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Apprenticeship Evaluation: Learners

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RESEARCH

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1. Summary

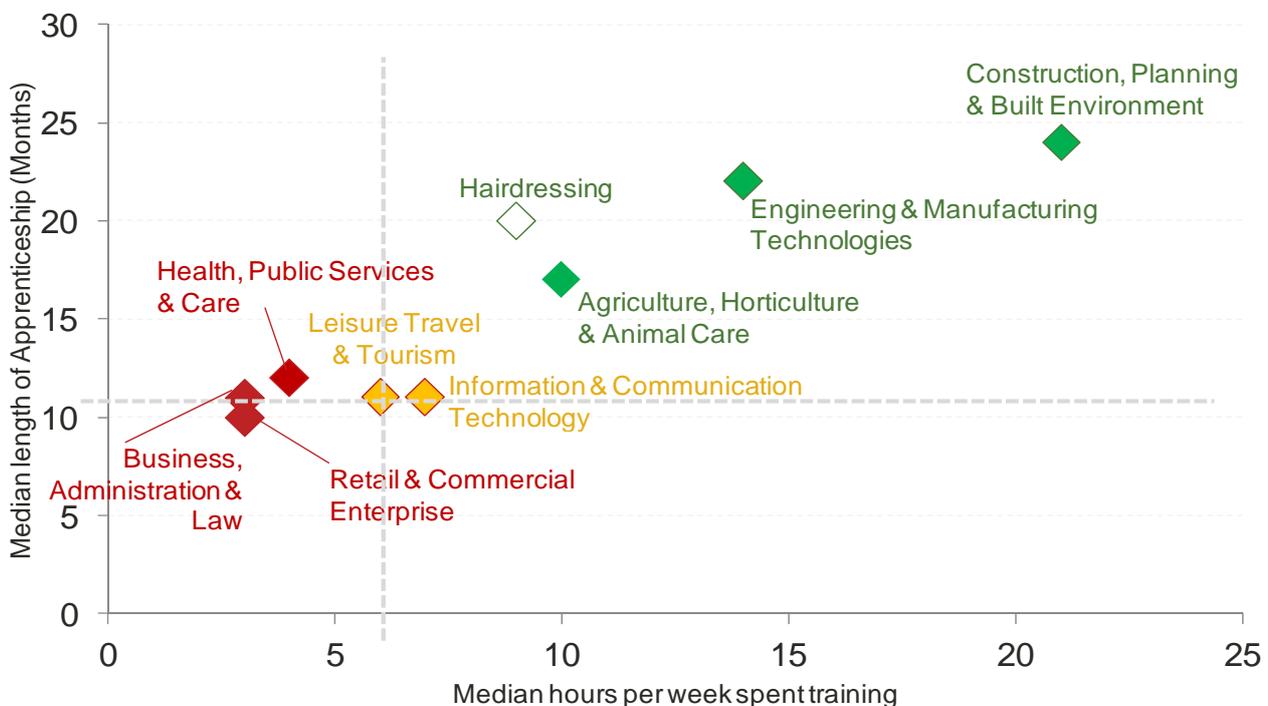
This report presents the findings of the Apprenticeship Evaluation Learner Survey 2012-13. The **main** survey explored the views and experiences of 5,010 **current apprentices** and **recent completers**. A **longitudinal boost** survey was also conducted with 4,519 apprentices who had completed their training between 1-2 years (**medium-term completers**) and 3 years previously (**'long-term completers'**).

The aim of the research is to monitor the extent to which Apprenticeships are meeting the needs of apprentices, and to identify potential aspects of the programme requiring further improvement.

1.1 The profile of current apprentices and recent completers

It is clear from the survey findings that apprentices' views and experiences differ significantly by framework. This is to be expected since the level and nature of practical training required for an Apprenticeship in *Civil Engineering* is clearly very different to that of *Facilities Management* or *Advanced Fitness*. Using the median length and amount of training from the survey as a guide, Figure 1.1 clearly shows that **frameworks that have historically offered entry into an occupation offer the most training for the longest duration.**

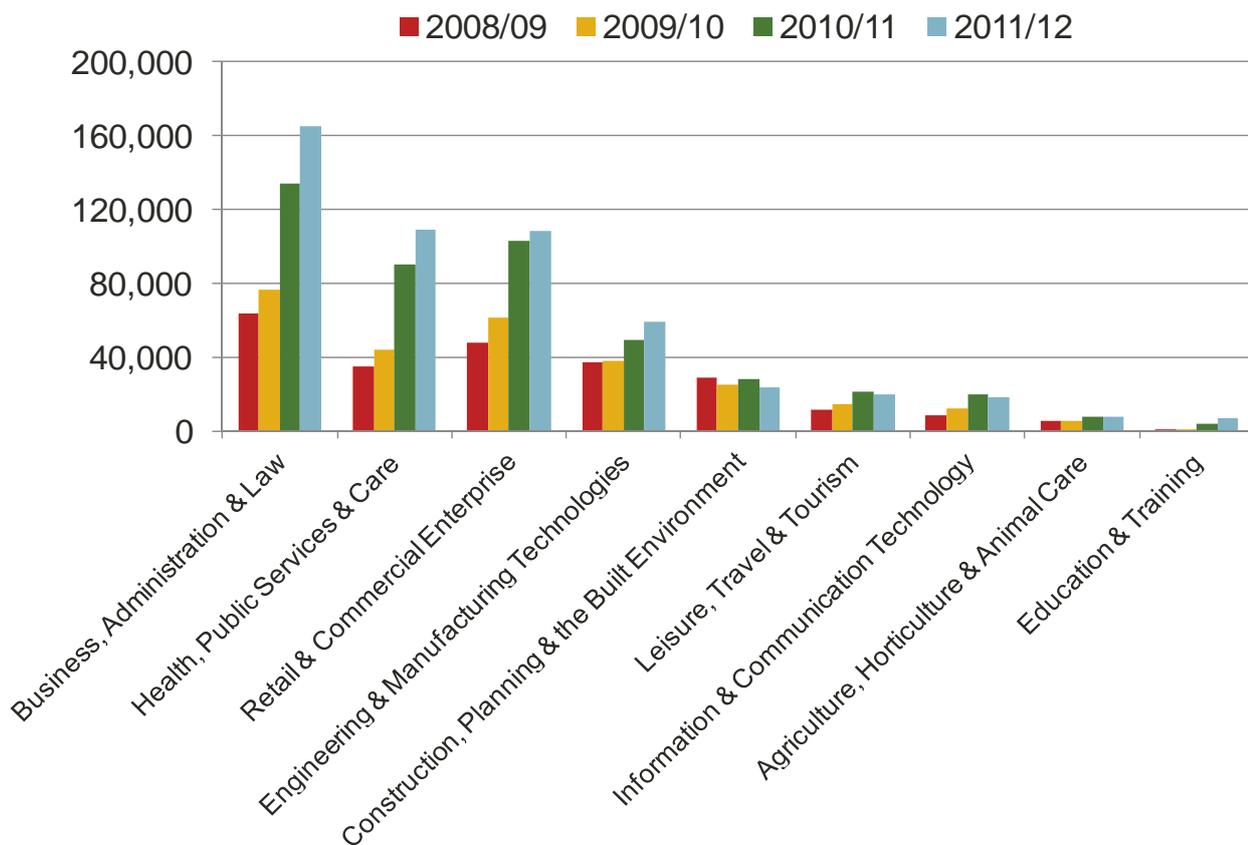
Figure 1.1: Median length of an Apprenticeship (months) and median hours spent training per week by framework type



Apprenticeship Evaluation- Learners 2012. Fieldwork conducted 12th December 2012– 27th January 2013.
 Base size: Total (5010); Agriculture, Horticulture & Animal Care (471); Business, Administration & Law (903); Construction, Planning & Built Environment (540); Engineering & Manufacturing Technologies (725); Hairdressing (129); Health, Public Services & Care (554); Information & Communication Technology(414); Leisure, Travel & Tourism (457); Retail & Commercial Enterprise(470)

The recent expansion in Apprenticeship numbers has been in newer, less traditional frameworks (Figure 1.2), dominated by three framework groups in particular: *Business, Administration and Law* (157% growth in starts between 2008/09 and 2011/12); *Health and Public Services* (214% growth in starts); and *Retail and Commercial Enterprise* (125% growth in starts). These frameworks groups are also associated with the least amount, and shortest duration, of training (Figure 1.1).

Figure 1.2: Growth in Apprenticeship starts by framework type, 2008/09 to 2011/12

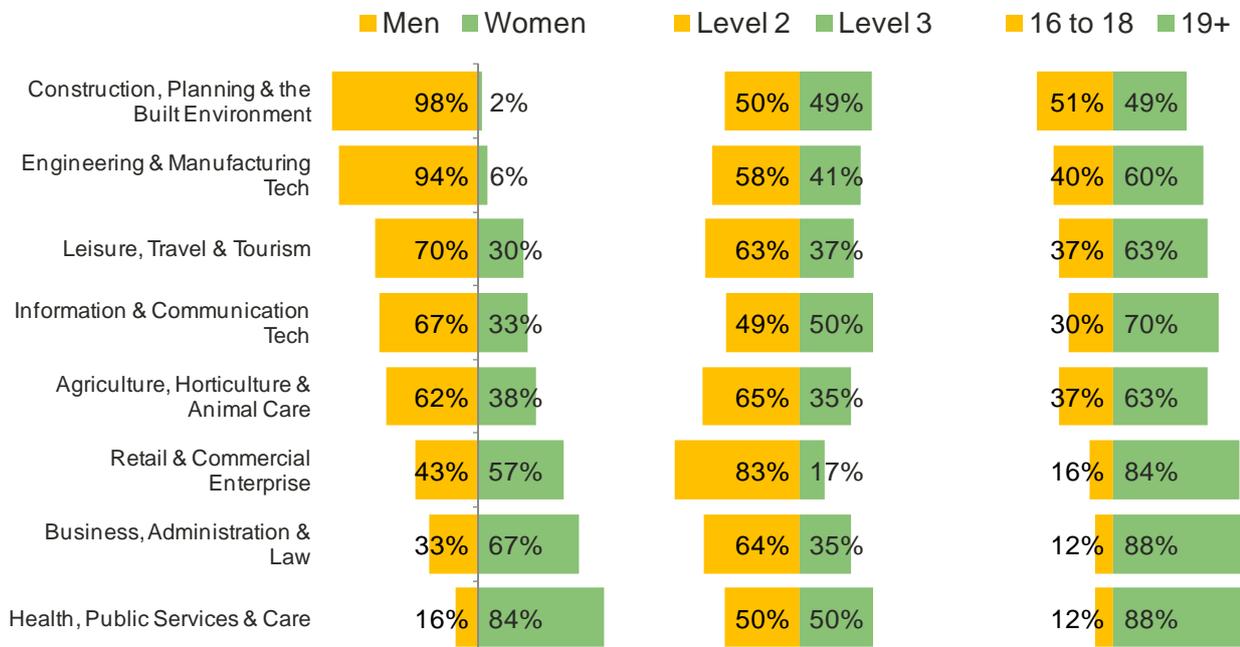


Source: ILR SFR June 2012: http://www.thedataservice.org.uk/Statistics/fe_data_library/Apprenticeships/

The demographic profile of apprentices also differs substantially by framework (Figure 1.3), which explains some of the differences in apprentices' views, especially by age. For example, the high amount of training provided within *Construction, Planning and Built Environment* and *Engineering and Manufacturing Technologies* is partly related to the relatively high proportion of apprentices aged 16-18 on associated frameworks. It follows that younger people with no prior work experience need more training. The survey data shows that over a third (36%) of apprentice aged 16-18 worked for their employer prior to the Apprenticeship (referred to as **internal recruits** in this report), and 47% enrolled from school or college. In comparison, 61% of those aged 19-24, and 91% of those aged 25 or over, were working for their employer prior to enrolment.

Overall, the newer frameworks (*Business, Administration and Law, Health and Public Services and Retail and Commercial Enterprise*) have an older age profile. Most apprentices on these frameworks are also women training at NVQ Level 2.

Figure 1.3: Demographic differences in the profile of apprentices by framework type

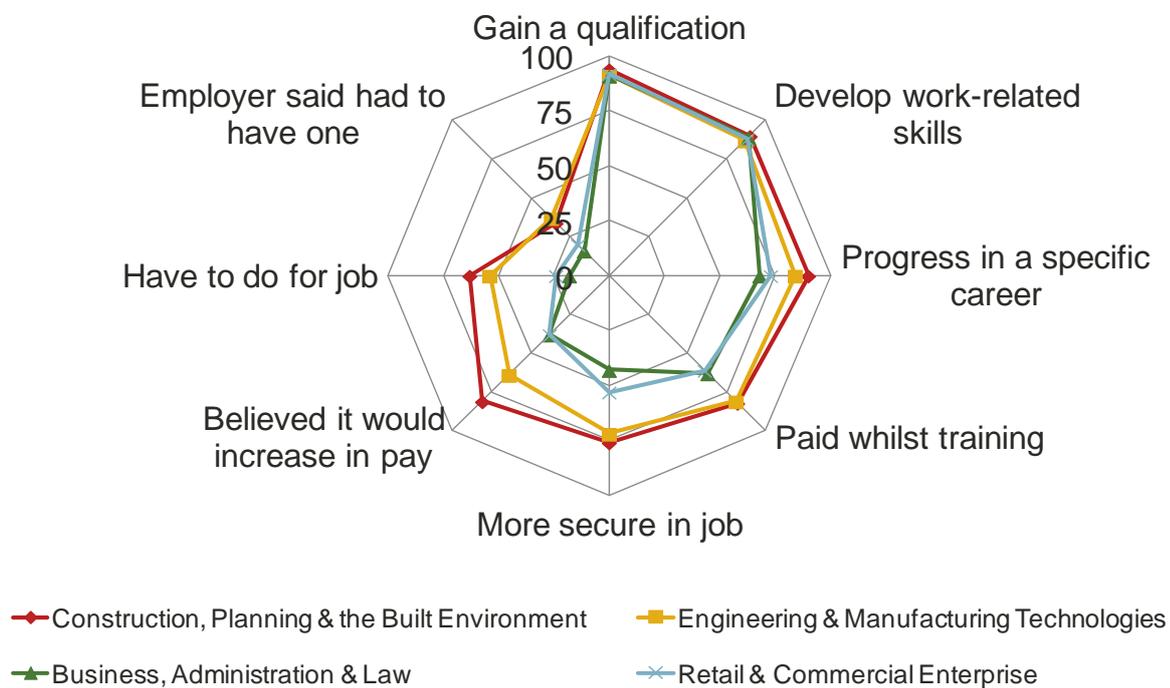


Apprenticeship Evaluation- Learners 2012. Fieldwork conducted 12th December 2012–27th January 2013.
 Base size: Total (5010); Agriculture, Horticulture & Animal Care (471); Business, Administration & Law (903); Construction, Planning & Built Environment(540); Engineering & Manufacturing Technologies (725); Health, Public Services & Care (554); Information & Communication Technology(414); Leisure, Travel & Tourism (457); Retail & Commercial Enterprise(470)

Apprentices expressed a range of motivations for embarking on an Apprenticeship. Figure 1.4 provides an example of this for four framework types. Whilst *gaining a qualification* and *progress onto a specific career* featured very highly for nearly all apprentices, reasons like *I believed it would increase pay* and, particularly, *I have to do an Apprenticeship for the job* were selected by far fewer apprentices on frameworks in *Business, Administration and Law* and *Retail and Commercial Enterprise* compared with either *Construction, Planning and Built Environment* and *Engineering and Manufacturing Technologies*. The proportion selecting they *have to do an Apprenticeship for the job* is noteworthy because it explains one of the fundamental differences between traditional and newer frameworks; the Apprenticeship is a route into a career for the former. The difference in the data is marked. Over three times as many apprentices on frameworks in *Construction, Planning and Built Environment* (63%) than *Business, Administration and Law* (18%) said they *had to do an Apprenticeship for the job*.

Figure 1.4: Motivations for doing an Apprenticeship by four framework types

B2. Which of the following reasons, if any, strongly influenced your decision to take up an Apprenticeship?



Apprenticeship Evaluation- Learners 2012. Fieldwork conducted 12th December 2012– 27th January 2013.
 Base size: Business, Administration & Law (903); Construction, Planning & Built Environment (540); Engineering & Manufacturing Technologies (725); Retail & Commercial Enterprise (470)

1.5 Satisfaction with Apprenticeships

Given the differences in the profile of apprentices by framework, it is surprising that there was **no significant difference in overall satisfaction by framework**. This is because, as in the 2011 survey, the large majority of apprentices were satisfied with their training (the variation by framework was from 86% to 90% satisfied). There was greater difference in satisfaction with the quality of training which is related to variations in the amount of training by framework: around nine in ten apprentices on frameworks in *Construction, Planning and Built Environment* (89%) and *Engineering and Manufacturing Technologies* (86%) gave a satisfaction score of 6 or above for the amount of training. The figures for newer framework types were lower, although it should be noted that around three-quarters were still satisfied: *Business, Administration and Law* (77%), *Retail and Commercial Enterprise* (78%) and *Health and Public Services* (71%).

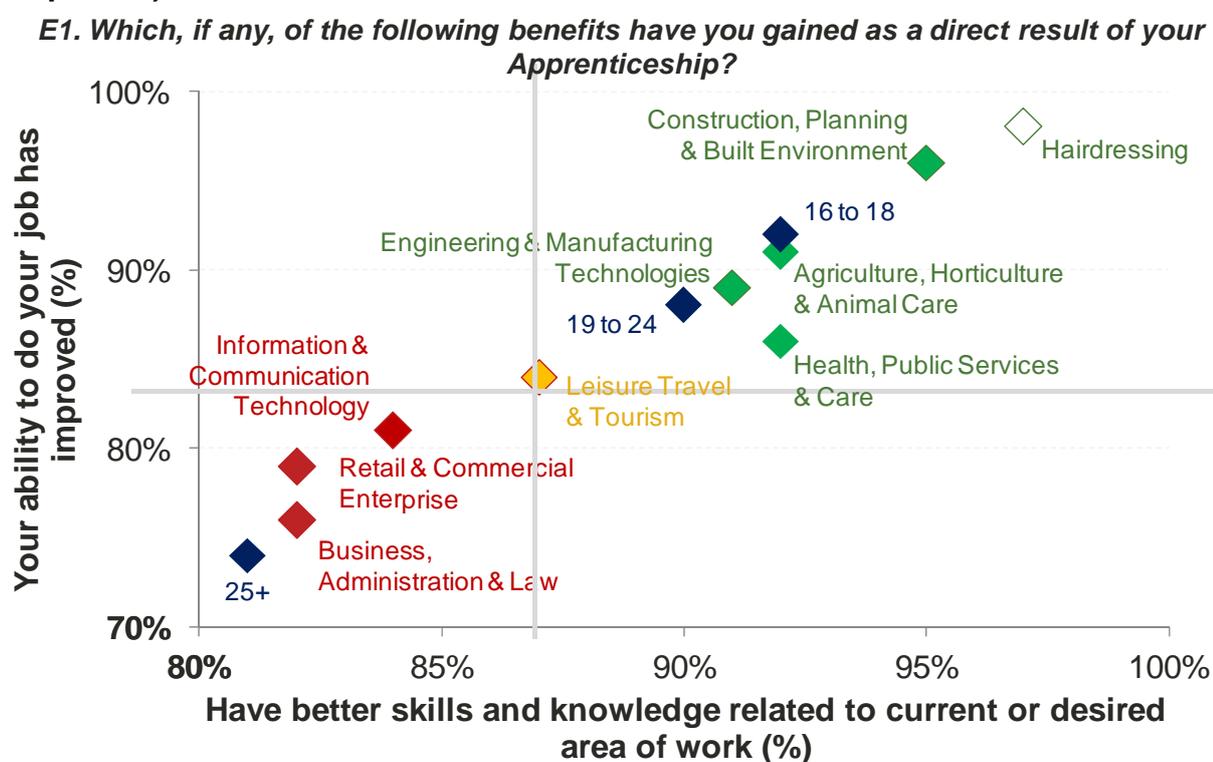
1.6 Impact of an Apprenticeship

Current apprentices and recent completers were asked about the impact of their training on a range of factors; some attitudinal and, for recently completed apprentices, some that were tangible.

1.6.1 Impact on skills

One of the outcomes that would be expected from an episode of vocational training is an increase in skills or knowledge related to a desired area of work. Overall, 87% of current apprentices and recent completers felt they had achieved this though there was, again, a noticeable difference by framework type. Nearly all apprentices on frameworks in *Construction, Planning and the Built Environment* (95%) and *Engineering and Manufacturing Technologies* (91%) said this benefit was realised. Significantly fewer apprentices in *Business, Administration and Law* and *Retail and Commercial Enterprise* felt the same way (82% in both). Apprentices on frameworks in *Health, Public Services and Care* compared favourably to those in *Engineering and Manufacturing Technologies*. A high proportion of *Hairdressing* apprentices also reported a positive impact on their skills.

Figure 1.5: Impact on skills (current apprentices and recent completers)



Apprenticeship Evaluation- Learners 2012. Fieldwork conducted 12th December 2012– 27th January 2013.
 Base size: Total (5010); Agriculture, Horticulture & Animal Care (471); Business, Administration & Law (903); Construction, Planning & Built Environment (540); Engineering & Manufacturing Technologies (725); Hairdressing (129); Health, Public Services & Care (554); Information & Communication Technology (414); Leisure, Travel & Tourism (457); Retail & Commercial Enterprise (470); 16-18 (1757); 19-24 (1760); 25+ (1493)

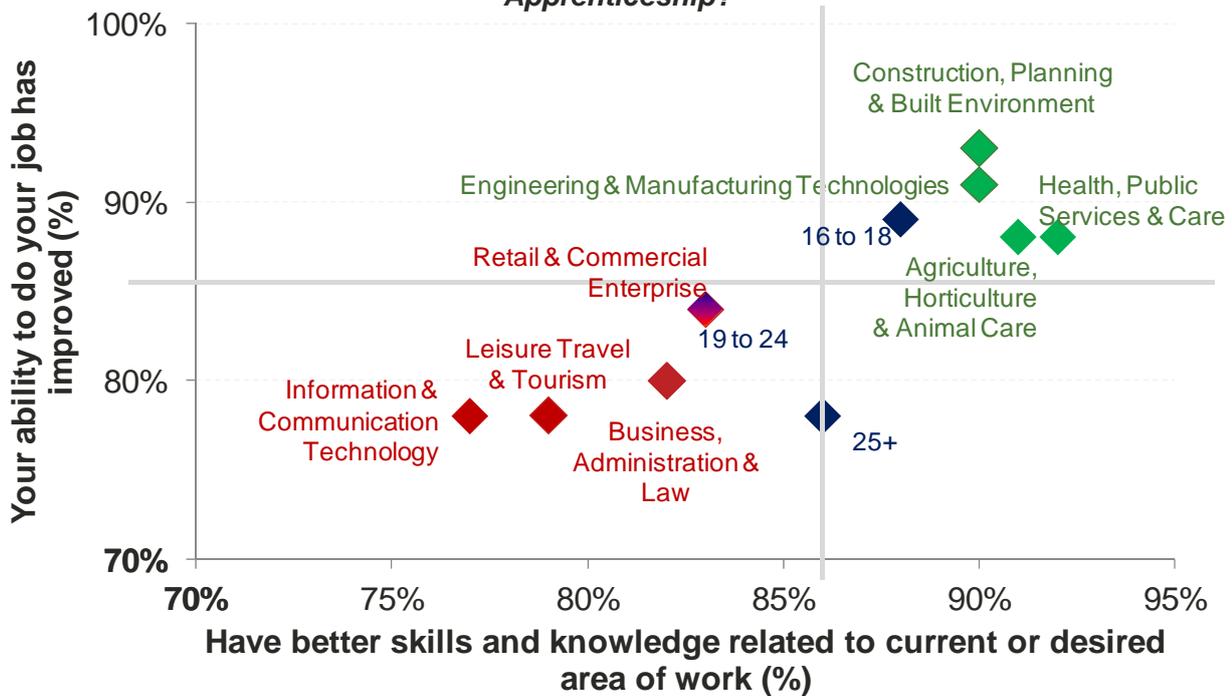
Younger apprentices were more likely to report a positive impact on skills measures. However, it is worth reiterating that three-quarters of older apprentices (74%) felt their ability to do their job had improved and four in five (81%) felt they had better skills and knowledge related to their current or desired area of work.

The same questions on impact were asked in the longitudinal survey. The intervening years had not diminished the positive impact reported by medium and long-term completers as shown in Figure 1.6. The main difference was that longitudinal apprentices on frameworks in *Leisure, Travel and Tourism* and

Information Communication Technology were less likely than current apprentices on these frameworks, to report that the Apprenticeship had *improved their ability to do a job* or provided them with *the skills and knowledge required for their current or desired area of work*. This is partly because former apprentices on these frameworks were less likely than average to be working in a job related to their Apprenticeship.

Figure 1.6: Impact on skills (medium- and long-term former apprentices)

C1. Which, if any, of the following benefits have you gained as a direct result of your Apprenticeship?

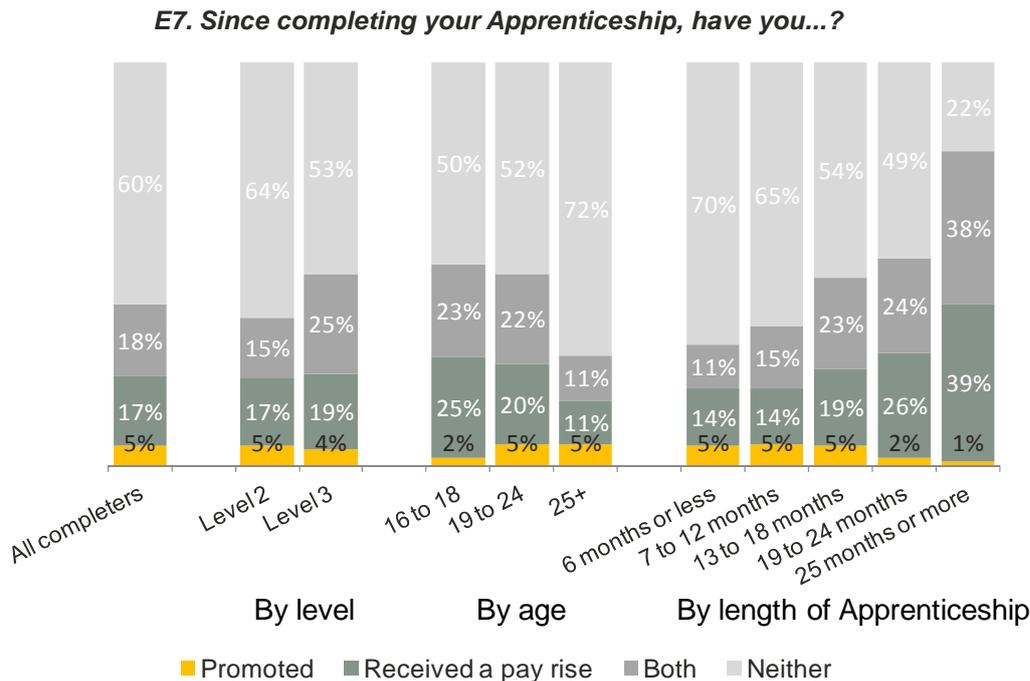


Apprenticeship Evaluation- Boost2013. Fieldwork conducted 1st February– 17th March 2013.
 Base size: All been employed since completing: Total (4147); Agriculture, Horticulture & Animal Care (171); Business, Administration & Law (871); Construction, Planning & Built Environment (628); Engineering & Manufacturing Technologies (761); Health, Public Services & Care (568); Information & Communication Technology (222); Leisure, Travel & Tourism (145); Retail & Commercial Enterprise (697); 16-18 (2327); 19-24 (1317); 25+ (502)

1.6.2 Impact on pay and promotion

Apprentices who had recently completed were asked about the impact of the Apprenticeship on their pay and career progression. Two-fifths had either been promoted, received a pay rise or both since completing their Apprenticeship. Figure 1.7 shows that apprentices on longer duration training (more common among younger apprentices) were more likely to have realised these benefits and to attribute the benefits to the Apprenticeship programme.

Figure 1.7: Promotions and/or pay rises since completion

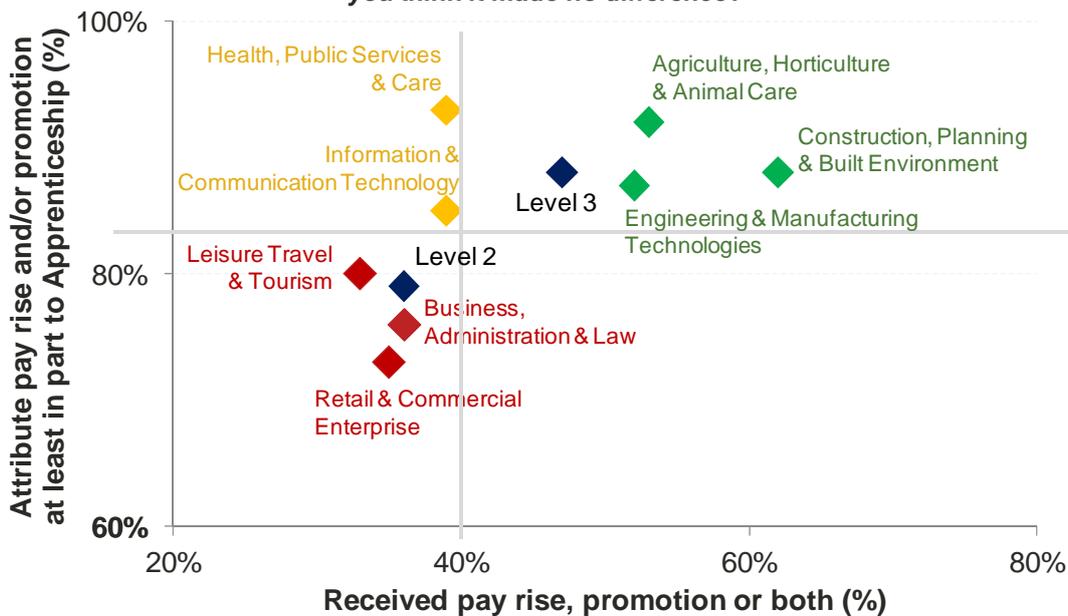


Apprenticeship Evaluation- Learners 2012. Fieldwork conducted 12th December 2012–27th January 2013.
 Base size: All completers (2797); Level 2 (1637); Level 3 (1160); 16-18 (932); 19-24 (1019); 25+ (846); 6 months or less (414); 7-12 months (1154); 13-18 months (552); 19-24 months (386); 25 months or more (287)

The relationship between age, duration of Apprenticeship, level of qualification and framework explains why more apprentices on traditional frameworks report an impact on pay and promotions.

Figure 1.8: Effect on pay and promotions by framework

E7. Since completing your Apprenticeship, have you...? E8. Do you think this/these benefits was/were a direct result of you completing an Apprenticeship, do you think it helped, or do you think it made no difference?

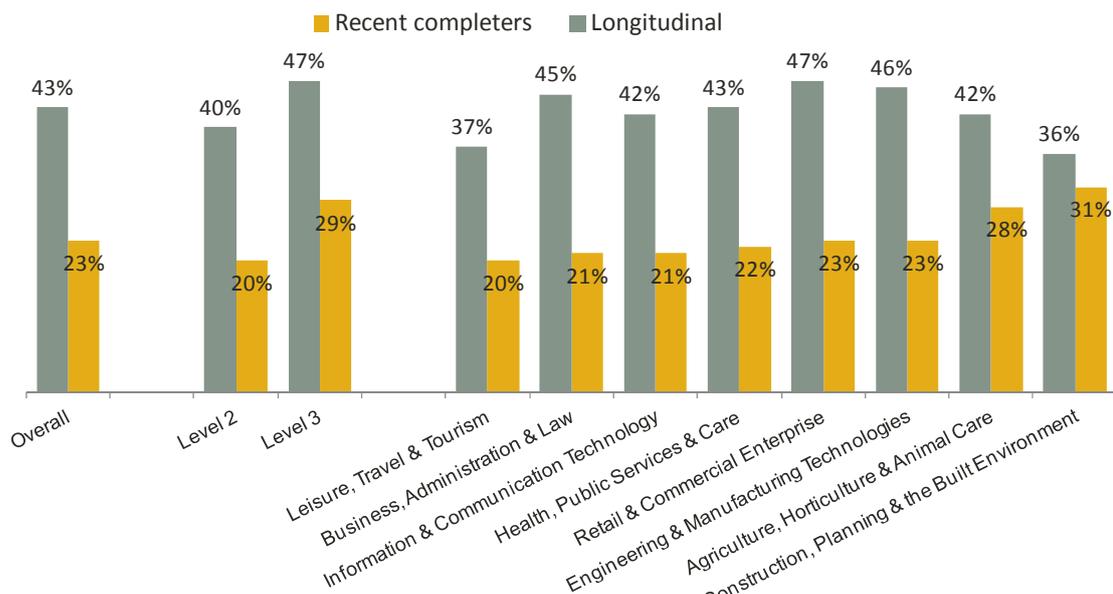


Apprenticeship Evaluation- Learners 2012. Fieldwork conducted 12th December 2012–27th January 2013.
 Base size: Agriculture, Horticulture & Animal Care (263); Business, Administration & Law (520); Construction, Planning & Built Environment (265); Engineering & Manufacturing Technologies (397); Health, Public Services & Care (334); Information & Communication Technology (225); Leisure, Travel & Tourism (280); Retail & Commercial Enterprise (439); Level 2 (1637); Level 3 (1160). The following frameworks were excluded due to low base sizes: Hairdressing

Given the longer period in employment, or being available for work, it was to be expected that longitudinal apprentices would be more likely to have received a promotion than recent completers, as shown in Figure 1.9. Incidence of receiving a promotion was lower than average among longitudinal apprentices in *Construction, Planning and Built Environment*. This is because a significant minority of these former apprentices - 24% - were self-employed.

Figure 1.9: Proportion of apprentices receiving a promotion since completion

E7. Since completing your Apprenticeship, have you...?



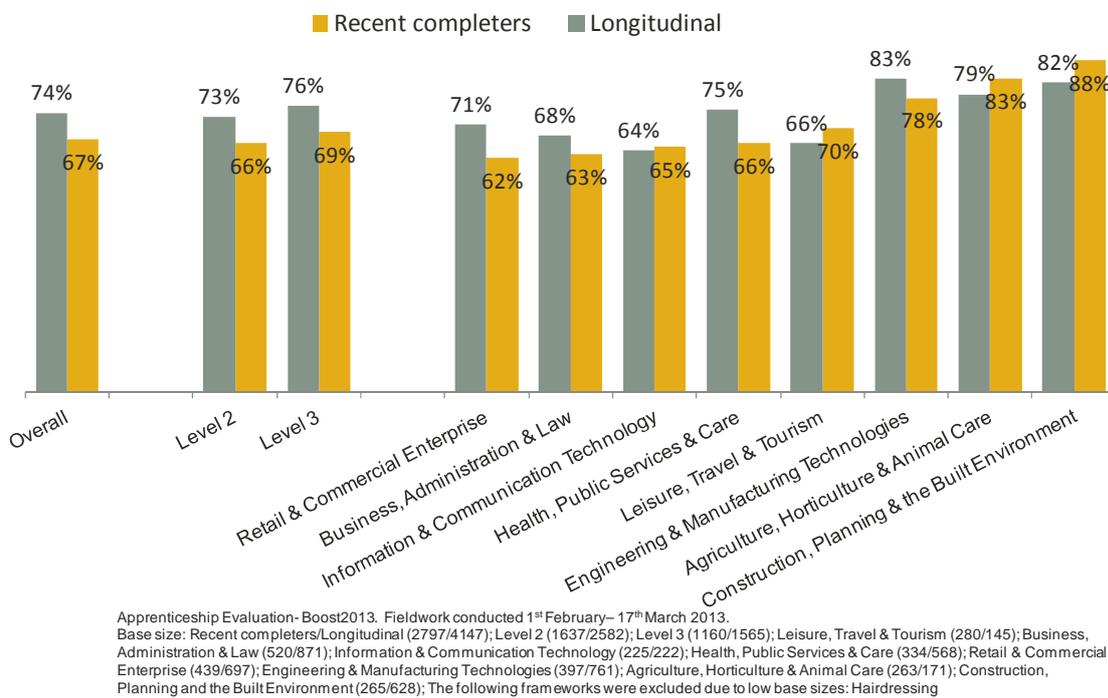
Apprenticeship Evaluation-Boost2013. Fieldwork conducted 1st February– 17th March 2013.
 Base size: Recent completers/Longitudinal (2797/4147); Level 2 (1637/2582); Level 3 (1160/1565); Leisure, Travel & Tourism (280/145); Business, Administration & Law (520/871); Information & Communication Technology (225/222); Health, Public Services & Care (334/568); Retail & Commercial Enterprise (439/697); Engineering & Manufacturing Technologies (397/761); Agriculture, Horticulture & Animal Care (263/171); Construction, Planning and the Built Environment (265/628); The following frameworks were excluded due to low base sizes: Hairdressing

1.6.3 Impact on work responsibilities

Apprentices were asked whether they had taken on more responsibilities in their jobs. These questions were posed to those who were currently employed (in either survey) or had had at least one job since completing (on the longitudinal survey). The questions were asked in different ways (Figure 1.10) and though responses are not directly comparable, we can see that a similar pattern emerges with apprentices in traditional frameworks having more responsibility than those in newer framework types.

