



Perceptions of Vocational and Technical Qualifications

Technical annex

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<p>Pye Tait Consulting Royal House, 110 Station Parade, Harrogate, HG1 1EP Tel: 01423-509433 Fax: 01423-509502 Email: info@pyetait.com Website: www.pyetait.com</p>	 <p>MRS Evidence Matters™ Company Partner</p>  <p>Member of SN Registrars (Holdings) Ltd</p>  <p>UKAS MANAGEMENT SYSTEMS 8327</p> <p>Cert No: 76000/GB/Q</p>
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1. Introduction

1.1 About this annex

The annex accompanies the findings of the VTQ perceptions survey and should be read alongside the Perceptions of VTQs report, which presents the key messages and conclusions drawn from these data. The methods and sampling approach used have been outlined in this document. This project was commissioned by Ofqual and managed by PyeTait. The design template for charts used in the report was provided by Ofqual.

1.2 About this survey

Ofqual is the independent qualifications regulator for England, responsible for regulating around 150 awarding organisations who provide over 17,000 live qualifications for learners. Ofqual regulates general qualifications such as GCSEs, A levels and AS levels, but also a wide range of other qualifications – and it is these qualifications that were asked about in this research. This includes Functional Skills Qualifications (FSQs) and apprenticeship End Point Assessments (EPA) which were asked about specifically, but also a wide range of other vocational and technical qualifications (VTQs).

The pilot survey took place in 2017 and focused on employers only. Due to the changes to the employer survey between the pilot and this work, comparisons have not been made. In addition, learner and training provider surveys have also been included to ensure a balance of opinion and to understand how views are reflected through the entire system of education and training. It should be noted that some questions were not asked of all three respondent groups, if they were only relevant to one or two groups. For example, only employers were asked questions about their use of qualifications for recruitment and training.

This survey of perceptions provides a snapshot of attitudes towards Functional Skills Qualifications in English and maths, apprenticeship End-Point Assessments and other Vocational and Technical Qualifications. Ofqual has an interest in stakeholder views both from the perspective of a regulator of those qualifications, some of which are currently subject to reform, and as an External Quality Assurance provider of some End Point Assessments. The aim of this project was to understand how stakeholders (employers, colleges and training providers) view and use these qualifications.

2. Methods

2.1 Summary of approach

2.1.1 Overview

The survey followed a telephone and/or online method dependent on the respondent group and availability. Three separate surveys with the three respondent groups were conducted. Survey responses came from 2070 employers, 532 training providers and 604 learners. The fieldwork with employers was conducted between October 2017 and January 2018. The survey sought to interview individuals with insight into and/or responsibility for training and qualifications, such as HR or Recruitment Managers, Operations Managers and (in smaller businesses) Managing Directors. Nearly half the respondents had an HR, training or recruitment role, and the remainder were senior business directors, managers or owners.

Fieldwork with training providers and learners was conducted between December 2017 and February 2018. The final achieved samples were structured to be representative of employers and training providers whereas the learner sample was an opportunity sample.

2.1.2 Questionnaire design

Three questionnaires were designed by Pye Tait Consulting and Ofqual, which were piloted prior to finalisation and launch of the survey. Each of the three surveys were for each respondent group (employers, training providers, learners) which is why some questions were not applicable across all respondent groups. The survey covered perceptions of Functional Skills Qualifications (FSQs), end point assessments of apprenticeships (EPAs) and other Vocational and Technical Qualifications (VTQs). Respondents were routed through the questionnaire to ensure that they were answering questions that were applicable to them (for example, if a respondent had no understanding of FSQs then they were not asked further questions about this type of qualification). A copy of all the questions for each survey are available in Appendix A.

2.1.3 Sample coverage

Three respondent groups were the focus of this survey, which have been highlighted below.

Table 1: Target and actual number of survey respondents

Respondent group	Target	Actual
Employers	2,000	2,070
Training providers	500	532
Learners	500	604

The base number of responses per question varies, as in some cases questions may not be applicable to the respondent or the respondent may not give a response to a question.

The survey was conducted using a mix of online and telephone approaches, which differed depending on respondent group and are explained in more detail in sections 2.1.3 to 2.1.5. Respondents were assured of confidentiality when taking part in the survey.

2.1.3 Sample selection and fieldwork – employers

The sample was selected to ensure representativeness of organisations in England in line with Business Population Estimates 2017, accounting for employer size, region and industry sector. Contact details were sourced from a commercial business database operated by Bureau Van Dyke, available by subscription, and containing details of over 3.5 million businesses.

Tables 2-4 set out the interlocking quotas of population, actual and adjusted targets for employers by organisation size, region and industry sector. Representative targets were then adjusted – the number of micro employers was reduced, while targets for all other organisation sizes were increased. This was because larger businesses are typically more likely to use qualifications than smaller (and especially micro) businesses, so it was important to ensure sufficient representation of respondents able to answer all the survey questions. These adjustments are unlikely to affect the overall robustness of survey data as, whilst it is possible to identify a representative sample of employers by organisation size, it is not clear what a representative sample of employers

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using qualifications and apprenticeship assessments, would be. Whilst the aim was to achieve a representative sample, it should be noted that the findings in the main report can only be inferred from respondents who took part.

Targets were adjusted by region and industry sector to ensure that each had sufficient numbers for statistical robustness. For example, sectors with lower numbers of employers (Transportation & Storage, Financial & Insurance Activities, Real Estate Activities, Education and Arts, Entertainment and Recreation) were oversampled to increase reliability of the data.

Table 2: Target and actual number of survey respondents – employers (organisation size)

Organisation size	Population	% of population	Target (representative)	Target (adjusted)	Actual (achieved)
Micro (1 to 9 employees)	932,310	81%	1,620	1,325	1,337
Small (10 to 49 employees)	174,815	15%	300	375	399
Medium (50 to 249 employees)	28,735	3%	60	150	184
Large (250+ employees)	6,355	1%	20	150	150
TOTAL	1142215	100%	2,000	2,000	2,070

Table 3: Target and actual number of survey respondents – employers (region)

Region	Population	% of population	Target (representative)	Target (adjusted)	Actual (achieved)
East of England	131,310	11%	220	220	223
East Midlands	93,010	8%	160	160	163
London	220,220	19%	380	360	368
North East	39,065	3%	60	100	103
North West	132,660	12%	240	240	245
South East	199,385	17%	340	320	346
South West	120,365	11%	220	220	238
West Midlands	107,805	10%	200	200	204
Yorkshire & Humber	98,395	9%	180	180	180
TOTAL	1,142,215	100%	2,000	2,000	2,070

Table 4: Target and actual number of survey respondents – employers (industry sector)

SIC	SIC description	Number of organisations (business population)	Target (representative)	Target (adjusted)	Actual (achieved)
A	Agriculture, Forestry and Fishing	155,795	80	80	95
B, D & E	Mining and Quarrying; Electricity, Gas, Steam and Air Conditioning Supply; Water Supply; Sewerage, Waste Management and Remediation Activities	38,125	20	50	50
C	Manufacturing	265,775	140	120	125

