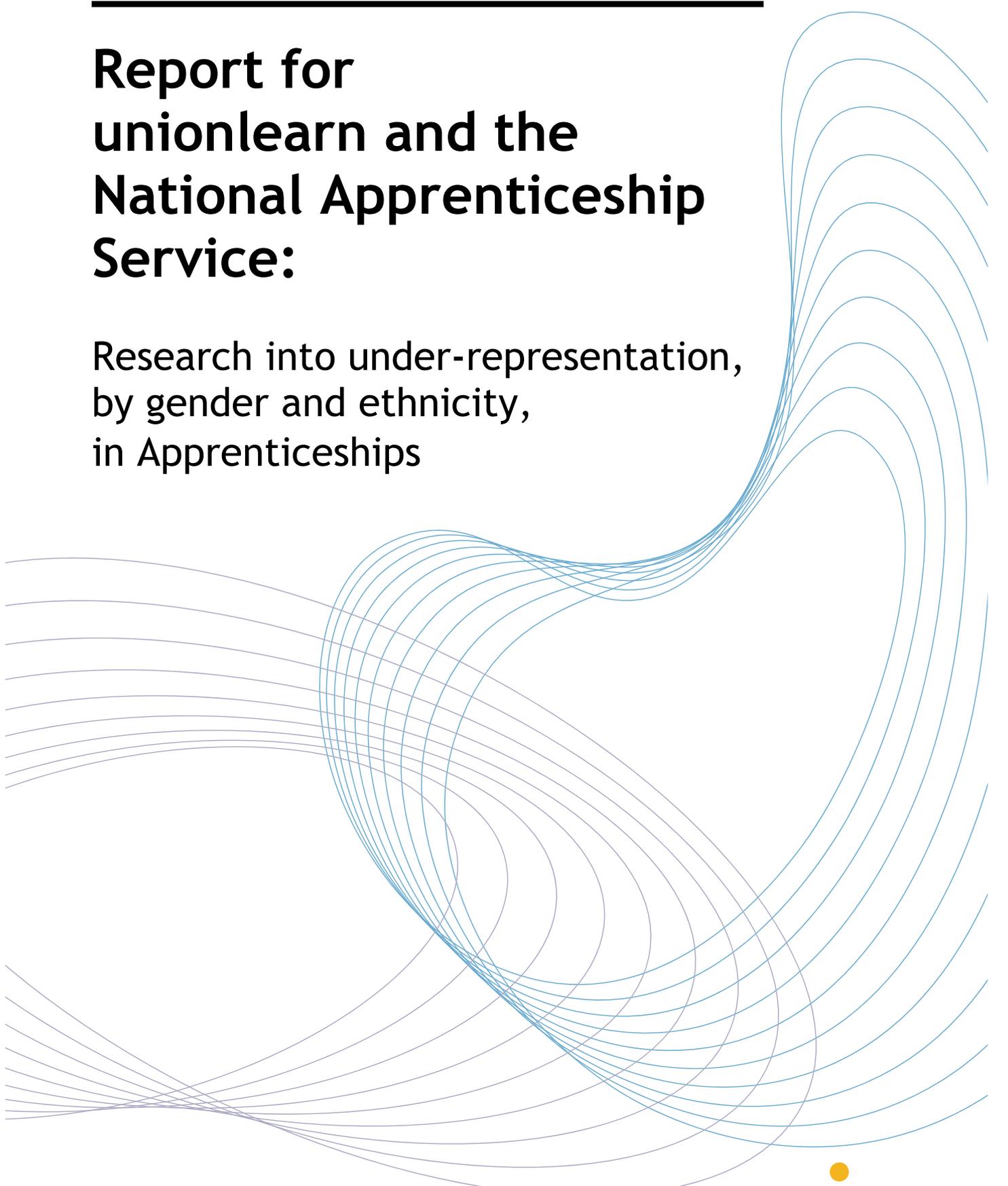

Report for unionlearn and the National Apprenticeship Service:

Research into under-representation,
by gender and ethnicity,
in Apprenticeships



Research into under-representation, by gender and ethnicity, in Apprenticeships

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Commissioning of this project

[Unionlearn](#), [National Apprenticeship Service](#) and the [Skills Funding Agency](#) shared responsibility for commissioning of this research with the funding provided by National Apprenticeship Service disseminated through Unionlearn.

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1 Introduction

While there has been a long term policy focus on addressing under-representation in Apprenticeships, particularly by gender (DIUS, 2008; Miller et al., 2005), over many years, it is apparent that progress is slow. To avoid reinforcing a high/low skill social divide and help alleviate differential pay rates, action will be required to address inequalities. There is a continued need to focus on this issue to ensure:

- that young people are equally able to benefit from the excellent opportunities provided by Apprenticeships
- that each young person can access the best route for their needs in order to reach their full potential, and
- to assist in the achievement of positive economic and social outcomes for society and help to address inequalities in the take-up of different occupations.

To fully assess where the barriers lie, the 'pipeline' by which people enter and progress through Apprenticeships requires consideration and particularly the 'leaks' that lead to the loss of personnel. The term pipeline is used to refer to the process by which young people arrive at decisions about their careers and the point at which they decide whether to pursue an Apprenticeship as a route to their chosen career.

It is known that stereotypes of careers form at a very young age, often in primary school (Miller and Budd, 1999; Miller and Hayward, 2006), and that careers decisions are influenced by parents and television among other things (Newton et al. 2007). By Key Stage 4, the challenge for schools and careers advisers of overturning those stereotypes may be almost insurmountable – although it is far from clear that efforts are always made to do this.

Until recently the focus in understanding equality and diversity in the Apprenticeship programme has remained on gender, with less attention paid to ethnicity in Apprenticeships. However, analyses conducted over the past few

years have revealed that there is also significant under-representation of young people from ethnic minorities in Apprenticeship pathways.

Therefore this project was designed to supply information about the decisions made by young people, both about careers in general, and about pursuing Apprenticeships in particular. In addition, employer practices were examined in order to assess whether any aspects of their recruitment strategies act as barriers or whether any unconscious bias exists within the recruitment process.

Within the wider employment context, trade unions – and in particular Union Learning Representatives (ULRs) – have played a key role in engaging disadvantaged groups in learning. In recent years, the work of trade unions and ULRs has increasingly focused on supporting apprentices. This has included social support to develop the soft skills that help build young people's confidence and employability, as well as support to develop technical skills. Recent research (Miller, et al., (submitted, 2013)) suggests that the impact of Apprenticeships on the 'skill economy' of a company can help unions negotiate favourable pay rates, including improved rates for apprentices. The Government sees unionlearn playing an increasing role in supporting apprentices and therefore it is also important to explore their role in supporting atypical apprentices.

1.1 About the research

An essential first stage of the work for this project was to provide a detailed analysis of current research evidence and to assess the influences of recent policy developments on the position of the two diversity strands. This was achieved through an assessment of secondary data sources and discussions with strategic staff in the Apprenticeship system. An interim report was submitted that summarised these findings.

A second stage of research consisted of a programme of qualitative interviews with operational stakeholders: careers advisers (including those based in schools as well as employed by local authorities), teachers, staff in training providers and colleges, Apprentices and employers. The research programme, an overview of which is shown in Figure 1 below, comprised:

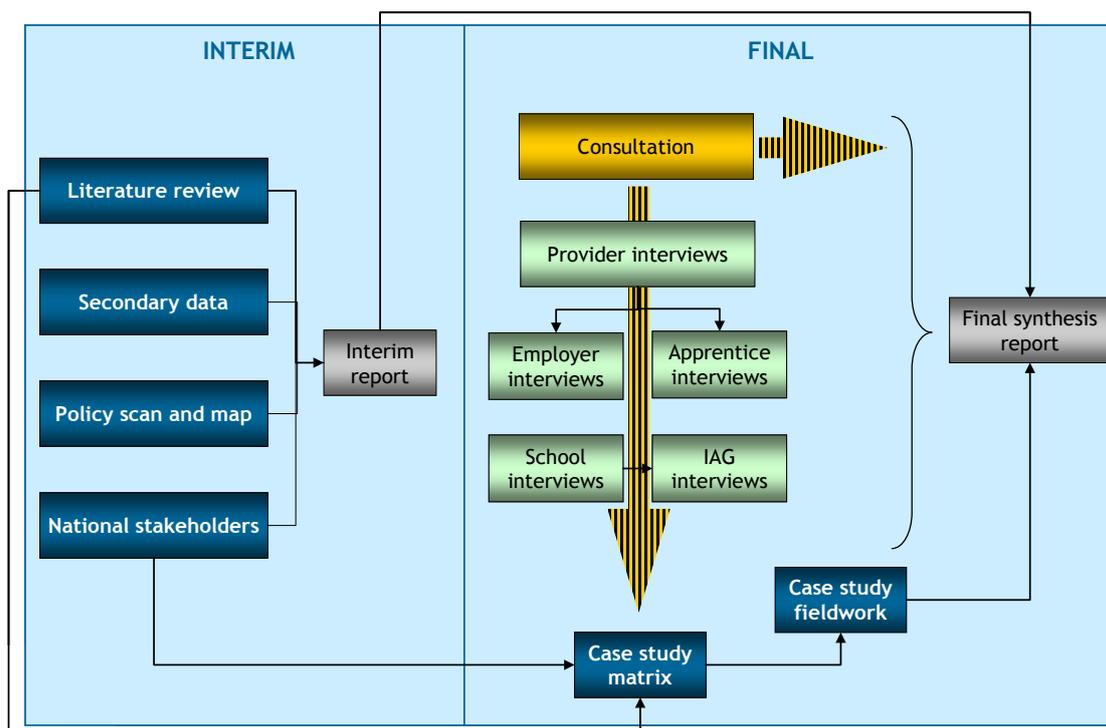
- **A policy scan and mapping exercise** which reviewed green and white papers relating to Apprenticeships and other related policies (such as those to do with participation and funding) and consultation responses, and to assess their impact on equality and diversity in Apprenticeships.
- **A literature review**, primarily focused on Apprenticeships but also exploring relevant studies regarding gender or ethnicity segregation issues in education more widely, and in other forms of work-based learning. As well as reviewing

studies from the UK, findings from international studies of Apprenticeships were also included.

- **A secondary data assessment** which drew on a range of sources such as the Individualised Learner Record (ILR), the Longitudinal Study of Young People in England (LSYPE), and the Apprenticeship Pay Survey (APS). The analyses segmented the data (so far as was statistically reliable) by the key dimensions of gender and ethnicity and then by age, specific ethnicity and framework/sector, where data allowed.
- **Interviews with 11 national, 'strategic' stakeholders** from organisations such as Sector Skills Councils, National Careers Service Prime Contractors, National Apprenticeship Service and campaigning bodies (such as the Equality and Human Rights Commission, EHRC), to capture their views on the drivers of under-representation, the positive and/or negative influences of recent policy developments, the actions needed to overcome the barriers for the two key groups and their knowledge of employers or providers who exhibit promising practice in some regard and who might be approached for case study research.
- **A large programme of qualitative interviews with operational stakeholders** namely, providers (29 interviews), apprentices (12 interviews, plus 12 written submissions), employers (12 large employers' interviews and eight interviews with small-to-medium sized employers) and school and community based youth careers advisers and teachers (nine interviews), to scope views and experiences and also to capture promising practices in respect of the two key groups.

The primary and secondary research for this study was completed between September 2012 and June 2013 with consultation on the analysis and draft recommendations continuing into summer and early Autumn 2013.

Figure 1.1: Overview of the research approach



Source: Williams et al. (2013)

1.2 Structure of this report

This final report provides a synthesis and interpretation of the desk review, enhanced by the programme of interviews with 'operational' stakeholders. Each strand of data is therefore considered in turn:

- Chapter 2 sets out our timeline of Apprenticeships and related policies and implications for the two diversity strands
- An analysis of secondary sources is presented in Chapter 3
- The fourth chapter explores the existing literature and evidence in respect of equality and diversity in Apprenticeships and how the causes and implications of under-representation are perceived
- The views of the national strategic stakeholders are explored in Chapter 5
- The views of the operational stakeholders are explored in Chapter 6
- Some concluding points and recommendations are noted in the final chapter (Chapter 7)
- A full set of bibliographic references are presented in the appendices along with additional data tables related to the analyses reported in Chapter 3.

2 Tracking UK Apprenticeship policy

A key part of the initial analysis was to conduct a policy scan and mapping exercise focussed on Apprenticeships and related issues. All relevant green and white papers from 2002 onwards were considered along with the consultation responses. Reviews of the likely impact of these policies on equality and diversity and, in particular, on the two key groups' access to and experience of Apprenticeships are reported.

A number of policy areas were examined. These included:

- The policy of raising the participation age (RPA) to 17 years by 2013 and to 18 by 2015. This policy aims to ensure that all young people continue in learning and training beyond the current school leaving age (16 years). The policy allows for different routes, and guarantees that every capable young person who wants one will be able to pursue an Apprenticeship.
- The ongoing policy to expand the Apprenticeship programme and more recently to focus this expansion among younger age groups (since the earlier expansion had been mostly driven by registration of older candidates).
- The Specification of Apprenticeship Standards in England (SASE) and the introduction of minimum 12 month employment contracts for those on Apprenticeships.
- The introduction of the Apprenticeship Grant for Employers (AGE) which seeks to increase the number of Apprenticeships available. The AGE is funded by the Department for Business, Innovation and Skills (BIS) and forms part of the Youth Contract which is the government's key response to rising levels of youth unemployment. Employers can receive a financial incentive for recruiting a young person aged 16 to 24 years to an Apprenticeship vacancy, subject to

specified criteria including the size of the workforce, and elapsed time since any previous apprentice had been recruited.

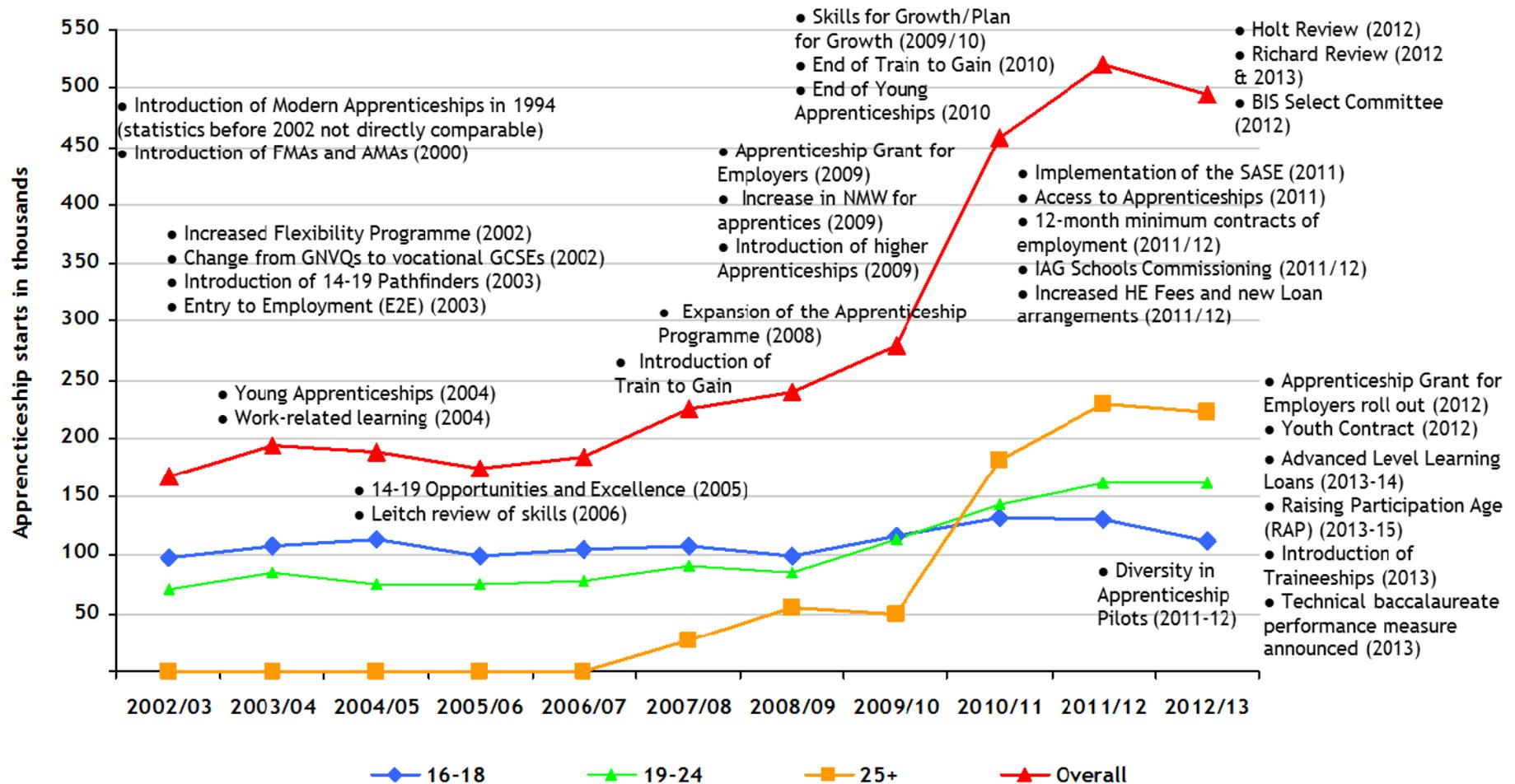
- The introduction of the Work Programme and in particular the Youth Contract Wage Incentive, funded by the Department for Work and Pensions (DWP), which incentivises the employment, although not training, of young people aged over 18 years who have been long-term unemployed.
- The element of the Youth Contract funded by the Department for Education (DfE) which targets young people who are not in education, employment or training (NEET) for individualised support and mentoring to re-engage in education or training. Apprenticeships will be an appropriate route for some of this group to pursue, along with Traineeships and 16-19 study programmes.
- The effects of the increased higher education (HE) fees and the new loan arrangements to support HE study.
- The introduction of Advanced Level Learning Loans which will affect learners, including apprentices, who are aged over 24 and studying at Level 3 or above.

Figure 2.1, overleaf, shows the range of policies that have been considered, from 2002 to the present time, mapped against the overall number of Apprenticeship starts and starts by age. Figure 2.2 shows the same information for gender and ethnicity.

This approach to mapping policies to Apprenticeship starts illustrates the massive expansion seen in the programme overall; but also shows how that growth is highly uneven and the main effect is seen among people aged 25 and over which is a consequence of directing government funding away from Train to Gain (which provided NVQ and basic skills training for adult employees) and into Apprenticeships. Figure 2.2 illustrates that the gender pattern is far closer to the expansion by age, which is suggestive of the high degree of 'conversions' caused by this policy change. The picture for 16 to 18 year olds and young people from ethnic minority groups is far more static and suggests that action is required to make the Apprenticeship programme more inclusive.

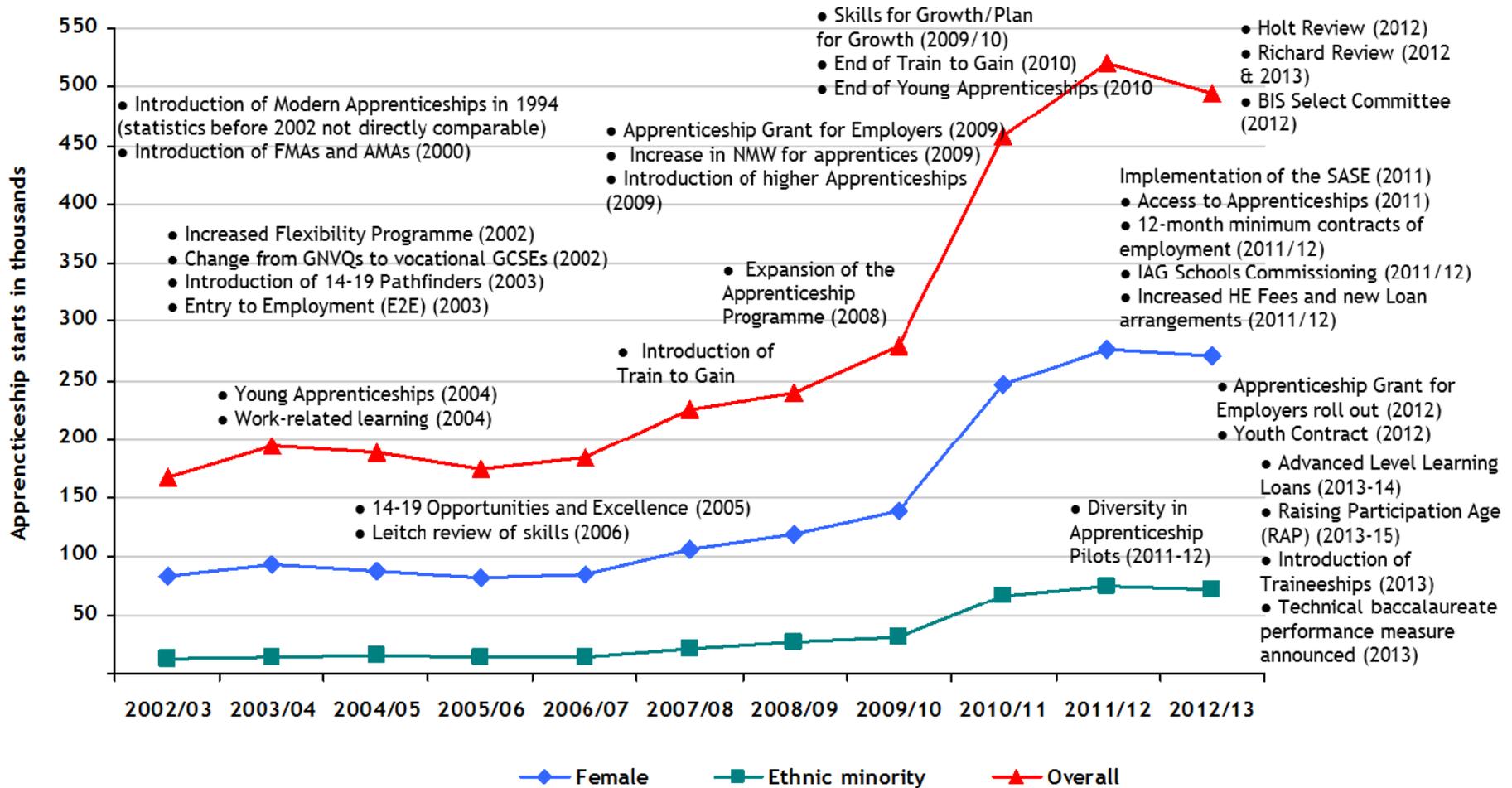
In Table 2.1, which follows on from Figure 2.2, the various policy initiatives are listed and described, and the implications of the policies are assessed for ethnic and/or gender diversity in Apprenticeships.

Figure 2.1: Policy timeline - Apprenticeships policy and starts by age



Source: Williams et al. (2013), data from Apprenticeships SFR

Figure 2.2: Policy timeline - Apprenticeships policy and starts by gender and ethnicity



Source: Williams et al. (2013), data from Apprenticeships SFR

Table 2.1: Relevant policies from 2002 to the present time

Policy	Implications for Gender & Apprenticeships	Implications for Ethnicity & Apprenticeships
<p>Introduction of Modern Apprenticeships 1994/95.</p> <p>HM Government (1994) Competitiveness: Helping Business to Win, White Paper.</p> <p>Modern Apprenticeships (MAs) were developed in order to address skill deficiencies at intermediate level. They received direct government funding support starting in 1994 and became fully operational in 1995. The programme initially included training to NVQ Level 3, although Level 2 programmes were added shortly after in 1997 (see next).</p>	<p>Using UK Labour Force Survey data, McIntosh estimated the wage gains that individuals make on average if they complete an Apprenticeship programme. The results suggest gains of around 5-7 per cent for men, but no benefit for women (McIntosh 2004).</p> <p>During the public consultation on the 14-19: Extending Opportunities, Raising Standards' Paper (DfES, 2003) (see later), the EOC expressed concerns that greater and earlier vocationalism might lead to more, rather than less, gender-stereotyped curriculum choices. Their concerns stemmed primarily from the fact that, in the ten years that had passed since their introduction, Apprenticeships had failed to increase the numbers of young women entering training in jobs normally undertaken mainly by men, such as engineering and construction (and likewise, had failed to increase the numbers of young men in areas such as childcare).</p>	<p>Figures published by the Local Skills Council in 2001-02 identified concerns for the participation and outcome rates of young people from ethnic minorities engaged in Modern Apprenticeships.</p> <p>Ethnic minority take up is low, less than three per cent of young people from ethnic minorities (aged 16-19) start a Modern Apprenticeship.</p> <p>Young people from ethnic minorities are strongly channelled towards programmes with a history of poor achievement and away from high-achieving programmes: more than 4,700 ethnic minority starts on NVQ learning compared with fewer than 1,700 ethnic minority learners on Advanced Modern Apprenticeships. Job outcomes for ethnic minorities are poor; for all WBL, 72 per cent of white leavers are in a job compared with 48 per cent of ethnic minority leavers (LSC & BETG, 2003).</p>
<p>Introduction of Foundation Modern Apprenticeships (FMAs) and Advanced Modern Apprenticeships (AMAs) 1999/2000.</p> <p>Department for Education and Employment (DFEE), National Skills Task (1999) Delivering skills for all: second report of the National Skills Task Force.</p> <p>Replacement of National Traineeships by Advanced Modern Apprenticeship, involving an NVQ at Level 3 and Foundation Modern Apprenticeship, involving an NVQ at level 2.</p> <p>Ambitions for 'better provision for</p>	<p>A 2001 report from the Modern Apprenticeship Advisory Committee showed significant gender imbalance in Apprenticeships in 20 different sectors in AMA and FMA participation (DFES, 2001a). It noted: <i>'13 per cent of all advanced modern apprentices are in the engineering manufacturing sector, and two per cent of advanced modern apprentices in this sector are female'</i>.</p>	

Policy	Implications for Gender & Apprenticeships	Implications for Ethnicity & Apprenticeships
<p><i>progression; better integration of key skills within MAs; the introduction of technical certificates to assess specific occupational knowledge; the introduction of the Apprenticeship Diploma which will encompass the NVQ, technical certificates and key skills; and the introduction of nationally agreed payments, by sector, for training</i>'. (Anderson and Metcalf, 2003).</p> <p>Introduction of Increased Flexibility Programme 2001/2002. DfES (2001b), Schools: Achieving Success, White Paper. Providing funding for partnerships between further education colleges, schools and work-based learning providers such as increased work-place learning, strengthened and expanded through the upgrading of Modern Apprenticeships with the aim to <i>'enhance vocational and work-related learning opportunities for 14-16 year old students'</i>. Policy objectives were to:</p> <ul style="list-style-type: none"> • Raise attainment in national qualifications • Increase skills and knowledge • Improve social learning and development • Increase retention in post-16 education. 	<p>A small scale research report (190 participants) published by the Young people in Focus (1999) found that students felt there was a gender imbalance in the courses with certain routes not available to them, as courses were perceived as 'more for girls' or 'more for boys'.</p> <p>Research by OFSTED (2005) showed that although <i>'the numbers of students taking IFPs have exceeded expectations'</i>, issues of equality persist.</p> <p>Newton et al., 2007 suggest, <i>'that the IFP was being taken up by pupils with special educational needs, and those from the most disadvantaged backgrounds. However, in common with the pattern seen in Apprenticeships, it had achieved little by way of encouraging young women and men to make atypical subject choices'</i>.</p>	<p>An evaluation of the IFP from 2003 (based on a survey with a sample of 11,438 students and analysis of management information from 29,990 students) found different attitudes among students - with females as well as students from an Asian ethnic background to be among those with an positive attitude towards attending school and its impact on their future:</p> <p><i>'Preliminary analysis of the characteristics of young people with different intended plans for after Year 11 revealed that, ... female students, Asian students and those with higher key stage 3 attainment were more likely than other groups to report that they plan to go into further education or training after finishing Year 11'</i>. (Golden et al., 2005)</p>
<p>Change from GNVQs to vocational GCSEs 2002/2007. GCSEs introduced to replace Part 1 GNVQs (General National Vocational Qualifications).</p>		

Policy	Implications for Gender & Apprenticeships	Implications for Ethnicity & Apprenticeships
<p>Introduction of 14-19 Pathfinders 2002/2003. DfES (2002), 14-19: extending opportunities, raising standards .</p> <p>Seeking greater coherence in education and training across the 14-19 spectrum, through measures such as flexible curricula, impartial advice and guidance, and increased co-operation between schools, colleges and training providers.</p>	<p>An evaluation of the first year of Pathfinders came to the conclusion that <i>‘the majority of pathfinders had not included the overcoming of gender/ethnic differences in their objectives’</i>. (Higham et al., 2004)</p>	
<p>Introduction of Entry to Employment (E2E) Programme 2003.</p> <p>Modern Apprenticeship Advisory Committee (DfES, 2001a), Modern Apprenticeships, The Way to Work.</p> <p>Responding to the conclusion that programmes <i>‘aimed at preparing young people for employment needed a clearer identity’</i>, E2E was set up as <i>‘a step (and challenging) change in work based learning at Level 1 aimed to increase the learner focus, flexibility and quality of provision, create smoother transitions and progression, and making delivery more consistent across all areas’</i> (LSDA & LSC, 2003). The programme aimed to help those young people who were not yet ready or able to directly enter Modern Apprenticeship programmes, further education or employment. It was envisaged that young people would be helped to prepare for progression to employment, employment with training, Modern Apprenticeships and further education (LSC, 2006).</p>	<p>Statistics on E2E starts by gender from 2008-2009 showed that the majority of participants were male with 61 per cent and only 39 per cent female.</p> <p>Regional analysis of participation rates also suggest a similar gender imbalance.(EM-LSC, 2009)</p>	<p>A regional evaluation of the ethnic mix of learners engaged in E2E in the Midlands suggested a mixed picture. <i>‘Whilst some providers are supporting non-white groups at or above the level of these groups in the wider population, some are not. Given that providers often have specific catchment areas, this could lead to a shortfall of E2E for non-white groups in some areas’</i>. (EM-LSC, 2009)</p>

Policy	Implications for Gender & Apprenticeships	Implications for Ethnicity & Apprenticeships
<p>Introduction of Young Apprenticeships 2004. DfES (2007), <i>Raising Expectations: Staying in Education and Training post-16</i>. The Young Apprenticeships programme aimed to enable motivated students of average and above average ability in Key Stage 4 to study for nationally recognised vocational qualifications (Ofsted, 2007). Young Apprenticeships offered 14- to 16-year-old pupils the opportunity to pursue industry-specific applied learning programmes in colleges and in partnership with employers. Young people typically spent the equivalent of one day per week at a college or other training provider, and a second day per week with an employer (DIUS, 2008). The Young Apprenticeships for 14-16 year olds were initially introduced in engineering, automotive industries, business administration, logistics, the arts and creative industries (Rudd et al., 2008).</p>	<p>In an evaluation of the Young Apprenticeships programme 2004-2007, OFSTED found that <i>'in over half the partnerships, policies and strategies to tackle gender stereotyping were either non-existent or had limited success'</i> and concluded that <i>'Strategies to reduce gender stereotyping in some vocational areas have had limited success or were non-existent in too many partnerships'</i>. (Ofsted, 2007)</p> <p>A report from Newton et al. (2007) also concluded that a number of barriers persisted, ie concerning school engagement with equality and diversity, parental stereotypes and funding, which prevented equal opportunities in young Apprenticeships.</p> <p>An evaluation led by NFER and reported by the YPLA report however found that there were no significant differences in outcomes by gender/ethnicity:</p> <p><i>'Looking at raw achievement rates there were no statistically significant differences, in terms of gender, recognition for action on the register of Special Educational Needs, or ethnicity between those who achieved or did not achieve a qualification that they had taken as part of the YA programme'</i>. (NFER 2010)</p>	
<p>Entitlement to work-related learning 2004 DfES (2004), <i>Work related learning and the law</i>. From September 2004, a statutory requirement for schools to include work-related learning within the curriculum for all young people during Key Stage 4 was introduced.</p>		

Policy	Implications for Gender & Apprenticeships	Implications for Ethnicity & Apprenticeships
<p>A new focus on the 14-19 spectrum DfES (2003) 14-19: Opportunity and Excellence New focus on 14-19 phase, rather than 11-16 and 16-19 for more coherent approach. Practical proposals for curriculum changes. Long term reform to provide stronger vocational offer, allow manageable assessments and <i>'broaden choice and stretch students, with a unified framework of qualifications'</i> (DfES, 2003).</p>		
<p>Leitch review of skills (HM Treasury, 2006). Independent review of the UK's long term skills needs. The review recommended that the UK commit to becoming a world leader in skills by 2020, benchmarked against the upper quartile of the OECD. This meant doubling attainment at most levels. Stretching objectives for 2020 included:</p> <ul style="list-style-type: none"> • shifting the balance of intermediate skills from Level 2 to Level 3. Improving the esteem, quantity and quality of intermediate skills • increase employer investment in Level 3 and 4 qualifications in the workplace. Extend Train to Gain to higher levels. Dramatically increase Apprenticeship volumes. Improve engagement between employers and universities. Increase co-funded workplace degrees. Increase focus on Level 5 and above skills. 		
<p>Expansion of the Apprenticeship Programme 2008 onwards. DIUS (2008), World-class Apprenticeships: Unlocking Talent, Building Skills for All.</p>	<p>The impact assessment accompanying the World-class Apprenticeships report states there are a number of problems in the programmes notably, <i>'serious Equality and Diversity issues, including</i></p>	<p>DIUS (2008) recognises that <i>'increasing the numbers of Apprenticeships for those aged 25 or over will help the entrance of under-represented learners: it will benefit some</i></p>

Policy	Implications for Gender & Apprenticeships	Implications for Ethnicity & Apprenticeships
<p>BIS (2009a), Skills for Growth. The National Skills Strategy.</p> <p>Increase the number of Apprenticeship places available in England on an increasing trajectory until 2020 (raise the number of apprentice starts in England to 250,000 by 2020).</p> <p>Introduce an entitlement for all young people who are suitable and who want an Apprenticeship in line with Raising the Participation Age.</p> <p>Aim for 1 in 5 young people to be undertaking an Apprenticeship in the next decade.</p> <p>Address the diversity problems within Apprenticeships and influence the wider inequalities in training and work.</p> <p>Assure the quality of Apprenticeships.</p> <p>Create a National Apprenticeship Service to bring together a wide range of services and operations previously dispersed among a range of agencies.</p>	<p><i>Apprenticeships frameworks that were more gender and ethnically biased than the corresponding sector workforces'</i> (DCSF & DIUS, 2008).</p> <p>The assessment highlighted the gender disparity among sectors and gender pay gap. The report cites findings of the 2005 Apprenticeships pay survey which found a 40 per cent average pay differential between male and female apprentices. The Workplace Report of 2006, found that 70 per cent of Level 3 apprentices were male and received twice as much training as female apprentices per week (as a cost-benefit analysis of Apprenticeships from 2007 highlights, there is a significant wage return for women on Apprenticeships at Level three) (McIntosh, 2007).</p> <p>The report highlighted a number of actions that had been put in place such as <i>'the introduction of a minimum wage for apprentices; the publication of framework data by sector, gender, race and disability; use of the 2005 and 2007 apprentice pay surveys to inform young people's career choices; ensuring ongoing marketing promoted non-typical examples of apprentices; a commitment to implementing more flexible delivery to encourage take up of non-traditional opportunities/occupations by recruits; and a focus on women learners as part of Apprenticeships for adult entry'</i>.</p>	<p><i>BME groups that tend to enter the labour force later: it will benefit those with care responsibilities entering the workforce for the first time: and it will allow more entry for under-represented learners at an age where they have the maturity and confidence to cope well with the experience'</i>.</p> <p>The equality impact assessment highlighted that ethnic minority groups are under-represented across the Apprenticeship programme. Only the sporting sector had a higher percentage of ethnic minority workers doing Apprenticeships than elsewhere in its workforce.</p> <p>From all the sectors where sufficient data was available few frameworks had 10 per cent or more apprentices from an ethnic minority background, the two Sporting Excellence frameworks, Community Justice and IT Services and Development.</p> <p>Almost half of the population with ethnic minority background in England lives in London which is also where apprentices are greatly under-represented.</p>
<p>Increase in weekly minimum wage for apprentices 2009.</p> <p>The minimum wage for all apprentices in England was increased from £80 to £95 per week.</p>	<p>The Department for Business, Innovation and Skills (BIS, 2009b) highlighted: <i>'the introduction of an NMW for apprentices will provide protection for apprentices offering security for those in low paid occupations and areas where apprentices are isolated and unrepresented. The sectors with the lowest pay are care and hairdressing, areas of predominantly female employment. The recent increase in the minimum legal of Apprenticeship earnings to £95 will</i></p>	

Policy	Implications for Gender & Apprenticeships	Implications for Ethnicity & Apprenticeships
<p>The introduction of the Apprenticeship Grant for Employers (AGE) 2009/2010. This short term initiative trialed the offer of a grant of £2,500 to employers to incentivise the creation of Apprenticeships for young unemployed people aged 16 or 17. This grant was payable in two instalments: £1,500 on the Apprentice's start on the programme and £1,000 after 12 weeks.</p>	<p><i>have benefited mainly female apprentices and helped address the disparity in Apprenticeship pay between men and women'.</i></p> <p>Based on data from a survey among employers (504), an evaluation report of the AGE programme from 2011 showed that there was more or less a gender balance in those occupations for which the grant had supported Apprenticeships. The employer survey suggested a gender distribution such that 47 per cent of AGE supported apprentices were male and 53 per cent were female (Wiseman et al., 2011).</p>	
<p>Skills for Growth Strategy and Plan for Growth 2009/2010. BIS (2009a), Skills for Growth: The National Skills Strategy. The objective was <i>'a skills system defined not simply by targets based on achieved qualifications, but by 'real world' outcomes'</i>. Providing <i>'a higher level of vocational experience that promotes a greater mix of work and study and that encourages skills that are transferable'</i>. Ambitions included:</p> <ul style="list-style-type: none"> • Promoting skills for economic prosperity • Expanding Apprenticeships to build a new technician class through Higher Apprenticeships • Equipping adults for future jobs • Improving training at the heart of a simpler system. <p>The strategy highlighted the role of Apprenticeships and the need to dramatically</p>		

Policy	Implications for Gender & Apprenticeships	Implications for Ethnicity & Apprenticeships
<p>expand the advanced Apprenticeship system for young adults.</p> <p>HM Treasury & BIS (2011), Plan for Growth: this outlined the plan to <i>‘achieve strong, sustainable and balanced growth, more evenly shared across the country and between industries’</i>. It included the ambition to create a more educated workforce that is the most flexible in Europe and supported more Apprenticeships than any previous government. The plan intended to <i>‘promote skills and employment, especially for the young, through funding for up to 50,000 additional Apprenticeship places’</i>.</p>		
<p>Ending Train to Gain 2007-2010.</p> <p>Train to Gain intended to upskill the workforce to make the UK more competitive. It involved brokerage delivered to the employer, helping to identify their organisation’s training needs and seek ways to address these. This was intended to include fully and partially funded training. (Norfolk Unites, undated)</p> <p>In 2010 the Government announced a reduction in funding of £200 million and <i>‘refocusing the Train to Gain budget on Apprenticeships and college buildings’</i> (BIS, 2010a).</p>	<p>Analysis of the LSC’s learner records showed that Train to Gain learners were fairly evenly split by gender (51 per cent were men and 49 per cent were women).</p> <p>In the final year of the Employer Training Pilots - the forerunner trial policy to Train To Gain (Hillage et al., 2006), the gender split was slightly in favour of women (51 per cent), although their participation had followed a declining trend across the three years of the evaluation (Newton et al., 2008).</p>	<p>Analysis of the LSC’s learner records showed that 12 per cent of Train to Gain learners were from a black or ethnic minority group (one percentage point higher than in the eligible population at large). IES reported that Train to Gain was attracting a slightly larger proportion of ethnic minority learners than would be suggested by their prevalence in the population, and this is mirrored across most regions (Newton et al., 2008).</p>
<p>Ending the Young Apprenticeship programme (2010).</p>	<p>By September 2010, recruitment to Young Apprenticeships had increased to around 10,000 places. However, in March 2011, the Department for Education announced that there would be no new starts on the scheme. Those who had gained places in the previous years would be allowed to continue their training, receiving financial support in years 2011-12 and 2012-13. The coalition Government stated that the programme would end due to the high delivery costs which were not justified in the current economic climate. Commentators link the closure of the programme to the publication of the Wolf Review into Vocational Qualifications (DfE, 2011), which is also seen to have had negative impacts</p>	

Policy	Implications for Gender & Apprenticeships	Implications for Ethnicity & Apprenticeships
<p>Expanding the Apprenticeship programme 2009/2010. Apprenticeships, Skills, Children and Learning Act (ASCL) 2009 (HM Government, 2009). Provided a statutory framework for Apprenticeships and a right to Apprenticeship for suitably qualified 16-18 year olds. Transferred responsibility for funding education and training for 16-18-year-olds to Local Authorities (HM Government, 2009).</p>	<p>upon the delivery of work placements during Key Stage 4 education. The loss of the Young Apprenticeship programme is seen as problematic since it provided a vehicle for addressing under-representation, equality and diversity, with young people before they left school so an opportunity to challenge stereotyped decision-making has arguably, now been lost.</p> <p>In its Equality Impact Assessment on changes to the Apprenticeship programme, BIS showed that <i>'younger Apprenticeship starts are less likely to be female - 45.8 per cent of 16-18 year-old starts, 48.6 per cent of 19-24 year-old starts and 60.9 per cent of 25+ year-old starts were female in 2009/10. (...) This suggests that in addition to the impact on older apprentices, the increased prioritisation of younger apprentices could reduce the proportion who are female (...)'</i> (BIS, 2011a).</p>	<p>The Equality Impact Assessment showed that <i>'younger Apprenticeship starts are more likely to be white (...) This suggested that in addition to the impact on older apprentices, the increased prioritisation of younger apprentices could reduce the proportion who are female, and the same is true of ethnic minority groups which are a greater proportion of the older apprentices'</i> (BIS, 2011a).</p>
<p>The Specification of Apprenticeship Standards in England (SASE) 2009/2011. Apprenticeships, Skills, Children and Learning Act (ASCL) 2009 (HM Government, 2009). The SASE sets out the minimum requirements for the English Apprenticeship framework. The Issuing Authorities are responsible for ensuring that only Apprenticeship frameworks which comply with SASE are issued as recognised English Apprenticeship frameworks. SASE requires that the learning element provides a minimum of 37 credits on the QCF in the majority of cases and that there are a minimum of 280 guided learning hours reflecting both on-the-job and off-the-job training.</p>		<p>In an attempt to research into the ways apprentices and Apprenticeships are perceived by the different stakeholders involved, the Young Foundation (Brophy et al., 2009) found that: <i>'Parents and young people were almost unanimous that there should be no entry requirements for Apprenticeships, with the exception of parents from ethnic minority communities, who were in favour of such requirements (...) Parents from an ethnic minority background expressed the strongest opinion here, and said that they would not recommend an Apprenticeship unless it was equivalent to degree level'</i>.</p>

Policy	Implications for Gender & Apprenticeships	Implications for Ethnicity & Apprenticeships
<p>The introduction of minimum 12 month employment contracts 2011/2012.</p> <p>Statement by the Skills Funding Agency (2012), Introduction of the 12-month Minimum Duration for Apprenticeships (SFA, 2012). Announced by John Hayes, Minister of State for Further Education, Skills and Lifelong Learning in December 2011, from August 2012: Apprenticeships for young people aged 16-18 would have a minimum duration of 12 months.</p>		
<p>Introduction of Access to Apprenticeship (2011).</p> <p>Access to Apprenticeships were tasked to provide help and support for young people aged 16-24 who required this ahead of moving into employment as an apprentice. It was intended that this pathway should recognise that there are, and provide support for, young people who need to demonstrate a commitment to work and study to compete successfully for an Apprenticeship vacancy. Participants were intended to be prospective apprentices, who were expected to progress into a full Apprenticeship as quickly as possible within a maximum timescale of 6 months. The majority were expected to spend about 3 months on the Access route.</p>	<p>Access to Apprenticeships did not have aims in respect of under-representation by gender in Apprenticeships.</p>	<p>While not an aim, it might be inferred that Access to Apprenticeships would assist young people from ethnic minority backgrounds to compete more successfully for Apprenticeships since a need to demonstrate commitment to study and work might be a factor leading to their under-representation in the Apprenticeship programme.</p>
<p>Information, Advice and Guidance (ie careers guidance) Schools Commissioning 2011/12.</p> <p>Department for Children, Schools and Families (2009), Quality, Choice and Aspiration - A strategy for young people's information, advice and guidance.</p> <p>New strategy places schools and parents at the</p>	<p>Statutory guidance was published by DfE March 2012 and a practical guide for schools July 2012.</p>	

Policy	Implications for Gender & Apprenticeships	Implications for Ethnicity & Apprenticeships
<p>centre of careers guidance provision, to <i>'modernise careers guidance and education to make it accessible for today's generation of young people and to keep pace with a rapidly changing economy'</i>.</p> <p>Based on this, from 2012 onwards, schools would have the duty to <i>'secure access to independent and impartial careers guidance for their pupils'</i> (DFE, 2011).</p> <p>The effects of the increased higher education (HE) fees and the new loan arrangements to support HE study 2011/2012. Department for Business, Innovation & Skills (2011), Higher Education. Students at the Heart of the System.</p> <p>The strategy entails shifting public spending away from teaching grants and towards repayable tuition loans and obliging institutions to deliver a better student experience; improving teaching, assessment, feedback and preparation for the world of work. Moreover institutions must take more responsibility for increasing social mobility.</p>	<p>In their interim equality impact assessment, BIS (2010b) stated that <i>'our overall assessment is that our proposals will have a positive or neutral equality impact... We do not anticipate adverse impacts on protected and disadvantaged groups'</i>.</p> <p>The Independent Commission on Fees (2012) showed, <i>'the 2012 application cycle saw a noticeable dip in the total number of applicants from the comparable 2010 cycle of 7.4 per cent'</i>. Analysing the period of 2009-2012, the Commission reports that there were significantly more female applicants than males during the last years with UCAS numbers showing that men were <i>'substantially underrepresented amongst UCAS applicants and that there were signs that this gap was increasing for 2012'</i>.</p>	<p>According to BIS, <i>'the changes to the maintenance package will benefit students on low household incomes most... people from ethnic minority backgrounds are more likely to benefit from the more generous support packages'</i> (BIS, 2010b).</p> <p>Although graduates will contribute more towards the cost of HE, BIS estimates that 25 per cent will pay less under the new system and <i>'the graduates who are likely to repay less are more likely to be female, disabled, and from an ethnic minority background'</i> (BIS 2010). A key challenge that will remain... is to ensure all potential students understand the package of support that is available (BIS, 2010).</p>
<p>Apprenticeship Grants for Employers of 16 to 24 year olds 2012.</p> <p>The National Apprenticeship Service provided up to 40,000 grants of £ 1,500 in 2012-13 to encourage employers new to Apprenticeships to take on 16-24 year olds. The grant is in addition to the costs of training which are subsidised by government in full for young people aged 16 to 18 and at 50 per cent for those aged 19 to 24. The initiative forms part</p>	<p>Interim analysis of the characteristics of the first 2,150 AGE-supported Apprentices (Wiseman et al., forthcoming) found that a majority were male (53 per cent). This is consistent with the share seen in the programme among 16-24 year old Apprenticeships. BIS anticipated that this initiative would be likely to lead to a <i>'reduction in the proportion of apprentices aged 25+, and a corresponding increase in the proportion aged under 25'</i> and that <i>'Prioritisation of different sectors may also impact on protected</i></p>	<p>Interim analysis of the characteristics of the first 2,150 AGE-supported Apprentices found that <i>'7.5 per cent of AGE Apprentices have an ethnic minority background. This proportion is slightly lower than that of 10.0 per cent for Apprentices in general. However, this may be partly explained by the fact that AGE Apprenticeships have a greater weight in regions such as the North East which have smaller ethnic minority</i></p>

Policy	Implications for Gender & Apprenticeships	Implications for Ethnicity & Apprenticeships
<p>of the Youth Contract. In September 2012, the terms and conditions of the grant were slightly altered although the main aims of the policy remained unchanged (NAS, 2012).</p>	<p><i>groups, particularly females, but this depends on which sectors are targeted, and at the 'expense' of which others' (BIS, 2011a).</i></p>	<p><i>populations than do Apprenticeships in general.' (Wiseman et al., forthcoming).</i></p>
<p>The Youth Contract 2011/2012 (2011.) Youth Contract Announcement (DPMO, 2011). Introduced as a response to the current high levels of youth unemployment, the Youth Contract aims to help young unemployed people into work, training or learning. The Youth Contract, launched in April 2012, is supported by BIS, DWP, National Apprenticeship Service and DfE. It provides for new opportunities for 16-24 year olds, including Apprenticeships (via AGE) and voluntary work experience placements (DWP, 2012a). Personalised support will be provided to young people NEET aged 16-17 (DfE). Measures include: 160,000 wage subsidies worth up to £2,275 each, for employers who recruit an 18-24 year-old through the Work Programme; and at least 20,000 more incentive payments to encourage employers to take on young apprentices (DWP, 2012b).</p>	<p>The programme has been criticised for <i>'overlapping with 33 other government funding schemes to help young people find employment'</i> (Inclusive Employers, 2012). Also the DWP acknowledges the fact that different funding schemes might be competing with each other and acknowledges: <i>'(...) in some situations an employer could be potentially eligible for either Apprenticeship Grants for Employers (AGE) 16-24 available through the National Apprenticeship Service in England (also part of the Youth Contract) or wage incentives. The incentives have different purposes and different target groups. While wage incentives are for young people aged 18-24, participants are on the Work Programme. AGE 16-24 is expressly intended to enable small employers, who have not previously taken on apprentices, to benefit from the Apprenticeship programme and they are free to recruit from any source provided the apprentice is aged 16-24'</i> (DWP, 2012c).</p>	
<p>Advanced Level Learning Loans 2010/2013-2014. BIS (2010c), Skills for Sustainable Growth. The loans will affect learners, including apprentices, who are aged over 24 and studying at Level 3 or above. Learners in further education (FE) and training will be able to access finance on the same basis as in</p>	<p>An equality impact assessment (BIS, 2011c) suggests that <i>'women were marginally less likely to want to take up a loan under a 24+ Advanced Learning Loans system, and the difference was not large enough to be statistically significant'</i>. An Opinion Panel survey mentioned in the same report <i>'found that only 2.5 per cent thought that gender might raise barriers, problems or issues as a result of</i></p>	<p>The equality impact assessment (BIS, 2011c) suggests that <i>'those from black, Asian and minority ethnic groups were unlikely to face specific barriers to learning participation as a result of the introduction of 24+ Advanced Learning Loans'</i> . An opinion panel survey suggested only 2.5 per cent thought they might face barriers, problems or issues relating to ethnicity as a</p>

Policy	Implications for Gender & Apprenticeships	Implications for Ethnicity & Apprenticeships
<p>higher education (HE). Learners can apply for a loan to meet the upfront contribution costs of their course, which will be paid directly to their college or training organisation on their behalf. Eligibility for these loans will be based on residency and the type of course being undertaken.</p>	<p><i>the introduction of 24+ Advanced Learning Loans’.</i></p>	<p>result of the introduction of the Loans. <i>‘Asian and black respondents were more likely than white British respondents to say they would take a course under the Loan system (...) Muslim respondents were comfortable with the rate of interest themselves, but felt that it would deter some people. For them, the bigger issue was their inexperience with loans - very few had taken out a loan before...’</i> (BIS, 2011c).</p>
<p>Raising the Participation Age (RPA) 2007/2013-15. Department for Education and Skills (2007), Raising Expectations: Staying in Education and Training Post-16. Proposal for Raising the Participation Age (RPA). Introducing a gradual raise of participation to 17 years by 2013 and to 18 years by 2015. Recognises all forms of valuable learning, including work-based learning and suggests different routes and guarantees stating that every capable young person who wants one, will be able to pursue an Apprenticeship.</p>	<p>DCSF (Hunt and McIntosh 2007) assess the economic benefits of RPA and estimate that over half (56 per cent) of the extra participants among young people who would not participate in education in Year 12 in absence of this policy are male (28,000 in total). Also, young women currently not participating in Year 12 tend to be better qualified than their male counterparts. Conversely, 17 per cent of male RPA participants are assumed to have achieved Level 2 at the end of compulsory schooling, compared to 22 per cent of females. The decision to participate in post-compulsory schooling is closely related to Year 11 attainment, with those achieving higher grades much more likely to stay on. The extra RPA participants are assumed to have lower prior attainment on average than those currently participating.</p>	<p>According to the Treasury’s overview of the impact of Spending Review 2010 on equality, continuing to fund the RPA <i>‘will benefit young people from ethnic minorities as they are less likely to be in education after 16 than at present’</i> (HM Treasury, 2010).</p>
<p>House of Commons Education Select Committee published careers guidance for young people: The Impact of the New Duty on Schools (January 2013) and noted significant concerns in respect of careers guidance provision since restructuring: <i>‘evidence submitted ... suggests that the careers advice and guidance service to young people is deteriorating’</i> and that <i>‘grave shortcomings’</i></p>	<p>This had the potential to impact on under-representation in Apprenticeships generally since it might lead to greater consistency in delivery of careers guidance about Apprenticeships across schools and colleges.</p>	

Policy	Implications for Gender & Apprenticeships	Implications for Ethnicity & Apprenticeships
<p>have emerged. The committee did not view that neither the destination measures nor the Ofsted review framework would be sufficient to address these. Recommendations included that:</p> <ul style="list-style-type: none"> • schools should work towards work towards the Quality in Careers Standard • a minimum of one personal careers interview should be offered to every young person • schools should publish an annual careers plan • and the National Careers Service should expand to deliver in schools. 		
Holt Review of the Apprenticeship Programme (BIS, 2012).	<p>This review focused on the needs of small-to-medium sized businesses within the Apprenticeship programme. It recommended that further work is needed to raise awareness of the programme among these businesses and young people to ensure it is seen as a high quality route to potentially university level qualifications, and to increase employers' ownership and empowerment within delivery (which is also a point made by Richard below).</p>	
Richard Review of the Apprenticeship Programme (DfE/BIS 2012).	<p>The Richard Review has put the spotlight on quality in Apprenticeships and while it is in support of the programme in general terms, it proposes significant changes to delivery. These changes include increased flexibility in delivery and a move away from the current framework which includes functional skills and competency qualifications. In neither this, nor the Holt review, was any great focus given to under-representation in any form within the programme.</p> <p>'The Future of Apprenticeships in England: Next Steps from the Richard Review', the consultation on response to the Richard review was still out for consultation and was not published at the time of this report.</p>	
Rigour and Responsiveness in Skills (DfE/BIS, 2013).	<p>This provided an update to the skills strategy setting out plans to accelerate the process of changing a system with employers and learners at its centre focused on high quality provision. Commitments regarding Apprenticeships were in response to the reviews undertaken by Wolf, Holt and Richard. It contains specific references to actions to be taken in light of the Richard Review as well as noting the next consultation stage (see above; this was still out to consultation at the time of writing this report). The intention to introduce Traineeships (see below) was also set out in the strategy.</p>	

Policy	Implications for Gender & Apprenticeships	Implications for Ethnicity & Apprenticeships
Introduction of Traineeships (August 2013). ¹	Traineeships are to be targeted at low skilled young people who are motivated by work but not yet ready for the workplace, and intend to introduce an opportunity to undertake qualifications in Maths and English alongside a work experience placement to provide a pathway to an Apprenticeship or job. With Apprenticeships likely to be delivered at Level 3 and above in the future, this policy may ensure an opportunity for lower skilled young people to undertake work-based learning is retained. Traineeships will last a maximum of six months. While the policy does not have particular equality and diversity intentions, it may have some effects in this regard since certain young people are over-represented in the low-qualified category including some ethnic minorities.	