Figure 1.10: Increases in responsibility reported by apprentices

E11. To what extent do you agree or disagree with the following statements?... I have been given or taken more responsibilities in my job. C2a. As a result of your Apprenticeship, are you/were you doing a job with more responsibilities?



1.7 Advocacy

Satisfaction levels were high among current apprentices and recent completers. Similarly, medium and long-term completers reported a number of positive impacts as the result of the Apprenticeship. In line with these positive findings, approaching four in five (78%) current apprentices and recent completers would speak highly of Apprenticeships including 37% who would do so unprompted. On the longitudinal survey, advocacy was even higher - 84% would speak highly including 47% unprompted.

2. Introduction

This report presents the findings of the Apprenticeship Evaluation Apprentice (learner) Survey 2012-13. The survey explored the views and experiences of 5,010 apprentices who were currently on an Apprenticeship or had finished an Apprenticeship programme between August 2011 and March 2012, and a further 4,519 former apprentices who finished their training between 1-3 years previously.

The evaluation also looked at the views and experiences of employers; the findings of the employer survey are detailed in a separate report.

2.1 The Policy Context

Apprenticeships are a core element of the Coalition Government's policies to develop the skills of the workforce in England. The Government's Strategy for Skills was set out in Skills for Sustainable Growth¹ and Investing in Skills for Sustainable Growth², which identified Apprenticeships as the preferred vocational route for individuals and employers. The Coalition is committed to increasing the number and range of Apprenticeships on offer, and to reshaping Level 3 Apprenticeships so that they become the "gold standard" of workplace training.

To ensure the quality of Apprenticeships, the Specification of Apprenticeships Standards for England (SASE) was introduced in January 2011 which describes a variety of elements to which an Apprenticeship should conform. This includes minimum requirements for the number of guided learning hours (GLH) that form part of an Apprenticeship and Advanced Apprenticeship - a minimum of 280 GLH of which 100 must be delivered away from the workplace. In addition, there is also a legal requirement for a contractual agreement between the apprentice and the employer (introduced in April 2012)³.

¹ BIS (2010) *Skills for Sustainable Growth*. BIS. London. <http://www.bis.gov.uk/assets/BISCore/further-education-skills/docs/S/10-1274-skills-for-sustainable-growth-strategy.pdf>

² BIS (2010) *Investing in Skills for Sustainable Growth*. BIS. London. <http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/s/10-1272-strategy-investing-in-skills-for-sustainable-growth.pdf>

³ Details from the National Apprenticeship Service here: <http://www.apprenticeships.org.uk/Partners/Partners-FAQs.aspx#Question17>

The National Audit Office undertook a Value for Money assessment of Adult Apprenticeships⁴, which stated that Apprenticeships for adults offered a good return on public investment. However, the report also states that the Department for Business, Innovation and Skills (BIS) could improve the value for money significantly by targeting resources on areas where the greatest economic returns can be achieved. Recently, the Richard Review looked at how Apprenticeship training can be designed “to ensure that in the future the programme is meeting the needs of the changing economy, consistently delivers the professionally recognised qualifications and skills which employers and learners need, and is maximising the impact of government investment⁵.” Richard recommended:

- Targeting Apprenticeships at those who are new to a job role or role that requires sustained and substantial training;
- 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 training⁶.

Similarly, the Holt Review⁷ recommends rebalancing “purchasing power” to allow small and medium enterprises (SMEs) to exert greater control on the supply-side of Apprenticeship provision. The UK Commission for Employment and Skills (UKCES) has recently listed the companies that have been successful in their bid for £165 million of matched funding under the Employer Ownership Pilot, through which employers in England can access direct funding from government to design and deliver their own training⁸.

Given the emphasis on Apprenticeships, the Coalition has invested heavily in the Apprenticeship programme: the Department for Business, Innovation and Skills (BIS) and Department for Education

⁴Adult Apprenticeships: Estimating economic benefits from apprenticeships – Technical paper http://www.nao.org.uk/wp-content/uploads/2012/02/10121787_Technical_paper.pdf

⁵ BIS (2012) Richard Review terms of reference. <http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/r/12-892-richard-review-terms-of-reference.pdf>

⁶ BIS (2012) The Richard Review of Apprenticeships. <https://www.gov.uk/government/news/the-richard-review-of-apprenticeships>

⁷ Holt, J (2012) Making Apprenticeships more accessible to small and medium-sized enterprises. BIS. London. <http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/m/12-891-making-apprenticeships-more-accessible-to-smes-holt-review.pdf>

⁸ UKCES (2012) £165m Skills Boost from Employer Ownership Pilot. 11/09/2012. UKCES. Wath-on-Deerne. <http://www.ukces.org.uk/news/Press-releases/2012/Sep/165m-skills-boost-from-employer-ownership-pilot>

(DfE) invested £2.65 billion in 2010/11 and 2011/12, and an additional £1.5 billion in 2012/13⁹. In light of this significant investment, BIS, Department for Education (DfE), National Apprenticeships Service (NAS) and Skills Funding Agency have commissioned extensive research and evaluation work to examine the Apprenticeship programme over the past few years.

2.2 Aims of the research

The Apprenticeship Evaluation comprises two extensive surveys of employers and apprentices. The surveys build on an earlier baseline study which was undertaken in 2011/12¹⁰. The aim of the research is to monitor the extent to which Apprenticeships are meeting the needs of employers and apprentices over time, and to identify aspects of the programme that are under-performing to enable BIS and NAS to devise strategies to ensure continual improvement and return on investment. This year, the research findings will also help to inform the implementation of the Richard Review.

2.3 Methodology

2.3.1 Main survey of apprentices (current apprentices and recent completers)

A telephone survey was conducted with 5,010 apprentices who were currently on an Apprenticeship or had finished an Apprenticeship programme between 1 August 2011 and 31 March 2012. The survey fieldwork took place between December 2012 and January 2013. The co-operation rate was 59%.

The survey adopted a quota sample design to enable comparison with 2011 Apprentice Survey. 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 for the smaller frameworks. The final data has been weighted to be representative of all apprentices in the population who were currently doing an Apprenticeship or had finished their Apprenticeship training between August 2011 and March 2012. More details on the methodology can be found in the Appendix.

2.3.2 Longitudinal boost of apprentices

An additional survey of 4,519 completers was undertaken between February-March 2013. Two sample sources were used for this boost:

- A sample of apprentices interviewed in the 2011 Apprentice Survey. These apprentices completed their training between 1-2 years previously (referred to as **medium-term completers** in this report); and

⁹ HM Government (2012) Apprenticeships Policy. House of Commons Library Standard Note SN/3052. www.parliament.uk/briefing-papers/SN03052.pdf

¹⁰ Evaluation of Apprenticeships: Learners, BIS Research Paper 76, May 2012.
Evaluation of Apprenticeships: Employers, BIS Research Paper 177, May 2012.

- A sample of apprentices who took part in the Learner Destinations Survey 2009. These apprentices completed their training around three years previously (referred to as **long-term completers** in this report).

3. Key characteristics of apprentices

The **main** apprentice survey comprises interviews with two groups of apprentices:

- Those who were doing an Apprenticeship at the time of the survey, referred to as “**current**” apprentices in this report; and
- Those who had recently completed their Apprenticeship, referred to as “**recent completers**”.

However, one of the interesting findings was that there was not a great deal of difference in the views and experiences of these two groups. We have commented on significant differences where relevant.

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 profile of apprentices taking part in the longitudinal survey is presented separately in Section 9.

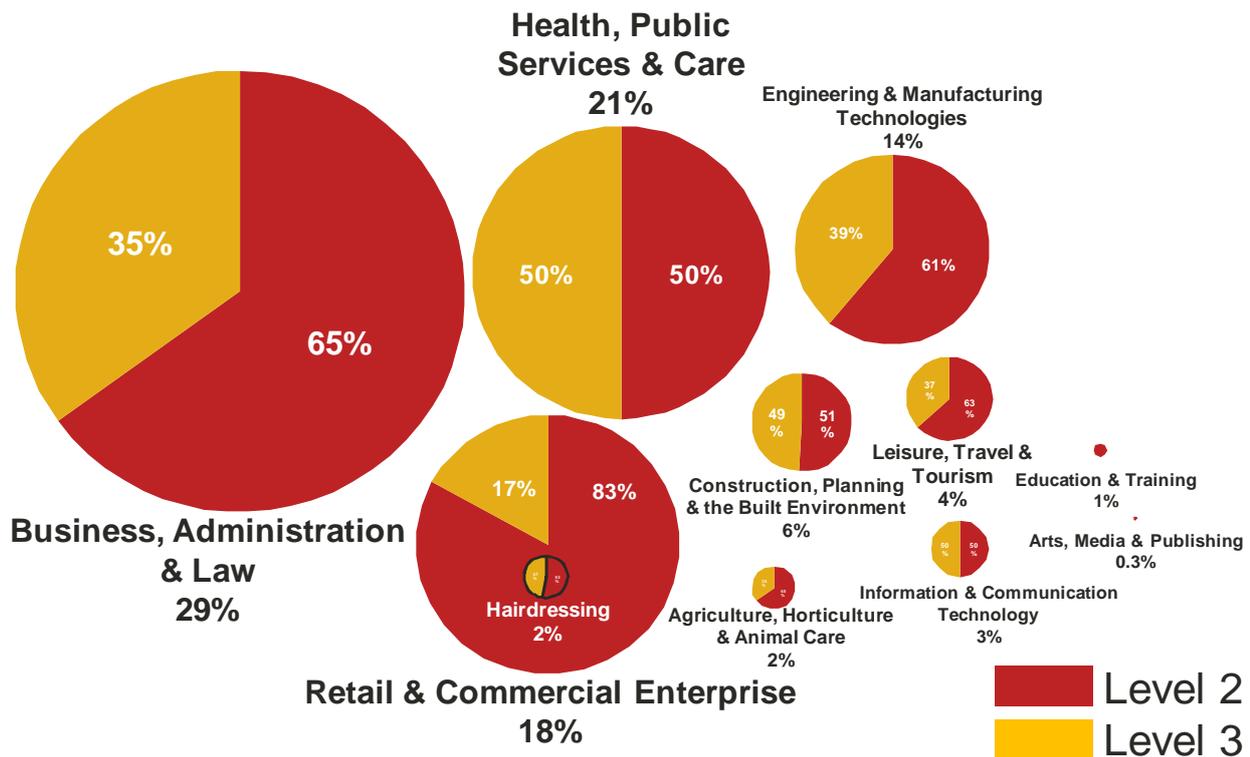
3.1 The population profile of apprentices

The sample of current apprentices and recent completers were selected from a number of different individual frameworks¹¹, covering a wide range of occupational sectors and skills. In this report, the individual Apprenticeships have been grouped into nine broad framework types with the exception of *Hairdressing* which has been analysed separately because there is a particular policy interest in this framework (it would normally come under the *Retail and Commercial Enterprise* category). Frameworks in *Education and Training* and *Arts, Media and Publishing* have not been included in sub-group analysis due to the small number of survey responses.

The Apprenticeship programme is dominated by three large framework types (*Business, Administration and Law; Health, Public Services and Care; and Retail and Commercial Enterprise*) which, between them, comprise 68% of apprentices in England (Figure 3.1). This pattern has not changed markedly from the 2011 survey.

¹¹ A framework describes a suite of individual learning aims that compose an Apprenticeship. The subject content of an Apprenticeship is described in the main NVQ qualification aim.

Figure 3.1: Overall apprentice population profile in England



Apprenticeship Evaluation- Learners 2013. Fieldwork conducted 12th December 2012–27th January 2013.
 Base size: Total (5010); Agriculture, Horticulture & Animal Care (471); Business, Administration & Law (903); Construction, Planning & Built Environment (540); Engineering & Manufacturing Technologies (725); Hairdressing (129); Health, Public Services & Care (554); Information & Communication Technology (414); Leisure, Travel & Tourism (457); Retail & Commercial Enterprise (720)

The gender profile of apprentices is also unchanged from 2011: 47% men and 53% women. There has, however, been a decline in female apprentices in *Retail and Commercial Enterprise* (28% in 2011; 20% in 2012).

Just seven percent of apprentices were from black and minority ethnic groups (BME) which represents a slight decline from 2011 (nine percent). There has been a decline in the percentage of BME apprentices in *Business, Administration and Law* frameworks (34% in 2011; 27% in 2012), and a rise in the proportion doing *Health, Public Services and Care* frameworks (25% in 2011; 31% in 2012). White apprentices were more likely than BMEs to undertake frameworks in *Construction, Planning and Built Environment* and *Engineering and Manufacturing Technologies*, whilst black apprentices were more likely to undertake frameworks in *Health, Public Services and Care* and *Information and Communication Technology*.

The majority of apprentices (current and recent completers) were aged 19 plus (36% aged 19-24; 42% aged 25 and over). Just 22% was aged 16-18. There were considerably more apprentices aged 25 and over compared with 2011 (36% in 2011).

Younger apprentices (aged 16-18) were more likely to be undertaking frameworks in *Construction, Planning and Built Environment*, *Engineering and Manufacturing Technologies*, *Hairdressing* and *Leisure, Travel and Tourism*. In contrast, older apprentices (aged 25 and over) were more likely to be undertaking

frameworks in *Business, Administration and Law, Health, Public Services and Care* and *Retail and Commercial Enterprise*. There has been a significant growth in apprentice numbers in these three frameworks in recent years.

The majority of apprentices were undertaking a Level 2 Apprenticeship (63% vs. 37% Level 3). This pattern is unchanged from 2011¹². There was, however, substantial variation by framework as shown in Figure 3.1. While no framework group had more Level 3 than Level 2 apprentices, *Retail and Commercial Enterprise* is notable in terms of the high volume of Level 2 apprentices (83%). The distribution is more balanced in *Health, Public Services and Care* frameworks.

As would be expected, there is a link between Level and age with a higher representation of 16-18 year olds on Level 2 frameworks and, conversely, more older apprentices on Level 3.

3.2 Entry routes onto an Apprenticeship

Over two-thirds (68%) of apprentices were ‘internal recruits’ (i.e. already working for the employer prior to the Apprenticeship); 32% were recruited specifically for the training. These figures are largely unchanged from the 2011 survey (65% internal recruits; 34% new recruits).

Older apprentices were far more likely to be internal recruits: 91% of apprentices aged 25 and over were internal recruits; 36% of 16-18 year olds. This pattern is logical since 16-18 year olds are more likely to be starting their first job.

Internal recruits were more common in frameworks such as *Health, Public Services and Care; Retail and Commercial Enterprise; and Business, Administration and Law*. In contrast, new recruits were more common in frameworks such as *Engineering and Manufacturing Technologies; Construction, Planning and Built Environment; and Information and Communication Technology*.

Table 3.1: Entry route by framework

More likely to be a internal recruit than average	More likely to be a new recruit than average
<i>Retail and Commercial Enterprise (82%)</i>	<i>Engineering and Manufacturing Technologies (54%)</i>
<i>Health, Public Services and Care (76%)</i>	<i>Construction, Planning and the Built Environment (53%)</i>
<i>Business, Administration and Law (75%)</i>	<i>Information and Communication Technology (52%)</i>
	<i>Leisure, Travel and Tourism (51%)</i>
	<i>Agriculture, Horticulture and Animal Care (38%)</i>

¹² Higher level Apprenticeships (Level 4 plus) were not included in the survey due to smaller numbers doing this level and the dominance of some frameworks.

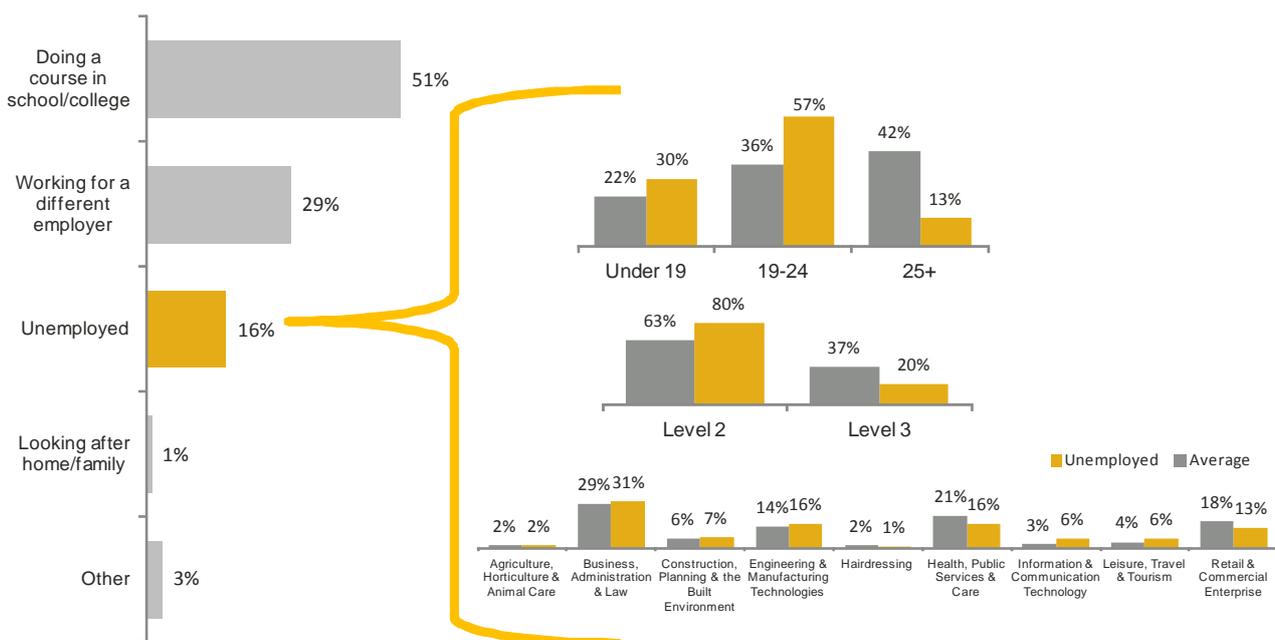
Two thirds (66%) of internal recruits had been working for their employer for least a year before they started their Apprenticeships. Those employed for *over* a year prior to commencing their Apprenticeship were more likely to be undertaking Level 3 Apprenticeships (71% vs. 62% Level 2) and frameworks in *Business, Administration and Law* (79%) and *Information and Communication Technology* (75%).

New recruits were either in employment with another employer (29%) or in school or college (51%) prior to starting their Apprenticeship. One in six (16%) were unemployed and small minorities were looking after their family or home (one percent) or doing something else (three percent).

As seen in Figure 3.2, the majority of recruits who were previously unemployed were aged 19-24 (57% vs. 36% overall). Level 2 Apprenticeships and frameworks in *Business, Administration and Law* frameworks were more commonly chosen by this group of apprentices.

Figure 3.2: Employment status of new recruits

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



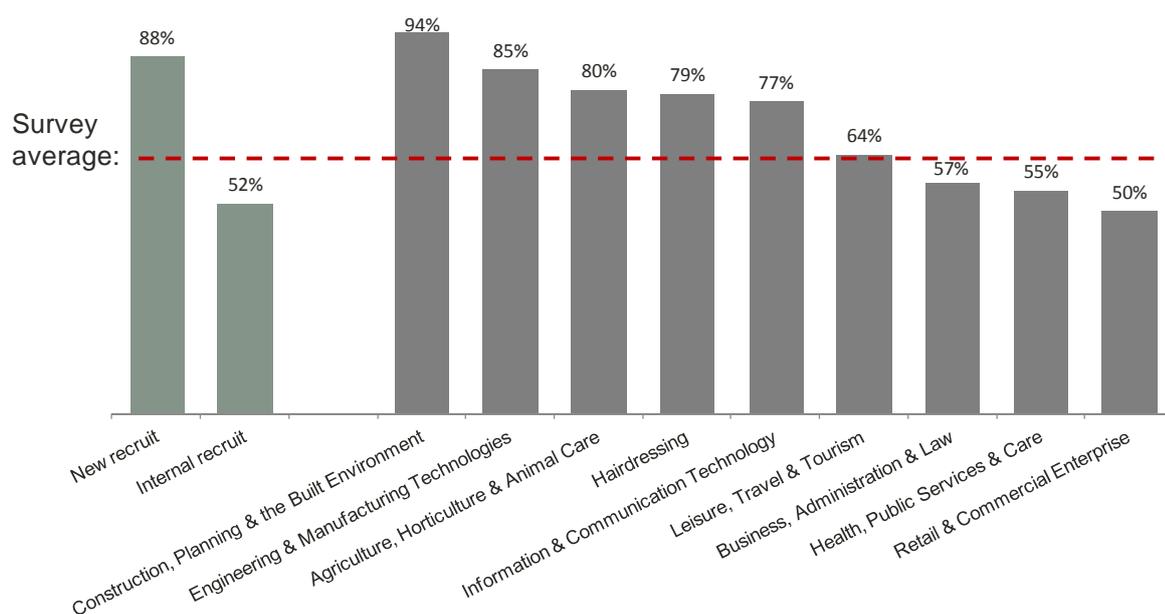
Apprenticeship Evaluation- Learners 2013. Fieldwork conducted 12th December 2012–27th January 2013. Base size: All new recruits (1980); All unemployed (266); Total (5010)

There is a link between entry route and an apprentice’s awareness that they are actually doing an Apprenticeship: approaching nine in ten (88%) new recruits were aware they were on an Apprenticeship compared with just half (52%) of internal recruits. This pattern was also apparent in the employer survey. Overall the findings suggest that the information and choice apprentices have about their Apprenticeship prior to enrolment differs depending on how they were recruited.

More apprentices undertaking frameworks in *Construction, Planning and Built Environment* and *Engineering and Manufacturing Technologies* were aware that they were doing an Apprenticeship, which is consistent with the higher representation of new recruits in these frameworks. In contrast, awareness was lower among apprentices undertaking *Business, Administration and Law, Health, Public Services and Care* and *Retail and Commercial Enterprise* frameworks where there were more internal recruits.

Figure 3.3: Awareness of Apprenticeship training

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



Apprenticeship Evaluation- Learners 2012. Fieldwork conducted 12th December 2012– 27th January 2013.
 Base size: Total (5010); Pre-existing employee (3030); New recruit (1980); Agriculture, Horticulture & Animal Care (471); Business, Administration & Law (903); Construction, Planning & Built Environment (540); Engineering & Manufacturing Technologies (725); Hairdressing (129); Health, Public Services & Care (554); Information & Communication Technology(414); Leisure, Travel & Tourism (457); Retail & Commercial Enterprise(470)

3.3 Prevalence of a contract of employment

The large majority of apprentices (87%) recalled having a written contract of employment with their Apprenticeship employer. The presence of a written contract was more common among older apprentices who were also more likely to be existing employees (92% had written contracts vs. 78% of 16-18 year olds). Linked to this, *Construction, Planning and Built Environment* (76%) and *Hairdressing* (75%) apprentices were less likely to recall having a written contract compared with those in *Business, Administration and Law* (91%) and *Health, Public Services and Care* and *Information and Communication Technology* (89% each).

Three-quarters (74%) of apprentices were permanent employees (as opposed to being employed for the duration of the Apprenticeship training only). However, new recruits were significantly less likely to have been offered permanent positions (45% vs. 88% of internal recruits). Linked to this, permanent jobs were more commonly reported by apprentices undertaking the newer frameworks (Table 3.2).

Table 3.2: Incidence of permanent job by framework

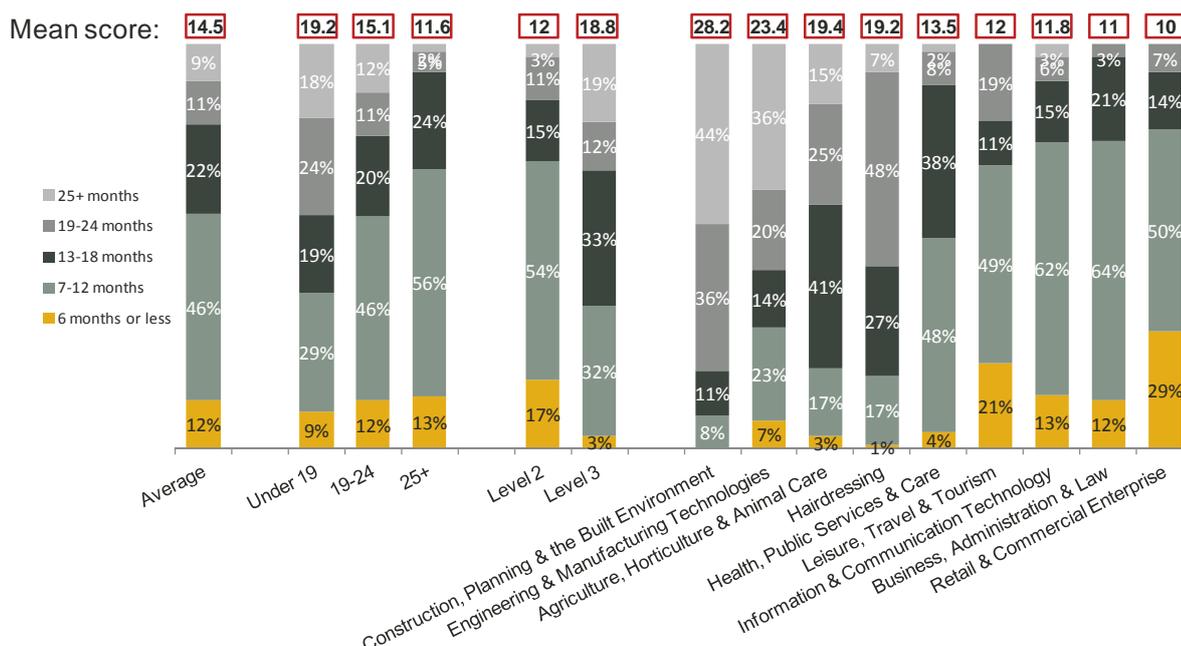
More likely to have a permanent job	Less likely to have a permanent job
Retail and Commercial Enterprise (83%)	Leisure, Travel and Tourism (44%)
Business, Administration and Law (80%)	Information and Communication Technology (56%)
Health, Public Services and Care (79%)	Hairdressing (58%)
	Construction, Planning and Built Environment (61%)
	Agriculture, Horticulture and Animal Care (65%)
	Engineering and Manufacturing Technologies (66%)

3.4 Length of an Apprenticeship

According to SASE guidelines, Apprenticeships should last at least 12 months (with exemptions for pre-existing skills). Based on learner reports (rather than ILR data), 58% of Apprenticeships lasted less than a year. A third (33%) lasted between one and two years, and nine percent lasted longer than this. The average length was 14.5 months but there was considerable variation by framework and Level (Figure 3.4): the average length for a Level 3 was 19 months; it was 12 months for a Level 2. The more traditional frameworks had significantly longer lengths than newer frameworks.

Figure 3.4: 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 2012. Fieldwork conducted 12th December 2012–27th January 2013.
 Base size: Total (5010); Level 2 (2817); Level 3 (2193); Agriculture, Horticulture & Animal Care (471); Business, Administration & Law (903);
 Construction, Planning & Built Environment (540); Engineering & Manufacturing Technologies (725); Hairdressing (129); Health, Public Services &
 Care (554); Information & Communication Technology (414); Leisure, Travel & Tourism (457); Retail & Commercial Enterprise (720)

4. Motivations, application channels and IAG

Understanding why the apprentice wanted to train via an Apprenticeship and the application process they followed is important in the context of their expectations and experience of the Apprenticeship scheme. In particular, in light of the Richard Review, it is important to look at the extent to which the Apprenticeship scheme is being used for new jobs or job roles.

4.1 Motivations

Analysis of the reasons for doing an Apprenticeship (in combination with the entry routes taken by apprentices) gives an indication of whether the apprentice was enrolled into a new job or job role. This year, the *main* stated motivation for doing an Apprenticeship was to gain a qualification (32%). A fifth (20%) chose it in order to progress in their career and a similar proportion (19%) chose it in order to develop work-related skills.

In the 2011 survey, apprentices' main motivation for starting an Apprenticeship was to progress in a chosen career (48%), followed by gaining a qualification (35%). However, the findings are not directly comparable since the question was asked very differently this year, with eight options provided compared to just three in 2011.

Motivations for doing an Apprenticeship varied significantly by entry route, with internal recruits more likely to cite 'achievement of a qualification' over 'career progression' as the key motivation (35% vs. 25% of new recruits). This suggests that some internal recruits might be doing the Apprenticeship to gain a qualification for existing skills rather than to gain new skills, which is contrary to Richard's recommendations that Apprenticeships should be "*a job or new job role that is new to the individual and requires them to learn a substantial amount before they can do that job effectively*"¹³.

The main reason for choosing to do an Apprenticeship varied by framework, reflecting the different entry routes that have been adopted (Table 4.1). Those doing an Apprenticeship to enter into a specific career were more likely to be from frameworks such as *Hairdressing, Construction, Planning and Built Environment, Health, Public Services and Care* and *Leisure, Travel and Tourism*. In contrast, those doing an Apprenticeship to gain a qualification were more likely to be from *Business, Administration and Law* and *Retail and Commercial Enterprise* frameworks.

¹³ Doug Richard, The Richard Review of Apprenticeships (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/34708/richard-review-full.pdf), November 2012

There was minor difference in motivation by Level; Level 3 apprentices were more likely to be doing an Apprenticeship 'to enter into a specific career' (24% vs. 18% Level 2).

Table 4.1: Main motivation for doing an Apprenticeship (ranked for each framework type) plus median age and % of Level 2 by framework type

Total	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
1. Gain a qualification	1	1	1	2	2	3	1	2	2	1
2. Enter into a specific career	2	2	3	1	1	1	2	3	1	3
3. Good way to develop work related skills	3	3	2	3	3	2	3	1	3	2
4. Median age	28	23	31	20	23	20	32	28	22	28
% Level 2	63%	65%	65%	51%	61%	53%	50%	50%	63%	83%

Base: Total (5010); Agriculture, Horticulture & Animal Care (471); Business, Administration & Law (903); Construction, Planning & Built Environment (540); Engineering & Manufacturing Technologies (725); Hairdressing (129); Health, Public Services & Care (554); Information & Communication Technology(414); Leisure, Travel & Tourism (457); Retail & Commercial Enterprise (720)

The analysis above was based on the *main* reason for choosing an Apprenticeship cited by apprentices. Respondents also had the opportunity to cite multiple motivations, and the findings revealed a number of differences by framework. Of particular note is the proportion of apprentices that said they *had to do an Apprenticeship for their job* which was more common in the newer frameworks, with the exception of *Health and Public Services* (Table 4.2). The reason for this is the composition of frameworks in this group which covers occupations such as nursery nursing and care home workers for which an NVQ is a minimum requirement. In the case of an Apprenticeship, the NVQ (which is what is required by legislation) would be the main aim of an Apprenticeship. An Apprenticeship may be chosen by the employer as it has funding advantages over offering the NVQ only.

Table 4.2: Apprentices stating they have to do an Apprenticeship for their job by framework type

High proportion stating an Apprenticeship was essential for their job	Low proportion stating an Apprenticeship was essential for their job
Construction, Planning and Built Environment (63%)	Business, Administration and Law (18%)
Engineering and Manufacturing Technologies (54%)	Information and Communication Technology (22%)
Hairdressing (47%)	Retail and Commercial Enterprise (24%)
Health and Public Services (46%)	Agriculture, Horticulture and Animal Care (35%)
	Leisure, Travel and Tourism (35%)

Base: Total (5010); Agriculture, Horticulture & Animal Care (471); Business, Administration & Law (903); Construction, Planning & Built Environment (540); Engineering & Manufacturing Technologies (725); Hairdressing (129); Health, Public Services & Care (554); Information & Communication Technology(414); Leisure, Travel & Tourism (457); Retail & Commercial Enterprise (720)

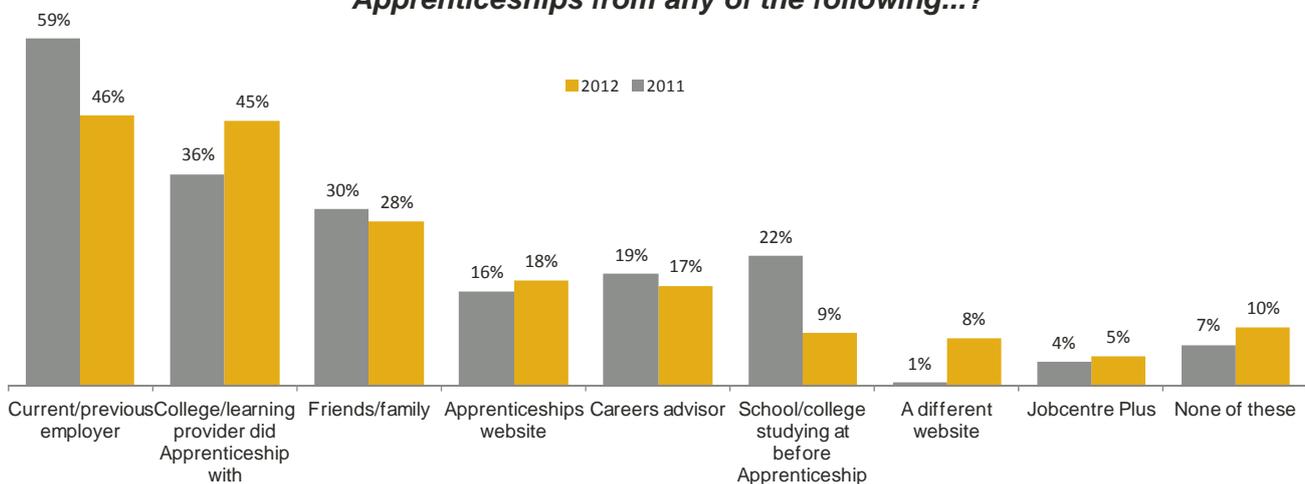
4.2 Sources of information and advice

Apprentices sought information and/or advice from a range of people in deciding on whether to do an Apprenticeship: 46% consulted their current or previous employer; 45% training provider or college providing the Apprenticeship; and 28% sought information and/or advice from friends and family. There has been an increase in the use of colleges and training providers for information and/or advice (36% in 2011; 45% in 2012).

One in ten (10%) did not seek information or advice which was more common among internal recruits. Linked to this, older apprentices were less likely to have used any sources of information (15% aged 25 and over cited 'none of these' vs. three percent aged 16-18).

Figure 4.1: Sources of information used in 2011 and 2012

B4. Before you started your Apprenticeship, did you discuss or get information about Apprenticeships from any of the following...?



Apprenticeship Evaluation- Learners 2012. Fieldwork conducted 12th December 2012– 27th January 2013.
Base size: 2012 (5010); 2011 (5000)

4.3 Selecting an Apprenticeship over alternative training

The extent to which an Apprenticeship was a desirable training choice for an apprentice is an important indicator of their motivation. Apprentices were asked if they had considered any other options and whether an Apprenticeship was their preferred choice.

An Apprenticeship was the only or preferred choice for almost three-fifths (57%) of apprentices though there were variations by age and framework. A third of all apprentices (34%) had considered completing a qualification in an FE college or staying in the same job without doing the Apprenticeship.

Older apprentices were more likely to have considered or expressed a preference for alternative options (48% aged 25 and over vs. 32% aged 16-18).

Apprentices undertaking more traditional frameworks such as *Construction, Planning and Built Environment, Hairdressing* and to an extent, *Engineering and Manufacturing Technologies*, were more likely to say the Apprenticeship was their preferred choice, which is consistent with earlier findings that these groups of apprentices were more likely to regard an Apprenticeship as essential in their occupation.

Table 4.3: Apprenticeship was the only or preferred choice by framework

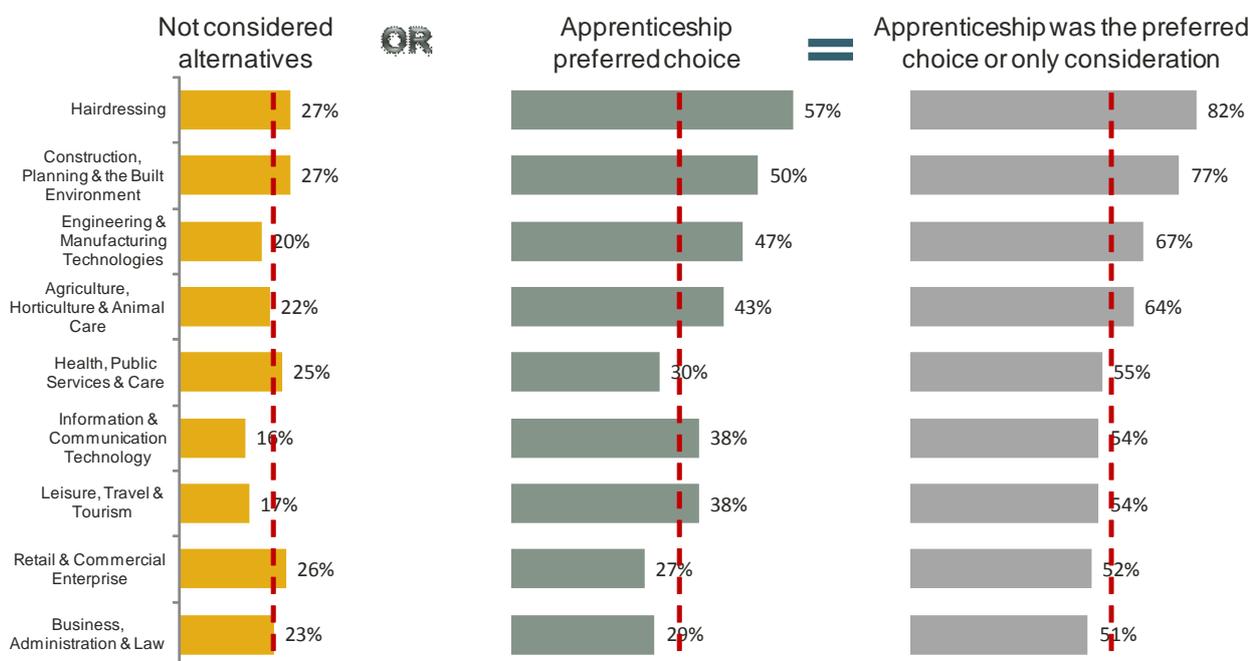
Apprenticeship more likely to be preferred choice	Apprenticeship more likely to consider alternatives
Hairdressing (82%)	Business, Administration and Law (48%)
Construction, Planning and Built Environment (77%)	Retail and Commercial Enterprise (47%)
Engineering and Manufacturing Technologies (67%)	Leisure, Travel and Tourism (46%)
Agriculture, Horticulture and Animal Care (64%)	Information and Communication Technology (45%)
	Health and Public Services (44%)

Base: Total (5010); Agriculture, Horticulture & Animal Care (471); Business, Administration & Law (903); Construction, Planning & Built Environment (540); Engineering & Manufacturing Technologies (725); Hairdressing (129); Health, Public Services & Care (554); Information & Communication Technology(414); Leisure , Travel & Tourism (457); Retail & Commercial Enterprise (720)

In contrast, apprentices undertaking frameworks in *Business, Administration and Law* and *Retail and Commercial Enterprise* were less likely to say an Apprenticeship was their preferred route (Figure 4.2).

