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Apprenticeships Evaluation 2015 - Learners

A report by IFF Research, with the Institute for Employment Research at the University of Warwick

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Executive Summary

This report presents the findings of the Apprenticeship Evaluation Learner Survey 2015, and is the fourth in an annual series, the first of which was published in 2012.

The evaluation, which sits alongside the Apprenticeship Evaluation Employer Survey, consisted of quantitative interviews with 5,000 Level 2 and 3 apprentices, as well as 800 higher apprentices, to explore their views of their apprenticeship. This research covered both current apprentices at the time of survey, and recent completers (those that had completed their apprenticeship 12-20 months prior to being interviewed).

The research is intended to help monitor key progress indicators and develop a greater understanding of recent policy reforms that will help shape future development of the programme. Specifically, it covered individuals' motivations for undertaking an apprenticeship, their experience of the training they received, their satisfaction with the apprenticeship and the impact this has had on their career.

Profile of apprentices

Level 2 apprenticeships remain the most common form of apprenticeship, although the proportion of apprentices on a Level 3 apprenticeship has been gradually rising over the last few years (these account for 43% of all Level 2 and 3 apprentices in 2015 compared with 37% in 2013).

Around a quarter (26%) of Level 2 and 3 apprentices were undertaking a Business apprenticeship, the most common framework. Health and Engineering apprenticeships have both experienced a sustained period of growth since 2013, accounting for 24% and 19% of all Level 2 and 3 apprenticeships respectively in 2015, up from 21% and 14% in 2013.

By demographics such as age and ethnicity there has been little change compared with the 2013 and 2014 studies[1]: two-fifths (41%) of apprentices were aged 25 and above, a

[1] Whilst reports such as the Social Mobility and Child Poverty Commission's "Apprenticeships, young people, and social mobility" (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/509123/Social_Mobility_and_Child_Poverty_Commission_Submission_on_Apprenticeships_final.pdf) highlight the increase in apprentices aged 25 and over, it is important to note that the Evaluation survey results were weighted to match

third (33%) between 19 and 24 and a quarter (27%) under 19, while White apprentices accounted for 91% of all Level 2 and 3 apprentices. There was an even split by gender (50% male, 50% female), and a minority (7%) had a disability.

There has been growth in the number of higher apprentices (those on a Level 4 or above apprenticeship): in 2015 they accounted for four per cent of total current apprentices and two per cent of total completed apprentices, up from two per cent and 0.7 per cent in 2014. This increase has been accompanied by a diversification of frameworks such that Accountancy no longer dominates the higher apprenticeship landscape (a fall from 60% of all Level 4 apprentices in 2014 to 28% in 2015). There has been a notable increase in the proportion of higher apprentices on other Business frameworks, as well as in Health.

Routes into apprenticeships and motivations

Nearly half (48%) of all Level 2 and 3 apprentices were recruited specifically with the intention of their doing an apprenticeship. Approaches to recruitment varied considerably by framework, with individuals undertaking more 'traditional' frameworks more likely to be recruited on to their apprenticeship. Only around a third of apprentices on a Health (32%) or Retail (35%) framework were recruited specifically as an apprentice, with the majority being existing employees.

Awareness that individuals were undertaking an apprenticeship has continued to increase, with two-thirds of Level 2 and 3 apprentices (67%, rising to 92% of those who had been recruited as apprentices) aware the training they undertook was an apprenticeship, compared with 63% in 2013 and 65% in 2014.

There were three core factors behind Level 2 and 3 apprentices' decision to undertake an apprenticeship: for career purposes (cited as a *main* reason by 30%), to gain a qualification (a main reason for 25%) and to develop work-related skills (23%). Motivations varied considerably depending on whether or not the individual had been recruited to the apprenticeship.

Compared to Level 2 and 3 apprentices, higher apprentices were less likely to have been specifically recruited to an apprenticeship (32%) and more likely to have been existing

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Individualised Learner Record (ILR) data (by framework, level and age) filtered on specific dates covered by the research, and as such will not exactly match annual apprenticeship figures.
Rather, they represent a snapshot in time (as apprentices were selected for this research on the basis of whether they were either undertaking an apprenticeship in the 2014/15 ILR, or had completed an apprenticeship between March and October 2014). The profile of apprentices is compared to that of the 2014 survey, which covered those on provision at the time of the survey, or who had completed between August 2012 and March 2013. Comparisons are also made to apprentices surveyed in the 2013 Apprenticeship Evaluation, which includes apprentices who completed an apprenticeship programme between August 2011 and March 2012.

employees (67%), an approach that was most common in the Health framework (88%). Linked to this, fewer than three-fifths of higher apprentices were aware their course was an apprenticeship (57%). The main motivations for undertaking an apprenticeship were similar to those expressed by Level 2 and 3 apprentices.

Satisfaction with apprenticeships

Over the last few years the level of satisfaction with apprenticeships has been consistently high. 2015 showed no change from previous years. Nearly nine in ten (89%) Level 2 and 3 apprentices were satisfied with their apprenticeship, while over seven in ten (72%) were 'very satisfied'. Satisfaction was generally higher for those apprentices on more traditional frameworks, such as Construction (76% very satisfied). ICT (65% very satisfied) and Arts and Media (61% very satisfied) returned the lowest levels of satisfaction.

The aspects of the apprenticeship with which Level 2 and 3 apprentices were most satisfied were its relevance (89% satisfied), and the quality of training (87%).

Level 2 and 3 apprentices' expectations of apprenticeships were usually met (21%) or exceeded (71%), in line with results from 2014. Younger apprentices were more positive, as were those still working for their employer.

The vast majority of higher (Level 4 and 5) apprentices (89%) were satisfied with their apprenticeship, although the proportion of apprentices who were *very* satisfied (68%) was slightly lower than that found amongst Level 2 and Level 3 apprentices. Results were similar to 2014. Higher apprentices were most satisfied with the relevance of training they received (92%). Two-thirds (66%) of higher apprentices felt their apprenticeship exceeded expectations.

Quality and content of apprenticeships

Recognised apprenticeships are required to last for a minimum of 12 months, ensuring that they are of high quality and that apprentices receive sufficient training. Positively, only six per cent of Level 2 and 3 apprentices stated that their apprenticeship was intended to last for less than 12 months, rising to eight per cent among apprentices that had been existing employees. This represents a considerable improvement on previous years. In 2013, around half (49%) stated their apprenticeship was intended to last at least 12 months; by 2014 this had risen to 70% and in 2015 it had reached 94%, showing that the introduction of a minimum 12-month length is beginning to take effect.

The average duration of an apprenticeship was 17 months. Learners undertaking Arts and Media, Business, and Retail frameworks reported the shortest apprenticeships (an average of 14 months).

As well as the duration of the course, the type of training received also provides an indication of the quality of the apprenticeship. As in 2014, eight in ten (79%) Level 2 and 3 apprentices received formal training, either at an external provider or in the workplace. Formal training was more common among Level 3 apprentices (81%) and those specifically recruited as apprentices (85%), and this was driven by higher numbers receiving training externally. Nevertheless, one in twenty (5%) reported receiving no training at all, either formal or informal. This was most common for apprentices on an Education framework (11%).

Most apprentices reported earning above the Apprenticeship minimum wage of £2.73 an hour at the time of the survey (although this has now increased to £3.30).

There has been a stronger focus recently on incorporating English and Maths into apprenticeship training should apprentices not have sufficient skills in these areas. The majority (72%) of Level 2 and 3 apprentices already held a Level 2 English qualification, while 67% held a Level 2 Maths qualification. A minority of apprentices did not have these qualifications and were not offered the chance to undertake them as part of their apprenticeship (7% and 8% for English and Maths respectively).

The average duration of higher apprenticeships was longer than those at Level 2 and 3: in line with 2014, they lasted an average of 19 months, while just two per cent of higher apprentices reported that their apprenticeship lasted less than 12 months.

The proportion of higher apprentices receiving formal training had fallen from 84% in 2014 to 79% in 2015. This decrease in formal training was driven by a drop in training at an external training provider (from 64% in 2014 to 54% in 2015).

Apprenticeship outcomes

Nearly all Level 2 and Level 3 apprentices felt that they acquired or improved their skills as a direct result of their apprenticeship (97%). For the vast majority this included skills and knowledge related to their current or desired area of work, as well as skills that could be applied to a broad range of jobs and industries.

There has been a slight increase in the proportion of those that had completed their apprenticeship who were in work at the point of survey (92%) compared to 2014 (88%), but with some variation by framework. There tended to be higher levels of unemployment among completed apprentices who had trained on ‘newer’ frameworks, such as Arts and Media (11%) and ICT (9%), compared with five per cent overall. Over seven in ten (72%; compared to 71% in 2014) of completed apprentices in employment at the time of the survey were still with the same employer with whom they undertook their apprenticeship (this accounts for 64% of all apprentices that had completed their training). Apprentices who had been recruited for the purpose of undertaking an apprenticeship were less likely

to still be working with the same employer (65% compared with 77% of existing employees).

Apprentices cited a number of positive impacts within the workplace, although this did not always translate into pay or promotion benefits: 46% of apprentices had received a pay rise since completing their apprenticeship, while 30% had been promoted. While this compared favourably to 2014, when 38% had received a pay rise and 23% had been promoted, still half (49%) had experienced neither impact. Around one in four who were promoted or received a pay rise felt the apprenticeship had no impact on this improvement.

The majority (77%) of completed apprentices who were employed planned to continue working for the same employer for the next two to three years, and 89% planned to continue working in the same sector.

There was also appetite for further training: one in nine (11%) Level 2 and 3 apprentices had undertaken some additional study, and 41% were considering some additional study (rising to 55% among those still undertaking their apprenticeship).

Among those that had completed a higher apprenticeship, nearly all (96%) were in work, with 88% employed full-time. The impacts to pay and promotion for higher apprentices were similar to Level 2 and 3 apprentices: 49% had received a pay rise and 36% had been promoted, leaving just under half (47%) who had experienced neither impact.

The vast majority (83%) of employed higher apprentices felt that it was likely that they would remain with the same employer for the next 2-3 years, whilst nearly all (94%) expected to continue working in the same sector.

Trailblazers

Trailblazers were launched in October 2013 to encourage employers to develop a new set of apprenticeship standards to replace the existing apprenticeship frameworks. Trailblazers are still in their infancy, and only 19 apprentices who had undertaken a Trailblazer apprenticeship were interviewed in the survey. All findings are unweighted and should be treated as indicative, and with extreme caution, owing to the low base.

The Trailblazer apprentices interviewed tended to have undergone apprenticeships that were of a technical nature, such as automotive engineering or mechatronics maintenance. All had been recruited specifically as apprentices, and there was a broadly even split between Level 3 and Level 4 apprentices. Early signs indicate these tend to be high quality apprenticeships: the average intended length was 33 months, while all apprentices received some form of training (17 out of 19 received *formal* training).

Satisfaction levels were generally high, although four out of 19 reported that the apprenticeship had not met their expectations. It is too early to assess the outcomes and impacts for individuals on a Trailblazer apprenticeship. However, all agreed that since starting the apprenticeship their job performance had improved, as had their career prospects.

1. Introduction

This report presents the findings from the 2015 Apprenticeships Evaluation Learner Survey, and sits alongside the accompanying Employer report. The research comprised 5,000 interviews with current Levels 2 and 3 apprentices and recent completers, and a further 800 interviews with higher apprentices.

Background

Apprenticeships remain central to the Government's vision to improve skills, build sustainable growth and stronger communities, and to enable individuals to succeed and progress in their careers.

There have been a number of important developments in the field of apprenticeships over the last few years, including:

- Publication of Specification of Apprenticeship Standards in England (SASE) in 2011. This sets out the minimum quality standards to which all apprenticeship frameworks need to adhere.

- The Holt review (2012) which made recommendations relating to increasing apprenticeship uptake among Small and Medium Enterprises.

- The Richard Review published in 2012. Core recommendations included giving employers greater control of apprenticeships, targeting apprenticeships at new recruits, refocusing apprenticeships on what individuals should know and be able to do at the end of their apprenticeship, and handing more purchasing power to employers.

- 2013: The Government's *Future of apprenticeships in England: Implementation Plan* accepted the need to make apprenticeships employer-focused and employer-led. The *Implementation Plan* announced a number of innovations, including new apprenticeship standards, designed by employers, to replace the current frameworks, with the aim that all starts from 2017/18 will be on the new standards; more rigorous assessment of competence at the end of the apprenticeship; and Trailblazers in a range of sectors to develop the new standards and assessment approaches, and to develop best practice. This 2015 study sees the inclusion of Trailblazer apprentices for the first time.

- The Government's *English Apprenticeships: our 2020 vision*, which confirmed:

- the commitment to increase the quality and quantity of apprenticeships in England, with three million starts by 2020;
- the desire to ensure apprenticeships are seen as a high quality and prestigious path to successful careers, and for apprenticeship opportunities to be available across all sectors of the economy, in all parts of the country and at all levels; and
- placing employers 'in the driving seat' in designing apprenticeships focussed on the skills, knowledge and behaviours required of the workforce of the future, and, via an apprenticeship levy, putting employers at the heart of paying for and choosing apprenticeship training.

Research aims

With a commitment to fund three million new starts by 2020, and with apprenticeships remaining a flagship Government policy, the programme is under close scrutiny to ensure it delivers value for money. The research was commissioned to continue to understand how the programme is working from the customer's point of view, and the extent to which it is providing high quality training which meets the needs of apprentices (and employers) and delivers the intended impacts. The overall aim of the research was to monitor progress indicators and to develop understanding of the apprenticeship programme and the value it delivers in order to understand the impact of recent policy reforms and help shape future development (and growth) of the programme.

This report explores the profile of apprentices; their motivations for choosing apprenticeship training; their entry routes to apprenticeships; the nature and amount of training undertaken and the apprenticeship experience; satisfaction with apprenticeships and their impact on skills; and progression for apprentices in and through apprenticeships.

Methodology

Given the need to monitor progress indicators in a consistent way and to assess the impact of policy changes using previous surveys as the baseline, the methodology employed remained as consistent as possible with the previous studies in regard to sampling, questionnaire design, data collection and analysis.

The research comprised a telephone survey with 5,000 Level 2 and 3 apprentices, split evenly between current and completed apprentices, defined as follows:

- Current apprentices: those listed on the ILR as still in provision;

- Completed apprentices: those who completed their apprenticeship between 1st March 2014 and 31st October 2014 (i.e. 12-20 months prior to being interviewed).

A further 800 interviews were undertaken with Level 4 and Level 5 apprentices, known as 'higher apprentices', again split between current and completed apprentices.

Interviewing took place between 12th October and 3rd December 2015. The overall response rate was 72%.

Apprenticeship frameworks were grouped into the following classification groupings for sampling and reporting purposes. These are shown in the following table alongside the abbreviated form used throughout the report. A similar approach was taken in 2014, allowing for time series comparisons although this year Arts, Media & Publishing, and Education & Training have been included to reflect the growing number of apprentices undertaking these types of apprenticeships.

Broad framework title	Abbreviation
Agriculture, Horticulture & Animal Care	Agriculture
Arts, Media & Publishing	Arts and Media
Business, Administration & Law	Business
Construction, Planning & the Built Environment	Construction
Education & Training	Education
Engineering & Manufacturing Technologies	Engineering
Health, Public Services & Care	Health
Information & Communication Technology	ICT
Leisure, Travel & Tourism	Leisure
Retail and Commercial Enterprise	Retail

Sample was structured on an interlocking basis by apprenticeship Level and broad framework group, with additional targets by age group. Due to the substantial size variations between frameworks, smaller frameworks and levels were oversampled to ensure enough interviews were undertaken in these categories for separate analysis. The sampling process began by aiming for a representative split by level and framework; then, minimum targets were set for each broad framework. Where the minimum targets were not achievable, a census approach was taken.

The questionnaire generally mirrored that used in 2014 to allow for time series comparisons. One change introduced sought to provide more nuanced responses on the way employers recruit apprentices. Apprentices who were recruited specifically to undertake an apprenticeship, but who may have undergone a trial period or other delay before actually starting their training were treated as 'new recruits' in 2015. In previous surveys however they were included among 'existing employees', or 'internal recruits'. New questions were also added to the survey too that placed greater emphasis on the development of English and Maths skills during the apprenticeship.

The final data were weighted to be representative of the populations of current and completed apprentices, with interlocking weights by level and framework, and rim weights were applied by age (for all levels) and by completion status (for Level 4 and 5 apprentices only). In the case of Level 2 and 3 apprentices, equal weight was given to current and completed apprentices (although current apprentices outnumbered completers in the original sample files) in order to maintain consistency with previous years.

Report structure

The report is structured by apprenticeship level, with the main part of each chapter dealing with Level 2 and 3 apprentices, followed by a separate section covering the smaller cohort of Level 4 and 5 apprentices.

Throughout the report we make reference to 'traditional' and 'newer' frameworks. Traditional frameworks, which include Agriculture, Construction and Engineering, have had a long history of engagement with apprenticeships. Newer frameworks, such as Arts and Media, Business and Education are commonly frameworks that have seen substantial growth in recent times.

Due to the very small number of Trailblazer apprentices, quantitative analysis of this group was not possible. Therefore, a qualitative approach to the data has been taken, presented in a separate chapter at the end of this report.

2. Profile of apprentices

Apprentices were selected for this research on the basis of whether they were either undertaking an apprenticeship in the 2014/15 ILR, or had completed an apprenticeship between March and October 2014. The population profile of this group will therefore not match annual apprenticeship figures, but instead represent a snapshot in time. This chapter examines the profile of apprentices within this sampling window. Results were compared with those from the survey conducted in 2014, which covered those on provision or completing between August 2012 and March 2013.

Key findings

Level 2 and 3 apprentices

- As in 2014, the **largest individual framework was Business,** accounting for a quarter (26%) of Level 2 and 3 apprentices.
- Level 2 apprentices still outnumbered Level 3 apprentices (57% vs 43% respectively), but the proportion on Level 3 has been rising (it was 37% in 2013).
- **Two-fifths** (41%) **of apprentices were aged 25 and above**, a third (33%) were aged between 19 and 24, and a quarter (27%) aged under 19 – the same age profile as in 2014.
- The **vast majority (91%) of apprentices were white**, with nine per cent from BAME groups, the same as in 2014. In line with the general population, BAME apprentices were more common in London (34%) and the West Midlands (14%).

Higher apprentices

- Higher apprentices accounted for **four per cent of total current apprentices**, and **two per cent of total completed apprentices** – up from two per cent and 0.7% in 2014.
- There was a **considerable shift in frameworks** between 2014 and 2015: Accountancy fell from 60% of Level 4 apprenticeships to just over a quarter (28%). This was due to an increase in numbers on other frameworks, rather than a decrease in the numbers training in Accountancy.
- **Three-fifths of higher apprentices were Level 5** (60%) and two-fifths Level 4 (40%).
- Higher apprentices had **an older age profile** than Level 2 and 3 apprentices: two-thirds (67%) were aged 25 and above, and just seven per cent were under 19.
- Mirroring the Level 2 and 3 profile, the **majority (89%) of higher apprentices were white**, with 11% from BAME groups.

Completion status (Levels 2 and 3)

The population of apprentices within the sampling window (all who completed an apprenticeship between March and October 2014, and all who were listed as currently undertaking an apprenticeship in the 2014/15 ILR) comprised 676,250 apprentices. The majority (77%) were current apprentices, while just under a quarter (23%) had completed their apprenticeship[2].

However, the survey sampling and weighting strategies gave equal weight to current and completed apprentices, meaning the final survey population consisted of 49% current apprentices and 51% completed apprentices; this is in line with the survey population of the 2014 study, allowing for maximum comparability.

As well as the overall breakdown, a roughly even split was maintained between current and completed apprentices within each level, framework, gender and age group.

It is important to note that the profile of apprentices in this report will not precisely align with official annual apprenticeship figures[3] as they were weighted to match the ILR population covering the specific periods mentioned above.

Apprenticeship frameworks (Levels 2 and 3)

Figure 2.1 shows the breakdown of the full population of Level 2 and Level 3 apprentices by framework, compared with the equivalent population snapshots in 2014 and 2013.

As in previous years, the largest framework was Business, covering a quarter of all apprentices (26%, down slightly from 29% in 2014). This was closely followed by Health (24%), Engineering (19%, up from 15% in 2014) and Retail (16%).

The remaining frameworks covered much smaller numbers of apprentices (between 0.3% and 6%). It should be noted that the Arts and Media and the Education frameworks were included separately for the first time in 2015 due to an increase in the numbers of apprentices studying those subjects.

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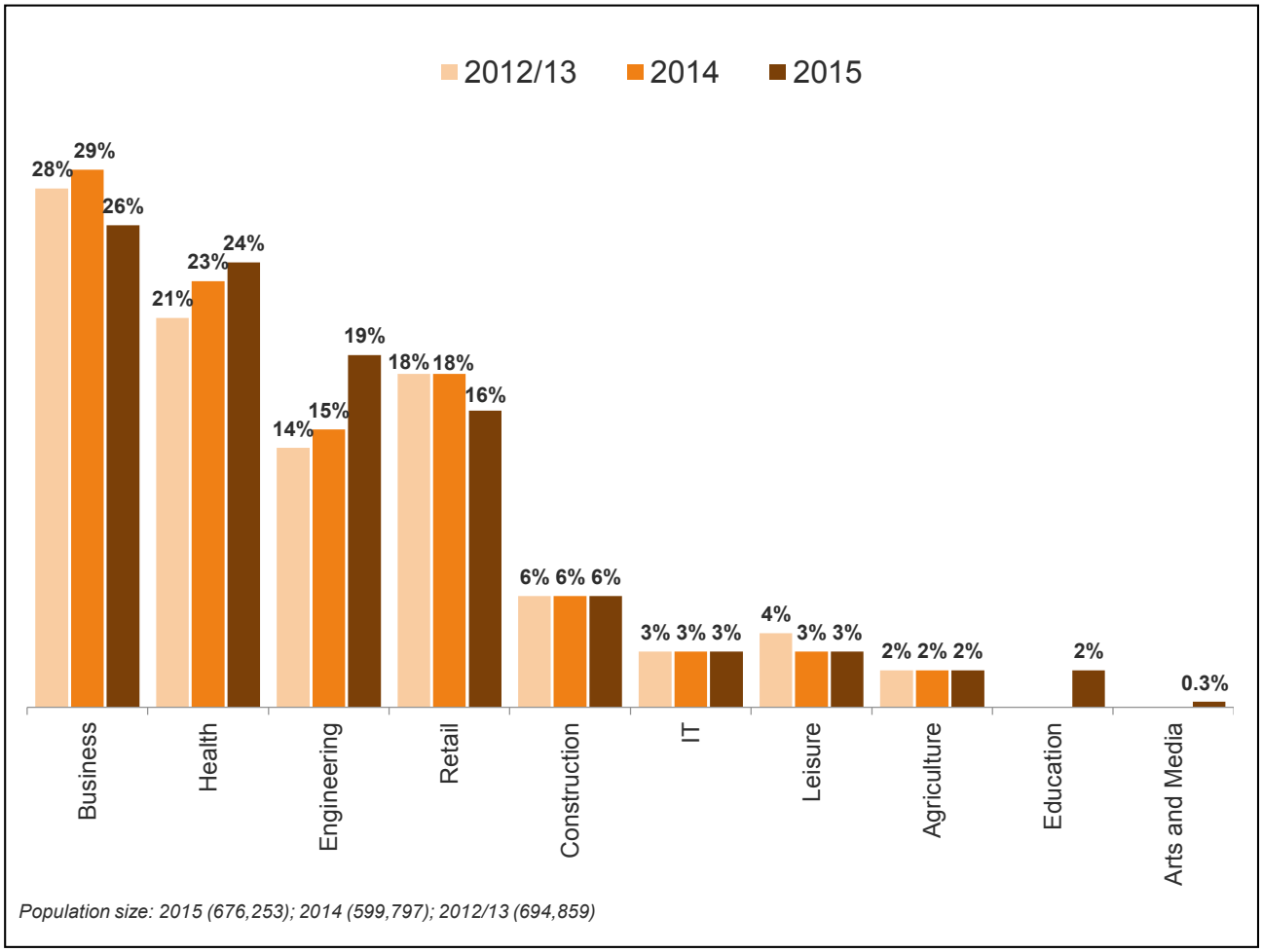
[2] Taken from the ILR, available through the Skills Funding Agency

[3] Such as the SFA's 'Statistical First Release: Further Education and Skills', where the most recent publication can be found at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/513851/SFR_commentary_March_2016_QAR_Update.pdf

Figure 2.1 Apprenticeship frameworks by year (ILR data, Levels 2 and 3)



Level of apprenticeship (Levels 2 and 3)

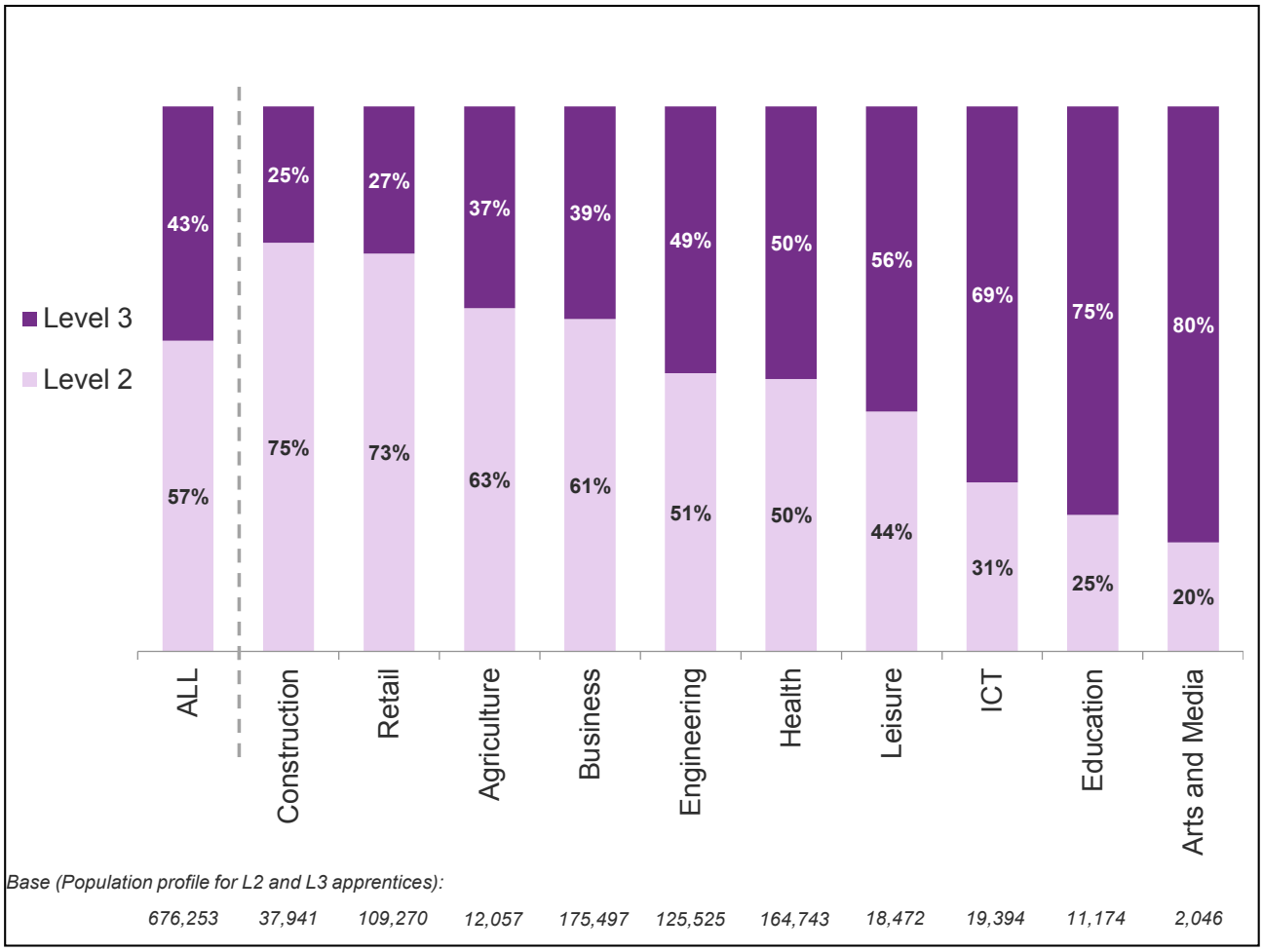
As in previous years, a greater proportion of apprentices were on Level 2 than Level 3 provision (57% and 43% respectively). However, data across the last three years shows the gap has been steadily closing, with the proportion of Level 3 apprentices increasing from 37% in 2013, to 41% in 2014, and 43% in 2015. This is an encouraging finding in light of the drive for more apprenticeships to target achievement at Level 3 as a result of the new standards[4].

As shown in Figure 2.2, there was substantial variation in the split by level across different frameworks. In Arts and Media, Education and ICT the vast majority were on Level 3

[4] The Future of Apprenticeships in England: Next Steps from the Richard Review, Department for Education, March 2013
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190632/bis-13-577-the-future-of-apprenticeships-in-england-next-steps-from-the-richard-review.pdf

provision (80%, 75% and 69%). In contrast, Construction and Retail apprentices were particularly likely to be on Level 2 (75% and 73% respectively).

Figure 2.2 Apprenticeship level by framework (ILR data, Levels 2 and 3)



Gender distribution (Levels 2 and 3)

There was an even split by gender, with half of Level 2 and 3 apprentices male, and half female (both 50%). There was great variation by framework: men made up the majority of apprentices in Construction (98%), Engineering (94%), ICT (82%), Leisure (67%), Agriculture (65%), and Arts and Media (59%); women made up a greater proportion of apprentices in Health (81%), Education (80%), Business (63%) and Retail (60%).

There were also small differences by level, with women slightly more likely to be on a Level 3 apprenticeship (52%) than men (48%).

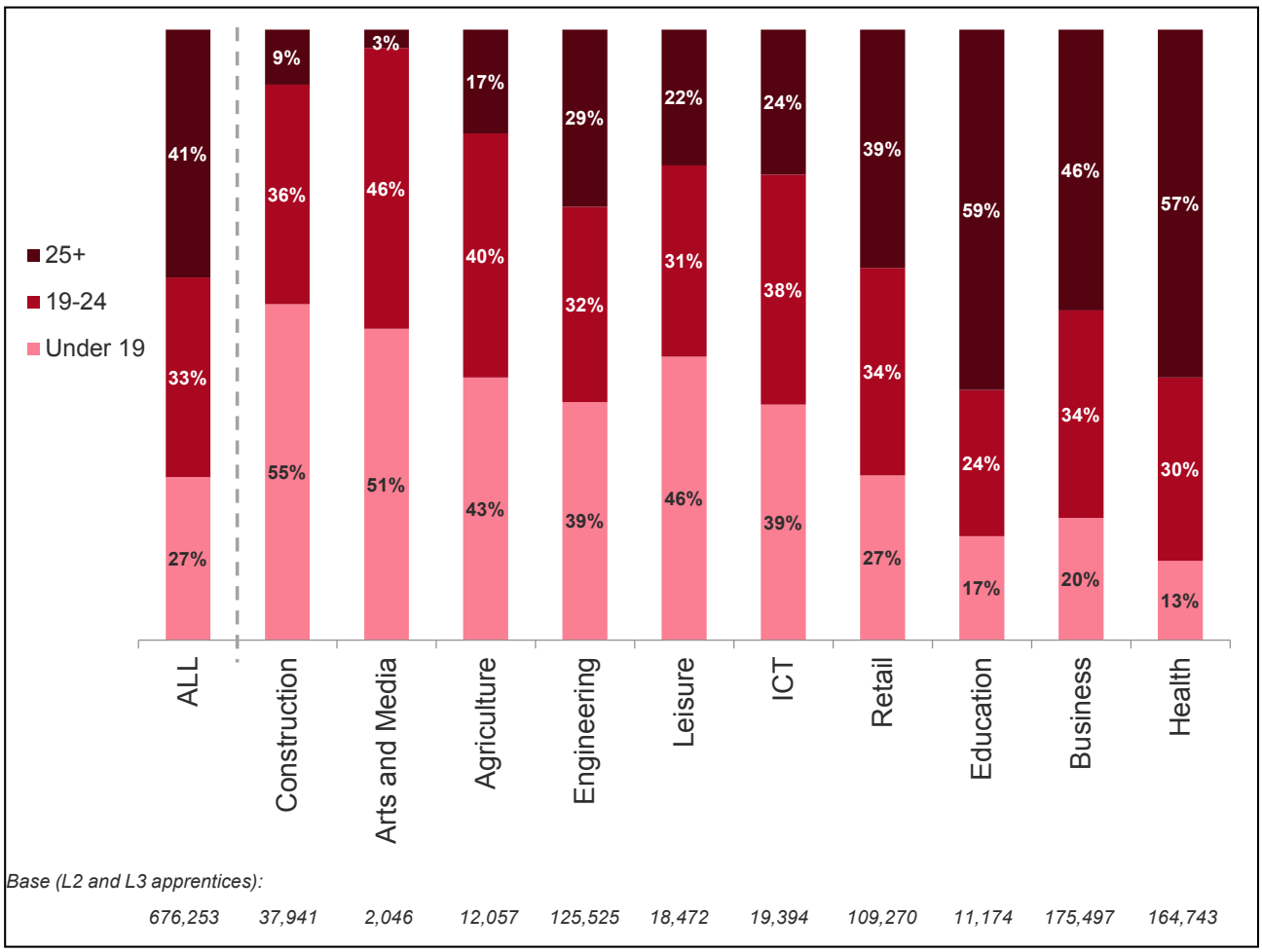
Age of apprentices (Levels 2 and 3)

Two-fifths of apprentices (41%) were aged 25 and above at the start of their apprenticeship, a third (33%) were aged between 19 and 24 years old, and a quarter (27%) were aged under 19. These figures were in line with the age profile in 2014.

