

QUESTIONNAIRE

Telephone

Overview of questionnaire

	Modules				
	Module A	Module B	Module C	Module D	Module E
Sample size (England):	19%	19%	19%	19%	24%
Sample size (Wales & NI)	25%	25%	25%	25%	n/a
1	CORE: Screener and firmographics				
2	CORE: Recruitment and SSVs				
3				Recruitment (EPS)	
4			Education leavers		
5			Work experience & inspiration		
6			T Levels (England only)		
7	CORE: Workforce composition and skills gaps				
8		Under-Util.		Under-Util.	
9		Upskilling		Upskilling	
10	CORE: Workforce development				
11		Training (EPS)			
12		Info/advice on training			
13	Apprenticeships & Traineeships				
14				NOS	

				(NI & Wales only)	
15					
16	CORE: Recontact questions and closing				

Note: question numbers starting with 'S' are from ESS17 (i.e. 'skills'), question number starting with 'P' are from EPS16 (i.e. 'perspectives'). Questions starting with 'N' are 'new' questions.

Screener

IF TELEPHONE NUMBER IN SAMPLE >2 TIMES (CALLCEN=1): OPENING SCREEN TO SHOW TO COMPANY NAME AND ADDRESS WE HAVE ON SAMPLE.

ASK TELEPHONIST

S1 **Good morning / afternoon. Can I check, is this [COMPANY NAME FROM SAMPLE]?**

Yes – correct	1	CONTINUE
No – company name wrong	2	TAKE CORRECT COMPANY NAME AND CONTINUE
Hard appointment	3	MAKE APPOINTMENT
Soft appointment	4	
Refusal	5	CLOSE
Refusal – company policy	6	
Refusal – taken part in recent survey	7	
Answer phone	8	
Residential Number	9	
Wrong number	10	
Company closed	11	
No answer	12	
Needs reassurances	13	SHOW REASSURANCES

Request reassurance email	14	COLLECT EMAIL AND SEND REASSURANCE (SEE APPENDIX B)
New number provided for respondent (enter on next screen)	15	COLLECT NEW PHONE NUMBER
Terminate interview	16	CLOSE

IF S1=1 OR 2

S2 **My name is NAME, calling from [COMPANY NAME], an independent market research company.**

IF NAMED SAMPLE: **Please may I speak to [NAME]?**

IF SAMPLE NOT NAMED: **We're conducting a government survey about recruitment, human resources and workplace skills. Can I speak to the most senior person at this establishment with responsibility for these sorts of issues?**

INTERVIEWER NOTE: IF RESPONDENT ATTEMPTS TO TRANSFER TO SOMEONE AT ANOTHER SITE: **We need to speak to someone at this site rather than someone at another branch or office of your organisation. Could I speak to the person at this site who would have the best overview of the skills that your establishment needs its workers to have?**

Person on phone is correct respondent	1	CONTINUE
Referred to someone else at establishment NAME _____ PHONE NUMBER _____	2	TRANSFER AND ASK S3
Hard appointment	3	MAKE APPOINTMENT
Soft appointment	4	
Refusal	5	THANK AND CLOSE
Refusal – company policy	6	
Refusal – taken part in recent survey	7	
No one at site to answer questions	8	
Not available in deadline	9	

Needs reassurances	10	SHOW REASSURANCES
Request reassurance email	11	COLLECT EMAIL AND SEND REASSURANCE (SEE APPENDIX B)

ASK ALL

S3 IF S2#1: **Good morning/afternoon, my name is NAME and I am calling from [COMPANY NAME], an independent research organisation.**

ALL: We are conducting a survey on behalf of the Department for Education (DfE) [IF WALES (COUNTRY=4): and the Welsh Government [IF NI (COUNTRY=2): and the Department for the Economy in Northern Ireland].

The survey aims to help Government and other organisations to assist employers like you, by better understanding the needs of employers in terms of skills, training and employment. Your co-operation will ensure that the views expressed are representative of all employers in your industry.

IF NECESSARY: If you would like, we will also email you a summary report of our findings as a thank you for taking part once the research has been completed

The interview will take on average [IF SIZE=1-4: 20 minutes] [IF SIZE=5-7: 20 to 25 minutes] depending on the answers given.

Would it be convenient to conduct the interview now?

Yes – continue	1	CONTINUE
Definite Appointment	2	MAKE DEFINITE APPOINTMENT
Soft appointment	3	MAKE SOFT CALL BACK
Refusal	4	THANK AND CLOSE
Refusal – company policy	5	
Refusal – taken part in recent survey	6	
Not available in deadline	7	
Needs reassurances	8	SHOW REASSURANCES

Request reassurance email	9	COLLECT EMAIL AND SEND REASSURANCE (SEE APPENDIX B)
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REASSURANCES TO USE IF NECESSARY

- The interview will take around 20 minutes to complete.
- [IF ESS17COMP=1 AND HASCON=1: Your organisation kindly took part in the previous Employer Skills Survey in Spring/Summer 2017 and, at the end of that interview, gave permission to be re-contacted about future relevant research.]
- Please note that all data will be reported in aggregate form and your answers will not be reported to our client in any way that would allow you to be identified.
- If you want to confirm the validity of survey or get more information about aims and objectives, you can visit the www.skillssurvey.co.uk website.
- If you would like further information on how IFF handles and processes personal data, as well as information on your rights under data protection regulations to access your personal data, withdraw consent, or object to the processing of your personal data you can visit: www.iffresearch.com/GDPR

If respondent wishes to confirm validity of survey or get more information about aims and objectives, they can call:

- **Market Research Society (MRS)** on 0800 975 9596
- **IFF:** Sam Whittaker or Sam Stroud on 0207 250 3035 [BMG AND IPSOS MORI TO REPLACE WITH OWN COMPANY CONTACTS]
- **DfE:** Rob Haynes (Email: robert.haynes@education.gov.uk Tel: 07388 372248)
- **Website for further information and FAQs:** www.skillssurvey.co.uk

ASK ALL

S3a **Before we begin, I need to read out a quick statement regarding GDPR legislation.**

I want to reassure you that all information collected will be treated in the strictest confidence. You have the right to a copy of your data, change your data or withdraw from the research at any point. In order to guarantee this, and as part of our quality control procedures, all interviews are recorded. Is that OK?

Yes – agree to continue	1	
Refuse to continue	2	THANK AND CLOSE

ASK ALL BASED IN WALES (COUNTRY=4)

S4 **Would you prefer the interview to be carried out in Welsh or English?**

Welsh	1	“One of our Welsh speaking interviewers will call back in the next couple of working days to make an appointment with you.” THANK AND CLOSE
English	2	CONTINUE

Module assigner – based on region:

DUMMOD_ENG (random assignment of module for each English region)					
	Module A	Module B	Module C	Module D	Module E
East Midlands (REGION=1)	19% -1,264	19% -1,263	19% -1,263	19% -1,263	24% -1,596
East of England (REGION=2)	19% -1,476	19% -1,476	19% -1,476	19% -1,476	24% -1,865
London (REGION=3)	19% -1,903	19% -1,902	19% -1,902	19% -1,902	24% -2,403
North East (REGION=4)	19% -985	19% -984	19% -984	19% -984	24% -1,243
North West (REGION=5)	19% -1,516	19% -1,516	19% -1,516	19% -1,515	24% -1,915
South East (REGION=6)	19% -1,859	19% -1,858	19% -1,858	19% -1,858	24% -2,348
South West (REGION=7)	19% -1,461	19% -1,461	19% -1,461	19% -1,460	24% -1,845
West Midlands (REGION=8)	19% -1,360	19% -1,360	19% -1,360	19% -1,359	24% -1,718
Yorkshire & Humber (REGION=9)	19% -1,324	19% -1,324	19% -1,324	19% -1,324	24% -1,674
DUMMOD_NI (random assignment of module for Northern Ireland)					
NORTHERN IRELAND (REGION=10)	25% -989	25% -988	25% -988	25% -988	N/A
DUMMOD_WAL (random assignment of module for Wales)					
WALES (REGION=12)	25% -1,666	25% -1,666	25% -1,666	25% -1,665	N/A

Module assigner – based on size within each module (to be used / ‘activated’ if fall out of size within module is skewed if assigned just based on region)

		A	B	C	D	E
EAST MIDLANDS (REGION=1)	2-4 (SIZE=1)	27.50%	27.50%	27.50%	27.50%	27.50%
	5-9 (SIZE=2)	23.50%	23.50%	23.50%	23.50%	23.50%
	10-24 (SIZE=3)	22%	22%	22%	22%	22%
	25-49 (SIZE=4)	13%	13%	13%	13%	13%
	50-99 (SIZE=5)	6%	6%	6%	6%	6%
	100-249 (SIZE=6)	6%	6%	6%	6%	6%
	250+ (SIZE=7)	2%	2%	2%	2%	2%
ETC. (same for each England region, and NI and Wales)						

Module assigner – based on sector within each module (to be used / ‘activated’ if fall out of sector within module is skewed if assigned just based on region)

		A	B	C	D	E
EAST MIDLANDS (REGION=1)	Primary Sector & Utilities (SECTOR=1)	5%	5%	5%	5%	5%
	Manufacturing (SECTOR=2)	9%	9%	9%	9%	9%
	Construction (SECTOR=3)	7%	7%	7%	7%	7%
	Wholesale & Retail (SECTOR=4)	20%	20%	20%	20%	20%

	Hotels & Restaurants (SECTOR=5)	9%	9%	9%	9%	9%
	Transport & Storage (SECTOR=6)	4%	4%	4%	4%	4%
	Info. & Comms (SECTOR=7)	3%	3%	3%	3%	3%
	Financial Services (SECTOR=8)	2%	2%	2%	2%	2%
	Business Services (SECTOR=9)	18%	18%	18%	18%	18%
	Public. Admin (SECTOR=10)	2%	2%	2%	2%	2%
	Education (SECTOR=11)	5%	5%	5%	5%	5%
	Health & Social Work (SECTOR=12)	10%	10%	10%	10%	10%
	Arts & Other Services (SECTOR=13)	6%	6%	6%	6%	6%
ETC. (same for each England region, and NI and Wales) <i>[Though, unlike size, the %s would vary slightly by region]</i>						

Firmographics

ASK ALL

SA3 **Firstly, is this establishment..?**

IF NECESSARY: **By 'establishment', I mean the site at which you work**

READ OUT. SINGLE CODE.

The only establishment in the organisation, or	1	
One of a number of establishments within a larger organisation	2	

ASK IF MULTI-SITE ORGANISATION (SA3=2)

SA5 **Approximately how many people work in your organisation across the UK as a whole -
By that I mean both full-time and part-time employees on your payroll, as well as any working
proprietors or owners, but excluding the self-employed, outside contractor or agency staff.**

<i>PROBE FOR BEST ESTIMATE AND RECORD NUMBER.</i>	
<i>Don't know</i>	X

(IF ANSWER GIVEN, CATI CODE RANGES AUTOMATICALLY).

ASK IF DON'T KNOW EXACT ORGANISATION SIZE (SA5=DK)

SA5RAN **Is it roughly...**

READ OUT. SINGLE CODE.

Under 10	1
10-49	2
50-99	3
100-249	4
250-999	5
1,000+	6
DO NOT READ OUT: Don't know	X

ASK ALL

SA1 (IF SA3=2: And) how many people work at this specific site, including yourself, all others on your payroll and any working proprietors or owners, but [IF SA3=2: again] excluding the self-employed, outside contractor or agency staff?

INTERVIEWER NOTE: NON-EMPLOYEE TRAINERS AND EMPLOYEES UNDER 16 SHOULD BE EXCLUDED.

PROBE FOR BEST ESTIMATE AND RECORD NUMBER.	
Don't know	X

CATI TO ONLY ALLOW NUMBERS SMALLER THAN OR EQUAL TO THE INTEGER GIVEN AT SA5, OR THE HIGHER END OF ORGANISATION SIZE BANDING GIVEN AT PREVIOUS QUESTION (SA5).

SA1DUM) CATI TO CODE RANGE AUTOMATICALLY AND CHECK QUOTA

1	1	GO TO SA1X
2-4	2	Check quota
5-9	3	
10-24	4	
25-49	5	
50-99	6	
100-249	7	
250 or more	8	

IF SA1DUM=1

SA1X Can I check, are you including yourself in that answer?

Yes	1	THANK AND CLOSE
No	2	CATI TO RESET A1DUM TO CODE 2 AND RESET SA1 TO '2'

IF SA1X=2 READ OUT: For the purpose of this interview we will be classifying your establishment as having two employees.

ASK IF MULTI-SITE ORGANISATION (SA3=2)

SA4NEW Is this site the Head Office of the organisation?

Yes – Head Office	1
No	2

Don't know	3
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ASK IF MULTISITE BUT NOT HEAD OFFICE (SA4NEW=2 or 3)
 SA4A **Are the headquarters of your organisation based in the UK?**
 DO NOT READ OUT. SINGLE CODE.

Yes – Head Office is based within the UK	1
No – Head Office is based outside of the UK	2
Don't know	X

IF MULTI-SITE ORGANISATION (SA3=2):
From now on, when I use the word 'establishment', I mean the site at which you work.

ASK ALL
 SA6 **I have [SIC DESCRIPTION ON SAMPLE] as a general classification for your establishment. Does this sound about right?**

Yes	1
No	2

IF NO (SA6=2):
 SA7 **How would you describe the main business activity of this establishment?**
 PROBE FULLY:
What would you type into a search engine to find an organisation like yours online?
What is the main product or service of this establishment?
What exactly is made or done at this establishment?
Who does it sell its product/services to?

WRITE IN. TO BE CODED TO 4-DIGIT SIC07.

ASK ALL
 SA8 **Would you classify your organisation as one ...?**
 READ OUT. SINGLE CODE.

MAINLY seeking to make a profit	1
A charity or voluntary sector organisation or a social enterprise	2
A local-government financed body ADD IF NECESSARY: such as a service provided or funded by the council such as leisure centres, social care, waste or environmental health services	3
A central government financed body ADD IF NECESSARY: such as the Civil Service, any part of the NHS, a college or university, the Armed Services, an Executive Agency or other non- departmental public bodies	4

DO NOT READ OUT: None of the above, other (SPECIFY)	5
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ASK ALL

- SA10 IF PRIVATE SECTOR (SA8=1): **Are your products or services primarily sold...?**
 IF PUBLIC/THIRD SECTOR (SA8=2-5): **Does your establishment primarily serve the population...?**
 READ OUT. SINGLE CODE.

Locally – within an individual town or local area	1
Regionally – within a specific area of [IF COUNTRY = 1: England] [IF COUNTRY = 4 Wales] [IF COUNTRY = 2: Northern Ireland]	2
Nationally – within [IF COUNTRY = 1: England] [IF COUNTRY = 4 /Wales] [IF COUNTRY = 2: Northern Ireland]	3
Within the UK	4
Internationally	5
DO NOT READ OUT: Don't know	X
DO NOT READ OUT: Not applicable	Y

ASK IF INTERNATIONAL (SA10=5)

- SA11 **Is this primarily within the EU, or primarily outside of the EU?**
 SINGLE CODE.

Primarily within the EU	1
Primarily outside of the EU	2
Don't know	X

ASK IF NOT INTERNATIONAL (SA10=1-4) OR PRIMARILY OUTSIDE THE EU (SA11=2)

- SA12 **Can I check, [IF PRIVATE SECTOR (SA8=1): do you sell any of your products and services] [IF PUBLIC/THIRD SECTOR (SA8=2-5): does your establishment serve the population at all] outside the UK but within the EU?**

Yes	1
No	2
Don't know	X

Recruitment & Recruitment Difficulties

ASK ALL

SC1A **Has this site recruited anyone in the last 12 months? IF NECESSARY: whether or not they are still working for you**

Yes	1
No	2
Don't know	3

ASK ALL

SC6 **How many vacancies, if any, do you CURRENTLY have at this establishment?**

PROBE FOR BEST ESTIMATE

WRITE IN NUMBER __ (0-9999) _____

IF SC6 > 100 ASK:

SC6chkI've recorded that as <insert number from C6>, is this correct?

Yes	1	CONTINUE
No	2	RE-ASK SC6

ASK ALL WITH ANY VACANCIES AT SC6 (SC6>0)

SC7 **In which specific occupations do you currently have [SC6>1: vacancies SC6=1 a vacancy] at this establishment?**

<p>PROMPT FOR FULL DETAILS (E.G. IF 'MANAGER' PROBE: WHAT TYPE OF MANAGER?) ENTER ONLY 1 OCCUPATION PER BOX.</p> <p>CODE TO SOC2010 4 DIGITS</p>

DUMVAC CATI DUMMY VARIABLE – LIST OF UP TO 6 OCCUPATIONS WITH VACANCIES

IF >1 OCCUPATION WITH VACANCIES AT SC7, ASK SC8

SC8 **How many vacancies do you have for <EACH OCCUPATION AT SC7>?**

PROBE FOR BEST ESTIMATE

INTERVIEWER: [ANSWER FROM SC6 MINUS TOTAL AT SC8 SO FAR] VACANCIES REMAINING

DP – DO NOT ALLOW DON'T KNOW. ANSWER MUST BE AT LEAST 1

SC7	SC8 – number
Occupation 1 -	(1-[SC6])
Occupation 2 -	(1-[SC6])
Occupation 3 -	(1-[SC6])
Occupation 4 -	(1-[SC6])
Occupation 5 -	(1-[SC6])
Occupation 6 -	(1-[SC6])

CATI CHECK: TOTAL OF ALL VACANCIES AT SC8 MUST SUM TO SC6 (UNLESS GIVE 6 OCCUPATIONS IN WHICH CASE TOTAL CANNOT BE GREATER THAN SC6).

IF FAIL CATI CHECK: PROMPT RESPONDENT WITH ... **This sums to <INSERT SC8 SUM> but you just told me that you had <INSERT SC6> vacancies in total...**
THEN RE-ASK SC6, SC7 AND SC8

ASK ALL WITH VACANCIES AT SC6 (SC6>0)

SC9 [IF SC6>1: **Are any of your vacancies IF SC6=1: Is this vacancy] proving hard to fill?**

Yes	1	
No	2	
Don't know	3	

ASK IF HAVE MORE THAN ONE VACANCY AND HAVE HARD TO FILL VACANCIES (SC9=1 AND SC6>1).

IF ONLY HAVE ONE VACANCY AND IT IS HARD TO FILL (SC9=1 AND SC6=1) CATI SHOULD AUTOMATICALLY CODE C10=OCCUPATION FROM C7.

