

**Research Report
No 276**

Work-Based Training for Young People

Data from the England and Wales Youth Cohort Study

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ABBREVIATIONS

AMA	Advanced Modern Apprenticeship
FE	Further Education
FMA	Foundation Modern Apprenticeship
GCSE	General Certificate of Secondary Education
GST	Government-Supported Training
MA	Modern Apprenticeship
SIC	Standard Industrial Classification
SOC	Standard Occupational Classification
YCS	Youth Cohort Study
YT	Youth Training

EXECUTIVE SUMMARY

1 Introduction

Young people who reach the end of compulsory education have a choice of routes if they wish to gain further qualifications: they can stay on in school or college to take full-time academic or vocational courses, or they can embark on work-based training. This report is about young people who take the latter option. It gives a fuller picture than can be gleaned from official aggregate statistics based on administrative data, because it is based on a survey of a large national sample of young people that covers not only their experiences of education, training and work, but also their qualifications, personal characteristics, home background and attitudes. The report shows the kinds of young people who take the work-based route, the occupations and industries that they enter, the amount of training that they receive, the qualifications that they study for, their pay and their satisfaction. It also tracks these same young people over a period of a year, looking at issues such as progress and retention.

The report is based on Cohort 9 of the Youth Cohort Study (YCS). Since 1985, YCS has charted the progress of a series of large nationally representative random samples of young people in England and Wales from age 16 through to their late teens. Members of Cohort 9 were first surveyed at age 16/17 in spring 1998, having reached the end of compulsory full-time education the previous summer, and a second sweep took place a year later at age 17/18.

At age 16/17, just under a quarter of YCS Cohort 9 had left full-time education to follow work-based routes. This was made up of 11% in government-supported training (GST), 10% in full-time jobs outside of the GST framework, and 3% whose main activity was a part-time job outside of GST. In addition to the 11% of the cohort who were currently in GST, another 3% had been in GST at some time since the end of Year 11 but had already left.

Of the 11% of the cohort in GST, around a third were in Advanced Modern Apprenticeships (AMAs) and two-thirds were in other GST programmes, mostly the older

kinds of programmes known as Youth Training. Although AMAs were well established by 1998, Foundation Modern Apprenticeships (FMAs) had only just been launched and the numbers in FMAs were very small. The subsequent growth in FMAs means that some of the report's findings may not apply to young people entering work-based training now.

More than three quarters of young people in AMAs had started their apprenticeship during the previous September or earlier, while those in other GST had started on average slightly later. Those in employment outside of the GST framework tended to have begun their current job more recently still.

2 Young people on work-based routes

Around three in four 16/17 year olds in AMAs were male, while in other GST the sexes were much more evenly represented. Males outnumbered females in full-time jobs by around three to two, but in part-time jobs young women were in the majority.

In making these comparisons, we need to remember that the data give us information only on young people who entered GST during the months immediately following the end of compulsory education. In fact young people can enter GST up to age 24, and the majority of AMA entrants are aged 18 or more, although most who enter other GST are younger.

Young people on work-based routes had on average poorer GCSE results than those who stayed in full-time education. However, those in AMAs tended to have better results than young people in other GST or in jobs.

Members of ethnic minorities have high rates of participation in full-time education after age 16. Though they formed 11% of the full cohort, they accounted for only 4% of those on work-based routes. However even after allowing for this, they were heavily under-represented in AMAs, and this was equally true of young black people, those of Indian origin and those of Pakistani or Bangladeshi origin. In contrast, members of ethnic minorities were over-represented in other GST.

AMAs were concentrated in craft occupations, with more than two-fifths in SOC Major Group 5. This was the only occupational group in which AMAs outnumbered 16/17 year olds on other GST programmes.

AMAs were also concentrated within industries. The following four sections of the 1992 SIC accounted for around four fifths of AMAs:

- Manufacturing (Section D),
- Construction (Section F),
- Wholesale and retail trade plus repair of motor vehicles and personal or household goods (Section G),
- Other community, social and personal service (Section O).

Other GST programmes were more widely distributed across occupations and industries, though GST of any kind was uncommon in low skilled manual occupations. Compared to full-time jobs, young people in other GST were over-represented in education, in health and social work, and in other community, social and personal service.

Compared to young people in jobs, young people in AMAs were over-represented in both small workplaces and large workplaces and under-represented in medium-sized workplaces. In contrast, the proportion of young people in other GST fell as workplace size increased.

The usual hourly take-home pay (including bonuses and overtime) of 16/17 year olds in GST was well below that of both full-time and part-time workers in jobs outside the GST framework. Pay in AMAs was higher than in other GST. The usual number of hours worked each week was similar in AMAs and full-time jobs, though a little lower in other GST.

There was relatively little difference between young people in GST and in jobs on how easy or difficult they had found the transition from full-time education. However nearly three in four young people in AMAs said that they had got a place in education, work or training that they wanted, compared to around three in five in other GST, just one in three in full-time jobs, and only one in seven in part-time jobs.

3 Off-the-job and on-the-job training

Almost all young people in AMAs at age 16/17 had received some training off-the-job or on-the-job since the end of Year 11, compared to between two thirds and three-quarters of those in other GST. Three out of four of those in AMAs and more than half of the those in other GST had been given such training during the previous four weeks. In contrast, just half of young people in full-time jobs at age 16/17 had received training since the end of Year 11, with three in ten getting training in the last four weeks. In part-time jobs, training was even less common. In total, more than a third of all young people on work-based routes at age 16/17 had received no training at all since the end of Year 11.

For those in GST, very recent training was more likely to have been on-the-job than off-the-job, though both on-the-job and off-the-job training were more common in AMAs than other GST. Outside of GST, nearly all training was on-the-job.

In total, nearly nine out of ten young people in AMAs had received some off-the-job training since Year 11, compared to just over half of those in other GST programmes. A small proportion of young people in full-time or part-time jobs had been offered off-the-job training but not taken it up. However over two-thirds of both groups had neither received any off-the-job training since Year 11 nor been offered any.

Three in five young people in AMAs remembered being given an individual written training plan, compared to two in five young people in other GST. Such plans were unusual in full-time and part-time jobs.

Young people who had received training in the previous four weeks had lower pay than those who had not received training. This was true of both off-the-job training and on-the-job training, and of both GST and jobs.

Nearly three fifths of off-the-job training in AMAs took place in an FE college, as did around a third of off-the-job training in other GST. Both FE colleges and private training centres were used more frequently in GST than in full-time jobs outside of GST, where the employer's premises or training centre was the most common venue. Young people in full-time jobs were much more likely than those in GST to report another unspecified venue or to fail to say where the training took place, suggesting that for some, the training may not have been very substantial.

Off-the-job training was more likely to involve day or block release in GST than in a full-time job. Block release was used more in AMAs than in other GST, but day release was quite common for both groups. Almost half of young people in full-time jobs who said that they had received off-the-job training had been given neither day nor block release, again raising questions about the significance of this training.

Day release typically occupied around four days per month. There was more variation in the amount of time allowed for block release, though more time was devoted to this in AMAs than in other GST or in jobs.

The probability of getting training varied between different groups of young people. This was partly due to variations in the proportion in AMAs and other GST, but this was not the whole explanation. Young men were more likely to get training than young women, and whites were more likely to get training than members of ethnic minorities. Better GCSE results were associated with a greater likelihood of training. There was also substantial variation between occupations and industries. All these differences were true of both off-the-job and on-the-job training. Most (but not all) were confirmed by statistical models, in which the confounding effects of correlations between different factors were taken into account.

In the case of off-the-job training, once other factors were taken into account, no significant sex difference remained. However, modelling confirmed that AMAs and to a slightly lesser extent other GST provided substantially more off-the-job training than full-time jobs outside the GST framework, while part-time jobs provided the least. Members of ethnic minorities still got less training than whites, and those with good GCSE results got more. Young people with parents in low skill occupations were also less likely to get training. Very small or very large workplaces provided more training than medium-sized organisations. Craft occupations were the most likely to offer training, with sales occupations scoring particularly low. There were below-average levels of training in hotels and restaurants and above-average levels in vehicle repairs. Receipt of training declined as hourly earnings increased, and young people who had only recently started in their job or training place were less likely to get training than those who had been there for longer.

With on-the-job training, AMAs and to a lesser extent other GST again provided more than did jobs outside the GST framework, even after other factors were taken into account. Here young women were less likely to get training than young men, but no effect was found for ethnicity. Young people with good GCSE results got more training and those with parents in low skill occupations got less. There was however no effect for occupation, and industry retained only a residual impact. The probability of training fell as hourly pay increased, while those with long tenure and very recent recruits both got more training than others. Training increased with the number of hours worked, but only up to 35-39 hours per week, above which it fell again. Finally, young people whose position was temporary were less likely to get training than those in permanent posts.

A third of young people who had received off-the-job training in the previous four weeks described their training as excellent, and another half said that it was good; only 1% felt that it was poor. More than four fifths thought that they had received 'about the right amount' of training. Young people in AMAs were a little more satisfied with their training than those in other GST. Statistical modelling showed that satisfaction with training depended much more on the nature of the training received than on the trainee's personal characteristics. It was particularly increased by studying for Level 3 qualifications and getting block release. Once this was controlled for, there was no difference in the satisfaction expressed by those getting off-the-job training in AMAs, in other GST, or full-time or part-time jobs.

4 Changes over one year

Among young people in AMAs at age 16/17, over half were still in AMAs one year later, and another seventh were in other GST. More than a fifth moved into full-time jobs outside GST, and around one in twenty had no full-time activity.

Young people in other GST at age 16/17 were more likely to change course, with over a quarter still in such programmes one year later. Fifteen per cent had moved into AMAs and a third had moved into a full-time job outside GST. Nearly a fifth had no full-time activity.

Among young people in full-time jobs outside GST at age 16/17, nearly three-quarters were also in such jobs a year later, and a tenth had entered GST. Young people in part-time jobs at age 16/17 moved into a range of activities.

The probability of leaving both AMAs and other GST within the year was higher for young women than for young men. The probability of leaving was also increased by poor GCSE results, having played truant at school and having been excluded from school. Young people who stayed in GST were more likely than leavers to recall being given a training plan, to have got off-the-job and on-the-job training, to be studying for qualifications and to be aiming for Level 3. They were also more likely to have said at age 16/17 that they had got a place in education, work or training that they wanted. There was no evidence that lower pay encouraged leaving.

Young people who left GST for a full-time job or to return to full-time education differed in several ways from those who had no full-time activity after leaving: they had better GCSE results, were less likely to have played truant at school or to have been excluded from school, when they were in GST they had more training and higher hourly pay, and they were more likely at age 16/17 to have got a place that they wanted. However in all these respects they compared unfavourably with young people who stayed in GST.

Only around two fifths of young people in AMAs at age 17/18 had been in an AMA a year earlier, while roughly a fifth came from other GST programmes. About a quarter had been in full-time education the previous year, mostly taking vocational courses. Those in other GST at age 17/18 similarly arrived by a mixture of routes. Something over a third of this group had also been in other GST the year before, and a tenth had been in AMAs. One third had been in full-time education, usually taking vocational courses.

In general the differences between later entrants to GST and those who were in GST at both age 16/17 and 17/18 were not great. Later entrants to both AMAs and other GST were more likely than those who had been in GST since age 16/17 to be female and to have played truant from school during Year 11, while later entrants to other GST were also more likely than stayers to belong to an ethnic minority group and to have poor Year 11 GCSE results.

Looking at the overall pattern of transitions between ages 16/17 and 17/18, we find that more young people moved into AMAs than left AMAs. With other GST, however, more young people left than moved in, and this is still true if we do not count those who moved from other GST to AMAs.

Although the mean pay of young people on work-based routes at age 17/18 was substantially higher than that of their counterparts at age 16/17, the rank order of the four work-based routes remained the same. Calculated on an hourly basis, those in part-time jobs were the highest paid, followed by full-time workers outside GST and then young people in AMAs, with those in other GST the lowest paid. However young people in AMAs and in other GST at age 16/17 were more likely to increase their pay over the year than those in full-time or part-time jobs. They tended to make bigger pay gains by moving out of GST and into full-time jobs than by staying in GST. Even so, those who stayed in GST on average increased their pay by a greater amount than young people who stayed in full-time jobs.

5 Study for qualifications

Amongst 16/17 year olds in AMAs and other GST programmes, study for qualifications was the norm; in jobs outside the GST framework it was unusual. Nearly all those studying for qualifications as part of an AMA or other GST programme were taking vocational courses. Study for A or A/S levels or for GCSEs was slightly more common amongst young people in part-time jobs, but they may often have been following courses that were quite separate from their jobs.

Young people in AMAs were more likely to be aiming for Level 3 vocational qualifications than those in other GST programmes, though at this early stage in their apprenticeships some were still aiming for Level 2 or even Level 1. The few in full-time or part-time jobs who were studying for vocational qualifications were most commonly taking Level 2 courses.

One year later (when most were only part-way through their programme), 45% of young people in AMAs and 45% of those in other GST programmes had gained a qualification, most commonly at Level 2. There was little difference between stayers and leavers, or between leavers to different destinations. Among young people in jobs outside GST at age 16/17, 16% had gained a qualification one year later.

Over two thirds of young people in AMAs at age 16/17 and more than half of those in other GST were still studying for qualifications one year later. These were much higher proportions than amongst young people in jobs at age 16/17. Stayers were much more likely than leavers to be still studying for qualifications: four out of five stayers were still studying, compared to two in five of leavers to another full-time activity and one in ten of leavers to other destinations.

Amongst those in other GST at age 16/17 there was some up-shifting in qualification aims, with more aiming for Level 3 one year later. In addition, a number of those in AMAs or other GST who had gained a qualification were going on to take qualifications of a higher level.

Like 16/17 year olds in GST, 17/18 year olds in GST were also much more likely to be studying for qualifications than young people whose main activity was a full-time or part-time job.

Conclusions

This analysis of YCS data compares the training received by 16/17 year olds in AMAs, other GST (before FMA was introduced), and jobs outside of GST. It provides support for the argument that GST has developed from an option of last resort for young people who could not get jobs elsewhere to a provider of good training leading to vocational qualifications. At the dates to which the study relates (1997-99), work-based training was liked by most young people who took this route. Nevertheless a number of issues remain to be tackled.

- Training provision in jobs outside the GST framework is partial at best. By the spring following the end of compulsory education, half of young people in full-time jobs outside GST had received no training at all, and over two-thirds had received no training off-the-job.
- At the time of the study, standards of training in other GST did not match standards in AMAs in terms of amount, type and location. The progress of FMAs in remedying this situation must be monitored.
- There was evidence of inequalities in access to high quality training by sex and ethnicity, and training providers must be alert to the possibility of discrimination.
- Satisfaction with training is more dependent on the nature of the training than on the trainee's personal characteristics. It is particularly increased by studying for Level 3 qualifications and having block release for off-the-job training.
- There are high drop-out rates from GST. The quality of the training provided is an important predictor of the decision to stay in GST or to leave, and continued improvements in this field may help to reduce drop-out.
- Coping with disaffected young people who have a history of non-compliance with authority remains a serious challenge for GST. Early leavers were more likely than those who stayed in GST to have poor GCSE results, to have played truant at school and to have been excluded from school, and this was especially true of those who had no full-time activity after leaving.

1 INTRODUCTION

Work-based training at the start of the 21st century

The last decade and a half of the twentieth century saw a transformation in England and Wales in the pattern of transitions between school and work. In the mid-1980s, more than half of young people left full-time education at 16 to enter the labour market; by the mid 1990s, more than seven out of ten were continuing their full-time education beyond the legal minimum. This development was accompanied by equally marked changes in the youth labour market. By the end of the century, a number of production industries that had traditionally recruited their workforce from amongst school leavers had almost disappeared from the British economy, and the growing service sector was increasingly demanding good educational qualifications for entry. Other large employers of youth labour, notably the retail and catering industries, had become heavy users of part-time and casual staff, who were often full-time students in schools and colleges.

