



**YOUNG
WOMEN'S
TRUST**

**YOUNG WOMEN &
APPRENTICESHIPS:
STILL NOT WORKING?**

November 2017

INTRODUCTION

Young Women's Trust's 2015 report, *Making Apprenticeships Work for Young Women*, highlighted how young women apprentices were paid less, received less training and were less likely to be in a job when they completed their apprenticeships. We reported that women were undertaking apprenticeships in a narrow range of jobs and that the continuing huge gender segregation meant that apprenticeships were unlikely to be able to plug the skills gaps in sectors such as engineering.

The Government has pressed on with reforms to apprenticeships as it tries to boost numbers and create an apprenticeship system that provides the skills the country needs. Recent changes include the introduction of an apprenticeship levy on larger employers, public sector apprenticeship targets and employer-led apprenticeship standards. These changes have certainly helped to boost the profile of apprenticeships and the recent call from the Skills Minister, Anne Milton, for a renewed focus on quality is welcome.

However, as yet not enough has been done to address the underlying issues that have often seen women miss out on the best of what apprenticeships have to offer. The recent publication of the Government's Industrial Strategy also contains positive measures to promote apprenticeships and technical education, but this too contains little focus on gender and inclusivity which we believe are vital to the success of the Strategy as a whole.

The mid-point of the Government's timeline to create three million apprenticeships by 2020 is an appropriate moment to take stock of what progress has been made. That's why Young Women's Trust is calling for a range of measures to build on the existing reforms and ensure that all young people are able to benefit fully from apprenticeships.



This report, which includes new polling of 500 current and former apprentices carried out for us by ComRes¹, highlights the extent to which the system continues to let down young women and calls for urgent change to put equality and opportunity at the heart of the apprenticeship programme. Our research shows:

- **Low pay limits participation:** 2 in 5 apprentices receive less in wages than it costs them to do their apprenticeship with many being forced to drop-out or put off choosing an apprenticeship in the first place.
- **Male apprentices continue to earn more than women:** The gender pay gap for apprentices continues with women earning an average £6.67 per-hour compared to £7.25 for men.
- **Gender segregation limits the potential of apprenticeships:** Women apprentices remain focussed in relatively few sectors. In key sectors such as engineering men outnumber women 25 to 1. The continued failure to address the under-representation of women in these sectors limits the potential for apprenticeship to solve the skills crisis that means employers in certain sectors are struggling to fill vacancies.
- **There are still too few part-time apprenticeship opportunities:** Fewer than 1 in 10 apprentices work under 30 hours per week. The lack of part-time opportunities is a particularly barrier to women, especially those with caring responsibilities, with many finding the path to training opportunities blocked as a result.

Despite these findings there is also evidence that there are already many benefits emerging from the reforms. The reputation of apprenticeships is continuing to grow with young people increasingly seeing them as a positive route in themselves and not simply as a second tier option for those who didn't get into university. Polling shows that 85% of apprentices believe that apprenticeships offer good opportunities to develop professional skills and could lead to good careers.² Two thirds of those polled also said that apprenticeships offered a better way of developing skills than going to university and it was felt that employers valued apprenticeships and degree qualifications equally.

A similar attitude was found even amongst those young people who had not chosen an apprenticeship route. In fact, almost 90% of non-apprentices polled said they felt that apprenticeships helped to develop skills and offered positive career pathways. It seems therefore that progress is being made in the battle to improve the image of apprenticeships, even though most apprentices felt friends and family continued to value university more. Young Women's Trust hopes that attitudes continue to change and overall the numbers of those undertaking apprenticeships continue to grow.

THE GENDER PAY GAP FOR APPRENTICES CONTINUES



The Government's three million target has brought a welcome focus to apprenticeships that was missing for too long. However, Young Women's Trust believes that increasing numbers alone is not enough. In the year 2016/17 there were more women who began an apprenticeship than men although women apprentices were also more likely to be older. Of the 268,000 female apprenticeship starts, 136,000 (51%) were over 25. For men, 87,000 of 240,000 starts were by those aged over 25 (36%).³ Whilst apprenticeships can be a valuable route back into work or provide progression route for older women, this evidence suggests young women are not finding suitable opportunities in the same way as young men. In addition to the gender segregation outlined above, along with low pay and a lack of part-time opportunities there is a need to look beyond the number of people starting apprenticeships to understand how successfully the ongoing reforms are playing out.

