who sought to 'achieve a qualification' (10%). Those who started their Apprenticeship seeking an opportunity to be paid whilst training were much more likely to say they would take 'any work' (46%, compared to an average of 27%). Please note that the percentages here should be treated with caution since they are based on small samples.

Among those Apprentice completers looking for work at the time of survey, over three-quarters (77%) felt that the Apprenticeship had given them a better chance of finding a job, but most of these thought that it had given them 'slightly more chance' (59%) rather than 'significantly more chance' (18%).

Continued learning

The Apprenticeship model aims to provide a clear progression route for developing an individual's skills from Level 2 through to Level 4. As discussed in the introduction, the current aim is to reshape Apprenticeships so that Level 3 becomes the Level to which learners and employers aspire. In this context, it is interesting to look at the extent of progression from one level of Apprenticeship to another, and also the alternative development routes considered after completion of the Apprenticeship.

Figure 7.8 below shows the qualifications being considered or undertaken by completers of Apprenticeships at Level 2 and Level 3. There is a clear trend for completers of Level 2 Apprenticeships to carry on towards a Level 3 Apprenticeship, with about a quarter (24%) of completers already having done so, and a further third (30%) considering doing so in the future. Level 3 apprentices moved on to a wide variety of other courses, no single route attracting more than a small proportion (5%) of completers, although a significant percentage (33%) were considering a Level 4 Apprenticeship.

Figure 7.8 Continuing to further qualifications: Level 2 and Level 3 apprentices

Looking specifically at former Level 2 apprentices progressing to Level 3 Apprenticeships, the proportion doing so varied considerably between different groups, as shown in the Table 7.9. Younger apprentices are much more likely to continue to further training, with a third (33%) of under 19s who have completed a Level 2 course already moving on to Level 3, compared to a much smaller proportion (12%) of those aged over 25.

The motivation for starting the Level 2 Apprenticeship was also an indicator of whether an Apprentice would go on to Level 3; of those who said they did the first Apprenticeship to “achieve a qualification”, only a minority (17%) had started a Level 3 Apprenticeship, compared to a larger proportion (28-30%) in other groups. In addition, those who were recruited specifically to be apprentices were more likely to go on to do a further course (31%, compared to 20% of other apprentices).

However, the strongest indicator of likelihood to continue to Level 3 was course duration. Those carrying out short courses were much less likely to continue; only a few (8%) of those who had completed a Level 2 course less than 6 months long were studying for a Level 3 Apprenticeship, compared to more than a third (37%) of those who had completed a course lasting a year or more.

Table 7.9 Progression from Level 2 to Level 3 Apprenticeships: Selected groups

Groups					
Base: All Level 2 apprentices who completed their course	Base (Unwtd)		Already studying a Level 3 Apprenticeship	Considering a Level 3 Apprenticeship	Neither
All Level 2 apprentices who completed their course	1,580		24	30	46
Aged under 19	694	%	33*	28	40*
Aged 19-24	580	%	22	28	50*
Aged 25 or over	306	%	12*	39*	50*
		%			
Already employed prior to Apprenticeship	865	%	20*	31	48
Recruited specifically as an Apprentice	573	%	31*	28	42
		%			
Started Apprenticeship to progress in career	729	%	28*	34*	37*
Started Apprenticeship to gain qualification	500	%	17*	31	51*
Started Apprenticeship to be paid whilst training	279	%	30	21*	49
		%			
Course duration less than 6 months	165	%	8*	37*	55*
Course duration less than 1 year	669	%	20*	33	47
Course duration of a year or more	565	%	37*	23*	40*

**** indicates difference between cell figure and overall 'All Level 2 apprentices who completed their course' figure is statistically significant at the 95% confidence level.**

The evaluation provides indications of the rates of progression within different broad framework areas. Amongst Level 2 completers, the proportion who had progressed to a Level 3 Apprenticeship was above average in:

- Engineering & Manufacturing Technologies (41% progressed to Level 3);
- Health, Public Services & Care (38%)

- Agriculture, Horticulture and Animal Care (34%).

Conversely, lower progression rates were found for the cohorts covered by the following frameworks:

- Retail & Commercial Enterprise (15%)
- Leisure, Travel and Tourism (15%)
- Business, Administration and Law (21%).

Personal Development

Thus far, the analysis has focused on how Apprenticeships equip with individuals with skills to make a difference in their working life. The evaluation also looked to assess some 'softer' impacts of Apprenticeships, focusing on confidence, aspiration and quality of life.

Figure 7.9 shows the proportion of apprentices (both current and completers) agreeing with various statements around personal development. There is clear evidence of the impact of Apprenticeships in raising aspiration, with a large majority (82%) of current and former apprentices agreeing that the Apprenticeship had made them more enthusiastic about learning, and over three quarters (77%) feeling that they had a better idea where they were going with their career.

Apprenticeships also equip individuals with the confidence they need to fulfil their aspirations, with almost nine in ten (87%) strongly agreeing that they are more confident about their own abilities as a result of undertaking the Apprenticeship. Nearly two thirds (62%) agreed that the course had improved their overall quality of life.

Figure 7.9 Impact of Apprenticeship on personal development

Sharing of experience

The evaluation provides a measure of knowledge transfer from Apprenticeships, providing evidence of how the benefits of Apprenticeships may spread more widely than the individual learner. A majority (70%) of apprentices stated that they had shared what they had learned from their Apprenticeship training with other employees in the workplace, a large minority (41%) of them frequently.

However, one notable trend was that those on shorter courses were less likely to share their learning with others, with just over half (57%) of those on (or having completed) courses of less than 6 months having done so. In contrast, nearly three quarters (73%) of those on courses lasting for a year or more had shared their learning with others, just under half (47%) of them frequently.

Chapter 8: Future Plans

Introduction

This chapter briefly outlines the future prospects of apprentices, as seen by the apprentices themselves, covering the likelihood of completion of their Apprenticeship, and their forward progression into either employment or additional education and training.

Likelihood of completion

Overall, the vast majority of current apprentices (87%) believed themselves to be very likely to complete their courses. A small minority (11%) believed themselves to be only “quite likely” to finish, with just a tiny minority (2%) considering it unlikely.

There were only small differences in this regard between different groups of apprentices; however, apprentices in London were significantly less likely (76%) to state that they were ‘very likely’ to complete their course, but more likely (21%) to say they were ‘quite likely’ to complete. Those in the East Midlands showed the reverse trend, with the vast majority (91%) saying they were ‘very likely’ to complete but only a small proportion (7%) saying they were ‘quite likely’ to complete.

Level 3 courses also had a slightly higher proportion being ‘very likely’ to complete (90%) compared to a slightly lower proportion (84%) for Level 2 courses. Those learners aged 25 or over also had a slightly lower proportion being ‘very likely’ to complete (84%), compared to a higher proportion (90%) among those aged 19-24. Similarly, among those on courses lasting more than a year, a higher than average proportion (90%) felt they were ‘very likely’ to complete their course, compared to a smaller proportion (84%) among those on courses of less than a year.

