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Research report

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Executive Summary

This report presents the findings of the Apprenticeship Evaluation Learner Survey 2017, and is the fifth in the series, the first of which was published in 2012.

The evaluation, which sits alongside the Apprenticeship Evaluation Employer Survey, consisted of telephone interviews with 4,990 Level 2 and 3 apprentices and 835 higher apprentices, undertaken from late February to mid-April 2017. The sample was evenly split between current apprentices and those that had completed their apprenticeship between 1st June 2015 and 31st January 2016 (i.e. 13-21 months prior to being interviewed).

The research is intended to help monitor key progress indicators and assess the impact of recent policy reforms to help shape future development of the apprenticeship programme. Specifically, it covers individuals' motivations for undertaking their apprenticeship, their experience of the training they received, their satisfaction with the apprenticeship, and the impact it has had on their career.

Profile of apprentices

Level 2 apprenticeships remain the most common form of apprenticeship, although the proportion on Level 3 apprenticeships has been increasing in recent years (from 37% of Level 2 and 3 apprenticeships in the 2013 study, to 41% in 2014, 43% in 2015 and 44% in the current study).

The three largest subject areas remain Business (24% of all Level 2 and 3 apprentices, though down from 29% in 2014 and 26% in 2015), Health (24%, consistent with the previous two evaluations) and Engineering (21%, up from 15% in 2014 and 19% in 2015).

Two-fifths of apprentices (39%) were aged 25 and above at the start of their apprenticeship (two percentage points lower than in 2015), a third (32%) were aged between 19 and 24 years old, and just over a quarter (28%) were under 19. It is worth noting that current apprentices were more likely to be under 19 at the start of their apprenticeship (31%) than recent completers (26%), suggesting a trend towards younger apprentices. The age profile varied widely by subject area: in Construction over half of Level 2 and 3 apprentices started their apprenticeship aged 16-18 (55%), while in Education and in Health almost three-fifths started aged 25 plus (56% and 58% respectively).

Among Level 2 and 3 apprentices there was an even split by gender, the vast majority of apprentices were white (89%, a decrease from 91% in 2015), and 6% had a disability.

There has been continued growth in the number of higher apprentices (those on a Level 4 or above apprenticeship). In 2014 they accounted for two per cent of total current apprentices (across all levels). In 2015 this had increased to four per cent. In 2017 higher apprentices accounted for six per cent of current apprentices. The vast majority of higher apprentices were studying Business, Administration and Law (47%) or Health, Public Services and Care (38%).

Routes into apprenticeships and motivations

Over half (56%) of all Level 2 and 3 apprentices were recruited specifically with the intention of their doing an apprenticeship, an increase compared with 2015 (48%). Current apprentices were more likely than completers to have been recruited specifically (59% compared with 53% respectively), indicating the proportion recruited specifically to apprenticeships can be expected to increase in the next few years.

Approaches to recruitment vary by subject area. Apprentices in Science (97%), Arts and Media (95%), Construction (81%) and ICT (80%) were particularly likely to have been recruited as apprentices. In Health and in Retail subject areas most Level 2 and 3 apprentices were existing employees; with a minority recruited specifically (38% and 45% respectively, though both figures were higher than the 32% and 35% reported in 2015).

Awareness that individuals were undertaking an apprenticeship has continued to increase, with seven in ten (70%) aware they were on an apprenticeship, up from 67% in 2015, 65% in 2014 and 63% in 2013. The vast majority (90%) of those who had been recruited were aware they were on an apprenticeship.

Almost half of apprentices said that doing an apprenticeship was their first choice (46%), while only three per cent would rather have done something else. Half (50%) had no particular preference on their option.

There were three core factors behind Level 2 and 3 apprentices' decision to undertake an apprenticeship: to gain a qualification (a *main* reason for 27%, though more important for women, those aged 25 plus and those that had been existing employees), for career purposes (a *main* reason for 25%, though more of a factor for under 25s and those recruited to their apprenticeship), and to develop work-related skills (23%).

In contrast to Level 2 and 3 apprentices, most higher apprentices had been existing employees when embarking on their apprenticeship (60%), though this proportion is lower than in 2015 (67%). The picture is very different between Level 4 apprentices where around three in ten were existing employees, compared with Level 5 apprentices where over three-quarters (78%) were existing employees. The majority (84%) of degree level apprentices had been recruited specifically as an apprentice.

The proportion of higher apprentices aware they were undertaking an apprenticeship (64%) has increased compared with 2015 (57%).

Motivations for undertaking a higher apprenticeship were broadly similar to those among Level 2 and 3 apprentices: 29 per cent said their main reason was to gain a qualification, 24 per cent did so to enter or progress in a specific career and 21 per cent said their main motivation was to develop work-related skills.

Satisfaction with apprenticeships

Satisfaction with apprenticeships remains high. Nearly nine in ten Level 2 and 3 apprentices were satisfied (rated 6-10 on a 10 point satisfaction scale) overall with their apprenticeship (89%, the same figure as in 2015), and over seven in ten were 'very satisfied' (73% rated their satisfaction as 8-10, slightly higher than the 72% in 2015). One in twenty (5%) were dissatisfied (0-4 rating).

Apprentices were particularly positive about the relevance of their training (90% satisfied), the quality of training (87%), the assessment on the job (87%) and the quality of feedback (86%). Although in comparison fewer were satisfied with the amount of training they received (78% compared with 9% dissatisfied), the proportion very satisfied with the amount of training has increased compared with 2015 (from 55% to 60%).

The vast majority of higher apprentices (87%) were satisfied with their apprenticeship, and seven in ten (71%) were very satisfied. Six per cent were dissatisfied. Nearly all (92%) of degree level apprentices were satisfied with their apprenticeship. These results are not significantly different to 2014 and 2015. Higher apprentices were most satisfied with the relevance of training they received (93%). In relative terms, higher apprentices were least satisfied with the amount of training they received (77% satisfied) and the balance between work and training (75% satisfied) – in each case eight per cent of those receiving training were dissatisfied.

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. The average duration of Level 2 and 3 apprenticeships was reported as 17 months: five per cent of apprentices reported that their apprenticeship was intended to last for less than 12 months, falling to three per cent among those recruited to their apprenticeships. Results are very similar to 2015, and consolidate increased apprenticeship durations compared with earlier years (in 2013, only 49% indicated that their apprenticeship was intended to last at least 12 months; by 2014 this had risen to 70% and in 2015 it had reached 94%).

Virtually all Level 2 and 3 apprentices (97%) said they received some form of training as part of their apprenticeship, a slight but significant increase compared with 2015 (95%). There are also positive signs that the quality of training has improved, with an increase in the proportion receiving any formal training (beyond training taking place in the workplace while the apprentices carries out their usual work activities), from 79% in 2014 and 2015 to 86% in 2017.

There has been a strong focus in recent years on incorporating English and Maths into apprenticeship training should apprentices not have sufficient skills in these areas. The majority of Level 2 and 3 apprentices already held a Level 2 English qualification (72%) or Maths qualification (68%). Overall around a fifth of Level 2 / 3 apprentices undertook Level 2 Maths (22%) or English (20%) as part of their apprenticeship. A relatively small minority did not have these qualifications and were not offered the chance to undertake them (5% and 7% for English and Maths respectively). Results are little changed from 2015.

The average duration of higher apprenticeships was 20 months (similar to the 19 months reported in 2015 and 2014), though rises to 50 months for degree level apprenticeships. More higher apprentices felt that the intended duration of their training was about right (82%) than in 2015 (78%). Slightly more felt their higher apprenticeship was too long (11%) than too short (6%, down from 10% in 2015).

Virtually all higher apprentices (96%) received training during their apprenticeship. There have been encouraging increases in the proportion reporting training. Almost nine in ten received any *formal* training (87%, up from 79% in 2015 and 84% in 2014). The proportion receiving *informal* training at work whilst doing their usual activities (79%) was also higher than in 2014 and 2015 (both 70%).

Apprenticeship Outcomes

On a range of outcomes relating to skill development, employment outcomes and job/career prospects, results show continued positive benefits.

Nearly all Level 2 and 3 apprentices felt they had more appropriate skills and knowledge related to their current or desired area of work as a direct result of their apprenticeship (92%) and a similar proportion felt they could use their new or enhanced skills and knowledge across a range of jobs and industries (89%). Over four-fifths felt they were better at working with others as a result of their apprenticeship (83%) and just over three-fifths reported improved English (63%), Maths (61%) or IT skills (62%).

Among Level 2 and 3 apprentices that had completed their apprenticeship, most (91%) were in work at the point of survey (12-20 months after completing their apprenticeship),

similar to the level reported in 2015 (92%). There continues to be marked differences in levels of unemployment by subject area, with relatively higher levels amongst completers in ICT, Agriculture and Arts and Media (9% - 10%).

The vast majority of apprentices in employment when interviewed cited a series of benefits that their apprenticeship had had on their career, including being better at their job (86%), improved career prospects (85%), greater job satisfaction (79%), increased responsibility (77%) and better job security (77%). These were all more likely to be reported by those recruited to their apprenticeship (86% - 92%) than those that had been existing employees of the employer when embarking on their apprenticeship (63% - 79%). It is encouraging that the proportion reporting each of these benefits is two to five percentage points higher than in 2015, which were themselves higher than in 2014 (by one to four percentage points).

Half (50%) of those who had completed their apprenticeship had subsequently received a pay rise, and a third had been promoted (32%), with the majority attributing these benefits to their apprenticeship wholly or in part. Both figures are a little higher than 2015 (46% and 30% respectively).

Higher apprentices reported gaining skills as a result of their apprenticeship to a similar degree as Level 2 and 3 apprentices: around nine in ten felt 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%), identical proportions to 2015. Four-fifths (79%) felt they were better able to work with others as a result of their higher apprenticeship, an increase on 2015 (73%).

In line with 2015, nine in ten higher apprentices who had completed their apprenticeship were in full-time work at the point of survey (91%), and six per cent were employed part time. Only a small minority (2%) were unemployed.

Among those in work, high proportions felt that they were now better at their job (86%), had better career prospects had improved (83%), had more job satisfaction (71%), had taken on more responsibility (68%) and had better job security (68%) as a result of their apprenticeship.

1. Introduction

This report presents the findings from the 2017 Apprenticeships Evaluation Learner Survey, and sits alongside the accompanying Employer report. The research comprised 4,990 interviews with current and recently completed Level 2 and 3 apprentices, and a further 835 interviews with higher apprentices.

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 setting out the minimum quality standards to which all apprenticeship frameworks need to adhere.
- 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 apprenticeship 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.
- The Government's *English Apprenticeships: our 2020 vision*, published in 2015, 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.

- The introduction of the new Apprenticeship Levy from April 2017, aimed at funding the commitment to three million new apprenticeship starts by 2020 through a levy on large employers, and at giving employers greater control over designing, choosing and paying for apprenticeship training.

Research Aims

This research was commissioned to monitor progress indicators in line with the previous annual Apprenticeship Evaluation Surveys, to help develop the Government's understanding of the apprenticeship programme and the value it provides to individuals and the economy; to monitor the implementation of the Richard Review reforms and to stand as a benchmark ahead of the introduction of the Apprenticeship Levy.

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.

Fieldwork took place between 22nd February and 15th April 2017, with all interviews conducted by telephone from IFF's telephone centre in London.

The research comprised a telephone survey with 4,990 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 at the time the sample was drawn;
- Completed apprentices: those who completed their apprenticeship between 1st June 2015 and 31st January 2016 (i.e. 13-21 months prior to being interviewed).

A further 835 interviews were undertaken with apprentices at Level 4 and above ('higher apprentices') again split evenly between current apprentices and completers.

The overall response rate was 55%, as shown in Table 1.1 below.

Table 1.1 Sample outcomes and response rate

Sample outcome	Number of contacts	% of all loaded	% of complete contacts
Total starting sample	57,572		
Total loaded	38,976	100%	
Ineligible sample (no recollection of undertaking training between June 2015 and January 2016)	1,032	3%	
Live sample at end of fieldwork period	12,948	33%	
Withdrawn sample (out of quota or maximum number of tries)	5,642	14%	
Unobtainable / invalid numbers	8,714	22%	
Total complete contacts	10,640	27%	100%
Achieved interviews	5,825	15%	55%
Refusal	2,851	7%	27%
Quits during interview	1,964	5%	18%

Apprenticeships were grouped into the following subject area classifications 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 2015, allowing for time series comparisons, although this year Science and Mathematics has been included to reflect the growing number of apprentices undertaking these types of apprenticeships.

Table 1.2 Broad subject area abbreviations

Broad subject area	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
Science and Mathematics	Science

The sample was divided into four strata, reflecting the key groupings of apprentices for reporting purposes (Current Level 2 / Level 3, Current Level 4+, Completer L2/L3 and Completer L4+). Sample was drawn separately for each of these strata, with overall targets set of 5,000 interviews with L2/L3 apprentices, and 800 with L4+ apprentices; these were split as equally as possible given sample availability between completers and current apprentices.

First, sample was drawn to target a minimum of 75 interviews per subject area within each strata at a 10:1 sample ratio (available sample permitting). Where sample was short of minimum targets, a census was conducted; in addition a census was conducted of degree apprentices to maximise the extent to which results could be presented for this group.

Sample was then topped up in line with the distribution of apprentices in the population by level and subject area. Quotas were set based on the distribution of sample assuming an overall sampling ratio of 10:1, but where cells were short of minimum targets per strata and subject area, these cells were given special priority, with a higher target being set to achieve the maximum level of response from the available sample. This approach was taken to achieve the best compromise between allowing separate results to be presented for less commonly used subject areas, and minimising the weighting required to produce results representative of apprentices as a whole.

The questionnaire closely mirrored that used in 2014 and 2015 to allow for time series comparisons. New questions were added to the survey on the number of hours teaching per week in English and maths received by apprentices, and where this teaching took place (for example, in an FE college, or delivered by a private tutor in the workplace).

The questionnaire used can be found in Appendix A.

The final data were weighted to be representative of the populations of current and completed apprentices, with interlocking weights by level and subject area, and rim weights were applied by age (for all levels) and by completion status (for higher 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 with the main part of each chapter dealing with Level 2 and 3 apprentices, followed by a separate section covering the smaller cohort of higher apprentices (Levels 4 and above). Each chapter contains a summary of findings at the top, followed by a list of key, statistically significant changes between the 2015 survey and the 2017 survey.

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

Chapter 2 looks at the profile of apprentices in terms of such aspects as age, gender and ethnicity. Chapter 3 looks at routes into apprenticeships and motivations, including recruitment, application methods, awareness and preference. Chapter 4 covers the quality and content of apprenticeships, including duration, working hours, pay and training. Chapter 5 examines apprentices’ satisfaction levels, both overall and with individual elements of the apprenticeship, and Chapter 6 looks at the outcomes of apprenticeships, including skills gained, employment status, impacts at work and on future careers, and plans for future training.

Throughout this report comparisons are made with previous recent Apprenticeship Evaluation surveys which involved:

- 2015 (interviews took place between October and December 2015):
 - 5,000 interviews with Level 2 and Level 3 apprentices, split equally between current apprentices and completers (those who completed their apprenticeship between March and October 2014, i.e. 12-21 months prior to the interview)
 - 800 interviews with higher apprentices.
- 2014 (interviews took place between January and March 2014):
 - 5,021 interviews with Level 2 and Level 3 apprentices, split between current apprentices and completers (those who completed their apprenticeship between August 2012 and March 2013, i.e. 12-19 months prior to the interview)
 - 801 interviews with higher apprentices.
- 2013 (interviews took place between December 2012 and January 2013):
 - 5,010 interviews with Level 2 and Level 3 apprentices, split equally between current apprentices and completers (those who completed their apprenticeship between August 2011 and March 2012, 9-17 months prior to the interview)¹
- 2012 (interviews took place between November and December 2011):
 - 5,000 interviews with Level 2 and Level 3 apprentices, split equally between current apprentices and completers (those who completed their apprenticeship between August 2010 and March 2011,² 9-15 months prior to the interview).

¹ No higher apprentices were interviewed during this iteration of the survey

² No higher apprentices were interviewed during this iteration of the survey

2. The profile of apprentices

Apprentices were selected for this research on the basis of their either undertaking an apprenticeship in the 2015/16 ILR, or having completed an apprenticeship between June 2015 and January 2016. The population profile of this group will therefore not match annual apprenticeship figures, but instead represents a snapshot in time. This chapter examines the profile of apprentices within this sampling window. Results are compared with those from the survey conducted in 2015, which covered those on provision or completing between March and October 2014.

Key Findings

Level 2 and 3 apprentices

- **Business** and **Health** accounted for almost half of all apprentices (each 24%).
- Level 2 apprentices still outnumbered Level 3 apprentices (56% vs 44% respectively), but the proportion on Level 3 has continued to increase (it was 37% in 2013, 41% in 2014 and 43% in 2015).
- **Two-fifths (39%) of apprentices were aged 25 and above**, a third (32%) were aged between 19 and 24, and just over a quarter (28%) were aged under 19.
- The **vast majority (89%) of apprentices were white** (a decrease from 91% in 2015), with 11% BAME. In line with the general population, BAME apprentices were more common in London (42%) and the West Midlands (16%).

Higher apprentices

- Higher apprentices accounted for **six per cent of total current apprentices**, and **two per cent of total completed apprentices** (indicative of the fact that the number (and proportion) of higher apprenticeships is increasing).
- Similar to Level 2 and 3 apprentices, the largest individual subject areas were **Business (47%)** and **Health (38%)**, though the concentration in these two broad subject areas is even greater than among Level 2 and 3 apprentices.
- **Three-fifths of higher apprentices were at Level 5 (58%)** and two-fifths at Level 4 (38%).
- Higher apprentices had **an older age profile** than Level 2 and 3 apprentices: two-thirds (66%) were aged 25 and above, and just nine per cent were under 19.
- Mirroring the Level 2 and 3 profile, the **majority (86%) of higher apprentices were white**, with 14% from BAME groups.

Key changes compared to 2015

(Changes mentioned here are based on population data rather than survey data and have therefore not been tested for statistical significance)

Level 2 and 3 apprentices

- While it is still the most prominent subject area (along with Health), the proportion of Level 2 and 3 apprentices on a Business apprenticeship has reduced to 24% (from 26% in 2015 and 29% in 2017). In contrast, the proportion undertaking an Engineering degree has increased over this time, to 21% (from 19% in 2015 and 15% in 2014).
- Level 2 apprentices are still more common than Level 3 apprentices, but the proportion studying at Level 3 has increased gradually over time, from 37% in 2013 to 44% in 2017.

Higher apprentices

- Higher apprentices now make up a greater share of apprentices than ever before; in the 2017 sampling window they accounted for six per cent of all apprentices, up from four per cent in 2015 and two per cent in 2014.

Completion status (Levels 2 and 3)

The population of apprentices within the sampling window (all who completed an apprenticeship between June 2015 and January 2016, and all who were listed as currently undertaking an apprenticeship in the 2015/16 ILR) comprised 726,107 apprentices (686,862 were studying at Level 2 or 3). The majority (78%) were current apprentices, while just under a quarter (22%) had completed their apprenticeship³.

However, the survey sampling and weighting strategies gave equal weight to current and completed apprentices, and the final survey population consisted of 50% current apprentices and 50% completed apprentices; this is in line with the survey population of the 2015 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, subject area, gender and age group.

³ Figures derived from the ILR, available through the Skills Funding Agency

It is important to note that the profile of apprentices in this report will not precisely align with official annual apprenticeship figures⁴ as they were weighted to match the ILR population covering the specific sampling windows mentioned above.

Apprenticeship subject areas (Levels 2 and 3)

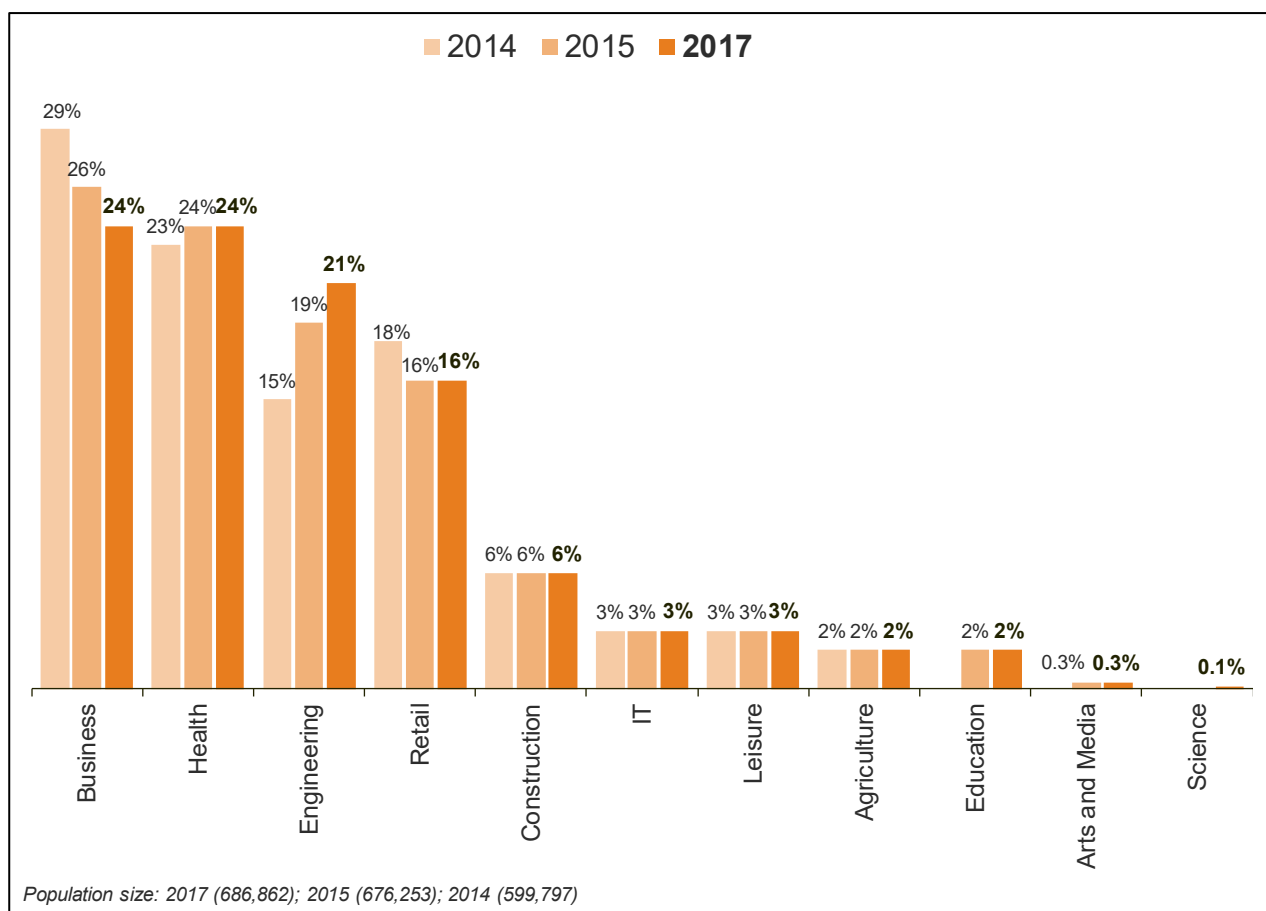
Figure 2.1 shows the breakdown of the full population of Level 2 and Level 3 apprentices by subject area, compared with the equivalent population snapshots in 2017, 2015 and 2014.

As in previous years, the two largest subject areas were Business, covering a quarter of all apprentices (24%, down slightly from 26% in 2015) and Health (24%). This was closely followed by Engineering (21%, up from 19% in 2015 and 15% in 2014) and Retail (16%).

The remaining subject areas covered much smaller numbers of apprentices (between 0.1% and 6%).

⁴ 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 subject areas by year (ILR data, Levels 2 and 3)



Level of apprenticeship (Levels 2 and 3)

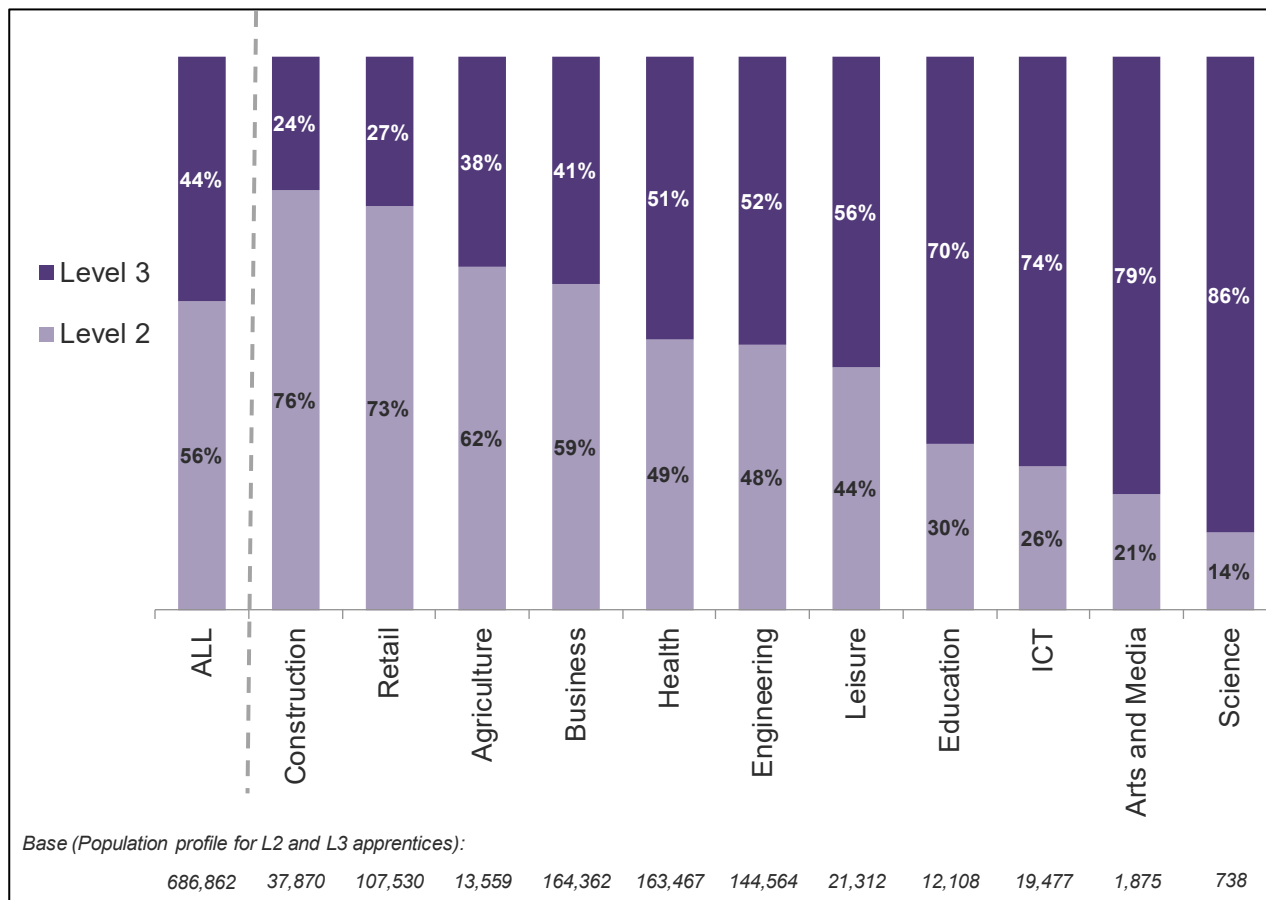
As in previous years, a greater proportion of apprentices were on Level 2 than Level 3 provision (56% and 44% respectively). However, data across the last four surveys shows the gap has been steadily closing, with the proportion of Level 3 apprentices increasing from 37% in 2013, to 41% in 2014, 43% in 2015 and 44% in 2017. 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 standards⁵.

As shown in Figure 2.2, there was substantial variation in the split by level across different subject areas. In Science and Maths (86%), Arts and Media (79%), ICT (74%), and Education (70%) the vast majority were on Level 3 provision. In contrast,

⁵ 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

Construction and Retail apprentices were particularly likely to be on Level 2 (76% and 73% respectively).

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



Gender distribution (Levels 2 and 3)

There was an even split by gender for Level 3 apprentices, while among Level 2 apprentices a slight majority were male (53%). Women were more likely to be undertaking a Level 3 apprenticeship (46%) than men (43%). There was great variation by subject area: men made up the majority of apprentices in Construction (98%), Engineering (94%), ICT (84%), Leisure (64%), Agriculture (62%), Arts and Media (56%) and Science and Maths (54%); women made up the majority of apprentices in Education (84%), Health (82%), Business (62%) and Retail (56%).

Age of apprentices (Levels 2 and 3)

As shown in Figure 2.3, two-fifths of apprentices (39%) were aged 25 and above at the start of their apprenticeship, a third (32%) were aged between 19 and 24 years old, and just over a quarter (28%) were aged under 19. These figures were in line with the age

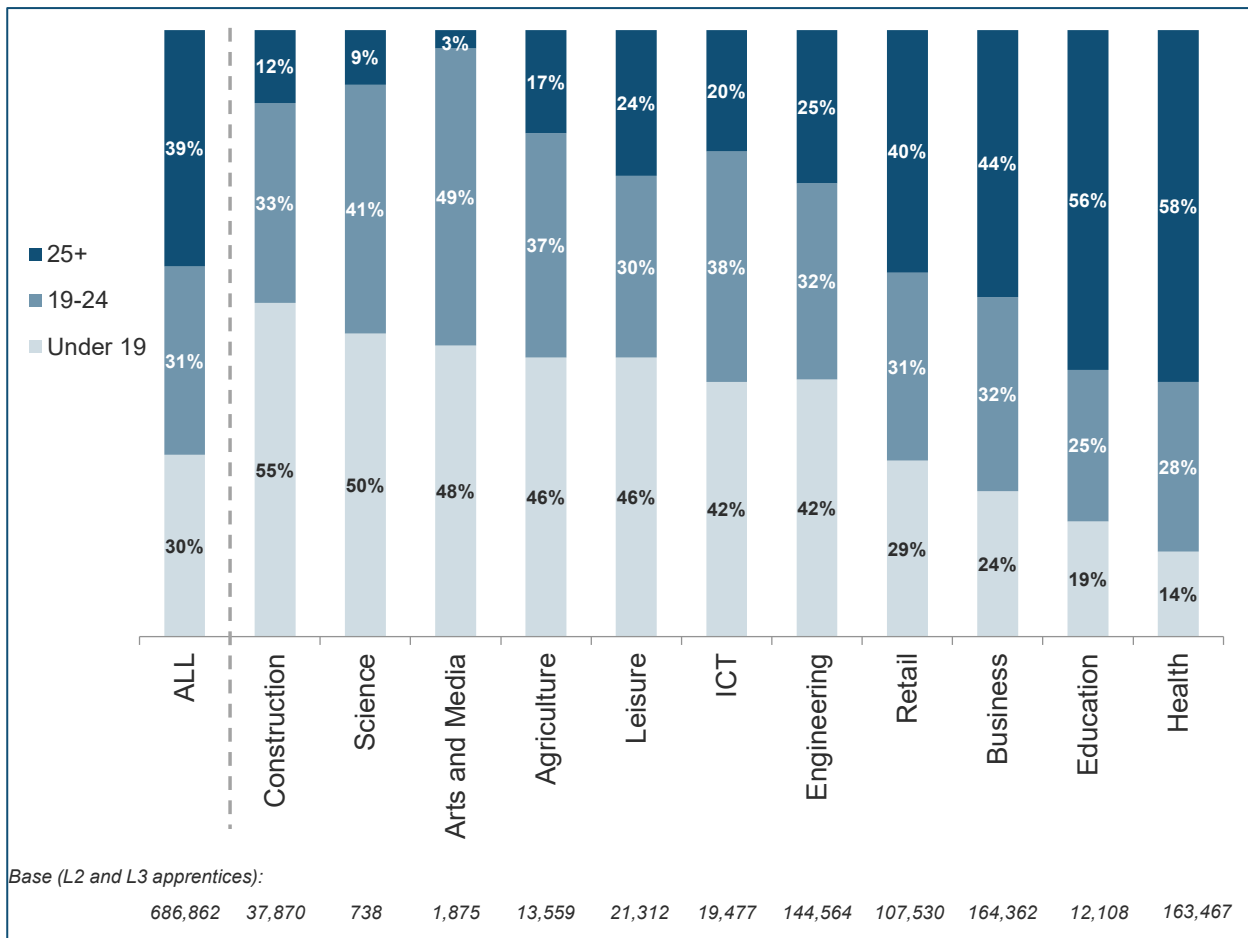
profile in 2015. However, current apprentices were more likely to be under 19 (31%) than completers (26%), which supports the profile of apprentices generally becoming younger.

As with apprenticeship level, there was significant variation among subject areas: apprentices tended to be older in Health and Education (with 58% and 56% aged 25 and over respectively). There were greater proportions of younger apprentices in the more traditional apprenticeships of Construction (55% under 19), Agriculture (46% under 19) and Engineering (42% under 19). Some newer subject areas also had high levels of apprentices aged under 19: Science and Maths (50%), Arts and Media (48%), Leisure (46%) and ICT (42%).

Female apprentices tended to be older: around half (48%) were aged 25 and over compared with 31% of male apprentices. This relates both to the subject areas 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.

Predictably, the age profile differed by level. For Level 2 apprentices, 32% were under 19, compared to 27% of Level 3 apprentices. Conversely, Level 3 apprentices were more likely to be aged 19-24 (34%) than Level 2 apprentices (29%). The proportions aged 25 and over were similar within each level (40% of Level 2 apprentices and 39% of Level 3).

Figure 2.3 Proportion of apprentices by age band, within subject area (Levels 2 and 3)



Ethnicity of apprentices (Levels 2 and 3)

The vast majority of apprentices according to survey data were White (89%), with 11% from Black and Minority Ethnic (BAME) groups, in line with 2015 figures. By way of comparison, the most recent quarter (January – March 2017) of the Labour Force Survey showed that 88% of those aged 16 and over in employment between January and October 2017 were of ‘white’ ethnicity⁶.

There were greater proportions of BAME apprentices in Arts and Media (22%), Health (18%) and ICT (14%). BAME apprentices were least common in Agriculture (1%) and Science (1%).

⁶ Data available at:

<http://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/datasets/labourmarketstatusbyethnicgroupa09> [Accessed 13/06/2017]

Survey data also showed that there was significant regional variation (in line with the general UK population), with far higher proportions of BAME apprentices in London (42%) and the West Midlands (16%), dropping to three per cent in the North East and the South West.

A slightly higher proportion of apprentices aged 25 and above had a BAME background (15%).

NEET status (Levels 2 and 3)

Over one in ten (14% of Level 2 and 11% of Level 3) apprentices were NEET⁷ in the period before starting their apprenticeship. This is discussed further in Routes into apprenticeships and motivations.

Disability (Levels 2 and 3)

Overall, six per cent of Level 2 and 3 apprentices identified as having a disability; this was higher among Level 2 apprentices (7%) than Level 3 (5%). Learners who were unemployed at the time of the survey were twice as likely than average to have a disability (12%).

Profile of higher apprentices

Completion status amongst higher apprentices

The majority (91%) of higher apprentices in the survey population were still working towards their apprenticeship at the time sample was drawn.

Higher apprentices made up six per cent of the total current apprentice sample (up from four per cent in 2015 and two per cent in 2014), and two per cent of the completer sample (in line with 2015).