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F	Construction	1,007,500	240	200	204
G	Wholesale and Retail Trade; Repair of Motor Vehicles and Motorcycles	542,150	340	260	272
H	Transport and Storage	345,285	60	100	111
I	Accommodation and Food Service Activities	202,060	180	160	160
J	Information and Communication	351,485	120	120	124
K	Financial and Insurance Activities	86,410	40	80	81
L	Real Estate Activities	111,870	60	100	102
M	Professional, Scientific and Technical Activities	855,625	280	240	242
N	Administrative and Support Service Activities	478,810	180	160	160
P	Education	296,305	20	50	56
Q	Human Health and Social Work Activities	362,115	100	100	108
R	Arts, Entertainment and Recreation	276,300	40	80	80
S	Other Service Activities	318,905	100	100	100
	TOTAL	5,694,515		2,000	2,070

The employer survey was conducted by telephone, as this is an effective means of engaging employers on this topic. An online version of the survey was also available as an option for employers who preferred to complete it in their own time – which may be easier for those working in areas such customer-facing industries (e.g. retail) to complete. 2057 were completed by telephone and 13 responses were received online. Fieldwork took place between October 2017 and January 2018. The survey sought to interview individuals with insight into and/or responsibility for training and qualifications, such as HR or Recruitment Managers, Operations Managers and (in smaller businesses) Managing Directors. Nearly half the respondents had an HR, training or

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recruitment role, and the remainder were senior business directors, managers or owners.

2.1.4 Sample selection and fieldwork – training providers

The sample for training providers was drawn from information in the Education and Skills Funding Agency (ESFA) course directory. The directory contains information on courses offered by learning providers who are contracted with the ESFA. The courses include adult further education, adult community learning, Apprenticeships, courses that are funded by the European Social Fund, and courses aimed at people aged 16 to 18.

The November 2017 course directory contains 4,391 unique provider entries. For the purpose of this sample, the ‘DfE 16-19 category’ (1,753 entries) was excluded as this is composed of schools and academies. Excluding this category, the total sample frame therefore is 2,638.

The target was to achieve 500 responses drawn from 200 organisations – Table 4 shows the actual numbers achieved on an organisational basis rather than individual responses. There were 438 individual responses completed online, and 94 by telephone.

Table 5: Training provider population and sample

Target group (provider)	Population*	%	Target	Actual
Further Education (FE)	524	20	40	42
Higher Education (HE)	75	3	6	8
Private class-based	165	6	12	14
Private self-study	4	0	0	0
Private work-based	1,329	50	100	108
Public sector community based	56	2	4	7
Public sector other	44	2	4	5
Schools	420	16	32	32
Voluntary sector education	21	1	2	3
TOTAL	2,638	100	200	219

* Note: this is after removing duplicate entries from the ESFA directory listings.

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The survey was hosted online using SNAP survey software to enable training provider staff to complete it at a time convenient to them. To boost response rates, follow up telephone calls were undertaken. Fieldwork took place between November 2017 and February 2018. The survey sought responses from: Senior Managers, Heads and Managers of Department/Curriculum/School/Faculty and Advanced/Lead Practitioners.

2.1.5 Sample selection and fieldwork – learners

An online version of the survey was hosted for learners, to enable them to complete it in their own time. Fieldwork took place between November 2017 and February 2018. Opportunity sampling was used, with training providers participating in the survey asked to circulate a link to the survey among their learners. The learner survey was also circulated by Awarding Organisations.

2.2 Data analysis

Survey data were analysed in SNAP and SPSS. Using SPSS, where an ordinal scaled variable was analysed together with a nominal scaled variable, pair-wise Mann-Whitney U tests were performed. Where there were more than two groups of Independent Variables, a Kruskal-Wallis test was carried out initially to investigate if there were any statistical differences between the variables (such as by size). Further Mann Whitney U tests were then carried out if the Kruskal-Wallis highlighted a significance, in order to establish further details concerning the significance. Where multiple Mann Whitney U tests have been performed, the p value has been adjusted using the Bonferroni correction (p value 0.05/number of comparisons) to protect against type 1 error (i.e. incorrect rejection of a null hypothesis).

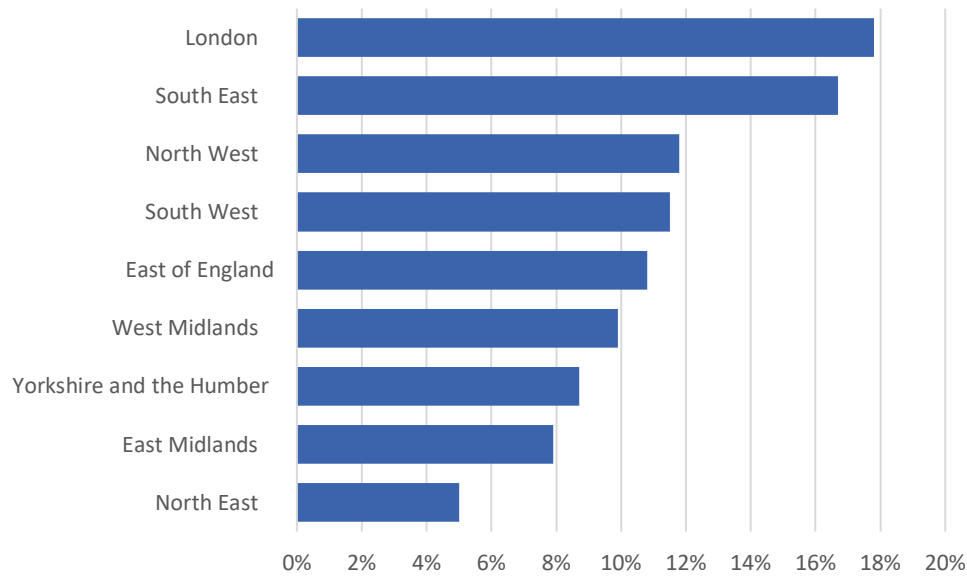
The significance (p) level, was set to .05 for all tests. Results are described as significant where the p value is less than .05. Therefore, wherever a difference has been reported in the main report, this refers to a statistically significant difference. Responses to open questions were analysed using TextStat software to identify concordance and frequency, with content analysis undertaken manually.

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2.3 Respondent profile

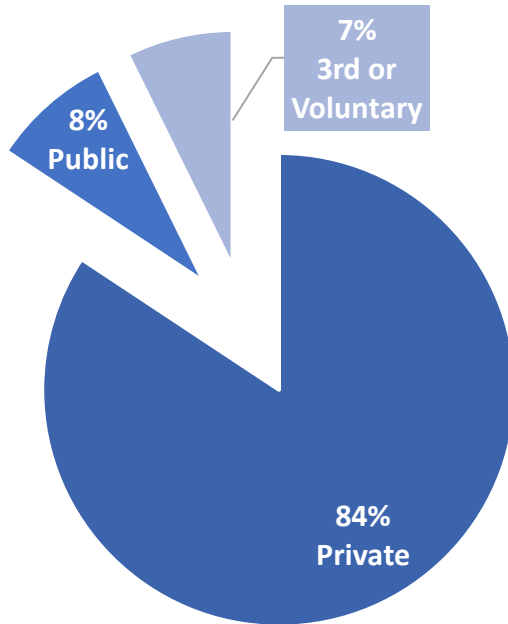
The following charts show the profile of all three respondent groups. Please note, learners were not asked to indicate which region they were based in.