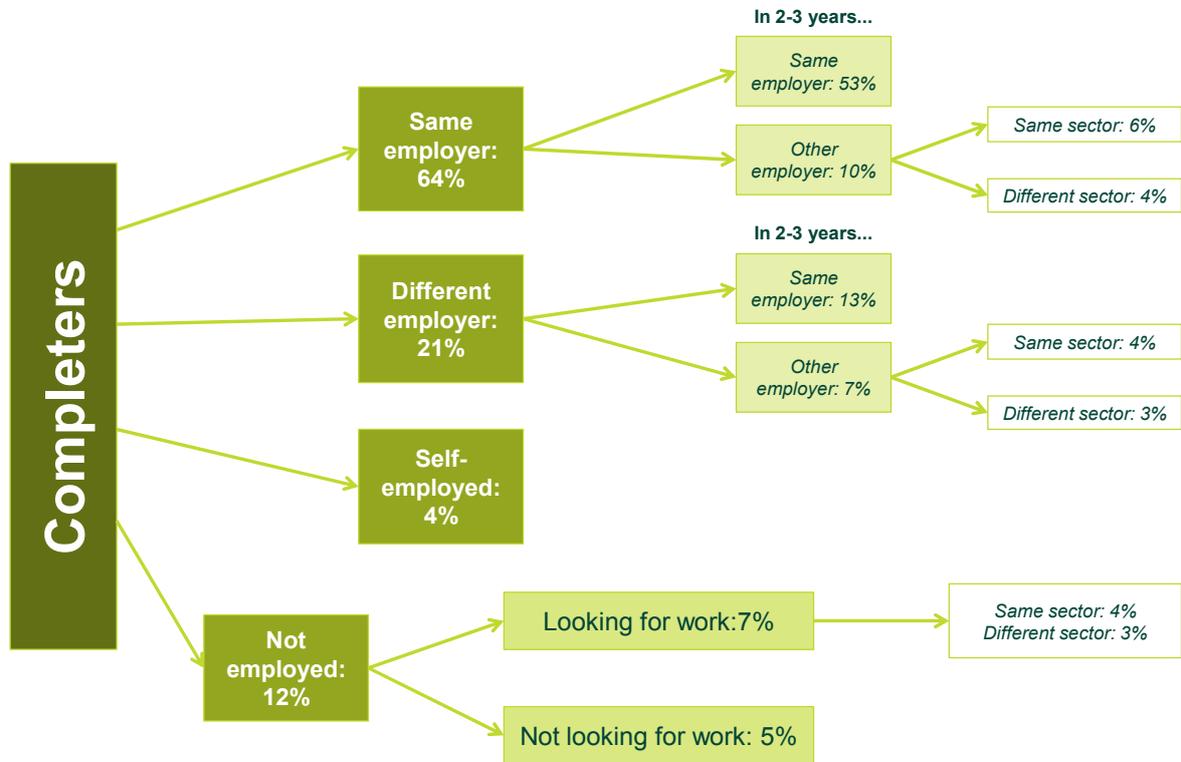
Continued development and progression

Looking at those apprentices who had completed their courses, as shown in the flowchart below, a large majority (88%) were in employment. Apart from a small proportion of completers who were self-employed (4%), employed completers were also asked whether they expected to remain with the same employer, and if not if they intended to remain in the same sector.

A total of 53% of apprentices who had completed their courses are still with the same employer and intend to stay with that employer for the next 2-3 years.

Adding together all the different groups, a quarter (24%) of completers in total are seeking or intend to be seeking new employment in the next 2-3 years, and a majority (59%) of that group, or just under a fifth (14%) of all completers, expect to be looking in the same sector as their Apprenticeship.

Figure 8.1 Future employment expectations: apprentices who have completed their course

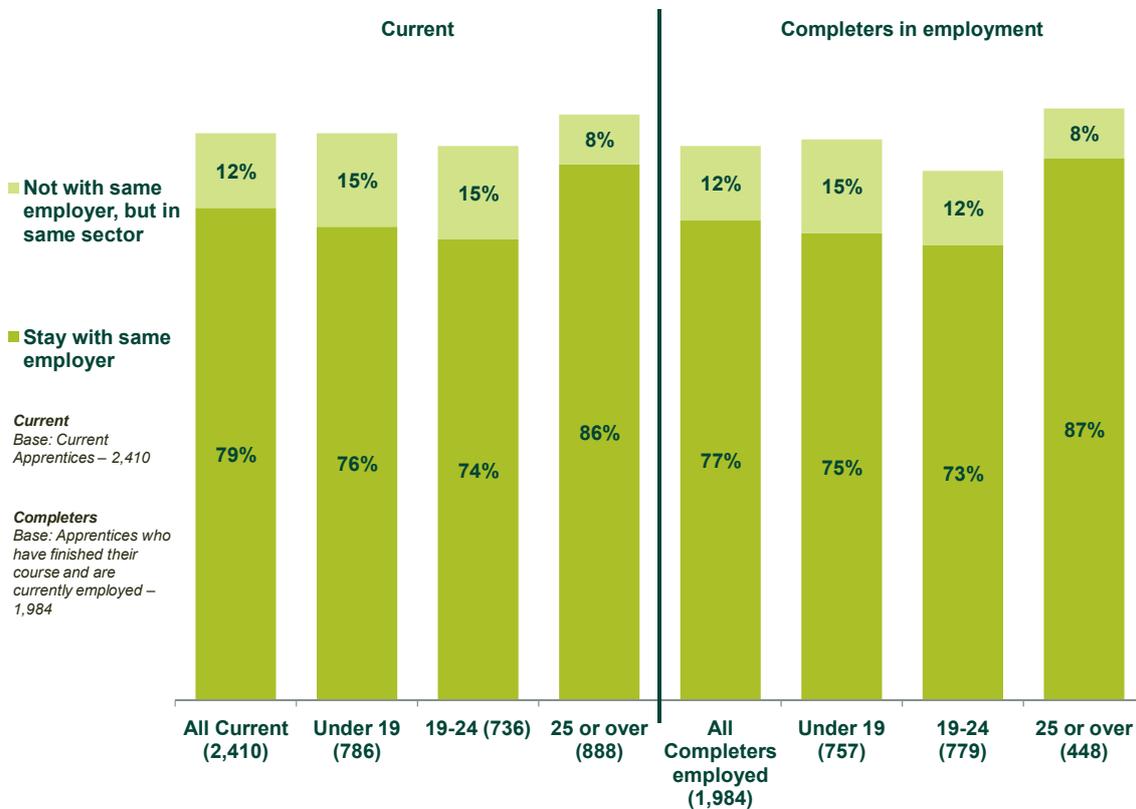


*Base: All apprentices who have completed their course
Unweighted Base: 2,250
N.B. Excludes those on provider-led Apprenticeships*

Figure 8.2 shows the proportion of apprentices (current and completers) who intend to remain in their current sector of employment, or with their current employer, over the next 2-3 years.

Overall, about three quarters (77%) of completers intend to remain with the same employer, and a similar proportion (79%) of current apprentices. A small proportion more (12% of completers and 12% of current apprentices) expect to remain in the same sector, although not with the same employer. The main differences between sub-groups in this measure were by age, with those aged over 25 slightly more likely to expect to remain with the same employer (87% of completers and 86% of current apprentices) and those aged 19-24 the least likely (74% of completers and 73% of current apprentices).

Figure 8.2 Proportion of apprentices expecting to stay with the same employer (or in the same sector) for the next 2 to 3 years

