

Apprenticeship Wellbeing Survey

January 2019



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1. Executive Summary

This report is based on the analysis of a telephone survey of over 2,000 Modern Apprentices (MAs) in Scotland, who left their apprenticeship around 1-2 years previously. The responses include apprentices who completed their apprenticeship ('completers') and some who had not ('non-completers'). Annex B details more about Modern Apprenticeships in Scotland.

The research was conducted entirely in house at Skills Development Scotland (SDS). The results have been re-weighted to ensure they are representative of MAs as a whole. The research forms part of a wider programme of work to examine the long-term outcomes of MAs in Scotland – the Apprenticeship Long Term Outcomes Project (ALTO). You can find out more about the ALTO project, which is aligned to the Impact workstream at the Centre for Work-based Learning (CWBL), on the CWBL website.

2. Key Findings

MA leavers report:

2.1 Wellbeing

- MAs¹ report high levels of feeling satisfied (**8.2** mean point score), feeling like their life is worthwhile (**8.3** mean point score), and feeling happy (**7.9** mean point score). Low levels of anxiety were reported (**3.0** mean point score).
- MAs report higher levels of feeling satisfied (MAs **8.2** and general population **7.7**), feeling that their life is worthwhile (MAs **8.3** and general population **7.8**), and feeling happy (MAs **7.9** and general population **7.4**) than the general population. MAs also report higher levels of anxiety than the general population (MAs **3.0** and general population **2.9**).
- Completers of the apprenticeship felt significantly more satisfied (**8.2**) compared to non-completers (**7.9**). They also felt significantly less anxious (**2.9** completers vs **3.6** non-completers).
- Females report being more anxious (**3.2**) than males (**2.9**) This is in line with the general population.

¹ For the ease of reporting, the term 'MAs' will be used throughout this report. This terminology represents those that have taken part in a MA and left 12-36 months ago.

- Those who are unemployed report lower levels of feeling satisfied (unemployed **7.0** and employed **8.3**), feeling that their life is worthwhile (unemployed **7.3** and employed **8.4**), and feeling happy (unemployed **7.3** and employed **7.9**) than those who are employed.
- White respondents reported significantly higher levels of satisfaction (**8.2** white vs **7.6** non-white) and feeling like their life is worthwhile (**8.3** white vs **7.8** non-white) than those from other ethnicities. This is in line with the general population.
- Those in the Social Services and Healthcare framework reported significantly higher levels of feeling that their life is worthwhile (**8.9**) when this was compared to those in Business and Administration (**8.1**) IT & Telecommunications (**8.0**) Retail (**8.0**) (a full breakdown by framework can be found in Annex A).
- Being in an MA for longer than a year, significantly increases wellbeing across all four measures.

2.2 Personal Development

- Completion of the MA makes a difference to an individual's personal development. Significant differences were found for personal development items between completers and non-completers of the MA.
 - Gained confidence in abilities (completers **8.1** and non-completers **7.7**);
 - Having better long-term career prospects (completers **8.0** and non-completers **7.6**).
- Those that had been in a MA for longer than 12 months reported significantly increased personal development than those in a MA for less than 12 months.
 - Gained confidence in abilities (more than 12 months **8.3** and less than 12 months **7.8**);
 - Having better long-term career prospects (more than 12 months **8.2** and less than 12 months **7.7**);
 - Having a better idea of how to achieve their life goals (more than 12 months **8.0** and less than 12 months **7.7**).

2.3 Career Development

- Significant differences were found with those reporting a pay rise between:
 - Completers (**79%**) and non-completers (**72%**);
 - Those in a MA for more than 12 months (**84%**) and less than 12 months (**73%**).
- Completers and those in their MA for more than 12 months were significantly more likely to report being with the same employer with which they completed their MA:
 - Completers (**65%**) and non-completers (**31%**);

- Those in an MA for more than 12 months (**64%**) and less than 12 months (**60%**).
- Significant differences were found in career development between those who took part in an MA for more than 12 months and those who took part in an MA for less than 12 months.

2.4 Short term versus long term outcomes

- The proportion of MAs reporting a pay rise or a promotion increases with the length of time since leaving the MA. Significant differences were found between
 - 6-9 months post training (**63%** reporting pay rise) versus 12-36 months post training (**78%** reporting pay rise);
 - 6-9 months post training (**38%** reporting promotion) versus 12-36 months post training (**58%** reporting promotion).

3. Introduction

Over the last decade, there has been a growing body of research into personal wellbeing, moving beyond economic measures of individual or national wellbeing such as GDP. There is an increasing understanding that measuring society should extend beyond economic outcomes and towards a range of factors that are important to people, including subjective wellbeing. Indeed, the creation of the National Wellbeing Programme in the UK and the Humankind Index in Scotland displays this growing interest. Poor levels of wellbeing can have an effect on the economy, employers and individuals through reducing productivity, poor health behaviours, reducing health, absenteeism and making lower quality decisions². Indeed, recent research with parents of young people in Scotland has shown the importance parents now place on their child being 'happy' in whatever route they take³.

In 2016, SDS worked with the Organisation for Economic Co-operation and Development (OECD) to produce an [evaluation framework](#) for evaluating the long-term outcomes of Modern Apprenticeships (MA) in Scotland. The framework details how SDS and partners should evaluate the benefits of MAs to the individual, the employer and the exchequer. One of the key components of the long-term evaluation strategy is to evaluate the impact of MAs on outcomes which are not captured in administrative data, most notably subjective wellbeing.

In the summer of 2017, a Round Table event was held to discuss measuring the impact of the MAs. While the focus of the event was on measuring the economic impact of apprenticeships, participants were also keen to highlight the importance of measuring the wider outcomes (including personal wellbeing). However, it was also noted that measuring these 'softer' outcomes can be challenging, but it is still valuable to do. You can read more about the Round Table event on the [Knowledge Exchange](#) section of the Skills Development Scotland website.

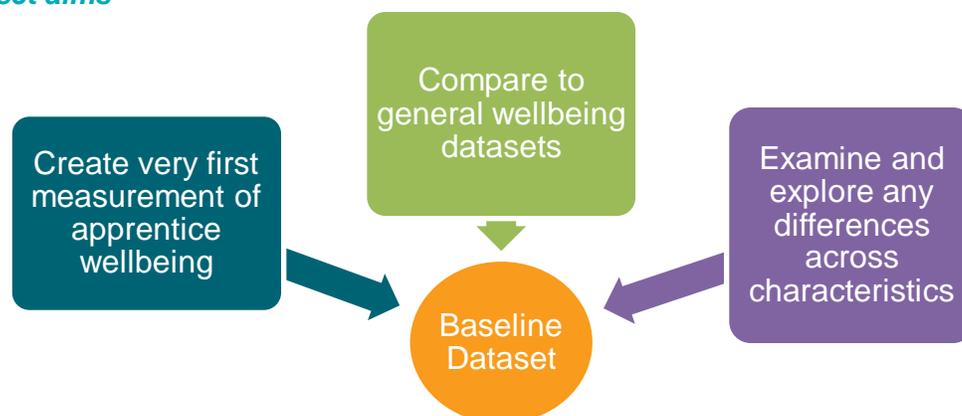
² [Bryson et al, 2014](#)

³ [Scottish Government and SDS, 2018](#)

4. Approach

Since this is the first time the wellbeing of apprentices in Scotland has formally been examined and measured, the **principal aim of the survey is to create a baseline dataset of the wellbeing of MAs.**

Figure 1: Project aims



Information was collected on:

- Economic status 12-36 months since leaving the MA
- Personal development
- Career Progression
- Subjective wellbeing (Life Satisfaction, Worthwhile, Happiness and Anxiety)⁴

The survey responses have been re-weighted to ensure they are representative. The findings reported here are based on these re-weighted results. A detailed breakdown of the survey respondents is provided in Annex B.

