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**Apprenticeships Evaluation:
Learners**

DECEMBER 2014

RESEARCH

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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Glossary of terms

Throughout the report there are terms used which are specific to the report. These are introduced throughout the report when first mentioned but a comprehensive list is below.

Term	Definition
Reports in 2012, 2013, 2014	Short hand for the apprenticeship surveys completed in the academic years 2012, 2013 and 2013/14 respectively. Year refers to publication date.
ILR	Individualised Learner Record: this is the database of learners in Further Education in England that publicly funded colleges, training organisations, local authorities and employers (who are Further Education providers) must collect and return.
Current learner	This is an apprentice on the ILR who has a completion date for an apprenticeship on or after 1 January 2014
Recently completed learner	This is an apprentice on the ILR who has a completion date for an apprenticeship programme between 1 August 2012 and 31 March 2013
Internal recruit	This is an apprentice who was working for their employer prior to starting their apprenticeship
New recruit	This is an apprentice who started working for their employer when they also started their apprenticeship
Framework types	This refers to the collection of individual frameworks which are used for analysis and sampling purposes
Traditional frameworks	These are frameworks with a long standing history of being involved in apprenticeships. They tend to have a focus on the practical acquisition of dexterous skills and the theory of their application. They include the framework types: <i>Construction, Planning and the Built Environment; Engineering and Manufacturing Technologies; Agriculture, Horticulture and Animal Care</i> ; and, to some extent, <i>Hairdressing</i>
Newer frameworks	These are frameworks that have seen a lot of growth in recent years. They include the framework types: <i>Business, Administration and Law; Leisure Travel and Tourism; and Retail and Commercial Enterprise</i> .
Level 2	This is a level of study, also known as 'Intermediate apprenticeship'. It is equivalent to 5 GCSE passes.
Level 3	This is a level of study, also known as 'Advanced apprenticeship'. It is equivalent to 2 A Level passes
Higher apprentice	This is a level of study and includes Level 4 and 5 apprenticeships. It is equivalent to foundation degrees and Higher National Diplomas or Certificates
Formal training	This is training delivered through an external training provider or college, or training sessions at the workplace away from doing their usual work activities. This is training that is performed off-the-job.
Informal training	This is training which is delivered at the workplace from either the employer or training provider whilst doing their usual work activities.

1: Executive Summary

This report presents the findings of the apprenticeship Evaluation Learner Survey 2014 which follows on from two previous evaluations published in 2012 and 2013. As in the prior work, the opinions of apprentices (at Level 2) and advanced apprentices (Level 3) have been collected about their training. Unlike previous years, the views of higher apprentices (studying at Level 4 or higher) have also been sought.

A Computer Aided Telephone Interviewing (CATI) survey was used to explore the views and experiences of 5,021 apprentices training at Levels 2 and 3, and 801 Higher apprentices. Quota samples were drawn to ensure an even split between apprentices of all levels who were still on their course compared to those that had completed within a year of the fieldwork dates. A fuller methodological description is provided in the appendix.

The aim of this research is to provide a consistent set of progress indicators on the apprenticeship programme. These indicators include levels of learner satisfaction with the programme overall, instances of and propensity to train and measurements regarding the delivery of training. In addition, the research provides a measure of the impact and added value that apprenticeship programmes provide for learners.

1.1 The changing profile of apprentices

As in previous years, there are more Level 2 apprentices (59%) than Level 3 (41%) in the **apprentice/advanced apprentice** population¹. A number of factors have resulted in changes in the profile of apprentices by age. Apprentices aged 16 to 18 now form a larger proportion of all Level 2 apprentices which may relate to an increase in the proportion apprentices joining their employer as at the start their apprenticeship (and a corresponding fall in the proportion who already work for their employer). Similarly, some policy changes (such as the introduction of FE Loans) have had a short-term negative effect on the recruitment of older apprentices, especially those aged 25 or older.

Higher apprentices were not part of the survey audience in prior apprenticeship evaluations. However, BIS management information shows take-up on frameworks available at this level begins to diversify. Accountancy frameworks still dominate enrolments at Level 4 comprising 60% of all apprenticeships at this level. Similarly, frameworks relating to management comprise nearly all Level 5 apprenticeships (Table 1.1.1).

These changes in profile are positive because the BIS Business Plan aims to raise the quality of apprenticeships by creating additional advanced and Higher apprenticeship places and the increasing opportunities for routes into work and progression within the programme.

¹ Excluding Level 4+, who comprise a very small proportion of all apprentices

Table 1.1.1: Profile of Higher apprentices at survey sample snapshot²

Framework	Completed				Current				All			
	L4		L5		L4		L5		L4		L5	
	n	%	n	%	n	%	n	%	n	%	n	%
Accounting/ accountancy	1,338	84%	-	-	842	42%	-	-	2,180	60%	-	-
Management	4	0%	437	83%	1	0%	1,610	42%	5	0%	2,047	47%
Business and Administration	121	8%	-	-	482	24%	-	-	603	17%	-	-
Engineering Manufacture Senior Technician	-	-	-	-	188	9%	-	-	188	5%	-	-
Diploma in Leadership for Health and Social Care and Children and Young Peoples Services	-	-	83	16%	-	-	2,177	57%	-	-	2,260	52%
Other	127	8%	4	1%	508	25%	55	1%	635	18%	59	1%
Total	1,590		524		2,021		3,842		3,611		4,366	

Source: Individualised Learner Record

1.2 Choosing an apprenticeship

Reflecting the findings in 2013, apprentices this year cite similar reasons for enrolling on an apprenticeship. Over a quarter (27%) say the main reason is to gain a qualification and nearly a half (44%) give a reason related to developing work-related skills: 23% want to enter into or progress in a specific career and one in five (21%) say it is a good way to develop work-related skills. There has been a shift in favour of work-related skills since the 2013 survey when a third (32%) cited the qualification as their main reason and two in five (39%) chose one of the two options above related to skills.

Higher apprentices give the same main reasons for choosing as those at Level 2 and 3. However, when asked about all motivations, achieving a promotion is cited by more higher apprentices (27%) than those on lower-level training (20%).

1.3 Training

Considering first **apprentices and advanced apprentices** (those at Levels 2 and 3), two thirds (65%) are aware that they are on an apprenticeship and this is consistent with the 2013 figure of 63% for the same question.

Awareness is higher for apprentices on traditional frameworks (those with a long standing history of apprenticeship training) compared to those on newer ones. As noted last year, traditional frameworks provide more formal training than newer frameworks; newer frameworks offer more informal training. Like in 2013, the relationship between traditional apprenticeship and the subsequent experience of training remains strong as:

- Apprentices on traditional frameworks get more on-the-job training; Information and Communication Technology apprentices train the most at a college or external provider.

² Taken from the Individualised Learner Record. Completed apprentices were taken from the ILR of apprentices who completed an apprenticeship during 01/08/2012 – 31/03/2013. Current apprentices were taken from the ILR of apprentices with a completion date on or after 01/1/2014 or lists the learner as still on course.

- Three quarters (76%) of apprentices always or usually do their training within their contracted hours. Apprentices on Hairdressing (92%) and Engineering and Manufacturing Technologies (90%) frameworks are the most likely to train within working hours, and Health, Public Services and Care (53%) the least likely.
- 45% of apprentices say they receive the same amount of training each week was consistent and this is more common in traditional frameworks.

Experiences on an apprenticeship also differ with an apprentice's age. Four in five (81%) apprentices aged 25 or more do work towards their apprenticeship in their own time compared to two-thirds (67%) of those aged between 16 and 18. In addition, older apprentices also spend more time training on their own (4.3 vs 3.8 hours for 16 to 18 year olds). Apprentices aged between 16 and 18 years also receive more training on average than those aged 25 or older (34.7 hours versus 21.9 hours per week. In the main, traditional apprenticeships tend to enrol a larger proportion of young people than newer frameworks.

Incidences of no reported SASE-recognised training taking place remains low; four per cent of apprentices had not received any formal or informal on- or off-the-job training during their contracted working hours³. However, this proportion is not trivial. Provisional figures from the 2013/14 ILR count 751,900 apprentices in England at Levels 2 and 3 and four per cent of that figure equates to 30,000 apprentices.

Moving onto **higher apprentices**, nearly all on the Accounting framework (95%) receive formal training (vs 79% Non-accounting). Non-accounting apprentices (70%) do more informal training in the workplace (vs 61% Accounting).

Nine in ten (90%) higher apprentices work towards their apprenticeship in their own time, and do so for around five hours per week. As incidence is fourteen percentage points higher than lower level apprentices, this would suggest the higher apprenticeship programme requires more independent study.

1.4 Satisfaction levels

As in previous surveys, satisfaction⁴ levels with apprenticeships amongst **apprentices and advanced apprentices** remains very high. Nine in ten (89%) reported being satisfied with their apprenticeship which is consistent with the results found in previous surveys.

³ The training to which this proportion refers is training at a college or an external training provider, training in the workplace for either the employer or an external provider away from usual work activities and training in the workplace for either the employer or an external provider whilst doing usual work activities. It excludes completing an apprenticeship portfolio during the working day, self-guided learning outside of working hours and "any other type of training" as self-defined by the apprentice.

⁴ In this report, satisfaction is measured on an eleven-point Likert scale ranging from 0 – 'very dissatisfied', to 10 – 'very satisfied'. Results have been categorised; A score of 4 or below is classed as 'dissatisfied' and 6 or more as 'satisfied'. A score of 0 to 2 is classed as 'very dissatisfied' and 8 to 10 'very satisfied'.

Considering those who report they are *very satisfied* with their apprenticeship overall, apprentices on frameworks in Business, Administration and Law (74%) and Retail and Commercial Enterprise (73%) rate their training the highest.

Self-reported satisfaction figures were collected for a variety of different aspects of apprenticeships and, as last year, there were no large differences found. The lowest level of satisfaction with a specific aspect of an apprenticeship was found for the amount of training received and over three quarters (77%) are satisfied with this.

As a result, there is little sub-group differences in satisfaction. The greatest variation is found in attitudes an employer's support during the apprenticeship; younger learners (16-18 years old) are more satisfied than the older apprentices (86% against 79% aged 25+).

Advocacy is also high as eight in ten (81%) would speak highly of the apprenticeship, half (40%) of whom would do so unprompted.

Six percent said they were dissatisfied and the main reasons for this are a lack of support from a provider, college or tutor (45%), the apprenticeship being badly organised (36%), problems with the time frame or the management of time (21%) and a feeling from the apprentice that they did not learn anything new (21%).

The story from **higher apprentices** is the same; seventeen in twenty (86%) are satisfied overall with their training with Accounting apprentices being more satisfied than the Non-accounting learners (93% vs 83%). A similar proportion (84%) would speak highly of their programme.

1.5 The impact of an apprenticeship

Across the board, apprentices are very positive about the impact an apprenticeship has on their work situation. In the case of apprentices training at Levels 2 and 3, little has changed from last year. This cohort think that their apprenticeship gives them *more appropriate skills and knowledge* for their profession or trade (88%) and gives them *skills and knowledge to use in a range of jobs and industries* (85%). Level 2 and 3 apprentices are also positive about improvements in their competency. Four in five (82%) completed apprentices say they are better at doing their jobs and an even larger proportion (88%) of current apprentices say the same.

Higher apprentices also report positive impacts. 93% of completed Higher apprentices think the apprenticeship has given them *better skills and knowledge for their desired work*, compared with 82% of those currently training.

Apprentices who were formerly not in employment, education or training (NEET)

In response to a new question added this year, one in five apprentices (19%) aged 16 to 24 say they were not in education, employment or training (NEET) for three consecutive months prior to starting an apprenticeship. A directly comparable figure with the previous survey for the 16 to 24 year age group is the proportion stating they were unemployed prior to enrolment. This year, 18% of this age group were unemployed compared to 15% in 2013. This is a positive result and shows that apprenticeships are an increasingly important route out of unemployment, although NEETs are more likely than usual to be offered a fixed duration apprenticeship.

However, the data also shows that apprentices at Levels 2 and 3 are also more likely to find themselves out of work after completion if they were NEET prior to enrolment.

Current employment status

Nine in ten (89%) of **apprentices and advanced apprentices** that have completed their training are in either full or part-time employment; and seven in ten (71%) of these are with the same employer with whom they completed their apprenticeship, although this is seven percentage points less than last year. The subgroups more likely to be in employment with the same employer are women (73% versus 67% of men) and those aged 25 or more (81% versus 57% of those aged 16 to 18).

Of the completers who were aged 24 or younger on enrolment, 18% were not in education, employment or training for a continual period of at least three months in the year prior to starting their training. Four in five (82%) of completers who were new to their companies when they started their apprenticeship were in employment prior to enrolment.

2: Introduction

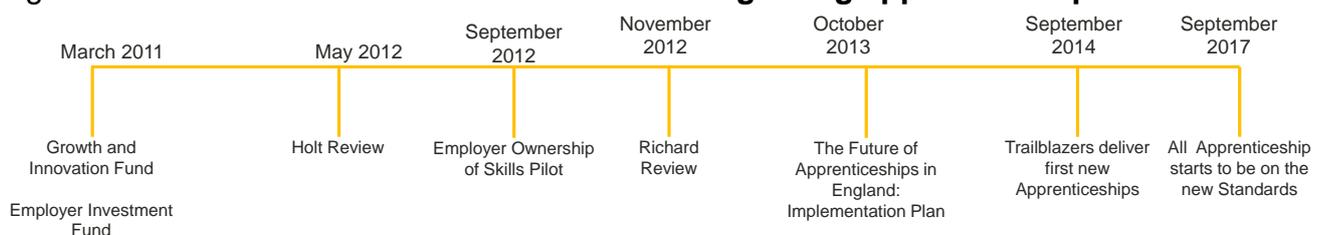
This report presents the findings of the apprenticeship Evaluation Learner (apprentice) Survey 2014. The survey explores the views and experiences of 5,022 apprentices who were currently undertaking a Level 2 or 3 apprenticeship, or had finished the course between August 2012 and March 2013. A further 801 higher apprentices who were working towards or recently completed a Level 4 or 5 apprenticeship within the same time frame were also surveyed.

This study comprised two elements; alongside the learner report there is an accompanying report which details the attitudes and experiences of employers.

2.1 Policy Context

Improving the skills of the English workforce to make them more internationally competitive, and promoting more opportunities for individuals to realise their potential, are two of the Department for Business, Innovation and Skills' (BIS) strategic priorities⁵. This is in line with the Coalition's *Plan for Growth*⁶ which wishes to expand and improve apprenticeships as a key aspect in developing a more flexible and better educated workforce. The BIS *Business Plan* also sets out a priority to expand and improve the quality of apprenticeships by creating 40,000 additional adult apprenticeship places focusing on the young unemployed; and creating 10,000 additional advanced and Higher apprenticeships. More emphasis is also placed on making apprenticeships more accessible to SMEs. The figure below displays the timeline of recent reforms to apprenticeships.

Figure 2.1.1: **Timeline of Reviews and Policies regarding apprenticeships**



In line with the importance that has been placed on apprenticeships, the Government commissioned Doug Richard to carry out a review to look at whether apprenticeships are effectively serving employers and learners. In his 2012 report⁷, Richard made a series of recommendations to further improve the existing system, which included:

- Targeting apprenticeships at those who are new to a job role or role that requires sustained and substantial training;

⁵ BIS (2012) *Departmental Business Plan 2012-2015*. BIS. London.

⁶ HMT and BIS (2011) *The Plan for Growth*

⁷ Richard, D. (2012), *The Richard Review of Apprenticeships*, BIS. London.

<https://www.gov.uk/government/publications/the-richard-review-of-apprenticeships>

- Focusing on what the apprentice can do when they complete their training and freeing up the process by which they get there;
- The basis of every apprenticeship should be recognised industry standards;
- Every apprentice being able to reach a good level in English and maths before they complete their apprenticeship;
- Government funding that creates the right incentives for apprenticeship training by giving the purchasing power for investing in apprenticeship training to employers; and
- Greater diversity and innovation in training with employers and government safeguarding training.

The Government responded to these recommendations and the resulting 2013 apprenticeships implementation plan⁸ sets out how the apprenticeship reforms will make apprenticeships even more rigorous and responsive to the needs of employers. These included:

- **Putting employers in the driving seat** - groups of employers, large and small, working together to design apprenticeships so that they respond to the needs of their industries.
- **Simplifying apprenticeships** - replacing long, complex frameworks with short, simple standards on a couple of sides of paper, written by employers in a language they understand.
- **Increasing the Quality of apprenticeships** – introducing more rigorous testing at the end of the apprenticeship to ensure that the apprentice is fully competent and grading to increase stretch.

Trailblazers made up of both large and small employers and professional bodies are designing the first apprenticeship standards and assessment approaches. Lessons learned will be used for future implementation.

The apprenticeship Funding Reform will put funding in the hands of employers so that they can choose the most effective training for their apprentices. The new funding model will be trialled by apprenticeship Trailblazers in 2014/15.

A technical consultation was held on the mechanism for routing funding to employers. All feedback, along with evidence from stakeholder discussions, published research and survey data will be considered before making a final decision on how apprenticeship funding will be channelled in the future.

⁸ The Future of apprenticeships in England: Implementation Plan, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/253073/bis-13-1175-future-of-apprenticeships-in-england-implementation-plan.pdf

Other policies impacting on apprenticeships include the UK Commission for Employment and Skills (UKCES) new methods of funding (the Employer Investment Fund and the Growth and Innovation Fund) as well as the Employer Ownership of Skills Pilot to trial a more responsive, employer led system of training. Apprenticeships are a large component of this training.

2.2 Aims of the research

The apprenticeship Evaluation 2014 comprises two surveys: one with apprentices and one with employers of apprentices. The surveys build on a series of previous studies that measure the views of both audiences about apprenticeships and levels of satisfaction with this form of training. In previous years the focus of the research has been on identifying aspects of the apprenticeship system which may have been under-performing, allowing BIS and Skills Funding Agency to identify where improvements were needed. Last year, the research findings also helped to inform the implementation of the Richard Review. In turn, this edition of the survey will consider any effects that subsequent policies are having on apprenticeships, as well as providing greater context for the Government's own Implementation Plan, which is set to overhaul the current system. This particular report focuses on the attitudes and experiences of current apprentices and those who have recently completed their courses.

The specific aims of the research are to:

- Measure the impact of the policy changes e.g. SASE and quality reforms;
- Assess the amount and type of training being delivered;
- Monitor learner satisfaction overall and the how the various aspects of apprenticeships are being delivered, including their views on the quality, amount and relevance of the quality of the training;
- Monitor the self-reported impacts on the individual;
- Monitor the apprentices' progression into and through apprenticeships;
- Understand learners' rationale for choosing their training;
- Explore how the programme is accessed and used by learners; and
- Generate evidence to help shape the reform of the apprenticeship programme going forward.

2.3 Methodology

A telephone survey was conducted with 5,021 Level 2 or 3 apprentices and 801 Level 4 or 5 (Higher) apprentices. All participants were either currently on an apprenticeship or had finished an apprenticeship programme recently. The sample frame used was two separate Individualised Learner Record (ILR) files: one for apprentices who had completed an apprenticeship programme between 1 August 2012 and 31 March 2013 and apprentices

who have completion dates on or after 1 January 2014. These two different files were used as a proxy for completed and current apprentices, respectively. The survey fieldwork took place between 29th January and 12th March 2014. The co-operation rate was 55%.

As with prior surveys, a quota sample design was adopted this year. Quotas were set on age, Level and framework and a sample was drawn accordingly. The sample was disproportionally stratified by framework and Level of apprenticeship to enable separate analysis of the smaller frameworks. More detail of this sampling method is provided in the Appendix.

The final data has been weighted to be representative of all apprentices in the current and recently completed population. Interlocking weights were applied to framework and Level and then a rim weight was applied to the age of apprentices when they started their course. Again, detail on the weighting method can be found in the Appendix.

2.4 Report structure by Level

The findings are presented within each chapter by Level. The first section within a chapter discusses the views of apprentices training at Levels 2 and 3. After this, a separate analysis of higher apprentices (Level 4 or higher) is provided.

3: Key characteristics of apprentices

Key findings

Population profile:

- Newer frameworks still dominate the landscape of apprenticeship framework types but there has been a steady decline in the proportions now doing *Retail and Commercial Enterprise* frameworks and there has been a slight growth in *Health, Public Services and Care* recently.
- Three fifths of apprentices are on Level 2 and two fifths are on Level 3 apprenticeships. The proportion on Level 3 apprenticeships has increased since last year. There have been big growth areas in Level 3 *Information, Communication and Technology* and *Business, Administration and Law*.
- Two fifths of apprentices are aged 25+; a third aged 19-24; and a quarter aged 16-18. There are now more 16-18 year old apprentices since last year, according to snapshots of ILR data. There is a clear link between younger apprentices and new recruits and older apprentices and internal recruits. Both the number of younger apprentices and new recruits have recently increased. New recruits are more likely to be from the traditional frameworks and internal recruits are more likely to be from newer frameworks.

Survey findings:

- Before being employed or starting their apprenticeships, newer apprentices aged 16-24 were mainly at school or college, working for a different employer or unemployed.
- Nine in ten of apprentices have contracts of employment which has increased since last year. Those only employed for the duration of their training are more likely to be on longer apprenticeships. Apprentices work on average 34 hours a week but this varies a lot, particularly between the newer and traditional frameworks. Apprentices in the traditional frameworks work more hours on average than apprentices in the newer frameworks.
- The average length of an apprenticeship is increasing and is currently at 15.9 months. Level 3 apprenticeships last considerably longer than Level 2 (19.2 months compared with 13.6 months) but Level 2 apprenticeships have increased by 1.6 months since last year's findings.
- New framework additions have changed the landscape of higher apprenticeships recently. Accountancy frameworks previously dominated but recently new frameworks have been developed which are more likely to be taken up by internal recruits.

3.1 Introduction

This section provides an overview of the key characteristics of apprentices. The data presented has been weighted by framework, Level and age to be representative of the population of apprentices in England.

The data has been analysed and reported throughout on Levels 2 and 3 separately from Higher apprentices due to their differences in profile.

3.2 The population profile of apprentices - Levels 2 and 3

The survey of learners comprises interviews based on two types of learners: current apprentices who were still doing their apprenticeship **at the time of the survey**; and recently completed apprentices who had completed their apprenticeship between 1 August 2012 and 31 March 2013 as identified in the ILR. According to the ILR, there were 599,797 apprentices in this combined population which is a 13.7% decrease in the numbers found doing an apprenticeship last year. The change in profile shall be discussed later on in the chapter around the age of apprentices. However, it is important to note at this point that the population profile used for the survey **does not match** annual apprenticeship figures for starts and completes. This is why some of the findings based on profile may be out of kilter with official data on apprenticeships.

The population data showed quite an even split between 49% of apprentices who have recently completed their apprenticeship and 51% of apprentices who were still on their course. Since last year, whilst there has been an increase of the number of completers in the population by 10%, there has been a very large decrease in the number of current apprentices by 29%. This is reflected in the decrease of learners in the population overall. Unless specified, the profile of apprentices combines current and recently completed learners.

Profile by framework

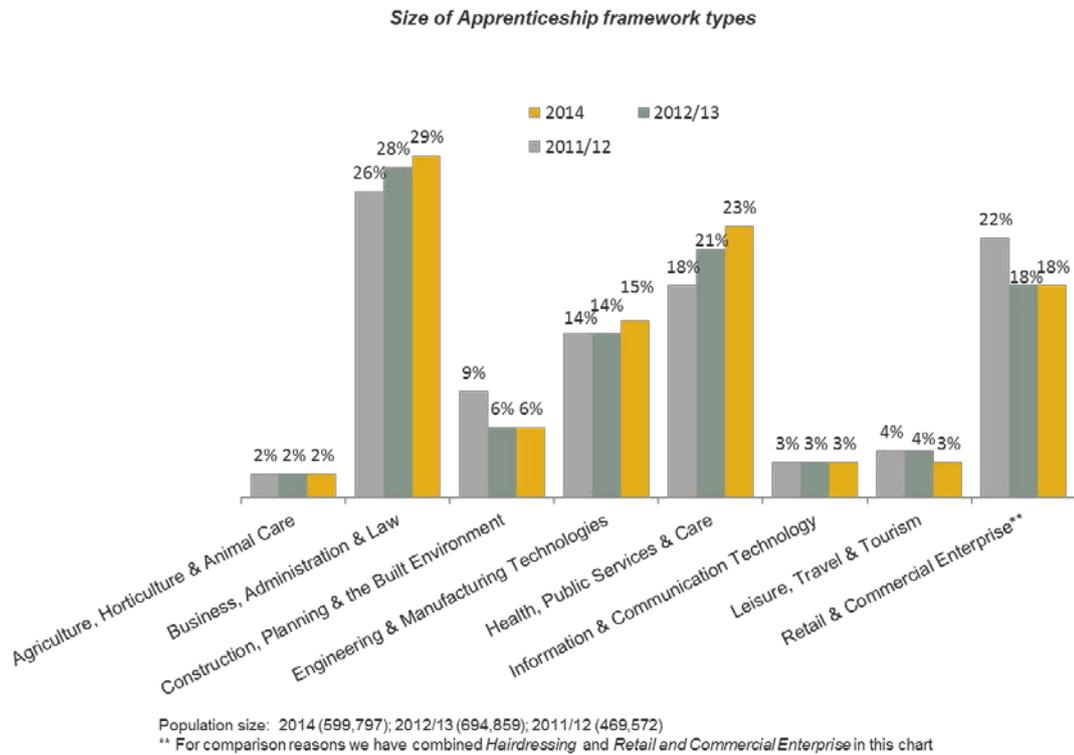
The suite of individual courses which comprise an apprenticeship is known as a framework. Individual frameworks are named after the main NVQ qualification aim of the apprenticeship i.e. Plumbing, Business Administration, Accountancy, etc. For the purpose of sampling, these individual frameworks were clustered into nine groups of similar apprenticeships (called framework types in this report). Along with nine types of frameworks, *Hairdressing* has been analysed separately as a framework of particular policy interest. Throughout the report, framework types in *Education and Training* and *Arts, Media and Publishing* have been excluded from much of the sub-group analysis due to small numbers of survey responses⁹.

As shown in Figure 3.2.1 below, the distribution of apprentices by framework type is similar to last year with *Business, Administration and Law* still forming the largest category (29% of the population), followed by *Health, Public Services and Care* (23%). This pattern is similar to last year's; however, the proportions in *Retail and Commercial Enterprise* (which include *Hairdressing*) declined between 2012 and 2013 quite suddenly and this has not

⁹ Responses with base sizes of fewer than 100 people are not reported unless otherwise specified.

since increased. There has also been a steady increase in the proportions doing *Health, Public Services and Care*, from 18% in 2012 to 23% in 2014.

Figure 3.2.1: **Size of framework types by year**¹⁰



In last year's report, we identified a number of relationships in the data based on framework type which are also present in the findings for this year. In particular, the differences between the framework types classed as 'traditional' and those that are 'newer' remain. Traditional frameworks include *Construction, Planning and the Built Environment; Engineering and Manufacturing Technologies; Agriculture, Horticulture and Animal Care;* and, to some extent, *Hairdressing*. These are frameworks which have a much longer-standing history of being involved in apprenticeships and tend to have a focus on the practical acquisition of dexterous skills and the theory of their application. In comparison 'newer' frameworks are those that have seen a lot of growth in recent years such as *Business, Administration and Law; Leisure Travel and Tourism;* and *Retail and Commercial Enterprise*.

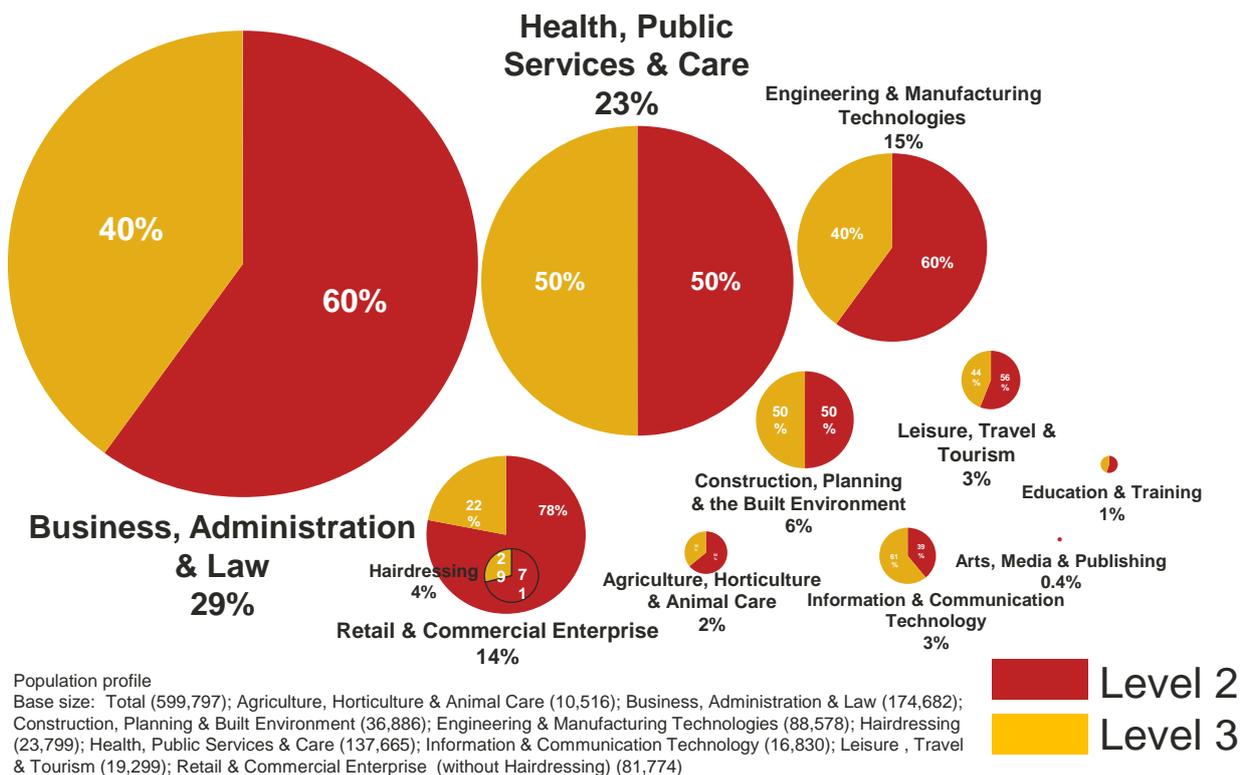
¹⁰ Please note that the years refer to snapshots of data at a specific time point, rather than the number of apprenticeship starts during the year.

