

## Case study: Modern Apprenticeships



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This case study is a worked example of Close the Gap's tool for assessing the gender impact of spending on skills and training. It is based on publicly available data that was analysed by the Women in Scotland's Economy (WiSE) research centre. Skills Development Scotland was not involved in the production of this case study.

The tool is available from Close the Gap at:

[www.closethegap.org.uk/content/resources/GBATool.pdf](http://www.closethegap.org.uk/content/resources/GBATool.pdf)

# STEP 1



## Identify what the training programme is for

Scottish Government's current commitment is to sustain 25,000 Modern Apprenticeships.

The programme gives apprentices the opportunity to combine employment and training by following an industry designed training framework that results in a level 2 or 3 accredited work based qualification.

The Modern Apprenticeship programme supplies the Scottish labour market with intermediate skills.

# STEP 1



## Gather evidence

Skills Development Scotland gathers a range of data on the Modern Apprenticeship programme. This includes:

- *Participation rates and outcomes:* gender-disaggregated data is held in relation to the number of women and men starting an apprenticeship, the number in training, and the number who have successfully completed an apprenticeship.
- *Spend:* gender-disaggregated data outlines the levels of public spending relating to each occupational framework and level.
- *Beneficiaries and targets:* composition of the beneficiary group, disaggregated by gender, and composition of the target group, dis-aggregated by gender.

# STEP 3



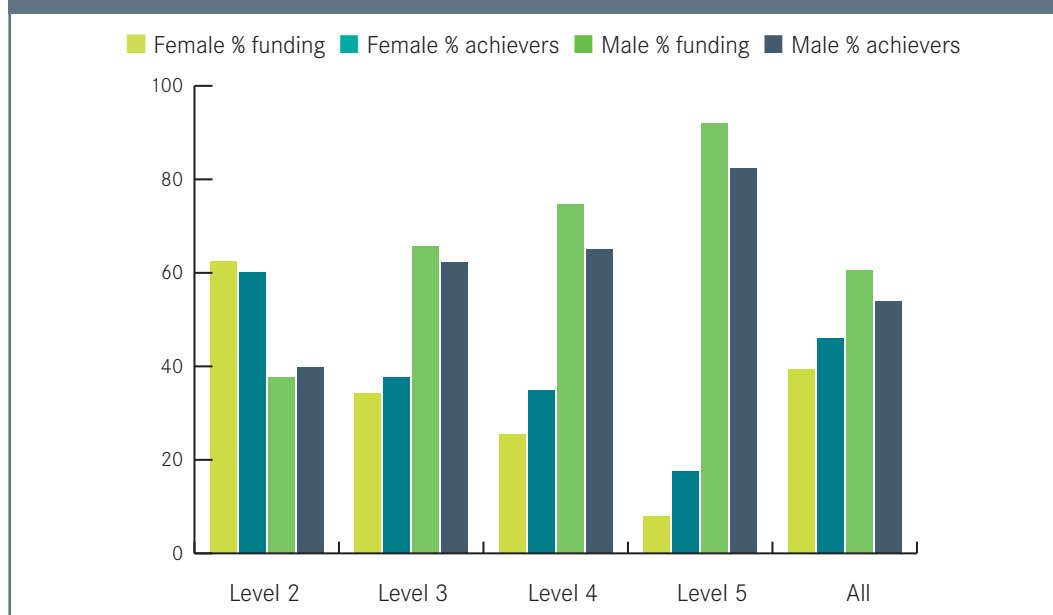
Analyse the evidence to identify the gender difference in spending allocations, participation, experiences, and outcomes

## Spending allocations

Table 1 and Figure 1 below provide an indication of the gender split in spending on the twelve largest frameworks in the Modern Apprenticeship programme.

Table 1: Achievers in the 12 largest frameworks, 2012-13, estimated funding totals					
	Female	Male	All	Female % funding	Female % achievers
All level 2	6,838,264	4,113,205	10,951,469	62.4%	60.2%
All level 3	14,618,736	28,137,054	42,755,790	34.2%	37.8%
All level 4	409,726	1,205,138	1,614,864	25.4%	34.9%
All level 5	21,199	266,494	289,693	8.0%	17.5%
<b>Total</b>	<b>£21,889,925</b>	<b>£33,721,891</b>	<b>£55,611,816</b>	<b>39.4%</b>	<b>46.1%</b>

Figure 1: Achievements and estimated funding by gender, 12 largest frameworks, 2012-13



It can be seen that spending on male apprenticeships is disproportionately high, when compared with the number of men and women that are employed as apprentices.