Source: Williams et al. (2013)

¹ <http://www.education.gov.uk/childrenandyoungpeople/youngpeople/qandlearning/traineeships>

3 What the secondary data tells us

In this section an analysis is presented based on secondary data sources to develop a picture of gender and ethnic under-representation and its consequences in Apprenticeships. Patterns of participation in gender-atypical frameworks are explored as well as over- and under-representation in frameworks. The analysis has been conducted using the Individualised Learner Records (ILR); the Apprenticeship Pay Survey Longitudinal Survey of Young People in England (LSYPE) and data from the Apprenticeship Vacancy service (Av). The data sources used to address the various research questions are shown in Table 3.1, below.

Table 3.1: Summary of sources examined and their contribution

Research Aims	Source
Career choice options at school	LSYPE/YCS
First contact with the term 'Apprenticeship'	LSYPE/YCS
Overall participation rates, including analysis of starts and completions and participation in the various stages of the Apprenticeship recruitment process	ILR Av
Participation in key growth sectors - both established and emerging	Apprenticeship Pay Survey
Pay rates	LSYPE/YCS Apprenticeship Pay Survey Labour Force Survey
Duration of Apprenticeships	ILR
Level of qualification	ILR
Amount of time off to study, including college time	Apprenticeship Pay Survey
Progression routes	ILR

Source: Williams et al., 2013

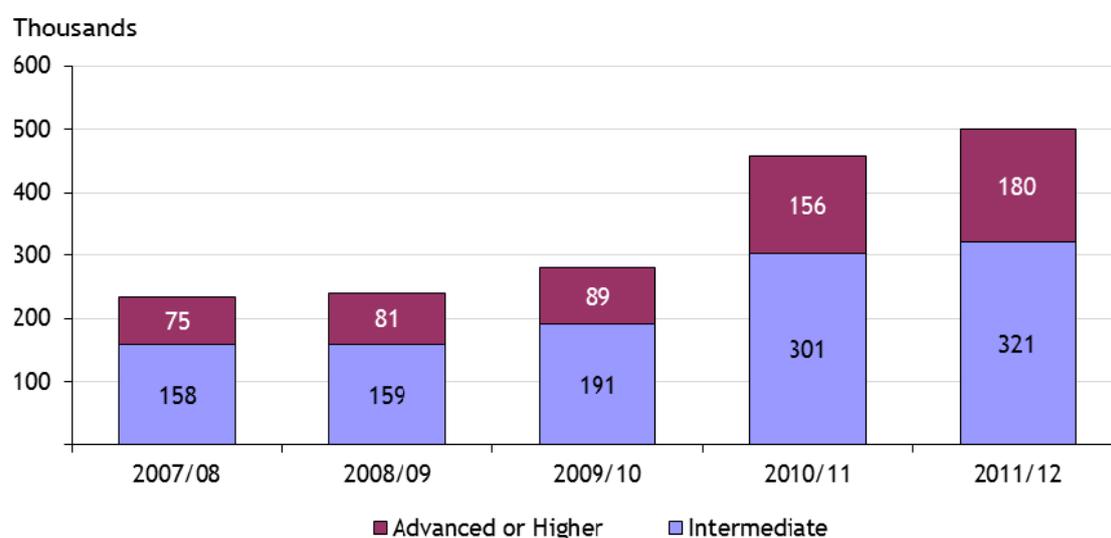
This report looks at all levels of Apprenticeships focusing largely on England, encompassing Intermediate Apprenticeships which are Level 2, Advanced

Apprenticeships which are Level 3 and Higher Apprenticeships which are at Level 4 and 5. As seen in the policy timeline, the names of these Apprenticeships have changed over the years and the policy landscape is still in flux with a new emphasis on traineeships and graduate level Apprenticeships coming to the fore during this research. This report refers in general to 'Apprenticeships' which include Intermediate (Level 2), Advanced (Level 3) and Higher (Level 4 upwards); where a distinction is made this is referred to in the text.

3.1 Starts and completions based on the ILR

Between the academic years 2007/08 and 2011/12, participation in Apprenticeships grew rapidly, and overall the number of people starting Apprenticeships rose from 233,337 to over 500,872 (see Figure 3.1). Starts in Intermediate Apprenticeships (level 2) doubled, reaching 320,794 between August of 2011 and July of 2012. The number of starts in Advanced and Higher Apprenticeships more than doubled, reaching 180,039 starts in 2011/12 (of which 98 per cent were Advanced Apprenticeships – level 3 - and two per cent were Higher Apprenticeships – level 4 and above).

Figure 3.1: Apprenticeships starts by level, 2007/08 to 2011/12



Source: IES analysis of ILR data (2013)

The following sections present analyses of Apprenticeship participation by ethnicity, gender and age, and across sectors, over the last five years.

3.1.1 Apprenticeships participation by ethnicity

In 2007/08, 92.4 per cent of the people starting Intermediate Apprenticeships were white, 6.6 per cent were ethnic minority and one per cent did not report their ethnic group (Table 3.2).

While participation rose steadily in both groups, the number of starts grew slightly faster among ethnic minorities, leading to a higher share of Apprenticeship starts (of 10.3 per cent) for ethnic minority apprentices in 2011/2012 relative to previous years. Table 3.3 shows a similar trend for Advanced and Higher Apprenticeships, with the proportion of ethnic minority starts rising from 5.8 per cent in 2007/08 to 9.4 per cent in 2011/12.

Participation of ethnic minorities in Advanced and Higher Apprenticeships was slightly lower than at Intermediate level in each of the five years in the analysis period.

Table 3.2: Distribution of starts in Intermediate Apprenticeships by ethnic group, 2007/08 to 2011/12

	2007/08	2008/09	2009/10	2010/11	2011/12
White	92.4	90.5	90.8	88.8	89.1
Ethnic minority	6.6	8.4	8.1	10.3	10.3
Unknown	1.0	1.1	1.1	0.9	0.7
Total	100	100	100	100	100

Source: IES analysis of ILR data (2013)

Table 3.3: Distribution of starts in Advanced and Higher Apprenticeships by ethnic group, 2007/08 to 2011/12

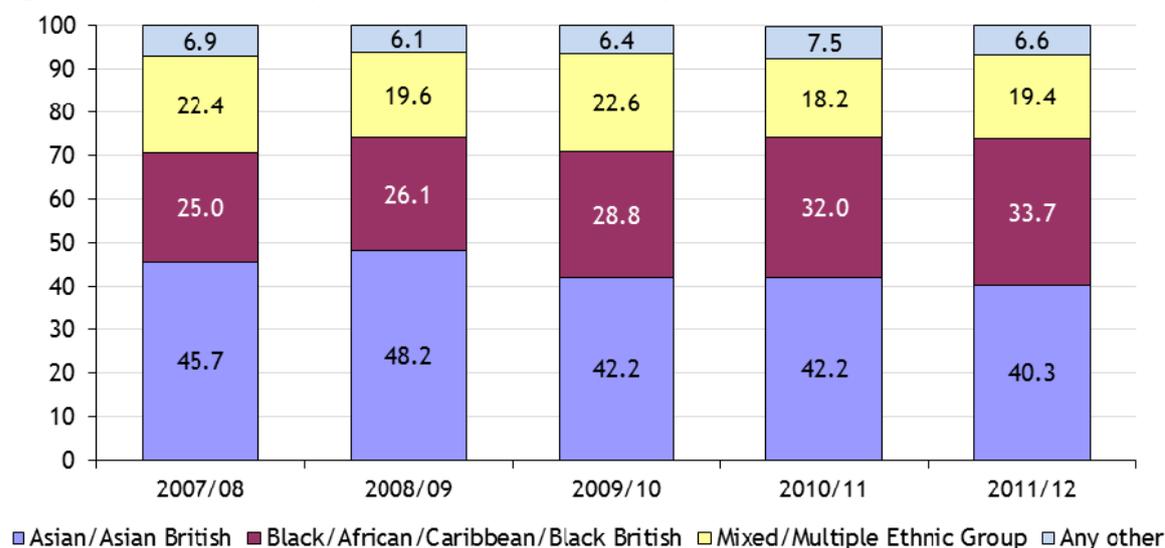
	2007/08	2008/09	2009/10	2010/11	2011/12
White	93.2	91.4	91.7	89.4	89.7
Ethnic minority	5.8	7.6	7.6	9.4	9.4
Unknown	0.9	1.0	0.7	1.2	0.8
Total	100	100	100	100	100

Source: IES analysis of ILR data (2013)

As shown in Figure 3.2, in 2011/12 most of the ethnic minority starts belonged to the Asian/Asian British ethnic category (40.3 per cent), with the second largest ethnic minority group being black/African/Caribbean/black British (33.7 per cent). Compared to 2007/08, the proportion of Asian participants decreased by five percentage points, while the share of Apprenticeships held by black people rose

by over eight percentage points. In the most recent year, young people of mixed ethnic origin accounted for a fifth of all ethnic minority Apprenticeship starts, and the remaining 6.6 per cent being accounted for by people from other ethnic backgrounds.

Figure 3.2: Ethnic composition of ethnic minority starts, 2007/08-2011/12



Source: IES analysis of ILR data (2013)

The ethnic composition of the Apprenticeship sample largely reflects the make-up of England and Wales as a whole. According to the census data of 2011, the predominant ethnic group in England and Wales is white which accounts for 86.0 per cent of the population; white learners are therefore a little overrepresented in the Apprenticeship sample at 89.9 per cent. Asian and Asian British Apprenticeship participants are underrepresented at 4.1 per cent, compared with 7.5 per cent in the wider population and the proportion of black/African/Caribbean/black British learners matches that of England and Wales as a whole (see Table 3.4).

Table 3.4: Ethnic composition of England and Wales, and all Apprenticeship starts (column %)

	England and Wales 2011	ILR 2011/12
White	86.0	89.9
Black/African/Caribbean/black British	3.3	3.4
Asian/Asian British	7.5	4.1
Mixed/multiple ethnic groups	2.2	2.0
Other	1.0	0.7
Total	100.0*	100.0*

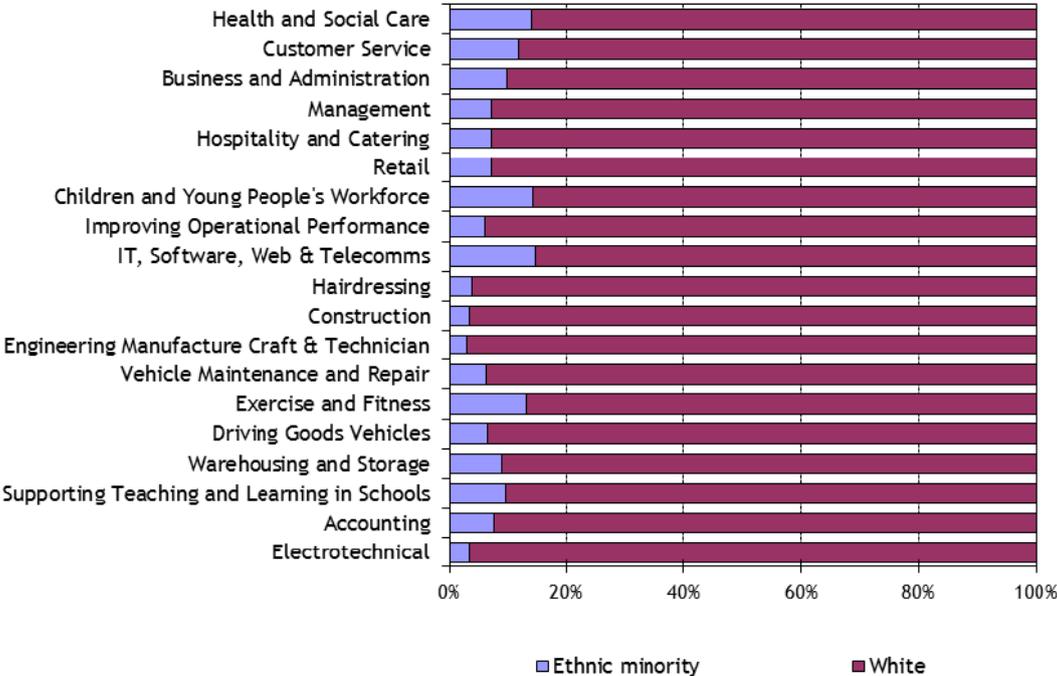
*excludes unknowns/not provided

Source: IES analysis of ILR data (2012) and 'Ethnicity and National Identity in England and Wales 2011', ONS.

The ILR data for 2011/12 also allows us to analyse the participation of different ethnic groups across framework subject areas (Figure 3.3). Excluding learners with unknown ethnic background, 10.1 per cent of those starting Apprenticeships of all levels in 2011/12 were ethnic minority.

Taking this as reference, ethnic minority learners were underrepresented amongst starts in engineering (3.2 per cent ethnic minority learners), construction (3.4 per cent) and electrotechnical (3.7 per cent). Ethnic minority learners were also underrepresented in improving operational performance (6.3 per cent), vehicle maintenance and repair (6.5 per cent) and driving goods vehicles (6.7 per cent). In contrast, ethnic minority learners were overrepresented amongst starts in IT areas (14.7 per cent), children and young people’s workforce (14.4 per cent), health and social care (14.1 per cent) and exercise and fitness (13.2 per cent).

Figure 3.3: White and ethnic minority starts by framework subject area, 2011/12

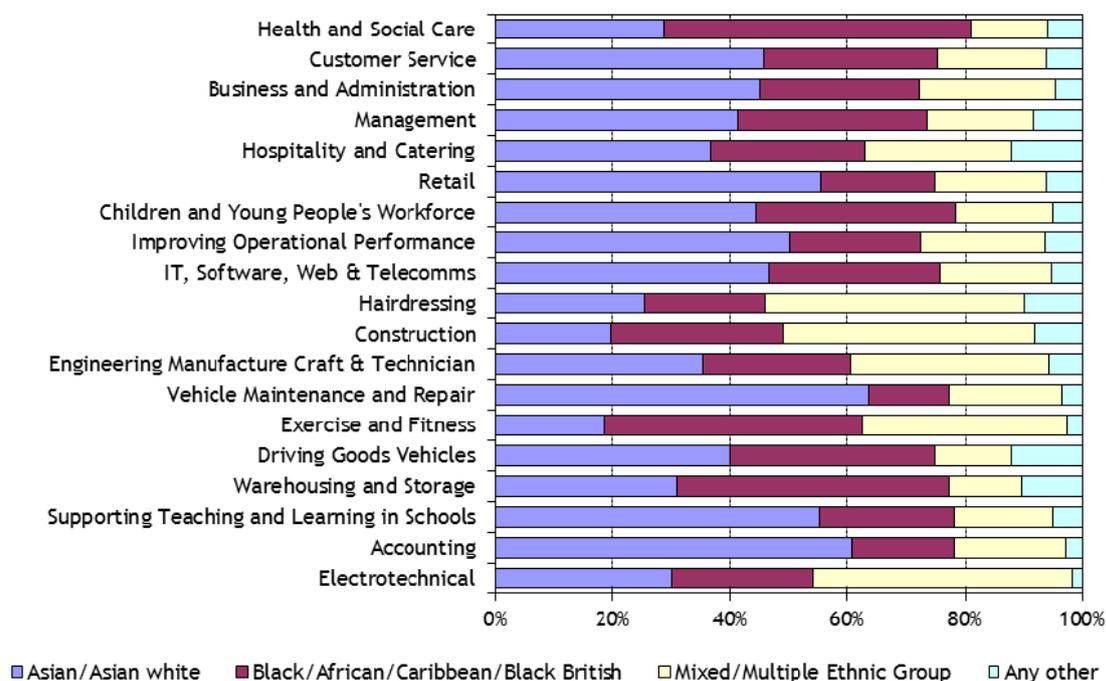


Source: IES analysis of ILR data (2013)

Figure 3.4 presents the ethnic group composition of those ethnic minority learners who started Apprenticeships of all levels in 2011/12 by framework subject areas. This breakdown reveals notable differences by sector. The largest overall ethnic minority group, Asian/Asian British (40.2 per cent of all starts), was underrepresented in the areas of exercise and fitness (18.8 per cent), construction (19.8 per cent) and hairdressing (25.5 per cent). Asian/Asian British learners were overrepresented in vehicle maintenance and repair (63.5 per cent), accounting (60.7 per cent), retail (55.5 per cent) and supporting teaching and learning in schools (55.3 per cent).

The second largest ethnic minority group, black/African/Caribbean/black British, accounted for 33.7 per cent of all starts overall, yet had a relatively small presence in vehicle maintenance and repair (13.7 per cent), accounting (17.4 per cent) and retail (19.3 per cent). Representation was highest in health and social care (52.2 per cent) and warehousing and storage (46.3 per cent).

Figure 3.4: Composition of ethnic minority starts by framework subject areas, 2011/12



Source: IES analysis of ILR data (2013)

3.1.2 Apprenticeships participation by gender

At the level of Intermediate Apprenticeships, growth in the number of annual starts was evenly distributed between the sexes (Figure 3.5). The proportion of women and men has been almost balanced over time, with women representing 48.3 per cent of starts in 2007/08 and 50.1 per cent in 2011/12. At the level of Advanced and Higher Apprenticeships, there were initially greater differences: in 2007/08, just 45.5 per cent of starts at this level were women. However, by 2011/12 the balance had tipped and women constituted a majority (57.7 per cent) of all learners starting Advanced and Higher Apprenticeships.

Figure 3.5: Gender composition of starts by level, 2007/08 and 2011/12



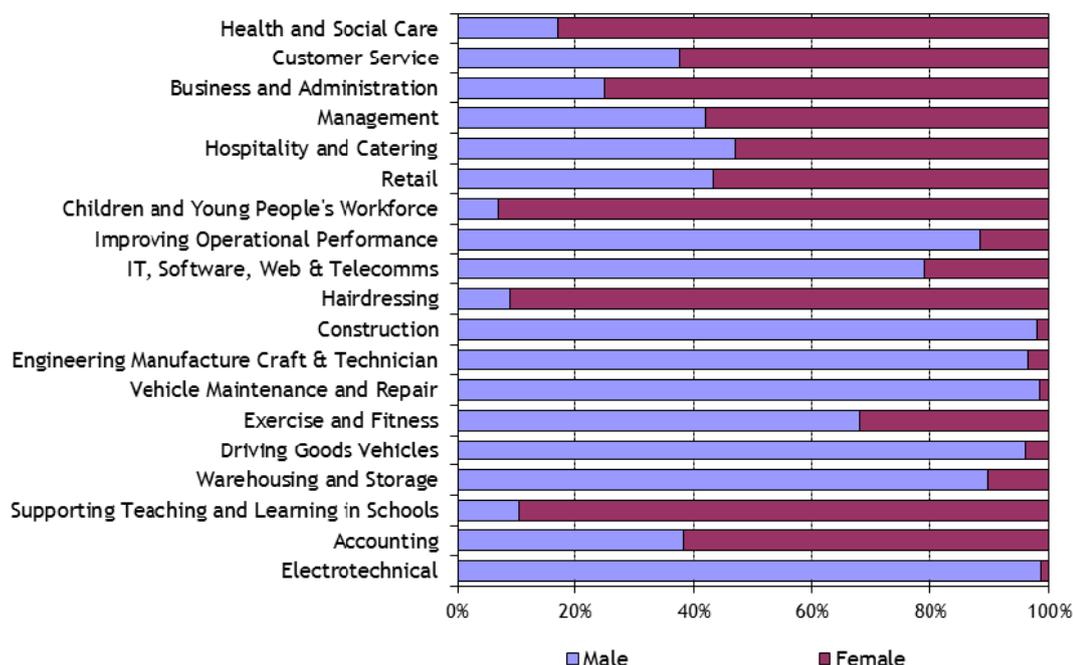
Source: IES analysis of ILR data (2013)

Despite the relative gender balance overall in Apprenticeship participation, the proportion of men and women differs markedly across the different sectors. Figure 3.6 presents the 2011/12 data showing patterns of gender participation across the most popular framework subject areas. In that year, 50.1 per cent of all Apprenticeship starts were female. However, women only constituted less than 2 per cent of all starts in each of the construction, electrotechnical and vehicle maintenance and repair sectors and less than 4 per cent of engineering and driving vehicles frameworks. Women were also largely underrepresented in the areas of warehousing and storage (10.3 per cent), improving operational performance (11.6) and IT (21.1 per cent).

Men, on the other hand, were markedly underrepresented in the framework areas of children and young people's workforce (6.9 per cent), hairdressing (8.8 per cent), supporting teaching and learning in schools (10.3 per cent), and health and social care (17.0 per cent). Only hospitality and catering showed an almost equal gender divide (47.2 per cent male and 52.8 per cent female¹), and proportions in management, and retail were also reasonably balanced with men accounting for 41.9 and 43.3 per cent respectively. To a large extent, this pattern of gender segregation parallels occupational segregation in the overall economy noted in the earlier research led Marangozov et al., (2009).

¹ This sector contains a number of occupations where it would be expected that gender division is prevalent but it is not within the scope of this report to analyse occupations at an individual level.

Figure 3.6: Gender composition of starts by framework subject area, 2010/11



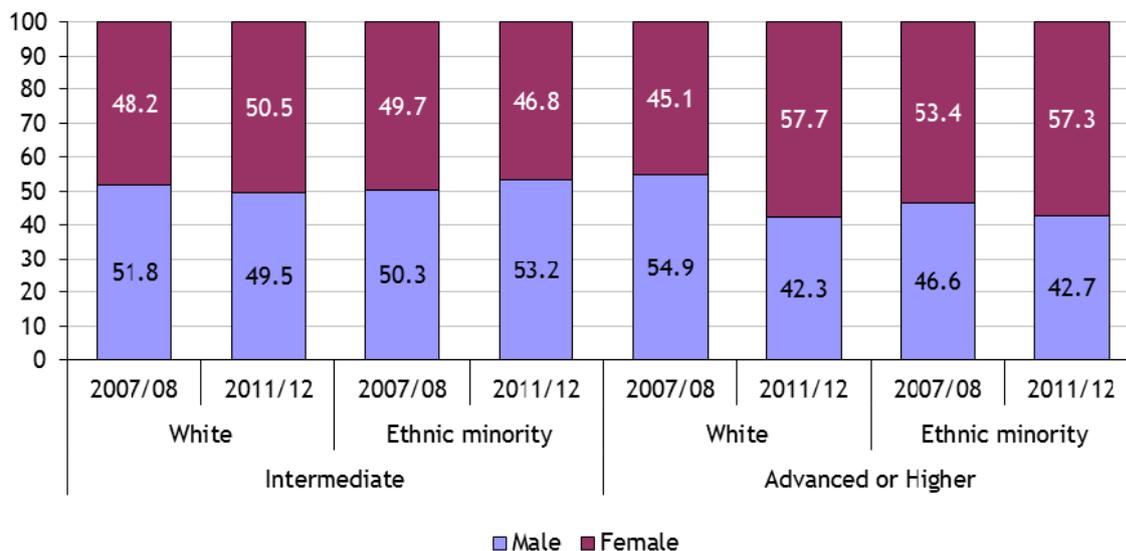
Source: IES analysis of ILR data (2013)

3.1.3 Participation by gender across ethnic groups

Generally speaking, the pattern of gender participation in Apprenticeships noted above holds across ethnic groups. However, some differences by ethnic background can also be seen. At Intermediate level, participation by males and females was roughly balanced in the period of analysis, with a slight increase in the proportion of female learners. Analysis by white/ethnic minority learners, however, revealed that the share of female learners starting Intermediate Apprenticeships actually decreased among ethnic minority individuals, from 49.7 per cent to 46.8 per cent between 2007/08 and 2011/12 (Figure 3.7).

At the Advanced and Higher level, females represented less than half of all white learners in 2007/08 (46.1 per cent), whereas they constituted the majority among ethnic minorities (53.4 per cent). In 2011/12 women predominated among both white and ethnic minority starters of Advanced and Higher Apprenticeships, with a share of around 57.5 per cent.

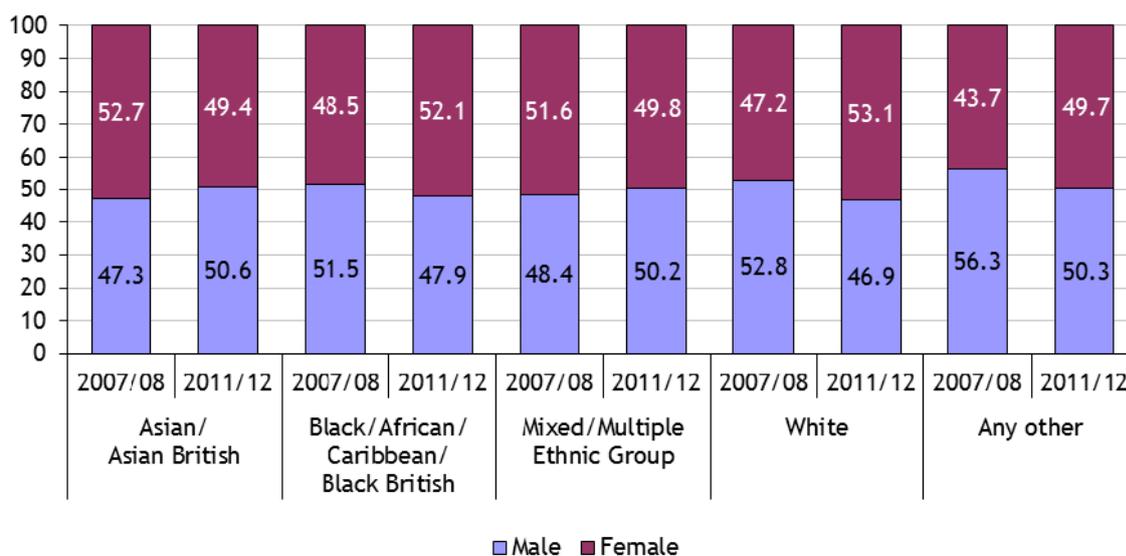
Figure 3.7: Gender composition of white and ethnic minority starts by level, 2007/08 and 2011/12



Source: IES analysis of ILR data (2013)

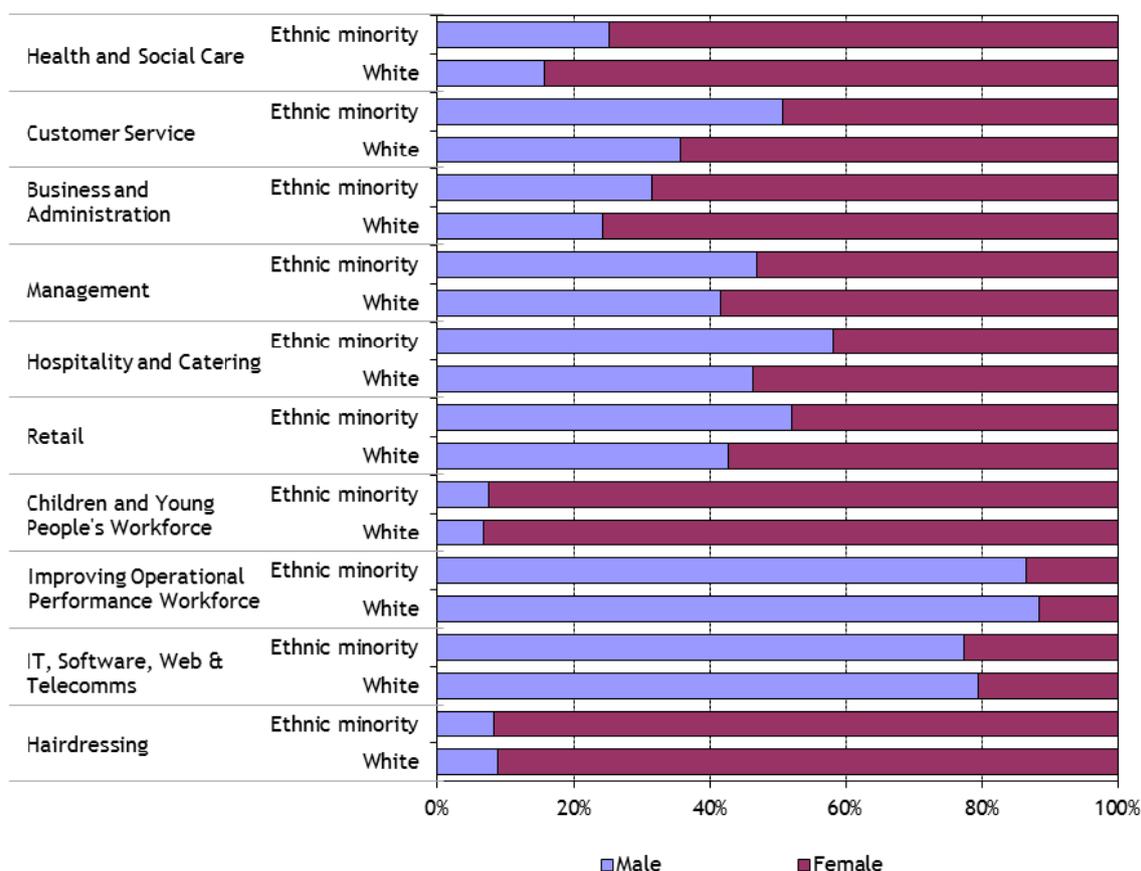
Figure 3.8 presents the gender composition of Apprenticeship starts at all levels by ethnic group. Comparing the distribution by gender in 2007/08 and 2011/12, it can be seen that the share of female Apprenticeship starts increased among whites, black/African/Caribbean/British black and learners from ‘other’ ethnic minority backgrounds, while it decreased among Asian learners and learners from mixed/multiple ethnic backgrounds. In 2011/12, overall participation by gender was balanced across all ethnic groups.

Figure 3.8: Gender composition of starts by ethnic group, 2007/08 and 2011/12



Source: IES analysis of ILR data (2013)

Figure 3.9: Gender composition of white and ethnic minority starts by sector framework, 2010/11



Source: IES analysis of ILR data (2013)

While overall participation is balanced between genders, marked differences in terms of gender composition can be seen across framework subject areas. Figure 3.9 shows the gender composition of Apprenticeship starts in the ten most popular subject areas, differentiating between white and ethnic minority starts. The general picture of gender segregation described above holds in both ethnic groups, with a similar pattern among whites and ethnic minorities. For instance, female participants constitute a large majority among both white and ethnic minority learners in the areas of children and young people’s workforce, hairdressing, and health and social care while they are scarce in improving occupational performance, and IT areas.

The same pattern of gender segregation across sector frameworks is also found in each specific ethnic category (Asian, black, mixed background and learners not classified in any of the main ethnic categories). Occupational segregation by gender, therefore, cuts across ethnic and cultural identities, and is not specific to any single ethnic background.

3.1.4 Apprenticeship participation by age

Tables 3.5 and 3.6 show the number of annual starts by age group for the periods of 2007/08, 2008/09 and 2011/12. As the tables show, there was a considerable increase in the age profile of learners over the periods.

For those in Intermediate Apprenticeships (Table 3.5), the proportion of learners in the youngest age group of 18 and below, reduced from 59.6 per cent of all starts in 2007/08 to 33.5 per cent in 2011/12. Consequently, the proportion in the highest age group of 25 and above increased from 8.5 per cent in 2007/08 to 37.9 per cent in 2011/12. The proportion of those in age group 19 to 24 years remained more constant across these periods, staying around the 30 per cent mark.

Table 3.5: Distribution of starts in Intermediate Apprenticeships by age group at start of course (column %)

	2007/08	2008/09	2011/12
18 and under	59.6	50.8	33.5
19-24	31.8	30.0	28.6
25 and above	8.5	19.2	37.9
Total	100	100	100

Note: Data includes some learners who say they were younger than 16 at the start of their course: four per cent for 2007/08 data, three per cent for 2008/09, and two per cent for 2011/12. In each cohort, fewer than one per cent say they were older than 60.

Source: IES analysis of ILR data (2013)

Similarly, for Advanced and Higher Apprenticeships, although the average age of starters was higher, the same pattern was evident (see Table 3.6). The proportion of those aged 18 and under almost halved from 40.1 per cent in 2007/08 to 21.6 per cent in 2011/12.¹ The 19-24 years age group also reduced from 44.1 per cent in 2007/08 to 29.8 per cent in 2011/12. As a result, the oldest age group of 25 and above increased more than three-fold from 15.8 per cent in 2007/08 to 48.7 per cent in 2011/12.

¹ The reason for this is that the absolute numbers of starters aged over 19 increased over the period, rather than any decrease in the number of those aged 18 and under.

Table 3.6: Distribution of starts in Advanced and Higher Apprenticeships by age group at start of course (column %)

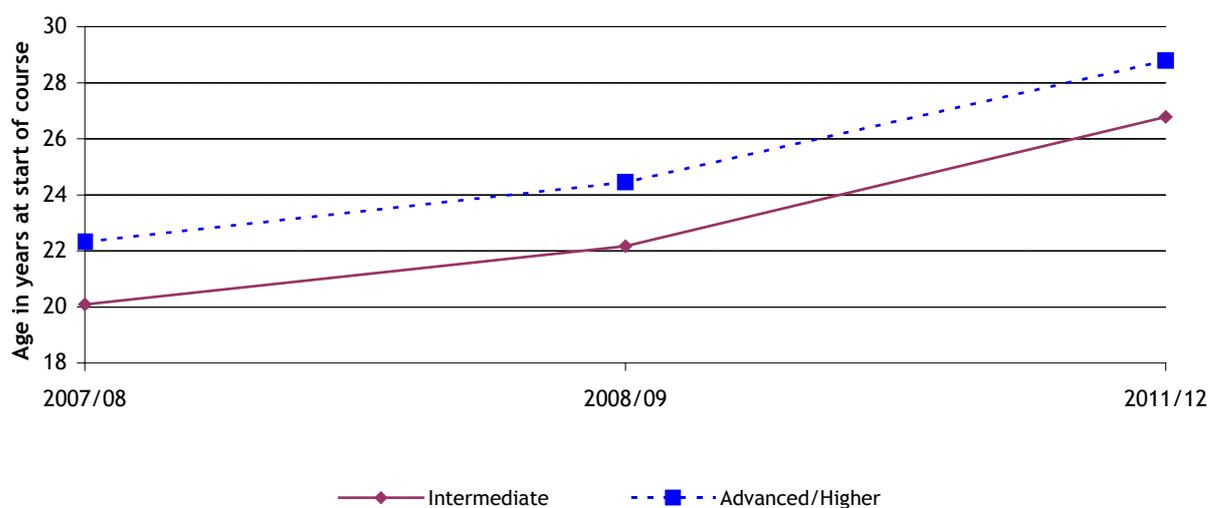
	2007/08	2008/09	2011/12
18 and under	40.1	35.1	21.6
19-24	44.1	36.3	29.8
25 and above	15.8	28.6	48.7
Total	100	100	100

Note: all cohorts include one per cent of learners who say they were younger than 16 at the start of their course, and fewer than one per cent who say they were older than 60.

Source: IES analysis of ILR data (2013)

Figure 3.10 plots age data from the 3 years for which the data is available. It shows the mean age of the new starters and shows a steady increase in age of those commencing both Intermediate and Advanced/Higher Apprenticeships over time.

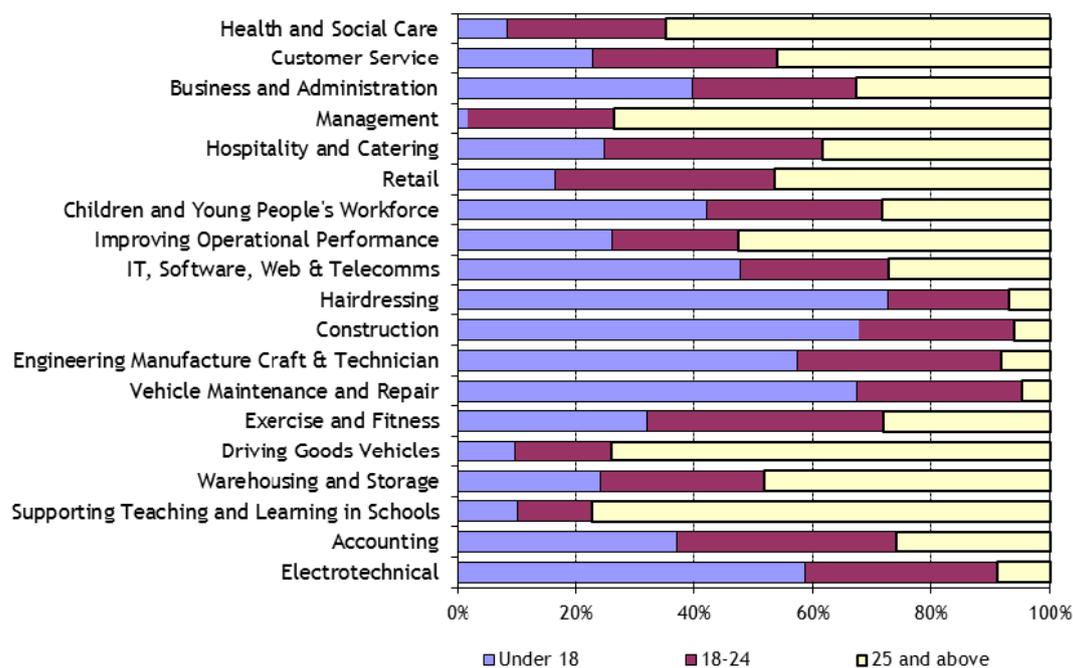
Figure 3.10: Mean age of Apprenticeship starters



Source: IES analysis of ILR data (2013)

For those starting an Intermediate Apprenticeship in 2007/08, the mean (average) age was 20.1 years and 22.3 for those studying at an Advanced or Higher level. In 2008/09, the average starting age had risen to 22.2 for Intermediate level and 24.5 for Advanced or Higher levels. By 2011/12, the average age of starting an Intermediate level course had risen to 26.8 years, and 28.8 years for Advanced or Higher level starters. This change in the average age of apprentices is most likely to be explained by the conversion of existing employees as a result of the removal of Train to Gain funding for work-based training, which is an issue noted in our examination of policies in Chapter 2.

Figure 3.11: Age of apprentice starts by framework subject area 2011/12



Source: IES analysis of ILR data (2013)

Figure 3.11 shows the age of learners across the most popular framework subject areas for all levels of Apprenticeships in 2011/12. It shows that the lowest age group of 'under 18 years', which accounts for 29.3 per cent of all starts, was underrepresented in management courses (1.8 per cent), health and social care (8.5 per cent), and driving goods vehicles (9.7 per cent). The youngest learners were most overrepresented in hairdressing (72.9 per cent), construction (67.7 per cent) and vehicle maintenance and repair (67.4 per cent).

The oldest age group of 25 and above, which accounted for 41.7 per cent of the total, had the lowest representation in the subject areas of vehicle maintenance and repair (4.8 per cent), construction (6 per cent), and hairdressing (6.9 per cent). Their presence was highest in supporting teaching and learning in schools (77.2 per cent), driving goods vehicles (74.1 per cent), and management (73.6 per cent).

3.1.5 Participation by age across gender

As shown in section 3.1.4 above, between 2007/08 and 2011/12, the mean age for all starters rose. Table 3.7 shows this growth broken down by gender and level of Apprenticeship. For each subgroup, the mean age of women starters was higher than their male counterparts. Between 2007/08 and 2011/12, the mean age rose for all subgroups of learners. At each level, the rise was a little higher for women than men eg: across all levels of Apprenticeships, the mean age for women rose 7.0 years to 29.0 years, whereas for men it rose 6.1 years to a mean age of 25.9.

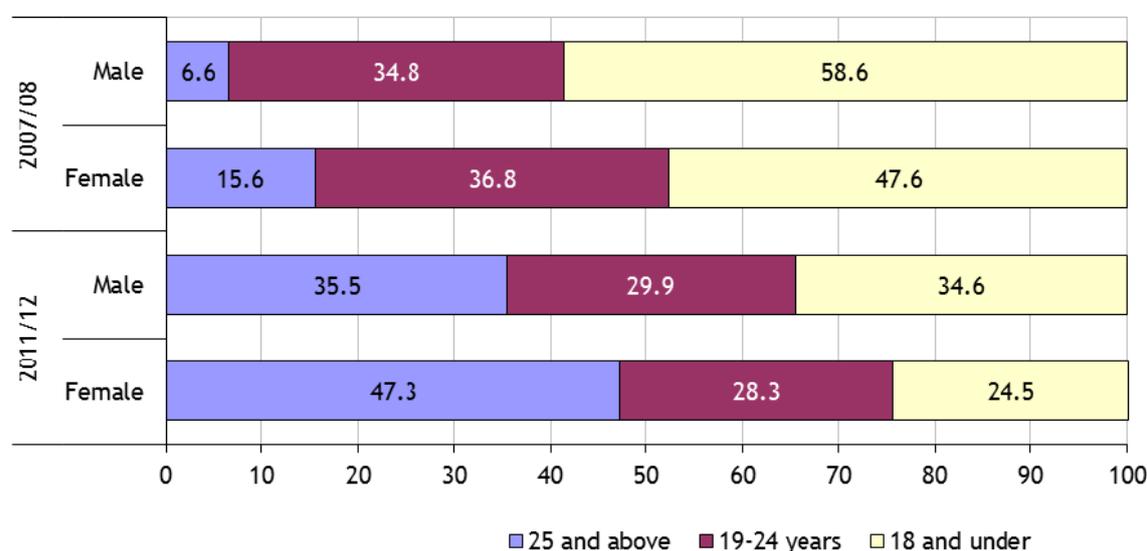
Table 3.7: Mean age of Apprentice starters by gender, 2007/08 and 2011/12

		2007/08	2011/12	Increase (years)
All Apprenticeships	Male	19.8	25.9	6.1
	Female	22.0	29.0	7.0
Intermediate only	Male	19.5	25.8	6.3
	Female	20.8	27.8	7.0
Advanced/Higher only	Male	20.4	26.0	5.6
	Female	24.7	30.9	6.2

Note: all cohorts include one per cent of learners who say they were younger than 16 at the start of their course, and fewer than one per cent who say they were older than 60.

Source: IES analysis of ILR data (2013)

Figure 3.12 shows the distribution of starters by age within gender, for both Intermediate, Advanced and Higher Apprenticeships combined. It shows that men and women exhibited the same change in age distribution between the two periods with approximately 30 percentage points increase in the proportion of learners in the highest age group (ie from 15.6 per cent of women in 2007/08 to 47.3 in 2011/12, and from 6.6 per cent to 35.5 per cent for men).

Figure 3.12: Age composition of starts by gender, 2007/08 and 2011/12


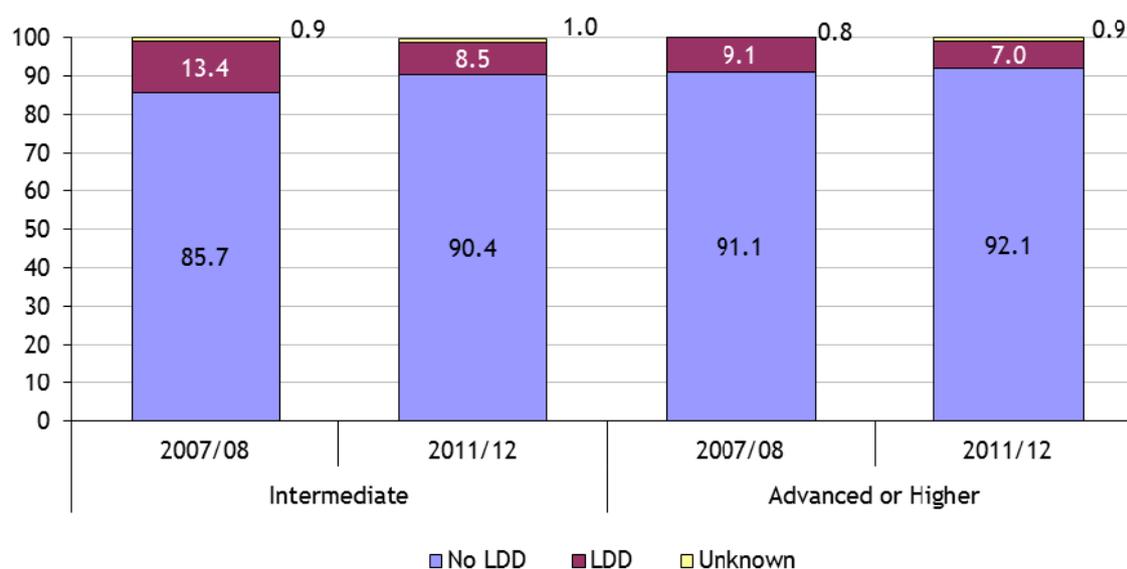
Source: IES analysis of ILR data (2013)

3.1.6 Apprenticeships participation among people with learning difficulties or disabilities

The participation of learners who reported themselves as having some kind of learning difficulty or disability (LDD) grew rapidly over the period 2007/08-2011/12, and the number of Apprenticeship starts among people with LDD rose from 28,081 to 39,964. The pace of growth, however, was slower than for the overall population of Apprenticeship starts, and the share of learners with LDD went down from 12 per cent to eight per cent.

At the Intermediate level, the share of people with LDD starting Apprenticeships decreased from 13.4 per cent to 8.5 per cent. At Advanced and Higher level, the proportion of learners with LDD was notably lower, and it decreased from 9.1 per cent in 2007/08 to 7.0 per cent in 2011/12 (Figure 3.13).

Figure 3.13: Apprenticeship starts by LDD and level, 2007/08 and 2011/12



Source: IES analysis of ILR data (2013)

In 2011/12, the proportion of males and females with LDD starting Apprenticeships was roughly equal, with 7.9 per cent of female starts reporting a LDD and eight per cent of male starts reporting a LDD (Table 3.8).

