



## **Building Better Apprenticeships**

Delivering skills to drive UK productivity

2018 annual apprentices report

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# Building better apprenticeships

Delivering skills to drive UK productivity

## Executive Summary

It is more important than ever that the UK has a skilled workforce, particularly in the construction sector. Boosting the uptake of apprenticeships will help to ensure that this happens, resulting in greater productivity and economic prosperity.

At Redrow, we feel it is important to identify the opportunities and challenges that exist for UK apprentices. Our initial findings were outlined in our 2017 report, 'Overcoming aversion to apprenticeships' and following its success, we have produced a comprehensive 2018 report 'Building better apprenticeships: Delivering skills to drive UK productivity'. This year, we again canvassed 2,000 parents and young people as well as 167 of Redrow's apprentices and benchmarked our 2018 findings against last year's results.

Our report this year reveals that apprenticeships are beginning to be perceived more positively by the public. There has been a 10% increase in young people saying that they have received high quality careers advice in school. Meanwhile, perceptions of the construction industry have improved, reflected by a 19% drop in young people believing that the industry is dominated by men. There has also been a 5% annual increase in parents discussing apprenticeship opportunities with their children, showing that positive steps, although small, are taking place.

Conversely, this year's findings bring to light some fundamental barriers that remain in place for young people when accessing apprenticeships. Low starting wages was cited as one such barrier, with 42% of young people referencing an increase in starting wages as a way to encourage more people into an apprenticeship. Our results also show that young people from higher social class backgrounds are 31% more likely to receive careers advice on apprenticeship opportunities (78%) than those from lower social class backgrounds (47%).

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At Redrow, we believe that there is a real opportunity to innovate the way apprenticeships are being delivered. This is why we have made four pragmatic recommendations on how the system can be improved:

**1. Focus on applied maths and English skills**

Ensure that all apprentices develop practical and relevant skills that enable them to do their jobs better

**2. Increase the starting wage for apprentices**

Ensure that apprentices get a fair wage to fund their transport to and from work and costs of equipment

**3. Implement an Apprenticeships Premium**

Offer businesses increased skills funding for young people from disadvantaged backgrounds

**4. Ensure families keep access to benefits when their child starts their qualification**

Guarantee that lower income families do not lose child tax credits or child benefit when their 16-year-old starts an apprenticeship

Following discussions with industry experts and apprentices, we obtained some fascinating insights, particularly in relation to the application of maths and English skills as part of an apprenticeship programme. According to recent government figures, a third of people fail to complete their apprenticeships; often completing their NVQ qualification, but not finishing the highly theoretical maths and English assessments. We heard how individuals who were once excited about the possibility of kick-starting their careers, felt trapped by classroom learning - the environment they thought they had left behind. This is particularly true for those with learning disabilities, according to City of Wolverhampton College, who said that 15% of the young learners they work with have a learning difficulty such as dyslexia.

If the Government wants to create 3 million more apprentices by 2020, it must ensure that it is developing practical routes to achieve its goal. Recent figures from the Department for Education show that there was a 27% drop in apprenticeships starts in the last quarter of 2017. The Apprenticeship Levy's impact on employers, dubbed a "business tax", has been cited as one of the main reasons for the decline. However, it is important to address the other factors at play too, which we have sought to outline in this report.

Finally, we would like to give special thanks to Steve Radley at the Construction Industry Training Board (CITB) and Kirk Hookham at City of Wolverhampton College for their contributions to our report.



**Karen Jones**  
Group HR Director, Redrow

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## Survey findings

### What did we uncover?

As part of this year's research, we wanted to question parents, young people and our apprentices on their perceptions of apprenticeships and careers in the construction industry. We were particularly keen to see whether there had been any change in their feelings toward the qualification following last year's survey and how they thought the apprenticeships system could be reformed to encourage more young people into these vital roles.

### Perceptions of careers in construction are changing

This year's research reveals that there still appears to be some misconceptions about what a job in the construction industry involves. Both parents (30%) and over half of young people (52%) believe that a career in construction mostly involves manual labour. This could be reflected in the fact that both parties scored roles such as land buying, sustainability, law and sales lower than bricklaying and plumbing when asked which construction career pathways they think offer apprenticeships.