One additional measure that is a cause for concern is the number of people successfully completing their apprenticeships. Last year this was on average just two in three (66.2%) of apprenticeships⁴. The rates for electro-technical engineering are at 37% whilst the rates for health and social care and rail engineering are 55% and 77% respectively. Overall the achievement rates for men and women are similar but this does not show the differing rates in different sectors. It is not possible to calculate these rates using the existing published data although some studies have shown that women in male dominated sectors are more likely to leave their apprenticeship before completion.

In order to address the disadvantages faced by women, apprenticeships must become more affordable, more diverse and more flexible. This report calls on the Government, employers and training providers to work together to ensure apprenticeships achieve their potential for everyone.

¹ Polling of 500 current and recent apprentices carried out by ComRes for Young Women's Trust in August 2017

² ibid

³ Department for Education, Apprenticeship framework data tool https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/643191/Apprenticeships-framework-SSA-data-tool.xlsx

⁴ ibid

SUMMARY OF RECOMMENDATIONS

MAKE APPRENTICESHIPS AFFORDABLE

The Government should:

- Significantly increase the apprentice national minimum wage, so more people can afford to undertake apprenticeships.
- Invest in enforcement to tackle the growth of non-compliance with the apprenticeship minimum wage.
- Consider the potential for interest-free maintenance loans to support young people to train.
- Provide resources for bursaries to support young people to train in key sectors.
- Work with local authorities to ensure apprentices are able to access childcare support even when working part-time, including ensuring local provision is adequately funded and available.
- Extend the eligibility for receipt of Care to Learn to apprentices and increase the upper age limit from 20 to 25.

MAKE APPRENTICESHIPS DIVERSE

The Government should:

- Reinstate the Apprenticeship Diversity Good Practice Fund to support employers and training providers to implement positive action schemes with payment being contingent on demonstrating increases in diversity.
- Provide additional payments to employers and training providers of apprenticeships for women in male-dominated sectors.
- Provide bursaries for women taking apprenticeships in male-dominated sectors and for apprentices from lower socio-economic groups to increase gender diversity and promote social mobility.
- Ensure there are adequate entry points at level 2 and good progression routes to higher level apprenticeships to ensure those with lower qualifications can still benefit from apprenticeships. This could involve close integration with new T-levels to ensure a cohesive vocational route for young people of all abilities.
- Provide additional resources for schools to provide independent careers advice, expanding that requirement so schools have a duty to provide information about a range of options with explicit reference to apprenticeships.
- Ensure publicly available data on apprenticeships can be analysed in terms of multiple characteristics, for example gender and age, gender and ethnicity or gender and apprenticeship framework.

Ofsted should:

- Include measures around successful completion of apprenticeships for former pupils when assessing schools to encourage them to promote a wider range of options beside academic routes.
- Ensure that providers are taking steps to promote equality and diversity through their apprenticeship provision by including an assessment of diversity in its inspection reports.

The Institute for Apprenticeships should:

- Take a lead in monitoring diversity and holding employers and providers to account where progress isn't being made.
- Include a full assessment of the diversity in apprenticeships in its annual report, along with recommendations to improve diversity alongside any actions it has taken itself.

Employers should:

- Consider whether, in sectors where it can be shown that the number of women undertaking apprenticeships in any given sector is very low (for example Engineering, IT or construction), they can take positive action to increase the participation of women. This could include: setting targets, reserving places on training courses, providing work experience opportunities, explicitly welcoming applications from women, providing mentors or adapting the language used in job adverts.
- Publish targets for the ratio of male to female apprentices along with a strategy for meeting these targets.
- Publish the number of apprentices they employ, completion rates and destinations with the figures broken down by age, gender, ethnicity, disability, apprenticeship level and role.

Schools and Training providers should:

- Track the destinations of students over an extended period of time, including tracking future employment and earnings prospects in order to assess quality and increase the information available to potential apprentices about routes with the best outcomes.

MAKE APPRENTICESHIPS FLEXIBLE

The Government should:

- Renew guidance on part-time apprenticeships and promote the potential for part-time apprenticeships.

Public sector bodies including local authorities and central Government should:

- Take a leading role in increasing part-time opportunities in their own apprenticeships schemes.

1. MAKING APPRENTICESHIPS AFFORDABLE

"I was a customer service apprentice in a small shop (only me, another apprentice and my manager worked there). I had to do a lot - serve customers on the till, clean the store, display the products, update the online store, pack and post online orders, and more!"

I was paid £2.73 per hour which then went up to £3.30. I got paid on a Friday at the end of the month, the next week I was skint. I remember one day I had 40p for dinner so I got 1 doughnut from M&S! My manager noticed and offered to buy me a McDonald's, I felt so stupid. A quarter of my monthly income was spent on the bus fare getting to and from work. It was a struggle."