Statistical analysis was performed on the dataset including crosstabs and tests for statistically significant differences.⁵ All results, unless otherwise stated, are a mean point score (0-10 score, with 0 being to no extent and 10 being to a large extent). Post-survey focus groups and interviews were held to gain deeper insight into the survey results. A total of 43 individuals participated, including a mix of genders, ages, frameworks, employment statuses and those with a disability.

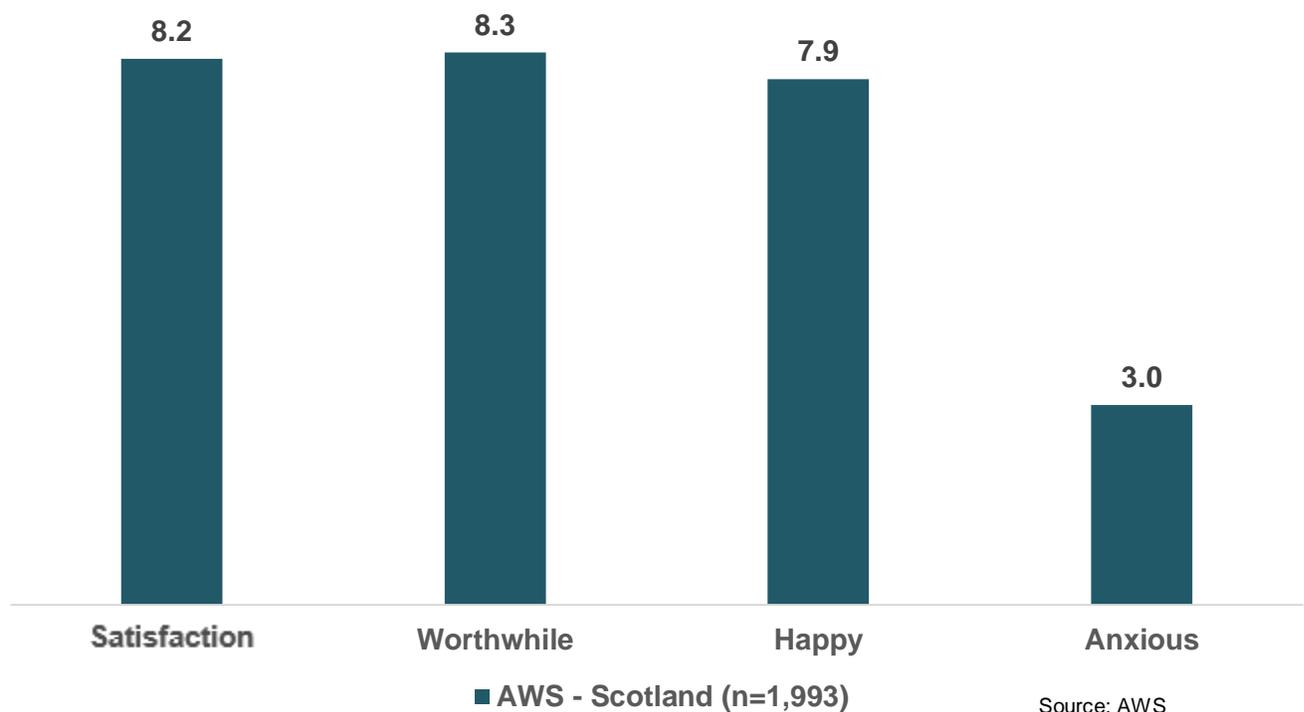
⁴ The standard personal wellbeing questions developed by the Office for National Statistics were used.

⁵ Please refer to the technical note for further information.

5. Subjective wellbeing headline results

5.1 MA wellbeing

MAAs report high levels of wellbeing.



MAAs report high levels of satisfaction, feeling that their life is worthwhile and happiness, with low levels of anxiety. Attribution to the MA training was examined in the open-ended questions asked in the survey. Participants were asked:

“Do you think that participating in the MA has had an influence on any aspect of your wellbeing? Why?”

The vast majority of responses showed high levels of attribution to the MA and positive effects on wellbeing.

The main positive themes from this were confidence, increased opportunity and gained knowledge.

“Definitely, beforehand I suffered really bad depression and anxiety and never really left the house. Since starting the apprenticeship it helped my confidence and boosted my career.”

Female, Business and Administration, 16-19, Level 3

A minority of the responses were negative. This was mainly centred around the MA having less impact when the participant had been in the industry for many years.

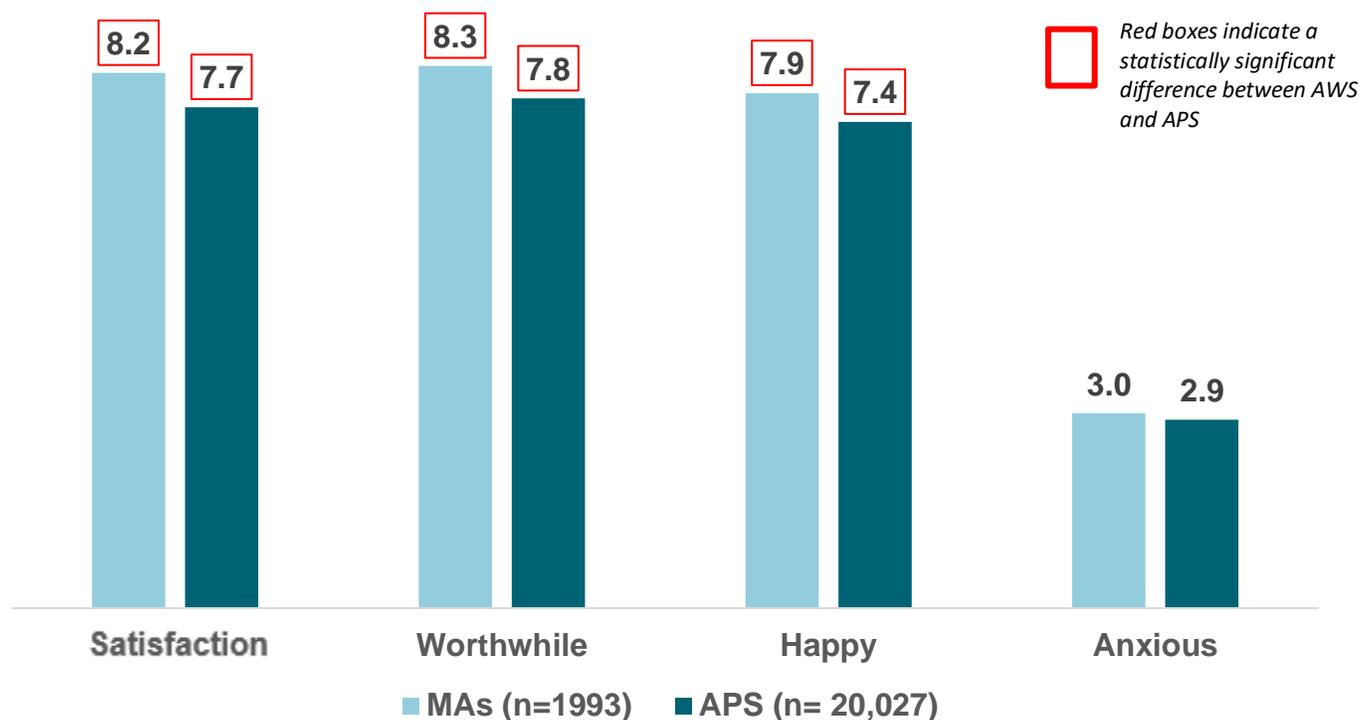
“If someone is new to the industry and younger then it is great to gain an MA, but I’m older and have been in the industry for years and already have the skills required. I just required the qualification to show this.”