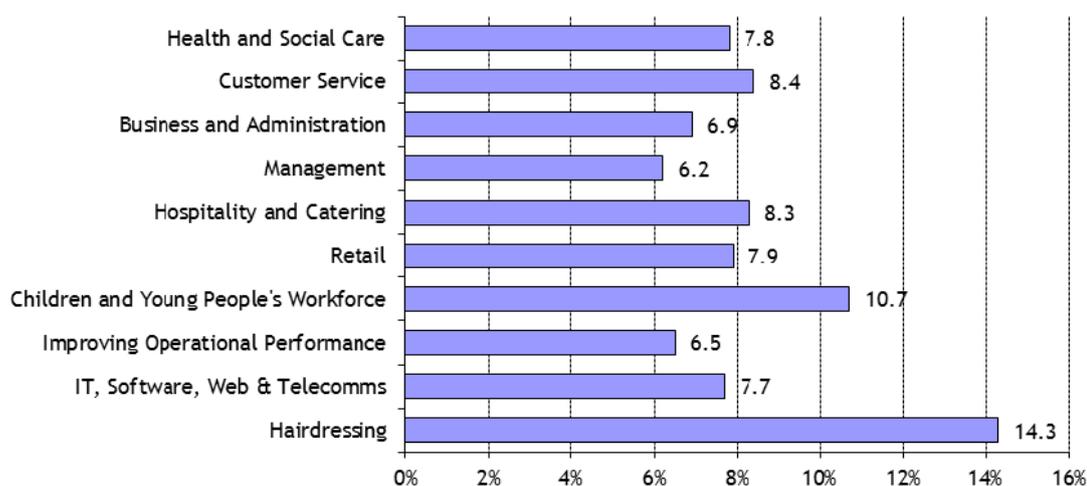
By ethnic group, the proportion of LDD starts was largest among learners from mixed ethnic heritage (8.4 per cent) and white (8.2 per cent) backgrounds, and lowest among learners in 'any other' ethnic category (4.4 per cent) and of Asian ethnic origin (4.9 per cent).

Table 3.8: Proportion of Apprenticeship starts with learning difficulties or disabilities by gender and ethnic group, 2011/2012

		LDD	No LDD	Unknown
By gender	Female	7.9	91.1	1.0
	Male	8.0	91.0	1.0
By ethnic group	Asian/Asian British	4.9	94.2	0.9
	Black/African/Caribbean/black British	5.7	93.3	1.0
	Mixed/Multiple ethnic group	8.4	90.3	1.3
	White	8.2	90.9	0.9
	Any other	4.4	94.3	1.3
Total:		8.0	91.0	1.0

Source: IES analysis of ILR data (2013)

The participation of learners with learning difficulties or disabilities (LDD) also differed by framework subject area (Figure 3.14). In the ten most popular subject areas in 2011/12, the proportion of people with LDD was highest in hairdressing at 14.3 per cent, followed by children and young people's workforce at 10.7 per cent, and was lowest for management at 6.2 per cent.

Figure 3.14: Percentage of Apprenticeship starters with learning difficulties or disabilities by framework subject area, 2011/2012


Source: IES analysis of ILR data (2013)

3.1.7 Success rates in Apprenticeships

Apprenticeship success rates are calculated as the number of learners who meet all of the requirements of their Apprenticeship framework, divided by the total number of learners who have left training plus those who have successfully

completed their training during the academic year¹. Table 3.9 reports success rates obtained from the Statistical First Release for learners grouped by ethnic background, gender and whether the learner had learning difficulties or disabilities.

From 2008/09 to 2010/11, the overall success rate increased from 70.9 per cent to 76.4 per cent. Improvements of similar magnitude were found across most ethnic groups, but some differences in levels remained. White and Asian learners had the highest success rates in 2010/11 (76.6 per cent and 76.3 per cent respectively) while learners from black or mixed ethnic backgrounds presented the lowest rates (71.1 per cent and 71.9 per cent respectively).

Looking at success rates by gender, female learners had a slightly lower success rate in 2008/09 (70.8 per cent compared to 71.0 per cent for males), but in 2010/11 the success rate of females (77.2 per cent) was higher than that of male learners (75.6 per cent). Finally, the difference between the success rate of students with learning difficulties or disabilities and those without them narrowed slightly, from five to 4.3 percentage points (Table 3.9).

Table 3.9: Success rates by ethnicity, gender and learning difficulties or disabilities (%)

		2008/09	2009/10	2010/11
By ethnic group	Asian or Asian British	69.4	72.4	76.3
	Black or black British	66.8	70.6	71.1
	Mixed	67.1	70.9	71.9
	White	71.1	74.0	76.6
	Chinese or Other ethnic group	69.4	72.0	74.6
By gender	Female	70.8	74.1	77.2
	Male	71.0	73.5	75.7
By LDD	Learning Difficulty/Disability	66.5	69.9	72.6
	No Learning Difficulty/Disability	71.4	74.3	76.8
Total		70.9	73.8	76.4

Source: Statistical First Release (2013)

A report from BIS (2012a) detailing the findings of a telephone survey of apprentices and completers shows that *'the majority of Apprenticeship completers (85 per cent) were still in employment, and most of these (64 per cent of completers overall) were with the same employer with which they completed the Apprenticeship'*. No

¹ Definition taken from the Data Service

information was published in this report that allowed an assessment of gender or ethnic dimensions to retention in employment.

3.2 Pay rates and duration from Apprenticeship Pay Survey

This section presents findings from the 2011 Apprenticeship Pay Survey (APS), which was carried out by Ipsos MORI for the Department for Business Innovation and Skills. The data shown here are for the UK, for 2011. Appendix 1 presents data separately for the four countries of the UK. Appendix 2 presents data from the 2007 survey, which covered England only.

To add some context to the ensuing analysis, it is salient to note that at the time of publication, the National Minimum Wage (NMW) for apprentices was £2.68 per hour. This applied to all 16 to 18 year olds, on an Intermediate or Advanced Apprenticeship and to those aged 19 and over in the first year of their Intermediate or Advanced Apprenticeship. If an apprentice was aged 19 and/or had completed the first year of their Apprenticeship, the employer should have paid the standard NMW appropriate for their age. The Apprenticeship National Minimum Wage rate was not applicable to Higher Apprenticeships at the time of publication.¹

3.2.1 Variations in pay

The APS was analysed to principally examine any difference in pay by ethnicity and gender. Some of the initial headline findings on first analysis could appear counter-intuitive; for example the average pay of women is higher than that of men overall (tables showing the gross hourly pay for different groups is given in Appendix 1). Therefore a more granular assessment is required.

To explore the individual effects of different factors on the pay of apprentices, a multiple regression analysis was undertaken (method as discussed in Appendix 1) to look at the influence, and significance, of each of the factors on apprentices pay, holding all other factors constant. The variables to be included in the analysis were:

- Age
- Gender
- Ethnicity
- Level

¹ <http://www.apprenticeships.org.uk/partners/policy/nationalminimumwage.aspx>

- Prior Employment
- Year of Apprenticeship
- Sector

The analysis found that significant influences on hourly pay were:

- **Age:** with hourly pay rising by £0.08 for each year of respondents' age.
- **Level of Apprenticeship:** with those studying at Level 3 earning on average £0.84 per hour more than those studying at Level 2.
- **Employment:** with those who were employed by their employer prior to their Apprenticeship earning on average £1.03 per hour more than those who were not with their employer before starting their Apprenticeship.
- **Year of study:** with those in their second year earning £0.22 per hour more, and those in their third year earning £1.33 per hour more, than those in their first year of their Apprenticeship.
- **Sector:** with apprentices in hairdressing and children's care earning significantly less than those in the 'other' sector (the reference category), and those in all other sectors except construction earning significantly more than those in the 'other' sector, with earnings highest in the team leading and management sector, followed by the customer service sector.

Gender and **ethnicity** were also examined and the results are discussed in the following sections.

Pay by gender

The headline findings show that the average pay of women is higher than that of men, with the median pay for women being £6.00 compared with £5.49 for men, and mean pay of £5.93 compared with £5.75 for men. This is in contrast to the 2007 findings, which showed that women received lower pay than men.

These analyses show the average pay of female apprentices being above that of men, and also pay levels rising with age. However, female apprentices are on average older than male apprentices, so it is important to disentangle gender and age to examine whether the apparent differences by gender are purely a result of the older age profile of women.

Table 3.10 shows average pay by gender within the three age bands in 2011 and shows that within each age band women tended to earn less than men, the exception being that the median pay of women apprentices aged 19-24 was slightly above median male pay.

Thus the higher average pay levels among female apprentices overall are a result of the age distribution of female apprentices being skewed towards the higher age range. Within each age band female apprentices are on average paid less than male apprentices.

Table 3.10: Gross hourly pay by gender and age, UK (2011)

	Median		Mean	
	Male	Female	Male	Female
16-18	3.33	2.71	3.86	3.57
19-24	5.62	5.71	5.73	5.37
25+	7.69	6.89	8.46	7.57
Total	5.49	6.00	5.75	5.93

Source: Apprenticeship Pay Survey 2011 (weighted data)

There are also strong gender patterns in the sectoral distribution of apprentices, but the picture here is a complicated one – women are over-represented in hairdressing, which has the lowest pay levels, but are also over-represented in team leadership and management, which has the highest average pay, while men are over-represented in construction which has below average pay.

Table 3.11 shows mean gross hourly pay by gender and sector, and shows that women apprentices in business administration, hospitality and catering, and the 'other' sector earned more than men in these sectors, while men apprentices earned more than women in health and social care, hairdressing, construction, team leading and management, and electrotechnical.

Table 3.11: Mean gross hourly pay by gender and sector UK (2011)

	Male	Female	Total
Customer service	6.81	6.97	6.92
Business Administration	5.30	6.23	6.02
Retail	6.24	6.41	6.36
Health and Social Care	6.94	6.50	6.57
Engineering (all categories)	6.23	6.16	6.23
Children's Care, Learning & Devt	5.04	4.87	4.88
Hospitality and catering	5.71	5.94	5.82
Hairdressing	3.62	3.36	3.38
Construction	4.80	4.25	4.79
Team Leading and Management	10.50	9.02	9.57
Electrotechnical	6.96	5.38	6.94
Other	5.17	5.80	5.34
Total	5.75	5.93	5.83

Source: Apprenticeship Pay Survey 2011 (weighted data)

Table 3.12 explores the gender pay distribution by sector and by age. The picture is very mixed – within most sectors women earn more than men at certain ages, and less than men at other ages. The exceptions are health and social care, and electrotechnical, where men earn more than women across all three age groups.

Table 3.12: Mean gross hourly pay by gender, age and sector UK (2011)

	16-18		19-24		25+	
	Male	Female	Male	Female	Male	Female
Customer service	3.97	4.29	5.92	6.24	8.59	8.18
Business Administration	3.70	3.68	4.89	5.25	8.74	9.02
Retail	4.53	4.43	5.88	6.19	7.20	6.76
Health and Social Care	5.29	4.28	6.67	6.19	7.10	6.83
Engineering (all categories)	4.59	4.23	6.35	6.11	9.71	11.44
Children's Care, Learning & Devt	4.33	3.45	4.65	4.75	6.58	6.50
Hospitality and catering	4.30	4.50	5.73	5.62	6.54	6.67
Hairdressing	3.26	2.78	3.82	3.99	2.33	5.38
Construction	3.67	3.83	5.14	4.14	7.68	5.85
Team Leading and Management	2.21	5.64	7.38	7.12	11.22	9.65
Electrotechnical	5.00	-	7.08	5.56	8.43	4.57
Other	3.63	4.44	5.34	5.00	8.35	7.74
Total	3.86	3.57	5.73	5.37	8.46	7.57

Source: Apprenticeship Pay Survey 2011 (weighted data)

Statistical analysis of Apprenticeship pay and gender shows that gender is a significant influence on pay, controlling for all other factors, and that female apprentices earn on average £0.24 less per hour than male apprentices.

Pay by ethnicity

Analysis showed that ethnic minority apprentices earn more on average than white apprentices. As with the figures for women, ethnic minority apprentices tend to be older than white apprentices so the pay differences may be a reflection of the age profile.

Table 3.13 shows average hourly pay broken down by ethnicity and age, and shows a mixed picture. Looking first at median pay, ethnic minority apprentices aged under 19 earn more than their white counterparts, but white apprentices aged 19 and over earn more than ethnic minority apprentices. Turning to mean pay, ethnic minority apprentice aged under 19 earn more than white apprentices, while among apprentices aged 19 to 24 the reverse is true, and among those aged 25 and older, average pay levels are the same between ethnic minority and white apprentices.

Table 3.13: Gross hourly pay by ethnicity and age, UK (2011)

	Median		Mean	
	White	Ethnic minority	White	Ethnic minority
16-18	2.97	3.25	3.71	4.10
19-24	5.63	5.43	5.59	5.22
25+	7.04	6.85	7.86	7.85
Total	5.82	6.00	5.80	6.23

Source: Apprenticeship Pay Survey 2011 (weighted data)

Table 3.14 shows variation in mean gross hourly pay by ethnicity and sector, and shows that ethnic minority apprentices earned more than white apprentices in customer service, retail, children's care, learning and development, and the 'other' sector, while white apprentices earned more than ethnic minority apprentices in business administration, engineering and construction.

Table 3.14: Mean gross hourly pay by ethnicity and sector UK (2011)

	White	Ethnic minority	Total
Customer service	6.78	7.91	6.91
Business Administration	6.07	5.48	6.00
Retail	6.31	6.81	6.35
Health and Social Care	6.58	6.50	6.57
Engineering (all categories)	6.27	5.57	6.24
Children's Care, Learning & Devt	4.85	5.17	4.90
Hospitality and catering	5.82	5.68	5.82
Hairdressing	3.38	3.31	3.38
Construction	4.81	3.16	4.79
Team Leading and Management	9.57	9.56	9.57
Electrotechnical	6.96	6.84	6.95
Other	5.32	5.66	5.34
Total	5.80	6.23	5.83

Source: Apprenticeship Pay Survey 2011 (weighted data)

Table 3.15 shows variation in hourly pay by gender and ethnicity, and shows that women earned on average more than men regardless of ethnicity, and that ethnic minority apprentices earned more than white apprentices, regardless of gender. However, using the same statistical modelling as for gender and Apprenticeship pay, analysis shows that ethnicity is not a significant influence on the pay of apprentices, when controlling for all other factors.

Table 3.15: Gross hourly pay by gender and ethnicity, UK (2011)

	Median		Mean	
	Male	Female	Male	Female
White	5.42	5.96	5.74	5.87
Ethnic minority	5.98	6.05	5.88	6.48
Total	5.49	6.00	5.74	5.93

Source: Apprenticeship Pay Survey 2011 (weighted data)

3.2.2 Off-the-job training

The Apprenticeship Pay Survey also asked whether apprentices took part in off-the-job training as part of their Apprenticeship programme. Off-the-job training is defined as any training away from their everyday work, which can include courses, workshops, training sessions, distance learning, workbooks, CD-ROMs etc. It could still be at the apprentice's place of work, but it would be away from their everyday work area.

- Overall, 47 per cent of apprentices reported that they had taken part in off-the-job training.
- Women were less likely than men to have taken part in off-the-job training (43 per cent compared with 50 per cent).
- Ethnic minority apprentices were less likely than white apprentices to have taken part in off-the-job training (42 per cent compared with 47 per cent).

Table 3.16 shows the variation in participation in off the job training by sector. Apprentices in children's care and development, electrotechnical, engineering, health and social care, and construction were most likely to have taken part in off-the-job training, while those in hospitality and catering, customer service, and retail were least likely to have taken part in off-the-job training.

Table 3.17 shows the proportion of men and women apprentices in each sector who had taken part in off-the-job training. In a number of sectors in which women were over-represented – customer service, business administration, retail, and team leading and management – the proportion of women who had taken part in off-the-job training was lower than the proportion of men. However, in children's care and development, hairdressing and construction, a higher proportion of women than men had taken part in off-the-job training.

Table 3.16: Whether apprentices took part in off-the-job training UK (2011, row percentages)

	Yes	No	Total
Customer service	31.6	68.4	922
Business Administration	38.3	61.7	898
Retail	23.6	76.4	804
Health and Social Care	52.4	47.6	889
Engineering (all categories)	57.2	42.8	788
Children's Care, Learning & Devt	59.1	40.9	712
Hospitality and catering	32.5	67.5	609
Hairdressing	51.4	48.6	627
Construction	52.0	48.0	631
Team Leading and Management	40.8	59.2	466
Electrotechnical	58.6	41.4	401
Other	51.9	48.1	3,214
Total	46.6	53.4	10,961

Source: Apprenticeship Pay Survey 2011 (weighted data)

Table 3.17: Proportion of apprentices taking part in off-the-job training by gender UK (2011)

	Male	Female	Total
Customer service	36.9	29.0	31.6
Business Administration	42.0	37.1	38.3
Retail	31.1	21.1	23.6
Health and Social Care	52.2	52.5	52.4
Engineering (all categories)	57.2	58.1	57.2
Children's Care, Learning & Devt	42.3	59.8	59.1
Hospitality and catering	32.6	32.4	32.5
Hairdressing	44.9	52.0	51.4
Construction	51.7	70.0	52.0
Team Leading and Management	46.4	37.7	40.8
Electrotechnical	58.2	100.0	58.6
Other	53.4	48.0	51.9
Total	50.4	42.7	46.6

Source: Apprenticeship Pay Survey 2011 (weighted data)

Table 3.18 shows the proportion of white and ethnic minority apprentices in each sector who had taken part in off-the-job training. The proportion of ethnic minority apprentices receiving off-the-job training was higher than the proportion of white apprentices in the customer service, health and social care, hairdressing, team leading and management, and electrotechnical sectors, although was lower

than the proportion of white apprentices in most other sectors, particularly hospitality and catering, construction, and the 'other' sector.

Table 3.18: Proportion of apprentices taking part in off-the-job training by ethnicity UK (2011)

	White	Ethnic minority	Total
Customer service	31.4	34.3	31.7
Business Administration	38.5	37.9	38.4
Retail	24.2	19.4	23.7
Health and Social Care	51.4	59.0	52.3
Engineering (all categories)	57.7	51.7	57.5
Children's Care, Learning & Devt	59.7	54.1	59.1
Hospitality and catering	32.7	23.7	32.2
Hairdressing	51.6	56.3	51.7
Construction	52.0	42.9	51.9
Team Leading and Management	39.8	46.7	40.4
Electrotechnical	58.1	66.7	58.4
Other	52.5	42.0	51.8
Total	46.9	42.3	46.6

Source: Apprenticeship Pay Survey 2011 (weighted data)

The lower likelihood of women and ethnic minority apprentices to participate in off-the-job training is compounded when gender and ethnicity are combined, and Table 3.19 shows that only 39 per cent of ethnic minority women apprentices took part in off-the-job training.

Table 3.19: Proportion of apprentices taking part in off-the-job training by gender and ethnicity UK (2011)

	Male	Female	Total
White	50.7	43.1	46.9
Ethnic minority	46.6	39.2	42.4
Total	50.5	42.7	46.6

Source: Apprenticeship Pay Survey 2011 (weighted data)

Not only were women and ethnic minority apprentices less likely to take part in off-the-job training activities, they also spent less time on off-the-job training. Table 3.20 shows that 61 per cent of women spent fewer than five hours per week on off-the-job training, compared with 35 per cent of men, and 51 per cent of ethnic minority apprentices spent fewer than five hours per week compared with 46 per cent of white apprentices. Only nine per cent of women, and eight per cent of ethnic minority apprentices, spent ten or more hours per week on off-the-job training activities, compared with 19 per cent of men and 15 per cent of white apprentices.

Table 3.20: Hours spent on off-the-job training UK (2011)

	All	Male	Female	White	Ethnic minority
1-4	46.7	34.7	61.5	46.5	50.5
5-9	39.2	46.7	30.0	38.9	41.8
10-14	6.6	8.2	4.6	6.8	3.7
15-19	2.0	2.6	1.4	2.1	2.0
20-24	1.6	1.6	1.6	1.7	0.3
25-29	0.2	0.3	0.2	0.2	1.0
30 or over	3.6	6.0	0.8	3.9	0.7
Total	4,439	2,440	1,999	4,111	299

Source: Apprenticeship Pay Survey 2011 (weighted data)

3.2.3 Employed ahead of Apprenticeship

Analysis of the survey data shows that seven out of ten apprentices were already working with their employer at the time they started their Apprenticeships. These are termed ‘conversions’ because they converted from an existing employee to an apprentice. Table 3.21 shows the variation by respondent characteristics and shows that:

- female apprentices were more likely than male to have been employed ahead of their Apprenticeship – 79 per cent compared with 61 per cent of males
- there was little variation in prior employment between white and ethnic minority apprentices
- the likelihood of having been employed ahead of the Apprenticeship increased with age, from 45 per cent of under 19s to 65 per cent of those age 19 to 24, and 94 per cent of those aged 25 and older
- apprentices on Level 3 courses were more likely than those on Level 2 courses to have been employed ahead of their Apprenticeship
- there were substantial differences by sector – apprentices in team leading and management, hospitality, and retail were the most likely to be existing employees converting into apprentices, while those in engineering, electrotechnical and construction were the least likely to be conversions.

Amongst apprentices aged 19 and older, women were more likely than men to have been already working with their employer (see Table 3.22). Three quarters of women aged 19 to 24 were already with their employer at the time of their Apprenticeships, compared with 58 per cent of men, and 95 per cent of women aged 25 and older were with their employer, compared with 90 per cent of men.

Table 3.21 Whether apprentices were existing employees who converted into Apprenticeship, by age and gender (2011)

	Conversion (%)	Not conversion (%)	N =
Male	61.3	38.7	5,502
Female	78.5	21.5	5,517
White	69.9	30.1	10,104
Ethnic minority	68.3	31.7	845
16-18	44.9	55.1	2,275
19-24	65.3	34.7	5,321
25+	93.7	6.3	3,421
Level 2	68.1	31.9	6,613
Level 3	72.6	27.4	4,406
Customer service	85.5	14.5	927
Business Administration	64.2	35.8	900
Retail	90.0	10.0	809
Health and Social Care	88.5	11.5	901
Engineering (all categories)	46.9	53.1	793
Children's Care, Learning and Development	62.9	37.1	717
Hospitality and catering	90.1	9.9	614
Hairdressing	63.1	36.9	632
Construction	55.7	44.3	636
Team Leading and Management	98.5	1.5	469
Electrotechnical	52.6	47.4	403
Other	62.2	37.8	3,217
Total	69.9	30.1	100.0

Source: Apprenticeship Pay Survey 2011 (weighted data)

Table 3.22: Whether apprentices were existing employees who converted into Apprenticeship, by age and gender (2011) (%)

		Male	Female	Total
16-18	Conversion	45.0	44.7	44.9
	Not conversion	55.0	55.3	55.1
19-24	Conversion	58.1	75.5	65.3
	Not conversion	41.9	24.5	34.7
25+	Conversion	90.5	95.1	93.7
	Not conversion	9.5	4.9	6.3

Source: Apprenticeship Pay Survey 2011 (weighted data)

As with apprentice pay, statistical modelling was used to look at the likelihood of having been employed prior to their Apprenticeship (method discussed in Appendix 1). The results show that controlling for all other factors, women were significantly more likely than men to have been with their employer prior to starting their Apprenticeship, and those aged 19 or over were significantly more likely to have 'converted' than those aged 16 to 19. Ethnic minority respondents were less likely than white respondents to have 'converted' onto an Apprenticeship, and those studying at Level 3 were more likely to be 'conversions' than those studying at Level 2. There were a number of significant differences by sector, with conversions most likely in team leading and management, hospitality and catering, and retail, and least likely in engineering and electrotechnical.

Apprentices who were employed ahead of their Apprenticeship had higher average pay levels than those who were not employed, when controlling for all other factors. Table 3.23 presents pay levels separated out by both age and prior employment, and shows that within each age group, pay levels were higher among apprentices who were employed ahead of their Apprenticeships than among those who started working with their employer at the time of their Apprenticeship.

Table 3.23: Gross hourly pay by prior employment and age, UK (2011) (£)

	Median		Mean	
	Employed	Not employed	Employed	Not employed
16-18	3.44	2.78	3.96	3.55
19-24	5.93	4.76	5.91	4.95
25+	7.05	6.25	7.92	6.75
Total	6.14	3.91	6.40	4.53

Source: Apprenticeship Pay Survey 2011 (weighted data)

3.2.4 Overtime

The Apprenticeship Pay Survey asked respondents if they ever worked overtime with their employer, either paid or unpaid, and follow up questions asked whether the overtime was paid all of the time, some of the time, or unpaid, and how much they received in overtime pay.

Overall, 41 per cent of respondents did paid overtime, 14 per cent did unpaid overtime, and 46 per cent did not work overtime with their employer.

Men were more likely than women to work paid overtime, with 45 per cent of men doing paid overtime compared with 36 per cent of women, although women were

more likely to do unpaid overtime (15 per cent, compared with 12 per cent of men).

White respondents were more likely than those from ethnic minority backgrounds to do both paid and unpaid overtime – 41 per cent of white respondents did paid overtime and 14 per cent did unpaid overtime, whereas among ethnic minority respondents these proportions were 32 per cent and 12 per cent respectively.

Respondents aged 20 to 24 were the most likely to do paid overtime (46 per cent, compared with 40 per cent of those aged 25 and over, and 29 per cent of those aged 19 and under).

There were large differences between the sectors in the proportions of respondents doing paid overtime. Seven out of ten respondents in the electrotechnical sector did paid overtime, while at least half of respondents were paid for overtime in the engineering (57 per cent), health and social care (56 per cent), retail (55 per cent) and hospitality (50 per cent) sectors. At the other end of the scale, only 15 per cent of hairdressing apprentices, and 19 per cent of business administration apprentices, did paid overtime.

Again, logistic regression was used to isolate the impact of the different factors, with the dependent variable being whether the respondent worked paid overtime or not. As before, a reference case is defined as a male, of white ethnic background, aged 16 to 19, studying at Level 2, and in the 'other' sector. The analysis showed that gender is a significant influence on the likelihood of doing paid overtime, controlling for all other factors, although ethnicity is not significant when other factors are taken into account. Age and sector are also highly significant influences on paid overtime.

Although the logistic regression analysis indicates a significant difference in the likelihood of men and women doing paid overtime, it does not give an insight into the reasons for the difference. It may be that female apprentices are offered paid overtime to the same extent as male apprentices but choose not to take it up, or it may be that employers do not offer paid overtime to women to the same extent as to men.

Overtime Pay

Apprentices who did paid overtime were asked how much they usually got paid per hour for overtime (that is, the total per hour figure they got for working overtime, not the extra amount they got in addition to their normal wage).

Table 3.24 shows gross hourly overtime pay for apprentices in the UK who did paid overtime.

Table 3.24: Summary gross hourly overtime pay, UK (2011)

		Median	Mean	Base
Gender	Male	7.50	8.37	1,883
	Female	6.26	6.69	1,523
	Total	6.71	7.62	3,406
Age	16-18	5.43	5.98	498
	19-24	6.80	7.77	1,908
	25+	7.00	8.15	1,000
	Total	6.71	7.62	3,406
Ethnicity	White	6.72	7.65	3,178
	Ethnic minority	6.70	7.09	208
	<i>Black</i>	7.00	7.36	55
	<i>Asian</i>	6.50	7.05	99
	<i>Mixed</i>	6.08	7.59	26
	<i>Other</i>	7.00	6.19	27
	Total	6.71	7.62	3,386
Sector	Customer service	7.00	8.15	241
	Business Administration	7.47	7.41	110
	Retail	6.26	6.59	378
	Health and Social Care	6.30	6.45	431
	Engineering (all categories)	9.50	9.33	355
	Children's Care, Learning and Development	5.95	5.43	172
	Hospitality and catering	6.00	6.38	266
	Hairdressing	3.55	4.89	56
	Construction	6.94	7.36	222
	Team Leading and Management	8.00	9.14	132
	Electrotechnical	10.00	10.29	225
	Other	7.50	7.98	819
	Total	6.71	7.62	3,406
Year of study	Year 1	6.41	7.05	1,921
	Year 2	6.75	7.35	973
	Year 3+	10.00	10.27	512
	Total	6.71	7.62	3,406
Level of study	Level 2	6.26	6.83	1,995
	Level 3	8.00	8.73	1,411
	Total	6.71	7.62	3,406

Source: Apprenticeship Pay Survey 2011 (weighted data)

The key findings are:

- the average overtime pay of men is higher than that of women
- overtime pay increases with age
- there is little difference in median pay between white and ethnic minority apprentices, although mean overtime pay of white apprentices is higher than that of ethnic minority apprentices
- there is substantial variation by sector, with apprentices in the electrotechnical, and team leading and management sectors having the highest average overtime pay, and those in the hairdressing and childcare sectors having the lowest average overtime pay
- apprentices in their third or subsequent years earned substantially more on average than those in their first or second year
- apprentices studying at Level 3 earned more than those studying at Level 2.

As with overall pay, multiple regression analysis of overtime pay was undertaken to look at the influence, and significance, of each of the factors while holding all other factors constant. The variables used in the model were the same as in the analysis of overall pay, described above.

The model demonstrates that gender is a significant influence on overtime pay, controlling for all other factors, and that female apprentices earn on average £0.68 less per hour in overtime pay than male apprentices. However, ethnicity is not a significant influence on the overtime pay of apprentices, when controlling for all other factors, being just outside the 5% significance level.

Other significant influences on hourly overtime pay were:

- Age, with hourly overtime pay rising by £0.07 for each year of respondents' age.
- Level of Apprenticeship, with those studying at Level 3 earning on average £0.81 per hour more than those studying at Level 2.
- Prior employment, with those who were employed by their employer prior to their Apprenticeship earning on average £0.56 per hour more than those who were not with their employer before starting their Apprenticeship.
- Year of study, with those in their second year earning £0.60 per hour more, and those in their third or later year earning £2.22 per hour more, than those in their first year of their Apprenticeship.

- Sector, with apprentices in hairdressing, children's care, health and social care, hospitality, retail and construction earning significantly less than those in the 'other' sector (the reference category), and those in electrotechnical, engineering, customer service and team leading and management earning significantly more than those in the 'other' sector.

Apprentices who did overtime were also asked whether they got given time off or flexi leave in return for working overtime. Overall, 38 per cent of apprentices who worked overtime did get time off or flexi leave, although there were significant differences in the proportion between those who did paid overtime and those who did unpaid overtime – just over half of apprentices who did unpaid overtime said they got time off or flexi leave, compared with a third of apprentices who did paid overtime.

There was little gender variation in the proportions receiving time off or flexi leave. Among apprentices doing paid overtime, 35 per cent of women got time off or flexi leave compared with 33 per cent of men, and among those doing unpaid overtime, 52 per cent of women got time off or flexi leave compared with 51 per cent of men.

Ethnic minority apprentices were more likely than white apprentices to get time off or flexi leave, with 39 per cent of ethnic minority apprentices doing paid overtime, and 69 per cent of those doing unpaid overtime getting time off or flexi leave, while among white apprentices these proportions were 34 per cent and 50 per cent respectively.

3.3 Career choices and contact with the term 'Apprenticeships' from LSYPE

The Longitudinal Study of Young People in England (LSYPE) began in 2004. It surveyed 15,770 young people (then aged between 13 and 14) and their parents and followed them over seven waves. In Wave 4, a booster sample of young people from ethnic minorities was added because their participation had declined more rapidly than those of non-ethnic minority participants. By Wave 7, 8,404 respondent families remained. Over the different waves of the survey, young people and their parents answered questions regarding:

- attitudes to school
- aspirations for future work and study
- friends and family
- use of leisure time

- transitions to college/university as the young people got older, and
- work or unemployment.

The following analyses focus particularly on questions around:

- career choice options and careers advice
- indications of first contact with the term 'Apprenticeship'
- the impact of gender and ethnicity on Apprenticeship participation, and
- patterns in Apprenticeship take-up.

The data is derived mainly from direct responses of the young people themselves rather than through answers their parents provided. The data therefore reflect young people's views of themselves in terms of their educational background, advice and support received and aspirations. The demographic make-up of the survey sample and Apprenticeship sample within it is represented in the appendices to the report and the implications for understanding the findings in respect of the overall Apprenticeship population recorded by the ILR will be considered in the final phase of the research.

Before presenting the findings, it should be noted that some caution is required in interpreting these data. Some groups (eg the different ethnic minority samples) were particularly small and this means that in selecting particular groups for analysis (eg only those that have ever done an Apprenticeship), the sample size is further reduced. The analysis attempts to highlight those results which are most reliable and those where there are relatively equal shares of sample that allow for comparison. To provide an insight into the size of the sample, unweighted counts have been provided.

3.3.1 Apprenticeships: planning, take-up and confidence in completion

Knowledge about and consideration of Apprenticeships

Respondents were asked whether they had heard about Apprenticeships before the survey. At Wave 2, respondents were 14/15 years old and at Wave 4 were 16/17. The ratio of respondents who had heard of Apprenticeships more than doubled from Waves 2 and 4 from 37.4 per cent to 79.9 per cent¹ (see Table 3.25 and Figure 3.15). The rate of increase was slightly higher among white

¹ Although it is unclear whether this is an artefact of being asked about Apprenticeships in the earlier wave of the survey

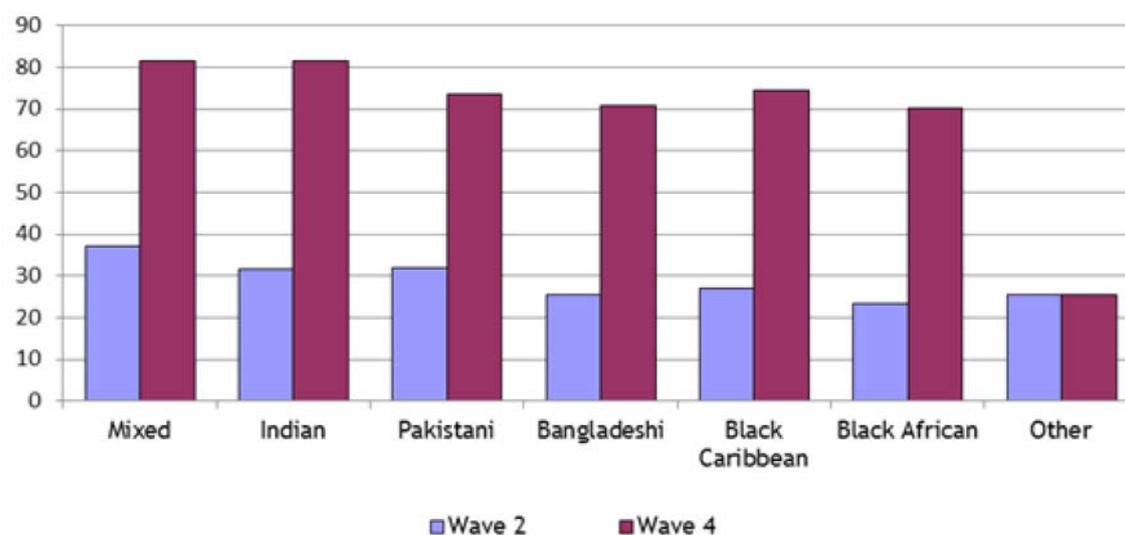
respondents (at 44.2 percentage points) than among ethnic minority respondents (42.2 percentage points).

Table 3.25: Respondents' knowledge of Apprenticeships prior to survey - Wave 2 and 4

Young person's ethnicity		Wave 2		Wave 4	
		Yes	Total	Yes	Total
White	Count	4,391	11,380	4,515	5,585
	%	38.6	100	80.8	100
Ethnic minority	Count	529	1,767	642	866
	%	29.9	100	74.1	100
Total	Count	4,920	13,147	5,157	6,451
	%	37.4	100	79.9	100

Source: IES analysis of LSYPE (2013)

Figure 3.15: Knowledge of Apprenticeships by ethnic group - Wave 2 and 4



Source: IES analysis of LSYPE (2013)

Respondents in Wave 6, who were 18/19 years old, were asked whether they had ever considered doing an Apprenticeship. About one-third of respondents had considered an Apprenticeship, with the proportion of males having considered an Apprenticeship outweighing females (41.3 per cent compared to 23.9 per cent; Table 3.26).

Looking at whether individuals from the different ethnic backgrounds had considered an Apprenticeship, it appears that Apprenticeships are particularly appealing for black Caribbean, Bangladeshi, mixed race respondents and black

African respondents (see Figure 3.16). However, these are then among the least likely students to consider an Apprenticeship (see Figure 3.16)

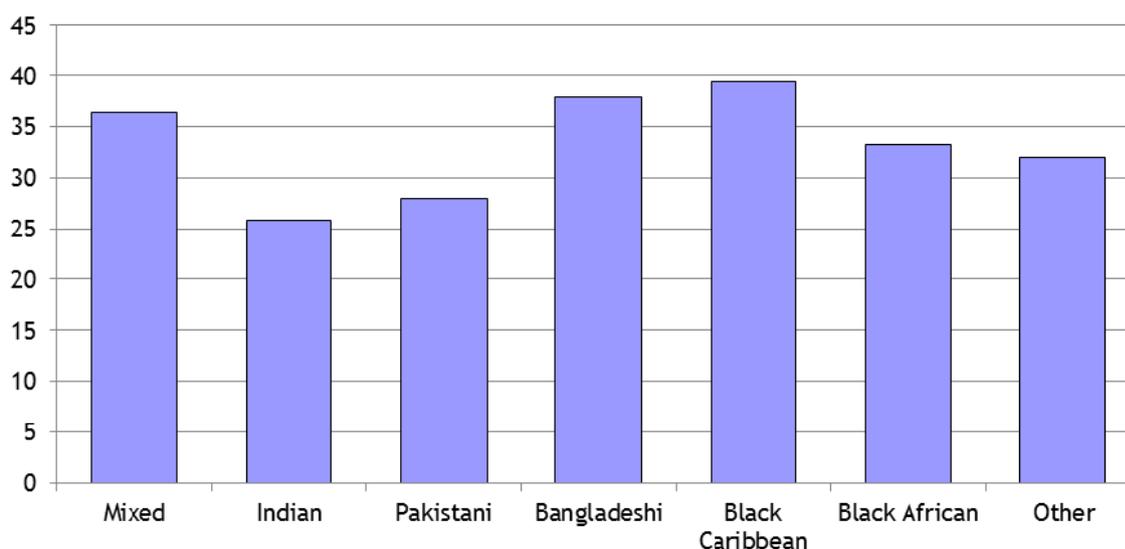
Table 3.26: Whether respondents had ever considered an Apprenticeship - Wave 6

Young person's ethnicity		Yes	No	Total
White	Count	2,298	4,787	7,097
	%	32.4	67.5	100
Ethnic minority	Count	418	865	1,287
	%	32.5	67.2	99.7*
Total	Count	2,716	5,652	8,384
	%	32.4	67.4	

*Note does not add up to 100 per cent due to rounding error in the data

Source: IES analysis of LSYPE (2013)

Figure 3.16: Whether respondents had ever considered an Apprenticeship, by ethnic group - Wave 6



Source: IES analysis of LSYPE (2013)

Applying for an Apprenticeship: sources, sectors, motivations

When young people were asked whether they had applied or intended to apply for an Apprenticeship at Wave 3 when they were 15/16 years old, 26.1 per cent of male respondents and 11.3 per cent of female respondents stated they would (Table 3.27). The gender distribution in respect of the intention to apply is roughly two male applicants to each female applicant.

Table 3.27: Intention to apply for an Apprenticeship - Wave 3 (unweighted count)

	Male		Female		Total	
	%	Count	%	Count	%	Count
Yes - applied	16.0	857	7.1	360	11.6	1,217
Yes - planning on applying	10.1	536	4.2	231	7.2	767
No	73.8	4,661	88.6	5,368	81.2	10,029
Total	100	6,054	100	5,959	100	12,013

Source: IES analysis of LSYPE (2013)

When the results are explored by ethnicity, similar patterns emerge although analysis is limited since sample sizes are small, thus making reliable analysis by each ethnic group unfeasible. The great majority of each ethnic group did not apply for an Apprenticeship (see Table 3.28).

Table 3.28: Intention to apply for an Apprenticeship by ethnicity - Wave 3 (unweighted count)

Young person's ethnicity	Yes - applied		Yes - planning on applying		No		Total	
	%	Count	%	Count	%	Count	%	Count
White	12.8	1,045	7.4	566	79.9	6,654	100	8,265
Ethnic minority	4.2	157	5.5	187	90.4	3,278	100	3,622
Total	11.6	1,202	7.1	753	81.3	9,932	100	11,887

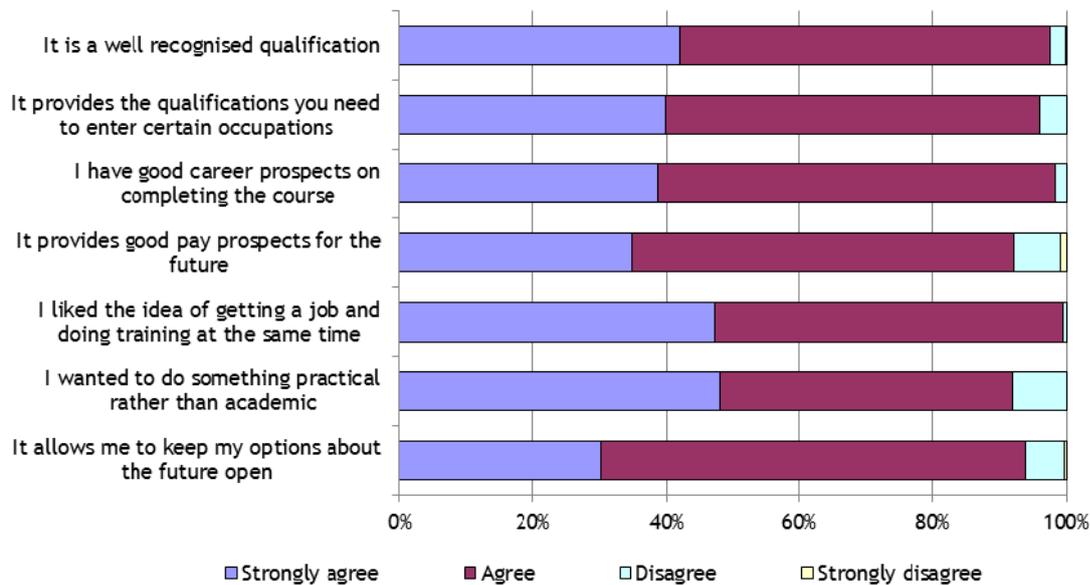
Source: IES analysis of LSYPE (2013)

Why young people apply for an Apprenticeship

When asked for their reasons why they had applied for an Apprenticeship, the three main reasons given by young people were that:

- they liked the idea of getting a job and doing training at the same time (99.4 per cent)
- the Apprenticeship provided good career prospects on completion (98.4 per cent), and
- the Apprenticeship is a well-recognised qualification (97.5 per cent).

Figure 3.17 below outlines the further breakdown of young people's reasons for applying for an Apprenticeship.

Figure 3.17: Reasons for applying to an Apprenticeship - Wave 6

Source: IES analysis of LSYPE (2013)

Exploring the reasons to apply for an Apprenticeship by gender reveals some differences in young people's motivations. Young men placed more emphasis on the practical aspect of Apprenticeships and the pay prospects for the future, while female applicants focused on the qualifications they could obtain. The main reason for both genders was the idea of combining a job and training (see Table 3.29)

Table 3.29: Reasons to apply for an Apprenticeship by gender - Wave 6

Reason	Male		Female	
	%	Frequency	%	Frequency
It allows me to keep my options about the future open	94.0	357	93.6	154
I wanted to do something practical rather than academic	94.4	357	85.8	133
I liked the idea of getting a job and doing training at the same time	99.4	374	99.4	161
It provides good pay prospects for the future	96.8	369	81.4	132
I have good career prospects on completing the course	98.4	376	98.1	161
It provides the qualifications you need to enter certain occupations	97.4	371	92.5	149
It is a well-recognised qualification	97.1	368	98.5	160

Note: Percentages calculated by adding strongly agree and agree response proportions

Source: IES analysis of LSYPE (2013)

Table 3.30: Reasons to apply for an Apprenticeship by ethnicity - Wave 6

Reason	White		Ethnic minority	
	%	Frequency	%	Frequency
It allows me to keep my options about the future open	31.0	123	100.0	57
I wanted to do something practical rather than academic	48.6	193	88.7	50
I liked the idea of getting a job and doing training at the same time	48.1	193	96.9	54
It provides good pay prospects for the future	36.2	149	92.6	54
I have good career prospects on completing the course	39.5	164	97.7	54
It provides the qualifications you need to enter certain occupations	40.9	162	97.4	53
It is a well-recognised qualification	43.3	173	93.9	52

Note: Percentages calculated by adding strongly agree and agree response proportions

Source: IES analysis of LSYPE (2013)

The broad trends by ethnicity were largely consistent although ethnic minorities rated the idea of working and training at the same time more highly than white young people, and rated doing something practical rather than academic as slightly less important than white young people (see Table 3.30).

For those that were involved in an Apprenticeship, 79 per cent indicated that the Apprenticeship had been their first choice and this did not differ between genders. Respondent numbers were too low for the different ethnic minority groups to allow any further analyses about their preferences with regards to Apprenticeships. However, when grouped together as ethnic minority respondents, it is possible to see that fewer indicated that Apprenticeships had been their first choice; 69 per cent compared to 79 per cent.

Finding out about Apprenticeships

There were some differences in the ways in which males and females had first found out about their Apprenticeships. The majority of male respondents said they had found out about their Apprenticeship through personal connections (29.5 per cent). Similar numbers had found out from an employer or work (13.8 per cent), through school (13.1 per cent) or through college (11.7 per cent).

A higher proportion of the female than male respondents had found out about the Apprenticeship through their employer (25.3 per cent). The same number of females had found out through personal connections (25.3 per cent). As with the male respondents, far fewer reported hearing about Apprenticeships through college (10.8 per cent) or school (7.2 per cent).

Table 3.31: Where those respondents undertaking in an Apprenticeship found out about it - Wave 6 (aged 18/19)

Source of information	Male		Female		Total		Total Count
	%	Count	%	Count	%	Count	
Local Media	6.5	25	8.4	14	7.1	39	550
Connexions	9.7	37	7.2	12	8.9	49	548
From an employer/ through work	13.8	53	25.3	42	17.3	95	549
Personal connections (family, friends, associates)	29.5	113	25.3	42	28.2	155	549
Through an agency	-	-	-	-	-	-	549
Through college	11.7	45	10.8	18	11.5	63	549
Through school	13.1	50	7.2	12	11.3	62	549
Used the internet	6.3	24	7.8	13	6.7	37	549
Jobcentre Plus	-	-	-	-	-	-	549
Other	9.4	36	-	-	8.0	44	549

Note: Cell size under 10 not shown

Source: IES analysis of LSYPE (2013)

Confidence in completion

Of those that were involved in an Apprenticeship and aged 18/19, the overwhelming majority felt confident or very confident that they would be able to complete their Apprenticeship (see Table 3.32). A slightly larger proportion of young women than young men felt very confident in their ability to complete an Apprenticeship.

Table 3.32: Confidence in completing current Apprenticeship - Wave 6 (unweighted count)

	Male		Female		Total	
	%	Count	%	Count	%	Count
Very confident	76.2	241	80.2	111	77.4	352
Fairly confident	23.3	74	17.0	28	21.4	102
Not very confident	-	-	-	-	-	-
Not at all confident	-	-	-	-	-	-
Total	100	317	100	143	100	460

Note: Cell size under 10 not shown

Source: IES analysis of LSYPE (2013)

Young people from ethnic minority backgrounds appeared to be slightly less confident than those from white backgrounds in their ability to complete their Apprenticeship (see Table 3.33), although it has to be noted that this finding is based on a relatively small sample of ethnic minority young people.

Table 3.33: Confidence in completing current Apprenticeship by ethnicity - Wave 6 (unweighted count)

Young person's ethnicity	Very confident		Fairly confident		Not very confident		Not at all confident		Total	
	%	Count	%	Count	%	Count	%	Count	%	Count
White	78.0	313	20.8	84	-	-	-	-	100	402
Ethnic minority	67.9	38	30.4	17	-	-	-	-	100	56
Total	77.4	351	21.3	101	-	-	-	-	100	458

Note: Cell size under 10 not shown

Source: IES analysis of LSYPE (2013)

3.3.2 Career choice and advice

Sources of advice

Young people have access to different sources of information and advice about their educational progress and careers options. Individuals were asked who they had consulted for careers advice in Waves 6 and 7 of the survey at ages 18/19 and 19/20 (see Table 3.34). In Wave 6, there were two questions related to this and Wave 7 contained one question, therefore the answer options presented in Table 3.31 below do not fully overlap.

Friends and relatives as well as school teachers were the most popular sources for advice, followed by employer or work colleagues. The Connexions service was the fourth most frequently consulted. In Wave 7, the DirectGov website overtook Connexions in popularity. Employers and work colleagues were most often mentioned as a source for careers guidance by both Wave 6 and Wave 7 respondents.

Apprenticeship-specific resources such as the Apprenticeships website did not feature among the most highly recognised sources.

Table 3.34: Who young people consulted for information advice and guidance - Waves 6 and 7 (2009 and 2010)

Who consulted for IAG...	%	Wave 6		%	Wave 7	
		Count	Total		Count	Total
Friends and relatives	85.4	8,333	9,760	79.1	6,650	8,404
Teachers	40.7	3,968	9,748	36.9	3,103	8,404
Connexions	18.4	1,791	9,736	7.3	616	8,404
Apprenticeships website	5.6	545	9,752	-	-	-
DirectGov	10.7	1,045	9,725	12.2	1,024	8,404
National Apprenticeship Service	-	-	-	2.1	180	8,404
The 14-19 Prospectus	4.6	445	9,652	-	-	-
Employer/work colleagues	19.4	203	1,047	-	-	-
University/college tutor/lecturer	12.3	129	1,047	-	-	-
Jobcentre Plus	16.5	173	1,047	16.6	1,399	8,404
Internet/other website	1.8	19	1,047	-	-	-
Professionals in the field interested in	6.2	65	1,047	-	-	-
Careers advisers/student support services	7.5	79	1,047	-	-	-
Counsellors	3.4	36	1,047	-	-	-
UCAS/Prospective universities	1	11	1,047	-	-	-

Note: Count size under 10 not reported

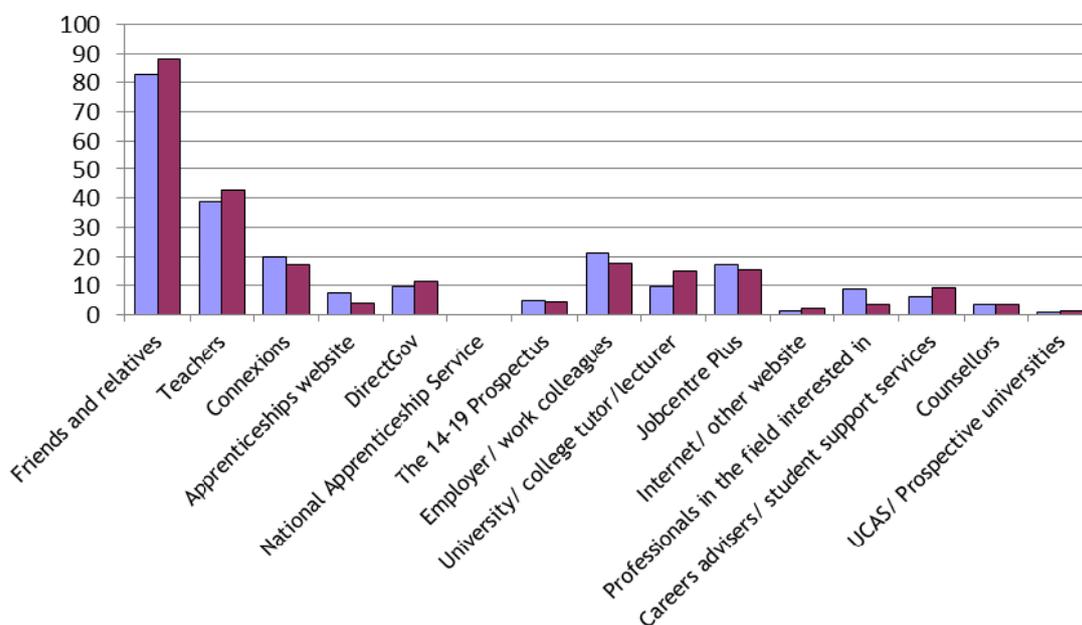
Source: IES analysis of LSYPE (2013)

Sources of advice by gender

Looking in detail by gender, some distinct patterns emerge.