Higher apprenticeship subject areas

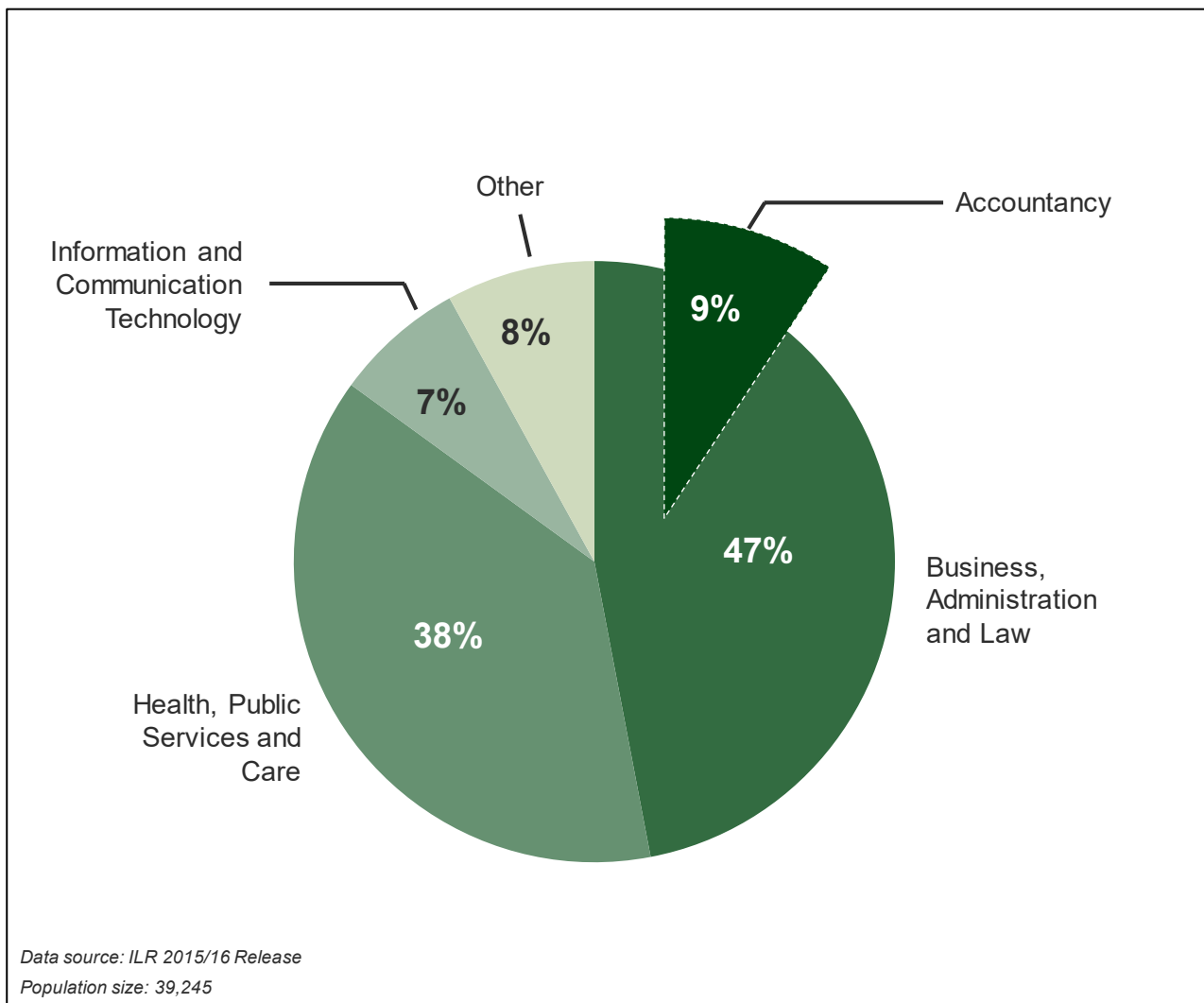
The profile of higher apprentices by subject area was consistent with the 2015 profile; whereas in 2014 Accountancy comprised three-fifths (60%) of Level 4 learners, in 2015

⁷ 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

this had fallen to just over a quarter (28%, equivalent to 11% of all higher apprentices⁸), and results were similar for 2017 (24% of Level 4 learners, equivalent to 9% of all higher apprentices). This is explained by other higher apprenticeships increasing substantially, causing the fall in this proportion. For the purposes of this report, Accountancy has been included in the wider Business subject area, which (as shown in Figure 2.4) accounted for around half (47%) of all higher apprentices. A further two-fifths (38%) fell into the Health subject area, and seven per cent were training in ICT.

Of the remainder, eight per cent fell into 'Other' subject areas (a group combining Agriculture; Arts and Media; Construction; Engineering; and Retail).

Figure 2.4 Proportion of higher apprentices by subject area



⁸ There were no Level 5 apprentices in Accountancy.

Levels of higher apprenticeships

Higher apprentices were more likely to be studying at Level 5 (58%) than Level 4 (38%), with a small proportion (4%) on Level 6 and 7 apprenticeships.

Nearly all Health higher apprentices were studying at Level 5 (98%), and Health comprised two-thirds (63%) of all Level 5+ apprenticeships. Conversely, most higher apprentices training in ICT (82%) and the vast majority of 'other' subject areas were at Level 4. The levels were more evenly split within the Business subject area, with 56% undertaking a Level 4 apprenticeship and 44% Level 5+.

Age and gender distribution amongst higher apprentices

Reflecting the higher levels of qualification being studied, and higher level entry criteria, higher apprentices had an older age profile than those at Level 2 and Level 3: two-thirds (66%) were aged 25 plus, and a quarter (25%) between 19 and 24, leaving just nine per cent aged under 19. These proportions were broadly in line with those in 2015.

Also as in 2015, the majority of higher apprentices were women (62%). This reflects the fact that the two largest subject areas, Business and Health, were skewed towards women (61% of Business apprentices and 81% of Health apprentices respectively).

Ethnicity amongst higher apprentices

According to survey data, the vast majority of higher apprentices were white (86%). The proportion from BAME groups rose to 48% in London and 23% in the West Midlands.

3. Routes into apprenticeships and motivations

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

Key findings

Level 2 and 3 apprentices

- **Over half of Level 2 and 3 apprentices were recruited** with the intention of doing an apprenticeship (56%), **an increase compared with 2015 (48%)**. Reflecting subject area profiles, **younger apprentices and men were more likely to have been specifically recruited**.
- **Apprentices in ‘traditional’ subject areas were more likely to have been recruited**, as were those training in Arts and Media, Science and ICT. There was also an **increase in the proportion recruited in the Business subject area**.
- **Awareness continues to increase**, with **seven in ten (70%)** aware they were on an apprenticeship, up from 67% in 2015, 65% in 2014 and 63% in 2013. Virtually all (90%) of those who had been recruited were aware their course or training was an apprenticeship.
- Most apprentices said an apprenticeship was their first choice (46%) or had no particular preference (50%).
- **Satisfaction with the ‘Find an Apprenticeship’ service had risen**, although the proportion using it had dropped.

Higher apprentices

- **Six in ten (60%)** higher apprentices **were existing employees**, down from 67% reported in 2015, but higher than Level 2 and 3 apprentices (42%).
- The **vast majority (78%) of Level 5 apprentices were existing employees**, compared to three in ten (29%) Level 4 apprentices.
- By subject area, higher apprentices in Health were the most likely to have been existing employees (82%).
- **Only two thirds (64%) were aware** their course or training was an apprenticeship. Awareness was much **higher among those who were specifically recruited (91%)**.
- Half (49%) said an apprenticeship was their preferred choice, and a similar proportion (47%) didn’t mind. **Only three per cent would rather have done something else**, in line with Level 2 and 3 apprentices.

Key changes compared to 2015

(All differences noted here are statistically significant unless stated otherwise)

Level 2 and 3 apprentices

- The proportion of apprentices who were recruited with the intention of doing an apprenticeship at a Level 2 or 3 has increased since 2015 (56% from 48%).
- Apprentices undertaking a Level 2 or 3 apprenticeship were slightly more aware that they had been recruited on to an apprenticeship programme in 2017 (70%) than in 2015 (67%).
- There has been an increase in the proportion of apprentices whose employer had said they had to do an apprenticeship (28%) compared to 2015 (25%).
- One of the main reasons for starting an apprenticeship was wanting to be paid whilst training, and this has risen from 70% in 2015 to 73% in 2017.
- In 2017 one-fifth (19%) of apprentices used the Find an Apprenticeship service (25%), representing a decrease of six percentage points from 2015, although satisfaction with using the service has increased: in 2015 59% of apprentices that had used the service had said they were 'very satisfied' and this increased to 69% in 2017.

Higher apprentices

- The proportion of higher apprentices who were existing employees has decreased since 2015 (60% down from 67%).
- Like Level 2 and 3 apprentices, those undertaking a higher apprenticeship were more aware that their course or training was an apprenticeship in 2017 (64%) compared to 2015 (57%).
- The main reason why apprentices chose to do an apprenticeship remained broadly consistent with 2015. The main reason chosen by most was that they wanted to gain a qualification, rising from 21% in 2015 to 29% in 2017. In contrast, there was fall amongst those who chose an apprenticeship in order to progress in a specific career (31% in 2015 to 24% in 2017).

Recruitment into apprenticeships (Levels 2 and 3)

While apprenticeships are open to both new and existing employees, since late 2013 the government has aimed for apprenticeships to be offered to existing employees only “where substantial training is required to achieve competency in their occupation”.⁹ This was because evidence showed 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.

As shown in Figure 3.1, external recruitment to apprenticeships has increased, with over half (56%) of apprentices recruited specifically as apprentices in the 2017 survey, compared to less than half (48%) in the 2015 study. Both the proportion who were recruited and started their training immediately (38%), and the proportion who were recruited as apprentices but did not start their training straight away (18%) were higher in the 2017 survey than in 2015 (34% and 14% respectively). This still leaves just over two-fifths of Level 2 and 3 apprenticeships (42%) undertaken by those in existing roles already working for their employer.

Current apprentices were more likely than completers to have been recruited specifically, (59% compared to 53% respectively), indicating that the proportion undertaken by specific recruits can be expected to continue to grow.

There continued to be considerable differences in approaches to recruitment for apprenticeships by subject area. Apprentices in Science (97%), Arts and Media (95%), Construction (81%) and ICT (80%) were particularly likely to have been recruited as apprentices.

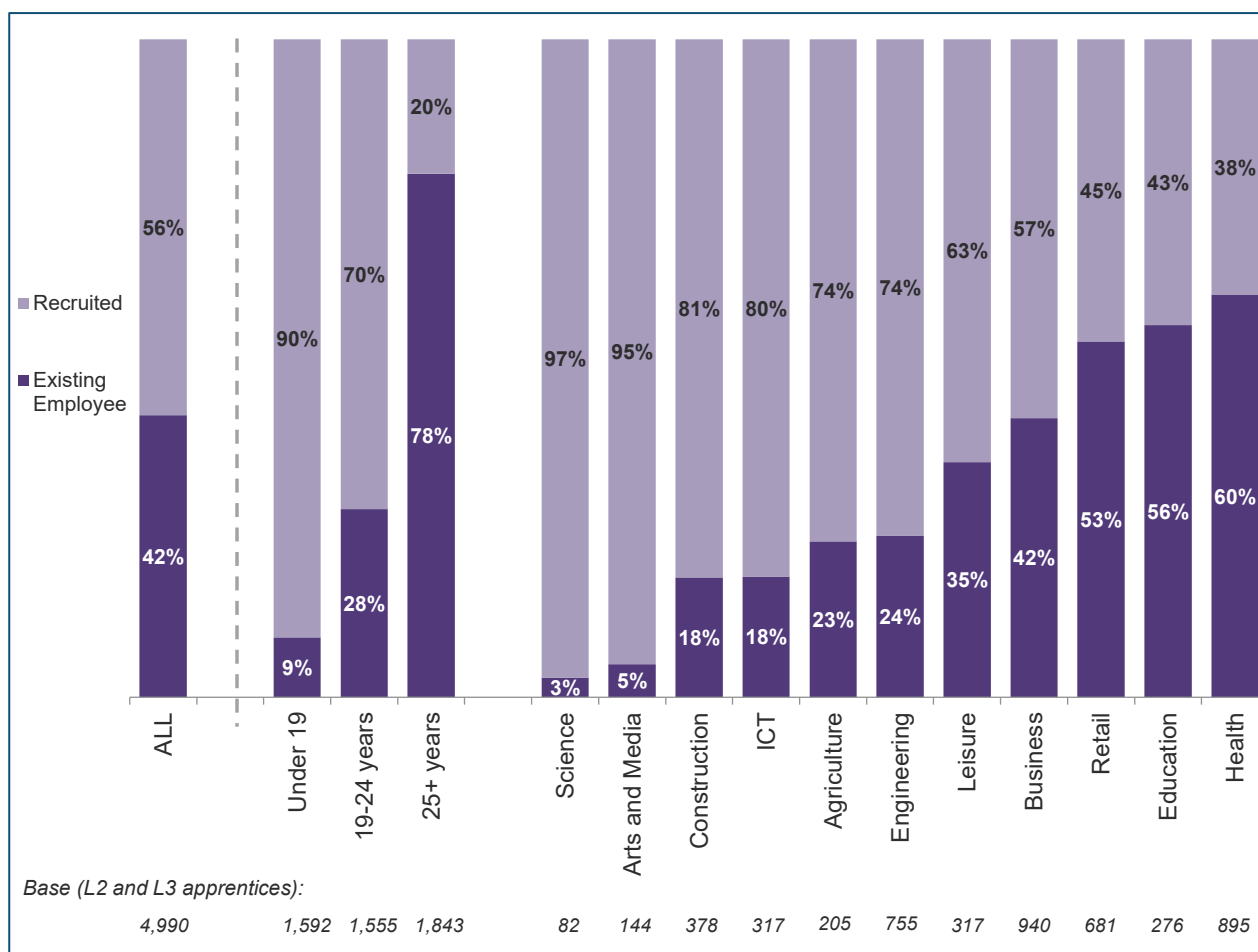
Amongst the four largest subject areas, almost three-quarters of Engineering apprentices (74%) were specifically recruited, but the Retail and Health subject areas continue to be the least likely to recruit specifically (45% and 38% respectively). The Retail subject area had, though, seen an increase of 10 percentage points in the proportion who were specifically recruited to the apprenticeship (35% in 2015 compared to 45% in 2017). Business had a proportion specifically recruited to the apprenticeship in line with the overall average (57%) but had seen the greatest increase compared to the 2015 survey (when only 43% were specifically recruited).

Agriculture also saw a notable increase in the 2017 study in the proportion of apprentices specifically recruited (74% compared to 61% in 2015).

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



Younger apprentices were far more likely to be new recruits, with 90% of those aged under 19 recruited specifically, falling to 20% of those aged 25 and over. The largest shift since 2015 is amongst 19-24 year olds, 70% of apprentices in this age group were recruited specifically in the 2017 study compared to 60% in 2015.

A greater proportion of men were recruited specifically as apprentices (66%) than women (46%). As in the 2015 evaluation this reflects the gender imbalance among the different subject areas, with men more likely to undertake the ‘traditional’ subject areas and IT, where a greater proportion were recruited to the apprenticeships, and women were more likely to undertake apprenticeships in Health, Retail, 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)

As shown in Figure 3.2, half (50%) of those who were new to their employer (including those under 25 who had worked for their employer for less than a year) had been doing a course in school or college prior to starting their apprenticeship. This route was more

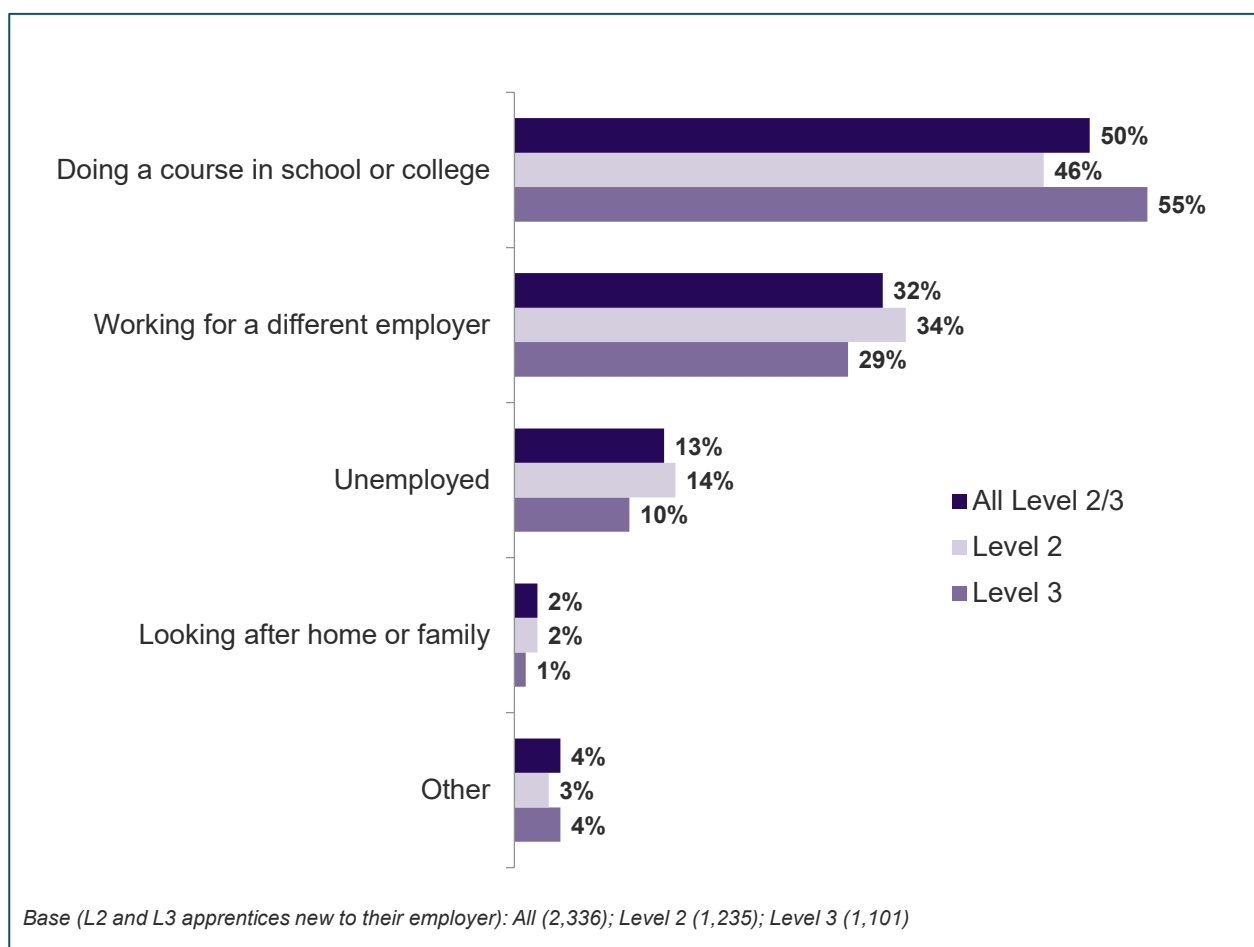
common in 2017 than it had been in 2015 when 45% of those new to their employer had been studying before commencing their apprenticeship.

The proportion of apprentices new to their employer who had joined following studying, remains higher amongst those on a Level 3 programme (55%) than among those on a Level 2 (46%), though the latter figure has increased markedly from 2015 (39%).

The Leisure and Science subject areas were most likely to attract those who had been in education (67% and 65% of apprentices new to their employer were previously at school or college), followed by several of the more traditional subject areas (60% of Agriculture apprentices joined following school or college, as did 58% of Construction apprentices, and 57% of Engineering apprentices). Business and Health, two of the larger subject areas, were significantly less likely to have enrolled those who had just left education (only 45% and 36% of apprentices new to their employer respectively had been studying).

Overall almost a third of apprentices new to their employer (32%) had been working for a different employer before moving and starting their apprenticeship. This is in line with the proportion switching employers in 2015 (34%). Health apprentices were by far the most likely to have done this (43%). As in 2015 this suggests the Health subject area may largely be being used by individuals as a means of career progression, rather than as the start of a career path.

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



Apprentices new to their employer in 2017 were less likely to have joined after a period of unemployment than was the case in 2015 (13% compared to 17% respectively).

Prior unemployment was notably less likely amongst Level 2 apprentices new to their employer in 2017 than it was in 2015 (14% compared to 22% in 2015), bringing it closer to the proportion of Level 3 apprentices who were unemployed before being hired and starting an apprenticeship (10%). Prior unemployment continues to be more common amongst recruits in some of the newer subject areas (22% of those in Arts and Media, 20% in ICT and 18% in Business), compared against eight per cent or fewer joining from unemployment in a number of traditional subject areas including Agriculture, Engineering and Construction, reflecting the likelihood of these apprentices joining straight from school or college.

One in five apprentices (21%) 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 2015 and 2014. This was a higher proportion than among all

UK 16 to 24 year olds, which stood at 11.2% in the first quarter of 2017¹¹. This suggests that apprenticeships have continued to be seen as a popular route into training and employment for young NEETs, and are a possible contributory factor in the decreasing proportion of young people who are NEET over recent years (down from over 16% at the end of 2011 to the latest figure of 11.2%).

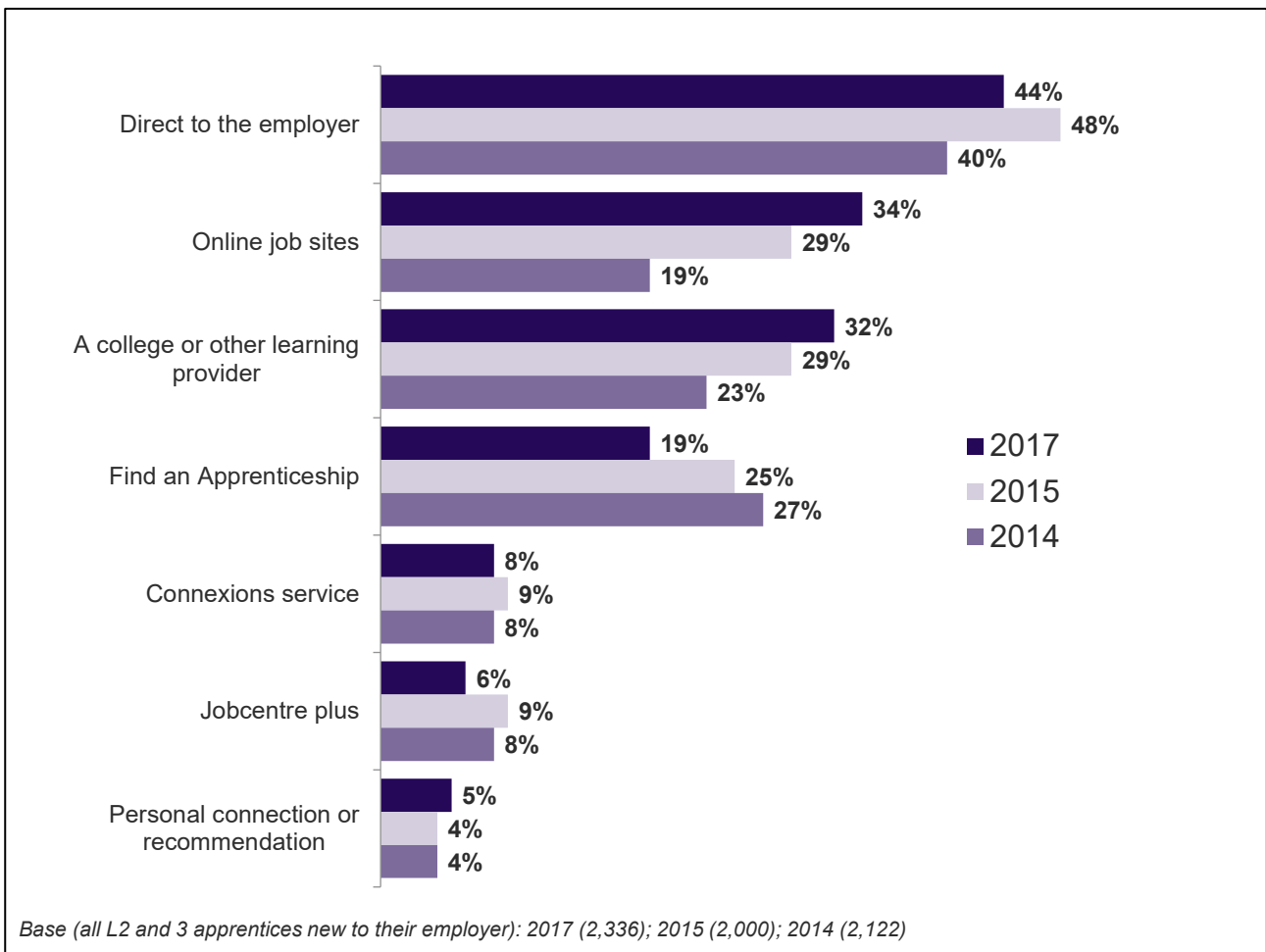
Application methods used to apply for apprenticeships (Levels 2 and 3)

Figure 3.3 shows the (multiple) application methods that those specifically recruited as apprentices used to apply for their apprenticeship. Applying directly to the employer remains the most common individual route (44%), particularly amongst apprentices aged 25 or over (65%).

Compared to previous years increasing proportions applied through online job sites (34% compared to 29% in 2015 and 19% in 2014). Indeed, this route was more likely to be used than going directly to an employer for those in some newer subject areas (just under half of those in Arts and Media, Business and ICT).

¹¹ ONS Statistical bulletin: Young People Not in Education, Employment or Training (NEET): May 2017: Figures are seasonally adjusted.
<https://www.ons.gov.uk/employmentandlabourmarket/peoplenotinwork/unemployment/bulletins/youngpeoplenotineducationemploymentortrainingneet/may2017>

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



The proportion applying through a college or learning provider had also risen (32% compared to 29% in 2015 and 23% in 2014). This route is particularly popular for Construction apprentices recruited to their apprenticeships (used by 44%).

The proportion using the Find an Apprenticeship service has dropped from around a quarter in previous years to less than a fifth (19%). It does though continue to be a more common route amongst those in Education, used by over a third (36%) and apprentices in other newer subject areas including Arts and Media, Business (both 30%) and ICT (28%).

The number of apprentices using multiple application channels was broadly in line with previous years, with an average of 1.5 selected, compared with 1.6 in 2015 and 1.4 in 2014. Half of those applying direct to the employer had only used this method (51%, down from 61% in 2015).

Amongst those who were NEET prior to their apprenticeship, the proportion using Find an Apprenticeship had dropped from 31% in 2015 to 23%, and similarly the proportion using Jobcentre Plus had decreased from 24% in 2015 to 13%. However, both of these

routes, and the Connexions¹² service, were still more often used by NEETs than by those who were not NEET.

Although use of Find an Apprenticeship had decreased, satisfaction with the service had significantly improved, with 90% of users satisfied and 69% very satisfied (compared with 77% and 59% respectively in 2015). Just two per cent of users were dissatisfied; however, it should be noted that the apprentices responding to this survey had successfully found an apprenticeship (whether through 'Find an Apprenticeship' or not), therefore the results are likely to be more positive than a general survey amongst all 'Find an Apprenticeship' users.

Awareness of apprenticeships (Levels 2 and 3)

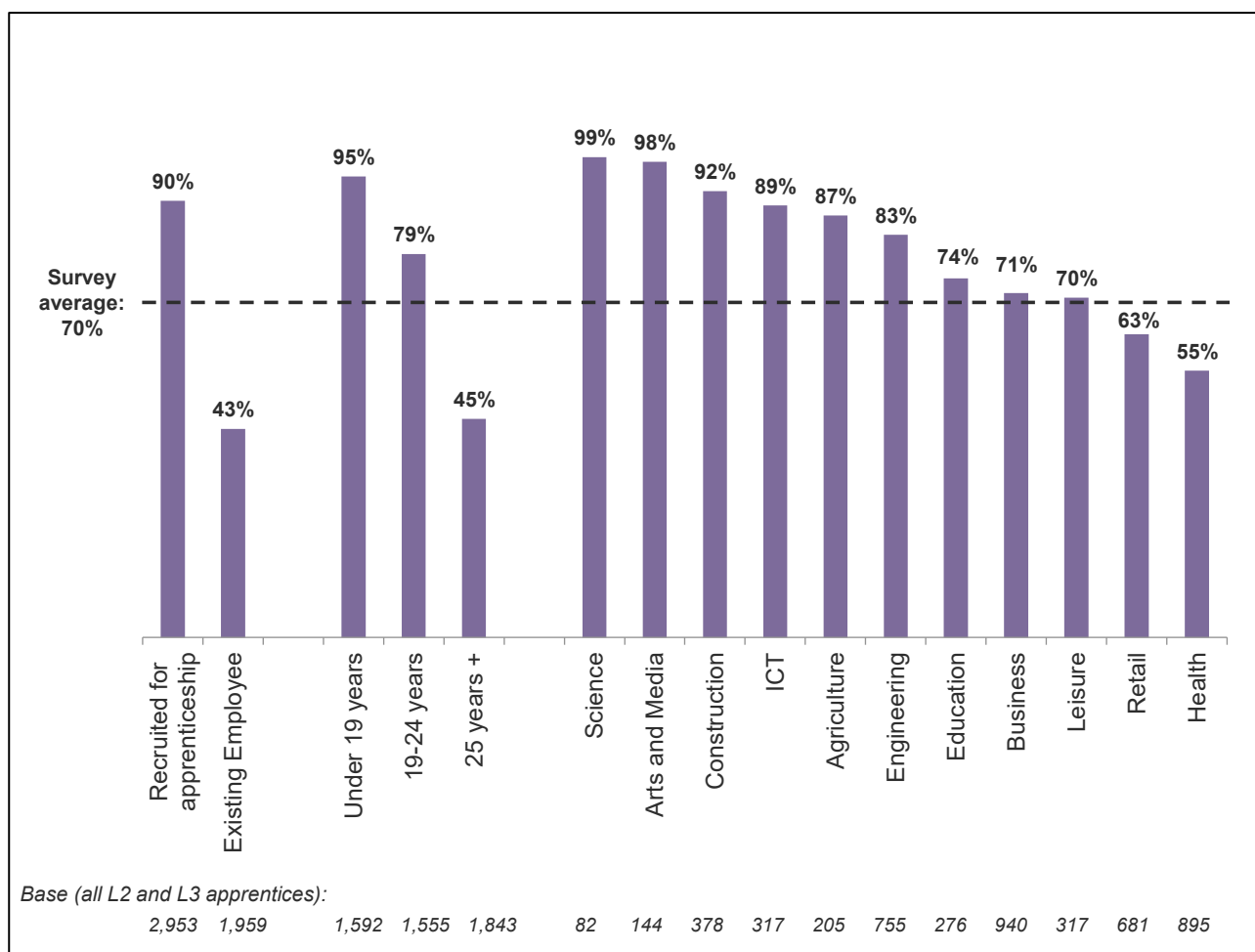
Figure 3.4 shows that seven out of ten apprentices (70%) were aware that their course or training was an apprenticeship, continuing an increase on the 67% in 2015, 65% in 2014 and 63% in 2013. Awareness was higher among Level 3 apprentices (73%) than Level 2 (68%).

The vast majority (90%) 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 (43%).

Mirroring the fact that certain subject areas were more likely to have specifically recruited the apprentices, awareness was highest among those in Science (99%), Arts and Media (98%), Construction (92%) and ICT (89%). Apprentices on more traditional subject areas also tended to have high levels of awareness, with 87% of those in Agriculture and 83% of those in Engineering aware that their course was an apprenticeship. Apprentices on three of the largest subject areas (Business, Retail and Health), where apprentices were usually existing employees, displayed the lowest levels of awareness.

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.

Figure 3.4 Awareness of undertaking an apprenticeship (Levels 2 and 3)



Reflecting that they were more likely to have been recruited specifically as apprentices the following groups were much more likely to know that their course or training was an apprenticeship;

- Younger apprentices (95% of those under 19 and 79% of those aged 19-24 compared to 45% of those aged 25 or older).
- Male apprentices (78%) compared with female apprentices (63%).

Those whose apprenticeship lasted for less than a year were less likely to recognise they had been on an apprenticeship; only half (51%) did so, with these apprentices more likely to have been existing employees.

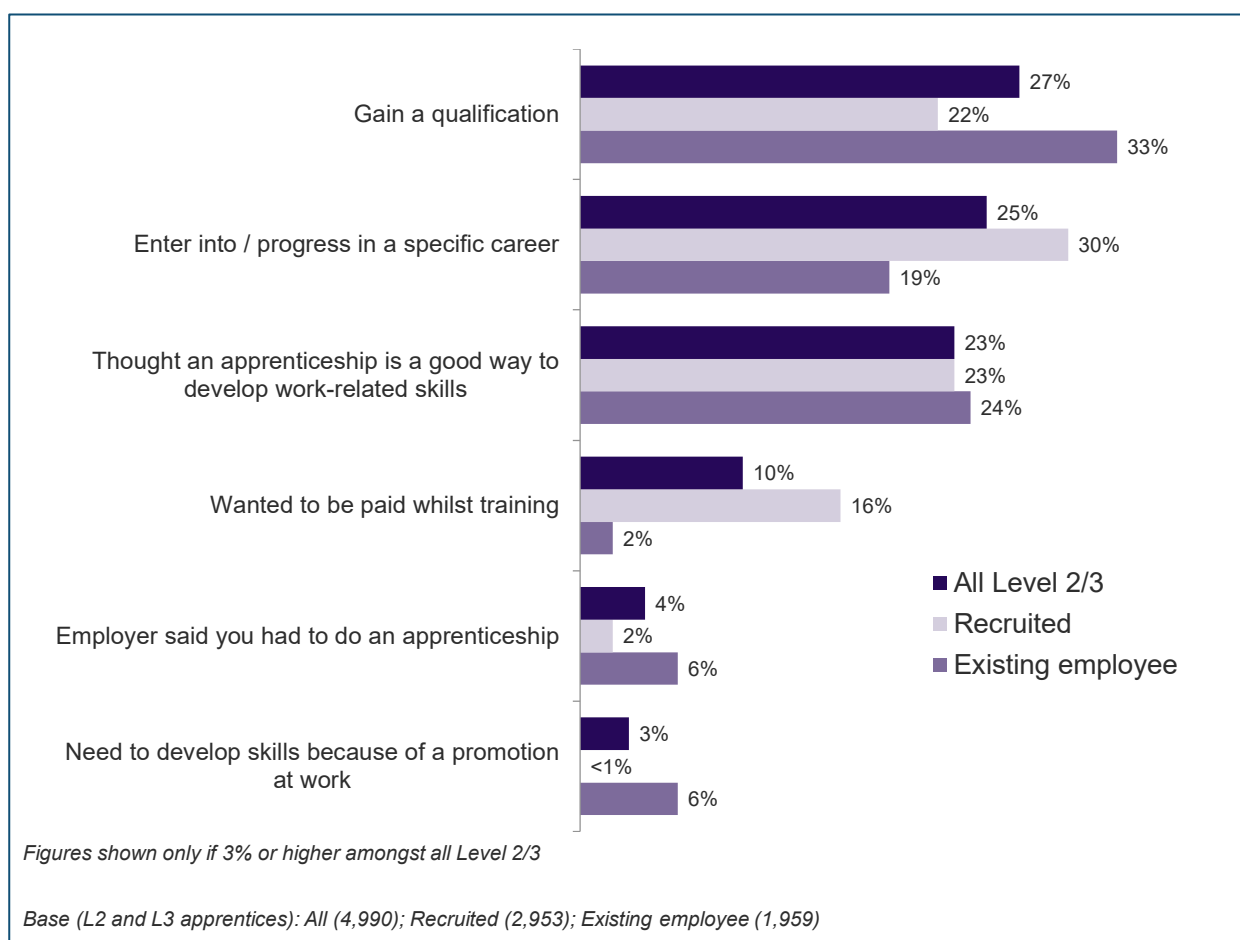
Reasons for choosing apprenticeships (Levels 2 and 3)

Attainment of a qualification, and thinking an apprenticeship was a good way to develop work-related skills, were the two most commonly mentioned reasons for undertaking an apprenticeship (91% and 90% respectively). These results indicate that the traditional

combination of work based learning, and formal training leading to a qualification, continued to be a strong factor for the vast majority of apprentices.

When asked to focus on their single main reason for taking up an apprenticeship, as shown in Figure 3.5, gaining a qualification was the most likely primary motive (for 27% overall), followed by wishing to enter into or progress in a specific career (25%). This is a reversal in sequence from 2015 when career progression was most likely to be the main reason (for 30%), followed by gaining a qualification (for 25%), but a return to the order seen in 2014.

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



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 (30%, compared with 19% of existing employees), but less so than in 2015 (when 37% of recruits gave this as their main reason). Conversely, existing employees were more likely to mention gaining a qualification (33%, compared with 22% 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 (6%), needing to develop skills because of a promotion at work (6%), and needing to develop skills because their job had changed (3%).

There was considerable variation by subject area, with apprentices in Education (36%), Retail (30%), and Health (29%) 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 found in the Arts and Media (45%), Agriculture (33%), Construction and Leisure (both 32%) subject areas.

Apprentices in the Science, ICT and Business subject areas were particularly likely to have thought an apprenticeship would be a good way to develop work-related skills, with just under a third in each citing it as their main reason.

