

UK Employer Skills Survey 2015 QUESTIONNAIRE

J5440

Date 20/05/2015

Telephone

S Screener

SAMPLE VARIABLES USED IN SURVEY:

Country (country)	England	1
	Northern Ireland	2
	Scotland	3
	Wales	4
SIC Description (sicdesc)	Text field	
Company name (company)	Text field	
Sector for quotas (sector)	Agriculture	1
	Mining & Quarrying	2
	Manufacturing	3
	Electricity, Gas and Water	4
	Construction	5
	Wholesale and Retail	6
	Hotels and Restaurants	7
	Trade, Accommodation and Transport	8
	Financial Services	9
	Business Services	10
	Public Admin	11
	Education	12
	Health and Social Work	13
	Community, Social and Personal services	14
Region for quotas (region)	East of England	1
	East Midlands	2
	London	3
	North East	4
	North West	5
	South East	6
	South West	7
	West Midlands	8
	Yorkshire and Humber	9
	Northern Ireland	10
	Scotland	11
	Wales	12
Contact name from previous survey (hascon)	Yes	1
	No	2
Took part in ESS13 (ESS13comp)	Yes	1
	No	2

ASK TELEPHONIST

S1 **Good morning / afternoon. Can I just 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	
Residential Number	8	
Company closed	9	

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 _____ JOB TITLE _____	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	
WANTS REASSURANCES	10	SHOW REASSURANCES

ASK ALL

S3 IF S2 not 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 UK Commission for Employment and Skills and [ENGLAND: the Department for Business, Innovation and Skills (BIS) WALES: the Welsh Government SCOTLAND: the Scottish Government NI: the Department for Employment and Learning in Northern Ireland (DELNI)].

The survey aims to help Government and other organisations to assist employers like you, by better understanding your needs 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 20 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	
Send email reassurance	8	COLLECT EMAIL ADDRESS
WANTS REASSURANCES	9	SHOW REASSURANCES

REASSURANCES TO USE IF NECESSARY

The interview will take around 20 minutes to complete.

[IF ess13comp=1 AND hascon=1: Your organisation kindly took part in the UK Commission's previous Employer Skills Survey in Spring/Summer 2013 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 respondent wishes to confirm validity of survey or get more information about aims and objectives, they can visit the UKCES website or call:

- **MRS: Market Research Society on 0500 39 69 99**
- [COMPANY CONTACTS IFF: **Christabel Downing or Mark Tweddle on 0207 250 3035**] [BMG AND IPSOS MORI TO ADD OWN COMPANY CONTACTS]
- **UKCES: Rosie Sutton on 0207 2277815**
- **Website for further information and FAQs: www.skillssurvey.co.uk**

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 couple of working days to make an appointment with you.” THANK AND CLOSE
English	2	CONTINUE

DUMMOD:

DUMMY QUESTION TO SET MODULE

MODULE 1 (50% OF SAMPLE ASSIGNED RANDOMLY)	1
MODULE 2 (50% OF SAMPLE ASSIGNED RANDOMLY)	2

A Firmographics

ASK ALL

A3 **First, can I just check, is this establishment..?**

READ OUT. SINGLE CODE.

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

The only establishment in the organisation, or	1	GO TO A1
One of a number of establishments within a larger organisation	2	ASK A5

ASK IF MULTI-SITE ORGANISATION (A3=2)

A5 **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 and outside contractor or agency staff.**

PROBE FOR BEST ESTIMATE AND RECORD NUMBER

IF DK, PROMPT WITH RANGES

(IF ANSWER GIVEN, CATI CODE RANGES AUTOMATICALLY)

A5RAN

Is it roughly...

READ OUT. SINGLE CODE.

Under 10	1
10-49	2
50-249	3
250-999	4
1,000+	5
Don't know	X

ASK ALL

A1 **(IF A3=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 A3=2: again] excluding the self-employed and outside contractor or agency staff.**

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

PROBE FOR BEST ESTIMATE AND RECORD NUMBER

ONLY ALLOW NUMBERS SMALLER THAN OR EQUAL TO THE INTEGER GIVEN AT A5, OR THE HIGHER END OF ORGANISATION SIZE BANDING GIVEN IN PREVIOUS QUESTION (A5)

CLOSE IF DON'T KNOW / REFUSED

A1DUM) CATI TO CODE RANGE AUTOMATICALLY AND CHECK QUOTA

1	1	GO TO A1X
2-4	2	Check A1A
5-9	3	
10-24	4	
25-49	5	
50-99	6	
100-249	7	
250 or more	8	

IF A1DUM=1

A1X **Can I just check, are you including yourself in that answer?**

Yes	1	THANK AND CLOSE
No	2	RESET A1DUM TO CODE 2 AND RESET A1 TO '2'

IF A1X=2 READ OUT: **For the purpose of this interview we will be classifying your establishment as having two employees.**

A1A MOVED TO QUESTION B1

A3 QUESTION MOVED

A4 THERE IS NO A4

ASK IF MULTI-SITE ORGANISATION (A3=2)

A4NEW **Is this site the Head Office of the organisation?**

Yes – Head Office	1
No	2
Don't know	3

ASK IF MULTISITE BUT NOT HEAD OFFICE (A3=2 AND A4NEW=2 or 3)

A4A **Are the headquarters of your organisation based in the UK or outside of the UK?**
CODE ONE ONLY.

Within the UK	1
Outside the UK	2
DO NOT READ OUT: Don't know	X

A5 QUESTION MOVED

IF MULTI-SITE ORGANISATION (A3=2):

From now on, when I use the word 'establishment', I mean the site at which you work.

ASK ALL

- A6 **I have [SIC DESCRIPTION ON SAMPLE] as a general classification for your establishment. Does this sound about right?**

Yes	1
No	2

IF NO (A6=2):

- A7 **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

- A8 **Would you classify your organisation as one ...? READ OUT. CODE ONE ONLY**

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

- A9 THERE IS NO A9

ASK MODULE 1

- A10 IF PRIVATE SECTOR (A8=1): **Are your products or services primarily sold...?**
IF PUBLIC/THIRD SECTOR (A8=2-5): **Does your establishment primarily serve the population...?**
READ OUT. CODE ONE ONLY.

Locally – within an individual town or local area	1
Regionally – within a specific area of [England/Scotland/Wales/Northern Ireland]	2
Nationally – within [England/Scotland/Wales/Northern Ireland]	3
Within the UK	4

Internationally – outside the UK	5
DO NOT READ OUT: Don't know	X
DO NOT READ OUT: Not applicable	Y

B Retention / Retention Difficulties

ASK MODULE 2 (DUMMOD=2) (DS – QUESTION WAS A1A IN 2013)

- B1 **Compared to 12 months ago, has the number of people employed at this establishment...?**
READ OUT AND CODE ONE ONLY.

Remained about the same,	1
Increased	2
Decreased	3
DO NOT READ OUT: Was not in business 12 months ago	4
DO NOT READ OUT: Don't know	X

- B2 THERE IS NO B2

ASK MODULE 2 (DUMMOD=2)

- B3 **Are there particular jobs in which you have difficulties retaining staff?**

PROMPT IF NECESSARY: Retention difficulties are when a high number of staff leave (but not as a direct result of downsizing or redundancy)

Yes	1	Ask B3A
No	2	Go to C1
Don't know	3	

ASK IF DIFFICULT TO RETAIN STAFF B3=1

- B3A **Which is the occupation in which you have the MOST difficulty retaining staff?**

WRITE IN. PROMPT FOR FULL DETAILS (E.G. IF 'MANAGER' PROBE: WHAT TYPE OF MANAGER?)

