

Background Information for: Perceptions of Vocational and Technical Qualifications in England – Wave 3

An Ofqual commissioned report

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The logo for YouGov, featuring the word "You" in red and "Gov" in grey.

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Introduction

Background

This document accompanies the findings of wave 3 of the Perceptions of Vocational and Technical Qualifications Survey and should be read alongside the [report](#). This project was commissioned by Ofqual and managed by YouGov. The design template for charts used in the report was provided by Ofqual.

This project was undertaken in Spring 2020, with fieldwork being undertaken between January and late March. Please note that the responses presented in this report do not relate to the [exceptional arrangements](#) being put in place this year in response to COVID-19. They refer only to the normal arrangements in place in 2019.

Context

Ofqual is the independent regulator of general and vocational qualifications in England, and is responsible for regulating around 160 awarding organisations who between them provide over 15,000 live qualifications for learners.¹ Ofqual's responsibilities include making sure that:

- regulated qualifications reliably indicate the knowledge, skills and understanding students have demonstrated
- assessments and exams show what a student has achieved
- people have confidence in the qualifications they regulate, and.
- students and teachers have information on the full range of these qualifications

Ofqual regulates general qualifications such as GCSEs, AS levels and A levels, but also a wide range of other qualifications and assessments, including Functional Skills Qualifications (FSQs) and some [apprenticeship end-point assessments \(EPAs\)](#), where it acts as an External Quality Assurance provider², alongside a wide range of other Vocational and Technical Qualifications (VTQs).

Ofqual collects and utilises insight on perceptions of qualifications and the qualifications system from the range of stakeholders – including learners, teachers, and employers - that take, work with and use qualifications. This research focussed on vocational and technical qualifications and assessments.

Ofqual has continued to annually assess employers', learners' and all types of providers'³ perceptions of FSQs, EPAs and other VTQs since wave 1 (2018). Ofqual has an interest in stakeholder views both from the perspective of a regulator of those qualifications, some of which are currently subject to reform, and as an External Quality Assurance provider. The aim of this project was to

¹ Details of all the qualifications regulated by Ofqual can be found at <https://register.ofqual.gov.uk/>

² External Quality Assurance (EQA) monitors the EPA that apprentices undertake at the end of their apprenticeship, to ensure that it is fair, consistent and robust across different apprenticeship standards and between different assessment organisations. The Institute for Apprenticeships and Technical Education oversees EQA delivery and is also responsible for managing the development and approval of T levels

³ Please refer to the glossary for further detail on what the provider sample refers to

understand how stakeholders (employers, learners and all types of providers) view and use these qualifications and assessments.

The first part of the survey consisted of a section focussed on perceptions of vocational qualifications generally. The second part of the survey asked about other VTQs, followed by EPAs. The survey was routed dependent on survey respondent's responses. For example, learners were only asked questions about perceptions of the qualification type which they were taking. In this wave, the survey was expanded to collect data on understanding of T levels.

Project objectives

The objectives of the project were to investigate providers', learners' and employers':

- Overall perceptions of Functional Skills qualifications, other vocational and technical qualifications (VTQs) and end-point assessments of Apprenticeships; and
- Perceptions of a number of topical aspects of the qualifications system for vocational and technical qualifications.

Geographical coverage

Ofqual regulates general and vocational qualifications in England. The focus of this project was to gain the perceptions of providers (all types), learners and employers in England. Samples of these groups were drawn from England.

Related publications

- [Vocational and other qualifications quarterly](#)

User feedback

Ofqual welcomes your comments or suggestions on this version of the Perceptions Survey and how to improve future versions. Please write to Ofqual at data.analytics@ofqual.gov.uk.

Method and guidance

Overview of method

Wave 3 of the Perceptions of Vocational and Technical Qualifications Survey was carried out by YouGov, on behalf of Ofqual. The survey was conducted online using YouGov's proprietary survey system. The fieldwork was conducted between 20 January and 4 March 2020.

Sampling

The sampling of participants was designed with a view to achieving respondent samples that were representative of the wider population. Fuller details of this sampling procedure and its effectiveness are provided in Appendix A.

The final achieved sample for each of the target groups was as follows:

- 524 education professionals (referred to throughout this report as all types of providers/providers) who work for an establishment that offers vocational or technical qualifications

- 514 people (referred to throughout this report as learners) who are currently taking or have taken in the last three years a Functional Skills qualification, vocational or technical qualification, or non-degree Apprenticeship
- 2,101 senior managers/directors and above (referred to throughout this report as employers) who have HR decision-making involvement or influence in their organisation

The final achieved samples were structured to be representative of the relevant target populations. We therefore conclude that, based upon the sampling procedures, the samples delivered for providers (all types), learners and employers were of high quality. While the sampling approach has aimed to identify groups of participants that are representative, given that a survey of this kind captures the views only of those involved, throughout this report, perceptions attributed to sample groups are inferred from those who took part in the survey.

Survey design

The wave 3 survey was designed in collaboration between Ofqual and the YouGov project team. The survey covered themes explored in previous waves of the survey in addition to new content.

A copy of all of the questions included in this wave of the survey is available in Appendix B.

Guidance on analysis

Throughout the report, percentages are rounded to the nearest whole number. Due to rounding, percentages may not always add up to 100%. The report summarises the data for each question using charts. The intention of this report is to summarise the main themes in the data and not produce a full replication of the entire data set collected.

Reported differences are based on statistical significance testing as tested at the 95% confidence level. Whenever a difference between two groups is reported, this refers to a statistically significant difference.

