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Apprenticeship Pay Survey 2018/19

Technical report

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Contents

1. Introduction

This report details the methodology used for the 2018 Apprenticeship Pay Survey (APS). The survey was carried out by IFF Research on behalf of the Department for Business, Energy and Industrial Strategy (BEIS) and involved 9,582 telephone interviews with apprentices in Great Britain. The main report was published in January 2020, Report No. 2020/001.

Background

Apprenticeships are a structured programme of training, consisting of paid employment and learning, which give people the opportunity to work for an employer, learn on the job, build up knowledge and skills, and gain recognised qualifications within a specific occupation or trade.

Apprenticeships are administered by the Education and Skills Funding Agency (ESFA) in England, Skills Development Scotland (SDS) in Scotland and the Welsh Government in Wales. Although funding arrangements differ slightly in each country, in all three countries employers are required to pay wages and meet other employment costs.

The National Minimum Wage (NMW) is the minimum pay per hour almost all workers in the UK are entitled to by law.[1] As well as separate NMW rates for those aged under 18, 18-20, 21-24, and a National Living Wage (NLW) for those aged 25 and over, there is a distinct NMW rate for apprentices aged 16 to 18 and those aged 19 or over who are in their first year of the apprenticeship. All other apprentices are entitled to the NMW for their age.

The rates are subject to change every April. Table 1-1 shows the April 2018 rates (those that applied at the time of the survey), alongside the recent rates set in April 2019.

Table 1-1 National Minimum Wage Rates (hourly)

Year	Apprentice (aged 16-18 or in first year of apprenticeship)	Under 18	18-20	21-24	NLW (25 and over)
April 2018 (the rate in effect at time of survey fieldwork)	£3.70	£4.20	£5.90	£7.38	£7.83
April 2019	£3.90	£4.35	£6.15	£7.70	£8.21

The APS is an important component in monitoring apprenticeship policy and compliance with the apprentice NMW. Critically, it helps to ensure that any changes to the apprentice minimum wage rate or apprenticeship policy are appropriate and based on accurate information. For example, evidence from the survey contributes to the Low Pay Commission's

[1] Exceptions include self-employed people running their own business, company directors, and volunteers / voluntary workers, and workers younger than school leaving age. The full list in available at www.gov.uk/national-minimum-wage/who-gets-the-minimum-wage.

recommendations to government for the apprentice National Minimum Wage rate. Two previous APS were carried out in 2016 and 2014.[2]

Research objectives

The main objective of the 2018 APS to provide an accurate and up-to-date picture of apprentice pay in England, Scotland and Wales. Specifically, it was to investigate:

- The wages employers are paying apprentices; and the constituent elements (basic pay, overtime, tips etc.);
- The number of hours apprentices spend working to establish their hourly wage rates;
- The range of apprentice pay, including differences by gender, age, level and framework and prior employment status.

To deliver efficiencies and cost savings the 2018 APS was carried out alongside the Department for Education's (DfE) Apprenticeships Evaluation Survey of Learners (AEvS Learners). In practice this meant that around a third of the APS interviews with current apprentices in England were conducted using a joint questionnaire covering the content of both surveys. Therefore, in addition to the above, a key objective was to ensure that any changes made to the questionnaire and sampling design to harmonise the two surveys preserved time series comparability.

[2] Earlier versions of the survey were carried out intermittently between 2005 and 2012, however significant changes to the survey methodology were made to the 2014 version of the survey such that the potential for time-series comparisons between the 2012 APS (and earlier editions) to the 2014 APS and later editions are very limited. Details of these methodological changes are detailed in the 2014 APS technical report.

2. Sample design and selection

The sample was drawn from three sources: the Individualised Learner Record (ILR) for England; the Lifelong Learning Wales Records (LLWR) for Wales; and the Corporate Training System (CTS) and Funding Information and Processing System (FIPS) for Scotland.[3] These were the same sample sources used in previous editions of the APS (2014 and 2016).

Separate data sharing agreements were required for each sample source. Appendix A provides a full list of the variables drawn from each source.

The population of apprentices used for sampling

Tables 2.1 to 2.3 provide a breakdown of the population of apprentices that had yet to complete their training at the time the sample files were received – i.e. the apprentice population used for sampling purposes in this research. These populations were used to guide the sampling approach detailed in the 'interview targets' section within this chapter.

In England, the composition of the apprentice population has remained broadly consistent since 2016, despite a drop in overall apprentice numbers (from 574,894 to 462,600). When considering framework profile of this population, the most significant change was in the Health, Social Care and Sport framework, which fell from 21% to 15% of the population. The most marked changes in population profile related to level, with a noticeable drop in Level 2 apprentices (54% in 2016 to 39% in 2018) and increases in Level 3 (41% in 2016 to 48% in 2018) and Level 4+ apprentices (5% in 2016 to 12% in 2018). The apprenticeship population in England in 2014 was largely consistent with 2016, with the main difference being a slightly higher proportion of Level 2 apprentices (57%) and smaller proportion of Level 4+ apprentices (2%) in 2014 than 2016.

Between 2014 and 2016 there was a reduction in overall apprentice numbers in Scotland (35,104 to 27,245) and a shift in proportion of apprentices between Level 2 (26% in 2014 and 18% in 2016) and Level 3 (71% in 2014 and 79% in 2016). However, the apprentice population in Scotland has remained largely stable between 2016 and 2018 in terms of size (27,400) and composition.

After a decrease between 2014 (29,835 apprentices) and 2016 (23,066), the population of apprentices in Wales has increased to 32,400 in 2018. The main change in the Welsh apprentice population has been in the Level 4+ apprenticeships, which grew from 11% of the population in 2014 to 24% in 2016 but has dropped to 19% in 2018. Since 2016 there has been an increase in the proportion of apprentices in Wales that are Level 3, from 37% in 2016 to 45% in 2018.

[3] The ILR is the primary data collection about further education and work-based learning in England. The LLWR provides statistics on learners in post-16 education and training in Wales. The CTS collects data on all apprenticeship starts in Scotland up to April 2018, with post-April 2018 starts being recorded on the new FIPS system. All population counts within this section of the technical report relate to figures from these databases.

Table 2.2-1 Apprentice population sampled from, by framework and level (England)[4, 5]

		Level			
Framework	**Total**	**2**	**3**	**4**	**5+**
Business	**46,900**	19,900	27,000		
Children's Care	**28,200**	7,400	20,800		
Construction	**28,600**	21,100	7,500		
Customer Service	**13,400**	10,800	2,600		
Electrotechnical	**18,100**	-	18,100		
Engineering and Manufacturing	**80,900**	37,300	43,600		
Hairdressing	**12,500**	8,700	3,800		
Health, Social Care and Sport	**70,400**	29,800	40,600		
Hospitality and Catering	**18,400**	11,600	6,900		
Management	**29,500**	7,300	22,100		
Retail	**17,800**	12,300	5,500		
Other 2/3	**39,000**	15,300	23,600		
Accounting	**7,400**			3,900	3,500
Business and Administration	**4,000**			3,100	900
Care Leadership and Other Management	**29,800**			4,900	24,900
Other 4/5+	**17,700**			8,600	9,100
England total	**462,600**	181,600	222,100	20,400	38,500

[4] Populations in Table 2.1 have been rounded to the nearest 100.
[5] Levels 2 and 3 are intermediate and advanced qualifications (equivalent to GCSE level and A level respectively), while Levels 4, 5, 6 and 7 are higher qualifications (equivalent to Foundation degrees and above).

Table 2.2 Apprentice population sampled from, by framework and level (Scotland)[6]

		Level			
Framework	Total	**2**	**3**	**4**	**5+**
Business	**1,500**	500	1000		
Construction	**9,300**	1,100	7,800	300	100
Engineering and Manufacturing	**6,100**	500	5,600		
Hairdressing	**1000**	700	300		
Health, Social Care and Sport	**2,800**	400	2,400		
Hospitality and Catering	**1,300**	700	700		
Retail	**1,900**	700	1,300		
Other 2/3	**2,500**	600	1,900		
Hospitality Management and Other Management	**300**			300	<50
Social Services	**400**			400	<50
Other 4/5+	**300**			300	-
Scotland total	**27,400**	5,200	20,900	1,200	100

[6] Populations in Table 2.2 have been rounded to the nearest 100.

Table 2.3 Apprentice population sampled from, by framework and level (Wales)[7]

		Level			
Framework	**Total**	**2**	**3**	**4**	**5+**
Business	**2,200**	900	1,300		
Children's Care	**2,300**	300	1,300	<50	700
Construction	**2,200**	700	1,200		
Customer Service	**800**	400	400		
Electrotechnical	**700**	300	400		
Engineering and Manufacturing	**3,800**	2,000	1,800		
Hairdressing	**800**	500	300		
Health, Social Care and Sport	**9,100**	4,400	4,800		
Hospitality and Catering	**1,600**	900	700		
Management	**2,000**	600	1,400		
Retail	**600**	400	300		
Other 2/3	**1,300**	700	600		
Accounting	**200**			200	-
Business and Administration	**400**			200	100
Care Leadership and Other Management	**2,700**			1,400	1,400
Information Advice and Guidance	**500**			500	<50
Other 4/5	**1,100**			500	1,300
Wales total	**32,400**	12,300	14,500	2,800	3,500

[7] Populations in Table 2.3 have been rounded to the nearest 100.

Sample verification, cleaning and preparation

After receiving the sample from the three respective sources, the initial stages of sample preparation were to check that the requested variables had been received, remove duplicate records in the files and sense check the apprentice populations against published statistics. Each stage of the sampling process was designed to mirror the processes used in 2014 and 2016 iterations of the APS as closely as possible, utilising updated population figures. The process taken for each sample source is detailed in turn below.