Figure 4.2: Apprenticeship preferred choice

B11. When you first considered an Apprenticeship did you also consider any of the following alternatives...? B12. And 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 2013. Fieldwork conducted 12th December 2012– 27th January 2013.
 Base size: Total (5010); Level 2 (2817); Level 3 (2193); Agriculture, Horticulture & Animal Care (471); Business, Administration & Law (903); Construction, Planning & Built Environment (540); Engineering & Manufacturing Technologies (725); Hairdressing (129); Health, Public Services & Care (554); Information & Communication Technology(414); Leisure , Travel & Tourism (457); Retail & Commercial Enterprise (720)

4.4 The Apprenticeship application process

4.4.1 The number of applications made

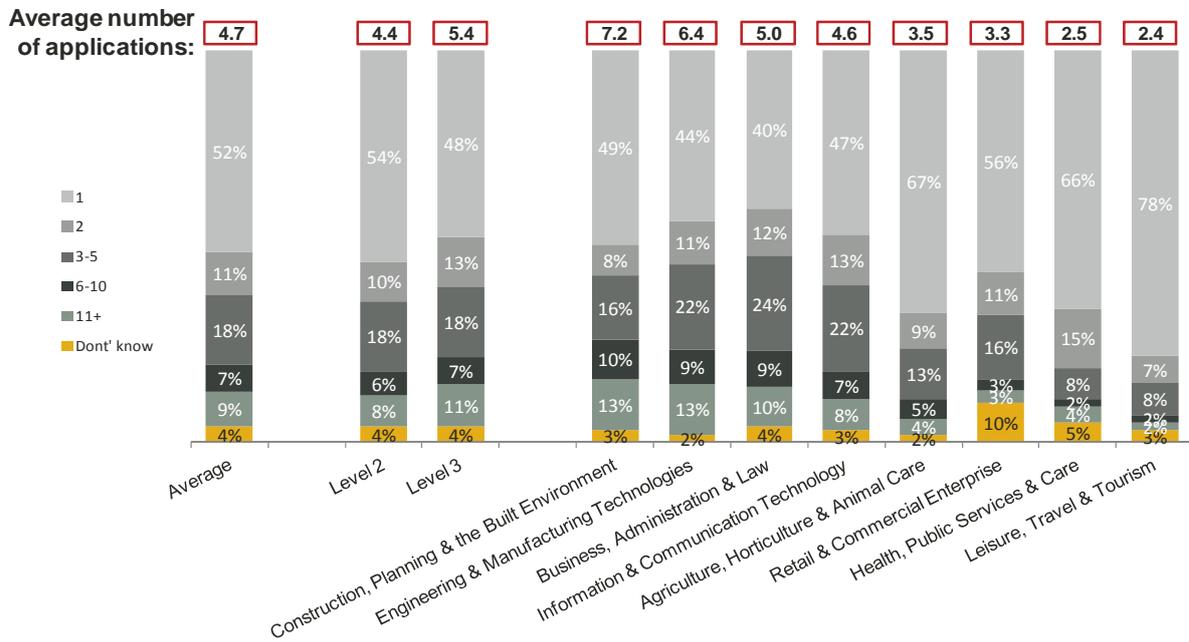
Apprentices can make multiple applications for an Apprenticeship position. On average, *new recruits* made nearly 5 applications. Older apprentices made considerably fewer numbers of applications (almost 3 applications for those aged 25 and over). In contrast, those seeking Apprenticeships lasting more than two years made considerably more applications (nearly 7 applications).

Figure 4.3 shows that new recruits applying for positions in *Construction, Planning and Built Environment* and *Engineering and Manufacturing Technologies* made an average of between 6-7 applications. In contrast, the number of applications was much lower in *Health, Public Services and Care* and *Leisure, Travel and Tourism* (just over two applications). New recruits applying for a Level 3 Apprenticeship also made more applications (over 5 vs. over 4 applications for Level 2).

Half of new recruits (52%) made one application only. This was more common in *Leisure, Travel and Tourism* (78%), *Agriculture, Horticulture and Animal Care* (67%) and *Health, Public Services and Care* (66%). It was also more common at Level 2 than Level 3 (54% vs. 48%).

Figure 4.3: Number of applications by framework and

B6. In total, approximately how many Apprenticeship positions did you apply for?



Apprenticeship Evaluation- Learners 2012. Fieldwork conducted 12th December 2012– 27th January 2013. Base size: New recruits (1980); Level 2 (1173); Level 3 (807); Agriculture, Horticulture & Animal Care (171); Business, Administration & Law (261); Construction, Planning & Built Environment (296); Engineering & Manufacturing Technologies (408); Health, Public Services & Care (141); Information & Communication Technology (235); Leisure, Travel & Tourism (228); Retail & Commercial Enterprise (149). The following frameworks were excluded due to low base sizes: Hairdressing

Level

Among the 44% of new recruits that applied for more than one Apprenticeship, the majority (77%) applied mainly for Apprenticeships in a similar line of work. This practice was particularly common among

apprentices in *Engineering and Manufacturing Technologies* frameworks (83%). There are a number of possible explanations for why apprentices make multiple applications:

- Fierce competition for places on some frameworks, especially *Engineering and Manufacturing Technologies*;
- There is more choice for the prospective apprentice and hence more organisations to which an application can be made;
- Some frameworks may have stricter entry requirements so applying for more than one increases the chance of getting a position; and
- Apprentices may be hedging their bets, or be unsure precisely which route to follow.

4.4.2 How apprentices made an application

New recruits were asked about the different methods they used to apply for an Apprenticeship¹⁴. Half (52%) said that at least one of their applications was direct to the employer, and three in ten used the Apprenticeships Vacancies System (AVS) on the Apprenticeships website (31%) or applied via the college or learning providers (29%). While the number of apprentices applying directly to the employer or via the college or learning provider has fallen since last year (64% and 37% in 2011, respectively), the numbers applying via the AVS has grown (was 25% in 2011).

Compared to the employer survey, significantly more apprentices applied via the AVS than employers advertising positions (six percent of employers). This is because the AVS is used mainly by providers, many of whom undertake recruitment on behalf of employers.

Table 4.4 shows that direct application to the employer was more common for traditional frameworks which are more likely to have established application systems in place. In contrast, apprentices applying for newer frameworks were more likely to have used the AVS.

Table 4.4: Applying directly to the employer by framework

More likely to apply directly to employer	Less likely to apply directly to employer
<i>Construction, Planning and Built Environment</i> (68%)	<i>Business, Administration and Law</i> (32%)
<i>Health, Public Services & Care</i> (62%)	<i>Information and Communication Technology</i> (36%)
<i>Engineering and Manufacturing Technologies</i> (61%)	
<i>Agriculture, Horticulture and Animal Care</i> (61%)	

Base: All new to the employer (1980); Agriculture, Horticulture & Animal Care (171); Business, Administration & Law (261); Construction, Planning & Built Environment (296); Engineering & Manufacturing Technologies (408); Health, Public Services & Care (141); Information & Communication Technology(235)

¹⁴ Please note, apprentices could select more than one response and so the figures add up to over 100%

One in ten (12%) apprentices found the process of getting onto an Apprenticeship difficult; 87% said it was 'very' or 'quite easy'. New recruits were considerably more likely to have found the process difficult (22% vs. seven percent of internal recruits). In contrast, older apprentices (aged 25 and over) were more likely to say the process was easy (91% vs. 79% aged 16-18). This is logical since older apprentices were more likely to be internal recruits.

Linked to the previous point, apprentices undertaking frameworks in *Construction, Planning and Built Environment* and *Engineering and Manufacturing Technologies* were more likely to say the process was difficult, compared with those undertaking frameworks in *Business, Administration and Law* and *Retail and Commercial Enterprise*.

Difficulties encountered included competition being too high (28%) and not many employers offering Apprenticeships (23%). Apprentices undertaking *Engineering and Manufacturing Technologies* frameworks were more likely to cite fierce competition (42%), whilst lack of opportunity was a particular issue for apprentices in *Agriculture, Horticulture and Animal Care* (44%) and *Construction, Planning and Built Environment* (43%) frameworks.

5. Views on training

Training is an integral part of an Apprenticeship and the Specification of Apprenticeship Standards for England (SASE) 2011 set guidelines on the minimum training hours required: a minimum of 280 guided learning hours of which at least 100 hours or 30% (whichever is the greater) needs to be delivered off-the-job. However, individual frameworks have their own requirements which, in the vast majority of cases, exceed the SASE minimum. In this section we examine apprentices' views on the volume and quality of training, the extent to which they were able to influence their training and the balance between training and work.

5.1 Adequacy of training

Apprentices were satisfied with the volume and balance of training received though not to the same extent as they were with other aspects of the Apprenticeships – this was also evident in the 2011 survey. Over three-quarters (78%) were satisfied with the amount of training provided¹⁵, and a similar proportion (79%) with the balance between training and work. More apprentices in the traditional frameworks were satisfied with the balance between work and training, as well as the amount of training each week.

Table 5.1: Satisfaction with the balance between training and working by framework

More satisfied with balance between work & training	Less satisfied with balance between work & training
Construction, Planning and Built Environment (86%)	Health, Public Services and Care (72%)
Engineering and Manufacturing Technologies (85%)	Business, Administration and Law (79%)
Agriculture, Horticulture and Animal Care (81%)	Information and Communication Technology (79%)
	Leisure, Travel and Tourism (79%)

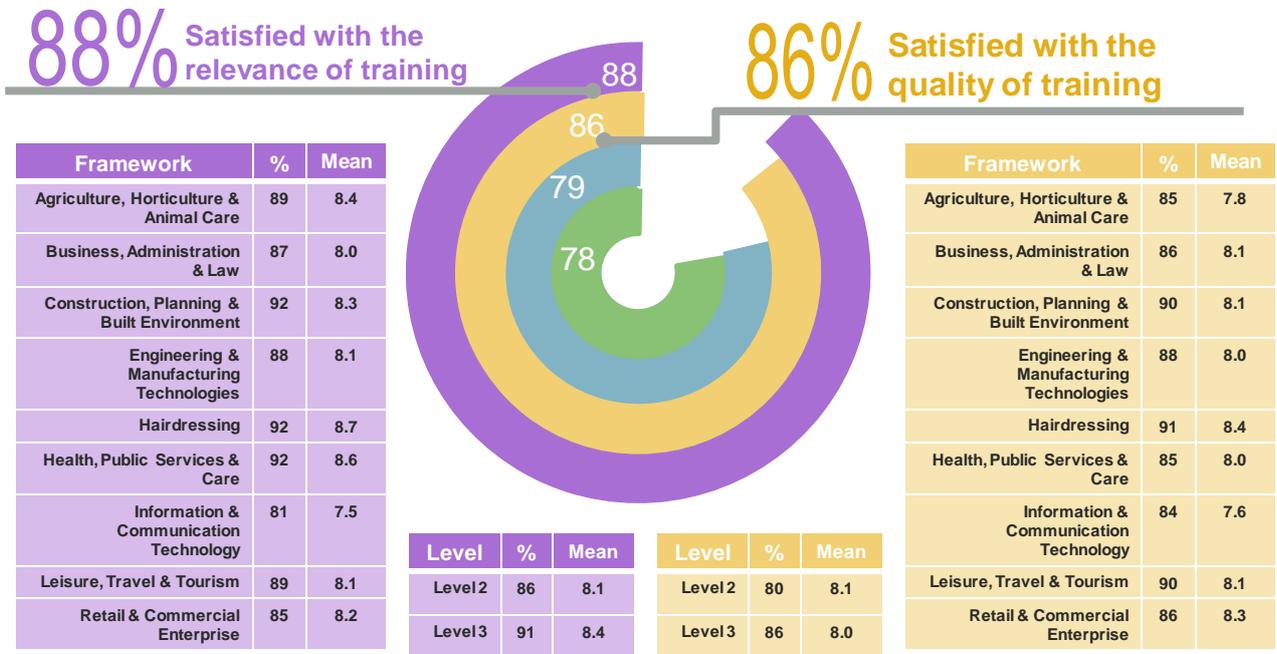
Apprentices were generally very positive about the relevance of the training to a career or job (88%) and quality of training they received from training providers (86%). The latter was rated particularly highly for *Leisure, Travel and Tourism* and *Construction, Planning and Built Environment* frameworks (both 90%) though no framework received particularly low ratings on this measure. Apprentices in *Construction, Planning and Built Environment*, *Hairdressing* and *Health, Public Services and Care* were the most

¹⁵ The survey used an eleven point scale from '0' (dissatisfaction) to '10' (satisfaction). The 'mean' score is an average of all ratings given by respondents to a particular question.

satisfied with the relevance of the training to a career or job (92% each); those on *Information and Communication Technology* frameworks were least satisfied (81%).

Figure 5.1: Satisfaction on training measures by framework and Level

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?



Apprenticeship Evaluation- Learners 2012. Fieldwork conducted 12th December 2012– 27th January 2013.
 Base size: Total (5010); Level 2 (2817); Level 3 (2193); Agriculture, Horticulture & Animal Care (471); Business, Administration & Law (903);
 Construction, Planning & Built Environment (540); Engineering & Manufacturing Technologies (725); Hairdressing (129); Health, Public Services &
 Care (554); Information & Communication Technology(414); Leisure , Travel & Tourism (457); Retail & Commercial Enterprise (720)

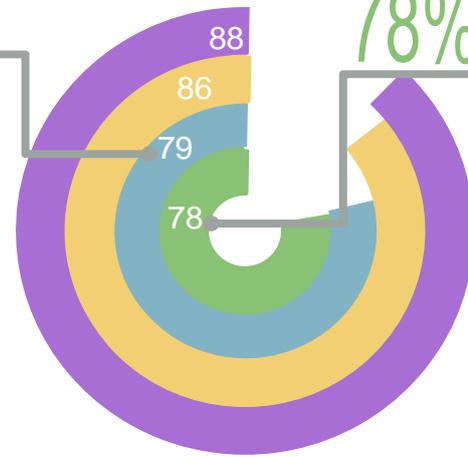
How satisfied or dissatisfied have you been with the following aspects of your Apprenticeship... D10.
The balance between the time spent training and working? D8. The amount of training received each week?

Satisfied with the balance of training and working

79%

78% Satisfied with the amount of training

Framework	%	Mean
Agriculture, Horticulture & Animal Care	81	7.6
Business, Administration & Law	79	7.5
Construction, Planning & Built Environment	86	7.9
Engineering & Manufacturing Technologies	85	7.8
Hairdressing	80	7.7
Health, Public Services & Care	72	7.2
Information & Communication Technology	79	7.2
Leisure, Travel & Tourism	79	7.3
Retail & Commercial Enterprise	80	7.6



Level	%	Mean
Level2	79	7.5
Level3	79	7.5

Level	%	Mean
Level2	78	7.4
Level3	78	7.4

Framework	%	Mean
Agriculture, Horticulture & Animal Care	82	7.5
Business, Administration & Law	77	7.4
Construction, Planning & Built Environment	89	8.0
Engineering & Manufacturing Technologies	86	7.7
Hairdressing	79	7.6
Health, Public Services & Care	71	7.1
Information & Communication Technology	76	7.1
Leisure, Travel & Tourism	78	7.3
Retail & Commercial Enterprise	78	7.4

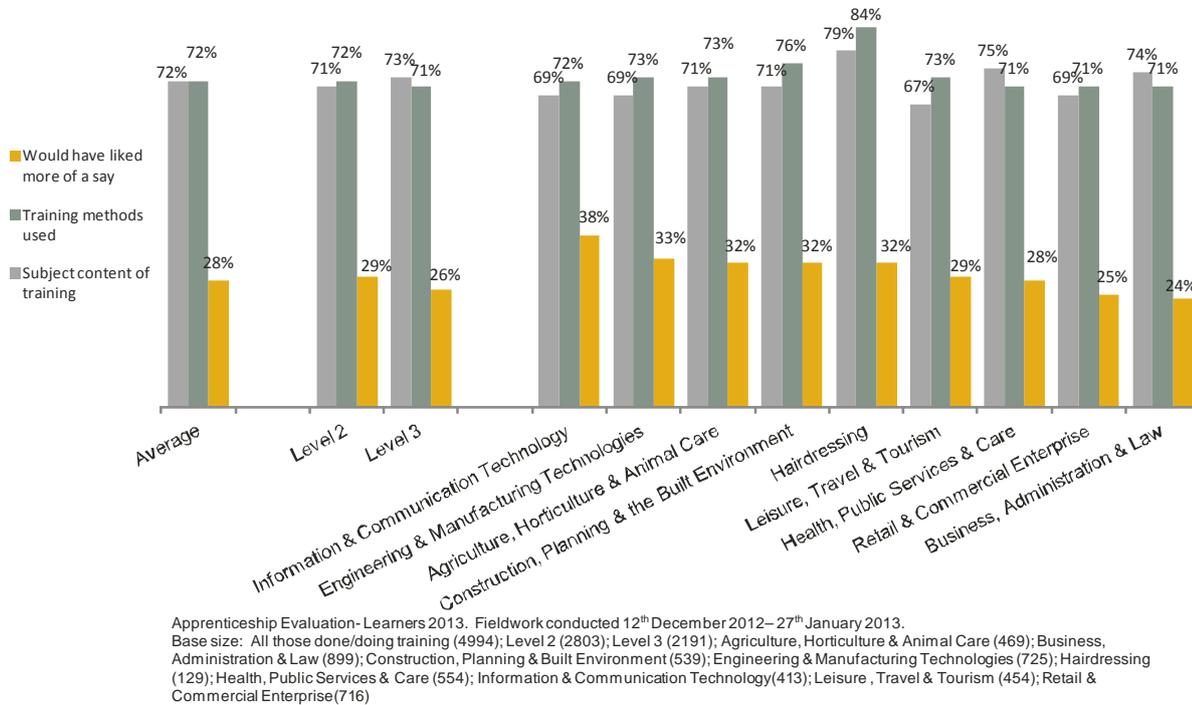
Apprenticeship Evaluation- Learners 2012. Fieldwork conducted 12th December 2012–27th January 2013.
Base size: Total (5010); Level 2 (2817); Level 3 (2193); Agriculture, Horticulture & Animal Care (471); Business, Administration & Law (903); Construction, Planning & Built Environment (540); Engineering & Manufacturing Technologies (725); Hairdressing (129); Health, Public Services & Care (554); Information & Communication Technology(414); Leisure, Travel & Tourism (457); Retail & Commercial Enterprise (720)

Apprentices were asked whether they were able to influence either the *subject content* or the *training methods* used. Seven in ten felt able to influence both to at least some extent (both 72%). Younger apprentices and new recruits were more likely to feel they had influence: 79% of 16-18 year olds felt they had an influence over the training methods compared with 67% of apprentices aged 25 and over. Apprentices on the *Hairdressing* framework were most likely to feel able to influence both to a great extent (42% and 37% respectively vs. 31% overall for both measures).

Three in ten (28%) apprentices would have liked more of a say in their Apprenticeship, while the majority (71%) were satisfied with the extent of their influence for both aspects.

Figure 5.2: Extent of influence by Level and framework

To what extent, if at all, are/were you able to influence the following aspects of your Apprenticeship... D3. The subject content of your training? D4. The training methods used? D5. Would you have liked to have had more of a say?



5.2 Type of training and delivery

The SASE guidelines set out the minimum number of hours spent in training, both on- and off-the-job, and a requirement for a mix of training formats.

Almost all apprentices (4,991 out of 5,010) had done some form of training (formal or informal), including completing the Apprenticeship portfolio (69%) and learning towards the Apprenticeship in their own time (77%). This figure is different to the Apprentice Pay Survey (APS) findings¹⁶, in which 18% of apprentices say they receive neither on-nor off-the-job training. However, the results are not directly comparable since the APS used a different set of questions and sample design (see Appendix for further details).

Defining training

Throughout this section, we refer to two types of training:

- **Formal training** is defined as training delivered through a college or external training provider, or training sessions at the workplace *away from* usual work activities.
- **Informal training** is defined as training at the workplace, from either the employer or training provider, delivered *whilst doing* usual work activities.

¹⁶ [Insert link when ready](#)

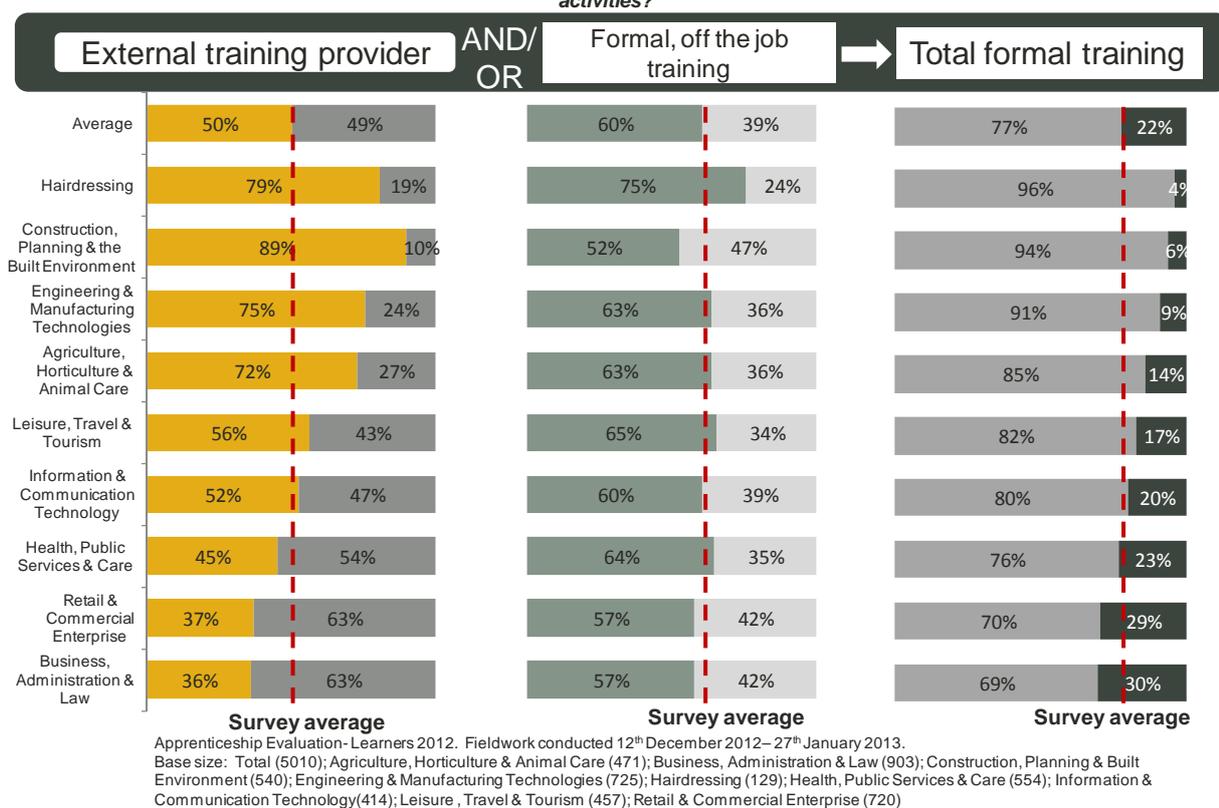
Informal training can be either on- or off-the-job whereas formal training is off-the-job.

5.2.1 Types of training undertaken

Over three-quarters of apprentices (77%) have received formal training; 22% have not. This incidence is derived by combining (i) the proportion of apprentices that trained with an external provider and (i) apprentices saying they received formal, off-the-job training (Figure 5.3).

Figure 5.3: Formal training done 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?



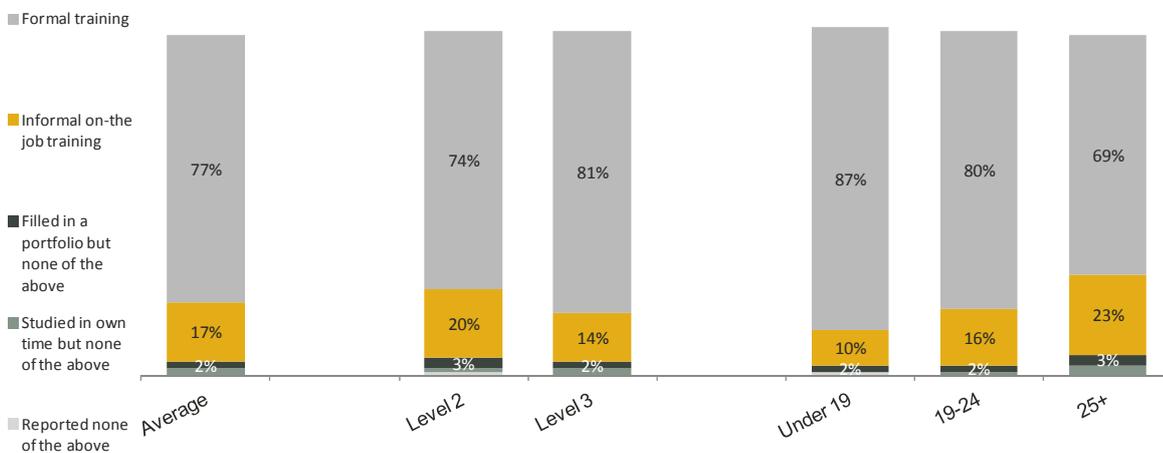
As can be seen in Figure 5.3, apprentices *not* in receipt of formal training were more likely to be on frameworks in *Business, Administration and Law* (30%) and *Retail and Commercial Enterprise* (29%). A similar pattern was also reported in the APS: frameworks in which apprentices were more likely to receive *neither on- nor off-the-job training* were *Customer Service* (30%); *Management* (26%); *Hospitality and Catering* (25%) and *Business Administration* (24%).

Younger apprentices (aged 16-18) received more training across the board but particularly through more formal routes: (i) training at a training provider (71% vs. 37% aged 25 and over); (ii) formal training sessions at their workplace (63% vs. 57% aged 25 and over); and (iii) informal training sessions at their workplace (89% vs. 81% aged 25 and over).

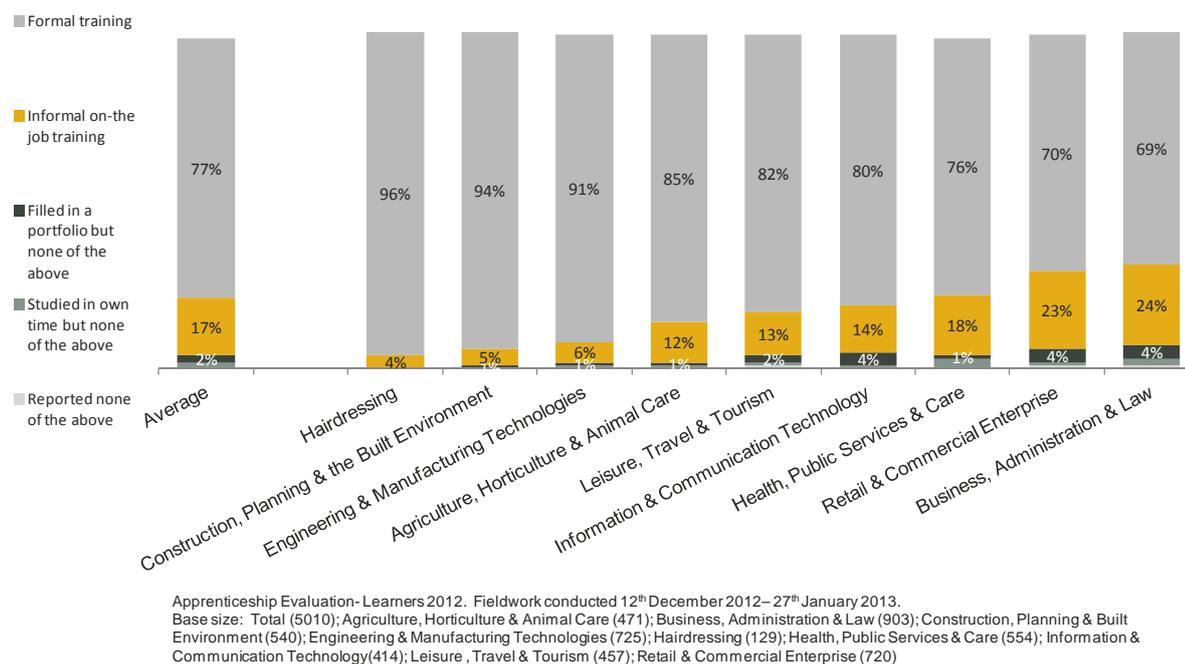
Figures 5.4 and 5.5 provide more detailed breakdown of the different types of training. As can be seen, informal on-the-job training is more common in the newer frameworks, which tend to have an older apprentice age profile. It is also more common at Level 2 than Level 3. Instances of apprentices reporting that they receive neither forms of training are very rare, though higher than average in three framework categories: *Information and Communication Technology*; *Retail and Commercial Enterprise*; and *Business, Administration and Law*.

Figure 5.4: Types of training received by level and 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? 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 2012. Fieldwork conducted 12th December 2012– 27th January 2013.
 Base size: Total (5010); Level 2 (2817); Level 3 (2193); Under 19 (1757); 19-24 (1760); 25+ (1493)

Figure 5.5: Types of training received by framework

In line with their greater likelihood to receive formal training, younger apprentices had more consistent patterns of training compared with older apprentices (62% aged 16-18 vs. 40% aged 25 or over). Consistent training patterns were also more common among apprentices undertaking frameworks in *Construction, Planning and Built Environment* (69%) and *Engineering and Manufacturing Technologies* (68%) compared with *Health, Public Services and Care* (38%) and *Business, Administration and Law* (43%). There was no difference by Level.

Apprentices complete a portfolio to provide evidence on what they have been doing on their Apprenticeship and to reflect on their learning. Seven in ten (69%) reported completing their Apprenticeship portfolio *during* their normal working day. This was more common among Level 2 apprentices than Level 3 (72% vs. 65%). There was also some difference by framework: apprentices undertaking *Business, Administration and Law* (76%), *Engineering and Manufacturing Technologies* (73%), *Information and Communication Technology* (77%), *Leisure, Travel and Tourism* (71%) and *Retail and Commercial Enterprise* (72%) were more likely to have completed their portfolio *during* their normal working day. In contrast, this practice was less common among apprentices in *Construction, Planning and Built Environment* (60%), *Hairdressing* (61%) and *Health, Public Services and Care* (59%).

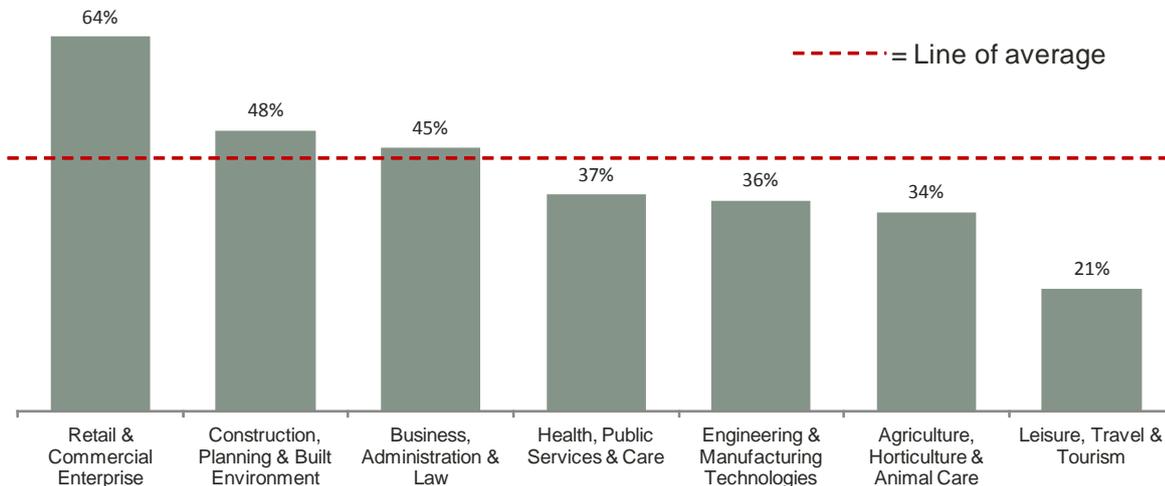
5.2.2 Other types of training

A fifth (21%) of apprentices have undertaken other types of learning as part of their Apprenticeship including Key Skills (22%), maths or numeracy (17%) and English or literacy (15%), reflecting the SASE requirement that apprentices have at least one qualification in maths and English. Figure 5.6 combines these different types of training and shows that they are more commonly undertaken by apprentices in

Retail and Commercial Enterprise frameworks (64% vs. 43% overall). In contrast, they are least reported by apprentices on *Leisure, Travel and Tourism* frameworks (21%).

Figure 5.6: Other types of training by framework

C10. And thinking about the training you received as part of your Apprenticeship... Did you do any other type of learning as part of your Apprenticeship?



Apprenticeship Evaluation- Learners 2013. Fieldwork conducted 12th December 2012– 27th January 2013.
Base size: Those who had done other types of learning (1135); Agriculture, Horticulture & Animal Care (139); Business, Administration & Law (153); Construction, Planning & the Built Environment (117); Engineering & Manufacturing Technologies (221); Health, Public Services & Care (126); Leisure, Travel & Tourism (122); Retail & Commercial Enterprise (112). Please note, the following frameworks are missing due to low base sizes: Hairdressing and Information & Communication Technology

5.3 Hours of training

SASE guidelines stipulate that an Apprenticeship should include at least 280 hours of guided learning, including at least 100 hours off-the-job training. We asked apprentices to tell us the number of hours they did for each type of training per week. We estimated that around 10% of apprentices may have overstated the hours they spent training because of the way these question are asked in both the 2012 and 2011 surveys. Therefore, figures presented in the following analysis are likely to be slight over-estimates.

Apprentices spent the most amount of time training at their *workplace whilst performing their usual work activities* (an average of 8.4 hours per week) and *going to a college or external training provider for training* (8.3 hours). They estimated spending an average of 4.5 hours per week doing *extra work or learning in their own time* and 3.7 hours per week *filling in their Apprenticeship portfolio during their normal working day*. Across all types of training, apprentices received on average 5.82 hours of training per week.

Mean hours per week spent *training in the workplace* varied by framework. Apprentices on frameworks in *Construction, Planning and Built Environment* (18.9 hours) and *Engineering and Manufacturing Technologies* (13.6 hours) spent the most time, and this pattern is replicated in reported hours spent *going to a college or external training provider* for training. Those on frameworks in *Health, Public Services and Care* and *Agriculture, Horticulture and Animal Care* spent the most number of hours doing extra work or training in their own time (5.7 and 5.4 hours respectively).

Apprentices on traditional frameworks generally received more hours of training per week compared with those on newer frameworks. This was evident across most of the different forms of learning, and especially for *training in the workplace whilst doing usual activities* which is the hallmark of Apprenticeship training.

5.4 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 hours¹⁷, 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 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.

Three in ten apprentices (31%) stated they always do their Apprenticeship training *within* their contracted hours; a fifth (22%) said they usually or always do their training *outside* of their contracted hours.

Reflecting earlier findings that younger apprentices were more likely to receive formal training this group was also more likely to receive training within contracted hours. Two-fifths (39%) of apprentices aged 16-18 *always* received their training within contracted hours compared with a quarter (26%) of apprentices aged 25 or over. Linked to this, more Level 2 apprentices than Level 3 always do their Apprenticeship training within contracted hours (35% vs. 26%). This suggests that there may be an expectation among employers that Advanced Level apprentices should do more training in their own time.