SC10 [IF SC8>1: **How many of your <SC8> vacancies for <TEXT SUBSTITUTION: OCCUPATION AT SC7> are proving hard-to-fill?**]

[IF SC8=1: **Is your vacancy for <TEXT SUBSTITUTION: OCCUPATION AT SC7> proving hard-to-fill?**]

INTERVIEWER: PLEASE ENTER IN THE NUMBER OF HARD-TO-FILL VACANCIES. (ENTER ZERO IF THE VACANCY IS NOT PROVING HARD-TO-FILL).

ANSWER GIVEN MUST BE BETWEEN 0 AND SC8 RESPONSE

	SC10 Number of hard-to-fill vacancies
Occupation 1 -	(0 – RESPONSE AT SC8_1)
Occupation 2 -	(0 – RESPONSE AT SC8_2)
Occupation 3 -	(0 – RESPONSE AT SC8_3)
Occupation 4 -	(0 – RESPONSE AT SC8_4)
Occupation 5 -	(0 – RESPONSE AT SC8_5)
Occupation 6 -	(0 – RESPONSE AT SC8_6)

CATI CHECK: NUMBER OF HARD TO FILL VACANCIES MUST SUM TO > 0 AT SC10.

IF FAIL CATI CHECK: PROMPT RESPONDENT WITH: **You told me earlier that you had vacancies that were hard-to-fill but I have not recorded any of them here...**
THEN RE-ASK SC9

SC10DUM CATI DUMMY VARIABLE – LIST OF UP TO 6 OCCUPATIONS WITH HARD-TO-FILL VACANCIES

ASK SC11A – SC12 IN SEQUENCE FOR UP TO 6 OCCUPATIONS > 0 AT SC10 (I.E. OCCUPATIONS WITH HARD-TO-FILL VACANCIES)
 (NB IF SC6=1 AND SC9=YES, ASK ABOUT OCCUPATION FROM C7)

SC11A **What are the main causes of having a hard to fill vacancy for** [TEXT SUBSTITUTION:
 OCCUPATION WITH HARD TO FILL VACANCY AT SC10]?
 DO NOT READ OUT. MULTICODE.

	Occupations with hard-to-fill vacancies					
	Occ 1	Occ 2	Occ 3	Occ 4	Occ 5	Occ 6
Too much competition from other employers	1	1	1	1	1	1
Not enough people interested in doing this type of job	2	2	2	2	2	2
Poor terms and conditions (e.g. pay) offered for post	3	3	3	3	3	3
Low number of applicants with the required skills	4	4	4	4	4	4
Low number of applicants with the required attitude, motivation or personality	5	5	5	5	5	5
Low number of applicants generally	6	6	6	6	6	6
Lack of work experience the company demands	7	7	7	7	7	7
Lack of qualifications the company demands	8	8	8	8	8	8
Poor career progression / lack of prospects	9	9	9	9	9	9
Job entails shift work/unsociable hours	10	10	10	10	10	10
Seasonal work	11	11	11	11	11	11
Remote location/poor public transport	12	12	12	12	12	12
Other (WRITE IN)	13	13	13	13	13	13
No particular reason (ALLOW SINGLE CODE ONLY)	14	14	14	14	14	14
Don't know (ALLOW SINGLE CODE ONLY)	X	X	X	X	X	X

ASK SC11B FOR EACH OCCUPATION WHERE VACANCIES ARE HARD-TO-FILL BUT WHERE NONE OF CODES 4 OR 7 OR 8 AT SC11A ARE MENTIONED
 SC11B **Can I check, are you finding** [IF (SUM OF SC10)=1: **this vacancy** IF SUM OF SC10>1: **any of these vacancies**] for <OCCUPATION FROM SC10> **hard to fill because...**
 READ OUT. SINGLE CODE

	Occ 1	Occ 2	Occ 3	Occ 4	Occ 5	Occ 6
Applicants have not been of sufficient quality	1	1	1	1	1	1
Because there have been few or no applicants	2	2	2	2	2	2
Or for both of these reasons	3	3	3	3	3	3
DO NOT READ OUT: Neither of these reasons	4	4	4	4	4	4
DO NOT READ OUT: Don't know	5	5	5	5	5	5

ASK FOR ALL HARD-TO-FILL VACANCIES CAUSED BY LACK OF QUALITY (SC11B=1 OR 3)
 SC12 **You said that you have had problems with the quality of the candidates for** [OCCUPATION].
Would you say that they have been lacking...

READ OUT. MULTICODE.

	Occ 1	Occ 2	Occ 3	Occ 4	Occ 5	Occ 6
The skills you look for	1	1	1	1	1	1
The qualifications you look for	2	2	2	2	2	2
The work experience that you require	3	3	3	3	3	3
Or do applicants tend to have poor attitudes, motivation and/or personality	4	4	4	4	4	4
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	X	X	X	X	X	X

ASK SC13a-SC13NW IN A LOOP FOR FIRST TWO OCCUPATIONS WITH HARD-TO-FILL VACANCIES CAUSED BY LACK OF SKILLS (SC12=1/2/3 OR SC11A=4/7/8)

SC13a [ONLY SHOW FOR FIRST LOOP: **I'm now going to ask you about skills you have had difficulty finding among candidates.**]

[ONLY SHOW FOR SECOND LOOP: **Now the same set of questions again but for <SECOND OCCUPATION WITH SSVs>.**]

Have you found any of the following skills difficult to obtain from applicants for <OCCUPATION WITH SSVs>?

IF NECESSARY: If you do not require candidates for this role to have this skill, then please do not include it in your answer.

READ OUT. MULTICODE

DS – ROTATE ORDER OF SKILLS (CODE 13 THROUGH TO 18 MUST ALWAYS APPEAR LAST AND IN THE ORDER SHOWN; CODES 1 AND 2 MUST ALWAYS BE SHOWN AS A PAIR WITH CODE 1 SHOWN FIRST IN THE PAIR; CODES 6 AND 7 MUST ALWAYS BE SHOWN AS A PAIR WITH CODE 6 SHOWN FIRST IN THE PAIR; BOTH WALES ONLY CODES (8 AND 9) MUST ALWAYS COME BEFORE COMMUNICATING IN A FOREIGN LANGUAGE.

	1 st two Occupations with SSVs	
	Occ 1	Occ 2
Computer literacy / basic IT skills	1	1
Advanced or specialist IT skills	2	2
Solving complex problems requiring a solution specific to the situation	3	3
Reading and understanding instructions, guidelines, manuals or reports	4	4
Writing instructions, guidelines, manuals or reports	5	5
Basic numerical skills and understanding	6	6
More complex numerical or statistical skills and understanding	7	7
IF WALES (COUNTRY=4): Written Welsh language skills	8	8
IF WALES (COUNTRY=4): Oral Welsh language skills	9	9
Communicating in a foreign language IF NECESSARY: That is, a language that is not [IF WALES (COUNTRY=4): Welsh or] English	10	10
Manual dexterity – for example, to mend, repair, assemble, construct or adjust things	11	11
Adapting to new equipment or materials	12	12
Knowledge of products and services offered by your organisation and organisations like yours	13	13
Knowledge of how your organisation works IF NECESSARY: This might include knowledge and understanding of the structure of the organisation and the business model it operates	14	14
Specialist skills or knowledge needed to perform the role	15	15
DO NOT READ OUT: None of the above (ALLOW SINGLE CODE ONLY)	17	17
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	18	18

IF BASIC OR ADVANCED IT SKILLS ARE LACKING (SC13A=1 OR SC13A=2)
 NC13a **You mentioned that you have found <SC13A=1: basic> <SC13A=1 AND SC13A=2: and> <SC13A=2: advanced> IT skills difficult to obtain from applicants for <OCCUPATION WITH SSV>. What specific IT skills have been lacking?**
DO NOT READ OUT. MULTICODE.

Foundation digital skills – such as turning on devices, typing, changing passwords, connecting to the internet	1	
Communicating via email	2	
Basic Microsoft Office skills (Word, Excel, PowerPoint, Outlook etc.)	3	
Advanced Microsoft Office skills (Word, Excel, PowerPoint, Outlook etc.)	4	
Completing transactions online	5	
Using the internet to find solutions to problems	6	
Being safe and legal online – e.g. understanding online risks and threats	7	
Animation skills	8	
Multimedia production skills	9	
Graphic design / design engineering skills (incl. Computer Aided Design [CAD] skills)	10	
Building and maintaining IT systems and networks	11	
Web development skills	12	
Application (“app”) programming and development skills	13	
Data analysis / analytics / data science skills (using software such as R, SPSS, SAS, SQL etc.)	14	
Other skills (SPECIFY)	15	
Don't know	16	

PART OF SC13A-SC13NW LOOP
 SC13NW Turning now to skills relating to dealing with other people.

Have you found any of the following skills difficult to obtain from applicants for <OCCUPATION WITH SSVs>?

IF NECESSARY: If you do not require candidates for this role to have this skill, then please do not include it in your answer.

READ OUT. MULTICODE

DP – ROTATE ORDER OF SKILLS (CODES 2, 3 AND 4 (SALES, CUSTOMER HANDLING AND PERSUADING) SHOULD ALWAYS APPEAR IN THIS ORDER. NONE & DON'T KNOW MUST ALWAYS APPEAR LAST).

	1 st two occupations with SSVs	
	Occ 1	Occ 2
Instructing, teaching or training people	1	1
Sales skills	2	2
Customer handling skills	3	3
Persuading or influencing others	4	4
Team working	5	5
Managing or motivating other staff	6	6
Ability to manage own time and prioritise own tasks	7	7
Setting objectives for others and planning human, financial and other resources	8	8
Managing their own feelings, or handling the feelings of others	9	9
Making speeches or presentations	10	10
DO NOT READ OUT: None of the above (ALLOW SINGLE CODE ONLY)	11	11
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	12	12

ASK ALL WITH HARD-TO-FILL VACANCIES (SC9=1)

SC14 **Thinking now about all occupations in which you have hard-to-fill vacancies, are hard-to-fill vacancies causing this site to...**

READ OUT. MULTICODE

DS – RANDOMISE ORDER APART FROM “OTHER”/“NONE”/DON'T KNOW.

Lose business or orders to competitors	1
Delay developing new products or services	2
Have difficulties meeting quality standards	3
Experience increased operating costs	4
Have difficulties introducing new working practices	5
Increase workload for other staff	6
Outsource work	7
Withdraw from offering certain products or services altogether	8
Have difficulties meeting customer services objectives	9
Have difficulties introducing technological change	10
DO NOT READ OUT: None (ALLOW SINGLE CODE ONLY)	11
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	X

ASK ALL WITH HARD-TO-FILL VACANCIES (SC9=1)

SC15 **What, if anything, is your site doing to overcome the difficulties that you are having finding candidates to fill these hard-to-fill vacancies?**

DO NOT READ OUT. PROBE FULLY. MULTICODE.

INTERVIEWER NOTE: If the respondent mentions advertising or recruitment please probe to fully understand whether they are using a new method of recruitment, spending more money on recruitment, or both.

Increasing salaries	1
Increasing the training given to your existing workforce	2
Redefining existing jobs	3
Increasing advertising / recruitment spend	4
Increasing / expanding trainee programmes	5
Using NEW recruitment methods or channels	6
Recruiting workers who are non-UK nationals	7
Bringing in contractors to do the work, or contracting it out	8
Being prepared to offer training to less well qualified recruits	9
Other (WRITE IN)	10
Nothing (ALLOW SINGLE CODE ONLY)	11
Don't know (ALLOW SINGLE CODE ONLY)	X

IF ESTABLISHMENT DOES NOT MENTION RECRUITING WORKERS WHO ARE NON-UK NATIONALS (SC9=1 AND SC15 ≠ 7)

SC15b **Have you recruited, or tried to recruit, workers who are non-UK nationals in order to fill these hard-to-fill vacancies?**

ADD IF NECESSARY: By non-UK national we mean those who do not hold UK citizenship

Yes	1
No	2
Don't know	3

ASK ALL RECRUITING WORKERS WHO ARE NON-UK NATIONALS (SC15=7 OR SC15b=1)
 SC16 **When you have recruited, or tried to recruit, workers who are non-UK nationals, were these EU nationals, non-EU nationals, or both?**

SINGLECODE.

EU nationals only	1
Non-EU nationals only	2
Both EU and non-EU nationals	3
Don't know	5

EPS recruitment (Module D)

ASK IF MODULE D (MODULE=4) AND HAS NOT RECRUITED IN LAST 12 MONTHS AND NO CURRENT VACANCIES (SC1A=2/3 AND SC6=0)

PC1 **Has your establishment had any vacancies for full-time or part-time staff in the past 12 months, regardless of whether you managed to fill them or not?**

Yes	1
No	2
Don't know	X

IF MODULE D (MODULE=4) AND HAVE HAD VACANCIES (PC1=1 OR SC1A=1 OR SC6>0)
 PC4a **Over the last 12 months has your establishment done any of the following to fill vacancies...?**

READ OUT. MULTI CODE.

Placed adverts on your own website using internal resources	1
Placed adverts on social media using internal resources	2
Paid someone to place adverts on your website or social media on your behalf	3
Used some other form of paid-for recruitment service, including the press	4
Used a government recruitment service or scheme	5
Used school, college or university job fairs or careers services	6
Relied on word of mouth or personal recommendations	7
DO NOT READ OUT: Other (specify)	8
DO NOT READ OUT: Don't know	9

ASK IF MODULE D (MODULE=4)

PC5 I'd now like you to think about the factors your establishment looks for in candidates when looking to recruit new employees. For each factor that I read out, please say if it is critical, if it is a significant factor, if you place a small amount of value on it, or if it has no value for your establishment?

READ OUT. SINGLE CODE.

	Critical	Significant	Small amount of value	No value	Don't know
_1 Having particular academic qualifications such as GCSEs, A levels or a degree	1	2	3	4	X
_2 Having Maths and English GCSE to at least level 2 or A*-C	1	2	3	4	X
_3 Having a relevant vocational qualification	1	2	3	4	X
_4 Having relevant work experience	1	2	3	4	X
IF ACADEMIC QUALS ARE CRITICAL/SIGNIFICANT/SMALL VALUE (PC5_1=1/2/3): _5 and finally, having a degree or degree-equivalent qualifications	1	2	3	4	X
NOTE: THIS CODE IS SHOWN ON A DIFFERENT SCREEN TO THE OTHER CODES.					

IF MODULE D AND RECRUITED IN LAST 12 MONTHS (SC1A=1)
PC6B Has anyone recruited at this site in the last 12 months been aged 16 to 18?

IF MODULE D AND RECRUITED IN LAST 12 MONTHS (SC1A=1)
PC6C Has anyone recruited been aged 19 to 24?

IF UNSURE WHETHER ANY RECRUITED EITHER 16-18 AND 19-24 YEAR OLDS (PC6B=X AND PC6C=X)
PC6D Can I check, has this site recruited anyone aged under 25 in the last 12 months?

IF MODULE D AND RECRUITED IN LAST 12 MONTHS (SC1A=1)
NC6Di Has anyone recruited in the last 12 months been aged 25 to 49?

IF MODULE D AND RECRUITED IN LAST 12 MONTHS (SC1A=1)
PC6E And has anyone recruited in the last 12 months been aged 50 or over?

DP: Show PC6B-PC6E on separate screens	PC6B (16-18)	PC6C (19-24)	PC6D (Under 25)	NC6Di (25-49)	PC6E (50 or over)
Yes	1	1	1	1	1
No	2	2	2	2	2
Don't know	X	X	X	X	X

IF RECRUITED OVER 50s (PC6E=1)
NC6G How well prepared for work have the recruits aged 50 or over been?

READ OUT. SINGLE CODE.

Very well prepared	1
Well prepared	2
Poorly prepared	3
Or very poorly prepared	4
DO NOT READ OUT: Don't know	5
DO NOT READ OUT: Varies too much to say	6

IF HAVE RECRUITED YOUNG PERSON/PEOPLE (PC6B=1 OR PC6C=1 OR PC6D=1)
 PC10nw **Thinking of the last young person aged under 25 that your site recruited, did you use any of the following to fill the role...?**
 READ OUT. MULTICODE.

Adverts placed on your own website through internal resources	1
Adverts placed on social media through internal resources	2
A paid-for recruitment service to place adverts on your website or social media on your behalf	3
Used some other form of paid-for recruitment service, including the press	4
Used a government recruitment service or scheme	5
School, college or university job fairs or careers services	6
Word of mouth or personal recommendations	7
DO NOT READ OUT: Other (specify)	8
DO NOT READ OUT: Don't know	9

Education leavers (Module C)

ASK IF MODULE C (MODULE=3)
 PC10A **Thinking of the last 2-3 years, has this site taken on anyone to their first job on leaving school, college or university?**

Yes	1
No	2
Don't know	X

IF RECRUITED EDUCATION-LEAVERS (PC10A=1)
 PC10B **Have any of these been...**

READ OUT.

	Yes	No	Don't know
i) 16 year olds recruited to their first job on leaving school [IF NECESSARY: Who have undertaken compulsory education but no more]	1	2	3
ii) 17 or 18 year olds recruited to their first job from school	1	2	3
iii) 17 or 18 year olds recruited to their first job from a Further Education College	1	2	3
iv) Recruited to their first job from university or another Higher Education institution, regardless of their age	1	2	3

ASK PC10C AND PC10D IN A LOOP:

IF RECRUITED DIRECTLY FROM EDUCATION ESTABLISHMENTS (PC10B_X=1)

PC10C **Thinking of those recruited in the last 2-3 years, how well prepared for work have the...**

- (PC10Bi=1) **16 year old school leavers been?**
- (PC10Bii=1) **17-18 year olds recruited to their first job from school been?**
- (PC10Biii=1) **17-18 year olds you recruited to their first job from Further Education Colleges been?**
- (PC10Biv=1) **university or higher education leavers been?**

READ OUT FOR EACH	
Very well prepared	1
Well prepared	2
Poorly prepared	3
Or very poorly prepared	4
DO NOT READ OUT: Don't know	5
DO NOT READ OUT: Varies too much to say	6

ASK IF POORLY OR VERY POORLY PREPARED (PC10C_X=3/4).

PC10D **In what ways have they been poorly prepared?**

DO NOT READ OUT. PROBE FULLY. MULTICODE.

Lack required TECHNICAL skills or competencies (e.g. technical or job specific skills, IT skills etc.)	1
Lack required SOFT/PERSONAL skills or competencies (e.g. problem solving, communication or team working skills etc.)	2
Literacy/numeracy skills	3
Poor education	4
Lack of common sense	5
Poor attitude / personality or lack of motivation (e.g. poor work ethic, punctuality, appearance, manners)	6
Lack of working world / life experience or maturity (including general knowledge)	7
Other (WRITE IN)	8
Don't know (ALLOW SINGLE CODE ONLY)	X

Work experience and inspiration (Module C)

ASK IF MODULE C (MODULE=3)

PC17 **Now thinking about activities related to work experience, thinking about people of all ages, in the last 12 months has this site had anyone in for:** [PC17 ITERATION TEXT]?
READ OUT.

