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1. Introduction

The Apprenticeship Evaluation Learner Survey 2021 was the seventh in a series first conducted in 2011. This is the first survey in the series to be undertaken since the start of the COVID-19 pandemic, and therefore provides valuable insight into how the pandemic has affected the apprenticeship landscape.

This technical report details how the survey of apprentices in 2021 was sampled, conducted, weighted and analysed, and how this compares to the previous surveys. Table 1 shows the timing and sampling of the current and previous surveys in the series.

Table 1 Apprenticeship evaluation: learner surveys conducted

Year	Published	Fieldwork period	Sample window for current apprentices	Sample window for completer apprentices	Sample window for recent completers	Window for apprenticeship non-completers	Carried out by
2011	May 2012	November - December 2011	Current in late 2011	Completed August 2010 - March 2011 (8-16 months prior to interview)	N/A	N/A	IFF & IER
2012-13	Aug 2013	December 2012 - February 2013 (main survey) ¹	Current in late 2012	Completed August 2011 - March 2012 (9-18 months prior to interview)	N/A	N/A	Ipsos MORI
2014	Dec 2014	January - March 2014	Completion dates on or after January 2014 or current apprentices	Completed August 2012 - March 2013 (10-19 months prior to interview)	N/A	N/A	Ipsos MORI
2015	Oct 2016	October 2015 - January 2016	Current in late 2015	Completed March 2014 - October 2014 (12-22 months prior to interview)	N/A	N/A	IFF & IER
2017	Nov 2017	February - March 2017	Current in early 2017	Completed June 2015 - January 2016 (13-21 months prior to interview)	N/A	N/A	IFF
2018-19	Nov 2019	December 2018 - March 2019	Current in August 2018	Completed February-September 2017 (15-25 months prior to interview)	N/A	N/A	IFF
2021	May 2022	May - July 2021	Current in January 2021 (fieldwork sample excludes those due to complete by time of survey)	Completed July 2019 - February 2020 (15-24 months prior to interview)	Completed March-December 2020 (5-16 months prior to interview)	Former learners that did apprenticeship standards and left before completing (between 1 September 2019 and 31 December 2020). Excludes those that subsequently started another apprenticeship.	IFF

2. Sample design and selection

Sample source

The sample for the Apprenticeships Evaluation Learner Survey 2021 was drawn from the Individualised Learner Record (ILR) for England, held by the Education and Skills Funding Agency (ESFA). The ILR is the official data collection for publicly funded further education and work-based learning in England. The data is used to monitor policy implementation and the performance of the sector, and to disburse funding to training providers, providing a strong incentive for training providers to complete it accurately.

The sample was drawn from the January 2021 ILR release, the most up to date at the time the sampling process was undertaken.

Learner groups and their definitions

The sample comprised a mix of individuals that had completed their apprenticeship ('completers')² and those who were still undertaking their apprenticeship ('current apprentices'). In addition, for the first time in the series, interviews were undertaken with learners that did not complete their apprenticeship ('non-completers'). The survey involved sampling and interviewing four discrete groups of apprentices:

- Current apprentices at the time of the survey
- Recent completers
- Longer-term completers
- Non-completers.

Whereas in previous iterations of the survey, only one completer group was sampled (e.g. those completing approximately 15-25 months before the interview in the last survey in 2018-19), the 2021 evaluation also sought to speak with individuals who had completed their apprenticeships more recently ('recent completers'). This was in part to examine how COVID-19 had impacted those completing an apprenticeship.

² The term 'completer' is used rather than achiever, as this group consists of apprenticeships with an actual end date on the IDBR, although they may not have reached an achieved status following an end-point assessment.

Therefore, as well as a sample group of completers that were interviewed c. 15-24 months post-apprenticeship (which are now classified as ‘longer-term completers’, retained for comparability with 2018-19), the survey also sampled recent completers.³ This group covered those that completed after the ‘longer-term completer’ group but before the point at which the ILR database used was compiled (1 January 2021), hence 5 to 16 months prior to the interview.

In addition, unlike in previous years, ‘paused’ apprentices were included in the 2021 research (in the ‘current apprentices’ group). It is possible on the ILR for training providers to register an apprenticeship or other learning as ‘paused’. The learning can later be restarted. In 2018-19 ‘paused’ apprentices were not included. This is because they were far fewer in number, and at the time the key reasons for pausing an apprenticeship were expected to include personal and health reasons, which may have made it inappropriate to carry out an interview.

However, pausing of apprenticeships increased substantially through 2020 and 2021 with COVID-19 and furlough / the Coronavirus Job Retention Scheme. It was hypothesised that between the sample being drawn and fieldwork many would have resumed their apprenticeship, hence excluding them would mean the sample of current apprentices would not represent this group. Supporting this, in the survey the vast majority (81%) of those sampled as paused had resumed training by the time they were interviewed. In addition, examining apprentices who experienced a pause in learning was considered valuable in itself, to assess the impact of pauses in learning on the overall apprenticeship experience.

In addition, for the first time, the evaluation also included apprentices that had started an apprenticeship but left before completing, in order to understand the reasons why they did not complete their apprenticeships. These former learners were administered a separate tailored survey, with a separately defined sample window, designed to include an equal number of months before and after the start of the COVID-19 pandemic.

Table 2 summarises the key survey groups covered by the Learner Survey and the differences in the sample window definitions for these groups compared with the 2018-19 survey.

³ This approach is taken because it allows comparable measures to be taken of outcomes for apprentices who completed a set number of months before fieldwork commenced. However, it does mean that if fieldwork takes place at a different time of year relative to the previous wave, as occurred in this case, there will be seasonal differences in the number and type of apprenticeships covered.

Table 2 Sampling approach for learner groups and a comparison with the approach used to sample these groups in the 2018-19 survey

Sample group	Criteria for inclusion in 2021	Key differences vs. 2018-19 survey
<p>Current apprentices (Learner Survey)</p>	<ul style="list-style-type: none"> • Undertaking an apprenticeship as of 1 January 2021⁴ (including apprentices whose learning had temporarily paused) and not expected to complete by the time of the survey.⁵ 	<ul style="list-style-type: none"> • Those who had temporarily paused their apprenticeships were not sampled in 2018-19 or previous iterations of AEvS. • Learners who were current apprentices at the time of the 2021 sampling and who had also completed a different apprenticeship in the recent completer or longer-term completer survey windows had a 'double chance' of being selected for fieldwork. In 2018-19, where this overlap occurred, current apprentices were prioritised (to talk about their most recent experience), but in 2021 they were randomly allocated to one of groups. • Current apprentices were drawn from the August 2018 ILR release. • The 2021 survey excluded apprentices at the time of sampling who were expected to complete before fieldwork was conducted. This did not take place in 2018-19 (or earlier surveys)
<p>Recent completers (Learner Survey)</p>	<ul style="list-style-type: none"> • Apprentices on the ILR marked as having completed their apprenticeship between 1 March 2020 and 31 December 2020 (between 5 and 16 months before the survey). • Includes those who were sampled as longer-term completers but in the survey said they had completed in the recent completer window (11 cases). 	<ul style="list-style-type: none"> • Recent completers were not interviewed in previous waves of the AEvS series.
<p>Longer-term completers (Learner Survey)</p>	<ul style="list-style-type: none"> • Apprentices on the ILR marked as having completed their apprenticeship between 1 July 2019 and 29 February 2020 (between 15 and 24 months before the survey, consistent with 2018-19). • Includes those who were sampled as recent completers but in the survey said they had completed in the longer-term completer window (20 cases). 	<ul style="list-style-type: none"> • Learners who were both current apprentices and completed a different apprenticeship in the survey window had a 'double-chance' of being selected for fieldwork. In 2018-19, where this overlap occurred, current apprentices were prioritised, but in 2021 they were randomly allocated to a specific sample window. • In 2018-19, the sample window for the longer-term completers was February to September (2017).

Sample group	Criteria for inclusion in 2021	Key differences vs. 2018-19 survey
Non-completers (Non-completers Survey)	<ul style="list-style-type: none"> Former apprentices that did apprenticeship standards but left before completing (between 1 September 2019 and 31 December 2020). Excludes those that subsequently started another apprenticeship. Learners that had both withdrawn and had started another apprenticeship were excluded from the non-completers survey. 	<ul style="list-style-type: none"> Non-completers were not interviewed in previous waves of the AEvS series.

⁴ Apprentices starting their apprenticeship more recently than 1 January 2020 could not be included due to lag in the availability of ILR data.

⁵ Although this was not taken into account in population calculations, not all of the apprentices eligible for this sample window could be interviewed, since they were not still current apprentices at the time of survey. See the sections on setting interview targets for more details.

Sampling method

Historically, the learner strand of the evaluation used a quota sampling method (where sample of a particular category is withdrawn once the quota target for that category is achieved). In the 2018-19 survey, the method changed for one strand of the study due to the merging of the AEvS with the Apprenticeship Pay Survey (APS), as APS had previously used a random probability sampling (RPS) approach. A stratified random probability sampling approach was therefore used for one strand of the 2018-19 learner study (the element which asked Level 2 and 3 learners questionnaire content from both the AEvS and the APS, described as the 'joint' strand in the [2018-19 Technical report](#)).

In 2021, a stratified random probability sampling approach was fully adopted for all strands of the surveys. This meant that, once selected, a learner was called an agreed minimum number of times and not withdrawn once the target number of interviews for that category of sample had been reached. The advantages of using an RPS approach include:

- Being able to assign a known probability of being sampled to every learner in the sampling frame enhances estimates of statistical confidence.
- It leads to more efficient use of issued sample (since no sample is withdrawn simply because enough interviews of that type have been achieved), and therefore less sample needs to be issued to achieve the overall target number of interviews. This approach gives better coverage of difficult to reach respondents.
- It ensures equal treatment of all units of sample within a cell, both in terms of probability of selection and the fieldwork processes administered in order to achieve interviews.
- It is considered the most robust method for national statistics and public sector surveys.

At the same time there are potential downsides of an RPS approach, including, if initial assumptions on conversion rates are too high, not achieving the overall target number of interviews (or not achieving enough interviews among a particular respondent group). More sample cannot be added towards the very end of fieldwork to 'make up' any likely shortfall since there would not be sufficient time to call all records the agreed minimum number of times (sample would not all be treated equally).

For the learner survey, the selected records were called a minimum of 10 times; if on the final call the respondent asked to be called back, the number of call attempts was increased by one. The same rules applied to the non-completer survey, but the minimum number of call attempts was eight.

Sample verification and preparation

On receipt of the ILR sample from the Education and Skills Funding Agency (ESFA), the sample was checked against the specification laid out in the data request. Labels and additional course information were matched on from the Learner Aims Reference Service (LARS) database, and sample from different academic years was merged and de-duped.

The file was then reduced to a list of individual apprenticeships, rather than learning aims, bringing together data regarding the apprenticeship framework with that of the main apprenticeship qualification. This was used to produce the population profile for sampling and weighting purposes (as shown in Table 3 to Table 6).

This population file did not initially contain any contact details. For data protection reasons, ESFA do not typically release contact details for the whole population of apprentices, but only for those records drawn in the selected sample. This introduced an uncertainty into the process, since the proportion of records with viable contact details would not be known until after the sample was drawn.

Population of apprentices

Once the initial anonymised population files had been received and processed as described above, counts were run on the overall apprentice population. Table 3 to Table 6 show the counts for the different survey groups.

Table 3 Current apprentice population (as at 1 January 2021), by Subject Area and level

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Total
Agriculture, Horticulture and Animal Care	4,460	4,590	70	<5	30	0	9,150
Arts, Media and Publishing	20	1,540	40	10	0	10	1,610
Business, Administration and Law	11,330	46,510	14,520	18,330	9,240	28,210	128,140
Construction, Planning and the Built Environment	18,190	10,890	1,850	570	6,140	580	38,200
Education and Training	710	5,570	600	1,760	560	840	10,040
Engineering and Manufacturing Technologies	19,800	65,440	3,420	460	3,690	450	93,260
Health, Public Services and Care	27,330	49,790	7,040	17,620	9,130	1,450	112,360
Information and Communication Technology	2,110	9,450	7,890	0	4,860	860	25,170
Leisure, Travel and Tourism	1,480	3,720	0	0	0	0	5,200
Retail and Commercial Enterprise	23,560	10,970	2,880	10	230	0	37,640
Science and Mathematics	0	<5	0	130	200	140	470
Other	0	0	0	0	150	0	150
TOTAL	108,980	208,450	38,310	38,880	34,230	32,540	461,390

Population figures have been rounded to the nearest 10, meaning that totals will not always match the sum of the rows and columns.

Table 4 Recent completer apprentice population (completing between March and December 2020), by Subject Area and level

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Total
Agriculture, Horticulture and Animal Care	1,370	910	10	0	0	0	2,290
Arts, Media and Publishing	20	370	0	0	10	0	390
Business, Administration and Law	9,170	16,830	3,940	3,890	400	2,310	36,550
Construction, Planning and the Built Environment	4,010	2,000	410	230	60	0	6,700
Education and Training	860	1,610	30	40	220	40	2,810
Engineering and Manufacturing Technologies	7,420	10,180	440	140	60	70	18,300
Health, Public Services and Care	10,200	15,070	1,020	4,430	200	0	30,930
Information and Communication Technology	1,750	4,450	1,740	0	270	20	8,230
Leisure, Travel and Tourism	570	1,710	0	0	0	0	2,280
Retail and Commercial Enterprise	7,300	3,540	550	<5	<5	0	11,400
Science and Mathematics	0	10	<5	0	10	0	20
Other	0	0	0	0	0	0	0
TOTAL	42,660	56,660	8,150	8,740	1,240	2,440	119,900

Population figures have been rounded to the nearest 10, meaning that totals will not always match the sum of the rows and columns.

Table 5 Longer-term completer apprentice population (completing between July 2019 and February 2020), by Subject Area and level

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Total
Agriculture, Horticulture and Animal Care	1,510	920	20	0	0	0	2,440
Arts, Media and Publishing	40	410	<5	0	10	0	460
Business, Administration and Law	12,660	16,800	3,500	2,530	350	980	36,830
Construction, Planning and the Built Environment	5,770	2,320	230	90	10	0	8,420
Education and Training	990	1,640	0	0	120	20	2,770
Engineering and Manufacturing Technologies	11,610	12,340	400	90	70	60	24,570
Health, Public Services and Care	10,720	14,200	770	3,000	80	0	28,770
Information and Communication Technology	2,120	3,860	1,030	0	230	0	7,240
Leisure, Travel and Tourism	1,220	1,930	0	0	0	0	3,150
Retail and Commercial Enterprise	11,070	5,470	650	10	0	0	17,200
Science and Mathematics	<5	40	20	10	<5	0	70
Other	0	0	0	0	0	0	0
TOTAL	57,710	59,930	6,620	5,730	890	1,070	131,930

Population figures have been rounded to the nearest 10, meaning that totals will not always match the sum of the rows and columns.

Table 6 Apprenticeship non-completer population (leaving an apprenticeship between September 2019 and December 2020), by Subject Area and level

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Total
Agriculture, Horticulture and Animal Care	930	240	0	0	<5	0	1,170
Arts, Media and Publishing	<5	290	<5	0	0	<5	300
Business, Administration and Law	4,060	16,620	3,350	5,070	1,160	2,710	32,980
Construction, Planning and the Built Environment	2,150	770	60	0	400	20	3,400
Education and Training	0	680	120	250	30	90	1,170
Engineering and Manufacturing Technologies	2,720	5,160	270	50	160	30	8,390
Health, Public Services and Care	7,950	10,060	1,030	1,470	250	60	20,820
Information and Communication Technology	0	2,510	1,530	0	340	70	4,450
Leisure, Travel and Tourism	200	1,580	0	0	0	0	1,780
Retail and Commercial Enterprise	10,310	3,770	1,150	0	40	0	15,270
Science and Mathematics	0	0	0	<5	20	10	30
Other	0	0	0	0	<5	0	<5
TOTAL	28,320	41,690	7,510	6,850	2,400	2,990	89,760

Population figures have been rounded to the nearest 10, meaning that totals will not always match the sum of the rows and columns.

Setting interview targets

Overall approach

As noted previously, the sampling method changed from a quota sampling approach used in the 2018/19 and earlier waves of the Apprenticeships Evaluation Learner Survey (where sample is withdrawn once a particular target is achieved) to a stratified random probability approach.

This approach meant that although the sample was drawn on a stratified basis to achieve a desired profile of apprentice interviews, no quota targets were imposed. Rather, from the drawn sample, as many interviews as possible were attempted. This meant that it was necessary to estimate with some accuracy the amount of sample that would need to be requested from ESFA, and then used for fieldwork, to meet targets in advance.

Overall, targets for the number of interviews in each sample window were set on a purposive basis, with consultation with DfE regarding the proposed uses of the datasets – these were:

- 3,000 current apprentices
- 1,000 recent completers
- 1,000 long-term completers
- 500 non-completers.

Within these overall targets, detailed targets were also set for each group based on a grid of apprenticeship level by Sector Subject Area (SSA Tier 1).

For current apprentices, planned length of apprenticeship was also taken into account, in order to oversample those on shorter apprenticeships, which would otherwise be under-represented due to the delay between the reference date of the ILR extract (in January 2021) and fieldwork (in May to July 2021).

Frameworks and standards were treated equally, as were age groups, with the resulting sample reflecting their proportion in the population of each cell.

A multi-stage process was used for setting an overall target for each sample cell:

Estimating likely response rates for each cell

For each cell, an estimated response rate was calculated, primarily using data from previous Apprenticeship Evaluation Surveys, bolstered by data on changes in response rate during COVID-19 encountered in other IFF surveys. The estimated sample ratios required per cell ranged from 3.3:1 (for current higher level Education apprentices) to 7.8:1 (for paused or non-completer Level 2 Retail apprentices). For the purposes of requesting sample from ESFA, a separate version of these estimates was also calculated, which made an additional allowance for the likely rate of availability of contact details from ESFA.

By their nature these were subjective best estimates. It is not possible to estimate response rate for a survey in advance with complete accuracy. However, the response rate estimates did not need to be perfectly accurate, as sample could be loaded in tranches, with additional tranches loaded in response to real response rates encountered during the first few weeks of the survey.

Cell minimum targets

Minimum targets were set purposively for numbers of interviews at each level and Sector Subject Areas (SSA) (interlocking), as shown in Table 7.⁶ The aim of setting these minimum targets was to ensure sufficient interviews among key subgroups (particularly level and SSA) for reliable analysis. For the cells with the smallest population, where the estimated response rates suggested these targets could not be achieved with the available sample, a target was set to use all available sample.

For completers, minimum targets were lower than those set in 2018-19. This is because of the wider variety of apprenticeships available among completers relative to 2018-19 when there were fewer active Sector Subject Areas and no Level 6 or 7 apprenticeships (among longer-term completers),⁷ and taking into account boosts applied in 2018/19 (totalling 800 additional interviews) the overall sample size was slightly larger.

Through this process, higher levels and smaller SSAs were oversampled in order to obtain sufficient responses for analysis; this was corrected for in the survey results by weighting.

⁶ Where planned length of apprenticeship was taken into account, targets were set in this dimension in line with the population distribution prior to the removal of uncontactable sample.

⁷ Using the same targets would have resulted in nearly all sample required being drawn to meet the minimum targets, leaving none for later stages and, as a result, a highly skewed sample requiring heavy weighting to match the population.

Table 7 Targeted number of interviews by level

	Target number of interviews: Current apprentices	Target number of interviews: Completer apprentices
Level 2	75 per SSA	50 per SSA
Level 3	75 per SSA	50 per SSA
Level 4	15 per SSA	10 per SSA
Level 5	15 per SSA	10 per SSA
Level 6	10 per SSA	6 per SSA
Level 7	10 per SSA	6 per SSA
Total per SSA	200 per SSA	132 per SSA

For non-completers, the targets for the 500 planned interviews were split purposively as follows, to ensure minimum numbers of interviews for analysis at each level within this relatively small survey:

- 200 Level 2
- 200 Level 3
- 100 Level 4 to 7

Within each Level, targets for non-completers were set in line with the population of SSA to maximise the effective sample size. This completed the target setting process for non-completers; the following top-up stage was applied to the main learner survey only.

Top-up sampling

The process above, setting initial targets based solely on achieving cell minimums for subgroup analysis, totalled 3,196 interviews (64% of the planned total of 5,000 interviews) for the main learner survey. This compares to 1,910 interviews (33% of the planned total of 5,800) for the 2018/19 survey.

The remaining interviews were allocated to each target cell in proportion with their distribution by level and Sector Subject Area in the overall population of apprentices, prior to the removal of uncontactable cases. Again, the setting of targets was capped by sample availability, using the estimated response rates mentioned above.

This approach reduces the skew of the sample relative to the population, and hence reduces the extent of weighting required, increasing the effective sample size of the survey.⁸ This stage was particularly important for shorter apprenticeships, correcting for the skew away from shorter apprenticeships introduced by the delay between the reference date of the ILR extract (in January 2021) and fieldwork (in May to July 2021).

Initial sample selection

Once the target numbers of interviews were set for each cell, the estimated response rates or sample ratios mentioned above were used to determine the volume of sample required for each target 'cell'.

Sample was then drawn using simple random selection within each cell, choosing only from records marked up by ESFA as having contact details available. Where individual apprentices might be eligible for more than one sample window, they were given an equal chance of selection for both.⁹ If a record was selected at random for more than one window, it was assigned at random to one window or the other. This meant that, for example, learners who were current apprentices at the time of sampling and had also completed a different apprenticeship in either of the completer survey windows had a 'double chance' of being selected for fieldwork. Overall, 2.3% of those eligible for selection as current apprentices were also recent completers and 3.5% were longer-term completers; in addition 1.1% of those eligible for selection as recent completers were also longer-term completers (1.0% of longer-term completers were also recent completers).

The selected records were securely sent to ESFA, and were returned with contact details, where available.

Sample cleaning

Unusable sample was then removed. There were several reasons why sample might not be usable, comprising:

- An absence of contact details from ESFA.
- The contact details being invalid or unusable.

⁸ Where survey data is weighted, one case may be taken to represent more apprentices in the population than another case. This reduces the effective sample size, since the impact of random variation (i.e., sampling error which occurs in all data) among cases which represent very large numbers of apprentices is also larger.

⁹ With the exception of non-completers; all other windows were prioritised over this group, and the group of apprentices also appearing in other windows excluded from both the sample and the population used for weighting.

- The record being marked on the ILR as 'do not contact', a status applied by ESFA, typically due to a personal or family event affecting the learner.
- Duplicate contact details with another record in the same survey window (where this occurred, records were prioritised by the most recent start date for the current sample window, or most recent end date for other sample windows).
- For current apprentices, those who by the time of the survey would have completed their apprenticeship (based on the planned end date) and would therefore not be eligible.

In the 2018-19 survey, learners in the group mentioned in the final bullet point above were sampled as current apprentices, but if they stated at the time of survey that they had completed, they were interviewed as a completer. In the 2021 survey a change from current to completer was not allowed; if a respondent sampled as a current apprentice said they were no longer on the apprenticeship they were screened out. The rationale for this was to address the particularly high levels of 'switching' of current apprentices to apprenticeship completers that occurred in the 2018-19 survey, where more than a third (37%) of those originally sampled as current apprentices that completed the survey had completed their apprenticeship by the time of interview. For the 2021 survey, to reduce this level of screen outs and the loss of a substantial number of current apprentices from the sample, those who were current apprentices but had an expected completion date before or during the designated fieldwork period were excluded.¹⁰ In the 2021 survey, the only change in status allowed was between recent- and longer-term completers, and vice versa.

Table 8 shows the total population figures for each survey window against the usable sample available for each Sector Subject Area.

¹⁰ Note, as covered in the later section on '[Analysis and Interpretation](#)', to ensure the longer-term completer group was comparable to previous surveys when conducting time series analysis, those in earlier surveys who had previously switched from being current apprentices to completers were excluded to ensure previous 'completers' exclusively completed in the appropriate longer-term completer window.

Table 8 Total population figures vs. usable sample (Learner survey groups)

	Current Ap- prentices: Total popu- lation	Current Ap- prentices: Usable sample	Current Ap- prentices: % usable sample from total pop.	Recent Comple- ers: Total popu- lation	Recent Comple- ers: Usable sample	Recent Comple- ers: % usable sample from total pop.	Longer- term com- pleters: Total popu- lation	Longer- term com- pleters: Usable sample	Longer- term com- pleters: % usable sample from total pop.
Agriculture, Horticulture and Animal Care	9,150	6,250	68%	2,290	1,870	81%	2,440	2,060	84%
Arts, Media and Publishing	1,610	760	47%	390	330	85%	460	390	85%
Business, Administration and Law	128,140	82,780	65%	36,550	29,290	80%	36,830	30,080	82%
Construction, Planning and the Built Environment	38,200	27,750	73%	6,700	5,610	84%	8,420	7,310	87%
Education and Training	10,040	6,000	60%	2,810	2,270	81%	2,770	2,260	81%
Engineering and Manufacturing Technologies	93,260	61,800	66%	18,300	13,720	75%	24,570	19,070	78%
Health, Public Services and Care	112,360	67,860	60%	30,930	23,520	76%	28,770	22,730	79%
Information and Communication Technology	25,170	13,920	55%	8,230	4,720	57%	7,240	4,000	55%
Leisure, Travel and Tourism	5,200	2,370	46%	2,280	1,310	57%	3,150	2,700	86%
Retail and Commercial Enterprise	37,640	22,880	61%	11,400	8,710	76%	17,200	14,120	82%
Science and Mathematics	470	360	77%	20	20	65%	70	60	85%
Other	150	150	95%	0	0	n/a	0	0	n/a
TOTAL	461,390	292,870	63%	119,900	91,360	76%	131,930	104,780	79%

Population and usable sample figures have been rounded to the nearest 10, meaning that totals will not always match the sum of the columns.

Table 9 shows the same data for the non-completer survey. This survey excluded any learners that were also present in the current, recent or longer-term completer groups. This is because it is likely that these non-completions represent switches to a different apprenticeship rather than apprentices who do not achieve a successful outcome, on which the Non-completer Survey is focused.