Figure 1: Employer respondents (region)



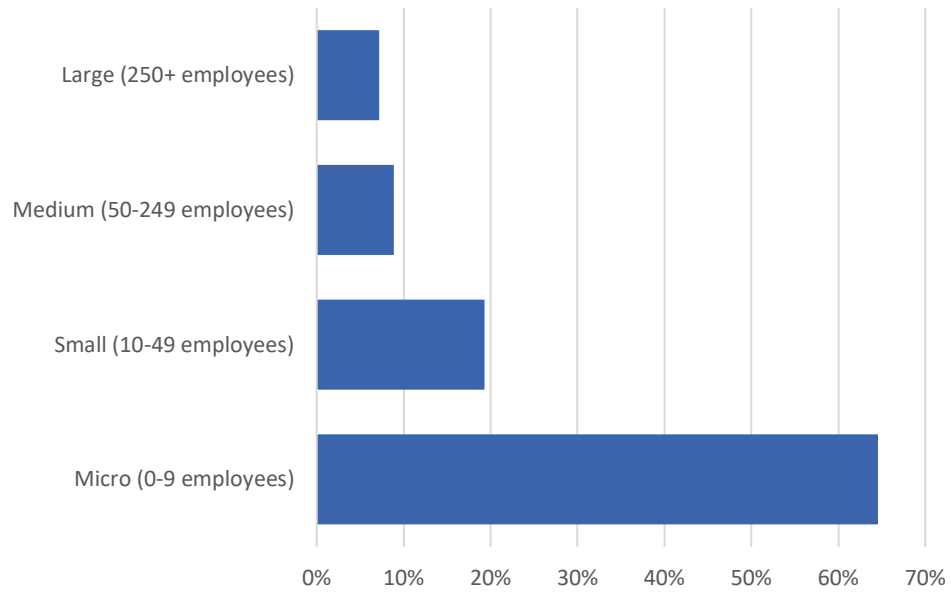
Base: 2070 employers

Figure 2: Employer respondents (sector)



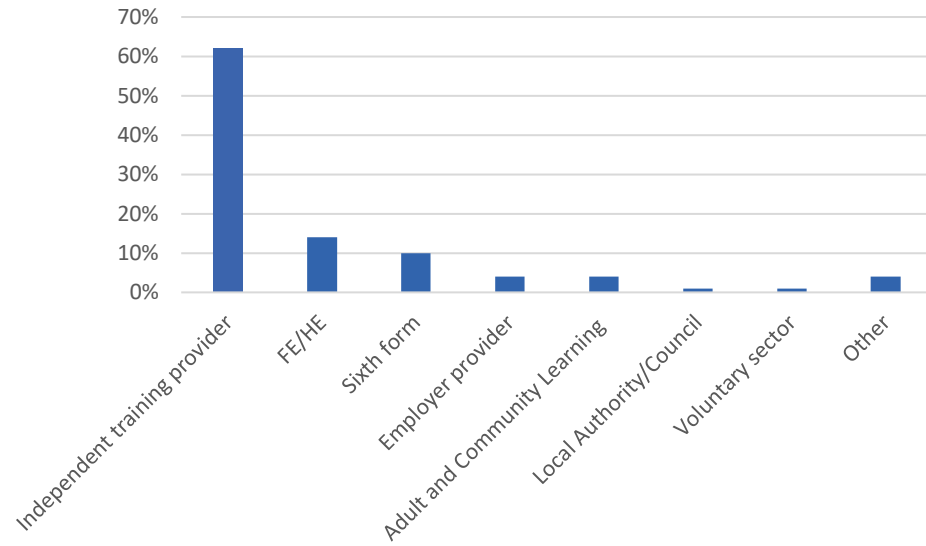
Base: 2050 employers

Figure 3: Employer respondents (organisation size)



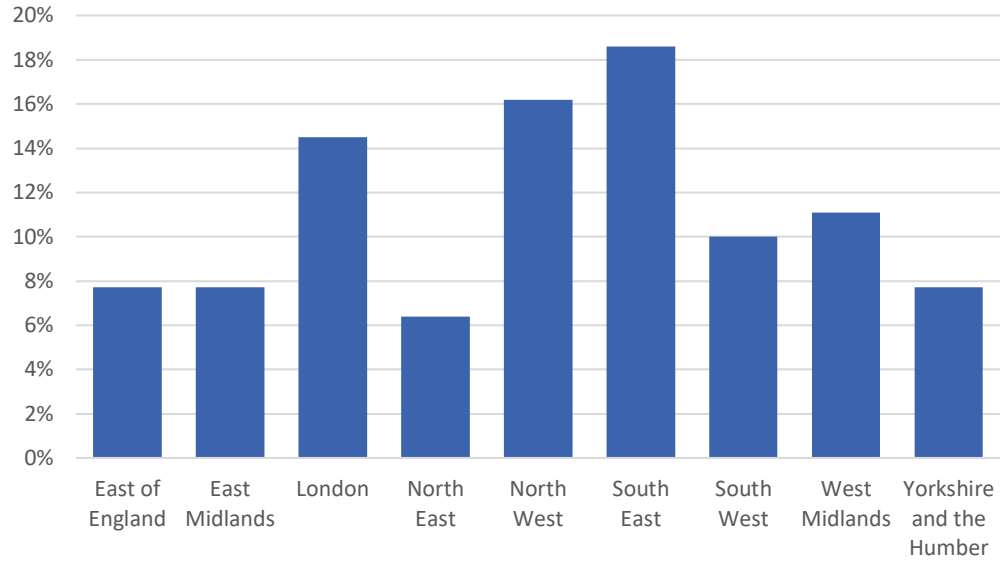
Base: 2070 employers

Figure 4: Training provider respondents (organisation type)



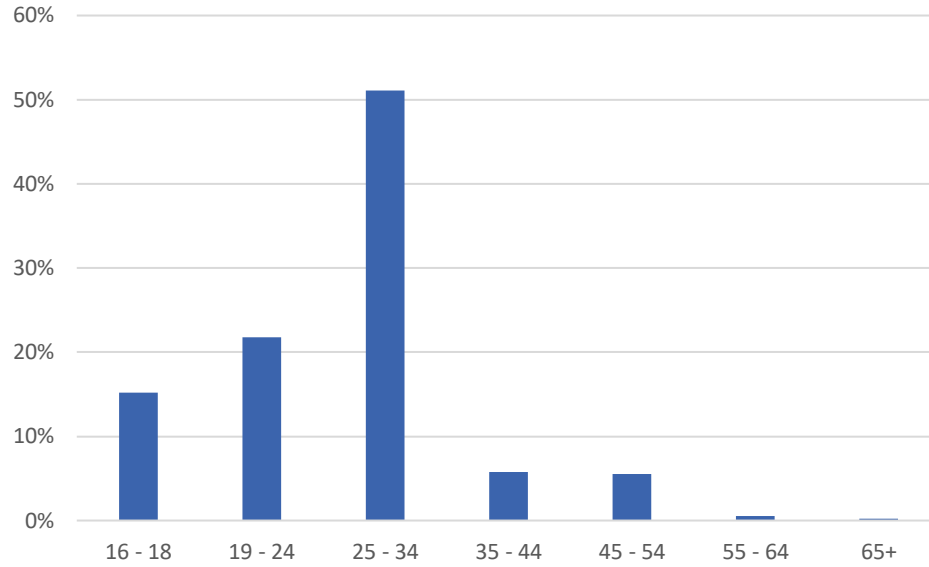
Base: 532 training providers

Figure 5: Training provider respondents (region)