One consequence of these changes has been that whereas young people used to get vocational education and training almost entirely in the workplace, by the mid 1990's many more young people were seeking vocational qualifications through full-time education than were getting training on work-based routes.¹ In January 1999, only one in ten of those reaching their 16th birthday during the previous school year were in work-based training, and of these the large majority were in government-supported training (GST) - only 1.4% of the age group were in employer-funded training.²

Alongside the decline of work-based training for 16-18 year olds has been a growth of interest in work-based approaches to learning at Key Stage 4 of the National Curriculum, including the introduction of the Part 1 GNVQ as an alternative to GCSEs in some subjects. An important trigger of this interest has been a concern about finding ways to retain the engagement of the 'socially excluded' and of potential truants in education and training.³ This raises the question of whether work-based training should be seen as providing only for those who reject full-time education, or whether it can offer a viable and worthwhile option for young people who have a real choice about which route to take.

To help inform this debate, this report examines work-based training for young people. It describes the kinds of young people who take the work-based route, the occupations and industries that they enter, the amount of training that they receive, the qualifications that they study for, their pay and their satisfaction. It goes on to track these same young people over a period of a year, looking at issues such as progress and retention.

Work-based training is in the process of continual development. Since the young people who are the subject of this study started their training in 1997/98, some reforms have taken place and more are planned, the most important of which is the growth of Foundation Modern Apprenticeships (FMAs) and the further strengthening of the overall Modern Apprenticeship (MA) framework. Some of the study findings will not apply to

¹ See Payne (1998), Table 2.1.

² DfEE (2000), Table 3.3.

³ See, for example, The Social Exclusion Unit (1999).

young people who are entering work-based training in 2000/01, but enough features remain unchanged to make the experiences of this recent cohort of entrants still relevant.

The sample

The report is one of a series based on the England and Wales Youth Cohort Study (YCS) and published by the DfES. Recent reports in the series are listed in the Appendix. YCS is a continuing follow-up study of a series of cohorts of young people reaching the end of compulsory full-time education in England and Wales. The first cohort became eligible to leave school in summer 1984; the tenth reached the minimum school leaving age in summer 1999. Each cohort forms a nationally representative stratified random sample of young people in the relevant age group in both state and independent schools, excluding special schools. All cohorts were first surveyed in the spring following the end of the academic year in which they reached school leaving age, and again two years later. Several cohorts, including Cohort 9, were also surveyed in the intervening year, and there have been occasional follow-ups at a later age.

The present report is based on the first two sweeps of Cohort 9, members of which reached the end of compulsory full-time education in summer 1997. Sweep 1 of Cohort 9 took place in spring 1998, when members were aged either 16 or 17, depending on their date of birth, and the report refers to them at this point as '16/17 year olds'. Sweep 2 took place a year later, when members were aged 17 or 18 and are referred to as '17/18 year olds'. There was a third sweep in spring 2000 at age 18/19, but at the time of writing data from this were not available.

TABLE 1.1
Sample numbers and response for YCS Cohort 9 Sweeps 1 and 2

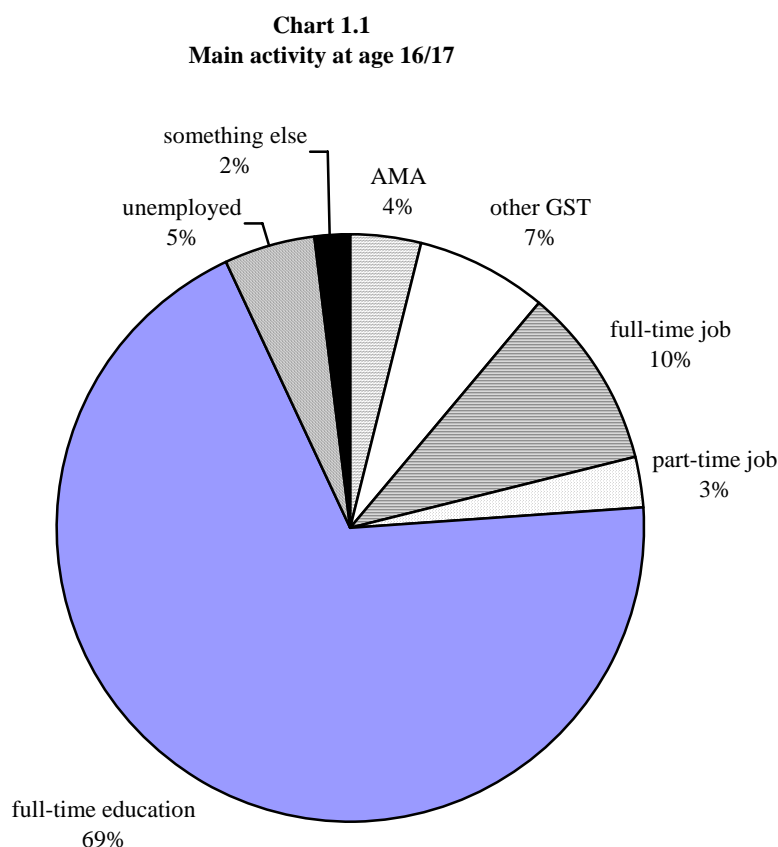
Number of names and addresses issued at Sweep 1	22,498
Total number of responses to Sweep 1	14,662
Response rate at Sweep 1	65%
Number of names and addresses issued at Sweep 2	14,662
Total number of responses to Sweep 2	9,710
Response rate at Sweep 2	66%
Sweep 2 response as % of the original Sweep 1 issued sample	43%

Data for YCS Cohort 9 were collected by means of self-completion postal questionnaires supplemented by telephone interviews with those who failed, despite reminders, to respond to the postal questionnaire. Table 1.1 shows the response rates at each sweep, taking into account all sources of non-response. Although the overall response is not particularly high, a sophisticated weighting matrix is used to correct for non-response and to ensure that the sample at each sweep is nationally representative in terms of sex, region, school type and GCSE results. The appropriate Sweep 1 or Sweep 2 weights are applied throughout this report.⁴

⁴ Full details of the survey methodology can be found for Sweep 1 in National Centre for Social Research (1999), and for Sweep 2 in RSGB (2000).

Main activity at age 16/17

Chart 1.1 shows cohort member's main activities at the time of the Sweep 1 survey, in the spring following the end of compulsory schooling, when they were aged 16 or 17. Of course, some young people have two or even three activities at once - for example, they may be in full-time education and have a part-time job, or have a full-time job and be following part-time education courses. For such young people, the activity shown in the chart is the one that they designated as their main one.⁵



base N Sweep 1: weighted and unweighted 14,662.

B

As we see from the chart, the majority (69%) of the cohort said that their main activity was full-time education. However this report focuses on those - just under a quarter of the cohort in all - who were following work-based routes. They included 10% in full-time jobs, 3% who said that their main activity was a part-time job, and 11% in government-supported training (GST). This last group was composed of 4% in Advanced Modern Apprenticeships (AMAs) and 7% in other types of GST.

⁵ The specific question was, 'We would like to know what you are doing at the moment. Please tick one box to show us what your main activity is.' The options given were: out of work/unemployed; Modern Apprenticeship, National Traineeship or other government supported training [sometimes known as Youth Training (YT)]; full-time job (over 30 hours a week); part-time job (if this is your main activity); full-time education at school or a college of further education (or 6th form college/tertiary college); doing something else. See the section below on the classification used for GST for the current equivalents of Modern Apprenticeships and National Traineeships.

In addition to the 11% of the cohort in GST at the time of the Sweep 1 survey, another 3% had been in GST at some time since the end of Year 11 but had already left (the survey has no information on the type of GST they had been in). Of these, a third were currently unemployed, a third were in full-time jobs and a fifth had returned to full-time education; the rest were divided between part-time work and 'something else'.

As Table 1.2 shows, at the time of the Sweep 1 survey, young people in AMAs had been in their current training for longer on average than young people in other types of GST, with more than three quarters having started in September or earlier. Young people in jobs outside of the GST framework tended to have been in their current position for rather less time than young people in GST.

TABLE 1.2

Date started current job or training, by main activity in spring 1998 (age 16/17)

Column percentages

	AMA %	Other GST %	Full-time job %	Part-time job %	All in job or GST %
before July 1997	16	17	18	19	18
July-August 1997	31	26	17	14	22
September 1997	30	14	11	11	15
October-December 1997	8	11	15	16	12
January 1998 or later	12	15	28	23	21
no information	3	17	11	18	12
Total	100	100	100	100	100
<i>Weighted Sweep 1 N</i>	<i>618</i>	<i>1023</i>	<i>1418</i>	<i>393</i>	<i>3453</i>
<i>Unweighted Sweep 1 N</i>	<i>535</i>	<i>863</i>	<i>1182</i>	<i>332</i>	<i>2912</i>

A note on definitions

When Sweep 1 of Cohort 9 took place in spring 1998, AMAs were called simply Modern Apprenticeships. Foundation Modern Apprenticeships (FMAs) were known at that time as National Traineeships. These were first launched in 1997/98, when there were only 900 starts in England and Wales - by 1999/2000 this had grown to 97,100.⁶ As a result, very few members of YCS Cohort 9 were in FMAs (only 3% of all those in GST). Thus this report distinguishes only two subgroups within GST, namely AMAs and 'other GST'. The latter includes the very small number in FMAs along with much larger numbers in Youth Training (YT), a much longer-standing programme which in some local areas was known by a variety of different names. 'Other GST' can be regarded as largely equivalent to the category 'Other Training' in current official statistics on work-based training for young people.⁷

⁶ DfEE 2000, Table 1.

⁷ The specific question on which this classification was based was as follows: 'Are any of the following part of your job or training: Modern Apprenticeship (MA), National Traineeship (NTr), or other government-supported training. Include training sometimes known as Youth Training (YT).' Those who answered 'yes' were asked to specify which of these programmes they were involved in.

The large majority (87%) of those classed as in AMAs said that their training involved periods of work or work placement, and almost all (96%) said that the AMA was part of a full-time job. Only 2% said that their AMA was part of a part-time job, and another 2% said that their AMA was not part of a job. Half of this last group said that their training was a full-time course at college, and all of the rest said that it involved periods of study at college. Amongst those defined as being in other GST, the proportion who said that their training involved periods of work or work placement was exactly the same as amongst AMAs, namely 87%. Slightly fewer (85%) said that their training was part of a full-time job, and slightly more (6%) said it was part of a part-time job. In all, 9% of those defined as being in other GST said that their training was not part of a job. A quarter of these said that their training was a full-time course at college, and over half of the rest said that it involved periods of study at college. This left 3% of those defined as being on other GST programmes whose status was somewhat unclear, though nearly all of this group described themselves as employees, and all said that they had got only one job or training place.

2 YOUNG PEOPLE ON WORK-BASED ROUTES

Background

Before 1980, employers were almost the sole providers of work-based training for young people, mainly through the largely male apprenticeship system. The severe recession of the early 1980s prompted both a big fall in the number of apprentices being taken on by employers and a rapid rise in youth unemployment. To cope with this situation, the Youth Opportunities Programme was launched, designed simultaneously to fill the gap in training provision and to provide for unemployed young people. This was replaced in due course by the Youth Training Scheme.⁸ By the end of the decade, more 16/17 year olds in England and Wales were getting work-based training through government-supported programmes than were being trained by employers outside this framework.⁹

The 1990s saw concerted moves to improve the standard of training that these programmes offered, and to change their image from that of a safety net for the unemployed to a worthwhile option for all young people interested in gaining vocational skills and qualifications. Thus in 1995 Modern Apprenticeships, later renamed Advanced Modern Apprenticeships (AMAs) were launched, with National Traineeships, later renamed Foundation Modern Apprenticeships (FMAs), introduced some two or three years later. Today, government-supported training (GST) remains the major provider of work-based training for young people, and young people's choices about whether to enter GST, and which type of GST to aim for, have an important impact on their careers.

There is an extensive literature on the influences on young people's decisions about whether to stay on in full-time education. Rather less is known about the factors associated with their choices between the various routes open to them should they decide to leave full-time education at 16.¹⁰ Thus this chapter compares the characteristics and attitudes of young people who take each of the four main labour market options available to 16 year old full-time education leavers in 1998, namely AMAs, other GST, full-time jobs and part-time jobs.¹¹

In making these comparisons, we need to remember that the data give us information only on young people who entered GST during the months immediately following the end of compulsory education. In fact young people can enter GST up to age 24, and the majority of AMA entrants are aged 18 or more, although most who enter other GST are younger. In the financial year 1997/1998, which overlaps quite closely with the period during which members of YCS Cohort 9 in GST at age 16/17 were starting their training programmes, only 20% of AMA starts were at age 16 and another 19% were at age 17. For FMA and Other Training combined, the corresponding figures were 41% and 28%.¹²

⁸ Historical accounts of these developments can be found in Sheldrake and Vickerstaff (1987) and Finn (1987).

⁹ See Payne (1998), Table 2.1.

¹⁰ A comparison of the characteristics of young people in GST, in full-time jobs and without a full-time job or training place can be found in Payne (1998), Chapter 6.

¹¹ There may also be regional differences in choices between labour market routes, but YCS sample numbers within regions are not big enough to show these reliably.

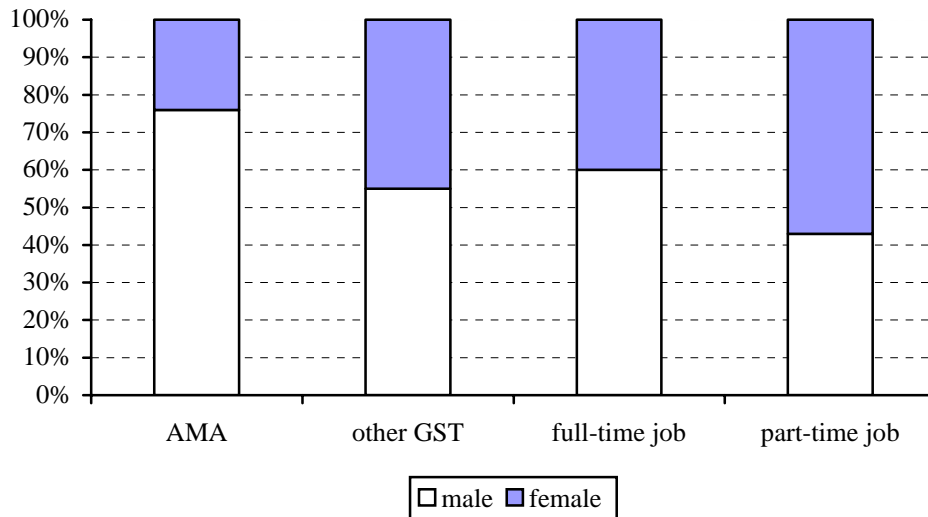
¹² The source for all the statistics quoted in this paragraph is a special analysis of the Trainee Database System conducted by James Geehan of the DfES.

The differences described in this chapter between AMAs, other GST, full-time jobs and part-time jobs do not necessarily hold true for older entrants. This is particularly so because the profile of trainees by sex and ethnicity differs between sectors,¹³ and because the average age on entry varies between sectors (for example, in the financial year 1999-2000, 37% of AMA starts in Engineering Manufacture were at age 16, compared to just 3% of AMA starts in Retailing).