Male, Hospitality, 25+, Level 3

Focus group participants found the biggest influencer of wellbeing to be support both in and out of work. Having good relationships and a support network meant that MAs could handle difficult times more effectively, as they had someone to talk to. MAs reported that the benefits of going to work was not solely about pay, but also the enjoyment they get from work. The support of colleagues and managers made work more enjoyable.

5.2 MA and general population wellbeing

MAs report higher levels of wellbeing than the general population⁶.



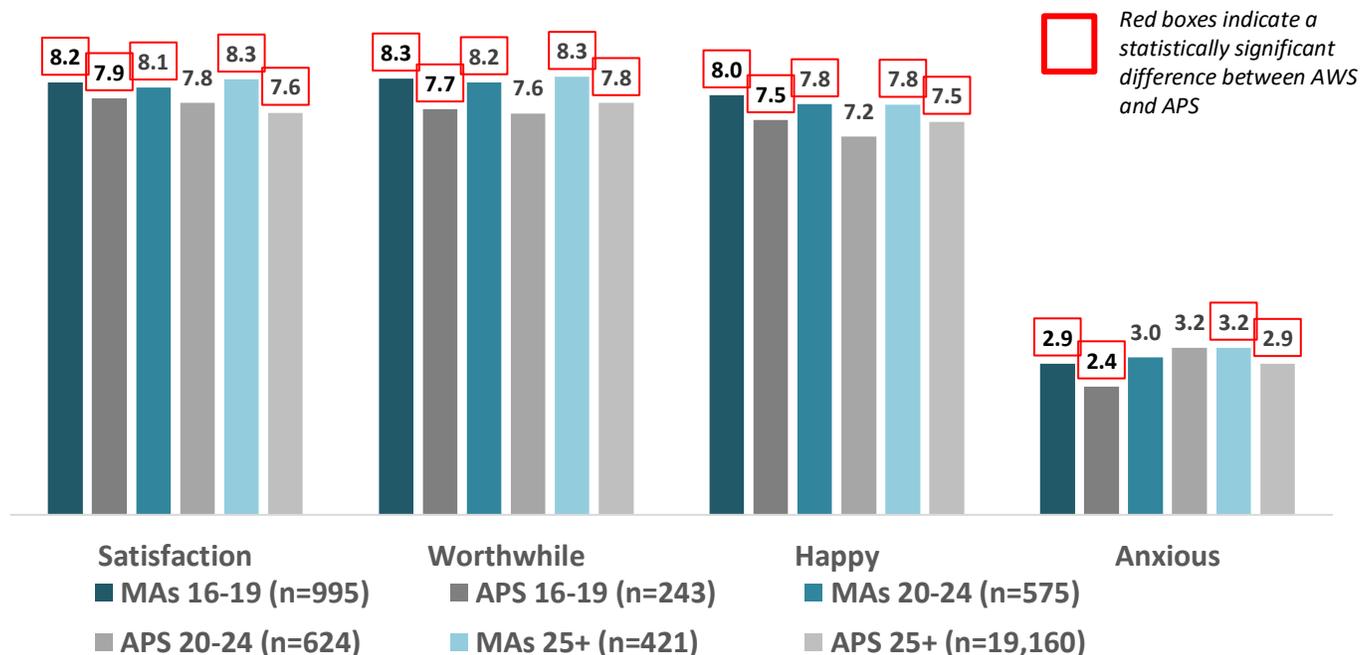
We can compare the wellbeing results from the MA Wellbeing Survey with the Annual Population Survey⁷. When comparing these results, we find that MAs report significantly higher levels of satisfaction, feeling that their life is worthwhile and happiness.

Members of the general population (who were not MAs) did not participate in focus groups and so we were unable to gain further insight into the differences between MAs and the general population.

⁶ SDS analysis of Annual Population Survey data, Scotland only, 2016-17.

⁷ [Office for National Statistics, 2018](#)

Looking at wellbeing by age, we find that in the 16-19 and 25+ age groups, MAs report significantly higher levels of anxiety than the general population.⁸



Source: AWS and SDS analysis of APS

According to the literature, there is a relationship between age and wellbeing. Wellbeing is often described as ‘U-Shaped’ with wellbeing at the highest when individuals are younger and older but lower during mid-life⁹. However, younger individuals report higher levels of anxiety than older individuals¹⁰.

In the MA Wellbeing Survey, we find that MAs in the 16-19, 20-24 and 25+ age groups report significantly higher levels of satisfaction, feeling that their life is worthwhile and happiness than the general population. MAs in the 16-19 and 25+ age groups also report significantly higher anxiety levels than the general population.

In the focus groups, younger MAs compared their anxiety levels to peers who did not participate in an MA. For the majority of MAs in the focus groups, this meant comparing themselves to those at university. The MAs perceived there to be more support from their tutor and colleagues during their MA than the support their peers received at university. They also believed that they had better job security than university students. MAs reported that they would expect this to reduce anxiety levels in MAs, causing anxiety levels to be significantly lower than university students. Future research could explore this further.

⁸ SDS analysis of Annual Population Survey data, Scotland only, 2016-17.

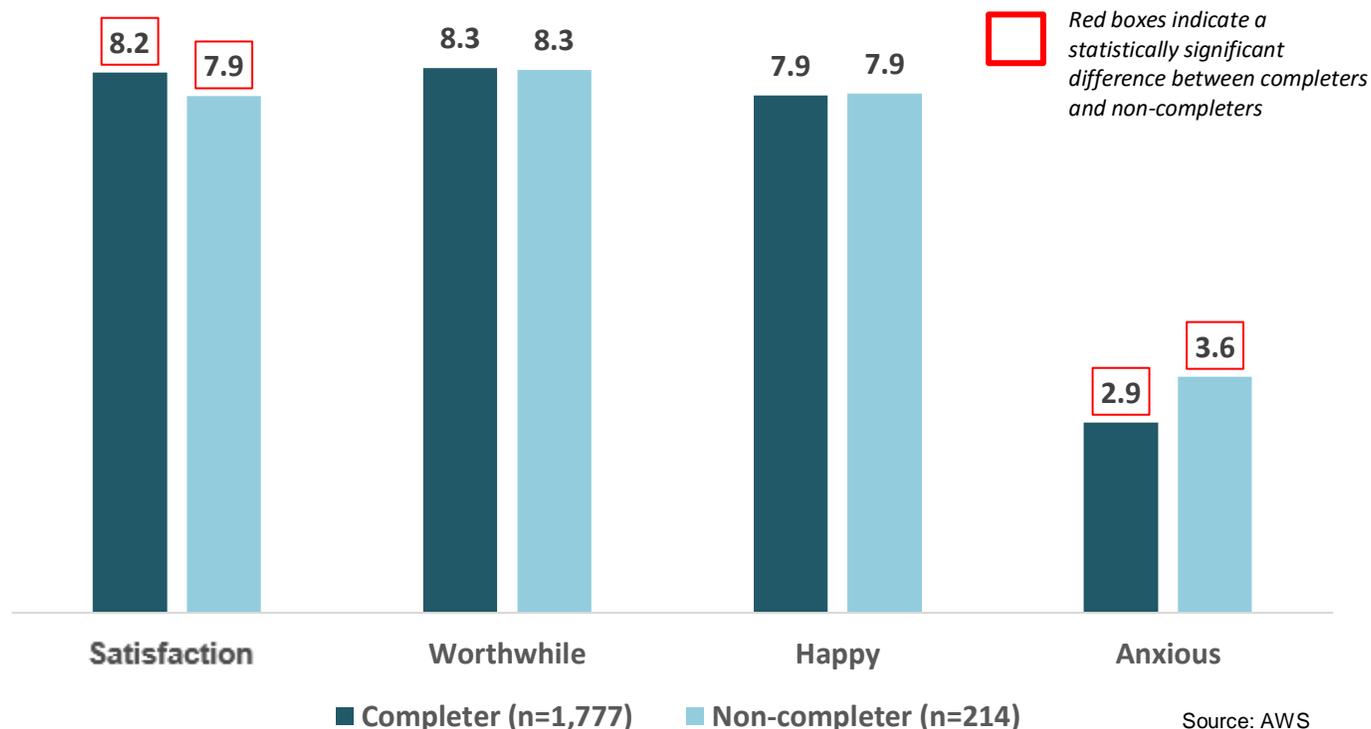
⁹ [Blanchflower and Oswald 2007](#)