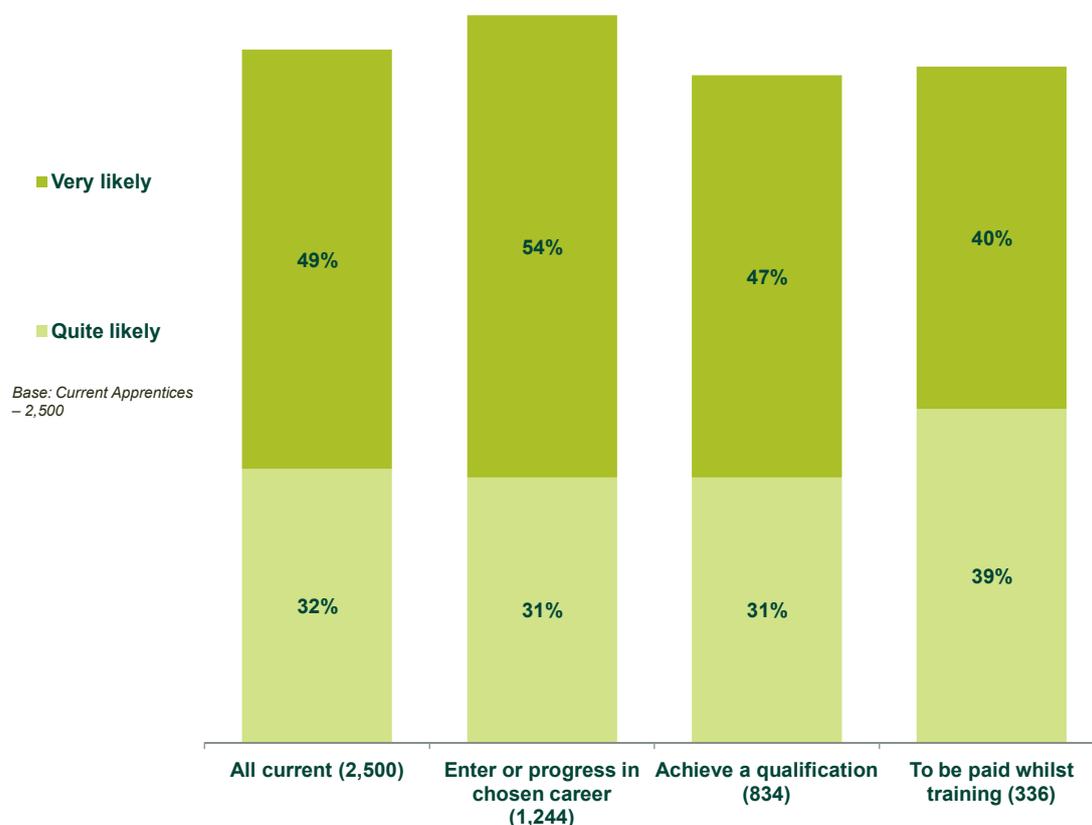


N.B. Excludes those on provider-led Apprenticeships

Aspiration toward further learning and training

As shown in the chart below, just under half (49%) of current apprentices thought it very likely that they would undertake further training or learning leading to a qualification within 2-3 years of finishing their course, and a further large group (32%) felt it was quite likely. This finding did not vary much between groups of apprentices; however those who first started their Apprenticeship aiming to enter or progress in their chosen career were significantly more likely to aspire toward more qualifications, with over half (54%) in the ‘very likely’ category, compared to a minority (40%) of those who started their Apprenticeship with the aim of being paid whilst training. However, the difference overall is not large, and many apprentices in all categories aspired to further training.

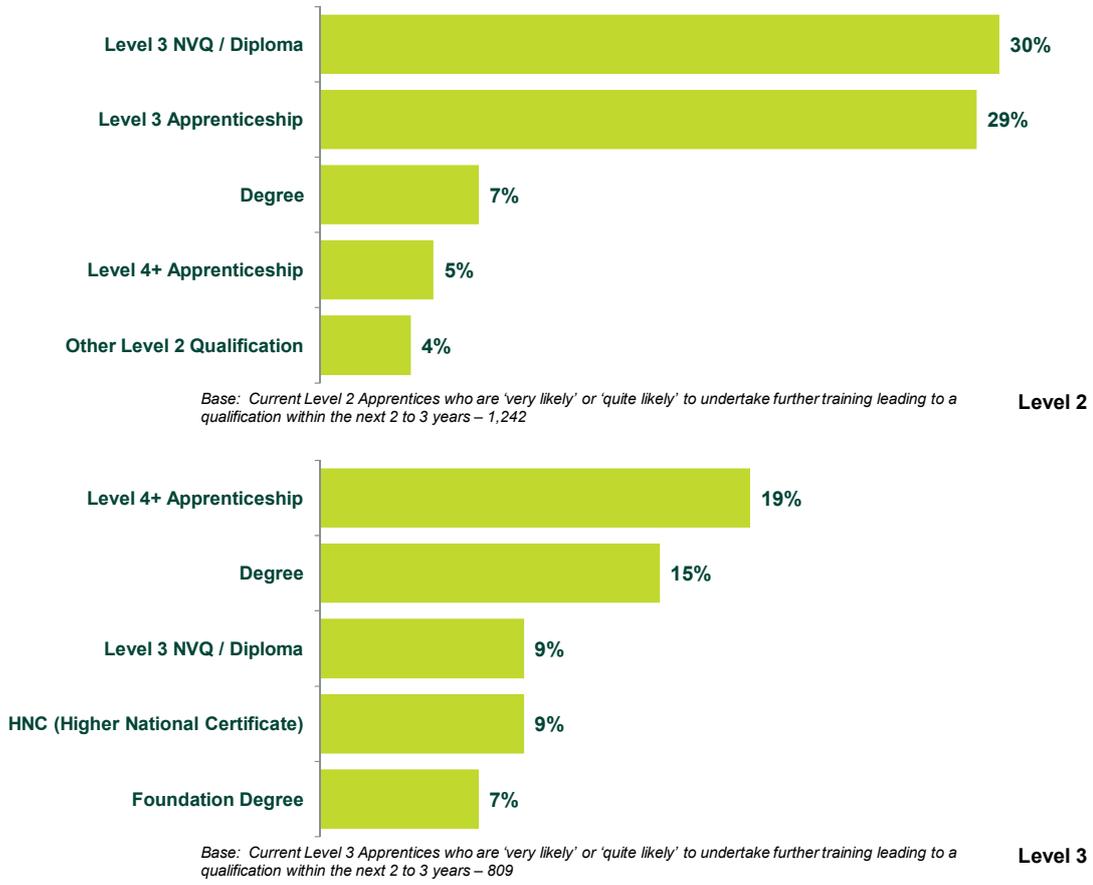
Figure 8.3 Proportion of current apprentices expecting to undertake further learning or training leading to a qualification within 2 to 3 years of finishing their course



Finally, the specific types of qualification aspired toward vary significantly by the level of the course currently being taken by the Apprentice.

Level 2 apprentices were most likely to plan to carry out a Level 3 NVQ or Diploma (30%) or Level 3 Apprenticeship (29%), with relatively few planning to take other qualifications, although 7% aimed to get a degree. Current Level 3 apprentices were considering a wider range of qualifications: they were likely to aspire toward a more advanced Apprenticeship (19%), Degree (15%), Level 3 NVQ or Diploma (9%), an HNC (Higher National Certificate) (9%) or a Foundation Degree (7%).

Figure 8.4 Types of training current apprentices expect to start in the 2 to 3 years following the completion of their Apprenticeship



Chapter 9: Conclusions

This evaluation has provided a comprehensive review of Apprenticeships through the eyes of learners. It provides timely evidence of the real value of Apprenticeships to individuals, whether they are new to the workforce or building on their existing experience.

The findings of this evaluation come at a time when there is significant focus from government on ensuring that value and quality underpin the continuing expansion of Apprenticeships. The National Apprenticeship Service has emphasised that the fundamental minimum standard for Apprenticeships is that they should offer the three key elements of **employment, new learning** and a **nationally recognised qualification**.

This section brings together some key themes emerging from the evaluation, and the implications for Apprenticeship strategy.

It is clear that **satisfaction with Apprenticeships is high**. Almost nine in ten apprentices (89%) were satisfied (gave an overall satisfaction rating of at least six out of ten) and 71% very satisfied (at least eight out of ten). The proportion satisfied rose to 92% amongst completers. Less than one in twenty expressed dissatisfaction, giving a score of less than five out of ten.

The **vast majority of learners benefit from high quality training** as part of their Apprenticeship. Nine in ten were satisfied with the quality of training, the way their training provider had dealt with on-the-job assessments, and the quality of feedback received.

A key objective of this evaluation has been to look at the extent to which investment in Apprenticeships is having an impact on the skills and abilities of learners, and their future prospects for successful employment and progression. Apprentices should emerge with highly relevant vocational skills that will allow them to progress their current job and career in their chosen sector.

Learners do generally report a strongly positive impact of their Apprenticeship on their skills and working life. Eight out of ten apprentices believe that their Apprenticeship has improved their ability to do their job, provided them with sector-relevant skills and knowledge, and improved their career prospects. The benefits for the individual can be felt immediately – high proportions of learners are reporting improvements in their skills before even completing their Apprenticeship. This is reflected in employer reports, with the majority saying that the business benefits of employees undertaking Apprenticeships are realised quickly.

There is also evidence of **Apprenticeships contributing to individuals making concrete progress at work in the year after completion**. One third of individuals who had finished their Apprenticeship had received a promotion (32%), and of those in work, three quarters reported taking on more responsibility in their job (75%). Whilst it is difficult for individuals to untangle the contribution of the Apprenticeship and the contribution of other factors to these positive steps, over eight in ten of those who had progressed at work (83%) felt that the Apprenticeship had helped them to achieve this to some degree.

Learner reports suggest that some Apprenticeship frameworks provide higher quality or more impactful training than others; for example **those undertaking Construction, Planning and Built Environment Apprenticeships were the most likely to be satisfied overall with their Apprenticeship**, were the happiest with the amount of training they had received, and almost universally said that the Apprenticeship had improved their ability to do their job (98% did so). The mean overall satisfaction scores were lowest for Health, Public Services and Care, Leisure, Travel and Tourism, Information and Communication Technology and Other Apprenticeships (primarily Apprenticeships in 'Supporting teaching and learning in schools').