Sex

For many years now young women have been more likely to stay on in full-time education after 16 than young men, and for this reason we would expect to find more males than females on work-based routes after 16. In YCS Cohort 9, 73% of young women were in full-time education at age 16/17, compared to 66% of young men.

Chart 2.1
Sex by main activity at age 16/17



<i>Base N Sweep 1:</i>	AMA	Other GST	Full-time job	Part-time job
Weighted	618	1,023	1,418	393
Unweighted	535	863	1,182	332

However, as Chart 2.1 shows, the sex imbalance was much greater in AMAs than in other work-based options. Around three in four 16/17 year olds in AMAs were male, reflecting the traditional male predominance in apprenticeships, while in other GST the sexes were much more evenly represented. Males also outnumbered females in full-time jobs by around three to two; only in part-time jobs were young women in the majority.

¹³ See DfEE 2000b, Table 7.

Year 11 GCSE results

The single strongest predictor of whether someone will stay in full-time education after 16 is their GCSE results. Dividing YCS Cohort 9 into three groups according to their total points score in GCSEs gained by the end of Year 11,¹⁴ we find that 95% of those in the top third were in full-time education at age 16/17, compared to 71% of those in the middle third and 42% of those in the bottom third. Thus many young people on work-based routes after 16 had relatively poor GCSE results. As Chart 2.2 shows, there was little difference in this respect between young people in full-time jobs outside the GST framework and those in other GST programmes, but young people in AMAs were distinctive in that they tended to have better GCSE results than others on work-based routes. This is also seen in the mean GCSE points score of the three groups (Table 2.1). It is interesting to note that part-time workers had on average slightly better GCSE results than young people in full-time jobs or other GST: this could be because they included some who were planning to return to full-time education after a year out.

Chart 2.2
Year 11 GCSE results by main activity at age 16/17



Base N Sweep 1: As for Chart 2.1.

Ethnicity

Young people from ethnic minorities are much more likely to stay on in full-time education after 16 than the white majority. In YCS Cohort 9, 86% of non-whites were in full-time education at age 16/17 compared to 68% of whites, and the staying-on rate was high amongst all minority groups. As a result, ethnic minorities were under-represented on all work-based routes: whilst they formed 11% of the full cohort, they accounted for only 4% of young people whose main activity at age 16/17 was a job or GST.

¹⁴ Total points score is obtained by giving seven points for each A or A* grade, six for each B grade, five for each C grade, 4 for each D grade, three for each E grade, two for each F grade and one for each G grade. A* grades are not distinguished from A grades in YCS Cohort 9.

TABLE 2.1
Mean points score in Year 11 GCSEs, by main activity at age 16/17

	AMA	Other GST	Full-time job	Part-time job	All in job or GST
mean	28.4	23.5	22.7	24.3	24.1
s.d.	13.7	14.2	15.3	15.4	14.8
<i>Weighted Sweep 1 N</i>	618	1023	1418	393	3453
<i>Unweighted Sweep 1 N</i>	535	863	1182	332	2912

TABLE 2.2
Ethnic group by main activity at age 16/17

	AMA %	Other GST %	Full-time job %	Part-time job %	All in job or GST %
White	96.6	93.8	94.9	92.9	94.6
Ethnic minority	1.8	4.8	3.6	5.6	3.9
<i>Of which:</i>					
<i>Black</i>	0.2	1.2	1.3	0.8	1.0
<i>Indian</i>	0.2	1.7	0.4	0.5	0.8
<i>Pakistani/Bangladeshi</i>	0.3	0.9	1.2	1.8	1.0
<i>Other</i>	1.1	1.1	0.7	2.6	1.1
No information	1.6	1.5	1.5	1.5	1.5
Total	100	100	100	100	100
<i>Weighted Sweep 1 N</i>	618	1023	1418	393	3453
<i>Unweighted Sweep 1 N</i>	535	863	1182	332	2912

Even after allowing for this, ethnic minorities were particularly heavily under-represented in AMAs, where they were found in only half the expected numbers compared to their overall representation on work-based routes (Table 2.2). This under-representation in AMAs was equally true of young black people, young people of Indian origin and young people of Pakistani or Bangladeshi origin. In contrast, ethnic minorities were over-represented in other GST programmes compared to their overall presence on work-based routes, and this was particularly true of young people of Indian origin. Some ethnic minority groups were also over-represented in part-time jobs.

Although sample numbers for ethnic minorities are small in YCS, the difference between AMAs and other GST is also evident in administrative data. Official estimates for those starting GST in 1997-98 show that 96% of AMA entrants were white, compared to 93% of entrants to FMAs and 93% of entrants to other GST programmes for young people.¹⁵ These estimates differ slightly from estimates based on YCS because they cover entrants of all ages, not just 16/17 year olds.

¹⁵ DfEE (2000a), Table 3.12.

TABLE 2.3
1990 SOC Major and Minor Groups by main activity at age 16/17

	AMA %	Other GST %	Full-time job %	Part-time job %
3: Associate professional & technical	2	4	1	1
30: Laboratory technicians	1.0	.7	.1	
38: Literary, artistic & sports professionals	.6	1.7	.5	.8
All other occupations in SOC 3	.7	1.1	.8	.5
4: Clerical & secretarial	11	21	18	6
40: admin/clerical officers & assistants in civil service/local govt		.7	.4	
41: Numerical clerks & cashiers	1.8	.4	2.5	.3
42: Filing & records clerks	1.3	1.4	.7	
43: Clerks (not otherwise specified)	4.8	12.8	7.6	1.5
44: Stores & despatch clerks, storekeepers	1.0	2.1	3.4	2.5
45: Secretaries, PAs, typists, WP operators n.e.c.	.5	1.2	1.2	.5
46: Receptionists, telephonists & related occupations	.8	.8	1.9	.8
49: Clerical & secretarial n.e.c.	.3	1.7	.6	.3
5: Craft & related	61	23	17	3
50: Construction trades	6.1	4.6	2.9	.5
51: Metal machining, fitting & instrument making	9.0	2.1	2.4	.3
52: Electrical/electronic trades	10.1	2.5	1.3	
53: Metal forming, welding & related trades	8.4	2.0	1.8	.3
54: Vehicle trades	14.0	6.3	1.2	.5
55: Textiles, garments & related trades	.5	.6	3.0	
56: Printing & related trades	.5	.4	.8	
57: Woodworking trades	9.2	3.3	.5	.5
58: Food preparation trades	.6	.5	.9	.5
59: Craft & Related n.e.c.	2.7	1.1	2.7	
6: Personal & protective service	16	16	11	13
62: Catering occupations	2.1	2.5	4.4	7.6
64: Health & related occupations	.8	3.6	3.0	2.8
65: Childcare & related occupations	1.3	3.3	.7	.5
66: Hairdressers, beauticians & related occupations	9.8	6.2	1.1	1.0
All other occupations in SOC 6	1.8	.9	1.7	.8
7: Sales	3	12	11	33
72: Sales assistants & check-out operators	3.1	10.4	9.5	30.4
All other occupations in SOC 7	.2	1.1	1.7	2.3
8: Plant & machine operatives	4	2	14	3
84: Metal working process operatives	2.6	.7	1.5	
85: Assemblers/lineworkers	.3	.2	1.8	.3
86: Other routine process operatives		.4	4.6	2.0
All other occupations in SOC 8	.8	.9	5.8	.3
9: Other occupations	2	6	16	27
90: In agriculture, forestry & fishing	1.0	2.5	1.4	1.5
91: In mining & manufacturing	.2	.3	2.5	2.0
92: In construction	.5	.6	2.0	.5
95: In sales & services	.5	1.8	7.7	22.5
All other occupations in SOC 9		.6	2.5	.5
1 & 2: Managers & administrators; Professional	+	+	1	+
No information	1	16	10	15
Total	100	100	100	100
Weighted Sweep 1 N	618	1023	1418	393
Unweighted Sweep 1 N	535	863	1182	332

Occupational group

Just like the traditional apprenticeships that they have largely replaced, the AMAs entered by 16/17 year olds were concentrated in traditional trades. Table 2.3 shows that 61% were in Major Group 5 of the 1990 Standard Occupational Classification (SOC), which covers craft and related occupations. The only other occupational groups of any size amongst AMAs were personal and protective service occupations (SOC 6), which accounted for a further 16%, and clerical and secretarial occupations (SOC 4), which accounted for 11%. In contrast, 16/17 year olds in other GST were more evenly spread across occupational groups, with just 23% in craft and related occupations, 21% in clerical and secretarial occupations, 16% in personal and protective service occupations and 12% in sales occupations. In terms of occupational distribution, young people in other GST resembled young people in full-time jobs outside of GST, except that more of the latter were working as plant or machine operatives or in other low skilled occupations.

Table 2.3 also shows that, within each broad occupational group, young people tended to cluster in particular occupations. This was particularly true of AMAs and other GST. Within SOC 3, most were either laboratory technicians or in literary, artistic and sports occupations; within SOC 5, construction, metal, electrical/electronic, vehicle and woodworking trades predominated; in SOC 6, hairdressers and beauticians accounted for most AMAs, though catering, health and childcare were important in other GST; virtually all young people working in SOC 7 were sales assistants or check-out operators; most AMAs in SOC 8 were for metal working process operatives; whilst the biggest provider of GST in SOC 9 was agriculture, forestry and fishing.

Table 2.4 shows the proportions in AMAs, other GST, full-time jobs and part-time jobs within each occupational group (small sample numbers in some occupational groups mean that they have to be combined with others). The only group in which AMAs outnumbered young people in other GST was craft and related occupations - in other occupational groups there were many more young people in other GST than in AMAs. GST of any kind was uncommon in SOC Major Groups 8 and 9, which cover low skill manual jobs. In sales occupations (SOC 7), more than a quarter of young people were in other GST, but very few held AMAs.

TABLE 2.4
Main activity at age 16/17 by occupational group

	AMA	Other GST	Full-time job	Part-time job	Total	<i>Row percentages</i>	
						<i>Sweep 1 N</i>	
						<i>Wtd</i>	<i>un-wtd</i>
<i>SOC Major Group:</i>							
1,2,3,4: Higher level and white collar	12	39	44	4	100	653	638
5: Craft & related	43	27	28	1	100	876	680
6: Personal/protective service	21	36	33	11	100	469	403
7: Sales	4	28	38	30	100	424	374
8,9: low skill manual	5	12	65	18	100	658	516
No information	2	44	38	16	100	371	301

Industry

The youth labour market tends to be dominated by a few industries, and the AMAs entered by 16/17 year olds were particularly concentrated within certain industrial sectors. Just four sections of the 1992 Standard Industrial Classification (SIC) accounted for around four fifths of AMAs (see Table 2.5). These were manufacturing (Section D), construction (Section F), wholesale and retail trade plus repair of motor vehicles and personal or household goods (Section G), and other community, social and personal service (Section O). It is likely that in Section G, most AMAs were in the motor vehicle repair industry, for we already know from Table 2.4 that there were very few AMAs in sales occupations.¹⁶ Compared to full-time jobs, AMAs were over-represented in the construction industry and in other community, social and personal service. Similarly, AMAs were heavily under-represented in hotels and restaurants and health and social work, and were also slightly under-represented in manufacturing industry and in real estate, renting and business activities.

TABLE 2.5
Industry by main activity at age 16/17

	AMA %	Other GST %	Full-time job %	Part-time job %	All in job or GST %
<i>1992 SIC Section:</i>					
A: Agriculture, hunting & forestry	1	3	2	1	2
B: Fishing		+			+
C: Mining & quarrying	+	+	+		+
D: Manufacturing	20	10	23	5	16
E: Electricity, gas & water supply	+	+	+		+
F: Construction	26	9	8	3	11
G: Wholesale/retail trade; repair of motor vehicles etc. & personal/household goods	22	21	20	40	23
H: Hotels & restaurants	2	3	11	18	8
I: Transport, storage & communication	2	2	3	2	3
J: Financial intermediation	+	3	2	+	2
K: Real estate, renting & business activities	4	5	6	5	5
L: Public administration & defence; compulsory social security	1	2	2		2
M: Education	2	3	+	+	2
N: Health & social work	1	6	4	4	4
O: Other community/social/personal service	11	9	3	5	7
P: Private households with employed persons		+	+		+
No information	7	25	15	18	17
Total	100	100	100	100	100
<i>Weighted Sweep 1 N</i>	<i>618</i>	<i>1023</i>	<i>1418</i>	<i>393</i>	<i>3453</i>
<i>Unweighted Sweep 1 N</i>	<i>535</i>	<i>863</i>	<i>1182</i>	<i>332</i>	<i>2912</i>

Other GST programmes were more widely distributed across industries, with SIC Sections D, F, G and O accounting for about half of places rather than four fifths as with AMAs. However this has to be qualified by the fact that many cohort members in other

¹⁶ Unfortunately in Sweep 1 of YCS Cohort 9 SIC is coded only to two digits, so it is not possible to check this.

GST gave no details of the industry in which they were training. Compared to young people in full-time jobs, young people in other GST were over-represented in education, in health and social work, and in other community, social and personal service.

Workplace size

Unfortunately the number of cohort members who gave no information on the size of their workplace makes it difficult to be confident of the relationship between main activity and workplace size. Tables 2.6 suggests that very small workplaces with less than 10 employees accounted for more than their expected share of GST - both AMAs and other GST. The same appeared true, though to a lesser extent, of workplaces with 10 to 24 employees. At the other end of the scale, AMAs were also over-represented in large workplaces with over a hundred employees, but this was not the case for other GST.

TABLE 2.6
Workplace size by main activity at age 16/17

	<i>Column percentages</i>				
	AMA %	Other GST %	Full-time job %	Part-time job %	All in job or GST %
<i>No. at workplace:</i>					
1-9	33	33	24	28	29
10-24	23	24	20	19	22
25-49	12	12	15	11	13
50-99	10	6	10	9	9
100 or more	20	10	21	18	17
No information	2	15	9	16	10
Total	100	100	100	100	100
Weighted Sweep 1 N	618	1023	1418	393	3453
Unweighted Sweep 1 N	535	863	1182	332	2912

TABLE 2.7
Main activity at age 16/17 by workplace size

	<i>Row percentages</i>						
	AMA	Other GST	Full-time job	Part-time job	All in job or GST	<i>Sweep 1 N</i>	
						<i>wtd</i>	<i>unwtd</i>
<i>No. at workplace:</i>							
1-9	20	34	35	11	100	996	819
10-24	19	32	39	10	100	751	619
25-49	16	27	47	10	100	451	393
50-99	21	21	47	11	100	313	261
100 or more	21	17	51	12	100	586	532
no information	3	44	36	17	100	355	288
All	18	30	41	11	100	3,453	2,912

Table 2.7 shows the relationship between main activity and workplace size the other way around. Here we see a shallow U-shaped association with AMAs, small and large workplaces both having comparatively large proportions in AMAs, with the lowest proportion in medium-sized workplaces. For other GST, the pattern was different: very small workplaces had the highest proportion in other GST, and the proportion fell as workplace size increased. Both patterns contrasted with the patterns observed for jobs outside the GST framework: the proportion in full-time jobs increased with workplace size, while the proportion in part-time jobs appeared to be unrelated to workplace size.

Pay and hours

Table 2.8 compares the usual hourly take-home pay (including bonuses or overtime) of young people in AMAs and other GST with the pay of young people whose main activity was a full-time or part-time job.¹⁷ It shows that the mean pay of those in GST was much less than that of both full-time and part-time workers in jobs outside the GST framework. The figures exclude travel and lodging allowances for GST, but the gap is large enough to be still quite wide even if adjustment were made for these. Within GST, pay in AMAs was substantially higher than in other training programmes. In this sample, part-time workers were earning slightly more on an hourly basis than full-time workers. The usual number of hours worked each week was similar in AMAs and full-time jobs, though young people in other GST had slightly shorter hours (Table 2.9).