¹⁰ [Office for National Statistics 2018](#) and [Remes, Brayne, Linde and Lafortune 2016](#)

Some older participants believed that younger MAs may experience higher anxiety due to less 'life experience', citing stress of starting in a new workplace and a lack of confidence as anxiety inducing factors.

5.3 Completers and non-completers wellbeing

MA's who complete their training are significantly more satisfied with their life and less anxious than people who do not complete their MA. There are no real differences in worthwhile and happiness measures.



Past research has found that completing a MA lead to more benefits than not completing a MA¹¹. Furthermore, completers of further education reported higher levels of wellbeing then non-completers¹².

In the focus groups those who had completed their MA felt they had gained confidence and a qualification. The completers described having less anxiety because the MA was allowing them to progress in life. Even if they did not want to pursue a career in that sector they still had the qualification.

A small number of non-completers participated in the focus groups. One non-completer left due to health reasons and the other left due to not liking the working environment. Even though neither completed, they felt the experience was worthwhile as they still learnt something new. Leaving the apprenticeship was thought to be the best option for them at that time and each considered that staying would have been bad for their wellbeing.

¹¹ [Skills Development Scotland, 2016](#)

¹² [Department for Business Innovation & Skills, 2013](#)

Quotes from focus group participants:

“ I sorta had in my head where I wanted to be then when I made the decision to leave it was like I’m not going to do what I’ve always wanted to do anymore... I still think about it a lot, did I make the right decision leaving? Should I have done that or should I not have? Thinking back to the wellbeing. If I had stayed in that I don’t think it would’ve been right for me for my wellbeing.”

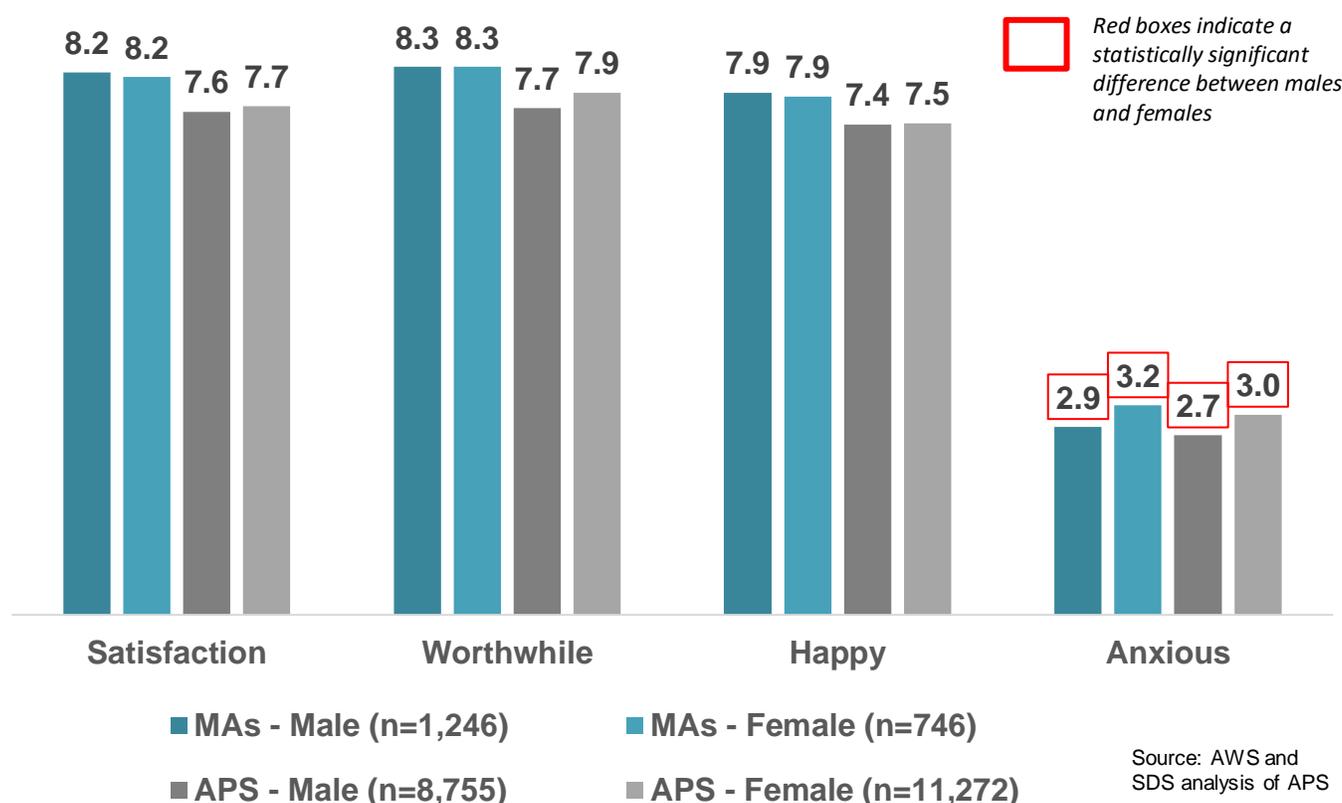
Non-completer

“ I feel if I do the MA I have the qualification and even if I don’t do the job at least I’ve got something to fall back on.”

Completer

5.4 Female and male wellbeing

There are no real differences between males and females in satisfaction, worthwhile and happiness measures. We find that females report being more anxious than males. This is in line with the results for the general population from the Annual Population Survey¹³.



In the literature it is commonly found that females experience higher levels of anxiety than males¹⁴. In addition to this, females have been found to experience higher levels of wellbeing than males¹⁵. The results in the above chart for apprenticeships reflect findings for the population as a whole.

The focus groups revealed interesting insights around gender and anxiety. There was a total of 43 participants in the focus groups which was evenly split between females and males. Participants discussed that males were more likely to conceal negative experiences and emotions as opposed to females, with both male and female participants reporting this. Females being more likely to possess strong support networks than males was cited as a contributing factor. The focus group participants thought that the stigma that surrounds males talking about their emotions, reflected females reporting higher anxiety than males in the survey.

¹³ SDS analysis of APS data

¹⁴ [Remes, Brayne, Linde and Lafortune, 2016](#) and [Young Women's Trust, 2016](#)

¹⁵ [OECD, 2013](#)

Some of our participants said:

“ I think the social aspect doesn't help – you end up taking a survey and you'll probably see that women are more likely to talk about it [anxiety] so you'll think women are more anxious, but in actual fact it's just because guys aren't confident or happy to discuss [anxiety] because of lots of pressures.”