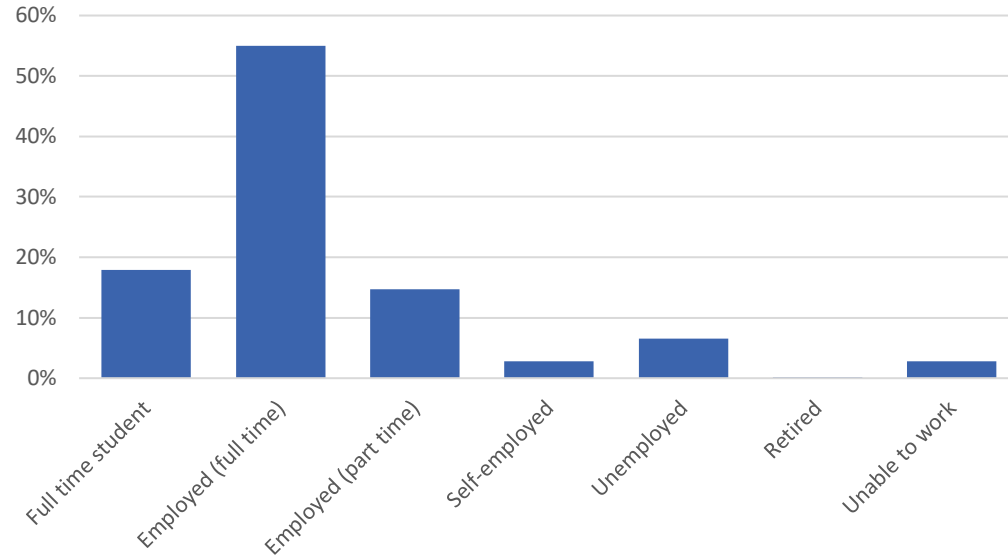
Base: 531 training providers

Figure 6: Learner respondents (age band)



Base: 605 learners

Figure 7: Learner respondents (working/education status)



Base: 604 learners

Appendix A: Questionnaires

Employers

Part 1: About you and your organisation

The information you provide in this section will support the analysis of overall survey findings. It will not be used to identify individual respondents.

Q1 Your name:

Q2 Organisation name:

Q3 Telephone number:

Q4 What is your job title? Allocate respondent to closest option

- Managing Director or equivalent level
- Operations Director or equivalent level
- Head of HR or equivalent level
- HR Manager or equivalent level
- HR Business Partner or equivalent level
- Head of Training or equivalent level
- Training Manager or equivalent level
- Head of Recruitment or equivalent level

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- Recruitment Manager or equivalent level

Q5 Please can you confirm the main type of work your organisation does:

- | | | |
|---|--|--|
| <input type="checkbox"/> Advertising and market research | <input type="checkbox"/> Hospitality | <input type="checkbox"/> Residential care |
| <input type="checkbox"/> Architecture and engineering | <input type="checkbox"/> Insurance and banking | <input type="checkbox"/> Retail |
| <input type="checkbox"/> Arts, culture and entertainment | <input type="checkbox"/> Legal and accounting | <input type="checkbox"/> Scientific and technical activities |
| <input type="checkbox"/> Computing/digital/IT | <input type="checkbox"/> Manufacturing | <input type="checkbox"/> Scientific research and development |
| <input type="checkbox"/> Construction and facilities management | <input type="checkbox"/> Media, publishing and journalism | <input type="checkbox"/> Security and investigation |
| <input type="checkbox"/> Education | <input type="checkbox"/> Mining | <input type="checkbox"/> Social care |
| <input type="checkbox"/> Employment | <input type="checkbox"/> Office administration and support | <input type="checkbox"/> Sport and leisure |
| <input type="checkbox"/> Energy and utilities | <input type="checkbox"/> Pharmaceutical | <input type="checkbox"/> Telecommunications |
| <input type="checkbox"/> Farming | <input type="checkbox"/> Postal and courier | <input type="checkbox"/> Transport and logistics |
| <input type="checkbox"/> Financial services | <input type="checkbox"/> Professional services | <input type="checkbox"/> Travel and tourism |
| <input type="checkbox"/> Forestry and fishing | <input type="checkbox"/> Real estate | <input type="checkbox"/> Veterinary |
| <input type="checkbox"/> Healthcare | <input type="checkbox"/> Rental and leasing | <input type="checkbox"/> Warehousing |

Q6 Is your organisation:

- Private sector
- Public Sector
- Third/voluntary sector

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Q7 How long has your organisation been operating?

- Less than a year
- 1-4 years
- 5-10 years
- 11-25 years
- 26-50 years
- 51-100 years
- 101 years +

Q8 In which region is your organisation's Head Office?

- East of England
- East Midlands
- London
- North East
- North West
- South East
- South West
- West Midlands
- Yorkshire and the Humber

Q9 Is your organisation size:

- Micro (0-9 employees)
- Small (10-49 employees)
- Medium (50-249 employees)
- Large (250+ employees)

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Q10 Please tell us which of the following statements applies to your organisation:

- We have employed apprentices in the **past** two years, but are not currently employing them
- We currently employ apprentices
- We don't currently employ apprentices but think we might in the **next** two years
- We have never employed apprentices and do not plan to in the **next** two years

Q11 Are your apprentices:

- Degree apprentices (i.e taking a degree is a core component of the apprenticeship)
- Other apprentices
- Both
- Don't know

Q12 Has your organisation applied to the Education and Skills Funding Agency to be listed on the Register of Training Providers - i.e. you are an Employer Training Provider?

- Yes
- No
- Don't know

Q13 Approximately how many accredited qualifications do you deliver per annum?

Q14 Do you enrol learners on qualifications offered by awarding organisations?

- Yes
- No
- Don't know

Part 2: Perceptions of qualifications

Q15 Please indicate your level of understanding about the three types of qualification:

	<i>Very good understanding (i.e. you have clear knowledge of the content and skills being developed)</i>	<i>Quite good understanding (i.e. you have reasonable, but not full knowledge of the content and skills being developed)</i>	<i>Limited understanding (i.e. you have very limited knowledge of the content and skills being developed)</i>	<i>Not very good understanding (i.e. you are aware of it but have no knowledge of the content and skills being developed)</i>	<i>No understanding at all (i.e. you were not aware of it prior to this survey)</i>
Functional skills qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational and technical qualifications in my sector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apprenticeships in my sector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q16 Please say which of the following statements best describes your understanding of the changes that have been, or are being made to vocational and technical qualifications in your sector:

- Aware of and fully understand the changes proposed or taking place
- Aware of and have some understanding of the changes proposed or taking place
- Aware of, but don't know what changes are proposed or taking place
- Not aware of any changes at all

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Q17 Have you, or anyone else in your organisation, been involved in supporting development of the following in the last five years? For example, you may have been a member of a working group, responded to an online consultation or contributed to assessment design.

