

Think Ahead

ACCA

**Apprenticeships
– what do young
people really think?**

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**ACCA
Apprenticeships**

Context

Apprenticeships are a hot topic. For economic growth you need an educated workforce. The Government see apprenticeships as an opportunity to get more school and college leavers to 'earn and learn', so they can develop the skills that will help them flourish in their careers and support the economic growth the country needs. This largely driven by concerns that there is a skills gap – that the future talent and skills pipeline is not as strong as it needs to be to ensure future economic success. It is also driven by the need to improve economic productivity in the UK (which lags considerably when compared to other G7 countries). Increasing the number of young and highly skilled people entering the workforce is critical to the growth of UK PLC, the Government sees apprenticeships as the heart of the solution.

Following on from the outcome of the 2015 General Election there has been renewed vigour in the apprenticeship agenda, with an ambitious target of delivering 3 million new apprenticeships by 2020.

To fund apprenticeship training the Government has introduced the new apprenticeship levy. This is a charge to be placed on employers with annual

wage bills of £3m or more, this money will then go directly into a Government funding pot for apprenticeship training. The incentive for employers is that they can 'reclaim' this money if they open up their own apprenticeship training programmes. The idea is that this will raise £3 billion in funds a year to provide training allowances to all employers taking on apprenticeships. Businesses with wage bills lower than the £3m threshold will still be able to draw funding from the levy if they open up apprenticeship opportunities within their businesses.

Learning providers will play their part in helping to develop and deliver apprenticeship training to individuals. Whilst employers will be given the spending power through the levy they will only get that money if they use approved learning providers.

Much of the detail around the levy and apprenticeships – particularly at the higher level – is yet to be decided. But whilst the wheels are firmly in motion, whether or not the Government's ambitions are met will very much depend on making apprenticeships an attractive option to their intended market – young people. We have therefore undertaken some research to find out exactly what young people really think of apprenticeships.



Introduction

ACCA firmly believes that access to rewarding careers should be open to all who are able to demonstrate the necessary abilities. To ensure access to different careers, particularly paths into the professions, is opened to as broad and diverse a talent pool as possible it is vital that there are varied entry routes. We are strong advocates of this and ACCA has always prided itself on offering different ways of gaining access to the profession. We therefore support and welcome efforts to create apprenticeships which are not only fit for purpose for the 21st century, but that also offer genuine career opportunities for young people starting out in life.

We can clearly see the potential of apprenticeships in offering a clear and structured approach to career development. We also see how apprenticeships, if structured well, can offer a feasible alternative to graduates routes into professional careers. Opening access to training and employment opportunities, apprenticeships will also play a key role in helping promote social inclusion and social mobility. However, to realise the full potential of apprenticeships and ensure they act as routes into careers will take time, effort and investment.

In order to take the debate forward it is important to understand what the current perceptions are around apprenticeships, particularly amongst young people. To be able to constructively contribute to the debate we commissioned YouGov to undertake a poll of 16–18 year olds on our behalf to find out what young people really think of apprenticeships.

The results have provided some interesting findings – which, on the one-hand show that apprenticeships are viewed positively by many young people, whilst on the other highlight certain challenges around perceptions.

The poll

ACCA commissioned YouGov to undertake a poll of 16–18 year olds in order to gain a better understanding of young peoples’ views on apprenticeships. The poll was carried out between 22 October and 19 November 2015. The total sample size was 1,005. Respondents we asked a total of 11 questions (see Annex A). Nine questions related specifically to respondents views of UK apprenticeships. Two questions were asked to establish the social background of respondents in order to help us identify if social background held any bearing on views of apprenticeships.

We can clearly see the potential of apprenticeships in offering a clear and structured approach to career development.



The findings

Social backgrounds

To help us better understand the make-up of those responding we gathered some information on social backgrounds.

The findings found that 66% of the respondents had parent(s) / guardian(s) who both worked either full or part-time. 27% had one parent or guardian who worked full or part-time. 4% of respondents had parents or guardians who did not currently work.

The majority of respondents had parents / guardians that worked in professional or technical positions (which required degree level education) and managerial or senior administration roles (which accounted for 34% and 25% respectively). Fewer had parent / guardians working in skilled manual (10%) or semi-skilled manual (10%) roles.

