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Leading learning and skills

The Benefits of Completing an Apprenticeship

April 2009

Of relevance to everyone interested in
Apprenticeships

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1 Introduction

1. As recently observed¹, this country has a long tradition of apprenticeship – a tradition stretching back to the guilds of the Middle Ages. However, what is now known as Apprenticeship, that is to say the government-supported training scheme, originated in 1995 as ‘Modern Apprenticeship’. Since then, the programme has remained central to the approach of successive governments to improving intermediate skills. The Prime Minister has described Apprenticeships as “the keys... to our future”.² The review of skills conducted by Lord Leitch³ in 2008 confirmed this centrality in government skills policy by recommending a substantial increase in the number of Apprenticeships in the UK.
2. Apprenticeship is also seen by the Government as an important part of its plans to raise the minimum age at which young people can leave full-time education. Education and skills legislation put before the UK Parliament includes the provision for all young people to remain in education or training until the age of 18. However, the Government expects the number of 16 and 17 year olds studying in schools to increase only slightly by 2015-16. Most of the increase in numbers of 16-18 year olds remaining in education or training is expected to come from higher numbers choosing to study in Further Education Colleges or to undertake Apprenticeships.⁴ Indeed, the government has recognised that plans to increase the education leaving age ‘will be extremely difficult to achieve... without significant expansion of the Apprenticeship programme’.⁵
3. To provide for this expansion, the Government has introduced an entitlement for an Apprenticeship place for each suitably qualified young person from 2013. It anticipates that one in five of all young people will be undertaking an Apprenticeship within the next ten years, and funding for Apprenticeships will increase by almost a quarter between 2007/08 and 2010/11 – to over £1 billion. The Government also commissioned a fundamental review of Apprenticeships in England to investigate how to improve and expand the programme to meet the Leitch ambition. The results of this review were published in January 2008 as ‘World-class Apprenticeships: Unlocking Talent, Building Skills for All. The Government’s strategy for the future of Apprenticeships in England’.
4. It is important, of course, in building a stronger and larger Apprenticeship programme, that the programme is not just effective for employers and the economy but that it also produces successful results for Apprentices themselves. Recent research (by S. McIntosh of the Economics Department of Sheffield University on behalf of the DfES)⁶ has shown that the wage returns to Apprentices have increased over the last 10 years and many individual Apprenticeship success stories have been widely publicised by major employers, Sector Skills Councils, and the LSC. However, more general or systematic reports on the experiences of Apprentices during and after Apprenticeship have not been available. The survey reported here aims to fill that gap in knowledge.

¹ Education Quarterly, Institute of Directors, July 2008.

² Gordon Brown speech to the 139th Trades Union Congress, 10 September 2007.

³ *Prosperity for all in the global economy – world class skills* (Leitch Review of Skill, Final Report, December 2006), paragraph 65, p.21

⁴ David Turner, ‘Education chief’s struggle for NEET fix’. *Financial Times*, 15 January 2008.

⁵ *World-class Apprenticeships: Unlocking Talent, Building Skills for All. The Government’s strategy for the future of Apprenticeships in England* (Department for Innovation, Universities and Skills Department for Children, Schools and Families, January 2008)

⁶ McIntosh, S (2007) A Cost-Benefit Analysis of Apprenticeships and Other Vocational Qualifications, DfES Research Report 834

5. More specifically, the study was set objectives as:
 - To understand what Apprentices were doing before their training.
 - To understand why Apprentices wanted to undertake an Apprenticeship (as against other routes) and what information, advice and guidance influenced them to do so.
 - To understand from the Apprentices' perspective, the main benefits of participating in the Apprenticeship.
 - To research their destinations and specifically identify promotions, job satisfaction levels, movement into self-employment, learning progression, and improvement in personal skills and motivations.
 - To understand variation in outcomes for different groups (including those for age, gender, ethnicity, sector subject area of Apprenticeship, level, disability, length of time since completion, and region).
 - To understand why some Apprentices do not complete Apprenticeships, what the outcomes are for them, and what might have persuaded them to complete.

Method of the survey

6. A total of 3,808 Apprentices were surveyed by telephone during November and December of 2008 and January of 2009 using a structured questionnaire (see Appendix 2) as the basis of interviews. Of these, 3,215 were 'completers', that is, Apprentices who achieved all the main parts of the Apprenticeship framework – Key Skills certification, the National Vocational Qualification or NVQ, and the Technical Certificate (the qualification appropriate to the occupational area and sector in which the Apprenticeship takes place, which is assessed by a formal written examination). In addition, 593 Apprentices who did not complete all their framework elements ('early leavers') were also interviewed.
7. The total sample (including both completers and early leavers) covered all the English regions, included both Level 2 Apprentices and Level 3 Apprentices, and was comprised of Apprentices whose Apprenticeship came to an end between 2004 and 2008. In order to enable reliable analysis of Apprenticeship experiences and outcomes for those Apprentices from Black and Minority Ethnic (BME) groups, additional interviews were undertaken of these Apprentices; that is, beyond those which would have occurred as part of the 'natural' sampling process. This increased the unweighted sub-sample of BME Apprentices to 441 cases. More generally, the data was weighted to ensure that sample proportions matched those in the Apprentice population (in the ILR database from which the sample was drawn) in respect of Apprentices' age, gender, region of residence, sector and Level of Apprenticeship, and of the year in which the Apprenticeship was completed. A profile of the total weighted sample is set out in more detail in the next table and compared with the corresponding distributions in the unweighted sample. It can be seen that, because quotas were used to structure the sample at the interviewing stage, most weights were quite minor. The main weighting effects are in respect of region since regional samples were equalised in the unweighted sample; and in respect of ethnicity, where the 'booster' over-sampling was

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adjusted in the final weighted sample. An expanded description of survey method is set out in Appendix 1.

- As well as the main survey, twenty case studies were also undertaken in which Apprentices were interviewed in more depth using a 'discussion guide' rather than a structured questionnaire. Quotations from these interviews are used as illustrations at various points in the report:

Table 1: Sample profile; weighted numbers and proportions, unweighted sample proportions in italics

Age on completing Apprenticeship				Year in which Apprenticeship ended			
	No.	%	%		No.	%	%
16-18 years	1,193	31	<i>35</i>	2004/05	746	20	<i>17</i>
19-24 years	2,367	62	<i>60</i>	2005/06	857	23	<i>33</i>
25 years or above	248	7	<i>5</i>	2006/07	1,424	37	<i>34</i>
				2007/08	781	20	<i>16</i>
Total	3,808	100	100	Total	3,808	100	100
Region of residence				Gender of Apprentice			
	No.	%	%		No.	%	%
East Midlands	396	10	<i>11</i>	Male	1,710	45	<i>47</i>
East of England	358	8	<i>11</i>	Female	2,098	55	<i>53</i>
London	244	6	<i>11</i>	Total	3,808	100	100
North East	293	8	<i>11</i>	Ethnicity			
North West	678	18	<i>11</i>		No.	%	%
South East	506	13	<i>11</i>	White	3,595	94	<i>88</i>
South West	407	11	<i>11</i>	From a Black or Minority Ethnic group	213	6	<i>12</i>
West Midlands	468	12	<i>11</i>	Total	3,808	100	100
Yorkshire and Humber	457	12	<i>11</i>				
Total	3,808	100	100	Total	3,808	100	100
Level of Apprenticeship undertaken				With/without a long-term illness or disability			
	No.	%	%		No.	%	%
Level 2 (Apprenticeship)	2,551	67	<i>66</i>	With	188	5	<i>5</i>
Level 3 (Advanced Apprenticeship)	1,257	33	<i>34</i>	Without	3,620	95	<i>95</i>
Total	3,808	100	100	Total	3,808	100	100

* Note: These numbers and proportions are those in the weighted sample; italic proportions are those of the unweighted sample

Report

- This report sets out findings from the survey. It does so in a series of chapters broadly corresponding in order to the objectives of the study as set out in paragraph 5.
- The study is essentially about the benefits for Apprentices who *completed* their Apprenticeship. Correspondingly, most of the chapters which follow are based on interviews

with the 3,215 Apprentices who completed their programme between 2004 and 2008. A further chapter considers non-completers or 'early leavers' separately.

2 The decision to participate in Apprenticeship

Introduction

11. This first substantive chapter addresses two of the study's objectives by answering two questions.
- What were Apprentices doing before they entered Apprenticeship?
 - What other options did they consider and what influenced them in favour of the Apprenticeship option?

Pre-Apprenticeship status

12. Most Apprentices, 73%, had left school at the statutory minimum age for leaving full-time education. 8% said they left before 16, presumably 'unofficially', 8% left at age 17, and 11% at age 18 or over.
13. The time between leaving school and starting Apprenticeships is shown in the following table. It can be seen that the proportion of people where the gap is longer (4 years or more) has increased markedly for the latest cohort of leavers as a result of widening access to Apprenticeship for adults. It can also be seen that women are more likely to have had a longer period between school and Apprenticeship than men. Apprentices starting an Advanced Apprenticeships typically have a slightly longer gap between school and their Apprenticeship (more with gaps of 2-4 years) than Level 2 Apprentices:

Table 2: Time between leaving school and starting Apprenticeship; percentages

	Year Apprenticeship completed				Male	Female	Level 2	Level 3	All
	2004/05	2005/06	2006/07	2007/08					
Less than 1 year	20	28	23	17	26	19	24	19	22
1 year < 2 years	21	19	20	14	21	17	20	16	19
2 years < 3 years	18	18	20	14	18	18	16	21	18
3 years < 4 years	12	10	11	12	12	11	10	14	11
4 years < 5 years	8	8	8	10	8	9	8	10	8
5 years or more	20	15	19	33	15	26	21	20	21
Not known	*	1	1	2	1	*	*	1	*
Total	100	100	100	100	100	100	100	100	100

Unemployed base: 3,215 Apprentices who completed an Apprenticeship

* Fewer than 0.5%

Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

14. The impact of adult Apprenticeship on the age at which Apprentices start their programme can be seen in the next table. The proportions of Apprentices aged 25 or more increased markedly amongst completers in 2007/08. The higher age profile of women Apprentices is also apparent.

Table 3: Age on starting Apprenticeship; percentages

	Year Apprenticeship completed				Male	Female	Level 2	Level 3	All
	2004/05	2005/06	2006/07	2007/08					
16-18 years	57	62	57	41	64	50	57	51	55
18-24 years	43	38	43	49	34	47	41	46	43
25 years or older	*	*	*	11	2	3	2	3	2
Total	100	100	100	100	100	100	100	100	100

Unemployed base: 3,215 Apprentices who completed an Apprenticeship

* Fewer than 0.5%

Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

15. Where there was a gap between leaving school and Apprenticeship, this was mainly filled by further study or employment. Thus, only 27% entered directly following school, whilst 20% had gone on to FE College and over 4 in 10 had found employment (with the employer who hosted their Apprenticeship or another employer) before starting their Apprenticeship. The ILR database from which the sample was drawn identifies that 19% of Advanced Apprentices had previously undertaken a Level 2 Apprenticeship. The survey suggests that few of these transferred *directly* from Apprenticeship to Advanced Apprenticeship. The proportions in different pre-Apprenticeship circumstances are shown in the table below:

Table 4: Circumstances immediately before Apprenticeship by gender, age* and level; percentages

	Male	Female	16-18	19-24	25+	Level 2	Level 3	All
At school	34	22	49	20	4	25	31	27
At FE College	20	21	17	24	5	19	23	21
At University	1	1	**	1	2	1	1	1
Working with employer where Apprenticeship took place	16	30	12	26	50	26	19	24
Working with another employer	21	19	12	22	33	20	19	20
Self-employed	**	**	**	**	1	**	**	**
Receiving unemployment or other benefit	1	1	1	1	1	2	1	1
Not working or in education but not receiving benefit	3	2	4	1	1	2	2	2
On a lower level Apprenticeship	1	**	**	**	0	0	**	**
Other/not known	3	4	2	3	4	5	4	4
Total	100	100	100	100	100	100	100	100

Unweighted base: 3,215 Apprentices who completed an Apprenticeship;

* Notes: (1) For Apprentices who completed a Level 3 Advanced Apprenticeship, 'before Apprenticeship' means before this Level 3 Apprenticeship
 (2) 'Age' is age on completing the Apprenticeship

** Fewer than 0.5%

Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

16. As would be expected, entry to Apprenticeship is much more likely to follow school or College education for younger than for older Apprentices. Three case study respondents who entered Apprenticeship directly following school described their motivations. One was looking for work experience whilst the others had a clear idea of the occupations they wanted to pursue:

“Getting experience is what it is all about and I wanted to gain as much as I could. As soon as I left school I went to this training provider and they said it was a good way to get experience” (Level 2, Retail)

“Yes I got all my GCSEs. I had always wanted to do plumbing so that was what I went for, straight from school really” (Level 3, Construction)

“I wrote to them and put in an application form and they gave me an interview date. I must have done OK as they offered me the apprenticeship” (Level 3, Construction)

17. Other younger Apprentices had entered Apprenticeship after experiences in College which hadn't been particularly successful:

“If I hadn’t managed to get the Apprenticeship I would probably have had to stay on the hairdressing course for the second year and not been very happy” (Level 2, Childcare)

“I started to go to college but it got a bit harder there so I decided to try another different childcare course. I had heard that with the apprenticeship I could get a bit more help. I went to Connexions and they told me that if I wanted to do childcare I could do an Apprenticeship and that I could get 4 days’ a week experience in a work placement as well” (Level 2, Childcare)

18. Older Apprentices are much more likely to enter Apprenticeship from employment. Particularly, the likelihood of converting existing employment into an Apprenticeship within the same workplace increases with age. For older Apprentices (those aged 25 or older on completion) the proportion increases to a half (50%).
19. The overall proportion of Apprenticeships of this origin (that is, based with an existing employer) has also increased markedly in the recent period. Thus, Apprenticeships with this origin comprised 24%, 19% and 22% of Apprenticeships completing in 2004/05, 2005/06, and 2006/07 respectively. However, they comprised 30% of those completed in 2007/08. This change clearly reflects recent government policy in support of broader access to Apprenticeship for those already in the workplace and the corresponding extension of support to older Apprentices:

Table 5: Circumstances immediately before Apprenticeship by year of completion; percentages

	2004/05	2005/06	2006/07	2007/08	All
At school	33	31	29	17	27
At FE College	19	21	21	20	21
At University	1	1	1	1	1
Working with employer where Apprenticeship took place	24	19	22	30	24
Working with another employer	17	21	19	22	20
Self-employed	0	*	*	1	*
Receiving unemployment or other benefit	1	2	3	3	1
Not working or in education but not receiving benefit	1	2	3	3	2
On a lower level Apprenticeship	1	*	*	*	*
Other	3	3	2	4	4
Total	100	100	100	100	100

Unweighted base: 3,215 Apprentices who completed their Apprenticeship
 Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

20. Women are particularly likely to take up an Apprenticeship within a workplace where they are already employed. Nearly twice as many women (30%) than men (16%) report doing so. Correspondingly, female Apprentices are, on average, older than male ones. 30% of women compared with 21% of men were aged 22 or over on completion of their Apprenticeship. An underlying explanation of these differences may lie in the sector of employment. The proportions of Apprenticeships which originate in existing employment in different Apprenticeship sectors are shown below:

Table 6: Percentages of Apprenticeships in different sector subject areas where the Apprentice was already working with the employer where the Apprenticeship took place

	%
Health and public services	25
Engineering and manufacturing	12
Construction	7
ICT	29
Retail	39
Leisure, travel and tourism	33
Business Administration	33

Note: Excludes sectors where the unweighted base is less than 50 and Apprenticeships not attributable to a particular sector subject area

21. This data suggests that proportionately fewer Apprenticeships in the male-dominated sectors of engineering, manufacturing and construction, have resulted from the movement of employees into Apprenticeship than in the other sectors where female employment is much more frequent or predominates. In these latter sectors, the proportions of men and women who are working for their Apprenticeship employer prior to the Apprenticeship are equal. The lower proportions of Apprenticeships which start from existing employment in engineering, manufacturing, and construction may reflect the fact that Apprenticeship has a long-standing role in these sectors as the key *entry* route for future skilled workers, which is less the case for the other sectors. Thus, in the less-traditional Apprenticeship sectors, there may be more scope to use Apprenticeship to upskill existing workers than in engineering, manufacturing and construction where many or most members of core skill groups have already completed an Apprenticeship as an entry requirement.
22. Whilst, as noted above, many Apprentices had had the opportunity to study or train after leaving school, their overall qualification profile immediately on starting Apprenticeship was moderate:

**Table 7: Qualifications of Apprentices immediately before Apprenticeship*;
percentages⁷**

	Year Apprenticeship ended				
	2004/05	2005/06	2006/07	2007/08	All
GCSEs, none at Grade C or above	37	39	39	41	39
1-4 GCSEs at Grade C or above	21	24	21	14	20
5 or more GCSEs at Grade C or above	29	28	31	29	30
1 A Level pass	2	3	4	4	3
2 or more A Level passes	11	11	11	17	12
A work-related qualification (eg. BTEC, RSA, etc.)	17	19	18	24	19
A University degree	3	1	1	1	1
Any other	10	12	14	15	13
None	9	5	6	8	7

Unweighted base: 3,215 Apprentices who completed their Apprenticeship

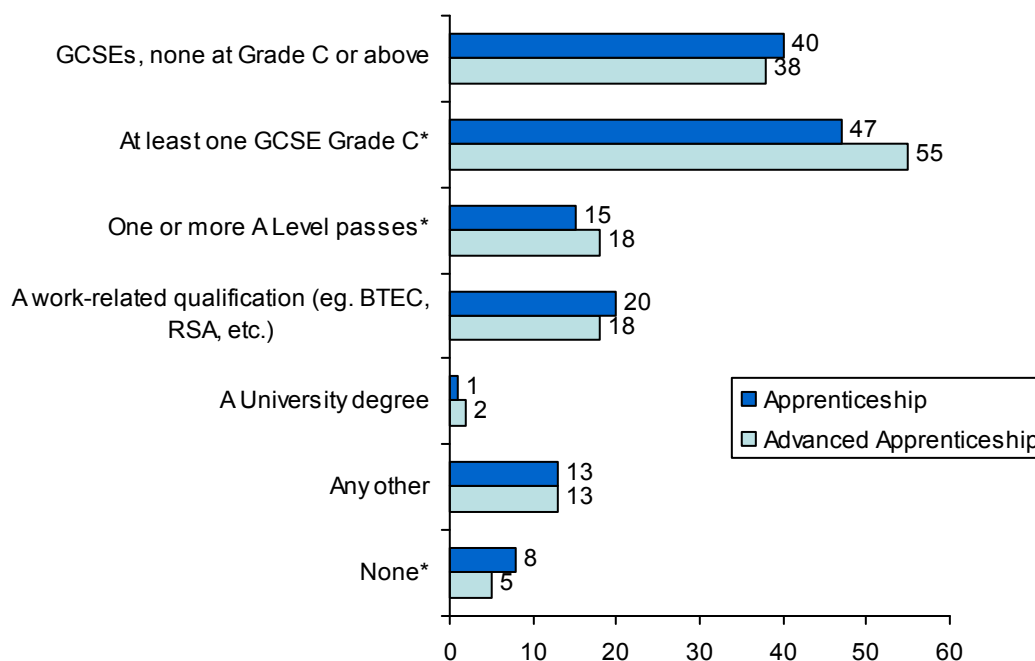
Note: Columns do not total to 100%; respondents could record more than one category of qualifications

* Before lower Apprenticeship for the 19% of Advanced Apprentices who had previously undertaken one
Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

23. These statistics suggest that a minimum of 30% of Apprentices had gained Level 2 equivalence and a minimum of 12% had gained Level 3 equivalence by virtue of their prior academic education. These minima may have been increased a little as a result of additional vocational qualifications gained pre-Apprenticeship but the exact levels of these qualifications were not ascertained in the study and the scale of that increase cannot be calculated.
24. The prior qualification profile of Advanced Apprentices who completed at Level 3 was higher than for those who completed the Level 2 Apprenticeship:

⁷ Results for question were self declared in the interview

Figure 1: Pre-Apprenticeship * qualifications of Apprenticeship and Advanced Apprenticeship



Unweighted bases: 2,035 Apprentices and 1,180 Advanced Apprentices who completed their Apprenticeship

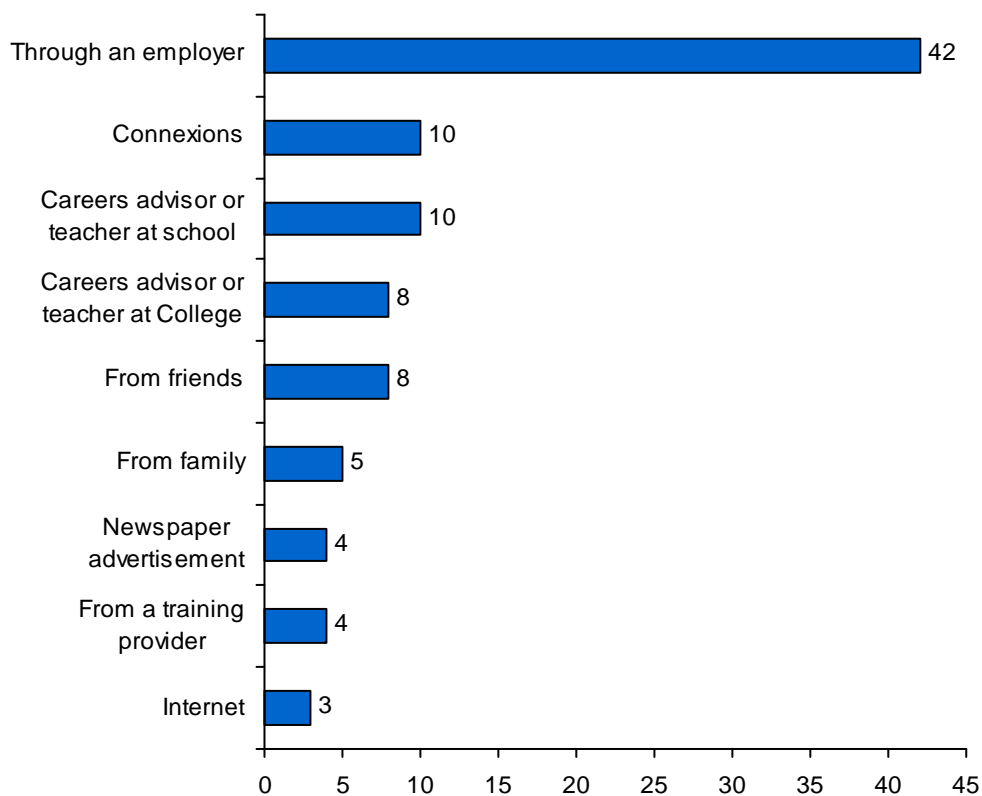
* Before lower Apprenticeship for the 19% of Advanced Apprentices who had previously undertaken one
 Statistically significant differences ($p < .05$, 2-tailed test) between pairs of bars shown by asterisk in labels on bars

25. It can be seen, however, that differences in the profiles are not huge. The data suggests that successful Advanced Apprentices do not train at that level simply because they have a much stronger base of qualifications prior to starting down the Apprenticeship route than have Level 2 Apprentices, but that other factors are involved.
26. A further key feature of the data set out in Table 7 (earlier) concerns the qualification profile of Apprentices in the different annual cohorts of completers. The data is not wholly consistent but it suggests that the qualification profile of Apprentices is strengthening with more Apprentices in the 2007/08 cohort having A Level passes, vocational and 'other' qualifications before starting their Apprenticeship than had Apprentices in the earlier cohorts. This is mainly a reflection of the increasing number of older Apprentices which was noted earlier. For example, 21% and 30% of Apprentices aged 25 or over had achieved an A Level or a vocational qualification respectively before Apprenticeship compared with the (respective) averages for all Apprentices of 16% and 19%.
27. Thus, as Apprenticeship draws in increasing numbers of older, better-qualified Apprentices who are already in the workplace and use existing employment as the base of their Apprenticeship, the profile of pre-entry qualifications of the programme as a whole can be expected to strengthen.

Choosing the Apprenticeship route

28. Entering Apprenticeship requires a number of events and choices:
- Apprentices obviously have to become *aware* that this option is open to them.
 - Once aware, they may consider the Apprenticeship option against other routes might take. Other people, formally or informally, may guide this choice.
 - The *decision* on Apprenticeship is likely to be closely bound up with a parallel decision about the occupation and career path which prospective Apprentices want to follow.
29. The survey explored these processes with Apprentices by asking them to think back to the time when the decisions to seek and enter Apprenticeship were made.
30. Firstly, awareness of Apprenticeship comes from a variety of sources:

Figure 2: How completing Apprentices first became aware of Apprenticeship*; percentages



Unweighted base: 3,215 Apprentices who completed their Apprenticeship

Note: Excludes response accounting for 2% or less of all responses

* Before first Apprenticeship for the 19% of Advanced Apprentice who had previously undertaken one

31. This overall pattern of how awareness occurs is fairly uniform across most groups of Apprentices but two differences are noticeable.

32. The main one reflects earlier analysis which shows that older Apprentices are much more likely to enter Apprenticeship from an employed status. Correspondingly, Connexions, schools and Colleges were much more significant sources of awareness for young Apprentices whilst employers were much more significant sources for older Apprentices – 78% of Apprentices aged 25 or over found out about Apprenticeship from an employer compared with 24% of 16-18 year olds. Connexion’s role in encouraging younger people towards Apprenticeship was described by case study respondents:

“Connexions gave me the details and when I phoned the employer I was told that the position had been filled. I was a bit disappointed and I kept in touch with Connexions and the job came up again. I applied again and got called in for an interview. There were quite a few and the lady doing the interview felt that there were the two of us who were the best and so she employed both of us to work together” (Level 2, Business Administration)

“Connexions helped me to look for admin posts but I only got the one interview and I didn’t get that job. So they said why not look at an Apprenticeship where you get some experience on the job and get some money and the qualification as well. They had an Apprenticeship in travel services – hadn’t even thought about that job before, but it was office-based so I thought I would give it a go. I thought there would be a better chance of getting a job if I had some experience. I thought – go for it - and I got it and I was there for over five years” (Level 3, Travel)

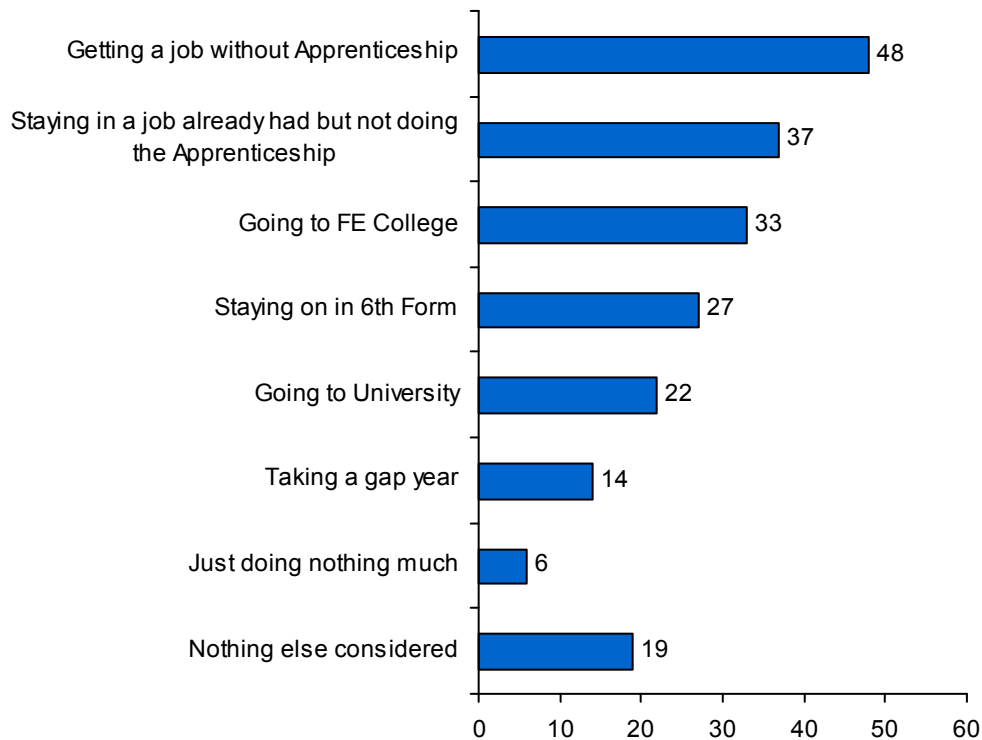
33. The second finding concerns Apprentices from Black and Minority Ethnic (BME) groups. These Apprentices have the same age profile as white Apprentices but were less likely to enter Apprenticeship from an employed status (32% compared with 44% for white Apprentices). Consequently, they were significantly less likely to find out about Apprenticeship from employers (29% compared with 43% for white Apprentices) and were more reliant on information from Connexions (17% against 9%), from friends (13% against 8%) and from family (6% against 4%). These findings may indicate a need for particular efforts to increase BME awareness of Apprenticeship given that a very direct one (the employer offer of Apprenticeship) appears to be a less frequent source of opportunity for BME groups.

34. A more general point is that personal contacts with prospective Apprentices are important in spreading awareness and subsequent engagement. Other ‘impersonal’ sources of awareness, such as learndirect, TV campaigns and careers fairs were mentioned only by a handful of Apprentices in each case. However, such sources are obviously not wholly redundant. One case study respondent described attendance at a careers fair as a trigger to participation:

“I went along to a careers fair and got talking to the people about hairdressing and I thought ‘yes this is something I could do and enjoy” (Level 2, Hairdressing)

35. Apprenticeship having been raised as a possibility, it needed, in most cases, to be set against other possible ways forward. For most it was not an automatic choice:

Figure 3: Alternative routes considered by Apprentices*; percentages

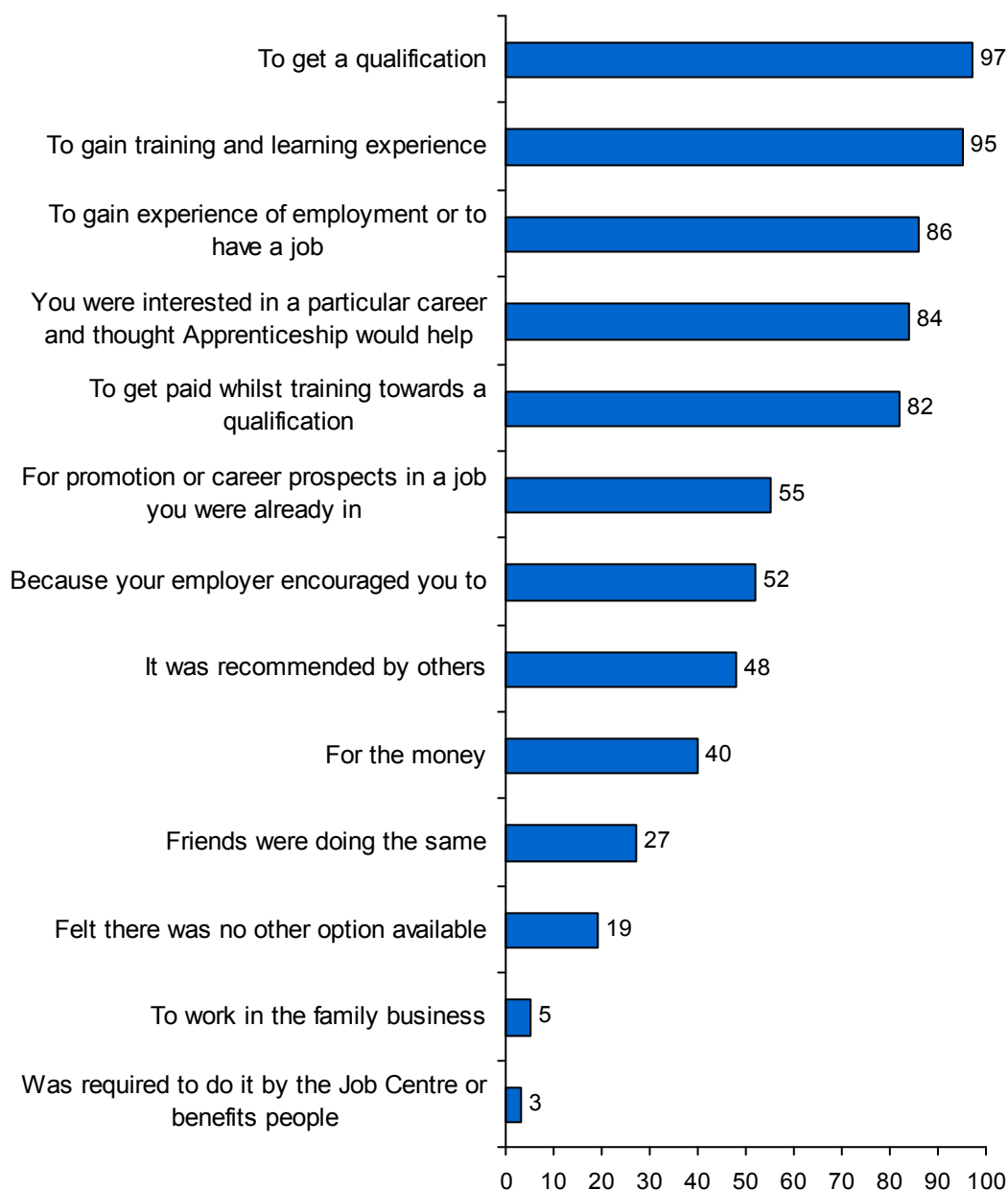


Unweighted base: 3,215 Apprentices who completed their Apprenticeship
 Note: Multiple response question – respondents could choose more than one answer
 * Before lower Apprenticeship for the 19% of Advanced Apprentices who had previously undertaken one

36. The main variation within this summary picture again concerns age. For younger Apprentices, many of whom entered Apprenticeship direct from school or College, staying on in the 6th Form or going to FE College were, of course, more frequent alternatives to Apprenticeship than for older Apprentices, many of whom were already in work. For the latter, the main choice was simply to do or not do the Apprenticeship – 67% of Apprentices aged 25 or over said that they considered ‘staying in a job they already had without doing the Apprenticeship’.
37. The survey particularly raised the question of whether the costs of going to University were a factor driving some people towards Apprenticeship. In the question concerning options in general, 22% of Apprentices said they had considered University (as shown in Figure 3). However, when a direct question was asked about the costs of University (‘Was your decision to first take up Apprenticeship influenced by the costs involved in going to University after doing A Levels?’) 29% now said that they had considered University. The increase (from 22% to 29%) may have occurred because the later question drew in some of those who had originally identified ‘staying on in the 6th Form’ as an option without mentioning this as a possible route towards Higher Education. Of these 29%, half (15%) said that they had been put off by the *cost* of University and half (14%) by factors other than cost. It appears, thus, that the cost of going to University is a factor in Apprentices’ choice of Apprenticeship in around 1 in 7 cases.

