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IFF Research



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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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1. Introduction

About this report

The Apprenticeship Evaluation Employer Survey 2023 was the eighth in a series that started in 2011. This was the first survey to be undertaken since all COVID-19 pandemic restrictions were lifted, and therefore provides valuable insight into the employment of apprentices since the pandemic. This technical report details how the survey of employers of apprentices 2023 was sampled, conducted, weighted, and analysed, and how this compares to the previous surveys.

The 2023 survey comprised 3,926 telephone interviews conducted between July and October 2023 and was conducted with two groups of employers. The first group, employers of completer apprentices, had at least one apprentice complete their training between July 2021 and February 2022 (945). The second group, first introduced in the 2021 research, were employers with apprentices on an active apprenticeship between the 1st of January 2023, and the 16th of September 2023, or planned to be on an active apprenticeship ending during fieldwork (27th June 2023 and 15th September 2023) (2,981), referred to as employers of current apprentices.^{1 2} Table 1-1 shows the timing and sampling of the current and previous surveys in the series:

¹ This date was selected because it was the most recent available for sampling purposes.

² The latter group are known as 'expected current'. As a result of delays in starting fieldwork, due to the time it took to establish a population owing to a missing Employer ID (Emp ID) on the Individualised Learner Record (ILR), the survey asked respondents to answer based on the situation on 30th June, if they were doing the survey after this date. This limited the number of employers screening out because they switched to being a completer.

Table 1-1 Apprenticeship evaluation: employer surveys conducted

Year	Published	Fieldwork period	Sample window (employer had apprentices completing their apprenticeship in the period...)	Reference date (current apprentices)
2011	May 2012	Nov 2011 – Dec 2011	Aug 2010 – Mar 2011	N/A
2012-13	Aug 2013	Dec 2012 – Feb 2013	Aug 2011 – Mar 2012	N/A
2013-14	Dec 2014	Jan 2014 – Mar 2014	Aug 2012 – Mar 2013	N/A
2015	Oct 2016	Oct 2015 – Jan 2016	Mar 2014 – Oct 2014	N/A
2017	Nov 2017	Feb 2017 – Mar 2017	Jun 2015 – Jan 2016	N/A
2019	Aug 2019	Dec 2018 – Mar 2019	Jan 2017 – Sep 2017	N/A
2021	May 2022	May 2021 – Aug 2021	Jul 2019 – Feb 2020	1 st Jan 2021
2023	Sep 2024	Jul 2023 - Oct 2023	Jul 2021 - Feb 2022	1 st Jan 2023

There was a timing gap between apprentice completion and fieldwork of 17 to 27 months, among completer employers. This allowed time to assess the subsequent impact of the apprentice on the employer. Due to sampling challenges, discussed further in [Chapter 2](#), fieldwork for the 2023 survey occurred two months later than in 2021.³

The survey targeted people in charge of training and development for a specific establishment (i.e., workplace). The interviewee could be at the site or off-site, as long as they had charge of training and development for the particular location selected in the sample. In line with other employer surveys⁴ related to skills and training, there were three key benefits to conducting the survey at a site-specific level:

- respondents were likely to give a more accurate and granular account of a particular apprenticeship and its impacts; generalising for a whole multi-site organisation is more difficult;
- it allowed for findings to be disaggregated at a geographical level (which would not be possible if head offices were asked to respond on behalf of a whole multi-region organisation);

³ To improve comparability with the previous survey fieldwork timing, the survey asked respondents to answer certain questions based on the situation on 30th June 2023.

⁴ Such as the [Employer Skills Survey](#).

- previous surveys had shown that decisions regarding the recruitment of apprentices are highly likely to be taken at site level, rather than at head office.

Moreover, as the majority of sample currently comes from a source which captures employment at a site-level, an organisation level survey would be impractical.

The person spoken to was required to be an employee of the organisation, so no training consultants or providers were interviewed (other than regarding their own apprentices).