England

- Check that only current apprentices were included – i.e. only records where "the learner is continuing or intending to continue the learning activities leading to the learning aim" (completion status = code 1).
- Identify unique learners in the file and only retain these. This was identifiable through the LearnAimRef variable which, if it is equal to ZPROG001, signifies the apprenticeship programme aim and is recorded uniquely for each learner in the file.
- Check and remove any remaining multiple entries using a concatenation of unique learner number (ULN) and UK provider reference number (UKPRN). Where duplicates were found, the record with the highest apprenticeship level was retained.
- Append a marker to identify any records that do not have a useable telephone number or is not a unique telephone number in the file. Note that learners who were marked on the ILR as not wanting to be contacted for research purposes were anonymised by the ILR prior to IFF receiving the files – hence these would be removed once the records without a telephone were removed.
- Note that records were only flagged as to whether they would be a usable sample record and not removed from the file because the total population of apprentices in each framework (i.e. irrespective of whether they had a telephone number etc.) would be used as part of the process for setting interview targets – something which is described later in the 'setting interview targets' section.

Scotland

- Check that only unique records were supplied by using a concatenation of Person ID and Last Name.
- Append a marker to identify any records that: do not have a useable telephone number or is not a unique telephone number in the file.

Wales

- Check that only current apprentices had been supplied – i.e. only those records where "the learner is continuing their learning activity" (variable LA31=1).
- Unlike the ILR, the LLWR provides no way of determining the uniqueness of a record. Thus, to de-duplicate the file records were sorted by the learner identifier code and level of learning activity with a unique record selected by only retaining the record with the highest-level learning aim.

- Append a marker to identify any records that do not have a useable telephone number or is not a unique telephone number in the file.

The next step of sample preparation was to assign each record an apprenticeship 'framework' based on course subject title/description. In the two previous APS a consistent set of frameworks were applied for each of England, Scotland and Wales. This was to allow for GB-wide analysis of the APS data by framework. For APS 2018, however, GB-wide analysis by framework was not a core focus of the research and thus a set of frameworks which better represented the framework profile of apprentices in each of England, Scotland and Wales were created. Despite this, it remains possible to conduct GB-wide analysis broken down by framework, although this was not the driving force behind the design of the set of frameworks that were used.

The starting point for assigning the frameworks for APS 2018 was to assign the frameworks according to the definitions used in 2016 with any new course titles/descriptions outside of the definitions used in 2016 assigned to the appropriate framework. The below lists the key changes form 2016 for each country:

- **England**: the 16 frameworks used in 2016 still appropriately reflected the apprentice population in England and were thus used for 2018 APS (12 frameworks for apprenticeship levels 2 and 3, and 4 frameworks for levels 4+). Unlike in 2016, the separate 'framework' for Trailblazer apprenticeships was not required, as Trailblazer apprenticeships had been moved onto apprenticeship standards (which could – due to the level of information contained on the ILR – be assigned to the relevant APS frameworks).

- **Scotland**: in 2016 the population of level 2 and 3 apprentices was sampled according to the same 12 frameworks used in England and Wales, yet was reported using 10 frameworks (as two of the original 12 had very low numbers of apprentices). For level 4+ apprentices, a census approach was taken in due to a low overall population.

  For APS 2018, however, eight frameworks were used for apprenticeships at level 2/3 (the previous 'Customer Service' and 'Management' were subsumed into 'Other' due to them having low populations). For apprenticeships at level 4+ it was possible to assign frameworks, as the overall population of higher apprenticeships had increased since the last survey. These frameworks were: 'construction', 'hospitality management and other management', 'social services' and 'other'.

- **Wales**: the 12 frameworks used in 2016 were still appropriate for levels 2 and 3, and were again used for APS 2018. The four frameworks used in 2016 for apprentices at levels 4+ were also still appropriate, and were used again in the 2018 survey. However, additional frameworks were created rather than leaving them in 'other'. These included 'children's care' and 'information advice and guidance'.

A full list of framework definitions is provided in Appendix 2.

Tables 2.4 to 2.6 show the total population figures against the usable sample available in each country following the sample preparation processes outlined above, broken down by the framework categories in each country.

In England, across the Levels just over two-fifths of the total population sample was usable (2018:44%; 2016: 42%).[8] Frameworks that had a lower than average proportion of usable sample were: Hospitality and Catering (29%); Retail (36%); and Other (39%).

In Scotland nearly all the sample was usable (2018: 98%; 2016: 99%) with little variation by framework.

In Wales the proportion of sample that was usable was also high (69% overall, 72% in 2016). This varied quite a lot by framework. Frameworks which had a lower than average proportion of usable sample were: Management (46%), Hairdressing (48%); and Health, Social Care and Sport (60%).

Table 2.4 Total population figures versus usable sample: England[9]

Framework	Total population N	Useable sample n	% usable sample from total pop. %
Level 2/3			
Business	46,900	22,900	49%
Children's Care	28,200	13,600	48%
Construction	28,600	12,900	45%
Customer Service	13,400	5,700	42%
Electrotechnical	18,100	9,100	50%
Engineering and Manufacturing	80,900	33,800	42%
Hairdressing	12,500	7,600	61%
Health, Social Care and Sport	70,400	31,300	44%
Hospitality and Catering	18,400	5,400	29%
Management	29,500	12,600	43%
Retail	17,800	6,400	36%
Other 2/3	39,000	15,100	39%
Level 4/5+			
Accounting	7,400	4,100	56%
Business and Administration	4,000	2,200	55%
Care Leadership and Management	29,800	13,600	46%
Other 4/5	17,700	7,200	41%
England overall	462,600	**203,600**	44%

[8] Due to high base sizes, the relatively small differences in real terms between the proportions of the sample that were usable in 2018 and 2016 in England, Scotland and Wales are significantly different in statistical terms.
[9] Populations in Table 2.4 have been rounded to the nearest 100.

Table 2.5 Total population figures versus usable sample: Scotland[10]

Framework	Total population N	Useable sample n	% usable sample from total pop. %
Level 2/3			
Business	1,500	1,500	99%
Construction	8,900	8,700	98%
Engineering and Manufacturing	6,100	6,000	98%
Hairdressing	1000	900	97%
Health, Social Care and Sport	2,800	2,800	98%
Hospitality and Catering	1,300	1,300	97%
Retail	1,900	1,900	98%
Other 2/3	2,500	2,500	98%
Level 4/5+			
Construction	400	400	98%
Hospitality Management and Other	300	300	96%
Social Services	400	400	98%
Other 4/5	300	254	98%
Scotland overall	27,400	26,882	98%

[10] Populations in Table 2.5 have been rounded to the nearest 100.

Table 2.6 Total population figures versus usable sample: Wales[11]

Framework	Total population N	Useable sample n	% usable sample from total pop. %
Level 2/3			
Business	2,200	1,400	65%
Children's Care	1,600	1,200	73%
Construction	2,200	1,800	81%
Customer Service	800	600	71%
Electrotechnical	700	600	90%
Engineering and Manufacturing	3,800	3,200	83%
Hairdressing	800	400	48%
Health, Social Care and Sport	9,100	5,500	60%
Hospitality and Catering	1,600	1,000	65%
Management	2,000	900	46%
Retail	600	500	80%
Other 2/3	1,300	1,000	79%
Level 4/5+			
Accounting	200	100	76%
Business and Administration	400	300	74%
Care Leadership and Other Management	2,700	2,000	74%
Children's Care	700	600	85%
Information Advice and Guidance	500	400	81%
Other 4/5	1,100	1,300	73%
Wales overall	**32,400**	**23,000**	69%

[11] Populations in Table 2.6 have been rounded to the nearest 100.

Setting interview targets

In line with the approach taken in previous iterations of the survey, the sample was drawn to achieve the desired interview target structure. Once the sample was drawn, every apprentice was contacted (multiple times) to try to achieve an interview. In other words, although the sample was drawn on a stratified basis to achieve a desired profile of apprentices, no quota targets were imposed. Rather, from the drawn sample, as many interviews as possible were achieved.

Overall targets for each country were set on a purposive basis (6,000 for England, 2,500 for Scotland and 2,500 for Wales). This target was broken down further, first according to country and broad apprenticeship level (see Table 2.7), then according to framework.

Table 2.7 Target number of interviews by country and broad level

	Levels 2 and 3	Level 4 or higher	Total
England	5,400	600	**6,000**
Scotland	2,200	300	**2,500**
Wales	2,200	300	**2,500**

The method for determining the target structure according to framework and level within Scotland and Wales was largely unchanged from that used in 2016. The broad approach is outlined below for Levels 2 and 3:

- After setting a total target number of interviews Levels 2 and 3 at a country level, half the target interviews were allocated equally across frameworks with the other half allocated in proportion to the population of apprentices within each framework (note that the population used was irrespective of whether each record would be a usable sample record e.g. with a usable telephone number). This ensured that more interviews would be undertaken in frameworks with the greatest 'population' of learners, but the smaller frameworks would still receive more interviews than if the allocation to framework was strictly proportional.

- Targets for certain frameworks were manually reduced or boosted. For instance, the 'Other' framework was of least value/interest for reporting purposes and so the number of interviews was reduced in order to allocate extra interviews to other frameworks and bring them closer in line to the targets for each framework set in 2016. This allowed for the target number of interviews to be boosted in certain frameworks where average pay levels have historically been closely clustered around the Apprentice Rate (e.g. 'Hairdressing', 'Management, 'Children's Care, Learning and Development' and 'Business and related' frameworks).