- 38. However, the possibility of going to University is frequently retained *after* Apprenticeship. 70% of those who had considered University as an alternative to Apprenticeship now report an interest in progression to a degree or other high level course (compared with 48% of those who did not consider University at the pre-Apprenticeship stage).
- 39. Having considered their options, Apprentices obviously then chose Apprenticeship. There were multiple reasons for that decision:

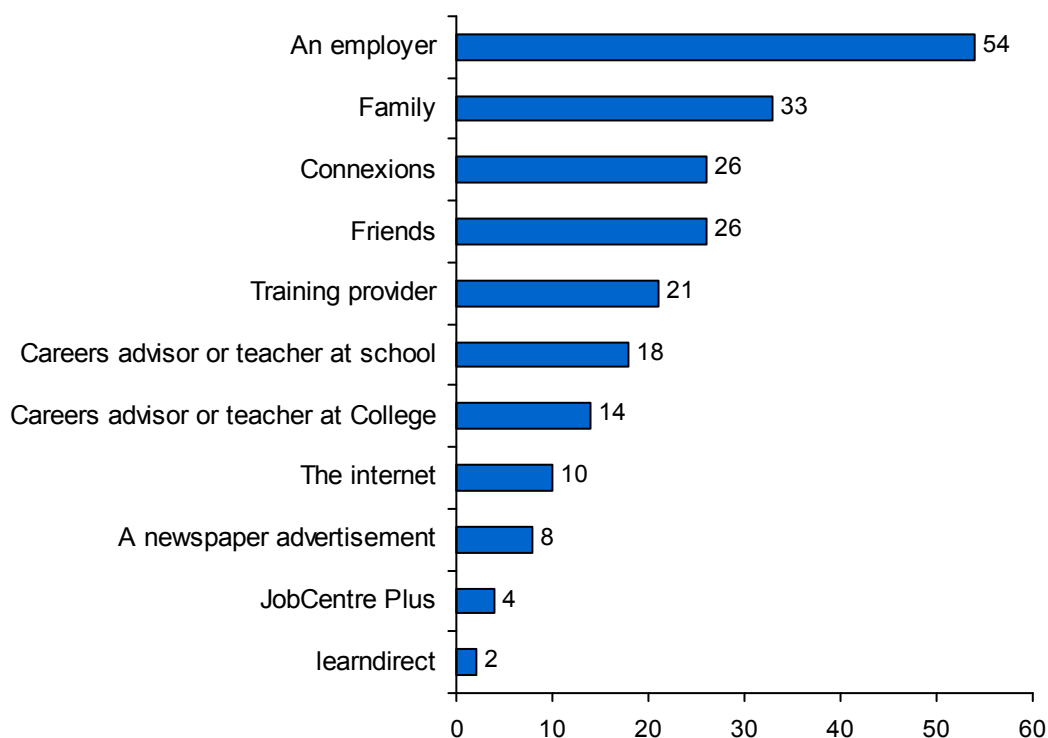
Figure 4: Reasons for choosing the Apprenticeship route*; percentages



Unweighted base: 3,215 Apprentices who completed their Apprenticeship
 Note: Multiple response question – respondents could choose more than one answer
 * Before lower Apprenticeship for the 19% of Advanced Apprentices who had previously undertaken one

40. Several of these reasons simply recognise the key attribute of Apprenticeship – that it can simultaneously deliver qualifications, work experience, career development and payment. These were accepted by high proportions of Apprentices and there was little variation between sub-groups. However, there were a number of variations in the proportions giving *other* reasons for choosing to take up Apprenticeship:
- The proportion of older Apprentices (those aged 25 or over) who said they participated ‘for the money’ (31%) was significantly below the average of 40%. The proportion of older Apprentices who said they participated because ‘their employer encouraged them’ was, at 81%, much higher than the average percentage of all Apprentices giving this reason (52%). And the proportion of those older Apprentices who said they participated ‘to gain a promotion or to advance career prospects in a job they already held’ was also much higher (83% against an average of 55%). Clearly, older Apprentices, more of whose Apprenticeships developed from an existing job, have a different perspective from those younger Apprentices who enter Apprenticeship from school or College. The latter were more frequently interested in a career in which Apprenticeship would give them a foothold and in gaining experience, employment, and income. The former were often encouraged by existing employers to use Apprenticeship to build on their existing employment and prior experience.
 - With their Apprenticeship starting less frequently from an employed situation, members of BME groups were more likely than average to join Apprenticeship in order ‘to gain experience or employment or to have a job’ (91% against an average of 86%) and were significantly less likely (43% compared with an average of 52%) to report that an employer had encouraged their participation. Generally, BME Apprentices were more likely to feel that they had few alternatives to Apprenticeship. 30% (against an average of 19%) said there was ‘no other option available’.
41. However, the decision to commit to Apprenticeship was seldom taken without being shaped to some degree by other people or organisations. Only 6% of Apprentices reported that their decision to take up Apprenticeship was not influenced by others:

Figure 5: Influences on the decision to take up Apprenticeship*; percentages



Unweighted base: 3,215 Apprentices who completed their Apprenticeship
 Note: Excludes responses accounting for 2% or less of all responses
 * Before lower Apprenticeship for the 19% of Advanced Apprentices who had previously undertaken one

42. As with other findings, there were clear differences between younger and older Apprentices in what influenced them to participate. For example, Connexions, schools, and Colleges had influenced, respectively, 37%, 28%, and 15% of the youngest Apprentices (16-18 year olds) but only 13%, 6%, and 7% of those aged 25 or over. On the other hand, 84% of older Apprentices (25 years or older) were influenced by an employer as against 39% of the youngest (16-18 year olds). Again, therefore, there is a clear distinction between younger entrants direct from school or College and older ones who converted existing employment into an Apprenticeship. Because women form a higher proportion of the latter, they are *less* likely than men to have been influenced by Connexions, schools and Colleges and more likely to have been influenced by an employer. Because members of BME groups are proportionately less likely to have entered Apprenticeship via employment, they are *more* likely to have been influenced by Connexions, schools and Colleges and less likely to have been influenced by an employer.
43. The second element of the Apprenticeship decision concerns the industry or type of work in which the Apprenticeship should take place. Three-quarters (74%) of Apprentices said they only considered one type of Apprenticeship whilst a quarter (24%) considered other types. The proportion considering only one type was higher for older and female Apprentices. Again, these Apprentices were more likely to have converted a job into an Apprenticeship and, hence, had little choice about the type of Apprenticeship they should pursue.
44. The main reason why Apprentices who considered more than one type eventually committed to a particular type of Apprenticeship was a positive one. Having considered other types of

Apprenticeship, 59% decided that the one they undertook was the one they most wanted. Only minorities were constrained by the unavailability of other types of Apprenticeship (15%) or inability to get on to another type (3%); or chose it simply because an employer willing to host their Apprenticeship was available (9%); or because of external advice (11%); or simply because it was close to home (3%).

45. Overall, putting those who said they only considered one type of Apprenticeship together with those who considered different types but then made a positive choice in favour of the one they took up, the survey suggests that 88% of Apprentices obtained an Apprenticeship in the area of work they definitely wanted to pursue.
46. Correspondingly, therefore, 85% of Apprentices described themselves, at the point of starting their programme, as 'totally certain' (50%) or 'fairly certain' (35%) that they wanted to pursue the work area of their Apprenticeship as a long-term career (the remainder having some degree of uncertainty); and 92% were enthusiastic about getting their Apprenticeship place (66% 'very enthusiastic and 26% 'moderately enthusiastic'). Only 2% said they had little enthusiasm about starting their programme.
47. The survey data reported above offers somewhat 'clinical' estimates of why Apprentices participate, what influences them, and so on. Interviews undertaken in greater depth with Apprentices reveal more detail of underlying events and thinking. One respondent, for example, revealed that a work experience placement whilst at school was critical to his taking up an Apprenticeship with an estate agency:

"Fortunately my work experience had been very beneficial to me and I knew that I wanted to do it, so there was no real problem. So I left school and more or less started straight away. They had had a couple of meetings prior to me starting and they said that they had found a place that was offering an NVQ that was relevant to what they wanted me to be doing and that it would start in a month's time" (Level 3, Residential Property)

48. Other respondents were not particularly enthusiastic about the Apprenticeship but at least saw it as a positive move forward:

"At first it was more 'I have got to do something – I have got to get something behind me - or at least try' - more than any huge enthusiasm or keenness on my part" (Level 3, ICT)

"I just sort of drifted into it because it was offered to me but once I got going it was really enjoyable, meeting other people and developing my own skills and confidence. I felt I was doing something that was well worthwhile" (Level 2, Hospitality)

"I was prepared to do it, I think, rather than really keen to do it. I am not that academic so didn't look forward to that part but mostly I saw it as a positive thing" (Level 2, ICT)

49. Interest in particular types of activity was a key motivation for some Apprentices, whether considered in isolation or in comparison to other areas of work:

"I am in a big family and I always liked looking after my cousins so I thought I would try childcare for a bit to see if I enjoyed it – I rang a few places and went to ... (a training provider). They put me in the nursery and I found that I liked it a lot" (Level 2, Childcare)

"I was always good with computers and the majority of jobs will involve computers in some shape or form and Excel, Word and Office will always be useful whatever you do, so that was a good enough reason and it was easier not to consider anything else at that stage" (Level 3, ICT)

"I considered everything and wrote it down and compared all the ticks and crosses, and I had to consider how I was going to get there as well. There was a bus service provided and everything sort of clicked into place – and I was interested in the work – I had done it before and I felt it really was something I wanted to do and that I would enjoy it" (Level 2, Floristry)

50. The practical element of Apprenticeship was a factor for some, though in one case the first-choice of work area was not available:

"It was almost everything I wanted except that it was not an electrician's job. But it was a good trade to learn, so I learned to be a plumber" (Level 2, Construction)

"I can't say how it started with the catering but I like hands-on things - I am not good at theory - I like more practical things, things in my hand, things I can touch" (Level 2, Catering)

"I had applied for a few jobs but got turned down because they wanted someone with more experience. It was the old 'can't get a job without experience, and can't get the experience without having a job' problem. The Apprenticeship offered a paid placement and a qualification - it was the best of both worlds really" (Level 2, ICT)

51. And parents clearly played a role in motivating or supporting the Apprenticeship decision:

"My parents were already making noises about how I was going to get some money and my answer had been - up until the Apprenticeship –'er-umm - I don't know'. But they supported me through everything really." (Level 3, ICT)

"I was sort of encouraged to go and do A levels but it was not what I wanted to do. My parents said that they would not force me into A levels but if I wanted to leave school I had to get something sorted out, they were not going to let me leave and just rumble around" (Level 3, Residential Property)

Deciding to participate in Apprenticeship: summary

52. Apprenticeship has developed from simply being a method of inducting young entrants in industry skills. It is increasingly being used to upskill older people already in a job. This change has generated two different models of awareness and choice of Apprenticeship.
53. In the first, 'getting in', model, Apprentices are younger, their Apprenticeship is usually preceded by school or College attendance, and pre-Apprenticeship qualification levels are modest. Awareness of Apprenticeship mainly derives from Connexions or from careers guidance in school or College, but friends and family too are significant sources of awareness. Key alternatives to Apprenticeship, for those younger Apprentices who are better qualified, are to stay on in the 6th Form or to go to FE College or University (if the Apprentice has studied in the 6th Form or at College). Other younger Apprentices consider

getting a job without being involved in Apprenticeship, or taking a gap year, or 'just doing nothing much – not working or training or studying'. However, all these Apprentices are frequently subject to influences in favour of Apprenticeship from a variety of sources, of which Connexions, family, careers advisors or teachers at school, and friends are most significant. Whether influenced or not, Apprentices accept or develop a rationale for entering the programme which recognises its value as an entry path to a particular career and as a simultaneous source of work experience, employment, qualifications, and income. For Apprentices who consider University as an alternative to Apprenticeship, the costs of University influence half of these to turn down the Higher Education option in favour of Apprenticeship (other non-cost factors deterring the other half). The majority of Apprentices only consider Apprenticeship in one industry or type of work. However, a minority, of around a quarter, do consider other careers and the Apprenticeships matching those careers. In the end, most of those who consider other careers/Apprenticeships enter the one they undertake as a result of a positive choice in its favour (rather than because they are unable to find their first choice or other reasons).

54. The second, 'moving on', model, based on the 24% of Apprentices who convert an existing job into an Apprenticeship, is much simpler. These Apprentices are usually older, around 6 in 10 of them are women working in 'non-traditional' Apprenticeship sectors, and, on average, they are better qualified before the Apprenticeship than the younger Apprentices in the first model above. The key source of awareness and influence is their employer who encourages or requires their participation. Their main motivation is to become better skilled in their job or to become eligible for promotion. Their main alternative option is simply to stay in the job and not do the Apprenticeship (if the employer allows them the choice).
55. Of course, not all Apprentices fit these models exactly. For example, many young Apprentices also move into Apprenticeship from an existing job. Nevertheless, the models serve to identify and describe a significant division in the way in which Apprentices come to enter their programmes and in the factors which drive their entry.
56. However, whatever the divide in the routes towards Apprenticeship, at the point of entry the groups come together in terms of their enthusiasm towards participation in the programme. Both groups are equally enthusiastic and looking forward to the experience.

3 The benefits of Apprenticeship

Introduction

57. A further key purpose of the research is to examine the benefits which Apprenticeship brings for those Apprentices who complete their programme. This chapter reports on what Apprentices gained from the programme in terms of qualifications, employment, earnings, progression in learning, and so on. However, a further benefit from the programme, to add to these various outputs, is clearly that of an enjoyable work and training experience during the Apprenticeship itself.

On the Apprenticeship

58. Most Apprenticeships take less than 2 years to complete with the number of shorter Apprenticeships increasing over recent years:

Table 8: Duration of Apprenticeships by year of completion; percentages

	Year Apprenticeship completed								
	2004/05	2005/06	2006/07	2007/08	Male	Female	Level 2	Level 3	All
Less than 1 year	10	9	16	33	16	18	18	15	17
1 year < 2 years	44	40	52	53	41	54	55	35	48
2 years < 3 years	35	34	28	12	28	26	25	31	27
3 years < 4 years	8	11	3	1	9	2	1	12	5
4 years < 5 years	2	5	1	*	5	0	*	5	2
5 years or more	2	1	*	0	1	*	0	2	1
Total	100	100	100	100	100	100	100	100	100

Unemployed base: 3,215 Apprentices who completed an Apprenticeship

* Fewer than 0.5%

Statistically significant differences (p<.05, 2-tailed test) between row values or paired comparisons shown in bold

59. It can be seen that more male Apprentices are likely to undertake longer Apprenticeships and that Advanced Apprenticeships are longer than Level 2 Apprenticeships. These two findings are related. Essentially, more men do longer Apprenticeships because a higher proportion of men do Advanced Apprenticeships:

Table 9: Gender and level of Apprenticeships; percentages and numbers (in brackets)

	Apprenticeship	Advanced Apprenticeship	All
Male	38 (800)	57 (650)	45 (1,450)
Female	62 (1,282)	43 (496)	55 (1,778)
Total	100 (2,082)	100 (1,146)	100 (3,228)

Unweighted base: 3,215 Apprentices who completed an Apprenticeship

Numbers in brackets are numbers of cases in the weighted sample

Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

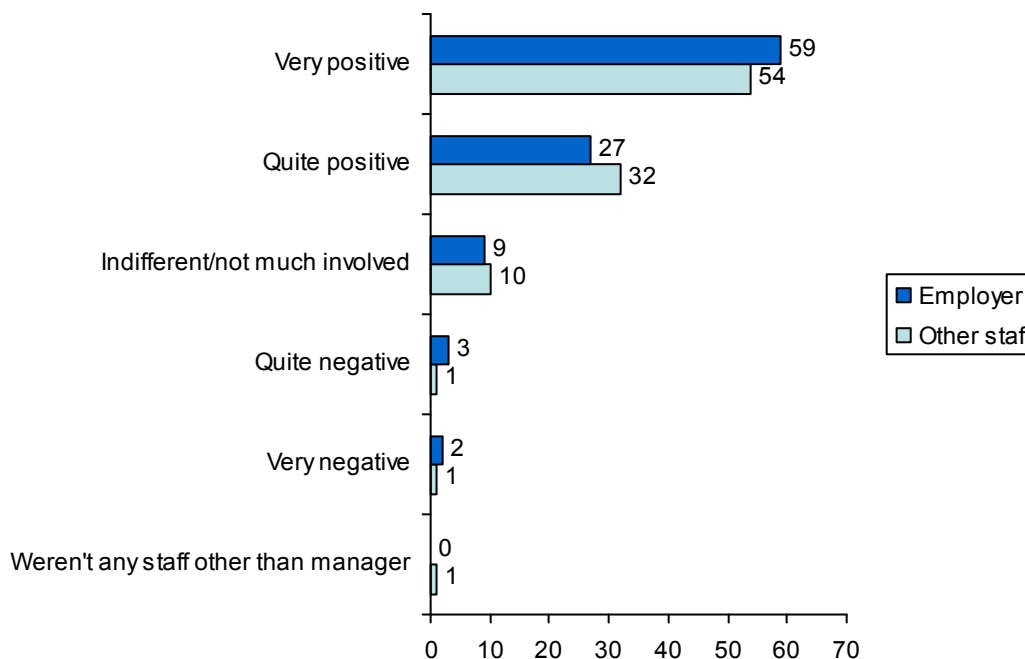
60. On Apprenticeship, Apprentices, of course, have to work in two environments – on-site in one or more employer placements and off-site in a College or training centre.
61. The survey shows that 85% of completing Apprentices had just one employer placement whilst 15% had more than one. The employers with whom Apprentices were placed were mixed in structure. Thus, 54% were ‘single site’ employers whilst 45% operated from multiple sites. There was also a mix in the size of the sites at which Apprentices were placed. 15% trained at sites employing 5 or fewer people and 20% at sites employing between 6 and 10 people. However, at the other end of the scale, 23% of Apprentices trained at larger sites where over 50 people worked. There was a significant variation in these latter figures between Level 2 Apprenticeship placements and Level 3 Advanced Apprenticeship placements. 40% of Level 2 Apprentices were placed with smaller employers (10 or fewer employees) and 20% with larger employers (more than 50 employees) compared with 27% and 29% respectively of Level 3 Advanced Apprentices. This may result from a combination of factors. Generally, it may be that larger employers in any sector tend to be more able to host the higher level training which Advanced Apprenticeship requires and/or to be more willing to support the lengthier period in Apprenticeship which progression to Level 3 requires. In addition, however, rather more Level 2 Apprenticeships were in certain sectors where small workplaces tend to be the norm (for example, 8% of Level 2 Apprenticeships were in hotels and restaurants and 15% were in hair and beauty establishments or other small ‘other services’ outlets, compared with 5% and 7% respectively of Level 3 Apprenticeships).
62. It was quite usual for Apprentices to work alongside other Apprentices. Two-thirds (66%) said that other Apprentices were on-site at the same time as they were, whereas a third (33%) reported that they were the sole Apprentice on site. Where several Apprentices were present, the number was usually small – 2 or 3 in 44% of cases and not more than 6 in 75% of cases. Only 4% of Apprentices worked in situations where large Apprentices schemes, with over 25 Apprentices in place, operated. More often than not, having other Apprentices with whom to work and train was regarded as a positive factor. 62% of those Apprentices where other Apprentices were present said this was helpful, 35% said it made no difference, and only 3% said it made their Apprenticeship more difficult. An Apprentice who was accompanied on her work experience by another Apprentice reflected on the advantages of this:

“We got on well and helped each other out. What she didn’t know I often did and the other way around. And if we both didn’t know we would find out together and go

through it. And because we were on our own we could make sure we got the work done” (Level 2, Business Administration)

63. Apprentices found that both their employer (their main one if they had more than one) and the staff at the workplace were usually positive in their attitude to them:

Figure 6: Employer and other staff attitudes towards Apprentices; percentages



Unweighted base: 3,115 Apprentices who completed their Apprenticeship and who had one or more employer placements

64. Generally, therefore, the great majority of successful Apprentices found that their work experience took place in a positive atmosphere – where other Apprentices were in the same workplace this was viewed as helpful in a majority of cases (and was seldom a negative factor) and employers and other staff were mostly well-disposed towards the Apprentice. In case studies, Apprentices described how support from an employer was helpful:

“They would give me time off if I needed to go for a training session or if I needed the tutor to come in more often. If I needed to do something for the course criteria I only had to ask and my boss would make sure I got the chance to cover it in my working day – so, yes, they were really helpful” (Level 3, Business Administration)

“They were really good. They would go out of their way to help me and always made time for me to practice the things I needed to do for college. They would always get equipment and particular things that I needed to help me with the course” (Level 2, Floristry)

“They provided anything I needed, the head chef just said ‘tell me what you want’ – and he supplied it for me. He was brilliant” (Level 2, Catering)

65. Other staff in the workplace were also supportive. One Apprentice who worked with an experienced carpenter for most of his Apprenticeship remarked....

“Yes, there was loads of work and I got plenty of different jobs, loads of experience and I was never laid off. The other blokes I got on well with - I was with the same man for four years and so there were no problems. I learned a lot of the practical stuff” (Level 3, Construction)

.... and a trainee in residential property also worked in a positive atmosphere:

“The people I worked with were a good bunch. They were very enthusiastic about the whole thing” (Level 3, Residential Property)

66. Encouragingly, perception by Apprentices of the employers where their Apprenticeships were taken are becoming more positive. The proportions of Apprentices saying that their employers' attitude was 'very positive' rose from 53% for Apprentices completing in 2004/05 to 57% in 2005/06, to 60% in 2006/07, and to 62% in 2007/08.

67. The off-the-job training received in College or a training centre was also mainly viewed as good. 84% said it was 'very good' (51%) or 'quite good' (33%) whilst 8% said it was of intermediate quality ('neither good nor poor'). Only 4% said it was 'quite poor', and 4% said it was 'very poor'. The Apprentices who contributed to case studies described how provider attitudes and environments could contribute to the Apprenticeship experience:

“I made friends pretty quickly with the people there and it was great. I really did like college. It was good, all the tutors and that. You could have a good laugh with them and they were good helping you. They were all right for you to go in if you weren't in college at the time - you know - if you needed a bit of extra help with something - or to use the facilities. You know even now I miss the college. I would go back again tomorrow if I could - it was a really good experience” (Level 2, Floristry)

“I liked both but it was nice to get away from work with some mates sometimes as well, even though it was still work – it was different” (Level 2, Business Administration)

“It was all enjoyable. Obviously there were a few negative moments but mostly it was a very positive experience. It was a 3-hour round trip to college so they organised it so that I would only have to attend about once a month to take the tests I needed to take. I would write a couple of case studies and fill out a couple of forms and they would send an assessor out to see me and observe me in the workplace. The assessor was absolutely brilliant and she seemed to have so much time for everybody” (Level 3, Residential Property)

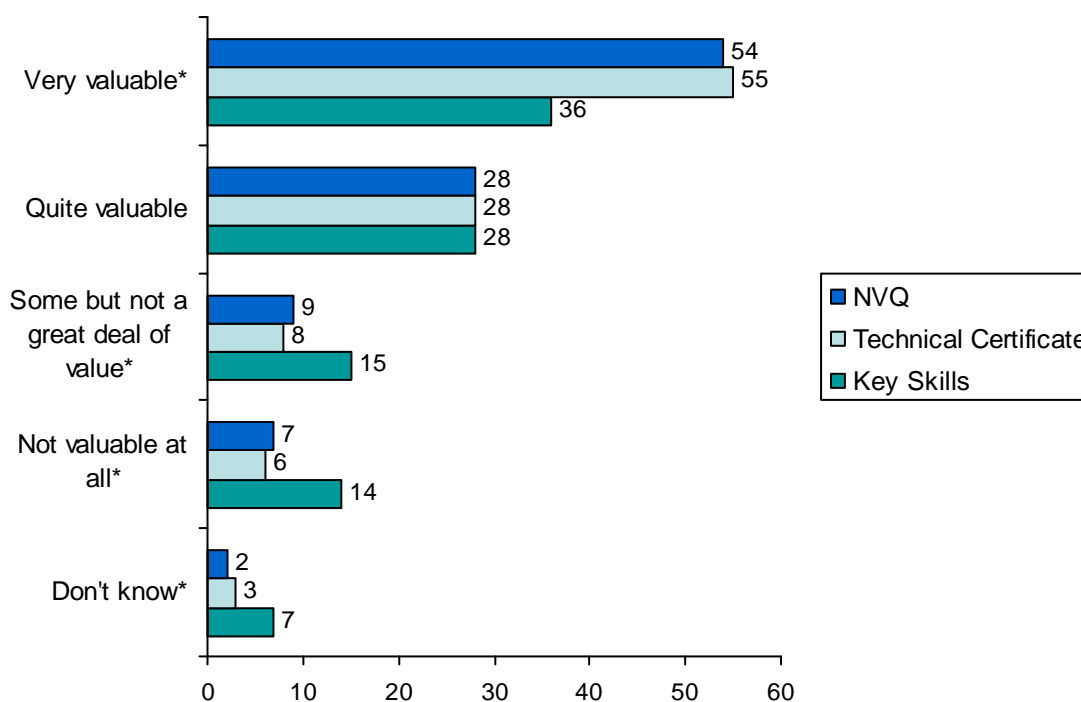
68. Again, these perceptions show an improving trend. The proportion of Apprentices rating the quality of off-the-job training as 'very good' rose from 44% in 2004/05 to 51% in 2005/06, to 52% in 2006/07, and to 53% in 2007/08.

69. The Apprenticeship experience was, thus, seen as a positive one by most of these Apprentices – one which enabled them to complete and achieve a variety of valued outcomes.

The value of qualifications

70. The first key benefit for these Apprentices, who all completed their programme, was, by definition, that they achieved three types of qualification – an NVQ, a Technical Certificate, and Key Skills certificate(s). But did they themselves value these qualifications in relation to their future employment or career?

Figure 7: Apprentice valuation of qualifications obtained via Apprenticeship; percentages



Unweighted base: 3,215 Apprentices who completed their Apprenticeship
 Statistically significant differences ($p < .05$, 2-tailed test) between pairs of bars shown by asterisk in labels on bars

71. The key message is clearly that the great majority of Apprentices think that their NVQ and Technical Certificate are valuable to their future career (and where, in a minority of cases, they do not, this may be because they are uncertain about pursuing the occupation towards which their Apprenticeship was aimed, rather than because the qualifications themselves are seen as deficient). The value of NVQ was emphasised by a couple of Apprentices in case studies:

“I could do the work, or most of it anyway, through doing the college course, but I needed the piece of paper that said so and the NVQ will stand up anywhere” (Level 2, Catering)

“I don’t think I would have been able to cope if I hadn’t done the NVQ” (Level 2, Business Administration)

72. There is, however, rather more scepticism about the value of Key Skills certificates. Though two-thirds (64%) say they are valuable, nearly a third (29%) say they have little or no value. The likelihood of seeing Key Skills as valuable is more pronounced amongst those Apprentices who have lower qualifications prior to Apprenticeship. For example, 65% of those with fewer than 5 GCSEs at Grade C or above saw Key Skills certificates as valuable compared with 54% of Apprentices with at least one A Level.

73. Mixed attitudes to the Key Skills and other written elements were shown in case studies. A fairly common response was that the Key Skills requirement was accepted as a necessary but not particularly enjoyable component of the Apprenticeship:

“It was all very easy and I feel it was a bit of a waste of time but it does lead on to other things so I went through with it” (Level 3, Care)

“They taught you about the types of things you would be doing in the exam. Even though it wasn’t really relevant to the job I was doing it meant I had a better qualification in maths and English than when I left school” (Level 2, Business Administration)

“They were fine - I am rubbish at maths but they helped me through it and I found that I was OK” (Level 2, Hospitality)

74. There is a positive trend in the proportion of Apprentices who believe that the qualifications are valuable (although less consistently in the case of Key Skills certification):

Table 10: Percentages perceiving Apprenticeship qualifications as valuable

	Year Apprenticeship completed				
	2004/05	2005/06	2006/07	2007/08	All
NVQ	75	80	85	86	82
Technical Certificate	74	81	86	87	83
Key Skills	56	62	68	65	64

Unweighted base: 3,215 Apprentices who completed their Apprenticeship
 Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

75. There were also some statistically significant variations in valuations of the qualifications by different groups of Apprentices:

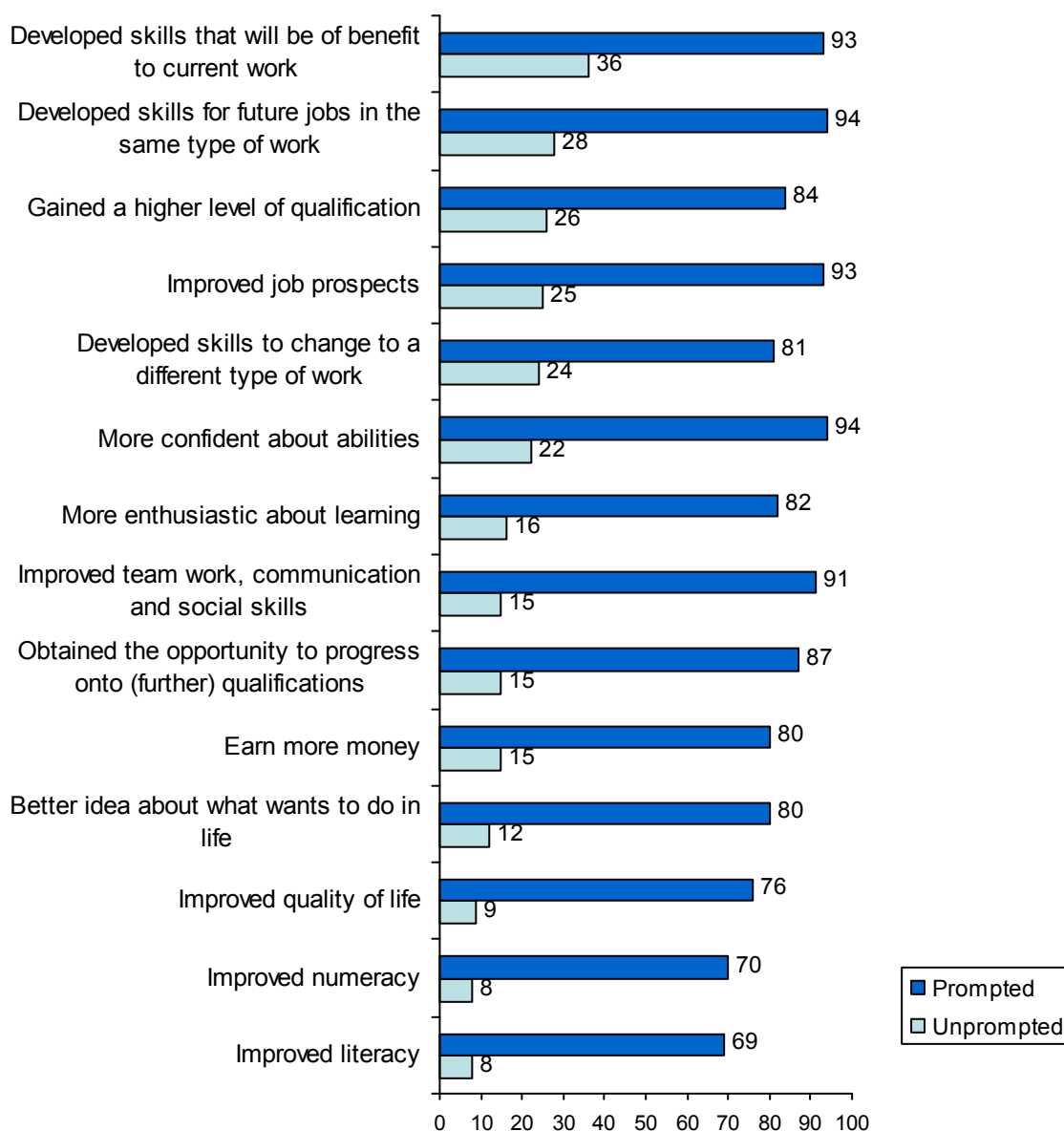
- Advanced Apprentices were more likely than Level 2 Apprentices to see their NVQ as valuable (84% against 81%) and to see their Technical Certificate as valuable (86% against 81%) but less likely to value their Key Skills certificate(s) as valuable (60% against 66%).
- Women (84%) were more likely than men (81%) to value their NVQ; and were more likely to value their Key Skills certificate(s) (67% against 61%).

- Members of BME groups (71%) were more likely to see their Key Skills certificate(s) as valuable than were white Apprentices (64%).

Wider benefits

76. These mainly positive valuations of the main Apprenticeship qualifications are matched by widespread recognition of having gained a range of other benefits from undertaking and completing Apprenticeship. A survey question on these benefits was asked firstly unprompted; that is, without mentioning what the benefits might be. Respondents were then asked whether they had gained a pre-specified list of benefits which was read out to them. The results for both questions are shown in the following figure.

Figure 8: Benefits of Apprenticeship; percentages



Unweighted base: 3,215 Apprentices who completed their Apprenticeship

77. These benefits were widely shared and there were few significant differences between different groups of Apprentices. However (in their unprompted responses)...

- Younger Apprentices (aged 19 or below) were more likely than older ones to report that they had become more enthusiastic about learning and that their teamwork, communication and social skills had improved.
- Male Apprentices were more likely than female Apprentices to say they had developed skills which would benefit their current job, to say their Apprenticeship had benefited their quality of life, and allowed them to earn more money. These responses are explained by the fact (see Chapter 4 later) that male Apprentices are more likely to have undertaken Advanced Apprenticeships, to now be in employment, and to earn higher wages.
- And members of BME groups were more likely to report that they had benefited in nearly all of the ways shown in Figure 8 above.