Whether training was undertaken within or outside contracted hours varied by framework. Apprentices on frameworks in *Construction, Planning and Built Environment* (87%), *Engineering and Manufacturing Technologies* (91%) and *Hairdressing* (87%) were more likely to 'usually' or 'always' do their Apprenticeship training within contracted hours; those on *Health, Public Services and Care* (54%), *Leisure, Travel and Tourism* (73%) and *Business, Administration and Law* (77%) frameworks were less

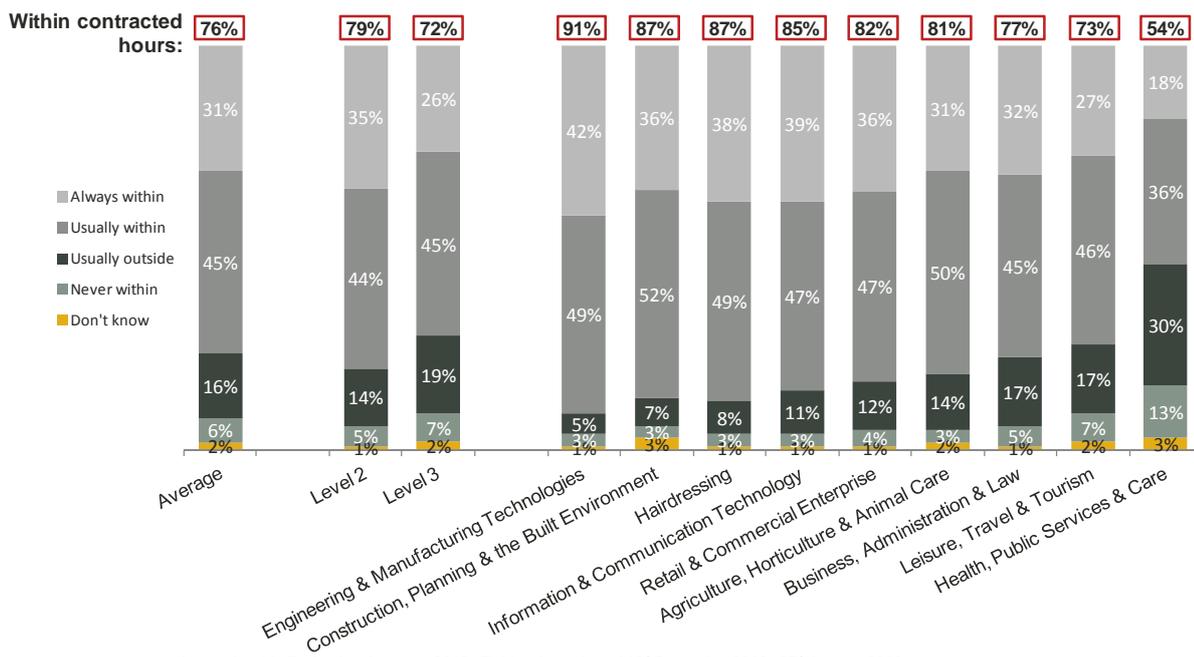
¹⁷ Skills Funding Agency, Funding Rules 2013/2014, March 2013, <http://readingroom.isc.gov.uk/SFA/FRprintfinalv2.pdf>

likely. This suggests that some frameworks, especially those in traditional areas, have been more successful in embedding Apprenticeship training into working practices.

Apprentices on frameworks in *Health, Public Services and Care* undertook the most amount of learning in their own time. They were the *least* likely to do training within their contracted hours, *least* likely to do the same amount of training each week, and *most* likely to have done training outside of working hours.

Figure 5.7: 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 2012. Fieldwork conducted 12th December 2012– 27th January 2013.
 Base size: All those done/doing training (4994); Level 2 (2803); Level 3 (2191); Agriculture, Horticulture & Animal Care (469); Business, Administration & Law (899); Construction, Planning & Built Environment (539); Engineering & Manufacturing Technologies (725); Hairdressing (129); Health, Public Services & Care (554); Information & Communication Technology(413); Leisure, Travel & Tourism (454); Retail & Commercial Enterprise(716)

6. Drivers of satisfaction

This chapter explores the factors influencing apprentices' satisfaction with the Apprenticeship programme, and their willingness to recommend the programme to others.

6.1 Overall satisfaction

6.1.1 Learner satisfaction

Overall satisfaction with Apprenticeships was high and unchanged from 2011. Satisfaction was measured on an eleven-point Likert scale - '0' was very dissatisfied and '10' very satisfied. In this section, we have classified ratings of 4 or less as 'dissatisfied' and 6 or more as 'satisfied'. High satisfaction and dissatisfaction have been assigned scores of 8 to 10 and 0 to 2, respectively.

Almost nine in ten apprentices (88% this year and 89% in 2011) were satisfied, including 71% 'very' satisfied. Three in ten (31%) gave the top rating of ten out of ten. In 2011, there was a difference of three percentage points between current apprentices and recent completers (89% and 92% satisfied, respectively) which has since evened out. The very high level of satisfaction among apprentices is in line with findings in other surveys – for example, 92% of apprentices in the National Learner Satisfaction Survey (NLSS) 2011¹⁸ were satisfied with their learning experience¹⁹.

Just five percent of all apprentices expressed dissatisfaction. Reasons for dissatisfaction included: lack of support or contact from the provider (41%); poor organisation (31%); not learning anything new (21%); and problems with the timeframe of the Apprenticeship (20%).

Due to the very high levels of satisfaction, we have focused the following analysis on those giving a score of 8-10, alongside mean scores. As can be seen in Table 6.1, ratings are mostly unchanged compared with 2011. The exception is in *Construction, Planning and Built Environment* frameworks which showed a slight downward trend (the mean score had fallen from 8.4 in 2011 to 8 this year). As in 2011, frameworks in *Information and Communication Technology* and *Leisure, Travel and Tourism* were least likely to attract very high ratings (8-10).

¹⁸ BIS Research Paper Number 17. National Learner Satisfaction Survey: Adults in FE, Apprenticeships, other LR and PCDL. February 2011

¹⁹ The questions were not identical so findings are not directly comparable,

Table 6.1: Overall satisfaction by framework grouping

Framework	2012		2011	
	Mean score	% Very satisfied	Mean score	% Very satisfied
<i>Agriculture, Horticulture and Animal Care</i>	8.1	72%	8.1	73%
<i>Business, Administration and Law</i>	8.1	74%	8.2	74%
<i>Construction, Planning and Built Environment</i>	8.0	72%	8.4	77%
<i>Engineering and Manufacturing Technologies</i>	8.2	76%	8.2	73%
<i>Hairdressing</i>	8.4	74%	n/a	n/a
<i>Health, Public Services and Care</i>	8.0	68%	7.9	67%
<i>Information and Communication Technology</i>	7.6	61%	7.7	60%
<i>Leisure, Travel and Tourism</i>	7.8	64%	7.8	65%
<i>Retail and Commercial Enterprise</i>	8.2	73%	8.2	72%

Base: Total 2012/2011 (5010/5000); *Agriculture, Horticulture and Animal Care* (471/347); *Business, Administration and Law* (903/1005); *Construction, Planning and Built Environment* (540/525); *Engineering and Manufacturing Technologies* (725/690); *Hairdressing* (129/n/a); *Health, Public Services and Care* (554/750); *Information and Communication Technology* (414/372); *Leisure, Travel and Tourism* (457/346); *Retail and Commercial Enterprise* (720/780)

The cells filled in red represent a figure that is lower than the 2011 level.

6.2 Satisfaction with different aspects of the Apprenticeship

Apprentices were generally positive about the way they were assessed on the job (86% satisfied), the feedback they received on their progress (87%) and the level of employer support (83%). Satisfaction with assessment has declined slightly compared with 2011 (88%). Ratings on feedback to learners and employer support are unchanged.

The single area where there were notable variations in views was level of employer support. Younger apprentices showed slightly higher levels of satisfaction on this measure (87% aged 16-18 vs. 80% aged 25 or over). Linked to this, frameworks with a younger age profile such as *Engineering and Manufacturing Technologies*, *Construction, Planning and Built Environment* and *Agriculture, Horticulture and Animal Care* had more apprentices who were satisfied with the level of employer support (88%). Employers offering traditional frameworks have generally been delivering Apprenticeships for much longer than²⁰ and, as a result, may have more established support systems in place for apprentices. Interestingly, there was no difference in views between new and internal recruits; in 2011, internal recruits were less positive on this measure compared with new recruits.

²⁰ Add link to employer survey when ready

6.3 Key Driver Analysis

In order to understand the key drivers of learner satisfaction with the Apprenticeship programme, we devised two logistic regression models. Logistic regression is an advanced statistical analysis technique which identifies relationships in the data in a comprehensive way. It examines the relationship between dependent (such as overall satisfaction) and independent variables (these are factors that might influence the dependent variable such as amount of training). The logistic regression model allows us to identify factors that affect (dis)satisfaction whilst controlling for characteristics such as framework or Level.

The first model looks at the factors associated with apprentices being 'very' satisfied; the second looks at the factors associated with apprentices being 'very' dissatisfied. The extreme ratings ('very' satisfied/dissatisfied) were used to enable differentiation since overall satisfaction level was very high.

Figure 6.1 shows the results of the analysis, highlighting the factors that are most closely linked to (dis)satisfaction with the Apprenticeship. There are three key pieces of information to note:

1. The factors or 'drivers' are ranked in terms of their 'importance' in the model – for example, quality of training is the strongest driver of satisfaction in that 19.7% of variation in (dis)satisfaction levels captured by the model is explained by this factor. In contrast, employer support is the least strong, explaining 6.2% of variation in apprentices' (dis)satisfaction.
2. The bar chart on the left shows the relationship between the 'driver' and satisfaction and dissatisfaction. As can be seen, 'quality of training' is more closely linked to dissatisfaction (red bar) than satisfaction (green bar). This means that poor quality of training is associated with high dissatisfaction with the Apprenticeship programme. However, delivering exceedingly high quality training (beyond a certain threshold) is unlikely to yield an equivalent increase in satisfaction.
3. The 'rating' column shows the ratings given by apprentices for each factor (for example, 70% of apprentices are satisfied with quality of training).

In summary, the analysis identified the key drivers of overall (dis)satisfaction to be:

- Quality of training received from the training provider;
- Way apprentices were assessed on the job;
- Amount of training received each week; and
- Feedback received by apprentices on progress.

These factors account for 65% of variation in (dis)satisfaction, based on the factors that are included in the model. Note that the relationship between the top three factors is stronger for overall dissatisfaction

than satisfaction. This means that delivering these aspects poorly will lead to an increase in dissatisfaction, but delivering them exceedingly well is unlikely to result in an equivalent increase in satisfaction.

Figure 6.1: Importance and performance of Key Drivers

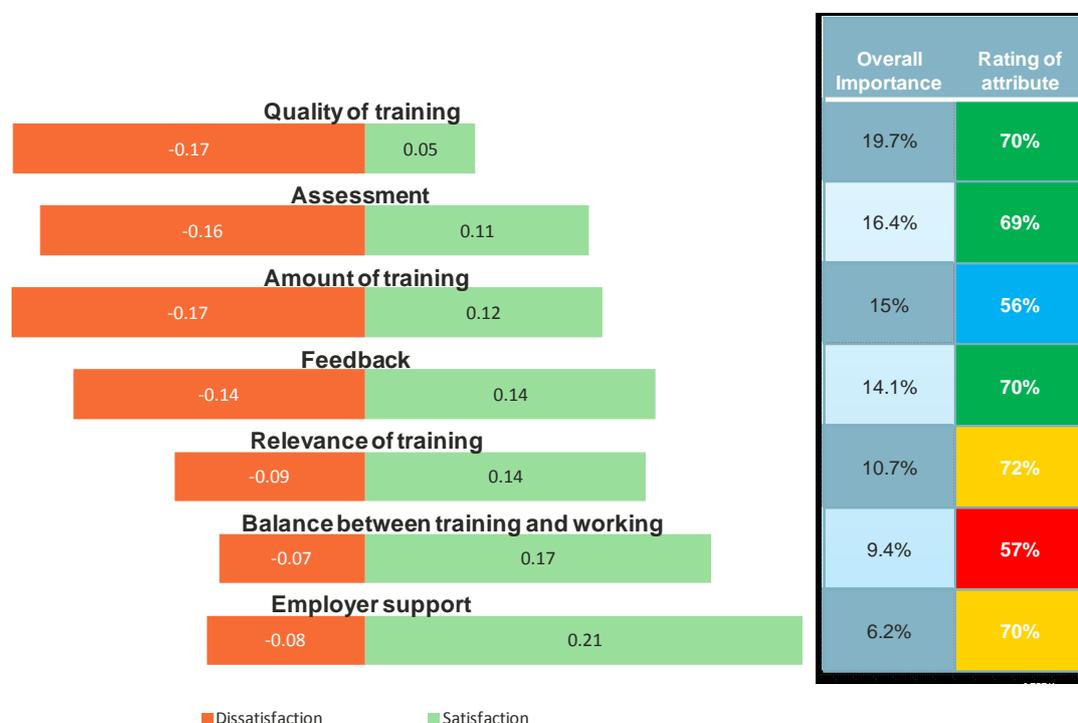
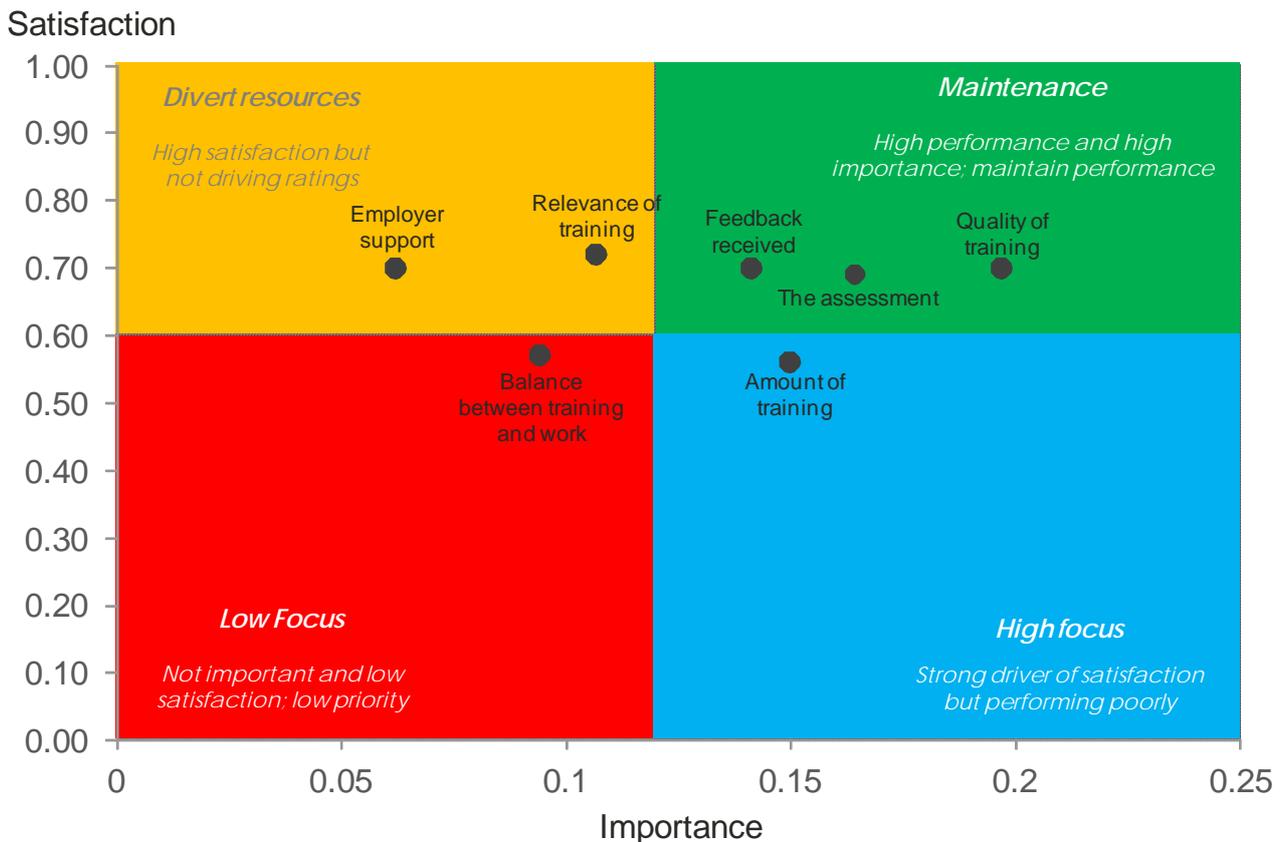


Figure 6.2 plots the importance of each driver against their performance (based on apprentices' ratings). The top right quadrant (in green) shows the factors that are high in both 'importance' and 'performance'. Efforts should be focused on ensuring the high performance in this quadrant is maintained.

The bottom right quadrant (in blue) shows the factor (amount of training) that is high in 'importance' but relatively poor on 'performance'. This is a "high focus" priority for BIS and NAS – for example, ensuring employers deliver at least the amount of training stated in the SASE and framework guidelines. The Apprentice Pay Survey (APS) 2012 certainly suggests that the amount of training received is a particular issue for apprentices on non-traditional frameworks. For example, the APS found that a third (34%) of apprentices on the Customer Service framework said they did not get either on- or off-the-job training.

The top left quadrant (in yellow) shows the factors that are performing well but are relatively low in 'importance'. There is scope for diverting resources from these aspects towards improving the 'amount of training' which would yield greater impact on overall satisfaction.

Finally, the bottom left quadrant (in red) shows the factors that are low in both 'performance' and 'importance' – that is, delivering well on these aspects will not result in significant increases in satisfaction and, as such, they are areas of low focus for BIS and NAS.

Figure 6.2: Performance rating of Apprenticeship scheme drivers

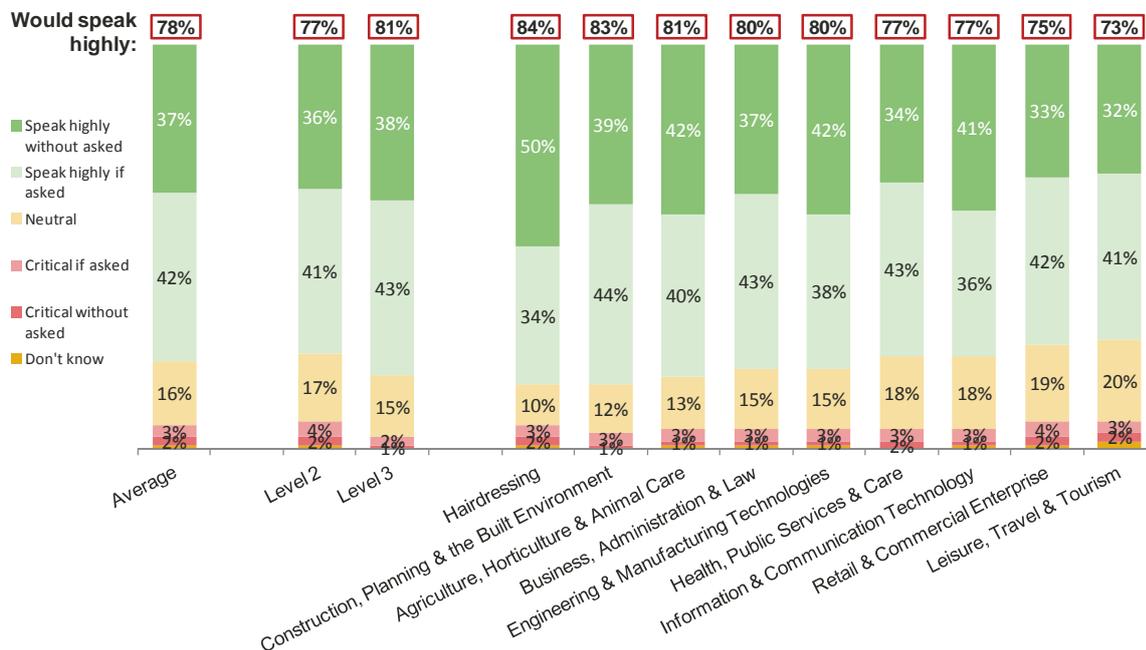
6.4 Advocacy

Reflecting high levels of satisfaction with Apprenticeships, almost four in five apprentices (78%) would speak highly of the Apprenticeship training including 37% who would do so unprompted. Just five percent would be critical of the Apprenticeship scheme. As the wording and structure of the advocacy questions have changed markedly from the 2011 survey, it is not possible to make like-for-like comparisons.

Figure 6.3 shows that **spontaneous** advocates were more likely to be undertaking frameworks in *Hairdressing* (50%), *Engineering and Manufacturing Technologies* (42%) and *Agriculture, Horticulture and Animal Care* (42%). However, overall measure of advocacy (spontaneous and prompted) was highest among apprentices in *Hairdressing and Construction, Planning and Built Environment* (the latter framework also recorded the highest advocacy rating in 2011).

Figure 6.3: Advocacy by framework and Level

F12. Which following phrase best describes the way you would speak about Apprenticeship training?



Apprenticeship Evaluation- Learners 2012. Fieldwork conducted 12th December 2012 – 27th January 2013.
 Base size: Total (5010); Level 2 (2817); Level 3 (2193); Agriculture, Horticulture & Animal Care (471); Business, Administration & Law (903);
 Construction, Planning & Built Environment (540); Engineering & Manufacturing Technologies (725); Hairdressing (129); Health, Public Services &
 Care (554); Information & Communication Technology (414); Leisure, Travel & Tourism (457); Retail & Commercial Enterprise (720)

Overall, there are few differences between groups of apprentices. Those undertaking a Level 3 were slightly more likely to speak highly of the Apprenticeship training (81% vs. 77% Level 2), as were recent completers still working for the same employer (81% vs. 72% who are *not* with the same employer).

7. Perceived impact on skills

A key objective of this evaluation is to gauge the impact of public investment in Apprenticeships on employment outcomes and skills. The Richard Review states that Apprenticeships should teach apprentices *new skills* leading to a marked improvement in their ability to fulfil their job role. This section explores the views and experiences of current apprentices and recent completers (longer-term impact is explored separately in section 9).

7.1 Impact on skills and abilities

The large majority of apprentices believe that the Apprenticeship has had a positive impact on their skills and abilities. For example, 83% believe that the Apprenticeship had improved their ability to do their job, and 87% said it had provided them with better skills or knowledge related to their current or desired area of work. Similar proportions feel that it had provided them with skills of benefit across sectors (85%) and improved their overall career prospects (83%). The positive picture is in line with findings in 2011 (though the scale used in this question was different in 2011).

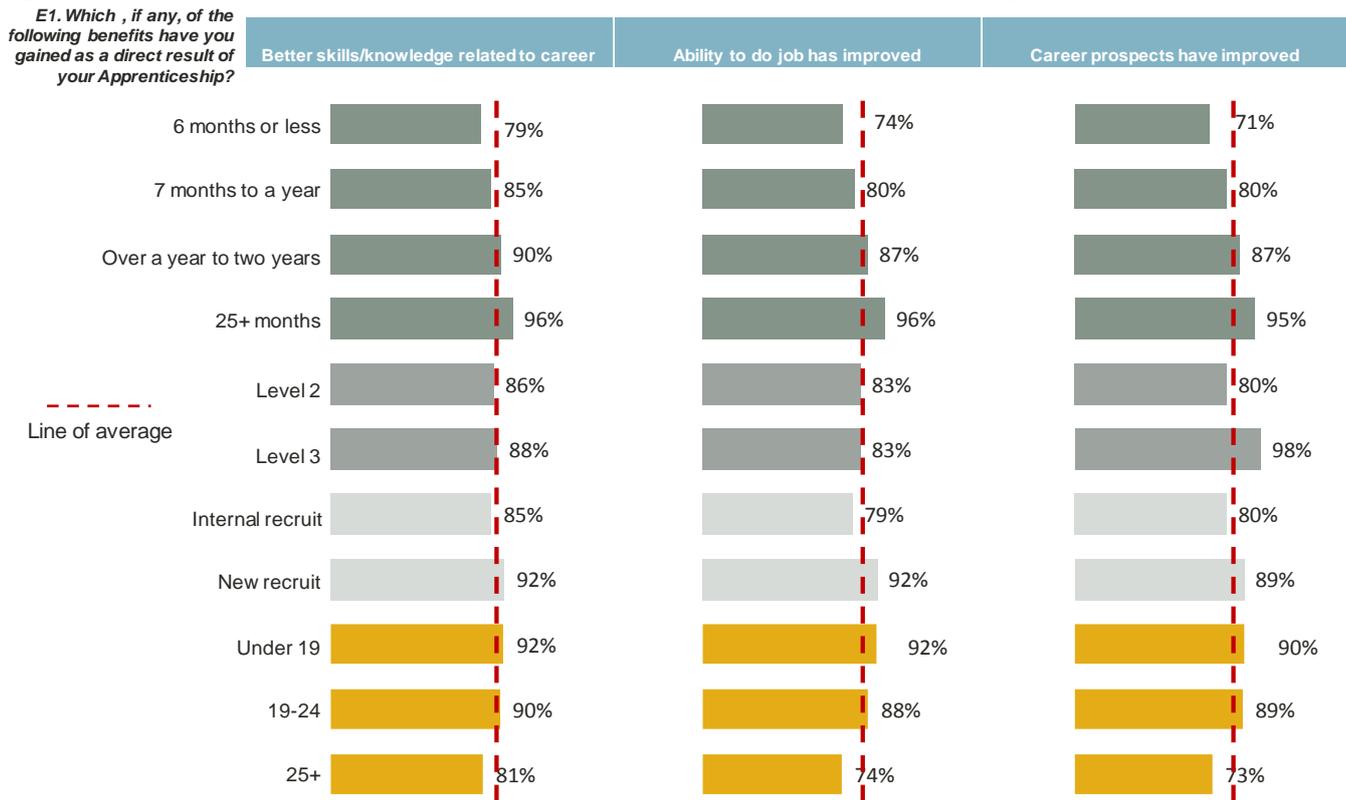
Just three per cent did not report any improvement. These mainly came from internal recruits who tended to be older (aged 19 and over) and concentrated in two framework categories (*Business, Administration and Law* and *Retail and Commercial Enterprise*). These findings are consistent with the 2011 survey.

There are clear differences by framework. Almost all apprentices in *Hairdressing* (98%), *Construction, Planning and Built Environment* (96%) found their Apprenticeships to be particularly effective in improving their ability to carry out their job. Apprentices in these frameworks tended to be younger and recruited specifically for the Apprenticeship training. In contrast, apprentices undertaking frameworks in *Business, Administration and Law* (who were more likely to be older and recruited from existing employees) were significantly less likely to report these benefits (though still accounting a good majority - 76%).

It is, therefore, unsurprising that there is also a link between perceived impact and duration of the Apprenticeship (Figure 7.1): apprentices undertaking short frameworks were less likely to report a positive impact on their abilities and career prospects. For example, 79% of those on frameworks lasting less than six months reported gaining better knowledge related to their current or desired area of work compared with 92% of apprentices on frameworks lasting at least 12 months. Linked to this, apprentices aged 16-18, who were more likely to be new recruit and/or undertaking longer frameworks, were more likely to report a range of positive impact compared with older apprentices who were more likely to be

internal recruits: 92% reported that their ability to do their job had improved compared with 74% of apprentices aged 25 or over.

Figure 7.1: Perceived benefits by duration, Level, type of recruit, age and framework



Apprenticeship Evaluation- Learners 2012. Fieldwork conducted 12th December 2012– 27th January 2013.
 Base size: Total (5010); Under 19 (1757); 19-24 (1760); 25+ (1493); Level 2 (2817); Level 3 (2193); 6 months or less (434); 7 months to a year (2000); Over a year to two years (1896); 25+ months (676) Internal recruit (1980); New recruit (3030)



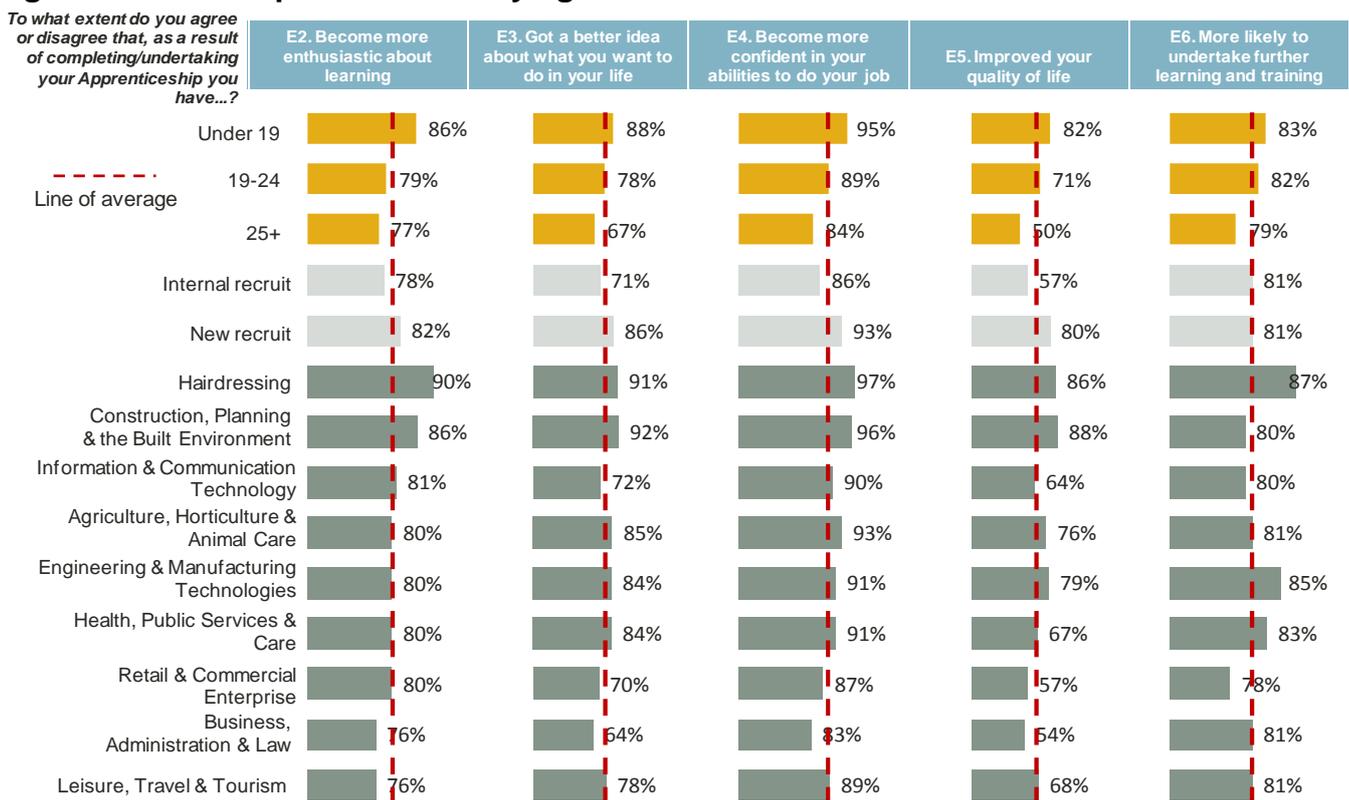
Apprenticeship Evaluation- Learners 2012. Fieldwork conducted 12th December 2012– 27th January 2013.
 Base size: Total (5010); Agriculture, Horticulture & Animal Care (471); Business, Administration & Law (903); Construction, Planning & Built Environment (540); Engineering & Manufacturing Technologies (725); Hairdressing (129); Health, Public Services & Care (554); Information & Communication Technology (414); Leisure, Travel & Tourism (457); Retail & Commercial Enterprise (720)

Apprentices undertaking a Level 3 were more likely to state that their career prospects have improved (87% vs. 80% Level 2). There was some slight differences between current apprentices and recent completers with the former more likely to report that: their ability to do their job had improved (84% vs. 82% recent completers); they have better skills and knowledge (89% vs. 86%); and their career prospects had improved (84% vs. 82%).

The large majority of apprentices also reported a positive impact on softer measures: 80% of current apprentices and recent completers said they were more enthusiastic about learning, and 76% have a better idea of what they want to do. The findings are in line with the 2011 survey.

The Apprenticeships have also equipped individuals with the confidence they need to fulfil their aspirations, with almost nine in ten (88%) agreeing that they are more confident about their own abilities. Two thirds (65%) agreed that the training had improved their overall quality of life. Again, younger apprentices were more likely to report a range of positive impacts (Figure 7.2).

Figure 7.2: Soft impact measure by age and framework



Apprenticeship Evaluation- Learners 2012. Fieldwork conducted 12th December 2012– 27th January 2013.
 Base size: Total (5010); Level 2 (2817); Level 3 (2193); Agriculture, Horticulture & Animal Care (471); Business, Administration & Law (903); Construction, Planning & Built Environment (540); Engineering & Manufacturing Technologies (725); Hairdressing (129); Health, Public Services & Care (554); Information & Communication Technology (414); Leisure, Travel & Tourism (457); Retail & Commercial Enterprise (720); Internal recruit (3030); New recruit (1980)

8. Perceived impact by completion status

This section looks at a range of job-related impacts, as reported by current apprentices and recent completers. Longer-term impact among those who had completed their Apprenticeship training between 1-3 years previously is explored in Section 9.

8.1 Recent completers

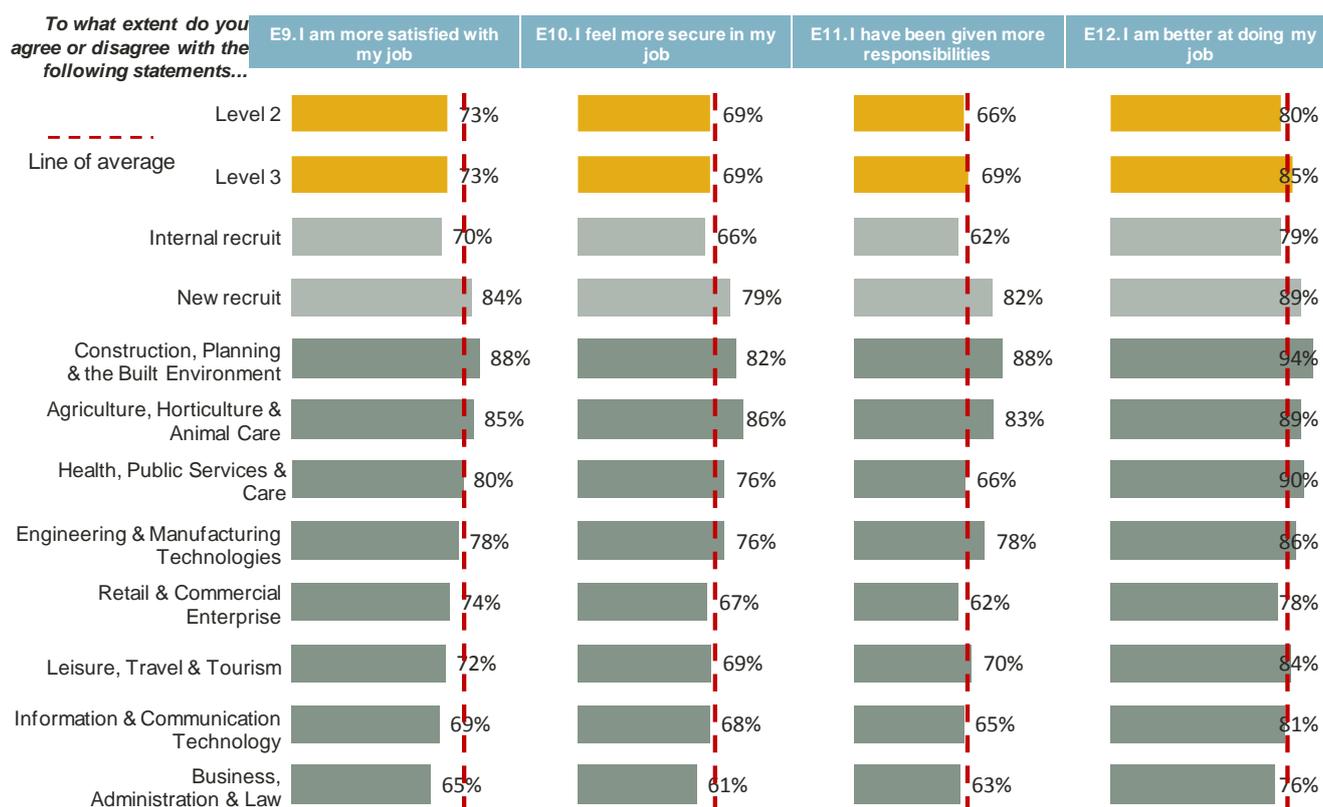
8.1.1 Impact on employment outcomes and progression

Apprentices who had recently completed their Apprenticeship were positive about the types of work they have been doing since, particularly in relation to their competency. Two-thirds (67%) of those currently in employment agreed they were taking on more responsibility and three-quarters (73% agree) were more satisfied with their job. Seven in ten (69%) agreed they now had greater job security and 82% agreed they were better at doing their job. As can be seen in Table 8.1 and Figure 8.1, perceived outcomes vary by framework with those undertaking *Construction, Planning and Built Environment* most likely to realise all four benefits, and those undertaking *Business, Administration and Law* least likely. There was no significant difference by Level.