It is important, however, to understand that **these differences between framework groups are partly driven by the characteristics of people undertaking these Apprenticeships**, as well as intrinsic elements of the Apprenticeship itself. For instance, the below average satisfaction ratings for Health, Public Services and Care Apprenticeships are associated with the higher proportion of older learners in this group (learners aged 25 plus tended to be less satisfied overall) and with the higher than average proportion of these apprentices who were existing employees when they started their Apprenticeship (again, on average this group were less satisfied). Young people (aged under 19) who were recruited specifically as apprentices were the group most satisfied with their Apprenticeship, and saw the most improvement in their skills.

Using the full range of evidence from this evaluation, it is possible to identify with confidence particular scenarios where Apprenticeship provision is more likely to fall below learner expectations, and/or where apprentices are less likely to report new learning and improvements in skills. These factors cut across different frameworks and different types of apprentice. The following represent areas that might be addressed in order to drive the quality of learner experience even higher, and ensure maximum return on investment in Apprenticeships.

1) Employers requiring individuals to undertake Apprenticeships, but failing to train, support and engage with the individual throughout their course.

Where an employer requires the individual to undertake an Apprenticeship, the individual was less satisfied with their experience overall – it is important that learners do not feel that they are being forced into Apprenticeships by employers. Equally, where employers do ask existing employees to take an Apprenticeship, learner reports suggest that the employer generally provides less support and is less involved in the structure, delivery and content of the Apprenticeship.

This is important because where apprentices expressed dissatisfaction with the level of employer support they were much less likely than those very satisfied to say that they had improved skills and knowledge of benefit in their current area of work (68% vs. 88%). Where the learner described the motivation for undertaking the Apprenticeship as 'to get a qualification', they were less likely to report gaining new skills.

It would seem that there are a significant minority of cases where employers are using Apprenticeships to certify skills that employees already possess, and that employer's involvement or engagement in developing the Apprentice is minimal.

2) Short duration Apprenticeships and incidences of low training input.

The evaluation has found that learners who undertook Apprenticeships lasting less than six months (7% of the weighted sample) are less likely to gain new skills and progress in their career than those doing longer courses. For example, the vast majority (90%) of apprentices with courses of longer than a year felt they had (or would) acquire skills or knowledge of benefit within their sector, compared to about two thirds (66%) of those on courses lasting less than 6 months.

Where learners reported receiving no formal training or informal on-the-job training from a training provider or employer (9% of apprentices), the impact of the Apprenticeship was significantly compromised. Only just over half (54%) believed that the Apprenticeship had improved their ability to do their job (compared to 79% of all apprentices).

3) Fixed-term contracts and their influence on the likelihood of sustained employment.

The evaluation has revealed that only around half of people recruited specifically as an apprentice were still with the same employer around 12 months after finishing their Apprenticeship (54%). The outcomes were worse for the substantial minority of apprentices (15%) who were recruited specifically on a fixed-term contract only lasting the length of their Apprenticeship. Looking at the outcomes for these apprentices in the completer group, less than half had stayed on with their Apprenticeship employer on a renewed contract (45%), and nearly one fifth (18%) were unemployed (compared to the overall rate of 8%).

Therefore, there is room for improvement in ensuring that employers offer sustained employment opportunities for apprentices to allow them to build on their skills.

Efforts to address some of these issues have already been set in motion, for example it was announced in November 2011 that there would be an independent, employer led review into Apprenticeship Standards. The National Apprenticeship Service and the Skills Funding Agency's comprehensive review of all short duration programmes has already resulted in the withdrawal of inadequate sub-contracted provision and is intended to lead to significant improvements across many Apprenticeships. Building on this, new minimum standards for the length of Apprenticeships will come into force from August 2012 subject to consultation with providers and employers, as a further measure to drive up quality. For those aged 19 and over Apprenticeships will last between one to four years unless prior learning or attainment has been recorded. Apprenticeships for 16-18 year olds will last a minimum of 12 months without exception.

Whilst this evaluation has provided support for these interventions as the right way of maximising the impact of Apprenticeships, a key overarching message is that, from the learner's point of view, Apprenticeships are meeting their requirements.

Even in cases where the learner has only benefitted from six months of training, or reports that they have not seen any direct benefits in their skills, the large majority of such learners are still overwhelmingly positive. The high satisfaction ratings amongst those who show no specific improvement in their skills or ability to do their job suggests that they got what they wanted out of the Apprenticeship, specifically, a formal recognition of their existing skills. It is **important to recognise this potential disjoint in the views of learners (who see**

accreditation as a positive step towards career progression) and current policies which hold the development of new skills as the key to making Apprenticeships deliver for the economy.

Appendix A – Framework Groupings

Table A1.1 Broad framework areas with key constituent Apprenticeship frameworks

“*” signifies > 0% but less than 0.5%.	% of all Apprenticeships	% of Apprenticeships within each broad framework area
Business, Administration and Law	26	
Business Administration	11	41
Customer Service	9	35
Team Leading and Management	5	19
Accountancy	1	3
Retail and Commercial Enterprise	22	
Retail	8	38
Hairdressing	6	27
Hospitality and Catering	5	24
Warehousing and Storage	1	5
Cleaning and Support Service Industry	1	3
Health, Public Services and Care	18	
Health and Social Care	10	53
Children’s Care Learning and Development	7	40
Engineering and Manufacturing Technologies	14	
Engineering	6	45
Vehicle Maintenance and Repair	3	20
Food Manufacture	1	4
Construction, Planning and the Built Environment	9	
Construction	4	43
Electrotechnical	3	37
MES Plumbing	1	15
Heating, Ventilation, Air Conditioning and Refrigeration	*	5
Leisure, Travel and Tourism	4	
Active Leisure and Learning	3	76
Travel and Tourism Services Leisure and Business	*	11
Aviation Operations on the Ground	*	8
Sporting Excellence	*	5
Information and Communication Technology	3	
IT and Telecoms Professional	2	56
IT User	1	44
Agriculture, Horticulture and Animal Care	2	
Horticulture	1	31
Equine Industry	*	18
Veterinary Nursing	*	15
Land-Based Service Engineering	*	6
Animal Care	*	5
Other	1	
Supporting teaching and learning in schools	1	85
Creative and Digital Media	*	7
Creative Apprenticeship	*	5

Appendix B – Multivariate analysis

Logit and ordered logit models

For binary outcome variables, the probability of that variable being equal to one can be expressed as:

$$\Pr(Y_{i1} = 1|X) = F(Z_i)$$

where $F(\cdot)$ is a cumulative distribution function (cdf) and $Z_i = (\beta_0 + \beta_1 x_1 + \dots + \beta_k x_k)$, where $x_1 \dots x_k$ are variables indicating characteristics of individual i and their Apprenticeship training. The logit model assumes that $F(\cdot)$ is a logistic cumulative distribution. In the logit model then, the probability of success can be written as

$$\Pr(Y_1 = 1|X) = \frac{\exp(Z_1)}{1 + \exp(Z_1)}$$

and the probability of a failure as

$$1 - \Pr(Y_1 = 1|X) = \frac{1}{1 + \exp(Z_1)}$$

The logit model is estimated using maximum likelihood estimation. Taking the ratio of a success to a failure, the odds ratio, results in

$$OR = \frac{\Pr(Y_1 = 1|X)}{1 - \Pr(Y_1 = 1|X)} = \frac{\frac{\exp(Z_1)}{1 + \exp(Z_1)}}{\frac{1}{1 + \exp(Z_1)}} = \exp(Z_1)$$

The odds ratios, which are the main results presented for the logit models examined in the following sections, indicates the odds of one group (e.g. females) having the outcome 1 compare to outcome 0 relative to the odds for another group (e.g. males). In the analysis that follows, the explanatory variables include only discrete variables so that this interpretation of the odds ratio is appropriate.

The logit estimation results can be used to calculate the odds ratios by taking the inverse log of the estimated function Z_i evaluated at the particular values of X of interest. The probabilities of success associated with particular values of the explanatory variables is simply

$$\Pr(Y = 1|X) = \frac{\exp(Z_1)}{1 + \exp(Z_1)}$$

In the discussion that follows, both binary and ordered outcome variables have been considered. In the case of dependent variables with more than two categories and where

these categories are in a meaningful order, an ordinal logit model has been estimated. The ordered logit model can be considered a generalisation of the binary outcome logit model (above). In the ordered logit model, an underlying score, as Z_i above, is estimated as a linear function of the explanatory variables and as set of cutpoints (rather than one constant term, β_0). The probability of any particular outcome, i , being observed, is equal to the probability that the estimated Z_i plus random error, falls within the range of the cutpoints estimated for that outcome.

