



Department
for Business
Innovation & Skills

APPENDIX TO BIS RESEARCH PAPER 64

Follow-up Research: Apprentices' Pay,
Training and Working Hours

JANUARY 2013

RESEARCH

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The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Business, Innovation and Skills.

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Appendix to Research Paper number 64

January 2013

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Executive summary

Aims and methodology

The Apprentice Pay Survey 2011 found incidences of a lack of training, low pay and low number of working hours reported by a small percentage of apprentices. These figures were based on self-reporting through a survey administered by phone. In the case of pay, hourly pay rates were derived through calculations using stated gross pay, contracted hours and hours spent training outside of a contract. In response to these findings, BIS commissioned Ipsos MORI Social Research Institute to conduct follow-up qualitative research among *this subset* of apprentices. The specific aims of the research are:

1. To understand why 20% of apprentices indicated they did not receive on- or off-the-job training;
2. To explore the reasons why, despite being employed, 5% of apprentices were not paid, and why 20% received less than the relevant National Minimum Wage¹; and
3. To understand why 5% of apprentices worked fewer than 16 hours per week.

Forty in-depth interviews were conducted with apprentices across England between 21 May and 7 July 2012. All interviews were conducted face-to-face in a place of the interviewees' choosing, but away from their workplace.

Issues relating to training

There are four emerging explanations for why apprentices received no or little training which are related to the apprentice's rationale for undertaking an apprenticeship. The latter are covered first below, after which their relationship with the reasons for receiving little or no training are discussed.

Reasons for starting an Apprenticeship

1. As a means of **career progression**. Apprentices in this category were usually already employed and were engaging in training as a way of developing existing skill sets in order to advance their career. For this group, training was less about learning 'new skills' (because they were already doing the job and knew what was expected of them), and more about identifying existing skills, and learning to organise / classify their experience.
2. As an essential element of **statutory accreditation**. Some sectors require workers to have, or be studying towards qualifications in order for them to be employed. This group were further sub-divided into (i) those in progressive careers in which the Apprenticeship was a next step towards a profession, career or higher education

¹ Throughout the rest of the report, we refer to those receiving less than the minimum wage they should receive as receiving 'low pay'

(such as engineering or those in the finance sector) and (ii) those working in low pay sectors (typically working in the Health and Social Care or Childcare sectors).

3. As an **optional learning** opportunity. Apprentices in this category were individuals who were already employed and were doing the Apprenticeship primarily because it was offered to them. They lack the purpose and motivation seen in group 1 above.
4. As a **traditional** route into a trade such as Hairdressing, Joinery, Mechanics, etc. This group of Apprentices perceived on-the-job training (in the form of guidance and mentoring) as a crucial component of their learning.

Reasons why little or no training was received

1. **The exclusion of training time from a contract.** Some apprentices were not given time-off for training during working hours which led them to take most or all of their training off-the-job. Their training took two forms: reacting to a surfeit of practical training by *staying late and practising skills at the work place* and, more commonly, *completing workbooks or portfolios at home*.

Apprentices' response to this practice varied depending on the reasons for undertaking an Apprenticeship. The more motivated apprentices (i.e. those seeking career progression, completing statutory accreditation or to develop a trade) took proactive actions to remedy the shortfall including organising their own training in their own time. By contrast, those with less clear purpose took no action and felt no imperative to organise their training. Among those who organised their own training outside work, there was limited opportunity to apply the learning. This practice is also, of course, non-compliant with the new SASE guidelines.

2. **Lack of interest and support from employers.** This was found to be a key factor in influencing apprentices' views and experiences of training. Apprentices who felt their employer was apathetic towards their training reported the following impact:
 - a. Inability to practice or develop their skills because the employer provides no opportunities for them to do so;
 - b. Missing activities integral to their training because the employer was not engaged in the wider training system and/or was not monitoring the training. The impact was most severely felt by apprentices who were learning a trade; and
 - c. Feeling de-motivated and questioning why they were doing the training in the first place.

In all of these circumstances, on-the-job training was difficult to arrange or organise, which limited any training received to off-the-job methods.

3. **Unreliable external assessors.** Several apprentices reported their external assessors taking leave or changing jobs without a replacement, meaning that the apprentice was left without guidance. In some instances, the apprentice had to chase the provider for a new assessor. This resulted in disjointed training which sometimes took longer to complete. Clearly, any element of training that required input from an assessor such as one-to-one sessions suffered as a result.

4. **A narrow interpretation of training.** There were a small number of instances of apprentices applying a narrow interpretation of what constitutes training in the Apprentice Pay Survey. For example, 'training' was perceived to include only 'on-the-job guidance' or 'classroom' guided sessions. The former was more commonly cited by apprentices undertaking 'technical skills' (e.g. Skilled trades, Health and Social Care, Childcare) whilst the latter was more common among apprentices undertaking 'softer skills' (e.g. Management, Service, Retail).

The relationship between training and low numbers of working hours

In most cases, low working hours were mutually arranged between the apprentice and either the employer and/or the provider. This allowed some flexibility in working hours for the employer and the apprentice to cover flexible shifts and childcare arrangements. In most cases, the time spent in the work place was solely spent working with all training taking place outside of contracted hours. Again, this led to minimal amounts of on-the-job training taking place.

Issues relating to pay

Reasons why no pay was received

Apprentices interviewed for this research who said they received no pay fell into two groups: *voluntary workers* and *those still on Programme-Led Apprenticeships* at the time of the survey (the latter is no longer an option for apprentices).

Voluntary workers did not expect to receive any pay as part of their Apprenticeship (and were not paid for their work). In some cases, apprentices said they were happy to receive the training and, in the case of younger apprentices, they were familiar with the concept of unpaid work experience arranged by schools and colleges. However, it is important to note here that expecting apprentices to work on a voluntary basis is not acceptable under the Apprenticeships, Skills, Children and Learning (ASCL) Act 2009.

Reasons for receiving limited pay

There are three main reasons why apprentices received low pay:

1. **Low wage occupations.** Some apprentices receiving low pay (i.e. under the amount that they should receive) felt that minimum level wages were a feature of their chosen occupation/sector. Others – in particular young apprentices in their first employment – were accepting of their pay because they have no prior knowledge or expectations.

One common factor in the pay of these apprentices was that pay remained at low levels *after* completion of their course. In the case of Child Care and Health & Social Care apprentices, the Apprenticeship is an entry requirement for roles in that sector. Completion provides a "right to practice" but is not typically accompanied by an increase in pay as usual pay levels are on or around the national minimum wage rate.

2. **The role of the contract and awareness of entitlements.** Not all knew whether they had a contract, or stated they had never seen or signed one. There was a

connection between this and the knowledge an apprentice had of their rights. Participants responding in this way tended to be younger and still lived with their parents. They were also therefore new to the world of work and this led some not to question the pay they received. Even when paid less than they should, some younger people felt they received enough, especially when they had support from parents.

3. **Reported exploitation by employers.** Several apprentices reported that they were being used as cheap labour rather than learning a skill, service or trade. Typical responses from apprentices were that they received little actual training, and/or that they were used to do menial tasks around the workplace. Such activity is especially concerning for younger apprentices because they often have no prior work experience to compare against.

Relationship between low working hours and pay

Two main patterns emerged: low hours based on a *mutual agreement between employer and worker* and *reluctance on the part of the employer to pay for training*. Examples of the former include working less than 16 hours in order to be eligible for benefit payments or to fit around childcare arrangements.

Chapter 1: Introduction

Purpose and Outline of the Research

In 2011, Ipsos MORI conducted the Apprentice Pay Survey for the Department for Business Innovation and Skills (BIS). Responses indicated that 20% of UK apprentices received no training, 5% worked fewer than 16 hours per week and 5% said they received no pay. Concerned by these findings, and in order to better understand the background context to them, BIS commissioned this qualitative research to explore the experiences of 40 of these apprentices in England. Thus, it is important to emphasise that the following report focuses on the subgroup of apprentices that fell into one or more of the categories above. The analysis and findings therefore relate to this subgroup, and not the apprentice population as a whole.

The continuing development of an effective Apprenticeship programme is critical to the UK economy, especially at a time where youth unemployment is high and growth is essential to the economic health of the nation. The growth in the number of apprentices over the past few years has been impressive. Figures from the Department for Business Innovation and Skills (BIS) show 457,200 Apprenticeship starts in the full 2010/11 academic year, which was an increase of 63.5% on starts in 2009/10 (Department for Business Innovation and Skills, 2012). However, the responses to the 2011 Pay Survey suggested there might be potential issues surrounding the quality of some Apprenticeships (Higton *et al*, 2012). BIS and its partners have taken additional steps to raise standards and safeguard the quality of Apprenticeships since the 2011 survey participants undertook their training.

Thus, the three core aims of the current research are:

1. To understand why 20% of apprentices indicated they did not receive on- or off-the-job training;
2. To explore the reasons why, despite being employed, 5% of apprentices were not paid, and why 20% received less than the relevant National Minimum Wage; and,
3. To understand why 5% of apprentices worked fewer than 16 hours per week.

BIS commissioned this work to better understand the findings which caused concern in the original survey. For example, one possibility was that some of the 2011 survey participants did not fully understand some of the questions that were asked, hence there may have been a degree of error in their responses. Whilst qualitative research cannot provide a quantitative response to such hypotheses, it is an ideal methodological tool for understanding the breadth of ways in which questions were answered, as well as illuminating the rich contextual features of apprentices' experiences in far more detail.

Although the research set out to answer each of the aims above, it became clear over the course of the fieldwork that the issue of training was by far the most salient to apprentices. Issues around working hours, and to a lesser extent pay, were often strongly connected to the ways in which training was structured and experienced by apprentices. For this reason, Chapter 3 contains the greater detail. Chapter 4 covers issues specific to pay. Low working hours (contracts of less than 16 hours a week) were solely related to issues of training and/or pay, so are included in analysis towards the end of Chapters 3 and 4.

Learning from prior research

This research does not exist in isolation. A large body of research evidence exists covering the expansion and development of Apprenticeships and whilst Ipsos MORI were not commissioned to complete a literature review, a brief summary of some of the key findings is of value.

Overall, prior research portrays a largely positive view of Apprenticeships. Learners are broadly satisfied with their training; seven in ten apprentices surveyed in 2011 said they were very satisfied with their Apprenticeship (they gave a score of 8 or more out of 10 for satisfaction) and just 4% expressed dissatisfaction (scoring less than 5 out of 10) (Vivian *et al*, 2012). The same research highlights that four in five apprentices felt their learning had had a positive impact on their workplace skills and abilities on four different measures. This pattern was, to some extent, also reflected in the findings of the 2011 Pay Survey. The majority of apprentices did report that they received *some* training: over two thirds received training on-the-job and just under half received off-the-job training. The median pay rate was £5.83 per hour, or £200 per week, and showed that four in five apprentices worked over 30 hours per week. The median pay rate highlighted is much higher than the Apprentice Rate of £2.50 at the time of the survey. However, as the Apprentice Rate applies only to a subset of all apprentices (those aged 18 or under, or who are on their first year of an Apprenticeship), and is also a minimum rather than prescribed amount, it would be expected that the median rate would be higher.

The generally positive outlook of Apprenticeships should be kept in mind when reading this report because, as stated earlier, its analytic focus is on exploring the subset of participants who indicated they received limited or no training and/or pay and may have worked a relatively short number of hours. It is therefore not surprising that the apprentices interviewed over the past few months for this report have tended to express rather negative experiences.

The importance of routes into an Apprenticeship

Prior literature also helps to explain some of the findings presented later in this report. For example, Vivian *et al* (2012) note that just 4% of learners did not report any improvement in their skills as a result of their Apprenticeship. Tellingly, the lion's share of these were older apprentices (aged 20 or more) who worked for an employer before enrolment. The data presented by Vivian *et al* supports the distinction we make later in this report between:

- “New” apprentices, who were typically recruited on programmes of longer duration studying technical frameworks such as *Construction, Engineering and Information Communication Technology*.
- “Accrediting” apprentices already worked for an employer and their training lasted for a shorter period of time. These learners were more likely to be found in service frameworks such as *Retail, Health, Business Administration and Law and Commercial Enterprise*. Two thirds of apprentices interviewed were in this latter group.

In line with the findings of this research, apprentices already working for their employer prior to enrolment were found by Vivian *et al* to receive less employer support. Failings in support can, in part, be explained by some of the findings from Hogarth *et al* (2012). Aside

from the development or improvement of skills, employer investment in training was also driven by a range of other factors including rewarding employees for their work, an enticement for recruitment, or as part of a staged recruitment after a period of probation. What this shows is that training may be offered as a people management tool as well as, or instead of, a means of skills development.

Net costs of training apprentices

Hogarth *et al* (2012) also showed significant differences in the net cost of training to an employer between traditional and non-traditional Apprenticeships. In the case of *Social Care* Apprenticeships, the net cost to the employer is a tenth of that for *Engineering*. Despite this, the “payback period” (the time taken for employers to recoup their investment) is roughly the same at around three and a half years. Differences in the profile of apprentices on these frameworks explain some of these variations. As highlighted in the Apprentice Pay Report, nearly nine in ten apprentices (88%) on *Health and Social Care* frameworks in England worked for their employer prior to enrolling on their course compared to less than half (48%) of those on *Engineering* frameworks. Two thirds of those engineers who were not with their employer before they started their training came from school or college. Engineers were therefore much more likely to be learning new skills and a greater amount of them. This is further evidenced in the mean hours spent training (21 hours per week for engineers compared to 9 hours a week in social care) and in pay (£6.23 per hour in *Engineering* and £4.88 for *Health and Social Care* apprentices). *Health and Social Care* apprentices were also much more likely to be women and have contracts for limited hours compared to those on *Engineering* frameworks. Care work is also a very good example of a sector where training is compulsory for the job but where pay is low. This is quite different to the career progression enjoyed by *Engineering* apprentices as they acquire new skills. The difference in the quality of training more generally between apprentices in traditional sectors and their non-traditional equivalents is also discussed by Steedman (2008) in which the balance between work and training for *Retail and Customer Service* Apprentices is very different to that of those on *Engineering*.