78. In case studies, the benefits on which many Apprentices focussed concerned *confidence*, the *practical* aspects of Apprenticeship, and on the value of *work experience*. Thus, several Apprentices noted that their confidence had grown during the Apprenticeship:

“I enjoyed it but at first I thought I am never going to get the hang of this. There was so much to learn and you got a bit scared about what questions customers might ask you because you don’t know. But as it goes on you soon get more confident. And I have learned loads by it, loads. I am really happy I did it, I really enjoyed it” (Level 3, Travel)

“I would never have had the confidence to believe I could do that sort of job or to earn that sort of money without taking the Apprenticeship - it showed me what I could do and gave me the confidence to do it” (Level 2, Hospitality)

“My parents thought it was good because I didn’t have much confidence in myself back then. Suddenly my confidence began to rise” (Level 2, Hospitality)

79. Two Apprentices working in construction and hairdressing exemplify the value which Apprentices place on hands-on training:

“The best part was when I was working and doing jobs with my boss. You learn more by doing the work, being shown what you have to do and then really doing it while you are supervised. After that when you can do it you can be trusted on your own and that is very good then” (Level 2, Construction)

“If I hadn’t done the course I would probably have looked at something else or even gone to university. But I would not be earning as much, and I would probably be in debt. Hands-on experience is the best way to learn and the Apprenticeship lets you get the experience and the learning and earn money at the same time” (Level 2, Hairdressing)

80. Being able to demonstrate that they had worked in real workplaces was valued by most Apprentices interviewed for the case studies, as these examples show:

“The best part was getting helped to get the experience of actually working – that’s the important bit. That’s what they ask you when you go for a job ‘what have you done before?’ And if you’ve only been at school it’s not as good as actually having done a job and I’ve also got the certificates” (Level 2, Business Administration)

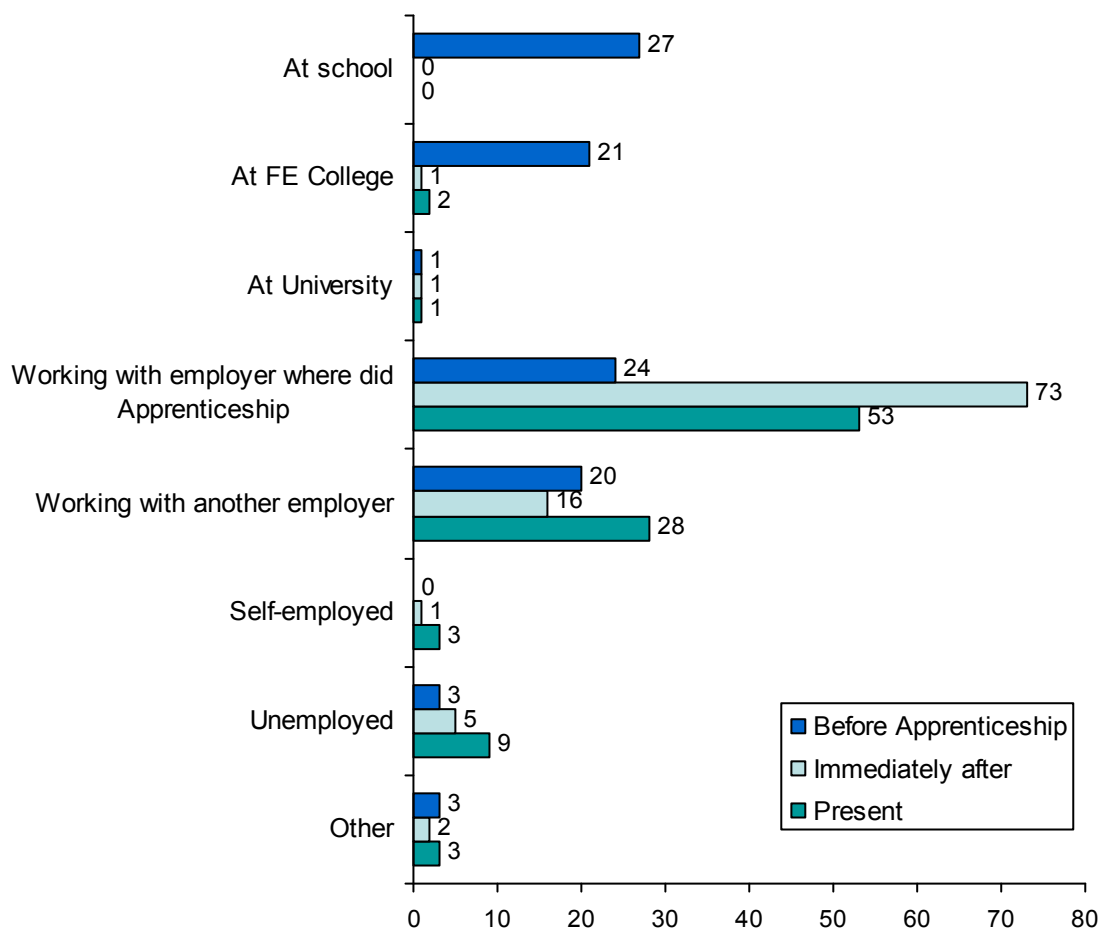
“Without the Apprenticeship I would probably have been cutting pizzas or something similar. Without doing what I did on the course I would not have been seen as having the experience to be employable” (Level 2, ICT)

“I learned what it was like in a real work environment, it was the experience I wanted - I found out how nice it was to be able to help people” (Level 2, Retail)

Employment effects

81. Actual effects of Apprenticeship completion on employment status are shown in the next figure:

Figure 9: Employment status before Apprenticeship, immediately afterwards, and at present; percentages



Unweighted base: 3,215 Apprentices who completed their Apprenticeship

82. This data shows that Apprenticeship largely operates for many participants, as would be anticipated – that is, as a transition from education into employment. The half (48%) of Apprentices who were at school or College before Apprenticeship mainly transferred into employment immediately afterwards. 90% of Apprentices were in employment (or self-employment) immediately after their Apprenticeship ended, very often with the employer with whom they did the Apprenticeship. With the passage of time, the overall employment/self-employment level declines a little (to 84% at the time of survey), and the number working with their Apprenticeship employer reduces as job mobility disperses ex-Apprentices to other employers. The overall decline in employment (between the positions on completion and at time of survey) is partly accounted for by small rises of people going into education. However, Apprentice unemployment has also risen from the point immediately following Apprenticeship completion, perhaps because the economy has weakened over the past year or so. 9% of the sample was unemployed at the time of survey with a significantly higher rate (10%) for Level 2 Apprentices than for Level 3 Apprentices (6%). However, these rates compare favourably with the general unemployment rate for all 16-24 year olds in England of 14% (NOMIS, June 2008).
83. The dispersal, over time, of employment from that with the ‘Apprenticeship employer’ to employment with other employers is shown in the following table:

Table 11: Current employment status by year of completion; percentages

	Year Apprenticeship completed				
	2004/05	2005/06	2006/07	2007/08	All
Working with employer where did Apprenticeship	38	48	57	65	53
Working with another employer	38	33	25	19	28
Self-employed	3	4	3	2	3
At FE College	2	2	3	2	2
At University	2	2	1	1	1
Unemployed	11	9	8	7	9
Other	5	2	3	3	3
Total	100	100	100	100	100

Unweighted base: 3,215 Apprentices who completed their Apprenticeship
 Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

84. For the 84% of Apprentices who are now in employment, the greater number are in skilled trades (29%), personal service occupations such as care jobs (20%), administrative or clerical jobs (12%), sales and customer service jobs (9%), and technical occupations (8%). Fewer are at either end of the occupational scale (with 5% in managerial occupations and 2% in professional occupations at the upper end, and 1% in operative occupations and 4% in elementary occupations at the lower end). Apprenticeship, with its focus on development of intermediate skills, has, not unexpectedly, led these recently-trained Apprentices into the types of job where such skills are deployed.

85. However the capacity for job progression over time is clearly visible in the following table. It shows that earlier cohorts of Apprentices now have more people in managerial, professional, and technical occupations and fewer in retail and personal service occupations. Many of the latter occupations are in health and care activities and one inference of the data is that Apprenticeship has a particular effect in moving lower grade staff in these activities into technical grades and above:

Table 12: Occupational group of employed ex-Apprentices by year of completion; percentages

	Year Apprenticeship completed				
	2004/05	2005/06	2006/07	2007/08	All
Managerial	8	5	4	4	5
Professional	4	2	2	1	2
Technical	10	9	7	8	8
Admin. and clerical	12	12	13	10	12
Skilled trades	26	32	29	25	29
Personal services	16	16	23	22	20
Sales and customer service	6	8	8	12	9
Operatives and drivers	1	2	1	2	1
Elementary	5	4	4	5	4
Not know/refused	12	8	9	11	10
Total	100	100	100	100	100

Unweighted base: 2,673 Apprentices who completed their Apprenticeship and are now in employment or self-employment

Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

86. Even when Apprentices were currently unemployed, the fact of having completed an Apprenticeship was often viewed as a benefit. 30% believed that their Apprenticeship gave them a significantly greater chance of finding employment and 33% that it gave them slightly more chance. 19% believed their Apprenticeship made no difference to their chances and 17% didn't know whether it improved their chances or not.

87. 67% of unemployed Apprentices also reported that they had a clear idea of the occupation or career they wanted to pursue in the future. Of these, 77% said that Apprenticeship was relevant to that hoped-for direction. Overall, therefore, the Apprenticeships which these currently-unemployed ex-Apprentices undertook are still helping to shape unemployed ex-Apprentice's thoughts on future employment in over half (52%) of cases.

Self-employment effects

88. The effects of Apprenticeship on subsequent self-employment are modest. Overall, only 3% of Apprentices are currently self-employed with rates of between 1% and 3% in most sectors. Nor does self-employment appear to grow greatly with the passage of time. The proportion of the 2004/05 cohort of completers who are self-employed is 3%, the same as the average for all years.
89. The only exception is of Apprentices who trained in construction skills. 10% of these are now self-employed. This obviously reflects the organisation of work in a sector where around a third or more of the workforce comprise self-employed sub-contractors. It would be expected that ex-Apprentices in this sector would move more quickly towards self-employment than in other sectors where self-employment requires more capital (such as retail) or where self-employment tends to be based on professional or technical skills at Level 4 rather than on intermediate skills (such as in the health services, engineering, or ICT sectors).

Impacts on promotion

90. For respondents in employment, a job-upgrade or promotion after Apprenticeship was quite frequent. 42% of Apprentices who are currently employed have had some kind of upgrade since their Apprenticeship. One particularly clear example of job progression was described by a respondent in a case study interview:

“Doing the apprenticeship definitely made it possible for me to get my job. It has helped me to get into jobs that are better paid and a bit more exciting. If I hadn’t done it, I would probably just be working in a pub or something, but now I am a Regional Account Executive with a company car, phone and laptop, and seriously thinking about taking my present boss’s post when he leaves.” (Level 3, ICT)

91. Employment progression was most frequent for Apprentices who were 16-24 years old when they completed (44% upgraded) rather than for Apprentices completing at 25 or above (32% upgraded).
92. Upgrade following completion was also more likely for those who completed Advanced Apprenticeship (48%) than for those who completed a Level 2 Apprenticeship (39%); and for women (45%) rather than men (40%). The latter difference is particularly significant given that men (as shown in Table 9) are more likely to undertake Advanced Apprenticeships.
93. One factor tying these statistics together may be the sector of employment. Thus, more job upgrades or promotions occurred in the retail (46%) and business services (52%) sectors where female employment is strong than, say, in engineering (38%) and construction (34%) where it is not. It may be that in the latter sectors, Apprenticeship is most frequently a requirement to achieve ‘skilled trades’ status without, thereafter, much opportunity for immediate progression; whereas in retail or business services, once Apprenticeship has been completed and the Apprentice has, perhaps, gained a little more subsequent experience, a promotion, even for someone in their early twenties, is quite feasible.
94. Of course, with the passage of time, an upgrade or promotion becomes more likely. Thus, the proportion of those completing in 2004/05 who have been promoted or upgraded is 55% compared with 48% for 2005/06 completers, 41% for 2006/07 completers, and 29% for 2007/08 completers.

Job satisfaction

95. Job satisfaction amongst Apprentices now in employment or self-employment is high, and remains high even for those who have been in employment for 4 or 5 years:

Table 13: Job satisfaction; percentages

	Year Apprenticeship completed				
	2004/05	2005/06	2006/07	2007/08	All
Very satisfying	51	53	50	55	52
Quite satisfying	37	36	40	34	37
Not very satisfying	6	8	5	7	6
Totally unsatisfying	1	1	1	2	1
Don't know	4	2	3	2	3
Total	100	100	100	100	100
Total satisfied	89	89	90	89	89

Unweighted base: 2,673 Apprentices who completed their Apprenticeship and are now in employment or self-employed at the time of the survey

Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

96. Given the overall high level of satisfaction, it is not surprising that there is little significant variation between different groups of Apprentices.
97. However, though 89% of Apprentices now in work report being satisfied with their job, a lower proportion, 76%, say that they want to do it in the long term. Again, there is little significant variation in this proportion but men (78% committed) are more committed to their current occupation than women (74%). And two interesting findings on this point concern the sector and region in which Apprenticeships were undertaken.
98. In the first case, those working in the health, public services, and care sector (81% committed), the engineering and manufacturing sector (81%), and the construction sector (81%) were more committed than those working in ICT (65% committed), retail and commercial enterprise (71%), leisure, travel and tourism (75%) and business administration (72%). Some of this variation might be explained in terms of income. Wage levels will be discussed in more detail in the next section, but in this context it can be noted that, whilst earnings of Apprentices in engineering and manufacturing and construction are higher than average, those in the health, public services, and care sector are the lowest of any sector. ICT, which has the lowest 'want to stay in the job' proportion, has average earnings which are above the average for all sectors. Thus there is not a simple correspondence between earnings and intention to remain in the sector. Other factors are clearly involved.
99. In the second case, employed ex-Apprentices in London, whilst having higher average wages than ex-Apprentices in any other region, are significantly less likely than average

(67% against 76%) to say they feel that their current occupation is what they want to do in the long term. Again, factors other than income clearly drive this perception.

100. The nature of job satisfaction was given more depth when respondents were interviewed in more depth. A hairdresser and a care manager described their feelings:

“When I first started it felt very awkward and it was very hard work. Then as you learn how to do things properly and develop your skills it seems to get easier and you don’t think so much about how you are doing it and you can concentrate on getting a good result. Then when you have, for instance, put a colour on and it looks great then it is a lovely feeling when you know you have done a good job” (Level 2, Hairdressing)

“I am doing exactly what I had been planning to do for the last year and a half and it all started when I took the Apprenticeship” (Level 3, Care)

Income effects

101. In very close correspondence with the last statistics, 76% also believe that they wouldn’t have their present earnings or earning potential if they had not done their Apprenticeship (with the remainder believing that Apprenticeship had made little or no difference to their income or income potential). Two Apprentices remarked:

“I doubt if I would have been here if I had not done the Apprenticeship and it has helped me to earn what I do now. I would recommend it because if you go looking for a job you get asked about what experience you have had” (Level 2, Business Administration)

“If I’d not done the Apprenticeship I would have probably ended up working in a bank or something like that. I would say my earnings have gone up as a result of doing the Apprenticeship as I am earning three times as much now as I did on the Apprenticeship. I’m sure it’s helped” (Level 2, Business Administration)

102. Overall, ex-Apprentices who are now employed or self-employed receive an average income of £14,700 before tax. The average income before tax for Apprentices who were employed before their Apprenticeship was £10,200. The income distributions of all Apprentices in employment or self-employment before Apprenticeship and of all Apprentices in employment or self-employment after Apprenticeship are compared in the following table:

Table 14: Annual salary of Apprentices who were employed before Apprenticeship and of Apprentices who are currently employed; percentages

	Before Apprenticeship	After Apprenticeship
Less than £6,500	24	6
£6,500 - £9,499	21	12
£9,500 - £12,499	14	20
£12,500 - £15,499	14	20
£15,500 - £17,499	4	10
£17,500 - £19,999	4	8
£20,000 - £22,999	1	3
£23,000 - £34,999	1	7
£35,000 or more	*	2
Total	100	100
Average	£10,200	£14,700

Unweighted bases: 1,119 Apprentices in employment/self-employment before Apprenticeship;
2,673 Apprentices currently in employment/self-employment

* Less than 0.5%

Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

103. It can be seen that the profile of current wages is significantly less skewed to the lower end of the scale than is the profile of wages earned before Apprenticeship.
104. A more direct comparison of wages can be made by examining the wages before and after Apprenticeship of the more restricted group of Apprentices who worked *both* before and after Apprenticeship:

Table 15: Earnings before and after Apprenticeship

	Year Apprenticeship completed				
	2004/05	2005/06	2006/07	2007/08	All
Average annual salary before Apprenticeship	£10,393	£9,980	£9,671	£11,130	£10,260
Average annual salary after Apprenticeship	£17,007	£16,168	£14,370	£13,194	£14,752
Increase	£6,614	£6,188	£4,699	£2,064	£4,492
<i>Unweighted bases</i>	131	154	326	250	861

Unweighted base: 861 Apprentices who completed their Apprenticeship and had employment before Apprenticeship and are in employment now

Statistically significant differences ($p < .05$, 2-tailed test) between column values shown in bold

105. The data suggests a significant advantage in earnings following completion of Apprenticeship. Of course, particularly in the case of the earlier Apprenticeships, some of this increase is due to wage inflation. However, average gross wages rose in England by 14.1% between 2004 and 2008. For 16-29 year olds, the age bracket including most of these Apprentices, wages rose by 11.5% in that period (calculations based on figures from the Annual Survey of Hours and Earnings, Office for National Statistics). Even taking the higher figure (14.1%), the wages of the earliest cohort would have risen by around £1,500 as a consequence of general inflation – substantially less than the actual average gain of over six and a half thousand pounds for those who completed in 2004/05.
106. It can also be noted that gains are particularly pronounced for those who completed the Level 3 Apprenticeship:

Table 16: Earnings before and after Apprenticeship by Level

	Apprenticeship	Advanced Apprenticeship*
Average annual salary before Apprenticeship	£10,311	£10,152
Average annual salary after Apprenticeship	£13,782	£16,789
Increase	£3,471	£6,637
<i>Unweighted bases</i>	583	278

Unweighted base: 861 Apprentices who completed their Apprenticeship and had employment before Apprenticeship and are in employment now *Before first Level 2 Apprenticeship

Statistically significant differences ($p < .05$, 2-tailed test) between column values shown in bold

Learning progression

107. The survey also gave several insights into learning progression following Apprenticeship. The table below summarises the key statistics:

Table 17: Learning progression since Apprenticeship

Currently in Further Education	2%
Currently at University	1%
Not currently in Further Education or at University but have pursued further qualifications since Apprenticeship	33%
Total learning progression since Apprenticeship	36%

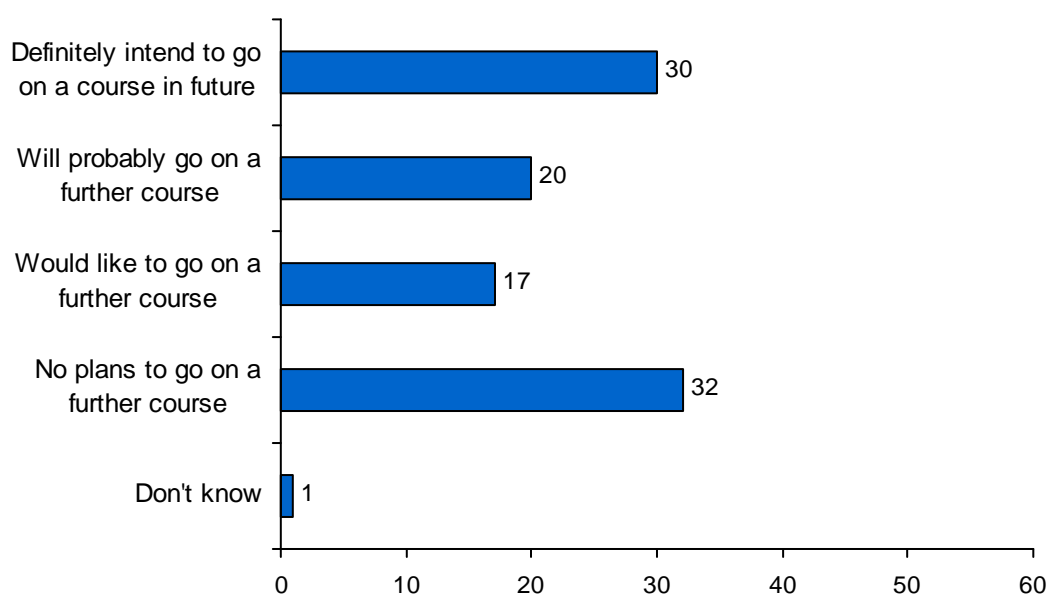
Unweighted base: 3,215 Apprentices who completed their Apprenticeship

108. Within this overall picture, women (36%) and Advanced Apprentices (36%) are more likely to have pursued further qualifications than men (29%) and Level 2 Apprentices (29%) respectively. Again, the difference between men and women is emphasised by the fact that men are more likely to have undertaken Advanced Apprenticeship (and might, therefore, have been expected to be more likely to have undertaken further learning).

109. The further qualifications pursued included Advanced Apprenticeships (by 6% of those who had pursued further qualifications), degrees (2%), vocational qualifications such as BTEC, City and Guilds, or RSA (11%) and other qualifications such as GCSEs or A Levels (15%).

110. In addition, two-thirds of Apprentices (67%) express significant interest in future learning:

Figure 10: Interest in undertaking a further course of learning in the future



Unweighted base: 3,087 Apprentices who completed their Apprenticeship and who are not currently in Further Education or at University

- 111. Women (32%) and members of BME groups (35%) more frequently had a definite intention to go on a future course than men (27%) and white Apprentices (29%) respectively.
- 112. And, when Level 2 Apprentices were asked whether they would like to proceed into an Advanced Apprenticeship, and Advanced Apprentices were asked if they would like to proceed to degree level, Apprentices were quite responsive to these prospects:

Table 18: Interest in progression to Advanced Apprenticeship or a Level 4 course; percentages

	Apprentice – Do Advanced Apprenticeship?	Advanced Apprentice – Do Level 4 course?
Yes – would like to	32	31
Yes – already arranging	8	6
Possibly	23	17
No	31	41
Don't know	6	4
All	100	100

Unweighted bases: 2,035 Level 2 Apprentices and 1,180 Advanced Apprentices who had completed their Apprenticeship

- 113. Several case studies concern Apprentices who have developed positive attitudes to future learning:

“There is another commis chef who has just completed Level 2 at the current hotel and the head chef says we can do the Level 3, so hopefully we can do it together, me and him” (Level 2, Catering)

“I will go for my level 3 and then I can be a full stylist soon, even maybe a senior” (Level 2, Hairdressing)

“The Apprenticeship was when I was 19 and I’m 28 now, but since then I have moved to a much better job, and I did the customer services and the call handling courses for the additional experience” (Level 3, Business Administration)

- 114. In some cases, learning has become a pleasurable experience in itself, irrespective of the gains brought to learners’ careers:

“Before the Apprenticeship I wasn’t really interested in learning at all. The Apprenticeship motivated me to really start learning and people think I am just mad. I have done lots of little courses, sign language, and first aid and I have done a business course just because I really enjoyed the learning and the networking and meeting people. It has built up my confidence as well and I think that has got me to the point where I am now. I know what I want to do and what I need to learn for the business and I am really motivated to push on and do it” (Level 3, Business Administration)

“I have kind of been studying ever since really - it is addictive. Once you have achieved one thing, you think well I may as well go on and do something else” (Level 3, Care)

Apprentices’ overall evaluations of their Apprenticeship

115. Apprentices were also asked to make an overall assessment of their Apprenticeship; to consider, if they knew then what they know now, whether they would still have done the Apprenticeship; and whether they would recommend an Apprenticeship to other people in similar circumstances to themselves:

Table 19: Summary evaluation of Apprenticeship; percentages

Description of Apprenticeship experience	
A very positive experience which has given a good basis for a satisfying career	61
A reasonably positive experience which has brought some career benefits	30
OK but not taken them forward much if at all	8
A negative experience which was largely a waste of time	1
Don't know	*
Total	100
Do it again	
Yes	85
Possibly	7
No	8
Total	100
Recommend?	
Yes – definitely	89
Yes – but with some caution	7
No	4
Total	100

Unweighted base: 3,215 Apprentices who completed an Apprenticeship

116. It can be seen that each of these indicators of overall satisfaction with the Apprenticeship is very positive. Even Apprentices who are now unemployed remain positive – 84% say they would definitely do it again and 85% would recommend it to others.
117. These general or summary measures of satisfaction were endorsed when Apprentices were interviewed in depth:

“I like the way the Apprenticeship works. You can still earn a bit of money but you are still learning at the same time. I think that you learn more when you are actually working - it's not all about the money because you can't earn a lot anyway, it's all about the learning and you are learning more than being in full time college. There are loads of choices in the Apprenticeship as well. You can do anything - I would recommend it. My dad has done an apprenticeship and he enjoyed it, and my little brother is going to do one as well” (Level 2, Floristry)

"I doubt if I would have been here if I had not done the Apprenticeship and it has helped me to earn what I do now. I would recommend it because if you go looking for a job you get asked about what experience you have had" (Level 2, Business Administration)

"I would probably have been working somewhere else but not for what I can get here. I wouldn't have gone on to college or stayed at school or anything like that. I am happy I did the apprenticeship and I would say if you think you can cope with it, go and do it. But the tests aren't easy and you have to put some effort in – If you think you can hack it – go for it" (Level 3, Construction)

"Yes, I am very happy - a proper job and proper pay. I feel as if I am part of the salon and my boss is thinking about taking on another trainee so I will be helping to show her things as well" (Level 2, Hairdressing)

The benefits of Apprenticeship: summary

118. Most Apprentices benefited from a positive Apprenticeship experience. Only 1 in 20 said the employer where they were placed had a negative attitude towards their Apprenticeship and only 1 in 50 said other staff in the workplace were negative. 84% said the off-the-job training they received was good.
119. Over 90% of Apprentices believe their NVQ and Technical Certificate have some value and over half believe they are very valuable.
120. High proportions of Apprentices report that their Apprenticeship has conferred practical benefits including better job prospects and skills, progression opportunities, better literacy and numeracy, and increased earnings potential. Personal benefits, perceived by many, include greater confidence, greater enthusiasm towards learning, more sense of direction, and better social skills.
121. 9 out of 10 Apprentices went into employment immediately following their Apprenticeship. Current employment is regarded as satisfying by 89% and three-quarters (76%) want to pursue their current occupation in the long term. 42% of Apprentices who are currently employed have already had a promotion or job upgrade.
122. The wage levels of Apprentices who are now in employment are considerably higher than before their Apprenticeships. The average increase is of around £4,500, an increase of around 45% on the pre-Apprenticeship wage.
123. Around a third of Apprentices who completed their Apprenticeship have already undertaken further learning and significant proportions want or intend to learn in future. Particularly, the proportions of Level 2 Apprentices who want to progress to Advanced Apprenticeship and of Advanced Apprentices who want to progress to a degree or other higher level qualification are significant at around 4 in 10 in each case.
124. Overall, therefore, the benefits of Apprenticeship are substantial and encompass positive attitudinal changes, gains in skills and qualifications, a high employment level, and increased wages.
125. There are few downsides to the picture. These perhaps include:

The Benefits of Completing an Apprenticeship

- The Key Skills element of the Apprenticeship framework, which has historically been unpopular with some Apprentices, continues to be less well-regarded than the other framework qualifications – but is more positively regarded by those who most need these skills, that is, by those who had fewest qualifications prior to Apprenticeship.
- Although the average employment rate was high, at 96%, immediately following Apprenticeship, it has since declined to 84% and 9% of completed Apprentices are now unemployed. Clearly, those who have completed Apprenticeship are not immune from the effects of recession. However, the ‘Apprenticeship’ unemployment rate compares favourably with the general rate. Estimates (NOMIS) for mid-2008 show a general unemployment rate of 14% for 16-24 year olds and this rate may well have risen since. Though completion of Apprenticeship does not bestow immunity from unemployment, it may offer some protection.
- Apprenticeship has only a modest ability to generate self-employment. Only 3% of completed Apprentices are now self-employed (mainly in construction). However, none of these Apprentices are more than 4 or 5 years out of their Apprenticeship. In many sectors, greater experience, progression to higher qualifications, and/or financial capital are required to make the move into self-employment, attributes which these Apprentices have not yet had time to acquire.

4 The distribution of benefits

Introduction

126. In the previous chapter, the main benefits of Apprenticeship were identified. Some groups of Apprentices where benefits were unusually high or low were mentioned in the text. However, occasional mentions of a high or low figure do not easily allow an overview of whether some groups of Apprentices *systematically* benefit from Apprenticeship to a greater or lesser degree. This chapter sets out this overview.
127. A number of key indicators of benefits are identified. These are then broken down by the various sub-groups into which Apprentices can be divided. Percentages for a sub-group which are higher or lower than percentages for other sub-groups to a degree such that the difference is statistically significant are highlighted:

Gender, age and ethnicity

Table 20: Benefits of Apprenticeship: gender; age; ethnicity

	Gender		Age			Ethnicity		All
	Male	Female	16-18	19-24	25+	White	BME	
Successful Apprenticeship experience								
Employer quite/very positive towards Apprenticeship	85	86	86	85	91	86	88	86
Training provider quality quite/very good	82	85	84	83	83	83	89	84
Personal skills								
Became more enthusiastic about learning	82	83	85	82	85	82	88	82
More confident of abilities	95	93	95	93	95	94	96	94
Current employment status								
Working with employer where did Apprenticeship	57	51	47	55	65	54	45	53
Working with another employer	24	31	30	27	20	28	27	28
Self-employed	4	1	2	3	2	3	2	3
In education	4	3	6	2	1	3	8	3
Unemployed	9	9	11	7	8	8	15	9
Other	2	4	4	3	2	3	2	3
Average current annual wage (where employed) £000s	16.9	13.1	13.1	14.9	15.7	14.7	15.2	14.7
Had a promotion or job upgrade	40	45	42	44	32	42	44	42
Find job very satisfying (where employed)	48	56	56	50	53	53	43	52
Learning progression								
Have pursued further qualifications since Apprenticeship	29	36	31	33	28	33	30	33
Definitely intend to go on a course in future	27	32	30	30	28	29	35	30
Summary indicators								
Would definitely do it again	84	86	82	86	90	85	82	85
Would definitely recommend to others	89	90	87	90	92	90	87	89
<i>Unweighted bases</i>	<i>1,516</i>	<i>1,699</i>	<i>1,097</i>	<i>1,942</i>	<i>176</i>	<i>2,854</i>	<i>361</i>	<i>3,215</i>

Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

128. The data for Apprenticeship benefits according to *gender* is mixed. On Apprenticeship, it appears that women have a rather better training experience than men or, at least, are less critical of what they receive. The sexes are equally likely to receive a boost to their confidence and motivation. Men and women are equally likely to be employed but fewer women than men have stayed with, or been retained by, the employer with whom they did their Apprenticeship. And their current average wage level is significantly lower than that of men. One reason for this are the linkages between several factors. Apprenticeships in the engineering and construction sectors are nearly all held by men. Advanced Apprenticeships are more frequent in these sectors, comprising 62% of all Apprenticeships in engineering and 45% of those in construction, compared with an average of 36% for all sectors (survey estimates). Average post-Apprenticeship wage rates in engineering and construction and for Advanced Apprentices are higher than average. Consequently, women, mainly employed in sectors other than engineering and construction and less likely to undertake Advanced Apprenticeships, tend to have lower wages. However, this engineering/construction effect is further amplified by the fact that in other sectors where employment is more equally distributed between men and women, male ex-Apprentices still tend to earn higher wages than female ex-Apprentices (for example, £14,660 for men in retail compared with £12,050 for women; £16,760 for men in business administration compared with £14,770 for women). More positively for women, they more frequently identify a range of other benefits – greater likelihood of promotion, of having a high level of job satisfaction, and of learning progression.
129. Overall, it appears that men tend to have achieved a higher income as a result of their Apprenticeship – particularly because of pay rates in engineering, manufacturing and construction (see Table 22 following) – but have had to trade this off against slightly lower job satisfaction and progression. For women, the reverse is true. Of course, most of these Apprentices are not more than 2 or 3 years beyond completion of their Apprenticeship. It may be that women's higher levels of participation in learning since Apprenticeship and their more frequent intention to study in future may eventually reduce the current income differential.
130. In respect of *age*, the main variation reflects the fact that more older Apprentices entered Apprenticeship through their existing job. Older Apprentices are, therefore, more likely to be employed with their Apprenticeship employer, more likely to be employed at all, and less likely to have returned to education or to be unemployed. And, as would be expected, their current wage levels are higher than for younger Apprentices.
131. As with gender, the benefits of Apprenticeship for the broad *ethnic groups*, 'white' and 'BME', are mixed. The Apprenticeship experience appears a little more positive for BME Apprentices who also report gains in motivation and confidence more frequently. BME Apprentices are less likely to be employed (and more likely to have returned to learning or to be unemployed). If they *are* employed their wage level is a little above the average for white ex-Apprentices but their job satisfaction is lower. Perhaps in consequence of lower current job satisfaction, their motivation towards further learning is stronger than that of their white counterparts.

Level, disability, and time since completion

Table 21: Benefits of Apprenticeship: level of Apprenticeship; whether has long term illness or disability; year completed

	Level		Disability		Year completed				All
	L2	L3	Yes	No	04/05	05/06	06/07	07/08	
Successful Apprenticeship experience									
Employer quite/very positive towards Apprenticeship	85	87	85	86	82	86	86	88	86
Training provider quality quite/very good	84	83	95	83	81	84	83	87	84
Personal skills									
Became more enthusiastic about learning	83	81	88	82	77	81	84	85	82
More confident of abilities	94	95	95	94	91	95	95	93	94
Current employment status									
Working with employer where did Apprenticeship	51	58	47	54	38	48	57	65	53
Working with another employer	29	26	32	28	38	33	25	19	28
Self-employed	2	3	5	3	3	4	3	2	3
In education	4	3	3	3	4	4	4	3	3
Unemployed	10	6	7	9	11	9	8	7	9
Other	4	3	6	3	5	3	3	3	3
Average current annual wage (where employed) £000s	13.7	16.8	15.1	15.7	16.6	15.9	14.4	13.2	14.7
Had a promotion or job upgrade	39	48	41	42	55	48	41	29	42
Find job very satisfying (where employed)	51	54	52	52	51	53	50	55	52
Learning progression									
Have pursued further qualifications since Apprenticeship	29	36	35	38	36	33	32	29	33
Definitely intend to go on a course in future	30	28	34	29	25	25	33	32	30
Summary indicators									
Would definitely do it again	84	87	90	85	80	83	87	89	85
Would definitely recommend to others	89	92	92	89	86	89	91	91	89
<i>Unweighted bases</i>	<i>2,035</i>	<i>1,180</i>	<i>151</i>	<i>3,064</i>	<i>502</i>	<i>1,053</i>	<i>1,144</i>	<i>516</i>	<i>3,215</i>

Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

132. The key additional benefit for those who completed *Advanced Apprenticeship* is economic – the increased likelihood of being in a job which pays a higher wage, where promotion has occurred, and which delivers job satisfaction.
133. There are few statistically significant differences between outcomes for those who have or have not a long-term illness or a disability because of the small sub-sample of the former. However, those with a long-term illness or disability rate the provider of their off-the-job training particularly highly – perhaps because providers made particular efforts to assist them to learn. These people are also more likely to report increases in enthusiasm for learning and in their self-confidence. Though less likely to remain with the employer where the Apprenticeship was based, they are only marginally less likely (79% against 82%) to be in employment at all, and their wage level is at least equal to that of people without a health problem. Though they are slightly less likely to have undertaken further learning since their Apprenticeship, they are more likely to intend to do so in future.
134. Some indicators for the different annual cohorts of Apprentices, those who completed their Apprenticeship in each year between 2004/05 and 2007/08 are somewhat difficult to interpret. Where the data is about attitudes and valuations, variations between cohorts may reflect changes in perception by respondents who are more or less distant from their Apprenticeship and have had varied amounts of post-Apprenticeship experience. However, it may be that the underlying nature of the Apprenticeship experience *is* changing independently of these effects and that variation between cohorts reflects this.
135. Assuming the latter to be at least partly the case, the data suggests that the Apprentice experience is improving with more positive employers, increasing quality in off-the-job provision, and greater capacity of Apprenticeship to instil enthusiasm for learning and to raise self-confidence.
136. More factually, with the passage of time, several other changes occur. More Apprentices from earlier cohorts have dispersed from employment where their Apprenticeships took place and their employment/self-employment level has dipped overall (from 86% for the most recent cohort to 79% for the 2004/2005 cohort). The unemployment rate has risen for Apprentices who completed in 2004/05. However, where Apprentices have stayed in employment, their wages have risen, they have frequently been upgraded, and further qualifications have been sought.