	Yes	No	Don't know
Functional skills qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational and technical qualifications in my sector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apprenticeships in my sector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3: Perceptions of Functional Skills Qualifications

Q18 Please say which of the following statements best describes your organisation's stance on recruitment and training in Functional Skills qualifications:

- We recruit people with Functional Skills qualifications
- We arrange training leading to Functional Skills qualifications
- We both recruit people with AND arrange training leading to Functional Skills qualifications
- We neither recruit nor arrange training leading to Functional Skills qualifications
- Don't know

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Q19 Please tell us your level of agreement with the following statements about Functional Skills qualifications. Please speak from the perspective of your own organisation i.e. not the views you believe other employers have.

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Don't know</i>	<i>Prefer not to say</i>
We value Functional Skills qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People holding Functional Skills qualifications have the appropriate level of skill in English needed by my organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People holding Functional Skills qualifications have the appropriate level of skill in maths needed by my organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People holding Functional Skills qualifications have the appropriate level of skill in ICT needed by my organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The availability of Functional Skills courses and assessment is sufficiently flexible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q20 You said you strongly agree that you value Functional Skills qualifications - can you please say why?

Q21 You said you disagree that you value Functional Skills qualifications - can you please say why?

Q22 Which brands of Functional Skills qualifications do you offer?

Q23 Why do you choose these brands of Functional Skills qualifications?

Part 4: Perceptions of vocational and technical qualifications

Q24 Please say which of the following statements best describes your organisation's stance on recruitment and training in vocational or technical qualifications:

- We recruit people with vocational or technical qualifications
- We arrange training leading to vocational or technical qualifications
- We both recruit people with AND arrange training leading to vocational or technical qualifications
- We neither recruit nor arrange training leading to vocational or technical qualifications
- Don't know

Q25 Which vocational or technical qualification/s does your organisation typically use?

Q26 Thinking about the qualifications that your organisation typically uses, please tell us your level of agreement with the following statements in relation to vocational and technical qualifications in your sector. Please answer from the perspective of your own organisation i.e. not the views you believe other employers have.

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Don't know</i>	<i>Prefer not to say</i>
We value vocational and technical qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The purpose of vocational and technical qualifications is well-understood by managers in my organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational and technical qualifications prepare learners well for the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People achieving vocational and technical qualifications have the technical skills needed by my organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of vocational and technical qualifications is sufficiently flexible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Q27 When answering the previous question, were you thinking mostly about vocational and technical qualifications as part of an apprenticeship or taken outside of an apprenticeship?

- Mostly **as part of an** apprenticeship
- Mostly **taken outside of an** apprenticeship
- Prefer not to answer

Q28 You said you strongly agree that you value vocational and technical qualifications - can you please say why?

Q29 You said you disagree that you value vocational and technical qualifications - can you please say why?

Part 5: Perceptions of end-point assessments of apprenticeships

Q30 Firstly, do you understand the difference between apprenticeship frameworks and the new apprenticeship standards?

- Yes
- No

Q31 Are you aware that end point assessments are specific to apprenticeship standards?

- Yes
- No

Q32 Please tell us which of the following statements best describes your understanding of end-point assessment of apprenticeships:

- Very good understanding (i.e. you have clear knowledge of the content and skills being developed)
- Quite good understanding (i.e. you have reasonable, but not full knowledge of the content and skills being developed)
- Limited understanding (i.e. you have very limited knowledge of the content and skills being developed)
- Not very good understanding (i.e. you are aware of it but have no knowledge of the content and skills being developed)
- No understanding at all (i.e. you were not aware of it prior to this survey)

Q33 Have you had any apprentices that have taken an end-point assessment in your organisation?

- Yes
- No
- Don't know

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Q34 Please tell us your level of agreement with the following statements about end-point assessments of apprenticeships in your sector: Please answer from the perspective of your own organisation i.e. not the views you believe other employers have.

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Don't know</i>	<i>Prefer not to say</i>
We value end point assessments of apprenticeships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People passing end point assessments of apprenticeships have the vocational and technical skills needed by my organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of end point assessments of apprenticeships is sufficiently flexible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident that end point assessments of apprenticeships measure the skills and knowledge that I want them to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q35 When answering the previous question, which apprenticeships were you thinking of in relation to those end point assessments?

Q36 You said you are not confident that end point assessments of apprenticeships measure the skills and knowledge that you want them to. Do you know you can get this changed?

- Yes
- No

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Q37 How would you go about getting the end point assessment changed?

Q38 You said you strongly agree that you value end point assessments of apprenticeships - can you please say why?

Q39 You said you disagree that you value end point assessments of apprenticeships - can you please say why?

Q40 Has your organisation been involved in a trailblazer group?

- Yes
- No
- Don't know

PART 6: Use of qualifications – recruitment

Q41 When recruiting new employees are any of the following essential, for the following types of roles:

	<i>Professional and managerial roles</i>	<i>Skilled and supervisory roles</i>	<i>Entry level and admin roles</i>
5 GCSEs at A*-C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maths and English GCSEs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maths and English Functional Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevant vocational or technical qualification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completion of an apprenticeship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevant work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Masters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PhD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Perceptions of Vocational and Technical Qualifications

Q42 Has your organisation had any vacancies in the last 12 months, regardless of whether you were able to fill them?

- Yes
- No
- Don't know

Q43 Does your organisation typically recruit people:

	<i>All of the time</i>	<i>Most of the time</i>	<i>Some of the time</i>	<i>None of the time</i>	<i>Don't know</i>	<i>Prefer not to say</i>
Aged 16-18 - first job from school, college or training provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aged 19-24 - first job from school, college or other training provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 7: Use of qualifications - training

Q44 In the last 12 months, have you arranged or funded training for your employees?

- Yes
- No
- Don't know

Q45 Thinking about the training your company has arranged or funded in the last 12 months, how much of it typically results in a qualification for the following levels of employee:

	<i>All training leads to a qualification</i>	<i>Most training leads to a qualification</i>	<i>Some training leads to a qualification</i>	<i>No training leads to a qualification</i>	<i>Don't know</i>	<i>Prefer not to say</i>
Professional and managerial roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skilled and supervisory roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Entry level and admin roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q46 Has any of the training your organisation has arranged or funded in the last 12 months led to any of the following:

- Functional Skills qualification in English, maths or ICT
- GCSE in English or maths
- Other English or maths qualification
- Vocational or technical qualification
- End point assessment of an apprenticeship
- Other

If 'Other' please specify:

Perceptions of Vocational and Technical Qualifications

Q47 Can you please say why your organisation hasn't arranged or funded training that led to a vocational or technical qualification?