For the charts reporting proportions of 'Agree' and 'Disagree' responses, 'Don't know' responses are not included in the figure. As such, proportions may not add up to 100%.

Data limitations

Sample effects

It should be recognised that the sampling procedures adopted in wave 3 differ from the approach taken in the previous waves. For wave 3, the sample for learners and employers was drawn from the YouGov panel of over 1,000,000 UK adults who have signed up to take part in our surveys. Similarly, for provider types, the sample was drawn from a combination of the YouGov panel and another source. In wave 2, by comparison, each sample was selected from targeted contact databases.

Mode effects

For employers, the wave 3 survey is the first to be conducted using an online data collection method. Previously the data was collected through telephone interviews.

The various modes of data collection have their advantages and disadvantages and differences will be seen in the results of the same or similar questions asked using various modes. These advantages and disadvantages of data collection methods do not mean that one mode is more or less accurate than the other, more that when looking to compare data over time using different modes it needs to be considered that the data may vary.

A key advantage of online research is the neutrality of the interview mode. Independent research has found that respondents modify their answers in the presence of an interviewer, including when the interviewer is on the other end of the phone. A key finding from a past study conducted by YouGov for Ofqual⁴ was that respondents had an increased propensity to provide a more positive response when asked a question by an interviewer over the telephone compared to when individuals answered online in their own time and in private. Online responses can be considered more effective for capturing sensitive data in a way that gives the respondent a greater sense of anonymity.

Time series data

Given the changes made to the sampling approach and mode of data collection for this research in wave 3, when looking to compare results over time it needs to be considered that the data may vary.

After considering these changes in method as well as the introduction of weighting to this year's results (outlined in Appendix A), the decision has been made by YouGov and Ofqual to advise taking caution when interpreting changes over time between the three existing waves of data, as time series analysis could be unreliable.

The wave 3 report focuses on differences between the sample groups and between subgroups within each sample for this wave, as opposed to wave-on-wave comparisons.

Section-specific background information

Section 1: Perceptions of Functional Skills Qualifications

This section covers a range of perceptions of FSQs, as well as employers' level of understanding and learners' perceptions of the benefits associated.

Section 2: Perceptions of End-Point Assessments

This section looks at perceptions and levels of understanding of EPAs across all three sample groups, and also explores why learners chose an apprenticeship.

Section 3: Perceptions of Other Vocational and Technical Qualifications (VTQs)

This section examines a range of perceptions of FSQs, as well as employers' level of understanding and learners' perceptions of the benefits associated.

⁴ Perceptions of A levels and GCSEs: Wave 12, perceptions of heads of schools, teachers, the general public, parents and students (Ofqual 2014)

Section 4: Perceptions of T levels

This section explores understanding of T levels across all three sample groups.

Section 5: Use of qualifications for recruitment and training

This section covers employers' perceptions of the importance of VTQs and the extent to which they are deemed essential at different occupational levels. It also looks at the ways in which organisations arrange or fund training that may or may not lead to a VTQ.

Glossary

Base size: The number of respondents answering the question.

Effective base: When sampling is undertaken, it creates a ‘design effect’ that can impact upon the reliability of the information collected. The effective base size is the base size that is left when removing this effect. It is used for significance testing.

Sample frame: The way that the sample population is structured before recruiting a sample for the survey is drawn.

Statistically significant: If a result is termed statistically significant, it is unlikely to have occurred at random. The process of determining whether a result is statistically significant is known as significance testing.

Weighting: The process of making some respondents in a survey more or less important than others to accurately reflect their position in the population being surveyed.

Apprenticeship framework: These were developed by sector bodies, primarily focused on qualifications. They are being phased out by 2020/21 and being replaced by apprenticeship standards. Framework apprenticeships are assessed throughout by completing a unit at a time but there is no endpoint assessment.

Apprenticeship standard: New apprenticeship standards, developed by employers, to show what an apprentice will be doing, and the skills required of them, by job role. Standards are developed by employer groups known as ‘trailblazers’. Standards are occupation-focused rather than qualification-led, with the apprentice being assessed through an end-point assessment. The Institute is an employer-led organisation focussed on enabling people of all ages and backgrounds have the opportunity to maximise their potential and contribute to improving social mobility and the UK’s productivity. Working with business leaders and their representatives, the Institute ensure employers drive apprenticeship quality to the highest level, including supporting employer groups in the development of the standards on which apprenticeships are based. The Institute also has responsibility for managing the development and approval of T levels.

Awarding organisation: An organisation recognised by the qualifications regulators in England, Wales or Northern Ireland to develop, deliver and award qualifications.

End-point assessment of apprenticeship (EPAs): The final assessment for an apprenticeship, taken at the end of the apprentice’s training and used to determine whether they are occupationally competent and will pass their apprenticeship.

Functional Skills qualifications (FSQs): Functional Skills qualifications are available in English, maths and ICT and are available in levels from Entry 1 to Level 2. Functional Skills assessments test the fundamental, applied skills in these subjects for life, learning and work. Reformed functional skills qualifications were introduced for first teaching in September 2019, and this research does not cover perceptions of these qualifications.

Other Vocational & Technical Qualifications (VTQs): These normally have a vocational focus and include, amongst others, Technical Qualifications and National Vocational Qualifications (NVQs). For this report, this term refers to qualifications other than FSQs and EPAs.

Further Education (FE): Further education (FE) includes any study after secondary education that's not part of higher education (that is, not taken as part of an undergraduate or graduate degree).