The key issues relating to pay

Based on the findings of this research reported later, apprentices receiving *no pay* fell into two broad camps – firstly, those who were still on Programme-led Apprenticeships at the time of the survey; these have now been phased out as part of the introduction of SASE (Skills Funding Agency, 2011), and secondly, those who were in voluntary positions. In relation to voluntary work, this is against legislation outlined in the Apprenticeships, Skills, Children and Learning (ASCL) Act 2009. The National Apprenticeship Service (NAS) website notes that all apprentices should be paid for their work and training in line with the National Minimum Wage legislation².

² NAS website, <http://www.apprenticeships.org.uk/Partners/Partners-FAQs/FAQDetails18.aspx> accessed 07/07/12

Methodology

Aims and objectives

As outlined above, the current research has three key aims:

1. To understand why 20% of apprentices indicated they did not receive on- or off-the-job training;
2. To explore the reasons why, despite being employed, 5% of apprentices were not paid, and why 20% received less than the relevant National Minimum Wage; and,
3. To understand why 5% of apprentices worked fewer than 16 hours per week.

A qualitative approach

A qualitative methodology was used in this study to gain an in-depth understanding of apprentices' views on their training. Forty in-depth interviews with apprentices took place across England between 21 May and 7 July 2012, lasting typically for around an hour. Recruitment was mostly focussed in four regions: London, the South East, the North West and the West Midlands. All interviews were conducted face-to-face in a place of the interviewees' choosing, but away from their workplace.

The sample was drawn from those who completed the 2011 Pay Survey who had agreed to be recontacted. Loose quotas were set for the main fieldwork by a range of criteria as per Table 1 overleaf. The sampling was purposive with a greater emphasis placed on recruiting apprentices receiving either no or little on- or off-the-job training. Other minimum quotas were set by age, region, working status prior to enrolment, and those in low pay sectors receiving tips. More details on our approach are provided in the "Sampling" section.

Interviewees who were still on an Apprenticeship (be it the same one or at a higher level) were asked to complete a short diary detailing the hours they spent training that week and the sort of training they undertook. This was primarily used as an aide memoire in the interview to encourage the apprentice to think about the issues discussed and act as a point of comparison for their experiences in 2011, and the data they provided in the survey.

A routed discussion guide was developed for the interview in which participants answered questions depending on the responses they gave for the 2011 survey. The guide can be found in Appendix A. The discussion guide was structured around the research objectives and there was no need for any significant revisions during the fieldwork period.

Sampling

Ipsos MORI drew a sample of apprentices from the 2011 pay survey who had agreed to be recontacted for research purposes. Selections were made based on responses to questions on hours spent training, hourly pay, and hours spent working. Incidences of non training were prioritised, after which those receiving minimal training and/or no or minimal pay were selected. Finally those saying they worked less than 16 hours a week were selected. Table 1 describes the number of interviews completed in each of the loose quotas set. It should be noted that each participant contributed to more than one quota, and this is why the sampling figures do not sum to forty.

Table 1: Sample composition

Research objective quota	Minimum quota	Achieved
1. Receive no or limited training	16	19
<i>Of which receive no training</i>	12	16
2. Receive no pay	10	10
3. Work fewer hours than guidelines	7	9
Region		
London and the South East	14	17
North West	7	11
West Midlands	7	11
Others	4	2
Status prior to enrolment		
Working for employer	20	24
Not working for employer	10	14
Interviews in specific frameworks		
Hairdressing/Hospitality apprentices on low pay receiving tips	8	9

Source: Ipsos MORI

Recruitment

In total, a letter was mailed to 563 apprentices and former apprentices who fitted the sampling criteria. The letter outlined the purpose of the research and indicated that somebody might contact them in the coming weeks to ask if they would be willing to take part in an interview. Letters were branded with Ipsos MORI and BIS logos and included the full contact details for key members of the Ipsos MORI and BIS project teams so that any questions could be answered.

In order to determine their eligibility and willingness to take part in the research, Ipsos MORI in-house recruiters began calling potential participants a week after opt out letters had been sent to the sample (from 3 May). A screening questionnaire was used at recruitment to ensure suitable apprentices took part and minimum quotas were met. To encourage participation, interviews were conducted at a time and place most convenient to the apprentice (i.e. at their home or in a public place such as cafe) and incentives of £20 worth of retail vouchers were offered to each interviewee as compensation for their time. For those completing a diary, a further £30 worth of vouchers were offered. To maximise retention, apprentices were also contacted a day in advance of their interview as a reminder to take part. In spite of this, thirteen of those originally recruited withdrew from interview and were replaced with alternatives from the sample.

It is important to note that although qualitative research provides more detailed insights into experiences, the views obtained are not statistically representative of all of this subset

of apprentices. Throughout the report, use is made of verbatim comments from the interviewees. Where this is the case, it is important to remember that the views expressed do not always represent the views of all apprentices and former apprentices who were interviewed.

As short hand, participants taking part in this research are referred to as 'apprentices' throughout this report because this was their employment status at the time of the 2011 Apprentice Pay survey. However, a number were no longer on an Apprenticeship. This was expected given the fact that the 2011 research surveyed apprentices who were at different points of their courses (including some who had already completed), and the current follow-up research was carried out a year on from that.

Report structure

The report has been structured around the first of the two main research objectives. This is intended to make it easier to link between the objectives of the research and actions which BIS may wish to implement. In practice, the objectives all have some connection to one another, so some internal referencing is provided to help navigate between sections.

A thematic database was developed that was structured by variables that described the apprentices (i.e. those used in the quotas such as age and status prior to enrolling on an Apprenticeship) to help draw out links in the data.

The database was interrogated according to four key questions:

- What did apprentices say? – What is the key information which has been collected?;
- What does the data mean? – How does this relate to the research objectives?;
- What does it all mean? – How do these findings fit together into a 'bigger picture'?; and,
- What does it mean for BIS and NAS? – What are the implications and recommendations?

The outcome of this analysis is reported in Chapters 3 and 4. However, prior to these chapters, and in order to provide contextual depth to the analysis, we begin with a brief description of the types of training that apprentices received in Chapter 2.

Chapter 2: Types of training

Introduction

In order to contextualise the analysis in Chapters 3 and 4, the purpose of this chapter is to summarise the range of training methods available to apprentices. It is separated into on-the-job training and off-the-job training.

On-the-job training activities

We begin by summarising the types of on-the-job training that were outlined by the apprentices interviewed in this study. The broad purpose of this section (and that describing off-the-job training) is to illustrate the ways in which *apprentices* described their training activity as opposed to listing the way training is supposed to be structured. The extent to which the activities described accurately reflect how training is and/or should be delivered is not relevant. An accurate account of the descriptions used by interviewees is the analytical goal here.

Portfolio

Many apprentices talked about their portfolios, which function as a collection of evidence and document learning that has taken place over the lifetime of the Apprenticeship. Participants related their portfolios to on-the-job “training” when they completed them in the workplace, and described a process of logging their day-to-day activity, along with the requisite skills they had mastered. In this way, the portfolio provided a written record of their training accomplishments for subsequent assessments and **was predominantly viewed as an administrative task**. For example, one of the mechanic apprentices discussed the record keeping activities he undertook to provide evidence of his learning. This record-keeping happened on-the-job and involved completing a portfolio and tracking what mechanical work they had completed on a car.

Whilst not strictly “training”, keeping a portfolio does allow apprentices to reflect on what they learn and, through review, understand how new knowledge can be applied in the work place. The value to the learner is that the portfolio acts as an *aide memoire* about the training they have had and when they used it to fulfil their role. The value to the provider and employer is different as it forms a key part of the body of evidence to decide whether an apprentice passes or fails. It is important evidence for internal and external assessment and is an activity used to verify progress. In the case of evidence, this often resulted in an assessor observing the apprentice completing a task and providing a further verification sheet within the portfolio.

“Basically they assess how I did [a task] and if I’m doing it right. Once I’d done all the work sheets I have one of the guys from the college come round to watch me do [the task] and they fill out another sheet to put into my portfolio.”

Mechanic: No, or minimal, on-the-job training; did get paid; Worked 30+ hours per week

Assessed elements of a portfolio can also be completed off-the-job (the use of workbooks is covered in more detail in the off-the-job training section in this chapter), although this comes with some attendant risks. For example, one apprentice who was completing an Advanced Apprenticeship in Childcare described the way in which she got her son to complete the maths assessment component of her portfolio:

"I had to do this English and maths [test] on a computer. I got my son to do it, and then spell check it because I can't even type."

Childcare: No or minimal on- or off- the job training; did get paid; Worked 15 hours or less per week

Given this potential risk, it is important for training providers and employers to consider whether the way in which apprentices are 'trained' and 'assessed' accurately reflects the extent to which they have acquired and mastered new skills. It is worth noting that it was common for apprentices to indicate that they did not do any additional studying or learning beyond the requirements of completing their portfolio. As a portfolio is a means of *evidencing* apprentices' training, it is unsurprising that the perceived benefits of completing it will be limited if the broader content and range of the apprentices' training is also limited. The purpose of the portfolio is to *support* training as opposed to being the primary method of training itself.

Furthermore, "assessments" were often described as non-interactive activities, as the assessor would not always tell the apprentice what they were doing nor give feedback at the end of the assessment. This is described in more detail in the following section, along with apprentices' use of self-guided learning.

Guided demonstrations & observations

In guided demonstrations, the apprentice is shown how to undertake certain activities by a more senior member of staff, who explains the steps and processes they are undertaking. The apprentice is able to ask questions, before attempting the process themselves whilst supervised by their 'mentor', who offers further guidance and constructive feedback. When this works well, the process allows the apprentice to gradually develop new skills in a way that helps them to understand and appreciate the subtle aspects and nuances of job-specific processes. Moreover, it does so in a supportive context, which helps to mitigate any initial anxieties the apprentice may have. One aspect of an Apprenticeship is having the right amount of time to reflect on new skills learned and to put these skills into practice. One of the criticisms of the current Apprenticeship programme is their duration which limits the ability to reflect on learning. Short duration Apprenticeships are also said to be used to accredit existing skills (Keep, 2012) although initial steps have been taken by BIS and NAS to address this latter issue.

Many of the apprentices were selected for interview due to a reported lack of one form of training (either on- or off-the-job). A few did misinterpret questions they were asked in the survey. For example, one Construction apprentice said he received no on-the-job training but went on day release to college for one day a week. He was then applying new skills in the workplace under supervision. The apprentice misunderstood the question regarding on-the-job training in the survey because it was clear in the interview that mentoring and employer guidance did take place. The participant provided an anecdote about how he did not take much notice in his first day of training only to be asked by his employer to demonstrate what he had learned the next day. The experience of getting it all wrong and having a colleague show him how to correct the work made him pay more attention in

subsequent weeks. This shows that the employer was engaged and took an interest in the training of the worker, and that new skills were tested on-the-job.

Several other apprentices described very positive experiences in terms of the supervision and mentoring training they did receive even though they did not receive other forms of training. In one case, a Level 2 Hairdressing apprentice said they received no training off-the-job but that they had still learned a lot because of the very good mentoring activity that took place in the salon.

"[...] someone will go through it [hairdressing skills] with me and then I'll do it and then they check over it for me [...] I watch them a few times to pick up on it. Then I'll do it myself but they'll always check it afterwards to make sure it's okay."

Hairdressing: No, or minimal, off-the-job training; Does get paid, Works 30+ hours

The process of demonstration, observation and guidance was typically undertaken by someone working with the apprentice; however, it could also be done successfully by the apprentice's assessor. For example, one of the apprentices undertaking an Apprenticeship in Childcare discussed the way in which her assessor would come in, observe her in her role, and subsequently offer feedback and advice. This was an example of 'best practice' in terms of the role of the assessor in the delivery of the Apprenticeship training. In general, where the role of the assessor was clear to the apprentice, and where the process of assessment also functioned as a form of training in itself, this type of practical training was valued and was what many apprentices had expected to receive prior to starting their course.

However, other apprentices discussed their experiences with assessors with mixed views. For several, the work of assessors was mostly opaque; they would observe, record and provide some limited feedback on what they found, but the detailed results of the assessment were shared with the employer rather than the learner. The difficulty for the learner in this situation was the separation they experienced between their work and the qualification they were working towards. In essence, the training was experienced as separate from their job, which meant they did not perceive assessor observations as a form of on-the-job training. Indeed, it is arguable that, without feedback, assessments alone do not classify as training because the apprentice has no chance to learn through constructive criticism. This was illustrated by an apprentice undertaking her Apprenticeship in Health & Social Care

"I did all my assessments that she set me... I then had her come in and spot check me and for complete of the assessment form and then I had just had an exam. [...] the assessments were given to me periodically [but] it is not training, she was just assessing me carrying out my duties."

