Perceptions of Vocational and Technical Qualifications

Technical annex

July 2019

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	

Cert No: 76000/GB/Q

Table of contents

1. Introduction

1.1 About the survey

Ofqual is the independent qualifications regulator for England, responsible for regulating around 150 awarding organisations who provide over 16,000 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 other 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). This report presents the findings from the survey and should be read alongside the technical annex.

This project was commissioned by Ofqual and conducted by Pye Tait Consulting. A pilot survey took place in 2017 and focused on employers only. The first full survey wave – wave 1 – was undertaken in 2018 and gathered feedback from employers, training providers and learners. Due to the changes to the employer survey between the baseline and wave 1, comparisons have not been made. Learners and training providers were included in waves 1 and 2 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 where only relevant to one or two groups. For example, only employers were asked questions about their use of qualifications for recruitment and training. This annex and accompanying report outline the findings from wave 2. Broadly, most questions have remained the same. However, in some instances wording has been altered slightly, or new questions were added in wave 2 – this is noted where applicable. Comparisons between findings in waves 1 and 2 are made wherever possible.

This survey of employer perceptions is intended to provide a snapshot of behaviours and attitudes to provide Ofqual with an indication of stakeholder confidence in the qualifications and assessments they regulate. There is a need to understand stakeholder perceptions of Functional Skills Qualifications in English and mathematics, other Vocational and Technical Qualifications, and End-Point Assessments. The aim of this project was to understand how stakeholders (employers, colleges and training providers) view and use these qualifications.

1.2 About this annex
This annex presents the methods used and detailed data tables including cross-tabulations of data (for example by employer size, region etc.). The main report should be read in conjunction with this annex, which presents the key messages and conclusions drawn from these data.

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. 2145 employers, 577 training providers and 599 learners were surveyed. The fieldwork with employers was conducted between November 2018 and February 2019. 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. Respondents in smaller organisations tended to be senior staff with a broad oversight of all aspects of the business (e.g. Managing Director, Owner or Director), whereas respondents from larger organisations had a more specific focus of knowledge or department (e.g. Training Manager/Director or HR Manager/Director).

Fieldwork with training providers and learners was conducted between December 2018 and February 2019. 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, with the sampling approach taken for each group highlighted below.

Table 1: Target and actual number of survey respondents

Respondent group	Target	Actual
Employers	2,000	2,145
Training providers	500	577
Learners	500	599

The base number of responses per question varies, and these are shown at the top of the data tables in Appendix B and within the main body of the report.

The survey was conducted using a mix of online and telephone approaches, which differed depending on the 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 2018, 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 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)	986,030	82	1639	**1,325**	1,417
Small (10 to 49 employees)	180,370	15	300	**375**	414
Medium (50 to 249 employees)	30,125	3	50	**150**	161
Large (250+ employees)	6,625	1	11	**150**	153
TOTAL	**1,203,150**	**100**	**2000**	**2,000**	**2,145**

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

Region	Population	% of population	Target (representative)	Target (adjusted)	Actual (achieved)
East of England	138,555	12	230	**220**	231
East Midlands	95,345	8	158	**160**	171
London	237,515	20	395	**360**	401
North East	40,025	3	67	**100**	108
North West	141,845	12	236	**240**	264
South East	206,740	17	344	**320**	327
South West	123,475	10	205	**220**	245
West Midlands	118,005	10	196	**200**	209
Yorks & Humber	101,645	8	169	**180**	189
TOTAL	**1,203,150**	**100**	**2000**	**2,000**	**2,145**

Table 4: Target and actual number of survey respondents – employers (by Standard Industrial Classification (SIC))

SIC	SIC description	Number of organisations (business population)	Target (representative)	Target (adjusted)	Actual (achieved)
A	Agriculture, Forestry and Fishing	39,935	66	80	83
B, D & E	Mining and Quarrying; Electricity, Gas, Steam and Air Conditioning Supply; Water Supply; Sewerage, Waste Management and Remediation Activities	6,850	11	50	52
C	Manufacturing	76,380	127	120	122
F	Construction	145,950	243	200	200
G	Wholesale and Retail Trade; Repair of Motor Vehicles and Motorcycles	206,970	344	260	293
H	Transport and Storage	41,740	69	100	118
I	Accommodation and Food Service Activities	110,325	184	160	161
J	Information and Communication	77,410	129	120	121
K	Financial and Insurance Activities	20,070	33	80	88
L	Real Estate Activities	39,570	66	100	103
M	Professional, Scientific and Technical Activities	174,005	289	240	243
N	Administrative and Support Service Activities	112,030	186	160	163
P	Education	17,925	30	50	69
Q	Human Health and Social Work Activities	52,815	88	100	130
R	Arts, Entertainment and Recreation	23,595	39	80	81
S	Other Service Activities	57,580	96	100	118
	TOTAL	**1,203,150**	**2,000**	**2,000**	**2,145**

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 made available as an option for employers who preferred to complete it in their own time – which can be better in customer-facing industries such as retail. 2,116 were completed by telephone and 29 responses were received online. Fieldwork took place between November 2018 and February 2019. 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 a 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 using 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 2018 course directory contains 4,807 unique provider entries. For the purpose of this sample, the 'DfE 16-19 category' (1,810 entries) was excluded as this is composed of schools and academies. Excluding this category, the total sample frame is 2,997.