2. Sample design and selection

Sample source

The sample for the Apprenticeships Evaluation Employer Survey 2023 was drawn from the Individualised Learner Record (ILR) for England, which is held by the Education and Skills Funding Agency (ESFA). The ESFA is accountable for funding education and skills for children, young people and adults and is formally part of the Department for Education (DfE).⁵ The ILR is the official data collection for publicly funded further education and work-based learning (WBL) 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.⁶

For employers, up to 2022, the ILR recorded the individual site of employment, as registered by the employer, via the learning provider's enrolment process for the apprentices. Since April 2022, this information has no longer been captured. As a result, a proportion of learners did not have an identifiable employer ID (EmpID) in the ILR. These learners may have been at new sites, or sites that were already present in the ILR. Since no parent organisation information is recorded, these sites cannot be connected. Additional steps were required for sampling in 2023 due to some records no longer having an EmpID, this is discussed below in the sampling challenges section. It should be noted when viewing population sizes, that this is based on a modelled population and it is likely that the population was undercounted overall due to the challenges described surrounding the EmpID later in the chapter.

Defining the sample windows

The sample comprised employers who had one or more apprentices in learning as of 1st January 2023 ('employers with current apprentices'), and employers who had apprentices who had completed their learning 17 to 27 months before the survey ('employer with completer apprentices').

In line with the learners' survey, there were three key differences from the 2021 employers survey sampling for current apprentices:

- The first was the removal of 'paused' apprentices from the current apprentices' group in 2023. 'Paused' apprentices were defined as those who had 'officially

⁵ [Further education and skills statistics: methodology, GOV.UK.](#)

⁶ The full ILR Freeze Schedule for 2022/23 can be found at [2022/23 ILR Freeze Schedule](#). This document specifies when data 'freezes/snapshots' will be published by the ESFA for the 2022/23 academic year, running from 1 August 2022 to 31 July 2023.

paused' their apprenticeship since March 2022 or who were 'officially current' but with an end date in the past (1st December 2021 – 30th November 2023) and who had still not finished as of 1st January 2023.

- The second was the inclusion of 'expected current' apprentices in the 2023 sample, namely those who were expected to finish their apprenticeship during the fieldwork period. The reason for this group's inclusion ensured that those on shorter apprenticeships would not be underrepresented in the final data, due to fieldwork taking place later in the calendar year compared with 2021 and there typically being a large intake of apprentices in August and September each year.⁷
- Employers of expected completers were also not included. These were defined as employers of apprentices who expected to complete their apprenticeship between 1st January 2023 and 26th June 2023.

Table 2-1 summarises the key survey groups covered by the Employer Survey and the differences in the sample window definitions for these groups compared with the 2021 survey. For both employers of current and completer apprentices, the sample differed in 2021 compared with 2023, likely due to population being undercounted in the modelled population, due to the challenges presented the sampling process, as described later in the chapter.

Table 2-1 Apprenticeship Evaluation sampling approach for employer groups, and comparison with approach used to sample these groups in the 2021 survey

Sample group	Criteria for inclusion in 2023	Key differences vs. 2021
Employers of current apprentices (Employer Survey)	Any employees at site undertaking an apprenticeship as of 1 January 2023, where the apprenticeship was not due to end before fieldwork (27 June 2023 and 15 September 2023).	<ul style="list-style-type: none"> • Employers with paused apprentices were included in 2021, but not in 2023 • Inclusion of 'expected current' apprentices were included in 2023, but not in 2021
Employers of completer apprentices (Employer survey)	Employers with any apprentices on the ILR marked as having completed their apprenticeship between 1 July 2021 and 28 February 2022 Unlike the learner survey, recent completers were not included.	<ul style="list-style-type: none"> • Employers of 'expected completers' were included in 2021, but not in 2023

⁷ In 2021, fieldwork ran from May-July. In 2023, fieldwork ran from July-October.

Sampling method

As in 2021, a stratified random probability sampling (RPS) approach was adopted for all strands of the Apprenticeship Evaluation surveys.

This meant that, once selected, an employer 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 included:

- Being able to assign a known probability of being sampled to every employer in the sampling frame enhanced estimates of statistical confidence.
- It led to more efficient use of issued sample (since no sample was withdrawn simply because enough interviews of that type had been achieved), and therefore less sample needed to be issued to achieve the overall target number of interviews. This approach gave better coverage of difficult to reach respondents.
- It ensured 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 were potential downsides of an RPS approach, including, if initial assumptions on conversion rates were too high, not achieving the overall target number of interviews (or not achieving enough interviews among a particular respondent group). More sample could not be added towards the very end of fieldwork to 'make up' any likely shortfall since there would not have been sufficient time to call all records the agreed minimum number of times (i.e., sample would not all be treated equally).