Health & Social Care: No, or minimal, on- or off-the-job training; did get paid; Worked 15 hours or less per week

The above extract illustrates that the relationship between the apprentice and their assessor is important for how apprentices perceive assessor observations, and whether or not they consider them a form of 'training'. Work-based observations, combined with feedback and follow-up, can function as a form of on-the-job training yet, for some apprentices, these sessions were clearly not understood in this way, and this will have influenced their responses to the survey.

Peer-Learning

Another form of on-the-job training that some apprentices found useful was 'peer-learning', by which we mean instances where apprentices discussed off-the-job learning with colleagues or other apprentices, and attempted to articulate the relevance of their learning to their job. This sort of learning manifested in several forms. A couple of apprentices described formal structures in which they were given time by an employer to study with fellow apprentices. This sort of activity was said by apprentices to be valuable because it requires learners to fully understand a given topic in order to explain it to fellow apprentices.

More common were informal, ad-hoc peer-learning where colleagues discussed specific topics within a subject over coffee or during the working day. The topics discussed were spontaneous, but were often instigated by something learned in a more formal setting. In one case, a Childcare apprentice described 'reporting back' on training received with the rest of her team, especially if she had not understood specific aspects of a topic, or if she saw behaviour in the workplace which seemed to go against something she had just learned.

"[...] if I had a problem you know with some of the homework and that, the girls at work, I'd just say oh I've got this question and we'd all have a brainstorm and talk about it [...] I go in and say here by the way I've learnt this and do you know you can do this?"

Childcare: No, or minimal, on- or off- the job training; did get paid; Worked 15 hours or less per week

These types of 'peer-learning' were experienced as highly valuable, and they were in stark contrast to a number of other apprentices who described their off-the-job training as quite a 'lonely process' whereby they were 'left' to complete workbooks on their own, and it is this type of training that is explored in further detail in the off-the-job training section.

Self-Guided Learning

In some instances apprentices did undertake additional studying and learning around their chosen subject, although it is hard to classify this activity as either on- or off-the-job. For example, one interviewee completing his Apprenticeship as a Multi Skilled Maintenance Technician outlined how he had started a Foundation Degree in Electrical Engineering in the third year of his Apprenticeship, and so he regularly spent 2-3 hours per night (i.e. off-the-job) completing additional studying. He was then able to apply some of what he had learnt on-the-job. This application of knowledge can still be classed as learning as the apprentice would consider the extent to which the application of new knowledge benefited their work. Whilst he found this challenging, he appreciated that this was paving the way for him to do a degree once his apprenticeship was over, which would improve his future career prospects. It is of course worth noting that this activity was happening at the time of the follow-up interview and not at the time of the pay survey. This example is also from an apprentice progressing to higher education where activity such as "reading around" a subject is expected and required. However, this sort of learning can be associated with Apprenticeships and so could possibly be recorded as part of any subsequent surveys of pay or learning activity.

Off-the-job training

Apprentices taking part in this study described the following types of off-the-job training.

Workbooks

Across the interviews it was very common for apprentices to have to complete a workbook outlining the core competencies expected of them. These workbooks tended to have a dual purpose: firstly, they functioned as a learning resource, and encouraged apprentices to undertake studying; and secondly, they provided a written record of the apprentices' progression through their training, which could be monitored by their assessor and used as part of their wider portfolio of work. In this way, the 'workbooks' are similar to the 'portfolios' outlined in the previous section, however, with workbooks, the conceptual focus tended to be more on the former i.e. functioning as a training resource that prompts additional learning in itself, rather than measuring progress and recording assessments. Workbooks can be completed in apprentices' own time, or during contracted hours. The distinction is important as the workbooks completed within contracted hours would comprise off-the-job training as required under SASE guidelines i.e. they would form part of the minimum amount of training required. Workbooks completed in an apprentice's own time would not be counted under SASE.

Therefore, ideally, using workbooks should promote reflective learning. However, many apprentices described completing workbooks in isolation (often using the phrase "homework") and then having their books "assessed" i.e. marked by an external assessor. The time it took to complete these assessments would vary; some apprentices said their assessor looked at their work every week although it was more common for assessments to be carried out monthly or less often. Infrequent assessment was often a result of external factors affecting the provider such as staff turnover of assessors (discussed later under the heading *Unreliable External Assessors*) and clearly had a knock on effect for the apprentice and, potentially, the employer.

"She didn't actually come out and train me as in show me how to do things, she'd just sit in the corner watching me for a morning with her little Dictaphone talking into it [...] tick off the boxes of what I was doing. [...] she'd sign and date [an assessment sheet] and I had to sign and date it as well when I completed [...] She used to set me like units or she said to me like work through it you know and I'm at the end of the phone if you need me."

Childcare: No, or minimal, on- or off- the job training; did get paid; Worked 15 hours or less per week

The final point in the quote above recognises a common contextual feature that emerged regarding learning via workbooks – the idea of an assessor saying they would "always be available" through email or telephone. In reality, such on-call access was patchy. Whilst some apprentices reported very good experiences of having this sort of informal support, others felt less comfortable contacting their assessors outside of 'standard' working hours. Furthermore, some of the apprentices experienced problems contacting assessors if they needed help, or they said their assessors failed to reply to the apprentices' correspondence. For this latter group, other networks such as work colleagues were an important source of help (see the "peer learning" section on the preceding page) although, as we note later, the extent to which employers were engaged in Apprentices' learning also varied, and this was highly salient in shaping apprentices' experiences of their training.

One-to-one guidance

As an 'extension' of the workbook training, some of the apprentices received face-to-face guidance from their assessors on how to complete their workbooks. This could happen in the workplace away from their usual working area or in the apprentice's home. Whilst most assessors made themselves available by email or telephone, the face-to-face sessions were sometimes described as preferable because it allowed the apprentice to have direct discussion with an assessor. The apprentice could raise questions and get immediate answers and, when run well, these sessions provided an opportunity for the assessor to motivate the learner and provide future direction to their learning.

One of the aspects of this type of 'guidance' was in the way apprentices described its benefits: they sometimes focussed on the way it helped them to 'get their workbook completed', rather than focusing on what they learnt. One apprentice, who was completing an Advanced Apprenticeship in Leadership and Management, felt other apprentices he knew were being given too much help by assessors. In his case although he benefitted from taking the Advanced Apprenticeship, and did considerable independent study (in his own time outside of SASE guidelines), he was concerned about how much employers would value such a qualification if it was known to be so easy to pass.

"The tutor I had helped by guidance, but he didn't give you the answers, he didn't tell you what to do. I feel that some people were basically helped along a lot, in different subjects, they weren't doing the same subject as me [...] I felt that there were certain people... were being almost given the answers and helped along by the assessor. I know I wasn't, the assessor I had was very good."

Leadership & Management: Minimal, on- or off- the job training; did get paid; Worked 30+ hours per week

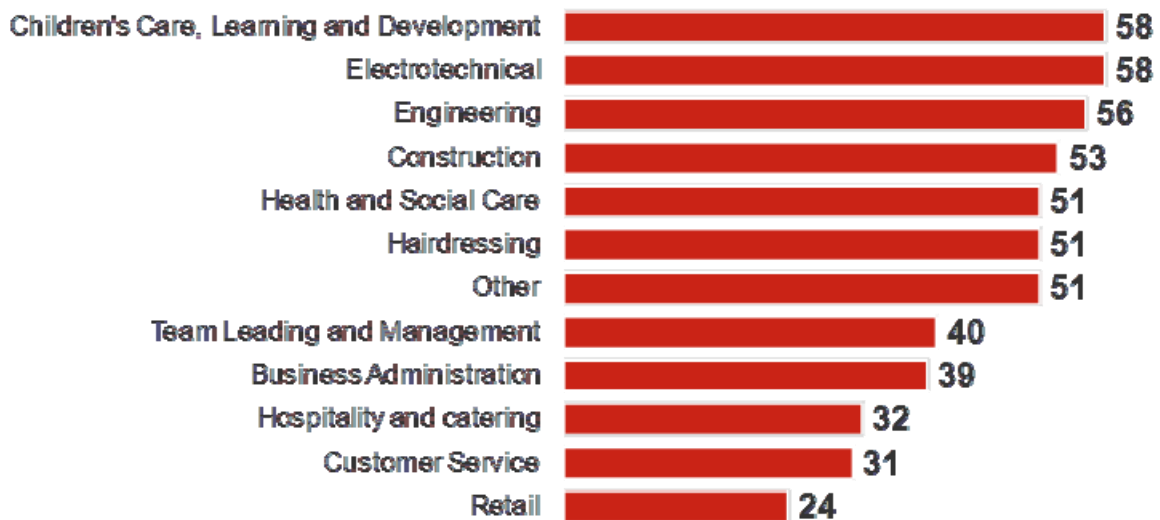
College based training

Several of those taking part in this research studied at college, some in the evening or on day release and others more frequently. It tended to play more of a part in 'technical' and 'practical' Apprenticeships (e.g. *Mechanics, Engineering, Childcare, Hairdressing* etc.), as opposed to those that focused on communication and service skills (e.g. *Retail, Business Administration*) which is in line with the findings from the Apprentice Pay Survey and illustrated in Figure 1 overleaf.

Studying at College supports the apprentices' learning in a number of ways that would be difficult to achieve whilst training on-the-job, including:

- Allowing apprentices to practice certain skills in a 'controlled' environment;
- Providing the opportunity to ask subject specialists questions and have their progress monitored by experts;
- Covering more theory-based work;
- Complete sections of their workbook, portfolio, or other tests (e.g. on computers) which would be difficult whilst at work; and
- Engage in peer-support and learning with other apprentices.

All of these methods help to consolidate and reinforce the apprentices' training. Embedding of skills learnt whilst working was considered valuable by apprentices.

Figure 1: Apprentices in England who undertook off-the-job training (%)

Base: All (6,140) Apprentices in England, 1 June to 31st July 2011

“College was really good actually [...] you do all the technical side like the working out for different jobs. [You learn] the basics behind [the subject] but at work you’re supposed to learn how to do it in a workplace environment.”

Joinery: No, or minimal, on- the job training; did get paid; Worked 16-29 hours per week

In the limited sample taking part in this work, college-based training was more common amongst younger apprentices, which is in line with the findings of the Apprentice Pay survey. Some older apprentices said they would like to have had some more training of this nature.

External trainers presenting at work

The learning described by some apprentices included external training providers coming to a place of work and conducting a presentation or workshop. This gave the apprentices an opportunity to work together and also to ask the training provider direct questions. However, it also required the apprentices to stop doing their normal work, which impacted on pay for some (this is discussed in more detail in Chapter 4). This type of training was mentioned by several apprentices in low pay sectors such as *Retail* and *Health and Social Care* and essentially combines aspects of the ‘workbook’, ‘face-to-face’, and ‘peer-learning’ training methods outlined above. The apprentices described completing question sheets relating to their subject, but this method has the benefit of providing additional support in two ways. Firstly, the assessor was on hand to address queries and secondly, it provided the opportunity for group learning and peer-support amongst the Apprentices themselves.

“We’ll shut the doors to one of the lounges where they’ll be eight or ten of us. They will show a video or a book and you’ll go through the book together with the tutor. Then she’ll give you a sheet with questions then you have to answer those questions, or she’ll go through them one-by-one.”

Health & Social Care: Minimal, off-the-job training; did get paid; Works 16-29 hours per week

Chapter 3: Issues on training

Introduction

The focus in this chapter is on exploring why 20% of participants indicated they received no or minimal training (i.e. less than 5 hours and 20 minutes of training per week) in the 2011 Apprenticeship Pay Survey. Four key themes emerged from the analysis of the interviews with apprentices:

1. The exclusion of training time from a contract (leading to apprentices training in their own time)
2. Employers' role in training activity: interest and apathy
3. Unreliable external assessors
4. Understanding of training terms used in the survey

Responses within each theme varied depending on the apprentices' previous employment experience, and the route by which they 'entered' their Apprenticeship. Through analysis, a typology of four different 'groups' of learners was identified, and these are categorised as:

- a) Apprenticeship as a means for career progression
- b) Apprenticeship as essential for statutory accreditation
- c) Apprenticeship as an optional learning opportunity
- d) Apprenticeship as a traditional route into a trade

In this chapter each theme is explained and illustrated with appropriate extracts from the interview transcripts, with variations in terms of the four 'Apprenticeship Types' highlighted. Firstly, however, the four typologies are outlined and illustrated in further detail.

Apprenticeship as a means for career progression

Apprentices falling into this first category were typically already employed, and were characterised by their eagerness to engage in training as a way of developing existing skill sets in order to advance their career. For this group, training was less about learning 'new skills' (because they were already doing the job and knew what was expected of them), and more about identifying existing skills, and learning to organise / classify their experience.

"The on-the-job training is me with my team every day managing them. [...] I actually wanted the qualification to back up what I'd been doing"

Leadership & Management: No, or minimal, on- or off- the job training; did get paid; Worked 30+ hours per week³.

³ As noted in the SASE guidelines, the total amount of training a Level 2 or 3 apprentice should receive per year is 280 guided learning hours, 100 of which should be delivered off-the-job (Department for Business Innovation and Skills, 2011) This equates to an average of 5 hours and 20 minutes per week.