Table 9 Total population figures vs. usable sample (Non-completer survey)

	Total population	Usable sample	% usable sample from total pop.
Agriculture, Horticulture and Animal Care	1,170	980	84%
Arts, Media and Publishing	300	220	76%
Business, Administration and Law	32,980	25,780	78%
Construction, Planning and the Built Environment	3,400	2,680	79%
Education and Training	1,170	900	77%
Engineering and Manufacturing Technologies	8,390	6,480	77%
Health, Public Services and Care	20,820	14,660	70%
Information and Communication Technology	4,450	3,350	75%
Leisure, Travel and Tourism	1,780	1,120	63%
Retail and Commercial Enterprise	15,270	9,320	61%
Science and Mathematics	30	20	76%
Other	<5	<5	100%
TOTAL	89,760	65,500	73%

Final sampling

Having obtained the required sample from ESFA, two more stages of sample reduction were carried out.

Firstly, sample was selected at random from the valid sample supplied by ESFA in line with the amount of sample indicated as required using estimated response rates, *excluding* the allowance for non-return of contact details from ESFA. This group of apprentices were then sent a mailing by post informing them of the likelihood of being called for the survey. In total, 18,124 records were initially loaded for the main Learner Survey and 2,160 for the Non-completers Survey.

Secondly, a final random sampling was carried out to produce a batch for initial interviewing, and a reserve batch. Loading a conservative number of records initially (c. two-thirds of the expected requirement) allowed monitoring of conversion rates by level and SSA, so that the second batch could be tailored to minimise the risk of substantially under or over-shooting the overall target, as well as boosting levels/SSA cells which had fallen behind in terms of progress.

Additional sample was loaded around two-thirds of the way through the fieldwork period to maximise the reliability of conversion rates data as individual cell level, but also allowing enough time to ensure all records were contacted the agreed minimum number of times, in line with the RPS requirements. For the main Learner Survey, an additional 1,646 records were loaded. For non-completers, while the same procedures were undertaken to monitor conversion rate, there was no need to load a second sample batch due to the survey being on track to exceed its target of 500 interviews.

The tables below show the total amount of sample loaded for fieldwork.

Table 10 Current apprentice sample loaded by Subject Area and Level

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Total
Agriculture, Horticulture Animal Care	342	389	39	0	23	0	793
Arts, Media & Publishing	5	264	3	3	0	6	281
Business, Administration and Law	452	851	165	270	110	209	2,057
Construction, Planning & the Built Environment	577	356	52	59	76	26	1,146
Education & Training	187	318	45	59	36	30	675
Engineering and Manufacturing Technologies	503	890	92	51	54	32	1,622
Health, Public Services and Care	875	808	126	261	119	37	2,226
Information and Communication Technology	158	337	84	0	49	29	657
Leisure, Travel and Tourism	318	430	0	0	0	0	748
Retail and Commercial Enterprise	615	495	97	0	41	0	1,248
Science and Mathematics	0	0	0	52	32	34	118
Other	0	0	0	0	56	0	56
TOTAL	4,032	5,138	703	755	596	403	11,627

Table 11 Recent completer sample loaded by Subject Area and level

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Total
Agriculture, Horticulture & Animal	112	102	10	0	0	0	224
Arts, Media & Publishing	10	83	0	0	8	0	101
Business, Administra-	234	348	55	58	14	36	745
Construction, Planning & the Built Envi	145	117	29	30	19	0	340
Education and Training	91	103	10	15	12	10	241
Engineering and Manufacturing Technolo-	199	238	20	20	8	3	488
Health, Public Services and Care	265	327	38	97	14	0	741
Information and Communication	107	153	33	0	10	3	306
Leisure, Travel and	78	122	0	0	0	0	200
Retail and Commercial	216	139	28	3	0	0	386
Science & Mathematics	0	5	2	0	4	0	11
Other	0	0	0	0	0	0	0
TOTAL	1,457	1,737	225	223	89	52	3,783

Table 12 Longer-term completer sample loaded by Subject Area and Level

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Total
Agriculture, Horticulture and Animal Care	131	112	12	0	0	0	255
Arts, Media and Publishing	23	103	4	0	6	0	136
Business, Administration and Law	307	322	46	33	12	15	735
Construction, Planning & the Built Environment	207	141	12	14	5	0	379
Education & Training	115	109	0	0	5	5	234
Engineering and Manufacturing Technologies	321	352	18	18	12	0	721
Health, Public Services and Care	292	289	21	56	6	0	664
Information and Communication Technology	137	133	20	0	13	0	303
Leisure, Travel and Tourism	181	143	0	0	0	0	324
Retail and Commercial Enterprise	312	217	22	5	0	0	556
Science & Mathematics	3	34	13	3	0	0	53
Other	0	0	0	0	0	0	0
TOTAL	2,029	1,955	168	129	59	20	4,360

Table 13 Non-completer sample loaded by Subject area and Level

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Total
Agriculture, Horticulture and Animal Care	26	13	0	0	0	0	39
Arts, Media and Publishing	0	6	0	0	0	0	6
Business, Administration and Law	159	285	53	71	16	34	618
Construction, Planning and the Built Environment	90	25	9	0	8	0	132
Education and Training	0	19	4	4	0	0	27
Engineering and Manufacturing Technologies	148	157	14	0	5	0	324
Health, Public Services and Care	220	233	16	44	4	0	517
Information and Communication Technology	0	42	20	0	9	0	71
Leisure, Travel and Tourism	20	32	0	0	0	0	52
Retail and Commercial Enterprise	278	80	16	0	0	0	374
Science & Mathematics	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0
TOTAL	941	892	132	119	42	34	2,160

3. Questionnaire development

The Learner Survey

Initial questionnaire changes

To ensure comparability, questions were kept as consistent as possible with the 2018-19 survey. There were, however, new areas of apprenticeship policy which the Department for Education (DfE) wanted the survey to explore, including the impact of COVID-19 on apprenticeships and learner awareness, preparation for and experience of the end-point assessment process.

There were also extensive changes made to questions which in previous waves of the survey have captured the number of hours learners spend on different forms of training during their apprenticeship, and instead the 2021 survey sought to capture a robust measure of time spent on off-the-job training. As outlined in recent guidance documents,¹¹ to meet government funding rules, off-the-job training must account for at least 20% overall of an apprentice's employed time during their apprenticeship. Off-the-job training must be received as part of their employed hours, for the purpose of achieving their apprenticeship. It is not training delivered for the sole purpose of enabling the apprentice to perform the work for which they have been employed.

Specific questions were introduced in the 2021 survey to provide a distinct off-the-job training measure, in contrast with 2018-19 where it was only possible to derive a proxy measure using information collected on formal training.¹² This proxy measure in 2018-19 differed from the apprenticeship funding rules' definition in that it did not specify relevant qualifying criteria, including that training must be directly relevant to the apprenticeship and that Level 2 English or Maths training should not count as off-the-job training towards the 20% minimum requirement. There were also elements of off-the-job training that may have been missed in the 2018-19 survey; for example personal learning, such as writing assignments, that may take place during contracted working hours.

The 2021 survey sought to overcome these shortcomings of the previous off-the-job training measure by asking respondents to consider all relevant qualifying criteria.

¹¹ DfE 2019, [Off-the-job training guidance](#)

¹² In the 2018-19 survey, formal training was defined as a combination of any time spent training at a college or external provider, plus any time training at the workplace away from usual work activities. This time spent training was divided by hours worked per week.

Cognitive testing and piloting

Cognitive testing and piloting were undertaken to test new questions on COVID-19, end-point assessments, and the extensive changes to the way learning hours data was collected to assess compliance with the off-the-job training requirement. Piloting also tested whether questions flowed well and could be administered at the target interview length of 22 minutes.

In total, 14 cognitive interviews were conducted via telephone between 4 and 22 February 2021 with a mix of current apprentices and recent completers (seven respondents in each group). Cognitive interviews focused solely on new areas of the questionnaire to check that these were fit-for-purpose, covering:

- Worked / contracted hours during the apprenticeship (due to question text changes compared with previous waves of the survey).
- Off-the-job learning hours.
- COVID-19 questions, including impacts on as well as a section which checked learner awareness of COVID-19 apprenticeship flexibilities.
- End-point assessments:

For each of these question areas, interviewers administered the questions in the same way that they would during an actual interview, and after asking the survey questions asked follow-up cognitive questions to check respondent comprehension and whether there was anything they would change about the questions to make them easier to answer.

Overall, the cognitive interviews found that the new sections on COVID-19 and end-point assessments were generally well understood, though some minor wording amendments were proposed to improve comprehension. The cognitive interviews also prompted the introduction of a new question about the types of furlough arrangements in place during apprenticeships, in order to distinguish whether apprentices were furloughed full-time, part time (i.e. flexible furlough), or alternated between periods of furlough and working for their employer.

There were larger structural changes to the off-the-job training questions both during and after cognitive interviews. In the initial cognitive interviews for example, respondents were asked to break down the learning hours they had received, on average, each week, that would have qualified as 'off-the-job learning' by separate components (provider-led, employer-led, and personal learning). Respondents were asked only to include activities that took place during their normal contracted working hours and which took place away from their day-to-day work duties and to exclude any elements that do not count as off-the-job training according to apprenticeship funding rules, such as Level 2 English or Maths training and training that is not directly relevant to the apprenticeship.¹³ These interviews found various mistakes were made, such as including activities that should have been excluded and vice versa, even in cases where respondents appeared confident in their answers.

A new approach was therefore tested in the later cognitive interviews, whereby the total number of off-the-job training hours was asked, followed by a series of 'check questions' to see whether the correct inclusions and exclusions had been made. These interviews found that mistakes were still being made when giving the total off-the-job training figure, which prompted a re-design of this section of the questionnaire for pilot interviewing. This still required respondents providing a total off-the-job training figure (rather than breaking down by several components), but was followed by a more rigorous set of check questions, which, if it showed respondents had answered incorrectly, prompted respondents to provide a revised answer.

A pilot was conducted between the 21 April and 24th April 2021, comprising of 40 interviews, to test the length and flow of the full questionnaire and to test the comprehension and effectiveness of changes that were made following the cognitive interviews. Respondents included a mix of current apprentices (16 respondents including one paused); recent completers (14) and longer-term completers (10), as well as a spread by level of apprenticeship, ages and subject areas. Pilot interviews were included in the final data.

The pilot used sample drawn from the ILR (taking a subsample of the draw for the main survey). Questions were administered as they would be in a normal survey, although due to the complexity of the off-the-job training questions, a short cognitive set of questions were retained to check how confident respondents felt answering these questions. In addition, pay questions were piloted which were designed to collect suitable pay data for the Department of Business, Energy and Industrial Strategy (BEIS) and the Low Pay Commission's analysis on national minimum wage rates. These questions were modelled on questions previously asked in the Apprenticeship Pay Survey.

¹³ National Apprenticeship Service 2019, [Off-the-job training: steps to help you determine whether an activity counts as off-the-job training](#); [Off-the-job training mythbusters](#)

The pilot found that:

- Interviews were running at an average of around 30 minutes (around 8 minutes over-length).
- The new pay questions were well understood.
- The introduction of the check questions at the off-the-job training question were necessary to route out errors, however the questions still presented challenges in terms of how much information respondents were asked to retain to give a suitable answer.
- Bar some minor revisions, the rest of the questionnaire was well understood by respondents.

To address issues with questionnaire length, DfE agreed to remove the questionnaire section on COVID-19 flexibilities as well as some other individual questions, including questions on why degree or Level 6+ apprenticeships were chosen over other qualifications; how individuals applied for apprenticeship vacancies, and the type of maths or English qualifications undertaken. In addition, to reduce interview length, modularisation was introduced so that half of those sampled were asked questions on decisions and motivations for starting an apprenticeship, and the other half were asked questions about future plans. In addition, some of the question wording at the off-the-job training questions were revised to simplify this section and improve retention. The final average interview length was c. 23 minutes.

Table 14 overleaf provides an overview of content for the Learner Survey questionnaire and highlights where modularisation occurred:

Table 14 Apprenticeship Evaluation Learner Survey questionnaire content

Section	Overview of section content	Details of modularisation
Screener	Introducing the survey and GDPR permissions.	None
Section A: Further screening, course and employer details	<p>Confirming eligibility for the survey (either a current apprentice, a recent completer within sampling window or a longer-term completer within the relevant sampling window); employer details; contractual arrangements; activity before starting their apprenticeship; and current activity (if an apprenticeship completer).</p> <p>In addition, the 2021 survey asked current apprentices and recent completers about whether COVID-19 led to pauses in their apprenticeship or whether they were furloughed (and details about what these furlough arrangements were).</p>	None
Section B: Deciding on an Apprenticeship	Reasons for taking up an apprenticeship; whether an apprenticeship was the individuals preferred choice; and whether any alternatives were considered.	Modularised randomly for 50% of sample (selected at the sampling stage)
Section C: Training	<p>Perceptions about course length; awareness about off-the-job training requirements; how respondents were initially assessed; and the types of training received.</p> <p>This section was largely re-designed with a key focus on collecting information on the number of off-the-job training hours undertaken.</p>	
Section J: End-point assessments	Awareness of end-point assessments among current apprentices; the point of the apprenticeship at which learners were informed about the apprenticeship (and who by); and the extent to which employers and training providers supported apprentices in preparing for their apprenticeship.	

Section	Overview of section content	Details of modularisation
Section D: Satisfaction	Overall satisfaction rating; reasons for dissatisfaction; and satisfaction with specific elements of their course/training.	
Section E: Perceived Impact	Skills / benefits gained as a result of doing an Apprenticeship, including career outcomes.	
Section F: Future Plans	Whether apprentices had started or were 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 randomly for 50% of sample (selected at the sampling stage)
Section G: Demographics	Ethnicity, disability and pay information. Note that pay questions were adapted in order to provide data for the Department of Business, Energy and Industrial Strategy (BEIS) and the Low Pay Commission's work on apprenticeship pay rates, normally provided by the Apprenticeship Pay Survey.	

Mid-fieldwork changes to the off-the-job training questions

Questions on off-the-job training (OTJT) were changed in the early stages of fieldwork following feedback from interviewers that respondents found the question complicated and were struggling to retain all of the different components that would count or not count as off-the-job training. For the original question (Version A) 69% of respondents needed to revise their original OTJT hours once this was checked to include or exclude things they had incorrectly included or excluded. In summary, the change implemented was to make clear the exclusions at CX2, and at CX3 to check whether they had included the elements that counted as off-the-job training. This avoided the need for respondents to consider inclusions and exclusions at both CX2 and CX3. These changes were actioned on 27 May 2021 (after 1,182 interviews had been completed). More information on the analysis implications of these changes can be found in the [‘Analysis and interpretation’](#) chapter.

Version A	Version B
Number of respondents ¹⁴ : 816	Number of respondents: 2,801
<p>CX2: For this question, please think about any learning or training that takes/took place at a college or provider, at your place of work, or at home via distance learning, as long as this learning is/was undertaken in your normal contracted/paid working hours: ADD IF NECESSARY: It might include classes, lectures, mentoring, job shadowing, writing assignments, or self-assessments.</p> <p>Please do not include:</p> <ul style="list-style-type: none"> • Learning or training that you undertake/undertook as part of your normal day-to-day work duties – i.e. do not include on the job training • Level 2 Maths or English learning or training (shown if selected at CX1) • Learning or training that is/was not directly relevant to your apprenticeship (shown if selected at CX1) <p>Based on what I've just said, approximately how many of your normal contracted/paid working hours per week, on average, are/were spent on this kind of learning?</p>	<p>CX2: IF INTEGER PROVIDED AT A12/A15: Out of your X contracted/paid working hours per week, how many hours are spent on learning or training, on average?</p> <p>ELSE: How many hours of learning or training, on average do you/did you do within your contracted/paid working hours [during your apprenticeship]?</p> <p>Please do not include:</p> <ul style="list-style-type: none"> • Learning or training that you undertake/undertook as part of your normal day-to-day work duties – i.e. do not include on the job training • Level 2 Maths or English learning or training (shown if selected at CX1) • Learning or training that is/was not directly relevant to your apprenticeship (shown if selected at CX1)
<p>CX3: Were any of the following included in the figure you gave to me just now?</p> <p>YES/NO</p> <ul style="list-style-type: none"> • Learning or training from a college or external provider that takes/took place in your normal contracted/paid working hours [ADD IF NECESSARY: This may include classes, workshops lectures, webinars, etc. as long as these took place outside of your day-to-day work duties.] 	<p>As version A, but <u>without</u> the following checks (on elements that should be excluded):</p> <ul style="list-style-type: none"> • Level 2 Maths or English learning or training • Learning or training that is/was not directly relevant to your apprenticeship • Learning or training undertaken as part of your normal day-to-day work duties • Learning or training undertaken outside of your normal contracted/paid working hours

¹⁴ The sample sizes shown reflect the number of respondents that it was possible to derive an integer value for in the survey (i.e. the base that is used to report the off-the-job training survey in reporting).

Version A	Version B
<ul style="list-style-type: none"> • Learning or training from the employer that takes/took place in your normal contracted/paid working hours and away from your day-to-day work duties [ADD IF NECESSARY: This may include activities such as training sessions, job shadowing, and mentoring, etc. if these took place outside of your day-to-day work duties.] • Other study or learning time that takes/took place in your normal contracted/paid working hours and away from your day-to-day work duties [ADD IF NECESSARY: This may include time writing assignments, self-assessments, revising for exams.] • Level 2 Maths or English learning or training • Learning or training that is/was not directly relevant to your apprenticeship • Learning or training undertaken as part of your normal day-to-day work duties <p>Learning or training undertaken outside of your normal contracted/paid working hours</p>	
<p>CX4: You previously mentioned doing [X hours] of off-the-job learning or training per week. What would this figure be if you...?</p> <p>INCLUDED: [Listed elements erroneously <u>excluded</u> as identified at CX3]</p> <p>EXCLUDED: [Listed elements erroneously <u>included</u> as identified at CX3]</p>	<p>As Version A, but given the removal of checks on exclusions at CX3, this question only asked respondents to provide a revised figure if they had not included any of the elements that were considered a type of off-the-job learning or training</p>

The ‘Non-completers’ Survey

Initial questionnaire changes

The initial questionnaire was developed by IFF Research in conjunction with the DfE. The main objective was to establish the reasons why former learners started an

apprenticeship but then did not complete it. However, there were other areas covered such as routes into apprenticeships and initial motivations for undertaking an apprenticeship, that were also asked in the main Learner survey, and enabled comparisons between non-completers and completers. These questions helped to establish any differences which may have led to particular individuals not completing their apprenticeships.

Given that this was a new strand of the evaluation, the questionnaire needed to be designed from scratch. It was therefore important to undertake cognitive testing and piloting to ensure all questions were fit-for-purpose and that the questionnaire ran at the desired length.

Cognitive testing and piloting

Between 9 February and 27 February 2021, four cognitive interviews were conducted via telephone with individuals who left their apprenticeship before completing. Unlike the learner survey where many questions had already been tried and tested, the non-completer cognitive interviews covered the full questionnaire. At the end of each survey section a series of follow-up questions were asked to check the respondent had understood the questions as intended and whether they felt the questions flowed appropriately.

Overall, the cognitive interviews found that the questions worked well. The most substantial change was to the 'reasons for not completing' section, so that rather than beginning by asking for the individual's main reason for not completing, the questions covered potential reasons for not completing first, before asking them to select their main reason. Other changes were mostly minor refinements, including small text changes or clarifications and the introduction of new answer codes.

The revised questionnaire was piloted on 28 and 29 April 2021 with 10 individuals that had left their apprenticeship before completing, using sample drawn from the ILR (taking a subsample of the draw for the main survey). Interviews covered a mix of apprentices by age and subject area: seven were undertaken with those that had undertaken a Level 2 apprenticeship and three with Level 3 apprentices. Overall, the pilot found that the questionnaire was fit-for-purpose in terms of flow and comprehension, but was running at almost double the initial target interview length of 10 minutes.

Following further revisions and refinements, the average length was reduced to c.16 minutes. The 10 pilot interviews were included in the final data.

Table 15 Apprenticeship Evaluation Non-completers Survey questionnaire content

Section	Overview of section content
Screener	Introducing the survey and GDPR permissions.
Section A: Further screening and situation before the apprenticeship	Confirming eligibility for the survey (that they had left an apprenticeship before completing); whether respondents were furloughed, made redundant or had a pause in their apprenticeship due to COVID-19 during their apprenticeship; details about their prior activity.
Section B: Deciding on an Apprenticeship	Reasons for taking up an apprenticeship; whether an apprenticeship was the individuals preferred choice; whether any alternatives were considered; and whether they felt they had enough information and guidance about the apprenticeship before they signed up.
Section C: When withdrew	How much of the apprenticeship had been done; at which point did they left their apprenticeship.
Section D: Reasons for not completing	Whether a list of prompted reasons were 'key' or 'partial' reasons for leaving; personal or domestic factors that led to them leaving their apprenticeship; identifying the main reason for leaving; support that may have helped them remain on their apprenticeship.
Section E: Expectations and satisfaction	How the apprenticeship compared to expectations; overall satisfaction with the apprenticeship; reasons for dissatisfaction; satisfaction with the quality of training received and the way they were assessed in the end point assessment process; subsequent activity and current employment status
Section G: Demographics	Ethnicity and disability

4. Fieldwork

Interviewer briefings

All interviewers working on the project attended a virtual 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

Mainstage fieldwork for the learner survey (current apprentices, recent and longer-term completers) took place between 17 May and 29 July 2021. Mainstage fieldwork for the non-completer survey ran from 27 May to 15 July 2021.

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 email or calling a dedicated freephone number. A copy of the advanced letter sent to apprentices for the learner and non-completer element can be found in [Appendix C](#) and [D](#).

Once selected, sample was called an agreed minimum number of times (10 for current apprentices and completers, 8 for non-completers) and – unlike in previous surveys – sample was not withdrawn once various quotas by level, sector subject area and apprenticeship status (current or completer) had been reached.

Screen-out procedures and ‘switchers’

A series of screening questions were included at the start of the questionnaire to check the eligibility of potential respondents. They were first asked whether they were currently involved in, had completed, or had withdrawn from the course provided on the sample. At this question, respondents were screened out if they said they had not done or could not recall any course/training or had not yet started their course/training.

If they were doing (or had done) a course or training that was different to what was recorded in the sample, respondents were asked the subject of the course or training. Unlike in previous surveys, respondents were not able to 'switch' between apprenticeship *status* (current, completer or non-completer). For example, if an apprentice was sampled as a current learner, but by the time of fieldwork had completed or withdrawn from their apprenticeship, they were screened out, as were those sampled as non-completers who said they were still on their course or had successfully completed it. The only groups that apprentices could 'switch' between were recent- and longer-term completers (i.e. an apprentice sampled as a 'recent completer' could revise their end-date and switch to a longer-term completer status and vice versa).

Interview length

The average duration of the Learner survey was 23 minutes, while the average interview length for the non-completer survey was 16 minutes.

Interviews achieved

Overall, 5,122 interviews were completed on the learner survey (3,047 with current apprentices, 1,036 with recent completers, and 1,039 with longer-term completers). A further 541 interviews were carried out with those who did not complete their apprenticeship.

Table 16 overleaf shows the profile of current, recent completers and longer-term completers (based on sample information) interviews achieved, split by level and Sector Subject Area. Table 17 shows the same profile for the non-completer survey.

Table 16 Current apprentice and completer interviews achieved by level and Sector Subject Area

	Current apprentices: Level 2	Current apprentices: Level 3	Current apprentices: Level 4/5	Current apprentices: Level 6/7	Recent Completers: Level 2	Recent Completers: Level 3	Recent Completers: Level 4/5	Recent Completers: Level 6/7	Longer-Term Completers: Level 2	Longer-Term Completers: Level 3	Longer-Term Completers: Level 4/5	Longer-Term Completers: Level 6/7
Agriculture, Horticulture and Animal Care	87	91	10	10	27	25	5	0	34	22	2	0
Arts, Media and Publishing	0	92	4	3	3	38	0	4	7	39	0	0
Business, Administration and Law	109	211	130	118	67	113	42	19	81	78	29	9
Construction, Planning and the Built Environment	114	109	28	39	30	22	14	6	39	30	6	1
Education and Training	44	88	30	22	28	37	9	7	30	34	0	2
Engineering and Manufacturing Technologies	126	246	52	34	48	58	14	3	63	71	12	5
Health, Public Services and Care	155	198	89	61	61	80	23	4	58	64	15	3
Information and Communication Technology	22	108	33	34	32	49	8	8	30	45	5	3
Leisure, Travel and Tourism	76	91	0	0	24	38	0	0	40	28	0	0
Retail and Commercial Enterprise	129	120	39	11	61	26	9	0	74	53	1	0
Science and Mathematics	0	0	23	29	0	1	1	1	0	10	7	0
TOTAL	862	1,354	438	393	381	487	125	52	456	474	77	23

Table 17 Non-completer interviews achieved by level and Sector Subject Area

	Non-Completers: Level 2	Non-Completers: Level 3	Non-Completers: Level 4/5	Non-Completers: Level 6/7
Agriculture, Horticulture and Animal Care	9	5	0	0
Arts, Media and Publishing	0	3	0	0
Business, Administration and Law	37	69	29	13
Construction, Planning and the Built Environment	27	6	3	3
Education and Training	0	8	2	0
Engineering and Manufacturing Technologies	34	48	5	2
Health, Public Services and Care	43	50	15	0
Information and Communication Technology	0	14	8	2
Leisure, Travel and Tourism	4	10	0	0
Retail and Commercial Enterprise	65	21	6	0
Science and Mathematics	0	0	0	0
TOTAL	219	234	68	20

5. Response rates

The overall response rate across all strands was 29% (with ineligible and unusable sample removed from the base calculation), equating to 26% of all sample. The initial sampling was undertaken on the assumption that a 20% response rate could be achieved. As shown in Table 18 and Table 19, the response rate was similar for the learner and non-completer surveys (29% and 28%). Further detail on response rate by sector subject and level can be found in Table 20.