Profile by Level

Apprentices have also been sampled based on their Level of apprenticeship. Throughout this report we refer to apprentices who are on an Intermediate apprenticeship as Level 2 and apprentices on an Advanced apprenticeship as Level 3. Three fifths (59%) were doing or had recently completed Level 2 apprenticeships and the remaining two fifths (41%) studied at Level 3. Since 2013, there has been a slight increase in the proportion of Level 3 apprentices in the apprentice population (37% in 2013). As part of the drive to increase standards in apprenticeships, Richard recommended promoting progression from Level 2 to 3¹¹ and so it is encouraging that more learners are studying at a higher level than previously.

There has been growth in the proportions doing Level 3 apprenticeships amongst certain framework types. The proportion of apprentices from the framework type *Information and Communication Technologies* doing a Level 3 qualification has increased since last year: from 46% to 61% and the proportion of learners doing a Level 3 in *Business, Administration and Law* has also increased slightly from 36% to 40%.

Figure 3.2.2: Size of framework by level



Profile by age

Age relates to several factors: the apprentices' entry route into an apprenticeship; the framework type; and how apprentices respond to the questions in the survey. This year, two fifths (41%) of apprentices in the **profile population used for the survey** are aged 25+; a third (32%) aged 19-24; and just over a quarter (27%) aged 16-18. Emphasis is placed on survey profile population for a reason. As noted in Sections 2.3 and 3.2, this is

¹¹ Richard, D. (2012), *The Richard Review of Apprenticeships*, p34, BIS. London. <https://www.gov.uk/government/publications/the-richard-review-of-apprenticeships>

drawn from a specific snapshot of the ILR at a moment in time and does not, therefore, reflect the official annual figures on starts and completes.

There has been a nine percentage point increase this survey year in the number of younger apprentices included in the data snapshot used for the survey (from 22% last year). There has been a decline in the number of 19-24 year olds (declined from 35% last year) and in the proportion aged 25 or older (down four percentage point). The decline in older apprentices in the snapshot is responsible for the overall fall in apprentice numbers since the last survey. The difference between the survey snapshot profile population and the official end-of-year statistics is shown in Table 3.2.1 below.

Age proportions by year

ILR Source Data	Group profiled	Base	16-18	19-24	25+
2014 ILR snapshot for survey	Current L2/3	305,634	31%	31%	38%
	Completers L2/3	294,163	24%	32%	44%
2013 ILR snapshot for survey	Current L2/3	428,104	22%	35%	42%
	Completers L2/3	266,755	22%	37%	41%
2012 ILR snapshot for survey*	Current L2/3	374,992	29%	32%	39%
	Completers L2/3	94,580	36%	43%	21%
2013/14 ILR apprenticeship participation**	All	751,900	21%	37%	41%
2012/13 ILR apprenticeship participation	All	868,700	21%	34%	45%
2011/12 ILR apprenticeship participation	All	806,500	24%	34%	43%

Source: ILR

* Based on the methodological detail contained in the 2012 Report

** 2013/14 ILR participation data is taken only from August 2013-April 2014 and is therefore provisional

One of the suggested reasons for the decrease in the number of apprentices aged 25 or older is the introduction of the 24+ Advanced Learning Loans¹² which could be causing a negative impact on the number of apprentices. This is also a cause which has been cited in the latest statistical release on Information on the number of apprenticeship starts and achievements¹³, although it should be noted that loans no longer apply to apprenticeships. As can be seen below, the number of apprentices aged 25+ doing a Level 3 apprenticeship has dropped dramatically in the last year. The absolute and proportional increase in 16-18 year olds may have an impact on other findings such as the proportion of new recruits.

Number of Level 3 apprentices by age

	Level 3 2013 August to January	Level 3 2014 August to January	Percentage change
16-18	21,500	21,500	0%
19-24	32,000	27,600	-14%
25+	41,700	5,800	-86%

Source: FE data library: Apprenticeships¹⁴

¹² 24+ Advanced Learning Loans were introduced in August 2013. Loans are available to learners aged 24+ for the course fees of a Level 3 or 4 qualification.

¹³ BIS (2014) Information on the number of apprenticeship starts and achievements

(<https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships--2>)

¹⁴ Ibid.

Profile by ethnicity

Learners are from predominantly White ethnic groups (91%) with nine per cent from black and minority ethnic groups (BME). This is a slight increase from last year's figure of seven per cent but is back in line with 2012's proportions. Apprentices from BME groups are more likely to be in framework types such as *Health, Public Services and Care* and *Leisure, Travel and Tourism* (15%). They are least likely to be in *Construction, Planning and the Built Environment* (2%).

3.3 Entry routes onto an apprenticeship

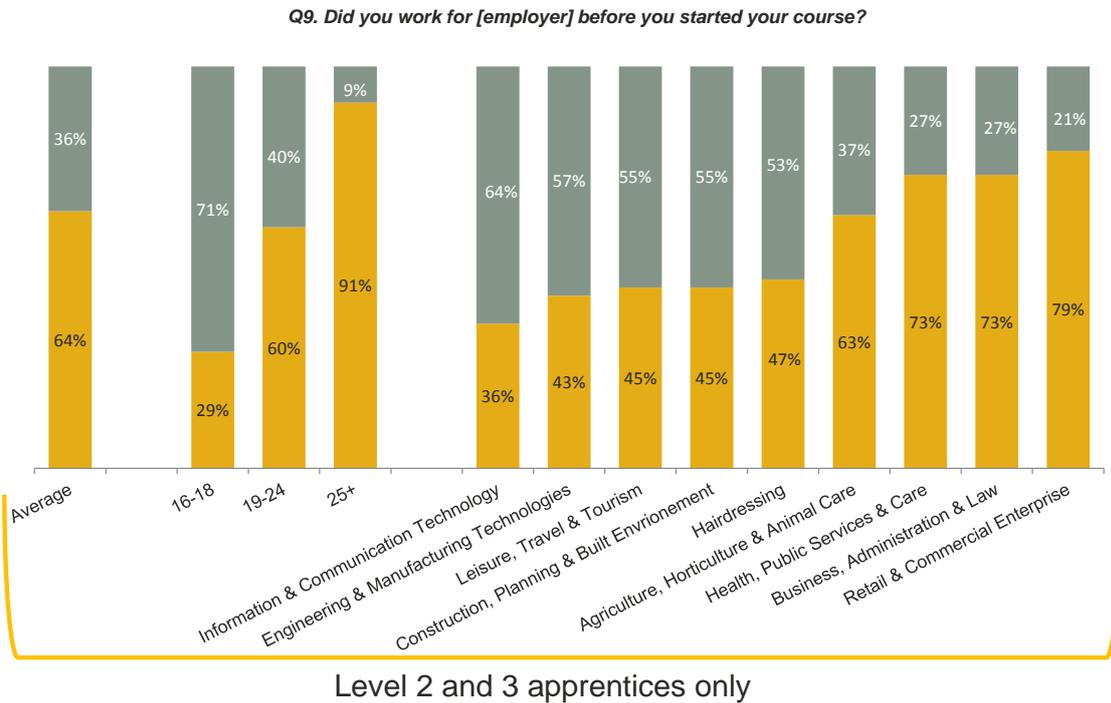
Entry routes onto apprenticeships have come under scrutiny recently. The *Implementation Plan* by BIS states that while apprenticeships are still open to internal recruits this should be "where substantial training is required to achieve competency in their occupation"¹⁵. How the apprentice came to be on an apprenticeship scheme is also vital for understanding their views and motivations. We have seen in previous reports that those already working for their employer and in the same role are not as positive as someone recruited externally and learning a new role or trade.

This year, two thirds (64%) of apprentices worked for their employer before starting their apprenticeship (Figure 3.3.1). For the purpose of the report, these are classed as **internal recruits**. The proportion of internal recruits has decreased since last year (68%) and, as a result, the number of apprentices recruited specifically onto an apprenticeship (classed as **new recruits** for the report) has increased from 32% to 36%. If we accept that the impact of apprenticeships on new recruits is bigger than on internal recruits as the Government does, then this finding is encouraging.

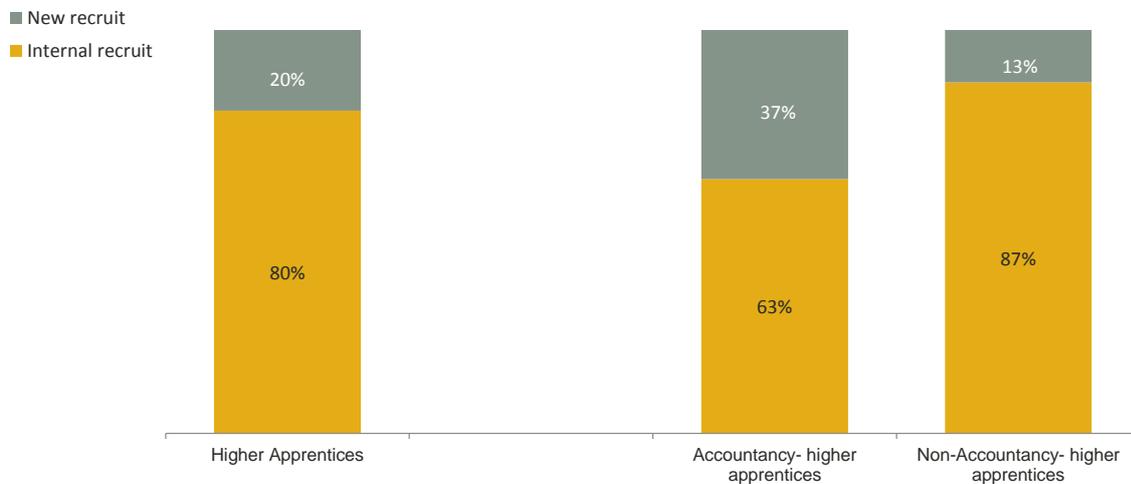
It is expected that older apprentices are more likely than younger ones to be internal recruits because they are more likely to have finished compulsory education and entered the workforce prior to younger apprentices. Nine out of ten (91%) apprentices aged 25+ are internal recruits, compared with just 29% of apprentices aged 16-18.

¹⁵ BIS (2013) The Future of apprenticeships in England: Implementation Plan (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/253073/bis-13-1175-future-of-apprenticeships-in-england-implementation-plan.pdf)

Figure 3.3.1: Entry route by age and framework



Base size: Total(5021); 16-18 (2013); 19-24 (1409); 25+ (1599); Agriculture, Horticulture & Animal Care (400); Business, Administration & Law (925); Construction, Planning & the Built Environment (475); Engineering & Manufacturing Technologies (650); Hairdressing (211); Health, Public Services & Care (599); Information & Communication Technology (400); Leisure, Travel & Tourism (450); Retail & Commercial Enterprise (810)



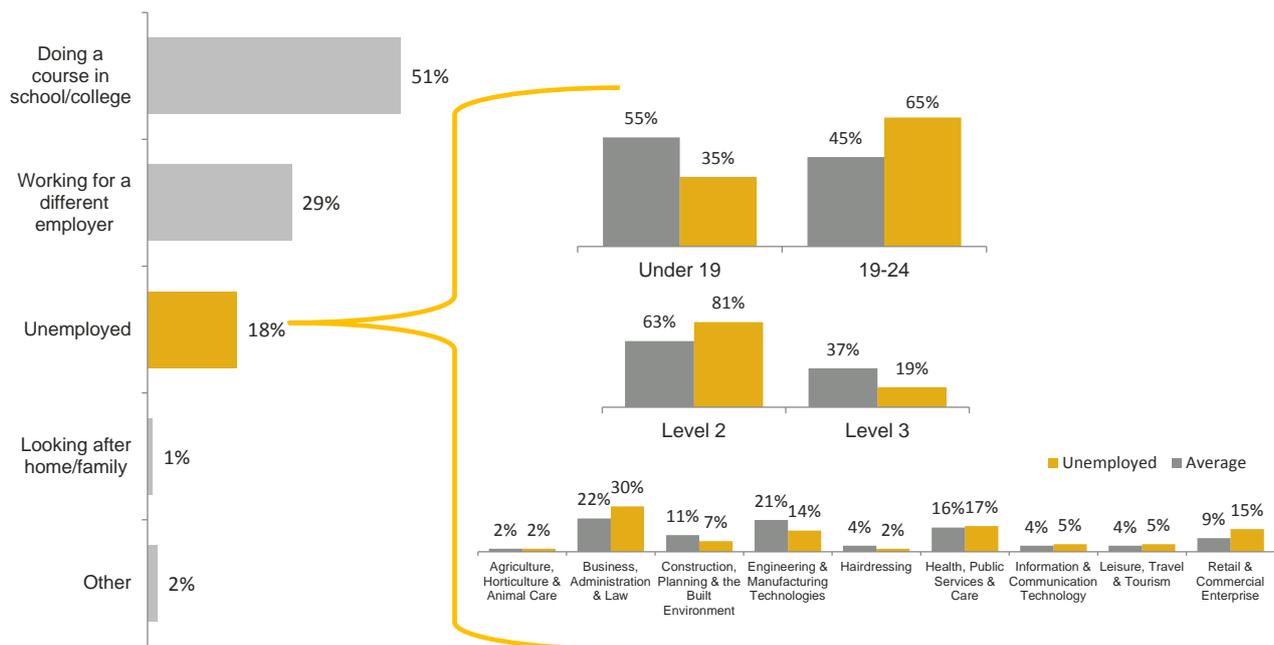
Apprenticeship Evaluation- Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014.
Base size: Higher apprentices (801); Accountancy (323); Non- Accountancy (478)

As illustrated in Figure 3.3.1, apprentices on newer frameworks such as *Health, Public Services and Care*; *Retail and Commercial Enterprise*; and *Business, Administration and Law* are more likely to be internal recruits. Apprentices on traditional frameworks such as *Engineering and Manufacturing Technologies*; *Construction, Planning and Built Environment*; and also those on *Leisure, Travel and Tourism* and *Information and Communication Technology* are more likely to have joined their employer as an apprentice.

A subgroup of apprentices aged 16-24 who were not working or had worked less than a year prior to starting their apprenticeship were asked what they were doing before starting their apprenticeship (Figure 3.3.2). Around a half (51%) said they had been either doing a course at a school or college (51%); three in ten (29%) said they were working for a different employer (29%); and one in five said they were unemployed (18%).

Figure 3.3.2: **Employment activity prior to apprenticeship for 16-24 year olds and unemployment activity compared to average**

Q12. What were you doing before you started your course? Were you...?



Apprenticeship Evaluation- Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014
 Base size: All aged 16-24 and worked for less than a year before starting Apprenticeship (2703); All unemployed (434)

Those not in education, employment or training (NEET) prior to their apprenticeship

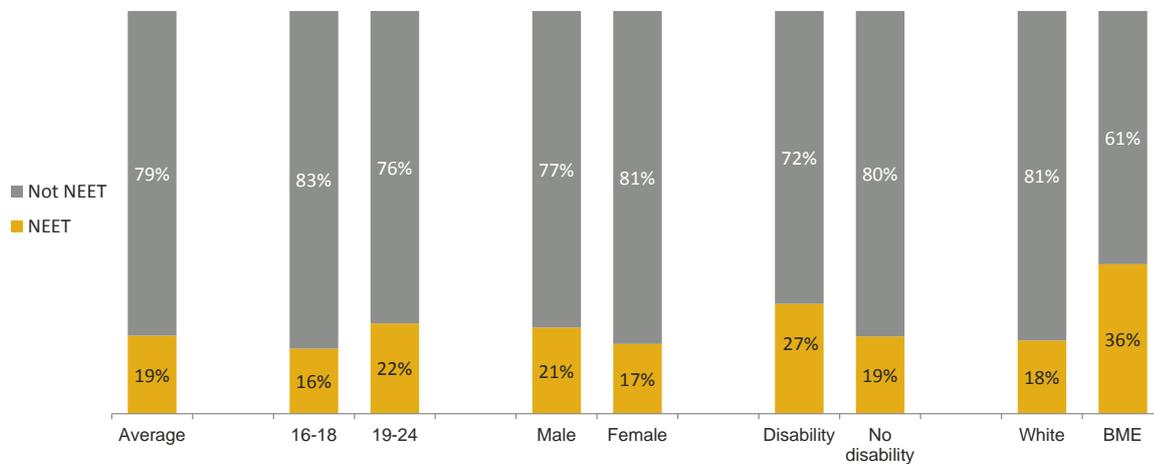
One in five (19%) of those aged 16-24 were not in education, employment or training (NEET) for three consecutive months prior to starting an apprenticeship. This is higher than the proportion of all people in that age group for the UK as a whole (14% in 2013/14¹⁶). This could be an indication that the apprenticeship scheme is proving a relatively popular route out of economic inactivity.

The group who classed as NEET before starting their apprenticeship are more likely to be from BME groups (36%); have a disability (27%); be men (21%); and be aged 19-24 (22%). Furthermore, temporary contracts are more likely to be offered to those who are NEET; a quarter (25%) of temporary apprentices say they were NEET prior to starting their apprenticeship versus 16% of those employed on permanent contracts.

¹⁶ ONS (2014) Labour Market Statistics, February 2014 <http://www.ons.gov.uk/ons/rel/lms/young-people-not-in-education--employment-or-training--neets-february-2014/statistical-bulletin.html>

Figure 3.3.3: Prevalence of NEETs by age, gender, disability and ethnicity

Q12a. In the year before you started your course, were you out of work and not in education or training for a period of three months or more without a break?



Apprenticeship Evaluation- Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014.
 Base size: 16-24 year olds (3417); 16-18 (2008); 19-24 (1409); Male (2147); Female (1270); Disability (318); No disability (3098);
 White (3157); BME (248)

These findings are positive from the perspective that fixed duration apprenticeships are offering a route into training for those who are NEET, however, the much higher levels of unemployment faced by those on temporary contracts is a potential concern. Furthermore, apprentices who were NEET prior to starting their apprenticeship were significantly less likely to still be employed at the time of the survey (Table 3.3.1).

Figure 3.3.1: Current status of NEET L2 and L3 apprentices

	Level 2		Level 3		All	
	NEET prior to enrolment	Not NEET prior to enrolment	NEET prior to enrolment	Not NEET prior to enrolment	NEET prior to enrolment	Not NEET prior to enrolment
<i>Base</i>	453	2,451	194	1,923	647	4,374
Employed at the time of the survey	88%	93%	92%	96%	87%	94%
Not employed at the time of the survey	12%	7%	8%	4%	11%	6%

3.4 Prevalence of a contract of employment, contracted hours and pay

A new question was asked in this year’s survey about the contracted hours of their apprenticeship. An average of 34 hours was recorded by learners with 10% working over 40 hours a week and one per cent said they had no contracted hours.

The Apprenticeships, Skills, Children and Learning Act 2009 which came into force in 2012 requires employers to issue apprentices with a contract of employment, which 90% of learners now have. This has increased significantly from last year’s figure of 87%. Those with written contracts are more likely to be internal recruits than new recruits (92% vs 86%). Three-quarters of apprentices (74%) have permanent contracts with their employers and 23% are only employed for the duration of their training. This however, has not changed since last year. Those with shorter apprenticeship lengths are more likely to be on permanent contracts compared with those with longer apprenticeship lengths (83% of

apprentices on courses six months or less are on permanent contracts compared with 61% of apprentices on courses over 25 months).

There are several significant differences in the profile of apprentices who say they are contracted only for the duration of the apprenticeship (“temporary” apprentices) compared to those on permanent contracts:

- Temporary apprentices are more likely to be studying at Level 2 (67% versus 56% of those on permanent contracts);
- Linked to this, they are also more likely to be younger: nine in twenty (45%) apprentices aged 16 to 18 say they have temporary contracts compared to a quarter (25%) of those aged 19 to 24 and 7% of those aged 25 or older;
- Temporary completers are three times more likely to be unemployed compared to completed apprentices who were hired on permanent contracts (12% versus 4%).

Contracted hours vary by a number of factors. Men and younger apprentices say they work longer hours than the average for all (36.3 and 35.6 hours respectively). Apprentices on frameworks in *Engineering and Manufacturing Technologies*, *Construction and the Planning Environment* and *Agriculture, Horticulture and Animal Care* work the longest hours; whereas *Leisure, Travel and Tourism* apprentices report an average working week of 27.6 hours.

Figure 3.4.1: **Contracted hours by framework**

	All	Agriculture, Horticulture & Animal Care	Business, Administration & Law	Construction, Planning & Built Environment	Engineering & Manufacturing Technologies	Hairdressing	Health, Public Services & Care	Information & Communication Technology	Leisure, Travel & Tourism	Retail & Commercial Enterprise
<i>Base</i>	5021	400	925	475	650	211	599	400	450	810
Mean contracted hours	34	38	35	38	39	36	31	36	28	31

As last year, on starting their apprenticeship, only a small proportion (14%, 1 percentage points less than 2013) of internally recruited apprentices saw an increase in pay; most (83%) say their pay remained the same. Men and younger apprentices were more likely to report a pay increase than women and older apprentices. In the case of age, the difference is marked as a third (33%) of apprentices aged 16-18 report a pay increase compared with one in ten (9%) of apprentices aged 25+.

3.5 Length of apprenticeship

SASE guidelines stipulate that an apprenticeship must last at least 12 months to allow “apprentices to become fully competent and confident in their roles”¹⁷. This year the

¹⁷ BIS (2013) The Future of apprenticeships in England: Implementation Plan (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/253073/bis-13-1175-future-of-apprenticeships-in-england-implementation-plan.pdf)

average length of an apprenticeship based on a mixture of ILR data and self-reporting¹⁸ is 15.9 months (Table 3.5.1 overleaf); and increased since last year from 14.5 months. Furthermore, seven in ten (70%) of the apprentices this year say the duration of their apprenticeship was 12 months or longer. This is an increase of 21 percentage points from last year (49%).

There is some evidence that the effect of the stricter regulations is beginning to be felt by more recent apprentices. The survey found that current learners, on apprenticeships since the regulations have been more embedded, report longer apprenticeships than completed apprentices (18.2 vs 14.1 months). As reported last year, traditional frameworks last markedly longer than newer frameworks. For example, apprentices on frameworks within the *Construction, Planning and the Built Environment* are on their apprenticeship for a mean of 29.2 months. In comparison, apprenticeships classed within the *Retail and Commercial Enterprise* category last for less than a year (11.3 months). Since last year, almost all of the framework types have seen an increase in length.

Figure 3.5.1: Length of apprenticeship by framework and year

	All	Agriculture, Horticulture & Animal Care	Business, Administration & Law	Construction, Planning & Built Environment	Engineering & Manufacturing Technologies	Hairdressing	Health, Public Services & Care	Information & Communication Technology	Leisure, Travel & Tourism	Retail & Commercial Enterprise
2014 Base	5021	400	925	475	650	211	599	400	450	810
2013 Base	5010	471	903	540	725	129	554	414	457	720
2014 average length in months	15.9	19.3	12.2	29.2	25	18.4	14.1	13.3	14.2	11.3
2013 average length in months	14.5	19.4	11	28.2	23.4	19.2	13.5	11.8	12	10

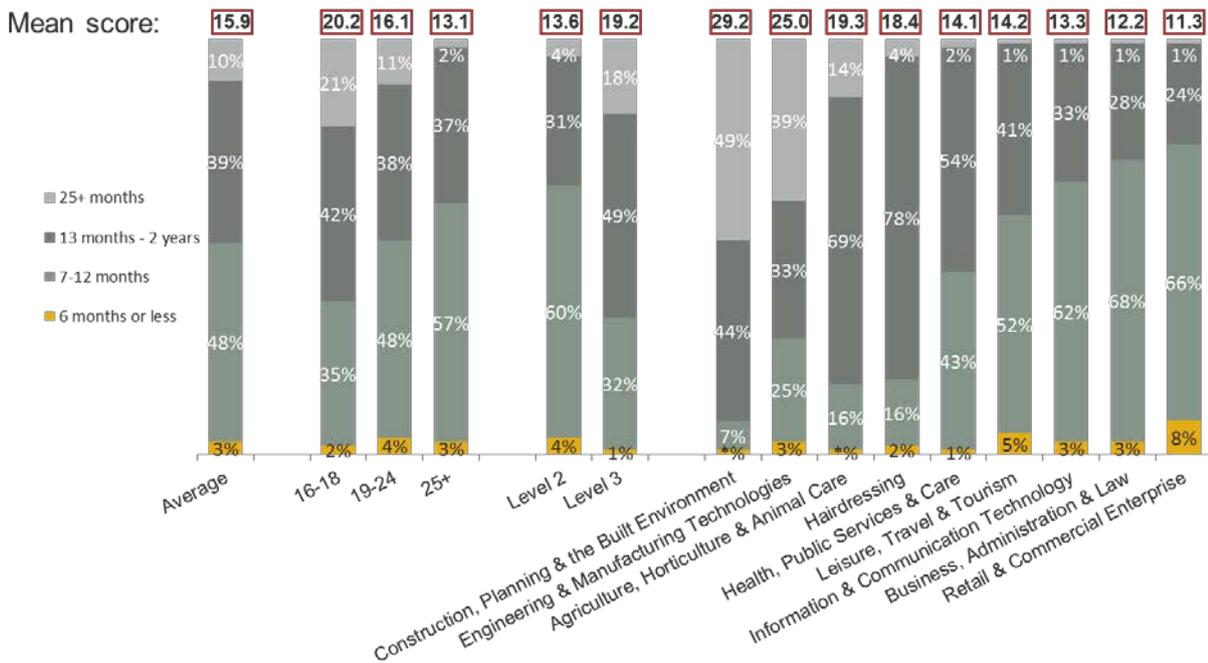
There is a substantial difference between the length of Level 2 (13.6 months) and Level 3 apprenticeships (19.2). Since last year, the duration of Level 2 apprenticeships increased by 1.6 months which is encouraging as duration is a quality indicator listed in the *Implementation Plan*¹⁹.

¹⁸ Apprentices were given a broad range of apprenticeship length and asked if this was correct if not. If not, they were then asked the real length. To calculate this figure therefore, a combination of the ILR data (if deemed correct) and the self-reported length were used.

¹⁹ Ibid. p18

Figure 3.5.2: Length of apprenticeship by age, Level and framework

C1. Records show that your apprenticeship was supposed to last for x months. Is this correct? C2. How long is/was your apprenticeship intended to last from start to finish?



Apprenticeship Evaluation- Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014.
 Base size: Total (5021); 16-18 (2013); 19-24 (1409); 25+ (1599); Level 2 (2904); Level 3 (2117); Agriculture, Horticulture & Animal Care (400); Business, Administration & Law (925); Construction, Planning & Built Environment (475); Engineering & Manufacturing Technologies (650); Hairdressing (211); Health, Public Services & Care (599); Information & Communication Technology (400); Leisure, Travel & Tourism (450); Retail & Commercial Enterprise (810)

3.6 Profile of Higher apprentices

Population profile

Higher apprenticeships are typically equivalent in level to foundation degrees and Higher National Diplomas or Certificates (Level 4 or above²⁰). In the past, Higher apprenticeships were an entry route into the accountancy profession (for Level 4). Other frameworks are now being added to the Level 4+ portfolio, especially in Care Management at Level 5. The level of academic ability required to complete Higher apprentices is greater than that at Level 2 and 3 and so offering them represents a targeted financial investment for the employer. These aspects of Higher apprenticeship explain some of the following difference in profile compared to Levels 2 and 3.

Level 4 and 5 apprentices make up less than one per cent (0.7%) of the completer sample and two per cent of the current sample. Accountancy continues to be one of the major Higher apprenticeship frameworks although growth elsewhere is evident in the population profile. Whilst 63% of completed learners were doing accountancy courses, only 14% of current learners are on this framework. Newer frameworks with large apprentice volumes include Diplomas in *Leadership for Health and Social Care, Children and Young People’s Services and Management*.

²⁰ Apprenticeships, Higher apprenticeships, <http://www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx>

Most Higher apprentices are women (67% vs. 33% men). This proportion does not differ much between the current and recently completed apprentices, despite the difference in profile. The vast majority are older apprentices (68% are aged 25+ compared with five per cent aged 16-18 and 27% aged 19-24) which is not surprising given the higher qualification being pursued.

Similarly to the profile of the Level 2 and 3 apprentices, most (87%) are from White ethnicity groups; and only eight per cent are from BME groups²¹.

Entry routes

Most Higher apprentices work for their employer before starting their apprenticeship (80%) and only 20% were new recruits. This is more pronounced for current learners compared with recently completed learners (83% vs. 74%) and so is also more prevalent amongst apprentices doing non-accounting related courses compared with accounting related (87% vs. 63%). The majority (82%) of Higher apprentices already working for their employer had been working there for 12 months or longer and some may have progressed directly from doing a Level 3 apprenticeship with their employer.