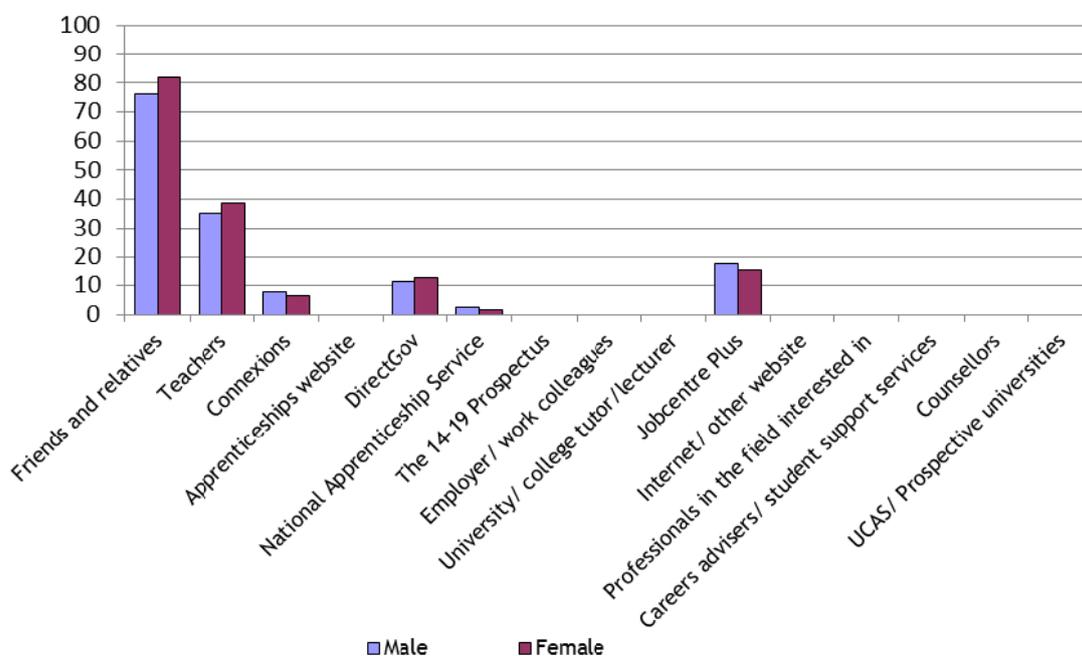
- Both genders consulted friends and relatives, and teachers first and foremost. However, it appears that a higher proportion of young women sought advice about their future careers from these two sources.
- Males and females favoured different sources of information:
 - Male respondents were more likely to consult Connexions, employers and colleagues or professionals in the field they were interested in, as well as Jobcentre Plus
 - In contrast, female respondents were more likely to seek advice from friends and relatives and from teachers, to look at websites and speak to people with professional competence in advice and guidance ie careers advisers and counsellors (see Figures 3.18 and 3.19).

Figure 3.18: Who young people consulted for information advice and guidance by gender - Wave 6 (aged 18/19)



Source: IES analysis of LSYPE (2013)

Figure 3.19: Who young people consulted for information advice and guidance by gender - Wave 7 (aged 19/20)



Source: IES analysis of LSYPE (2013)

Sources of advice by ethnicity

Examining sources of advice by ethnicity, it emerges that, irrespective of the source of advice and guidance preferred, young people from ethnic minority backgrounds were more likely to access careers guidance options than their white counterparts (see Table 3.35).

- Young people of Indian descent were the most likely to ask friends and relatives for advice and to use the 14-19 Prospectus.
- Bangladeshi young people were the predominant users of the Connexions service (together with black Caribbean young people) and the Apprenticeship website.
- Young black African people approached teachers and accessed the DirectGov website more than their peers from other ethnicities.

Table 3.35: Who young people consulted for information, advice and guidance by ethnicity - Waves 6

Young person's ethnicity		Friends and relatives	Teachers	Connexions	Apprenticeships website	DirectGov	The 14-19 Prospectus
White	%	85.5	38.8	17.6	5.5	10.3	4
	Count	7,119	3,226	1,459	457	851	326
	Total	8,328	8,321	8,309	8,321	8,298	8,235
Mixed	%	85.8	46.8	22.9	4.1	13.9	5.7
	Count	229	125	61	11	37	15
	Total	267	267	266	266	267	264
Indian	%	88.1	57.7	18.7	7.8	14.5	10.1
	Count	214	139	45	19	35	24
	Total	243	241	241	243	241	238
Pakistani	%	84.7	54.1	23.5	5.9	11.3	7.7
	Count	188	119	52	13	25	17
	Total	222	220	221	222	221	220
Bangladeshi	%	82.3	49.5	26	-	16	-
	Count	79	47	25	-	15	-
	Total	96	95	96	-	94	-
Black Caribbean	%	86.7	48	26	6.6	14.7	8.7
	Count	130	72	39	10	22	13
	Total	150	150	150	151	150	150
Black African	%	85.7	63.4	23.2	6.9	17.3	0.1
	Count	174	128	47	14	35	18
	Total	203	202	203	202	202	198
Other	%	79.8	46.7	23.6	5.1	9.9	8.4
	Count	170	100	50	11	21	18
	Total	213	214	212	214	213	214

Note: Cell size under 10 not reported

Source: IES analysis of LSYPE (2013)

Sources of advice used by apprentices

The majority of respondents who were involved in an Apprenticeship at the time of the interview reported that they had asked friends and relatives for advice. However, nearly 60 per cent of those in an Apprenticeship in Wave 6 said they had talked to their employer or a colleague at work about careers advice in the past 12 months (see Table 3.36).

By Wave 7, for respondents aged 19/20, parents, friends and teachers had increased in importance as sources of information and advice on careers and work by close to six percentage points for parents and friends, and by almost 20 percentage points for teachers. Furthermore, some young people who were in an Apprenticeship indicated they had talked to a Jobcentre Plus adviser over the past 12 months, suggesting that at least some of them could have gained their Apprenticeship following a spell of unemployment.

Table 3.36 Who those young people in an Apprenticeship consulted for information, advice and guidance - Waves 6 and 7

Who consulted for IAG...	Wave 6			Wave 7		
	%	Count	Total	%	Count	Total
Friends and relatives	78.5	428	545	84.3	220	261
Teachers	27.7	150	542	47.5	124	261
Connexions	15.1	82	544	6.9	18	262
Apprenticeships website	12.3	67	545	-	-	-
DirectGov	3.1	17	544	6.5	17	262
The 14-19 Prospectus	4.8	26	544	-	-	-
National Apprenticeship Service	-	-	-	-	-	261
Employer/work colleagues	58.1	36	62	-	-	-
University/college tutor/lecturer	-	-	62	-	-	-
Jobcentre Plus	-	-	62	6.9	18	262
Internet/other website	-	-	62	-	-	-
Professionals in the field interested in	-	-	62	-	-	-
Careers advisers/student support services	-	-	62	-	-	-
Counsellors	-	-	62	-	-	-
UCAS/Prospective universities	-	-	62	-	-	-

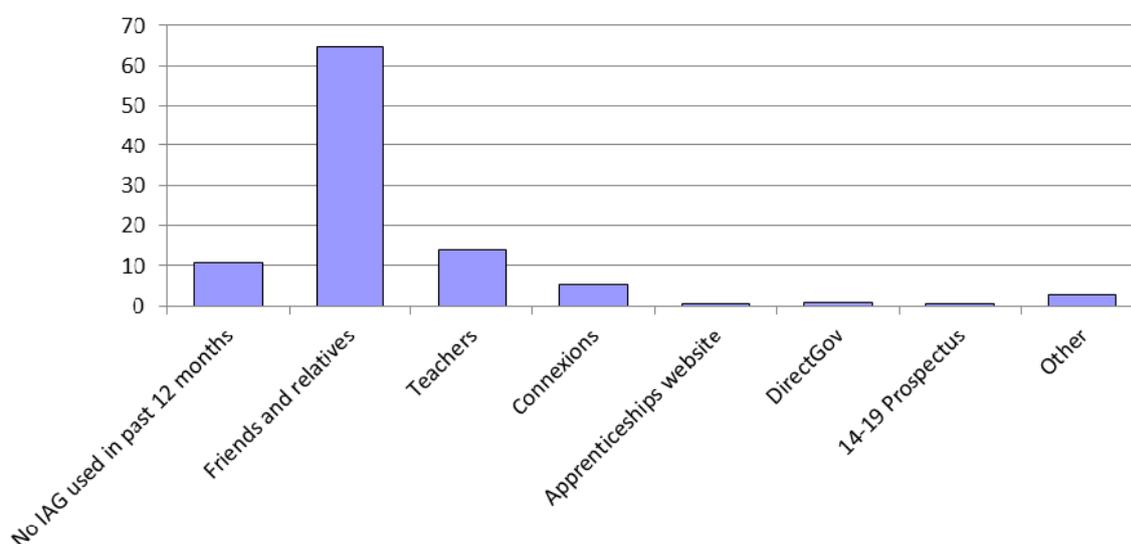
Note: Cell size under 10 not shown

Source: IES analysis of LSYPE (2013)

Most useful sources of advice

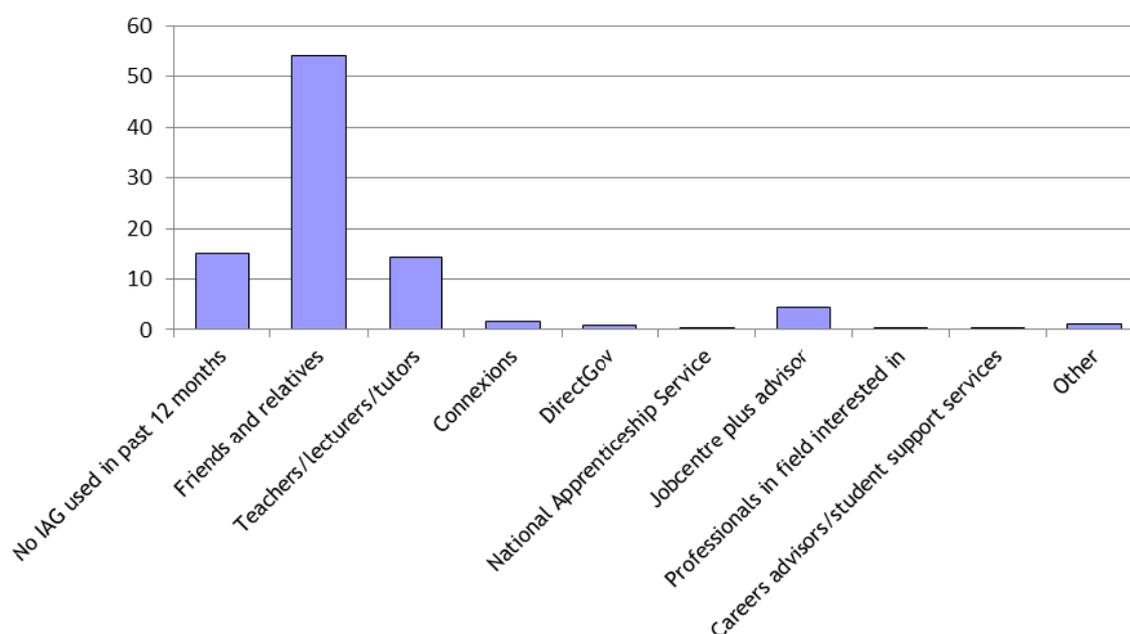
Young people who were interviewed in Wave 6 indicated that the **most useful** sources of information, advice and guidance were friends and relatives (65 per cent) followed at some distance by teachers (14 per cent) (see Figure 3.20 and 3.21). A higher proportion of young people from ethnic minority backgrounds indicated that teachers and the Connexions service were useful sources of information than did their white counterparts. This changed very little by Wave 7.

Figure 3.20: Which was most useful source for IAG - Wave 6



Source: IES analysis of LSYPE (2013)

The Apprenticeships website (Wave 6) and the National Apprenticeship Service (Wave 7) were not reported as useful resources for information, advice and guidance by young people in general. Just 0.6 per cent of Wave 6 respondents and 0.3 per cent of respondents at Wave 7 indicated that these were a preferred source. The picture is mirrored by the data for those that were involved in an Apprenticeship at the time of the interviews.

Figure 3.21: Which was most useful source for IAG - Wave 7

Source: IES analysis of LSYPE (2013)

Sufficiency of advice received

The vast majority of respondents in Waves 6 and 7 thought the amount of information, advice and guidance they had received from teachers and the Connexions service was about right. However, more young women than young men thought that the amount of guidance they had received was too little.

There were no substantial differences with regards to sufficiency of guidance received when reviewed by ethnicity, nor by involvement in an Apprenticeship.

The timing of advice

In terms of the timing of the information, advice and guidance, 75 per cent of respondents in Wave 6 said it was provided at the right time, but 19 per cent indicated it was received too late. This changed substantially by Wave 7, with 84.6 per cent saying that the timing of careers guidance they had received in the last 12 months was just right, and only 9.1 per cent indicating they felt it was too late.

When reviewed by gender, a slightly higher proportion of females than males indicated that guidance from teachers and Connexions was received too late across both waves of the survey. However, the reduction between Waves 6 and 7 in the numbers of people saying that guidance was too late is seen across both genders. The ethnicity of young people did not make a difference in this regard, nor did participation in an Apprenticeship.

Suitability of guidance

More than eight in ten respondents (86.7 per cent) in Wave 6 said the information, advice and guidance they received from teachers and the Connexions service was suitable to their needs. In Wave 7, this improved to 95.9 per cent. In Wave 6, slightly more female respondents than males said that they believed that the guidance they received had not met their needs, but this difference had disappeared by Wave 7.

White respondents in Wave 6 were much more likely to say that the careers guidance they received was not suitable to their needs compared with respondents from ethnic minorities. However, by Wave 7, comparatively more ethnic minority respondents were dissatisfied with the guidance they received, even though satisfaction levels had improved overall. Again, participation in an Apprenticeship did not make a difference with regards to respondents' opinions.

When asked for the reasons why respondents thought the careers guidance had not met their needs, 20.3 per cent indicated that the person they had spoken to lacked specific knowledge or had given false information, a further 16 per cent said that the information provided had not been relevant, while 13.7 per cent said that it was too focused on continuing in (higher) education (see Table 3.37).

Table 3.37 Reasons why careers guidance given did not meet respondents' needs - Wave 6

Reason why careers guidance was not suitable	Male		Female		Total	
	%	Count	%	Count	%	Count
Advice given was too general	4.7	13	6.1	20	5.5	33
Advice too focused on going to university/staying in education	9.9	27	16.8	55	13.7	82
Advice too focused on those leaving education	-	-	-	-	-	-
Could not gain sufficient access to advice and guidance	4.0	11	5.5	18	4.8	29
Advice came too late	6.9	19	4.3	14	5.5	33
Did not understand the advice given	-	-	-	-	2.2	13
Lack of adviser knowledge/information given was incorrect	21.2	58	19.6	64	20.3	122
The advice given did not appeal/was not relevant	17.9	49	14.4	47	16.0	96
Advice given was not helpful (no further detail given)	8.4	23	12.2	40	10.5	63
Other	12.1	33	7.3	24	9.5	57

Note: Cell size under 10 not shown

Source: IES analysis of LSYPE (2013)

Emphasis of the guidance received

Respondents were asked to indicate which educational opportunities they were given information about by the various sources they consulted. Nearly double the number of female respondents, compared to males, felt that the emphasis on staying in education was too great in guidance and that other options had been neglected.

More than two-thirds of male and female respondents said that the main opportunities they had been told about by teachers, tutors and lecturers had been going to or staying at university and/or information about employment (See Table 3.38).

Table 3.38: Information about different educational opportunity by gender - Wave 7

Source of advice	Opportunity	Male		Female		Total	
		%	Count	%	Count	%	Count
Teachers/ Tutors/ Lecturers	Training	48.3	724	45.6	732	46.9	1,456
	Employment	69.7	1,045	68.1	1,093	68.9	2,137
	Apprenticeships	26.5	397	18.5	297	22.4	694
	Going to/staying at college	39.4	590	30.8	495	35.0	1,085
	Going to/staying at university	68.7	1,030	67.0	1,075	67.8	2,105
Connexions	Training	63.2	218	62.6	169	62.9	387
	Employment	69.0	238	67.2	182	68.2	420
	Apprenticeships	56.5	195	49.1	133	53.2	328
	Going to/staying at college	51.6	178	54.6	148	52.9	326
	Going to/staying at university	37.7	130	49.3	133	42.8	263
Jobcentre Plus adviser	Training	59.2	448	52.9	340	56.3	788
	Employment	85.3	645	77.6	499	81.8	1,144
	Apprenticeships	35.5	269	27.1	174	31.7	443
	Going to/staying at college	24.7	187	29.7	191	27.0	378
	Going to/staying at university	15.3	116	17.1	110	16.2	226

Source: IES analysis of LSYPE (2013)

Particular patterns emerge when the advice given by institutions is examined in detail. Each institution appears to focus on their particular area of expertise although all were said to give information about employment opportunities. Respondents indicated that:

- Jobcentre Plus advisers mainly gave information about employment opportunities (81.8 per cent), with training opportunities following with 56.3 per cent and Apprenticeships in third place (31.7 per cent).
- Advisers at Connexions services were most likely to give advice on employment opportunities (68.2 per cent), training (62.9 per cent) and Apprenticeships (53.2 per cent). This suggests that young people seeking information from Connexions were more likely to gain a more balanced pattern of advice on the various different opportunities.
- In contrast, teachers, tutors and lecturers focused their advice on employment advice (68.9 per cent) and higher education opportunities (67.8 per cent). Training opportunities were the third-most frequently mentioned opportunity (46.9 per cent) that respondents received information about from this group of advisers.
- With the exception of the advice given by teachers, tutors and lecturers, female respondents were more likely to be given advice about staying in education (eg college and university) while male respondents were more likely to be given information about training and Apprenticeships.

These patterns are also seen in the earlier Wave 3 survey findings, conducted when respondents were aged 15/16. In this wave of the survey, they indicated that the most direct encouragement to take up an Apprenticeship came from their Connexions Personal Adviser. In this survey wave, 31.4 per cent of male respondents were directly encouraged to take up an Apprenticeship and 17 per cent of male respondents said their teacher at school had encouraged them to do this. Just 9.9 per cent of female respondents had received direct encouragement from their school teacher, while around 22 per cent said their Connexions adviser had told them to consider an Apprenticeship.

For ethnic minorities, the picture is much more mixed and hampered by low sample sizes. It appears that Indian and black ethnicity respondents receive comparatively little encouragement to consider an Apprenticeship from their teacher or careers adviser at school. Encouragement from Connexions advisers is more evenly spread although white and mixed race respondents appear more likely to receive this advice (see Table 3.39).

Table 3.39: Direct encouragement to take up an Apprenticeship - Wave 3

		Teacher/careers adviser at school		Connexions personal adviser	
		Mentioned	Total	Mentioned	Total
White	Count	567	3,992	1,151	3,993
	%	14.2	100	28.8	100
Ethnic minority	Count	61	534	94	533
	%	11.4	100	17.6	100
Total	Count	628	4,526	1,245	4,526
	%	13.9	100	27.5	100

Source: IES analysis of LSYPE (2013)

3.3.3 Impact of ethnicity on progression routes

There is no difference in young people's perceptions of the impact of ethnicity or religion on their ability to progress in education after Year 11 when comparing the views of white and ethnic minority individuals.

However, when considering the potential impact of ethnicity or religion on their ability to progress in the world of work (see Table 3.40) it emerges that young people from ethnic minority backgrounds do believe this factor to have an impact. It appears that they perceive education as a more positive environment where race, ethnicity or religion does not have so much impact. This seems particularly the case for young people from black ethnic minority backgrounds (see Table 3.41).

Table 3.40: Impact of race/ethnicity/religion on ability to progress in education after Year 11 and ability to get a job after completing education - Wave 2

Young person's ethnic group	Gender	Race/ethnicity/religion has an impact on ability to progress in education after Year 11			Race/ethnicity/religion has an impact on ability to get a job after education			
		Yes	No	Total	Yes	No	Total	
White	Male	Count	142	5,239	5,381	137	5,259	5,396
		%	2.6	97.4	100	2.5	97.5	100
	Female	Count	81	5,182	5,263	88	5,208	5,296
		%	1.5	98.5	100	1.7	98.3	100
Ethnic minority	Male	Count	112	585	697	143	514	657
		%	16.1	83.9	100	21.8	78.2	100
	Female	Count	83	648	731	125	562	687
		%	11.4	88.6	100	18.2	81.8	100

Source: IES analysis of LSYPE (2013)

Table 3.41: Impact of race/ ethnicity/ religion on ability to progress in education after Year 11 and ability to get a job after completing education - Wave 2

Young person's ethnic group	Gender		Race/ ethnicity/ religion have an impact on ability to get a job after education			Race/ ethnicity/ religion has an impact on ability to progress in education after Year 11		
			Yes	No	Total	Yes	No	Total
Mixed	Male	Count	24	106	130	21	113	134
		%	18.5	81.5	100	15.7	84.3	100
	Female	Count	17	124	141	9	138	147
		%	12.1	87.9	100	6.1	93.9	100
Indian	Male	Count	21	105	126	14	116	130
		%	16.7	83.3	100	10.8	89.2	100
	Female	Count	13	114	127	11	119	130
		%	10.2	89.8	100	8.5	91.5	100
Pakistani	Male	Count	19	94	113	18	103	121
		%	16.8	83.2	100	14.9	85.1	100
	Female	Count	17	95	112	17	107	124
		%	15.2	84.8	100	13.7	86.3	100
Bangladeshi	Male	Count	9	31	40	6	36	42
		%	22.5	77.5	100	14.3	85.7	100
	Female	Count	7	45	52	5	51	56
		%	13.5	86.5	100	8.9	91.1	100
Black Caribbean	Male	Count	25	41	66	20	49	69
		%	37.9	62.1	100	29	71	100
	Female	Count	29	50	79	21	60	81
		%	36.7	63.3	100	25.9	74.1	100
Black African	Male	Count	26	47	73	22	57	79
		%	35.6	64.4	100	27.8	72.2	100
	Female	Count	29	51	80	13	71	84
		%	36.3	63.8	100	15.5	84.5	100
Other	Male	Count	19	90	109	11	111	122
		%	17.4	82.6	100	9	91	100
	Female	Count	13	83	96	7	102	109
		%	13.5	86.5	100	6.4	93.6	100

Source: IES analysis of LSYPE (2012)

Perceived impact of ethnicity on progression into Apprenticeships

When asked for their impression about whether their skin colour, religion or ethnicity has an impact on their ability to get a job or Apprenticeship after completing education, the majority of young people believed that this would not be the case. There was only marginal change from Wave 2 to Wave 5 in this respect, with a 1.7 percentage point increase in the proportion of young people who thought it would have an impact (see Table 3.42)

Table 3.42: Impact of ethnicity/race/religion on ability to get a job after completing education - Waves 2 and 5

		Frequency	%
Wave 2	Yes	494	4.1
	No	11,547	95.9
	Total	12,041	100
		Frequency	%
Wave 5	Yes	591	5.8
	No	9,542	94.2
	Total	10,133	100

Source: IES analysis of LSYPE (2013)

3.4 Apprenticeship applications

The following section reports on the Statistical First Release data available from the Apprenticeship vacancy on-line system. Data from the Apprenticeship vacancy (Av) online system refers to applications reported through the online system and are presented to show its performance. These data do not represent all Apprenticeship vacancies since many employers work with providers on an on-going basis and so do not report vacancies via Av which is primarily used for the first Apprenticeship vacancy that an employer has. Neither does the data represent the total number of Apprenticeships started; a point that is discussed in the next section.

3.4.1 Apprenticeship applications by ethnicity

The application data show that there has been very slight movement over time in the proportions of white and ethnic minority applicants to Apprenticeship vacancies via the online system, though overall it has remained the case that around three-quarters of applicants are white (see Table 3.43).

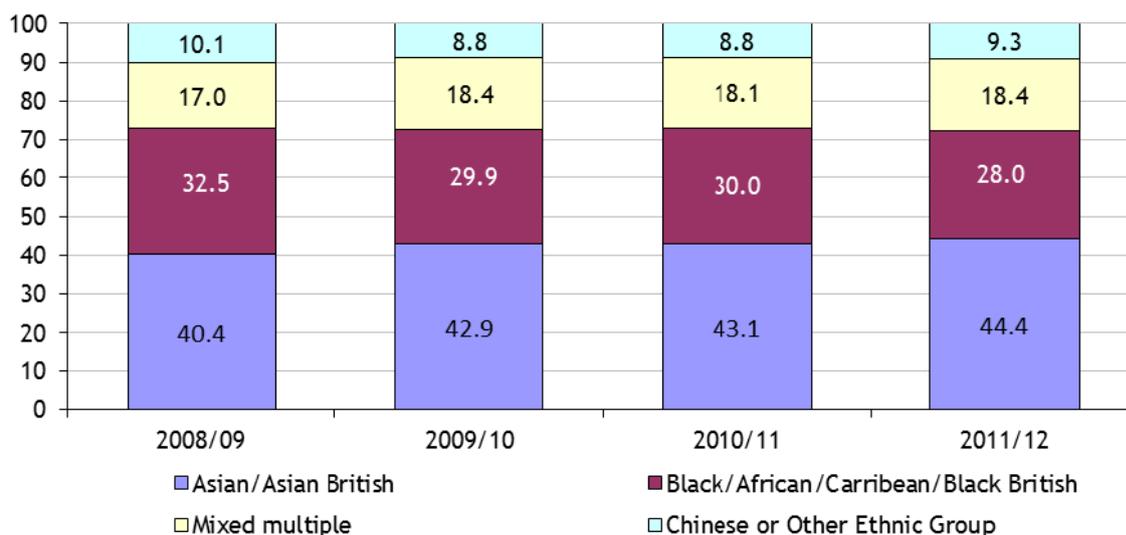
However the representation of ethnic minority individuals on the Av far outstrips their representation in Apprenticeship starts.

Table 3.43 Distribution of applicants by ethnic group

	2008/09	2009/10	2010/11	2011/12
White	74.2	77.4	76.1	75.8
Ethnic minority	25.2	22.1	23.3	23.5
Unknown	0.6	0.5	0.7	0.7
Total	100	100	100	100

Source: IES analysis of Statistical First Release (SFR) Av data (2013)

Most of the ethnic minority applicants in 2011/12 came from the Asian/Asian British ethnic category (44.4 per cent) with the second largest ethnic minority group being black/African/Caribbean/black British (28 per cent). These data show that the composition of ethnic minority applicants is changing a little over time with slightly more applications from Asian/Asian British people and a slight decline in the proportion of applications from black/African/Caribbean/black British ethnic groups (see Figure 3.22).

Figure 3.22: Ethnic composition of ethnic minority applicants, 2008/09-2011/12

Source: IES analysis of SFR Av data (2013)

The ethnic composition of applications does not wholly mirror the ethnic make-up of England and Wales as a whole. According to the census data of 2011, the predominant ethnic group in England and Wales is white which accounts for 86.0 per cent of the population; white applicants, at 76 per cent of the applicant cohort, are therefore under-represented at application stage. As seen in the ILR data for starts, they are however, a little overrepresented in Apprenticeship starts. From this headline analysis it would seem that white applicants fair better at Apprenticeship application stage than their ethnic minority counterparts.

3.4.2 Apprenticeship applications by gender

The proportion of female and male applicants using the online system has been almost balanced over recent time, with women representing 43.6 per cent of applicants in 2009/10 and 44.4 per cent in 2011/12. This represents a change from 2008/09 when females represented only 38.1 per cent of online applicants (see Figure 3.23).

Figure 3.23: Gender composition of applicants, 2008/09-2011/12



Source: IES analysis of SFR Av data (2013)

Again, there is some difference in the gender distribution of applicants compared to starts. As seen with other secondary analysis in this chapter, females are more likely to have been employed ahead of an Apprenticeship which may account for the under-representation using this method of application.

It has not been possible, with the publically available data, to conduct any more detailed analysis of applications via the Apprenticeship vacancy online system. However the data are strongly suggestive of some kind of bar existing between the aspiration to undertake an Apprenticeship and a successful application to a vacancy for some groups. This is a crucial area for policy to address and it would be hoped that evaluation of the Apprenticeship Application Support Fund pilots (the 'bootcamps') will go some way to identifying what the challenges for aspiring but unsuccessful applicants are, along with solutions that ease their transition to an Apprenticeship.

3.5 Prior educational attainment

Information from the existing evidence, along with that arising from consultations with stakeholders, suggests a need to examine the prior attainment of individuals before starting Apprenticeships, with a focus on ethnicity. The aim here was to understand how lower performance in key stages 4 and 5 might affect the uptake of Apprenticeships for some ethnic groups. It should be noted however that prior attainment data recorded by the ILR has been noted to be weak in previous studies and to vary from individual's prior qualification levels when explored using surveys (for example, see the reports from the evaluation of Train to Gain; eg Newton et al. 2008; and Newton et al. 2009). This is because the ILR contains unprompted, self-declared information whereas surveys can ask very specifically whether individuals have attained specific types of qualification; hence the following analysis should be treated with some caution.

3.5.1 Prior educational attainment and ethnicity

The data suggest that there has been an increase in white individuals with higher qualifications undertaking intermediate Apprenticeships (see Table 3.43) such that the proportion of white learners with prior Level 2 qualifications has increased from 26.5 per cent to 34.4 per cent between 2007/08 and 2011/12; and with prior Level 3 qualifications has increased from 3.4 per cent to 11.3 per cent. However, there has also been an increase in white learners previously qualified at below Level 1, which has risen from 10.6 per cent to 19.0 per cent.

For ethnic minority participants in intermediate Apprenticeships there has also been an increase in people who were previously qualified at below Level 1, from 13.6 per cent to 27.5 per cent, but this increase was bigger than for white participants (an increase of 13.9 percentage points compared to 8.4 percentage points).

The increase in people previously qualified at Level 2 and 3 was also smaller for ethnic minority participants than white.

Table 3.44: Prior educational attainment by ethnicity, Intermediate Apprenticeships, 2007/08 and 2011/12

	Below Level 1		Level 1		Full Level 2		Full Level 3		Other or unknown		Total
	07/08	11/12	07/08	11/12	07/08	11/12	07/08	11/12	07/08	11/12	
White	10.6	19.0	56.5	34.2	26.5	34.4	3.4	11.3	3.1	1.1	100
Ethnic minority	13.6	27.5	52.9	33.3	26.2	27.5	4.6	9.9	2.7	1.8	100

Source: IES analysis of ILR data (2013)

As with Intermediate Apprenticeships, there has been an increase over time in the proportion of Higher Apprentices with a prior qualification at below Level 1; again, the increase was higher for ethnic minority participants than white (6.8 percentage points compared to 3.7, see Table 3.45). Within Higher Apprenticeships there has been a decrease in the proportion of both white and ethnic minority participants with Level 1 and full Level 2 qualifications and an increase in those who already have a full Level 3.

Table 3.45: Prior educational attainment by ethnicity, Advanced or Higher Apprenticeships, 2007/08 and 2011/12

	Below Level 1		Level 1		Full Level 2		Full Level 3		Other or unknown		Total
	07/08	11/12	07/08	11/12	07/08	11/12	07/08	11/12	07/08	11/12	
White	3.9	7.6	22.8	15.3	64.7	58.2	6.3	17.4	2.3	1.5	100
Ethnic minority	5.9	12.7	25.0	15.0	61.0	54.9	5.5	14.4	2.5	3.0	100

Source: IES analysis of ILR data (2013)

There are differences between the ethnic minority ethnic categories in the prior attainment levels of those undertaking both Intermediate and Higher Apprenticeships. Those from mixed backgrounds are less likely to be qualified at below Level 1 and more likely than other ethnic minority groups to be qualified at Level 1 (see Tables 3.46 and 3.47).

Table 3.46: Ethnic composition of ethnic minority starts by prior attainment, Intermediate Apprenticeships, 2011/12

	Below Level 1	Level 1	Full Level 2	Full Level 3	Other or unknown	Total
Asian/Asian British	28.6	31.6	27.2	10.9	1.7	100
Black/African/Caribbean/Black British	28.5	33.5	26.7	9.3	2.1	100
Mixed/Multiple Ethnic Group	18.5	37.5	32.5	10.1	1.4	100
Any Other	42.3	30.1	19.3	6.9	1.5	100

Source: IES analysis of ILR data (2013)

Table 3.47: Ethnic composition of ethnic minority starts by prior attainment, Advanced and Higher Apprenticeships, 2011/12

	Below Level 1	Level 1	Full Level 2	Full Level 3	Other or unknown	Total
Asian/Asian British	10.7	14.6	56.3	16.5	2.0	100
Black/African/Caribbean/Black British	16.4	15.4	53.5	12.0	2.7	100
Mixed/Multiple Ethnic Group	9.0	15.0	56.6	15.9	3.5	100
Any Other	15.7	15.2	49.3	9.9	9.8	100

Source: IES analysis of ILR data (2013)

This analysis does not present a clear picture of how ethnicity and prior educational attainment impacts on Apprenticeships starts. There are indications that ethnic minority learners may enter into Apprenticeships with lower qualification levels and overall, as seen earlier in this chapter, white and Asian learners had the highest success rates. However, learners from black or mixed ethnic backgrounds presented the lowest success rates yet the prior attainment level data presents these groups as quite different from each other in prior attainment. There are no clear conclusions to be drawn on this, perhaps reflecting the weakness of the data referred to earlier.

What does emerge, however, is the prevalence of apprentices who are repeating a qualification level that they have already attained. This perhaps raises questions about the quality of careers guidance that young people are receiving and how far they are aware of qualification levels that they have already undertaken and that they will be undertaking as part of their Apprenticeship. It also raises a question over how much duplication of funding can be allowed for, bearing in mind the public purse but also allowing for young people to explore different options and make room for switches of subject area.

3.5.2 Prior educational attainment and gender

In 2011/12, there was an increase in both males and females participating in Apprenticeships who had attained below Level 1 prior to their intermediate Apprenticeship (see Table 3.48). The increase was more marked for males (from 10 per cent to 22.4 per cent). In both 2007/08 and 2011/12, there were fewer males undertaking an intermediate level Apprenticeship already qualified to Level 3 than females.

Table 3.48: Prior educational attainment by gender, Intermediate Apprenticeships, 2007/08 and 2011/12

	Below Level 1		Level 1		Full Level 2		Full Level 3		Other or unknown		Total
	07/08	11/12	07/08	11/12	07/08	11/12	07/08	11/12	07/08	11/12	
Female	11.6	17.5	53.1	32.4	27.9	35.6	4.1	13.3	3.3	1.1	100
Male	10.0	22.4	59.2	35.8	25.1	31.5	2.8	9.0	2.9	1.3	100

Source: IES analysis of ILR data (2013)

Between 2007/08 and 2011/12, there was a decrease in both males and females undertaking Advanced or Higher Apprenticeships who already had a Level 1 qualification, this decrease was more prevalent amongst male participants (see Table 3.49). There was also a decrease in those already qualified at Level 2, though this time the decrease was more prevalent amongst female participants than male. (8.3 percentage points compared to 5 for males). There was an increase in the proportion of learners with a full Level 3 and a slightly bigger increase for females than for males.

Table 3.49: Prior educational attainment by gender, Advanced or higher Apprenticeships, 2007/08 and 2011/12

	Below Level 1		Level 1		Full Level 2		Full Level 3		Other or unknown		Total
	07/08	11/12	07/08	11/12	07/08	11/12	07/08	11/12	07/08	11/12	
Female	4.2	8.4	18.8	13.4	67.3	58.5	7.4	18.4	2.3	1.3	100
Male	3.8	7.8	26.7	17.9	61.8	56.8	5.4	15.3	2.3	2.3	100

Source: IES analysis of ILR data (2013)

As seen earlier in this chapter, in 2010/11 the success rate of females in Apprenticeships overall (including Intermediate, Advanced and Higher) was higher than that of male learners (77.2 per cent compared to 75.6 per cent). There are more females already qualified at level 3; they may have demonstrated ability at a level that may make them more likely to succeed. As when looking at ethnicity and prior educational attainment, the data does not present a clear picture and so must be treated with caution.

4 What the existing literature says

The current study builds on an existing strong body of evidence on equality and diversity in the Apprenticeship programme.

Two previous literature reviews completed for government agencies (the LSC and the SFA) have drawn together the available evidence in recent years (Cirin 2006 and Marangozov et al. 2009). Since these two reviews existed, the current research has (in the main) limited its focus to the period following on from the second report in order to capture the current position in terms of thinking and policy on this critical issue.

The focus for the current review therefore was to tease out what has changed (if anything) within the evidence base, where gaps in evidence may (still) remain and to highlight examples of good and promising practice.

The review involved: a rapid search of academic databases and policy websites, including 'grey' or unpublished sources. The trawl generated 96 documents. Following an initial review, 22 of these progressed through to the full review stage. Details for all the reports cited here are available in appendix 4 to this report.

4.1 Key points arising from the earlier reviews

The two earlier reviews (Cirin, 2006; Marangozov et al., 2009) focused on the period from 2003 until 2009 and provided evidence of the Apprenticeship programme following its initial introduction as 'Modern Apprenticeships' (see policy review chapter). The first of these two projects centred on the period from 2003 to 2006, while the second reviewed research conducted from 2006-09.

The Cirin review (*ibid.*) identified critical issues that constituted barriers to increasing the diversity of individuals taking up Apprenticeships. The issues identified by Cirin are summarised in Figure 4.1.

The second project, by Marangozov et al. (2009), was undertaken to help the Skills Funding Agency to assess the equality and diversity ‘state of play’ in the Apprenticeship programme, and identify what was effective in addressing barriers to wider uptake of Apprenticeships. This work was commissioned to inform the development of a set of pilot projects that the Skills Funding Agency would fund.

Figure 4.1 Conceptualisation of findings from Cirin 2006

Overarching concerns	
Declining volumes of starts in Apprenticeship but increasing proportion of completions	
Parental and other influencers of young people’s ‘wider’ choices hamper action to address imbalances within the Apprenticeship programme	
Parental views and a lack of places affects all minority groups in the Apprenticeship programme	
Workforce segregation	
Direct and indirect discrimination	
Lack of role models	
Challenges by gender	Challenges by race
Traditional attitudes about what constitutes an appropriate job for women and men	Lower rates of retention in the programme among ethnic minority apprentices
Social stereotypes	Perceptions of training/qualification routes to ‘good jobs’
Apprenticeships seen as an option for boys not girls	Lack of awareness
	Cultural barriers
	Different ethnic minority groups have different attitudes towards education and training options
Underlying/other factors that affect equality and diversity	
D/LDD* compounds problems for gender and race barriers eg low qualification levels among learners with D/LDD can limit access to the programme	
Lack of awareness of provision of support	
Lack of specialist and tailored support	

* to indicate learners with disabilities, learning disabilities and/or difficulties

Source: Williams et al., 2013 adapted from Cirin (2006)

Marangozov et al. concluded that many of the barriers identified by Cirin (ibid) remained significant and unaddressed. However, the study also identified some additional concerns.

The challenges and barriers that were revealed by the Marangozov et al. study (2009) included:

- Problems with financial support arrangements which could have a particular effect on disadvantaged young people. Where apprentices were employed (at the time of the research, programme-led Apprenticeships which involved full-time study rather than work-based learning were still operating), parents could lose entitlement to Child Support Allowance and some Tax Credits, which could undermine their support for their child to enter the programme.
- The need for different forms of support by different under-represented groups. In particular, the report found that customised solutions were needed that recognised the very particular array of barriers faced within groups and sub-groups. Young people with multiple barriers would also require personalised and tailored support to engage with and access the Apprenticeship programme. A lack of awareness of the support that would exist inhibited its take-up.
- The impact of socio-economic and cultural background on (gendered) career choices, and on the choice of whether to engage with the Apprenticeship programme. Gendered stereotypes of Apprenticeships begin to form at a very early age and influence females' career choices, while parity of esteem of vocational qualifications with academic ones is of particular concern to some ethnic minority groups. There was some evidence that higher level Apprenticeships might prove attractive among some ethnic minority groups for this reason since they might be seen to lead to good quality work. Apprenticeships were seen as low status by some groups and inappropriate for young people of Muslim faith. More generally, there are a lack of role models and mentors to encourage more diverse groups in Apprenticeships and gendered sectors.
- The lack of information about Apprenticeship opportunities remained problematic. The evidence suggested that this affected young people *and* those who could influence and support them in decision-making including parents, teachers, and guidance and support advisers. Influencing those adults present in schools was highlighted as an area for action since occupational stereotypes form at a young age and affect (often later) decisions about career entry routes.
- Attainment in Key Stage 4 had implications for entry to Apprenticeships, particularly high quality sectors such as engineering. This may be a particular problem for some ethnic minority groups where GCSE performance is known to be lower than among other groups. In addition, educational trajectories have a role: for example, it is known that girls are more likely to stay in full-time education than boys which affects their take-up of Apprenticeships in general terms.
- Employers' recruitment approaches could limit diversity where they were reliant on the informal networks of existing workers (construction was

highlighted on this point). These informal recruitment approaches may mean that more diverse potential candidates do not hear about opportunities and therefore cannot apply to be considered for them.

- Geography and local labour markets influence the patterns and trends that are seen within the Apprenticeship programme. For example, London has a highly diverse population but also lacks Apprenticeship places which compounds barriers for access among ethnic minority young people.
- A desire among some young people from ethnic minority backgrounds that their employer should come from the same background as themselves. Many more felt they would face discrimination in the workplace (although this appeared to be more of a perception than actual experience).

Turning to consider what might be **effective in breaking down the barriers to increase equality and diversity** in the Apprenticeship programme, Marangozov et al. (ibid) concluded that the evidence was weak: projects showing promising results were typically small-scale, had not been rolled out more widely, and had not been subject to formal impact assessment. However, the evidence also suggested there was a growing consensus that certain points did constitute good practice and should therefore be embedded in actions to overcome under-representation in Apprenticeships. These are summarised in Box 1:

Box 1: Evidence of what works

- **Partnership working** between eg the government bodies (*National Apprenticeship Service, Skills Funding Agency*), learning and training providers, Connexions, employers, and advisory and support bodies, to consciously tackle stereotypes and barriers.
- **Securing employer** commitment in order to make adjustments to organisational cultures which may be unfavourable to atypical apprentices and to ensure recruitment practices are fair and open.
- **Mentoring** which may increase participation and the success rates of diverse apprentices.
- **Parental engagement** may help tackle negative stereotypes of Apprenticeships, and overcome a lack of direct experience in atypical roles.
- **Promotion of Apprenticeships** including the use of appealing role models, advertising in appropriate places and media, to ensure young people receive a realistic picture of what is involved and the jobs and career routes supported by the programme.
- **Equality training** for employers, staff and also careers advisers and community workers.

Source: Williams et al. (2013) based on Marangozov et al. (2009)

The report provided a resource to learning and training providers and to the various support agencies, and it was expected that, as part of their response to the invitation from the Skills Funding Agency and National Apprenticeship Service to tender for the delivery of pilot projects to further test effective strategies to address under-representation, that these would be informed by the Marangozov report in designing their intended interventions. The subsequent projects that were commissioned (and which became known as the Diversity in Apprenticeship Pilots), tested out various approaches to increasing diversity with these projects being subject to local and national evaluation to assess good practice. In the longer term, the intention was that practices found to be successful in these evaluations would become mainstreamed within provider practice.

The progress made and challenges encountered by these pilots were captured by the national evaluation (Newton et al. 2012). The particular barriers these projects highlighted as key concerns to address reinforced the messages established by the earlier reviews (see Box 2).

Box 2: Challenges and barriers identified for different groups by providers delivering the Diversity in Apprenticeship Pilots

- The Apprenticeship message is not reaching ethnic minority communities. Different ethnic minority communities have differing barriers and needs, and therefore need tailored solutions.
- There can be cross-cultural stereotyping among ethnic minority groups and while some groups may want an ethnic-congruent employment position, others do not.
- Young women, parents, teachers and advisers hold out-dated views of science, technology, engineering and manufacturing (STEM) occupations.
- There is a need for gender and ethnic positive images and role models in marketing campaigns.
- There is a huge spectrum of disability, learning disability and difficulty, and emotional and behavioural difficulties (D/LDD/EBD), and young people, parents and employers require information, advice and guidance that sets expectations realistically including in terms of the support that is available.
- Disadvantaged young people (young carers, care leavers, young ex-offenders, and young people not in education, employment and training among others) have differing support needs and often complex or multiple barriers and require intensive and tailored support and pre-employment preparation.
- All young people should receive information about all available post-16 education and training options (ie Apprenticeships as well as full-time study), ideally starting ahead of choices for Key Stage 4. Early work to challenge occupational stereotypes is also needed.

Source: Williams et al. (2013) adapted from Newton et al. (2012)

The work led by the Diversity in Apprenticeship Pilots embedded a huge range of practices that had great potential to influence young people's choices and some could be judged as effective in the relatively short time-scale of the project while others would require more time to show their impact. The types of activities embedded by the pilots to address barriers to Apprenticeships and to non-traditional choices included:

- **By gender** – creating publicity materials with gender positive images; using new media channels (the web, YouTube, DVDs); providing taster sessions and events; using role models and ambassadors to promote Apprenticeships and lead information, advice and guidance (IAG); offering equalities training and an assessment of organisational culture to businesses; providing gender-congruent mentors and actions to positively influence parental views of Apprenticeships and gender-stereotyped occupations.
- **To target ethnic minority groups** – outreach activities in communities; appointing outreach workers with established community networks; working in schools (eg those with high proportions of ethnic minority students) and through 14-19 partnerships to promote Apprenticeships; regular radio shows on community radio stations, with ethnic minority employers and apprentices sharing experiences and advertising vacancies; using established events and campaigns to promote Apprenticeships, eg melas¹ and black history week; raising awareness among ethnic minority employers; improving understanding of ethnic minority employers' needs and recruitment decision processes.
- **To support vulnerable and/or disadvantaged young people** including those with learning disabilities and/or difficulties (LDD) – mentoring and support activities which include training to deliver careers guidance and to develop confidence, soft skills and employability attributes; brokerage with employers and matching employers and apprentices.
- It was also found that it was **the combination of activities** that is effective. This built a momentum within local areas and marshalled the range of stakeholders (young people, employers, education providers, and local agencies) into working with the pilots to assist the achievement of their aims.

However, implementation was not without its difficulties and some wider challenges were felt to hamper delivery. These would require further consideration and, potentially, debate and action at a national level. These issues were summarised as follows:

¹ a Sanskrit word meaning 'gathering' or 'to meet' or a fair

Box 3: The big issues from the Diversity in Apprenticeship Pilots

- **Get the right information, into the right hands, at the right time** to stimulate demand among learners. Start early, challenge occupational stereotypes and develop knowledge about different learning and training (Apprenticeship) routes to careers.
- **Incentivise employers** to support diversity outputs and increase the supply of Apprenticeships to particular groups or among certain employers.
- **Competition constrains collaboration** in the post-16 learning and training marketplace. Intermediaries could provide help to establish the authenticity and credibility of similar work in the future.
- **Understand the spread of existing good practice and work to capitalise on it** - good practice activities targeted for other provision can be expanded and used to increase diversity in Apprenticeships.
- **Time is required to effect a culture change** in respect of long traditions of occupational stereotyping by gender, or long held perceptions of Apprenticeships and training within ethnic minority communities. Ongoing work to spread the message about Apprenticeships and the different pathways to different careers is critical.

Source: Williams et al. (2013) adapted from Newton et al. (2012)

Understandably, equality and diversity in Apprenticeships remains a key concern for government and its agencies and the programme more widely has been the subject of a number of recent reviews.

The Equality and Human Rights Commission in its response to a consultation for one of these, the Richard Review (EHRC, 2012), has framed the debate within terms of economic productivity and prosperity, such that they note that employers can gain considerable benefits from Apprenticeship. These benefits are confirmed by Hasluck (2012) and are seen to arise from lower staff attrition among those who receive training, the chance to 'grow their own' talent, and to imbue apprentices with the company's values and practices. The EHRC (ibid) goes on to argue that further benefit to employers can derive from widening their recruitment for Apprenticeship roles, since this can help overcome skills shortages and provide new sources of talent. The EHRC identifies that opening up Apprenticeship vacancies to more diverse groups can help employers to:

1. Address skill shortages
2. Become an employer of choice
3. Recruit the best talent available

4. Meet customer needs
5. Create a route into management positions for a wider group of people by using better management
6. Increase employee satisfaction and through this increase retention, leading to cost savings.

This suggests that both a key barrier and a key part of the solution could be found on the employer side. However, to resolve diversity issues, action on both the supply and demand sides of the Apprenticeship equation may be required. The next section of the evidence review focuses on what the evidence suggests are the key concerns for equality and diversity in the programme.

4.2 The current picture

4.2.1 Little evidence of change

A recent review of Apprenticeships research (IER, 2012) notes that the evidence suggests *'there is much heterogeneity within Apprenticeships in terms of engagement, returns and other outcomes... [which needs to be considered] when carrying out analysis of the programme'*. Their review identifies a continuing picture of uneven participation by gender and among ethnic minority groups with occupational segregation being a key factor for gender (citing Fuller and Davey, 2010, and Campbell et al. 2011 on this point) and general under-representation and sectoral under-representation affecting ethnic minorities (citing Fuller and Davey, 2010).