TABLE 2.8
Usual hourly take-home pay (including bonuses or overtime), by main activity at age 16/17

	AMA	Other GST	Full-time job	Part-time job	All in job or GST
mean	£1.91	£1.58	£2.96	£3.12	£2.38
s.d.	0.88	0.90	1.27	1.31	1.28
<i>Weighted Sweep 1 N</i>	570	794	1182	308	2855
<i>Unweighted Sweep 1 N</i>	490	674	989	262	2415

¹⁷ The exact question on pay was as follows: 'How much money do you usually take home each week or each month from this job or training, after deductions but including bonuses or overtime? (For training please do not count any travel or lodging allowance received).' Respondents were also asked, 'How many hours do you usually work each week in this job or training, including overtime?' The means exclude those with hourly pay of 75p or less per hour (1% of those with information on pay) or £15 or more per hour (0.3% of those with information on pay), as these cases are almost certainly the result of data errors. In cases of apparently very low pay, the respondent may have written weekly pay may in the space provided for monthly pay, or given hourly rather than weekly pay. In some cases of apparently very high pay, there may be a mistake in the usual weekly hours. Incorrect extreme values distort the mean, but the cut-off point for discarding them is arbitrary.

TABLE 2.9
Usual weekly hours (including overtime), by main activity at age 16/17

	AMA	Other GST	Full-time job	Part-time job	All in job or GST
mean	39.6	37.6	40.0	21.1	37.2
s.d.	6.8	7.2	7.2	9.8	9.4
<i>Weighted Sweep 1 N</i>	570	794	1182	308	2855
<i>Unweighted Sweep 1 N</i>	490	674	989	262	2415

Attitudes to the school-work transition

At the Sweep 1 survey in the spring following the end of compulsory education cohort members were asked, 'Thinking about the changes from being at school in Year 11 to doing what you are doing now, how easy or difficult did you find it to make these changes?'. As Table 2.10 shows, the differences on this measure between young people in GST and in jobs were fairly small. AMAs had perhaps found the transition the easiest; those in part-time jobs had perhaps found it hardest. Some of the latter of course may have taken a part-time job because they could not find a suitable full-time job or training place.

TABLE 2.10
'Thinking about the changes from being at school in Year 11 to doing what you are doing now, how easy or difficult did you find it to make these changes?', by main activity at age 16/17

	AMA %	Other GST %	Full-time job %	Part-time job %	All in job or GST %
Very easy	20	18	21	18	20
Fairly easy	56	54	50	47	52
Fairly difficult	19	22	22	26	22
Very difficult	6	5	6	7	6
Not answered	0	1	1	2	1
Total	100	100	100	100	100
<i>Weighted Sweep 1 N</i>	618	1023	1418	393	3453
<i>Unweighted Sweep 1 N</i>	535	863	1182	332	2912

There were much bigger differences in their satisfaction with their current position. Cohort members were asked, 'Looking back over the past year, do you feel that you got a place in education, work or training that you wanted?'. As Table 2.11 shows, nearly three in four AMAs answered positively. This compares with three in five young people in other GST, one in three in full-time jobs, and only one in seven part-time workers.

TABLE 2.11

'Looking back over the past year, do you feel that you got a place in education, work or training that you wanted?' by main activity at age 16/17

	AMA %	Other GST %	Full-time job %	Part-time job %	All in job or GST %
Yes	73	59	34	14	46
To some extent	23	30	38	43	34
No	4	10	27	42	19
Not answered		+	1	2	1
Total	100	100	100	100	100
<i>Weighted Sweep 1 N</i>	<i>618</i>	<i>1023</i>	<i>1418</i>	<i>393</i>	<i>3453</i>

3 OFF-THE-JOB AND ON-THE-JOB TRAINING

Training received in GST and jobs

On whichever measure we use, young people were much more likely to get training if they were in GST than if they were in a job outside the GST framework, and they were particularly likely to get training if they were in an AMA. Table 3.1 shows that almost all in AMAs had received some off-the-job or on-the-job training since the end of Year 11, and that three out of four had been given training within the four weeks prior to the Sweep 1 survey.¹⁸ Similarly, between two thirds and three-quarters of those in other GST had received some training since the end of Year 11, and more than half had been given training within the previous four weeks. In contrast, just half of 16/17 year olds in full-time jobs had received training since the end of Year 11, with three in ten receiving training in the previous four weeks. In part-time jobs, training was even less common. Across all young people on work-based routes taken together, more than a third had received no training at all since the end of Year 11.

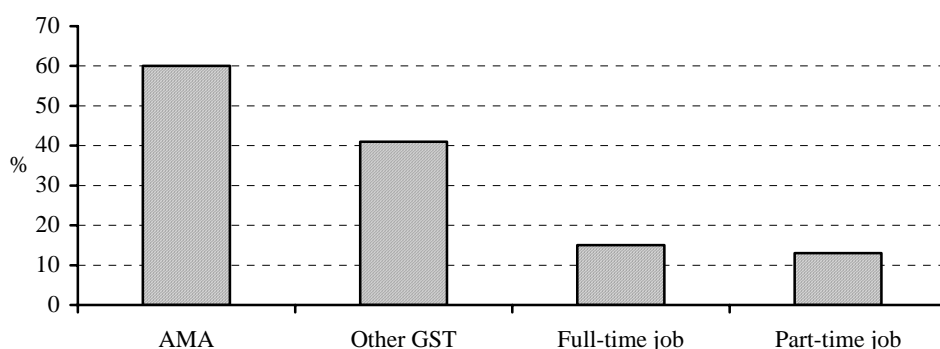
TABLE 3.1
Receipt of training, by main activity at age 16/17

	AMA %	Other GST %	Full-time job %	Part-time job %	All in job or GST %
Training received in last 4 weeks	76	54	30	17	44
Training received since Year 11	20	17	20	21	19
No training received since Year 11	4	29	50	62	37
Total	100	100	100	100	100
<i>Weighted Sweep 1 N</i>	<i>618</i>	<i>1023</i>	<i>1418</i>	<i>393</i>	<i>3453</i>
<i>Unweighted Sweep 1 N</i>	<i>535</i>	<i>863</i>	<i>1182</i>	<i>332</i>	<i>2912</i>

Being based on their own responses, these figures record young people's perceptions of what had happened. As such, they may differ from the administrative record, for providing training is a condition of GST funding. Nevertheless the figures almost certainly reflect real differences in the amount and quality of training provided on different routes. The same pattern is seen in Chart 3.1, which shows that young people in AMAs were the group most likely to remember being given an individual training plan, with three in five reporting receipt of a training plan compared to two in five in other GST. In contrast, training plans were fairly unusual in full-time and part-time jobs. Although the large majority of all those reporting a training plan said that the training that they had received had followed the plan, departures from the plan were more frequent in other GST than in AMAs, and more frequent in jobs than in other GST.

¹⁸ Young people were counted as having received training in the last four weeks if they had been given either off-the-job or on-the-job training during that period or if their training was a full-time course at college. They were counted as having received training since Year 11 if they had been given either off-the-job or on-the-job training since then, or if their training involved periods of study at college.

Chart 3.1
Proportion of young people reporting being given an individual written training plan, by main activity at age 16/17



<i>Base N Sweep 1:</i>	AMA	Other GST	Full-time job	Part-time job
Weighted	618	1,023	1,418	393
Unweighted	535	863	1,182	332

TABLE 3.2
Off-the-job and on-the-job training in the previous four weeks, by main activity at age 16/17

	AMA	Other GST	Full-time job	Part-time job	All in job or GST
% with off-the-job training in last 4 weeks	37	26	5	2	17
% with on-the-job training in last 4 weeks	66	47	28	17	39
% with both in last 4 weeks	27	20	3	2	12
% with neither in last 4 weeks	24	46	70	83	56
<i>Weighted Sweep 1 base N</i>	<i>618</i>	<i>1023</i>	<i>1418</i>	<i>393</i>	<i>3453</i>
<i>Unweighted Sweep 1 base N</i>	<i>535</i>	<i>863</i>	<i>1182</i>	<i>332</i>	<i>2912</i>

In the four weeks before the Sweep 1 survey, young people were more likely to have received on-the-job training than off-the-job training, as Table 3.2 shows. Both types of training were more common in AMAs than other GST programmes. Outside of GST, nearly all training was on-the-job.

Table 3.3 shows that in total, nearly nine out of ten AMAs had received some off-the-job training since Year 11, compared to just over half of those in other GST programmes. Young people who had not received any off-the-job training at all since the end of Year 11 were asked if they had been offered any. A few young people in full-time jobs and part-time jobs had been offered such training but had not taken it up, but over two-thirds of both groups had neither received any off-the-job training nor been offered any.

TABLE 3.3
Off-the-job training received and offered, by main activity at age 16/17

	AMA %	Other GST %	Full-time job %	Part-time job %	All in job or GST %
in last 4 weeks	37	26	5	2	17
not in last 4 weeks but since Year 11	51	27	6	5	20
none since Year 11, but was offered some	1	3	7	8	5
none since Year 11, and not offered any	10	27	68	67	45
no information	2	16	14	18	13
Total	100	100	100	100	100
Weighted Sweep 1 N	618	1023	1418	393	3453
Unweighted Sweep 1 N	535	863	1182	332	2912

Training and pay

Table 3.4 shows that young people who had received training in the four weeks before survey had lower mean pay than those who had not received training. This was true of both off-the-job training and on-the-job training, and of both GST and full-time jobs (sample numbers for young people getting training in part-time jobs being too small to give separate estimates). This finding accords with the accepted economic theory that employers tend to off-set the costs of providing training by paying lower wages to trainees.

TABLE 3.4
Mean usual hourly take-home pay (including bonuses and overtime), by main activity at 16/17 and off-the-job and on-the-job training in the previous four weeks

		AMA	Other GST	Full-time job	All in job or GST
<i>Off-the-job training in last 4 weeks?</i>					
Yes	mean	1.90	1.48	2.70	1.81
	s.d.	0.82	0.60	1.88	1.00
	Weighted Sweep 1 N	205	232	56	500
	Unweighted Sweep 1 N	182	204	47	440
No	mean	1.91	1.62	2.97	2.51
	s.d.	0.91	0.99	1.23	1.30
	Weighted Sweep 1 N	365	563	1126	2355
	Unweighted Sweep 1 N	308	470	942	1975
<i>On-the-job training in last 4 weeks?</i>					
Yes	mean	1.85	1.57	2.85	2.11
	s.d.	0.77	0.81	1.32	1.16
	Weighted Sweep 1 N	376	428	356	1220
	Unweighted Sweep 1 N	323	366	313	1053
No	mean	2.01	1.60	3.01	2.59
	s.d.	1.05	1.00	1.24	1.33
	Weighted Sweep 1 N	194	366	826	1635
	Unweighted Sweep 1 N	167	308	676	1362

Note: See footnote 7 in Chapter 2 for details of how pay is computed.

Location, type and duration of off-the-job training

Not only were there differences in the probability of being given off-the-job training on different work-based routes – there were also differences in the location, type and duration of the training received.¹⁹ Nearly three fifths of off-the-job training in AMAs took place in an FE college, as did around a third of off-the-job training in other GST (Table 3.5). Both FE colleges and private training centres were used more frequently in GST than in full-time jobs, where the employer's premises or training centre was the most common venue. In addition, young people in full-time jobs were much more likely than those in GST to report some other unspecified venue or to fail to say where the off-the-job training took place, suggesting that for some, the training may not have been very substantial.

TABLE 3.5

Location of off-the-job training, by main activity at age 16/17: young people who had received off-the-job training since Year 11

	AMA %	Other GST %	Full-time job %	All in job or GST %
FE college (state system)	58	35	23	41
Private college	7	3	4	4
Private training centre	17	21	8	17
Employer's premises/ training centre	13	23	31	22
Somewhere else	10	17	25	16
No information	2	3	10	5
<i>Weighted Sweep 1 N</i>	<i>293</i>	<i>344</i>	<i>159</i>	<i>823</i>
<i>Unweighted Sweep 1 N</i>	<i>257</i>	<i>294</i>	<i>137</i>	<i>713</i>

Still focussing on young people who had received off-the-job training since Year 11, we find that young people in GST were more likely than those in full-time jobs to have been given day or block release (Table 3.6).²⁰ Block release was used more in AMAs than in other GST, but day release was quite common for both groups. Almost half of young people in full-time jobs who said that they had received off-the-job training had been given neither day nor block release, again raising questions about the extent and level of their training.

Young people given day release typically spent around four days per month in this way, presumably usually spending one day a week at college (Table 3.7). There was more variation in the amount of time given for block release, as Table 3.8 shows, and more time tended to be allowed in AMAs than in other GST or in full-time jobs.

¹⁹ Respondents who said that their training was a full-time course at college or involved periods of study at college were not asked for any more details unless they also went on to say that they had received off-the-job training. Thus sample numbers for Tables 3.4 - 3.7 are slightly smaller than for all those who had received off-the-job training since Year 11 (see footnote 1 above).

²⁰ In Table 3.6, those who failed to answer the questions on day release and block release are assumed not to have had either.

TABLE 3.6
Day and block release for off-the-job training, by main activity at age 16/17: young people who had received off-the-job training since Year 11

	AMA %	Other GST %	Full-time job %	All in job or GST %
All with day release	64	69	40	61
All with block release	28	14	16	19
Both day and block release	7	4	6	5
Neither day nor block release	14	22	50	26
<i>Weighted Sweep 1 N</i>	293	344	159	823
<i>Unweighted Sweep 1 N</i>	257	294	137	713

TABLE 3.7
Number of days per month usually spent in day release, by main activity at age 16/17: young people who had received off-the-job training since Year 11

	AMA %	Other GST %	Full-time job %	All in job or GST %
no day release	36	31	60	39
one day	4	6	4	5
two or three days	6	10	6	7
four days	50	48	22	43
five days or more	3	3	4	4
no information on days spent	2	1	3	2
Total	100	100	100	100
<i>Weighted Sweep 1 N</i>	293	344	159	823
<i>Unweighted Sweep 1 N</i>	257	294	137	713

TABLE 3.8
Number of weeks per year usually spent in block release, by main activity at age 16/17: young people who had received off-the-job training since Year 11

	AMA %	Other GST %	Full-time job %	All in job or GST %
no block release	72	86	84	81
1-7 weeks	4	2	4	3
8-10 weeks	4	5	3	4
11-19 weeks	8	2	3	5
20 weeks or more	10	2	1	5
no information on weeks spent	2	2	4	2
Total	100	100	100	100
<i>Weighted Sweep 1 N</i>	293	344	159	823
<i>Unweighted Sweep 1 N</i>	257	294	137	713

Note: Respondents were asked to answer in terms of either weeks per month or weeks per year. Those giving weeks per month are assumed here to have had training in nine months during the year.

Characteristics of those getting training

The likelihood that young people received off-the-job or on-the-job training varied not only with whether they were in an AMA, other GST or a job, but also with their personal characteristics and with other aspects of their situation. Table 3.9 lists some of these. Most factors associated with the receipt of off-the-job training were also associated with receipt of on-the-job training.