All models were estimated using Stata with weighted data and robust standard errors.

Appendix C – Questionnaire

Private & Confidential J5040L

Apprenticeships: Evaluations Survey of Learners Telephone

Screener

ASK PERSON WHO ANSWERS PHONE

Good morning / afternoon / evening. My name is **NAME** and I'm calling from IFF Research. Please can I speak to **NAMED RESPONDENT**?

Respondent answers phone	1	CONTINUE
Transferred to respondent	2	
Hard appointment	3	MAKE APPOINTMENT
Soft Appointment	4	
Moved and new telephone number	5	COLLECT NEW NUMBER
Moved – NO new contact details	6	CLOSE
Never heard of person / wrong number	7	
Refusal	8	
Not available in deadline	9	
Business Number	10	
Dead line/ Fax Line	11	

ASK ALL

Good morning / afternoon, my name is **<NAME>** calling from IFF Research, an independent market research company. We are undertaking a study on behalf of the Department for Business, Innovation and Skills (BIS) and the National Apprenticeship Service about perceptions of Apprenticeships, and the benefits people gain from doing

them. Would you be prepared to spend 20 minutes on the phone just to go through some questions?

Continue	1	CONTINUE
Hard appointment	2	MAKE APPOINTMENT
Soft appointment	3	
Refusal	4	THANK AND CLOSE
Not available in deadline	5	
Never heard of Apprenticeships	6	

REASSURANCES TO USE IF NECESSARY

The interview will take around 20 minutes to complete.

Please note that all data will be reported in aggregate form and your answers will not be reported to our client in any way that would allow you to be identified.

If respondent wishes to confirm validity of survey or get more information about aims and objectives, they can call:

MRS: Market Research Society: 0500 396999

IFF: Laura Godwin: XXXXXXXXXXXX

BIS: Vikki McAuley: XXXXXXXXXXXX

Where did you get my name from?

We got it from the information you gave your provider which they provide to the

Skills Funding Agency.

Screening and basic individual details

ASK ALL

Our records show that you **[IF COMPLETER: completed] [IF CURRENT: are currently doing]** a < **LEVEL 2 / LEVEL 3** > <**SPECIFIC FRAMEWORK**> **[IF LEVEL 3: Advanced]** Apprenticeship **[IF COMPLETER: in the last 12 months or so]**. Is this correct?

SINGLE CODE

Yes		GO TO INSTRUCTIONS ABOVE A4
No		ASK A2

IF NO (A1 = 2)

Can I check whether you....?

READ OUT. SINGLE CODE

IF CURRENT: Completed an Apprenticeship in the last 12 months or so	1	THANK AND CLOSE
IF COMPLETED: Are currently doing an Apprenticeship	2	
Were on an apprenticeship programme but did not	3	ASK A3

complete it		
Have never been an apprentice	4	THANK AND CLOSE
Other (PLEASE SPECIFY)	5	THANK AND CLOSE
Don't know	6	THANK AND CLOSE

IF FAILED TO COMPLETE THEIR APPRENTICESHIP (A2 = 3)

Can I ask why you did not complete your apprenticeship?

WRITE IN

A3A How long were doing an Apprenticeship for before you left?

PROMPT IF NECESSARY

Less than 6 months	
Between 6 months and up to 1 year	
Between a year and 18 months	
Between 19 months and 2 years	
2-3 years	
4-5 years	
More than 5 years	

Don't know	
------------	--

A3CLOSE

READ OUT: Thank you for your interest in this research. At the moment, we need to talk to people who completed their Apprenticeship. It would be really useful though if we could contact you again in future if we were doing other research about Apprenticeships.

Would you be happy to be contacted again by IFF Research in the future?

Yes	1	ASK A3CON
No	2	THANK AND CLOSE

IF WILLING TO BE RECONTACTED BY IFF IN FUTURE (A3CLOSE = 1)

A3CON Thank you. Please could I take your telephone number and email address so we can contact you in future?

INTERVIEWER WRITE IN BELOW

	WRITE IN	REFUSED
LANDLINE		X
MOBILE		X
EMAIL ADDRESS		X

IF A2 = 3, THANK AND CLOSE**IF COMPLETER. OTHERS GO TO A7**

Since completing your < **LEVEL 2 / LEVEL 3** > <**SPECIFIC FRAMEWORK**> [**IF LEVEL 3: Advanced**] Apprenticeship, have you gone on to undertake another Apprenticeship?

Yes	1	READ OUT TEXT BELOW
No	2	ASK A5

IF YES

For the purposes of this survey I'd like you to answer about the < **LEVEL 2 / LEVEL 3** > <**SPECIFIC FRAMEWORK**> [**IF LEVEL 3: Advanced**] Apprenticeship you completed and not this other Apprenticeship that you went on to do.

IF COMPLETER

What is your current employment status?

PROMPT IF NECESSARY. SINGLE CODE. IF RESPONDENT MENTIONS MORE THAN ONE, PROBE FOR THE MAIN ACTIVITY

Employed full-time (30 + hrs/wk)	1
Employed part-time (less than 30 hrs/wk)	2
Self-employed	3
Engaged in voluntary work	4
In full-time education at school / college	5
In part-time education at college	6

At university	7
Engaged in other training	8
Taking time out or a gap year	9
Unemployed	10
Other (PLEASE SPECIFY)	11
Don't know	12

IF COMPLETER AND STILL EMPLOYED (A5 = 1 or 2)

Are you still employed by the same organisation with whom you completed your Apprenticeship?

SINGLE CODE.

Yes	
No	

IF CURRENT

Are you still employed by the same organisation with whom you started your Apprenticeship?

SINGLE CODE.

Yes	1
No	2

ASK ALL

Which of the following best describes the basis on which you **[IF COMPLETER: were employed when doing your Apprenticeship] [IF CURRENT: are employed]?**

READ OUT. SINGLE CODE

On a permanent or open-ended contract	1
On a fixed-term contract lasting the length of the Apprenticeship	2
On a fixed-term contract lasting longer than this	3
Employed on another basis (PLEASE SPECIFY)	4

Were you already working for the employer when you started your Apprenticeship, or were you recruited specifically as an apprentice?

Already working for them when started	1	ASK A10
Recruited specifically as an apprentice	2	GO TO B2
Other (PLEASE SPECIFY)	3	
Don't know / Can't remember	4	

IF ALREADY WORKING FOR THEM WHEN STARTED (A9 = 1)

Roughly how long had you been employed by this employer prior to starting an Apprenticeship?

PROMPT IF NECESSARY. SINGLE CODE.

Less than 6 months	1
6 months to a year	2
1 -2 years	3
3-5 years	4
5-10 years	5

More than 10 years	6
Don't know / Can't remember	7

Motivations

DELETED

ASK ALL

B2 Which of the following was the main reason you decided to take up an Apprenticeship?

READ OUT. SINGLE CODE

To enter into or progress in your chosen career	1
Achievement of a qualification	2
Opportunity to be paid whilst training	3
(DO NOT READ OUT) None of the above / Some other reason (PLEASE SPECIFY)	4

B3 DELETED

ASK ALL

And before you started your Apprenticeship, did you discuss or get information about Apprenticeships from any of the following...?

READ OUT. MULTICODE.

IF MORE THAN ONE MENTIONED AT B4 (ONLY SHOW CODES MENTIONED AT B4)

And which of these was most influential in your decision to undertake Apprenticeships?

READ OUT EACH MENTIONED AT B4. SINGLE CODE.

	B4	B5
The Apprenticeships website (ADD IF NECESSARY / NEEDS CONFIRMING: www.apprenticeships.org.uk)	1	1
Other websites (PLEASE SPECIFY)	2	2
IF EMPLOYED WITH ANOTHER EMPLOYER PRIOR TO APPRENTICESHIP (A9/ 2 or 3) An employer you were working for before starting your Apprenticeship	3	3
The employer you [IF COMPLETER: did] [IF CURRENT: are doing] your Apprenticeship with	4	4
A school or college you were studying at before starting your Apprenticeship	5	5
The college or learning provider you ended up doing your Apprenticeship with	6	6
Careers Advisor, Next Step or Connexions service	7	7
Jobcentre Plus	8	8
Friends or family	9	9
Anyone or anywhere else? (PLEASE SPECIFY)	10	10
None of these	11	11
Don't know	12	12

ALL WHO JOINED THEIR EMPLOYER AS AN APPRENTICE (A9 = 2 OR 3). OTHERS GO TO B13.