AT THE ANALYSIS STAGE CODE TO SOC 2010 4 DIGITS

ASK IF DIFFICULT TO RETAIN STAFF B3=1

B4 **Which of the following are the main reasons why it is difficult to retain staff in this occupation...?**

READ OUT. CODE ALL THAT APPLY. ROTATE ANSWER LIST (EXCEPT CODE 10)

Wages offered are lower than those offered by other organisations	1
Impact of the benefits trap	2
Geographic location of the site	3
Unattractive conditions of employment	4
Lack of career progression	5
Long/unsocial hours	6
Too much competition from other employers	7
Not enough people interested in doing this type of work	8
Staff don't want long term commitment	9
Are there any other key reasons why it is difficult to retain staff (WRITE IN)	10

B5 QUESTION DELETED

B6 QUESTION DELETED

C Recruitment & Recruitment Difficulties

ASK ALL

- C1A **Have you recruited anyone at this site in the last 12 months? IF NECESSARY: whether or not they are still working for you**

Yes	1
No	2
Don't know	X

ASK ALL

- C6 **How many vacancies, if any, do you CURRENTLY have at this establishment?**

PROBE FOR BEST ESTIMATE

WRITE IN NUMBER __ (0-9999) _____
ALLOW DON'T KNOW

IF C6 > 100 ASK:

- C6chk I've recorded that as <insert number from C6>, is this correct?**

Yes	1	CONTINUE
No	2	RE-ASK C6

ASK ALL WITH ANY VACANCIES AT C6. (OTHERS GO TO D1.)

- C7 **In which specific occupations do you currently have [C6>1: vacancies C6=1 a vacancy] at this establishment?**

PROMPT FOR FULL DETAILS (E.G. IF 'MANAGER' PROBE: WHAT TYPE OF MANAGER?)
RECORD DETAILS FOR UP TO 6 OCCUPATIONS.
CODE TO SOC2010 4 DIGITS

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

IF >1 OCCUPATION WITH VACANCIES AT C7, ASK C8. OTHERS GO TO C9.

C8 **How many vacancies do you have for <EACH OCCUPATION AT C7>?**

PROBE FOR BEST ESTIMATE

INTERVIEWER: [ANSWER FROM C6 MINUS TOTAL AT C8 SO FAR] VACANCIES REMAINING

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

C7	C8 – number
Occupation 1 -	(1-[C6])
Occupation 2 -	(1-[C6])
Occupation 3 -	(1-[C6])
Occupation 4 -	(1-[C6])
Occupation 5 -	(1-[C6])
Occupation 6 -	(1-[C6])

CATI CHECK: TOTAL OF ALL VACANCIES AT C8 MUST SUM TO C6 (UNLESS GIVE 6 OCCUPATIONS IN WHICH CASE TOTAL CANNOT BE GREATER THAN C6).

IF FAIL CATI CHECK: PROMPT RESPONDENT WITH ... **This sums to <INSERT C8 SUM> but you just told me that you had <INSERT C6> vacancies in total...**
THEN RE-ASK C6, C7 AND 8

ASK ALL WITH VACANCIES AT C6 (C6>0)

C9 [IF C6>1: **Are any of your vacancies IF C6=1: Is this vacancy] proving hard to fill?**

Yes	1	ASK C10
No	2	GO TO D1
Don't know	3	GO TO D1

ASK IF HAVE MORE THAN ONE VACANCY AND HAVE HARD TO FILL VACANCIES (C9=1 AND C6>1); IF ONLY HAVE ONE VACANCY AND HAVE HARD TO FILL VACANCY CATI AUTOMATICALLY CODE C10=OCCUPATION FROM C7.

C10 **How many of your vacancies for <TEXT SUBSTITUTION: OCCUPATION AT C7> are proving hard-to-fill?**

CATI – SHOW ON SCREEN NUMBER OF VACANCIES FOR EACH OCCUPATION AT C7. ANSWER GIVEN MUST BE BETWEEN 0 AND C8 RESPONSE

	C10 Number of hard-to-fill vacancies
Occupation 1 -	(0 – RESPONSE AT C8_1)
Occupation 2 -	(0 – RESPONSE AT C8_2)
Occupation 3 -	(0 – RESPONSE AT C8_3)
Occupation 4 -	(0 – RESPONSE AT C8_4)
Occupation 5 -	(0 – RESPONSE AT C8_5)
Occupation 6 -	(0 – RESPONSE AT C8_6)

CATI CHECK: NUMBER OF HARD TO FILL VACANCIES MUST SUM TO > 0 AT C10.

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 C9

C10DUM CATI DUMMY VARIABLE – LIST OF UP TO 6 OCCUPATIONS WITH HARD-TO-FILL VACANCIES

ASK C11A – C13 IN SEQUENCE FOR UP TO 6 OCCUPATIONS > 0 AT C10 (I.E. OCCUPATIONS WITH HARD-TO-FILL VACANCIES)
NB IF C6=1 AND C9=YES, ASK ABOUT OCCUPATION FROM C7

C11A **What are the main causes of having a hard to fill vacancy for** [TEXT SUBSTITUTION: OCCUPATION WITH HARD TO FILL VACANCY AT C10]?
DO NOT READ OUT. CODE ALL THAT APPLY

	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 C11B FOR EACH OCCUPATION WHERE VACANCIES ARE HARD-TO-FILL BUT WHERE ONE OF CODE 4 OR 7 OR 8 AT C11A NOT MENTIONED (IF ALL HARD-TO-FILL OCCUPATIONS CODED 4, 7 OR 8 AT C11a, GO TO C13)

C11B **Can I just check, are you finding** [IF (SUM OF C10)=1: **this vacancy** IF SUM OF C10>1: **any of these vacancies]** for <OCCUPATION FROM C10> **hard to fill because...**
READ OUT; CODE ONE ONLY

	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 (C11B=1 OR 3)

C12 **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. CODE ALL THAT APPLY.

	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

DS NOTE – QUESTION C13 IS SPLIT INTO TWO VERSIONS. 50% OF SAMPLE WITH SSVS GET “NEW” VERSION (C13a AND C13NW AND C13b) AND 50% WITH SSVS GET “OLD” VERSION (C13).

OF THOSE GETTING THE “NEW” VERSION, IT SHOULD ONLY BE ASKED OF THE FIRST TWO OCCUPATIONS TO HAVE SSVS.

"NEW" LIST 50%: ASK C13a AND C13NW IN A LOOP FOR FIRST TWO OCCUPATIONS WITH HARD-TO-FILL VACANCIES CAUSED BY LACK OF SKILLS (C12=1, 2 OR 3 OR C11A=4, 7 OR 8) FOR 50% OF SAMPLE

C13a I'm now going to ask you about skills you have had difficulty finding among candidates. Have you found any of the following skills difficult to obtain from applicants for <TEXT SUBSTITUTION: OCCUPATION WITH SKILLS SHORTAGE VACANCY>?