TABLE 3.9
Percentage of 16/17 year olds in GST or jobs who had off-the-job or on-the-job training in the previous four weeks, by selected characteristics

		% getting training in previous four weeks:		Base N	
		Off-the-job	On-the-job	wtd	unwtd
All		17	39	3453	2912
Sex	Male	18	42	2052	1618
	Female	14	35	1400	1294
Ethnicity	White	17	40	3267	2763
	Ethnic minority	5	27	133	109
Year 11 GCSE results (position in national distribution)	Top third	25	51	220	276
	Middle third	19	46	1190	1193
	Bottom third	14	34	2043	1443
Occupational group (1990 SOC Major Group)	1,2,3,4: Higher level and white collar	20	45	654	638
	5: Craft & related	29	56	876	680
	6: Personal & protective service	19	44	469	403
	7: Sales	7	36	424	374
	8,9: Low skill	9	30	658	516

The first part of the table shows that young men were more likely to get training than young women, both off-the-job and on-the-job. The under-representation of young women in AMAs contributed to this difference.

Sample numbers for members of ethnic minorities in GST or jobs were very small, but nevertheless the table suggests that they were much less likely to get either off-the-job or on-the-job training than whites. Again, the under-representation of ethnic minorities in AMAs was probably part of the explanation for this.

The table shows a strong link between Year 11 GCSE results and training, with better results leading to a greater chance of getting both off-the-job and on-the-job training. Differences at the lower end of the attainment range were partly explained by the fact that young people in the bottom third of results were less likely than those in the middle third to have an AMA: in AMAs the gap between the bottom and middle thirds was much reduced (see Table 3.10). However GCSE results continued to make

TABLE 3.10

Off-the-job and on-the-job training in the previous four weeks, by Year 11 GCSE results and main activity at age 16/17

	AMA %	Other GST %	Full-time job %
<i>Bottom 3rd - % getting:</i>			
Off-the-job training	34	24	4
On-the-job training	63	44	22
<i>Weighted base N</i>	<i>301</i>	<i>635</i>	<i>880</i>
<i>Unweighted base N</i>	<i>207</i>	<i>455</i>	<i>623</i>
<i>Middle 3rd - % getting:</i>			
Off-the-job training	38	28	5
On-the-job training	69	52	36
<i>Weighted base N</i>	<i>262</i>	<i>334</i>	<i>458</i>
<i>Unweighted base N</i>	<i>261</i>	<i>341</i>	<i>455</i>

Note: Sample numbers in the top third of results and in part-time jobs are too small to show estimates.

a difference to the chances of young people in other GST or in full-time jobs getting on-the-job training.

Returning to Table 3.9, we see that the probability of getting training varied considerably between occupations. Off-the-job training was most common in craft occupations, where AMAs were concentrated. Other occupations offering above-average levels of training were the higher level and white-collar occupations (SOC 1-4) and personal and protective service occupations. In contrast, training was less usual in sales occupations and in low skill manual occupations. These differences were associated with the distribution of GST across occupations (see Table 2.4 in Chapter 2).

Modelling training

Many of the factors listed in Table 3.9 are correlated with each other, and to get an idea of their separate impact on the probability of getting training we need to fit a statistical model. Modelling also allows us to explore the impact of factors where sample numbers are too small for crosstabulation. Thus Tables 3.11 (Model 1) and 3.12 (Model 2) present models for the receipt of off-the-job training and on-the-job training respectively, while the box on page 32 explains how the coefficients in these models can be interpreted. In developing the models a wide range of potential predictor variables were tested for significance, and only those that were significantly associated with the probability of getting training were included in the final versions.²¹

Model 1 confirms that, even after making allowance for other relevant factors, AMAs and (to a slightly lesser extent) other GST provided substantially more off-the-job training than did full-time jobs outside the GST framework. In addition, and as

²¹ The sub-sample used to fit the models excludes those who said that their training was a full-time course at college, as some of the predictor variables (such as hourly pay) do not apply to them.

TABLE 3.11
Logistic regression model for having off-the-job training in the previous four weeks: young people whose main activity at age 16/17 was GST or a job (Model 1)

		<i>coefficient (exponentiated)</i>
	Constant	0.10
<i>Main activity at 16/17</i>		
	full-time job	1.00
	part-time job	0.52*
	Advanced Modern Apprenticeship	5.46****
	Other GST	5.15****
<i>Year 11 GCSE points score (numeric)</i>		1.02****
<i>Parents' occupation (SOC)</i>		
	craft (5)	1.00
	higher level (1,2,3)	0.95
	clerical (4)	1.63**
	personal service/sales/operatives/other (6-9)	0.72**
	no information	0.96
<i>Ethnicity</i>		
	white	1.00
	ethnic minority	0.37**
<i>Hourly pay quintile score⁺</i>		
	bottom quintile	1.00
	second quintile	0.98
	third quintile	0.75*
	fourth quintile	0.75
	fifth quintile	0.55**
	no information	0.99
<i>Number working at place of work</i>		
	1-9	1.00
	10-24	0.64****
	25-49	0.62****
	50-99	0.66**
	100 or more	0.89
	no information	1.44
<i>Date started in current position</i>		
	July - September 1997	1.00
	before July 1997	0.84
	October - December 1997	0.68**
	January/February 1998	0.38****
	March - May 1998 ⁺⁺	0.36****
	no information	1.09
<i>Occupation (SOC)</i>		
	craft (5)	1.00
	higher level & white collar (1-4)	0.79
	personal & protective service (6)	0.86
	sales (7)	0.31****
	low skill manual (8,9)	0.79
	no information	0.42*

Table 3.11 continued overleaf...

Table 3.11 continued...

<i>Industry (SIC)</i>	<i>coefficient (exponentiated)</i>
Manufacturing	1.00
Agriculture etc/Fishing/Mining etc/Electricity etc	1.54
Construction	1.18
Wholesale & retail trade; Repair of motor vehicles etc	1.65***
Hotels & restaurants	0.45**
Transport, storage & communications	1.50
Financial intermediation/Real estate, renting & business	1.11
Public administration & defence	0.69
Education/Health, social work/Comm'y, social, personal service	1.28
No information ⁺⁺⁺	1.22
Weighted Sweep 1 N	3170
Unweighted Sweep 1 N	2684
Scaled deviance	2942
residual df	2683

Significance levels: * 10% ** 5% *** 1% **** 0.1% (2-tail test)

⁺Quintiles based on the pay distribution in the sample used for the model.

⁺⁺The survey took place throughout this period.

⁺⁺⁺Includes a tiny number of workers in private households.

expected, there was less off-the-job training in part-time jobs than in full-time jobs. Once young people's main activity was taken into account, along with other differences in their characteristics and circumstances, there remained no significant difference between the sexes in their receipt of off-the-job training. However, other factors remained important. Members of ethnic minorities were still significantly less likely to get such training than whites, and better GCSE results still increased its probability. There was still a U-shaped relationship with workplace size, with those in very small or very large workplaces more likely to get off-the-job training than those in medium-sized organisations. Craft occupations (SOC 5) remained the most likely to offer off-the-job training, with sales occupations offering particularly little. Industry also had an impact, with below-average levels of off-the-job training in hotels and restaurants and above-average levels in the SIC section covering wholesale and retail trade and the repair of motor vehicles etc. As we already know that sales occupations offer comparatively little off-the-job training, most of this training must have been in the vehicle repair industry.²²

Other factors also emerged as significant. Young people with parents in low skill occupations were least likely to get off-the-job training, whilst those with parents in white collar occupations were most likely to do so. There was the expected relationship with hourly pay, with the likelihood of training declining steadily as hourly earnings increased. Finally, there was a significant association with the date of starting the job or training place, with young people who had started recently less likely to have had off-the-job training than those with longer tenure. There are two plausible explanations for this: first, employers may be reluctant to schedule off-the-job training until they are confident that the person will stay long enough to make it worthwhile, and second, recruitment to some of the best apprenticeships and training

²² It is not possible to check this directly as SIC is not coded to a detailed enough level.

INTERPRETING THE COEFFICIENTS OF A LOGISTIC REGRESSION MODEL

The coefficients of a logistic regression model, when exponentiated, represent the multiplicative effect of each predictor variable on the odds of the outcome being modelled - in this case getting off-the-job training (Table 3.11) or on-the-job training (Table 3.12). The 'base' or 'reference' category of each categorical predictor variable is set to 1.00, and the effects of the other categories are assessed relative to this. Estimates less than 1.00 indicate a reduction in the odds of getting training relative to the base category, and estimates greater than 1.00 indicate an increase in the odds, after taking into account the effects of all the other variables included in the model. Thus for example, other things being equal, the odds of those in AMAs getting off-the-job training are estimated to be more than five times the odds for those in jobs outside the GST framework. Similarly, the odds of members of ethnic minorities getting such training are estimated to be around one third of the odds for whites.

For a continuous predictor variable like Year 11 GCSE points score, the estimate represents the multiplicative effect of a unit change in the variable. Thus in Table 3.11 each extra point of Year 11 GCSE score increases the odds of getting training by a factor of 1.02.

The constant in the model represents the estimated odds of getting training for someone in the base category of each predictor variable. In Table 3.11, this means someone in a full-time job, with zero points in Year 11 GCSEs, a parent in a higher, clerical or craft occupation, and so on.

Note that we have talked about the *odds* of staying on, not the probability. Odds are an alternative way of expressing probabilities; thus

$$\text{odds} = \text{probability} / (1 - \text{probability})$$

and

$$\text{probability} = \text{odds} / (1 + \text{odds}).$$

For example, if 75 out of 100 young people got training, their probability of getting training would be 0.75 or 75%, but their odds of getting training would be three to one on (3/1, or 3.00). If only 25 got training, then their probability of getting training would be 0.25 or 25%, while their odds of getting training would be three to one against (1/3, or 0.33).

It follows that the multiplicative effect of a predictor variable on the *odds* of getting training is not the same as its multiplicative effect on the *percentage probability* of getting training. Consider for example a hypothetical case where 75 out of 100 males and 50 out of 100 females get training. For males the odds of getting training are $75/25=3.00$, while for females the odds of getting training are $50/50=1.00$ (evens). In this imaginary case, being male increases the *percentage probability* of getting training by a factor of 1.5 (75/50), but increases the *odds* of getting training by a factor of 3.00 (3.00/1.00).

Significance testing in the logistic model is carried out by adding new predictor variables one at a time and testing whether the term as a whole, with all its categories, produces a significant improvement in the fit of the model, given the predictor variables already included. The models presented in this report are parsimonious, in that predictor variables are retained only if they improve model fit. Significance levels for individual categories of the predictor variable (such as having an AMA) are based on the t-test, which approximates to this test. This is useful for exploring which specific categories of the predictor variable are responsible for its overall effect on model fit.

TABLE 3.12
Logistic regression model for receipt of on-the-job training in the previous four weeks: young people whose main activity at age 16/17 was GST or a job (Model 2)

		<i>coefficient (exponentiated)</i>
	Constant	0.52
<i>Main activity at 16/17</i>	full-time or part-time job	1.00
	Advanced Modern Apprenticeship	3.10****
	Other GST	2.45****
<i>Sex</i>	male	1.00
	female	0.76***
<i>Year 11 GCSE points score (continuous)</i>		1.02****
<i>Parents' occupation (SOC)</i>	higher/clerical/craft (1-5)	1.00
	personal service/sales/operatives/other (6-9)	0.83**
	no information	0.86
<i>Parents' education</i>	no degree/no information	1.00
	one or both has degree	1.32**
<i>Whether excluded from school</i>	not excluded	1.00
	excluded	1.82*
<i>Hourly pay quintile score⁺</i>	bottom quintile	1.00
	second quintile	1.19
	third quintile	0.84
	fourth quintile	0.66****
	fifth quintile	0.72**
	no information	0.95
<i>Usual weekly hours worked</i>	35-39	1.00
	under 15	0.44****
	15-24	0.47****
	25-34	0.69**
	40-44	0.75***
	45 or more	0.88
	no information/varies	0.80
<i>Permanent or temporary position?</i>	permanent/no information	1.00
	temporary	0.78**
<i>Date started in current position</i>	September/October 1997	1.00
	before July 1997	0.81*
	July/August 1997	1.00
	November/December 1997	0.71**
	January/February 1998	0.79*
	March/April/May 1998 ⁺⁺	1.03
	no information	1.09

Table 3.12 continued overleaf...

Table 3.12 continued...

<i>Industry (SIC)</i>	<i>coefficient (exponentiated)</i>
Manufacturing	1.00
Agriculture etc/Fishing/Mining etc/Electricity etc	1.67*
Construction	1.21
Wholesale & retail trade; Repair of motor vehicles etc	1.09
Hotels & restaurants	1.02
Transport, storage & communications	0.68
Financial intermediation/Real estate, renting & business	1.17
Public administration & defence	0.98
Education	0.64
Health & social work/Community, social & personal service	1.31*
No information ⁺⁺⁺	0.68**
Weighted Sweep 1 N	3170
Unweighted Sweep 1 N	2684
Scaled deviance	3809
residual df	2647

⁺Quintiles based on the pay distribution in the sample used for the model.

⁺⁺The survey took place throughout this period.

⁺⁺⁺Includes a tiny number of workers in private households.

Significance levels: * 10% ** 5% *** 1% **** 0.1% (2-tail test)

places may tend to take place at a particular time of year, after the end of the school year but before the start of the autumn term.

The model for on-the-job training (see Table 3.12) produced a number of results that were similar to the findings for off-the-job training. AMAs and to a lesser extent other GST provided substantially more on-the-job training than did jobs outside the GST framework, though the difference was smaller than with off-the-job training.²³ Young people's chances of getting on-the-job training increased as their Year 11 GCSEs results improved, and fell as their hourly pay rose. Having parents in low skill occupations reduced the probability of on-the-job training, whilst having highly educated parents increased its probability.

However, in contrast to off-the-job training, there was a significant sex difference, with young women less likely than young men to get on-the-job training even after other factors had been taken into account. Furthermore, no independent effect was found for ethnicity or occupation, and industry had only a minor impact.

With on-the-job training the association with the date that the young person started their job or training place was more complex than for off-the-job training. Once again there appeared to be an optimal time for recruitment in the summer or early autumn following the end of Year 11, with the probability of getting on-the-job training falling away for young people starting after this time. However very recent recruits were just as likely to have received on-the-job training during the previous four weeks as those recruited the previous summer, possibly because induction training tended to be on-the-job.

²³ Full-time and part-time jobs were combined to form the reference category for this variable because part-time working is captured elsewhere in the model in the variable 'usual weekly hours worked'.

Model 1 showed that part-time work was associated with a lesser likelihood of off-the-job training, and the number of hours worked was not significant. With on-the-job training there was a complex relationship with hours worked. As expected from economic theory, the likelihood of getting training increased with the number of hours worked, but only up to 35-39 hours per week. Young people working longer hours than this were less likely to get on-the-job training than those working 35-39 hours. The explanation for this is not entirely clear: it is understandable how those working very long hours might have difficulty fitting in off-the-job training, but with on-the-job training this problem should not arise. Perhaps young people were more likely to be offered overtime if they no longer needed on-the-job training.

There was one further variable that was not associated with off-the-job training but was a significant predictor of on-the-job training: young people in temporary posts were less likely to get training than those in permanent positions. Again this accords with economic theory, as the employer has less incentive to invest in training for short-term positions.

Satisfaction with training

Young people in GST or jobs who had received off-the-job training since the end of Year 11 were asked for their views on the quality and amount of training that they had received.²⁴ These are reported in Table 3.13. Amongst those who had received off-the-job training in the previous four weeks the level of satisfaction was quite high. A third described their training as excellent, and another half said that it was good. Only 1% felt that their training was poor. In addition, 83% said that they had received 'about the right amount' of training, with most of the rest saying that they had not had enough training, rather than that they had been given too much. Young people in AMAs were more satisfied with both the quality and amount of their training than those in other GST, though the gap between the two groups was quite small.