As with apprenticeship level, there was significant variation among frameworks: apprentices tended to be older in the Education and Health frameworks (with 59% and 57% aged 25 and over respectively). There were greater proportions of younger apprentices in the more traditional apprenticeships of Construction (55% under 19), Agriculture (43% under 19) and Engineering (39% under 19). Some newer frameworks also had high levels of apprentices aged under 19: Arts and Media (51%), Leisure (46%) and ICT (39%).

Female apprentices tended to be older: around half (48%) were aged 25 and over compared with 32% of male apprentices. This relates both to the frameworks women were more likely to undertake (Health, Education, Retail and Business which have an older age profile than average) and to the fact that women were more likely than men to be on Level 3 provision.

Figure 2.3 Proportion apprentices by age band within framework (Levels 2 and 3)



Ethnicity of apprentices (Levels 2 and 3)

The vast majority of apprentices were White (91%), with nine per cent from Black and Minority Ethnic groups, in line with 2014 figures. By way of comparison, the most recent quarter (October-December 2015) of the Labour Force Survey showed that 88% of those aged 16 and over in employment between October and December 2015 were of 'white' ethnicity[5].

There were greater proportions of BAME apprentices in Arts and Media (17%), Health (16%) and Leisure (14%). BAME apprentices were least common in Agriculture (2%) and Construction (5%).

[5] Data available at: http://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/datasets/labourmarketstatusbyethnicgroupa09 [Accessed 13/04/2016]

Survey data showed that there was significant regional variation (in line with the general UK population), with far higher proportions of BAME apprentices in London (34%) and the West Midlands (14%), dropping to as low as one per cent in the North East.

A slightly higher proportion of apprentices aged 25 and above had a BAME background (14%).

Survey data also showed that 11% of Level 2 and 3 apprentices were NEET[6] in the period before starting their apprenticeship. This is discussed further in Chapter 3. Apprentices from a BAME background were more likely to be NEET (13%) compared to those who were not (9%).

Profile of higher apprentices

Completion status amongst higher apprentices

The majority (77%) of higher apprentices in the survey population were still working towards their apprenticeship at the time sample was drawn; approaching a quarter (23%) had completed their apprenticeship.

Level 4 and 5 apprentices made up four per cent of the total current apprentice sample (up from two per cent in 2014), and two per cent of the completer sample (up from 0.7% in 2014).

Higher apprenticeship frameworks

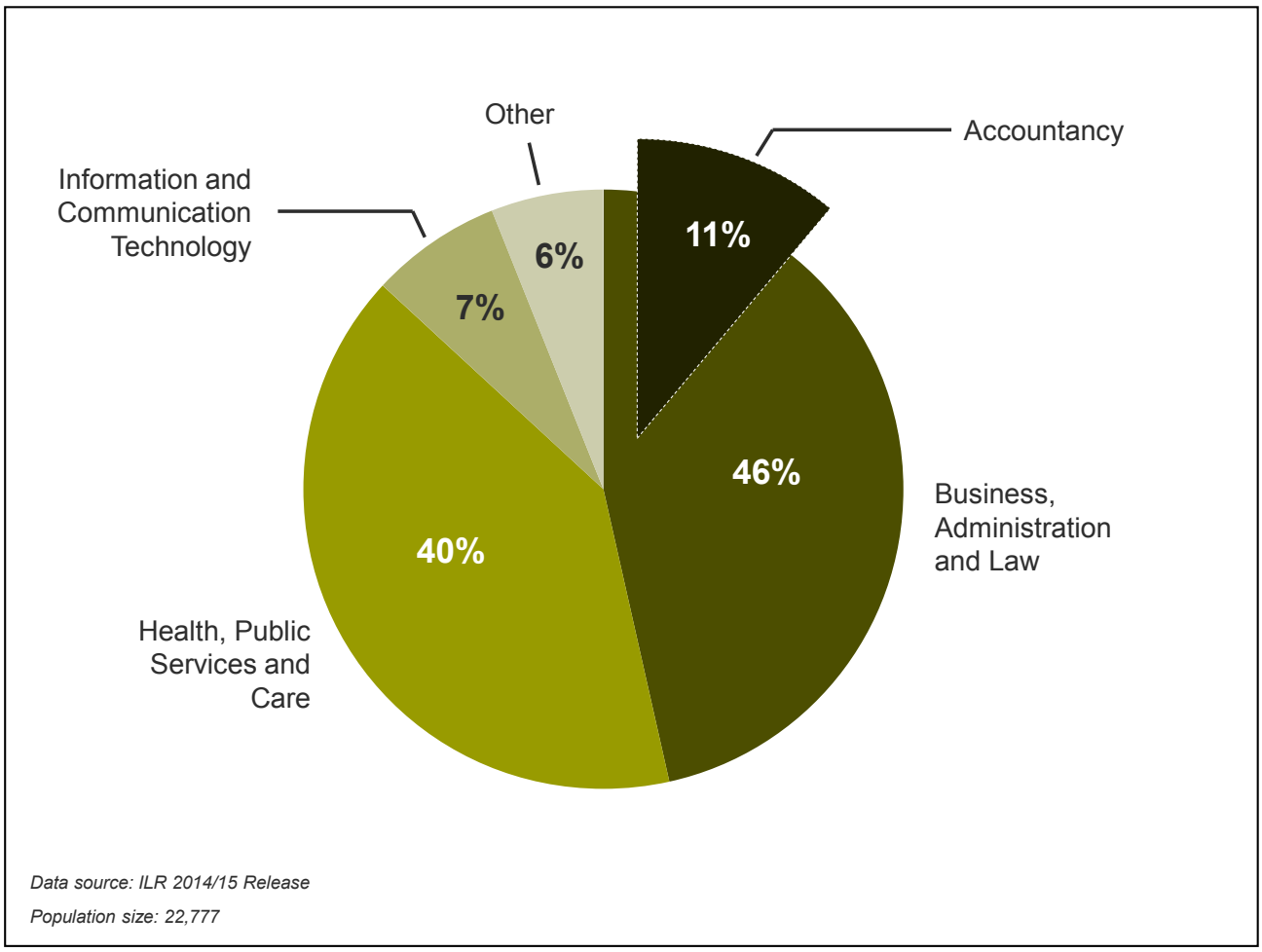
There was a considerable change in the profile of Level 4 and 5 apprentices by framework between 2014 and 2015; whereas in 2014 Accountancy comprised three-fifths (60%) of Level 4 learners, in 2015 this had fallen to just over a quarter (28%, equivalent to 11% of all higher apprentices[7]). Although the number of individuals undertaking Accountancy apprenticeships remained in line with 2014, other higher apprenticeships had increased substantially, causing the fall in this proportion. For the purposes of this report, Accountancy has been included in the wider Business framework, which overall accounted for around half (46%) of all higher apprentices. A further two-fifths (40%) fell into the Health framework, and seven per cent were training in ICT.

[6] Those aged 16-24 and not in employment, education or training for a period of at least three months in the 12 months prior to starting their apprenticeship

[7] There were no Level 5 apprentices in Accountancy.

Of the remainder, six per cent fell into 'Other' frameworks (a group combining Agriculture; Arts and Media; Construction; Engineering; and Retail and Commercial Enterprise). Apprentices on the new Trailblazer frameworks made up a very small proportion of Level 4 and 5 apprentices: just 0.3% of the total.

Figure 2.4 Proportion of higher apprentices by framework



Levels of higher apprenticeships

Among higher apprentices, there was a higher proportion of Level 5 apprentices (60%) compared with Level 4 (40%).

Nearly all Health higher apprentices were studying at Level 5 (99%), and Health comprised two-thirds (67%) of all Level 5 apprenticeships. Conversely, all higher apprentices training in ICT and the vast majority (87%) of 'other' frameworks were Level 4. The levels were more evenly split within the Business framework, with 59% undertaking a Level 4 Apprenticeship and 41% Level 5.

Age and gender distribution amongst higher apprentices

In accordance with the higher levels of qualification being studied, and higher level entry criteria, Level 4 and 5 apprentices had an older age profile than those at Level 2 and Level 3: two-thirds (67%) were aged 25 and above, and a quarter (26%) between 19 and 24, leaving just seven per cent aged under 19. These proportions were broadly in line with those in 2014.

Also as in 2014, the number of female higher apprentices was nearly twice that of male apprentices (65% compared with 35%). This reflects the fact that the two largest frameworks, Business and Health, were skewed towards women: 63% of Business apprentices and 83% of Health apprentices were female.

Ethnicity amongst higher apprentices

In line with Level 2 and 3 apprentices the vast majority of higher apprentices were white (87%). The proportion from BAME groups rose to 37% in London and 17% in the West Midlands (according to survey data).

As with survey data for Level 2 and 3 apprentices, a greater proportion of BAME apprentices were NEETs[8] in the period before starting their Apprenticeships (9%) compared to White apprentices (4%).

[8] Those aged 16-24 and not in employment, education or training for a period of at least three months in the 12 months prior to starting their apprenticeship

3. Routes into apprenticeships and motivations

This chapter examines how apprentices came to undertake their apprenticeship, including recruitment, prior employment and methods of application, as well as their reasons for becoming an apprentice.

Key findings

Level 2 and 3 apprentices

- **Nearly half** (48%) **of Level 2 and 3 apprentices were recruited** with the intention of doing an apprenticeship.
- **Apprentices on 'traditional' frameworks were more likely to have been recruited**, as were those training in Arts and Media and ICT.
- Reflecting framework profiles, **younger apprentices and men were more likely to have been specifically recruited**.
- **Awareness had increased**, with **two-thirds** (67%) aware they were on an apprenticeship, up from 65% in 2014 and 63% in 2013.
- **Virtually all** (92%) **of those who had been recruited were aware** their course or training was an apprenticeship.
- Most apprentices said an apprenticeship was their first choice (44%) or that had no particular preference (51%). **Only four per cent would rather have done something else**.

Higher apprentices

- **Two-thirds** (67%) of higher apprentices **were existing employees**, down from 80% reported in 2014, but much higher than Level 2 and 3 apprentices (51%).
- The **vast majority** (88%) **of Level 5 apprentices were existing employees**, compared to a third (34%) of Level 4 apprentices.
- By framework, higher apprentices in Health were the most likely to have been existing employees (88%).
- **Only 57% were aware** their course or training was an apprenticeship. Awareness was much **higher among those who were specifically recruited** (85%).
- Half (51%) said an apprenticeship was their preferred choice, and just under half (44%) said they didn't mind. **Only four per cent would rather have done something else**, in line with Level 2 and 3 apprentices.

Recruitment into apprenticeships (Levels 2 and 3)

While apprenticeships are open to both new and existing employees, it is the aim of the government going forwards that apprenticeships should only be offered to existing employees "where substantial training is required to achieve competency in their occupation."[9] This follows evidence that in some cases apprenticeships had been used as a means for existing, experienced staff to gain a qualification[10], with some apprentices not even aware that their training was part of an apprenticeship.

Owing to increased policy interest on this issue, a more nuanced question was introduced to the 2015 survey, which sought to identify cases where apprentices were recruited specifically to undertake an apprenticeship, but may have undergone a trial period (or other delay) before actually starting their training. These apprentices may have been counted as 'existing employees' (or 'internal recruits') in previous surveys, when in fact they were filling a new role as an apprentice, despite a slightly delayed start to the training.

Overall, a third (34%) of apprentices were recruited and started their training straight away, and 14% were recruited as apprentices but did not start their training straight away. Combined, nearly half (48%) of apprentices were recruited with the intention of doing an apprenticeship. In the 2014 survey a third of apprentices stated they had been recruited specifically as apprentices; the 2015 result may be at least partly a genuine increase in external apprenticeship appointments, but is also likely to reflect the amended question wording. As discussed these results are not directly comparable due to changes in question wording.

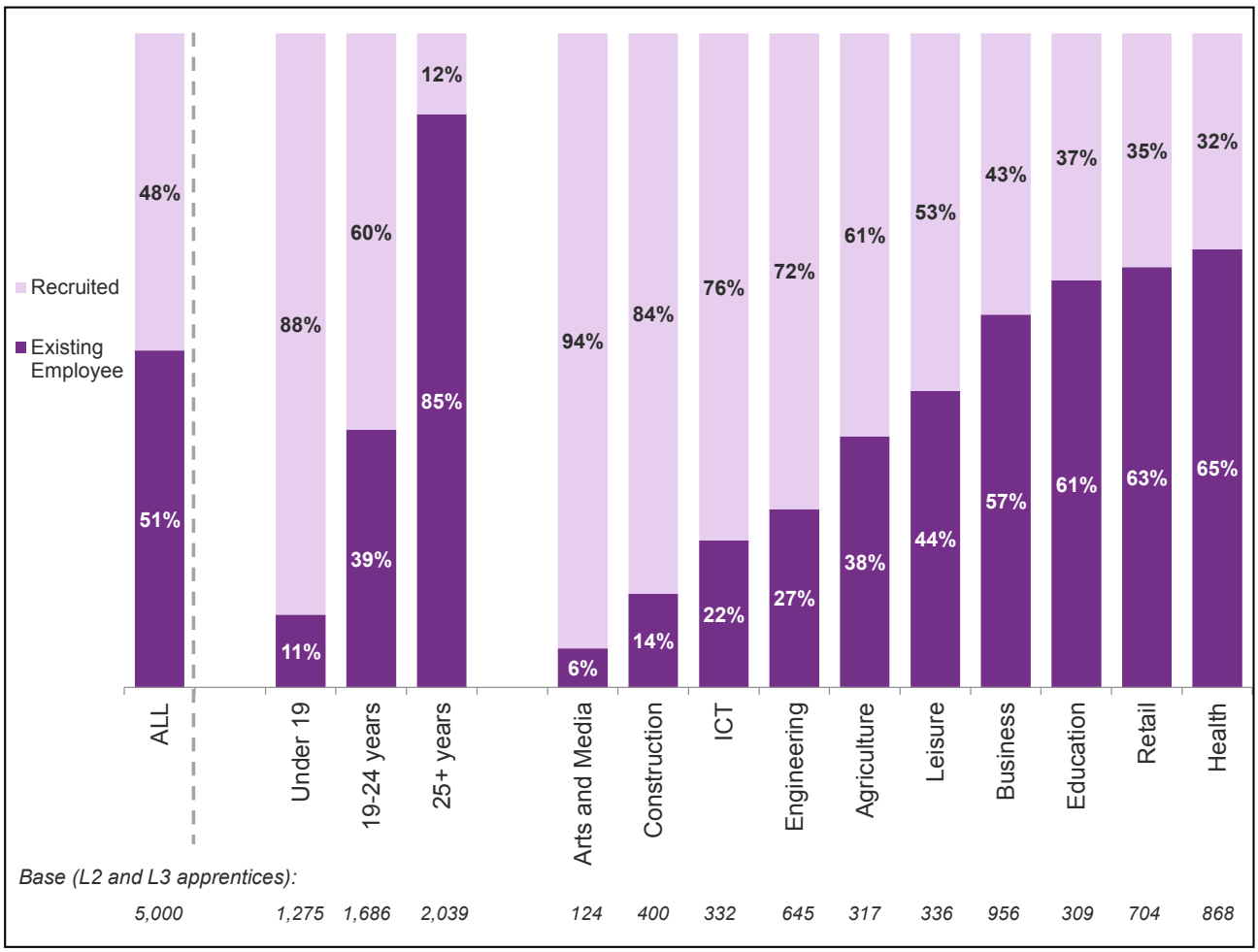
There were considerable differences in approaches to recruitment for apprenticeships by framework, as shown in Figure 3.1. Apprentices in Arts and Media (94%), Construction (84%) and ICT (76%) frameworks were particularly likely to have been recruited as apprentices.

Three of the four largest frameworks (Business, Health and Retail) were also among the least likely to recruit specifically.

[9] *The Future of Apprenticeships in England: Implementation Plan,* October 2013.

[10] Richard, D. (2012), *The Richard Review of Apprenticeships*, BIS. London

Figure 3.1 Recruitment into apprenticeships (Levels 2 and 3)



A greater proportion of current apprentices had been recruited specifically for their Apprenticeship (53%) compared with completed apprentices (42%). This indicates that the proportion of apprenticeships being undertaken by new recruits is increasing.

Younger apprentices were far more likely to be new recruits, with 88% of those aged under 19 recruited specifically, falling to just 12% of those aged 25 and over. A greater proportion of men were recruited specifically as apprentices (60%) than women (37%). This reflects the gender imbalance among the different frameworks, with men more likely to undertake the 'traditional' frameworks and IT, where a greater proportion of apprentices were recruited externally, and women were more likely to undertake apprenticeships in Health, Retail and Commercial Enterprise, and Education, where the opposite was the case. Male apprentices also had a younger age profile (and this is associated with high incidence of being recruited specifically to apprenticeships).

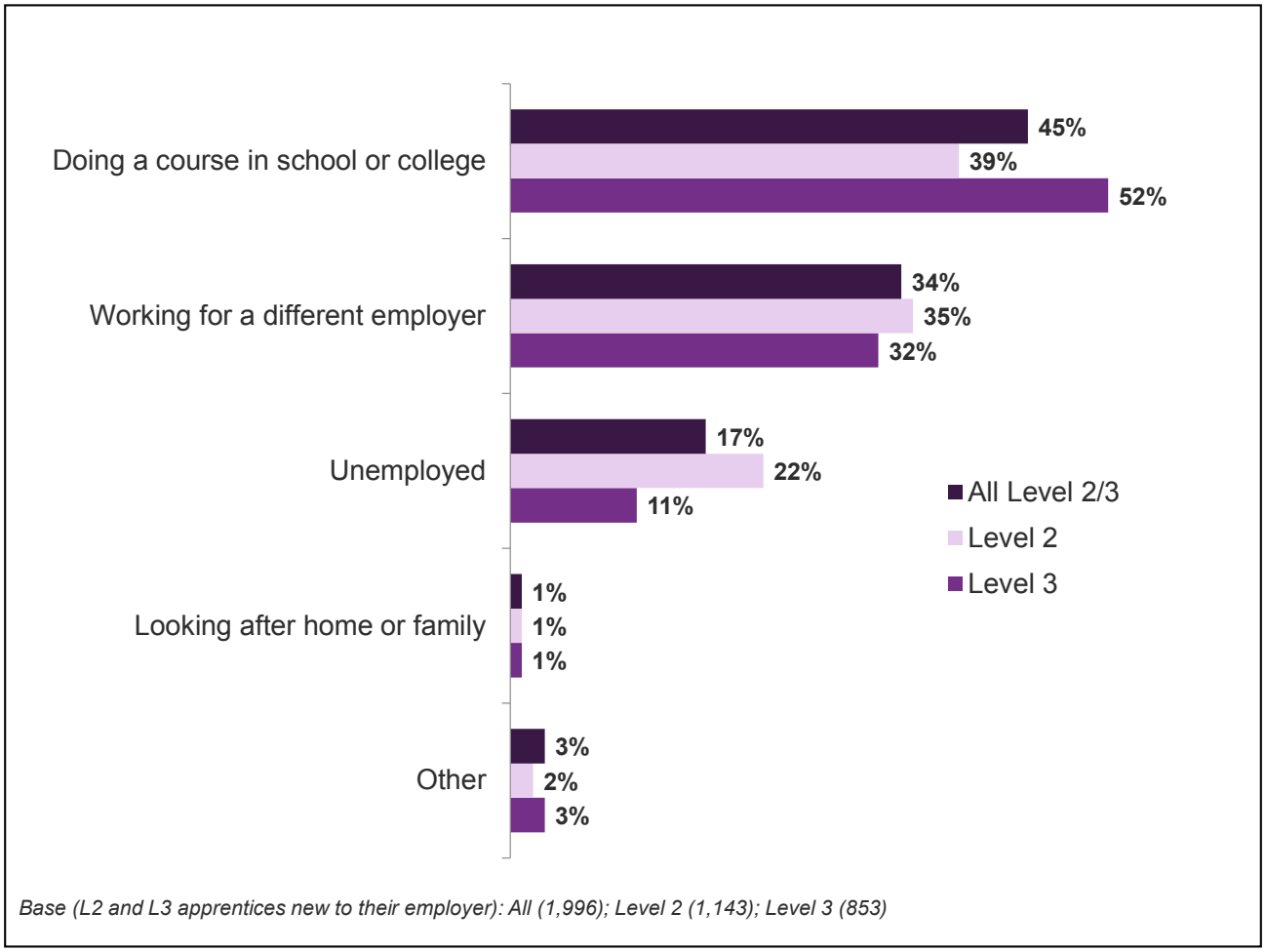
Employment prior to apprenticeships (Levels 2 and 3)

Of those who were new to their employer, nearly half (45%) had been doing a course in school or college prior to starting their apprenticeship, rising to just over half of those on a Level 3 apprenticeship (52%), again suggesting it is seen as a direct progression. Certain frameworks, such as Education (62%) and Leisure (58%) were more likely to attract education leavers, although there was no clear distinction between traditional and newer frameworks.

A third (34%) of those who were new to their employer were working for a different employer before they started their apprenticeship, higher among those in Health (46%), a framework popular with older apprentices, suggesting it may largely be being used by individuals as a means of career *progression*, rather than as the start of a career path.

Nearly a fifth (17%) of those new to their employer were previously unemployed. Unemployment was twice as likely among Level 2 apprentices (22%) as Level 3 (11%); it was also more common among those in ICT (28%), Arts and Media (25%), and Business (23%).

Figure 3.2 Main activity prior to starting apprenticeships among those recruited as apprentices (Levels 2 and 3)



Base (L2 and L3 apprentices new to their employer): All (1,996); Level 2 (1,143); Level 3 (853)

One in five apprentices (19%) aged 16 to 24 stated that they were not in education, employment or training (NEET) for three consecutive months prior to starting their apprenticeship, in line with 2014. This was a higher proportion than among all UK 16 to 24 year olds, which stood at 13% in 2014/15[11]. This suggests that apprenticeships have continued to be seen as a popular route into both training and employment for those neither in education or the workforce.

Application methods used to apply for apprenticeships (Levels 2 and 3)

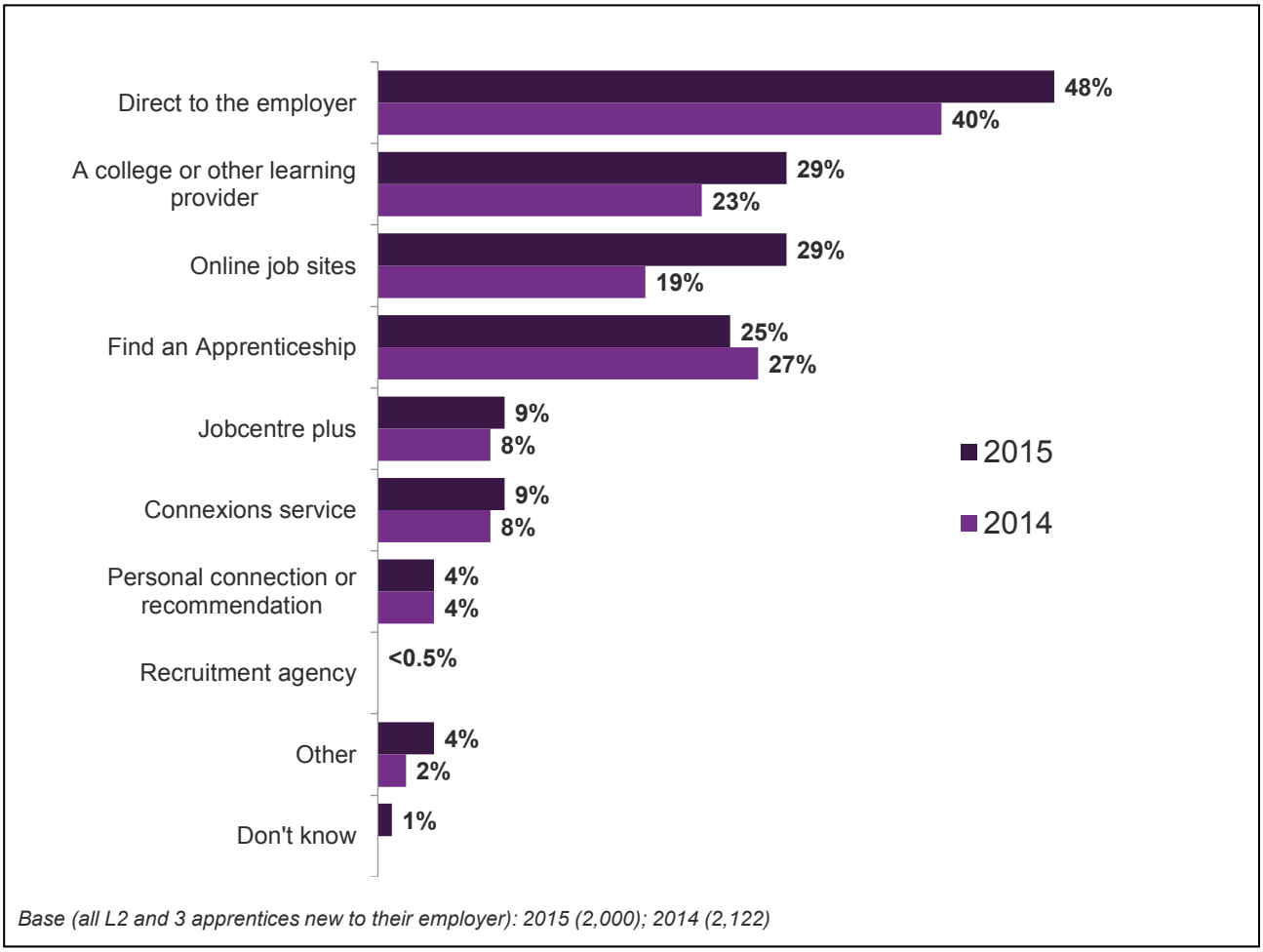
Figure 3.3 shows the (multiple) application methods that apprentices used to apply for their apprenticeship. Among those recruited as apprentices, compared with 2014 increasing

[11] ONS Statistical bulletin: Young People Not in Education, Employment or Training (NEET): November 2015: http://www.ons.gov.uk/ons/rel/lms/young-people-not-in-education--employment-or-training--neets-/november-2015/stb-nov-2015.html

numbers applied directly to an employer (48%), through a college or learning provider (29%), or through online job sites (29%).

A quarter (25%) used the Find an Apprenticeship service (formerly known as Apprenticeship Vacancies), slightly down from 2014 (27%) and 2013 (31%). There was a slight increase in the number of apprentices using multiple application channels, with an average of 1.6 selected, up from 1.4 in 2014. More than half of those applying direct to the employer or through personal recommendation had used only one method (61% and 55% respectively); in all other cases, the majority of those using each method had combined it with at least one other. Overall, nine per cent of those new to their employer had applied via Find an Apprenticeship only.

Figure 3.3 Application methods used to apply for apprenticeships, among those recruited as apprentices (prompted) (Levels 2 and 3)



Base (all L2 and 3 apprentices new to their employer): 2015 (2,000); 2014 (2,122)

Apprentices on certain frameworks had a greater tendency to use Find an Apprenticeship: ICT (38%), Administration and Law (36%), and Education (36%). Those who were NEETs prior to their apprenticeship were also more likely to have used the service (31%, compared with 23% of those who were not NEET), demonstrating the importance of the service to particular individuals. Similarly, NEETs were also more reliant on Jobcentre Plus (24% used it, compared to five per cent of non-NEETS), and the Connexions service[12] (12% compared to eight per cent of non-NEETS).

Apprentices with a disability were less likely to have used Find an Apprenticeship (16%); instead, they tended to apply direct to the employer (57%). This could be due to a need or

[12] Connexions was established in 2000 providing information, advice, guidance and support services for young people aged 13 to 19 (up to 25 for young people with learning difficulties and/or disabilities). In April 2012 the National Careers Service replaced Connexions as the publicly funded provider of careers services in England (for all those aged 13 plus). The Connexions brand is still used in some parts of the country, but this is a local decision. Respondents referring to Connexions may have received advice pre April 2012 or have received advice from a local Connexions service subsequent to this date.

desire to discuss their specific requirements with their employer prior to making the application.

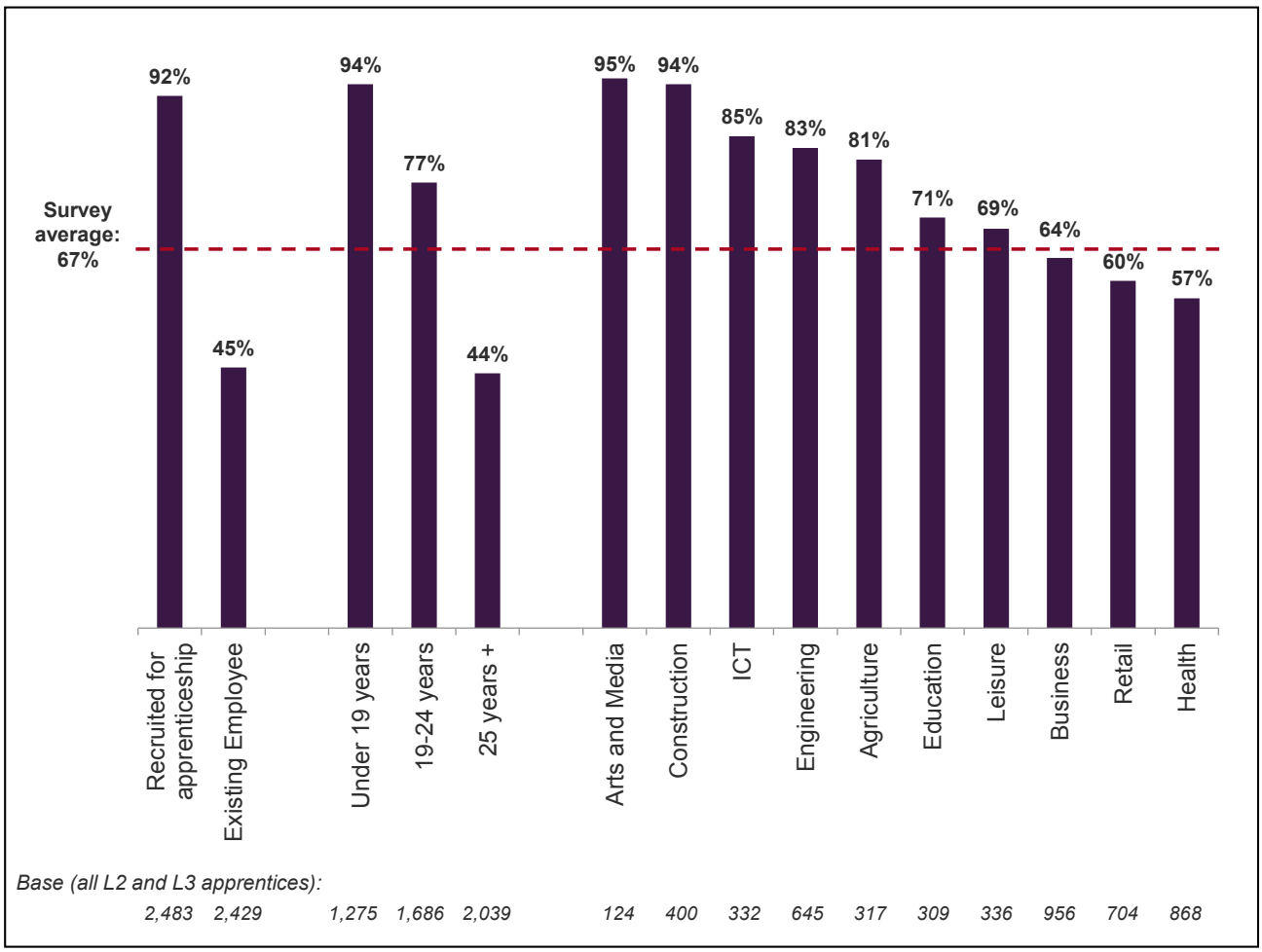
The majority (77%) of those who used the Find an Apprenticeship service were satisfied with it, with three-fifths (59%) *very* satisfied. Just two per cent were dissatisfied; however, it should be noted that all of the apprentices responding to this survey had successfully found an apprenticeship (whether through Find an Apprenticeship or not), therefore the results were likely to be more positive than a general survey of Find an Apprenticeship users.