Sample window overlaps

In the employer survey, there was a substantial overlap in eligibility for the two sample windows. For employers with larger apprenticeship schemes, nearly all would have been eligible for both windows, since they would have had ongoing apprenticeship schemes, with a continuous flow of completers and new starts. Employers in the overlap between sample windows had a double chance of selection.

The key issue was that each employer can fall into multiple sample windows (both current and completers). In 2021 the draws from each group were made sequentially, without replacement, to avoid the chance of a record being selected twice. It was then necessary to determine how this sample would be interviewed, because it was not practical to interview the same interviewee about both their current apprentices and their completer apprentices within an interview of reasonable length. At interview, a 'random pick' was done for employers in the overlapping sample, skewed towards a higher

proportion ending up in the current employer group vs. the completer group, reflecting the differing targets at the overall level.

In 2023, having reviewed the overall approach for 2021 three key issues were identified:

- Practically, the routing needed for this approach was highly complex, an error was identified during fieldwork in 2021, with the incorrect proportions being randomly selected for each group.
- The approach led to inconsistent sample fractions between the current and completer groups.⁸
- The approach led to more high and low weights than necessary, making weighting efficiency lower and confidence intervals wider.⁹

In 2023, current employers and completer employers were drawn separately (with replacement) from the useable sample. This meant that some of the cases got sampled in both groups. When this occurred:

1. The case was randomly allocated in advance of fieldwork to one or the other sample (with a 50:50 chance of ending up in either sample group).
2. For the group to which the case was not allocated, we drew a replacement case from that same cell.

In this approach, the 'current' and 'completers' sample remained completely separate and we had one set of cell sampling weight calculations each group (two in total instead of four). The change to this approach did not impact the time series.

⁸ With the previous approach, if in a specific cell the Current population was A and the Completer population was B (and the corresponding samples needed were lower case a and b), then based on the process described:

Current sampling fractions

A only = a/A

A&B = a/A

Completer sampling fractions

B only = b/B

A&B = $b/B * (1-a/A)$

So within 'Current' we had a consistent fraction, but within 'Completer' the overlap was underrepresented. The field allocation rule then meant we combined the overlap sample and assigned X% of them to 'Current' and Y% of them to 'Completers'. This fixed allocation further unbalanced the sampling probabilities and skewed the distribution of the overlap group.

⁹ At the point of weighting the overlap had to be dealt with by calculating separate sampling probabilities for the overlap cells by Level, SSA and scheme size. Given that overlap cases could be in different cells (i.e. a level 3 overlap 'completer' firm might also be a level 4 to 7 'current' firm) this had to be done separately for overlap assigned to the 'current' sample and overlap assigned to the 'completer' sample. Given we also had grids for 'A not B' (i.e. Current only) and 'B not A' (i.e. completer only) this caused practical issues in that we had four separate sets of sampling weight grids overlaid on already small level, SSA and size cells meant lots of cells had to be manually combined. This also led to more high and low weights than necessary, making weighting efficiency lower and confidence intervals wider.

The other practical impact was how switchers were treated within the 2023 survey. This is where an employer did not recall their completer but had a current apprentice.

The approach taken within the survey in 2021 was that those with completers on the ILR were first asked if they recalled their completer (S4a). If they did not recall their completer, they were then asked if they had any current apprentices (S4b). If they said 'yes' to the latter question, they would then proceed to be asked about their current apprentice.

In 2023, the ability to 'switch' was removed. If an employer was sampled as a completer, they were not able to switch across to the current sample and vice versa. This was to ensure that the sampling fractions remained aligned to the sample selection phase described above.¹⁰

Sample preparation and challenges

On receipt of the ILR sample from the 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,¹¹ and sample from different academic years was merged and de-duped.

The file was first reduced to a list of individual apprenticeships, rather than learning aims, bringing together data regarding the apprenticeship framework and standard with that of the main apprenticeship qualification.