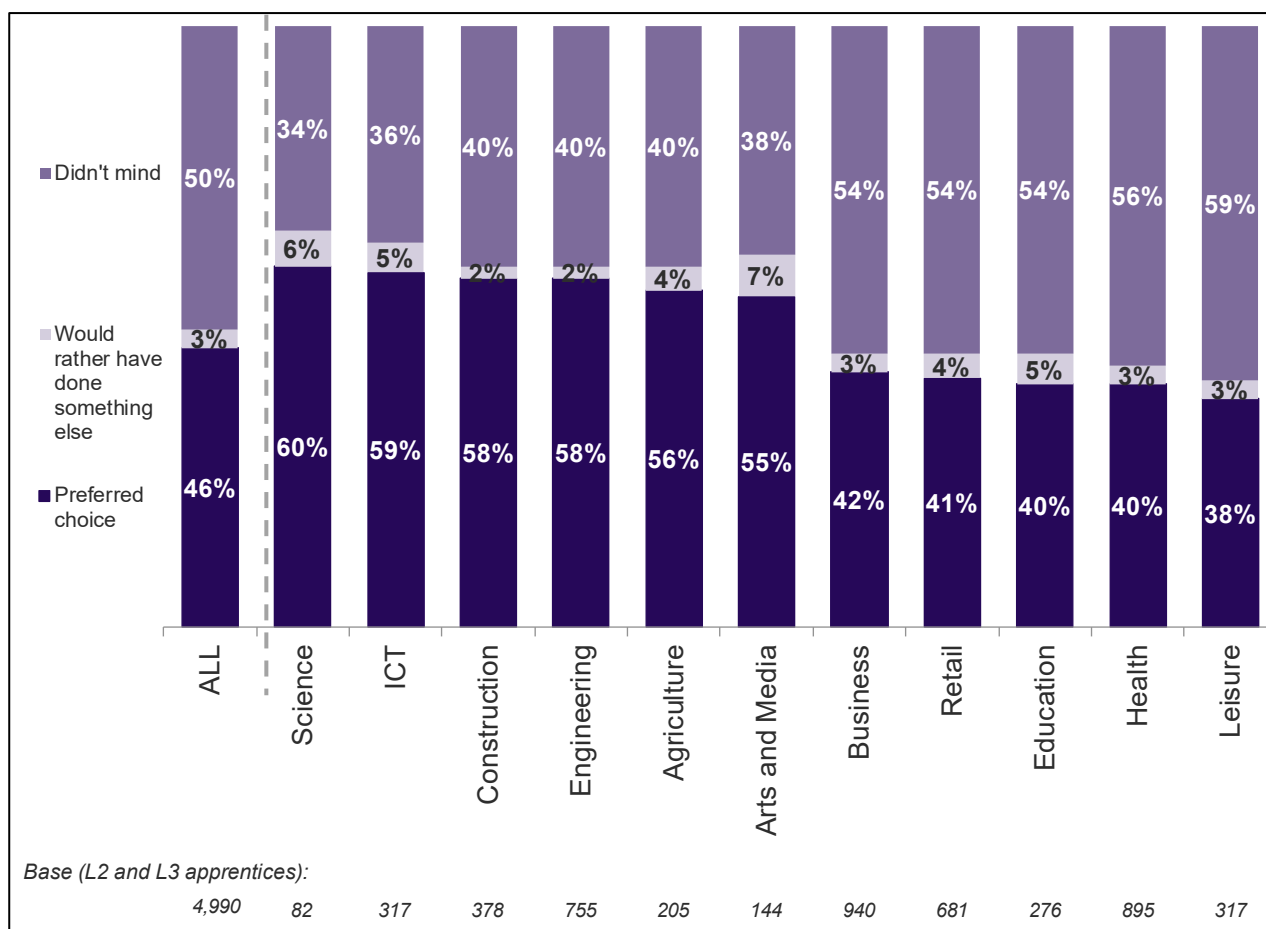
Receiving pay whilst training was more likely to be the main driver for young people (17% of those under 19 years old, 13% of those aged 19 to 24 compared to just two per cent of those aged 25 or over) and for those who had experienced a period of being NEET in the year before their apprenticeship (17% compared to 9% of those who had not).

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

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 roughly even split between those saying the apprenticeship was their first choice (46%), and those saying they did not mind (50%). A small proportion (three per cent) stated that they would rather have done something else. These results are in line with 2015.

An apprenticeship was the preferred choice for a greater proportion of those who had been specifically recruited (56%), than those who were existing employees (33%), and for those aged under 19 (64%, falling to 47% among those aged 19-24, and 32% of those aged 25 and above).

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



Certain subject areas had a higher proportion of apprentices for whom the apprenticeship was their preferred choice: Science (60%), ICT (59%), Construction (58%), Engineering (58%), and Arts and Media (56%). The Agriculture, ICT and Engineering subject areas saw an increase in the proportions for whom an apprenticeship was the preferred choice (up by between seven and five percentage points in 2017 compared to 2015).

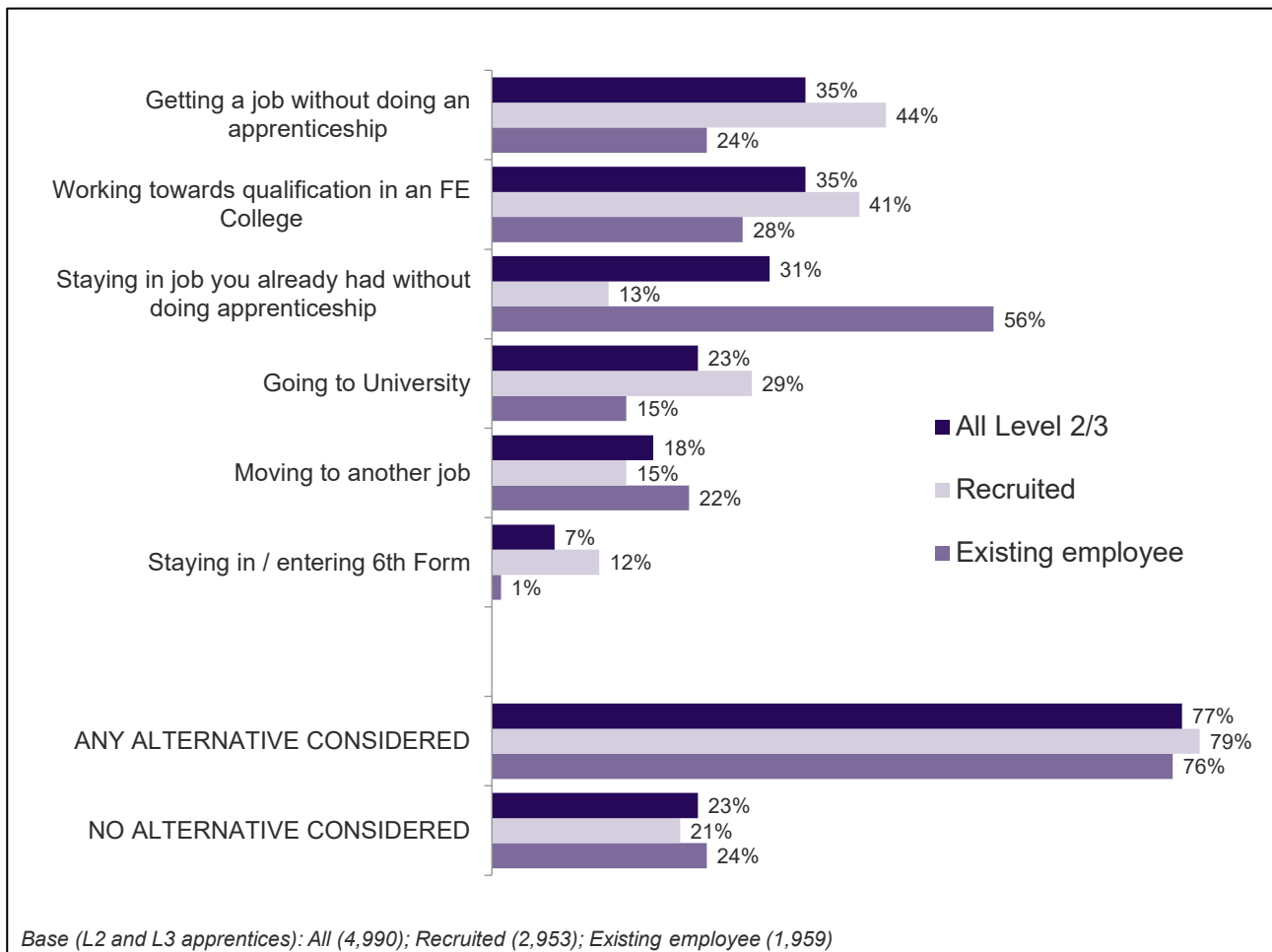
Alternatives to apprenticeships (Levels 2 and 3)

The majority (77%) of apprentices considered some kind of alternative to doing an apprenticeship before they started their training. Even among those for whom it was their preferred choice almost three-quarters (74%) had considered alternative routes. Those most likely to have considered an alternative were on apprenticeships in Science (96%), Arts and Media (91%) ICT (86%), Leisure (83%), Education (82%) and Business (81%). Older apprentices aged 25 plus were less likely than their younger counterparts to have considered alternatives (74% had done so compared to 80% of those 19-24 and 79% of those under 19), perhaps reflecting that they were more likely to have been prompted to undertake their apprenticeship by their employer.

The most common alternatives that apprentices considered included:

- Working towards a qualification in a Further Education College (35%) or going to university (23%).
- Getting a job without doing an apprenticeship (35%, again this was most common with those who were specifically recruited (44%)).
- Staying in the job they already had (31%), a reduction from 37% overall in 2015.

Figure 3.7 Alternatives to apprenticeships (Levels 2 and 3)



Those who were recruited specifically for their apprenticeship were much more likely to have considered other alternatives including: going to University (29%, compared with 15% of existing employees), or entering or continuing in sixth form college (12%).

Routes and motivations of higher apprentices

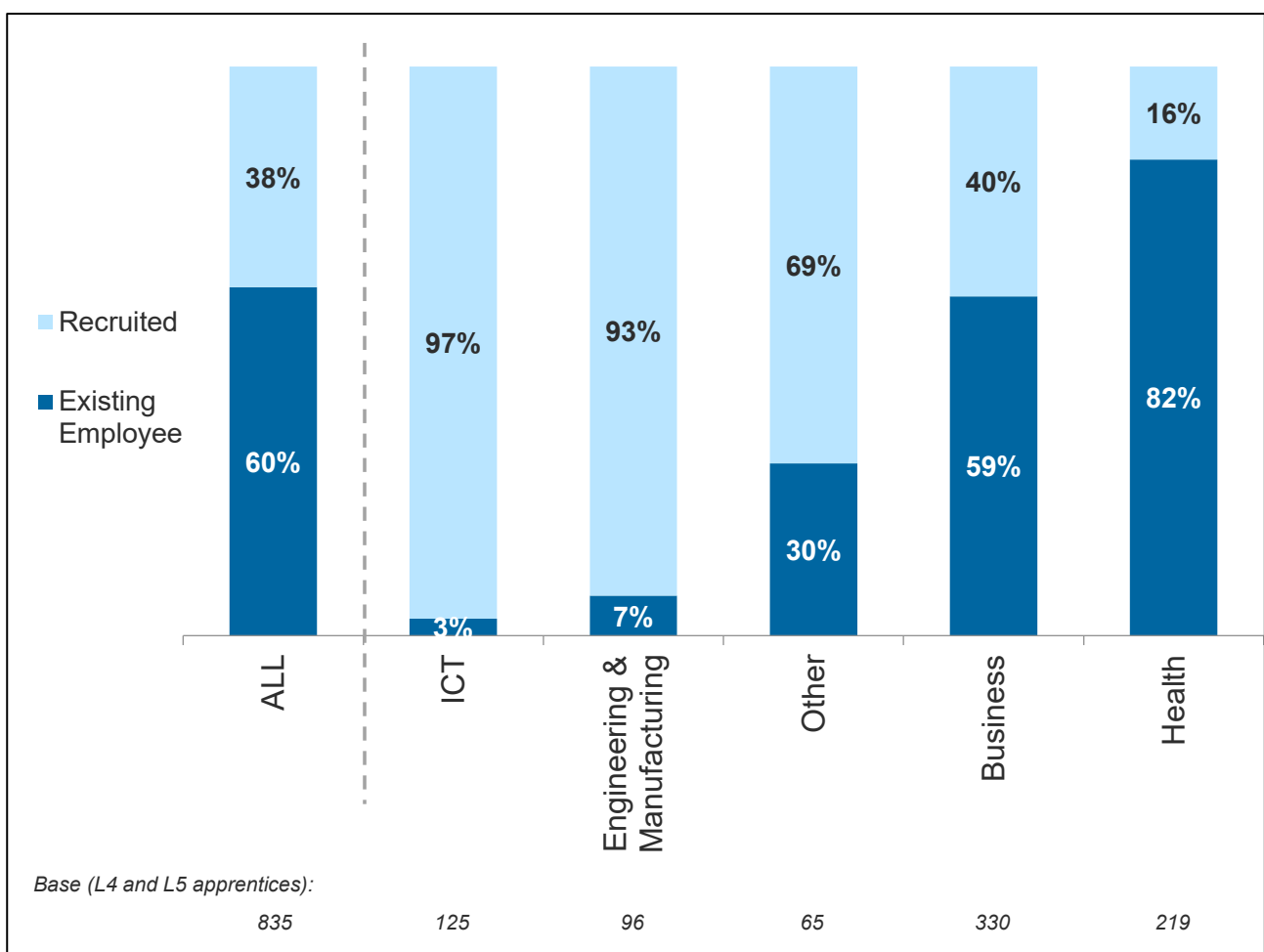
Recruitment in to higher apprenticeships

Although most higher apprentices were existing employees of their employer before they started their apprenticeship (60%), this proportion was lower than than 2014 (80%) and

2015 (67%). As in 2015, the overall proportion of higher apprentices who were existing employees was driven primarily by Level 5 apprentices, the vast majority (78%) of whom were existing employees, compared to three in ten Level 4 apprentices (29%). The majority (84%) of degree level apprentices had also been recruited specifically as an apprentice.

By subject area, Health had the highest proportion of apprentices who were existing employees (82%), compared with 59% in Business and 30% in Other subject areas. As shown in Figure 3.8, few apprentices in Engineering and ICT were existing employees (seven per cent and three per cent respectively). This distribution remains consistent with findings from 2015.

Figure 3.8 Recruitment to higher apprenticeships by subject area



Most older apprentices aged 25 plus were existing employees (83%, compared with 19% of those aged 19-24 and five per cent of those aged under 19). Almost twice as many women than men were existing employees (74% and 43% respectively). These findings are again in line with findings from 2015, and are unsurprising given that women and older apprentices make up a large proportion of the Health subject area, within which the clear majority of higher apprentices were existing employees.

Prior employment before commencing a higher apprenticeship

Among those recruited to their higher apprenticeship, over half (58%) were in school or college immediately beforehand, a third (33%) were working for a different employer, and just four per cent were unemployed – a significant decrease compared to 10% of higher apprentices who were unemployed in 2015. As in 2015, those previously unemployed were almost all Level 4 apprentices.

There were other stark differences by level: those on a Level 4 apprenticeship were more likely to have come straight from school or college (61% compared with 48% Level 5+). However, this difference has narrowed since 2015, where 59% of Level 4 apprentices had come straight from education compared to 12% of Level 5+ apprentices. Those on a Level 5+ apprenticeship were more likely to have been working for a different employer (44%, compared with 29% Level 4). Again, this difference has narrowed since 2015 (88% of Level 5+ and 25% of Level 4 apprentices in 2015).

Application methods for higher apprenticeships

Of those higher apprentices that were not existing employees, just under half applied for the apprenticeship direct to their employer (45%), whilst just under a third applied through a college or learning provider (31%). Whilst these remain the most popular methods used to apply for apprenticeships, the proportion applying through a college or learning provider has decreased relative to 2015 (falling from 39%). Three in ten higher apprentices used online job sites (31%), or the ‘Find an Apprenticeship’ service (28%, an increase from 20% in 2015). Relatively few applied through Jobcentre plus (7%) or the Connexions service (5%).

The vast majority of users of the Find an Apprenticeship service were satisfied (93%), a significant increase compared to 2015, where eight in ten (80%) users were satisfied¹³. Indeed, 62% of users gave a “very satisfied” rating. The remainder were neutral (5%) or unsure (2%). No users stated that they were dissatisfied.

Awareness of higher apprenticeships

Just under two thirds (64%) of higher apprentices were aware that their course or training was an apprenticeship; a significantly higher proportion than in 2015 (57%). Awareness

¹³ Caution – low base sizes (79 in 2017, 50 in 2015).

increased among Level 5+ apprentices (51% compared with 40% in 2015) but was far lower than among Level 4 (85%).

Although the awareness of higher apprentices that their course or training was an apprenticeship is much lower than among 2 and 3 apprentices (70%), the disparity between the two groups of apprentices has narrowed since 2015, from a gap of 10 percentage points to six percentage points.

As with Level 2 and 3 apprentices, those who had been specifically recruited were much more likely to be aware that their course of training was an apprenticeship (91%) than those who were existing employees (48%).

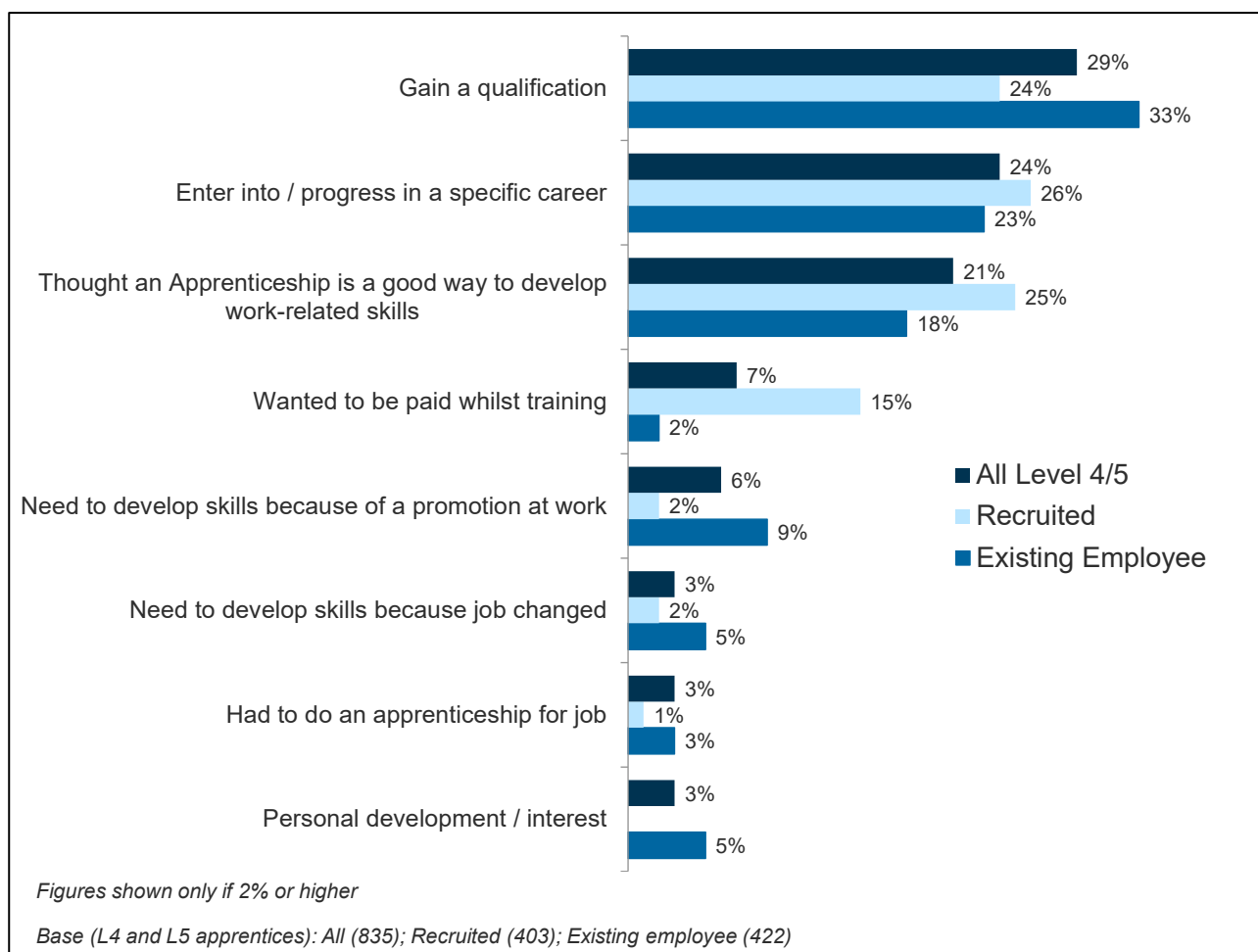
Awareness decreased with age, with the majority of those aged under 19 or 19-24 aware (98% and 91% respectively), compared with just under half (49%) of those aged 25 and over. Male higher apprentices had higher levels of awareness than female apprentices (73% and 56% respectively).

Reasons for choosing higher apprenticeships

The most common *main* reason given by higher apprentices for choosing their apprenticeship was wanting to gain a qualification (29%), following by wanting to enter into or progress in a specific career (24%) and thinking that an apprenticeship is a good way to develop work-related skills (21%). Smaller proportions mentioned being paid whilst training (7%) and needing to develop skills because of a promotion (6%). These results remain broadly consistent with the reasons given by apprentices in 2015.

As with Level 2 and 3 apprentices, those who were existing employees were more likely to cite gaining a qualification as their main reason (33% vs 24% of those recruited specially), whereas those who were recruited as apprentices were much more likely to cite getting paid whilst training (15%, compared with two per cent of existing employees).

Figure 3.9 Main reasons for taking up a higher apprenticeship (prompted)



Half (49%) of higher apprentices said that doing an apprenticeship was their preferred choice, slightly fewer said it was one of a number of suitable options (47%), leaving only a small minority (3%) who would rather have done something else – in line with responses from Level 2 and 3 apprentices and in line with findings from 2015.

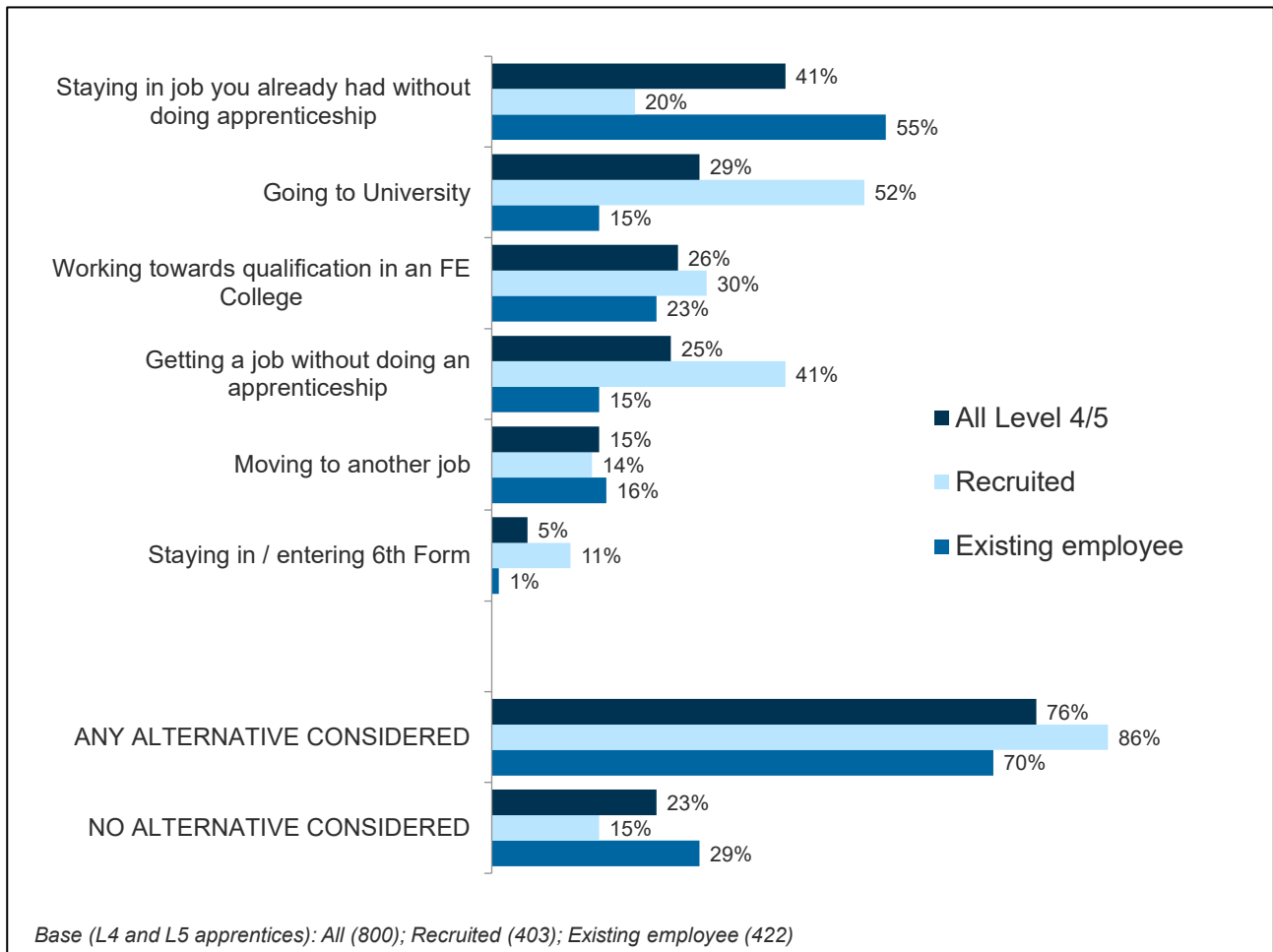
Alternatives to higher apprenticeships

Around three-quarters (76%) of higher apprentices considered alternative options to doing an apprenticeship. This was particularly likely among Level 4 apprentices (85%, compared to 72% of Level 5+ apprentices), younger apprentices (87% of those under 19, and 85% of those aged 19-24, compared with 72% of those aged 25 and over), and those who were recruited specifically for their apprenticeship (86%, compared with 70% of those who were existing employees).

Common alternatives considered included staying in the job they already had without doing an apprenticeship (41%), going to University (29%), working towards a qualification in a Further Education college (26%), getting a job without being involved in an

apprenticeship (25%) and moving to another job (15%). Again, these results are in line with results from 2015.

Figure 3.10 Alternatives considered to higher apprenticeships (prompted)



4. Quality and content of apprenticeships

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

Key findings

Level 2 and 3 apprentices

- The **average apprenticeship length was 17 months**, as in 2015, compared to 16 months in 2014 and 15 months in 2013. **All subject areas continue to have average durations of at least 14 months.**
- There has been a **significant increase in the proportion of apprentices receiving formal training** (86% compared to 79% in 2015 and 2014), and specifically receiving **external training** (63%, up from 48% in 2015).
- **Time spent training had increased to an average of 14.3 hours per week** (from 11.5 hours in 2015) for those receiving training, with the average for each subject area at least eight hours per week. **Hours training with an external provider had increased from 3.1 to 4.4 on average per week.**
- **However, two-fifths of apprentices either received no training (three per cent) or less than six hours per week (36%) on average.**
- **Around a fifth took the opportunity to gain Level 2 English (20%) and Maths (22%) qualifications**, but in line with 2015 a small minority neither held nor were offered the chance to obtain these (5% for English, 7% for Maths).

Higher apprentices

- **The average intended length** of higher apprenticeships was **20 months**; ranging from 19 months for Level 4 / 5 apprenticeships and 50 months degree apprenticeships (Levels 6 and 7).
- **Virtually all higher apprentices (96%) received training** during their apprenticeship, a return to the level seen in 2014 after a drop to 92% in 2015.
- The proportion of higher apprentices receiving **training or learning at a university has doubled since 2015** (10%, up from 5%), largely driven by the increase in degree level apprenticeships.
- Higher apprentices spent an **average of 9.9 hours per week training**, including both formal and informal training. Higher apprentices who undertook any self-study reported spending an average of **7.3 hours per week on self-study.**

Key changes compared to 2015

(All differences noted here are statistically significant unless stated otherwise)

Level 2 and 3 apprentices

- Nearly all Level 2 and 3 apprentices (97%) received some form of training while undertaking their apprenticeship, a slight increase from 95% in 2015.
- There has been a more substantial increase in the proportion citing that they received formal training (from 79% in 2015 to 86% in 2017). Indeed, 63% received training delivered by an external provider (increasing from 48% in 2015), and 64% received formal training within the workplace but away from usual work activities (increasing from 58% in 2015).
- Linked to this, the average number of hours' training per week that apprentices received increased from 11.5 in 2015 to 14.3 in 2017.
- Among those who did not have an existing Maths Level 2 qualification at the start of their apprenticeship, 17% were not offered the chance to gain this qualification, a reduction of two percentage points from 2015 (19%).

Higher apprentices

- Higher apprentices were slightly more likely to feel that the intended duration of their training (at 20 months on average) was 'about right' in 2017 (82%) than 2015 (78%).
- Nearly all higher apprentices (96%) received training during their apprenticeship, an increase from 92% in 2015. There was also an increase in the proportion receiving informal training (from 70% to 79%).
- Accompanying this was an increase in the average number of hours' training that higher apprentices received each week, rising from 8 hours in 2015 to 9.9 hours in 2017.

Duration of apprenticeships (Levels 2 and 3)

Nearly all (96%) apprentices reported that their apprenticeship was meant to last for 12 months or longer, consistent with 2015 (94%, up from 70% in 2014 and 49% in 2013). This indicates that nearly all apprenticeships are adhering to the Government guideline that they should last for a minimum of 12 months in order to be of sufficient quality and rigor.

Five per cent stated that their apprenticeship was intended to last for less than 12 months, rising to seven per cent among existing employees. As expected due to the close links between entry route and subject area, apprentices on newer subject areas were also more likely to report an intended duration of less than 12 months, particularly Leisure (7%) and Retail (6%). Those aged 19 and over were more likely to report a sub 12-month duration (6%) than those aged under 19 (1%).

The average intended duration of Level 2 and Level 3 apprenticeships was 17 months, no change from 2015, and maintaining the increase from 2013 (15 month) and 2014 (16 months). Differences by subject area are shown in Table 4.1.

Table 4.1 Average intended duration of apprenticeships by subject area (months) (Levels 2 and 3) 2013-2017

	ALL	Agriculture	Arts and Media	Business	Construction	Education	Engineering	Health	ICT	Leisure	Retail	Science	Level 2	Level 3
2013 average length	15	19	-	11	28	-	23	14	12	12	10	-	12	19
2014 average length	16	19	-	12	29	-	25	14	13	14	11	-	14	19
2015 average length	17	20	14	14	24	15	26	15	15	15	14	-	15	19
2017 average length	17	21	15	14	22	15	26	15	15	14	15	25	15	20
2013 Base (all giving figures)	5,010	471	-	903	540	-	725	554	414	457	720	-	2,817	2,193
2014 Base (all giving figures)	5,021	400	-	925	475	-	650	599	400	450	810	-	2,904	2,193
2015 Base (all giving figures)	4,549	277	121	893	349	301	592	775	314	283	638	-	2,557	1,992
2017 Base (all giving figures)	4,978	205	143	938	377	274	753	894	317	316	679	82	2,670	2,308

Average durations were longest in Engineering (26 months), Science (25 months), Construction (22 months) and Agriculture (21 months). Only the Leisure and Business subject areas had average durations of less than 15 months (each 14 months).

Average durations by subject area in 2017 were very similar to 2015. The most notable change is a drop from an average of 24 months in 2015 to 22 months in Construction in 2017, continuing the trend of shorter average apprenticeships in this subject area (down from 28-29 months in 2013-4).

Level 3 apprentices reported longer intended durations than Level 2 apprentices, reflecting trends seen in the 2015 survey. Amongst Level 3 apprentices, the average intended length of an apprenticeship was 20 months; a slight, but not significant increase when compared to 2015 (19 months). In contrast, the average intended length of a Level 2 apprenticeship was 15 months, in line with findings from 2015 (also 15 months).

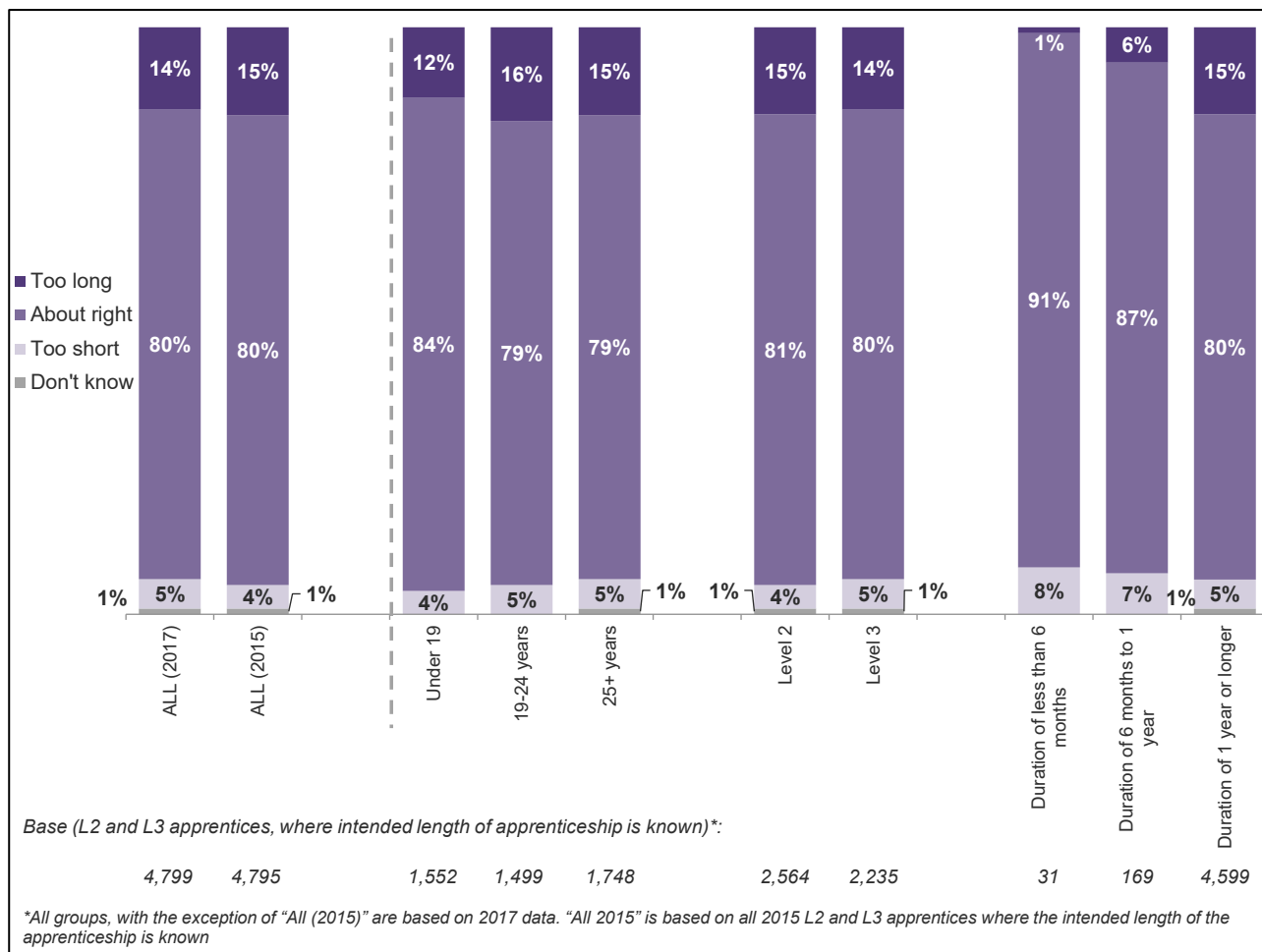
Reflecting longer than average apprenticeship lengths in the traditional subject areas, younger apprentices reported longer durations (20 months on average for those under 19, falling to 15 months for those 25 and over), as did male apprentices (a 20-month average, compared to 15 months for women), and apprentices who were specifically recruited (19 months, compared to 15 months for existing employees).

As shown in Figure 4.1, the majority (80%) of apprentices felt that the intended duration of their course was about right in order to acquire the skills they needed.

Around one in seven (14%) thought the intended duration of their apprenticeship was too long. Older apprentices were more likely to feel this (15%-16% of those aged 19-24 and 25 or over, compared with 12% of those aged under 19). There was no direct relationship between apprenticeship duration and it being perceived as too long.

Overall only five per cent of apprentices thought the duration of their apprenticeship too short, rising to seven per cent of those whose training was intended to last less than a year.

Figure 4.1 Satisfaction with apprenticeship length, amongst L2 and L3 apprentices



By subject area, those in Construction were most likely to find the intended duration too short (10% did so) despite it being one of the longest on average. This could reflect some dissatisfaction with falling average lengths. Those in the subject areas with shortest average duration (Leisure and Business) were not particularly likely to have found the intended duration too short (two per cent and four per cent respectively), and indeed were amongst the most likely to report the duration too long (16% each).

Those for whom an apprenticeship was not their preferred choice were less likely to feel the intended duration was about right (57%). Almost a third of this group (31%) found the apprenticeship too long, whilst over a tenth (11%) found it too short, indicating disparate needs amongst this group.