Awareness of apprenticeships (Levels 2 and 3)

Two-thirds (67%) of apprentices were aware that their course or training was an apprenticeship, an increase on 65% in 2014 and 63% in 2013.

Virtually all (92%) of those who had been recruited specifically as apprentices were aware that their course or training was an apprenticeship, and they were more than twice as likely to be aware than those that had been existing employees (45%).

Figure 3.4 Awareness of undertaking apprenticeships (Levels 2 and 3)



Apprentices on more traditional frameworks tended to have high levels of awareness, with 94% of those in Construction, 83% of those in Engineering, and 81% of those in Agriculture aware. Mirroring the fact that certain frameworks were more likely to have recruited apprentices specifically, those in Arts and Media and ICT also had higher than average awareness (95% and 85% respectively). Apprentices on three of the largest frameworks (Business, Retail and Health), where apprentices were usually existing employees, displayed the lowest levels of awareness.

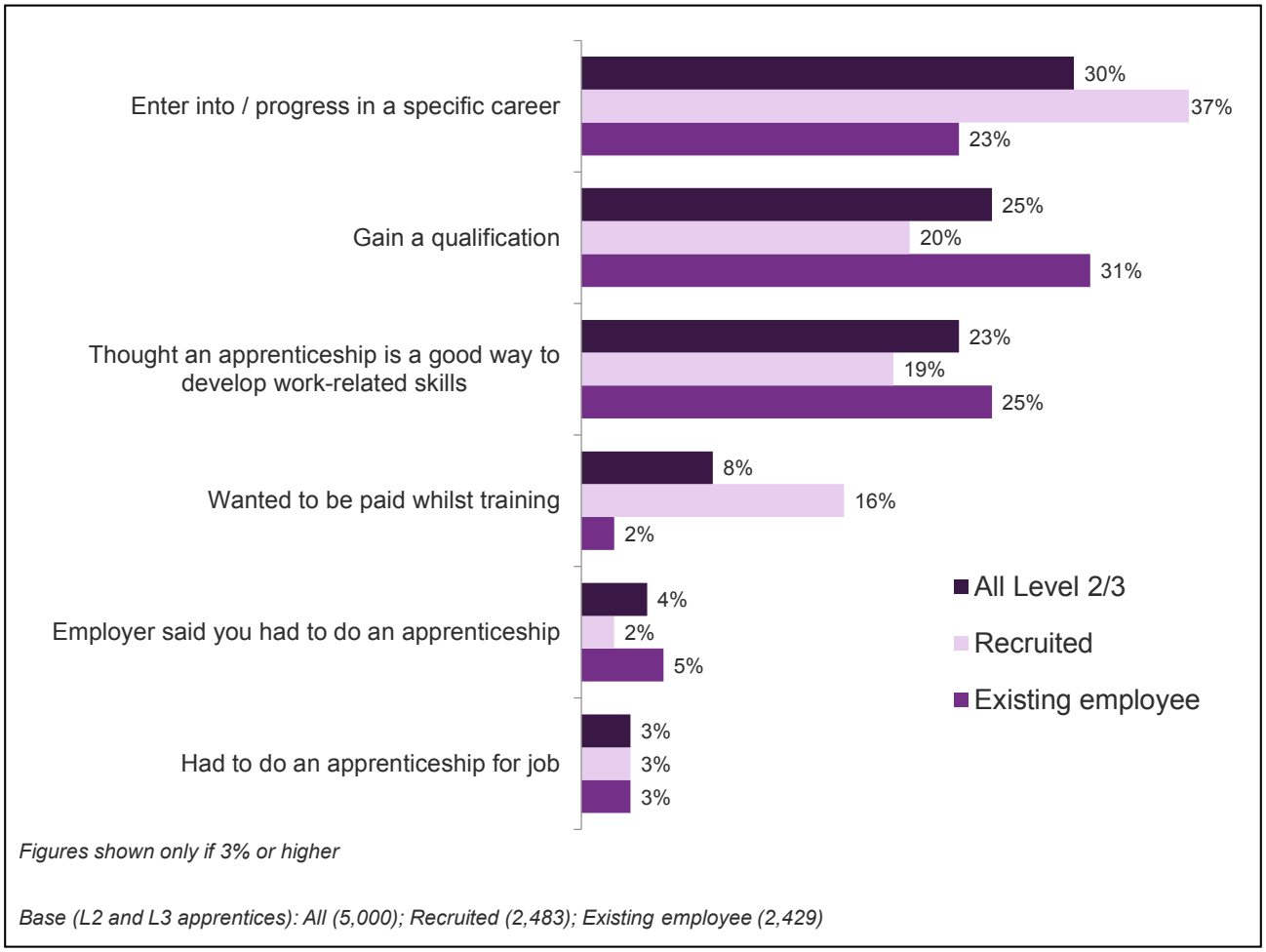
Younger apprentices were also more likely to be aware that their course or training was an apprenticeship; again, this was probably linked to the fact that younger apprentices were more likely to have been specifically recruited to undertake an apprenticeship, but may also indicate that those more recently out of education had higher awareness of apprenticeships generally. Similarly, male apprentices showed greater awareness of being on an apprenticeship (75%) compared with female apprentices (61%), reflecting the fact that men were also more likely to have been recruited specifically as apprentices.

Reasons for choosing apprenticeships (Levels 2 and 3)

When looking at all reasons mentioned by apprentices, attainment of a qualification was the most common motivation (92%), closely followed by thinking an apprenticeship would be a good way to develop work-related skills (91%); these results indicate that the traditional combination of work based learning and development, and formal training leading to a qualification, continued to be a strong incentive for the vast majority of apprentices.

As shown in Figure 3.5, a higher proportion of apprentices said (when asked to select their *main* reason for taking up an apprenticeship) that they decided to undertake an apprenticeship in order to enter into a specific career than has been seen previously (30%, up from 23% in 2014) and fewer simply wanted to gain a qualification (25%, down from 27% in 2014 and 31% in 2013).

Figure 3.5 Main reasons for taking up apprenticeships (Levels 2 and 3)



Figures shown only if 3% or higher

Base (L2 and L3 apprentices): All (5,000); Recruited (2,483); Existing employee (2,429)

Those that had been specifically recruited as apprentices were much more likely to say that their main reason for undertaking an apprenticeship was to enter into or progress in a specific career (37%, compared with 23% of existing employees). Conversely, existing employees were more likely to mention gaining a qualification (31%, compared with 20% of recruited apprentices), and were also more likely to cite reasons to do with 'compulsory' elements of their job: their employer saying they had to do an apprenticeship (5%), needing to develop skills because of a promotion at work (4%), and needing to develop skills because their job had changed (2%).

There was considerable variation by framework, with apprentices in Retail (31%), Education (30%) and Business (27%) more likely to cite gaining a qualification as the main motivation for starting an apprenticeship. Conversely, those motivated by entering into or progressing in a specific career were more likely to be in Leisure (38%), Engineering (36%), ICT (36%) and Construction (35%). These differences between frameworks were likely driven by the different profile of apprentices within each: the latter group had a higher proportion of younger, specifically recruited apprentices.

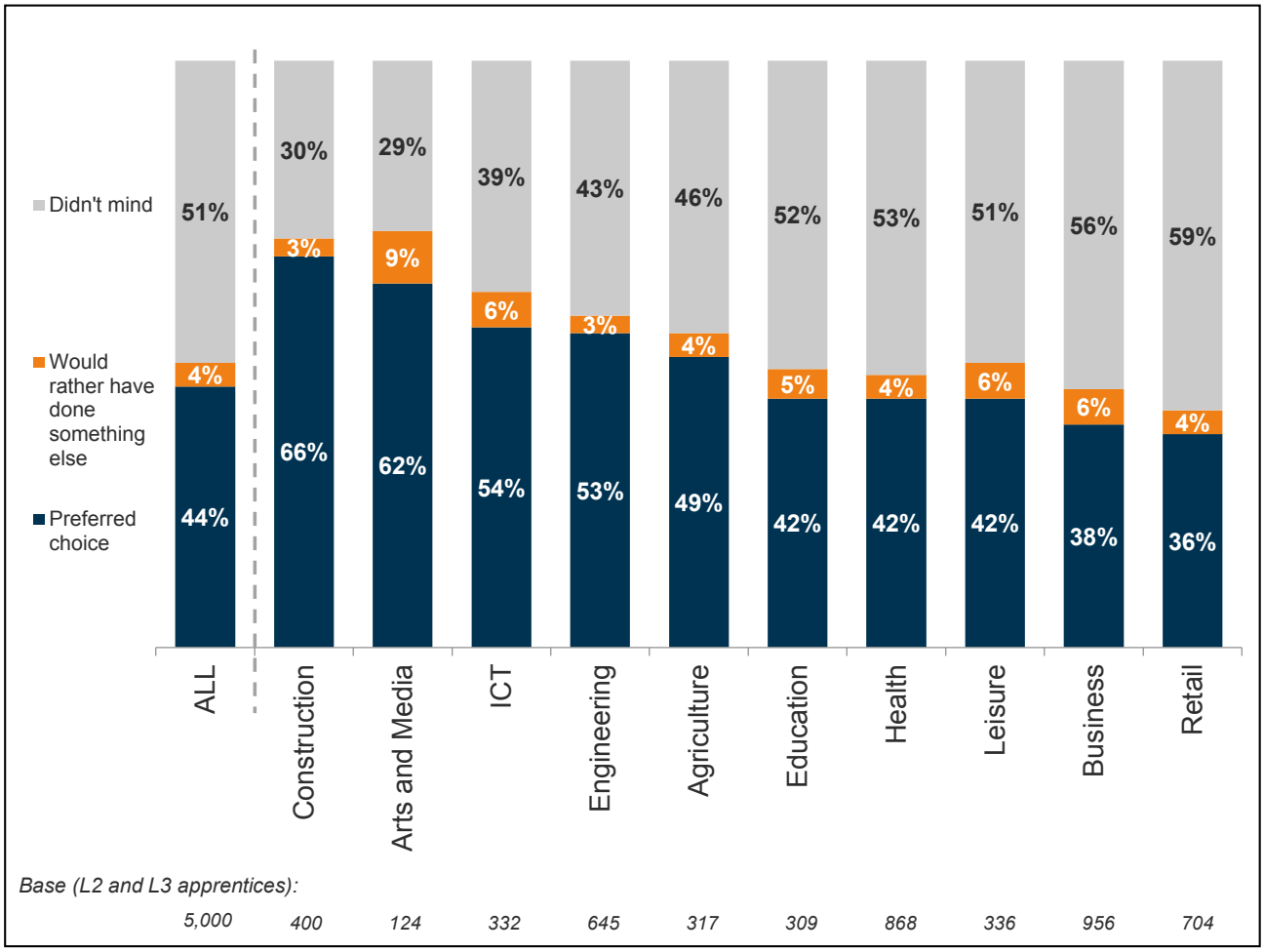
Whether apprenticeships were a preferred choice (Levels 2 and 3)

When apprentices were asked whether an apprenticeship was their preferred choice at the point at which they made their application, whether they would have preferred to do something else, or whether they had no single preference, there was a fairly even split between those saying the apprenticeship was their first choice (44%), and those saying they did not mind (51%). A small proportion (4%) stated that they would rather have done something else.

An apprenticeship was the preferred choice for a greater proportion of those who had been specifically recruited (56%), than those who were existing employees (32%). For younger apprentices aged under 19, apprenticeships tended to be the preferred choice (64%, falling to 41% among those aged 19-24, and 33% of those aged 25 and above).

Certain frameworks contained higher proportions of apprentices for whom the apprenticeship was their preferred choice: Construction (66%), Arts and Media (62%), ICT (54%) and Engineering (53%).

Figure 3.6 Whether apprenticeships were a preferred choice (Levels 2 and 3)



Alternatives to apprenticeships (Levels 2 and 3)

The majority (78%) of apprentices considered some kind of alternative to doing an apprenticeship before they started their training. Those most likely to have considered an alternative were on the Arts and Media framework (92%), and the ICT framework (89%). Those who were NEETs prior to starting the apprenticeship were also more likely to have considered alternative options (83%) compared with non-NEETs (77%).

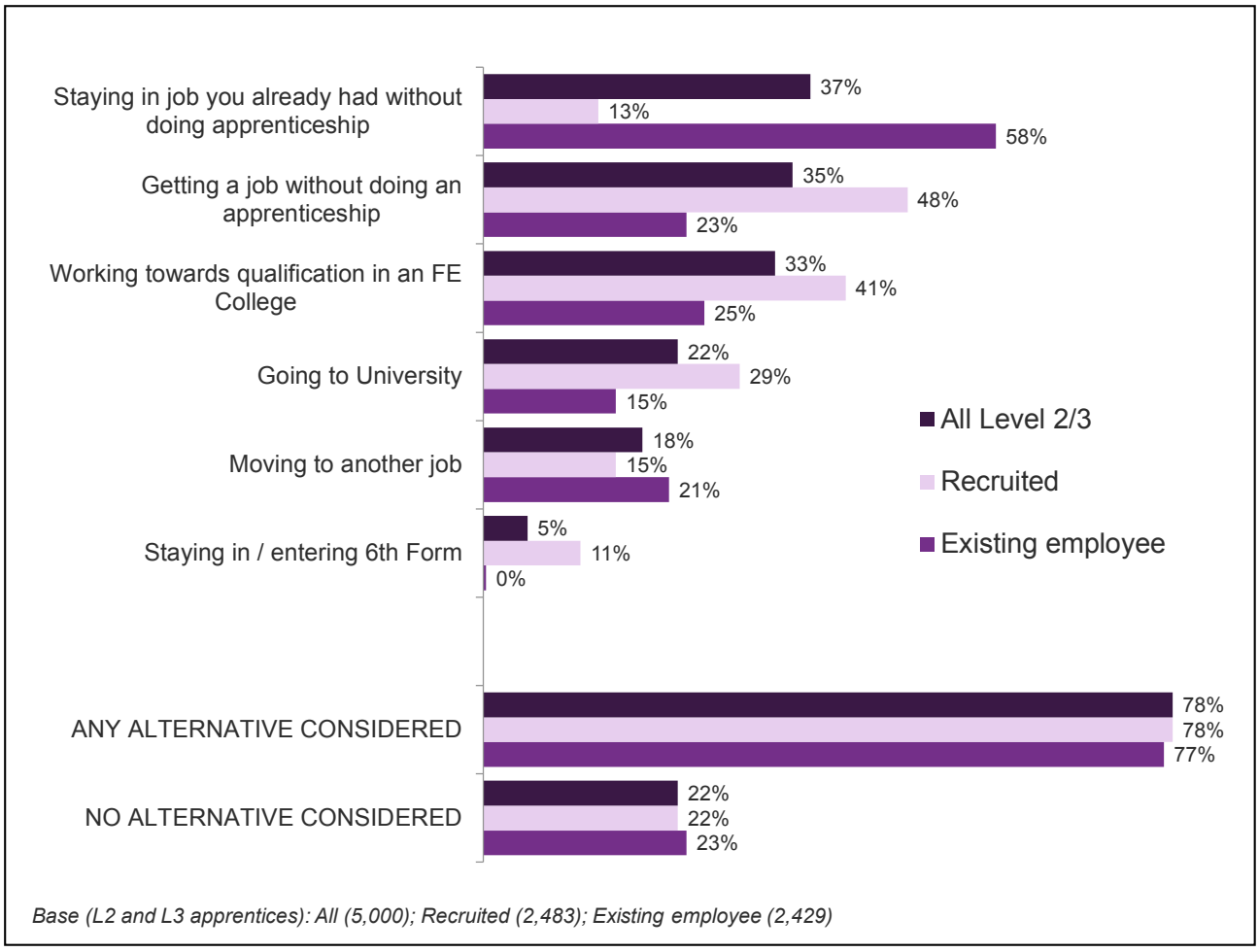
The most common alternatives that apprentices considered included:

- Staying in the job they already had (37%); this was particularly common among existing employees (58%, compared with 13% of those specifically recruited);
- Getting a job without doing an apprenticeship (35%), rising to 48% amongst those who were specifically recruited, and 68% among those on the Arts and Media framework;

- Working towards a qualification in a Further Education College (33%); again, this was most common among apprentices who were recruited specifically (41%, compared with 25% of existing employees).

Those who were recruited specifically for their apprenticeship were also much more likely to have considered other alternatives including: going to University (29%, compared with 15% of existing employees), or entering or continuing in 6th form college (11%).

Figure 3.7 Alternatives to apprenticeships (Levels 2 and 3)



Base (L2 and L3 apprentices): All (5,000); Recruited (2,483); Existing employee (2,429)

However, despite these differences in the types of alternative considered by those who were recruited compared with those who were existing employees, each group was equally likely to have considered *some* type of alternative to apprenticeships.

Those on the Construction framework were the least likely to have considered any alternatives; just 68% had done so. This presumably reflects the strong links between the Construction sector and apprenticeships, with apprenticeships traditionally the key route into the industry.

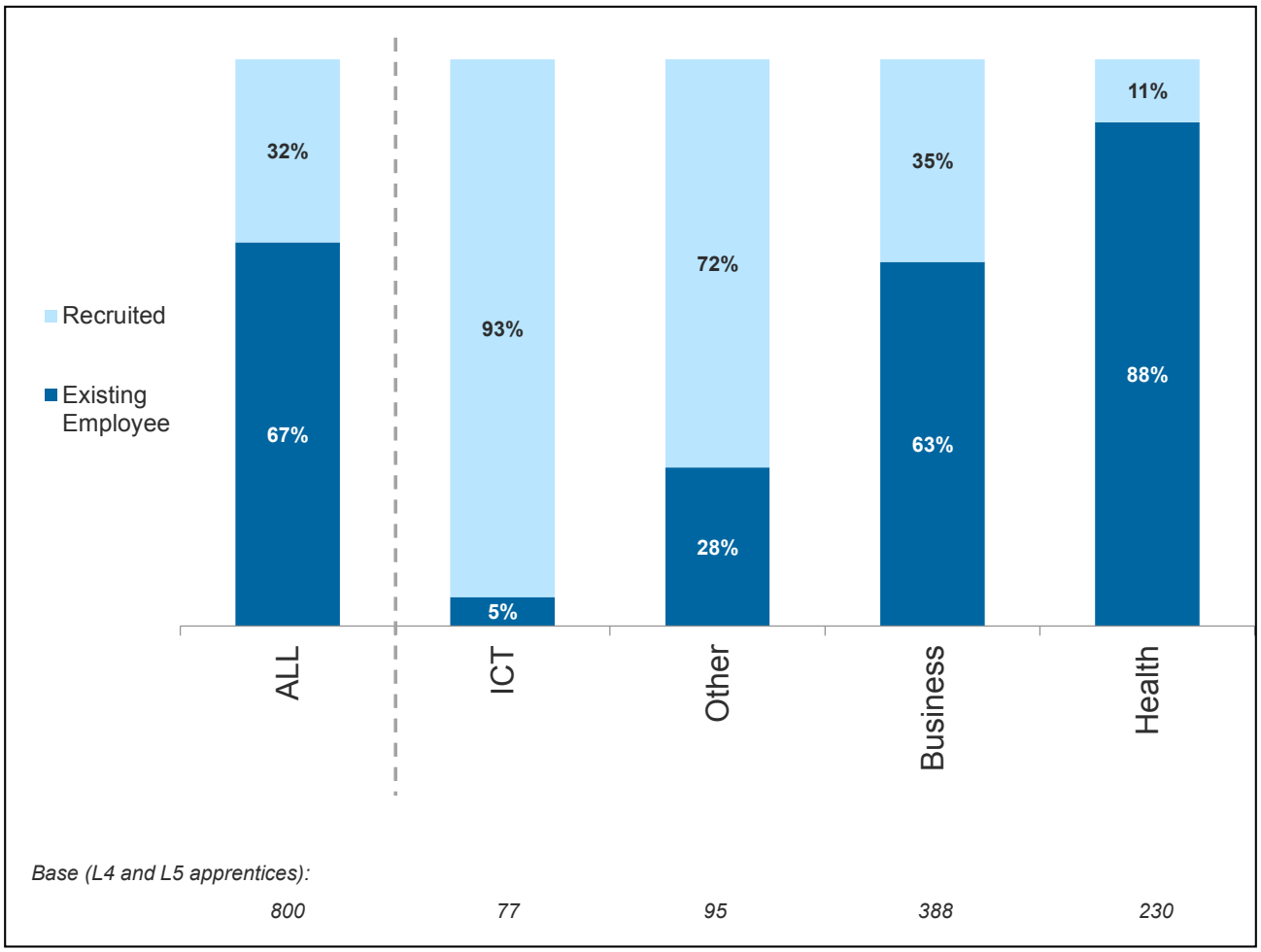
Routes and motivations of higher apprentices

Recruitment in to higher apprenticeships

Two-thirds (67%) of higher apprentices were existing employees before they started their apprenticeship, a substantial drop from 80% in 2014; as discussed previously, although part of this fall is likely to be attributed to a change in question wording introduced in 2015, it will also reflect an increase in the recruitment of higher apprentices. The overall proportion of higher apprentices who were existing employees was driven primarily by Level 5 apprentices, the vast majority (88%) of whom were existing employees, compared with a third (34%) of Level 4 apprentices.

By framework, Health had the highest proportion of apprentices who were existing employees (88%), compared with 63% in Business, 28% in Other frameworks, and just five per cent in ICT.

Figure 3.8 Recruitment to higher apprenticeships by framework



The majority of older apprentices aged 25 plus were existing employees (90%, compared with 23% of those aged 19-24 and four per cent of those aged under 19). Almost twice as many women than men were existing employees (80% and 43% respectively). These findings are unsurprising given that women and older apprentices make up a large proportion of the Health framework, where the vast majority of higher apprentices were existing employees.

Prior employment before commencing a higher apprenticeship

Among higher apprentices new to their employer, half (51%) were in school or college directly beforehand, just over a third (36%) were working for a different employer, and one in ten (10%) were unemployed. The previously unemployed group was entirely made up of Level 4 apprentices.

There were other stark differences between the two levels: those on a Level 4 apprenticeship were five times as likely to have come straight from education (59% compared with 12% Level 5), while those on a Level 5 apprenticeship were more than three times as likely to have been working for a different employer (88% compared with 25% Level 4).

Application methods for higher apprenticeships

Of those higher apprentices new to their employer, roughly equal proportions applied for the apprenticeship direct to their employer (41%) or through a college or learning provider (39%). Around a third (32%) used online job sites, and a fifth (20%) used the 'Find an Apprenticeship' service. Smaller proportions applied through the Connexions service (5%) and Jobcentre Plus (5%).

Users of the Find an Apprenticeship service were largely satisfied (80%), with most of the remainder feeling neutral about the service (6%), or unsure whether they were satisfied or not (11%). Just two per cent stated they were dissatisfied.

Awareness of higher apprenticeships

Just under three-fifths (57%) of higher apprentices were aware that their course or training was an apprenticeship; a notably lower proportion than among Level 2 and 3 apprentices (67%). This lack of awareness was particularly evident among Level 5 apprentices (40% aware, compared with 82% of Level 4 apprentices).

As with Level 2 and 3 apprentices, those who had been specifically recruited were much more likely to be aware that their course or training was an apprenticeship (85%) than those who were existing employees (43%).

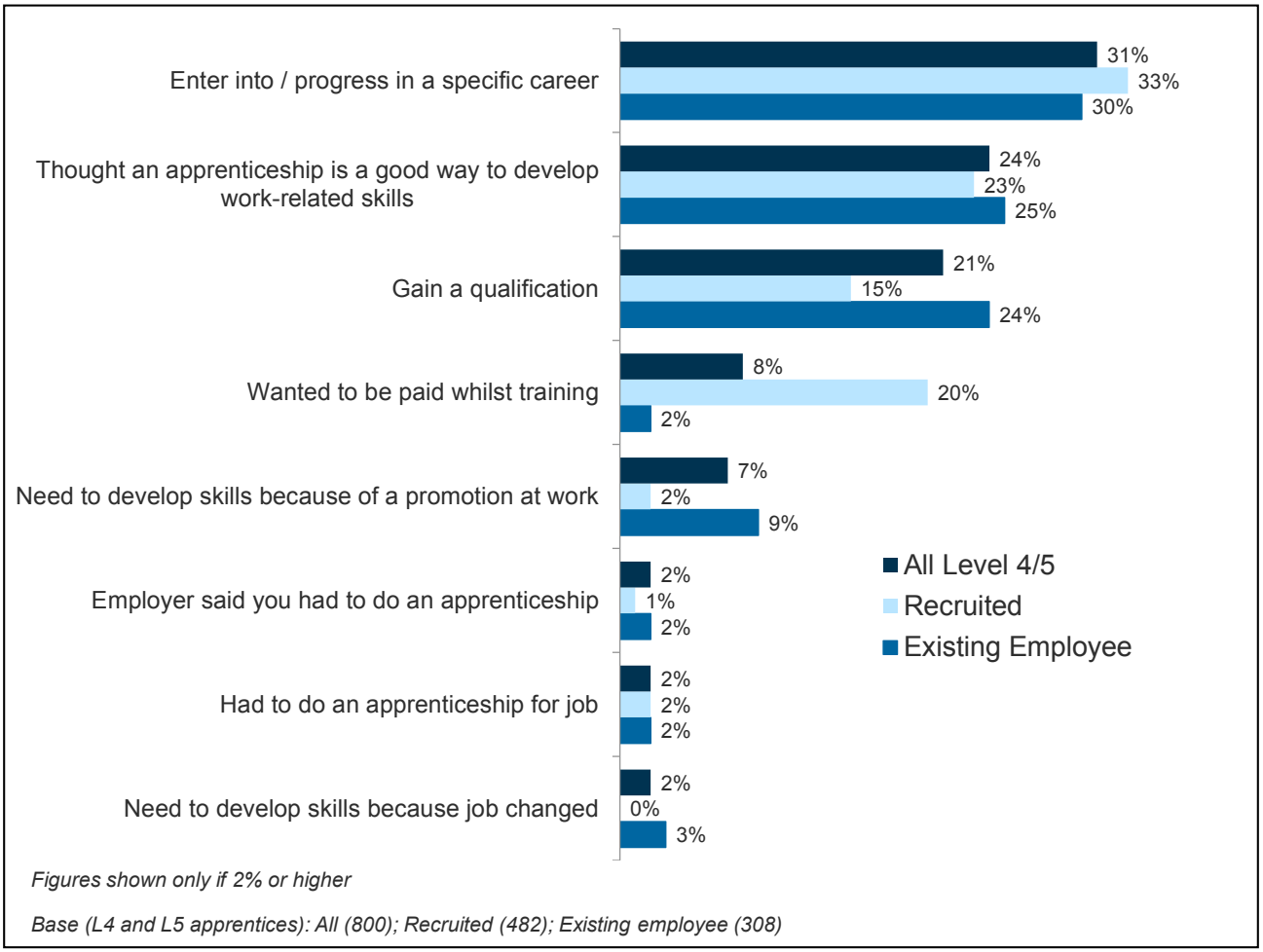
Awareness decreased with age, with the majority of those aged under 19 or 19-24 aware (96% and 83% respectively), compared with less than half (43%) of those aged 25 and over. Male apprentices had higher levels of awareness than female apprentices (72% and 48% respectively).

Reasons for choosing higher apprenticeships

The most common main reason given by higher apprentices for choosing their apprenticeship was wanting to enter into or progress in a specific career (31%), followed by thinking an apprenticeship was a good way to develop work-related skills (24%) and wanting to gain a qualification (21%). Smaller proportions mentioned being paid whilst training (8%), and needing to develop skills because of a promotion (7%).

As with Level 2 and 3 apprentices, those who were existing employees were more likely to cite gaining a qualification as their main reason (24% vs 15% of those recruited specially), whereas those who were specifically recruited as apprentices were much more likely to cite getting paid whilst training as their main reason (20%, compared with two per cent of existing employees). However, the differences between the two groups is generally less here than it was between Level 2 and 3 apprentices.

Figure 3.9 Main reasons for taking up a higher apprenticeship



Half (51%) of higher apprentices said that doing an Apprenticeship was their preferred choice, slightly fewer said it was one of a number of suitable options (44%), while only a minority (4%) said they would rather have done something else – in line with responses from Level 2 and 3 apprentices.

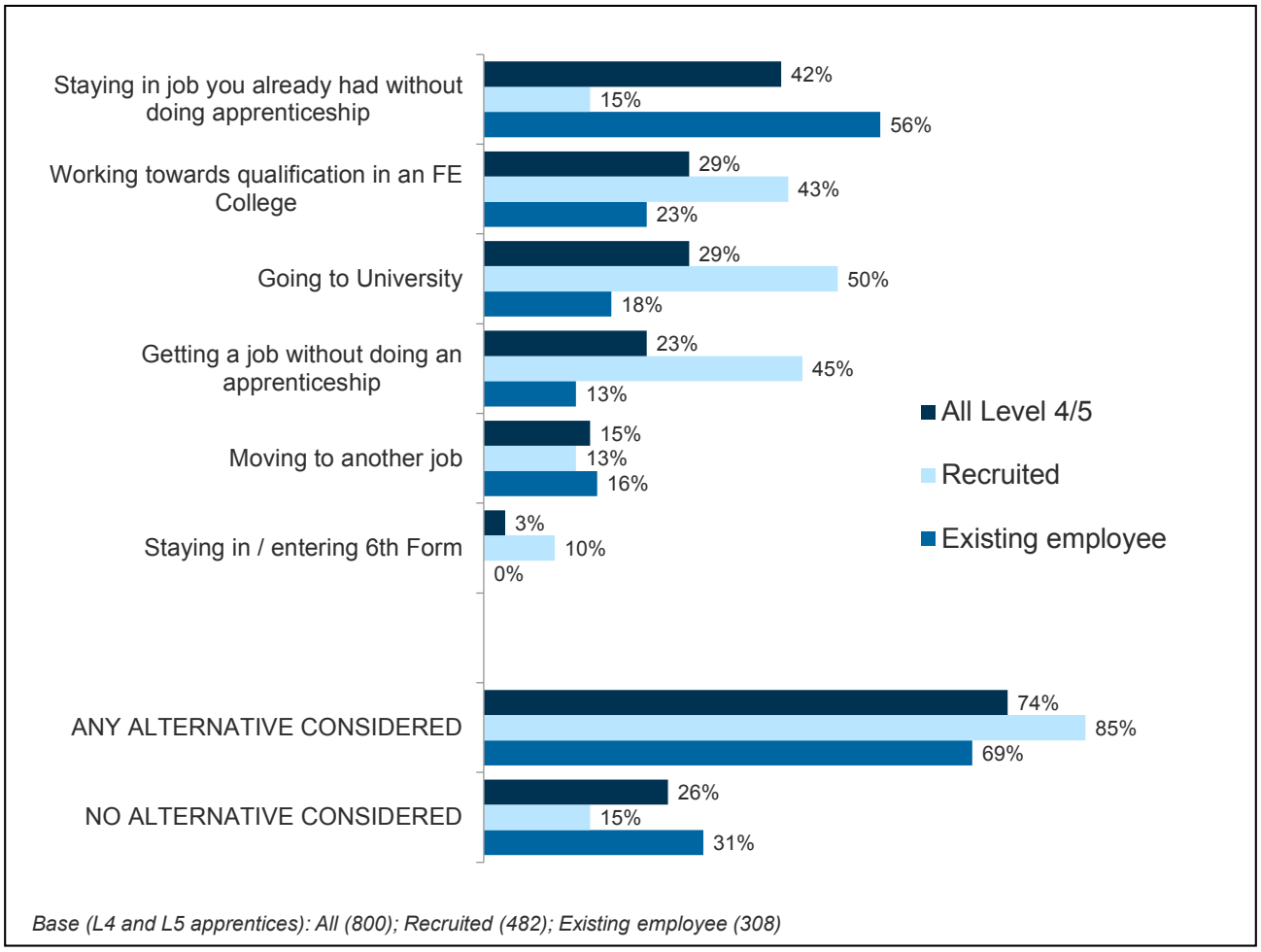
Alternatives to higher apprenticeships

Three-quarters (74%) of higher apprentices considered alternative options to doing an apprenticeship. This was particularly likely among Level 4 apprentices (83%, compared with 68% of Level 5 apprentices), and among younger apprentices (90% of those under 19 and 84% of those aged 19-24, compared with 69% of those aged 25 and over). Those who were recruited specifically for their apprenticeship were also more likely to have considered other options (85%, compared with 69% of those who were existing employees).