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. CODE ALL THAT APPLY

DS – ROTATE ORDER OF SKILLS ('KNOWLEDGE OF PARTICULAR PRODUCTS OR SERVICES' THROUGH TO 'DON'T KNOW' MUST ALWAYS APPEAR LAST AND IN THE ORDER SHOWN; IT SKILLS MUST ALWAYS APPEAR TOGETHER WITH BASIC IT SKILLS FIRST, FOLLOWED BY ADVANCED IT SKILLS; NUMERICAL SKILLS MUST ALWAYS APPEAR WITH BASIC NUMERICAL SKILLS FIRST, FOLLOWED BY USING MORE COMPLEX NUMERICAL INFORMATION; BOTH WALES ONLY OPTIONS 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
WALES: Written Welsh language skills	8	8
WALES: Oral Welsh language skills	9	9
Communicating in a foreign language IF NECESSARY: That is, a language that is not [WELSH: 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

C13NW Next, I'm going to ask about skills relating to dealing with other people.

Have you found any of the following skills difficult to obtain from applicants for <TEXT SUBSTITUTION: OCCUPATION WITH SKILLS SHORTAGE VACANCY>? 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. CODE ALL THAT APPLY

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 IF SELECTED MORE THAN ONE CODE AT C13NW/C13A (COMBINED).

C13b **Which one of the skills you have had difficulty finding for (OCCUPATION) is most important for performing this role in your establishment?** PROMPT IF NECESSARY

SINGLE CODE. ONLY SHOW CODES SELECTED AT C13NW AND C13A (INCLUDING A 'DO NOT READ OUT: DON'T KNOW' CODE)

"OLD" LIST 50%: ASK FOR EACH OCCUPATION WITH HARD-TO-FILL VACANCIES CAUSED BY LACK OF SKILLS (C12=1, 2 OR 3 OR C11A=4, 7 OR 8) FOR 50% OF SAMPLE

C13 **Have you found any of the following skills difficult to obtain from applicants for <TEXT SUBSTITUTION: OCCUPATION WITH SKILLS SHORTAGE VACANCY>?**

READ OUT. CODE ALL THAT APPLY

DP – ROTATE ORDER OF SKILLS (APART FROM IT SKILLS WHICH MUST ALWAYS APPEAR TOGETHER WITH BASIC IT USER SKILLS FIRST, FOLLOWED BY ADVANCED IT SKILLS. TECHNICAL & PRACTICAL SKILLS, JOB SPECIFIC SKILLS, ANY OTHER SKILLS, NONE & DON'T KNOW MUST ALWAYS APPEAR LAST).

	Occupations with hard to fill vacancies					
	Occ 1	Occ 2	Occ 3	Occ 4	Occ 5	Occ 6
Basic computer literacy / using IT	1	1	1	1	1	1
Advanced IT or software skills	2	2	2	2	2	2
Oral communication skills	3	3	3	3	3	3
Written communication skills	4	4	4	4	4	4
Customer handling skills	5	5	5	5	5	5
Team working skills	6	6	6	6	6	6
WALES: Written Welsh language skills	7	7	7	7	7	7
WALES: Oral Welsh language skills	8	8	8	8	8	8
Foreign language skills	9	9	9	9	9	9
Problem solving skills	10	10	10	10	10	10
Planning and Organisation skills	11	11	11	11	11	11
Strategic Management skills	12	12	12	12	12	12
Numeracy skills	13	13	13	13	13	13
Literacy skills	14	14	14	14	14	14
Technical, practical or job specific skills	16	16	16	16	16	16
Any other skills (WRITE IN)	18	18	18	18	18	18
DO NOT READ OUT: No particular skills difficulties (ALLOW SINGLE CODE ONLY)	19	19	19	19	19	19
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	X	X	X	X	X	X

ASK IF SELECTED MORE THAN ONE CODE AT C13

C13D **Which one of the skills you have had difficulty finding for (OCCUPATION) is most important for performing this role in your establishment? PROMPT IF NECESSARY**

SINGLE CODE. ONLY SHOW CODES SELECTED AT C13 (INCLUDING A 'DO NOT READ OUT: DON'T KNOW' CODE)

ASK ALL WITH HARD-TO-FILL VACANCIES (C9=1)

C14 **Thinking now about all occupations in which you have hard-to-fill vacancies, are hard-to-fill vacancies causing this establishment to... READ OUT. CODE ALL THAT APPLY**

DP – 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 (C9=1)

- C15 **What, if anything, is this establishment doing to overcome the difficulties that you are having finding candidates to fill these hard-to-fill vacancies?** DO NOT READ OUT. PROBE FULLY. CODE ALL THAT APPLY.

INTERVIEWER NOTE: If the respondent mentions advertising or recruitment please probe to fully understand whether they are using a new method of recruitment (code 6), spending more money on recruitment (code 4), 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

D Demand for Skills / Skills Gaps

I'd now like to turn to the skills within your existing workforce.

ASK ALL

- D1 **Thinking now about your <INSERT NUMBER OF STAFF FROM A1> current staff, roughly how many of them are qualified to [EN/NI/WL: Level 4 / SC: SCQF Level 7] or above - by Level [EN/NI/WL 4 / SC: 7] I mean a degree level qualification or higher, or [EN/NI/WL: an HND, HNC or Foundation degree / SC: HNCs, Advanced Highers or SVQ level 3]?**

ENTER NUMBER _____ **ALLOW 0 TO A1**

Don't know X

IF DON'T KNOW (D1=DK)

- D1RAN **Can you give an estimate from the following bands? READ OUT**

Fewer than 20%	1
20 to 49%	2
50 to 80%	3
More than 80%	4
DO NOT READ OUT: Don't know	X

D2 THERE IS NO QUESTION D2

D3 THERE IS NO QUESTION D3

D4 THERE IS NO D4

ASK IF A1DUM=4-8 (10+ STAFF AT ESTABLISHMENT)

- D5A **For this next section we would like to categorise the [A1] staff you have at this establishment into a number of different job roles. To help you quickly categorise your staff, we have prepared an online prompt card – if you are at a computer we would 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 D5B
No – respondent has not accessed online prompt page	2	ASK D5D

ASK IF D5A=1: ACCESSED ONLINE PROMPT CARD

D5B **Can I just 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	7	

ASK IF D5A=1

D5C **Looking at the examples on the screen, please tell me how many of the [A1] staff you have at this establishment fit into each job role.**

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

	D5C
Managers, Directors and senior officials [SEE APPENDIX A FOR PROMPTS]	(0 – A1)
Administrative and secretarial occupations [SEE APPENDIX A FOR PROMPTS]	(0 – A1)
Elementary occupations [SEE APPENDIX A FOR PROMPTS]	(0 – A1)
Process, plant and machine operatives [SEE APPENDIX A FOR PROMPTS]	(0 – A1)
Sales and customer service occupations [SEE APPENDIX A FOR PROMPTS]	(0 – A1)
Caring, Leisure and Other Service Occupations [SEE APPENDIX A FOR PROMPTS]	(0 – A1)
Skilled trades occupations [SEE APPENDIX A FOR PROMPTS]	(0 – A1)
Associate professional and technical occupations [SEE APPENDIX A FOR PROMPTS]	(0 – A1)
Professional occupations [SEE APPENDIX A FOR PROMPTS]	(0 – A1)

IF D5C_1-9 NOT EQUAL TO A1
 D5C_CHK **The figures you have given me sum to [D5C SUM] out of [A1] staff. Can I just re-check the number of staff in each category?**