Sector of Apprenticeship

Table 22: Benefits of Apprenticeship: sector subject area

	Health, public services, care	Engineering and manufacturing	Construction	ICT	Retail and commercial	Leisure, travel and tourism	Business Admin.	All
Successful Apprenticeship experience								
Employer quite/very positive towards Apprenticeship	88	86	85	93	84	86	86	86
Training provider quality quite/very good	81	84	81	83	88	78	85	84
Personal skills								
Became more enthusiastic about learning	83	81	87	79	84	75	81	82
More confident of abilities	91	97	98	89	93	91	94	94
Current employment status								
Working with employer where did Apprenticeship	50	59	58	59	52	47	54	53
Working with another employer	30	25	16	18	31	37	30	28
Self-employed	1	1	10	3	2	2	*	3
In education	5	3	3	7	2	7	4	3
Unemployed	7	9	9	7	9	7	6	9
Other	5	2	3	6	3	1	4	3
Average current annual wage (where employed) £000s	11.7	17.1	19.5	16.7	12.6	13.5	15.1	14.7
Had a promotion or job upgrade	37	38	34	42	46	33	52	42
Find job very satisfying (where employed)	68	48	52	46	52	42	51	52
Learning progression								
Have pursued further qualifications since Apprenticeship	39	29	25	31	29	30	35	33
Definitely intend to go on a course in future	38	30	25	24	29	31	30	30
Summary indicators								
Would definitely do it again	85	83	83	81	87	87	87	85
Would definitely recommend to others	92	89	92	81	91	89	90	89
<i>Unweighted bases</i>	<i>319</i>	<i>405</i>	<i>313</i>	<i>82</i>	<i>573</i>	<i>82</i>	<i>534</i>	<i>3,215</i>

* Less than 0.5%

Note: Excludes some sectors with unweighted bases below 50 cases and Apprenticeships not attributed to sector
Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

137. A number of key sectoral variations are evident:

- Apprenticeship in the *health, public services and care sectors* is a positive experience which subsequently results in employment which delivers high levels of job satisfaction and offers significant opportunity for learning progression but not, so far, high earnings – the average pay for ex-Apprentices in this sector is the lowest recorded.
- Employers in the *engineering/manufacturing, construction, and ICT sectors* tend to retain their Apprentices more frequently than employers in other sectors and to offer the highest pay rates. In construction, Apprenticeship has a particularly good chance of developing enthusiasm for learning and self-confidence amongst Apprentices who complete; and a relatively high proportion of Apprentices in this sector move quickly into self-employment.
- The *retail and business services sectors*, though the former does not offer particularly high wage levels, evidently offer more frequent opportunities for fast promotion.

Region of Apprenticeship

Table 23: Benefits of Apprenticeship: region

	East Mids.	East of England	London	North East	North West	South East	South West	West Mids.	Yorks. & Humber	All
Successful Apprenticeship experience										
Employer quite/very positive towards Apprenticeship	84	88	83	90	85	83	87	86	88	86
Training provider quality quite/very good	85	81	80	85	86	84	81	86	83	84
Personal skills										
Became more enthusiastic about learning	83	79	80	80	88	80	84	84	80	82
More confident of abilities	96	94	94	89	95	93	95	95	93	94
Current employment status										
Working with employer where did Apprenticeship	50	53	55	52	52	55	61	51	53	53
Working with another employer	32	30	22	29	28	27	26	30	26	28
Self-employed	5	3	4	2	2	2	2	1	4	3
In education	3	3	4	4	5	1	4	4	3	3
Unemployed	6	9	10	10	9	10	5	10	9	9
Other	3	3	3	2	4	4	2	3	4	3
Average current annual wage (where employed) £000s	14.1	15.3	17.3	15.3	14.6	14.4	14.6	15.0	13.5	14.7
Had a promotion or job upgrade	39	45	50	38	43	44	41	44	39	42
Find job very satisfying (where employed)	51	51	48	48	55	56	52	50	52	52
Learning progression										
Have pursued further qualifications since Apprenticeship	27	33	30	35	27	29	37	35	30	33
Definitely intend to go on a course in future	27	30	28	28	34	27	30	31	29	30
Summary indicators										
Would definitely do it again	89	84	84	84	84	86	84	84	86	85
Would definitely recommend to others	89	89	89	84	91	89	89	91	90	89
<i>Unweighted bases</i>	<i>354</i>	<i>354</i>	<i>356</i>	<i>349</i>	<i>364</i>	<i>352</i>	<i>372</i>	<i>368</i>	<i>346</i>	<i>3,215</i>

Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

138. Differences between regions are relatively few. There is little evidence of a strong or consistent regional theme in Apprenticeship benefits. However, a number of features of the data can be seen:

- Apprentices in the *East Midlands* appear more likely now to be self-employed and less likely to be unemployed than average.
- Apprentices in *London* are less likely to have moved from their Apprenticeship employer to a new employer, are more likely to have been promoted, and earn higher wages than elsewhere in the country.
- Apprentices in two northern regions, the *North West* and *North East*, appear to have had particularly positive Apprenticeship experiences which generated good outcomes in terms of enthusiasm and confidence.
- Apprentices in the *South West* are particularly likely to have stayed with their Apprenticeship employer and are less likely to be unemployed.

Programme-led Apprenticeships

139. A further distinction in Apprenticeship concerns those which are ‘programme-led’ rather than having a contract with an employer as their base. The government’s ‘World Class Apprenticeship’ documents describe them as:

‘Programme-led Apprenticeships are courses (normally based in colleges and offered as full-time vocational courses) in which a young person undertakes classroom-based learning that conforms to a named Apprenticeship framework. (This provision is not currently counted in the published statistics on Apprenticeships unless the individual completes their Apprenticeship with the status of an employee.)’

140. Ofsted, in a review of Apprenticeship (July 2008) uses a similar definition in support of the programme-led approach

‘Programme-led Apprenticeships are found to be an important alternative to traditional employer-led Apprenticeships, providing a path for young people who may find it difficult to gain employment, or for those who require an initial phase of upfront training before progressing onto an employer-led apprenticeship.’

141. However, it was not likely that Apprentices themselves would recognise the difference. The task of distinguishing programme-led from employer-led Apprenticeships was, rather, attempted by asking Apprentices whether their programme started with off-the-job training with a provider (more likely to be programme-led) or with on-the-job training with an employer (more likely to be employer-led). Overall, 19% of survey cases can be described as ‘programme-led’ if the question correctly distinguished the two types of programme.

142. When survey data is analysed according to this distinction, a number of differences emerge. Differences in respect of the characteristics of Apprentices are summarised in the following table:

Table 24: 'Programme-led' and 'employer-led' Apprenticeships; Apprentice characteristics

	'Employer-led' %	'Programme-led' %
<i>Gender</i>		
Male	42 (1,066)	56 (384)
Female	58 (1,479)	44 (299)
Total	100 (2,546)	100 (683)
<i>Level</i>		
Level 2	64 (1,631)	66 (451)
Level 3	36 (915)	34 (232)
Total	100 (2,546)	100 (683)
<i>Age</i>		
Aged 16-18 on completion	27 (678)	44 (300)
Aged 19-24 on completion	65 (1,651)	54 (370)
Aged 25+ on completion	8 (208)	2 (13)
Total	100 (2,546)	100 (683)
<i>Ethnicity</i>		
White	96 (2,433)	91 (620)
Black or Minority Ethnic Group	4 (112)	9 (62)
Total	100 (2,546)	100 (683)
<i>Disability</i>		
With a disability/health problem	5 (120)	5 (33)
No disability/health problem	95 (2,425)	95 (649)
Total	100 (2,546)	100 (683)
<i>Selected pre-Apprenticeship status</i>		
At school or College	42 (1,063)	71 (484)
Working with employer where Apprenticeship took place	29 (737)	3 (24)
Working with other employer	21 (547)	14 (93)
<i>Selected prior qualification levels</i>		
1 or more GCSEs at Grade C or above	52 (1,311)	44 (301)
1 or more A Levels	17 (429)	12 (80)

Unweighted bases: 3,215 Apprentices who completed an Apprenticeship

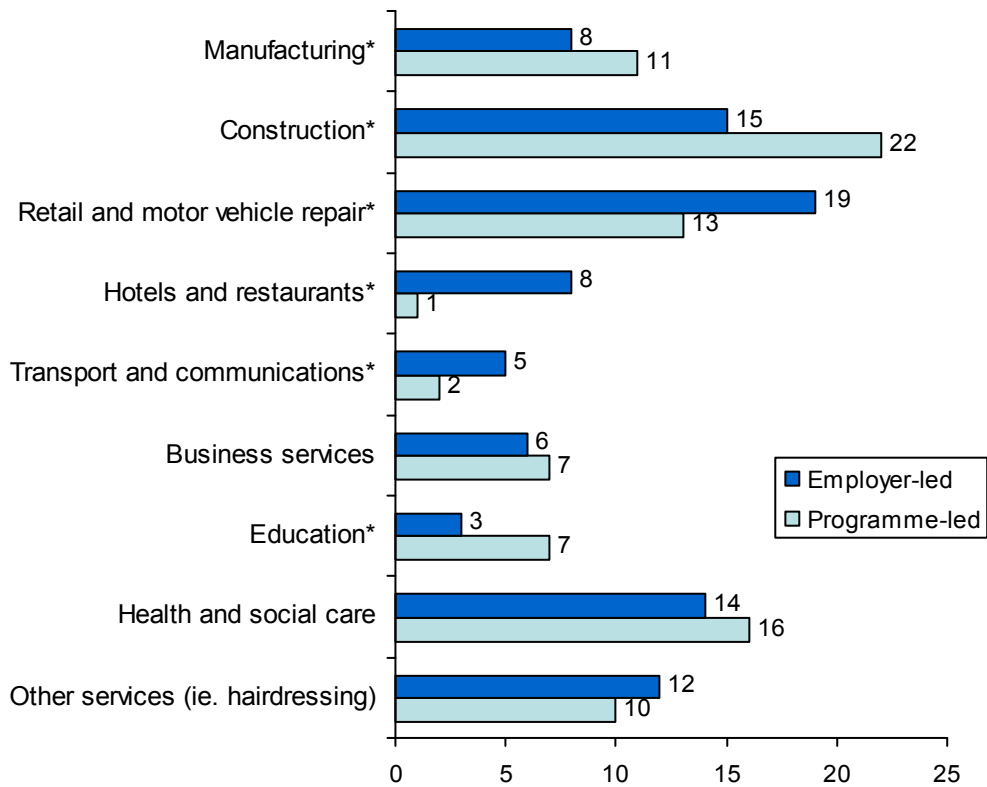
Total employer-led = 2,467; total programme-led = 748

Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold
 Figures in brackets are actual numbers of cases in the *weighted* sample

143. It can be seen that programme-led Apprenticeships are more likely to form higher proportions of the Apprenticeships taken up by younger and male Apprentices and by Apprentices from non-white ethnic groups. As would be anticipated, they are more likely to follow education in school or College and less likely to occur once the Apprentice has entered employment. The prior educational achievement of programme-led Apprentices is also a little lower than that of Apprentices who were in employer-led programmes.

144. There were also differences in the sectors where the two types of Apprenticeship were located. Greater proportions of programme-led Apprenticeships were located in manufacturing, construction and education sectors whereas greater proportions of employer-led Apprenticeships were located in retail, hotels and restaurants, and transport sectors. These differences are shown in the following figure:

Figure 11: Sectors in which programme-led and employer-led Apprenticeships were located



Unweighted base: 3,215 Apprentices who completed an Apprenticeship
 Statistically significant differences ($p < .05$, 2-tailed test) between pairs of bars shown by asterisk in labels on bars

145. Given that fewer programme-led Apprentices entered from existing employment, it is not surprising that fewer of these (28%) than of employer-led Apprentices (59%) said that employer encouragement was a factor in choosing to take up Apprenticeship. However, there were no significant differences in the proportions who wanted to undertake specific types of Apprenticeship (employer-led 74%; programme-led 73%) or in their enthusiasm about starting their programmes (employer-led 92% enthusiastic; programme-led 93% enthusiastic).

146. In the programme-led case, Apprentices spent varying amounts of time with their provider before taking up an employer placement:

Table 25: Length of time in off-the-job training before employment; programme-led Apprentices only

	%
1-3 months	34
4-12 months	32
More than a year	23
Never had an employer	6
Not known	5
	100

Unweighted base: 748 programme-led Apprenticeships

147. Programme-led Apprenticeships tended to be *longer* than employer-led ones. 25% of completed employer-led Apprenticeships lasted a year or less compared with 17% of completed programme-led Apprenticeships. However, there were no differences in overall completion rates. 85% of employer-led Apprentices completed as did 84% of programme-led Apprentices.
148. Corresponding to the fact that employer-led Apprenticeships started more frequently from an employed position, and were taken up more frequently by older Apprentices, Apprentice wage levels were higher for employer-led Apprentices:

Table 26: Average weekly wage levels on Apprenticeship; employer-led and programme-led Apprentices

	‘Employer-led’	‘Programme-led’
First week of Apprenticeship	£125	£88
Last week of Apprenticeship	£158	£124

Unweighted base: 3,215 Apprentices who completed an Apprenticeship
 Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

149. In terms of outcome, employer-led Apprentices achieved and retained employment more frequently than programme-led Apprentices:

Table 27: Employment status; employment-led and programme-led Apprentices; percentages

	Employer-led		Programme-led	
	On completion	Now	On completion	Now
Working with Apprenticeship employer	78	57	55	41
Working with other employer	14	27	21	30
Self-employed	1	3	2	3
In Further Education	1	1	4	6
University	*	1	1	2
Unemployed	4	7	10	14
Other/not known	2	4	7	4
Total	100	100	100	100

Unweighted base: 3,215 Apprentices who completed an Apprenticeship

* Less than 0.5%

Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

150. As well as more frequently achieving and retaining employment, employed employer-led Apprentices (44%) were more likely to have achieved a post-Apprenticeship promotion than were employed programme-led Apprentices (35%). Current wages are for employer-led Apprentices are higher on average – £14,800 pa. for employer-led Apprentices compared with £13,600 p.a. for programme-led Apprentices. However, this average effect is partially due to the older age profile of employer-led Apprentices which was noted earlier. When the average wages for those Apprentices aged 20 or over are compared, the difference between the average for employer-led Apprentices (£15,200) and programme-led Apprentices (£14,500) is not so pronounced.
151. Despite the various apparent disadvantages, however, programme-led Apprentices are at least as positive about their Apprenticeship as employer-led Apprentices:

Table 28: Overall satisfaction with Apprenticeship; employer-led and programme-led Apprentices; percentages

	Employer-led	Programme-led
Very positive	59	68
Reasonably positive	31	24
Slightly positive	8	7
Negative	2	1
Don't know	*	*
Total	100	100

Unweighted base: 3,215 Apprentices who completed an Apprenticeship

* Less than 0.5%

Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

152. In *summary* of the programme-led/employer-led distinction, as would be expected, the data largely reflects distinctions made elsewhere in the report between Apprentices who enter directly from employment (particularly from an employer where the Apprenticeship is based). Thus, 'employer-led' Apprentices are older and better qualified. Often already in work, they are paid more during their Apprenticeship. On completion, they are more likely to have a job available, often simply returning to employed, non-Apprenticeship status with the employer where they were employed both before and during Apprenticeship. Such advantage is less frequently available to programme-led Apprentices who are more frequently required to seek work elsewhere and more often become unemployed. Where employer-led and programme-led Apprentices are now employed, the wages of the former (partly in consequence of their older age profile) tend to be somewhat higher than those of the latter. However, despite various apparent downsides to the programme-led route, programme-led Apprentices are as likely to complete and to be at least as likely, when reflecting back on their programme, to see it is a valuable experience.

A multivariate approach

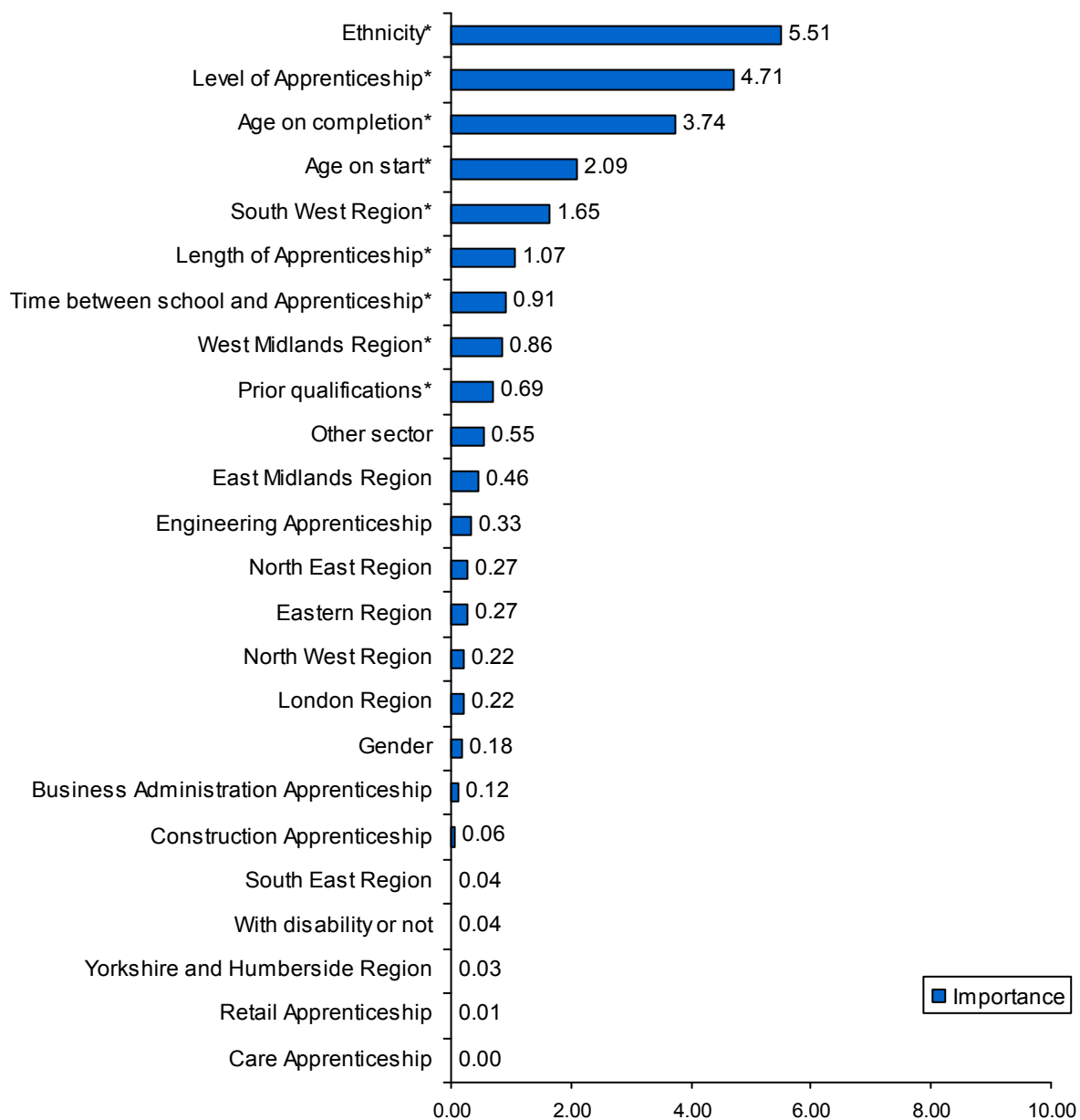
153. To this point, the analysis of benefits has used a 'univariate' approach; that is, it has examined whether a range of measures relating to Apprenticeship experience, Apprenticeship attitudes, and outcomes, differ between sub-divisions within a single characteristic – gender, age, ethnicity, and so on.

154. This approach may identify differences between the sub-groups. Whilst those differences are real, they do not recognise the fact that many of the dimensions of the analysis are inter-related. Apparent differences according to one factor may not be principally due to that factor – say, being male or female or being in one broad ethnic group or another – but may occur because a strong relationship exists between those divisions and other factors, say, level of Apprenticeship, sector subject area, or whatever.

155. To offer an insight into such relationships, a multivariate analysis was undertaken. This analysis takes a single key measure of Apprenticeship outcome – *the current employment status of ex-Apprentices* – and investigates which factors within a larger set are most strongly related to that outcome.

156. A preparatory analysis simply assesses the 'classificatory' variables which are most strongly correlated with current employment status. 'Classificatory' include those of gender, age, level of Apprenticeship, region, sector subject area, and so on. It should be noted that the correlations do not themselves show the direction of the correlation. Reference back to the univariate analysis is, therefore, necessary for this.
157. What this first analysis shows is that ethnicity, level of Apprenticeship, and the age of Apprentices are the factors which are most strongly related to employment outcomes. Reference back to earlier analysis reminds us that the underlying relationships are that white Apprentices, those who undertook Level 3 Apprenticeship, and older Apprentices, are the groups most likely to now be in employment. After that, a long 'tail' of weak correlations related to the region, particular sectors, prior qualifications, and so on are observed:

Figure 12: 'Key driver' analysis: individual correlations between independent variables and current employment status: classificatory variables only



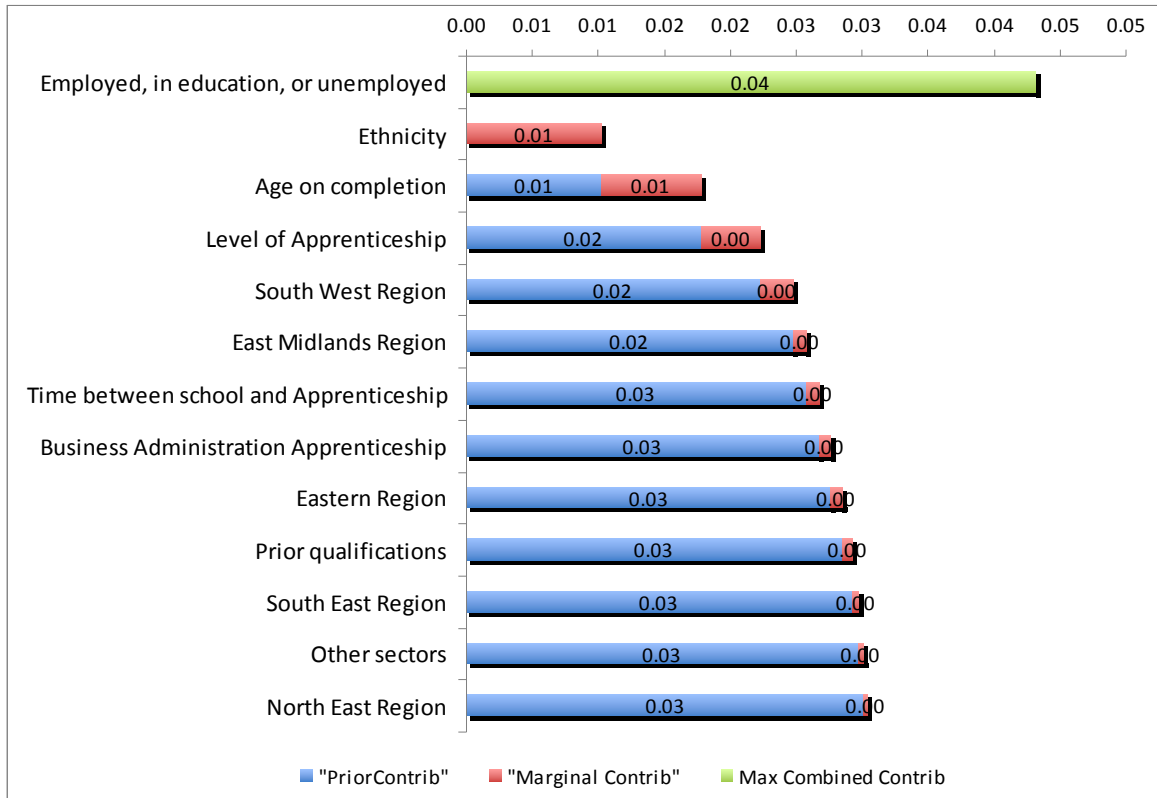
Base: 3,137 Apprentices who completed

Statistical note: The values in this chart are based on an index which takes a value of 1 for the *average* degree of correlation between all independent variables and the dependent variable (current employment status). Individual correlations are then compared with that average. Thus a value, say, of 2 on one of the bars would show that that factor has twice the average strength of correlation. Factors where the correlation underlying the 'importance' indicator is statistically significant at the $p < .05$ level are asterisked

158. These simple correlations can then be entered into a regression analysis. This analysis takes the strongest correlations and then sequentially assesses the degree to which other factors add to the employment outcome once the first, and then other, factors are taken into

account. The analysis produces basically the same outcome. It is ethnicity, age, and level of Apprenticeship which make the most difference even after other factors have been accounted for.:

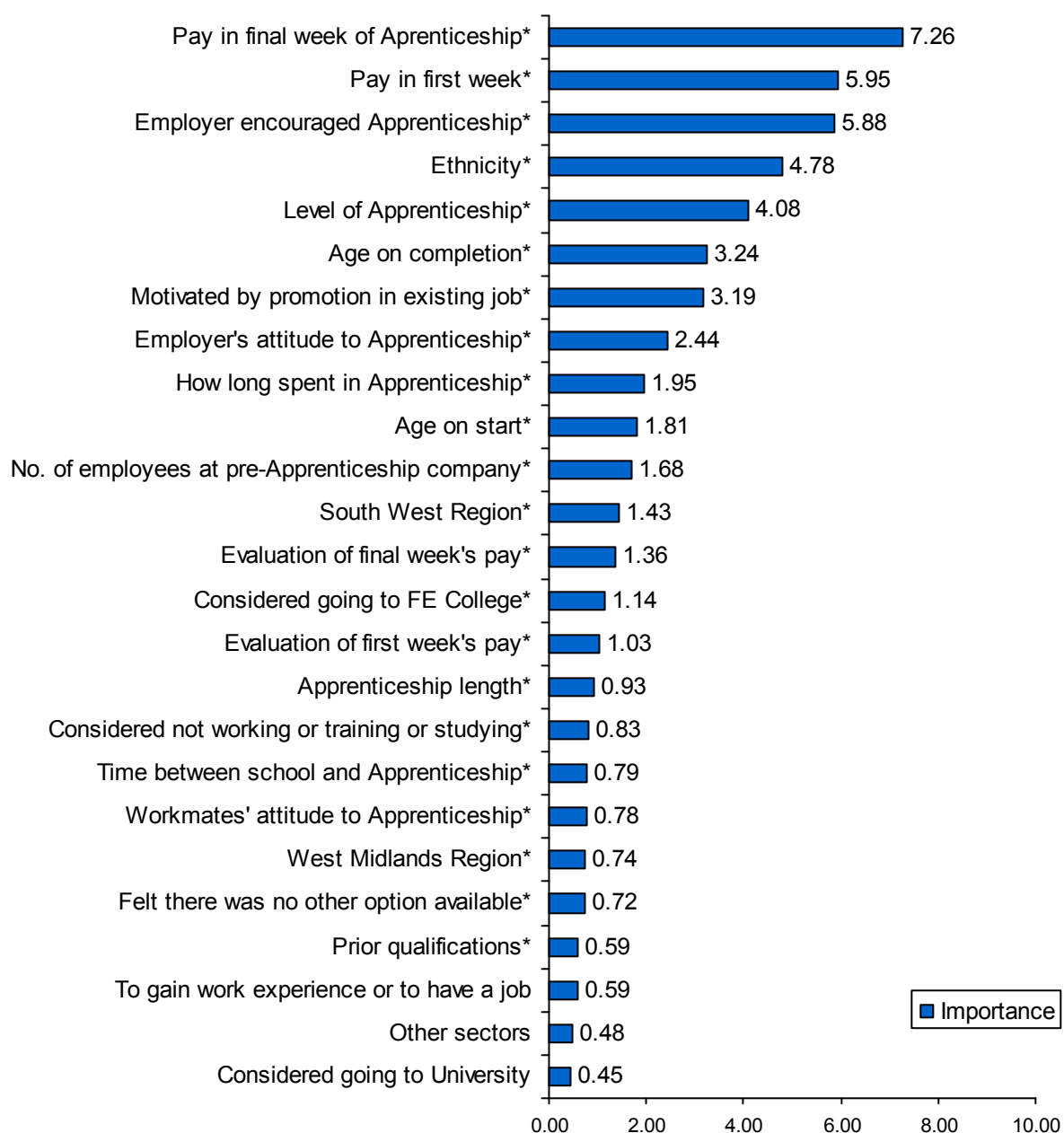
Figure 13: 'Key driver' analysis: Stepwise regression of factors contributing to current employment status: classificatory variables only



Base: 3,137 Apprentices who completed

159. However, to this point, only 'classificatory' variables have been entered into the calculations. The survey additionally asked a whole series of questions about Apprentices' entry to Apprenticeship and about their experiences on the programme. When these factors are entered into the analysis, a different picture of the strongest correlations between Apprenticeship characteristics and the employment outcome emerges. Thus, the next figure shows that Apprenticeship pay and entry to Apprenticeship because an employer encouraged Apprentices to take up the Apprenticeship, correlate more strongly than the 'classificatory' variables in the previous charts:

Figure 14: 'Key driver' analysis: individual correlations between independent variables and current employment status

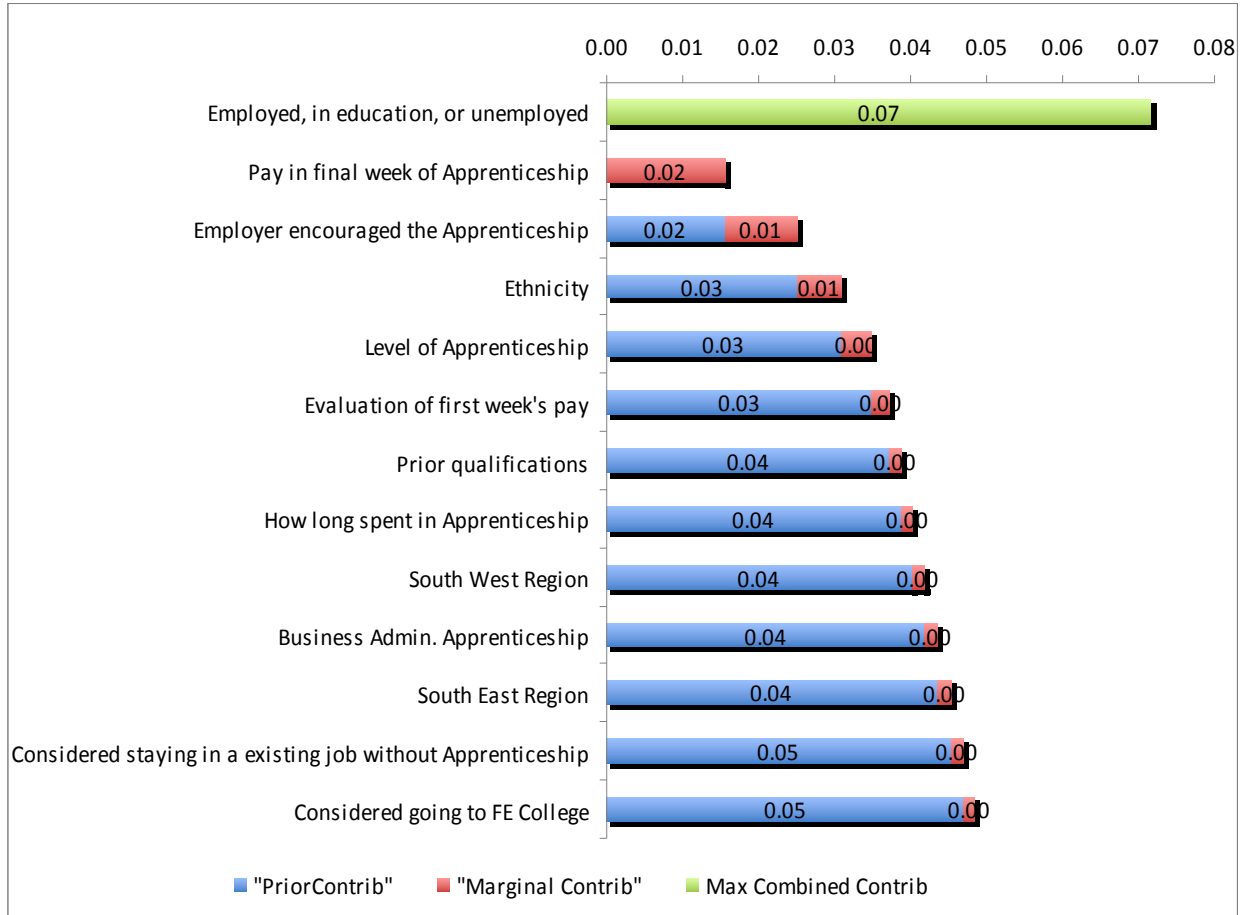


Base: 3,137 Apprentices who completed

Statistical note: The values in this chart are based on an index which takes a value of 1 for the average degree of correlation between all independent variables and the dependent variable (current employment status). Individual correlations are then compared with that average. Thus a value, say, of 2 on one of the bars would show that that factor has twice the average strength of correlation. Factors where the correlation underlying the 'importance' indicator is statistically significant at the $p < .05$ level are asterisked

160. This same basic picture is also observed when the correlations are put into the regression analysis:

Figure 15: 'Key driver' analysis: Stepwise regression of factors contributing to current employment status



Base: 3,137 Apprentices who completed

161. Clearly, this data needs to be interpreted cautiously.
162. Firstly, there is not a great deal of variation in the outcome variable. For almost all the groups in the 'univariate' tables, employment is the predominant outcome for 80% or more of ex-Apprentices.
163. Secondly, even within this limited scope for variation, the amount of variation 'explained' by the factors in the correlation and regression analyses is small. In total, only around 7% of variation is explained by all the factors put into the analysis. Other factors which were not distinguished by the survey may have accounted for differences in the likelihood of ex-Apprentices now being employed or not. These may include, say, the personal characteristics of Apprentices or their residence in localised areas of high unemployment (a more particular focus than that captured by the regional level of geographical analysis). Or there may be a significant level of chance in the explanation of employment or non-employment. For example, the recession may have affected the employment circumstances

for ex-Apprentices at the level of the individual employers with whom they undertook their Apprenticeships or of the other employers with whom they were employed post-Apprenticeship. Simply, whether some Apprentices have become unemployed or not may be partly a matter of luck.