- Once interviews had been allocated to a framework, this target was split by level so that the Level 2 and Level 3 targets within each framework were proportional to the population split by level.

The method described above was replicated for apprenticeships at Levels 4 and 5+.

For England, fact that the joint APS and Apprenticeships Evaluation survey was the route through which 2,500 of the 6,000 APS England interviews (all of them being among level 2 and

3 apprentices) would be completed meant that the sampling approach was slightly different to that taken in 2016. This was as a result of the need to adopt a sampling approach that satisfied the needs of both the APS and the Apprenticeships Evaluation.

The first step was to follow the approach set out above to identify the 'ideal' APS quota targets for England. However, because the Apprenticeship Evaluation was more reliant upon interviews achieved during the 'joint' survey than the APS (the 2,500 'joint' interviews were that survey's 'only' interviews among current apprentices, whereas for APS it was only a portion of the total target), the 'joint' survey was sampled using framework categories required for the Apprenticeships Evaluation survey, which were defined by sector subject areas (SSA). Table 2.4 details the breakdown by sector subject area that was used for the Apprenticeship Evaluation survey (and used for the 'joint' survey), alongside the quotas set and how they map onto the APS frameworks for England.

The 'ideal' APS quotas were then adjusted to take account of the expected composition of the 2,500 interviews by framework from the 'joint' survey. One of the impacts of the 'joint' survey was that more interviews were likely to be completed among the 'Other L2/3' framework than would ordinarily have been the case. For instance, in 2016, 166 interviews were completed in the 'Other L2/3' category yet as per Table 2.4, 475 were due to be completed via the 'joint' survey.

Table 2.4: Quotas set for the 'joint' survey and how they fall out by APS frameworks

Apprenticeship Evaluation frameworks	Quota set for the 'joint' survey		APS frameworks	Expected composition of the 'joint' survey interviews by framework	
	L2	L3		L2	L3
Business, Administration & Law	202	260	Customer Service	57	13
			Management	39	112
			Business	106	137
Health, Public Services & Care	200	287	Health, Social Care &	188	235
			Children's Care	40	103
Construction, Planning &	127	73	Construction	127	73
Engineering and Manufacturing Technologies	199	294	Electrotechnical	0	90
			Engineering &	199	219
Retail and Commercial Enterprise	178	119	Hairdressing	48	25
			Hospitality & Catering	64	47
			Retail	67	36
Agriculture, Horticulture and Animal Care	57	58	Other	189	286
Arts, Media and Publishing	15	45			
Education and Training	42	62			
Information and Communication Technology	52	88			
Leisure, Travel and Tourism	50	69			
Science and Mathematics	2	20			

Sampling strategy

Once the target number of interviews were set, a sample to target ratio of 5:1 was drawn based upon anticipated response rates calculated from previous iterations of the APS. Only usable sample records were drawn (i.e. those with a usable telephone number). In other devolved administrations there were some cells where the count of usable sample was too low to allow a 5:1 ration to be set – hence the sample number to be drawn was manually set to draw all the available sample.

Tables 2.8 to 2.10 overleaf detail the interview targets, sample drawn and 'sample to target' ratios for England, Scotland and Wales.

Once the sample numbers to be drawn were agreed, the sample files were ordered by age, gender, learning start date and ethnicity before a '1 in n' selection was made, where 'n' is the number to be drawn in a given cell over the total count of available sample in this cell (e.g. in the case of the Scotland Level 2 'Construction' cell, the required sample to be drawn was 29.8% of the total available sample in this cell, hence every 3rd record was selected). Such an approach (the same as that used in 2016) was taken to help ensure representative coverage by each of the characteristics that the sample had been ordered by.

Table 2.8: Sample drawn, by framework and level (England)

	Level 2			Level 3			Level 4			Level 5+		
	Target no. of interviews	Sample drawn	Sample to target ratio (x:1)	Target no. of interviews	Sample drawn	Sample to target ratio (x:1)	Target no. of interviews	Sample drawn	Sample to target ratio (x:1)	Target no. of interviews	Sample drawn	Sample to target ratio (x:1)
Business	205	1,084	5.3	276	1,464	3						
Children's Care	95	508	5.3	265	1,426	3						
Construction	270	1,440	5.3	102	531	3						
Customer Service	268	1,472	5.5	65	355	4						
Electrotechnical	-	-	-	298	1,618	2.5						
Engineering and Manufacturing	321	1,685	5.2	373	1,967	3						
Hairdressing	261	1,439	5.5	113	618	4						
Health, Social Care and Sport	272	1,417	5.2	368	1,926	4						
Hospitality and Catering	213	1,160	5.4	129	696	4						
Management	91	490	5.4	275	1,478	5						
Retail	234	1,277	5.5	106	575	5						
Other 2/3	378	946	2.5	572	1,428	3						
Accounting							59	295	5.0	54	270	5.0
Business and Administration							75	375	5.0	21	105	5.0
Care Leadership and Management							37	185	5.0	190	950	5.0
Other 4/5							79	395	5.0	85	425	5.0
England total	**2,618**	**12,918**	**3.7**	**2,782**	**14,082**	**3.5**	**250**	**1,250**	5.0	**350**	**1,750**	5.0

Table 2.9: Sample drawn, by framework and level (Scotland)

	Level 2			Level 3			Level 4			Level 5+		
	Target no. of interviews	Sample drawn	Sample to target ratio (x:1)	Target no. of interviews	Sample drawn	Sample to target ratio (x:1)	Target no. of interviews	Sample drawn	Sample to target ratio (x:1)	Target no. of interviews	Sample drawn	Sample to target ratio (x:1)
Business	69	276	4.0	133	532	4.0						
Construction	64	256	4.0	450	1,800	4.0						
Engineering and Manufacturing	34	136	4.0	361	1,444	4.0						
Hairdressing	131	524	4.0	55	220	4.0						
Health, Social Care and Sport	37	148	4.0	220	880	4.0						
Hospitality and Catering	109	436	4.0	105	420	4.0						
Retail	80	320	4.0	159	636	4.0						
Other 2/3	45	180	4.0	148	592	4.0						
Construction							62	248	5.1	18	72	5.0
Hospitality Management and Other Management							78	312	4.6	2	8	5.0
Social Services							79	316	4.9	1	4	5.0
Other 4/5							60	240	5.5	-	-	-
Scotland total	**570**	**2,276**	**4.0**	**1,630**	**6,524**	**4.0**	**279**	**1,116**	**4.0**	**21**	**84**	**4.0**

Table 2.10: Sample drawn, by framework and level (Wales)

	Level 2			Level 3			Level 4			Level 5+		
	Target no. of interview	Sample drawn	Sample to target ratio	Target no. of interview	Sample drawn	Sample to target ratio	Target no. of interview	Sample drawn	Sample to target ratio	Target no. of interview	Sample drawn	Sample to target ratio
Business	72	288	4.0	111	444	4.0						
Children's Care	34	136	4.0	124	496	4.0						
Construction	88	352	4.0	112	448	4.0						
Customer Service	58	232	4.0	67	268	4.0						
Electrotechnical	53	212	4.0	67	268	4.0						
Engineering and Manufacturing	128	512	4.0	120	480	4.0						
Hairdressing	90	360	4.0	46	184	4.0						
Health, Social Care and Sport	214	856	4.0	236	944	4.0						
Hospitality and Catering	85.0	340	4.0	73	292	4.0						
Management	52	208	4.0	121	484	4.0						
Retail	73	292	4.0	52	208	4.0						
Other 2/3	67	268	4.0	58	232	4.0						
Accounting							30	120	4.0	-	-	-
Care Leadership and Management							48	192	4.0	49	196	4.0
Business and Administration							21	84	4.0	14	56	4.0
Information Advice and Guidance							39	156	4.0	-	-	-
Children's Care							-	-	-	44	176	4.0
Other 4/5							16	64	4.0	39	156	4.0
WALES TOTAL	**1,015**	**4,056**	**4.0**	**1,185**	**4,748**	**4.0**	**154**	**616**	**4.0**	**146**	**584**	**4.0**

3. Questionnaire development

Minimal changes were made to the content of the 2016 APS questionnaire, to ensure that comparisons could be made with previous iterations of the survey. Indeed, the only substantive change included updating the National Minimum Wage rates referred to in the questionnaire and updating informed consent and recontact permission questions to reflect the introduction of General Data Protection Regulations (GDPR).

Table 3-1 provides an overview of the questionnaire content and a copy of the full questionnaire is published alongside this report on the BEIS website.

Table 3-1 Summary of the main sections of the questionnaire

Section	Overview of section content
Screener	Introducing the survey and ensuring eligibility for the survey (an apprentice at the time of the survey or one who had completed one within a month of the start of fieldwork).
Section A: Course or training undertaken	Confirming employer details, contractual arrangements e.g. whether had a written contract, permanency of position and confirmation of start date of apprenticeship.
Section B: Employment circumstances	Whether worked for employer prior to starting course and if so whether pay rate changed on starting apprenticeship, confirmation of age.
Section C: Payslip, pay and hours (worked/trained)	Pay rate variance, whether work overtime and receive bonuses, commission or tips. If answering with a payslip details of the number of hours a week worked in period covered by the payslip, wages shown on payslip, extra hours worked and amount (if any) paid for them.
Section D: Non-payslip and hours (worked/trained)	If not answering with a payslip, number of hours worked / trained in last full working week, whether this was considered a typical week and if not, hours in a typical working week. In addition, any overtime worked.
Section E: Pay, bonuses and tips	Pay if not answering with a payslip, gross hourly pay rate (if known), higher pay rate (if applicable and known), details on bonuses, tips and commission and accommodation where relevant.
Section F: Awareness of NMW and NLW and pay increases	Whether aware of NMW and NLW and whether pay has increased since their course began and reasons why.
Section G: Demographics	Ethnicity, disability and receipt of benefits information.