Table 5: Training provider population and sample

Target group (provider)	Population*	%	Target	Actual
Further Education (FE)	514	17	86	87
Higher Education (HE)	82	3	14	15
Private class-based	162	5	27	27
Private work-based	1,733	58	289	313
Public sector community based	55	2	9	16
Public sector other	43	1	7	8
Schools	393	13	65	68
Voluntary sector education	21	1	3	8
TOTAL	3,003	100	**500**	**542**

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

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. 286 responses were completed online, and 297 by telephone. Fieldwork took place between November 2018 and February 2019. 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 2018 and February 2019. 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. 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. Content analysis was 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 in which region they were based.

Figure 1: Employer respondents (region)
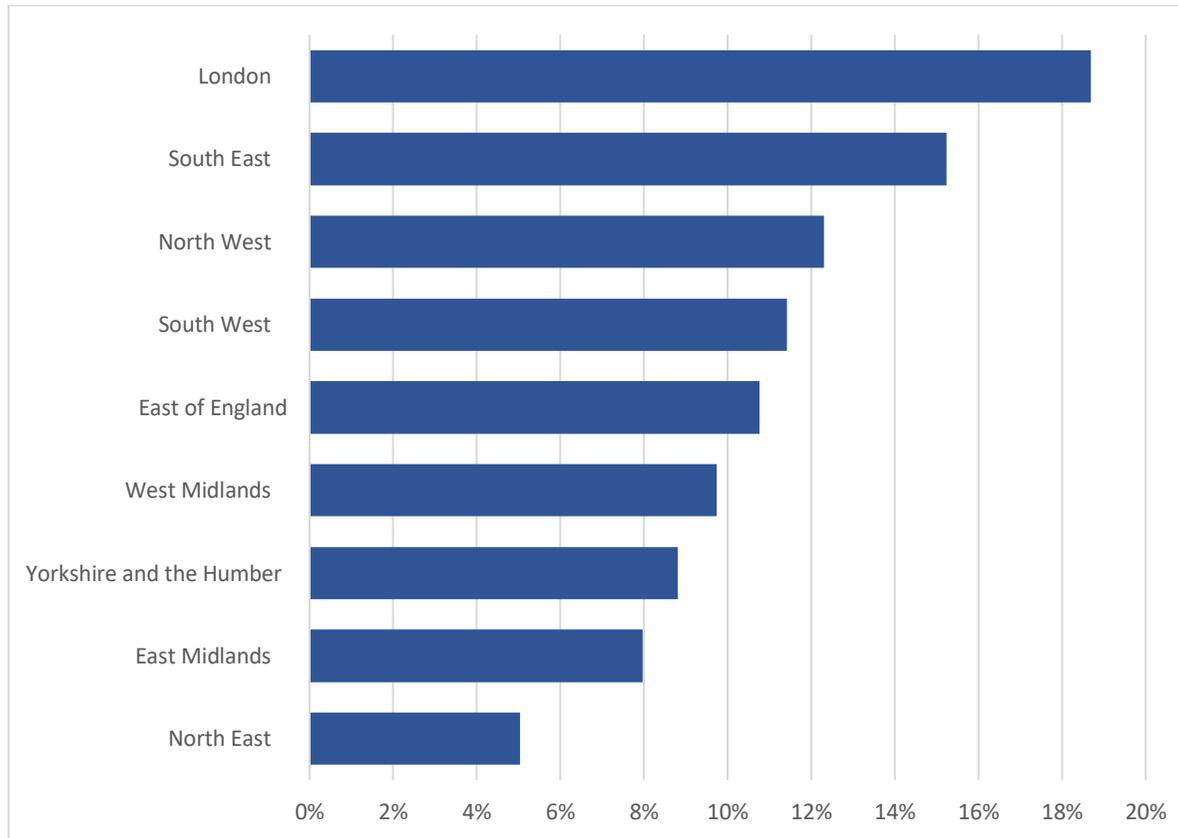
Base: 2145 employers

Figure 2: Employer respondents (sector)
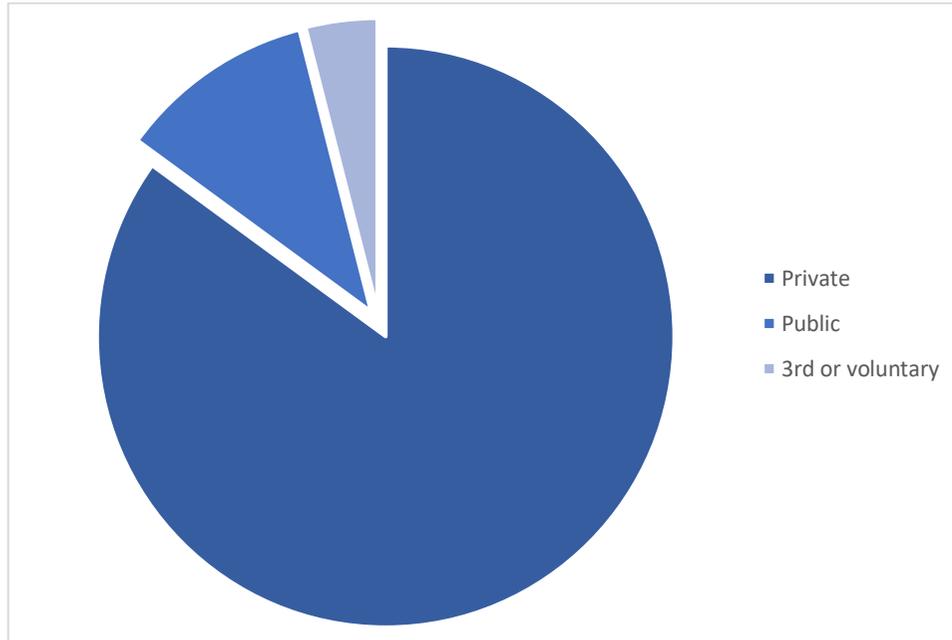
Base: 2145 employers