Katie -19

Many apprentices cite low pay that fails to match up with living costs as one of the key challenges they face. This also acts as a deterrent to others who may otherwise choose an apprenticeship route. In order to reduce the reliance on benefits, apprentices should have increased pay and/or access to loans. More effective childcare support is also needed and apprentices need greater awareness of their entitlement to childcare support.

PAY

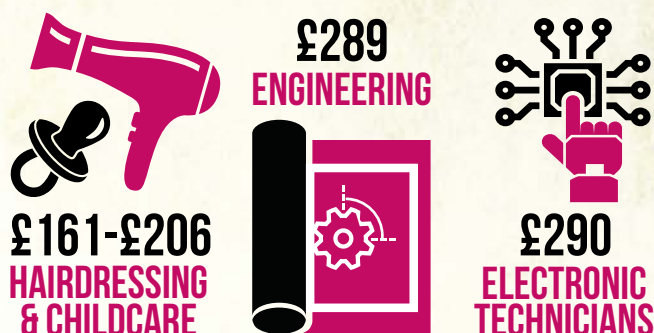
Low levels of apprenticeship pay are deterring many young people from starting apprenticeships. Polling of 4,000 young men and women aged 18-30 carried out by Populus Data Solutions for Young Women's Trust in July 2017 showed that 3 in 5 young people (62%) who left school to go to university or to other work or training said that the extremely low levels of pay was one of the key reasons for them not following an apprenticeship route.⁵

The apprenticeship minimum wage is just £3.50 an hour, a rate that pushes people away from apprenticeships and into other, low skilled work that doesn't offer the same opportunities for progression and development.

Even for those paid above the minimum, low wages are a concern. Our research shows that 1 in 5 apprentices are paid less than £5 an hour. 81% of current or recent apprentices said that they struggled to make cash last to the end of the month meaning they have to borrow money from friends and family, get into debt or use foodbanks.⁶

The situation is worse for young women, who continue to earn less than their male counterparts. Amongst current and recent apprentices the average wage for women, weighted by apprenticeship level, was £6.67 compared to £7.25 for men.⁷ This is largely a reflection of the sorts of apprenticeships that are undertaken by men and women with huge variations in pay levels between apprenticeships in different sectors. For example, the average weekly rate of basic pay for apprentices in the female dominated framework of hairdressing and childcare was £161 and £206 respectively. This compares to £289 for engineering and £290 for electro-technical apprenticeships, both of which are heavily male dominated.⁸

THE AVERAGE WEEKLY RATE OF BASIC PAY FOR APPRENTICES



More needs to be done to increase the apprenticeship minimum wage and to encourage employers to pay more. This has the support of employers too. In a survey of 800 HR decision makers by YouGov for Young Women's Trust, 75% of employers agreed that the apprenticeship minimum wage was too low.⁹ When asked about the impact of increasing the minimum wage for under-25s to the Living Wage, just 15% of employers indicated that they would cut back on employing younger workers as a result. This suggests there is significant scope to increase the apprenticeship minimum wage and, if the increase is phased, it would have a minimal impact on the availability of apprenticeships for younger people.

⁵ Young Women's Trust (2017), Worrying Times

⁶ Polling of 500 current and recent apprentices carried out by ComRes for Young Women's Trust in August 2017

⁷ ibid

⁸ Department for Business, Energy and Industrial Strategy (2017), Apprenticeship Pay Survey 2016. <https://www.gov.uk/government/publications/apprenticeship-pay-survey-2016>

⁹ Polling of 800 HR decision makers carried out by YouGov in July 2017

In addition to increasing the minimum wage rates, there is concern about growing non-compliance with the existing apprenticeship minimum wage. The Department for Business, Energy and Industrial Strategy's apprenticeship pay survey showed almost 1 in 5 (18%) of apprentices were paid below the legal minimum rate last year.¹⁰ This was particularly acute in sectors such as hairdressing (48%), childcare (28%) and construction (28%). Young Women's Trust recommends that more resources are given to enforcing the rates of pay and publicising the rates to avoid non-compliance arising from both unscrupulous practice and clerical error.

LACK OF FINANCIAL SUPPORT

Incredibly, 43% of apprentices said that the costs associated with doing an apprenticeship such as travel to work, buying clothing or paying for childcare, are higher than their earnings as an apprentice.¹¹

As highlighted in the previous section, the majority of apprentices are struggling to cope financially.

- More than half of apprentices struggle to cover basic living costs such as rent or utilities or cannot afford to pay for transport to get to work. Many more young people have been put off doing an apprenticeship altogether because it isn't financially viable.

