Apprenticeship Evaluation 2023: Learner and Non-completer Surveys

Technical report

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Contents

This research report was written before the new UK Government took office on 5 July 2024. As a result, the content may not reflect current Government policy.

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Definitions

- Department for Education (DfE) – the Government department that commissioned this study. DfE is responsible for children's services and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.

- Education and Skills Funding Agency (ESFA) – an executive agency of DfE responsible for funding education and skills providers in England.

- Individualised Learner Record (ILR) – the official national record of training courses for adult learners. The ILR collects information from employers and training providers about who is taking part in work-based training in England.

- Learning Aim Reference Service (LARS) – offers a web based search facility called find a learning aim. It allows users to search by most commonly used fields for qualifications, units, apprenticeship frameworks and apprenticeship standards and their associated validity and funding details.

- Learners – throughout this technical report, those sampled for, or completing, the Learner and Non-completer Surveys are referred to as 'learners'. Where individual groups are referred to, this will be made clear in the text.

- Level – this refers to the level of the apprenticeship that a learner is, or was, undertaking.

- Off-the-job-training (OTJT) – this refers to the requirement for full-time apprentices working 30 hours a week or more to spend at least 6 hours per week undertaking OTJT.

- Random probability sampling (RPS) - a sampling method that allows all records in the sample population to have an equal chance of taking part in the survey. No quotas are set when adopting the RPS approach.

- Sector Subject Area (SSA) – this refers to the 12 different broad subject areas within which a learner is, or was, undertaking their apprenticeship.

1. Introduction

The Apprenticeship Evaluation 2023 is the eighth in a series first conducted in 2011. The learner strand of this study comprises a survey of learners (current apprentices, recent completers and longer-term completers) and, since 2021, a separate survey of apprentices that started an apprenticeship but left before completing (i.e. non-completers). This technical report details how both the Learner Survey and Non-completer Survey in 2023 were sampled, conducted, weighted and analysed, and how this compares to the previous surveys in the series. Table 1-1 shows the timing and sampling of the current and previous surveys in the series.

The COVID-19 pandemic and associated social distancing restrictions had a significant impact on apprenticeships, with temporary flexibilities to apprenticeships in certain cases being introduced in 2020.[1] These flexibilities allowed employers and training providers to initiate and report a break in learning. These flexibilities and pauses to apprenticeships ended in March 2022. This means that the direct impact of the COVID-19 pandemic on the delivery of apprenticeships may have still been felt by some groups of apprentices in the 2023 survey, particularly longer-term completers who undertook their apprenticeships before these flexibilities ended.

In the 2021 survey, it was current apprentices and recent completers who were affected by the COVID-19 pandemic (the longer-term completer sampling window fell before COVID-19 lockdowns were introduced). The longer sampling window for non-completers means their apprenticeship delivery could have been affected by COVID-19 in both the 2021 and 2023 surveys. COVID-19 is also recognised as having had a longer-term impact on how we live and work, meaning its impacts may still be felt more widely by more recent apprentices (for example, in the ways in which their training may have been delivered). Furthermore, the cost of living crisis, marked by high levels of inflation and a reduction in disposable income, may have also influenced the experiences of the 2023 cohort of participants.

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[1] [Providing apprenticeships during the COVID-19 pandemic - GOV.UK (www.gov.uk)](www.gov.uk)

Table 1-1: Apprenticeship Evaluation: Learner and Non-completer Surveys conducted (2011-2023)[2]

Year	Published	Fieldwork period	Sample window for current apprentices	Sample window for completer apprentices (Longer-term completer from 2021)	Sample window for recent completers	Sample 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)[3]	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

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[2] The Non-completer survey was added to the study in 2021.
[3] Also included a longitudinal boost following up learners from the previous survey.

Year	Pub-lished	Fieldwork period	Sample window for current apprentices	Sample window for completer apprentices (Longer-term completer from 2021)	Sample window for recent completers	Sample window for apprenticeship non-completers	Carried out by
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 includes 'paused' apprentices due to the impact of COVID-19 and excludes those due to complete by the end of the fieldwork period)	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
2023	Sep 2024	July – September 2023	Current in January 2023 (fieldwork sample excludes 'paused' apprentices and those due to complete by the start of the fieldwork period)	Completed between 1 July 2021 and 28 February 2022 (16-26 months prior to interview)	Completed between 1 March 2022 and 31 December 2022 (6-18 months prior to interview)	Former learners that did apprenticeship standards and left before completing (between 1 September 2021 and 31 December 2022). Excludes those that subsequently started another apprenticeship.	IFF

2. Sample design and selection

Sample source

The sample for both the Apprenticeship Evaluation 2023 Learner and Non-completer Surveys was drawn from the Individualised Learner Record (ILR) for England, held by the Education and Skills Funding Agency (ESFA) which is now formally part of the Department for Education (DfE). 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 2023 ILR release (R06), the most up to date at the time the sampling process was undertaken.[4]

Learner groups and their definitions

The Learner Survey involved sampling and interviewing three discrete groups of apprentices:

- Current apprentices at the time of the survey

- Recent completers[5]

- Longer-term completers

'Current apprentices', 'recent completers' and 'longer-term completers' were sampled for the 'Learner Survey'. Repeating the approach introduced in 2021, recent completers and longer-term completers were sampled as separate survey groups (prior to 2021, only longer-term completers were sampled for the survey).

There were two key differences from the 2021 Learner Survey sampling for current apprentices.

1. The removal of 'paused' apprentices from the current apprentices group in 2023.

2. The inclusion of 'expected current' apprentices in the 2023 sample, namely those who were expected to finish their apprenticeship during the fieldwork period.

Regarding the first difference, paused apprentices were sampled for the 2021 Learner Survey because they were considered to be a particular group of interest in the context of

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[4] The full ILR Freeze Schedule for 2022/23 can be found at 2022/23 ILR Freeze Schedule. This document specifies when data 'freezes/snapshots' were published by the Education and Skills Funding Agency (ESFA) for the 2022/23 academic year, running from 1 August 2022 to 31 July 2023.
[5] The term 'completer' is used rather than 'achiever', as this group consists of apprentices with an actual end date on the ILR, although they may not have yet reached an achieved status following their end-point assessment.

COVID-19, in terms of understanding the impact of the pandemic on apprenticeship delivery. Given that a large proportion of apprentices in the 2023 survey would not have experienced material impacts to the delivery of their apprenticeship (COVID-19 apprenticeship flexibilities ended in March 2022[6]), a decision was made not to include paused apprentices in the 2023 Learner Survey.

There were effectively two groups of paused apprentices sampled for the 2021 Learner Survey. A group that can be categorised as 'official pauses' who were marked as paused apprentices on the ILR with a pause date between 1st March 2020 and 31st December 2020, and a second group of 'probable pauses'. This second group comprised those with a planned end between 1st March and 30th November 2020, but no official final completion date, as it was assumed these lagged completions were likely to be cases of unrecorded pauses. Those with a planned end date in December 2020 were not sampled given that there was a higher chance of genuine delays to completion for these apprentices.

Both 'official pauses' and 'probable pauses' were excluded from the 2023 Learner Survey. For the latter group, when taken out of the context of COVID-19, it was less clear whether they would be pauses or simply delayed completers (i.e. part of the current apprentice population at the time of sampling). Due to the lack of clarity over their status they were excluded both from the sampling and survey populations for the survey.

Regarding the second difference outlined above, the reason for including 'expected current' apprentices was to mitigate, as far as possible, against the potential bias against shorter apprenticeships. This risk was exacerbated by fieldwork taking place later in the calendar year compared with 2021, and a larger gap between the sampling date for current apprentices (January 2023) and fieldwork. Fieldwork dates in 2023 also overlapped with the typically large intake of apprentices in August and September, at the beginning of the academic year. Excluding 'expected current' apprentices would have therefore increased the chances of those on the shortest apprenticeships (that had begun their apprenticeships in August and September 2022) being excluded from the survey sample. To minimise the risk of the 'expected current' apprentices screening out, this group of apprentices were batched together and called at the earliest opportunity during the fieldwork period (in July 2023).[7]

Table 2-1 summarises the key survey groups covered by the Learner Survey and the differences in the sample window definitions for these groups compared with the 2021 survey. Note differences in the weighting approach between the 2023 and 2021 Learner Surveys are discussed in further detail in the Weighting chapter.

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[6] Providing apprenticeships during the COVID-19 pandemic - GOV.UK (www.gov.uk)
[7] In 2021, fieldwork ran from May-July. In 2023, fieldwork ran from July-September.

Table 2-1: Sampling approach for Learner Survey learner groups and a comparison with the approach used to sample these groups in 2021

Sample group	Criteria for inclusion in 2023	Sampled in 2023	In 2023 weighted population	Reporting group 2023	Criteria for inclusion in 2021	Sampled in 2021	In 2021 weighted population	Reporting group 2021
Current apprentices (Learner Survey)	Planned to be on an active apprenticeship as of 17th September 2023	Y	Y	Current	Planned to be on an active apprenticeship as of 17th July 2021	Y	Y	Current
Expected current apprentices (Learner Survey)	Planned to be on an active apprenticeship ending between 27th June 2023 and 16th September 2023	Y	Y	Current	Planned to be on an active apprenticeship ending between 1st May 2021 and 16th July 2021	N	Y	Current
Official pauses (Learner Survey)	Officially marked as 'paused' on the ILR with an ILR end date between 1st March 2022 and 31st December 2022 (the ILR end date in this context indicates when their apprenticeship was paused)	N	N	N/A	Officially marked as 'paused' on the ILR with an ILR end date between 1st March 2020 and 31st December 2020 (the ILR end date in this context indicates when their apprenticeship was paused)	Y	Y	Current

Sample group	Criteria for inclusion in 2023	Sampled in 2023	In 2023 weighted population	Reporting group 2023	Criteria for inclusion in 2021	Sampled in 2021	In 2021 weighted population	Reporting group 2021
Probable pauses (Learner Survey)	Those with a planned end date in the past but no official final completion date. Specifically, to align with the definition from 2021, those with a planned end date between 1 March 2022 and 30 November 2023	N	N	N/A	Those with a planned end date in the past but no official final completion date. Specifically, those with a planned end date between 1 March 2020 and 30 November 2020 (COVID-19 period)	Y	Y	Current
Expected completers (Learner Survey – 2021 only)	Planned to complete an apprenticeship between 1st January 2023 and 26th June 2023	N	N	N/A	Planned to complete an apprenticeship between 1st January 2020 and 30th April 2021	N	Y	Current
Recent completers (Learner Survey)	Completed an apprenticeship between 1st March 2022 and 31st December 2022	Y	Y	Recent completers	Completed an apprenticeship between 1st March 2020 and 31st December 2020	Y	Y	Recent completers

Sample group	Criteria for inclusion in 2023	Sampled in 2023	In 2023 weighted population	Reporting group 2023	Criteria for inclusion in 2021	Sampled in 2021	In 2021 weighted population	Reporting group 2021
Longer-term completers (Learner Survey)	Completed an apprenticeship between 1st July 2021 and 28th February 2022	Y	Y	Longer-term completers	Completed an apprenticeship between 1st July 2019 and 29th February 2020	Y	Y	Longer-term completers

The Non-completer Survey involved sampling and interviewing 'non-completers', defined as former learners who started an apprenticeship but left before completing. This group were first introduced into the series in 2021. Table 2-2 summarises the inclusion criteria for the Non-completer Survey in 2023 compared to 2021.

Table 2-2: Sampling approach for Non-completer Survey and a comparison with the approach used to sample this group in 2021

Sample group	Criteria for inclusion in 2023	Sampled in 2023	In weighted population in 2023	Reporting group 2023	Criteria for inclusion in 2021	Sampled in 2021	In weighted population in 2021	Reporting group 2021
Non-completers (Non-completer Survey)	Withdrawn from an Apprenticeship Standard between 1st September 2021 and 31st December 2022	Y	Y	Non-completers	Withdrawn from an Apprenticeship Standard between 1st September 2019 and 31st December 2020	Y	Y	Non-completers

Sampling method

A stratified random probability sampling (RPS) approach was used for all strands of both the Learner and Non-completer surveys, replicating the method first adopted in 2021. 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 (as opposed to the previous quota sampling approach taken in 2018-19 and in prior waves) 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, giving 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 2 (a maximum of 12). The same rules applied to the Non-completer Survey, but the minimum number of call attempts was 8, with a maximum of 10.

Sample verification and preparation

On receipt of the ILR sample from DfE, 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. This was used to produce the population profile for sampling and weighting purposes (as shown in Table 2-3 to Table 2-6).

This population file did not initially contain any contact details. For data protection reasons, DfE 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 2-3 to Table 2-5 shows the counts for the different sample groups for the Learner Survey. Table 2-6 shows the counts for the Non-completer Survey. Figures will vary slightly from official statistics on annual apprenticeship starts and achievements for the following reasons:

- For current apprentices, the profile of apprentices represents a particular snapshot in time (ILR Release R06, January 2023). There were also specific groups excluded from the data, such as those whose apprenticeship was paused (including both' official pauses' and 'probable pauses') and those who were expected to complete their apprenticeship in the window between receipt of sample and the beginning of survey fieldwork.