Given their existing skill sets and expertise, 'traditional' training and guidance would have felt inappropriate (or unnecessary) for these apprentices. This group were predominantly accrediting, not learning new skills. However, they still found their training useful because it helped them to understand and articulate how they did their work. In this way, their Apprenticeships gave them the 'technical' vocabulary and a 'deeper' appreciation of the skills they possessed. For these apprentices, it was therefore essential to enrol on a course that was appropriate to their existing skill level if they wanted to advance their career prospects. These apprentices actively pursued their training and were using it as a means of advancing in their career.

An Apprenticeship or constituent qualification as essential for statutory accreditation

Some sectors require workers to have, or be studying towards, qualifications in order for them to be employed. There is an important distinction to be made between qualifications and Apprenticeships. An Apprenticeship is comprised of several elements of which a qualification is part. The "main aim" of Apprenticeship will be an NVQ of some description and it is this NVQ which is often the statutory element for a particular role or job. These apprentices fall into two broad camps:

- Those whose training is part of a progressive route towards higher qualifications, professional status or skilled trades, and;
- Those earning low pay who work with vulnerable members of society.

The former group include engineers, highly skilled construction workers or mechanics, financial workers or frameworks which have a well known route into higher education. They tend to have established routes of progression, including pay structures which reflect the higher skills acquired at each level of the Apprenticeship. The low pay group are typically those working in Health and Social Care, or Childcare.

Because of the nature of the sample drawn (purposive and aimed at exploring negative attributes) the apprentices taking part in this research were predominantly in the latter, low wage category: Low wage apprentices who were not paid for their hours of study, or who did little or no training, were far more likely to be selected.

For the most part, apprentices taking part in this study categorised as needing a license to practice possessed a reasonable level of job-related skills already, and they did not aim to advance their career in the sector, but merely work in it. Their employer usually highlighted the statutory requirement to complete a specific level of training for their job.

The statutory requirement element for low wage workers was interesting as some were merely updating skills they already possessed in order to meet legal requirements. For example, one of the children's nursery workers who was interviewed said she had completed a number of qualifications at college. However, these were no longer valid and so she was enrolled on an Apprenticeship which included the relevant NVQ needed for statutory accreditation. To her mind, she was not learning anything new (especially at the time of the survey in 2011 when she was at Level 2). Instead, she was remembering what she had learned in the past and gaining confidence in applying skills.

I was just updating qualifications, I didn't really need to be taught anything as [I'd been] through college... It was more getting the confidence back [and] remembering the things you forgot."

Childcare: No, or minimal, on- or off- the job training; did get paid; Worked 15 hours or less per week

However, others had expected that practical, job-specific training would be given; and one Health & Social Care Apprentice expressed her disappointment with her Apprenticeship because it lacked this type of training. An important point to note is the apprentice confused the Apprenticeship with the statutory NVQ element and this was very common in interviews as apprentices did not separate the two conceptually. When she raised this with her training provider she was simply told that there were 'different types' of Apprenticeship and her Apprenticeship did not include this type of training. She felt this was not suitable for her role, and this left her seeing it as purely a 'tick the box' exercise (note the quote below finds the apprentice using NVQ which was interchangeable throughout the interview with Apprenticeship):

"My best friend is a Senior Health Care Assistant... I looked through her NVQ folder and it was completely different to mine [...] Lots of writing...lots of input... all relevant to Health Care. [...]. On my Health and Social Care NVQ I don't think I learnt anything. I was educated to an NVQ 2 level... but to do it didn't teach me anything more than I already knew."

Health & Social Care: No, or minimal, on- or off-the-job training; did get paid; Worked 15 hours or less per week

However, this experience was again different to another apprentice now studying for an Advanced Apprenticeship in Health & Social Care (he was Level 2 at the time of the survey). This participant was selected because he received little on-the-job training and received less pay than he should. In his fifties, he was new to the social care sector and so felt he was learning a lot. However, he was also realistic about his career and his pay and knew that he would always work on or around the minimum wage. The main technical issue with this participant's training was in its delivery; all of it was completed through a workbook in his own time i.e. it was not part of his contracted hours.

Thus, the experiences of apprentices in this category were varied. As above, some were new to the sector and so all of what was learned was similarly new. Others sought appropriate training which matched their current skills set and enhanced them. In relation to low pay work, employers can be in a difficult situation given the economics of their sector. The big expense for low pay sector businesses is staff time. In the 2011 National Minimum Wage report (Low Pay Commission, 2011, p.40), Hospitality industry bodies stated that "*where employment costs can be 30–40 per cent of turnover, pay was bound to be a pressure point.*"

Coupled with the statutory need for training for employees, methods of maximising the amount of time they spend working (and what they are paid) can make significant differences to overall profitability. This is especially the case for Social Care apprentices for whom it takes over three years for an employer to gain a return on their training investment (Hogarth *et al*, 2012). Some employers may seek to minimise the effect of training on turnover in the near term, although it is the case that employers receive will

receive at least part funding from government depending on the age of the apprentice and the industrial sector in which they are based⁴.

An Apprenticeship as an optional learning opportunity

Apprentices in this category were individuals who were already employed and were then given the opportunity to enrol on an Apprenticeship if they wished. In these cases, the Apprenticeship was optional and, whilst *usually* relevant to their job, one participant had chosen a subject seemingly unrelated to their career. This was a foreign national studying an Engineering Apprenticeship who was highly qualified. As he did not possess any UK qualifications, the Apprenticeship provided a route to gaining recognised qualifications. In most of these cases, the apprentice decided to enrol on the course because the employer said it was funded and they thought “why not?”. Hogarth *et al* (2012) outlines several reasons why employers offer Apprenticeships which do not directly relate to skills development such as a reward for well-performing employees or a way of reducing staff turnover.

It is of note that apprentices in this category sometimes questioned their employer's motives for enrolling them on Apprenticeships in the first place. For example, one individual on a Retail Apprenticeship pondered whether there might be mutual financial benefits for his employer and the training provider:

“My brother [puts] people on courses and he gets a wedge in his pocket [for it]. I don't know if they [providers] get commission for signing people up to it but I think you have to complete the course for them to get the money [...] I can't see any other way that they would pay to put you on this course that's supposed to be, I don't know, £500 or £600.”

Retail: No, or minimal, off-the-job training; did not get paid; Worked less than 15 hours per week

Similarly, an interviewee with a part-time bar job wondered why she had been encouraged to enrol on an Apprenticeship in Hospitality and Catering as she was already highly experienced in the role and was the member of staff who trained new employees. Again, she wondered whether there might have been financial benefits for her employer:

“I assume the hotel got some funding to do this NVQ and, I don't know but I would assume, that the more people who were on it the more funding they would get from wherever [...] the way they wanted everyone to do it made me think that they wanted to get a certain number of people [...] I got the impression it was benefiting the hotel as well as the staff.”

Hospitality & Catering: No, or minimal, off-the-job training; did get paid; Worked less than 15 hours per week

Another interesting point that emerged from a couple of the apprentices in this ‘optional training’ category was their attitude towards their training if it was not completed. Relative to other categories of apprentices who saw their training as integral to their future career, apprentices in this group were less concerned when they did not receive their training. When this happened, they said it was because they were ambivalent about their Apprenticeships and, moreover, they were not paying for it.

⁴ <http://www.apprenticeships.org.uk/Employers/The-Basics.aspx>

Apprenticeship as a traditional route into a trade

The fourth category of Apprenticeships, which emerged from the analysis, related to Apprenticeships which could be considered as 'Traditional Apprenticeships'. By that, we mean the type of training programmes where young people start learning and developing a future 'trade' (e.g. Hairdressing, Joinery, Mechanics etc.). In some cases, the onus was on the apprentice to find suitable employers who were 'willing to take them on'. In other cases, the apprentice initially enrolled with a college who subsequently provided some assistance in finding a *first* employer - if the apprentice wished to change employer they *usually* had to find their own replacement, although their provider might help in exceptional circumstances such as their employer not providing any training.

For apprentices in this fourth category developing new skills was an integral part of their training and so they perceived on-the-job training (in the form of guidance and mentoring) as a crucial component of their learning.

Given the responses from apprentices in this group, they were the ones who appeared most susceptible to exploitation. Whilst they accepted that their work would involve unskilled manual tasks, they also expressed their desire to learn. This was problematic when they did not get the opportunity to train or learn, and led to them recording little or no training in the 2011 survey.

"[The employer] kept saying, 'I can only give you what I can give you for training'. And I just said, 'well I need to learn [but] all I'm doing is cleaning, bleaching, doing the floors, cleaning this, cleaning that'. I don't mind but I do want to learn, I'm not cheap labour."

Joinery: No, or minimal, off- the job training; did get paid; Worked 16-29 hours per week

In the 2011 survey of apprentices, one in five said that they received minimal or no training (either on- or off-the-job training). The following sections explore in greater detail, the reasons given by apprentices as to why they received little or no training. As outlined earlier, these reasons are structured around four principle themes:

1. The exclusion of training time from a contract, leading to apprentices training in their own time
2. Employers role in training activity: interest and apathy
3. Unreliable external assessors
4. Understanding of training terms used in the survey

Reasons why no or limited training takes place

The exclusion of training time from a contract

The first reason why some apprentices indicated they received limited on-the-job training in the survey was because they were not given any time by their employers to undertake training when they were at work. This led them to undertake all, or nearly all, of their learning off-the-job and in their own time.

Furthermore, the response depended on whether they were *learning practical tasks*, or *completing a workbook or portfolio*.

In the case of **practical training**, several apprentices described staying late in the work place to arrange their own practical tasks. One apprentice described using their

qualification as a means of developing their career. In this context, balancing training and work was a challenge that the apprentice was highly motivated to overcome. Similarly, some skilled trades apprentices said they were not given time to get on-the-job training during their normal working hours. One Hairdressing apprentice had to not only undertake her training after work, but also *arrange* it.

"I get a model in... I supply the model for an evening [...] We're in our own time and the stylists have to [train us] in their own time as well [...] Obviously people don't want to stand there teaching [after finishing work] but, as juniors we forced it upon them. Now we make sure we've always got someone sat in the seat so they can't just go home."

Hairdressing: No, or minimal, off-the-job; did get paid; Worked 30+ hours per week

As outlined previously, guidance and demonstrations for skilled trades apprentices is essential for them to learn their 'trade', and therefore the apprentice was left with no other option but to push for better treatment. Typically however, apprentices are in a weak position, and often find that challenging poor working practices or lack of training leads to them being treated worse or even being let go; the upshot is that apprentices (especially those learning a new trade) can feel trapped, sometimes for years, and ultimately do not benefit from the scheme.

Another Hairdressing apprentice described staying late after work to observe her boss working. She said this was an additional 'bonus' to her usual on-the-job training; rather than seeing it as the principal training method. This apprentice welcomed the opportunity to get more training outside of their contracted working hours, and appreciated the benefits of this. Whether this is problematic from BIS's perspective may depend on factors such as whether the minimal requirement for training hours is already being met (and paid for), and so whether this unpaid training is genuinely an 'extra' top-up.

In contrast, there were examples where the apprentices refused to complete work for their qualification in addition to their normal working hours. This was especially the case with those who were enrolled on an Apprenticeship because they were offered it as 'an extra' by their employer. In contrast, some other apprentices actively worked with their employer to organise learning outside of their working hours because it benefited their pay and/or life circumstances.

Training in the apprentices' own time was far more common for apprentices who were undertaking programmes **where the principal method of delivering training involved completing a workbook or portfolio**, rather than on-the-job training and guidance. There was no consistent pattern with regards to these types of Apprenticeship - neither in terms of Apprenticeship framework nor job sector. For instance, there were examples from Health & Social Care, Childcare, Retail, Team Leading, and Hospitality & Catering, where the principal method of training involved the apprentice completing a workbook.

This was usually at home, and on top of their normal working hours. The challenge of balancing training in their own time with the demands of one's work was stressed by an apprentice in Team Leading:

"I was doing a lot of my learning at home round my kitchen table because my job is full on [...] so I was just suffering from absolute work overload [...] I was really busy, but I was having to squeeze time in to try and get things done and I got them done [...] it's making the time that is the biggest killer."

Leadership & Management: No, or minimal, on- or off- the job training; did get paid; Worked 30+ hours per week

There were several distinct issues related to apprentices training in their own time:

- **It affected perceptions of what was, and was not training.** As outlined earlier apprentices completing a workbook did not always perceive this work as “training” which led them to view their qualification as separate from their job. Part of the reason for this was because many of the apprentices did not associate the concept of training with completing workbooks. This latter issue (as against being paid for training) is more relevant to interpreting the Pay Survey than a problem with Apprenticeship training methods *per se* as it may lead to under-reporting of the amount of time spent training. However, “workbooks” do appear as part of the question on off-the-job training in the survey (see question 13 in the potential questionnaire amendments outline in Chapter 6), so the incidence of any under-reporting is likely to be low.
- **The training was not part of the working contract.** In nearly all cases of training by workbook covered in this research, the apprentice said they were not paid for training completed outside the workplace using this method. This is technically important to the apprentice agreement or contract as SASE dictates that all training should form part of the contract. This is the reason why many of these Apprentices were listed as being paid less than the minimum wage they should have received (covered in more detail in Chapter 4).
- **Apprentices typically spent most of their time at work working.** Chances to reflect on the application in the workplace and what had been learnt outside of it were typically limited. One of the reasons apprentices completed workbooks away from their workplace was because they simply had no time within their contracted working hours. In effect, their employment contract did not have time built in for training. Interestingly, apprentices who were accrediting old skills as opposed to learning new ones often completed a higher proportion of their “training” in work time. The reason was because they were gathering evidence and documenting what they knew and the paperwork required for this was held in the workplace. The amount of studying required for this group was less, leading them to spend less time completing exercises associated with their workbooks.