The EHRC, in its response to the Richards Review consultation, agrees with this, noting that *'the Apprenticeship programme still has substantial equality and diversity challenges to overcome'*. It notes that while overall the number of women accessing Apprenticeships has increased, their participation still follows traditional (stereotyped) career patterns. While the number of apprentices from ethnic minority backgrounds has increased, this growth has not been in line with their representation in the UK population. Furthermore, ethnic minority representation in Apprenticeships is highest in female-dominated sectors and lowest in traditionally male sectors – which, it must be inferred, will have implications for the longer term outcomes of ethnic minority apprentices.

Fuller and Unwin (forthcoming) are also concerned about the gender differences in different Apprenticeship sectors; that although this may reflect the labour market, it should be a concern as this can influence the wages that apprentices can attract and may also mean that females are more prevalent in sectors where it is difficult to progress.

The TUC (2008) also highlights the gendered nature of Apprenticeships while also noting the increasing level of female participation in the programme. They express a concern that while women continue to enter traditional female careers, they can *'miss out on high quality programmes and are more likely to have poor pay and conditions'*. They also highlight the fact that at the time of their report, women were under represented in Advanced Apprenticeships, although they noted that there was an increasing trend in female participation at this level. Their review also assessed the data on the position of women in Apprenticeships offered by large employers and found them to be under-represented. Moreover, this under-representation was compounded in traditionally male frameworks. This led the TUC to conclude that *'at present, big is not necessarily better for women in accessing non-traditional Apprenticeships'*.

An impact assessment of Apprenticeship policies (DfE, 2008) noted the longstanding problem of segregation by gender and ethnicity in the workforce; it also noted that the Apprenticeship programme appeared to be more segregated than the workforce in general. It proposed that as a flagship government programme, Apprenticeships should be a force for positive change and this highlighted the need for continued action to address under-representation. Campbell et al. (2011) concurred with this view and concluded that challenging occupational segregation in the Apprenticeship programme would help to alleviate the *'negative impacts... on the pay and status of women in the labour market'*.

However, while it might be hoped that Apprenticeships could lead the way, other commentators are more circumspect. Authors and commentators express a concern (noted in the earlier review led by Cirin, 2006) that overcoming gender segregation in occupations through the Apprenticeship programme is an *'unrealistic goal'* and that Apprenticeships may contribute to this agenda but should not be expected to be the solution to it. Similarly, the Fabian Society has noted that: *'Apprenticeships are not, of course, the only answer to tackling ethnic minority unemployment. Coordinated and bold action in schools, universities and the labour market more broadly is needed if we're going to make real headway... However, increasing representation in Apprenticeships would offer a positive start to tackling... unemployment currently blighting so many ethnic minority young people'* (Butler, 2012).

4.2.2 Returns to training and the pay gap remain a concern...

Anderson and Brophy (2010) highlight the superior wage returns to Advanced Level Apprenticeships when compared to Intermediate Apprenticeships and, critically, to other Level 3 qualifications. The 2012 Review of Apprenticeship Research, led by IER, reinforces this message and notes that *'the magnitude of returns varies by sector and level'*. Anderson and Brophy (ibid) go on to state that marginalised people are less likely to engage with Advanced Apprenticeships

than with intermediate-level Apprenticeships and that women and ethnic minority groups are particularly under-represented. They express concern for future outcomes in this light.

The TUC is particularly concerned with the gender pay gap and notes that it is wider within Apprenticeships than it is in the wider workforce (TUC and YCWA 2010). This difference could be largely attributed to the wage differential between traditionally male and traditionally female sectors; however as the TUC notes, Apprenticeships have served to emphasise these differentials. Furthermore, the TUC finds that women were accruing lower wage benefits from their Apprenticeships than were men. For example, women undertaking Foundation Modern Apprenticeship at Level 2 could expect estimated wage benefits of four per cent compared to 20 per cent for men trained to the same level.

The Business, Innovation and Skills Committee examination of the Apprenticeship programme (2012a) noted that even when working in the same sectors as men, female apprentices are paid less. The report highlights, as an example, that *'61 per cent of apprentices in the retail sector are female but they are paid 16 per cent less than male retail apprentices'*.

These findings reveal that the gender pay gap cannot simply be attributed to differences between the sectors in which women and men take up Apprenticeships. Nonetheless, at macro level the TUC has suggested that one reason for the continuing gender pay gap may in fact be due to these differences in career choice and that this in turn may be due to women being unaware *'of the vast difference in pay between different sectors when they make careers choices'* (TUC and YCWA 2010). The report notes that neither the Apprenticeship Vacancy system nor the National Apprenticeship Service website offers information on typical rates of pay. However, it cites research by the Equal Opportunities Commission that understanding pay differences could be a critical factor in rebalancing occupational segregation. The EOC research found that *'67 per cent of women aged between 16 and 24 would have considered a wider range of careers options if they had understood the pay differences between sectors'* (EOC, 2006 in TUC and YCWA 2010).

4.2.3 ... as do completion rates

The 2012 Review of Apprenticeship Research (IER, 2012) also noted the evidence shows that gender and ethnicity are associated with different completion rates, which in turn affect the returns on qualifications undertaken. IER (ibid) cites research led by Hogarth et al. (2009) which indicates that differences in completion rates could be attributed to:

- Framework (completion being higher in engineering, business administration, plumbing, vehicle maintenance or hairstyling)

- Gender (females have a higher probability of completion overall)
- Ethnicity (some minority groups are associated with lower chances of completion)
- Disability (those with a disability, learning disability or difficulty, or health problem are less likely to complete).

However, Hogarth et al. (ibid) argue that while improvement in completion rates is a valid aim, achieving 100 per cent completion is neither feasible nor desirable in the *'face of a policy [which] aims to increase participation and representation of particular equality groups in Apprenticeships'*. The reasons for this are:

- A 100 per cent completion rate could suggest that people are locked into training which is not well matched for their needs (if everyone completes, the training is likely to be at too low a level).
- There are various events and circumstances which bring about early leaving, some of which are hard to control including firm closure, redundancy, or changes in personal circumstances such as an apprentice becoming ill or pregnant.
- Where Apprenticeships are extended into new sectors of the economy that lack a tradition of delivery, there are likely to be *'transitional issues which are likely to impede the attainment of higher overall completion rates at least in the short term'*.

4.2.4 Effects of girls' careers choices on pay outcomes

Ofsted conducted a review in 2011 of girls' career aspirations and found *'a clear gap between girls' awareness and attitudes towards occupational gender segregation and their career choices in practice'*. In their survey they found that while many girls did hold traditionally gender stereotyped views of jobs, *'they were open to the possibility of pursuing a non-traditional career if they found the work interesting'*. Despite this, a survey conducted by Ofsted as part of the work also showed that girls' course and career choices remained largely gender stereotyped (Ofsted, 2011). This may suggest that information about atypical occupations has not been presented in an appealing manner.

The same study also showed a lack of knowledge and understanding among girls about how their choices would influence their future pay and progression. While able to correctly link additional training and higher skills to better paid jobs, they over-estimated the salaries available in traditionally female occupations in the care sector. The girls noted that they valued the opportunity to discuss these issues although they also noted that pay was not their only consideration: they were

interested in work that would allow them the flexibility to take time out to raise a family¹.

4.2.5 The regional effect on diversity

A number of authors identify regional differences in the availability of Apprenticeships that have implications for equality and diversity. For example, Fuller and Davey (2010) note that there are strong traditions of Apprenticeship in some areas such as the North West, whereas in London this is not the case and expansion is happening from a *'low base'*. This pattern has implications for the *'availability of different opportunities to participate in Apprenticeship for equality groups across the country'*.

The IER review of Apprenticeship research (IER, 2012) also notes these regional differences and states that this reflects industrial traditions. For example, London has a relatively low share of industries that traditionally employ apprentices. However, a survey cited in the review (National Employers Skills Survey (NESS), 2009) found that *'employers in London were the most likely to indicate that they expected to offer Apprenticeships in the next 12 months'*. This suggests the situation is dynamic and the effects for equality groups may be changing.

A further comment on the regional dimension is offered by McIntosh et al. (2011) who note the compounding effect on equalities groups of lower volumes of Apprenticeship being available in London. Their point is that London's population is highly, ethnically diverse and consequently, fewer Apprenticeships being available compounds the under-representation of ethnic minority groups in the programme.

4.2.6 Conversions

The secondary data analysis (Chapter 3) highlighted the issue of conversions, in particular the impact that this can have on pay rates. This issue has been discussed recently in the literature by Fuller and Unwin (Fuller and Unwin, 2012a, Fuller and Unwin 2012b). As discussed in the policy timeline, Fuller and Unwin (2012b) link the disbanding of Train to Gain with a subsequent rise in the number of Apprenticeship starts of people over 25 years old.

One of the issues that the authors identify is that by putting existing employees onto Apprenticeship programmes they gain qualifications or units based on work they are already doing: *'Our point here is not to denigrate this process, but to stress that*

¹ See p134 for commentary on lack of financial allowances available for young parents undertaking an Apprenticeship

it is not the same as following an Apprenticeship' (Fuller and Unwin 2012a). This also links to a concept that they discuss in their paper 'What's The Point Of Adult Apprenticeships?' (2012b) – the expansive-restrictive continuum. This model explains the characteristics of how much Apprenticeships have to offer. Many Apprenticeships are conversions and therefore at the 'restrictive' end of this continuum.

4.2.7 Higher Apprenticeships and progression to Higher Education

As seen in the policy timeline, Higher Apprenticeships were introduced in England, Wales and Northern Ireland in 2009. These include qualifications at levels 4 and 5 and can include Foundation Degrees. In March 2013, graduate-level Higher Apprenticeships were announced by the skills minister. Fuller and Unwin (2012a) highlight the danger that although some Higher Apprenticeship initiatives appear to offer the chance to progress to university-level study, because of a lack of parity between vocational and academic qualification (particularly at Level 3) there is a chance that apprentices will meet a barrier upon application to university. The authors point to the introduction of the Qualifications and Credit Framework as a contributing factor behind the now lack of equivalence between vocation qualification 'levels' and academic achievement.

In this report, Fuller and Unwin also look at progression between vocational and academic qualifications not as a consequence of information, advice and guidance (or lack of), but as a result of the content of these two increasing separate qualification structures.

Fuller and Unwin (2012a) point to research which draws attention to the phenomena of university graduates subsequently enrolling on vocational courses which has been labelled 'reverse transfer' (Wilson 2009 in Fuller and Unwin 2012a). This also includes young people who have gained the necessary academic qualifications to transition to Higher Education but instead choose to take a vocation route such as an Apprenticeship.

4.2.8 International comparisons

While it may be useful to look abroad to assess how far under-representation in Apprenticeships is a general problem rather than one specific to the UK, it is also the case that different cultures and traditions of Apprenticeship affect any interpretation. As IER note, '*countries... differ from the UK..., not only in terms of the design and operation of VET systems but also in terms of wider institutional and cultural settings. Such differences affect the degree to which insights from abroad can be useful for the UK*' (IER, 2012). Hence, while the report offers a brief summary of the

international position, our key analysis throughout this research focuses upon the UK situation.

A study into the supply of Apprenticeships across Europe (European Commission, 2012) notes that *'the available research in a large share of EU Member States shows that the access to Apprenticeship-type studies is subject to important biases in terms of gender, ethnic origin or ability considerations'*. The study goes on to suggest that:

- Typically, young women are under-represented in Apprenticeship-type studies at a general level and in specific occupations. For example, in the apprentice population **men** make up 70 per cent of apprentices in Denmark, 64 per cent in the Netherlands, 58 per cent in Estonia, 60 per cent in Germany, and 53 per cent in Spain.
- Moreover, across Europe, **women** are over-represented in service occupations and under-represented in technology-oriented roles. The authors also state that trends in these sectors have *'remained almost unchanged over the last 10 years'* despite awareness-raising initiatives in several countries (i.e. Girls' Days taster events).
- The study looks at **ethnicity** in Apprenticeship-type training through the lens of migration and cites studies in Denmark and Germany which show that young people with migration backgrounds have greater difficulties in accessing Apprenticeship-type training than their indigenous counterparts. The evidence from Germany also suggests that participation patterns in Apprenticeship-type training for people with migration backgrounds are compounded by gender patterns. The main reasons for under-representation by migration background are noted as: less favourable social backgrounds (within the culture of different countries), and lower attainment among these young people and their parents.

Other European studies highlight the role of Apprenticeships in the youth unemployment agenda and therefore explore their role in alleviating unemployment and NEET (not in education, employment or training) status. A study for Eurofound (2012) notes that *'Apprenticeships and other dual education training schemes appear to be an efficient tool for fostering employability, as they successfully equip young people with relevant work experience and specialised skills greatly needed by the labour market'*.

Disadvantage is also the concern for an IZA (2012) study which provides strong support for Apprenticeship-type study which combines learning and work since this provides a smoother school to work transition, lowering youth unemployment and reducing risk of long-term scarring effects (see Bell and Blanchflower, 2009, for an examination of the scarring effects of long-term youth

unemployment). However maintaining quality in Apprenticeships is critical to achieving good and lasting impacts on the trajectories of young people.

A UNESCO (2012) report notes the risk of discrimination within Apprenticeship schemes. It highlights the UK in this regard and notes the under-representation in Apprenticeships by ethnicity and by gender; it also highlights the gender pay gap. It also looks to the developing world and finds significant under-representation by economic status. For example, it finds *'in Ghana, only 11 per cent of the poorest quintile of young people had been through an Apprenticeship as opposed to 47 per cent of the wealthiest'*. The report also finds that the traditional 'trade' Apprenticeships are more accessible to males and women are thereby disadvantaged. In looking to redress the balance it suggests that *'career counselling can help more disadvantaged young people to find and stay in Apprenticeships, or ease the transition to work as experience from Japan has shown'*.

The international evidence also identifies **some aspects of practice which are deemed effective**. For example, the Eurofound (2012) study notes that successful youth employment measures make use of a range of innovative approaches to reach out to target groups and re-engage disaffected young people. Incentives, branding and marketing campaigns are seen to be effective. There is some recognition of the attention paid to equality and diversity which suggests that many countries are concerned about under-represented groups. Actions that are seen as necessary include:

- Language support – introduced in Bulgaria, Cyprus, Greece, Italy, Malta, Portugal and Sweden as a means to remove barriers to employment for migrants and minorities. In Bulgaria, some of this work is targeting support at the Roma community in order to improve their outcomes.
- Managing diversity in Denmark which brokers, supports and seeks to integrate migrant and minority groups into public service Apprenticeship roles.
- Taking account of caring responsibilities and childcare support in Cyprus, Hungary, Ireland, Poland and the UK ranging from general measures to targeted support eg for single parents.

A study for the Canadian Apprenticeship Forum (2010) found promising practice for minority groups based on eight case studies. The actions reviewed connected under-represented minority groups with employers in the skilled trades. Aspects of promising practice are summarised in Box 4:

Box 4: Promising practice for under-represented ethnic minority groups

- Effective Partnerships with employers and industry are integral to sustaining the programmes and success.
- Addressing individuals' need for work experience and job placement is typically a central feature of successful programmes.
- Addressing personal barriers - family issues, housing, language training, and settlement - is necessary before individuals can focus on skills and career development.
- Individualised help customised to the person's situation along with access to a counsellor are important.
- Services or incentives to employers can be effective. These included preparing candidates for work, providing a contact person at the organisation, wage subsidies, continual promotion of the scheme and communication with employers.
- Follow-up monitoring and support to encourage individuals as they enter the job market is valuable.

Source: Williams et al., 2012, summarising Canadian Apprenticeship Forum (2010)

4.3 Barriers to careers and Apprenticeships

4.3.1 Overview

Much of the research into equality and diversity in Apprenticeships has identified similar barriers to participation and completion. For example, a study by Anderson and Brophy (2010) summarised the barriers to Apprenticeships as:

- parental views of suitable occupations
- lack of Apprenticeship places
- perceptions about routes to a good job
- lack of awareness of some groups of government initiatives
- lack of positive role models
- exclusive recruitment practices
- direct and indirect discrimination, and
- supply of Apprenticeship places.

Other barriers have been identified as more prevalent in ethnic minority groups. An LSC report (2009b) highlighted that ethnic minority learners believed teachers and advisers to have low expectations of them and due to negative experiences it may be more difficult for young people from ethnic minority backgrounds to sustain the confidence or persistence needed to complete Apprenticeships. These authors also found that young people from ethnic minority backgrounds worried about the working environment not being the right 'fit' for them and an additional barrier was that friends and peers could make it difficult to try something new and persevere in it.

This section of the report will now look at the evidence in the literature for these barriers.

4.3.2 Lack of role models and mentors

In the World Class Apprenticeships report (DIUS, 2008), it is noted that *'learners, especially young school leavers, can be greatly deterred from entering work environments in which they are unusual'* and that mentors can be a good way of providing pastoral and practical support to young people.

In a report focusing on engaging ethnic minority learners, the LSC (2009b) noted that young people need more visible role models taking Apprenticeships. Although not specific to Apprenticeships, a lack of roles models was cited as one of the factors contributing to the underachievement of black boys and young black men by a report into the ways in which the aspirations of young black men could be raised (REACH, 2007). The report notes that *'black boys and young black men needed a greater diversity of images and portrayals, showing that black men can be, and are, successful in a wide range of fields, including business'*.

Role models are also important when looking at gender diversity in careers, and in Apprenticeships. An Ofsted report (2011) highlighted the importance for some girls of seeing women in different roles and that being able to talk to them about their experiences *'helped to develop their career ambitions and encouraged them to pursue new routes'*.

4.3.3 Lack of direct experience

Linked to a lack of role models is lack of direct experience of sex-stereotyped sectors. In research with young people for SummitSkills, Miller and Tackey (2009) found that for young males and young females, it was direct experience of subjects that made them choose sectors for future work. Males had enjoyed manual subjects at school and although females had not experienced manual work as a school subject, those that had taken on 'non-traditional' Apprenticeships had done work experience placements or had helped out builders in their spare time. The

earlier literature review for SummitSkills (Miller and Tuohy, 2007) also highlighted the importance of gaining direct first-hand experience as it resulted in a more realistic perception of the job.

The DIUS report, *World Class Apprenticeships* (2008) also noted the importance of direct experience and that career choices could be influenced by a lack of tradition for a particular 'group' to work in a certain industry.

4.3.4 Lack of confidence

Lack of confidence was cited by some authors as an important barrier for both gender and ethnic diversity in Apprenticeships. For ethnic minority learners, lack of confidence could come from previous negative experiences and mean that they find it difficult to sustain and complete Apprenticeships (LSC, 2009b).

The Ofsted report (2011) agrees that confidence and ambition can be crucial to advancement. This report was based in part on a survey of employers. The employers stated that confidence was the key to progression in non-stereotypical career routes for young women. They thought that this confidence was important from the outset, when young women would be preparing for and attending interviews as well as later, once in the job, which may require confidence to handle tasks such as presentations. This report found that the majority of the schools that they visited could do more to develop girls' confidence and ambition, to take risks and challenge vocational stereotypes. However, this places all the responsibility on young women and those (schools, colleges and training providers) preparing young people for the world of work with employers seen as having little if any responsibility at all to create the conditions where young women feel confident in their applications and in holding down jobs in non-stereotypical sectors. This is a standpoint that in itself should be challenged (see comments in this report from national stakeholders, Chapter 5).

4.3.5 Competition for Apprenticeship places

There are high levels of demand for Apprenticeship places. The Wolf report (2011) cited examples of BT and Network Rail's Apprenticeships programmes: in BT's case they had received 100 applicants for each of the 221 Apprenticeship vacancies in 2010 while Network Rail received 4,000 applications for just over 200 Apprenticeship places. Wolf reported that on average, there are around 15 applications for each Apprenticeship vacancy.

The LSC (2009b) noted that young people think that the competition for Apprenticeships makes it unlikely that they will gain a place. This was supported by Anderson and Brophy (2010) who reported that young women in particular

were *'less likely to get a contract of employment due to scarcity and competition for Apprenticeship places'*.

4.3.6 Not aware of (the benefits of) Apprenticeships

Anderson and Brophy (2010) also highlighted the lack of awareness among some groups regarding Apprenticeships. Research by the LSC (2009c) using a series of focus groups with learners who are either underrepresented in the Apprenticeships programme as a whole or underrepresented in certain sectors, found that *'all the young people consulted felt that WBL [work-based learning] opportunities were not made visible enough to them, regardless of their background'*.

Earlier work by Brophy et al. (2009) had concluded that *'young people, parents and employers demonstrated a considerable lack of knowledge about Apprenticeships'*. Many of the employers who were involved in Apprenticeships had found out about Apprenticeships *'by chance'* rather than through an approach by a school, college, training provider or government body or agency.

While lack of awareness about the benefits of Apprenticeships has been highlighted in research looking at the perceptions of Apprenticeship by ethnic minority learners (Perez-del-Aguila et al., 2006), it remains an issue for learners from all backgrounds. One apprentice was quoted as saying:

'In college [lack of knowledge about Apprenticeships] is the same for white, Asian, black, Chinese. They don't know about this... I didn't hear about Apprenticeships at all until I came here.'

Even those who are aware of Apprenticeships may not know the benefits of undertaking this route; furthermore, employers may not be aware of the benefits of taking on apprentices from diverse backgrounds. A toolkit developed by Skills Development Scotland (2011a) noted benefits to employers including:

- *'employers have access to the widest possible pool of talent and attracts employees with new ideas and perspectives', and that*
- *'if recruitment practices are open and fair, organisations tend to benefit from improved industrial relations and higher rates of retention'*.

The LSC (2009c) noted in their report, based on interviews with young people from African-Caribbean and Asian backgrounds who had had varying levels of engagement with Apprenticeships, that young people knew very little about Apprenticeships before they started on them. Once they had started, their perceptions of Apprenticeships often changed and they began to feel very positive about them and see them as a good opportunity for themselves and other young people.

4.3.7 Discrimination

Anderson and Brophy (2010) have noted that both direct and indirect discrimination is a barrier to entry and completion of Apprenticeships. The LSC (2009c) noted that equality issues were more likely to be raised by 'atypical' apprentices and that equality issues were more pertinent for those doing atypical Apprenticeships as *'they were aware that they were bucking the trend' and more likely to be aware of the inequality that existed in their chosen field'*.

The DIUS report (2008) pointed to the barrier to participation presented by employers *'assuming that under represented entrants have no place in the sector'*. They found evidence of *'unsuitable facilities, hostile attitudes, loneliness and misunderstanding as additional barriers'* to successful completion. A TUC/YCWA report from 2010 also found that employers in traditionally male sectors needed to be better prepared to receive girls and young women, commenting that *'Many workplaces are still macho environments which may not be very welcoming to young women. Lack of changing facilities or toilets for women can also be a problem in male dominated workplaces.'*

Some of the literature points to fear of discrimination: Ofsted's report into girls' career aspirations (2011) heard from girls who thought that male-dominated occupations *'could be intimidating'* or *'there may be discrimination'*. Other studies have found little hard evidence of discrimination, but general hostility encountered by apprentices whose *'face doesn't fit'* (Miller and Tackey, 2009) and for women, gender was more of an issue than ethnicity. The LSC focus groups (2009c) with young people from African-Caribbean and Asian backgrounds identified individuals who had to tackle subtle forms of discrimination: a young black male who was undertaking a childcare Apprenticeship reported he was told *'This is where we put our handbags – obviously you won't use this area'* and *'You won't want to join our [colleagues'] girls' talk'*. He was also left to face, with little support, parents' scepticism about why a man was working in a nursery with children.

As well as discrimination based on gender, the literature also reports ethnic discrimination. Again this can be direct or indirect and can include some structural constraints to ethnic minority group learners undertaking certain Apprenticeships. For example, the meat handling element in the food national vocational qualification (NVQ) was inappropriate for Hindu learners (Perez-del-Aguila et al., 2006, LSC, 2009b). Other literature points to direct discrimination: for example research for the Department for Work and Pensions found that individuals with an African or Asian sounding surname needed to send out approximately twice as many job applications as someone with a traditionally English name before they gained an interview (DWP, 2009 cited in Butler 2012). Unionlearn (2011b) also highlight concerns about discrimination, citing research by the Black Training and Enterprise Group who report that: *'employers' attitudes*

are part of the problem' and comprise *'an element of racism'* (Guardian article cited in unionlearn 2011b); along with Linda Clarke, professor of European industrial relations at Westminster Business School, who states: *'The reality is that many employers still want to work with people like themselves. So if they are white and male, the chances are they'll look to recruit similar types'* (unionlearn, 2011b)

The EHRC looked specifically at the construction industry in their report of 2009, and found that there is a perception that racism is prevalent in the industry: *'Many people, both from white and ethnic minority ethnic minority communities do think that the Industry is more prone to race discrimination than other sectors of the economy'*. The EHRC found that there was some evidence to suggest that the perception of racism is reflected in reality. They reported findings from a survey by ICM that 43 per cent of ethnic minority ethnic minority respondents felt it was likely that they would experience racism in this industry and 40 per cent thought that employment practices discriminated against ethnic minority ethnic minorities.

4.3.8 Employers' recruitment practices or lack of engagement

Some of the literature highlights the fact that employers can act as a barrier to Apprenticeship participation, through their recruitment practices (Anderson and Brophy, 2010) or lack of engagement with Apprenticeships. These issues are more often found among small to medium employers (IER, 2012) and specific to particular sectors (EHRC, 2009). In the construction sector this was attributed to *'short-termism'* and a lack of incentive for employers to train their workforce because of the casual nature of employment in the sector (EHRC, 2009).

Recent tactics to increase employer participation in Apprenticeships have included introduction of the Apprenticeship Grant for Employers, establishment of Apprenticeship Training Agencies and introduction of the Apprenticeship Vacancy service (Av). However, an evaluation of the first year of the Av for the then Learning and Skills Council and the National Apprenticeship Service (CFE, 2010) found that it had *'isolated employers'* by putting the provider-learner relationship at the centre of the system.

The EHRC report (2009) also highlighted recruitment practices and the barrier that could be caused by the prevalence of word-of-mouth recruitment in the construction industry, which has the potential to allow indirect discrimination. Earlier research by Perez-del-Aguila et al. (2006) had also highlighted recruitment practices as a challenge to increasing diversity in Apprenticeships. Perez-del-Aguila et al. (ibid) examined the recruitment practices of ethnic minority employers and found that word of mouth approaches and recruiting employees from family and extended community networks were prevalent.

Other barriers deriving from employer practices identified by Perez-del-Aguila et al. were: reluctance by some employers from ethnic minority groups to engage with government initiatives; concentration of ethnic minority employers in particular sectors – retail and restaurants; and also that ethnic minority employers expect more from the apprentices than they can legally do in terms of hours and conditions. They also reported that although providers were promoting equal opportunities and had training in place, they experienced difficulties in ensuring that employers were enforcing equal opportunities.

One further finding from Perez-del-Aguila et al. (ibid) was that employers and providers operating in areas with significant ethnic minority populations argued that there was *'no need to take any specific approach to recruit this group of learners as there were always applicants from minority ethnic groups in the immediate community.'* While Perez-del-Aguila et al. agree that local circumstances should be taken in to account for target setting, employers and providers should be judged according to a national standard.

4.3.9 Providers' lack of focus on equality and diversity

The Perez-del-Aguila research (2006) also examined the provider role in maintaining the barriers for ethnicity and gender diverse Apprenticeships. They found that many of the providers in their study did not use marketing to specifically recruit or encourage ethnic minority learners. The providers argued that this was because they did not use marketing material as it went out of date quickly, or that they had enough applicants to fill their places without marketing.

Many of these providers did not notice any significant differences in retention and achievement rates between white learners and learners from ethnic minority groups because they had so few learners from ethnic minorities. Some reported that ethnic minority learners had higher completion rates due to the extra support that was available to them. This however, contradicts the findings of Hogarth et al. (2009) and Patrignani and Conlon (2011) who both found that the personal characteristics of apprentices (eg gender, ethnicity and disabilities) were associated with different completion rates and in particular that the probability of completion is lower for people from ethnic minority ethnic groups and those with disabilities.

Perez-del-Aguila et al. (2006) also noted that the Adult Learning Inspectorate (ALI)¹ chief inspectors' report from 2003-2004 which stated that *'equality of opportunity for learners is one of the main characteristics that distinguishes the best and*

¹ Now replaced by Ofsted

worst providers, good management is about guaranteeing equality of opportunity for learners and is a hallmark of top providers'.

4.3.10 Negative perceptions and stereotypes

There is evidence too that negative perceptions of Apprenticeships among young people and their parents as well as stereotyped views about who can do different jobs also constitute barriers to participation (Brophy et al. 2009; DIUS, 2008)

Negative views held by families about the suitability of Apprenticeships include beliefs that Apprenticeships are 'exploitative' and/or inferior to university (LSC 2009c). However, where parents have or develop a better understanding of Apprenticeships and where they support non-traditional choices such as manual trades for girls, this can make it easier for young people to take on Apprenticeships (LSC 2009c; Miller and Tackey 2009; Careers Scotland 2004; Millward et al. 2006 and Dale, 2006 cited in Miller and Tuohy 2007)

Young people themselves can also hold negative views about Apprenticeships. Brophy and colleagues' focus groups with young people, parents and employers (2009) found that while there were differences in what each group saw as the *positive* aspects of Apprenticeships, most shared the same *negative* views on Apprenticeships. These included as the following views:

'Apprenticeships are most appropriate for manual labour.'

'Apprenticeships have a lower status than college-based learning.'

They found that the young people interviewed saw the manual labour professions to be male dominated, and erroneously believed that Apprenticeships available were mostly offered in these types of sectors and roles. They also believed incorrect stereotypes that the only Apprenticeships available to women were in childcare and the beauty industry.

LSC research (2009c) highlighted an additional problem of the negative perception of Apprenticeships in minority communities where arranged marriages are common. This derives from the fact that going to university makes it easier to show good prospects to prospective families. Perez-del-Aguila and colleagues (2006) also note a deep-rooted belief among some ethnic minority communities that going to university is more beneficial than choosing a vocational route. However, they found that these views varied by the length of time that the family had lived in this country. *'People who had recently moved to England were thought to view Apprenticeships positively, as a route into a job and career, while the second or third generation were more inclined to follow an academic route and 'do better''.* They also note that *'there is some evidence of changes in perceptions of Apprenticeships generally, as fears of debt from participation in traditional higher education grow'*. This research

was written prior to the increase in student fees in 2012 which means that students potentially leave university with higher levels of debt.

Looking at gender more specifically, Miller and Tuohy (2007) cited research that showed that *'young people hold increasing egalitarian views and evidence suggests that the majority now believe that either females or males can do most jobs. However, when asked about their own personal preferences, they retain a preference for jobs in which there is a preponderance of people of their own sex'*. The literature Miller and Tuohy cite does not agree on whether this is due to sex-role stereotyping or the perception of gender segregation in the occupation.

Fuller and Unwin (forthcoming) also found that gendered stereotypes are prevalent amongst young people. Their research with young people found that although *'young people believe that they have the freedom to make a radical choice...they stop short of actually doing so by justifying the choice they make as being based on what they really want'*. The authors believe that it is in part due to a lack of careers advice and guidance in school and more widely due to a lack of responsibility taken by anyone in the education and training system for gender segregation.

Earlier research by Beck, Fuller and Unwin (2006a) suggests that resistance by both genders to choosing non-traditional occupations can be looked at in terms of exposure to risk. They found that prolonged education could increase the willingness to take risks and be bolder when it came to making non-traditional choices; as Apprenticeships are associated with stereotypically 'male' occupations. However, they also highlight that for males who make non-traditional choices *'it can lead to questions about their sexuality'*. The authors argue that the risk of going into an Apprenticeship is greater for females as it is associated with 'male' occupations: *'choosing a career that is not traditionally associated with one's sex, can be considered a high-risk strategy'*.

4.3.11 Information, advice and guidance

Concerns about the impact of poor quality information, advice and guidance (IAG) are longstanding. In 2008, DIUS expressed concerns about shortcomings in the careers guidance in schools and from careers advisers, reporting that it was lacking in general and that where advice was given, often it was 'inadequate'. The literature points to the various ways in which careers guidance can constitute a barrier to attempts to increase the diversity of people undertaking Apprenticeships, through a number of different ways:

- a lack of independent careers advice in schools
- a lack of careers guidance generally and

- a view that careers advice must be ‘impartial’ and that impartiality is interpreted as not encouraging any particular career direction; this includes a reluctance to encourage young people to consider atypical careers.

The literature review by IER noted that improvements in the provision of careers guidance have been a factor that is widely viewed as key to increasing levels of interest and participation in Apprenticeships overall, as well as amongst particular groups for which current levels of engagement are low (House of Lords, 2007, Ofsted, 2010, in IER 2012¹).

Recent literature points to the continuing difficulties in ensuring independent careers advice in schools. The Business, Innovation, and Skills Committee report (BIS Committee, 2012b) notes that *‘awareness and resources in schools and colleges remains lacking’* despite the inclusion of Apprenticeships in careers advice being legislated for in the Education Act 2011. IER (2012) noted that a report by the House of Lords in 2007 had drawn attention to *‘the failure of the careers guidance service to provide effective guidance to young people so that they are better placed to obtain an Apprenticeship, should they want one’*.

Miller and Tackey (2009) found that young people had made decisions in the absence of, or despite, information advice or guidance received. Brophy and colleagues (2009) found in focus groups with young people and parents that they *‘felt insufficiently informed by schools and Connexions’* and that *‘information, advice and guidance (IAG) services at school had not informed them of Apprenticeships’*. These findings are supported by a recent BIS report (2012b) which cites a recent Association of Colleges survey that found that only seven per cent of pupils were able to name Apprenticeships as a post-GCSE option compared with 63 per cent of young people who are able to name A-Levels (AoC, 2011 cited in BIS 2012b).

An EHRC report (2009) raised questions about the quality of school careers advice and the willingness of advisers to promote non-traditional careers to pupils. While many researchers and policy bodies point to the impact that good quality careers guidance can have, there remain dissenting voices: for example Bassot and Chant (2010) believe that advisers should remain impartial and not promote atypical career options, specifically recommending that advisers should *‘maintain impartiality, keeping the focus on the autonomy of the individual, even when that means conforming to a stereotype’*. Unfortunately this appears in some cases to be interpreted as meaning that no information outside that requested by the

¹ A summary of research published since 2010, Prepared for The National Apprenticeship Service and the Department of Business, Innovation and Skills. Flaws in Youth Contract could see young people ‘falling through the cracks’ Article

individual should be given. This would not appear to be the optimal way in which to make a young person aware of their options.

4.3.12 Lack of flexibility

In addition to the above barriers, lack of flexible working opportunities was highlighted as a barrier for young women with childcare needs or other caring responsibilities (TUC/YCWA, 2010). They found that flexible working patterns are not common in the Apprenticeship system.

4.4 Positive measures and recommendations

Despite a growing body of literature setting out the issues and the barriers to promoting more diversity in the Apprenticeships system, the evidence on possible solutions is (as it was in the 2009 study) quite limited. The Learning Skills Council referred to a '*dearth of evidence with regard to positive measures being adopted to encourage and inform potential apprentices*' (LSC, 2009c). There are limited examples of best practice within individual organisations and some of the general proposals can be dominated by suggestions that would expand the Apprenticeship population more generally rather than for any particular gender or ethnic group (DIUS, 2008).

Some recent papers have tried to put forward more targeted solutions and these are explored below. However, there remains limited evidence on which of these measures are effective in practice. It should be noted that Fuller and Unwin (2007) caution against stand-alone recommendations for good practice and believe that there should be a more holistic understanding or contextualisation of practice and procedures.

It should be noted that the following section has not drawn on the Diversity in Apprenticeship Pilot evaluation, since, while this elaborates good practice in some detail, the National Apprenticeship Service already has detailed knowledge of its findings.

4.4.1 Pre-Apprenticeship: Recommendations for schools, careers services and Apprenticeship providers

- **Careers Information and Guidance:** The most commonly-cited measure to improve the uptake of Apprenticeships amongst non-traditional candidates is the provision of more, better-tailored information and careers guidance (Perez-del-Aguila et al., 2006; DIUS, 2008; Miller and Tackey, 2009; TUC, 2012). It is important that this advice encourages young people to consider Apprenticeships as an option and to think about them in a non-traditional way

(DfE, 2008). This was seen to be particularly effective at an early stage, before pupils had selected optional subjects; currently, pupils see advice as coming 'too late' (Ofsted, 2011). For female pupils, there was a need for more emphasis on the differences in pay and progression opportunities associated with Apprenticeships in different sectors (DIUS, 2008). There was also little advice on career breaks and the career impacts of raising a family offered to young women (Ofsted, 2011). Information should also be targeted at parents, aimed to reduce possible concern about Apprenticeships as a 'second class' route to employment, which may be an issue amongst some ethnic minorities (EHRC, 2012). Teachers and careers guidance practitioners should also ensure that their knowledge of the world of work is up-to-date by linking with employers (Fuller and Unwin, forthcoming)

- **Tasters and work experience:** The provision of trials and taster opportunities for potential non-traditional apprentices was recommended by several authors (Perez-del-Aguila et al., 2006; Ofsted, 2011, Fuller and Unwin, forthcoming). These offer the opportunity for non-traditional apprentices to see first-hand that they would be welcomed into a workplace and that their needs would be met. They also help familiarise pupils with subjects and sectors that they may not have experienced before. In its review of female career aspirations, Ofsted (2011) also highlighted the importance of direct contact with professionals as a means of encouraging non-traditional apprentices. They pointed out that, while all pupils undertake some form of work experience, in most schools placements continue to be gender stereotypical and few explicitly encourage young women to choose something more unusual.
- **Initial assessments:** If used effectively, initial assessments could help providers to better match the abilities and interests of apprentices with employers and offer both applicants and recruiter the chance to learn more about the programme and one another (Perez-del-Aguila et al., 2006).
- **Role models:** Highlighting other, successful, non-traditional apprentices could help to promote the option to potential applicants (LSC, 2009b). This could involve schools inviting former pupils who have taken the Apprenticeship route to speak to current pupils, particularly those from ethnic minorities or from a non-traditional gender (Cassidy et al., 2006 in Miller and Tuohy 2007; Perez-del-Aguila et al., 2006; Ofsted, 2011, Fuller and Unwin, forthcoming). It could also include publicising positive images of women or ethnic minority apprentices in industry or offering mentoring to potential apprentices (DfE, 2008; Ofsted, 2011).
- **Marketing materials:** These could be better designed so that they show apprentices from diverse backgrounds working across various sectors. The LSC (2009b) suggested involving young people in the development of marketing

materials to make them more appealing. Ofsted (2011) also suggested that schools could be doing more with leavers to find out if the careers advice they were offered was effective and where and how it could be improved. Publicity and marketing materials can also help to sustain a reputable image of the Apprenticeship programme (Fuller and Unwin, 2007)

- **Raising aspirations:** Ofsted (2011) and LSC (2009b) highlight the importance of aspiration and confidence in allowing young people to opt for more unusual career paths. Employers surveyed by Ofsted felt that confidence was the key to progression to non-stereotypical routes for young women. The report felt that schools could be doing more in developing girls' confidence and ambition to take risks and challenge vocational stereotypes.

4.4.2 In work: Recommendations for employers and union representatives

- **Mentoring and support networks:** Several papers suggested that offering atypical apprentices support via workplace mentors can help to ensure they retain and progress in their Apprenticeship (Fuller and Unwin, 2007, DIUS, 2008; LSC, 2009b). The first three months of an Apprenticeship are likely to be the most vulnerable time for the learner (unionlearn, 2011a). At this stage, support from a colleague with a similar background or a union learning rep can help to ensure individuals continue. The LSC (2009b) found that successful ethnic minority apprentices tended to have been part of support networks which helped to raise their aspirations. The TUC (2012) also discussed the potential for union reps to play an enhanced role, particularly in negotiating to facilitate access to the workplace for non-traditional apprentices and to address the barriers they might encounter. Mentors could also help to increase the progression rates of apprentices into higher-level employment and/or study.
- **Recruitment:** Employers' recruitment practices can help to facilitate access for non-traditional apprentices (Fuller and Unwin, 2007). According to Skills Development Scotland's Equality Toolkit (2011a), placements and jobs should be advertised as widely as possible, to ensure they reach all potential applicants. Perez-del-Aguila et al. (2006) suggest including a note in recruitment adverts specifically indicating that applications from women and ethnic minorities are welcome. Recruitment criteria should be specific and essential to the role (Skills Development Scotland 2011b) and there should be a clear business case to recruit and train young people (Fuller and Unwin, 2007). Employers are also advised to consider the appearance and diversity of an interview team and to review all questions that could be construed as discriminatory. Butler (2012) also recommends the use of 'blank name'

application forms for Apprenticeships. Employers are now legally required to consider these issues as part of the Equalities Act of 2010.

- **Organisational policies and publicity material:** A number of papers highlight the importance of clear written policies on equal opportunities and harassment – applicable to both staff and customers – which are brought to the attention of all employees and new recruits (Skills Development Scotland 2011b; Perez-del-Aguila et al., 2006). The EHRC (2009) recommends that managers are offered training in issues around discrimination and harassment. Employers are also encouraged to consider options around flexible working. Young people should be viewed as vital to the future success of organisations (Fuller and Unwin, 2007). The image projected by employers in any promotional materials should also be considered, with the use of pictures and clear messages to reach atypical populations that they might be targeting (Newton et al, 2006; Perez-del-Aguila et al., 2006). Butler (2012) also suggests that employers should consider outreach activities to inform and attract non-traditional applicants.
- **Premises:** The EHRC (2009) recommends that employers ensure that facilities are adjusted to accommodate non-traditional apprentices. This could include cultural or religious requirements or separate facilities by gender.
- **Targets and monitoring:** Evidence suggests that many sectors with low levels of representation amongst ethnic minorities, such as construction, are also poor at monitoring the diversity of their workforce (EHRC, 2009). Therefore an increased focus on monitoring and setting recruitment and retention targets for non-traditional groups is recommended for employers (Perez-del-Aguila et al., 2006; EHRC, 2009).

4.4.3 At national level: Recommendations for policymakers

- **Procurement policies:** Numerous papers highlighted the potential of public procurement for expanding non-traditional Apprenticeships (TUC, 2008; EHRC, 2009; Westwood A, 2011; TUC, 2012). Public contracts could, for example, require suppliers to offer a balanced intake of apprentices. This could be more effective in particular sectors: the EHRC (2009) points out that the public sector accounts for 40 per cent of construction spend and that, given this is a sector where ethnic minorities are under-represented in the workforce, this leverage could be used to promote diversity via the public sector's race and gender equality duties. Public sector projects could also play a greater role in training; the Union of Construction, Allied Trades and Technicians (UCATT) proposed that large public sector projects should be required to take a minimum number of apprentices and suggest a ratio of one apprentice to every

10 workers (EHRC, 2009). There should also be investment over and above government funding to build capacity for the future (Fuller and Unwin, 2007).

- **Promotion of monitoring and training:** The TUC (2012) recommended that policymakers prioritise data collection and monitoring systems, stress its purpose to employers and improve the accessibility of equality and diversity training in all sectors. The National Apprenticeship Service may also be able to work with employers to develop policies to ensure equality in recruitment (DIUS, 2008).
- **Focus future policy measures for Apprenticeships on encouraging diversity:** TUC (2008) suggested that older women are more likely to choose non-gender-stereotypical roles, so here the expansion of adult Apprenticeships could foster diversity. Policymakers could also review the opportunities for flexible working in Apprenticeships (TUC, 2012). Many Apprenticeship providers also reported problems in gaining access to schools (Perez-del-Aguila et al., 2006); here, policy could focus on strengthening relationships between schools, employers and careers services (Brophy et al., 2009)
- **Stress the business case for diversity:** Many authors felt that the business case for diversity could be better articulated (EHRC, 2008; EHRC, 2009; TUC, 2012). This could be in terms of widening the talent pool available to employers, increasing the supply of skilled labour in sectors experiencing shortages, reducing turnover, fostering innovation and improving organisational reputation and image.
- **Improve the image of vocational training and Apprenticeships:** Several papers also recommended that policymakers still need to do more to improve the image and status of Apprenticeships and the vocational training route more generally (Brophy et al., 2009; European Commission, 2012).

4.4.4 Examples of best practice

While they were not numerous, the literature did include some examples of employers operating 'best practice' with regard to the promotion of non-traditional Apprenticeships.

Puffins Nursery Provider in Exeter (EHRC 2008)

The organisation found that a workforce that is balanced in terms of gender and ethnicity can be a selling point to parents seeking childcare. It therefore aimed to ensure that its staffing reflected the diversity of the children in its care. It has aimed to make its recruitment practices as inclusive as possible, particularly for young men considering entering the industry. The organisation sent two men who had completed Apprenticeships to speak at local careers fairs and produced a publicity brochure aimed at teenage boys describing the benefits of a childcare Apprenticeship.

BT (EHRC, 2008; Institute for Employment Research, 2012)

In 2010, BT reported that it had received 100 applications for each of its 221 Apprenticeship places. The company has been keen to ensure it recruits as widely as possible and consequently has comparatively high numbers of ethnic minority apprentices (13 per cent). It targets new recruits through measures such as promotional stands at Asian lifestyle events and assessment days for potential ethnic minority apprentices who do not have the requisite number of GCSE passes. Those performing well on an aptitude test, including some manual tasks, are then allowed to compete on merit and suitability, despite having fewer formal qualifications.

BT has a minority of female apprentices - just eight per cent in 2008. However, their target has been to increase this to at least 20 per cent. They have run marketing campaigns in women's magazines and have reviewed their facilities to ensure that female-only facilities are available wherever necessary and that there is a range of work clothing designed for women.

British Gas (Perez-del-Aguila et al., 2006; EHRC, 2012)

British Gas is often held up as a good example of a company which has worked to make its apprentices more representative. Its promotional material includes strong visual messages which highlight ethnic minority and female recruits and also sets out a more detailed case study featuring a young Asian apprentice.

Women in London Train to Gain pilots (EHRC, 2012)

This initiative supported women to qualify at Level 3 in occupational areas in which they were under-represented. It also emphasised engaging women from ethnic minority communities; data suggested that 15.5 per cent of learners were from ethnic minorities, with the highest single proportion (5.6 per cent) being of South Asian heritage.

5 National stakeholders' interpretation

A programme of formal, in-depth qualitative interviews with national stakeholders was undertaken to provide a strategic overview and interpretation of policy and progress with respect to equality and diversity in Apprenticeships (11 interviews were achieved). An 'expert forum' was also convened at the interim and final reporting stages and consultations with union staff were conducted. The outcomes from this programme of interviews and consultations are summarised in this chapter.

Stakeholders included:

- National Careers Service prime providers including the service directed at 16-18 year olds. National Careers Service prime providers deliver face-to-face independent, careers guidance services for the 19 year old-plus group. A number of the prime providers have, in addition, experience of working with younger age groups and may have contracts with local authorities to deliver face-to-face careers guidance to young unemployed people between the ages of 16 and 18. The National Careers Service also has a website and telephone service, which is accessible for all ages.
- Campaigning organisations, think tanks and researchers and representative organisations
- Government departments
- Sector based interviewees (e.g. sector skills councils; trades unions). The sector-specific interviews were conducted in most cases with representatives from the Sector Skills Councils (SSCs). These are high-level, industry specific organisations with responsibility for National Occupational Standards (NOS) and Apprenticeship framework development. Most of the interviewees in these sectoral organisations had little direct involvement with learner engagement.

5.1 Impact of policy

5.1.1 Careers guidance

A common theme threading through many of the National Careers Service interviews was a focus on the experience of careers guidance among young people and particularly their experiences in light of the recent careers guidance policy changes. In particular, the demise of Connexions was raised as a significant concern in respect of the careers guidance that young people are able to access. The most recent policy change requires that schools commission careers guidance suitable for their pupils, and there were mixed views about this. Some of the stakeholders hoped that the policy would lead schools to take a considered approach to procuring a guidance service that was good quality, open and impartial. However there was also a fear that where schools reach a decision to use their own staff to deliver careers guidance, the advice may be less impartial eg advice might centre on post-16 progression within their own school or into sixth form college, or more generally progression into education in preference to training. Those interviewees with a national or multi-region contract highlighted differences in access to impartial careers advice depending on location, leading to fears of a 'postcode lottery'. In the past, Connexions had some responsibility for Apprenticeship vacancies; they knew and tracked all young people, and were felt to have been able to guide them towards an appropriate choice. One interviewee described the prospect of a *'lost generation'* of young people leaving education in a recession and receiving no careers guidance.

5.1.2 Academies

With an increasing number of secondary schools becoming academies and a rise in free schools, very few secondary schools now come under the control of the local authority. This independence means there is little that can be done on a national or local government level to influence careers education in schools. The forthcoming Ofsted thematic review of careers provision (which is expected in Autumn 2013), will not apply to academies.

5.1.3 Raising the Participation Age

The raising of the participation age (RPA) was thought to have some potential to make a difference in uptake of Apprenticeships, but there was a fear that, in reality, employers do not want to take on young people. A concern was also raised that many local authorities are not yet well prepared for RPA implementation (from 2013) and large numbers of young people who will leave next year and will not want, or be capable of full-time education, will be advised that this is their only choice. This would be exacerbated by the operation of the September

Guarantee (which means conditional and unconditional offers can be made for education at an early point) and school performance targets (which measure progression in education but not into training).

5.1.4 Further and Higher Education loans

Several stakeholders thought that Higher Education (HE) fees policy and increase in fees would lead to Apprenticeships becoming a more attractive option to young people who are put off by large debts. One pointed out it could increase interest in Apprenticeships, but *'not because Apprenticeships are brilliant – it's because HE is expensive'*.

The prospect of further education (FE) loans was a concern for interviewees: from 2013/14 learners over 24 studying for a level 3 qualification will no longer be grant-funded, a new loan system is to be introduced mirroring the loan system already in place for HE learners. Some stakeholders highlighted these as potentially inhibiting progression in training among late starters and notably, those affected by the current crisis of youth unemployment. The loans are not yet well understood but interviewees suggested that they may deflate the perceived positive impact of the increase in HE on Apprenticeship take-up. One respondent also thought that women returners who are ready to take on more training will be disadvantaged and deterred from training and Apprenticeships since they will not attract any funding and will have to pay part of their own training fee. However, possibly confounding this view, a representative from a publically-funded body reported that employers are typically paying training fees at present and there are few individuals using loans to pay for their Apprenticeships.

5.1.5 Richard review/Raising the bar

Stakeholders raised concerns about how the policy shift towards raising the bar in Apprenticeships could have disproportionate effects on different groups. The consultation on the recommendations from the Richard review raises this prospect and specifically acts for feedback on how groups may be affected (at the time of writing, the results of this consultation have not yet been published). For the stakeholders taking part in this research, they were concerned about the shift away from converting current employees into apprentices. Since females are over-represented in conversions (as discussed in Chapter 3), removing this entry route could affect them more than males. Focusing the qualifications undertaken as part of Apprenticeships at Level 3 and increasing numbers of higher Apprenticeships serves to raise the esteem of Apprenticeships, and some stakeholders were concerned about a possible displacement effect: an increase in starts on Apprenticeships by those who could have otherwise gone to university could possibly push out others who could have also benefitted from an Apprenticeship,

but not qualified for university. There was also a concern that raising the standards and qualification levels required to undertake and complete an Apprenticeship could have unintended consequences; they could have a disproportionate effect on those ethnic minorities who already have lower success rates. An example of this effect can be seen in Nursing where the training route moved away from Apprenticeship-style training in hospitals to study at university and had the effect of re-racialising the occupation (Dhaliwal, 2005). Nevertheless, many of the stakeholders thought that these concerns and possible impacts were not a reason to not consider making these changes.