- Apprenticeship completers were sampled as specific cohorts (recent and longer-term completers) according to the date they completed their apprenticeship. These dates were selected to mirror the timeframe selection periods of the 2021 survey and could span more than one academic year.[8]

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[8] The term 'completer' is used rather than achiever, as this group consists of apprenticeships with an actual end data on the Individualised Learner Record (ILR), although they may not have reached an achieved status following an EPA.

Table 2-3: Learner Survey - Current apprentice population (as of 1 January 2023), by SSA and level

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Total
Agriculture, Horticulture and Animal Care	3,390	3,900	50	40	160	0	**7,540**
Arts, Media and Publishing	60	1,140	70	90	70	70	**1,490**
Business, Administration and Law	4,620	25,690	8,400	10,960	8,310	24,140	**82,120**
Construction, Planning and the Built Environment	17,540	13,630	2,710	60	7,280	880	**42,100**
Education and Training	0	3,870	250	1,060	1,170	350	**6,690**
Engineering and Manufacturing Technologies	8,180	51,260	2,650	410	4,480	430	**67,420**
Health, Public Services and Care	10,850	29,880	7,190	12,480	20,320	2,750	**83,460**
Information and Communication Technology	0	7,520	6,630	0	5,120	1,210	**20,470**
Leisure, Travel and Tourism	720	2,120	440	10	0	10	**3,300**
Retail and Commercial Enterprise	12,760	5,950	1,540	0	420	0	**20,670**
Science and Mathematics	0	0	0	130	280	220	**630**
Other	0	10	0	0	170	160	**330**
TOTAL	**58,120**	**144,960**	**29,930**	**25,250**	**47,770**	**30,210**	**336,230**

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

Table 2-4: Learner Survey - Recent completer apprentice population (completing between March and December 2022), by SSA and level

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Total
Agriculture, Horticulture and Animal Care	1,370	890	30	0	0	0	**2,290**
Arts, Media and Publishing	10	680	10	0	0	10	**710**
Business, Administration and Law	3,810	15,800	3,950	4,780	1,120	5,480	**34,940**
Construction, Planning and the Built Environment	3,420	1,480	320	160	250	40	**5,660**
Education and Training	20	2,310	140	290	880	150	**3,780**
Engineering and Manufacturing Technologies	5,090	11,320	610	70	430	20	**17,540**
Health, Public Services and Care	7,680	13,030	1,930	3,730	1,870	420	**28,650**
Information and Communication Technology	50	4,320	2,780	0	840	180	**8,170**
Leisure, Travel and Tourism	370	1,040	20	0	0	0	**1,430**
Retail and Commercial Enterprise	7,190	3,290	620	0	10	0	**11,120**
Science and Mathematics	0	0	0	30	10	30	**60**
Other	0	0	0	0	0	0	**0**
TOTAL	29,000	54,160	10,410	9,040	5,410	6,320	114,340

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

Table 2-5: Learner Survey - Longer-term completer apprentice population (completing between July 2021 and February 2022), by SSA and level

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Total
Agriculture, Horticulture and Animal Care	1,070	1,030	10	0	0	0	**2,110**
Arts, Media and Publishing	0	360	0	0	0	0	**370**
Business, Administration and Law	3,410	11,300	3,400	3,450	1,050	3,700	**26,300**
Construction, Planning and the Built Environment	3,590	1,810	460	110	100	30	**6,100**
Education and Training	230	1,540	60	220	430	190	**2,670**
Engineering and Manufacturing Technologies	4,540	10,550	540	170	250	30	**16,080**
Health, Public Services and Care	5,370	10,850	1,220	3,600	760	180	**21,980**
Information and Communication Technology	160	2,500	1,840	0	480	250	**5,230**
Leisure, Travel and Tourism	520	830	0	0	0	0	**1,340**
Retail and Commercial Enterprise	5,650	2,510	710	0	10	0	**8,870**
Science and Mathematics	0	0	0	20	30	10	**60**
Other	0	0	0	0	0	0	**0**
TOTAL	**24,540**	**43,270**	**8,230**	**7,580**	**3,100**	**4,380**	**91,100**

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

Table 2-6: Non-completer Survey – Non-completer apprentice population (withdrawing between September 2021 and December 2022), by SSA and level

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Total
Agriculture, Horticulture and Animal Care	1,630	540	10	0	20	0	**2,200**
Arts, Media and Publishing	20	680	20	0	0	10	**740**
Business, Administration and Law	4,170	17,040	4,820	6,430	1,960	5,810	**40,230**
Construction, Planning and the Built Environment	5,640	2,000	350	0	540	40	**8,570**
Education and Training	0	1,840	420	640	170	130	**3,180**
Engineering and Manufacturing Technologies	5,740	8,040	770	20	330	130	**15,040**
Health, Public Services and Care	11,120	17,780	4,030	3,790	1,390	200	**38,310**
Information and Communication Technology	0	4,490	2,960	0	430	210	**8,090**
Leisure, Travel and Tourism	470	930	180	0	0	0	**1,580**
Retail and Commercial Enterprise	9,580	4,660	1,240	0	60	0	**15,540**
Science and Mathematics	0	0	0	20	20	50	**90**
Other	0	0	0	0	0	30	**30**
TOTAL	**38,370**	**58,000**	**14,780**	**10,890**	**4,930**	**6,600**	**133,580**

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, a RPS approach was used for all strands of the Learner and Non-completer 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.

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 DfE and then used for fieldwork to meet desired targets for each apprentice group. Previous response rates from the 2021 Apprenticeship Evaluation surveys were used to help make these calculations.

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. For the Learner Survey these were:

- 2,850 current apprentices

- 950 recent completers

- 950 longer-term completers

The target for the Non-completer Survey was 500 non-completers.

Within these overall targets, detailed targets were also set for each group based on a grid of apprenticeship level by SSA.

All other variables (such as age, sex, etc.) were treated equally, with the resulting sample reflecting their proportion in the population of each cell.

A multi-stage process was then 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, using data from the Apprenticeship Evaluation 2021 surveys. The estimated sample ratios required per cell ranged from 1.3:1 (for some current apprentice cells) to 22:1 (for Level 4, Retail and Commercial longer-term completer apprentices).[9] Where no sample ratio could be estimated for a cell using data from the 2021 surveys, the average ratio for the wider grouping for that cell was used.

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 batches, with additional batches loaded in response to real response rates encountered during the first few weeks of the surveys.

Cell minimum targets

For the Learners Survey minimum targets were set purposively for numbers of interviews at each level and Sector Subject Area (SSA) (interlocking), as shown in Table 2-7.[10] The aim of setting these minimum targets was to ensure sufficient interviews among key subgroups (particularly level and SSA) for reliable analysis.

The minimum targets for the 2023 Learner survey were adjusted from those used in 2021 to align more closely to the population (for example, lowering the minimum targets for Level 2 apprentices and increasing those at Level 6). Based on likely response rates (calculated from the 2021 survey) and the available sample from the ILR, the minimum targets for particular SSA by level cells were capped.

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. If the sample for these small groups was simply distributed in line with the population, the targets would either be small, or set as zero, and therefore it was important to oversample them to ensure they had some representation in the final data.

Overall, the process outlined above meant that smaller SSAs were oversampled in order to obtain sufficient responses for analysis; this was corrected for in the final data by weighting.

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[9] This was very much an anomaly in the 2021 survey; the next highest ratio used was 13:1 for current, Construction, level 3 apprentices.
[10] Where planned length of apprenticeship was taken into account, targets were set in line with the population distribution prior to the removal of uncontactable sample.

Table 2-7: Learners Survey – Minimum target number of interviews by level

	Target number of interviews: Current apprentices	Target number of interviews: Completer apprentices
Level 2	35 per SSA	35 per SSA
Level 3	80 per SSA	60 per SSA
Level 4	20 per SSA	10 per SSA
Level 5	15 per SSA	10 per SSA
Level 6	25 per SSA	6 per SSA
Level 7	15 per SSA	6 per SSA
Total per SSA	**190 per SSA**	**127 per SSA**

For the Non-completers Survey, 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:

- 151 Level 2
- 160 Level 3
- 111 Level 4 to 5
- 78 Level 6 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, namely the setting of initial targets based solely on achieving cell minimums for subgroup analysis, totalled 2,849 interviews (60% of the planned total of 4,750 interviews) for the main Learner Survey. This compares to 3,196 interviews (64% of the planned total of 5,000) for the 2021 survey.

The remaining interviews were allocated to each target cell in proportion with their distribution by level and SSA 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.[11]

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 DfE as having contact details available. Some records were marked on the ILR as 'do not contact', a status applied by DfE typically due to a personal or family event affecting the learner.[12] These records were excluded from the sample. Similarly, for current apprentices, some would have completed their apprenticeship before the beginning of fieldwork (based on the planned end date) and were therefore not eligible. These records were also excluded from the sample.

Where individual apprentices might be eligible for more than one sample window, they were given an equal chance of selection for both. 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, 1.5% of those eligible for selection as current apprentices were also recent completers and 2.0% were longer-term completers; in addition 0.2% of those eligible for selection as recent completers were also longer-term completers (0.2% of longer-term completers were also recent completers). Non-completers were sampled, surveyed and weighted separately.

Once the volume of sample required had been determined, a 'reserve sample' group of an additional 15% was also selected to ensure that, should any issues arise during fieldwork, additional sample would be available to contact to ensure targets were met. The final sample selection was securely sent to DfE, and sample records were returned with contact details, where available.

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[11] 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.

[12] Among the original 541,670 records, 107,490 were not eligible for the survey because they were marked up as 'do not contact' on the ILR or did not have a telephone number recorded. Some of the records that were eligible and drawn for the survey were subsequently excluded at the sample cleaning stage due to an absence of suitable contact details or contact details being invalid or unusable.

Sample cleaning

Once the sample was received from DfE, unusable sample was then removed. The reasons why sample might not be usable were:

- An absence of contact details from DfE.
- The contact details being invalid or unusable.[13]

In some instances, multiple sets of contact details were returned for a single apprentice. This occurred where an apprentice was registered at multiple learning providers in DfE's database. In these rare cases, a combination of Unique Learner Number (ULN) and UK Provider Reference Number (UKPRN) was used to select the contact details that aligned with the initial selection done before DfE provided contact details.

In cases where there were duplicate contact details with another record in the same survey window, records were prioritised by the most recent start date for the current sample window, or most recent end date for other sample windows.

In the 2018-19 Learner Survey, learners sampled as current apprentices could be interviewed as a completer if they indicated they had in fact completed their apprenticeship already at the time of interview. In the 2021 Learner survey a change from current to completer was not allowed; this rule was kept in place for the 2023 Learner survey.

As in the 2021 Learner Survey, the only change in status allowed was between recent- and longer-term completers, and vice versa. Table 2-8 to Table 2-10 below shows the total population figures for each survey window against the usable sample available for each SSA.

Table 2-8: Learner Survey – Total population figures vs. usable sample (Current apprentices)

	Total population	Usable sample	% usable sample from total population
Agriculture, Horticulture and Animal Care	7,540	5,200	69%
Arts, Media and Publishing	1,490	1,070	72%
Business, Administration and Law	82,120	64,720	79%
Construction, Planning and the Built Environment	42,100	34,010	81%

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[13] This could have been invalid or unusable telephone numbers, or invalid postal or email addresses, meaning it was not possible to contact the individual before fieldwork began.

	Total population	Usable sample	% usable sample from total population
Education and Training	6,690	4,750	71%
Engineering and Manufacturing Technologies	67,420	50,270	75%
Health, Public Services and Care	83,460	64,150	77%
Information and Communication Technology	20,470	16,540	81%
Leisure, Travel and Tourism	3,300	2,660	80%
Retail and Commercial Enterprise	20,670	17,650	85%
Science and Mathematics	630	540	86%
Other	330	240	73%
TOTAL	**336,230**	**261,790**	**78%**

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 2-9: Learner Survey – Total population figures vs. usable sample (Recent completer apprentices)

	Total population	Usable sample	% usable sample from total population
Agriculture, Horticulture and Animal Care	2,290	1,880	82%
Arts, Media and Publishing	710	570	80%
Business, Administration and Law	34,940	29,700	85%
Construction, Planning and the Built Environment	5,660	4,790	85%
Education and Training	3,780	2,940	78%
Engineering and Manufacturing Technologies	17,540	14,430	82%
Health, Public Services and Care	28,650	23,010	80%
Information and Communication Technology	8,170	7,030	86%
Leisure, Travel and Tourism	1,430	1,050	73%
Retail and Commercial Enterprise	11,120	9,840	88%

	Total population	Usable sample	% usable sample from total population
Science and Mathematics	60	60	100%
Other	0	0	-
TOTAL	**114,340**	**95,290**	**83%**

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 2-10: Learner Survey – Total population figures vs. usable sample (Longer-term completer apprentices)

	Total population	Usable sample	% usable sample from total population
Agriculture, Horticulture and Animal Care	2,110	1,790	85%
Arts, Media and Publishing	370	290	78%
Business, Administration and Law	26,300	22,590	86%
Construction, Planning and the Built Environment	6,100	5,210	85%
Education and Training	2,670	2,110	79%
Engineering and Manufacturing Technologies	16,080	13,620	85%
Health, Public Services and Care	21,980	18,190	83%
Information and Communication Technology	5,230	4,430	85%
Leisure, Travel and Tourism	1,340	1,030	77%
Retail and Commercial Enterprise	8,870	7,870	89%
Science and Mathematics	60	40	67%
Other	0	0	-
TOTAL	**91,100**	**77,160**	**85%**

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 2-11 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 actively withdrew from their apprenticeships (the target sample group of the Non-completer Survey).