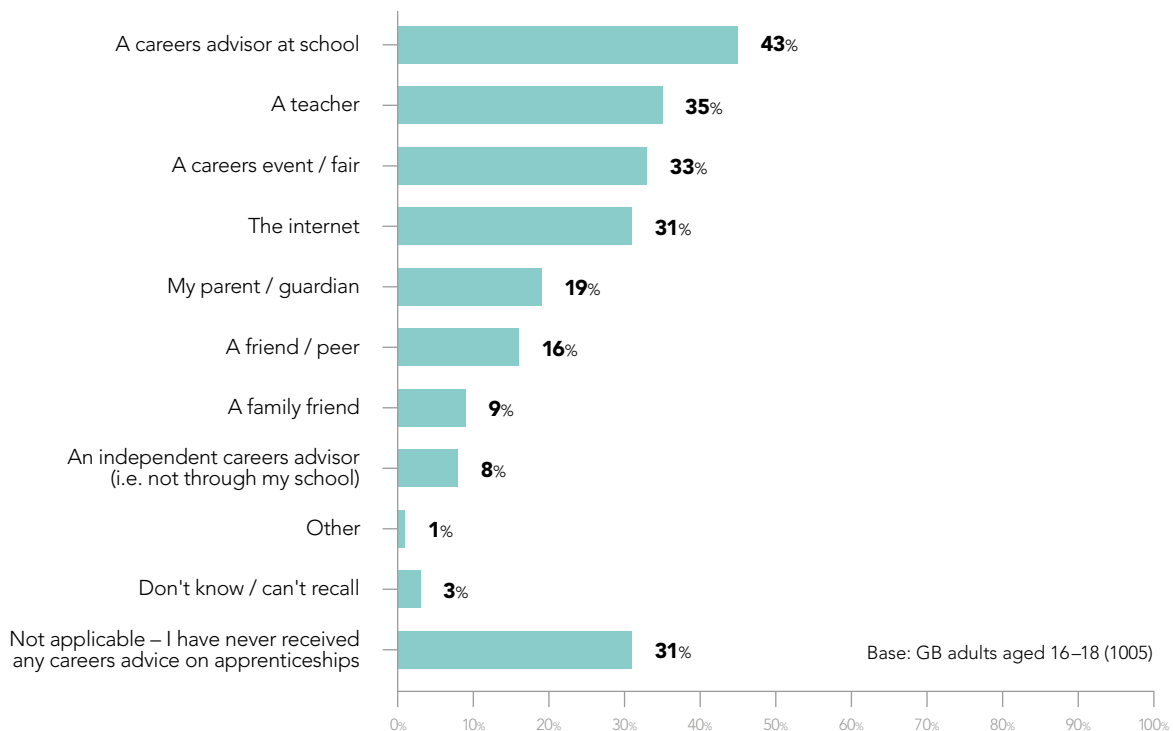
Getting advice on apprenticeships

To better understand what advice is available on apprenticeships we asked which sources of careers guidance young people tended to use. Our findings show that there was no single stand-out source of advice. Instead advice on apprenticeships came from a spread of sources, including school careers advisors, teachers, careers fairs, the internet and parents and friends.

The most striking finding from this question was that almost one-third of respondents (31%) said that they had never received advice on apprenticeships. This was particularly prevalent in London where 38% of those responding had received no advice on apprenticeships.

► For the following question, if you have never received any careers advice on apprenticeships, please select the 'Not applicable option'.

Through which, if any, of the following sources have you EVER received careers advice on apprenticeships



For those who had received careers advice on apprenticeships we asked which sources of advice individuals valued the most. The findings to this question showed that, again, there was a spread of responses, but overall school careers advisors were the most valued sources of advice. Schools careers advisors were rated particularly highly in Scotland where 36% of respondents rated schools advisors highly (compared with a UK average of 23%).

Roughly one in ten respondents rated advice from parents/guardians as the most valued source of advice, with the exception of the North West region where only 1% of respondents valued parent / guardian advice the most.

17% of all respondents said that they did not value any source of careers advice received in relation to apprenticeships. This percentage increased significantly in Wales and South East where it rose to 41% and 31% respectively.

Online careers advice was moderately valued, with 11% of all respondents favouring internet advice sources. Again, Wales was an exception with only 3% of respondents selecting the internet as their most valued source of careers advice.

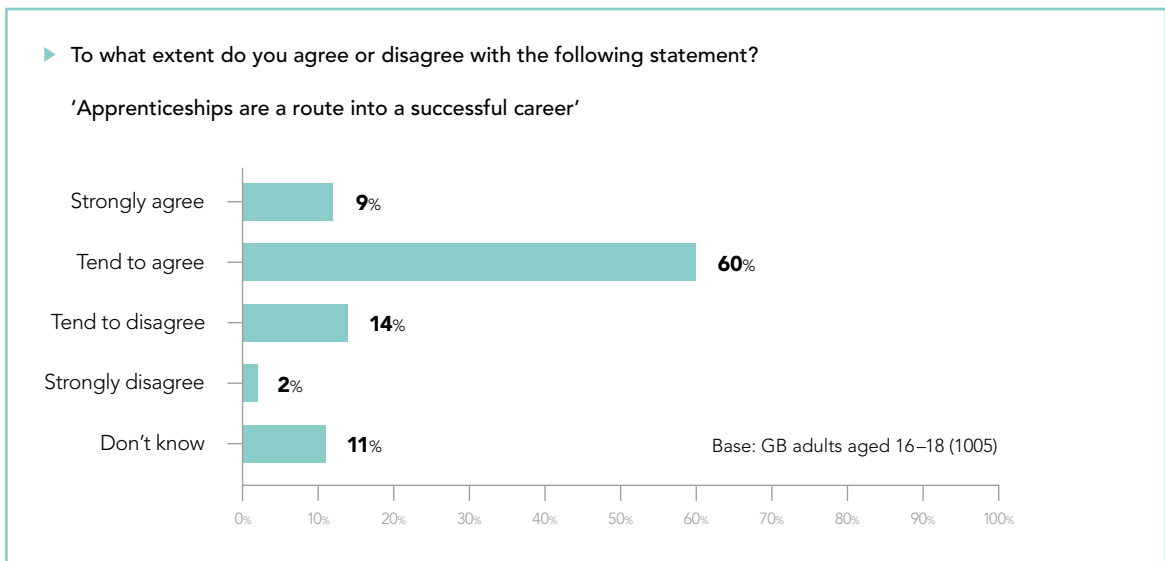
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17% of all respondents said that they did not value any source of careers advice received in relation to apprenticeships.

