

I-WORK BENCHMARKING TOOL

Description Area

Thank you for visiting the British Council apprenticeship system benchmarking tool. As apprenticeships assume ever more importance across the globe we wanted to provide a space to compare practice and policy in different countries. There is no one, right, way to run an apprenticeship system but what we hope this tool does is illustrate the choices you have made and allow you to compare your approach with that of other nations. The answers you submit will be added to the database of available information from countries around the world and we hope will show how your system compares to others, what areas have been comprehensively implemented and what gaps might exist for further development. Please note that the British Council cannot be held responsible for the answers submitted, these will be the interpretation of the individual completing the questionnaire, we would ask that you are as rigorous in your considerations as you would wish others to be. We reserve the right to exclude submissions from the global report updates if they are inaccurate or incomplete. This should take around an hour to complete and once submitted we will send you a link to your report and our global report so you can compare with other countries. Your results may also be added to future versions of the global update to broaden the depth of comparative data. We would advise you to review a full list of the questions here 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. This tool will evolve so if you have any suggestions for how it could be improved please do get in touch with us. The British Council would like to use the information you provide for the purposes of research and service improvement. We may use your contact details to send you research materials such as questionnaires or surveys. We do this in our legitimate interest. However, you can choose not to participate by contacting skills@britishcouncil.org. Data Protection The British Council complies with data protection law in the UK and laws in other countries that meet internationally accepted standards. You have the right to ask for a copy of the information we hold on you, and the right to ask us to correct any inaccuracies in that information. If you have concerns about how we have used your personal information, you also have the right to complain to a privacy regulator. For detailed information, please refer to the privacy section of our website, www.britishcouncil.org/privacy or contact your local British Council office. We will keep your information for a period of 7 years from the time of collection.

1-) Name

Mr John Jacob J Smith Jr

2-) Job Title

Testing

3-) Email

john.smith@example.com

4-) Organisation

Testing

POLICY: Purpose, Positioning and Leadership

5-) Please select your country Qatar

6-) Is there evidence of a clear a national strategy for apprenticeships? No

7-) Who publishes this? Ministry of Education

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

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

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

Starts/registrations? = No
Completions? = No
Timely completions? = No
Drop Outs? = Yes
Qualifications obtained? = Yes

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

Level of apprenticeships = Yes
Occupation = No
Gender = No
Age = Yes

12-) Are there clear plans for meeting specific national targets, i.e. number of apprenticeship starts in a specific industry per year? No

POLICY: Purpose, Positioning and Leadership

13-) How many apprenticeship starts were there nationally in 2018? 0

13-a) How many of those apprentices were at qualification levels 1 or 2 (according to the European Qualifications Framework) for 2018? 0

13-b) How many of those apprentices were at qualification levels 3 or 4 for 2018? 0

13-c) How many of those apprentices were at qualification levels 5+ for 2018? 0

14-) In 2018, roughly what percentage of apprentices were aged 16-18? 12

15-) In 2018, roughly what percentage of apprentices were aged 19-24? 62

16-) In 2018, roughly what percentage of apprentices were aged 25+? 17

POLICY: Purpose, Positioning and Leadership

17-) What are the stated aims of apprenticeship policy? Is your approach primarily positioned as:

Unclear

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

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

Yes

20-) Are apprenticeships primarily focussed on:

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

21-) Who decides this?

Testing

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

No

23-) What % are doing this?

Testing

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

Yes

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

Yes

26-) What % of apprentices are female?

Testing

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

No

POLICY: Social Partnership

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

No

29-) Who takes the lead on this?

Government

30-) What are the forums for engagement?

Online

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

Employers = Never
Colleges = Never
Independent training providers = Regularly
Chambers = Constantly
Community Leaders = Constantly
Trade bodies = Hardly ever
Sector Skills Councils = Hardly ever
Trade Unions = Never

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

To some extent

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

No

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

Yes

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

On policy = No
On operational issues/delivery = Yes

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

No

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

No

POLICY: Roles and Responsibilities

38-) Who has primary responsibility for apprenticeship policy? National Skills Body

39-) Is there strong evidence of clarity about roles and responsibilities between Ministries and with peak/national skills agencies? Peak/national agencies = Yes
Regional/provincial skills agencies = No
Sector skills organisations = No
Awarding Bodies = No
Trade Associations = Yes
Chamber of Trade/Commerce = No

40-) Is policy developed and agreed at the regional level? Yes, in addition to nationally

41-) Is the management of the implementation and delivery devolved to regional / local level? No

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? No

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

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

POLICY: Roles and Responsibilities

45-) Is there strong evidence of effective coordination of apprenticeship policy, if led by multiple bodies? Not applicable

46-) Is there clear published guidance for employers on how to set up an apprenticeship programme? No

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

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

49-) Are digital platforms (Internet, Social Media, etc) utilised to improve communication among social partners? No

50-) Is there evidence of clear leadership of the policy process? No

POLICY: Regulatory Framework

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

No

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

Not applicable

53-) When was the law last updated?