Prevalence of a contract of employment, contracted hours and pay

The overwhelming majority (97%) of Higher apprentices have a contract of employment and permanent jobs (92%), which is higher than Level 2 and 3 apprentices and is perhaps reflective of the higher number of internal recruits.

Higher apprentices are, on average, contracted to work 36.5 hours a week which is slightly longer than the contracted working hours for Level 2 and 3 apprentices. Apprentices on non-accounting framework types were contracted on longer hours than their counterparts on accounting framework types (37 hours compared with 35.1 hours).

Length of apprenticeship

The average length of a Higher apprenticeship is 18.8 months which is considerably longer than Level 2 apprenticeships but shorter than Level 3. Again, current learners report longer apprenticeships than recently completed learners (19.3 vs 17.7 months).

²¹ The ethnicity was 'Unknown' in the ILR for 309 Higher apprentices

4: Motivations, the application process and IAG

This chapter explores the reasons why apprentices chose to enrol in the apprenticeship programme, and whether this form of training was their preferred choice. The application process and the range of information, advice and guidance (IAG) used is also discussed.

4.1 Key findings

Key findings

- The most popular main reason for doing an apprentice was to gain a qualification (27%), followed by progressing in a career (23%) and to develop work-related skills (21%).
 - One of the recommendations of the Richard report was to use apprenticeships to encourage career progression and develop work-related skills. Apprentices are now more likely to report these motivations compared to 2013 which provides some evidence that these recommendations are being put into practice.
- Higher apprentices cite similar reasons for choosing an apprenticeship. In addition, over a quarter seek to develop skills for a promotion (27% vs 20% of L2 and L3 apprentices), although a promotion is rarely cited as the main reason.
- Higher apprentices on Accounting frameworks are more likely than those on other frameworks to say they did not want to go to university (10% vs 4%) and wanted to get paid whilst studying (seven per cent vs three per cent).
- There is a divide between traditional and newer frameworks; those on traditional frameworks are more likely to say that an apprenticeship is essential for their job, and that they want to get paid whilst training.
- 44% of apprentices say an apprenticeship was their preferred choice; the same proportion of learners (45%) held this view in 2013.
- Men (49%) are more likely than women (40%) to say an apprenticeship is their preferred choice; similar differences are found by age as younger apprentices (62% of 16-18 year olds) are more likely than the older ones (35% of 25 and overs) to state an apprenticeship as their preferred choice.
- The most popular method of applying for an apprenticeship was through the employer (40%). A quarter (27%) used the apprenticeship Vacancy System, and a quarter (23%) applied through college. This has changed since last year when half (52%) of learners applied through the employer, almost a third (31%) through the apprenticeship Vacancies System and 29% through their college.

4.2 Motivations for apprentices at Levels 2 and 3

The policy purpose of apprenticeships is to develop new work-based skills. Richard (2012²²) recommended that apprenticeships should be aimed at for those who are new to the job role, and that a substantial amount of training should be required in order to perform a skilled role effectively.

This survey collects data about learners' motivations for enrolling on an apprenticeship, how they found out about vacancies and the methods they used to apply for their place. Analysing this data helps explore how apprenticeships are being used.

Main reason for doing an apprenticeship

Apprentices were asked to give their **main reason for doing an apprenticeship**; the question itself has not changed from the 2012 edition, however, two new read-out response categories were included for the latest survey. As with last year, the most popular response is *to gain a qualification*, although this has dropped by five percentage points since last time to just over a quarter of apprentices (27%). We also find that the second and third most cited options - *to progress in their career* (23%) and *develop work-related skills* (21%) – although are the same ranking in popularity, have seen a modest but statistically significant increase in response, by three and two percentage points, respectively. These changes are not large, but provide some evidence that the recommendations of the Richard Report are beginning to take root.

Like last year, the stated motivations for doing an apprenticeship vary markedly between internal and new recruits. Existing staff are much more likely than new recruits to report *gaining a qualification* as their main motivation (31% vs 20%). However, only one-fifth of internal recruits (19%) state *career progression* as their main motivation compared to nearly one-third (30%) of new recruits.

²² Richard, D. (2012), *The Richard Review of Apprenticeships*, BIS. London.
<https://www.gov.uk/government/publications/the-richard-review-of-apprenticeships>

Table 4.2.1: **Main reasons cited for undertaking apprenticeship by framework groups at Level 2 and Level 3, 2014 and 2013.**

B3. What was the main reason you decided to take up an apprenticeship?

Framework	Gain a qualification		Career progression		New recruits		Base size	
	2014	2013	2014	2013	2014	2013	2014	2013
Total	27%	32%	23%	20%	36%	32%	5021	5010
Agriculture, Horticulture and Animal Care	27%	32%	23%	21%	37%	38%	400	471
Business, Administration and Law	30%	38%	16%	12%	27%	25%	925	903
Construction, Planning and Built Environment	26%	27%	33%	28%	55%	53%	475	540
Engineering and Manufacturing Technologies	22%	24%	27%	26%	57%	54%	650	725
Hairdressing	20%	14%	35%	35%	53%	36%	211	129
Health, Public Services and Care	26%	29%	25%	27%	27%	24%	599	554
Information and Communication Technology	21%	25%	25%	16%	64%	52%	400	414
Leisure, Travel and Tourism	24%	30%	32%	30%	55%	51%	450	457
Retail and Commercial Enterprise	32%	36%	17%	16%	21%	18%	810	720

apprenticeship Evaluation – Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014.

The main reason for choosing an apprenticeship varied by framework (Table 4.2.1): those on the *Hairdressing*; *Construction, Planning and Built Environment*; *Engineering and Manufacturing Technologies*; and *Leisure, Travel and Tourism* frameworks are more likely to cite career progression as the main reason for choosing to do an apprenticeship. Apprentices in the *Business, Administration and Law* and *Retail and Commercial Enterprise* framework types were more likely to say gaining a qualification was the most important reason for doing an apprenticeship.

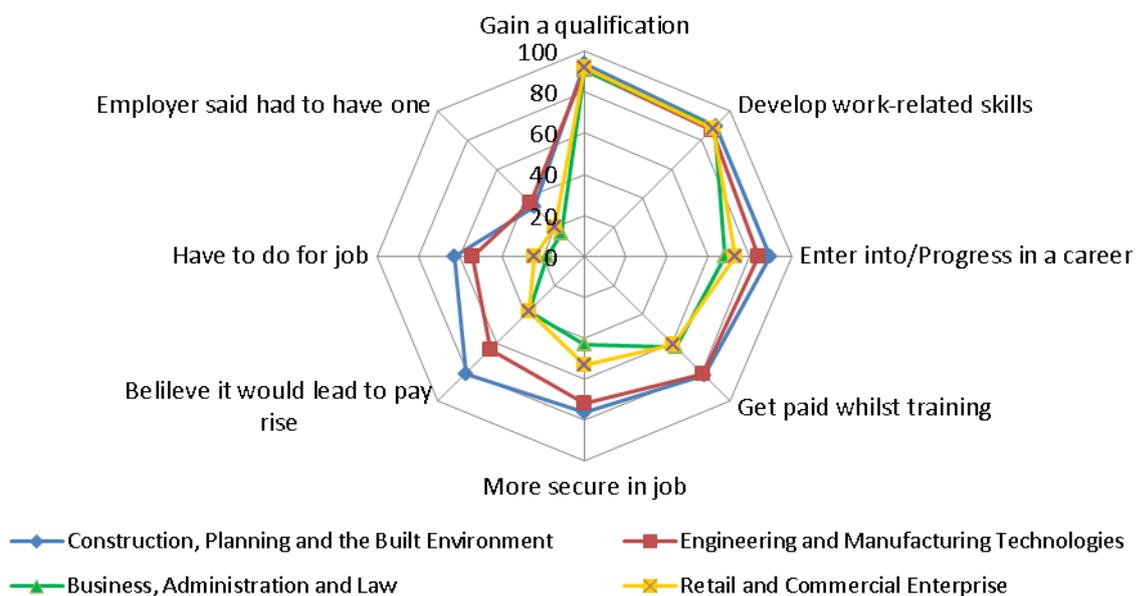
The variation that is found across the frameworks could be attributed to the difference in profile of learners in each. The first group of frameworks represent the ‘traditional’ apprenticeship framework types, which have a higher proportion of new recruits, who tend to be younger. The second group of newer frameworks generally have different entry routes, catering for a larger number of internal recruits, who are more likely to be older. As a result, the variation that is seen between different framework types is largely influenced by the type of apprentice that the different frameworks recruit and the way in which they are recruited.

Other reasons for undertaking an apprenticeship

Apprentices also had the opportunity to cite **multiple motivations**, and the findings reveal a number of differences by framework. Once again there is a divide between traditional frameworks and newer ones. Those on the *Construction, Planning and Built Environment* (75%), *Engineering and Manufacturing Technologies* (72%), *Information and Communication Technologies* (71%), and *Hairdressing* (66%) framework types are more likely to cite *getting paid whilst training* than other frameworks.

The previous survey revealed a relationship between certain occupations which require an NVQ to be able to practice, and those who said that *they had to do an apprenticeship for their job*. As with last year, it is more common for apprentices on traditional frameworks to cite this as a reason for undertaking an apprenticeship. This is because the apprenticeship is one of the major routes into these professions, and an effective way of gaining qualifications which are a minimum legal requirement to their related occupations. The proportion is much lower amongst those on newer frameworks, in part because there is a larger range of training routes into their chosen profession, and also because a qualification is not essential to be able to carry out these types of jobs.

Figure 4.2.1: **Motivations for doing an apprenticeship; four frameworks**
B2. Which of the following reasons, if any, strongly influenced your decision to take up an apprenticeship?



Apprenticeship Evaluation – Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014.
 Base: Total (5021); Construction, Planning and the Built Environment (475); Business, Administration and Law (925);
 Engineering and Manufacturing Technologies (650); Retail and Commercial Enterprise (810)

4.3 Apprenticeships as the preferred choice for apprentices

Stated preference can reveal a great deal about apprentices' motivations. Apprentices were asked whether the apprenticeship was their **preferred choice of training**, whether they would rather have done something else, or if they no preference about the type of training they did.

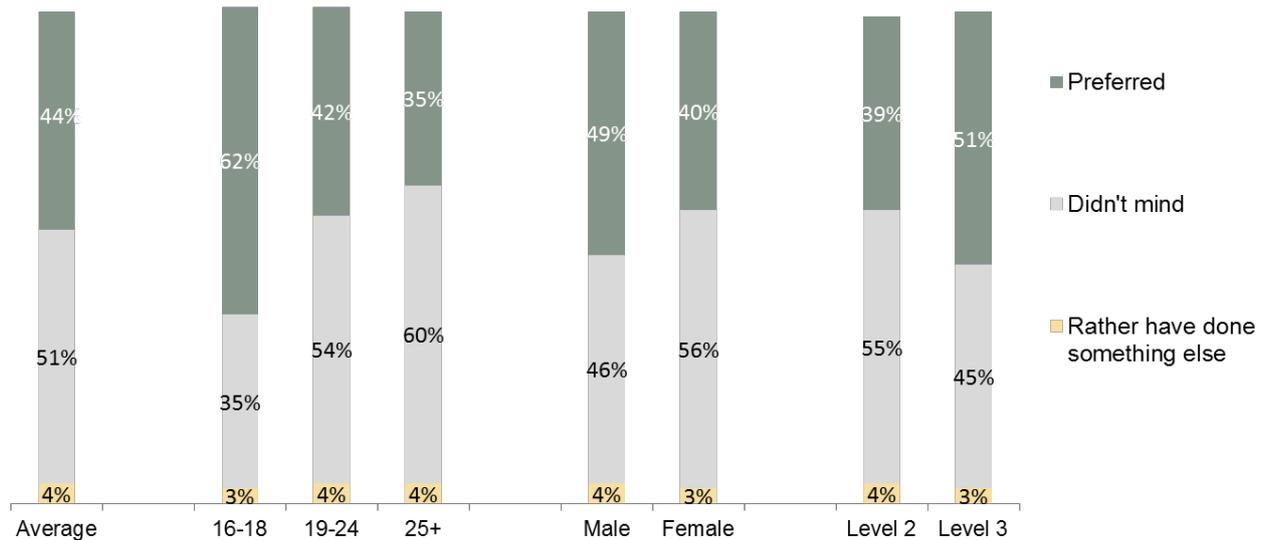
Over four-in-ten (44%) say that *the apprenticeship was their preferred choice* and just 4% feel that they *would rather have done something else*. But over half (51%) said that they *did not mind what they did*. These figures are consistent with those found in last year's study.

There is a difference between male and female apprentices, with men more likely to state a preference for an apprenticeship than women (49% vs 40%). Women are less concerned than men about the training programme they are enrolled on; 56% of women say they do not mind if they do an apprenticeship or something else compared to 46% of men.

Stated preference also differs by age. Three-fifths (62%) of 16-18 year olds choose an apprenticeship as a preference compared to two in five (42%) of 19-24 year olds (42%) and a third (35%) of those aged 25 or older. The opposite is true for those that do not mind what qualification they do (Figure 4.3.1).

Figure 4.3.1: Preference of apprenticeship, by age, gender and level

B12. Was an apprenticeship your preferred choice at the time or would you have rather have done something else or did you not mind either way?



Apprenticeship Evaluation – Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014.
Base: Total (5021); 16-18 (2013); 19-24 (1409); 25+ (1599); Male (2763); Female (2258); Level 2 (2904); Level 3 (2117)

Once again, there is a divide between the apprentices on the traditional and newer framework types in terms of how preferable the apprenticeship programme is. Apprentices on frameworks in the *Construction, Planning and Built Environment* (70%), *Hairdressing* (69%) and, to a lesser extent, *Engineering and Manufacturing Technologies* (55%) types are more likely to say the apprenticeship was their preferred choice. Apprentices who were more likely to state no preference are on frameworks in the *Business, Administration and Law* (61%) and *Retail and Commercial Enterprise* (60%) types. These results are consistent with the other findings in this chapter; the traditional frameworks tend to recruit younger apprentices, and they also value the apprenticeship higher because of its central importance to getting the required training and knowledge they need in order to get gain employment once finished.

4.4 The apprenticeship application process

In the survey, the new recruits were asked about which **methods they used to apply for apprenticeships**. The most common method was applying directly to the employer, which four-in-ten (40%) say they did. But this is considerably lower than last year, when half (52%) said that they approached an employer when applying for an apprenticeship. This year, over a quarter (27%) of new recruits say they used the online apprenticeships Vacancies System (AVS), a four percentage point fall from 2013. Applying through colleges and learner providers is the third most common method and just under one-in-four (23%) use this route. This too has also decreased since the last survey, when

previously 29% used this method. The general decrease in proportions seen is due to fewer people selecting multiple options at this question. Whilst in 2013, 1.7 options were selected on average, only 1.4 were selected this year.

Those under 19 years old (30%) and 19-24 year olds (28%) are significantly more likely to apply for apprenticeships through the AVS compared to those over 25 (8%). A much larger proportion of the older apprentices aged 25 or older (67%) apply directly to the employer compared to younger apprentices (under 19s – 35%; 19-24 year olds – 40%).

AVS is used more by apprentices applying for newer frameworks and direct applications to an employer are more common for apprentices in traditional frameworks as these employers are more likely to have established routes for recruiting apprentices in place.

4.5 Motivations and application routes for Higher apprentices

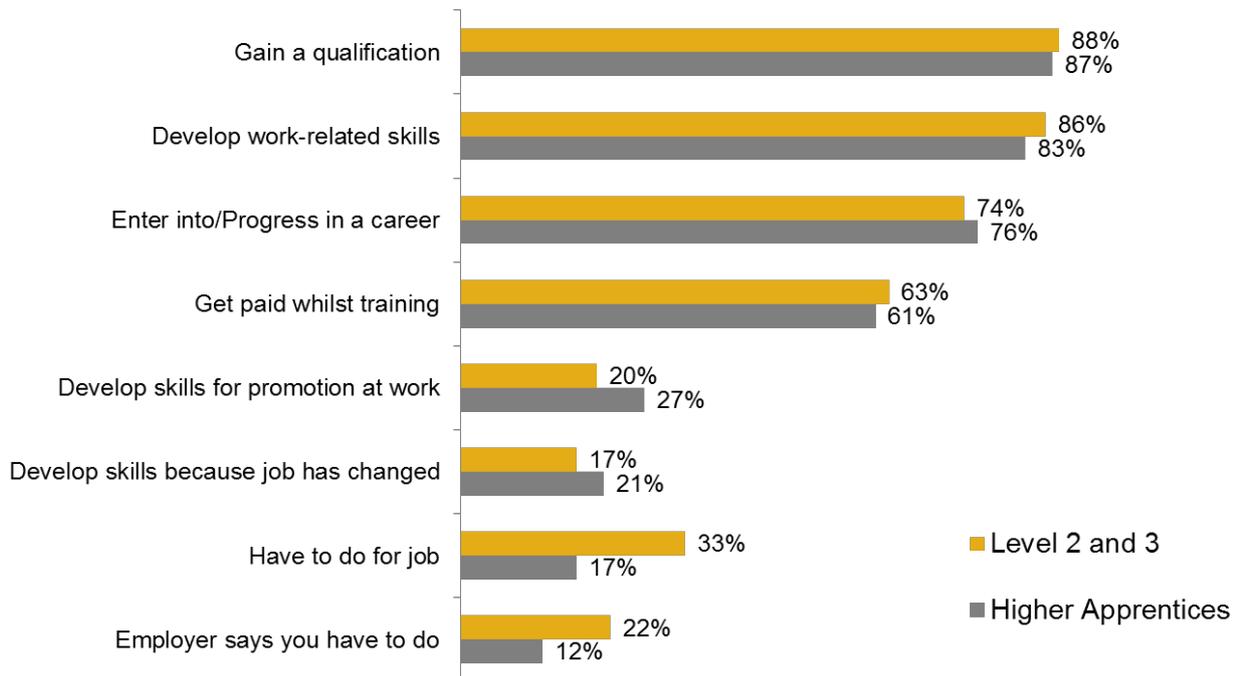
Like Level 2 and 3 apprentices, Higher apprentices were asked about all the reasons why they took up an apprenticeship and then the main one.

Seven in eight (87%) mention *gaining a qualification* as one of the reasons and 83% say a Higher apprenticeship is a *good way to develop work-related skills*.

The main reasons that higher apprentices give for enrolling on an apprenticeship are to *enter or progress in a specific career* and *to gain a qualification*; a quarter (24% and 23% respectively) of higher apprentices give these reasons.

As Figure 4.5.1 reveals, higher apprentices and those on Level 2 and 3 programmes list the same reasons overall for doing their apprenticeship. However, looking beyond the four most common reasons reveals an apprenticeship is more likely to be a requirement at Level 2 and 3 apprentices. One in five (22%) apprentices at Levels 2 and 3 say their employer requires them to do an apprenticeship (compared to 12% of Higher apprentices), and a third (33%) at the lower levels say they have to do an apprenticeship for their job (versus 17% of higher apprentices). Higher apprentices are more inclined to undertake their training to develop skills, be it for a promotion (27% vs 20% of Level 2 and 3 apprentices) or because their job role has changed (21% vs 17%).

Figure 4.5.1: **Comparison of reasons for doing an apprenticeship, higher apprentices and Level 2 and 3 apprentices**

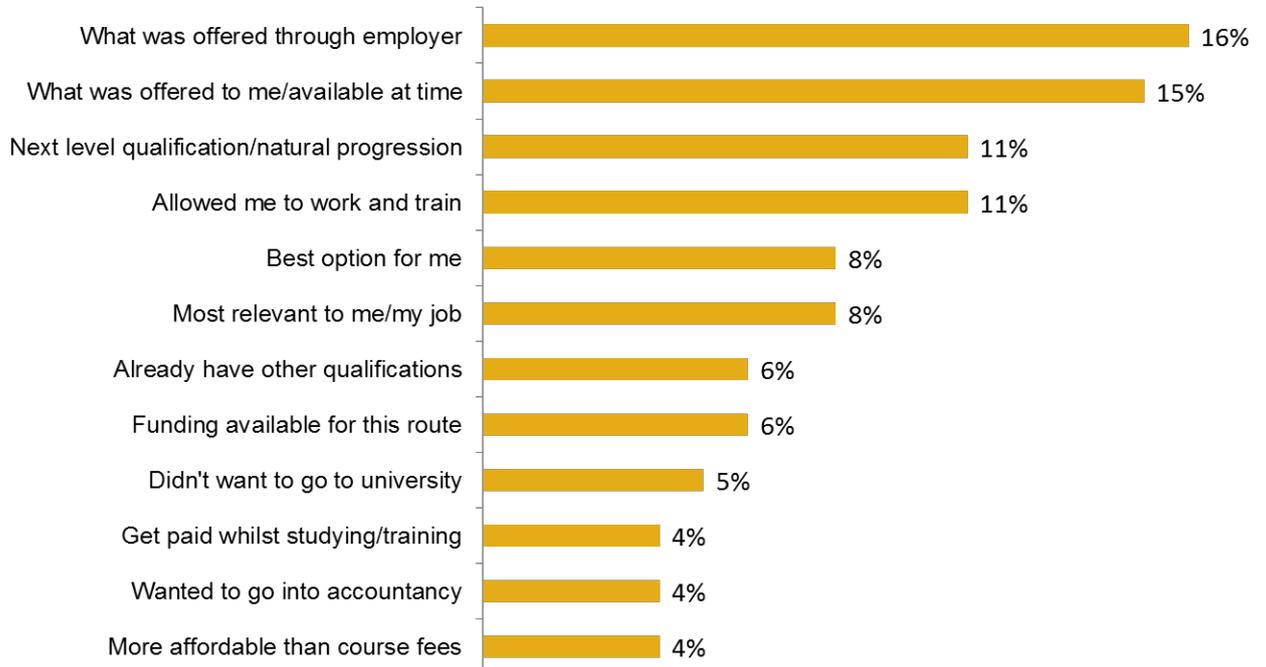


Apprenticeship Evaluation – Learners 2014. Fieldwork conducted 29th January 2014 – 12th March 2014.
Base Level 2 and 3 (5,021); Higher Apprentices (801)

Higher apprentices were also asked **what informed their decision to undertake an apprenticeship**, rather than another qualification, such as an HND, degree or other professional qualifications. Nearly one-in-six (16%) select an apprenticeship because *it is what was offered through the employer*, and a similar proportion (15%) say that *it is what was offered to them or available at the time*. Equally, one-in-ten (11%) say that it was *the next qualification and a natural progression* for them, the same proportion of higher apprentices (11%) say that it gave them the chance *to work and train at the same time*.

Figure 4.5.2: Major reasons for doing a Higher apprenticeship

B4a. Why did you decide on a Higher apprenticeship rather than another qualification such as an HND or Degree, or one obtained through a professional development organisation?



Apprenticeship Evaluation – Learners 2014. Fieldwork conducted 29th January 2014 – 12th March 2014.
Base: Total (801)

As with the Level 2 and 3 learners, there are differences between the frameworks. Higher apprentices on Accounting frameworks are more likely to cite *not wanting to go to university* (10% vs four per cent) and *wanting to get paid whilst studying* (seven per cent vs three per cent) as reasons. Those on Non-accounting related frameworks are more likely to suggest that *it is what was offered through the employer*, (18% vs 9%), *it is what was offered to them or available at the time* (17% vs nine per cent) and that they *already have other qualifications* (eight per cent vs one per cent).

Higher apprentices classed as new recruits were asked **which routes they used to apply for apprenticeship vacancies**. Half (49%) *approached the employer directly*, a third (34%) applied *via a college or training provider* and just under one fifth (18%) used the apprenticeship Vacancies System (AVS). Base sizes are too small to analyse the data by anything else but anecdotally non-accounting apprentices are more likely than those training in Accounting to use the AVS and those on the Accounting framework are more likely than the Non-accounting group to apply for apprenticeships via college or a training provider.

5: Views on training

Apprentices were asked about the types of training they receive and the amount as well as being asked about their views on the training received.

Key findings

Apprentices at Levels 2 and 3

- Two thirds (65%) of Apprentices are aware that they are on an apprenticeship; awareness is higher for apprentices on traditional rather than newer frameworks.
- Traditional frameworks provide more formal training than newer frameworks; newer frameworks offer more informal training.
- Four in five (81%) apprentices aged 25 or more do work towards their apprenticeship in their own time compared to two-thirds (67%) of those aged between 16 and 18.
- Only four per cent of apprentices had not received any formal or informal training during their working hours. This equates to 201 apprentices if grossed up to the full population at level 2 and 3.
- On average, apprentices receive 7.4 hours of informal training whilst working, this is the most of any type of training.
- Apprentices on traditional frameworks get more on-the-job training; Information and Communication Technology apprentices train the most at a college or external provider.
- Apprentices aged between 16 and 18 years receive more training on average than those aged 25 or older (34.7 hours versus 21.9 hours per week. Older apprentices do more learning in their own time (4.3 vs 3.8 hours).
- Four in five think (82%) that the length of the apprenticeship is about right.
- Three quarters (76%) of apprentices always or usually do their training within their contracted hours. Apprentices on Hairdressing (92%) and Engineering and Manufacturing Technologies (90%) frameworks are the most likely to train within working hours, and Health, Public Services and Care (53%) the least likely.
- 45% of apprentices say they receive the same amount of training each week was consistent and this is more common in traditional frameworks.

Higher apprentices

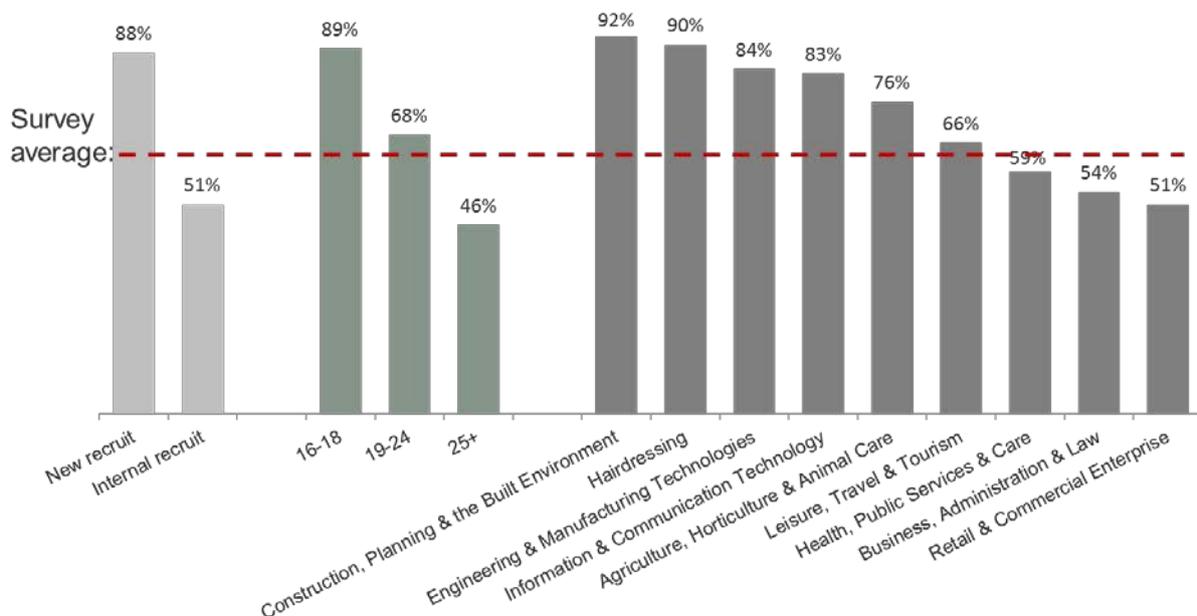
- Nearly all higher apprentices on the Accounting framework (95%) receive formal training (vs 79% Non-accounting). Non-accounting apprentices (70%) do more informal training in the workplace (vs 61% Accounting).
- Nine in ten (90%) higher apprentices work towards their apprenticeship in their own time, and do so for around five hours per week. This would suggest the higher apprenticeship programme requires more independent study.

5.1 Awareness of being on an apprenticeship at Levels 2 and 3

Two thirds (65%) of apprentices know they are on an apprenticeship; this figure is consistent with the 2013 result, when 63% were aware. The level of awareness varies between the frameworks; those on the ‘traditional’ frameworks (those for which apprenticeship training is a well-used route into a profession) are more aware than those training on the newer frameworks. As can be seen in Figure 5.5.1 *Construction, Planning and the Built Environment, Engineering and Manufacturing Technologies and Hairdressing* apprentices are more likely to know that their training programme is an apprenticeship. Conversely, those on *Business, Administration and Law* and *Retail and Commercial Enterprise* apprenticeships are considerably less aware. Again, these results are in line with those found in the previous survey.

Figure 5.1.1: **Apprentice awareness of training on an apprenticeship**

B1. Do you know if your course is/was part of an apprenticeship?



Apprenticeship Evaluation- Learners 2014. Fieldwork conducted 29th January 2014–12th March 2014.
 Base size: Total (5021); Internal recruit (2899); New recruit (2122); 16-18 (2013); 19-24 (1409); 25+ (1599); Agriculture, Horticulture & Animal Care (400); Business, Administration & Law (925); Construction, Planning & Built Environment (475); Engineering & Manufacturing Technologies (650); Hairdressing (211); Health, Public Services & Care (599); Information & Communication Technology (400); Leisure, Travel & Tourism (450); Retail & Commercial Enterprise (810)

Awareness changes with age. Twice as many of the youngest apprentices (89% of 16-18 years old) are aware of their course being an apprenticeship than the older group (46% of those aged 25 years or more). The entry route also strongly relates to awareness. Nearly nine in ten (88%) new recruits were aware they were on an apprenticeship, compared with just half (51%) of internal recruits. This would indicate that apprenticeships are presented differently to new and internal recruits, and they may receive different information about their training. Application route also has a bearing on awareness of being on an apprenticeship. Nine in ten (90%) of those who applied through Jobcentre Plus know that they are training on an apprenticeship, as do a similar proportion who used the apprenticeship Vacancies System (95%), their college or learning provider (90%) or Online Job Sites (94%). This compares with just 21 out of 31 apprentices who were offered the apprenticeship by their current or former employer.