Figure 3: Employer respondents (organisation size)
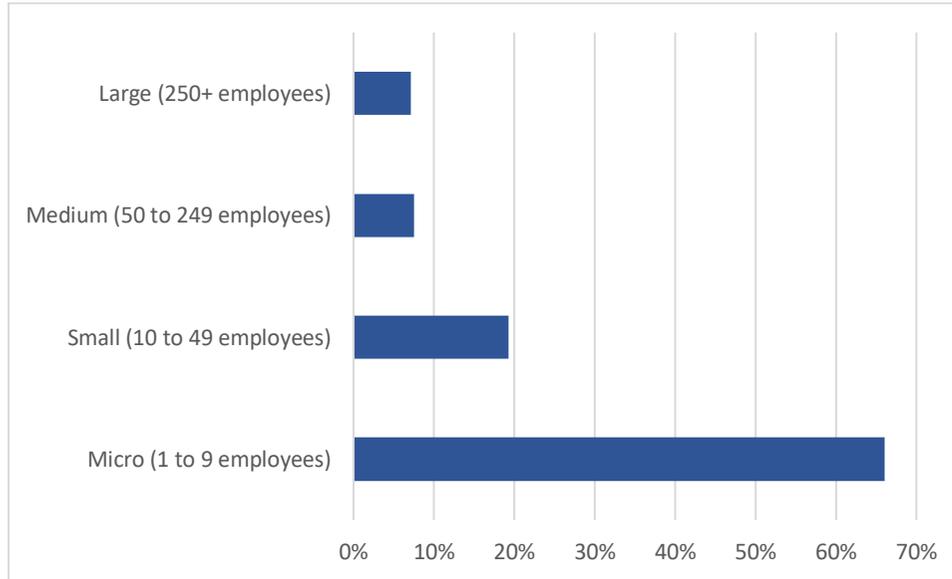
Base: 2145 employers

Figure 4: Training provider respondents (organisation type)
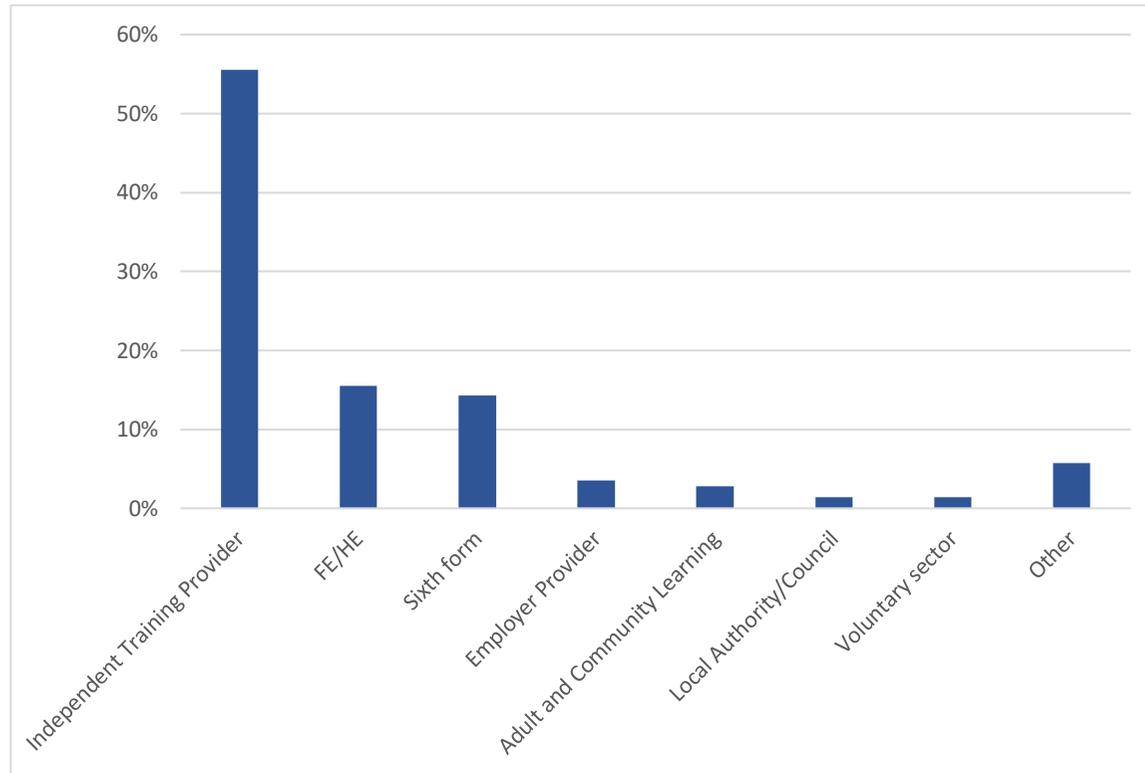
Base: 575 training providers