Local Authorities (LAs): Local Authorities (LAs) are responsible for a range of vital services for people and businesses in defined areas, including social care, schools and adult education.

All provider types: The scope of the survey sample included providers of all types such as in the following categories: Further Education (FE); Higher Education (HE); private class-based; private work-based; public sector community based; public sector 'other'; schools; voluntary sector education; Independent Training Provider (ITP). ITPs are distinct from other types of Further Education providers as they are 'independent' and not run or directly controlled by the state. In the report when referring to the provider sample, this group may be referred to as the provider group/all types of providers/providers (all types).

Appendix A – Technical report

Appendix A outlines the composition of the achieved sampling and additional information on the methods used in wave 3.

Provider (all types) - sample

Sample coverage

The sample was designed to be a representative sample of the establishments that offer vocational or technical qualifications across England.

The scope of the survey sample included providers from the following types of establishments: Sixth form that is part of a school; Sixth form college; Further Education College; Independent Training Provider (ITP); Adult and Community Learning Provider (ACL); Local Authority/Council; Employer Provider; Higher Education Institution; Voluntary and community sector organisation.

Sample frame

The sample for the provider group was drawn from two sources.

1. Skills Funding Agency registered provider database

Mirroring the approach taken for wave 2, the Skills Funding Agency registered provider database was used as the main sample frame, providing access to c.4,700 providers from which to sample from.

This was used as a database to select contacts in establishments to be surveyed. The database contained named establishments with generic email addresses that allowed the survey to be targeted at the establishments that met our criteria.

2. YouGov Panel

The survey was also conducted using education professionals registered to the YouGov panel, who have consented to participate in surveys with YouGov. A quota sampling approach was used on to the sample drawn from the YouGov panel to ensure broad representativeness by establishment type and region.

Sample selection

The sample was selected to ensure the representativeness of the results in line with the VTQ provider population in England. The sample frame was stratified by the following variables:

- Establishment type
- English region

Using the Skills Funding Agency registered provider database, all establishments that met the sample criteria were invited to take part in this research. This gave establishments an equal opportunity to take part in the research and for YouGov to deliver a random probability sample.

For the respondents drawn from the YouGov panel soft quotas were applied to control for establishment type and region. From the available sample frame identified respondents were invited at random to take part in the survey.

Achieved sample size and weighting

The unweighted achieved sample size and breakdown of the samples by key characteristics is shown in Table 1. Alongside this the weighted base and weight factors applied are also shown.

The unweighted base shows the number of completed surveys and the weighted base the adjustments that have been made to correct for any sample bias. The largest weight factor demonstrates where the weighting has had a greater impact due to the unweighted based being lower than what would be expected in a representative sample.

Table 1: Achieved sample size by establishment type and region

	Provider (all types) sample		Provider (all types) sample	
	Unweighted base	Weighted base	Smallest weight factor	Largest weight factor
Establishment type				
Sixth form	58	71	1.0	1.7
FE College	139	66	0.4	0.7
Independent training provider	222	292	1.0	1.8
ACL	22	15	0.5	0.9
LA/ council	34	5	0.1	0.2
Employer provider	25	22	0.7	1.2
HEI	6	15	2.3	3.0
Voluntary sector	11	10	0.8	1.1
Other	7	27	1.0	5.0
Region				
East of England	39	41	0.15	4.64
East Midlands	44	41	0.13	3.97
London	79	71	0.13	2.32
North East	45	36	0.12	1.07
North West	66	87	0.20	1.83
South East	71	71	0.14	1.32
South West	59	56	0.14	4.14
West Midlands	55	51	0.12	3.67
Yorkshire and the Humber	52	56	0.17	4.95

Learner sample

Sample coverage

The sample was designed to be a representative sample of learners who are currently studying or have studied one of the following qualifications in the last three years:

- Functional skills in English, maths, or ICT
- Vocational or Technical qualifications (e.g. NVQs, BTECs)
- Apprenticeship (non-degree)

Sample frame

The sample of learners was drawn from the YouGov panel. Over the last twenty years, YouGov has carefully recruited a panel of over 1,000,000 UK adults to take part in our surveys.

Sample selection

The sample was selected to ensure the representativeness of the results in line with the actual population of people who have recently studied these qualifications in England.

YouGov has a proprietary, automated sampling system that invites respondents based on their profile information and how that aligns with targets for surveys that are currently active.

Respondents are automatically, randomly selected based on survey availability and how that matches their profile information.

Achieved sample size and weighting

The unweighted achieved sample size and breakdown of the samples by key characteristics is shown in Table 2. Alongside this the weighted base and weight factors applied are also shown.

The unweighted base shows the number of completed surveys and the weighted base the adjustments that have been made to correct for any sample bias. The largest weight factor demonstrates where the weighting has had a greater impact due to the unweighted base being lower than what would be expected in a representative sample.

Table 2: Summary of achieved learner sample and weighting scheme

	Learner sample		Learner sample	
	Unweighted base	Weighted base	Smallest weight factor	Largest weight factor
Age				
Under 19	99	127	1.00	1.29
19-24	114	107	0.90	1.15
25+	301	280	0.88	1.16

Employer sample

Sample coverage

The employer sample was designed to be representative of the English business population by organisation size and sector. The sample definition ensured that only those in senior management and above roles with the ability to answer on behalf of their organisation were eligible to take the survey.

Sample frame

The employer sample was drawn from the YouGov business panel which contains over 9,000 senior decision makers and 8,000 employees with decision making responsibility for HR / personnel within their organisation.