Where will an apprenticeship take you?

The vast majority of respondents felt that apprenticeships offered a positive career path. 72% of respondents agreed that apprenticeships are a route into a successful career. This view was fairly consistent across the UK.

Using a pre-determined list of industries we asked respondents to select those in which they felt there were apprenticeship opportunities. The industry in which the majority felt there were apprenticeship opportunities was construction, with 80% selecting this option.



Construction was followed by information technology (IT) (selected by 68%) and accountancy, banking and finance (selected by 61%). As apprenticeships are expected to be offered across a variety of sectors and industries the range of responses is broadly encouraging.

Respondents felt that there were apprenticeship opportunities in all of the industries listed. Healthcare, science/research and teaching & education, however, were the areas in which respondents appeared to not readily associate with apprenticeship opportunities. 36% felt that there were apprenticeship opportunities in healthcare and this figure fell to 34% for science/research and just 29% for teaching and education.

These results show that there are certain industries, such as construction, which tend to be more closely

associated with apprenticeship opportunities than others, such as teaching. These perceptions are consistent across genders. Such perceptions are likely to have a significant impact on how young people think about certain types of careers and how to get into them.

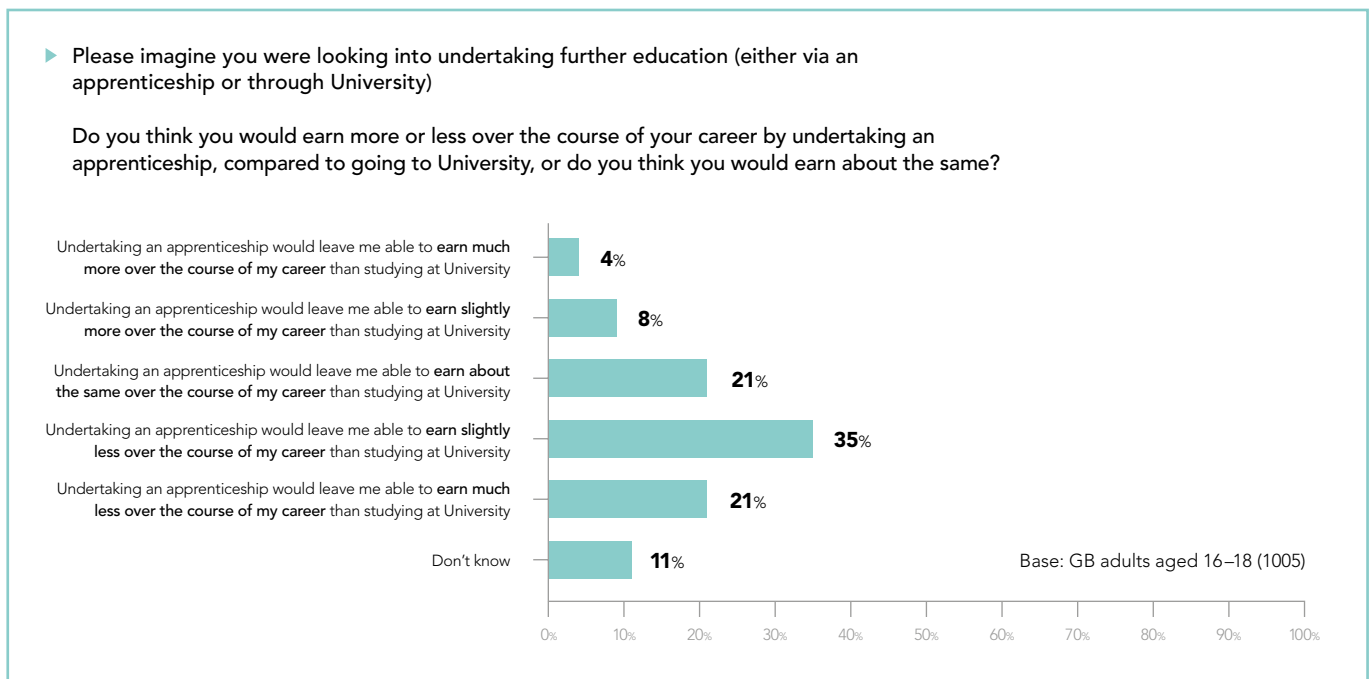
72%
of respondents agreed that apprenticeships are a route into a successful career. This view was fairly consistent across the UK.

Earning potential

We asked whether respondents thought they would earn more or less over the course of their career by undertaking an apprenticeship, compared to going to University. The findings showed that 35% felt that undertaking an apprenticeship would leave them able to earn slightly less over the course of their career than studying at University. 21% felt that undertaking an apprenticeship would leave them able to earn about the same over the course of their career than studying at University. But, significantly,

21% felt that undertaking an apprenticeship would lead to them being able to earn much less over the course of their career than studying at University.