	Yes	No	Don't know
a. A placement for people at school	1	2	3
b. A placement for people at college	1	2	3
c. A placement for people at university	1	2	3
d. An internship, either paid or unpaid	1	2	3
f. Placements specifically targeted at the unemployed (such as through Jobcentre Plus' Work Programme scheme or Work Experience schemes and Sector-Based Work Academies)	1	2	3
g. A work trial for potential new recruits	1	2	3
h. Any other type of placement? (SPECIFY) <i>INTERVIEWER NOTE: If apprenticeships mentioned under 'other' please inform respondent that this will be covered explicitly later in the survey. Do <u>not</u> code them as 'yes' here.</i>	1	2	3

PROGRAMMING NOTE: TEXT SUBSTITUTIONS TO USE FOR THE PC18-PC19C LOOP:

PC17_a	placements for people at school
PC17_b	placements for people at college
PC17_c	placements for people at university
PC17_d	internships, either paid or unpaid
PC17_f	placements specifically targeted at giving work experience to the unemployed
PC17_g	work trials for potential new recruits
PC17_h	INSERT VERBATIM TEXT COLLECTED AT C17_h

NOTE FOR PROGRAMMER: The PC18-PC19C questions are to be asked in a loop for each type of placement at PC17. However they should be asked up to a maximum of 3 times. (i.e. if respondent has >3 types of placement at PC17, randomly select 3 to receive the PC18-PC19C loop).

	C17a. Placements for people at school	b. Placements for people at college	c. Placements for people at university	d. Internships	f. Placements] specifically targeted at giving work experience to the unemployed	g. Work trials for potential new recruits	h. [insert C17h answer]
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FOR EACH "YES" AT PC17 (PC17_X=1)

PC18 How many people have you had on <INSERT WORK PLACEMENT TEXT SUB> in the last 12 months?

DP: MINIMUM OF '1' ALLOWED

ENTER NUMBER (or DK)

FOR EACH "YES" AT PC17 (PC17_X=1)

NC19nw Typically, how long did these placements last?

ADD IF NECESSARY: Please consider the length of time of your most recent or common placements.

PROMPT IF NECESSARY; SINGLE CODE

A week or less	1	1	1	1	1	1	1
Two to three weeks	2	2	2	2	2	2	2
Around a month	3	3	3	3	3	3	3
Two to three months	4	4	4	4	4	4	4
Four to six months	5	5	5	5	5	5	5
Seven to 12 months	6	6	6	6	6	6	6
Over a year	7	7	7	7	7	7	7
Don't know	8	8	8	8	8	8	8

FOR EACH PLACEMENT LASTING 2-3 WEEKS OR MORE (NC19NW_X=2/3/4/5/6/7)

NC20nw [IF PC18>1 OR DK: Were all, some or none of the individuals you had in on this type of placement paid whilst working for you?]

[IF PC18=1: Was the individual you had in on this type of placement paid whilst working for you?]

SINGLE CODE							
[IF PC18>1 OR DK: All were paid] [IF PC18=1: Yes]	1	1	1	1	1	1	1
[IF PC18>1 OR DK]: Some were paid	2	2	2	2	2	2	2
[IF PC18>1 OR DK: None were paid] [IF PC18=1: No]	3	3	3	3	3	3	3
Don't know	4	4	4	4	4	4	4
FOR EACH "YES" AT PC17 (PC17_X=1) PC19C In the last 12 months has your site taken on anyone who has been on this kind of placement with you into a permanent or long-term paid role? IF NEEDED: [INSERT ITERATION TEXT] READ OUT. MULTICODE.							
Yes – at the end of their placement	1	1	1	1	1	1	1
Yes – after they finished their education / course / degree	2	2	2	2	2	2	2
No (ALLOW SINGLE CODE ONLY)	3	3	3	3	3	3	3
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	4	4	4	4	4	4	4

IF HAVE OFFERED PLACEMENTS (ANY PC17=1)
PC20 What are the main reasons this site offers work placements or internships?
 DO NOT READ OUT. MULTICODE.

Part of formal Social responsibility / CSR policy	1
Moral reasons / benefits to young people / doing our "bit"	2
Do not need to pay them	3
Gives them experience	4
Raises our profile in the recruitment market	5
Helps us with recruitment / use it as a trial period	6
Other (SPECIFY)	8
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	9

ASK IF MODULE C (MODULE=3)

PC23 I'd now like to ask about other ways that employers might engage with schools, colleges or universities, such as hosting site visits for students, talking to students about careers, or conducting activities such as mock interviews to improve their employability.

During the past 12 months has your site engaged with schools, colleges or universities to provide such activities to students?

IF EDUCATION SECTOR (SECTOR12=10): ADD IF RESPONDENT BELONGS TO EDUCATIONAL INSTITUTION OR TRAINING PROVIDER: Please focus on your establishment's engagement with students external to your organisation.

Yes	1
No	2
Don't know	3

ASK IF NOT HAD ANYONE IN ON WORK PLACEMENTS NOR CONDUCTED WORK INSPIRATION ((ALL PC17=2/3) AND PC23=2/3))

PC27 You mentioned that your site has not had any work placements or internships in the last 12 months, or engaged with educational institutions to provide other forms of work-related experience to their students. What are the main reasons for not doing so?

DO NOT READ OUT. MULTICODE.

We have no suitable roles	1
Do not have the time / resource to manage it	2
Does not offer us any business benefits / Benefits not worth cost	3
Never thought about it	4
No one has approached us	5
Recruitment freeze	6
Company policy / Head Office decision	7
Financial cost of delivering placements (e.g. costs of employer liability insurance, conducting background checks, equipment/uniform costs)	8
Other (SPECIFY)	9
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	X

T-levels (Module C - England only)

ASK ALL ENGLAND EMPLOYERS IN MODULE C (COUNTRY=1 & MODULE=3)

NC28 The Government is introducing new technical education qualifications for 16-19-year olds, called T Levels. I'm going to read out some background information about how employers might engage with these new qualifications then ask about your interest in them.

So, as part of T Levels it will be compulsory for students to complete an industry placement lasting at least 45 days in an industry directly relevant to their course.

The students are likely to undertake the industry placement in the second year of their course and will also have undergone preparation to ensure they are ready to go on the placement.

The timing and structure of the placement will be flexible to meet employers' needs – for example it could be a block placement or day release – and it would be at the employer's discretion whether to pay students during their placement.

Based on this information, how interested would your site be in providing work placements to T-levels students?

READ OUT. SINGLE CODE.

Very interested	1	
Quite interested	2	
Not very interested	3	
Or not at all interested	4	
DO NOT READ OUT: Neither interested nor uninterested	5	
DO NOT READ OUT: Don't know	6	

ASK ALL ENGLAND EMPLOYERS IN MODULE C (COUNTRY=1 & MODULE=3)
 NC29 **Thinking about your site's capacity for offering placements to T-levels students, how easy or difficult would it be for you to offer these types of placements?**
READ OUT. SINGLE CODE.

Very easy	1	
Fairly easy	2	
Fairly difficult	3	
Very difficult	4	
DO NOT READ OUT: Neither easy nor difficult	5	
DO NOT READ OUT: Don't know	6	

Workforce composition and skills gaps

I'd now like to turn to the composition of your existing workforce.

ASK ALL

SD1b **Approximately how many of your [NUMBER FROM SA1] current staff, if any, are from EU member states and are not UK citizens?**

INTERVIEWER NOTE: THIS NUMBER SHOULD INCLUDE EMPLOYEES FROM THE EU ONLY, WHO HOLD AN EU PASSPORT (NOT NON-UK PASSPORT HOLDERS FROM OUTSIDE THE EU)

ADD IF NECESSARY: This information is solely to provide data on the possible impact on businesses of the UK's decision to leave the EU. Your answers are fully confidential and anonymous

PROBE FOR BEST ESTIMATE AND RECORD NUMBER

ENTER NUMBER _____ ALLOW 0 TO SA1	1	
Don't know	2	

ASK IF SD1B=2 (DON'T KNOW)

SD1bRAN **Can you tell me approximately what proportion of your [NUMBER FROM SA1] employees, if any, are from EU member states and are not UK citizens?**

READ OUT. SINGLECODE.

None (0%)	1
Some, but less than 20%	2
20-49%	3
50-80%	4
More than 80% but not all	5
All of them (100%)	6
DO NOT READ OUT: Don't know	X

ASK IF (SD1B<SA1) OR (SD1BRAN=1-5 OR X)

ND1b **And approximately how many of your** [IF INTEGER GIVEN AT SD1B: **remaining (SA1-SD1B)**] **staff, if any, are not UK citizens and are from countries outside of the EU?**

INTERVIEWER NOTE: THIS NUMBER SHOULD INCLUDE EMPLOYEES FROM OUTSIDE OF THE EU ONLY, WHO DO NOT HOLD AN EU PASSPORT.

ADD IF NECESSARY: This information is solely to provide data on the possible impact on businesses of the UK's decision to leave the EU. Your answers are fully confidential and anonymous

PROBE FOR BEST ESTIMATE AND RECORD NUMBER

ENTER NUMBER _____ ALLOW 0 TO SA1	1	
Don't know	2	

ASK IF ND1B=2 (DON'T KNOW)

ND1bRAN **Can you tell me approximately what proportion of your current staff, if any, are not UK citizens and are from countries outside of the EU?**

READ OUT. SINGLECODE.

None (0%)	1
Some, but less than 20%	2
20-49%	3
50-80%	4
More than 80% but not all	5
All of them (100%)	6
DO NOT READ OUT: Don't know	X

ASK IF SA1DUM=4-8 (10+ STAFF AT ESTABLISHMENT)

SD5A **Next we would like to categorise the [SA1] staff you have at this site into a number of different job roles. To help you quickly categorise your staff, we have an online prompt card – if you are at a computer we recommend accessing this page now at www.skillssurvey.co.uk/jobs . If not then it's not a problem, I can just continue asking the questions as I have been doing so far.**

IF NECESSARY: **The page will ask you to choose a broad sector for your establishment. This will only be used to make the examples shown more relevant to you. If you are not sure, select 'none of the above'.**

INTERVIEWER TO CODE IF RESPONDENT SUCCESSFULLY ACCESSES ONLINE PROMPT PAGE

Yes – respondent accessed online prompt page	1	ASK SD5B
No – respondent has not accessed online prompt page	2	ASK SD5D

ASK IF ACCESSED ONLINE PROMPT CARD (SD5A=1)

SD5B **Can I check which sector you have chosen?**

Transport, Retail or Wholesale	1	
Business & Other Services, Finance or Insurance	2	
Manufacturing, Construction or Agriculture	3	
Hospitality, Catering or Leisure Services	4	
Health or Social Care	5	
Public Sector or Education	6	
None of the above / other	7	

ASK IF ACCESSED ONLINE PROMPT CARD (SD5A=1)

SD5C **Looking at the examples on the screen, please tell me how many of the [SA1] staff you have at this site fit into each job role.**

Please note that staff should be classified according to their PRIMARY role that takes up the greatest proportion of their time, and that each member of staff should only be allocated to one job role.

	SD5C
Managers, Directors and senior officials [SEE APPENDIX A FOR PROMPTS]	(0 – SA1)
Administrative and secretarial occupations [SEE APPENDIX A FOR PROMPTS]	(0 – SA1)
Elementary occupations [SEE APPENDIX A FOR PROMPTS]	(0 – SA1)
Process, plant and machine operatives [SEE APPENDIX A FOR PROMPTS]	(0 – SA1)
Sales and customer service occupations [SEE APPENDIX A FOR PROMPTS]	(0 – SA1)
Caring, Leisure and Other Service Occupations [SEE APPENDIX A FOR PROMPTS]	(0 – SA1)
Skilled trades occupations [SEE APPENDIX A FOR PROMPTS]	(0 – SA1)
Associate professional and technical occupations [SEE APPENDIX A FOR PROMPTS]	(0 – SA1)
Professional occupations [SEE APPENDIX A FOR PROMPTS]	(0 – SA1)

IF SUM OF SD5C_1-9 NOT EQUAL TO SA1

SD5C_CHK **The figures you have given me sum to [SD5C SUM] out of [SA1] staff. Can I re-check the number of staff in each category?**

RE-ASK SD5C

CATI CHECK AFTER SD5C: IF NUMBER OF STAFF EMPLOYED AT SA1 IS GREATER THAN 50 AND RESPONDENTS SAYS NO MANAGERS EMPLOYED AT SD5

SD5C_CHKa **Can I check, I've recorded that there are no managers employed at this site – is this correct?**

Yes	1	CONTINUE
No	2	GO BACK TO SD5c AND RECODE

ASK (IF SD5A=2 OR IF (SA1DUM=2-3 (ESTABLISHMENT HAS LESS THAN 10 STAFF)) AND SA6=2 (SECTOR ON SAMPLE NOT CORRECT))

SD5D Next we would like to categorise the [SA1] staff you have at this site into different job roles.

To help us give you relevant examples, please can you tell me which of the following broad sectors best fits your establishment:

ADD IF NECESSARY: This will just be used to help us give you more relevant examples

Transport, Retail or Wholesale	1	
Business & Other Services, Finance or Insurance	2	
Manufacturing, Construction or Agriculture	3	
Hospitality, Catering or Leisure Services	4	
Health or Social Care	5	
Public Sector or Education	6	
None of the above / other	7	

DS: CREATE DUMMY VARIABLE: IF SA6=2, USE SD5D RESPONSE; IF SA6=1, ASSIGN TO RELEVANT SD5D CODE BASED ON SAMPLE SECTOR.

1. TRANSPORT, RETAIL OR WHOLESALE
2. BUSINESS & OTHER SERVICES, FINANCE OR INSURANCE
3. MANUFACTURING, CONSTRUCTION OR AGRICULTURE
4. HOSPITALITY, CATERING OR LEISURE SERVICES
5. HEALTH OR SOCIAL CARE
6. PUBLIC SECTOR OR EDUCATION
7. NONE OF THE ABOVE

ASK IF SD5A=2 OR IF SA1DUM=2-3 (ESTABLISHMENT HAS LESS THAN 10 STAFF)
 SD5 [IF SA6=1: **Next we would like to categorise the [SA1] staff you have at this site into different job roles.**]

We will go through each category one at a time and categorise your staff into the different job roles.

Staff should be classified according to their PRIMARY role that takes up the greatest proportion of their time, and each member of staff should only be allocated to one job role.

Firstly, how many of your staff are employed as managers, directors or senior officials?

ADD AS NECESSARY: This categorisation covers occupations where main tasks consist of direction and co-ordination of organisations and businesses. This can include the management of internal departments / sections.

ADD AS NECESSARY: Staff should be categorised according to their primary role, i.e. the one that takes up the greatest proportion of their time.

(Note: this excludes supervisors)
 (Note: if police force this covers inspectors and above)

WRITE IN NUMBER _____ [RESPONSE MUST NOT EXCEED SA1]

CATI CHECK AFTER SD5: IF NUMBER OF STAFF EMPLOYED AT SA1 IS GREATER THAN 50 AND RESPONDENTS SAYS NO MANAGERS EMPLOYED AT SD5

SD5chka **Can I check, I've recorded that there are no managers employed at this site – is this correct?**

Yes	1	CONTINUE
No	2	GO BACK TO SD5 AND RECODE (INTERVIEWER NOTE: TO CHANGE NUMBER OF STAFF USE '<SA1')'

ASK IF SA1 > SD5, OTHERS GO TO SD9
 SD6 **And how many – if any – of your [IF SD5>0: remaining] <INSERT NUMBER: SA1–SD5> staff are employed in administrative or secretarial occupations?**

NOTE: STAFF SHOULD BE CATEGORISED ACCORDING TO THEIR PRIMARY ROLE, I.E. THE ONE THAT TAKES UP THE GREATEST PROPORTION OF THEIR TIME

[SEE APPENDIX A FOR PROMPTS]

WRITE IN NUMBER _____ [RESPONSE MUST NOT EXCEED SA1 – SD5]

ASK IF SA1 > SD5+SD6

SD7 **You've told me that a total of [SD5+SD6] of your [SA1] staff are employed as managers or in administrative roles.**

I'd now like to know what roles the remaining [SA1-(SD5+SD6)] staff fill and I'm going to read you seven different occupational roles. Please tell me if any of your remaining [SA1-(SD5+SD6)] staff are employed in each. If staff carry out more than one role, only include them in their main function.

First, do you employ any staff at this site as <OCCUPATION>?

CATI CHECK: NUMBER OF CATEGORIES TO BE NO GREATER THAN NUMBER OF STAFF EMPLOYED NOT IN MANAGEMENT / ADMINISTRATIVE ROLES (i.e. SA1 – (SD5 + SD6))

FOR EACH OCCUPATION EMPLOYED (YES AT SD7)

SD8 **How many of your [IF SUM OF SD5 AND SD6 >0]: remaining] <SA1-(SD5+SD6)> staff at this site are employed as ...?**

YOU HAVE (SA1-[SD5+SD6]) STAFF LEFT TO ALLOCATE.

READ OUT. DS SHOW FULL DESCRIPTIONS OF EACH OCCUPATION ON SCREEN.

	SD7		SD8
	Yes	No	
Elementary occupations [SEE APPENDIX A FOR PROMPTS]	1	2	(1-99999)
Process, plant and machine operatives [SEE APPENDIX A FOR PROMPTS]	1	2	(1-99999)
Sales and customer service occupations [SEE APPENDIX A FOR PROMPTS]	1	2	(1-99999)
Caring, Leisure and Other Service Occupations [SEE APPENDIX A FOR PROMPTS]	1	2	(1-99999)
Skilled trades occupations [SEE APPENDIX A FOR PROMPTS]	1	2	(1-99999)
Associate professional and technical occupations [SEE APPENDIX A FOR PROMPTS]	1	2	(1-99999)
Professional occupations [SEE APPENDIX A FOR PROMPTS]	1	2	(1-99999)

CHECK SUM OF SD5+SD6+SD8 = SA1. IF NOT RE-ASK SD8.

ERROR MESSAGE TO SHOW: "The sum of the numbers entered on this page equal to [SUM OF SD8], but (SA1 – [SD5+SD6+SD8]) remaining staff need to be allocated."

SAY TO ALL:

Thinking about the broad categories of employees, for each, I'd like to know how many you think are fully proficient at their job. A proficient employee is someone who is able to do the job to the required level.

ASK ALL, ASKING FOR EACH OCCUPATION WITH STAFF AT SD5 / SD6 / SD7 / SD5C
 SD9 **How many of your** [INSERT NUMBER FROM SD5 / SD5c / SD6 / SD8] **existing staff working in** [OCCUPATION] **would you regard as fully proficient at their job?**

CATI – SHOW NUMERIC BREAKDOWN FROM SD8/SD5C TO HELP RESPONDENTS ANSWER SD9.