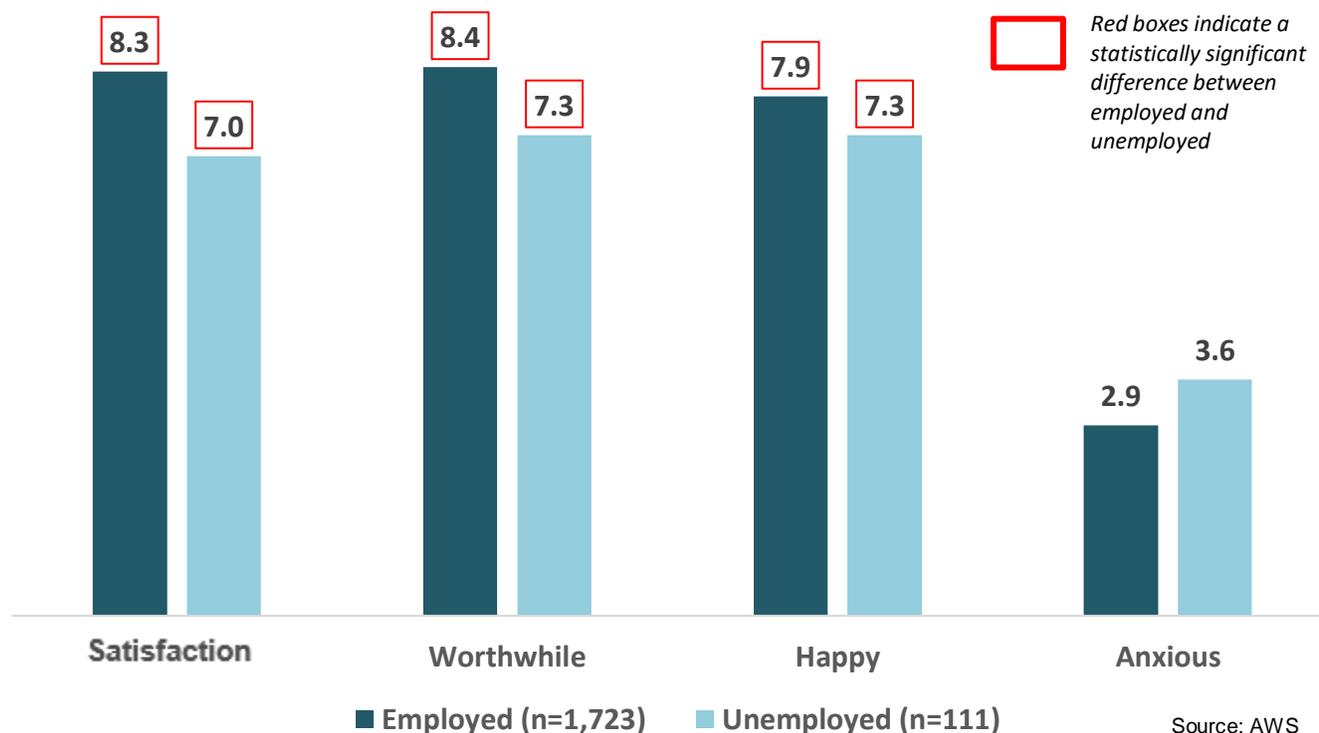
Male

“ I think anxiety and stress totally depend on your surroundings, so it could affect anyone, so it's not really gendered I would say.”

Male

5.5 Employed and unemployed wellbeing

We also find that work improves wellbeing. MAs who are currently employed report higher levels of wellbeing than those who are currently unemployed.¹⁶



According to the literature unemployment is one of the leading influencers towards individual wellbeing¹⁷. Being unemployed, regardless of age, gender, educational attainment, ethnicity or geography, is bad for wellbeing. Studies repeatedly show the large and negative effects of unemployment on wellbeing.

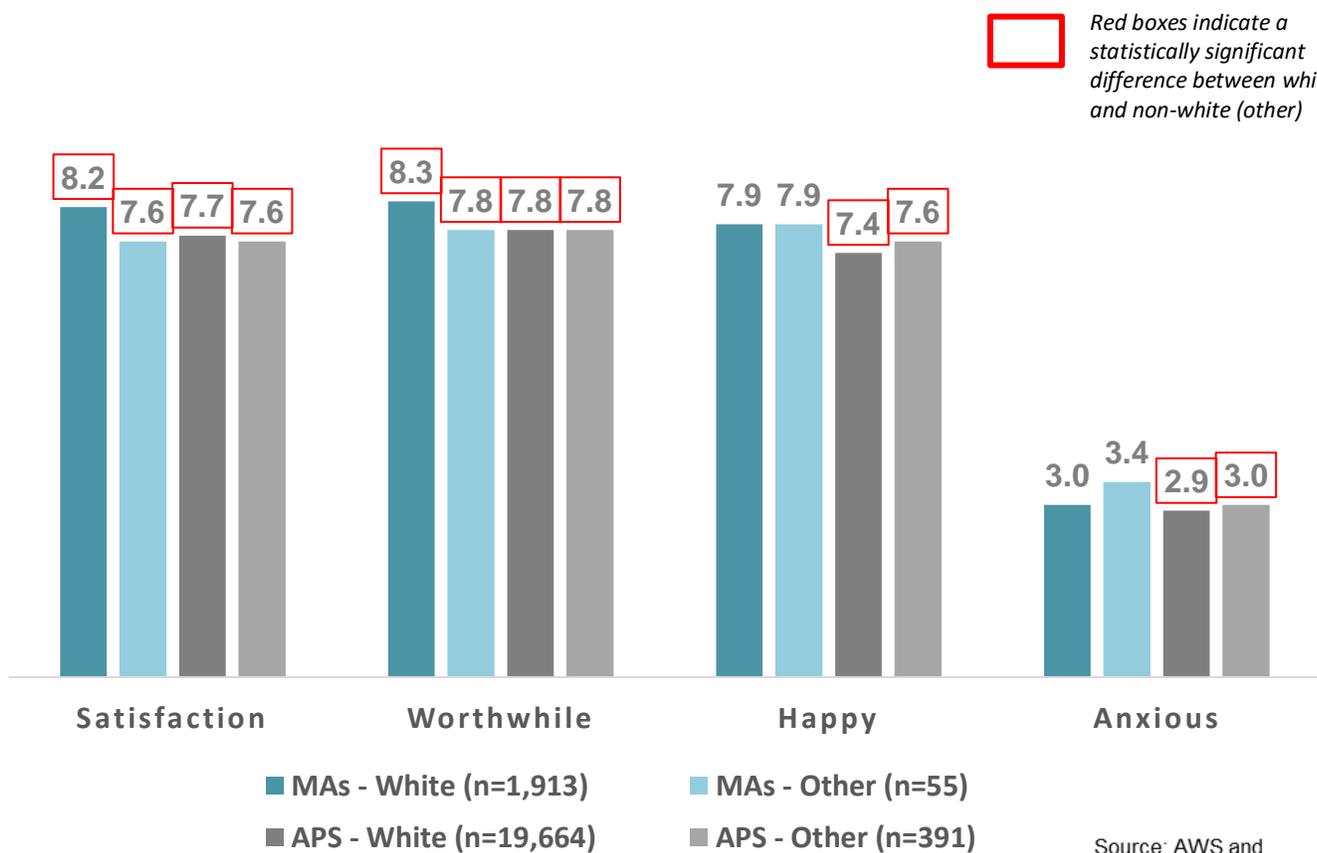
This is reflected in the findings from the MA Wellbeing Survey with those who were unemployed at the time of the survey reporting significantly lower levels of satisfaction, feeling that their life is worthwhile and happiness than those who reported being in employment.

