

BENCHMARKING TOOL

Thank you for visiting the British Council apprenticeship system benchmarking tool.

We would advise you to review the full list of the questions before completing the tool so that you can make sure you have the relevant information to hand. We do hope this is useful and our team would be delighted to speak with you further about the results and any areas you are looking to develop as a result of this exercise.

Tips for Completion

This Benchmarking Tool comprises 3 main sections:

- **Policy**
- **Implementation Monitoring**
- **and Evaluation**

"Policy" section is divided into 5 sub-sections;

- Purpose
- Partnership
- Roles
- Legal
- Funding

"Implementation" section is also divided into 5 sub-sections:

- Employer engagement
- Assessment
- Labour Market Relevance
- Teaching and Learning
- Public Awareness

"Monitoring and Evaluation" section is divided into 3 sub-sections;

- Quality Assurance
- Learning and Improving
- Positive Outcomes and Impact

There are more than 170 questions. You will see that some questions, such as 13-16, require factual answers which you may need to research. The majority ask for an opinion and should be answered "Yes" or "No". You can also add "To Some Extent" if it is important to qualify your "Yes" response, although we would prefer you to use this qualifier sparingly.

The final 3 questions ask you to summarise the strengths of your apprenticeship

system, the gaps and challenges that need to be addressed. It is suggested that you summarise strengths and gaps at the end of each main section and then use the final 3 questions to bring these thoughts together. The final question may be a good place to summarise priorities for immediate action.

1-) Name

First Name

Last Name

2-) Job Title

3-) Email

4-) Organisation

POLICY: Purpose, Positioning and Leadership

Here we will look at the Policy in place to support apprenticeships. These questions cover policy aims, partnership arrangements, roles and responsibilities, regulation and funding.

- Purpose, Positioning and Leadership
- Social Partnership
- Roles and Responsibilities
- Regulatory Framework
- Funding and Incentives

5-) Please write down your country

6-) Is there evidence of a clear a national strategy for apprenticeships?

 Yes No To some extent Other:

If Other, please specify

7-) Who publishes this?

 Ministry of Education Ministry of Industry Other:

If Other, please specify.

8-) Does this sit within or link to a wider TVET or other government strategy?

Yes

No

To some extent

Other:

If Other, please specify

9-) Is there a clearly defined and widely understood difference between Apprenticeships and other forms of work-based learning such as Internship, Learnership, Traineeship/pre-apprenticeship and job placement?

Yes

No

To some extent

Other:

If Other, please specify

10-) As part of your apprenticeship's strategy, do you have specific targets for:

	Yes	No	To some extent
Starts/registrations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timely completions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drop Outs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Qualifications obtained?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11-) As part of your apprenticeship's strategy, do you record numbers by:

	Yes	No	To some extent
Level of apprenticeships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Occupation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12-) Are there clear plans for meeting specific national targets, i.e. number of apprenticeship starts in a specific industry per year?

Yes

No

To some extent

Other:

If Other, please specify

POLICY: Purpose, Positioning and Leadership

13-) How many apprenticeship starts were there nationally in the past year?

13-a) How many of those apprentices were at qualification levels 1 or 2 (according to the European Qualifications Framework) during the past year?

13-b) How many of those apprentices were at qualification levels 3 or 4 during the past year?

13-c) How many of those apprentices were at qualification levels 5+ during the past year?

14-) In the past year, roughly what percentage of apprentices were aged 16-18?

15-) In the past year, roughly what percentage of apprentices were aged 19-24?

16-) In the past year, roughly what percentage of apprentices were aged 25+?

POLICY: Purpose, Positioning and Leadership

17-) What are the stated aims of apprenticeship policy? Is your approach primarily positioned as part of a wider economic strategy related to productivity and business success, or as part of social policy, focussed on youth employment?

An educational reform

A social reform

An industrial skills / productivity issue

A combination

Unclear

18-) Who decides on the aims of the apprenticeships policy?

19-) Are these aims clearly set out in a plan?

Yes

No

To some extent

Other:

For this question and other we understand that providing a definitive answer may not be straightforward in a binary sense, however we hope that the exercise of considering this is useful in and of itself. We would guide you that answering 'yes' generally should mean that it is in place (not being developed unless the questions specifies that) and commonly used or implemented by the intended target audience

20-) Are apprenticeships primarily focussed on:

The employability of young people between ages of 18 - 24?

Supporting skills development of adults in the workplace?