RE-ASK D5C

CATI CHECK AFTER D5C: IF NUMBER OF STAFF EMPLOYED AT A1 IS GREATER THAN 50 AND RESPONDENTS SAYS NO MANAGERS EMPLOYED AT D5

D5cchka **Can I just check, I've recorded that there are no managers employed at this site – is this correct?**

Yes	1	CONTINUE
No	2	GO BACK TO D5c AND RECODE

ASK (IF D5A=2 OR IF (A1DUM=2-3 (ESTABLISHMENT HAS LESS THAN 10 STAFF)) AND A6=2 (SECTOR ON SAMPLE NOT CORRECT))

D5D **For this next section we would like to categorise the [A1] staff you have at this establishment into a number of 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	7	

DS: CREATE DUMMY VARIABLE: IF A6=2, USE D5D RESPONSE; IF A6=1, ASSIGN TO RELEVANT D5D CODE BASED ON SAMPLE SECTOR (SPEC TO FOLLOW)

1. TRANSPORT, RETAIL OR WHOLESAL
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 D5A=2 OR IF A1DUM=2-3 (ESTABLISHMENT HAS LESS THAN 10 STAFF)
 D5 [IF A6=1: **For this next section we would like to categorise the [A1] staff you have at this establishment into a number of different job roles.**]

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

Please note that staff should be classified according to their PRIMARY role - that is the one that takes up the greatest proportion of their time - and that 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 A1]

CATI CHECK AFTER D5: IF NUMBER OF STAFF EMPLOYED AT A1 IS GREATER THAN 50 AND RESPONDENTS SAYS NO MANAGERS EMPLOYED AT D5

D5chka **Can I just check, I've recorded that there are no managers employed at this site – is this correct?**

Yes	1	CONTINUE
No	2	GO BACK TO D5 AND RECODE (INTERVIEWER NOTE: TO CHANGE NUMBER OF STAFF USE '<A1')'

ASK IF A1 > D5, OTHERS GO TO D9

D6 **And how many – if any – of your <INSERT NUMBER: A1–D5> 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 A1 – D5]

ASK IF A1 > D5+D6,

D7 **You've told me that a total of [D5+D6] of your [A1] staff are employed as managers or in administrative roles. I'd now like you to tell me what roles the remaining [A1-(D5+D6)] staff fill.**

I'm going to read you seven different occupational roles, and I'd like you to tell me if any of your remaining [A1-(D5+D6)] staff are employed in each. If staff carry out more than one role, please only include them in their main function.

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

CATI CHECK: NUMBER OF CATEGORIES TO BE NO GREATER THAN NUMBER OF STAFF EMPLOYED NOT IN MANAGEMENT / ADMINISTRATIVE ROLES (i.e. A1 – (D5 + D6))

FOR EACH OCCUPATION EMPLOYED (YES AT D7)

D8 **How many of your staff at this establishment are employed as ...?** READ OUT. DS SHOW FULL DESCRIPTIONS OF EACH OCCUPATION ON SCREEN.

	D7		D8
	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 D5+D6+D8 = A1. IF NOT RE-ASK D8.

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 D5 / D6 / D7 // D5C
 D9 **How many of your [INSERT NUMBER FROM D5 / D5c / D6 / D8] existing staff working in [OCCUPATION] would you regard as fully proficient at their job?**

CATI – SHOW NUMERIC BREAKDOWN FROM D8/D5C TO HELP RESPONDENTS ANSWER D9.

CATI – ANSWER AT D9 MUST BE BETWEEN 0 AND D5, D6 or D8 / D5C RESPONSE FOR SAME OCCUPATION.

	D9
Managers, Directors and senior officials	(0 – RESPONSE AT D5/d5c_1)
Administrative and secretarial occupations	(0 – RESPONSE AT D6/d5c_2)
Elementary occupations	(0 – RESPONSE AT D8_1/d5c_3)
Process, plant and machine operatives	(0 – RESPONSE AT D8_2/d5c_4)
Sales and customer service occupations	(0 – RESPONSE AT D8_3/d5c_5)
Caring, Leisure and Other Service Occupations	(0 – RESPONSE AT D8_4/d5c_6)
Skilled trades occupations	(0 – RESPONSE AT D8_5/d5c_7)
Associate professional and technical occupations	(0 – RESPONSE AT D8_6/d5c_8)
Professional occupations	(0 – RESPONSE AT D8_7/d5c_9)

D9DUM CATI DUMMY VARIABLE – LIST OF ALL OCCUPATIONS NOT FULLY PROFICIENT AT THEIR JOB

D9DUM2 CATI DUMMY VARIABLE – LIST OF 2 RANDOMLY CHOSEN OCCUPATIONS FROM D7DUM

D9DUM3 CATI DUMMY VARIABLE – YES IF HAVE ANY SKILLS GAPS (A1>SUM OF D9) / NO IF NO SKILLS GAPS (A1=SUM OF D9)

ASK ALL WITH SKILLS GAPS (D9DUM3=1), OTHERS GO TO D15

ALL: ASK D10 AND D11A-D OF UP TO 2 OCCUPATIONS WITH SKILLS GAPS (CHOSEN AT RANDOM AT D9DUM2)

D10 [TEXT SUBSTITUTION IF >2 OCCUPATION AT D9 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.**]

What are the main causes of staff in <OCCUPATION> not being fully proficient in their jobs...?
READ OUT. RANDOMISE ORDER OF 1-10. CODE ALL THAT APPLY.

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

DS NOTE – QUESTION D11 IS SPLIT INTO TWO VERSIONS. IF THE RESPONDENT HAS SSVS THEY SHOULD BE ASKED THE SAME VERSION OF THE LIST AS THEY GOT AT C13.

OTHERWISE, 50% OF SAMPLE WITH GAPS GET “NEW” VERSION (D11a AND D11NW AND D11b) AND 50% WITH GAPS GET “OLD” VERSION (D11).

“NEW LIST”: ASK D11A AND D11NW OF THE SAME OCCUPATIONS AS D10 FOR 50% OF SAMPLE

D11a 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. CODE ALL THAT APPLY

DS – ROTATE ORDER OF SKILLS ('KNOWLEDGE OF PARTICULAR PRODUCTS OR SERVICES' THROUGH TO 'DON'T KNOW' MUST ALWAYS APPEAR LAST AND IN THE ORDER SHOWN; IT SKILLS MUST ALWAYS APPEAR TOGETHER WITH BASIC IT SKILLS FIRST, FOLLOWED BY ADVANCED IT SKILLS; NUMERICAL SKILLS MUST ALWAYS APPEAR WITH BASIC NUMERICAL SKILLS FIRST, FOLLOWED BY USING MORE COMPLEX NUMERICAL INFORMATION; BOTH WALES ONLY OPTIONS 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
WALES: Written Welsh language skills	8	8
WALES: Oral Welsh language skills	9	9
Communicating in a foreign language IF NECESSARY: That is, a language that is not [WELSH: 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

D11NW **Next, I'm going to ask about 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. CODE ALL THAT APPLY

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 IF SELECTED MORE THAN ONE CODE AT D11NW/D11A (COMBINED).