Sample challenges

Prior to the 2023 evaluation, apprentice employer details have historically been accessed by matching an individual's employer reference number (ERN), which is captured in the EmpID ILR field, to the Employer Data Service (EDS). The EDS is an employer database DfE sourced from Blue Sheep. Since the 1st of April 2022, the Employer Data Service (EDS) stopped issuing new employer reference numbers (ERNs). Providers were asked to use a value of '999999999' when making ILR returns where the employer did not have an ERN, that is, did not exist on the EDS. These records would therefore not have an EmpID. As such, when processing the ILR sample, there was a proportion of records in scope for the survey on the ILR that had no EmpID. This meant that employer details were not available for these records and we were not able to identify whether these were unique employers, and we therefore were not able to get to a true picture of the population of employers for weighting purposes. It also meant we were not able to match

¹⁰ In practice, only a small number of employers 'switched' from one sample to the other (There were 50 switchers in 2021). This therefore strengthened the decision to make the improvement to the weighting.

¹¹ LARS is a database of qualifications, units, apprenticeship frameworks and standards, and their associated validity and funding details (<https://www.gov.uk/guidance/learning-aim-reference-services-lars>). This matches onto identifiers stored on the ILR to provide background information on the apprenticeships, including their full title, SSA, QCF Level and other related information.

on the contact details of these employers for the survey. There were 59,555 records affected which represented 13.9% of the total records in the ILR from the eligible sample windows.

To resolve this issue, IFF Research and DfE agreed to incorporate Apprenticeship Service (AS) data alongside the ILR in order to help fill the gaps created by the removal of the EmpID requirement. The AS was introduced in England as an online service to allow levy-paying employers to choose and pay for apprenticeship training more easily. They are able to access their levy funds to spend on apprenticeships, manage apprentices, pay training providers and stop/pause payments to training providers. Although the AS was originally set up for levy payers, as of April 2021 all new apprenticeship starts are managed through the service. The AS holds some employer details for apprenticeships, which are necessary for the employer to run and manage their apprenticeship account. This data includes: employer name, address and postcode, with each employer having their own unique ID (LegalEntityID¹²). In addition, the data includes the unique learner number (ULN), and planned start and end date of each apprentice at each employer matched on from the ILR.

It is important to note that there were some limitations matching on the AS data, which are described below. In particular, the AS employer data did not include site-level data the survey required to sample employers. The AS only provided addresses for each ULN which had been provided by employers when they registered their AS account.¹³

IFF provided a list of 59,555 records with missing EmpID to DfE to match the employer's legal entity address and postcode from AS data for each record. This was out of a total of 427,900 records in the ILR from the eligible sample windows. The AS returned 56,069 successful matches (94% success rate). Of those that did not have a successful match, if they also did not match on delivery location postcode, these were dropped from the final population file. All deduplication was undertaken within sample window, rather than across the whole file as employers could legitimately appear in more than one sample window, e.g. had both current and completer apprentices.

Matching against workplace location

The first de-duplication step was to establish whether the AS legal entity postcode that had been matched on to records with a missing EmpID already existed in our ILR file. This allowed us to identify whether any records for the employer already existed within

¹² It has subsequently been identified that in some cases employers may mistakenly include provider details in the legal entity information in the AS data. No checks were made for this as the potential issue was only identified during reporting.

¹³ It is also worth noting that some employers may also have more than one apprenticeship service account so there is not an exact relationship between the volume of employers and the volume of apprenticeship service accounts. See: Further education and skills statistics: methodology, Methodology – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)

the ILR with an EmpID, the aim was to avoid representing that employer twice within the final population file.

We matched the AS legal entity postcode against the 'workplace location' postcode in the rest of the ILR (within each sample window) to see if that postcode already existed in the database.

Overall, 32,056 of the 56,069 records matched; these were given the EmpID of the record that they matched to, this ensured that they were deduped for the creation of the final population file. The record was added to the tally of current or complete learners for that employer in the ILR.

It should be noted that in the ILR, the same workplace postcode was sometimes associated with multiple EmpIDs. This was likely because the workplace postcode was for a business park, office building or high street. During the matching process, where there were multiple EmpIDs for one workplace postcode in the ILR, only the first instance of the record it matched to was pulled across. The following are therefore risks associated with this matching process:

- We may have excluded employers of learners who shared the same workplace postcode as learners in the ILR that work for different businesses in the same building or on the same street.
- Where there were multiple EmpIDs for a matching workplace postcode we may have assigned the wrong EmpID to learners with missing EmpIDs.