Table 2-11: Non-completer Survey – Total population figures vs. usable sample

	Total population	Usable sample	% usable sample from total population
Agriculture, Horticulture and Animal Care	2,200	1,650	75%
Arts, Media and Publishing	740	510	69%
Business, Administration and Law	40,230	32,950	82%
Construction, Planning and the Built Environment	8,570	6,870	80%
Education and Training	3,180	2,560	81%
Engineering and Manufacturing	15,040	11,970	80%
Health, Public Services and Care	38,310	29,470	77%
Information and Communication Technology	8,090	7,010	87%
Leisure, Travel and Tourism	1,580	1,180	75%
Retail and Commercial Enterprise	15,540	13,470	87%
Science and Mathematics	90	90	100%
Other	30	20	67%
TOTAL	**133,580**	**107,740**	**81%**

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

Final sampling

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

Firstly, sample was selected at random from the valid sample supplied by DfE in line with the amount of sample indicated as required using estimated response rates, excluding the allowance for non-return of contact details from DfE. This group of apprentices were then sent a mailing by post informing them of the likelihood of being called for the 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 (around 80% 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. For the main Learner Survey, 15,834 records were initially loaded, while 1,665 were loaded for the Non-completer Survey.

Additional sample for both surveys was loaded (around two thirds of the way through the fieldwork period for Learners and around three quarters for Non-completers) to maximise the reliability of individual cell level data, while 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 1,868 records were loaded in a second batch. For the Non-completer Survey, 391 additional records were loaded. With 85% of the main Learner fieldwork completed, a final batch of 424 records was loaded to ensure the overall target number of interviews was met and to maximise, as far as possible, other subgroup targets.

In total, 18,126 records were loaded for the Learner survey and 2,056 for the Non-completer Survey. Table 2-12 through to Table 2-14 shows the total amount of sample loaded for fieldwork for each sample group in the Learner Survey. Table 2-15 shows the total amount of sample loaded for fieldwork for the Non-completer Survey.

Table 2-12: Learner Survey – Current apprentice sample loaded by SSA and level

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Total
Agriculture, Horticulture and Animal Care	161	322	48	22	48	0	**601**
Arts, Media and Publishing	19	281	49	37	48	39	**473**
Business, Administration and Law	355	606	158	194	177	284	**1,774**
Construction, Planning and the Built Environment	332	328	76	53	164	42	**995**
Education and Training	0	283	70	65	141	23	**582**
Engineering and Manufacturing Technologies	307	685	80	36	106	37	**1,251**
Health, Public Services and Care	552	611	168	213	271	78	**1,893**
Information and Communication Technology	0	558	92	0	76	62	**788**
Leisure, Travel and Tourism	126	360	73	10	0	6	**575**
Retail and Commercial Enterprise	0	0	0	0	63	0	**63**
Science and Mathematics	359	655	72	0	72	0	**1,158**
Other	0	0	0	42	54	42	**138**
TOTAL	**2,211**	**4,689**	**886**	**672**	**1,220**	**613**	**10,291**

Table 2-13: Learner Survey – Recent completer sample loaded by SSA and level

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Total
Agriculture, Horticulture and Animal Care	96	137	10	0	0	0	**243**
Arts, Media and Publishing	7	70	5	0	0	6	**88**
Business, Administration and Law	119	302	65	72	24	74	**656**
Construction, Planning and the Built Environment	147	177	25	30	13	5	**397**
Education and Training	16	110	27	13	28	10	**204**
Engineering and Manufacturing Technologies	175	347	39	10	13	9	**593**
Health, Public Services and Care	222	273	56	108	41	18	**718**
Information and Communication Technology	40	156	76	0	11	6	**289**
Leisure, Travel and Tourism	62	107	4	0	0	0	**173**
Retail and Commercial Enterprise	180	186	23	0	8	0	**397**
Science and Mathematics	0	0	0	14	0	11	**25**
Other	0	0	0	0	0	0	**0**
TOTAL	**1,064**	**1,865**	**330**	**247**	**138**	**139**	**3,783**

Table 2-14: Learner Survey – Longer-term completer sample loaded by SSA and level

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Total
Agriculture, Horticulture and Animal Care	70	153	9	0	0	0	**232**
Arts, Media and Publishing	0	58	0	0	0	0	**58**
Business, Administration and Law	143	315	69	57	30	73	**687**
Construction, Planning and the Built Environment	191	180	26	35	10	10	**452**
Education and Training	117	100	12	19	13	17	**278**
Engineering and Manufacturing Technologies	198	314	16	28	10	13	**579**
Health, Public Services and Care	162	273	25	171	14	13	**658**
Information and Communication Technology	125	101	48	0	21	18	**313**
Leisure, Travel and Tourism	101	159	0	0	0	0	**260**
Retail and Commercial Enterprise	206	149	156	0	5	0	**516**
Science and Mathematics	0	0	0	4	13	2	**19**
Other	0	0	0	0	0	0	**0**
TOTAL	**1,313**	**1,802**	**361**	**314**	**116**	**146**	**4,052**

Table 2-15: Non-completer Survey – Sample loaded by SSA and level

	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Total
Agriculture, Horticulture and Animal Care	20	4	0	0	0	0	**24**
Arts, Media and Publishing	0	6	0	0	0	0	**6**
Business, Administration and Law	65	170	58	145	66	107	**611**
Construction, Planning and the Built Environment	81	21	6	0	13	0	**121**
Education and Training	0	19	4	13	4	4	**44**
Engineering and Manufacturing Technologies	99	107	11	0	8	4	**229**
Health, Public Services and Care	227	212	98	77	47	4	**665**
Information and Communication Technology	0	45	35	0	17	4	**101**
Leisure, Travel and Tourism	10	13	3	0	0	0	**26**
Retail and Commercial Enterprise	169	41	16	0	3	0	**229**
Science and Mathematics	0	0	0	0	0	0	**0**
Other	0	0	0	0	0	0	**0**
TOTAL	**671**	**638**	**231**	**235**	**158**	**123**	**2,056**

3. Questionnaire development

The Learner Survey

Initial questionnaire changes

To ensure comparability, questions were kept largely consistent with the 2021 survey. There were some changes, however, with the most notable being the removal of the majority of questions referencing COVID-19. Notable additions focused on exploring apprentices' feelings about undertaking Maths and English training, views on how their training provider and employer worked together, whether they experienced any delays to their end point assessment, and how satisfied they were with the end point assessment process.

When asking apprentices to supply information relating to their pay, it was made clear that if they were using a payslip, that payslip should be from no earlier than May 2023. This was to ensure that all pay data would reflect the changes to minimum apprenticeship wages outlined in the April 2023 Budget.[14] This was a departure from the approach in 2021, when it was not specified that the payslip should be from a certain time period. If apprentices were only able to supply data from a payslip from earlier than May 2023, edits were applied to these responses during the analysis phase, as outlined in the Learner Survey: Pay analysis section.

No other substantive changes were made to the questionnaire.

Cognitive testing

Cognitive testing was undertaken to test new questions on experiences of studying English or Maths during the apprenticeship, whether apprentices experienced any delays to their end point assessment, and some questions relating to their wellbeing, work-life balance and financial situation during their apprenticeship.

In total, 7 cognitive interviews were conducted via Microsoft Teams or telephone between 17 and 31 March 2023 with a mix of current (5) and completer (2) apprentices. Cognitive interviews focused primarily on new areas of the questionnaire to check that these were fit-for-purpose, including:

- Whether apprentices have had a break or pause in learning (this was previously only asked in reference to COVID-19)

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[14] National Minimum Wage and National Living Wage rates - GOV.UK (www.gov.uk)

- Experience of studying English or Maths during the apprenticeship, and whether they felt the employer and training provider worked well together

- Any delays to the end point assessment, and effects of the end point assessment on satisfaction

- Questions relating to wellbeing, financial welfare and work-life balance

Due to the importance of the questions relating to off-the-job training (OTJT) being well understood, these questions were asked during cognitive testing despite no changes being made. Respondents were also asked to comment on whether they would be able to provide a recent payslip, or whether they would know their gross hourly pay to test the feasibility of these questions in the 2023 survey.

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 questions were generally well understood, though some minor changes were made to question wording. For example, additional information was added to the question regarding a break or pause in learning to specify that this was an agreed break lasting 4 weeks or longer, and a previous yes/no question was amended to a scale question when asking whether the apprentice felt that their employer and training provider worked well together.

The questions that collected information on OTJT hours were still considered to be particularly challenging and respondents demonstrated some hesitation in answering them. However, extensive cognitive testing and piloting of these questions in this and previous waves has suggested that there is not an obvious solution to improving these questions, and that there would likely be a trade-off between simplification and the accuracy of data collected. Therefore the decision was taken to retain the same set of questions and retain comparability with the 2021 survey. These considerations however reinforced the importance of extensive briefing to interviewers on these questions to allow them to effectively guide and support respondents through these questions.

Piloting

A pilot was conducted between 12 and 16 June 2023, comprising 40 interviews, to test the length and flow of the full questionnaire, alongside the comprehension and effectiveness of changes that were made following the cognitive interviews. Respondents included a mix of current apprentices (20); recent completers (10); and longer-term

completers (10), as well as a spread by level of apprenticeship, age, and subject area. 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.

The pilot found that:

- Interviews were running at an average of 27 minutes (5 minutes over-length)

- The wording changes made post-cognitive testing were well understood

- There were some minor wording changes that could be made to streamline the survey to improve flow

To address issues with questionnaire length, it was agreed to remove the new section exploring general wellbeing, the impact of the apprenticeship on financial wellbeing and work-life balance during the apprenticeship.

Due to the increase in the sample population of completers on standards apprenticeships, the section regarding end point assessments (only undertaken by standards apprentices) was modularised to reduce interview length.[15] Some wording at the start and end of the survey regarding privacy notices and recontact information was shortened for simplicity.

To further reduce the length of the questionnaire, changes were also made to the questions which explored other types of qualifications that apprentices had considered:

- The structure of these questions was changed so that instead of prompting all apprentices with a list of relevant qualification types and asking if these were started or considered (as in 2021 and previous surveys), apprentices were first asked a yes / no question about whether they had started or considered other apprenticeships or qualifications. Only those who said yes were then prompted with relevant qualifications and asked which were started or considered.

- The final 'other (specify)' option was amended so that apprentices were not asked to specify which other qualifications they had started or considered. Previously this information was captured as verbatim and coded, however there was a lack of consistency in terms of the types of information respondents provided. For example, some just answered with an apprenticeship level, others with a specific

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[15] Modularising questions involves asking a set of questions to a subset of the full survey sample. It can be used to reduce survey length / make space for more questions, though doing so comes at the expense of sample size. Modular data was weighted separately to ensure it was still representative of the full population. More information can be found in the 'Module weight' section.

type of training our course but without specifying a level, which affected the usefulness of the final data.

It should be noted that these changes may affect comparability with previous years.

The final average interview length during mainstage fieldwork was 21 minutes 10 seconds.

Table 3-1 provides an overview of the content in Learner Survey questionnaire, and highlights where modularisation occurred:

Table 3-1: Apprenticeship Evaluation Learner Survey questionnaire content

Section	Overview of section content	Details of modularisation
Screener	Introducing the survey and GDPR permissions.	
Section A: Further screening, course and employer details	Confirming eligibility for the survey; employer details; contractual arrangements; activity before starting their apprenticeship; current activity (if completer).	
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.	MODULE 1 Asked of 50% of sample (assigned randomly)
Section C: Training	Perceptions about course length; awareness about OTJT requirements; how respondents were initially assessed; the types of training received; experience of studying Maths or English if relevant.	
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); the extent to which employers and training providers supported apprentices in preparing for their apprenticeship; whether there were any delays to the end point assessment.	MODULE 1 Asked of 50% of sample (assigned randomly)[16]

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[16] The same group of apprentices were asked both Section B and Section J.

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.	One question (D4_11) is routed to those who answered a question in Section J, meaning this was only asked of those in Module 1.
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).	MODULE 2 Asked of 50% of sample (assigned randomly)
Section G: Demographics	Ethnicity; whether have a disability and/or learning difficulty; 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.	

The Non-completer Survey

Initial questionnaire changes

The main purpose of the Non-completer Survey is to establish the reasons why former learners started an apprenticeship but did not complete it. Some questions overlap with the learners survey, such as routes into apprenticeships and initial motivations to allow for comparisons between completers and non-completers. The 2023 non-completer questionnaire remained largely similar to the 2021 questionnaire to allow comparability between waves.