- No need for them
- Not aware of them
- Don't know which ones are relevant for us
- Too expensive
- Too time consuming
- Takes employees away from the day job
- Not of a high quality standard
- Too easy
- Too difficult
- Not enough Government funding to pay for them
- Can no longer afford to fund them, but funded them in the past
- Do not have any apprentices in our organisation
- Other

If 'Other' please specify:

Q48 You said that your organisation has no need to arrange or fund vocational or technical qualifications, can you please say why?

- Our employees don't need these qualifications
- We recruit people with these qualifications
- We test applicants e.g. competency tests so no need for qualifications
- Other

If 'Other' please specify:

Perceptions of Vocational and Technical Qualifications

Q49 Can you please say which of the following factors are taken into account when you decide which qualifications to offer your employees:

- Reputation of the awarding organisation (exam board)
- Sector recognised (valued) qualification
- Relevance for our organisation
- Size of the qualification (the amount of time it takes to complete e.g. hours/days/months/years depending on the type of qualification and level)
- Level of qualification
- Flexible assessment
- Organisation culture i.e. always offered these qualifications
- None of these factors are taken into account
- Other

If 'Other' please specify:

Part 8: Business benefits associated with qualifications

Q50 For your employees who achieve vocational or technical qualifications or end point assessments within an apprenticeship, how often does this lead to:

	<i>All of the time</i>	<i>Most of the time</i>	<i>Some of the time</i>	<i>None of the time</i>	<i>Don't know</i>
A pay increase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A promotion or improved job status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q51 For your employees who achieve vocational or technical qualifications outside an apprenticeship, how often does this lead to:

	<i>All of the time</i>	<i>Most of the time</i>	<i>Some of the time</i>	<i>None of the time</i>	<i>Don't know</i>
A pay increase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A promotion or improved job status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 9: Final comments

Q52 Do you have any final comments about vocational qualifications or end point assessments of apprenticeships?

Providers

Part 1: About you and your organisation

Q1 What type of establishment do you work for?

- Sixth form that is part of a school
- Sixth form college
- Further Education College
- Independent Training Provider (ITP)
- Adult and Community Learning Provider (ACL)
- Local Authority/Council
- Employer Provider
- Other

If 'other', please state

Q2 What is your job role?

- Advanced/Lead Practitioner
- Business Manager/Director
- Head/Manager of Curriculum
- Head/Manager of Department
- Head/Manager of Faculty
- Head/Manager of School
- Principal
- Senior Manager
- Subject Leader
- Vice Principal
- Other

If 'Other', please state

Perceptions of Vocational and Technical Qualifications

Q3 In which region is your establishment based?

- East of England
- East Midlands
- London
- North East
- North West
- South East
- South West
- West Midlands
- Yorkshire and the Humber

Q4 Which public funds are you in receipt of?

- Direct contract with the Education and Skills Funding Agency
- Sub-contractor
- Advanced Learner Loans
- Other

If 'other', please state

Q5 Which types of qualifications does your establishment offer? (select all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Advanced Extension Award | <input type="checkbox"/> Higher Level |
| <input type="checkbox"/> Apprenticeship | <input type="checkbox"/> National Vocational Qualification |
| <input type="checkbox"/> Basic Skills | <input type="checkbox"/> Occupational Qualification |
| <input type="checkbox"/> End-Point Assessment | <input type="checkbox"/> Principal Learning |
| <input type="checkbox"/> English For Speakers of Other Languages | <input type="checkbox"/> VCE Advanced Subsidiary Level |
| <input type="checkbox"/> Free Standing Mathematics Qualification | <input type="checkbox"/> Vocational Certificate Of Education |
| <input type="checkbox"/> Functional Skills | <input type="checkbox"/> Vocationally-Related Qualification |
| <input type="checkbox"/> General National Vocational Qualification | <input type="checkbox"/> Other |

If 'Other', please specify:

Perceptions of Vocational and Technical Qualifications

Q6 Approximately how many learners are registered on further education courses at your establishment?

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> 0 to 50 | <input type="checkbox"/> 5001 to 1000 |
| <input type="checkbox"/> 51 to 100 | <input type="checkbox"/> 1001 to 2000 |
| <input type="checkbox"/> 101 to 200 | <input type="checkbox"/> 2001 to 5000 |
| <input type="checkbox"/> 201 to 300 | <input type="checkbox"/> 5001 to 10000 |
| <input type="checkbox"/> 301 to 400 | <input type="checkbox"/> 10001+ |
| <input type="checkbox"/> 401 to 500 | |

Q7 In which sectors does your establishment offer qualifications?

- | | |
|---|--|
| <input type="checkbox"/> Advertising and market research | <input type="checkbox"/> Pharmaceutical |
| <input type="checkbox"/> Architecture and engineering | <input type="checkbox"/> Postal and courier |
| <input type="checkbox"/> Arts, culture and entertainment | <input type="checkbox"/> Professional services |
| <input type="checkbox"/> Computing/digital/IT | <input type="checkbox"/> Real estate |
| <input type="checkbox"/> Construction and facilities management | <input type="checkbox"/> Rental and leasing |
| <input type="checkbox"/> Education | <input type="checkbox"/> Residential care |
| <input type="checkbox"/> Employment | <input type="checkbox"/> Retail |
| <input type="checkbox"/> Energy and utilities | <input type="checkbox"/> Scientific and technical activities |
| <input type="checkbox"/> Farming | <input type="checkbox"/> Scientific research and development |
| <input type="checkbox"/> Financial services | <input type="checkbox"/> Security and investigation |
| <input type="checkbox"/> Forestry and fishing | <input type="checkbox"/> Social care |
| <input type="checkbox"/> Healthcare | <input type="checkbox"/> Sport and leisure |
| <input type="checkbox"/> Hospitality | <input type="checkbox"/> Telecommunications |
| <input type="checkbox"/> Insurance and banking | <input type="checkbox"/> Transport and logistics |
| <input type="checkbox"/> Legal and accounting | <input type="checkbox"/> Travel and tourism |
| <input type="checkbox"/> Manufacturing | <input type="checkbox"/> Veterinary |
| <input type="checkbox"/> Media, publishing and journalism | <input type="checkbox"/> Warehousing |
| <input type="checkbox"/> Mining | <input type="checkbox"/> Other |
| <input type="checkbox"/> Office administration and support | |

If 'other' please state

Q8 In which sector does your establishment have most registrations on FE courses?