As noted in the '[Sampling Method](#)' section, for the random probability sampling (RPS) approach loaded sample was withdrawn after reaching a pre-set number of call attempts. Those categorised as 'worked sample with no final outcome at the end of the fieldwork period', are cases that were still considered 'live' sample (for example, those who were engaged, unavailable, or did not answer the phone) but had reached the maximum number of call attempts.

Table 18 Call outcomes for the Learner Survey

Sample outcome	Number	% of total	% of total eligible
Total loaded sample	19,770	100%	
Ineligible sample (no recollection of undertaking apprenticeship, early leavers, current apprentices who completed since sampling etc.)	908	5%	
Unobtainable / invalid numbers	1,375	7%	
Total sample minus ineligible/unobtainable	17,487	88%	100%
Achieved interviews	5,122	26%	29%
Refusal	1,224	6%	7%
Quits during interview	20	0%	0%
Worked sample with no final outcome after maximum number of call attempts	11,121	56%	64%

Table 19 Call outcomes for the Non-Completer survey

Sample outcome	Number	% of total	% of total eligible
Total loaded sample	2,160		
Ineligible sample (no recollection of undertaking apprenticeship, successfully completed etc)	46	2%	
Unobtainable / invalid numbers	189	9%	
Total sample minus ineligible/unobtainable	1,925	89%	100%
Achieved interviews	541	25%	28%
Refusal	184	9%	10%
Quits during interview	1	0%	0%
Worked sample with no final outcome after maximum number of call attempts	1,199	56%	62%

Table 20 Response rate by survey subgroup

Subgroup (based on sample)	Learner survey: Total loaded	Learner survey: Achieved as % of total loaded	Learner survey: Achieved as % of total eligible	Non-Completer survey: Total loaded	Non-Completer survey: Achieved as % of total loaded	Non-Completer survey: Achieved as % of total eligible	Combined: Total loaded	Combined: Achieved as % of total loaded	Combined: Achieved as % of total eligible
Agriculture, Horticulture and Animal Care	1.272	25%	28%	39	36%	38%	1.311	25%	28%
Arts, Media and Publishing	518	37%	42%	6	50%	60%	524	37%	42%
Business, Administration and Law	3.537	28%	32%	618	24%	27%	4.155	28%	31%
Construction, Planning and the Built	1.865	23%	28%	132	30%	32%	1.997	24%	28%
Education and Training	1.150	29%	32%	27	37%	42%	1.177	29%	32%
Engineering and Manufacturing Technologies	2.831	26%	30%	324	27%	32%	3.155	26%	30%
Health, Public Services and Care	3.631	22%	25%	517	21%	24%	4.148	22%	25%
Information and Communication Technology	1.266	30%	34%	71	34%	40%	1.337	30%	34%
Leisure, Travel and Tourism	1.272	23%	26%	52	27%	30%	1.324	23%	26%
Retail and Commercial Enterprise	2.190	24%	27%	374	25%	27%	2.564	24%	27%
Science and Mathematics	182	40%	43%	0	N/A	N/A	182	40%	43%
Other	56	57%	58%	0	N/A	N/A	56	57%	58%
Level 2	7.518	23%	26%	941	23%	26%	8.459	23%	26%
Level 3	8.830	26%	30%	892	26%	30%	9.722	26%	30%
Level 4	1.096	30%	35%	132	33%	37%	1.228	30%	35%
Level 5	1.107	28%	31%	119	21%	23%	1.226	27%	31%
Level 6	744	37%	41%	42	26%	30%	786	37%	41%
Level 7	475	40%	42%	34	26%	27%	509	39%	41%

6. Weighting

General approach

In 2021 an entirely new and more robust weighting process was employed to reflect the switch to a Random Probability Sample (RPS). As is the practice with RPS surveys the weighting process followed the following broad steps:

1. **Selection Weighting:** Selection weighting is performed on the issued sample to correct for differences in selection probability and ensure that its distribution after weighting matches that of the universe. It was performed separately for the four main cohorts: current apprentices, paused apprentices, recent completers and longer-term completers. Each cell within these cohorts with a different sampling fraction was assigned a separate weight. This weight (w_1) provides the input for non-response weighting.
2. **Non-response weighting:** The purpose of non-response weighting is to correct for bias in the distribution of the achieved sample¹⁵ vs. the rest of the issued sample, caused by differences in conversion rate for different cells. Due to the limitations of small base sizes in some cases, some cohorts were combined for this weighting. This weight (w_2) combined with the sampling weight (w_1) provides the input for calibration (w_{12}).
3. **Calibration:** The purpose of calibration is to adjust the distribution of the achieved sample, to take account of additional information from the universe for each cohort not available during the selection weighting stage. It uses Iterative Proportional Fitting, also known as Rim Weighting, to ensure the marginal distribution for key universe variables is exactly reproduced by the weighted achieved sample. This weight (w_3) combined with the combined selection and non-response weight (w_{12}) forms the final weight for individual apprentices (w_{123}).

The weighting steps are described in more detail in the following sections.

Background data

Universe data

The universe source for the learners sample is the population of unique learners for each of the four sample groups (referred from here as cohorts), as detailed in Table 3 to Table 5 within Chapter 2 of this technical report.

¹⁵ Achieved sample = sample where interviews were completed

Although the universe is based on unique apprentices within each cohort, some apprentices are counted within more than one group, the biggest overlap being between current apprentices and either recent or longer-term completers. The weighting process is designed to be representative of each cohort and therefore aims to be representative of both instances where individuals appear in more than one window, provided they meet the criteria for the sample windows.¹⁶

The universe count of population members for each cohort was provided split by cells defined by Sector Subject Area (SSA) and individual apprenticeship level (Level). For current apprentices, SSA by Level cells were provided for apprenticeships of different planned length (banded into groups of up to 15 months, 16 to 23 months, 24 to 35 months, and 36 months or longer).

Due to their small numbers within their universe totals, for all cohorts, 'Science and Maths' was combined with 'Engineering', and 'Others' were combined with 'Business and Admin' as it is the modal SSA category¹⁷, yielding 10 combined SSA categories. These were the only global merges of cell made in advance of Selection Weighting.

Additional universe population analysis was provided on the overlaps between the current apprentice cohort and recent and long-term completers. A universe distribution was also provided by age band for each cohort. This additional information was used during the calibration stage of weighting.

Issued sample data

A single database was provided for all apprentices in either the paused, current, recent or longer-term completer issued sample, with one record per apprentice. A summary of this can be seen in Table 10 to Table 13 in Chapter 2 of this report.

Fields in the database included: ID, sample type (cohort), whether a complete interview was obtained (yes or no), region, planned apprenticeship length, Sector Subject Area (SSA), apprenticeship level and apprentice age.

This is the main data source used for weighting. A phase of data preparation was carried out on this data to reformat and combine categories of variables in an optimal format for weighting. All weights were scored directly onto this data, matched by ID which was unique for each apprentice in the sample.

¹⁶ Individual apprentices sampled for more than one window were randomly removed from one of the windows in order that they only appear in the sample for one cohort.

¹⁷ Largest single category

Selection weighting

The target number of achieved interviews and hence the resulting sampling fractions for each cell were determined using a set of criteria described in Chapter 2 of this report. It was therefore necessary to assume different sampling fractions for each SSA by Level sampling cell, with separate fractions assumed for apprentices of length up to 15 months and over 15 months for the current apprentice cohort.

This initially gave 10 (SSA) x 6 (Level) x 2 (Length) = 120 cells with different sampling fractions for current apprentices and 10 x 6 = 60 cells for each of the paused, recent and long-term completers group. Due to the sparseness of either universe or issued sample in some cells, cells needed to be combined. These were all combined across level, within subject area. This enabled cells with either no apprentices in the universe and/or issued sample to be combined with their most similar cells. This strategy is also used on occasion to avoid an extreme or outlying high or low sampling weight. A similar merging strategy was applied to all four cohorts.

For each cohort, a distribution across these merged cells was created and compared with the universe distribution to create selection probability (p) for each cell, defined by the number of sampled apprentices divided by the number of apprentices in the universe. The selection weight for the cell is then calculated at $1/p$. These weights were then scaled to sum to the sample size for each cohort.

The weighting efficiencies of the selection weights varied between just under 70% for current and paused apprentices and just under 80% for recent and longer-term completers. The reduction in bias due to the weighting was assessed by comparing the universe distribution by SSA and Level for each cohort with that of the unweighted and then selection weighted sample. This showed that the selection weight reduced the bias in the unweighted sample to negligible levels.¹⁸

Trimmed versions of the selection weights were investigated and found to re-introduce bias whilst not significantly improving weighting efficiency. The untrimmed version of the weight was therefore adopted and carried forward to the next stage. This is referred to in this report as weight w_1 .

¹⁸ The selection weight does not eliminate bias 100% due to the merging of some cells.

Non-response weighting

Non-response modelling was carried out on the selection weighted issued sample database.¹⁹ This involved use of logistic regression modelling to predict the probability of completing a survey, conditional on the response pattern on some predictor variables. The predictor variables available included sample type (cohort), region, Sector Subject Area, apprenticeship level, planned length and age. Some of the categories of these predictors were combined in the models for some cohorts, to achieve minimum base sizes for complete interviews and ensure that the granularity of the categories was appropriate for estimating robust effect sizes for those completing vs. not completing an interview, thus making the model more robust.

After a number of iterations, three models were adopted: one for current apprentices, one for paused apprentices and one for the combined recent and longer-term completers groups. This configuration enabled us to balance the need for minimum base sizes for completers for levels of key predictor variables with the need to reduce as much bias as possible among completed interviews.²⁰

The predictors for the models were selected using a combination of forward and backward selection.

Table 21 Predictors in non-response models

Predictor	Current	Paused	Recent and Longer-Term completers
Cohort²¹			Yes
Region	Yes	Yes	Yes
Sector Subject Area	Yes	Yes	Yes
Apprenticeship level	Yes		
Planned apprenticeship length	Yes		
Age			

¹⁹ Weighted by w1

²⁰ The bias being due to differences in non-response patterns

²¹ The Cohort variable provides the main effect differences for the recent vs long-term completers

For each model, a probability of completing an interview was scored for each case on the sample (p). The non-response weight (w_2) was created for each model by taking $1/p$. These weights were multiplied by the previous selection weights to create a new combined selection and non-response weight (w_{12}). Complete interviews weighted by this new weight shows a significant reduction in bias vs complete interviews weighted by the selection weight only. Reduction in bias was measured by comparing the profile of complete interviews weighted by w_{12} by 'level within SSA within cohort', apprenticeship length (for current), region and age with the profile of the 'selection weighted' (w_1) completers. Both of these profiles were benchmarked against the w_1 weighted issued sample.

Trimmed versions of these weights were investigated and found to provide a better trade-off between reduction in bias and maximising weighting efficiency. The weights were scaled to the sample sizes for each of the four cohorts.

The efficiencies were approximately 70-75% for all except the paused apprentice cohort where it was 65%.

Calibration

Finally, iterative proportional fitting was applied by cohort to calibrate the selection and non-response weighted complete interviews to universe distributions available for age-band and cohort overlap. So as not to re-introduce bias into the sample, additional targets were set by SSA, Level (and planned length for current apprentices). The joint non-response and selection weights were grossed to the cohort population totals prior to calibration.

The calibration weighting was light touch as the earlier phases of selection and non-response weighting had already eliminated most of the bias from the unweighted completers of the survey. Therefore, no further weight trimming was needed.

Final Individual apprentice weight

The calibration weights for each cohort were combined with their respective composite selection and non-response weights to create the final survey weight (w_{Finalg}). This weight is generally used to report results throughout for the Learner Survey. This includes results at the 'all apprentices' (i.e. combining all four cohorts), the cohorts individually (though for reporting purposes the current apprentice and paused data is combined), and any subgroup analysis within these groups. The exceptions to this are modular questions and the current apprentices' gross hourly pay results, which use different weights, as covered later in this chapter.

The final weighting efficiency and effective sample sizes are summarised in the table below:

Table 22 Final individual apprentice weights: weighting efficiency

Group	Sample size	nEff (Effective sample size)	Efficiency (%)
Current/Paused	3,047	2,017	66%
Recent/Long-term completers	2,075	1,549	75%
Current cohort only	2,734	1,973	72%
Paused cohort only	313	203	65%
Recent completers cohort	1,045	783	75%
Longer-term completers cohort	1,030	771	75%

Module weights

An additional weight was calculated for those completing Module 1 and Module 2 of the survey. This weight was applied for all analysis of results of questions within these modules.

The original intention was to allocate to one of these modules randomly on a 50:50 basis. However, a chi-squared crosstabulation analysis showed significant differences between the module profiles by 'subject area' and 'age' for the current and paused apprentice group and by 'region' for the recent and longer-term completer group.

It was therefore determined that a more representative sample profile within each module would be obtained via the use of an additional non-response model. The modelling was performed separately for the current and paused group and the recent and longer-term completers group. Data were initially weighted by a version of the final individual apprentice weight scaled to the sample size for the current and paused and recent and longer-term completer groups (wFinal_Survey) to ensure weights were scaled to sum to the survey base size.

Predictor categories were merged and combined to provide minimum robust base sizes for each model. The predictors retained in the final module non-response each model are summarised below:

Table 23 Predictors in module non-response models

Predictor	Current and Paused	Recent and Long-term completers
Cohort ²²	Yes	Yes
Region	Yes	
Sector Subject Area	Yes	
Age		Yes

Probabilities of selection (p) were scored for each module 1 and 2. The selection weight for the module (w_4) was calculated by taking $1/p$. A composite weight (w_{1234}) was then created by multiplying w_4 with w_{Final_Survey} (equivalent to w_{123}).

For each module 1 and 2 within the ‘current and paused’ group and the ‘recent and long-term completers’ group, a scaled version of the module weights was created grossed to the corresponding survey population total for each group (w_{Modg}).

The final weighting efficiency and effective sample sizes are summarised in the table below:

Table 24 Final Module weights: weighting efficiency

Group	Sample size	nEff (Effective sample size)	Efficiency (%)
Current / Paused	3,047	1,998	66%
Recent / Long-term completers	2,075	1,535	74%
Recent completers cohort	1,045	783	75%

The modular weight (w_{Modg}) should be used when analysing results for modular questions:

Module 1

- B3: Main reasons for starting an apprenticeship
- B4B: Importance of degree qualification in decision to do an apprenticeship

²² The Cohort variable provides the main effect differences for the recent vs long-term completers

- B6: Whether apprenticeship was apprentices' preferred choice
- B7: What individual would have preferred to do instead of an apprenticeship

Module 2

- E6: Whether apprentice has started or considered doing another qualification since starting or completing their apprenticeship
- E7: Extent to which employer has discussed further training; awareness of training options; and the extent to which the employer supports career development
- F1A: How well apprenticeships prepared apprentices for what they wanted to do next
- F1B: Reasons why apprentices did not feel well prepared for what to do next
- F1D: Likelihood of completing apprenticeship (current apprentices)
- F2: Why apprentices felt it was unlikely they would complete their apprenticeship

Pay weight

An additional non-response weight was created for the current / paused group to account for non-response in the question 'grosspayhour_comb' which was only answered by around 64% of learners completing the survey. This enables analysis of pay data in a way which represents the whole population.

The weight was constructed using logistic regression, from the *Wfinaln_survey* weighted sample following a similar methodology to the previous non-response weights. The final model included cohort (current or paused), SSA, planned length, region and apprentice age as predictors.

Bias-reduction after weighting was assessed via benchmarking against the full weighted 'SSA by level', cohort, planned length, region and age plus a number of additional pay-related questions.²³ No trimming of the new weight was required.

The new weight was multiplied by the individual apprentice weight to produce the composite pay weight (*wFinalpayG*) scaled to sum to the population of current and paused apprentices.

The final weighting efficiency and effective sample sizes are summarised in the table below:

²³ Including G16_COMB, G8, Hours Banded

Table 25 Final Pay weight: weighting efficiency

Group	Sample size	nEff (Effective sample size)	Efficiency (%)
Current / Paused	1,957	1,292	66%

The final weight (wFinalpayG) is used only when reporting gross hourly pay data.

Non-completer weighting

The general approach for the non-completer weighting mirrored that of the main Learner Survey.

Universe data

The Universe source for the non-completers sample is the population of unique learners for the non-completer cohort, excluding learners also in the 'current' apprentices cohort, as detailed in Table 6 in within Chapter 2.

As the non-completers universe and sample is already de-duped of members in the current apprentices window and as the non-completers are sampled and surveyed separately, it was not necessary to account for overlaps with other cohorts. The population can be described as non-completers and withdrawers who are not also current apprentices.

The universe count of population members was provided split by cells defined by Specialist Subject Area (SSA) and apprenticeship level (Level), in the same way as for the learner survey groups, with the same aggregation used to account for small numbers of the 'Science' and 'Other' groups within the universe totals.

Additional universe population data on age band was made available for use during the calibration stage of weighting.

Issued sample data

A single database was provided for all apprentices in the non-completers issued sample, with one record per apprentice. A summary of this can be seen in Table 13 in Chapter 2 of this report.

Fields in the database included: ID, whether a complete interview was obtained (yes or no), region, 'actual' (as opposed to 'planned') apprenticeship length, Sector Subject Area (SSA), apprenticeship level and apprentice age.

As with the weighting of the Learner Survey cohorts, a phase of data preparation was carried out on this data to reformat and combine categories of variables in an optimal format for weighting. All weights were scored directly onto this data, matched by an ID which was unique for each apprentice in the sample.

Selection weighting

The approach to selection weighting for non-completers mirrors that of the Learner Survey cohort. The weighting efficiencies of the selection weights was 88%. The reduction in bias due to the weighting was assessed and showed that the selection weight reduced the bias in the unweighted sample to negligible levels.²⁴

As was the case for the Learner Survey cohorts, trimmed versions of the selection weights were found to re-introduce bias without significantly improving weighting efficiency; therefore, the untrimmed version of the weight was carried forward to the next stage. We refer to this as weight w1.

Non-response weighting

As with the Learner Survey cohorts, non-response modelling was carried out on the selection weighted²⁵ issued sample database, using logistic regression modelling to predict the probability of completing a survey, conditional on the response pattern on some predictor variables. The predictor variables available included, region, Sector Subject Area, apprenticeship level, actual apprenticeship length and age. Some of the categories of these predictors were combined in the models, to achieve minimum base sizes for complete interviews and ensure that the granularity of the categories was appropriate for estimating robust effect sizes for those completing vs not completing an interview, thus making the model more robust.

The predictors for the models were selected using a combination of forward and backward selection; these were region, Sector Subject Area and actual apprenticeship length.

For each model, a probability of completing an interview was scored for each case on the sample (p). The non-response weight (w_2) was created for each model by taking $1/p$. These weights were multiplied by the previous selection weights to create a new combined selection and non-response weight (w_{12}). Completed interviews weighted by this new weight shows a significant reduction in bias vs completed interviews weighted by the selection weight only. Reduction in bias was measured by comparing the profile of complete interviews weighted by w_{12} by 'level within SSA', actual apprenticeship length,

²⁴ The selection weight does not eliminate bias 100% due to the merging of some cells.

²⁵ Weighted by w1

region and age with the profile of the 'selection weighted' (w1) non-completers. Both of these profiles were benchmarked against the w1 weighted issued sample.

As the weighting efficiency of the untrimmed non-response weight was already high and there were no outlying extreme weights, trimming was not deemed necessary. The weights were scaled to the sample sizes of the non-completers cohort.

The efficiency for the new non-response weight (w2) was 92% and for the combined selection and non-response weight (w12) was 82%.

Calibration

Finally, iterative proportional fitting was applied to calibrate the selection and non-response weighted complete interviews to universe distributions available for age band. Targets for apprenticeship level and SSA were included in this final stage of weighting along with age band. Full targets are provided in the appendices. The joint non-response and selection weights were grossed to the cohort population totals prior to calibration.

The calibration weighting was light touch as the earlier phases of selection and non-response weighting had already eliminated most of the bias from key variables in the survey. Therefore, no further weight trimming was needed. The final efficiency of the calibration weight was 99% and the efficiency of the combined selection, non-response and calibration weight was 81%.

Final individual non-completer weight

The final weight was provided grossed to the non-completers population as wFinal.

The final weighting efficiency and effective sample size is summarised in the table below:

Table 26 Final non-completer weight: weighting efficiency

Group	Sample size	nEff (Effective sample size)	Efficiency (%)
Non-completers	541	438	81%

7. Data cleaning and preparation

Off-the-job training results

As outlined in recent guidance documents,²⁶ to meet government funding rules, off-the-job training must account for at least 20% overall of an apprentice's employed time during their apprenticeship. Off-the-job training must be received as part of their employed hours, for the purpose of achieving their apprenticeship. It is not training delivered for the sole purpose of enabling the apprentice to perform the work for which they have been employed. As discussed in the '[Questionnaire development](#)' chapter, specific questions were introduced in the 2021 survey to provide a distinct off-the-job training measure, in contrast with 2018-19 where it was only possible to derive a proxy measure using information collected on formal training.²⁷ This proxy measure in 2018-19 differed from the apprenticeship funding rules' definition in that it did not specify relevant qualifying criteria, including that training must be directly relevant to the apprenticeship and that Level 2 English or Maths training should not count as off-the-job training. There were also elements of off-the-job training that may have been missed in the 2018-19 survey; for example, personal learning such as writing assignments that may take place during contracted working hours.

The 2021 survey sought to overcome these shortcomings of the previous off-the-job training measure by asking respondents to consider all relevant qualifying criteria. However, due to the nuances of what does and does not constitute off-the-job training and the challenges these caused in terms of respondent comprehension and retention, changes were made during the early stage of fieldwork to simplify the new off-the-job training questions (more information on the specific changes can be found in the '[Questionnaire development](#)' chapter). The data for both the original version of these questions and the simplified version have been combined for reporting purposes.

In the report, off-the-job training levels are described in terms of the proportion of apprentices with 'compliant' off-the-job training – i.e. that off-the-job training accounted for 20% or more of their worked hours. The proportion of hours spent on off-the-job training was derived via the following calculation:

*Average off-the-job learning hours per week / worked hours per week*²⁸

²⁶ DfE 2019, [Off-the-job training guidance](#)

²⁷ In the 2018-19 survey, formal training was defined as a combination of any time spent training at a college or external provider, plus any time training at the workplace away from usual work activities. This time spent training was divided by hours worked per week.

²⁸ Off-the-job learning hours were derived from either C2, C4, and C6 in the questionnaire depending on whether the respondent answered correctly (at question C2) or needed to revise their answers (C4: if the

For the final measure, answers were only used where respondents were able to give exact figures for both component parts of the calculation. Other exclusions included apprentices that said they were on a zero hours contract or those who had undertaken block release (or were due to) and had not accounted for this in their answer to provide the average with block release. Overall, 3,617 respondents provided valid data; 816 answered the original version of the question and 2,801 answered the simplified version. These two groups were similar in profile, though Version A had a slightly higher proportion of male apprentices (55% vs. 45% female, compared with an even split in Version B); and a higher proportion of younger apprentices (29% were aged under 19, compared with 25% among those answering Version B). The Version A group of respondents was also made up of fewer Level 5 apprentices (5% vs. 8% of those answering Version B).

The results differed between the two versions of the off-the-job training questions. Among those who answered Version A, 39% had undertaken compliant levels of off-the-job training, compared with 48% among those that answered Version B. The mean proportion of working hours spent on off-the-job training was 16.5% and 19.3% respectively.²⁹ The final data that was reported combined the results of these two groups, which will need to be considered when comparing against results in future waves of the research.

Due to the large-scale changes from the 2018-19 survey, comparisons between the two surveys should be avoided.

Pay analysis

Gross hourly pay

For respondents answering the survey using a payslip, gross hourly pay was calculated by dividing the pay figure from their payslip at G10 (note, this figure could cover varying periods of time), by the number of hours worked for that period of time, according to their payslip (G12).

Those who were unable to provide pay information from a payslip were asked to provide their current gross pay (choosing a period of their choice) at G15. This figure was converted to a weekly gross pay figure:

respondent was identified as having not made the necessary inclusions in their response; C6: if they wanted to correct their answer after having this read back to them).

In terms of 'worked hours', for apprentices who reported having a written contract, we used their contracted hours. For those who report not having a written contract, we use responses to 'How many hours a week do/did you work, excluding meal breaks and any paid overtime. This should include hours spent on learning or training that is/was undertaken during your normal working hours'.

²⁹ It should be noted that these results are illustrative. While the overall data is weighted, these two groups have not been weighted separately to the apprentice populations, and therefore these results do not correct for the slight differences in profile between the two groups.

- If an annual figure was given, this was divided by 52
- Monthly figures were divided by 4.333
- Four-weekly figures were divided by 4
- Fortnightly figures were divided by 2
- Weekly figures required no further action for the weekly conversion
- Daily figures were multiplied by 5

This weekly figure was subsequently divided by the number of hours worked, as captured earlier in the survey, to give a gross hourly pay figure, and combined with those that had already given an hourly figure at G15.

The data from both the payslip and non-payslip routes was then combined to provide final gross hourly pay.

It is worth noting that this data was subject to edits, as outlined in the [‘Pay data edits’](#) section.

Analysis categories for ‘reasons for not completing’ among non-completers

For reporting purposes, the reasons for not completing among non-completers were aggregated into broader groups. The following table outlines the breakdown of responses for each category. Note, some reasons were allocated to more than one broad category.