In line with the changes made to the Learner Survey, questions relating to COVID-19 were mostly removed. New questions were introduced that explored:

- Maths and English study

- Prevalence of online training received by non-completers, and how they felt about this training

- The impacts of the apprenticeship on wellbeing, including personal wellbeing, financial wellbeing, and work-life balance

Cognitive testing

A total of 7 cognitive interviews were conducted between 15 and 28 March 2023 via Teams or telephone with individuals who left their apprenticeship before completing. Cognitive testing focused mainly on new questions around non-completers' situations before their apprenticeships, their reasons for withdrawing, their levels of satisfaction with the apprenticeships and how this compared to expectations, and how the apprenticeship affected their wellbeing. The list of reasons regarding why the apprentice left their apprenticeship was also tested for length.

The interviews were conducted in the same manner as learners, with a series of follow-up questions asked at the end of each section to check the respondent had understood the questions as intended and whether they felt the questions flowed well.

Overall, the cognitive interviews found that the questions generally worked well. There were no issues regarding the length of the list of options read out for reasons for not completing the apprenticeship, though a few respondents struggled to choose between whether a reason was 'key' or 'part', and also to identify the single, main reason for leaving their apprenticeship after providing all reasons why they had left their apprenticeship. Guidance was issued to interviewers to allow respondents to change their mind if later through the list they decided a previous reason was not 'key'.

Other minor issues raised by apprentices taking part in cognitive interviews were:

- Difficulties recalling whether any of their apprenticeship took place prior to March 2022

- A lack of depth surrounding the questions on apprentices' finances

Piloting

The Non-completer Survey was piloted between 19 and 21 June 2023 using sample drawn from the ILR (taking a subsample of the draw for the main survey). Overall, 20

pilot interviews were completed with a mix of apprentices by level, age and subject area. Pilot interviews were included in the final data.

The pilot found that:

- Interviews were running at an average of 19 minutes and 30 seconds (1 minute and 30 seconds over the target length)

- Respondents were keen to take part and share their in-depth experiences of the apprenticeship when providing feedback

- Some clarifications and streamlining was required to new questions

To address issues with questionnaire length, it was agreed to 'filter' many of the codes in the long read-out list of reasons for not completing the apprenticeship based on previous responses (e.g. if they indicated they were not fired in Section A, not asking whether this was a reason that they did not complete the apprenticeship). Following cognitive testing, a check question was used in the pilot for individuals who selected a reason for not completing their apprenticeship as 'part' of the reason (rather than a 'key' reason) and then subsequently selected it as their 'main reason'. This was removed in the final questionnaire due to time constraints, and instead data editing was implemented at this question during the analysis phase to manually change 'partial' reasons to 'key' if they were then selected as the main reason later in the survey.

Further guidance was also issued to interviewers on ways to manage respondents and encourage them to get back on track if they begin to discuss reasons for not completing unrelated to the question in hand.

The final average interview length was 17 minutes 20 seconds.

Table 3-2 provides an overview of content for the Non-completer Survey questionnaire.

Table 3-2: Apprenticeship Evaluation Non-completer 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 undertook any of apprenticeship in March 2022 or earlier (linked to COVID flexibilities); whether was fired, made redundant or had a pause in 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 studied (or had plans to study) for a Maths or English qualification; 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; proportion of the apprenticeship learning delivered online and feelings about online learning.
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 K: Wellbeing	Impact of the apprenticeship on apprentices mental health; work-life balance during the apprenticeship; support provided by employers for wellbeing; financial impact of apprenticeship.
Section F: Demographics	Ethnicity; whether have a disability and/or learning difficulties

Appendix A – Learner Questionnaire and Appendix B – Non-completer Questionnaire respectively show the Learner and Non-completer Surveys in full.

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 completers and longer-term completers) took place between 4 July and 15 September 2023. Mainstage fieldwork for the Non-completer Survey ran from 12 July to 11 September 2023.

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 current apprentices and completer apprentices (recent and longer-term) for the Learner Survey can be found in Appendix C – Advance letter for current apprenticesAppendix D – Advance letter for completers respectively. A copy of the advanced letter sent to non-completers for the Non-completers Survey can be found Appendix E – Advance letter for non-completers.

As explained in the sampling section of the report, records that were drawn for additional sample were sent an adapted version of the advance letter in email format to allow these records to be loaded in sooner (i.e. reducing the time of sending through the post). Emails were also sent to those with invalid postcodes in place of letters to ensure they could still be included in the survey sample.[17]

Once selected, the records were called a minimum of 10 times on the Learner Survey and 8 on the Non-completer Survey. If, on the final call, the respondent asked to be called back, the number of call attempts was increased by 2 (to a maximum of 12 on the Learner Survey and 10 on the Non-completer Survey).

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[17] 78 of the apprentices sampled had invalid postcodes recorded on the ILR.

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. As in the 2021 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 'longer-term completer' status and vice versa).

Interview length

The average duration of the Learner Survey was 21 minutes 10 seconds, while the average interview length for the Non-completer Survey was 17 minutes 20 seconds.

Interviews achieved

Overall, 4,919 interviews were completed on the Learner Survey (2,970 with current apprentices, 991 with recent completers and 958 with longer-term completers). A further 506 interviews were carried out on the Non-Completer Survey.

Table 4-1 through to Table 4-3 shows the profile of current apprentices, recent completers and longer-term completers interviews achieved (based on survey information), split by level and SSA. Table 4-4 shows the same profile for the Non-completer Survey.[18]

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[18] Survey information is used here but it should be noted that in the 'Response rates' section, sample data is used.

Table 4-1: Learner Survey – Current apprentice interviews achieved by level and SSA (survey data)

Sample outcome	Current apprentices: Level 2	Current apprentices: Level 3	Current apprentices: Level 4/5	Current apprentices: Level 6/7
Agriculture, Horticulture and Animal Care	34	98	27	22
Arts, Media and Publishing	4	78	22	38
Business, Administration and Law	91	172	105	142
Construction, Planning and the Built Environment	73	109	24	67
Education and Training	0	83	37	44
Engineering and Manufacturing Technologies	78	217	46	55
Health, Public Services and Care	139	161	105	109
Information and Communication Technology	0	161	28	56
Leisure, Travel and Tourism	40	88	16	0
Retail and Commercial Enterprise	92	182	27	25
Science and Mathematics	0	0	13	38
Other	0	0	0	24
TOTAL	**551**	**1,349**	**450**	**620**

Table 4-2: Learner Survey – Recent completer apprentice interviews achieved by level and SSA (survey data)

Sample outcome	Recent Completers: Level 2	Recent Completers: Level 3	Recent Completers: Level 4/5	Recent Completers: Level 6/7
Agriculture, Horticulture and Animal Care	22	44	2	0
Arts, Media and Publishing	1	17	1	0
Business, Administration and Law	28	89	35	33
Construction, Planning and the Built Environment	38	42	9	4
Education and Training	4	31	10	15
Engineering and Manufacturing Technologies	37	68	12	2
Health, Public Services and Care	56	87	49	19
Information and Communication Technology	8	45	28	9
Leisure, Travel and Tourism	14	23	2	0
Retail and Commercial Enterprise	40	48	10	1
Science and Mathematics	0	0	5	3
TOTAL	**248**	**494**	**163**	**86**

Table 4-3: Learner Survey – Longer-term completer apprentice interviews achieved by level and SSA (survey data)

Sample outcome	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	19	34	2	0
Arts, Media and Publishing	0	14	0	0
Business, Administration and Law	33	85	36	26
Construction, Planning and the Built Environment	39	38	6	4
Education and Training	34	34	5	13
Engineering and Manufacturing Technologies	44	70	11	1
Health, Public Services and Care	39	83	51	4
Information and Communication Technology	20	39	14	7
Leisure, Travel and Tourism	29	23	0	0
Retail and Commercial Enterprise	25	36	39	0
Science and Mathematics	0	0	0	1
TOTAL	**282**	**456**	**164**	**56**

Table 4-4: Non-completer Survey – non-completer apprentice interviews achieved by level and SSA (survey data)

Sample outcome	Non-Completers: Level 2	Non-Completers: Level 3	Non-Completers: Level 4/5	Non-Completers: Level 6/7
Agriculture, Horticulture and Animal Care	6	2	0	0
Arts, Media and Publishing	0	2	0	0
Business, Administration and Law	15	51	61	56
Construction, Planning and the Built Environment	20	6	0	3
Education and Training	0	5	5	2
Engineering and Manufacturing Technologies	24	19	2	6
Health, Public Services and Care	40	49	30	14
Information and Communication Technology	0	11	8	5
Leisure, Travel and Tourism	1	3	1	0
Retail and Commercial Enterprise	40	15	3	1
TOTAL	**146**	**163**	**110**	**87**

5. Response rates

The overall response rate across all Learner Survey strands was 32% (with ineligible and unusable sample removed from the calculation), equating to 27% of all sample as shown in Table 5-1. On the Non-completer Survey, the response rate was slightly lower, at 30% when removing ineligible and unusable sample, equating to 25% of all sample, as shown in Table 5-2. For both surveys, the initial sampling was undertaken on the assumption that a 25% response rate could be achieved.[19] Further detail on response rate by Sector Subject Area (SSA) and level can be found in Table 5-3 through to Table 5-5.

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', were 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 5-1: Call outcomes for the Learner Survey

Sample outcome	Number	% of total	% of total eligible
Total loaded sample	**18,126**	**100%**	-
Ineligible sample (no recollection of undertaking apprenticeship, early leavers, current apprentices who completed since sampling etc.)	849	5%	-
Unobtainable / invalid numbers	1,862	10%	-
Total sample minus ineligible/unobtainable	**15,415**	**85%**	**100%**
Achieved interviews	4,919	27%	32%
Refusal	1,273	7%	8%
Quits during interview	45	<0.5%	<0.5%
Worked sample with no final outcome after maximum number of call attempts	9,178	51%	60%

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[19] This figure was based on all loaded sample and did not account for unusable or ineligible sample.

Table 5-2: Call outcomes for the Non-completer Survey

Sample outcome	Number	% of total	% of total eligible
Total loaded sample	**2,056**	**100%**	-
Ineligible sample (no recollection of undertaking apprenticeship, successfully completed etc)	64	3%	-
Unobtainable / invalid numbers	318	15%	-
Total sample minus ineligible/unobtainable	**1,674**	**81%**	**100%**
Achieved interviews	506	25%	30%
Refusal	129	6%	8%
Quits during interview	0	0%	0%
Worked sample with no final outcome after maximum number of call attempts	1,039	51%	62%

Table 5-3: Response rate by survey subgroup, Learner Survey

	Total loaded	Achieved as % of total loaded	Achieved as % of total eligible
Total	**18,126**	**27%**	**32%**
SSA	**Total loaded**	**Achieved as % of total loaded**	**Achieved as % of total eligible**
Agriculture, Horticulture and Animal Care	1,076	28%	33%
Arts, Media and Publishing	619	28%	33%
Business, Administration and Law	3,117	28%	32%
Construction, Planning and the Built Environment	1,844	25%	30%
Education and Training	1,064	29%	35%
Engineering and Manufacturing Technologies	2,423	26%	32%
Health, Public Services and Care	3,269	28%	32%
Information and Communication Technology	1,390	30%	34%
Leisure, Travel and Tourism	1,008	23%	27%
Retail and Commercial Enterprise	2,071	25%	31%
Science and Mathematics	182	33%	37%
Other	63	38%	43%
Level	**Total loaded**	**Achieved as % of total loaded**	**Achieved as % of total eligible**
Level 2	4,588	23%	28%
Level 3	8,356	28%	33%
Level 4	1,577	29%	34%
Level 5	1,233	26%	29%
Level 6	1,474	32%	36%
Level 7	898	32%	36%

Table 5-4: Response rate by survey subgroup, Non-completer Survey

	Total loaded	Achieved as % of total loaded	Achieved as % of total eligible
Total	**2,056**	**25%**	**30%**
SSA	**Total loaded**	**Achieved as % of total loaded**	**Achieved as % of total eligible**
Agriculture, Horticulture and Animal Care	24	33%	40%
Arts, Media and Publishing	6	33%	40%
Business, Administration and Law	611	30%	36%
Construction, Planning and the Built Environment	121	24%	32%
Education and Training	44	27%	34%
Engineering and Manufacturing Technologies	229	22%	30%
Health, Public Services and Care	665	20%	25%
Information and Communication Technology	101	24%	29%
Leisure, Travel and Tourism	26	19%	24%
Retail and Commercial Enterprise	229	26%	30%
Level	**Total loaded**	**Achieved as % of total loaded**	**Achieved as % of total eligible**
Level 2	671	22%	27%
Level 3	638	26%	32%
Level 4	231	24%	29%
Level 5	235	23%	27%
Level 6	158	27%	33%
Level 7	123	37%	40%

Table 5-5: Response rate by survey subgroup, Learner Survey and Non-completer Survey combined

	Total loaded	Achieved as % of total loaded	Achieved as % of total eligible
Total	**20,182**	**27%**	**32%**
SSA	**Total loaded**	**Achieved as % of total loaded**	**Achieved as % of total eligible**
Agriculture, Horticulture and Animal Care	1,100	28%	33%
Arts, Media and Publishing	625	28%	33%
Business, Administration and Law	3,728	28%	33%
Construction, Planning and the Built Environment	1,965	25%	30%
Education and Training	1,108	29%	35%
Engineering and Manufacturing Technologies	2,652	26%	32%
Health, Public Services and Care	3,934	26%	31%
Information and Communication Technology	1,491	29%	34%
Leisure, Travel and Tourism	1,034	23%	27%
Retail and Commercial Enterprise	2,300	25%	30%
Science and Mathematics	182	33%	37%
Other	63	38%	43%
Level	**Total loaded**	**Achieved as % of total loaded**	**Achieved as % of total eligible**
Level 2	5,259	23%	28%
Level 3	8,994	28%	33%
Level 4	1,808	29%	34%
Level 5	1,468	26%	29%
Level 6	1,632	32%	36%
Level 7	1,021	32%	36%

6. Weighting

Learner Survey

The 2023 study saw a repeat of the RPS approach that was first used in 2021. As is the practice with RPS surveys, the weighting process took 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 three main cohorts: current apprentices, recent completers and longer-term completers. Each cell within these cohorts with a different sampling fraction was assigned a separate weight. The selection weights for overlap cases[20] were given double the weight of other sampled cases in their corresponding sample cell to adjust for their 50% probability of being deleted (and hence 50% lower probability of selection) prior to sampling. This weight (w1) 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 sample[21] 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 (w2) combined with the sampling weight (w1) provides the input for calibration (w12).