Table 3-2 Provides an overview of the questionnaire content covered within the Apprenticeship Evaluation sections of the joint APS and Evaluation questionnaire, as well as detailing any modularisation that was incorporated for that section.

Table 3-2 Summary of the Apprenticeship Evaluation sections of the joint questionnaire

Section	Overview of section content	Details of modularisation for the Joint survey
Deciding on an Apprenticeship	Reasons for taking up an Apprenticeship; how they applied for their Apprenticeship and whether any alternatives were considered.	Modularised – c.50% answered this section, while the other 50% answered Section F
Training	Perceptions about course length; awareness about off-the-job training requirements; and types of training received, including: • Training at an external provider; • Training at workplace away from usual work activities; • Training at workplace whilst doing usual work activities); and, English / Maths qualifications studied during Apprenticeship.	Questions on English and Maths training were modularised so that if an individual said they were studying towards *both* English and Maths qualifications, they were only asked follow-up questions about one of these (randomly assigned)
Satisfaction	Overall satisfaction rating; reasons for dissatisfaction; and satisfaction with specific elements of their course/training.	Questions on whether apprentices were satisfied with the quality of their English / Maths training were modularised using the sample approach outlined above
Section E: Perceived Impact	Skills / benefits gained as a result of doing an Apprenticeship, including career outcomes.	No modularisation, except at E6, which was answered by the same module group as Section F (see below)
Future Plans	Whether started / considering other qualifications or further training; extent to which Apprenticeship has / prepared apprentices for what they want to do next; and likelihood of completing Apprenticeship (current apprentices only).	Modularised – c.50% answered this section, while the other 50% answered Section B. The exception to this was F7 (advocacy of apprenticeship training)

Merging content with the DfE Apprenticeship Evaluation Survey

Whilst the content of the APS questionnaire was largely unchanged from 2016, as noted earlier a joint survey vehicle combining both the APS and DfE's Apprenticeship Evaluation Survey was used for completing 18% of the total APS interviews.

The questionnaire used for these 'joint' interviews was structured so that it shared the introductory questions checking course details and employment circumstances (the screener and sections A and B). The core APS questions collecting data on pay and working hours (sections C to E), were then asked as one block, followed by the Apprenticeship Evaluation questions as one block, before closing with shared demographic questions (section G). To mitigate potential order effects, half of the sample were randomly allocated to answer the APS questions first in the questionnaire order followed by the Apprenticeship Evaluation questions, whereas the other half received the Apprenticeship Evaluation questions first followed by the APS questions. Results from both orders through which the survey could be completed were compared to ensure that this did not influence response by introducing a mode effect. The joint questionnaire finished with shared demographic and recontact questions consistent across both surveys.

The main difference between the APS questionnaire and the one used for the 'joint' survey was that the latter did not include Section F of the APS questionnaire covering awareness of NMW and NLW and pay increases. This section was removed to ensure that the average interview length of the joint survey did not exceed 25 minutes.

A copy of the full 'joint' questionnaire is published alongside this report on the BEIS website.

Piloting

A standalone pilot of the APS was not required, given the minimal changes made to the APS questionnaire. The questions were already 'tried and tested'. However, the 'joint' questionnaire was piloted to test that the questionnaire flowed suitably and to check interview length.

Pilot fieldwork for the joint survey was conducted from 27 November to 2 December 2018, achieving a total of 63 interviews.

The pilot did not reveal any issues with the flow of the questionnaire. However, the pilot interviews ran at an average of 29 minutes; 4 minutes over the intended average length. A number of questions were removed from the Apprenticeship Evaluation block of questions to reduce survey length; changes which did not affect the block of APS questions.

4. Fieldwork

Interviewer briefings

All interviewers working on the project attended a face-to-face briefing delivered by the research team at IFF Research. As part of this briefing, all interviewers received written briefing instructions to provide them with background information about the project, information on the sample design and methodology, as well as information on specific sections of the questionnaire.

Mainstage fieldwork period

Interviews were carried out from 27 November 2018 to 10 March 2019. This was a later (and longer) fieldwork period than in 2016, when interviews were carried out from 9th June to 25th July 2016. This delay was caused in part by requirements relating to the joint APS and Apprenticeship Evaluation survey, and the longer fieldwork period related in part to a delay in receiving the sample of Welsh apprentices.

Contact procedures

Once the sample had been drawn, apprentices were sent an advanced letter to notify them that the research was taking place and to encourage participation. Apprentices were given the option to opt out of the research by calling a dedicated freephone number. Welsh apprentices were sent copies of the letter in both English and Welsh and were given the opportunity to conduct the survey in Welsh when contacted (only two apprentices completed the survey in Welsh).

The sample was worked through until a definite outcome was achieved. In this respect, there was no limit placed on the number of times a piece of sample could be contacted (though, as shown in Table 4.1, a majority of sample was called a maximum of 10 times; 15% of records were called more than 10 times).

There was a wide range in the number of calls required to achieve interviews. In 16% of cases a single call was required, in 15% two calls were needed, in 12% three and in 10% four calls were needed. Overall in 61% of cases the interview was achieved within 5 calls.

Table 4-1 shows the number of calls required to achieve interviews varied relatively little by framework.

Table 4-1: Calls required to achieve interviews based among those where interviews were achieved, by framework (row percentages)

Row %s		Calls required						
Framework		**1**	**2**	**3**	**4**	**5**	**6-10**	**11+**
Level 2/3								
Business	%	20	16	13	7	8	19	16

Row %s		Calls required						
Framework		**1**	**2**	**3**	**4**	**5**	**6-10**	**11+**
Children's Care	%	15	14	9	12	7	23	20
Construction	%	19	15	12	10	9	24	12
Customer Service	%	16	16	12	10	7	24	15
Electrotechnical	%	17	14	12	9	9	25	14
Engineering and Manufacturing	%	17	18	13	11	8	22	12
Hairdressing	%	15	15	14	7	9	25	15
Health, Social Care and Sport	%	15	12	11	9	7	27	18
Hospitality and Catering	%	13	16	12	10	8	26	16
Management	%	11	13	13	11	7	27	17
Retail	%	14	13	14	10	11	20	18
Other 2/3	%	20	18	13	9	6	21	12
Level 4/5+								
Accounting	%	17	15	13	11	6	28	10
Care Leadership and Management	%	13	16	10	7	7	32	15
Business and Administration	%	13	10	13	15	7	27	16
Information Advice and Guidance	%	23	19	19	9	8	16	6
Children’s Care	%	16	24	4	10	10	20	14
Other 4/5	%	17	17	12	10	6	25	13
Total	**%**	**16**	**15**	**12**	**10**	**8**	**24**	**15**

Screen-out procedure

A series of screening questions were included at the start of the questionnaire to check their eligibility of potential respondents for the research. They were firstly asked whether they were currently involved in the course provided on the sample. At this question, respondents were screened out if they had finished or left the course or training early, had done a different course and was no longer on it or had not started the course or training yet.

If they were doing a different course, respondents were asked the subject of the course or training they were currently undertaking and if this was identified as being an apprenticeship, they could continue to the main survey.

If they claimed not to have done any course or training initially, respondents were asked an additional question in which their learning provider from the sample and name of their employer was provided to prompt recall. If respondents either had no recollection of the course, had never started it or were no longer undertaking the course, they were also screened out.

Having been through the screener participants were asked to verify their employer. If during these questions they were found not to be employed they were also screened out.

Length of interviews

The average duration of the main interviews was 14 minutes and 28 seconds, slightly longer than in 2016 when the average length was 13 minutes and 28 seconds. For respondents completing the Joint APS and Apprenticeships Evaluation Survey, the average duration of interviews was 26 minutes 44.

Use of payslip

Adopting a similar approach as used in 2014 and 2016, the 2018 survey asked apprentices to use a payslip to provide information on pay and working hours. Apprentices were firstly asked if they received payslips from their employer. If they did not, they were automatically routed to Section D in the questionnaire. If they did, they were asked whether they had one to hand now or if it would be possible to get one. If so, they were subsequently taken through Section C. For those going through the payslip (Section C) route, if they answered “Don’t know” to any key questions on pay or hours, they were also routed to Section D (to questions about their last working week) to ensure an accurate response could be captured.

Around a third of apprentices went through the survey using a payslip (33%, unweighted – a slight decrease on 2016, where 37% did so).

Apprentices answering with a payslip were asked the pay period the payslip covered before being asked to provide the gross pay shown. Those not answering using a payslip were first asked how they would like to provide their pay information (either in gross or net terms) and additionally in which frequency they would like to provide it: weekly, fortnightly, 4 weekly, monthly or annually. Of the non-payslip respondents, three in five (62%) answered in gross terms, 21% in net and 17% refused to provide an answer. Across the total sample therefore (i.e. including those that answered with a payslip), 75% answered in gross terms. These proportions are similar to those reported in 2016.

As in 2016, there were differences in the pay periods for which apprentices provided pay data, depending on whether they answered with or without a payslip. Those answering with a payslip typically provided monthly pay (65%) or weekly pay (21%) – none provided annual pay with a payslip. In contrast, whilst providing weekly pay and monthly pay were common among those answering without a payslip (15% and 30% respectively), around a third (34%) provided their pay on an annual basis.