5.2 Careers guidance

5.2.1 Schools and teachers

In addition to concerns about impartiality and the focus of schools on academic progression routes, the National Careers Service interviewees also highlighted a concern about the lack of information that teachers have about Apprenticeships. Interviewees suggested that many do not understand Apprenticeships and have no direct experience of them, since their career path is most likely to have been A Levels and university. It is therefore harder for teachers to understand Apprenticeships and to support someone through the process.

Interviewees highlighted structural barriers to getting careers guidance and information about Apprenticeships to young people, in particular it can be difficult for employers to gain access to schools to highlight their training and Apprenticeships programmes (this is discussed in more detail in Chapter 6). The Inspiring the Future¹ service was raised by a number of stakeholders as an example of how employers and schools can link up successfully.

5.2.2 Availability/Access to Careers Guidance

Young people can access the National Careers Service web service, and communicate with careers advisers using webchat or email. Webchat, email and text are becoming ever more popular with young people as a way of accessing National Careers Service services, in addition to the telephone service. The website links to the National Apprenticeship Service website and staff on the telephone team are regularly briefed about Apprenticeships to keep them up-to-date. It was suggested by some that web/text-based systems could not 'unpack' career aspirations or challenge them in the way that an adviser could; in the main, a website could therefore provide information rather than guidance. The

¹ <http://www.inspiringthefuture.org/>

Apprenticeship Vacancy (Av) service was not seen as providing personal support either. A representative from the National Apprenticeship Service was also concerned that restructuring within the National Apprenticeship Service means there is now a greater reliance on intermediaries to promote and provide guidance to young people.

Many of the sector-based interviewees also reported that careers guidance is a concern for them, with one stating that *'it is inadequate and getting worse'* in respect of Apprenticeships. These interviewees felt that many young people will not have received careers guidance that has mentioned Apprenticeships and, where they do, this will often be influenced by or reflect outdated stereotypes. The Sector Skills Councils (SSCs) were keen for young people to receive open, honest and unbiased information. Many thought that ideas about careers and stereotypes become entrenched at an early age and consequently, early careers guidance and careers education is required to change people's perceptions.

Stakeholders were concerned about careers guidance and a lack of support for older people too. The National Careers Service contract allows a 45-60 minute session for people over the age of 19, which means it is not that in-depth. Unemployed and low-skilled people in the age group can access up to three sessions, but some interviewees felt that even that is inadequate.

5.2.3 Lack of awareness from the influencers

The National Careers Service interviewees reported that many people hold negative views about Apprenticeships including parents, teachers and peers. Chapter 3 considered data that looked at sources of advice that young people have used and found some differences by gender and ethnic group: a higher proportion of young females sought advice about their future careers from friends and relatives and teachers than young males; people of Indian descent were the most likely to ask friends and relatives for advice; and black African people approached teachers more than their peers from other ethnic categories.

Young people who rely on 'hot knowledge', that is, information acquired through the 'grapevine' (family, friends, peers) may be at a disadvantage. The concept of 'hot knowledge' (Ball and Vincent, 1998) has also been used to explore the social networks through which students from low socio-economic backgrounds access knowledge. Therefore if these influencers do not have up-to-date knowledge about Apprenticeships it could affect different diversity groups differently.

Part of the problem is also lack of awareness about Apprenticeships because there is little in the way of guidance and support to help individuals to access Apprenticeships. Parents can and do ring the National Careers Service young persons' telephone guidance service and can receive general information about

Apprenticeships in this way. However, it can be hard for parents to support their children accessing Apprenticeships as it is a relatively complex system to navigate when compared to entry to full-time education. There is no regional or national service to match young people with employers and provide guidance and active support to young people to apply and secure a vacancy. There is also no 'guaranteed entry' as there is with the offer of a college or university place and no advance application process. The transition between school and Apprenticeship is less clear than the route to education.

Some Apprenticeship frameworks are new, such as web programming or accountancy and even less is known about these routes into a career in comparison to 'traditional' entry routes to these jobs and in comparison with Apprenticeship frameworks in more traditional areas such as construction, engineering or hairdressing. This compounds the problem since non-guidance professionals who influence young people's choices may only know about traditional education routes in the careers associated with the new frameworks.

One of the interviewees, which also held a large contract to deliver Apprenticeships, felt that there is a lack of demand for Apprenticeships - they reported unfilled places every year (close to 500 last year) and that this could be the result of the range of problems with young people's guidance noted above.

5.2.4 Steps being taken

As seen earlier in this report, data from the Av can provide detail on the diversity of applicants, and this differs somewhat from ILR data on Apprenticeship starts. The two sets of data when compared show a difference between the proportion of applicants and Apprenticeship starts by gender and ethnic groups, eg white people appear more successful in their applications than those from ethnic minorities. The National Apprenticeship Service wishes to understand more about these differences and work is underway to test a new model of Av and to explore the quality of applications to Apprenticeships. The Apprenticeship Application Support Fund, which the Association of Education and Learning Providers (AELP) will deliver, intends to support unsuccessful applicants and target the low success rates among ethnic minority applicants, and people with LDD as well as gender stereotyping.

The National Careers Service web and telephone service are also currently undertaking work to support young people who have applied for Apprenticeship via the Av system and been unsuccessful. Where they have given permission to be contacted, the National Careers Service telephone advisers call young people to offer focussed careers guidance around their Apprenticeship applications. Their

aim is to help young people to focus their Apprenticeship applications to counter the 'scattergun' approach they find many people take to applications via Av.

The National Apprenticeship Service is also working closely with the National Careers Service and specifically, the young person's helpline. Here they will be delivering training for advisers, with the aim of ensuring that young people receive appropriate and useful information about Apprenticeships. Other work that they are doing includes; supporting roadshows, brochures and advertising in different ways to inform parents as well as young people.

The National Apprenticeship Service is concerned that with RPA policy, young people will not be able to access support that will let them know the options that are open to them. To counter these concerns, a large programme of work is underway with intermediaries who have the potential to influence young people's decisions through careers guidance activities. These are numerous and will target different sources of careers guidance (eg web resources, the National Careers Service young person telephone careers guidance service) and consequently there is a great potential through these partnership to achieve a positive impact.

One of the National Careers Service prime contract holders was looking at the quality of advice sessions, with an equality and diversity focus, to see if stereotypes are acknowledged, reinforced or challenged (or could be further challenged). Interviewees tended to believe that challenging occupational stereotypes in career choices requires work at a much younger age. Some examples of programmes that sought to challenge young people's views of career included 'City Walks'¹, role models to schools and NHS staff (including atypical entrants to health occupations) speaking in schools. These all aim to develop work ideas, widen views of career entry routes, challenge stereotypes, and raise ambition from a young age.

Another approach being widely used is that of mentors (the Apprenticeship ambassadors and Apprentices from the World Skills awards) who have completed their programmes, to offer peer support on training and other issues. There will be a new campaign with branding on Facebook and Twitter and work will be undertaken with brands that are appealing to young people.

The National Apprenticeship Service also highlighted the importance of ensuring that teachers have the information they need. To address this, the National Apprenticeship Service has developed a checklist and guidance about where to find information about Apprenticeships and how to navigate what is available. They have also created lesson plans and PowerPoint presentations that are

¹ <http://www.prospectsinthecity.co.uk/index.php/teachers/city-walks/>

available on their website and which include interactive elements such as YouTube clips. These resources aim to link job roles to curriculum areas to help young people develop their thinking about their futures. The tools are aimed at years 9 to 11.

The Skills Funding Agency hope that the UK Skills Show¹ will provide a forum to conduct professional development sessions for careers teachers on the subject of Apprenticeships. They hope that this will help to provide teachers with up-to-date information about Apprenticeships to tackle some of these concerns that have been raised.

5.3 Employers

A representative from a campaigning organisation stressed the importance of employers understanding equality and diversity and the value and benefits of a more diverse workforce, as they have done from developing family-friendly workplaces. It was thought that employers need to see the Apprenticeship programme as a career development opportunity and process, rather than 'cheap labour'. The respondent felt that it will be more difficult for industries to have a common approach to their customers and to society if their employee base is largely of one type eg white, working-class men. The interviewee thought that some progress had been made on flexibility in non-apprentice employment and that this should now be transferred to Apprenticeships.

The interviewee thought that employers' recruitment practices should be assessed, including the philosophy of 'recruiting the best' applicant based on qualifications rather than on skills or competencies. The interviewee thought that it would be legitimate to suggest to employers that they take active steps to encourage diversity. The interviewee also thought that there is difficulty getting diversity in Apprenticeships 'onto the table' in discussions with employers. One way to tackle this might be through reminding further education colleges of their Public Sector Equality Duty and demonstrating to employers that under the equality act, they can use under-representation to choose between two young people (known as the tie-breaker).

It was suggested that Apprenticeships have the potential to be a key way of addressing inequality and under-employment and that more should be done by policy-makers to recognise that Apprenticeships can give people excellent career prospects. As one interviewee thought, Apprenticeships should be considered as a way of tackling inequality, but it is not at the forefront of employers' views. The

¹ 14-16 November 2013

interviewee thought that many employers are supportive and feel a responsibility for their employees and that this needs to extend to take account of the needs of people with protected characteristics. The campaigning organisation is planning on producing more resources to promote diversity in Apprenticeships, but it is dependent on gaining funding for this.

Chapter 6 in this report discusses in more detail the findings from interviews with employers.

5.4 Equality and diversity strands

One of the stakeholders who had some direct experience of working with young people from ethnic minorities, had identified language skills as a potential barrier, along with a lack of confidence and under-utilisation of skills, as well as some religious and cultural constraints. This interviewee also had anecdotal evidence that young people from ethnic minorities were more likely to stay in academia and less likely to look at vocational routes such as Apprenticeships. Among ethnic minorities, it was said that people were also more likely to stay within their own community and work with family.

Stakeholders highlighted that different issues arose for people of different age groups. Young people do not have the understanding of the world of work that older people do and can struggle to see the longer term, which means they do not want to work their way up and do not have a strong work ethic. Young people also face peer pressure; as they grow older they may gain greater confidence to make different decisions and become more open to trying untraditional careers. However, interviewees reported that older people can also become '*stuck in their ways*' and struggle to change their career pathway.

Some of the interviewees attributed issues of gender diversity to wider cultural issues: occupational stereotyping and the 'traditional' views held in some areas of the country. Although they thought that employers have a role to remove barriers, the interviews also suggested that training providers could do more along with careers advisers to challenge stereotyped views. Many of the interviewees reported the difficulty of breaking stereotypes that are formed at an early age. One SSC noted that they have been working on this issue for a number of years – proving gender-specific clubs to increase the knowledge of their sector and make it more appealing – but the make-up of the workforce in their sectors was hard to change.

Despite one SSC representative reporting that entrants into Apprenticeships in their sectors were more diverse than the workforce, most of the sector-specific respondents reported that the make-up of the apprentices reflected the workforce more generally. Many of the respondents represented highly gendered

occupations; they highlighted the need for more role models, better facilities, and positive case studies including positive imagery.

In respect of ethnic diversity, culturally sensitive frameworks were discussed by one respondent, and developments had taken place such that culturally related skills could be recognised in the framework and therefore Apprenticeships made to appeal to people from under-represented groups.

Some interviewees also highlighted the issue of older apprentices. With the increase in the number of already employed people who are taking up Apprenticeships, there is less scope for providers and other parties to influence equality and diversity as these apprentices are already in the occupation. In contrast however, one interviewee also noted that older apprentices can be more open to non-traditional roles since they are more confident and therefore able to ignore pressure from peers and parents.

An issue of concern for older apprentices and also apprentices from lower socio-economic groups was the Apprenticeship Minimum Wage. Stakeholders were concerned that the low wages associated with the Apprenticeship minimum wage reflects an expectation that young people are living at home supported by parents, and this may not always be the case. Apprenticeships may therefore be hard to access to young care leavers who do not have a family to support them, and for whom local authority support may withdraw beyond the age of 16. Young parents might also struggle to access Apprenticeships for financial reasons, since financial support for the costs of childcare in education is not available to young people in training. Older apprentices are also more likely to have existing financial commitments or responsibilities that make it difficult to survive on the Apprenticeship Minimum Wage.

A stakeholder from a campaigning organisation thought that deeply entrenched stereotyped attitudes were a part of the issue of under-representation in Apprenticeships, particularly for sectors such as care and in heavy industry. The interviewee thought that this was compounded by other issues once young people were in an Apprenticeship such as a lack of progression opportunities in traditionally 'female' Apprenticeship occupations, and the value that employers place on apprentices. A solution suggested was to encourage different career choices at an earlier age which could be achieved by ensuring that careers advisers have a broader and more inclusive attitude to post-16 training and education routes to careers. This organisation is working to address the issues of career choice. It has produced a teaching resource aimed at teachers working with 10 and 11 year olds and a programme to help schools engage with employers.

The interviewee thought that the issue of ethnic diversity was not so clear-cut as gender representation pointing to a lack of data collection and analysis. This

meant that they could only point to under-representation and attitudinal issues such as preference for academia prevalent in some ethnic groups.

5.5 Sector-specific issues

The SSCs represented many different sectors within their footprints and across the SSC network; therefore there are many differences in the diversity and other challenges they face. However, there are also some commonalities: specifically, gender segregated workforces and stereotyped views of occupations. For these, the concerns of interviewees surround the means of changing perceptions of job roles and sectors.

Some of the interviewees reported that there are structural reasons why Apprenticeships are more difficult in some areas than others, for example:

- In some roles, self-employment is the norm and this can limit progression in Apprenticeships since regulations require individuals to be employed
- Some sectors operate on a seasonal basis, and consequently the new requirement for 12 month long Apprenticeships could be problematic¹.

Some of the interviewees reported that their role was far removed from the Apprenticeship delivery process and consequently they had little opportunity to influence uptake. They could however ensure that there is nothing discriminatory in the frameworks. The interviewees also talked about the need for a balance in marketing to avoid stereotyping.

Some of the SSC representatives also talked about the difficulty in accessing statistical information about the diversity strands in their Apprenticeships. Some were able to monitor data but highlighted that this only told the story after-the-fact, once enrolments in Apprenticeship had already happened. Another gave an example of a new programme of work intended to attract more apprentices to the sector, but thought that it would not be possible to collect diversity information until some way down the line into the project. One of the interviewees said that there was no research funding available for SSCs and so they were unable to do the work that they wanted to do in order to assess the current picture.

One of the sector representatives reported that they had been successful in increasing the gender diversity of their sector in recent years and that as a consequence the Apprenticeship programme was more diverse than the workforce was. Through this, it was hoped that the Apprenticeship programme could be a lever for change, and this was echoed by other interviewees. Apprenticeships offer

¹ Although not if 'stop the clock' flexibility could be introduced to allow for the 'low' season

a different route into some occupations that had been dominated by white, middle-class entrants and consequently could be a force for change. However some of these frameworks had only recently been introduced and it would take time to assess their impact on eg the social diversity of some professions.

Interviewees highlighted the difficulty of a 'one-sized-fits-all' approach to Apprenticeship framework levels referring to ambitions that Apprenticeships as standard should be delivered at Level 3.¹ They noted that different occupations require different skill levels and different skill development trajectories. Some occupations require higher level skills and others lower and that where employers required Level 2 skills they would not (and could not) support advanced level Apprenticeships.

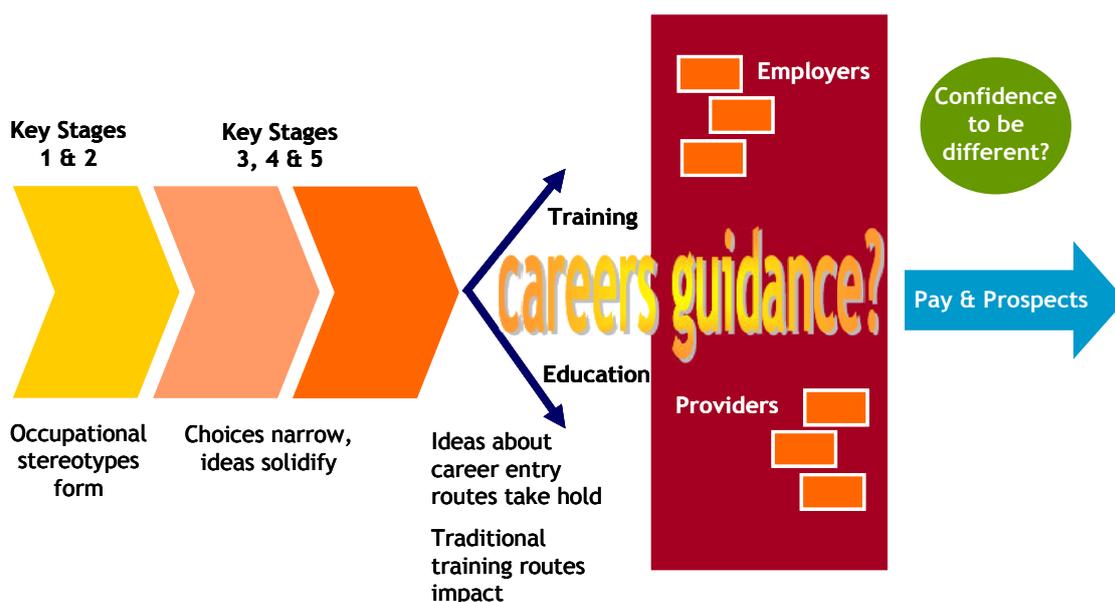
¹ The policy intention to offer traineeships at Level 2, was announced by Matthew Hancock <http://www.bis.gov.uk/news/speeches/matthew-hancock-association-of-colleges-annual-conference-2012>

6 Towards an inclusive Apprenticeship programme

This chapter moves on to look at the evidence gathered from the qualitative interviewing programme. This strand of the research was important in order to gather the views of the various stakeholders involved in Apprenticeships: apprentices; careers and careers guidance advisers and teachers; training providers and colleges; and employers.

The chapter uses the different stages of the Apprenticeship process as a starting point; looking at school years, moving on to focus on the pathways and transitions between school or before entering into Apprenticeships and then focusing on employment. The intention of this approach is to draw out potential barriers that are experienced by the stakeholders, and good practice.

Figure 6.1: Towards an inclusive Apprenticeship - flow chart



Source: Williams et al. (2013)

6.1 School years

Small numbers want - or can get - Apprenticeship at age 16

Consistent with the data analysis reported earlier in Chapter 3, it was apparent from the discussions with staff based in schools (careers and careers guidance advisers and teachers) that very low numbers of their cohort progress to an Apprenticeship at the age of 16. Estimates varied but of year 11 cohorts of around 250 and 300 pupils, between three and 15 might go into an Apprenticeship. Much depended on the local area (largely whether it was urban or rural, but also socio-economic characteristics) and the local labour market as the volume of Apprenticeship vacancies is unevenly spread across the country (see Chapter 3). There was considerable variation in whether these post-16 participation trends were seen as problematic: some school staff reported demand for Apprenticeships outstripping their supply, while others suggested only small numbers of their cohorts were interested in this route.

‘Only small numbers went onto an Apprenticeship last year, maybe three, but there are more aspiring to Apprenticeships this year. I am hammering on the doors of employers trying to get opportunities for them. But there are no quick fixes’

School in rural area of the country

‘We have a low percentage going onto Apprenticeship – there just doesn’t seem to be the take-up, maybe it’s because of the ethnic groups?’

School in ethnically diverse area of the country

The majority of young people in the schools were reported to progress into full-time learning at the age of 16. Whether young people entered post-16 learning with their current school, or with another local provider, varied between the schools participating in the research, although it was the norm that schools with sixth forms would accept a relatively high volume of their cohort for post-16 education. This might be judged to confirm some providers’ views that schools act in their own funding interests when assisting students to determine their post-16 options.

Many of these interviewees noted that progression into an Apprenticeship was more likely after the initial post-16 transitions. In some cases, this might be the result of students realising their post-16 course had not been the right choice. While some points that were raised were factors outside the control of schools and post-16 providers, some, such as this, raise questions about the information, advice and guidance (IAG) young people receive before they make their decisions about their post-16 pathway. However, ahead of exploring this, it is perhaps worth considering key points and stages in young people’s decision-making.

6.1.1 When are decisions made?

Most interviewees agreed that there are no fixed points at which decisions about careers are reached. The point was summed up by a schools-based careers adviser:

'It's a developmental process rather than a particular stage – some students have very clear aspirations at year 7 and are asking about routes into particular careers and what subjects they need to be taking in year 9. But generally, it's in year 9 that ideas begin to take shape, but these are often a bit of a fantasy. In years 10 and 11 students get more firm ideas, from doing things such as work experience.'

Schools based careers adviser

The different ages and stages argument was reinforced by other interviewees. One noted that a final decision about an Apprenticeship might not emerge until post-16 courses had been commenced by young people. Occupational stereotypes however, were understood to form much earlier and adults might not be aware of their influence and, without much consideration, make recommendations of gendered options to young people. A provider reported that by the time they went into schools to offer information about Apprenticeships, it was too late and young people had already made their minds up that certain careers were not for them.

'By the time we get to see them at schools, their mind has already been made up. It's a man's career and it's not for them. But it is hard for us to justify working with young people in primary school, as the benefits would be uncertain and results would not be available for some years. That is the age where they are forming their views about what jobs boys and girls do.'

Training Provider

The apprentices interviewed for this research confirmed that ideas formed at different times. One young woman described how she had always wanted to be an engineer and it was apparent that she was strongly influenced by her father and uncles who worked as engineers. In contrast, a young man noted that it was in the first year of university that he decided that he needed to gain work experience. This led him to apply for an Apprenticeship and thereby take a changed course to his career. A final example is provided by a young woman.

'Well I did engineering at GCSE so it was always either going to be that in a practical route or an academic route because I used to be in the air cadets and from about the age of 13 and it was always, my initial plan was to join the forces. I've always been the kind to mess around with bikes and stuff like that. Just basic stuff but it's how I've brought myself up and how my parents have brought me up too. It's always been something I've been keen on.'

Apprentice

This suggests a fairly complex context in which careers advice must operate in order to support young people to make informed choices about their next steps. In the following section, the current situation in the delivery of careers guidance is explored.

6.1.2 What's happening with careers guidance at school?

The provision of information, advice and guidance has been subject to a massive restructure in the recent past and there is now more flexibility for schools to commission and supply the careers guidance package that they deem most appropriate for their student body. The provision – amount and quality – of careers guidance is a critical issue and one that many interviewees raised.

Are Apprenticeships talked about?

In their analysis of the barriers to wider and more diverse uptake of Apprenticeships, large numbers of providers pointed to a lack of fully impartial careers information, advice and guidance (IAG) provision in schools. This was consistent with the concerns expressed by the national stakeholders (see Chapter 5).

Providers had a number of points to make, chief amongst which was a lack of understanding about Apprenticeships among teachers which meant that they were not promoted. Teachers were portrayed as having out-of-date notions of Apprenticeships such that they were only delivered in traditional craft skills sectors. Compounding this, Apprenticeships would be presented as a second class option to less able students rather than a real and valuable alternative to academic studies for students of all abilities.

'It is unsurprising really, as teachers have left school and gone to university and returned to school – so they have less knowledge of the Apprenticeship pathway, and it is a lower priority as a result.'

Training Provider

'I think there's still a certain element of snobbery around academic versus vocational qualifications. And I think people who would be put forward for an Apprenticeship would normally be people who their teachers would think that they couldn't cope with the academic route... rather than actually looking at what might suit people more.'

Large employer

The lack of knowledge among teachers about non-academic routes, was seen by providers to have further impacts on advice about working in some sectors. Some

employers held the same suspicions as providers, and were uncertain that the quality of careers guidance was really there and if it was not, were convinced it hampered progress towards a more inclusive programme.

'What sort of quality of guidance are they [young people] actually receiving from schools and careers services? Is it (Apprenticeship) being positively promoted as a serious consideration, an alternative to university? ... A legacy that organisations have had to deal with is the perception of Apprenticeships and it's a poor relation in terms of 'well, you haven't got the required qualifications to go to university so let's look at the vocational route''.

Large employer

These views were recognised by some among the schools-based staff, although in our discussions with teachers, school- and local authority-employed advisers all mentioned that Apprenticeships formed part of their discussions with students¹. However, there was variance in the extent to which careers guidance was fully demand-led, thus Apprenticeships were discussed only where students expressed an interest, or was more exploratory, with the setting out of the range of options, before tailoring to students' preferences. Where careers guidance was demand-led, only some students might receive the Apprenticeship message from the school. It might also be inferred that this approach would not allow for the challenging of occupational or academic vs. vocational stereotypes.

'Careers guidance is led by student demand, so it's not so much a case of raising awareness about Apprenticeships across the board, as giving information and support to those students who say they are interested in Apprenticeships.'

School in London commuter-belt

The views of apprentices about the careers guidance they received in school tended to reflect these different positions, with some young people stating that they received very little in the way of careers advice, and others noting that, because of their predicted grades, they were steered towards the academic route. Where Apprenticeships had been touched in discussions with these young people, often the information was felt to have been insufficient and it had been necessary for young people to find their own means of gaining further information.

'My school didn't say much about Apprenticeships so I did the research myself online. I thought that Apprenticeships were all in construction and engineering,

¹ It is critical to note here that our research was purely qualitative and we cannot comment on the extent to which differing views were held beyond our sample

but I found one in [hospitality sector] doing administration and so I Googled that to find out more. '

Apprentice

To illustrate this point, we provide two contrasting case studies of Apprentices' experiences of careers guidance in school and college in Box 1.

Box 1: How young people hear about Apprenticeships

Apprentice A: Her school told her about her options which were to continue into college or to take up an Apprenticeship. They emphasised that college was not the only way and gave her leaflets about Apprenticeships. People who were interested were taken into the computer room to register on the Apprenticeships vacancies (Av) website and look at the opportunities available. She was given information about different careers and a booklet describing all the different types of Apprenticeship available.

Apprentice B: He had heard of Apprenticeships but now he is doing one he understands much more about what they entail. He has friends who are doing more common frameworks, such as electrician and joinery. He initially thought that only trade Apprentices were available. At school, staff had mentioned Apprenticeships and there was a meeting about them - but it was optional. He felt that staff had not dedicated time to ensuring that students knew about the opportunities.

When and how much careers guidance is delivered?

Most frequently, careers education and guidance was reported by school staff to start in year 9 initially with an aim to support GCSE choices and building more towards the post-16 destination over time. By year 11, most of the schools in this research were delivering one-to-one meetings to all students to confirm post-16 choices and provide support to those young people who needed it.

The local authority-employed advisers worked in multiple schools providing targeted support to young people most at risk, typically identified by their predicted GCSE outcomes and/or an indeterminate post-16 destination, while school-employed or commissioned advisers, as well as teachers, supported the wider year 11 and other year groups.

Resourcing was a key concern for schools and it was the case that some would have liked to offer more, to more of their students.

Box 2: A view into careers guidance provision from an LA-employed careers adviser

Careers Adviser: It depends a lot on the school and their careers education programme - for example, some schools do careers work with years 7 and 8, but others don't approach it until years 10-11. A big issue is that a lot of students in years 9 and 10 feel it's too early to be thinking about work and careers, or don't feel ready to think about it. One way of helping is to present it in a fun way or straightforward way, linking GCSE subjects with typical job types. I always present Apprenticeships as part of students' choices, but I'm honest and realistic about how hard they are to get hold of and how students would need to get good grades to beat the competition.

The literature review (Chapter 4) and some interviewees highlighted the importance of advice to feed into GCSE choices since these choices are the first narrowing of the curriculum and the wrong choice may limit progression post-16 or at minimum, lead to a set-back to plans. A provider making this point noted:

Schools are too often directing pupils towards "soft" subjects, such as business, media or, for female pupils, health and social care. However, they don't make clear links between these courses and their pupils' careers prospects. Technical subjects are not the focus for schools and the content of the curriculum typically does not reflect the needs of industry.

Training Provider (construction trades)

The data collected for this research cannot confirm or refute this position, although information from an apprentice suggests that not all schools have the narrow thinking that the provider fears.

Box 3: Advice about what subjects to take at college

Apprentice C: At college because she was in the A Level crowd, she felt there was an assumption that she would be going to university and received very little information about Apprenticeships there. Her school provided some advice but she felt that it was focused on going to college and taking '*good courses and not fluffy ones*'. While that might have been good advice she felt college had worked out badly for some of her friends. One had taken sciences and maths, but dropped after a year in order to start a course at Level 3 in outdoor activities.

Is under-representation in Apprenticeships known about?

There was no lack of appreciation across all professional interviewees of the issues underpinning under-representation in Apprenticeships by race and gender.

Schools, providers and employers were aware of the common messages about the barriers for different groups. It was widely understood that:

- Low numbers of ethnic minority young people enter Apprenticeships, and family aspirations and cultural traditions affect this. Apprenticeships are held in low esteem for instance in Chinese and some Asian cultures, since they are not seen as a route to the professions. East European ethnic groups understand about the quality of education in England but only as part of the academic route.
- Apprenticeships follow typical patterns of occupational segregation by gender.

Some more nuanced perspectives were also shared, identifying the interplay between different factors. For example, socio-economic status would interplay with ethnic trends such that in an affluent area, Apprenticeships were seen as a working class option.

'It is often less about race per se and more about which country the young person's parents are from. This tends to be a historical issue linked to the reasons behind the influx of immigration in the 50s. For example, Indian young people rarely enter Apprenticeships nor are that interested as they tend to academically able and follow the university route. Bangladeshi and Pakistani young people tend to perform less well at school and are more inclined to enter the vocational route. Another issue can be that Bangladeshi and Pakistani young people have parents who run their own small, family businesses and young people can end up working with them. Many Indian families were encouraged to come to Britain to be doctors because the training system was similar, hence they come from an educated background and this is reinforced as the primary progression route. Bangladeshis largely came to support the growing 'Indian' food industry and tended to be less well educated. Chinese and Far East Asian young people tend to be similar to Indian young people and avoid vocational pathways aspiring to the greater 'prestige' of universities. This cultural heritage tends to be a key factor as well as the added layer of social class. The latter being the key indicator for representation as middle class kids tend to aspire to the academic route and those young people from lower socio-economic backgrounds tend to 'make do' or aspire to the vocational routes.'

Apprenticeship Coordinator, region with high volumes of Apprenticeships

A school-based careers adviser found that the main indicator for those taking part in Apprenticeships was socio-economic status rather than ethnic group as people in the area, regardless of ethnic group, were affluent – therefore for this respondent, Apprenticeships were seen as working class.

In another example, the traditional Apprenticeship sectors were identified as being in occupations traditionally undertaken by men. It was identified that girls

might tend to follow traditional routes if entering Apprenticeships at 16 years, but that this might change as they get older and gain more confidence to be different from the norm. However, achieving change was seen to be problematic since a catch 22 situation tended to inhibit progress.

'Gender under-representation is the same as the workplace in general and reinforced by stereotypes around occupations and sectors. As an Apprenticeship is job based the issues are no different. However, it becomes a vicious cycle where you hope you can change the attitudes of young people, but they will avoid the risk of certain sectors because they think they won't fit in as it is dominated by a particular gender. It takes great drive and determination to break through this.'

Apprenticeship Coordinator, region with high volumes of Apprenticeships

Other interviewees spoke about the general barriers to Apprenticeships for some groups and in some contexts. For example, young parents would be entitled to Care to Learn funding of up to £170 per week to cover childcare costs if they entered full-time learning, whereas those entering an Apprenticeship would receive no government funding for childcare at all. Families in receipt of benefits would not be affected so greatly by young people entering full-time education, whereas they would lose out where young people were on an Apprenticeship.

One careers adviser, a former Connexions adviser, considered whether their support to the most disadvantaged young people had reinforced ideas that Apprenticeships are a second choice or second chance for those who had failed to succeed in academic studies.

Since it might be judged that knowledge is well spread about the factors that limit the uptake of Apprenticeships for different groups, the next question has to be whether stereotypes – about Apprenticeships or occupations – are tackled within careers guidance provision?

Are stereotypes tackled in IAG?

The interviewees who led work in schools indicated that there was a role for tackling stereotypes within careers guidance although views on the extent to which it was possible varied. It was apparent that active forms of careers guidance were more commonly in use including the provision of tasters, 'Women into [construction or engineering]' events and in some cases, employers were encouraged into schools, and these are explored later in this chapter.

In respect of tackling stereotypes, there were varying ideas of what needed to be addressed and how far careers guidance could intervene. Some advisers reported that tackling and challenging this was a standard part of the service, noting:

'There are always issues for careers guidance to address – people want what they can't have, parents want something that the young person doesn't, expectations are at odds with reality, nurture and the local labour market. It is down to the skills of the adviser to assess what the young person can cope with and take on, whether to drip feed or take it on directly.'

A local authority employed careers adviser

When questioned specifically on gendered and/or race-influenced decisions, views were more mixed about whether advisers could and/or should intervene and whether interventions in wider society were necessary to open more pathways to young people.

'I think it's their life. But if we're looking to change society then we need some sort of intervention because of the intuitive knowledge that people have of the world of work. When they look around and see who's doing that job, and when they are having conversations about different jobs, people absorb that and that impression gets socialised. If you want to challenge stereotypes [in IAG] you need to be very supportive. It's not actually encouraging, it's their decision in the first place and if they say that's what they're interested in, then it's important to make sure they feel supported in their choice.'

Local authority employed careers adviser

With support and encouragement in mind, another adviser described their approach to supporting students whose choices were atypical for their gender, which surrounded providing encouragement and working to boost confidence. The adviser would also support them in applying for Apprenticeships and preparing for interviews. As part of her meetings with young people, she will always check their choices, such as asking girls who enjoy science or maths, *'have you thought about engineering?'*

However, the research with apprentices indicated that not all had been challenged about their thinking, which may suggest a greater emphasis on demand-led guidance than an approach that is more exploratory. It is not possible to comment on what is actually the case on the basis of the evidence gathered for this research, although the data indicates some considerable variation in the views of guidance providers and the experiences of young people.

Box 4: Not challenged about her thinking

Apprentice D: She had heard of Apprenticeships prior to her current job. When she was at school and they were applying for sixth form, some of her peers progressed into college while others gained Apprenticeships. She took, what she called, the ‘*stereotypical*’ route of A levels. Apprenticeships were seen as a ‘*last resort*’. During her sixth form studies, she attended a university fair, in order to explore the courses offered by different universities. Here she found out a bit more about events management; it was not simply about running events, there were elements of business management, marketing, and accounting. Following this, she spoke with the careers adviser in her school in more detail about events management and they gave her information about relevant university courses. At this stage, university was the preferred route and she felt that no one challenged her ideas of how to enter this occupation.

Schools-based staff indicated that challenging careers and post-16 options might need a broader angle and that raising aspirations was critical whatever the circumstances; part of that was ensuring that young people were aware of the full range of options available to them and were not limited by the ideas of their parents.

It’s important to challenge because everyone has the right to do the best they can in life. If they say I’m not capable or an occupation is not suitable for them, then that is narrowing their options down. We focus on widening participation and widening their horizons – I believe in this because of my own background. I come from a working class family – my Dad was a binman and until I was 18 I lived in a house with no bath and an outside loo. I was the first in my family to stay in education beyond the age of 14. And I went on to get a degree from Cambridge. I don’t say it to show off but to show the power of aspiration. In [this area] you are expected to follow in the footsteps of your family. We need to give our students the idea that they can do more than their parents and broaden their career options

Teacher and senior staff member in school, working class area

Their careers work is perhaps slightly different to other schools – in other schools it’s about raising aspirations, but because they are a very high achieving school it’s more about widening young people’s horizons and getting them to look at all the doors that are open to them. However there’s only a limited amount of time that careers tutors have with students.

School employed careers adviser, middle class area

It is apparent that careers advisers can provide some support, and it should be noted that some identified the need for a wider and more consistent package of careers education ahead of guidance, however there are limitations to what can be

achieved. The next section considers who else influences young people's choices and the actions that are taken that extend beyond traditionally delivered careers IAG.

6.1.3 Who else influences choices?

The existing evidence suggests that careers advisers are some way down the list of influencers of young people's careers decisions. Parents and teachers typically feature more highly (for example, see Newton et al., 2007). While typically, providers identified that it was the schools that should do more to increase awareness of Apprenticeships among their students, they, and schools' staff and apprentices illustrated how others might influence decision-making.

Some interviewees identified the increasing influence of television for example, programmes such as CSI which they felt encouraged young people to consider forensic science. This kind of programming was reported to support a broadening of views of occupations and careers, encouraging young people to think more widely about healthcare rather than medicine. However, it was also recognised that many programmes present traditional images of sectors highlighting doctors or lawyers, and that these can often be quite unrealistic careers for young people to aspire to.

Parents were also seen as a key influence, although it was recognised that they might have unrealistic ideas about what their child might achieve. This was noted as particularly problematic in some ethnic minority communities where parents aspired for their children to enter the professions and did not understand that Apprenticeships could lead to fulfilling and sustainable careers in related occupations.

Work experience was seen as valuable since it would deliver some insights into the world of work, and should it be possible to broker a placement in a sector relevant to the young person's aspirations, this could help confirm their choice. However, a number of interviewees highlighted that a consequence of the Wolf Review into vocational learning had been diminishing opportunities for work experience pre-16 as education and training providers followed recommendations that post-16 work experience should be encouraged. This was reported as detrimental by employers who reported that young people had reduced opportunities to gain insights into the realities of work in their sector of choice; this lack of insight could mean that, in time, retention of young people in Apprenticeships was undermined.

It was reported that it was difficult to gauge relative influence of school careers compared with other sources of influence. The weight of views indicated that schools have a big part to play, and subject curriculums would benefit from links

being developed to future employment or study. It was apparent that schools and teachers should be aware of the influence that they could have, since these might provide a counter-balance to stereotyped views of parents and some ethnic minority communities.

Box 5: Encouraged to think about different post-16 pathways

Apprentice E: Our school had its own Connexions office so every now and then we'd have an individual meeting with the Connexions adviser. They'd tell you about what your possibilities could be. So it was kind of information through that but mainly, my engineering teacher sent me information about this Apprenticeship vacancy and just said '*if you don't fancy the academic side, or you do, but you fancy doing something else in the meantime, give it a go, just apply and see how you get on*'. I was really grateful for that.

6.1.4 What actions are taken beyond IAG?

The range of interviews demonstrated that a great deal of activity was taking place beyond tackling stereotypes about occupations and Apprenticeships within IAG. However, despite this, many interviewees identified difficulties in delivery, and that careers guidance was not supporting the effort expended. Perhaps what is most challenging about activities beyond careers guidance is the difficulty of measuring effect and return to investment.

'We put a lot of effort and cost into promoting diversity in schools but we do not see the returns we would like. Ultimately, these activities are not driving our numbers up. We have a separate quality improvement plan purely to grow our equality and diversity but it is the one continual area where we struggle to make considerable improvements.'

Employer

More than this, it was apparent that establishing the collaborations needed to take these efforts forward was not necessarily straightforward. While there appeared some considerable consensus that collaborative effort was required, each type of respondent identified that others put up barriers.

This section explores the nature of collaboration between some key players in the school years, specifically between schools and providers and schools and employers.

What do collaborations deliver?

The types of activities delivered through collaborations are broadly consistent. Providers are invited and want to offer more sessions where they can give

information about Apprenticeships to school students. There also appears to be a substantial amount of active careers guidance activities being delivered through school-provider collaboration which includes taster sessions and 'have a go' events.

Providers, and more specifically, FE colleges or universities, can be involved in or lead key initiatives, such as the women in science and engineering (WISE) scheme. Other collaborations between schools and providers include careers fairs and events.

More typically, employers offer role models to schools and lead information sessions. However, it was apparent that it could be challenging to resource this activity at any scale for many employers; moreover, that the business environment could affect their extent of engagement with schools.

'We are currently involved in less work in schools because of our own falling demand for Apprenticeships, we don't want to create a demand among young people that we can't meet.'

Employer

Providers tended to report that their access to schools was limited and they would welcome more opportunities to lead activities with school students. Limiting this, it was identified that funding considerations could act as a disincentive to collaboration since where schools offered post-16 provision it was in their interests for students to progress to the sixth form, rather than a training provider or FE college in the local area.

Both providers and employers noted that they led activities that aimed to address stereotyping of Apprenticeships or occupations.

The schools that were interviewed indicated that they would welcome more collaborative opportunities with providers and particularly, employers (it should be noted that schools were not matched to providers or employers as part of the case studies so that this presents a general and not a specific view). It should also be noted that schools found it resource intensive to reach out and engage with employers which could limit potential collaboration.

From all the professionals involved in the interviews, there were indications what the others could do – whether that was being more responsive in following up opportunities or providing increased support. It was not clear what was discouraging further collaboration in local areas, other than funding and resource considerations.

6.1.5 What might create a change?

This final section related to the school years considers potential ‘game changers’ and ‘limiters’ in the agenda to increase diversity in Apprenticeships.

Potential game changers

There are indications that some key policies are starting to have an influence – at least in the view of these operational stakeholders. The increases to university fees are leading young people to think differently. Some of the apprentices interviewed for this research were highly debt averse and therefore welcomed opportunities to learn while they earned – and to be able to access university level qualifications through work-based training.

It was also apparent that they felt an Apprenticeship would set them apart from graduates – since not only would they have qualifications, they would have experience on the job. Fear of debt was also reported to be affecting parental views and some interviewees noted that parents were now encouraging young people into work in order to support themselves.

Box 6: Rejecting university because of student loan arrangements

One apprentice had originally opted to study maths, biology, law and psychology at A Level but *‘I absolutely hated it’*. The college were supportive and allowed her to change options and sign up to take A Level politics in one year: *‘It was tough but it was probably the best thing I ever did because I enjoyed it so much more’*. She had been a high achieving student throughout school and was on track to go to university. She reported that she had really enjoyed school, but had not enjoyed college and attributed that to the style of learning in most subjects. She liked her politics A Level as it *‘was very much discussion and debate based’*. By the end of college she realised that she had had enough of conventional education, but more than that, *‘the idea of going to uni was just horrifying. And I’m someone who can’t stand to be in debt, so I don’t like the idea of that level of debt, it’s kind of scary... the problem is, it’s the cost of university. That’s my issue with it’* and it was this view that had led her to consider an Apprenticeship.

The FE Loans were also noted as potentially changing the context. There will be less time for students to experiment over the right choice before they become in scope of paying for their learning or training. This may drive them to consider Apprenticeships earlier within their options.

The policy to raise the participation age (RPA) was also noted as influential by some although as lacking impact by others. Positively, when full guidance was provided about post-16 options, young people who did not want to continue in full-time education came to understand that Apprenticeships were an acceptable

option to meet their duties under RPA. One school noted a particular effect in respect of demand for Apprenticeships among students with disabilities, learning disabilities and difficulties, or emotional and behavioural conditions in this regard.

However, concerns were expressed about school and college responses to this policy and particularly, impacts in respect of short-term rather than sustained destinations. While schools will be measured on the sustained destination of their cohort, interviewees indicated that short-term measures of destination prevailed in the concerns of the schools they dealt with. In time, there might be greater awareness that ensuring the right progression opportunity, which might entail an Apprenticeship, would deliver a better outcome for schools.

'The ethos at the moment is that there is a real push to make sure that everyone has a destination and for me that's missing the point because there's not enough talk about making sure they engage in the right thing and I think we're storing up problems down the line... So particularly from the perspective of Apprenticeships where we're trying to improve opportunity awareness and challenge people to try things that perhaps they haven't done in the past, I don't think that's really happening because the ethos seems to be get them to apply for something and then that's it, that's them done.'

Local authority employed careers adviser

A further point was made, which related less to current policy but would indicate what more might be needed in future. There was a call for information that would support those delivering advice in schools in order that they could better prepare their young people to compete for an Apprenticeship.

'What we don't know is the combination of qualifications and attributes that makes a successful Apprenticeship applicant rather than an unsuccessful one. We need more on that in order to prepare our young people to succeed. This is the weak link in our careers provision – we don't know what it takes to become an apprentice – we know what you need to get into college, we know what you need to get into a job or to go to sixth form, but we don't know about the particular combination necessary for something that involves work and training.'

Teacher and senior staff member in school

Limiting factors

While there are policies that may potentially increase interest in Apprenticeships and improve the inclusiveness of the programme, there are also policies that may limit progress, in the view of the operational stakeholders.

Key amongst these is the impact of the Wolf Review of vocational education (DfE, 2011b). The result of this review has been the removal of many vocational qualifications from the list eligible for school league table results. This is a disincentive to the provision of these qualifications and was felt to be closing down the vocational pathway pre- and post-16. Furthermore, recommendations of the Wolf Review have been understood to mean that work experience opportunities should be removed from the pre-16 experience of most students and delivered post-16 instead. In the view of stakeholders, this meant that the youngest age group for Apprenticeships lacked any real insight into the world of work and their ability to compete for an Apprenticeship opportunity would be severely limited.

In this, and other related projects (Maguire and Newton, 2013), there is emerging evidence that capacity in under-performing schools is limited and beyond efforts to improve the overall quality of education, there is no resource to support 'extra curricula' activities.

A final point related to the restructuring of careers guidance services and a concern that young people who are unable to sustain their post-16 destination would not know where to turn.

'The lack of a drop-in advice centre in the community now is a problem – the careers service has been hit with the demise of Connexions. Young people who leave school and hit a crisis point don't know where to turn. There is the National Careers Service, but how are they meant to know about it? ... It's no good leaving it to parents – they don't understand the education system, they don't know the difference between different qualifications or between intermediate and advanced Apprenticeships.'

School-employed careers adviser

This section has tracked the key issues that stakeholders identified within the school years before young people are able to take up an Apprenticeship. In the following section of the report, views of the post-16 transition are examined.

6.2 Pathways and transitions

This section looks at the next stage in the journey from school to Apprenticeship by focusing on what is done to support young people into Apprenticeships. It will be seen that the journey is not always about young people making a transition from school to Apprenticeships, as many apprentices are now older (See Chapter 3) and are actually in employment before they are 'converted' onto an Apprenticeship training programme.

This section draws evidence from interviews with schools and careers advice professionals, training providers, employers and apprentices.

6.2.1 What support is delivered to increase diversity?

The focus of this report is gender and ethnic diversity, consequently this section first centres on what is being done to increase diversity in Apprenticeships in general and will then go on to examine specific issues affecting ethnic diversity and gender equality.

Equality and diversity is increasingly under the spot light due to the new Ofsted framework (Ofsted 2012b). The new handbook, published in 2012 and updated in 2013, includes the promotion of equality and diversity through teaching and learning as a core criterion when assessing the quality of teaching, learning and assessment. Providers who have recently had inspections under the new regime talked about embedding equality and diversity practices into everything they do from executive board-level meetings and monitoring statistics, to inductions for staff, and development of resources to modules for apprentices and working with employers. Providers also incorporate equality and diversity criteria into their monitoring systems when they visit apprentices in the workplace. A number of providers working on hairdressing frameworks had examples of how equality and diversity could be incorporated; from offering frameworks in afro-Caribbean hair to running standalone sessions such as how to work with customers in a wheelchair or wearing a hijab. One large local authority thought that in reality, equality and diversity is a '*work in progress*' for many providers: since the changes to the Ofsted framework have only recently been launched, this may well be the case.

Some of the interviewees from colleges and training providers were aware, and were able to talk about, the demographic breakdown of their apprentices. Some were also able to compare their organisation's profiles to the national statistics and used these as a benchmark. The focus on data enabled discussions to take place at a senior level about the progress being made in terms of diversity of starts, and could identify other issues such as differences in retention and completion rates.

Box 7: Embedding equality and diversity

A training provider who had recently been inspected by Ofsted, noted that they had an increased emphasis on equality and diversity throughout the organisation. Equality and diversity is now part of the workforce development strategy and included in one-to-one discussions with staff, within CPD training and as a key performance indicator. Equality and diversity are discussed in senior management meetings in order to monitor the agenda and the statistics. This provider is proactive: starts are tracked for retention and success rates. The provider believes that communication is critical to their success; everyone knows that equality and diversity is on the agenda and is embedded from staff inductions to student resources.

Another provider runs regular focus groups with female and ethnic minority learners to see whether there are any issues that need addressing and to see how their student experience can be enhanced or whether they have any other support needs.

Providers frequently put in place support measures for learners with learning difficulties or disabilities (LDD) such as pre-Apprenticeship training and alternative methods of assessment. Some of the activities that providers listed as attracting or supporting a diverse cohort of apprentices were often activities that were used more generally to support apprentices. This included mentoring support in some cases – the rationale for this being that issues such as caring responsibilities or ill-health can arise at any point. The methods used to attract new learners were not directed at any particular groups and encompassed: careers events, advertising including newspapers, websites, social media and search engine optimisation.

While this group of providers used general methods to recruit new learners and hoped that this would help to increase the diversity of their Apprenticeship starts, there were other providers who did not put in place any 'special measures' to support increasing ethnic minority or gender diversity. Their argument for not doing so was that:

'Anyone who applies gets treated the same...anyone can be offered an Apprenticeship – I don't look at their ethnic background...if a girl's is good enough she will get an Apprenticeship place'

Training Provider

'No special measures are in place and nor would I want them'

Training Provider

This may demonstrate a lack of understanding on the part of these providers that achieving equality is not about treating everyone exactly the same; rather, it can be about treating people differently to give them the same opportunities.

6.2.2 What efforts are made to encourage ethnic minority participation?

There was some consensus of opinion among providers that in their Apprenticeship provision they could only reflect the make-up of the local population in which they operated; consequently, in predominantly white areas providers noted that it was not possible to achieve the same number of ethnic minority starts as was possible in areas with more varied populations. However, it was not the case that in areas with highly diverse populations, a large number of ethnic minority starts would be achieved; a provider in such an area noted that their Apprenticeship cohort was far from commensurately diverse. Another put a case that the sector population should be used as a benchmark for diversity, rather than the local population.

Providers described the actions they had taken to attract learners from ethnic minorities, such as targeted marketing and targeted, culturally specific information, but often noted that their approaches had not worked. Some were unsure that this effort could be sustained in light of the limited impact and low return to their investment in these activities. Some of the providers who had taken part in the Diversity in Apprenticeship pilots had been unable to mainstream their pilot's activities, despite sustainability being a key outcome for the funding. In part, this was attributed to a lack of ongoing funding which meant key staff were lost.