Sample selection

The sample was selected to ensure the representativeness of the results by organisation size and sector in line with the business population in England using data drawn from the Office of National Statistics Business Population Statistics. This was calculated based on the number of organisations within each size/sector category, as opposed to on the percentage of employment within each.

Achieved sample size and weighting

The achieved sample size and breakdown of the employer sample by key characteristics and associated weighting factors are shown in Table 3 below.

The unweighted base shows the number of completed surveys and the weighted base the adjustments that have been made to correct for any sample bias. The largest weight factor demonstrates where the weighting has had a greater impact due to the unweighted base being lower than what would be expected in a representative sample.

To ensure a robust sample of employers from large organisations, YouGov collected a disproportionately higher number of responses from medium and large organisations than would exist in a representative sample of the business population. Subsequently, weighting was been applied to correct for this imbalance and produce a sample reflective of the actual business population by organisation size.

Table 3: Summary of achieved employer sample and weighting scheme

	Employer sample		Employer sample	
	Unweighted base	Weighted base	Smallest weight factor	Largest weight factor
Size				
Micro (2-9 employees)	1117	1660	0.51	2.16
Small (10-49 employees)	417	357	0.24	1.38

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Medium (50-249 employees)	296	63	0.06	0.38
Large (250+ employees)	271	21	0.04	0.10
Sector				
Private sector	1700	1996	0.10	2.16
Public sector	153	21	0.04	0.93
Third/voluntary sector	248	84	0.04	0.77

Appendix B – Survey

Learners

Perceptions of qualifications

#base: all

[Q8] In 2019, employers, training providers or colleges paid awarding organisations in the region of £15-£20 per student for each Functional Skills qualification (Source: Ofqual 2019). To what extent do you agree or disagree with the following statement?

“Functional Skills Qualifications offer value for money”

<1> Strongly agree

<2> Agree

<3> Neither agree nor disagree

<4> Disagree

<5> Strongly disagree

<96 xor fixed> Don't know

<98 xor fixed> Prefer not to say

#base: all

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

-[Q9_1] I value Functional Skills qualifications

-[Q9_2] People holding Functional Skills qualifications have the appropriate level of skill in English needed by employers

-[Q9_3] People holding Functional Skills qualifications have the appropriate level of skill in maths needed by employers

-[Q9_4] People holding Functional Skills qualifications have the appropriate level of skill in ICT needed by employers

-[Q9_5] The availability of Functional Skills qualifications is sufficiently flexible

-[Q9_6] Functional Skills qualifications are good preparation for further study

<1> Strongly agree

<2> Agree

<3> Neither agree nor disagree

<4> Disagree

<5> Strongly disagree

<96 xor fixed> Don't know

<98 xor fixed> Prefer not to say

#base: all

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

-[Q10_1] I value vocational and technical qualifications

-[Q10_2] The purpose of vocational and technical qualifications is well-understood by employers

-[Q10_3] I understand the purpose of vocational and technical qualifications

-[Q10_4] Vocational and technical qualifications prepare learners well for the workplace

-[Q10_5] The availability of vocational and technical qualifications is sufficiently flexible

-[Q10_6] Vocational and technical qualifications are good preparation for further study

<1> Strongly agree

<2> Agree

- <3> Neither agree nor disagree
- <4> Disagree
- <5> Strongly disagree
- <96 xor fixed> Don't know
- <98 xor fixed> Prefer not to say

#base: all

[Q11] To what extent do you agree or disagree with the following statements about end-point assessments?

- [Q11_1] I value end-point assessments of apprenticeships
- [Q11_2] I understand the purpose of end-point assessments of apprenticeships
- [Q11_3] End-point assessments of apprenticeships test the competence and vocational and technical skills needed by employers
- [Q11_4] The availability of end-point assessments of apprenticeships is sufficiently flexible
- [Q11_5] Apprenticeships are good preparation for work
- [Q11_6] End-point assessments of apprenticeships are a qualification within themselves
- <1> Strongly agree
- <2> Agree
- <3> Neither agree nor disagree
- <4> Disagree
- <5> Strongly disagree
- <96 xor fixed> Don't know
- <98 xor fixed> Prefer not to say

#base: all

[Q120] Which of the following statements describes your understanding of T levels?

- <1> Very good understanding
- <2> Quite good understanding
- <3> Limited understanding
- <4> Not very good understanding
- <5> No understanding at all

#base: all

[Q130] To what extent do you agree to the following statement?

“It is clear to me which qualifications are relevant to my needs”

- <1> Strongly agree
- <2> Agree
- <3> Neither agree nor disagree
- <4> Disagree
- <5> Strongly disagree
- <96 xor fixed> Don't know

Qualifications studied

#base: all who are studying FSQs

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

- <1> Yes
- <2> No
- <96 xor fixed> Don't know

#base: all who are studying FSQs

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

-[Q15_a] Functional Skills English

-[Q15_b] Functional Skills maths

-[Q15_c] Functional Skills ICT

<1> Entry

<2> Level 1

<3> Level 2

<96 xor fixed> Don't know

#base: all who are studying FSQs

[Q16] Why did you decide to take a Functional Skills qualification? (Please select all that apply)

<1> I wanted to improve my English/maths/ICT skills

<2> I did not pass a GCSE in English/maths/ICT

<3> I need to complete this as part of an apprenticeship

<4> My employer advised/required me to

<5> In order to get a job

<6> To progress in my current job

<7> To progress in my studies

<95 fixed> Other (specify)