D11b **And which one of these skills which are lacking has the biggest impact on your establishment?**
PROMPT IF NECESSARY

SINGLE CODE. ONLY SHOW CODES SELECTED AT D11NW AND D11A (INCLUDING A 'DO NOT READ OUT: DON'T KNOW' CODE)

"OLD LIST" ASK OF THE SAME OCCUPATIONS AS D10 FOR 50% OF SAMPLE

D11 **Thinking about your <OCCUPATION> who are not fully proficient, which, if any, of the following skills do you feel need improving?** READ OUT; CODE ALL THAT APPLY

CATI – ROTATE ORDER OF SKILLS (APART FROM IT SKILLS WHICH MUST ALWAYS APPEAR TOGETHER WITH "GENERAL IT USER SKILLS" FIRST, FOLLOWED BY "IT PROFESSIONAL SKILLS". "TECHNICAL & PRACTICAL SKILLS", "ANY OTHER SKILLS", "NONE" & "DON'T KNOW" MUST ALWAYS APPEAR LAST).

	Occ 1	Occ 2
Basic computer literacy / using IT	1	1
Advanced IT or software skills	2	2
Oral communication skills	3	3
Written communication skills	4	4
Customer handling skills	5	5
Team working skills	6	6
WALES: Written Welsh language skills	7	7
WALES: Oral Welsh language skills	8	8
Foreign language skills	9	9
Problem solving skills	10	10
Planning and Organisation skills	11	11
Strategic management skills	12	12
Numeracy skills	13	13
Literacy skills	14	14
Technical, practical or job specific skills	16	16
Any other skills (WRITE IN)	18	18
DO NOT READ OUT: No particular skills difficulties (ALLOW SINGLE CODE ONLY)	19	19
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	X	X

ASK IF SELECTED MORE THAN ONE CODE AT D11.

D11d **And which one of these skills which are lacking has the biggest impact on your establishment?**
PROMPT IF NECESSARY

SINGLE CODE. ONLY SHOW CODES SELECTED AT D11 (INCLUDING A 'DO NOT READ OUT: DON'T KNOW' CODE)

ASK ALL WITH SKILL GAPS

D12 **Thinking about your establishment as a whole, does the fact that some of your staff are not fully proficient have an impact on how your establishment performs?** READ OUT

Yes – major impact	1	ASK D13
Yes – minor impact	2	
No	3	TO D13A

ASK IF HAD IMPACT (D12=1 OR 2)

D13 **Is the fact that some of your staff are not fully proficient causing this establishment to...?**
READ OUT. CODE ALL THAT APPLY. 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

D13A **Have you taken any steps to improve the proficiency or skills of these staff?** READ OUT

Yes	1	ASK D14
No – but have plans to	2	GO TO D15
No	3	
DO NOT READ OUT: Don't know	4	

ASK IF HAVE TAKEN ACTION (D13A=1)

D14 **Which if any of the following steps is this establishment taking to overcome the fact that some of its staff are not fully proficient in their job?**

READ OUT. CODE ALL THAT APPLY. 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

ASK ALL

D15 **You said that you have [A1] 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 (A1)
ALLOW DON'T KNOW

IF D15>0

D15A **And how many of these [D15] 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 (D15)
ALLOW DON'T KNOW

- ASK IF HAVE ANY STAFF WITH MORE ADVANCED SKILLS AND QUALIFICATIONS (D15A>0)
- D16 [IF D15A=1: **What is the specific role or occupation of this member of staff who has**] [IF D15A>1: **In which specific occupation do you have most staff who have**] **BOTH qualifications and skills beyond those needed for their job role?**

PROMPT FOR FULL DETAILS (E.G. IF MANAGER' PROBE: WHAT TYPE OF MANAGER?)

RECORD SPECIFIC DETAILS FOR ONE OCCUPATION.

CODE AT ANALYSIS STAGE TO SOC2010 4 DIGITS

- ASK IF HAVE ANY STAFF WITH MORE ADVANCED SKILLS/QUALIFICATIONS (D15A>0)
- D17 **And thinking of the** [IF D15A=1: **member of**] **staff in that specific occupation, what are the main reasons why they are working in a role for which they have BOTH qualifications and skills beyond those needed for their job role?**

DO NOT READ OUT. CODE ALL THAT APPLY.

To gain experience / current role is lower level in same industry as desired higher level role	1
Competition for higher level roles / they are struggling to get a higher level job	2
Lack of jobs in the desired higher level role	3
Current role is temporary job / stop gap before starting desired career	4
The working hours suit them better	5
They are not interested in taking on a higher level role with more responsibility	6
We actively seek staff with qualifications and/or skills beyond those needed	7
Other reasons [SPECIFY]	8
No particular reason / it just happened	9
Don't know	10

- D18 QUESTION DELETED

- ASK IF HAVE ANY STAFF WITH MORE ADVANCED SKILLS/QUALIFICATIONS (D15A>0)
- D19 **And overall would you say it is an advantage or disadvantage for your organisation to have [IF D15A=1: this member of] [IF D15A>1: these] staff with both qualifications and skills beyond those needed for their current role?**

Advantage	1
Disadvantage	2
No difference	3
DO NOT READ OUT: It varies too much to say	4
DO NOT READ OUT: Don't know	5

E THERE IS NO SECTION E

F Workforce development

ASK ALL

F1 Does your establishment have any of the following...?

INTERVIEWER NOTES:

- A IF RESPONDENT INDICATES THAT ESTABLISHMENT IS COVERED BY A COMPANY WIDE [SHOW CODE RELEVANT FOR EACH ITERATION: TRAINING PLAN / TRAINING BUDGET] CODE AS 'YES'
- B CODE AS 'NO' IF IN PROCESS OF DRAWING UP FIRST [SHOW CODE RELEVANT FOR EACH ITERATION: TRAINING PLAN / TRAINING BUDGET]
- C CODE AS 'YES' IF CURRENTLY HAVE [SHOW CODE RELEVANT FOR EACH ITERATION: TRAINING PLAN / TRAINING BUDGET] BUT IN PROCESS OF DRAWING UP NEW ONE.

	Yes	No	Don't know
A training plan that specifies in advance the level and type of training your employees will need in the coming year?	1	2	3
A budget for training expenditure? [IF MULTI-SITE AND NOT HQ (A3=2 AND A4NEW≠1): which specifically covers training spend for this site]	1	2	3

ASK MODULE 1 (DUMMOD=1)

F2 Approximately what proportion of your staff have a formal written job description?

PROMPT AS NECESSARY

None	1
Some but fewer than half	2
Around half	3
More than half but not all	4
All	5
DO NOT READ OUT: Don't know	X

ASK MODULE 1 (DUMMOD=1)

F3 And approximately what proportion of your staff have an annual performance review?

PROMPT AS NECESSARY

None	1
Some but fewer than half	2
Around half	3
More than half but not all	4
All	5
DO NOT READ OUT: Don't know	X

ASK ALL

- F4 **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

- F4a **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

F4DUM CATI VARIABLE: TYPES OF TRAINING

Provide both off-the-job and on-the-job training	1	F4=1 AND F4a=1
Provide off-the-job training only	2	F4=1 AND (F4a=2 OR 3)
Provide on-the-job training only	3	(F4=2 OR 3) AND F4a=1
Provide neither off-the-job nor on-the-job training	4	(F4=2 OR 3) AND (F4a=2 OR 3)

IF NO TRAINING ARRANGED IN PAST 12 MONTHS (F4=2 AND F4A=2)

F5 **You mentioned that you have not arranged or funded training for any of this establishment's employees over the past 12 months. What are the reasons for this?**

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

DO NOT READ OUT. CODE ALL THAT APPLY

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 (F4=1 OR F4a=1).