Providers identified also some cultural or religious practices that presented barriers to participation in Apprenticeships and occupations – for example, precluding young Asian women from working in predominately male environments or Muslim women working in hairdressing. Expectations for women in some communities to get married at a young age were also seen as impacting on their retention within Apprenticeship frameworks since, although they might start an Apprenticeship, they might withdraw in order to get married.

Providers also pointed to difficulties in gaining access to certain groups: one provider who was located very close to a Bangladeshi community centre had received only five referrals from the centre in five years. Another highlighted what they perceived as the issue of the skills sector itself being mono-ethnic and that being an additional hurdle to accessing ethnic minority community groups since the provider is typically not culturally congruent with the ethnic minority young people and parents they are trying to engage with.

Box 8: Culturally-congruent support

A young Muslim apprentice was working in palliative care in a care home. The only place to pray was a passage-way and the apprentice thought this was inappropriate. The Muslim mentor challenged the apprentice; there is nothing in the religious texts or guides to prevent prayer in such a setting. The apprentice accepted the advice and thanked the employer for providing space to pray. In other circumstances, a decision might have been reached by a non-culturally congruent provider to remove the young person from this workplace.

The data in Chapter 3 highlight the disparity in retention rates between white and ethnic minority apprentices. Providers were mixed in their perception of this issue; very few highlighted it as something they were aware of within their own cohort. One provider who was concerned about the retention of ethnic minority learners, thought that differences were due to administrative factors such as no staff taking responsibility for supporting ethnic minority apprentices or staff leading assessments and missing signs that additional support might be needed.

Some of the providers thought that new Apprenticeship frameworks helped to attract more ethnically diverse learners since these have widened Apprenticeships to higher status 'white-collar' roles rather than the traditional trades and crafts. Since expanding into business-focused Apprenticeships, a few providers have found that they are attracting greater numbers of candidates from ethnic minorities.

6.2.3 What actions are taken to address gender segregation?

Whereas the local demographics were seen to impact on the potential for ethnic diversity in the recruitment of apprentices, this was not a concern in respect of under-representation by gender. For gender equality, the main barriers were identified to be occupational stereotypes and lack of careers guidance to overcome these. As the analysis of the composition in Apprenticeship starts by gender and ethnicity shows (see Chapter 3), occupational segregation by gender cuts across ethnic and cultural identities, and is not specific to any single ethnic background. As one training provider who worked mainly in hairdressing stated:

'It's not BME we have a problem recruiting – it's males'.

Training Provider

Providers encountered barriers from employers to taking on atypical apprentices - some employers held beliefs such as 'girls can't lift' (in mechanics and construction) or worried about boys taking on child care roles. Training delivery patterns could also impact on the accessibility of programmes for young parents. Their concerns surrounded whether the training would fit in with, for example,

the school run. One provider of childcare and playwork frameworks had deliberately timetabled their training so that it would fit in with school hours.

Many of the providers had used role models to promote non-traditional sectors to young people. This involved current or past apprentices who had taken part in atypical Apprenticeships speaking to young people at schools, careers events and open days. In addition, case studies were frequently used by providers within their marketing or on their websites. Providers and stakeholders thought that young people in particular would be inspired by role models and older people would be more likely to be inspired by other adults such as careers advisers. The burden on role models and ambassadors requires consideration and as does whether stereotypes are reinforced by well-meaning but ill-placed comments.

Box 9: Why the use of role models requires careful consideration

'We often use gender atypical and ethnic minority Apprentices as positive role models, but you are swimming against a huge cultural tide, often celebrating minor successes without making any meaningful and sustainable change. I was at an awards ceremony recently where they had clearly hand-picked as a guest speaker a young girl who had become an engineer. She was interviewed by the compere, who kept saying to the crowd, 'Isn't it amazing - a successful young girl in engineering! Hasn't she done well!' The audience were predominantly male and the interview simply reinforced the very stereotyping that the desire was to undermine.'

Similar to the situation to address ethnic diversity, some additional measures had been put in place by some providers specifically to support or attract females. This included using positive imagery in promotional material and focusing on improving retention rates by offering additional support such as women's support groups, or providing support on some of the barriers that females may face in the workplace, such as handling difficult situations or 'banter'.

Box 10: Supporting apprentices to handle difficult situations

A female engineering apprentice came up against a situation at her training provider: male learners had been making inappropriate comments about her personal life.

'They [the provider] asked why I'd let it get to that extent and I felt that at first it was sort of banter but as time went on, they felt that they could say more and do more. And then, they stopped the boys from coming to college for a couple of weeks while they interviewed them and heard their side of it. They got a formal written warning for it in the end, but it's alright now. There's no repercussions at all, it's sort of - settled and that's it, there's nothing else, move on, move forward, don't do it again. It's fine now'

6.2.4 Information, advice and guidance seen as separate entities

Many of the interviewees distinguished between the different strands of information provision, advice-giving and guidance. Discussions about information provision focussed on getting information to potential apprentices and other interested people such as parents and guardians. Information provision was seen by providers as the most important way to increase awareness of Apprenticeships. They included in this, information-giving events such as college open days and parents' evenings. Giving information was identified as being capable of bringing about a major shift in perception for parents about occupations and Apprenticeships in general.

Under the new arrangements (see Chapter 2), careers advice services are now commissioned by schools (and colleges) and as a consequence, interviewees mentioned examples of activities that used to be on offer but that are no longer available (such as talks to groups of students). Interviewees also highlighted some reluctance among many schools to engage with external careers professionals, leading to fears of a lack of impartial careers advice. Those careers advisers who were interviewed and who led work in schools, as well as providers who gained access to schools, noted that they undertook activities including 'guess my job' and arranging for female apprentices to go back to their old schools to give talks.

Extensive marketing strategies to distribute information about Apprenticeships were also noted and focussed not only on learners but also on employers. These included direct mailings to careers teachers at schools. As one provider highlighted, choosing the right method for the audience is important as some sectors are not as based around digital media as others.

There were also discussions of advice to potential apprentices and employers. Careers advisers and providers often gave advice to apprentices about travel since they perceive this can often be a barrier to take-up. Opportunities to give advice about applications can be limited since individuals can apply direct for Apprenticeship vacancies using the Av website. Careers advisers noted that they would welcome more opportunities to encourage and support individuals to think more about their applications/submissions as part of the process in order that when they do it independently, they do it well. However, various factors limited the support that could be offered including time and access to the internet during an advice session. Providers also thought that some young people did not understand the different levels of Apprenticeship on offer and the impact this could have on their next step. When applying independently for an Apprenticeship via Av, individuals could either progress to a higher level or repeat a qualification level they had already achieved. Earlier in this report, prior qualifications were looked at in relation to success rates. Most consistently, and prior to starting Apprenticeships, interviewees noted that individuals are offered

guidance about the best route for them to take, whether they are ready for an Apprenticeship and/or whether they would be better off doing pre-Apprenticeship training. However, there remains a question over how accurately information about prior qualifications is being recorded.

6.2.5 Policy impact on post-16 and post-18 choices

The interviewees involved in supporting post-16 transitions thought that recent changes to higher education policy were having an impact on the choices being made by young people. The Raising of the Participation Age (RPA) policy was seen by many to have had limited impact thus far. Some training providers hoped that it would mean that more thought would be given to Apprenticeships as a way of maintaining engagement and meeting the 'jobs with training' criteria for an approved destination. However, many interviewees worried about whether current careers guidance provision in schools, which was already considered to be limited and biased, could give a full reflection of the options open to young people. There are concerns that raising of the participation age is confused by advice-givers, either deliberately or mistakenly, with raising of the school leaving age and messages are given to young people that they have to stay on in school or college. Some providers are also worried that if young people takes the 'wrong route', they may become disaffected and could be disadvantaged if they wait until 18 to take up an Apprenticeship, since when they reach 19 they will miss out on the 100 per cent training subsidy.

Some providers struggle to support young people who do not meet the entry requirements into Intermediate Apprenticeships (which may disproportionately affect some ethnic minority groups); providers were unsure whether traineeships will motivate these individuals to engage since there is no guarantee of a job at the end of the traineeship.

At the other end of Apprenticeship provision, the increase in fees is driving young people to consider opportunities to gain qualifications in a more 'cost efficient' way and avoid debt. Alongside this, some interviewees linked an increasing awareness and uptake of Higher Apprenticeships which deliver university level qualifications as part of training. As noted in Chapter 4, the literature refers to a phenomenon known as 'reverse transfer' where instead of 'progression' through education with Higher Education at top, there is now a trend for graduates to go on to get vocational qualifications. This was certainly the case for some of the Higher Apprentices who were interviewed as part of this qualitative research who wanted a more applied experience. The growth of Higher Apprenticeships was seen by some as a way to tackle the esteem and parity issues of Apprenticeships in comparison to higher education. However, the ILR analysis in Chapter 3 does not reflect the position of providers who thought that diversity was increasing in

Higher Apprenticeships; however this is most likely a consequence of a time lag in the data whereas providers' experience is 'real time'.

Box 11: Highlighting potential pathways

One provider has a chart which maps the relationship between vocational and academic pathways and provides details of how individuals can progress from their Apprenticeship into academic qualifications should they wish. This has been particularly valuable in light of the increase to university fees, which has had the effect of intensifying interest in Apprenticeships among high achieving students. Being able to show how Apprenticeships deliver qualifications up to university level and allow for transfer between vocational and academic qualifications has been particularly important to this group since it keeps their options open and allows them to achieve the types of qualifications they aspire to.

6.2.6 Providers working in partnership

Some providers are part of local provider networks and share local labour market information and information about funding. They collaborate to deliver 'have a go' events, and arrange to have presence at more events by sharing responsibilities. This helps with the sustainability of such events since costs are shared amongst several providers. Networks provide an umbrella for collaboration. Some providers fostered collaboration either through written agreements or 'gentlemen's' agreements'. Provider networks can also be a focal point for activities such as liaising with other local organisations such as Jobcentre Plus or Local Enterprise Partnerships.

Some of the provider interviews included representatives from Apprenticeship Training Agencies (ATAs). These interviewees reported some difficulty in working with training providers and colleges as they were seen as competitors, despite being able to offer support in addition to the training provider.

'Our support means that they're [young people] more likely to be retained in training to the 26 week point which is what the provider needs. But they still view our support as an interference.'

Training Provider (ATA)

Another provider that had experienced the same difficulty as part of the Diversity in Apprenticeships pilot delivery, had started to overcome this by publicising case studies of where they had worked successfully with their mentors and where an assessor from another training provider had supported the same apprentice. In these instances, the mentors led work shadowing with assessors in order that each was more aware of what the other does.

Careers advisers also spoke of being part of networks. A school-based careers adviser reported extensive work to develop employer links and reported that she found Apprenticeship vacancies and opportunities through these employer networks. However, since the school is not an Apprenticeship deliverer, the employer contact has to be passed to a local college or provider to broker the vacancy. She had found that responses varied; her employer contacts were not prioritised by the local post-16 providers and vacancies were left unbrokered. This adviser wanted greater local collaboration to support post-16 Apprenticeship opportunities. In contrast, providers reported that it was important to maintain links with careers advisers in order to make sure that they are invited to careers events that they put on which can be a link into schools.

6.2.7 Working with employers and conversions

To support the transition of young people into Apprenticeships, liaison between schools and employers or providers/colleges and employers was seen as crucial.

'We cannot change the world or the legal framework. However, through constant engagement with employers we can make a difference'

Training Provider

Some of the larger providers and colleges have dedicated teams whose job it is to work with employers to secure vacancies or work with existing employees to maintain recruitment with them. Methods to engage new employers include mailshots, telemarketing, advertising via sales teams and putting on events – some tied into Apprenticeship Week. In addition, some schools and employers collaborate to offer skills competitions. There was also an example of an employer that offers the winner of the competition an Apprenticeship position. More typically, schools and employers collaborate to provide open days where schools go to an employer site and pupils see various professions in action.

Box 12: 'Girls into Engineering' days.

A provider arranged for female students to visit a local, large refinery, meet female staff, and take part in practical tasks associated with the job. This was not arranged without difficulty. Getting schools engaged in the planning was difficult, with the logistics of the day cited as a particular problem: the timing of the visit meant that GCSE pupils were busy, and opening it up to younger pupil presented health and safety concerns. With respect to including younger age groups, employers wanted to see a more immediate return on their investment rather than seeing the visit as an investment in the future. Another challenge was the lack of selection; the provider would have preferred that the schools had done more to pick girls who were motivated to look at engineering or on track to get good STEM qualifications, rather than those who simply wanted a day off school.

The interviews showed that typically, 'Girls into Engineering' days were deliberately NOT tailored for females, aside from inviting only female pupils. The aim of these days was to present a career in engineering as accurately as possible. Typically, female engineers described stories of being the only girl in a cohort and how they had dealt with this, and such examples could be used more to encourage girls to apply. One girl who had been on such a taster day later applied for an engineering Apprenticeship.

A number of providers reported that they relied upon 'repeat business' with employers – building up relationships over a period of many years. These employers regularly employ one or more apprentices each year. Budget constraints on marketing and outreach work can make it more likely that providers rely on existing contacts. It was seen to be harder to engage with an employer for the first time than to generate repeat business.

'Employers quickly realise the added value of an apprentice and after that usually continue to take on apprentices'.

Training Provider

Liaising with employers can help providers to identify the appropriate framework for the apprentice to undertake and to match the requirements of the job with their learning needs. Providers' employer teams can conduct skills-scans of employees who can then be put forward for Apprenticeships; they can also lead initial 'learner' assessments.

The success of the relationship between provider and employer is seen to be dependent on the attitude of the employer as well as how the employer is viewed by the provider.

An employer who has close links with schools noted that these links resulted from the organisations' positive impact on the local community and economy. Providers' employer teams often appeal to 'corporate social responsibility' in order to promote Apprenticeships as a way of supporting the local population and helping to tackle unemployment among local young people.

In order to engage with employers, providers are able to offer financial incentives to employers such as the Apprenticeship Grant for Employers (from the National Apprenticeship Service) and local grants (from Local Authorities). Some of the providers have concerns about this approach which they thought could attract employers who were motivated only by money and who would not commit to

training; this potentially might create issues later on around long-term retention for the apprentices¹.

Just as providers say their apprentice recruitment is dependent on local demographics, some of the providers and careers advisers also highlighted that Apprenticeship availability is dependent on the local labour market. Many of the providers reported that they work with small businesses, often in deprived areas. The consequence of this local labour market dimension is that if there are not suitable employers in their area who are recruiting for the type of work they are interested in, a young person will not be able to do an Apprenticeship.

Large employers may have their own in-house training schemes or work with national providers to deliver Apprenticeships, whereas small employers are more likely to need the support of a training provider and are likely to have less time to dedicate to this relationship and to workforce planning.

'They're thinking about the issues with the long-term and how busy their business is going to be. They are either too busy in the short-term or we have issues with difficulty as they are not entirely sure how much work they'll be having.'

Training Provider

Large employers are also thought to be more likely to attend careers fairs, including national skills fairs and annual employer events. As well as the difference in size, careers advisers and providers thought that there were differences in sectors, related to Apprenticeships being more common and having a longer history in some sectors.

Challenges of establishing collaborative relationships

School, careers professionals and providers noted a number of barriers in respect to their work with employers. In particular, employers' recruitment preferences were reported to not be in keeping with equality and diversity legislation – for example, some employers made requests to have specific types of applicants referred to them. Some employers, (specifically SMEs) were thought to have predominantly 'traditional' views, particularly about the gendered nature of work. A number of providers highlighted this as a challenge but some were reluctant to tackle these views.

'They are difficult enough to engage without making further demands...it would not be sensible to interfere'

Training Provider

¹ The evaluation of the Apprenticeship Grant for Employers has found very little evidence of this (Wiseman et al., forthcoming)

'I don't see a point in sending an apprentice for an interview if they have very little chance of success.'

Training Provider

One solution devised by a training provider was to up-skill employer-facing staff so that they are better able to challenge employers' perceptions, stereotypes and outdated views of what constitutes appropriate recruitment activity. Only one of the providers interviewed for this project talked about stopping working with certain employers because of their demands on who gets selected for interview. This may suggest that others felt there was value to a continued chipping away of traditional and outdated views and practices.

Some providers spoke about the difficulty of referring non-traditional learners to interview with employers who they felt would not fare as well when compared to traditional Apprenticeship applicants.

'We can give them additional support but the employer will always pick the best candidate and that can be someone with experience and a long held interest... We can help young people to consider sectors that they haven't previously but they lack experience and that can mean we can't place them because it's very competitive. It needs the employer on board.'

Training Provider

As this provider highlights, challenges around recruitment, and recruiting non-traditional apprentices, are something that needs discussion with an employer before the applicant is referred to interview. This requires a close working relationship with the employer and an ability to demonstrate that the provider understands employers' needs. Where the relationship between provider and employer worked well was when the organisation or governance of the provider helped develop this understanding. For example, one training provider was set up and run by a board of local company directors; another provider was also a small employer in addition to being a training provider of apprentices for other local companies.

A further difficulty relating to working with employers that some of the providers raised was using the Av system. Some employers viewed Av as an encumbrance, mirroring views of Av amongst those supporting young people to use the system. This was because it is not as quick to use as approaching providers to provide a shortlist of applicants. Providers were also frustrated that Av did not support them to look at why some applicants had been unsuccessful.

Careers advisers from different areas of the country noted that they were frustrated by training providers who advertised Apprenticeships, but required the

young person to find the employer themselves. This approach was felt to be limiting and only viable for young people who know family or friends in the sector they aspire to work in. Careers advisers felt that it was too much to ask of young people to find and start negotiations with an employer to agree an Apprenticeship place when providers have so many difficulties in doing this.

Conversions are determined by employers

The secondary data explored earlier in this report, (see Chapter 3) highlighted the large number of older apprentices who are already employed at the start of their Apprenticeship programme. Some providers reflected on this trend and highlighted that they worked predominately with people referred to them by an employer. In these cases, employers only put forward employees who they think will successfully complete qualifications since they may have to pay for the training costs of older learners. This can lead to a selection process that does not promote the inclusion of non-traditional apprentices. The issue of recruitment and conversions is discussed in more detail in the following section.

6.3 Employment

6.3.1 Support offered to gender atypical and ethnic minority apprentices

There were a number of forms of support offered to apprentices. The most commonly mentioned support mechanism was one-to-one mentoring, either offered by a line manager or a peer, although more informal support was provided through work teams. One apprentice pointed out that his supervisor had been an apprentice himself and that this had been useful in terms of the support he could offer. Some providers and apprentices stressed the importance of providing multiple avenues for support:

'There is a person who looks after them day to day... But I think the big thing is just that support within the restaurant where everybody is working together – it's not seen as one person's job, it's seen as within a restaurant there's a number of apprentices and it's everybody's job to help them progress.'

Employer

'I've got my initial training officer and then I've got [name] who's the overseer of all the Apprenticeship goings on. ...But there's not one person... There's always someone there to say 'oh yeah, I'll give you a hand, what do you need doing?' Which is important because if you feel that you're out on a limb, it's a tough place.'

Apprentice

Most providers and employers were receptive to the idea of support being provided by union learning representatives (ULRs), but relatively few viewed union support as a major aspect of their support for apprentices. In one company, in a male dominated sector, young women who were part of the union were offered additional support meetings in order that they could raise any problems they encountered. However, several providers mentioned that they worked with numerous small, non-unionised organisations and that for a ULR-type initiative to be effective for apprentices it would need to reach out beyond the traditional unionised workplace.

Personal relationships were rated as a very important support function by almost all apprentices; one spoke of the good rapport within his workplace: *'it's laidback, but fun and professional'*. Personal connections could either develop through a good one-to-one relationship with a particular line manager, or as part of a supportive team, depending on the type of work environment. Many apprentices mentioned the flexibility of their colleagues in helping them to fit study in alongside work. Apprentices appreciated being 'treated the same' as other colleagues, not 'patronised', and – in the case of one apprentice with learning difficulties – always being involved in conversations about the additional support he received.

In some cases, support measures were specifically tailored to the needs of non-traditional apprentices (see example of union support to gender atypical apprentices above), whereas in other organisations all apprentices were offered similar support structures, regardless of their background. The reasons for this were varied. Several employees felt that, once they were on the job, apprentices from an ethnic minority background or a non-traditional gender did not vary much in their support needs from any other apprentice. However, several employers felt younger apprentices tended to have greater support needs and those with learning difficulties generally required more tailored support (examples included having alternative options for completing academic coursework, such as using a Dictaphone instead of writing, and completing the Apprenticeship part-time).

One large employer of engineering apprentices found that although they received applications from ethnic minority candidates, it was not possible to employ them as apprentices since they did not meet the required entry standards or perform sufficiently well in the recruitment process. Instead of lowering the standards, which they felt was not possible due to the nature of their work, this employer changed some of the recruitment tests that they thought may be biased and encouraged ethnic minority applicants to take part in preparation events for assessment centres. The employer also continued to offer a Young Apprenticeship scheme. It was found that this was highly successful in helping people to meet the standards required of their Intermediate Apprenticeship scheme and increased

performance for the young participants in all subject areas. The Young Apprenticeship programme was something they consciously targeted at young ethnic minority people in order to help them to meet the standard for Apprenticeships.

The main support mechanism mentioned by employers specifically tailored to their ethnic minority apprentices was related to religion and was to offer flexibility to those who needed it, to work around prayer times and religious holidays. However, few employers felt that the needs of ethnic minority apprentices generally differed in any significant way. Some discussed the benefits of having a diverse workforce generally, where ethnic minority apprentices had role models of others who had progressed through the company.

For apprentices of a non-traditional gender, one employer in a male-dominated environment ran a support network for their female employees, which met quarterly. Several others mentioned the importance of supportive line managers for women working in non-traditional sectors, particularly in dealing with 'banter' in the workplace. One stated that she recognised '*the need for resilience to hold down roles in male dominated environments*'; her background was in IT and she had experienced casual discrimination in the sector. She had tried to ensure her apprentices feel confident to speak up or walk away when 'banter' gets too much.

Another employer had successfully bid for funding from the Employer Ownership Pilots¹ in collaboration with other large employers specifically to provide support for girls through the delivery of outward bound activities, mentoring, careers talks and activities in schools. This project aims to significantly increase the number of girls applying to engineering Apprenticeships opportunities.

Finally, some employers discussed schemes they offered to ease the transition to an Apprenticeship for any young people for whom the route may be challenging to enter. One offered a four week pre-Apprenticeship programme to develop employability, allowing young people to access a range of support through bespoke programmes offered by partner charities.

However, one provider, who had also been involved with the Diversity in Apprenticeship pilots, felt the lesson they had learned from their experience in supporting non-traditional apprentices is that there were no set support structures that could be universally applied to a single group. Not all of their apprentices want specialised in-work support but, where problems do arise, they have tried to take a pro-active approach to ensuring they are resolved.

¹ <http://www.ukces.org.uk/ourwork/investment/employer-ownership>

'That would be another message on Apprenticeships: the support must fit with young people's wants and needs.'

Training Provider

Box 13: Monitoring diversity of the workforce

One company undertook detailed annual monitoring of the workforce and apprentices in each business unit to monitor differences and diversity challenges. They then took action to encourage key groups where they were under-represented in business units. Close monitoring also allowed them to undertake some sort of evaluation of the effectiveness of engagement strategies and equality and diversity policies.

6.3.2 Is it demand or supply?

There were mixed views amongst employers and providers on the extent to which equality and diversity issues within Apprenticeships represent a supply or demand-side problem. For example, one provider felt that the issue was primarily about educating employers, *'because the Apprenticeship depends on them being employed, it depends on the employers being more diverse in their recruitment strategies'*. This provider felt that the issue was more pronounced amongst small businesses, which were much less likely to have strong equal opportunities policies, and were more likely to try to recruit informally, through contacts or workers' relatives. The prominence of small businesses in many sectors in this provider's offer meant that the provider had begun to use their initial discussions and engagement with local employers to encourage them to review their recruitment practices.

However, several employers and providers felt that the root of the problem was not in the attitudes of employers but the qualifications and career ambitions of young people themselves. One provider stated that the job market and the standards of school leavers caused the lack of equality and diversity in Apprenticeships. He felt that recruitment decisions were *'ultimately the employers' prerogative'* and that the decisive factor was how well-equipped and qualified applicants were.

Another provider acknowledged the lack of equality and diversity policies in small companies but felt this was often *'not appropriate or relevant'* for a business of three or four people. He felt that employers were not prejudiced and that their focus was simply on finding the right person:

'The comment that's made time and again is "I really don't care. I want the right person for the job in my company"'.

Training Provider

The only possible examples of ‘discrimination’ this provider reported seeing was around age; this was mainly linked to funding:

‘Attracting funding at 19 is a huge barrier - I’ve seen opportunities go as soon as that’s mentioned’.

Training Provider

One stakeholder working for an engineering association felt that, despite the dominance of men, employers in the sector actually looked more favourably on female applicants due to their perceived maturity at a young age. Another provider felt that many employers were starting to engage with the agenda. The main challenge was in getting them to apply:

‘It’s all about lack of demand’.

Employer

‘I’ve got companies who are continually saying ‘find me some females in your group as well please’. They are actively seeking that diversity in their workforce.’

Training Provider

6.3.3 A focus on workforce diversity?

Some employers found it far easier to attract a diverse workforce than others. Many of the differences reported appeared to be linked to the sector. In some cases this was due to practical considerations (one provider pointed out that over 90 per cent of apprentices in the health and social care sector were over the age of 25, as they were more likely to be able to drive and have access to a car). However, many employers mentioned the ‘stereotypes’ associated with their industries, which could prove very hard to shift. One employer in the catering sector acknowledged:

‘So I think where you would get in some industries that are traditional male, like engineering, where it would be very different for a woman, we don’t have those kind of barriers in our restaurants.’

Employer, Catering sector

Approaches differed between employers and providers who sought to actively challenge stereotypes and those who simply tried to work around them. For example, a company working within power plants reported they had found it ‘very difficult’ to attract non-traditional apprentices. They had tried contracting a company who specialised in attracting more diverse applicants and had senior women championing working in the sector, but the approach had met with ‘limited success’; although their last intake included the highest proportion of female apprentices, they still only accounted for 8 per cent of new starters. The

respondent concluded that many non-traditional apprentices did not find the offer of a *'dirty, coal-fired environment'* particularly attractive. However, they have found that offering a variety of different Apprenticeship frameworks has helped to increase diversity, with different frameworks *'attracting different audiences'*. They have recently introduced a Project Control framework, which is less hands-on and *'dirty'*. This has attracted a greater number of female applicants. Similarly, a construction college and a car manufacturer felt the introduction of high level Apprenticeships focusing on technical and managerial routes had proved more attractive to under-represented groups.

Box 14: Employers engaging with underrepresented groups

One employer in the transportation sector worked with third sector organisations engaging with women or ethnic minority groups to ensure a full range of candidates can access their vacancies, with 46 per cent of vacancies going to ethnic minority applicants last year. They also hold specific open days for women to raise awareness of the jobs they offer, since many may not be aware of what the roles involve.

Whether ensuring diversity should or could be classed as an employer's responsibility was raised by several respondents. Some providers felt that employers focused only on job-related competencies and that this was understandable and reasonable; they just sought the right person for the job, regardless of their demographic characteristics:

'What gets the young people the jobs is that they are work ready – that makes them attractive to the employer, not that they are BME.'

Training Provider

When the issue of diversity was raised with apprentices themselves, most, including those working in traditional non-diverse sectors, welcomed the idea. While some young white male apprentices did not appear concerned about the gender imbalance on their courses – stating they *'enjoyed having a laugh'* with other boys, two expressed very positive views:

'It's good to have a mix of races and sexes as it enhances communication skills.'

Apprentice

'There is a mix of sexes and ethnicities, I think this is a positive thing...I think this is for anyone to do, even if there is a bigger draw for males.'

Apprentice

A (business) case for diversity?

Non-traditional apprentices saw both advantages and disadvantages to their position in the workplace. One male apprentice working in hairdressing stated he would encourage young men to consider the profession and that his friends are *'quite jealous that he gets to spend time with young women'*. Another male hairdressing apprentice spoke of the importance of good male role models in the sector, particularly male hairdressers who had become famous. Female apprentices mentioned the benefits of taster sessions or work experience prior to applying for a non-traditional Apprenticeship, in order to understand what the job entailed and to improve their applications. They also tended to enjoy being on courses where there were other women around and facilities were set up for women. Several women highlighted the differences associated with working in a male-dominated environment but felt it was not a major deterrent:

'Working in a man's workplace I suppose...can be quite challenging but it's never really a big issue. It's just getting used to their sense of humour! ...There's always a lot of banter, obviously, being in a factory.'

Female apprentice

Both female and ethnic minority apprentices did suggest they faced challenges when they felt that they stood out or were different from other staff in the workplace. This was raised by one apprentice who was the only woman on the shop floor and an ethnic minority apprentice who was the only apprentice in a mainly white workforce.

Employers tended to be supportive of diversity, but held less clear views on the business case. The most common observation from those who took a pro-active stance was the desire to *'match the workforce to the customer base'* and to *'reflect the backgrounds of the community the company serves'*. Having non-traditional apprentices could also be a means to attract new customers; one hairdressing salon reported an increase in male customers after hiring a male apprentice. A second major benefit was reputation and publicity; one employer wanted to be *'seen to support young people'* in the community, since their family and friends are likely to be customers, and one hairdresser mentioned that she had gained coverage in the local press when she took on a male apprentice.

Box 15: Diversity in the supply chain

One employer felt that many of their suppliers were becoming increasingly aware and supportive of the diversity agenda and held regular meetings with them to continue promoting the message on access to Apprenticeships. This encouraged *'friendly competition'* between suppliers, holding some up as exemplars; others wanted the same recognition so would follow suit.

The business case for diversity attracted more mixed responses from some interviewees. The most commonly mentioned business benefit of a diverse pool of apprentices was the need to exploit the entire talent pool and to inject new blood into organisations, particularly those where the workforce was ageing:

'Recent recruitments [of apprentices] have demonstrated young people bring fresh ideas and fresh thinking which bring additional business benefits.'

Employer

'It's [Apprenticeships and equality and diversity] about succession planning... It's very hard to find the replacement skills level for a retiring workforce. So I think the promotion of opportunities... is essential for the future growth plans.'

Employer, Engineering

However, other employers were less convinced (this was more marked in SMEs). They put forward the point that they simply needed to find the person best-suited to the job, regardless of gender, age or ethnicity. They could not discern a particular business case for diversity.

6.3.4 What is the role of policy?

A number of policy issues were raised in relation to promoting equality and diversity in Apprenticeships. The educational policy context was perceived to have had an impact. One employer mentioned that the increase in tuition fees had made their higher-level Apprenticeship frameworks attractive as a viable alternative to university:

'We have been getting a lot of very high achievers, even at A-Level standard'.

Employer, Energy and Power company

Their higher level Apprenticeships and graduate schemes also tended to have a better gender balance. The recent political focus on improving employee skills, including the Leitch Review of Skills, was mentioned by others:

'After that I think as a business we saw an opportunity for us to help some of our employees with their literacy and numeracy skills... We then realised that actually, we could offer Apprenticeships to our employees, and future employees, which would be beneficial to them but equally good for us as a business.'

Employer, Catering industry

Non-traditional apprentices themselves often mentioned the route as either as an alternative, or an opportunity to progress to university, particularly in a very competitive labour market. For most, the lack of debts and the practical experience

proved major advantages to an Apprenticeship. One pointed out that she was glad she had *'started young'* as by the time she was 21 she would have gained both qualifications and work experience, as opposed to those leaving university who may have qualifications but will also have debts. Another female apprentice was doing a higher-level Apprenticeship in Mechanical Engineering. She felt the attraction of this course was that she could still do a degree and that the Apprenticeship represented progress to a higher level after her A-Levels. A third apprentice reported he had not been happy with his results at university, so a Higher Apprenticeship had proved an opportunity to *'start afresh'* and do something at a similar level but more applied. An employer who recruited apprentices and graduates found that apprentice recruits demonstrated more loyalty to the company than graduate programme recruits, who used the company as a stepping stone within their career pathway; there was also less attrition among apprentices according to this employer.

However, some apprentices and employers continued to feel that Apprenticeships were not held in the same regard as academic routes. One employer reported they had stopped referring to their apprentices as such and simply called them *'engineers'*; he felt that there was an *'ignorance about the value of Apprenticeships'* in the UK. One apprentice felt that the qualification was still not viewed as a viable alternative with the same standing as a degree for high-performing students.

'If you want to be a mechanics or an engineer or something like that, they [Apprenticeships] are not something that you can get recognised for and do as well in as if you went to uni, which is a shame.'

Apprentice

The second issue raised was Apprenticeship pay, particularly for older applicants. As one employer in the hairdressing sector pointed out, male entrants to hairdressing tend to be more mature. This raises issues for employers because they then have to pay the minimum wage rather than the Apprenticeship wage - which is double. Another employer also pointed out it is much harder for older apprentices:

'If people aged over 20 go into an Apprenticeship then they get paid £2.65 an hour and it's often a big drop for them... they have things to budget for.'

Employer

Apprentices whose employers were choosing to offer higher rates of pay noted this and felt it was positive.

A third issue was the difficulty of creating opportunities for apprentices to visit schools as role models, in the context of improving careers guidance provision for

Apprenticeships. Providers thought this was of crucial importance in raising the profile of Apprenticeships amongst young people. However, some providers noted that schools erected barriers to apprentices visiting to meet with students, in the form of undue bureaucracy and security checks.

Box 16: Policy impacting on projects

Several employers had been involved in schemes run by government. An employer had been involved in the marketing and promotion of a civil service scheme to take on apprentices with Level 2 standard qualifications, which would offer them a chance to work towards a Level 4 vocational qualification. Another had been involved in a scheme led by the Department for Business Innovation and Skills to attract women into STEM subjects.

6.3.5 How are apprentices recruited?

Both employers and apprentices acknowledged that Apprenticeships were becoming increasingly competitive; one employer, although acknowledging that this might reduce diversity amongst candidates of a particular demographic or socioeconomic group, felt that '*top*' Apprenticeship programmes were now only open to '*the best of the best*'. However, a number of providers and employers mentioned they had begun to use more innovative and accessible recruitment techniques and to introduce greater flexibility into their recruitment practices. A further change mentioned was a move away from large employers conducting annual recruitment to rolling recruitment programmes due to the increase in applications from older people who already have qualifications. Previously some large employers had made offers of Apprenticeships at the same time as colleges were making offers of places.

Expanding the reach of vacancy advertising was a priority for many companies. Several employers mentioned increasing use of social media, including Facebook and Twitter, as a means of expanding their recruitment reach beyond traditional candidates; some had contracted experts to help them do this. Others focused on providing a wide range of information on their websites, including video interviews with a range of apprentices discussing the role and their experience. Several apprentices also reported they appreciated being able to access additional information online. However, one provider pointed out that online methods were not effective in reaching all stakeholders and that in his industry (construction), many employers and applicants still did not see this as the primary channel for recruitment.

Employers and providers were conscious that the recruitment techniques used could affect the applicant pool and acknowledged that certain practices and requirements of the process deterred non-traditional applicants. An employer

from the energy sector felt that their reliance on group interviews tended to disadvantage female applicants, who found it *'more difficult to come out of their shell'*. As mentioned earlier, another apprentice employer dropped some of the tests they used at their assessment centres as they found that a disproportionate amount of ethnic minority candidates failed these.

Some techniques specific to attracting under-represented groups were also raised. An employer was providing two-week 'taster courses' for women thinking of applying for a construction Apprenticeship but who were unsure what the job entailed. Some firms mentioned they were prepared to be more flexible and open to alternatives when recruiting non-traditional apprentices, sometimes focusing on an applicant's personal qualities rather than qualifications alone or directing applicants unsuitable to one position to apply for one better-suited. Some employers admitted that they were prepared to make standards more flexible for non-traditional applicants; one that recruited for construction Apprenticeships stated that they tried to 'draw out' relevant experience from women, rather than expecting them to have the same types of experience as men.

Box 17: Women into Construction

One employer provides two-week 'taster courses' for women thinking of applying for a construction Apprenticeship but who were unsure what the job entailed. The training course is run by female apprentices and women who used to be apprentices. Moreover, they offer one-to-one counselling for anybody who is interested in the programme during which they also give advice on how to build up the skills needed to pass the recruitment process. At the interview stage they try to 'draw out' relevant experience from women, rather than expecting them to have the same types of experience as men. An apprentice who had been through this scheme said:

'The taster course and work experience made a difference to my application - it gave me more experience to talk about in the interview. I made a bird box during the course and I took pictures of that along, as well as my painting and decorating at home. This helped me to have a good portfolio to show at the interview.'

However, there were also numerous employers who stated that they did not build flexibility into their recruitment practices and felt that 'positive discrimination' would be inappropriate. These employers tended to stress that they agreed in promoting diversity and keeping their recruitment practices fair and open, but that they recruited on aptitude for the role.

External support for diversity in recruitment was mentioned on a few occasions. An employer in the energy sector had experimented with contracting an external expert to increase their applications from women. However, this had not been effective (*'the reality is for the money we were investing we weren't getting the returns that we would expect'*) and they were instead trying to bring this role back in-house.

Another was operating a *'referral model'* in partnership with employment services and local charities to reach disadvantaged candidates, although they acknowledged that the approach was *'resource-intensive'*.

The potential role of ULRs in more diverse recruitment practices was discussed; employers and providers were generally positive in theory, but one provider pointed out that ULRs may not be able to target the organisations who needed guidance the most, as organisations with a strong union presence are already likely to have equal opportunities policies. In the area they operated in, small, non-unionised firms were those whose hiring practices tended to be least open and accessible.

Providers were also somewhat sceptical about the extent to which they could tackle less open and ethical recruitment practices amongst employers. Several pointed out that informal hires were common, particularly in small firms, and that employers may *'recruit what they've always known'* or stick to rigid criteria about who they would interview. This may make them reluctant or unlikely to take on applicants from under-represented groups. Several employers also mentioned they tended to rely on informal hiring practices, often through word-of-mouth or pro-active approaches, and that this tended to work well for them; one pointed out that, while having a relative working at the company might get an apprentice an interview, the selection process will be objective.

Some providers reported that they attempted to promote good recruitment practice to employers wherever possible and offered them guidance on interviewing school leavers. However, many providers felt that there was not a lot they could do about this since the final decision still rests with the employer. One provider stressed that this meant they simply needed to ensure their atypical applicants were as well-prepared as any other applicant:

'What they [employers] are interested in is the quality of the candidate. These are not E&D vacancies, they are general vacancies... The employers like our candidates because they are well prepared, they're not interested in them because they are more ethnically diverse or are young women. They will always take on the best person for the job, what we can do is ensure they see a good range of young people from which to make that selection.'

Provider

Many providers and apprentices mentioned they had used the Apprenticeship vacancy (Av) service to advertise and search for Apprenticeships. However, there were also a number of criticisms. One provider felt that navigating the Av service remained *'challenging'* and consequently they were offering support to potential candidates on using it; they pointed out that many non-traditional Apprenticeship applicants would not have the resources or support at home. Another felt it could

sometimes feel 'clunky' and would be improved by translating it into a format accessible for smartphones.

The recruitment practices encountered by most apprentices tended to include a written application (sometimes requiring a portfolio of previous work to demonstrate evidence of experience), followed by aptitude tests and group or one-to-one interviews. Apprentices viewed vacancies (particularly those advertised widely on the Av service) as highly competitive; several spoke of high ratios of applicants to acceptances and some had been turned down on several occasions prior to securing a place.

Almost all of the apprentices interviewed mentioned additional support they had received in their application process. This came from a wide variety of sources, including family, schools, colleagues or mentors. Through school, apprentices mentioned they had received help with CV preparation, practice interviews and with compiling portfolios of background work to back up an application. One engineering apprentice mentioned she had received interview advice from former apprentices from the organisation she was applying to; she had found this very reassuring and had now started volunteering to attend events and promote Apprenticeships herself.

Several apprentices discussed the support they had received from their families; two had found out about Apprenticeships vacancies because their parents were customers of, or worked for, the particular firm. Others talked about the help they had received from their parents on application and interview techniques. Work experience was another important means of support in the Apprenticeship recruitment process. Several apprentices felt this has helped them, either by giving them additional experience for their CVs, by giving them contacts or through support from colleagues with application and interview techniques.

'I did my work experience for a week at the company... I'm not saying that got me the job, but I think that definitely helped me get my face known. I think any work experience is good work experience but I think if you're interested in something as well it always helps.'

Apprentice, Construction sector

Conversions

It would be expected that some employers in the sample might have some element of conversion in their Apprenticeship offer, since conversions were seen to be quite wide spread in the secondary data examined for the research. Evidence in the interviews was limited although some examples emerged.

Two of the large employers reported that their recruitment focused on finding the right person for the job (whether or not the individual required training for the post) and therefore all individuals would be employed ahead of being converted to an Apprenticeship. There were also some discussions with providers where 'true' Apprentices, ie those recruited direct to a training position, were discussed as a separate group within their overall Apprenticeship volumes.

There were also examples of conversion among the apprentices interviewed, with one young man entering a job without training in his company and only finding out about the possibility of becoming an apprentice one year later when a post was advertised internally, ahead of an external recruitment drive. Another, a young woman, had gained a temporary position in a local council which was to be advertised as an Apprenticeship in due course. Her manager then asked if she would be interested in applying.

None of these examples illustrate the particular dimensions of conversions highlighted in the literature; however, this is no doubt an artefact of the focus in this research on young people and Apprenticeships.

6.3.6 Where does the future lie?

Several apprentices already had well-developed aspirations beyond the completion of the Apprenticeship. Some planned to move into higher-level qualifications; one wanted to move to a Higher-Level Apprenticeship and another was working towards a Foundation Degree and then, possibly, a Masters. The ability to change subject or area when moving to a higher level Apprenticeship was welcomed.

Other apprentices were less keen to pursue an academic route and were keen to begin work in earnest. Some were guaranteed a job with their employer following the Apprenticeship and this stability was viewed very positively. There were also benefits to 'having a trade behind you'; one mentioned that the Apprenticeship had built up his confidence and he would consider setting up his own business.

However, there were apprentices who remained uncertain about their future career prospects. One had not found the Apprenticeship coursework challenging enough and was keen to take on training at a higher level but did not want to go to university because she enjoyed working and she was debt averse. In some instances, it was apparent that the range of options open to apprentices who had completed their qualification was not clear.

7 Conclusions, implications and recommendations

Extensive research and analysis has been conducted for this project; it has drawn together many strands of evidence, covering policy development, secondary data sources, and the existing literature and combined it with new, qualitative insights gathered from the range of strategic and operational stakeholders within the Apprenticeship system.

What is immediately apparent from the research is the considerable consistency in the messages arising now when compared with earlier studies; and this against a backdrop of a rapidly and still changing policy environment. While quick fixes would not be expected, it must be judged that the pace of change is slow and policy and practitioners have struggled to find effective solutions that lead to progress.

It is evident that stakeholders have a good understanding of the barriers to Apprenticeships generally, and to particular occupations and Apprenticeships among the two equality and diversity strands examined by this study. There is also broad understanding of the barriers faced by sub-groups of the two strands, such as young parents and carers, and young people with disabilities, learning disabilities and difficulties, or emotional and behavioural conditions.

There is also a broad and potentially growing consensus about the types of action that are needed and a number of recent reports have included similar recommendations and are referenced here. These ideas are far from new; that they emerge again here in the current research suggests that good practice has yet to take root and it might be judged that this inhibits progress. This raises a question about whether it is simply changes of policy that limit progress or whether other factors are at play.

7.1 Promoting greater inclusion in Apprenticeships

The following section explores some initial thinking about the general implications and recommendations that arise from the research that eg would increase interest in Apprenticeships across the board or through which the needs of a range of under-represented groups might be met. This also considers how progress might be achieved. Later sections provide more detailed actions related to gender and ethnicity.

Messaging: emphasise high quality and good careers and a real alternative to university

Policy-makers and the recent Richard Review (DfE/BIS, 2012) highlight quality as a critical concern; there are moves to deliver Apprenticeships starting from Level 3 and to extend Higher Apprenticeship provision at Level 4 and above. This sits well in the context of the need to raise the parity of esteem of vocational qualifications and of work-based training routes in order to attract more ethnic minority learners and gender atypical entrants.

The evidence suggests that talented young people are considering Apprenticeships as a real alternative to university studies; they also feel that Apprenticeships 'give them an edge' over graduates since they gain extensive work experience and develop and can demonstrate employability attributes. The avoidance of debts associated with university fee loans is in part driving this re-consideration of Apprenticeships.

Recommendation 1: For the National Apprenticeship Service, the National Careers Service and employers

Communications work should continue, since raising awareness of Apprenticeships generally is seen as crucial in increasing their reach.

Communications should continue to emphasise the full range of frameworks, and the career pathways, available. The 'earn as you learn' message is a useful one to attract young people to consider alternatives to academic education, and the avoidance of debt should be a key message while government is providing funding of Apprenticeship training costs for young people.

Messaging: improve the focus and quality of careers guidance

The evidence indicates that current messaging and communications about Apprenticeships are well configured, but need to reach further and deeper into schools in order to capture the imagination of young people, parents and other influencers.

The raising of the participation age (RPA) was seen by some stakeholders as increasing interest in Apprenticeships among young people, once they fully understood the implications of the policy. It was argued that when young people understand that they would meet their duties under RPA by taking up an Apprenticeship, rather than a job without training (JWT), many would be attracted to the route. It is too soon to know the real influence of RPA, but it should provide a lever (if all else is equal) to increase uptake of Apprenticeships. There are, however, concerns that young people may not receive full and impartial information about RPA or impartial careers guidance more generally. It can be all too easy for young people to make a mechanical transition from school to sixth form without fully considering the route that may be best for them. Understanding more about the focus and quality of careers guidance is critical if progress is to be leveraged through it.

Recommendation 2: For the National Careers Service, Ofsted and schools

Careers education should start early, it should tackle stereotypes and, in particular, it should aim to raise aspirations among girls and some particular ethnic minority groups. Independent careers advice should highlight the benefits of ‘earning and learning’ and high-quality Apprenticeships as a real alternative to university. Schools should be monitored and assessed on all successful outcomes post-16, with Apprenticeships given parity of esteem with higher education outcomes.

This links to recommendations made by the Women’s Business Council (2013) and work done by the NUT on ‘Breaking the Mould’,¹ which may provide added impetus to assist action being taken.

Ensure equality and diversity effects are considered

It is telling that equality and diversity did not receive any great attention in either the Richard Review or the Holt Review (BIS, 2012d) of the programme. Questions around impact on equality and diversity have been included in the consultation following the Richard Review, though these are of limited scope. If progress is to be achieved, then equality and diversity should be key considerations in all dimensions of the Apprenticeship programme.

¹ <http://www.teachers.org.uk/node/15762>

Recommendation 3: For the Department for Business, Innovation and Skills, the Apprenticeship Unit, the National Apprenticeship Service and the Skills Funding Agency

It may be valuable to convene an ‘equality and diversity champions’ forum’ to act as a critical friend to Apprenticeships and related policy developments to ensure that equality and diversity are truly embedded in the programme. This might draw on the expert panel convened for this research as well as existing expertise such as the Ethnic Minority Employment Stakeholder Group, which supports the Department for Work and Pension.

Find the right funding mechanism

There is a risk that actions to address under-representation have failed because they have been funded as short-term and stand-alone initiatives without legacy designed in. The Diversity in Apprenticeship pilots, for example, demonstrated that providers will respond if monies are available and, while legacy was expected, arguably the pilots were not sufficiently monitored on this. Similarly the funding provided through the Association of Education and Learning Providers to pilot additional support to unsuccessful Apprenticeship applicants must be capitalised upon. However, to achieve a fuller legacy in future initiatives, it may be necessary to take a different approach through funding the outcomes that are desired.

There is an argument that to achieve a change it is necessary to drive forward a particular set of behaviours and that funding mechanisms can be an effective means to achieve this. The Skills Funding Agency has an opportunity to influence the behaviour of providers through its funding mechanisms. It is already the case that Apprenticeship funding is weighted differently for different frameworks (to reflect differential costs of delivery) and some (limited) account of socio-economic factors is taken in post-16 funding.

Recommendation 4: For the National Apprenticeship Service, the Apprenticeships Unit, the Skills Funding Agency and the Education Funding Agency

Providing additional monies for the recruitment and, crucially, retention of non-traditional candidates using payment-by-results may be a driver of change. Making funding available may be sufficient to promote and ensure the embedding of good practice activities across the post-16 sector. Some of the Employer Ownership Pilots have focused on increasing diversity in Apprenticeships and could provide a model to build on, if successful.

Implementation of effective practice needs local tailoring

Many interviewees, and the existing evidence base, highlighted that certain activities were effective. Common recommendations about ‘what works’ included:

- role models
- ambassadors
- tasters, and
- collaboration between schools and providers and employers to deliver activities and information in schools.

There appears to have been no lack of initiatives, locally and nationally, utilising these approaches. However, there may be a need to consider factors in the local environment and the local youth population and to tailor approaches accordingly if these initiatives are to be successful. There are indications that role models must be recognisable to those on whom they are meant to impact, and not so very different that it drums into the target audience that a route or career is not for them. ‘Like me’ might mean a role model who shares the same academic ability, ethnicity or gender and occupation combination as the target audience. The burden on role models and ambassadors also requires consideration, as does whether stereotypes are reinforced by well-meaning but ill-placed comments when they are introduced at events.

Recommendation 5: For employers, schools, the Department for Education and the Education Funding Agency

Employers should allow apprentices and employees to visit local schools to encourage participation. This can build on work being done by ‘Inspiring the Future’¹ and Speakers4Schools.² The Department for Education and the Education Funding Agency should ensure that information gets to the right person in each school to ensure that role models, employers and providers are enabled to access schools including academies and free schools.

This correlates with the Women’s Business Council (2013) report recommendation to encourage roles models and a recommendation from the National Careers Council (2013) that employers should encourage their employees to volunteer to go into schools and colleges.

¹ <http://www.inspiringthefuture.org/>

² <http://www.speakers4schools.org/>

Low-cost and low-risk activities have traction

In a time when resources are tight, those involved in implementation require solutions that are not resource intensive but that are known to be effective. The return on the investment in activities to address equality and diversity in Apprenticeships may not be demonstrated in a time-frame that encourages a high level of resource to be devoted to this issue.

There are examples of 'have a go' and taster events among the Diversity in Apprenticeship pilots that could be replicated through existing activities. For example, careers fairs and events were commonly mentioned in interviews with providers and are noted in the literature; these could, with little effort, be spun to have equality and diversity themes. Such approaches represent a low-cost and low-risk approach for those taking them forward.

Recommendation 6: For the National Apprenticeship Service, the Skills Funding Agency, provider representative bodies and the Education and Training Foundation

Build on existing activities to promote equality and diversity and disseminate effective practice through the provider sector. Government agencies and their partners should use the annual Skills Show as a further forum to promote Apprenticeships, as is achieved through Apprenticeship Week - with a clear focus on both on diversity in Apprenticeships and high-quality achievements. This will raise awareness and keep Apprenticeships on the agenda throughout the year and provide a focus for equality and diversity activities. Similarly publicity should be given to other initiatives that are looking at promotion of equality and diversity or under-representation in Apprenticeships such as in the Employer Ownership Pilots.