Table 27 Categorised reasons for not completing the apprenticeship used for analysis and reporting

Category	Responses
Competency / confidence issues	<ul style="list-style-type: none"> Apprentice / employer / provider didn't think you'd pass the end-point assessment Finding it too difficult / fell behind Found the prospect of the end-point assessment too daunting
Issues with quality	<ul style="list-style-type: none"> Apprenticeship badly run / poorly organised Not enough time for learning or training The negative impact COVID-19 had on the way the apprenticeship was delivered Training wasn't as good as you had hoped
Issues with delivery	<ul style="list-style-type: none"> Apprenticeship stopped / cancelled Issues with travelling Unable to continue apprenticeship due to COVID-19
Own choice	<ul style="list-style-type: none"> Decided they didn't want to work in the job role the apprenticeship training was for Decided to pursue other forms of education Job or career change / better job offer Thought they could progress in the job role of the apprenticeship without actually finishing the apprenticeship
Didn't get on with employer / provider	<ul style="list-style-type: none"> Didn't get on with the employer Didn't get on with the provider
COVID-19 factors	<ul style="list-style-type: none"> Respondent got COVID-19 The negative impact COVID-19 had on the way the apprenticeship was delivered Unable to continue apprenticeship due to COVID-19
Physical or mental health issues	<ul style="list-style-type: none"> Mental health issues (including depression, job-related stress, etc.) Physical health issues (non-COVID) / health got worse Respondent got COVID-19
Personal circumstances	<ul style="list-style-type: none"> Caring responsibilities (e.g. childcare or looking after relatives or friends) Got pregnant Personal / family / relationship issues Respondent (or family) wanted/needed to move area
Financial reasons	<ul style="list-style-type: none"> Financial issues / difficulties (including partner lost their job) Salary too low / struggling to get by financially

'Fired or made redundant' was not allocated to a category due to the distinct nature of that reason.

Data edits

Specific data checks

The final SPSS data files and tables underwent an extensive set of quality assurance checks. This included:

- Checking data labels accurately reflect what the data shows
- Checking derived variables / tables have been correctly defined / implemented
- Checking that coding of verbatim responses was accurate and applied correctly
- Checking base sizes for each question match the target base as per the questionnaire (including modularised questions)
 - This included editing various questions where back-coding of verbatim meant that some respondents did not receive follow-up questions that should have been asked. Due to the generally small number of cases involved, their responses to these questions were forced to 'don't know' or 'prefer not to say', depending on which was most suitable to 'route out' of other subsequent questions missed.
- Logic checks / editing to remove non-sensical or implausible data and manual edits (e.g. outliers at numeric questions).
- Checking that responses that should be single-coded (e.g. 'don't know') are not combined with other responses.
- Checking that weighting has been applied correctly / accurately
- For tables, checking that summary codes (i.e. codes that combine more than one response code) are calculated correctly.
- Checking table crossbreaks have been correctly defined / implemented.

Learner Survey: Working hours edits

A global edit was implemented here to integers given that were greater than zero but less than 11 to a 'don't know' value (affecting 22 records). Note, those who said they were on a zero hours contract were excluded from the final off-the-job training data.

Learner Survey: Pay data edits

A combination of individual and global edits were applied to this data to correct implausible figures.

Edits were implemented where respondents appeared to provide weekly payslip hours (≤ 40 hours), despite providing their gross hourly pay over a different period. This decision was made after listening back to a sample of these records, and applied globally as follows:

- If the respondent answered with a monthly figure and their payslip hours provided for this period was less than or equal to 40, the hours figure was multiplied by 4.33 (89 records).
- If the respondent answered with a four-weekly figure and their payslip hours provided for this period was less than or equal to 40, the hours figure was multiplied by 4 (8 records).
- If the respondent answered with a fortnightly figure and their payslip hours provided for this period was less than or equal to 40, the hours figure was multiplied by 2 (1 record).

In addition, a further 20 records were subject to ad-hoc edits to correct high or implausible data. In some cases this involved amending their figure (if it was possible to identify the mistake), or their response was set to 'refused' so that they would be routed out of subsequent data as appropriate.

Learner Survey: future qualifications edits (E6)

This question asked learners whether they had started or considered starting further qualifications since starting their apprenticeship. Replicating the approach used in the previous wave, those who chose the 'other' option and mentioned a qualification type already prompted in the original question were back-coded into that category if they had not also given that response. More commonly however, their coded response duplicated their original response and therefore this verbatim was dismissed. This question tends to elicit varying levels of detail (e.g. some people just mention levels and some can only give a subject), leading to an extensive codeframe. To make this data more usable, the longer list of 'other responses' is grouped into the following broad categories:

Professional Qualifications (e.g. PGCE, CIMA, AAT); Level 2 qualifications; Level 3 qualifications; Level 4 qualifications; other qualifications; another type of apprenticeship.

Non-Completer Survey data edits

The non-completers data underwent an extensive editing process to tidy up responses from the various 'reasons for not completing' questions. This is because it was possible at questions D4 (personal or domestic factors) and D1A (any other reasons) for reasons to get picked up as verbatim which were already covered in prompted options at D1 (similarly, reasons at D1 could also be back-coded to D4 as personal or domestic factors). It was also possible for somebody to mention a reason at D12 as a verbatim response that was not mentioned at any of D1, D4 or D1A, so these reasons would also need to be back-coded if necessary.

Where reasons were taken at D4, D1A and D12 that could be back-coded to D1 (and therefore it was unknown whether these were considered a 'key' or 'partial' reason), we have made these identifiable via a new code at each D1 variable, 'Back-coded as a reason', except for where these were back-coded from D12 as a main reason, in which case we have back-coded to 'key' reason at the corresponding D1 variable.

After back-coding to D1 and D4 was completed, only a small number of other reasons (10 records) were left which couldn't be back-coded, and treated as an 'other' category – i.e. D1ANW was converted to a 'yes/no' variable for whether any other reasons were selected.

The D12DUM variables covers all reasons mentioned D1, D4 (and including the 'other' variable D1ANW). The main reasons are covered at D12.

8. Analysis and interpretation

Survey data was analysed via a number of methods, including subgroup analysis and comparisons to previous years data. This chapter details the method used to carry out these types of analyses.

‘All apprentices’ reporting and comparing to previous AEvS waves

The main report leads with headline figures based on ‘all apprentices’ – i.e. combining the results of the three groups: current apprentices, recent completers and longer-term completers. Generally, subgroup analysis is also conducted for this combined ‘all apprentices’ group, except for where questions are asked of a specific subgroup of respondents (for example, COVID-19 questions were only asked of current apprentices and recent completers). To report at this level, the survey weighting grossed up each group to their relevant population in order to report at this level.

Given that recent completers were not included in the previous survey, it is not possible to compare the ‘all apprentices’ measure with the corresponding results in previous waves. Instead, it is only possible to compare current apprentices and longer-term completers with their counterparts in previous years. Note, in previous waves of the study, longer-term completers were referred to as ‘completers’, though the groups are comparable in terms of the window in which they completed their apprenticeship.

Where the report makes direct comparisons to previous iterations of AEvS, significance testing was conducted at the 95 per cent confidence level.

Subgroup analyses

To facilitate subgroup analysis, several analysis ‘cross breaks’ were applied to the data tables. The analysis breaks most commonly used for the main report were:

- Apprenticeship level
 - Typically, subgroup analysis was conducted at each individual level³⁰ however in some cases levels were grouped in order to provide adequate base sizes for comparison (i.e. because results reported were only statistically significant when levels were grouped together).
- Sector subject area

³⁰ The exception to this was that Level 6 and 7 apprentices were grouped together due to the relatively low base size of 192 Level 7 respondents. Instead, in the reporting comparisons tend to be made between Degree and Level 6+ non-degree apprentices.

- Note, for analysis and reporting purposes the Sector subject area (SSA Tier 1) titles are abbreviated for brevity. These titles and their corresponding abbreviations are shown in Table 28 below.
- Age of apprentices on entry – these were grouped into three bands; aged under 19; aged 19 to 24; and aged 25 and above
- Gender
- Whether apprentices indicated they were current apprentices or completers at the time of interview
- Frameworks vs. Standards
 - Note, for some measures such as satisfaction, the completion status (i.e. whether current vs. recent or longer-term completer) had a large influence on results, therefore it was also useful to look at these groups within completion status.
- Region.
- Whether the apprenticeship was paused at any point due to COVID-19
- Other demographics, such as ethnicity and disability

Table 28 Sector Subject Area (SSA) breakdown and abbreviations used for analysis

Sector Subject Area (SSA) title	SSA Tier 1 code	Abbreviation
Agriculture, Horticulture and Animal Care	03	Agriculture
Arts, Media and Publishing	09	Arts
Business, Administration and Law	15	Business
Construction, Planning and the Built Environment	05	Construction
Education and Training	13	Education
Engineering and Manufacturing Technologies	04	Engineering
Health, Public Services and Care	01	Health
Information and Communication Technology	06	ICT
Leisure, Travel and Tourism	08	Leisure
Retail and Commercial Enterprise	07	Retail
Science and Mathematics	02	Science

Source: Ofqual / IFF Research

Sampling error and statistical confidence

Sampling errors for the Learner Survey overall results and for key subgroups are presented in Table 29 below. Figures have been based on a survey result of 50% (the 'worst' case in terms of statistical reliability) and have used a 95% confidence level. Where the table indicates that a survey result based on all respondents has a sampling error of $\pm 1.36\%$, this should be interpreted as follows: 'for a question asked of all apprentices where the survey result is 50%, we are 95% confident that the true figure lies within the range 48.64% to 51.36%'.

Table 29 Sampling error (at the confidence 95% level) associated with findings of 50% for the Learner Survey

	Population	Number of Interviews	(Maximum) Sampling Error
All apprentices	713,230	5,122	± 1.36
Survey Group: Current apprentices	461,390	3,047	± 1.77
Survey Group: Recent completers	119,900	1,039	± 3.03
Survey Group: Longer-term completers	131,930	1,036	± 3.03
Level 2	209,350	1,695	± 2.37
Level 3	325,040	2,316	± 2.03
Level 4	53,080	334	± 5.35
Level 5	53,350	308	± 5.57
Level 6+	72,410	95	± 10.05
Subject area: Agriculture	13,890	313	± 5.48
Subject area: Arts	2,470	190	± 6.83
Subject area: Business	210,520	1,006	± 3.08
Subject area: Construction	53,330	438	± 4.66
Subject area: Education	15,620	331	± 5.33
Subject area: Engineering	136,130	732	± 3.61
Subject area: Health	172,060	811	± 3.43
Subject area: ICT	40,640	377	± 5.02
Subject area: Leisure	10,620	297	± 5.61
Subject area: Retail	66,240	523	± 4.27
Subject area: Science	560	72	± 10.79

Table 30 Sampling error (at the confidence 95% level) associated with findings of 50% for the Non-completers survey

	Population	Number of inter-views	(Maximum) Sampling Error
All non-completers	89,760	541	± 4.20
Level 2	28,320	219	± 6.60
Level 3	41,690	234	± 6.39
Level 4+	19,750	88	± 10.42
Subject area: Business	32,990	148	± 8.04
Subject area: Construction	3,400	39	± 15.60
Subject area: Engineering	8,390	89	± 10.33
Subject area: Health	20,820	108	± 9.41
Subject area: ICT	4,450	24	± 19.95
Subject area: Retail	15,270	92	± 10.19
Subject area: Other	4,440	41	± 15.24

Significance testing

Differences between subgroups and between different surveys were tested to assess whether the differences between data were statistically significant at the 95% confidence level. The significance testing used independent sample t-tests for means and z-tests 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 subgroup break to the total minus the data in the individual column.

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

Minimum sample size for reporting

In the main report, the minimum sample size used for reporting is 50, as this is the widely accepted minimum in government research reports. However, in the published data tables, only figures with a sample size lower than 30 have been suppressed.

Analysis on whether apprentices worked for their employer prior to their apprenticeship

The main report discusses the extent to which apprentices had worked for their employer prior to their apprenticeship. Results on this question are derived from a question (A18) which asked respondents if they worked for their employer before starting their course or training. It is important to note that this is different to the findings discussed in the 2015 and 2017 survey reports, which examined the proportion of apprentices recruited specifically as apprentices. The latter produces a higher figure as it includes both those who were recruited to start their apprenticeship training straight away (comparable to the current group that say they had not been working for their employer before starting the apprenticeship), but also those who were recruited as an apprentice but where the training did not start immediately.

Appendix A – Apprenticeships Evaluation Learner Questionnaire

Apprenticeship Evaluation Survey 2021 - Learners

Apprenticeship Evaluation Survey 2021 – Learners.

J11095 Learner. Date XX/X/XX. Telephone.

From sample:

- Current apprentice <SAMTYPE1>.
- Paused apprentice <SAMTYPE2>.
- Recent completer from March 2020 <SAMTYPE2>.
- Longer term completer between 1st July 2019 – 29th February 2020 <SAMTYPE3>.

S - Screener

ASK PERSON WHO ANSWERS PHONE

S1. Good morning / afternoon / evening. My name is <NAME> and I'm calling from IFF Research. Please can I speak to <CONTACT>?

1. Respondent answers phone. CONTINUE.
2. Transferred to respondent. CONTINUE.
3. Hard appointment. MAKE APPOINTMENT.
4. Soft Appointment. MAKE APPOINTMENT.
5. Refusal. CLOSE.
6. Not available in deadline. CLOSE.
7. Engaged. CLOSE.
8. Fax Line. CLOSE.
9. No reply / Answer phone. CLOSE.
10. Business Number. CLOSE.
11. Dead line. CLOSE.

ASK ALL

S2. Good morning / afternoon, my name is <NAME>, calling from IFF Research, an independent market research company. We're conducting a survey on behalf of The Department for Education about people's experiences of work-based learning and training, including Apprenticeships such as your <COURSE-NAME> course or training [IF HASEMP = 1: at <EMPLOYER>]. [IF HASDETAIL = 1:This may have involved doing a <CORETITLE>.] Would now be a good time to ask you a few questions? The survey should take around 20 minutes to complete.

- *ADD IF NECESSARY, BUT ONLY IF DIRECTLY QUESTIONED BY RESPONDENT*

The Department for Education is the Government department in charge of work-based learning and training in England.

We are not trying to sell you anything. We are simply conducting a survey about work-based training. All your answers are confidential; your responses will be reported back but not with names attached.

1. Continue. GO TO S4.
2. Hard appointment. MAKE APPOINTMENT.
3. Soft appointment. MAKE APPOINTMENT.
4. Refusal. THANK AND CLOSE.
5. Refusal – Not done / doing any Apprenticeship / training. THANK AND CLOSE.
6. Refusal – taken part in recent survey. THANK AND CLOSE.
7. Not available in deadline. THANK AND CLOSE.
8. Requires assistance to complete interview (e.g. language difficulties or hearing impairment). GO TO S3.
9. Needs reassurances. SHOW REASSURANCES.
10. Would like reassurance email. SEND REASSURANCE EMAIL.

ASK IF RESPONDENT IS UNABLE TO TAKE PART DUE TO LEARNING DIFFICULTIES, HEARING OR SPEECH IMPAIRMENT, OR OTHER DISABILITY (S2=9)

S3. Is there someone who would be able to help you to take part by telephone?

IF RESPONDENT SAYS NO: **Would you be happy to take part using the Relay UK service?**

- *DO NOT READ OUT. SINGLE CODE.*

1. Yes – arrange to call back when someone is available to help. MAKE APOINTMENT.
2. Yes – proceed with interview with proxy. CONTINUE.
3. Yes – happy to conduct interview using Relay UK. CONTINUE.
4. No. THANK AND CLOSE.

ASK ALL

S2a. Before we start, I have to give you some information about your rights under data protection law. All answers will be treated in the strictest confidence.

You have the right to have a copy of your data, change your data or withdraw from the research at any point. To do this, you can consult our website at if-fresearch.com/gdpr. A DfE privacy notice is also available at www.iffresearch.com/apprenticeships-evaluation/learners-privacy-notice

Your answers will not be used in any way which would allow you [IF EMPLOYER: or your organisation] to be identified without your permission – we'll ask about this at the end of the survey.

The Department for Education will use reports and data based on the survey results to measure how apprenticeships are performing, and to improve how they are designed and delivered. Names and contact details will be deleted no more than 12 months after the end of the project.

For quality control, all interviews are recorded automatically. Is that OK?

1. Yes. CONTINUE.

2. No. THANK AND CLOSE.

Reassurances to use if necessary

The interview will take around 20 minutes to complete.

Please note that all data will be reported in aggregate form and your answers will not be reported to our client in any way that would allow you to be identified.

The training we're asking about was called <COURSENAME>[IF HASDETAIL = 1:, and involved a course called <CORETITLE>] starting roughly on <SDATE>. [IF HASEMP = 1:It was undertaken at <EMPLOYER>].

We got your details from the ILR (Individualised Learner Record), which is the official national record of training courses for adult learners. It's likely that your employer, or a training provider, gave your contact details when asked to give details of the employer of a person doing work-based training.

Your data will be held securely at IFF; we are ISO27001 accredited for information security, and comply fully with the Data Protection Act. We are members of the Market Research Society and regulated by their code of conduct. You can view DFE's privacy notice for the research at [INSERT LINK]

If you want to verify that IFF Research is a genuine market research company, you can call:

MRS: Market Research Society on 0800 975 9596

If you'd like more information about this specific survey, or to get more information about its aims and objectives, you can call:

IFF: Anya Karadia (apprenticeshipsurvey@iffresearch.com)

DfE: Shadi Ghezelayagh (shadi.ghezelayagh@education.gov.uk)

A - Further screening, course and employer details (current learners)

IF SAMTYPE = 1-2 (CURRENT LEARNER)

A1. We are contacting you because we understand that you are currently or were recently involved in <COURSENAME> course or training[IF HASDETAIL = 1:, which would have involved a <CORETITLE>].

Can you tell me which of the following apply?

[IF HASPROV = 1 ADD IF NECESSARY: The lead provider of this course is <pname>, although they may not be the organisation that delivers the course or training to you]

- *READ OUT. SINGLE CODE FIRST MENTIONED.*

1. You are still doing that course or training, or the course has temporarily paused due to COVID-19). CONTINUE.
2. You finished and completed that course. THANK AND CLOSE.

3. You left that course or training without completing it. THANK AND CLOSE.
4. You are doing a different course or training (or which is temporarily paused due to COVID-19). GO TO A3.
5. You were doing a different course or training which you completed. THANK AND CLOSE.
6. You were doing a different course or training which you left without finishing. THANK AND CLOSE.
7. You have not done any course or training. THANK AND CLOSE.
8. Or you have not yet started the course or training. THANK AND CLOSE.

IF LONGER TERM COMPLETER (SAMTYPE=4)

A2. We are contacting you because we understand that you completed a <COURSENAME> course or training between 1st July 2019 and 29th February 2020, [IF HASDETAIL = 1;, which would have involved a <CORETITLE>]. Can I check that this is correct?

[IF HASPROV=1: ADD IF NECESSARY: The lead provider of this course was <pname>, although they may not have been the organisation that delivered the course or training to you]

- *SINGLE CODE.*

INTERVIEWER NOTE – IF COURSE NAME AND DATE OF COMPLETION IN-FORMATION BOTH INCORRECT, SELECT CODE 3.

1. Yes. CONTINUE TO A4.
2. No – course / training correct but completed at a different time. GO TO A3B.
3. No – type of course / training incorrect. GO TO A3.
4. No – did not complete a course / training around that time. THANK AND CLOSE.
5. Did not complete the course / left it early. THANK AND CLOSE.
6. No recall of any learning. THANK AND CLOSE.
7. Still on the course or training. THANK AND CLOSE.

IF RECENT COMPLETER (SAMTYPE=3)

A2A. We are contacting you because we understand that you completed a <COURSE-NAME> course or training between 1st March 2020 and 31st December 2020 IF HASDETAIL = 1;, which would have involved a <CORETITLE>]. Can I check that this is correct?

[IF HASPROV = 1: ADD IF NECESSARY: The lead provider of this course was <pname>, although they may not have been the organisation that delivered the course or training to you]

- *SINGLE CODE.*

INTERVIEWER NOTE – IF COURSE NAME AND DATE OF COMPLETION IN-FORMATION BOTH INCORRECT, SELECT CODE 4.

1. Yes. CONTINUE TO A4.
2. No – course / training correct but completed at an earlier date. GO TO A3C.
3. No – course / training correct but completed at a later date. THANK AND CLOSE.
4. No – type of course / training incorrect. GO TO A3.
5. No – did not complete a course / training around that time. THANK AND CLOSE.

6. Did not complete the course / left it early . THANK AND CLOSE.
7. No recall of any learning. THANK AND CLOSE.
8. Still on the course / learning. THANK AND CLOSE.

IF A1 = 4 OR A2 = 3 OR A2A=4 (DON'T RECOGNISE COURSE)

A3. What [A1=4: is] [OTHERS: was] the subject name and qualification level of this course or training?

- *ENTER COURSE NAME AND LEVEL IN FULL.*

1. Course name: WRITE IN.
2. Course level: WRITE IN NUMERIC (DS: ALLOW 2 TO 7).
3. Don't know.

A3A QUESTION DELETED

ASK IF LONGER TERM COMPLETER ON SAMPLE AND ANY COURSE INFO INCORRECT (A2=2-3)

A3B Did this training or course finish...?

- *READ OUT. SINGLE CODE.*

1. Before 1st July 2019. THANK AND CLOSE.
2. Between 1st July 2019 and 29th February 2020. CONTINUE TO A4.
3. Between 1st March 2020 and 31st December 2020. CONTINUE TO A4.
4. In 2021. THANK AND CLOSE.
5. DO NOT READ OUT: Don't know. THANK AND CLOSE.

ASK IF RECENT COMPLETER ON SAMPLE AND ANY COURSE INFO INCORRECT (A2A=2 OR 4)

A3C Did this training or course finish...?

- *READ OUT. SINGLE CODE.*

1. Before 1st July 2019. THANK AND CLOSE.
2. Between 1st July 2019 and 29th February 2020. CONTINUE TO A4.
3. Between 1st March 2020 and 31st December 2020. CONTINUE TO A4.
4. In 2021. THANK AND CLOSE.
5. DO NOT READ OUT: Don't know. THANK AND CLOSE.

ALL COMPLETERS (A2=1 OR A2A=1 OR A3B=2-3 OR A3C=2-3)

A4. And just to check, did you complete your course / training, or did you leave before completing?

- *DO NOT READ OUT. SINGLE CODE.*

1. Completed course / training. CONTINUE.
2. Left before finishing. THANK AND CLOSE.

A5DUM1 NAME DUMMY VARIABLE, DO NOT ASK

- COURSE NAME:
 - IF (A1=1 OR A2=1-2 OR A2A=1-2 OR A3=3): <COURSENAME>

- IF ((A1 = 4 OR A2 = 3 OR A2A=4) AND A3≠3): <A3_ 1>

A5DUM2 LEVEL DUMMY VARIABLE, DO NOT ASK

- Level 1 (not used) 1
- Level 2 2
- Level 3 3
- Level 4 4
- Level 5 5
- Level 6 6
- Level 7 7
- IF A1=1 OR A2=1-2 OR A2A=1-2 OR A3=3) <APPLEVEL>
- ((A1 = 4 OR A2 = 3 OR A2A=4) AND A3≠3): <A3_2>

A5DUMNW COMPLETE STATUS DUMMY VARIABLE, DO NOT ASK

1. CURRENT LEARNER. A1 = 1 OR 4.
2. LONGER TERM COMPLETER. A2 = 1 OR A3B=2 OR A3C=2.
3. RECENT COMPLETER. A2A=1 OR A3B=3 OR A3C=3.

A5DUM3 COMPLETE STATUS DUMMY VARIABLE, DO NOT ASK

1. CURRENT LEARNER. A5DUMNW=1.
2. COMPLETED LEARNER. A5DUMNW=2/3.

A5W QUESTION REPLACED WITH A5WNEW

IF CURRENT APPRENTICE (A5DUM3=1)

A5WNEW Thinking about the <LEVEL FROM A5DUM2> <A5DUM1> training, is this currently happening, is it temporarily paused because of Covid-19, or is it paused for some other reason?

ADD IF NECESSARY: **By this we mean the learning element of your apprenticeship is temporarily paused. You may still be working for the employer.**

- *MULTICODE 2 AND 4 ONLY*

1. Training is currently happening.
2. Training is temporarily paused because of COVID-19.
4. Training is paused, but for reasons other than COVID-19.
3. DO NOT READ OUT: Don't know.

IF RECENT COMPLETER OR CURRENT APPRENTICE NOT ON BREAK CURRENTLY DUE TO COVID (A5DUMNW=3 OR (A5WNEW=1/3/4 AND NOT CODE 2))

A5X. Was your <A5DUM1> <LEVEL FROM A5DUM2> training paused at any point due to COVID-19? ADD IF NECESSARY: **By this we mean the learning element of your apprenticeship being temporarily paused. You may have still been working for the employer at the time.**

- *SINGLE CODE.*

1. Yes.

2. No.
3. Don't know.

IF HAD A BREAK IN LEARNING DUE TO COVID (A5WNEW=2 OR A5X=1)

A5Y. [IF CURRENT (A5DUM3=1): How long has this training been paused for? [IF RECENT COMPLETERS (A5DUMNW=3): How long was this pause in your training due to COVID-19?

- *PROMPT IF NECESSARY. SINGLE CODE.*

1. Less than a month.
2. 1-3 months.
3. 4-6 months.
4. More than 6 months.
5. DO NOT READ OUT: Don't know.

ALL CURRENT APPRENTICES (A5DUM3=1)

A5Z. READ TO ALL CURRENT APPRENTICES: Please note that throughout the survey, we will refer to <A5DUM1> <LEVEL FROM A5DUM2> as the training you are currently undertaking, even if you are on a temporary break from this training or on furlough due to COVID-19.

LEVEL 6 OR HIGHER (A5DUM2=6/7)

A5a. And [IF A5DUM3 = 1: are you] [A5DUM3=2: were you] working towards a Degree qualification as part of your Apprenticeship?

- *DO NOT READ OUT. SINGLE CODE.*

1. Yes.
2. No .
3. Don't know.

A5aDUM DUMMY VARIABLE, DO NOT ASK

1. Higher Apprenticeship. A5DUM2=4-5.
2. Level 6+ Apprenticeship. A5A=2-3.
3. Degree Apprenticeship. A5A=1.

IF HASEMP = 1 (EMPLOYER KNOWN)

A6. According to the Education & Skills Funding Agency's records [IF A5DUM3 = 2:you undertook][IF A5DUM3 = 1:you're undertaking] this course or training whilst working for <EMPLOYER>. Can I check that this is correct [A5DUM3=1: even if you are currently on furlough]?