Did you only apply for Apprenticeships in the sector you eventually worked or did you apply more widely?

SINGLE CODE.

Only applied for Apprenticeships in sector eventually worked	1
Applied more widely	2

ALL WHO JOINED THEIR EMPLOYER AS AN APPRENTICE (A9 = 2 OR 3)

In total, roughly how many applications for Apprenticeships did you make prior to starting your **<SPECIFIC FRAMEWORK>** Apprenticeship?

IF DON'T KNOW ASK RANGE (1-4, 5-9, 10-19, 20-49, 50+, DON'T KNOW)

WRITE IN

Which of the following have you used to apply for Apprenticeship vacancies?

READ OUT. MULTICODE.

The Apprenticeship Vacancies System (on the Apprenticeships website (ADD IF NECESSARY / NEEDS CONFIRMING www.apprenticeships.org.uk))	1
Direct to the employer	2
A college or other learning provider	3
Connexions service	4
Jobcentre Plus	5
Online job sites	6
Have you applied through any other means? (PLEASE SPECIFY)	7
Don't know	8

Was the process of applying for and getting an Apprenticeship...?

READ OUT. SINGLE CODE.

Very easy	1	ASK B12
-----------	---	---------

Quite easy	2	
Quite hard	3	ASK B10
Very hard	4	
(DO NOT READ OUT) Don't know	5	ASK B12

IF APPLYING WAS HARD (B9 = 3 OR 4)

Why do you say that? What difficulties did you face?

WRITE IN

DELETED

ALL WHO JOINED THEIR EMPLOYER AS AN APPRENTICE (A9 = 2 OR 3)

When you were first considering starting an Apprenticeship did you consider any of the following alternatives to doing an Apprenticeship...?

READ OUT. MULTICODE

Staying on in 6th Form or going into 6th Form College	1
Working towards a qualification in a Further Education College	2
Going to University	3
Getting a job without being involved in an Apprenticeship	4
Staying in a job you already had without doing the	5

Apprenticeship	
Did you consider any other alternatives (PLEASE SPECIFY)	6
No alternatives considered	7
Don't know	8

ALL ALREADY WORKING FOR EMPLOYER (A9=1)

And can I just check, did your employer require you to do an Apprenticeship, did they strongly recommend that you do one or was the decision largely yours?

Employer required you to do an Apprenticeship	1
Employer strongly recommended	2
Decision largely yours	3
Don't know	4

When you were first considering starting an Apprenticeship did you consider any of the following alternatives to doing an Apprenticeship...?

READ OUT. MULTICODE

[IF NOT EMPLOYER REQUIRED (B13 ~= 1)] Staying in your job without doing the Apprenticeship	1
Moving to another job	2
Working towards a qualification in a Further Education College	3
Going to University	4
Did you consider any other alternatives (PLEASE SPECIFY)	5
No alternatives considered	6
Don't know	7

IF CONSIDERED ANY ALTERNATIVES (B12 = 1 – 6 OR B14 = 1 – 5)

And would you say that doing an Apprenticeship was your preferred choice at the time, would you have rather have done something else or did you not mind either way?

Apprenticeship preferred choice	1
Would rather have done something else	2
Didn't mind	3
Don't know	4

IF RATHER HAVE DONE SOMETHING ELSE (B15= 2)

Why did you not pursue these alternatives?

WRITE IN

TRAINING

ASK ALL

How long **[IF COMPLETER: was]** **[IF CURRENT: is]** the Apprenticeship intended to last from start to finish?

PROMPT IF NECESSARY. SINGLE CODE.

Less than 6 months	1
Between 6 months and up to 1 year	2
Between a year and 18 months	3
Between 19 months and 2 years	4
2-3 years	5
4-5 years	6
More than 5 years	7
Don't know	8

IF COMPLETER AND KNOWS COURSE LENGTH (C1 ~= 8).

Did you think this amount of time was too long, too short or just about right?
SINGLE CODE.

Too long	1
Too short	2
Just about right	3
Don't know	4

DELETED**ASK ALL**

And thinking about the training you **[IF CURRENT: have]** received as part of your Apprenticeship...

	Yes	No	Don't know
[IF COMPLETER: Did you go] [IF CURRENT: Have you been] to a college or an external training provider to receive training?	1	2	3
[IF COMPLETER: Did you receive] [IF CURRENT: Have you received] formal training sessions at your workplace from either your employer or training provider, separate to any training you may receive on the job?	1	2	3
[IF COMPLETER: Did you receive] [IF CURRENT: Have you received] on the job training at your workplace from either your employer or training provider?	1	2	3
[IF COMPLETER: Did you fill in] [IF CURRENT: Have you filled in] your Apprenticeship portfolio during work?	1	2	3
[IF COMPLETER: Did you do] [IF CURRENT: Have you done:] work or learning towards your Apprenticeship in your own time	1	2	3
[IF COMPLETER: Did] Do you do any other type of learning as part of your Apprenticeship (PLEASE SPECIFY)	1	2	3

FOR EACH YES

And approximately how many hours of training, teaching and tuition, **[IF COMPLETER: did] [IF CURRENT: do]** you receive on average per week for **[INSERT TEXT SUB FROM C4]**?

PROMPT IF NECESSARY.

	WRITE IN
going to a college or an external training provider to receive training	
formal training sessions at your workplace from either your employer or training provider, separate to any training you may receive on the job	
on the job training at your workplace from either your employer or training provider	
filling in your Apprenticeship portfolio during work	
work or learning towards your Apprenticeship in your own time	
any other type of learning as part of your Apprenticeship (PLEASE SPECIFY)	

IF DON'T KNOW FOR ANY, PROMPT:

Less than 1 hour	1
1 – 5 hours	2
6 – 10 hours (CODE HERE IF 1 DAY A WEEK)	3
11 – 15 hours	4
16 – 20 hours	5
21 - 25 hours	6
26 – 30 hours	7
Over 30 hours	8

None	9
Don't know	10

ASK ALL

C6 [IF COMPLETER: **Were**] [IF CURRENT: **Are**] you given paid leave from work to study or attend college?

Yes	1
No	2
Don't know	3

Don't know	3
------------	---

Would you have liked to have had more say?

SINGLE CODE.

Yes	1
No	2
Don't know	3

DELETED

DELETED

ASK ALL

How satisfied have you been with the following aspects of your Apprenticeship? Please use a scale of 0 to 10 where 0 is very dissatisfied, 5 is neither satisfied nor dissatisfied, and 10 is very satisfied.

READ OUT. SINGLE CODE.

PLEASE ROTATE ITERATIONS

	Very dissatisfied					Very satisfied					Don't know	
The quality of the training you have received from your college or training provider	0	1	2	3	4	5	6	7	8	9	10	11
The feedback you have received from them on your progress	0	1	2	3	4	5	6	7	8	9	10	11
The amount of training received each week	0	1	2	3	4	5	6	7	8	9	10	11
The relevance of the training to your [IF NOT WORKING (A5 ~ = 1 – 3): career] job	0	1	2	3	4	5	6	7	8	9	10	11
The balance the Apprenticeship provides between training and work	0	1	2	3	4	5	6	7	8	9	10	11
DELETED	0	1	2	3	4	5	6	7	8	9	10	11
DELETED	0	1	2	3	4	5	6	7	8	9	10	11
The way you are assessed on the job	0	1	2	3	4	5	6	7	8	9	10	11
The extent to which your employer is involved in the structure, delivery and content of the Apprenticeship	0	1	2	3	4	5	6	7	8	9	10	11

	Very dissatisfied											Very satisfied											Don't know		
	0	1	2	3	4	5	6	7	8	9	10	11	0	1	2	3	4	5	6	7	8	9	10	11	
The support that your employer has provided you with throughout the Apprenticeship																									
The skills that it has given you that you can apply in your [IF NOT WORKING A5 ~ = 1 – 3: career] job																									
The level of pay																									

EACH DISSATISFIED AT D7_1, D7_5, D7_8, D7_11 (D7_X = 0 – 4), UP TO MAXIMUM OF THREE.