Both

21-) Who decides this?

22-) Are university students eligible to take an apprenticeship while they study or after graduation?

Yes

No

To some extent

Other:

If Other, please specify

23-) What % are doing this?

24-) Do you have targets to support equality and diversity, including the participation of women?

Yes

No

To some extent

Other:

If Other, please specify

25-) Are there incentives for equality and diversity (such as tax incentives)?

Yes

No

To some extent

Other:

If Other, please specify

26-) What % of apprentices are female?

27-) Is the articulation between the apprenticeship system and other education pathways clearly stated?

Yes

No

To some extent

Other:

If Other, please specify

POLICY: Social Partnership

28-) Is there a mechanism for involving employers and educational institutions in policy dialogue at a national level?

Yes

No

To some extent

If Other, please specify

29-) Who takes the lead on this?

Government

VET Agency

Other:

If Other, please specify.

30-) What are the forums for engagement?

Public consultation

Workshops

Round table discussion

Online

Other:

If Other, please specify.

31-) Which groups are consulted and roughly how often?

	Constantly	Regularly	Occasionally	Hardly ever	Never
Employers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent training providers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chambers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trade bodies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sector Skills Councils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trade Unions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32-) Is a long-term and broad- based consensus in place across government and with social partners about TVET and apprenticeship policy?

Yes

No

To some extent

Other:

If Other, please specify

33-) Are social partners engaged in providing national oversight of operational and funding policy?

Yes

No

To some extent

Other:

If Other, please specify

34-) Are priorities and targets in the system determined with social partners?

Yes

No

To some extent

Other:

If Other, please specify

35-) Is there a structure for social dialogue at the Provincial /regional/state/City level:

	Yes	No	To some extent
On policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On operational issues/delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36-) Are social partners engaged at local level in providing oversight of delivery (e.g. through governance of training institutions)

Yes

No

To some extent

Other:

If Other, please specify

37-) Are learners, parents, and teaching staff and other stakeholders engaged in consultation on apprenticeships policy and implementation?

Yes

No

To some extent

Other:

If Other, please specify

POLICY: Roles and Responsibilities

38-) Who has primary responsibility for apprenticeship policy?

<input type="checkbox"/> Ministry of Education
<input type="checkbox"/> Ministry of Industry
<input type="checkbox"/> National Skills Body
<input type="checkbox"/> Unclear
<input type="checkbox"/> Other:

39-) Is there strong evidence of clarity about roles and responsibilities between Ministries and with peak/national skills agencies?

	Yes	No	To some extent	Not applicable
Peak/national agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional/provincial skills agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sector skills organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awarding Bodies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trade Associations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chamber of Trade/Commerce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40-) Is policy developed and agreed at the regional level?

Yes, in addition to nationally

Yes, instead of nationally

No

To some extent

Other:

If Other, please specify

41-) Is the management of the implementation and delivery devolved to regional / local level?

Yes, in addition to nationally

Yes, instead of nationally

No

To some extent

Other:

If Other, please specify

42) Where policy and/or implementation is split between different Ministries or Agencies, are there strong partnerships in place or other mechanisms of effective coordination?

Yes

No

To some extent

Not applicable

Other:

If Other, please specify

43-) Do lead apprenticeship organisations in your country have international partnerships to support apprenticeship development?

Yes

No

To some extent

Other:

If Other, please specify

44-) Are there communication mechanisms in place to promote a coherent overall policy to different stakeholders?

Yes

No

To some extent

Other:

If Other, please specify

POLICY: Roles and Responsibilities

45-) Is there strong evidence of effective coordination of apprenticeship policy, if led by multiple bodies?

Yes

No

To some extent

Other:

If Other, please specify

46-) Is there clear published guidance for employers on how to set up an apprenticeship programme?

Yes

No

To some extent

Other:

If Other, please specify

47-) Is there strong evidence of employer clarity on their role and how to engage with apprenticeships?

Yes

No

To some extent

Other:

If Other, please specify

48-) Is there strong evidence of policy coherence through clarity about roles and responsibilities?

Yes

No

To some extent

Other:

If Other, please specify

49-) Are digital platforms (Internet, Social Media, etc) utilised to improve communication among social partners?

Yes

No

To some extent

Other:

If Other, please specify

50-) Is there evidence of clear leadership of the policy process?

Yes

No

To some extent

Other:

If Other, please specify

POLICY: Regulatory Framework

51-) Is there an apprenticeship law/regulatory framework currently in place?