When asked what they believe to be mostly true of the construction industry, both parents (51%) and young people (36%) selected "a sector dominated by men". This was the main belief amongst parents according to the data. However, perceptions here too are changing. Last year, 58% of parents and 55% of young people believed this to be true, highlighting a 7% and 19% reduction in negative opinions respectively. While this indicates positive steps forward in gender stereotypes, the figures perhaps reflect an industry that is still geared towards men. In fact, 46% of young women said they had never received any information on careers in construction or had ever discussed it with a teacher or a careers' adviser compared to just 30% of males when asked this year.

**87%** of Redrow apprentices say earning money while studying is the best motivation for doing the qualification

Perceptions of the construction industry generally seem to have improved compared to last year's results. Only 9% of young people this year said that their parents wouldn't approve of them pursuing a career in construction. This indicates positive progress on our 2017 results where 18% of young people responded this way. In addition, 42% of young people said they believe that their parents would think a career in construction is a good option for them.

Across all surveyed groups, perceptions of apprenticeships generally are more positive. Nearly all of our Redrow apprentices (98%) say they are glad that they opted for an apprenticeship over other potential career pathways. The percentage of parents who advised their child on studying an apprenticeship rose from 64% last year to 70% this year and over half (51%) believe that apprentices are more likely to develop skills relevant to their chosen careers.

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## Housebuilding career opportunities vs professions

Despite perceptions improving, stubborn myths such as apprenticeships being second best to degrees in terms of future career opportunities, remain in place. However, research by the Sutton Trust shows some apprentices can out-earn graduates over the course of their lifetimes by up to £52,000.

With young people experiencing increased cost of living pressures, it is important to eradicate these untruths, particularly in the construction sector. Official data shows that in the crucial first five-year period from leaving fulltime education, young people who undertake apprenticeships have a much greater opportunity to earn more than their peers who opt for the higher education route.



### Commercial Surveyor

Two-year commercial apprenticeship paid for by employer and the Government

Year five salary: £36,552.80

**Versus**



### Nurse

Four-year degree programme with training at hospital paid for through tuition fees and a maintenance loan

Year five salary: £28,194



### Electrician

Four-year trade apprenticeship paid for by employer and the Government

Year five salary: £31,454.80

**Versus**



### Teacher

Three-year degree programme paid for through tuition fees and a maintenance loan and then a QTS for one year

Year five salary: £22,917

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## Money is both a motivator and a barrier for apprenticeships

Young people appear positive about apprenticeships with half saying one of the benefits of doing the qualification is being able to kick-start a career without incurring any debt. Similar to young people, 68% of parents believe that the biggest financial incentive for doing an apprenticeship is that an apprentice can earn money while studying and not incur any debt. For both groups it was by far the most popular motivation, including 87% of our apprentices. Alongside this benefit, 80% of Redrow apprentices agreed that being able to learn from leading industry experts and getting the best insight and skills development in training is a key benefit of an apprenticeship. This shows that there is a good understanding that apprenticeships are a cost-effective way of getting young people on to a rewarding career path.

However, the results also reveal that the current apprenticeship set-up means that for some parents and young people, there is a negative impact on family finances. They revealed that the loss of benefits a family receives (including cuts to child benefit and child tax credits) were a financial implication they associated with doing an apprenticeship – this included more than one in ten parents (12%) and 16% of young people. When looking at the data breakdown based on social class, benefit implications are an issue for those in the lowest social income group with 16% of parents and 17% of young people saying it is a problem.

When asked what incentives could be deployed to encourage more young people to study an apprenticeship, both parents and young people agreed that monetary incentives were the most important. Approximately 50% of parents and 42% of young people said that an increase in starting wages would be the biggest motivation, followed by providing a travel card to and from work as well offering additional bursaries for the purchase of necessary tools and equipment. Monetary incentives are considered of greater importance to lower income parents with 61% of parents earning a household income between £35,000 and £49,999 citing increased starting wages as the biggest incentive. This compares to just 45% earning between £75,000 and £99,999 and 27% earning between £125,000 and £149,999.