It is important to note there were ancillary benefits from home-based workbook training, as long as the apprentice had the opportunity and/or inclination to discuss their learning with others. In these instances, peer-group ‘training’ could take place (as described earlier in Chapter 2). It is this type of peer group situation that a few Level 3 apprentices indicated as being the type of training they had expected. This was outlined by a Level 3 apprentice on an Advanced Apprenticeship in Leadership & Management.

“I did actually think, naively, that maybe I would get invited to some sort of management lectures or there’d be a bit more sort of higher level structure to it; I don’t know why, I just thought there would be a little bit more input from the organisation or they would sort of say right to all the people who are doing the Advanced Management Apprenticeship, we’ve [organised] a workshop on this.”

Leadership & Management: No, or minimal, on- or off- the job training; did get paid; Worked 30+ hours per week

This quote also illustrates issues regarding some employers' lack of engagement with their staff that are on an Apprenticeship.

Employers role in training activity: interest and apathy

One of the strongest factors shaping apprentices' views and experiences of the quality of their training was the level of engagement of the employer; apprentices reacted positively to engaged employers. This overall theme was important for all interviewees, and was relevant not only to new apprentices undertaking 'traditional' on-the-job Apprenticeships to learn new skills (e.g. engineering, hairdressing etc.), but also those who were already employed, and who were developing or accrediting existing skill sets. For the apprentice, high levels of engagement showed the employer was interested in what it was they were doing and how their training affected the business as a whole. In one Hairdressing example, the employer actively used apprentices to market offers in the salon. This had the effect of both providing experience to the apprentice and making the learner feel part of the business.

"We've got a Facebook page so we put [offers] on there. If people ring up [for] an appointment and everyone was full then they'll say [the apprentice] will do it for you and you can get it for half price and then it's up to them to make their minds up if they want to let me do it or not."

Hairdressing: No, or minimal, off-the-job training; Does get paid, Works 30+ hours

Her employer's efforts to provide financial incentives to customers, and publicise these, meant that the apprentice was able to gain crucial on-the-job training. Moreover, her manager was also helping to prepare her for future training and understand skills beyond the scope of her existing Apprenticeship. The value to the apprentice of having an engaged employer is summed up by another Level 2 Engineering apprentice who had moved employers since the time of the survey because of a lack of engagement.

"[At the first employer] I was just the apprentice, that's all they called me. They never told me anything [...] within three months of being at my new place I was being put in for my tests because I was getting more help with everything. They told me that I'd be working with a different guy a week [...] Every day I'd work with them and they would strip something down and build it back up and then get me to strip it back down as they did it and then they talked me through it [...] I'm asking "how is this going to work, how's that going to work?" and they were answering my questions. In the other place, if I asked a question, they'd just say, "don't know"."

Mechanic: No, or minimal, on-the-job training; did get paid; Worked 30+ hours per week

The benefits of on-the-job guidance and mentoring for these apprentices is therefore apparent. Upon switching placements, and receiving the type of training he needed, there were rapid, tangible benefits for the apprentice. However, when not engaged, there was inevitably a detrimental impact on the apprentice, categorised in several main ways.

- Firstly, they were in an environment where they **were unable to practise and develop their skills**. In practice, this meant the apprentice had little guidance in how to apply their skills in the workplace and/or had little interaction or practical experience in their training. It particularly affected learning via observation, with some apprentices bemoaning the lack of opportunity to practically apply skills. What

is less clear from the analysis is the extent to which this view was universal to apprentices with apathetic employers.

- Secondly, several apprentices said they missed out on elements of training intrinsic to their programme. The particular issue *with the employer* was a **lack of engagement or knowledge with the wider training system** whereby procedures or processes were not followed. This led to the apprentice not receiving the training they should, which is clearly detrimental to their learning. Separately from the employer, there were also instances of the provider failing to deliver training, reducing training or taking a long time to assign an assessor. These are covered in more detail later in this section.

“We didn’t have any training for the first couple of months, no contracts and stuff like that until we kept whinging for training. [My manager] didn’t say anything and then I realised that the college came in every two weeks [but] I wasn’t assigned. Then I asked and then she went, ‘oh yeah we’ve got to get you assigned’ and that was all.”

Hairdressing: No, or minimal, off-the-job training; Does get paid, Works 30+ hours

- Thirdly, a **general lack of support** for the apprentice made the learner question the value of what they were doing. There were several instances whereby apprentices began programmes which then petered out, or where apprentices were left to their own devices, or where the employer did not even know the apprentice had completed their course.

The relationship between the provider and the employer may be part of the cause of disengagement on the employer’s part. In our past research (CPC and Ipsos MORI, 2007), we found that employers do not always recognise the term “Apprenticeship”; in the 2007 survey nearly half (45%) of apprentice employers were unaware they offered Apprenticeships, even though they were listed as doing so on the Individualised Learner Record (CPC and Ipsos MORI, 2008). Furthermore, those that completed a survey were not always particularly engaged with the training. Three in ten said they knew “very little” or “nothing” about Apprenticeships. Even a few (3%) of those that recognised they offered Apprenticeships said the “training provider handles the process on our behalf” when asked how an Apprenticeship aids recruitment. Providers were also active in driving up numbers at the time as three in five employers said they had been approached by a provider in order to increase the number of apprentices.

The consequences of employers not being engaged are many and varied. On one level it could leave the **apprentice feeling frustrated and dissatisfied** because they feel that their employer is not genuinely engaged in their development, and has no interest in their training, development, or their subjective experience working for the company. In turn, this fosters a sense of resentment on the part of the apprentice; as one of the Health & Social Care apprentices outlined:

“I should have had an appraisal. [...] [My manager] said sign this bit of paper and that was my appraisal. I have no idea to this day what they wrote about me... no idea... I came out feeling quite frustrated to say the least [...] It was just a process of ticking boxes. The whole training was a shambles.”

Health & Social Care: No, or minimal, on- or off-the-job training; did get paid; Worked 15 hours or less per week

The lack of employer engagement could be especially serious for younger apprentices starting out and trying to 'learn a trade'. For example, one apprentice in Joinery had completed both his Intermediate Apprenticeship and Advanced Apprenticeship whilst working for two different employers (he was at Level 2 at the time of the survey). Unfortunately, in both cases, he received very little training in joinery, and was effectively used as cheap labour by the employer (discussed in more detail in Chapter 3). As a consequence, the apprentice found himself in a situation where he had been unable to fully develop the skills associated with his qualifications, and this had left him *feeling* unable to apply for joinery jobs where a certain level of competence would be expected (the extent to which this was a problem with confidence over actual proficiency is unknown). A question mark therefore exists about the real value of the Apprenticeship *if* it is not a trustworthy measure of competence.

"I can definitely go out and get a job doing joinery if I wanted to using that NVQ. But it's just when I go down and I've got three years NVQ but then I don't know the work. A lot of people have three years solid experience and I've got just bits and bats. I'd need someone to teach me and be with me to help me out like."

Joinery: No, or minimal, off- the job training; did get paid; Worked 16-29 hours per week

There are sometimes structural problems to be aware of which help account for the lack of employer interest. For example, two apprentices interviewed, both training to be electricians, worked for employers who would post them out to work with various subcontractors. However, as the apprentices would only be with the subcontractor for a limited time, none of the subcontractors had a vested interest in developing their skills, and so the apprentices ultimately received very patchy training.

Again, as previously mentioned, the significance of the employer's level of engagement shifts slightly depending on whether apprentices are updating existing skills or learning new ones. When developing existing skills, apprentices who were studying for career progression were more comfortable 'getting on with things' by themselves. In contrast, new apprentices on a traditional route needed much more guidance from the employer because they needed time and space to put new skills into practice.

Unreliable external assessors

Several apprentices found that their external assessors would take leave or change jobs, without telling them, and without replacement, meaning that the apprentice would be left having to continue their work without guidance, and would sometimes have to chase the provider to find new assessors for themselves. These gaps in training accounted for why apprentices would sometimes say they were not receiving any training when asked in the 2011 survey. Such gaps also had undesirable consequences for the apprentices. In one case an Apprentice studying Management had his eight month course extended to three years by assessors going missing. Each time a new assessor arrived, he was informed that he had been doing the wrong assignments, making the whole experience very disheartening, notwithstanding the long delay.

Another Apprentice had his Level 2 Apprenticeship in Health and Social Care prolonged by six months due to errant external assessors; this meant that he was forced to volunteer for the final six months on his work placement (which was only scheduled to last for a year not 18 months). At the time he was trying to support a family, but had to live off income support. During this period he felt 'let down' and thought about walking away; he was also

'depressed and stressed and had a lot of anxiety', and has been put off taking further qualifications.

Understanding of training terms used in the survey

Apprentices perceived the term “training” in different ways which is likely to be dictated by the way they learn in the workplace and by the way they have learned in the past. As illustrated in earlier sections, there were occasions where apprentices perceived ‘training’ as ‘on-the-job guidance’ or as ‘classroom’ guided sessions. Whilst not clear cut, there did appear to be a tendency for ‘technical skills’ apprentices (e.g. Skilled trades, Health and Social Care, Childcare) to favour the former conception, whilst ‘softer skills’ apprentices (e.g. Management, Service, Retail) favoured the latter conception.

Beyond this, it was also apparent from some participants’ comments that NVQs were not always seen as *Apprenticeship* training. This tended to emerge when apprentices were enrolled on training programmes where the main form of training involved the completion of ‘coursework’ or a ‘workbook’.

“I wouldn’t necessarily call it training but it was kind of more like course work for a school or something. So they give you a module that you have to do, you read through this booklet, answer the questions. I mean I did have a folder that’s got all the work in it but I don’t think I had it back and then one of the things was for you to pick a topic of your own choice, talk about that topic and then do a presentation in front of like other members of staff where I was working.”

Retail: No, or minimal, off-the-job training; did not get paid; Worked less than 15 hours per week

Such examples suggest there may have been the *potential* for misunderstanding when the survey was completed. However, the apprentices for whom this was relevant tended to indicate there were further problems with their training, such as a lack of engagement from their employers, and so it is unlikely that responses to the survey were shaped solely by a misinterpretation of the questions presented.

Although some participants did complete workbooks and so met the survey definition of ‘off-the-job training’, some nevertheless claimed not to have received off-the-job training. The fundamental reason for this is they felt they were not learning anything new. In these cases, participants were receiving accreditation. Accrediting apprentices completing workbooks could also be grouped in the categories described earlier, namely:

- Those whose only engagement with the Apprenticeship was **to solely provide evidence of their day-to-day work**, in which they are already competent. In our earlier classification, these were mostly training because they were given the option to do so.
- Those who **engaged in some study, but of material that they were already entirely familiar with**. Both of these groups were not necessarily dissatisfied with the fact that they were not learning anything new, as they were still gaining a qualification which was sometimes a statutory requirement for their careers. For others, it was a way of boosting their career and their CV – an aspect particularly valued by those who had left school without qualifications, or immigrant workers without any UK qualifications.
- Those who **accredited to develop a professional vocabulary** and reflective mindset which they saw as useful for their career progression.

Relationship between training activity and low working hours

As part of the brief, BIS were interested in knowing more about those who worked less than 16 hours a week, which is less than the SASE guidelines. In most cases, low working hours were mutually arranged between the apprentice and either the employer and/or the provider. How this relates to training will be discussed here, especially in relation to training being undertaken in the apprentices' own time. For example, the apprentice who was enrolled on the Hospitality and Catering Level 2 Apprenticeship worked, on average, 8-12 hours a week as part of a 'Zero Hours' contract with her hotel employer. She would be advised of her shifts on a weekly basis, and these hours were for her time spent working behind the bar, not for undertaking any off-the-job training. In fact, there was no mention of her Apprenticeship in her contract, and therefore she refused from the beginning of her course to do any training in her own time. Primarily, this was because she viewed the Apprenticeship as being optional and had only enrolled because it had been 'encouraged' and funded by her employer.

"I said at the beginning that I wasn't prepared to do any at home, I've got three children, you know I have a part-time job because that's what I can fit into my lifestyle, so I did say I wasn't going to do this stuff at home. [...] She said that was fine, she understood that it was a part-time job because I didn't have spare time. [...] Yeah again if I'd really wanted to do it then I would have made time at home to go through my folder or whatever."

Hospitality & Catering: No, or minimal, off-the-job training; did get paid; Worked less than 15 hours per week

In contrast, for one of the Advanced Apprentices in Childcare (Level 2 at the time of the survey), engaging in several hours of study in her own time was essential. However, once again, the training was not part of the contract, and this was a pattern that ran across all of the participants on low hours:

"I'd do about 10 or 12 hours [a week]. [...] About three hours a night sometimes, not solid you know it's on the table spread out and I do tea, get the kids to bed. So if you add the time up, 'cause that's what I did for you. When I was doing that I sort of kept a note of the times so that I could write it in [the diary she was asked to keep for this research]. Rather than like 10 minutes here, 15 minutes here, I sort of just add the time together when I've finished, right I'm there. And then it sort of makes you realise how much you do in the course of a day."

Childcare: No, or minimal, on- or off- the job training; did get paid; Worked 15 hours or less per week

The latter point above is relevant to the survey and does suggest some possible under-reporting of the time spent training by some apprentices. One of the effects of this potential under-reporting would be to exacerbate the contractual issue for apprentices completing workbooks in their own time discussed earlier in this chapter (under the heading "apprentices training in their own time").