Yes

No

To some extent

Other:

If Other, please specify

52-) Is this standalone (or embedded in wider legislation)?

Standalone

Embedded within wider legislation

Not applicable

53-) When was the law last updated?

Within the last 2 years

Within the last 2 - 5 years

Within the last 5 -10 years

More than 10 years ago

54-) Is the apprenticeship law consistent with current employment policy and employment law including minimum wage, health and safety and social insurance legislation?

Yes

No

55-) Is social insurance available to apprentices?

Yes

No

To some extent

Other:

If Other, please specify

56-) Is this provision sufficient to protect the interests of apprentices?

Yes

No

To some extent

Other:

If Other, please specify

57-) Does the law require apprentices to be indentured/ tied to employers?

Yes

No

58-) If so, is this consistent with employment law?

Yes

No

To some extent

Not applicable

Other:

If Other, please specify

POLICY: Regulatory Framework

59-) Does apprenticeship law and regulation clearly set out how an apprenticeship is defined? Does it define:

	Yes	No	To some extent
Age parameters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Levels of apprenticeship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Minimum duration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ratio between on and off the job training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

60-) Are stakeholder responsibilities set out (of government, employers, apprentices, training providers, mentors and assessment centres)?

Yes

No

To some extent

Other:

If Other, please specify

61-) Are they clear?

Yes

No

To some extent

Other:

If Other, please specify

62-) Are there legal obligations on employers to take apprentices?

Yes, all

Yes, some

No

Other:

If Other, please specify

63-) Are employers required to pay a levy?

Yes, all

Yes, some

No

Other:

If Other, please specify

64-) Are employer requirements enforced?

Yes

No

To some extent

Other:

If Other, please specify

65-) Who by?

POLICY: Funding and Incentives

66-) Do apprenticeship contracts set out rights and responsibilities of:

The employer

The training provider

The apprentice

Other:

67-) What employer incentives are provided?

68-) Does the government consult on changes to apprenticeship law and regulation?

Yes

No

To some extent

Other:

If Other, please specify

69-) Does the regulatory framework need substantial up-dating or further development?

Yes

No

To some extent

Other:

If Other, please specify

70-a) Not including wages for the apprentice, what % of each apprenticeship cost do employers typically pay?

- 0-25%
- 25-50%
- 50-75%
- 75-100%

70-b) What % is paid by individuals?

71-) What % is paid by Government?

72-) Is Government funding available to support apprenticeship delivery?

- Yes
 - No
 - To some extent
 - Other:
-

If Other, please specify

73-) Are employers expected to make a contribution to the wider costs of the apprenticeship system through a levy?

- Yes
 - Yes, but only some employers
 - No
 - To some extent
 - Other:
-

If Other, please specify

74-) What % levy is paid from payroll?

Less than 1%

1-2%

2-3%

More

POLICY: Funding and Incentives

75-) Do employers pay the off the job training costs of their training provider?

Yes, directly

Yes, indirectly through a levy or taxation

No

To some extent

Other:

If Other, please specify

76-) Do employers pay apprentice wages/stipends?

Yes

Yes, in some cases

No

To some extent

Other:

If Other, please specify

77-) Is funding for apprentices wages / stipend provided by national government?

Yes

No

To some extent

Other:

If Other, please specify

78-) Is funding for apprentices wages / stipend provided by regional government?

Yes

No

To some extent

Other:

If Other, please specify

79-) Are there financial incentives to encourage people from disadvantaged groups to take up an apprenticeship or employers to recruit apprentices from disadvantaged backgrounds?

Yes

No

To some extent

Other:

If Other, please specify

80-) Is there evidence that the apprenticeship reporting is transparent, independent and trusted?

Yes

No

To some extent

Other:

If Other, please specify

81-) How is the allocation of funding managed?

Nationally

Regionally

82-) Is there strong evidence that the funding for apprenticeships provides a stable platform for system development?

Yes

No

To some extent

Other:

If Other, please specify

83-) Are Stipends/Bursaries provided to individuals?

Yes, all

Yes, some

No

To some extent

Other:

If Other, please specify

84-) Is there evidence that the funding system is sustainable?

Yes

No

To some extent

Other:

If Other, please specify

85-) Is government funding available to support the off-the-job training costs of training providers?