¹⁶ Numbers from the focus groups did not allow for sufficient qualitative findings

¹⁷ [What Works Wellbeing, 2017](#)

5.6 Equality Groups

White respondents reported significantly higher levels of satisfaction and feeling that their life is worthwhile than those from other ethnicities. There were no significant differences in happiness or anxiety levels.¹⁸



As seen in the graph above, those who are from an ethnic minority background reported lower levels of wellbeing compared to those who are white. This is also a feature of the general population. According to previous research, those from an ethnic minority background are more likely to be underemployed, more likely to be seeking new employment, and less likely to progress to employment with better earnings¹⁹. Ethnicity is a complex topic and the sample size from AWS prevented any further analysis by sub-groups.

¹⁸ Small sample sizes prevented analysis by disability and care experience.

¹⁹ [Carnegie Trust, 2016](#)

The number of disabled respondents for the AWS survey was too low to report any statistical findings. Therefore, the views of this important group were sought in focus groups²⁰. According to the literature, those who are disabled were more likely to find certain parts of fulfilling work more challenging to achieve²¹. In our focus groups, our disabled participants felt that disabled individuals may experience lower wellbeing because it's harder to do certain tasks than non-disabled people. In the workplace, this created additional stress as it takes them longer to complete work. This created worry and anxiety about how their colleagues would view them.

The support received during their apprenticeship was greatly appreciated. It was reported that learning how to break down their workload into manageable chunks and learning other coping mechanisms made their work more manageable. Disabled MAs also reported that these skills have transferred over to subsequent jobs.

However, it was also reported that they got less support now than when they did in their apprenticeship. They recognised this as a result of their career progression. At times, it was felt that more support would be beneficial.

The participants discussed a lack of awareness of disabilities amongst their employers and colleagues. It was felt that employers should have more knowledge of disabilities and how it may affect people at work. When awareness training has been given, disabled individuals felt more comfortable in the workplace.

Participants said:

“Our work is great because it's really understanding but not all workplaces are like that. It can be really, really, difficult if you're in with any hidden disability and people aren't aware of it. And most of the time it's not because people are being mean or nasty they just don't know but we're really lucky with our companies.”

Female with a disability

²⁰ Best attempts were made in the qualitative work to contact those who identified as being disabled; having care experience; or being from an ethnic minority background. It was not possible to establish common themes from those of an ethnic minority background, or that had care experience, due to the small number of participants in these groups who took part in the research.

²¹ [Carnegie Trust, 2016](#)

“I think if you have the right support you can do a lot. Obviously when you’re left to your own devices it’s not the best but I think it really proves to yourself, makes you do it for yourself and it makes you realise you can achieve your goals.... Workplaces maybe need to know that they can ask for support too to help people further because I think that’s something they don’t quite know about in some places and then their kind of like well how do I support this person.”

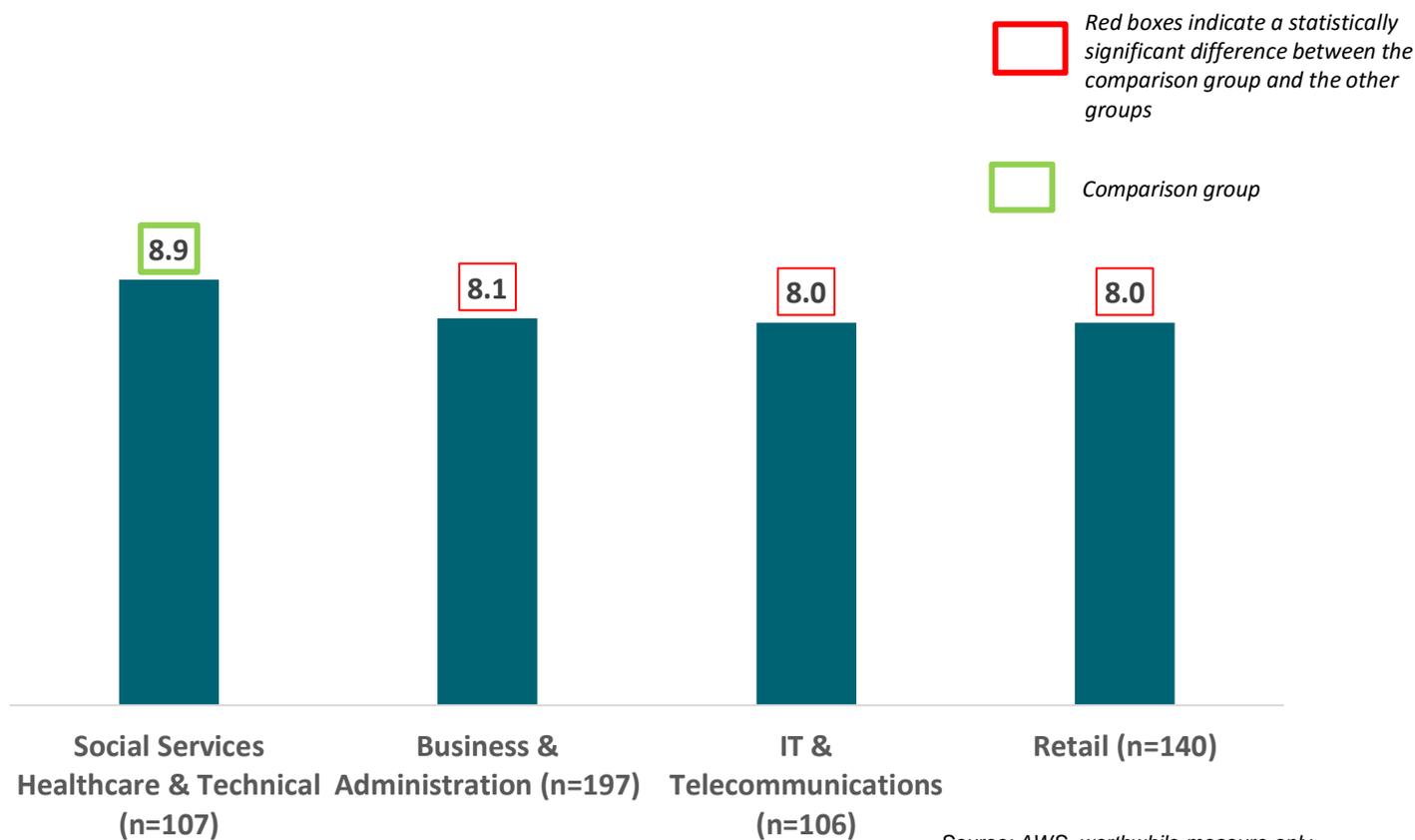
Female with a disability

“I think that’s a big anxiety factor because you’re constantly feeling like you’re having to work doubly as hard to keep up with everybody else because they obviously don’t have a disability and you feel like, oh, are people noticing this?”

Female with a disability

5.7 Framework

Generally, there is a low variation in wellbeing scores across frameworks²². However, those in Social Services and Healthcare report significantly higher levels of feeling that their life is worthwhile compared to those in Business and Administration, IT and Telecommunications and Retail.