Table 8.1: Agreement with statements on employment outcomes and progression

Agree that they are...	<i>Construction, Planning and Built Environment</i>	<i>Business, Administration and Law</i>
... more satisfied with job	88%	65%
...feel more secure in their job	82%	61%
...have been given more responsibilities their job	88%	63%
...better at doing their job	94%	76%

Base: Total employed completers (2,308); *Business, Administration and Law* (459); *Construction, Planning and Built Environment* (193)

Figure 8.1: Job outcomes for employed completers by Level and framework

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

Base size: Employed completers (2308); Level 2 (1352); Level 3 (956); Agriculture, Horticulture & Animal Care (212); Business, Administration & Law (459); Construction, Planning & Built Environment (193); Engineering & Manufacturing Technologies (353); Health, Public Services & Care (281); Information & Communication Technology (170); Leisure, Travel & Tourism (198); Retail & Commercial Enterprise (384). Please note, Hairdressing is missing due to a low base size; Internal recruit (1547); New recruit (761)

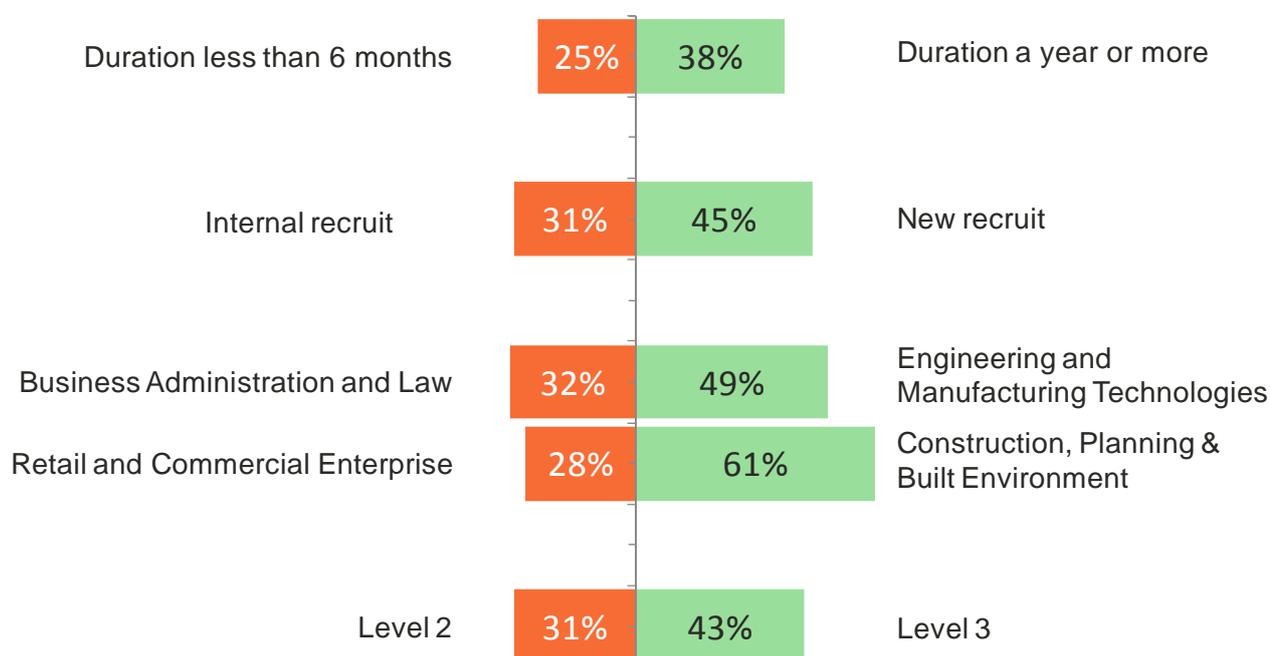
8.1.2 Impact on earning potentials and job progression

Pay increases at the start of the Apprenticeship were relatively rare: 15% of internal recruits reported receiving a pay rise at the start of their training; two percent had a pay decrease; and 81% saw no change to their pay. Pay increases were more common among younger internal recruits (34% vs. eight percent of those aged 25 or over).

Pay increases were more common post-completion of the Apprenticeship, with a third (35%) of recent completers reporting a pay increase. As shown in Figure 8.2, pay increases were more common among apprentices undertaking traditional frameworks, which also explain why new recruits and those on longer frameworks were more likely to report receiving a pay increase. As would be expected, Level 3 completers were more likely to report receiving a pay increase compared with Level 2.

Figure 8.2: Pay increases on completion

Overall increase in pay on completion: 35%



Apprenticeship Evaluation - Learners 2012. Fieldwork conducted 12th December 2012 – 27th January 2013.
 Base size: All completers (1797); Duration less than 6 months (414); Duration more than a year (1225); Internal recruit (1760); New recruit (1037);
 Business, Administration & Law (520); Construction, Planning & Built Environment (265); Engineering & Manufacturing Technologies (397); Retail
 & Commercial Enterprise (439); Level 2 (1637); Level 3 (1160)

There has been a decline in the proportion of recent completers reporting a pay increase on completion compared with 2011 (Table 8.2). This trend is apparent across a range of frameworks apart from *Business, Administration and Law* and *Information and Communication Technology*. The former framework category has a high representation of public sector employers and internal recruits which would partly explain why the trend in pay is unchanged.

Table 8.2: Completers receiving a pay rise by framework

	2012	2011
<i>Agriculture, Horticulture and Animal Care</i>	49%	60%
<i>Business, Administration and Law</i>	32%	33%
<i>Construction, Planning and Built Environment</i>	61%	77%
<i>Engineering and Manufacturing Technologies</i>	49%	71%
<i>Health, Public Services and Care</i>	34%	52%
<i>Information and Communication Technology</i>	38%	31%
<i>Leisure, Travel and Tourism</i>	28%	38%
<i>Retail and Commercial Enterprise</i>	28%	26%

Base: Completers 2012/2011 (2797/2500); *Agriculture, Horticulture and Animal Care* (263/181); *Business, Administration and Law* (520/547); *Construction, Planning and Built Environment* (265/258); *Engineering and Manufacturing Technologies* (397/351); *Health, Public Services and Care* (334/340); *Information and Communication Technology* (225/178); *Leisure, Travel and Tourism* (280/186); *Retail and Commercial Enterprise* (439/416)

Please note that due to a low base size, *Hairdressing* is not shown. The cells filled in red represent a figure that is lower than in 2011. The cells filled in green represent a figure that is higher than in 2011.

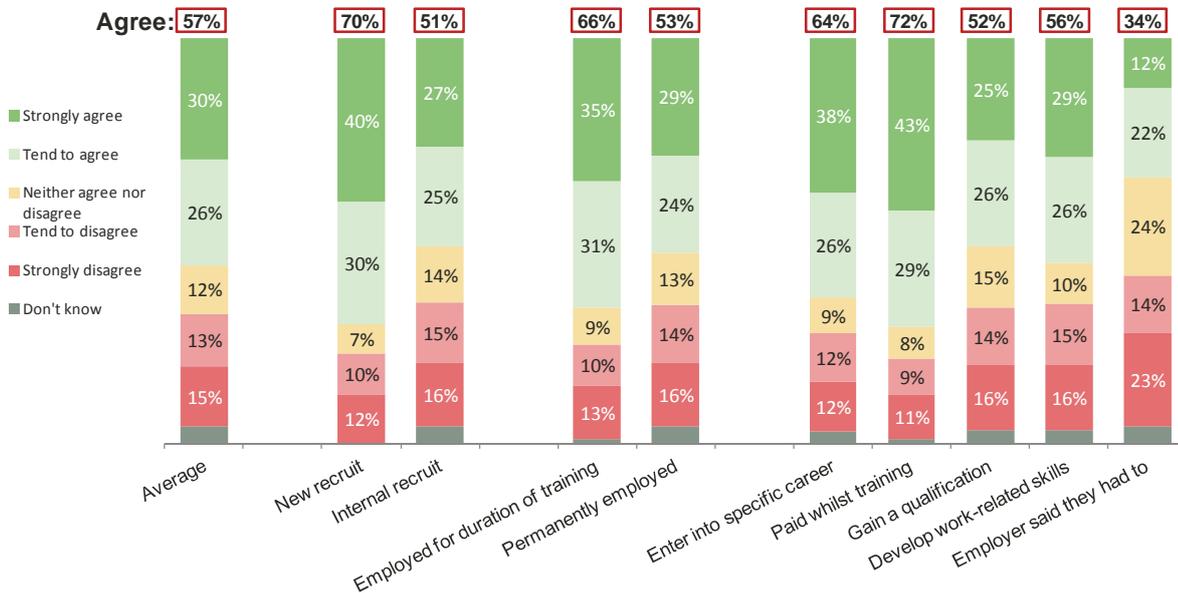
Earning less whilst training

A central tenet of the Apprenticeship offer is the concept of earning less whilst training with a view to higher earnings once the apprentice becomes more productive and qualified. Approaching three in five (57%) recent completers agreed that *earning less whilst on an Apprenticeship is worth it because I will earn more after the completion of training* (including 30% strongly agreeing). New recruits were more likely to agree with this statement (75% vs. 54% internal recruits), as were those employed for the duration of the training only (66% agreed vs. 53% permanent employees). Link to this, apprentices undertaking traditional frameworks (*Construction, Planning and Built Environment* and *Engineering and Manufacturing Technologies*) were more likely than those on newer frameworks to agree that the initial salary sacrifice is worthwhile. This would explain the substantial difference in views by length of Apprenticeships: 88% of those on longer Apprenticeships agreed that *earning less whilst on an Apprenticeship is worth it* compared with 50% of those on shorter duration Apprenticeships.

There are further differences in views depending on the reasons for doing an Apprenticeship. Those choosing an Apprenticeship to *enter into a specific career* or to be *paid whilst training* were more willing to accept an initial salary sacrifice (64% and 72% agreed, respectively). In contrast, those undertaking an Apprenticeship in order to *gain a qualification*, to *develop work-related skills* or because they were *compelled by their employer* were significantly less likely to agree (31%, 31% and 37%, respectively).

Figure 8.3: Salary whilst training by type of recruit, employment duration and motivation

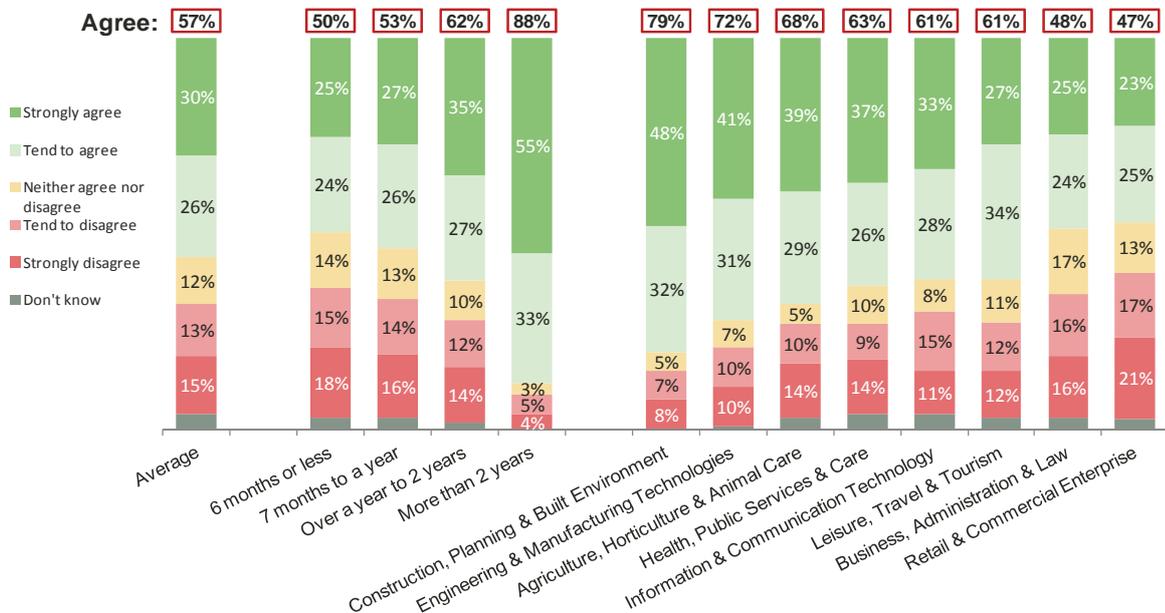
E13. To what extent do you agree or disagree- 'Earning less whilst on an Apprenticeship is worth it because I (will) earn more after completing training'?



Apprenticeship Evaluation- Learners 2013. Fieldwork conducted 12th December 2012– 27th January 2013.
 Base size: Completers (2797); New recruit (1037); Internal recruit (1760); Employed for duration of training (824); Permanently employed (1897); Enter into specific career (589); Paid whilst training (210); Gain a qualification (851); Develop work-related skills (518); Employer said they had to (90)

Figure 8.4: Salary whilst training by length of Apprenticeship and framework

E13. To what extent do you agree or disagree- 'Earning less whilst on an Apprenticeship is worth it because I (will) earn more after completing training'?

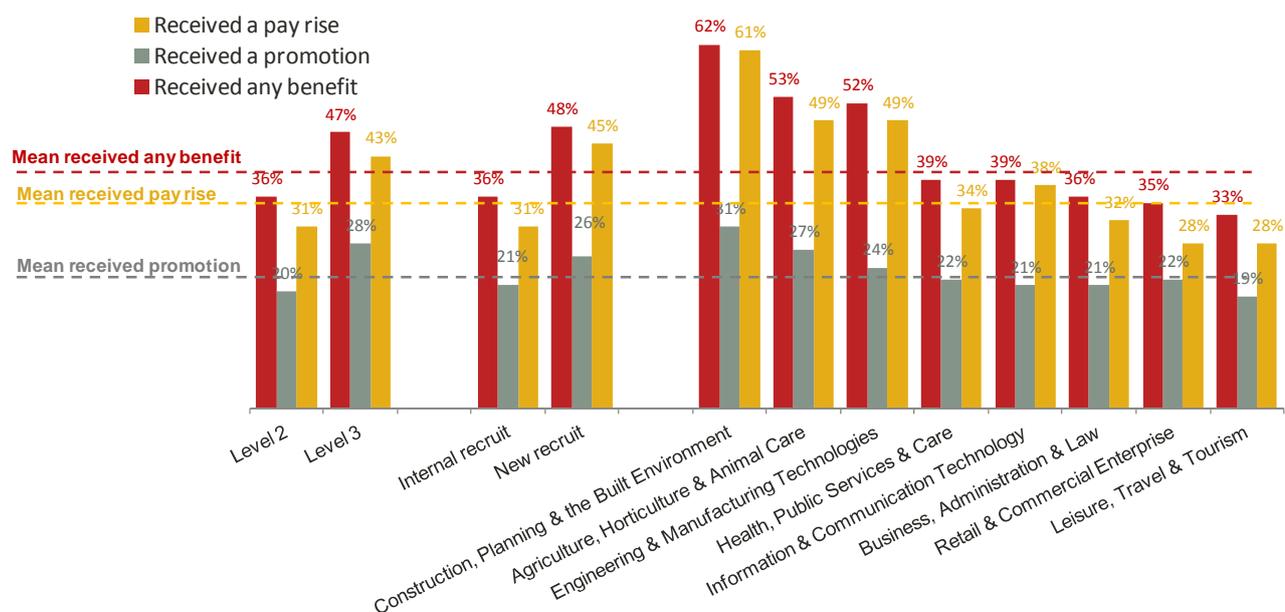


Apprenticeship Evaluation- Learners 2012. Fieldwork conducted 12th December 2012– 27th January 2013.
 Base size: Completers (2797); 6 months or less (414); 7 months to a year (1154); Over a year to two years (938); More than two years (287); Agriculture, Horticulture & Animal Care (263); Business, Administration & Law (520); Construction, Planning & Built Environment (265); Engineering & Manufacturing Technologies (397); Health, Public Services & Care (334); Information & Communication Technology (225); Leisure, Travel & Tourism (280); Retail & Commercial Enterprise (439) The following frameworks were excluded due to low base sizes: Hairdressing

Job progression

A fifth (22%) of apprentices has been promoted since completion which is less than those reporting a pay increase. However, similar to pay increases, promotions were more common among new recruits (26% vs. 21% internal recruits) and on longer frameworks (27% of 1-2 year Apprenticeships vs. 15% of training for 6 months or less). Promotions were more common among Level 3 completers (28% vs. 20% Level 2), and apprentices *Construction, Planning and Built Environment* frameworks (31% vs. 22% overall).

Figure 8.5: Benefits received by framework and Level



Apprenticeship Evaluation- Learners 2012. Fieldwork conducted 12th December 2012– 27th January 2013.
 Base size: Employed completers (2308); Level 2 (1352); Level 3 (956); Agriculture, Horticulture & Animal Care (212); Business, Administration & Law (459); Construction, Planning & Built Environment (193); Engineering & Manufacturing Technologies (353); Health, Public Services & Care (281); Information & Communication Technology (170); Leisure, Travel & Tourism (198); Retail & Commercial Enterprise (384). Please note, Hairdressing is missing due to a low base size; Internal recruit (1760); New recruit (1037)

The trend in promotion follows that for pay increases in that significantly fewer apprentices reported getting a promotion compared with 2011 (Table 8.3). Unlike the pattern for pay increases, all framework groups have been affected.

Table 8.3: Completers receiving a promotion by framework

	2012	2011
<i>Agriculture, Horticulture and Animal Care</i>	27%	38%
<i>Business, Administration and Law</i>	21%	35%
<i>Construction, Planning and Built Environment</i>	31%	47%
<i>Engineering and Manufacturing Technologies</i>	24%	46%
<i>Health, Public Services and Care</i>	22%	31%
<i>Information and Communication Technology</i>	21%	34%
<i>Leisure, Travel and Tourism</i>	19%	34%
<i>Retail and Commercial Enterprise</i>	22%	33%

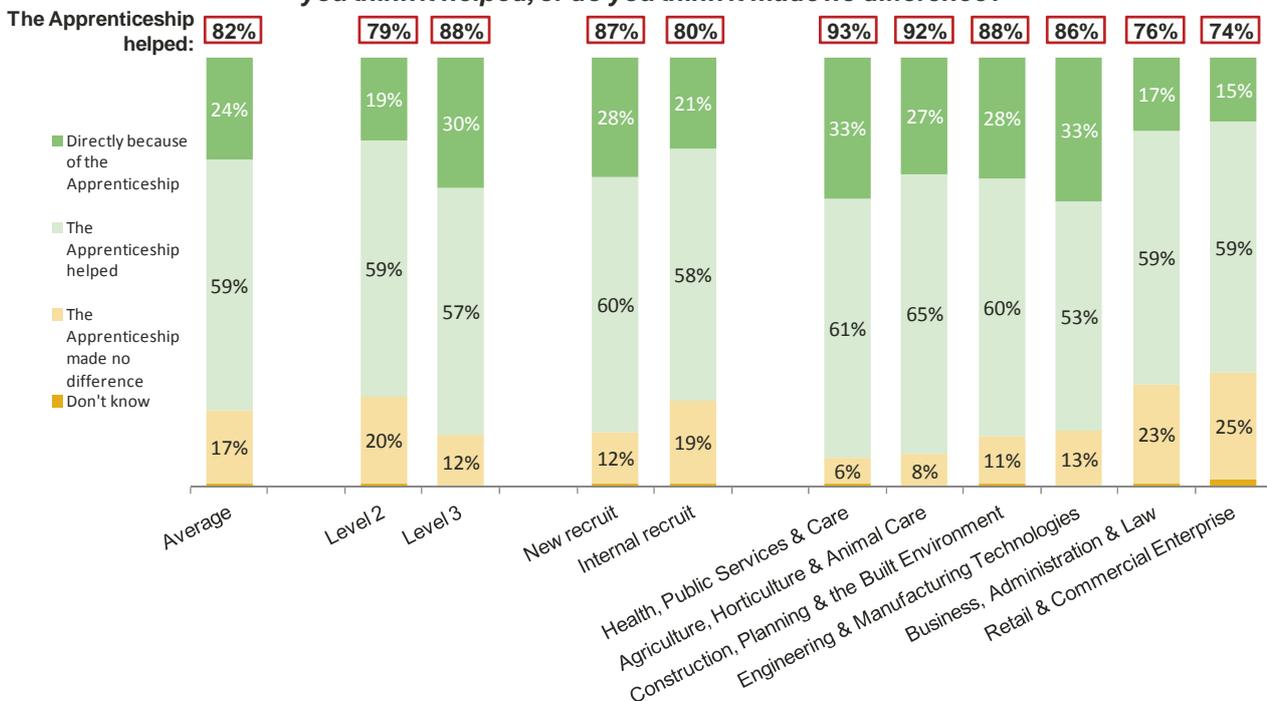
Base: Completers 2012/2011 (2797/2500); Agriculture, Horticulture and Animal Care (263/181); Business, Administration and Law (520/547); Construction, Planning and Built Environment (265/258); Engineering and Manufacturing Technologies (397/351); Health, Public Services and Care (334/340); Information and Communication Technology (225/178); Leisure, Travel and Tourism (280/186); Retail and Commercial Enterprise (439/416). Hairdressing was excluded due to low base size. Red cells represent findings that are lower than in 2011.

Benefits attributable to Apprenticeship

Apprentices were asked about the extent to which their pay increases and/or promotion was a *direct* result of the Apprenticeship. Over four in five (82%) felt that the Apprenticeship had helped to some degree including a quarter (24%) who said it was a direct result of the Apprenticeship. Apprentices in *Health, Public Services and Care* and *Engineering and Manufacturing Technologies* were more likely than average to attribute these benefits *directly* to the Apprenticeship (33% vs. 24% overall).

Figure 8.6: Benefits directly attributable to Apprenticeship, by framework and Level

E8. Do you think this/these benefit(s) was/were a direct result of you completing an Apprenticeship, do you think it helped, or do you think it made no difference?

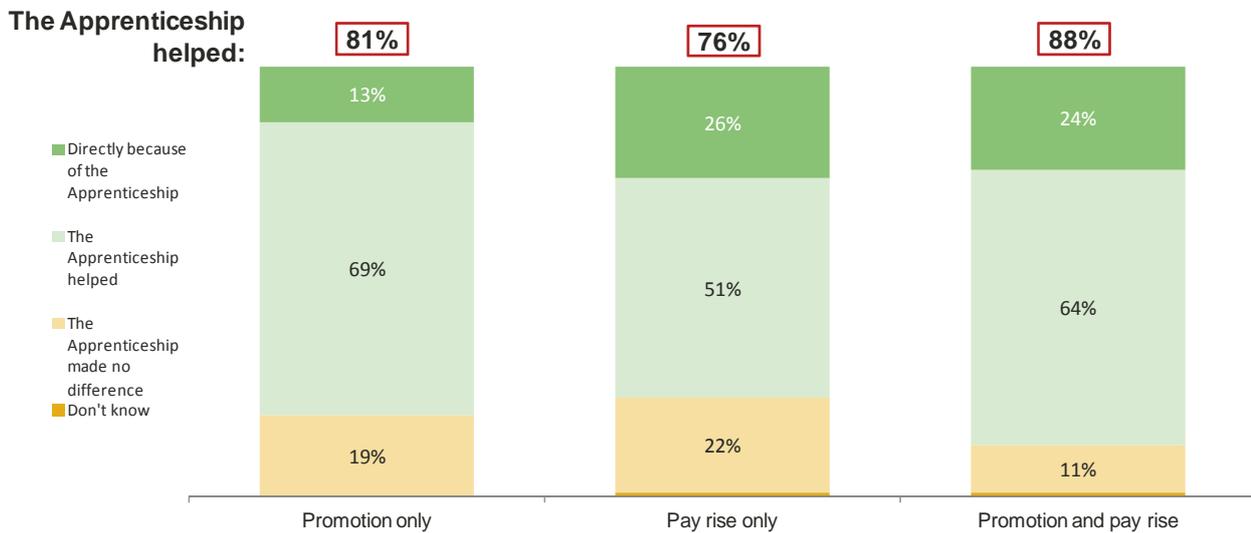


Apprenticeship Evaluation- Learners 2012. Fieldwork conducted 12th December 2012– 27th January 2013.
 Base size: All who benefited since (1241); Level 2 (634); Level 3 (607); Agriculture, Horticulture & Animal Care (150); Business, Administration & Law (192); Construction, Planning & Built Environment (161); Engineering & Manufacturing Technologies (235); Health, Public Services & Care (133); Retail & Commercial Enterprise (161). Please note the following frameworks are missing due to low base sizes: Hairdressing, Leisure, Travel & Tourism, Information, Communication & Technology; Internal recruit (737); New recruit (504)

Overall, apprentices who received a promotion only were least likely to say that it was a direct result of the Apprenticeship (Figure 8.7).

Figure 8.7: Benefits directly attributable to Apprenticeship

E8. Do you think this/these benefit(s) was/were a direct result of you completing an Apprenticeship, do you think it helped, or do you think it made no difference?

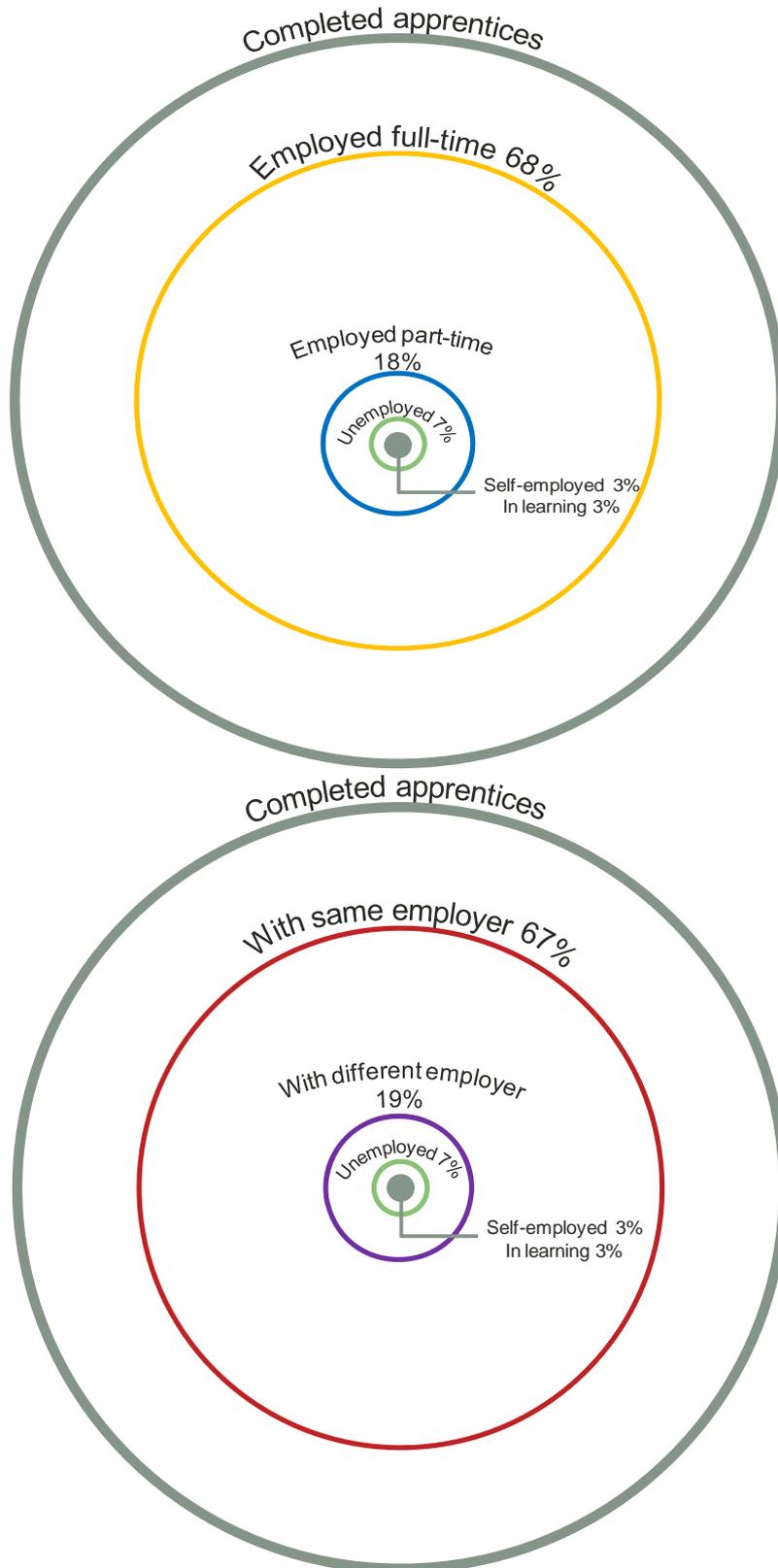


Apprenticeship Evaluation- Learners 2012. Fieldwork conducted 12th December 2012– 27th January 2013.
Base size: All who benefited since (1241); Promotion only (100); Pay rise only (564); Promotion and pay rise (577)

8.1.3 Current employment status

Employment prospects for recent completers are positive; 86% were currently in either full-time or part-time employment (Figure 8.8). Two thirds (67%) of completed apprentices were with the same employer. This was especially the case for apprentices aged over 25 (since they were more likely to have been internal recruits). Linked to this, retention rate was higher in *Health, Public Services and Care, Business, Administration and Law* and *Retail and Commercial Enterprise* compared with *Construction, Planning and Built Environment, Information and Communication Technology* and *Leisure, Travel and Tourism* (these frameworks had more new recruits and use of temporary contracts).

Figure 8.8: Routes of completed apprentices



Apprenticeship Evaluation- Learners 2012. Fieldwork conducted 12th December 2012– 27th January 2013.
 Base size: All completed apprentices (2797)

Younger apprentices were more likely to be unemployed: one in eight apprentices aged 16-18 years and eight percent aged 19-24 years compared with just three percent aged 25 or over. New recruits, who tended to be younger, were more likely to be unemployed (15% vs. four percent internal recruits).

Over half (56%) of unemployed apprentices were looking for work. Unemployed apprentices aged 16-18 years were more likely than average to be looking for work (63%), as were Level 2 completers (60%) (the two characteristics are, of course, related).

Over a third (36%) were looking for jobs solely related to their Apprenticeship and almost half (48%) were looking for any jobs. One in seven (15%) were looking for a job completely unrelated to their Apprenticeship (12% stated this in 2011 though the results are not directly comparable because there has been a slight change to the wording of this question).

Recent completers were very positive about their chances of finding work in the future - 87% believe that the Apprenticeship had improved their chances including 49% who felt that it had made a *significant* difference. Around one ten (12%) thought it had made no difference to their chances of finding work. This question was only asked of unemployed apprentices in 2011 and among this group, the findings have improved significantly – from 18% believing that it had improved their chances to 36% this year.

Views differed according to framework. As shown in Table 8.4 and Figure 8.9, those completing traditional frameworks were more positive about their chances of finding work. Linked to this, younger apprentices and those completing a Level 2 were more optimistic about their chances of finding work.

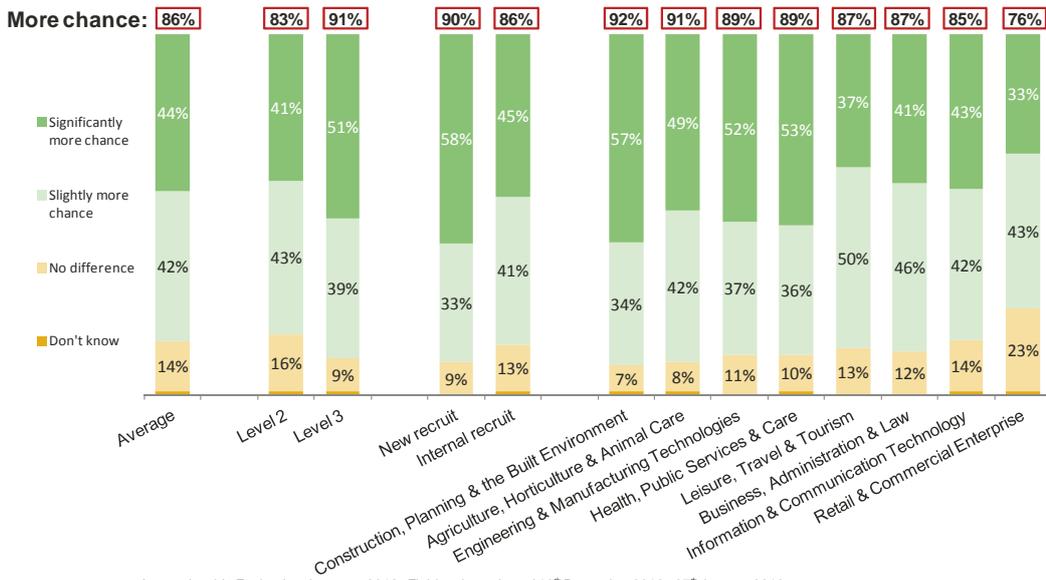
Table 8.4: Chances of finding work have improved, by framework

More likely to feel their chances have improved significantly	Less likely to feel their chances have improved significantly
Construction, Planning and Built Environment (57%)	Retail and Commercial Enterprise (33%)
Engineering and Manufacturing Technologies (52%)	Leisure, Travel and Tourism (37%)
Agriculture, Horticulture and Animal Care (49%)	Business, Administration and Law (41%)
Health, Public Services and Care (53%)	

Base: Completed (2797); Agriculture, Horticulture and Animal Care (263); Business, Administration and Law (520); Construction, Planning and Built Environment (265); Engineering and Manufacturing Technologies (397); Health, Public Services and Care (334); Leisure, Travel and Tourism (280); Retail and Commercial Enterprise (439)

Figure 8.9: Chances of finding work by Level, framework and type of recruit

F9. Do you feel that your Apprenticeship gives you significantly more chance of finding work in the future, or that your chances have improved slightly, or has it made no difference?

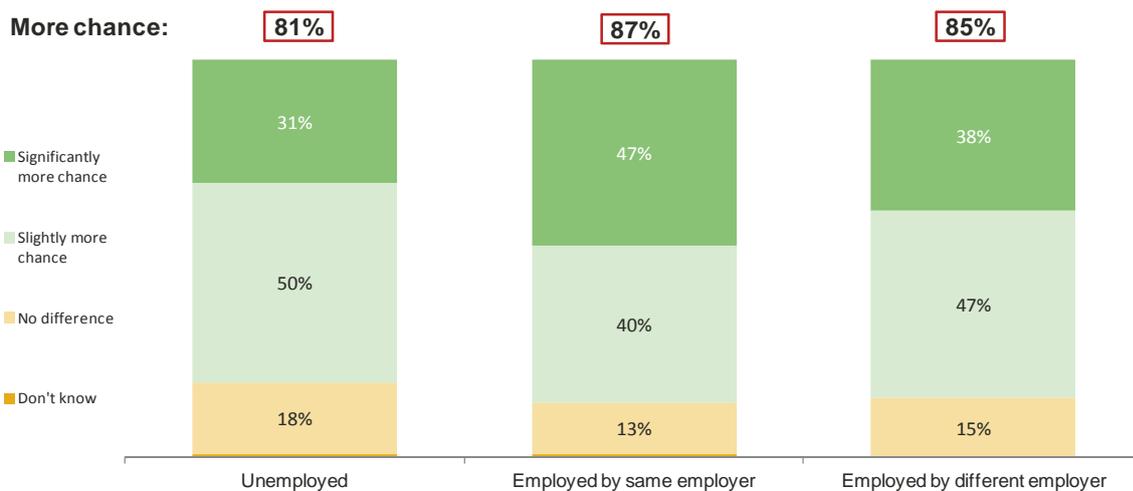


Apprenticeship Evaluation- Learners 2012. Fieldwork conducted 12th December 2012–27th January 2013.
 Base size: All completers (2797); Level 2 (1637); Level 3 (1160); Agriculture, Horticulture & Animal Care (263); Business, Administration & Law (520); Construction, Planning & Built Environment (265); Engineering & Manufacturing Technologies (397); Health, Public Services & Care (334); Information & Communication Technology (225); Leisure, Travel & Tourism (280); Retail & Commercial Enterprise (439). Please note, Hairdressing is missing due to a low base size; Internal recruit (3030); New recruit (1980)

Understandably, unemployed completers were less likely to be positive about their employment prospects compared with those still employed (either by the same employer or by a different employer).

Figure 8.10: Chances of finding work by employment status

F9. Do you feel that your Apprenticeship gives you significantly more chance of finding work in the future, or that your chances have improved slightly, or has it made no difference?



Apprenticeship Evaluation- Learners 2012. Fieldwork conducted 12th December 2012–27th January 2013.
 Base size: Unemployed (222); Employed by same employer (1708); Employed by different employer (600).

8.1.4 Next steps for completed apprentices

Four-fifths (80%) of employed apprentices said that they were likely to remain with their *current employer* for the next 2-3 years. Apprentices that had completed frameworks in *Leisure, Travel and Tourism* were least likely feel this way (64%). Intention to remain with the same employer was higher among Level 3 than Level 2 completers (84% vs. 78% Level 2).

Almost nine in ten (88%) recent completers were likely to stay in the *same sector* for the next 2-3 years. Older apprentices (aged 25 or over), who were more likely to be internal recruits, displayed greater intention of remaining within the same sector (93% vs. 86% aged 18-24), as were those with permanent jobs (90% vs. 82% with temporary jobs).

Intention to remain within the same sector was stronger among Level 3 completers (94% vs. 86% Level 2), and those in *Engineering and Manufacturing Technologies, Agriculture, Horticulture and Animal Care, Construction, Planning and Built Environment* and *Health, Public Services and Care* frameworks (varied between 89-92%).

Approaching a quarter (23%) of Level 2 completers went on to study a Level 3 qualification and three in ten (28%) were considering this.