Yes

No

To some extent

Other:

If Other, please specify

IMPLEMENTATION: Employer Engagement

These questions are concerned with the practical arrangements of delivering apprenticeships. These questions cover employer engagement, meeting labour market needs, teaching and learning, assessment, qualifications, communications and autonomy of institutions

- Employer Engagement
- Designing and Delivering Apprenticeships the meet the needs of employers
- Teaching and Learning
- Assessment and Certification
- Public Awareness
- Leadership of delivery

86-) Is government funding available to support the on-the-job training costs of employers?

Yes

No

To some extent

Other:

If Other, please specify

87-) Are there measures in place to engage employers:

	Yes	No	To some extent
At the National level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At Provincial level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At local /training provider level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

88-) Is funding available for system development, such as standards development and capacity building?

Yes

No

To some extent

Other:

If Other, please specify

89-) Is there a mechanism in place to encourage training providers reach out to employers?

Yes

No

To some extent

Other:

If Other, please specify

90-) Are they required to work together?

Yes

No

To some extent

Other:

If Other, please specify

91-) Is there strong evidence of partnership between employers and training providers?

Yes

No

To some extent

Other:

If Other, please specify

92-) Do Training Providers support employers in taking on apprentices?

Yes

No

To some extent

Other:

If Other, please specify

93-) Do Training Providers support employers in monitoring apprentices?

Yes

No

To some extent

Other:

If Other, please specify

94-) Are employers actively involved in the governance of the apprenticeship system?

Yes

No

To some extent

Other:

If Other, please specify

95-) Are employers invited to be Champions/advocates for apprenticeship?

Yes

No

To some extent

Other:

If Other, please specify

96-) Are specific incentives in place to support small companies (SMES)?

Yes

No

To some extent

Other:

If Other, please specify

97-) Is informal sector training recorded as part of the apprenticeship?

Yes

No

To some extent

Other:

If Other, please specify

98-) Are specific incentives offered to the informal sector?

Yes

No

To some extent

Other:

If Other, please specify

IMPLEMENTATION: Designing and Delivering Quality Apprenticeships

99-) Does Labour Market Information draw out the main skills gaps and shortages facing each sector of the economy, now and into the future?

Yes

No

To some extent

Other:

If Other, please specify

100-) Who does this and how often?

101-) Do employers provide insight into this process through:

Sector Skills Councils

Completing regular employer surveys

Employer bodies/Chambers

102-) Does labour market information inform apprenticeship priorities?

Yes

No

To some extent

Other:

If Other, please specify

103-) Are apprenticeships active in all sectors of the economy?

Yes

No, they are mainly in traditional industries

No, they are mainly in new / developing industries

No, they are unevenly spread or absent from a significant number of occupations

To some extent

Other:

If Other, please specify

IMPLEMENTATION: Designing and Delivering Quality Apprenticeships

104-) Are apprenticeships available in new and emerging industries?

Yes

No

To some extent

Other:

If Other, please specify

105-) Is there strong evidence of effective use of LMI?

Yes

No

To some extent

Other:

If Other, please specify

106-) Are employer defined occupational standards widely used as the basis for apprenticeship programme design?

Yes

No

To some extent

Other:

If Other, please specify

107-) Are vocational qualifications based on employer defined standards?

Yes

No

To some extent

Other:

If Other, please specify

108-) Do you have employer led sectoral skills bodies like Sector Skills Councils to support standard setting and LMI?

Yes

No

To some extent

Other:

If Other, please specify

109-) Does your system use a combination of on-the-job and off-the-job training (sometimes called the “dual” model) to deliver apprenticeship training?

Yes

No

To some extent

Other:

If Other, please specify

110-) Who manages curriculum development?

110-a) Is it centrally planned and approved?

Yes

No

To some extent

Other:

If Other, please specify

111-) Is there flexibility to provide tailor made training modules or customise provision to meet specific industry or employer needs?

Yes

Yes, in some cases

No

Other:

If Other, please specify

IMPLEMENTATION: Designing and Delivering Quality Apprenticeships

112-) Are apprentices supported to continue to develop their core/foundation skills such as maths, language and IT?

Yes

Yes, but only up to a certain standard

No

Other:

If Other, please specify

113-) Does the curriculum include soft skills/employability skills such as confidence building, punctuality, planning, problem solving and teamwork?

Yes

Yes, in some cases

No

Other:

If Other, please specify

114-) Are the structure and contents of apprenticeships keeping up with changing industry needs /expectations?