Matching delivery location postcodes

For the remaining records we matched the delivery location postcode of those with missing EmpIDs against the delivery location postcode in the rest of the ILR, within each sample window. This ensured that we were taking action to dedupe sites which were not head offices.

This resulted in 12,529 matched records. To ensure that we were not overly selective in our deduping process, we conducted a secondary check on UK Provider Reference Number (UKPRN) against the rest of the ILR.

This matching process was done based on the following assumptions:

- Matching delivery location postcodes indicated that learners had the same workplace and therefore, the same employer.
- Where matching records also had matching UKPRNs, the matching delivery location postcodes were colleges. Of these records, we further assumed that:
 - Where the delivery location postcode did not match a database of learning provider postcodes, the delivery location postcode was a workplace postcode and the matching learners shared the same employer.

- Where the delivery location postcode matched on to a database of learning provider postcodes, the delivery location postcode was a learning establishment (rather than an employer postcode) and the UKPRN match indicated that the learners attended the same establishment.

Assigning EmpIDs

For the remaining records without an EmpID, where we were not able to identify a match against the ILR, we created a new EmpID.

There were however multiple learners without an EmpID, but with the same Legal Entity ID. This affected 8,263 records. We knew that these learners shared the same organisation, but we were not able to establish whether they were at the same site or dispersed across several sites.

A key risk was that we could have undercounted the number of sites, by providing them with the same EmpID, or overcounted them by assigning them all with unique EmpIDs (with the assumption that they were all based at different sites). We therefore used midpoints i.e. carrying forward half the number of records to the final population file.¹⁴

The midpoint was assumed in order to provide a balance between overcounting and undercounting employers, as there was a risk of both. However, a risk remained that these records that shared the same Legal Entity ID could also have all been at the same site, or that each learner could have been at individual sites.

After conducting the above exercises, with all records with a missing EmpID either dropped, assigned a new or matched EmpID we proceeded to aggregate the records based on EmpID to create a 'modelled' population file. Overall, 16,981 employers were added to the population from the AS data through this process.

Sample preparation

This population file did not initially contain the names of employers, or their contact details. For data protection reasons, DfE do not typically release contact details for the whole population of employers, 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.

¹⁴ For example, if there were five records working at the same supermarket without an EmpID, we assigned three EmpIDs to these five records. This was done by providing two records with one EmpID, another two records with another EmpID, and the final remaining record with another unique EmpID. The rule we had place was as follows:

Records = unique EmpIDs assigned:

1 = 1	2 = 1
3 = 2	4 = 2
5 = 3	6 = 3
7 = 4	8 = 4

Estimates based on the proportion of valid contact details in previous years of the Apprenticeships Evaluation were therefore used to calculate the amount of sample that needed to be requested. It was assumed that approximately 80% of the sample requested would be returned with valid contact details.¹⁵ This broad approach was unchanged from 2021.

For those employers where DfE were not able to match a telephone number, or for employers which had been assigned a new EmpID (i.e. using AS data), we used Market Location (a business database supplier) to append contact details to, in order to further top-up the contact pool. Market Location were able to find contact details for 57% of the DfE sample with missing contact details, and 41% of AS records. Overall, 4,605 records were sent to Market Location for matching, of which 234 were from the AS data, and 4,371 were unmatched records from the DfE.

Population of employers

For sampling, employers were broken down by sample window, subject area of apprenticeships, levels of apprenticeships, and banded number of apprenticeships (this is the size of their apprenticeship scheme),¹⁶ each counted within the survey window. All of this information was derived from the records of learning for that employer on the ILR.

Subject areas were classified by Sector Subject Area (SSA) (Tier 1), the standard classification used by DfE for learning on the ILR, and originally developed by Ofqual.¹⁷ Due to their long titles, these are abbreviated in the report, as shown in Table 2-2.

¹⁵ This was broadly proved correct; as shown in Table 5.1, 86% of sample was returned with a phone number.

¹⁶ This was banded as 1 to 5 apprentices, 6 to 9 apprentices, and 10 or more apprentices within the sample window. This was based on the number of apprentices assigned same EmpID on the ILR.