- Parents were especially seen to struggle; 3 in 5 apprentices with children say their apprenticeship costs them more than they earn-almost twice the rate of those without children.

These financial struggles exist despite the fact that 36% of apprentices (including half of those who are parents and almost one in 3 of those without children) are receiving some form of state benefit whilst they are doing their apprenticeship. Furthermore, 40% of young apprentices say their parents had their benefits reduced when they began their apprenticeship despite many continuing to need financial support over and above their own wages. Young Women's Trust is concerned that, in some cases, decisions about which route to follow may be driven by these factors rather than what is in the best interests of the young person taking early steps in their career.

It is clear, therefore, that as well as increasing apprenticeship pay, the financial support on offer to apprentices is in need of urgent reform.

Half of the apprentices said that they would have liked to have taken out a low-cost loan to enable them to support themselves throughout their apprenticeship.¹² Previously, organisations including Bright Blue have called for low cost maintenance loans as a way of increasing both social and geographical mobility.¹³ Young Women's Trust is aware of the debates around whether apprenticeships should be classified as education or work. Furthermore, previous negative experience of the Advanced Learner Loans for apprenticeships also suggest a cautious approach is necessary to ensure both that eligibility is broad enough to encourage take-up and to avoid loans being a supplement to poor wages.

However, the Government should further explore how to reform financial support for apprenticeships.

This should include considering how maintenance loans could be extended to apprentices and how support could be further supplemented by offering Government-backed bursaries to those most in need of support or to encourage uptake of apprenticeships in key sectors.



43% OF APPRENTICES SAY THAT COSTS ASSOCIATED WITH DOING AN APPRENTICESHIP



CHILDCARE COSTS

The cost of childcare for parents is a barrier and young women are more likely to be affected by these costs. Although apprentices who are parents of 3-4 year olds may be eligible to receive up to 30 hours free childcare, those with younger children receive limited support and there remains considerable concern about the availability of childcare and the ability of local providers to meet demand. Furthermore, many parents, especially young parents, considering apprenticeship schemes are unaware of what support they are eligible for.

The Government must ensure that sufficient funding is available to support local provision and work together with childcare providers to make parents aware of their rights. This should include specific information for apprentices and potential apprentices about the support that is available.

Although apprenticeships are primarily jobs with training, the current lower rates of apprenticeship minimum wage justify the provision of additional support to parents to enable them to build skills through an apprenticeship route. Therefore, Young Women's Trust also recommends that eligibility for receiving 'Care to Learn' funding which supports younger parents in education be extended to those undertaking apprenticeships with the maximum age limit raised from 20 years old to 25 years old.

SUMMARY OF RECOMMENDATIONS

The Government should:

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- Invest in enforcement to tackle the growth on non-compliance with the apprenticeship minimum wage.
- Consider the potential for interest-free maintenance loans to support young people to train.
- Provide resources for bursaries to support young people to train in key sectors.
- Work with local authorities to ensure apprentices are able to access childcare support even when working part-time, including ensuring local provision is adequately funded and available,
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10 Department for Business, Energy and Industrial Strategy (2017), Apprenticeship Pay Survey 2016. <https://www.gov.uk/government/publications/apprenticeship-pay-survey-2016>

11 Polling of 500 current and recent apprentices carried out by ComRes for Young Women's Trust in August 2017

12 ibid

13 <http://www.brightblue.org.uk/index.php/medias/press-releases/item/732-passionate-and-principled-but-room-for-improvement-says-bright-blue>



2. MAKING APPRENTICESHIPS DIVERSE

Despite the steady growth in apprentice numbers and the ongoing reforms to apprenticeships in England, the diversity of apprentices, particularly with regards to gender, has stubbornly refused to change. Men and women continue to undertake apprenticeships in different sectors with women predominately clustered in low paid sectors. Men dominate in sectors such as engineering, construction and ICT, a situation which has shifted little in over a decade. These male-dominated sectors are vital to the economic wellbeing of the country but also have significant skills shortages. Young Women's Trust believes that by improving the gender balance, apprenticeships will be better placed to serve the economy and be of greater benefit to apprentices and employers alike.



GENDER SEGREGATION

The target of creating 3 million new apprenticeships by 2020 has been justified in terms of the need for the UK to fill skills gaps in sectors that are vital to the economy. More recently the Government has talked of the importance of apprenticeships in addressing the potential post-Brexit skills challenges. It has been said for example that almost 20% of children currently in school need to enter the engineering sector to fill the skills gap.¹⁴ However, we believe that unless more is done to tackle the significant gender segregation that exists in employment then these skills gaps will remain.