Quality of the sample

Overall, the sample proved to be of good quality with largely accurate information (in line with what was experienced in 2014). An indication of the level and framework apprentices were on was included on the three sample frames (the ILR, LLWR and CTS). These were re-checked during the interview and respondents.

The sample proved to be good quality across these two aspects and there was a high level of consistency between information on the sample and the survey response. Across the four levels 99% of apprentices reported being on the same level as indicated on the sample. In addition, across almost every framework at least 98% were undertaking the framework as categorised on the sample.

Just 11% of the total sample screened out of the survey due to ineligibility. The majority of these (77% of screen outs) comprised participants who had either not started yet, finished early or were no longer on the course.

The level of unusable contacts (either the wrong number or a dead line) was 19% of all sample. This was similar to the level reported in 2016 (22%). The level of unusable records was broadly consistent across the three sample sources, although it was slightly more common in England (23% of all sample) than in Scotland (16%) and Wales (16%).

Further detail on call outcomes is provided in the next chapter.

5. Response

Fieldwork outcomes

Overall, 9,582 interviews were completed (4,731 with England apprentices; 2,301 with Scotland; and 2,550 with Wales) with a response rate of 29% with ineligible and unusable sample removed.

A breakdown of field outcomes by country is provided in Table 5.1. Those categorised as “ineligible” screened out through having completing their apprenticeship more than a month before the start of fieldwork, were not on or no longer on an apprenticeship or could not recall being on one. Unusable sample included wrong numbers, fax numbers and other unobtainable contacts. As the table shows, response rate was highest in Wales and Scotland (31% and 33% respectively with ineligible and unusable sample removed). Refusal rates were higher in England (21%) than in Scotland and Wales (16% and 13%, respectively).

As a result of the timing of fieldwork and the sampling window, a greater number of respondents were found at the point of interview to have completed their apprenticeship and were therefore either screened out of the survey (APS) or ‘switched’ to the Apprenticeship Evaluation questions instead (joint survey). This resulted in the proportion of participants that were willing to complete an interview that screened out as a result of having completed their course, which increased from 28% in 2016 to 35% in 2018.

Table 5.1 Summary of fieldwork response, by country

	Cases	(%)
England		
Total sampled from ILR	29,313	
• Advance letter opt-outs	581	2
• Ineligible for the research	4,288	15
• Refusal	4,041	14
• Unusable	6,863	23
• Live after fieldwork completion	8,808	30
• Completed interviews	4,732	16
Completed interviews with ineligible and unusable sample removed	4,731 of 17,812	27
Scotland		
Total sampled from CTS	10,000	
• Advance letter opt-outs	147	1
• Ineligible for the research	1,312	13
• Refusal	1,255	13
• Unusable	1,629	16
• Live after fieldwork completion	3,356	34
• Completed interviews	2,301	23
Completed interviews with ineligible and unusable sample removed	2,301 of 6,988	33
Wales		
Total sampled from LLWR	11,146	
• Advance letter opt-outs	153	1
• Ineligible for the research	1,171	11
• Refusal	1,272	11
• Unusable	1,756	16
• Live after fieldwork completion	4,244	38
• Completed interviews	2,550	23
Completed interviews with ineligible and unusable sample removed	2,550 of 8,187	31

Tables 5.2 to 5.4 below shows the overall achieved interviews broken down by frameworks and level across the three countries.

Table 5.2 Achieved sample breakdown, by framework and level (England)

		Level			
Framework	**Total**	**2**	**3**	**4**	**5+**
Business and related	375	137	238		
Children's Care	293	74	219		
Construction and related	302	214	88		
Customer Service	218	188	30		
Electrotechnical	364	0	364		
Engineering and Manufacturing Technologies	612	215	397		
Hairdressing	359	283	76		
Health, Social Care and Sport	406	169	237		
Hospitality and Catering	242	136	106		
Management	270	40	230		
Other - L2/L3	242	160	82		
Retail	352	101	251		
Accounting	159			65	94
Care leadership and other management	234			40	194
Business and administration	97			74	23
Other – L4/5+	206			85	121
England total	**4,731**	**1,717**	**2,318**	**264**	**432**

Table 5.3 Achieved sample breakdown, by framework and level (Scotland)

Framework	Total	Level 2	Level 3	Level 4	Level 5+
Business and related	180	64	116		
Construction and related	490	39	451		
Engineering and Manufacturing Technologies	557	46	511		
Hairdressing	160	121	39		
Health, Social Care and Sport	213	25	188		
Hospitality and Catering	109	50	59		
Retail	165	48	117		
Other - L2/L3	163	35	128		
Construction	66			44	22
Hospitality Management and Other Management	52			51	1
Social Services	76			75	1
Other - L4/5+	70			70	0
Scotland total	**2301**	**428**	**1,609**	**240**	**24**

Table 5.4 Achieved sample breakdown, by framework and level (Wales)

Framework	Total	Level 2	Level 3	Level 4	Level 5+
Business and related	196	76	120		
Childrens Learning and Development and Well Being	181	41	140		
Construction and related	220	89	131		
Customer Service	111	48	63		
Electrotechnical	120	46	74		
Engineering and Manufacturing Technologies	272	123	149		
Hairdressing	109	78	31		
Health Social Care and Sport	452	215	237		
Hospitality and Catering	123	58	65		
Management	194	43	151		
Retail	121	72	49		
Other - L2/L3	124	57	67		
Accounting	31			31	0
Care Leadership and Other Management	103			54	49
Business and Administration	45			28	17
Information Advice and Guidance	31			31	0
Children's care learning and development	49			0	49
Other - L4/5+	68			**21**	**47**
Wales total	**2,550**	**946**	**1277**	**165**	**162**

Fieldwork outcomes

In total, 9,582 interviews were achieved, 87% of the 11,000 target. Across the three countries, this broke down as follows:

- England – 4,731 interviews achieved, 79% of the 6,000 target;
- Scotland – 2,301 interviews, 92% of the 2,500 target; and
- Wales – 2,550 interviews, 102% of the 2,500 target

Tables 5.5 to 5.7show the desired number of interviews per cell with the number of interviews achieved in England, Scotland and Wales. These tables show that there was some variance in the number of targeted interviews and actual achieved by framework and level.

Table 5.5 Achieved sample vs. target, by framework and level (England)

		Level			
Framework		**2**	**3**	**4**	**5**
Business and related	Targeted	205	276		
	Achieved	67%	86%		
Children's Care	Targeted	95	265		
	Achieved	78%	83%		
Construction	Targeted	270	102		
	Achieved	79%	86%		
Customer Service	Targeted	268	65		
	Achieved	70%	46%		
Electrotechnical	Targeted	-	400		
	Achieved	-	91%		
Engineering and Manufacturing	Targeted	321	373		
	Achieved	67%	106%		
Hairdressing	Targeted	261	113		
	Achieved	108%	67%		
Health, Social Care and Sport	Targeted	272	368		
	Achieved	62%	64%		
Hospitality and Catering	Targeted	213	129		
	Achieved	64%	82%		
Management	Targeted	91	275		
	Achieved	44%	84%		
Retail	Targeted	234	106		
	Achieved	43%	237%		
Other L2/3	Targeted	378	572		
	Achieved	42%	14%		
Accounting	Targeted			59	54
	Achieved			110%	174%
Business and Administration	Targeted			75	21
	Achieved			99%	110%

Framework		Level			
		2	3	4	5
Care Leadership and Management	Targeted			37	190
	Achieved			108%	102%
Other L4/5	Targeted			79	85
	Achieved			108%	142%
England total	**Targeted**	**6000**	**2618**	**2,782**	**250**
	Achieved	**79%**	**66%**	**83%**	**106%**

Table 5.6 Achieved sample vs. target, by framework and level (Scotland)

Framework		Level 2	Level 3	Level 4	Level 5
Business and related	Targeted	69	133		
	Achieved	93%	87%		
Construction and related	Targeted	64	450		
	Achieved	61%	100%		
Engineering, Manufacturing	Targeted	34	361		
	Achieved	135%	142%		
Hairdressing	Targeted	131	55		
	Achieved	92%	71%		
Health, Social Care and Sport	Targeted	37	220		
	Achieved	68%	85%		
Hospitality and Catering	Targeted	109	105		
	Achieved	46%	56%		
Retail	Targeted	80	159		
	Achieved	60%	74%		
Other 2/3	Targeted	45	148		
	Achieved	78%	86%		
Construction	Targeted			62	18
	Achieved			71%	122%
Hospitality Management and Other Management	Targeted			78	2
	Achieved			65%	50%
Social Services	Targeted			79	1
	Achieved			95%	100%
Other 4/5	Targeted			60	-
	Achieved			117%	-
Scotland total	Targeted	**570**	**1630**	**279**	**21**
	Achieved	**75%**	**99%**	**86%**	**114%**

Table 5.7 Achieved sample vs. target, by framework and level (Wales)

Framework		Level 2	Level 3	Level 4	Level 5
Business and related	Targeted	72	111		
	Achieved	106%	108%		
Children's Care	Targeted	34	124		
	Achieved	121%	113%		
Construction and related	Targeted	88	112		
	Achieved	101%	117%		
Customer Service	Targeted	58	67		
	Achieved	83%	94%		
Electrotechnical	Targeted	53	67		
	Achieved	87%	110%		
Engineering, Manufacturing Technologies and related	Targeted	128	120		
	Achieved	96%	124%		
Hairdressing	Targeted	90	46		
	Achieved	87%	67%		
Health, Social Care and Sport	Targeted	214	236		
	Achieved	100%	100%		
Hospitality and Catering	Targeted	85	73		
	Achieved	68%	89%		
Management	Targeted	52	121		
	Achieved	83%	125%		
Retail	Targeted	73	52		
	Achieved	99%	94%		
Other 2/3	Targeted	67	58		
	Achieved	85%	116%		
Accounting	Targeted			30	-
	Achieved			103%	-
Care Leadership and Management	Targeted			48	49
	Achieved			113%	100%
Business and Administration	Targeted			21	14
	Achieved			133%	121%

Framework		Level 2	3	4	5
Information Advice and Guidance	Targeted			39	-
	Achieved			79%	-
Children's Care	Targeted			-	44
	Achieved			-	111%
Other 4/5	Targeted			16	39
	Achieved			131%	121%
Wales total	Targeted	**1,015**	**1,185**	**154**	**146**
	Achieved	**93%**	**108%**	**107%**	**111%**

6. Data preparation

This chapter covers data preparation and data reduction.