164. However, whilst acknowledging the need for caution, a multivariate analysis suggests that, in so far as variation in Apprenticeship outcomes can be explained:
- The first factor is being with an employer who encourages participation in Apprenticeship and who pays the Apprentice (probably because many are continuing to work in an existing job whilst training) at a relatively high rate during the Apprenticeship.
 - Additional marginal gain in employment outcome derives from being in a white ethnic group and being in a Level 3 Apprenticeship.
 - Once these factors are accounted for, there are then only very small incremental advantages in having higher prior qualifications, in living in certain regions, and so on.

The distribution of benefits: summary

165. There are many detailed variations in data describing the benefits of Apprenticeship. However, the variations are not so strong nor so consistent as to suggest that Apprenticeship particularly or generally fails any major group of Apprentices who complete the programme.
166. However, four specific outcomes where a clear division exists are visible from tables which analyse a range of Apprentice and Apprenticeship characteristics according to different sub-groups of those who complete their Apprenticeships.
167. Firstly, the concentration of male Apprenticeships, particularly at the Advanced level, in the engineering/manufacturing and construction sectors where wage rates for skilled workers are relatively high, contributes to an overall average wage rate for male ex-Apprentices which is significantly above the overall average rate for women.
168. Secondly, post-Apprenticeship outcomes are rather better for employer-led Apprenticeships than for those which are programme-led.
169. Thirdly, employment outcomes for Apprentices from Black and Minority Ethnic Groups are somewhat less positive than those for white Apprentices. 72% of the former and 82% of the latter were estimated to be in a job at the time of survey. The main difference is in the proportion who are retained by the employer with whom they undertook their Apprenticeship (45% for BME Apprentices against 54% for white Apprentices).
170. Fourthly, employment outcomes are significantly better for those who undertook an Advanced Apprenticeship than for those who undertook a Level 2 Apprenticeship.
171. When a multivariate analysis of factors which may influence employment outcomes is undertaken, these latter two factors – being of white ethnicity and undertaking an Advanced Apprenticeship – are confirmed as indeed being factors which contribute to a positive employment outcome. What is more to this outcome is that the Apprentice was encouraged into the Apprenticeship by their employer. Simply, the chances of Apprentices being in employment now are most strongly related to the circumstance where they were already in

employment with an employer before their Apprenticeship and then were taken through the Apprenticeship at the behest of, and with the encouragement of, that employer.

172. However, multivariate analysis also makes the further important point that, though several factors correlate significantly with employment outcomes, collectively those factors do not provide more than a minor part of the variation in those outcomes. There are other factors which the survey did not capture, perhaps including personal attributes of individuals and the business circumstances of individual employers, which play a more significant part in Apprentices' post-Apprenticeship employment prospects.

5 Non-completion of Apprenticeship

Introduction

173. A majority of Apprentices complete their Apprenticeships. The most recent figures from the Learning and Skills Council show that 64% do so. The proportion has risen steadily over recent years and it is obviously desirable for the overall efficiency of the programme that it should continue to do so. Of course, it is inevitable that some Apprentices will not complete. Just as other people find that a job they have taken or a University course they have chosen is not the right one for them, so some Apprentices, most of whom are fairly young, will change their minds about their futures and leave their Apprenticeships. The point, therefore, is not that all Apprentices should complete – that will never happen – but that Apprentices who leave for avoidable reasons should not do so.
174. In parallel with the 3,215 interviews of Apprentices who completed, a further sample of 593 'early leavers' was interviewed. A first aim of this second set of interviews is to investigate why some Apprentices do not complete and what might have prevented this. A second aim is to learn whether these Apprentices still gained benefits from their participation even though they may not have gained all the qualifications and work experience which were on offer.

The profile of early leavers

175. A first question is whether early leavers differ from those who complete in terms of their background characteristics. There were no significant variations according to gender, the sector subject areas of the Apprenticeships, or the regions where Apprentices live. However, there is variation according to the related factors of the Apprentices' ages and according to the year of completion:

Table 29: Completing Apprentices and early leavers; age*, level, and year of completion; percentages

	Completers	Early leavers
16-18 years	55	73
19-24 years	43	26
25 years or above	2	2
Total	100	100
2004/05	18	28
2005/06	22	24
2006/07	39	29
2007/08	21	19
Total	100	100

Unweighted bases: 3,215 Apprentices who completed an Apprenticeship; 593 early leavers

* Age on starting Apprenticeship

Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

176. This data shows that those who leave early are, on average, likely to be younger than those who complete. Because the rate of completion has increased in recent years, higher proportions of early leavers than of completers are from the earlier years of the period which the survey covered.

Entry to Apprenticeship

177. Despite being slightly younger on average, fewer early leavers entered Apprenticeship directly from school. Rather more entered from unemployed or from 'Not in employment or education' statuses. The proportions of completers (44%) and early leavers (45%) entering from an employed status were virtually the same but early leavers were less likely to enter following employment with the employer where their Apprenticeship took place:

Table 30: Circumstances immediately before Apprenticeship; completers and early leavers; percentages

	Completers	Early leavers
At school	27	22
At FE College	21	20
At University	1	1
Working with employer where Apprenticeship took place	24	19
Working with another employer	20	26
Self-employed	*	*
Receiving unemployment or other benefit	1	2
Not working or in education but not receiving benefit	2	5
On a lower level Apprenticeship	*	*
Other	3	3
Total	100	100

Unweighted bases: 3,215 Apprentices who completed an Apprenticeship; 593 early leavers
 Note: For Apprentices who completed a Level 3 Advanced Apprenticeship, 'before Apprenticeship' means before their earlier Level 3 Apprenticeship
 * Fewer than 0.5%
 Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

178. The pre-Apprenticeship qualifications profile of early leavers was also slightly weaker. Fewer had 'good' GCSEs or A Levels and a higher proportion had no qualifications at all:

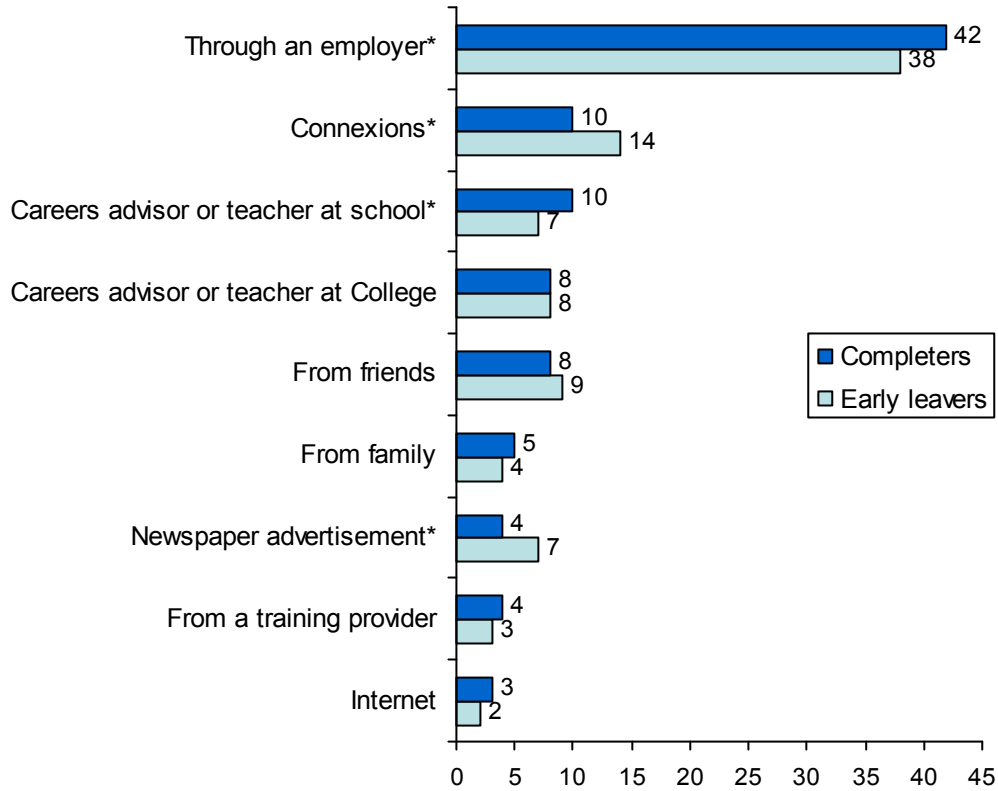
Table 31: Qualifications of Apprentices immediately before Apprenticeship; completers and early leavers; percentages

	Completers	Early leavers
GCSEs, none at Grade C or above	39	39
1-4 GCSEs at Grade C or above	20	21
5 or more GCSEs at Grade C or above	30	26
1 A Level pass	3	5
2 or more A level passes	12	8
A work-related qualification (eg. BTEC, RSA, etc.)	19	15
A University degree	1	1
Any other	13	14
None	7	11

Unweighted bases: 3,215 Apprentices who completed their Apprenticeship; 593 early leavers
 Note: Columns do not total to 100%; respondents could record more than one category of qualifications
 Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

179. With fewer people entering directly from school, from an employed status, and from employment with the employer where the Apprenticeship was based, significantly more early leavers found out about Apprenticeship from Connexions or from newspaper advertisements:

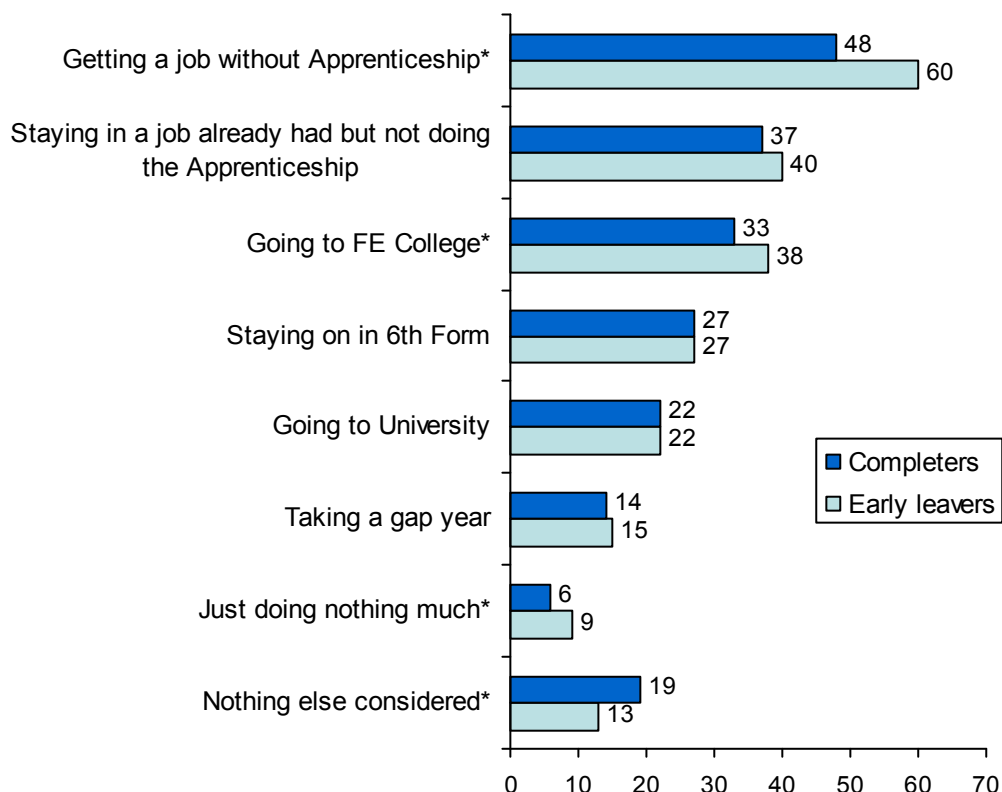
Figure 16: How completing Apprentices first became aware of Apprenticeship; percentages



Unweighted bases: 3,215 Apprentices who completed their Apprenticeship; 593 early leavers
 Note: Excludes response accounting for less than 2% of all responses
 Statistically significant differences ($p < .05$, 2-tailed test) between pairs of bars shown by asterisk in labels on bars

180. Early leavers were less definite about going into Apprenticeship. Fewer said they considered nothing else and higher proportions considered most of the alternative options:

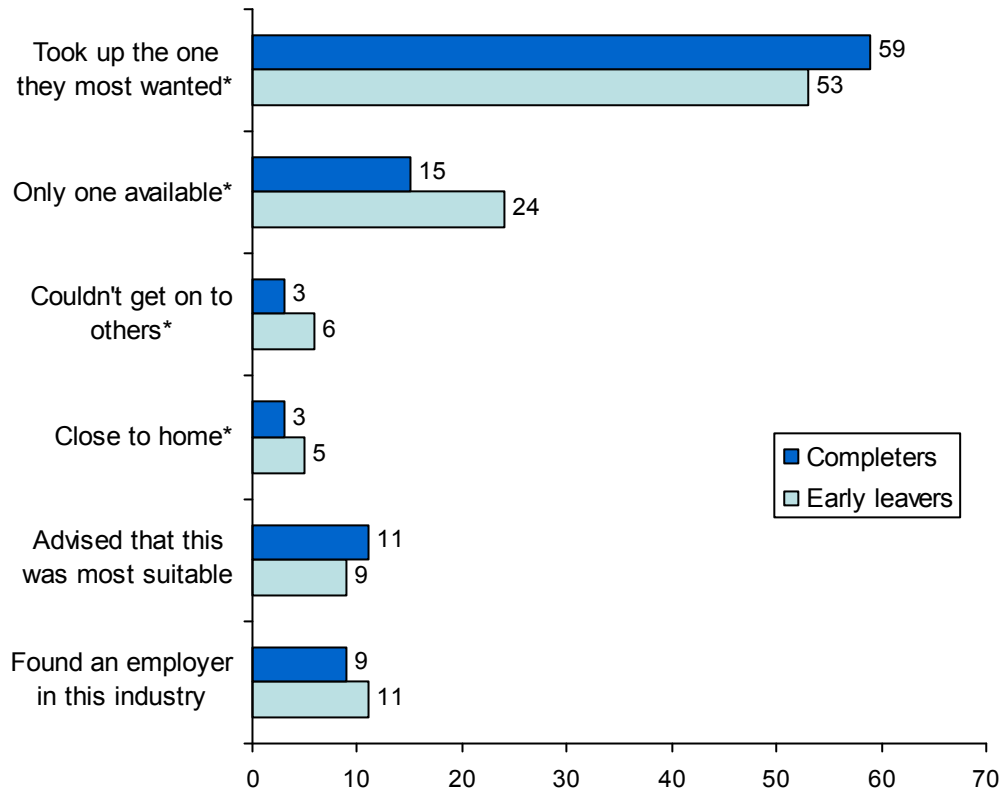
Figure 17: Alternative routes considered by Apprentices; completers and early leavers; percentages



Unweighted bases: 3,215 Apprentices who completed their Apprenticeship; 593 early leavers
 Note: Multiple response question – respondents could choose more than one answer
 Statistically significant differences ($p < .05$, 2-tailed test) between pairs of bars shown by asterisk in labels on bars

181. Correspondingly, more early leavers (30%) than completers (24%) had considered other types of Apprenticeship. Of those who considered other types, fewer early leavers than completers said that, having considered alternatives, they opted for the one they most wanted. More said that the type of Apprenticeship they took up was available when other types were not, that they couldn't get on to other Apprenticeships, that they chose an Apprenticeship close to home, or that they found an employer willing to take them. The overall effect of these figures is to suggest that early leavers who were not certain about the type of Apprenticeship they should do were more often guided by circumstances than a definite preference than were Apprentices who completed:

Figure 18: Apprentices who considered Apprenticeships in more than one area of work; reasons for taking up the Apprenticeship they did; completers and early leavers; percentages



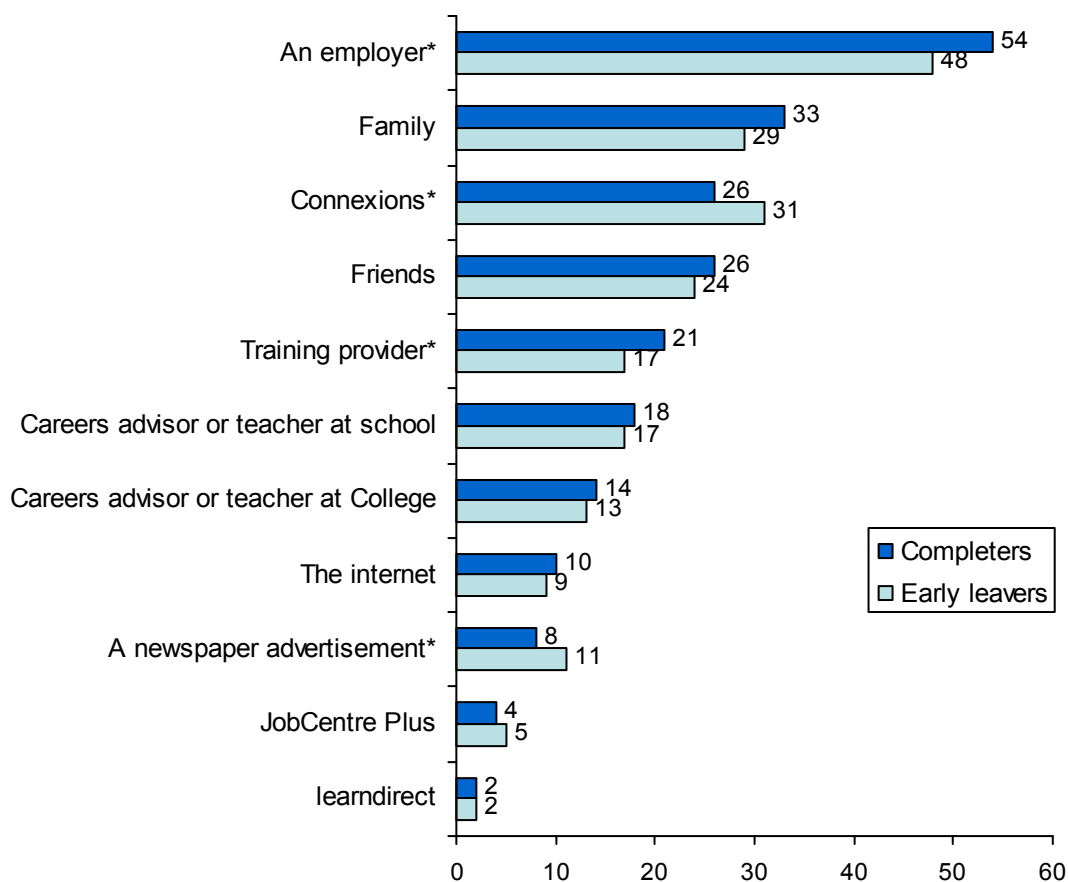
Unweighted bases: 775 completers and 189 early leavers

Note: Multiple response question – respondents could give more than one answer

Statistically significant differences ($p < .05$, 2-tailed test) between pairs of bars shown by asterisk in labels on bars

182. As with *awareness* of Apprenticeship, Connexions was a more significant *influence* on the Apprenticeship decision for early leavers, with employers, providers, schools and Colleges being slightly less influential. It seems, too, that early leavers' families were also less involved in their decision to apply for Apprenticeship:

Figure 19: Influences on the decision to take up Apprenticeship; completers and early leavers; percentages



Unweighted bases: 3,215 Apprentices who completed their Apprenticeship; 593 early leavers
 Note: Excludes responses accounting for 2% or less of all responses
 Statistically significant differences ($p < .05$, 2-tailed test) between pairs of bars shown by asterisk in labels on bars

183. Generally, early leavers, at the point of taking up their Apprenticeship regarded their Apprenticeship choice with lesser certainty and lower enthusiasm:

- They were less certain that they wanted to do the type of work involved in the Apprenticeship – 85% of completers but only 77% of early leavers were totally or fairly certain.
- They were less enthusiastic about getting their place – 92% of completers but only 86% of early leavers were very or moderately enthusiastic.

On the Apprenticeship

184. Of course, on average, early leavers spent less time in their Apprenticeship than completers – but some of them nevertheless spent considerable time in the programme:

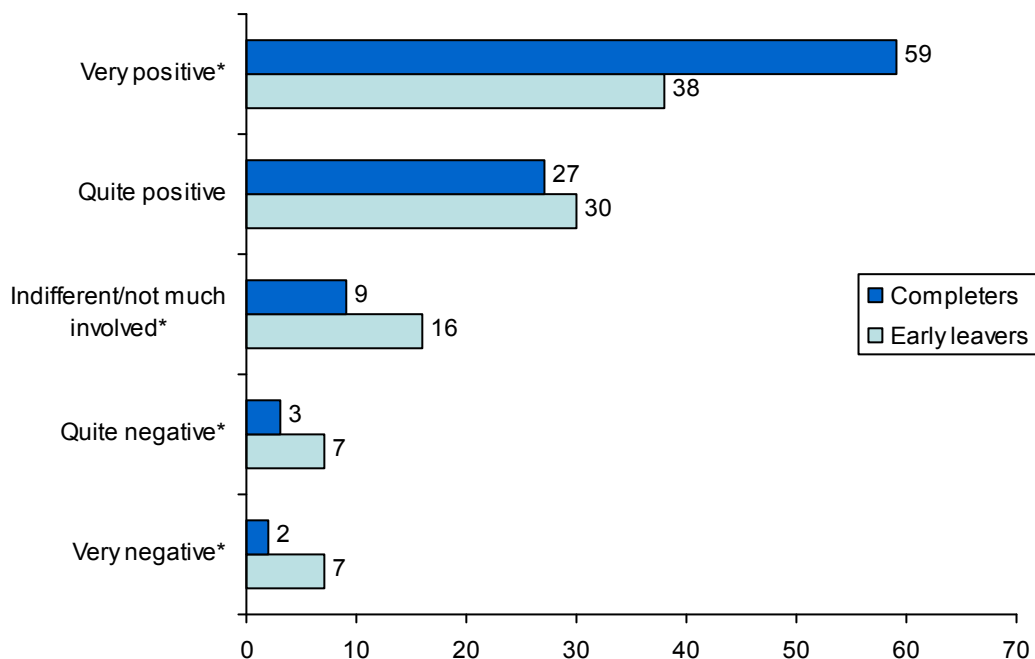
Table 32: Length of time in Apprenticeship programme; completers and early leavers; percentages

	Completers	Early leavers
Less than a month	0	3
1-6 months	9	36
7-11 months	13	19
1-2 years	45	29
> 2-3 years	19	6
> 3-5 years	11	1
Not known	2	5
Total	100	100

Unweighted bases: 3,215 Apprentices who completed their Apprenticeship; 593 early leavers
 Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

- 185. 15% of early leavers never got to take part in the employer placement part of the programme. Amongst those who did, fewer early leavers (58%) than completers (66%) worked alongside other Apprentices. Early leavers were also less likely than completers – 53% to 62% – to regard having other Apprentices present as helpful. Overall, early leavers may have less often had or perceived the benefit of working alongside Apprentices who were in the same position as themselves and with whom they might share concerns, exchange ideas, or simply socialise.
- 186. There were even more marked differences in early leavers’ perceptions of their placement employers’ attitudes to their Apprenticeship. They were more likely to see these as ones of indifference or as negative:

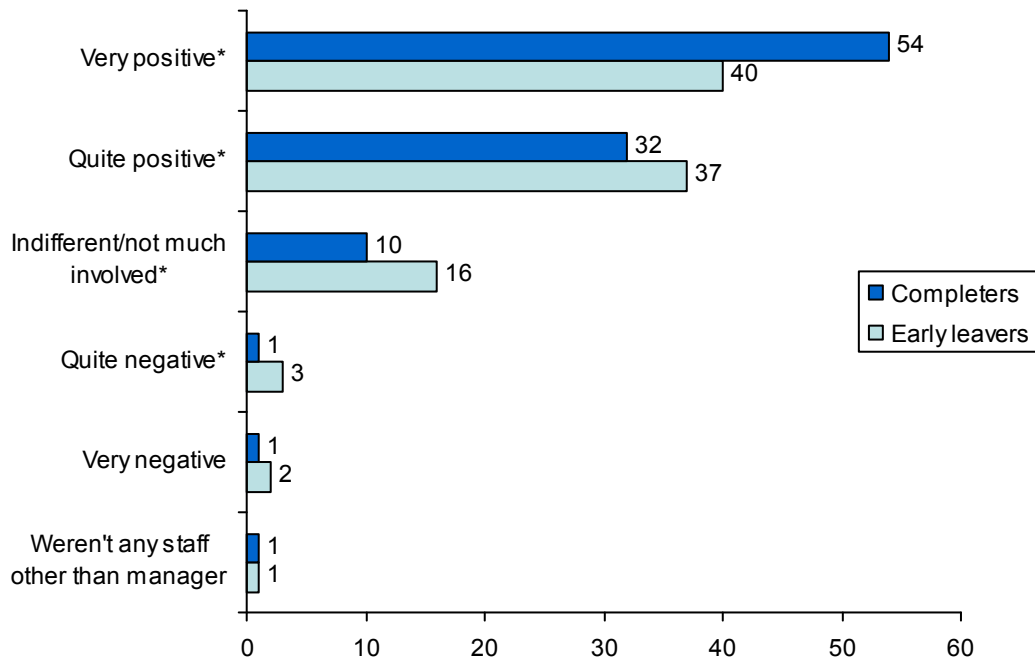
Figure 20: Employer attitudes towards Apprentices; completers and early leavers; percentages



Unweighted bases: 3,115 Apprentices who completed their Apprenticeship and who had an employer placement; 543 early leavers who had an employer placement
 Statistically significant differences ($p < .05$, 2-tailed test) between pairs of bars shown by asterisk in labels on bars

187. By smaller margins, early leavers also report less often that other staff in their placement employers' workplaces had positive attitudes to their Apprenticeship:

Figure 21: Other staff attitudes towards Apprentices; completers and early leavers; percentages

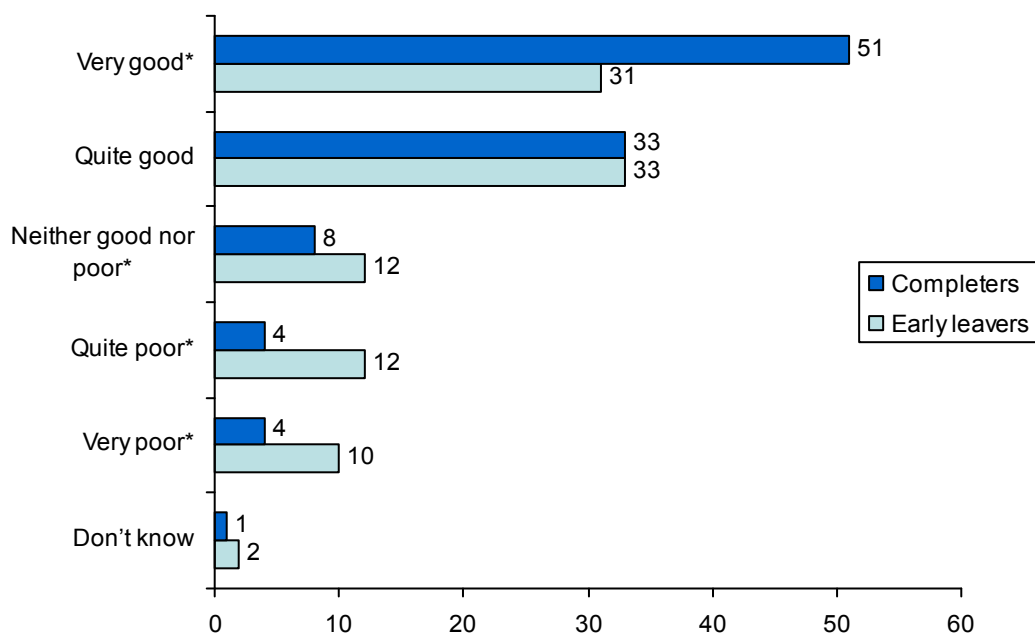


Unweighted bases: 3,115 Apprentices who completed their Apprenticeship and who had an employer placement; 593 early leavers who had an employer placement

Statistically significant differences ($p < .05$, 2-tailed test) between pairs of bars shown by asterisk in labels on bars

188. Early leavers were also more critical than completers of the training they received in a training centre or College:

Figure 22: Perceived quality of off-the-job training



Unweighted bases: 3,215 Apprentices who completed their Apprenticeship; 593 early leavers
 Statistically significant differences ($p < .05$, 2-tailed test) between pairs of bars shown by asterisk in labels on bars

189. The wages received whilst on Apprenticeship may also be a factor in early leaving. Average pay for completers (who include a higher proportion of Advanced Apprentices) was a little higher at the start of their Apprenticeship and then rose significantly by the end. Early leavers (who include a lower proportion of Advanced Apprentices) were either less likely to see their pay increase and/or left before it could do so. Both at the beginning and the end of Apprenticeship, early leavers were less likely than completers (who themselves did not, in a majority, think it good) to be positive about their rate of pay:

Table 33: Wages whilst on Apprenticeship

	Amount		Perceived as good or very good	
	Completers	Early leavers	Completers	Early leavers
First week of Apprenticeship	£117	£104	40%	31%
Final week of Apprenticeship	£151	£118	47%	31%

Unweighted bases: First week: 2,483 completers and 445 early leavers identifying wage; 2,491 completers and 450 early leavers giving an opinion.
 Second week: 2,565 completers and 459 early leavers identifying wage; 2,559 completers and 472 early leavers giving an opinion
 Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

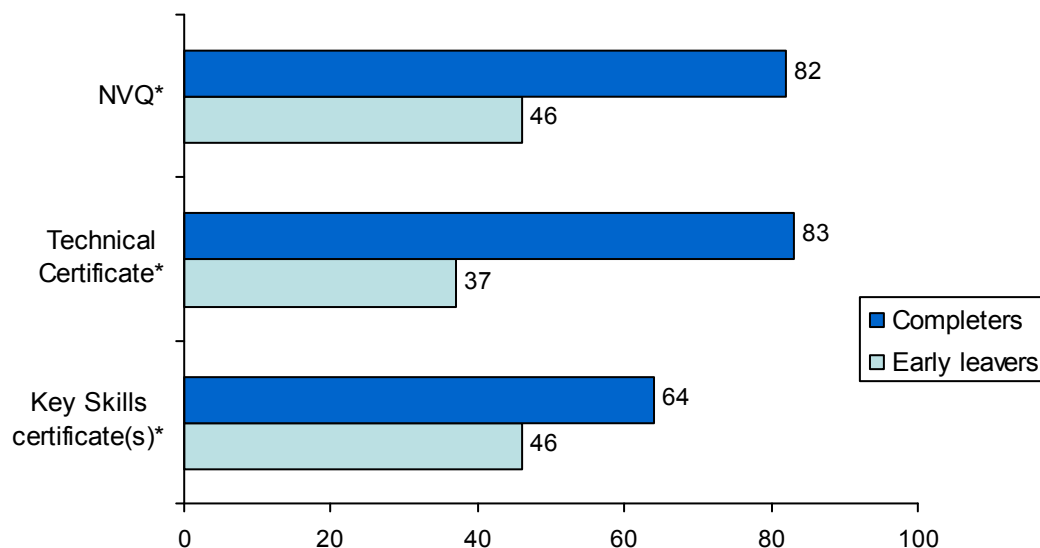
Benefits of Apprenticeship

190. Apprentices who completed their Apprenticeship achieved each of three main qualification outcomes – an NVQ, a Technical Certificate or Key Skills certificate(s). The proportions of early leavers getting these qualifications were:

- An NVQ – 24%
- A Technical Certificate – 23%
- Key Skills certificate(s) – 43%

191. When those who got these certificates were asked how valuable they were to their current or future employment or career, early leavers gave each of them much less value:

Figure 23: Valuation of Apprenticeship qualifications; completers and early leavers; percentages saying qualifications were quite or very valuable

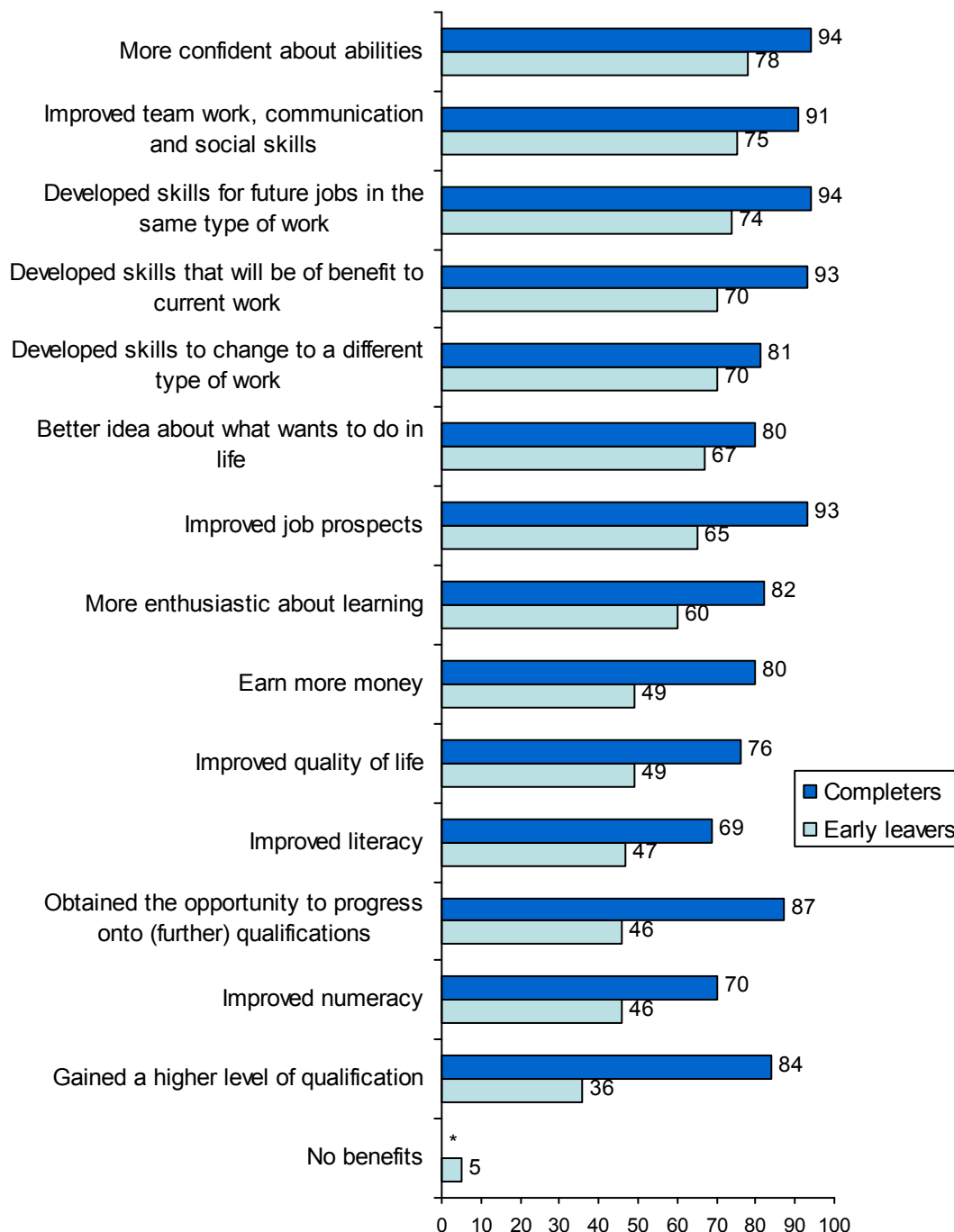


Note: Percentages saying qualifications are quite or very valuable to current or future employment or career
 Unweighted bases: 3,215 Apprentices who completed their Apprenticeship and got all of the qualifications; 87 early leavers achieving NVQ; 84 early leavers achieving Technical Certificate; 217 early leavers achieving Key Skills certificate(s)
 Statistically significant differences ($p < .05$, 2-tailed test) between pairs of bars shown by asterisk in labels on bars

192. It can be seen that, unlike completers, early leavers are least likely to value their Technical Certificate. Proportionally, their valuation of Key Skills certification is closest to that of completers, who give a relatively low valuation to this element. It may be that some early leavers who are now less committed to the career path to which their Apprenticeship pointed, value the generic Key Skills qualification more than the industry-specific NVQ or Technical Certificate. There was also a relationship between the value which early leavers gave to Key Skills certification and the qualifications which early leavers held *before* the Apprenticeship. Thus, early leavers with fewer than 5 GCSE passes at Grade C or above and those without any qualifications were more likely than those with 5 or more GCSEs at Grade C or above and those with A Levels to value Key Skills – 48% of the former and 37% of the latter said that Key Skills certificates were quite or very valuable.