Figure 5: Training provider respondents (region)
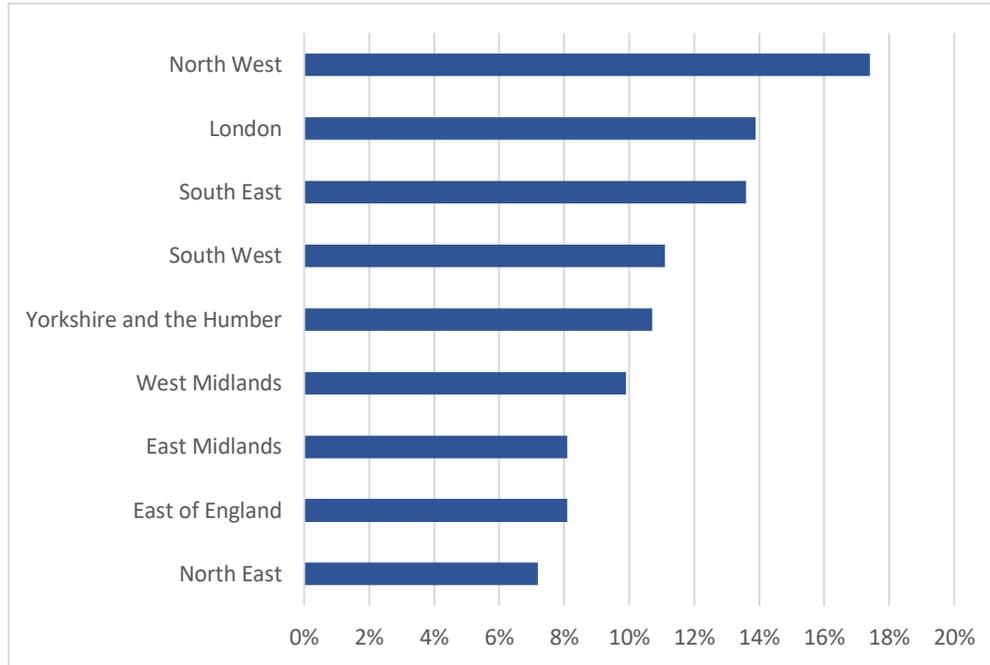
Base: 575 training providers

Figure 6: Learner respondents (age band)
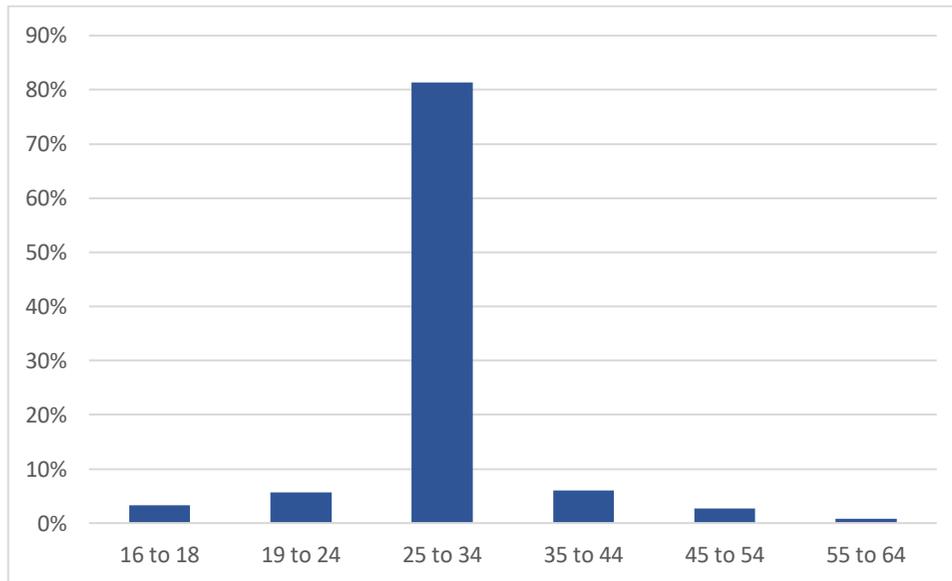
Base: 599 learners