F6 **Which of the following types of training have you arranged or funded for employees at this establishment over the past year?**

READ OUT AND CODE ALL THAT APPLY. 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	10
Health & safety/first aid training	2
Job specific training	3
Supervisory training	4
Management training	5
Training in new technology	6
Any other types? (please specify)	7
DO NOT READ OUT: None of these (ALLOW SINGLE CODE ONLY)	8
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	9

ASK IF PROVIDE H&S / BASIC INDUCTION TRAINING (F6=1 OR 2) UNLESS THEY HAVE ONLY CODED 1 AND/OR 2 AT F6 IN WHICH CASE SKIP QUESTION AND AUTOMATICALLY CODE TO 100%

F7a **And how much of the training that you have arranged or funded has been for [IF F6=2 health & safety] [IF F6=1 AND 2 or] [IF F6=1 basic induction training new staff receive when they start the job]? PROMPT WITH BANDS**

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 (F4=1 OR F4a=1).

F7b **Have you arranged or funded any training for staff in the last 12 months which has involved....?**

READ OUT

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	4
DO NOT READ OUT: None of these	5

IF ARRANGED ONLINE TRAINING IN LAST 12 MONTHS (F7B=1)

F7c **Thinking about the amount of online training or e-learning arranged or funded for staff at this site over the last 12 months, was this...**

Significantly higher than in the 12 months before that	1
Slightly higher	2
About the same	3
Slightly lower	4
Or significantly lower in the last 12 months than in the 12 months before that?	5
DO NOT READ OUT: Don't know	6

IF NOT ARRANGED ONLINE TRAINING IN LAST 12 MONTHS (F7B≠1)

F7e **Has your establishment arranged or funded online training or e-learning for staff at this site at all over the last two years?**

Yes	1
No	2
Don't know	3

IF ARRANGED OTHER SELF-LEARNING IN LAST 12 MONTHS (F7b=2)

F7d **Thinking about the amount of other self-learning, where the employee does the learning at a time of their own choosing, that you have arranged or funded for staff at this site over the last 12 months, was this...**

Significantly higher than in the 12 months before that	1
Slightly higher	2
About the same	3
Slightly lower	4
Or significantly lower in the last 12 months than in the 12 months before that?	5
DO NOT READ OUT: Don't know	6

IF NOT ARRANGED OTHER SELF-LEARNING IN LAST 12 MONTHS (F7B≠2)

F7f **Has your establishment arranged or funded [IF F7b=1: other] self-learning, where the employee does the learning at a time of their own choosing, at all over the last two years?**

[IF F7b=1: *ADD IF NECESSARY: By other we mean besides online or e-learning*]

Yes	1
No	2
Don't know	3

ASK ALL

F7 **And has your establishment done any of the following to aid the development of your employees in the last 12 months?**

READ OUT; CODE ALL THAT APPLY

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 (F4=1 OR F4A=1), OTHERS GO TO F16

F8 [IF BOTH ON AND OFF-THE-JOB (F4DUM=1): **Thinking about both on- and off-the-job training,**] **Over the last 12 months how many staff employed at this establishment 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 A1] STAFF.

WRITE IN _____ (1 – 99999)

F8RAN 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 F8 > (A1 x 2) ASK:

F8CHK **You said you currently have <INSERT VALUE FROM A1> employees but you have trained <F8 FIGURE> staff in the past 12 months, is this correct?**

Yes	1	GO TO F9
No	2	RE-ASK F8

IF F8=A1 ASK:

F8CHK2 **Were these all your current staff?**

Yes	1	AUTOMATICALLY CODE F9 AND F10 TO MATCH CURRENT STAFF BREAKDOWN (D5C OR D5-8)
No	2	ASK F9

F10DUM CATI DUMMY VARIABLE – LIST EACH OCCUPATION EMPLOYED AT D5C/D5-8 FOR ALL WHO TRAIN (F4=1 OR F4A=1)

IF PROVIDE TRAINING AT ALL (F4=1 OR F4A=1)

F9 **Over the last 12 months which occupations have you arranged or funded training for [F4DUM=1:, whether on- or off-the-job]?**

PROMPT AS NECESSARY

CATI – SHOW ALL OCCUAPTIONS MENTIONED AT D5-D7/D5C, PLUS (AS LONG AS NOT ALL 9 CATEGORIES ANSWERED YES AT D5 –D7/D5C) 'ANY OTHER OCCUPATIONS'

ASK IF MORE THAN ONE OCCUPATION MENTIONED AT F9

F10 **You said you had arranged or funded training for <F8 FIGURE OR F8RAN RANGE> staff in the last 12 months, including any who have since left. How many of these were <READ OUT IN TURN EACH ANSWER FROM F9> ...**

SCREEN TO SHOW THE FIGURE OR RANGE FROM F8 AND COUNTDOWN AFTER EACH F10 ANSWER.

SCREEN ALSO TO SHOW THE NUMBER OF STAFF THEY CURRENTLY HAVE IN EACH OCCUPATION (FROM D5/6/8/D5C)

TOTAL OF F10 MUST EQUAL F8 (OR BE WITHIN BAND IF ANSWERED F8RAN) – IF NOT CHECK IF TOTAL TRAINED FIGURE WRONG (IF SO SNAP BACK TO F8 OR F8RAN) OR AMEND F10 ANSWERS.

	F9	F10
Managers, Directors and senior officials	1	WRITE IN NUMBER_____
Administrative and secretarial occupations	4	WRITE IN NUMBER_____
Elementary occupations	9	WRITE IN NUMBER_____
Process, plant and machine operatives	8	WRITE IN NUMBER_____
Sales and customer service occupations	7	WRITE IN NUMBER_____
Caring, Leisure and Other Service Occupations	6	WRITE IN NUMBER_____
Skilled trades occupations	5	WRITE IN NUMBER_____
Associate professional and technical occupations	3	WRITE IN NUMBER_____
Professional occupations	2	WRITE IN NUMBER_____
Any other occupations (WRITE IN)	10	WRITE IN NUMBER_____
Calculate sum		SUM F10

IF SUM F10 DOES NOT EQUAL F8 (OR IS GREATER THAN TOP OF F8RAN BAND OR LESS THAN THE BOTTOM OF F8RAN BAND) ASK:

F10chk **You said that in the last 12 months that you trained <F8> staff, but the sum of the occupations that you have trained total <F10SUM>. Do you wish to amend the overall figure or the number within each occupation?**

Total figure	1	RE-ASK F8
Occupational figure	2	RE-ASK F10

IF PROVIDE TRAINING AT ALL (F4=1 OR F4A=1)

F11 **Over the last 12 months, on average, how many days training and development [F4DUM=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

WRITE IN ABSOLUTE NUMBER _____(1-260)_____

F11RAN: IF DON'T KNOW AT F11, 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 F11 OR CODE 13 AT F11RAN

F11chk **Can I just check that, on average, EACH MEMBER OF STAFF receiving training and development has received [INSERT ANSWER FROM F11 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	GO TO F15
No	2	RE-ASK F11

ASK ALL WHO TRAIN (F4=1 OR F4A=1)

- F15 **Does your establishment formally assess whether the training and development received by an employee has an impact on their performance?**

Yes	1
No	2
Don't know	X

ASK ALL PROVIDING TRAINING (F4=1 or F4A=1)

- F12 **Thinking now about qualifications, how many of the <F8 integer / band> people that you have funded or arranged training for [*TEXT SUBSTITUTION IF BOTH ON AND OFF THE JOB: whether on- or off-the-job,*] over the past 12 months are or were being trained towards a nationally recognised qualification?**

WRITE IN _____ (*0 – F8 INTEGER / TOP OF F8 BAND*)

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 F12 SHOULD NOT BE GREATER THAN ANSWER GIVEN AT F8 (INTEGER OR TOP OF RANGE IF ANSWERED BANDED VERSION).