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 (w3) combined with the combined selection and non-response weight (w12) forms the final weight for individual apprentices (w123).

Compared with 2021, in 2023 current apprentices were weighted to the population profile of apprentices that matched their sampling criteria, namely learners who were active apprentices in the January 2023 Individualised Learner Record (ILR) release and who were still active on their apprenticeship at the time of fieldwork. The population profile used for weighting therefore excluded apprentices who were due

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[20] Overlap cases are those sample cases that appear in more than one sample window. Note that none of the apprentices sampled were in more than 2 out of a possible 3 sample windows.
[21] Achieved sample = sample where interviews were completed.

to complete their apprenticeship in the gap between the sample selection in January 2023 and the fieldwork period beginning 4th July, otherwise known as 'expected completers'. This group of apprentices tends to include a greater proportion of shorter length and lower-level apprentices. In 2021, the population profile used for the weighting of current apprentices included this group of learners to adjust for this difference, although in neither 2021 nor 2023 were these apprentices included in the population used to draw the sample used for fieldwork.

As discussed earlier in the Sample design and selection chapter, paused apprentices (including 'probable pauses') were not sampled for the 2023 Learner Survey, nor were they included in the weighted population. Paused apprentices were included in the 2021 Learner Survey due to the survey's focus on the impacts of COVID-19 on apprenticeship delivery but were not considered relevant to the 2023 Learner Survey, in which most of the COVID-19 content had been removed.

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 three sample groups (referred to from here onwards as cohorts).

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 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.[22]

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 lengths (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

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[22] 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.

and Admin' as it is the modal SSA category,[23] 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 longer-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 current, recent or longer-term completer issued sample, with one record per apprentice.

Fields in the database included: Unique IFF ID, sample type (cohort), whether a complete interview was obtained (yes or no), region, planned apprenticeship length, SSA, apprenticeship level, apprentice age, sex, and a marker indicating universe cohort overlaps.

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 IFF ID which was unique for each apprentice in the sample.

Selection weighting

It was 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 recent and longer-term completers groups. 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 three 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

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[23] Largest single category.

universe. The selection weight for the cell is then calculated at 1/p. After adjusting for the lower probability of selection for overlap cases, these weights were then scaled to sum to the sample size for each cohort.

The weighting efficiencies of the selection weights varied from 63% for current apprentices to 74% for recent completers. The reduction in bias was due to the weighting being assessed by comparing the universe distribution by SSA and apprenticeship 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.[24]

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 document as weight Sampwt.

Non-response weighting

Non-response modelling was carried out on the selection weighted issued sample database.[25] 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, SSA, apprenticeship level, planned length, age, sex and overlap with other sample windows. 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, a single model was adopted, which allowed for interaction effects between the key variables and the three sample windows: current apprentices, recent completers and longer-term completers. This configuration enabled us to balance the need for minimum base sizes for completes for levels of key predictor variables with the need to reduce as much bias as possible among completed interviews.[26] The use of a single model, with interactions, as opposed to separate models for each sample window enabled us to adopt a more statistically efficient and parsimonious modelling approach, lending consistency to the treatment

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[24] The selection weight does not eliminate bias 100% due to the merging of some cells.
[25] Weighted by w1.
[26] The bias being due to differences in non-response patterns.

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

Table 6-1: Predictors in non-response model

Predictor
Cohort[27]
Region
SSA
Apprenticeship level
Planned apprenticeship length
Age
Sex
Whether an overlap case

A probability of completing an interview, under the model, was scored for each case on the sample (p). The non-response weight (nrwt) 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 (compWt). 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 compWt by 'level within SSA within cohort', apprenticeship length (for current), region and age with the profile of the 'selection weighted' (w1) completers. Both of these profiles were benchmarked against the w1 weighted issued sample.

As the weights were found to be light touch they were left untrimmed. The weights were scaled to the sample sizes for each of the three cohorts.

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, apprenticeship level (and planned length for

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[27] The cohort variable provides the main effect differences for the recent vs longer-term completers.

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 (WTFULLG). This weight is generally used to report results throughout for the Learner Survey. This includes results at the 'all apprentices' (i.e. combining all three cohorts), the cohorts individually, 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.

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

Table 6-2: Final individual apprentice weights: weighting efficiency

Group	Sample size	nEff (Effective sample size)	Efficiency (%)
Current	2,970	1,898	64%
Recent/Longer-term completers	1,949	1,370	70%
Recent completers	962	691	72%
Longer-term completers	987	679	69%

Module weight

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.

Although respondents were allocated to modules on a 50:50 basis an analysis of the module profiles, using crosstabulation and chi-squared analysis showed differences between the module profiles by region, planned apprenticeship length and age.

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 jointly for the 'current' and the 'recent and longer-term completers' groups but allowing main effects for these groups and interaction effects between these groups and other profiling variables. Data were initially weighted by a special version of the final individual apprentice weight scaled to the sample size for the combined current completer groups (wtFullG_rs) 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 modelling. The predictors retained in the final module non-response each model are summarised in Table 6-3:

Table 6-3: Predictors in module non-response models

Predictor
Cohort[28]
Region
Planned apprenticeship length
Age
Whether an overlap case

Probabilities of selection (p) were scored for each module 1 and 2. The selection weight for the module (wtMod) was calculated by taking 1/p. It was not necessary to trim this weight due to the lack of outliers. A composite weight (wtModN) was then created by multiplying wtMod with wrFullG. This composite weight was checked for each module

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[28] The cohort variable provides the main effect differences for the current apprentices vs recent completers vs longer-term completers.

and cohort and extreme values within each (between 1 and 3 depending on cohort and module) were capped.

For each module 1 and 2 within the 'current' and the 'recent and longer-term completers' groups, a scaled version of the module weight was created grossed to the corresponding survey population total for each group (wtModG). A version scaled to the respective sample size (wtModN) was also created.

The final weighting efficiency and effective sample sizes are summarised in Table 6-4:

Table 6-4: Final Module weights: weighting efficiency

Group	Sample size	nEff (Effective sample size)	Efficiency (%)
Module 1 – Current	1,530	973	64%
Module 1 – Recent / Longer-term completers	976	680	70%
Module 2 – Current	1,440	919	64%
Module 2 – Recent / Longer-term completers	973	674	69%

The modular weight (wModg) 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

- B6: Whether apprenticeship was apprentices' preferred choice

- B7: What individual would have preferred to do instead of an apprenticeship

- J1: Level of understanding about end point assessments and what these involve

- J2: Point at which learner first heard about end point assessments

- J3: Who first told learners about end point assessments

- J4: Who first told learners about end point assessments, either before starting the apprenticeship or within the first month

- J5: What employer has done to help prepare learner for the end point assessment

- J5A: What training provider has done to help prepare learner for the end point assessment

- J6: How helpful employer has been in preparing the learner for their end point assessment

- J7: How helpful training provider has been in preparing the learner for their end point assessment

- J8: Whether any delays to the end point assessment

- D4_11: Satisfaction with end point assessment process

Module 2

- E6A: Whether apprentices have considered any other apprenticeships or qualifications like a degree

- E6B: Whether apprentices have started or considered another educational qualification

- 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 apprentice group to account for non-response in the question 'GROSSPAYHOUR_COMB' which was answered by around 61% of current apprentices 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 wtFullN_survey weighted sample following a similar methodology to the previous non-response weights. The final model included region, SSA and apprenticeship level, planned length[29] and an interaction between planned length and apprenticeship level as predictors.

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[29] Note – in this model a collapsed two-level version of planned length (up to 15 months and 16 months plus) was used due to the reduced sample size and resulting data sparsity.

Bias-reduction after weighting was assessed via benchmarking against the full weighted 'SSA by level', cohort, planned length, region, sex and age. No trimming of the new weight was required.

The new weight was multiplied by the individual apprentice weight to produce the composite pay weight (WTPAYG) scaled to sum to the population of current apprentices. The final weighting efficiency and effective sample sizes are summarised in the table below:

Table 6-5: Final Pay weight: weighting efficiency

Group	Sample size	nEff (Effective sample size)	Efficiency (%)
Current	1,822	1,181	65%

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

Non-completer Survey

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

Background data

Universe data

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

As the non-completers universe and sample is already de-duped of members of the current and completer apprentice windows and as the non-completers are sampled and surveyed separately, it was not necessary to account for overlaps with other cohorts.

The universe count of population members was provided split by cells defined by SSA and apprenticeship 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.

Fields in the database included: ID, whether a complete interview was obtained (yes or no), region, planned apprenticeship length, actual apprenticeship length, SSA, apprenticeship level, sex 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 mirrored that of the Learner Survey cohort. The weighting efficiencies of the selection weights was 90%. 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.[30]

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. This is referred to as weight w1.

Non-response weighting

As with the Learner Survey cohorts, non-response modelling was carried out on the selection weighted[31] 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, SSA, apprenticeship level, planned apprenticeship length, sex 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 model were selected using a combination of forward and backward selection; these were apprenticeship level, SSA, and sex.

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[30] The selection weight does not eliminate bias 100% due to the merging of some cells.
[31] Weighted by w1.

A probability of completing an interview was scored for each case on the sample (p). The non-response weight (w2) 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 (w12). Completed interviews weighted by this new weight show 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 w12 by 'level within SSA', planned apprenticeship length, region, sex 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 90% and for the combined selection and non-response weight (w12) was 90%.

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. 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 100% and the efficiency of the combined selection, non-response and calibration weight was 88%.

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 Table 6-6 below:

Table 6-6: Final Non-completer weight: weighting efficiency

Group	Sample size	nEff (Effective sample size)	Efficiency (%)
Non-completers	506	444	88%

7. Data cleaning and preparation

Coding

Codeframes in the final datasets for both surveys were kept consistent with 2021, although some new codes were added at various questions. Therefore, some codes appear in the final dataset with zero responses. This is to allow for easier comparability with previous survey years. These codes may also be used in future iterations of the study.

Learner Survey: Off-the-job training results

In August 2022, the rules relating to the minimum threshold for off-the-job training (OTJT) were updated. To be eligible for government funding, new full-time apprentices working 30 hours a week or more must spend at least 6 hours per week undertaking OTJT.[32] For individuals working less than 30 hours a week, at least 20% of their normal working hours must be spent on OTJT. Prior to this change, OTJT used to have to account for at least 20% of an apprentice's employed time during their apprenticeship (regardless of hours worked). This 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.

In the report, OTJT levels are described in terms of the proportion of apprentices that report 'compliant' levels of OTJT (a measure calculated based on the number of hours of OTJT learners told us they did). As discussed in the 'Sample design and selection' chapter, the sample included apprentices who started both before, and after the changes outlined above were introduced. Compliance was therefore calculated in accordance with the rules that were in place when the apprentice started their course. Those who started on or after 1 August 2022 had the 30-hour consideration applied – i.e. if they worked 30 hours or more per week, then they had to undertake a minimum of 6 hours of OTJT (for those doing fewer than 30 hours, the 20% rule still applied). For those who started their apprenticeship before 1 August 2022, to be compliant, OTJT needed to account for 20% of their contracted hours regardless of hours worked (i.e. there was no 6 hour cap on the minimum requirement for those working 30 hours or more per week).

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[32] Off-the-job training guidance - GOV.UK (www.gov.uk)

The proportion of hours spent on OTJT was derived via the following calculation: Average off-the-job learning hours per week / worked hours per week[33]

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 reported being 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, 3,776 respondents provided valid data.