Within the last 5 -10 years

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

Yes

55-) Is social insurance available to apprentices?

Yes

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

Yes

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

No

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

No

POLICY: Regulatory Framework

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

Age parameters = Yes
Levels of apprenticeship = Yes
Minimum duration = Yes
Use of Standards = Yes
Ratio between on and off the job training = No

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

Yes

61-) Are they clear?

To some extent

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

Yes, all

63-) Are employers required to pay a levy?

Yes, some

64-) Are employer requirements enforced?

No

65-) Who by?

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POLICY: Funding and Incentives

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

67-) What employer incentives are provided? Testing

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

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

70-) Not including wages for the apprentice, what % of each apprenticeship cost do employers typically pay? 75-100%

70) What % is paid by individuals? Testing

71-) What % is paid by Government? Testing

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

73-) Are employers expected to make a contribution to the wider costs of the apprenticeship system through a levy? Yes, but only some employers

74-) What % of the levy is paid from payroll? 2-3%

POLICY: Funding and Incentives

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

76-) Do employers pay apprentice wages/stipends? Yes, in some cases

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

78-)Is funding for apprentices wages / stipend provided by regional government? No

79-) Are there financial incentives to encourage people from disadvantaged groups to take up an apprenticeship or employers to recruit apprentices from disadvantaged backgrounds? No

80-) Is there evidence that the apprenticeship reporting is transparent, independent and trusted? No

81-) How is the allocation of funding managed? Nationally

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

83-) Are Stipends/Bursaries provided to individuals? Yes, all

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

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

IMPLEMENTATION: Employer Engagement

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

No

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

At the National level = Yes

At Provincial level = Yes

At local /training provider level = Yes

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

No

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

No

90-) Are they required to work together?

To some extent

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

No

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

Yes

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

No

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

No

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

No

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

Yes

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

No

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

No

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?

No

100-) Who does this and how often?

Testing

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

Completing regular employer surveys

102-) Does labour market information inform apprenticeship priorities?

No

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

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

IMPLEMENTATION: Designing and Delivering Quality Apprenticeships

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

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

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

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

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

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

110-) Who manages curriculum development? Testing

110-a) Is it centrally planned and approved? Yes

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

IMPLEMENTATION: Designing and Delivering Quality Apprenticeships

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

No

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

No

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

Yes

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

Yes

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

No

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

25-50%

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

No

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

IMPLEMENTATION: Teaching and Learning

120-) Does off the job teaching use: active learning methods?

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

122-) Is student progress and progression managed and recorded? Yes, in some cases

123-) Is industrial mentoring in place? Yes

124-) Are electronic records systems used? No

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

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

IMPLEMENTATION: Teaching and Learning

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

No

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

Yes, in some industries

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

No

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

No

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

Yes

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

Yes

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

Yes

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

Yes

IMPLEMENTATION: Assessment and Certification

135-) What proportion of apprentices do employers offer further employment to on completion of the apprenticeship? 50-75%

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? No

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

138-) Is progression possible to higher education after apprenticeship completion? No

139-) Is there alignment to international standards? No

140-) Do apprenticeships provide credits which can be used towards other accredited learning or qualifications? No

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

142-) Is assessment, testing and certification designed and delivered centrally by government? No

IMPLEMENTATION: Public Awareness

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

Yes

144-) Are apprenticeships actively marketed?

Yes

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

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

No

147-) Is social media used to promote apprenticeships?

Yes

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

Yes

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

No

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

No

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

No

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

No

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

Yes

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

Yes

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

MONITORING AND EVALUATION: Quality Assurance

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

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

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

MONITORING AND EVALUATION: Positive Outcomes and Impact

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

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

161-) Are output measures used such as:
Completions = Yes
Timely completions = No
Qualifications awarded = No

162-) Are outcomes also assessed including:
Numbers progressing to the next level of education/apprenticeship = No
Job with same apprentice employer = Yes
Jobs in the same skill area and level = No
Jobs sustained for at least 3 months = No
Earnings of qualified people and their growth over time = No

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? No

MONITORING AND EVALUATION: Positive Outcomes and Impact

164-) Are there data analytics to interpret this? No

165-) Are the key messages drawn out, clearly communicated and made public? No

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

167-) Has Return on Investment ROI of public funds been measured? No

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

169-) Is there strong evidence of employer satisfaction with apprenticeships? No

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

MONITORING AND EVALUATION: Learning and Improving

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

No

ACTION PLANNING

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.

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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.

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

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