Support the spread of good practice

While there is limited (and not necessarily growing) evidence of effective practice, ideas of 'what works' are well established. What may be needed is more support, encouragement and expectation that providers, schools and others embed these practices in what they do. A number of different partner organisations will need to be on board to take forward this work.

The Education and Training Foundation will be ideally placed as a key partner to support the dissemination of good practice activities. It manages the Excellence Gateway and this could be an avenue for dissemination.

Ofsted has potential to drive up quality in the careers guidance offered in schools and post-16 learning. It is also seen as highly engaged with equality and diversity, which some providers identified as supporting the embedding of good practice.

Academies and free schools are subject to Ofsted inspections, which should ensure some consistency in practices despite differing management arrangements.

Provider networks can be influential; practice can be disseminated through them. Networks can also share resources to deliver or adapt activities to have equality and diversity dimensions. Employer networks or supply chains can also be influential and provide mentoring between businesses or opportunities for small- to medium-sized enterprises (SMEs) to recruit from large employer assessment centres.

Recommendation 7: For the National Apprenticeship Service, the Education and Training Foundation, provider networks and Ofsted

The National Apprenticeship Service should approach employers with national contracts (grant employers) as a way of encouraging the promotion of good practice through supply chains. Make use of the Excellence Gateway to disseminate good practice to post-16 providers and training organisations. Examples of good practice could be drawn from the existing literature including, for example, the Diversity in Apprenticeship Pilots evaluation report (Newton et al, 2012). Providers may benefit from toolkits to help them adapt practices - to be low cost and low risk - within their contexts. When the Ofsted thematic review of careers provision (expected Autumn 2013) reports, the relevant parties should look at implementing their recommendations.

This correlates with recommendation made in the Women's Business Council (2013) report that the government should report on how it plans to implement the findings of Ofsted's report on careers advice and information. Also the Education Select Committee (HC, 2013) report on schools careers guidance recommendation that local authorities and government promote best practice.

Become the preferred source of information

The Apprenticeship vacancy website received some criticism in this research, though overall it was viewed as a valuable resource. A number of interviewees expressed concern at the complexity of information about Apprenticeships and wanted one channel of information that would draw all resources together. It would assist the National Apprenticeship Service to get the correct information about Apprenticeships in the hands of influencers if it were able to become the preferred source of information. However, it is likely to be highly resource intensive to coordinate and connect the plethora of sources on Apprenticeships. It may also be used as a device to assure the quality and terms and conditions of Apprenticeship vacancies to ensure young people are exposed to high-quality training opportunities.

Recommendation 8: For the National Apprenticeship Service and the National Careers Service

Increase online presence of the National Apprenticeship Service website and Apprenticeship vacancies and work together to create a comprehensive up-to-date source of information for young people, careers advisers, parents and schools. Monitor the quality of vacancies in respect of pay, hours and off-the-job training.

This links to a recommendation made by the National Careers Council (2013) that it should extend online services and the Women's Business Council (2013) report, which suggests that 'parent packs' would enable parents to have the resources to support their children with post-16 transitions.

Taking action to change employer recruitment dynamics

Providers tend to build up a relationship of trust with the employers they engage with. There are benefits to this since repeat business can be generated. It is also apparent that providers frequently offer assistance to employers seeking to fill vacancies by providing a shortlist of candidates for employers to select from. Putting forward a shortlist containing diverse candidates without headlining the practice can be effective in helping to ensure non-traditional applicants are included in recruitment exercises. While not all employers will change the decisions they make, the emphasis on selecting the best talent in recruitment decisions may mean that more opportunities open up for under-represented groups.

Recommendation 9: For the National Apprenticeship Service, providers and provider bodies

Encourage National Apprenticeship Service teams working with employers to focus more effort on engaging with ethnic minority employers to better understand their needs. Providers who gain 'repeat business' with employers should work to influence employer recruitment to increase equality and diversity in Apprenticeships. Explore the feasibility of providers acting as equality and diversity monitors within interview panels for Apprenticeships. The National Apprenticeship Service should look at the feasibility of anonymising applications made via the Apprenticeship vacancy service to discourage covert discrimination against ethnic minority applicants.

Work with employers to celebrate Apprenticeships and diversity

Awards and competitions are viewed positively by some employers and have business benefits. In addition, young people can be motivated by awards. Ensuring that award panels maintain an eye on equality and diversity may help to

ensure that the benefits of awards and competitions can be leveraged to address under-representation. For example, recent awards that have celebrated diverse apprentices include the Rising Star awards as part of Golden Shears 2013. The gold and silver prizes were won by female apprentices from Savile Row tailors and achieved national press coverage.¹

The *Guardian* newspaper annually publishes the National Apprenticeship Service list of top 100 apprentice employers, achieving national coverage for regional awards including SMEs alongside national employer Apprenticeship schemes. At the time of reporting, the 2012 list was available.²

Employers respond to a different type of language than that used in education and training and an appeal should be made to the business case for diversity.

Employers should be able to pick from the widest talent pools – including women and people from ethnic minority backgrounds. Global businesses need staff who are comfortable working with people of different ethnic backgrounds.

Recommendation 10: For the National Apprenticeship Service

Communicate with employers using language that they recognise and appeal to the business case for diversity in Apprenticeships. Communicate the message that Apprenticeships are an attractive and credible option.

This links with the government Rigour and Responsiveness in Skills report (DfE and BIS, 2013) advocating an employer-centred approach to Apprenticeships.

Use public procurement to drive up engagement with Apprenticeships and equality and diversity

Public procurement provides an opportunity to expand vacancies for non-traditional entrants. Public contracts can require suppliers to offer a balanced intake of apprentices since they are subject to duties in respect of equality and diversity. Since male-dominated sectors such as construction dominate public procurement contracts, the opportunities for atypical entrants by gender and race are clear. Such contracts can also assist in the expansion of training opportunities more generally since they could be used to require that a proportion of the workforce is recruited as apprentices to learn alongside skilled workers.

¹ <http://www.gq-magazine.co.uk/style/articles/2013-03/19/golden-shears-bespoke-tailoring-awards-2013>
<http://fashion.telegraph.co.uk/news-features/TMG9940189/Girls-rule-the-2013-Golden-Shears-Awards>

² <http://careers.theguardian.com/interactive/top-100-apprenticeships-employers>

Recommendation 11: For the government, BIS, Apprenticeship Unit and local authorities

Make use of public procurement and statutory duties under public contracts as a policy lever to ensure Apprenticeships are delivered and take account of equality and diversity. As part of this, the timing of vacancies might also be managed, linked to key points in the academic year. The value of this will also be to increase vacancies, and provide more supported transitions to young people who do not wish to progress through education, and by this means help to reduce the numbers of those not in education, employment or training (NEET).

Build up young people's resilience but offer support in the workplace

It is apparent that non-traditional apprentices need to be resilient to cope in workplaces that are strongly gendered or dominated by a particular ethnicity. This however, should not be assumed to relate to confidence deficits in individual apprentices; the onus should be on employers and providers providing appropriate support to apprentices within the workplace.

Support should be available to all apprentices and especially those who are young and lack experience. It might be leveraged through sympathetic line managers and co-workers, as well as ULRs and other union representatives where they are present in the workplace.

Recommendation 12: For Schools, employers, providers, ULRs, the National Apprenticeship Service and the National Careers Service

Work by schools and in post-16 education to help increase young people's confidence and resilience to cope with differences would be valuable. The National Apprenticeship Service should also work with employers and providers to provide more support to ensure they have the resources needed to support apprentices.

This links with recommendations made by the National Careers Council (2013) that the National Careers Service should work to explore the importance of 'character' and 'resilience'.

Build a recruitment process, and make it more timely

In the research interviews, schools suggested that it would assist greatly if there could be greater alignment between the demands of the academic year and when vacancies are advertised. They highlighted how applications for full-time study post-16 or post-18 are made in the winter term and places are confirmed in early January. This means that by the time students would be able to apply and be available for Apprenticeship vacancies, most have a place lined up at college or

university. In addition, the application has to be made at a time when they are involved in revision and examinations. It would undoubtedly be challenging to achieve this, but it can be seen as a barrier to accessing the Apprenticeship programme. Some large employers have used the examination results timetable to guide their recruitment patterns, but have started to move away from this as group training agencies (GTAs) have been disbanded and more, older apprentices (who already know their examination results) have been recruited.

A further, associated issue is the support that students receive to make a transition within education rather than to the labour market and training. Schools and colleges know how to support study applications and, consequently, young people are well supported in making these transitions. There is less clarity about how to support transitions to Apprenticeships and some young people are seeking to find their way with little support. Again, providing transition support is challenging for national agencies, though it might be possible within school or provider models if further help/training can be given to key staff so that they feel more informed about the process.

Recommendation 13: For BIS, the Apprenticeship Unit, provider networks and provider representative bodies

The National Apprenticeship Service should work with provider networks and providers with collaborative links with schools and employers to support local models of the university ‘milk rounds’, in order that there is a focused point for highlighting Apprenticeships and gaining access to vacancies. This would be more applicable to sectors such as engineering, where recruitment can be planned far in advance, rather than customer service, which is more dependent on local labour markets. Use of public procurement and statutory duties under public contracts as a policy lever linking generally to ensure Apprenticeships are delivered and take account of equality and diversity considerations as well as timing of vacancies linked to key points in the academic year.

This correlates with recommendations made in the Education Select Committee report on schools careers guidance (HC, 2013) suggesting that the National Apprenticeship Service expands to promote Apprenticeships in schools and the National Careers Service supports a brokerage role for schools.

Ensure applying is straightforward

A number of stakeholders interviewed for this research theorised that typically the traditionally male and craft skill Apprenticeships were better organised and offered better progression pathways than those in occupations that are female dominated, or that are new to the Apprenticeship programme. This made it harder for young women to access and progress through the programme. There were also

statements that providers advertise Apprenticeships but note in the small print that the young person has to find their host employer by themselves. This is undoubtedly unhelpful and could lead to young people entering jobs without training, which from a policy perspective is undesirable.

Recommendation 14: For the National Apprenticeship Service

It would be beneficial to explore the quality of the Apprenticeship offer in a sample of gender-stereotyped sectors, comparing those with and without a long tradition of Apprenticeship. This would establish the nature of any action that is required. There may be a need to provide guidance for providers that any advertising of Apprenticeships targeting young people should encompass the full package and not simply the training element. This type of advertising would be more relevant to employers.

7.2 Overcoming gender stereotyping and ethnic under-representation in Apprenticeships

Taking into account the actions recommended above to make Apprenticeships more inclusive at a general level, some specific actions are required to address the needs of the two key groups. Based on the analysis presented in these conclusions and the report as a whole, these are summarised in the following sections.

Recommendations for activities to increase ethnic representation

The recommendations for activities to increase ethnic representation in Apprenticeships aim to redress the barriers to participation by encouraging individuals from ethnic minority groups to see Apprenticeships as a viable option and ensuring that young people from ethnic minority backgrounds are enabled to secure an Apprenticeship job.

- Further detailed research is needed to examine the barriers to access. The statistical first releases available for Apprenticeship vacancy data show there are many more applicants from ethnic minority groups than ethnic minority apprentice starts. It will be necessary to examine whether this is about prior qualification level - which reflects Key Stage 4 performance - or something else. *(This research could be commissioned by the National Apprenticeship Service.)*
- Related to this point, data emerging from the Apprenticeship Application Support Fund pilots (the 'bootcamps'), which were commissioned through the AELP, may be insightful. Evaluation of these pilots with a focus on a detailed examination of barriers and the solutions that have proved effective would be valuable. *(The National Apprenticeship Service or the funding agency should require this as part of its delivery contract with the Association of Education and Learning Providers.)*

- Employer recruitment strategies should be examined to see whether there is evidence of (unwitting) discrimination, and employers should get involved to sell the business case for diversity to other employers. *(This could build on previous DWP research, and could be led by the Department for Business, Innovation and Skills, via the Apprenticeships Unit, and would need to involve employers and employer representative bodies.)*
- Apprenticeship providers should seek to present more diverse shortlists of apprentice candidates to employers and work more closely with employers on recruitment, for example by sitting on recruitment panels to ensure fair and equal recruitment practices are used. *(This action should be taken by providers with support from the Skills Funding Agency Relationship Managers and be further encouraged by provider bodies and through provider networks.)*
- It is crucial that work is undertaken to raise the esteem of Apprenticeships within ethnic minority communities in order that young people from these backgrounds are encouraged by their parents to consider the Apprenticeship route. Related to this, work in communities is also required to raise awareness of science, technology, engineering and mathematics (STEM) as well as the route that Apprenticeships provide to these high-quality careers. *(This will require a cross-government effort, involving the Departments for Business, Innovation and Skills and the Department for Education, and could be based on media campaigns as well as work through community intermediaries. The involvement of careers guidance providers in schools, colleges and training providers would support this activity.)*
- To overcome the performance bar to access Apprenticeships, young people from ethnic minority backgrounds need to attain better Key Stage 4 qualifications. To do this requires ambitions to be raised as well as the delivery of support that enables young people to overcome difficulties encountered in the build up to Key Stage 4 examinations. It may also entail work and support starting in much earlier phases of learning. *(The Department for Education should take a key role in ensuring schools raise ambitions for good careers; Ofsted can monitor the provision of careers guidance; Key Stage 4 destination measures should help to demonstrate to schools the outcomes of actions in this regard.)*
- There is a consensus that role models are an effective source of inspiration and support to young people from diverse backgrounds. Employers and training providers should work to identify culturally congruent (where possible) role models within Apprenticeships who can act as ambassadors for the programme. *(This action should be the responsibility of employers and Apprenticeship providers, including provider networks. Provider bodies could take a role in encouraging their members to take on this effective practice.)*

- Where employers have a focus on the conversion of existing employees into Apprenticeships, equitable access should be given to people from ethnic minority backgrounds. *(ULRs and training providers should take a lead on ensuring that this happens and should provide advice where individuals have concerns about converting their role to an Apprenticeship.)*
- Emphasise the role of Apprenticeships as a route to professions as well as trades; and as an alternative means to progress to higher education without the debt implications. The research has shown that for some ethnic minority groups, particularly those from migrant backgrounds, the message about quality is particularly important. *(The National Apprenticeship Service, the Apprenticeships Unit and the National Careers Service should take responsibility for this action.)*
- Religious considerations relate to but are different from general messages about ethnic under-representation in Apprenticeships. Some religious groups require minor adaptations to working conditions to allow, for example, time and space for prayer. In addition, allowances should in most cases be made for religious restrictions in respect of clothing. *(Providers may need to consult with employers and young people about the requirements generated by different religious beliefs. They may benefit from expert assistance and guidance in interpreting the restrictions placed by different faiths on work and training. Provider staff who share the same faith as employers or learners can be valuable in helping to interpret religious restrictions on work, overcoming stereotypes and devising effective solutions that enable young people to work and train. The National Apprenticeship Service and the Education and Training Foundation could work together to disseminate good practice examples.)*

Recommendations for actions to increase representation of women

When drawing up actions to increase representation of women in Apprenticeships, it is apparent that many of the necessary actions are well established. They are reiterated here with indications about which organisations could provide a lead on addressing and, more crucially, embedding them in practice.

- Better-quality, more in-depth and challenging careers guidance at an earlier age that, crucially, addresses occupational stereotypes is needed. In addition, clear information about how Key Stage 4 choices and later choices affect career prospects by narrowing options to change at a later stage should be highlighted. Similarly, young people require information about how career choices affect future pay and progression in the labour market. The pay associated with different Apprenticeship frameworks should also be included within careers guidance. *(Schools, Ofsted, the National Careers Service and careers education professionals should take the lead on this action.)*

- Much of the gender segregation seen in Apprenticeships is reflective of gender divisions in the labour market. Knowing about discrimination or division in an employment sector can deter people from considering that work, therefore more must be done to convince people that the door really is open. *(Employers, sectoral bodies, unions, employer representative bodies and careers education professionals should engage with and share good practice.)*
- Related to this is ensuring that the door is genuinely open and this requires action to address any gender discrimination or stereotyping seen within workplaces. *(Sectoral bodies, unions and employer representative bodies should lead on this.)*
- As with ethnic minority groups, role models can be a powerful influence on young women and are particularly important for young women who are considering gender-atypical career choices. Many young women who enter non-traditional Apprenticeships, interviewed as part of this research, made gender-atypical choices because they have family members in sectors where women are under-represented such as in engineering and have been excited by the work undertaken by their family members. Widening the influencers beyond the immediate family is therefore of critical importance if there is to be a genuine attempt to widen career horizons. *(This should be the responsibility of employers and Apprenticeship providers, schools and careers professionals as well as families.)*
- The evidence presented in this report shows that race compounds gender when it comes to under-representation in Apprenticeships. Females from ethnic minority backgrounds need more support to overcome barriers to Apprenticeship entry and to achieving success once engaged in Apprenticeship training. Therefore any actions that are taken to improve the inclusivity of Apprenticeships should consider the equality and diversity effects in relation to ethnic diversity with gender equality in combination. *(The Apprenticeship Unit, the National Apprenticeship Service and the funding agency should share actions on this point.)*
- Consideration of the needs of young parents is also required. The lack of funding to support the costs of childcare while undertaking an Apprenticeship may mean that young parents are deterred from the programme, since the Apprenticeship National Minimum Wage is unlikely to cover these costs in addition to general costs of living. In addition, young parents may require greater flexibility in terms of hours worked. The current framework requirements may not offer the flexibility needed by young parents, even if employers are themselves prepared to be flexible on working hours. *(The Apprenticeship Unit, the National Apprenticeship Service and the funding agency should explore whether childcare costs and lack of flexibility in terms of hours acts to deter young parents from the programme.)*

Appendix 1 - Apprenticeship Pay Survey 2011

This appendix presents findings from the 2011 Apprenticeship Pay Survey, which was carried out by Ipsos MORI for the Department for Business, Innovation and Skills.

This appendix also gives detail of the methodology and findings used in the multivariate analysis of the 2011 Apprenticeship Pay Survey, which is discussed in section 3.2.

Demographic profile of the APS

Table A1.1 shows the breakdown by demographic characteristics of the Apprenticeship Pay Survey sample in 2011. The key findings are that:

- Female apprentices who responded to the survey were older than men – 43 per cent of women were aged 25 and over compared with 19 per cent of men, and only 17 per cent of women were aged 16 to 18 compared with 24 per cent of men;
- Female apprentices were more likely than men to be from an ethnic minority group – nine per cent compared with seven per cent of men;
- Ethnic minority apprentices were older than white apprentices – 46 per cent of ethnic minority apprentices were aged 25 and over compared with 30 per cent of white apprentices, although similar proportions were aged 16 to 18, around 20 per cent.

Table A1.1: Distribution of apprentices by demographic characteristics, UK (2011)

		number	%
Country	England	9,808	89.0
	Scotland	584	5.3
	Wales	430	3.9
	Northern Ireland	198	1.8
	Total	11,020	100
Gender	Male	5,502	49.9
	Female	5,518	50.1
	Total	11,020	100
Age	16-18	2,276	20.7
	19-24	5,322	48.3
	25+	3,423	31.1
	Total	11,020	100
Ethnicity	White	10,106	92.3
	Black	209	1.9
	Asian	388	3.5
	Mixed	174	1.6
	Other	74	0.7
	Total	10,951	100
Disability/learning difficulty	Yes	961	8.8
	No	9,998	91.2
	Refused/Don't know/Not stated	6	0.1
	Total	10,965	100

Source: Apprenticeship Pay Survey 2011 (weighted data)

Apprenticeship characteristics

Table A1.2 shows the distribution of apprentices by sector in the Apprenticeship Pay Survey. The data are weighted to be representative of the population of apprentices in 2011 but may differ slightly from the current relative sizes of the sectors. The largest numbers by sector were in customer services (8.4 per cent), health and social care (8.2 per cent), business administration (8.2 per cent), retail (7.3 per cent) and engineering (7.2 per cent). In addition, the data revealed that some 60 per cent of apprentices were studying at Level 2 and 40 per cent at Level 3 and the majority of apprentices (59 per cent) were in their first year of the Apprenticeship, 31 per cent in their second year, and 10 per cent had been studying for three years or more.

Table A1.2: Distribution of apprentices by sector

	Number	%
Customer service	927	8.4
Business Administration	900	8.2
Retail	808	7.3
Health and Social Care	901	8.2
Engineering (all categories)	793	7.2
Children's Care, Learning and Development	717	6.5
Hospitality and catering	614	5.6
Hairdressing	632	5.7
Construction	636	5.8
Team Leading and Management	470	4.3
Electrotechnical	403	3.7
Other	3217	29.2
Total	11020	100

Source: Apprenticeship Pay Survey 2011 (weighted data)

In the tables that follow, the distribution of apprentices by sector is shown broken down by gender (Table A1.3), and ethnicity (Table A1.4).

Table A1.3: Distribution of apprentices by gender within sectors, UK (2011, row percentages)

	Male %	Female %	N=
Customer service	32.3	67.7	927
Business Administration	23.0	77.0	900
Retail	25.5	74.5	808
Health and Social Care	15.3	84.7	901
Engineering (all categories)	96.1	3.9	793
Children's Care, Learning and Development	3.8	96.2	718
Hospitality and catering	47.7	52.3	614
Hairdressing	7.8	92.2	632
Construction	98.4	1.6	637
Team Leading and Management	35.5	64.5	470
Electrotechnical	99.0	1.0	403
Other	72.3	27.7	3,217
Total	49.9	50.1	11,020

Source: Apprenticeship Pay Survey 2011 (weighted data)

Table A1.4: Distribution of apprentices by ethnicity within sectors, UK (2011, row percentages)

	White %	Ethnic minority %	N=
Customer service	88.8	11.2	921
Business Administration	86.9	13.1	892
Retail	91.0	9.0	800
Health and Social Care	88.1	11.9	894
Engineering (all categories)	96.3	3.7	786
Children's Care, Learning and Development	87.6	12.4	711
Hospitality and catering	93.7	6.3	604
Hairdressing	97.4	2.6	627
Construction	98.7	1.3	635
Team Leading and Management	90.4	9.6	468
Electrotechnical	97.0	3.0	401
Other	93.4	6.6	3,213
Total	92.3	7.7	10,952

Source: Apprenticeship Pay Survey 2011 (weighted data)

Levels of Apprenticeship

Virtually all electrotechnical apprentices reported that they were studying at Level 3, as were 67 per cent of engineering apprentices, 57 per cent of childcare apprentices, and 53 per cent of team leadership and management apprentices. By contrast, 92 per cent of retail apprentices, 81 per cent of hospitality apprentices, 74 per cent of hairdressing apprentices and 73 per cent of customer service apprentices were studying at Level 2.

Men were more likely than women to be studying at Level 3, 43 per cent compared with 37 per cent of women.

Variations in pay

Variations in pay in general and by gender and ethnicity were presented above in section 3.2.1. This showed that the average pay of women is higher than that of men; pay increases with age; ethnic minority apprentices earn more on average than do white apprentices; and there is substantial pay variation by sector.

Table A1.5 shows a summary of the gross hourly pay in 2011, broken down by the characteristics of the learner.

Table A1.5: Summary gross hourly pay, UK (2011)

		Median	Mean	Base
Gender	Male	5.49	5.75	4,588
	Female	6.00	5.93	4,680
	Total	5.87	5.83	9,268
Age	16-18	3.00	3.74	2,346
	19-24	5.63	5.58	3,916
	25+	7.00	7.85	3,006
	Total	5.87	5.83	9,268
Ethnicity	White	5.82	5.80	8,801
	Ethnic minority	6.00	6.23	424
	Black	6.47	7.15	102
	Asian	6.00	6.13	183
	Mixed	4.98	5.28	86
	Other	6.25	6.29	53
	Total	5.87	5.83	9,225
Sector	Customer service	6.73	6.92	728
	Business Administration	5.82	6.02	749
	Retail	6.25	6.36	750
	Health and Social Care	6.29	6.57	790
	Engineering (all categories)	5.94	6.23	846
	Children's Care, Learning and Development	5.00	4.88	714
	Hospitality and catering	5.93	5.82	779
	Hairdressing	2.64	3.38	762
	Construction	4.39	4.79	773
	Team Leading and Management	8.33	9.57	668
	Electrotechnical	6.60	6.94	794
	Other	5.00	5.34	915
	Total	5.87	5.83	9,268
Year of study	Year 1	5.93	5.82	6,289
	Year 2	5.33	5.47	2,200
	Year 3+	6.76	6.97	779
	Total	5.87	5.83	9,268
Level of study	Level 2	5.34	5.32	4,725
	Level 3	6.25	6.61	4,543
	Total	5.87	5.83	9,268

Source: Apprenticeship Pay Survey 2011 (weighted data)

Multivariate analysis - Pay

To explore the individual effects of these factors on the pay of apprentices, we undertook a multiple regression analysis to look at the influence, and significance, of each of the factors on apprentices' pay, holding all other factors constant.

The first step in producing the model was to remove a small number of outlier cases who gave very high hourly earnings figures – respondents with a gross hourly pay figure of £25 or more were excluded from the analysis (14 respondents). The variables to be included in the analysis were:

- Age
- Gender
- Ethnicity
- Level
- Prior Employment
- Year of Apprenticeship
- Sector.

Age is a continuous variable in the dataset while all the other variables are categorical, therefore we had to define a series of dummy variables to use in the model. For dichotomous variables, such as gender, a single dummy variable is used, for example coded 0 for men and 1 for women. Variables with more than two categories, such as age band and sector, can be entered into a regression by coding a set of 0/1 dummy variables, one fewer than the number of categories of the factor. The 'omitted' category, coded 0 for all dummy variables in the set, serves as a baseline to which the other categories are compared.

Table A1.6 presents the results of the regression model examining the influence of the range of factors on the pay of apprentices. The model shows that gender is a significant influence on pay, controlling for all other factors, and that female apprentices earn on average £0.24 less per hour than male apprentices. However, ethnicity is not a significant influence on the pay of apprentices, when controlling for all other factors.

Other significant influences on hourly pay were:

- Age, with hourly pay rising by £0.08 for each year of respondents' age;
- Level of Apprenticeship, with those studying at Level 3 earning on average £0.84 per hour more than those studying at Level 2
- Prior employment, with those who were employed by their employer prior to their Apprenticeship earning on average £1.03 per hour more than those who were not with their employer before starting their Apprenticeship.

- Year of study, with those in their second year earning £0.22 per hour more, and those in their third year earning £1.33 per hour more, than those in their first year of their Apprenticeship.
- Sector, with apprentices in hairdressing and children's care earning significantly less than those in the 'other' sector, and those in all other sectors except construction earning significantly more than those in the 'other' sector, with earnings highest in the team leading and management sector, followed by the customer service sector.

Table A1.6: Multiple regression estimation of hourly pay of apprentices (2011)

		Coefficient	Significance
(Constant)		2.18	0.00***
Age		0.08	0.00***
Gender	(Male)	-	-
	Female	-0.24	0.00***
Ethnicity	(White)	-	-
	Ethnic minority	0.09	0.41
Level	(Level 2)	-	-
	Level 3	0.84	0.00***
Prior employment	(Not employed)	-	-
	Employed prior to app'ship	1.03	0.00***
Year	(Year 1)	-	-
	Year 2	0.22	0.00***
	Year 3	1.33	0.00***
Sector	(Other Sectors)	-	-
	Customer Service	1.43	0.00***
	Business Administration	0.65	0.00***
	Retail	0.82	0.00***
	Health and Social Care	0.28	0.02*
	Engineering (all categories)	0.63	0.00***
	Children's Care, Learning & Devt	-0.64	0.00***
	Hospitality and catering	0.44	0.00***
	Hairdressing	-1.17	0.00***
	Construction	-0.20	0.07
	Team Leading and Management	3.40	0.00***
Electrotechnical	0.48	0.00***	

Note: statistical significance is indicated at the following levels: ***=0.1%; **=1%; *=5%

Source: Apprenticeship Pay Survey 2011 (unweighted data)

Logistic Regression - Conversions

To isolate the impact of the different factors, we have undertaken a multivariate analysis, using the logistic regression technique. This allows us to model statistically the probability (strictly the 'odds') of a particular event, for example the apprentice having been previously employed with their employer. We can then define a reference case with certain characteristics, and look at the effect of changing one of these characteristics, but holding all the others constant, on the odds of giving that response. Odds are simply another way of expressing probabilities, so if the probability of a respondent giving that response is 10%, the odds are nine to one against, or 0.1.

We define a reference case as a male, of white ethnic background, aged 16 to 19, studying at Level 2, and in the 'other' sector. The coefficient for each variable is set to 1.0 for this category, and the coefficient for the other values of the variable are interpreted relative to this reference category. Thus a coefficient greater than 1.0 implies higher odds of the apprentice being more likely to be a conversion from an existing employee, whilst a coefficient of less than 1.0 means that the odds are reduced in comparison with the reference case. As well as the value of each coefficient, we need to look at its statistical significance, indicating significance at the 0.1 per cent, one per cent and five per cent levels.

The results are presented in Table A1.7, and show that controlling for all other factors, women were significantly more likely than men to have been with their employer prior to starting their Apprenticeship, and those aged 19 or over were significantly more likely to have 'converted' than those aged 16 to 19. Ethnic minority respondents were less likely than white respondents to have 'converted' onto an Apprenticeship, and those studying at Level 3 were more likely to be 'conversions' than those studying at Level 2. There were a number of significant differences by sector, with conversions most likely in team leading and management, hospitality and catering, and retail, and least likely in engineering and electrotechnical.

Table A1.7: Logistic regression estimation of likelihood of apprentice being with current employer prior to starting Apprenticeship

		Co-efficient	Significance
Gender	(Male)	-	-
	Female	1.384	0.00***
Ethnicity	(White)	-	-
	Ethnic minority	0.664	0.00***
Age	(16-19)	-	-
	19-24	1.754	0.00***
	25+	8.368	0.00***
Level	(Level 2)	-	-
	Level 3	1.59	0.00***
Sector	(Other Sectors)	-	-
	Customer Service	3.714	0.00***
	Business Administration	1.064	0.56
	Retail	6.514	0.00***
	Health and Social Care	2.625	0.00***
	Engineering (all categories)	0.572	0.00***
	Children's Care, Learning & Devt	0.964	0.76
	Hospitality and catering	6.888	0.00***
	Hairdressing	1.681	0.00***
	Construction	1.235	0.03*
	Team Leading and Management	12.117	0.00***
	Electrotechnical	0.738	0.00***

Note: statistical significance is indicated at the following levels: *** = 0.1%; ** = 1%; * = 5%

Source: *Apprenticeship Pay Survey 2011 (unweighted data)*

Logistic Regression - Overtime

To isolate the impact of the different factors, again we used the logistic regression technique, with the dependent variable being whether the respondent worked paid overtime or not. As before, we define a reference case as a male, of white ethnic background, aged 16 to 19, studying at Level 2, and in the 'other' sector.

Table A1.8: Logistic regression estimation of likelihood of apprentice doing paid overtime

		Co-efficient	Significance
Gender	(Male)	-	-
	Female	0.856	0.00**
Ethnicity	(White)	-	-
	Ethnic minority	0.867	0.14
Age	(16-19)	-	-
	19-24	1.749	0.00***
	25+	1.182	0.01**
Level	(Level 2)	-	-
	Level 3	0.924	0.09
Sector	(Other Sector)	-	-
	Customer Service	0.874	0.17
	Business Administration	0.341	0.00***
	Retail	1.926	0.00***
	Health and Social Care	2.035	0.00***
	Engineering (all categories)	1.545	0.00***
	Children's Care, Learning & Devt	0.804	0.04*
	Hospitality and catering	1.419	0.00***
	Hairdressing	0.282	0.00***
	Construction	1.209	0.05*
	Team Leading and Management	0.951	0.62
	Electrotechnical	2.773	0.00***

Note: statistical significance is indicated at the following levels: *** = 0.1% level; ** = 1% level; * = 5% level

Source: *Apprenticeship Pay Survey 2011 (unweighted data)*

Overtime Pay

As with overall pay, we undertook a multiple regression analysis of overtime pay to look at the influence, and significance, of each of the factors while holding all other factors constant. The variables used in the model were the same as in the analysis of overall pay

Table A1.9 presents the results of the regression model examining the influence of the range of factors on overtime pay.

Table A1.9: Multiple regression estimation of hourly overtime pay of apprentices (2011)

		Coefficient	Significance
(Constant)		5.21	0.00***
Age		0.07	0.00***
Gender	(Male)	-	-
	Female	-0.68	0.00***
Ethnicity	(White)	-	-
	Ethnic minority	-0.48	0.06
Level	(Level 2)	-	-
	Level 3	0.81	0.00***
Prior employment	(Not employed)	-	-
	Employed	0.56	0.00***
Year	(Year 1)	-	-
	Year 2	0.60	0.00***
	Year 3	2.22	0.00***
Sector	(Other)	-	-
	Customer service	1.13	0.00***
	Business Administration	0.34	0.35
	Retail	-0.87	0.00***
	Health and Social Care	-1.44	0.00***
	Engineering (all categories)	0.91	0.00***
	Children's Care, Learning and Development	-1.91	0.00***
	Hospitality and catering	-1.07	0.00***
	Hairdressing	-2.05	0.00***
	Construction	-0.59	0.02*
	Team Leading and Management	1.76	0.00***
	Electrotechnical	0.88	0.00***

Note: statistical significance is indicated at the following levels: *** = 0.1% level; ** = 1% level; * = 5% level

Source: Apprenticeship Pay Survey 2011 (unweighted data)

Country Tables

The data shown here are for the four countries of the UK. Table A1.10 shows the demographic breakdown by country, Table A1.11 shows the distribution of apprentices by sectors and Tables A1.12 and A1.13 show the mean gross hourly pay. Table A1.14 shows the proportion taking part in off-the-job training and Table A1.15 shows whether the apprentice was already employed.

Table A1.10: Demographic breakdown by country (2011) (%)

	England	Scotland	Wales	Northern Ireland
Male	48.7	70.5	51.3	47.1
Female	51.3	29.5	48.7	52.9
Total	6,140	2,041	1,997	842
16-18	20.8	26.7	10.0	18.5
19-24	49.0	50.8	36.4	31.1
25+	30.2	22.5	53.6	50.4
Total	6,140	2,041	1,997	842
White	91.7	96.7	97.3	96.8
Ethnic minority	8.3	3.3	2.7	3.2
Total	6,100	2,033	1,987	842

Source: Apprenticeship Pay Survey 2011 (weighted data)

Table A1.11: Distribution of apprentices by sectors, UK countries (2011) (%)

	England	Scotland	Wales	Northern Ireland
Customer service	8.8	3.7	8.1	3.7
Business Administration	8.5	4.3	7.0	5.7
Retail	7.8	2.9	1.5	9.9
Health and Social Care	7.8	6.4	16.5	14.0
Engineering (all categories)	6.9	11.2	8.4	6.8
Children's Care, Learning and Development	6.7	3.9	6.7	4.4
Hospitality and catering	5.3	7.8	5.6	12.2
Hairdressing	5.9	4.9	4.5	2.9
Construction	5.1	17.7	6.6	2.0
Team Leading and Management	4.2	2.9	5.7	8.1
Electrotechnical	3.4	7.3	3.7	5.2
Other	29.5	27.1	25.9	25.2
Total	6139	2041	1996	842

Source: Apprenticeship Pay Survey 2011 (weighted data)

Table A1.12 Mean gross hourly pay, UK countries (2011) (£)

		England	Scotland	Wales	Northern Ireland
Gender	Male	5.71	5.95	6.38	4.92
	Female	5.88	5.81	6.89	6.55
	Total	5.80	5.91	6.62	5.70
Age	16-18	3.73	4.07	3.36	3.57
	19-24	5.57	5.86	5.61	5.16
	25+	7.81	8.56	8.04	7.25
	Total	5.80	5.91	6.62	5.70
Ethnicity	White	5.76	5.92	6.61	5.68
	Ethnic minority	6.23	5.40	7.31	6.39
	Total	5.79	5.91	6.63	5.70
Sector	Customer service	6.86	7.88	7.64	6.95
	Business Administration	5.99	5.02	7.57	6.53
	Retail	6.37	6.00	6.89	6.43
	Health and Social Care	6.51	6.91	6.88	7.06
	Engineering (all categories)	6.23	6.39	6.51	4.35
	Children's Care, Learning and Devt	4.88	3.90	5.52	6.11
	Hospitality and catering	5.76	6.07	6.39	6.39
	Hairdressing	3.39	3.28	3.63	2.40
	Construction	4.61	5.72	4.43	3.58
	Team Leading and Management	9.35	12.51	11.31	8.96
	Electrotechnical	6.98	7.49	5.84	4.94
	Other	5.31	5.18	6.51	4.65
	Total	5.80	5.91	6.62	5.70

Source: Apprenticeship Pay Survey 2011 (weighted data)

Table A1.13: Mean gross hourly pay by gender and age, UK countries (2011) (£)

		Male	Female	Total
England	16-18	3.85	3.56	3.73
	19-24	5.73	5.35	5.57
	25+	8.42	7.56	7.81
	Total	5.71	5.88	5.80
Scotland	16-18	4.17	3.85	4.07
	19-24	5.96	5.49	5.86
	25+	8.91	8.14	8.56
	Total	5.95	5.81	5.91
Wales	16-18	3.53	2.89	3.36
	19-24	5.48	5.89	5.61
	25+	8.64	7.66	8.04
	Total	6.38	6.89	6.62
Northern Ireland	16-18	3.75	2.64	3.57
Ireland	19-24	4.81	5.86	5.16
	25+	7.44	7.20	7.25
	Total	4.92	6.55	5.70

Source: Apprenticeship Pay Survey 2011 (weighted data)

Table A1.14: Proportion taking part in off-the-job training by country (2011) (%)

	England	Scotland	Wales	Northern Ireland
Male	49.9	52.5	51.7	68.1
Female	42.3	41.6	47.3	51.9
Total	46.0	49.3	49.6	59.6

Source: Apprenticeship Pay Survey 2011 (weighted data)

Table A1.15: Whether apprentice already employed, UK and by country (2011) (%)

	England	Scotland	Wales	Northern Ireland	UK
Yes	70.0	64.3	74.6	71.4	69.9
No	30.0	35.7	25.4	28.6	30.1
Total	6,140	2,041	1,997	835	11019

Source: Apprenticeship Pay Survey 2011 (weighted data; Note country totals do not sum to UK total due to different weights for country analysis and UK analysis)

Appendix 2 - Apprenticeship Pay Survey 2007

This appendix presents findings from the 2007 Apprenticeship Pay Survey, which was carried out by Ipsos MORI for the Department for Business, Innovation and Skills. The data shown here are for England only.

Note: the 2007 Dataset does not have variable for gross hourly pay like the 2011 one does; therefore, this is calculated from gross weekly pay (rDVgrosspay) divided by hours worked per week (q14h).

Note: the 2007 Dataset does not have a variable for ethnicity.

Tables A2.1, A2.2 and A2.3 show the distribution of apprentices by their demographics, and their Apprenticeship characteristics. Gross hourly pay is shown in Tables A2.4, A2.5, A2.6 and A2.10. The prevalence of off-the-job training and prior employment is shown in Tables A2.7, A2.8 and A2.9.

Table A2.1: Distribution of apprentices by demographic characteristics, England (2007 and 2011)

		2007		2011	
		number	%	%	
Gender	Male	2,278	55.1	48.7	
	Female	1,859	44.9	51.3	
	Total	4,137	100	100	
Age	16-18	1,257	30.4	20.8	
	19-24	2721	65.8	49.0	
	25+	159	3.8	30.2	
	Total	4,137	100	100	

Source: Apprenticeship Pay Survey 2007 & 2011 (weighted data)

Table A2.2: Distribution of apprentices by gender and age, England (2007)

	Male	Female
16-18	31.4	29.2
19-24	65.8	65.8
25+	2.9	5.1
Total	2,278	1,859

Source: Apprenticeship Pay Survey 2007 (weighted data)

Table A2.3: Distribution of apprentices by Apprenticeship characteristics, England (2007)

		number	%
Sector	Customer service	291	7.0
	Business Administration	374	9.0
	Retail	204	4.9
	Health and Social Care	220	5.3
	Children's Care, Learning and Devt	521	12.6
	Hospitality and catering	370	8.9
	Hairdressing	349	8.4
	Construction	463	11.2
	Engineering Manufacturing	291	7.0
	Motor Industry	480	11.6
	Electro.	574	13.9
	Total	4,137	100
Level of Study	Level 2	1,695	41.0
	Level 3	2,442	59.0
	Total	4,137	100

Source: Apprenticeship Pay Survey 2007 (weighted data)

Table A2.4: Summary gross hourly pay, England (2007) (£)

		Median	Mean
Gender	Male	5.13	5.48
	Female	4.48	4.65
	Total	4.89	5.15
Age	16-18	4.03	4.21
	19-24	5.18	5.55
	25+	6.44	6.87
	Total	4.89	5.15
Sector	Bus. Admin.	5.04	5.20
	Early Years	4.41	4.66
	Electro	5.79	6.15
	Engineering Manu.	5.47	5.99
	Retail	5.19	5.33
	Construction	5.00	5.07
	Hairdressing	2.62	2.96
	Hospitality	5.17	5.47
	Motor Ind.	4.48	4.80
	Health & Social Care	4.99	5.21
	Customer Service	5.74	5.94
	Total	4.89	5.15
Level of Study	Level 2	4.53	4.73
	Level 3	5.08	5.47
	Total	4.89	5.15

Source: Apprenticeship Pay Survey 2007 (weighted data)

Table A2.5: Gross hourly pay by gender and age, England (2007)

	Median		Mean	
	Male	Female	Male	Female
16-18	4.42	3.07	4.56	3.70
19-24	5.48	4.94	5.86	5.08
25+	6.71	6.01	7.78	5.98
Total	5.13	4.48	5.48	4.65

Source: Apprenticeship Pay Survey 2011 (weighted data)

Table A2.6: Gross hourly pay by gender and sector, England (2007)

	Median		Mean	
	Male	Female	Male	Female
Bus. Admin.	5.10	5.04	5.33	5.16
Early Years	5.30	4.41	5.09	4.64
Electro	5.79	7.41	6.15	7.35
Engineering Manu.	5.47	6.21	5.98	6.57
Retail	5.56	5.18	5.77	5.04
Construction	5.00	5.67	5.08	4.83
Hairdressing	2.76	2.58	3.18	2.94
Hospitality	5.16	5.18	5.61	5.33
Motor Ind.	4.48	4.02	4.81	4.33
Health & Social Care	4.98	4.99	5.23	5.21
Customer Service	6.16	5.68	5.94	5.94
Total	5.13	4.48	5.48	4.65

Source: Apprenticeship Pay Survey 2011 (weighted data)

Table A2.7: Whether respondent has off-the-job training by gender, England (2007)

	Male	Female	Total
Yes	57.3	57.8	57.5
No	42.7	42.2	42.5
Total	2,268	1,846	4,114

Source: Apprenticeship Pay Survey 2007 (weighted data)

Table A2.8: Whether apprentices took part in off-the-job training, England (2007, row percentages)

	Yes	No	Total
Bus. Admin.	54.3	45.7	370
Early Years	75.6	24.4	520
Electro	52.6	47.4	574
Engineering Manu.	70.7	29.3	290
Retail	37.9	62.1	203
Construction	46.1	53.9	460
Hairdressing	59.3	40.7	349
Hospitality	51.1	48.9	368
Motor Ind.	66.6	33.4	476
Health & Social Care	64.4	35.6	216
Customer Service	43.4	56.6	286
Total	57.5	42.5	4,112

Source: Apprenticeship Pay Survey 2011 (weighted data)

Table A2.9: Whether respondent employed prior to Apprenticeship, England (2007)

	Male	Female	Total
Yes	40.8	57.8	48.5
No	59.2	42.2	51.5
Total	2,277	1,856	4,133

Source: Apprenticeship Pay Survey 2007 (weighted data)

Table A2.10: Gross hourly pay by prior employment and age, England (2007) (£)

	Median		Mean	
	Employed	Not employed	Employed	Not employed
16-18	4.09	4.00	4.25	4.19
19-24	5.19	5.18	5.63	5.48
25+	6.15	7.40	6.16	8.53
Total	5.00	4.76	5.28	5.06

Source: Apprenticeship Pay Survey 2007 (weighted data)

Appendix 3 - LSYPE Demographics

Demographic profile of the Longitudinal Study of Young People in England (LSYPE)

The proportion of male and female respondents across the survey waves remained roughly equal, at just over 50 per cent male and just under 50 per cent female. The respondents were asked to declare their ethnicity in Wave 1 and 4 (Wave 4 including the boosted sample). The booster sample was intended to maintain the ethnic distribution for the following waves. Table A3.1 below outlines the distribution of ethnicities among the young people for Wave 4 split according to gender. This ethnic status forms the basis for analysis since this was the last point in the survey where respondents were asked to declare their ethnicity.

Table A3. 1 Gender and ethnicity distribution - Wave 4 (unweighted count)

Young person's ethnicity	Male		Female		Total	
	%	Count	%	Count	%	Count
White	86.7	4,009	85.8	3,823	86.3	7,832
Mixed	2.4	267	2.8	308	2.6	575
Indian	2.5	405	2.4	358	2.4	763
Pakistani	2.2	329	2.3	332	2.3	661
Bangladeshi	0.9	232	1.0	286	1.0	518
Black Caribbean	1.3	217	1.4	237	1.4	454
Black African	1.8	223	1.9	242	1.8	465
Other	2.2	135	2.3	167	2.3	302
Total	100	5,817	100	5,753	100	11,570

Source: IES analysis of LSYPE (2012)

As the table shows, the survey sample is similar to the UK population with an overwhelming majority of respondents being white and only 13.3 per cent classified themselves as belonging to a different ethnic group.

Educational attainment levels differed by gender, with female respondents generally doing better at school than their male counterparts (see Table A3.2).

Table A3. 2 Educational attainment and gender - Wave 7 (unweighted count)

Attainment Level	Male		Female		Total	
	%	Count	%	Count	%	Count
Achieved 5 or more GCSE and equivalents at grades A*-C including GCSE English and Maths	45.3	2,099	52.5	2,390	48.8	4,489
Achieved 5 or more GCSE and equivalents at grades A*-G including GCSE English and Maths	88.7	3,690	92.1	3,828	90.3	7,518

Source: IES analysis of LSYPE (2012)

Broken down by ethnicity, the picture becomes much more blurred (see Table A3.3).

- Young people of Indian and Pakistani descent have the highest attainment level at the lower level (five or more GCSE at grades A*-G including English and Maths).
- However, young people of Indian descent maintain the top position at the higher level (5 or more GCSE at grades A*-C including English and Maths), with 58.5 per cent of respondents recording results at this level. In stark contrast, only 36.4 per cent of young Pakistani respondents said they achieved grades A*-C in five or more GCSE including English and Maths.
- Young people of black Caribbean ethnicity have the lowest achievement levels at the higher level and the second lowest (only Bangladeshi respondents reported lower achievement levels) at the lower level of educational attainment.

Table A3. 3 Educational attainment and ethnicity - Wave 7 (unweighted count)

Young person's ethnic group	Achieved 5 or more GCSE and equivalents at grades A*-C including GCSE English and Maths		Achieved 5 or more GCSE and equivalents at grades A*-G including GCSE English and Maths	
	%	Count	%	Count
White	49.2	3,159	90.4	5,170
Mixed	48.8	213	89.8	347
Indian	58.5	390	94.1	594
Pakistani	36.4	202	92.3	454
Bangladeshi	42.7	184	86.3	345
Black Caribbean	34.7	101	87.8	210
Black African	45.6	116	87.9	198
Other	51.5	115	89.0	191
Total	48.9	4,480	90.3	7,499

Source: IES analysis of LSYPE (2012)

The Apprenticeship population

Respondents in Waves 4, 5 and 6 were asked whether they were currently participating in an Apprenticeship. In Wave 4, 11.1 per cent of those that answered indicated they were. This was nearly halved when young people in Wave 5 were asked the same question: only 6.6 per cent said they were currently in an Apprenticeship. Figures only mildly recovered by Wave 6, with 7.8 per cent of respondents indicating participation in an Apprenticeship. Respondents in Waves 6 and 7 were also asked whether they had ever taken part in an Apprenticeship and roughly 11 per cent of young people indicated that they had.

Participation by gender and ethnicity

The Apprenticeship population portrays a mixed picture and some patterns, although for some groups the sample sizes are far too small to allow for broad generalisations. Of those in Wave 6 that said they had ever done an Apprenticeship, there was roughly a two to one distribution by gender across ethnicities, while for white, mixed race, Indian and other race respondents it was two male apprentices per one female apprentice; this reversed to two female per one male apprentice for Bangladeshi, black Caribbean and black African respondents (note very small sample sizes). Pakistanis were the only group of respondents where there was a roughly equal gender distribution among apprentices. Table A3.4 demonstrates the small numbers in each category.

Table A3. 4 Gender distribution across ethnicities of those who have ever undertaken an Apprenticeship - Wave 6 (unweighted count)

Young person's ethnicity	Male		Female		Total	
	%	Count	%	Count	%	Count
White	64.1	399	35.9	218	100	617
Mixed	68.0	18	32.0	10	100	28
Indian	59.2	3	40.8	2	100	6
Pakistani	45.4	11	54.6	13	100	24
Bangladeshi	35.5	5	64.5	11	100	16
Black Caribbean	37.9	6	62.1	5	100	11
Black African	30.2	1	69.8	4	100	5
Other	78.1	3	21.9	2	2.3	5
Total	63.5	452	36.5	269	100	721

Source: IES analysis of LSYPE (2012)

Examining the distribution of those who said they had ever done an Apprenticeship across ethnicities and split by gender, a rather small ratio of ethnic minority respondents had undertaken an Apprenticeship (Table A3.5). Only about

4.5 per cent of all male apprentices came from ethnic minority backgrounds whereas 7.3 per cent of those young women who have ever undertaken an Apprenticeship had an ethnic minority background.

Table A3. 5 Distribution of ethnicities within those that have ever undertaken an Apprenticeship split by gender - Wave 6 (unweighted count)

Young person's ethnicity	Male		Female		Total	
	%	Count	%	Count	%	Count
White	95.5	399	92.7	218	94.5	617
Mixed	1.9	18	1.5	10	1.8	28
Indian	0.5	9	0.5	6	0.5	15
Pakistani	0.8	11	1.6	13	1.1	24
Bangladeshi	0.2	5	0.7	11	0.4	16
Black Caribbean	0.4	6	1.2	5	0.7	11
Black African	0.4	1	1.4	4	0.8	5
Other	0.4	3	0.2	2	0.3	5
Total	100	452	100	269	100	721

Source: IES analysis of LSYPE (2012)

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