Common alternatives considered included staying in the job they already had without doing an apprenticeship (42%), working towards a qualification in a Further Education

college (29%), going to University (29%), getting a job without being involved in an apprenticeship (23%), and moving to another job (15%).

Figure 3.10 Alternatives to higher apprenticeships



Base (L4 and L5 apprentices): All (800); Recruited (482); Existing employee (308)

4. Quality and content of apprenticeships

This chapter examines common indicators of quality in apprenticeships, such as the duration of the apprenticeship, the employment status and pay of apprentices, and the amount and type of training they received.

Key findings

Level 2 and 3 apprentices

- **Apprenticeships are lasting longer on average:** the majority (94%) were on apprenticeships lasting 12 months or longer, up from 70% in 2014 and 49% in 2013.
- The **average apprenticeship length was 17 months**, compared to 16 months in 2014 and 15 months in 2013.
- For the first time, **no individual framework had an average duration below 12 months**, with the shortest being 14 months in Arts and Media, Business and Retail.
- **Eight in ten apprentices** (79%) **received formal training** either at an external provider or in the workplace, the **same proportion as in 2014**.
- **Apprentices received an average of 11.5 hours of training per week** (3.1 hours of training at an external provider, 2.2 hours of formal training in the workplace and 6.2 hours of training during usual work activities).
- Formal training was **higher among Level 3** apprentices (81%) **and new recruits** (85%) – driven by higher levels of training at external providers.

Higher apprentices

- Higher apprenticeship **average duration was 19 months**, exactly as in 2014**.**
- **Just two per cent** of higher apprenticeships lasted for **less than 12 months.**
- **Eight in ten** (79%) **received formal training**, in line with Level 2 and 3 apprentices, but **a decrease from 84% in 2014**.
- Decrease in formal training was **driven by a drop in training at an external provider**, from nearly two-thirds (64%) in 2014 to just over half (54%) in 2015.
- On average, **higher apprentices spent a total 7.9 hours per week training**, compared to 11.5 hours among Level 2 and 3 apprentices.
- **Most** (91%) **did work or learning towards their apprenticeship in their own time**, outside of paid hours.

Duration of apprenticeships (Levels 2 and 3)

Nearly all (94%) apprentices reported that their apprenticeship was meant to last for 12 months or longer, a considerable increase from 70% in 2014 and 49% in 2013. This is a very positive finding in light of current guidelines which state that apprenticeships should last for a minimum of 12 months in order to be of sufficient quality, and suggests high adherence to government guidelines to improve the rigour of apprenticeships.

Just six per cent of apprentices stated that their apprenticeship was intended to last for less than 12 months, higher among existing employees (8%) than those who were recruited specifically as apprentices (3%). As expected due to the close links between recruitment and framework, apprentices on newer frameworks were also more likely to report an intended duration of less than 12 months: those on Business (7%), Education (8%), Retail (8%) and Leisure (9%). Those aged 19 and over were more likely to report a sub 12-month duration (8%) than those aged under 19 (1%).

The average intended length of apprenticeships was 17 months, up from 16 months in 2014 and 15 months in 2013. Average length varied by framework, as shown in Table 4.1, with the longest in Engineering (26 months) and Construction (24 months). However, for the first time, no single framework had an average duration below 12 months. Arts and Media, Business and Retail frameworks recorded the shortest average duration (all 14 months).

Table 4.1 Average intended duration of apprenticeships by framework (months) (Levels 2 and 3)

	All	Agriculture	Arts and Media	Business	Construction	Education	Engineering	Health	ICT	Leisure	Retail
2013 average length	15	19	-	11	28	-	23	14	12	12	10
2014 average length	16	19	-	12	29	-	25	14	13	14	11
2015 average length	17	20	14	14	24	15	26	15	15	15	14
2013 Base (all giving figures)	*5,010*	*471*	*-*	*903*	*540*	*-*	*725*	*554*	*414*	*457*	*720*
2014 Base (all giving figures)	*5,021*	*400*	*-*	*925*	*475*	*-*	*650*	*599*	*400*	*450*	*810*
2015 Base (all giving figures)	*4,549*	*277*	*121*	*893*	*349*	*301*	*592*	*775*	*314*	*283*	*638*

The increasing lengths of 'newer' frameworks drove the increase in overall length compared with 2013 and 2014, including:

- Business (from 11 months in 2013 to 14 months in 2015)
- IT (from 12 months in 2013 to 15 months in 2015)
- Travel and Tourism (from 12 months in 2013 to 15 months in 2015)
- Retail (from 10 months in 2013 to 14 months in 2015)

The more traditional frameworks remained the longest on average in 2015, but had not experienced any growth: Agriculture and Engineering both remained in line with previous years, while in Construction the average length fell from 29 months in 2014 to 24 months in 2015.

In accordance with longer than average apprenticeship lengths in the traditional frameworks, younger apprentices reported longer durations (21 months on average for those under 19, falling to 15 months for those 25 and over), as did male apprentices (20 months average, compared to 15 months for women), and apprentices who were specifically recruited (19 months, compared to 15 months for existing employees).

The majority (80%) of apprentices felt that the intended duration of their course was about right in order to acquire the skills they needed. Among completers 78% thought the duration was about right, and 18% thought it was too long.

Older apprentices were more likely to feel the intended duration of their apprenticeship was too long (16% of both those aged 19-24 and 16% of those aged 25+, compared with 12% of those aged under 19), as were those who were existing employees of their employer before the apprenticeship (17% compared with 13% of those recruited specifically); as previously discussed, there was significant overlap between these two groups. Reflecting their initial lack of engagement with apprenticeships, those for whom an apprenticeship was not the preferred choice were also more likely to feel the duration was too long (33%, compared with 13% of those for whom the apprenticeship was their first choice, and 16% of those who had no single preference).

Just three per cent of completers felt the intended duration was too short. This was more likely among Level 3 apprentices (five per cent, compared with three per cent of Level 2), and among male apprentices (five per cent, compared with three per cent of women). By framework, those in Arts and Media were notably more likely to feel the intended duration was too short (12%), perhaps unsurprising as their framework had one of the shortest average durations.

There were no differences in opinion between those whose apprenticeships were intended to last for one year or longer and those whose apprenticeships were designed to last for less than one year on whether their apprenticeship was an appropriate length.

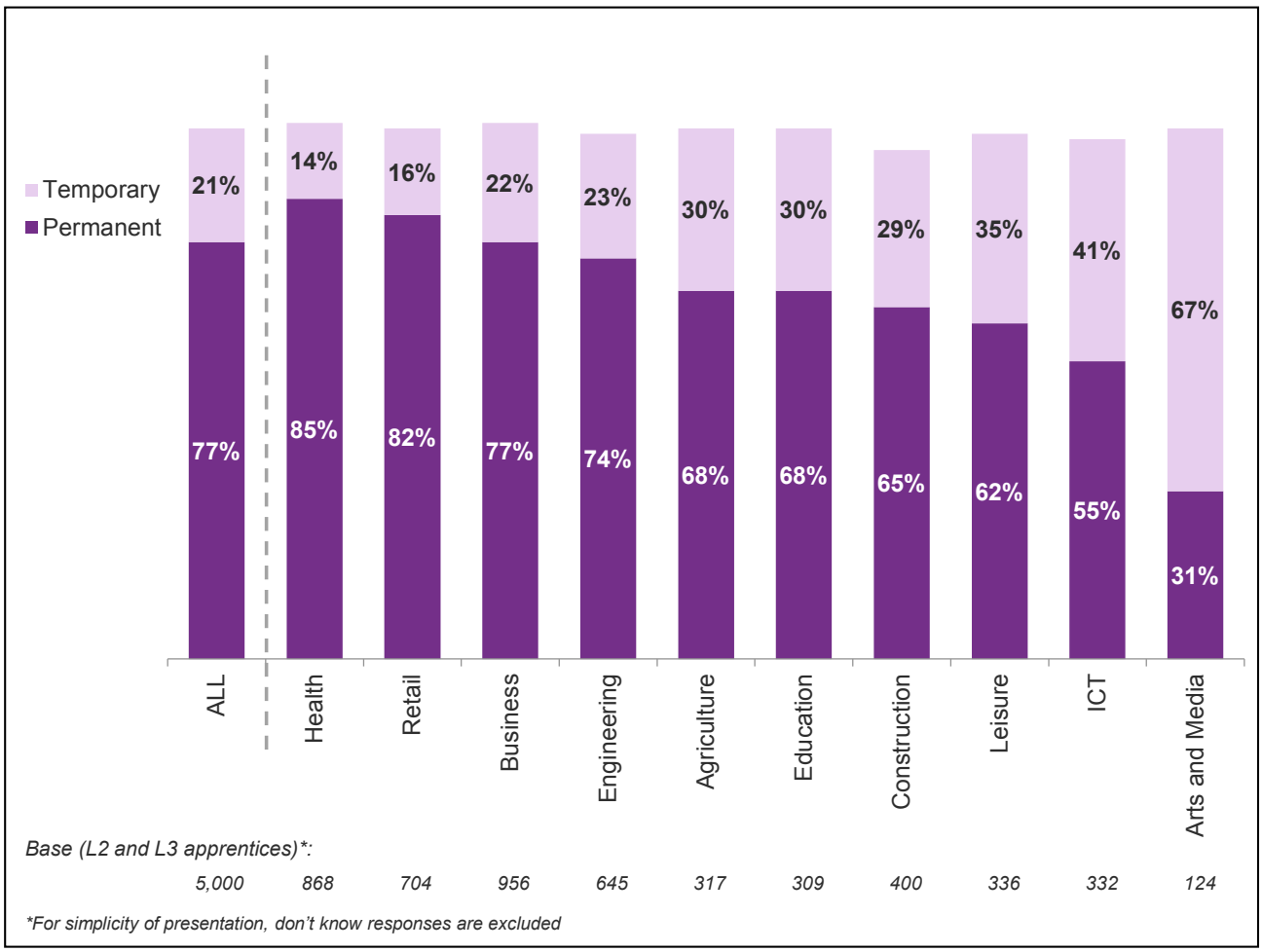
Employment status during apprenticeships (Levels 2 and 3)

In line with 2014, the vast majority (90%) of apprentices reported that they had a written contract with their employer, rising to 93% among those who were existing employees at the start of the apprenticeship.

Nearly four-fifths (77%) of all apprentices stated that they were employed on a permanent basis with no fixed end point, but a fifth (21%) were employed for the duration of their training only. This latter group predominantly comprised those who were recruited to their apprenticeship: 41% of those recruited for apprenticeships were employed for the duration of their training only, compared with two per cent of existing employees.

There were also considerable differences by framework, as shown in Figure 4.1, with apprentices employed on a non-permanent basis particularly likely to be reported by apprentices on Arts and Media (67%), ICT (41%), Leisure (35%), Agriculture (30%), Education (30%) and Construction (29%) frameworks.

Figure 4.1 Contract type during apprenticeships (Levels 2 and 3)



In terms of demographics, younger apprentices were much more likely to be employed for the duration of their training only, with two-fifths (40%) of those aged under 19 reporting having a non-permanent position, falling to 27% of those aged 19-24, and just four per cent of those aged 25 and over. Male apprentices were also likely to be employed on a temporary basis (24%, compared with 18% of women).

Working hours during apprenticeships (Levels 2 and 3)

Apprentices worked an average of 35 hours a week, with three-quarters (75%) working more than 30 hours a week. These figures were broadly in line with 2014, when apprentices worked an average 34 hours per week. Those recruited for their apprenticeship tended to work longer hours (an average of 37 hours per week) compared with existing employees (an average of 34 hours per week).

There was some variation by framework, as shown in Table 4.2. Longer hours were worked by apprentices in Agriculture, Construction and Engineering (all 39 hours on average), while shorter hours were particularly common in Education (29 hours), and

Leisure (31 hours). These figures tend to be in line with the working hours reported in 2014.

Younger apprentices tended to work longer hours, with an average of 37 hours per week for those under 19, 36 hours per week for those aged 19-24, and 34 hours per week for those aged 25 and over. Male apprentices also worked longer hours on average (38 hours per week compared with 33 hours for female apprentices).

Table 4.2 Mean average contracted hours per week (Levels 2 and 3)

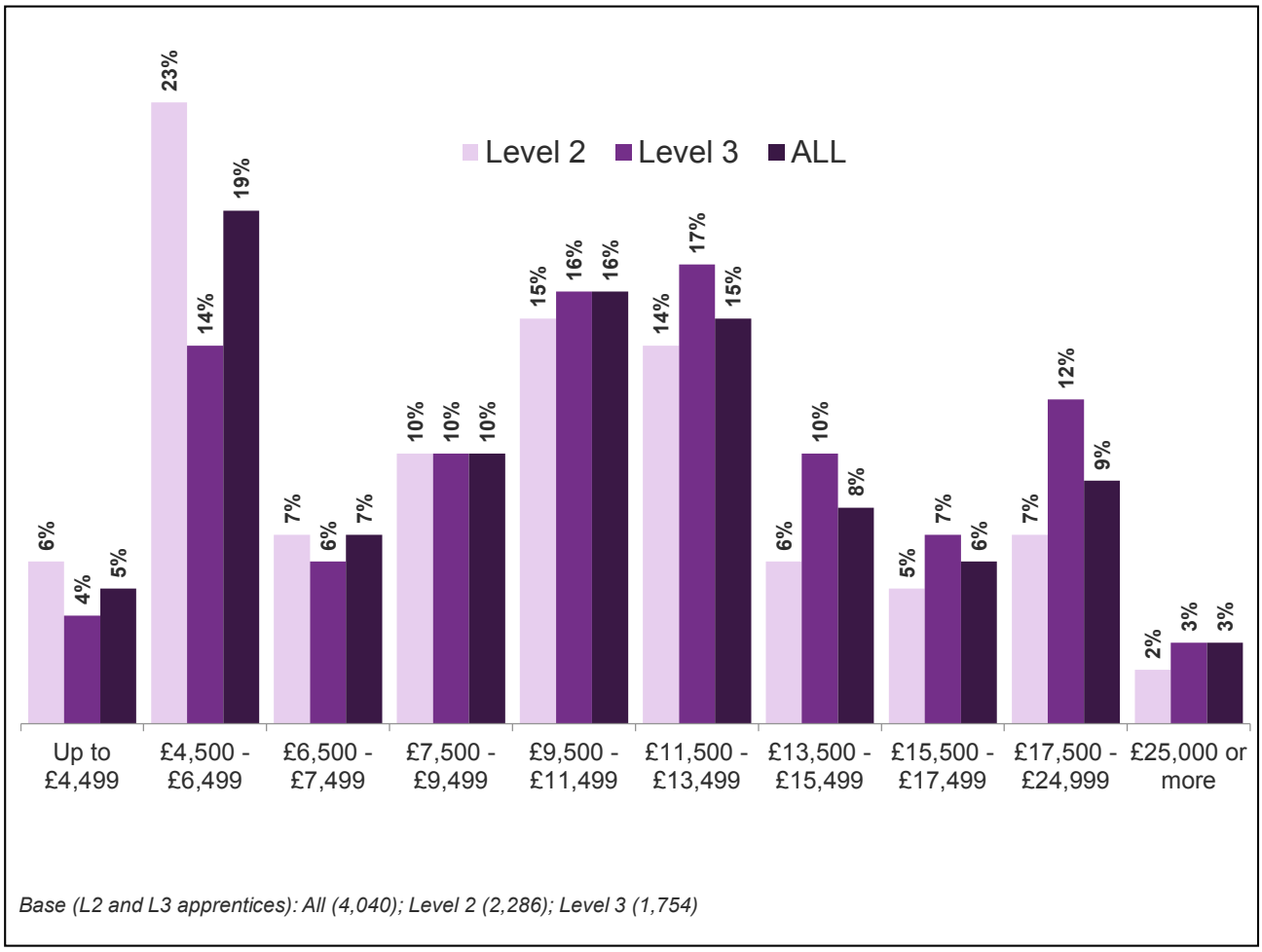
	All*	Agriculture	Arts and Media	Business	Construction	Education	Engineering	Health	IT	Leisure	Retail
2014 mean contracted hours	34	38	-	35	38	-	39	31	36	28	31
2015 mean contracted hours	35	38	33	36	39	29	39	32	36	31	33
2014 Base	*5,021*	*400*	*-*	*925*	*475*	*-*	*650*	*599*	*400*	*450*	*810*
2015 Base	*4,707*	*289*	*117*	*923*	*353*	*294*	*618*	*823*	*319*	*303*	*659*

**Note 2015 Base excludes those who did not know their contracted hours*

Pay during apprenticeships (Levels 2 and 3)

The vast majority of Level 2 and Level 3 apprentices reported earning above the apprenticeship minimum wage (of £2.73 an hour at the time of the survey, now increased to £3.30[13]). Only a small proportion appeared to receive a lower pay rate, with five per cent saying they earned less than £4,500 annually. Typically, existing employees, older apprentices and those on a Level 3 apprenticeship received higher pay than their counterparts (see Figure 4.2).

Figure 4.2 Annual pay during apprenticeships (Levels 2 and 3)



Base (L2 and L3 apprentices): All (4,040); Level 2 (2,286); Level 3 (1,754)

The majority (79%) of apprentices who worked for their employer before starting their apprenticeship experienced no change to their pay as a result of starting their apprenticeship. However, the proportion experiencing a pay increase (17%) was higher

[13] For more details about apprenticeship pay, the 2014 Apprenticeship pay survey can be found at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/387319/bis-14-1281-apprenticeship-pay-survey-2014.pdf

than in 2014 (14%). As in 2014, men (21%) and younger apprentices aged under 19 (41%) were more likely to report an increase.

Other groups more likely to have received an increase in pay on starting their apprenticeship were those with a disability (22%, compared with 16% of those without a disability), and those on a Level 3 apprenticeship (20%, compared with 14% of Level 2 apprentices).

Amount and type of training during apprenticeships (Levels 2 and 3)

Training is a key component of apprenticeships; in *The Future of Apprenticeships in England: Implementation Plan*, a key principle laid out for future apprenticeships is that "an apprenticeship requires **substantial and sustained** training, lasting a minimum of 12 months and including off-the-job training."[14]

Nearly all (95%) apprentices received some form of training as part of their apprenticeship. Four-fifths (79%) said they received *formal* training, classed as training at an external provider or formal training sessions in the workplace (as opposed to training taking place in the workplace while the apprentices was carrying out their usual work activities). Just five per cent said that they did *no training at all* as part of their apprenticeship (an assertion that was double checked if an apprentice responded 'no' to each individual type of training).

No training being provided was more prevalent among apprentices who were existing employees prior to their apprenticeship (seven per cent, compared to three per cent of those who were specifically recruited for an apprenticeship).

There were differences by framework too: seven per cent of Business apprentices, seven per cent of Health apprentices and 11% of Education apprentices said that they did not undertake any training during their apprenticeship. Each of these frameworks contained an above average proportion of apprentices who were existing employees.

The likelihood to have not undertaken any training increased with age: two per cent of those aged under 19 did no training, doubling to four per cent of those aged 19-24, and doubling again to eight per cent of those aged 25 and over. Women were also more likely to have done no training (six per cent, compared with four per cent of men).

[14] *The Future of Apprenticeships in England: Implementation Plan,* October 2013.

Type of training undertaken whilst on apprenticeships (Levels 2 and 3)

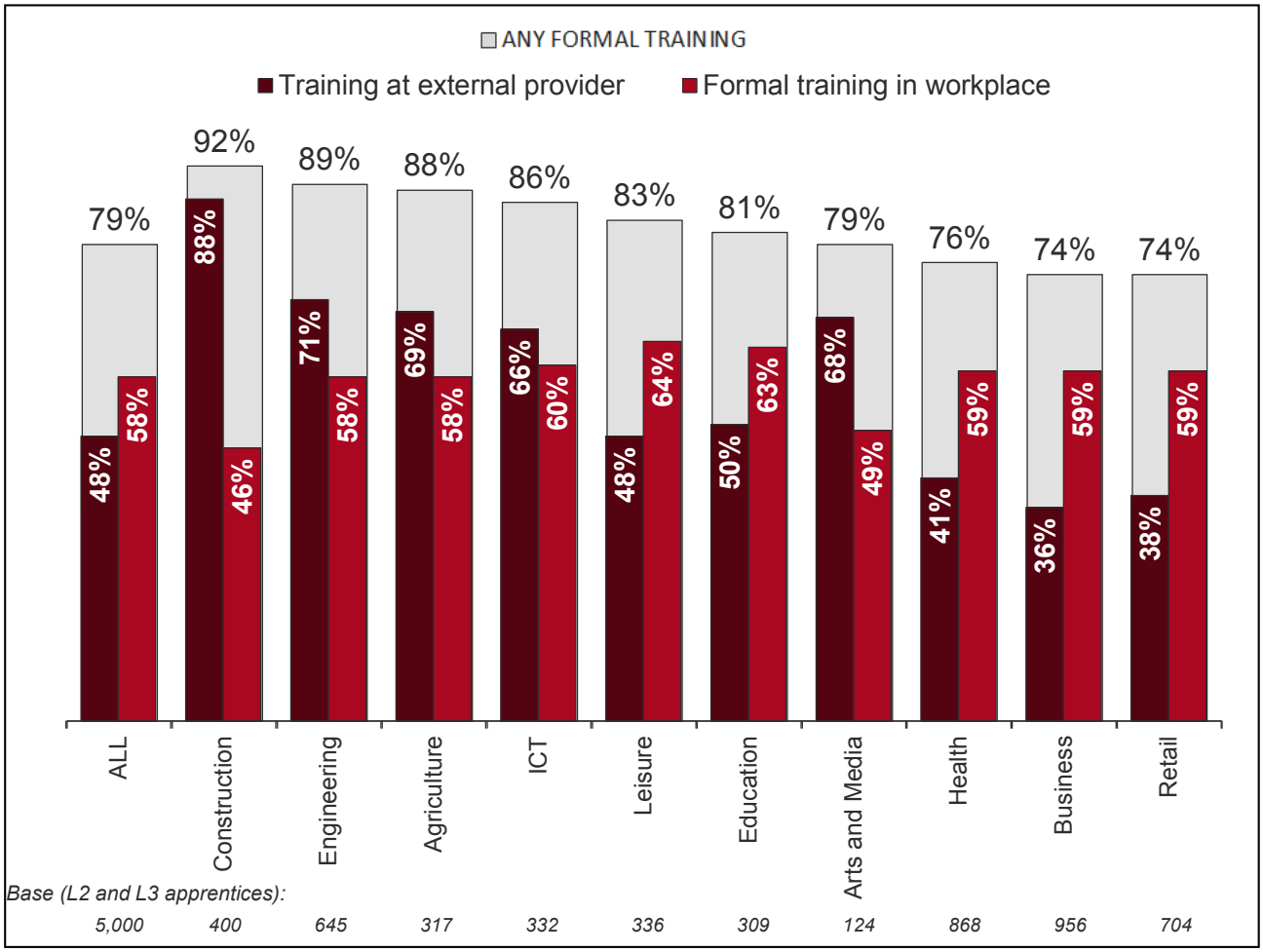
Overall four-fifths (79%) had received formal training, defined as either formal training within the workplace (received by 58%) or at an external provider (received by 48%). These figures were in line with those reported in 2014 (79%, 57% and 49% respectively).

Overall, formal training was more likely to be received by those on a Level 3 apprenticeship, maintaining trends seen in 2014 (81%, compared with 77% of those on a Level 2 apprenticeship), and by those who had been specifically recruited (83%, in line with 84% in 2014). In both these cases, the higher proportion receiving formal training was driven by higher levels of training at an external provider (undertaken by 54% of Level 3 apprentices and 62% of those specifically recruited), while the proportion undertaking formal training sessions in the workplace was similar across each group.

Formal training, and in particular formal training at an external provider, was more common in the traditional, well established frameworks than in the newer frameworks, as Figure 4.3 illustrates. Of particular note, 92% of individuals undertaking a Construction apprenticeship received formal training, and in contrast to the overall trend, nearly twice as many received training at an external training provider (88%) than in the workplace (46%).

Only three-quarters of apprentices received formal training in Retail (74%), Business (74%) and Health (76%); the latter two were also among the group most likely to offer no training at all, indicating issues with the quality of these apprenticeships in some instances.

Figure 4.3 Type of formal training undertaken whilst on apprenticeships, by framework (Levels 2 and 3)



Mirroring the fact that older apprentices were more likely to have received no training at all, they were also less likely to have received formal training: just 72% of those aged 25 and over had done so, compared with 81% of those aged 19-24 and 87% of those aged under 19. Similarly, women were less likely to have received formal training (75%, compared with 83% of men).

The vast majority (82%) of apprentices said they always or usually undertook their training during their contracted hours (an increase on the 76% in 2014), with 51% *always* undertaking their training within contracted hours (an increase on 33% in 2014), and 30% *usually* undertaking their training within their contracted hours (compared with 44% in 2014). The proportion *never* undertaking their training within contracted work hours remained consistent with 2014 at six per cent; however, the proportion *usually* undertaking their training outside of contracted hours fell from 17% in 2014 to 10% in 2015.

Table 4.3 Training summary for apprenticeships: by level, age, gender, and recruitment status (Levels 2 and 3)

Row percentages	Base	Any training	Any formal training	Training at external provider	Formal training in workplace	Informal training in workplace	No training
All	*5,000*	95	79	48	58	78	5
Level 2	*2,808*	95	77	43	59	78	5
Level 3	*2,192*	95	81	54	58	78	5
Age under 19	*1,275*	98	87	66	59	83	2
Age 19-24	*1,686*	96	81	51	59	82	4
Age 25+	*2,039*	92	72	34	58	73	8
Male	*2,562*	96	83	58	59	80	4
Female	*2,438*	94	75	39	58	76	6
Existing employee	*2,429*	93	73	35	58	74	7
Recruited as apprentice	*2,483*	97	85	62	59	83	3

Time spent training whilst undertaking apprenticeships (Levels 2 and 3)

The Specification of Apprenticeship Standards for England (SASE) states that an intermediate and advanced level apprenticeship must contain a minimum of 280 Guided Learning Hours (GLH), of which at least 100 GLH or 30% (whichever is greater) must be

delivered off-the-job[15]. This would require approximately five and a half hours training per week on a 12 month apprenticeship, of which around two hours should be off-the-job. The training hours reported by apprentices therefore give an important indication as to whether apprenticeships within the period were of adequate quality.

Overall, apprentices reporting any training reported receiving an average of 11.5 hours of training (either formal or informal) per week. There were signs that for a considerable minority, their apprenticeship failed to meet SASE requirements: two-fifths (39%) received one to five hours of training per week, while seven per cent received under an hour. In line with the finding that existing employees were less likely to receive training, those that did typically spent less than the statutory minimum time in training: 53% of existing employees who received training spent one to five hours in training per week, and 10% received under an hour (compared with 25% and three per cent respectively of specifically recruited apprentices).

By framework higher levels of training more commonly occurred in the more traditional apprenticeships: those in Construction received an average of 24.7 hours per week of training (among those who received training), while Engineering apprentices received an average of 21.5 hours per week. The intensity of training tended to be less in newer frameworks such as Business (6.3 hours) and Education (6.9). Level 3 apprentices also tended to receive more hours of per week training than those on a Level 2 framework (12.5 hours compared with 10.7 hours)

Apprentices reported spending an average of 3.1 hours per week training at an external provider (or 6.3 hours based only on those receiving training at an external provider, compared with 6.6 hours per week in 2014 and 8.4 hours in 2013). Just under a quarter (23%) said they did six or more hours of training at an external provider, and a fifth did between one and five hours; however, one in twenty (5%) said they received less than one hour per week training at an external provider.

Those who were recruited specifically as apprentices received significantly more hours training at external providers on average: 4.8 hours per week, compared with 1.5 hours per week for those who were existing employees. This reflects the results by framework, with the frameworks heavier in external recruits also offering more hours training at external providers on average, as shown in Table 4.4.

Apprentices spent most time training while doing their usual work activities: on average those receiving training spent 6.2 hours per week training in this manner. Apprentices

[15] Specification of Apprenticeship Standards for England (SASE). BIS, September 2015.

generally attended fewer hours of formal training sessions in the workplace, with an average of 2.2 hours per week.

Table 4.4 Average hours training per week whilst undertaking apprenticeships (Levels 2 and 3)

	All	Agriculture	Arts and Media	Business	Construction	Education	Engineering	Health	ICT	Leisure	Retail
Training at external provider	3.1	4.7	3.8	1.2	9.0	2.0	6.8	1.5	5.6	2.9	2.3
Formal training in workplace	2.3	3.2	2.9	1.6	3.0	1.8	3.5	1.8	3.5	2.6	2.1
Training during usual activities	6.3	9.7	7.3	3.6	13.4	3.2	11.6	4.6	5.7	6.0	5.1
Total training	**11.5**	**17.3**	**13.6**	**6.3**	**24.7**	**6.9**	**21.5**	**7.8**	**14.7**	**11.4**	**9.4**
Base: all receiving training	*4,745*	*310*	*119*	*887*	*393*	*278*	*632*	*809*	*320*	*324*	*664*

There was a strong correlation of age with training hours. For those under the age of 19 around half of the working week was spent in training (17.5 hours). By contrast those aged 19-24 received an average of 12.9 hours per week training and those aged 25 and above received 6.4 hours per week. There was a similar split by gender, with women receiving half as many training per hours per week as men (7.7 and 15.7 hours per week respectively).