Figure 7: Learner respondents (working/education status)
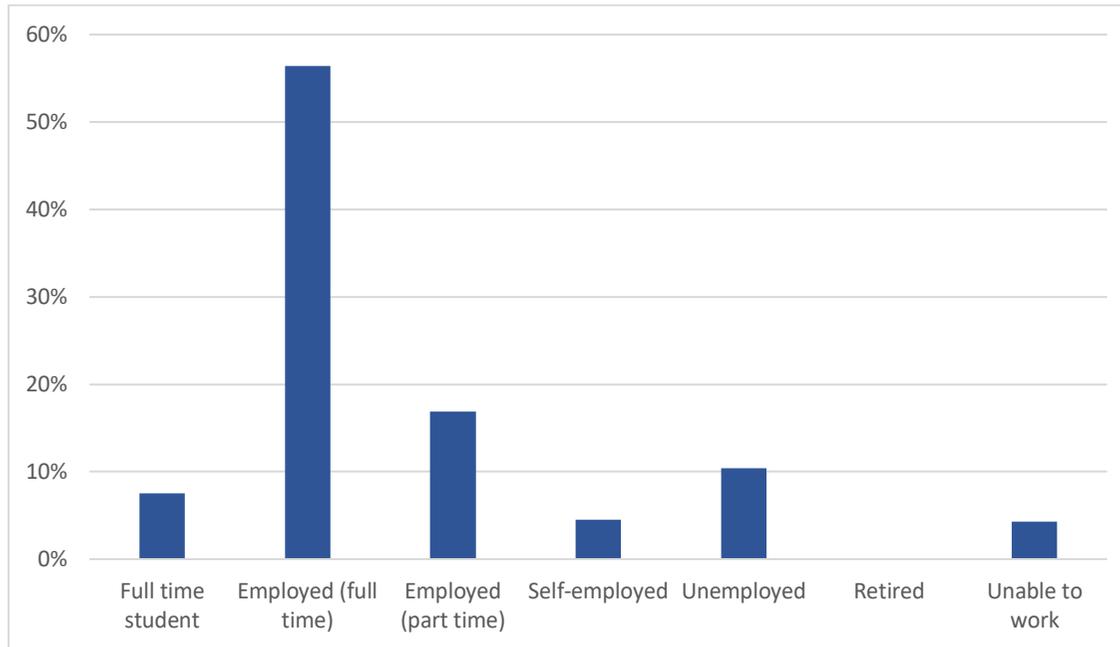
Base: 599 learners

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   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
- ☐   Recruitment Manager or equivalent level

Q2   Please can you confirm the main type of work your organisation does:

☐	Advertising and market research	☐	Hospitality	☐	Residential care
☐	Architecture and engineering	☐	Insurance and banking	☐	Retail
☐	Arts, culture and entertainment	☐	Legal and accounting	☐	Scientific and technical activities
☐	Computing/digital/IT	☐	Manufacturing	☐	Scientific research and development
☐	Construction and facilities management	☐	Media, publishing and journalism	☐	Security and investigation
☐	Education	☐	Mining	☐	Social care

☐	Employment	☐	Office administration and support	☐	Sport and leisure
☐	Energy and utilities	☐	Pharmaceutical	☐	Telecommunications
☐	Farming	☐	Postal and courier	☐	Transport and logistics
☐	Financial services	☐	Professional services	☐	Travel and tourism
☐	Forestry and fishing	☐	Real estate	☐	Veterinary
☐	Healthcare	☐	Rental and leasing	☐	Warehousing

Q3   Is your organisation:

☐   Private sector
☐   Public Sector
☐   Third/voluntary sector

Q4   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 +

Q5   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

Q6 **Is your organisation size:**

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

Q7 **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

Q8 **Are your apprentices:**

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

Q9 **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

Q10 **Approximately how many accredited qualifications do you deliver per annum?**

_____

Q11   Do you enrol learners on qualifications offered by awarding organisations?

☐   Yes
☐   No
☐   Don't know

Part 2: Perceptions of qualifications

Q12   Please indicate your level of understanding about the three types of qualification:

	Very good understanding	Quite good understanding	Limited understanding	Not very good understanding	No understanding at all
Functional skills qualifications	☐	☐	☐	☐	☐
Vocational and technical qualifications in my sector	☐	☐	☐	☐	☐
Apprenticeships in my sector	☐	☐	☐	☐	☐

Q13   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

Q14   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	☐	☐	☐
Vocational and technical qualifications in my sector	☐	☐	☐

Apprenticeships in my sector   ☐   ☐   ☐

Part 3: Perceptions of Functional Skills Qualifications

Q15 **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

Q16 **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.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know	Prefer not to say
We value Functional Skills qualifications	☐	☐	☐	☐	☐	☐	☐
People holding Functional Skills qualifications have the appropriate level of skill in English needed by my organisation	☐	☐	☐	☐	☐	☐	☐
People holding Functional Skills qualifications have the appropriate level of skill in maths needed by my organisation	☐	☐	☐	☐	☐	☐	☐
People holding Functional Skills qualifications have the appropriate level of skill in ICT needed by my organisation	☐	☐	☐	☐	☐	☐	☐
The availability of Functional Skills courses and assessments is sufficiently flexible	☐	☐	☐	☐	☐	☐	☐

Q17   You said you strongly agree that you value Functional Skills qualifications - can you please say why?

_____

_____

Q18   You said you disagree that you value Functional Skills qualifications - can you please say why?

_____

_____

Q19   Which brands of Functional Skills qualifications do you offer?

_____

_____

Q20   Why do you choose these brands of Functional Skills qualifications?

_____

_____

Part 4: Perceptions of vocational and technical qualifications

Q21   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

Q22   Which vocational or technical qualification/s does your organisation typically use?