“ Currently, the national minimum wage is set at £3.50 per hour for apprentices and is scheduled to rise on 1st April 2018 to £3.70. The argument for this low starting wage is that all apprentices benefit from additional training that they wouldn't get if they were in another role. However, starting salaries are 35% higher for our Redrow apprentices at £4.75 per hour. We pay extra because all of our staff benefit from additional training and we believe that our apprentices therefore should be compensated fairly to ensure they can afford transport to work and the tools and equipment they need to do their jobs. ”

**Clare Hindley**  
New Entrant Programmes Manager at Redrow

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## Danny Cato

### Redrow Construction Site Manager and former apprentice



When Danny left school, he knew that he didn't want a career where he would be stuck in the office all day. Instead, he wanted to learn and develop practical skills, spend his day outside and feel like part of a bigger team. He was aware of Redrow's strong reputation as an employer and was drawn to the housebuilder's apprenticeship programme which he subsequently joined as an apprentice carpenter in 2011.

Being able to earn a wage while studying was one of the biggest attractions for enrolling in an apprenticeship according to Danny. He also wanted the opportunity to grow as a person to the point where he could feel more comfortable taking on additional responsibilities outside of his day-to-day role. Danny believed that the Redrow apprenticeship programme could provide him with that opportunity. After successful completion of his qualification, the Redrow management team asked him to become an Assistant Site Manager; an opportunity he seized with both hands.

Seven years later, Danny has progressed to an award-winning Construction Site Manager overseeing the development of Redrow's Oldfield Park site in Lancashire. As a testament to his talent and dedication, he recently won the coveted NHBC 'Seal of Excellence' Award – placing him in the top one per cent of his profession.

Danny credits his apprenticeship as the key to his success: **"It's no exaggeration to say that I wouldn't be in the position I am today without the lessons I learned over the course of my apprenticeship. Starting as a carpenter with Redrow was the perfect introduction to the housebuilding industry. Not only did I have the chance to develop an in-demand skills-set throughout my apprenticeship programme, but I also had the opportunity to work on site which gave me a real feeling of camaraderie and how to work well within a team. I knew very quickly that this was the sector in which I wanted to build my future career."**

Danny also believes that while apprenticeships can be a fantastic experience for some, the system could be reformed to better deliver relevant skills: **"I loved every minute of my apprenticeship and would recommend it to anyone. However, I was also one of the lucky ones. As I'd been to college previously, all my tests were conducted via on site assessment. When my mates were studying their apprenticeships, they had to undertake a lot of classroom learning – particularly for their maths and English skills. For some this was fine, but others weren't suited to the academic environment and struggled to complete the programme."**

**"If I could make one change to the way apprenticeships are run it would be for more of a focus on practical learning – especially for maths and English. I think this would help more young people finish their courses and ultimately lead to them developing long and successful careers."**



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## Careers advice in schools is slowly improving but much more needs to be done

In last year's apprenticeship report, we investigated the quality of advice which young people were offered at school. We have compared these results with this year's findings and we are pleased to say that young people generally, are feeling more positive about the careers advice they are receiving.

### Progress is being made

According to our 2018 survey data, 27% of young people felt they had received high quality careers advice, information and guidance on a wide range of careers from their respective schools. This represents a 10% increase on last year's results, and while this figure could be much higher, some progress nevertheless is being made. To further support this, 63% of young people we surveyed this year asserted that someone at their school had outlined to them how apprenticeships work and their associated benefits. The efforts of organisations such as the All-Party Parliamentary Group on Apprentices, which last year called on schools and colleges to provide better careers advice, will be fundamental in the continued drive for improved careers guidance and support.

Our data also illustrates that improvements in relation to construction careers advice received in school is being made. Last year, half of young people (50%) said that they hadn't received information on careers in construction at school or discussed it as a potential career pathway with a teacher. This year, only 38% of young people responded this way; representing a relatively small but positive reduction of 12%.

Meanwhile, more young people are considering a career in construction with 62% saying that they would consider the sector as a career pathway this year compared to just 48% in 2017. On a further positive note, the results also show an 8% increase in young women (24%) saying a career in construction is a possibility for them, compared to 16% in 2017. Great endeavours such as Go Construct, set up by the CITB along with the Government's apprenticeship drive have been made and are seemingly helping to raise the profile of construction as a worthwhile career choice amongst young people.

“ There has been a real shift in perceptions about construction. One in four young people now score the sector top marks in attractiveness – a huge rise from just 3% in 2015.

“Joint industry-led programmes like Go Construct, Open Doors, Inspiring Construction and the work of Construction Ambassadors, working in parallel with the Government's apprenticeship programme, national infrastructure plan and major projects such as Crossrail have brought construction to the foreground.