5.2 Type of training and delivery

For this year's study there were changes to the ordering of the questions regarding the number of hours spent training using different methods; Please see Appendix D for a full list of these changes. The main alteration was to ask about the hours spent doing a type of training directly after the respondent said they used that training method. Last year, the survey asked about participation in all types of training first, and then the hours spent doing each.

This change was made to collect a better estimate of each type of training undertaken and the hours associated with it and this change may have an effect on the results and the ability to draw comparisons between the outcomes from this year and previous years.

Nearly every apprentice (5,012 of 5,021) had undertaken some form of training during their apprenticeship. SASE guidelines state that apprentices should receive 280 guided learning hours (GLH), of which 100 hours or 30%, whichever is greater must be off-the-job training²³. This survey asked apprentices about training recognised by SASE, which was divided into two categories:

- Formal training – training delivered through a college or external training provider, or training sessions at the workplace away from usual work activities. As such, formal training is performed off-the-job.
- Informal training – includes training at the workplace, from either the employer or training provider, delivered whilst doing usual work activities.

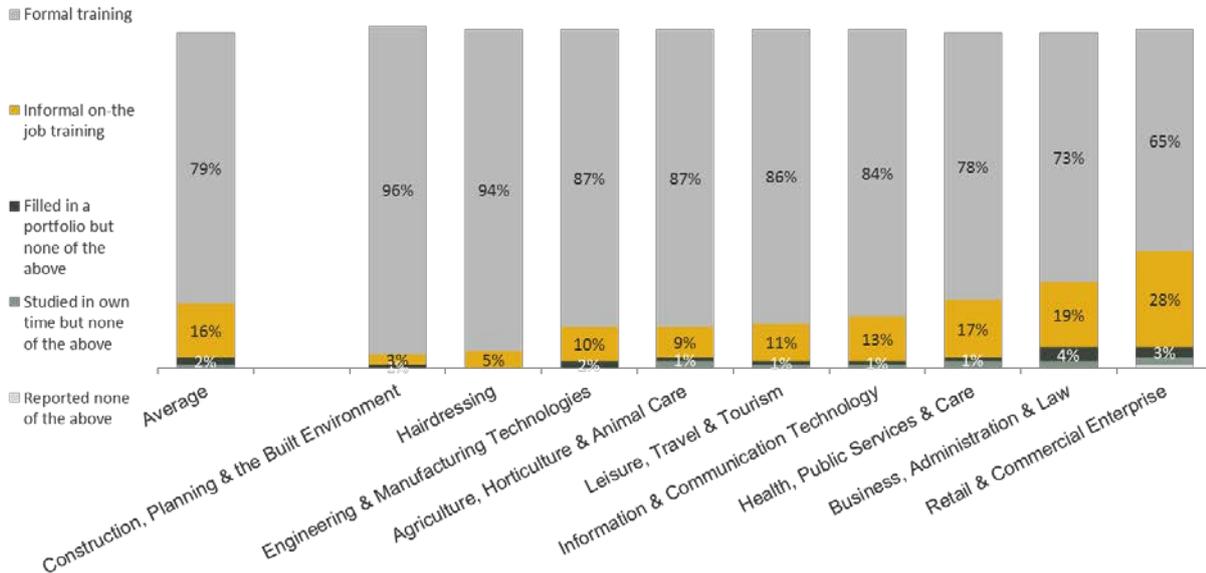
Other forms of informal learning away from the workplace also exist, such as training undertaken by the learner in their own time.

Figure 5.2.1 shows the prevalence of different types of training received by apprentices. Formal training is more prevalent in the more traditional frameworks compared with the newer frameworks and conversely, those receiving *only* informal training is more widespread in the newer than the traditional frameworks. **Critically, the pattern of training received by framework largely mirrors that found in 2013.** The exception to this rule is that frameworks in *Retail and Commercial Enterprise* switched places at the bottom of the ranking with those on *Business, Administration and Law* frameworks mostly due a shift from informal to formal training for the latter.

²³ Specification of Apprenticeship Standards for England (SASE) <https://www.gov.uk/.../bis-13-686-specification-of-apprenticeship-standards-for-england-sase.pdf>

Figure 5.2.1: Types of training received by framework

And thinking about the training you receive as part of your apprenticeship, do you... C4. Train at a college or an external training provider?; C5. Get formal training sessions at your workplace from either your employer or training provider, away from your usual work activities? C6. Get training at your workplace from either your employer or training provider whilst doing your usual work activities? C8. Did you fill in/ have you filled in your apprenticeship portfolio during your normal working day? C9. Did you/have you done work or learning towards your apprenticeship in your own time, outside of your usual working hours?



Apprenticeship Evaluation- Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014.
 Base size: Total (5021); Internal recruit (2899); New recruit (2122); Agriculture, Horticulture & Animal Care (400); Business, Administration & Law (925); Construction, Planning & Built Environment (475); Engineering & Manufacturing Technologies (650); Hairdressing (211); Health, Public Services & Care (599); Information & Communication Technology (400); Leisure, Travel & Tourism (450); Retail & Commercial Enterprise (810)

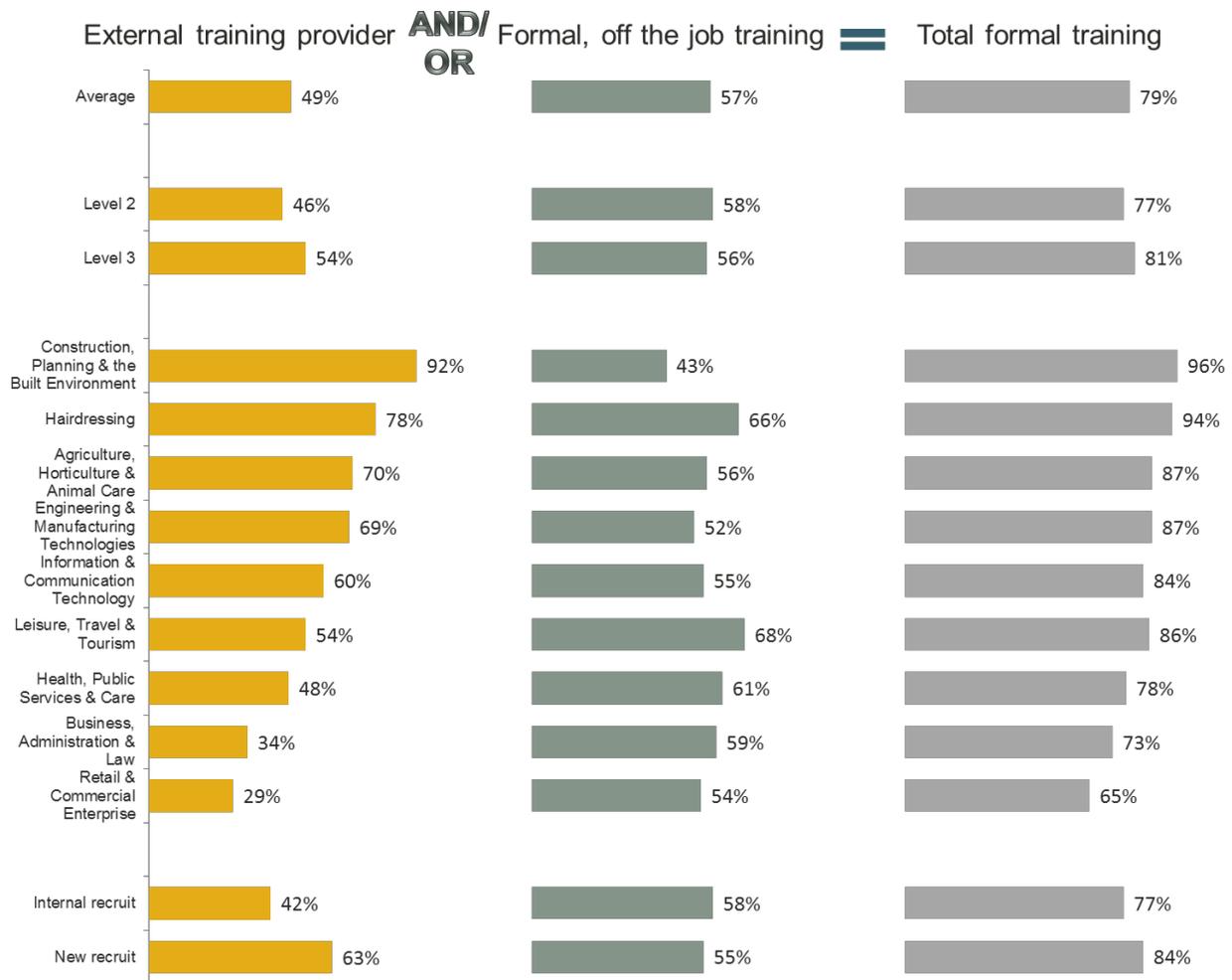
Apprentices were also asked about other training practices which would support their learning. This included whether they fill in an apprenticeship portfolio during their normal working hours, or study in their own time towards their apprenticeship.

Formal training

Eight in ten (79%) apprentices have received formal training of some kind. This figure was derived by combining the proportion of apprentices that trained with an external provider and apprentices saying they received formal, off-the-job training and represents a significant, if small, increase from the figures in 2013 (77%) and 2012 (76%). Figure 5.2.2 details the variation in training between the different frameworks.

Figure 5.2.2: Formal training received by framework

And thinking about the training you receive as part of your apprenticeship, do you... C4. Train at a college or an external training provider?; C5. Get formal training sessions at your workplace from either your employer or training provider, away from your usual work activities?



Apprenticeship Evaluation- Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014.
Base size: Total (5021); Level 2 (2904); Level 3 (2117); Agriculture, Horticulture & Animal Care (400); Business, Administration & Law (925); Construction, Planning & Built Environment (475); Engineering & Manufacturing Technologies (650); Hairdressing (211); Health, Public Services & Care (599); Information & Communication Technology(400); Leisure, Travel & Tourism (450); Retail & Commercial Enterprise (810); Internal recruit (3493); New recruit (2329)

As can be seen, the proportion of apprenticeship receiving formal training was lower on the *Business, Administration and Law* (73%) and *Retail and Commercial Enterprise* (65%) frameworks. But almost all apprentices training in *Construction, Planning and the Built Environment* (96%) and *Hairdressing* (94%) do receive formal training. Level 3 apprentices (81%) were a little more likely to get formal training than those training for Level 2 (77%). The ranking of formal training by framework is the same as found in 2013 although there are differences in the reported percentages by framework. For example, the proportion of learners on frameworks in *Engineering and Manufacturing Technologies* who report external training fell by six percentage points (75% to 69%). Of more relevance though is the pattern in the data by framework which remains consistent with 2013; this would be expected even if changes in the structure of the survey may affect data from individual frameworks.

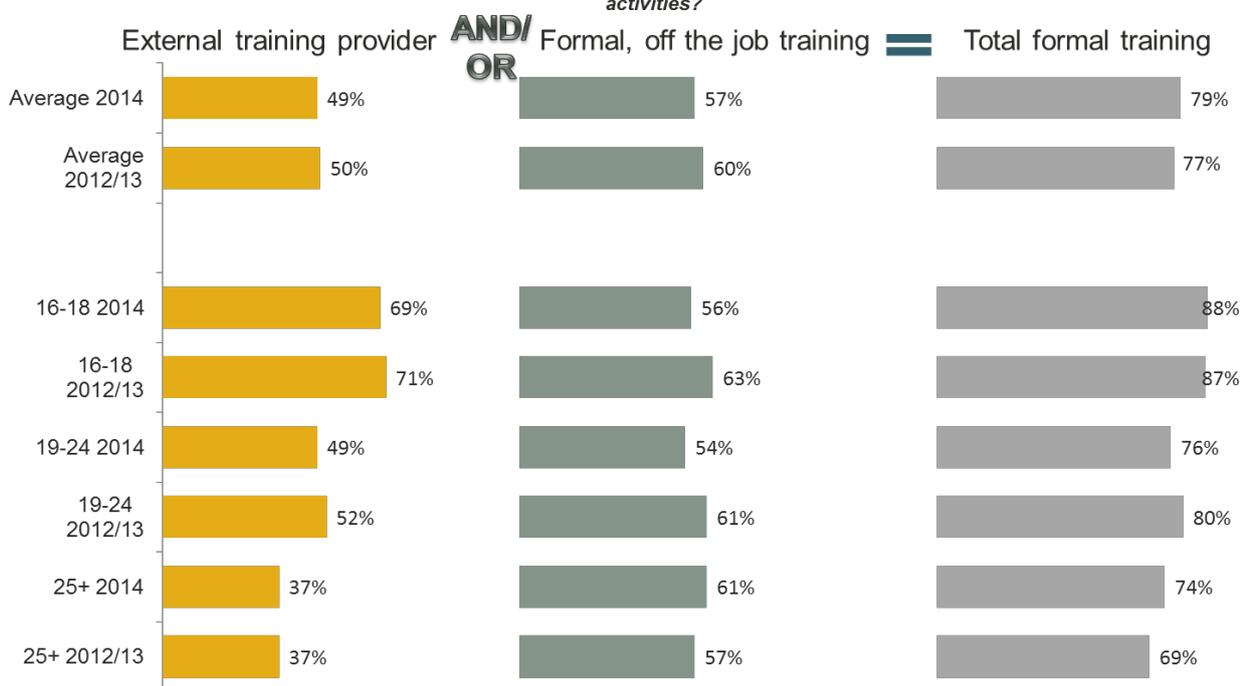
Younger apprentices (aged 16-18) had significantly more formal training than the other age groups (88% vs. 76% of 19-24 years old and 74% of 25+ years old). A similar pattern

is also found with training received at a college or given by an external provider (69% vs. 49% and 37%). However, the eldest group (25+ years old) received the most formal training at their workplace (61 vs 56% of 16-18 year olds and 54% of 19-24 year olds), although the difference is much reduced.

In comparison with last year's results, this is the most noticeable difference in the data; previously the youngest group received the most formal training, from external providers and off-the-job from employers. Now they only receive more from an external training provider.

Figure 5.2.3: **Formal training received by age**

And thinking about the training you receive as part of your apprenticeship, do you... C4. Train at a college or an external training provider?; C5. Get formal training sessions at your workplace from either your employer or training provider, away from your usual work activities?



Apprenticeship Evaluation- Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014.

Base size: Total (5021); Under 19 (2013); 19-24 (1409); 25+ (1599)

Apprenticeship Evaluation- Learners 2012. Fieldwork conducted 12th December 2012– 27th January 2013.

Base size: Total (5010); Under 19 (1757); 19-24 (1760); 25+ (1493)

In addition, the structure of training may²⁴ also have changed. The “total formal training” figures in chart below describe the proportion of apprentices that trained using an external training provider **and/or** using formal, off-the-job training. The emphasis on *and/or* here is important because, compared to the last evaluation, the proportion receiving *either* form of training fell in several cases (for example, comparing the average figures between years; columns one and two) whereas the proportion receiving *at least one form of training* (column three) has increased. What this suggests is apprentices are less likely to receive external training through a provider **and** formal, off-the-job training.

²⁴ Although the changes to the questionnaire may also have had an effect on the way apprentices responded to the survey.

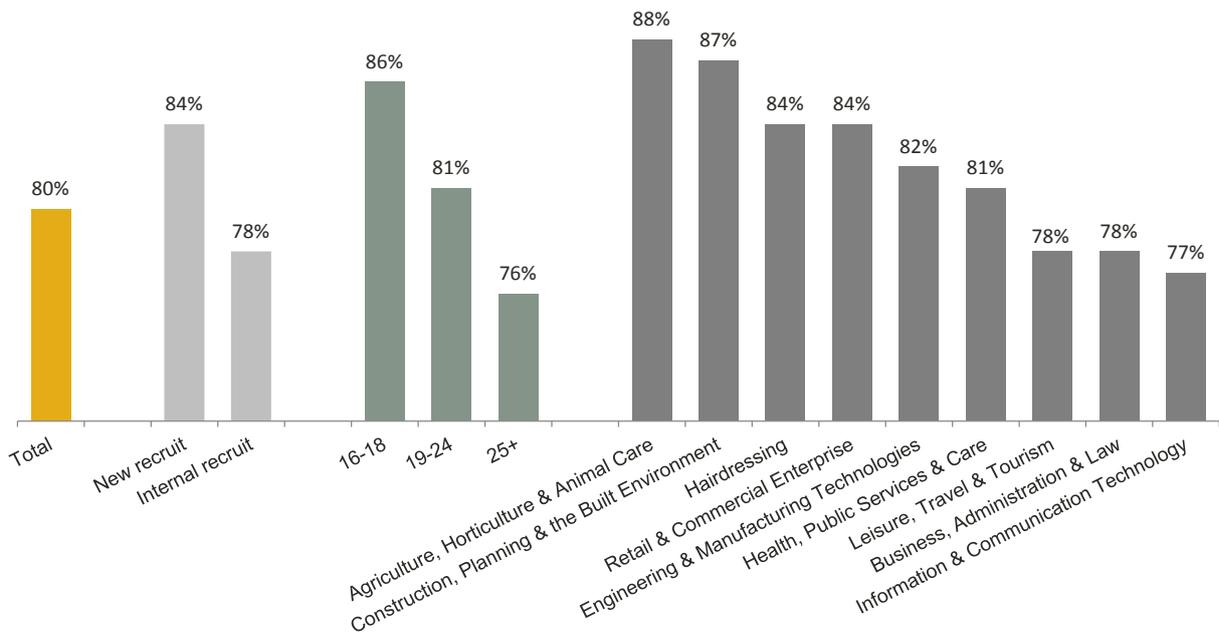
Informal training

Figure 5.2.4 below, shows apprentices on newer frameworks (such as *Retail and Commercial Enterprise, Business, Administration and Law* and *Health, Public Services and Care*) are less likely to receive informal training than others, although we saw in Figure 5.2.1 they are more likely to receive *only* informal training.

Again, although we saw in Figure 5.2.1 that older apprentices are more likely to receive *only* informal training, altogether it is the youngest group (86% of 16-18 year olds) who receive the most informal training compared with those aged 25+ (76%). A greater proportion of new recruits receive informal training compared to internal recruits (84% vs 78%). On the whole this would suggest that the newer frameworks receive fewer types of training overall but rely more on informal training than the apprentices in traditional frameworks.

Figure 5.2.4: Informal training received by framework, level and age

And thinking about the training you receive as part of your Apprenticeship, do you... C6. Get training at your workplace from either your employer or training provider whilst doing your usual work activities?



Apprenticeship Evaluation- Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014.
 Base size: Total (5021); Internal recruit (2899); New recruit (2122); 16-18 (2013); 19-24 (1409); 25+ (1599); Agriculture, Horticulture & Animal Care (400); Business, Administration & Law (925); Construction, Planning & Built Environment (475); Engineering & Manufacturing Technologies (650); Hairdressing (211); Health, Public Services & Care (599); Information & Communication Technology (400); Leisure, Travel & Tourism (450); Retail & Commercial Enterprise (810)

Apprenticeship portfolio

Apprentices have to fill in a portfolio as evidence of the learning and training they receive. The proportion completing their portfolio during their normal working hours has fallen since last year (63% vs 69%). On the whole, there was little difference between the subgroups, apart from by framework.

Apprentices on frameworks in *Business, Administration and Law* (72%), *Information and Communication Technology* (71%) and *Leisure, Travel and Tourism* (69%) are more likely to complete their portfolio during their normal working day. In contrast, this practice was

less common among apprentices in *Construction, Planning and Built Environment* (51%), *Health, Public Services and Care* (52%) and *Hairdressing* (56%).

Study away from the workplace, in the apprentice's own time

Over three quarters (76%) of apprentices study in their own time, which is consistent with the results from 2013. Older apprentices do more individual study than the younger cohort (81% of 25+ year olds vs 67% of 16-18 year olds). Internal recruits (80%) do more study away from the workplace than new recruits (68%); as do those studying at Level 3 (80%) rather than Level 2 (72%). Apprentices on traditional apprenticeships are less likely to study away from work; apprentices on *Engineering and Manufacturing Technologies* (59%), *Construction, Planning and Built Environment* (63%) and *Hairdressing* (64%) frameworks are less likely to study in their own time.

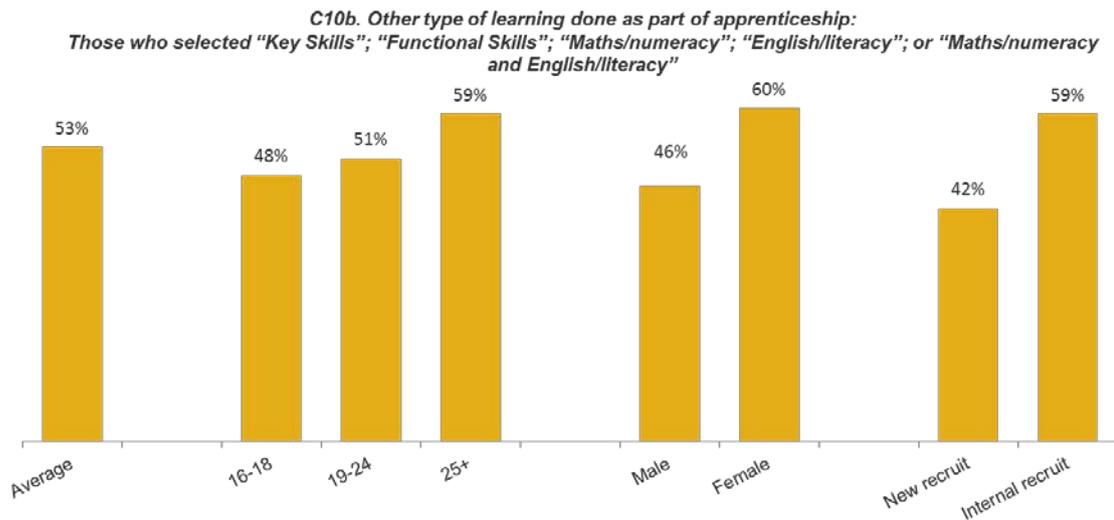
Other learning

One-in-six (17%) receive other types of learning as part of their apprenticeship which represents a four percentage point fall from last year (21%). Apprentices on frameworks in *Leisure, Travel and Tourism* (27%) and *Agriculture, Horticulture and Animal Care* (22%) are more likely to train in other ways.

Apprentices were then asked in an open ended question what this other learning was. In October 2012 Functional Skills qualifications replaced Key Skills as a mandatory component of all apprenticeship frameworks²⁵. This ensures that apprentices employed from 2013 achieve Level 2 English, Maths and ICT. Many apprentices at this question also stated that they did either "Key Skills", "Functional Skills", "Maths/Numeracy", "English/Literacy" or both.

When combining these mentions together we see some interesting trends. Older apprentices are more likely to mention one of these types of training compared to younger apprentices (38% of those aged 25+ compared with 16%). Internal recruits and women were also more likely to do training that comes under "Functional Skills". There was no considerable difference between Level 2 and 3 learners for other types of learning.

²⁵ Apprenticeships, Policy Information, <http://www.apprenticeships.org.uk/partners/policy.aspx>

Figure 5.2.5: Other types of training received by age, gender and entry route

Apprenticeship Evaluation- Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014.
Base size: Total All who did other types of training (889); 16-18 year olds (246); 19-24 (250); 25+(363); Male (418); Female (441);
New recruit (367); Internal recruit (645)

In total, there were four per cent of all apprentices who had not undertaken any formal or informal on- or off-the-job training during their contracted working hours and 15 apprentices said they did none of training discussed in the questionnaire at all.

5.3 Hours of training

During the survey apprentices were asked how many hours they thought they spent doing the different forms of training. If unsure, they were prompted to give an estimate, which fell into one of four bands²⁶. As in last year's report, some element of over-reporting is likely, although the structure of the questions on hours spent training was changed to minimise over-reporting (Section 5.2). When combined, around 10% of apprentices report more than 40 hours-worth of training per week.

As well as the change in the question, several changes in policy and approaches to workplace training have occurred in recent times (see section 2.1), which may also account for differences in figures between years. apprenticeship. These changes include major interventions such as SASE and Advanced Learning Loans as well as streamlining adult funding routes in order to target areas of market failure²⁷. The fast pace of policy changes alongside a change in the structure of the questionnaire makes it extremely difficult to identify the cause of any shift in figures between the reports in 2013 and 2014.

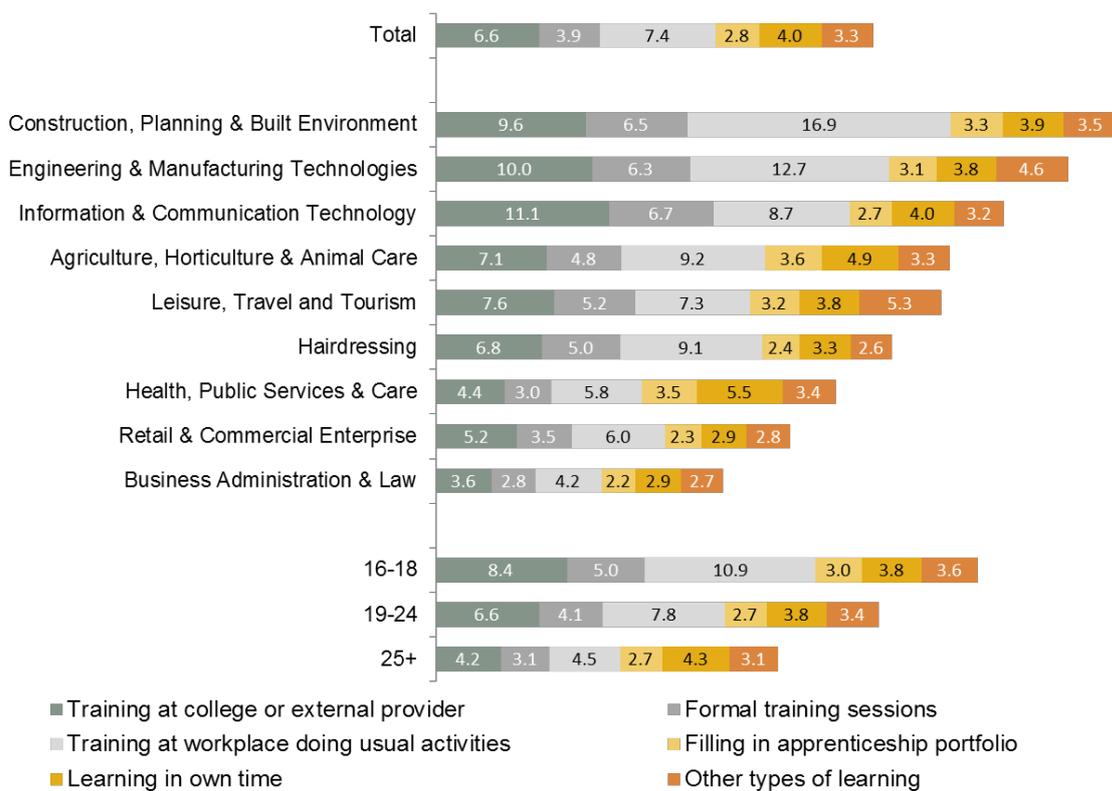
²⁶ The means that have been reported below are derived from both spontaneous and banded responses. The banded responses were assigned the mean value of the band that they were from. For example, those who estimates that they did between six and 10 hours of a particular type of training were designated as having done 8 hours, because this was the median value of the band. For the higher band, 11 hours or more, the mean was calculated by looking at all spontaneous responses above 11 hours. This mean was then attributed to all of the responses in the 11 hours or above band.

²⁷ HM Government (2014) Skills Funding Statement 2013 – 2016. Department for Business Innovation & Skills and the Skills Funding Agency. February 2014. London.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278529/bis-14-p172a-skills-funding-statement-2013-2016.pdf

What the data does show (Figure 5.3.1) is apprentices spend the most amount of time training at the workplace whilst performing usual duties, which they do 7.4 hours a week on average (down from 8.4 in 2013). This is followed by training at a college or with an external provider, which accounts for 6.6 hours a week (compared to 8.4 hours in 2013). Apprentices estimate that they spend 4 hours learning in their own time, and 3.9 hours in formal training sessions away from their usual work, per week and this is in-line with that reported last year.

Figure 5.3.1 Number of hours of training

C4a-10a. And approximately how many hours of training, teaching and tuition do/did you receive on average per week.../And approximately how many hours do/did you spend on average per week...



Apprenticeship Evaluation – Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014.
 Base: Total (4101); At college or training provider (2763); In formal training session away from work (2865); Training at workplace, whilst doing usual activities (4101); Filling in Apprenticeship portfolio (3208); learning in own time (3653); On other types of learning (889)

Average time spent training at the workplace (a key attribute of an apprenticeship) varies significantly by the apprentice’s framework. Those on the *Construction, Planning and Built Environment* frameworks (16.9 hours) and *Engineering and Manufacturing Technologies* (12.7 hours) receive the most training whilst carrying out usual activities. In previous surveys these frameworks also tended to provide the most training at a college or external provider, however this year *Information and Communication Technology* apprentices (11.1 hours per week) now train in this way the most²⁸.

²⁸ Although the duration of ICT apprenticeships is markedly shorter than more traditional frameworks (See Table 3.5.1)

As with last year, *Health, Public Service and Care* apprentices (5.7 hours in 2013, 5.5 hours this year) do the most training in their own time, alongside the *Agriculture, Horticulture and Animal Care* learners (5.4 hours in 2013, 4.9 hours this year).