The research report also includes a measure to capture apprentices who reported receiving 'close to compliant' levels of OTJT – i.e. not compliant but having met at least 80% of the minimum requirement (but less than 100%). This varied depending on which OTJT rules applied at the time their apprenticeship started. For those who started before August 2022, 'close to compliant' covers apprentices whose OTJT accounted for 16 to 19.99% of their working hours. This also applies to those who started an apprenticeship in August 2022 or later but worked fewer than 30 hours per week. For those who started their apprenticeship in August 2022 or later and worked 30 or more hours per week (i.e. where the required OTJT hours were capped at 6 hours), 'close to compliant' covers those who undertook between 4.8 and 5.99 hours of OTJT.

Learner Survey: 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).[34] The payslip used had to be taken from May 2023 or later, to ensure their pay reflected a period after changes to the national minimum wage rates had been implemented.

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:

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[33] 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 respondent was identified as having not made the necessarily 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'.
[34] Only current apprentices were asked about their pay.

- 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. 1,822 respondents provided valid gross hourly pay data.

It is worth noting that this data was subject to edits, as outlined in the Pay data edits section.

Non-completer Survey – Analysis categories for 'reasons for not completing'

For reporting purposes, the reasons for not completing among non-completers were aggregated into broader groups. Table 7-1 outlines the breakdown of responses for each category. Note, some reasons were allocated to more than one broad category.

Table 7-1: Categorised reasons for not completing the apprenticeship

Category	Responses
Competency / confidence issues	- Finding it too difficult / fell behind - Found the prospect of doing the end point assessment daunting - Apprentice / employer / provider didn't think you'd pass the end point assessment
Issues with quality	- Training wasn't as good as you hoped - Apprenticeship badly run / poorly organised - The negative impact COVID-19 had on the way the apprenticeship was delivered - Not enough time for learning / training
Issues with delivery	Apprenticeship stopped / cancelled

Category	Responses
	• Unable to continue apprenticeship due to COVID-19 • Issues with travelling • Their end point assessment was delayed
Own choice	• Thought they could progress / do well in the job role of the apprenticeship without actually finishing the apprenticeship • Decided they didn't want to work in the job role the apprenticeship training was for • Changing career • Offered another / better job • Decided to pursue other form of education
Didn't get on with employer / provider	• Didn't get on with the employer • Didn't get on with the provider
COVID-19 factors	• The negative impact COVID-19 had on the way the apprenticeship was delivered • Unable to continue apprenticeship due to COVID-19 • Respondent got Covid
Physical or mental health issues	• Respondent got COVID-19 • Physical health issues (non-COVID-19) / health got worse • Mental health issues (including depression, job-related stress, etc.)
Personal circumstances	• Respondent (or family) wanted/needed to move area • Personal/family/relationship issues • Caring responsibilities • Got pregnant
Financial reasons	• Salary too low / struggling to get by financially • Financial issues / difficulties (including partner lost their job)
Fired / made redundant	• Being fired • Being made redundant
Maths / English reasons	• Didn't enjoy or want to study maths or English as part of apprenticeship

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 reflected what the data shows

- Checking derived variables / tables had 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)

  o 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') were not combined with other responses.

- Checking that weighting had been applied correctly / accurately

- For tables, checking that summary codes (i.e. codes that combine more than one response code) were calculated correctly.

- Checking table crossbreaks had 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 14 records). Note, those who said they were on a zero hours contract were excluded from the final OTJT 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 was 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 (72 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 (6 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).

If an apprentice indicated that the data they were supplying came from a payslip from before May 2023 then their responses were excluded from the pay data. This was to ensure that all pay data would reflect the changes to minimum apprenticeship wages outlined in the April 2023 Budget.[35] This was a departure from the approach in 2021, when payslip data from before May 2021 was retained in the dataset.

In addition, a further 66 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, e.g. a stated annual figure being recorded as a monthly one), or their response was set to 'refused' so that they would be routed out of subsequent data as appropriate.

Learner Survey: future qualifications edits

The structure of the future qualifications questions was changed following the pilot to reduce length. This is discussed in the 'Questionnaire development' chapter.

As these changes were made post-piloting, pilot responses were edited accordingly. For example, if an apprentice had reported starting a Level 3 or Advanced Apprenticeship in the pilot (E6_1=1), their responses were forced in the revised mainstage survey to E6a=1 and E6b_1=1. The same was done for qualifications that were being considered, and if apprentices had not started or considered any qualifications (all E6_X=3), they were forced to E6a=2.

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[35] National Minimum Wage and National Living Wage rates - GOV.UK (www.gov.uk)

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.

Where reasons were taken at D4 and D1A that could be back-coded to D1 (and therefore it was unknown whether these were considered a 'key' or 'partial' reason), these have been 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 these have been 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

Data from the Learner Survey and Non-completer Survey were analysed using 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 waves

The main report leads with headlines figures based on 'all apprentices' – i.e. combining the results of the three groups that undertook the Learner Survey: current apprentices, recent completers and longer-term completers. Generally, subgroup analysis is also conducted for this combined 'all apprentices' group, except for where questions were asked of a specific subgroup of respondents. 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 Learner Survey prior to 2021, it is not possible to compare the 'all apprentices' measure with corresponding results before this point. For pre-2021 data, it is only possible to compare current apprentices and longer-term completers with their counterparts in previous years. Note, prior to 2021, longer-term completers were referred to as 'completers', though the groups are comparable in terms of the window in which they completed their apprenticeship.

With regards to weighting, in 2023 current apprentices in the Learner Survey were weighted to the population profile of apprentices that matched their sampling criteria, namely learners who were active apprentices in the January 2023 Individualised Learner Record (ILR) release and who were still active on their apprenticeship at the time of fieldwork. The population profile used for weighting therefore excludes apprentices who were due to complete their apprenticeship in the gap between the sample selection in January 2023 and the fieldwork period beginning, otherwise known as 'expected completers'. This group of apprentices has a larger proportion of shorter length and lower-level apprentices. This meant that, in the 2023 Learner Survey, these groups were marginally underrepresented in the final weighted population profile. In 2021, the population profile used for the weighting of current apprentices included this group of learners to adjust for this difference, although in neither 2021 nor 2023 were these apprentices included in the population used to draw the sample used for fieldwork.

This difference in the Learner Survey weighting approach between 2021 and 2023 has a small impact on direct comparability of the 'all apprentices' figures, but modelling suggests the impact is very minor and it is still appropriate to make comparisons between the survey waves. In respect of comparisons wave-on-wave it is also important to note that that the 2021 survey included a sample of 'paused' apprentices (including 'probable paused' apprentices), with this group not part of the 2023 sample. Where we believe

these differences compared with 2021 impact the research findings, these are noted in the research report.

Analysis and interpretation of Non-completer Survey data was largely consistent with the approach taken in 2021.

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 for both surveys. The analysis breaks most commonly used for the main report are shown in Table 8-1.

Table 8-1: Main subgroups used for reporting and their source

Analysis crossbreak	Data tables applied to (L: Learner Survey; N: Non-completer Survey)	Source
Survey group (current apprentices, recent completer apprentices, and longer-term completer apprentices).[36]	L	Survey / sample
Apprenticeship level	L/N	Survey / sample
Whether a degree or non-degree apprentice (Level 6 and above).[37]	L/N	Survey
Sector Subject Area (SSA) - for analysis and reporting purposes the SSA (Tier 1) titles are abbreviated for brevity. These titles and their corresponding abbreviations are shown in Table 8-2.	L/N	Sample
Age of apprentices (under 19, 19 to 24, 25 and over)	L/N	Sample
Gender	L/N	Sample
Region	L	Sample
Ethnicity	L/N	Survey / sample
Whether apprentice had a learning difficulty or disability	L/N	Survey / sample
Index of Multiple Deprivation	L/N	Sample (derived from respondents' home postcode)

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[36] Data for non-completers was collected separately via the Non-completer Survey. It is possible to compare their data with apprenticeship completers.

[37] Note, the Non-completers data tables included similar analysis crossbreaks, comparing those who were degree apprentices and those who were not degree apprentices (at any level). However, this was based on ILR data rather than data collected from the survey. It was not used for reporting purposes due to the low sample size of degree apprentices.

Table 8-2: SSA breakdown and abbreviations used for analysis

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
Other	10, 11, 12, 14	Other

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 8-3 below. Table 8-4 details the same information for the Non-completer Survey. 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 ±1.39%, 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 48.61% to 51.39%'.

Table 8-3: 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	541,670	4,919	± 1.39

Sample group	Population	Number of Interviews	(Maximum) Sampling Error
Current apprentices	336,230	2,970	± 1.79
Recent completers	114,340	991	± 3.10
Longer-term completers	91,100	958	± 3.15

Level	Population	Number of Interviews	(Maximum) Sampling Error
Level 2	111,660	1,081	± 2.97
Level 3	242,390	2,299	± 2.03
Level 4	48,570	461	± 4.54
Level 5	41,870	316	± 5.49
Level 6	56,280	470	± 4.50
Level 7	40,910	292	± 5.71

SSA	Population	Number of Interviews	(Maximum) Sampling Error
Agriculture	11,940	304	± 5.55
Arts	2,560	175	± 7.15
Business	143,370	875	± 3.30
Construction	53,860	453	± 4.59
Education	13,150	310	± 5.50
Engineering	101,030	641	± 3.86
Health	134,090	902	± 3.25
ICT	33,880	415	± 4.78
Leisure	6,070	235	± 6.27
Retail	40,650	525	± 4.25
Science	750	60	± 12.14

Population figures have been rounded to the nearest 10, meaning that totals may not match the sum of all cells in the 'Population' column.

Table 8-4: Sampling error (at the confidence 95% level) associated with findings of 50% for the Non-completer Survey

	Population	Number of interviews	(Maximum) Sampling Error
All non-completers	**133,580**	**506**	**± 4.35**

Level	Population	Number of interviews	(Maximum) Sampling Error
Level 2	38,370	146	± 8.10
Level 3	58,000	163	± 7.67
Level 4/5	25,680	110	± 9.32
Level 6+	11,530	87	± 10.47
SSA	Population	Number of interviews	(Maximum) Sampling Error
Business	40,230	183	± 7.23
Construction	8,570	29	± 18.17
Engineering	15,040	51	± 13.70
Health	38,310	133	± 8.48
ICT	8,090	24	± 19.98
Retail	15,540	59	± 12.73
Other	7,820	27	± 18.83

Population figures have been rounded to the nearest 10, meaning that total may not match the sum of all cells in the 'Population' column.

Significance testing

In both the Learner and Non-completer Surveys differences between subgroups and between different survey waves 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.

Appendix A – Learner Questionnaire

Apprenticeship Evaluation Survey 2023 – Learners.

J12131 Learner. Date XX/X/XX. Telephone.

From sample:

- Current apprentice <SAMTYPE1>.

- Recent completer from April 2022 <SAMTYPE3>.

- Longer term completer between 1st August 2021 – 31st March 2022 <SAMTYPE4>.

S - Screener

ASK PERSON WHO ANSWERS PHONE

S1. Good morning / afternoon / evening. My name is <NAME> and I'm calling on behalf of The Department for Education. I'm looking to speak to <CONTACT> please?

1. Respondent answers phone. CONTINUE.

2. Transferred to respondent. CONTINUE.

3. Hard appointment. MAKE APPOINTMENT.

4. Soft Appointment. MAKE APPOINTMENT.

5. Refusal. SOFT/HARD REFUSAL SCREEN.

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.

12. Hang up. HANG UP SCREEN

ASK IF CONTINUE (S1=1-2)

S2. [IF NAMED CONTACT: S1=1: That's you, great. To confirm, my name is <NAME>, and I'm calling on behalf of The Department for Education from IFF Research.] [IF TRANSFERRED: S1=2: Good morning / afternoon / evening. My name is <NAME>, calling on behalf of the Department for Education from IFF Research.

I am calling today as we are helping The Department for Education to understand 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>.] It would be really helpful if I could run through a few questions with you now please? The interview will take around 20-25 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.

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.

1. Continue. GO TO S4.

2. Hard appointment. MAKE APPOINTMENT.

3. Soft appointment. MAKE APPOINTMENT.

4. Refusal. SOFT/HARD REFUSAL SCREEN.

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.

11. Hang up. HANG UP SCREEN

IF REFUSAL AT S1 OR S2 (S1=4 OR S2=4)

CODE AS 'SOFT APPOINTMENT' IF:

- You have spoken directly with the named contact or somebody connected to the named contact (such as a relative) and they have suggested that you call back "at some point next week", for example. If no specific time is given, a period of roughly two weeks should be used to set the appointment.

CODE AS 'SOFT REFUSAL' IF:

- You may have spoken with the named contact (or somebody connected to the contact) and they have said something along the lines of "I'm too busy", or "I'm not sure I will be participating" but have not explicitly said that they don't want to be contacted again.

IF SRCOUNT=1 (SHOW IN RED TEXT): This sample has already been softly refused once. If refused again, we will not be able to call this individual back. Please try to persuade to take part / set as a soft appointment if possible.

CODE AS 'HARD REFUSAL' IF:

- You have established that you are speaking directly with the named contact and they have said assertively that they are not interested in taking part, or no longer wish to be contacted about the survey.