#base: all who are studying FSQs

[Q17] Now that you have started learning/ have completed learning, what benefits do you expect from taking a Functional Skills qualification/s? (Please select all that apply)

<1> My English/maths skills will improve

<2> I will be able to apply English/maths skills in everyday life

<3> I will be more confident using English/maths

<4> I will be able to complete my apprenticeship

<5> I will be able to apply for more jobs

<6> To progress in my current job

<7> To be able to find a better job

<8> I will have better job prospects in the longer term

<9> To progress to higher level qualifications

<95 fixed> Other (specify)

<96 fixed xor> Don't know

#base: all who are studying a VTQ

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

<1> Yes

<2> No

<96 xor fixed> Don't know

#base: all who are studying a VTQ

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

<1> Entry

<2> Level 1

<3> Level 2

<4> Level 3

- <5> Level 4
- <6> Level 5
- <7> Level 6
- <8> Level 7
- <9> Level 8
- <96 xor fixed> Don't know

#base: all

[Q190_2020] What is the name/ subject of the vocational or technical qualification you are or have studied in the last 3 years?

#base: all who are studying a VTQ

[Q20] Why did you decide to take a vocational or technical qualification? (Please select all that apply)

- <1> I wanted to improve my skills
- <2> I am interested in the vocational/technical area
- <3> I need to complete this as part of an apprenticeship
- <4> My employer advised/required me to
- <5> In order to get a job
- <6> To progress in my current job
- <7> To progress in my studies
- <95 fixed> Other (specify)

#base: all

[Q21] Now that you have started learning/have completed learning, what benefits do you expect from taking a vocational and technical qualification? (Please select all that apply)

- <1> My vocational/technical skills will improve
- <2> I will be more confident using my vocational/technical skills
- <3> I will be able to complete my apprenticeship
- <4> I will be able to progress in my current job
- <5> I will be able to find a job/a better job
- <6> I will be able to progress in my studies
- <95 fixed> Other (specify)

#base: all who are studying an apprenticeship

[Q23] Which level is the apprenticeship that you are taking/ have taken?

- <1> Level 2
- <2> Level 3
- <3> Level 4
- <4> Level 5
- <5> Level 6
- <6> Level 7
- <7> Level 8
- <96 xor fixed> Don't know

#base: all who are studying an apprenticeship

[Q24] In which sector is the apprenticeship you are taking/ have taken?

- <1> Agriculture, environment and animal care
- <2> Business and administration
- <3> Catering and hospitality
- <4> Childcare and education

- <5> Construction
- <6> Creative and design
- <7> Digital
- <8> Engineering and manufacturing
- <9> Hair and beauty
- <10> Health and science
- <11> Legal, finance and accounting
- <12> Protective services
- <13> Sales, marketing and procurement
- <14> Social care
- <15> Transport and logistics
- <95 fixed> Other (specify)

#base: all who are studying an apprenticeship

[Q22] When thinking about your apprenticeship, is this an apprenticeship standard or framework? A **standard** has been developed since 2014 by groups of 'Trailblazer' employers. This apprenticeship involves an end-point assessment. A **framework** has been developed by a Sector Skills Council and will be replaced by an apprenticeship standard

- <1> Standard
- <2> Framework
- <96 xor fixed> Don't know

#base: all who are studying an apprenticeship

[Q26] Please tell us which of the following statements best describes your understanding of end-point assessment of apprenticeships:

- <1> Very good understanding
- <2> Quite good understanding
- <3> Limited understanding
- <4> Not very good understanding
- <5> No understanding at all

#base: all who are studying an apprenticeship

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

- <1> Yes
- <2> No

#base: all who are studying an apprenticeship

[Q25] Why did you decide to take an apprenticeship? (Please select all that apply)

- <1> I wanted to improve my skills
- <2> I am interested in the vocational/technical area
- <3> Because I can learn skills on the job
- <4> In order to find a job/a better job
- <5> To progress in my current job
- <6> To progress in my studies
- <95 fixed> Other (specify)

#base: all who are studying an apprenticeship

[Q28] Now that you have started learning/have completed learning, what benefits do you expect to get from taking an apprenticeship? (Please select all that apply)

- <1> I will have a broader range of skills to apply in the workplace
- <2> I will have better knowledge of how to do my job

<3> I will have more confidence in applying my skills/knowledge

<4> I will be able to progress in my current job

<5> I will be able to find a job/a better job

<6> I will be able to progress in my studies

<95 fixed> Other (specify)

Providers (all types)

Perceptions of qualifications

#base: all

[Q9] In 2019, employers, training providers or colleges paid awarding organisations in the region of £15 to £20 per student for each Functional Skills qualification (Source: Ofqual 2019). To what extent do you agree or disagree with the following statement?

“Functional Skills Qualifications offer value for money”

<1> Strongly agree

<2> Agree

<3> Neither agree nor disagree

<4> Disagree

<5> Strongly disagree

<96> Don't know

#base: all

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

-[Q10_1] I value Functional Skills qualifications

-[Q10_2] People holding Functional Skills qualifications have the appropriate level of skill in English needed by employers

-[Q10_3] People holding Functional Skills qualifications have the appropriate level of skill in maths needed by employers

-[Q10_4] People holding Functional Skills qualifications have the appropriate level of skill in ICT needed by employers

-[Q10_5] Functional Skills qualifications are good preparation for further study

<1> Strongly agree

<2> Agree

<3> Neither agree nor disagree

<4> Disagree

<5> Strongly disagree

<96> Don't know

#base: all

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

-[Q11_1] I value vocational and technical qualifications

-[Q11_2] The purpose of vocational and technical qualifications is well-understood by employers

-[Q11_3] The purpose of vocational and technical qualifications is well-understood by learners

-[Q11_4] Vocational and technical qualifications prepare learners well for the workplace

-[Q11_5] People achieving vocational and technical qualifications have the technical skills needed by employers

-[Q11_6] Vocational and technical qualifications are good preparation for further study

-[Q11_7] Vocational and technical qualifications offer value for money

<1> Strongly agree

<2> Agree

<3> Neither agree nor disagree

<4> Disagree

<5> Strongly disagree

<96> Don't know

#base: all

[Q12] To what extent do you agree or disagree with the following statements about end-point assessments of apprenticeship standards?