Level 3 completers were less likely to have progressed onto a higher level qualification: six percent had started a Higher Apprenticeship; three percent a Higher National Certificate; one percent a Foundation Degree; and four percent a degree. Among those who had not gone onto to do a higher level qualification, a third (33%) were considering a Higher Apprenticeship.

8.2 Current Apprentices

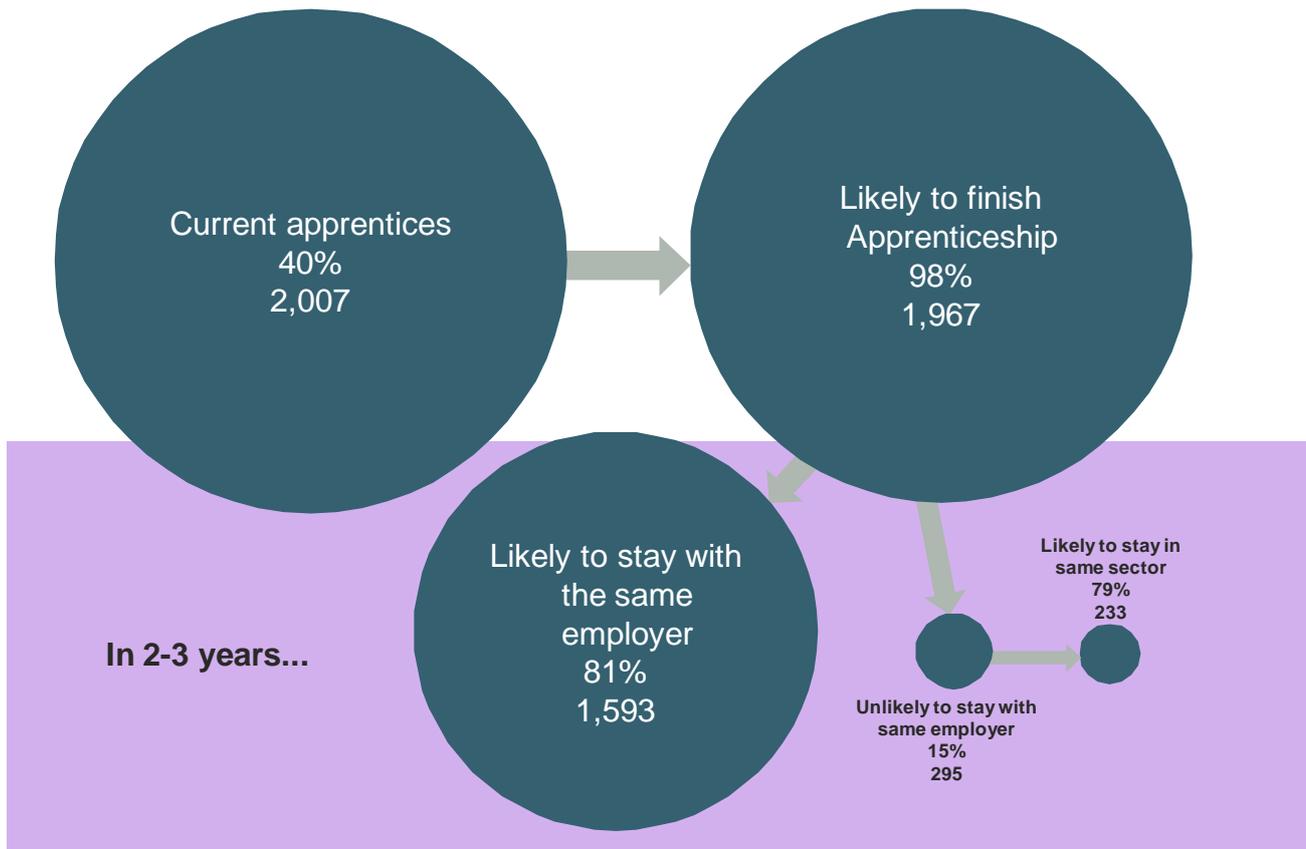
8.2.1 Likelihood to finish their Apprenticeship

The vast majority of current apprentices are committed to their training: (98% said they were likely to finish their Apprenticeship, including 87% saying this is 'very' likely. Just 33 apprentices said they were unlikely to finish. The main reason cited was a lack of support from the employer or training provider

8.2.2 Next steps for current apprentices

Four-fifths (81%) of current apprentices intend to remain with their employer for 2-3 years after they complete. More apprentices in *Business, Administration and Law* (84%) and *Engineering and Manufacturing Technologies* (87%) intend to do this compared with those in *Leisure, Travel and Tourism* (65%) and *Agriculture, Horticulture and Animal Care* (73%). The majority of those not intending to stay with their employer believe they will remain within the same sector (79%).

Figure 8.11: Path of current apprentices



Four-fifths (79%) of current apprentices were likely to undertake further learning or training leading to a qualification within the next 2-3 years, including 44% who would be 'very' likely. The large majority of these apprentices (91%) intend to study at a higher level than their current Apprenticeship. There were no significant differences in views by framework or Level.

9. Longer-term impact

This chapter focuses on the longer-term impact of the Apprenticeship by looking at reported outcomes among two groups of apprentices. The first is apprentices who completed between 1-2 years previously (referred to as *medium-term former apprentices*). The second group is apprentices who completed around 3 years previously (referred to as *long-term former apprentices*). This strand of the research is referred to as the *longitudinal boost*.

9.1 Impact on employment

9.1.1 Numbers in paid employment at the time of the survey

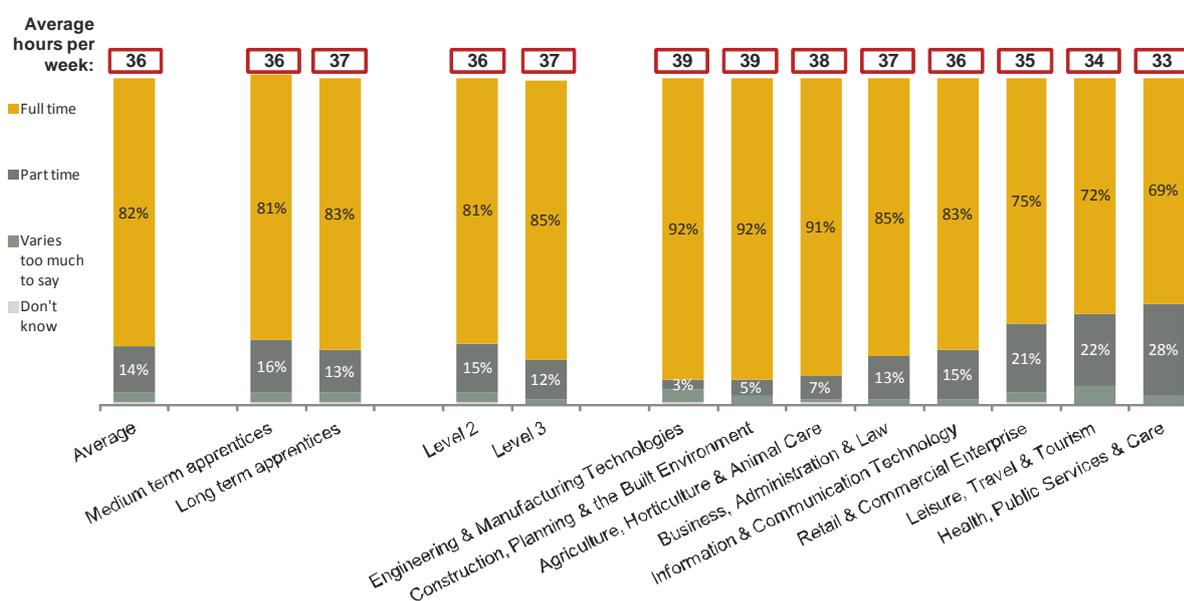
The large majority of apprentices in the longitudinal boost were in full- or part-time employment at the time of the survey (81%). Medium-term former apprentices were more likely to be employed than long-term former apprentices (88% vs. 78%), and Level 3 apprentices more likely than Level 2 (84% vs. 80%). Apprentices aged 16-18 at the start of their Apprenticeship were more likely to be unemployed now than older apprentices (nine percent vs. four percent of those aged 25 or over). These patterns are similar to those observed among recent completers.

By framework, the proportion in *paid* employment ranged from 66% amongst those who completed frameworks in *Construction, Planning and Built Environment* to 88% amongst former *Business, Administration and Law* apprentices. The relatively low incidence in the former frameworks is related to higher levels of self-employment among this group (see section 9.1.2).

Apprentices who were either currently employed, or have had at least one job since completing, worked on average 36 hours a week. Longer hours were recorded among apprentices completing frameworks in *Engineering and Manufacturing Technologies* (39 hours), *Construction, Planning and Built Environment* (39 hours) and *Agriculture, Horticulture and Animal Care* (38 hours). Linked to this, younger apprentices were more likely to report longer hours than older apprentices. Women, who are more likely to be doing part-time work, reported fewer hours than men (34 vs. 38 hours).

Figure 9.1.1: Hours worked per week by type of apprentice, Level and framework

B17. How many hours a week did/do you usually work, excluding meal breaks but including paid overtime?



Apprenticeship Evaluation-Boost2013. Fieldwork conducted 1st February– 17th March 2013.
 Base size: All been employed since completing: Total (4147); Medium term apprentices (1447); Long term apprentices (2700); Level 2 (2582); Level 3 (1565); Agriculture, Horticulture & Animal Care (171); Business, Administration & Law (871); Construction, Planning & Built Environment (628); Engineering & Manufacturing Technologies (761); Health, Public Services & Care (568); Information & Communication Technology (222); Leisure, Travel & Tourism (145); Retail & Commercial Enterprise (697)

9.1.2 Self-employment

Eight per cent of all former apprentices were self-employed at the time of the survey. Self-employment was significantly more common among long-term completers (11% vs. three percent medium-term completers) and men (12% vs. four percent women). As previously mentioned, the gender difference is partly related to high self employment rates among completers in *Construction, Planning and Built Environment* frameworks (27%).

Over eight in ten (84%) of all currently employed or self-employed apprentices had been in continuous, paid employment since completing their Apprenticeship. Medium-term former apprentices were more likely than long-term former apprentices to have experienced continuous paid employment (91% vs. 81%).

Apprentices who have been in continuous paid employment since completing were more likely to be in a job related to their Apprenticeship (87%); the corresponding rate for apprentices working in an unrelated job was 69%.

9.2 Impact on ability to find work

9.2.1 Impact on chances of finding work in the future

In the longitudinal survey, former apprentices who were unemployed or in full-time education were asked whether the Apprenticeship had improved their chances of finding work in the future. Seven in ten (69%) were positive; there was no significant difference in views between medium and long-term completers. As would be expected, those seeking work in a sector related to their Apprenticeship were more likely feel that it had improved their chances (81% vs. 59% looking for work in a different, unrelated job sector).

9.2.2 Unemployment

Seven per cent of apprentices were unemployed at the time of the survey, and an additional two percent were in education or training. Long-term former apprentices were slightly more likely to be unemployed than medium-term former apprentices (eight percent vs. six percent). Overall, Level 2 apprentices were twice as likely as those achieving a Level 3 to be unemployed (nine percent vs. four percent).

Unemployment was more common among apprentices who had completed a framework in *Health, Public Services and Care* (eight percent) or *Retail and Commercial Enterprise* (nine percent). The frameworks with higher-than-average proportions currently in education or training were *Information and Communication Technology* (seven percent) and *Leisure, Travel and Tourism* (eight percent).

9.3 Benefits to skills and ability

Similar to recent completers (section 8.1), apprentices in the longitudinal boost generally viewed their Apprenticeship as having a strong, positive impact on their skills and abilities. Among those who are currently employed, or have had at least one employment since completing their Apprenticeship, 86% believe their Apprenticeship had improved their ability to do their job (slightly higher than reported by recent completers – 83%), and as many believe it had provided them with better skills or knowledge related to their current or desired area of work (again, this is in line with recent completers). Over eight in ten (84%) stated that completing the Apprenticeship had improved their overall career prospects (also consistent with recent completers).

Just two percent did not report any of these benefits; these were mainly apprentices who had completed *Information and Communication Technology* frameworks or had moved into a job in an industry sector that was unrelated to their Apprenticeship.

Apprentices aged 25 or over were the least likely to report any wider benefits – a pattern that was also observed among recent completers: 87% of apprentices aged 16-18 reported that their career prospects had improved compared with 73% of those aged 25 or over. Similarly, over two thirds (68%) of apprentices aged 16-18 reported improved literacy or numeracy skills compared with two-fifths of those aged 25 or over.

Former apprentices in *Construction, Planning and Built Environment* and *Engineering and Manufacturing Technologies* frameworks were most likely to report that their ability to do their job had improved (93% and 91%, respectively). Apprentices who have completed frameworks in *Leisure, Travel and Tourism* and *Information and Communication Technology* were less positive (78% each, though the findings remained very positive). There was a slight difference in views between Level 3 and Level 2 apprentices, with the former more likely to feel their career prospects had improved (86% vs. 83%). There was also a subtle difference between medium-term and longer-term former apprentices with the former group displaying more positive views about the impact of the Apprenticeship (83% vs. 85%).

Table 9.1: Benefits received by age

Which, if any, of the following benefits have you gained as a direct result of your Apprenticeship...?	Average	Under 19	19-24	25 or over
<i>The skills and knowledge you have can be used across a range of jobs and industries</i>	88%	89%	88%	82%
<i>You have better skills and knowledge related to your current/desires area of work</i>	86%	88%	83%	86%
<i>Your career prospects have improved</i>	84%	87%	85%	73%
<i>Your ability to do your job has improved</i>	86%	89%	84%	78%
<i>Your numeracy has improved</i>	64%	68%	59%	59%
<i>Your literacy has improved</i>	64%	68%	58%	60%
<i>None of these</i>	2%	2%	2%	3%

Base: All currently employed/ or had at least one employment since completing (3862/4147); *Under19* (2016/2327); *19-24* (1187/1317); *25+* (478/502). The red cells represent a figure that is lower than the average; the green cells represent a figure that is higher than the average.

Overall, seven in ten (72%) apprentices who were working in an industry sector unrelated to their Apprenticeship stated that their career prospects had improved - significantly lower than reported by those who have remained in a related job sector (88%).

9.4 Career progression and development

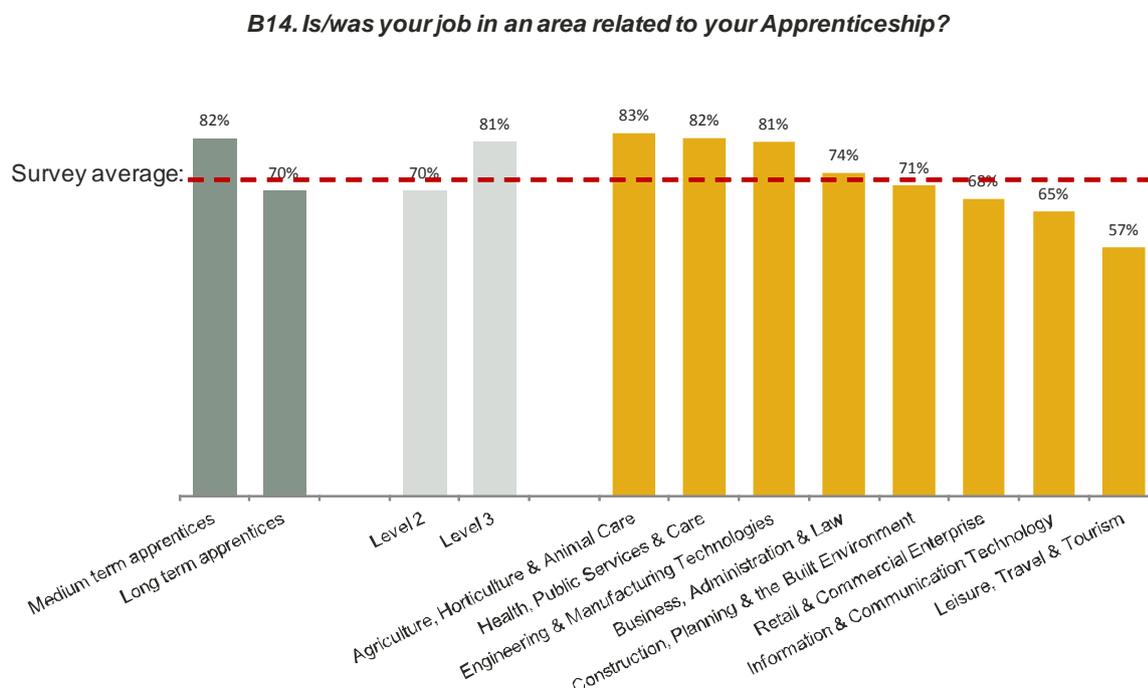
9.4.1 Working in an area related to the Apprenticeship

In section 7.2.4 it was noted that as many as nine in ten (88%) recent completers said they were likely to remain in the same job sector for the next 2-3 years. In the longitudinal boost survey, former apprentices who were employed at the time of the survey, or have had at least one job post-completion, were asked if that job was *in an area related to their Apprenticeship*. Three-quarters (74%) said that it was, whilst 25% had moved into an unrelated job (many were working for a different employer altogether).

Medium-term former apprentices were more likely than long-term former apprentices to have remained in a job related to their Apprenticeship (82% vs. 70%), and to be working for the same employer. Level 3 completers were also more likely to still be working in an area related to their Apprenticeship (81% vs. 70% Level 2).

Overall, apprentices from *Agriculture, Horticulture and Animal Care* (83%) frameworks were most likely to remain in a job related to their Apprenticeship; those from *Leisure, Travel and Tourism* (57%) and *Information and Communication Technology* (65%) frameworks were least likely.

Figure 9.2: % in a job related to Apprenticeship by apprentice type, Level and framework



Apprenticeship Evaluation- Boost2013. Fieldwork conducted 1st February– 17th March 2013.
 Base size: All been employed since completing: Total (4147); Medium term apprentices (1447); Long term apprentices (2700); Level 2 (2582); Level 3 (1565); Agriculture, Horticulture & Animal Care (171); Business, Administration & Law (871); Construction, Planning & Built Environment (628); Engineering & Manufacturing Technologies (761); Health, Public Services & Care (568); Information & Communication Technology (222); Leisure, Travel & Tourism (145); Retail & Commercial Enterprise (697)

9.4.2 Work-related responsibilities

Three-quarters of former apprentices reported *doing a job with more responsibilities* as a result of the Apprenticeship. The incidence was higher among long-term former apprentices (78% vs. 68% medium-term former apprentices) and Level 3 completers (76% vs. 73% Level 2).

Apprentices who were on frameworks in *Engineering and Manufacturing Technologies* (83%) or *Construction, Planning and Built Environment* (82%) were most likely to cite doing a job with more responsibilities; former apprentices in *Information and Communication Technology* (64%) or *Leisure, Travel and Tourism* (66%) were least likely. Linked to this, men and younger apprentices (aged 16-18 at the start of the Apprenticeship) were more likely than average to cite this benefit (78% and 82% respectively). Apprentices still working in an area related to their Apprenticeship were significantly more likely to report doing a job with more responsibilities (80% vs. 56% of those working in a job unrelated to their Apprenticeship). As we noted earlier, those still working in an area related to their Apprenticeship were also more likely to be working for the same employer.

9.4.3 Supervising other employees

Among those currently employed, or have had at least one job since completing their Apprenticeship, 39% said they have had the responsibility of supervising the work of other employees. More Level 3 completers reported this than Level 2 (46% vs. 35%).

There was no notable difference between medium- and long-term former apprentices. Although younger former apprentices were more likely than average to report being given more responsibilities, they were less likely to report supervising the work of other employees than older apprentices (35% vs. 44% aged 25 or over).

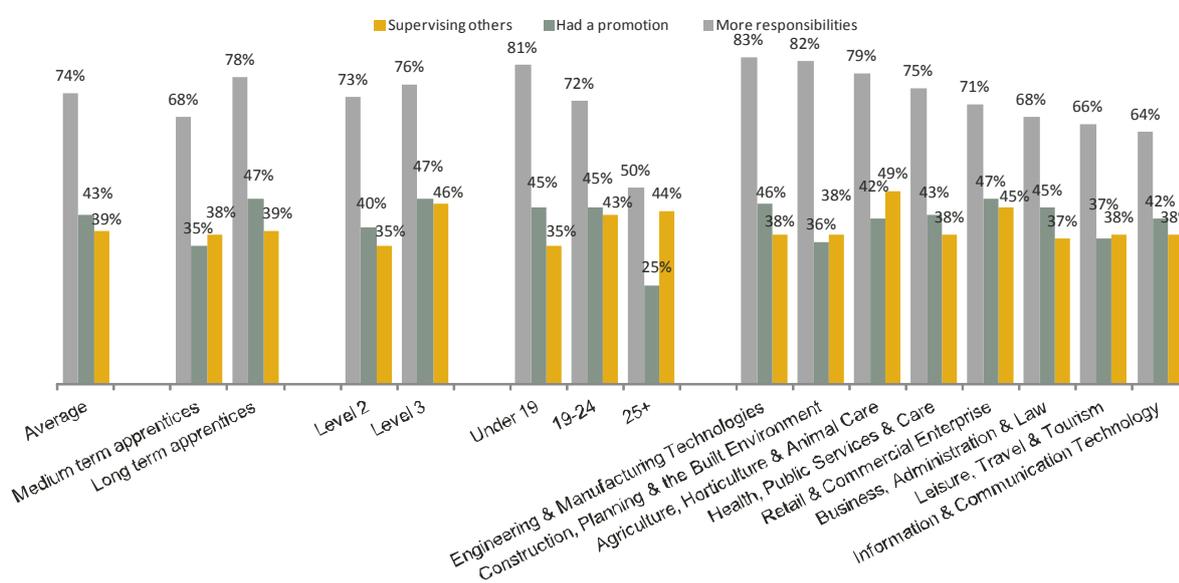
Apprentices from *Agriculture, Horticulture and Animal Care* (49%) and *Retail and Commercial Enterprise* (45%) frameworks were most likely to have gained responsibility for supervising the work of other employees. Again, this was more common among apprentices working in an area related to their Apprenticeship (43% vs. 27% of those working in an area unrelated to their Apprenticeship).

9.4.4 Promotion

Among those currently employed, or have had at least one employment since completing their Apprenticeship, just over two-fifths (43%) have been promoted. Likelihood of getting a promotion increases with time (reported by 35% medium-term former apprentices and 47% long-term former apprentices). Promotions were also more common among Level 3 than Level 2 apprentices (47% vs. 40%), and among younger than older apprentices (45% aged 16-18 vs. 25% aged 25 or over). Overall, apprentices from *Retail and Commercial Enterprise* (47%), *Engineering and Manufacturing Technologies* (46%) and *Business, Administration and Law* (45%) frameworks were most likely to have been promoted.

Figure 9.3: Job progression by Level, age and framework

B13. Do/did you have responsibility for supervising the work of any other employees? C2a. As a result of your Apprenticeship, are/were you doing a job with more responsibilities? C2b. Have you been promoted since you completed your Apprenticeship?



Apprenticeship Evaluation-Boost 2013. Fieldwork conducted 1st February– 17th March 2013.
 Base size: All been employed since completing: Total (4147); Medium term apprentices (1447); Long term apprentices (2700); Level 2 (2582); Level 3 (1565); Under 19 (2327); 19-24 (1317); 25+ (502); Agriculture, Horticulture & Animal Care (171); Business, Administration & Law (871); Construction, Planning & Built Environment (628); Engineering & Manufacturing Technologies (761); Health, Public Services & Care (568); Information & Communication Technology (222); Leisure, Travel & Tourism (145); Retail & Commercial Enterprise (697)

Promotions were more commonly reported by former apprentices who had attained additional qualifications after their Apprenticeship (49% vs. 39% who had not). In addition, former apprentices who have remained working in an area related to their Apprenticeship were significantly more likely to have been promoted post-completion (47% vs. 30% working in an area unrelated to their Apprenticeship). Overall the findings show that apprentices who remain working in an area related to their Apprenticeship reap greater benefits compared to those who have moved to an unrelated area of work.

9.5 Impact on earning potential

9.5.1 Usual take home salary

Among former apprentices who are currently employed, or have had at least one employment since completing their Apprenticeship, the average take-home salary (after all deductions for Income Tax and National Insurance but including overtime and bonuses) was £14,563. There was a notable increase in average take-home salary among long-term former apprentices (£15,107 vs. £13,574 among medium-term former apprentices). Level 3 completers took home, on average, £2,800 more than Level 2 completers (£16,294 per annum vs. £13,507 per annum).

Overall, former apprentices on frameworks in *Health, Public Services and Care* (£11,470), *Retail and Commercial Enterprise* (£11,781) and *Leisure Travel and Tourism* (£12,625) reported the lowest average take-home salaries, whilst apprentices from frameworks in *Engineering and Manufacturing Technologies*

(£18,305), *Construction, Planning and Built Environment* (£17,021) and *Information and Communication Technology* (£14,838) reported the highest. In line with this, men reported significantly higher average take-home salaries than women (£16,520 vs. £12,031).

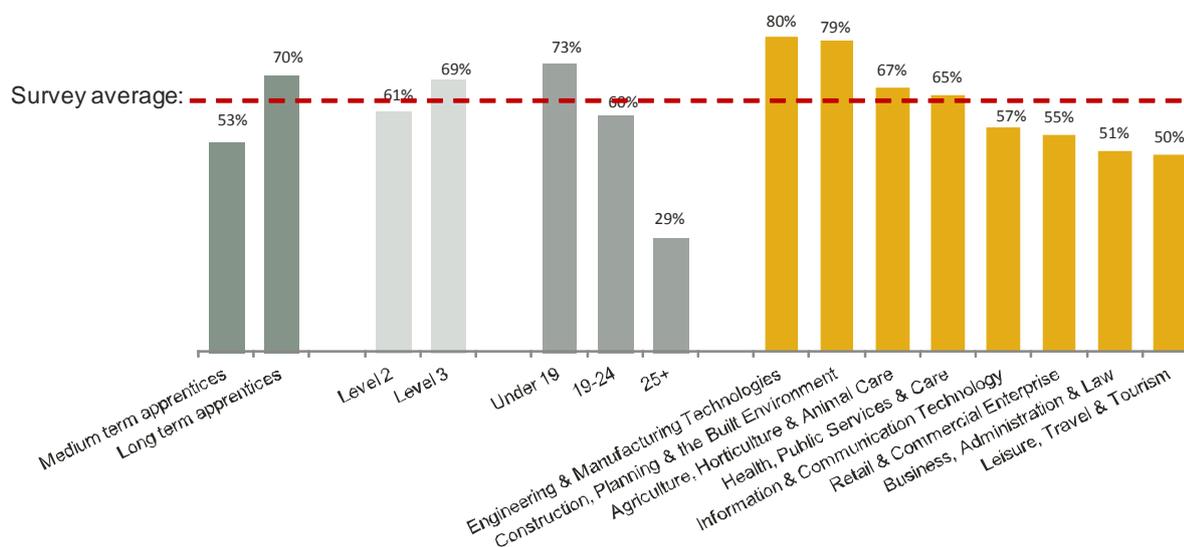
A fifth (19%) reported take-home salaries of below £10,000 whilst seven percent took home at least £25,000 per year. Former apprentices working in an area related to their Apprenticeship had higher average salaries than those working in an unrelated job sector (£14,958 vs. £13,322).

9.5.2 Changes in pay

In section 8.1.2 it was noted that 35% of recent completers had a pay rise post-completion. Apprentices in the longitudinal boost were asked if their pay had increased, decreased or remained the same as a result of completing the Apprenticeship. Approaching two-thirds (64%) said their pay had increased, while a third (32%) said it had stayed the same. Medium-term former apprentices and Level 2 apprentices (53% and 61% respectively) were less likely to have reported a pay rise than long-term former apprentices and Level 3 apprentices (70% and 69% respectively). Pay rises were more commonly reported by younger apprentices (a similar pattern was observed among recent completers): 73% aged 16-18 reported a pay rise compared with 29% aged 25 or over.

Figure 9.4: Pay increase by Level, age and framework

C3. Did your pay increase, decrease or stay the same as a result of finishing your Apprenticeship?



Apprenticeship Evaluation-Boost2013. Fieldwork conducted 1st February– 17th March 2013.
 Base size: All been employed since completing: Total (4147); Medium term apprentices (1447); Long term apprentices (2700); Level 2 (1565); Level 3 (1565); Under 19 (2327); 19-24 (1317); 25+ (502); Agriculture, Horticulture & Animal Care (171); Business, Administration & Law (871); Construction, Planning & Built Environment (628); Engineering & Manufacturing Technologies (761); Health, Public Services & Care (568); Information & Communication Technology (222); Leisure, Travel & Tourism (145); Retail & Commercial Enterprise (697)

Apprentices from *Engineering and Manufacturing Technologies* and *Construction, Planning and Built Environment* frameworks were more likely than average to have received a pay rise as a result of

completing their Apprenticeship (80% and 79% respectively). Linked to this, men (typically associated with these frameworks) were more likely to have received a pay rise than women (70% vs. 56%). These patterns were also observed among recent completers.

Overall, increases in pay as a result of completing an Apprenticeship were significantly more common among apprentices who had attained an additional qualification after their Apprenticeship (71% vs. 59% of those who had not). In addition, those working in an area related to their Apprenticeship were more likely to have received a pay rise (68% vs. 51% working in an area unrelated to the Apprenticeship).

9.6 Impact on continued learning and qualifications

9.6.1 Further qualifications attained

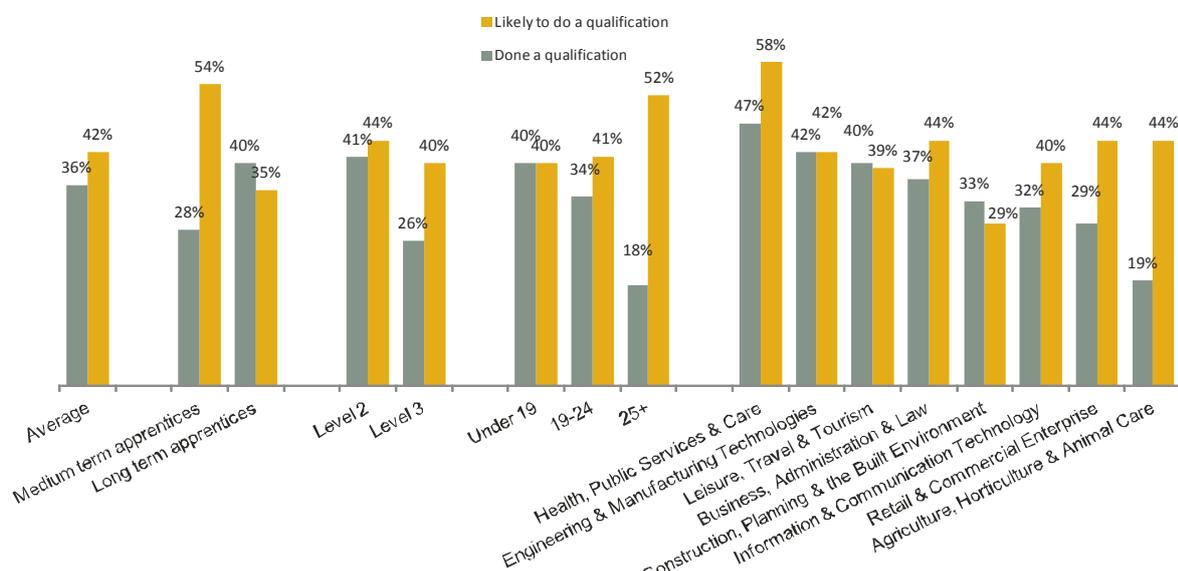
Over a third of former Level 2 apprentices (35%) had gone on to complete a Level 3 or an Advanced Apprenticeship. This was more common among long-term former apprentices (40% vs. 28% medium-term former apprentices) and apprentices who had completed frameworks in *Health, Public Services and Care* frameworks (47%). Apprentices aged 16-18 were twice as likely as those aged 25 or over to have done a further qualification (40% vs. 18%).

9.6.2 Desire to pursue further qualifications leading to a higher NVQ level

Former apprentices who had **not** pursued a further qualification were asked their likelihood of undertaking further learning or training (at a higher level) in the next 2-3 years. Views were divided though, on balance, more said unlikely than likely (55% vs. 42% likely). Medium-term former apprentices and Level 2 apprentices were more likely to consider it, as were former apprentices in *Health, Public Services and Care* frameworks. In contrast, those completing frameworks in *Construction, Planning and Built Environment* were significantly less likely to consider further qualifications.

Figure 9.5: Further qualifications by type of apprentice, Level, age and framework

D1. Have you done any of the following qualifications since completing your Apprenticeship? D2. And how likely are you to undertake further learning or training leading to a higher level NVQ Apprenticeship in the next 2-3 years?



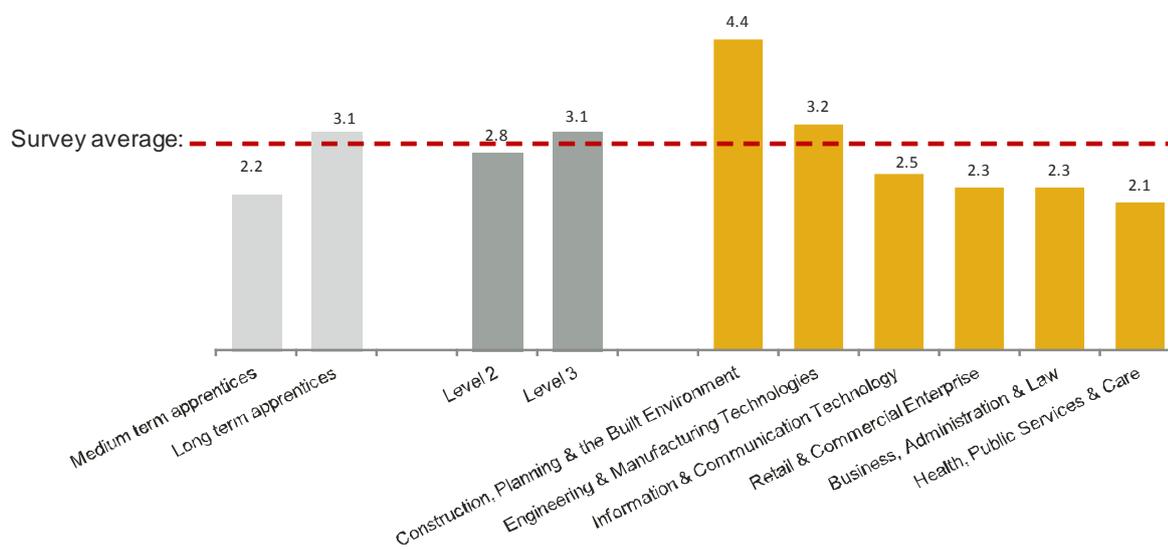
Apprenticeship Evaluation-Boost 2013. Fieldwork conducted 1st February– 17th March 2013.
 Base size: Done a qualification/Likely to do a qualification: Total (4519/2906); Medium term apprentices (1513/1091); Long term apprentices (3006/1815); Level 2 (2795/1636); Level 3 (1724/1270); Under 19 (2562/1539); 19-24 (1443/946); 25+ (513/420); Agriculture, Horticulture & Animal Care (195/158); Business, Administration & Law (900/567); Construction, Planning & Built Environment (777/523); Engineering & Manufacturing Technologies (816/477); Health, Public Services & Care (601/318); Information & Communication Technology (232/152); Leisure, Travel & Tourism (156/94); Retail & Commercial Enterprise (757/540)

9.6.3 Average number of jobs post-completion

Nine in ten former apprentices (92%) in the longitudinal boost have had at least one job since completing their Apprenticeship; employment outcomes were higher among medium-term former apprentices than long-term former apprentices (96% vs. 90%). There was no significant difference between former Level 2 and Level 3 apprentices. However, apprentices who had completed an additional qualification were *slightly* more likely to have had a job (93% vs. 91% who had not pursued an additional qualification).

Eight per cent of all former apprentices had not worked since completing their Apprenticeship which was more common among long-term former apprentices (10% vs. four per cent medium-term former apprentices).

Apprentices that have spent some time working since completing their Apprenticeship, but not for the same employer, were asked the number of jobs they have held since completing their Apprenticeship. The average was 2.9 jobs. As would be expected, medium-term former apprentices have had a fewer number of jobs (2.2 vs. 3.1 long-term former apprentices). Overall, Level 3 apprentices had a higher average number of jobs post-completion (3.1 vs. 2.8 Level 2), though Level 3 apprentices were also more likely to still be working for their Apprenticeship employers too.

Figure 9.6: Mean number of jobs by Level and framework*B9. In total, how many jobs have you had since completing your Apprenticeship?*

Apprenticeship Evaluation-Boost2013. Fieldwork conducted 1st February– 17th March 2013.
 Base size: All spent some time working: Total (1005); Medium term apprentices (220); Long term apprentices (785); Level 2 (717); Level 3 (288); (171); Business, Administration & Law (195); Construction, Planning & Built Environment (226); Engineering & Manufacturing Technologies (144); Health, Public Services & Care (119); Retail & Commercial Enterprise (172). Please note, the following could not be displayed due to low base sizes: Agriculture, Horticulture & Animal Care; Information & Communication Technology and Leisure, Travel & Tourism

The average number of jobs was higher among men than women (3.3 vs. 2.2), which is partly explained by higher instances of temporary jobs among apprentices who were doing *Construction, Planning and Built Environment* frameworks.