Employment status during apprenticeships (Levels 2 and 3)

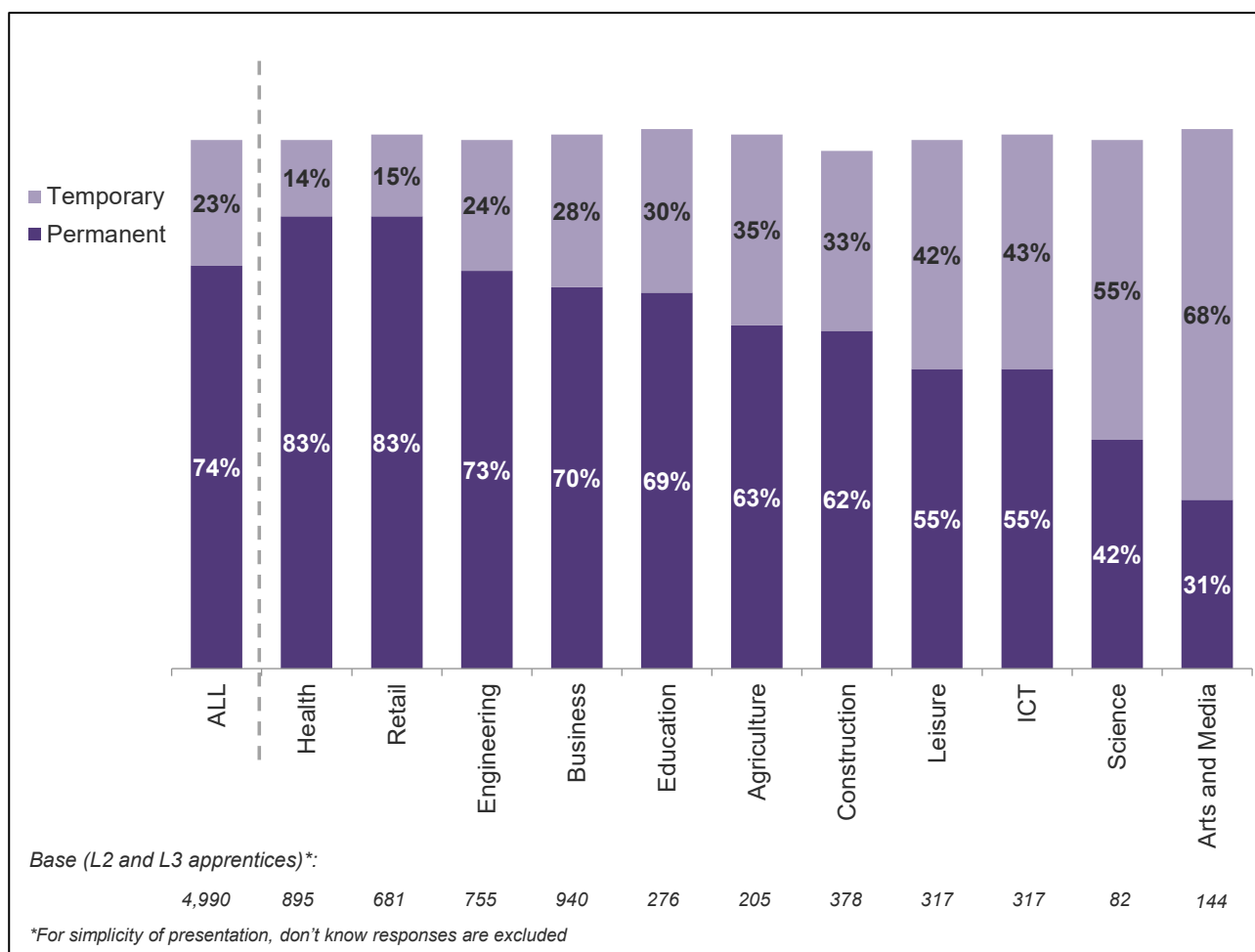
In line with 2015 and 2014, the vast majority (90%) of apprentices reported that they had a written contract with their employer, rising to 92% among those who were existing employees at the start of the apprenticeship.

Nearly three-quarters (74%) were employed on a permanent basis with no fixed end point, but almost a quarter (23%) were employed for the duration of their training only – a slightly higher proportion than in 2015 (21%). Among those who were recruited to their apprenticeship almost two-fifths (38%) were employed for the duration of their training only (compared with four per cent of existing employees).

There were also considerable differences by subject area, as shown in Figure 4.2, with apprentices employed on a non-permanent basis much higher among apprentices in Arts and Media (68%), Science (55%), ICT (43%) and Leisure (42%) subject areas. The latter, as well as the Business and Agriculture subject areas had seen increases of between five and seven percentage points in the proportions on temporary contracts compared to 2015. Retail and Health, two of the larger subject area, were least likely to see apprentices employed only for the duration of the apprenticeship (linking with these being subject area likely to have existing employees undertake apprenticeships).

In terms of demographics, younger apprentices were much more likely to be employed for the duration of their training only, with two-fifths (41%) of those aged under 19 reporting having a non-permanent position, falling to 28% of those aged 19-24, and just seven per cent of those aged 25 and over. Male apprentices were also likely to be employed on a temporary basis (26%, compared with 21% of women). Those on longer apprenticeships of a year or over were also more likely to be employed only for the duration of the apprenticeship than those with shorter durations (24% compared to 11%).

Figure 4.2 Contract type during apprenticeships (Level 2 and 3)



Working hours during apprenticeships (Levels 2 and 3)

Apprentices were contracted to work, or usually worked, an average of 35 hours a week. Over three-quarters (77%) worked more than 30 hours a week. These figures were broadly in line with 2015 and 2014, when apprentices worked an average 35 and 34 hours per week respectively. Those recruited for their apprenticeship tended to work longer hours (an average of 36 hours per week) compared with existing employees (an average of 34 hours per week).

There was some variation by subject area, as shown in Table 4.2. Longer hours were worked by apprentices in Agriculture, Construction and Engineering (all 38-39 hours on average), while shorter hours were reported in Education and Leisure (both 30 hours). These figures were largely in line with the working hours reported in previous years, but 2017 was the first year where apprentices in all subject areas worked at least 30 hours per week on average.

The Leisure subject area in particular was likely to have apprentices with low weekly hours: 14% worked ten hours or fewer on average compared to just three per cent

amongst all Level 2 and 3 apprentices. This may reflect the seasonal nature of many jobs in tourism which is included within this subject area. The picture in Education is different, with half (52%) working between 11 and 30 hours a week on average compared to a fifth (20%) of apprentices across all subject areas, reflecting how common part time work is in this sector, and that some roles cover school hours and terms.

At the other end of the spectrum very long hours were particularly likely to be reported by those in Construction, with a fifth (21%) working 40 hours or more per week on average, twice the level found among all Level 2 and 3 apprentices. The Agriculture (14%), Retail (12%) and Engineering (11%) subject areas were also more likely than average to see apprentices working over 40 hours a week.

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

	ALL*	Agriculture	Arts and Media	Business	Construction	Education	Engineering	Health	IT	Leisure	Retail	Science
2014	34	38	-	35	38	-	39	31	36	28	31	-
2015	35	38	33	36	39	29	39	32	36	31	33	-
2017	35	38	36	36	39	30	38	32	36	30	34	37
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	-
2017 Base	4,642	179	123	895	333	268	709	845	302	269	639	80

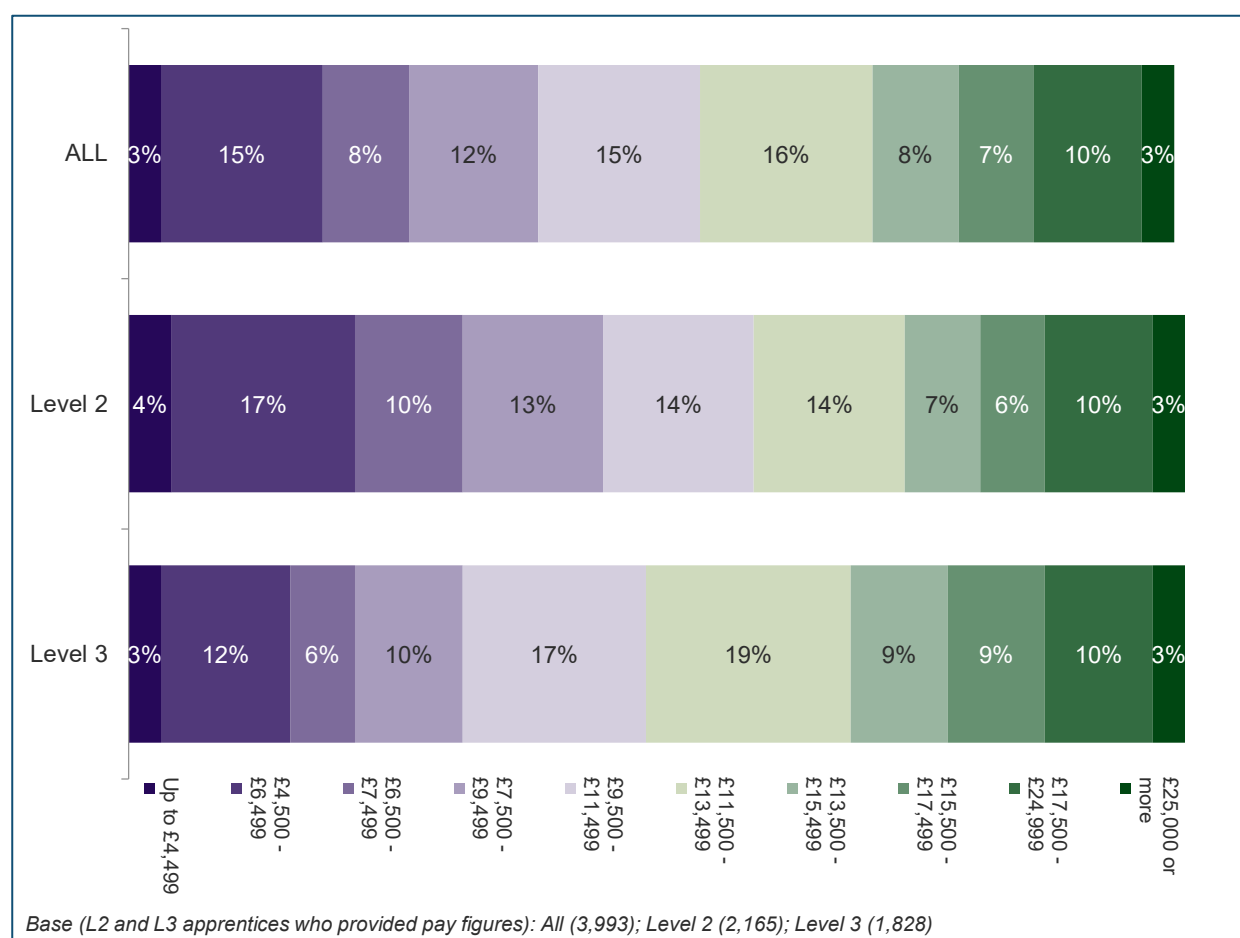
*Note 2015 and 2017 Bases exclude those who did not know their contracted or usual hours

Younger apprentices tended to work longer hours, with an average of 36 hours per week for those under 19, 37 hours per week for those aged 19-24, dropping to 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).

Pay during apprenticeships (Levels 2 and 3)

The majority of Level 2 and Level 3 apprentices reported earning an amount likely to be above the apprenticeship minimum wage of £3.30 per hour¹⁴. Only a small proportion appeared very likely to be receiving a lower pay rate, with three per cent saying they earned less than £4,500 annually, while 15% earned between £4,500 and £6,499, which suggests they may be being paid lower than the minimum rate¹⁵. Typically, existing employees, older apprentices and those on a Level 3 apprenticeship received higher pay than their counterparts (see Figure 4.3). Those on subject areas (Education and Leisure) with low average hours per week were most likely to see low annual pay, though this does not necessarily mean they received low pay per hour.

Figure 4.3 Annual pay during apprenticeship (Level 2 and 3)



¹⁴ 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 The 2016 study is due to be published in 2017 on the Gov.UK website

¹⁵ In this study apprentices were only asked to give pay in bands, either weekly, monthly or annually, all of which have been converted to annual figures for the sake of analysis. A rate of £3.30 per hour for 35 hours per week, 52 weeks of the year would result in annual pay of £6,006.

The majority (76%) of apprentices who worked for their employer before starting their apprenticeship experienced no change to their pay as a result of starting their apprenticeship, but the proportion experiencing a pay increase (20%) has continued to rise (from 17% in 2015 and 14% in 2014). Experiencing a pay increase was more common among:

- Younger apprentices aged under 19 (41% compared with 24% of 19-24 year olds and 14% of those aged 25 or above).
- Those who had experienced a period of being NEET (32% compared to 19% of those who had not).
- Men (22% versus 19% of women).
- Those whose apprenticeship lasted a year or longer (21% compared to 14% of those with shorter apprenticeships).
- Those in the traditional subject areas of Agriculture, Construction and Engineering (35%, 33% and 29% respectively).
- Those on Level 3 apprenticeships (23%, compared with 18% of Level 2 apprentices).

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

Overall, virtually all Level 2 and 3 apprentices (97%) received some form of training as part of their apprenticeship, a slight but significant increase on the 95% in 2015. There are signs that the quality of training has improved, with a notable increase in the proportion of apprentices who said they received formal training (86% compared to 79% in 2015 and 2014). Formal training encompasses 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). This indicates more apprenticeships are meeting the guideline for training to be 'substantial' and to include off-the-job training, as set out in *The Future of Apprenticeships in England: Implementation Plan*.¹⁶

Just three 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 discussed with them). No training being provided was more prevalent among

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

apprentices who were existing employees prior to their apprenticeship (6%, compared to 2% of those who were specifically recruited for their apprenticeship).

There were differences by subject area too: four per cent of Business and Health apprentices, five per cent of Retail apprentices and six per cent of Education apprentices said that they did not undertake any training during their apprenticeship. Each of these subject areas contained an above average proportion of apprentices who were existing employees. Indeed, when looking at apprentices who were existing employees, the same broad group of subjects – Education, Business and Retail – have the highest proportion of apprentices who did not receive training (9%, 7% and 6% respectively).

The likelihood to have not undertaken any training increased with age: one per cent of those aged under 19, and two per cent of those aged 19-24 did no training, rising to six per cent of those aged 25 and over.

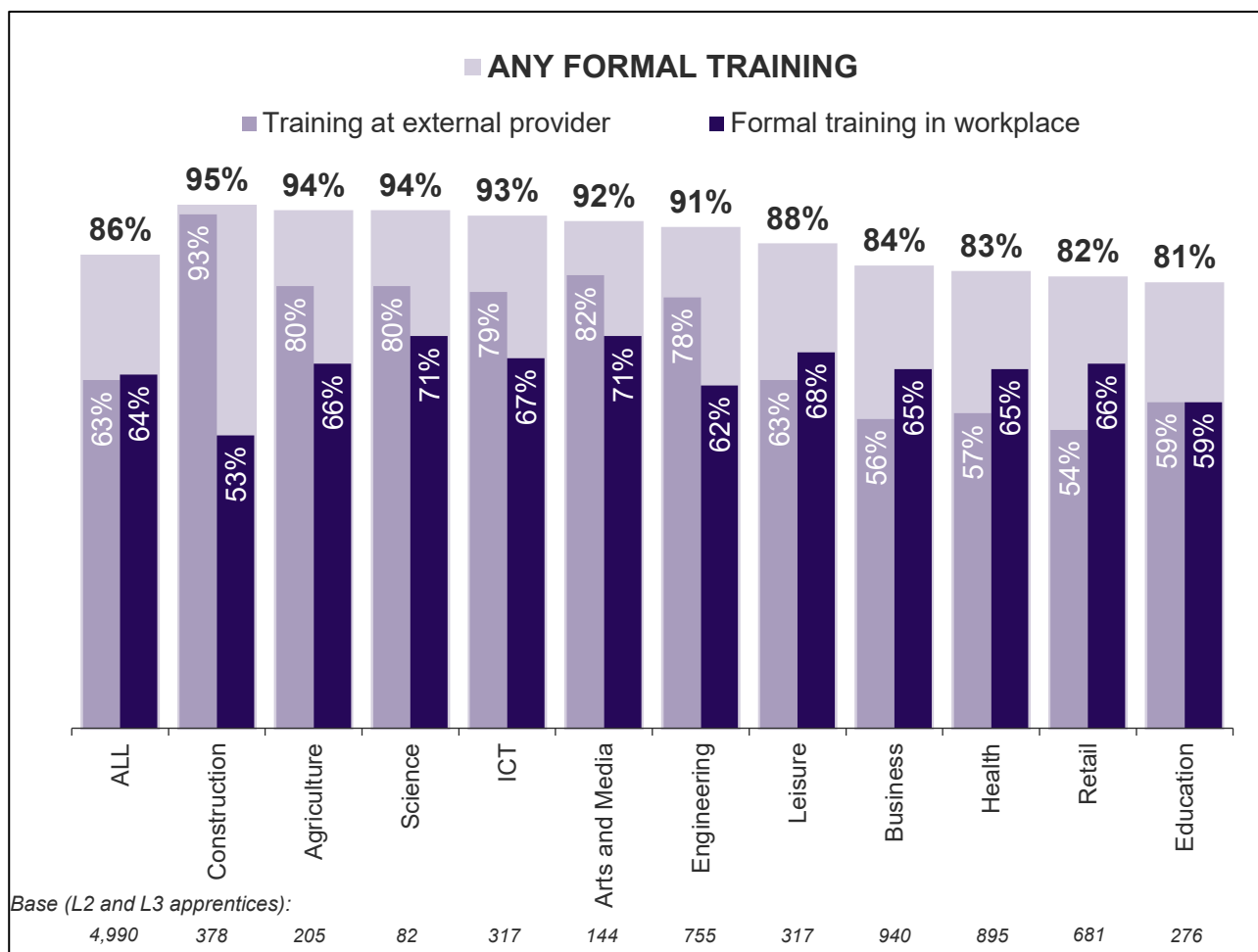
Type of training undertaken whilst on apprenticeships (Levels 2 and 3)

Overall six out of seven Level 2 / 3 apprentices (86%) had received formal training, defined as either that delivered by an external provider (received by 63%) or formal training within the workplace but away from usual work activities (received by 64%). The levels of both types of formal training are significantly up from those seen in 2015 and 2014 when less than half received external training (48% and 49% respectively) and under three-fifths had been given formal training sessions at work (58% in 2015, 57% in 2014).

Although the proportion receiving formal training had risen across the board for all types of apprentices those on traditional subject areas, those who were specifically recruited for their apprenticeship and younger continued to be particularly likely to receive formal training as part of their apprenticeship.

Over 90% of those within Construction, Agriculture, Science, ICT, Arts and Media and Engineering subject areas received formal training. Construction apprentices were particularly likely to receive training at an external provider (93%).

Figure 4.4 Type of formal training received whilst on apprenticeship, by subject area (Levels 2 and 3)



For the first time over four-fifths of apprentices in each subject area received some formal training – in 2015 only around three-quarters of those in Retail, Business and Health had done so. All subject areas had a higher proportion of apprentices undertaking training with external providers than in 2015 (with above average increases of between 20 and 16 percentage points on the Business, Retail and Health subject areas).

All subject areas bar Education (which had dropped from 63% to 59%) had also seen a rise in the proportion of apprentices receiving formal training sessions in the workplace compared to 2015, most notably in Agriculture (66% in 2017 compared to 58% in 2015).

Those specifically recruited to their apprenticeship were far more likely to have received formal training (91%) than those undertaking an apprenticeship with their existing employer (79%), and the figure has increased significantly from 2015 (85%). Specific recruits continue to be more likely to undergo training with external providers (73% compared to 50% of those who were undertaking apprenticeships with an existing employer).

Younger apprentices, who were more likely to be studying a traditional subject area and to have been specifically recruited, were also more likely to have received formal training (92% of those under 19 and 88% of those aged between 19 and 24 received formal training compared to 80% of those aged 25 or older). There has been an increase in the proportion receiving formal training compared to 2015 in all age groups.

Men were more likely to have received formal training (88%, compared with 83% of women). This is largely driven by being more likely to have undertaken training with an external provider (70% compared to 57% of women).

Those on a Level 3 apprenticeship continue to be slightly more likely to receive formal training than those on a Level 2 apprenticeship (87% compared with 85%, though the gap has narrowed compared with 2015), and were more likely to undergo training with external providers (69% compared with 59% of Level 2 apprentices).

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

<i>Row percentages</i>	Base	Any training	Any formal training	Training at external provider	Formal training in workplace	Informal training in workplace	No training
All	4,990	97	86	63	64	83	3
Age under 19	1,592	99	92	76	68	87	1
Age 19-24	1,555	98	88	67	62	85	2
Age 25+	1,843	94	80	51	63	77	6
Existing employee	1,959	94	79	50	62	78	6
Recruited as apprentice	2,953	98	91	73	65	86	2
Male	2,629	97	88	70	63	85	3
Female	2,361	96	83	57	65	80	4
Less than a year	219	97	82	54	64	77	3
A year or longer	4,759	97	86	64	64	83	3
Level 2	2,676	96	85	59	65	83	4
Level 3	2,314	97	87	69	63	82	3

Apprentices based in the South West were particularly likely to receive training with an external provider (67% compared to the average of 63% nationally), whilst those in the North East were most likely to undertake formal internal training sessions (70% compared to the overall average of 64%). This is probably linked with the South West region having high proportions of apprentices in Construction and / or aged under 19

compared with other regions, whilst the North East had high proportions of apprentices aged 25 or above, in Health, and apprentices who were recruited to their apprenticeship compared to other regions.

The vast majority (82%) of apprentices said they always (49%) or usually (33%) undertook their training during their contracted hours. This is broadly in line with the 2015 findings (82%, 51% and 30% respectively) which had shown an uplift from 2014 when only 33% *always* undertook their training during contracted hours.

The proportion *never* undertaking their training within contracted work hours had dropped slightly from six per cent in 2014 and 2015 to four per cent in 2017, but the proportion *usually* undertaking it outside of contracted hours had risen from 10% in 2015 to 12%, though remains lower than the 17% reporting this in 2014.

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-job¹⁷. 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 are meeting these standards and are of adequate quality.

Overall, apprentices reporting any training reported receiving an average of 14.3 hours (either formal or informal) per week. This represents an increase of 24 per cent on the 11.5 average reported in 2015. However, there remain signs that a minority had apprenticeships which failed to meet SASE requirements: a third (33%) received one to five hours of training per week while a further four per cent received under an hour.

In line with the finding that existing employees were less likely to receive training, existing employees that did receive training were more than twice as likely to report spending less than the statutory minimum time in training: over half (53%) of existing employees who received training spent less than six hours in training per week on average (compared with 24% of specifically recruited apprentices). Over half (52%) of older apprentices aged 25 plus also received under the minimum advised amount of training, compared with less

¹⁷ Specification of Apprenticeship Standards for England (SASE). BIS, September 2015.

than a third, 32%, of those aged 19-24 and less than a quarter, 22%, of those under 19 years old.

Female apprentices who undertook training were also significantly more likely than their male counterparts to receive fewer hours of training, with 44% undertaking less than the statutory minimum compared with 28% of men. Almost half (49%) of those with shorter apprenticeships lasting less than a year which did include training only undertook five hours training or less per week compared with 36% of those whose apprenticeship was intended to last a year or more, indicating that these apprenticeships often did *not* make up in intensity of training what they lacked in overall length, leaving their quality open to question.

By subject area higher levels of training more commonly occurred in the more traditional apprenticeships: those in Construction received an average of 28.6 hours per week of training (among those who received training), and Engineering apprentices received an average of 25.7 hours per week. The intensity of training tended to be less in newer subject areas such as Business (8.2 hours) and Education (8 hours). Level 3 apprentices also received more hours of training per week than those on a Level 2 subject area (15.2 hours compared with 13.5 hours). The average time per week spent training had increased across all subject areas compared to 2015, most notably for apprentices in Arts and Media (18.5 hours a week compared to 13.6) but also for those in Construction and Engineering, which both saw average weekly hours increased from high levels in 2015 by approximately a further four hours per week in 2017 (from 24.7 to 28.6 and from 21.5 to 25.7 per week respectively).

Apprentices reported spending an average of 4.4 hours per week training at an external provider (compared with 3.1 hours per week in 2015). While the proportion of apprentices citing that they received six or more hours of training at an external provider had increased (from 23% in 2015 to 29% in 2017), the proportion of those receiving between one and five hours training had also increased (from 20% to 29%). Therefore the uplift in hours was a result of more apprentices receiving training from an external provider, as opposed to employers already engaged with this form of training offering more.

Those who were recruited specifically as apprentices received significantly more hours training at external providers on average: 6 hours per week, compared with 2.3 hours per week for those who were existing employees. This reflects the results by subject area, with the subject areas with greater reliance on external recruitment for their apprentices 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 6.9 hours per week training in this manner. Apprentices generally attended fewer hours of formal training sessions in the workplace, with an

average of 3.1 hours per week. Time spent on both of these types of training had increased slightly compared to 2015, but by less than an hour per week on average.

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

2017	All	Agriculture	Arts and Media	Business	Construction	Education	Engineering	Health	ICT	Leisure	Retail	Science
Training at external provider	4.4	6.8	5.5	2.3	9.5	2.4	9	2.4	7.5	4.1	3	5.5
Formal training in workplace	3.1	3.6	4.9	2.2	4.9	1.8	4.5	2.5	4.2	2.6	2.9	2.3
Training during usual activities	6.9	9.7	8	3.7	14.8	3.9	12.7	4.5	6.9	5.8	5.8	8.1
Total training 2017	14.3	19.4	18.5	8.2	28.6	8	25.7	9.2	18.4	12.4	11.6	15.4
Total training 2015	11.5	17.3	13.6	6.3	24.7	6.9	21.5	7.8	14.7	11.4	9.4	-
<i>Base: all receiving training 2017</i>	4,836	202	143	901	374	260	745	859	312	309	649	82
<i>Base: all receiving training 2015</i>	4,745	310	119	887	393	278	632	809	320	324	664	-

Training hours decreased with age. For those under the age of 19 over half of the working week was spent in training (19.9 hours). By contrast those aged 19-24 received an average of 15.6 hours per week training and those aged 25 and above received 8.7 hours per week. There was a similar split by gender, with women receiving almost half as many training per hours per week as men (9.8 and 18.6 hours per week respectively).

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

Level 2 English qualifications

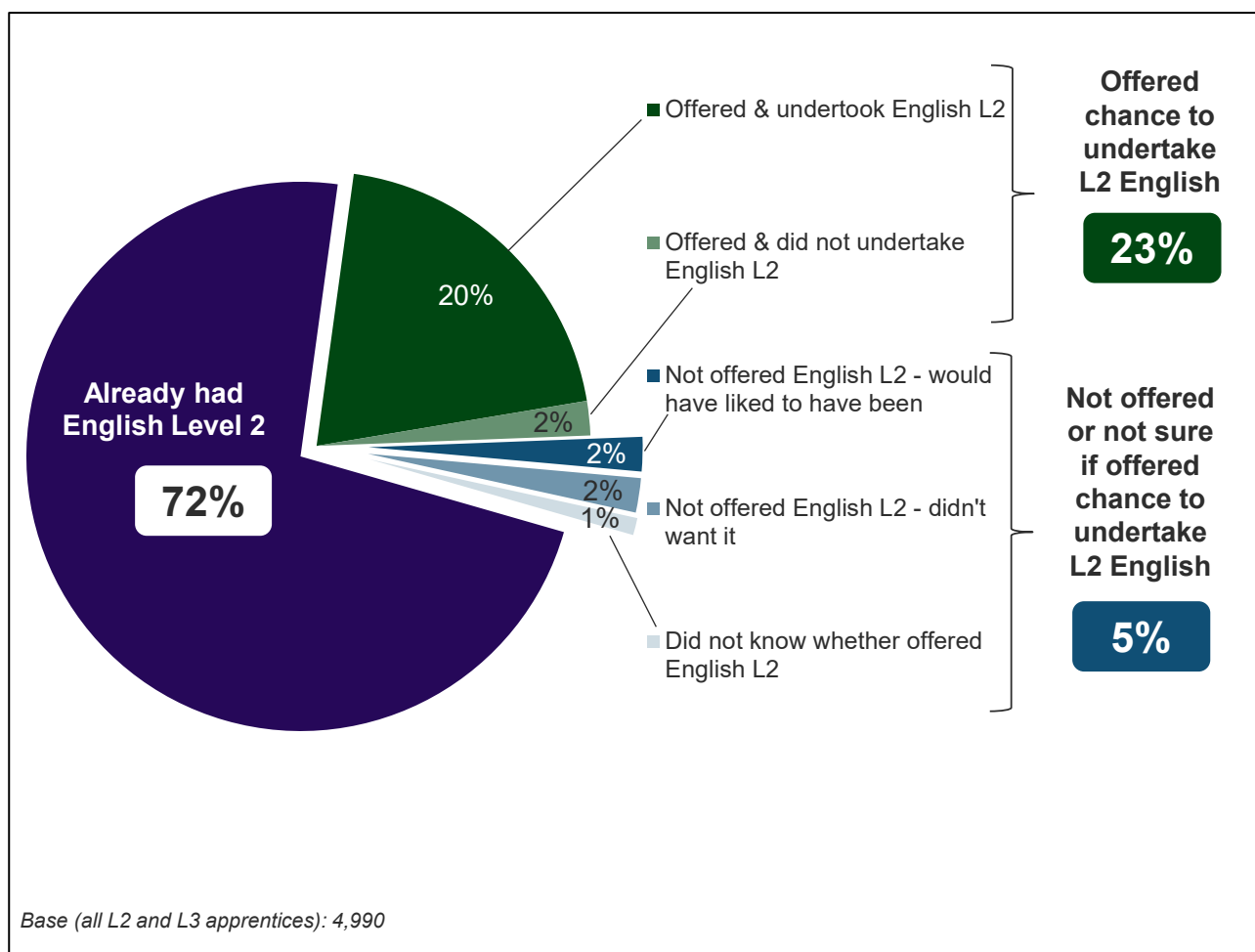
The Future of Apprenticeships in England: Implementation Plan sets out that “English and Maths requirements will be stronger in future apprenticeships¹⁸. From September 2014, all Level 2 apprentices who have achieved Level 1 English and Maths were required to study towards Level 2 English and Maths; those without Level 1 would need to achieve 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 4.5, the majority (72%) of apprentices already held a Level 2 English qualification before starting their apprenticeship, most commonly a GCSE.

Overall, across all Level 2 and 3 apprentices, five per cent were not offered (or did not recall being offered) the opportunity to study towards a Level 2 English qualification despite not having one.

¹⁸ *The Future of Apprenticeships in England: Implementation Plan*, October 2013.

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



A fifth (20%) of apprentices undertook a Level 2 English qualification as part of their apprenticeship, in line with the proportion doing so in 2015. Of those who did undertake a Level 2 English qualification as part of their apprenticeship, the most common was a Functional Skills qualification (40%), followed by NVQ Level 2 (23%), with 13% undertaking a GCSE. Overall two per cent rejected the offer to take a Level 2 English qualification.

There were mixed views from those who had not been offered the opportunity to gain such a qualification: two per cent would have liked to have been offered the opportunity, whilst two per cent thought they would not have been interested even if it had been offered to them.

Some types of apprentices were more likely than others to have a pre-existing Level 2 qualification in English. To examine where there may be gaps in provision in the apprenticeship programme it is therefore more revealing to compare the opportunities given only to *those who did not have an existing English Level 2 qualification*. Overall over one in seven (15%) of those who did not hold a Level 2 English qualification at the start of their apprenticeship were not offered the chance to gain such a qualification, a

slight drop from 18% in 2015. A further four per cent *of those without a Level 2 English qualification* were unsure if it was offered. Figures among those without a pre-existing Level 2 English qualification varied as follows:

- Level 2 apprentices without a Level 2 English qualification were more than twice as likely as Level 3 apprentices not to be offered the opportunity to gain one (19% were not offered compared to eight per cent), although fewer than in 2015 (23%).
- Similarly, a greater proportion of those aged 25 or older without Level 2 English qualifications were not given the chance to gain one during their apprenticeship (17% compared to 12% of younger apprentices).
- Apprentices in Leisure (25% not offered, three per cent did not recall) and Business (21% not offered, six per cent did not recall) were more likely than average not to be given the opportunity to gain an English Level 2 qualification.
- Similarly, the opportunity was not provided, or not recalled, for a higher than average proportion of apprentices without Level 2 English qualifications in Construction, Health, ICT and Retail (each 18%).

Nearly all of those in the Arts and Media (95%) and Science (99%) subject areas already held an English qualification at Level 2.

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

Column percentages	All	Agriculture	Arts & Media	Business	Construction	Education	Engineering	Health	ICT	Leisure	Retail	Science
Of all Level 2 / Level 3 apprentices												
Already had English L2	72	75	95	83	67	73	77	61	86	85	62	99
Did not have English L2												
Offered	23	21	4	13	27	25	19	32	11	11	32	1
Not offered / did not recall offer	5	3	1	5	6	2	3	7	3	4	7	0
<i>Base: all</i>	4,990	205	144	940	378	276	755	895	317	317	681	82
Of those who did not have English L2 qualification												
Offered	81	87	*	73	81	93	85	82	81	72	82	*
Not offered	15	11	*	21	16	7	11	16	14	25	12	*
Did not recall offer	4	2	*	6	3	0	4	2	4	3	6	*
<i>Base: all those without L2 English</i>	1,304	49	9	170	118	73	170	345	48	53	268	1

**Base is less than 10, data not reliable*

Amongst those who did undertake a Level 2 English qualification on average 2.3 hours of teaching per week was received to help study English. The majority (62%) received between one and five hours, although over a fifth (22%) received less than an hour a week. Apprentices in Education were more than twice as likely to receive less than an hour teaching per week (44%).

Teaching hours were higher for:

- Level 2 apprentices (2.5 hours per week contained to 1.9 hours for Level 3 apprentices).
- Younger apprentices (2.6 per week on average compared to 2.3 for those aged 19-24 and 2.1 for those aged 25 or above).

- Male apprentices (2.6 hours on average per week compared to two hours among women).
- Those who were recruited specifically for their apprenticeship (2.6 hours a week teaching compared to 1.9 hours amongst those who were existing employees).

A private tutor in the workplace was the most common way teaching for a Level 2 English qualification was delivered, (mentioned by 40%, rising to around half or more of female apprentices, existing employees, and those aged 25 plus, as well as being generally more common for those on 'newer' subject areas including Business). Over a quarter (29%) attended a college and 14% went to another external training provider. Colleges were the most common provider of English training for some groups – those on the traditional subject areas of Construction, Agriculture and Engineering, those aged under 19, male apprentices, and those specifically recruited.

Around one in twelve (8%) undertook self-study with no formal teaching. This was particularly common Health and Education apprentices (14% and 11% respectively), those aged 25 plus (11%), existing employees (11%) and female apprentices (10%). Almost a quarter of apprentices studying English in the East of England (23%) did not receive formal training and had self-studied. This is possibly a reflection of availability of provision as there are no striking differences in the profile of apprentices in this region compared to other regions in terms of subject area, nature of recruitment or gender, only in age (35% are 25 or above compared with a 39% average across all areas) and Level undertaken (46% undertook Level 3 compared with a 43% average across all areas).