193. Early leavers were also significantly less likely to report a whole range of possible other benefits of participation:

Figure 24: Benefits of Apprenticeship; percentages



Unweighted bases: 3,215 Apprentices who completed their Apprenticeship; 593 early leavers

* Less than 0.5%

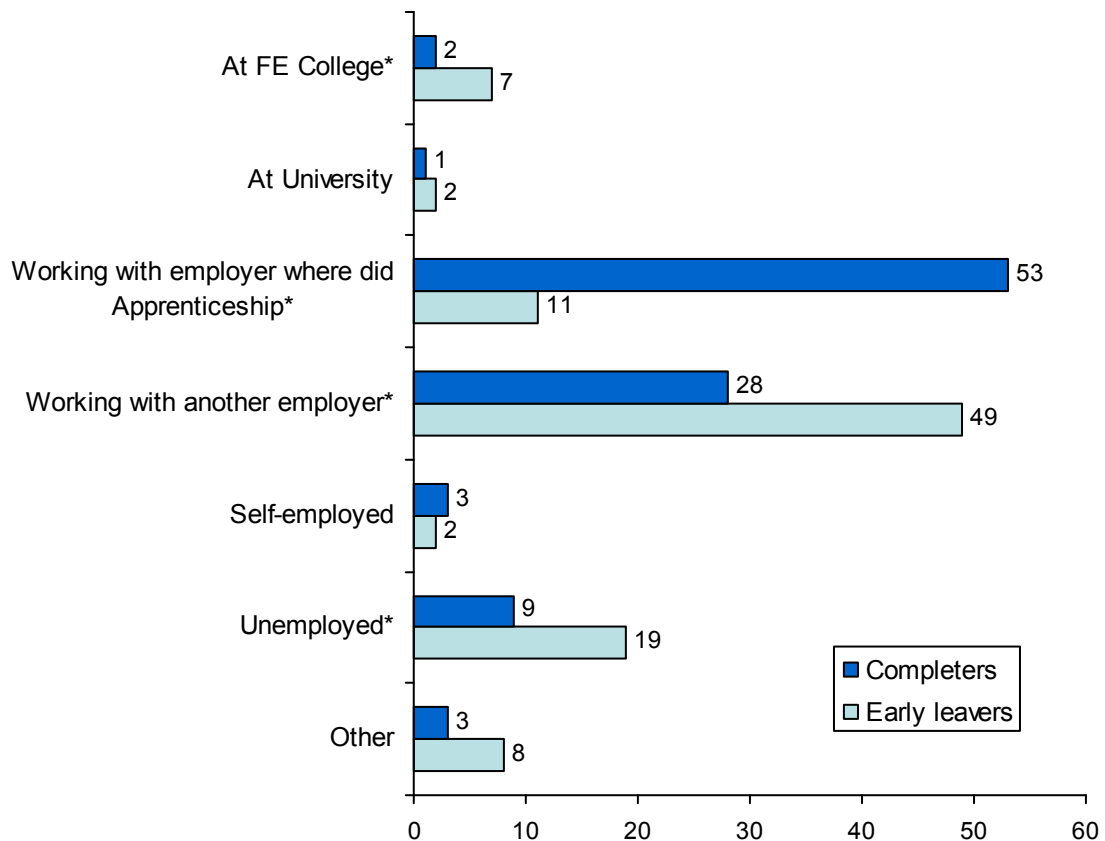
All differences are statistically significant (p<.05, 2-tailed test)

194. It can be seen that though a majority of early leavers were positive on eight of the fourteen benefits, they were much less positive than completing Apprentices on all of them. Early

leavers most nearly approached the completer position on ‘developed skills to change to a different type of work’ and ‘better idea about what wants to do in life’ suggesting, perhaps, that, for some early leavers, Apprenticeship is useful in clarifying their future direction even though it is not completed.

195. The actual employment outcomes for early leavers are compared for those of completers in the following figure:

Figure 25: Current employment status; completers and early leavers; percentages



Unweighted base: 3,215 Apprentices who completed their Apprenticeship; 593 early leavers
 Statistically significant differences ($p < .05$, 2-tailed test) between pairs of bars shown by asterisk in labels on bars

196. It can be seen that overall employment outcomes for early leavers are worse than those for completers. 62% of leavers are now in employment or self-employment compared with 84% of completers. Most noticeably, only 11% of early leavers now have a job with the employer where they had a placement compared with more than half of those who completed. More early leavers than completers have gone back into education, most of these into Further Education. However, significant proportions of early leavers (19%) are now unemployed or in the ‘other’ category (8%) which mainly denotes economic inactivity.

197. There is some variation in these patterns according to the time which has elapsed since completion:

Table 34: Current employment status; completers and early leavers; by year of completion; percentages

	2004/05		2005/06		2006/07		2007/08	
	Completers	Early leavers	Completers	Early leavers	Completers	Early leavers	Completers	Early leavers
At FE College	2	5	2	5	3	10	2	9
At University	2	*	2	4	1	3	1	1
Working with employer where did Apprenticeship	38	14	48	8	57	10	65	11
Working with another employer	38	57	33	54	25	42	19	42
Self-employed	3	4	4	2	3	3	2	0
Unemployed	11	12	9	19	8	22	7	24
Other	5	6	3	8	3	10	3	8
Not known	1	3	*	*	*	1	1	4
Total	100	100	100	100	100	100	100	100

Unweighted base: 3,215 Apprentices who completed their Apprenticeship; 593 early leavers

* Less than 0.5%

Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

198. This data has two principal features. Firstly, for completers, the proportion who remain employed by their Apprenticeship employer declines over time as ex-Apprentices change jobs. This effect is negligible for early leavers because far fewer of them (on average, 19% compared with 73% of completers) are taken on by their Apprenticeship employer in the first place. The second feature is that the rate of unemployment of completers and early leavers converges with the passage of time as the initial high rate for early leavers declines and that for completers rises a little.
199. The employment effects for completers and early leavers as time passes can be seen in more detail in the following two tables. These tables, separately for completers and early leavers, compare the employment situations of Apprentices immediately after their Apprenticeships ended with their present situations for each of the four annual cohorts in the survey sample:

Table 35: Employment status immediately following Apprenticeship and at time of survey; completers; percentages

	2004/05		2005/06		2006/07		2007/08	
	App. end	Now	App. end	Now	App. end	Now	App. end	Now
At FE College	1	2	1	2	1	3	2	2
At University	1	2	*	2	1	1	*	1
Working with employer where did Apprenticeship	73	38	74	48	73	57	74	65
Working with another employer	18	38	16	33	16	25	12	19
Self-employed	1	3	1	4	1	3	2	2
Unemployed	5	11	4	9	5	8	6	7
Other	1	5	1	3	2	3	3	3
Not known	1	1	1	1	*	-	1	1
Total	100	100	100	100	100	100	100	100

Unweighted base: 3,215 Apprentices who completed their Apprenticeship

* Less than 0.5%

Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

200. It can be seen from the last table that the 'immediately after' employment pattern for completers was very similar in each of the last 4 years. The effects noted above, of employment dispersal and increase in unemployment as time elapses following completion, are evident. The comparable pattern for early leavers is shown in the next table:

Table 36: Employment status immediately following Apprenticeship and at time of survey; early leavers; percentages

	2004/05		2005/06		2006/07		2007/08	
	App. end	Now	App. end	Now	App. end	Now	App. end	Now
At FE College	6	5	5	5	10	10	5	9
At University	2	*	2	4	2	3	2	1
Working with employer where did Apprenticeship	24	14	21	8	19	10	11	11
Working with another employer	51	57	52	54	37	42	39	42
Self-employed	1	4	*	2	1	3	0	0
Unemployed	10	12	16	19	19	22	28	24
Other	2	6	4	8	10	10	10	8
Not known	4	3	1	*	1	1	5	4
Total	100	100	100	100	100	100	100	100

Unweighted base: 593 early leavers

* Less than 0.5%

Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

201. For early leavers, the employment pattern immediately after Apprenticeship ended has *not* been stable. Noticeably, fewer early leavers in more recent years moved immediately into employment and more moved immediately into unemployment – the penalty for early leaving has increased. Questions for the near and medium-term future are of when and whether recent early leavers, those in 2006/07 and 2007/08, will be able to obtain the higher current rates of employment and self-employment of those who ‘left early’ in 2004/05. With a weaker employment profile to start with and more difficult economic conditions, this could take some time.
202. *Earnings* for early leavers who *are* in employment are comparable with those for those who completed. It appears that early leavers are less likely now to be in a job but, if they are, then they are likely to earn on a par with completers. It may, perhaps, have been the opportunity to earn a comparable income which encouraged some early leavers to end their Apprenticeship:

Table 37: Average earnings before and after Apprenticeship

	Completers	Early leavers
Before Apprenticeship	£10,200	£10,500
After Apprenticeship	£14,700	£14,800

Unweighted bases: 2,673 completers and 355 early leavers who are employed or self-employed now;
1,119 completers and 162 early leavers who were employed before Apprenticeship
Statistically significant differences ($p < .05$, 2-tailed test) between values in columns is shown in bold

203. The parity of early leavers' wages is, however, earned through a quite different occupational structure than that of completers:

Table 38: Occupational group of employed ex-Apprentices; completers and early leavers; percentages

	Completers	Early leavers
Managerial	5	9
Professional	2	3
Technical	8	6
Admin. and clerical	12	11
Skilled trades	29	18
Personal services	20	14
Sales and customer service	9	16
Operatives and drivers	1	2
Elementary	4	13
Not know/refused	10	8
Total	100	100

Unweighted base: 2,673 Apprentices who completed their Apprenticeship and are now in employment or self-employment; 355 early leavers who are now in employment or self-employment
Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

204. It can be seen that the occupational distribution of early leavers is more polarised than that of completers, with more describing themselves as being in managerial jobs and more as being in sales and elementary jobs. Fewer are in skilled trades or personal services jobs (such as hairdressers or carers).

205. Unsurprisingly, Apprenticeship is seen by early leavers as less significant to these current occupations than is the case for completers:

Table 39: Whether Apprentice could be doing current job if had not done Apprenticeship; percentages

	Completers	Early leavers
Yes – definitely	35	64
Possibly	18	13
Certainly not	44	19
Not known	4	5
Total	100	100

Unweighted bases: 2,673 completers and 355 early leavers currently in employment or self-employment
 Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

206. It may also be the case that, though early leavers have achieved *current* wage parity with completers, this may be in less ‘progressive’ employment:

- More Apprentices who completed report a promotion or job upgrade (42%) than do early leavers (28%).
- More Apprentices who completed say that they regard their present occupation as one they want to pursue in the long term (76%) than do early leavers (59%).
- More Apprentices who completed report that their present job gives them job satisfaction (89%) than do early leavers (82%).

207. And completers who are *unemployed* are significantly more likely to believe that their Apprenticeship has increased their prospects of finding a job (63% of completers who are currently unemployed) than are unemployed early leavers (28% of early leavers who are currently unemployed).

208. As noted earlier, early leavers are now more likely to be in education than are Apprentices who completed. Of those not currently in FE or HE, slightly fewer early leavers have pursued further qualifications since Apprenticeship. In total, however, learner progression since Apprenticeship, perhaps because of lower employment opportunity, has been slightly greater for early leavers:

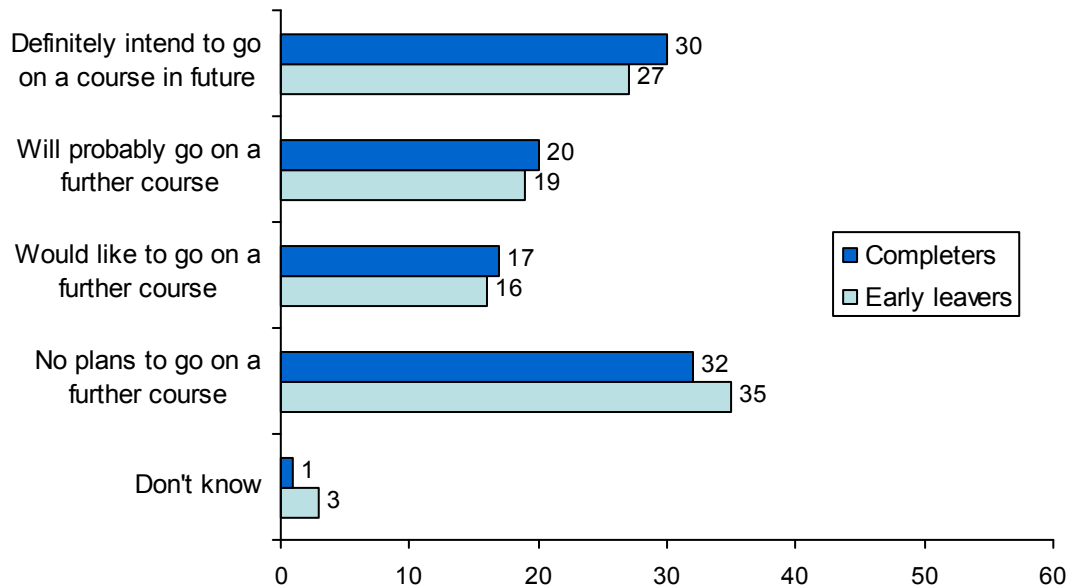
Table 40: Learning progression since Apprenticeship

	Completers	Early leavers
Currently in Further Education	2%	7%
Currently at University	1%	2%
Not currently in Further Education or at University but have pursued further qualifications since Apprenticeship	33%	29%
Total learning progression since Apprenticeship	36%	38%

Unweighted bases: 3,215 Apprentices who completed their Apprenticeship; 593 early leavers
 Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

209. And non-completion of Apprenticeship has not had a major negative effect on early leavers' interest in *future* learning. The likelihood of their participating in future learning is only a little below that of Apprentices who completed:

Figure 26: Interest in undertaking a further course of learning in the future; completers and early leavers; percentages



Unweighted bases: 3,087 Apprentices who completed their Apprenticeship and who are not currently in Further Education or at University; 538 early leavers not currently in Further Education or at University

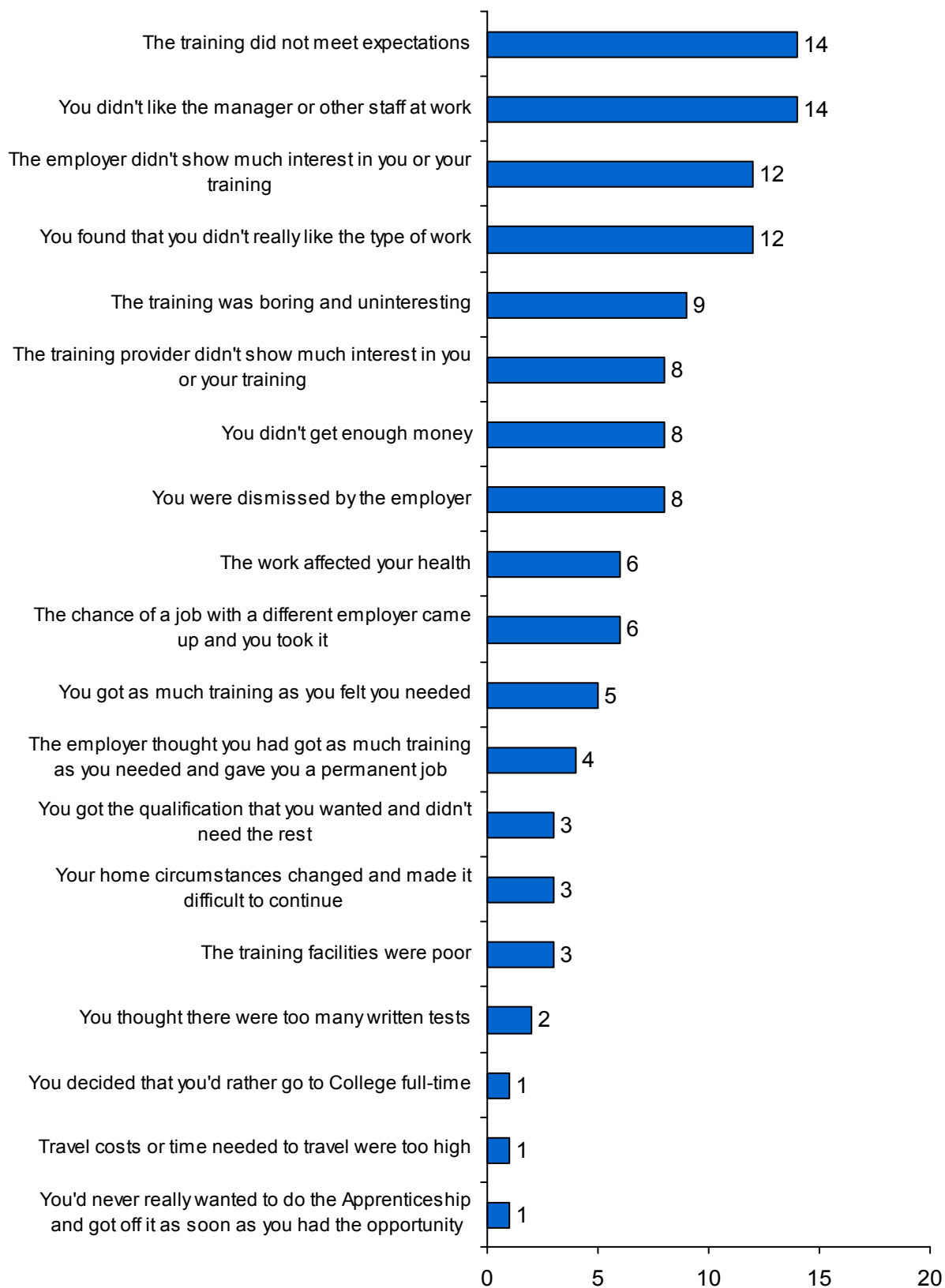
Note: None of these differences are statistically significant at the $p < .05$ level

Reasons for non-completion

210. So far, this chapter has looked at non-completion as a comparison between early leavers and Apprentices who completed their full framework – were the groups different before they started Apprenticeship, did they have different experiences on Apprenticeship, and did they have different outcomes? The first two of these give some pointers as to why early leavers fail to complete.

211. However, early leavers were also asked directly why they left. The reasons are set out in the next chart. It can be seen that no single reason dominates (and many other reasons, not shown in the chart, applied in small numbers of cases). However, some main reasons were that the training wasn't as expected or was boring, that employers or training providers were unsupportive, that they had simply made the wrong choice of work area, that the Apprentice wage wasn't high enough, or that they were dismissed. There were no consistently significant variations between sub-groups of early leavers:

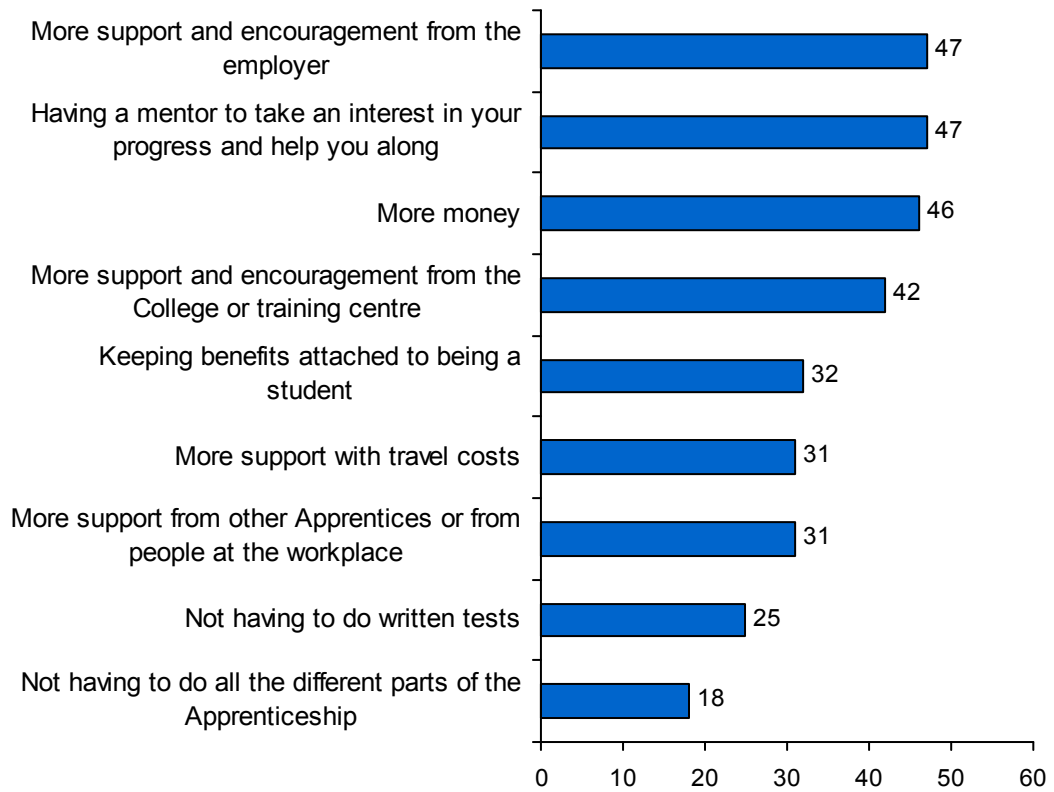
Figure 27: Reasons why Apprentices who did not complete left early; percentages



Unweighted base: 593 early leavers.
Multiple response – Respondents could give more than one answer

212. Correspondingly, significant proportions of early leavers report that they would or might have been dissuaded from early leaving by increased support or mentoring and by more money, either as the Apprentice wage or as support to travel costs:

Figure 28: Factors which would or might have encouraged early leavers to complete; percentages



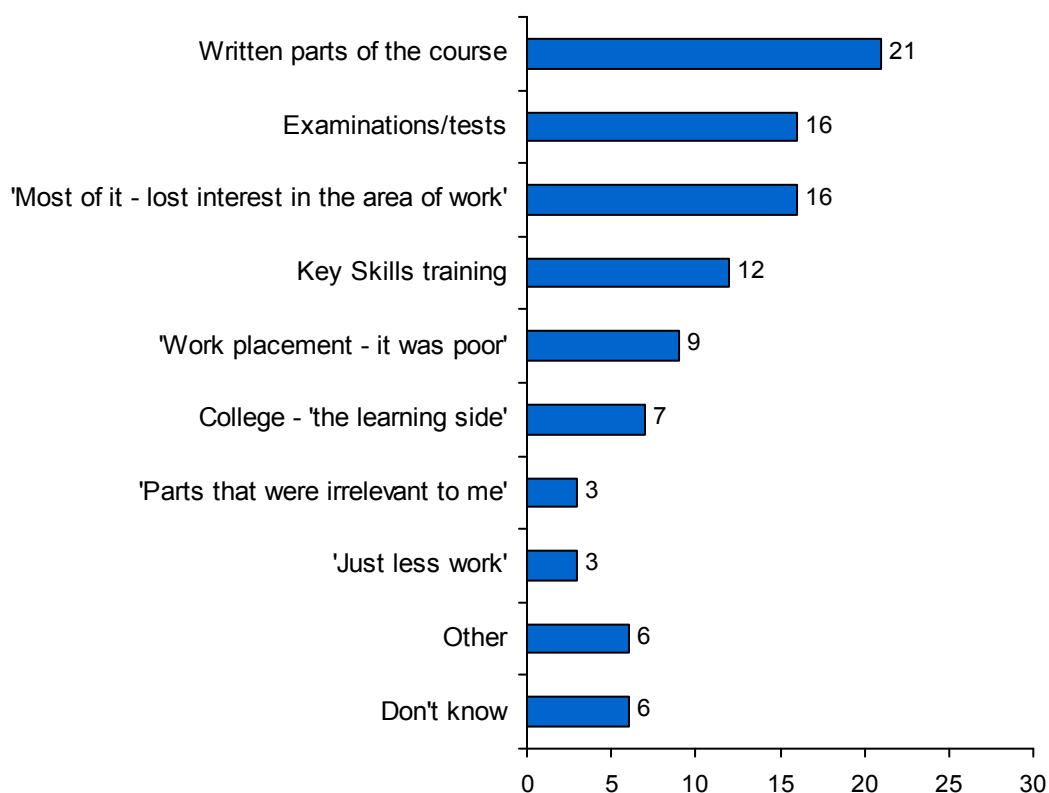
Unweighted base: 593 early leavers

213. Within this overall distribution

- More men (51%) than women (41%) and more Level 2 Apprentices (36%) than Advanced Apprentices (23%) would have been encouraged by a higher Apprentice wage.
- Women valued the various ‘more support’ options more than men.
- Older Apprentices – those aged 25 or over – would have been much less frequently encouraged by any of the factors.

214. When those early leavers who said they did not want to do parts of the Apprenticeship were asked which parts, their responses were:

Figure 29: Unpopular parts of Apprenticeship; percentages



Unweighted base: 105 Apprentices who left early who would be encouraged by not doing all parts

- 215. Although some early leavers left early because they didn't want to do the work placement (particularly in cases where it was seen as poor), the main elements of the Apprenticeship which were disliked were the elements which involved study, written work, and examinations. These were further reported as being boring, irrelevant, time-consuming, or repetitive.
- 216. In two-thirds of cases (66%) early leavers reported that no-one had tried to persuade them to stay in their Apprenticeship. This proportion was higher for Level 2 Apprentices (67%) than for Advanced Apprentices (59%).
- 217. Where someone *had* tried to persuade them, it was mostly likely to be a manager in the workplace (38% of cases where an attempt was made), a tutor or instructor in a College or training centre (35%) or a family member (25%).

Overall perspectives on Apprenticeship

- 218. Early leavers' overall perceptions of Apprenticeship are compared with those of completers:

Table 41: Overall perceptions of their Apprenticeship; completers and early leavers; percentages

	Completers	Early leavers
Overall perception		
A very positive experience which has given you a good basis for a satisfying career	61	23
A reasonably positive experience which has brought some career benefits	30	28
OK but not taken them forward much if at all	8	30
A negative experience which was largely a waste of time	1	19
Total	100	100
Would you do it again knowing what you know now?		
Yes	85	48
Possibly but not certain	7	17
No	8	35
Total	100	100
Would you recommend it to others?		
Yes – definitely	89	62
Yes – but with some caution	7	24
No	4	14
Total	100	100

Unweighted base: 3,215 Apprentices who completed an Apprenticeship; 593 early leavers
 Statistically significant differences ($p < .05$, 2-tailed test) between row values or paired comparisons shown in bold

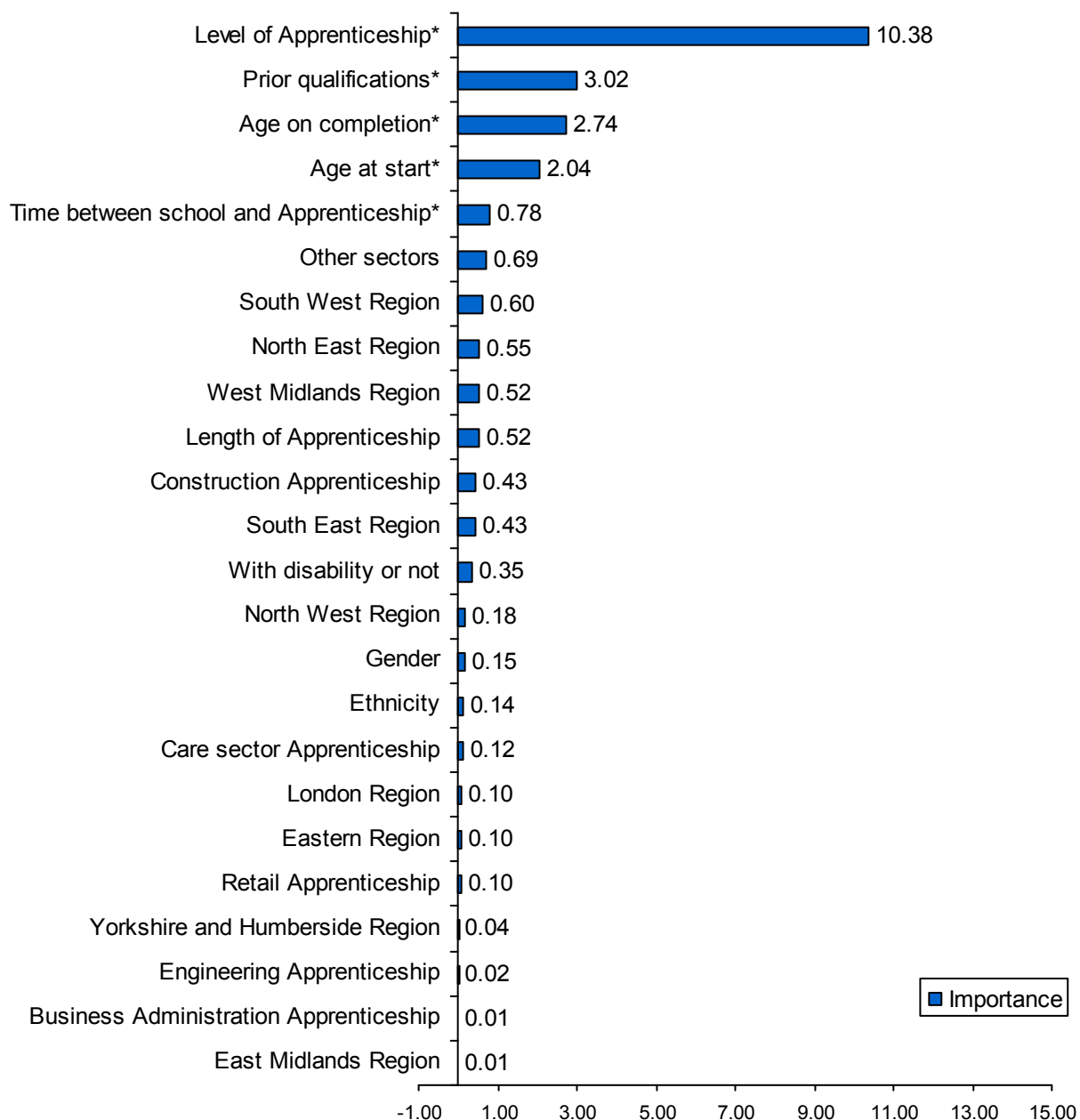
219. As might be expected, early leavers were markedly less positive about their experience than those who completed. However, some of their negativity appears to be directed only at their own experience – only 65% would consider doing the Apprenticeship if they had had the benefit of their actual experience but 86% would recommend it to other people (albeit with a cautionary note in some cases).

A multivariate approach

220. Earlier in this report, a multivariate analysis of the factors which lead to different employment outcomes for Apprentices who completed their Apprenticeship was set out. The same technique can be used to assess the relative importance of factors which are associated with completion of the Apprenticeship or not.