“We need to build on this, developing careers and apprenticeship policy that engages even more young people with our industry. This report provides a timely contribution to the debate. ”

**Steve Radley**  
Policy Director, Construction Industry Training Board (CITB)

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## More still needs to be done

In spite of these promising strides, 30% of young people this year still think that careers advice in general is either non-existent or not particularly useful according to our figures. Disappointingly, just over half (56%) of young women said they have received careers advice on apprenticeships, compared to 70% of young men suggesting that stereotypes, even in education, still persist. Alarming, our research shows that only 47% of young people from lower social class backgrounds received careers advice related to apprenticeship opportunities compared to 78% of young people from higher social class backgrounds. We asked our Redrow apprentices how they received their careers advice and only 8% said they were encouraged to enrol onto an apprenticeship through the careers advice they had received at school.

This year's data also suggests that parents do not feel they are best placed to offer their children careers guidance. When asked, 41% of parents this year cited National Careers Service advisers as the best people for the job, followed by schools at 22%. Only 10% of parents think that they are able to offer the best careers advice. However, while parents might feel this way, young people appeared to credit their parents with having considerable influence on their career pathways. Analysis of this year's apprentices results show that 47% were encouraged to enrol into an apprenticeship by their family and friends. Parents and family members should therefore have the confidence to take responsibility and provide their children with advice on their futures.

Young people from higher social class backgrounds are

**31%** more likely to receive careers advice on apprenticeships than those in lower social class groups

While more needs to be done to offer quality careers guidance to all young people, irrespective of social class, gender or ethnicity, it is pleasing to hear that some steps are being implemented to tackle these challenges. For example, the recently launched '5 Cities Project' from the Department for Education seeks to promote the take-up of apprenticeships among under-represented groups and those from underprivileged backgrounds.

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## Expert opinion

Kirk Hookham, Vice Principal, Curriculum & Quality, City of Wolverhampton College

### Apprenticeships need a paradigm shift in English and maths skills assessment



Apprenticeships offer young people from a wide range of backgrounds a competitive career pathway without incurring thousands of pounds of graduate debt. Research from the Sutton Trust shows that some apprentices can earn more than £50,000 over the course of their lifetimes than graduates. At City of Wolverhampton College, we support 1,000 apprentices a year into roles from the creative arts to construction.

While apprenticeship starts have slowed dramatically elsewhere, we see strong demand for the qualification. Young people and older people returning to education see the benefit of developing skills that directly fit their chosen vocation. However, there are elements of apprenticeship frameworks that aren't quite fit for purpose and that we believe, if reformed, could lead to many more people entering and completing them.

Central to this is the issue of maths and English skills. Advanced apprentices must achieve at least a grade C/4 at GCSE level in both subjects before they embark on their course or they must achieve both qualifications while they are studying. If they do not reach this level, then they do not pass their apprenticeship - I see this happening time and again for many learners.

In my view, it is right and proper that everyone has a good understanding of maths and English as both are vital for success in any career path. Yet the way that these modules are designed is problematic. Both subjects are assessed just like they were at secondary school – in an all too often theoretical manner. This means the modules rarely impart skills that are vocationally or technically relevant to an apprentice's chosen career path. From my experience, I see this is demotivating for them as many start an apprenticeship with the view that their school days are behind them.

Therefore, we need a paradigm shift in the way that maths and English skills are imparted over the course of an apprenticeship – that would focus on practical examples of how both subjects can be applied to an apprentice's chosen role. For example, rather than a trainee bricklayer calculating percentages in abstraction they should be taught how to do so in terms of mixing mortar or how much of a wall they've constructed or indeed how to accurately calculate their invoices. Not only will this ensure learners are more likely to engage, but they will subsequently have skills they can directly apply to their jobs.

The best teachers understand this and use practical examples like this in their lessons, but the way assessments are carried out as part of an apprenticeship is on a theoretical basis which can disadvantage learners. This is why I am supporting Redrow's call to make sure apprenticeships are reconfigured to focus on applied maths and English skills. This will ensure that more people who enter an apprenticeship develop the skills they need to complete their qualifications and get their foot on the career ladder.

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## Courtney Baker-Edwards

### 2nd year Redrow construction apprentice



Based in Redrow's West Country region, 20 year old Courtney joined Redrow two years ago on a painting and decorating apprenticeship, one of the UK's most in-demand construction trades and is currently studying for her Level 3 NVQ.