Young people who had received off-the-job training since the end of Year 11 but not in the previous four weeks were a little less satisfied than those who had been given training more recently. By the time of the Sweep 1 survey, some of this group would have already chosen to leave a place in GST and to move to a full-time job outside the GST framework, and their lower satisfaction may simply reflect this choice. Nevertheless the overall verdict of young people in GST or jobs who had not had off-the-job training in the last four weeks was still favourable, with three in four describing their training as excellent or good, and almost as many saying that they had been given 'about the right amount'.

²⁴ The questions were, 'How would you describe the training you receive/received?', with the options 'excellent, good, fair, poor', and 'And are/were you given too much training, not enough training, or about the right amount?' Those who said that their training was not part of a job but was a full-time course at college or involved periods of study at college were not routed to these questions unless they also went on to say that they had received off-the-job training. Thus base Ns are different from those in earlier tables referring to off-the-job training, which include college study that was not part of a job. Although the questions on satisfaction with training were only asked of people who had received off-the-job training, if these people had also received on-the-job training, they may also have been thinking of that when they answer the questions.

TABLE 3.13

Views on off-the-job training, by when received the training and main activity at age 16/17

		<i>Received off-the-job training:</i>			
		<i>in the last 4 weeks</i>		<i>not in the last 4 weeks, but since Year 11*</i>	
		AMA	Other GST	All in full/part-time job or GST	All in full/part-time job or GST
		%	%	%	
<i>Quality:</i>	Excellent	35	30	33	25
	Good	50	51	51	51
	Fair	13	18	15	18
	Poor	1	1	1	6
	Total	100	100	100	100
	<i>Weighted Sweep 1 N</i>	223	255	550	248
	<i>Unweighted Sweep 1 N</i>	197	222	481	211
<i>Amount:</i>	Too much	4	3	3	2
	Not enough	12	17	14	25
	About the right amount	84	80	83	72
	Total	100	100	100	100
	<i>Weighted Sweep 1 N</i>	223	254	549	249
	<i>Unweighted Sweep 1 N</i>	197	221	480	211

* Includes those with training since Year 11 who gave no answer on training in the last 4 weeks.

Note: Sample numbers for those in part-time jobs are too small to show separate estimates. Those who failed to answer the questions on the quality and amount of training received are excluded.

A third logistic regression model was constructed to explore the factors that increased satisfaction with off-the-job training which is shown as Model 3 in Table 3.15.²⁵ The model is parsimonious, in the sense that although a wide range of factors were examined during its construction, only those that proved statistically significant were kept in the final version. The box on page 32 explains how to interpret the model coefficients.

The model showed that satisfaction with off-the-job training depended primarily on the nature of the training received, and in particular, on whether it involved study for qualifications and block release. Once this was taken into account, there was hardly any association between satisfaction and personal characteristics. The only factor of this nature that reached statistical significance, and then only marginally, was exclusion from school - young people who had been excluded were less likely than others to be satisfied with the training that they had received. This is not surprising given that exclusion from school must often result from a hostile attitude towards classroom teaching. However truancy also indicates negative attitudes to school, and truancy was not associated with dissatisfaction with training, once the nature of the training was taken into account.

²⁵ This model is restricted to young people in GST or jobs at the time of the Sweep 1 survey who had received off-the-job training in the previous four weeks, as only in these circumstances does YCS have information about the characteristics of the job or GST place in which the training took place.

TABLE 3.14

Logistic regression model for finding off-the-job training 'excellent': young people whose main activity at age 16/17 was GST or a job and who had received off-the-job training in the previous four weeks (Model 3)

	<i>estimate</i> (<i>exponentiated</i>)
Constant	0.30
<i>Current study for qualifications</i>	
none/vocational Level 1 only/no information	1.00
vocational Level 2/ other	1.13
vocational Level 3	1.66*
<i>Training involves block release?</i>	
no block release	1.00
yes, involves block release	1.96***
<i>Given written training plan?</i>	
yes, given training plan	1.00
no, not given training plan	1.29
don't know	0.58*
<i>Occupation (SOC)</i>	
craft (5)	1.00
higher level (1-3)	1.95
clerical (4)	0.98
personal & protective service/ sales (6,7)	1.99***
plant & machine operatives/other (8,9)	0.62
no information	2.28
<i>Whether excluded from school</i>	
not excluded	1.00
excluded	0.57*
Weighted Sweep 2 N	550
Unweighted Sweep 1 N	481
Scaled deviance	659
residual df	469

Significance levels: * 10% ** 5% *** 1% **** 0.1% (2-tail test)

Note also that once the nature of the off-the-job training was taken into account, there was no difference in the satisfaction expressed by young people in AMAs, in other GST, in full-time jobs or in part-time jobs. It was the quality of the training that seemed to make a difference to young people's attitudes, not the formal framework within which it was delivered.

Two main factors increased satisfaction with off-the-job training: studying for Level 3 qualifications and getting block release. There was a weak association with being given a training plan, but this was only because those who did not know whether or not they had been given a training plan were less likely to be satisfied than others. This could be because these young people had little interest in their training, or because their training was disorganised.

The only other finding of note was that young people in personal and protective service or sales occupations were more satisfied with their off-the-job training than young people in other occupations. One reason for this could be that these occupations do not depend heavily on modern technology, and so trainees were less likely to complain of being trained on out-of-date equipment.

4 CHANGES OVER ONE YEAR

Movements out of GST

During the twelve months between the Sweep 1 survey in the spring after the end of Year 11 and the Sweep 2 survey one year later, many young people who had started out on work-based routes changed course. As Table 4.1 shows, the aggregate impact of these movements was a slight fall across the group in the numbers in AMAs and a substantial fall in the numbers in other GST. The number saying that their main activity was a part-time job also more than halved. These falls were balanced by a growth in the numbers in full-time jobs, and by movements into unemployment, full-time education and other activities outside of the labour market.²⁶

TABLE 4.1
Main activity at ages 16/17 and 17/18: young people in jobs or GST at age 16/17

	Age 16/17 %	Age 17/18 %
AMA	18	16
Other GST	30	14
Full-time job	41	47
Part-time job	11	5
Unemployed	-	9
Full-time education	-	6
Something else	-	3
No information	-	+
Total	100	100
Weighted S2 N	2236	2236
Unweighted S2 N	1345	1345

Note: The table is based on young people who responded to both sweeps, though the weighted estimates for activities at age 16/17 based on all Sweep 1 respondents are identical.
+ 0.5% or less, but not zero.

Table 4.2 details the movements out of each of the four main work-based routes. Fifty-six per cent of young people in AMAs at age 16/17 were still in an AMA one year later, and another 14% said that they were in some other form of GST. The biggest shift out of AMAs was into full-time jobs: more than a fifth made this move. Very few moved into activities other than full-time jobs or other GST.

Movements out of other GST were much more common. Only 28% of young people in other GST at age 16/17 were still in other GST one year later, though 15% had moved into AMAs and another 6% had returned to full-time education. The biggest shift out of other GST was once again into full-time jobs, with a third making this

²⁶ It is probable that at Sweep 2 of YCS Cohort 9, the proportion in jobs is over-estimated and the proportion in AMAs is underestimated. This is because around a half (weighted) of those in jobs at Q23 (which checked main activity) failed to follow the route to Q28 (which asked whether an AMA, FMA, YT or other recognised apprenticeship was part of their job), but skipped to the following question instead.

TABLE 4.2
Main activity at age 17/18 by main activity at age 16/17

	<i>Main activity at age 16/17:</i>			
	AMA %	Other GST %	Full-time job %	Part-time job %
<i>Main activity at age 17/18:</i>				
AMA	56	15	4	4
Other GST	14	28	6	3
Full-time job	22	32	72	32
Part-time job	2	4	3	24
Full-time education	2	6	5	15
Unemployed	3	12	7	17
Home & family/something else	1	3	3	5
Total	100	100	100	100
<i>Weighted Sweep 2 N</i>	240	927	666	400
<i>Unweighted Sweep 2 N</i>	144	482	448	270

move. However 12% were unemployed one year later, while 4% had a part-time job and 3% had left the labour market.

Though official statistics on retention in GST are not directly comparable with estimates based on YCS, they also suggest that retention is an issue that needs to be tackled. AMAs should lead to a Level 3 qualification, but under half (48%) of leavers from AMAs in 1999-2000 gained a full Level 3 qualification.²⁷ Although the proportion of AMA leavers with a full Level 3 qualification has increased steadily since AMAs were launched in 1995, this increase is in part artificial, as early cohorts of leavers included by definition a disproportionately large number of early leavers.²⁸ No figures are available on the underlying rate of increase in qualifications gained, or for the numbers who complete three years in AMAs. Like YCS, official statistics also suggest that drop-out is likely to be greater in other GST than in AMAs. In 1999-2000, under three fifths (38%) of leavers from other work-based training for young people excluding FMAs (which had not been in existence long enough to produce meaningful figures) attained a full qualification at Level 2 or above.²⁹

Returning to Table 4.2, we see that the greatest continuity between ages 16/17 and 17/18 was shown by those in full-time jobs at the earlier date, with nearly three-quarters of this group still in a full-time job at age 17/18. The rest were spread across the full range of possible destinations, though one in ten in total entered AMAs or other GST. In contrast, young people in part-time jobs at age 16/17 showed the least continuity, with less than a quarter still having a part-time job as their main activity at age 17/18. Nearly a third moved into full-time jobs, while 15% returned to full-time education and around one in six became unemployed. Only one in fourteen entered AMAs or other GST.

²⁷ DfEE 2000, Table 3.

²⁸ This problem does not just affect figures for the first two years of AMAs, as the number of starts on AMAs built up gradually between 1995-96 and 1999-2000.

²⁹ DfEE 2000, Table 3.

Factors linked to leaving GST

In exploring the factors linked to leaving GST between ages 16/17 and 17/18, small sample numbers force us to use quite broad groupings. In Table 4.3, young people in AMAs who moved to other GST are combined with those who stayed in AMAs, and young people in other GST who moved to AMAs are combined with those who stayed in other GST.

TABLE 4.3
Differences between GST stayers and leavers, by whether in AMAs or other GST at age 16/17

	<i>AMA at 16/17</i>		<i>Other GST at 16/17</i>	
	Stayed in GST	Left GST	Stayed in GST	Left GST
<i>% with the following characteristics:</i>				
<i>Personal characteristics:</i>				
female	16	38	41	51
ethnic minority	1.4	0.0	4.2	4.0
in bottom third of Year 11 GCSE results	48	61	57	63
played truant in Year 11	39	53	40	48
excluded from school	9	15	9	14
<i>Training at age 16/17:</i>				
recalls being given a training plan	62	51	43	40
current off-the-job training	45	35	35	22
current on-the-job training	70	58	52	48
studying for qualifications	89	77	87	76
studying for Level 3 qualifications	42	33	21	12
<i>Attitudes at age 16/17</i>				
got a place that they wanted	71	59	67	60
<i>Weighted (Sweep 2) base N</i>	280	120	288	378
<i>Unweighted (Sweep 2) base N</i>	191	79	192	256
<hr/>				
Mean usual hourly pay at age 16/17 (including bonuses and overtime)	£1.80	£1.87	£1.48	£1.63
<i>Weighted (Sweep 2) base N</i>	261	111	216	303
<i>Unweighted (Sweep 2) base N</i>	178	72	148	206

Note: See text for definitions of stayers and leavers. Mean hourly pay excludes those with hourly pay of 75p or less per hour or £15 or more per hour: see footnote 7 in Chapter 2.

In both AMAs and other GST, young women were more likely to leave than young men, with young women forming 16% of stayers but 38% of leavers in AMAs, and 41% of stayers but 51% of leavers in other GST. Other factors that raised the probability of leaving AMAs also raised the probability of leaving other GST, including poor Year 11 GCSE results, truancy in school and exclusion from school. Members of ethnic minorities, who were under-represented in AMAs,³⁰ may have been less likely than whites to leave, but ethnicity appeared to make no difference to retention in other GST.

³⁰ see Table 2.2.

The figures may mask bigger differences between different ethnic groups, sample numbers for ethnic minorities in GST being too small to explore these.

There was a clear and consistent link between the probability of staying in GST and the amount, type and level of training received. As Table 4.3 shows, young people who stayed in GST were, at age 16/17, more likely than those who left to recall being given a training plan, to have had recent off-the-job training and recent on-the-job training, to have been studying for qualifications and to have been aiming for Level 3 qualifications. All these factors were important both in AMAs and in other GST programmes. In addition, stayers were more likely than leavers to have said at age 16/17 that they had got a place in education, work or training that they wanted.

There was no evidence that lower pay discouraged young people from staying in GST. The last part of Table 4.3 shows that those who left GST had in fact higher mean hourly pay at age 16/17 than those who stayed, and this was true in both AMAs and other GST programmes. The explanation probably lies in the fact that young people with recent off-the-job training or recent on-the-job training had lower mean pay than those without (see Chapter 3), and recent training encouraged staying. Higher pay might be seen to have some residual impact on retention if this factor were netted out.

TABLE 4.4

Differences between young people who stayed in GST, GST leavers who went to a full-time job or full-time education, and GST leavers to other destinations

	<i>Stayed in GST</i>	<i>GST leavers: activity at 17/18</i>	
		full-time job or full-time education	unemployed, part-time job or 'something else'
<i>% with the following characteristics:</i>			
<i>Personal characteristics:</i>			
female	29	48	49
ethnic minority	2.8	2.3	4.1
in bottom third of Year 11 GCSE results	53	60	70
played truant in Year 11	39	44	64
excluded from school	9	10	23
<i>Training at age 16/17:</i>			
given a training plan	52	44	39
current off-the-job training	40	27	22
current on-the-job training	61	57	37
studying for qualifications	88	79	71
studying for Level 3 qualifications	32	17	17
<i>Attitudes at age 16/17</i>			
got a place that they wanted	69	63	51
<i>Weighted Sweep 2 N</i>	568	350	148
<i>Unweighted Sweep 2 N</i>	383	238	97
<hr/>			
Mean hourly pay at age 16/17	£1.65	£1.77	£1.49
<i>Weighted (Sweep 2) base N</i>	476	306	108
<i>Unweighted (Sweep 2) base N</i>	326	205	73

Note: See notes to Table 4.3.

Leaving GST by age 17/18 is not necessarily disadvantageous. Some young people may exchange a place that offers poor training for a full-time job with good prospects, while others may return to full-time education to seek better qualifications. Table 4.4 shows the differences between GST leavers who were in a full-time job or full-time education at age 17/18 and those who were unemployed, in a part-time job or out of the labour market at that age. Unfortunately sample numbers do not permit any distinction in this table between AMAs and other GST, which are grouped together. Although sample numbers are small, the table suggests that young people who left GST for a full-time job or to return to full-time education were more advantaged than those who left GST for no full-time activity. They had better GCSE results, and were less likely to have played truant at school or to have been excluded from school. In addition, while in GST, they had more training, higher hourly pay, and were more likely to have got a place that they wanted. However they still compared unfavourably in all these respects except pay with young people who stayed in GST. There was a suggestion that young women may have been more likely than young men, and members of ethnic minorities more likely than whites, to leave GST for no full-time activity, but sample numbers are too small to be confident of this.

Movements into GST

Just as many young people moved out of GST in the year between the Sweep 1 and Sweep 2 surveys, so also many moved into GST. Table 4.5 shows that only around two fifths of young people in AMAs at age 17/18 had been in AMAs a year earlier, while roughly a fifth came from other GST. Of the rest, most - about a quarter of all young people in AMAs at age 17/18 - had been in full-time education the previous year, usually taking vocational courses. Those in other GST at age 17/18 similarly arrived by a mixture of routes. Over a third of this group had been in other GST the previous year as well, and a tenth had been in AMAs. Again, most of the rest - one third of all young people in other GST at age 17/18 - had been in full-time education the previous year, usually taking vocational courses.