CATI – ANSWER AT SD9 MUST BE BETWEEN 0 AND {SD5 / SD6 / SD8 / SD5C RESPONSE} FOR SAME OCCUPATION.

	SD9
Managers, Directors and senior officials	(0 – RESPONSE AT SD5/Sd5c_1)
Administrative and secretarial occupations	(0 – RESPONSE AT SD6/Sd5c_2)
Elementary occupations	(0 – RESPONSE AT SD8_1/Sd5c_3)
Process, plant and machine operatives	(0 – RESPONSE AT SD8_2/Sd5c_4)
Sales and customer service occupations	(0 – RESPONSE AT SD8_3/Sd5c_5)
Caring, Leisure and Other Service Occupations	(0 – RESPONSE AT SD8_4/Sd5c_6)
Skilled trades occupations	(0 – RESPONSE AT SD8_5/Sd5c_7)
Associate professional and technical occupations	(0 – RESPONSE AT SD8_6/Sd5c_8)
Professional occupations	(0 – RESPONSE AT SD8_7/Sd5c_9)

SD9DUM CATI DUMMY VARIABLE – LIST OF ALL OCCUPATIONS NOT FULLY PROFICIENT AT THEIR JOB

SD9DUM2 CATI DUMMY VARIABLE – LIST OF 2 RANDOMLY CHOSEN OCCUPATIONS FROM SD7DUM

SD9DUM3 CATI DUMMY VARIABLE – YES IF HAVE ANY SKILLS GAPS (SA1>SUM OF SD9) / NO IF NO SKILLS GAPS (SA1=SUM OF SD9)

ASK ALL WITH SKILLS GAPS (SD9DUM3=1). [OTHERS GO TO SD15, IF APPLICABLE].

ALL: ASK SD10 AND SD11A-D OF UP TO 2 OCCUPATIONS WITH SKILLS GAPS (CHOSEN AT RANDOM AT SD9DUM2)

SD10 [TEXT SUBSTITUTION IF >2 OCCUPATION AT SD9 NOT PROFICIENT, ONLY SHOW FOR THE FIRST LOOP: **I want to ask about two of the categories where you say not all staff are proficient.**]
[ONLY SHOW FOR SECOND LOOP: **Now the same questions again but for <OCCUPATION>.**]

What are the main causes of staff in <OCCUPATION> not being fully proficient in their jobs...?

READ OUT. MULTICODE.

DS: RANDOMISE ORDER OF 1-10.

The development of new products and services	1
The introduction of new working practices	2
The introduction of new technology	3
They are new to the role – IF NECESSARY ADD either because they have recently started the job or have recently been promoted to a higher level role	4
They have not received the appropriate training	5
Their training is currently only partially completed	6
They have been on training but their performance has not improved sufficiently	7
Unable to recruit staff with the required skills	8
Problems retaining staff	9
Staff lack motivation	10
Are there any other reasons? (SPECIFY)	11
DO NOT READ OUT: No particular cause (ALLOW SINGLE CODE ONLY)	12
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	X

ASK SD11A-SD11NW OF THE SAME OCCUPATIONS AS SD10

SD11a I'm now going to ask you about the skills you feel need improving. Thinking about your <OCCUPATION> who are not fully proficient, which, if any, of the following skills do you feel need improving?

IF NECESSARY: If you do not require staff in this role to have this skill, then please do not include it in your answer.

READ OUT. MULTICODE

DS – ROTATE ORDER OF SKILLS (CODE 13 THROUGH TO 18 MUST ALWAYS APPEAR LAST AND IN THE ORDER SHOWN; CODES 1 AND 2 MUST ALWAYS BE SHOWN AS A PAIR WITH CODE 1 SHOWN FIRST IN THE PAIR; CODES 6 AND 7 MUST ALWAYS BE SHOWN AS A PAIR WITH CODE 6 SHOWN FIRST IN THE PAIR; BOTH WALES ONLY CODES (8 AND 9) MUST ALWAYS COME BEFORE COMMUNICATING IN A FOREIGN LANGUAGE.

	Occ 1	Occ 2
Computer literacy / basic IT skills	1	1
Advanced or specialist IT skills	2	2
Solving complex problems requiring a solution specific to the situation	3	3
Reading and understanding instructions, guidelines, manuals or reports	4	4
Writing instructions, guidelines, manuals or reports	5	5
Basic numerical skills and understanding	6	6
More complex numerical or statistical skills and understanding	7	7
IF WALES (COUNTRY=4): Written Welsh language skills	8	8
IF WALES (COUNTRY=4): Oral Welsh language skills	9	9
Communicating in a foreign language IF NECESSARY: That is, a language that is not [IF WALES (COUNTRY=4): Welsh or] English	10	10
Manual dexterity – for example, to mend, repair, assemble, construct or adjust things	11	11
Adapting to new equipment or materials	12	12
Knowledge of products and services offered by your organisation and organisations like yours	13	13
Knowledge of how your organisation works IF NECESSARY: This might include knowledge and understanding of the structure of the organisation and the business model it operates	14	14
Specialist skills or knowledge needed to perform the role	15	15
DO NOT READ OUT: None of the above (ALLOW SINGLE CODE ONLY)	17	17
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	18	18

IF BASIC OR ADVANCED IT SKILLS ARE LACKING (SD11A=1 OR SD11A=2)
 ND11a **You mentioned that some of your <OCCUPATION> lack full proficiency in terms of <SD11A=1: basic> <SD11A=1 AND SD11A=2: and> <SD11A=2: advanced> IT skills. What specific IT skills are they lacking full proficiency in?**
DO NOT READ OUT. MULTICODE.

Foundation digital skills – such as turning on devices, typing, changing passwords, connecting to the internet	1	
Communicating via email	2	
Basic Microsoft Office skills (Word, Excel, PowerPoint, Outlook etc.)	3	
Advanced Microsoft Office skills (Word, Excel, PowerPoint, Outlook etc.)	4	
Completing transactions online	5	
Using the internet to find solutions to problems	6	
Being safe and legal online – e.g. understanding online risks and threats	7	
Animation skills	8	
Multimedia production skills	9	
Graphic design / design engineering skills (incl. Computer Aided Design [CAD] skills)	10	
Building and maintaining IT systems and networks	11	
Web development skills	12	
Application (“app”) programming and development skills	13	
Data analysis / analytics / data science skills (using software such as R, SPSS, SAS, SQL etc.)	14	
Other skills (SPECIFY)	15	
Don't know	16	

PART OF SD11A-SD11NW LOOP
 SD11NW Turning now to skills related to dealing with other people. Thinking about your
 <OCCUPATION> who are not fully proficient, which, if any, of the following skills do you feel
 need improving?

IF NECESSARY: If you do not require staff in this role to have this skill, then please do not
 include it in your answer.

READ OUT. MULTICODE

DS – ROTATE ORDER OF SKILLS (CODES 2, 3 AND 4 (SALES, CUSTOMER HANDLING AND
 PERSUADING) SHOULD ALWAYS APPEAR IN THIS ORDER. NONE & DON'T KNOW MUST
 ALWAYS APPEAR LAST).

	Occ 1	Occ 2
Instructing, teaching or training people	1	1
Sales skills	2	2
Customer handling skills	3	3
Persuading or influencing others	4	4
Team working	5	5
Managing or motivating other staff	6	6
Ability to manage own time and prioritise own tasks	7	7
Setting objectives for others and planning human, financial and other resources	8	8
Managing their own feelings, or handling the feelings of others	9	9
Making speeches or presentations	10	10
DO NOT READ OUT: None of the above (ALLOW SINGLE CODE ONLY)	11	11
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	12	12

ASK ALL WITH SKILL GAPS (SD9DUM3=1)

SD12 **Does the fact that some of your staff are not fully proficient have an impact on how your establishment performs?**

READ OUT. SINGLE CODE.

Yes – major impact	1	
Yes – minor impact	2	
No	3	

ASK IF HAD IMPACT (SD12=1/2)

SD13 **Is the fact that some of your staff are not fully proficient causing this site to...?**

READ OUT. MULTICODE.

DS: ROTATE ANSWER LIST.

Lose business or orders to competitors	1
Delay developing new products or services	2
Have difficulties meeting quality standards	3
Have higher operating costs	4
Have difficulties introducing new working practices	5
Increase workload for other staff	6
Outsource work	7
DO NOT READ OUT: No particular problems / None of the above (ALLOW SINGLE CODE ONLY)	8
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	X

ASK ALL WITH SKILL GAPS (SD9DUM3=1)

SD13A **Has your site taken any steps to improve the proficiency or skills of these staff?**

READ OUT. SINGLE CODE.

Yes	1	
No – but have plans to	2	
No	3	
DO NOT READ OUT: Don't know	4	

ASK IF HAVE TAKEN ACTION (SD13A=1)

SD14 **Which if any of the following steps is this site taking to overcome the fact that some of its staff are not fully proficient in their job?**

READ OUT. MULTICODE.

DS: ROTATE ANSWER LIST.

Increase training activity / spend or increase/expand trainee programmes	1
Reallocating work	2
Increase recruitment activity / spend	3
More staff appraisals / performance reviews	4
Implementation of mentoring / buddying scheme	5
More supervision of staff	6
Recruiting workers who are non-UK nationals	7
Changing working practices	8
Any other action? (WRITE IN)	9
DO NOT READ OUT: Nothing (ALLOW SINGLE CODE ONLY)	10
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	X

IF ESTABLISHMENT DOES NOT MENTION RECRUITING WORKERS WHO ARE NON-UK NATIONALS (SD13A=1 AND SD14 ≠ 7)

SD14a **Have you recruited, or tried to recruit, workers who are non-UK nationals in order to overcome the fact that some staff are not fully proficient in their job?**

ADD IF NECESSARY: **By non-UK national we mean those who do not hold UK citizenship**

Yes	1
No	2
Don't know	3

ASK IF RECRUITING WORKERS WHO ARE NON-UK NATIONALS (SD14=7 OR SD14A=1)
 SD14b **In terms of recruiting, or trying to recruit, workers who are non-UK nationals, are these EU nationals, non-EU nationals, or both?**
 SINGLECODE.

EU nationals only	1
Non-EU nationals only	2
Both	3
Don't know	5

Underutilisation (Module B and Module D)

ASK ALL MODULE B AND MODULE D (MODULE=2 OR 4)
 SD15 **You said that you have [SA1] staff at this site. Of these, how many would you say have QUALIFICATIONS that are more advanced than required for their current job role?**

ENTER NUMBER
 VALID RANGE = 0 TO (SA1)
 ALLOW DON'T KNOW

ASK IF SOME STAFF ARE OVERQUALIFIED (SD15>0)
 SD15A **And how many of these [SD15] staff ALSO have SKILLS that are more advanced than required for their current job role?**

INTERVIEWER: This should include staff who have BOTH relevant qualifications AND skills that are more advanced than required for their current job.

ENTER NUMBER
 VALID RANGE = 0 TO (SD15)
 ALLOW DON'T KNOW

Upskilling (Module B and Module D)

ASK ALL MODULE B AND MODULE D (MODULE=2 OR 4)

SE1 **Over the next 12 months do you expect that any employees at this site will need to acquire new skills or knowledge as a result of the following?**

READ OUT. MULTICODE.

ROTATE LIST	
The development of new products and services	1
The introduction of new working practices	2
The introduction of new technologies or equipment	3
New legislative or regulatory requirements	4
Increased competitive pressure	5
The UK's decision to leave the EU	6
Any other reasons (please specify)	7
DO NOT READ OUT: None of the above	8
DO NOT READ OUT: Don't know	X

ASK IF EXPECT A NEED FOR UPSKILLING (SE1=1-7) AND HAS MORE THAN ONE OCCUPATION TYPE AT SD5/SD6/SD7

(IF ONLY ONE OCCUPATION EMPLOYED AT SITE, CATI SHOULD AUTOMATICALLY CODE SE2 TO THAT OCCUPATION)

SE2 **Which single occupation will have the most need to acquire new skills or knowledge?**

PROMPT IF NECESSARY. SINGLE CODE.

CATI – SHOW ONLY THOSE OCCUPATIONS PRESENT FROM SD5/SD6/SD7

Managers, Directors and senior officials	1
Administrative and secretarial occupations	2
Elementary occupations	3
Process, plant and machine operatives	4
Sales and customer service occupations	5
Caring, Leisure and Other Service Occupations	6
Skilled trades occupations	7
Associate professional and technical occupations	8
Professional occupations	9
DO NOT READ OUT: Don't know	X

ASK FOR OCCUPATION SELECTED AT SE2

SE3 I'm now going to ask you about the skills you feel will need improving among your [OCCUPATION FROM SE2]. Which, if any, of the following skills do you feel will need improving over the next 12 months?

IF NECESSARY: If you do not require staff in this role to have this skill, then please do not include it in your answer.

READ OUT. MULTICODE.

DS – ROTATE ORDER OF SKILLS (CODE 13 THROUGH TO 18 MUST ALWAYS APPEAR LAST AND IN THE ORDER SHOWN; CODES 1 AND 2 MUST ALWAYS BE SHOWN AS A PAIR WITH CODE 1 SHOWN FIRST IN THE PAIR; CODES 6 AND 7 MUST ALWAYS BE SHOWN AS A PAIR WITH CODE 6 SHOWN FIRST IN THE PAIR; BOTH WALES ONLY CODES (8 AND 9) MUST ALWAYS COME BEFORE COMMUNICATING IN A FOREIGN LANGUAGE.

	Occ 1
Computer literacy / basic IT skills	1
Advanced or specialist IT skills	2
Solving complex problems requiring a solution specific to the situation	3
Reading and understanding instructions, guidelines, manuals or reports	4
Writing instructions, guidelines, manuals or reports	5
Basic numerical skills and understanding	6
More complex numerical or statistical skills and understanding	7
IF WALES (COUNTRY=4): Written Welsh language skills	8
IF WALES (COUNTRY=4): Oral Welsh language skills	9
Communicating in a foreign language IF NECESSARY: That is, a language that is not [IF WALES (COUNTRY=4): Welsh or] English	10
Manual dexterity – for example, to mend, repair, assemble, construct or adjust things	11
Adapting to new equipment or materials	12
Knowledge of products and services offered by your organisation and organisations like yours	13
Knowledge of how your organisation works IF NECESSARY: This might include knowledge and understanding of the structure of the organisation and the business model it operates	14
Specialist skills or knowledge needed to perform the role	15
DO NOT READ OUT: None of the above (ALLOW SINGLE CODE ONLY)	17
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	18

IF BASIC OR ADVANCED IT SKILLS NEED IMPROVING (SE3=1 OR SE3=2)
 NE3a **You mentioned that <SE3=1: basic> <SE3=1 AND SE3=2: and> <SE3=2: advanced> IT skills will need improving among your <OCCUPATION FROM SE2>. What specific IT skills will need improving over the 12 months?**
DO NOT READ OUT. MULTICODE.

Foundation digital skills – such as turning on devices, typing, changing passwords, connecting to the internet	1	
Communicating via email	2	
Basic Microsoft Office skills (Word, Excel, PowerPoint, Outlook etc.)	3	
Advanced Microsoft Office skills (Word, Excel, PowerPoint, Outlook etc.)	4	
Completing transactions online	5	
Using the internet to find solutions to problems	6	
Being safe and legal online – e.g. understanding online risks and threats	7	
Animation skills	8	
Multimedia production skills	9	
Graphic design / design engineering skills (incl. Computer Aided Design [CAD] skills)	10	
Building and maintaining IT systems and networks	11	
Web development skills	12	
Application (“app”) programming and development skills	13	
Data analysis / analytics / data science skills (using software such as R, SPSS, SAS, SQL etc.)	14	
Skills using new or updated company software or systems	15	
Other skills (SPECIFY)	16	
Don't know	17	

ASK FOR OCCUPATION SELECTED AT SE2

SE4 **Turning now to skills relating to dealing with other people. Which, if any, of the following skills do you feel will need improving among your [OCCUPATION FROM SE2] over the next 12 months?**

IF NECESSARY: **If you do not require staff in this role to have this skill, then please do not include it in your answer.**

READ OUT. MULTICODE

DS – ROTATE ORDER OF SKILLS (CODES 2, 3 AND 4 (SALES, CUSTOMER HANDLING AND PERSUADING) SHOULD ALWAYS APPEAR IN THIS ORDER. NONE & DON'T KNOW MUST ALWAYS APPEAR LAST).

	Occ 1
Instructing, teaching or training people	1
Sales skills	2
Customer handling skills	3
Persuading or influencing others	4
Team working	5
Managing or motivating other staff	6
Ability to manage own time and prioritise own tasks	7
Setting objectives for others and planning human, financial and other resources	8
Managing their own feelings, or handling the feelings of others	9
Making speeches or presentations	10
DO NOT READ OUT: None of the above (ALLOW SINGLE CODE ONLY)	11
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	12

Workforce development

ASK ALL

- SF4 **Over the past 12 months have you arranged or funded any off-the-job training or development for employees at this site - by off-the-job training we mean training away from the individual's immediate work position, whether on your premises or elsewhere.**

Yes	1
No	2
Don't know	3

ASK ALL

- SF4A **And have you arranged or funded any on-the-job or informal training and development over the last 12 months - by this I mean activities that would be recognised as training by the staff, and not the sort of learning by experience which could take place all the time.**

Yes	1
No	2
Don't know	3

SF4DUM CATI VARIABLE: TYPES OF TRAINING

Provide both off-the-job and on-the-job training	1	SF4=1 AND SF4a=1
Provide off-the-job training only	2	SF4=1 AND (SF4a=2/3)
Provide on-the-job training only	3	(SF4=2/3) AND SF4a=1
Provide neither off-the-job nor on-the-job training	4	(SF4=2/3) AND (SF4a=2/3)

IF NO TRAINING ARRANGED IN PAST 12 MONTHS (SF4=2 AND SF4A=2)

SF5 **You mentioned that you have not arranged or funded training for any of this site's employees over the past 12 months. What are the reasons for this?**

PROBE: **What other reasons have there been?**

DO NOT READ OUT. MULTICODE

No training available in relevant subject area	1
The courses interested in are not available locally	2
The quality of the courses or providers locally is not satisfactory	3
Difficult to get information about the courses available locally	4
I don't know what provision is available locally	5
The start dates or times of the courses are inconvenient	6
No money available for training	7
External courses are too expensive	8
Managers have lacked the time to organise training	9
Employees are too busy to give training	10
Employees are too busy to undertake training and development	11
Training is not considered to be a priority for the establishment	12
All our staff are fully proficient / no need for training	13
Trained staff will be poached by other employers	14
Other (WRITE IN)	15
No particular reason (ALLOW SINGLE CODE ONLY)	16

ASK IF PROVIDE TRAINING AT ALL (SF4=1 OR SF4a=1).