On the whole, apprentices enrolled on the traditional frameworks receive more training overall than those on newer frameworks. Last year it was found that apprentices on traditional frameworks received more formal training per week and this remains largely the case, although apprentices on *Information and Communication Technology* frameworks now receive a comparable amount of formal training.

Young apprentices (16-18 year olds) spent more time on average training than those aged 25 years or more. New recruits also spent more of their week engaged in some form of training than the internal recruits.

All apprentices who receive external training were asked whether the amount of time they spent training was the same week-to-week. The sample was almost split equally, with slightly under half (45%) say their training patterns did not vary, and a small majority (54%) say it does. The 16-18 year olds (58%) were twice as likely as older apprentices (28% of 25+ year olds) to have consistent patterns of external training. In line with the amount and type of training received, the traditional frameworks of *Construction, Planning and Built Environment* (64%), *Engineering and Manufacturing Technologies* (61%) and *Hairdressing* (57%) had the most consistent training. There was no difference by level, which was also found last year.

Addressing over-estimates of time spent training

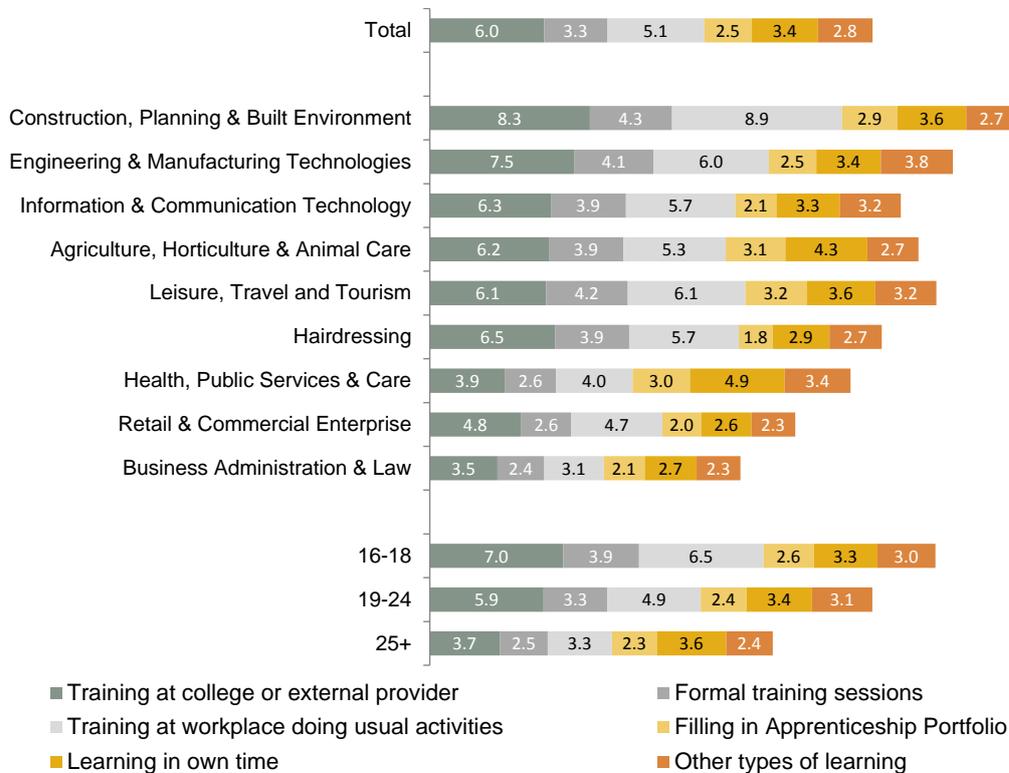
As noted earlier, around one in ten apprentices say they train 41 or more hours a week. Using this as an arbitrary cut-off point, Table 5.3.2 below revisits the mean time spent training by framework and age by those reporting an estimated total 40 hours or less training per week and removing any derived data from banded responses. Whilst the patterns by age remain the same, the differences by framework become less clear. The reason for this is a very large reduction in reported training hours, especially in relation to workplace training amongst traditional frameworks.

The extent to which this chart is closer to reality is arguable, especially as the role of an apprenticeship differs by sector. For example, Abdel-Wahab (2011²⁹) noted the construction sector was the only one to continue with an employer levy to support construction training through apprenticeships. It therefore seems likely that many apprentices will associate their full working lives to their apprenticeships and, as a result, faithfully report training of 41 hours or more.

²⁹ Abdel-Wahab, M. (2012) Rethinking apprenticeship training in the British construction industry. *Journal of Vocational Education & Training*. Volume 64, Issue 2, 2012

Figure 5.3.2 Number of hours of training for those stating 40 hours training or less

C4a-10a. And approximately how many hours of training, teaching and tuition do/did you receive on average per week.../And approximately how many hours do/did you spend on average per week...



Apprenticeship Evaluation – Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014.

Base: All apprentices training who state 40 hours training or less (4113); At college or training provider (2286); In formal training session away from work (2366); Training at workplace, whilst doing usual activities (3348); Filling in Apprenticeship portfolio (2648); learning in own time (3057); On other types of learning (735)

5.4 Adequacy of training

Four in five (82%) of all apprentices think the length of time it takes to complete the apprenticeship is about right; precisely the same as 2013. One in ten (11%) feel that their apprenticeship was too long, and four per cent think it is too short a time to learn and use the skills they need for the job³⁰. There is little variation between the subgroups, although the young apprentices (16-18 years old; 85%) are happier with the length of the apprenticeship than the older group (25+ years old; 79%).

5.5 When training was delivered

Funding rules for apprenticeships stipulate that apprentices must be paid both for the hours they spend working and studying. The employer must also complete all elements of the framework within the contracted hours, and the SASE guidelines specify that the guided learning hours are undertaken during contracted working hours. With these requirements in mind, it is important to focus on the detail of the training because it can tell us the extent to which the apprenticeship training is embedded within day-to-day work

³⁰ As noted in Section 5.2, the lack of variation in satisfaction (nearly all apprentices are happy with their training) results in no meaningful data using bivariate correlations.

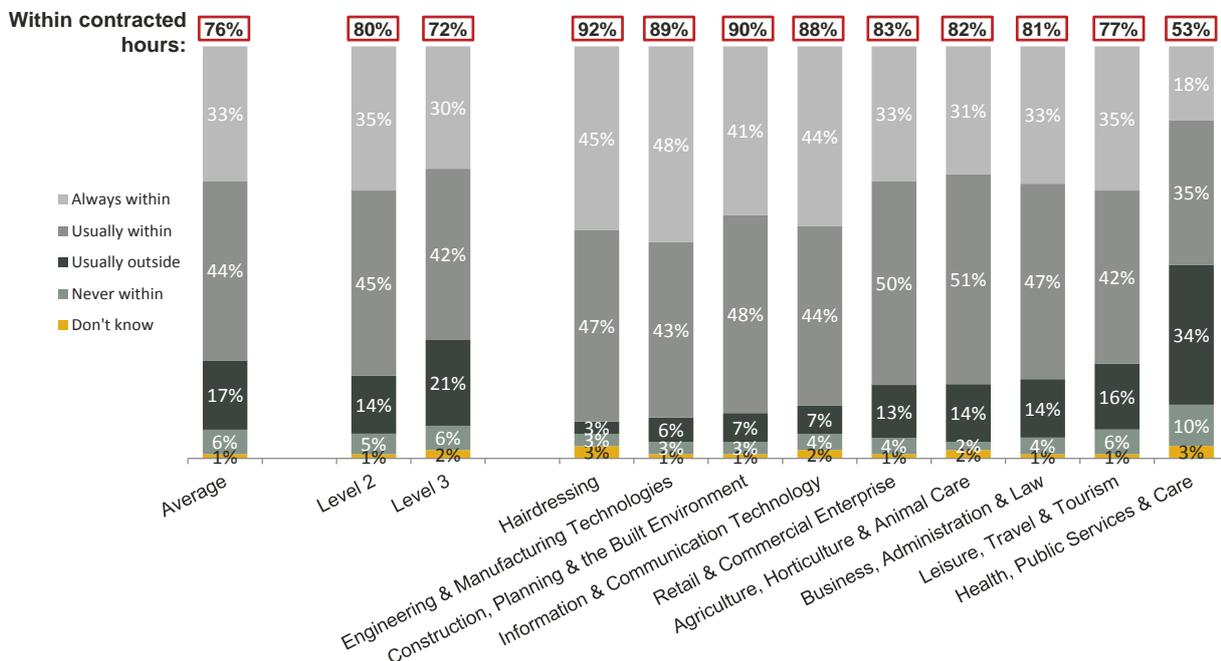
activities. It also provides a measure of the value employers place on apprenticeships by the extent to which they enable the apprentice to undertake training during contracted hours.

As mentioned, apprentices were asked whether they had done *any* training outside of their usual working hours, which 76% of them had. They were also asked when they *usually do their training relating to their apprenticeship*. A third (33%) of apprentices say they *always do their training within their contracted working hours*, and over four-in-ten (44%) manage to *usually do their training within their contracted hours*. One-in-six (17%) say they *usually do their training outside of their contracted hours*, and six per cent of apprentices say they *never do any of their training within their working hours*. These figures are all in line with those found in the previous survey and would indicate that the range of policy and practical interventions are currently having little effect reducing such severe, if very low-scale, poor practice.

Young apprentices (41% of 16-18 year old) are more likely than those aged 25 years or more (26%) to *always do their training within their contracted hours*. In addition, Level 3 apprentices (27%) *usually do not, or never train within their working hours*. This compares to one in five (19%) of Level 2 apprentices that say the same. Over four in ten (43%) of new recruits *always* get their training done within their working hours compared to a quarter (27%) of existing recruits

Figure 5.5.1: When apprenticeship training is done by Level and framework

C18. Which of the following best describes when you did/do training relating to your apprenticeship?



Apprenticeship Evaluation- Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014.
 Base size: All those done/doing training (4839); Level 2 (2787); Level 3 (2052); Agriculture, Horticulture & Animal Care (386); Business, Administration & Law (870);
 Construction, Planning & Built Environment (470); Engineering & Manufacturing Technologies (639); Hairdressing (210); Health, Public Services & Care (575); Information &
 Communication Technology (389); Leisure, Travel & Tourism (440); Retail & Commercial Enterprise (765)

Training inside or outside working hours also varies by framework. Apprentices on frameworks in *Construction, Planning and Built Environment* (89%), *Engineering and Manufacturing Technologies* (90%) and *Hairdressing* (92%) are more likely to *usually* or

always train within contracted hours; those on frameworks in *Health, Public Services and Care* (53%), *Leisure, Travel and Tourism* (77%) and *Business, Administration and Law* (81%) frameworks are less likely to do this.

5.6 Higher apprentices' training

As with the Level 2 and 3 learners, two thirds (63%) of Higher apprentices are aware that their training is an apprenticeship. Eight-in-ten (78%) Accounting apprentices are aware of being on an apprenticeship compared to six-in-ten (58%) of other Higher apprentices.

Almost every higher apprentice says they receive some form of training (765 of 801; 96%). This is precisely the same proportion of Level 2 and 3 apprentices who receive some training.

Table 5.6.1 shows the types of training that higher apprentices receive as part of their apprenticeship. Working in one's own time (90%) is by far the most common form of learning. Two thirds of apprentices train at a college or with an external provider (64%) and a similar proportion (67%) receive informal training on-the-job, whilst doing their usual activities at work. Overall, 84% of higher apprentices received formal training (externally or in the workplace) which is five percentage points higher than is the case for apprentices at Levels 2 and 3.

Higher apprentices on the Accounting framework get more formal training than other Higher apprentices (95% compared to 79%). Conversely, those on Non-Accountancy frameworks are more likely to receive training at the workplace whilst performing their usual duties (70% vs 61%).

Figure 5.6.1: **Type of training received by higher apprentices and framework**
C4-10. *And thinking about the type of training you receive as part of your apprenticeship, do you*

Type of training	Higher Total (% yes)	L2/3 Total (% yes)	Higher Accounting (% yes)	Higher Non-accounting (% yes)
<i>Train at a college or external training provider</i>	64%	49%	94%	52%
<i>Get formal training sessions at workplace, away from usual activities</i>	54%	57%	39%	60%
<i>Getting training at workplace, whilst doing usual activities</i>	67%	80%	61%	70%
<i>Get trained or learn at a university</i>	4%	n/a	2%	4%
<i>Fill in apprenticeship portfolio during normal working hours</i>	57%	63%	51%	59%
<i>Do any learning or training in own time, outside of usual working hours</i>	90%	76%	91%	90%
<i>Any other type of learning as part of the apprenticeship</i>	19%	17%	10%	23%

Apprenticeship Evaluation – Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014.
Base: Higher Total (801); Higher Accounting (323); Higher Non-accounting (478); L2/3 Total (5021)

Working towards the apprenticeship on one's own is a very common occurrence for Higher apprentices (Accounting; 91% and Non-Accounting; 90%), which suggests that Higher apprentices are expected to study privately as part of the programme.

Non-accounting apprentices are more than twice as likely as those on the Accounting framework (23% vs 10%) to receive other types of training. Other elements of their apprenticeship were mentioned by learners too. Maths/numeracy³¹ and English/literacy are the most common subjects mentioned (26%), a similar proportion (23%) had training in IT and computer skills. Table 5.6.1 is interesting as it describes a different experience for Higher apprentices on Accountancy frameworks. External training is integral to this training, much more so than for other Higher frameworks. Indeed, the pattern of training for Higher apprentices other than accountants more closely mirrors that of those on Levels 2 and 3.

The age groups tend to follow the frameworks in the types of training receiving, with younger apprentices (16-24 years old) having similar levels of training as the Accounting framework and the older group (25+ years old) having similar results as the Non-accounting group. This reflects the fact that Non-accounting framework tend to have older apprentices, and Accounting learners tend to be younger.

Figure 5.6.1 (overleaf) shows that higher apprentices spend the most of their time learning in their own time (5 hours per week) or at an external training provider or college (4.8 hours per week), and 4.2 hours are spent training whilst doing usual activities each week. In comparison to the result of the level 2 and 3 learners, the higher learners receive fewer hours of training in total, but spend longer learning in their own time.

A small number of higher apprentices (four per cent of respondents) say they attend university as part of their training on average and, if they do, this amounts to around 7 hours per week.

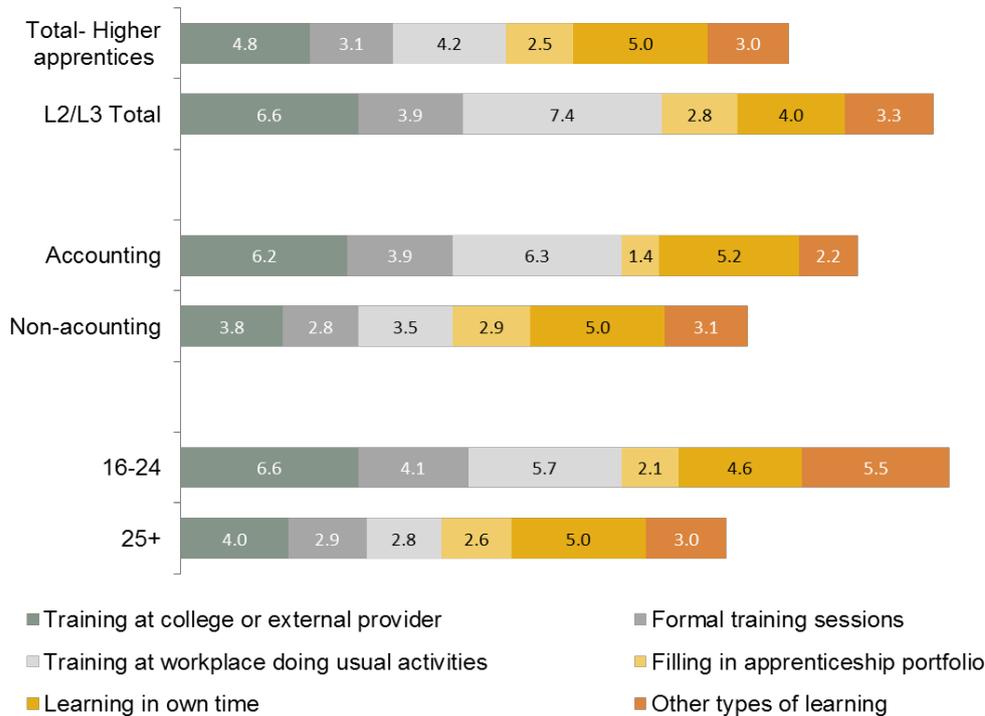
Those on the Accountancy framework receive more hours of training for each of the different types of training, with the exception of time spent on other types of learning, which Non-accounting learners spend more time doing. Younger learners (16-24 year old) receive more training than older apprentices; older apprentices (25 and overs) though, spend more hours learning in their own time.

Nearly half of higher apprentices (48%) say they receive the same amount of external training each week and the other half (51%) say it varies. Two thirds (65%) of those on the Accounting framework say that the amount of training they receive does not vary, and almost two thirds (62%) of Non-accounting learners report varying amounts of training at an external provider.

³¹ Which one would expect to not be needed by Level 4+ Accountancy apprentices

Figure 5.6.1: Hours of training received, by framework and age

C4a-10a. And approximately how many hours of training, teaching and tuition do/did you receive on average per week.../And approximately how many hours do/did you spend on average per week...



Apprenticeship Evaluation – Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014.
 Base: Total (719); At college or training provider (560); In formal training session away from work (412); Training at workplace, whilst doing usual activities (543); Filling in Apprenticeship portfolio (439); learning in own time (719); On other types of learning (137)

Table 5.6.2 (overleaf) shows that six-in-ten (59%) Higher apprentices receive training *usually* (41%) or *always* (18%) within their contracted working hours³². More of the older apprentices (43% of 25 and overs) do their training outside of their contracted working hours than the younger apprentices (30%).

Higher apprentices are almost twice as likely to do more training outside of their contracted hours than Level 2 and 3 apprentices (39% versus 22%). As with other findings, this reflects the differences in structure between the lower and higher levels, as the higher learners are expected to do more independent work towards their qualification.

Higher apprentices were mostly happy with the length of their programme, with eight-in-ten (80%) saying that it was about the right the length. One in twelve (eight per cent) say their apprenticeship is too long, and same proportion say it is too short. Accounting apprentices felt the length was about right than the Non-accounting group with the amount of time it took to do the apprenticeship (88% vs 78%). Younger apprentices (87% of 16-24 year olds) also found the length of the apprenticeship better compared with the older group (77% of 25 and overs). These results are in line with the level 2 and 3 apprentices.

³² Note this figure is seemingly inconsistent with the data in Table 5.6.1 which indicates that 90% of all respondents state they “Do any learning or training in own time, outside of usual working hours”. Firstly, the data in Table 5.6.2 is a subset of all respondents (i.e. those that train). Secondly, there is also some ambiguity in the wording between the questions. Usual working hours is not the same as contracted working hours as it could be the norm to work longer than contracted. It is recommended that the question wording in the questions is aligned in any subsequent evaluations.

Figure 5.6.2: Consistency of training, by framework, age and level

C18. Which of the following best describes when you did/do training relating to your apprenticeship?

When training was delivered	Total-Higher	Total- Level 2 & 3	Accounting	Non-accounting	16-24 year olds	25 +
<i>Always within contracted working hours</i>	18%	33%	20%	17%	27%	16%
<i>Usually within contracted working hours</i>	41%	44%	39%	42%	46%	38%
<i>Usually outside of contracted working hours</i>	29%	17%	28%	30%	23%	32%
<i>Never within contracted working hours</i>	10%	6%	12%	8%	7%	11%

Apprenticeship Evaluation – Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014.

Base: Total (765); Accounting (317); Non-accounting (448); 16--24 years old (324); 25 + (441); Level 2 and 3 (4,839)

6: Apprentice Satisfaction

This chapter explores satisfaction³³ levels of the apprenticeship programme; this covers different aspects of the course and the likelihood that apprentices will recommend the programme to others.

6.1 Key findings

Key findings

- Nine in ten (89%) reported being satisfied with their apprenticeship; this is consistent with the results found in previous surveys.
- Business, Administration and Law (74%) and Retail and Commercial Enterprise (73%) have the highest proportion of very satisfied apprentices; Hairdressing (8.3) has the highest mean score of the frameworks.
- All aspects of the apprenticeship have high levels of satisfaction; three quarters (77%) were satisfied with the amount of training, which was the lowest score.
- The greatest variation is found in attitudes towards the extent to which an employer supported the apprenticeship; younger learners (16-18 years old) are more satisfied than the older apprentices (86% against 79% aged 25+).
- Eight in ten (81%) would speak highly of the apprenticeship, half (40%) of whom would do so unprompted.
- 86% of Higher apprentices were satisfied overall with their training; Accounting apprentices being more satisfied than the Non-accounting learners (93% vs 83%).
- The main reasons dissatisfied apprentices (of all levels) cited for their discontentment were a lack of support from the provider, college or tutor, the programme being badly organised and problems with the time frame.
- The aspect of training that higher apprentices found the most satisfying was the relevance of the training to a future career (91%).
- Over eight-in-ten (84%) higher apprentices would speak highly of their programme.

6.2 Overall satisfaction at Levels 2 and 3

As in previous studies, satisfaction with the apprenticeship programme is high. There is a high satisfaction level with the apprenticeship programme; nine in ten (89%) give a score of 6 to 10 which is classed as “satisfied” for the purpose of the analysis. This score is consistent with the findings from 2013 (88%) and in 2011 (89%). Nearly three quarters

³³ In this report, satisfaction is measured on an eleven-point Likert scale ranging from 0 – ‘very dissatisfied’, to 10 – ‘very satisfied’. Results have been categorised; A score of 4 or below is classed as ‘dissatisfied’ and 6 or more as ‘satisfied’. A score of 0 to 2 is classed as ‘very dissatisfied’ and 8 to 10 ‘very satisfied’.

(72%) were 'very satisfied' (a score of 8 or more) and almost a third (32%) gave the programme the highest satisfaction rating of 10 out of 10.

Figure 6.2.1: Overall satisfaction

D1. Overall, how satisfied or dissatisfied are/were you with your apprenticeship?

	2014	2013	2012
All Satisfied (6-10)	89%	88%	89%
Very Satisfied (8-10)	72%	71%	71%
Satisfied(6-7)	17%	17%	18%
Dissatisfied (0-4)	6%	5%	5%
Mean	8.1	8.1	8.1

Apprenticeship Evaluation – Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014.

Base: Total 2014/2013/2011 (5021/5010/5000); All Satisfied (4451/4429/4450 approx.); Very Satisfied (3610/3578/3550 approx.); Satisfied (842/851/900 approx.); Dissatisfied (279/257/300 approx.)

Only six per cent of apprentices are dissatisfied, in line with 2013's results (five per cent). The reasons given for dissatisfaction are a *Lack of support or contact from the provider, college or tutor* (45%), a badly organised apprenticeship (36%); a complaint that the apprentice does not learn anything new (21%; and no difference between new and existing apprentices), and apprentices stating *problems with the timeframe of the apprenticeship* (21%). The high levels of satisfaction mean the focus of analysis is on the proportion who are very satisfied, and mean scores of satisfaction.

Figure 6.2.2: Overall satisfaction by framework type

D1. Overall, how satisfied or dissatisfied are/were you with your apprenticeship?

Framework	2014			2013			2012		
	Mean score	Very satisfied	Base	Mean score	Very satisfied	Base	Mean score	Very satisfied	Base
Total	8.1	72%	5021	8.1	71%	5010	8.1	71%	5000
Agriculture, Horticulture and Animal Care	8.1	72%	400	8.1	72%	471	8.1	73%	347
Business, Administration and Law	8.2	74%	925	8.1	74%	903	8.2	74%	1005
Construction, Planning and Built Environment	8.0	69%	475	8.0	72%	540	8.4	77%	525
Engineering and Manufacturing Technologies	8.0	70%	650	8.2	76%	725	8.2	73%	690
Hairdressing	8.3	71%	211	8.4	74%	129	Included in Retail and Commercial Enterprise		
Health, Public Services and Care	8.0	72%	599	8.0	68%	554	7.9	67%	750
Information and Communication Technology	7.8	66%	400	7.6	61%	414	7.7	60%	372
Leisure, Travel and Tourism	7.9	68%	450	7.8	64%	457	7.8	65%	346
Retail and Commercial Enterprise	8.2	73%	810	8.2	73%	720	8.2	72%	780

Apprenticeship Evaluation – Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014.

Table 6.2.2 shows trends in satisfaction measures by framework. Whilst the proportion of *Construction, Planning and Built Environment* apprentices who are very satisfied remains high, there has been a year on year decline as the proportion who are 'very satisfied' is down eight percentage points since 2012 (77% to 69%). Apprentices on frameworks in *Information and Communication Technology* and *Leisure, Travel and Tourism* remain the least satisfied although the proportion who say they are very satisfied has increased since last time (up five and four percentage points, respectively).

Business, Administration and Law (74%) and *Retail and Commercial Enterprise* (73%) had the most learners who were very satisfied, whilst *Hairdressing* (8.3) had the highest reported mean score of the frameworks although there is no statistically significant variation in the mean.

6.3 Expectations³⁴ of the apprenticeship programme

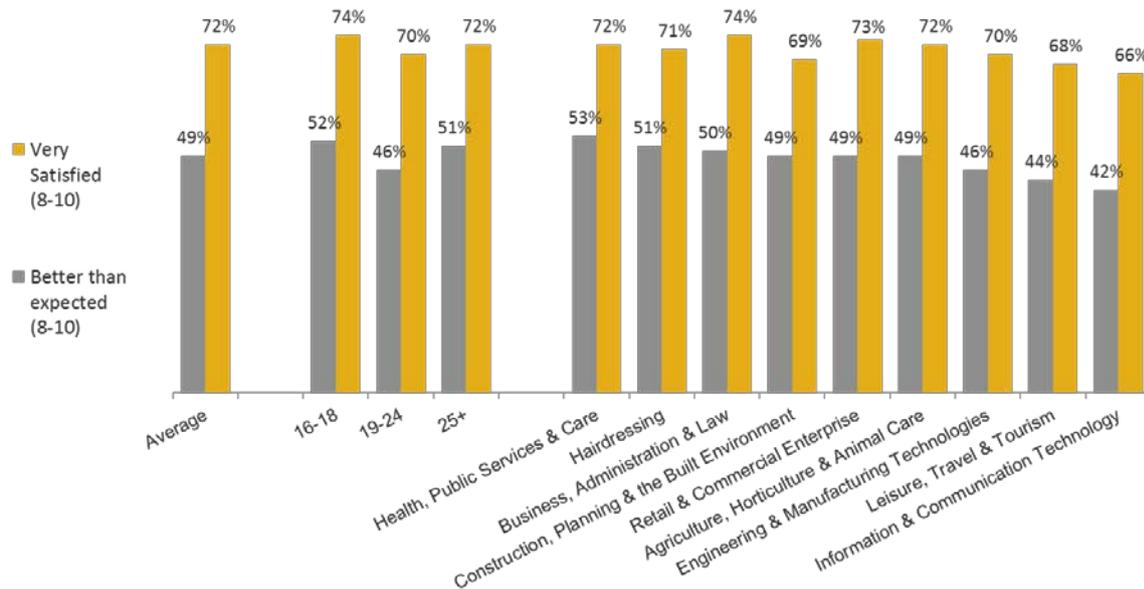
Respondents were also asked about their expectations of the apprenticeship. More than seven in ten (72%) think that the programme is better than they expected (a score of 6 to 10), nearly half (49%) feel that their course is much better (8 or higher), and over a fifth (22%) of respondents give the apprenticeship full marks for exceeding their expectations. Conversely, only seven per cent think an apprenticeship is worse than they expected (4 or less); this figure falls to two per cent who grade it much worse (2 or less). The overall mean score was 7.2.

Younger apprentices (aged under 19) are more likely to say their apprenticeship was better than they expected (a score of 6 or more) than the rest (75% against 71%). There was no difference between Level 2 and 3 training, and there was no clear-cut difference between traditional and newer frameworks, which had similar results. The one exception being apprentices on frameworks in *Construction, Planning and the Built Environment* (76%), which performs slightly better than average. Comparing satisfaction with expectations shows that, in general, satisfied apprentices have a better experience than they expected. Over three quarters (77%) of those who were dissatisfied found the apprenticeship was worse than expected, and a similar proportion of those who were satisfied (79%) found the programme was better than expected.

³⁴ As with satisfaction, a 0 to 10 Likert scale was used to rate whether their apprenticeship was better or worse than had been expected. Scores of 6 to 10 and 8 to 10 were classified as 'better' and 'much better', and scores of 0 to 4 and 0 to 2 were banded as 'worse' and 'much worse'.

Figure 6.3.1: Satisfaction vs Expectation, by framework

D1. Overall, how satisfied or dissatisfied are/were you with your apprenticeship?/ D1a. To what extent is/was your experience of your apprenticeship better, worse or the same as you expected?