Training to L2 qualifications in English and Maths (Level 2 and 3)

The Future of Apprenticeships in England: Implementation Plan sets out that "English and Maths requirements will be stronger in future apprenticeships."[16] From September 2014, all Level 2 apprentices who have achieved Level 1 English and Maths were required to study towards Level 2 English and Maths; those without Level 1 would need to achieve

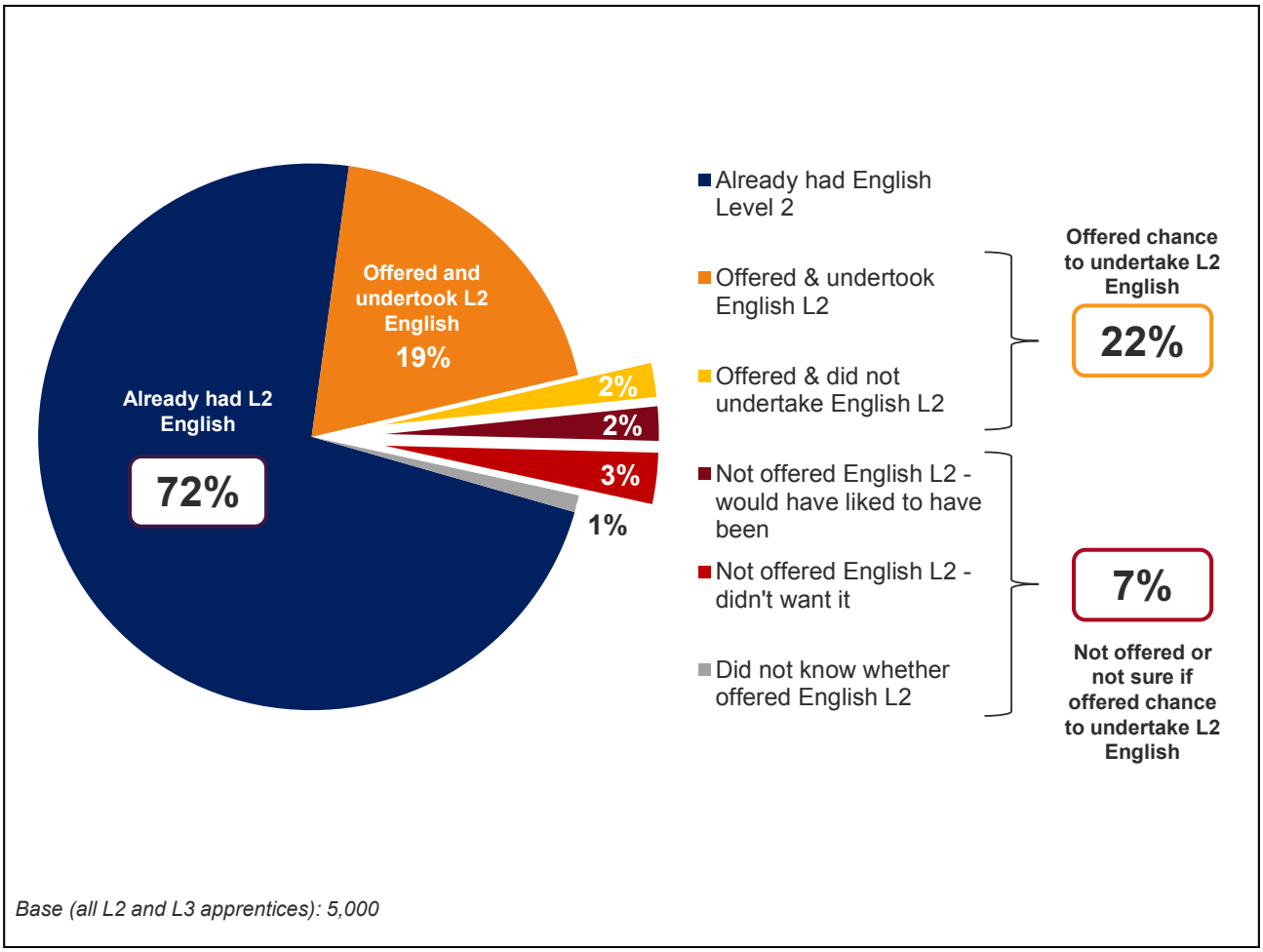
[16] *The Future of Apprenticeships in England: Implementation Plan,* October 2013.

this in order to complete their apprenticeship. Level 3 apprentices would be required to achieve Level 2 English and Maths in order to complete their apprenticeship.

As shown in Figure 4.4, the majority (72%) of apprentices already held a Level 2 English qualification before starting their apprenticeship. Apprentices with a Level 2 English qualification typically held a GCSE (54%) or GCSE equivalent (5%), or Functional Skills (5%).

A fifth (19%) of apprentices undertook a Level 2 English qualification as part of their apprenticeship. Overall two per cent were offered the chance to take a Level 2 English qualification, but did not take it. The remaining seven per cent of apprentices were not offered (or did not recall being offered) the opportunity to study towards a Level 2 English qualification. Overall two per cent of Level 2 and Level 3 apprentices did not have a prior Level 2 English qualification and would have liked to have been offered the opportunity to obtain one.

Figure 4.4 Summary of Level 2 English qualifications amongst apprentices (Levels 2 and 3)



Approaching one-fifth (18%) of those without a Level 2 English qualification at the start of their apprenticeship were not offered the chance to undertake one. A greater proportion of Level 2 apprentices who did not have a Level 2 English qualification were not offered the chance to undertake one (23%, compared to 11% of Level 3 apprentices).

Similarly, a greater proportion of existing employees did not recall being given the opportunity (nine per cent compared with three per cent of those specifically recruited), as did non-NEETs (seven per cent compared with three per cent of NEETs).

As shown in Table 4.5, apprentices were more likely to not recall being offered a Level 2 English qualification in the Retail (8%), Health (8%), and Engineering (7%) frameworks; while this situation was least likely among apprentices in Arts and Media (1%), Education (2%), Travel and tourism (2%), and ICT (3%).

Age also had a considerable impact, with 11% of those aged 25 and above having neither an existing qualification nor the opportunity to gain one, compared with four per cent of those between 19 and 24 years old, and three per cent of those under 19 years of age.

Table 4.5 Summary of Level 2 English qualifications, by framework (Levels 2 and 3)

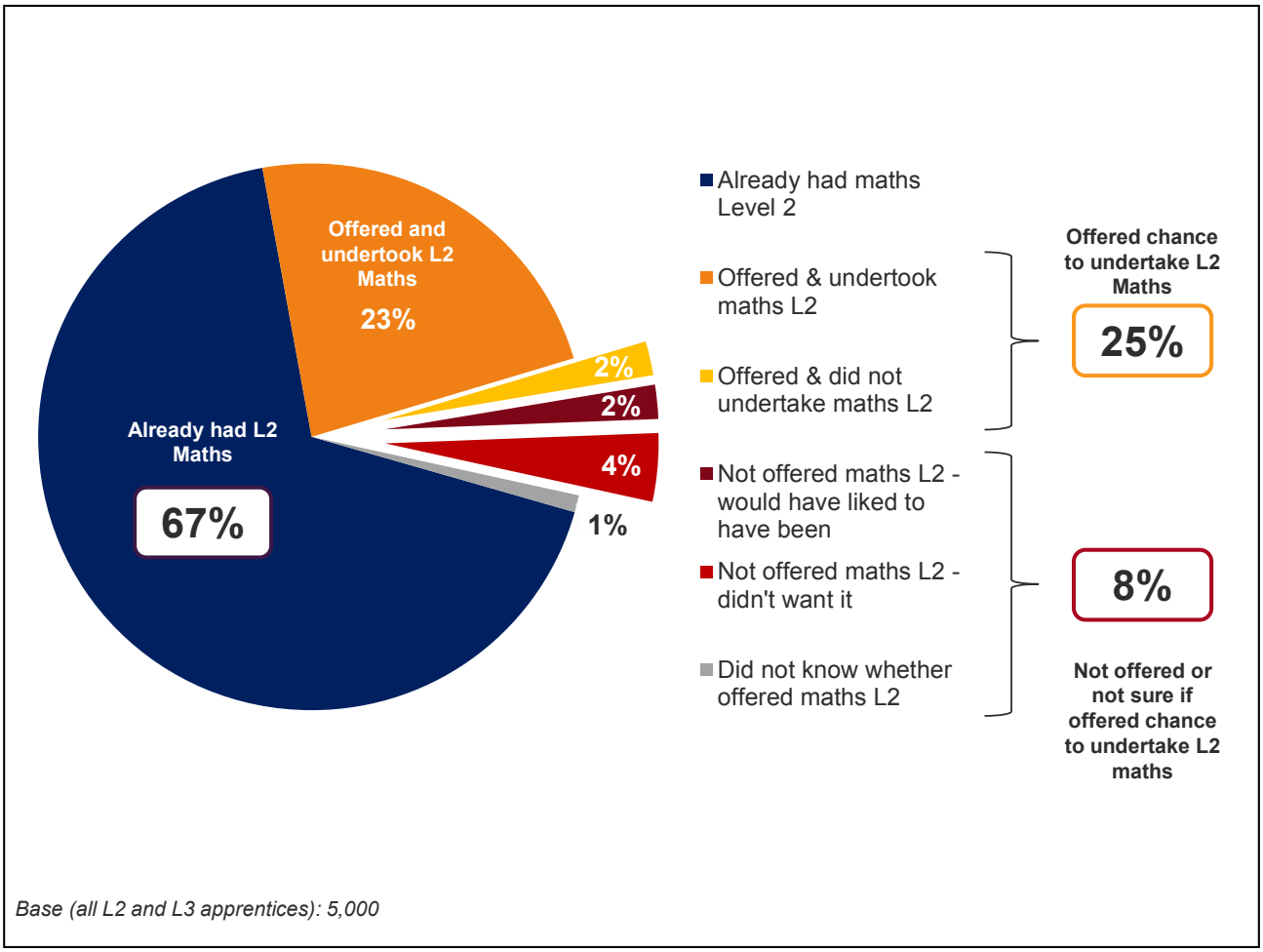
	All	Agriculture	Arts &and Media	Business	Construction	Education	Engineering	Health	ICT	Leisure	Retail
	%	%	%	%	%	%	%	%	%	%	%
Already had English L2	72	70	88	78	66	74	75	64	88	80	65
Offered English L2	22	24	11	17	28	23	18	27	10	18	27
Did not recall being offered English L2	7	5	1	5	6	2	7	8	3	2	8
Base: all	*5,000*	*317*	*124*	*956*	*400*	*309*	*645*	*868*	*332*	*336*	*704*
Did not have L2 English and were not offered the opportunity to undertake a qualification	18	14	5	19	16	9	25	19	21	10	15
Base: all those without L2 English	*1,399*	*96*	*17*	*223*	*127*	*75*	*166*	*319*	*46*	*78*	*252*

Of those who did undertake a Level 2 English qualification as part of their apprenticeship, nearly half (47%) said they undertook a Functional Skills qualification, a fifth (19%) mentioned an NVQ Level 2 (likely to also be Functional Skills), and 11% undertook a GCSE. The proportion of apprentices who undertook a GCSE was particularly high amongst those on the Construction framework (20%) and those aged under 19 years (15%).

Apprentices were slightly less likely to have Level 2 Maths at the start of their apprenticeship than English (67%). Consequently, they were more likely to undertake Level 2 Maths as part of their apprenticeship (23%) than Level 2 English.

As with English, around one-fifth of apprentices (19%) who did not have a Level 2 Maths qualification prior to their apprenticeship were not offered the opportunity to undertake one. Around half those who did not undertake a Level 2 Maths qualification said they would not have wanted to undertake one, as shown in Figure 4.5.

Figure 4.5 Summary of Level 2 Maths qualifications amongst apprentices (Levels 2 and 3)



Certain groups of apprentices were more likely to have started their apprenticeship without a Level 2 Maths qualification, and were not given the opportunity to work towards one:

- Level 2 apprentices (11%, compared with just four per cent of Level 3 apprentices)
- Existing employees (11%, compared with four per cent of those who were recruited)
- Non-NEETs (eight per cent, compared with four per cent of NEETs)
- Those aged 25 and over (13%, compared with five per cent of those aged 19-24, and three per cent of those under 19)
- Those on Health (10%) and Retail (9%) frameworks.

Table 4.6 Summary of Level 2 Maths qualifications, by framework (Levels 2 and 3)

	All	Agriculture	Arts and Media	Business	Construction	Education	Engineering	Health	ICT	Leisure	Retail
	%	%	%	%	%	%	%	%	%	%	%
Already had Maths L2	67	70	92	72	70	67	79	55	87	76	60
Offered Maths L2	25	25	8	21	24	30	14	35	10	21	31
Did not recall being offered Maths L2	8	5	1	7	6	3	7	10	3	3	9
Base: all	*5,000*	*317*	*124*	*956*	*400*	*309*	*645*	*868*	*332*	*336*	*704*
Did not have L2 Maths and were not offered the opportunity to undertake a qualification	19	14	6	21	16	8	27	19	22	12	16
Base: all those without L2 Maths	*1,585*	*96*	*15*	*287*	*115*	*97*	*148*	*400*	*50*	*87*	*290*

Quality and content of higher apprenticeships

Duration of higher apprenticeships

The average intended length of higher apprenticeships was 19 months, showing no change from previous years. Level 4 apprentices reported longer average durations (21 months) than Level 5 apprentices (17 months). One per cent of higher apprenticeships were intended to last for less than one year. Figures here are based on the recall of apprentices (after being prompted with the apprenticeship duration recorded in the ILR).

Those recruited specifically for their higher apprenticeship reported longer intended durations (22 months) than existing employees (17 months). In line with the profile of those specifically recruited as apprentices, younger apprentices also had longer durations on average, ranging from 26 months for those aged under 19, 21 months for those aged 19-24, down to 17 months for those aged 25 and over. Similarly, men reported longer higher apprenticeship durations on average (20 months) than women (18 months). As noted earlier in the report, men on higher apprenticeships were more likely to be younger and to have been specifically recruited as apprentices.

The majority (78%) of higher apprentices felt that the intended duration of their training was ‘about right’, with equal proportions feeling it was too long (10%) or too short (10%). Level 5 apprentices were more likely to feel that the intended duration was too short (13%, compared with five per cent of Level 4), as were those who were existing employees (12%, compared with five per cent of those recruited as apprentices). Those on the Health framework were more than twice as likely as all other frameworks to feel the apprenticeship was too short (15%, compared with six per cent of Business, four per cent of ICT, and seven per cent of Other frameworks).

In line with the fact that they were more likely to have apprenticeships of shorter duration, older apprentices (13% aged 25 and above) and female apprentices (12%) were also more likely to feel their higher apprenticeship was too short.

Those aged 19-24 were twice as likely as those in both the younger and older age groups to think the duration of their apprenticeship was too long: 16% compared with eight per cent of both those aged under 19 and those aged 25 and above.

Employment status during higher apprenticeships

In line with 2014, virtually all higher apprentices (97%) had a contract of employment, and the vast majority (90%) had permanent jobs, leaving nine per cent employed for the duration of their training only.

The following higher apprentices were more likely just to be employed for the duration of their training only:

- Level 4 apprentices (19%, compared with three per cent of Level 5 apprentices);
- Those recruited as apprentices (26%, compared with one per cent of those who were existing employees);
- Those on Other frameworks (28%) and ICT (21%);
- Younger apprentices (33% of those aged under 19 and 21% of those aged 19-24, compared with just two per cent of those aged 25 and above).
- Male apprentices (17%, compared with four per cent of women).

Working hours during higher apprenticeships

Higher apprentices were contracted to work an average of 36.4 hours per week, virtually identical to the 36.5 hours per week reported in 2014. Mean weekly hours worked were broadly the same across all levels, frameworks and ages, and by recruitment status; however, male apprentices reported higher average working hours than women (37.5 hours and 35.8 hours per week respectively). The vast majority (82%) worked between 31 and 40 hours per week. Just 12% worked 30 or fewer hours per week.

Pay during higher apprenticeships

Pay varied quite widely from nine per cent earning less than £9,500 per year to 16% earning £25,000 or more. More common were salaries between these figures: £9,501 - £15,499 (33%); £15,500 - £17,499 (14%); and £17,500 - £24,999 (26%).

The vast majority (85%) of higher apprentices who worked for their employer before starting their apprenticeship reported that their pay remained the same after starting their apprenticeship, a larger proportion than among Level 2 and 3 apprentices (79%). Just one per cent said their pay had decreased after starting the apprenticeship, while 12% said their pay increased (a smaller proportion than the 17% of Level 2 and 3 apprentices who experienced an increase). Level 4 apprentices were more likely to have received an increase in pay (22%, compared with nine per cent of Level 5).

Amount and type of training during higher apprenticeships

The proportion of higher apprentices receiving training has dropped, from 96% in 2014 to 92% in 2015. The incidence of training was lower among Level 5 apprentices (88% vs 98% among Level 4 apprentices).

The decrease in training was accompanied by a decrease in *formal* training too (from 84% to 79%), with this driven by a fall in those training with an external provider (from 64% to 54%). The proportion receiving formal training sessions in the workplace (57%) remained similar to 2014 (54%). The proportion receiving *informal* training at work (whilst doing their usual activities) also remained in line with 2014, at 70%.

Level 4 apprentices were more likely to have received *any* training (98%), and more likely to have received formal training (91%, compared with 72% of Level 5 higher apprentices). This was driven particularly by the large proportion receiving training at an external provider: three-quarters (74%) did so, compared to just two-fifths (40%) of Level 5 apprentices.

All or virtually all apprentices on the ICT and 'Other' frameworks received training (100% and 98% respectively); they were also more likely than apprentices in Business and Health to have received each individual type of training, as shown in Table 4.7.

Health apprentices had the lowest levels of formal training across all frameworks at 71%, more than ten percentage points lower than Business (82%), and more than 20 percentage points lower than both ICT (94%) and 'Other' frameworks (92%).

Table 4.7 Training summary for higher apprentices

	All	Business	Health	ICT	Other frameworks
	%	%	%	%	%
Training at external provider	54	58	41	81	80
Formal training in workplace	57	56	51	74	71
Any formal training	79	82	71	94	92
Training during usual activities	70	63	72	81	87
Total training	**92**	**92**	**89**	**100**	**98**
Base: all Level 4 and Level 5 apprentices	*800*	*388*	*230*	*77*	*95*

Younger higher apprentices were more likely to receive both any training and formal training, with all those under 19 and 98% of those aged 19-24 receiving training, and 91% and 93% receiving formal training respectively. This compares to 89% of higher

apprentices aged 25 and over receiving any training, and just 73% receiving formal training.

Men on higher apprenticeships were more likely than women to receive each type of training, in particular training at an external provider (67%, compared to 46% of women).

A small proportion of higher apprentices (5%) received training or learned at a university as part of their apprenticeship, in line with four per cent in 2014. Training at a university was more common among Level 4 apprentices (10%), those on the ICT framework (14%), those on 'Other' frameworks (31%), male apprentices (9%), and younger apprentices (22% of those aged under 19 and nine per cent of those aged 19-24) and those specifically recruited for their apprenticeship (12%).

Around seven in ten higher apprentices (71%) stated that they always or usually undertook their apprenticeship training within their contracted hours, significantly lower than the 82% of Level 2 and Level 3 apprentices, and still leaving relatively substantial proportions undertaking their training either usually (20%) or always (8%) outside of their contracted hours. However, this still represents a fall in the total proportion undertaking their training always or usually outside of working hours (28%, down from 39% in 2014).

Self-study as part of higher apprenticeships

Most higher apprentices reported elements of self-study during their apprenticeship, with more than half (56%) filling out their apprenticeship portfolio during the working day, and the vast majority (91%) having done work or learning towards their apprenticeship in their own time, outside of paid hours.

Level 5 apprentices were more likely to have worked towards their apprenticeship in their own time (93%, compared to 88% of Level 4 higher apprentices), while those on the Health framework were less likely than all other frameworks to spend time filling in their portfolio during the day (49%, compared to between 59% Business, 66% 'Other' frameworks, and 67% ICT).

Apprentices aged 25 and over were more likely to have worked towards their apprenticeship in their own time (93%, compared to 87% of those aged 24 and under), as were male apprentices (61%, compared to 53% of women).

Time spent training, including self-study, for higher apprenticeships

Higher apprentices spent an average of 8 hours per week training, including both formal and informal training, less than the equivalent 12 hours reported by Level 2 and 3 apprentices. Level 4 apprentices spent an average of 11.3 hours training per week, while Level 5 apprentices received a total of 5.3 hours a week training on average.

Among those receiving any training, most time was spent on informal training during usual work activities (3.4 hours), followed by training at an external provider (2.7 hours) and formal training in the workplace (1.9 hours).

Generally, apprentices in Business and in Health reported lower hours spent training than those in ICT and Other frameworks, as shown in Table 4.8.

Table 4.8 Average hours training per week for higher apprentices

	All	Business	Health	ICT	Other frameworks
Training at external provider	2.7	2.5	1.3	7.7	6.0
Formal training in workplace	1.9	1.6	1.3	4.6	4.6
Training during usual activities	3.4	3.0	3.0	4.7	7.1
Total training	**7.9**	**7.1**	**5.5**	**17.0**	**17.3**
Base: all receiving training	*739*	*357*	*202*	*77*	*93*

Overall, those who were recruited specifically for their apprenticeship spent twice as much time training each week on average (12.4 hours compared with 5.5 hours among those who were existing employees). Training hours were also higher among younger higher apprentices (with a mean of 18.0 hours for those under 19, compared with 11.2 hours for those aged 19-24, and 5.2 hours for those aged 25 and over). Male apprentices also had higher average amounts of training (11.1 hours per week on average, compared to 5.8 hours among women). These patterns were consistent across all three types of training.

Higher apprentices who undertook any self-study reported spending an average of 1.9 hours per week on filling in their apprenticeship portfolio, and 5.4 hours undertaking further study or training during their own time; overall, an average of 7.7 hours per week was spent on self-study. Level 5 apprentices spent more time on self-study on average (8.4 hours, compared with 6.5 hours among Level 4 apprentices).

Higher apprentices on the Health framework spent more time both filling in their portfolios and working during their own time than all other frameworks, suggesting that lower levels of training were being compensated for by increased self-study.

Table 4.9 Average hours spent on self-study per week for higher apprentices

	All	Business	Health	ICT	Other frameworks
Filling in apprenticeship portfolio	1.9	1.7	2.2	1.8	2.2
Further study or training during own time	5.4	4.6	6.6	4.5	4.5
Total self-study	7.7	6.4	9.0	7.4	6.6
Base: all undertaking any work in own time	*778*	*378*	*226*	*74*	*229*

By age, gender and recruitment status, the pattern was inverse to likelihood to receive training, with older apprentices, women, and those who were existing employees spending more time on self-study, including both completing their portfolio and further study / training in their own time. Again, it would appear that levels of self-study in this group were higher either through intentional course design, or as a necessary reaction to receiving lesser amounts of training.

Training to Level 2 qualifications in English and Maths for higher apprentices

As with Level 3 apprentices, from September 2014 onwards, all higher apprentices have been required to achieve Level 2 English and Maths prior to taking the apprenticeship end test.[17]

The vast majority (89%) of higher apprentices had Level 2 English before starting their apprenticeship. Six per cent were offered the chance to undertake Level 2 English as part of their apprenticeship, of whom most (5%) took up the offer; five per cent were not offered the chance to undertake Level 2 English.

Following the pattern seen among Level 2 and 3 apprentices, a slightly smaller proportion (84%) of higher apprentices had a Level 2 Maths qualification before starting their apprenticeship, although this proportion was still significantly higher than that of the Level 2 and 3 apprentices (67%). Overall nine per cent of higher apprentices were offered the chance to undertake Level 2 Maths as part of their higher apprenticeship, of whom the

[17] *The Future of Apprenticeships in England: Implementation Plan,* October 2013.

vast majority took up the offer; seven per cent were not offered the chance to undertake Level 2 Maths.

5. Satisfaction with apprenticeships

This chapter examines levels of overall satisfaction, and the degree to which apprentices were satisfied with individual elements of their apprenticeship. The extent to which apprentices' expectations had been met is also discussed, followed by the degree to which they would speak highly of the apprenticeship programme.

Key findings

Level 2 and 3 apprentices

- **Levels of satisfaction were high, and remained broadly consistent with data from 2014.** Nearly nine out of ten (89%) apprentices were satisfied with their apprenticeship overall, and nearly three quarters (72%) were very satisfied.
- **Apprentices from more 'traditional' frameworks tended to be more satisfied.**
- Likewise, **those who have enjoyed positive employment outcomes upon completion of their apprenticeship** (or who were still undertaking their apprenticeship with the same employer) **were more positive**.
- **Apprentices' expectations of apprenticeships were largely met** (21%) **or exceeded** (71%)**, in line with results from 2014**. Younger apprentices were generally more positive, as were those who had continued to train or work with their employer.
- **Apprentices were most satisfied with the relevance of their training** (89%)**, the quality of training** (87%)**, their assessment on the job** (86%) **and the quality of feedback** (86%)**.**
- **The majority (80%) of apprentices would speak positively about their apprenticeship, maintaining levels seen in 2014.** Again apprentices from 'traditional' frameworks were more likely to speak positively about their apprenticeships.

Higher apprentices

- **At a general level, levels of satisfaction amongst Level 4 and 5 apprentices mirrored those of Level 2 and 3 apprentices.** Indeed, the same proportion (89%) were satisfied with their apprenticeship overall.
- **Two-thirds** (66%) **of apprentices felt their apprenticeship was better than expected. Within this, 45% felt it was much better**, slightly lower than the levels of satisfaction seen amongst Level 2 and 3 apprentices.
- **The vast majority** (86**%) of higher apprentices would speak positively about their apprenticeship**, higher than the proportion of Level 2 and 3 apprentices.

Overall satisfaction amongst apprentices (Levels 2 and 3)

Overall levels of satisfaction with apprenticeships remained high, with nearly nine in ten Level 2 and 3 apprentices (89%) satisfied with their apprenticeship, the same proportion as in 2014. Nearly three-quarters (72%) of apprentices were *very* satisfied, maintaining levels seen in 2014 (72%) and 2013 (71%) (see Table 5.1).

Table 5.1 Overall satisfaction among (Levels 2 and 3) [18]

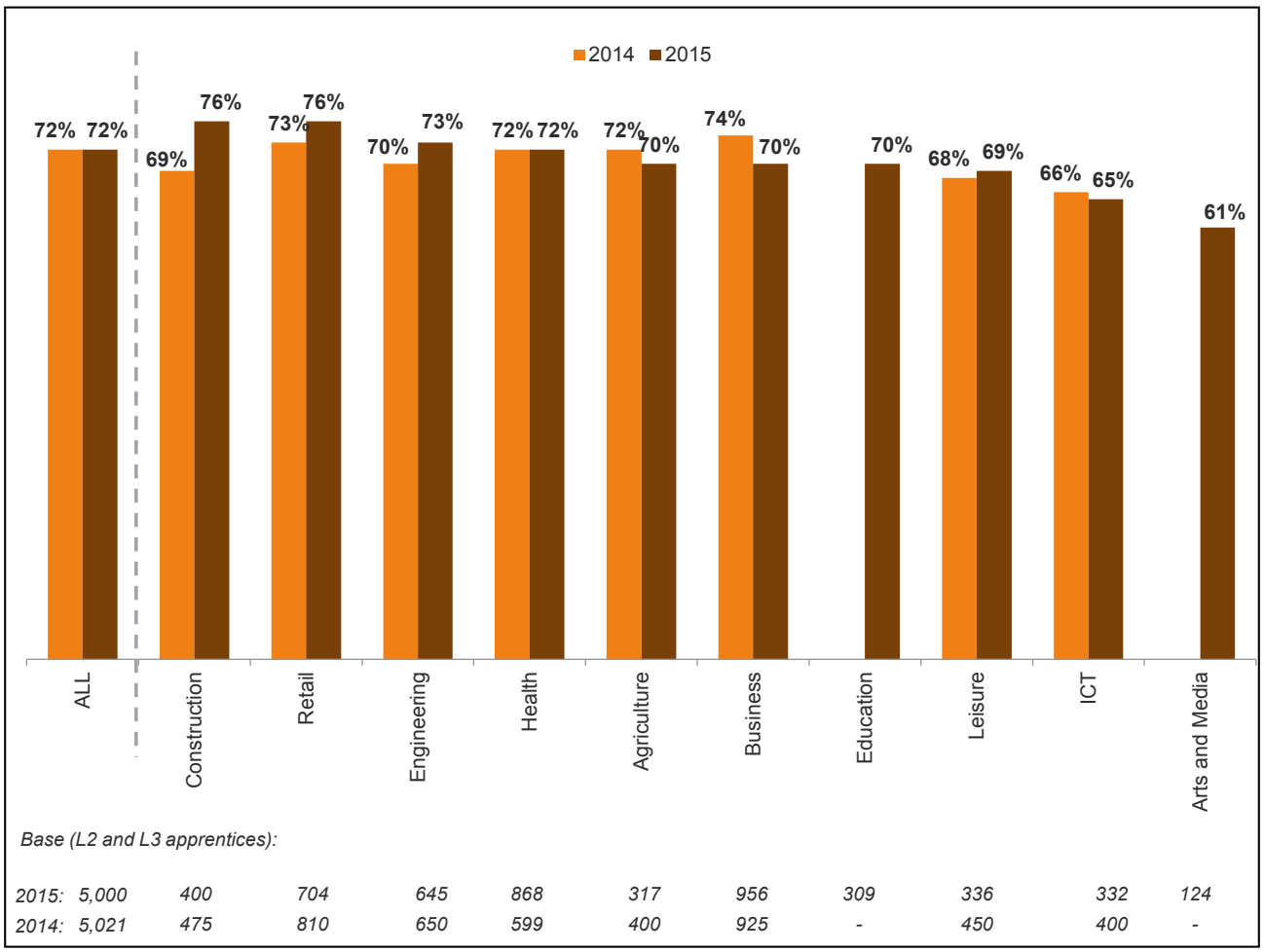
	2012	2013	2014	2015
All satisfied	89%	88%	89%	89%
Very satisfied	71%	71%	72%	72%
Satisfied	18%	17%	17%	17%
Dissatisfied	5%	5%	6%	5%
Mean	8.1	8.1	8.1	8.1
Base	*5,000*	*5,010*	*5,021*	*5,000*

Level 3 apprentices were more likely to be satisfied (91%) and to be very satisfied (74%) than Level 2 learners (87% and 70% respectively).

Levels of satisfaction varied by framework. As in 2014, larger proportions of apprentices on 'traditional' frameworks were *very* satisfied, including around three-quarters of apprentices on the Construction (76%, an increase of seven percentage points compared with 2014) and Engineering (73%) frameworks. A similar proportion (76%) of those on the Retail framework were very satisfied. In comparison a lower proportion of apprentices on some of the 'newer' frameworks were very satisfied, such as 61% of those on the Arts and Media framework and 65% on the ICT framework (see Figure 5.1).

[18] 'All Satisfied' includes those giving a satisfaction score of between 6 and 10; 'Very satisfied' includes those with a score between 8-10; 'Satisfied' includes those giving a score of 6 or 7, and 'Dissatisfied' includes those with scores between 0-4.

Figure 5.1 Proportion of 'very satisfied' apprentices by framework, compared to 2014 (Levels 2 and 3)



Continuity with an employer was linked with higher levels of satisfaction: 92% of apprentices who had completed their apprenticeship and had remained with the same employer were satisfied, significantly higher than the 84% of completers who were with a different employer and the 85% of completers who were unemployed at the time of the interview.

Only a small proportion of Level 2 and 3 apprentices were dissatisfied with their apprenticeship overall (5%). Common reasons given for dissatisfaction included a lack of support or contact from their training provider, college or tutor (47%), poor organisation of the apprenticeship (36%), problems with the timeframe and management of the apprenticeship (20%) and that they learnt no new skills or knowledge (18%).

The majority of apprentices felt their expectations of apprenticeships had largely been met (21%) or exceeded (71%, with 50% answering that it was *much* better), in line with results from 2014. Only a minority (11%) of apprentices felt that their apprenticeship was worse than expectations, with three per cent saying it was much worse.