SF6 **Which of the following types of training have you arranged or funded for employees at this site over the past year?**

READ OUT. MULTICODE.

DS: ROTATE ANSWER LIST. (BASIC INDUCTION TRAINING AND EXTENSIVE INDUCTION TRAINING ALWAYS APPEAR TOGETHER IN THAT ORDER.)

Basic induction training new staff receive when they start the job	1
More extensive induction training for new staff	2
Health & safety/first aid training	3
Job specific training	4
Supervisory training	5
Management training	6
Training in new technology	7
Any other types? (please specify)	8
DO NOT READ OUT: None of these (ALLOW SINGLE CODE ONLY)	9
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	10

ASK IF PROVIDE H&S / BASIC INDUCTION TRAINING (F6=1 OR 3) UNLESS THEY HAVE ONLY CODED 1 AND/OR 3 AT F6 IN WHICH CASE SKIP QUESTION AND AUTOMATICALLY CODE TO 100%

SF7a **And how much of the training that you have arranged or funded has been for [IF SF6=3 health & safety] [IF SF6=1 AND 3 or] [IF SF6=1 basic induction training new staff receive when they start the job]?**

PROMPT WITH BANDS

INTERVIEWER NOTE: IF RESPONDENT SAYS "ALL OF IT (100%)" CHECK THEY DO MEAN ALL OF THE TRAINING THEY HAVE ARRANGED/FUNDED.

Less than 20%	1
20-49%	2
50-80%	3
More than 80% but not all	4
All of it (100%)	5
DO NOT READ OUT: Don't know	X

ASK IF PROVIDE TRAINING AT ALL (SF4=1 OR SF4a=1).

SF7b **Have you arranged or funded any training for staff in the last 12 months which has involved....?**

READ OUT. MULTICODE.

Online training or e-learning	1
Other self-learning where the employee does the learning at a time of their own choosing	2
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	3
DO NOT READ OUT: None of these (ALLOW SINGLE CODE ONLY)	4

ASK IF NO TRAINING ARRANGED IN PAST 12 MONTHS (SF4=2 AND SF4A=2)

SF7 **And has your site done any of the following to aid the development of your employees in the last 12 months?**

READ OUT. MULTICODE

Provided supervision to ensure that employees are guided through their job role over time	1
Provided opportunities for staff to spend time learning through watching others perform their job roles	2
Allowed staff to perform tasks that go beyond their strict job role and providing them with feedback as to how well they have done	3
DO NOT READ OUT: None of these (ALLOW SINGLE CODE ONLY)	4
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	X

ASK IF PROVIDE TRAINING AT ALL (SF4=1 OR SF4A=1)
 SF8 [IF BOTH ON AND OFF-THE-JOB (SF4DUM=1): **Thinking about both on- and off-the-job training,] Over the last 12 months how many staff employed at this site have you funded or arranged training and development for, including any who have since left?**

IF SAY "ALL STAFF", SAY: **So including any staff who have since left, how many staff would that be?**

INTERVIEWER: ESTABLISHMENT CURRENTLY HAS [ANSWER FROM SA1] STAFF.

WRITE IN _____ (1 – 99999)

SF8RAN PROMPT WITH RANGE IF DON'T KNOW

1-2	1
3-4	2
5-9	3
10-19	4
20-29	5
30-39	6
40-49	7
50-99	8
100-199	9
200 or more	10
(DO NOT READ OUT) Don't know	X

IF NUMBER TRAINED IS MORE THAN DOUBLE THE NUMBER OF CURRENT STAFF (SF8 > (SA1 x 2))
 SF8CHK **You said you currently have <INSERT VALUE FROM SA1> employees but you have trained <SF8 FIGURE> staff in the past 12 months, is this correct?**

Yes	1	
No	2	RE-ASK SF8

IF NUMBER TRAINED IS THE SAME AS NUMBER OF CURRENT STAFF (SF8=SA1)
 SF8CHK2 **Were these all your current staff?**

Yes	1	
No	2	

SF10DUM CATI DUMMY VARIABLE – LIST EACH OCCUPATION EMPLOYED AT SD5C/SD5-SD8 FOR ALL WHO TRAIN (SF4=1 OR SF4A=1)

IF PROVIDE TRAINING AT ALL ((SF4=1 OR SF4A=1) AND (SF8CHK2=2 OR SF8CHK2=NOT ASKED))

SF9 **Over the last 12 months which occupations have you arranged or funded training for [SF4DUM=1:, whether on- or off-the-job]?**

PROMPT AS NECESSARY

CATI – SHOW ALL OCCUPATIONS MENTIONED AT SD5-SD7/SD5C, PLUS (AS LONG AS NOT ALL 9 CATEGORIES ANSWERED YES AT SD5–SD7/SD5C) ‘ANY OTHER OCCUPATIONS’

ASK IF MODULE B AND KNOWS HOW MANY TRAINED AND MORE THAN ONE OCCUPATION MENTIONED AT SF9 (MODULE=2 AND [SF8>0 OR SF8RAN=1-10] AND SF9=MULTIPLE OCCUPATIONS)

SF10 **You said you had arranged or funded training for <SF8 FIGURE OR SF8RAN RANGE> staff in the last 12 months, including any who have since left. How many of these were**

DS: SCREEN ALSO TO SHOW THE NUMBER OF STAFF THEY CURRENTLY HAVE IN EACH OCCUPATION (FROM SD5/SD6/SD8/SD5C)

DS: RESPONSES SHOULD ALL BE GREATER THAN 0

DS: TOTAL OF SF10 MUST EQUAL SF8 (OR BE WITHIN BAND IF ANSWERED SF8RAN) – IF NOT GO TO SF10CHK

	SF9	SF10
Managers, Directors and senior officials	1	WRITE IN NUMBER ____
Administrative and secretarial occupations	2	WRITE IN NUMBER ____
Elementary occupations	3	WRITE IN NUMBER ____
Process, plant and machine operatives	4	WRITE IN NUMBER ____
Sales and customer service occupations	5	WRITE IN NUMBER ____
Caring, Leisure and Other Service Occupations	6	WRITE IN NUMBER ____
Skilled trades occupations	7	WRITE IN NUMBER ____
Associate professional and technical occupations	8	WRITE IN NUMBER ____
Professional occupations	9	WRITE IN NUMBER ____
Any other occupations (WRITE IN)	10	WRITE IN NUMBER ____
Calculate sum		SUM SF10

IF SUM SF10 DOES NOT EQUAL SF8 (OR IS GREATER THAN TOP OF SF8RAN BAND OR LESS THAN THE BOTTOM OF SF8RAN BAND) ASK:

SF10chk **You said that in the last 12 months that you trained <SF8> staff, but the sum of the occupations that you have trained total <SF10SUM>. Do you wish to amend the overall figure or the number within each occupation?**

Total figure	1	RE-ASK SF8
Occupational figure	2	RE-ASK SF10

IF PROVIDE TRAINING AT ALL (SF4=1 OR SF4A=1)

SF11 **Over the last 12 months, on average, how many days training and development [SF4DUM=1: whether on- or off-the-job,] have you arranged for EACH MEMBER OF STAFF receiving training?**

NOTE TO INTERVIEWER: If respondent says 'a week' or 'two weeks' etc check: **So how many WORKING days is that?**

INTERVIEW NOTE: For "less than a day" please code "Don't know" and record on next screen

INTERVIEWER NOTE: Seven 1-hour training sessions over multiple days should be recorded as 1 day, not 7

WRITE IN ABSOLUTE NUMBER _____(1-260)_____

SF11RAN: IF DON'T KNOW AT SF11, PROMPT WITH RANGES

Less than a day	1
1 day	2
2 days	3
3 – 4 days	4
5 – 6 days	5
7 – 8 days	6
9 – 10 days	7
11 – 12 days	8
13 – 14 days	9
15 – 16 days	10
17 – 18 days	11
19 – 20 days	12
More than 20 days	13
DO NOT READ OUT: Don't know	X

IF MORE THAN 20 AT SF11 OR CODE 13 AT SF11RAN
 SF11chk **Can I check that, on average, EACH MEMBER OF STAFF receiving training and development has received [INSERT ANSWER FROM SF11 IF GAVE ABSOLUTE FIGURE OR “more than 20” IF CODE 13 ON DON’T KNOW RANGE] days training over the last 12 months?**

Yes	1	
No	2	RE-ASK SF11

IF MODULE B (MODULE=2) AND TRAIN OFF-THE-JOB (SF4=1)
 PD6B **Has your site [IF MULTISITE (SA3=2): or organisation] provided any EXTERNAL training for employees in the past 12 months? By external training we mean any training that has been delivered by people who are not immediate employees of your organisation.**

Yes	1
No	2
Don't know	X

ASK ALL WHO DO EXTERNAL TRAINING (PD6B=1)
 PD8 **Which of the following external sources of training has your site used in the past 12 months...?**
 READ OUT. MULTICODE.

Further Education Colleges	1
Universities or other Higher Education institutions	2
Other commercial organisations, for example consultants or private training providers	5
Regulatory bodies	6
Your customers	4
Any of your suppliers	3
Other non-profit making organisations, for example employer associations, voluntary organisations	7
DO NOT READ OUT: Other [SPECIFY]	8
DO NOT READ OUT: No external providers used - INTERVIEWER CHECK PD6B	9
DO NOT READ OUT: Don't know	X

ASK IF DO NOT DO EXTERNAL TRAINING (PD6B=2) OR MODULE B AND DO NOT TRAIN AT ALL (MODULE=2 AND [SF4=2 AND SF4A=2]) OR MODULE B AND ONLY PROVIDE ON-THE-JOB TRAINING (MODULE=2 AND [SF4DUM=3])

PD12 [PD6B=2: **Why hasn't your site used the teaching or training services of external training providers in the last 12 months?**] [(SF4=2 AND SF4A=2) OR (SF4DUM=3): **Why has your site not decided to deliver any training using the teaching or training services of external training providers in the last 12 months?**]

DO NOT READ OUT. MULTICODE.

INTERVIEWER: IF RESP SAYS "PREFER TO TRAIN IN-HOUSE" OR "NO NEED / NOT RELEVANT" PROBE WHY THEY PREFERRED THIS METHOD OR WHY THERE WAS NO NEED OR NOT RELEVANT.

The courses they provide are not relevant	1
Our staff already have the training or qualifications they need	2
I don't know enough about the courses that they provide	3
There is a lack of information available about the courses they provide	4
It is too expensive	5
Don't provide any training for staff	6
Staff are not interested in receiving external training	7
Other (WRITE IN)	8
No particular reason	9
Don't know	X

ASK ALL PROVIDING TRAINING (SF4=1 or SF4A=1)
 SF12 **Thinking now about qualifications, how many of the <IF INTEGER OR RANGE GIVEN AT SF8: SF8 INTEGER OR BAND> people that you have funded or arranged training for [TEXT SUBSTITUTION IF BOTH ON AND OFF THE JOB (SF4=1 AND SF4A=1: whether on- or off-the-job,)] over the past 12 months are or were being trained towards a nationally recognised qualification?**

WRITE IN _____ (0 – SF8 INTEGER / TOP OF SF8 BAND) [NO INPUT RESTRICTION IF SF8=DK]

PROMPT WITH RANGE IF DON'T KNOW

None	1
1-2	2
3-4	3
5-9	4
10-19	5
20-29	6
30-39	7
40-49	8
50-99	9
100-199	10
200 or more	11
(DO NOT READ OUT) Don't know how many but there were some	X
(DO NOT READ OUT) Don't know if any	X

CATI CHECK – ANSWER GIVEN AT SF12 SHOULD NOT BE GREATER THAN ANSWER GIVEN AT SF8 (INTEGER OR TOP OF RANGE IF ANSWERED BANDED VERSION). [IF SF8=X (DK), THIS ERROR MESSAGE SHOULD NOT BE SHOWN].

ASK IF TRAINING TOWARDS A NATIONALLY RECOGNISED QUALIFICATION (SF12>0 or SF12 BANDS = 2-11).

SF13 **And still thinking about the training you have arranged or funded towards nationally recognised qualifications, [IF SF12=1: is or was this member of, IF SF12>1: are or were any of these members of] staff being trained towards any of the following types of qualification in the last 12 months...**

	SF13		
	Yes	No	Don't know
Level 1 qualifications such as an NVQ Level 1 or BTEC Introductory Diploma	1	2	3
Level 2 qualifications such as an NVQ Level 2, GCSEs or BTEC First Diploma	1	2	3
Level 3 qualifications such as an NVQ Level 3, A-Levels or BTEC Nationals [IF WALES (COUNTRY=4): or the Advanced Level Welsh Baccalaureate]	1	2	3
Level 4 and 5 qualifications such as NVQ Levels 4 & 5, higher national certificates and diplomas, or foundation degrees	1	2	3
Level 6 qualifications or above, such as degrees, or higher level NVQs, or graduate and post-graduate certificates and diplomas	1	2	3

Vocational qualifications (Module B)

IF MODULE B (MODULE=2) AND DOES EXTERNAL TRAINING (PD6B=1)

PD13 **Has your site arranged or funded training designed to lead to a recognised VOCATIONAL qualification, to aid the development of your employees in the last 12 months?**

Yes	1
No	2
Don't know	X

IF DO NOT ARRANGE TRAINING FOR VOCATIONAL QUALS (PD13=2 OR 3)

PD14 **For which of the following reasons has your site NOT arranged training for your employees that was designed to lead towards the achievement of a vocational qualification?**

READ OUT. MULTICODE.

INTERVIEWER: IF RESP SAYS "NO NEED" OR "NOT RELEVANT" CODE AS OTHER AND PROBE AS TO WHY

ROTATE CODES EXCEPT "VOCATIONAL QUALIFICATIONS DON'T FIT OUR BUSINESS NEEDS", WHICH SHOULD ALWAYS BE ASKED LAST

Don't know enough about what vocational qualifications are available	1
Don't think vocational qualifications are as rigorous as other qualifications	2
Staff don't want vocational qualifications	3
Vocational qualifications are too expensive to deliver	4
Vocational qualifications take too long to deliver	5
Vocational qualifications are too complicated for our needs	6
Vocational qualifications are too much bureaucracy	7
The Government does not provide funding or grants to cover the costs	8
Cutbacks in our training budget	9
And is there any other reason why vocational qualifications do not fit your business needs (SPECIFY)	10
DO NOT READ OUT: Don't know	X

ASK IF HAVE ARRANGED TRAINING FOR VOCATIONAL QUALS (PD13=1)

PD16 **To what extent would you agree or disagree that employees achieving vocational qualifications leads to...?**

READ OUT. SINGLE CODE.

	Agree Strongly	Agree slightly	Neither agree nor disagree	Disagree slightly	Disagree Strongly	DK
Better business performance	1	2	3	4	5	X
Improved staff retention	1	2	3	4	5	X

ASK IF HAVE ARRANGED TRAINING FOR VOCATIONAL QUALS (PD13=1)

PD17 **And to what extent would you agree or disagree that vocational qualifications...?**

READ OUT. SINGLE CODE.

	Agree Strongly	Agree slightly	Neither agree nor disagree	Disagree slightly	Disagree Strongly	DK
Can be adapted to business needs	1	2	3	4	5	X
Cover all skills needed by the company	1	2	3	4	5	X
Offer good value for money	1	2	3	4	5	X

ASK ALL THOSE WHO HAVE TRAINED IN THE PAST 12 MONTHS (SF4=1 or SF4A=1)

SF15A **If you could have done, would you have provided MORE training for your staff than you were able to over the last 12 months?**

Yes	1
No	2
Don't know	X

ASK TO ALL WHO WOULD HAVE PROVIDED MORE TRAINING IF THEY COULD (SF15A=1)
SF15B What barriers, if any, have there been preventing your organisation providing more training over the last 12 months for staff at this location? PROBE: what other barriers have you faced? DO NOT READ OUT. CODE ALL MENTIONED. PROBE FULLY.

Lack of funds for training / training expensive	1
Can't spare more staff time (having them away on training)	2
Staff now fully proficient / don't need it	3
Staff not keen	4
A lack of GOOD local training providers	5
Lack of provision (e.g. courses are full up)	6
Difficulty finding training providers who can deliver training where or when we want it	7
A lack of appropriate training / qualifications in the subject areas we need	8
Hard to find the time to organise training	9
Lack of knowledge about training opportunities and/or suitable courses	10
Other (WRITE IN)	11
None	12
Don't know	X

Information and Advice on Training (Module B)

ASK ALL MODULE B (MODULE=2)

PD1 **Now turning to the support that is available to businesses and organisations like yours to develop the skills of your employees.**

In the past 12 months, has anyone at this site sought or received information, advice or more practical help on skills or training-related issues from people external to your organisation?

Yes	1
No	2
Don't know	3

ASK IF HAVE NOT SOUGHT OR RECEIVED INFO ON SKILLS OR UNSURE (PD1=2/3)

PD1A **And has your site experienced any skills or training-related issues in the last 12 months where you might have needed information, help or advice?**

Yes	1
No	2
Don't know	3

ASK IF HAVE RECEIVED ADVICE (PD1=1)

PD2 **Has anyone at this site received advice or help on skills and training related issues in the last 12 months from any of the following?**

READ OUT. MULTICODE.

DP: ROTATE ANSWER CODES.

A Sector Skills Council (SSC) or other sector-specific body or organisation	1
A Trade union	2
A Professional body	3
A Further Education college	4
A university	5
A commercial training Provider	6
A non-profit making organisation, for example employer associations or voluntary organisations	7
A consultancy	8
Other employers in your industry or your locality	9
ENGLAND AND WALES (COUNTRY=1/4): Gov.uk	10
NI (COUNTRY=2): NI Business Information	11
NI (COUNTRY=2): Invest Northern Ireland	12
WALES (COUNTRY=4): Welsh Government	13
WALES (COUNTRY=4): Local Enterprise Agency	14
WALES (COUNTRY=4): Careers Wales	15
WALES (COUNTRY=4): Skills Gateway	16
Local Authority	17
Chamber of Commerce	18
ENGLAND (COUNTRY=1): A Local Enterprise Partnership (or LEP)	19
Any others? [SPECIFY]	20
None	21
Don't know	X

ASK IF MODULE B (MODULE=2)

PD36 **In the past 12 months has your site worked with another employer to develop skills or expertise in your workforce by, for example, accessing, sharing or providing training?**

Yes	1
No	2
Don't know	X

Apprenticeships (Module A)

ASK IF MODULE A (MODULE=1)

PD22 I'd now like to ask some questions about apprenticeships. By apprenticeships I mean those which follow a formal framework or standard, and lead to a nationally recognised qualification.

Do you currently have any staff undertaking apprenticeships at this site?