It has been found that different industries experience varying outcomes that relate to wellbeing²³. Job quality indicators (such as earnings, prospects, intrinsic job quality and working time) have been used to compare sectors. Sectors with poor job quality are approximately twice as likely to report negative health and wellbeing compared to those sectors with good job quality. Administrative services, Food and Beverage, Textiles and Clothing, and Transport and Storage were found to score lower on these job quality indicators. This displays how aspects of sector related work can impact on workers wellbeing.

The focus groups participants expected there to be a difference in wellbeing levels between frameworks. This came down to what each individual deemed to be important, with different sectors providing different experiences and benefits. Some stated that helping others was important to them.

²² A breakdown by all frameworks can be found in Annex A.

²³ [Eurofound, 2014](#)

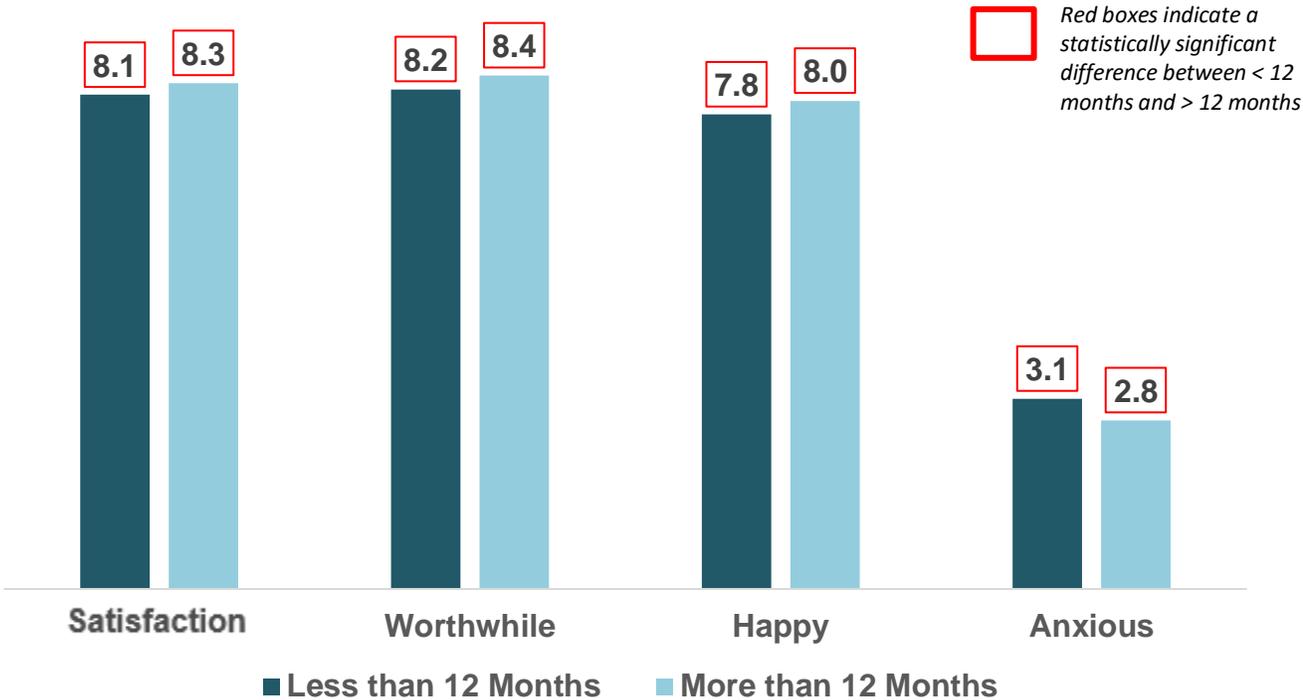
Others said being well paid outweighed doing a job that they felt would be more worthwhile. As one participant said:

“ Well I work in IT and I see a lot of people who do the job because its well paid, but don’t necessarily think it’s worthwhile and I think a lot of people would get more satisfaction out of doing something good for other people.”

Male, IT and Telecommunications

5.8 Length of time in training

Being in an MA for longer than a year significantly increases wellbeing across all four measures



Participants were in their MA training for more than 12 months reported significantly higher levels of satisfaction, feeling that their life is more worthwhile and happiness than those whose training lasted less than 12 months. Those whose MA training lasted more than 12 months reported significantly lower levels of anxiety than those who trained for less than 12 months.

6. Personal development headline results

Apprentices who completed their MA, or in their training for 12 months or more, were more likely to report positive impacts on personal development. The categories considered were whether leavers felt that they:

- Were more confident in their abilities
- Were more enthusiastic about learning
- Had a clearer idea about what they wanted to do with their life
- Had better long-term career prospects
- Knew how to achieve their goals in life.

Confidence has been found to be a major barrier for young people²⁴. This lack of confidence results in individuals underestimating their abilities and skills and 'talk themselves out' of opportunities.

The participants from the focus groups discussed how apprenticeships suited their learning style and they enjoyed the experience. This resulted in confidence being gained. The participants in the 25+ age group felt that confidence was gained with age and the longer people were in work. When in previous education (school or college) younger MAs would not have the confidence to ask questions to gain further understanding. During their MA they felt more comfortable in the work-based learning environment allowing them the opportunity to ask questions with confidence. This continued upon completing their MA.

In terms of attribution of the MA on outcomes, completers stated that their MA had a larger impact on outcomes than non-completers. The same can be said for those who were in their apprenticeship for longer than 12 months compared to those who were in the MA for less than 12 months.

²⁴ [Innovate UK, 2017](#)

6.1 Impact of completing²⁵²⁶

	Completers (n=1771-1814)	Non-completers (n=213-217)
Confidence in abilities	8.1	7.7
Enthusiasm for learning increased	7.5	7.4
Clearer idea about what to do with life	7.3	7.4
Improved long term prospects	8.0	7.6
Know how to achieve goals in life	7.8	7.8

6.2 Impact of length of time in training²⁷

	Less than 12 months (n=1128-1157)	More than 12 months (n=857-878)
Confidence in abilities	7.8	8.3
Enthusiasm for learning increased	7.5	7.6
Clearer idea about what to do with life	7.1	7.6
Improved long term prospects	7.7	8.2
Know how to achieve goals in life	7.7	8.0

²⁵ Participants in the survey were asked, “Since starting your MA to what extent”, has the following variable increased. This was asked on a scale of 0 to 10, with 0 being “to no extent” and 10 being “to a large extent”.

²⁶ Red boxes indicate a statistically significant difference between completers and non-completers

²⁷ Red boxes indicate a statistically significant difference between those in training < 12 months and > 12 months

7. Career Progression headline results

Apprentices were asked about the impact of the MA on their career progression. Participants were asked whether they:

- Had received a pay rise or promotion
- Were still working for the same employer that they did their MA with
- Were gaining more satisfaction from work
- Were in a job that provided them with purpose and meaning
- Had better working relationships with their colleagues
- Had better working relationships with their line manager
- Had better job security
- Increased career ambitions
- A job with more responsibility
- Work had become stressful.

Focus group participants, noted that their jobs had become more stressful since their apprenticeship. This was due to job progression and therefore stress was expected and accepted. Working relationships with their colleagues and manager were said to have a big impact on wellbeing. Their manager or work colleagues supported each other and made work enjoyable to go to. If they did not get on with their colleagues it was said to negatively impact on their work life and they would 'dread' going to work.

7.1 Impact of completing²⁸

	Completers (n=1464-1533)	Non-completers (n=154-159)
Had a promotion	58%	52%
Had a pay rise	79%	72%
With the same employer	65%	31%

Proportion of people responding 'yes':

There were no significant differences found between completers and non-completers on the remaining career progression items.