_____

_____

Q23 **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.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know	Prefer not to say
We value vocational and technical qualifications	▢	▢	▢	▢	▢	▢	▢
The purpose of vocational and technical qualifications is well-understood by my organisation	▢	▢	▢	▢	▢	▢	▢
Vocational and technical qualifications prepare learners well for the workplace	▢	▢	▢	▢	▢	▢	▢
People achieving vocational and technical qualifications have the technical skills needed by my organisation	▢	▢	▢	▢	▢	▢	▢
The availability of vocational and technical qualifications is sufficiently flexible	▢	▢	▢	▢	▢	▢	▢

Q24 **When answering the previous question, were you thinking mostly about vocational and technical qualifications <u>as part of an</u> apprenticeship or <u>taken outside of an</u> apprenticeship?**

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

Q25 **You said you strongly agree that you value vocational and technical qualifications - can you please say why?**

_____

      _____

Q26 **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

Q27   Firstly, do you understand the difference between apprenticeship frameworks and the new apprenticeship standards?

⬚   Yes
⬚   No

Q28   Are you aware that end point assessments are specific to apprenticeship standards?

⬚   Yes
⬚   No

Q29   You said earlier that you currently employ apprentices. How many apprentices do you currently employ?

Please enter a whole number (no decimal point).

If unknown, please leave blank (do not enter 0).

_____

Q30   Of these apprentices, approximately what PROPORTION are currently taking:

(If the respondent is unsure, leave blank)

New apprenticeship standards   _____ %
                                                                 _____

Legacy Apprenticeship frameworks ("SASE")   _____ %
                                                                 _____

Q31 **Please tell us which of the following statements best describes your understanding of end-point assessment of apprenticeships:**

- ☐   Very good understanding
- ☐   Quite good understanding
- ☐   Limited understanding
- ☐   Not very good understanding
- ☐   No understanding at all

Q32 **Have you had any apprentices that have taken an end-point assessment in your organisation?**

- ☐   Yes
- ☐   No
- ☐   Don't know

Q33 **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.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know	Prefer not to say
We value end point assessments of apprenticeships	☐	☐	☐	☐	☐	☐	☐
People passing end point assessments of apprenticeships have the competence and vocational and technical skills needed by my organisation	☐	☐	☐	☐	☐	☐	☐
The availability of end point assessments of apprenticeships is sufficiently flexible	☐	☐	☐	☐	☐	☐	☐
Apprenticeships are good preparation for work	☐	☐	☐	☐	☐	☐	☐

Q34 **When answering the previous question, which apprenticeships were you thinking of in relation to those end point assessments?**

_____

_____

Q35 **You said you disagree that people passing end point assessments of apprenticeships have the competence and vocational and technical skills that you want them to. Do you know how you would go about getting end point assessments changed?**

ⓘ   Yes

ⓘ   No

Q36 **How would you go about getting the end point assessment changed?**

_____

_____

Q37 **You said you strongly agree that you value end point assessments of apprenticeships - can you please say why?**

_____

_____

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

_____

_____

Q39 **Has your organisation been involved in a trailblazer group?**

ⓘ   Yes

ⓘ   No

ⓘ   Don't know

PART 6: Use of qualifications – recruitment

Q40   When recruiting new employees are any of the following essential, for the following types of roles:

	Professional and managerial roles	Skilled and supervisory roles	Entry level and admin roles
5 GCSEs at A*-C	▢	▢	▢
Maths and English GCSEs	▢	▢	▢
Maths and English Functional Skills	▢	▢	▢
Relevant vocational or technical qualification	▢	▢	▢
Completion of an apprenticeship	▢	▢	▢
Relevant work experience	▢	▢	▢
A levels	▢	▢	▢
Degree	▢	▢	▢
Masters	▢	▢	▢
PhD	▢	▢	▢

Q41   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

Q42   Does your organisation typically recruit people:

	All of the time	Most of the time	Some of the time	None of the time	Don't know	Prefer not to say
Aged 16-18 - first job from school, college or training provider	▢	▢	▢	▢	▢	▢
Aged 19-24 - first job from school, college or other training provider	▢	▢	▢	▢	▢	▢

Part 7: Use of qualifications - training

Q43   In the last 12 months, have you arranged or funded training for your employees?

- ☐   Yes
- ☐   No
- ☐   Don't know

Q44   **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:**

	All training leads to a qualification	Most training leads to a qualification	Some training leads to a qualification	No training leads to a qualification	Don't know	Prefer not to say
Professional and managerial roles	☐	☐	☐	☐	☐	☐
Skilled and supervisory roles	☐	☐	☐	☐	☐	☐
Entry level and admin roles	☐	☐	☐	☐	☐	☐

Q45   **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:

_____

_____

                                             _____

Q46   **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:

_____
_____
                  _____

Q47 **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:

_____
_____
                  _____

Q48 **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

Q49   **For your employees who achieve vocational or technical qualifications or end point assessments <u>within an apprenticeship</u>, how often does this lead to:**

	All of the time	Most of the time	Some of the time	None of the time	Don't know
A pay increase	☐	☐	☐	☐	☐
A promotion or improved job status	☐	☐	☐	☐	☐
New responsibilities	☐	☐	☐	☐	☐