Courtney had always been interested in construction and DIY and began studying for a diploma in painting and decorating at a college when she was 16, but when she started looking for jobs before her college course finished, she found that almost everything she wanted to do required experience. It was at a college careers fair that she got speaking to a Redrow employee about the benefits of an apprenticeship, and she started looking into different apprenticeships available in her local area. Before this point, Courtney's school had never provided any information or advice on apprenticeships, and instead heavily encouraged students to enrol to take A-Levels.

If Courtney's school had advised on the option of undertaking an apprenticeship, she could have begun her course straight after leaving school at 16.

Courtney said, "When we left college many of my former classmates went into retail or food industry-based jobs, which in my opinion do not provide any opportunity for growth. I knew it was important to go into a job which would lead to a career. My apprenticeship allows me to learn a trade which requires a high-level of accuracy and quality, whilst earning a salary. As a Redrow apprentice I also get to travel to schools across the country to help young people to better understand the benefits of studying for an apprenticeship, and to do my part to encourage more young women like myself into a career in construction.

"A real highlight of my apprenticeship so far has been being placed in the top three in my category at CITB's SkillBuild, the UK's largest multi-trade competition. After my apprenticeship I hope to progress into building site management, and I hope to eventually own my own painting and decorating company.

"In order for more young people to take up an apprenticeship, the advice that is offered in schools must be improved, and teachers must be educated in the subject. A raise in the minimum apprenticeship wage so it is more in line with other qualified professionals would also make a difference."

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## Our recommendations

This year's research shows that headway is being made in terms of careers advice and the overall perception of apprenticeships, particularly within the construction sector. However, it also reveals that barriers still exist such as low starting wages and social class inequalities in careers advice received at school. To help reduce these obstacles, we recommend four practical changes to the apprenticeship system.

### 1. Focus on applied maths and English skills

Core maths and English skills are an important part of any job, however at present young people studying for an apprenticeship must obtain at least a C grade at GCSE level in both subjects. Unfortunately, many apprentices struggle to achieve these qualifications, leading to a high number who fail to complete their qualification. We recommend that maths and English taught as part of an apprenticeship is reviewed to ensure that they are as relevant to an apprentice's role as possible. This would mean they would have applied skills rather than theoretical ones, benefitting the UK's economy for the long-term.

### 2. Increase the starting wage for apprentices

This year's research explores the incentives that could be implemented to encourage more young people into apprenticeships. Raising the starting wage is seen as the best way to achieve this according to our findings. Starting wages for apprentices in their first year are currently set at £3.50 an hour across the board with a proposed 20p increase set for 1st April 2018.

We would like to see the first year starting wage raised closer to the National Minimum Wage at £5.90. According to our research, money is both a motivator and a barrier for apprenticeships, particularly among lower-income backgrounds. At Redrow, we pay £4.75 per hour in the first year of an apprenticeship and this perhaps explains why 98% of Redrow apprentices surveyed said they were happy that they had opted for an apprenticeship with us. Reducing the financial burden across the board would incentivise young people and broaden the sectors access to talent.

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### 3. Implement an Apprenticeships Premium

The Government has a small £60 million fund for supporting young people from disadvantaged backgrounds into apprenticeships. In spite of this, our research shows that young people from higher social class backgrounds are 31% more likely to get advice on apprenticeships at school than those from lower class backgrounds. With this in mind, we believe that more should be done to incentivise employers to open up the apprenticeship route to young people from underprivileged backgrounds. A way to do this would be via the introduction of an Apprenticeship Premium.

The premium, proposed by the Learning & Work Institute, would function in a similar way to the Pupil Premium which operates in schools. This premium would work to ensure that any investment in apprenticeships provides not only quality experience for apprentices but value for money for employers. It would also offer businesses increased skills funding for employing young people from disadvantaged backgrounds as apprentices, thereby helping employers to unearth talent in areas not previously explored.

### 4. Ensure families keep benefits when their child starts their qualification

Families with 16-year olds who enter an apprenticeship lose their child benefit and child tax credits. This can have a severe impact on family finances and for those on lower incomes it can become a real barrier to encouraging a young person to study an apprenticeship. According to our research, 16% of parents in the lowest socio-economic grade say that if their child studied an apprenticeship it would have an impact on their benefits.