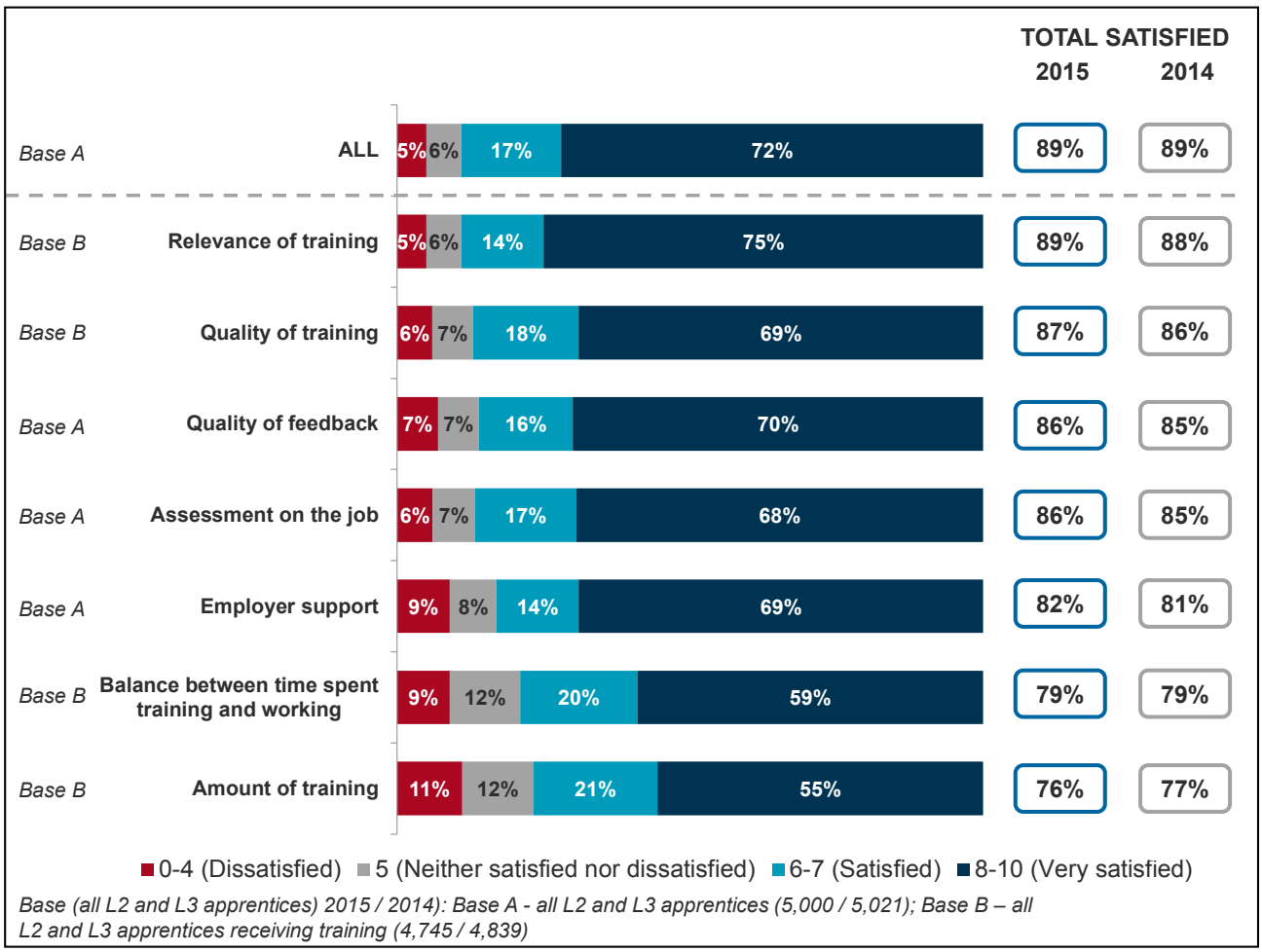
A particularly high proportion (79%) of Arts and Media apprentices felt their apprenticeship was better than their expectations. Aside from this, there were few notable differences between apprenticeship frameworks.

There were few differences by other key subgroups. Predictably, employment status and continuity corresponded with whether an apprenticeship was felt to be better than expectations. Apprenticeships exceeded the expectations of half (51%) of those who were in employment at the point of the survey, significantly higher than those who were not in employment (41%). Similarly, those remaining with the same employer were more likely to say that their apprenticeship had exceeded expectations (53%), compared with 44% of those who had completed their apprenticeship and were with a different employer, and 45% who had finished their apprenticeship but were no longer employed.

Apprentices' satisfaction with individual elements (Levels 2 and 3)

As with overall satisfaction, satisfaction with different aspects of the apprenticeship remained high and broadly consistent with results from 2014. As in 2014, apprentices were least satisfied with the amount of training received each week (76% satisfied, very similar to the 77% in 2014). Apprentices were most satisfied with the relevance of training to their career or job (89% satisfied) and the quality of training (87%). Figure 5.2 below provides further detail.

Figure 5.2 Satisfaction with different aspects of apprenticeships (Level 2 and 3 apprentices)



Base (all L2 and L3 apprentices) 2015 / 2014): Base A - all L2 and L3 apprentices (5,000 / 5,021); Base B – all L2 and L3 apprentices receiving training (4,745 / 4,839)

The most satisfied apprentices in regard to these specific elements of their apprenticeships were those for whom an apprenticeship was their preferred choice, younger apprentices, and those who were on 'traditional' frameworks. For example, those for whom their apprenticeship was their preferred choice were significantly more likely to be satisfied with the relevance of training (92%, compared to 65% of those for whom an apprenticeship was not their preferred choice), and the quality of training received (88%, in comparison to 67%).

Satisfaction with the amount of training tended to increase with the number of hours spent training. Nine in ten (89%) individuals who spent at least 11 hours per week receiving training while doing usual work activities were satisfied with the amount of time they spent; this compared with 62% of those who spent less than an hour and 81% of those who spent between 1 and 5 hours a week training. There were however only marginal differences between those who spent 6-10 hours in training, and those who spent 11 hours in training.

Linked to this, apprentices aged under 19, who were more likely to receive a greater number of hours of training a week, were more likely than other apprentices to be satisfied

with the amount of training received (81%, compared to 77% of those aged 19-24, and 73% of those aged 25 and over).

Apprentices on ‘newer’ frameworks tended to be less satisfied with some elements of their apprenticeship compared to those on more ‘traditional’ ones. Arts and Media apprentices were less likely to be satisfied with the quality of training received (76% compared to an average of 87%), particularly compared to Construction apprentices, the vast majority of whom (91%) were satisfied.

Those from the Engineering framework exhibited some of the highest levels of satisfaction, with 82% satisfied with the amount of training received each week, and 83% satisfied with the balance between time spent training and working. For further details, see Table 5.2.

Table 5.2 Satisfaction with different aspects of apprenticeships by framework (Level 2 and 3 apprentices)

	All	Agriculture	Arts and Media	Business	Construction	Education	Engineering	Health	ICT	Leisure	Retail
	%	%	%	%	%	%	%	%	%	%	%
Relevance of training to career or job	89	92	83	87	92	90	88	91	79	89	90
Quality of training received	87	82	76	86	91	79	87	86	83	89	89
Balance between time spent training and working	79	75	78	79	90	75	83	73	79	79	80
Amount of training received each week	76	74	71	73	92	71	82	72	78	77	77
Base: All	*5,000*	*317*	*124*	*956*	*400*	*309*	*645*	*868*	*332*	*336*	*704*
Feedback received on progress	86	86	83	86	87	83	83	85	83	87	89
Assessment on the job	86	86	79	85	88	84	85	85	85	85	88
Extent to which employer supported apprenticeship	82	86	83	82	87	84	86	79	89	79	83
Base: All receiving training	*4,745*	*310*	*119*	*887*	*393*	*278*	*632*	*809*	*320*	*324*	*664*

Advocacy (Levels 2 and 3)

Reflecting apprentices' high levels of satisfaction with their apprenticeship, the majority of apprentices would advocate the benefits of apprenticeships: four in five (80%) would speak positively about their apprenticeship, maintaining levels seen in 2014. Nearly half this number (37%) would speak highly about their apprenticeship without being asked.

Only a small minority (4%) of apprentices would have spoken critically about their apprenticeship.

Apprentices from the Engineering, Construction and ICT frameworks were most likely to speak positively about their apprenticeship (84%, 83% and 83% respectively). Positivity tended to be slightly lower among the 'newer' frameworks, such as Arts and Media (71%).

Those for whom an apprenticeship was not their preferred choice were significantly more likely to be critical of apprenticeships (19%, compared to three per cent of those for whom an apprenticeship was their preferred choice).

When a logit model was estimated to consider the association between different factors and respondents' likelihood of recommending the apprenticeship to others the results indicated that, holding all else constant, the probability of recommending the apprenticeship was higher for women and for those whose apprenticeship was at Level 3 or Level 4+ (compared to Level 2) and also was higher where the respondent indicated that they had received training during their apprenticeship (versus indicating they had not) (all statistically significant at the 1% level). Also, compared to Business, doing an apprenticeship in Arts and Media was found to be negatively associated with recommending the apprenticeship to others (statistically significant at the 5% level). Further discussion and details of this analysis are shown in Appendix B.

Satisfaction with higher apprenticeships

Matching findings amongst Level 2 and 3 apprentices, the vast majority (89%) of Level 4 and 5 apprentices were satisfied with their apprenticeship overall. Nearly seven out of ten (68%) were *very* satisfied with their apprenticeship, slightly but significantly lower than the 72% of Level 2 and 3 apprentices very satisfied, but in line with 2014 figures. Those who were recruited specifically for their higher apprenticeship were significantly more likely than those who were existing employees to be satisfied (95%, compared to 87%). As with those from Level 2 and 3 provision, apprentices who were in work at the point of the survey were more likely to be very satisfied (69% compared to 46% of those who were not).

Two-thirds (66%) of higher apprentices felt their apprenticeship was better than expected (45% felt it was *much* better than expected). A particularly high proportion (90%) of apprentices on the ICT framework felt that their apprenticeship exceeded expectations. Likewise, those who were recruited specifically as apprentices were more likely to feel their apprenticeship was better than their expectations (77%). A minority (8%) of all higher apprentices thought their apprenticeship was worse than expected.

Higher levels of satisfaction were seen across those for whom an apprenticeship was their preferred choice, again echoing trends seen amongst Level 2 and 3 apprentices. Half (50%) of those for whom an apprenticeship was their preferred choice felt that their

apprenticeship was much better than expectations (in comparison to 26% of those for whom an apprenticeship was not their preferred choice and 41% of those who did not have a preference).

Levels of satisfaction with particular elements of apprenticeships mirrored those of Level 2 and 3 apprentices. Over nine out of ten (92%) were satisfied with the relevance of the training to their career, whilst over four-fifths were satisfied with the quality of training (84%), the feedback on their progress (84%), and the way they were assessed on the job (83%). In relative terms fewer, around three-quarters, were satisfied with the balance between work and training (75%) and the amount of training received each week (74%).

The vast majority (86%) of Level 4 and 5 apprentices would speak positively about their apprenticeship (41% say they would do so without being asked), in line with proportions of Level 2 and 3 apprentices. Those who were recruited specifically for an apprenticeship were more likely to say they would speak positively (90%, compared to 84% of existing employees). Only a minority (3%) would speak critically of their apprenticeship.

6. Apprenticeship outcomes

This chapter examines the outcomes of apprenticeships, looking at the skills that apprentices felt they gained and the impacts on their work, and discusses the impacts of apprenticeships on apprentices' future careers, likelihood of continuing to work within the same industry, and future plans for further learning and training.

Key findings

Level 2 and 3 apprentices

- **Nearly all apprentices felt that they acquired or improved their skills as a direct result of their apprenticeship** (97%).
- **Of the apprentices who had completed their apprenticeship, most** (92%) **were in work at the point of survey** (12-20 months after completing their apprenticeship). This represented an increase from 88% in 2014.
- Over seven in ten (72%) of completed apprentices in employment at the time of the survey were still with the same employer with whom they undertook their apprenticeship.
- **There was considerable variation in levels of unemployment by framework**, with relatively high levels of unemployment seen amongst completed apprentices on 'newer' frameworks such as Arts and Media (11%) and ICT (9%).
- **The majority (92%) of apprentices in work felt that their apprenticeship had had positive impacts on their career**.
- **Three in ten (30%) completed apprentices had received a pay rise** since completion, and **close to half (46%) had been promoted**. Both represented slight increases from 2014.
- **The majority** (77%) of completed apprentices who were employed **planned to continue working for the same employer** for the next 2-3 years, and nearly nine in ten (89%) planned to continue working in the same sector for the next 2-3 years.
- **A minority (11%) of all Level 2 and 3 apprentices had gone on to further study, whilst 41% had considered it**. However, the majority were aware of their training options (74%).

Higher apprentices

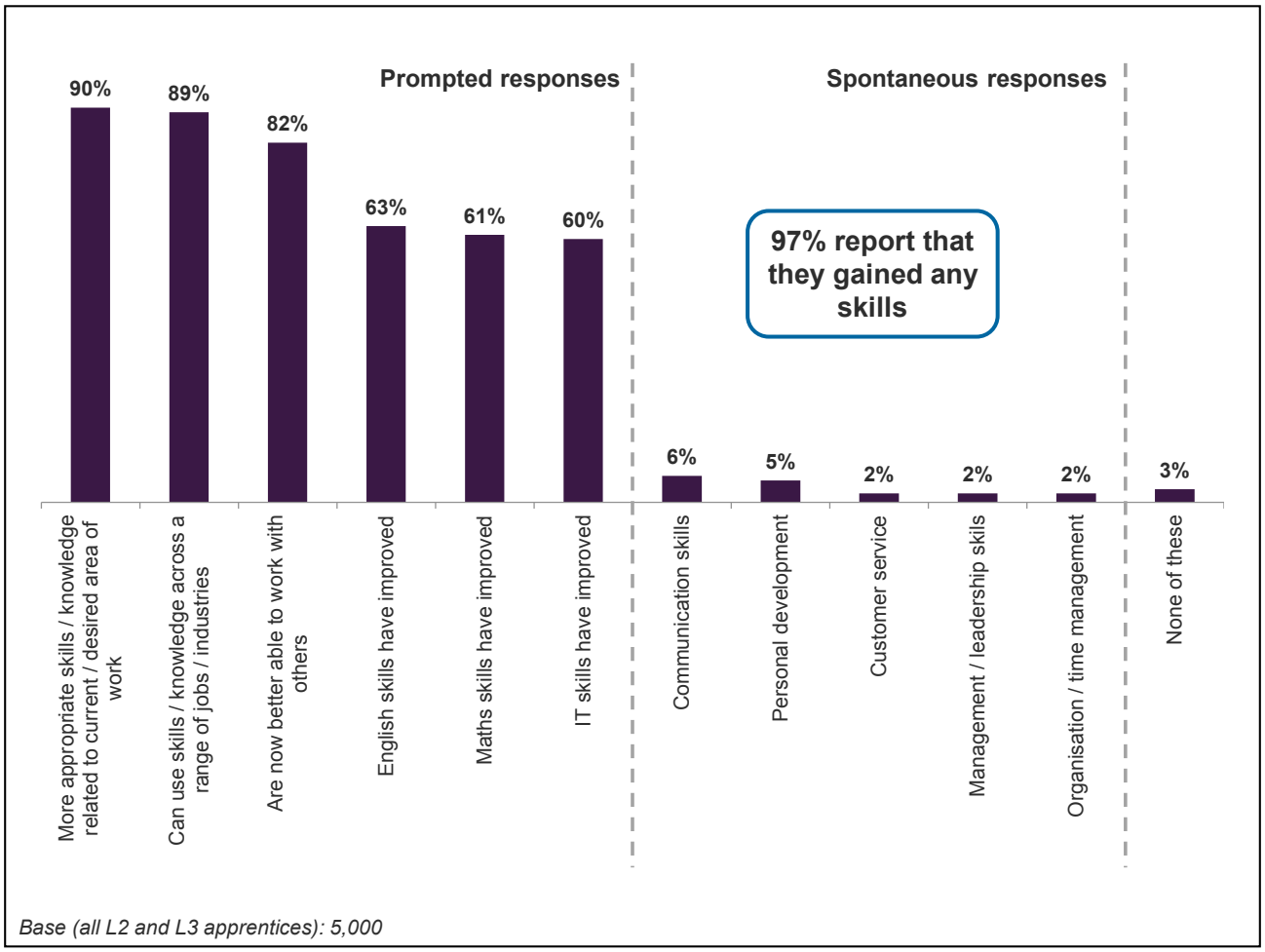
- **Nearly all higher apprentices that had completed their apprenticeship were in work at the time of the survey (96%)** – a greater proportion than Level 2 and 3 apprentices.
- **Nearly half (49%)** of all those who completed a higher apprenticeship reported that they **had received a pay rise** subsequently, and **over a third (36%) had been promoted**.
- **The majority** (83%) **of all employed higher apprentices felt that it was likely that they would remain with the same employer for the next 2-3 years**, whilst nearly all (94%) felt it was likely they would continue working in the same sector.

Skills gained during apprenticeships (Levels 2 and 3)

Nearly all Level 2 and Level 3 apprentices felt that they acquired or improved their skills as a direct result of their apprenticeship (97%). This was particularly evident amongst apprentices aged under 19 at the start of their apprenticeship (100%) and young people that had been not in employment, education or training (99%).

As shown in Figure 6.1, most apprentices felt that because of their apprenticeship they had more appropriate skills and knowledge related to their current or desired area of work (90%, a small but significant increase from 88% in 2014), that they could use skills and knowledge they have gained across a range of jobs and industries (89%, an increase from 87% in 2014), and that they were now better able to work with others (82%, an increase from 77% in 2014).

Figure 6.1 Skills gained as a result of apprenticeships (Levels 2 and 3)



Predictably, apprentices in ICT were significantly more likely than apprentices from all other frameworks to feel that their IT skills had improved (92%, compared to an overall average of 60%) (Table 6.2). Likewise, apprentices on the Construction framework were more likely to have improved their Maths skills (69% compared to an average of 61%) and

to feel that they were now better able to work with others (91%, compared to an overall average of 82%).

There is a clear distinction in outcomes between people recruited specifically as apprentices and those that were existing employees. Those recruited specifically to an apprenticeship were much more likely to develop more appropriate skills for their area of work (93%, compared to 87% of existing employees), as well as improve their teamwork skills (89% compared to 75%).

Related to this, there were some differences by age, with younger apprentices aged under 19 more likely to:

- have developed more appropriate skills (95%)
- be able to use their skills and knowledge in a range of jobs / industries (94%)
- work with others better (93%).

Those that had been NEET prior to their apprenticeship were more likely to report improvements in skills in the following areas (note the first three of these were read out to respondents while the last three were spontaneous answers):

- Working with others (89% vs. 81% of non-NEETs)
- English skills (68% vs. 62% of non-NEETs)
- IT skills (66% vs. 59% of non-NEETs)
- Communication skills (9% vs. five per cent of non-NEETs)
- Customer service skills (5% vs. two per cent of non-NEETs)
- Organisation / time management skills (4% vs. two per cent of non-NEETs).

This shows the value of apprenticeships in giving NEET young people general workplace skills that would potentially be applicable across a range of sectors.

Table 6.1 Skills gained as a result of apprenticeships, by framework, age and recruit status (Levels 2 and 3)

	Base	More appropriate skills	Can use skills across a range of jobs	Able to work better with others	English skills have improved	Maths skills have improved	IT skills have improved
		%	%	%	%	%	%
All	*5,000*	90	89	82	63	61	60
Agriculture	*317*	95	89	83	55	58	43
Arts and Media	*124*	90	84	84	62	41	74
Business	*956*	85	92	79	63	59	72
Construction	*400*	97	92	91	59	69	43
Education	*309*	89	78	74	65	64	70
Engineering	*645*	91	91	85	57	66	56
Health	*868*	94	87	81	66	60	58
ICT	*332*	89	89	80	59	50	92
Leisure	*336*	90	88	86	60	49	49
Retail	*704*	89	87	81	66	63	51
Under 19	*1,275*	95	94	93	65	63	63
19-24 years	*1,686*	91	90	85	63	60	60
25+ years	*2,039*	85	85	72	61	61	58
Existing	*2,429*	87	87	75	61	58	55

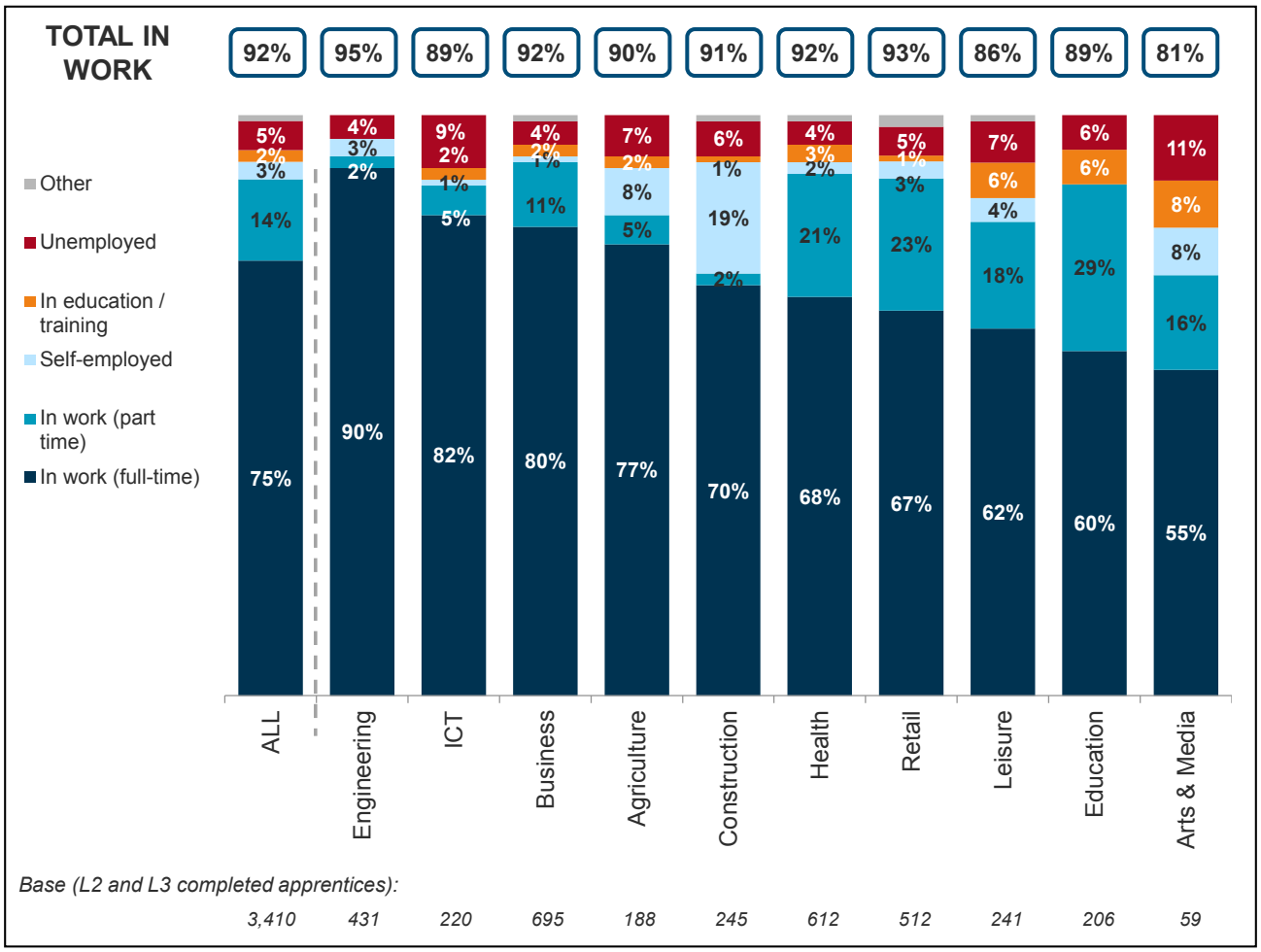
employee							
Recruited for apprenticeship	*2,483*	93	92	89	64	64	65

Employment status of apprentices (Levels 2 and 3)

Of the apprentices who had completed their apprenticeship, the vast majority (92%) were in work at the point of survey (an increase from 88% in 2014), with 75% employed full time and 14% employed on a part time basis. Approaching two-thirds (64%) of Level 2 and 3 apprentices who had completed their apprenticeship were employed by the same employer. Similar to 2014, seven in ten (72%) of completed apprentices *in employment* at the time of the survey were still with the same employer with whom they undertook their apprenticeship. Apprentices who had been recruited for the purpose of undertaking an apprenticeship were less likely to still be working with the same employer (65% compared with 77% of existing employees). A small minority (5%) were unemployed, and two per cent were in education.

The type of framework apprentices undertook was closely linked to employment outcomes, with those on ‘newer’ frameworks typically less likely to have secured work. As Figure 6.2 shows, individuals on an Engineering apprenticeship were most likely to be in work (95%; 90% were employed full time.) By comparison 81% of apprentice completers from Arts and Media apprenticeships were employed at the time of the interview (55% full time). In this framework a relatively high proportion were in education or training (8%) but it also had the highest proportion unemployed (11%).

Figure 6.2 Employment status of completed apprentices, by framework (Levels 2 and 3)



Those who were recruited specifically to an apprenticeship were less likely to be employed than those that had been existing employees (89% and 95% respectively) but more likely to be employed full time (78% compared to 73%).

Level 2 completers were more likely to be unemployed at the point of the survey (6%) than Level 3 apprentices (4%), as were younger apprentices (seven per cent of those aged under 19, in comparison to six per cent of those aged between 19 and 24 and three per cent of those aged 25 and over).

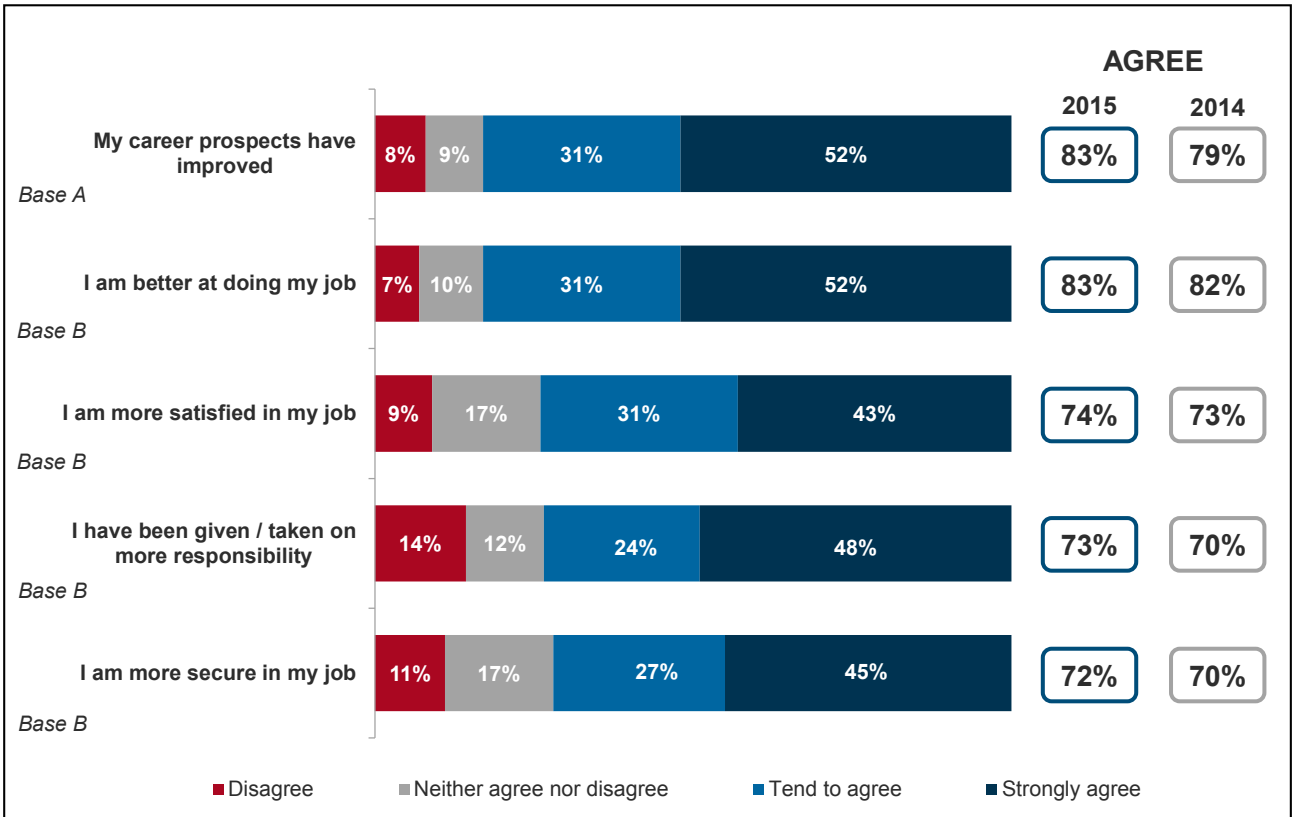
NEET young people that had completed were less likely than non-NEETs to be employed at the time of the survey (84% and 93% respectively), in line with 2014. NEETs were more likely to be unemployed (12% compared with four per cent of non-NEET completers), but also more likely to be in education (three per cent compared with two per cent of non-NEETs – a slight but significant difference).

Impacts at work (Level 2 and 3)

The vast majority (92%) of apprentices in work agreed that there had been positive impacts on their job or career. Over eight in ten apprentices agreed that their career prospects had improved since the start of their apprenticeship (83%, an increase from 79% in 2014) and the same proportion of those in work thought they were better at doing their job since their apprenticeship (83%).

Three-quarters felt more satisfied in their job since starting the apprenticeship (74%), that they had more responsibility at work (73%) and that they were more secure in their job (72%). Figure 6.3 illustrates the impacts of apprenticeships in the workplace.

Figure 6.3 Experiences of apprentices in employment (Levels 2 and 3)



Base (2015 / 2014): Base A – all L2 and L3 apprentices (5,000 / 2,354); Base B – all employed L2 and L3 apprentices (4,556 / 2,354)*
**2014 Bases are based on all employed completed apprentices.*

Note: the question asked respondents whether they agreed or disagreed that these things had taken place at work since starting their Apprenticeship (if still on provision) or since completing (if a completer). It did not ask explicitly if these things had happened as a direct result of the Apprenticeship.

Overall 92% of apprentices had experienced at least one of the five positive outcomes listed in Figure 6.3, and half (51%) had experienced all five, rising to 65% among those recruited specifically for their apprenticeship.

Continuing trends seen in 2014, younger apprentices in employment tended to benefit more from their apprenticeship than older individuals: over two-thirds (68%) of apprentices aged under 19 experienced all five of the impacts, compared with 57% of those aged 19-24 and just 35% of those aged 25 and over.

Apprentices aged under 19 were particularly likely to agree that they were now better at doing their job (92%), and that this had allowed them to take on more responsibility (89%), as shown in Table 6.2. Young people who were NEET prior to starting their apprenticeship were particularly likely to agree that their career prospects had improved (90%) compared with non-NEETs (82%).

Table 6.2 Agreement with statements on employment outcomes and progression after completing / starting an apprenticeship (among those employed) (Levels 2 and 3)

	All	Under 19 years	19-24 years	25 years +
	%	%	%	%
Better at doing job	83	92	88	74
More satisfied in job	74	85	79	64
Given / taken on more responsibility	73	89	80	57
More secure in job	72	84	78	59
Base (all employed)	*4,556*	*1,134*	*1,518*	*1,904*
Career prospects improved	83	91	89	72
Base (all)	*5,000*	*1,275*	*1,686*	*2,039*

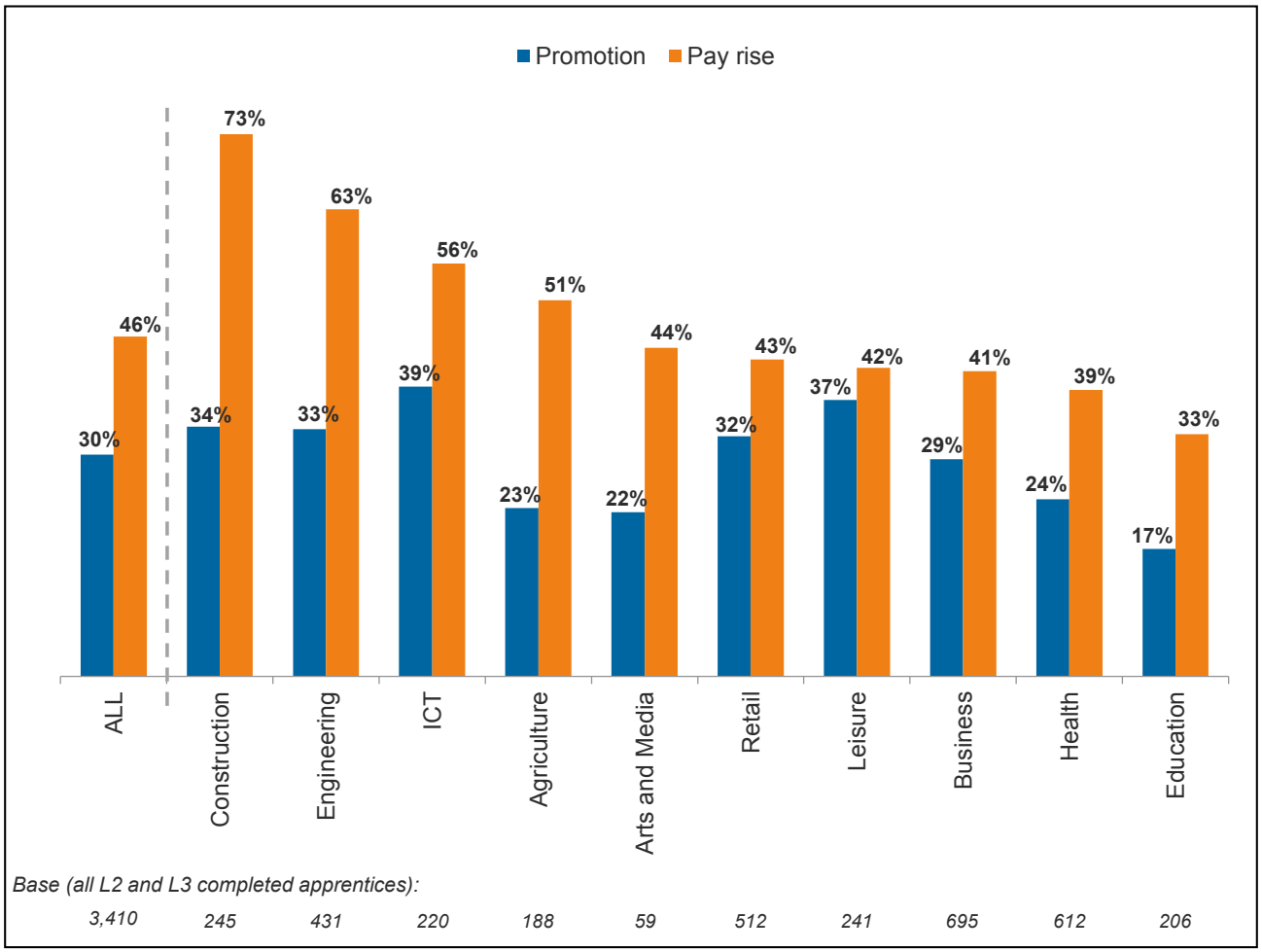
Some apprentices had benefited at work since completing their apprenticeship by receiving a pay rise (46%) or gaining promotion (30%), although not all attributed this directly to their apprenticeship. This nevertheless represented an increase from 2014, when 38% had received a pay rise and 23% had gained promotion.