- *DO NOT READ OUT. SINGLE CODE.*

1. Yes [A5DUM3=1: / Yes – but I am currently on furlough].
2. No.
3. Don't know / Can't remember.

IF HASEMP = 2 (EMPLOYER NOT KNOWN)

A7. [IF A5DUM3 = 1: Are you employed while you are undertaking this course or training even if you are currently on furlough?

[IF A5DUM3 = 2: Were you employed whilst you undertook this course or training?]

- *DO NOT READ OUT. SINGLE CODE.*

1. Yes [A5DUM3=1:/ Yes – but I am currently on furlough]..CONTINUE.
2. No. THANK AND CLOSE
3. Don't know / Can't remember. CONTINUE.

ASK IF NOT WORKING FOR EMPLOYER ON SAMPLE (A6 = 2)

A8. [IF A5DUM3 = 1: Are you undertaking this course / training while being employed by a different employer?]

[IF A5DUM3 = 2: Did you undertake this course / training whilst employed by a different employer?]

- *DO NOT READ OUT. SINGLE CODE.*

1. Yes [A5DUM3=1:/ Yes – but I am currently on furlough]. GO TO A9.
2. No – I was/am not employed whilst doing this training / course. THANK AND CLOSE.
3. Don't know. THANK AND CLOSE.

IF EMPLOYED WHILST TRAINING WITH A DIFFERENT EMPLOYER TO SAMPLE NAMED EMPLOYER OR IF NO EMPLOYER NAME ON SAMPLE (A7 = 1 OR A8 = 1)

A9. What [IF A5DUM3 = 1: is] [IF A5DUM3 = 2: was] the name of your employer?

0. WRITE IN.
1. Don't know.

A9DUM EMPLOYER NAME DUMMY VARIABLE, DO NOT ASK

1. EMPLOYER NAME. 1.
2. IF A8 = 1 OR A7 = 1: <A9>.
3. IF A6 = 1: <EMPLOYER>.
4. IF A9 = CODE 1 OR A6 = 3: "your employer".

ASK ALL

B1. Do you know if your <A5DUM1> course or training [IF A5DUM3 = 1: is] [IF A5DUM3 = 2: was] part of an Apprenticeship?

- *DO NOT READ OUT. SINGLE CODE.*

1. Yes.
2. No .
3. Don't know.

READ OUT IF B1=2 OR 3

Although you may not realise it, the training you [IF A5DUM3 = 1: are] [IF A5DUM3 = 2: were] doing forms part of an Apprenticeship. Throughout the rest of this questionnaire, we will refer to the

training [IF A5DUM3 = 1: you are doing] [IF A5DUM3 = 2: you did] as an Apprenticeship and learners doing this type of training as apprentices.

IF CURRENT APPRENTICES (A5DUM3=1)

A9A. Are you currently on furlough?

1. Yes.
2. No .
3. Don't know.

IF CURRENT APPRENTICES (A5DUM3=1)

A9Aloop. Which if any of the following apply to you?

READ OUT. SINGLE CODE.

IF NO / DON'T KNOW AT A9A (A9A=2/3)

You have been furloughed at some point during the apprenticeship

1. Yes.
2. No .
3. Don't know.

During the apprenticeship you changed employer

1. Yes.
2. No .
3. Don't know.

IF RECENT COMPLETERS (A5DUMNW=3)

A9B. At any point during your apprenticeship, did any of the following occur?

- *READ OUT. MULTICODE.*

1. You were furloughed by your employer.
2. You were made redundant by the employer.
3. You changed employer.
4. Or did none of these occur?
5. DO NOT READ OUT: Don't know.

IF CURRENT APPRENTICES AND CHANGED EMPLOYER (A5DUM3=1 AND A9A_3=1)

A9C. Was the change in employer at least in part due to COVID-19?

- *SINGLE CODE.*

1. Yes.
2. No .
3. Don't know.

IF RECENT COMPLETERS AND WERE MADE REDUNDANT OR CHANGED EMPLOYER (A5DUMNW=3 AND A9B=2-3)

A9D. And did the following events occur due to COVID-19?

- *READ OUT. SINGLE CODE PER ROW.*

IF A9B=2: Your redundancy with your former employer during your apprenticeship

1. Yes.
2. No.
3. Don't know.

IF A9B=3: Your change in employer during your apprenticeship

1. Yes.
2. No.
3. Don't know.

IF FURLOUGHED DURING APPRENTICESHIP (A9A_1=1 OR A9A_2=1 OR A9B=1)

A9F. And which of the following furlough arrangements occurred during the time [A9A_1=1 you've been furloughed?] [A9A_2=1 OR A9B=1: you were furloughed during your apprenticeship?]

READ OUT. MULTICODE.

1. Periods where you [A9A_1=1 have been] [A9A_2=1 or A9B=1: were] furloughed for all of your working hours.
2. Periods where you [A9A_1=1 have been] [A9A_2=1 or A9B=1: were] furloughed for some of your working hours, also known as flexible furlough.
3. Periods where you alternated between being furloughed and working; for example, 3 weeks on and 3 weeks off.
4. DO NOT READ OUT: Don't know.

IF FURLOUGHED DURING APPRENTICESHIP (A9A_1=1 OR A9A_2=1 OR A9B=1)

A9E. And for how long overall [A9A_1=1 : have you been] [A9A_2=1 or A9B=1: were you] furloughed [A9B=1: during your apprenticeship] under any of the arrangements we've just discussed?

IF A9F=3: If there have been periods where you have alternated between being furloughed and working, please think about the total amount of time you have been furloughed and exclude any points where you were working your normal hours.

IF A9F=2: For periods where you were on flexible furlough, we are interested in the overall period of time you were working under this arrangement for.

- *PROMPT IF NECESSARY. SINGLE CODE.*

1. Less than a month.
2. 1-3 months.
3. 4-6 months.
4. More than 6 months.

5. DO NOT READ OUT: Don't know.

IF CURRENT APPRENTICES AND FURLOUGHED OR TRAINING PAUSED (A9A_1=1 OR A5WNEW=2-4)

A9G READ TO ALL: Although [A9A_1=1: you are currently on furlough] [(A9A_1=1 AND (A5WNEW=2-4): and] [A5WNEW=2-4: your training is not currently running as normal], for the rest of the survey I would like you to answer based on your normal [A9A_1=1: employment] [(A9A_1=1 AND (A5WNEW=2-4): and] [A5WNEW=2-4:training] circumstances

ASK ALL

A10. [IF A5DUM3 = 1:Do][IF A5DUM3 = 2:Did] you have a written contract of employment with your employer?

- *DO NOT READ OUT. SINGLE CODE.*

1. Yes.
2. No .
3. Don't know.

ASK ALL

A11. Thinking about [A5DUM3=1: your] [A5DUM3=2: this] employment, which one of the following best applies...?

- *READ OUT. SINGLE CODE.*

1. You [A5DUM3=1:have] [A5DUM3=2: had] a permanent job with no fixed end date.
2. You [A5DUM3=1:will be] [A5DUM3=2: were] employed for the duration of your training only.
3. You [A5DUM3=1: have] [A5DUM3=2: had] a fixed end date for your employment which [A5DUM3=1: is] [A5DUM3=2: was] after the date you [A5DUM3=1: expect to complete] [A5DUM3=2: completed] your training.
4. Or some other arrangement (SPECIFY).
5. (DO NOT READ OUT) Don't know.

ASK IF HAVE A WRITTEN CONTRACT OF EMPLOYMENT (A10=1)

A12. How many hours a week [IF A5DUM3 = 1: are] [IF A5DUM3 = 2: were] you contracted to work, excluding meal breaks and any paid overtime for <EMPLOYER NAME FROM A9DUM> [IF A5DUM3 = 2: during your apprenticeship]? This should include hours spent on learning or training that [A5DUM3=1: is] [A5DUM3=2: was] undertaken during your normal working hours.

ADD IF NECESSARY: For example, hours spent at a college or external provider should be included as long as this learning takes place during your paid working hours

ADD IF NECESSARY: If the number of hours varies, please estimate the average number of hours per week you were / are contracted to work.

INTERVIEWER NOTE – IF A DECIMAL ANSWER IS GIVEN, PLEASE ROUND TO THE NEAREST WHOLE NUMBER

0. WRITE IN (NUMERIC) (0-99).
1. Don't know.

ASK IF CONTRACTED HOURS ARE LESS THAN 10 OR MORE THAN 50 (A12 =< 10 OR > 50)

A13. Can I just check, is <A12> hour(s) per week the correct amount of time that you [IF A5DUM3 = 1: are] [IF A5DUM3 = 2: were] you contracted to spend working?

- *SINGLE CODE.*

1. Yes. CONTINUE.
2. No. GO BACK TO A12.

ASK IF CONTRACTED FOR ZERO HOURS (A12=0)

A14. And [IF A5DUM3 = 1: are] [IF A5DUM3 = 2: were] you on a zero hours contract?

SINGLE CODE.

1. Yes. CONTINUE.
2. No. GO BACK TO A12.

ASK IF DOES NOT HAVE WRITTEN CONTRACT OF EMPLOYMENT (A10=2/3)

A15. How many hours a week [IF A5DUM3 = 1: do] [IF A5DUM3 = 2: did] you work, excluding meal breaks and any paid overtime, for <EMPLOYER NAME FROM A9DUM> [IF A5DUM3 = 2: during your apprenticeship]? This should include hours spent on learning or training that [A5DUM3=1: is] [A5DUM3=2: was] undertaken during your normal working hours.

ADD IF NECESSARY: For example, hours spent at a college or external pro-vider should be included as long as this learning takes place during your paid working hours

ADD IF NECESSARY: If the number of hours varies, please estimate the aver-age number of hours per week you work(ed).

INTERVIEWER NOTE – IF A DECIMAL ANSWER IS GIVEN, PLEASE ROUND TO THE NEAREST WHOLE NUMBER

0. WRITE IN (NUMERIC) (0-99).
1. Don't know.

ASK IF ASK IF HOURS WORKED ARE LESS THAN 10 OR MORE THAN 50 (A15 = <10 OR >50)

A16. Can I just check, [A5DUM3=1: is] [A5DUM3=2: was] <A15> your usual paid weekly hours during your apprenticeship?

- *SINGLE CODE.*

1. Yes. CONTINUE.
2. No. GO BACK TO A15.

HOURS DUMMY VARIABLE, DO NOT ASK

USE INTEGER FROM EITHER A12 OR A15

ASK IF WORK FOR ZERO HOURS (A15=0)

A17. And [IF A5DUM3 = 1: are] [IF A5DUM3 = 2: were] you on a zero hours contract?

- *SINGLE CODE.*

1. Yes. CONTINUE.
2. No. GO BACK TO A15.

ASK ALL

A18. Did you work for <A9DUM> before you started your <A5DUM1> course or training?

- *DO NOT READ OUT. SINGLE CODE.*

1. Yes. ASK A20A.
2. No. ASK A20A.
3. Don't know. ASK A20A.

ASK IF WORKED FOR EMPLOYER BEFORE STARTING APPRENTICESHIP (A18=1)

A19. How long did you work for this employer before you started doing your <A5DUM1> course or training? Was it...?

- *READ OUT. SINGLE CODE.*

1. Less than 6 months.
2. 6-11 months.
3. 12 months or longer.
4. Don't know.

A20 QUESTION DELETED

ASK ALL

A20A. Before starting your <A5DUM1> course or training, did you have a degree?

- *DO NOT READ OUT. SINGLE CODE.*

1. Yes.
2. No.
3. Don't know.

IF A18 = 2/3 OR (A19 = 1-2, 4 AND AGE = 16 TO 24)) (IF DID NOT WORK FOR EMPLOYER BEFORE STARTING, OR WORKED FOR THEM FOR LESS THAN A YEAR AND IS BETWEEN 16-24 YEARS OLD)

A21. Which one of the following best describes your main activity immediately before you started [IF A18 = 2: your <A5DUM1> course or training] [IF A18=1: at <A9DUM>]? Were you...

- *READ OUT. SINGLE CODE.*

INTERVIEWER: IF THEY WERE DOING MORE THAN ONE ACTIVITY, ASK FOR THEIR MAIN ACTIVITY

INTERVIEWER: PLEASE READ OUT ALL OPTIONS BEFORE TAKING A RE-SPONSE

1. Working for a different employer.
2. Doing or recently completed a course in school or college.
3. Unemployed.
4. Looking after home or family.
5. Unable to work due to illness.
6. IF FEMALE (SEX=2): Unable to work due to pregnancy.
7. Doing a different apprenticeship.
8. Doing a government-funded Traineeship at a college or training provider.
9. Doing something else (please specify).
10. DO NOT READ OUT: Don't know.
11. DO NOT READ OUT: Refused.

ASK ALL DOING A DIFFERENT APPRENTICESHIP BEFORE CURRENT ONE (A21=7)

A21A. Was your previous apprenticeship in a different occupational area to your <A5DUM1> course or training?

1. Yes.
2. No.
3. Don't know.

ASK ALL DOING A DIFFERENT APPRENTICESHIP BEFORE CURRENT ONE (A21=7)

A21B. Was your previous apprenticeship at the same level, at a higher level, or at a lower level to your <A5DUM1> course or training?

- *PROMPT IF NECESSARY. SINGLE CODE.*

1. Previous apprenticeship was at the same level as their current apprenticeship.
2. Previous apprenticeship was at a higher level.
3. Previous apprenticeship was at a lower level.
4. DO NOT PROMPT: DON'T KNOW.

A21._CHK QUESTION DELETED

IF WAS UNEMPLOYED IMMEDIATELY BEFORE APPRENTICESHIP AND AGED 16-24 AT THE TIME OF ENROLMENT ((A18 = 2/3) AND A21=3-6 AND AGE 16-24 ON SAMPLE)

A21C. How long were you out of work and not in education or training prior to starting your Apprenticeship?

- *PROMPT IF NECESSARY. SINGLE CODE.*

1. Less than 3 months.
2. 3-6 months.
3. 7-11 months.
4. 12-23 months.
5. 24 months or more?.
6. Don't know.

A22. QUESTION DELETED

IF A5DUM3 = 2 (COMPLETER)

A23. What is your current employment status?

- *DO NOT READ OUT. SINGLE CODE.*

PROMPT IF NECESSARY. IF RESPONDENT MENTIONS MORE THAN ONE ANSWER, PLEASE PROBE FOR THEIR MAIN ACTIVITY.

1. Employed full time (30+ hours a week) / Employed full time (30+ hours a week) but currently furloughed .
2. Employed part-time (less than 30 hours a week) / Employed part-time (less than 30 hours a week) but currently furloughed.
3. Self-employed.
4. Engaged in voluntary work.
5. In full-time education at school / college.
6. In part-time education at college.
7. At university.
8. Engaged in other training.
9. Taking time out or a gap year.
10. Unemployed.
11. Employed on a zero hours contract.
12. Other (PLEASE SPECIFY).
13. Don't know.

IF COMPLETER AND STILL EMPLOYED (IF A5DUM3 = 2 AND A23=1 OR 2 OR 11)

A24 Are you still employed by the same organisation with whom you completed your <A5DUM1> course or training?

- *DO NOT READ OUT. SINGLE CODE.*

1. Yes.
2. No.

A25 QUESTION DELETED

IF A COMPLETER THAT LEFT EMPLOYER (A24 = 2 OR A23 = 3)

A26. Are you still employed in the same broad line of work you were doing your <A5DUM1> course or training in?

- *DO NOT READ OUT. SINGLE CODE.*

1. Yes.
2. No.

DUMMY VARIABLES, DO NOT ASK

DS PLEASE CREATE THE FOLLOWING SEPARATE DUMMY VARIABLES:

- **A25DUM1: NEW TO EMPLOYER. 1. A18=2.**
- **A25DUM2: WITH EMPLOYER PRIOR TO EN-ROLMENT. 1. A18=1.**
- **A25DUM3: SAME EMPLOYER. 1. A24=1 OR A9A_3=2/3**
- **A25DUM4: SCHOOL / COLLEGE LEAVER. 1. A21=2.**
- **A25DUM5: COMPLETED AND EMPLOYED BY EMPLOYER. 1. A23=1 OR 2 OR 11.**
- **A25DUM6: COMPLETED AND NOT EMPLOYED BY AN EMPLOYER. 1. A23=3-10,12-13.**
- **A25DUM7: CURRENT APPRENTICE STILL WITH SAME EMPLOYER AS WHEN STARTED. 1. A9A_3=2/3**
- **A25DUM8: NEET PRIOR TO ENROLMENT. 1. A21C=2-5.**
- **A25DUM9: COMPLETED STILL WITH SAME EMPLOYER. 1. A24=1.**

B - Deciding on an Apprenticeship (MODULE 1)

B1a. QUESTION DELETED

B1b. QUESTION DELETED

B1c. QUESTION DELETED

B2. QUESTION DELETED

ASK ALL

B3. What was the main reason why you decided to take up an Apprenticeship?

- *DO NOT READ OUT. SINGLE CODE.*
1. You wanted to enter into or progress in a specific career.
 2. You wanted to gain a qualification.
 3. You wanted to avoid student debt / you wanted your training costs paid.
 4. You wanted to be paid whilst training.
 5. You thought an Apprenticeship was a good way to develop work-related skills.
 6. Your employer said you had to do an Apprenticeship / you have to do an Apprenticeship for your job.
 7. CODE DELETED.
 8. IF A25DUM2 =1: You needed to develop your skills because of a promotion at work.
 9. IF A25DUM2 =1: You needed to develop your skills because your job changed.
 10. Other (PLEASE SPECIFY).
 11. Don't know.

IF WORKING TOWARDS A DEGREE QUALIFICATION (A5ADUM=3)

B4B. How important was the degree qualification to you when deciding to do this apprenticeship?

- *READ OUT. SINGLE CODE.*

1. Very important.
2. Quite important.
3. Not very important.
4. Not at all important.
5. DO NOT READ OUT: Don't know.

B4. QUESTION DELETED

B4A. QUESTION DELETED

B5. QUESTION DELETED

B5a. QUESTION DELETED

B5b. QUESTION DELETED

ASK ALL

B6. When you first considered starting an Apprenticeship, was an Apprenticeship your first choice at the time, would you rather have done something else, or did you not mind either way?

- *DO NOT READ OUT. SINGLE CODE.*

1. Apprenticeship was preferred choice.
2. Would rather have done something else other than an apprenticeship.
3. Didn't mind.
4. Don't know.

IF WOULD RATHER HAVE DONE SOMETHING ELSE (B6=2)

B7. What would you have preferred to do instead of an Apprenticeship?

- *DO NOT READ OUT. MULTICODE.*

1. IF A21 = 2: Stay on in 6th Form or going into 6th Form College.
2. Work towards a qualification in a Further Education College.
3. Go to University.
4. IF A18≠1 AND IF A21≠1: Get a job without being involved in an Apprenticeship.
5. IF A18=1 OR IF A21=1: Stay in a job you already had without doing the Apprenticeship.
6. IF A18=1 OR A21=1: Move to another job.
7. Something else (PLEASE SPECIFY).
8. DO NOT READ OUT: Did not consider any alternatives (SINGLE CODE ONLY).
9. DO NOT READ OUT: Don't know.

C - Training

ASK ALL

C1. Records show that your Apprenticeship [IF A5DUM3 = 2: was] [IF A5DUM3 = 1: is] supposed to last for <APPLENGTH>. Is this correct?

INTERVIEWER NOTE: BY LENGTH THAT THE APPRENTICESHIP IS SUPPOSED TO LAST, WE MEAN THE TIME THAT IT WAS OFFICIALLY MEANT TO TAKE, NOT THE TIME IN WHICH THEY ACTUALLY COMPLETED IT

1. Yes. CONTINUE.
2. No. ASK C2.
3. Don't know. GO TO C25A.

ASK IF APPRENTICESHIP LENGTH INCORRECT (C1=2)

C2. How many months [IF A5DUM3 = 2: was] [IF A5DUM3 = 1: is] your Apprenticeship intended to last from start to finish?

- *PLEASE ASK FOR RESPONDENT'S BEST ESTIMATE IF UNSURE.*

0. WRITE IN MONTHS (NUMERIC).
1. Don't know.

ASK IF LENGTH OF APPRENTICESHIP IS LESS THAN 6 MONTHS OR MORE THAN 3 YEARS (C2_MONTHS < 6 OR C2_MONTHS > 36)

C3. You said that your Apprenticeship [IF A5DUM3 = 2: was] [IF A5DUM3 = 1: is] in-tended to last for <C2>. Can I just check that this is correct?

1. Yes.
2. No. GO BACK TO C2.

ASK IF APPRENTICESHIP LENGTH IS CORRECT, OR NEW LENGTH GIVEN (IF C1=1 OR <C2>)

C4. Would you say this length of time [A5DUM3=1: is][A5DUM3=2: was] too long, too short or about right for you to acquire the level of skills you [IF A5DUM3 = 2: needed] [IF A5DUM3 = 1: need]?

- *DO NOT READ OUT. SINGLE CODE.*

1. Too long.
2. Too short.
3. About right.
4. Don't know.

ASK ALL

C25A. When you started your Apprenticeship, did you receive any initial assessment to check...?

- *READ OUT. MULTICODE*

1. Your ability in English.
2. Your ability in Maths.
3. Any other relevant prior qualifications?
4. Any other relevant prior learning not leading to a qualification?
5. DO NOT READ OUT: None of these (SINGLE CODE).
6. DO NOT READ OUT: Don't know.

IF ANY ASSESSMENT UNDERTAKEN (C25A=1-4)

C25X. And were these assessments undertaken by...?

- *READ OUT. SINGLE CODE.*

1. Your employer.
2. Your training provider.
3. Both your employer and training provider.
4. DO NOT READ OUT: Don't know.

ASK ALL

CX1. [A5DUM3=1: Have you undertaken or will you undertake][A5DUM3=2: Did you undertake] any of the following activities during your apprenticeship...?

- *READ OUT. SINGLE CODE PER ROW.*

Learning or training from a college or external provider that [A5DUM3=1: takes] [A5DUM3=2: took] place in your normal [A10=1: contracted] [A10≠1: paid] working hours

ADD IF NECESSARY: This may include classes, workshops, lectures, webinars, etc.

1. Yes.
2. No.
3. Don't know.

Learning or training from the employer that [A5DUM3=1: takes] [A5DUM3=2: took] place in your normal [A10=1: contracted] [A10≠1: paid] working hours

ADD IF NECESSARY: This may include activities such as training sessions, job shadowing, and mentoring, etc.

1. Yes.
2. No.
3. Don't know.

Other study or learning time that [A5DUM3=1: takes] [A5DUM3=2: took] place in your normal [A10=1: contracted] [A10≠1: paid] working hours

ADD IF NECESSARY: This may include time writing assignments, self-assessments, revising for exams, etc.

1. Yes.
2. No.
3. Don't know.

Level 2 Maths or English learning or training

1. Yes.
2. No.
3. Don't know.

Learning or training that [A5DUM3=1: is] [A5DUM3=2: was] not directly relevant to your apprenticeship

1. Yes.
2. No.
3. Don't know.

Learning or training undertaken as part of your normal day-to-day work duties

1. Yes.
2. No.
3. Don't know.

Learning or training undertaken outside of your normal [A10=1: contracted] [A10≠1: paid] working hours

1. Yes.
2. No.
3. Don't know.

ASK IF DO LEARNING WITHIN CONTRACTED HOURS (CX1_1=1 OR CX1_2=1 OR CX1_3=1)

CX2. [A5WNEW=2-43: Although your training may not be currently running as normal we'd like you to think about your normal training arrangements]

[IF INTEGER PROVIDED AT A12/A15: Out of your <A12/A15 FIGURE> [A10=1: contracted] [A10≠1: paid] working hours per week, how many hours are spent on learning or training, on average?]

[IF A12/15=DK: How many hours of learning or training, on average, [A5DUM3=1: do you do per week within your [A10=1: contracted] [A10≠1: paid] working hours?] [A5DUM3=2: did you do per week within your [A10=1: contracted] [A10≠1: paid] working hours during your apprenticeship?]

Please do NOT include:

- **Learning or training that [A5DUM3=1: you undertake] [A5DUM3=2: you undertook] as part of your normal day-to-day work duties – i.e. do not include on the job training**
- **[IF CX1_4=1: Level 2 Maths or English learning or training]**
- **[IF CX1_5=1: Learning or training that [A5DUM3=1: is][A5DUM3=2: was] not directly relevant to your apprenticeship]**

INTERVIEWER NOTE – IF A DECIMAL ANSWER IS GIVEN, PLEASE ROUND TO THE NEAREST WHOLE NUMBER

DS – IF CX1_1=2 AND CX1_2=2 AND CX1_3=2 FORCE ANSWER HERE TO 0

DS – SET UPPER LIMIT OF ANSWER AT A12/A15 UNLESS A12/A15 = DK OR 0.

0. WRITE IN.
1. Don't know.

IF CX2 = CODE 1

- *PROMPT WITH RANGES*

1. Less than an hour.
2. (IF A12/A15 ≥ 1 OR 0 OR DK) 1-5 hours.
3. (IF A12/A15 ≥ 6 OR 0 OR DK) 6-10 hours.
4. (IF A12/A15 ≥ 11 OR 0 OR DK) 11 or more hours.
5. Don't know.

ASK IF CX2>0 OR CX2RAN=1-4

CX3. Were any of the following included in the figure you gave to me just now?