Apprenticeship Evaluation- Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014.
 Base size: Total (5021); Agriculture, Horticulture & Animal Care (400); Business, Administration & Law (925); Construction, Planning & Built Environment (475); Engineering & Manufacturing Technologies (650); Hairdressing (211); Health, Public Services & Care (599); Information & Communication Technology (400); Leisure, Travel & Tourism (450); Retail & Commercial Enterprise (810)

6.4 Satisfaction with different aspects of the apprenticeship

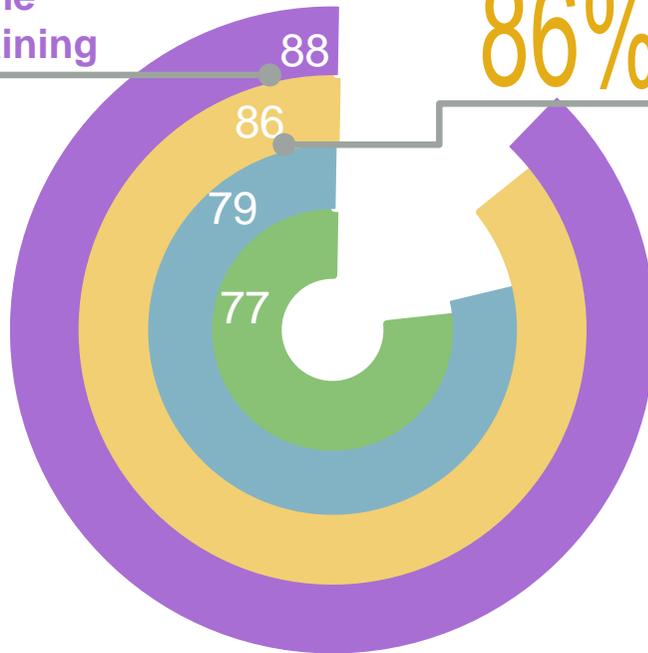
Apprentices generally view all the different aspects apprenticeships discussed in the questionnaire favourably, as Figure 6.4.1 demonstrates. The least satisfying element of the apprenticeship programme – *the amount of training received each week* – still garnered an average satisfaction rating of 7.4, with over three quarters (77%) feeling satisfied. These results remained largely unchanged from 2013; the only slight change is in *the feedback received on your progress* and *the extent to which your employer has supported your apprenticeship*. Both fell by two percentage points since 2013 (now 85% and 81%). Men (79%) and apprentices aged 16-18 (82%) were more satisfied than women (74%) and older learners (all aged 19 and over 75%) with *the amount of training each week*. Those in the *Construction, Planning and Built Environment* framework type are particularly happy with this aspect of their apprenticeships as 85% say they are satisfied. Nearly all *Hairdressing* apprentices (94%) are satisfied with *the relevance of their training to their career* but this is not surprising as there is a very clear career path associated with this framework.

Figure 6.4.1: Satisfaction with different aspects of the apprenticeship, by framework and level (overleaf)

How satisfied or dissatisfied have you been with the following aspects of your Apprenticeship... D6. The quality of the training you receive(d) from your college or training provider? D9. The relevance of the training to a career or job?

88% Satisfied with the relevance of training

86% Satisfied with the quality of training



Framework	%	Mean
Agriculture, Horticulture & Animal Care	90	8.4
Business, Administration & Law	86	8.1
Construction, Planning & Built Environment	91	8.3
Engineering & Manufacturing Technologies	87	8.0
Hairdressing	94	8.8
Health, Public Services & Care	89	8.6
Information & Communication Technology	84	7.8
Leisure, Travel & Tourism	86	8.1
Retail & Commercial Enterprise	87	8.3

Framework	%	Mean
Agriculture, Horticulture & Animal Care	85	8.0
Business, Administration & Law	87	8.2
Construction, Planning & Built Environment	84	7.8
Engineering & Manufacturing Technologies	85	7.9
Hairdressing	86	8.2
Health, Public Services & Care	86	8.1
Information & Communication Technology	83	7.7
Leisure, Travel & Tourism	87	8.1
Retail & Commercial Enterprise	88	8.4

Level	%	Mean
Level 2	87	8.2
Level 3	88	8.3

Level	%	Mean
Level 2	87	8.2
Level 3	85	8.0

Apprenticeship Evaluation- Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014.

Base size: Total (4839); Level 2 (2787); Level 3 (2052); Agriculture, Horticulture & Animal Care (386); Business, Administration & Law (870); Construction, Planning & Built Environment (470); Engineering & Manufacturing Technologies (639); Hairdressing (210); Health, Public Services & Care (575); Information & Communication Technology (389); Leisure, Travel & Tourism (440); Retail & Commercial Enterprise (765)

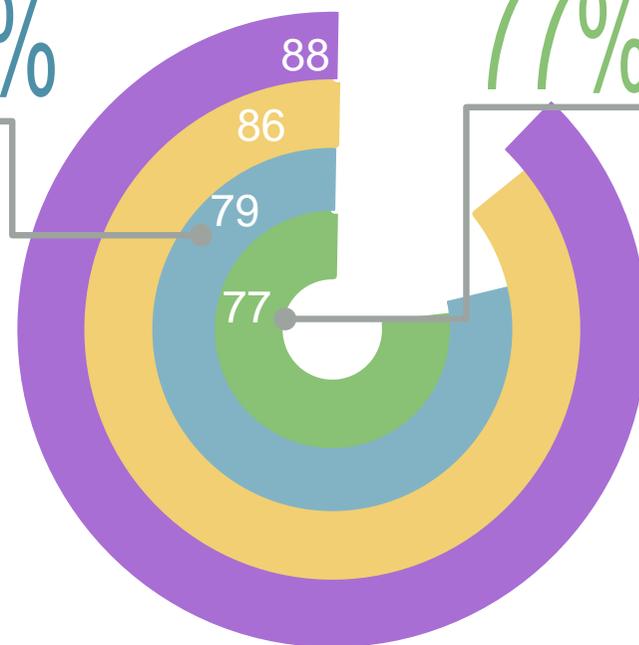
How satisfied or dissatisfied have you been with the following aspects of your Apprenticeship... D10. The balance between the time spent training and working? D8. The amount of training received each week?

Satisfied with the balance of training and working

79%

77% Satisfied with the amount of training

Framework	%	Mean
Agriculture, Horticulture & Animal Care	82	7.7
Business, Administration & Law	81	7.7
Construction, Planning & Built Environment	81	7.7
Engineering & Manufacturing Technologies	81	7.6
Hairdressing	79	7.5
Health, Public Services & Care	73	7.2
Information & Communication Technology	76	7.3
Leisure, Travel & Tourism	76	7.4
Retail & Commercial Enterprise	81	7.8



Level	%	Mean
Level 2	80	7.6
Level 3	77	7.5

Level	%	Mean
Level 2	77	7.4
Level 3	76	7.4

Framework	%	Mean
Agriculture, Horticulture & Animal Care	77	7.4
Business, Administration & Law	76	7.5
Construction, Planning & Built Environment	85	7.8
Engineering & Manufacturing Technologies	80	7.4
Hairdressing	80	7.7
Health, Public Services & Care	72	7.3
Information & Communication Technology	81	7.3
Leisure, Travel & Tourism	76	7.3
Retail & Commercial Enterprise	77	7.6

Apprenticeship Evaluation- Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014.

Base size: Total (4839); Level 2 (2787); Level 3 (2052); Agriculture, Horticulture & Animal Care (386); Business, Administration & Law (870); Construction, Planning & Built Environment (470); Engineering & Manufacturing Technologies (639); Hairdressing (210); Health, Public Services & Care (575); Information & Communication Technology(389); Leisure , Travel & Tourism (440); Retail & Commercial Enterprise (765)

The greatest variation in satisfaction is with the extent to which an employer supported the apprenticeship. The younger learners (16-18 years old) are more satisfied than the older apprentices (86% against 79% aged 25+). Those whose apprenticeships last longer are more satisfied than those on shorter-duration training; almost nine in ten (88%) on apprenticeships lasting more than 24 months are satisfied with the level of employer support, compared with eight in ten (80%) on courses lasting 12 months or less. Agriculture, Horticulture and Animal Care (86%), Engineering and Manufacturing Technologies (85%) and Construction, Planning and Built Environment (85%) also have more apprentices satisfied with the level of employer support. This reflects the findings from last year and suggests that employers using traditional frameworks that have a younger age profile have established support systems in place for their apprentices.

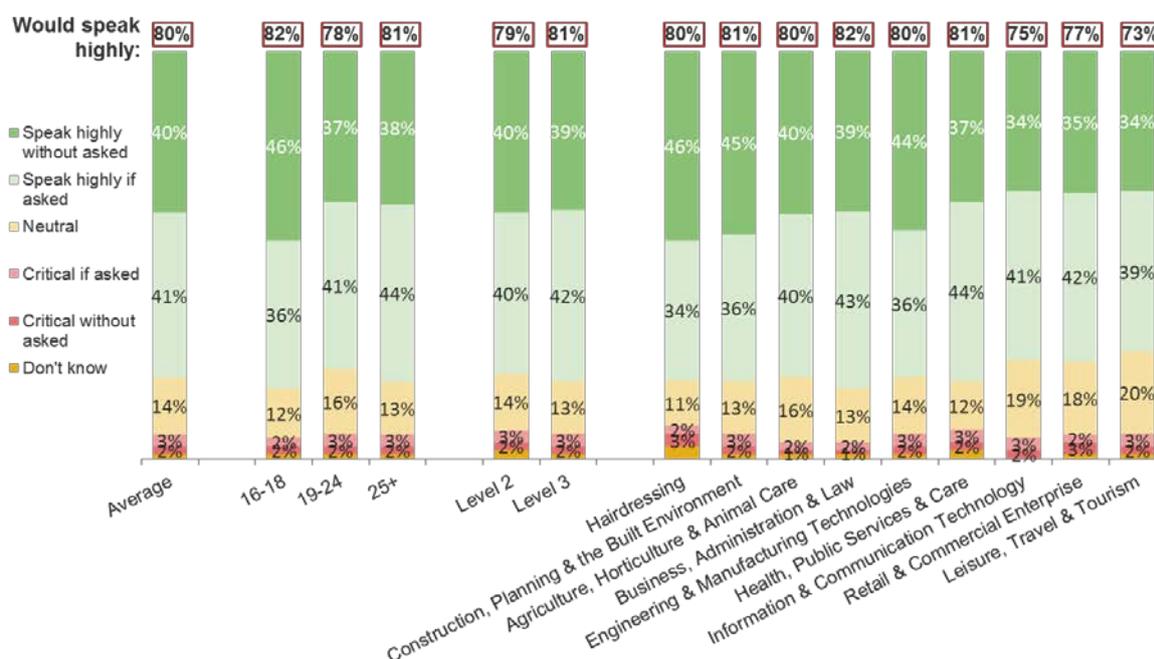
6.5 Advocacy

The proportion of apprentices advocating apprenticeships increased this year by two percentage points to 80%. Four in ten apprentices (40%) say they would speak highly without being asked. As with last year, five per cent would be critical of their experience.

In line with the previous edition of the report, apprentices on frameworks in *Hairdressing* (46%) and *Engineering and Manufacturing Technologies* (44%) are more likely to advocate their programmes spontaneously. The *Construction, Planning and Built Environment* (45%) and those aged 16-18 (46%) are also more likely to recommend their courses without prompting.

Figure 6.5.1: **Advocacy by level and framework**

F10. Which following phrase best describes the way you would speak about apprenticeship training?



Apprenticeship Evaluation- Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014.
 Base size: Total (5021); 16-18 (2013); 19-24 (1409); 25+ (1599); Level 2 (2904); Level 3 (2117); Agriculture, Horticulture & Animal Care (400); Business, Administration & Law (925); Construction, Planning & Built Environment (475); Engineering & Manufacturing Technologies (650); Hairdressing (211); Health, Public Services & Care (599); Information & Communication Technology (400); Leisure, Travel & Tourism (450); Retail & Commercial Enterprise (810)

On the whole, there is not a lot of variation between the different groups of apprentices on this measure. Current learners were more likely to speak highly of their course unprompted (44%) than completers (36%), but this evens out slightly when looking at advocacy both prompted and unprompted (83% and 78% respectively). The gap between Level 2 and Level 3 apprentices has reduced from last year. Previously Level 3 learners were slightly more likely to speak highly of the programme (81% vs. 77%); Level 3 has remained at 81% but Level 2 has increased to 79%.

6.6 Satisfaction and Advocacy of Higher apprentices

Nearly nine-in-ten (86%) higher apprentices say they are satisfied overall with their training; almost seven-in-ten (68%) are very satisfied; whilst a quarter (24%) gave their programme the full 10 out of 10. The main difference within the higher apprentices is between frameworks; Accounting apprentices (93%) have higher levels of satisfaction than those on the Non-accounting framework (83%). Around one-in-twelve (eight per cent) were dissatisfied with their apprenticeship. As the base size was small, the data can only be looked at anecdotally which mirrors the Level 2 and 3 apprentices a lot by citing *lack of support from the provider, college or tutor, the programme being badly organised and problems with the time frame* as reasons for dissatisfaction.

Two thirds (65%) of the higher apprentices say their apprenticeship exceeded their expectations which is lower than Level 2 and 3 apprentices (72%). A slightly higher proportion of the higher apprentices (10% versus seven per cent at Level 2 and 3) say their experience of the apprenticeship was worse than they expected. Three quarters (77%) of Higher apprentices aged under 24 years old say their apprenticeship was better than expected, this drops to 59% of those aged 25 and over. Accounting apprentices (72%) are more likely than others (62%) to have a better experience than expected.

Satisfaction of different aspects of the Higher apprenticeship

D6-12. How satisfied or dissatisfied have you been with the following aspects of your apprenticeship?

Aspect of the apprenticeship	Higher apprentices			
	Mean score	Satisfied	Accounting Satisfied	Non-accounting Satisfied
<i>The relevance of training to a career or job</i>	8.5	91%	93%	90%
<i>The quality of training received from your college or training provider</i>	7.8	85%	91%	82%
<i>The way you were assessed on the job</i>	7.6	73%	75%	72%
<i>The feedback received on your progress</i>	7.6	79%	82%	78%
<i>The extent to which your employer has supported your apprenticeship</i>	8.0	82%	88%	80%
<i>The balance between time spent training and working</i>	7.2	73%	84%	69%
<i>The amount of training received each week</i>	7.3	75%	90%	69%

Base: Total (801); *The feedback received on your progress/ The way you are/were assessed on the job/ The extent to which your employer has supported your apprenticeship* (801); *The quality of training received from your college or training provider/ The amount of training received each week/ The relevance of training to a career or job/ The balance between time spent training and working* (765)

As shown in Table 6.6.1, higher apprentices are particularly satisfied with the *relevance of the training to career or job* (91% were satisfied). However, they are less satisfied with Level 2 and 3 apprentices on all other measures except *the extent to which the employer supported the apprenticeship* (82% vs 81%). Accounting apprentices are more satisfied with every aspect of their programme than other higher apprentices; this is most marked with *the amount of training each week* (90% vs 69%) and *the balance between training and working* (84% vs 69%).

Over eight-in-ten (84%) Higher apprentices would speak highly of apprenticeships and half (49%) would speak highly without being asked. Spontaneous advocacy compares favourably with the Level 2 and 3 learners (40%). Overall, the Accounting framework (89%) attracts more praise from apprentices than other frameworks (82%). Only four per cent would speak critically of apprenticeships, prompted or spontaneously.

7: Perceived impact on skills and abilities

This chapter explores the self-reported impact the apprenticeship has had so far on learners. It discusses the impact on skills and abilities for both current and completed apprentices. The impact on employment, wages and progression outcomes for recent completers is then examined before exploring their next steps and employment outcomes. The impact on current learners is then discussed before talking about the next steps they expect to make.

7.1 Key findings

Key findings

All apprentices

- Learners are positive overall about the impact their apprenticeship is having on their skills and abilities. As with last year, most feel it has given them more appropriate skills and knowledge (88%) and given them skills and knowledge to use in a range of jobs and industries (85%).
- Apprentices in the more traditional frameworks are positive about the apprenticeship giving them more appropriate skills for their desired area of work but are less positive when talking about using their skills across a wide range of jobs and industries.

Completed apprentices

- Completed apprentices are very positive about their improved competency. 82% felt they are now better at doing their jobs. This reaches 91% when looking at just 16-18 year olds and at new recruits.
- A quarter (24%) of apprentices have started some sort of training leading to a qualification since completing their apprenticeship but the proportion of apprentices going on to study a Level 3 apprenticeship has decreased since last year (20% in 2014 and 23% in 2013).
- Once completed their apprenticeship, apprentices are more likely to receive a pay rise (38%) than a promotion (23%). The proportion receiving a pay rise has increased since last year (from 35%).
- Most apprentices are in either full or part-time work (89%) and 71% are with the same employer with whom they completed their apprenticeship. This figure has fallen from 78% last year, despite the proportion of apprentices being employed on permanent contracts staying the same (74% in 2013 and 2014).
- Most apprentices are committed to either staying with their current employer or industrial sector. Three quarters (75%) feel likely to stay with their current employer over the next 2-3 years and 89% feel they will continue working in their sector over the same period. From the employers survey, two-thirds (65%) said that all of their apprentices were still working with them, and a further 13% of employers said that they were still employing some of their apprentices.
- Completers who were employed as an apprentice only for the duration of the training were three times more likely to be unemployed at the time of the survey than those on permanent contracts (12% versus 4%).

Current apprentices

- Current apprentices are slightly more positive than completed apprentices about their employment outcomes and progression. 88% feel they are now better at doing their jobs 87% feel their career prospects have improved.
- Nearly three in five (57%) Level 2 learners and over a third (37%) of Level 3 learners are considering doing the next level of apprenticeships.
- Almost all (98%) current apprentices say they are likely to finish their apprenticeship. Those in the *Retail and Commercial Enterprise* framework though are the least likely to say they will finish (83%).
- More current apprentices feel they are likely to stay with their employer and in their sector once they have completed their apprenticeship than apprentices who have already completed their course. 81% feel they will stay with their employer and out of those, 74% think they are likely to stay in the same sector.

Higher apprentices

- Higher apprentices, particularly completers, are positive about the impact the apprenticeship has had on their skills and abilities. 93% of completed Higher apprentices think the apprenticeship has given them better skills and knowledge for their desired work, compared with 82% of current Higher apprentices. This pattern is also observed between apprentices in accounting (who are more positive) and in other frameworks (who are less positive) on a range of measures.
- Nearly four in ten (38%) of completed Higher apprentices have progressed to further learning or training leading to a qualification.
- Job progression and pay rise prospects are positive for Higher apprentices. A third (34%) have received a promotion and 54% have received a pay rise.
- Employment prospects for Higher apprentices are very positive. 94% are in full or part-time work.

7.2 Impact on the skills and abilities of apprentices at Levels 2 and 3

Overall, the majority of learners are positive about the apprenticeship's effect on their skills and abilities. Almost nine in ten (88%) feel that the apprenticeship has given them *more appropriate skills and knowledge to their current or desired area of work*, and 87% think they can *use the skills and knowledge gained across a range of jobs and industries*. Over three-quarters (77%) think they are *now better able to work with others*. As with last year, just three per cent feel that the apprenticeship has led to no improvement on their skills and abilities. Nearly nine out of ten apprentices (88%) between 16-18 years old state they are better able to work with others compared with seven out of ten apprentices (69%) aged 25 or over.

Generally, new recruits and temporary employees are more positive about the impact of the apprenticeship on their skills and abilities than internal recruits and permanent employees. For example, 86% of internal recruits think they now have *more appropriate skills and knowledge* compared to 91% of new recruits. Similarly, whilst three quarters (74%) of permanent employees report they are *better able to work with others*, 85% of temporary employees think the same. This indicates that those who are recruited as apprentices and not previously working for the employer are more likely to report benefits than those already working for their employer and working on permanent contracts. However, as highlight in Section 3.2, there are some concerns about the relative long-term impact of employment for apprentices on temporary contracts, especially as this group are

more likely to be younger and three times more likely to be unemployed upon completion (12%) compared to those on permanent contracts (4%).

There is also a greater positive sentiment amongst the younger apprentices than the older groups across the different benefits. There are more new recruits and temporary workers within the younger group; this may explain why they are more positive overall.

Since starting or completing their apprenticeship, most apprentices agree they have a *better idea about the types of work they want to do* (84%). Younger apprentices aged 16-18 are more certain on their career paths than the older apprentices aged 25 and over (92% vs. 78%).

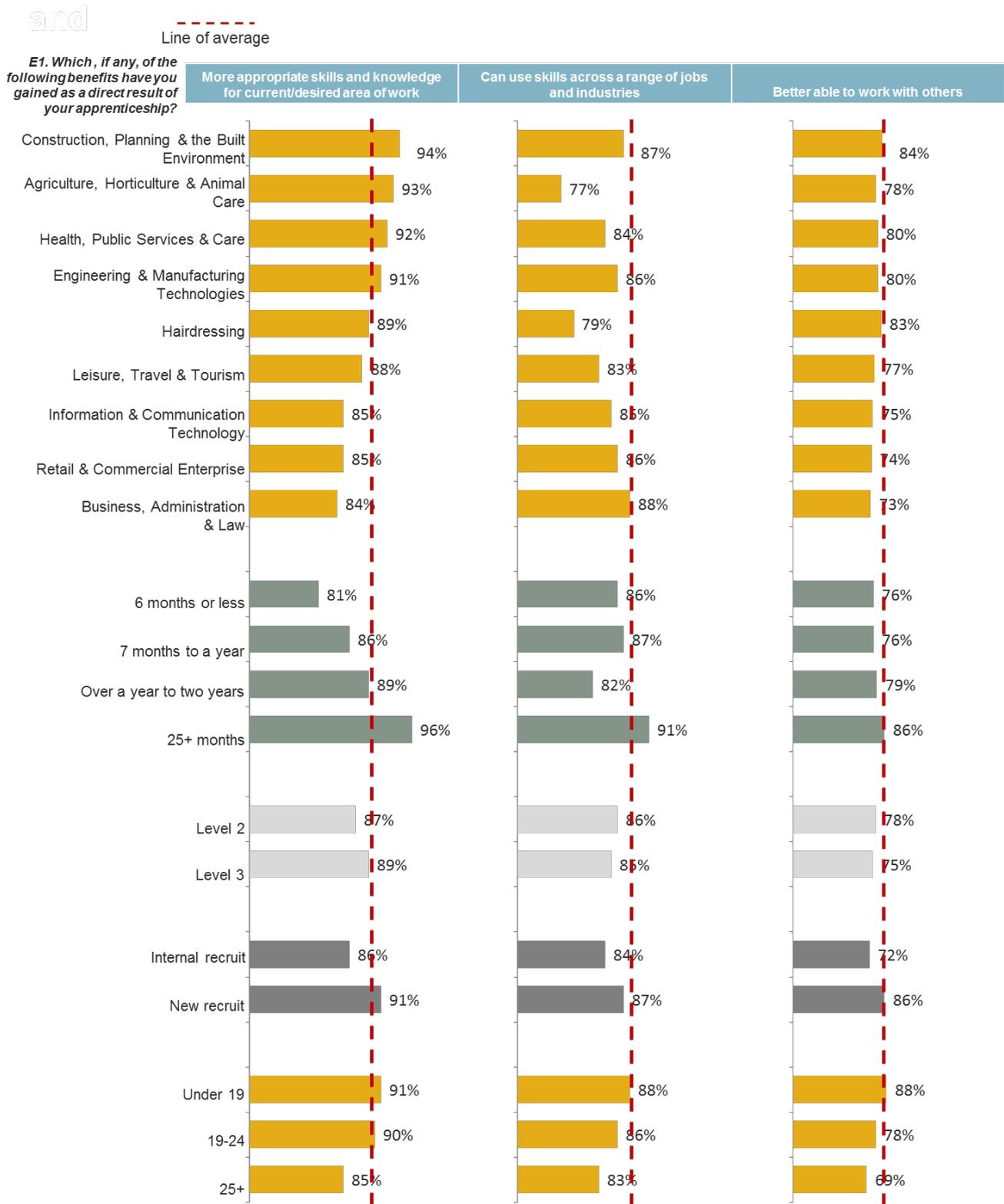
New recruits and temporary employees are more likely to agree that they have a *better idea about the types of work they want to do* than internal recruits and permanent employees. For example, eight in ten (81%) internal recruits agree they have a better idea, compared with nine in ten (90%) new recruits.

There are some notable differences between frameworks too. Nine out of ten apprentices from the traditional frameworks of *Agriculture, Horticulture and Animal Care* (89%) and *Construction, Planning and the Built Environment* (94%) agree that they have a *better idea about what the types of work they want to do*. Apprentices on traditional frameworks are also younger and more likely to be new recruits. In contrast, those in the newer frameworks of *Business, Administration and Law* and *Retail and Commercial Enterprise* are less likely to agree (both 79%).

This year two thirds (67%) of apprentices agree that the apprenticeship has *improved their quality of life*, which is consistent with the results found last year (66%). It is interesting that those still on the apprenticeship are more likely to agree compared to recent completers (71% vs 64%). Younger apprentices aged 16-18 years old are considerably more likely to agree their apprenticeship made a positive impact on their quality of life compared with older apprentices aged 25+ (84% vs 55%); these findings also match those from the 2013 survey.

In terms of further learning, learners are generally positive about continuing with learning. Similar proportions have *become more enthusiastic about learning* (84%) as are now *more likely to undertake further learning or training* (84%) and feel able to do *more advanced training in the future* (86%).

Figure 7.2.1: **Benefits gained by framework, length of apprenticeship, Level, entry route and age**



Apprenticeship Evaluation- Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014.
 Base size: Total (5021); Agriculture, Horticulture & Animal Care (400); Business, Administration & Law (925); Construction, Planning & Built Environment (475); Engineering & Manufacturing Technologies (650); Hairdressing (211); Health, Public Services & Care (599); Information & Communication Technology (400); Leisure, Travel & Tourism (450); Retail & Commercial Enterprise (810)

7.3 Recent completers

Impact on employment and progression

Apprentices in the survey that had completed their training were asked several questions about the impact of their apprenticeship and, like last year, this group are fairly positive. Three quarters (73%) of recent completers are now *more satisfied with their job*. A similar proportion feel *more secure in their job* (70%) and think they have *been given more responsibilities* (70%) as a result of completing their apprenticeship. Four in five also say they are *better at doing their jobs* (82%) and that their *career prospects have improved* (79%).

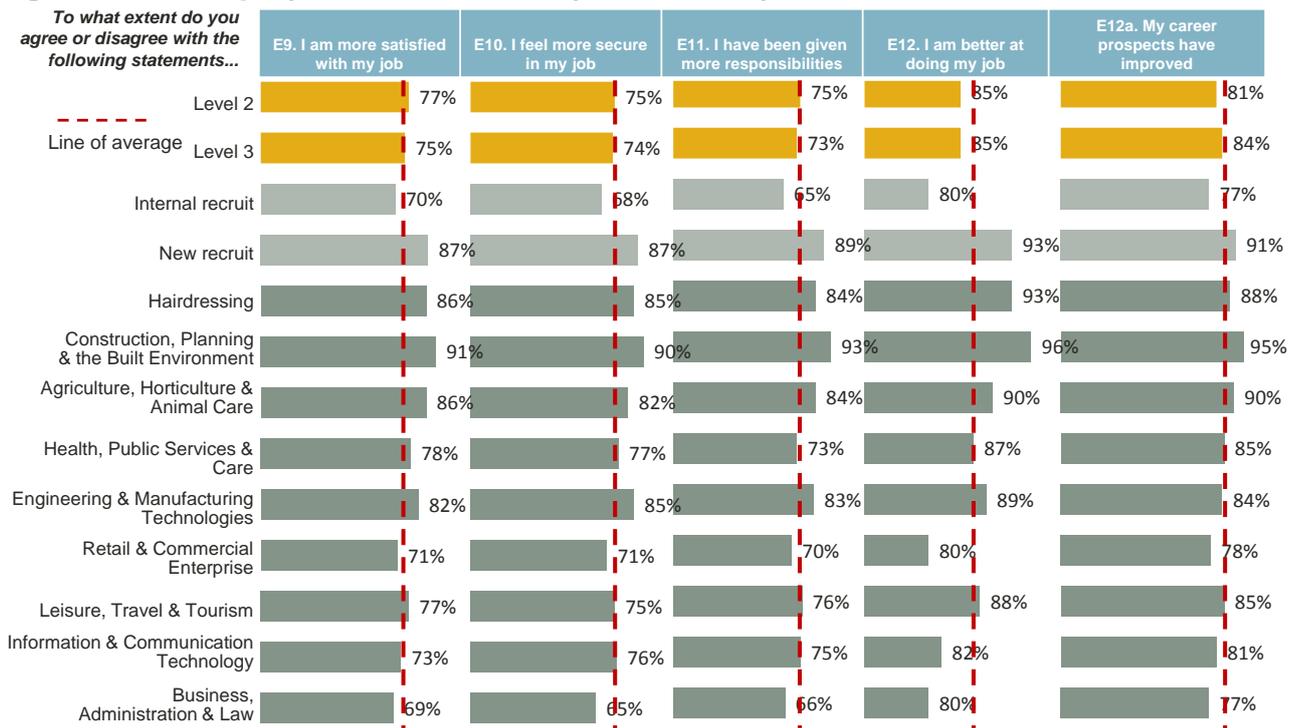
As can be seen in the Table 7.3.1 below, there is a substantial difference between younger and older apprentices on these measures; a pattern also observed last year. This year, slightly more 16-18 year olds feel they have *been given more responsibilities* (89% in 2014 versus 84% in 2013).

Figure 7.3.1: Agreement with statements on employment outcomes and progression

Agree that they are...	Average	16-18	19-24	25+
... more satisfied with job	73%	84%	76%	66%
...feel more secure in their job	70%	83%	75%	62%
...have been given more responsibilities in their job	70%	89%	77%	57%
...better at doing their job	82%	91%	85%	76%
... career prospects have improved	79%	89%	84%	71%

Base: Total employed completers (2,354); 16-18 (815); 19-24 (679); 25+ (860).

There is a marked difference in the way that apprentices from traditional and newer frameworks view the impact of their apprenticeship on their employment outcomes and progression. Those from the more traditional frameworks of *Construction, Planning and the Built Environment, Engineering and Manufacturing Technologies* and *Hairdressing* are likely to make positive statements about their apprenticeship than those from the newer frameworks of *Retail and Commercial Enterprise* and *Business, Administration and Law*. Figure 7.3.1 shows that more apprentices from *Construction, Planning and the Built Environment, Engineering and Manufacturing Technologies* and *Hairdressing* agree they *have been given more responsibilities in their job* compared with apprentices from *Retail and Commercial Enterprise* and *Business, Administration and Law*.