ASK IF TRAINING TOWARDS A NATIONALLY RECOGNISED QUALIFICATION (F12>0 or bands 2-11).

F13 **And still thinking about the training you have arranged or funded towards nationally recognised qualifications, [IF F12=1: is or was this member of, IF F12>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...**

F14 THERE IS NO F14.

	F13		
	Yes	No	Don't know
Level 1 qualifications [SC: (in Scotland they may be known as Level 4 qualifications)] such as an [EN/WL/NI: NVQ SC: SVQ] Level 1 or BTEC Introductory Diploma[SC: or General Standard]	1	2	3
Level 2 qualifications [SC: (in Scotland they may be known as Level 5 qualifications)] such as an [EN/WL/NI: NVQ SC: SVQ] Level 2, GCSEs [SC:, Credit Standard Grade] or BTEC First Diploma	1	2	3
Level 3 qualifications [SC: (in Scotland they may be known as Level 6 qualifications)] such as an [EN/WL/NI: NVQ SC: SVQ] Level 3, A-Levels or BTEC Nationals [WL: , or the Advanced Level Welsh Baccalaureate SC: , or Highers or Advanced Highers]	1	2	3
Level 4 qualifications or above [SC: (in Scotland they may be known as Level 7 qualifications)] such as degrees, HNC/HNDs, postgraduate degrees or high level specialist professional qualifications	1	2	3

ASK ALL THOSE WHO HAVE TRAINED IN THE PAST 12 MONTHS (F4=1 or F4A=1)

F15A **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 (F15A=1)
 F15B **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

ASK ALL

F16 **Is your establishment currently accredited with the Investors in People Standard?**

Yes	1
No	2
DO NOT READ OUT - Don't know	X

G Skills utilisation / High performance working

ASK SECTION G TO MODULE 1 ONLY (DUMMOD=1)

G1 Does your establishment...

	YES	NO	DK	n/a
IF A1>9 Create teams of people, who don't usually work together, to work on a specific project	1	2	X	Y
Have an equal opportunities policy	1	2	X	Y
Have formal procedures in place for employee consultation such as a staff association, employee forum or trade union consultation	1	2	X	Y
Currently hold any of the ISO 9000 Standards	1	2	X	Y
Consult with trade unions for reasons other than negotiations about pay and conditions	1	2	X	Y
Conduct training needs assessments	1	2	X	Y

ASK MODULE 1 (DUMMOD=1)

G1A **And does your establishment have any of the following pay and incentive schemes for your employees?**

READ OUT; CODE ALL THAT APPLY

Bonuses that are based on the overall performance of the organisation [IF A3=2: or establishment]	1
Individual performance related pay	2
Flexible benefits (ADD IF NECESSARY: This is the option to use some pre-tax pay for extra benefits such as pensions, childcare vouchers, life assurance etc)	3
IF PRIVATE SECTOR (A8=1): Share options for employees BELOW SENIOR MANAGEMENT	4
DO NOT READ OUT: None of the above (ALLOW SINGLE CODE ONLY)	5
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	X

ASK MODULE 1 (DUMMOD=1)

G2 **Do you have processes in place to allow you to identify "high potential" or talented individuals within your establishment?**

Yes – formally documented	1
Yes - informal	2
No	3
Don't know	X

G3 THERE IS NO QUESTION G3.

G4 THERE IS NO QUESTION G4

ASK MODULE 1 (DUMMOD=1)

G5 **To what extent would you say employees at your establishment...** READ OUT FOR EACH, CODE ONE ONLY

	To a large extent	To some extent	Not much	Not at all	DK
Have variety in their work	1	2	3	4	X
Have discretion over how they do their work	1	2	3	4	X
Have access to flexible working	1	2	3	4	X

H Business strategy and structure

ASK IF PRIVATE SECTOR ONLY (A8=1)

- H1 I'd now like to ask you a few questions about how the products or services that are provided by this establishment compare to those provided by others in your industry, including those based in other countries.

On a scale of 1 to 5, where would you place this establishment if...

ASK PRIVATE SECTOR ONLY (A8=1)

- ANEW) one indicates that there is no difference in the offering provided to customers or users of your services and five indicates that there is a substantial amount of customisation depending on the requirements of customers or users of your services

No difference	1	2	3	4	5	DK	Substantial customisation
---------------	---	---	---	---	---	----	---------------------------

ASK PRIVATE SECTOR ONLY (ASK A8=1)

- B) one indicates that, compared to others in your industry, the competitive success of your establishment's products or services is wholly dependent on price and five that success does not depend at all on price

Wholly price dependent	1	2	3	4	5	DK	Not at all price-dependent
------------------------	---	---	---	---	---	----	----------------------------

ASK ALL

- C) [IF PUBLIC OR THIRD SECTOR (A8=2-5): On a scale of 1 to 5, where would you place this establishment if...]

one indicates that, compared to others in your industry, this establishment very rarely leads the way in terms of developing new products, services or techniques, and five that you often lead the way

Very rarely lead the way	1	2	3	4	5	DK	Often lead the way
--------------------------	---	---	---	---	---	----	--------------------

ASK PRIVATE SECTOR ONLY (ASK A8=1)

- D) one indicates that this establishment competes in a market for a standard or basic quality product or service, and five that you compete in a market for premium quality products or services.

Standard or basic	1	2	3	4	5	DK	Premium quality
-------------------	---	---	---	---	---	----	-----------------

- H2 THERE IS NO QUESTION H2

ASK ALL

H3 **Does your establishment have a business plan that specifies the objectives for the coming year?**

INTERVIEWER NOTES:

- IF RESPONDENT INDICATES THAT ESTABLISHMENT IS COVERED BY A COMPANY WIDE BUSINESS PLAN, CODE AS 'YES'
- CODE AS 'NO' IF IN PROCESS OF DRAWING UP FIRST BUSINESS PLAN
- CODE AS 'YES' IF CURRENTLY HAVE A BUSINESS PLAN BUT IN PROCESS OF DRAWING UP NEW ONE.