- *READ OUT. SINGLE CODE PER ROW.*

CX1_1=1: Learning or training from a college or external provider that [A5DUM3=1: takes] [A5DUM3=2: took] place in your normal [A10=1: contracted] [A10≠1: paid] working hours

ADD IF NECESSARY: This may include classes, workshops, lectures, webinars, etc., as long as these took place outside of your day to day work duties

1. Yes.
2. No.

CX1_2=1: Learning or training from the employer that [A5DUM3=1: takes] [A5DUM3=2: took] place in your normal [A10=1: contracted] [A10≠1: paid] working hours and away from your day-to-day work duties

ADD IF NECESSARY: This may include activities such as training sessions, job shadowing, and mentoring, etc. if these took place outside of your day to day work duties

1. Yes.
2. No.

CX1_3=1: Other study or learning time that [A5DUM3=1: takes] [A5DUM3=2: took] place in your normal [A10=1: contracted] [A10≠1: paid] working hours and away from your day-to-day work duties

ADD IF NECESSARY: This may include time writing assignments, self-assessments, revising for exams

1. Yes.
2. No.

CX3DUM DUMMY VARIABLE, DO NOT ASK

1. QUESTION NOT ASKED . CX2=0 OR CX2_RAN=5 OR (CX1_1=2/3 AND CX1_2=2/3 AND CX1_3=2/3) (I.E. ALL NOT ANSWERING CX3)

2. ANY ERRORS. CX3_1=2 OR CX3_2=2 OR CX3_3=2
3. NO ERRORS. ELSE (ANSWERED C3 BUT NOT IN ANY ERRORS)

ASK IF ANY ERRORS MADE AT OFF THE JOB QUESTION OR (CX3DUM=2)

CX4. You previously mentioned doing [INTEGER OR RANGE FROM CX2] of off-the-job learning or training per week. What would this figure be if you...?

[CX3_1=2 OR CX3_2=2 OR CX3_3=2: INCLUDED:]

- **[CX3_1=2: Learning or training from a college or external provider that [A5DUM3=1: takes] [A5DUM3=2: took] place in your normal [A10=1: contracted] [A10≠1: paid] working hours]**
- **[CX3_2=2: Learning or training from an employer that [A5DUM3=1: takes] [A5DUM3=2: took] place in your normal [A10=1: contracted] [A10≠1: paid] working hours and away from your day-to-day work duties]**
- **[CX3_3=2: Other study or learning time that [A5DUM3=1: takes] [A5DUM3=2: took] place in your normal [A10=1: contracted] [A10≠1: paid] working hours and away from your day-to-day work duties]**

INTERVIEWER NOTE – IF A DECIMAL ANSWER IS GIVEN, PLEASE ROUND TO THE NEAREST WHOLE NUMBER

DS – SET UPPER LIMIT OF ANSWER AT A12/A15 UNLESS A12/A15 = DK OR 0.

0. WRITE IN.
1. Don't know.

IF CX4=CODE 1

- *PROMPT WITH RANGES*

1. Less than an hour.
2. (IF A12/A15 ≥ 1 OR 0 OR DK) 1-5 hours.
3. (IF A12/A15 ≥ 6 OR 0 OR DK) 6-10 hours.
4. (IF A12/A15 ≥ 11 OR 0 OR DK) 11 or more hours.
5. Don't know.

ASK IF NO ERRORS MADE AT OFF THE JOB QUESTION (CX3DUM=3)

CX5. You said you [A5DUM3=1: spend] [A5DUM3=2: spent] [IF INTEGER AT CX2: <CX2> hours] [IF RANGE FROM CX2_RAN: <CX2_RAN>] per week, on average, on training or learning that [A5DUM3=1: takes] [A5DUM3=2: took] place in your normal [A10=1: contracted] [A10≠1: paid] working hours and away from your day-to-day work duties]. Is that correct?

1. Yes / best estimate.
2. No – wants to change answer.

IF WANTS TO REVISE FIGURE GIVEN (CX5=2)

CX6. What would you like to change the figure to?

INTERVIEWER NOTE – IF A DECIMAL ANSWER IS GIVEN, PLEASE ROUND TO THE NEAREST WHOLE NUMBER

DS – SET UPPER LIMIT OF ANSWER AT A12/A15 UNLESS A12/15 = DK OR 0

0. WRITE IN.

1. Don't know.

IF CX6=CODE 1

- *PROMPT WITH RANGES*

1. Less than an hour.

2. (IF A12/A15 ≥ 1 OR 0 OR DK) 1-5 hours.

3. (IF A12/A15 ≥ 6 OR 0 OR DK) 6-10 hours.

4. (IF A12/A15 ≥ 11 OR 0 OR DK) 11 or more hours.

5. Don't know.

LEARN_RECORD DUMMY VARIABLE, DO NOT ASK

This variable tells us whether we've managed to capture a usable figure or range at any point

1. USABLE. CX5=1 OR (CX5=2 AND CX6_RAN≠5) OR (CX3DUM=2 AND CX4RAN≠5).

2. USABLE (ANSWER FORCED TO 0 BASED ON CX1 RESPONSES). CX1_1=2 AND CX1_2=2 AND CX1_3=2.

3. UNUSABLE DATA. ELSE.

ASK ALL

CX7. [A5DUM3=1: Does] [A5DUM3=2: Did] your apprenticeship include a period of block release. This is where your employer releases you for a week or more from your usual work activities to attend training with a college or external provider?

- *READ OUT. SINGLE CODE.*

1. Yes [IF A5DUM3=1 and you've already done your block release].

2. IF A5DUM3=1 ONLY: Yes but I've not been on block release yet.

3. No.

4. DO NOT READ OUT: Don't know.

IF USABLE AND APP INCLUDES BLOCK RELEASE (LEARN_RECORD=1 CX7=1/2)

CX7a. Did you account for this period of block release [CX7=2: regardless of whether this has taken place or not yet] in the figure you gave to me before?

1. Yes.

2. No.

4. Don't know.

C5. QUESTION DELETED

C6. QUESTION DELETED

C7. QUESTION DELETED

C8 and C8a DELETED.

C9. QUESTION DELETED

C10. QUESTION DELETED

ASK ALL

C4A. Are you aware of the requirement for apprentices to spend at least 20% of their contracted hours on 'off-the-job training'?

1. Yes.
2. No.
3. Don't know.

C11 and C11a DELETED.

C12. QUESTION DELETED

C13. QUESTION DELETED

C14. QUESTION DELETED

C15. QUESTION DELETED

C16. QUESTION DELETED

C17. QUESTION DELETED

CX1DUM TYPES OF TRAINING DUMMY VARIABLE, DO NOT ASK

1. RECEIVED TRAINING. ANY CX1_1 thru CX1_7=1.
2. DID NOT RECEIVE TRAINING. Else.

C18. QUESTION DELETED

C19. QUESTION DELETED

C20. QUESTION DELETED

C21. QUESTION DELETED

C22. QUESTION DELETED

C23. QUESTION DELETED

C24. QUESTION DELETED

C25. QUESTION DELETED

ASK IF RECEIVED OFF THE JOB TRAINING FROM A COLLEGE OR EXTERNAL PROVIDER (CX1_1=1)

C25B [IF A5DUM3 = 2: Did you study] [IF A5DUM3 = 1: Are you studying] an English qualification during your Apprenticeship?

ADD IF NECESSARY: Examples of English qualifications include GCSE English or Functional Skills

1. Yes.
2. No.
3. Don't know.

C25C C25D and C25E QUESTIONS DELETED

ASK IF RECEIVED OFF THE JOB TRAINING FROM A COLLEGE OR EXTERNAL PROVIDER (CX1_1=1)

C25G And [IF A5DUM3 = 2: did you study] [IF A5DUM3 = 1: are you studying] for a Maths qualification during your Apprenticeship?

ADD IF NECESSARY: **Examples of Maths qualifications include GCSE or Functional Skills**

1. Yes.
2. No.
3. Don't know.

C25H. QUESTION DELETED

C25I. QUESTION DELETED

J - End point assessments

ASK ALL CURRENT APPRENTICES ON APPRENTICESHIP STANDARDS (A5DUM3=1 AND STANDARDS=1)

J1. Which of the following best describes your understanding of end point assessments, or EPAs, and what these involve? Is it...?

- *READ OUT. SINGLE CODE.*

1. Good.
2. Reasonable.
3. Poor.
4. You have heard of them but nothing more.
5. You have never heard of them.
6. DO NOT READ OUT: Don't know.

ASK ALL STANDARDS COMPLETERS AND CURRENT APPRENTICES WHO HAVE HEARD OF EPAS BEYOND THE NAME ((A5DUM3=2 AND STANDARDS=1) OR J1=1-3)_

J2. At what point in your apprenticeship were you first told about end point assessments and what they are?

- *READ OUT. SINGLE CODE.*

1. Prior to starting the apprenticeship.
2. Within the first month of starting your apprenticeship.
3. In the first 6 months.
4. After the first 6 months of your apprenticeship but more than a month before the end point assessment.
5. Less than a month before the end point assessment.
6. IF A5DUM3=2: DO NOT READ OUT: I wasn't told / haven't heard of it.

7. DO NOT READ OUT: Don't know.

ASK ALL STANDARDS COMPLETERS AND CURRENT APPRENTICES WHO HAVE HEARD OF EPAS BEYOND THE NAME ((A5DUM3=2 AND STAND-ARDS=1 AND J2 NOT 6) OR J1=1-3)

J3. Who first told you about end point assessments? Was it...?

- *READ OUT.*

NOTE TO INTERVIEWER: THIS SHOULD BE SINGLE-CODED IN MOST CASES. READ OUT THE FULL LIST BEFORE CODING A SINGLE RESPONSE. ONLY MULTICODE IF RESPONDENT EXPLICITLY SAYS THEY WERE TOLD BY MORE THAN ONE OF THESE OPTIONS AT THE SAME TIME.

DS – ALLOW MULTICODE

1. Your employer.
2. Your training provider.
3. Somebody else (Please specify).
4. DO NOT READ OUT: Don't know.

ASK ALL WHO FIRST HEARD ABOUT EPAS EARLY IN THEIR APPRENTICE-SHIP (J2=1-2)

J4. And did any of the following also tell you about the end point assessment, either before you started the apprenticeship or within the first month or so?

- *READ OUT. MULTICODE.*

1. J3#1: Your employer.
2. J3#2: Your training provider.
3. Somebody else (Please specify).
4. Or did nobody else tell you.
5. DO NOT READ OUT: Don't know.

ASK ALL STANDARDS COMPLETERS AND CURRENT APPRENTICES WHO HAVE HEARD OF EPAS BEYOND THE NAME ((A5DUM3=2 AND STAND-ARDS=1 AND J2 NOT 6) OR J1=1-3)

J5. Thinking now just about your employer, [A5DUM3=2: did they do] [A5DUM3=1: have they done] any of the following to help you prepare you for the end point assessment?

J5A. And thinking now just about your provider, [A5DUM3=2: did they do] [A5DUM3=1: have they done] any of the following to help you prepare you for the end point assessment?

- *READ OUT. MULTICODE:*

Supported you with mock assessments

1. J5.
1. J5A.

Helped familiarise you with assessment methods

ADD IF NECESSARY: This might include things like presentations, interviews, practical assessments, and written or multiple choice tests.

2. J5.

2. J5A.

J5 ONLY: Provided more on the job training opportunities

3. J5.

3. J5A.

J5 ONLY: Allowed you to complete different types of projects

4. J5.

4. J5A.

Provided a mentor to help you prepare

5. J5.

5. J5A.

Provided regular reviews throughout training to assess your progression against the assessment plan

6. J5.

6. J5A.

Have they helped in any other way? (PLEASE SPECIFY)

0. J5.

0. J5A.

DO NOT READ OUT: None of the above

V. J5.

V. J5A.

ASK ALL STANDARDS COMPLETERS AND CURRENT APPRENTICES WHO HAVE HEARD OF EPAS BEYOND THE NAME ((A5DUM3=2 AND STAND-ARDS=1 AND J2 NOT 6) OR J1=1-3)

J6. Overall, how helpful would you say your employer has been in preparing you for your end point assessment?

J7. And how helpful has your training provider been in preparing you for your end point assessment?

- *READ OUT. SINGLE CODE:*

Very helpful

1. J6

1. J7.

Fairly helpful

2. J6.

2. J7.

Not very helpful

3. J6.

3. J7.

Not at all helpful

4. J6.

4. J7.

DO NOT READ OUT: Don't know

8. J6.

8. J7.

D - Satisfaction

ASK ALL

D1. And thinking about all aspects of your Apprenticeship, overall, how satisfied or dissatisfied [IF A5DUM3 = 2: were] [IF A5DUM3 = 1: are] you with your Apprenticeship?

Please use a scale of 0 to 10 where 0 is very dissatisfied, 5 is neither satisfied nor dissatisfied, and 10 is very satisfied.

- *SINGLE CODE.*

DS: ALLOW 0 TO 10

0. WRITE IN NUMBER.

1. DO NOT READ OUT: Don't know.

ASK IF DISSATISFIED (D1=0-4)

D3. Why [IF A5DUM3 = 2: were] [IF A5DUM3 = 1: are] you dissatisfied?

- *DO NOT READ OUT. MULTI CODE.*

1. Badly organised.

2. The course was irrelevant.

3. Lack of support or contact from provider / college / tutor.

4. Problems with your employer.

5. Didn't learn anything new.

6. No job at the end of training.

7. Problems with the time frame / management.

8. Poor quality of training.

9. Lack of training.

10. COVID-19 disrupted the provision of training.

11. COVID-19 has meant the apprenticeship has gone on much longer than expected.

12. Other (PLEASE SPECIFY).

13. Don't know.

D2. QUESTION DELETED

ASK ALL

D4. How satisfied or dissatisfied have you been with the following aspects of your Apprenticeship?

Please use a scale of 0 to 10 where 0 is very dissatisfied, 5 is neither satisfied nor dissatisfied, and 10 is very satisfied.

- *READ OUT. SINGLE CODE.*

DS RANDOMISE CODES. ALLOW NUMERIC 0 TO 10 IN EACH WRITE IN.

_1 IF CX1_1=1: The quality of the teaching you [IF A5DUM3 = 2: received] [IF A5DUM3 = 1: receive] from your college or training provider

0. WRITE IN NUMBER. 0-10.

X. Don't know.

_2 The feedback you [IF A5DUM3 = 2: received] [IF A5DUM3 = 1: receive] on your progress

0. WRITE IN NUMBER. 0-10.

X. Don't know.

_3 IF CX1DUM=1=1: The amount of learning received each week

0. WRITE IN NUMBER. 0-10.

X. Don't know.

_4 IF CX1DUM=1=1: That the learning [A5DUM3=1: is enabling] [A5DUM3=2: enabled] you to do your job better

0. WRITE IN NUMBER. 0-10.

X. Don't know.

_5 CX1DUM=1=1: The balance between the time spent learning and working

0. WRITE IN NUMBER. 0-10.

X. Don't know.

_6 The way you [IF A5DUM3 = 2: were] [IF A5DUM3 = 1: are] assessed on the job

0. WRITE IN NUMBER. 0-10.

X. Don't know.

_7 The extent to which your employer [A5DUM3 = 1: has] supported your Apprenticeship

0. WRITE IN NUMBER. 0-10.

X. Don't know.

_8 IF C25B=1: The quality of the English learning you received

0. WRITE IN NUMBER. 0-10.

X. Don't know.

_9 IF C25G=1: The quality of the Maths learning you received

0. WRITE IN NUMBER. 0-10.

X. Don't know.

_10 IF RECENT / CURRENT(A5DUMNW=1/3): The way your apprenticeship [IF A5DUM3 = 1: is being] [IF A5DUM3 = 2: was] managed in relation to COVID-19

0. WRITE IN NUMBER. 0-10.

X. Don't know.

ASK IF DISSATISFIED WITH QUALITY OF TRAINING (D4_1=0-4)

D5. Why [IF A5DUM3 = 2: were][IF A5DUM3 = 1: are] you dissatisfied with the quality of the learning received from your college or training provider?

- *DO NOT READ OUT. MULTI CODE.*

1. Rarely saw the tutor.
2. Tutor had knowledge gaps / was inexperienced.
3. Learning was irrelevant / not useful for career.
4. Tutors did not provide enough support / were not helpful / disorganised.
5. There was not enough time spent on learning/ limited learning.
6. There was not enough time spent learning on the job.
7. Timing inconvenient or inflexible.
8. Tutor / assessor kept changing.
9. Other (PLEASE SPECIFY).
10. Don't know.

D6. QUESTION DELETED

F7. QUESTION DELETED

E - Perceived Impact

ASK ALL COMPLETERS (A5DUM3=2)

E1. Which, if any, of the following skills have you gained as a direct result of your Apprenticeship?

- *READ OUT. MULTI CODE.*

DS RANDOMISE CODES 1-7

1. You have more appropriate skills and knowledge related to your current or desired area of work.
2. You can use the skills and knowledge that you have gained across a range of jobs and industries.
3. Your maths skills have improved.
4. Your English skills have improved.
5. You are now better able to work with others.
6. Your digital skills have improved.
7. Your communication skills have improved.
8. You have gained other skills (PLEASE SPECIFY).
9. DO NOT READ OUT: None of these.

ASK ALL COMPLETERS (A5DUM3 = 2)

E2. Since completing your Apprenticeship, have you...?

- *READ OUT. MULTICODE.*

1. Been promoted at work.

2. Received a pay rise.
4. None of these (SINGLE CODE).

ASK IF PROMOTED (E2=1)

E3. Do you think your promotion was a direct result of you completing an Apprenticeship, do you think it helped, or do you think it made no difference?

- *DO NOT READ OUT. SINGLE CODE.*

1. Directly because of the Apprenticeship.
2. The Apprenticeship helped.
3. The Apprenticeship made no difference.
4. Don't know.

ASK IF RECEIVED PAY RISE (E2=2)

E4. Do you think your pay rise was a direct result of you completing an Apprenticeship, do you think it helped, or do you think it made no difference?

- *DO NOT READ OUT. SINGLE CODE.*

1. Directly because of the Apprenticeship.
2. The Apprenticeship helped.
3. The Apprenticeship made no difference.
4. Don't know.

ASK ALL

E5. To what extent do you agree or disagree with the following statements?

READ OUT

Since [IF A5DUM3 = 2: completing][IF A5DUM3 = 1: starting] my Apprenticeship...

- *READ OUT SCALE AND PROBE FOR STRENGTH OF AGREEMENT. SINGLE CODE.*

DS: RANDOMISE ORDER OF ROWS

_1 IF A23 = 1 TO 3 OR 11 OR A5DUM3 = 1 (EMPLOYED): I am more satisfied with my job

1. Strongly Agree.
2. Tend to agree.
3. Neither agree nor disagree.
4. Tend to disagree.
5. Strongly disagree.
6. Don't know.

_2 IF A23 = 1 TO 3 OR 11 OR A5DUM3 = 1: I feel more secure in my job

1. Strongly Agree.
2. Tend to agree.
3. Neither agree nor disagree.
4. Tend to disagree.
5. Strongly disagree.
6. Don't know.

_3 IF A23 = 1 OR 2 OR 11 OR A5DUM3 = 1: I have been given or taken on more responsibilities in my job

1. Strongly Agree.
2. Tend to agree.
3. Neither agree nor disagree.
4. Tend to disagree.
5. Strongly disagree.
6. Don't know.

_4 IF A23 = 1 TO 3 OR 11 OR A5DUM3 = 1: I am better at doing my job

1. Strongly Agree.
2. Tend to agree.
3. Neither agree nor disagree.
4. Tend to disagree.
5. Strongly disagree.
6. Don't know.

_5 ASK ALL: My career prospects have improved

1. Strongly Agree.
2. Tend to agree.
3. Neither agree nor disagree.
4. Tend to disagree.
5. Strongly disagree.
6. Don't know.

ASK CURRENT APPRENTICES (A5DUM3=1)

F1C. And what are you planning to do next after your Apprenticeship ends?

- *PROMPT IF NECESSARY. SINGLE CODE.*

1. Carry on working for the same employer.
2. Work for a different employer in the same line of work.
3. Work for a different employer in a different line of work.
4. Enter other education and training.
5. Other (Please specify).
6. DO NOT READ OUT: Don't know.

F - Future Plans (MODULE 2)

READ OUT TO ALL

I'd now like to ask you a few questions about your plans for the future.

F1 QUESTION DELETED

ASK ALL

E6. [IF A5DUM3 = 2: Since completing your][IF A5DUM3 = 1: Since starting your][IF A5DUM2 = 3: Advanced][IF A5DUM2 = 4 OR 5: Higher][IF A5DUM2 = 6 OR 7: Degree level] Apprenticeship, have you started, or are you currently considering any of the following...?

- *READ OUT. SINGLE CODE.*

DS RANDOMISE CODES

_1 IF A5DUM2 <= 2: A Level 3, or Advanced Apprenticeship

1. Started.
2. Considering.
3. Neither.

_2 IF A5DUM2 <= 4: A Higher Apprenticeship at Level [IF A5DUM2 ≠ 4:4 or] 5

1. Started.
2. Considering.
3. Neither.

_3 A5ADUM#3: A Degree Apprenticeship

1. Started.
2. Considering.
3. Neither.

_4 IF A5DUM2 <= 3: A Higher National Certificate (HNC)

1. Started.
2. Considering.
3. Neither.

_5 A Foundation Degree

1. Started.
2. Considering.
3. Neither.

_6 A Degree, other than a Foundation Degree

1. Started.
2. Considering.
3. Neither.

_7 Some other form of training leading to a qualification (PLEASE SPECIFY)

1. Started.
2. Considering.
3. Neither.

IF E6_7 = 1 / 2 (IF OTHER)

E6other [E6_7=1: Please specify what other form of training leading to a qualification you have started]

[E6_7=1: Please specify what other form of training leading to a qualification you are considering]

0. [WRITE IN]

ASK ALL EMPLOYED (A23=1 OR 2 OR 3 OR 11) OR A5DUM3 = 1

E7. To what extent do you agree or disagree with the following statements?

- *READ OUT SCALE AND PROBE FOR STRENGTH OF AGREEMENT / DISAGREEMENT. SINGLE CODE.*

DS RANDOMISE CODES.

_1 IF A23 = 1 OR 2 OR 11: My employer has discussed any further training I can do after my Apprenticeship

1. Strongly Agree.
2. Tend to agree.
3. Neither agree nor disagree.
4. Tend to disagree.
5. Strongly disagree.
6. Don't know.

_2 I feel I'm aware of the variety of training options available to me after completing an Apprenticeship

1. Strongly Agree.
2. Tend to agree.
3. Neither agree nor disagree.
4. Tend to disagree.
5. Strongly disagree.
6. Don't know.

_3 IF A23 = 1 OR 2 OR 11: My employer actively supports my career development

1. Strongly Agree.
2. Tend to agree.
3. Neither agree nor disagree.
4. Tend to disagree.
5. Strongly disagree.
6. Don't know.

ASK ALL

F1A. [IF A5DUM3 = 2: While you were doing your Apprenticeship, how well did you feel it prepared you for what you wanted to do after your Apprenticeship?]

[IF A5DUM3 = 1: How well do you feel your Apprenticeship is preparing you for what you want to do after your Apprenticeship]

- *READ OUT. SINGLE CODE.*

1. Very well.
2. Fairly well.
3. Not very well.
4. Not at all well.
5. DO NOT READ OUT: Don't know.

IF NOT PREPARED THEM WELL (F1A=3-4)

F1B. Why do you say that?

0. WRITE IN.
1. Don't know.
2. Refused.

IF CURRENT APPRENTICE (A5DUM3=1)

F1D. As far as you can tell, how likely are you to complete your Apprenticeship?

- *READ OUT. SINGLE CODE.*

1. Very likely.
2. Quite likely.
3. Not very likely.
4. Not at all likely.
5. DO NOT READ OUT: Don't know

ASK IF NOT LIKELY TO COMPLETE APPRENTICESHIP (F1D=3-4)

F2. Why are you unlikely to complete your Apprenticeship?

- *DO NOT READ OUT. MULTICODE.*

1. Not interested in sector or current job role.
2. No (not enough) support from employer or training provider.
3. Financial reasons.
4. No longer working for employer.
5. The Apprenticeship is not enjoyable.
6. Due to ill health or a medical condition.
7. Don't have time to do it.
8. Find the pace of the Apprenticeship too difficult.
9. Too difficult to balance work and training.
10. The employer unlikely to be able to afford to continue my apprenticeship.
11. I am worried I may be made redundant as a result of COVID-19.
12. Worried the employer will go bust.
13. COVID-19(unspecified).
14. Other (PLEASE SPECIFY).
15. Don't know.

G - Demographics

READ OUT TO ALL

Finally, can I ask some questions about you? This information will be used to analyse the survey findings only. Everything you say will be treated in confidence. If you would prefer not to answer a question in this section, please let us know and we will move on to the next question.

ASK IF ETHNICITY NOT ON SAMPLE (IF ETHNIC = 19 OR NULL)

G1. How would you describe your ethnicity?

- *DO NOT READ OUT. SINGLE CODE.*

1. White - English / Welsh / Scottish / Northern Irish / British.
2. White – Irish.
3. White – Gypsy or Irish Traveller.
4. Any other white background.
5. Mixed / Multiple Ethnic group – White and Black Caribbean.
6. Mixed / Multiple Ethnic group – White and Black African.
7. Mixed / Multiple Ethnic group – White and Asian.
8. Any other mixed / multiple ethnic background.
9. Asian / Asian British – Indian.
10. Asian / Asian British – Pakistani.
11. Asian / Asian British – Bangladeshi.
12. Asian / Asian British – Chinese.
13. Any other Asian background.
14. Black / African / Caribbean / Black British – African.
15. Black / African / Caribbean / Black British – Caribbean.
16. Any other Black / African / Caribbean background.
17. Other ethnic group - Arab .
18. Any other ethnic group.
19. Don't know.
20. Would prefer not to say.

ASK IF DISABILITY FLAG=YES OR UNKNOWN

G2. Do you consider yourself to have a disability?

- *SINGLE CODE.*

1. Yes.
2. No.
3. Don't know.
4. Refused.

ASK IF DISABILITY FLAG=YES OR UNKNOWN

G3. Do you consider yourself to have learning difficulties?

- *SINGLE CODE.*

1. Yes.
2. No.
3. Don't know.
4. Refused.

G4. QUESTION DELETED.

G5. QUESTION DELETED.

G6. QUESTION DELETED.

G7. QUESTION DELETED.