Figure 7.3.1: Employment outcomes by Level, entry route and framework

Apprenticeship Evaluation- Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014.

Base size: E9-E12. Employed completers/E12a. Total (4637/5021); Level 2 (2648/2904); Level 3 (1989/2117); Agriculture, Horticulture & Animal Care (362/400); Business, Administration & Law (878/925); Construction, Planning & Built Environment (422/475); Engineering & Manufacturing Technologies (603/650); Hairdressing (189/211); Health, Public Services & Care (568/599); Information & Communication Technology (365/400); Leisure, Travel & Tourism (388/450); Retail & Commercial Enterprise (764/810); Internal recruit (2740/2899); New recruit (1897/2122)

New recruits and temporary employees are also more likely to agree that their apprenticeship had a positive impact on their **employment outcomes and progression** compared to internal recruits and permanent employees. For those on temporary contracts, this could be because they are aware that they will return to the job market and having completed an apprenticeship has made them more confident of their ability to find and secure employment. As seen in Table 7.3.2 below, new recruits and temporary employees are more likely to agree that they are now *more satisfied in their job*, *feel more secure* and think their *career prospects have improved* compared with internal recruits and permanent employees.

Since completing their apprenticeships, a quarter of learners (24%) have started a course leading to a qualification. A significant proportion of Level 2 apprentices have progressed to a Level 3 apprenticeship (20%) although this is slightly lower than last year's progression figure of 23%. Only one in twenty (five per cent) of recently completed Level 3 apprentices started a Level 4 apprenticeship and progression onto other higher learning was also low as two per cent started an HNC or foundation degree and four per cent started a degree. One in ten (nine per cent) recently completed Level 3 apprentices started some other form of training leading to a qualification which is slightly lower than last year's figure of 14%.

Figure 7.3.2: Agreement with statements on employment outcomes and progression

Agree that they are...	Internal recruit	New recruit	Permanent employee	Temporary employee
... more satisfied with job	68%	85%	71%	81%
...feel more secure in their job	66%	83%	69%	76%
...have been given more responsibilities their job	63%	87%	67%	80%
...better at doing their job	79%	91%	81%	87%
... career prospects have improved	75%	88%	93%	78%

Base: Total employed completers (2,354); Internal recruit (1,512); New recruit (842); Permanent employee (1,798); Temporary employee (533).

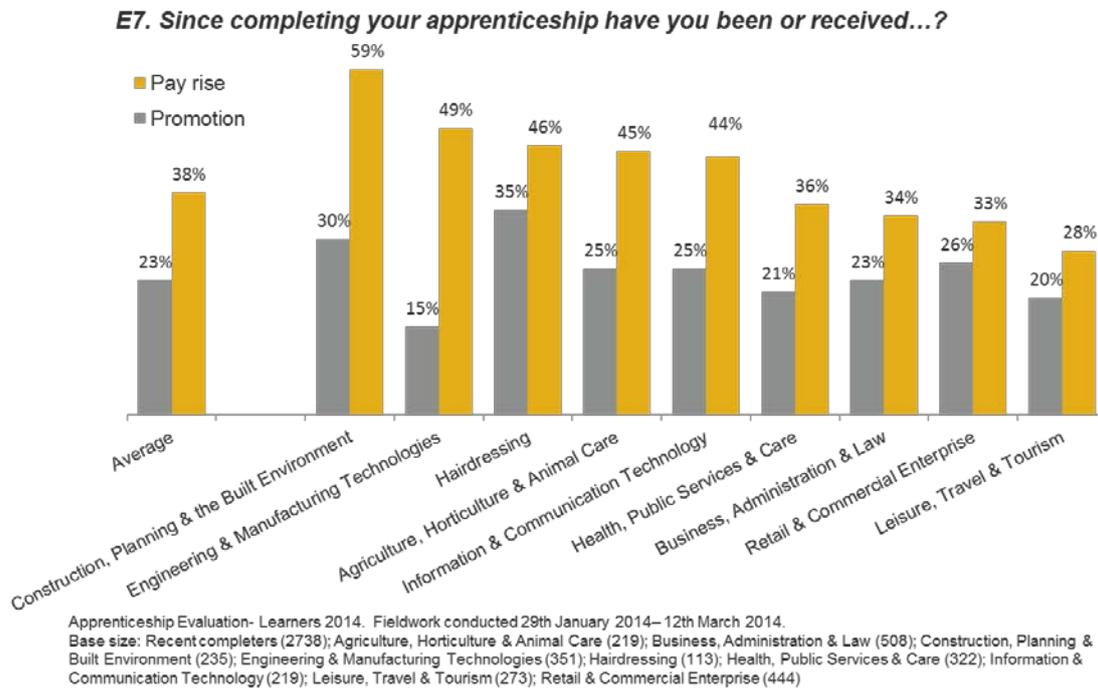
Awareness of further training options for recently completed apprentices is quite high although many do not discuss their options with their employer. Three quarters of completers (74%) say they are aware of the variety of training options available to them and although 79% think their employer actively supports their career development, only half (54%) say their employer has discussed further training with them.

Impact on earning potentials and job progression

Receiving a pay rise is more likely than a promotion for recent completers and the incidence of a pay rises has increased from 2013. As last year, around a quarter (23%) of recently completed apprentices received a promotion, but the proportion receiving a pay rise increased slightly from 35% to 38%. A lot of variation in these measures exists between different groups of apprentices.

Apprentices aged 25 or over are less likely to receive a promotion (15%) or a pay rise (24%) than younger apprentices (28% and 53% of 16-18 year olds respectively). As new recruits and apprentices under 19 years old may receive the Apprentice rate of the National Minimum Wage, one would expect these groups to receive pay rises upon completion.

There are also differences by type of framework. Apprentices from the traditional frameworks of *Hairdressing* and *Construction, Planning and the Built Environment* are the most likely to receive a promotion (35% and 30% respectively) and apprentices from *Leisure, Travel and Tourism* and *Engineering and Manufacturing Technologies* the least likely (20% and 15% respectively). Apprentices from *Engineering and Manufacturing Technologies* are in the group most likely to receive a pay rise (49%), alongside those from *Construction, Planning and the Built Environment* (59%), *Hairdressing* (46%) and *Agriculture, Horticulture and Animal Care* (45%).

Figure 7.3.2: **Benefits received by framework**

Slightly more apprentices are keen to directly attribute their pay rise to the apprenticeship (25%) than their promotion to it (21%). However, there were more apprentices that thought their apprenticeship had made *no difference* to their pay rise (30%) than to their promotion (18%).

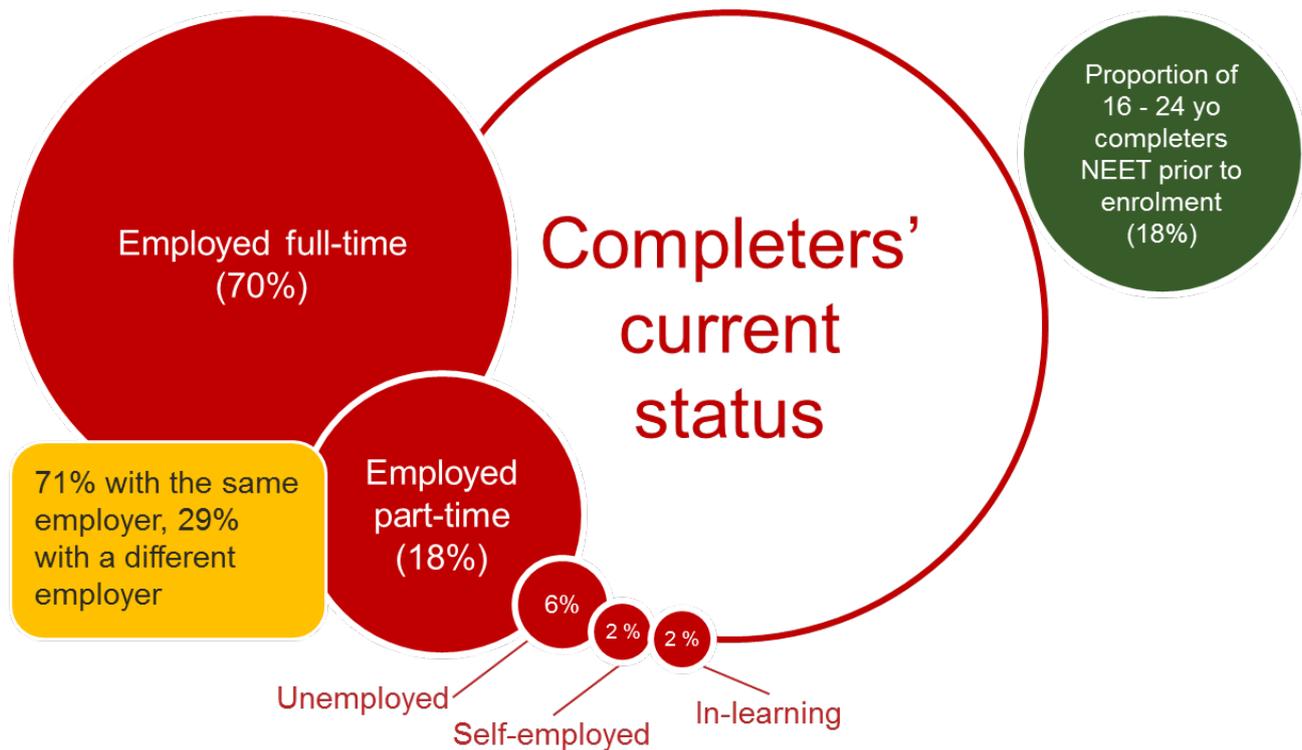
Current employment status

Nine in ten of all completers (88%) are in either full or part-time employment; and seven in ten of these in employment (71%) are with the same employer with whom they completed their apprenticeship, although this is seven percentage points less than last year (78% of all employed completers). The subgroups more likely to be in employment with the same employer are women (73% versus 67% of men) and those aged 25 or more (81% versus 57% of those aged 16 to 18).

Only six per cent of completers are unemployed and a further two per cent are in education or training. Younger apprentices (nine per cent aged 16 to 18) are slightly more likely to be unemployed than older apprentices (four per cent aged 25 or older): New recruits (typically younger) are also more likely to be unemployed than internal recruits after completion. Understandably, fixed contract apprentices are more likely than those in permanent positions to be unemployed (four per cent versus twelve per cent). The proportion of apprentices employed on a permanent contract with no fixed end date has also remained the same between 2013 and 2014 (74%).

Of the completers who were aged 24 or younger on enrolment, 18% were not in education, employment or training for a continual period of at least three months in the year prior to enrolment. Four in five (82%) of completers who were new to their companies when they started their apprenticeship were in employment prior to enrolment.

Figure 7.3.3: Status of completed apprentices



Apprenticeship Evaluation – Learners 2014. Fieldwork conducted 29th January – 12th March, 2014.
Base: All completed apprentices (2,738)

Next steps

Most apprentices are committed to working in their current industrial sector or with their employer. Three quarters (75%) of apprentices who have completed their apprenticeship and are employed say they are likely to be working for the same employer for the next 2 to 3 years. Nine in ten (89%) think they are likely to continue working in the same sector over the same period. Completers are also positive about doing more training as three quarters (74%) say they are likely to undertake further learning or training leading to a qualification in the next 2-3 years.

Once finished their apprenticeships, those unemployed and looking for work are not necessarily looking for occupations related to their training. A half of unemployed completers (49%) looking for work are not specifically looking for jobs related to their apprenticeship; 32% are looking for jobs solely related to their apprenticeship; and 18% are specifically not looking for related jobs.

Recent completers are positive about the effect the apprenticeship programme on their ability to find work. Seventeen in twenty (85%) of apprentices say their apprenticeship has improved their chances of finding work in the future. Just under half (47%) think they have significantly more chance of finding work due to the apprenticeship and over a third (38%) think they have slightly more chance.

7.4 Current apprentices

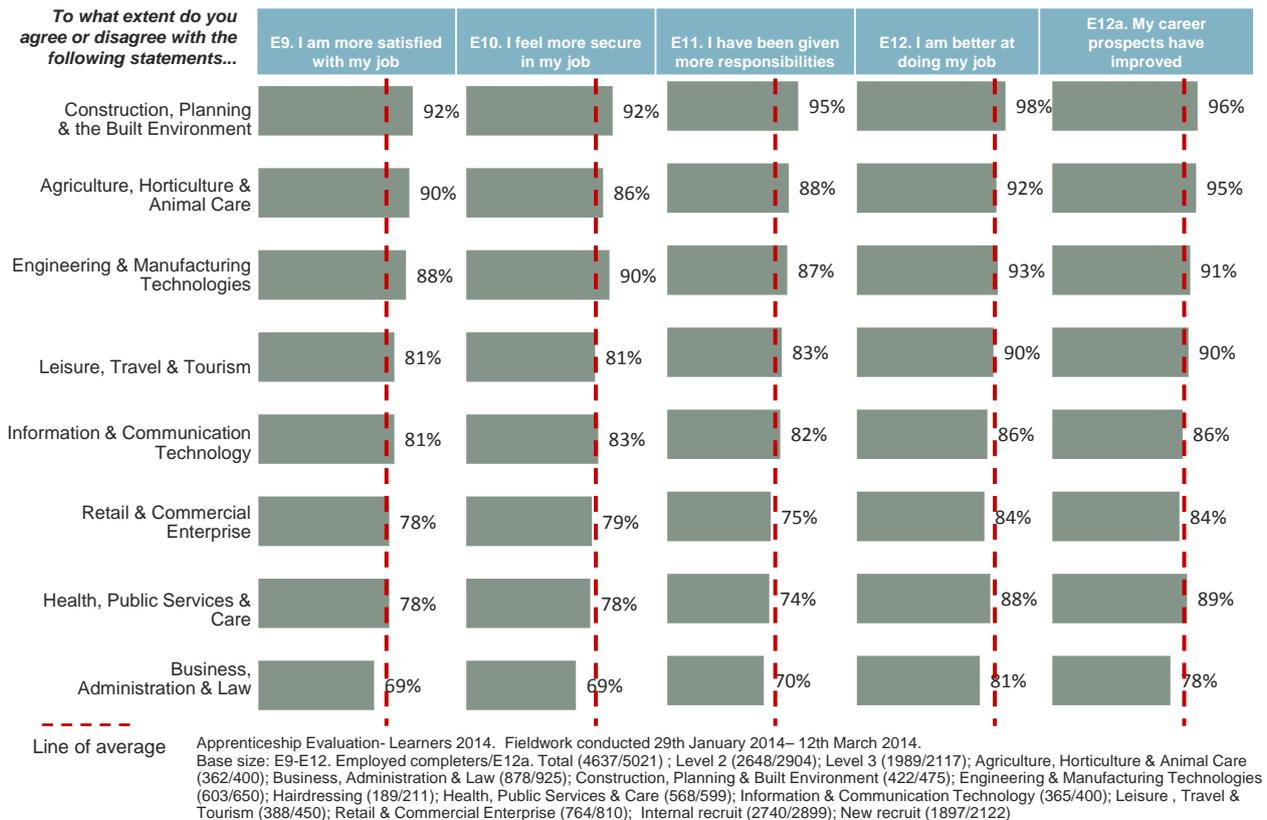
Impact on employment outcomes and progression

Current learners are very positive about their employment outcomes and progression, and slightly more so than recently completed apprentices. Eight in ten current apprentices feel *more satisfied in their job* (80%); feel *more secure in their job* (80%); have *been given or taken more responsibilities* (78%); and nine in ten feel *better at doing their job* (88%); and feel their *career prospects have improved* (87%). Comparisons to last year's results are not possible as current learners were only asked these questions this year.

Men and younger apprentices are more likely to attribute benefits to their apprenticeship than women and older apprentices. For example, 86% of men agree they have more responsibilities now compared with 69% of women. Almost all apprentices aged 16-18 (97%) feel *more confident in their ability to do their job*, which contrasts with 77% of apprentices aged 25 or older.

Like recent completers, current apprentices on traditional frameworks are more likely to report a positive impact on their employment outcomes and progression than apprentices on newer frameworks. Figure 7.4.1 shows that apprentices on the traditional frameworks of *Engineering and Manufacturing Technologies* and *Construction, Planning and the Built Environment* are more likely to report positive benefits than apprentices from the newer frameworks of *Business, Administration and Law*, *Health, Public Services and Care*, *Information and Communication Technology*, and, *Retail and Commercial Enterprise*.

Figure 7.4.1: Current apprentices' employment outcomes and progression by framework



Some current apprentices are already thinking about next steps. Nearly three in five (57%) current Level 2 learners are considering doing a Level 3 apprenticeship and over a third (37%) of current Level 3 learners are considering a Level 4 apprenticeship. There is also a significant minority at Level 3 considering doing an HNC (30%); a foundation degree (29%); degree (28%); or some other form of qualification (28%).

Although nine in ten (89%) of current learners think their employer supports their career development and 78% are aware of training options available, only 55% have discussed their options with their employer. Current learners are though more positive than completed learners about their employer's support for their career development.

Likelihood to finish their apprenticeship

Almost all current apprentices (98%) say they are likely to finish their apprenticeship with 88% stating they are very likely to do so. This does not differ by many sub-groups very much but apprentices on the framework *Retail and Commercial Enterprise* were the least likely to say they were very likely to finish (83%).

Only 30 apprentices said they were unlikely to finish their apprenticeship. The anecdotal reasons for non-completion are lack of support from their employer or training provider; not finding the apprenticeship enjoyable; or not having the time to do it.

Next steps

Most current learners say they will stay with their employer or at least in the same sector 2-3 years after finishing their apprenticeship. Eight out of ten current apprentices (81%) feel likely to stay with their employer. Out of the apprentices unlikely to stay with their employer, three quarters (74%) feel likely to continue in the same sector.

Older apprentices, who are more likely to be internal recruits, are more likely to say they will stay with their employer compared with younger apprentices (85% aged 25+ would be likely compared with 78% aged 16-18). There are also differences across the frameworks with *Engineering and Manufacturing Technologies* evoking the most loyalty compared with *Leisure, Travel and Tourism* (89% vs. 72%).

Almost two thirds (63%) of current apprentices think they have significantly more chance of finding work in the future due to their apprenticeship. This is substantially more than the proportion of recently completed learners who felt the same (47%).

7.5 Impacts for Higher apprentices

Impact on skills and abilities

Both current and completed higher apprentices are generally very positive about the impact of their apprenticeship on their skills and abilities. Six in seven (85%) think they now have *more appropriate skills and knowledge for their current or desired area of work* and that they can *now use the skills and knowledge across a wide range of jobs and industries*. Two thirds (66%) think they are now *better able to work with others*.

Higher apprentices that have completed their apprenticeship are the most positive of all about its impacts. For example, 93% of completed Higher apprentices feel they now have *more appropriate skills and knowledge for their current and desired area of work*, compared with 82% of current Higher apprentices. This pattern though is also observed between apprentices in accounting (who are more positive) and non-accounting (who are less positive) framework types which could also help to explain the difference.

Higher apprentices are generally positive about learning as a result of their apprenticeship. Around eight in ten felt *more enthusiastic about learning* (78%) and had become *more likely to undertake further learning or training* (84%). This does not vary across subgroups.

There are more differences which can be observed in the softer measures unrelated to learning. Whilst eight in ten (79%) have a *better idea about the types of work they want to do*, recently completed Higher apprentices and those doing accounting (83% and 91% respectively) are more likely to agree than current Higher apprentices and those on other frameworks (77%% and 74% respectively). There is also more of a difference across age groups: nine in ten aged 24 or younger agree they *have a better idea about their future careers*, compared with 73% of higher apprentices aged 25 or older.

Impact on employment and progression

Higher apprentices are fairly positive about the impact their apprenticeship on employment outcomes and progression, particularly on their future prospects and competence. Around two thirds of Higher apprentices are *more satisfied with their job* (67%); *feel more secure in their job* (62%); and *have been given more responsibilities with their job* (65%). This is particularly true for completers and those on Accountancy frameworks.

Higher apprentices usually agree they are now *better at doing their job* (81%) and that their *career prospects have improved* (83%). Accountancy apprentices are again more likely to agree with these statements than Higher apprentices on other frameworks. For example, nine in ten accountancy apprentices agree they are *better at doing their job* compared with 78% of those on other frameworks.

Figure 7.5.1: **Agreement with statements on employment outcomes and progression**

Agree that they are...	Total	Completed	Current	Accountancy	Non-Accountancy
... more satisfied with job	67%	74%	64%	80%	62%
...feel more secure in their job	62%	69%	60%	78%	57%
...have been given more responsibilities their job	65%	73%	62%	82%	59%
...better at doing their job	81%	88%	78%	90%	78%
... career prospects have improved	83%	86%	82%	92%	80%

Base: Total employed Higher apprentices (787); Completed (222); Current (565); Accountancy (313); Non-Accountancy (474). Grey text signifies that the two figures are not statistically different at a 95% confidence level.

Altogether, 38% of recently completed Higher apprentices have progressed to some form of further study or training leading to a qualification. Since completion, 16% of completers progressed to further higher apprenticeship training; six per cent started an HNC; four per cent a foundation degree; eight per cent a degree; and, 22% progressed to another form of qualification.

Seven out of ten (71%) Higher apprentices who are employed *feel aware of the variety of training options available to them*. However, even though nine in ten (88%) feel that their *employer actively supports their career development*, only half (51%) have actually *discussed with their employer any further training they can do*.

Impact on earning potentials and job progression

Since completing their apprenticeship, a third of Higher apprentices (34%) have received a promotion and just over half (54%) have received a pay rise. These proportions are both higher than what Level 2 and 3 apprentices experienced since completing their apprenticeships.

Younger apprentices and new recruits were more likely to receive a promotion or a pay rise. Although we saw that for Level 2 and 3 apprentices this is due to the Apprentice wage being lower than National Minimum Wage, the rate does not apply to Higher apprenticeships. However, higher apprentices also experience pay increases, this could be attributed to their improved skillset, which employers could be willing to pay a higher price for. A third of higher apprentices (34%) who received a pay rise would attribute it directly to their apprenticeship, with half (51%) stating that it had helped.

Current employment status and next steps

Almost all Higher apprentices who had recently completed their apprenticeship are employed either full-time (86%) or part-time (8%) and just three per cent are unemployed. Of the employed group, three quarters (76%) are with the employer with whom they completed their apprenticeship.

Out of the recently completed Higher apprentices who are employed, eight out of ten (81%) think it is likely they will continue working for the same employer and almost all (97%) would at least remain in the same sector in the next 2-3 years.

Three fifths (61%) of all Higher apprentices feel that the apprenticeship gives them *significantly more chance* of finding work in the future, and this does not change much depending on whether they are still learning or have recently finished. Those on Accountancy frameworks are more likely to think that it has had a significant impact on their chances of finding work in the future compared with those on other frameworks (67% vs 58%).

Almost eight out of ten (78%) of all Higher apprentices think they are likely to undertake further learning or training in the next 2-3 years. Recently completed learners are more certain of this with 55% of them stating to be *very likely* to undertake a course compared with 46% of current learners.

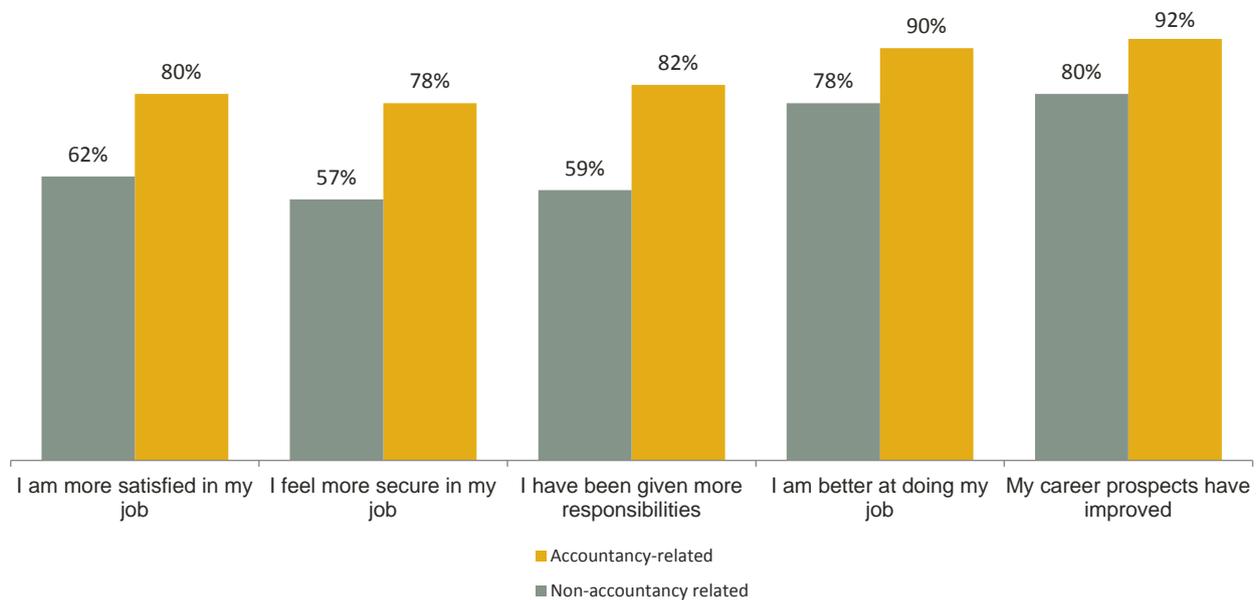
Impact of employment outcomes and progression

Higher apprentices employed at the time of the survey report improvements in their employment outcomes and their progression, particularly in relation to their competence in their job and their career prospects. Around two thirds of Higher apprentices agree they are now *more satisfied in their job* (67%); they *feel more secure in their job* (62%); and *have been given or taken more responsibilities* (65%).

There are some quite marked differences between current and completed learners, with completed apprentices expressing more positive views. For example, 62% of current learners feel they had *been given or taken more responsibilities* since starting their apprenticeship compared to 73% of completers. There are also big differences by the types of framework as apprentices on Accountancy frameworks are more positive about their employment outcomes and progression than those on other frameworks.

Figure 7.5.2: Higher apprentices' agreement with statements on job progression by framework type

E9-12a. To what extent do you agree or disagree with the following statements...



Apprenticeship Evaluation- Learners 2014. Fieldwork conducted 29th January 2014– 12th March 2014.
Base size: Higher apprentices: Accountancy related (323); Non-accountancy-related (478)

Higher apprentices are more likely to think they are *now better at doing their job* (81%) and that their *career prospects have improved* (83%) compared with other measures which mirrors the pattern seen with the Level 2 and 3 apprentices.

Almost all higher apprentices say they are likely to complete their apprenticeship and the majority think they will stay with the same employer after completion. The vast majority (97%) feel it is likely they will complete their apprenticeship with 89% stating it is *very likely*. Accountancy apprentices are more likely to state they are *very likely* compared with those on other frameworks (96% vs 88%). The majority of current higher apprentices (86%) think it is likely they will stay with the same employer 2-3 years after finishing. Interestingly, although apprentices on accountancy-related frameworks are more likely to finish their apprenticeships, they are less likely to think they will stay with the same employer compared those on other frameworks (80% vs 87%).

Higher apprentices are positive about the effect their apprenticeship has had on their ability to find further work. Six in ten (61%) feel it has given them *significantly more chance* with a further three in ten (29%) feeling it has given them *slightly more chance*. This does not change depending on whether they are still on their apprenticeship or have recently completed. The framework type does seem to make a big difference though. Apprentices on Accountancy frameworks are more positive that it will have a significant difference compared with other higher apprentices (67% vs 58%).

8: Conclusions

Our analysis last year made very clear connections between an apprentice's framework and a range of measures in the evaluation and these relationships remains the same.

8.1 Training

Table 8.1.1 overleaf shows different aspects of training by framework, age, level and recruitment route. Cells highlighted in green indicate positive results (items which indicate that apprentices within that group experience longer duration apprenticeships, longer periods of training, less learning in their own time, etc.). Red cells indicate negative findings *relative to the other items*. Several conclusions can be drawn from this year's survey:

Traditional and established frameworks continue to offer longer, more in-depth episodes of training compared to most newer frameworks.

- Traditional frameworks (the top four in Table 8.1.1) offer longer contracted hours, longer apprenticeships and much more in the way of recognised training (external, formal training at work and training as part of usual activities). As presented in the 2013 evaluation report, the relationship between the duration of a **Level 2 or 3 apprenticeship** and the median hours spent training³⁵ remains strong.
- The structure of Level 2 and 3 frameworks in *Information and Communication Technology* come closest to traditional frameworks in relation to contracted hours and amount of time spent on recognised training (indeed, they offer the most external training and formal training at work). The key difference is the duration of the course which, at a mean of 13 months, is two and a half months under the average and half that spent by apprentices on frameworks in *Construction, Planning and Built Environment* and *Engineering and Manufacturing Technologies*.
- In the case of **Higher apprenticeships**, those on longer established Accounting frameworks (which comprise the largest group of apprentices at Level 4+) receive far more training of nearly all types compared to others. For example, Higher Accounting apprentices receive much more external training (six hours per week compared to four hours for others) and formal training at work (four hours/week compared to three). Higher apprentices in Accounting also do twice as much work on their portfolios in their working day than other apprentices, including those at Level 2 and 3.