Coding

Due to the quantitative nature of the survey, a minimal amount of coding was required. The main areas where coding was required were:

Framework coding: If respondents stated that they were doing a different course to the one specified on the sample, their stated apprenticeship was coded into one of the overarching framework categories. However, as previously discussed, this only affected a small proportion of apprentices.

"Other, please specify" questions: There were a small number of questions where an 'other – please specify' option was included to allow interviewers to record verbatim responses if they did not fit into the existing code frames assigned to each question, for example if apprentices had a different working arrangement or answered their pay frequency in a time frame that was not specified as a precede. In most cases it was possible to code these responses back into the existing code frame. Where this was not possible – and if similar or identical responses emerged among the 'other' answers – additional codes to be added to the code frame were suggested by the coding team for approval or amendment by the research team. The questions that offered "other, please specify" response options were:

- A5: Thinking about your employment, which one of the following best applies…?
- C5: And does the payslip cover a week, a fortnight, four weeks, a month, or some other period?
- C21: What is the higher hourly rate at which you are paid? Please answer in gross terms i.e. before tax, NI and other deductions.
- E8: Is that the hourly figure that you are paid before tax and other deductions; or after tax?
- G4: Are you receiving any of the following benefits or credits…?

Data conversion

Net to gross pay conversion calculation

Apprentices were able to provide their pay information in gross or net terms. For those that provided it as net (1,333 respondents or 17% of the final sample), this needed to be converted into a gross measurement for assessment of whether their pay was compliant with the NMW. To convert net pay to gross, deductions for income tax and National Insurance needed to be "added" back onto the net pay figure. Income tax and National Insurance are calculated on gross earnings above the earnings threshold: in 2018, this was £227.26 a week for income tax, and £162 a week for National Insurance.

For the purposes of these calculations, we have assumed that all apprentices earning above the thresholds will be paying income tax / NI at the basic rate for; income tax this was 20%, and for National Insurance this was 12%.

Other possible deductions (such as student loan or pension payments) were not considered as these were not covered by the survey. Therefore, it is possible in some cases that the calculated gross pay figure could be below the actual gross pay figure. Tables 6.1 and 6.2 show how the conversion was calculated. Table 6.1 firstly shows how all net pay figures given at E5 were converted to weekly. Table 6.2 then shows the formulae applied for converting the weekly net figure to gross figures.

Table 6.1 First stage of converting net pay to gross pay: converting all pay to a weekly pay period

Original pay period	Calculation for 'NET_WEEK_COMBINED'
Annual	E5_year / number of weeks worked in year (A4A)
Monthly	(E5_month * 12) / number of weeks worked in year (A4A)
Four weekly	E5_fourweek / 4
Fortnightly	E5_fortnight / 2
Weekly	*No calculation applied*
Daily	E5_daily * 5 *(a five day working week was assumed)*
Hourly	E5_hour * weekly hours worked

Table 6.2 Second stage of converting net pay to gross pay: converting net weekly pay to gross weekly pay

Weekly pay	Calculation
Weekly pay > £212	Gross pay = (((NET_WEEK_COMBINED - (227.26*0.2) - (162*0.12)) / (1-0.2-0.12)
Weekly pay £155 - £212	Gross pay = ((NET_WEEK_COMBINED - (162*0.12)) / (1-0.12)
Weekly pay < £155	Gross pay = NET_WEEK_COMBINED

Gross hourly pay conversion

Apprentices were given a number of options to provide their pay information. For the purpose of establishing compliance with the NMW, all the various pay figures had to be converted to a gross hourly figure in accordance with the standards for calculating NMW.

The following elements were included when calculating the gross hourly pay figure:

- "Basic Pay" and overtime paid at the basic rate. Overtime paid at a higher rate, tips and bonuses were not included;
- Hours that apprentices work and train, including unpaid overtime and overtime paid at the standard rate (time spent undertaking overtime paid at a higher rate is excluded);

- Accommodation provision and charges.

Reported pay figures were adjusted to subtract any pay that was paid at a higher rate, as this is not eligible for inclusion towards the NMW; at the same time, hours were adjusted to exclude overtime: hours that were paid at a higher rate were subtracted. Then, all the adjusted pay figures were converted to a basic weekly pay figure, while hours worked were also converted to a final weekly figure, using the calculations in Table 6.3.

Table 6.3 Gross hourly pay conversion calculations

Original pay period	Calculation for Basic Weekly Gross Pay	Calculation for Final Weekly Hours
Annual	Adjusted_pay_year / Number of weeks worked (A4A)	*Not applicable*
Monthly	(Adjusted_pay_month * 12) / Number of weeks worked (A4A)	(Adjusted_hours_month * 12) / Number of weeks worked (A4A)
Four weekly	Adjusted_pay_fourweek / 4	Adjusted_hours_fourweek / 4
Fortnightly	Adjusted_pay_fortnight / 2	Adjusted_hours_fortnight / 2
Weekly	*No calculation applied*	*No calculation applied*
Daily	Adjusted_pay_daily * 5 *(a five day working week was assumed)*	*Not applicable*
Hourly	Adjusted_pay_hourly * number of hours worked per week	*Not applicable*

Where applicable, the accommodation offset rate was applied to the basic weekly pay figures. If accommodation was free, the offset rate of £7.00 per day the accommodation was lived in (up to £49 for 7 days a week) was added to the basic weekly pay figure to give a final weekly pay figure.

If accommodation was charged for, but at a rate less than or equal to £7.00 per day, no change was made to basic weekly pay, and the figure was carried forwards to final weekly pay. If accommodation was charged for at a rate above £7.00 per day, the difference was subtracted from basic weekly pay to give the final weekly pay figure.

Finally, the gross hourly pay figure was derived by dividing the final weekly pay figure by the final weekly number of hours.

Editing

Every effort was made in the CATI set-up to remove the requirement for post-fieldwork data editing. Range, logic and consistency checks were built into the programme, thus ensuring greater accuracy and allowing interviewers to resolve the majority of inconsistencies by pointing them out to the respondent during the interview. Some examples of check questions are outlined below and can be found throughout the questionnaire proved in the appendices.

If respondents stated they were paid the same amount each week ***and*** sometimes worked paid overtime, respondents were asked to confirm that this was correct;

Checks were built into the questionnaire when respondents provided their working hours information if answers appeared illogical (e.g. a particularly high or low number of weekly hours);

During the survey, responses relating to the number of hours worked and number of additional hours were added together and checked with the respondent to ensure they had provided an accurate picture of their total working hours;

For those answering with a payslip a check question was built in to ensure pay period was recorded correctly.

The research team undertook extensive quality assurance checks on the data and despite building in these measures, there were incidences where data was incomplete and/or appeared illogical. As such a certain degree of editing was required which involved listening back to recordings of interviews to manually correct instances where, for example, an errant extra digit had been input by the interviewer.

Exclude record variable and unknown compliance

In a number of cases, it was not possible to calculate an hourly pay figure. Reasons for this included, refusal by apprentice to provide any pay related information, “Don’t know” responses provided at key questions or apprentices only being able to provide a range response at key pay questions[12].

In the instances where accurate, specific pay information could not be calculated, records were retained within the data file as they still provided valuable information within other parts of the survey. However, it was necessary to exclude them from basic pay and NMW calculations. As such, an ‘exclude record’ variable was created for relevant records and this was used as a filter when analysing pay data.

Lack of basic pay information meant it was not always possible to ascertain NMW compliance, hence the requirement for an ‘unknown’ code within the compliance variable (in total 1,209 apprentices; 5% of the sample). However, for a proportion of these apprentices, compliance measurement was possible by using their responses to the check questions in Section E of the questionnaire (question E11, E12 and E12a).

Data availability

An anonymised SPSS data file, along with data tables, was provided to BEIS and the dataset will be deposited in the national data archive.

[12] If “non payslip” apprentices were unable to give an exact figure for their pay, they were asked to provide an approximation. If they were still unable to respond, they were prompted with ranges.

7. Weighting

As discussed earlier in this report, the sample of apprentices was chosen with unequal probabilities and 'conversion rates' differed within country, framework and level. Weighting was required to ensure that the survey results were representative of apprentices across the three countries and Great Britain.

Weights were applied to the final data to ensure that findings were representative of the total apprentice population. A three-stage approach to weighting was adopted:

Stage 1) Corrective weighting

The first stage of weighting was designed to correct for the sample design, which intentionally sampled various groups disproportionately (in other words, certain types of apprentices were more likely to be included in the sample than others). For example, apprentices within frameworks that had fewer apprentices than average were over-represented and these apprentices had a higher than average chance of selection (see the earlier chapter on sampling). This stage of weighting corrected for the different probabilities of selection created by the sampling approach. Reflecting the sampling approach adopted, this first stage involved weighting by level within broad framework within country.