1. Soft appointment. THANK AND CLOSE.

2. Soft refusal. CALL BACK TIME OF THREE WEEKS; DS TO INCREASE SOFT REFUSAL COUNTER BY 1. IF SOFT REFUSAL COUNTER IS 2 OR GREATER, SAMPLE SHOULD BECOME A HARD REFUSAL AND NOT CALLED BACK. THANK AND CLOSE

3. Hard refusal. RECORD AS STANDARD 'REFUSED' OUTCOME. THANK AND CLOSE

IF HANG UP AT S1 OR S2 (S1=12 OR S2=11)

CODE AS 'HANG UP' IF:

- If you have spoken with the named contact or somebody connected to the named contact (such as a relative) but they have hung up, please try to call back now by using the redial button.

CODE AS 'SOFT APPOINTMENT' IF:

- You phoned the respondent back but receive no response on the second call. Please make an appointment for sometime next week.

1. Hang up. REDIAL

2. Soft appointment. MAKE APPOINTMENT

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

S3. No problem, do you have someone who would be able to help you to take part by telephone today?

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 APPOINTMENT.

2. Yes – proceed with interview with proxy. CONTINUE.

3. Yes – happy to conduct interview using Relay UK. MAKE APPOINTMENT.

4. No. THANK AND CLOSE.

ASK ALL

S2a.   Before we begin, I need to quickly 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 iffresearch.com/gdpr. I can direct you to a DfE privacy notice should you wish to read it.

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.

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

1. Yes. CONTINUE.

2. No. THANK AND CLOSE.

ADD IF NECESSARY: You can view DfE's privacy notice for the research at www.iffresearch.com/apprenticeships-evaluation/learners-privacy-notice.

Reassurances to use if necessary

The interview will take around 20-25 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 www.iffresearch.com/apprenticeships-evaluation/learners-privacy-notice.

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 email:

IFF: [NAME AND EMAIL REDACTED]

DfE: [NAME AND EMAIL REDACTED]

Alternatively, you can call us on our freephone number, [REDACTED], leaving your full name and phone number so that we can get back to you.

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

IF SAMTYPE = 1 (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. 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. 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 2021 and 29th February 2022, [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 <COURSENAME> course or training between 1st March 2022 and 31st December 2022 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 INFORMATION 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 2021. THANK AND CLOSE.

2. Between 1st July 2021 and 28th February 2022. CONTINUE TO A4.

3. Between 1st March 2022 and 31st December 2022. CONTINUE TO A4.

4. In 2023. 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 2021. THANK AND CLOSE.

2. Between 1st July 2021 and 28th February 2022. CONTINUE TO A4.

3. Between 1st March 2022 and 31st December 2022. CONTINUE TO A4.

4. In 2023. 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:

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

    o   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

A5WNEW QUESTION DELETED

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?

DO NOT READ OUT. SINGLE CODE.

1. Yes.

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?

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

DO NOT READ OUT. SINGLE CODE.

1. Yes. 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. 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.

A9A. QUESTION DELETED

IF CURRENT APPRENTICES (A5DUM3=1)

DO NOT READ OUT. SINGLE CODE.

A9ANW. During your apprenticeship have you changed employer?

1. Yes.

2. No .

3. Don't know.

IF COMPLETER (A5DUM3=2)

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

READ OUT. MULTICODE.

1. You had an agreed break or pause in the learning element of your apprenticeship, which lasted four weeks or longer.

2. You were made redundant by the employer.

3. You were fired by the employer.

4. You changed employer.

5. Or did none of these occur?

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

A9C. QUESTION DELETED

A9D. QUESTION DELETED

A9F. QUESTION DELETED

A9E. QUESTION DELETED

A9G. QUESTION DELETED

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 aver-age 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 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 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, 4AND 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 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 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).

2. Employed part-time (less than 30 hours a week).

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.** (A18=2).

- **A25DUM2: WITH EMPLOYER PRIOR TO ENROLMENT.** (A18=1).

- **A25DUM3: SAME EMPLOYER.** (A24=1 OR A9ANW=2/3).

- **A25DUM4: SCHOOL / COLLEGE LEAVER.** (A21=2).

- **A25DUM5: COMPLETED AND EMPLOYED BY EMPLOYER.** (A23=1 OR 2 OR 11).

- **A25DUM6: COMPLETED AND NOT EMPLOYED BY AN EMPLOYER.** (A23=3-10,12-13).

- **A25DUM7: CURRENT APPRENTICE STILL WITH SAME EMPLOYER AS WHEN STARTED.** (A9ANW=2/3)

- **A25DUM8: NEET PRIOR TO ENROLMENT.** (A21C=2-5).

- **A25DUM9: COMPLETED STILL WITH SAME EMPLOYER.** (A24=1).

B - Deciding on an Apprenticeship (MODULE 1)

B1a. QUESTION DELETED

B1b. QUESTION DELETED

B1c. QUESTION DELETED

B2. QUESTION DELETED

ASK ALL

B3. Briefly, what was the main reason why you decided to take up an Apprenticeship?

DO NOT READ OUT. SINGLE CODE.

INTERVIEWER NOTE: PLEASE ENCOURAGE A SINGLE REASON IF RESPONDENT IS EXPLAINING MULTIPLE REASONS

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. COVID disrupted my education and or career plans.

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] intended 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.

7. Your ability in IT, or IT skills

3. Any other relevant prior qualifications?

4. Any other relevant prior learning or work experience 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=1-5)

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.

INTERVIEWER NOTE: IT IS VERY IMPORTANT THAT THIS QUESTION, AND ALL OTHERS RELATING TO TRAINING UNDERTAKEN, ARE NOT PARAPHRASED IN ANY WAY. WE NEED INFORMATION GATHERED HERE TO BE AS ACCURATE AS POSSIBLE, AND READING OUT QUESTION/CODE TEXT ACCURATELY IS KEY TO THIS.

Learning or training from a college or training 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.

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. [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: 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 training 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 you'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 full-time apprentices to spend at least 6 hours per week on 'off-the-job training' over the planned duration of their apprenticeship?

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 OR CX1_4=1)

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

ADD IF NECESSARY: **Examples of English qualifications include GCSE or equivalent, 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 OR CX1_4=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: E**xamples of Maths qualifications include GCSE or equivalent, or Functional Skills**

1. Yes.

2. No.

3. Don't know.

ASK IF STUDIED FOR AN ENGLISH OR MATHS QUALIFICATION (C25B=1 OR C25G=1)

C25H. Which of the following best describes how you [A5DUM3=1: feel] [A5DUM3=2: felt] about studying [C25B=1: English] [C25B=1 AND C25G=1: and] [C25G=1: Maths]?

READ OUT. SINGLE CODE.

1. [A5DUM3=1: You like it] [A5DUM3=2: You liked it].

2. [A5DUM3=1: You don't like it] [A5DUM3=2: You didn't like it].

3. [A5DUM3=1: Or you don't mind] [A5DUM3=2: Or you didn't mind].

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

ASK IF DID NOT LIKE STUDYING ENGLISH / MATHS (C25H=2)

C25I. Why [A5DUM3=1: do] [A5DUM3=2: did] you not like studying [C25B=1: English] [C25B=1 AND C25G=1: and] [C25G=1: Maths]

DO NOT READ OUT. MULTICODE.

1. Not relevant to the job / role the apprenticeship is for.

10. Found it difficult because of learning difficulties, e.g., dyslexia or dyscalculia.

2. Found it difficult (general).

3. Unsure they will / would pass.

4. Issues with the quality of teaching / not enough support with their study.

5. Because it was compulsory.

6. Already had qualifications but lost the certificates.

7. Not enough time to study for the qualification.

8. Other (specify).

9. Don't know.

ASK IF RECEIVED OFF THE JOB TRAINING FROM A COLLEGE OR TRAINING PROVIDER (CX1_1=1 OR CX1_4=1)

C25J. Overall, how well do you think that your employer and training provider [A5DUM3=1: are working together?] [A5DUM3=2: worked together during 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.

J - End point assessments (Module 1)

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 STAND-ARDS=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 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, prac-tical 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)

7. J5.

7. J5A.

DO NOT READ OUT: None of the above

8. J5.

8. 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

5. J6.

5. J7.

ASK ALL STANDARDS COMPLETERS WHO HAVE HEARD OF EPAs (A5DUM3=2 AND STANDARDS=1 AND J2 NOT 6)

J8. Did the assessment at the end of your apprenticeship take place when you expected it to or was it delayed at all?

ADD IF NECESSARY: **This delay could be due to COVID-19 or for another reason.**

SINGLE CODE. NOTE TO INTERVIEWER: PROBE FOR LENGTH OF DELAY

1. On time (as expected).

2. Delayed: less than one month.

3. Delayed: 1-2 months.

4. Delayed: 3 months or more.

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

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.

14. Problems with / disliked the assessment at the end of the apprenticeship.

15. Unhappy with apprenticeship learning being delivered online (prefer face-to-face).

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 ITERATION DELETED

_11 IF A5DUM3=2 AND STANDARDS=1 AND J2 NOT 6: Your experience of the end point assessment process, including any time spent preparing for the end point assessment

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.

12. Did not receive any training from college or training provider.

11. Unhappy with training being delivered online (prefer face-to-face).

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 ITERATION DELETED

_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

E6   QUESTION DELETED

ASK ALL

E6a. [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 other apprenticeships or qualifications like a degree?

1. Yes.

2. No.

3. Don't know.

ASK IF STARTED / CONSIDERING OTHER APPRENTICESHIPS OR QUALIFICATIONS (E6A=1)

E6b. Have you started or are you current 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

1. Started.

2. Considering.

3. Neither.

E6other QUESTION DELETED

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

0. Strongly Agree.

1. Tend to agree.

2. Neither agree nor disagree.

3. Tend to disagree.

4. Strongly disagree.

5. 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.

12. Worried the employer will go bust.

13. CODE DELETED

16. Don't want to continue with English/Maths qualifications

17. Unhappy with the apprenticeship being delivered online (prefer face-to-face)

14. Other (PLEASE SPECIFY).

15. Don't know.

G - Demographics

READ OUT TO ALL

Now, I'd like to 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 recent payslip available, ideally no earlier than May 2023. Do you have one to hand or one that you can quickly find?

INTERVIEWER NOTE: IF RESPONDENT CANNOT ACCESS THE PAYSLIP WITHIN A REASONABLE TIME (AROUND 1 MINUTE), SELECT 'NO' TO ANSWER WITHOUT A PAYSLIP

1. Yes – payslip from May 2023 onwards. ASK G9.

3. Only have an older pay slip. ASK G13

2. No. ASK G13.

IF HAVE PAYSLIP (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 PAYSLIP (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 PAYSLIP 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?

INTERVIEWER NOTE: IF RESPONDENT CAN'T FIND / CAN'T CALCULATE THE HOURS WITHIN A REASONABLE TIME (AROUND 20 SECONDS), SELECT CODE 3

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 PAYSLIP WEEKLY (G9=1) AND (C14<10 OR C14>50):

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

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

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

Just to confirm, [IF G11=1: your payslip shows that] you worked [INSERT INTEGER FROM G12] hours over a FORTNIGHTLY PERIOD, which is equivalent to [G12 answer/2] hours a week. Is that correct? [IF NO: RETURN TO G12]

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

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

Just to confirm, [IF G11=1: your payslip shows that] you worked [INSERT INTEGER FROM G12] hours OVER A FOUR WEEK PERIOD, which is equivalent to [G12 answer/4] hours a week. Is that correct? [IF NO: RETURN TO G12]

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

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

IF ABLE TO PROVIDE FIGURES ON PAY AND HOURS (G12 INTEGER PRO-VIDED)

G12b. And can you tell me the date the payslip is from? ENTER DAY, MONTH AND YEAR IF GIVEN [ALLOW DAY TO BE BLANK]

0. DAY (1-31)

0. MONTH (precode months).

0. YEAR.

X. DON'T KNOW.

G12c. QUESTION DELETED

NON-PAYSLIP RESPONDENTS, THOSE WITHOUT A RECENT PAYSLIP OR UNABLE TO GIVE SPECIFIC PAY DESPITE PAYSLIP ((G8=2 AND FIGURE GIVEN AT A12/A15) OR ANY G10=DK OR G8=3)

G13. Never mind, you can still answer without using your payslip. We are interested in your current 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. Ideally we're interested in your current gross hourly pay. Can you give me an hourly figure?

INTERVIEWER NOTE: IF SAYS YES, SELECT HOURLY WITHOUT PROMPTING OTHER OPTIONS

IF NO: **Would it be easier to give your current gross pay with an…?**

7. DO NOT READ OUT: Hourly

1. Annual figure.

2. Monthly.

3. Four weekly / every four weeks.

4. Fortnightly.

5. Weekly.

6. Daily.

8. DO NOT READ OUT: 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 PAYSLIP HOURS OR DATE INFO, OR UNABLE TO ANSWER IN GROSS TERMS, OR IF DON'T KNOW OR REFUSED AT G15, OR UNABLE TO PROVIDE PAYSLIP 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.)

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 £5.28 an hour.