- [Q12_1] I value end-point assessments of apprenticeship standards
- [Q12_2] Learners understand the purpose of end-point assessment of apprenticeship standards
- [Q12_3] People passing end-point assessments of apprenticeship standards have the competence and vocational and technical skills needed by employers
- [Q12_4] The availability of end-point assessments of apprenticeship standards is sufficiently flexible
- [Q12_5] End-point assessments of apprenticeship standards offer value for money
- [Q12_6] Apprenticeships are good preparation for work
- [Q12_7] End-point assessments of apprenticeship standards are a qualification within themselves

<1> Strongly agree

<2> Agree

<3> Neither agree nor disagree

<5> Disagree

<4> Strongly disagree

<96> Don't know

#base: if establishment offers FSQs

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

#base: if at least one learner is currently taking an FSQ

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

-[Q14_1] Maths

-[Q14_2] English

-[Q14_3] ICT

#base: if establishment offers apprenticeships

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

#base: if at least one learner is currently doing an apprenticeship

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

-[Q16_1] New Apprenticeship standards

-[Q16_2] Legacy Apprenticeship frameworks ("SASE")

<1> Don't know

#base: all

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

<1> Yes

<2> No

#base: all

[Q18] Are you aware that end-point assessments are specific to apprenticeship standards?

<1> Yes

<2> No

#base: all

[Q19] Which of the following describes your understanding of end-point assessment of apprenticeships?

- <1> Very good understanding
- <2> Quite good understanding
- <3> Limited understanding
- <4> Not very good understanding
- <5> No understanding at all

#base: all

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

- [Q20_1] University/Higher Education
- [Q20_2] Further Education (technical/work based)
- [Q20_3] Employment (not apprenticeship)
- [Q20_4] Employment as an apprentice

Employers

Perceptions of qualifications

#base: all

[Q12] Please indicate your level of understanding about the four types of qualifications listed below.

- [Q12_1] Functional Skills qualifications
- [Q12_2] Vocational and technical qualifications in my sector
- [Q12_3] Apprenticeships in my sector
- [Q12_4] T levels/Technical qualifications within T levels
- <1> Very good understanding
- <2> Quite good understanding
- <3> Limited understanding
- <4> Not very good understanding
- <5> No understanding at all

#base: all

[Q13] To what extent do you agree to the following statement?

- [Q13_1] It is clear which qualifications are relevant to my organisation
- <1> Strongly agree
- <2> Agree
- <3> Neither agree nor disagree
- <4> Disagree
- <5> Strongly disagree
- <96> Don't know

#base: all who have at least a limited understanding of vocational and technical qualifications in their sector

[Q13a] Please say which of the following statements best describes your understanding of the changes that have been, or are currently being made to vocational and technical qualifications in your sector.

- <1> Aware of and fully understand the changes proposed or taking place
- <2> Aware of and have some understanding of the changes proposed or taking place
- <3> Aware of, but don't know what changes are proposed or taking place
- <4> Not aware of any changes at all

#base: all who say they have at least some understanding for each qualification

[Q14] Have you, or anyone else in your organisation, been involved in supporting the development of the following in the last five years? For example, you may have been a member of a working group, responded to an online consultation or contributed to assessment design.

- [Q14_1] Functional Skills qualifications
- [Q14_2] Vocational and technical qualifications in my sector
- [Q14_3] Apprenticeships in my sector
- [Q14_4] T levels/Technical qualifications within T levels
- <1> Yes
- <2> No
- <96> Don't know

Perceptions of Functional Skills Qualifications

#base: all who say they have at least some understanding of Functional Skills qualifications
[Q15] Please say which of the following statements best describes your organisation's involvement in recruitment and training in **Functional Skills qualifications**.

- <1> We recruit people with Functional Skills qualifications
- <2> We arrange training leading to Functional Skills qualifications
- <3> We both recruit people with **and** arrange training leading to Functional Skills qualifications
- <4> We neither recruit people with Functional Skills qualifications nor arrange training leading to Functional Skills qualifications
- <96 fixed xor> Don't know

#base: all who say they have at least some understanding of Functional Skills qualifications
[Q16] Please indicate your level of agreement with the following statements about Functional Skills qualifications. Please speak from the perspective of your own organisation i.e. not the views you believe other employers have.

- [Q16_1] We value Functional Skills qualifications
- [Q16_2] People holding Functional Skills qualifications have the appropriate level of skill in English needed by my organisation
- [Q16_3] People holding Functional Skills qualifications have the appropriate level of skill in maths needed by my organisation
- [Q16_4] People holding Functional Skills qualifications have the appropriate level of skill in ICT needed by my organisation
- [Q16_5] The availability of Functional Skills qualifications is sufficiently flexible
- <1> Strongly agree
- <2> Agree
- <3> Neither agree nor disagree
- <4> Disagree
- <5> Strongly disagree
- <96> Don't know

#base: all who agree that they value Functional Skills qualifications
[Q17] You said you agree that your organisation values Functional Skills qualifications - can you please say why?