Stage 2) Differential response weighting

The second stage of weighting was then required to rectify differential response rates across different key groups. This stage of weighting was required because even if all apprentices had an equal chance of selection in the sample, if there were different responses rates among different types of apprentices then those groups with a higher response rate would be over-represented in the dataset.

More specifically, within each country, 'rim' weights (random iterative method) were applied to ensure the achieved sample profile matched the population by gender, age and year of study. Rim-weighting uses a mathematical algorithm to provide an even distribution of results across the entire dataset while balancing certain categories (here gender, age and year of study) to pre-determined proportions. It weights the specified characteristics simultaneously and disturbs each variable as little as possible.

Stage 3) Grossing

Finally, a "grossing" factor was applied, so that the weighted data delivers volumetric findings based on the entire apprentice population.

Great Britain level and country level weights

Using the approach described above, two sets of weights were derived.

The first was a 'Great Britain' weight that has been applied for all GB-wide analysis throughout the report. This was constructed based on GB-wide apprentice populations (level within framework), with rim weights for age, gender, year of apprenticeship and country.

The second set of weights derived was a 'country' weight, applied for country-specific analysis throughout the report. Within country these weights were based on level within framework, with rim weights for age, gender and year of apprenticeship.

Within the GB-level report, country specific findings are based upon data weighted using the GB-weight, filtered upon the relevant country. This is a result of the fact that the three countries were sampled in different ways, utilising each country's frameworks and levels to determine what should be included in each target, and therefore have different weighting approaches too. Consequently, it would not be advisable to compare results between countries based upon country specific weighting. Instead, comparisons across countries within the GB-report are made using data weighted at a GB-level.

The apprentice population for England, Scotland and Wales previously shown in Tables 2.1, Tables 2.2 and 2.3 were used to generate the weights for framework by level.

To apply the rim weights, counts were also run across the sample frameworks on age by gender and year apprenticeship commenced. Table 7.2 shows the figures used for the rim weights in each of the countries.

Table 7.1 Age by gender counts used for weighting[13]

	England	Scotland	Wales
Gender			
Male	235,833	19,957	12,918
Female	226,584	7,472	20,206
Age			
16-18	133,314	4,235	4,722
19-20	66,351	8,151	3,111
21-24	70,062	7,560	5,119
25+	192,690	7,483	20,172
Year started apprenticeship			
2015 or earlier or unknown	17,830	3,174	773
2016	58,242	4,396	3,332
2017	230,692	12,330	19,772
2018	155,653	7,529	9,247

[13] The counts used for this sample profile were obtained from the ILR, the CTS and the LLWR.

8. Analysis

To assist the reporting of results, the data collected were analysed via a number of methods, including sub-groups analysis and comparisons to 2016. This chapter details the method used to carry out these types of analyses.

Sub-group analyses

To facilitate sub-group analyses, several analysis 'breaks' were applied to the data tables. The analysis breaks most commonly used for the main report are listed below:

- Age at time of interview:
    - Based on age ranges relevant to the various NMW rates i.e.
        - 16-18
        - 19-20
        - 21-24
        - 25 or older
- Age at time of payslip[14]:
    - As above
- Gender
- Framework
- Level of Apprenticeship
- Length of time on course
    - A year or less
    - More than a year
- NMW and LW eligibility
    - £3.70 (Aged 16-18 or aged 19+ and in first year of apprenticeship)
    - £5.90 (Aged 19 or 20 and in second+ year of apprenticeship)
    - £7.38 (Aged 21-24 and in second+ year of apprenticeship)
    - £7.83 (Aged 25 and over and in second+ year of apprenticeship)

[14] Two different age variables were required for analysis. For those respondents who answered with a payslip, it was important to use apprentices' age at the time of payslip for analysis relating to pay and working hours in order to capture accurate compliance measurements. However, for a number of questions it was more relevant to use apprentice's age at the time of interview such as their current contractual or working arrangements and awareness levels of NMW.

- Compliance with appropriate NMW rate
    - Yes
    - No
    - Unknown

Significance testing

Differences between the sub-grouping identified above were tested to assess whether the differences between data were statistically significant (i.e. not due to random chance), at the 95% confidence level. The significance testing used independent t-testing for means and z-testing for percentages at the 95% confidence level. Two types of testing were used: a) between each set of cross break headings (e.g. comparing between different age categories within the age cross break header) and b) comparing data within each sub-group break to the total minus the data in the individual column.

To facilitate the types of analysis necessary, data tables were produced which employed independent significance testing (i.e. testing the results for a given subgroup against the results in each of the other sub-groups within a given analysis 'break').

Rounding

As per ONS convention, figures were rounded to the nearest final digit. In terms of pay figures, this equated to the nearest pence. For example, if an apprentice's calculated hourly rate was £2.679 an hour, this would be rounded up to £2.68 but rounded down to £2.67 if calculated at £2.674.

Accuracy of pay data

There are difficulties inherent in collecting derived pay information (i.e. by dividing earnings in a period by the hours worked in the same period) and this should be acknowledged when considering data accuracy. Traditionally, issues can occur because respondents do not provide hours information that exactly matches the earnings information for the period and this results in an inaccuracy in the derived hourly rate. Other issues can occur when respondents give a "best estimate" or rounded estimate of their hour or pay figures (or both).

Several mechanisms were built into to the survey to minimise these risks and optimise exactitude of pay and hours spent working measures. These included:

Responses to key questions were checked during the interview with apprentices

- Total hours worked were calculated by the survey programme live during the interview and apprentices and a check question was asked to get them to confirm that the stated amount was accurate
- After apprentices had given their pay figure, they were asked to confirm the pay period that it covered
- Hard checks were built into the programme when apprentices gave responses to hour or pay figures that seemed illogically high or low

Payslip element: Where possible pay information was collected from apprentices payslip, reducing the risk of misreporting

- It was emphasised to respondents that when providing the number of hours they worked on average per week that this needed to refer to the same pay period they provided their pay figures for

Detailed explanations of “Gross” and “Net” pay provided so apprentices were clear of the definitions for both

Nevertheless, for the 2018 survey, data checks revealed instances where it appeared possible that apprentices misreported their hours / wages i.e. despite checks, high / low reported hours and/or pay and rounding of net pay figures. As discussed in the Data Preparation chapter, in order to ensure the basic wage and compliance findings were not skewed, records that “cast doubt” on accuracy were identified and removed from key calculations. The impact inaccuracies could potentially have in either exaggerating or underplaying basic pay and compliance levels was therefore minimised.

Although the potential for inaccuracies in the data should be considered, every effort was taken to ensure accuracy and confidence should be taken that data are exact as possible within the constraints of the survey method.

Comparisons to the 2016 Apprenticeship Pay Survey

Where direct comparisons to the 2016 APS data were possible (i.e. the vast majority of questions in the survey), significance testing at the 95% confidence level was carried out by testing the findings for different sub-samples.

Appendix A: Sample variables requested

England: ILR

A request was made for all Learning Aims data.

Learners who had not consented for their contact details to be shared (recorded via the 'restricted use indicator') or preferred to not be contacted via post or telephone (recorded via the 'preferred method of contact indicator') were still included in the dataset in order to establish the full population of 'current' apprentices for sampling and weighting purposes, however the contacts details for these learners was redacted prior to being supplied to IFF.

To limit the number of data rows provided (depth) an extraction algorithm with was proposed i.e. data where ProgType (Programme Type) equals 02, 03, 10, 20, 21, 22, 23 or 25. In addition, the following fields were requested in order to process the data.

Field Identifier	Field Description
UKPRN	UK provider reference number (UKPRN)
LearnRefNumber	Learner reference number
ULN	Unique Learner Number
LearnAimRef	Learning Aims datasets
DateOfBirth	Date of birth
Ethnicity	Ethnicity
Sex	Sex
L_Disability	Disability
L_LearnDiff	Learning difficulty
RUI	Restricted use indicator
PriorAttain	Prior Attainment Level
EmpStat	Current employment status
Prog type	The type of programme which the learner is undertaking
D_EmpID	Employer identifier
D_WorkPlaceLocPcode	Employer Postcode
FamilyName	Surname
GivenName	First Name
AddLine1	Address 1
AddLine2	Address 2
AddLine3	Address 3

Field Identifier	Field Description
AddLine4	Address 4
Postcode	Postcode
Tel Number	Telephone number
OrigLearnStartDate	The date on which the learner first started the learning aim
LearnStartDate	The date on which learning for the learning aim began
LearnPlanEndDate	The date by which the provider and learner plan to complete the learning related to this learning aim
LearnActEndDate	The date that the learner completed the learning activities necessary to achieve the learning aim or the date the learner withdrew from the learning activities, accurate to within a week
CompStatus	An indication of the degree of completion of the learning activities leading to the learning aim
Priorattain	The learner's prior attainment when they first enrol with the provider.

Scotland: CTS

A request was made for all current Modern Apprentices. The table below lists the fields requested.

Data fields
Personal Data
First Name
Surname
Address
Post Code
Local Authority (based on trainee address)
Date of Birth
Gender
Telephone Number
Mobile Number
E-mail address
Person ID (SDS Internal)
Assignment ID (SDS Internal)
Organisation Data
Training Provider Name
Employer Name
Employer Local Authority (based on Employer address)
MA Framework Description
Scheme Data
Employment Status
Full / Part Time
Start Date
Expected End Date
VQ Title
VQ Level
SOC 2000
SOC 2000 Description
Updated Information (still in training as at 29th April 2016)

Wales: LLWR

A request was made for all current apprentices where the variable LP17 ('type of learning programme') equalled 37, 38, 39, 41 or 42. The table below list the field requested.