And why were you dissatisfied with [TEXT SUB]?

WRITE IN

ASK ALL

As you may be aware there are a number of elements within an Apprenticeship framework. I'd like to know how valuable each are for you, on a scale of 0 to 10 where 0 is not at all valuable and 10 is extremely valuable. So first....

READ OUT. SINGLE CODE.

PLEASE ROTATE ITERATIONS

	Very dissatisfied											Very satisfied											Don't know		

	Very dissatisfied											Very satisfied											Don't know		
	0	1	2	3	4	5	6	7	8	9	10	11	0	1	2	3	4	5	6	7	8	9	10	11	
The vocational qualification, such as an NVQ [ADD IF NECESSARY: THIS IS SOMETIMES REFERRED TO AS THE COMPETENCY ELEMENT]																									
The technical certificate [ADD IF NECESSARY: THIS IS SOMETIMES REFERRED TO AS THE KNOWLEDGE ELEMENT]																									
Transferable skills, sometimes known as key skills or functional skills, covering such areas as ICT, communication and application of numbers																									

DELETED

DELETED

ASK ALL

What additional information, advice or guidance, if any, would you have liked regarding your Apprenticeship?

WRITE IN
Nothing

Don't know

D13-D17 DELETED**ASK ALL**

[IF LEVEL 2: A Level 2 Apprenticeship is broadly equivalent to 5 GCSEs, grade A – C] / **IF LEVEL 3:** A Level 3 Apprenticeship is broadly equivalent to 2 or more A levels]. In terms of each of the following, which of the two would you say...

READ OUT. SINGLE CODE

	Apprenticeship	[IF LEVEL 2: GCSEs] [IF LEVEL 3: A Levels]	Neither / the same	Don't know
[IF IN EMPLOYMENT (CURRENT OR A5 = 1 – 3)] Is more useful to you in your current job?	1	2	3	4
Will be more useful to you in your career?	1	2	3	4
Is harder to complete?	1	2	3	4

Impact of Apprenticeship

ASK ALL

I'd now like to ask you a few questions regarding the benefits and outcomes you might have gained from **[IF COMPLETER: completing] [IF CURRENT: undertaking] <SPECIFIC FRAMEWORK>** your Apprenticeship.

What impact has **[IF COMPLETER: completing] [IF CURRENT: undertaking]** your Apprenticeship has had on the following...? For each please tell me whether you have improved a lot, improved a little, whether there has been no change, whether you are little worse or a lot worse.

READ OUT. SINGLE CODE.

	Improv ed a lot	Improv ed a little	No change	A little worse	A lot worse	Don't know
Your ability to do your job	1	2	3	4	5	6
Having skills and knowledge that are of benefit in your [IF CURRENT OR COMPLETER IN EMPLOYMENT (A5//1-3) current] [IF COMPLETER NOT IN EMPLOYMENT (A5/NOT 1-3) desired] area of work	1	2	3	4	5	6
Having skills and knowledge that can be used across a range of jobs and industries	1	2	3	4	5	6
Your career prospects	1	2	3	4	5	6
Your numeracy	1	2	3	4	5	6
Your literacy	1	2	3	4	5	6
Your team work, communication	1	2	3	4	5	6

and social skills						
Your IT skills	1	2	3	4	5	6

And in terms of your own personal development, to what extent do you agree or disagree that as a result of **[IF COMPLETER: completing your] [IF CURRENT: undertaking your] <SPECIFIC FRAMEWORK>** Apprenticeship you have...?

READ OUT. SINGLE CODE

	Strongly agree	Slightly agree	Neither agree nor disagree	Slightly disagree	Strongly disagree	Don't know
Become more enthusiastic about learning	1	2	3	4	5	6
Got a better idea about what you want to do in your life	1	2	3	4	5	6
Become more confident about your abilities	1	2	3	4	5	6
Improved your quality of life	1	2	3	4	5	6
More likely to undertake further learning and training	1	2	3	4	5	6

IF COMPLETER AND STILL EMPLOYED (A5 = 1 – 3)

Have any of the following things happened since completing your apprenticeship?

READ OUT. SINGLE CODE.

IF ANY OUTCOMES MENTIONED AS “YES” (E3A to E3E = 1)

Do you think **[IF ONE YES AT E2: this improvement was] [IF MORE THAN ONE YES AT E2: these improvements were]** a direct result of you completing an Apprenticeship, do you think it helped, or do you think it made no difference?

SINGLE CODE.

	E3			E4			
	Yes	No	Don't know / Not relevant	Directly because of the course	The course helped	Made no difference	(DO NOT READ OUT) Not sure
a) Have you had a promotion?	1	2	3	1	2	3	4
b) Are you getting more job satisfaction	1	2	3				
c) Do you have better job security?	1	2	3				
d) Have your future pay and promotion prospects improved?	1	2	3				
e) Are you now doing a job with more responsibilities?	1	2	3				

ASK ALL

On completion of your Apprenticeship **[IF COMPLETER: did] [IF CURRENT: will]** you receive a wage increase?

SINGLE CODE.

Yes	1	ASK E6
No	2	ASK E7
Don't know	3	
Not applicable – left the employer	4	

DELETED

ASK ALL

Do you feel that your Apprenticeship has enabled you to earn more in the future?
SINGLE CODE.

Yes	1
No	2
Don't know	3

E8-E10 DELETED**IF COMPLETER**

Since completing your < **LEVEL 2 / LEVEL 3** > <**SPECIFIC FRAMEWORK**> [**IF LEVEL 3: Advanced**] Apprenticeship, have you started, or are you currently considering, any of the following... ?

READ OUT. SINGLE CODE.

	Started	Considering	Neither
LEVEL 2 ONLY A level 3, or Advanced Apprenticeship	1	2	3
LEVEL 3 ONLY A level 4, or higher level Apprenticeship	1	2	3
LEVEL 3 ONLY A Higher National Certificate (HNC)	1	2	3
LEVEL 3 ONLY A Foundation Degree	1	2	3
LEVEL 3 ONLY A Degree (other than a Foundation Degree)	1	2	3

Some other form of training leading to a qualification (PLEASE SPECIFY)	1	2	3
---	---	---	---

DELETED

ASK ALL

Have you shared with other employees what you have learned from your Apprenticeship training?

IF YES: Is this often or infrequently?

SINGLE CODE.

Yes – often	1
Yes – infrequently	2
No	3
Don't know	4

FUTURE PLANS

ASK ALL

I'd now like to ask you a few questions about your plans for the future.

As far as you can tell, how likely are you to...?

READ OUT. SINGLE CODE.

	Very likely	Quite likely	Quite unlikely	Very unlikely	Don't know
IF COMPLETER AND WORKING (A5=1-3): Continue working with the same employer for the next 2-3 years	1	2	3	4	5
IF COMPLETER AND WORKING AND UNLIKELY TO BE WITH SAME EMPLOYER IN NEXT 2-3 YRS (A5=1-3 AND F1_1 =3-4): Continue working in the same sector in the next 2-3 years	1	2	3	4	5
IF CURRENT: Complete your Apprenticeship	1	2	3	4	5
IF CURRENT: Remain with your current employer for the next 2-3 years after you finish your apprenticeship	1	2	3	4	5
IF CURRENT AND UNLIKELY TO REMAIN WITH SAME EMPLOYER IN NEXT 2-3 YRS (F1_4=3-4): Continue working in the same sector in the next 2-3 years	1	2	3	4	5

IF THINK WILL NOT COMPLETE THEIR APPRENTICESHIP (F1C = 3 or 4)

Why do you think it is unlikely that you will complete your apprenticeship?

WRITE IN

IF COMPLETER AND NOT WORKING (A5 = 4 – 12)

Are you currently looking for work?

Yes	1	ASK F4
No	2	ASK F8
Don't know	3	

IF COMPLETER AND LOOKING FOR WORK (F3=1)

And which of the following applies to the type of work you are looking for at the moment?
Are you looking for: ?

READ OUT. SINGLE CODE.

Work solely in a sector directly related to your Apprenticeship	1
Work across a number of sectors including the area your Apprenticeship was in	2
Work in an area unrelated to your Apprenticeship	3
Any work	4
Don't know	5

Do you feel that because of the Apprenticeship you completed you have significantly more chance of finding a job, do you think your chance have improved slightly, or has it made no difference?