#base: all who disagree that they value Functional Skills qualifications
[Q18] You said you disagree that your organisation values Functional Skills qualifications - can you please say why?

Perceptions of vocational and technical qualifications

#base: all who say they have at least some understanding of vocational and technical qualifications
[Q21] Please say which of the following statements best describes your organisation's involvement in recruitment and training in **vocational or technical qualifications**.

- <1> We recruit people with vocational or technical qualifications
- <2> We arrange training leading to vocational or technical qualifications
- <3> We both recruit people with **and** arrange training leading to vocational or technical qualifications
- <4> We neither recruit people with vocational or technical qualifications nor arrange training leading to vocational or technical qualifications
- <96 fixed xor> Don't know

#base: all who say they have at least some understanding of vocational and technical qualifications
[Q22] Which vocational or technical qualification/s does your organisation typically recruit for?

#base: all who say they have at least some understanding of vocational and technical qualifications
[Q23] Thinking about the qualifications that your organisation typically uses, please indicate your level of agreement with the following statements in relation to vocational and technical qualifications in your sector. Please answer from the perspective of your own organisation i.e. not the views you believe other employers have.

-[Q23_1] We value vocational and technical qualifications

-[Q23_2] The purpose of vocational and technical qualifications is well-understood by my organisation

-[Q23_3] Vocational and technical qualifications prepare learners well for the workplace

-[Q23_4] People achieving vocational and technical qualifications have the technical skills needed by my organisation

-[Q23_5] The availability of vocational and technical qualifications is sufficiently flexible

<1> Strongly agree

<2> Agree

<3> Neither agree nor disagree

<4> Disagree

<5> Strongly disagree

<96> Don't know

#base: all who say they have at least some understanding of vocational and technical qualifications
[Q24] When answering the previous question, were you thinking mostly about vocational and technical qualifications as part of an apprenticeship or taken outside of an apprenticeship?

<1> Mostly **as part of** an apprenticeship

<2> Mostly **taken outside of** an apprenticeship

<96 fixed xor> Don't know

#base: all who agree that they value vocational and technical qualifications

[Q25] You said you agree that your organisation values vocational and technical qualifications - can you please say why?

#base: all who disagree that they value vocational and technical qualifications

[Q26] You said you disagree that your organisation values vocational and technical qualifications - can you please say why?

Perceptions of end-point assessments of apprenticeship standards

#base: all who say they have at least some understanding of apprenticeships in their sector

[Q27] Do you know the difference between apprenticeship frameworks and the new apprenticeship standards?

<1> Yes

<2> No

#base: all who say they have at least some understanding of apprenticeships in their sector

[Q28] Before taking this survey, were you aware that end-point assessments are specific to apprenticeship standards?

<1> Yes

<2> No

#base: all who currently employ apprentices

[Q29] You said earlier that your organisation currently employs apprentices. Approximately how many apprentices do you currently employ? Please provide a whole number (no decimal point).

#base: all who currently employ apprentices

[Q30] Of the apprentices your organisation currently employs, approximately what PROPORTION are currently taking:

If unsure, please leave blank.

-[Q30_1] New apprenticeship standards

-[Q30_2] Legacy Apprenticeship frameworks ("SASE")

<1> Don't know

#base: all who say they have at least some understanding of apprenticeships in their sector

[Q31] Please indicate which of the following statements best describes your understanding of end-point assessment of apprenticeships.

<1> Very good understanding (i.e. you have clear knowledge of the content and skills being developed)

<2> Quite good understanding (i.e. you have reasonable, but not full knowledge of the content and skills being developed)

<3> Limited understanding (i.e. you have very limited knowledge of the content and skills being developed)

<4> Not very good understanding (i.e. you are aware of it but have no knowledge of the content and skills being developed)

<5> No understanding at all (i.e. you were not aware of it prior to this survey)

#base: all who say they have at least some understanding of end-point assessment of apprenticeships

[Q32] Have you had any apprentices who have taken an end-point assessment in your organisation?

<1> Yes

<2> No

<96> Don't know

#base: all who say they have at least a limited understanding of end-point assessment of apprenticeships

[Q33] Please tell us your level of agreement with the following statements about end-point assessments of apprenticeships in your sector. Please answer from the perspective of your own organisation i.e. not the views you believe other employers have.

-[Q33_1] We value end-point assessments of apprenticeships

-[Q33_2] People passing end-point assessments of apprenticeships have the competence and vocational and technical skills needed by my organisation

-[Q33_3] The availability of end-point assessments of apprenticeships is sufficiently flexible

-[Q33_4] Apprenticeships are good preparation for work

-[Q33_5] End-point assessments of apprenticeships are a qualification within themselves

<1> Strongly agree

<2> Agree

<3> Neither agree nor disagree

<4> Disagree

<5> Strongly disagree

<96> Don't know

#base: all who say they have at least a limited understanding of end-point assessment of apprenticeships

[Q34] When answering the previous question, which apprenticeships were you thinking of in relation to end-point assessments in terms of the industry sector or subject?

#base: all who agree that they value end-point assessments of apprenticeships

[Q37] You said you agree that your organisation values end-point assessments of apprenticeships - can you please say why?

#base: all who disagree that they value end-point assessments of apprenticeships

[Q38] You said you disagree that your organisation values end-point assessments of apprenticeships - can you please say why?