Field Identifier	Field Description
LN01	Unique Learner Identifier (ULI)
LN02	Learner identifier with provider
LN03	Provider identifier
LN04	Surname
LN05	Forename(s)
LN06	Current home: Sub-dwelling
LN07	Current home: Dwelling
LN08	Current home: Street
LN09	Current home: Locality
LN10	Current home: Town/city
LN11	Current home: Postcode
LN15	Date of Birth
LN16	Gender
LN17	Ethnic origin
LP01	Unique Learner Identifier (ULI)
LP02	Learner identifier with provider
LP03	Provider identifier
LP04	Learning programme identifier
LP12	Employer name
LP13	Employer postcode
LP16	Sector framework code
LP17	Type of learning programme
LP19	Expected length of learning programme
LP22	Level of highest qualification achieved prior to learning programme
LP23	Welsh speaker indicator
LP29	Disability and/or learning difficulty indicator
LP48	Status of learner
LP55	Date terminated Learning Programme
LP66	Sector framework code 2011

Field Identifier	Field Description
LA01	ULI (Unique learner identifier)
LA02	Learner identifier with provider
LA03	Provider identifier
LA04	Learning programme identifier
LA05	Learning activity identifier
LA06	Learning aim reference
LA08	Title of learning activity
LA09	Date commenced learning activity
LA10	Expected end date of learning activity
LA22	Credit level of learning activity
LA30	Date terminated learning activity
LA31	Completion status

Appendix B: Framework definitions

The following tables provide instructions for categorising apprenticeships subjects into the framework definitions used for the 2018 APS. The definitions used for the 2016 survey were used as the starting point for defining frameworks.

Table B.1: England framework definitions

First filter by level
Then D_SecSubjAreaTier2
Then Framework Code where highlighted

Category descriptors	D_SecSubjAreaTier2	Tier 2 codes	Framework descriptions	Framework code
LEVEL 2 & 3	**Progtype = 2 OR 3**			
Business and related	Accounting and Finance	15.1		
	Administration	15.2	All except “customer service)	
	Marketing and Sales	15.4		
	Law and Legal Services	15.5		
Children's Learning and Development and Well Being	Child Development and Well Being	1.5		
Construction and related	Building and Construction	5.2		
Customer Service	Administration	15.2	Customer Service	488
Electrotechnical	Engineering	4.1	Electrotechnical	105 & 513
Engineering, Manufacturing Technologies and related	Engineering	4.1	All except ‘electrotechnical’	
	Manufacturing Technologies	4.2		
	Transportation Operations and Maintenance	4.3		
Hairdressing	Service Enterprises	7.2	‘Barbering’ & ‘Hairdressing’	507 & 508
Health, Social Care and Sport	Nursing and Subjects and Vocations Allied to Medicine	1.2		
	Health and Social Care	1.3		
	Sport, Leisure and Recreation	8.1		
Hospitality and Catering	Hospitality and Catering	7.4		
	Travel and Tourism	8.2		
Management	Business Management	15.3		

Category descriptors	D_SecSubjAreaTier2	Tier 2 codes	Framework descriptions	Framework code
Retail	Retailing and Wholesaling	7.1		
	Warehousing and Distribution	7.2		
	Service Enterprises	7.3	All except 'barbering' & 'hairdressing'	
Other – L2 and 3	Public Services Science	1.4 2.1		
	Agriculture	3.1		
	Horticulture and Forestry	3.2		
	Animal Care and Veterinary Science	3.3		
	Environmental Conservation	3.4		
	ICT Practitioners	6.1		
	ICT for Users	6.2		
	Performing Arts	9.1		
	Crafts, Creative Arts, and Design	9.2		
	Media and Communication	9.3		
	Publishing and information Services	9.4		
	Teaching and Lecturing	13.1		
	Direct Learning Support	13.2		
LEVEL 4 & 5+	**PROGTYPE=20 or 21 OR 22**			
Accounting			Accounting	454
Care Leadership and Management			Care Leadership and Management	584
			Human Resource Management	574
			Management	487
			Project Management	573
			Public Relations	572
Business and administration			Business and professional administration	620
			Business and administration	490
Other - L4 and 5+			Every progtype = 20 or 21 or 22 that did not fit into the above	

Table B.2: Scotland framework definitions

Filter by level
Then MA Framework Descriptors

Category descriptors	MA Framework Descriptors
LEVEL 2 & 3	**VQ Level = 2 OR 3**
Business and related	Accounting
	Business & Administration
	Facilities Management
	Payroll
	Procurement
	Providing Financial Services
Construction and related	Construction
	Construction: Building
	Construction: Civil Engineering
	Construction: Specialist
	Construction: Technical
	Domestic Plumbing and Heating
	Electrical Installation
	Gas Industry
	Heating, Ventilation, Air Conditioning and Refrigeration
	Plumbing
Customer Service	Customer Service
Electrotechnical	Electrotechnical Services
Engineering, Manufacturing Technologies and related	Automotive
	Bus and Coach Engineering and Maintenance
	Electronic Security Systems
	Electrotechnical Services
	Engineering
	Engineering Construction
	Extractive and Mineral Processing
	Furniture, Furnishings and Interiors
	Glass Industry Occupations
	Industrial Applications
	Land-based Engineering
	Oil and Gas Extraction
	Power Distribution
	Process Manufacturing
	Rail Engineering
	Upstream Oil and Gas Production
	Water Industry
	Wood and timber industries

Category descriptors	MA Framework Descriptors
Hairdressing	Hairdressing
	Hairdressing and barbering
Health, Social Care and Sport	Achieving Excellence in Sports Performance
	Active Leisure, Learning and Wellbeing
	Dental Nursing
	Healthcare support
	Housing
	Occupational Health & Safety Practice
	Pharmacy Services
	Social Services (Children and Young People)
	Social Services and Healthcare
	Youth Work
Hospitality and Catering	Hospitality
	Travel Services
Management	Management
Retail	Retail
	Freight Logistics
	Supply Chain Management
	Food and Drink Operations
Other	Agriculture
	Aquaculture
	Career Development
	Creative
	Creative and Digital Media
	Digital Applications
	Digital Marketing
	Equine
	Fashion & Textile Heritage
	Game & Wildlife Management
	Horticulture
	Information Security
	IT and Telecommunications
	Life Sciences
	Maritime Occupations
	Paralegal Practice
	Print Industry Occupations
	Rural Skills
	Signmaking
	Skills for Craft Businesses
	Sustainable Resource Management
	Trees and Timber

Category descriptors	MA Framework Descriptors
LEVEL 4 & 5+	**VQ Level = 4 OR 5**
Construction	Construction: Professional Apprenticeship
	Construction: Technical Apprenticeship
Hospitality Management and Other Management	Hospitality Management Skills Technical Apprenticeship
	Management
	Project Management
Social Services	Care Services Leadership and Management
	Social Services (Children and Young People)
	Social Services and Healthcare Technical Apprenticeship
Other - L4 and 5+	All other L4 and 5 qualifications that did not fit into the categories above

Table B.3: Wales framework key

Once level lookup is complete, first filter by level
USE LP66 VARIABLE

Category descriptors	LP66 Descriptor
LEVEL 2 & 3	
Business and related	00454
	00490
	00486
	00505
	00565
	00589
	00574
	10455
	20455
Children's Learning and Development and Well Being	00445
	00420
	00541
Construction and related	A0522
	PF522
	F0522
	PF519
	F0519
	A0519
	00521
	00516
	IE521
	00515
	00499
	00512
	00514
	00421
Customer Service	00488
Electrotechnical	PA513
	A0513

Category descriptors	LP66 Descriptor
Engineering, Manufacturing Technologies and related	00517
	00431
	A0520
	PF520
	F0520
	PA540
	A0540
	00539
	00403
	00502
	00550
	00504
	00506
	00525
	00442
	00426
	00425
	00446
	00427
	00434
	W0330
	00437
	00436
	00433
	E0504
	00428
	00562
	00531
	00587
Hairdressing	00508
	00507

Category descriptors	LP66 Descriptor
Health, Social Care and Sport	00467
	00465
	00409
	00478
	00472
	00473
	00479
	00474
	00480
	00444
	00456
	00447
	00466
	00463
	00460
	00461
	00462
	W0005
	W0002
	W0003
	W0004
Hospitality and Catering	00408
	00501
	40402
	20402
	30402
	10402
	00583
	00404
	W0001
Management	00487
	W0006
	00573
Retail	00498
	00489
	00441
	00443
	00485
	00412
	00435
	00414

Category descriptors	LP66 Descriptor
Other – L2 and 3	00529
	00494
	00579
	00527
	00511
	00575
	00542
	00509
	00491
	00430
	00418
	00419
	PE504
	00523
	00561
	00524
	00449
	00528
	10528
	20528
	00422
	00439
	00492
LEVEL 4 & 5+	
Accounting	00454
Care Leadership and Management and Management	W0002
	W0003
	W0004
	W0006
	00445
	00487
	00501
	00505
	00541
	00573
	00574
	00583 WP004 WP003 608
Business and administration	00490
	00565
	00575
	00589
	10590 00574 00581

Category descriptors	LP66 Descriptor
Information Advice and Guidance	W0005
Children's Care, Learning and Development	00445 W0004 WP004
Other - L4 and 5+	All other L4 and 5 that did not fit into the above

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