TABLE 4.5
Main activity at age 16/17 by main activity at age 17/18

	<i>Main activity at age 17/18:</i>			
	AMA %	Other GST %	Full-time job %	Part-time job %
<i>Main activity at age 16/17:</i>				
AMA	42	10	5	2
Other GST	18	36	12	7
Full-time job	6	11	39	8
Part-time job	2	2	4	15
Full-time education	26	33	29	62
Unemployed	5	7	8	6
Home & family/something else	1	2	2	3
Total	100	100	100	100
<i>Weighted Sweep 2 N</i>	<i>541</i>	<i>522</i>	<i>1734</i>	<i>397</i>
<i>Unweighted Sweep 2 N</i>	<i>381</i>	<i>337</i>	<i>1131</i>	<i>350</i>

TABLE 4.6

Differences between young people who were in AMAs or other GST programme at ages 16/17 and 17/18 ('stayers') and those who entered between these ages ('later entrants')

	<i>AMAs</i>		<i>Other GST</i>	
	Stayers	Later entrants	Stayers	Later entrants
<i>% with the following characteristics:</i>				
female	20	23	40	48
ethnic minority	1.2	0.9	4.9	9.3
in bottom third of Year 11 GCSE results	48	49	59	68
played truant in Year 11	39	43	40	44
Total	100	100	100	100
<i>Weighted Sweep 2 N</i>	<i>324</i>	<i>215</i>	<i>244</i>	<i>282</i>
<i>Unweighted Sweep 2 N</i>	<i>225</i>	<i>156</i>	<i>158</i>	<i>181</i>

Table 4.6 refers to young people who were in AMAs or other GST at age 17/18, and compares those who had also been in GST one year previously ('stayers') with later entrants.³¹ In general, the differences between stayers and later entrants were not great, though they were somewhat bigger in other GST than in AMAs. Later entrants were more likely than stayers to be female, to have played truant from school and to have poor Year 11 GCSE results. In addition, in the case of other GST, later entrants were more likely than stayers to belong to an ethnic minority.

Overall pattern of movements

Table 4.7 summarises the pattern of transitions between ages 16/17 and 17/18, showing movements into and out of GST as proportions of the full cohort. It shows that more young people moved into AMAs over this period than left AMAs - a total of 3.3% moved in, compared to 1.8% who left. With other GST, however, more young people left than moved in, and this is still true if we do not count those who moved from other GST to AMAs. In total, 3.9% of the cohort left other GST between ages 16/17 and 17/18 (excluding those who moved from other GST to AMAs), while 2.9% moved into GST (excluding those who moved from AMAs to other GST).

Changes in pay

As we would expect, the mean usual hourly pay of young people on work-based routes at age 17/18 was substantially higher than that of their counterparts at age 16/17 (Table 4.8). However, the rank order of the four groups remained the same, with the highest earners

³¹ Following Table 4.3, young people are defined here as AMA stayers if they were in AMAs at age 17/18 and in either an AMA or other GST at age 16/17, and as other GST stayers if they were in other GST at age 17/18 and in either an AMA or other GST at age 16/17.

still those whose main activity was a part-time job, the lowest earners those in other GST, and full-time workers earning more than those in AMAs.

TABLE 4.7
Transition matrix for main activities at ages 16/17 and 17/18

		<i>Age 17/18</i>				Total percentages		
		AMA	Other GST	Other full-time activity	No full-time activity	Total %	<i>Base N</i>	
							<i>wtd</i>	<i>un-wtd</i>
<i>Age 16/17:</i>								
	AMA	2.3	0.6	1.0	0.2	4.1	400	270
	Other GST	1.0	1.9	2.6	1.3	6.9	666	448
	Other full-time activity	1.8	2.4	68.7	6.6	79.4	7655	8495
	No full-time activity	0.5	0.5	3.7	4.8	9.6	921	463
	Total	5.6	5.4	76.0	13.0	100.0	9642	9676
	<i>Weighted Sweep 2 N</i>	541	522	7328	1251	9642		
	<i>Unweighted Sweep 2 N</i>	381	337	8102	856	9676		

TABLE 4.8
Mean usual hourly pay (including bonuses and overtime), by main activity at age 16/17 and at age 17/18

		AMA	Other GST	Full-time job	Part-time job	All in job or GST
<i>Age 16/17:</i>						
	mean	£1.91	£1.58	£2.96	£3.12	£2.38
	s.d.	0.88	0.90	1.27	1.31	1.28
	<i>Weighted Sweep 1 N</i>	570	794	1182	308	2855
	<i>Unweighted Sweep 1 N</i>	490	674	989	262	2415
<i>Age 17/18:</i>						
	mean	£2.65	£2.34	£3.52	£3.97	£3.23
	s.d.	0.98	1.54	1.14	1.29	1.33
	<i>Weighted Sweep 2 N</i>	501	486	1594	361	2943
	<i>Unweighted Sweep 2 N</i>	353	314	1040	321	2028

Note: The estimates for age 16/17 are based on those with pay information and on work-based routes at Sweep 1, and for age 17/18 on those with pay information and on work-based routes at Sweep 2. The figures excludes extreme values for hourly pay - see footnote 7 in Chapter 2.

Table 4.9 looks at changes in hourly pay on an individual rather than an aggregate basis. It shows that while a majority of all those on work-based routes at age 16/17 increased their pay by more than 25 pence per hour over the following year, young people in GST were more likely to make gains than those in jobs. Young people in other GST at age 16/17 had the biggest mean increase in pay, though this was from the lowest starting point. Those in AMAs came next. Young people in part-time jobs at age 16/17 had the lowest gains, though from the highest starting point.

The following table (4.10) relates individual changes in pay over the year to movements between work-based routes. Sample numbers in some subgroups here are very small

indeed, so the figures are suggestive rather than definitive, and sample numbers for those in part-time jobs at either sweep are too small to be included at all.

TABLE 4.9
Change in usual hourly pay (including bonuses and overtime) between ages 16/17 and 17/18, by main activity at age 16/17

	AMA	Other GST	Full-time job	Part-time job	All in job or GST
drop of 25p or more	3	5	17	29	11
-25p to +25p	17	17	18	10	17
gain of more than 25p	80	79	65	61	72
Total	100	100	100	100	100
Weighted Sweep 1 N	320	392	625	109	1446
Unweighted Sweep 1 N	214	273	321	65	873
mean change	+£1.02	+£1.30	+£0.61	+£0.39	+£0.87
s.d.	1.25	1.60	1.32	1.25	1.42

Note: The table is based on those with pay information (excluding extreme values) both at Sweep 1 and Sweep 2 who were on work-based routes at Sweep 1.

TABLE 4.10
Mean change in usual hourly pay (including bonuses and overtime) between ages 16/17 and 17/18, by change in main activity between these ages

		Main activity at age 17/18		
		AMA	Other GST	Full-time job
<i>Main activity at age 16/17:</i>				
AMA	mean change	+0.84	+1.11	+1.42
	s.d.	1.24	1.18	1.22
	Weighted Sweep 2 N	195	51	70
	Unweighted Sweep 2 N	137	31	42
Other GST	mean change	+1.09	+0.99	+1.52
	s.d.	0.70	1.83	1.61
	Weighted Sweep 2 N	69	140	170
	Unweighted Sweep 2 N	47	96	119
Full-time job	mean change	+0.59	+0.69	+0.60
	s.d.	0.93	2.25	1.26
	Weighted Sweep 2 N	29	40	539
	Unweighted Sweep 2 N	19	18	273

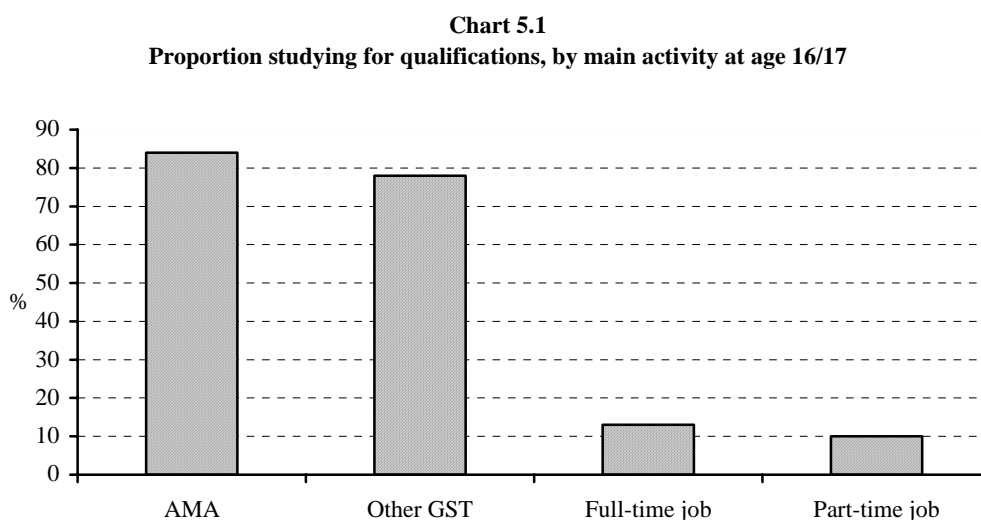
Note: The table is based on those with pay information (excluding extreme values) both at Sweep 1 and Sweep 2 who were in GST or a full-time job at both sweeps.

Despite this, there seems to be a clear pattern, namely that young people in AMAs and other GST made bigger pay gains by moving into full-time jobs than by staying in GST. Even so, young people who stayed in GST had on average bigger pay increases than young people who stayed in full-time jobs.

5 STUDY FOR QUALIFICATIONS

Qualifications sought at age 16/17

In terms of study for qualifications, there was a marked contrast between young people in GST and those in jobs outside the GST framework . Chart 5.1 shows that for the former, study for qualifications was the norm at age 16/17; for the latter it was very unusual.



<i>Base N Sweep 1:</i>	AMA	Other GST	Full-time job	Part-time job
Weighted	618	1,023	1,418	393
Unweighted	535	863	1,182	332

TABLE 5.1
Type of qualifications studying for at age 16/17, by main activity at that age

	AMA	Other GST	Full-time job	Part-time job	All in job or GST
<i>% currently studying for:</i>					
any qualification	84	78	13	10	45
GCSEs, A/S or A-levels	2	2	1	4	2
GNVQs	7	6	1	3	4
NVQs/other vocational quals	80	73	12	5	41
<i>Weighted Sweep 1 N</i>	<i>618</i>	<i>1023</i>	<i>1418</i>	<i>393</i>	<i>3453</i>
<i>Unweighted Sweep 1 N</i>	<i>535</i>	<i>863</i>	<i>1182</i>	<i>332</i>	<i>2912</i>

Nearly all those studying for qualifications in AMAs or other GST were taking vocational courses. They were typically aiming for NVQs or parallel qualifications such as City and Guilds and RSA, though as Table 5.1 shows, a few were taking GNVQs. Study for A or A/S levels or for GCSEs was slightly more common amongst young people in part-time jobs, but many of these could have been taking courses that were quite separate from their jobs.

Given that AMAs should lead to Level 3 qualifications, young people in AMAs would be expected generally to be studying for higher level vocational qualifications than those in other GST programmes. This is confirmed by Table 5.2. However at age 16/17, young people had completed a few months at most of their apprenticeship, and at this early stage some young people were still aiming for Level 2 or even Level 1. The few young people in jobs outside the GST framework who were studying for vocational qualifications were most commonly taking Level 2 courses.

TABLE 5.2
Highest level of vocational qualifications studying for at age 16/17, by main activity at that age

	AMA %	Other GST %	Full-time job %	Part-time job %	All in job or GST %
none/no information	16	22	87	90	55
Level 1	9	11	2	1	6
Level 2	28	43	6	4	21
Level 3	38	16	2	1	12
no information on level	9	7	2	1	5
academic qualifications only	+	1	1	2	1
Total	100	100	100	100	100
<i>Weighted Sweep 1 N</i>	<i>618</i>	<i>1023</i>	<i>1418</i>	<i>393</i>	<i>3453</i>
<i>Unweighted Sweep 1 N</i>	<i>535</i>	<i>863</i>	<i>1182</i>	<i>332</i>	<i>2912</i>

Qualifications gained by age 17/18

At the time of writing this report, data were available only for Sweep 2 of YCS Cohort 9, in the spring of the second year after the end of compulsory education when cohort members were aged 17/18. This is rather early for comparing the qualifications gained on different work-based routes, as at this stage those on two-year or three-year GST programmes were still only part-way through. Sweep 3 data, collected in the spring of the third post-compulsory year, will give a more complete picture.

With this important caveat in mind, Table 5.3 shows the qualifications that cohort members had gained by age 17/18. The table refers only to qualifications gained since the end of Year 11; qualifications gained during compulsory schooling are not counted. It shows that 45% of young people in AMAs and 45% also of those in other GST at age 16/17 had gained an additional qualification by age 17/18. Not surprisingly, these qualifications were mostly vocational. In contrast, only 16% of young people in jobs at age 16/17 had gained an additional qualification by age 17/18,

TABLE 5.3
Qualifications gained by age 17/18 since Year 11, by main activity at age 16/17

	AMA %	Other GST %	Full-time job %	Part-time job %
none/no information	55	55	84	84
vocational only	42	40	12	8
vocational and academic*	2	2	+	2
academic only*	1	2	4	7
Total	100	100	100	100
<i>Weighted Sweep 2 N</i>	399	666	928	244
<i>Unweighted Sweep 2 N</i>	270	448	482	145

*GCSEs, A levels and AS
+ 0.5% or less, but not zero

TABLE 5.4
Highest level of vocational qualifications gained by age 17/18, by main activity at age 16/17

	AMA %	Other GST %	Full-time job %	Part-time job %
no vocational qualifications gained	56	58	87	91
Level 1	12	6	2	+
Level 2	21	26	6	5
Level 3	4	4	+	2
no information on level	7	7	4	2
Total	100	100	100	100
<i>Weighted S2 N</i>	399	666	928	244
<i>Unweighted S2 N</i>	270	448	482	145

+ 0.5% or less, but not zero

this figure being the same for both full-time and part-time workers. However academic qualifications were more likely to have been gained in jobs, particularly part-time jobs, than in GST.

Table 5.4 shows the level of the vocational qualifications gained by 17/18 year olds who had started out on different work-based routes. The figures underline the fact that the data refer to a comparatively early stage in the training of AMAs, in that very few of those who had gained qualifications had yet reached Level 3.

Qualifications gained by stayers and leavers

Surprisingly, there was hardly any difference between young people who stayed in GST and those who left in the additional qualifications that they had gained by age 17/18, nor

was there any very great difference between those who left for a full-time activity and leavers to other destinations. Table 5.5 shows that similar proportions of

TABLE 5.5

Qualifications gained by age 17/18 since Year 11 by young people who stayed in GST, GST leavers who went to a full-time job or full-time education, and GST leavers to other destinations

	<i>Stayed in GST</i>	<i>GST leavers: activity at 17/18</i>	
		full-time job or full-time education	unemployed, part-time job or 'something else'
	%	%	%
none/no information	55	55	58
vocational only	42	40	38
vocational and academic*	1	3	3
academic only*	2	2	1
Total	100	100	100
<i>Weighted Sweep 2 N</i>	568	350	148
<i>Unweighted Sweep 2 N</i>	383	238	97

*GCSEs, A levels and AS

TABLE 5.6

Highest level of vocational qualifications gained by age 17/18 by young people who stayed in GST, GST leavers who went to a full-time job or full-time education, and GST leavers to other destinations

	<i>Stayed in GST</i>	<i>GST leavers: activity at 17/18</i>	
		full-time job or full-time education	unemployed, part-time job or 'something else'
	%	%	%
no vocational qualifications gained	57	57	59
Level 1	7	6	7
Level 2	10	6	9
Level 3	22	27	24
no information on level	5	4	1
Total	100	100	100
<i>Weighted Sweep 2 N</i>	568	350	148
<i>Unweighted Sweep 2 N</i>	383	238	97

each group had gained a qualification, the only small difference being that leavers were possibly less likely than stayers to have gained vocational qualifications and more likely to have gained academic qualifications. Furthermore, the vocational qualifications gained by the three groups were of similar levels (Table 5.6).