#base: all who disagree that people passing end-point assessments of apprenticeships have the competence and vocational and technical skills needed

[Q35] You said you disagree that people passing end-point assessments of apprenticeships have the competence and vocational and technical skills that your organisation needs. Do you know how your organisation would go about getting end-point assessments changed?

<1> Yes

<2> No

#base: all who know how they would get assessments changed (Q35=1)

[Q36] How would your organisation go about getting the end-point assessment changed?

Use of qualifications – recruitment

#base: all

[Q40a] When recruiting new employees, are any of the following essential for the following types of roles?

-[Q40a_1] Professional and managerial roles

-[Q40a_2] Skilled and supervisory roles

-[Q40a_3] Entry level and admin roles

<1> 5 GCSEs at 9-4 or A*-C

<2> Maths and English GCSEs

<3> Maths and English Functional Skills

<4> Relevant vocational or technical qualification

<5> Completion of an apprenticeship

<6> Relevant work experience

<7> A levels

<8> Degree

<9> Masters

<10> PhD

<11 xor> None of these

#base: all

[Q41] Has your organisation had any vacancies in the last 12 months, regardless of whether you were able to fill them?

<1> Yes

<2> No

<96> Don't know

#base: all

[Q42] How often, if ever, does your organisation typically recruit people from the following groups?

-[Q42_1] Aged 16-18 - first job from school, college or training provider

-[Q42_2] Aged 19-24 - first job from school, college or other training provider

<1> All of the time

<2> Most of the time

<3> Some of the time

<4> None of the time

<96 fixed xor> Don't know

Use of qualifications – training

#base: all

[Q43] In the last 12 months, has your organisation arranged or funded training for your employees?

<1> Yes

<2> No

<96> Don't know

#base: all who have arranged or funded training for employees in last 12 months

[Q44] Thinking about the training your company has arranged or funded in the last 12 months, how much of it, if any, typically results in a qualification for the following levels of employee?

-[Q44_1] Professional and managerial roles

-[Q44_2] Skilled and supervisory roles

-[Q44_3] Entry level and admin roles

<1> All training leads to a qualification

<2> Most training leads to a qualification

<3> Some training leads to a qualification

<4> No training leads to a qualification

<96 fixed xor> Don't know

#base: all who have arranged or funded training for employees in last 12 months

[Q45] Has any of the training your organisation has arranged or funded in the last 12 months led to any of the following? Please select all that apply.

<1> Functional Skills qualification in English, maths or ICT

<2> GCSE in English or maths

<3> Other English or maths qualification

<4> Vocational or technical qualification

<5> End-point assessment of an apprenticeship

<95 fixed> Other (specify)

<97 fixed xor> None of these

<96 fixed xor> Don't know

#base: all who have arranged or funded training for employees in last 12 months which has not led to Vocational/technical qualification or End-point assessment of an apprenticeship

[Q46] Can you please say why your organisation **hasn't** arranged or funded training that led to a vocational or technical qualification [and/or] apprenticeship? Please select all that apply.

<1> No need for them

<2> Not aware of them

- <3> Don't know which ones are relevant for us
- <4> Too expensive
- <5> Too time consuming
- <6> Takes employees away from the day job
- <7> Not of a high quality standard
- <8> Too easy
- <9> Too difficult
- <10> Not enough Government funding to pay for them
- <11> Can no longer afford to fund them, but funded them in the past
- <12> Do not have any apprentices in our organisation
- <95 fixed> Other (specify)
- <96 fixed xor> Don't know

#base: all who say there is no need to arrange or fund vocational or technical qualifications or apprenticeships

[Q47] You said that your organisation has no need to arrange or fund vocational or technical qualifications or apprenticeships. Can you please say why? Please select all that apply.

- <1> Our employees don't need these qualifications
- <2> We recruit people with these qualifications
- <3> We test applicants e.g. competency tests so no need for qualifications
- <95 fixed> Other (specify)
- <96 fixed xor> Don't know

#base: all who have arranged or funded training for employees in last 12 months

[Q48] Can you please indicate which of the following factors are taken into account when your organisation decides which qualifications to offer its employees? Please select all that apply.

- <1> Reputation of the awarding organisation (exam board)
- <2> Sector recognised (valued) qualification
- <3> Relevance for our organisation
- <4> Size of the qualification (the amount of time it takes to complete e.g. hours/days/months/years depending on the type of qualification and level)
- <5> Level of qualification
- <6> Flexible assessment
- <7> Organisation culture i.e. always offered these qualifications
- <95 fixed> Other (specify)
- <8 fixed xor> None of these factors are taken into account
- <96 fixed xor> Don't know

Business benefits associated with qualifications

#base: all who have arranged or funded training for employees in last 12 months

[Q49] For your employees who achieve vocational or technical qualifications or end-point assessments within an apprenticeship, how often, if ever, does this lead to the following?

- [Q49_1] A pay increase
- [Q49_2] A promotion or improved job status
- [Q49_3] New responsibilities
- <1> All of the time
- <2> Most of the time
- <3> Some of the time
- <4> None of the time

<96 fixed xor> Don't know

#base: all who have arranged or funded training for employees in last 12 months (Q43=1)

[Q50] For your employees who achieve vocational or technical qualifications outside an apprenticeship, how often, if ever, does this lead to the following?

-[Q50_1] A pay increase

-[Q50_2] A promotion or improved job status

-[Q50_3] New responsibilities

<1> All of the time

<2> Most of the time

<3> Some of the time

<4> None of the time

<96 fixed xor> Don't know