ASK ALL CURRENT APPRENTICES (A5DUM3=1)

G8. I'd now like to ask some questions about your pay. We are asking these questions so that we can understand whether employers are conforming to rules about fair pay. Can I just check, do you have a payslip available - either to hand or could you get one now?

1. Yes. ASK G9.
2. No. ASK G13.

IF HAVE PAYSリップ (G8=1)

G9. And does the payslip cover a week, a fortnight, four weeks, a month, or some other period?

1. Week. GO TO RELEVANT PART OF G10.
2. Fortnight. GO TO RELEVANT PART OF G10.
3. 4 weeks. GO TO RELEVANT PART OF G10.
4. Month. GO TO RELEVANT PART OF G10.
5. Other (SPECIFY). GO TO RELEVANT PART OF G10.

IF HAVE VALID PAYSリップ (G8=1)

G10. Looking at the payslip what is the GROSS pay shown, by this I mean the figure BEFORE tax, national insurance and any other deductions. Please exclude bonuses, commissions or tips.

Weekly. Allow decimals

- 0. EXACT FIGURE (£).
- X. Don't know.
- V. Refused.

Fortnightly. Allow decimals.

- 0. EXACT FIGURE (£).
- X. Don't know.
- V. Refused.

Four weekly. Allow decimals.

- 0. EXACT FIGURE (£).

X. Don't know.

V. Refused.

Monthly. Allow decimals.

0. EXACT FIGURE (£).

X. Don't know.

V. Refused.

Other. Allow decimals.

0. EXACT FIGURE (£).

X. Don't know.

V. Refused.

IF HAVE VALID PAYSリップ AND FIGURE PROVIDED AT G10 (IF DON'T KNOW AT G10 ASK G13; IF REFUSED ASK G16)

G11. Does the payslip show the number of hours worked, on which this pay is based?

1. Yes. ASK G12.

2. No – though know the hours. ASK G12.

3. No - can't see it and don't know the hours. ASK G16.

IF YES (G11=1 OR 2)

G12. What is the TOTAL number of hours (IF G11=1: shown on the payslip) (IF G11=2: on which the pay is based?) Please include any paid overtime.

INTERVIEWER NOTE – IF A DECIMAL ANSWER IS GIVEN, PLEASE ROUND TO THE NEAREST WHOLE NUMBER

0. WRITE IN (Data programmers: allow decimals).

X. DON'T KNOW *.

SOFT CHECK IF PAYSリップ WEEKLY (G9=1) AND (C14<10 OR C14>50):

Just to confirm, [IF G11=1: your payslip shows that] you worked [INSERT IN-TEGER FROM G12] hours FOR A SINGLE WEEK. Is that correct? [IF NO: RE-TURN TO G12]

HARD CHECK IF PAYSリップ WEEKLY (G9=1): MORE THAN 100 HOURS NOT PERMISSIBLE

SOFT CHECK IF PAYSリップ FORTNIGHTLY (G9=2) AND (G12<20 OR G12>100):

Just to confirm, [IF G11=1: your payslip shows that] you worked [INSERT IN-TEGER FROM G12] hours over a FORTNIGHTLY PERIOD. Is that correct? [IF NO: RETURN TO G12]

HARD CHECK IF PAYSリップ FORTNIGHTLY (G9=2): MORE THAN 200 HOURS NOT PERMISSIBLE

SOFT CHECK IF PAYSリップ FOUR WEEKLY (G9=3) AND (G12<40 OR >200):

Just to confirm, [IF G11=1: your payslip shows that] you worked [INSERT IN-TEGER FROM G12] hours OVER A FOUR WEEK PERIOD. Is that correct? [IF NO: RETURN TO G12]

HARD CHECK IF PAYSALIP FOUR WEEKLY (G9=3): MORE THAN 400 HOURS NOT PERMISSIBLE

SOFT CHECK IF PAYSALIP MONTHLY OR OTHER (G9=4 OR 5) AND (G12<40 OR G12>215):

Just to confirm, I've recorded that you worked [INSERT INTEGER FROM G12] hours over the time period covered by the payslip. Is that correct? [IF NO: RE-TURN TO G12]

HARD CHECK IF PAYSALIP MONTHLY OR OTHER (G9=4 OR 5): MORE THAN 430 HOURS NOT PERMISSIBLE

IF ABLE TO PROVIDE FIGURES ON PAY AND HOURS (G12 INTEGER PROVIDED)

G12b. And can you tell me what month and year the payslip is from? ENTER MONTH AND YEAR

- 0. MONTH.
- 0. YEAR.
- X. DON'T KNOW.

IF HAVE VALID PAYSALIP AND GIVE A SPECIFIC DATE FOR THE PAYSALIP & CURRENTLY OR HAVE BEEN ON FURLOUGH DURING THE APPRENTICE-SHIP IF G12B ANSWERED) & (A9A_1 =1 OR A9A_2=1)]

G12c. And were you on furlough for the period covered by the payslip you have just told me about?

- 1. Yes.
- 2. No.
- X. Don't know.

NON-PAYSALIP RESPONDENTS OR UNABLE TO GIVE SPECIFIC PAY DESPITE PAYSALIP ((G8=2 AND FIGURE GIVEN AT A12/A15) OR ANY G10=DK)

G13. Never mind, you can still answer without using your payslip. We are interested in your gross pay - by which I mean how much you get paid BEFORE any de-ductions for tax, national insurance or any other deductions. Do you know your gross pay?

- 1. Yes – can answer gross pay (before deductions). ASK G14.
- 2. No – can only answer NET pay (take-home pay). ASK G16.
- 3. Refused. GO TO G16.

ASK ALL ANSWERING ABOUT GROSS PAY (G13=1)

G14. Would it be easier to give your gross pay with an...?

- 1. Annual figure.
- 2. Monthly.
- 3. Four weekly / every four weeks.
- 4. Fortnightly.
- 5. Weekly.
- 6. Daily.
- 7. Hourly.
- 8. Refused to answer about pay. GO TO G16.

ASK IF CAN ANSWER FOR SPECIFIC PERIOD (G14=1 - 7)

G15. [IF ON FURLOUGH (A9A_1=1) ADD: Please answer this question about your normal pay, rather than the pay you receive on furlough.]

ALL ANSWERING: Excluding any payments for overtime, bonuses, commissions or tips, what is your GROSS pay per <ANSWER FROM G14> - again by gross I mean how much you get paid BEFORE any deductions for tax or national insurance?

- *WRITE IN EXACT IF GIVEN*

Annual.

- 0. EXACT FIGURE (£).
- X. Don't know.
- V. Refused.

Monthly.

- 0. EXACT FIGURE (£).
- X. Don't know.
- V. Refused.

Four weekly.

- 0. EXACT FIGURE (£).
- X. Don't know.
- V. Refused.

Fortnightly.

- 0. EXACT FIGURE (£).
- X. Don't know.
- V. Refused.

Weekly.

- 0. EXACT FIGURE (£).
- X. Don't know.
- V. Refused.

Daily. Allow decimals.

- 0. EXACT FIGURE (£).
- X. Don't know.
- V. Refused.

Hourly. Allow decimals.

- 0. EXACT FIGURE (£).
- X. Don't know.
- 1. Refused.

IF REFUSED AT G10 OR G13 OR G14, UNABLE TO GIVE THE PAYSリップ HOURS OR DATE INFO, OR UNABLE TO ANSWER IN GROSS TERMS, OR IF DON'T KNOW OR REFUSED AT

G15, OR UNABLE TO PROVIDE PAYSリップ AND NO CONTRACTED HOURS DATA PROVIDED (G10=V OR G13=3 OR G14=8 OR G11=3 OR G12=DK OR ANY G12B DETAILS NOT KNOWN OR G13=2 OR G15=X/V OR (G8=2 AND A12=DK) OR (G8=2 AND A15=DK))

G16. (IF G10=V OR G13=3 OR G14=8 OR G15=V OR G11=3 OR G12=DK: We'd be very interested in collecting a broad gross pay figure, and hope you may be able to answer for a banded category instead)

(IF PREFER TO ANSWER FOR NET PAY OR CAN'T ANSWER IN GROSS PAY (G13=2 OR G15=X): To help you answer in gross pay terms, i.e. before deductions for things like tax and national insurance, we hope you may be able to answer in broad categories.)

(IF CURRENTLY ON FURLOUGH (A9a_1=1) ADD: Again please answer about your normal pay, rather than the pay you receive on furlough)

Into which of the following bands does your gross hourly pay fall?

- *READ OUT. SINGLE CODE.*

INTERVIEWER NOTE – ONLY USE THE 'PAID AT THE NATIONAL MINIMUM WAGE RATE' CODE AS A LAST RESORT IF RESPONDENT UNABLE TO CHOOSE A BANDED OPTION

1. Less than £4.30 an hour.
2. Between £4.30 and £4.61 an hour.
3. Between £4.62 and £6.55 an hour.
4. Between £6.56 and £8.35 an hour.
5. Between £8.36 and £8.90 an hour.
6. Between £8.91 and £8.99 an hour.
7. £9 or more per hour.
10. DO NOT READ OUT: Paid at the national minimum wage rate.
8. DO NOT READ OUT) Don't know.
9. DO NOT READ OUT) Refused.

APPYEAR YEAR OF APPRENTICESHIP AT TIME OF COMPLETING PAY SECTION OF SURVEY - DUMMY VARIABLE, DO NOT ASK.

- *Calculate as numeric, rounded up to be an integer*

$(\langle \text{NOW} \rangle - \langle \text{SDATE} \rangle \text{ in days}) / 365$

AGENOW AGE AT TIME OF COMPLETING PAY SECTION OF SURVEY - DUMMY VARIABLE, DO NOT ASK

- *Calculate numeric, year of age based on Date of Birth <DOB> vs. <NOW>*

H - Thank and Close

ASK ALL

H1. We are now at the end of the survey. Thank you very much for taking the time to speak to us today. Would you be willing for us to call you back regarding this particular study – if we need to clarify any of the information:

- *SINGLE CODE*

1. Yes.
2. No.

ASK ALL

H2. The Department for Education may wish to undertake further research on this topic in the next 1 to 2 years. Would it be ok for...?

- *READ OUT. MULTICODE*

DS: MULTICODE ROW 1 AND 2

1. DfE to recontact you to invite you to take part. ASK H3.
2. DfE's appointed contractors to contact you. ASK H3.
3. Neither. ASK H4.

ASK IF H2=1 OR 2

H3. And would it be OK for us to share your responses to this survey with the Department for Education so they need not repeat some of the questions you have already answered?

- *SINGLE CODE.*

1. Yes.
2. No.

ASK ALL

H4. Finally, the Department for Education would like to link your answers to a learner dataset that also includes some benefits and employment details. This would allow them to analyse the im-pact of training on, for example, employment and wages over the longer term.

This information will be completely confidential and used for research purposes only. Personal details we collect that identify you are not held alongside this information after linking, and personal data will only be held for up to a year after the end of the project (i.e. August 2022).

You can withdraw your permission at any time by contacting IFF or the Department for Education. If you withdraw your permission, data that has already been linked will be retained but no future linking will take place.

Would you be willing for the Department and its appointed researchers to match your records in this way?

IF RESPONDENT WANTS MORE INFORMATION:

- The other government records to which your responses would be matched are from:
- The Department for Education – about your past and future learning
- Her Majesty’s Revenue and Customs – about your employment, earnings, tax and benefits
- The Department for Work and Pensions – about any benefits you receive and participation in government schemes
- Higher Education Statistics Agency – about your university participation

1. Yes.
2. No.

H5 - QUESTION DELETED

IF H1 = 1 OR H2 = (1 OR 2) OR H4 = 1

H6. Can I just confirm your details[IF H1 = 1 OR H2 = 1 OR 2: so that we can contact you, as we just agreed][IF H4 = 1 AND (H4 ≠ 1 AND H2 ≠ (1 OR 2)): so that we can link your data, as we just agreed]?

- *INTERVIEWER: CORRECT OR BLANK ANY INCORRECT INFO.*

DS: PRE-POPULATE WITH SAMPLE VARIABLES. ALLOW BLANK RESPONSES.

- Name: WRITE IN. <CONTACT>.
- IF H1 = 1 OR H2 = (1 OR 2): Email address: WRITE IN. <EMAIL>.
- IF H1 = 1 OR H2 = (1 OR 2): Phone number: WRITE IN. <PHONENUMBER>.

SAY TO ALL

H7. I hereby confirm that this interview has been carried out in accordance with the rules of the Market Research Society’s Code of Conduct.

1. Yes.

THANK RESPONDENT AND CLOSE INTERVIEW

Finally I would just like to confirm that this survey has been carried out under IFF instructions and within the rules of the MRS Code of Conduct. Thank you very much for your help today.

Appendix B – Apprenticeships Evaluation non-completer questions

Apprenticeship Evaluation Survey 2021 – Non-completers (standards only)

Apprenticeship Evaluation Survey 2021 – Non-completers (standards only).

J11095 Learner. Date XX/X/XX. Telephone.

From sample:

- LEVEL.
- COURSE NAME.
- CORE TITLE <coretitle>.
- PROVIDER NAME <pname>.
- EMPLOYER NAME <employer>.

S - Screener

ASK PERSON WHO ANSWERS PHONE

S1. Good morning / afternoon / evening. My name is <NAME> and I'm calling from IFF Research. Please can I speak to <CONTACT>? ADD IF NECESSARY: It's about a survey of training we're conducting for the Department for Education.

1. Respondent answers phone – CONTINUE.
2. Transferred to respondent – CONTINUE.
3. Hard appointment - MAKE APPOINTMENT.
4. Soft Appointment - MAKE APPOINTMENT.
5. Refusal – CLOSE.
6. Not available in deadline – CLOSE.
7. Engaged – CLOSE.
8. Dead line / Fax Line – CLOSE.
9. No reply / Answer phone – CLOSE.
10. Business Number - CLOSE.

WHEN SPEAKING TO NAMED RESPONDENT (S1=1 OR 2)

S2. Good morning / afternoon, my name is <NAME>, calling from IFF Research, an independent market research company. We're conducting a survey on behalf of The Department for Education about in-work learning and training, including Apprenticeships such as your <COURSENAME> course or training [IF HASEMP = 1: at <EMPLOYER>]. [IF HASDETAIL = 1: This may have involved doing a <CORETITLE>.] This includes speaking to individuals who did not complete their course. Would now be a good time to ask you a few questions?

You should have received a letter about the research.

The survey should take around 10 minutes to complete.

- *ADD IF NECESSARY:*

- The Department for Education is keen to hear about the experiences of people who did not complete training to understand how apprenticeships could be improved in the future.
- The Department for Education is the Government department in charge of work-based learning and training in England.
- We are not trying to sell anything. We are simply conducting a survey about work-based training. All your answers are confidential; your responses will be reported back but not with names attached.

1. Continue - GO TO S4.
3. Hard appointment - MAKE APPOINTMENT.
4. Soft appointment - MAKE APPOINTMENT.
5. Refusal - THANK AND CLOSE
6. Refusal – Not done any Apprenticeship / training -THANK AND CLOSE
7. Refusal – taken part in recent survey - THANK AND CLOSE
8. Not available in deadline - THANK AND CLOSE
9. Requires assistance to complete interview (e.g. language difficulties or hearing impairment) - GO TO S3
10. Needs reassurances - SHOW REASSURANCES
11. Would like reassurance email - SEND REASSURANCE EMAIL

ASK IF RESPONDENT IS UNABLE TO TAKE PART DUE TO LEARNING DIFFICULTIES, HEARING OR SPEECH IMPAIRMENT, OR OTHER DISABILITY (S2=9)

S3. Is there someone who would be able to help you to take part by telephone?

IF RESPONDENT SAYS NO: **Would you be happy to take part using the Relay UK services?**

- *DO NOT READ OUT. SINGLE CODE.*

1. Yes – arrange to call back when someone is available to help - MAKE APPOINTMENT.
2. Yes – proceed with interview with proxy - CONTINUE.
3. Yes – happy to conduct interview using Relay UK – CONTINUE.
4. No - THANK AND CLOSE.

ASK ALL

S4. Before we start, I have to give you some information about your rights under data protection law. All answers will be treated in the strictest confidence.

You have the right to have a copy of your data, change your data or withdraw from the research at any point. To do this, you can consult our website at if-fresearch.com/gdpr. A DfE privacy notice is also available at <https://www.iffresearch.com/apprenticeships-evaluation/learners-privacy-notice>

Your answers will not be used in any way which would allow you [IF EMPLOYER: or your organisation] to be identified without your permission – we'll ask about this at the end of the survey.

The Department for Education will use reports and data based on the survey results to measure how apprenticeships are performing, and to improve how they are designed and delivered. Names and contact details will be deleted no more than 12 months after the end of the project.

For quality control, all interviews are recorded automatically. Is that OK?

1. Yes – CONTINUE.
2. No - THANK AND CLOSE.

REASSURANCES TO USE IF NECESSARY

The interview will take around 10 minutes to complete.

Please note that all data will be reported in aggregate form and your answers will not be reported to our client in any way that would allow you to be identified.

The training we're asking about was called <COURSENAME>[IF HASDETAIL = 1:, and involved a course called <CORETITLE>] starting roughly on <SDATE>. [IF HASEMP = 1:It was undertaken at <EMPLOYER>].

We got your details from the ILR (Individualised Learner Record), which is the official national record of training courses for adult learners. It's likely that your employer, or a training provider, gave your contact details when asked to give details of the employer of a person doing work-based training.

Your data will be held securely at IFF; we are ISO27001 accredited for information security, and comply fully with the Data Protection Act. We are members of the Market Research Society and regulated by their code of conduct.

If you want to verify that IFF Research is a genuine market research company, you can call:

MRS: Market Research Society on 0800 975 9596

If you'd like more information about this specific survey, or to get more information about its aims and objectives, you can call:

IFF: Anya Karadia (apprenticeshipsurvey@iffresearch.com)

DfE: Shadi Ghezelayagh (Shadi.GHEZELAYAGH@education.gov.uk)

A - Further screening and situation before the apprenticeship

ASK ALL

A1. We are contacting you because we understand that you were recently involved in <COURSENAME> course or training[IF HASDETAIL = 1:, which would have involved a <CORETITLE>].

[IF HASPROV = 1: ADD IF NECESSARY: **The lead provider of this course was <pname>, although they may not have been the organisation that delivered the course or training to**

you.]

According to our records, you did not fully complete this course or training – completing it would have involved successfully completing an end point assessment. Is it correct that you didn't complete the course or training?

- *SINGLE CODE.*

1. Yes (did NOT complete) - ASK A3.
2. No - ASK A2.

IF NO (A1=2)

A2. Can you say what did happen in regards to this course or training?

- *PROMPT IF NECESSARY. SINGLE CODE*

1. Achieved the apprenticeship – passed the end point assessment - THANK AND CLOSE.
2. Still doing it / e.g. the training has been paused due to Covid - THANK AND CLOSE.
3. Never started it - THANK AND CLOSE.
4. Don't recall this course / learning - THANK AND CLOSE.
5. Any response indicating they left it early without fully completing it e.g. left it or got to the end just didn't take or pass the end point assessment (SPECIFY) – CONTINUE.
6. Other (SPECIFY) - THANK AND CLOSE.

ASK ALL

B1. Did you know your course or training was part of an Apprenticeship?

- *SINGLE CODE.*

1. Yes.
2. No.
3. Don't know.

READ OUT IF B1=2 OR 3

Although you may not realise it, the training you were doing forms part of an Apprenticeship. Throughout the rest of this questionnaire, we will refer to the training you did as an Apprenticeship and learners doing this type of training as apprentices.

ASK ALL

A2A. Can I just check, did you undertake any of your apprenticeship in March 2020 or later?

1. Yes.
2. No.
3. Don't know.

ASK ALL

A2B. At any point during the apprenticeship, did any of the following occur?

- *READ OUT. MULTICODE.*

1. A2A=1: You were furloughed by your employer.

2. You were made redundant by the employer.
3. You changed employer.
4. A2A=1: Was there a temporary pause in training because of COVID-19? By this we mean the learning element of your apprenticeship.
5. (DO NOT READ OUT) Or did none of these occur?.
6. DO NOT READ OUT: Don't know.

ASK IF TRAINING WAS PAUSED (A2B=4)

A2C. Why was your training temporarily paused?

INTERVIEWER NOTE: IF RESPONDENTS ANSWERS "COVID" – PROMPT FOR FURTHER DETAIL.

- *PROMPT IF NECESSARY. MULTICODE.*

1. Due to my own illness or self-isolation.
2. Due to training staff being ill or self-isolating.
3. The training could not be provided remotely.
4. I was redeployed to a different role due to COVID-19.
5. The training facilities I used were closed, or access restricted.
6. Concerns that COVID-19 would have a detrimental im-pact on the quality of training that could be delivered.
7. Other (Please specify).
8. Don't know.

ASK ALL

A3. Immediately before you started your apprenticeship, were you already working for the employer that you were [IF A2B=2-3: first] doing the apprenticeship with?

- *SINGLE CODE.*

1. Yes - ASK A4.
2. No - GO TO A5.
3. Don't know - GO TO A5.

ASK IF WORKED FOR EMPLOYER BEFORE STARTING APPRENTICESHIP (A3=1)

A4. How long did you work for this employer before you started doing your <COURSE-NAME> apprenticeship? Was it...?

- *READ OUT. SINGLE CODE.*

1. Less than 6 months.
2. 6-11 months.
3. A year or more.
4. (DO NOT READ OUT) Don't know.

IF DID NOT WORK FOR EMPLOYER BEFORE STARTING OR DK, OR WORKED FOR THEM FOR LESS THAN A YEAR (A3=2/3 OR A4=1,2,4)

A5. Which one of the following best describes your main activity immediately before you started your <COURSENAME> apprenticeship? Were you...

- *READ OUT. SINGLE CODE.*

INTERVIEWER: IF THEY WERE DOING MORE THAN ONE ACTIVITY, ASK FOR THEIR MAIN ACTIVITY

INTERVIEWER – PLEASE READ OUT ALL OPTIONS BEFORE TAKING A RESPONSE

1. Working for a different employer.
2. Doing or recently completed a course in school or college.
3. Unemployed.
4. Looking after home or family.
5. Unable to work due to physical illness.
6. IF FEMALE (SEX=2): Unable to work due to pregnancy.
7. Doing a different apprenticeship.
8. Doing a government-funded Traineeship at a college or training provider.
9. Doing something else (please specify).
10. DO NOT READ OUT: Don't know.
11. DO NOT READ OUT: Refused.

IF WAS UNEMPLOYED IMMEDIATELY BEFORE APPRENTICESHIP AND AGED 16-24 AT THE TIME OF ENROLMENT (A3= 2/3 AND A5=3-6 AND AGE 16-24 ON SAMPLE)

A5A. How long were you out of work and not in education or training prior to starting your Apprenticeship?

- *PROMPT IF NECESSARY. SINGLE CODE.*

1. Less than 3 months.
2. 3-6 months.
3. 7-11 months.
4. 12-23 months.
5. 24 months or more?.
6. Don't know.

ASK ALL DOING A DIFFERENT APPRENTICESHIP BEFORE CURRENT ONE (A5=7)

A6. Was your previous apprenticeship in a different occupational area to your <COURSE-NAME> apprenticeship?

1. Yes.
2. No.
3. Don't know.

ASK ALL DOING A DIFFERENT APPRENTICESHIP BEFORE CURRENT ONE (A5=7)

A7. And was your previous apprenticeship at the same level, at a higher level, or at a lower level to your <COURSENAME> apprenticeship?

- *PROMPT IF NECESSARY. SINGLE CODE.*

1. Previous apprenticeship was at the same level as their current apprenticeship.
2. Previous apprenticeship was at a higher level.
3. Previous apprenticeship was at a lower level.
4. DO NOT PROMPT: DON'T KNOW.

B - Deciding on an Apprenticeship

ASK ALL

B3. What was the main reason why you decided to do an Apprenticeship?

- *DO NOT READ OUT. SINGLE CODE.*

1. You wanted to enter into or progress in a specific career.
2. You wanted to gain a qualification.
3. You wanted to avoid student debt / you wanted your training costs paid.
4. You wanted to be paid whilst training.
5. You thought an Apprenticeship was a good way to develop work-related skills.
6. Your employer said you had to do an Apprenticeship / you need an Apprenticeship for your job.
7. You needed to develop your skills because of a promotion at work.
8. You needed to develop your skills because your job changed.
9. Other (PLEASE SPECIFY).
10. Don't know.

ASK ALL

B4. When you first considered starting an Apprenticeship, was an Apprenticeship your first choice at the time, would you rather have done something else, or did you not mind either way?

- *DO NOT READ OUT. SINGLE CODE.*

1. Apprenticeship was preferred choice.
2. Would rather have done something else other than an Apprenticeship.
3. Didn't mind.
4. Don't know.

IF WOULD RATHER HAVE DONE SOMETHING ELSE (B4=2)

B5. What would you have preferred to do instead of an Apprenticeship?

- *DO NOT READ OUT. MULTICODE.*

1. A5=2: Stay on in 6th Form or going into 6th Form College.
2. Do a qualification in a Further Education College.
3. Go to university.

4. IF A3≠1 AND A5≠1: Get a job without doing the Apprenticeship.
5. IF A3=1 OR IF A5=1: Stay in a job you already had without doing the Apprenticeship.
6. IF A3=1 OR A5=1: Move to another job.
7. Something else (PLEASE SPECIFY).
8. Did not consider any alternatives (SINGLE CODE ONLY).
9. Don't know.

B6 QUESTION DELETED

ASK ALL

B7. Looking back do you feel you had enough information and guidance about the apprenticeship before signing up?

- *SINGLE CODE.*

1. Yes.
2. No .
3. (DO NOT READ OUT) Don't know.

IF NEEDED MORE INFORMATION/ GUIDANCE (B7=2)

B8. What aspects of the apprenticeship do you feel you needed more information and guidance on?