Yes	1
No	2
Don't know	x

IF HAVE CURRENT APPRENTICESHIPS (PD22=1)

DS – PD22A SHOULD NOT EXCEED INTEGER AT SA1

PD22A How many current apprentices do you have at this site?

WRITE IN (ALLOW 1-SA1)	1
Don't know	X

IF DK NUMBER OF APPRENTICES (PD22A=X)

PD22B Is it approximately...?

DS – ONLY SHOW BANDS UP TO THE BAND CONTAINING SA1 VALUE

READ OUT. SINGLE CODE.

1	1
2-4	2
5-9	3
10-24	4
25-49	5
50-99	6
100+	7
DO NOT READ OUT: Don't know	X

IF NO CURRENT APPRENTICES (PD22=2/3)

PD23 **Do you currently offer apprenticeships at this site?**

ADD IF NECESSARY: **By apprenticeships I mean those which follow a formal framework or standard, and lead to a nationally recognised qualification.**

DO NOT READ OUT. SINGLE CODE.

Yes	1
No	2
Don't know	x

IF NO CURRENT APPRENTICES OR OFFERED (PD23=2/3)

PD23i **Has your site offered apprenticeships in the last 3 years?**

Yes	1
No	2
Don't know	x

IF HAS/OFFERS APPRENTICESHIPS, OR HAS OFFERED THEM IN THE PAST (PD22=1 OR PD23=1 OR PD23i=1)

ND23c [IF PD22=1: Including any current apprentices,] **How many apprentices in total have you had at this site over the past 3 years?**

WRITE IN (IF PD22=1, ALLOW INPUT OF PD22A UP TO 999) (IF PD22=2/3, ALLOW INPUT OF 0-999)	1
Don't know	X

IF DK NUMBER OF APPRENTICES (ND23c =X)

ND23cran **Is it approximately...?**

READ OUT. SINGLE CODE.

1	1
2-4	2
5-9	3
10-24	4
25-49	5
50-99	6
100+	7
DO NOT READ OUT: Don't know	8
DO NOT READ OUT: None	9

IF HIRED APPRENTICES IN THE PAST THREE YEARS (ND23c>0 or NPD23cran=1-7)
 ND23d [IF >1 APPRENTICE (ND23C>1 OR ND23CRAN=2-7): **What proportion of those apprentices you've had in the last 3 years have been retained as a permanent member of staff, or in a long-term paid role, after they completed their apprenticeship? Would you say it has been...**]
 [IF ONLY 1 APPRENTICE (ND23C=1 OR ND23CRAN=1): **Was the apprentice that you had in the last 3 years retained as a permanent member of staff, or in a long-term paid role, after they complete their apprenticeship?**]

INTERVIEWER NOTE: apprentices that were retained upon completing their apprenticeship but have since left the employer should still be included in the respondent's answer as having been retained.

READ OUT. SINGLE CODE.

[ND23C>1 OR ND23CRAN=2-7: All] [ND23C=1 OR ND23CRAN=1: Yes]	1
[ND23C>1 OR ND23CRAN=2-7: Most]	2
[ND23C>1 OR ND23CRAN=2-7: Some]	3
[ND23C>1 OR ND23CRAN=2-7: Or none of them] [ND23C=1 OR ND23CRAN=1: No]	4
Or have you not had any apprentices complete their apprenticeship over the past 2-3 years	5
DO NOT READ OUT: Don't know	X

IF HIRED APPRENTICES IN THE PAST THREE YEARS AND NOT RETAINED ALL (ND23d=2-4)
 ND23e [IF >1 APPRENTICE (ND23C>1 OR ND23CRAN=2-7): **What were the reasons for not retaining** <ND23d=4: **any**> <ND23d=2/3: **some**> **of the apprentices that you've had at your site over the last 3 years?**]
 [IF ONLY 1 APPRENTICE (ND23C=1 OR ND23CRAN=1): **Why was the apprentice not retained?**]

DO NOT READ OUT. MULTI CODE

The apprentice was not capable enough at their role	1
The apprentice was not the right fit for the establishment	2
The apprentice did not want to stay in their role	3
The apprentice accepted a job at another employer	4
The establishment could not afford to hire them permanently	5
There was not enough work available	6
The apprentice did not finish their apprenticeship	7
Other (specify)	8
Don't know	X

IF HAVE OR OFFER APPRENTICESHIPS (PD22=1 OR PD23=1)
 PD23A **Do you currently offer apprenticeships at this site to...?**
 READ OUT. SINGLE CODE PER ROW.

	Yes	No	Don't know
16 - 18 year olds	1	2	X
19 – 24 year olds	1	2	X
Those aged 25 or over	1	2	X
Existing employees	1	2	X
New employees recruited specifically as apprentices	1	2	X

IF HAVE OR OFFER APPRENTICESHIPS (PD22=1 OR PD23=1)
 PD25i **Do any of your apprentices receive training delivered by a training provider either on their or your premises?**

IF HAVE OR OFFER APPRENTICESHIPS (PD22=1 OR PD23=1)
 PD25ii **And do you as the employer provide formal training sessions as part of the apprenticeship?**

	PD25i	PD25ii
Yes	1	1
No	2	2
Don't know	X	X

IF APPRENTICES RECEIVE EXTERNAL TRAINING (PD25i=1)
 PD25iii **What type of training provider delivers the training for your apprentices. Is it...?**

READ OUT. MULTICODE.

A Further Education or 6th form college	1
A university or higher education institution	2
A commercial training provider	3
A professional body	4
A non-profit making organisation, for example employer associations or voluntary organisations	5
Or is it another type of provider (specify)	6
DO NOT READ OUT: Don't know	7

IF HAVE OR OFFER APPRENTICESHIPS (PD22=1 OR PD23=1)

PD26 **Typically how long are the apprenticeships you offer intended to last for from start to finish?**

DO NOT READ OUT. PROMPT IF NECESSARY. SINGLECODE.

INTERVIEW NOTE: IF OFFER MORE THAN ONE APPRENTICESHIP FRAMEWORK / TYPE AND LENGTH VARIES ASK ABOUT THE MAIN ONE (IE THE ONE THAT THEY OFFER MOST OF / HAVE THE LARGEST NUMBER OF EMPLOYEES DOING)

Less than 6 months	1
At least 6 months but less than 12	2
At least 12 months but less than 18	3
At least 18 months but less than 24	4
At least 2 years but less than 3	5
At least 3 years but less than 5	6
At least 5 years	7
Don't know	X

IF HAVE OR OFFER APPRENTICESHIPS (PD22=1 OR PD23=1)

PD27i **How long has your site been offering formal apprenticeships?**

ADD IF NECESSARY: **By formal apprenticeships I mean those which follow a formal framework and lead to a nationally recognised qualification.**

DO NOT READ OUT. PROMPT IF NECESSARY. SINGLE CODE.

For a year or less	1
For more than a year, up to 3 years	2
More than 3 years, up to 5 years	3
More than 5 years up to 10 years	4
More than 10 years	5
Don't know	6

ASK IF STARTED OFFERING APPRENTICESHIPS IN LAST 3 YEARS (PD27i=1/2)

PD27A When your site first decided to offer apprenticeships, were you approached by an external organisation or individual, or was this something you actively decided to do yourselves?

DO NOT READ OUT. SINGLE CODE.

Approached by another individual or organisation	1
Something you actively decided to do yourselves	2
A bit of both	3
DO NOT READ OUT: Don't know	4

ASK IF APPROACHED BY INDIVIDUAL OR OTHER ORGANISATION ABOUT APPRENTICESHIPS (PD27A=1/3)

PD27B Who or what type of organisation approached you regarding your site offering apprenticeships?

DO NOT READ OUT. MULTICODE.

The apprentice(s) themselves	1
A school / Further Education / 6 th form college	2
A university / higher education institution	3
Another employer	4
A commercial provider	5
A professional body	6
A non-profit making organisation	7
Other (specify)	8
DO NOT READ OUT: Don't know	9

ASK IF STARTED OFFERING APPRENTICESHIPS IN LAST 3 YEARS (PD27i=1/2)

PD27C **And why did you start offering apprenticeships?**

DO NOT READ OUT. MULTICODE.

Good way to get skilled staff	1
To ensure young people continue to enter the industry / company	2
Demand among existing staff	3
We wanted to upskill current staff	4
Good way to give young people a chance in employment	5
We could shape our own Apprenticeship framework or standard	6
We were encouraged to do so by training providers	7
Availability of grants to support it	8
Because of the Apprenticeship Levy	9
Other (specify)	10
Don't know	11

IF HAVE CURRENT APPRENTICES (PD22=1)

PD27D **Since your site first started offering formal apprenticeships, has the number of apprentices at this site increased, decreased or remained about the same?**

DO NOT READ OUT. SINGLE CODE.

Increase	1
About the same	2
Decrease	3
Don't know	4

IF DON'T OFFER APPRENTICESHIPS (PD23=2/3)

PD28 **Which of the following best describes your knowledge of apprenticeships?**
 READ OUT. SINGLECODE.

I have not heard of Apprenticeships	1
I have heard the term but do not know what is involved	2
I am aware of them and have some knowledge of what is involved	3
I am aware of them and have a good knowledge of what is involved	4
I am aware of them and have a very good knowledge of what is involved	5
DO NOT READ OUT: Don't know	6

IF DON'T OFFER BUT ARE AWARE OF APPRENTICESHIPS (PD28 = 2-5)

PD33 **Why does your site not currently offer apprenticeships?**

DO NOT READ OUT. MULTICODE.

INTERVIEWER: IF RESP SAYS "NOT RELEVANT FOR OUR INDUSTRY" PROBE AS TO WHY.

PD23i=2/3: Never have before so haven't considered it	1
We cannot currently afford to	2
Prefer other forms of training	3
Prefer to recruit experienced staff	4
All our staff fully skilled, no need	5
Apprenticeships are not offered for our industry	6
We are not looking to recruit new staff	7
They are not suitable due to the size of establishment	8
PD23i=1: Past apprentices have not been of a good standard	9
Because of recent reforms (needing to make a 5% contribution to the costs)	10
Because of recent reforms (minimum 20% of apprentices' hours being off-the-job training)	11
Other (SPECIFY) <i>INTERVIEWER NOTE: If 'not relevant' ask 'Why?' or 'What is it about your establishment that makes Apprenticeships not relevant for you?'</i>	12
Don't know	X

ASK ALL ENGLAND AND WALES IN MODULE A, EXCEPT THOSE WHO ARE NOT AWARE OF APPRENTICESHIPS (MODULE=1 AND [COUNTRY=1 OR 4] AND [{PD22=1 OR PD23=1} OR {PD28=2-5}])

ND29nw **Are you aware of the following recent apprenticeship policy changes?**

READ OUT. SINGLE CODE PER ROW.

<i>PROGRAMMING NOTE: The first iteration appears on its own, followed by the rest in a grid.</i>	Yes	No	Don't know
The introduction of an apprenticeship levy for employers?	1	2	3
ASK IF AWARE OF LEVY (ND29NW_1=1): That the levy applies only to employers with a UK wage bill of more than £3million?	1	2	3
ASK IF AWARE OF LEVY (ND29NW_1=1): That the levy is 0.5% of the employer's wage bill?	1	2	3
ASK IF AWARE OF LEVY AND ENGLAND (ND29NW_1=1 AND COUNTRY=1) That employers paying the levy can claim it back to fund apprenticeship training?	1	2	3
ASK IF ENGLAND (COUNTRY=1): That employers <ND29NW_1=1: not paying the levy> now need to make a 5% contribution toward the cost of an apprenticeship?	1	2	3
ASK IF ENGLAND (COUNTRY=1): That training providers receive a premium for recruiting apprentices from deprived areas?	1	2	3
ASK IF ENGLAND (COUNTRY=1): That a minimum of 20% of the apprentice's paid hours throughout their apprenticeship must be off-the-job training?	1	2	3

ASK ALL AWARE OF ANY OF THE REFORMS AND CURRENTLY OFFERS APPRENTICESHIPS (ANY ND29NW=1 AND [PD22 OR PD23=1])

ND30nw **As a result of these recent reforms to apprenticeships, has there been a change [IF WALES (COUNTRY=4): to...] [IF ENGLAND (COUNTRY=1): to any of the following at this site?]**

READ OUT. SINGLE CODE PER ROW.

	Yes	No	Don't know
_1 The overall number of apprentices <IF WALES (COUNTRY=4): at this site>?	1	2	3
(ENGLAND ONLY [COUNTRY=1]): _2 The proportion of all apprenticeship starts since May 2017 that have been undertaken by existing employees?	1	2	3
(ENGLAND ONLY [COUNTRY=1]): _3 The number of managers put on apprenticeships?	1	2	3
(ENGLAND ONLY [COUNTRY=1]): _4 The number of apprenticeship starts in subjects relating to activities outside your core business; this might be in areas such as customer service, accounting or IT?	1	2	3

ASK IF MADE ANY CHANGES DUE TO REFORMS (ANY ND30NW=1)
 ND31nw **And as a result of these apprenticeship reforms, have the following either started, increased, decreased or stopped altogether at this site?**

READ OUT. SINGLE CODE PER ROW.

	Started	Increased	Decreased	Stopped altogether	Don't know / No change
IF CHANGED APPRENTICE NUMBERS (ND30NW_1=1): _1 The overall number of apprentices	1	2	3	4	5
IF CHANGED PROPORTION OF STARTS BY EXISTING EMPLOYEES (ND30NW_2=1): _2 The proportion of all apprenticeship starts since May 2017 that have been undertaken by existing employees	1	2	3	4	5
IF CHANGE IN NUMBER OF MANAGERS PUT ON APPS (ND30NW_3=1): _3 The number of managers put on apprenticeships	1	2	3	4	5
IF CHANGE TO STARTS OUTSIDE OF CORE BUSINESS (ND30NW_4=1): _4 The number of apprenticeship starts since May 2017 in subjects relating to activities outside your core business	1	2	3	4	5

ASK ALL MODULE A (MODULE=1)
 PD34 **Does your organisation plan to offer apprenticeships in the future?**

Yes	1
No	2
Don't know	X

IF HAVE CURRENT APPRENTICES AND PLAN TO CONTINUE OFFERING (PD22=1 AND PD34=1)

PD27E And over the next 2 years, do you expect the number of apprentices you have at this site to increase, stay about the same, or decrease?

DO NOT READ OUT. SINGLE CODE.

Increase	1
Stay about the same	2
Decrease	3
Don't know	4

IF EXPECT NUMBER OF APPRENTICES TO INCREASE (PD27E=1)

PD27F **Why do you expect the number of apprentices at this site to increase over the next 2 years?**

DO NOT READ OUT. MULTICODE.

IF EXPECT NUMBER OF APPRENTICES TO STAY THE SAME (PD27E=2)

PD27G **Why do you not expect the number of apprentices at this site to increase over the next 2 years?**

DO NOT READ OUT. MULTICODE.

IF EXPECT NUMBER OF APPRENTICES TO DECREASE (PD27E=3)

PD27H **Why do you expect the number of apprentices at this site to decrease over the next 2 years?**

DO NOT READ OUT. MULTICODE.

PD27F (Increase)		PD27G (Stay the same)		PD27H (Decrease)	
Good experiences of Apprenticeships in the past	1	Content with current number / no business need to increase	1	Bad experience with training providers	1
Business growth	2	Lack of business growth	2	Apprentices have not been of a good enough standard	2
Increased demand for Apprenticeship positions	3	Lack of demand for Apprenticeship positions	3	Lack of demand for Apprenticeship positions	3
Apprenticeships are becoming easier to recruit	4	We cannot currently afford to offer more	4	We cannot currently afford to offer more	4
Introduction of the Apprenticeship Levy in 2017	5	Introduction of the Apprenticeship Levy in 2017	5	Introduction of the Apprenticeship Levy in 2017	5
Increased range of Apprenticeship options (incl. Degree Apprenticeships)	6	Prefer other forms of training	6	Prefer other forms of training	6
We have been encouraged to do so by other organisations	7	Prefer to recruit experienced staff	7	Prefer to recruit experienced staff	7
		All our staff are fully skilled, no need	8	All our staff are fully skilled, no need	8
		We are not looking to recruit new staff	9	We are not looking to recruit new staff	9

		Because of recent reforms (needing to make a 5% contribution to the costs)	10	Because of recent reforms (needing to make a 5% contribution to the costs)	10
		Because of recent reforms (minimum 20% of apprentices' hours being off-the-job training)	11	Because of recent reforms (minimum 20% of apprentices' hours being off-the-job training)	11
Other (specify)	8	Other (specify)	12	Other (specify)	12
Don't know	X	Don't know	X	Don't know	X

ASK ALL WHO PLAN TO OFFER IN FUTURE BUT DO NOT CURRENTLY OFFER THEM (PD34=1 AND (PD23=2/3))

PD34ii **What are the main reasons why your organisation is intending to start offering apprenticeships in the future?**
DO NOT READ OUT. MULTICODE.

Good way to get skilled staff	1
To ensure young people continue to enter the industry / company	2
We are looking to expand the business	3
Demand among existing staff	4
We want to upskill current staff	5
Good way to give young people a chance in employment	6
We can shape our own Apprenticeship framework or standard	7
We were encouraged to do so by training providers	8
Availability of grants to support it	9
Changes following the introduction of the Apprenticeship Levy	10
Other (specify)	11
Don't know	12

IF HAVE OR OFFER APPRENTICESHIPS AND DO NOT PLAN TO OFFER APPRENTICESHIPS IN THE FUTURE ((PD22=1 OR PD23=1) AND PD34=2)

PD34A **Is there any particular reason you do not plan to offer apprenticeships in the future?**
DO NOT READ OUT. MULTICODE.

Past apprentices have not been of a good standard	1
We cannot currently afford to	2
Prefer other forms of training	3
Prefer to recruit experienced staff	4

All our staff fully skilled, no need	5
We are not looking to recruit new staff	6
They are not suitable due to the size of establishment	7
Because of recent reforms (needing to make a 5% contribution to the costs)	8
Because of recent reforms (minimum 20% of apprentices' hours being off-the-job training)	9
No particular reason	10
Other (SPECIFY)	11
Don't know	X

IF RECRUITED INDIVIDUALS TO AN APPRENTICESHIP (PD23A_5=1)

PD35C When recruiting someone to an apprenticeship, has your site used work experience placements to determine whether the individual is suitable for an apprenticeship prior to actually recruiting them as an apprentice?

Yes	1
No	2
Don't know	3

ASK ALL MODULE A AND ENGLAND (MODULE=1 AND COUNTRY=1)

PD35a I'd now like to ask you about Traineeships, a Government programme introduced in August 2013. These offer 16 to 24 year olds the opportunity to undertake substantial work experience placements alongside support with basic skills such as Maths and English to help them progress onto an apprenticeship, or secure sustainable employment.

Which of the following best describes your awareness of Traineeships?