221. As with the earlier analysis, a preparatory analysis examines the individual correlations of 'classificatory' variables with the completion/non-completion outcome:

Figure 30: 'Key driver' analysis: individual correlations between independent variables and completion/non-completion: classificatory variables only

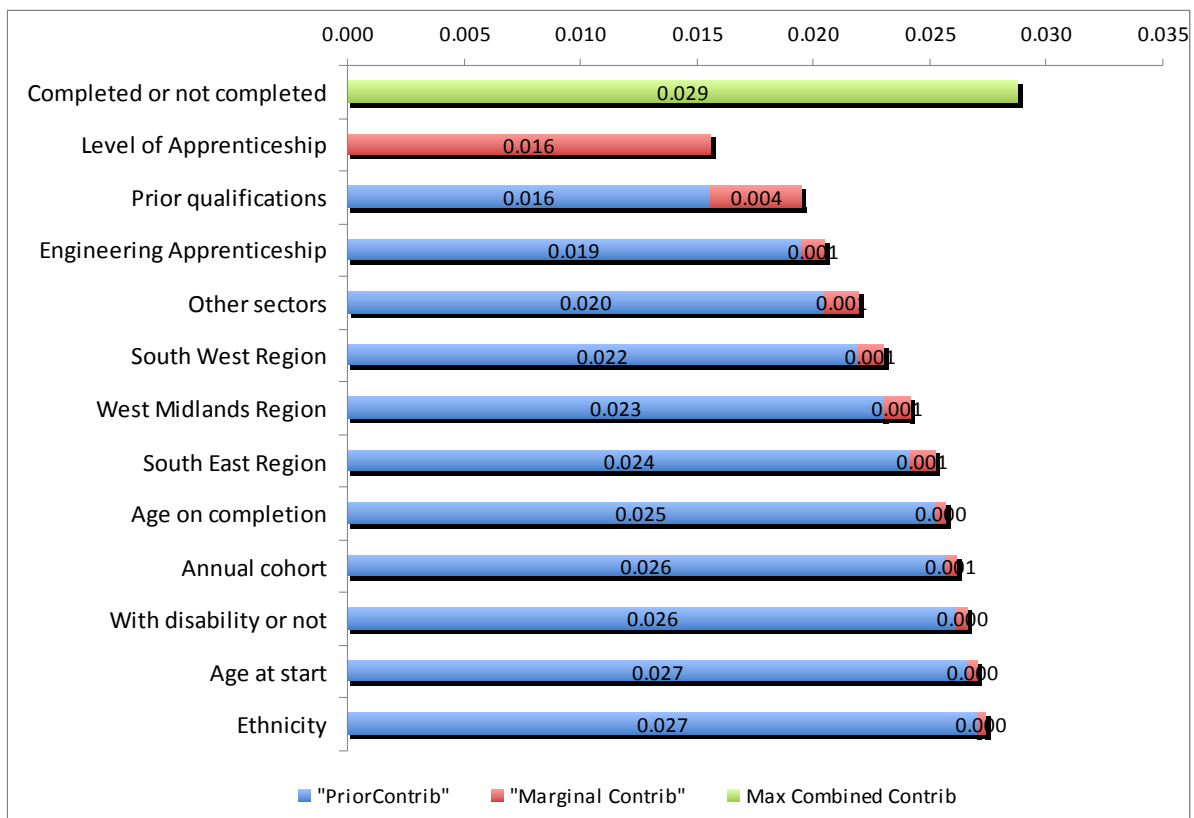


Base: 3,808 Apprentices in the survey

Statistical note: The values in this chart are based on an index which takes a value of 1 for the average degree of correlation between all independent variables and the dependent variable (completion or non-completion). Individual correlations are then compared with that average. Thus a value, say, of 2 on one of the bars would show that that factor has twice the average strength of correlation. Factors where the correlation underlying the 'importance' indicator is statistically significant at the $p < .05$ level are asterisked

222. It can be seen that the level of the Apprenticeship has much the strongest *individual* relationship to completion followed by the Apprentice’s prior level of qualification and their age. In short, Advanced Apprentices, who are better qualified prior to their programme, and who are older, are more likely to complete.
223. When these factors are considered collectively, in a regression analysis, the same factors are again most clearly related to whether Apprentices complete or not. There is some additional but very minor effect according to region of residence and sector. However, in total, the factors entered into this analysis make only a very small cumulative contribution , of 3%, to explaining the difference between completion and non-completion:

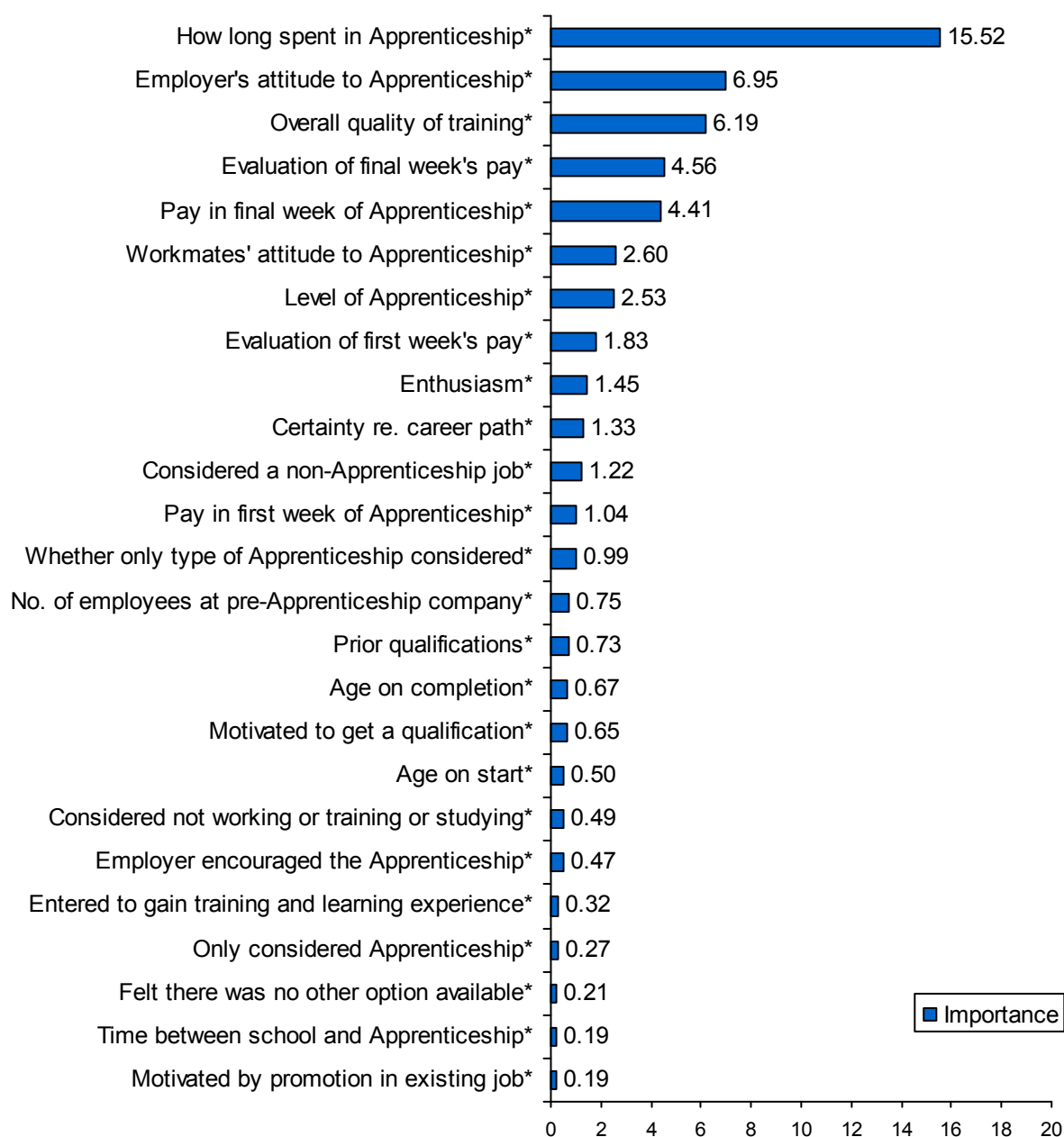
Figure 31: ‘Key driver’ analysis: Stepwise regression of factors contributing to completion/non-completion: classificatory variables only



Base: 3,808 Apprentices in the survey

224. When *other* factors beyond the ‘classificatory’ ones are added into the analysis, a somewhat different picture emerges. Length of time spent in the Apprenticeship has, of course, a strong correlation with completion but then Apprentices’ perception of their Apprentice employers’ attitudes and of the overall quality of their off-the-job training, the pay they received during Apprenticeship, and the attitudes of staff during their work placement, are more strongly associated with completion than are any of the classificatory variables:

Figure 32: 'Key driver' analysis: individual correlations between independent variables and completion/non-completion

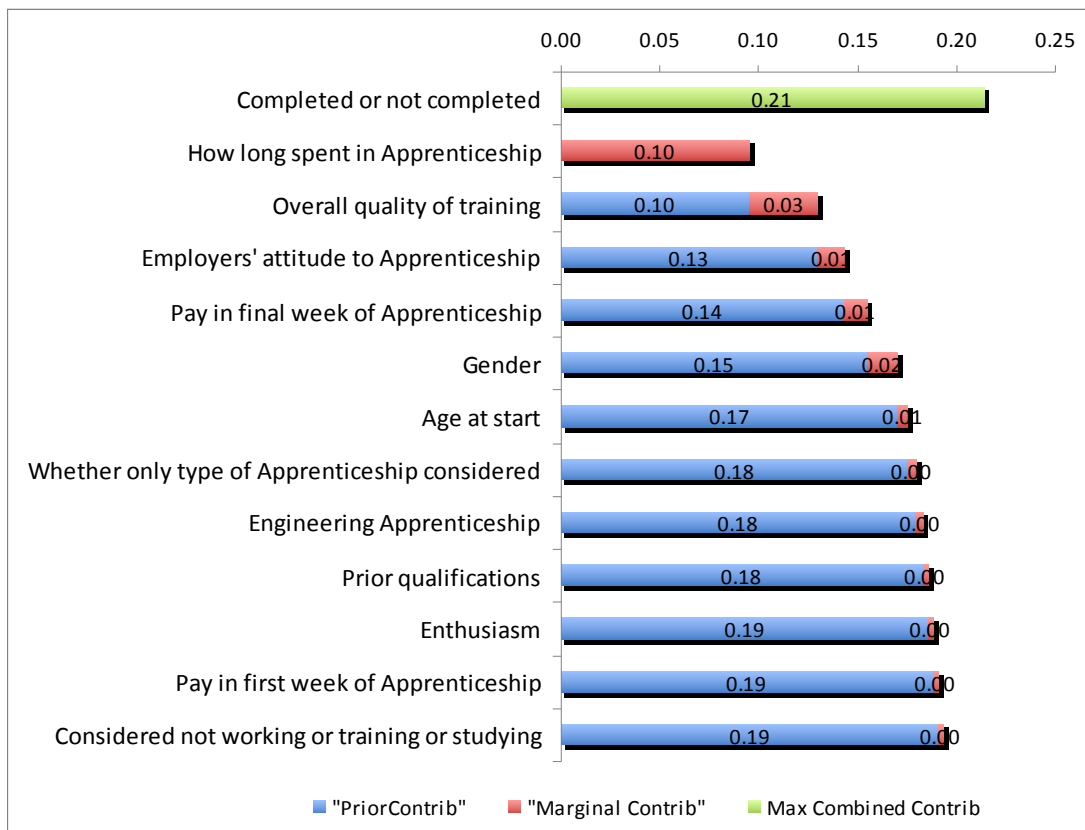


Base: 3,808 Apprentices in the survey

Statistical note: The values in this chart are based on an index which takes a value of 1 for the average degree of correlation between all independent variables and the dependent variable (completion or non-completion). Individual correlations are then compared with that average. Thus a value, say, of 2 on one of the bars would show that that factor has twice the average strength of correlation. Factors where the correlation underlying the 'importance' indicator is statistically significant at the $p < .05$ level are asterisked

225. The same basic picture emerges from the corresponding regression analysis: perceptions of the Apprenticeship experience – quality of training and employer attitudes – and of the Apprentice wage are more strongly related to completion than the ‘structural’ sub-divisions into which Apprentices can be grouped. In this case, the factors cumulatively account for a greater proportion, 21%, of the variation between completion and non-completion:

Figure 33: ‘Key driver’ analysis: Stepwise regression of factors contributing to completion or non-completion



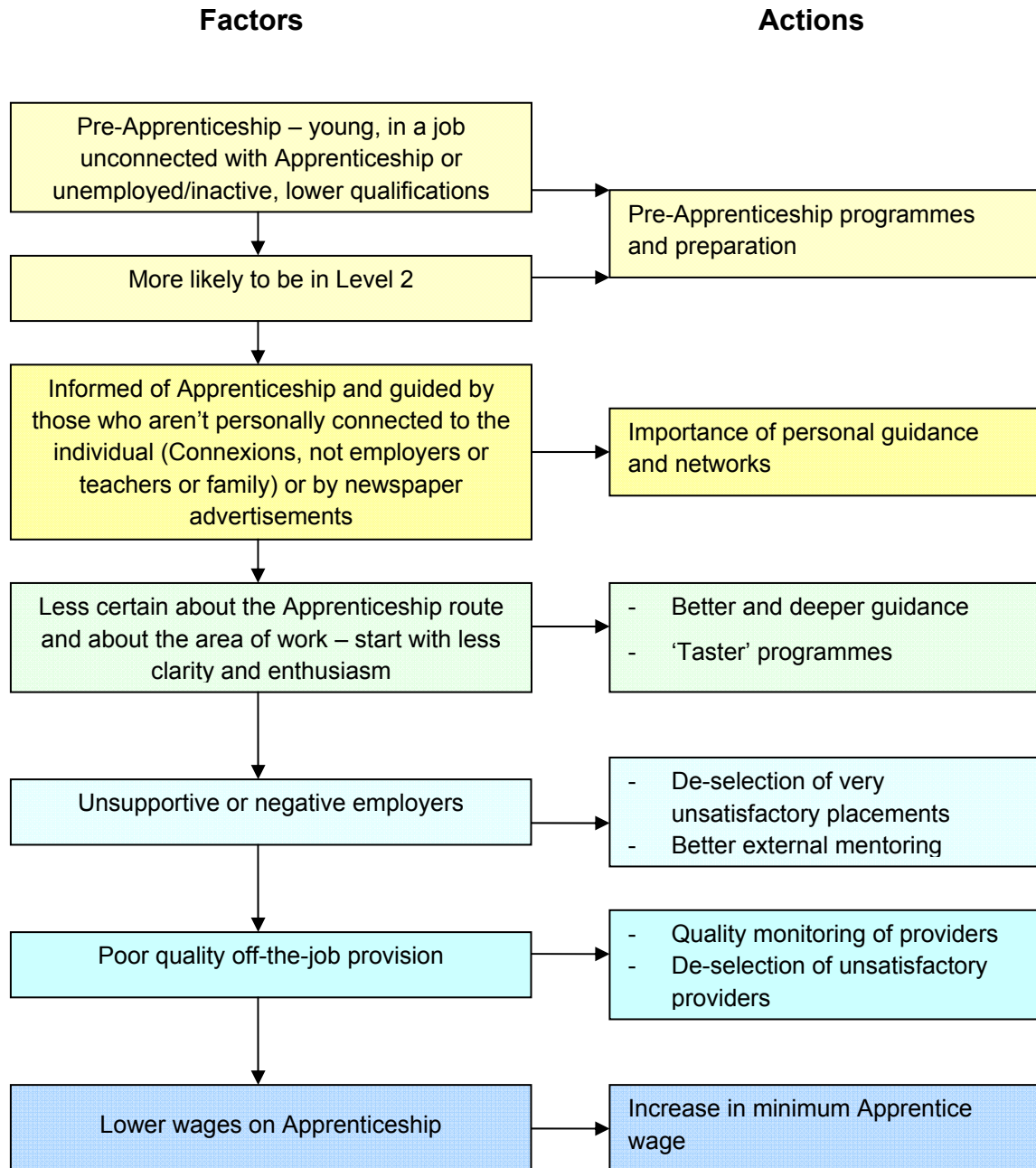
Base: 3,808 Apprentices in survey

Non-completion of Apprenticeship: summary

226. Those Apprentices who fail to complete their Apprenticeships are younger on average. They more frequently pursue a Level 2 Apprenticeship than Apprentices who complete. Their Apprenticeship is more likely to be preceded by employment with an employer other than the one who hosts their Apprenticeship or by unemployment or inactivity. Their pre-Apprenticeship qualifications profile is slightly weaker than that of successful Apprentices.

227. Given this background, Connexions is a more frequent source of information and influence on their decision to take up Apprenticeship. Early leavers at this stage are less certain about what they want to do and consider other options more frequently than those who complete. They also consider Apprenticeships in other work areas more frequently than completers and then tend more frequently to accept one area by force of circumstance rather than by positive choice. When they start their Apprenticeship, they are less often committed to that work area as a long term career and less often enthusiastic about getting their place.

228. On the Apprenticeship, a fifth of early leavers never get as far as a work placement but when they do, they report less positive experiences – believing less often that their employers are supportive and that off-the-job provision is of good quality. They also see other staff in the workplace and other Apprentices in a less positive light. Their Apprentice wages, too, are lower than for successful Apprentices.
229. Correspondingly, when asked why they left early, many reasons are given but the most frequent of these are that the training is not what the Apprentice wanted or expected, lack of support from employers and providers, and lack of money. And when asked what might have persuaded them to stay, the most frequent answers are basically ‘more money’ and ‘more support’.
230. Of course, this is the Apprentice viewpoint and it may be that Apprentices were not always ‘supported’ because they were not particularly welcome in the workplace or training centre. Early leavers claim that attempts were made to dissuade them from leaving early in only a third of cases.
231. Thus, analyses which *individually* cross-relate characteristics of Apprentices and of their Apprenticeship experience with completion or not, suggest that a mix of factors are associated with early leaving. Some, such as age, the level of the Apprenticeship and their prior qualifications, can be described as ‘structural’ features of their participation. Others, such as Apprentices’ perceptions of their employer, their certainty as to whether they see the Apprenticeship as the basis of a long-term career, and their views on the off-the-job training they received, have a strong attitudinal dimension.
232. However, the relationship of Apprentices’ views of their experiences on Apprenticeship to completion or not is a somewhat difficult one to assess. On the one hand, it may be that Apprentices who left early did so on some occasions because, as objective fact, their employer had a negative attitude to their Apprenticeship or the quality of their off-the-job training was poor. On the other hand, it may simply be that some early leavers tend, *in retrospect*, to justify their non-completion as being due to poor employer or off-the-job training experiences when objectively, these were no worse than those of completers. The survey observes the association but is not able to distinguish any element of objective reality – poor experiences generating non-completion – from post-Apprenticeship re-evaluation – non-completion colouring retrospective judgements. It seems plausible that the statistical relationships observed draw on both of these elements but their proportionate contributions are unknown.
233. A multivariate analysis confirms the mix but additionally suggests that the latter type of variable, attitudinal ones, has a somewhat stronger relationship with completion and non-completion than have the former, ‘structural’, factors.
234. However, it should also be noted that multivariate analysis also suggests that the factors entered into the analysis have only limited power to explain the phenomenon of early leaving. As when seeking to explain employment outcomes for completers (as in Chapter 5 earlier), there are extraneous factors, perhaps centring on the personal qualities and attributes of Apprentices which the survey didn’t address but which are significant to completion or not.
235. It is therefore possible to suggest some of the factors which are implicated in early leaving, as in the diagram following, and to suggest corresponding areas for action. However, it needs to be recognised that the research suggests that, even if all these types of action are pursued they may have only limited impact on non-completion:



236. Whatever the balance of factors related to early leaving, only minorities of early leavers leave with one or two of the framework qualifications. Even when early leavers have achieved these qualifications, they do not value them in terms of their future career as much as Apprentices who complete. They give higher value to Key Skills certification, a generic qualification, than to the NVQ or Technical Certificate, the reverse of how completers value these qualifications.

237. Subsequently, their employment position is, on average, worse than that of completers. Fewer are in employment and, particularly, fewer are in employment with the employer providing their Apprenticeship placement. It is clear that a successful Apprenticeship route is the recently-developed one whereby existing employees are offered an Apprenticeship and then remain in the same job, performing it with higher skills, or are promoted. This route was less often available to early leavers. This contributes to a rate of unemployment and inactivity over twice that of completers.

The Benefits of Completing an Apprenticeship

238. Early leavers who maintain employment retain the same wage advantages which accrue to Apprentices who complete. However, they do so within an occupational structure which is more polarised to managerial and sales/elementary jobs and has fewer intermediate skilled jobs than is the case for completers. Their occupations may, however, offer less chance of progression. Fewer have been promoted since their Apprenticeship, fewer are certain that they wish to remain in their current occupation, and average job satisfaction is lower.
239. On a final, and more positive, note, the failure to complete Apprenticeship does not appear to seriously dent early leavers' interest in learning. Slightly more have learned since Apprenticeship, perhaps because of reduced employment opportunity, and their future learning intentions are nearly as strong as those of Apprentices who completed.

6 Conclusions

240. For Apprentices who complete their Apprenticeship, Apprenticeship is a success. This is true both attitudinally and practically.
241. In terms of *perceptions*, most Apprentices report a positive Apprenticeship experience. They value the qualifications they received, and report that Apprenticeship has given them more confidence, higher levels of work-related and social skills, more clarity about their future, and greater commitment to learning. When they are employed following Apprenticeship they have high levels of job satisfaction and Apprentices who complete mainly have positive views on future study and training.
242. In terms of *practical outcomes*, all successful Apprentices are by definition, equipped with an NVQ, a Technical Certificate, and certification of their abilities in Key Skills. A high proportion, 90%, obtain employment or self-employment immediately after their Apprenticeship. That proportion, though it declines, remains high, at 84%, even after some time has elapsed and 88% remain in a 'positive destination' when return to Further or Higher Education is included. Over four out of ten achieve an upgrade of their job or a promotion on completion of their Apprenticeship or shortly afterwards. The wages of Apprentices rise following completion by an average of over 40%. Over a third undertake further study or training towards a qualification in the years which immediately follow their Apprenticeship.
243. Within this generally positive picture, five issues may, perhaps, be particularly significant to future policy.
244. Firstly, it has always been recognised that Apprenticeship is 'gendered' in terms of the proportions of men and women who take up Apprenticeships in different sectors, and that, on average, this has impacts on the subsequent progression and earnings of men and women. This effect was again perceptible in this survey. Men, who form the great majority of Apprentices in construction (97%) and engineering (94%), the most highly-paid sectors following completion, are shown subsequently to have wages after Apprenticeship which are around 22% higher than those of women, who are predominantly trained in other sectors. There have, of course, been many 'women into construction' and 'women into engineering' initiatives which either seek more equal outcomes for individuals or a wider labour pool for these industries. It is little more than a statement of the obvious to suggest that, on survey evidence, such initiatives have, thus far, had only very minor effects.
245. Secondly, the survey shows that, for Apprentices from Black and Minority Ethnic groups, employment outcomes are worse than for white Apprentices. At the time of the survey, 75% of BME Apprentices were in employment or self-employment compared with 85% of white Apprentices. 15% were unemployed compared with 8% of white Apprentices.
246. The underlying causes do not seem to be in the nature of the Apprenticeship experience. BME Apprentices were at least as happy, if not happier, with their experience on Apprenticeships. They were as, if not more, likely to report improved work-related skills and qualifications and gains in personal and social skills.
247. Rather, the variation may stem from differences in the characteristics of the two groups. Particularly, significantly more of those in BME groups were female and on Level 2 Apprenticeships. These latter characteristics are associated. For all Apprentices, whether white or from a BME group, a higher proportion of Level 2 Apprentices than of Advanced

Apprentices are female. (One reason is that the construction and engineering sectors – ‘male’ sectors – have higher proportions of Advanced Apprenticeships.) Generally, however, more Level 2 Apprentices (10%) are now unemployed than Advanced Apprentices (6%). It is suggested that these inter-relationships explain, if not necessarily wholly, the discrepancy in current employment rates between white and BME Apprentices.

248. If this explanation is correct, then any policy initiative towards equality of overall employment outcomes for the two groups may need to focus on getting more men (or, indeed, women) from BME groups into Apprenticeships in sectors, construction and engineering most obviously, where more Advanced Apprenticeships are located and where more Apprentices are taken on by the Apprenticeship employer.
249. Thirdly, a substantial proportion (29%) of Apprentices see little or no value in their Key Skills certification – the single most negative attitude held by those Apprentices who complete their Apprenticeships. There may be value, particularly as Apprenticeship extends to more older people in the workplace, in ensuring that Key Skills training is delivered accurately – only where the nature of the job and related limitations in the individual’s skills demand it. If this is not the case, ‘Key Skills’ becomes a boring or repetitive or irrelevant element in the Apprenticeship and one which can lead a minority of Apprentices, albeit a small one, to abandon their Apprenticeship.
250. Fourthly, the effects of economic downturn may be beginning to affect Apprenticeship outcomes. Though their unemployment rate compares favourably with the average rate of 14% for all 16-24 year olds in England, 9% of those who completed an Apprenticeship between 2004 and 2008 are now unemployed. It is clear that Apprenticeship will have to be steered through a difficult period. It is possible, though not inevitable, that the number of Apprenticeship places will be constrained by recession. Simultaneously, demand for places may rise, particularly from those young people for whom the University option is not available and for whom the chances of finding work are reduced.
251. In recent years, the length of Apprenticeship has fallen. The survey suggests that 10% of those who completed an Apprenticeship in 2004/05 had spent less than a year in their programme. That proportion rose to 33% of those completing in 2007/08. In parallel, the proportion of those aged 25 or over amongst Apprenticeship starters rose from zero in 2004/05 to 11% in 2007/08 whilst the proportion of 16-18 years old starters fell from 57% to 41%.
252. In essence, there may a need to accommodate conflicting factors in the overall balance of the programme:
- There is an underlying policy aspiration for the number of Apprentices to rise.
 - There may be increasing demand from young people for places, as recession reduces employment opportunities.
 - But, possibly, there will be decreasing numbers of employers willing or able to host Apprenticeships because of economic pressures.
 - And the survey suggests trends in Apprenticeship towards more and shorter Apprenticeships for older people who are already in employment and towards a lower proportion of young Apprentices.

253. The obvious challenge, in growing Apprenticeship, is that of increasing starts both of older Apprentices, including many already in work, and of younger ones using the Apprenticeship route to start their careers, in a difficult economic climate.
254. Finally, the survey has shown that outcomes for early leavers tend to be worse than for Apprentices who complete their programmes. There are obvious gains, for Apprentices themselves as well as for the overall efficiency of the programme, in maximising completion rates. The study suggests, however, that, whilst some factors can be identified which are related to completion or otherwise, not only is there no single factor which largely explains non-completion, but there is a significant element in non-completion which is not explicable at all in terms of the demographics of Apprentices or of the kinds of experiences and attitudes which Apprentices are able to report in this kind of survey. Rather, there are other factors, perhaps located in the 'chemistry' of how Apprentices, employer placements, and off-the-job training combine in individual cases or in the simple volatility of young peoples' transitions from school to work, which efforts to improve completion rates must take into account.

Appendix 1: Technical note

Sampling

255. The sample for the survey was drawn from the LSC's individualised Learner Record (ILR) database. Legitimate sample members were Apprentices who finished an Apprenticeship (whether completing all of its elements or not) in the academic years 2004/05 to 2007/08. Cases where key background descriptors of Apprentices were missing were excluded as were some duplicate records.
256. A random selection of 36,000 records of Apprentices was abstracted from the ILR database as the base from which to obtain 3,600 interviews with Apprentices. However, in order to enable reliable analysis of Apprenticeship experiences and outcomes for Apprentices from Black and Minority Ethnic (BME) groups, an additional 200 interviews were undertaken of these Apprentices (that is, over and above those which occurred as part of the 'natural' sampling process). This increased the unweighted sub-sample of BME Apprentices to 441 cases. In order to facilitate this procedure, an additional 3,900 extra records of BME Apprentices were drawn from the ILR database.
257. Interviewing to achieve the total target sample of 3,800 cases (3,808 actually achieved) was structured according to quotas. Firstly, regional quotas of 400 interviews per each of the 9 English regions were set. Within these regional quotas, sub-quotas were applied to ensure numbers of interviews were pro rata to the four years (2004/05 – 2007/08) in which Apprenticeships ended (appropriate to each region). Additionally, whole-sample quotas for gender of Apprentices and level of Apprenticeship were applied. These latter quotas were based on the underlying proportions in the sampling frame of 36,000 records randomly drawn from the ILR database. Then, finally, as above, a 'boost' of 200 interviews with BME Apprentices randomly drawn from the 3,800 additional ILR records was added.
258. Interviews were undertaken by Computer-Aided Telephone Interviewing (CATI) from BMG's offices in Birmingham. Fieldwork was conducted between November 2008 and January 2009. The basis for interviews was a structured questionnaire (in Appendix 2) designed in collaboration with LSC research managers.
259. The outcome of the sampling process is shown below. The 'population' proportions are those in the ILR sampling frame (36,000 randomly-drawn Apprenticeship records):

Proportion of interviews and proportion of population by age, year, gender, Level, region and ethnicity

Age on completion	Proportion of interviews	Proportion of population
16-18	35%	31%
19-24	60%	62%
25 plus	5%	7%

Year in which Apprenticeship ended	Proportion of interviews	Proportion of population
2004/5	17%	20%
2005/6	33%	23%
2006/7	34%	37%
2007/8	16%	20%

Gender	Proportion of interviews	Proportion of population
Male	47%	45%
Female	53%	55%

Level of Apprenticeship	Proportion of interviews	Proportion of population
Level 2	66%	67%
Level 3	34%	33%

Region	Proportion of interviews	Proportion of population
East Midlands	11%	10%
East of England	11%	8%
London	11%	6%
North East	11%	8%
North West	11%	18%
South East	11%	13%
South West	11%	11%
West Midlands	11%	12%
Yorkshire and Humber	11%	12%

Ethnicity	Proportion of interviews	Proportion of population
White	88	94
BME	12	12

260. Subsequent to completion of the interviewing process, weighting was applied to the data to correct for minor imbalances in the quotas actually achieved and to adjust the regional and BME proportions to their 'true' population values. The effect of weighting is to reproduce population proportions in the weighted survey sample. Thus:

Sample profile; weighted numbers and proportions, unweighted sample proportions in italics

Age on completing Apprenticeship				Year in which Apprenticeship ended			
	No.	%	%		No.	%	%
16-18 years	1,193	31	<i>35</i>	2004/05	746	20	<i>17</i>
19-24 years	2,367	62	<i>60</i>	2005/06	857	23	<i>33</i>
25 years or above	248	7	<i>5</i>	2006/07	1,424	37	<i>34</i>
				2007/08	781	20	<i>16</i>
Total	3,808	100	100	Total	3,808	100	100
Region of residence				Gender of Apprentice			
	No.	%	%		No.	%	%
East Midlands	396	10	<i>11</i>	Male	1,710	45	<i>47</i>
East of England	358	8	<i>11</i>	Female	2,098	55	<i>53</i>
London	244	6	<i>11</i>	Total	3,808	100	100
North East	293	8	<i>11</i>	Ethnicity			
North West	678	18	<i>11</i>		No.	%	%
South East	506	13	<i>11</i>	White	3,595	94	<i>88</i>
South West	407	11	<i>11</i>	From a Black or Minority Ethnic group	213	6	<i>12</i>
West Midlands	468	12	<i>11</i>	Total	3,808	100	100
Yorkshire and Humber	457	12	<i>11</i>				
Total	3,808	100	100	Total	3,808	100	100
Level of Apprenticeship undertaken				With/without a long-term illness or disability			
	No.	%	%		No.	%	%
Level 2 (Apprenticeship)	2,551	67	<i>66</i>	With	188	5	<i>5</i>
Level 3 (Advanced Apprenticeship)	1,257	33	<i>34</i>	Without	3,620	95	<i>95</i>
Total	3,808	100	100	Total	3,808	100	100

* Note: These numbers and proportions are those in the weighted sample; italic proportions are those of the unweighted sample

261. As an indication, a finding of 50% on a base size of 3,808 interviews has a confidence interval of +/-1.6% at the 95% level. That is to say that if the survey returns a finding of 50% for a particular question, there is a 95% probability that the 'true' figure (amongst all learners in the population, not just those interviewed) will lie within +/-1.6% (ie. between 48.4% and 51.6%) of that finding.

262. For sub-groups within the total sample, this confidence interval increases. For example, for a sub-group such as those who did a Level 3 Apprenticeship (with a base size of 1,269 interviews in this study) the confidence interval increases to around +/- 2.8%.

263. To give an indication of the effect of sample size on the statistical reliability of estimates for other sub-groups:
- A sample size of 100 has a confidence interval of +/-9.8%.
 - A sample size of 500 has a confidence interval of +/-4.4%.
 - A sample size of 1,000 has a confidence interval of +/-3.1%.
264. Broadly, therefore, quite small observed differences in proportions between, say, men and women in the sample (1,789 and 2,019 cases respectively in the unweighted sample) may be statistically significant while differences of the same size between, say, regions (400 cases per region in the unweighted sample) may not.

Appendix 2: Survey Questionnaire

LSC – BENEFITS OF COMPLETING AN APPRENTICESHIP, 2008: Final

INTERVIEWER _____ ID NO. _____ DATE _____

INTRODUCTION

Good morning/afternoon/evening. My name is I am calling from BMG, a research company working on behalf of the Learning and Skills Council. The Learning and Skills Council is the government body which supports learning and training for people aged over 16. We are carrying out a survey to get views on the apprenticeship programme which the government supports and to find out how people have progressed since their apprenticeship. Our records show that you undertook an apprenticeship programme with **READ OUT NAME OF TRAINING PROVIDER**, between **READ OUT START DATE AND END DATE**. Could I take some of your time to ask you some questions? Any information you provide will be treated in the strictest confidence.

IF REQUIRED: It doesn't matter that you didn't complete the apprenticeship. We are interested in the views of everyone who started whether they finished or not. The information will be used by the government to develop and improve the delivery of apprenticeship.

The interview will take approximately 20 minutes depending on your answers.

A MERGE IN FROM DATABASE:-

ID REFERENCE NUMBER	
RESPONDENT'S NAME	
ADDRESS	
POSTCODE (ESSENTIAL)	
TELEPHONE NUMBER (INC. STD)	

B RECORD GENDER

C AGE

D REGION

1	<i>North East</i>	6	<i>Eastern</i>
2	<i>North West</i>	7	<i>South West</i>
3	<i>Yorkshire & Humber</i>	8	<i>South East</i>
4	<i>West Midlands</i>	9	<i>London</i>
5	<i>East Midlands</i>		

E ETHNICITY

F TRAINING PROVIDER

G PROGRAMME:

1. Last programme was Apprenticeship (Level 2)
2. Last programme was Advanced Apprenticeship (Level 3) and had previously done Apprenticeship
3. Last programme was Advanced Apprenticeship and had not previously done Apprenticeship

H START DATE

I END DATE

J AGE AT END DATE

K DISABILITY

L SECTOR

M EMPLOYER

ASK ALL

Read out: I would firstly like to ask you some questions about choosing your apprenticeship

Q1 Firstly, how old were you when you left school? **WRITE IN**

--	--

Years

CATI CHECK IF UNDER 15 AT Q1

You said you were (INSERT AGE GIVEN AT Q1) when you left school. Is this correct?

- Yes 1
- No 2 → CLARIFY CORRECT AGE

ASK ALL

Q2 What were you doing just before you started your apprenticeship? (IF CODED 2 AT G, ADD 'That's just before you started your most recent Advanced Apprenticeship') **PROMPT AS NECESSARY; DON'T ACCEPT 'ON HOLIDAY'; CODE ONE**

At school	1
At College of Further Education	2
At University	3
Working with employer where apprenticeship took place	4
Working with an employer not connected with the apprenticeship	5
Was self-employed	6
Receiving unemployment or other benefit	7
Not working or in education but not receiving benefit	8
On a lower level apprenticeship	9
On the Entry to Employment or E2E programme	10
Other WRITE IN	95
<hr/>	
Don't know	97

Q3a Before starting your apprenticeship, did you have any of these qualifications? (IF CODED 2 AT G ADD 'That's before your first Level 2 apprenticeship, not before most recent Level 3 Advanced Apprenticeship') **READ OUT; CODE ALL THAT APPLY**

GCSEs but none at grade C or above	1	
GCSEs with at least one at grade C or above	2	→ ASK Q4a
One or more A Level passes	3	→ ASK Q4b
A work-related qualification other than a apprenticeship such as a City and Guilds or BTEC or RBA qualification	4	
A University degree	5	
Or any other qualifications: WRITE IN	95	
<hr/>		
No qualifications	96	
Don't know	97	

IF CODED 2 AT G

Q3b Was your level 2 apprenticeship in (INSERT SECTOR QL), or in a different sector?