It is particularly concerning that apprenticeships also suffer from this segregation. Two thirds of female apprentices work in just 5 sectors, with 27% undertaking apprenticeships in the most popular framework (health and social care) alone.¹⁵ The segregation is particularly relevant as men are concentrated in sectors that are critical to closing the STEM skills gap such as IT, construction and engineering. The latest official statistics show that nine times as many men as women started an IT apprenticeship. Similarly, for every female apprentice entering the construction sector in England there were 50 men and there were 25 men for every woman starting an apprenticeship in engineering.¹⁶

Despite 71% of young people agreeing that engineering is a career equally suited to men and women,¹⁷ young women tell us that they feel locked out of certain professions and funnelled down a narrow range of career paths.¹⁸ Barriers frequently cited in conversations with young women range from a lack of flexibility, support or mentoring to discrimination, harassment and bullying. Many organisations are making efforts to tackle these barriers but the perception for many young women, particularly those taking their first steps into a career via an apprenticeship, is that they are not welcome in those sectors and have little chance of being successful. These perceptions, and indeed the reality faced by many young women entering sectors such as engineering, construction and IT, continue to limit the pool of talent available to close the skills gaps.

Employers tell us that they are often wary about taking any steps to actively recruit women or provide additional support in the workplace because they are unsure of the law around discrimination and fear that they may inadvertently discriminate against potential male employees as a result. Legal advice received by Young Women's Trust suggests that despite this uncertainty there is much that employers are able to do. This could include: setting targets, reserving places on training courses, providing work experience opportunities, explicitly welcoming applications from women, providing mentors or adapting the language used in job adverts.

¹⁴ Engineering UK 2015: The State of Engineering http://www.engineeringuk.com/EngineeringUK2015/EngUK_Report_2015_Interactive.pdf

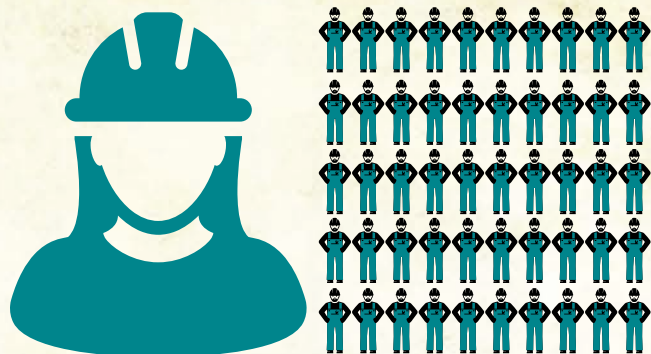
¹⁵ Department for Education, Apprenticeship framework data tool https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/643191/Apprenticeships-framework-SSA-data-tool.xlsx

¹⁶ ibid

¹⁷ Young Women's Trust (2016) No Country for Young Women

¹⁸ Young Women's Trust (2016): Making Apprenticeships work for Young Women

FOR EVERY FEMALE APPRENTICE ENTERING THE CONSTRUCTION SECTOR IN ENGLAND



THERE WERE 50 MEN

To incentivise employers to take measures to increase diversity, the Government should reinstate the apprenticeship diversity fund with additional resources for employers and training providers. In order to ensure value for money, the ability to draw down this funding should be contingent on demonstrating measurable increases in diversity. Consideration should also be given to providing additional payments to employers and providers of apprenticeships for women in male dominated sectors. Similar payments are currently made to employers and providers of 16-18 year-old apprentices to cover additional costs of recruitment and supporting younger apprentices. Young Women's Trust believes that similar justifications can be made for payments in certain sectors to cover the cost of positive action measures such as those outlined above.

Inspection regimes have a role to play here too. The Institute for Apprenticeships has been created to ensure quality in vocational training and Ofsted continues to inspect training providers. Young Women's Trust believes that the purpose of assessing quality must be to ensure that apprenticeships meet the demands of apprentices, employers and the wider economy. Ensuring a diverse workforce in order to fill skills gaps is a key aspect of this. As such, the remit of the Institute should include assessing the diversity of apprenticeships in terms of gender and other protected characteristics. The Institute should use its influence to hold employers to account where progress is not being made and be mandated to include an assessment of diversity in its annual report. This should sit alongside recommendations to improve diversity and a summary of activity the Institute itself has made to improve diversity.