READ OUT. SINGLE CODE.

You have not heard of Traineeships	1
You are aware of them but do not know what they are	2
You are aware of them and have some knowledge of what they involve	3
You have a good knowledge of them and what they involve	4
DO NOT READ OUT: Don't know	5

ASK ALL AWARE OF TRAINEESHIPS (PD35A=2/3/4)

PD35B In the last 12 months have you had anyone undertake a Traineeship at this site?

Yes	1
No	2
Don't know	3

ASK ALL WALES EMPLOYERS IN MODULE A (COUNTRY=4 AND MODULE=1)

ND36 I'd now like to ask you about Traineeships in Wales. The Traineeships programme in Wales is a programme for young people aged 16 to 18. It aims to give young people the skills they need to get a job or progress to further learning at a higher level – such as an apprenticeship or further education.

Prior to this interview, had you heard of the Traineeships programme in Wales?

Yes	1	
No	2	
Don't know	3	

IF HEARD OF TRAINEESHIPS (ND36=1)

ND37 Have you taken on anyone at this site to do a Traineeship as part of the Traineeships programme in Wales?

Yes	1	
No	2	
Don't know	3	

IF TAKEN ON A TRAINEESHIP (ND37=1)

ND38 What are the main reasons you decided to take someone on to do a Traineeship?

DO NOT READ OUT. MULTICODE.

To allow us to see if the person suitable for an apprenticeship	1	
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To allow us to see if the person suitable for a permanent job	2	
Give someone a chance (including as part of corporate social responsibility)	3	
Other (SPECIFY)	4	
Don't know	5	

IF NOT TAKEN ON A TRAINEESHIP (ND37=2)

ND39 **What are the main reasons why you have not taken on anyone at this site to do a Traineeship?**

DO NOT READ OUT. MULTICODE.

Do not understand what the programme is about	1	
Not sure how to access, or engage with, the programme	2	
We have no suitable roles	3	
Do not have the time / resource to manage it	4	
Does not offer us any business benefits / Benefits not worth cost	5	
Never thought about it	6	
No one has approached us	7	
Recruitment freeze / we are not looking to recruit new staff	8	
Company policy / Head Office decision	9	
Possible insurance (or health and safety) issues	10	
Need suitable candidates / need to check if applicants are suitable	11	
They are not suitable due to the size of establishment	12	
Prefer to recruit experienced staff	13	
Trainees move on too quickly	14	
They are not suitable due to the size of establishment	15	
Other (SPECIFY)	16	
Don't know	17	

IF NOT HEARD OF TRAINEESHIPS OR NOT TAKEN ON A TRAINEESHIP (ND36=2/3 OR ND37=2)

ND40 **How interested, if at all, would your site be in offering work placement opportunities to young people via the Traineeship programme in Wales. Would you be...?**

READ OUT. SINGLE CODE.

Very interested	1	
Quite interested	2	
Not very interested	3	
Or not at all interested	4	
DO NOT READ OUT: don't know	5	

National Occupational Standards (Module D – NI and Wales only)

ASK ALL WALES AND NORTHERN IRELAND EMPLOYERS IN MODULE D ((COUNTRY=2/4) & MODULE=4)

SD20 **A National Occupational Standard is a statement that describes what an individual needs to do, know and understand to be competent in an occupation. These have been developed by Sector Bodies or Sector Skills Councils working with their employers.**

Which of these best describes your awareness of the National Occupational Standards for your industry or sector?

READ OUT. SINGLECODE.

You have not heard of National Occupational Standards	1
You are aware of them but do not know what they are	2
You are aware of them and have some knowledge of what they include	3
You have a good knowledge of them and what they include	4
DO NOT READ OUT: Don't know	X

IF AWARE WITH SOME KNOWLEDGE (SD20=3-4):

SD21 **Does your site use the National Occupational Standards covering your sector in any of the following ways?**

READ OUT. MULTICODE.

DP: RANDOMISE RESPONSES

To develop job descriptions or guide recruitment criteria	1
To develop training plans to meet your establishment's skills needs	2
For succession planning or competency frameworks	3
For staff appraisals or performance management	4
Are they used in any other ways? (SPECIFY)	5
DO NOT READ OUT: National Occupational Standards are not used by this establishment (ALLOW SINGLE CODE ONLY)	6
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	X

Closing questions

ASK ALL

- SI1 **Thank you for taking the time to speak to us today. Occasionally it is necessary to call people back to clarify their answers; may we please call you back if required?**

REASSURE IF NECESSARY: **Your details will only be used by [CONTRACTOR NAME] to call you back regarding this particular study.**

Yes	1
No	2

IF TRAIN AT ALL (SF4=1 OR SF4A=1)

- SI3 **The Department for Education [WALES (COUNTRY=4): and the Welsh Government] [NI (COUNTRY=2): and the Department for the Economy in Northern Ireland] will be conducting follow up research in the next few weeks about training expenditure. This will involve sending some questions by email then collecting answers through a short telephone call. [IF IFF (CONTRACTOR=1): **Would this be possible?** IF NOT IFF (CONTRACTOR=2/3): **Would you be willing for their appointed contractor, IFF Research, to contact you about this?**]**

REASSURE IF NECESSARY: **The call should take less than 10 minutes.**

Yes	1
No	2

ASK IF AGREE TO IIT RECONTACT (SI3=1)

- SI3B **Can you tell me your email address?**

INTERVIEWER NOTE: CODE NULL FOR DON'T KNOW / DO NOT HAVE AN EMAIL ADDRESS

WRITE IN ADDRESS _____
NULL/REFUSED

ASK IF NOT NULL/REFUSED AT I3B

- SI3C **I have that as [TEXT SUB OF EMAIL ADDRESS RECORDED AT SI3B] - is that right?**

INTERVIEWER NOTE: SPELL OUT EMAIL ADDRESS LETTER-BY-LETTER

Yes	1	
No	2	GO TO SI3B AND REDO

ASK ALL

SI3A **Would you like us to email you a summary report of the findings of this survey, once the results are published in Spring 2020?**

Yes	1	
No	2	

IF WOULD LIKE EMAIL SUMMARY AND NOT ALREADY GIVEN EMAIL AT SI3B (SI3A=1 AND SI3B=SYSMIS)

SI3D **Can you tell me your email address?**

INTERVIEWER NOTE: CODE NULL FOR DON'T KNOW / DO NOT HAVE AN EMAIL ADDRESS

WRITE IN ADDRESS _____
NULL/REF

ASK IF NOT NULL/REF AT SI3D

SI3E **I have that as [TEXT SUB OF EMAIL ADDRESS RECORDED AT SI3D] - is that right?**

INTERVIEWER NOTE: SPELL OUT EMAIL ADDRESS LETTER-BY-LETTER

Yes	1	
No	2	GO TO SI3D AND REDO

ASK ALL

SI2 **If the Department for Education and their partners in this survey wish to carry out follow-up research within the next 2 years on related issues, would it be ok for them or their appointed contractors to contact you?**

INTERVIEWER – IF RESPONDENT ASKS: “Partners in this survey” include the [ENGLAND (COUNTRY=1): Skills Funding Agency] [NI (COUNTRY=2): the Department for the Economy in Northern Ireland] [WALES (COUNTRY=4): Welsh Government], Department for Business, Energy and Industrial Strategy, Department for Work and Pensions, Local Enterprise Partnerships, and the Sector Skills Councils.

Yes – both client and/or their contractors may recontact	1
Only the client may recontact	2
No	3

ASK IF AGREE TO CLIENT AND/OR CONTRACTOR RECONTACT (SI2=1/2)

SI2A **Would it be OK if the selection for this follow-up research is based on your responses to this survey?**

Yes	1
No	2

ASK ALL

SI4 **I have your postcode as [INSERT POSTCODE FROM SAMPLE] is this correct?**

Yes	1	
No	2	RECORD CORRECT POSTCODE

ASK IF AGREE TO ANY RECONTACT (SI1=1 OR SI2=1/2 OR SI3=1)

SI6 **And can I confirm the best number to contact you on is [TELEPHONE NUMBER FROM SAMPLE]?**

Yes	1	
No	2	RECORD CORRECT NUMBER

ASK IF AGREE TO ANY RECONTACT (SI1=1 OR SI2=1/2 OR SI3=1)

SI6a **And can I please take your name and job title?**

Name:	WRITE IN (ALLOW REFUSED OPTION)
Job title:	WRITE IN (ALLOW REFUSED OPTION)

ASK ALL

SI7 **Finally, it is sometimes possible to link the data we have collected with other government surveys or datasets to enable further statistical analysis. Would you be happy for this to be done?**

ADD IF NECESSARY: **Your confidentiality will be maintained, and linked data will be anonymised and only used for statistical purposes.**

Yes	1
No	2

THANK AND CLOSE

I declare that this survey has been carried out under IFF instructions and within the rules of the MRS Code of Conduct.
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APPENDIX A – OCCUPATION PROMPTS

ROUTING:

IF ((SD5A=2 OR SA1DUM=2-3) AND SA6=1) AND...	IF (SD5A=1 OR (SD5A=2 AND SA6=2) OR (SA1DUM=2-3 AND SA6=2) AND...		
SIC on sample = 45 to 53, 95	SD5B=1 OR SD5D=1	Use this prompt list:	Transport, Retail or Wholesale
SIC on sample = 58 to 74, 76 to 78, 80 to 82, 94, 9603	SD5B=2 OR SD5D=2	Use this prompt list:	Business & Other Services, Finance or Insurance
SIC on sample = 01 to 44	SD5B=3 OR SD5D=3	Use this prompt list:	Manufacturing, Construction or Agriculture
SIC on sample = 55 to 56, 79, 8130, 90, 92 to 93, 9601, 9602, 9604 to 9609	SD5B=4 OR SD5D=4	Use this prompt list:	Hospitality, Catering or Leisure Services
SIC on sample = 75, 86 to 88	SD5B=5 OR SD5D=5	Use this prompt list:	Health or Social Care
SIC on sample = 84 to 85, 91	SD5B=6 OR SD5D=6	Use this prompt list:	Public Sector or Education
	SD5B=7 OR SD5D=7	Use this prompt list:	None of the above

Transport, Retail or Wholesale

	Example job roles
Managers, Directors & Senior Officials	<p>ADD IF NECESSARY: This categorisation covers occupations where main tasks consist of direction and co-ordination of organisations and businesses. This can include the management of internal departments / sections.</p> <p>Including:</p> <ul style="list-style-type: none"> • Direction and co-ordination of organisations and businesses • Management of internal departments and sections
Admin & secretarial	<p>ADD IF NECESSARY: Occupations undertake general admin, clerical, secretarial work and perform a variety of specialist client orientated clerical duties. Most occupations will require a good standard of general education.</p> <p>Including:</p> <ul style="list-style-type: none"> • Secretaries, receptionists, PAs, telephonists • Book-keepers, credit controllers/wage clerks

	<ul style="list-style-type: none"> • Office assistants, office managers • Database assistants • Stock control clerks & assistants • Transport & distribution clerks & assistants
Elementary occupations	<p>ADD IF NECESSARY: Covers occupations that involve mostly routine tasks usually involving use of simple hand held tools and in some cases physical effort. Most do not require formal educational qualifications.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Cleaners, security guards • Labourers • Kitchen/catering assistants • Packers, goods handling • Storage staff, shelf fillers • Postal workers, messengers & couriers
Process, plant & machine operatives	<p>ADD IF NECESSARY: Operate vehicles and other mobile and stationary machinery, monitor industrial and plant equipment, or assemble products. Most will not have a particular standard of education but will usually have formal experience related training.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Vehicle operators / drivers, including train / HGV / van / fork lift / bus / taxi drivers • Machine operatives • Routine inspectors and testers • Food, drink & tobacco process operatives • Tyre, exhaust & windscreen fitters
Sales & Customer Service Occupations	<p>ADD IF NECESSARY: Sales and customer services occupations sell goods and services, accept payment and replenish stocks, provide information to potential clients and additional services to customers after the point of sale.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Sales assistants, sales supervisors • Customer care occupations • Call centre agents • Merchandisers & window dressers • Pharmacy & other dispensing assistants • <i>(NOT THE FOLLOWING: Sales representatives)</i>
Caring, Leisure & Other Service Occupations	<p>ADD IF NECESSARY: Occupations that involve provision of service to customers whether in a public protective or personal care capacity. Main tasks involved usually include the care of sick, elderly and children and the provision of travel care and hygiene services.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Air / rail travel assistants • Beauticians, hairdressers & barbers • Ambulance staff (excluding paramedics) • Caretakers

	<ul style="list-style-type: none"> • Care assistants, nursery nurses / childminders
Skilled Trades Occupations	<p>ADD IF NECESSARY: these require a substantial period of training. Main tasks involve the performance of complex physical duties that normally involve initiative, manual dexterity and other practical skills.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Electricians, plumbers • Butchers, bakers, fishmongers • Vehicle technicians, mechanics & electricians • IT engineers • Florists • Chefs • <i>(NOT THE FOLLOWING: science and engineering technicians)</i>
Associate Professional and Technical Occupations	<p>ADD IF NECESSARY: Main tasks require experience and knowledge to assist in supporting professionals or managers. Most will have relevant high level vocational qualifications involving a substantial period of full time training or further study.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Accounting technicians • Health and safety officers • Human resources officers • Sales representatives, sales accounts managers, business sales executives • Business development managers • Buyers, buying and purchasing officers • Graphic designers, photographers, writers • Estate agents, auctioneers • IT / science / engineering / lab technicians
Professional Occupations	<p>ADD IF NECESSARY: Occupations will usually require a degree or equivalent formal qualification. Main tasks will involve practical application of theoretical knowledge and increasing stock of knowledge through communicating and teaching.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Programmers, software development and IT professionals • Web design & development professionals • Accountants • Solicitors, lawyers • Economists • Business & financial project managers • Journalists, newspaper editors • Engineering professionals

Business and Other Services, Finance or Insurance

	Example job roles
Managers, Directors & Senior Officials	<p>ADD IF NECESSARY: This categorisation covers occupations where main tasks consist of direction and co-ordination of organisations and businesses. This can include the management of internal departments / sections.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Direction and co-ordination of organisations and businesses • Management of internal departments and sections
Admin & secretarial	<p>ADD IF NECESSARY: Occupations undertake general admin, clerical, secretarial work and perform a variety of specialist client orientated clerical duties. Most occupations will require a good standard of general education.</p> <p>Including:</p> <ul style="list-style-type: none"> • Secretaries, receptionists, PAs, telephonists • Book-keepers, credit controllers/wage clerks • Office assistants, office managers • Pension and insurance clerks • Database assistants • Legal secretaries • Library clerks & assistants
Elementary occupations	<p>ADD IF NECESSARY: Covers occupations that involve mostly routine tasks usually involving use of simple hand held tools and in some cases physical effort. Most do not require formal educational qualifications.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Cleaners, security guards • Labourers • Kitchen/catering assistants • Postal workers, messengers, couriers • Launderers, dry cleaners & pressers
Process, plant & machine operatives	<p>ADD IF NECESSARY: Operate vehicles and other mobile and stationary machinery, monitor industrial and plant equipment, or assemble products. Most will not have a particular standard of education but will usually have formal experience related training.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Vehicle operators / drivers • Machine operatives • Routine inspectors & testers • Driving instructors
Sales & Customer Service Occupations	<p>ADD IF NECESSARY: Sales and customer services occupations sell goods and services, accept payment and replenish stocks, provide information to potential clients and additional services to customers after the point of sale.</p> <p>Includes:</p>

	<ul style="list-style-type: none"> • Sales assistants, sales managers • customer care occupations, customer service managers • Call centre agents, telephone salespersons • Market research interviewers • <i>(NOT THE FOLLOWING: Sales representatives, buying and purchasing officers, estate agents or auctioneers)</i>
<p>Caring, Leisure & Other Service Occupations</p>	<p>ADD IF NECESSARY: Occupations that involve provision of service to customers whether in a public protective or personal care capacity. Main tasks involved usually include the care of sick, elderly and children and the provision of travel care and hygiene services.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Caretakers • Care assistants, nursery nurses / childminders • Care workers and home carers • Hairdressers & barbers, beauticians
<p>Skilled Trades Occupations</p>	<p>ADD IF NECESSARY: these require a substantial period of training. Main tasks involve the performance of complex physical duties that normally involve initiative, manual dexterity and other practical skills.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Electricians, electronic trades • Chefs, cooks • Catering and bar managers • Printers • TV engineers, IT engineers • Gardeners / groundsmen • <i>(NOT THE FOLLOWING: science and engineering technicians)</i>
<p>Associate Professional and Technical Occupations</p>	<p>ADD IF NECESSARY: Main tasks require experience and knowledge to assist in supporting professionals or managers. Most will have relevant high level vocational qualifications involving a substantial period of full time training or further study.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Human resources & industrial relations officers • Accounting technicians • Health and safety officers • Insurance underwriters • Investment analysts / advisors • Sales representatives • Sales account & business development managers, business sales executives • Buyers, buying and purchasing officers • Writers / journalists • Graphic designers / artists / musicians • Estate agents, auctioneers • Conference / exhibition managers, organisers • IT / science / engineering / lab technicians

Professional Occupations	<p>ADD IF NECESSARY: Occupations will usually require a degree or equivalent formal qualification. Main tasks will involve practical application of theoretical knowledge and increasing stock of knowledge through communicating and teaching.</p> <p>Includes:</p> <ul style="list-style-type: none">• Programmers, software development and IT professionals• Web design & development professionals• Accountants• Solicitors, lawyers, barristers & judges• Economists• Management consultants & business analysts• Architects• Chartered / Quantity surveyors• Advertising accounts managers / creative directors• Engineering professionals
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Manufacturing, Construction or Agriculture

	Example job roles
Managers, Directors & Senior Officials	<p>ADD IF NECESSARY: This categorisation covers occupations where main tasks consist of direction and co-ordination of organisations and businesses. This can include the management of internal departments / sections.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Direction and co-ordination of organisations and businesses • Management of internal departments and sections
Admin & secretarial	<p>ADD IF NECESSARY: Occupations undertake general admin, clerical, secretarial work and perform a variety of specialist client orientated clerical duties. Most occupations will require a good standard of general education.</p> <p>Including:</p> <ul style="list-style-type: none"> • Secretaries, receptionists, PAs, telephonists • Book-keepers, credit controllers/wage clerks • Office managers • Database assistants, office assistants • Stock control clerks and assistants
Elementary occupations	<p>ADD IF NECESSARY: Covers occupations that involve mostly routine tasks usually involving use of simple hand held tools and in some cases physical effort. Most do not require formal educational qualifications.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Cleaners, security guards • Labourers • Kitchen/catering assistants • Packers, goods handling • Storage staff • Farm / forestry / fishing workers
Process, plant & machine operatives	<p>ADD IF NECESSARY: Operate vehicles and other mobile and stationary machinery, monitor industrial and plant equipment, or assemble products. Most will not have a particular standard of education but will usually have formal experience related training.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Vehicle operators / drivers • Machine operatives • HGV / van / fork lift drivers • Sorters, assemblers • Scaffolders / staggers / riggers • Routine inspectors / testers • Metal / plastics / rubber / wood / textile process operatives