In contrast, families with children who go on to study A Levels get to maintain their benefits. With apprenticeship starts falling across the country and the cost of living pressures hitting families in their back pockets, we would like the Government to allow families with young people studying apprenticeships to retain both child tax credit and child benefit.

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## Appendix: Survey findings

An online survey was conducted among 1,003 young adults aged 15-21 and 1,002 parents of 15-21-year-olds. The research fieldwork took place between 30th January and 5th February 2018.

### Young people:

**N = 1003; Target Audience: ages 15-21 years of age; UK population.**

#### Career advice

- In 2017 only 17% of the young people surveyed felt that they had received high quality information, and proper guidance and advice on a wide range of careers from their respective schools. This year this number rose to 27% (10% increase).
- While this indicates a positive step forward, the industry is still geared towards men. This year 46% of young women said they had never received any information on careers in construction or had ever discussed it with a teacher or a careers adviser compared to just 30% of males when asked this year.
- Young people in the highest social class are significantly more likely to receive careers advice on apprenticeships (78%) than those in the lowest social class (47%). This underscores that the lack of careers advice is a barrier to young people from disadvantaged backgrounds accessing apprenticeships.
- Just over half (56%) of young women said they have received careers advice on apprenticeships compared to 70% of young men.

#### Perceptions of construction

- In 2017 more than half of those questioned (52%) stated that they had never given a career in construction any consideration. In 2018 the numbers saying they had never given a career in construction any consideration had dropped to 38%, however, the split by gender shows that 29% of men had never thought about a career in housebuilding whereas 46% of women hadn't, revealing a significant gender split.
- In 2017 55% of young people agreed with the statement "the construction sector is dominated by men". This year slightly more than a third of young people (36%) say that the sector is dominated by men (19% decrease).
- Last year 55% of young people surveyed believed that "a career in construction mostly involves manual labour", a greater proportion than parents. In 2018 52% say that "a career in construction mostly involves manual labour", which is still more than parents, but a decline year-on-year and potentially a recognition that there are a wide-range of roles available across the industry.
- Only 9% of young people this year said that their parents would not approve of them pursuing a career in construction. This is progress on our 2017 results where 18% of young people responded this year.

#### Financial implications

- Additionally, 42% of young people said they believed that their parents would think a career in construction is a good option for them.
- 16% of young people revealed that the loss of benefits a family receive were a financial implication they associated with doing an apprenticeship.
- 42% of young people said that an increase in starting wages would be the biggest motivation to encourage more young people to study an apprenticeship.

#### Progress is being made

- 27% of young people felt they had received high quality careers advice, information and guidance on a wide range of careers from their respective schools. This represents a 10% increase on last year's results.
- 63% of young people we surveyed this year asserted that someone at school had outlined to them how apprenticeships work and their associated benefits.
- Last year, half of young people (50%) said that they hadn't received information on careers in construction at school or discussed it as a potential career pathway with a teacher. This year, only 38% of young people responded this way; representing a relatively small but positive reduction of 12%.

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# Appendix: Survey findings

## Parents:

**N = 1002; Parents of 15-21-year-olds; UK population.**

### Perceptions of construction

- 30% of parents believe that a career in construction mostly involves manual labour, compared with 33% in 2017.
- 51% of parents agreed with the statement “the construction sector is dominated by men” compared with 28% in 2017.

### Financial implications

- The percentage of parents who advised their children on studying an apprenticeship rose from 64% to 70% this year.
- Over half (51%) believe that apprentices are more likely to develop skills relevant to their chosen careers than other qualifications.
- 68% of parents believe that the biggest financial incentive for doing an apprenticeship is that an apprentice can earn money while studying and not incur any debt.
- More than 1 in 10 parents (12%) revealed that the loss of benefits a family receive were a financial implication they associated with doing an apprenticeship.
- 50% of parents said that an increase in starting wages would be the biggest motivation, followed by providing a travel card to and from work as well as offering additional bursaries or the purchase of necessary tools and equipment.
- Money incentives are considered of greater importance to lower income parents with 61% of parents earning a household income between £35,000 and £49,000 citing increased starting wages as the biggest incentive.
- This compares to just 45% earning between £75,000 and £99,000 and 27% earning between £125,000 and £149,999.