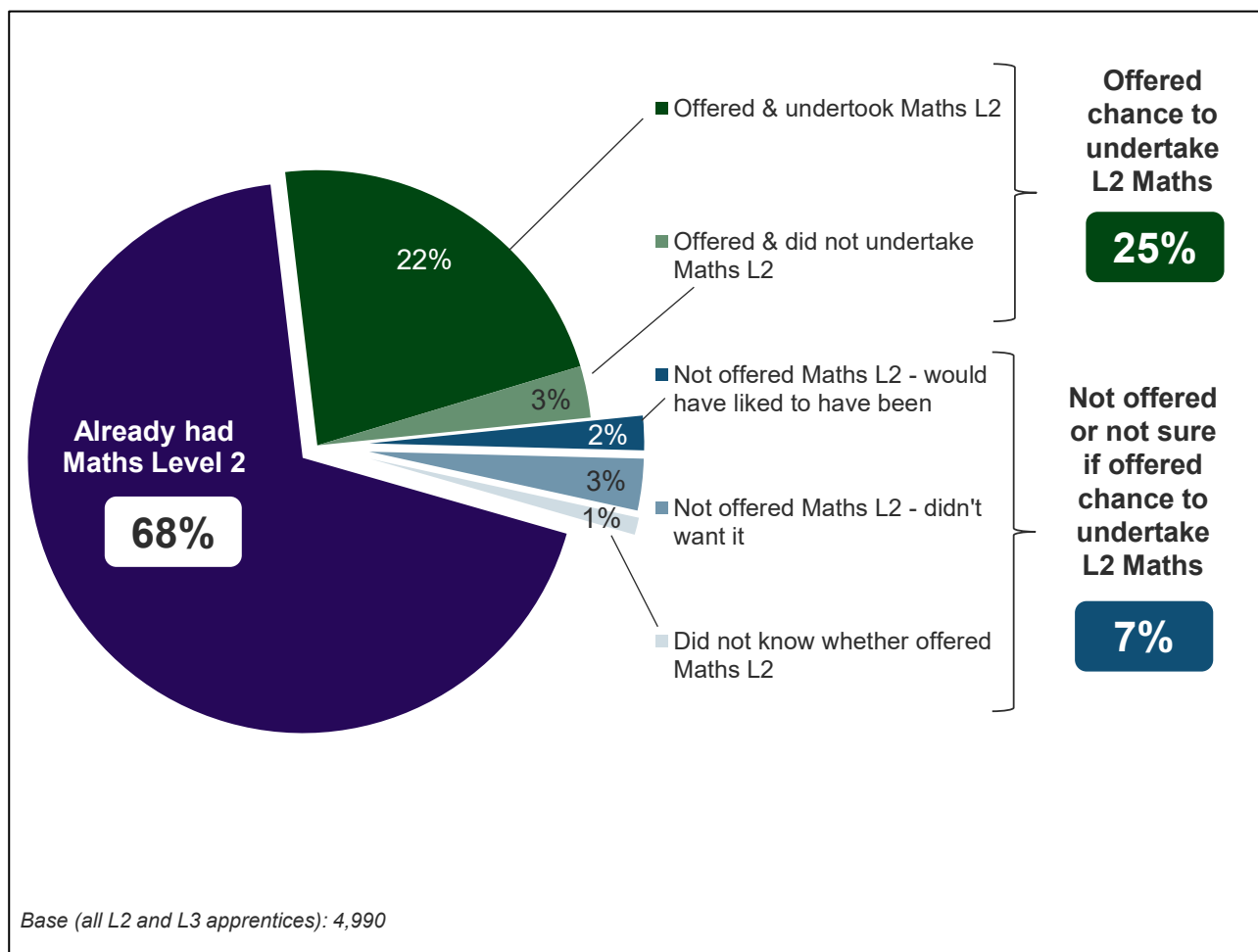
Level 2 Maths qualifications

Just over two thirds of apprentices (68%, in line with the 67% who held one in 2015) had a Level 2 Maths qualification before starting their apprenticeship, with a GCSE at grade A-C by far the most common Level 2 Maths qualification (54%). As apprentices were slightly less likely to have a Level 2 Maths qualification at the start of their apprenticeship than they were to have the equivalent for English (68% compared to 72% as detailed above), they were slightly more likely to undertake Level 2 Maths as part of their apprenticeship (22%) than Level 2 English (20%). Of those who did undertake a Level 2 Maths qualification as part of their apprenticeship, the most common was a Functional Skills qualification (41%), followed by NVQ Level 2 (23%), and GCSE (13%) – mirroring the proportions who undertook each route to gain a Level 2 qualification in English. A further three per cent rejected the offer to take a Level 2 Maths qualification.

There were similar mixed views from those who had not been offered the opportunity to gain such a qualification: two per cent would have liked to have been offered the opportunity, whilst three per cent thought they would not have been interested even if it had been offered to them. These findings are in line with those from 2015.

Overall, across all Level 2 and 3 apprentices, seven per cent were not offered (or did not recall being offered) the opportunity to study towards a Level 2 Maths qualification despite not having one.

Figure 4.6 Summary of Level 2 Maths qualifications amongst apprentices (Levels 2 and 3)



Amongst those who did not have an existing Maths Level 2 qualification at the start of their apprenticeship, one in six (17%) were not offered the chance to gain such a qualification, a slight improvement from 19% in 2015. A further four per cent of those without a Level 2 Maths qualification were unsure if it was offered.

Amongst those who did not have an existing Level 2 Maths qualification some were more likely to miss out on the opportunity to work towards one during their apprenticeship:

- Those based in the North East or London (32% and 28% respectively of those without a Level 2 Maths qualification were not offered, or did not recall being offered the chance to study towards one, compared to 21% England-wide)
- Level 2 apprentices (27%, compared with 11% of Level 3 apprentices)

- Those aged 25 and over (25%, compared with 18% of those aged 19-24, and 11% of those under 19)
- Existing employees (24%, compared with 18% of those who were recruited)

Comparing subject areas, a high proportion (27%) of apprentices who did not already hold Level 2 Maths qualifications in the Business, Engineering and Leisure subject areas were not given the chance to study to obtain a Level 2 Maths qualification, or did not recall this being offered, as shown in Table 4.6. The proportion was also higher among those in Construction or Retail (each 22%).

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

Column percentages	All	Agriculture	Arts & Media	Business	Construction	Education	Engineering	Health	ICT	Leisure	Retail	Science
Of all Level 2 / Level 3 apprentices												
Already had Maths L2	68	72	90	79	69	65	78	51	88	83	58	98
Did not have Maths L2												
Offered	25	24	8	15	24	31	16	40	10	12	33	2
Not offered / did not recall offer	7	4	2	5	7	3	6	9	2	5	9	0
<i>Base: all</i>	4,990	205	144	940	378	276	755	895	317	317	681	82
Of those who did not have Maths L2 qualification												
Offered	79	85	*	74	78	90	74	83	80	73	78	*
Not offered	17	9	*	20	20	9	20	15	18	24	17	*
Did not recall offer	4	5	*	7	3	1	5	3	1	3	5	*
<i>Base: all those without L2 Maths</i>	1,462	56	17	206	107	91	158	430	45	58	292	2

*Base is less than 20, data not reliable

Amongst those who undertook a Level 2 Maths qualification on average 2.2 hours of teaching per week was received to help study Maths (very similar to the 2.3 hours for English as detailed above). The majority (65%) received between one and five hours, although just over a fifth (21%) received less than an hour a week.

Level 2 apprentices who studied for a Maths qualification received more hours teaching than their Level 3 counterparts (2.4 hours per week compared to 1.9). As with English teaching, apprentices in Education were particularly likely to receive less than an hour a week (34%). Construction apprentices were particularly likely to receive more hours, 4.4 on average. Younger apprentices who studied for a Maths qualification were also again more likely to benefit from more teaching hours (2.7 per week on average compared to 2.3 for those aged 19-24 and 2 for those aged 25 or above). Male apprentices who studied for a Maths qualification also received more training than female apprentices (2.7 hours on average per week compared to 1.9). Similarly, those who were recruited specifically for their apprenticeship and studied for a Maths qualification received 2.6 hours a week teaching compared to 1.9 hours amongst those who were existing employees, 26% of whom received less than an hour a week.

A private tutor in the workplace was the most common way teaching for a Level 2 Maths qualification was delivered, mentioned by 44%, rising to half or more of female apprentices, existing employees, and those aged 25 or above as well as being generally more common for those on 'newer' subject areas including Business. A quarter (25%) attended a college and 14% went to another external training provider. Colleges were the most common provider for some groups – those on the traditional subject areas of Construction, Agriculture and Engineering, those aged 19 or under, male apprentices, and those specifically recruited.

Almost a tenth (9%) undertook self-study with no formal teaching, with this particularly common amongst Education apprentices (17%), Health apprentices (13%), those aged 25 plus (12%), and existing employees (12%). Again, similar to English provision, a notably high proportion of apprentices in the East of England (20%) were self-teaching Maths with no formal provision. With no notable differences in the subject areas undertaken in this region this finding is not simply due to varying approaches by subject.

Quality and content of higher apprenticeships

Duration of higher apprenticeships

The average intended length of higher apprenticeships was 20 months, broadly in line with 19 months in 2015 and 2014. The intended durations of degree apprenticeships (Levels 6 and 7) were considerably longer (50 months) than Level 4 and 5 apprenticeships (19 months). Two per cent of higher apprenticeships were intended to last for less than one year, compared with one per cent in 2015. 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 (24 months) than existing employees (18 months). In line with the profile of those specifically recruited as apprentices, younger apprentices also had longer durations on average, an average of 31 months for those aged under 19, 23 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 (22 months) than women (18 months).

Compared with 2015, more higher apprentices felt that the intended duration of their training was 'about right' (82%, up from 78%). Slightly more felt their higher apprenticeship was too long (11%) than too short (6%, down from 11% in 2015). Level 4 apprentices were more likely to feel the intended duration was too long (15%, compared with 9% of Level 5+ apprentices), as were those on apprenticeship Standards (19%, compared with 11% of those on apprenticeship frameworks).

In line with the fact that they were more likely to have apprenticeships of shorter duration, eight per cent of those aged 25 plus felt the intended duration of their apprenticeship was too short, compared with four per cent of those aged 19-24 and two per cent of those aged under 19.

Employment status during higher apprenticeships

In line with previous years, virtually all higher apprentices (96%) had a contract of employment, and the vast majority (88%) had permanent jobs. Overall, 11% were employed for the duration of their training only.

There was a high degree of correlation between apprenticeship standards and degree apprenticeships, with 92% of degree level apprentices on apprenticeship standards (while 98% of Level 4 and 5 apprentices were on Pathways). Those on apprenticeship standards and those on degree apprenticeships were more likely to be employed for the duration of their training only (36% and 38% respectively).

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

- Degree level apprentices (38%) and Level 4 apprentices (22%), compared with two per cent of Level 5 apprentices);
- Those recruited as apprentices (26%, compared with one per cent of those who were existing employees);
- Those on the broad subject areas Engineering (42%), and ICT (41%), compared with nine per cent of those studying Business, Administration and Law and just two per cent of those studying Health, Public Services and Care;

- Younger apprentices (44% of those aged under 19 and 24% of those aged 19-24, compared with just two per cent of those aged 25 and above);
- Male apprentices (18%, compared with five per cent of women).

Working hours during higher apprenticeships

Higher apprentices were contracted to work an average of 37 hours per week, in line with the 36.4 hours reported in 2015 and 36.5 hours in 2014. Mean weekly hours worked were broadly the same across all levels, ages, and by recruitment status; however, as in 2015, male apprentices reported higher average working hours than women (37.6 hours and 36.5 hours per week respectively). The vast majority (82%) worked between 31 and 40 hours per week.

Pay during higher apprenticeships

Pay varied quite widely, although the proportion earning less than £9,500 per year has fallen from nine per cent in 2015 to five per cent in 2017.

The most common pay level was between £17,500 and £24,999 (29%), followed by £25,000 or more (19%) and £15,500 to £17,499 (15%).

As in 2015, the vast majority (81%) 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 (76%). Higher apprentices who worked for their employer prior to starting their apprenticeship were more likely to have received a pay increase (17%) than in 2015 (12%), while fewer than one per cent had received a decrease in pay.

Amount and type of training during higher apprenticeships

Virtually all higher apprentices (96%) received training during their apprenticeship, a return to the level seen in 2014 after a drop to 92% in 2015. Levels of *formal* training specifically also recovered to their 2014 levels, with 67% receiving training at an external provider, and 87% receiving *any* formal training (up from 54% and 79% respectively in 2015). The proportion receiving *informal* training at work (whilst doing their usual activities), which had remained constant at 70% across 2014 and 2015, also increased in 2017 (79%).

As in 2015, Level 4 apprentices were more likely to have received *any* training (98%), and any formal training (92%, compared with 83% of Level 5+ apprentices) especially at an external provider (78%, compared to three-fifths (60%) of Level 5+ apprentices).

As in 2015, Health apprentices had the lowest levels of formal training (82%), although the proportion had increased from 71% in 2015. Health apprentices were also less likely than all other subject areas to receive training at an external provider (56%). As shown in Table 4.7, apprentices in Engineering were more likely than average to receive each type of training, although in line with other subject areas in terms of the total proportion receiving any training.

Table 4.7 Training summary for higher apprentices

	All	Business	Engineering	Health	ICT	Other subject areas	Level 4	Level 5	Level 6+
	%	%	%	%	%	%	%	%	%
Training at external provider	67	70	87	56	82	82	78	59	74
Formal training in workplace	64	63	78	62	65	74	66	62	71
Any formal training	87	88	96	82	94	95	92	83	89
Training during usual activities	79	76	88	79	82	88	81	76	88
Total training	96	95	98	96	99	99	98	95	97
<i>Base: all higher apprentices</i>	835	330	96	219	125	65	376	387	72

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 97% and 91% receiving formal training respectively. This compares to 94% of higher apprentices aged 25 and over receiving any training, and 84% receiving formal training. Nevertheless, training levels for higher apprentices in this oldest age band have increased, with the proportion receiving any training up from 89% in 2015, and the proportion receiving formal training up more than ten percentage points from 73%.

Men on higher apprenticeships were more likely than women to receive training at an external provider (73%, compared to 61% of women), but were not more likely to receive any formal or informal training overall.

The proportion of higher apprentices receiving training or learning at a university has doubled since 2015 (10%, up from 5%), which was largely driven by the increase in degree level apprenticeships; nearly two-thirds (65%) of degree apprentices said they had received training or learned at a university, compared with eight per cent of Level 4 and Level 5 apprentices.

Training at a university was more common among Engineering apprentices (42%), male apprentices (13%), younger apprentices (35% of those aged under 19 and 15% of those aged 19-24) and those specifically recruited for their apprenticeship (16%), linked to the fact that all of these groups were more likely to be studying towards a degree apprenticeship.

Higher apprentices in 2017 were much less likely to say they always or usually undertook their apprenticeship training within their contracted hours (57%, compared with 71% in 2015), and the proportion was significantly lower than among Level 2 and Level 3 apprentices (82%). A third (33%) stated they usually undertook their training outside of their contracted working hours, while eight per cent said they never undertook training within their contracted working hours.

Self-study as part of higher apprenticeships

As in 2015, most higher apprentices reported elements of self-study during their apprenticeship, with more than three-fifths (62%) filling out their apprenticeship portfolio during the working day, and the vast majority (93%) having done work or learning towards their apprenticeship in their own time, outside of paid hours.

Apprentices on apprenticeship frameworks were more likely to have done work or learning towards their apprenticeship in their own time (93%) compared with those on apprenticeship standards (85%).

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

Higher apprentices spent an average of 9.9 hours per week training, including both formal and informal training, less than the equivalent 14.3 hours reported by Level 2 and 3 apprentices, but an increase on the average of 8 hours recorded in 2015. Level 4 apprentices spent an average of 11.8 hours training per week, while degree level apprentices spent almost double that time training, with an average of 22.8 hours a week; Level 5 apprentices had the lowest levels of training, with an average of 7.6 hours per week.

Among those receiving any training, most time was spent on informal training during usual work activities (3.9 hours), closely followed by training at an external provider (3.6 hours), with fewest hours spent on formal training in the workplace (2.5 hours).

Generally, apprentices in Engineering and ICT spent considerably more hours training per week than those in Business and Health, as shown in Table 4.8.

Table 4.8 Average hours training per week for higher apprentices

	All	Business	Engineering	Health	ICT	Other subject areas	Level 4	Level 5	Level 6+
Training at external provider	3.6	3.4	8.0	2.5	6.2	6.0	4.9	2.5	6.8
Formal training in workplace	2.5	2.0	5.0	2.3	4.9	3.2	2.7	2.1	6.2
Training during usual activities	3.9	3.4	9.5	3.1	6.2	5.9	4.4	3.1	9.8
Total training	9.9	8.6	22.7	7.9	17.2	15.0	11.8	7.6	22.8
<i>Base: all receiving training</i>	805	313	96	207	124	65	370	364	71

Overall, higher apprentices who were recruited specifically for their apprenticeship spent almost twice as much time training each week on average (13.8 hours compared with 7.2 hours among those who were existing employees). Training hours were also higher among those aged under 19 (a mean of 17.7 hours, compared with 13.5 hours for those aged 19-24, and 7.3 hours for those aged 25 and over). Male apprentices also had higher average amounts of training (11.7 hours per week on average, compared to 8.3 hours among women). These patterns were consistent across all training at an external provider, formal training in the workplace, and training during usual activities.

Higher apprentices who undertook any self-study reported spending an average of 2.2 hours per week on filling in their apprenticeship portfolio, and 5.1 hours undertaking further study or training during their own time; hence overall, an average of 7.3 hours per week was spent on self-study, broadly in line with 2015. Level 5 apprentices spent more time on self-study on average (8.1 hours, compared with 6.2 hours among Level 4 apprentices and 5.6 hours among Level 6+ apprentices).

As in 2015, higher apprentices in Health spent more time both filling in their portfolios and working during their own time than all other subject areas, suggesting that lower levels of training continue to be compensated for by increased self-study.

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

	All	Business	Engineering	Health	ICT	Other subject areas
Filling in apprenticeship portfolio	2.2	1.9	1.9	2.9	1.5	1.7
Further study or training during own time	5.1	4.0	5.2	6.5	4.6	4.6
Total self-study	7.3	5.8	7.1	9.4	6.2	6.2
<i>Base: all undertaking any work in own time</i>	815	321	93	216	120	65

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. Further research would be needed to know if this is an intentional part of course design, or learners compensating for fewer taught hours.

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 test¹⁹.

The vast majority (89%) of higher apprentices had Level 2 English before starting their apprenticeship. Seven per cent were offered the chance to undertake Level 2 English as part of their apprenticeship, of whom most (5%) took up the offer; four 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 (86%) of higher apprentices had a Level 2 Maths qualification before starting their apprenticeship than a Level 2 English qualification (89%). This proportion was still significantly higher than that of the Level 2 and 3 apprentices (68%). Overall eight per cent of higher apprentices were offered the chance to undertake Level 2 Maths as part of their higher apprenticeship, of whom most (5%) took up the offer; six per cent were not offered the chance to undertake Level 2 Maths. These figures are all in line with 2015.

¹⁹ *The Future of Apprenticeships in England: Implementation Plan*, October 2013.

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

- **Overall satisfaction remains high.** Nearly nine out of ten (89%) apprentices were satisfied with their apprenticeship overall, and over seven in ten (73%) were *very satisfied*, little change from 2015.
- The **aspects** of apprenticeships which **received the highest satisfaction scores** were: the **relevance** of training (90%), the **quality** of training (87%), the **assessment** on the job (87%) and the quality of **feedback** (86%). **The proportion 'very satisfied' with the amount of training had increased to 60%** (from 55% in 2015).
- Apprentices' **expectations** of apprenticeships **were largely met (21%) or exceeded (72%)**, in line with results from 2015 and 2014.
- The **majority (81%)** of apprentices **would speak highly** of their apprenticeship. **Level 3 apprentices from were more likely to speak positively** about their apprenticeships than Level 2 apprentices.
- Those who enjoyed **positive employment outcomes** upon completion of their apprenticeship (or who were still undertaking their apprenticeship with the same employer) **were happier with their apprenticeship** than those who had switched employers, were unemployed or had moved on to other study.

Higher apprentices

- The **vast majority (87%) of higher apprentices were satisfied** with their apprenticeship overall, with seven in ten (71%) *very satisfied*.
- Almost **three-quarters of higher apprentices felt their apprenticeship was better than expected (72%)**, and 50% felt it was much better than expected, a significant increase relative to 2015 (66% and 45% respectively).
- **The vast majority (86%) of higher apprentices would speak positively about their apprenticeship**, and nearly half (47%) said they would do so without being asked – a significant increase compared to 2015 (41%).

Key changes compared to 2015

(All differences noted here are statistically significant unless stated otherwise)

Level 2 and 3 apprentices

- Levels of satisfaction with specific aspects of apprenticeships varied. 78% of apprentices said they were satisfied with the 'Amount of training received each week', a slight increase from 2015 (76%). Likewise, the proportion of those who were 'Very Satisfied' with 'assessment on the job' has also increased from 68% in 2015 to 71% in 2017.
- The proportion of Level 2 and 3 apprentices who would speak highly of their apprenticeship without being asked has increased from 37% in 2015 to 40% in 2017.

Higher apprentices

- There has been a significant increase in the proportion of apprentices who rate the apprenticeship experience as 'Better than expected' (66% in 2015, to 72% in 2017).
- Like Level 2 and 3 apprentices, the proportion of higher apprentices who would speak highly of their apprenticeship without being asked has increased from 41% in 2015 to 47% in 2017.

Overall satisfaction amongst apprentices (Levels 2 and 3)

Nearly nine in ten Level 2 and 3 apprentices (89%) were satisfied with their apprenticeship, compared with five per cent dissatisfied. This was the same proportion as in 2014 and 2015. Approaching three-quarters (73%) of apprentices were very satisfied with their apprenticeship overall, as shown in Table 5.1. The slightly higher proportion of very satisfied apprentices pushes the mean score to 8.2 out of 10, the highest across the five waves of research.

Table 5.1 Overall satisfaction among apprentices (Levels 2 and 3) 2012-2017²⁰

	2012	2013	2014	2015	2017
All satisfied	89%	88%	89%	89%	89%
Very satisfied	71%	71%	72%	72%	73%
Satisfied	18%	17%	17%	17%	16%
Dissatisfied	5%	5%	6%	5%	5%
Mean score (0-10)	8.1	8.1	8.1	8.1	8.2
<i>Base:</i>	<i>5,000</i>	<i>5,010</i>	<i>5,021</i>	<i>5,000</i>	<i>4,990</i>

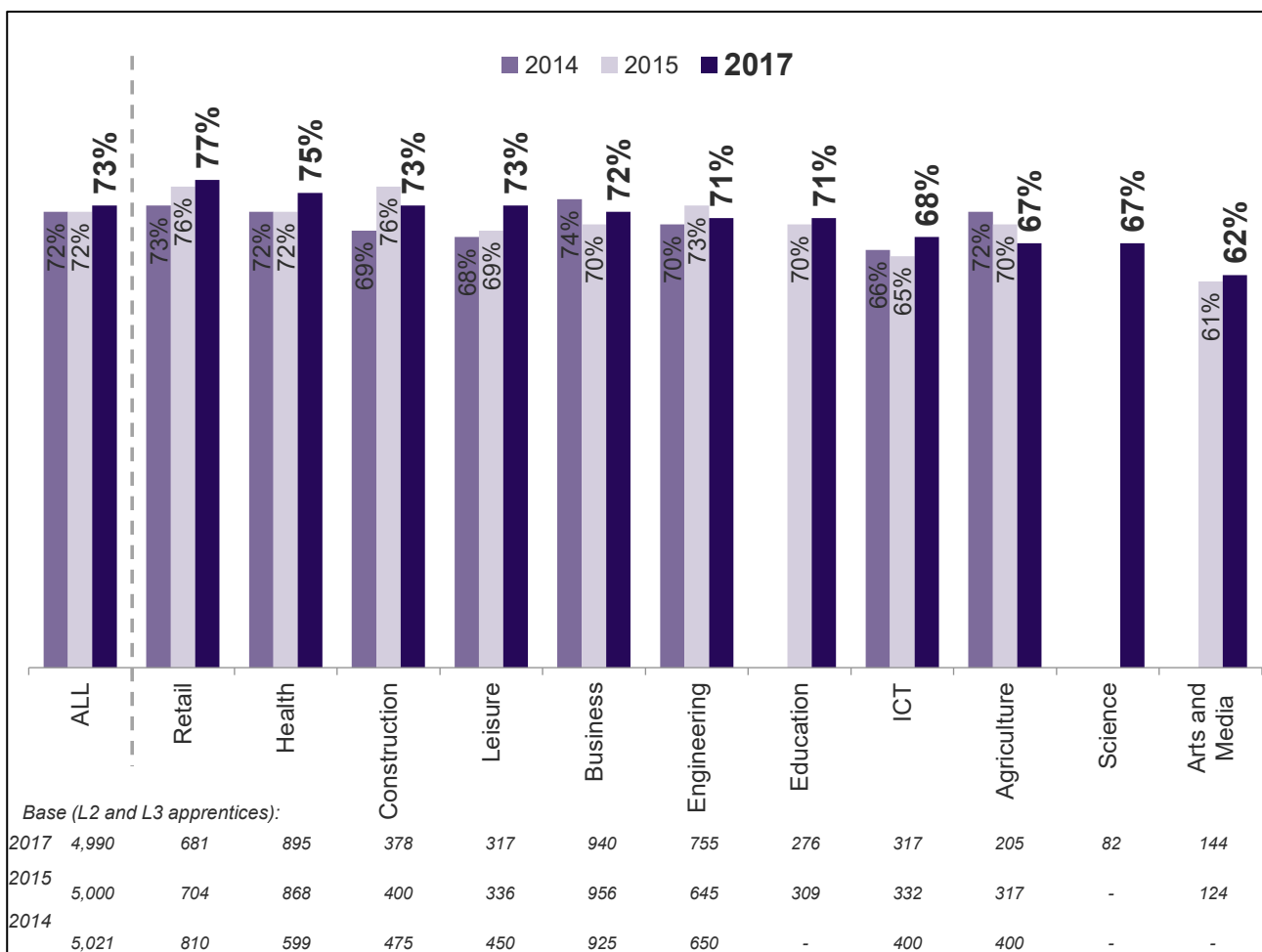
Level 2 apprentices were equally as likely as Level 3 learners to be satisfied (both 89%) and to be very satisfied (both 73%). This is unlike 2015 when Level 3 apprentices were slightly more satisfied.

Levels of satisfaction varied by subject area. The proportion very satisfied was highest among apprentices in Retail (77%) and Health (75%). Whilst apprentices in Construction were next most likely to be 'very satisfied' (73%), this was a drop from 76% in 2015. Apprentices in Agriculture were also less likely to be very positive than in 2015 with 67% 'very satisfied' in 2017 compared with 70% in 2015 and 72% in 2014. However, widening the satisfaction measure to encompass all who were satisfied (i.e. those who awarded between six and ten points) Agriculture was one of the subject areas most likely to have satisfied apprentices (92% compared to 89% overall).

Leisure was also particularly likely to have satisfied apprentices (92% gave between six and ten points), and also saw the greatest uplift from 2015 in the proportion who were 'very satisfied' (73% up from 69% in 2015). Arts and Media apprentices remain least likely to be 'very satisfied' (62%), and had the highest proportion of dissatisfied apprentices (nine per cent).

²⁰ Respondents rated their satisfaction on a 0 to 10 scale. 'All Satisfied' covers those giving a satisfaction score of between six and ten; 'Very satisfied' covers those with a score between eight and ten; 'Satisfied' covers those giving a score of six and seven, and 'Dissatisfied' covers those with scores between zero and four.

Figure 5.1 Proportion of ‘very satisfied’ apprentices by subject area, compared to 2014 and 2015 (Levels 2 and 3)



Satisfaction varied by gender and age. Female apprentices were more likely to be ‘very satisfied’ than male (75% compared with 71%, although they were a little less likely to be satisfied when comparing the wider measure, 88% were satisfied compared to 90% of men). The youngest apprentices were more likely to be ‘very satisfied’ than older apprentices (75% of those under 19 compared with 71% of those aged 19-24 and 73% of those 25 or older). Apprentices who had experienced a period of being NEET were also notably less likely to be ‘very satisfied’ than average (69%).

There was also variation by region, with those based in the West Midlands notably more likely to be ‘very satisfied’ (77%), and those in the East of England more likely to be dissatisfied (eight per cent compared to five per cent overall).

Continuity with an employer following the apprenticeship is linked with higher levels of satisfaction: 76% of apprentices who had completed their apprenticeship and had remained with the same employer were ‘very satisfied’, significantly higher than among completers who were unemployed at the time of the interview (60%) and completers who had moved employers (68%). Similarly, amongst apprentices who were still undertaking

their apprenticeship at the time of interview 76% of those who had stayed with the same employer were very satisfied compared to 64% of those who had switched employer. The small minority (two per cent) who had gone on to other training or study at the time of the survey were twice as likely to be dissatisfied (11% compared to five per cent average overall); their further studies perhaps indicates that their apprenticeship had not provided all they needed to start in or further their career.

Those for whom an apprenticeship was their first choice were significantly more likely to be 'very satisfied' than those who did not have a particular preference (79% compared to 70%), and more than twice as likely to be 'very satisfied' than the group had an alternative preference (38%). Levels of dissatisfaction were particularly high amongst the latter group with a quarter (24%) dissatisfied. As detailed in Quality and content of apprenticeships, this group who would have preferred to do something other than an apprenticeship were particularly likely to be aged 25 plus, to have been an existing employee when they started, to have done a Level 2 apprenticeship and to have completed their apprenticeship by the time of the research. They were also three times as likely to be unemployed at the time of the research (seven per cent compared to two per cent of those for whom an apprenticeship was their first choice). These factors are generally associated with being less positive about apprenticeships, as seen here and later in this chapter in terms of satisfaction with specific elements, whether expectations were met, and advocacy for apprenticeships, creating a small minority of dissatisfied apprentices whose needs are not met.

Common reasons given for dissatisfaction included a lack of support or contact from training providers, colleges or tutors (58% of those who were dissatisfied), poor organisation of the apprenticeship (48%), problems with the timeframe and management of the apprenticeship (29%) and having problems with their employers (21%).

The majority of apprentices felt their expectations of apprenticeships had largely been met (21%) or exceeded (72%, with 52% answering that it was *much* better than expected). Only a minority (seven per cent) of apprentices felt that their apprenticeship was worse than expected, of whom two per cent said it was much worse. These are slightly more positive views than in 2015 when 11% reported their apprenticeship was worse than expected.

In general, those who were more likely to be satisfied with their apprenticeship (as outlined above) were, unsurprisingly, most likely to have had their expectations met or exceeded. Subgroups which were more likely to report their apprenticeships were worse than expected include;

- The small group who would have preferred an alternative to apprenticeship (28% found their apprenticeship worse than expected).

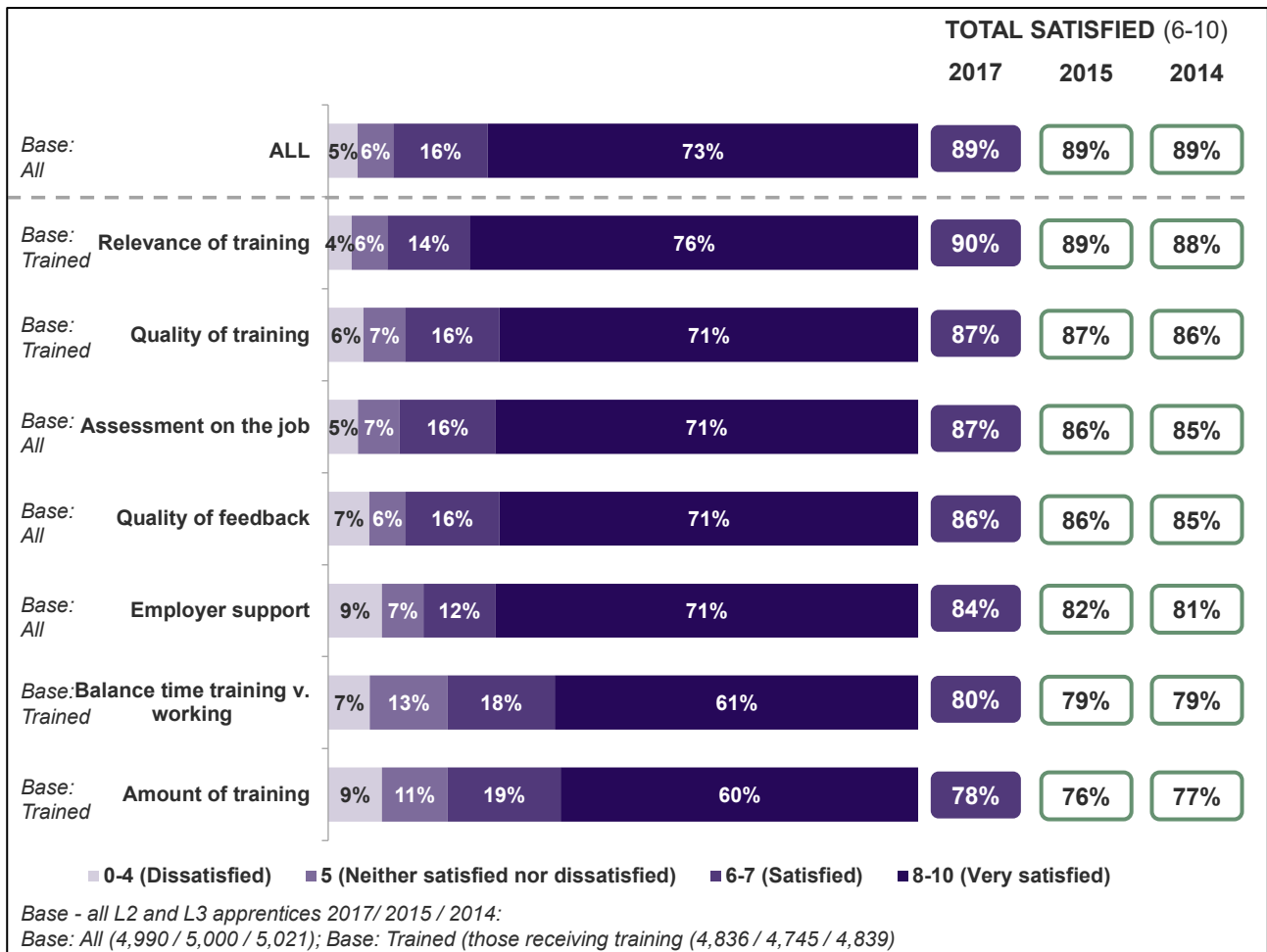
- Those on the Arts and Media (13%), Education (10%), Business (nine per cent) and ICT (nine per cent) subject areas.
- Those who had left the employer with whom they had started their apprenticeship (11% of completers who were no longer in employment, 10% of those who were undertaking their apprenticeship with a different employer, and rising to 17% amongst the small group who had gone on to further education or study at the time of interview).
- Those based in the East of England (10%) or East Midlands (nine per cent).

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

As with overall satisfaction, satisfaction with different aspects of the apprenticeship remained high, and was often slightly higher than in 2015 and 2014. As in previous years apprentices were most likely to be satisfied with the relevance of training to their career or job (90% satisfied). At least 84% were satisfied with the quality of training, assessment on the job, the quality of feedback and the support they received from their employer, as shown in Figure 5.2.

Although satisfaction with the balance of time spent training and working and the amount of training was a little lower (80% and 78% satisfied), the proportion 'very satisfied' with the amount of training had risen five percentage points compared with 2015 (from 55% to 60% in 2017). Across all aspects dissatisfaction levels were marginally lower (by one or two percentage points), or the same, as in 2015.

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



Satisfaction with these specific elements of the apprenticeship broadly followed the pattern of overall satisfaction with apprenticeships, with the same groups more likely to be satisfied. Those for whom an apprenticeship was a first choice were consistently more likely to be satisfied with each aspect. This group was particularly satisfied with the relevance of training received to their career or job (94% satisfied), and this is where there was greatest discrepancy with those who had no particular preference (89% satisfied) and those who would have preferred another route (only 62% satisfied).

Reflecting that female apprentices and those aged 25 or above reported less time spent training (as detailed in Quality and content of apprenticeships), these groups were less likely to be satisfied with the time spent training and the balance of time spent training and working during their apprenticeship. Only around three-quarters of women and those aged 25 or over (75% and 76%) were satisfied with the amount of training they received per week (compared with 82% of both men and those aged 19 or under). Similarly, female and older apprentices (77% of both) were less likely than their male and younger counterparts aged under 19 to be satisfied with balance of time spent training and working (82% of both). Although those with a disability were not significantly more likely to have actually reported spending fewer hours per week training less than three-quarters

were satisfied with the amount of time spent training (73% compared to 79% of those without a disability),²¹ and only 71% of those with a disability were happy with the balance compared to 80% of those without.

These same groups were less likely to be satisfied with the level of support from their employer. Only 82% of female apprentices, 80% of those aged 25 or above and 78% of those with a disability were satisfied with employer support compared with 86% of male apprentices, 88% of those under 19 and 84% of those without a disability.

Existing employees who undertook apprenticeships were also less likely to be satisfied with these aspects - 75% were satisfied with the amount of training per week compared to 81% of those specifically recruited, and 77% were satisfied with the balance of training and work compared to 82% of those specifically recruited. This ties in with existing employees reporting fewer hours training a week on average. Employer support was also less likely to be found satisfactory, with 81% of existing employees satisfied compared with 86% of specific recruits.

Level 3 apprentices (who were also more likely to have received more time training) were more likely to be satisfied with the amount of training per week (81% v 77% of Level 2 apprentices) although the views about the overall balance of training and work were similar across both levels.

As is to be expected, satisfaction amongst Level 2 and 3 apprentices with the average number of training hours received at college / external providers increased with the amount of weekly training hours that they received. Apprentices who had received 11 or more hours per week of external training were significantly more likely to be satisfied with the amount of training that they had received (85%), compared to those who had received less than an hour of external training (54%), as well as those who had received between 1-5 hours (80%).

Apprentices in Construction were particularly likely to be satisfied with the relevance of their training (93% satisfied), employer support (90%) and on-the-job assessment (90%) as well as the amount of time spent training per week (89%) and the balance of training and work (88%), as shown in Table 5.2 (see overleaf). Health apprentices were also particularly likely to be positive about the relevance of their training (93%) and the on-the-job assessment (90%) whilst Leisure apprentices were more likely than average to be happy with the quality of training they received (90% satisfied).

²¹ On average those with a disability reported spending 12.8 hours per week training, compared to 14.4 hours per week for those without a disability. The proportion receiving less than six hours training a week on average is similar for those with a disability (34%) and those without (37%). These differences are not statistically significant.