¹⁷ Ofqual (2020). *Guidance: Qualification Descriptions*. May 2020. Accessed at: <https://www.gov.uk/government/publications/types-of-regulated-qualifications/qualification-descriptions>

Table 2-2 Abbreviations of SSA (Tier 1) titles used in this report

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

Source: Ofqual (2022). Guidance: Qualification Descriptions. April 2022. Accessed at: <https://www.gov.uk/government/publications/types-of-regulated-qualifications/qualification-descriptions>.

However, some employers had multiple levels of apprenticeship, and used multiple subject areas of apprenticeships within each sample window. For sampling, this required simplification to allow a viable sample design. Therefore, the subject area and level with the most learners in the sample window concerned was selected for each employer (the ‘most common’ subject area and level). Because of the smaller numbers of apprentices at Levels 4 to 7, these were merged a single category for making this calculation.

Finally, where a tie occurred, and an employer had an equal number of apprentices at two levels or two subject areas:

- Higher levels were prioritised (so if an employer had an equal number of apprentices in Level 3 as they did in Levels 4 to 7 combined, the ‘most common level’ would be set at Level 4 to 7).
- Less common subject areas (identified by calculating the total number of employers using that subject area at all within each survey window) were prioritised over more common subject areas.

This breakdown was used to produce employer population profiles, shown in Table 2-3 and Table 2-4, for employers of current apprentices, and in Table 2-5 and Table 2-6 for employers of completer apprentices.

Table 2-3 Employer population profile, by most common subject area and most common level, Employers of current apprentices

	Level 2	Level 3	Level 4 to 7	Total
Agriculture	1,900	2,180	110	4,190
Arts & Media	30	500	100	630
Business	1,460	7,170	10,640	19,270
Construction	9,240	6,700	3,330	19,270
Education	0	1,620	1,030	2,650
Engineering	2,610	20,310	1,500	24,430
Health	3,550	12,040	8,050	23,640
ICT	0	2,750	2,640	5,390
Leisure	300	570	280	1,160
Retail	7,070	2,790	1,030	10,890
Science	0	0	140	140
Other	0	0	30	30
Total	26,160	56,640	28,890	111,690

Source: ILR. Numbers have been rounded to the nearest 10. Numbers do not sum to totals because they were added before rounding.

Table 2-4 Employer population profile, by banded number of apprentices and most common level, Employers of current apprentices

	Level 2	Level 3	Level 4 to 7	Total
1 to 5	25,290	53,260	24,900	103,450
6 to 9	500	1,830	1,650	3,980
10 or more	380	1,550	2,340	4,260
Total	26,160	56,640	28,890	111,690

Source: ILR Numbers have been rounded to the nearest 10. Numbers do not sum to totals because they were added before rounding.

Table 2-5 Employer population profile, by most common subject area and most common level, Employers of completer apprentices

	Level 2	Level 3	Level 4 to 7	Total
Agriculture	800	850	20	1,670
Arts & Media	0	230	10	240
Business	1,810	5,330	4,380	11,510
Construction	2,470	1,070	400	3,940
Education	130	870	480	1,480
Engineering	2,320	6,230	360	8,910
Health	2,650	6,210	2,040	10,900
ICT	20	1,500	950	2,460
Leisure	330	370	0	700
Retail	3,970	1,850	350	6,180
Science	0	0	40	40
Other	0	0	0	0
Total	14,500	24,510	9,010	48,030

Source: ILR. Numbers have been rounded to the nearest 10. Numbers do not sum to totals because were added before rounding.

Table 2-6 Employer population profile, by banded number of apprentices and most common level, Employers of completer apprentices

	Level 2	Level 3	Level 4 to 7	Total
1 to 5	14200	23730	8270	46200
6 to 9	150	420	350	920
10 or more	150	370	390	900
Total	14,500	24,510	9,010	48,030

Source: ILR. Numbers have been rounded to the nearest 10. Numbers do not sum to totals because were added before rounding.

It should be noted when viewing these population tables, that they are based on a modelled population, and it is likely that the population was undercounted overall due to the challenges described above to address the missing EmpIDs on the ILR. The 'All employer' population was 139,510 compared with 170,120 in 2021. The current employer population was 111,690 compared with 131,710 in 2021, and the completer employer

population 48,030 compared with 66,780 in 2021. We are confident all reasonable steps to fill the gaps in the employer population from the missing EmplID were taken, however this difference in population should be borne in mind.

