Perceptions of Vocational and Technical Qualifications

Technical annex

September 2018
Table of contents

1. Introduction ........................................................................................................................................... 3
   1.1 About this annex ............................................................................................................................ 3
   1.2 About this survey ............................................................................................................................. 3
2. Methods .................................................................................................................................................. 4
   2.1 Summary of approach ....................................................................................................................... 4
   2.2 Data analysis .................................................................................................................................... 10
   2.3 Respondent profile .......................................................................................................................... 11
Appendix A: Questionnaires ..................................................................................................................... 18
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*

<table>
<thead>
<tr>
<th>Respondent group</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employers</td>
<td>2,000</td>
<td>2,070</td>
</tr>
<tr>
<td>Training providers</td>
<td>500</td>
<td>532</td>
</tr>
<tr>
<td>Learners</td>
<td>500</td>
<td>604</td>
</tr>
</tbody>
</table>

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...
Perceptions of Vocational and Technical Qualifications

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)

<table>
<thead>
<tr>
<th>Organisation size</th>
<th>Population</th>
<th>% of population</th>
<th>Target (representative)</th>
<th>Target (adjusted)</th>
<th>Actual (achieved)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Micro (1 to 9 employees)</td>
<td>932,310</td>
<td>81%</td>
<td>1,620</td>
<td>1,325</td>
<td>1,337</td>
</tr>
<tr>
<td>Small (10 to 49 employees)</td>
<td>174,815</td>
<td>15%</td>
<td>300</td>
<td>375</td>
<td>399</td>
</tr>
<tr>
<td>Medium (50 to 249 employees)</td>
<td>28,735</td>
<td>3%</td>
<td>60</td>
<td>150</td>
<td>184</td>
</tr>
<tr>
<td>Large (250+ employees)</td>
<td>6,355</td>
<td>1%</td>
<td>20</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1142215</td>
<td>100%</td>
<td>2,000</td>
<td>2,000</td>
<td>2,070</td>
</tr>
</tbody>
</table>
### Table 3: Target and actual number of survey respondents – employers (region)

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

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

<table>
<thead>
<tr>
<th>SIC</th>
<th>SIC description</th>
<th>Number of organisations (business population)</th>
<th>Target (representative)</th>
<th>Target (adjusted)</th>
<th>Actual (achieved)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Agriculture, Forestry and Fishing</td>
<td>155,795</td>
<td>80</td>
<td>80</td>
<td>95</td>
</tr>
<tr>
<td>B, D &amp; E</td>
<td>Mining and Quarrying; Electricity, Gas, Steam and Air Conditioning Supply; Water Supply; Sewerage, Waste Management and Remediation Activities</td>
<td>38,125</td>
<td>20</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>C</td>
<td>Manufacturing</td>
<td>265,775</td>
<td>140</td>
<td>120</td>
<td>125</td>
</tr>
</tbody>
</table>
### Perceptions of Vocational and Technical Qualifications

<table>
<thead>
<tr>
<th></th>
<th>Industry Description</th>
<th>Value 1</th>
<th>Value 2</th>
<th>Value 3</th>
<th>Value 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Construction</td>
<td>1,007,500</td>
<td>240</td>
<td>200</td>
<td>204</td>
</tr>
<tr>
<td>G</td>
<td>Wholesale and Retail Trade; Repair of Motor Vehicles and Motorcycles</td>
<td>542,150</td>
<td>340</td>
<td>260</td>
<td>272</td>
</tr>
<tr>
<td>H</td>
<td>Transport and Storage</td>
<td>345,285</td>
<td>60</td>
<td>100</td>
<td>111</td>
</tr>
<tr>
<td>I</td>
<td>Accommodation and Food Service Activities</td>
<td>202,060</td>
<td>180</td>
<td>160</td>
<td>160</td>
</tr>
<tr>
<td>J</td>
<td>Information and Communication</td>
<td>351,485</td>
<td>120</td>
<td>120</td>
<td>124</td>
</tr>
<tr>
<td>K</td>
<td>Financial and Insurance Activities</td>
<td>86,410</td>
<td>40</td>
<td>80</td>
<td>81</td>
</tr>
<tr>
<td>L</td>
<td>Real Estate Activities</td>
<td>111,870</td>
<td>60</td>
<td>100</td>
<td>102</td>
</tr>
<tr>
<td>M</td>
<td>Professional, Scientific and Technical Activities</td>
<td>855,625</td>
<td>280</td>
<td>240</td>
<td>242</td>
</tr>
<tr>
<td>N</td>
<td>Administrative and Support Service Activities</td>
<td>478,810</td>
<td>180</td>
<td>160</td>
<td>160</td>
</tr>
<tr>
<td>P</td>
<td>Education</td>
<td>296,305</td>
<td>20</td>
<td>50</td>
<td>56</td>
</tr>
<tr>
<td>Q</td>
<td>Human Health and Social Work Activities</td>
<td>362,115</td>
<td>100</td>
<td>100</td>
<td>108</td>
</tr>
<tr>
<td>R</td>
<td>Arts, Entertainment and Recreation</td>
<td>276,300</td>
<td>40</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>S</td>
<td>Other Service Activities</td>
<td>318,905</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td>5,694,515</td>
<td>2,000</td>
<td>2,070</td>
<td>2,070</td>
</tr>
</tbody>
</table>