SCHOOLS AND CAREERS ADVICE

In addition to the role of employers and training providers, there is a role for schools to both encourage and support women into technical routes. As well as continued low levels of female apprentices in sectors such as engineering, subject choice remains divided along gender lines. Young women are less likely to study STEM subjects with young women from disadvantaged backgrounds particularly unlikely to follow that path.¹⁹ In the latest A-level statistics, just 22% of physics students and less than 10% of those studying computing were female. Many of the factors behind girls' choices are determined at a young age through school and parental influences. Studies have suggested that early exposure to gender awareness activities is critical in encouraging both boys and girls to aspire to non-traditional career paths.²⁰

Currently young people, especially young women, are not getting enough early careers advice about different paths and, crucially, they receive limited information about apprenticeship routes. Our polling showed that 1 in 3 young women and 1 in 4 young men who didn't follow an apprenticeship route would have done so if they had been provided with better information about their options. Women were also twice as likely to say that they had not followed an apprenticeship route because they felt it wasn't for someone of their gender with 1 in 6 young women giving this as a reason for not doing an apprenticeship.

Young Women's Trust has reported previously about the lack of awareness amongst young women of the National Careers Service and it is important to expand and publicise this valuable resource²¹. Greater efforts should also be made to ensure parents are well informed about the benefits of apprenticeships and more resources provided for building links between schools and business locally, including raising awareness of local apprenticeship opportunities.

In our previous report we highlighted that, whilst schools have a duty to provide independent careers advice, they often lack the resources to do this effectively.²² Young women have also told us that schools continue to highlight and encourage them to follow academic routes whilst they receive little information about apprenticeship routes. Schools must be given the resources and information they need to provide high quality advice, whilst also taking on a duty to provide gender-aware careers advice of a full range of options, including apprenticeships. Successful completion of apprenticeships could be a new measure that Ofsted use to assess school's performance. This might reduce the tendency for schools to focus solely on Sixth form and university pathways for their students.

¹⁹ McMaster (2017), Who studies STEM subjects at A level and degree in England? An investigation into the intersections between students' family background, gender & ethnicity in determining choice, British Educational Research Journal, Volume 43, Issue 3 June 2017

²⁰ Fuller, A and Unwin, L. (2013) Gender Segregation, Apprenticeship, and the Raising of the Participation Age in England: are Young Women at a Disadvantage? published by the Centre for Learning and Life Chances in Knowledge Economies and Societies <http://www.llakes.ac.uk>

²¹ Young Women's Trust (2015), Scarred for Life?

²² Young Women's Trust (2015), Making Apprenticeships Work for Young Women

SOCIAL MOBILITY

The Social Mobility Commission recently reported that apprenticeships are currently failing to act as an engine of social mobility.²³ Too few apprentices progress to higher level qualifications and the majority of young people are undertaking apprenticeships in the lowest paid sectors. This is especially true for young women; 1 in 3 young women apprentices work in either health and social care or childcare, sectors where opportunities for pay and progression are often poor. More needs to be done to create progression pathways in these sectors.

The growing focus on higher level and degree apprenticeships is to be welcomed. However, Young Women's Trust is concerned that this focus risks removing the lowest rungs of the ladder. It is important that as new apprenticeship standards are approved a balance remains so that sufficient entry points remain for those students with lower level qualifications. The Government's renewed efforts to improve the take-up and delivery of pre-apprenticeship programmes will, it is hoped, go some way to creating more entry points. Careful consideration will need to be given to ensure that these programmes have good links to apprenticeships so they act as genuine opportunities for progression. A fully functioning system will also include close integration with the forthcoming T-levels to provide clear entry points and progression routes for a range of careers so that a young person making decisions at 16 can easily see the possibilities for their future career.

Furthermore, our polling²⁴ supported reports that have shown that apprentices from lower socio-economic groups are less likely to take up higher level apprenticeships.²⁵ To ensure that apprenticeships remain a viable way to progress onto higher qualifications for the poorest apprentices, Government backed bursaries should be introduced to provide additional financial support for those most in need. Bursaries could similarly support and encourage diversity through for example providing bursaries for women choosing a career in male-dominated fields such as construction or engineering.

DATA

A key element in understanding the diversity of apprenticeships is ensuring sufficient data is gathered to track and monitor both the numbers of young people undertaking apprenticeships and their outcomes.

As apprenticeships are becoming increasingly employer-led, employers will, by necessity, need to be more accountable. The Institute for Apprenticeships should report on diversity in the overall programme, but employers too should publish statistics on the diversity of their apprenticeship programmes.

It is important that this data is produced at a level of detail that allows for sophisticated analysis of the diversity picture as well as the ability to track future trends. For example, some studies have shown that women in male-dominated sectors are less likely to complete their apprenticeship²⁶ but the current published data on achievement rates does not allow for an analysis of the combined impact of gender and apprenticeship framework.