9.6.4 Permanent versus temporary work

Of the former apprentices who have spent some time working (including self-employment) since their Apprenticeship, three-fifths (60%) had mainly worked full-time, 17% had mainly worked part-time or via job shares, and 11% had mainly done temporary or casual work. There was no difference between medium- and long-term former apprentices. Level 2 apprentices were more likely to have done mainly part-time work or job shares (19% vs. 11% Level 3 apprentices). Women were twice as likely to be in part-time work as men (24% vs. 12%).

Former apprentices from *Business, Administration and Law* frameworks were most likely to have mainly worked full-time (69%), whilst those from *Construction, Planning and the Built Environment* frameworks were most likely to have mainly worked in temporary or casual jobs (55%). Former apprentices who were working in an area related to their Apprenticeship were more likely to have done mainly full-time work compared to those who were working in an unrelated area (64% vs. 55%).

The length of working contracts held by former apprentices who had been employed since completing their Apprenticeship varied. Over half (56%) had contracts which averaged more than a year, whilst 35%

had contracts averaging less than a year. Contracts lasting less than a year were more common among men (40% vs. 27% women) and former apprentices from the *Construction, Planning and Built Environment* frameworks (46% vs. 35% overall). In contrast, longer contracts were more common among former apprentices from the *Business, Administration and Law, Health, Public Services and Care* and *Retail and Commercial Enterprise* frameworks (68%, 65% and 63% respectively vs. 56% overall).

Nine in ten (91%) former apprentices who had been employed subsequent to completing their Apprenticeship had held a permanent job. Level 3 apprentices were slightly more likely to have held a permanent job (93% vs. 90% Level 2). In contrast, temporary jobs were more commonly held by apprentices in *Leisure, Travel and Tourism* and *Construction, Planning and the Built Environment* frameworks (17% and 12% respectively).

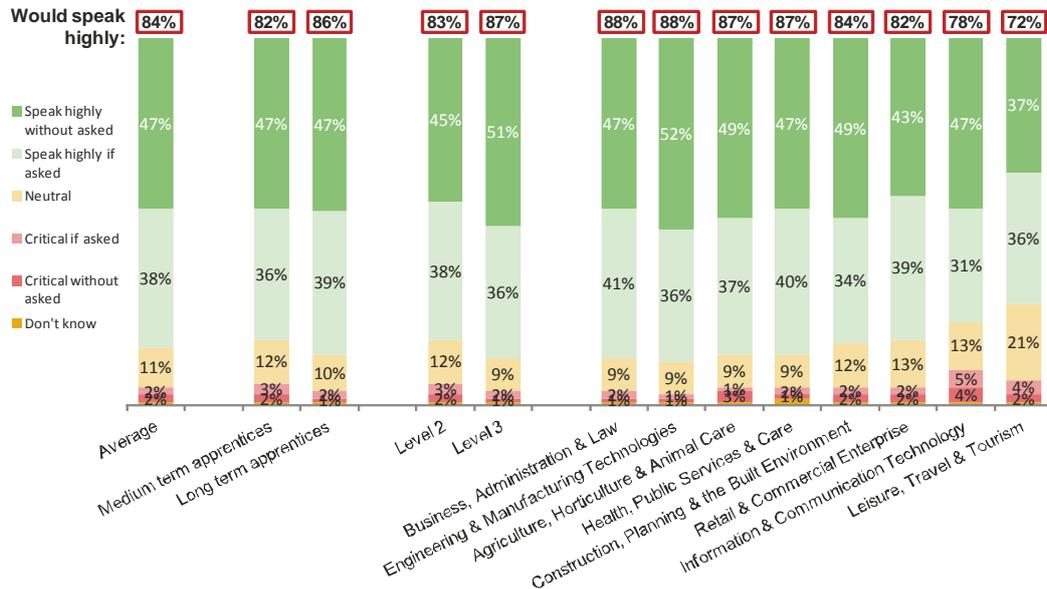
As seen with the current and recently completed apprentices, younger apprentices were more likely to have held temporary jobs compared to older apprentices. This pattern was also observed among the longitudinal boost with apprentices aged 19-24 less likely to have held a permanent job (89% vs. 96% aged 25 or over). Furthermore, former apprentices working in a sector related to their Apprenticeship were more likely to have held a permanent job than those working in an unrelated area (93% vs. 84%).

9.6.5 Advocacy

Over eight in ten (84%) apprentices in the longitudinal boost would speak highly of their Apprenticeship including 47% who would do so unprompted. Medium-term former apprentices were slightly less likely to speak highly of their training than long-term former apprentices (82% vs. 86%). Overall, Level 3 apprentices were more likely than Level 2 apprentices to speak highly of their training (87% vs. 83%).

Figure 9.7: Advocacy by type of apprentice, framework and Level

C4. Which following phrase best describes the way you would speak about Apprenticeship training?



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Former apprentices from the *Engineering and Manufacturing Technologies* (88%), *Construction, Planning and Built Environment* (84%) and *Health, Public Services and Care* (87%) frameworks were most likely to advocate the Apprenticeship. Just four percent would be critical; these were mainly former apprentices from the *Information and Communication Technologies* frameworks (eight percent), apprentices who were earning the lowest salary (below £15,000), were currently unemployed or were working in a job unrelated to their Apprenticeship.

10 Conclusions

This evaluation has found high levels of satisfaction with the Apprenticeship programme among both employers and apprentices. Moreover, employers and apprentices reported a range of economics and skills-related benefits as the result of being part of the programme, demonstrating that the programme is delivering the qualifications and skills which employers and learners need. For example, seven in ten employers reported that the Apprenticeship had helped their business improve its product or service quality as well as productivity. Likewise, the majority of apprentices reported improved skills and knowledge and enhanced career prospects. Importantly these benefits were reported equally by recent and long-term completers demonstrating the enduring value of the return on investment.

However, findings also reveal a number of aspects of the programme that are not working as well as intended, with implications for implementation of the recommendations of the Richard Review.

1. The first is a lack of awareness among a significant minority of employers and apprentices that they are undertaking an Apprenticeship. This was most apparent amongst employers who had recruited from existing staff and apprentices recruited in this way. Linked to this, employers and apprentices in the newer frameworks (Retail & Commercial Enterprise; Health, Public Service & Care; Leisure, Travel & Tourism; and Business, Administration & Law) were most likely to be unaware that they were doing an Apprenticeship. It was also the case that apprentices undertaking these frameworks were mainly interested in the qualification they would get and not that the qualification was an Apprenticeship. Since the vast majority of employers were using providers to deliver the Apprenticeships training, these findings raise questions about how providers are presenting the Apprenticeship programme to employers and apprentices. Further follow-up is required with providers, employers and apprentices.
2. The second issue relates to the extent of employer influence over training. The evaluation identified two key groups of employers for whom the programme is not working as intended in this respect: (i) a group of employers who feel they are not having as much influence as they wanted over the training their employees received and (ii) a group of employers who neither seek nor want any influence. Employers who were unaware that they were delivering an Apprenticeship featured more prominently in both groups, reinforcing the importance of addressing the awareness deficiency that currently exists.

As would be expected, small employers feel less able to exert influence because, compared to larger employers, they employ fewer apprentices and have less established training

infrastructures. However, small employers also account for the vast number of businesses in the English economy and, therefore, their engagement in, and ability to shape, the training their employees receive is crucial to meeting government commitment for a demand-led skills system. More follow-up work with employers and training providers is required to understand the barriers/inertia and how they may be overcome.

3. The third issue relates to employers' motivations for delivering Apprenticeships and whether there should be tighter guidelines on eligibility for Apprenticeship funding. Specifically the high levels of recruitment from existing staff among employers offering the newer frameworks (Retail & Commercial Enterprise; Health, Public Service & Care; Leisure, Travel & Tourism; and Business, Administration & Law) warrants further investigation, particularly as these employers are also more likely to view the Apprenticeship training as a way to improving staff morale and retention.
4. The fourth issue relates to the extent to which the different frameworks are delivering value for money (which is also closely inter-related to how employers are using the Programme). The apprentice findings shows very different apprentice experiences depending on the framework undertaken. In the case of the newer frameworks highlighted above, the amount of time spent training was shorter compared to other frameworks, as was the average length of time taken to complete training. A wide number other benefits such as perceived impact, pay rises and promotions were reported by a smaller proportion of apprentices on newer frameworks. As the recent strong growth in apprentice numbers has taken place in these frameworks, it is important to ensure the quality of training and its ability to make a genuine difference to the life of the apprentice is not compromised by expansion.
5. The issue relating to Apprenticeship training also needs to be considered within the context of the change in compulsory education age which will be implemented in full by 2015. Apprenticeships will be an important route for 17 and 18 year olds and the training methods adopted will need to reflect the lack of work experience among this group. The survey findings revealed that a fifth of apprentices said they were not getting any off-the-job training. For 16 to 18 year olds, the figure was lower, but 13% still said they received no formalised training away from the job and this was especially the case in newer frameworks. Further work is required to ensure all young people choosing the Apprenticeship route receive good quality training.
6. The final issue relates to progression – specifically to better understand why so many apprentices do not take up the progression opportunities (to Level 3 and higher) that employers say they offer.

Focusing on these issues will help deliver even greater returns on a programme that is already meeting the needs of the large majority of employers and apprentices.

Appendices

Appendix 1: Survey for current apprentices

Apprenticeships Evaluation – Learner questionnaire

INTRO1

Good MORNING/AFTERNOON/EVENING. Could I please speak to (NAMED RESPONDENT)?

USE STANDARD OUTCOME CODES. SEE INSTRUCTIONS FOR THOSE WHO ARE UNABLE TO TAKE PART BECAUSE OF LANGUAGE/LEARNING DIFFICULTIES OR DISABILITY.

Yes	1	GO TO INTRO2
No - call back later	2	MAKE APPOINTMENT
No - not available in fieldwork	3	THANK & CLOSE
No – refused	4	THANK & CLOSE
Other - cannot continue	5	THANK & CLOSE

INTRO2

Good morning / afternoon, my name is <NAME> calling from Ipsos MORI, an independent research company. The Department for Business, Innovation and Skills and the National Apprenticeship Service are doing a survey about people's experiences of in-work learning and training, including Apprenticeships. Would now be a good time to ask you a few questions? The survey should take around 20 minutes to complete.

INTERVIEWER ADD IF NECESSARY:

Department for Business, Innovation and Skills is the Government department in charge of in-work learning and training in England.

The National Apprenticeship Service is the Government agency that co-ordinates Apprenticeships in England.

We are not trying to sell you anything. We are simply conducting a survey about work-based training. All your answers are confidential; your responses will be reported back but not with names attached.

ASK IF RESPONDENT IS UNABLE TO TAKE PART DUE TO LANGUAGE DIFFICULTIES

QA. **Is there someone who would be able to interpret for you?**

SINGLE CODE ONLY.

Yes – arrange to call back to conduct interview when proxy is around	1
Yes – proceed with interview with proxy	2
No – THANK & CLOSE.	3

ASK IF RESPONDENT IS UNABLE TO TAKE PART DUE TO LEARNING DIFFICULTIES, HEARING OR SPEECH IMPAIRMENT, OR OTHER DISABILITY, READ OUT:

QB. Is there someone who would be able to help you to take part by telephone? IF NO: find out if they would be happy to take part using Type Talk? SINGLE CODE ONLY.

Yes – arrange to call back when someone is available to help	1
Yes – proceed with interview with proxy	2
Yes – happy to conduct interview using Type Talk	3
No - CLOSE.	4

Screeners, course and employer details – CURRENT LEARNERS
--

CHECK ELIGIBILITY –CURRENT LEARNERS SAMPLE

QC1 **We are contacting you because we understand that you are currently involved in, or have recently finished a course or training in <TEXT SUB: INSERT NAME OF COURSE FROM SAMPLE>. Can I check that this is correct?**
 A. SINGLE CODE ONLY.

YES, CORRECT AND IS STILL DOING THE COURSE/TRAINING – <i>PROCEED WITH INTERVIEW</i>	1
YES, CORRECT BUT COURSE/TRAINING HAS FINISHED/HAS LEFT THE COURSE – ASK QC2	2
NO, DOING A DIFFERENT COURSE/TRAINING WHICH IS STILL UNDERWAY – ASK QC4	3
NO, DOING A DIFFERENT COURSE/TRAINING WHICH IS NOW FINISHED/HAS LEFT THE COURSE – ASK QC2	4
NO, HAVE NOT DONE ANY COURSE/TRAINING – <i>CLOSE INTERVIEW</i>	5
NOT STARTED THE COURSE/TRAINING YET – <i>CLOSE INTERVIEW</i>	6

CHECK ELIGIBILITY – COMPLETERS SAMPLE

QC1 **We are contacting you because we understand that you completed a course or training in <TEXT SUB: INSERT NAME OF COURSE FROM SAMPLE> during August 2011-March 2012. Can I check that this is correct?**
 B. SINGLE CODE ONLY.

YES, CORRECT – <i>PROCEED WITH INTERVIEW – Q1</i>	1
NO, COMPLETED A DIFFERENT COURSE/TRAINING <i>ASK QC4</i>	2
NO, DID NOT COMPLETE A COURSE/TRAINING AROUND THAT TIME– <i>CLOSE INTERVIEW</i>	3

ASK IF CODES 2 OR 4 AT QC1A

QC2 **When did this training/course finish? Was it before September 2012?**
 DO NOT READ OUT. SINGLE CODE ONLY.

No, finished in September 2012 or later	1
Yes, finished before September 2012- THANK AND CLOSE	2

ASK IF CODE 2 OR 4 AT QC1A

QC3 **And did you complete your course/training or did you leave before finishing?**
 DO NOT READ OUT. SINGLE CODE ONLY.

Completed course/training	1
Left before finishing – <i>CLOSE INTERVIEW</i>	2

ASK IF(3 OR 4 AT QC1A) OR (QC1B=2)

QC4 What is the subject name and qualification level of this course/training?

ENTER COURSE NAME AND LEVEL IN FULL

COURSE NAME:
LEVEL:

Don't know | -99

DATA PROCESSING DERIVED VARIABLE:

COURSE NAME = QC4 OR SAMPLE IF (QC1A = 1 OR 2) OR C1B=1

ASK IF (CODE 1 OR 2 AT QC1A) OR C1B=1

Q1. **Can I just confirm that this course/training** <IF CURRENT: is> <IF NOT CURRENT: was> **a Level...** <TEXT SUB: INSERT LEVEL OF COURSE FROM SAMPLE>?

DO NOT READ OUT. SINGLE CODE ONLY.

Yes, correct	1
No	2

ASK IF NO AT Q1

Q2. **What NVQ Level is it? Is it?**

DO NOT READ OUT. SINGLE CODE ONLY.

Intermediate Level - NVQ Level 2	1
Advanced Level - NVQ Level 3	2
Higher Level - NVQ Level 4	3
Other (specify)	4
Don't know	5

DATA PROCESSING DERIVED VARIABLE:

COURSE LEVEL = Q2 OR QC4 OR SAMPLE (IF CODE 1 AT Q1)

ASK IF EMPLOYER LISTED ON SAMPLE

Q5. **According to the National Apprentice Service's records, you undertook this course/training whilst working for** <EMPLOYER FROM SAMPLE>. **Can I check that this is correct?**

DO NOT READ OUT. SINGLE CODE ONLY.

Yes	1
No	2
Can't remember	3

ASK IF NO EMPLOYER LISTED ON SAMPLE

Q5a. **Were you were employed whilst you undertook this course or training?**

DO NOT READ OUT. SINGLE CODE ONLY.

Yes	1
-----	---

No (CLOSE)	2
Can't remember	3

ASK IF "NO" AT Q5

Q6. **Did you undertake this course/training whilst employed by a different employer?**
DO NOT READ OUT. SINGLE CODE ONLY.

Yes – ASK FOR FULL NAME OF EMPLOYER AND WRITE IN	1
No, I was not employed whilst doing this training/course – CLOSE	2
Don't know – CLOSE	3

ASK IF "YES" AT Q5a

Q6a. **What was the name of your employer?**
DO NOT READ OUT. SINGLE CODE ONLY.

Yes – ASK FOR FULL NAME OF EMPLOYER AND WRITE IN	1
Don't know	2

DATA PROCESSING DERIVED VARIABLE:

EMPLOYER NAME = Q6, Q6a OR SAMPLE IF Q5 = 1. IF Q6a = 2, USE "YOUR EMPLOYER" IN TEXT
SUB

ASK ALL

Q7. <IF CURRENT: **Do**> <IF COMPLETER: **Did**> **you have a written contract of
employment with this employer?**
DO NOT READ OUT. SINGLE CODE ONLY.

Yes	1
No	2
Don't know	3

ASK ALL

Q8. <IF CURRENT: **Are**> <IF COMPLETER: **were**> **you employed by this employer for
the duration of your <INSERT COURSE NAME> only or <IF CURRENT: is> <IF
NOT CURRENT: was> this a permanent job with no fixed end date?**
READ OUT. SINGLE CODE ONLY.

Employed for duration of training only	1
Permanent job with no fixed end date	2
Don't know	3

ASK ALL

- Q9. **Did you work for <EMPLOYER NAME> before you started your <INSERT COURSE NAME>?**
DO NOT READ OUT. SINGLE CODE ONLY.

	Yes	1
	No	2

ASK IF YES AT Q9

- Q10. **How long did you work for this employer before you started doing your <INSERT COURSE NAME>? PROMPT TO CODE: Was it . . . ?**
SINGLE CODE ONLY.

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

ASK IF YES AT Q9

- Q11. **Did your pay increase, decrease or stay the same as a result of *starting* your <INSERT COURSE NAME>?**
DO NOT READ OUT. SINGLE CODE ONLY.

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

ASK IF NO AT Q9

- Q12. **What were you doing before you started your <INSERT COURSE NAME>? Were you.... ?**

READ OUT. SINGLE CODE ONLY.

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

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

IF COMPLETER SAMPLE

- Q13. **What is your current employment status?**

DO NOT READ OUT. SINGLE CODE ONLY.

PROMPT IF NECESSARY. IF RESPONDENT MENTIONED MORE THAN ONE, PROBE FOR THE MAIN ACTIVITY.

	Employed full-time (30 + hrs/week)	1
--	------------------------------------	---

Employed part-time (less than 30 hrs/week)	2
Self-employed	3
Engaged in voluntary work	4
In full-time education at school/college	5
In part-time education at college	6
At university	7
Engaged in other training	8
Taking time out or a gap year	9
Unemployed	10
Other (please specify)	11
Don't know	12

IF COMPLETER AND STILL EMPLOYED (Q13=1 OR 2)

Q14. **Are you still employed by the same organisation with whom you completed your Apprenticeship?** DO NOT READ OUT. SINGLE CODE ONLY.

Yes	1
No	2

IF CURRENT SAMPLE

Q15. **Are you still employed by the same organisation with whom you started your Apprenticeship?** DO NOT READ OUT. SINGLE CODE ONLY.

Yes	1
No	2

DATA PROCESSING TO CREATE THE FOLLOWING DUMMY VARIABLES:

CURRENT LEARNER – Still on their course. (CODE 1 or 3 QC1A) MINUS (CODE 2 AT QC3)

COMPLETED LEARNER – Completed their course. CODE 1-2 AT QC1B AND CODE 1 AT QC3

NEW TO EMPLOYER – Did not work for employer prior to Apprenticeship. CODE 2 AT Q9

SAME EMPLOYER – Still with employer who did Apprenticeship with. (CODE 1 AT Q14)
OR(CODE 1 AT Q15)

SCHOOL/COLLEGE LEAVER – Started Apprenticeship straight from other education. CODE 2 AT Q12.

COMPLETED AND EMPLOYED BY EMPLOYER. CODE 1-2 AT Q13.

COMPLETED AND NOT EMPLOYED BY AN EMPLOYER. CODE 3-12 Q13

CURRENT APPRENTICE STILL WITH SAME EMPLOYER AS WHEN STARTED. CODE 1 AT Q15

Deciding on an Apprenticeship

ASK ALL

- B1. **Do you know if your <INSERT COURSE FROM ILR> <IF CURRENT: is> <IF COMPLETER: was>part of an Apprenticeship?**
DO NOT READ OUT. SINGLE CODE ONLY.

	Yes	1
	No	2
	Don't know	3

READ OUT TO ALL WHO CODE 2 OR 3 AT B1

Although you may not realise it, the training you <IF CURRENT: are> <IF COMPLETER: were> doing forms part of an Apprenticeship. Throughout the rest of this questionnaire, we will refer to training <IF CURRENT: you are doing> <IF COMPLETER: you did>as an Apprenticeship and learners doing this type of training as apprentices.

ASK ALL

- B2. **Which of the following reasons, if any, strongly influenced your decision to take up an Apprenticeship?**
READ OUT 1 TO 9. RANDOMISE 1 TO 8. MULTI CODE.

You wanted to enter into or progress in a specific career	1
You wanted to gain a qualification	2
You wanted to be paid whilst training	3
You thought an Apprenticeship is a good way to develop work-related skills	4
Your employer said you had to do an Apprenticeship	5
You have to do an Apprenticeship for your job	6
You believed it would lead to an increase in pay	7
Having an Apprenticeship means you are more secure in your job	8
Any other reasons (Please specify)	9
None of the above/can't remember	10
Don't know	11

ASK IF SELECTED MORE THAN ONE OPTION AT B2

AUTOCODE THOSE WHO SELECT ONE OPTION AT B2

- B3. **What was the main reason you decided to take up an Apprenticeship?**
SINGLE CODE ONLY.

You wanted to enter into or progress in a specific career	1
You wanted to gain a qualification	2
You wanted to be paid whilst training	3
You thought an Apprenticeship is a good way to	4

develop work-related skills	
Your employer said you had to do an Apprenticeship	5
You have to do an Apprenticeship for your job	6
You believed it would lead to an increase in pay	7
Having an Apprenticeship means you are more secure in your job	8
Other (Please specify)	9
Don't know	10

ASK ALL

B4. Before you started your Apprenticeship, did you discuss or get information about Apprenticeships from any of the following...?

READ OUT 1 TO 9. RANDOMISE 1 TO 8. MULTI CODE.

The Apprenticeships website - ADD IF NECESSARY / NEEDS CONFIRMING (www.apprenticeships.org.uk)	1
Your current/previous employer	2
IF AT SCHOOL / COLLEGE LEAVER. The school or college you were studying at before starting your Apprenticeship	3
The college or learning provider you ended up doing your Apprenticeship with	4
Careers Advisor, Next Step or Connexions service	5
Jobcentre Plus	6
Friends or family	7
A website other than the Apprenticeships website (PLEASE SPECIFY) ANCHOR	8
Anyone or anywhere else? (PLEASE SPECIFY) ANCHOR	9
None of these	10
Don't know	11

ASK ALL NEW TO EMPLOYER (CODE 2 AT Q9)

B6. In total, approximately how many Apprenticeship positions did you apply for?

ASK FOR ESTIMATE IF UNSURE.

SOFT CHECK IF 5 OR MORE.

WRITE IN NUMERIC	
Don't know	0

ASK IF CODE MORE THAN 1 AT B6.

B7. Were these applications for similar or different types of work?

DO NOT READ OUT. SINGLE CODE ONLY.

Similar work	1
Different types of work	2
Don't know/Can't remember	3

ASK ALL NEW TO EMPLOYER (CODE 2 AT Q9)

- B8. **Which of the following did you use to apply for Apprenticeship vacancies?**
 READ OUT 1 TO 7. RANDOMISE 1 TO 6. MULTI CODE OK.

Apprenticeship Vacancies - The online vacancy system	1
Direct to the employer	2
A college or other learning provider	3
Connexions service	4
Jobcentre Plus	5
Online job sites	6
Something else (please specify)	7
Don't know	8

ASK ALL

- B9. **How easy or difficult was the process of getting onto an Apprenticeship...?**
 READ OUT 1 TO 4. REVERSE 1 TO 4. SINGLE CODE ONLY.

Very easy	1
Quite easy	2
Quite difficult	3
Very difficult	4
Don't know	5

ASK IF CODE 3 OR 4 AT B9

- B10. **What was difficult about the process of getting onto an Apprenticeship?**
 DO NOT READ OUT. CODE TO LIST. MULTICODE

Not many employers offer Apprenticeships	1
The application process took a lot of time	2
The competition for places was high	3
High number of rejections from employers	4
There were age restrictions	5
Employers did not inform Apprentices if they were unsuccessful	6
Did not have the right qualifications to be accepted on some Apprenticeships	7
Lack of support / help to find employers offering Apprenticeships	8
Other (please specify)	9
Don't know	10

ASK ALL.

- B11. **When you first considered starting an Apprenticeship did you also consider any of the following alternatives...?**
 READ OUT 1 TO 8. RANDOMISE 1 TO 6. MULTICODE OK.

ASK IF SCHOOL/COLLEGE LEAVER (CODE 2)	1
---------------------------------------	---

AT Q12): Staying on in 6th Form or going into 6th Form College	
Working towards a qualification in a Further Education College	2
Going to University	3
Getting a job without being involved in an Apprenticeship	4
ASK IF EMPLOYED (CODE 1 AT Q9 OR CODE 1 AT Q12): Staying in a job you already had without doing the Apprenticeship	5
ASK IF EMPLOYED (CODE 1 AT Q9 OR CODE 1 AT Q12): Moving to another job	6
Other (please specify)	7
Did not consider any alternatives	8
Don't know/can't remember	9

ASK IF CONSIDERED ALTERNATIVES (IF CODE 1 TO 7 AT B11)

B12. **And 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?** DO NOT READ OUT. SINGLE CODE ONLY.

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

Training

DERIVE LENGTH OF APPRENTICESHIP FROM ILR APPRENTICESHIP LENGTH = ILR SAMPLE FIELD A28 – A27

ASK ALL

- C1. **Records show that your Apprenticeship was supposed to last for <INSERT APPRENTICESHIP LENGTH>. Is this correct?**
DO NOT READ OUT. SINGLE CODE ONLY.

	Yes	1
	No	2
	Don't know	3

ASK IF CODE 2 AT C1

- C2 **How long [IF COMPLETED: was] [IF CURRENT: is] your Apprenticeship intended to last from start to finish?**
ASK FOR ESTIMATE IF UNSURE.
SOFT CHECK IF 6 MONTHS OR LESS / 3 YEARS OR MORE.

WRITE IN NUMERIC EITHER MONTHS OR YEARS

Don't know	-99
------------	-----

ASK IF CODE 1 AT C1 OR LENGTH OF TIME GIVEN AT C2

- C3 **Is this length of time too long, too short or about right for you to learn and use the skills needed for your job?**
DO NOT READ OUT. SINGLE CODE ONLY.

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

ASK ALL

- C4 **IF CURRENT: And thinking about the training you receive as to part of your Apprenticeship, do you...?**
C6 **IF COMPLETER: And thinking about the training you received as part of your Apprenticeship, did you...?**
READ OUT AND RANDOMISE ORDER OF C4 TO C6. SINGLE CODE ONLY

	Yes	No	Don't know
C4. ... train at a college or an external training provider	1	2	3
C5. ... get formal training sessions at your workplace from either your employer or training provider, away from your usual work activities?	1	2	3

C6.	...get training at your workplace from either your employer or training provider whilst doing your usual work activities?	1	2	3
-----	--	---	---	---

ASK IF CODE 1 AT C4

C7 **Which of the following best describes how your training at a college or external training provider [IF CURRENT:is][IF COMPLETED: was] timetal**
READ OUT. SINGLE CODE ONLY.

You [IF CURRENT:spend]/ [IF COMPLETED:spent] the same amount of time training each week	1
You [IF CURRENT:spend]/ [IF COMPLETED:spent]more time training some weeks than others	2
Can't remember	3

ASK ALL

C8 **And thinking about the training you [IF CURRENT receive][IF COMPLETED:received] as part of your Apprenticeship, ...?**

C10 READ OUT AND RANDOMISE ORDER OF C8 TO C10 SINGLE CODE ONLY

		Yes	No	Don't know
C8.	[IF COMPLETED: Did you fill in] [IF CURRENT: Have you filled in] your Apprenticeship portfolio during your normal working day?	1	2	3
C9.	[IF COMPLETED: Did you do] [IF CURRENT Have you done:] work or learning towards your Apprenticeship in your own time, outside of your usual working hours	1	2	3
C10.	[IF COMPLETED: Did] [IF CURRENT Do] you do any other type of learning as part of your Apprenticeship (PLEASE SPECIFY)	1	2	3

ASK IF **NOT** CODE 1 AT (C4 OR C5 OR C6 OR C8 OR C9 OR C10)

C11 **Can I just confirm that you did no training as part of your Apprenticeship?**

A DO NOT READ OUT. SINGLE CODE ONLY.

Correct, did not do any training	1
Incorrect, did do some training	2
Don't know	3

IF DID DO SOME TRAININ G (CODE 2 AT C11A)

C11B What training did you do? PROBE FULLY AND WRITE IN

ASK FOR EACH SELECTED AT C4 TO C6, C8 TO C10

C12 **And approximately how many hours of training, teaching and tuition, [IF COMPLETED: did] [IF CURRENT: do] you receive on average per week for...?**

C17

WRITE IN NUMERIC FOR NUMBER OF HOURS.

SOFT CHECK IF OVER 10 HOURS IN EACH

PROMPT WITH FOLLOWING BANDS IF DON'T KNOW:

- a) Less than an hour
- b) 1 to 5 hours
- c) 6 to 10 hours
- d) 11 or more hours

	Write in numeric	Don't know
C12. Going to a college or an external training provider to receive training?		-99
C13. Formal training sessions at your workplace from either your employer or training provider, away from your usual work activities?		-99
C14. Training at your workplace from either your employer or training provider whilst doing your usual work activities?		-99
C15. Filling in your Apprenticeship portfolio during your normal working day?		-99
C16. Work or learning towards your Apprenticeship in your own time		-99
C17. Any other type of learning as part of your Apprenticeship		-99

ASK UNLESS CODE 1 AT C11A

C18. **Which of the following best describes when you [IF COMPLETED: did] [IF CURRENT: do] training relating to your Apprenticeship?**
READ OUT. SINGLE CODE ONLY.

Always within your contracted hours	1
Usually within your contracted hours	2
Usually outside of your contracted hours	3
Never within your contracted hours	4
Don't know/can't remember	5

Satisfaction

ASK ALL

- D1 **Overall, how satisfied or dissatisfied [IF COMPLETED: were] [IF CURRENT: are] you with your Apprenticeship?**
Please use a scale of 0 to 10 where 0 is very dissatisfied, 5 is neither satisfied nor dissatisfied, and 10 is very satisfied.
 SINGLE CODE ONLY

	Very dissatisfied					Very Satisfied						
Overall satisfaction	0	1	2	3	4	5	6	7	8	9	10	-99

ASK IF CODE 0 TO 4 AT D1

- D2. **Why [IF COMPLETED: were] [IF CURRENT: are] you dissatisfied?**
 DO NOT READ OUT. CODE TO LIST. MULTICODE.

Badly organised	1
The course was irrelevant	2
Lack support or contact from provider/college/tutor	3
Problems with your employer	4
Didn't learn anything new	5
No job at the end of training	6
Problems with the time frame/management	7
Other (please specify)	8
Don't know	9

ASK UNLESS CODE 1 AT C11

- D3 **To what extent, if at all, are/were you able to influence the following aspects of your Apprenticeship?**
 to **your Apprenticeship?**
 D4 INTERVIEWER: Probe strength of extent.
 READ OUT AND REVERSE ORDER D3 AND D4. SINGLE CODE ONLY

	To a great extent	To some extent	To a little extent	Not at all	Don't know
D3. The subject content of your training	1	2	3	4	5
D4. The training methods used	1	2	3	4	5

ASK UNLESS CODE 1 AT C11A

- D5 **Would you have liked to have had more of a say?**
 DO NOT READ OUT. SINGLE CODE ONLY.

Yes	1
No	2
Don't know	3

ASK ALL

D6 How satisfied or dissatisfied have you been with the following aspects of your to Apprenticeship?

D12 Please use a scale of 0 to 10 where 0 is very dissatisfied, and 10 is very satisfied.

READ OUT D6 TO D12. RANDOMISE D6 TO D12. SINGLE CODE ONLY
IF CODE 1 AT QC11A, DO NOT ASK D6, D8, D9, D10

		Very dissatisfied										Very Satisfied	Don't know
D6	The quality of the training you <IF COMPLETED: received> <IF CURRENT: receive> from your college or training provider	0	1	2	3	4	5	6	7	8	9	10	-99
D7.	The feedback you <IF COMPLETED: received> <IF CURRENT: receive> on your progress	0	1	2	3	4	5	6	7	8	9	10	-99
D8.	The amount of training received each week	0	1	2	3	4	5	6	7	8	9	10	-99
D9.	The relevance of the training to a career or job	0	1	2	3	4	5	6	7	8	9	10	-99
D10	The balance between the time spent training and working	0	1	2	3	4	5	6	7	8	9	10	-99
D11	The way you <IF COMPLETED: were> <IF CURRENT: are> assessed on the job	0	1	2	3	4	5	6	7	8	9	10	-99
D12.	The extent to which your employer has supported your Apprenticeship	0	1	2	3	4	5	6	7	8	9	10	-99

ASK IF CODE 0 TO 4 AT D6

D13. **Why [IF COMPLETED: were] [IF CURRENT: are] you dissatisfied with the quality of the training received from your college or training provider**

DO NOT READ OUT. CODE TO LIST. MULTI-CODE OK

Rarely saw the tutor	1
Tutor had knowledge gaps / was inexperienced	2
Training was irrelevant / not useful for career	3
Tutors did not provide enough support / were not helpful / disorganised	4
There was not enough time spent on training/ limited training	5
There was not enough time spent learning on the job	6
Timing inconvenient or inflexible	7
Other (Please specify)	8
Don't know	9

Perceived Impact

ASK ALL

E1 **Which, if any, of the following benefits have you gained as a direct result of your Apprenticeship?**

READ OUT AND RANDOMISE ORDER OF 1 TO 8. DO NOT ROTATE CODES

9-10. MULTI CODE

Your ability to do your job has improved	1
You have better skills and knowledge related to your current or desired area of work	2
The skills and knowledge that you now have can be used across a range of jobs and industries	3
Your career prospects have improved	4
Your numeracy has improved	5
Your literacy has improved	6
You are now better able to work with others	7
Your IT skills have improved	8
You have gained other benefits (please specify)	9
(DO NOT READ OUT) None of these	10

ASK ALL

E2 **To what extent do you agree or disagree that, as a result of [IF COMPLETED: completing your] [IF CURRENT: undertaking your] <SPECIFIC FRAMEWORK> Apprenticeship you have...?**

E6 **Apprenticeship you have...?**

INTERVIEWER: Probe strength of agreement / disagreement.

READ OUT AND RANDOMISE ORDER OF E2 TO E6. SINGLE CODE ONLY

		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
E2.	Become more enthusiastic about learning	1	2	3	4	5	6
E3.	Got a better idea about what you want to do in your life	1	2	3	4	5	6
E4.	Become more confident about your abilities	1	2	3	4	5	6
E5.	Improved your quality of life	1	2	3	4	5	6
E6.	More likely to undertake further learning and training	1	2	3	4	5	6

ASK ALL COMPLETERS

E7 **Since completing your Apprenticeship, have you . . . READ OUT?**

SINGLE CODE ONLY.

Been promoted at work	1
------------------------------	---

Received a pay rise	2
Both	3
None	4

IF CODES 1 TO 3 AT E7

E8 **Do you think [IF CODE 1 OR 2 AT E7: this benefit was] [IF CODE 3 AT E7: these benefits were] a direct result of you completing an Apprenticeship, do you think it helped, or do you think it made no difference?**

READ OUT 1 TO 3. REVERSE 1 TO 3. SINGLE CODE ONLY.

Directly because of the Apprenticeship	1
The Apprenticeship helped	2
The Apprenticeship made no difference	3
Don't know	4

ASK ALL COMPLETERS WHO ARE EMPLOYED (CODES 1-2) AT Q13

E9 **To what extent do you agree or disagree with the following statements?**

to **“Since completing my Apprenticeship , READ OUT E9-E12”**

E12 INTERVIEWER: Probe strength of agreement / disagreement.

READ OUT AND RANDOMISE ORDER OF E17 TO E19. SINGLE CODE ONLY

		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
E9.	I am more satisfied with my job	1	2	3	4	5	6
E10.	I feel more secure in my job	1	2	3	4	5	6
E11.	I have been given or taken more responsibilities in my job	1	2	3	4	5	6
E12	I am better at doing my job	1	2	3	4	5	6

ASK ALL

E13 **To what extent do you agree or disagree ...READ OUT?**

INTERVIEWER: Probe strength of agreement / disagreement.

SINGLE CODE ONLY

		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
E13.	Earning less whilst on an Apprenticeship is worth it because I <will> earn more after completing training	1	2	3	4	5	6

ASK ALL COMPLETERS

E14 **Since completing your [IF LEVEL 3: Advanced] Apprenticeship, have you started, or are you currently considering [IF LEVEL 2 OR 3:, any of the following...]....**

E19 READ OUT. SINGLE CODE ONLY

Started

Considering

Neither

E14	LEVEL 2 ONLY A Level 3, or Advanced Apprenticeship	1	2	3
E15	LEVEL 3 ONLY A level 4, or higher level Apprenticeship	1	2	3
E16	LEVEL 3 ONLY A Higher National Certificate (HNC)	1	2	3
E17	LEVEL 3 ONLY A Foundation Degree	1	2	3
E18	LEVEL 3 ONLY A Degree (other than a Foundation Degree)	1	2	3
E19	Some other form of training leading to a qualification (PLEASE SPECIFY)	1	2	3

Future Plans

ASK ALL

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

F1 As far as you can tell, how likely are you to...?

to INTERVIEWER: Probe strength of likelihood.