Just 4% felt that undertaking an apprenticeship would lead to them earning far more over the course of their career than if they studied at university. 8% per thought they would earn slightly more through an apprenticeship rather than going to university.



Female respondents were marginally more optimistic about the earning prospects offered by apprenticeships than their male counterparts. Respondents from the North East were least optimistic about the earning potential of an apprenticeship route when compared to going to university; respondents from the West Midland and Scotland were the most optimistic about their earning potential offered through apprenticeship (but on balance still saw apprenticeships as offering lower earning potential than going to university).

The findings showed that **35%** felt that undertaking an apprenticeship would leave them able to earn slightly less over the course of their career than studying at University.

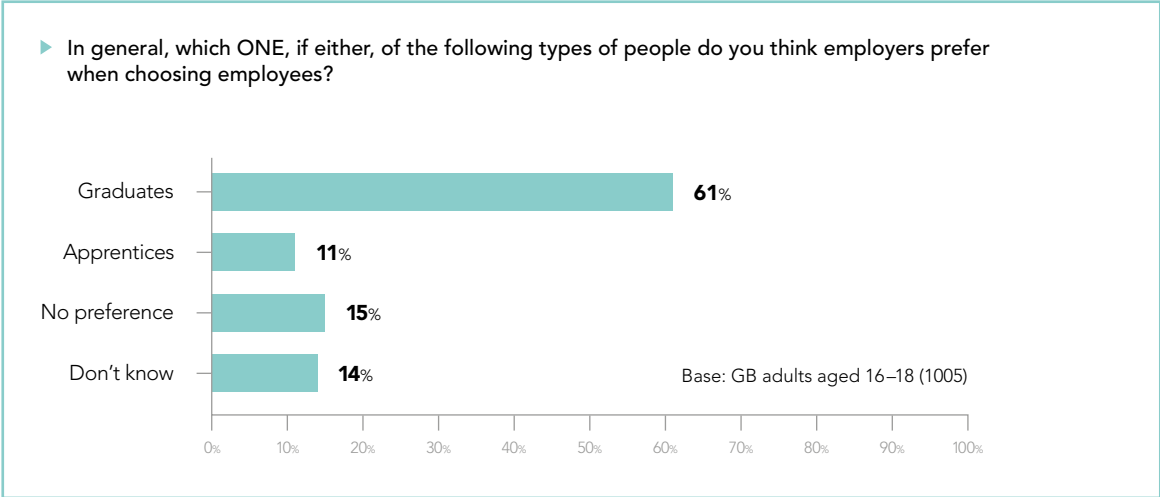
Perceptions of employer preferences

We asked respondents to tell us whether they thought employers had any preference between apprentices and graduates. The findings show that the majority (61%) felt that employers would prefer to graduates over apprentices when choosing employees. 15% believed that employers would have no preference in choosing between apprentices and graduates, 14% said they did not know what employers would prefer and 11% said they felt that employers would prefer apprentices over graduates.



The findings show that the majority (**61%**) felt that employers would prefer to graduates over apprentices when choosing employees.

There were some regional variations in the views of respondents. In the North East for example 76% of respondents felt the employers would prefer graduate over apprentices. In the same region just 3% of respondents believed that employers would prefer apprentices over graduates. Figures from the East Midland showed a slightly higher degree of confidence in apprentices where 16% of respondents felt that employers would favour apprentices over graduates.



The role of parents / guardians in influencing decisions

To get a feel for how parent / guardian views might influence a young person's decision on whether to undertake an apprenticeship or go to university we asked respondents to give us their thoughts.

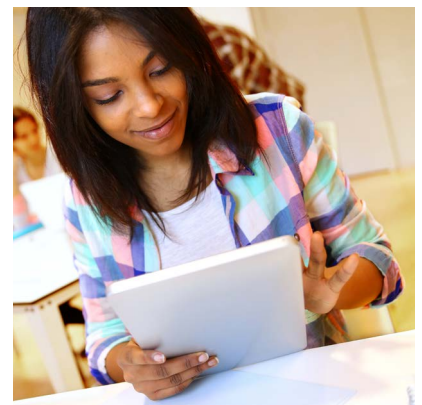
There was a strong view that, on balance, most parents / guardians would prefer their children / dependents to go to university rather than undertake an apprenticeship. 65% of respondents believed that their parent(s) / guardian(s) would prefer it if they went to university (as opposed to undertaking an apprenticeship).

27% of respondents believed that their parent(s) / guardian(s) would not have a preference on whether they undertook an apprenticeship, or went to university.

Just 5% of respondents felt that their parent(s) / guardian(s) would prefer them to undertake an apprenticeship (as opposed to going to university).