Those recruited specifically for an apprenticeship were more likely to have received a pay rise or promotion (64% and 39% respectively). Likewise, Level 3 apprentices were more

likely to have experienced such benefits: 50% had received a pay rise and 34% had been promoted.

As in 2014, apprentices on the Construction framework were more likely than all other frameworks to have received a pay rise (73%, compared to an average of 30%). Promotion was most common for apprentices on an ICT (39%) or Leisure (37%) apprenticeship, as shown in Figure 6.4.

Figure 6.4 Whether apprentices received promotion or pay rise since completion, by framework (Levels 2 and 3)



Apprentices under the age of 19 were more likely than all other age groups to have received a pay rise since completing their apprenticeship (66%, compared to 56% of those aged 19-24 and 28% of those aged 25 and over). However it is likely that this was at least in part a reflection of apprentices moving from an 'apprenticeship wage' to the wage of a full adult employee. Male apprentices were also more likely to have received a pay rise (54%) or promotion (33%).

Multivariate analysis corroborated that Level 3 apprentices were more likely to report a pay rise; similarly, being recruited specifically as an apprentice was found to be positively

associated with a higher probability of a pay rise. Older apprentices (aged 25 and above) were found to have a significantly lower probability of receiving a pay rise after completion, as were individuals from a BAME background. By framework, compared to apprentices in Business (set as the reference framework since it accounts for the largest number of respondents), those in Construction and Engineering were more likely to have received a pay rise, while those in Arts and Media, and Leisure frameworks had a lower probability of receiving a pay rise. Similar results were found when examining the relationship between these explanatory factors and likelihood to have received a promotion, as shown in Appendix B[19].

Amongst those who had received a promotion, 22% attributed it directly to their apprenticeship, and over half (56%) felt that it helped. Around one-fifth (22%) of apprentices who received a promotion felt that their apprenticeship made no difference.

Those who were recruited specifically for an apprenticeship were more likely to answer that their promotion was a direct result of their apprenticeship (28% compared to 14% of existing employees). Likewise, Level 3 apprentices were also more likely to attribute their promotion to their apprenticeship, with 27% stating that the promotion was directly because of the apprenticeship (compared to 17% of Level 2 apprentices). Level 2 apprentices were more likely to feel that the apprenticeship made no difference (31%, compared to 13% of Level 3 apprentices).

Of those who received a pay rise, nearly three in ten (28%) felt that it was directly because of their apprenticeship, and over four in ten (44%) felt that it helped to some extent. A quarter (27%) believed it made no difference. Again, Level 2 apprentices were particularly likely to feel that it made no difference (33% compared to 21% of Level 3 apprentices).

A greater proportion of those who were specific recruits attributed their pay rise to their apprenticeship (32% attributed their pay rise directly to their apprenticeship, in comparison to 22% of existing employees).

Impact of apprenticeships on future careers (Levels 2 and 3)

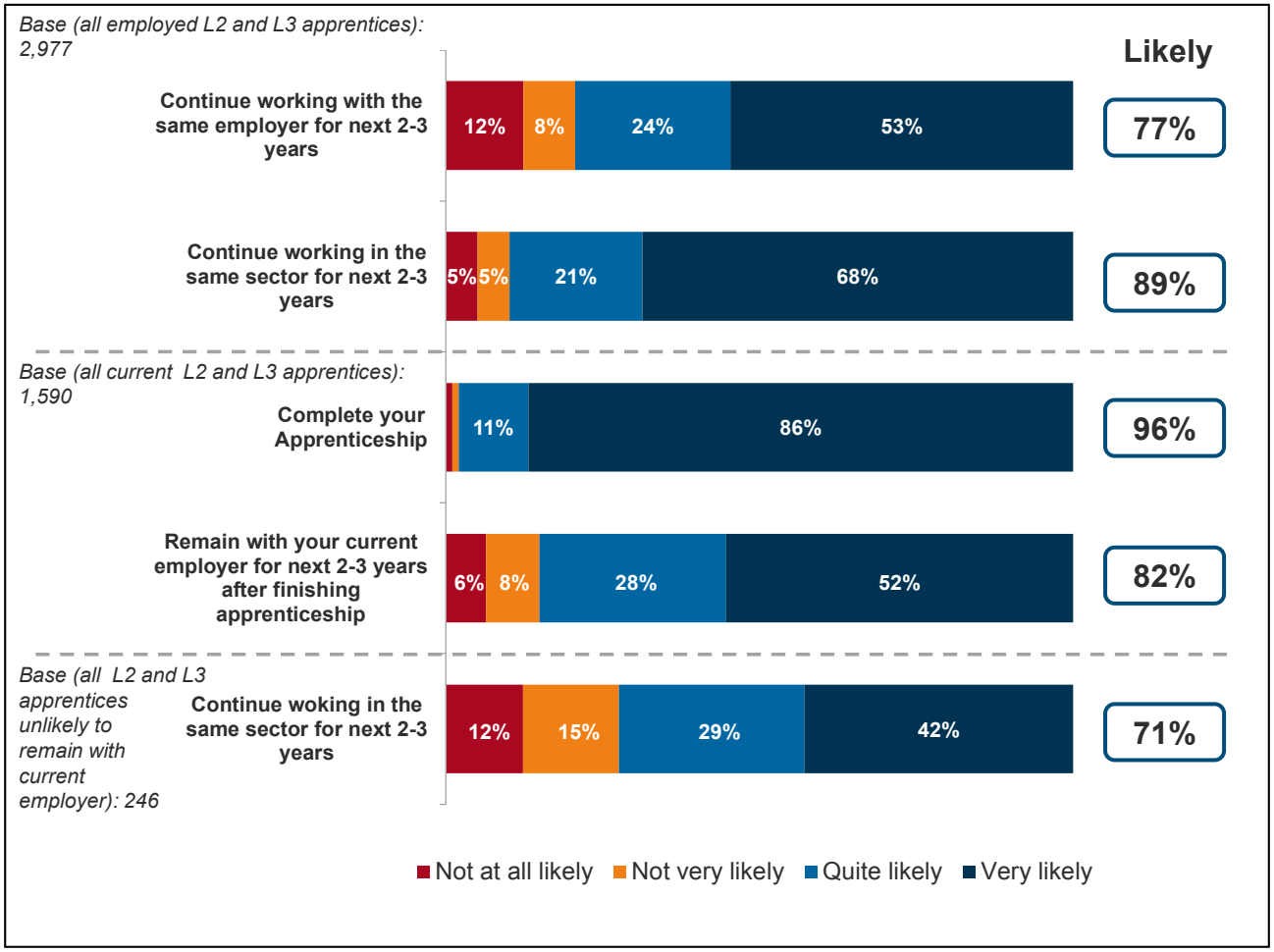
Apprentices were largely positive about continuing in the same line of work as their apprenticeship, either with the same employer or within the industry more broadly. The majority (77%) of those that had completed Level 2 and 3 apprenticeships who were employed at the point of survey planned to continue working for the same employer for the next 2-3 years (see Figure 6.5), and nine in ten (89%) planned to continue working in the

[19] Note that the multivariate analysis was conducted using data across all apprenticeship levels, including higher apprenticeships (Levels 4 and 5).

same sector over this time frame. Of the Level 2 and 3 apprentices who were still doing their apprenticeship, 96% felt that it was likely that they would complete it, and 82% thought it was likely that they would remain with their current employer for the next 2-3 years after finishing their apprenticeship.

Most current apprentices who did not think it was likely that they would remain with the same employer planned on continuing to work in the same sector for the next 2-3 years (71%).

Figure 6.5 Apprentices' future plans (Levels 2 and 3)



Amongst the minority (2%) of apprentices who felt that it was unlikely they would finish their apprenticeship, a lack of support from their employer or training provider was the most common reason given (32%). Other reasons included the fact that they no longer worked for their employer (19%), that the apprenticeship was no longer enjoyable (16%), and that they were no longer interested in their sector or current job role (15%).

A sizeable proportion (39%) of apprentices who had completed their training, but who were unemployed at the point of survey, were looking for work. Of these, relatively few (17%) were looking solely for jobs unrelated to their apprenticeship. Again this suggests that

most continue to remain interested in working in the field in which they undertook their apprenticeship.

Half (52%) of all Level 2 and 3 apprentices felt that their apprenticeship had given them significantly more chance of finding work in the future, and just over a third (35%) of felt that their apprenticeship had given them *slightly* more chance of finding work in the future (12% felt that it had made no difference).

The proportion of apprentices who felt that their apprenticeship had given them significantly more chance of finding work in the future was higher amongst:

- Level 3 apprentices (59%, compared to 47% of Level 2 apprentices)
- Those whose apprenticeship lasted a year or longer (53%, in contrast to 39% of those whose apprenticeship lasted for less than a year)
- Those from the Construction framework (68%).

Apprentices' plans for future training (Levels 2 and 3)

Awareness and support for further training and development remained high: 74% of those employed felt aware of the training options available to them, while 83% felt their employer actively supported their career.

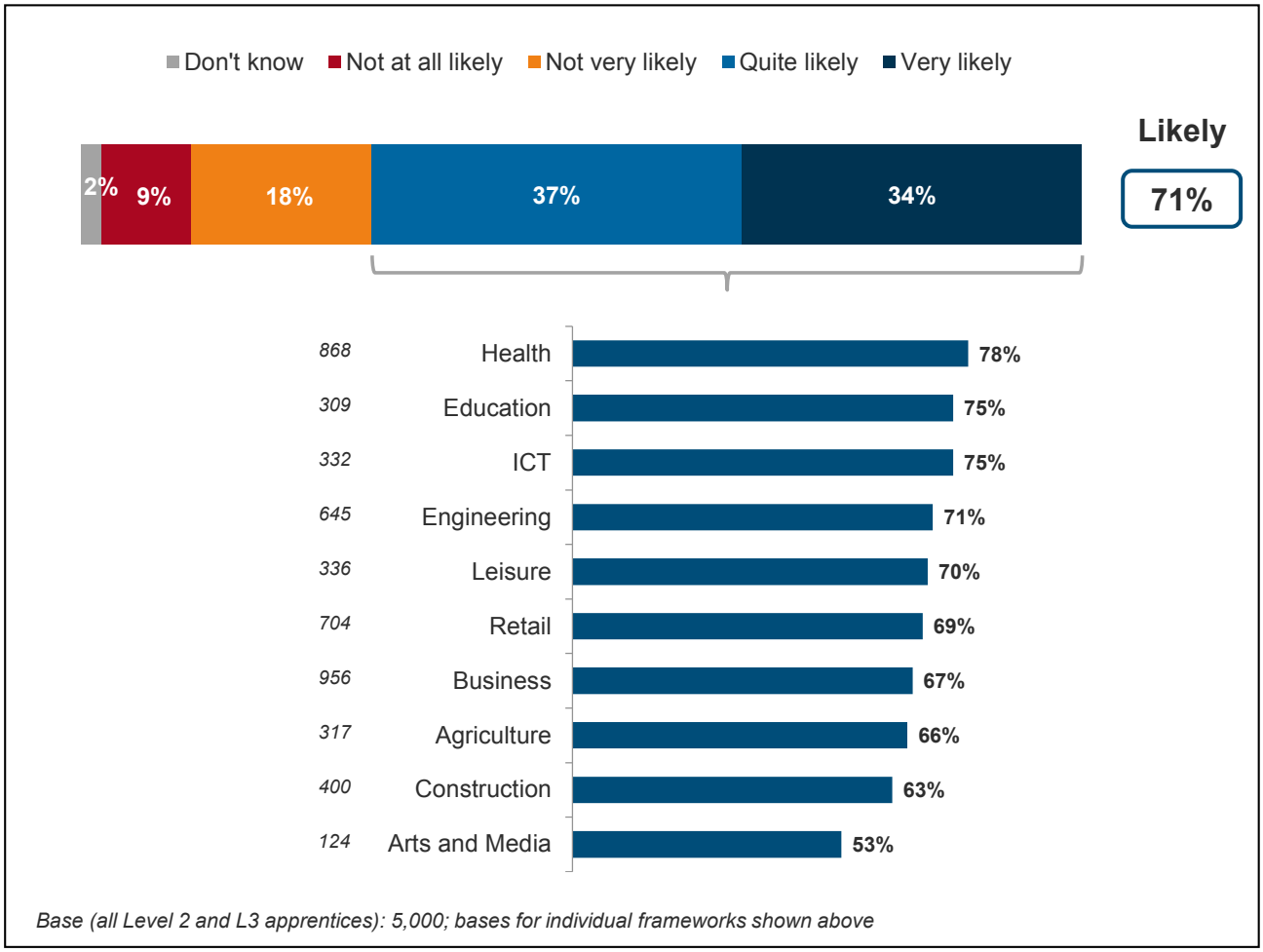
Given that apprentices were surveyed either whilst still on their apprenticeship, or relatively soon (1-2 years) after completion, involvement and interest in further study is reasonably high. One in nine (11%) Level 2 and 3 apprentices had undertaken some additional study, and 41% were considering some additional study (rising to 55% among current apprentices). Half (51%) of apprentices had neither started nor considered studying for further qualifications, and this was more common among Level 2 apprentices (54%), older apprentices (58% of those aged 25 and over), and those that had been existing employees of their employer when they started their apprenticeship (58%).

When asked about further learning or training that they had started or considered, apprentices typically had either started or considered the next level in the apprenticeship programme, or some form of higher education (e.g. a foundation or undergraduate degree). Indeed, over a third (35%) of Level 2 apprentices had considered undertaking a Level 3 apprenticeship, whilst nine per cent had already started it. Likewise, 31% of Level 3 apprentices had considered undertaking a Level 4 or higher level apprenticeship, and four per cent had already started one. It is important to note therefore that while Level 2 apprentices were commonly less likely to have started or considered any further qualification, where they have they were much more likely to consider progression routes within apprenticeships. In contrast Level 3 apprentices were more likely to consider training opportunities but tend to explore a wider range of options, suggesting that more

could be done to improve awareness of the progression routes available through higher apprenticeships.

In terms of future plans, 71% of apprentices felt that it was very or quite likely that they would undertake further learning or training leading to a qualification within 2-3 years of completing their apprenticeship (as shown in Figure 6.6). This was much higher among those still undertaking their Apprenticeship (77%) than completers (65%). Apprentices from the Health framework were particularly likely to plan on undertaking further learning or training in the next 2-3 years (45% stated that it was very likely, significantly more than all other frameworks). In contrast, a smaller proportion of those from the Arts and Media framework said they were likely to undertake further learning or training (53% vs. 71% across all frameworks).

Figure 6.6 Apprentices' likelihood of undertaking further training or learning leading to a qualification in the next 2-3 years / in the 2-3 years after completing (Levels 2 and 3)



Base (all Level 2 and L3 apprentices): 5,000; bases for individual frameworks shown above

Impacts and outcomes for higher apprentices

Level 4 and 5 apprentices reported gaining skills as a result of their apprenticeship to a similar degree as Level 2 and 3 apprentices. Around nine in ten reported that they had more appropriate skills and knowledge related to their current or desired area of work

(92%) and/or could use their skills and knowledge across a range of jobs and industries (88%). Three-quarters (74%) felt they were able to better work with others as a result of their higher apprenticeship.

Nearly nine in ten (88%) of those who had completed their higher apprenticeship were in full-time work at the point of survey, and seven per cent were employed part time. Only a small minority (2%) were unemployed.

Nearly all higher apprentices agreed that their career prospects had improved since starting the apprenticeship (83%). Among those employed, around four-fifths felt that they were now better at doing their job (79%) and two-thirds were more satisfied with their job (65%), had taken on more responsibility (65%) or felt more secure in their job (64%). Approaching half (45%) of all higher apprentices felt they had experienced all five of these positive impacts at work. The following groups were more likely to feel they experienced all five impacts:

- Level 4 apprentices (60%, compared to 35% of Level 5 apprentices)
- Those on an ICT Higher Apprenticeship (74%)
- Younger learners (68% of those aged under 25 compared with 34% of older apprentices)
- Those recruited specifically as a higher apprentice (68% vs. 35% among that that been existing employees of the employer).

Overall, seven per cent of Level 4 and 5 apprentices felt that they had experienced none of the five positive outcomes at work (in line with the eight per cent seen amongst Level 2 and 3 apprentices).

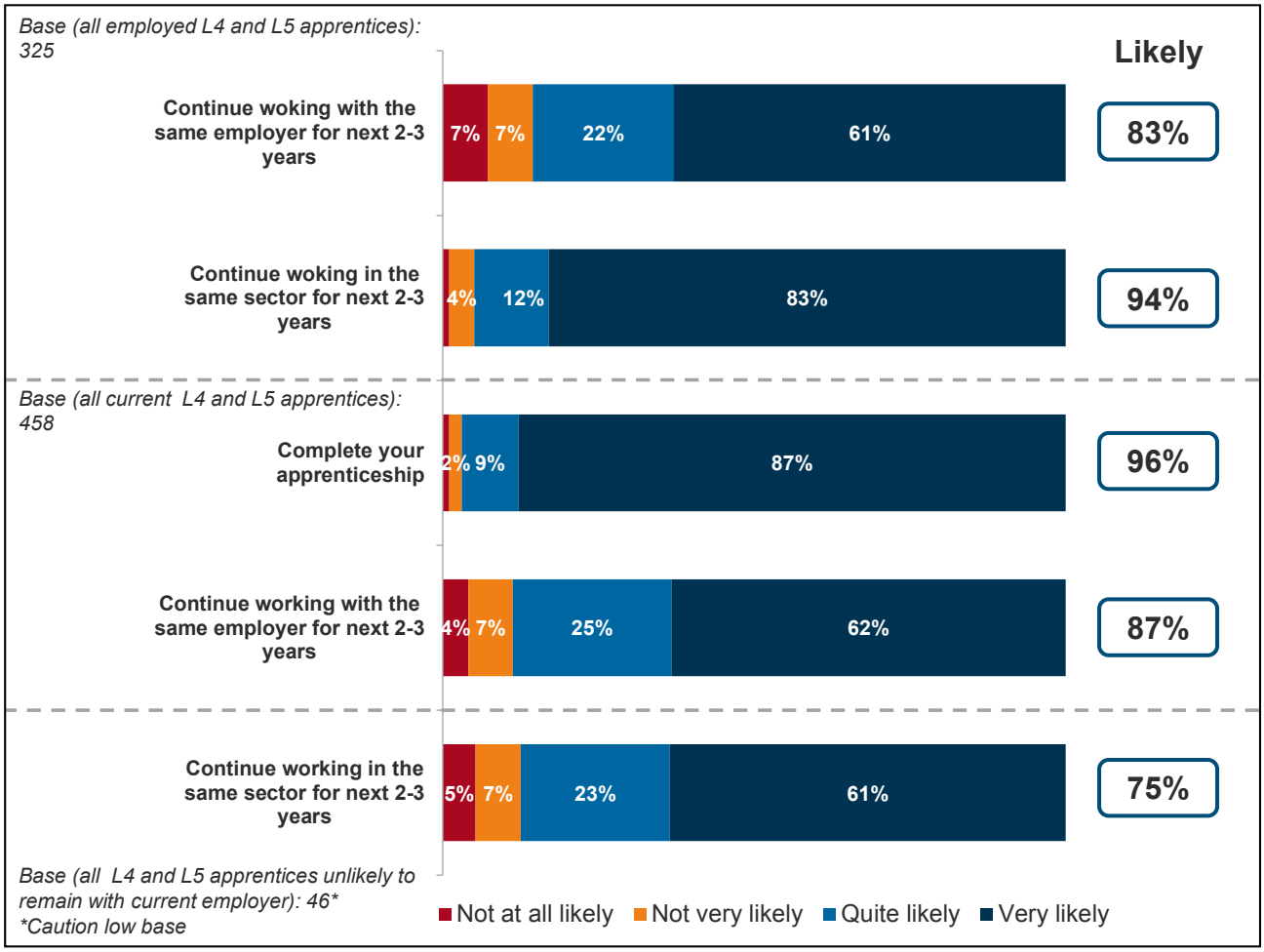
Nearly half (49%) of all those who completed a higher apprenticeship reported that they had received a pay rise subsequently. Of these, 35% attributed their pay increase directly to the apprenticeship, while 41% reported that it had helped: hence in around one in four of cases, the pay rise was not felt to be a result of the apprenticeship.

Over a third (36%) had been promoted subsequent to their higher apprenticeship finishing. A quarter (25%) of those promoted attributed this directly to their apprenticeship, while 56% said that the apprenticeship had helped.

Higher apprentices were positive about continuing to work with the same employer and within the same industry in future (Figure 6.7). The vast majority (83%) of all employed higher apprentices felt that it was likely that they would remain with the same employer for the next 2-3 years, whilst over nine in ten (94%) felt that it was likely they would continue working in the same sector for the next 2-3 years. Nearly all (96%) of those who had yet to complete their apprenticeship thought it was likely that they would complete it, and

approaching nine in ten (87%) thought it was likely that they would remain with their current employer for the next 2-3 years after finishing their apprenticeship. Of the minority who did not think that it was likely that they would remain with the current employer, 85% still intended to work in the same sector for the next 2-3 years.

Figure 6.7 Higher apprentices' future plans



Six in ten higher apprentices (61%) felt that their apprenticeship had given them significantly more chance of finding work in the future, higher than the 52% of Level 2 and 3 apprentices.

Just over half of all higher apprentices had started or considered further study (16% and 43% respectively).

Overall, three-quarters (76%) of higher apprentices felt that it was likely that they would undertake some sort of further training or learning leading to a qualification with 2-3 years of completing their apprenticeship. This interest in further training was higher among under 25s (86%), Level 4 apprentices (85%) and men (83%).

7. Trailblazers

This chapter examines the responses of Trailblazer apprentices. Trailblazers are central to the reform of the apprenticeship programme, enabling employers to design and develop new apprenticeship standards themselves. These standards are due to replace existing apprenticeship frameworks over the next few years. As only a small number of Trailblazer apprentices were available to participate in the survey, the number of responses was too low to allow quantitative analysis; therefore, a separate qualitative-style analysis of the 19 apprentices interviewed is presented here. These figures only show an indicative picture of Trailblazers and should be treated with caution.

Profile of Trailblazer apprentices

The sample split roughly evenly between Level 3 and Level 4 apprentices. They were training in a range of areas, but all were fairly technical in nature: subjects included automotive engineering, mechatronics maintenance, network engineering, software development and product design.

The apprentices were almost all under 25 years old: nine were aged under 19, nine were aged between 19 and 24, and just one was 25 plus at the point of starting the apprenticeship. Related to the traditionally male-dominated subject areas being undertaken, almost all (16) were male. All 19 Trailblazer apprentices were still on their apprenticeship, i.e. none had completed it.

Routes and motivations of Trailblazer apprentices

All apprentices on a Trailblazer apprenticeship were recruited specifically as apprentices; five of the 19 did not start their training straight away however. Similarly, almost all were aware that they were on an apprenticeship (17 individuals).

The majority (12) were doing a course in school or college before starting their apprenticeship, five were working for a different employer, and one was unemployed.

Apprentices used a mix of methods to apply to the Trailblazer apprenticeship, although only three made use of the 'Find an Apprenticeship' service. The most popular channels were direct to the employer (used by 10 individuals) and through other online job sites (also used by 10 individuals).

Trailblazer apprentices expressed a range of reasons as their *main* motivation for starting an apprenticeship; however, they were united in their overall reasoning, with all stating that

they wanted to enter or progress in a specific career; that they wanted to gain a qualification; and that they thought an apprenticeship would be a good way to develop work-related skills. Furthermore, all bar one said they wanted to be paid while training.

For most Trailblazer apprentices (14), at the point before they began their training, an apprenticeship was their preferred choice; just one said they would have preferred to do something else (the rest had no single preference). However, almost all (17 individuals) did at least consider alternatives, including studying towards a qualification at an FE college (10), going to University (9), or getting a job without doing an apprenticeship (8).

Quality and content of Trailblazer apprenticeships

Trailblazer apprenticeships appeared to be relatively lengthy: of the 13 Trailblazer apprentices who knew the intended duration of their training, (and all were scheduled to last for at least 12 months) the average duration was 33 months.

From the Trailblazer apprentices' point of view, 13 said the intended duration was 'about right', five said it was too long, and just one said it was too short.

Virtually all Trailblazer apprentices (18 individuals) had a contract with their employer; however, around half had a contract of employment lasting for the duration of their training only.

All Trailblazer apprentices received some form of training during their apprenticeship, and for the vast majority (17) this included formal training either in the workplace or at an external provider. Across all types of training (formal and informal training taking place during usual work activities), Trailblazer apprentices spent an average of 26 hours per week training in total. All Trailblazer apprentices already had Level 2 qualifications in English and Maths prior to the start of their apprenticeship.

Satisfaction with apprenticeships

Virtually all Trailblazer apprentices were satisfied with their apprenticeship overall; just one expressed dissatisfaction, noting that the course was badly organised. Despite high satisfaction levels, for a small portion of Trailblazer apprentices (four individuals) their experience of the apprenticeship did not meet expectations.

Eighteen out of 19 Trailblazer apprentices said that they would speak positively about their course, while the remaining apprentice said that they would be neutral.

8. Conclusions

The Government has committed to increasing the quantity and quality of apprenticeships in England, with a pledge to creating 3 million apprenticeships by 2020[20]. For learners they represent an opportunity to find employment and develop the skills and knowledge they need to succeed while in work (in short, in the words of the campaign launched in 2014 to 'get in and go far'). Specifically, this research was geared towards capturing the impact of apprenticeships from a learner perspective, identifying the quality of existing training and the impacts this has for apprentices in the workplace and beyond.

Coinciding with the drive to increase the number of apprenticeships in England, there has been a gradual shift in the apprenticeship offer towards higher levels, with a greater proportion of individuals now undertaking Level 3 and higher apprenticeships. There are early signs that this drive has not diluted the quality of the apprenticeship training individuals receive. In particular, the average duration of apprenticeships has continued to increase, while the proportion receiving formal training either in the workplace or with an external training provider has remained unchanged.

Nevertheless, the learner experience varies widely by framework, and while the average duration of 'newer' frameworks had increased more substantially compared to more 'traditional' frameworks, these apprenticeships commonly lasted only slightly longer than the statutory minimum of 12 months (Arts and Media, Business, and Retail apprenticeships all lasted on average 14 months). In contrast an average Engineering apprenticeship lasted just over two years. Furthermore, approaching half of apprentices in training received five hours or less training per week, with low hours particularly common in Business and Education frameworks.

At the overall level, satisfaction with apprenticeships is high and remains unchanged from previous years. The vast majority of apprentices are content with the relevance and quality of the training they receive, although there were slightly lower levels of satisfaction regarding the balance between training and work, as well as the amount of training they received (results indicate those dissatisfied wanted more training). For the majority of apprentices, their experience of the apprenticeship exceeded their expectations. While this can be interpreted in a positive light, it could also indicate that apprenticeships are being slightly undersold. Stronger, more positive marketing messages might be required to convey the wide benefits that apprenticeships can bring.

Apprenticeships are intended to form a secure route into long-term employment. Positively, over nine in ten of those that had completed their apprenticeship were

[20] https://www.gov.uk/government/news/government-kick-starts-plans-to-reach-3-million-apprenticeships

employed at the time of the survey (one to two years after completion). The survey also reveals high level of retention with the same employer following completion. Nearly half of all Level 2 and 3 learners were recruited straight on to an apprenticeship, as opposed to being existing staff: among those recruited that completed their apprenticeship, two-thirds remained with the same employer at the time of the survey (1-2 years after completion). Meanwhile the majority of completers recruited on to an apprenticeship had received a pay rise after completion, while around two in five had been promoted since completing. In the vast majority of cases the apprenticeship was felt to have either directly led to or contributed to these positive outcomes. Skills development, pay rises and promotions were also quite commonly reported by existing staff put on apprenticeships, but to lower levels than reported by those recruited to their apprenticeship (who tend to be younger).

Multivariate analysis also revealed gender discrepancies, with male apprentices more likely to receive a pay rise regardless of the apprenticeship they undertook. Further research might be needed to understand why – despite female apprentices consistently developing skills to the same extent as their male counterparts – this is not reflected in their subsequent job outcomes.

The survey also illustrated that apprenticeships are helping to develop basic skills alongside job-specific skills. While most apprentices already had English and maths qualifications at level 2, three-quarters of those without were offered the opportunity of undertaking these during their apprenticeship. This still leaves a small proportion of apprentices who are not being offered the support they need.

The experience of higher apprentices was also covered in the survey; the number of higher apprentices (albeit from a low base) has increased considerably in the last couple of years, accompanied by an increasing diversity of frameworks offered. Findings suggest that the quality of these apprenticeships has not necessarily kept pace with this increase, with a drop in the proportion of higher apprentices receiving formal training since 2014. This may simply reflect the greater variety of frameworks offered – and indeed the fall brings the proportion in line with Level 2 and 3 apprentices - but it is an area that should be monitored closely over time to ensure the broadening offer does not impact on quality of training.

Appendix A: Methodology

Sampling

Sample Source

As with the 2014 Apprenticeship Evaluation, sample for the 2015 Apprenticeship Evaluation of Learners was sourced from the Individualised Learner Record (ILR)[21]. Sampling was based on a 'snapshot' in time, targeting two groups of apprentices: those who completed a course within the sample window March-October 2014, and those who were current apprentices at the moment the sample was drawn.

Sampling

Sample was structured on an interlocking basis by apprenticeship Level and broad framework group, with additional targets by age group (16-18, 19-24 and 25 plus). Due to the substantial size variations between frameworks, smaller frameworks and levels were oversampled to ensure enough interviews were undertaken in these categories for separate analysis.

The sampling process began by aiming for a representative split by level and framework; then, minimum targets were set for each broad framework. Where the minimum targets were not achievable, a census approach was taken.

The small number of current Trailblazer Apprentices were sampled separately, also using a census-based approach. There were no Trailblazer Apprentices in the sample window for completers.

The sample extract included both intermediate (Level 2 and Level 3) and higher (Level 4 and 5) apprentices, split equally between current and completer apprentices. Sampling approaches varied slightly for these two groups, and is detailed below.