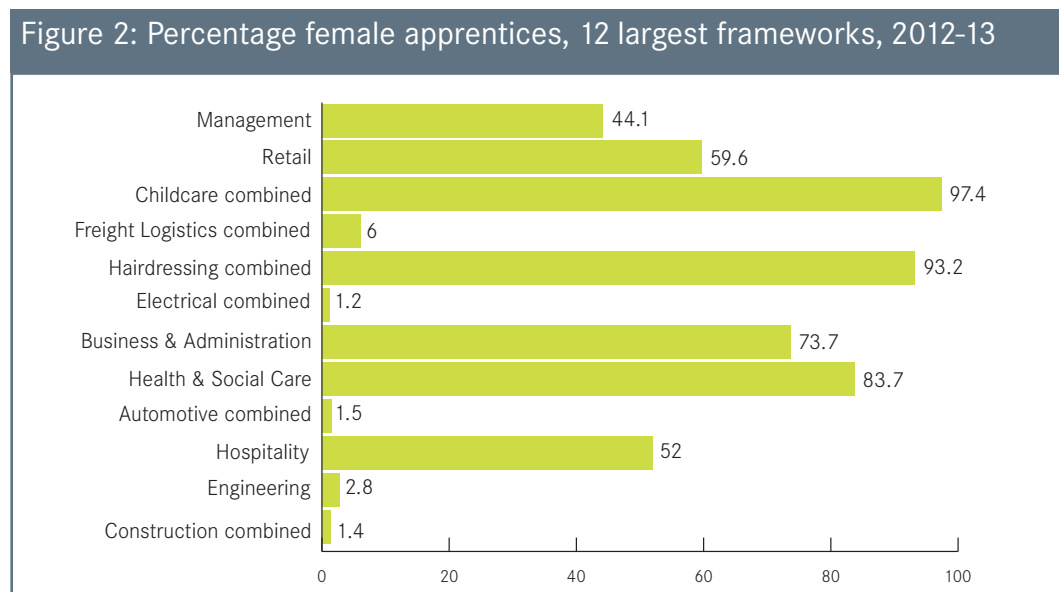
## Participation

The target population of the Modern Apprenticeship programme is people aged between 16 and 19. This is consistent with the Scottish Government’s policy aim of reducing the proportion of young people who are not in employment, education, or training.

	No. of starts			No. In training		
	Female	Male	Total	Female	Male	Total
16-19	5704	7015	12719	6730	15047	21777
20-24	3645	3317	6962	3196	4095	7291
25+	1691	4319	6010	2080	4758	6838
<b>Total</b>	<b>11040</b>	<b>14651</b>	<b>25691</b>	<b>12006</b>	<b>23900</b>	<b>35906</b>

The table above shows that there is a concentration of training among young men aged 16-19.

As well as looking at the top-line figures for participation, it is also important to consider the specific frameworks within the training programme in which women and men participate. Female participation rates for the twelve largest frameworks, as set out in figure 2, suggest significant gender segregation within the frameworks.



This suggests an explanation for the difference in expenditure.

## Experiences

The level of apprenticeships and the proportion of people that achieve a qualification are two measures available from Skills Development Scotland's monitoring data that provide an indication of quality. Generally, the higher the level of training is, the longer the training lasts and the more funding there is available for it.

	Achievement numbers		Female % of achievers	Achievement as % of leavers	
	Female	Male		Female	Male
Level 2	3416	2262	60	73	77
Level 3	3298	5419	38	78	76
Level 4	163	304	35	84	87
Level 5	14	66	18	88	89
Totals	6891	8051	46.12	*	*

Table 3 shows that women are a solid majority of achievers at Level 2, but that the proportion of higher level qualifications achieved by women reduces with each level. The two frameworks with the lowest achievement rates among leavers, hairdressing and health and social care, are both female-dominated frameworks.

## Outcomes

A cost-benefit analysis of apprenticeship qualifications that was carried out in 2007, found that an apprenticeship qualification increased the average wage of an individual working in the construction sector by 32%, whereas in retail there was no effect of an apprenticeship on wages<sup>1</sup>. A further study in 2007 found that men in Scotland can expect a percentage wage increase of over 20% on an Modern Apprenticeship qualification, but women in Scotland can expect less than half of that<sup>2</sup>.

The reason for the difference in wage increases is occupational segregation, and there has been no significant movement on this within the Modern Apprenticeship programme, or in the wider labour market, since 2007.

<sup>1</sup> McIntosh, S (2007) 'A Cost Benefit Analysis of Apprenticeship and Other Vocational Qualifications', DfES Research Report RR834

<sup>2</sup> Walker, I and Y Zhu (2007) 'The Labour Market Effects of Qualifications'. Glasgow: Futureskills Scotland

# STEP 4



## Identify the main causes of the different gender experiences

There is a significant gap between women as a percentage share of new starts and their share of those in training. This gap can be explained by disparities in the length of apprenticeship training, which can vary between six months and four years, and the fact that female-dominated apprenticeships are likely to be shorter. Women are concentrated in apprenticeships with lower qualification levels, which attract less funding.