A couple of apprentices found it frustrating that they were not allowed to work through their course at their own (quicker) pace and complete their Apprenticeship sooner. This preference to complete the Apprenticeship in as short a time as possible was also common among those who were accrediting prior learning. External assessors would sometimes comply; for instance, one participant, who worked in a chip shop, completed her Apprenticeship in Hospitality, Catering and Customer Service, in just three months, as opposed to the ten officially allocated, and scored 98% overall.

Vivian *et al* (2012) reported that half of apprentices completed within a year with 7% completing within 6 months. Higton and Hirst *et al* (2011) also found that one in five employers reported their apprentices completed in less than a year. Given these short periods for completion, the finding that some feel they could further shorten the time required for learning is potentially a cause for concern.

Having presented the issues surrounding apprentices' training, which emerged from the interviews, the following chapter explores the issues surrounding their pay. The aim is to provide a contextual account for the responses given in the 2011 Pay Survey which indicated a notable proportion of apprentices received little or no pay.

Chapter 4: Issues on pay

Introduction

The responses from the 2011 Apprentice Pay Survey indicated that 20% of participants were receiving less pay than they were legally entitled to, including 5% who were receiving no pay at all. This chapter explores the reasons why apprentices said they were paid less than they should be, or not at all, and the contextual factors affecting pay. The chapter starts by outlining the main reasons identified by apprentices to account for their pay.

Reasons why no pay was received

Remaining Programme Led Apprenticeships

The first reason given by apprentices for receiving no pay relates to the type of Apprenticeship on which they were enrolled, and (based on the way they described their training) this included one instance of a Programme-led Apprenticeship in Childcare at Level 2. Programme Led Apprenticeships were phased out as part of the introduction of SASE. The apprentice described being based at a college and attending a work placement and that her learning was based on full-time study. She received no pay for her training. However, the timings described by the learner were interesting (enrolment in August 2010) and she also knew about the new legislation stating that apprentices should be paid. However, in her view:

"[...] things were a bit muddled up and everywhere and even the Training Centre was a bit confused [about the new regulations on pay] I was thinking that you know what? I've got a placement now. I'm sorted. That's fine. I thought [...] I'd get the job through [the unpaid placement]."

Childcare: No, or minimal, off-the-job training; did not get paid; Worked 16-29 hours per week

What is therefore unclear is whether the Apprenticeship was programme-led or whether the change in rules had led the provider to make an error in the structure of the Apprenticeships it was offering.

Upon finding out that she would not be paid, the apprentice was not pleased, but these feelings were overridden by her relief at having found a placement, and her belief that this would ultimately benefit her by leading to further qualifications and possibly paid employment. Unfortunately, later problems with her placement meant that this did not happen, and she was looking for work at the time of the interview.

Unpaid Voluntary Work

The second reason why some interviewees did not receive any pay was because they were undertaking voluntary work. In such circumstances, being paid to work or for doing the training is not always expected by the Apprentice, although such arrangements are against the legislation outlined in the ASCL Act 2009. As noted on the NAS website, "The commencement of the Act requires apprentices to be working under a contract of

employment with an employer and hence paid a wage in line with the National Minimum Wage regulations⁵ .”

One childcare apprentice was told before she started that she would not be paid for the first year of her Apprenticeship, and it was only during the second year that she was put on the apprentice pay rate of £2.60. This seemed to be systematic as friends of hers were in the same situation at other nurseries. The apprentice was not however dissatisfied with this situation, seeing it as an opportunity to receive free training. Similarly, a Level 2 Retail Apprentice stated:

“It was voluntary, I didn’t get a penny. [...] most of the time when you do courses in colleges you don’t get paid [...] So I didn’t feel like I needed to be paid for the course.”

Retail: No, or minimal, off-the-job training; did not get paid; Worked less than 15 hours per week

However, this same apprentice expressed great frustration when they took on extra responsibility as part of their employment, and did not receive the pay they should have. This individual covered the assistant manager’s role in their shop for a week. Because the manager was also the apprentice’s mentor, they did not feel they had the support they should have. Furthermore, the assistant manager’s role was paid, but the apprentice received nothing.

These two examples are interesting as they highlight a central quandary in relation to pay and training for the apprentice. There is still a value in unpaid training as it can be perceived as preferable to doing nothing at all. Added to the fact that many young apprentices are entering the work place for the first time, there is a real danger that apprentices can feel taken advantage of. This finding concurs with earlier research conducted by Ipsos MORI and CPC for the Low Pay Commission (Higton, Hirst *et al*, 2012) which concluded that *“young people are willing to trade off current wages for learning and experience that will provide better career prospects in future. This is a relative judgement and their perspective on the value of wages is closely related to what they consider they could earn elsewhere.”* (ibid, p.19). However, it is important to note that even if young people are willing to make this trade-off, it is the case that individuals engaging in *voluntary work cannot* be enrolled on an Apprenticeship. It is therefore a potential cause for concern that some employers offer this as an option.

Reasons why Apprentices received low pay

Potential employer exploitation

The most concerning reason for apprentices not getting paid enough was when they said they were being used as cheap labour rather than learning a skill, service or trade. Several apprentices gave concerning testimonies regarding their work roles and the lack of connection with any meaningful training.

For example, one Joinery apprentice experienced *two* difficult and unsupportive placements. In the first placement, he was working as a labourer on an Apprentice Rate

⁵ NAS website, <http://www.apprenticeships.org.uk/Partners/Partners-FAQs/FAQDetails18.aspx> accessed 07/07/12

contract. The little joinery work he did was in-between the labouring and he had to continually ask to do this. He noted that he could have got a labouring job at £6 an hour. With the help of his college, the apprentice found a second employer who paid national minimum wage but, unfortunately, the experience turned out to be worse because the apprentice said he was bullied; including being docked wages of £1 per hour for not working fast enough. In this case, the apprentice felt compelled to stay because he needed the money.

"I couldn't really have left [because] I'd just be out of pocket. I was really close to quitting quite a few times all the way through that last few months but I managed to stick it."

Joinery: No, or minimal, off- the job training; did get paid; Worked 16-29 hours per week

It should be noted that this participant had been working typically 40 hour weeks at the time of the survey, but in the last few months, his manager was making him work a 70 hour week, still performing low skilled tasks unrelated to joinery.

The issue of low wage labour was also mentioned by a couple of other apprentices, including one on the *Hairdressing* framework. She outlined how she often worked unpaid overtime. When the apprentice asked about payment for the extra time, the manager talked about an informal time-in-lieu system. However, the apprentice said that the time-in-lieu was always in the favour of the employer. This participant also said a small scale commission was due on hair products she sold which was, at first, undefined. The apprentice described how she only began to receive the commission after continually asking for it. Prior to that, she said the employer had tried to claim the commission was included in her pay slip, even though it was not.

Like the joiner mentioned earlier, this apprentice was also used for menial tasks in the hairdressers meaning she felt she did not receive sufficient on-the-job-training. It was a point that some of the customers in the salon had picked up:

"When the boss hears the clients saying 'they're always cleaning, aren't they?' she'd go, 'girls stop cleaning', snap her fingers and I've got to stand there then, and then when that client's left, 'girls the floor needs doing over there'."

Hairdressing: No, or minimal, off-the-job; did get paid; Worked 30+ hours per week

The other key reason apprentices felt they had to stay in the workplace, even if they were not receiving training, is that they are required to have a workplace to complete their Apprenticeship. If no other opportunities were available, apprentices could find themselves vulnerable to mistreatment. In all these instances complaints were made to the relevant provider, but the apprentice was typically powerless to affect the employer's behaviour.

These experiences highlight the potential vulnerability of apprentices and the lengths they sometimes need to go to, to ensure they receive fair treatment. However, other apprentices we interviewed were less assertive and/or more concerned about losing their placement if they were perceived as trouble-makers. As outlined next, some apprentices were either more accepting or displayed naivety about employment relationships.

Low wage employment and non-progression in pay

Other apprentices receiving low pay felt such a contract was intrinsic to the job they were doing. Responses from apprentices fell into two broad camps:

- Those who knew about the pay in their sector (which was typically low) and so had realistic expectations of what they could command as a wage, and;
- Younger apprentices in their first employment who were naive about the realities of pay in the workplace.

For example, a couple of Health & Social Care apprentices described how pay in the care sector is low for a job which is hard, and physically and mentally draining. They accepted they would get the minimum wage and keep getting it for the foreseeable future. Pay progression did not exist with one participant saying their supervisor who had a lot more responsibility only received 40 pence more an hour than them. In the case of care, an NVQ or study towards one is a “license to practice” i.e. it is an essential qualification for care workers. However, unlike the work of a mechanic or engineer, the completion of a qualification does not result in a subsequent increase in pay - care workers know this and were typically pragmatic about their future pay.

One of the Childcare apprentices argued that inherent gender inequalities exist whereby women are paid less than men. She described how she had come to this conclusion after speaking to colleagues who had been in the childcare profession for many years. Statistics for apprentices in England on *Children's Care, Learning and Development* frameworks (96% of whom are women) show apprentices earned a mean of £4.88 per hour compared to mean for all apprentices of £5.80 per hour (Higton et al, 2012). However, the same data shows that, overall, women's mean wage was higher than men's (£5.88 per hour compared to £5.43).

Another Childcare apprentice described how she was now looking for another job because, even though she had completed her Level 2 Apprenticeship, she was still working for the apprentice Rate. She felt she should now be working for the minimum adult wage instead. The employer gave the reason that there were no Level 2 jobs in the nursery and so could not pay her more if she wanted to keep working there. This point illustrates a problem for some apprentices. In this instance, the participant was really happy with the training scheme and was happy to receive the lower Apprentice Rate whilst training. Her disappointment was due to the lack of a job at the end of the training and this raises questions as to the motivation of the employer.

Whilst circumstances for the employer can change, the rationale for providing training with no end employment is questionable and suggests the Apprenticeship programme may be used to provide low wage labour by some employers. Qualitative research cannot make any comment on the scale of this problem in the UK.

Role of the contract and awareness of entitlements in pay

Apprentices should have a contract covering their working hours and pay. However, not all knew whether they had a contract, or stated they had never seen or signed one. There was a connection between this and the knowledge an apprentice had of their rights. This knowledge varied widely. One *Hairdressing* apprentice challenged her manager about the

lack of a contract, and refused to simply sign a contract when one was hurriedly produced. Instead, she had shown her contract to her father who had then talked her through what to discuss with the employer. She then ensured certain details were added before signing it. At the other end of the scale there were those who had no idea at all about their entitlements or a contract.

"I think I have got a contract of employment but I've never seen it. I've always been signed up through the college so on that sort of basis."

Mechanic: No, or minimal, on-the-job training; did get paid; Worked 30+ hours per week

Some apprentices were passive with their employer in relation to their entitlements. They accepted what they were told and, in a couple of cases, earned enough to cover their expenses whilst they lived at home. One mechanic "earned more than he spent" and so took less notice of his pay. He knew he was legally entitled to the National Minimum Wage however he had not yet proactively pursued the issue with his manager. He accepted the difficult economic climate and so was willing to bide his time before broaching the subject of pay with his employer.

Participants responding in this way tended to be younger and still lived with their parents. They were also therefore new to the world of work, although age and inexperience did not always go hand-in-hand with acceptance, as noted with the Hairdressing apprentice above.

Some apprentices who worked for their employer prior to starting their apprenticeship said they saw no change and assumed their previous working contract still applied, especially when there was no change in pay upon commencing their training. As noted in the Apprentice Pay Survey, four in five apprentices who worked for their employer prior to starting their training saw no change in their pay after enrolment. However, it was not a universal phenomenon for continuing contracts to remain the same. One Childcare apprentice who progressed onto a Level 3 qualification from Level 2 described how her employer had asked her to sign a new contract in order to receive her training. This contract stipulated that she would have to stay at her workplace for three years after completion because of the number of trained people the employer had lost to other nurseries in the area. As noted in the introductory section (Hogarth *et al*, 2012), there is some logic in this timeframe given the average time taken for employers to recoup their training investment of Social Care apprentices is around three and a half years.

Naivety and a lack of knowledge were also potentially problematic for apprentices. One Hairdressing apprentice was under the impression that the National Minimum Wage for apprentices was 'optional' and that her employer would certainly be aware of it. Trust is placed by young people in both the employer and provider and apprentices are potentially vulnerable to unscrupulous behaviour, examples of which have been discussed earlier.

In some respects, apprentices receiving less pay than they should based on their age or year of study were of more concern because the reasons for this were systematic. Many of those interviewed in this category trained in their own time as opposed to within contracted hours. This is also against ASCL legislation which requires all elements of an

Apprenticeship to be delivered within contracted hours⁶. One of the valuable elements of tracking changes in pay and conditions in England at the current time is to assess the effect of the Specification of Apprenticeships Standards for England (SASE), introduced in January 2011 and the legal requirement for a contractual Agreement between the Apprentice and the employer (introduced in April 2012)⁷. If successful, these interventions should have the effect of reducing the number of apprentices stating they receive no training and pay that is too low.