Q50   **For your employees who achieve vocational or technical qualifications <u>outside an apprenticeship</u>, how often does this lead to:**

	All of the time	Most of the time	Some of the time	None of the time	Don't know
A pay increase	☐	☐	☐	☐	☐
A promotion or improved job status	☐	☐	☐	☐	☐
New responsibilities	☐	☐	☐	☐	☐

Part 9: Final comments

Q51   **Do you have any final comments about Functional skills qualifications, vocational and technical qualifications or end point assessments of apprenticeships?**

Providers

Background

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
- ☐   Higher Education Institution
- ☐   Voluntary and community sector organisation
- ☐   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	▢	Higher Level
▢	Apprenticeship	▢	National Vocational Qualification
▢	Basic Skills	▢	Occupational Qualification
▢	End-Point Assessment	▢	Principal Learning
▢	English For Speakers of Other Languages	▢	VCE Advanced Subsidiary Level
▢	Free Standing Mathematics Qualification	▢	Vocational Certificate Of Education
▢	Functional Skills	▢	Vocationally-Related Qualification
▢	General National Vocational Qualification	▢	Other

If 'Other', please specify:

_____

_____

___

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

▢	0 to 50	▢	501 to 1000
▢	51 to100	▢	1001 to 2000
▢	101 to 200	▢	2001 to 5000
▢	201 to 300	▢	5001 to 10000
▢	301 to 400	▢	10001+
▢	401 to 500		

Q7   In which sectors does your establishment offer qualifications?

▢	Advertising and market research	▢	Pharmaceutical

- 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

- 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

_____

_

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

- Pharmaceutical
- Postal and courier
- Professional services
- Real estate
- Rental and leasing

- ☐ 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

- ☐ 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   In 2018, employers, training providers or colleges paid awarding organisations in the region of £15-£20 per student for each Functional Skills qualification (Source: Ofqual 2018). To what extent do you agree or disagree with the following statement?
"Functional Skills Qualifications offer value for money"

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree

▢ Strongly disagree
▢ Don't know
▢ Prefer not to say

Q10 To what extent do you agree or disagree with the following statements about Functional Skills qualifications?

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

Q11 To what extent do you agree or disagree with the following statements about vocational and technical qualifications?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know	Prefer not to say

I value vocational and technical qualifications	▢	▢	▢	▢	▢	▢	▢
The purpose of vocational and technical qualifications is well-understood by employers	▢	▢	▢	▢	▢	▢	▢
The purpose of vocational and technical qualifications is well-understood by learners (where appropriate)	▢	▢	▢	▢	▢	▢	▢
Vocational and technical qualifications prepare learners well for the workplace	▢	▢	▢	▢	▢	▢	▢
People achieving vocational and technical qualifications have the technical skills needed by employers	▢	▢	▢	▢	▢	▢	▢
Vocational and technical qualifications are good preparation for further study	▢	▢	▢	▢	▢	▢	▢
Vocational and technical qualifications offer value for money	▢	▢	▢	▢	▢	▢	▢

Q12 To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Strongly disagree	Don't know	Prefer not to say
I value end point assessments of apprenticeships	▢	▢	▢	▢	▢	▢
Learners understand the purpose of end point assessment of apprenticeships	▢	▢	▢	▢	▢	▢

People passing end point assessments of apprenticeships have the competence and vocational and technical skills needed by employers	☐	☐	☐	☐	☐	☐
The availability of end point assessments of apprenticeships is sufficiently flexible	☐	☐	☐	☐	☐	☐
End point assessment of apprenticeships offer value for money	☐	☐	☐	☐	☐	☐
Apprenticeships are good preparation for work	☐	☐	☐	☐	☐	☐

Part 3: Qualifications that your organisation offers

Q13 Approximately how many learners at your establishment are currently taking Functional Skills qualifications?

If unsure, please leave blank.

_____
_____
____

Q14 Of these learners, approximately what PROPORTION are currently taking Functional Skills qualifications in:

If unsure, please please blank.

Maths   _____**%**
          _____
          _____

English _____%

_____

_____

ICT _____%

_____

_____

Q15 Approximately how many learners at your establishment are currently taking Apprenticeships?

If unsure, please leave blank.

_____

_____

____

Q16 Of these learners, approximately what PROPORTION are currently taking:

If unsure, please leave blank.

New   _____ %
Apprenticeship _____
standards   _____
                          ____
Legacy   _____ %
Apprenticeship _____
frameworks   _____
("SASE")   ____

Q17 Do you understand the difference between apprenticeship frameworks and the new apprenticeship standards?

☐   Yes

▢   No

Q18 **Are you aware that end point assessments are specific to apprenticeship standards?**

▢   Yes
▢   No

Q19 **Please tell us which of the following statements best describes your understanding of end-point assessment of apprenticeships:**

▢   Very good understanding
▢   Quite good understanding
▢   Limited understanding
▢   Not very good understanding
▢   No understanding at all

Q20 **Approximately how many learners in your establishment went on to the following destinations in the last 12 months?**

If unsure, please leave blank.