Yes

No

To some extent

Other:

If Other, please specify

115-) Can apprenticeships be delivered through the public sector?

Yes

No

To some extent

Other:

If Other, please specify

116-) Is there evidence of strong controls to ensure the quality of public sector provision?

Yes

No

To some extent

Other:

If Other, please specify

117-) What % of off the job training delivery is through the private sector?

Less than 25%

25-50%

50-75%

75-100%

118-) Is there evidence of strong controls to ensure the quality of private sector provision?

Yes

No

To some extent

Other:

If Other, please specify

119-) Is there strong evidence that demanding and coherent programmes of on and off the job skills development are being delivered to a high standard?

Yes

No

To some extent

Other:

If Other, please specify

IMPLEMENTATION: Teaching and Learning

120-) Does off the job teaching use mainly learner centred or didactic methods?

didactic teaching methods

active learning methods

project based methods

121-) Who assesses apprenticeship progress on and off the job?

122-) Is student progress and progression managed and recorded?

Yes

Yes, in some cases

No

Other:

If Other, please specify

123-) Is industrial mentoring in place?

Yes

No

To some extent

Other:

If Other, please specify

124-) Are electronic records systems used?

Yes

No

To some extent

Other:

If Other, please specify

125-) Is technology used to enhance learning including blended learning/MOOCs?

Yes

No

To some extent

Other:

If Other, please specify

126-) Is there evidence of close collaboration between employers and training providers to provide an integrated learning experience for apprentices?

Yes

No

To some extent

Other:

If Other, please specify

IMPLEMENTATION: Teaching and Learning

127-) Do training providers have the teaching capacity they need to deliver high quality employer focussed apprenticeships?

Yes

No

To some extent

Other:

If Other, please specify

128-) Are there adequate resources /facilities to deliver high quality training?

Yes

Yes, in some industries

No

Other:

If Other, please specify

129-) Is there evidence of good quality trainer training to build the industrial knowledge and teaching capability of new teachers and instructors?

Yes

No

To some extent

Other:

If Other, please specify

130-) Is there an adequate supply of teaching staff for off the job learning?

Yes

In some occupations

No

Other:

If Other, please specify

131-) Do training providers recruit teaching staff from industry?

Yes

No

To some extent

Other:

If Other, please specify

132-) Is there evidence of continuous professional development and sharing good practice for established staff?

Yes

No

To some extent

Other:

If Other, please specify

133-) Is an open source system/networks in place that allows the sharing of learning materials and good practice?

Yes

No

To some extent

Other:

If Other, please specify

134-) Is learner support and mentoring available to help apprentices to succeed?

Yes

No

To some extent

Other:

If Other, please specify

IMPLEMENTATION: Assessment and Certification

135-) What proportion of apprentices do employers offer further employment to on completion of the apprenticeship?

Less than 25%

25-50%

50-75%

75-100%

136-) Is there evidence that Accreditation of Prior Learning (APL) or Recognition of Prior Learning (RPL) is widely used to recognise the existing skills and knowledge of adults?

Yes

No

To some extent

Other:

If Other, please specify

137-) Is there evidence that apprenticeship certification is aligned with the wider national framework of qualifications, (to allow recognition and progression for those who have completed the apprenticeship route)?

Yes

No

To some extent

Other:

If Other, please specify

138-) Is progression possible to higher education after apprenticeship completion?

Yes

No

To some extent

Other:

If Other, please specify

139-) Is there alignment to international standards?

Yes

Yes, in some cases

No

Other:

If Other, please specify

140-) Do apprenticeships provide credits which can be used towards other accredited learning or qualifications?

Yes

No

To some extent

Other:

If Other, please specify

141-) Is there evidence that apprenticeship certification is widely recognised by employers allowing transferability in the labour market?

Yes

No

If Other, please specify

Other:

If Other, please specify

142-) Is assessment, testing and certification designed and delivered centrally by government?

Yes

No

To some extent

Other:

If Other, please specify

IMPLEMENTATION: Public Awareness

143-) Are school leavers and families informed about the opportunities provided by apprenticeships?

Yes

No

To some extent

Other:

If Other, please specify

144-) Are apprenticeships actively marketed?

Yes

No

To some extent

Other:

If Other, please specify

145-) How is this done and who takes the lead?

146-) Is the effectiveness of careers work measured in attracting school leavers and working adults?

Yes

No

To some extent

Other:

If Other, please specify

147-) Is social media used to promote apprenticeships?