- *DO NOT READ OUT. MULTICODE*

1. How long it would take / the duration.
2. The amount of time it required each week / the commitment required.
3. How difficult it would be.
4. What benefits I would get once I finish it / why it would be useful.
5. How much training I would be getting.
6. Who would be providing the training.
7. How it would be assessed / end point assessment.
8. That large parts of my time would be spent doing normal work duties.
9. All of it.
10. Other (SPECIFY).
11. (DO NOT READ OUT) Don't know.

C - When withdrew

ASK ALL

C1. How many months of the apprenticeship did you do?

If you had a break from the apprenticeship, for example because of Covid, please exclude any time when you were on a break from learning.

- *PLEASE ASK FOR RESPONDENT'S BEST ESTIMATE IF UNSURE. IF LESS THAN 1 CODE 1*

0. WRITE IN MONTHS (NUMERIC 1-99).

1. Don't know / can't remember.

ASK ALL

C2. Would you say you left...

READ OUT SINGLE CODE

1. Very early on (in the first couple of months).
2. Did you get about a quarter of the way through the apprenticeship.
3. Did you get about half way through.
4. Did you get about three-quarters of the way through it.
5. Or did you leave in the last quarter.
6. (DO NOT READ OUT) Other (SPECIFY).
7. (DO NOT READ OUT) Don't know / can't remember.

C3. QUESTION DELETED

D - Reasons for not completing

READ TO ALL: Most of the remaining questions will focus on your reasons for not completing your apprenticeship. Please base this on your full apprenticeship experience.

ASK ALL

D1. To what extent were the following reasons for not completing your apprenticeship? For each please say if it was a key reason, part of the reason or not a reason at all.

- *READ OUT CODE ONE PER ROW*

DS – RANDOMISE LIST

1. You were finding it too difficult or you were falling behind.
 1. Key reason.
 2. Part of the reason.
 3. Not a reason.
 4. Don't know.
2. The training wasn't as good as you hoped.
 1. Key reason.
 2. Part of the reason.
 3. Not a reason.
 4. Don't know.
3. The salary was too low or you were struggling to get by financially.
 1. Key reason.
 2. Part of the reason.
 3. Not a reason.
 4. Don't know.
4. The apprenticeship was badly run or poorly organised.
 1. Key reason.
 2. Part of the reason.

3. Not a reason.
4. Don't know.
5. The apprenticeship was stopped or cancelled.
 1. Key reason.
 2. Part of the reason.
 3. Not a reason.
 4. Don't know.
6. CODE DELETED.
 1. Key reason.
 2. Part of the reason.
 3. Not a reason.
 4. Don't know.
7. You found the prospect of doing the end point assessment daunting
 1. Key reason.
 2. Part of the reason.
 3. Not a reason.
 4. Don't know.
8. You, the employer or the provider didn't think you'd pass the end point assessment.
 1. Key reason.
 2. Part of the reason.
 3. Not a reason.
 4. Don't know.
9. CODE DELETED.
 1. Key reason.
 2. Part of the reason.
 3. Not a reason.
 4. Don't know.
10. You thought you could progress and do well in the job role of the apprenticeship without actually finishing the apprenticeship.
 1. Key reason.
 2. Part of the reason.
 3. Not a reason.
 4. Don't know.
11. You decided you didn't want to work in the job role that the apprenticeship training was for.
 1. Key reason.
 2. Part of the reason.
 3. Not a reason.
 4. Don't know.
12. You didn't get on with the employer.
 1. Key reason.
 2. Part of the reason.
 3. Not a reason.
 4. Don't know.
13. You didn't get on with the provider.
 1. Key reason.

2. Part of the reason.
 3. Not a reason.
 4. Don't know
16. You were fired or made redundant.
1. Key reason.
 2. Part of the reason.
 3. Not a reason.
 4. Don't know.
17. You didn't feel you were given enough time to learn or train.
1. Key reason.
 2. Part of the reason.
 3. Not a reason.
 4. Don't know.
14. A2A=1: You left because COVID-19 had a negative impact on the way your apprenticeship was delivered.
1. Key reason.
 2. Part of the reason.
 3. Not a reason.
 4. Don't know.
15. A2A=1: You left because you were unable to continue your apprenticeship due to COVID-19?
1. Key reason.
 2. Part of the reason.
 3. Not a reason.
 4. Don't know.

IF STOPPED OR CANCELLED (D1_E = 1 OR 2)

D2. You mentioned that the training was stopped or cancelled. Was it stopped or cancelled by the employer or by the provider?

- *SINGLE CODE.*

1. Employer.
2. Provider.
3. Both.
4. Don't know.

ASK ALL

D3. So far we've discussed things about the employer or training which might have contributed to you not completing the apprenticeship. Were there any personal or domestic factors that made it difficult to complete it – I mean such things as moving house, illness, or looking after family?

1. Yes.
2. No.

IF YES AT D3 (D3=1)

D4. What personal or domestic issues were these – you do not have to answer but the responses will help the department understand the type of support that people may need to help them complete their apprenticeships.

- *DO NOT READ OUT. MULTICODE.*

ENTER ONE RESPONSE PER OTHER CODE (UP TO THREE ALLOWED).

1. Respondent got Covid.
2. Physical health issues (non-COVID) / health got worse.
3. Mental health issues (including depression, job-related stress, etc.).
4. Caring responsibilities (e.g. childcare or looking after relatives or friends).
5. Got pregnant.
6. Respondent (or family) wanted/needed to move area.
7. Financial issues / difficulties (including partner lost their job).
8. Other 1 (SPECIFY).
10. Other 2 (SPECIFY).
11. Other 3 (SPECIFY).
9. Prefer not to say.

ASK ALL

D1a. What other reasons were there for not completing your apprenticeship, if any, that I've not already mentioned?

INTERVIEWER – IF NO OTHER REASONS PLEASE USE 'NO OTHER REASONS' CODE. ALLOW UP TO THREE RESPONSES AND ENTER SINGLE ANSWER PER ROW

0. WRITE IN 1.
0. WRITE IN 2.
0. WRITE IN 3.
1. No other reasons.
2. Don't know.

D5 QUESTION DELETED

ASK ALL

D6. How would you rate the support you got from the following during your apprenticeship...

- *READ OUT. SINGLE CODE.*

1. Your employer
 1. Very good.
 2. Good.
 3. Ok.
 4. Poor.
 5. Very poor.
 6. DO NOT READ OUT: Don't know.
 7. DO NOT READ OUT: Not applicable.
2. Your training provider

1. Very good.
2. Good.
3. Ok.
4. Poor.
5. Very poor.
6. DO NOT READ OUT: Don't know.
7. DO NOT READ OUT: Not applicable.

ASK ALL

D7. Was there any support that might have helped you remain on the apprenticeship?

1. Yes.
2. No.
3. Don't know.

IF YES AT D7 (D7=1)

D8. What support might have helped you remain on the apprenticeship? PROBE FOR FULL DETAILS. PROBE: Is there any other support that might have helped?

- *DO NOT READ OUT, MULTICODE.*

1. Employer giving protected time to undertake learning or training.
2. Employer providing the training they were meant to.
3. Providers providing additional learning support when I asked for it.
4. Being told / informed I was doing an apprenticeship.
5. Other (SPECIFY).
6. Don't know.

ASK ALL

D9. Were you ever told about or did you know the provider's complaints procedure i.e. what to do if you wanted to make a complaint about the provider?

1. Yes.
2. No.
3. Don't know.

IF YES AT A2A (A2A=1)

D10. Were any changes made to your learning due to the COVID-19 pandemic, for example, was re-mote learning provided instead of face-to-face learning?

1. Yes.
2. No.
3. Don't know.

IF YES AT D10

D11. Did these changes make you more positive about the apprenticeship, less positive or make no difference?

- *SINGLE CODE.*

1. More positive.
2. Less positive.
3. No difference.
4. Don't know.

ASK ALL

D12. Thinking about everything we've just discussed, what would you say was the SINGLE main reason why you left your apprenticeship?

- *DO NOT READ OUT. SINGLE CODE.*

INTERVIEWER: IF USES OTHER OPTION, PLEASE ONLY TAKE A SINGLE RESPONSE.

1. D1_1=1-2: Finding it too difficult / fell behind.
2. D1_2=1-2: Training wasn't as good as you hoped.
3. D1_3=1-2: Salary too low / struggling to get by financially.
4. D1_4=1-2: Apprenticeship badly run / poorly organised.
5. D1_5=1-2: Apprenticeship stopped / cancelled.
6. CODE DELETED.
7. D1_7=1-2: Found the prospect of doing the end point assessment daunting.
8. D1_8=1-2: Apprentice / employer / provider didn't think you'd pass the end point assessment.
9. CODE DELETED.
10. D1_10=1-2: Thought they could progress / do well in the job role of the apprenticeship without actually finishing the apprenticeship.
11. D1_11=1-2: Decided they didn't want to work in the job role the apprenticeship training was for.
12. D1_12=1-2: Didn't get on with the employer.
13. D1_13=1-2: Didn't get on with the provider.
14. D1_14=1-2: The negative impact COVID-19 had on the way the apprenticeship was delivered.
15. D1_15=1-2: Unable to continue apprenticeship due to COVID-19.
25. D1_16=1-2: Fired / made redundant.
26. D1_17=1-2: Not enough time for learning / training.
16. D4=1: Respondent got Covid.
17. D4=2: Physical health issues (non-COVID) / health got worse.
18. D4=3: Mental health issues (including depression, job-related stress, etc.).
19. D4=4: Caring responsibilities (e.g. childcare or looking after relatives or friends).
20. D4=5: Got pregnant.
21. D4=6: Respondent (or family) wanted/needed to move area.
22. D4=7: Financial issues / difficulties (including partner lost their job).
25. PULL THROUGH D4 'OTHER 1' RESPONSE.
26. PULL THROUGH D4 'OTHER 2' RESPONSE.
27. PULL THROUGH D4 'OTHER 3' RESPONSE.
28. PULL THROUGH D1A 'OTHER 1' RESPONSE.
29. PULL THROUGH D1A 'OTHER 2' RESPONSE.
30. PULL THROUGH D1A 'OTHER 3' RESPONSE.
23. Other (please specify).

24. Don't know.

E - Expectations and Satisfaction

E1. QUESTION DELETED

E2. QUESTION DELETED

ASK ALL

E1NW. How, if at all, was the apprenticeship different to your expectations?

- *DO NOT READ OUT. MULTICODE.*

1. Nothing different / it was as expected
3. Did not cover the full range or certain subject areas I was expecting it to.
4. Subjects were not taught in as much detail as I was expecting.
5. I was treated worse than expected by provider or employer.
6. I was treated better than expected by provider or employer.
7. Other (please specify).
8. DO NOT READ OUT: Don't know.

ASK ALL

E3. And thinking about all aspects of your Apprenticeship, overall, how satisfied or dissatisfied were you with your Apprenticeship?

Please use a scale of 0 to 10 where 0 is very dissatisfied, 5 is neither satisfied nor dissatisfied, and 10 is very satisfied.

- *SINGLE CODE.*

DS: ALLOW 0 TO 10

0. WRITE IN NUMBER.

1. DO NOT READ OUT: Don't know.

ASK IF DISSATISFIED (E3=0-4)

E3a. Why were you dissatisfied?

- *DO NOT READ OUT. MULTI CODE.*

1. Badly organised.
2. The course was irrelevant.
3. Lack of support or contact from provider / college / tutor.
4. Problems with your employer.
5. Didn't learn anything new.
6. No job at the end of training.
7. Problems with the time frame / management.
8. Poor quality of training.
9. Lack of training.
10. COVID-19 disrupted the provision of training.
11. COVID-19 has meant the apprenticeship has gone on much longer than expected.

12. Other (PLEASE SPECIFY).

13. Don't know.

ASK ALL

E4. How satisfied or dissatisfied were you with the following aspects of your Apprenticeship?

Please use a scale of 0 to 10 where 0 is very dissatisfied, 5 is neither satisfied nor dissatisfied, and 10 is very satisfied.

- *READ OUT. SINGLE CODE.*

DS RANDOMISE CODES. ALLOW NUMERIC 0 TO 10 IN EACH WRITE IN.

1. The quality of the training you received from your college or training provider
 0. WRITE IN NUMBER 0-10
 1. Don't know / Not applicable.
2. DELETED
3. DELETED
4. DELETED
5. DELETED
6. The way you were assessed in the end point assessment process
 0. WRITE IN NUMBER 0-10.
 1. Don't know / Not applicable.
7. DELETED.
8. DELETED.
9. DELETED.

ASK IF DISSATISFIED WITH EPA (E4_6=0-4)

E4a. Why were you dissatisfied with the end point assessment process?

- *DO NOT READ OUT. MULTI CODE.*

1. Too difficult.
2. It wasn't fair / was asked about things I don't know about.
3. Other (PLEASE SPECIFY).
4. Don't know.

ASK IF DISSATISFIED WITH QUALITY OF TRAINING (E4_1=0-4)

E5. Why were you dissatisfied with the quality of the training received from your college or training provider?

DO NOT READ OUT. MULTI CODE.

1. Rarely saw the tutor.
2. Tutor had knowledge gaps / was inexperienced.
3. Training was irrelevant / not useful for career.
4. Tutors did not provide enough support / were not helpful / disorganised.
5. There was not enough time spent on training/ limited training.
6. There was not enough time spent learning on the job.

7. Timing inconvenient or inflexible.
8. Tutor / assessor kept changing.
11. Did not receive any training from college or training provider.
9. Other (PLEASE SPECIFY).
10. Don't know.

E6. QUESTION DELETED

ASK ALL

E7. At the point when you stopped doing the apprenticeship...?

READ OUT. SINGLE CODE.

1. Did you stay working with the employer you were doing the apprenticeship with.
2. Did you change employer .
3. Did you go self-employed.
4. Did you start an education or training course.
5. Or something else (PLEASE SPECIFY).
6. DO NOT READ OUT: Don't know.

ASK ALL

E8. What is your current employment status?

- *PROMPT IF NECESSARY. SINGLE CODE.*

IF RESPONDENT MENTIONS MORE THAN ONE ANSWER, PLEASE PROBE FOR THEIR MAIN ACTIVITY.

1. Employed full time (30+ hours a week) / Employed full time (30+ hours a week) but currently furloughed.
2. Employed part-time (less than 30 hours a week) / Employed part-time (less than 30 hours a week) but currently furloughed.
3. Self-employed.
4. Engaged in voluntary work.
5. In full-time education at school / college.
6. In part-time education at college.
7. At university.
8. Engaged in other training.
9. Taking time out or a gap year.
10. Unemployed.
11. Employed on a zero hours contract.
12. Other (PLEASE SPECIFY).
13. Don't know.

**IF EMPLOYED AND WAS WITH SAME EMPLOYER AFTER LEAVING APPRENTICESHIP
(E7=1 AND (E8=1 OR 2 OR 11))**

E9. Are you still employed by the same organisation with whom you undertook the apprenticeship?

- *SINGLE CODE.*

1. Yes.
2. No.

ASK ALL

E10. Compared to when you started the apprenticeship, are you now more interested in the line of work you were doing your apprenticeship in, less interested, or has it not changed ?

- *DO NOT READ OUT. SINGLE CODE.*

1. More interested.
2. Less interested.
3. No changed.
4. Not decided yet / not sure.

F - Demographics

READ OUT TO ALL

Finally, can I ask some questions about you? This information will be used to analyse the survey findings only. Everything you say will be treated in confidence. If you would prefer not to answer a question in this section, please let us know and we will move on to the next question.

ASK IF ETHNICITY NOT ON SAMPLE (IF ETHNIC = 19 OR NULL)

F1. How would you describe your ethnicity?

- *DO NOT READ OUT. SINGLE CODE.*

1. White - English / Welsh / Scottish / Northern Irish / British.
2. White – Irish.
3. White – Gypsy or Irish Traveller.
4. Any other white background.
5. Mixed / Multiple Ethnic group – White and Black Caribbean.
6. Mixed / Multiple Ethnic group – White and Black African.
7. Mixed / Multiple Ethnic group – White and Asian.
8. Any other mixed / multiple ethnic background.
9. Asian / Asian British – Indian.
10. Asian / Asian British – Pakistani.
11. Asian / Asian British – Bangladeshi.
12. Asian / Asian British – Chinese.
13. Any other Asian background.
14. Black / African / Caribbean / Black British – African.

15. Black / African / Caribbean / Black British – Caribbean.
16. Any other Black / African / Caribbean background.
17. Other ethnic group – Arab.
18. Any other ethnic group.
19. Don't know.
20. Would prefer not to say.

F2. QUESTION DELETED

ASK OF HAVE HEALTH ISSUE FLAG (HEALTHPROB = 1/3)

F3. Do you consider yourself to have a disability?

- *SINGLE CODE.*

1. Yes.
2. No.
3. Don't know.
4. Refused.

ASK IF HAVE HEALTH ISSUE FLAG (HEALTHPROB = 1/3)

F4. Do you consider yourself to have learning difficulties?

- *SINGLE CODE.*

1. Yes.
2. No.
3. Don't know.
4. Refused.

F5. QUESTION DELETED

F6. QUESTION DELETED

F7. QUESTION DELETED

F8. QUESTION DELETED

G - Thank and Close

ASK ALL

G1. We are now at the end of the survey. Thank you very much for taking the time to speak to us today. Would you be willing for us to call you back regarding this particular study – if we need to clarify any of the information:

- *SINGLE CODE*

1. Yes.
2. No.

ASK ALL

G2. The Department for Education may wish to undertake further research on this topic in the next 1 to 2 years. Would it be ok for...?

- *READ OUT. MULTICODE 1 AND 2*

1. DfE to recontact you to invite you to take part. ASK G3
2. DfE's appointed contractors to contact you. ASK G3
3. Neither. ASK G4

ASK IF G2=1 OR 2

G3. And would it be OK for us to share your responses to this survey with the Department for Education so they need not repeat some of the questions you have already answered?

- *SINGLE CODE.*

1. Yes.
2. No.

ASK ALL

G4. Finally, the Department for Education would like to link your answers to a learner dataset that also includes some benefits and employment details. This would allow them to analyse the im-pact of training on, for example, employment and wages over the longer term.

This information will be completely confidential and used for research purposes only. Personal details we collect that identify you are not held alongside this information after linking, and personal data will only be held for up to a year after the end of the project (i.e. August 2022).

You can withdraw your permission at any time by contacting IFF or the Department for Education. If you withdraw your permission, data that has already been linked will be retained but no future linking will take place.

Would you be willing for the Department and its appointed researchers to match your records in this way?

- *IF RESPONDENT WANTS MORE INFORMATION:*
- The other government records to which your responses would be matched are from:
- The Department for Education – about your past and future learning
- Her Majesty's Revenue and Customs – about your employment, earnings, tax and benefits
- The Department for Work and Pensions – about any benefits you receive and participation in government schemes
- Higher Education Statistics Agency – about your university participation

1. Yes.
2. No.

IF G1 = 1 OR G2 = (1 OR 2) OR G4 = 1

G5. Can I just confirm your details[IF G1 = 1 OR G2 = 1 OR 2: so that we can contact you, as we just agreed][IF G4 = 1 AND (G4 ≠ 1 AND G2 ≠ (1 OR 2)): so that we can link your data, as we just agreed]?

- *INTERVIEWER: CORRECT OR BLANK ANY INCORRECT INFO.*

DS: PRE-POPULATE WITH SAMPLE VARIABLES. ALLOW BLANK RESPONSES.

- Name: WRITE IN. <CONTACT>
- IF G1 = 1 OR G2 = (1 OR 2): Email address: WRITE IN. <EMAIL>
- IF G1 = 1 OR G2 = (1 OR 2): Phone number: WRITE IN. <PHONENUMBER>

SAY TO ALL

G6. I hereby confirm that this interview has been carried out in accordance with the rules of the Market Research Society's Code of Conduct.

1. Yes.

THANK RESPONDENT AND CLOSE INTERVIEW

Finally I would just like to confirm that this survey has been carried out under IFF instructions and within the rules of the MRS Code of Conduct. Thank you very much for your help today.

Appendix C – Advance letter for current apprentices



Dear «contact»

Apprenticeships Evaluation Survey 2021

The Department of Education (DfE) is about to start research exploring the experiences of individuals who are undertaking an apprenticeship - by this we mean any training leading to a government recognised qualification or accreditation undertaken whilst working for an employer. **Our records indicate that you are currently undertaking an apprenticeship, and we very much hope you will be able to take part in this important study.** If your training has been temporarily paused for any reason, we would still like to hear about your experiences.

DfE has commissioned IFF Research, an independent research organisation to conduct this research. An interviewer from IFF Research will call you in the next few weeks to arrange a suitable time for you to take part in a **20-minute telephone interview**. The sorts of topics you may be asked about include:

- your motivations for doing an apprenticeship
- the training you have undertaken, and your satisfaction with this training
- the impact of COVID-19 on your apprenticeship, if any
- your pay (to help provide accurate information regarding your pay, **it would be really useful if you had a recent pay slip or contract to hand when IFF call**)
- your future plans.

The research is intended to help monitor the quality of apprenticeships, assess the impact of recent policy reforms and help shape future developments of the apprenticeship programme.

The employer you are doing your apprenticeship with will not be informed that you have taken part.

The information you provide will be used for research purposes only. All your responses will be completely anonymous, and the research company will not pass us any information by which you could be identified without your permission. The research is being conducted in accordance with the General Data Protection Regulation (GDPR) and the Market Research Society's Code of Conduct. If you would like to view IFF's GDPR policy, please visit www.iffresearch.com/iff-research-gdpr-policy. Or to view the DfE privacy notice, visit <https://www.iffresearch.com/apprenticeships-evaluation/learners-privacy-notice>.

If you do **not** want to take part in the research, please call IFF's free opt-out line on 0800 054 2381 and quote the reference number at the top right of this letter.

If you have any questions about the interview arrangements or the conduct of the study, please contact IFF on 0800 054 2381 or email apprenticeshipsurvey@iffresearch.com. If you would like to talk to someone at DfE about why the survey is being carried out, please contact [name removed].

Many thanks in advance for your help.

[Signature removed]

[Name removed], Director of Apprenticeships

Education & Skills Funding Agency (an executive agency of the Department for Education)

Appendix D – Advance letter for completers



Dear «contact»

Apprenticeships Evaluation Survey 2021

The Department of Education (DfE) is about to start research exploring the experiences of individuals who have undertaken an apprenticeship - by this we mean any training leading to a government recognised qualification or accreditation undertaken whilst working for an employer. **Our records indicate that you have completed an apprenticeship, and we very much hope you will be able to take part in this important study.**

DfE has commissioned IFF Research, an independent research organisation to conduct this research. An interviewer from IFF will call you in the next few weeks to arrange a suitable time for you to take part in a **20-minute telephone interview**. The sorts of topics you may be asked about include:

- your motivations for doing an apprenticeship
- the nature of the training you undertook and your satisfaction with this training
- the impact of COVID-19 on your apprenticeship, if relevant
- the impact doing an apprenticeship has had on your career
- your future plans.

The research is intended to help monitor the quality of apprenticeships, assess the impact of recent policy reforms and help shape future developments of the apprenticeship programme.

The employer you completed your apprenticeship with will not be informed that you have taken part. The information you provide will be used for research purposes only. All your responses will be completely anonymous, and the research company will not pass us any information by which you could be identified without your permission. The research is being conducted in accordance with the General Data Protection Regulation (GDPR) and the Market Research Society's Code of Conduct. If you would like to view IFF's GDPR policy, please visit www.iffresearch.com/iff-research-gdpr-policy. Or to view the DfE privacy notice, visit <https://www.iffresearch.com/apprenticeships-evaluation/learners-privacy-notice>.

If you do **not** want to take part in the research, please call IFF's free opt-out line on 0800 054 2381 and quote the reference number at the top right of this letter. If you have any questions about the interview arrangements or the conduct of the study, please contact IFF on 0800 054 2381 or email apprenticeship-survey@iffresearch.com. If you would like to talk to someone at DfE about why the survey is being carried out, please contact [name removed].

Many thanks in advance for your help.

[Signature removed]

[name removed], Director of Apprenticeships
Education & Skills Funding Agency (an executive agency of the Department for Education)

Appendix E – Advance letter for non-completers



Dear «contact»

Apprenticeships Evaluation Survey 2021

The Department of Education (DfE) is about to start research exploring the experiences of individuals who have undertaken an apprenticeship - by this we mean any training leading to a government recognised qualification or accreditation undertaken whilst working for an employer. **Our records indicate that you recently undertook an apprenticeship that was not completed, and we very much hope you will be able to take part in this important study.**

The Department for Education (DfE) has commissioned IFF Research, an independent research organisation to conduct this research. An interviewer from IFF Research will call you in the next few weeks to arrange a suitable time for you to take part in a **10-minute telephone interview**. The sorts of topics you may be asked about include:

- your original motivations for doing an apprenticeship
- your experiences during the apprenticeship
- the impact of COVID-19 on your apprenticeship, if any
- your satisfaction with the training you received
- whether the apprenticeship met your expectations
- any factors which led to you non-completing the apprenticeship.

The research is intended to help monitor the quality of apprenticeships, assess the impact of recent policy reforms and help shape future developments of the apprenticeship programme.

The employer you undertook your apprenticeship with will not be informed that you have taken part. The information you provide will be used for research purposes only. All your responses will be completely anonymous, and the research company will not pass us any information by which you could be identified without your permission. The research is being conducted in accordance with the General Data Protection Regulation (GDPR) and the Market Research Society's Code of Conduct. If you would like to view IFF's GDPR policy, please visit www.iffresearch.com/iff-research-gdpr-policy. Or to view the DfE privacy notice, visit <https://www.iffresearch.com/apprenticeships-evaluation/learners-privacy-notice>.

If you do **not** want to take part in the research, please call IFF's free opt-out line on 0800 054 2381 and quote the reference number at the top right of this letter. If you have any questions about the interview arrangements or the conduct of the study, please contact IFF on 0800 054 2381 or email apprenticeship-survey@iffresearch.com. If you would like to talk to someone at DfE about why the survey is being carried out, please contact [name removed].

Many thanks in advance for your help.

[Signature removed]

[Name removed], Director of Apprenticeships

Education & Skills Funding Agency (an executive agency of the Department for Education)



Department
for Education

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