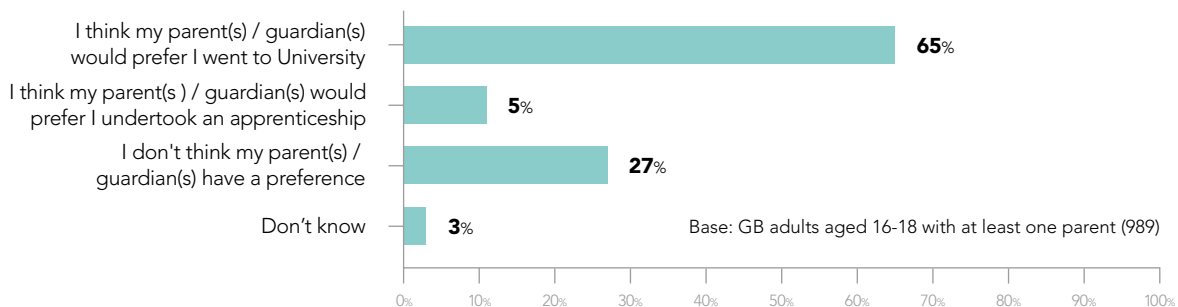
84% of respondents from the North East felt that their parents would prefer that they went to University, but this figure felt to 58% for the West Midlands.

65%
of respondents believed that their parent(s) / guardian(s) would prefer it if they went to university (as opposed to undertaking an apprenticeship).



► Please imagine you were deciding between attending university and undertaking an apprenticeship...

Which ONE, if any, of the following BEST applies to you?



Apprenticeships as offering flexible career paths

To find out how young people view apprenticeships as opening up varied career options we asked whether apprenticeships were seen as increasing or decreasing the flexibility of options for future career paths.

50% of respondents felt that apprenticeships decreased the options for flexibility of future career paths. 25% felt that undertaking an apprenticeship would make no difference to the options of flexibility for their future career paths. Just 15% believed that an apprenticeship would increase the options for flexibility in future career paths. Whilst 11% stated that they did not know in response to the question.

The results were fairly consistent across genders, but male respondents were marginally more optimistic about the flexibility of future careers paths offered via an apprenticeship than female respondents; where 17% of males felt apprenticeships increased flexibility versus 13% of female respondents.

There were some regional variations in responses. Only 8% of respondents from the North East felt that an apprenticeship would increase the options for flexibility in future career paths, whilst 63% of respondents from the same region felt that apprenticeship decreased future flexibility. Whereas 18% of respondents in the West Midlands felt that apprenticeships would increase flexibility in future career path, whilst 39% felt that they would decrease flexibility.



50%
of respondents felt that apprenticeships decreased the options for flexibility of future career paths.

Should there be age restrictions for apprenticeships?

When asked this question the vast majority (63%) of respondents felt that there should be no age restrictions on apprenticeships. 17% of respondents felt that apprenticeships should be restricted to under-25's.

There was a slight gender split in responses where 67% of female respondents felt that there should be no age restrictions placed on apprenticeships, but this figure dropped to 57% for male respondents. 9% of male respondents felt that apprenticeships

should be reserved for those under 20, versus just 4% of female respondents holding the same opinion.

There were some regional variations in opinions. The North East had the lowest number of respondents stating that there should be no age restriction on apprenticeships with 50% selecting this option. In the same region 31% felt that apprenticeships should be reserved for under-25's. Yorkshire and Humberside had the highest proportion of respondents saying that there should be no age restrictions, with 72% selecting this option.



The need to challenge and change perceptions

The results of the polling have shown some interesting findings in the way young people perceive apprenticeships. There appears to be a clear split in views. Whilst there is a fairly strong belief that apprenticeships can lead to successful careers there is also strong view that apprenticeships will leave individuals earning less over the course of their careers versus those who have gone to university.

Challenges have also been identified around the availability of high quality careers advice, with 31% of respondents saying that they've had no careers advice on apprenticeships and 17% saying that they had not valued the advice they had received.

There are other perception related challenges which are likely to detract from the attractiveness of apprenticeships to young people.

We have seen that whilst many young people believe that apprenticeships can offer access to a broad range of industries, including professional careers in areas such as accountancy and finance, there is a sense that apprenticeship routes can be limiting in terms of future career flexibility. This suggests that more needs to be done to promote the transferable skills that can be developed through an apprenticeship – and how such skills can provide an individual with the foundations that will be valuable across a range of future career options.

There was a strong sense in our polling results that employers still prefer graduates over apprenticeships. This was reinforced by the fact that most respondents (65%) believed that their parents would prefer them to go to university rather than going on to do an apprenticeship.



Summary of findings

It is clear from the findings that apprenticeships have something of an image problem amongst the core target market (16–18 year olds) and their parent(s) / guardian(s).

In many respects the findings show us that apprenticeship routes are still seen as the ‘poor relative’ when compared with going to university. For this perception to change there needs to be a culture shift in the way apprenticeships are viewed by schools, parents and pupils / students.

The size of this challenge must not be underestimated. For several decades schools and colleges have been focussed on, and indeed measured against, increasing the proportion of their students who go on to higher education.

Equally, over the past two or three decades, employers across all industries have tended to

recruit for future middle and senior management positions via graduate entry routes. More therefore needs to be done to develop and promote non-graduate career pathways, particularly within professional careers.

The majority of respondents felt that there should be no age restrictions placed on apprenticeships. As an observation this is interesting. With people working for longer, and the increasing need for individuals to develop new skills in new areas during the course of their careers, choices around skills development and lifelong learning are likely to become increasingly important for many in the workforce.

In order to address some of the challenges highlighted in our findings it is clear that solutions cannot be developed in isolation. A long-lasting and sustainable strategy for apprenticeships will require collaborative working across government, the education sector, employers and professional bodies – and will, of course, need to involve those whom apprenticeships are aimed at.