- | | |
|---|--|
| <input type="checkbox"/> Advertising and market research | <input type="checkbox"/> Pharmaceutical |
| <input type="checkbox"/> Architecture and engineering | <input type="checkbox"/> Postal and courier |
| <input type="checkbox"/> Arts, culture and entertainment | <input type="checkbox"/> Professional services |
| <input type="checkbox"/> Computing/digital/IT | <input type="checkbox"/> Real estate |
| <input type="checkbox"/> Construction and facilities management | <input type="checkbox"/> Rental and leasing |
| <input type="checkbox"/> Education | <input type="checkbox"/> Residential care |
| <input type="checkbox"/> Employment | <input type="checkbox"/> Retail |
| <input type="checkbox"/> Energy and utilities | <input type="checkbox"/> Scientific and technical activities |
| <input type="checkbox"/> Farming | <input type="checkbox"/> Scientific research and development |
| <input type="checkbox"/> Financial services | <input type="checkbox"/> Security and investigation |
| <input type="checkbox"/> Forestry and fishing | <input type="checkbox"/> Social care |
| <input type="checkbox"/> Healthcare | <input type="checkbox"/> Sport and leisure |
| <input type="checkbox"/> Hospitality | <input type="checkbox"/> Telecommunications |
| <input type="checkbox"/> Insurance and banking | <input type="checkbox"/> Transport and logistics |
| <input type="checkbox"/> Legal and accounting | <input type="checkbox"/> Travel and tourism |
| <input type="checkbox"/> Manufacturing | <input type="checkbox"/> Veterinary |
| <input type="checkbox"/> Media, publishing and journalism | <input type="checkbox"/> Warehousing |
| <input type="checkbox"/> Mining | <input type="checkbox"/> Other |
| <input type="checkbox"/> Office administration and support | |

If 'Other', please specify:

Part 2: Your perceptions of qualifications

Q9 To what extent do you agree or disagree with the following statements about Functional Skills qualifications?

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Don't know</i>	<i>Prefer not to say</i>
I value Functional Skills qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People holding Functional Skills qualifications have the appropriate level of skill in English needed by employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People holding Functional Skills qualifications have the appropriate level of skill in maths needed by employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People holding Functional Skills qualifications have the appropriate level of skill in ICT needed by employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Functional Skills qualifications are good preparation for further study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Perceptions of Vocational and Technical Qualifications

Q10 To what extent do you agree or disagree with the following statements about vocational and technical qualifications?

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Don't know</i>	<i>Prefer not to say</i>
I value vocational and technical qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The purpose of vocational and technical qualifications is well-understood by employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The purpose of vocational and technical qualifications is well-understood by learners and their parents (where appropriate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational and technical qualifications prepare learners well for the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational and technical qualifications are good preparation for further study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q11 To what extent do you agree or disagree with the following statements?

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Strongly disagree</i>	<i>Don't know</i>	<i>Prefer not to say</i>
I value end point assessments of apprenticeships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners understand the purpose of end point assessment of apprenticeships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident that end point assessments of apprenticeships measure the skills and knowledge that employers want them to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3: Qualifications that your organisation offers

Q12 Approximately how many learners at your establishment are currently taking Functional Skills qualifications?

Q13 Of these learners, approximately what PROPORTION are currently taking Functional Skills qualifications in:

Maths %

English %

ICT %

Q14 Approximately how many learners at your establishment are currently taking Apprenticeships?

Q15 Of these learners, approximately what PROPORTION are currently taking:

New Apprenticeship standards %

Legacy Apprenticeship frameworks ("SASE") %

Q16 Do you understand the difference between apprenticeship frameworks and the new apprenticeship standards?

- Yes
- No

Perceptions of Vocational and Technical Qualifications

Q17 Are you aware that end point assessments are specific to apprenticeship standards?

- Yes
- No

Q18 Are you familiar with end point assessments of apprenticeships?

- Very good understanding (i.e. you have clear knowledge of the content and skills being developed)
- Quite good understanding (i.e. you have reasonable, but not full knowledge of the content and skills being developed)
- Limited understanding (i.e. you have very limited knowledge of the content and skills being developed)
- Not very good understanding (i.e. you are aware of it but have no knowledge of the content and skills being developed)
- No understanding at all (i.e. you were not aware of it prior to this survey)

Q19 Approximately how many learners in your establishment went on to the following destinations in the last 12 months?

University/Higher
Education
Further Education
(technical/work
based)
Employment
Apprenticeship

Perceptions of Vocational and Technical Qualifications

Q20 Do you have any final comments about vocational and technical qualifications or end point assessments of apprenticeships?

Learners

Part 1: About you

Q1 How old are you?

- 16 to 18
- 19 to 24
- 25 to 34
- 35 to 44
- 45 to 54
- 55 to 64
- 65 or older

Q2 What is your current employment status?

- Full time student
- Employed (full time)
- Employed (part time)
- Self-employed
- Unemployed
- Retired
- Unable to work

Q3 Have you previously had any experience of work?

- Yes
- No

Perceptions of Vocational and Technical Qualifications

Q4 Which sector have you spent the longest time working in?

- | | |
|---|--|
| <input type="checkbox"/> Advertising and market research | <input type="checkbox"/> Pharmaceutical |
| <input type="checkbox"/> Architecture and engineering | <input type="checkbox"/> Postal and courier |
| <input type="checkbox"/> Arts, culture and entertainment | <input type="checkbox"/> Professional services |
| <input type="checkbox"/> Computing/digital/IT | <input type="checkbox"/> Real estate |
| <input type="checkbox"/> Construction and facilities management | <input type="checkbox"/> Rental and leasing |
| <input type="checkbox"/> Education | <input type="checkbox"/> Residential care |
| <input type="checkbox"/> Employment | <input type="checkbox"/> Retail |
| <input type="checkbox"/> Energy and utilities | <input type="checkbox"/> Scientific and technical activities |
| <input type="checkbox"/> Farming | <input type="checkbox"/> Scientific research and development |
| <input type="checkbox"/> Financial services | <input type="checkbox"/> Security and investigation |
| <input type="checkbox"/> Forestry and fishing | <input type="checkbox"/> Social care |
| <input type="checkbox"/> Healthcare | <input type="checkbox"/> Sport and leisure |
| <input type="checkbox"/> Hospitality | <input type="checkbox"/> Telecommunications |
| <input type="checkbox"/> Insurance and banking | <input type="checkbox"/> Transport and logistics |
| <input type="checkbox"/> Legal and accounting | <input type="checkbox"/> Travel and tourism |
| <input type="checkbox"/> Manufacturing | <input type="checkbox"/> Veterinary |
| <input type="checkbox"/> Media, publishing and journalism | <input type="checkbox"/> Warehousing |
| <input type="checkbox"/> Mining | <input type="checkbox"/> Other |
| <input type="checkbox"/> Office administration and support | |

If 'other', please state

Q5 How long did you work in this sector?

- less than 1 year
- 1 to 2 years
- 3 to 4 years
- 5 to 10 years
- 10 years +

Perceptions of Vocational and Technical Qualifications

Q6 What is the highest level qualification that you have achieved?

- Entry Level**
- Level 1** (e.g. GCSE grades 3,2,1 or grades D, E, F, G' Functional skills; NVQ 1)
- Level 2** (e.g. GCSE grades 9,8,7,6,5,4 or grades A*, A, B, C; Functional skills; NVQ 2, intermediate apprenticeship)
- Level 3** (e.g. A level, AS level, access to HE, NVQ 3; advanced apprenticeship)
- Level 4** (e.g. HNC; CertHE; NVQ 4; higher apprenticeship)
- Level 5** (e.g. HND; DipHE; Foundation Degree; NVQ 5)
- Level 6** (e.g. graduate certificate/diploma; NVQ 6; degree apprenticeship)
- Level 7** (e.g. masters degree; postgraduate certificate/diploma; NVQ 7)
- Level 8** (e.g. doctorate)

Q7 Have you previously achieved a qualification or studied in the subject that you are currently pursuing?