### Careers advice

- In 2017 51% of parents whose household income is between £80,001-100,000 had discussed a career in construction with their child. While only 25% of parents whose household income is between £25,001-£40,000 had.
- In 2018, 45% of parents whose household income is between £75,000 to £99,999 have discussed a career in construction with their child. While 28% of parents whose household income is between £25,001-£34,999 have.
- Parents do not feel they are best placed to offer their children careers guidance. 41% of parents this year cited National Careers Service advisers are best people for the job, followed by schools at 22%.
- Only 10% of parents think that they are able to offer the best careers advice.



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## Appendix: Survey findings

### Redrow apprentices

The below results come from a survey of 167 Redrow apprentices. All of Redrow's regions are represented in the results.

- When asked how they had heard about Redrow's apprenticeship scheme, 44% cited that they heard about joining Redrow through family and friends. This is up from 35% last year. Only 7% found out about the scheme through a training provider, which is even less than last year (8%), and only 2% through the national apprenticeship service, down from 4% last year.
- Only 8% said they were encouraged to enrol on an apprenticeship through career advice they received at school. This is a slight improvement on last year (6%).
- Rather, 47% said they were encouraged by family and friends while 33% said they investigated career options themselves and found out about the apprenticeship through their own research. This is also a slight improvement on last year, when the results were 50% and 37% respectively.
- However these results are still shocking considering that almost 70% of the apprentices surveyed were previously in full time education before embarking on their apprenticeship.
- 73% agreed that schools do not promote apprenticeships in the same way they do other educational routes. This is exactly the same as last year.
- 87% of apprentices agreed that being allowed to earn a salary while studying and training at the same time is a very important benefit of an apprenticeship, and over 80% agreed that being able to learn from leading industry experts and getting the best insight and skills development training is a very important benefit.
- Apprentices said that being lower paid than a qualified professional worker was the biggest disadvantage in undertaking an apprenticeship.
- The majority (63%) of apprentices surveyed said that they did not receive enough career advice at school to help them find a fulfilling career path. This remains the same as last year. And 73% think that schools do not encourage apprenticeships in the same way as other education routes.
- Nearly all of Redrow apprentices (98%) said they are happy they opted for an apprenticeship over other educational routes.
- The majority of apprentices only associated positive financial implications with doing an apprenticeship. Almost 50% thought that the only implication on their finances was that they would be earning money whilst studying and not incurring student debt. Just 14% thought that they were earning a lower wage than if they undertook a more traditional graduate pathway.
- 88% of apprentices agreed that apprentices have more opportunities than graduates to receive mentoring and coaching in the workplace on what they need to do to succeed.
- Despite overall financial positivity around apprenticeships, apprentices agreed that changes to increase the starting wages of an apprenticeship would most encourage more young people to pursue this career pathway.



Redrow was established in 1974. Today, it is one of the most successful and acclaimed property developers in the UK, building over 5,400 premium quality family homes a year in prime locations across England and Wales. Over Redrow's history spanning more than 40 years, it has earned a unique reputation for quality and building beautiful homes, which people love to live in. To help achieve this it also focusses on two other key areas: valuing people and creating outstanding locations. Implementing its strategy whilst engaging with colleagues and stakeholders helps Redrow deliver significant value to investors and the wider community.

Redrow is listed on the London Stock Exchange and is a constituent of the FTSE 250 index. For the year ended 30th June 2017, the Group reported record revenues of £1.66 billion. Redrow has been awarded the 'Best Large Housebuilder' title twice in the last three years at the What House? Awards. This year, Redrow was named as a UK Top 100 Apprenticeship Employer for the fourth consecutive year. Visit [redrow.co.uk](http://redrow.co.uk) for more details

**For press enquiries please contact:**

Matt Grayson  
Group Communications Director

Redrow Homes Limited  
Redrow House  
St. David's Park, Ewloe  
Flintshire, CH5 3RX

Telephone: 01244 520044  
Mobile: 07816 313391  
Extension: 4483  
Email: [matt.grayson@redrow.co.uk](mailto:matt.grayson@redrow.co.uk)

Or

Instinctif Partners  
65 Gresham Street  
London  
EC2V 7NQ

Telephone: 0207 457 2020  
Email: [redrowcorp@instinctif.com](mailto:redrowcorp@instinctif.com)

[redrow.co.uk](http://redrow.co.uk)

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