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 as 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
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

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

*Note: this is after removing duplicate entries from the ESFA directory listings.*
Perceptions of Vocational and Technical Qualifications

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.
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
Perceptions of Vocational and Technical Qualifications

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

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

Q6  Is your organisation:

- Private sector
- Public Sector
- Third/voluntary sector
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)
Perceptions of Vocational and Technical Qualifications

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:

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

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
Perceptions of Vocational and Technical Qualifications

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.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional skills qualifications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational and technical qualifications in my sector</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apprenticeships in my sector</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
Perceptions of Vocational and Technical Qualifications

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.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don’t know</th>
<th>Prefer not to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>We value Functional Skills qualifications</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>People holding Functional Skills qualifications have the appropriate level of skill in English needed by my organisation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>People holding Functional Skills qualifications have the appropriate level of skill in maths needed by my organisation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>People holding Functional Skills qualifications have the appropriate level of skill in ICT needed by my organisation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The availability of Functional Skills courses and assessment is sufficiently flexible</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don’t know</th>
<th>Prefer not to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>We value vocational and technical qualifications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The purpose of vocational and technical qualifications is well-understood by managers in my organisation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational and technical qualifications prepare learners well for the workplace</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People achieving vocational and technical qualifications have the technical skills needed by my organisation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of vocational and technical qualifications is sufficiently flexible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Perceptions of Vocational and Technical Qualifications

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?
Perceptions of Vocational and Technical Qualifications

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
Perceptions of Vocational and Technical Qualifications

**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.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don’t know</th>
<th>Prefer not to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>We value end point assessments of apprenticeships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People passing end point assessments of apprenticeships have the vocational and technical skills needed by my organisation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of end point assessments of apprenticeships is sufficiently flexible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am confident that end point assessments of apprenticeships measure the skills and knowledge that I want them to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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
Perceptions of Vocational and Technical Qualifications

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:

<table>
<thead>
<tr>
<th>Professional and managerial roles</th>
<th>Skilled and supervisory roles</th>
<th>Entry level and admin roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 GCSEs at A*-C</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Maths and English GCSEs</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Maths and English Functional Skills</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Relevant vocational or technical qualification</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Completion of an apprenticeship</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Relevant work experience</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>A levels</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Degree</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Masters</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>PhD</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Aged 16-18 - first job from school, college or training provider</th>
<th>All of the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>None of the time</th>
<th>Don't know</th>
<th>Prefer not to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aged 19-24 - first job from school, college or other training provider</th>
<th>All of the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>None of the time</th>
<th>Don't know</th>
<th>Prefer not to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Perceptions of Vocational and Technical Qualifications

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:

<table>
<thead>
<tr>
<th>All training leads to a qualification</th>
<th>Most training leads to a qualification</th>
<th>Some training leads to a qualification</th>
<th>No training leads to a qualification</th>
<th>Don’t know</th>
<th>Prefer not to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional and managerial roles</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Skilled and supervisory roles</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Entry level and admin roles</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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:
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:

<table>
<thead>
<tr>
<th></th>
<th>All of the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>None of the time</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>A pay increase</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>A promotion or improved job status</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>New responsibilities</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>All of the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>None of the time</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>A pay increase</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>A promotion or improved job status</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>New responsibilities</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
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
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)

- Advanced Extension Award
- Apprenticeship
- Basic Skills
- End-Point Assessment
- English For Speakers of Other Languages
- Free Standing Mathematics Qualification
- Functional Skills
- General National Vocational Qualification
- Higher Level
- National Vocational Qualification
- Occupational Qualification
- Principal Learning
- VCE Advanced Subsidiary Level
- Vocational Certificate Of Education
- Vocationally-Related Qualification
- 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?

- [ ] 0 to 50
- [ ] 51 to 100
- [ ] 101 to 200
- [ ] 201 to 300
- [ ] 301 to 400
- [ ] 401 to 500
- [ ] 5001 to 1000
- [ ] 1001 to 2000
- [ ] 2001 to 5000
- [ ] 5001 to 10000
- [ ] 10001+

Q7   In which sectors does your establishment offer qualifications?

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

If 'other' please state
Perceptions of Vocational and Technical Qualifications

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

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

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?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don't know</th>
<th>Prefer not to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>I value Functional Skills qualifications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People holding Functional Skills qualifications have the appropriate level of skill in English needed by employers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People holding Functional Skills qualifications have the appropriate level of skill in maths needed by employers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People holding Functional Skills qualifications have the appropriate level of skill in ICT needed by employers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional Skills qualifications are good preparation for further study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Q10  To what extent do you agree or disagree with the following statements about vocational and technical qualifications?

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don’t know</th>
<th>Prefer not to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>I value vocational and technical qualifications</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>The purpose of vocational and technical qualifications is well-understood by employers</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>The purpose of vocational and technical qualifications is well-understood by learners and their parents (where appropriate)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Vocational and technical qualifications prepare learners well for the workplace</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Vocational and technical qualifications are good preparation for further study</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Strongly disagree</th>
<th>Don’t know</th>
<th>Prefer not to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>I value end point assessments of apprenticeships</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Learners understand the purpose of end point assessment of apprenticeships</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>I am confident that end point assessments of apprenticeships measure the skills and knowledge that employers want them to</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
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
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

Part 4: Final Comments
Q20 Do you have any final comments about vocational and technical qualifications or end point assessments of apprenticeships?
Perceptions of Vocational and Technical Qualifications

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?

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

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don’t know</th>
<th>Prefer not to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>I value Functional Skills qualifications</td>
<td></td>
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</tr>
<tr>
<td>People holding Functional Skills qualifications have the appropriate level of skill in English needed by employers</td>
<td></td>
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<tr>
<td>People holding Functional Skills qualifications have the appropriate level of skill in maths needed by employers</td>
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<tr>
<td>People holding Functional Skills qualifications have the appropriate level of skill in ICT needed by employers</td>
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</tr>
<tr>
<td>The availability of Functional Skills courses and assessments is sufficiently flexible</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Functional Skills qualifications are good preparation for further study</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
Perceptions of Vocational and Technical Qualifications

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

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don’t know</th>
<th>Prefer not to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>I value vocational and technical qualifications</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The purpose of vocational and technical qualifications is well-understood by employers</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I understand the purpose of vocational and technical qualifications</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Vocational and technical qualifications prepare people well for the workplace</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The availability of vocational and technical qualifications is sufficiently flexible</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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<td>☐</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don’t know</th>
<th>Prefer not to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>I value end point assessments of apprenticeships</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
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<td>I understand the purpose of end point assessments of apprenticeships</td>
<td>☐</td>
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<td>The availability of end point assessments of apprenticeships is sufficiently flexible</td>
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</tr>
</tbody>
</table>
Part 3: Qualifications you have studied

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional skills in English, maths, or ICT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational or Technical qualifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apprenticeship</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Entry</th>
<th>Entry</th>
<th>Entry</th>
<th>Level</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional Skills</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>English</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Functional Skills</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>maths</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Functional Skills</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>ICT</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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

- Entry
- Level 1
- Level 2
- Level 3
- Level 4
- Level 5
- Level 6
- Level 7
- Level 8
- 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
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?