- Yes
- No
- It is the related subject, but not the same

Part 2: Your perceptions of qualifications

Q8 To what extent do you agree or disagree with the following statements about Functional Skills qualifications?

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Don't know</i>	<i>Prefer not to say</i>
I value Functional Skills qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People holding Functional Skills qualifications have the appropriate level of skill in English needed by employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People holding Functional Skills qualifications have the appropriate level of skill in maths needed by employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People holding Functional Skills qualifications have the appropriate level of skill in ICT needed by employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The availability of Functional Skills courses and assessments is sufficiently flexible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Functional Skills qualifications are good preparation for further study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Perceptions of Vocational and Technical Qualifications

Q9 To what extent do you agree or disagree with the following statements about vocational and technical qualifications?

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Don't know</i>	<i>Prefer not to say</i>
I value vocational and technical qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The purpose of vocational and technical qualifications is well-understood by employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the purpose of vocational and technical qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational and technical qualifications prepare people well for the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The availability of vocational and technical qualifications is sufficiently flexible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational and technical qualifications are good preparation for further study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q10 To what extent do you agree or disagree with the following statements?

An End Point Assessment is an assessment independently done by a third party to pass an apprenticeship.

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Don't know</i>	<i>Prefer not to say</i>
I value end point assessments of apprenticeships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the purpose of end point assessments of apprenticeships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The availability of end point assessments of apprenticeships is sufficiently flexible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3: Qualifications you have studied

Q11 Are you currently studying, or have you studied in the last 3 years: (select all that apply)

	<i>Yes</i>	<i>No</i>
Functional skills in English, maths, or ICT	<input type="checkbox"/>	<input type="checkbox"/>
Vocational or Technical qualifications	<input type="checkbox"/>	<input type="checkbox"/>
Apprenticeship	<input type="checkbox"/>	<input type="checkbox"/>

Q12 At which type of training provider are you studying/did you study?

- Sixth form that is part of a school
- Sixth form college
- Further Education College
- Independent Training Provider (ITP)
- Adult and Community Learning Provider (ACL)
- Local Authority/Council
- Employer Provider
- Other

If 'Other' please state

Q13 Thinking about the Functional Skills qualification you are studying/have completed, is this part of an apprenticeship?

- Yes
- No
- Prefer not to say

Perceptions of Vocational and Technical Qualifications

Q14 Which Functional Skill qualification/s are you taking/have you taken? (select all that apply)

	<i>Entry</i> <i>1</i>	<i>Entry</i> <i>2</i>	<i>Entry</i> <i>3</i>	<i>Level</i> <i>1</i>	<i>Level</i> <i>2</i>
Functional Skills English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Functional Skills maths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Functional Skills ICT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q15 Why did you take a Functional Skills qualification?

- I wanted to improve my English/maths/ICT skills
- I did not pass a GCSE in English/maths/ICT
- I need to complete this as part of an apprenticeship
- My employer advised/required me to
- In order to get a job
- To progress in my current job
- To progress in my studies
- Other

If 'other', please state

Perceptions of Vocational and Technical Qualifications

Q16 Now that you have started learning/have completed learning, what benefits do you expect from taking a Functional Skills qualification/s? (select all that apply)

- My English/maths skills will improve
- I will be able to apply English/maths skills in everyday life
- I will be more confident using English/maths
- I will be able to complete my apprenticeship
- I will be able to apply for more jobs
- To progress in my current job
- To be able to find a better job
- I will have better job prospects in the longer term
- To progress to higher level qualifications
- Other

If 'other', please state

Q17 Thinking about the vocational and technical qualification you are studying/have completed, is this part of an apprenticeship?

- Yes
- No
- Prefer not to say

Perceptions of Vocational and Technical Qualifications

Q18 Which level and subject is the vocational or technical qualification that you are taking in?

- | | | | |
|--------------------------|---------|--------------------------|---------------|
| <input type="checkbox"/> | Entry | <input type="checkbox"/> | Level 5 |
| <input type="checkbox"/> | Level 1 | <input type="checkbox"/> | Level 6 |
| <input type="checkbox"/> | Level 2 | <input type="checkbox"/> | Level 7 |
| <input type="checkbox"/> | Level 3 | <input type="checkbox"/> | Level 8 |
| <input type="checkbox"/> | Level 4 | <input type="checkbox"/> | Don't
know |

Subject:

Q19 Why did you take a vocational or technical qualification? (select all that apply)

- I wanted to improve my skills
- I am interested in the vocational/technical area
- I need to complete this as part of an apprenticeship
- My employer advised/required me to
- In order to get a job
- To progress in my current job
- To progress in my studies
- Other

If 'other', please state

Perceptions of Vocational and Technical Qualifications

Q20 Now that you have started learning/have completed learning, what benefits do you expect from taking a vocational and technical qualification? (select all that apply)

- My vocational/technical skills will improve
- I will be more confident using my vocational/technical skills
- I will be able to complete my apprenticeship
- I will be able to progress in my current job
- I will be able to find a job/a better job
- I will be able to progress in my studies
- Other

If 'other', please state

Q21 When referring to an apprenticeship, was this referring to an apprenticeship standard or framework?

A **standard** has been developed since 2014 by groups of 'Trailblazer' employers. This apprenticeship involves an end-point assessment.

A **framework** has been developed by a Sector Skills Council and will be replaced by an apprenticeship standard

- Standard
- Framework
- Don't know

Perceptions of Vocational and Technical Qualifications

Q22 Why did you take an apprenticeship? (select all that apply)

- I wanted to improve my skills
- I am interested in the vocational/technical area
- Because I can learn skills on the job
- My employer advised/required me to
- In order to get a job
- To progress in my current job
- To progress in my studies
- Other

If 'other', please state

Q23 Please tell us which of the following statements best describes your understanding of end-point assessment of apprenticeships:

- Very good understanding (i.e. you have clear knowledge of the content and skills being developed)
- Quite good understanding (i.e. you have reasonable, but not full knowledge of the content and skills being developed)
- Limited understanding (i.e. you have very limited knowledge of the content and skills being developed)
- Not very good understanding (i.e. you are aware of it but have no knowledge of the content and skills being developed)
- No understanding at all (i.e. you were not aware of it prior to this survey)

Q24 Are you aware that end point assessments are specific to apprenticeship standards?

- Yes
- No

Perceptions of Vocational and Technical Qualifications

Q25 Now that you have started learning/have completed learning, what benefits do you expect from taking an apprenticeship? (select all that apply)

- I will have a broader range of skills to apply in the workplace
- I will have better knowledge of how to do my job
- I will have more confidence in applying my skills/knowledge
- I will be able to progress in my current job
- I will be able to find a job/a better job
- I will be able to progress in my studies
- Other

If 'other', please state

Part 4: Final comments

Q26 Do you have any final comments about vocational and technical qualifications or end point assessments of apprenticeships?