Relationship between low working hours and pay

In most cases, low working hours was a result of the relationship between the Apprentice and either the employer and/or the provider. This was either “positive” or “negative” from the perspective of the apprentice. From a policy perspective, all instances are negative as they are counter to SASE requirements. These were established in order to ensure the quality of Apprenticeships and specify that apprentices should work more than 16 hours per week. In addition, the total amount of training a Level 2 or 3 apprentice should receive per year is 280 guided learning hours, 100 of which should be delivered off-the-job.

A mutual agreement between the employer and Apprentice

Apprentices described how they worked fewer than 16 hours in order **to ensure benefit payments were not affected**, either by the number of hours worked or by the amount of pay received. In one instance, a Childcare apprentice described working split shifts, one of which was voluntary and one paid. She arranged with the nursery to work enough hours to receive the maximum she could before Income Support was reduced (she cited £20) and to work another shift voluntarily. This worked for the apprentice as their benefits were not affected and for the employer as they did not pay the apprentice as much. In effect, the benefit system was subsidising the employer’s training offer although the tone of the interview suggested the employer was more concerned with helping and retaining the apprentice rather than reducing her wage bill.

“[...] the playschool said we’ve got a paid shift coming up if you want it and I said yeah I’d love that. So I ended up doing one shift voluntary and one shift paid. [...Earnings of] anything over the £20 they take off your benefit, so [anything over] £20 you lost you see. [...] So it wasn’t worth you doing it [earning more than £20] basically because I still had young children and obviously was on my own.”

Childcare: No, or minimal, on- or off- the job training; did get paid; Worked 15 hours or less per week

However, as her circumstances changed and her youngest child reached 10 years of age, she subsequently found herself in the opposite position where she needed her employer to guarantee her at least 16 hours a week in order to receive Child and Working Tax Credit instead of Income Support. What is interesting in this case is that the apprentice’s hours had increased steadily over time as more paid work was available in the nursery. Both apprentice and the employer worked together to their mutual benefit. This apprentice also

⁶ Apprenticeships, Skills, Children and Learning Act 2009 (c. 22), http://www.legislation.gov.uk/ukpga/2009/22/pdfs/ukpga_20090022_en.pdf

⁷ Details from the National Apprenticeship Service here: <http://www.apprenticeships.org.uk/Partners/Partners-FAQs.aspx#Question17>

described how her responsibilities increased over time with her hours and how she now plays a much greater role in her workplace. She attributed this to the apprenticeship and had enrolled onto a Level 3.

This issue of collusion between the employer and employee was also found in past Ipsos MORI research for BIS in relation to the National Minimum Wage (Ipsos MORI, 2011). In this research, NMW inspectors described cases in which a worker would have official hours, but then work extra in order to still claim benefits. The worker earned more in the combination of wage and benefits and the employer paid less wages and tax.

Employers' reluctance to pay for training

In several instances in this report, mention has been made of the difficult position Apprentices can find themselves in when dealing with an employer. An employer giving a "take it or leave it" option to an apprentice also applies to hours as well as pay. For example, one *Construction* apprentice felt that he had no other option but to accept working additional unpaid hours because the employer wanted to teach him how to do some technical tasks. However, the employer refused to pay the apprentice for this training saying it was up to the apprentice to do the training if they wanted to learn. Whilst this is an extreme example, it is no different in principle to those apprentices completing workbooks in their own time. Instances of low hours can therefore relate to an employer wishing to solely pay for work rather than training.

Chapter 5: Conclusions

The main conclusions that can be drawn from the findings overall are summarised below under the main themes of the report. It is important to consider the research audience when reading these conclusions that those interviewed were all selected because of their responses in the 2011 Pay Survey and are therefore not representative of apprentices in England as a whole.

Why apprentices receive little or no training

The level of engagement by the employer towards an apprentice's training was a major factor in the amount of training received and, as importantly, the perceived value of that training to the apprentice. Employer engagement was critical as to whether or not the participant viewed their Apprenticeship as a success. In a number of cases, apprentices said their employer took a back seat or lacked an interest in their learning. This led some apprentices to question why the employer had agreed to put them on the course, especially where that training was offered as a choice to the employee (as opposed to it being compulsory). The difference in satisfaction between this group and apprentices who had supportive employers was marked; apprentices in the latter group were effusive about their training, even if it did not meet official minimum requirements.

In some cases, the compulsion or desire to train did not exist. This could be viewed from the perspective of employer engagement (above) in cases where the apprentice felt the employer was apathetic to their training. Conversely, some participants said they needed little training because they were already doing the job to which the training related. This group were therefore accrediting their skills to achieve a qualification that documented their ability to do that job. This was of value to the employee but did not result in any significant new skills being acquired.

Time to train in the workplace was often limited by employers who demanded that their apprentices work during their contracted hours. A large number of the research participants reported completing most or all of any training they did receive off-the-job. This was especially the case when using learning methods such as the completion of workbooks or other academic work (as opposed to practical training).

This research uncovered some cases in which the apprentice was exploited in some way by an employer. Based on their testimony, a few apprentices were used as cheap labour. With respect to receiving limited training, the apprentice was not learning the skills they should because they were completing menial tasks instead and were not afforded the opportunity to learn by their employer. They therefore had few, if any, guided learning hours and the quality of any training received was questionable.

There was some limited misreporting of hours and pay in the 2011 survey. How an apprentice conceptualised training also played a part in how a few participants responded in 2011 and during these interviews. For these participants who were technical or traditional apprentices, training was conceived to be on-the-job and so they under-reported training that did not fit this perception. Similarly, those in this group on more service-based apprenticeships perceived training as classroom based and so their expectations were based on that.

How apprentices reacted to limited or no training

Apprentices' reactions to limited training opportunities depended greatly on their reasons for enrolling on the training in the first place. Participants for whom the apprenticeship was part of vocational development tended to be more active in circumventing the problems they faced than those who were accrediting prior learning, or had been offered an apprenticeship place as a reward by their employer.

In the case of apprenticeships leading to genuine progression or routes into a trade or industrial sector, **many participants proactively arranged their own training.** There were several examples of apprentices staying on after work to practice new skills, enhancing their core training through self-guided study, or asking for more involvement from their employer to get the training they felt they should be receiving.

By far **the biggest reaction to limited time for training in the workplace was to train outside of the usual workplace** (either at home or away from the usual place of work). This was especially the case for those participants whose primary method of training was through workbooks.

Exploited participants often felt trapped or vulnerable. In the cases uncovered by this research, these apprentices were young and/or inexperienced in work. They felt powerless to either effect positive change at their placement, or leave it – normally due to the fear of losing their source of finance.

Why apprentices receive little or no pay

In many cases, contracted hours excluded time spent training. Incidences of pay falling under the legal minimum for a participant were often a consequence of training hours not being paid, especially in low pay sectors and/or in cases where the apprentice learned using workbooks in their own time.

Of most concern, there were clearly some instances in which **apprentices were simply being taken advantage of by their employers.** In several cases, apprentices reported receiving little or no pay in which they were told they could either have the job on those conditions, or not at all. In the case of younger apprentices, some were entering work for the first time and therefore had no prior experience to compare against.

There were a couple of instances of apprentices collaborating with employers to minimise their contracted hours in order to receive benefits. In particular, some apprentices arranged to officially work for less than 16 hours in order to receive income support, or to increase hours in order to receive more working tax credit. Whilst changes to the benefits system will stop the issue with Income Support, the issue of collusion will be difficult to address. In cases like this it is mutually beneficial for the apprentice and employer to work together because the trainee gets more income than they would and the employer pays less in wages and other taxes such as National Insurance.

Voluntary workers received no pay for their work so did not expect pay to complete their apprenticeship. It is important to note that voluntary apprenticeships are no longer recognised as valid by BIS or the National Apprenticeship Service.

There were also still a few participants on **Programme-Led Apprenticeships** at the time of the 2011 survey. It would be expected that such apprentices would not appear in subsequent surveys as that mode of training is no longer available. As a consequence, it is expected the proportion of apprentices receiving no pay should decline.

How apprentices reacted to receiving low or no pay

Excluding the cases of voluntary workers and those on Programme-Led Apprenticeships, reactions to receiving low pay were mixed. The first factor that governed reactions was age and/or experience. **Some younger apprentices or those who were slightly older with little work experience were unaware of the amount of pay they should receive.** In some cases, their wage was enough and, compared to compulsory education where no money was received, the little they did get was valued. As such, these apprentices viewed their pay as normal and so had no reaction to receiving low pay.

One of the factors driving low pay was the exclusion of training from contracted hours and this was especially relevant in low pay sectors. In these cases, **participants' expectations were based on the way they perceived the realities of their sector:** pay was always going to be low with little hope of financial progression. Some apprentices in these circumstances took non-contracted learning to be part of the landscape in their job. Others were less happy about their circumstances but resigned to low pay and accepting their lot.

The few cases of exploitation recorded in this research were more concerning. Reactions to this exploitation ranged from those who did not accept it and looked for alternative placements to those who felt helpless, reasoning training with no or low pay was better than no training at all. **Overall, apprentices that regarded themselves as exploited described their rights as limited** and felt they had no place to turn to get independent advice. Some did not want to cause a disturbance because they did not want to lose their training place.

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Chapter 6: Recommendations for subsequent pay surveys

Introduction

In this section, the 2011 questionnaire is examined with a view to making suggestions as to any possible changes to the survey for subsequent years. The whole survey is not included – all screening and demographic questions have been removed. In addition, questions in which no changes are suggested are shown in grey text. The purpose is therefore to highlight which questions may need some work or, in a couple of cases, to suggest additional questions based on the survey findings.

The rationale for any suggested changes, and the possible implications of such an edit are contained in text boxes below the relevant question. Overall, note that *any* changes made to the questionnaire have an effect on comparability year-on-year. Technically, all questions asked after an edit are not strictly comparable with an earlier wave because it alters the information available to the participant when they give an answer. For example, a change to the description of off-the-job training at Q13 may mean a participant makes a different response to Q15 about on-the-job training than they would without the change. The only way to combat this with additional questions is to ask them all at the end. However, this is very likely to affect the flow of the questionnaire as questions will be asked out of sequence.

The 2011 Pay Survey questionnaire

ASK ALL

Q7. Are you still working for <NAME OF EMPLOYER FROM SAMPLE>?

1. Yes
2. No

ASK ALL

Q8. Did you work for <NAME OF EMPLOYER FROM SAMPLE > before you started doing your <INSERT COURSE NAME>?

1. Yes
2. No

ASK IF YES AT Q8

Q9. How long did you work for this employer before you started doing your <INSERT COURSE NAME>? PROMPT TO CODE: Was it . . . ?

1. Less than 1 month
2. 1-3 months
3. 4-6 months
4. 7-9 months
5. 10-12 months
6. 12 months or longer
7. Don't know

ASK IF YES AT Q8

Q10. Did your pay increase, decrease or stay the same as a result of starting your <INSERT COURSE NAME>?

1. Increase
2. Decrease
3. Stayed the same
4. Don't Know

NEW QUESTION

ASK IF YES AT Q8

Q. Did you have a contract of employment with your employer that specifically covers/ed your <INSERT COURSE NAME>?

1. Yes
2. No
3. Not sure

At the moment, no data on whether a contract is in place is collected in the survey. The prevalence of contracts cannot therefore be measured and this is something that should be provided given the SASE guidelines. The question could be further developed to collect data on the type of contract i.e. whether it was fixed term or permanent.

The exact wording of this question would need to be considered in light of the findings of this research and through looking at the technical data in other apprentice surveys. One problem will be the way in which some apprentices mentally separate their training from their work. Some, especially those who work for their employer prior to starting an Apprenticeship, may not think their contract covers their training. What the question cannot therefore differentiate is the extent to which training contracts exist versus recognition of a contract's purpose perceived by the apprentice.

Past surveys have also had very high screen out rates. Whilst Ipsos MORI successfully reduced this, it is still the case that many apprentices do not recognise they are on an Apprenticeship and instead refer to their training as an NVQ or simply something they do as employment. As such, use of the term "Apprenticeship Agreement" is probably best avoided.

ASK IF NO AT Q8

Q11. What were you doing before you started your <INSERT COURSE NAME>? Were you...READ OUT. SINGLE CODE

INTERVIEWER: If respondent was doing more than one activity, we are interested in their MAIN activity – the one they spent the most amount of time doing.

1. Working for a different employer
2. Doing a course in school or college
3. Unemployed
4. Looking after home or family
5. Or something else? (specify)
6. Don't know
7. Refused

ASK ALL

Q12. I am now going to ask you about the hours you spend working and training as part of your <INSERT COURSE NAME>.

How many hours a week are/were you contracted by <NAME OF EMPLOYER FROM SAMPLE> to spend working, excluding meal breaks and any overtime?

Numeric Range

IF VARIES, TAKE AVERAGE IF POSSIBLE.

SOFT CHECK: INTERVIEWER TO RECONFIRM HOURS IF LESS THAN 10 OR OVER 50

HARD CHECK: 0 IS NOT PERMISSIBLE. 100 OR MORE HOURS NOT PERMISSIBLE.

Q13. Do/did you take part in off-the-job training as part of your <INSERT COURSE NAME>?

Off-the-job training is training away from your everyday work. This can include courses, workshops, training sessions, distance learning, workbooks, CD-ROMs etc. Off-the-job training could still be at the place where you work, but would be away from your everyday work area.

1. Yes
2. No
3. Don't know

The description of off-the-job training seems to work pretty well. It could potentially emphasise learning at home, however this would mean comparing data from 2011 with subsequent survey would not technically be possible as the question asked would be different. In essence, any subsequent changes could not be attributed solely to a change in response to the question as the question wording would be different.