Satisfaction was lowest amongst Education apprentices in terms of the amount of training received (70% satisfied compared to 78% on average across all subject areas).

Education apprentices, as well as those in Health, were less likely to be satisfied with the balance of time spent training and working (76% in each subject area satisfied compared to 80% on average across all subject areas). Those in ICT were notably less likely to be satisfied with the relevance of their apprenticeship (82% satisfied compared with 90% on average across all subject areas).

The small group of Science apprentices were particularly polarised – whilst they were more likely than those in a number of subject areas to be satisfied with the level of employer support and the balance of training and work (92% satisfied with each), they were also the least likely than those in other subject areas to be satisfied with the quality of training (76% satisfied compared with 87% on average across all subject areas).

Table 5.2 Satisfaction with aspects of apprenticeships by subject area (Level 2 and 3 apprentices)

Column percentages	ALL	Agriculture	Arts and Media	Business	Construction	Education	Engineering	Health	ICT	Leisure	Retail	Science
Relevance of training to career or job	90	91	88	88	93	90	89	93	82	92	90	87
Quality of training received	87	84	81	86	87	83	87	86	85	90	88	76
Balance between time spent training and working	80	81	84	79	88	76	82	76	80	80	80	92
Amount of training received each week	78	79	82	77	89	70	82	76	78	78	77	75
<i>Base: all receiving training</i>	4,836	202	143	901	374	260	745	859	312	309	649	82
Assessment on the job	87	85	88	87	90	89	84	90	83	88	87	82
Feedback received on progress	86	85	82	86	87	86	85	88	85	88	87	86
Extent to which employer supported apprenticeship	84	88	88	84	90	87	87	81	84	86	82	92
<i>Base: All</i>	4,990	205	144	940	378	276	755	895	317	317	681	82

Advocacy (Levels 2 and 3)

Reflecting apprentices' high levels of satisfaction with their apprenticeship, the majority of apprentices would advocate the benefits of apprenticeships: just over four in five (81%) would speak highly of their apprenticeship, very similar to the 80% found in 2015. Around half this number (40%) would speak positively about their apprenticeship without being asked. Only a small minority (four per cent) of apprentices would speak critically about their apprenticeship.

- Level 3 apprentices were more likely to proactively be positive about their apprenticeship than Level 2 apprentices (43% would speak highly of apprenticeships without being asked, compared to 37%).
- Comparing the views of those within different subject areas, apprentices from Construction and ICT were the most likely to speak highly about their apprenticeship (84% of those on each). Those studying 'newer' subject areas such as Arts and Media were slightly less positive than average (76% would speak highly of apprenticeships).
- Younger apprentices were more likely to be very positive, with 44% of those under 19 likely to speak highly of their apprenticeship without being asked compared to 38% of those aged 19-24 and of those 25 or older.
- Apprentices with a disability were less positive than those without, only 75% would speak positively about their apprenticeship compared to 82% of those without a disability.

Those who had moved on to further study by the time of the research were three times as likely as average to be critical about their apprenticeship (12% compared to four per cent overall), perhaps suggesting that they had moved onto further study because their apprenticeship had not met their needs. Those that were unemployed were also less likely to be positive, only two thirds (66%) would be positive compared to 81% of those in work and 83% of those still undertaking their apprenticeship. The latter were amongst the most positive groups suggesting that outcomes are an important factor in how apprentices rate their training – it may be that some apprentices were happy with their apprenticeship programme whilst undertaking it, but if they do not see a positive employment outcome they become less positive over time.

As seen in previous years, and with satisfaction levels, the small group who would have preferred to do something other than an apprenticeship were significantly more likely to be critical of apprenticeships (15%, compared to two per cent of those for whom an apprenticeship was their preferred choice).

Satisfaction with higher apprenticeships

Matching findings amongst Level 2 and 3 apprentices, the vast majority (87%) of higher apprentices were satisfied with their apprenticeship overall. Seven in ten (71%) were very satisfied, in line with Level 2 and 3 apprentices. In contrast to 2015, existing employees were equally satisfied as those recruited specifically for their higher apprenticeship (87% and 88% respectively). Levels of satisfaction with apprenticeships overall were highest amongst apprentices in Engineering and Manufacturing (98%), followed by those in Other subject areas (95%) and the ICT (89%). There was little difference by level, although 92% of degree apprentices said they were satisfied with their apprenticeship overall (this is not statistically different to other higher apprentices).

Almost three-quarters of higher apprentices felt their apprenticeship was better than expected (72%, rising to 87% of those in Engineering), and 50% felt it was *much* better than expected, a significant increase relative to 2015 (66% and 45% respectively). Continuing trends seen in 2015, those who were recruited specifically as apprentices were more likely to feel their apprenticeship was better than their expectations (77%, compared to 69% of existing employees). Around one in ten (9%) of all higher apprentices thought their apprenticeship was worse than expected.

As in 2015, higher levels of satisfaction were seen across those for whom an apprenticeship was their preferred choice, echoing trends seen amongst Level 2 and 3 apprentices. Over half (56%) of those for whom an apprenticeship was their preferred choice felt that their apprenticeship was much better than expected (in comparison to 21% of those from whom an apprenticeship was not their preferred choice and 45% of those who had no single preference).

Levels of satisfaction with particular elements of apprenticeships broadly mirrored those of Level 2 and 3 apprentices. As in 2015, and as seen amongst Level 2 and Level 3 apprentices, higher apprentices were most satisfied with the relevance of the training to their career (93%). Following this, around eight in ten higher apprentices were satisfied with assessment on the job (84%), the quality of training received (84%), the feedback received on progress (83%) and the extent to which their employer supported their apprenticeship (82%).

The vast majority (86%) of higher apprentices would speak positively about their apprenticeship (47% say they would do so without being asked – a significant increase compared to 41% in 2015), in line with proportions of Level 2 and 3 apprentices. Those for whom an apprenticeship was their preferred choice were more likely to speak positively about apprenticeships (91%, compared to 59% for whom an apprenticeship was not their preferred choice). Only a small minority (4%) would speak critically of their higher 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. It also discusses the impacts of apprenticeships on apprentices' future careers, their 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 they had **more appropriate skills and knowledge** related to their current or desired area of work as a direct **result of their apprenticeship** (92%). Specific recruits and younger apprentices were especially likely to agree they had acquired a range of different skills.
- **Over 60%** reported **improved English, maths** (rising to around 80% of those who studied these as part of their apprenticeship), and / or **IT skills**.
- Of the apprentices who had completed their apprenticeship, **most (91%) were in work at the point of survey** (12-20 months after completing their apprenticeship). This was in line with 2015 (92% in work).
- **Over two thirds (68%) of those who had completed their apprenticeship and were in employment** at the time of research had **stayed with the same employer** with whom they undertook their apprenticeship, lower than in 2015 (72%).
- There continue to be **marked differences in levels of unemployment by subject area**, with relatively **high levels of unemployment** amongst apprentices in **ICT, Agriculture and Arts and Media** (9%-10%).
- The **vast majority (94%) of working apprentices felt that their apprenticeship had had beneficial impacts on their career**. Compared to 2015, a higher proportion had experienced all five of the following: feeling more satisfied, feeling more secure in their job, being given or taking more responsibility, doing better at work and having improved career prospects (59% versus 51%).
- **Half (50%) of those who had completed their apprenticeship had since received a pay rise, and a third had been promoted (32%)**, with the majority attributing these benefits to their apprenticeship. Both are above 2015 levels.

- The **majority of apprentices** still employed by the employer with whom they did their apprenticeship thought they **would stay with that employer for the next few years** (85% of completers and 86% of current apprentices).
- **Nearly nine out of ten** (88%) thought their apprenticeship had given them **more chance of finding work in future**.
- **Only 16% had gone on to further study**, although 57% had considered doing so.

Higher apprentices

- Around **nine in ten higher apprentices 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%).
- In line with 2015, **just over nine in ten** (91%) **of those who had completed their higher apprenticeship were in full-time work at the point of survey**, and six per cent were employed part time. Only a small minority (2%) were unemployed.
- The majority of higher apprentices in employment felt that they were now **doing better at their job** (86%), were **more satisfied with their job** (71%), had **taken on more responsibility** (68%) or **felt more secure** in their job (68%).
- The vast majority (89%) 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 (95%) felt that it was likely they would continue working in the same sector for the next 2-3 years.
- Three-quarters (78%) 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.

Key changes compared to 2015

(All differences noted here are statistically significant unless stated otherwise)

Level 2 and 3 apprentices

- There has been a slight increase in the proportion of apprentices who considered that because of their apprenticeship they now had more appropriate skills and knowledge related to their current or desired area of work (from 90% in 2015 to 92% in 2017).
- Three-fifths (60%) of completers remained employed with the same employer at the time of the survey; this marked a decrease of four percentage points since 2015 (64%). However, of all current apprentices, a higher proportion considered that they would stay with their employer for at least 2-3 years after completing their apprenticeship (86% compared with 82% in 2015).
- The proportion of completed apprentices still employed by the same employer who considered that they were likely to stay in the same line of work over the next 2-3 years had also increased, from 89% in 2015 to 93% in 2017.
- There has been an increase in the proportion of Level 2 and 3 apprentices who think that the apprenticeship will give them 'significantly more chance' in finding work in the future (52% in 2015, 57% in 2017).
- Regarding future training, some disparities across measures seen in 2015 had reduced by 2017. Eight in 10 (80%) considered that their employer had actively supported their career development (decreasing from 83% in 2015), while 78% of those employed felt aware of the training options available to them (increasing from 74%).
- Just over a third (36%) had neither considered nor started study towards further qualifications; this represented a drop of seven percentage points from 2015 (42%). There were noticeable increases in apprentices considering higher level apprenticeships (from 14% to 31%), a Higher National Certificate (9% to 22%), a Foundation Degree (9% to 20%), and a Degree (11% to 23%).

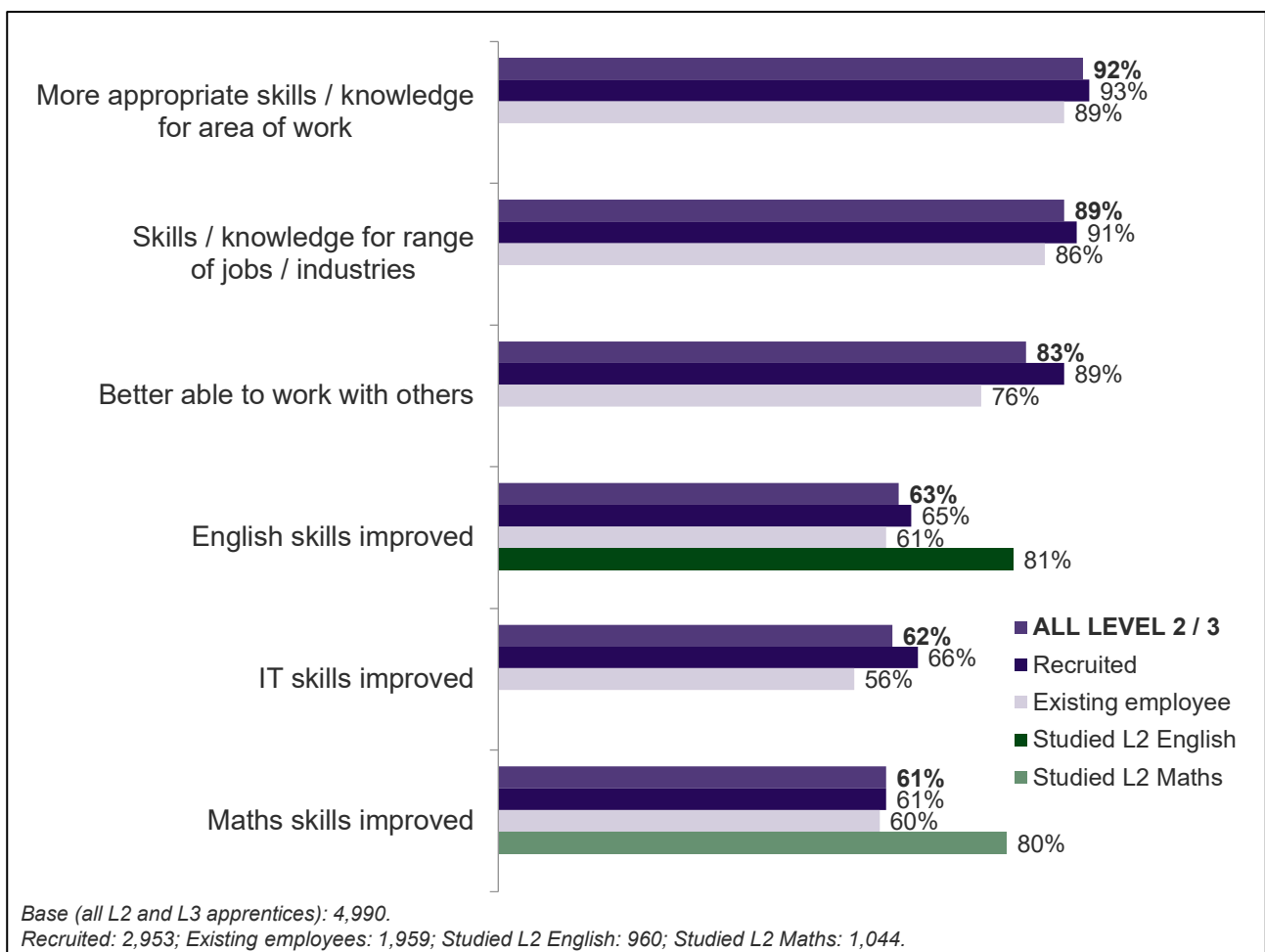
Higher apprentices

- Among higher apprentices, four-fifths (79%) felt they were able to work better with others as a result of their apprenticeship, increasing from 73% in 2015. Additional improvements were seen with regards to the proportion employed who felt more satisfied with their job (from 65% to 71%).

Skills gained during apprenticeships (Levels 2 and 3)

The vast majority of apprentices felt that because of their apprenticeship they had more appropriate skills and knowledge related to their current or desired area of work (92%), continuing the upward trend from 88% in 2014 and 90% in 2015). Almost the same proportion felt that they could use the skills and knowledge they had gained across a range of jobs and industries (89%, matching 2015 and maintaining the increase from 87% in 2014), and that they were now better able to work with others (83% a small increase from 82% in 2015, maintaining the increase from 77% in 2014). As shown in Figure 6.1, a secondary set of skills were also reported to have improved by just over three-fifths of Level 2 and 3 apprentices, with 63% saying their English skills had improved, 62% that their IT skills had improved and 61% that their Maths skills had improved.

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



Apprentices who were specifically recruited were consistently more likely to agree that they had acquired these skills during their apprenticeship than those who were existing employees, as shown in Figure 6.1. This particularly applied to working with others (89% vs 76%) and improved IT skills (66% vs 56%).

Linked to these differences by recruitment status, younger apprentices were also consistently more likely to report they had gained skills and knowledge than older apprentices, as shown in Table 6.1. This was most notable in the proportion who said they could now work better with others (91% of those under 19 compared to 75% of those aged 25 or over, and 86% of those aged 19-24).

Agriculture and Construction apprentices were generally more positive about the skills and knowledge they had gained, as shown in Table 6.1. Nearly all felt they now had more appropriate skills and knowledge related to their current or desired area of work (96% and 95%), and were better able to work with others (90% and 89%). Arts and Media and Leisure apprentices were also particularly likely to report they were better able to work with others (91% and 88% respectively). Education apprentices were less likely than others to feel they could use the skills and knowledge that they now had across a range of jobs and industries or that they were better able to work with others (84% and 76% respectively).

Table 6.1 Skills gained as a result of apprenticeships, by subject area and age (Levels 2 and 3)

<i>Row percentages</i>	Base		More appropriate skills / knowledge for area of work	Skills / knowledge for range of jobs / industries	Able to work better with others	English skills have improved	IT skills have improved	Maths skills have improved
All	4,990		92	89	83	63	62	61
Agriculture	205	%	96	90	90	58	47	58
Arts and Media	144	%	87	92	91	62	81	48
Business	940	%	89	90	82	62	74	55
Construction	378	%	95	92	89	63	40	75
Education	276	%	94	84	76	67	76	67
Engineering	755	%	93	89	84	58	58	65
Health	895	%	93	87	81	68	59	61
ICT	317	%	92	92	84	67	93	51
Leisure	317	%	90	90	88	60	53	47
Retail	681	%	90	88	83	64	53	62
Science	82	%	91	91	81	46	64	51
Aged under 19	1,592	%	94	92	91	67	68	63
Aged 19-24	1,555	%	93	90	86	60	61	56
Aged 25+	1,843	%	89	86	75	63	58	63

As reported in Quality and content of apprenticeships it is now a requirement for those without a Level 2 qualification in English and / or maths to be offered the chance to study for one. Those who had studied English and maths were particularly likely to believe that these skills had improved (81% of those who had studied for a Level 2 English qualification and 80% of those who studied for a Level 2 Maths qualification). This does

however leave around a fifth of those who had studied for these qualifications as part of their apprenticeship not reporting any improvement, which may be linked to the limited hours and / or lack of formal teaching received by some apprentices as reported in Satisfaction with apprenticeships. A notable 70% of apprentices based in London said that their English skills had improved via their apprenticeship. Apprentices in Construction were more likely than average to have improved their Maths skills (75% compared to an average of 61%).

Predictably, apprentices in ICT were significantly more likely than apprentices from all other subject areas to feel that their IT skills had improved (93%, compared to an overall average of 62%), as shown in Table 6.1.

Apprentices who had studied towards English or Maths Level 2 qualifications as part of their apprenticeship were also notably more likely than those who had not to report an improvement in IT skills (70% compared to 59% of those who had studied neither), and were more likely to feel they now had appropriate skills and knowledge related to their current or desired area of work (95%, compared to 91%). This indicates the importance of a rounded approach in upskilling workers.

In addition to indicating whether the skills and knowledge discussed above had been gained (which were asked on a prompted basis), apprentices were given opportunity to highlight any further skills they had gained. Most commonly cited were communication skills (for seven per cent), personal development (7%), organisation or time management (3%), management or leadership skills (2%) and customer service skills (2%).

Indicating the value of apprenticeships in giving young people who had experienced a period of being NEET general workplace skills that would potentially be applicable across a range of sectors, those that had been NEET prior to their apprenticeship were more likely than average to report improvements in IT and communication skills as well as gaining personal development (66%, 10%, and 10% respectively).

Overall only two per cent felt they had not gained any skills or knowledge through their apprenticeship. This was higher amongst two groups who were particularly negative about many aspects of their apprenticeship - 10% of those who would have preferred to do something other than an apprenticeship and five per cent of those who had moved on to further study by the time of the research.

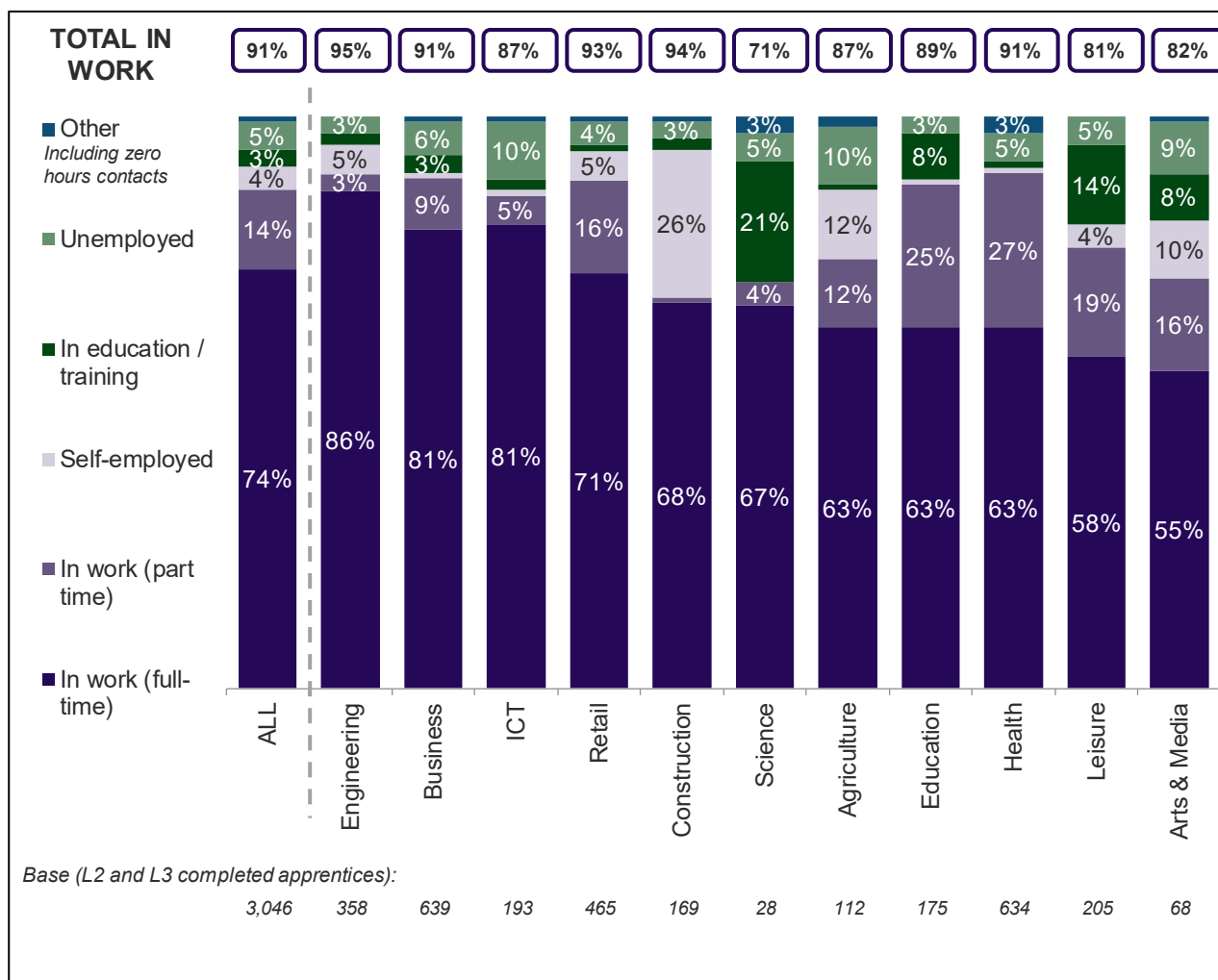
Employment status of apprentices that had completed their apprenticeship (Levels 2 and 3)

Of the apprentices who had completed their apprenticeship, the vast majority (91%) were in work at the point of survey, with 74% employed full time, 14% employed on a part time basis and 4% self-employed. A small minority (five per cent) were unemployed, and three

per cent were in education. These figures are in line with the outcomes for apprentices in 2015, with no change greater than one percentage point.

As Figure 6.2 shows, individuals on Engineering, Construction, Retail, Health and Business apprenticeships were the most likely to be in work (95% to 91%), whilst those on Arts and Media and Leisure apprenticeships were less likely (82% to 81%)²².

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



Within each subject area the proportion of those who had completed their apprenticeships who were in work was in line with the previous 2015 study.

Part time work was particularly common amongst those who had completed Education and Health apprenticeships, linked with the high proportion of women and older apprentices in these subject areas. Female apprentices who had completed their training

²² Only 71% of apprentices who had completed their Science apprenticeship were in work but the base size is low (28), and this finding should be treated with caution.

were more than four times as likely as male apprentices to be working part time (22% compared to five per cent), and those aged 25 or above were almost three times as likely as younger apprentices to work part time (23% compared to eight per cent of those aged 19 to 24 and seven per cent of those under 19). These factors also connect with existing employees (who were more than five times as likely to be aged 25 or older than those recruited specifically, and were also significantly more likely to be female) being more than twice as likely as specific recruits to be working part time after finishing their apprenticeship (20% compared to nine per cent).

Although overall there was little change compared to 2015 in the proportion of completed apprentices in part time work (both 14%), individual subject areas did show differences. There was an increase in part time work amongst those who had completed an Agriculture or Health apprenticeship (seven and six percentage points higher respectively compared to 2015). Both of these increases were accompanied by a decrease in the proportion working full time (63% of those who had completed Agriculture or Health apprenticeships were working full time in 2017 compared to 77% and 68% in 2015). In contrast the proportion of those who had completed a Retail apprenticeship working part time had dropped by seven percentage points to 16%.

Less than one per cent of apprentices were employed on zero hour contracts.

Three-fifths (60%) of Level 2 and 3 completers remained employed with the same employer, equivalent to 68% of completed apprentices in employment at the time of the survey. Both of these figures are slightly lower than in 2015 (64% and 72% respectively). Apprentices who were specifically recruited remained less likely than existing employees to stay with their employer after completing their apprenticeship (65% of completers in employment compared to 73% among those who were existing employees), but while the proportion staying among the former group is at the same level as in 2015, the proportion of existing employees who remained with their employer afterwards had dropped (73% compared to 77% in 2015). Older apprentices who had completed their apprenticeship were also more likely to still be with the same employer (76% of completers in employment aged 25 plus compared with 64% of those aged 19-24 and 61% of those under 19).

Being self-employed was even more common than in 2015 amongst those who had completed a Construction apprenticeship, accounting for over a quarter in 2017 (26% compared to 19% in 2015). Self-employment remained high amongst those who had completed an Agriculture (12%) or Arts and Media apprenticeship (10%).

Continuing in education or training was particularly common amongst those who had completed apprenticeships on some of the newer subject areas, including Leisure (14%, up from six per cent in 2015), Education (eight per cent) and Arts and Media (eight per

cent). This was also more common amongst younger apprentices (six per cent compared to two per cent of those aged 19-24 and one per cent of those 25 or above).

Continuing in education was generally either at university (one per cent overall, rising to six per cent of those who had completed Leisure apprenticeships and five per cent of those who had completed Education apprenticeships), or full time at college or school (one per cent overall, rising to seven per cent of those who had completed Leisure apprenticeships and six per cent of those who had completed Arts and Media apprenticeships). As discussed in Chapter 5, this group who continued studying were often amongst the most dissatisfied with their apprenticeship, and may have been seeking an alternative route to their desired career.

Around one in ten of those who had completed apprenticeships in ICT (10%), Agriculture (10%) or Arts and Media (nine per cent) were unemployed, a higher proportion than seen for other subject areas. Those who had completed a Level 2 apprenticeship were more likely to be unemployed (six per cent unemployed compared to three per cent of Level 3 apprentices), as were specific recruits (six per cent unemployed compared to three per cent of those who were existing employees).

Those who would have preferred an alternative to an apprenticeship were also particularly likely to be unemployed after completion (11% compared to four per cent of those whose first choice was an apprenticeship and five per cent of those who did not have a preference). This may indicate that the apprenticeship was not the most suitable route for their desired career, which may also be a factor resulting in this group being especially negative about apprenticeships (see Chapter 5).

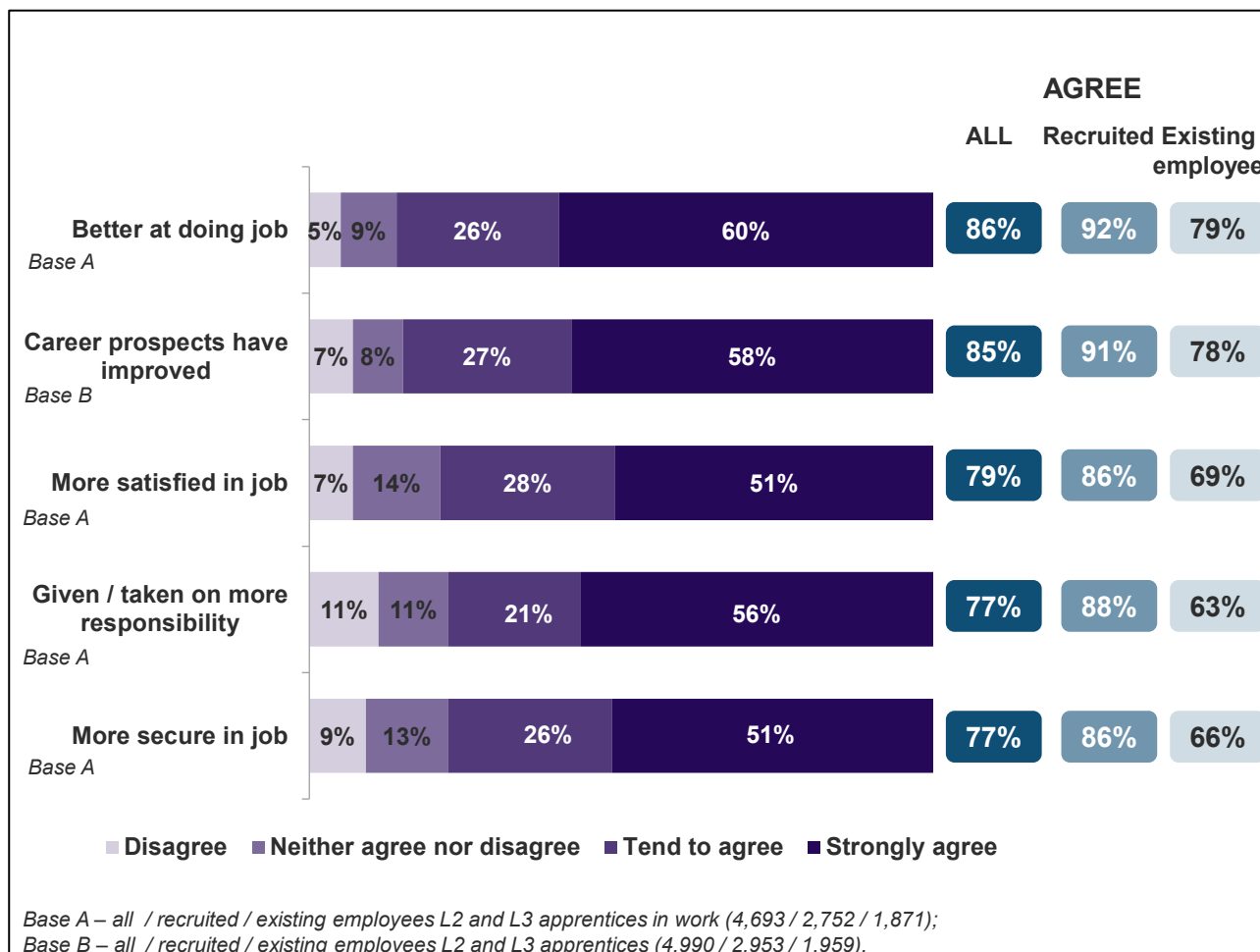
Unemployment following a completed apprenticeship was also more likely for other demographic groups, some of whom may face more hurdles in seeking work;

- Those young people who had experienced a period of being NEET in the year prior to their apprenticeship (11% compared to four per cent of those who had not)
- Those with a disability (nine per cent compared to four per cent of those without a disability)
- Younger apprentices (six per cent of those under 19 compared to four per cent of those aged 25 or over)

Impacts at work (Level 2 and 3)

The vast majority (94%) of apprentices in work felt that since starting their apprenticeship they had seen positive impacts on their job or career prospects, as listed in Figure 6.3²³. Almost three-fifths (59%) had experienced all five.

Figure 6.3 Impacts since starting apprenticeships (Levels 2 and 3)



Over four-fifths of apprentices agreed that their career prospects had improved since the start of their apprenticeship (85%) and a similar proportion of those in work thought they were better at doing their job as a result of their apprenticeship (86%). Almost four out of five of those in work felt more satisfied in their job since starting the apprenticeship (79%), that they had more responsibility at work (77%) and that they were more secure in their job (77%).

²³ Respondents were asked whether they agreed or disagreed that changes detailed in the following two paragraphs 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.

Apprentices who were specifically recruited were more likely to agree they had experienced each of these changes than those who were existing employees, as shown in Figure 6.3. Whilst unsurprisingly those new to their roles saw greater impact on job security, they were also more likely to agree their career prospects had improved (91% compared to 78% of existing employees).

Compared to 2015 there have been increases on the proportion of apprentices reporting any positive impacts (94% compared with 92% in 2015) and in the proportion reporting all five (59% compared with 51% in 2015). Each of the individual impacts saw higher levels of agreement than in 2015, with increases of between two and five percentage points (the greatest increases were in terms of satisfaction with job and security of job). In 2017 self-employed apprentices were also asked about impacts on their employment (they were excluded in previous years)²⁴, and they were equally as positive, with 60% saying experiencing each of the five impacts.

Apprentices who would have preferred an alternative to an apprenticeship were particularly likely to disagree that any of these positive impacts had occurred (20% did so compared to only three per cent amongst those whose first choice was an apprenticeship and eight per cent of those who did not have a preference).

Apprentices who were still undertaking their apprenticeship were consistently more likely to agree they had seen these impacts than average, for example 82% of current apprentices agreed they were more secure in their job compared to 76% of those who had completed and were still with the same employer.

Continuing trends seen in previous years, younger apprentices in employment tended to be more likely to think they had benefited from their apprenticeship than older individuals: almost three-quarters (73%) of apprentices aged under 19 experienced all five of the impacts, compared with 64% of those aged 19-24 and just 44% of those aged 25 and over.

Apprentices aged under 19 were more likely to agree that they had been given or had taken on more responsibility (91%) and were now more satisfied (89%) and secure (88%) in their job, 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 (91%) compared with non-NEETs (84%).

²⁴ Self employed accounted for two per cent of employed apprentices.

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

<i>Column percentages</i>	ALL	Under 19 years	19-24 years	25 years +
Better at doing job	86	93	90	78
More satisfied in job	79	89	82	68
Given / taken on more responsibility	77	91	84	61
More secure in job	77	88	81	67
<i>Base (all employed)</i>	<i>4,693</i>	<i>1,479</i>	<i>1,454</i>	<i>1,760</i>
Career prospects improved	85	92	89	77
<i>Base (all)</i>	<i>4,990</i>	<i>1,592</i>	<i>1,555</i>	<i>1,843</i>

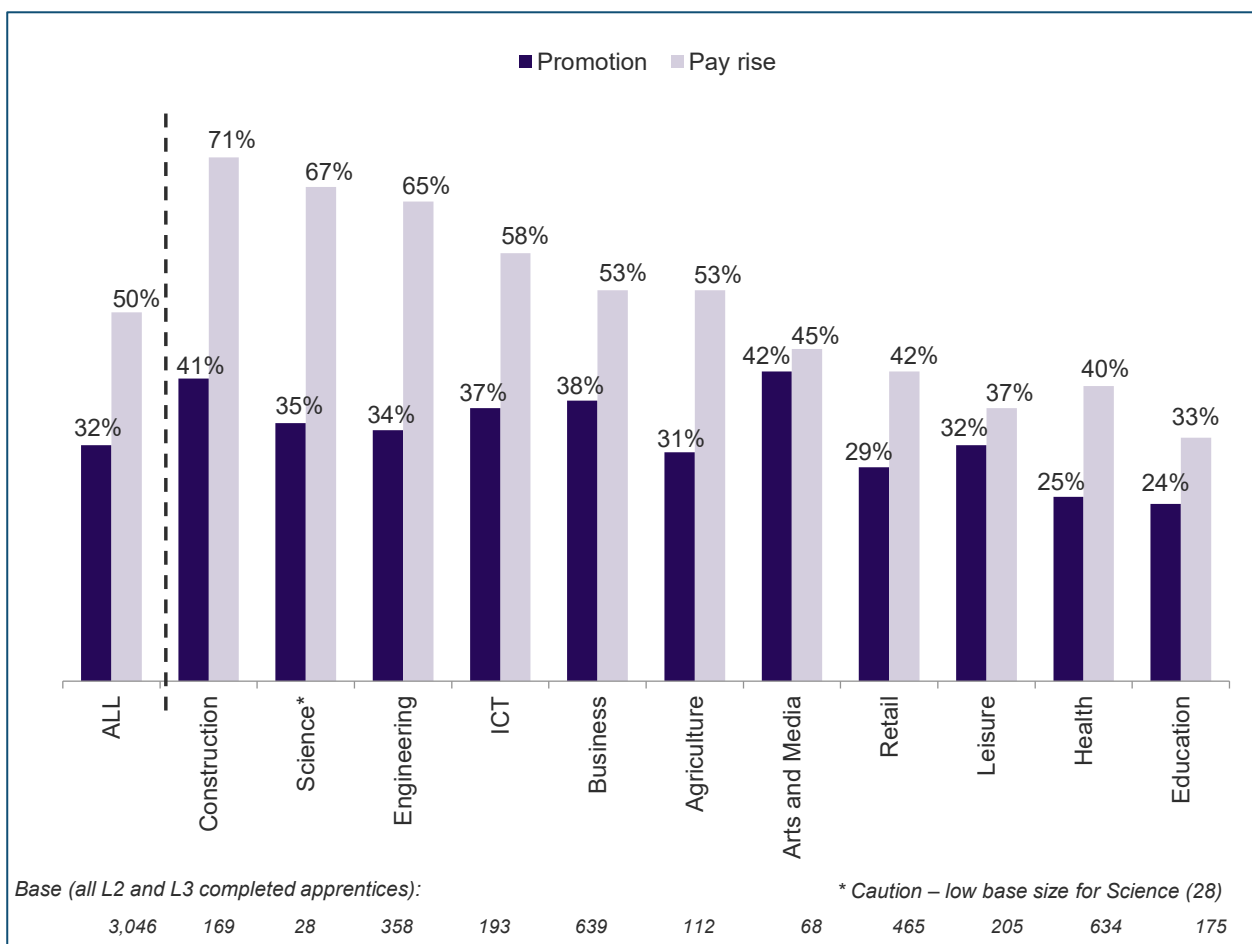
There were also differences by subject area with those on the ‘traditional’ subject areas of Construction, Agriculture and Engineering more likely to report all five impacts (79%, 69% and 67%) compared to some of the ‘newer’ subject areas such as Education (45%), Leisure (52%) and Business (53%).