University/Higher Education   _____

Further Education (technical/work based)   _____

Employment   _____

Apprenticeship   _____

Part 4: Final Comments

Q21 **Do you have any final comments about Functional skills qualifications, vocational and technical qualifications or end point assessments of apprenticeships?**

Learners

Background

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

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

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

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; higher apprenticeship)

⬜   **Level 6** (e.g. graduate certificate/diploma; NVQ 6; degree apprenticeship)

⬜   **Level 7** (e.g. masters degree; postgraduate certificate/diploma; NVQ 7; degree apprenticeship)

⬜   **Level 8** (e.g. doctorate; degree apprenticeship)

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

⬜   Yes

⬜   No

⬜   It is a related subject, but not the same

Part 2: Your perceptions of qualifications

Q8   In 2018, employers, training providers or colleges paid awarding organisations in the region of £15-£20 per student for each Functional Skills qualification (Source: Ofqual 2018). To what extent do you agree or disagree with the following statement? "Functional Skills Qualifications offer value for money"

⬜   Strongly agree

⬜   Agree

⬜   Neither agree nor disagree

☐ Disagree
☐ Strongly disagree
☐ Don't know
☐ Prefer not to say

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

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

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

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know	Prefer not to say
I value vocational and technical qualifications	☐	☐	☐	☐	☐	☐	☐
The purpose of vocational and technical qualifications is well-understood by employers	☐	☐	☐	☐	☐	☐	☐
I understand the purpose of vocational and technical qualifications	☐	☐	☐	☐	☐	☐	☐
Vocational and technical qualifications prepare learners well for the workplace	☐	☐	☐	☐	☐	☐	☐
The availability of vocational and technical qualifications is sufficiently flexible	☐	☐	☐	☐	☐	☐	☐
Vocational and technical qualifications are good preparation for further study	☐	☐	☐	☐	☐	☐	☐

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

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know	Prefer not to say
I value end point assessments of apprenticeships	☐	☐	☐	☐	☐	☐	☐
I understand the purpose of end point assessments of apprenticeships	☐	☐	☐	☐	☐	☐	☐
End point assessments of apprenticeships test the competence and vocational and technical skills needed by employers	☐	☐	☐	☐	☐	☐	☐

The availability of end point assessments of apprenticeships is sufficiently flexible	☐	☐	☐	☐	☐	☐	☐
Apprenticeships are good preparation for work	☐	☐	☐	☐	☐	☐	☐

Part 3: Qualifications you have studied

Q12   Are you currently studying, or have you studied in the last 3 years: (select all that apply)

	Yes	No
Functional skills in English, maths, or ICT	☐	☐
Vocational or Technical qualifications	☐	☐
Apprenticeship	☐	☐

Q13   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
☐   Higher Education Institution
☐   Voluntary and community sector organisation
☐   Other

If 'Other' please state

_____

_____

Q14 **Thinking about the Functional Skills qualification you are studying/have completed, is this part of an apprenticeship?**

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

Q15 **Which Functional Skill qualification/s are you taking, or have you taken? (select all that apply)**

	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Functional Skills English	☐	☐	☐	☐	☐
Functional Skills maths	☐	☐	☐	☐	☐
Functional Skills ICT	☐	☐	☐	☐	☐

Q16 **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

_____
_____
_____
_____
        _____

Q17 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

_____
_____
        _____

Q18 Thinking about the vocational and technical qualification you are studying/have completed, is this part of an apprenticeship?

☐   Yes
☐   No

☐   Prefer not to say

Q19 Which level and subject is the vocational or technical qualification that you are taking in?

☐   Entry   ☐   Level 5
☐   Level 1 ☐   Level 6
☐   Level 2 ☐   Level 7
☐   Level 3 ☐   Level 8
☐   Level 4 ☐   Don't know

Subject:

_____

_____

_____

Q20 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

_____
_____
_____
_____
　　　　　_____

Q21　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

_____
_____
　　　　　　　　　　　　　_____

Q22　When thinking about your apprenticeship, is this 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

Q23 Which level is the apprenticeship that you are taking?

- ☐ Level 2
- ☐ Level 3
- ☐ Level 4
- ☐ Level 5
- ☐ Level 6
- ☐ Level 7
- ☐ Level 8
- ☐ Don't know

Q24 In which sector is the apprenticeship you are taking?

- ☐ Agriculture, environment and animal care
- ☐ Business and administration
- ☐ Catering and hospitality
- ☐ Childcare and education
- ☐ Construction
- ☐ Creative and design
- ☐ Digital
- ☐ Engineering and manufacturing
- ☐ Hair and beauty
- ☐ Health and science
- ☐ Legal, finance and accounting
- ☐ Protective services
- ☐ Sales, marketing and procurement
- ☐ Social care
- ☐ Transport and logistics
- ☐ Other

If 'Other', please state

_____
_____
                                    _____

Q25 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

_____
_____
                                    _____

Q26 Please tell us which of the following statements best describes your understanding of <u>end-point assessment</u> of apprenticeships:

- ▢ Very good understanding
- ▢ Quite good understanding
- ▢ Limited understanding
- ▢ Not very good understanding
- ▢ No understanding at all

Q27 Are you aware that end point assessments are specific to apprenticeship standards?

☐ Yes

☐ No

Q28 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

Q29 **Do you have any final comments about Functional skills qualifications, vocational and technical qualifications or end point assessments of apprenticeships?**