F5 READ OUT IN ORDER AND REVERSE LIKERT SCALE. SINGLE CODE ONLY

		Very likely	Quite likely	Not very likely	Not at all likely	Don't know
F1.	IF EMPLOYED AND COMPLETER (CODE 1-2) AT Q13. Continue working with the same employer for the next 2-3 years	1	2	3	4	5
F2.	IF EMPLOYED AND COMPLETER(CODE 1-2) AT Q13. Continue working in the same sector in the next 2-3 years	1	2	3	4	5
F3.	IF CURRENT: Complete your Apprenticeship	1	2	3	4	5
F4.	IF CURRENT: Remain with your current employer for the next 2-3 years after you finish your apprenticeship	1	2	3	4	5
F5.	IF CURRENT AND UNLIKELY TO REMAIN WITH SAME EMPLOYER IN NEXT 2-3 YRS (F4=3-4): Continue working in the same sector in the next 2-3 years	1	2	3	4	5

ASK IF CODE 3 OR 4 AT F3

F6. **Why are you unlikely to complete your Apprenticeship?**

DO NOT READ OUT. CODE TO LIST. MULTI-CODE OK

Not interested in sector or current job role	1
No support from employer or training provider	2
Financial reasons	3
No longer working for employer	4
The Apprenticeship is not enjoyable	5
Due to ill health or a medical condition	6
Don't have time to do it	7
Find the pace of the Apprenticeship too difficult	8
Too difficult to balance work and training	9
Other (Please specify)	10
Don't know	11

ASK IF COMPLETER AND NOT EMPLOYED BY AN EMPLOYER (CODES 3-12 AT Q13)

- F7 **Are you currently looking for work?**
DO NOT READ OUT. SINGLE CODE ONLY.

Yes	1
No	2
Don't know	3

ASK IF CODE 1 AT F7

- F8 **And which of the following applies to the type of work you are looking for at the moment? Are you looking for?**
READ OUT 1 TO 4. SINGLE CODE ONLY.

Jobs solely related to your Apprenticeship	1
Jobs either related or unrelated to my Apprenticeship	2
Jobs unrelated to your Apprenticeship	3
Don't Know	4

ASK ALL

- F9 **Do you feel that your Apprenticeship gives you significantly more chance of finding work in the future, or that your chances have improved slightly, or has it made no difference?**
DO NOT READ OUT. SINGLE CODE ONLY.

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

ASK ALL

- F10 **And how likely are you to undertake further learning or training leading to a qualification [IF COMPLETED: in the next 2-3 years] [IF CURRENT: within say 2-3 years of finishing your Apprenticeship]?**
READ OUT 1 TO 4. REVERSE 1 TO 4. SINGLE CODE ONLY.

Very likely	1
Quite likely	2
Not very likely	3
Not at all likely	4
Don't Know	5

ASK IF CODE 1 OR 2 AT F8

- F9 **Will this further study be at a higher level than your current Apprenticeship?**
DO NOT READ OUT. MULTI CODE OK.

Yes	1
No	2

Don't know/undecided	3
----------------------	---

ASK ALL

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

READ OUT 1 TO 5. REVERSE 1 TO 5. SINGLE CODE ONLY.

I would speak highly of Apprenticeships without being asked	1
I would speak highly of Apprenticeships if asked	2
I would be neutral towards Apprenticeships	3
I would be critical of Apprenticeships if asked	4
I would be critical of Apprenticeships without being asked	5
Don't know	6

Demographics

Finally, can I ask some questions about you? This information will be used to analyse the survey findings only. Everything you say will be treated in confidence.

ASK IF ETHNICITY FLAG = 1, NOT LISTED

G1. **Can you say to which ethnic group do you consider you belong?**

DO NOT READ OUT. CODE ONE ONLY - PROBE TO PRECODES.

White - British	1
White - Irish	2
White - any other White background	3
Black or Black British - African	4
Black or Black British - Caribbean	5
Black or Black British - any other Black background	6
Asian or Asian British - Bangladeshi	7
Asian or Asian British - Indian	8
Asian or Asian British - Pakistani	9
Asian or Asian British - any other Asian background	10
Mixed - White and Asian	11
Mixed - White and Black African	12
Mixed - White and Black Caribbean	13
Mixed - any other Mixed background	14
Chinese	15
Any other, please specify	16
Refused	17

ASK IF DISABILITY/LEARNING FLAG = 1

- G2. **Do you consider yourself to have a disability?**
DO NOT READ OUT. SINGLE CODE ONLY.

Yes	1
No	2
Don't know	3
Refused	4

ASK IF DISABILITY/LEARNING FLAG = 1

- G3. **Do you consider yourself to have learning difficulties?**
DO NOT READ OUT. SINGLE CODE ONLY.

Yes	1
No	2
Don't know	3
Refused	4

ASK ALL

- G4. **We are now at the end of the survey. The Department for Business, Innovation and Skills (BIS) and the National Apprenticeship Service (NAS) may wish to undertake further research on this topic in the next 1-2 years. Would it be ok for them or their appointed contractors to re-contact you to invite you to take part?**
DO NOT READ OUT. SINGLE CODE ONLY.

Yes – both BIS and NAS and/or their contractors may recontact	1
Only clients (BIS and NAS) may recontact	2
No	3

ASK IF CODES 1-2 AT G4

- G5. **And would it be OK for us to share your responses to this survey with the Department for Business, Innovation and Skills and the National Apprenticeship Service so they need not repeat some of the questions you have already answered?**

Yes	1
No	2

ASK ALL

- G6. **Finally, BIS and NAS would like to be able to link the results of this survey with data held about you by the Skills Funding Agency to further understand the characteristics of learners who undertake Apprenticeships. If you agree, we will pass your name and the answers you gave to BIS and NAS.**
After linking, your name will not be held with the information. All of this information will be used by BIS and NAS for their own internal research and statistical purposes only.
Would you be willing to allow BIS and NAS to carry out this data linking?

Yes	1
No	2

THANK AND CLOSE.

Appendix 2: Survey of longitudinal apprentices

1. INTRODUCTION

<FRONT SCREEN TO SHOW TO INTERVIEWER FROM SAMPLE...
 APPRENTICESHIP MAIN QUALIFICATION AIM = <COURSE>
 LEARNER DESTINATIONS SAMPLE = <DESTINATIONS>
 2010 APPRENTICE EVALUATION "CURRENT" LEARNERS SAMPLE = <IFF CURRENT>
 2010 APPRENTICE EVALUATION "COMPLETER" LEARNERS SAMPLE = <IFF COMPLETER>
 SHOWCARD INTRO FOR INTERVIEWERS
 INTRO1

Good MORNING/AFTERNOON/EVENING. Could I please speak to (NAMED RESPONDENT)?

USE STANDARD OUTCOME CODES. SEE INSTRUCTIONS FOR THOSE WHO ARE UNABLE TO TAKE PART BECAUSE OF LANGUAGE/LEARNING DIFFICULTIES OR DISABILITY.

Yes	1	GO TO INTRO2
No - call back later	2	MAKE APPOINTMENT
No - not available in fieldwork	3	THANK & CLOSE
No – refused	4	THANK & CLOSE
Other - cannot continue	5	THANK & CLOSE

INTRO2

Good morning / afternoon, my name is <NAME> calling from Ipsos MORI, the research organisation. We are carrying out a survey for the Department for Business, Innovation and Skills and National Apprenticeship Service.

LEARNER DEST SAMPLE:

We spoke to you a couple of years ago about your experiences of doing training in <INSERT FRAMEWORK AND LEVEL>. We hope that you can help us with some further research, as we would like to find out how things have changed since we last spoke to you. We have sent you a letter about this recently.

The interview should only take about 10 minutes.

As before, all the information we collect will be kept in the strictest confidence and used for research purposes only. It will not be possible to identify any particular individual or address in the results without your consent.

IFF SAMPLE:

You were contacted last year about your experiences of doing training in <INSERT FRAMEWORK AND LEVEL>. We hope you can help with this research again, as we would like to find out how things have changed since last year's research. The interview should only take about 10 minutes.

As before, all the information that is collected will be kept in the strictest confidence and used for research purposes only. It will not be possible to identify any particular individual or address in the results without your consent.

INTERVIEWER ADD IF NECESSARY:

- 1. Department for Business, Innovation and Skills is the Government department in charge of in-work learning and training in England.**
- 2. The National Apprenticeship Service is the Government agency that co-ordinates Apprenticeships in England.**
- 3. INSERT RELEVANT TEXT FROM LETTER – Provide copy of full letter to interviewers.**

We are not trying to sell you anything. We are simply conducting a survey about work-based training. All your answers are confidential; your responses will be reported back but not with names attached.

2. CONSENT TO PARTICIPATION

ASK ALL

A1 **If happy to proceed?**
 SINGLE CODE ONLY

	Yes	1	GO TO A2
	No	2	THANK AND CLOSE
Respondent moved – have new details		3	RECORD NEW TELEPHONE DETAILS, THEN RE-CONTACT <CLOSE>
Respondent moved – no contact details		4	THANK AND CLOSE

ASK ALL

A2 **To find out how your situation has changed since we last spoke, we would like to compare your responses now with last time. Can I check that you are happy for us to do this?** SINGLE CODE ONLY

INTERVIEWER PERSUADE RESPONDENT IF REQUIRED: we need to compare the responses to find out how their situation has changed. We can't interview them if we are unable to compare.

	Yes	1	
	No	2	THANK AND CLOSE

CLOSE TEXT: I'm sorry but we are unable to interview you unless we are able to compare your responses with the previous survey. Thank you very much for your time.

3. ABOUT YOUR APPRENTICESHIP AND EMPLOYMENT

ASK IF IFF CURRENT OR DESTINATIONS SAMPLES

B1a. **When we last spoke to you in <IF IFF CURRENT: 2011; IF DESTINATIONS: 2009>, you were doing/had recently finished a Level <Level> training course or Apprenticeship in <Framework>**

Did you complete the training course or Apprenticeship?

DO NOT READ OUT. SINGLE CODE ONLY.

Yes	1
No	2 THANK AND CLOSE
Don't know	3 THANK AND CLOSE

CLOSE TEXT: I'm sorry but we are unable to interview you because the survey is with people who have completed only. Thank you very much for your time.

READ OUT TO ALL

I am going to ask you some questions to find out what you have done since you completed your training in <LEVEL> <FRAMEWORK>. I will refer to this training as an Apprenticeship so please bear this in mind.

ASK THOSE WITH EMPLOYER LISTED IN SAMPLE

B1. **When we last spoke to you in <IF IFF CURRENT OR COMPLETER: 2011; IF DESTINATIONS: 2009>, you were working for <EMPLOYER>.**

Are you still working for that employer?

DO NOT READ OUT. SINGLE CODE ONLY.

Yes	1
No	2

ASK THOSE WITH NO EMPLOYER LISTED IN SAMPLE

B1b. **Are you still working for the same employer as when we last spoke to you in <IF IFF CURRENT OR COMPLETER: 2011; IF DESTINATIONS: 2009>?**

DO NOT READ OUT. SINGLE CODE ONLY.

Yes	1
No	2
Don't know/Can't remember	3
Was not working when last interviewed	4
Have never worked	5

ASK IF (CODE 2 AT B1/B1B)

B2. **Why are you no longer working for this employer?**

DO NOT READ OUT. MULTICODE. PROMPT TO CODE

It was a fixed term contract / employed for duration of training only	1
I found another job	2
I was sacked/asked to leave	3
I did not like the work	4
I did not get on with the employer/my colleagues	5
The salary was too low	6
I enrolled on a course/further education	7
I became ill/sick	8
I had to look after a family member	9
I went travelling	10
Something else (WRITE IN)	11
Don't know	12

ASK IF (CODE 2 AT B1/B1B) OR (CODES 3-5 AT B1B)

B4. **What is your current employment status?**

DO NOT READ OUT. SINGLE CODE ONLY.

PROMPT IF NECESSARY. IF RESPONDENT MENTIONED MORE THAN ONE, PROBE FOR THE MAIN ACTIVITY.

Employed full-time (30 + hrs/week)	1
Employed part-time (less than 30 hrs/week)	2
Self-employed	3
Engaged in voluntary work	4
In full-time education at school/college	5
In part-time education at college	6
At university	7
Engaged in other training	8
Taking time out or a gap year	9
Unemployed	10
Other (please specify)	11
Don't know	12

DATA PROCESSING TO CREATE THE FOLLOWING DUMMY VARIABLES:

EMPLOYED – IF CODE 1 OR 2 AT B4 OR CODE 1 AT B1/B1B

SELF EMPLOYED - IF CODE 3 AT B4

IN EDUCATION OR TRAINING – IF CODE 5, 6, 7 OR 8 AT B4

UNEMPLOYED – IF CODE 4, 9 OR 10 AT B4

OTHER/DK – IF CODE 11 OR 12 AT B4

THIS TABLE SHOULD SUM TO TOTAL BASE.

ASK IF CURRENTLY EMPLOYED/SELF-EMPLOYED (CODE 1 AT B1/B1B) OR (CODE 1 TO 3 AT B4)

B5. **Have you been in continuous paid employment (IF CODE 3 AT B4: or self-employment) since you finished your Apprenticeship <IF COURSE END DATE SUPPLIED IN SAMPLE: in <MONTH, YEAR>?**
DO NOT READ OUT. SINGLE CODE ONLY

Yes	1
No	2
Don't know	3

ASK IF NOT BEEN IN CONTINUOUS EMPLOYMENT SINCE FINISHED APPRENTICESHIP (CODE 2 OR 3 AT B5) OR (CODES 4-12 AT B4)

B6. **Which of the following best describes the time you have spent doing paid work since finishing your Apprenticeship in <FRAMEWORK> <IF COURSE END DATE SUPPLIED IN SAMPLE: in <YEAR>? Please think about the paid work you have done as either an employed or self-employed person.**

READ OUT 1 TO 4. REVERSE 1 TO 4. SINGLE CODE ONLY.

Not worked at all	1
Spent most of my time not working	2
Spent about as much time working as not working	3
Worked solidly with one or two breaks	4
Refused (DO NOT READ OUT)	5

ASK IF SPENT SOME TIME WORKING (CODE 2 TO 4 AT B6)

B7. **Which of the following types of paid work have you mainly done since completing your Apprenticeship?**

READ OUT 1 TO 4. REVERSE 1 TO 4. SINGLE CODE

Mainly temporary / casual work	1
Mainly part time work or job shares	2
Mainly full time work	3
Mainly self-employed	4
Other (Please specify)	5
Don't know (DO NOT READ OUT)	6

ASK IF SPENT SOME TIME WORKING (CODE 2 TO 4 AT B6)

B8. **On average, how long have you tended to stay in one job or how long have your contracts tended to last?**

PROMPT TO CODE

ADD IF NECESSARY: **Please think about the paid work you have done as either an employed or self-employed person.**

READ OUT 1 TO 4. SINGLE CODE ONLY.

Less than 6 months	1
7-12 months	2
1-2 years	3
More than 2 years	4
Too varied to say	5
Don't know (DO NOT READ OUT)	6

ASK IF SPENT SOME TIME WORKING (CODE 2 TO 4 AT B6)

B9. **In total, how many jobs have you had since finishing your Apprenticeship**<IF COURSE END DATE SUPPLIED IN SAMPLE: in <MONTH, YEAR>?

NUMERIC

SOFT CHECK IF >5

INTERVIEWER NOTE: FOR AGENCY WORKERS, 'JOBS' REFERS TO THE NUMBER OF AGENCIES THEY HAVE WORKED FOR, NOT THE NUMBER OF AGENCIES THEY ARE SIGNED UP WITH OR NUMBER OF COMPANIES THEY WORKED FOR UNDER THAT AGENCY.

DON'T KNOW ALLOWED

- B10. ASK IF CURRENTLY EMPLOYED (CODE 1 AT B1/B1B) OR (CODES 1-2 AT B4)
Thinking about your current job, what does the firm/organisation you work for mainly make or do (at the place where you work)?

ASK IF HAD AT LEAST ONE EMPLOYMENT SINCE COMPLETING APPRENTICESHIP
 CODE 2 TO 4 AT B6

Thinking about the most recent job you had, what did the firm/organisation you mainly make worked for make or do at the place where you worked?

PROBE FULLY. SINGLE CODE ONLY. DO NOT READ OUT.

INTERVIEWER: REFER TO SHOWCARD FOR EXAMPLES OF SECTORS FOR EACH OF THESE CATEGORIES. IF UNSURE, WRITE IN A DESCRIPTION OF WHAT THEIR EMPLOYER MAKES OR DO AT THE SITE IN "OTHER SPECIFY". PLEASE WRITE IN FULLY AND DO NOT USE ABBREVIATIONS.

Agriculture/Fishing	1
Mining or quarrying	2
Manufacturing or recycling (INTERVIEWER NOTE: May include industrial repair)	3
Electricity, gas or water supply	4
Construction	5
Wholesale or retail trade, including fuel sales, or sale or repair of motor vehicles	6
Hotels or restaurants, including catering, cafes or takeaways	7
Transport, storage or communication	8
Financial intermediation	9
Real estate, renting or business activities including legal, accountancy or management consultancy (INTERVIEWER NOTE: also includes architects, consulting engineers, recruitment, photography, security, or market research)	10
Public administration or defence, or compulsory social security	11
Education	12
Health or social work, including charities, residential homes, or crèches/nurseries	13
Community, social or personal service activities	14
Other (WRITE IN FULLY)	15

ASK IF CURRENTLY EMPLOYED (CODE 1 AT B1/B1B) OR (CODES 1-2 AT B4):

B11. **What is your current (main) job?**

ASK IF HAD AT LEAST ONE EMPLOYMENT SINCE COMPLETING APPRENTICESHIP
(CODE 2 TO 4 AT B6)

What was your last job?

WRITE IN

INTERVIEWER NOTE: PROBE FOR A JOB TITLE THAT WOULD MAKE SENSE OUTSIDE
THE COMPANY (E.G. PRODUCTION LINE MANAGER NOT HEAD OF B SECTION).
WRITE IN FULLY TO ENABLE CODING TO AN OCCUPATION.

ASK IF CURRENTLY EMPLOYED (CODE 1 AT B1/B1B) OR (CODES 1-2 AT B4)

B12. **What do you mainly do in your job?**

ASK IF HAD AT LEAST ONE EMPLOYMENT SINCE COMPLETING APPRENTICESHIP
(CODE 2 TO 4 AT B6)

What did you mainly do in your last job?

WRITE IN

PROBE: WHAT QUALIFICATIONS OR TRAINING, IF ANY, IS REQUIRED TO DO THIS
JOB? WRITE IN FULLY TO ENABLE CODING.

ASK IF CURRENTLY EMPLOYED (CODE 1 AT B1/B1B) OR (CODES 1-2 AT B4)

B13. **In your job do you have responsibility for supervising the work of any other employees?**

ASK IF HAD AT LEAST ONE EMPLOYMENT SINCE COMPLETING APPRENTICESHIP
(CODE 2 TO 4 AT B6)

In you last job did you have responsibility for supervising the work of any other employees?

SINGLE CODE ONLY

NOTE: THIS RELATES TO THE MANAGEMENT OF OTHER EMPLOYEES, NOT
CHILDREN (E.G. TEACHERS) OR FACILITIES

_____	Yes		1
_____	No		2

ASK IF CURRENTLY EMPLOYED (CODE 1 AT B1/B1B) OR (CODES 1-2 AT B4)

B14. **Is your job in an area related to your Apprenticeship in <FRAMEWORK>?**

ASK IF HAD AT LEAST ONE EMPLOYMENT SINCE COMPLETING APPRENTICESHIP
(CODE 2 TO 4 AT B6)

Was your job in an area related to your Apprenticeship in <FRAMEWORK>?

SINGLE CODE ONLY

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

ASK IF CURRENTLY EMPLOYED (CODE 1 AT B1/B1B) OR (CODES 1-2 AT B4)

- B15 **Is was your job:**
 ASK IF HAD AT LEAST ONE EMPLOYMENT SINCE COMPLETING APPRENTICESHIP
 (CODE 2 TO 4 AT B6)
Was your job:
 SINGLE CODE

Permanent	1
Temporary	2
Don't k now	3

ASK IF CURRENTLY EMPLOYED (CODE 1 AT B1/B1B) OR (CODES 1-2 AT B4)

- B16. **What is your approximate usual take home pay from this job, that is, after all deductions for income tax, National Insurance and so on, but including overtime and bonuses? PROBE WHETHER AMOUNT IS WEEKLY, MONTHLY OR ANNUALLY.**

ASK IF HAD AT LEAST ONE EMPLOYMENT SINCE COMPLETING APPRENTICESHIP
 (CODE 2 TO 4 AT B6)

What was your approximate usual take home pay from your main work activity, that is, after all deductions for income tax, National Insurance and so on, but including overtime and bonuses? PROBE WHETHER AMOUNT IS WEEKLY, MONTHLY OR ANNUALLY.

PROBE FOR EXACT AMOUNT OR BEST ESTIMATE. IF DK OR REFUSED ASK THE BELOW:

Is/Was it....? SINGLE CODE ONLY

Under £10,000 per year	1
£10,000-£14,999 per year	2
£15,000-£19,999 per year	3
£20,000-£24,999 per year	4
£25,000 or more per year	5
Not sure	6
Prefer not to say	7

ASK IF CURRENTLY EMPLOYED (CODE 1 AT B1/B1B) OR (CODES 1-2 AT B4) OR HAD AT LEAST ONE EMPLOYMENT SINCE COMPLETING APPRENTICESHIP (CODE 2 TO 4 AT B6)

- B17. IF EMPLOYEE (CODE 1 AT B1 OR CODES 1-2 AT B4 OR (CODES 2-4 AT B6): **How many hours a week <IF CODE 2 TO 4 AT B6: did>do you usually work, excluding meal breaks but including paid overtime?**

IF SELF EMPLOYED (CODE 3 at B4): **How many hours a week <IF CODE 2 TO 4 AT B6: did> do you usually work, excluding meal breaks?**

ENTER NUMERIC.

Don't know

IF DON'T KNOW CODE ONE OF THE FOLLOWING:

FULL TIME (30 hours or more per week)	1
PART TIME (Less than 30 hours per week)	2
VARIES TOO MUCH TO SAY	3
Don't know	4

ASK IF HAD AT LEAST ONE EMPLOYMENT SINCE COMPLETING APPRENTICESHIP (CODE 2 TO 4 AT B6) AND NOT CURRENTLY WORKING (IE. NOT EMPLOYED OR SELF-EMPLOYED) AT EMPLOYMENT STATUS AUTOCODE)

- B21 **How long did this employment last? Was it...?**
 SINGLE CODE ONLY. READ OUT 1 TO 4

Less than 3 months	1
More than 3 months but less than 6 months	2
More than 6 months but less than 1 year	3
More than a year	4
Can't remember	5

ASK IF HAD AT LEAST ONE EMPLOYMENT SINCE COMPLETING APPRENTICESHIP CODE 2 TO 4 AT B6 AND LAST JOB WAS JOB WAS PERMAMENT (CODE 1 AT B15) AND NOT CURRENTLY WORKING (IE. NOT EMPLOYED OR SELF-EMPLOYED) AT EMPLOYMENT STATUS AUTOCODE)

B22 **Did you leave this job to start another job?**

SINGLE CODE ONLY

Yes	1
No	2
Don't know	3

4. IMPACT OF APPRENTICESHIP

ASK THIS SECTION IF CURRENTLY EMPLOYED (CODE 1 AT B1) OR (CODES 1-2 AT B4) OR HAD AT LEAST ONE EMPLOYMENT SINCE COMPLETING APPRENTICESHIP (CODE 2 TO 4 AT B6). OTHERS GO TO SECTION 5.

I would now like to ask you some questions about what happened as a result of you completing the training or Apprenticeship in <FRAMEWORK>.

ASK ALL (APART FROM CODE 1 – SEE BELOW))

C1 **Which, if any, of the following benefits have you gained as a direct result of your Apprenticeship?**

READ OUT AND RANDOMISE ORDER OF 1 TO 6. MULTI CODE

READ OUT CODE 1 ONLY IF CURRENTLY EMPLOYED (CODE 1 AT B1/B1B) OR (CODES 1-2 AT B4).

Your ability to do your job has improved	1
You have better skills and knowledge related to your current or desired area of work	2
The skills and knowledge that you now have can be used across a range of jobs and industries	3
Your career prospects have improved	4
Your numeracy has improved	5
Your literacy has improved	6
(DO NOT READ OUT) None of these	7

C2a. **As a result of your Apprenticeship in <Framework>, are you/were you doing a job with more responsibilities?**

SINGLE CODE ONLY

Yes	1
No	2
Unsure	3

C2b. **Have you been promoted since you completed your Apprenticeship in <Framework>?**

SINGLE CODE ONLY

Yes	1
No	2
Unsure	3

C3. **Did your pay increase, decrease or stay the same as a result of finishing your Apprenticeship in <Framework>?**

DO NOT READ OUT. SINGLE CODE ONLY.

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

ASK ALL

C4. **Which following phrase best describes the way you would speak about your Apprenticeship training?**

READ OUT 1 TO 5. REVERSE 1 TO 5. SINGLE CODE ONLY.

I would speak highly of Apprenticeships without being asked	1
---	---

I would speak highly of Apprenticeships if asked	2
I would be neutral towards Apprenticeships	3
I would be critical of Apprenticeships if asked	4
I would be critical of Apprenticeships without being asked	5
Don't know	6

5. Further learning

ASK ALL

D1 **Have you done any of the following qualifications since completing your Apprenticeship in <Framework>? READ OUT. NOTE: CODE 1 SHOULD ONLY BE READ OUT IF LEVEL =2 IN SAMPLE**

IF LEVEL 2 IN SAMPLE: An NVQ Level 3 or an Advanced Apprenticeship	1
A degree,	2
A foundation degree,	3
A postgraduate qualification,	4
A diploma in higher education,	5
An NVQ Level 4 or a Higher Apprenticeship,	6
A HND/HNC	7
None of the above	8

ASK IF NOT DONE ANY OF ABOVE (CODE 8 AT D1)

D2 **And how likely are you to undertake further learning or training leading to a <IF SAMPLE = LEVEL 2: an NVQ Level 3 qualification or an Advanced Apprenticeship> <IF SAMPLE=LEVEL 3: an NVQ Level 4 or Higher Apprenticeship> in the next 2-3 years]? READ OUT 1 TO 4. REVERSE 1 TO 4. SINGLE CODE ONLY.**

Very likely	1
Quite likely	2
Not very likely	3
Not at all likely	4
Don't Know	5

ASK IF "NONE" (CODE 8 AT D1) AND (CODE 5-8 AT B4)

D3 **What is the name of the qualification and subject that you are undertaking? WRITE IN NAME OF THE QUALIFICATION WRITE IN SUBJECT OF THE QUALIFICATION**

Don't Know	5
------------	---

ASK ALL NOT CURRENTLY EMPLOYED OR IN FULL-TIME EDUCATION (CODES 4,6,8-12 AT B4)

D4 **Are you currently looking for paid work or self-employment? DO NOT READ OUT. SINGLE CODE ONLY.**

Yes	1
No	2
Don't know	3

ASK IF YES AT D4

D5 **And which of the following applies to the type of work you are looking for at the moment? Are you looking for? READ OUT 1 TO 4. SINGLE CODE ONLY.**

Jobs solely related to your Apprenticeship	1
Jobs either related or unrelated to my Apprenticeship	2

Jobs unrelated to your Apprenticeship	3
Don't Know	4

ASK IF YES AT D4

D6 **Do you feel that your Apprenticeship gives you significantly more chance of finding work in the future, or that your chances have improved slightly, or has it made no difference?**

DO NOT READ OUT. SINGLE CODE ONLY.

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

ASK IF NOT LOOKING FOR WORK D4=2

D7 **What are the reasons for you not seeking paid work or self-employment? Any other reasons?**

MULTICODE

Waiting for the results of an application for a job	1
Want to wait until I have completed the training/qualification	2
Want to look after children	3
Can't find/afford childcare	4
Don't want to use formal childcare	5
Have caring responsibilities	6
Want to spend time with family/friend	7
Work doesn't pay enough	8
Get enough from benefits	9
Concerned about loss of free school meals/free prescriptions	10
No suitable job available	11
Do not need to work	12
Lack of confidence	13
Lack of qualifications/experience	14
Temporarily sick or injured	15
Long-term sick or disabled	16
Retired from paid work	17
Other (specify)	18
DO NOT READ OUT: Don't know	19
Refused	20

6. FUTURE PLANS

ASK E1 IF CURRENTLY EMPLOYED (CODE 1 AT B1) OR (CODES 1-2 AT B4). ASK E2 OF EVERYONE ELSE.

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

READ OUT. REVERSE SCALE. SINGLE CODE ONLY

		Very likely	Quite likely	Not very likely	Not at all likely	Don't know
E1.	IF EMPLOYED. Continue working with your current employer for the next 2-3 years	1	2	3	4	5
E2.	EVERYONE ELSE: Look for work in an area related to your Apprenticeship in the next 2-3 years	1	2	3	4	5

7. CONSENT AND DEMOGRAPHIC

ASK ALL

QF1. **We are now at the end of the survey. Would you tell me your age? This is to enable us to look at responses for people in different age groups.**

WRITE IN NUMERIC

SCRIPTING:

AUTOMATIC BACKCODE INTO:

UNDER 16

16-18

19-21

22-24

25-29

30-44

45-59

60+

REFUSED

QF2 **The Department for Business, Innovation and Skills (BIS) and the National Apprenticeship Service (NAS) may wish to undertake further research on this topic in the next 1-2 years. Would it be ok for them or their appointed contractors to re-contact you to invite you to take part?**

DO NOT READ OUT. SINGLE CODE ONLY.

Yes – both BIS and NAS and/or their contractors may recontact	1
Only clients (BIS and NAS) may recontact	2
No	3

ASK IF CODES 1-2 AT QF2

QF3. **And would it be OK for us to share your responses to this survey with BIS and NAS so they need not repeat some of the questions you have already answered?**

Yes	1
No	2

ASK ALL

QF4. **Finally, BIS would like to be able to link the results of this survey with data held about you by the Skills Funding Agency to further understand the characteristics of learners. If you agree, we will pass your name and the answers you gave to BIS and NAS.**

After linking, your name will not be held with the information. All of this information will be used by BIS for their own internal research and statistical purposes only.

Would you be willing to allow BIS to carry out this data linking?

Yes	1
No	2

THANK AND CLOSE.

ASK ALL

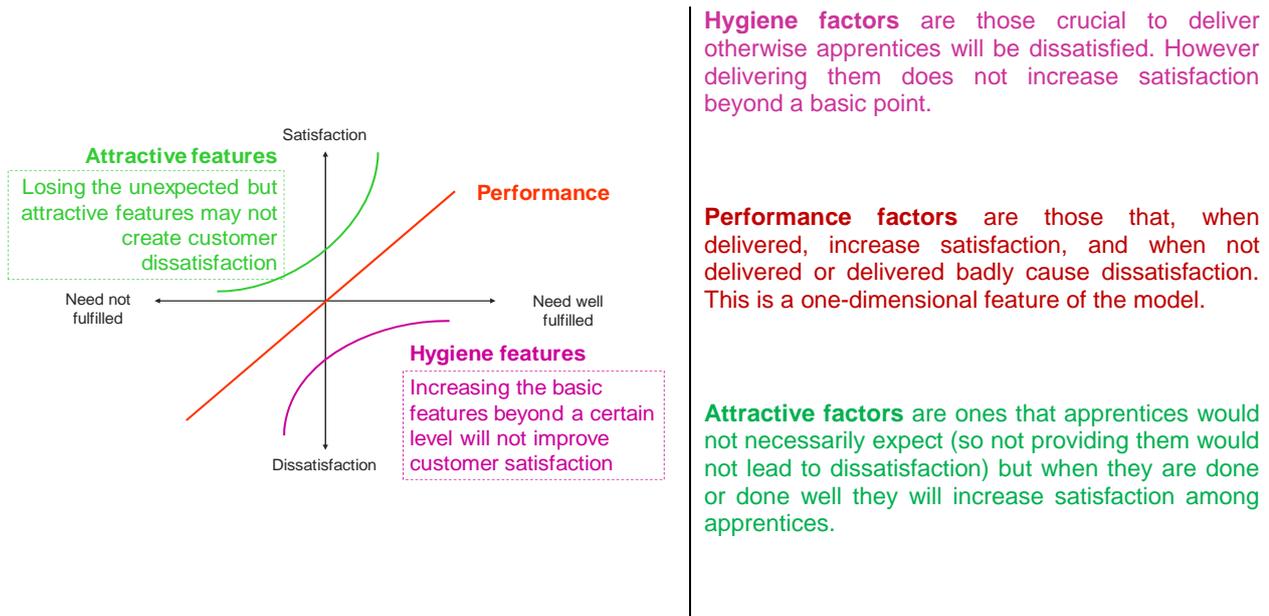
QF5. INTERVIEWER CODE RESPONDENT GENDER:
SINGLE CODE ONLY

Male	1
Female	2

Appendix 3: The Kano Model

During the proposal staged we planned to use the Kano analysis model to explore satisfaction. This model categorises factors, or elements of a service or product that affect customer satisfaction. The Kano model splits drivers into three factors: hygiene; performance; and attractive and these are summarised in Figure 6.1.

Figure 6.1: The Kano model



However, in this case, the high overall level of satisfaction meant that this type of analysis provided no insight. The model relies on some level of differentiation between satisfaction and dissatisfaction. As the results were very positive, this level of differentiation did not exist. As a result, there were no hygiene or attractive features of the Apprenticeship scheme that had an impact on satisfaction or dissatisfaction.

Instead, the multiple regression analysis, as discussed earlier, was used in order to identify “key drivers” of satisfaction and dissatisfaction. Multiple regression models provide a formal and efficient framework for using a data set to examine the relationship between a dependent variable, such as overall satisfaction with an Apprenticeship, and the independent variables believed to be correlated with it (predictors).

Appendix 4: List of frameworks against framework types

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 5: Survey methodology

The “main” apprentice survey comprised 5,010 interviews with apprentices who were currently on an Apprenticeship or had finished an Apprenticeship programme between 1 August 2011 and 31 March 2012. The interviews were conducted by telephone using Computer Assisted Telephone Interviewing (CATI). Fieldwork took place between 12th December 2012 and 27th January 2013. The survey co-operation rate was 59%.

A second “longitudinal boost” telephone survey of 4,519 completed apprentices was done by telephone using CATI. **Medium-term completers** were apprentices who had taken part in 2011 Apprenticeship Evaluation. **Long-term completers** were apprentices who had completed their Apprenticeship in 2009, and had taken part in the Learner Destinations Survey 2009 (commissioned by BIS and the Skills Funding Agency). Fieldwork was conducted between 1st February and 17th March 2013. Interviews were attempted with all apprentices who gave permission to be re-contacted for further research. The adjusted response rate was 41% overall: 35% for the long-term completers and 62% for the medium-term completers. The co-operation rate was 79%: 77% for the long-term completers and 84% for the medium-term completers.

Main apprentice survey

Sample design

The sample frame of apprentices in the main survey was derived from two separate Individual Learner Record (ILR) files: apprentices who registered on an Apprenticeship programme between 1 August 2011 and 31 March 2012 and apprentices who have completion dates on or after 1 January 2013. These two different files were used as a proxy for completed and current apprentices, respectively.

The survey adopted a quota sample design to enable comparison with the 2011 Apprentice Survey. The sample was disproportionately stratified by framework and Level of Apprenticeship to enable separate analysis for the smaller frameworks, such as Hairdressing. Quotas were set on age, Level and framework.

Weighting

In the analysis, the following weights were applied to correct for the unequal selection probabilities.

1. Interlocking Apprenticeship framework x Level (Table A2)
2. Age of apprentices when starting course (Table A3)

Table A2: Interlocking Weights of Apprenticeship framework and Level

Framework	L2 Only	L3 only	Total
Business, Administration and Law	21%	9%	31%
Health, Public Services and Care	10%	8%	18%
Retail and Commercial Enterprise	21%	3%	24%
Engineering and Manufacturing Technologies	8%	4%	12%
Construction, Planning and the Built Environment	3%	3%	5%
Retail and Commercial Enterprise	21%	3%	24%
Agriculture, Horticulture and Animal Care	1%	0%	1%
Leisure, Travel and Tourism	3%	1%	5%
Arts, Media and Publishing & Education and Training			1%
Total			100%

Table A3: Rim weights for age of apprentices

Age of apprentices	Weighted %
16-18 years old	22%
19-24 years old	35%
Aged 25 and over	42%
Total	100%

Longitudinal boost survey

The sample frame for this survey was drawn from two sources:

- The first was the re-contacts from the 2011 Apprenticeship Evaluation survey that had completed their Apprenticeship; these were known as medium-term completers. The total sample available for fieldwork was 3337.
- The second source was re-contacts from the 2009 Learner Destinations Survey; these were known as long-term completers. Prior to fieldwork, the long-term completers were sent an advance opt-out letter due to the long time-frame which had passed since they agreed to be re-contacted. There were 15041 letters sent out to former apprentices and 56 opted out this way. The total sample available for fieldwork was 18,221.

A census approach was adopted for the longitudinal boost. The final survey data was not weighted.

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