ASK IF YES AT Q13

Q14. How many hours a week do/did you usually spend getting off- the-job training as part of your <INSERT COURSE NAME>? PLEASE PROBE FOR BEST ESTIMATE.

1. Numeric Range
2. Don't know

SOFT CHECK: INTERVIEWER TO RECONFIRM HOURS IF OVER 21

HARD CHECK: 0 IS NOT PERMISSIBLE. 40 OR MORE HOURS NOT PERMISSIBLE.

ASK ALL

Q15. Do/did you take part in the on-the-job training as part of your <INSERT COURSE NAME>?

On-the-job training is training where someone provides advice, shows you how to do something or coaches you whilst you are doing your everyday work.

1. Yes
2. No

As before, the description could be changed to include activity such as mentoring or observation and guidance. However, the same problem described below Q13 applies – the baseline data from 2011 becomes technically incomparable. The extent to which coaching cognitively differs from mentoring is debatable, although it could be tested through qualitative methods.

ASK IF YES AT Q15

Q16. How many hours a week do/did you usually spend getting on-the job training?
PLEASE PROBE FOR BEST ESTIMATE.

Numeric Range

Don't know

SOFT CHECK: INTERVIEWER TO RECONFIRM HOURS IF LESS THAN 14

HARD CHECK: 0 IS NOT PERMISSIBLE. 45 OR MORE HOURS NOT PERMISSIBLE.

POTENTIAL ADDITIONS

A section on assessment activity may be valuable. In this research, a number of apprentices talked about how their learning was assessed or how they did not feel they learned much but instead filled in forms which listed their skills and abilities.

The exact formulation of such a section would need some discussion, but it could be designed to test several hypotheses i.e.:

Apprentices working for their employer before starting an Apprenticeship have a different view of assessment activity compared to hired apprentices.

Assessment activity is transparent to the learner.

Employers who take an interest in their apprentices' training use assessments differently to those who do not.

The latter two statements would need additional attitudinal statements which would fit well towards the end of the survey and could, potentially, change to reflect different policy priorities for BIS.

ASK ALL

Q17. Do/did you ever work overtime with <INSERT EMPLOYER>? This could be paid or unpaid overtime.

1. Yes
2. No
3. Don't know

ASK IF YES AT Q17

Q18. How many hours a week overtime would you say you usually do/did?

1. Numeric Range
2. Varies too much
3. Don't know

SOFT CHECK: INTERVIEWER TO RECONFIRM HOURS IF MORE THAN 14

HARD CHECK: 0 IS NOT PERMISSIBLE. 21 OR MORE HOURS NOT PERMISSIBLE.

Pay, Bonuses and Tips

I am now going to ask you some questions about your pay. For these questions, I am asking specifically about any pay you get/got from <INSERT EMPLOYER > <TEXT SUB: IF CODE 2 OR CODE 4 AT QCHECK1 – during the time that you were on your course/training>, and not for any second jobs you may have.

ASK ALL

Q19. Do/did you receive any pay from <INSERT EMPLOYER > <TEXT SUB: IF CODE 2 OR CODE 4 AT QCHECK1 – during the time that you were on your course/training>?

1. Yes
2. No
3. Don't know
4. Refused

ASK IF YES AT Q19. OTHERS GO TO Q22

Q20. Can you tell me what your usual pay is/was BEFORE any deductions for tax or national insurance. Please do not include bonuses, tips or overtime?

ENTER AMOUNT. ALLOW REF AND DK. NULL NOT ALLOWED

PROBE FOR ESTIMATE IF NECESSARY.

INTERVIEWER NOTE: ENTER EXACT AMOUNT AND CODE FREQUENCY (I.E. WHETHER WEEK, MONTH, YEAR). IF INCOME VARIES, GIVE A RECENT EXAMPLE OF AN AMOUNT.

SOFT RANGE CHECK (CHECK IF OUTSIDE THESE RANGES): PLEASE CHECK WITH RESPONDENT THAT THIS FIGURE IS CORRECT.

- | | |
|---------------------|---|
| 1. Amount per hour | £2.50 TO (AGE 16-18) £8; (AGE 19 TO 20) £9 (AGE 21+) £10 |
| 2. Amount per WEEK | £75 TO (AGE 16-19) £300; (AGE 20 -24) £600 (AGE 25+) £1000 |
| 3. Amount per MONTH | £300 TO (AGE 16-19) £1500 (AGE 20-24) £3000 (AGE 25+) £5,000 |
| 4. Amount per YEAR | £4,000 TO (AGE 16-19) £20000 (AGE 20-24) £35000 (AGE 25+) £50,000 |

ASK IF DON'T KNOW AT Q20

Q21. What is/was your usual take home pay whilst studying for your < INSERT COURSE NAME> – that is after all deductions for income tax and National Insurance? Please exclude any bonuses, tips or overtime.

ENTER AMOUNT. ALLOW REF AND DK. NULL NOT ALLOWED

PROBE FOR ESTIMATE IF NECESSARY.

INTERVIEWER NOTE: ENTER EXACT AMOUNT AND CODE FREQUENCY (I.E. WHETHER WEEK, MONTH, YEAR). IF INCOME VARIES, GIVE A RECENT EXAMPLE OF AN AMOUNT.

SOFT RANGE CHECK (CHECK IF OUTSIDE THESE RANGES): PLEASE CHECK WITH RESPONDENT THAT THIS FIGURE IS CORRECT.

- | | |
|--------------------|--|
| 1. Amount per hour | £2.50 TO (AGE 16-18) £8; (AGE 19 TO 20) £9 (AGE 21+) £10 |
| 2. Amount per WEEK | £75 TO (AGE 16-19) £300; (AGE 20 -24) £600 (AGE 25+) £1000 |

- | | |
|---|--|
| 3. Amount per MONTH | £300 TO (AGE 16-19) £1500 (AGE 20-24) £3000 (AGE 25+) £5,000 |
| 4. Amount per YEAR
(AGE 25+) £50,000 | £4,000 TO (AGE 16-19) £20000 (AGE 20-24) £35000 |

ASK ENGLAND LEARNERS ONLY

Q22. Some young people receive pay from an Education Maintenance Allowance or training allowance. As far as you know, do/did you receive an allowance whilst studying for your < INSERT COURSE NAME>?

1. Yes
2. No
3. Don't know

Suggested deletion as EMA no longer available.

ASK ALL

Q23. Do/did you ever receive any tips from customers in your work with <INSERT EMPLOYER >?

IF NOT APPLICABLE, CODE AS 'NO'.

1. Yes
2. No
3. Don't know

ASK IF Q23=YES

Q24. Approximately how much do/did you usually get paid in tips? Would you like to answer per day, per week, per month or per year?

Numeric Range. AND CODE:

1. Per day SOFT CHECK RANGE 1-50
2. Per week SOFT CHECK RANGE 1-250
3. Per month SOFT CHECK RANGE 1-1,000
4. Per year SOFT CHECK RANGE 1-10,000
5. Other (specify)
6. Varies too much to say
7. Don't know

ASK ALL

Q25. Do/did you ever receive any bonuses in your work with <INSERT EMPLOYER>?

IF NOT APPLICABLE, CODE AS 'NO'.

1. Yes
2. No
3. Don't know

ASK IF Q25=YES

Q26. Approximately how much do/did you usually get paid in bonuses? Would you like to answer per day, per week, per month or per year?

Numeric Range. AND CODE:

1. Per week SOFT CHECK RANGE 1-100
2. Per month SOFT CHECK RANGE 1-400
3. Per year SOFT CHECK RANGE 1-4,000
4. Other (specify)
5. Varies too much to say
6. Don't know

ASK IF YES AT Q17

Q27. You mentioned earlier that you do/did overtime as part of your work with <INSERT EMPLOYER>. Do/did you get paid for doing this overtime? PROMPT IF SAY YES: Is that always or sometimes?

1. Yes – always
2. Yes - sometimes
3. No
4. Don't know

ASK IF CODE 1 OR 2 AT Q27

Q28. How many hours a week of paid overtime would you say you do/did you usually work?

1. Numeric Range
2. Varies too much
3. Don't know

ASK IF CODE 1 OR 2 AT Q27

Q29. And how much do/did you usually get paid per hour for any overtime?

INTERVIEWER PROMPT: If asked to clarify, the figure that should be entered here is the total per hour figure they get for working overtime, not extra amount they get in addition to their normal wage. So, if normal per hour wage is £3.00, and the total for overtime is £4.50 per hour, please type in 4.50 and not 1.50.

1. INTERVIEWER: ENTER IN POUNDS
2. Numeric Range 1.00-50.00 SOFT CHECK IF OVER 10.00
3. Don't know

ASK IF CODE 2 OR 3 Q27

Q30. How many hours a week of unpaid overtime do/did you usually work?

1. Numeric Range
2. Varies too much
3. Don't know

ASK IF CODE 1 AT Q17

Q31. Do/did you ever get given time off or flexi leave in return for working overtime?

1. Yes
2. No
3. Don't know

ASK ALL

Q32. Aside from your work with <INSERT EMPLOYER >, do you have any other part-time, paid work?

1. Yes
2. No
3. Don't know

ASK IF YES AT Q32

Q32a. How many hours a week do/did you usually work with this other job? PLEASE PROBE FOR BEST ESTIMATE.

Numeric Range

Don't know

SOFT CHECK: INTERVIEWER TO RECONFIRM HOURS IF MORE THAN 16

HARD CHECK: 0 IS NOT PERMISSIBLE. 28 OR MORE HOURS NOT PERMISSIBLE.

ASK IF YES AT Q32. OTHERS GO TO Q35

Q33. Can you tell me what your usual pay for these other job(s) is/was BEFORE any deductions for tax or national insurance. Please do not include bonuses, tips or overtime?

ENTER AMOUNT. ALLOW REF AND DK. NULL NOT ALLOWED

PROBE FOR ESTIMATE IF NECESSARY.

INTERVIEWER NOTE: ENTER EXACT AMOUNT AND CODE FREQUENCY (I.E. WHETHER WEEK, MONTH, YEAR). IF INCOME VARIES, GIVE A RECENT EXAMPLE OF AN AMOUNT

SOFT RANGE CHECK (CHECK IF OUTSIDE THESE RANGES): PLEASE CHECK WITH RESPONDENT THAT THIS FIGURE IS CORRECT.

- | | |
|---------------------|---|
| 1. Amount per hour | £3.50 TO (AGE 16-18) £5; (AGE 19 TO 20) £7 (AGE 21+) £10 |
| 2. Amount per WEEK | £40 TO (AGE 16-19) £100; (AGE 20 -24) £200 (AGE 25+) £300 |
| 3. Amount per MONTH | £150 TO (AGE 16-19) £400 (AGE 20-24) £800 (AGE 25+) £1,200 |
| 4. Amount per YEAR | £2,000 TO (AGE 16-19) £4,000 (AGE 20-24) £8,000 (AGE 25+) £12,000 |

ASK IF DON'T KNOW AT Q33

Q34. What is/was your usual take home pay for these other job(s)? Again, please give us a figure that is after all deductions for income tax and National Insurance? Please do not include any bonuses, tips or overtime.

ENTER AMOUNT. ALLOW REF AND DK. NULL NOT ALLOWED

PROBE FOR ESTIMATE IF NECESSARY.

INTERVIEWER NOTE: ENTER EXACT AMOUNT AND CODE FREQUENCY (I.E. WHETHER WEEK, MONTH, YEAR). IF INCOME VARIES, GIVE A RECENT EXAMPLE OF AN AMOUNT.

SOFT RANGE CHECK (CHECK IF OUTSIDE THESE RANGES): PLEASE CHECK WITH RESPONDENT THAT THIS FIGURE IS CORRECT.

1. Amount per hour	£3.50 TO (AGE 16-18) £5; (AGE 19 TO 20) £7 (AGE 21+) £10
2. Amount per WEEK	£40 TO (AGE 16-19) £100; (AGE 20 -24) £200 (AGE 25+) £300
3. Amount per MONTH	£150 TO (AGE 16-19) £400 (AGE 20-24) £800 (AGE 25+) £1,200
4. Amount per YEAR	£2,000 TO (AGE 16-19) £4,000 (AGE 20-24) £8,000 (AGE 25+) £12,000

POSSIBLE ADDITION

ASK ALL

Q. Do/did you receive any state benefits such as tax credits, Job Seekers Allowance or Universal Credit whilst studying for you <INSERT COURSE NAME>?

1. Yes
2. No
3. Don' know
4. Refused

Given the finding that some part-time apprentices work with employers in order to claim benefits, some method of measuring the extent of this activity may be useful. This could be as simple as the question above, or could be more complicated to ask about the types of benefits collected.

ASK ALL

Q35 Which of the following statements best describes what you plan to do <IF NOT COMPLETED AT QCHECK1 after you finish your <INSERT COURSE NAME><IF COMPLETED AT QCHECK: in the next few months>?

READ OUT AND CODE ONE ONLY

1. Stay working for the same employer
2. Stay working in the same sector
3. Work somewhere completely different
4. Stay in education/ training
5. DON'T READ OUT None of these/ something else

ASK IF Q35=Stay in education/training

Q36 And what type of education or training programme do you plan to take part in?

READ OUT. SINGLECODE

1. Go to University/Do a degree
2. Higher level NVQ/apprenticeship
3. A-levels
4. College based training course
5. Other (Specify)
6. I haven't decided yet

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