2. Between £5.28 and £7.48 an hour.

3. Between £7.49 and £10.17 an hour.

4. Between £10.18 and £10.41 an hour.

5. £10.42 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 SUR-VEY - DUMMY VARIABLE, DO NOT ASK.

Calculate as numeric, rounded up to be an integer

(<NOW> − <SDATE> 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 almost 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 within the next 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.

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. And 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 – Non-completer Questionnaire

Apprenticeship Evaluation Survey 2023 – Non-completers (standards only).

J12131 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 on behalf of The Department for Education. I'm looking to speak to <CONTACT> please?

1. Respondent answers phone – CONTINUE.

2. Transferred to respondent – CONTINUE.

3. Hard appointment   - MAKE APPOINTMENT.

4. Soft Appointment   - MAKE APPOINTMENT.

5. Refusal – SOFT/HARD REFUSAL SCREEN.

6. Hang up – HANG UP SCREEN.

7. Not available in deadline – CLOSE.

8. Engaged – CLOSE.

9. Dead line / Fax Line – CLOSE.

10. No reply / Answer phone – CLOSE.

11. Business Number   - CLOSE.

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

S2. [IF NAMED RESPONDENT (S1=1): That's you, great. To confirm, my name is <NAME>] [IF TRANSFERRED (S1=2): Good morning / afternoon / evening. My name is <NAME>], and I'm calling on behalf of The Department for Education from IFF Research. I am calling today as we are helping The Department for Education to understand people's experiences of work-based 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 hearing the experiences of individuals who did not complete training to understand how apprenticeships could be improved in the future.

You may recall you were sent a letter about this.

It would be really helpful if I could run through a few questions with you now please?

ADD IF NECESSARY: **This was your Level <APPLEVEL> course, that started in roughly <MONTH AND YEAR FROM SDATE>**

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 – SOFT/HARD REFUSAL SCREEN.

6. Hang up – HANG UP SCREEN.

7. Refusal – Not done any Apprenticeship / training -THANK AND CLOSE.

8. Refusal – taken part in recent survey - THANK AND CLOSE.

9. Not available in deadline   - THANK AND CLOSE.

10. Requires assistance to complete interview (e.g. language difficulties or hearing impairment) - GO TO S3.

11. Needs reassurances - SHOW REASSURANCES.

12. Would like reassurance email - SEND REASSURANCE EMAIL.

IF REFUSAL AT S1 OR S2 (S1=4 OR S2=4)

CODE AS 'SOFT APPOINTMENT' IF:

- You have spoken directly with the named contact or somebody connected to the named contact (such as a relative) and they have suggested that you call back "at some point next week", for example. If no specific time is given, a period of roughly two weeks should be used to set the appointment.

CODE AS 'SOFT REFUSAL' IF:

- You may have spoken with the named contact (or somebody connected to the contact) and they have said something along the lines of "I'm too busy", or "I'm not sure I will be participating" but have not explicitly said that they don't want to be contacted again.

IF SRCOUNT=1 (SHOW IN RED TEXT): This sample has already been softly refused once. If refused again, we will not be able to call this individual back. Please try to persuade to take part / set as a soft appointment if possible.

CODE AS 'HARD REFUSAL' IF:

- You have established that you are speaking directly with the named contact and they have said assertively that they are not interested in taking part, or no longer wish to be contacted about the survey.

1. Soft appointment. THANK AND CLOSE.

2. Soft refusal. CALL BACK TIME OF THREE WEEKS; DS TO INCREASE SOFT REFUSAL COUNTER BY 1. IF SOFT REFUSAL COUNTER IS 2 OR GREATER,

SAMPLE SHOULD BECOME A HARD REFUSAL AND NOT CALLED BACK. THANK AND CLOSE

3. Hard refusal. RECORD AS STANDARD 'REFUSED' OUTCOME. THANK AND CLOSE

IF HANG UP AT S1 OR S2 (S1=12 OR S2=11)

CODE AS 'HANG UP' IF:

- If you have spoken with the named contact or somebody connected to the named contact (such as a relative) but they have hung up, please try to call back now by using the redial button.

CODE AS 'SOFT APPOINTMENT' IF:

- You phoned the respondent back but receive no response on the second call. Please make an appointment for sometime next week.

1. Hang up. REDIAL

2. Soft appointment. MAKE APPOINTMENT

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

S3. No problem, do you have someone who would be able to help you to take part by telephone today?

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 APPOINTMENT.

2. Yes – proceed with interview with proxy - CONTINUE.

3. Yes – happy to conduct interview using Relay UK – MAKE APPOINTMENT.

4. No - THANK AND CLOSE.

ASK ALL

S4. Before we begin, I need to quickly 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. I can direct you to a DfE privacy notice should you wish to read it.

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

This call will take around 15-20 minutes dependent on answers.

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

ADD IF NECESSARY: **You can view DfE's privacy notice for this research at www.iffresearch.com/apprenticeships-evaluation/learners-privacy-notice.**

1. Yes – CONTINUE.

2. No - THANK AND CLOSE.

REASSURANCES TO USE IF NECESSARY

The interview will take around 15-20 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 www.iffresearch.com/apprenticeships-evaluation/learners-privacy-notice.

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 email:

IFF: [NAME AND EMAIL REDACTED]

DfE: [NAME AND EMAIL REDACTED]

Alternatively, you can call us on our freephone number, [REDACTED], leaving your full name and phone number so that we can get back to you.

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-19 - 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 2022 or earlier?

ADD IF NECESSARY: **We are asking about March 2022 because that was the date that some of the temporary flexibilities, that had been introduced to the apprenticeship scheme as a result of COVID-19, came to an end.**

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.

7. You were fired by the employer.

2. You were made redundant by the employer.

3. You changed employer.

4. There was an agreed break or pause in the learning element of your apprenticeship which lasted 4 weeks or longer.

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 own illness or self-isolation caused by COVID-19.

2. Due to own illness of health issue (non-COVID-19).

3. Family / caring / personal reason.

4. Training staff were ill / self-isolating due to COVID-19.

5. COVID=19 meant the training had to be provided remotely and this was not possible.

6. I was deployed to a different role due to COVID-19.

7. The training facilities I used were closed, or access was restricted due to COVID-19.

8. There were concerns that COVID-19 would have detrimental impact on the quality of training that could be delivered.

9. Other (Please specify).

10. 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 <COURSENAME> 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 [A3=2-3: immediately be-fore you started your <COURSENAME> apprenticeship? [A4=1,2,4: before you started working for the employer you were doing the apprenticeship with?] 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 <COURSENAME> 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. Briefly, 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. COVID disrupted my education and or career plans.

8. You needed to develop your skills because of a promotion at work.

9. You needed to develop your skills because your job changed.

10. Other (PLEASE SPECIFY).

11. 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-19 or another health reason, personal reason, etc.) 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

D13. Did you study for a maths or English qualification as part of your apprenticeship?

1. Yes

2. No

3. Don't know

ASK IF DID NOT STUDY MATHS OR ENGLISH (D13=2/3)

D14. Were there plans to study for a maths or English qualification as part of your apprenticeship?

1. Yes

2. No

3. Don't know

D1. I am now going to read out a list of reasons why someone may not have completed their apprenticeship. For each one, please tell me whether it was a key reason for you not completing your apprenticeship, 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.

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. DELETED

18. A2B=7: You were fired.

    1. Key reason.

    2. Part of the reason.

    3. Not a reason.

    4. Don't know

19. A2B=2: You were made redundant.

    1. Key reason.

    2. Part of the reason.

    3. Not a reason.

    4. Don't know

20. You were offered another / better job before completing

    1. Key reason.

    2. Part of the reason.

    3. Not a reason.

    4. Don't know

21. Your end-point assessment was delayed

    1. Key reason.

    2. Part of the reason.

    3. Not a reason.

    4. Don't know

22. [IF D13=1 OR D14=1] You didn't enjoy or want to study maths or English as part of your apprenticeship

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_5 = 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 DfE to 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-19.

2. Physical health issues (non-COVID-19) / 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 REA-SONS' 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

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.*

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. DELETED

32. D1_18=1-2: Being fired.

33. D1_19=1-2: Being made redundant.

34. D1_20=1-2: Better job offer.

35. D1_21=1-2: Delay to end-point assessment.

36. D1_22=1-2: Didn't enjoy or want to study maths or English.

16. D4=1: Respondent got COVID-19.

17. D4=2: Physical health issues (non-COVID-19) / 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.

NOTE TO DS: Dummy variable for analysis amends post-fieldwork to be created

D12_DUMCHK.

1. Main reason is key (D12=1 = D1_X=1).

2. Main reason is part (D12=1 = D1_X=2).

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.

7. Being provided additional support for my learning difficulty or disability.

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.

D10. QUESTION DELETED

D11. QUESTION DELETED

ASK ALL

D10NW2. What proportion of your apprenticeship learning was delivered online by your training provider, as opposed to face-to-face?

PROMPT IF NECESSARY. SINGLE CODE

1. All of it.

2. Most of it.

3. Around half of it.

4. Some of it.

5. None of it.

6. Did not receive any learning / training.

7. Don't know

ASK IF RECEIVED ANY ONLINE LEARNING (D10NW2=1-4)

D15. Would you have preferred more online learning, less online learning, or were you happy with the amount you received?

1. Wanted more online learning.

2. Happy with the amount received.

3. Wanted less online learning.

4. Don't know.

ASK IF RECEIVED TRAINING, BUT NONE ONLINE (D10NW2=5)

D16. Would you have preferred to do some online training?

1. Yes.

2. No.

3. 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.

WRITE IN NUMBER.

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. CODE DELETED

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

14. Unhappy with the apprenticeship learning being delivered online (prefer face-to-face).

15. It took too long to arrange an end-point assessment / find an assessor

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. WRITE IN NUMBER.

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.

5. Badly organised.

7. Unsure about assessment methods.

6. It never took place.

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.

12. Did not like the online delivery of training.

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).

2. Employed part-time (less than 30 hours a week).

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.

K – Wellbeing

READ OUT TO ALL

We're in the final parts of the survey now. The next few questions are about your feelings on aspects of your life and wellbeing, including your financial wellbeing, while you were undertaking your apprenticeship. To remind you, your responses will remain completely confidential, there are no right or wrong answers and you do not have to answer anything you do not want to.

ASK ALL

K1. Overall, do you feel that doing your apprenticeship…?

READ OUT. SINGLE CODE.

1. Helped your mental health a lot.

2. Helped it a little.

3. Made your mental health a little worse.

4. Made it a lot worse.

5. Or did it not really impact on your mental health.

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

ASK ALL

K2. During your apprenticeship did you feel that you had a good, reasonable, or a poor work-life balance?

SINGLE CODE. DO NOT READ OUT.

1. Good.

2. Reasonable.

3. Poor.

4. Don't know.

ASK ALL

K3. Did your employer or provider ever discuss with you the support for your wellbeing or mental health that was available to you during your apprenticeship?

SINGLE CODE. DO NOT READ OUT.

1. Yes.

2. No.

3. Don't know.

ASK ALL

K4. Did undertaking your apprenticeship…

SINGLE CODE. READ OUT.

1. Improve your financial situation?

2. Make your financial situation worse?

3. Or, have no impact on your financial situation?

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

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 almost at the end of the survey now. 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 within the next 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.

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

Unique ID: «id»

Apprenticeships Evaluation Survey 2023

Dear <CONTACT>

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**.

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 **20-25 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
- 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 <u>will not</u> 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 https://www.iffresearch.com/privacy-policy or to view the DfE privacy notice, visit https://www.iffresearch.com/apprenticeships-evaluation/learners-privacy-notice.

If you do **<u>not</u>** want to take part in the research, please call IFF's free opt-out line on 0800 054 2378 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 2378 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] at [email removed].

Many thanks in advance for your help.
[Signature removed]
[Name removed], Director of Apprenticeships and Skills Bootcamps
Department for Education

Appendix D – Advance letter for completers

Unique ID: «id»

Apprenticeships Evaluation Survey 2023

Dear <CONTACT>

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 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 Research will call you in the next few weeks to arrange a suitable time for you to take part in a **20-25 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 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 are doing your apprenticeship with <u>will not</u> 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 https://www.iffresearch.com/privacy-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 2378 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 2378 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] at [email removed].

Many thanks in advance for your help.
[Signature removed]
[Name removed], Director of Apprenticeships and Skills Bootcamps
Department for Education

Appendix E – Advance letter for non-completers

Department for Education

IFF Research

Apprenticeships Evaluation Survey 2023

Dear <CONTACT>

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 recently undertook an apprenticeship that was not completed, 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 Research will call you in the next few weeks to arrange a suitable time for you to take part in a **15-20 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
- your satisfaction with the training you received
- whether the apprenticeship met your expectations
- any factors which led to you not 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 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 https://www.iffresearch.com/privacy-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 2378 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 2378 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] at [email removed].

Many thanks in advance for your help.
[Signature removed]
[Name removed], Director of Apprenticeships and Skills Bootcamps
Department for Education

For any enquiries regarding this publication, contact www.education.gov.uk/contactus.

This document is available for download at www.gov.uk/government/publications.