³⁵ Using activities recognised by the Specification of Apprenticeships Standards for England (SASE)

Table 8.1.1. Aspects of apprenticeship contracts, training and hours

Subgroups	Base	Length of Apprenticeship - Months	Hours per week - contracted hours and types of training						
			Contracted Hours	External training	Formal training at work	Training whilst doing usual activities	Filling in portfolio during normal day	Learning in own time	Other types of learning
TOTAL (Level 2 & 3)	5,021	15.9	34.0	6.6	3.9	7.4	2.8	4.0	3.3
TOTAL (Level 4 or higher)	801	18.8	36.5	4.8	3.1	4.2	2.5	5.0	3.0
Framework L2/L3									
Construction, Planning and Built Environment (trad)	475	29.2	37.8	9.6	6.5	16.9	3.3	3.9	3.5
Engineering and Manufacturing Technologies(trad)	650	25.0	38.5	10.0	6.3	12.7	3.1	3.8	4.6
Agriculture, Horticulture and Animal Care (trad)	400	19.3	37.5	7.1	4.8	9.2	3.6	4.9	3.3
Hairdressing (trad)	211	18.4	35.7	6.8	5.0	9.1	2.4	3.3	2.6
Leisure, Travel and Tourism	450	14.2	27.6	7.6	5.2	7.3	3.2	3.8	5.3
Health, Public Services and Care	599	14.1	31.4	4.4	3.0	5.8	3.5	5.5	3.4
Information and Communication Technology	400	13.3	36.0	11.1	6.7	8.7	2.7	4.0	3.2
Business, Administration and Law	925	12.2	35.1	3.6	2.8	4.2	2.2	2.9	2.7
Retail and Commercial Enterprise	810	11.3	30.9	5.2	3.5	6.0	2.3	2.9	2.8
Framework L4+									
Accounting (Higher apprentices)	323	19.3	35.1	6.2	3.9	6.3	6.3	1.4	5.2
Non-accounting (Higher apprentices)	478	18.6	37.0	3.8	2.8	6.6	3.5	2.9	5.0
Level									
2	2,904	13.6	33.7	6.5	4.0	7.3	2.7	3.7	3.6
3	2,117	19.2	34.6	6.7	3.8	7.6	2.9	4.3	3.0
Higher	801	18.8	36.5	4.8	3.1	6.6	4.2	2.5	5.0
Age (Level 2 & 3)									
16-18	2,013	20.2	35.6	8.4	5.0	10.9	3.0	3.8	3.6
19-24	1,409	16.1	34.5	6.6	4.1	7.8	2.7	3.8	3.4
25+	1,599	13.1	32.6	4.1	3.1	4.5	2.7	4.3	3.1
Age (Level 4 or higher)									
24 or younger	331	22.0	36.8	6.4	3.6	6.5	2.1	4.5	4.1
25 or older	470	17.3	36.4	3.7	2.9	2.8	2.7	5.3	2.5
Recruitment route (Level 2 & 3)									
New recruit	2,122	18.6	35.5	8.1	5.3	10.3	3.0	4.0	4.1
Existing employee	2,899	14.5	33.3	5.2	3.2	5.7	2.7	4.0	2.8
Recruitment route (Level 4 or higher)									
New recruit	157	23.5	36.1	6.8	3.7	7.7	2.3	4.5	5.5
Existing employee	643	17.6	36.6	4.1	2.9	3.1	2.6	5.1	2.4

The intensity of apprenticeship training decreases with age. As young people are likely to have less work experience, it is logical that they will typically need more training though. Younger apprentices also comprise a larger proportion of trainees on traditional frameworks, so the relative relationship between framework and other demographic factors is worth future consideration in relation to the impact of apprenticeships.

- At Levels 2 and 3, the length of formal training offered diminishes the older the apprentice gets. The mean duration of an apprenticeship for those aged 16 to 18 is 20 months compared to 13 months for those aged 25 or older. Similarly, the amount of training diminishes with age.
- This difference is also evident in the data for higher apprentices. Those aged 25 or over or who worked for an employer prior to enrolment spend around five months less on their apprenticeship than younger apprentices or new recruits. There is also a difference in the amount of training received by age and employment prior to enrolment. Again, higher apprentices aged 25 or older spend much less time per week training externally than their younger peers (six hours versus four) or in training whilst doing their normal work activities (six and a half hours versus three).

8.2 Satisfaction

Table 8.2.1 is configured differently. Whilst green cells still represent *relatively* positive results for satisfaction and red *relatively* negative (remembering that overall satisfaction levels with apprenticeships are very high), the differences are shown across all cells in the table instead of for each column. This expresses the high levels of satisfaction felt by all apprentices on the *relevance of training to their career* and the relatively poorer view of the *amount of training per week* and the *balance between training and working*.

The amount of time allowed for training and the level of support offered appears to be central to the apprenticeship offer. Even though the experience of an apprenticeship differs markedly by sub-group, there is no corresponding difference in satisfaction. However, the factors for which there is a *relatively* low level of satisfaction are the amount of time spent training and the balance between training and work. Although reported dissatisfaction is low (just six percent of apprentices), the main factors stated for dissatisfaction are a lack of support from a provider, college or tutor (45%), the apprenticeship being badly organised (36%), problems with the time frame or the management of time (21%) and a feeling from the apprentice that they did not learn anything new (21%)

It is interesting that apprentices on ICT frameworks had comparatively low levels of satisfaction. The amount of spent training on these frameworks matches those of traditional frameworks, but the reported duration is much shorter.

There is a small significant difference in satisfaction between higher apprentices and those at lower levels. Higher apprentices are slightly less satisfied overall, especially in relation to feedback on progress, assessment methods and the balance between training and work. However, these differences are minor.

Table 8.2.1: Satisfaction with training (mean ranking between 0 - very dissatisfied and 10 - very satisfied)³⁶

Satisfaction with training									
		Overall satisfaction	Quality of training from college/ training provider	Feedback received on progress	Amount of training each week	Relevance of training to career/ job	Balance between time training and working	The way you are assessed on job	Extent to which employer supported Apprenticeship
TOTAL	5,021	8.1	8.1	8.0	7.4	8.3	7.6	8.1	8.0
TOTAL (Level 4 or higher)	801	7.8	7.8	7.6	7.3	8.5	7.2	7.6	8.0
Framework									
Construction, Planning and Built Environment	475	8.0	7.8	7.7	7.8	8.3	7.7	7.6	8.3
Engineering and Manufacturing Technologies	650	8.0	7.9	7.6	7.4	8.0	7.6	7.8	8.1
Agriculture, Horticulture and Animal Care	400	8.1	8.0	7.8	7.4	8.4	7.7	8.0	8.1
Hairdressing	211	8.3	8.2	8.4	7.7	8.8	7.5	8.3	8.1
Leisure, Travel and Tourism	450	7.9	8.1	7.9	7.3	8.1	7.4	7.9	7.8
Health, Public Services and Care	599	8.0	8.1	8.1	7.3	8.6	7.2	8.3	7.6
Information and Communication Technology	400	7.8	7.7	7.8	7.3	7.8	7.3	7.5	8.0
Business, Administration and Law	925	8.2	8.2	8.3	7.5	8.1	7.7	8.2	8.0
Retail and Commercial Enterprise	810	8.2	8.4	8.2	7.6	8.3	7.8	8.3	7.9
Accounting (Higher apprentices)	323	8.3	8.1	7.6	8.0	8.7	7.8	7.6	8.4
Non-accounting (Higher apprentices)	478	7.6	7.7	7.6	7.0	8.4	6.9	7.6	7.9
Level									
2	2,904	8.0	8.2	8.0	7.4	8.2	7.6	8.1	7.9
3	2,117	8.2	8.0	8.1	7.4	8.3	7.5	8.1	8.1
Higher	801	7.8	7.8	7.6	7.3	8.5	7.2	7.6	8.0
Age (Level 2 & 3)									
16-18	2,013	8.2	8.1	8.0	7.7	8.4	7.7	8.0	8.2
19-24	1,409	8.0	7.9	7.9	7.3	8.2	7.4	7.9	7.9
25+	1,599	8.1	8.3	8.2	7.4	8.2	7.5	8.3	7.8
Age (Level 4 & 5)									
24 or younger	331	8.2	8.0	7.7	7.9	8.7	7.8	7.7	8.6
25 or older	470	7.6	7.7	7.5	7.0	8.4	6.8	7.6	7.8
Recruitment route (Level 2 & 3)									
New recruit	2,122	8.0	7.9	7.8	7.5	8.3	7.6	7.9	8.1
Existing employee	2,899	8.1	8.2	8.2	7.4	8.3	7.5	8.2	7.9
Recruitment route (Level 4 & 5)									
New recruit	157	8.2	7.8	7.8	7.6	8.5	7.6	7.6	8.4
Existing employee	643	7.7	7.8	7.5	7.2	8.5	7.1	7.6	7.9

³⁶ Green cells represent relatively positive results for satisfaction and red relatively negative. Please note that overall satisfaction levels with apprenticeships are very high. Differences are shown across all cells in the table due to high levels of satisfaction.

Appendices

Appendix A: Methodology

Sampling

The apprenticeship evaluation of learners used a quota sampling method. The first stage of sampling was to describe the profile characteristics of two groups of learners: apprentices who completed a course on or after 1st January 2014 (labelled “current” learners); and apprentices who completed their courses during 1st August 2012- 31st March 2013 (labelled “completed” learners). A population profile of current and completed learners was derived from anonymised records of all apprentices sent to Ipsos MORI from the Skills Funding Agency (SFA) for this purpose³⁷. The SFA drew all apprentice records within the listed timeframes excluding personal details.

In addition, a subset of the population was drawn which included contact details of all apprentices who agreed to be contacted for research purposes when enrolling on their training. This formed the sampling frame for the study and the contact records for use in the survey were drawn from this frame.

Some data cleaning was required:

- The ILR stores learner data separately from data on the constituent learning aims of an apprenticeship³⁸. We use as a sample frame, the main qualification aim of an apprenticeship has to be identified and linked to the learner record. Because an apprenticeship is a collection of separate learning aims, some data-processing is required to ensure each apprentice is listed once alongside their main learning aim.
- The research was designed to consider Higher apprenticeships separately in analysis. Higher apprentices were therefore separated out and sampled separately to those at Levels 2 and 3.

In addition, the following variables were derived in the Level 2 and 3 datasets for the purpose of quota sampling:

- Age at the start of apprenticeship training. Three age groups were identified: Under 19; 19-24; and 25+;
- apprenticeship frameworks were classed in two ways:
 - Framework Group. This identified ten framework categories comprising frameworks listed under broad headings; and,
 - Individual framework which helped us to separate out *Hairdressing* from the broader framework group of *Retail and Commercial Enterprise*.

³⁷ The dataset used was the Individualised Learner Record, which is a relational database of all learners on government funded further education learning in England. Apprentices are a sub-set of this record.

³⁸ apprenticeship “frameworks” are comprised of several individual learning aims. In the case of sampling, the learning aim of interest in the main qualification aim of the apprenticeship.

Quotas were set to achieve during fieldwork and enough sample was drawn to allow interviewers to meet targets based on framework group, level and age.

Samples of current and completed Higher apprentices were also drawn using the same overall principles. However, the population of Higher apprentices is much smaller than for those at Levels 2 and 3. For this reason, Higher apprentice frameworks were categorised into two groups: accountancy and non-accountancy related courses. A sample frame of current Higher apprentices was drawn from the available population frame and, due to the relatively small number of completed Higher apprentices, a census approach was used with this group.

Weighting

Once the fieldwork ended the data was weighted to the overall apprentice profile. For Level 2 and 3 learners, interlocking weights based on Level and Framework were applied, as well as an overall weight on the age of the learners. Finally, equal weighting was applied to current and recently completed learners.

Table A1: Interlocking Weights of apprenticeship framework and Level for completed L2 & 3 learners

Framework	L2 Only	L3 only	Total
Business, Administration and Law	20%	12%	32%
Health, Public Services and Care	12%	11%	23%
Retail and Commercial Enterprise	15%	4%	19%
Engineering and Manufacturing Technologies	9%	4%	13%
Construction, Planning and the Built Environment	3%	2%	5%
Information and Communication Technology	1%	2%	3%
Agriculture, Horticulture and Animal Care	1%	1%	2%
Leisure, Travel and Tourism	3%	1%	4%
Arts, Media and Publishing & Education and Training	1%	1%	2%
Total			100%

Table A2: Rim weights for age of completed L2 & 3 apprentices

Age of apprentices	Weighted
16-18 years old	24%
19-24 years old	32%
Aged 25 and over	44%
Total	100%

Table A3: Interlocking Weights of apprenticeship framework and Level for current L2 & 3 learners

Framework	L2 Only	L3 only	Total
Business, Administration and Law	15%	11%	27%
Health, Public Services and Care	11%	12%	23%
Retail and Commercial Enterprise	9%	3%	11%
Engineering and Manufacturing Technologies	9%	8%	17%
Construction, Planning and the Built Environment	4%	4%	8%
Information and Communication Technology	1%	2%	3%
Agriculture, Horticulture and Animal Care	1%	1%	2%
Leisure, Travel and Tourism	1%	2%	3%
Arts, Media and Publishing & Education and Training	4%	3%	7%
Total			100%

Table A4: Rim weights for age of current L2 & 3 apprentices

Age of apprentices	Weighted
16-18 years old	31%
19-24 years old	31%
Aged 25 and over	38%
Total	100%

As mentioned above, Higher apprentices were categorised into two groups: accountancy and non-accountancy related courses, which is what weighting was based on, as well as an overall weight on the age and completion status of Higher apprentices.

Table A5: Weights of apprenticeship framework for completed Higher apprentices**Table A6: Rim weights for age of completed Higher apprentices**

Age of apprentices	Weighted
16-18 years old	7%
19-24 years old	43%
Aged 25 and over	50%
Total	100%

Table A7: Weights of apprenticeship framework for current Higher apprentices

Framework	Total
Accountancy	14%
Non-Accountancy	86%
Total	100%

Table A8: Rim weights for age of current Higher apprentices

Age of apprentices	Weighted
16-18 years old	5%
19-24 years old	20%
Aged 25 and over	75%
Total	100%

Table A9: Rim weights for completion status of Higher apprentices

Age of apprentices	Weighted
Current apprentices	74%
Completed apprentices	26%
Total	100%

Appendix B: List of frameworks and their groupings for Level 2 and 3 apprentices

Agriculture, Horticulture and Animal Care	Agriculture
	Amenity Horticulture
	Animal Care
	Equine
	Farriery
	Fencing
	Floristry
	Game and Wildlife Management
	Horticulture
	Land-based Engineering
	Marine Industry
	Maritime Occupations
	Sea Fishing
	Sustainable Resource Management
	Trees & Timber
Veterinary Nursing	
Arts, Media and Publishing	Community Arts
	Costume and Wardrobe
	Creative and Digital Media
	Cultural Heritage
	Design
	Fashion and Textiles
	Jewellery, Silversmithing and Allied Trades
	Libraries, Archives, Records and Information Management Services
	Live Events and Promotion
	Music Business
	Music Practitioner
	Photo Imaging
	Technical Theatre
Business, Administration and Law	Advising on Financial Products
	Bookkeeping
	Business Administration
	Contact Centre Operations
	Contact Centres
	Customer Service
	Employment Related Services
	Enterprise
	Fundraising
	Management
	Marketing
	Payroll
	Providing Financial Services
	Sales and Telesales

	Vehicle Sales
	Volunteer Management
Construction, Planning and the Built Environment	Building Energy Management Systems
	Building Services Engineering Technicians
	Building Services Engineering Technology and Project Management
	Carry & Deliver Goods
	Construction Building
	Construction Civil Engineering
	Construction Specialist
	Construction Technical, Supervision and Management
	Domestic Heating
	Electrical & Electronic Servicing
	Electrotechnical
	Fitted Interiors
	Heating & Ventilating
	Plumbing and Heating
	Surveying
Education and Training	Learning and Development (Direct Training & Support)
	Supporting Teaching and Learning in schools
	Learning and Development
Engineering and Manufacturing Technologies	Advanced Engineering Construction
	Bus and Coach Engineering and Maintenance
	Carry & Deliver Goods
	Coaching
	Combined manufacturing Processes
	Driving Goods Vehicles
	Electrical & Electronic Servicing
	Engineering - Advanced apprenticeship
	Engineering Construction
	Engineering Manufacture (Operator and Semi-Skilled) - Intermediate Level apprenticeship
	Engineering Manufacture (Senior Technician)
	Engineering Manufacture Craft and Technician - Advanced Level apprenticeship
	Engineering Technology
	Extraction & Mineral Process Occupations

	Food Manufacture
	Furniture, Furnishings and Interiors Manufacturing
	Glass Industry
	Improving Operational Performance
	Industrial Applications
	Laboratory Technicians
	Licensed Hospitality
	Logistics Operations
	Logistics Operations Management
	Metals Industry
	Operations and Quality Improvement
	Passenger Carrying Vehicle (Bus and Coach) - Intermediate Level apprenticeship
	Pharmacy Technicians
	Polymer Processing and Signmaking
	Polymer Processing Operations
	Print and Printed Packaging
	Process Manufacturing
	Process Technology
	Production of Coatings
	Rail Engineering (Track)
	Rail Infrastructure Engineering - Advanced Level apprenticeship
	Rail Services
	Rail Traction and Rolling Stock Engineering - Advanced Level apprenticeship
	Refrigeration & Air Conditioning
	Road Passenger Transport - Bus and Coach
	Signmaking
	The Gas Industry
	The Power Industry
	The Water Industry
	Traffic Office
	Vehicle Body & Paint
	Vehicle Body and Paint Operations
	Vehicle Fitting
	Vehicle Maintenance and Repair
	Vehicle Parts
	Vehicle Parts Operations
Health, Public Services and Care	Advanced Playwork
	Advice & Guidance

	Children and Young People's workforce
	Children's care Learning and Development
	Court, Tribunal and Prosecution Administration
	Custodial Care
	Dental Nursing
	Employment Related Services
	Health Allied Health Profession Support - Advanced Level apprenticeship
	Health and Pharmacy Services
	Health and Social Care
	Health Dental Nursing - Advanced Level apprenticeship
	Health Emergency Care
	Health Healthcare Clinical Support
	Health Healthcare Support Services
	Health Maternity and Paediatric Support - Advanced Level apprenticeship
	Health Optical Retail
	Health Pathology Support - Advanced Level apprenticeship
	Health Perioperative Support - Advanced Level apprenticeship
	HM Forces
	Housing
	International Trade and Logistics
	Local Taxation and Benefits
	Pharmacy Technicians
	Playwork
	Providing Security Services
	Public Services
	Security Industry
	Security Systems
	Support Services in Healthcare
	Youth Work
Information and Communication Technology	IT Application Specialist
	IT Services & Development
	IT User
	IT, Software, Web & Telecoms Professional
Leisure, Travel and Tourism	Activity Leadership
	Advanced Level apprenticeship in Advanced Fitness
	Advanced Level apprenticeship in Sports Development

	Advanced Spectator Safety
	Aviation Operations on the Ground
	Bookkeeping
	Cabin Crew
	Cabin Crew - Intermediate Level apprenticeship
	Coaching
	Custodial Care
	Instructing Exercise and Fitness
	Leisure Management - Advanced Level apprenticeship
	Leisure Operations - Intermediate Level apprenticeship
	Outdoor Programmes - Advanced Level apprenticeship
	Spectator Safety
	Sporting Excellence - Advanced Level apprenticeship
Retail and Commercial Enterprise	Barbering
	Beauty Therapy
	Cleaning and Environmental Services - Intermediate Level apprenticeship
	Commercial Moving
	Facilities Management - Advanced Level apprenticeship
	Food and Drink
	Hairdressing
	Hospitality and Catering
	International Trade and Logistics
	Licensed Hospitality
	Mail Services
	Nail Services
	Property Services
	Purchasing and Supply
	Retail
	Security Industry
	Security Systems
	Spa Therapy - Advanced Level apprenticeship
	Storage & Warehousing
	Supply Chain Management
	Warehousing & Storage

Appendix C: List of frameworks and their groupings for Higher apprentices

	Current	Completers
Accounting	Accounting	Accounting
		Accountancy
Non-Accounting	IT, Software, Web & Telecoms Professional	IT, Software, Web & Telecoms Professional
	Engin Technology	Engin Technology
	Management	Management
	Business and Administration	Business and Administration
	Construction Technical, Supervision and Management	Construction Technical, Supervision and Management
	Employment Related Services	Employment Related Services
	Engineering Manufacture Senior Technician	Engineering Manufacture Senior Technician
	Public Relations	Public Relations
	Diploma in Project Management	Diploma in Project Management
	Diploma in Applied Human Resources	Diploma in Applied Human Resources
	Diploma in Leadership for Health and Social Care and Children and Young Peoples Services	Diploma in Leadership for Health and Social Care and Children and Young Peoples Services
	Diploma in Marketing Communications	Diploma in Marketing Communications
	Diploma in Health, Safety and Environmental Management for the Extractive and Minerals Processing	Diploma in Audit Practice
	NVQ Diploma in Recruitment	Communication Technology
	Food and Drink	IT and Telecoms Prof
	Certificate for Financial Advisers	Contact Centres
	Facilities Management	
	Agriculture	
	Legal Services	
	Supply Chain Management	
	Diploma in Hospitality Management	
	Diploma in Technical Textiles and Apparel	

Appendix D: Analysis of structure of training questions for 2014 and 2013

The below table shows the ordering of the questions in the 2013 questionnaire and compares them with the ordering of the questions in the 2014 questionnaire.

2013 question ordering	2014 question ordering
1. Type of training done- external training at provider	1.
2. Type of training done - formal training at workplace	9.
3. Type of training done - informal training at workplace	2.
4. The frequency of external training at a provider	10.
5. Type of training done – filling in apprenticeship portfolio	3.
6. Type of training done- learning in own time	11.
7. Type of training done- other types of learning	8.
8. Was none of the training mentioned above done by apprentice?	4.
9. Hours of external training at a provider a week	5.
10. Hours of formal training at workplace a week	12.
11. Hours of informal training at workplace a week	6.
12. Hours of filling in apprenticeship portfolio a week	13.
13. Hours of learning in own time a week	7.
14. Hours of other types of learning a week	14.
15. When training is done	15.

Appendix E: Bivariate correlations between hours spent training, contracted hours, duration and satisfaction

Pearson bivariate correlations

		Correlations						
		D1. Overall, how satisfied or dissatisfied are/were you with your apprenticeship?	C.4a Hours training at a college or an external training provider (Exact value)	C.5a Hours for formal training sessions (Exact value)	C.6a Hours training at your workplace whilst doing your usual activities (Exact value)	C.9a Hours learning in your own time (Exact value)	Q.8a Hours a week contracted to spend working (Exact value)	C.1/2 apprenticeship length (Exact value)
D1. Overall, how satisfied or dissatisfied are/were you with your apprenticeship?	Pearson Correlation	1	-.053	.023	.045	-.014	.002	.029
	Sig. (2-tailed)		.016	.322	.023	.465	.849	.027
	N	5811	2091	1795	2521	2881	5811	5795
C.4a Hours training at a college or an external training provider (Exact value)	Pearson Correlation	-.053	1	.492**	.367**	.158**	.021	.161**
	Sig. (2-tailed)	.016		.000	.000	.000	.327	.000
	N	2091	2094	875	1276	1335	2094	2092
C.5a Hours for formal training sessions (Exact value)	Pearson Correlation	.023	.492**	1	.489**	.265**	.053	.094**
	Sig. (2-tailed)	.322	.000		.000	.000	.025	.000
	N	1795	875	1796	1278	1194	1796	1787
C.6a Hours training at your workplace whilst doing your usual activities (Exact value)	Pearson Correlation	.045	.367**	.489**	1	.185**	.110**	.293**
	Sig. (2-tailed)	.023	.000	.000		.000	.000	.000
	N	2521	1276	1278	2522	1669	2522	2512
C.9a Hours learning in your own time (Exact value)	Pearson Correlation	-.014	.158**	.265**	.185**	1	.020	.059**
	Sig. (2-tailed)	.465	.000	.000	.000		.278	.002
	N	2881	1335	1194	1669	2884	2884	2877
Q.8a Hours a week contracted to spend working (Exact value)	Pearson Correlation	.002	.021	.053	.110**	.020	1	.148**
	Sig. (2-tailed)	.849	.327	.025	.000	.278		.000
	N	5811	2094	1796	2522	2884	5822	5806
C.1/2 apprenticeship length (Exact value)	Pearson Correlation	.029	.161**	.094**	.293**	.059**	.148**	1
	Sig. (2-tailed)	.027	.000	.000	.000	.002	.000	
	N	5795	2092	1787	2512	2877	5806	5806

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Kendall's Tau and Spearman bivariate correlations

			Correlations						
			D1. Overall, how satisfied or dissatisfied are/were you with your apprenticeship ?	C.4a Hours training at a college or an external training provider (Exact value)	C.5a Hours for formal training sessions (Exact value)	C.6a Hours training at your workplace whilst doing your usual activities (Exact value)	C.9a Hours learning in your own time (Exact value)	Q.8a Hours a week contracted to spend working (Exact value)	C.1/2 apprenticeship length (Exact value)
Kendall's tau_b	D1. Overall, how satisfied or dissatisfied are/were you with your apprenticeship?	Correlation Coefficient	1.000	-.003	.047 [*]	.055 ^{**}	-.006	-.013	.004
		Sig. (2-tailed)	.	.850	.011	.000	.700	.197	.694
		N	5811	2091	1795	2521	2881	5811	5795
	C.4a Hours training at a college or an external training provider (Exact value)	Correlation Coefficient	-.003	1.000	.378 ^{**}	.369 ^{**}	.141 ^{**}	.054 ^{**}	.236 ^{**}
		Sig. (2-tailed)	.850	.	.000	.000	.000	.001	.000
		N	2091	2094	875	1276	1335	2094	2092
	C.5a Hours for formal training sessions (Exact value)	Correlation Coefficient	.047 [*]	.378 ^{**}	1.000	.480 ^{**}	.256 ^{**}	.030	.104 ^{**}
		Sig. (2-tailed)	.011	.000	.	.000	.000	.089	.000
N		1795	875	1796	1278	1194	1796	1787	
C.6a Hours training at your workplace whilst doing your usual activities (Exact value)	Correlation Coefficient	.055 ^{**}	.369 ^{**}	.480 ^{**}	1.000	.220 ^{**}	.073 ^{**}	.200 ^{**}	
	Sig. (2-tailed)	.000	.000	.000	.	.000	.000	.000	
	N	2521	1276	1278	2522	1669	2522	2512	
C.9a Hours learning in your own time (Exact value)	Correlation Coefficient	-.006	.141 ^{**}	.256 ^{**}	.220 ^{**}	1.000	.028 [*]	.086 ^{**}	
	Sig. (2-tailed)	.700	.000	.000	.000	.	.041	.000	
	N	2881	1335	1194	1669	2884	2884	2877	
Q.8a Hours a week contracted to spend working (Exact value)	Correlation Coefficient	-.013	.054 ^{**}	.030	.073 ^{**}	.028 [*]	1.000	.107 ^{**}	
	Sig. (2-tailed)	.197	.001	.089	.000	.041	.	.000	
	N	5811	2094	1796	2522	2884	5822	5806	
C.1/2 apprenticeship length (Exact value)	Correlation Coefficient	.004	.236 ^{**}	.104 ^{**}	.200 ^{**}	.086 ^{**}	.107 ^{**}	1.000	
	Sig. (2-tailed)	.694	.000	.000	.000	.000	.000	.	
	N	5795	2092	1787	2512	2877	5806	5806	
Spearman's rho	D1. Overall, how satisfied or	Correlation Coefficient	1.000	-.004	.059 [*]	.072 ^{**}	-.007	-.017	.005

Correlations

		D1. Overall, how satisfied or dissatisfied are/were you with your apprenticeship ?	C.4a Hours training at a college or an external training provider (Exact value)	C.5a Hours for formal training sessions (Exact value)	C.6a Hours training at your workplace whilst doing your usual activities (Exact value)	C.9a Hours learning in your own time (Exact value)	Q.8a Hours a week contracted to spend working (Exact value)	C.1/2 apprenticeship length (Exact value)
dissatisfied are/were you with your apprenticeship?	Sig. (2-tailed) N	. 5811	.849 2091	.012 1795	.000 2521	.708 2881	.198 5811	.698 5795
C.4a Hours training at a college or an external training provider (Exact value)	Correlation Coefficient Sig. (2-tailed) N	-.004 .849 2091	1.000 . 2094	.478** .000 875	.491** .000 1276	.188** .000 1335	.070** .001 2094	.320** .000 2092
C.5a Hours for formal training sessions (Exact value)	Correlation Coefficient Sig. (2-tailed) N	.059 .012 1795	.478** .000 875	1.000 . 1796	.593** .000 1278	.329** .000 1194	.040 .091 1796	.141** .000 1787
C.6a Hours training at your workplace whilst doing your usual activities (Exact value)	Correlation Coefficient Sig. (2-tailed) N	.072** .000 2521	.491** .000 1276	.593** .000 1278	1.000 . 2522	.291** .000 1669	.098** .000 2522	.274** .000 2512
C.9a Hours learning in your own time (Exact value)	Correlation Coefficient Sig. (2-tailed) N	-.007 .708 2881	.188** .000 1335	.329** .000 1194	.291** .000 1669	1.000 . 2884	.038 .041 2884	.118** .000 2877
Q.8a Hours a week contracted to spend working (Exact value)	Correlation Coefficient Sig. (2-tailed) N	-.017 .198 5811	.070** .001 2094	.040 .091 1796	.098** .000 2522	.038 .041 2884	1.000 . 5822	.147** .000 5806
C.1/2 apprenticeship length (Exact value)	Correlation Coefficient Sig. (2-tailed) N	.005 .698 5795	.320** .000 2092	.141** .000 1787	.274** .000 2512	.118** .000 2877	.147** .000 5806	1.000 . 5806

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

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