SINGLE CODE.

Significantly more chance	1
Slightly more chance	2
No difference	3
Don't know	4

IF CURRENT

And how likely are you to undertake further learning or training leading to a qualification **[IF COMPLETERS: in the next 2-3 years [IF CURRENT: within say 2-3 years of finishing your [LEVEL 2 / LEVEL 3] Apprenticeship]**?

READ OUT. SINGLE CODE.

Very likely	1
Quite likely	2
Quite unlikely	3
Very unlikely	4
(DO NOT READ OUT) Don't know	5

IF LIKELY (F6 = 1 or 2)

What type of qualification(s) are you likely to undertake?

DO NOT READ OUT. MULTICODE.

IF L2 FROM SAMPLE: Level 3, Advanced apprenticeship	1
Level 3 NVQ or diploma	2
A Levels	3
Level 4, or higher level Apprenticeship	4
Higher National Certificate (HNC)	5
Higher National Diploma (HND)	6
Foundation Degree	7
Degree (other than a Foundation Degree) (inc. Masters, Honours, PGCE, University)	8
Other Level 2 qualifications (e.g. NVQ Level 2, GCSEs)	9
Other Level 3 qualifications	10
Other Level 4 qualifications (inc. Nursing, Advanced Diploma, Social Work, NVQ Level 4 or 5)	11
Other (PLEASE SPECIFY)	12
Don't Know	13

ASK ALL

A) Have you recommended the <SPECIFIC FRAMEWORK> Apprenticeship, to anyone else?

B) And have you recommended Apprenticeships in general to anyone else?

READ OUT. MULTICODE.

	Yes	No	Don't know
Yes - <SPECIFIC FRAMEWORK> Apprenticeship	1	2	3
Yes - Apprenticeships	1	2	3

IF NOT RECOMMENDED AT ALL (ALL ITERATIONS OF F8 = 2 OR 3)

Would you recommend Apprenticeships to others?

SINGLE CODE.

Yes	1
No	2
(DO NOT READ OUT) Don't know	3

Demographics

ASK ALL

This last section is just to ask a few questions about you [**IF EMPLOYED**]; and the employer you work for]. The information we collect is for classification purposes only.

ASK ALL EMPLOYED

As far as you are aware, how many people [**COMPLETERS WITH SAME EMPLOYER (A6 = 1) OR CURRENT: work at the site where you work?**] [**COMPLETERS NO LONGER WITH SAME EMPLOYER (A6 = 2): worked at the site where you completed your Apprenticeship?**]

INTERVIEWER NOTE – AT THE SITE / BRANCH THEY WORK AT, NOT THE ENTIRE ORGANISATION.

READ OUT. SINGLE CODE.

Fewer than 10	1
10-49	2
50-249	3
250-499	4
500 or more	5
(DO NOT READ OUT) Don't know / refused	6

Is this workplace...?

READ OUT. SINGLE CODE.

The only workplace in the organisation	1	ASK G4
Or is it the head office of an organisation with a number of sites	2	ASK G3

Or is it a branch of an organisation with a number of sites	3	
DO NOT READ OUT: Don't know	4	ASK G4

IF MULTISITE

Roughly how many people would you estimate work for this employer across the whole of the UK?

READ OUT. SINGLE CODE.

**DP NOTE: ONLY SHOW CODES EQUAL TO OR ABOVE CODE MENTIONED AT G1.
IF DON'T KNOW AT G1 SHOW ALL CODES.**

Fewer than 10	1
10-49	2
50-249	3
250 - 499	4
500 or more	5
(DO NOT READ OUT) Don't know	6

ASK ALL EMPLOYED

What sector does this employer belong to?

PROMPT IF NECESSARY. SINGLE CODE.

Financial services	1
Professional or business services	2
Retail or wholesale (inc. motor trades)	3
Hospitality, hotels or restaurants	4

Manufacturing or Transport	5
Construction	6
Education	7
Health, Social Work and Childcare	8
Other Public Sector or public service organisations	9
Agriculture, Horticulture and Animal Care	10
Hair and Beauty	11
Arts, Entertainment, Sport and Recreation	12
Other (SPECIFY)	13

ASK G5 – G8 AND G9 IF DATA NOT COMPLETE ON ILR.

How old were you when you started your apprenticeship?

RECORD AGE.

IF REFUSED AT G5

Would you mind telling me in which age bands you fell into when you started your apprenticeship?

READ OUT. SINGLE CODE.

Under 19 years	1
19 to 24 years	2
25 years or older	3
Refused	4

INTERVIEWER RECORD GENDER.

Male	1
Female	2

Which of the following best describes your ethnic background?

READ OUT. SINGLE CODE.

WHITE British	1
WHITE Irish	2
WHITE Other background	3
MIXED White and Black Caribbean	4
MIXED White and Black African	5
MIXED White and Asian	6
MIXED Other mixed background	7
BLACK OR BLACK BRITISH Caribbean	8
BLACK OR BLACK BRITISH African	9
BLACK OR BLACK BRITISH Other background	10
ASIAN OR ASIAN BRITISH Indian	11
ASIAN OR ASIAN BRITISH Pakistani	12
ASIAN OR ASIAN BRITISH Bangladeshi	13
ASIAN OR ASIAN BRITISH Other background	14
CHINESE	15
OTHER ETHNIC BACKGROUND	16
Don't know / Prefer not to say	17

DP NOTE – THIS INFORMATION NOT ON ILR

G8A What is your religion, even if you are not currently practising?

PROMPT AS NECESSARY. SINGLE CODE.

Christian	1
Buddhist	2
Hindu	3
Jewish	4
Muslim	5
Sikh	6
Any other religion (WRITE IN)	7
No religion	8

Do you consider yourself to have any sort of disability or health condition that affects the type of work you can do?

SINGLE CODE.

Yes	1
No	2
Refused	3

DELETED

ASK ALL

Are you the chief income earner in your household?

ADD AS NECESSARY: The person who has the highest annual income.
SINGLE CODE.

Yes	1
No	2
Refused / Don't know	3

ASK ALL EXCEPT IF REFUSED AT G11

What is **[IF G11=2: the job title of the chief income earner of your household?] [IF G11=1: your current job title?]**

Probe for:

Position, rank or grade

Industry or type of company

Type of qualifications, degrees, apprenticeships needed for job

No. of staff responsible for

If unemployed/retired, probe for details of most recent job.

WRITE IN: ALLOW REFUSED

DELETED

ASK ALL

Thank you for answering these questions about your Apprenticeship. Before you go, we would like to ask a few short questions about your general wellbeing. The Government is interested in wellbeing generally and are asking questions about this in each public survey.

G13A So on a scale of 0 to 10, where 0 is very dissatisfied, 5 is neither satisfied or dissatisfied and 10 is very satisfied:

READ OUT, SINGLE CODE.

	Very dissatisfied					Very satisfied					Don't know	
Overall, how satisfied are you with your life nowadays?	0	1	2	3	4	5	6	7	8	9	10	11
Overall, how happy did you feel yesterday?	0	1	2	3	4	5	6	7	8	9	10	11
Overall, how anxious did you feel yesterday?	0	1	2	3	4	5	6	7	8	9	10	11
Overall, to what extent do you feel the things you do in your life are worthwhile?	0	1	2	3	4	5	6	7	8	9	10	11

Thank you very much for taking the time to help us with this research. Occasionally it is necessary to call people back to clarify information or answers to questions. May we at IFF contact you again if required?

SINGLE CODE.

Yes	1
No	2

The Department for Business, Innovation and Skills may conduct further research on this issue. Are you prepared to be re-contacted by the Department for Business, Innovation

and Skills, IFF Research, or any other research consultants working for the Department for Business, Innovation and Skills, for these reasons?

SINGLE CODE.

Yes	1
No	2

IF WILLING TO BE RECONTACTED AGAIN IN FUTURE (G14=1 OR G15=1)

GCON Thank you. Please could I take your telephone number and email address so we can contact you in future?

INTERVIEWER WRITE IN BELOW.

	WRITE IN	REFUSED
LANDLINE		X
MOBILE		X
EMAIL ADDRESS		X

THANK RESPONDENT AND CLOSE INTERVIEW

I declare that this survey has been carried out under IFF instructions and within the rules of the MRS Code of Conduct.		
Interviewer signature:	Date:	
Finish time:	Interview Length	mins

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