Overall, this sampling approach resulted in a target of 5,800 telephone interviews (5,000 with Level 2 and 3 apprentices and 800 with Level 4 and 5 apprentices). The following tables illustrate the distribution of interviews by apprenticeship level, completion status, age and broad framework.

[21] The ILR is a relational database of all learners on government funded further education learning in England. Apprentices are a sub-set of this record.

Advanced and Intermediate apprentices (Levels 2 and 3)

As in previous surveys, the sampling process started by aiming for a representative split by level (within current apprentices and completers). Minimum targets for each level were set within each broad framework (to enable robust analysis), and this was done separately for current apprentices and for completers (2,500 in each).

Where the sample for achieving the minimum targets was not available (for example in the case of the Arts, Media and Publishing framework), a census approach was used for those broad frameworks or levels.

This minimum sample was then 'topped up' to match the population profile as much as possible given the oversampling of small frameworks. At each stage, sample was allocated by age group in proportion with the overall population derived from the ILR. The overall result was a sample which matched the population profile almost exactly in terms of level and age group, but which varied slightly in terms of framework due to oversampling.

Table A1. Interviews achieved, by completion status and framework (Levels 2 and 3)

	Current	Completer	TOTAL
Agriculture, Horticulture & Animal Care	183	134	**317**
Arts, Media & Publishing	103	21	**124**
Business, Administration & Law	389	567	**956**
Construction, Planning & the Built Environment	216	184	**400**
Education & Training	168	141	**309**
Engineering & Manufacturing Technologies	315	330	**645**
Health, Public Services & Care	400	468	**868**
Information & Communication Technology	179	153	**332**
Leisure, Travel & Tourism	180	156	**336**
Retail and Commercial Enterprise	309	395	**704**
Trailblazer	9	0	**9**
TOTAL	**2,451**	**2,549**	**5,000**

Table A2. Interviews achieved, by completion status and age (Levels 2 and 3)

	Current	Completer	TOTAL
Under 19	752	523	**1,275**
19-24 years	816	870	**1,686**
25+ years	883	1,156	**2,039**
TOTAL	**2,451**	**2,549**	**5,000**

Higher Apprentices (Levels 4 and 5)

For Higher Apprentices, the same approach was taken. However, there were very few Apprentices on the ILR at Levels 4 and 5 within some broad frameworks; therefore only the three largest broad frameworks were targeted for separate analysis (Business, Administration and Law; Health, Public Services and Care; and ICT).

Due to the availability of sample for completers, interviews needed to be split unequally between current and completed apprentices. A census approach was taken with completers, with the expectation of achieving around 200 interviews; the remaining interviews were achieved among current apprentices.

As with Level 2 and 3 apprentices, the sample was distributed by level and age group to match the population profile from the ILR as closely as possible.

Table A3. Interviews achieved by completion status and framework (higher apprentices)

	Current	Completer	TOTAL
Agriculture, Horticulture & Animal Care	7	2	**9**
Arts, Media & Publishing	6	0	**6**
Business, Administration & Law	256	132	**388**
Construction, Planning & the Built Environment	4	0	**4**
Education & Training	-	-	**-**
Engineering & Manufacturing Technologies	50	6	**56**
Health, Public Services & Care	189	41	**230**
Information & Communication Technology	71	6	**77**
Leisure, Travel & Tourism	-	-	**-**
Retail and Commercial Enterprise	20	0	**20**
Trailblazer	10	0	**10**
TOTAL	**613**	**187**	**800**

Table A4. Interviews achieved by completion status and age (higher apprentices)

	Current	Completer	TOTAL
Under 19	71	14	**85**
19-24 years	181	62	**243**
25+ years	361	111	**472**
TOTAL	**613**	**187**	**800**

Questionnaire design

The questionnaire generally mirrored that used in 2014 to allow for time series comparisons, however a few small changes were made in order to obtain more nuanced information and to explore new areas of interest. In order to more fully understand the way apprentices were recruited by their employers (whether specifically as apprentices or as regular employees), a new answer code was added allowing them to specify that they had been recruited as apprentices, but did not start their training straight away. This removed potential ambiguity where such apprentices may have stated they were existing employees in cases where they had to wait to start their training (for example due to

college term dates) when in fact they were always recruited with the intention of starting an apprenticeship.

New questions were also added to the survey to investigate the offering of English and Maths qualifications as part of the apprenticeship. These questions first established whether apprentices held a Level 2 English qualification and / or a Level 2 Maths qualification before the start of their apprenticeship, and, if not, then asked whether they had studied towards, or been given the opportunity to study towards, either or both of these qualifications as part of their apprenticeship. Apprentices who were not offered the opportunity to work towards either or both of these qualifications were asked if they would have liked to be given the opportunity.

The addition of these questions allowed for analysis to assess the extent to which obligations under *The Future of Apprenticeships in England: Implementation Plan*[22] were met (i.e. that apprentices who did not have Level 2 qualifications in English and Maths prior to their apprenticeship should achieve them, or be given the opportunity to study towards them).

Weighting

It was essential to ensure that the results achieved were representative of the population profile of current and completed apprentices.

For the Level 2 and 3 apprenticeship data, the weighting process was the same as that undertaken in 2014 - on an interlocked framework by level basis, with a rim weight for age, with this undertaken separately for current and completed apprentices. In 2014 equal weighting was given to current apprentices and completers (taking account of the relative sizes of these two groups), therefore this approach was used again in 2015 to ensure consistency.

[22] *The Future of Apprenticeships in England: Implementation Plan,* October 2013.

Table A5. Interlocking weights of Apprenticeship framework and Level for current apprentices (Levels 2 and 3)

Broad Framework	Level 2	Level 3	TOTAL
Agriculture, Horticulture and Animal Care	1.1%	0.7%	**1.8%**
Arts, Media and Publishing	0.1%	0.3%	**0.3%**
Business, Administration and Law	15.4%	9.4%	**24.8%**
Construction, Planning and the Built Environment	4.7%	1.4%	**6.1%**
Education and Training	0.4%	1.2%	**1.7%**
Engineering and Manufacturing Technologies	9.7%	9.9%	**19.6%**
Health, Public Services and Care	12.7%	11.9%	**24.6%**
Information and Communication Technology	0.9%	1.9%	**2.8%**
Leisure, Travel and Tourism	1.2%	1.3%	**2.5%**
Retail and Commercial Enterprise	11.6%	4.1%	**15.7%**
Trailblazer	0.0%	0.0%	**0.0%**
TOTAL	**57.8%**	**42.2%**	**100.0%**

Table A6. Rim weights for age for current apprentices (Levels 2 and 3)

	TARGET
Under 19	**28.1%**
19-24 years	**32.2%**
25+ years	**39.7%**
TOTAL	**100.0%**

Table A7. Interlocking weights of Apprenticeship framework and Level for completed apprentices (Levels 2 and 3)

Broad Framework	Level 2	Level 3	TOTAL
Agriculture, Horticulture and Animal Care	1.1%	0.6%	**1.7%**
Arts, Media and Publishing	0.0%	0.2%	**0.2%**
Business, Administration and Law	17.3%	12.5%	**29.8%**
Construction, Planning and the Built Environment	2.6%	1.4%	**4.0%**
Education and Training	0.3%	1.3%	**1.6%**
Engineering and Manufacturing Technologies	8.5%	6.5%	**14.9%**
Health, Public Services and Care	10.4%	13.2%	**23.6%**
Information and Communication Technology	0.9%	2.1%	**3.0%**
Leisure, Travel and Tourism	1.3%	2.1%	**3.4%**
Retail and Commercial Enterprise	12.4%	5.3%	**17.7%**
Trailblazer	0.0%	0.0%	**0.0%**
TOTAL	**54.8%**	**45.2%**	**100.0%**

Table A8. Rim weights for age for completed apprentices (Levels 2 and 3)

	TARGET
Under 19	**22.5%**
19-24 years	**34.3%**
25+ years	**43.2%**
TOTAL	**100.0%**

Higher apprentices were also weighted on an interlocking basis, by level and framework (replicating 2014). Framework weighting was based on a slightly different approach to the one used in 2014 (where apprentices were grouped into Accountancy and non-Accountancy frameworks, to reflect that the sample for Level 4 and 5 apprentices was dominated by Accountancy apprentices). Frameworks were weighted separately in 2015, in order to give more 'weight' to the growing number of Higher Apprenticeship frameworks.

In cases where insufficient interviews were achieved within an individual cell, cells were merged across level, as shown below.

Unlike Level 2 and 3 apprentices, rim weights were applied for age *and* completion status, in line with the sample population.

Table A9. Interlocking weights of Apprenticeship framework and Level for current apprentices (higher apprentices)

Broad Framework	Level 4	Level 5	TOTAL
Business, Administration and Law	26.2%	17.8%	**44.0%**
Health, Public Services and Care	41.9%		**41.9%**
Information and Communication Technology	7.3%	0.0%	**7.3%**
Trailblazer	0.3%	0.0%	**0.3%**
All other frameworks	5.6%	0.9%	**6.5%**
TOTAL	**39.5%**	**60.5%**	**100.0%**

Table A10. Rim weights for age for current apprentices (higher apprentices)

	TARGET
Under 19	**7.7%**
19-24 years	**25.2%**
25+ years	**67.1%**
TOTAL	**100.0%**

Table A11. Overall rim weights for age for apprentices by completion status (higher apprentices)

	TARGET %
L4/5 Current	**89.5%**
L4/5 Complete	**10.5%**
TOTAL	**100.0%**

Table A12. Interlocking weights of Apprenticeship framework and Level for completed apprentices (higher apprentices)

Broad Framework	Level 4	Level 5	TOTAL
Business, Administration and Law	35.8%	27.2%	**62.9%**
Health, Public Services and Care	0.2%	27.1%	**27.3%**
Information and Communication Technology	4.9%	0.0%	**4.9%**
Trailblazer	0.0%	0.0%	**0.0%**
All other frameworks	4.8%		**4.8%**
Total	**45.5%**	**54.5%**	**100.0%**

Table A13. Rim weights for age for completed apprentices (higher apprentices)

	TARGET
Under 19	5.5%
19-24 years	29.8%
25+ years	64.7%
TOTAL	100.0%

Appendix B: Multivariate Analysis

In this section, multivariate analysis is used to further investigate a number of outcomes reported by apprentices and how characteristics of the apprenticeship programme itself and personal characteristics relate to the probability of observing particular outcomes. Exploratory analysis was also initially carried out to look at additional outcome variables such as satisfaction with the apprenticeship and job satisfaction however, as reported in previous years of the survey, the relatively low level of variation present for such indicators in the data provides very little insight into the factors affecting these outcomes. The focus here is on two outcomes for completers: 1) having received a rise in pay after completion of the apprenticeship; and, 2) being promoted after completion. These two indicators are only reported for those who have completed their apprenticeship. They may provide an indication that the apprenticeship training has increased their human capital and productivity in some way. Often, such outcomes have also been used to infer the quality of a particular programme.

For all learners (current and completers), further analysis was undertaken to explore the factors relating to the probability of apprentices recommending the apprenticeship programme to others. This can help to identify features of the apprenticeship that seem to contribute to apprentices being more satisfied with the programme and being willing to recommend the training to others.

It should be noted that the analysis and results discussed below do not show causal relationships between the various outcomes and other factors. The results are based on cross-sectional data and as such allow us to highlight statistically significant (or not) relationships between outcomes experienced by individuals and their personal characteristics and features of their apprenticeship programmes. One shortcoming of the analysis, as is typical of such analysis, is that there may be unobservable variables such as an individual's ability or motivation which may influence their choice of apprenticeship (or even their decision to undertake an apprenticeship in the first place) which may have an effect on the observed outcome for that individual. This shortcoming should be borne in mind when drawing conclusions from the discussion presented below.

Pay rise

The first model estimated the probability of a person reporting that they had had a rise in pay since completing their apprenticeship. This involved the estimation of a logit model with a binary variable, R, indicating whether or not an individual reported that they had had a pay rise after completion of their Apprenticeship (R=1 for those who had had an increase in pay; 0 otherwise) being the dependent variable. Various explanatory variables were included to help control for personal characteristics (e.g. gender, age, English and Maths attainment, ethnicity, learning / physical disabilities, region of residence, etc.) as well as

features of the apprenticeship (i.e. broad framework of the apprenticeship and whether the individual had been newly recruited for the apprenticeship).

The results indicate that higher levels of apprenticeship (Level 3 and Level 4+) are associated with greater probability of the former apprentice reporting that they had had a pay rise, all else equal. Similarly, being recruited especially for the Apprenticeship rather than being an existing employee was also found to be positively associated with a higher probability of a pay rise. Older apprentices (25+ years of age) were found to have a significantly lower probability of receiving a pay rise after completion as were individuals from a BAME background (statistically significant at the 10% level). There were differences by framework too, with the unsurprising result that compared to Business frameworks(the reference category in the model[23]), those who had completed an apprenticeship in Construction or in Engineering were more likely to have had a pay rise (both statistically significant at the one per cent level). Those in Arts and Media, and Leisure frameworks had statistically significant (at the 10% significant level at least) lower probability of reporting a pay rise compared to the reference case.

As it is commonly known that the patterns of participation of men and women differ markedly across apprenticeship frameworks, interaction terms between gender and framework were also included in the model found in Table B.1. The dummy variable for gender (0 if male, 1 if female) achieved a negative estimated coefficient but this was not statistically significant[24]. Amongst the gender by framework interaction variables, the interaction of the gender variable with the following broad framework areas (taking the value 1 if the respondent was female and if the apprenticeship was in the particular framework) were statistically significant and the estimated coefficient was negative for: Construction, Engineering and ICT. To illustrate what this means, we can take the example of an individual who has completed an apprenticeship in the reference group of frameworks, Business. The probability of reporting a pay rise for a male (in all reference groups for all variables) is 47% compared to 41% for a woman (all else equal). If we then consider those who have completed an engineering apprenticeship, all else held constant, the probability increases to 61% for a man but actually decreases (relative to the base case) for a woman to 31%. A less stark difference is observed for completion of an apprenticeship in Arts and Media: the probability of a pay rise for a woman completing such a framework is 20% compared with 30% for a man, all else equal.

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[23] The reference group for framework, Business, Administration and Law, was set as such because it was the largest group in the data.

[24] In a separate model, where the gender dummy variable was included but there was no interaction between gender and framework, the gender dummy was negative and statistically significant at the 5% level.

Table B.1: Estimation results for logit models of probability of former apprentices reporting rise in pay (completers only)

Dependent variable: payrise	All	
	Coef	Z
Level of Apprenticeship (ref: Level 2)		
Level 3	0.4692***	5.21
Level 4+	0.5748***	3.85
School Leaver prior to Apprenticeship	0.0970	0.74
Recruited specifically for Apprenticeship	0.6682***	6.28
LDD	0.0137	0.10
Region (ref: London and South East)		
North England	-0.2065*	-1.78
Midlands	0.0407	0.36
West England	0.0164	0.11
Age at start of Apprenticeship (ref: 16-19 years)		
19-24 years	-0.1394	-1.09
25+ years	-1.0541***	-6.97
BAME	-0.2723*	-1.81
Broad Framework of Apprenticeship (ref: Business, Administration and Law)		
Agriculture, Horticulture and Animal Care	-0.0531	-0.22
Arts, Media and Publishing	-0.7218*	-1.66
Construction, Planning and the Built Environment	0.7879***	3.55
Education and Training	-0.0147	-0.04
Engineering and Manufacturing Technologies	0.5881***	3.39
Health, Public Services and Care	-0.2406	-0.82
Information and Communication Technology	0.0785	0.38
Leisure, Travel and Tourism	-0.6109***	-2.66
Retail and Commercial Enterprise	-0.0048	-0.02
L2 English	0.0935	0.75
L2 Maths	-0.0651	-0.55
Female	-0.2194	-1.36
Female x Framework (ref: Female X Business, Administration and Law)		
Agriculture, Horticulture and Animal Care	0.0688	0.18
Arts, Media and Publishing	-0.2835	-0.41
Construction, Planning and the Built Environment	-1.7306*	-1.93
Education and Training	-0.5941	-1.30

Engineering and Manufacturing Technologies	-1.0392**	-2.06
Health, Public Services and Care	0.3747	1.16
Information and Communication Technology	-0.8525**	-1.97
Leisure, Travel and Tourism	0.4059	1.13
Retail and Commercial Enterprise	0.1228	0.47
Constant	-0.1331	-0.58

*Note: Statistical significance is denoted as: *** at 1% level; ** at 5% level; * at 10% level*

Promotion after completion

An analogous approach as that described above was used to consider the relationship between the probability of completers reporting that they had been promoted after completion of their Apprenticeship and various explanatory factors. The signs on the estimated coefficients (indicating the direction of relationship between the probability of promotion and the explanatory variables) are broadly similar when compared to the results for an increase in pay described in the previous section. The estimates shown in table B.2 are for two models of the probability of promotion – one for the sample of men only and one for women only.

Table B.2: Estimation results for logit models of probability of former apprentices reporting a promotion (completers only)

	Male		Female	
Dependent variable: promoted	**Coef**	**Z**	**Coef**	**Z**
Level of Apprenticeship (ref: Level 2)				
Level 3	0.3754***	2.92	0.4640***	3.47
Level 4+	0.6007**	2.58	0.6009***	2.70
School Leaver prior to Apprenticeship	0.2669*	1.73	-0.3787*	-1.75
Recruited specifically for Apprenticeship	0.2813*	1.74	0.4101**	2.43
LDD	-0.2290	-1.17	-0.0107	-0.05
Region (ref: London and South East)				
North England	-0.1957	-1.21	-0.1398	-0.80
Midlands	-0.2423	-1.49	-0.0974	-0.58
West England	-0.1151	-0.55	0.0500	0.22
Age at start of Apprenticeship (ref: 16-19 years)				
19-24 years	0.2920*	1.92	-0.0693	-0.33
25+ years	-0.8223***	-3.73	-1.0817***	-4.42
BAME	-0.1873	-0.90	-0.2359	-1.02
Broad Framework of Apprenticeship (ref: Business, Administration and Law)				

Agriculture, Horticulture and Animal Care	-0.7201**	-2.55	-0.3166	-1.02
Arts, Media and Publishing	-1.1249**	-2.35	-0.9000	-1.38
Construction, Planning and the Built Environment	-0.1955	-0.90	-0.1158	-0.13
Education and Training	-0.5700	-1.34	-0.8717***	-3.13
Engineering and Manufacturing Technologies	-0.0436	-0.24	-0.6869	-1.14
Health, Public Services and Care	0.2926	1.04	-0.1774	-1.18
Information and Communication Technology	0.0769	0.37	-0.0631	-0.17
Leisure, Travel and Tourism	0.1886	0.79	-0.2015	-0.65
Retail and Commercial Enterprise	0.0769	0.35	0.2841	1.60
L2 English	-0.1260	-0.68	0.0213	0.12
L2 Maths	0.2194	1.20	-0.1411	-0.83
Constant	-0.8448***	-2.77	-0.6050*	-1.96

*Note: Statistical significance is denoted as: *** at 1% level; ** at 5% level; * at 10% level*

There are some notable differences in the results between men and women. The baseline probability of being promoted after the apprenticeship (i.e. the probability for the reference case) is slightly higher for women than for men (35% and 30%, respectively). The estimated coefficient on the variable indicating that an apprentice had been a school leaver immediately prior to starting their Apprenticeship, is statistically significant for both men and women however it is positive for men but negative for women, all else equal. This indicates that for women, being a school leaver just before starting their apprenticeship is associated with a lower probability of being promoted after the apprenticeship whereas for men, the opposite is found. Compared to the reference framework area (Business), for men the probability of being promoted was found to be lower (and statistically significant) for Agriculture and for Arts frameworks. For women, the only framework area that achieved a statistically significant coefficient estimate was Education which was found to have a negative association with the probability of promotion.

Recommending Apprenticeship to others

The third relationship investigated here was the probability of apprentices (current and completers) indicating that they would recommend the apprenticeship to others. Again, a similar process as described above was used to estimate the relationship between the probability of individuals reporting that they would recommend the Apprenticeship to others and various explanatory factors. The results for this model (including men and women) are shown in Table B.3.

Table B.3: Logistic regression results for recommendation of apprenticeships to others (completers and current apprentices, men and women)

Dependent variable: recommend	All	
	Coefficient	z
Level of Apprenticeship (ref: Level 2)		
Level 3	0.2485 ***	2.73
Level 4+	0.6385 ***	4.35
Current Apprentice	-0.1134	-1.32
School Leaver prior to Apprenticeship	0.0167	0.13
Recruited specifically for Apprenticeship	0.1783	1.61
LDD	-0.1236	-0.97
Region (ref: London and South East)		
North England	-0.1101	-1.00
Midlands	-0.1164	-1.08
West England	-0.0863	-0.60
Age at start of Apprenticeship (ref: 16-19 years)		
19-24 years	0.0140	0.11
25+ years	0.0238	0.16
BAME	-0.0466	-0.34
Broad Framework of Apprenticeship (ref: Business, Administration and Law)		
Agriculture, Horticulture and Animal Care	0.0097	0.05
Arts, Media and Publishing	-0.6045 **	-2.03
Construction, Planning and the Built Environment	0.3087	1.63
Education and Training	-0.2784	-1.58
Engineering and Manufacturing Technologies	0.2114	1.36
Health, Public Services and Care	-0.1301	-1.14
Information and Communication Technology	0.2374	1.36
Leisure, Travel and Tourism	-0.1827	-1.07
Retail and Commercial Enterprise	0.0256	0.20
Female	0.2901 ***	3
Duration of apprenticeship (ref: less than 12 months)		
1 year <= apprenticeship < 2 years	-0.1243	-0.79
2 years <= apprenticeship < 3 years	0.3863	1.63
3 years <= apprenticeship < 4 years	0.6544	1.55
4 years <= apprenticeship < 5 years	-0.0831	-0.13
5 or more years	-0.1636	-0.84
Received training during apprenticeship	1.0686 ***	7.46

Constant	0.3275 ***	1.17

*Note: Statistical significance is denoted as: *** at 1% level; ** at 5% level; * at 10% level*

The model included a dummy variable indicating whether respondents were current apprentices (1 if current apprentice, 0 if completer). This dummy variable was not found to be statistically significant (even at the 10% significance level). Two additional variables were included to help provide some indication of the 'quality' of the respondent's apprenticeship programme: duration of the apprenticeship and whether the apprentice reported that they received training (from an external provider and / or in off-the-job settings).Overall, the results shown in Table B.3 indicate that women were more likely to be willing to recommend apprenticeships to others (as shown by the positive estimated coefficient for the female dummy variable included in the model). Respondents who had undertaken higher levels of apprenticeship (i.e. Level 3 or 4+ programme compared to a Level 2 Apprenticeship) were more inclined to recommend the programme to others. Age, ethnicity, disability status and region were not found to be statistically significant and there was no statistically significant difference between new recruits and existing employees in their tendency to recommend (or not) the apprenticeship. Whilst the variables indicating the duration of training do not seem to have an effect on the probability of an apprentice recommending the programme to others, whether or not apprentices reported that they had received training was found to have a clear effect as shown in Table B.3. Having received training in the apprenticeship was found to be associated with a higher probability of recommending the programme and this difference was statistically significant at the one per cent level.

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

Broad framework	Framework
Agriculture, Horticulture and Animal Care	Agriculture
	Amenity Horticulture
	Animal Care
	Animal Technology
	Arboriculture
	Environmental Conservation
	Equine
	Equine Industry
	Farriery
	Fencing
	Fish Husbandry and Fish Management
	Floristry
	Game and Wildlife Management
	Horticulture
	Land-based Engineering
	Land-based Service Engineering
	Nursing Assistants in a Veterinary Environment
	Production Horticulture
	Saddlery
	Trees and Timber
	Veterinary Nursing
Arts, Media and Publishing	Arts and Entertainment, Cultural Heritage, Information and Library Services
	Automotive Clay Modelling
	Community Arts
	Costume and Wardrobe
	Craft and Technical Roles in Film and Television
	Creative
	Creative and Digital Media

	Creative Craft Practitioner
	Cultural and Heritage Venue Operations
	Cultural Heritage
	Design
	Journalism
	Live Events and Promotion
	Music Business
	Music Practitioner
	Photo Imaging
	Photo Imaging for Staff Photographers
	Set Crafts
	Sound Recording, Engineering and Studio Facilities
	Technical Theatre, Lighting, Sound and Stage
	TV Production
Business, Administration and Law	Advising on Financial Products
	Business Administration
	Campaigning
	Customer Service
	Enterprise
	Fundraising
	Insurance
	Management
	Marketing
	Marketing and Communications
	Payroll
	Providing Financial Services
	Providing Financial Services (Banks and Building Societies)
	Providing Mortgage Advice
	Sales and Telesales
	Volunteer Management
Construction, Planning and the Built	Building Energy Management Systems
	Building Services Engineering Technology and Project Management
	Construction Building

Environment	Construction Civil Engineering
	Construction Diploma
	Construction Specialist
	Dry Stone Walling
	Electrical and Electronic Servicing
	Fitted Interiors
	Highways Maintenance
	Installing Cabling Systems
	MES Plumbing
	Plumbing and Heating
	Surveying
Education and Training	Learning and Development
	Learning and Development (Direct Training and Support)
	Learning Support
	Supporting Teaching and Learning in Physical Education and School Sport
	Supporting Teaching and Learning in Schools
Engineering and Manufacturing Technologies	Automotive Industry
	Aviation Operations on the Ground
	Blacksmithing
	Building Products Industry Occupations
	Building products Occupations
	Building Services Engineering Technicians
	Bus and Coach Engineering and Maintenance
	Ceramics Manufacturing
	Coatings Development Plan
	Combined Manufacturing Processes
	Composite Engineering
	Consumer Electrical and Electronic Products
	Domestic Heating
	Driving Goods Vehicles
	Electrotechnical
	Engineering
	Engineering Construction

	Engineering Manufacture
	Engineering Manufacture(Craft and Technician)
	Explosives Storage and Maintenance
	Extractives and Mineral Processing Occupations
	Food Manufacture
	Footwear and Leather
	Furniture Furnishings and Interiors Industry
	Furniture, Furnishings and Interiors Manufacturing
	Gas Industry
	Gas Network Operations
	Glass Industry
	Glass Industry Occupations
	Heating and Ventilating
	Heating, Ventilation, Air Conditioning and Refrigeration
	Improving Operational Performance
	Industrial Applications
	Industrial Building Systems
	Jewellery, Silversmithing and Allied Trades
	Joint Services
	Laboratory and Science Technicians
	Laboratory Technicians
	Marine Industry
	Maritime Occupations
	Metal Processing and Allied Operations
	Metals Processing
	Multi-skilled Vehicle Collision Repair
	Munition Clearance and Search Occupations
	Nuclear Decommissioning
	Nuclear Working
	Oil and Gas Extraction
	Operations and Quality Improvement
	Paper Manufacture
	Passenger Carrying Vehicle Driving (Bus and Coach)

	Polymer Processing and Signmaking
	Polymer Processing Operations
	Ports Industry
	Power Industry
	Print and Printed Packaging
	Process Manufacturing
	Process Technology
	Production of Coatings
	Rail Engineering (Track)
	Rail Engineering Overhead Line Construction
	Rail Infrastructure Engineering
	Rail Services
	Rail Traction and Rolling Stock Engineering
	Rail Transport Engineering
	Refrigeration and Air Conditioning
	Road Passenger Transport - Bus and Coach
	Sea Fishing
	Signmaking
	Smart Meter Installations (Dual Fuel)
	Specialized Process Operations (Nuclear)
	Sustainable Resource Management
	Textiles
	The Gas Industry
	The Power Industry
	Traffic Office
	Transport Engineering and Maintenance
	Vehicle Body and Paint
	Vehicle Body and Paint Operations
	Vehicle Fitting
	Vehicle Maintenance and Repair
	Vehicle Parts
	Vehicle Parts Operations
	Vehicle Restoration

	Water Industry
	Wood and Timber Processing and Merchants Industry
Health, Public Services and Care	Advice and Guidance
	Children and Young People's Workforce
	Children's Care Learning and Development
	Community Development
	Community Justice
	Community Safety
	Court, Tribunal and Prosecution Operations
	Custodial Care
	Dental Nursing
	Emergency Fire Service Operations
	Health Allied Health Profession Support
	Health and Social Care
	Health Blood Donor Support
	Health Clinical Healthcare Support
	Health Dental Nursing
	Health Emergency Care
	Health Healthcare Support Services
	Health Informatics
	Health Maternity and Paediatric Support
	Health Optical Retail
	Health Pathology Support
	Health Perioperative Support
	Health Pharmacy Services
	HM Forces
	Housing
	Intelligence Analysis
	Legal Advice
	Libraries, Archives, Records and Information Management Services
	Local Taxation and Benefits
	Locksmithing
	Optical

	Optical Advisor
	Optical Retailing
	Pharmacy Technicians
	Policing
	Providing Security Services
	Public Services
	Security Industry
	Security Systems
	Support Services in Healthcare
	Witness Care
	Youth Work
Information and Communication Technology	Communications Technologies (Telecoms)
	Information and Library Services
	IT Application Specialist
	IT Services and Development
	IT User
	QA Games Testing
Leisure, Travel and Tourism	Active Leisure and Learning
	Activity Leadership
	Cabin Crew
	Coaching
	Events
	Exercise and Fitness
	Fitness
	Football Sporting Excellence
	Leisure Management
	Leisure Operations and Leisure Management
	Outdoor Programmes
	Playwork
	Spectator Safety
	Sporting Excellence
	Sports development
	Travel Services

Retail and Commercial Enterprise	Apparel
	Barbering
	Beauty Therapy
	Carry and Deliver Goods
	Catering and Professional Chefs
	Cleaning and Environmental Support Services
	Cleaning and Support Service Industry
	Coca Cola
	Commercial Moving
	Drinks Dispense Systems
	Energy Assessment and Advice
	Facilities Management
	Fashion and Textiles
	Funeral Operations and Services
	Hairdressing
	Hospitality
	Hospitality and Catering
	International Trade and Logistics Operations
	International Trade and Services
	Licensed Hospitality
	Logistics Operations
	Logistics Operations Management
	Mail and Package Distribution
	Mail Services
	Nail Services
	Procurement
	Property Services
	Retail
	Roadside Assistance and Recovery
	Spa Therapy
	Trade Business Services
	Vehicle Sales
	Warehousing and Storage

	Wholesale, Distribution, Warehousing and Storage

Appendix D: List of frameworks and groupings for higher apprentices

Broad framework	Framework
Agriculture, Horticulture and Animal Care	Agriculture
Arts, Media and Publishing	Advertising and Marketing Communications
	Broadcast Production
	Creative and Digital Media
	Digital Learning Design
	Interactive Design and Development
Business, Administration and Law	Accountancy
	Accounting
	Banking
	Bookkeeping
	Business and Administration
	Business and Professional Administration
	Business Innovation and Growth
	Contact Centre Operations
	Contact Centre Operations Management
	Contact Centres
	Criminal Investigation
	Human Resource Management
	Insurance
	Legal Services
	Management
	Payroll
	Professional Services
	Project Management
	Providing Financial Advice
	Public Relations

	Recruitment
	Social Media and Digital Marketing
Construction, Planning and the Built Environment	Construction Management
	Construction Skills
	Construction Technical and Professional
Engineering and Manufacturing Technologies	Advanced Diagnostics and Management Principles
	Engineering Environmental Technologies
	Engineering Technology
	Fashion and Textiles: Technical
	Food and Drink
	Furniture, Furnishings and Interiors Manufacturing
	Jewellery Manufacturing, Silversmithing and Allied Trades
	Manufacturing Engineering
	Mineral Products Technology
	Power Engineering
	Professional Aviation Pilot Practice
	Sustainable Resource Management
	Sustainable Resource Operations and Management
	The Water Industry
Health, Public Services and Care	Care Leadership and Management
	Employment Related Services
	Health (Assistant Practitioner)
	Intelligence Operations
	Life Science and Chemical Science Professionals
Information and Communication Technology	Information Security
	IT and Telecoms Professionals
	IT Professional
	IT, Software, Web and Telecoms Professionals
Retail and Commercial Enterprise	Express Logistics
	Facilities Management
	Hospitality Management
	Purchasing and Supply Management
	Retail Management

	Supply Chain Management

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