Furthermore, it is important to develop destinations data which tracks the outcomes for school leavers and apprentices several years after completing their education or training. The Demos Commission on Apprenticeships²⁷ recommended that destination data be further developed. Currently schools are responsible for destination data and only cover the destinations of pupils one year after leaving school. The Commission recommended that pupils should be tracked over a longer period to provide a better measure of career outcomes. Destination data could also track earnings. Such metrics would encourage schools to provide better careers advice and encourage employers to advertise apprenticeships with better prospects.²⁸ A responsibility on training providers to track destinations would also help to ensure quality by providing an additional measure by which to gauge the quality of provision.

23 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/509123/Social_Mobility_and_Child_Poverty_Commission_Submission_on_Apprenticeships_final.pdf

24 Polling of 500 current and recent apprentices carried out by ComRes for Young Women's Trust in August 2017

25 *ibid*

26 Gambin, L., & Hogarth, T., (2015): 'Factors affecting completion of apprenticeship training in England', *Journal of Education and Work*, DOI: 10.1080/13639080.2014.997679

27 http://www.demos.co.uk/files/476_1504_CoA_WEB_2_.pdf?1425489134

28 *ibid*



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- Provide additional resources for schools to provide independent careers advice, expanding that requirement so schools have a duty to provide information about a range of options with explicit reference to apprenticeships.
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- Publish targets for the ratio of male to female apprentices along with a strategy for meeting these targets.
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Schools and Training providers should:

- Track the destinations of students over an extended period of time, including tracking future employment and earnings prospects in order to assess quality and increase the information available to potential apprentices about routes with the best outcomes.

3. MAKING APPRENTICESHIPS FLEXIBLE

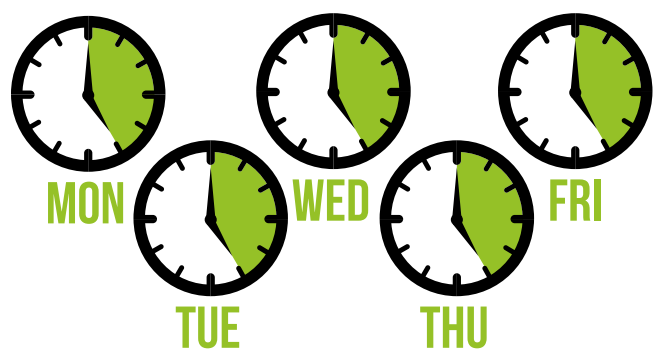
"I would love to do an apprenticeship but none of them fit around my son's school hours."

Helen – 25

"I was put off from doing an apprenticeship in a theatre because it was full time at apprentice wage and I couldn't figure out how I could survive on that. If it was part time I could have done it alongside higher paid work."

Emma – 26

54% OF EMPLOYERS
(INCLUDING 65% IN THE PUBLIC SECTOR)
WOULD BE WILLING TO OFFER APPRENTICESHIPS ON A PART-TIME BASIS



BUT MANY WRONGLY BELIEVE THERE IS LITTLE DEMAND

Many young people have told us that they want or need to work part-time but the lack of such opportunities in apprenticeships means they often choose another route which may lack training and future opportunities. In the survey of HR decision makers carried out for Young Women's Trust by YouGov, 54% of employers (including 65% in the public sector) would be willing to offer apprenticeships on a part-time basis but many wrongly believe there is little demand from potential apprentices for working arrangements along these lines.²⁹

Increasing the flexibility of apprenticeships would enable more people, including young parents and existing part-time staff, to benefit from the skills and development of an apprenticeship providing a much needed boost to the economy. For employers in the public sector in particular it would help to ensure that their staff are able to benefit from the apprenticeship levy and support their efforts to meet the public sector apprenticeship targets. However, the latest Government apprenticeship pay survey showed that just 11% of apprentices are contracted for less than 30 hours a week and just 3% work between 16 and 19 hours per week.³⁰

There are a number of reasons employers cite for not offering part-time apprenticeships including that there is no demand for them. Of those employers saying they would not offer apprenticeships on a part-time basis, more than half believed that apprentices would not want to work part-time.³¹ Evidence from apprentices suggest otherwise; 70% of male apprentices and 80% of female apprentices agree that companies should offer part-time and flexible working arrangements to their apprentices.³² This mismatch may be due in part to the inability to filter searches on the Government's *Find an Apprenticeship* website by the working hours of the positions advertised. This leads to a Catch-22 situation in which apprentices believe part-time apprenticeships are not on offer and employers believe there is no demand.