Yes	1
No	2
DO NOT READ OUT: Don't know	X

I Closing questions

- I1 **Thank you very much for taking the time to speak to us today. Occasionally it is necessary to call people back to clarify information; may we please call you back if required?**

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

Yes	1
No	2

- IF TRAIN AT ALL (F4=1 or F4a=1)
- I3 **The UK Commission will be conducting some 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: Would this be possible? IF NOT IFF: 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 I3=1
- I3B **Can you tell me your email address?**

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

WRITE IN ADDRESS _____ GO TO I3C
NULL/REF GO TO I2

- ASK IF NOT NULL/REF AT I3B
- I3C **I have that as [text sub of email address recorded at I3B] - is that right?**
INTERVIEWER NOTE: SPELL OUT EMAIL ADDRESS LETTER-BY-LETTER

Yes	1	CONTINUE TO I3a
No	2	GO TO I3B AND REDO

ASK ALL

- I3a **Would you like us to email you a summary report of the findings of this survey, once the results are published in January 2016?**

Yes	1	
No	2	

IF (I3=2 OR F4DUM=4) AND I3a=1

- I3D **Can you tell me your email address?**

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

WRITE IN ADDRESS _____ GO TO I3E
 NULL/REF GO TO I2

ASK IF NOT NULL/REF AT I3D

- I3E **I have that as [text sub of email address recorded at I3D] - is that right?**
 INTERVIEWER NOTE: SPELL OUT EMAIL ADDRESS LETTER-BY-LETTER

Yes	1	CONTINUE TO I2
No	2	GO TO I3D AND REDO

ASK ALL

- I2 **If the UK Commission 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?**

REASSURE IF NECESSARY: **We would keep this separate to the responses you have given in this survey; it will not be possible for the UK Commission, its partners or its contractors to identify your survey responses from the information.**

INTERVIEWER – IF RESPONDENT ASKS: “Partners in this survey” include the Department for Business, Innovation and Skills, [ENG: Skills Funding Agency NI: DELNI SC: Scottish Government WA: Welsh Government], Department for Work and Pensions, and the Sector Skills Councils.

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

ASK ALL

- I4 **I have your postcode as [INSERT FROM SAMPLE] is this correct?**

Yes	1	ASK I6
No	2	RECORD CORRECT POSTCODE

- I5 THERE IS NO QUESTION I5

ASK IF I1=1 OR I2=1 OR 2 OR I3=1

- 16 **And can I just confirm the best number to contact you on is [SHOW TELEPHONE NUMBER]?**

Yes	1	NEXT QUESTION
No	2	RECORD CORRECT NUMBER

ASK ALL

- 17 **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

CONFIRM NAME, JOB TITLE, TELEPHONE AND EMAIL

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.		
<i>Interviewer signature:</i>		Date:
Finish time:	Interview Length	mins

APPENDIX A – OCCUPATION PROMPTS

ROUTING:

IF ((D5A=2 OR A1DUM=2-3) AND A6=1) AND...	IF (D5A=1 OR (D5A=2 AND A6=2) OR (A1DUM=2-3 AND A6=2) AND...		
SIC on sample = 45 to 53, 95	D5B=1 OR D5D=1	Use this prompt list:	Transport, Retail or Wholesale
SIC on sample = 58 to 74, 76 to 78, 80 to 82, 94, 9603	D5B=2 OR D5D=2	Use this prompt list:	Business & Other Services, Finance or Insurance
SIC on sample = 01 to 44	D5B=3 OR D5D=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	D5B=4 OR D5D=4	Use this prompt list:	Hospitality, Catering or Leisure Services
SIC on sample = 75, 86 to 88	D5B=5 OR D5D=5	Use this prompt list:	Health or Social Care
SIC on sample = 84 to 85, 91	D5B=6 OR D5D=6	Use this prompt list:	Public Sector or Education
	D5B=7 OR D5D=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 • Office assistants, office managers • Database assistants • Stock control clerks & assistants • Transport & distribution clerks & assistants
Elementary	<p>ADD IF NECESSARY: Covers occupations that involve mostly routine tasks usually involving use of simple hand held tools and in some cases physical</p>

occupations	<p>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 <p>• <i>(NOT THE FOLLOWING: Sales representatives)</i></p>
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 • 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

	<ul style="list-style-type: none"> • (NOT THE FOLLOWING: science and engineering technicians)
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 <p>• <i>(NOT THE FOLLOWING: Sales representatives, buying and purchasing officers, estate agents or auctioneers)</i></p>
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 • Care workers and home carers • Hairdressers & barbers, beauticians
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, electronic trades • Chefs, cooks • Catering and bar managers • Printers • TV engineers, IT engineers • Gardeners / groundsmen <p>• (NOT THE FOLLOWING: science and engineering technicians)</p>
<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
<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 • Management consultants & business analysts • Architects • Chartered / Quantity surveyors • Advertising accounts managers / creative directors • Engineering professionals

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 • 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

	<p>and supervisors)</p> <ul style="list-style-type: none"> • Call centre / contact centre occupations • <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 • <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</p>

	<p>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
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 • Labourers • Kitchen/catering assistants, • Bar staff, waiters & waitresses • Dry cleaners, launderers • Leisure & theme park attendants
Process, plant &	<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</p>

machine operatives	<p>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
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, retail cashiers • Sales / customer service managers • Customer care occupations • Telesales, call centre agents <p>• <i>(NOT THE FOLLOWING: Sales representatives)</i></p>
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"> • Travel agents, travel assistants • Sport and leisure assistants • 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 <p>• <i>(NOT THE FOLLOWING: Science and engineering technicians)</i></p>
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

	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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
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"> • Care assistants, nursery nurses / childminders • Housekeepers, caretakers • Home carers • Ambulance staff • Teaching assistants • Dental / veterinary nurses • Nursing auxiliaries and assistants • Houseparents & residential wardens <p>• <i>(NOT THE FOLLOWING: Professional medical nurses, midwives, physiotherapists and social workers or paramedics)</i></p>
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 managers • Gardeners, landscape gardeners, groundsmen & greenkeepers
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"> • 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
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"> • Doctors, nurses, midwives • Psychologists • Social workers • Occupational therapists • Medical practitioners • Speech and language therapists • Pharmacists • Veterinarians • Dental practitioners • Software and IT professionals • Accountants, solicitors, lawyers
--	---

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
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
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"> • Customer service managers, call centre agents • Customer care occupations • Sales / retail assistants, sales supervisors
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, 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>
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 • Chefs, cooks • Printers • Gardeners & landscape gardeners • Groundsmen and greenkeepers • IT engineers • Construction and building trades • <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 • Human resources officers • Health and safety officers • Junior police/fire/prison officers • Community workers • Careers advisors • Welfare / Housing officers • Youth and community workers

	<ul style="list-style-type: none"> • Vocational / Industrial trainers and instructors • 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 • Teachers • Social workers • Librarians • Engineers • Occupational therapists • Writers/journalists

None of the above / Other

	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 • Local government officers • HR administrators
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 • Packers, goods handling / storage • Kitchen/catering assistants • Waiting staff, bar staff

	<ul style="list-style-type: none"> • Security guards • Launderers, dry cleaners & pressers • Farm / forestry / fishing workers • 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 • Machine operatives • Assemblers and sorters • Quarry workers • Scaffolders
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 / supervisors • Call centre agents, telesales • Customer care occupations, customer service managers / supervisors <p>• <i>(NOT THE FOLLOWING: Sales representatives)</i></p>
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"> • Care assistants, nursery nurses / childminders • Housekeepers, caretakers • Travel agents / assistants • Hairdressers and beauticians • Educational support assistants • Animal care services • Air / rail travel assistants <p>• <i>(NOT THE FOLLOWING: Professional medical nurses, social workers or paramedics)</i></p>
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, carpenters • IT engineers, TV engineers • Mechanics • Chefs, cooks, butchers, bakers • Catering and bar managers • Gardeners / groundsman, florists • Construction and building trades

	<ul style="list-style-type: none"> • (NOT THE FOLLOWING: science and engineering technicians)
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"> • 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
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 • Doctors, nurses, midwives • Solicitors, lawyers, accountants • Social workers • Teachers • Management consultants & business analysts • Engineering professionals • Construction project managers • Journalists, newspaper editors