²⁸ Red boxes indicate a statistically significant difference between completers and non-completers

7.2 Impact of length of time in training²⁹

	Less than 12 months (n=915-954)	More than 12 months (n=703-739)
Had a promotion	57%	58%
Had a pay rise	73%	84%
With the same employer	60%	64%

Proportion of people responding 'yes':

	Less than 12 months (n=949-972)	More than 12 months (n=726-748)
Gets more satisfaction out of work	7.2	7.8
In a job that provides more purpose and meaning	7.5	8.1
Has a better relationship with colleagues	7.5	8.0
Has a better relationship with line manager	7.2	7.5
Has better job security	7.2	8.0
Career ambition has increased	7.6	8.1
Doing a job with more responsibility	7.5	8.3
Work has become more stressful	4.9	5.0

²⁹ Red boxes indicate a statistically significant difference between those in training < 12 months and > 12 months

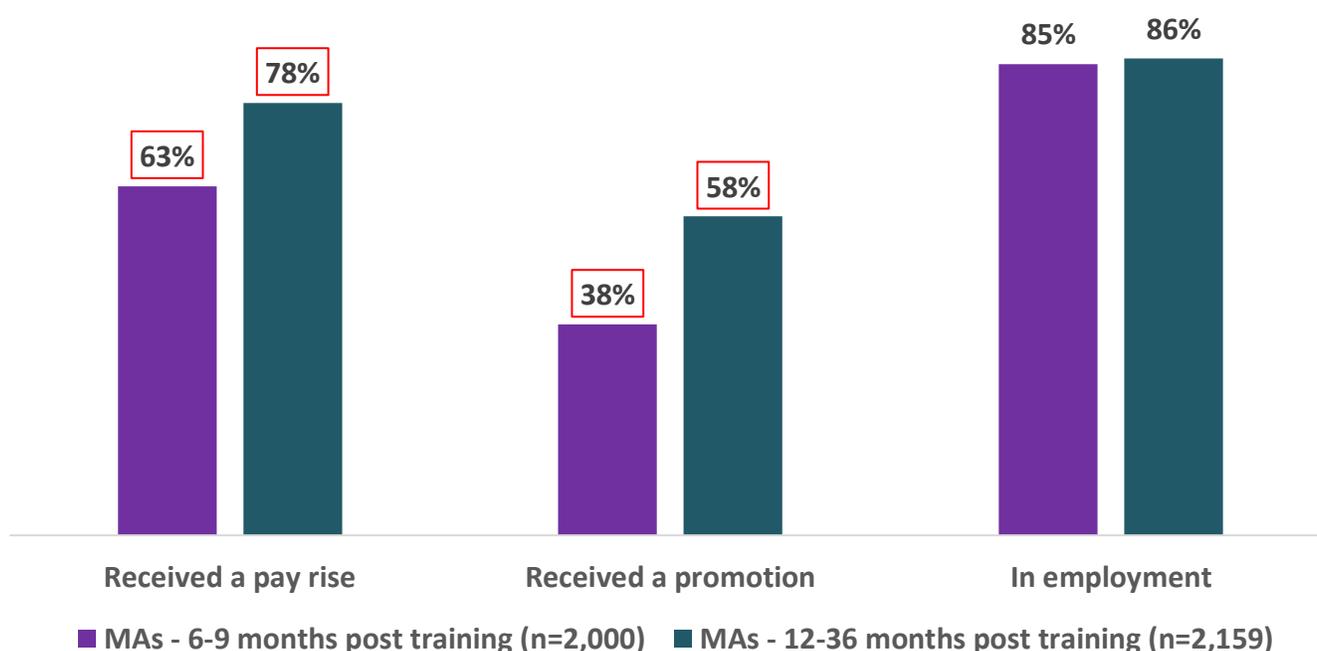
8. Short-term versus long-term outcomes

We wanted to compare the longer-term MA outcomes (12-36 months post training) to the shorter-term MA outcomes (6-9 months post training). We are able to compare some of the results from the Wellbeing Survey to the previous MA Outcomes Survey (2016)^{30 31}.

The below chart shows:

- The proportion of people responding 'yes' to having received a pay rise is significantly larger in the Wellbeing Survey than the MA Outcomes Survey.
- The proportion of people responding 'yes' to having received a promotion is significantly larger in the Wellbeing Survey than the MA Outcomes Survey.
- The proportion of those in employment remains high.

 Red boxes indicate a statistically significant difference between the results 6-9 months and 12-36 months post-training



³⁰ Please note, these two surveys do not contain the same people (i.e. it is not longitudinal tracking)

³¹ Further comparisons between the two surveys were not available due to a change in response scale.

Annex A - Breakdown by framework³²³³

Framework	n	Satisfied	Worthwhile	Happy	Anxious
Land Based	55	8.5	8.7	8.3	2.5
Construction: Building	94	8.5	8.7	8.0	2.7
Other Manufacturing, Process and Engineering	70	8.7	8.4	8.3	3.1
SS, Health and Technical	107	8.5	8.9	8.2	3.3
Freight Logistics	97	8.2	8.2	8.0	2.4
Engineering	118	8.2	8.2	8.1	2.5
Management	80	8.2	8.1	8.0	2.4
Hairdressing and Barbering	63	8.2	8.4	8.0	2.9
Social Services CYP and Technical	95	8.3	8.5	7.8	3.0
Other Construction and Related	73	8.3	8.5	7.7	2.9
Construction: Technical and Professional Apprenticeship	70	8.6	8.4	7.6	3.2
Construction: Technical	73	8.4	8.5	7.7	3.1
IT and Telecommunications	107	8.0	8.0	8.0	2.9
Hospitality and Technical	189	8.2	8.2	7.8	3.3
Business & Administration	196	8.0	8.1	7.8	3.0
Automotive	74	7.9	8.3	7.7	3.5
Retail	140	7.8	8.0	7.4	3.3
Food and Drink Operations	60	7.9	8.0	7.2	3.2

Sorted by sum of mean scores across all wellbeing variables

³² N doesn't add up to the total sample due to the removal of some frameworks with samples less than 50.

³³ There are statistically significant differences not reported here to ease interpretation of results.

Annex B - Breakdown of survey respondents

	Group	Number
	All	2155
Age	16-19	1060
	20-24	646
	25+	450
Gender	Female	895
	Male	1260
VQ level	VQ level 2	707
	VQ Level 3	1323
	VQ level 4+	124
Months in training	Less than 12 months	1240
	More than 12 months	915
Achievement	No	252
	Yes	1903

Annex C - Modern Apprenticeships in Scotland

Each year, over 27,000 people start a Modern Apprenticeship – combining a qualification with on-the-job experience. This lets people work, learn and earn at the same time. We contribute towards the costs of their training, through a training provider who works with the business. There are over 80 [Modern Apprenticeship frameworks](#) – from healthcare and financial services to construction and IT. They vary in the length of time they take to complete. These frameworks have been developed by sector skills councils, in consultation with their industry.

This means that MAs can build valuable work experience from day one and gain an accredited qualification which is recognised by industry. They'll develop skills and expertise for their current and future jobs. Modern Apprenticeships are available at four different levels, some equivalent to a degree.

It is important to note that a number of changes have been made to skills policy in the UK and England. The changes include: a move away from the use of National Occupational Standards to underpin apprenticeships in England; the introduction of the UK wide Apprenticeship Levy in April 2017; and the announced closure of the UK Commission for Employment and Skills (UKCES).

The Scottish Apprenticeship Advisory Board (SAAB) provides employer leadership and contributes to the development of apprenticeships in Scotland ensuring they are aligned with industry and economic need, Fair Work and job opportunities.