However there was a big gap between stayers and leavers in the qualifications that they were studying for at age 17/18. Table 5.7 shows that four out of five stayers were

studying for qualifications at this age, compared to two out of five of those who left to go to a full-time job or full-time education and just one in ten of those who left for another destination. The vocational qualifications sought by stayers also tended to be of a higher level than those sought by leavers.

TABLE 5.7

Highest level of vocational qualifications studying for at age 17/18 by young people who stayed in GST, GST leavers who went to a full-time job or full-time education, and GST leavers to other destinations

	<i>Stayed in GST</i>	<i>GST leavers: activity at 17/18</i>	
		<i>full-time job or full-time education</i>	<i>unemployed, part-time job or 'something else'</i>
	%	%	%
none/no information	19	61	91
Level 1	3	5	2
Level 2	31	13	4
Level 3 or 4	41	14	2
no information on level	5	5	0
academic qualifications only	1	3	1
Total	100	100	100
<i>Weighted Sweep 2 N</i>	<i>568</i>	<i>350</i>	<i>148</i>
<i>Unweighted Sweep 2 N</i>	<i>383</i>	<i>238</i>	<i>97</i>

Continuity and progress in study for qualifications

Although many who had taken the GST route after the end of Year 11 had gained no additional qualifications by age 17/18, well over two thirds of young people in AMAs at 16/17 and more than half of those in other GST at 16/17 were still studying for qualifications at 17/18. As Chart 5.2 shows, these were much higher proportions than for young people who were in jobs at age 16/17. Amongst the subsample who had not gained any additional qualifications by age 17/18, the proportions studying for qualifications at this age were very similar to the proportions shown in Chart 5.2 (table not shown).

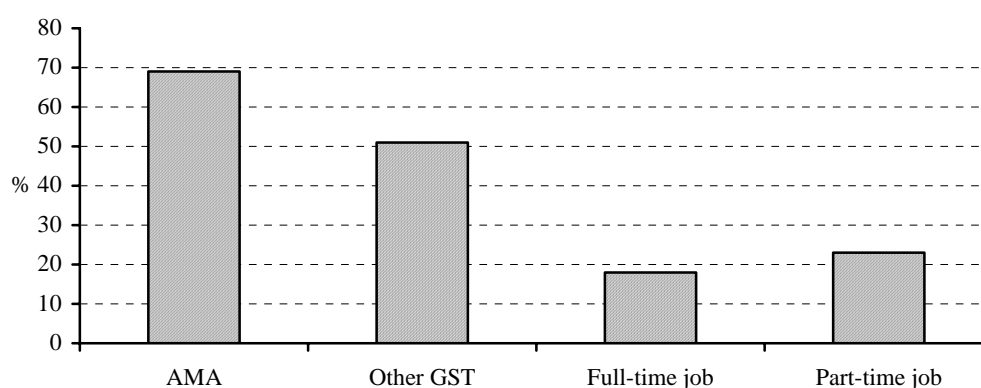
Table 5.8 compares the level of the vocational qualifications that young people who started out on different work-based routes after Year 11 were aiming for at age 16/17 with the level that they were aiming for at age 17/18. Of course by this time some had changed route, which accounts for the increase in the proportion amongst those starting off in AMAs and other GST who were not studying for qualifications. These movements between routes were described in the last chapter.

Making allowance for the increase in the proportion not studying for qualifications, the overall study aims of AMAs appeared fairly similar one year on. However amongst those on other GST programmes at age 16/17 there was some up-shifting over the year, with more now aiming for Level 3. This was also true of those who had started out in jobs

outside the GST framework, though the overall proportions studying for qualifications were very small in their case.

Sample numbers are rather small for looking at individual progression between levels of qualifications. Nevertheless Table 5.9 gives some evidence that a number of those in AMAs or other GST programmes who had gained qualifications by age 17/18 were going on to take qualifications of a higher level.

Chart 5.2
Proportion studying for qualifications at age 17/18,
by main activity at age 16/17



<i>Base N Sweep 2:</i>	AMA	Other GST	Full-time job	Part-time job
Weighted	399	666	928	244
Unweighted	270	448	482	145

TABLE 5.8
Highest level of vocational qualifications studying for at ages 16/17 and 17/18, by
main activity at age 16/17

	<i>AMA at 16/17</i>		<i>Other GST at 16/17</i>		<i>Full-time job at 16/17</i>		<i>Part-time job at 16/17</i>	
	study at 16/17	study at 17/18	study at 16/17	study at 17/18	study at 16/17	study at 17/18	study at 16/17	study at 17/18
	%	%	%	%	%	%	%	%
none/no info.	16	31	22	49	87	82	90	77
Level 1	9	1	11	5	2	1	1	+
Level 2	28	24	43	20	6	8	4	8
Level 3 or 4	38	33	16	23	2	6	1	7
no info. on level	9	8	7	2	2	2	1	1
academic quals only	+	3	1	2	1	2	2	7
Total	100	100	100	100	100	100	100	100
<i>Weighted N</i>	618	399	1023	666	1418	928	393	244
<i>Unweighted N</i>	535	270	863	448	1182	482	332	145

Note: Figures for age 16/17 are weighted by the Sweep 1 weights and for age 17/18 by the Sweep 2 weights.

+ 0.5% or less, but not zero

TABLE 5.9
 Highest level of vocational qualifications studying for at age
 17/18 by highest level of vocational qualifications gained since
 Year 11: young people in AMAs or other GST at age 16/17

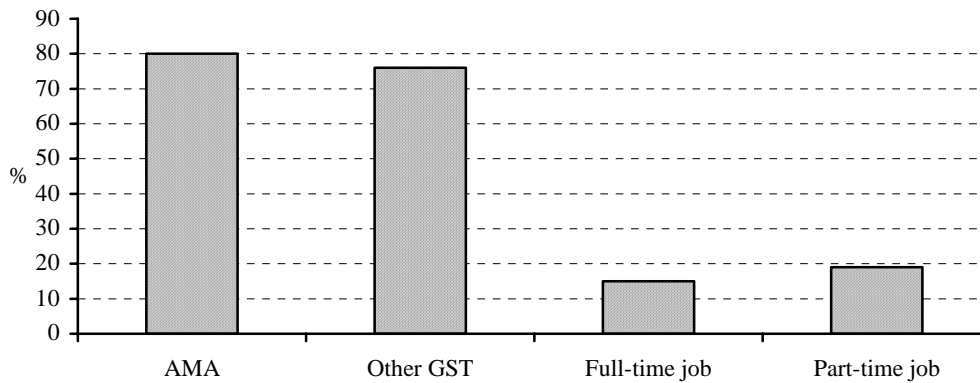
	<i>Qualifications gained since Year 11:</i>		
	none %	Level 1/no inf on level %	Level 2 or 3 %
<i>Qualifications studying at 17/18:</i>			
<i>(a) In AMA at age 16/17</i>			
none/no information	33	32	27
Level 1	+	3	2
Level 2	25	41	8
Level 3 or 4	26	21	59
no information on level	13	0	1
academic qualifications only	2	4	3
Total	100	100	100
Weighted S2 N	224	76	99
Unweighted S2 N	138	47	85
<i>(b) In other GST at age 16/17</i>			
none/no information	49	49	49
Level 1	6	5	2
Level 2	23	24	10
Level 3 or 4	17	18	36
no information on level	2	3	2
academic qualifications only	2	3	+
Total	100	100	100
Weighted S2 N	384	85	200
Unweighted S2 N	235	53	160

+ 0.5% or less, but not zero

Qualifications sought at age 17/18

So far we have looked at study for qualifications at age 17/18 only in relation to young people's main activity the previous year. Chart 5.3 shows the proportion of young people studying for qualifications at age 17/18 in relation to their main activity at the time. Once again, it shows that young people were much more likely to be studying for a qualification if they were in AMAs or other GST than if their main activity was a full-time or part-time job. The proportions in AMAs, other GST and full-time jobs at age 17/18 who were studying for qualifications were similar to the corresponding proportions at age 16/17 (see Chart 5.1), though the proportion studying for qualifications in part-time jobs had nearly doubled. As has already been suggested, many of these were probably taking academic courses that were wholly separate from their jobs.

Chart 5.3
Proportion studying for qualifications at age 17/18,
by main activity at age 17/18



<i>Base N Sweep 2:</i>	AMA	Other GST	Full-time job	Part-time job
Weighted	539	526	1743	397
Unweighted	381	339	1136	350

Table 5.10 shows that, although some upwards shift is apparent, the study aims of young people in AMAs or other GST programmes at age 17/18 were quite similar to those of their counterparts at age 16/17. An upwards shift can also be seen in the study aims of those in full-time and part-time jobs. This includes a growth in the proportion seeking academic qualifications while still describing their main activity as a part-time job.

TABLE 5.10
Highest level of vocational qualifications studying for at ages 16/17 and 17/18, by main activity at each age

	<i>AMA</i>		<i>Other GST</i>		<i>Full-time job</i>		<i>Part-time job</i>	
	16/17	17/18	16/17	17/18	16/17	17/18	16/17	17/18
	%	%	%	%	%	%	%	%
none/no info.	16	20	22	26	87	85	90	81
Level 1	9	4	11	8	2	1	1	2
Level 2	28	26	43	38	6	6	4	4
Level 3 or 4	38	44	16	21	2	5	1	5
no info. on level	9	6	7	7	2	2	1	2
academic quals only	+	1	1	1	1	1	2	6
Total	100	100	100	100	100	100	100	100
<i>Weighted (S1/S2) N</i>	618	539	1023	526	1418	1743	393	397
<i>Unweighted N</i>	535	381	863	339	1182	1136	332	350

Note: Figures for 16/17 are weighted by the Sweep 1 weights and for 17/18 by the Sweep 2 weights. + 0.5% or less, but not zero

6 CONCLUSIONS

Despite the growth in vocational courses in full-time education after 16, government-supported work-based training is still an important option for many young people. Since the 1980s, GST has developed from the last resort for young people who could not get jobs elsewhere to a provider of good training leading to vocational qualifications. At the time of the present study, those who choose GST were mostly happy with their decision, and satisfied with the off-the-job training that they received. Nevertheless a number of issues remain to be tackled.

In spring 1998, about a quarter of young people in England and Wales who had reached the end of compulsory education the previous summer had as their main activity either a place in GST or a full-time or part-time job. More than a third of these had received no training at all, either off-the-job or on-the-job, and most of those who had been given no training had never been offered training. The deficit lay mainly in jobs outside of the GST framework: here half of full-time workers and three-fifths of part-time workers had been given no training at all, and very few indeed studying for qualifications. This points to a serious problem about young people's access to training in jobs outside GST.

When the surveys on which this report is based were conducted, FMAs had only just been launched, and most young people in GST who did not hold AMAs were in other programmes that are now being phased out. The dual structure of GST at this time was very marked: young people in AMAs were more likely than those in other GST to have been given a written training plan and to get both on-the-job training and off-the-job training. They were more often given block release, attended FE college more often, were allowed more time for their training, and were more likely to be satisfied with what they had received. Though the growth of FMAs over the last two years is likely to have narrowed these differences, progress in improving the quality of GST outside of AMAs needs to be monitored.

Inequalities in young people's access to training also demand attention. In 1998, around three in four 16/17 year olds in AMAs were male. This was largely due to the concentration of AMAs in traditionally male-dominated craft occupations, and the fact that training in these traditional sectors tended to begin at a younger age than in non-traditional sectors. Since 1998, AMAs have expanded to cover a wider range of sectors, and the proportion of female starts has increased.³² The sex difference in entry to AMA was one of the main reasons why young women on work-based routes were less likely to get off-the-job training than young men. However young women were also significantly less likely than young men to get on-the-job training, even when their differential take-up of AMAs and their occupational and industrial profiles were taken into account along with other relevant factors.

Members of ethnic minorities were heavily under-represented in AMAs, though over-represented in other GST. Administrative statistics show that some AMA sectors have far fewer ethnic minority representation than others - for example 1% in Construction and

³² The proportion of AMA starts that are female (taking all entrants aged 16-24, not just 16/17 year olds) rose from 46% in 1996-97 to 48% in 1999-2000 (DfEE 2000b, Table 6). Females form a higher proportion of starts at older ages than at age 16 because AMAs in non-traditional sectors tend to begin at an older age.

2% in Engineering Manufacturing, compared to 6% in Customer Service and Information Technology.³³ In the YCS data, taking all work-based routes together, young people belonging to ethnic minorities were significantly less likely than young white people to be getting off-the-job training, even after allowing for the different proportion in AMAs and for other factors.

To a certain extent differences in access to training arise from the free choices that young people make and from much wider social norms and structures that are resistant to change. Nevertheless, organisations and employers providing training need to be very alert to the possibility of discrimination by sex or ethnicity, whether intentional or not, and should perhaps sometimes be taking more positive action to reduce inequalities between groups.

Training provision across occupations and industries was very uneven, with AMAs and other GST less common in some sectors than others. Even after allowing for this and for differences in the qualifications and other characteristics of the young people employed, jobs in sales and in hotels and restaurants provided significantly less off-the-job training than other jobs. This unevenness of provision is connected with patterns of labour use and continues to present a challenge for policy.

It was encouraging to find that young people's satisfaction with their training depended much more on the nature of the training that they had received than on their personal characteristics. Satisfaction with the quality and amount of training received were also important predictors of whether young people would stay in GST or leave. This suggests that continued efforts to improve training quality will be repaid with better levels of retention on these programmes.

Just as economic theory teaches, young people who were getting training earned on average less than those who were not. This however seemed to present no problem for young people in GST. Those with lower pay were if anything less likely to leave GST than those with higher pay, presumably because they were getting better training, and young people in GST were generally happier with the choices that they had made than young people in jobs where wages were higher.

Despite these encouraging features, the number of young people leaving GST prematurely gives cause for concern. Three in ten young people who were in AMAs at age 16/17 had left GST altogether one year later, and for other GST programmes the leaving rate was nearly twice as great as this. Many leavers got full-time jobs and some even returned to full-time education - only slightly more than one in twenty AMA leavers was without a full-time activity at age 17/18. However for non-AMA GST programmes the position was more worrying, with one in five leavers having no full-time activity at age 16/17. With both AMA and other GST, most leavers gave up studying for qualifications. Although it is possible that levels of retention may be improving now, one of the goals of the continuing reforms to GST must be to increase the proportion of trainees who complete their programmes.

Although good training encouraged staying, there was also evidence that some leavers may have been in difficulties in GST from an early stage: leavers were less likely than

³³ DfEE 2000b, Table 7.

stayers to have been happy with their choice at age 16/17, were more likely to have poor GCSE results, and were more likely to have played truant at school or to have been excluded from school. All these features were more pronounced for leavers with no full-time activity than for those who left to take a full-time job or to return to full-time education. Making appropriate provision for disaffected young people with a history of non-compliance with authority is one of the more difficult issues that GST has to cope with.

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