Other reasons employers gave for not offering part-time apprenticeship included a belief that it would be administratively difficult (32%) and concern about the challenges created by extending the duration of the apprenticeship (18%).³³ There also persisted a sense amongst employers that legislation prevented them from offering part-time apprenticeships.

Young Women's Trust is working with Learning and Work Institute and Timewise to understand the barriers to employers offering part-time apprenticeships and develop a model for part-time apprenticeships that works for employers, training providers and apprentices alike. The project is due to report in spring 2018. However, early findings have found much to challenge the assumption that there is no demand for part-time apprenticeships.

32% OF EMPLOYERS DON'T OFFER PART-TIME APPRENTICESHIPS



BECAUSE THEY BELIEVE IT WOULD BE ADMINISTRATIVELY DIFFICULT

Employers have said that they value the potential of part-time apprenticeships to increase diversity, and employers who have trialled part-time apprenticeships have found them to be manageable.

Similarly, potential apprentices have said they would not be deterred by a longer apprenticeship and part-time apprenticeships were seen as particularly valuable for existing part-time staff who may otherwise be overlooked for training and development opportunities.

There does remain some concern however about the knowledge of employers about the rules around part-time apprentices. Previous guidance about the ability to offer part-time apprenticeships has been patchy and despite recent funding guidance making the possibility more explicit more could be done to increase the visibility of this guidance and to further promote the potential for part-time apprenticeships. This should include clarification about the requirements for off-the job training to ensure part-time apprentices are not expected to undertake training on their own time but that this training occurs during their part-time contracted hours.

SUMMARY OF RECOMMENDATIONS

The Government should:

- * Renew guidance on part-time apprenticeships and promote the potential for part-time apprenticeships.

Public sector bodies including local authorities and central Government should:

- * Take a leading role in increasing part-time opportunities in their own apprenticeship schemes including by creating opportunities for existing part-time staff.



29 Polling of 800 HR decision makers carried out by YouGov in July 2017

30 Department for Business, Energy and Industrial Strategy (2017), Apprenticeship Pay Survey 2016. <https://www.gov.uk/government/publications/apprenticeship-pay-survey-2016>

31 Polling of 800 HR decision makers carried out by YouGov in July 2017

32 Polling of 500 current and recent apprentices carried out by ComRes for Young Women's Trust in August 2017

33 Polling of 800 HR decision makers carried out by YouGov in July 2017

CONCLUSION

Since our last report in 2015, apprenticeships have undergone significant reform. The reputation of apprenticeships is shifting and there are early signs that employers are investing more in apprenticeships. Both these factors, as well as a continued focus on increasing higher level apprenticeships, have given a boost to numbers as the Government seeks to hit its 3 million apprenticeship target.

However, there remains much to be done to ensure that the apprenticeship programme delivers for young women whilst also meeting the skills demands of the economy. Apprenticeships must become more affordable, more diverse and more flexible.

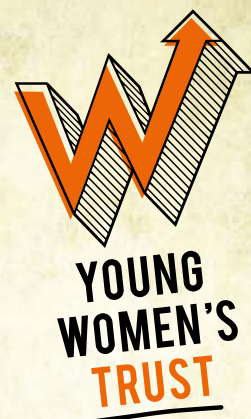
Firstly, too many women are still stuck in poorly paid apprenticeships with little opportunity for progression. Low pay in general pushes young people away from the apprenticeship route. With 43% of apprentices earning less than their costs for training the Government must act to increase the apprenticeship minimum wage and financial support available to apprenticeships. This should include investment in the enforcement of the minimum wage and the offer of bursaries to support those apprenticeships who are struggling the most.

There is also an urgent need to improve careers advice and support for young women to enable them to take up opportunities in a wide range of sectors, particularly those which are currently male-dominated. Additional payments and funding for employers to boost diversity would also help to increase diversity across a range of sectors. This would not only improve their prospects but would help the economy plug the skills gaps in sectors such as engineering and construction which are struggling to fill vacancies.

Finally, the apprenticeship offer needs to be more flexible. The lack of part-time opportunities in particular is acting as a barrier. Employers and training providers need to work together to be more creative about offering apprenticeships part-time. These efforts must be supported by the Government in promoting apprenticeship, including through improvements to the Find an Apprenticeship service to make part-time apprenticeships easier to find.

Young Women's Trust will continue to monitor the impact of the ongoing reforms and we hope that we see a real transformation in the way apprenticeships work for young women.





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Young Women's Trust is the operating name of YWCA England & Wales.
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