Half of those who had completed their apprenticeship had since benefited at work by receiving a pay rise (50%, rising to 58% of those who had remained with the same employer) and a third had gained promotion (32%, rising to 38% of those with the same employer). Most but not all attributed these changes directly to their apprenticeship though, with 72% who received a pay rise and 82% of those who received a promotion saying this was either directly because of the apprenticeship or it had helped. The proportions seeing these benefits had risen slightly from 2015, when 46% had received a pay rise and 30% had gained promotion.

Age and subject area had the greatest impact on likelihood to receive a pay rise or promotion. Apprentices aged under 19 were almost twice as likely to receive a pay rise as older apprentices aged 25 or over (62% compared to 35%, with 59% of those aged 19-24 also receiving an increase), although this may be at least in part a reflection of apprentices moving from an ‘apprenticeship wage’ to the wage of a full adult employee. Younger apprentices were also more likely to have been promoted (37% of those under 19 and 41% of those aged 19-24 compared to 21% of those aged 25 or above).

Construction apprentices were particularly likely to receive a pay rise (71%), alongside Engineering apprentices (65%), while Construction, Business and ICT apprentices were most likely to receive a promotion (41%, 38% and 37% respectively), as shown in Figure 6.4. These figures are broadly in line with 2015, though positive improvements were evident for those who had completed a Business apprenticeship who were more likely to have received a pay rise in 2017 (53% compared to 41% in 2015) or a promotion (38% compared with 29%), while those who had completed an Arts and Media apprenticeship were also more likely to have been promoted (42% compared to 22%).

Figure 6.4 Whether apprentices had received a promotion or pay rise since completion, by subject area (Levels 2 and 3)



Those recruited specifically for an apprenticeship were more likely to have received a pay rise or promotion (61% and 38% respectively). Likewise, Level 3 apprentices were more likely to have experienced these benefits: 57% had received a pay rise and 38% had been promoted.

Male apprentices (56% compared to 44% of female apprentices), and those without a disability were also more likely to have received a pay rise (51% compared to 39% of those without a disability) although the disparity was smaller when comparing likelihood to have been promoted.

Amongst those who had received a promotion, 22% attributed it directly to their apprenticeship, and over half (60%) felt that it helped. The remainder of apprentices who received a promotion (17%) 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 (26% compared to 17% of existing employees). This figure was also higher among Engineering apprentices that had been promoted (39%) and Construction apprentices (30%). Business apprenticeship completers (who were amongst those most likely to receive a promotion), were the most likely to say the apprenticeship had made no difference (25%).

Of those who received a pay rise, nearly three in ten (28%) felt that it was directly because of their apprenticeship (rising to 30% of those who had stayed with the same employer), and over four in ten (43%) felt that it helped to some extent. Over a quarter (28%) believed it made no difference. Again, a greater proportion of those who were specific recruits attributed their pay rise to their apprenticeship (31%). Level 2 apprentices were particularly likely to feel their apprenticeship had made no difference to achieving their pay rise (32% compared to 23% of Level 3 apprentices). Those receiving a pay rise attributing this directly to their apprenticeship was more common among Engineering apprentices (39%), Health apprentices (38%) and Construction apprentices (35%).

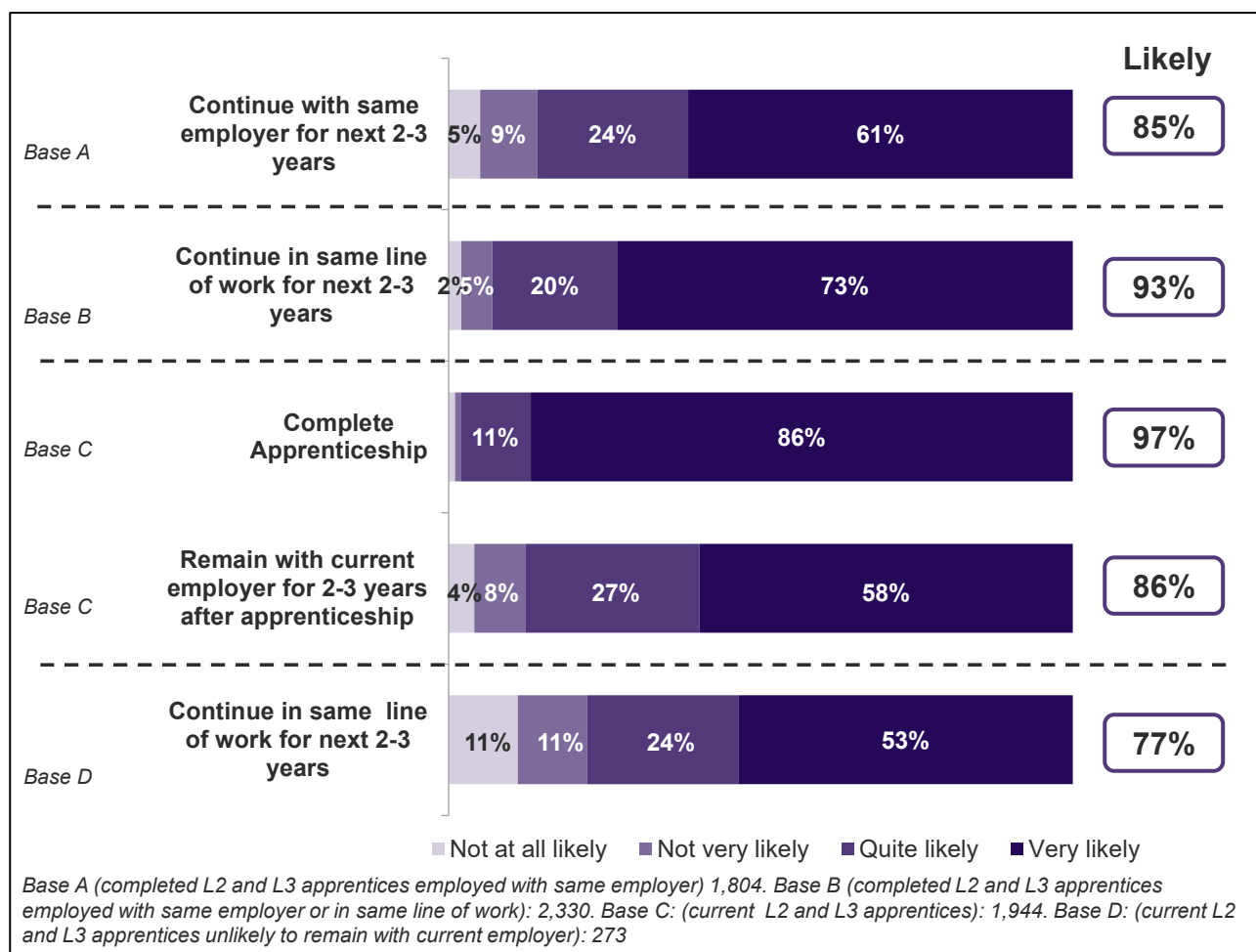
Again, Business apprenticeship completers were amongst the most likely to say the apprenticeship had made no difference to achieving their pay rise (35%).

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 (85%) of those who had completed Level 2 and 3 apprenticeships and had remained with the same employer with whom they had undertaken their apprenticeship planned to continue working for this same employer for the next two to three years (see Figure 6.5). This is similar to the proportion who planned to continue with the same employer in 2015 (87%)²⁵.

²⁵ In 2015 all apprentices who were in full time or part time employment at the time of the research were asked these questions, and the figures reported in the 2015 report reflect the views of this wider group. To ensure comparability the 2015 figures quoted here are based only on the same narrower group who were asked these questions in 2017 (those who had completed their apprenticeship and remained in employment with the same employer or line of work at the time of research).

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



More broadly, over nine in ten (93%) completers who were working with the same employer or in the same line of work planned to continue in the same line of work over the next two to three years.

Of the Level 2 and 3 apprentices who were still doing their apprenticeship, 97% felt that it was likely that they would complete it, and 86% thought it was likely that they would remain with their current employer for the next two to three years after finishing their apprenticeship (the latter representing an increase from 82% in 2015).

Most current apprentices who did *not* think it was likely that they would remain with the same employer did plan to remain in the same line of work for the next two to three years (77%). This is equivalent to 13% of all current apprentices expecting to change their line of work away from the field in which they did their apprenticeship. The following current apprentices were most likely to expect to change their line of work:

- Those who had already changed employer whilst undertaking their apprenticeship (30% compared to 11% of those with the same employer)

- Those in the Leisure subject area, 21% compared to the 13% average across all subjects
- Those based in London, 19% compared to the 13% average across all areas
- Those who would have preferred an alternative to an apprenticeship (19% compared to 12% of those for whom it was a preference and 13% of those who did not mind), perhaps indicating it is not only the apprenticeship itself which they are unhappy with, but the field of work in general.

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 (45%). Other reasons included the fact that they no longer worked for their employer (24%) and that it was too difficult to balance work and training (17%).

A third (34%) of apprentices who had completed their training, but who were unemployed at the point of survey, were looking for work. Of these, relatively few (29%) 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.

Overall, more than half (57%) 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 under a third (31%) of felt that their apprenticeship had given them slightly more chance (11% felt that it had made no difference). The proportion who felt they had significantly more chance of finding work had increased from 52% in 2015.

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

- Construction apprentices (70%).
- Those recruited to their apprenticeship (63% compared to 49% of existing employees)
- Level 3 apprentices (63%, compared to 53% of Level 2 apprentices)
- Younger apprentices (62% of those under 19 compared to 57% of those aged 19-24 and 53% of those aged 25 or above)

Of those on a 'new' apprenticeship standards, 83% thought their apprenticeship had given them significantly more chance of finding work in future compared to 57% amongst those on apprenticeship frameworks.

Apprentices with a disability were more likely to think their apprenticeship had made no difference to their finding work than those without (19% compared to 11%). Those who had completed their apprenticeship and were now in education or unemployed were also

more likely than current apprentices to think it would make no difference (21% of each compared to only 7% of current apprentices).

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

Awareness and interest in further training and development was high: 78% of those employed felt aware of the training options available to them, while 80% felt their employer actively supported their career development.

Given that apprentices were surveyed either whilst still on their apprenticeship, or relatively soon (one to two years) after completion, involvement and interest in further study is reasonably high. A minority (16%) of Level 2 and 3 apprentices had undertaken some additional subsequent study, though 57% were considering some additional study (rising to 69% among current apprentices).

Just over a third of current apprentices or recent completers (35%) had neither started nor considered studying for further qualifications. This was more common among those in Agriculture (45%) or Retail (44%). Those who were often most dissatisfied with their apprenticeship and less likely to see positive impacts were also less likely to have started or considered studying (44% of those who were unemployed at the time of research, 41% of existing employees and 41% of those aged 25 or over had done neither).

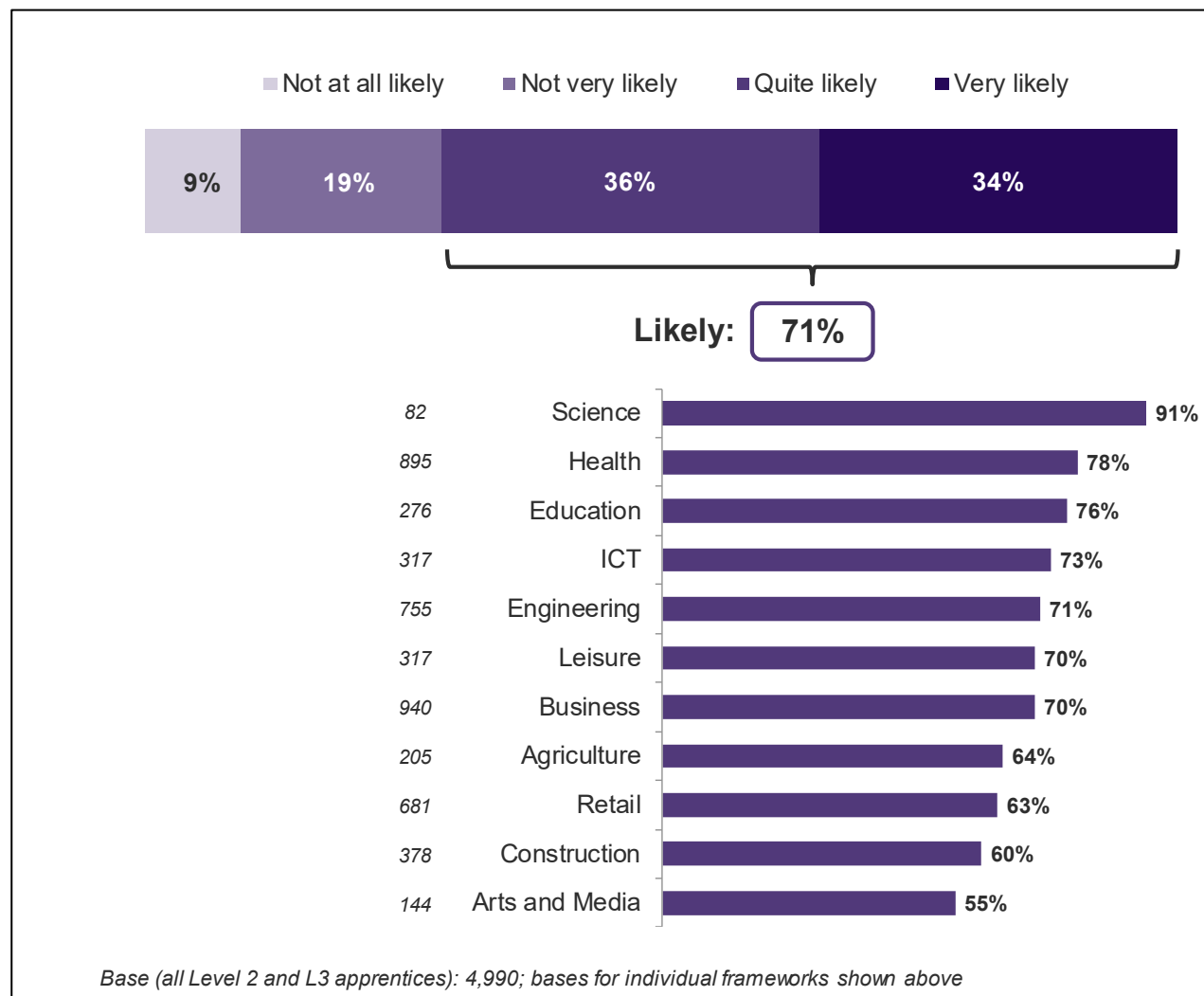
When asked about further learning or training that they had started or considered, apprentices typically had either started or considered the next level in the apprenticeship programme, or some form of higher education (e.g. a foundation or undergraduate degree). Indeed, similar proportions of Level 2 and Level 3 apprentices had considered or started the subsequent level - 36% of Level 2 apprentices had considered undertaking a Level 3 apprenticeship, and eight per cent had started, while 37% of Level 3 apprentices had considered a higher apprenticeship at Level 4 or 5, and three per cent had started one. Likewise, just over a quarter (27%) of Level 2 apprentices had considered 'skipping' a level and undertaking a Level 4 or 5 apprenticeship and 29% of Level 3 apprentices had considered a degree apprenticeship.

Level 3 apprentices were more likely to consider training routes outside of apprenticeships, with 24% considering Higher National Certificates (compared to 21% of Level 2 apprentices), 23% considering Foundation Degrees (compared to 18% of Level 2 apprentices) and 27% considering Degrees (compared to 21% of Level 2 apprentices).

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 two to three years of completing their apprenticeship (as shown in Figure 6.6), no change from 2015. This was much higher among those still undertaking their apprenticeship (79%) than completers who were in work (65%) or unemployed (62%). Apprentices in Science,

Health and Education were particularly likely to plan on undertaking further learning or training in the next two to three years (91%, 78% and 76% respectively stated that it was likely). In contrast, a smaller proportion of those in Arts and Media said they were likely to undertake further learning or training (55% vs. 71% across all subject areas).

Figure 6.6 Likelihood of undertaking further training or learning leading to a qualification in the next two to three years / in the two to three years after completing (Levels 2 and 3)



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%), identical proportions to 2015. Four-fifths (79%) felt they were able to better work with others as a result of their higher apprenticeship, an increase on 73% in 2015.

In line with 2015, just over nine in ten (91%) of those who had completed their higher apprenticeship were in full-time work at the point of survey, and six per cent were employed part time. Only a small minority (2%) were unemployed.

The vast majority of higher apprentices agreed that their career prospects had improved since starting the apprenticeship (83%). Among those employed, well over four-fifths (86%) felt that they were now doing better at their job and around seven in ten were more satisfied with their job (71%), had taken on more responsibility (68%) or felt more secure in their job (68%). Half (50%) 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:

- Degree level apprentices (72%) and Level 4 apprentices (64%), compared to Level 5 apprentices (40%);
- Those on apprenticeship standards (78%, compared with 49% of those on apprenticeship frameworks)
- Those on an Engineering (79%) or an ICT higher apprenticeship (78%)
- Those aged under 25 (72%, compared with 39% of older apprentices)
- Those without a disability (51%, compared to 31% of those with a disability)
- Those recruited specifically as a higher apprentice (72% vs. 38% among that that been existing employees of the employer).

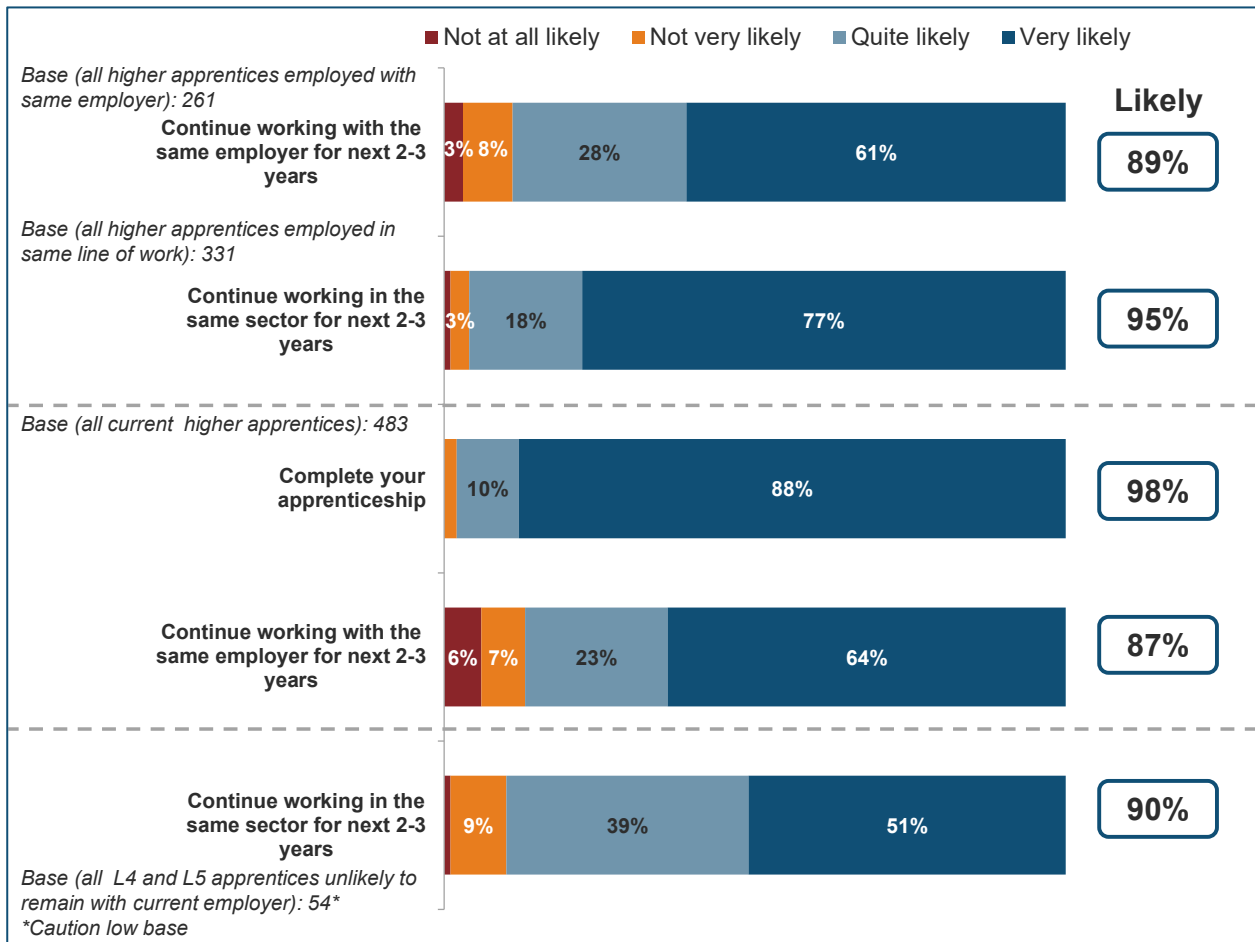
Overall, six per cent of higher apprentices felt that they had experienced none of the five positive outcomes at work (in line with the six per cent seen amongst Level 2 and 3 apprentices, and with seven per cent of higher apprentices in 2015).

Just over two-fifths (42%) of all those who completed a higher apprenticeship reported that they had received a pay rise subsequently. Of these, 26% attributed their pay increase directly to the apprenticeship, while 54% reported that it had helped. Around a third (34%) had been promoted subsequent to their higher apprenticeship finishing. A fifth (21%) of those promoted attributed this directly to their apprenticeship, while 68% 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 (89%) 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 (95%) felt that it was likely they would continue working in the same sector for the next 2-3 years. Nearly all (98%) 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, 90% still intended to work in the same sector for the next 2-3 years.

Figure 6.7 Higher apprentices' future plans



Nearly two-thirds (65%) of higher apprentices felt that their apprenticeship had given them significantly more chance of finding work in the future.

Just over three-fifths of all higher apprentices had started or considered further study (16% and 55% respectively).

Overall, just over three-quarters (78%) 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 Level 4 apprentices (83%), those on apprenticeship frameworks (79%, compared with 59% of those on apprenticeship standards), and those currently on their apprenticeship (79% compared with 66% of those who had completed).

Conclusions

This research was commissioned to monitor progress indicators and to help develop understanding of the apprenticeship programme and the value it provides to individuals and the economy.

There are many signs pointing towards apprenticeships moving in the desired policy direction. Compared to previous evaluations higher proportions of apprentices were recruited specifically to their apprenticeship rather than being existing employees, and apprenticeships were of longer duration and contained more hours of formal training. The number and proportion of those undertaking higher level and degree apprenticeships has also increased.

During a period of expansion in apprenticeship numbers, it is encouraging that a high quality learner experience has been maintained, with apprentices continuing to report high satisfaction overall as well as with specific aspects such as the relevance and quality of their apprenticeship. Of particular note is that the proportion very satisfied with the amount of training received has increased compared with 2015. Continuing a trend seen over the last few years, an increased proportion were aware that their course or training was an apprenticeship, suggesting greater levels of engagement with the apprenticeships brand among learners and their employers, however it is worth noting that, particularly among existing employees, there does still remain a lack of awareness that training or courses are apprenticeships.

There remain wide differences across subject areas, with some of the 'newer' subject areas having much shorter average durations (Leisure and Business in particular) and / or fewer training hours per week (for example Business and Education). However, the overall increase in training hours per week compared with 2015 was reflected within every subject area, particularly Arts and Media.

A key aim of apprenticeships is to secure long-term employment for learners, and encouragingly the vast majority of those who had completed their apprenticeship were in work at the time of the survey. Higher levels of unemployment were reported among completers in ICT, Agriculture and Art and Media.

Those in employment at the time of the interview reported a range of benefits to their career resulting from their apprenticeship, such as being better at their job, improved career prospects, greater job satisfaction, increased responsibility and better job security; and the proportion reporting each of these benefits has increased since 2015, which in turn was higher than 2014.

Those who had completed their apprenticeship were also slightly more likely than in 2015 to have received the tangible benefits of a pay rise, a promotion, or both, since finishing

their apprenticeship; and the majority attributed these benefits wholly or partly to their apprenticeship.

Appendix A: Questionnaire

S Screener

ASK PERSON WHO ANSWERS PHONE

S1 **Good morning / afternoon / evening. My name is NAME and I'm calling from IFF Research. Please can I speak to NAME?**

Respondent answers phone	1	CONTINUE
Transferred to respondent	2	
Hard appointment	3	MAKE APPOINTMENT
Soft Appointment	4	
Refusal	5	CLOSE
Not available in deadline	6	
Engaged	7	
Fax Line	8	
No reply / Answer phone	9	
Business Number	10	
Dead line	11	

ASK ALL

S2 **Good morning / afternoon, my name is NAME, calling from IFF Research, an independent market research company. We're conducting a survey on behalf of The Department for Business, Innovation and Skills (BIS). BIS and the National Apprenticeship Service are doing a survey about people's experiences of in-work learning and training, including Apprenticeships such as your [NAME OF COURSE] course or training [IF EMPLOYER NAME AVAILABLE: at [EMPLOYER FROM SAMPLE]]. Would now be a good time to ask you a few questions? The survey should take around 20 minutes to complete.**

ADD IF NECESSARY, BUT ONLY IF DIRECTLY QUESTIONED BY RESPONDENT

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

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

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

[EMPLOYER FROM SAMPLE]

Continue	1	CONTINUE
Referred to someone else in household NAME _____	2	TRANSFER AND RE-INTRODUCE
Hard appointment	3	MAKE APPOINTMENT
Soft appointment	4	
Refusal	5	THANK AND CLOSE
Refusal – Not done any Apprenticeship / training	6	
Refusal – taken part in recent survey	7	
Not available in deadline	8	
Requires assistance to complete interview (e.g. language difficulties or hearing impairment)	9	GO TO S3
Needs reassurances	10	SHOW REASSURANCES
Would like reassurance email	11	SEND REASSURANCE EMAIL

ASK IF RESPONDENT IS UNABLE TO TAKE PART DUE TO LEARNING DIFFICULTIES, HEARING OR SPEECH IMPAIRMENT, OR OTHER DISABILITY (S2=9)

S3 **Is there someone who would be able to help you to take part by telephone?**
IF RESPONDENT SAYS NO: Would you be happy to take part using Type Talk?

DO NOT READ OUT. SINGLE CODE.

Yes – arrange to call back when someone is available to help	1	MAKE APPOINTMENT
Yes – proceed with interview with proxy	2	CONTINUE
Yes – happy to conduct interview using Type Talk	3	CONTINUE
No	4	THANK AND CLOSE

S4 **This call may be recorded for quality and training purposes only.**

REASSURANCES TO USE IF NECESSARY

The interview will take around 20 minutes to complete.

Please note that all data will be reported in aggregate form and your answers will not be reported to our client in any way that would allow you to be identified.

If respondent wishes to confirm validity of survey or get more information about aims and objectives, they can call:

- **MRS: Market Research Society on 0500396999**
- **IFF: Helen Wrathall or Jessica Huntley Hewitt: 0207 250 3035**
- **The Department for Business, Innovation and Skills (BIS): James Davison: 02476 823482**

A Further screening, course and employer details (current learners)

ASK ALL CURRENT LEARNERS (ON SAMPLE)

- A1 **We are contacting you because we understand that you are currently involved in, or have recently finished a course or training in [NAME OF COURSE]. Can I check that this is correct?**
SINGLE CODE.

INTERVIEWER: PROBE FOR DETAILS

Yes – correct and is still doing the course / training	1	CONTINUE
Yes – correct, but the course / training has finished / has left the course	2	GO TO A3
No – doing a different course / training which is still underway	3	GO TO A5
No – doing a different course / training which is now finished / has left the course	4	GO TO A3
No – have not done any course / training	5	THANK AND CLOSE
Have not yet started the course / training	6	THANK AND CLOSE

ASK ALL COMPLETERS (ON SAMPLE)

- A2 **We are contacting you because we understand that you completed a course of training in [NAME OF COURSE] during March-October 2014. Can I check that this is correct?**
SINGLE CODE.

Yes	1	CONTINUE
No – completed a different course / training	2	GO TO A5
No – did not complete a course / training around that time	3	THANK AND CLOSE

ASK IF FINISHED SAME OR DIFFERENT COURSE (A1=2 OR 4)

- A3 **When did this training / course finish? Was it before March 2014?**
DO NOT READ OUT. SINGLE CODE.

No - finished in March 2014 or later	1	
Yes – finished before March 2014	2	THANK AND CLOSE

ASK IF FINISHED SAME OR DIFFERENT COURSE IN MARCH 2014 OR EARLIER (A3=1)

A4 **And did you complete your course / training, or did you leave before finishing?**

DO NOT READ OUT. SINGLE CODE.

Completed course / training	1	
Left before finishing	2	THANK AND CLOSE

ASK IF DOING A DIFFERENT COURSE (A1=3 OR 4) OR (A2=2)

A5 **What is the subject name and qualification level of this course / training?**

ENTER COURSE NAME AND LEVEL IN FULL.

Course name	1	WRITE IN
Course level	2	WRITE IN
Don't know	3	

A5 DUM1 **NAME DUMMY VARIABLE, DO NOT ASK**

COURSE NAME	1	A5 COURSE NAME OR FROM SAMPLE IF (A1=1 OR 2) OR (A2=1)_OR A5=DK
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A5 DUM3 **COMPLETE STATUS DUMMY VARIABLE, DO NOT ASK**

CURRENT LEARNER	1	(A1=1 OR 3)
COMPLETED LEARNER	2	A2=1 OR A4=1 OR A2=2

ASK IF EMPLOYER LISTED ON SAMPLE

A6 **According to the Skills Funding Agency's records [IF COMPLETER: you undertook] [IF CURRENT: you're undertaking] this course / training whilst working for [EMPLOYER FROM SAMPLE]. Can I check that this is correct?**

DO NOT READ OUT. SINGLE CODE.

Yes	1	
No	2	
Don't know / Can't remember	3	

ASK IF NO EMPLOYER LISTED ON SAMPLE

- A7 **Were you employed whilst you undertook this course or training?**
DO NOT READ OUT. SINGLE CODE.

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

ASK IF NOT WORKING FOR EMPLOYER ON SAMPLE (A6=2)

- A8 **Did you undertake this course / training whilst employed by a different employer?**
DO NOT READ OUT. SINGLE CODE.

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

IF EMPLOYED WHILST TRAINING (A7=1)

- A9 **What was the name of your employer?**

WRITE IN		
Don't know	1	

A9 DUM **EMPLOYER NAME DUMMY VARIABLE, DO NOT ASK**

EMPLOYER NAME	1	EMPLOYER NAME IF A8=1 OR A9. FROM SAMPLE IF A6=1. IF A9=DK OR A6=DK, USE 'YOUR EMPLOYER' IN TEXT SUB.
---------------	---	---

ASK ALL

A10 [IF CURRENT: **Do**] [IF COMPLETER: **Did**] **you have a written contract of employment with this employer?**

DO NOT READ OUT. SINGLE CODE.

Yes	1	
No	2	
Don't know	3	

ASK ALL

A11 [IF CURRENT: **Are**] [IF COMPLETER: **Were**] **you employed by this employer just for the duration of your [INSERT COURSE NAME] course or training or [IF CURRENT: is] [IF NOT CURRENT: was] this a permanent job with no fixed end date?**

READ OUT. SINGLE CODE.

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

ASK IF HAVE A WRITTEN CONTRACT OF EMPLOYMENT (A10=1)

A12 **How many hours a week [IF CURRENT: are] [IF COMPLETER: were] you contracted to spend working, excluding meal breaks and any paid overtime?**

ADD IF NECESSARY: If the number of hours varies, please estimate the average number of hours per week you were / are contracted to work.

WRITE IN (NUMERIC) (0-99)		
Don't know	1	

ASK IF CONTRACTED HOURS ARE LESS THAN 10 OR MORE THAN 50 (A12=<10 OR >50)

A13 **Can I just check, is [INSERT NUMBER OF HOURS] the correct amount of time that you [IF CURRENT: are] [IF COMPLETER: were] you contracted to spend working?**

SINGLE CODE.

Yes	1	CONTINUE
No	2	GO BACK TO A12

ASK IF CONTRACTED FOR ZERO HOURS (A12=0)

A14 **And [IF CURRENT: are] [IF COMPLETER: were] you on a zero hours contract?**
SINGLE CODE.

Yes	1	CONTINUE
No	2	GO BACK TO A12

ASK IF DOES NOT HAVE WRITTEN CONTRACT OF EMPLOYMENT (A10=2)

A15 **How many hours a week [IF CURRENT: do] [IF COMPLETER: did] you work, excluding meal breaks and any paid overtime?**

ADD IF NECESSARY: If the number of hours varies, please estimate the average number of hours per week you work(ed).

WRITE IN (NUMERIC) (0-99)		
Don't know	1	

ASK IF ASK IF HOURS WORKED ARE LESS THAN 10 OR MORE THAN 50 (A15=<10 OR >50)

A16 **Can I just check, is [INSERT NUMBER OF HOURS] the correct amount of time that you [IF CURRENT: are] [IF COMPLETER: were] contracted to spend working?**
SINGLE CODE.

Yes	1	CONTINUE
No	2	GO BACK TO A15

ASK IF WORK FOR ZERO HOURS (A15=0)

A17 **And [IF CURRENT: are] [IF COMPLETER: were] you on a zero hours contract?**
SINGLE CODE.

Yes	1	CONTINUE
No	2	GO BACK TO A15

ASK ALL

A18 **Did you work for [EMPLOYER NAME] before you started your [INSERT COURSE] course or training?**

DO NOT READ OUT. SINGLE CODE.

Yes	1	
No	2	
Don't know	3	

ASK IF WORKED FOR EMPLOYER BEFORE STARTING APPRENTICESHIP (A18=1)

A19 **How long did you work for this employer before you started doing your [INSERT COURSE] course or training? Was it...?**

READ OUT. SINGLE CODE.

Less than 1 month	1	
1-3 months	2	
4-6 months	3	
7-9 months	4	
10-11 months	5	
12 months or longer	6	
Don't know	7	

ASK IF WORKED FOR EMPLOYER BEFORE STARTING APPRENTICESHIP (A18=1)

A20 **Did your pay increase, decrease or stay the same as a result of *starting* your [INSERT COURSE] course or training?**

DO NOT READ OUT. SINGLE CODE.

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

ASK IF DID NOT WORK FOR EMPLOYER BEFORE STARTING APPRENTICESHIP (A18=2) OR WORKED FOR THEM FOR LESS THAN A YEAR AND IS BETWEEN 16-24 YEARS OLD (A19=1-5 AND AGE AT ENROLMENT ON SAMPLE=16-24)

A21 **What were you doing immediately before you started** [IF A18=2: **your** [INSERT COURSE NAME] **course or training**] [IF A18=1: **at** [INSERT EMPLOYER NAME]]? **Were you?**
READ OUT CODES 1-6 ONLY. SINGLE CODE.

INTERVIEWER: IF THEY WERE DOING MORE THAN ONE ACTIVITY, ASK FOR THEIR MAIN ACTIVITY

Working for a different employer	1	
Doing a course in school or college	2	
Unemployed	3	
Looking after home or family	4	
Doing a government-funded Traineeship	5	
Doing something else (please specify)	6	WRITE IN
Don't know	7	
Refused	8	

IF A21=5

A21_CHK **You mentioned you were doing a Traineeship. Can I just check this Traineeship was a course at a training provider with work experience to get you ready for work or an Apprenticeship? Traineeships are aimed at 16 to 24 year olds who are not in work and last for up to 6 months.**

Yes	1	
No	2	
Don't know	3	

DS: IF A21_CHK=2 OR 3, SET AS A21=1 AND NOT A21=5

ASK ALL AGED 16-24 AT THE TIME OF ENROLMENT (AGE ON SAMPLE=16-24)

A22 **In the year before you started your [INSERT COURSE NAME] course or training, were you out of work and not in education or training for a period of three months or more without a break?**
DO NOT READ OUT. SINGLE CODE.

Yes	1	
No	2	
Don't know	3	

IF COMPLETER ON SAMPLE

A23 **What is your current employment status?**
DO NOT READ OUT. SINGLE CODE.