Modern Apprentices are responsible for securing their own apprenticeships. Apprentices have employed status, and individual employers are responsible for recruiting apprentices. There is no requirement on employers to demonstrate the quality of their equalities practice, and no incentives to recruit non-traditional apprentices.

There are a small number of very limited initiatives to encourage young women and men into non-traditional apprenticeship frameworks, but these have had no discernible effect on the gendered distribution of apprentices across the different frameworks.

Consequently, the attitudes about men and women's work that exist across Scottish society are untempered by the operation of the Modern Apprenticeship programme. In the wider labour market, men continue to dominate in sectors such as engineering, construction, and the automotive sectors. Women tend to be clustered in occupations linked to service-based apprenticeships, such as childcare, hairdressing, and health and social care.



# STEP 5



## Identify the impact of the gendered differences on the outcomes of the training programme, and wider impacts

The overall aim of the Modern Apprenticeship programme is to ensure the supply of intermediate skills to the Scottish labour market.

Although there are no skills gaps in many industrial sectors in Scotland, those that exist happen in the most gender segregated areas of the economy. Skills gaps, which happen where there are not enough workers with the skills that businesses and organisations require, limit productivity and act as a drag on growth.

Under conditions of gender stereotyping, the market may operate in ways that fail to allocate the most appropriate worker to any given job vacancy, thus resulting in an inefficient allocation of resources which will have both microeconomic and macroeconomic impacts. If left unchecked, occupational segregation in the Modern Apprenticeship programme will contribute to existing gender based skills gaps, which in turn will have a negative impact on Scotland's overall productivity levels.

There is an additional issue around equality. Skills Development Scotland and Scottish Government are both required by the public sector equality duty to use their resources, including those spent on the Modern Apprenticeship programme, to address inequalities and narrow gender gaps. The disproportionate spend on men, and the unequal distribution of participation across different Modern Apprenticeship frameworks, will have a lifetime impact on women's earnings, and perpetuate the gender pay gap. In addition to the impact on individual women and their families, this will also have an impact on the demand for services for older women experiencing poverty in later life.

# STEP 6



## Identify any measures that have been taken to tackle gender disparities in this training programme

As part of its 2010 equality impact assessment (EQIA) of the Modern Apprenticeship scheme, Skills Development Scotland undertook research to identify barriers to the participation of women, minority ethnic people, and disabled people. This research influenced an action which Skills Development Scotland could implement to increase the participation of these groups.

Learning and training providers, who were consulted as part of the research, proposed:

- ‘Taster’ sessions for women to promote non-traditional career paths.
- The introduction of financial incentives for training providers recruiting female apprentices to male dominated occupations (for example 5% to 10% funding top ups for those training female motor vehicle apprentices).
- Same sex mentors.
- Raising the age at which women can receive full funding if they enter apprenticeships.

Skills Development Scotland does provide equality and diversity training for their customer facing staff (Skills Investment Advisors) and promotes case studies of under-represented groups on their ‘My World of Work’ (MyWOW) platform.

# STEP 7



## Identify further measures to address gender inequality in the programme

The Modern Apprenticeship programme has been the focus of considerable work by academics and gender equality organisations over the last ten years. Measures proposed by a range of stakeholders for the Modern Apprenticeship programme include:

- Use of a buddy system within Modern Apprenticeship training provision where a female Modern Apprentice is paired with a more experienced male Modern Apprentice.
- Provision of women-only training to encourage young women into non-traditional sectors such as construction and engineering.
- **Early years and school based interventions to challenge stereotypes, for example through play with non-traditional toys.**
- De-funding traditional and non-traditional Modern Apprenticeship frameworks which are not delivering value for employers or employees, as measured in terms of pay rewards upon completion.
- Increase the provision of women-only pre-vocational courses to encourage women entering training.
- **Students at school to be given two work-experience placements, first of their choice and then second in a non-traditional sector.**
- Greater provision of facilities for women on-site and in the workplace within male dominated sectors.
- **Teachers to receive training in challenging stereotyping about career and subject choice as part of their teaching education.**
- Greater information about non-traditional sector careers for boys and girls.

Measures out of the ambit of Skills Development Scotland are **in bold**.

## ACKNOWLEDGEMENTS

This tool was developed by Close the Gap, and is based on a process developed by Women in Scotland's Economy (WiSE) research centre, as part of a ESRC-funded research project.

## FURTHER INFORMATION

Close the Gap  
[www.closesthegap.org.uk](http://www.closesthegap.org.uk)

WiSE  
[www.gcu.ac.uk/wise](http://www.gcu.ac.uk/wise)



Close the Gap works in Scotland on women's participation in the labour market.

Partners include Scottish Government, Scottish Enterprise, Highlands and Islands Enterprise, Skills Development Scotland, Equality and Human Rights Commission, and Scottish Trades Union Congress.

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