To address some of these challenges we have developed the following recommendations. These recommendations aim to prompt and inform debate on how apprenticeships are developed in the coming years.

Further information on the background of levy can be found at:

www.gov.uk/government/consultations/apprenticeships-levy-employer-owned-apprenticeships-training

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Our recommendations

1. Perceptions around apprenticeships need to change to achieve parity between higher level apprenticeships and graduate routes into professional careers.

The poll results show us that apprenticeship routes are still seen as the ‘poor relative’ when compared with going to university. For this perception to change there needs to be a culture shift in the way apprenticeships are viewed by schools, parents and pupils/students. The size of this challenge must not be underestimated. For several decades schools and colleges have been focussed on, and indeed measured against, increasing the proportion of their students who go on to higher education. Schools and colleges (particularly those with cohorts of 16-18 year olds) must do more to promote higher level apprenticeship opportunities alongside traditional higher education progression routes.

The Government’s announcement to make legislative changes to ensure technical colleges and apprenticeship providers deliver advice in schools on apprenticeship opportunities is a hugely positive step. However, the extent to which this approach succeeds in increasing the attractiveness of apprenticeships over university will need to be carefully measured over the coming years. We therefore call for the government to consider how it will measure the success of the new legislative measures being put into place – this could be informed through a consultation exercise with stakeholders. There should also be a ‘call to action’ for schools to ensure that where in-house advice services do not exist pupils are signposted to external resources that offer information on apprenticeship routes, such as the National Careers Service. This will expedite the process of making guidance readily accessible given the time it will take for technical colleges and apprenticeship providers to fully embed a programme of advice for schools.

When using pupil destination data to measure the performance of a school or college there must be parity between those pupils going on to higher education and those going on to undertake higher level apprenticeships. Again, the proposed legislative changes are a positive step towards achieving such parity, but measurements must be put in place to monitor whether or not the

proposed intervention is achieving its objectives. The proposed legislative change must seek to ensure that apprenticeship options are promoted universally. There must be a level playing field and advice on high-level apprenticeships should not be reserved only for those who are predicted university entry grades.

Finally, better collation and use of destination data by Government could help to promote apprenticeship routes into professional careers. For example, sharing information on the career destinations achieved by others who have undertaken apprenticeships will play an important role in promoting such pathways to new cohorts. Detailing outcomes, such as potential earnings, will enable individuals to make better informed decisions on their learning and career choices.

2. Careers advice on apprenticeships needs to be embedded in national and regional strategies for enterprise, skills and growth.

Our poll findings showed that there is a shortage of advice on apprenticeships with almost one-third of respondents saying that they had received no careers advice on apprenticeship pathways. Linked to this is the fact that the broadness and depth of apprenticeship opportunities are not fully understood by many. To address this the availability of good advice and guidance on apprenticeships needs to be greatly improved.

The creation of the Careers Enterprise Company provides an opportunity to link careers advisors, schools/colleges and employers. Through this, and working with intermediaries such as Local Enterprise Partnerships (LEPs), the Careers Enterprise Company has the opportunity to ensure apprenticeship routes are embedded in regional skills and careers advice strategies. However, for this to happen ‘Enterprise Coordinators’, who will be tasked to work with schools to drive up the availability and quality of careers advice, must ensure that guidance on apprenticeship pathways forms a core part of careers advice for 14 to 18 year olds.

Enterprise Coordinators will be supported by ‘Enterprise Advisors’ and both must work collaboratively to ensure local and regional apprenticeship opportunities are promoted in schools and colleges. This will help to bridge the gap between schools/colleges and employers.

Such links will take time to forge and it is important that they are given the necessary time to bed in, this will be critical in raising the profile and perception of apprenticeships as routes into professional careers.

With LEPs leading on local skills planning in many regions examples of best practice must be shared. For example, the Solent LEP developed a Solent Skills Strategy to drive its Skills for Growth aspirations. This strategy was developed in collaboration with local education institutions and local employers and sets out opportunities for apprenticeships. Such examples of best practice should be shared across all LEPs via knowledge sharing forums.

The Careers Enterprise Company has stated that it will develop toolkits and training for Enterprise Coordinators and Advisers. It is therefore vital that this includes guidance on apprenticeships (from lower to higher level apprenticeships).

The Careers Enterprise Company, should consider what quality checks and best practice guidance can be put in place to ensure there is consistency in the standard of careers advice provided across the Enterprise Advisor networks. This should include best practice around mapping routes into certain types of careers and professions.

Finally, as a facilitator of careers advice services, the Career Enterprise Company must work to join up and promote best practice across other front-line advice services, such as the National Careers Service. Wherever possible aims and objectives should be aligned. students who go on to higher education. Schools and colleges (particularly those with cohorts of 16-18 year olds) must do more to promote higher level apprenticeship opportunities alongside traditional higher education progression routes.

3. Employers offering both apprenticeship and graduate routes into like-for-like entry-level positions must ensure there is parity between the two.

Our findings showed that there is a view that graduates are likely to earn more than those choosing apprenticeship pathways into careers. This is likely to deter some from opting for an apprenticeship even though it may lead to the same entry-level position as a graduate route.