	<ul style="list-style-type: none"> • Quarry workers
Sales & Customer Service Occupations	<p>ADD IF NECESSARY: Sales and customer services occupations sell goods and services, accept payment and replenish stocks, provide information to potential clients and additional services to customers after the point of sale.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Sales assistants, sales supervisors • Customer care occupations (including customer service managers and supervisors) • Call centre / contact centre occupations <ul style="list-style-type: none"> • <i>(NOT THE FOLLOWING: Sales representatives)</i>
Caring, Leisure & Other Service Occupations	<p>ADD IF NECESSARY: Occupations that involve provision of service to customers whether in a public protective or personal care capacity. Main tasks involved usually include the care of sick, elderly and children and the provision of travel care and hygiene services.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Caretakers • Care assistants, nursery nurses / childminders • Animal care services • Veterinary nurses
Skilled Trades Occupations	<p>ADD IF NECESSARY: these require a substantial period of training. Main tasks involve the performance of complex physical duties that normally involve initiative, manual dexterity and other practical skills.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Electricians, electrical trades • Plumbers, heating & ventilating engineers • Printers • Farmers • Carpenters, furniture makers • Mechanics • Machine setters / tool makers • Painters & decorators • Plasterers, roofers, glaziers • Bricklayers and masons • Metal working production and maintenance fitters • Welding trades • Gardeners / landscape gardeners <ul style="list-style-type: none"> • <i>(NOT THE FOLLOWING: science and engineering technicians)</i>
Associate Professional and Technical Occupations	<p>ADD IF NECESSARY: Main tasks require experience and knowledge to assist in supporting professionals or managers. Most will have relevant high level vocational qualifications involving a substantial period of full time training or further study.</p> <p>Includes:</p>

	<ul style="list-style-type: none"> • Science and engineering technicians • IT technicians, lab technicians • Accounting technicians • Human resources officers • Health and safety officers • Sales representatives, sales accounts managers, business sales executives • Business development managers • Draughtspersons • Building & civil engineering technicians • Estimators, valuers & assessors • Product designers
Professional Occupations	<p>ADD IF NECESSARY: Occupations will usually require a degree or equivalent formal qualification. Main tasks will involve practical application of theoretical knowledge and increasing stock of knowledge through communicating and teaching.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Software and IT professionals • Accountants • Solicitors, lawyers • Economists • Professional engineers • Chemists • Scientific researchers • Architects • Quality control & planning engineers • Construction project managers • Quantity / Chartered surveyors • Programmers & software developers

Hospitality, Catering or Leisure Services

	Example job roles
Managers, Directors & Senior Officials	<p>ADD IF NECESSARY: This categorisation covers occupations where main tasks consist of direction and co-ordination of organisations and businesses. This can include the management of internal departments / sections.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Direction and co-ordination of organisations and businesses • Management of internal departments and sections

<p>Admin & secretarial</p>	<p>ADD IF NECESSARY: Occupations undertake general admin, clerical, secretarial work and perform a variety of specialist client orientated clerical duties. Most occupations will require a good standard of general education.</p> <p>Including:</p> <ul style="list-style-type: none"> • Secretaries, receptionists, PAs, telephonists • Book-keepers, credit controllers/wage clerks • Office assistants, office managers • Database assistants
<p>Elementary occupations</p>	<p>ADD IF NECESSARY: Covers occupations that involve mostly routine tasks usually involving use of simple hand held tools and in some cases physical effort. Most do not require formal educational qualifications.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Cleaners, security guards • Labourers • Kitchen/catering assistants, • Bar staff, waiters & waitresses • Dry cleaners, launderers • Leisure & theme park attendants
<p>Process, plant & machine operatives</p>	<p>ADD IF NECESSARY: Operate vehicles and other mobile and stationary machinery, monitor industrial and plant equipment, or assemble products. Most will not have a particular standard of education but will usually have formal experience related training.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Vehicle operators / drivers, including HGV / van / fork-lift drivers • Machine operatives • Food, drink & tobacco process operatives
<p>Sales & Customer Service Occupations</p>	<p>ADD IF NECESSARY: Sales and customer services occupations sell goods and services, accept payment and replenish stocks, provide information to potential clients and additional services to customers after the point of sale.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Sales assistants, retail cashiers • Sales / customer service managers • Customer care occupations • Telesales, call centre agents <p>• <i>(NOT THE FOLLOWING: Sales representatives)</i></p>
<p>Caring, Leisure & Other Service Occupations</p>	<p>ADD IF NECESSARY: Occupations that involve provision of service to customers whether in a public protective or personal care capacity. Main tasks involved usually include the care of sick, elderly and children and the provision of travel care and hygiene services.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Travel agents, travel assistants • Sport and leisure assistants

	<ul style="list-style-type: none"> • Hairdressers and beauticians • Care assistants, nursery nurses / childminders • Housekeepers, caretakers
Skilled Trades Occupations	<p>ADD IF NECESSARY: these require a substantial period of training. Main tasks involve the performance of complex physical duties that normally involve initiative, manual dexterity and other practical skills.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Chefs, cooks • Catering and bar managers • Butchers, bakers • Gardeners / landscape gardeners • Groundsmen & greenkeepers • Electricians, plumbers, printers <ul style="list-style-type: none"> • <i>(NOT THE FOLLOWING: Science and engineering technicians)</i>
Associate Professional and Technical Occupations	<p>ADD IF NECESSARY: Main tasks require experience and knowledge to assist in supporting professionals or managers. Most will have relevant high level vocational qualifications involving a substantial period of full time training or further study.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Sales representatives, sales accounts managers • Fitness instructors, sports coaches, instructors and officials • Conference & exhibition managers & organisers • Buying and purchasing officers • Human resources officers • Accounting technicians • Health and safety officers • IT / science / lab technicians
Professional Occupations	<p>IF NECESSARY: Occupations will usually require a degree or equivalent formal qualification. Main tasks will involve practical application of theoretical knowledge and increasing stock of knowledge through communicating and teaching.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Therapy professionals, nurses • Programmers, software development and IT professionals • Web design & development professionals • Accountants, economists • Solicitors, lawyers

Health or Social Care

	Example job roles
Managers, Directors & Senior Officials	<p>ADD IF NECESSARY: This categorisation covers occupations where main tasks consist of direction and co-ordination of organisations and businesses. This can include the management of internal departments / sections.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Direction and co-ordination of organisations and businesses • Management of internal departments and sections
Admin & secretarial	<p>ADD IF NECESSARY: Occupations undertake general admin, clerical, secretarial work and perform a variety of specialist client orientated clerical duties. Most occupations will require a good standard of general education.</p> <p>Including:</p> <ul style="list-style-type: none"> • Secretaries, receptionists, PAs, telephonists • Book-keepers, credit controllers/wage clerks • Office assistants, office managers • Database assistants
Elementary occupations	<p>ADD IF NECESSARY: Covers occupations that involve mostly routine tasks usually involving use of simple hand held tools and in some cases physical effort. Most do not require formal educational qualifications.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Cleaners, security guards • Kitchen/catering assistants • Launderers, dry cleaners & pressers • Hospital porters
Process, plant & machine operatives	<p>IF NECESSARY: Operate vehicles and other mobile and stationary machinery, monitor industrial and plant equipment, or assemble products. Most will not have a particular standard of education but will usually have formal experience related training.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Vehicle operators / drivers • Machine operatives
Sales & Customer Service Occupations	<p>ADD IF NECESSARY: Sales and customer services occupations sell goods and services, accept payment and replenish stocks, provide information to potential clients and additional services to customers after the point of sale.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Sales assistants, sales supervisors • Call centre agents • Customer care occupations

<p>Caring, Leisure & Other Service Occupations</p>	<p>ADD IF NECESSARY: Occupations that involve provision of service to customers whether in a public protective or personal care capacity. Main tasks involved usually include the care of sick, elderly and children and the provision of travel care and hygiene services.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Care assistants, nursery nurses / childminders • Housekeepers, caretakers • Home carers • Ambulance staff • Teaching assistants • Dental / veterinary nurses • Nursing auxiliaries and assistants • Houseparents & residential wardens • <i>(NOT THE FOLLOWING: Professional medical nurses, midwives, physiotherapists and social workers or paramedics)</i>
<p>Skilled Trades Occupations</p>	<p>ADD IF NECESSARY: these require a substantial period of training. Main tasks involve the performance of complex physical duties that normally involve initiative, manual dexterity and other practical skills.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Chefs, cooks • Catering managers • Gardeners, landscape gardeners, groundsmen & greenkeepers
<p>Associate Professional and Technical Occupations</p>	<p>ADD IF NECESSARY: Main tasks require experience and knowledge to assist in supporting professionals or managers. Most will have relevant high level vocational qualifications involving a substantial period of full time training or further study.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Paramedics • Youth and Community workers • Human resources officers • Sports coaches, instructors & officials • Medical & dental technicians • Pharmaceutical technicians • Accounting technicians • Health and safety officers • IT / science / engineering / lab technicians
<p>Professional Occupations</p>	<p>ADD IF NECESSARY: Occupations will usually require a degree or equivalent formal qualification. Main tasks will involve practical application of theoretical knowledge and increasing stock of knowledge through communicating and teaching.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Doctors, nurses, midwives • Psychologists • Social workers • Occupational therapists • Medical practitioners

	<ul style="list-style-type: none"> • Speech and language therapists • Pharmacists • Veterinarians • Dental practitioners • Software and IT professionals • Accountants, solicitors, lawyers
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Public Sector or Education

	Example job roles
Managers, Directors & Senior Officials	<p>ADD IF NECESSARY: This categorisation covers occupations where main tasks consist of direction and co-ordination of organisations and businesses. This can include the management of internal departments / sections.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Direction and co-ordination of organisations and businesses • Management of internal departments and sections
Admin & secretarial	<p>ADD IF NECESSARY: Occupations undertake general admin, clerical, secretarial work and perform a variety of specialist client orientated clerical duties. Most occupations will require a good standard of general education.</p> <p>Including:</p> <ul style="list-style-type: none"> • Secretaries, receptionists, PAs, telephonists • Book-keepers, credit controllers/wage clerks • Local government officers, civil service officers • Office managers, office supervisors, office assistants • Library assistants, database assistants • HR administrators • Library clerks and assistants
Elementary occupations	<p>ADD IF NECESSARY: Covers occupations that involve mostly routine tasks usually involving use of simple hand held tools and in some cases physical effort. Most do not require formal educational qualifications.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Cleaners, security guards • Labourers • Kitchen/catering assistants • Road sweepers, traffic wardens • School midday and crossing patrol occupations

<p>Process, plant & machine operatives</p>	<p>ADD IF NECESSARY: Operate vehicles and other mobile and stationary machinery, monitor industrial and plant equipment, or assemble products. Most will not have a particular standard of education but will usually have formal experience related training.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Vehicle operators / drivers • Machine operatives
<p>Sales & Customer Service Occupations</p>	<p>ADD IF NECESSARY: Sales and customer services occupations sell goods and services, accept payment and replenish stocks, provide information to potential clients and additional services to customers after the point of sale.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Customer service managers, call centre agents • Customer care occupations • Sales / retail assistants, sales supervisors
<p>Caring, Leisure & Other Service Occupations</p>	<p>ADD IF NECESSARY: Occupations that involve provision of service to customers whether in a public protective or personal care capacity. Main tasks involved usually include the care of sick, elderly and children and the provision of travel care and hygiene services.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Caretakers, housekeepers • Care workers, home carers • Educational support assistants • Nursery nurses and assistants • Teaching assistants • Pest control officers • Animal care occupations • Sport and leisure assistants • <i>(NOT THE FOLLOWING: social workers, youth workers, welfare officers)</i>
<p>Skilled Trades Occupations</p>	<p>ADD IF NECESSARY: these require a substantial period of training. Main tasks involve the performance of complex physical duties that normally involve initiative, manual dexterity and other practical skills.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Electricians, plumbers • Chefs, cooks • Printers • Gardeners & landscape gardeners • Groundsmen and greenkeepers • IT engineers • Construction and building trades • <i>(NOT THE FOLLOWING: science and engineering technicians)</i>
<p>Associate Professional and</p>	<p>ADD IF NECESSARY: Main tasks require experience and knowledge to assist in supporting professionals or managers. Most will have relevant</p>

<p>Technical Occupations</p>	<p>high level vocational qualifications involving a substantial period of full time training or further study.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Accounting technicians • Human resources officers • Health and safety officers • Junior police/fire/prison officers • Community workers • Careers advisors • Welfare / Housing officers • Youth and community workers • Vocational / Industrial trainers and instructors • IT / science / engineering / lab technicians
<p>Professional Occupations</p>	<p>ADD IF NECESSARY: Occupations will usually require a degree or equivalent formal qualification. Main tasks will involve practical application of theoretical knowledge and increasing stock of knowledge through communicating and teaching.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Programmers, software development and IT professionals • Web design & development professionals • Accountants • Solicitors, lawyers, barristers & judges • Economists • Teachers • Social workers • Librarians • Engineers • Occupational therapists • Writers/journalists

None of the above / Other

	<p>Example job roles</p>
<p>Managers, Directors & Senior Officials</p>	<p>ADD IF NECESSARY: This categorisation covers occupations where main tasks consist of direction and co-ordination of organisations and businesses. This can include the management of internal departments / sections.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Direction and co-ordination of organisations and businesses • Management of internal departments and sections

<p>Admin & secretarial</p>	<p>ADD IF NECESSARY: Occupations undertake general admin, clerical, secretarial work and perform a variety of specialist client orientated clerical duties. Most occupations will require a good standard of general education.</p> <p>Including:</p> <ul style="list-style-type: none"> • Secretaries, receptionists, PAs, telephonists • Book-keepers, credit controllers/wage clerks • Office assistants, office managers • Local government officers • HR administrators
<p>Elementary occupations</p>	<p>ADD IF NECESSARY: Covers occupations that involve mostly routine tasks usually involving use of simple hand held tools and in some cases physical effort. Most do not require formal educational qualifications.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Cleaners • Packers, goods handling / storage • Kitchen/catering assistants • Waiting staff, bar staff • Security guards • Launderers, dry cleaners & pressers • Farm / forestry / fishing workers • Postal workers, messengers & couriers
<p>Process, plant & machine operatives</p>	<p>ADD IF NECESSARY: Operate vehicles and other mobile and stationary machinery, monitor industrial and plant equipment, or assemble products. Most will not have a particular standard of education but will usually have formal experience related training.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Vehicle operators / drivers • Machine operatives • Assemblers and sorters • Quarry workers • Scaffolders
<p>Sales & Customer Service Occupations</p>	<p>ADD IF NECESSARY: Sales and customer services occupations sell goods and services, accept payment and replenish stocks, provide information to potential clients and additional services to customers after the point of sale.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Sales assistants, sales managers / supervisors • Call centre agents, telesales • Customer care occupations, customer service managers / supervisors • <i>(NOT THE FOLLOWING: Sales representatives)</i>
<p>Caring, Leisure & Other Service Occupations</p>	<p>ADD IF NECESSARY: Occupations that involve provision of service to customers whether in a public protective or personal care capacity. Main tasks involved usually include the care of sick, elderly and children and the provision of travel care and hygiene services.</p> <p>Includes:</p>

	<ul style="list-style-type: none"> • Care assistants, nursery nurses / childminders • Housekeepers, caretakers • Travel agents / assistants • Hairdressers and beauticians • Educational support assistants • Animal care services • Air / rail travel assistants • <i>(NOT THE FOLLOWING: Professional medical nurses, social workers or paramedics)</i>
<p>Skilled Trades Occupations</p>	<p>ADD IF NECESSARY: these require a substantial period of training. Main tasks involve the performance of complex physical duties that normally involve initiative, manual dexterity and other practical skills.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Electricians, plumbers, carpenters • IT engineers, TV engineers • Mechanics • Chefs, cooks, butchers, bakers • Catering and bar managers • Gardeners / groundsman, florists • Construction and building trades • <i>(NOT THE FOLLOWING: science and engineering technicians)</i>
<p>Associate Professional and Technical Occupations</p>	<p>ADD IF NECESSARY: Main tasks require experience and knowledge to assist in supporting professionals or managers. Most will have relevant high level vocational qualifications involving a substantial period of full time training or further study.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Human resources officers • Accounting technicians • Health and safety officers • Sales representatives, accounts managers • Estate agents, auctioneers • Conference / exhibition managers, organisers • Sports coaches, instructors & officials • Product designers, graphic designers • IT / science / engineering / lab technicians
<p>Professional Occupations</p>	<p>ADD IF NECESSARY: Occupations will usually require a degree or equivalent formal qualification. Main tasks will involve practical application of theoretical knowledge and increasing stock of knowledge through communicating and teaching.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Programmers, software development and IT professionals • Doctors, nurses, midwives • Solicitors, lawyers, accountants • Social workers

	<ul style="list-style-type: none">• Teachers• Management consultants & business analysts• Engineering professionals• Construction project managers• Journalists, newspaper editors
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Appendix B – reassurance email



IFF Research

SURVEY REFERENCE: [KEY NUMBER]

Employer Skills Survey 2019

Thank you for considering participating in this important research.

The Employer Skills Survey 2019 is being conducted on behalf of the Department for Education (DfE) and its partners, the Welsh Government and the Department for the Economy in Northern Ireland. The project is being conducted by IFF Research, an independent market research organisation.

The aim of this project is to help the Government and other institutions meet the skills, employment and business support needs of organisations like yours. Your co-operation will ensure that the views expressed are representative of all employers in your sector.

Your organisation has been selected from Market Location's Business Database (which combines 118 and Thomson data) and we hope very much that you are able to take part. Participation will involve a telephone interview with an IFF interviewer lasting around 20 minutes at a time that is convenient for you.

More information about the survey (including FAQs) can be found at <http://www.skillssurvey.co.uk>.

For results from the previous 2017 survey please see the Gov.UK website:
<https://www.gov.uk/government/publications/employer-skills-survey-2017-uk-report>

If you have any queries concerning the format or content of the interview, please contact us at SkillsSurvey2019@iffresearch.com, or call our freephone helpline on 0808 164 4731.

Your replies will be treated in the strictest confidence under the Code of Conduct of the Market Research Society, and in accordance with the Data Protection Act (2018) and the General Data Protection Regulations (GDPR).

Thank you for your assistance.

Yours sincerely,

Sam Selner
Senior Research Manager
IFF Research