- Same sector 1
- Different Sector 2

IF DIFFERENT SECTOR (CODE 2) AT Q3b

Q3c What sector was your level 2 apprenticeship in?

WRITE IN. CODE TO TWO DIGIT SIC

ASK IF CODED 2 AT Q3a

Q4a How many GCSEs at Grade C or above did you get? **WRITE NUMBER; CODE 98 FOR REFUSED OR 97 FOR DON'T KNOW**

--	--

ASK IF CODED 3 AT Q3a

Q4b How many A levels did you pass? **WRITE NUMBER; CODE 98 FOR REFUSED OR 97 FOR DON'T KNOW**

--	--

ASK ALL

Q5a How did you *first* find out about the apprenticeship programme? (IF CODED 2 AT G ADD: 'That's before you did your first Level 2 Apprenticeship, not before your most recent Level 3 Advanced Apprenticeship'). **DO NOT READ OUT AND CODE ONE ONLY**

ASK ALL

Q5b Did any of the following influence your decision to actually take up your apprenticeship? (IF CODED 2 AT G ADD 'That's before you did your first level 2 Apprenticeship, not before your most recent Level 3 Advanced Apprenticeship') **READ OUT AND CODE ALL THAT APPLY IN COL B**

	COL A	COL B
Connexions	1	1
Careers advisor or teacher at school	2	2
Careers advisor or a lecturer at College	3	3
Jobcentre Plus	4	4
In a newspaper advertisement	5	5
A training provider	6	6
Through an employer or work placement	7	7
From friends	8	8
From family	9	9
Internet/Web	10	10
Learndirect	11	11
TV campaign	12	12
From direct marketing	13	13
Other: WRITE IN		
	95	95
<hr/>		
Don't know	97	97

ASK ALL

Q6 When you were first considering starting an apprenticeship (IF CODED 2 AT G ADD: 'That's before you did your first Level 2 Apprenticeship, not before your most recent Level 3 Advanced Apprenticeship') did you consider any other alternatives to doing the apprenticeship, such as any of the following.... **READ OUT AND CODE ALL THAT APPLY**

Staying on in the 6 th Form or going to 6 th Form College	1
Working towards a qualification in a Further Education College	2
Going to University	3
Getting a job without being involved in apprenticeship	4
Staying in a job you already had without doing the apprenticeship	5
Taking a gap year	6
Just doing nothing much – not working or training or studying	7
Something else: WRITE IN	95
<hr/>	
NO – NOTHING ELSE CONSIDERED	96
Don't know/can't remember	97

ASK ALL

Q7 Why did you choose to participate in an apprenticeship? (IF CODED 2 AT G ADD: 'That's when you chose to do your first Level 2 Apprenticeship, not before your most recent Level 3 Advanced Apprenticeship'). Was it.... **READ OUT AND CODE ALL THAT APPLY**

You were interested in a particular career and thought apprenticeship would help	1
To gain experience of employment or to have a job	2
To gain training and learning experience	3
To get a qualification	4
To get paid whilst training towards a qualification	5
For promotion or career prospects in a job you were already in	6
You felt there was no other option available	7
Because your employer encouraged you to	8
Your friends were doing the same	9
To work in the family business	10
It was recommended by others	11
Was required to do it by the Job Centre or benefits people	12
For the money	13
Other: WRITE IN	95
<hr/>	
Don't know	97

ASK IF COMPLETED AN ADVANCED APPRECTICESHIP AND HAD PREVIOUSLY DONE AN APPRENTICESHIP (CODE 2) AT QG

Q8 Why did you decide to work towards the advanced Level 3 apprenticeship after you had completed your level 2 apprenticeship? **READ OUT. CODE ALL THAT APPLY**

To get a higher level qualification	1
Improved promotion or career prospects	2
Your employer encouraged it	3
To improve earning potential	4
Your provider encouraged it	4
Your family encouraged it	5
You friends encouraged it	7
Something else WRITE IN	95
None of these	96
Don't know	97

ASK ALL

Q9 Was your decision to first take up apprenticeship influenced by the costs involved in going to University after doing A Levels? **PROMPT; CODE ONE**

Yes – put off by thought of University costs	1
No – never considered University	2
No – considered University but cost wasn't a factor in decision	3
Don't know/can't remember	4

ASK ALL

Q10 We understand that your apprenticeship was ('apprenticeships were' IF CODED 2 AT G) undertaken in..... (sector subject area from database). Was this the only industry or type of work in which you considered undertaking an apprenticeship or did you consider others? **PROMPT AS NECESSARY; CODE ONE**

Yes – only wanted to do this type of apprenticeship	1	→Q12
No – considered other areas	2	→Q11
Don't know/can't remember	3	→Q12

ASK IF NOT CONSIDERED OTHER AREAS (CODE 2) AT Q10

Q11 Why did you actually undertake an apprenticeship(s) in (sector subject area from database) as against other industries or types of apprenticeship you considered? **DO NOT PROMPT; CODE ALL MENTIONED**

This was the one you most wanted to do	1
At the time, it was available when other industry or types of apprenticeship weren't	2
You couldn't get on to other apprenticeships	3
You could do this apprenticeship closer to home	4
You were advised that this one was most suitable for you	5
You found a suitable employer in this industry	6
Other: WRITE IN	95
<hr/>	
Don't know	97

ASK ALL

Q12 At the time you started your apprenticeship (IF CODED 2 AT G: 'first apprenticeship'), how certain were you that you wanted to do that type of work as a long-term career? **PROMPT; CODE ONE**

Totally certain	1
Fairly certain	2
Not very certain	3
Totally uncertain	4
Don't know/can't remember	5

ASK ALL

Q13 And generally, at the time you started your apprenticeship (IF CODED 2 AT G: 'first apprenticeship'), how enthusiastic were you about having got the apprenticeship place? **PROMPT; CODE ONE**

Very enthusiastic	1
Moderately enthusiastic	2
Fairly indifferent	3
Not very enthusiastic	4
Not at all enthusiastic	5
Don't know/can't remember	6

ASK ALL

Read out: I would now like to ask you some questions about the time you spent with an employer during your apprenticeship

Q14 When you started your apprenticeship were you in full time employment or did your apprenticeship start with you based in a college/learning provider? **CODE ONE**

- Employment 1 → **Q16**
- College/learning provider 2 → **Q15**

ASK IF DIDN'T SPEND TIME WITH AN EMPLOYER FIRST (CODE 2 AT Q14)

Q15a How long were you based at the learning provider before you started in full time employment?

- Less than a month 1
- Between one and three months 2
- 4-6 months 3
- 7-12 months 4
- More than a year 5
- Don't know 6

ASK IF DIDN'T SPEND TIME WITH AN EMPLOYER FIRST (CODE 2 AT Q14)

Q15b Did you reach the stage in the apprenticeship where you got to spend time with an employer?

- Yes 1
- No 2 → **Q25**

ASK IF SPENT TIME WITH EMPLOYER (NOT CODE 2) AT Q15b. OTHERS GO TO Q25

Q16 During your apprenticeship did you stay with the same employer or did you work with more than one? **CODE ONE**

- Just one 1
- More than one 2

IF MORE THAN ONE (AT Q16), SAY 'The next few questions are about the employer where you spent most time'

ASK IF SPENT TIME WITH EMPLOYER (NOT CODE 2) AT Q15b

Q17 What sort of business or activity was the employer involved in? **PROMPT FOR MAIN ACTIVITY; IF JUST MENTIONS PRODUCT OR SERVICE, CHECK WHETHER MANUFACTURES, DISTRIBUTES, ETC.** (eg. 'General building company' or 'department store', is OK; 'metal pipes' or 'food business' isn't). **WRITE IN CODE TO TWO DIGIT SIC CODE**

ASK IF SPENT TIME WITH EMPLOYER (NOT CODE 2) AT Q15b

Q18 Did the employer just have one premises from which it operates or did it operate from more than one? **CODE ONE**

- Just one 1
- More than one 2
- Don't know 3

ASK IF SPENT TIME WITH EMPLOYER (NOT CODE 2) AT Q15b

Q19 Could you estimate roughly how many people worked at that site (IF EMPLOYER HAS MORE THAN ONE SITE (Q18=2): at the site you worked at) at the time you started your apprenticeship? Was it.... **PROMPT; CODE ONE**

- 5 or less 1
- Between 6 and 10 2
- Between 11 and 20 3
- Between 21 and 50 4
- Between 51 and 200 5
- More than 200 6
- Don't know 7

ASK IF SPENT TIME WITH EMPLOYER (NOT CODE 2) AT Q15b

Q20 Were there any other apprentices at the same site as yourself during the time you were working and training with the employer? **CODE ONE**

- Yes 1 →Q21
- No 2 } →Q23
- Don't know 3 }

ASK IF OTHER APPRENTICES AT THE SAME SITE (CODE 1) AT Q20

Q21 Can you say roughly how many? **PROMPT; CODE ONE**

1-2	1
3-5	2
6-10	3
11-50	4
11-25	4
26-50	5
More than 50	6
Don't know	7

ASK IF OTHER APPRENTICES AT THE SAME SITE (CODE 1) AT Q20

Q22 On balance, was it helpful to have other apprentices doing their apprenticeship there, or didn't it make much difference, or did it actually make things more difficult? **CODE ONE**

Was helpful	1
No difference	2
Made things more difficult	3
Other: WRITE IN	95
<hr/>	
Don't know	97

ASK IF SPENT TIME WITH EMPLOYER (NOT CODE 2) AT Q15b

Q23 Overall, would you describe your employer's attitude to your apprenticeship as.... **READ OUT ALL; CODE ONE**

Very positive	1
Quite positive	2
Indifferent or not very much involved	3
Quite negative	4
Very negative	5
Other: WRITE IN	95
<hr/>	
Don't know	97

ASK IF SPENT TIME WITH EMPLOYER (NOT CODE 2) AT Q15b

Q24 And what about other staff at the site where you did your apprenticeship, that is, not the management (or other apprentices) but the people you worked alongside. On balance, would you describe their attitude as.... **READ OUT; CODE ONE**

Very positive	1
Quite positive	2
Indifferent or not very much involved	3
Quite negative	4
Very negative	5
Weren't any other staff apart from the managers	6
Other: WRITE IN	95
<hr/>	
Don't know	97

ASK ALL

Read out: The next set of questions are about any training undertaken and your experience of completing the apprenticeship.

Q25 Overall, how would you rate the quality of the training received from your College/training centre? Would you say it was... **READ OUT ALL; CODE ONE FOR EACH**

Very poor	1
Quite poor	2
Neither good nor poor	3
Quite good	4
Very good	5
Don't know	6

ASK ALL

Q26 Did you complete the full apprenticeship? This usually involves getting a National Vocational Qualification or NVQ which is assessed by watching you perform relevant tasks, a technical qualification which involves an examination, and getting key skills certificates which are based on an assessment of your English, maths and IT skills. **CODE ONE**

Yes – completed	1 → Q28
No – didn't complete	2 → Q27
Unsure	3 → Q27

ASK IF LEFT BEFORE SPENDING TIME WITH AN EMPLOYER (CODE 2 AT Q15B) OR IF DID NOT COMPLETE THE FULL APPRENTICESHIP OR UNSURE (CODES 2 OR 3) AT Q26

Q27 Thinking about the part of the apprenticeship you completed, did you get.... **READ OUT EACH; CODE ONE FOR EACH JUNE WANTS TO CLARIFY THIS**

	Yes	No	Don't know
A) A National Vocational Qualification or NVQ (this is assessed by watching you perform relevant tasks)	1	2	3
B) A technical exam-based qualification (this involves an examination)	1	2	3
C) A key skills certificate or certificates (this is based on an assessment of your English, maths and IT skills)	1	2	3

CATI DUMMY 1

COMPLETER (CODE 1) IF Q26=1 OR Q28 A TO C = 1

NON COMPLETER (CODE 2) IF Q26=2 OR Q27 A TO C DOES NOT EQUAL 1

ASK IF COMPLETED AN NVQ (CODE 1 AT Q26 OR CODE 1 AT Q27A)

Q28 What is the highest level of NVQ you got? **PROMPT; CODE ONE**

Level 1	1
Level 2	2
Level 3	3
Level 4	4
Don't know	5

ASK IF COMPLETED AN NVQ (CODE 1 AT Q26 OR CODE 1 AT Q27A)

Q29 How valuable do you think this NVQ is to your current or future employment or career? **PROMPT; CODE ONE**

Very valuable	1
Quite valuable	2
Some but not a great deal of value	3
Not valuable at all	4
Don't know	5

ASK IF COMPLETED A TECHNICAL QUALIFICATION (CODE 1 AT Q26 OR CODE 1 AT Q27B)

Q30 What was the name of the technical qualification you got? **WRITE IN OR CODE 'DON'T KNOW'**

97

 DON'T KNOW

ASK IF COMPLETED A TECHNICAL QUALIFICATION (CODE 1 AT Q26 OR CODE 1 AT Q27B)

Q31 How valuable do you think this technical qualification is to your current or future employment or career? **PROMPT; CODE ONE**

- | | |
|------------------------------------|---|
| Very valuable | 1 |
| Quite valuable | 2 |
| Some but not a great deal of value | 3 |
| Not valuable at all | 4 |
| Don't know | 5 |

ASK IF COMPLETED A KEY SKILLS CERTIFICATE (CODE 1 AT Q26 OR CODE 1 AT Q27C)

Q32 How valuable do you think this/these key skills certificate is/are to your current or future employment or career? **PROMPT; CODE ONE**

- | | |
|------------------------------------|---|
| Very valuable | 1 |
| Quite valuable | 2 |
| Some but not a great deal of value | 3 |
| Not valuable at all | 4 |
| Don't know | 5 |

ASK ALL

Q33 And how long did you spend in your apprenticeship from joining to completing it?
(**IF Q15B-2 OR Q26=2** “And how long did you spend in your apprenticeship from joining to leaving it early”?) **PROMPT; CODE ONE**

Less than a month	1
1-6 months	2
7-11 months	3
1-2 years	4
More than 2 years up to 3 years	5
More than 3 years up to 5 years	6
More than 5 years	7
Don't know	8

**ALL NON-COMPLETERS (CATI DUMMY 1 = 2) ASK Q34; COMPLETERS (CATI DUMMY 1 = 1)
GO TO Q41**

ASK ALL NON-COMPLETERS (CATI DUMMY 1 = 2). OTHERS GO TO 41

Read out: I'd now like to ask you some questions about why you didn't complete your apprenticeship

Q34 When you left your training programme early without completing all of its different requirements, why was that? **DO NOT READ OUT. CODE ALL THAT APPLY**

The training did not meet expectations	1
You didn't like the manager or other staff at work	2
The employer didn't show much interest in you or your training	3
The training provider didn't show much interest in you or your training	4
The training was boring and uninteresting	5
You found that you didn't really like the type of work	6
The work affect your health	7
You got as much training as you felt you needed	8
You got the qualification that you wanted and didn't need the rest	9
The employer thought you had got as much training as you needed and gave you a permanent job	10
You thought there were too many written tests	11
Wage was too low	12
Lost other student benefits	13
Family lost other benefits	14
The chance of a job with a different employer came up and you took it	15
You decided that you'd rather go to College full-time	16
You were dismissed by the employer or made redundant	17
Travel costs were too high	18
Time needed to travel was too long	19
Your home circumstances changed and made it difficult to continue	20
There was too much form-filling to do	21
You'd never really wanted to do the apprenticeship and got off it as soon as you had the opportunity	22
There was no real social life connected with the apprenticeship programme	23
You didn't get on with other apprentices	24
The training facilities were poor	25
Family pressure	26
Something else: WRITE IN	95
<hr/>	
Don't know	97

ASK ALL NON-COMPLETERS (CATI DUMMY 1 = 2)

Q35 Would any of the following have persuaded you to stay on the apprenticeship and not leave early? **READ OUT ALL; PROMPT; CODE ONE FOR EACH**

	Yes	Possibly	No effect	Don't know
(a) More money	1	2	3	4
(b) More support with travel costs	1	2	3	4
(c) More support and encouragement from the employer	1	2	3	4
(d) More support and encouragement from the College or training centre	1	2	3	4
(e) More support from other apprentices or from people at the workplace	1	2	3	4
(f) Having a mentor to take an interest in your progress and help you along	1	2	3	4
(g) Not having to do written tests	1	2	3	4
(h) Not having to do all the different parts of the apprenticeship	1	2	3	4
(i) Keeping benefits attached to being a student	1	2	3	4

ASK IF DID NOT WANT TO DO ALL OF THE DIFFERENT PARTS OF THE APPRENTICESHIP (CODES 1 OR 2) AT Q35 (h)

Q36 What parts of the apprenticeship did you not want to do? **WRITE IN**

ASK IF DID NOT WANT TO DO ALL OF THE DIFFERENT PARTS OF THE APPRENTICESHIP (CODES 1 OR 2) AT Q35 (h)

Q37 Why did you not want to do that/those part(s)? **WRITE IN**

ASK ALL NON-COMPLETERS (CATI DUMMY 1 = 2)

Q38 Did anyone try to persuade you not to leave the apprenticeship early? **CODE ONE**

- | | | |
|------------|---|--------|
| Yes | 1 | →Q39 |
| No | 2 | } →Q40 |
| Don't know | 3 | |

ASK IF SOMEONE TRIED TO PERSUADE THEM NOT TO LEAVE THE APPRENTICESHIP EARLY (CODE 1 AT Q38)

Q39 Who was that? **DO NOT PROMPT; CODE ALL MENTIONED**

Friend	1
Family	2
A manager at the workplace	3
Other staff	4
A tutor or instructor at college or the training centre	5
Other apprentices	6
Other: WRITE IN	95
<hr/>	
Don't know	97

ASK ALL NON-COMPLETERS (CATI DUMMY 1 = 2)

Q40 Is there anything else which would have made a real difference to your decision not to complete the apprenticeship? **WRITE IN**

ASK ALL

Read out: I would now like to ask you some questions about the impact of the apprenticeship on you.

Q41 What would you say have been the main benefits you gained by doing the apprenticeship?
DO NOT READ OUT. CODE ALL THAT APPLY

Become more enthusiastic about learning	1
Got a better idea about what you want to do in your life	2
Become more confident about your abilities	3
Learnt and developed skills to change to a different type of work	4
Learnt and developed skills that will be of benefit to current work	5
Learnt and developed skills for future job in the same type of work	6
Improved your job prospects	7
Improved your numeracy	8
Improved your literacy	9
Improved your team work, communication and social skills	10
Improved your quality of life	11
Gained a higher level of qualification than previously	12
Obtained the opportunity to progress onto (further) qualifications	13
Earn more money	14
Other (SPECIFY)	95
None / no benefits [DP INSTRUCTION: SINGLE CODE ONLY]	96
Don't know [DP INSTRUCTION: SINGLE CODE ONLY]	97

1) ASK UNLESS ALL OF CODES 1 TO 13 CODED AT Q41

Q42 Have you benefited in any of the following ways by doing the apprenticeship? Have you...

2) READ OUT: DP INSTRUCTION: ONLY DISPLAY CODES NOT ALREADY MENTIONED AT Q41

	Yes	No	Don't know
A Become more enthusiastic about learning	1	2	3
B Got a better idea about what you want to do in your life	1	2	3
C Become more confident about your abilities	1	2	3
D Learnt and developed skills to change to a different type of work	1	2	3
E Learnt and developed skills that will be of benefit to current work	1	2	3
F Learnt and developed skills for future jobs in the same type of work	1	2	3
G Improved your job prospects	1	2	3
H Improved your numeracy	1	2	3
I Improved your literacy	1	2	3
J Improved your team work, communication and social skills	1	2	3
K Improved your quality of life	1	2	3
L Gained a higher level of qualification than previously	1	2	3
M Obtained the opportunity to progress onto (further) qualifications	1	2	3
N Earn more money	1	2	3

ASK ALL

Read out:

Q43a Can you recall how much your weekly take home pay was in the first week you spent on the apprenticeship? How much was that? **WRITE IN AMOUNT OR CODE 'DON'T KNOW/REFUSED'**

£

--	--	--

97/98

Don't know/ refused

CATI CHECK IF LESS THAN £80 OR MORE THEN £300 AT Q43a

You said your weekly take home pay was (INSERT AMOUNT GIVEN AT Q43a) when you were in your first week of your apprenticeship. Is this correct?

- Yes 1
- No 2 → CLARIFY CORRECT AMOUNT

ASK IF KNOW HOW MUCH WERE PAID WEEKLY (NOT CODES 97 OR 98) AT Q43a

Q43b How did you view that payment? Did you think it was.... **READ OUT; CODE ONE**

Very good	1
Reasonably good	2
OK – neither good nor bad	3
Poor	4
Very poor	5
Don't know	6

ASK ALL

Q44a And can you recall how much your weekly take home pay was in the last week you spent on the apprenticeship? How much was that? **WRITE IN AMOUNT OR CODE 'DON'T KNOW/REFUSED'**

£

--	--	--

97/98

 Don't know/ refused

CATI CHECK IF LESS THAN £80 OR MORE THEN £300 AT Q44a

You said your weekly take home pay was (INSERT AMOUNT GIVEN AT Q44a) when you were in your last week of your apprenticeship. Is this correct?

- Yes 1
- No 2 → CLARIFY CORRECT AMOUNT

ASK IF KNOW HOW MUCH WERE PAID WEEKLY (NOT CODES 97 OR 98) AT Q44a

Q44b And how did you view that payment? Did you think it was.... **READ OUT; CODE ONE**

Very good	1
Reasonably good	2
OK – neither good nor bad	3
Poor	4
Very poor	5
Don't know	6

ASK ALL

Q45 When your apprenticeship ended, what did you do immediately afterwards? Did you....
PROMPT; CODE ONE

- | | | | |
|---|----|-------|------|
| Work for the employer with whom you did the apprenticeship (DO NOT SHOW CODE IF Q15b=2) | 1 | →Q48a | |
| Work for another employer | 2 | } | |
| Become self-employed | 3 | | |
| Go to Further Education College | 4 | | |
| Go to University | 5 | | →Q46 |
| Become unemployed | 6 | | |
| Something else: WRITE IN | 95 | | |
| _____ | | | |
| Don't know | 97 |) | |

ASK IF DID NOT CARRY ON WORKING WITH APPRENTICESHIP EMPLOYER (CODES 2 TO 97) AT Q45

Q46 Were you offered a job with the employer who you completed your apprenticeship with?
CODE ONE

- | | | |
|-----|---|------|
| Yes | 1 | →Q47 |
| No | 2 | →Q48 |

ASK IF WERE OFFERED A JOB WITH THEIR EMPLOYER (CODE 1) AT Q46

Q47 Why didn't you take the job? **PROBE FULLY. WRITE IN**

ASK ALL

Q48a And are you still doing now what you did immediately after your apprenticeship? **CODE ONE**

- | | | |
|-----|---|------------------------|
| Yes | 1 | → FILTER AT Q49 |
| No | 2 | → Q48b |

ASK IF NOT DOING WHAT THEY DID IMMEDIATELY AFTER THEIR APPRENTICESHIP (CODE 2) AT Q48a

Q48b So what are you doing now? **PROMPT; CODE ONE**

Working with the employer with whom you did the apprenticeship	1→ Q49
Working for another employer	2→ Q49
Self-employed	3→ Q49
At Further Education College	4→ Q59
At University	5→ Q59
Unemployed	6→ Q49
Something else: WRITE IN	95→ Q49
<hr/>	
Don't know	97→ Q49

ASK IF NOT CURRENTLY IN FURTHER EDUCATION OR AT UNIVERSITY (CODES 1 TO 3, 6 OR 95 OR 97 AT Q45 AND CODE 1 AT Q48a; OR CODES 1 TO 3, 6 OR 95 OR 97 AT Q48b)

Q49 Since completing your apprenticeship have you started or completed any further qualifications? **PROMPT; CODE ALL THAT APPLY**

Advanced apprenticeship (DO NOT SHOW CODE IF QG = CODE 2 OR 3)	1
University degree	2
Another work-related qualification other than a apprenticeship such as a City and Guilds or BTEC or RBA qualification	3
Other qualification	95
Don't know	97

ASK IF NOT CURRENTLY IN FURTHER EDUCATION OR AT UNIVERSITY (CODES 1 TO 3, 6 OR 95 OR 97 AT Q45 AND CODE 1 AT Q48a; OR CODES 1 TO 3, 6 OR 95 OR 97 AT Q48b)

Q49b Do you currently have any plans to go on to a further course of learning in the future? Would you say that you...? **READ OUT. CODE ONE ONLY**

Definitely intend to go on to a further course	1
Will probably go on to a further course	2
Would like to go on a further course	3
No plans to go on to a further course	4
Don't know	5

ASK IF INTEND TO GO ON A FURTHER COURSE (CODES 1 TO 3) AT 49b

Q49c What type of course would you like to go on? **PROMPT; CODE ALL THAT APPLY**

Advanced apprenticeship (DO NOT SHOW CODE IF QG= CODE 2 OR 3)	1
University degree	2
Another work-related qualification other than a apprenticeship such as a City and Guilds or BTEC or RBA qualification	3
Other qualification	95
Don't know	97

IF EMPLOYED OR SELF-EMPLOYED NOW (CODES 1-3 AT Q45 AND CODE 1 AT Q48a; OR CODES 1-3 AT Q48b). OTHERS GO TO FILTER AT Q58

Q50 What is your current job or job title (or 'What are you self-employed as?')? **WRITE IN. CODE TO 2 DIGIT SOC**

Q51 Could you be doing that job (self-employment) if you hadn't been on the apprenticeship? **PROMPT; CODE ONE**

Yes – definitely	1
Possibly	2
No – certainly not	3
Don't know	4

Q52 Have you had any job up-grades or promotions since your apprenticeship ended? **CODE ONE**

Yes	1
No	2

Q53 How satisfying do you find your present occupation? **PROMPT; CODE ONE**

Very satisfying	1
Quite satisfying	2
Not very satisfying	3
Totally unsatisfying	4
Don't know/refused	5

The Benefits of Completing an Apprenticeship

Q54 Do you feel your present occupation is the basis for what you want to do in the long term?
CODE ONE

- Yes 1
- No 2

Q55 Do you feel that having been on apprenticeship has given you a level of earnings or of earnings potential which you wouldn't have got if you hadn't been on apprenticeship?
CODE ONE

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

Read out: I am now going to ask you a couple of questions about your salary. Any information you give me will be treated in the strictest confidence.

Q56 Would you mind telling me your average weekly, monthly or annual income before tax?

WRITE IN ABSOLUTE FIGURE. CLARIFY IF ANSWERING WEEKLY, MONTHLY OR ANNUALLY

Weekly	<input type="text"/>	<input type="text"/>	<input type="text"/>		
Monthly	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Annual	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

CATI CHECK IF MORE THAN £480 FOR WEEKLY INCOME AT Q56

You said you are currently paid (INSERT AMOUNT GIVEN AT Q56). Is this correct?

- Yes 1
- No 2 → CLARIFY CORRECT AMOUNT

CATI CHECK IF MORE THAN £2,000 FOR MONTHLY INCOME AT Q56

You said you are currently paid (INSERT AMOUNT GIVEN AT Q56). Is this correct?

- Yes 1
- No 2 → CLARIFY CORRECT AMOUNT

CATI CHECK IF MORE THAN £25,000 FOR ANNUAL INCOME AT Q56

You said you are currently paid (INSERT AMOUNT GIVEN AT Q56). Is this correct?

- Yes 1
- No 2 → CLARIFY CORRECT AMOUNT

IF DON'T KNOW OR REFUSED PROMPT AT Q56

Would you mind instead telling me your income from a choice of bands? Would you like to tell me in weekly, monthly or annually?

- Weekly 1
- Monthly 2
- Annually 3
- Refused 4

IF WEEKLY

- Less than £125 a week 1
- £125-£184 a week 2
- £185-£239 a week 3
- £240-£299 a week 4
- £300-£339 a week 5
- £340-£384 a week 6
- £385-£439 a week 7
- £440-£479 a week 8
- £480-£674 a week 9
- £675-£959 a week 10
- £960 plus a week 11
- Don't know 12

IF MONTHLY

- Less than £550 a month 1
- £550-£799 a month 2
- £800-£999 a month 3
- £1,000-£1,299 a month 4
- £1,300-£1,449 a month 5
- £1,450-£1,649 a month 6
- £1,650-£1,899 a month 7
- £1,900-£1,999 a month 8
- £2,000-£2,899 a month 9
- £2,900-£3,999 a month 10
- £4,000 plus a month 11
- Don't know 12

IF ANNUALLY

Less than £6,500 a year	1
£6,500-£9,499 a year	2
£9,500-£12,499 a year	3
£12,500-£15,499 a year	4
£15,500-£17,499 a year	5
£17,500-£19,999 a year	6
£20,000-£22,999 a year	7
£23,000-£24,999 a year	8
£25,000-£34,999 a year	9
£35,000-£49,999 a year	10
£50,000 plus a year	11
Don't know	12

IF ALSO EMPLOYED OR SELF-EMPLOYED BEFORE APPRENTICESHIP (CODES 4, 5 OR 6 AT Q2) ASK Q57

Q57 And would you mind telling me your average weekly, monthly or annual income before tax before you started your apprenticeship?

WRITE IN ABSOLUTE FIGURE. CLARIFY IF ANSWERING WEEKLY, MONTHLY OR ANNUALLY

Weekly	<input type="text"/>	<input type="text"/>	<input type="text"/>		
Monthly	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Annual	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

CATI CHECK IF MORE THAN £480 FOR WEEKLY INCOME AT Q57

You said you were paid (INSERT AMOUNT GIVEN AT Q57). Is this correct?

- Yes 1
- No 2 → CLARIFY CORRECT AMOUNT

CATI CHECK IF MORE THAN £2,000 FOR MONTHLY INCOME AT Q57

You said you were paid (INSERT AMOUNT GIVEN AT Q57). Is this correct?

- Yes 1
- No 2 → CLARIFY CORRECT AMOUNT

CATI CHECK IF MORE THAN £25,000 FOR ANNUAL INCOME AT Q57

You said you were paid (INSERT AMOUNT GIVEN AT Q57). Is this correct?

- Yes 1
- No 2 → CLARIFY CORRECT AMOUNT

IF DON'T KNOW OR REFUSED PROMPT AT Q57

Would you mind instead telling me your income from a choice of bands? Would you like to tell me in weekly, monthly or annually?

- Weekly 1
- Monthly 2
- Annually 3
- Refused 4

IF WEEKLY

- Less than £125 a week 1
- £125-£184 a week 2
- £185-£239 a week 3
- £240-£299 a week 4
- £300-£339 a week 5
- £340-£384 a week 6
- £385-£439 a week 7
- £440-£479 a week 8
- £480-£674 a week 9
- £675-£959 a week 10
- £960 plus a week 11
- Don't know 12

IF MONTHLY

- Less than £550 a month 1
- £550-£799 a month 2
- £800-£999 a month 3
- £1,000-£1,299 a month 4
- £1,300-£1,449 a month 5
- £1,450-£1,649 a month 6
- £1,650-£1,899 a month 7
- £1,900-£1,999 a month 8
- £2,000-£2,899a month 9
- £2,900-£3,999 a month 10
- £4,000 plus a month 11
- Don't know 12

IF ANNUALLY

Less than £6,500 a year	1
£6,500-£9,499 a year	2
£9,500-£12,499 a year	3
£12,500-£15,499 a year	4
£15,500-£17,499 a year	5
£17,500-£19,999 a year	6
£20,000-£22,999 a year	7
£23,000-£24,999 a year	8
£25,000-£34,999 a year	9
£35,000-£49,999 a year	10
£50,000 plus a year	11
Don't know	12

NOW GO TO Q62 OR Q63 OR Q64

ASK IF UNEMPLOYED NOW (CODES 6 AT Q45 AND CODE 1 AT Q48a; OR CODE 6 AT Q48b)

Q58 Do you feel that because of the course you completed you have significantly more chance of finding a job, do you think your chances have improved slightly or has it made no difference?
CODE ONE ONLY

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

ASK IF NOT EMPLOYED OR SELF-EMPLOYED NOW (CODES 4-6 OR 95 OR 97 AT Q45 AND CODE 1 AT Q48a; OR CODES 4-6 OR 95 OR 97 AT Q48b)

Read out: I'd now like to ask you a couple of questions about your future plans

Q59 Do you have a clear idea of the occupation or career you want to pursue in the longer term?
CODE ONE

Yes	1	→ Q60
No	2	→ Q62 OR Q63 OR Q64

ASK IF HAVE AN IDEA OF OCCUPATION FOR THE FUTURE (CODE 1) AT Q59

Q60 What is that occupation or career? **WRITE IN. CODE TO TWO DIGIT SOC**

ASK IF HAVE AN IDEA OF OCCUPATION FOR THE FUTURE (CODE 1) AT Q59

Q61 How relevant is what you did on your apprenticeship to what you want to do in the future?
PROMPT; CODE ONE

Very relevant	1
Quite relevant	2
Not very relevant	3
Not at all relevant	4
Don't know	5

ASK IF DID APPRENTICESHIP AT LEVEL 2 (CODED 1 AT G) AND WHO ALSO COMPLETED (CATI DUMMY 1 = 1)

Q62 Would you like to proceed to an Advanced Apprenticeship, at some point in the future?
PROMPT; CODE ONE

Yes	1
Yes – already arranged/trying to arrange	2
Possibly	3
No	4
Don't know	5

ASK IF DID APPRENTICESHIP AT LEVEL 3 (CODED 2 OR 3 AT G) AND WHO ALSO COMPLETED (CATI DUMMY 1 = 1)

Q63 Would you like to proceed to a degree or other similar high level course? **PROMPT; CODE ONE**

Yes	1
Yes – already arranged/trying to arrange	2
Possibly	3
No	4
Don't know	5

ASK ALL

Q64 Finally, could I ask you some summary questions about your apprenticeship experience?
Overall, would you describe it as.... **READ OUT; CODE ONE**

A very positive experience which you feel has given you a good basis for a satisfying career	1
A reasonably positive experience which has brought some career benefits	2
OK but not taken you forward much if at all	3
A negative experience which was largely a waste of time	4
Other: WRITE IN	95
<hr/>	
Don't know	97

ASK ALL

Q65 If you were in the same position again, and know what you know now, would you go ahead and do it? **PROMPT; CODE ONE**

Yes	1
Possibly, but not certain	2
No	3

ASK ALL

Q66 Would you recommend an apprenticeship to other people in similar circumstances to yourself? **PROMPT; CODE ONE**

Yes – definitely	1
Yes – but with some caution	2
No	3
Don't know	4

ASK ALL

Q67 Finally, it's possible that the Learning and Skills Council might want to talk to you again in a bit more detail about your experience. Would you mind being phoned again to tell us more about what you did on apprenticeship and what you got from it? **CODE ONE**

Yes – can phone again: very positive	1
Yes – can phone again: not so positive	2
No – don't phone again	3

THANK AND CLOSE