Where employers offer both graduate and apprenticeship entry routes for similar positions they must ensure that all entrants are treated on the same terms (and this should extend to equal remuneration).

If apprenticeship and graduate pathways are designed to lead to different entry level grades (levels of seniority) then employers must be transparent about this.

Greater transparency on the earning potential of apprenticeship routes into professional careers will enable individuals to make better informed decisions on the choices available to them. This will also help to create a more balanced debate on the pros and cons of apprenticeships versus university pathways can be made more transparent.

The relationships between schools, colleges, careers advice agencies and employers must become more sophisticated. At present careers services are delivered in a haphazard and disjointed manner [to be highlighted as quote]. The Government (at national and local level) must work with employers to identify where apprenticeships can provide a feasible and practical method of developing new talent pipelines (to positions that might have been previously reserved for graduates).

The relationships between schools, colleges, careers advice agencies and employers must become more sophisticated. At present careers services are delivered in a haphazard and disjointed manner

4. More needs to be done to promote apprenticeship entry routes to professional / specialist level posts. In some professions, such as engineering, apprenticeship routes are well established and understood. However, more needs to be done to promote apprenticeships routes into other professions where they can offer a feasible alternative to graduate entry routes.

Working collaboratively with employers and professional bodies the Careers Enterprise Company is well placed to highlight professional careers where higher level apprenticeships offer a feasible alternative to graduate entry routes. Guidance and opportunities must also be promoted via existing and established careers advice services, such as the National Careers Service and Prospects.

Professional bodies in particular have an important role to play in promoting access, via different entry routes, and through identifying and removing any artificial and non-essential barriers to entry.

The delivery of high quality virtual advice on accessing the professions will be critical to this and will ensure access careers guidance is opened up to a wide audience. Innovative approaches should be adopted, such as ACCA's virtual careers fair, 'Advantage', which promotes careers in accountancy.

5. Develop stepping stones into higher level apprenticeships. Awareness of apprenticeship routes into professional level careers needs to start earlier.

The Government needs to do more to promote work experience opportunities for 14–16 year olds. The focus here needs to be on the availability for high quality work experience opportunities for all school aged pupils in all parts of the UK.

Working in collaboration, Government, LEPs, employers, academia and professional bodies must do more to create work experience opportunities for 14–16 year old.

Work experience and internship opportunities provide a way of giving young people a 'taste' of different careers options. Where applicable, employers should use work placements and internships as an opportunity to promote and provide guidance on apprenticeship pathways.

6. More must be done to promote the value of the flexible and transferable skills gained through apprenticeship programmes

Our poll results show that there are concerns that apprenticeship routes limit the flexibility for future career options.

By their nature, apprenticeship routes are designed to develop an individual's skills in a specific industry or profession, but they also provide an opportunity to develop many transferable skills. At a basic level such transferable skills might be time management and organisation skills, at the advanced level they could be leadership or project and financial management skills. Through an apprenticeship softer skills, such as dealing with different types of people can be developed. All of which provide strong foundations for future career changes. This means that someone undertaking an apprenticeship will come away with a range of valuable skills, even if they do not pursue the specialism that their apprenticeship has focussed on.

More must therefore be done to highlight the range and value of transferable skills that can be attained through an apprenticeship and how those skills can boost future employability prospects. This should be supported by further research.

7. To ensure a cohesive and sustainable approach to developing high-quality apprenticeship pathways into careers and professions it is vital that all relevant agencies commit to a set of common objectives in order to ensure a joined-up approach is adopted.

The Government has announced that dedicated bodies will be established to help drive forward its ambitions for developing high quality apprenticeship opportunities for young people. An Apprenticeship Delivery Board will be established to bring together employers to help develop high quality apprenticeships and an Institute for Apprenticeships will be formed to oversee the apprenticeship levy and apprenticeship standards.

Whilst it is encouraging that the Government is making such commitments and putting the necessary infrastructure in place it is vital that all components are joined up and, at least to some degree, working in unison. There is a risk that too many 'moving parts' may lead to confusion around how standards are developed and set and by whom. We therefore recommend that all agencies with an apprenticeship remit, whether at departmental level or within the newly formed agencies, develop and

adopt a common apprenticeship delivery strategy. This should extend to devolved administrations where feasible. Through this, combined outcome based objectives should be agreed, set and published. Without such measures in place there is a risk that delivery strategies will be fragmented and objectives and overarching targets missed.

There must also be clear channels through which employers can provide feedback to central departments and agencies on what is and is not working. This will be vital in ensuring the continuous improvement of apprenticeship schemes.

Finally, targets set on apprenticeships are based on 'apprenticeship starts', as opposed to apprenticeships completed. In order to ensure apprenticeships are effective in their core aim of creating a better skilled workforce greater emphasis should be placed on ensuring that apprenticeship completion, or part-completion (on a modular basis), rates are maximised.

The success measure of apprenticeships should not be based on the number of people starting an apprenticeship, but the skills with which an individual walks away with.