Yes

No

To some extent

Other:

If Other, please specify

148-) Is there evidence of effective careers information, advice and guidance?

Yes

No

To some extent

Other:

If Other, please specify

149-) Does careers advice properly represent the benefits of apprenticeship in comparison with Higher Education?

Yes

No

To some extent

Other:

If Other, please specify

150-) Is there analysis of who takes up apprenticeship and which groups are underrepresented?

Yes

No

To some extent

Other:

If Other, please specify

151-) Are career pathways available for each sector of the economy?

Yes

No

To some extent

Other:

If Other, please specify

152-) Are intermediation systems in place to connect individuals seeking apprenticeships with employer vacancies?

Yes

No

To some extent

Other:

If Other, please specify

153-) Is there evidence that these systems are being widely used?

Yes

No

To some extent

Other:

If Other, please specify

154-) Are bridging programmes or pre-apprenticeships available for those not able to directly access apprenticeships?

Yes

No

To some extent

Other:

If Other, please specify

IMPLEMENTATION: Leadership (of delivery)

155-) Do leaders in the apprenticeship delivery system have sufficient autonomy to implement a quality system that is responsive to employer needs?

Yes

No

To some extent

Other:

If Other, please specify

MONITORING AND EVALUATION: Quality Assurance

This section is concerned with how apprenticeships are monitored and evaluated. There are questions on Quality Assurance, measuring impact and how the system seeks to learn and improve.

- Quality assurance
- Positive Outcomes and Impact
- Learning and Improving

156-) Is there evidence of an effective apprenticeship inspection system including employers and training providers?

Yes

No

To some extent

Other:

If Other, please specify

157-) Is there evidence of action planning and continuous improvement by training providers?

Yes

No

To some extent

Other:

If Other, please specify

158-) Do learners have a voice in identifying quality issues at institutional level?

Yes

No

To some extent

Other:

If Other, please specify

MONITORING AND EVALUATION: Positive Outcomes and Impact

159-) Do you measure the number who start an apprenticeship?

Yes

No

To some extent

Other:

If Other, please specify

160-) Do you have a measure for the quality of teaching and learning received by apprentices?

Yes

No

To some extent

Other:

If Other, please specify

161-) Are output measures used such as:

	Yes	No	To some extent
Completions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timely completions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Qualifications awarded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If Other, please specify

162-) Are outcomes also assessed including:

	Yes	No	To some extent
Numbers progressing to the next level of education/apprenticeship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job with same apprentice employer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jobs in the same skill area and level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jobs sustained for at least 3 months	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Earnings of qualified people and their growth over time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If Other, please specify

163-) Is there a robust national Management Information System MIS to collect data on people taking apprenticeships and the companies involved, to track performance and outcomes achieved?

Yes

No

To some extent

Other:

If Other, please specify

MONITORING AND EVALUATION: Positive Outcomes and Impact

164-) Are there data analytics to interpret this?

Yes

No

To some extent

Other:

If Other, please specify

165-) Are the key messages drawn out, clearly communicated and made public?

Yes

No

To some extent

Other:

If Other, please specify

166-) Are mechanisms in place to evaluate the success of the programme and to learn what works?

Yes

No

To some extent

Other:

If Other, please specify

167-) Has Return on Investment ROI of public funds been measured?

Yes

No

To some extent

Other:

If Other, please specify

168-) Is there evidence that the public have confidence that training providers and employers offer high quality apprenticeship provision?

Yes

No

To some extent

Other:

If Other, please specify

169-) Is there strong evidence of employer satisfaction with apprenticeships?

Yes

No

To some extent

Other:

If Other, please specify

170-) Is there strong evidence of learner satisfaction from apprenticeships?

Yes

No

To some extent

Other:

If Other, please specify

MONITORING AND EVALUATION: Learning and Improving

171-) Does quality assurance and evaluative feedback drive changes in policy and practice?

Yes

No

To some extent

Other:

If Other, please specify

ACTION PLANNING

This final section allows you to set out your perspective of the current landscape for apprenticeships and any areas of specific interest.

172-) What are the strengths of your current apprenticeship system? - These will be areas where systems and processes are substantially in place and there is evidence that they are working effectively.

173-) Where are the gaps and challenges that need to be addressed and aren't already being addressed? - These are areas where there is less evidence that systems and processes are effective.

174-) Which of these challenges, if any would you welcome further dialogue with the British Council?