PROMPT IF NECESSARY. IF RESPONDENT MENTIONS MORE THAN ONE ANSWER, PLEASE PROBE FOR THEIR MAIN ACTIVITY.

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

IF COMPLETER AND STILL EMPLOYED (IF COMPLETER ON SAMPLE AND A23=1 OR 2)

A24 **Are you still employed by the same organisation with whom you completed your [INSERT COURSE NAME] course or training?**
DO NOT READ OUT. SINGLE CODE.

Yes	1	
No	2	

IF A CURRENT APPRENTICE (STATUS ON SAMPLE=CURRENT)

A25 **Are you still employed by the same organisation with whom you started your [INSERT COURSE NAME] course or training?**
DO NOT READ OUT. SINGLE CODE.

Yes	1	
No	2	

DUMMY VARIABLES, DO NOT ASK

DS PLEASE CREATE THE FOLLOWING SEPARATE DUMMY VARIABLES:

NEW TO EMPLOYER	1	A18=2
WITH EMPLOYER PRIOR TO ENROLMENT	1	A18=1
SAME EMPLOYER	1	A24=1 OR A25=1
SCHOOL / COLLEGE LEAVER	1	A21=2
COMPLETED AND EMPLOYED BY EMPLOYER	1	A23=1 OR 2
COMPLETED AND NOT EMPLOYED BY AN EMPLOYER	1	A23=3-12
CURRENT APPRENTICE STILL WITH SAME EMPLOYER AS WHEN STARTED	1	A25=1
NEET PRIOR TO ENROLMENT	1	A22=1
COMPLETED STILL WITH SAME EMPLOYER	1	A24=1

B Deciding on an Apprenticeship

ASK ALL

B1 **Do you know if your [INSERT COURSE FROM ILR] course or training [IF CURRENT: is] [IF COMPLETER: was] part of an Apprenticeship?**

DO NOT READ OUT. SINGLE CODE.

Yes	1	
No	2	
Don't know	3	

READ OUT IF B1=2 OR 3A

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

NEW QUESTION ABOUT NUANCED RECRUITMENT – IMMEDIATE, TRIAL PERIOD

ASK ALL

B1a **Did [EMPLOYER NAME] take you on specifically as an apprentice, or were you recruited as a regular employee, without expecting to do an Apprenticeship?**

READ OUT. SINGLE CODE.

IF YES: PROBE FOR DETAIL

_1 [IF A18=2 OR 3:] Yes - I started the training straight away	1	
_2 Yes - but I did not start the training straight away	2	
_3 [IF A18=1 OR 3:] No - I was recruited as a regular employee and I did not expect that I would do an Apprenticeship	3	
Don't know	4	

ASK ALL

B2 **Which, if any, of the following reasons explain why you started your Apprenticeship?**

READ OUT

DS RANDOMISE CODES 1-8

MULTI CODE

You wanted to enter into or progress in a specific career	1	
You wanted to gain a qualification	2	
You wanted to be paid whilst training	3	
You thought an Apprenticeship is a good way to develop work-related skills	4	
Your employer said you had to do an Apprenticeship	5	
You have to do an Apprenticeship for your job	6	
[IF DUM WITH EMPLOYER PRIOR TO ENROLMENT=1] You needed to develop your skills because of a promotion at work	7	
[IF DUM WITH EMPLOYER PRIOR TO ENROLMENT=1] You needed to develop your skills because your job changed	8	
Any other reason (please specify)	9	WRITE IN
DO NOT READ OUT: None of the above / can't remember	10	
DO NOT READ OUT: Don't know	11	

ASK IF MORE THAN ONE OPTION SELECTED AT B2

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

DS PLEASE AUTOMATICALLY CODE ANSWERS FOR ALL THOSE WHO ONLY SELECT ONE OPTION AT B2

You wanted to enter into or progress in a specific career	1	
You wanted to gain a qualification	2	
You wanted to be paid whilst training	3	
You thought and Apprenticeship is a good way to develop work-related skills	4	
Your employer said you had to do an Apprenticeship	5	
You have to do an Apprenticeship for your job	6	
[IF DUM WITH EMPLOYER PRIOR TO ENROLMENT=1] You needed to develop your skills because of a promotion at work	7	
[IF DUM WITH EMPLOYER PRIOR TO ENROLMENT=1] You needed to develop your skills because your job changed	8	
Other (please specify)	9	WRITE IN
Don't know	10	

IF A HIGHER APPRENTICE (ON SAMPLE)

B4 **Why did you decide on a Higher Apprenticeship rather than another qualification such as an HND or Degree, or one obtained through a professional development organisation?**

ADD IF NECESSARY: A Higher Apprenticeship gives you the chance to build up practical work experience while progressing academically towards a higher education qualification (such as a university degree or qualifications at Level 4 or above).

PROBE FULLY. WRITE IN.

WRITE IN		
Don't know	1	

ASK ALL NEW TO EMPLOYER (A18=2)

B5 **Which of the following did you use to apply for Apprenticeship vacancies?**
READ OUT CODES 1-7. MULTICODE.

DS RANDOMISE CODES 1-6

The online vacancies system called 'Find an Apprenticeship', formerly known as 'Apprenticeship Vacancies'	1	
Direct to the employer	2	
A college or other learning provider	3	
Connexions service	4	
Jobcentre plus	5	
Online job sites	6	
Something else (please specify)	7	WRITE IN
Don't know	8	

ASK ALL WHO USED FIND AN APPRENTICESHIP (B5=1)

B5a **When you used the 'Find an Apprenticeship' online vacancy system (previously known as Apprenticeship Vacancies), how satisfied were you with the experience?**

Please give your answer on a scale of 0 to 10, where 0 is 'Very dissatisfied', 5 is 'Neither satisfied nor dissatisfied', and 10 is 'Very satisfied'.

SINGLE CODE.

0 – Very dissatisfied	0
1	1
2	2
3	3
4	4
5 – Neither satisfied nor dissatisfied	5
6	6
7	7
8	8
9	9
10 – Very satisfied	10
Don't know	11

ASK ALL

B5b **When you first considered starting an Apprenticeship, did you also consider any of the following alternatives?**

READ OUT CODES 1-8. MULTI CODE.

DS RANDOMISE CODES 1-6.

IF A21=2: Staying on in 6 th Form or going into 6 th Form College	1	
Working towards a qualification in a Further Education College	2	
Going to University	3	
Getting a job without being involved in an Apprenticeship	4	
IF A18=1 OR IF A21=1: Staying in a job you already had without doing the Apprenticeship	5	
IF A18=1 OR A21=1: Moving to another job	6	
Other (please specify)	7	WRITE IN
Did not consider any alternatives	8	
Don't know	9	

ASK ALL

B6 **Was an Apprenticeship your preferred choice at the time, would you rather have done something else, or did you not mind either way?**

DO NOT READ OUT. SINGLE CODE.

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

C Training

DS DERIVE LENGTH OF APPRENTICESHIP FROM ILR
APPRENTICESHIP LENGTH=ILR SAMPLE FIELD A28-A27

ASK ALL

- C1 **Records show that your Apprenticeship [IF COMPLETED: was] [IF CURRENT: is] supposed to last for [INSERT APPRENTICESHIP LENGTH]. Is this correct?**

INTERVIEWER NOTE: BY LENGTH THAT THE APPRENTICESHIP IS SUPPOSED TO LAST, WE MEAN THE TIME THAT IT WAS OFFICIALLY MEANT TO TAKE, NOT THE TIME IN WHICH THEY ACTUALLY COMPLETED IT

Yes	1	
No	2	
Don't know	3	

ASK IF APPRENTICESHIP LENGTH INCORRECT (C1=2)

- C2 **How long [IF COMPLETED: was] [IF CURRENT: is] your Apprenticeship intended to last from start to finish?**

PLEASE ASK FOR RESPONDENT'S BEST ESTIMATE IF UNSURE.

WRITE IN MONTHS (NUMERIC)		
Don't know	1	

ASK IF LENGTH OF APPRENTICESHIP IS LESS THAN 6 MONTHS OR MORE THAN 3 YEARS
 (C2_MONTHS < 6 OR C2_YEARS > 3)

- C3 **You said that your Apprenticeship [IF COMPLETED: was] [IF CURRENT: is] intended to last for [INSERT ANSWER FROM C2]. Can I just check that this is correct?**

Yes	1	
No	2	GO BACK TO C2

ASK IF APPRENTICESHIP LENGTH IS CORRECT, OR NEW LENGTH GIVEN (C1=1 OR ANSWER GIVEN AT C2)

- C4 **Is this length of time too long, too short or about right for you to acquire the level of skills you [IF COMPLETED: needed] [IF CURRENT: need]?**
DO NOT READ OUT. SINGLE CODE.

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

DS PLEASE RANDOMISE THE ORDER IN WHICH EACH 'CHUNK' OF QUESTIONS IS SHOWN (THIS CAN BE DONE BY GIVING EACH PERSON A RANDOMISED VARIABLE WHICH DETERMINES THE ORDER IN WHICH THE CHUNKS ARE ASKED):

CHUNK 1: C5-C7

CHUNK 2: C8-C10

CHUNK 3: C11-C13

ASK ALL

- C5 **And thinking about the training you [IF COMPLETED: received] [IF CURRENT: receive] as part of your Apprenticeship, [IF COMPLETED: did] [IF CURRENT: do] you train at a college or an external provider?**

DO NOT READ OUT. SINGLE CODE.

Yes	1	
No	2	
Don't know	3	

ASK IF RECEIVED TRAINING AT A COLLEGE OR EXTERNAL PROVIDER (C5=1)

- C6 **And approximately how many hours of training, teaching and tuition, [IF COMPLETED: did] [IF CURRENT: do] you receive on average per week for your training at a college or an external training provider?**

WRITE IN

WRITE IN		
Don't know	1	
Refused	2	

IF DON'T KNOW EXACT NUMBER – PROMPT WITH RANGES

Less than an hour	1
1-5 hours	2
6-10 hours	3
11 or more hours	4
Don't Know	5
Refused	6

ASK IF RECEIVE 10 OR MORE HOURS OF TRAINING AT COLLEGE OR EXTERNAL PROVIDER (C6>10)

- C7 **You said that you [IF COMPLETED: received] [IF CURRENT: receive] [INSERT ANSWER FROM C6] hours of training on average per week at a college or external training provider. Can I just check that this is correct?**
DO NOT READ OUT. SINGLE CODE.

Yes	1	
No	2	GO BACK TO C6

ASK ALL

- C8 **And thinking about the training you [IF COMPLETED: received] [IF CURRENT: receive] as part of your Apprenticeship, [IF COMPLETED: did] [IF CURRENT: do] you get formal training sessions at your workplace from either your employer or training provider, away from your usual work activities?**
DO NOT READ OUT. SINGLE CODE.

Yes	1	
No	2	
Don't know	3	

ASK IF RECEIVE FORMAL TRAINING AT WORKPLACE (C8=1)

- C9 **And approximately how many hours of training, teaching and tuition, [IF COMPLETED: did] [IF CURRENT: do] you receive on average per week for formal training sessions?**
WRITE IN.

WRITE IN		
Don't know	1	
Refused	2	

IF DON'T KNOW EXACT NUMBER – PROMPT WITH RANGES

Less than an hour	1
1-5 hours	2
6-10 hours	3
11 or more hours	4
Don't Know	5
Refused	6

ASK IF RECEIVE MORE THAN 10 HOURS OF FORMAL TRAINING AT WORKPLACE (C9>10)

- C10 **You said that you [IF COMPLETED: received] [IF CURRENT: receive] [INSERT ANSWER FROM C9] hours of training on average per week at formal training sessions. Can I just check that this is correct?**
DO NOT READ OUT. SINGLE CODE.

Yes	1	
No	2	GO BACK TO C9

ASK ALL

C11 **And thinking about the training you [IF COMPLETED: received] [IF CURRENT: receive] as part of your Apprenticeship, [IF COMPLETED: did] [IF CURRENT: do] you get training at your workplace from either your employer or a training provider whilst doing your usual work activities?**

DO NOT READ OUT. SINGLE CODE.

Yes	1	
No	2	
Don't know	3	

IF RECEIVE TRAINING FROM EMPLOYER OR TRAINING PROVIDER WHILST DOING USUAL ACTIVITIES (C11=1)

C12 **And approximately how many hours of training, teaching and tuition, [IF COMPLETED: did] [IF CURRENT: do] you receive on average per week for training at your workplace whilst doing your usual activities?**

WRITE IN.

WRITE IN		
Don't know	1	
Refused	2	

IF DON'T KNOW EXACT NUMBER – PROMPT WITH RANGES

Less than an hour	1
1-5 hours	2
6-10 hours	3
11 or more hours	4
Don't Know	5
Refused	6

ASK IF RECEIVE MORE THAN 10 HOURS OF TRAINING FROM EMPLOYER OR TRAINING PROVIDER WHILST DOING USUAL ACTIVITIES (C12>10)

C13 **You said that you** [IF COMPLETED: **received**] [IF CURRENT: **receive**] [INSERT ANSWER FROM C9] **hours of training on average per week at your workplace whilst doing your usual activities. Can I just check that this is correct?**

DO NOT READ OUT. SINGLE CODE.

Yes	1	
No	2	GO BACK TO C12

ASK IF DO NOT RECEIVE ANY TYPES OF TRAINING / SUPPORT (C5≠1 AND C8≠1 AND C11≠1)

C14 **Can I just confirm that you did none of the types of training that I just mentioned in your contracted work hours as part of your Apprenticeship?**

ADD IF NECESSARY: The types of training were:

- Training at a college or an external training provider,
- Formal training sessions at your workplace from either your employer or training provider away from your usual work activities, and
- Training at your workplace from either your employer or a training provider whilst doing your usual work activities

DO NOT READ OUT. SINGLE CODE.

Correct	1	
Incorrect	2	GO BACK TO C5 / C8 / C11 (DEPENDS ON HOW 'CHUNKS' ROTATE)
Don't know	3	

C14 DUM TYPES OF TRAINING DUMMY VARIABLE, DO NOT ASK

RECEIVED TRAINING	1	C5=1 or C8=1 or C11=1
DID NOT RECEIVE TRAINING	2	C14=1/3

ASK IF RECEIVED TRAINING AT A COLLEGE OR EXTERNAL PROVIDER (C5=1)

- C15 **For your training at a college or external training provider, [IF COMPLETED: did] [IF CURRENT do] you spend the same amount of time training each week or [IF COMPLETED: did] [IF CURRENT: does] the amount of time training each week vary?**
READ OUT. SINGLE CODE.

The same amount of time training each week	1	
The amount of time training each week varies	2	
Can't remember	3	

ASK IF APPRENTICE IS LEVEL 4 OR ABOVE (COURSE LEVEL=4 OR ABOVE)

- C16 **Thinking about the training you [IF COMPLETED: received] [IF CURRENT: receive] as part of your Apprenticeship, [IF COMPLETED: did] [IF CURRENT: do] you get trained at, or learn at a University?**
DO NOT READ OUT. SINGLE CODE.

Yes	1	
No	2	
Don't know	3	

ASK IF TRAINED / LEARNED AT UNIVERSITY (C16=1)

- C17 **And approximately how many hours of training, teaching and tuition, [IF COMPLETED: did] [IF CURRENT: do] you receive on average per week at the University?**
WRITE IN.

WRITE IN		
Don't know	1	
Refused	2	

IF DON'T KNOW EXACT NUMBER – CODE TO RANGE

Less than an hour	1
1-5 hours	2
6-10 hours	3
11 or more hours	4
Don't Know	5
Refused	6

ASK IF RECEIVED MORE THAN TEN HOURS OF TRAINING AT UNIVERSITY HOURS (C17>10)
 C18 **You said that you** [IF COMPLETED: **received**] [IF CURRENT: **receive**] [INSERT ANSWER FROM C17] **hours of training, teaching and tuition at University. Can I just check that this is correct?**
DO NOT READ OUT. SINGLE CODE.

Yes	1	
No	2	GO BACK TO C17

ASK IF APPRENTICE IS LEVEL 4 OR ABOVE (COURSE LEVEL=4 OR ABOVE)
 C19 [IF COMPLETED: **Did you fill in**] [IF CURRENT: **Have you filled in**] **your Apprenticeship portfolio during your normal working day?**
DO NOT READ OUT. SINGLE CODE.

Yes	1	
No	2	
Don't know	3	

ASK IF FILLED IN APPRENTICESHIP PORTFOLIO (C19=1)
 C20 **And approximately how many hours** [IF COMPLETED: **did**] [IF CURRENT: **do**] **you spend on average per week filling in your Apprenticeship portfolio?**
WRITE IN.

WRITE IN		
Don't know	1	
Refused	2	

IF DON'T KNOW EXACT NUMBER – CODE TO RANGE

Less than an hour	1
1-5 hours	2
6-10 hours	3
11 or more hours	4
Don't Know	5
Refused	6

ASK IF SPENT MORE THAN 10 HOURS PER WEEK FILLING IN APPRENTICESHIP PORTFOLIO (C20>10)

C21 **You said that you** [IF COMPLETED: **spent**] [IF CURRENT: **spend**] [INSERT ANSWER FROM C20] **hours a week filling in your Apprenticeship portfolio. Can I just check that this is correct?**
DO NOT READ OUT. SINGLE CODE.

Yes	1	
No	2	GO BACK TO C20

ASK IF APPRENTICE IS LEVEL 4 OR ABOVE (COURSE LEVEL=4 OR ABOVE)

C22 [IF COMPLETED: **Did you do**] [IF CURRENT: **Have you done**] **work or learning towards your Apprenticeship in your own time, outside of your usual paid working hours?**
DO NOT READ OUT. SINGLE CODE.

Yes	1	
No	2	
Don't know	3	

ASK IF WORKED TOWARDS / LEARNED IN OWN TIME (C22=1)

C23 **And approximately how many hours [IF COMPLETED: did] [IF CURRENT: do] you spend on average per week learning in your own time?**

WRITE IN.

WRITE IN		
Don't know	1	
Refused	2	

IF DON'T KNOW EXACT NUMBER – CODE TO RANGE

Less than an hour	1
1-5 hours	2
6-10 hours	3
11 or more hours	4
Don't Know	5
Refused	6

ASK IF SPENT MORE THAN TEN HOURS LEARNING / WORKING TOWARDS APPRENTICESHIP IN OWN TIME (C23>10)

C24 **You said that you [IF COMPLETED: spent] [IF CURRENT: spend] [INSERT ANSWER FROM C23] hours a week learning in your own time. Can I just check that this is correct?**

Yes	1	
No	2	GO BACK TO C23

ASK IF RECEIVED DIFFERENT TYPE OF TRAINING IN CONTRACTED WORK HOURS
(C14DUM=2)

C25 **Which of the following best describes when you [IF COMPLETED: did] [IF CURRENT: do] training relating to your Apprenticeship?**
READ OUT. SINGLE CODE.

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

ASK ALL

C26 **Before starting your Apprenticeship, did you have a qualification in English at Level 2?**

ADD IF NECESSARY: Level 2 qualifications typically include GCSEs grades A-C, and First Certificates*

Yes	1	
No	2	
Don't know	3	

ASK IF C26=2 OR 3

C27 **Were you offered the chance to undertake a qualification in English at Level 2 as part of your Apprenticeship?**

Yes	1	
No	2	
Don't know	3	

ASK IF C27=1

C28 **And did you take up the chance to undertake a qualification in English at Level 2?**

INTERVIEWER: IF 'NO', PROBE FOR REASON

Yes	1	
No – was not interested	2	
No – did not have time	3	
No – other reason [SPECIFY]	4	

ASK IF C27=2

C29 **Would you like to have been offered the chance to undertake a qualification in English at Level 2 as part of your Apprenticeship?**

Yes	1	
No	2	
Don't know	3	

ASK ALL WITH OR WORKING TOWARDS A LEVEL 2 ENGLISH QUALIFICATION (C26=1 OR C28=1)

C29A **And can I just check, is [IF C26=1: your Level 2 English qualification] [IF C28=1 AND CURRENT: the Level 2 English qualification that you are working towards] [IF C28=1 AND COMPLETED: The Level 2 English qualification that you were working towards] a...?**

READ OUT. SINGLE CODE.

GCSE (Grade A*-C)	1	
An award, certificate, BTEC or diploma (from City & Guilds, CACHE, OCR, Edexcel or Pearson)	2	
English for Speakers of Other Languages (ESOL)	3	
NVQ Level 2	4	
National Certificate or Diploma	5	
Functional Skills	6	
Essential Skills	7	
Something else (specify)	8	WRITE IN
Don't know	9	

ASK ALL

C30 **Before starting your Apprenticeship, did you have a qualification in Maths at Level 2?**

ADD IF NECESSARY: Level 2 qualifications typically include GCSEs grades A-C and First Certificates

Yes	1	
No	2	
Don't know	3	

ASK IF C30=2 OR 3

C31 **Were you offered the chance to undertake a qualification in Maths at Level 2 as part of your Apprenticeship?**

Yes	1	
No	2	
Don't know	3	

ASK IF C31=1

C32 **And did you take up the chance to undertake a qualification in Maths at Level 2?**

Yes	1	
No – was not interested	2	
No – did not have time	3	
No – other reason [SPECIFY]	4	

ASK IF C31=2

C33 **Would you like to have been offered the chance to undertake a qualification in Maths at Level 2 as part of your Apprenticeship?**

Yes	1	
No	2	
Don't know	3	

ASK ALL WITH OR WORKING TOWARDS A LEVEL 2 MATHS QUALIFICATION (C30=1 OR C32=1)

C33A **And can I just check, is [IF C30=1: your Level 2 Maths qualification] [IF C32=1 AND CURRENT: the Level 2 Maths qualification that you are working towards] [IF C32=1 AND COMPLETED: The Level 2 Maths qualification that you were working towards] a...?**

READ OUT. SINGLE CODE.

GCSE (Grade A*-C)	1	
An award, certificate, BTEC or diploma (from City & Guilds, CACHE, OCR, Edexcel or Pearson)	2	
NVQ Level 2	3	
National Certificate or Diploma	4	
Functional Skills	5	
Essential Skills	6	
Something else (specify)	7	WRITE IN
Don't know	8	

D Satisfaction

ASK ALL

- D1 **Overall, how satisfied or dissatisfied [IF COMPLETED: were] [IF CURRENT: are] you with your Apprenticeship?**

Please use a scale of 0 to 10 where 0 is very dissatisfied, 5 is neither satisfied nor dissatisfied, and 10 is very satisfied.

SINGLE CODE.

Very dissatisfied										Very satisfied	Don't know
0	1	2	3	4	5	6	7	8	9	10	11

ASK ALL

- D2 **To what extent [IF COMPLETED: was] [IF CURRENT: is] your experience of an Apprenticeship better, worse or the same as you expected?**

Please use a scale of 0 to 10 where 0 is much worse, 5 is the same as you expected, and 10 is much better.

SINGLE CODE.

Much worse										Much better	Don't know
0	1	2	3	4	5	6	7	8	9	10	11

ASK IF DISSATISFIED (D1=0-4)

- D3 **Why [IF COMPLETED: were] [IF CURRENT: are] you dissatisfied?**

DO NOT READ OUT. MULTI CODE.

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

ASK ALL

D4 **How satisfied or dissatisfied have you been with the following aspects of your Apprenticeship?**

Please use a scale of 0 to 10 where 0 is very dissatisfied, and 10 is very satisfied.
 READ OUT. SINGLE CODE.

DS RANDOMISE CODES.

	Very dissatisfied										Very satisfied	DK
_1 [IF C14DUM=1] The quality of the training you [IF COMPLETED: received] [IF CURRENT: receive] from your college or training provider	0	1	2	3	4	5	6	7	8	9	10	11
_2 The feedback you [IF COMPLETED: received] [IF CURRENT: receive] on your progress	0	1	2	3	4	5	6	7	8	9	10	11
_3 [IF C14DUM=1:] The amount of training received each week	0	1	2	3	4	5	6	7	8	9	10	11
_4 [IF C14DUM=1:] The relevance of the training to a career or job	0	1	2	3	4	5	6	7	8	9	10	11
_5 [IF C14DUM=1:] The balance between the time spent training and working	0	1	2	3	4	5	6	7	8	9	10	11
_6 The way you [IF COMPLETED: were] [IF CURRENT: are] assessed on the job	0	1	2	3	4	5	6	7	8	9	10	11
_7 The extent to which your employer has supported your Apprenticeship	0	1	2	3	4	5	6	7	8	9	10	11

ASK IF DISSATISFIED WITH QUALITY OF TRAINING (D4_1=0-4)

D5 **Why [IF COMPLETED: were] [IF CURRENT: are] you dissatisfied with the quality of the training received from your college or training provider?**
 DO NOT READ OUT. MULTI CODE.

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

E Perceived Impact

ASK ALL

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

READ OUT. MULTI CODE.

DS RANDOMISE CODES 1-6

You have more appropriate skills and knowledge related to your current or desired area of work	1	
You can use the skills and knowledge that you now have across a range of jobs and industries	2	
Your maths skills have improved	3	
Your English skills have improved	4	
You are now better able to work with others	5	
Your IT skills have improved	6	
You have gained other skills (please specify)	7	WRITE IN
DO NOT READ OUT: None of these	8	

E2-E6 DELETED

ASK ALL COMPLETERS

- E2 **Since completing your Apprenticeship, have you...?**

READ OUT. SINGLE CODE.

Been promoted at work	1	
Received a pay rise	2	
Both of these	3	
None of these	4	

ASK IF PROMOTED (E2=1 OR 3)

- E3 **Do you think your promotion was a direct result of you completing an Apprenticeship, do you think it helped, or do you think it made no difference?**
DO NOT READ OUT. SINGLE CODE.

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

ASK IF RECEIVED PAY RISE (E2=2 OR 3)

- E4 **Do you think your pay rise was a direct result of you completing an Apprenticeship, do you think it helped, or do you think it made no difference?**
DO NOT READ OUT. SINGLE CODE.

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

ASK ALL

E5 **To what extent do you agree or disagree with the following statements?**

READ OUT

“Since [IF COMPLETED: completing] [IF CURRENT: starting] my Apprenticeship...”

READ OUT SCALE AND PROBE FOR STRENGTH OF AGREEMENT. SINGLE CODE.

DS RANDOMISE CODES

	Strongly Agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
_1 [ASK ALL CURRENT OR COMPLETERS WHO ARE EMPLOYED:] I am more satisfied with my job	1	2	3	4	5	6
_2 [ASK ALL CURRENT OR COMPLETERS WHO ARE EMPLOYED:] I feel more secure in my job	1	2	3	4	5	6
_3 [ASK ALL CURRENT OR COMPLETERS WHO ARE EMPLOYED:] I have been given or taken more responsibilities in my job	1	2	3	4	5	6
_4 [ASK ALL CURRENT OR COMPLETERS WHO ARE EMPLOYED:] I am better at doing my job	1	2	3	4	5	6
_5 ASK ALL: My career prospects have improved	1	2	3	4	5	6

ASK ALL

E6 [IF COMPLETER: **Since completing your**] [IF CURRENT: **Since starting your**] [IF LEVEL 3: **Advanced**] [IF LEVEL 4 OR ABOVE: **Higher**] **Apprenticeship, have you started, or are you currently considering any of the following...?**
 READ OUT. SINGLE CODE.

DS RANDOMISE CODES

	Started	Considering	Neither
_1 [LEVEL 2 ONLY:] A Level 3, or Advanced Apprenticeship	1	2	3
_2 [LEVEL 3 ONLY:] A level 4, or higher level Apprenticeship	1	2	3
_3 [LEVEL 4 OR ABOVE:] An even higher level Apprenticeship	1	2	3
_4 [LEVEL 3 OR ABOVE:] A Higher National Certificate (HNC)	1	2	3
_5 [LEVEL 3 OR ABOVE:] A Foundation Degree	1	2	3
_6 [LEVEL 3 OR ABOVE:] A Degree (other than a Foundation Degree)	1	2	3
_7 Some other form of training leading to a qualification (PLEASE SPECIFY)	1	2	3

ASK ALL EMPLOYED (A23=1 OR 2) OR CURRENT

E7 **To what extent do you agree or disagree with the following statements?**
 READ OUT SCALE AND PROBE FOR STRENGTH OF AGREEMENT / DISAGREEMENT. SINGLE CODE.

DS RANDOMISE CODES.

	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
_1 My employer has discussed any further training I can do after my Apprenticeship	1	2	3	4	5	6
_2 I feel I'm aware of the variety of training options available to me after completing an Apprenticeship	1	2	3	4	5	6
_3 My employer actively supports my career development	1	2	3	4	5	6

F Future Plans

READ OUT TO ALL

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

ASK ALL

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

READ OUT AND PROBE STRENGTH OF LIKELIHOOD. SINGLE CODE.

	Very likely	Quite likely	Not very likely	Not at all likely	Don't know
_1 [IF A23=1 OR 2:] Continue working with the same employer for the next 2-3 years	1	2	3	4	5
_2 [IF A23=1 OR 2:] Continue working in the same sector in the next 2-3 years	1	2	3	4	5
_3 [IF CURRENT:] Complete your Apprenticeship	1	2	3	4	5
_4 [IF CURRENT:] Remain with your current employer for the next 2-3 years after you finish your Apprenticeship	1	2	3	4	5
_5 [IF F1_4=3 OR 4:] Continue working in the same sector in the next 2-3 years	1	2	3	4	5

ASK IF NOT LIKELY TO COMPLETE APPRENTICESHIP (F1_3=3 OR 4)

F2 **Why are you unlikely to complete your Apprenticeship?**

DO NOT READ OUT. MULTICODE.

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

ASK IF COMPLETELY AND NOT EMPLOYED BY AN EMPLOYER (A23=3-12)

F3 **Are you currently looking for work?**

DO NOT READ OUT. SINGLE CODE.

Yes	1	
No	2	
Don't know	3	

ASK IF CURRENTLY LOOKING FOR WORK (F3=1)

F4 **And which of the following applies to the type of work you are looking for at the moment? Are you looking for?**

READ OUT CODES 1-3 ONLY. SINGLE CODE.

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

ASK ALL

F5 **Do you feel that your Apprenticeship gives you significantly more chance of finding work in the future, or that your chances have improved slightly, or has it made no difference?**

DO NOT READ OUT. SINGLE CODE.

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

ASK ALL

F6 **And how likely are you to undertake further learning or training leading to a qualification [IF COMPLETED: in the next 2-3 years] [IF CURRENT: within say 2-3 years of finishing your Apprenticeship]?**

READ OUT CODES 1-4 ONLY. SINGLE CODE.

DS PLEASE REVERSE ORDER OF SCALE.

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

ASK ALL

F7 **Which following phrase best describes the way you would speak about Apprenticeship training?**

READ OUT CODES 1-5 ONLY. SINGLE CODE.

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

G Demographics

READ OUT TO ALL

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

ASK IF ETHNICITY NOT ON SAMPLE [ASK IF 'ETHNIC'=19 OR NULL]

G1 **How would you describe your ethnicity?**

DO NOT READ OUT. SINGLE CODE.

White - English / Welsh / Scottish / Northern Irish / British	1	
White - Irish	2	
White – Gypsy or Irish Traveller	3	
Any other white background	4	
Mixed / Multiple Ethnic group – White and Black Caribbean	5	
Mixed / Multiple Ethnic group – White and Black African	6	
Mixed / Multiple Ethnic group – White and Asian	7	
Any other mixed / multiple ethnic background	8	
Asian / Asian British - Indian	9	
Asian / Asian British - Pakistani	10	
Asian / Asian British - Bangladeshi	11	
Asian / Asian British - Chinese	12	
Any other Asian background	13	
Black / African / Caribbean / Black British - African	14	
Black / African / Caribbean / Black British - Caribbean	15	
Any other Black / African / Caribbean background	16	
Other ethnic group - Arab	17	
Any other ethnic group	18	
Don't know	19	
Would prefer not to say	20	

ASK IF DISABILITY NOT ON SAMPLE [ASK IF 'LEARNDISAB'=14 OR NULL]

G2 **Do you consider yourself to have a disability?**

DO NOT READ OUT. SINGLE CODE.

Yes	1	
No	2	
Don't know	3	
Refused	4	

ASK IF DISABILITY NOT ON SAMPLE [ASK IF 'LEARNDIFF'=10 OR NULL]

G3 **Do you consider yourself to have learning difficulties?**

DO NOT READ OUT. SINGLE CODE.

Yes	1	
No	2	
Don't know	3	
Refused	4	

ASK ALL

G4 **We would like to know what your usual pay [IF COMPLETED: was] [IF CURRENT: is] whilst on your Apprenticeship AFTER any deductions for tax or national insurance. Would you prefer to tell us the amount per week, per month, or per year?**

DO NOT READ OUT. SINGLE CODE.

Per week	1	
Per month	2	
Per year	3	
Don't know	4	
None of these	5	

ASK ALL WHO CAN GIVE PER WEEK AMOUNT (G4=1)

G5 **Can you tell me what your usual WEEKLY pay [IF COMPLETED: was] [IF CURRENT: is] AFTER any deductions for tax or national insurance whilst on your Apprenticeship? Please do not include bonuses, tips or overtime.**

READ OUT. SINGLE CODE. PROBE FOR ESTIMATE IF NECESSARY.

INTERVIEWER NOTE: IF INCOME VARIES / IS VARIED, PROBE FOR USUAL INCOME.

Up to £86	1	
£87 - £125	2	
£126 - £144	3	
£145 - £182	4	
£183 - £221	5	
£222 - £259	6	
£260 - £298	7	
£299 - £336	8	
£337 - £480	9	
£481 or more	10	
Don't know	11	
Refused	12	

ASK ALL WHO CAN GIVE PER MONTH AMOUNT (G4=2)

G6 **Can you tell me what your usual MONTHLY pay** [IF COMPLETED: was] [IF CURRENT: is] **AFTER any deductions for tax or national insurance whilst on your Apprenticeship? Please do not include bonuses, tips or overtime.**

READ OUT. SINGLE CODE. PROBE FOR ESTIMATE IF NECESSARY.

INTERVIEWER NOTE: IF INCOME VARIES / IS VARIED, PROBE FOR USUAL INCOME.

Up to £374	1	
£375 - £541	2	
£542 - £624	3	
£625 - £791	4	
£792 - £958	5	
£959 - £1,124	6	
£1,125 - £1,291	7	
£1,292 - £1,458	8	
£1,459 - £2,083	9	
£2,084 or more	10	
Don't know	11	
Refused	12	

ASK ALL WHO CAN GIVE AN ANNUAL AMOUNT (G4=3)

G7 **Can you tell me what your usual ANNUAL pay [IF COMPLETED: was] [IF CURRENT: is] AFTER any deductions for tax or national insurance whilst on your Apprenticeship? Please do not include bonuses, tips or overtime.**

READ OUT. SINGLE CODE. PROBE FOR ESTIMATE IF NECESSARY.

INTERVIEWER NOTE: IF INCOME VARIES / IS VARIED, PROBE FOR USUAL INCOME.

Up to £4,499	1	
£4,500 - £6,499	2	
£6,500 - £7,499	3	
£7,500 - £9,499	4	
£9,500 - £11,499	5	
£11,500 - £13,499	6	
£13,500 - £15,499	7	
£15,500 - £17,499	8	
£17,500 - £24,999	9	
£25,000 or more	10	
Don't know	11	
Refused	12	

H Thank and Close

ASK ALL

- H1 **We are now at the end of the survey. Thank you very much for taking the time to speak to us today. Would you be willing for us to call you back regarding this particular study – if we need to clarify any of the information:**

DO NOT READ OUT. SINGLE CODE

Yes	1	
No	2	

ASK ALL

- H2 **The Department for Business, Innovation and Skills (BIS) and the National Apprenticeship Service (NAS) may wish to undertake further research on this topic in the next 1-2 years. Would it be ok for them or their appointed contractors to re-contact you to invite you to take part?**

READ OUT. SINGLE CODE

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

ASK IF H2=1 OR 2

- H3 **And would it be OK for us to share your responses to this survey with the Department for Business, Innovation and Skills and the National Apprenticeship Service so they need not repeat some of the questions you have already answered?**

DO NOT READ OUT. SINGLE CODE.

Yes	1	
No	2	

ASK ALL

H4 **Finally, we would like to link your answers in this survey to a learner dataset that also includes some benefits and employment details. This would allow the Department for Business, Innovation and Skills to analyse the impact of training on, for example, employment and wages over the longer term.**

Would you be willing for the department and its' appointed researchers to match your records to this merged learner dataset? After linking, your name will not be held with the information.

DO NOT READ OUT. SINGLE CODE

Yes	1	
No	2	

ASK ALL

IF CONSENT TO RECONTACT (H1=1) OR (H2=1 OR 2)

H5 **And could I just check, is [NUMBER] the best number to call you on?**

Yes	1	
No - write in number	2	WRITE IN

THANK RESPONDENT AND CLOSE INTERVIEW

Finally I would just like to confirm that this survey has been carried out under IFF instructions and within the rules of the MRS Code of Conduct. Thank you very much for your help today.



Department
for Education

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