Annex A: The questions that we asked

1. Which, ONE, if any, of the following BEST describes the working status of your parent(s) / guardian(s)? (If you do not have any parents / guardians, please select the 'Not applicable' option)

- ▶ Both of my parent(s) / guardian(s) currently work (either full or part time)
- ▶ One of my parent(s) / guardian(s) currently work (either full or part time)
- ▶ Neither of my parent(s) / guardian(s) currently work
- ▶ Don't know
- ▶ Not applicable – I do not have any parent(s) / guardian(s)

2. For the following question, by 'main earner', we mean the parent/ guardian who earns the most money from their main occupation.

Which ONE, if any, of the following BEST describes the occupation of your parent / guardian who is the main earner?

- ▶ Professional or higher technical work – work that requires at least degree-level qualifications (e.g. doctor, accountant, schoolteacher, university lecturer, social worker, systems analyst)
- ▶ Manager or Senior Administrator (e.g. company director, finance manager, personnel manager, senior sales manager, senior local government officer)
- ▶ Clerical (e.g. clerk, secretary)
- ▶ Sales or Services (e.g. commercial traveller, shop assistant, nursery nurse, care assistant, paramedic)
- ▶ Foreman or supervisor of other workers (e.g. building site foreman, supervisor of cleaning workers)
- ▶ Skilled manual work (e.g. plumber, electrician, fitter)
- ▶ Semi-skilled or unskilled manual work (e.g. machine operator, assembler, postman, waitress, cleaner, labourer, driver, bar-worker, call centre worker)
- ▶ Other

3. Through which, if any, of the following sources have you EVER received careers advice on apprenticeships? (Please select all that apply. If your answer is not shown in the list below, please type it in the 'Other' box)

If you have never received any careers advice on apprenticeships, please select the 'Not applicable'.

- ▶ My parent/ guardian
- ▶ A teacher
- ▶ A family friend
- ▶ An independent careers advisor (i.e. not through my school)
- ▶ A careers advisor at school
- ▶ A careers event/ fair
- ▶ The internet
- ▶ A friend/ peer
- ▶ Other
- ▶ Don't know / can't recall
- ▶ Not applicable – I have never received any careers advice on apprenticeships

4. Which ONE, if any, of the following sources of advice did / do you value the MOST? (Please select the option that BEST applies)

- ▶ My parent/ guardian
- ▶ A teacher
- ▶ A family friend
- ▶ An independent careers advisor (i.e. not through my school)
- ▶ A careers advisor at school
- ▶ A careers event/ fair
- ▶ The internet
- ▶ A friend/ peer
- ▶ Other
- ▶ Don't know / can't recall
- ▶ Not applicable – I have never received any careers advice on apprenticeships

5. To what extent do you agree or disagree with the following statement? 'Apprenticeships are a route into a successful career'

- ▶ Strongly agree
- ▶ Tend to agree
- ▶ Tend to disagree
- ▶ Strongly disagree
- ▶ Don't know

6. In which, if any, of the following industries do you think apprenticeships are currently available? (Please select all that apply)

- ▶ Construction
- ▶ Healthcare
- ▶ Information Technology (IT)
- ▶ Retail
- ▶ Teaching and education
- ▶ Marketing, advertising and PR
- ▶ Public services (e.g. police officers, civil servants etc.)
- ▶ Accountancy, banking and finance
- ▶ Creative arts and design
- ▶ Science/ research
- ▶ Other
- ▶ Don't know

7. Please imagine you were looking into undertaking further education (either via an apprenticeship or through University)

Do you think you would earn more or less over the course of your career by undertaking an apprenticeship, compared to going to University, or do you think you would earn about the same?

- ▶ Undertaking an apprenticeship would leave me able to earn much more over the course of my career than studying at University
- ▶ Undertaking an apprenticeship would leave me able to earn slightly more over the course of my career than studying at University
- ▶ Undertaking an apprenticeship would leave me able to earn about the same over the course of my career than studying at University
- ▶ Undertaking an apprenticeship would leave me able to earn slightly less over the course of my career than studying at University
- ▶ Undertaking an apprenticeship would leave me able to earn much less over the course of my career than studying at University
- ▶ Don't know

8. In general, which ONE, if either, of the following types of people do you think employers prefer when choosing employees?

- ▶ Graduates
- ▶ Apprentices
- ▶ No preference
- ▶ Don't know

9. Please imagine you were deciding between attending university and undertaking an apprenticeship...

Which ONE, if any, of the following BEST applies to you?

- ▶ I think my parent(s)/ guardian(s) would prefer I went to University
- ▶ I think my parent(s)/ guardian(s) would prefer I undertook an apprenticeship
- ▶ I don't think my parent(s)/ guardian(s) have a preference
- ▶ Don't know

10. In general, do you think undertaking an apprenticeship increases or decreases the options for flexibility of your future career path, or does it make no difference?

- ▶ Increases the options for flexibility
- ▶ It makes no difference
- ▶ Decreases the options for flexibility
- ▶ Don't know

11. Thinking about age restrictions on who can undertake an apprenticeship...

Which ONE, if any, of the following comes CLOSEST to your view?'

- ▶ I think only under 20's should be able to undertake apprenticeships
- ▶ I think only under 25's should be able to undertake apprenticeships
- ▶ I think only under 30's should be able to undertake apprenticeships
- ▶ I think there should be no age restrictions on apprenticeships
- ▶ None of these
- ▶ Don't know