Setting interview targets

Overall approach

The RPS approach meant no quota targets were imposed, although the sample was drawn on a stratified basis to achieve a desired profile of employer interviews. 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 targets in advance.

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

- 2,887 employers of current apprentices; and
- 963 employers of completer apprentices.

Within these overall targets for each sample window, detailed targets were also set for each group, based on a three-dimensional grid of most common level by most common subject area by banded number of apprentices.

Frameworks and standards were treated equally, as were regions, with the resulting sample reflecting their proportion in the population within each cell sampled.

A four-stage process was used for setting an overall target for each sample cell, as described in the following sections.

1) Estimating likely response rates for each cell

An estimated response rate of 24% was calculated across all cells. For the purposes of requesting sample from DfE, a separate version of these estimates was also calculated, which made an additional 35% allowance for the likely rate of availability of valid contact details from DfE as well complications posed by the sampling challenges described above.

By their nature these were best estimates. It is not possible to estimate response rates 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 survey.

2) Cell minimum targets

Minimum targets were set purposively for numbers of interviews at each most common level and subject area (interlocking), as shown in Table 2-7. Within each level and subject area cell, minimum targets were distributed by scheme size (number of apprentices in the survey window) in line with the population of those cells. The aim of setting these minimum targets ensured sufficient interviews among key subgroups (by level and subject area) for reliable analysis. For the cells with the smallest population, where the estimated response rates suggested these targets could not be achieved with the available sample, a target was set to use all available sample.¹⁸

Table 2-7 Target number of interviews with employers, by sample window and most common level, for employers within each most common subject area

	Level 2	Level 3	Level 4 to 7	Total
Current, per subject area	40	40	20	100
Completer, per subject area	20	20	10	50
Total	60	60	30	150 per subject area

Numbers have been rounded to the nearest 10. Numbers were added before rounding.

In total 1,349 surveys out of 3,850 were allocated via the minimum targets. This approach was broadly the same as in 2021.

3) Census element

The third stage was to add oversampling of larger apprenticeship schemes. As in 2021, we took a census approach with contactable employers with 10+ apprentices (in each sample window) and to sample half the contactable employers with 6 to 9 apprentices. This is necessary because we require a very high response rate from larger schemes to be able to produce separate figures for employers with larger apprenticeship schemes (who may have had different views and needs to employers with one or two apprentices). This also enables the use of a weight to show numbers of apprentices being trained rather than numbers of employers. In total, 873 surveys out of 3,850 were allocated via this process, 576 with 10 or more apprentices and 297 with 6 to 9 apprentices.

¹⁸ A new apprenticeship subject area, Social Sciences, was introduced between 2019 and 2021, only found among current apprentices – there were only 17 employers using this subject area nationally, too few for reporting even at a very high response rate. Overall, 14 employers were included in the survey sample who used this main subject area, and only one responded to the survey.

4) Top-up sampling

Finally, the remaining 1,627 interviews required were allocated to each target cell in proportion with their distribution by most common level and most common subject area in the overall population of employers of apprentices, prior to the removal of uncontactable cases. Again, the setting of targets was capped by sample availability, using the estimated response rate mentioned above.

This approach reduced the skew of the sample relative to the population, and hence reduced the extent of weighting required, increasing the effective sample size of the survey.¹⁹

Initial sample selection

Once the target numbers of interviews were set for each cell in the sampling grid, the estimated response rates 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, separately for employers of current apprentices and employers of completer apprentices. Where employers might be eligible for more than one sample window, they were given an equal chance of selection for both.

The selected records (with an EmpID) were securely sent to DfE, and were returned with contact details sourced from the EDS,²⁰ where available. Further contact details were obtained through Market Location where records could not be matched by DfE. As previously described, those employers who originally had a missing EmpID and who were selected for sampling were also sent to Market Location for contact details to be matched. The AS data that was appended to these records (legal entity name, address and postcode) was used for matching.

Sample cleaning

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

- An absence of contact details from the EDS or Market Location.
- The contact details on the EDS or through Market Location being invalid or unusable.

¹⁹ Where survey data is weighted, one case may be taken to represent more employers 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 employers is also larger.

²⁰ The EDS contains company names, postal, phone and email contacts for employers who register learners on the ILR, indexed by an Employer Registration Number (ERN). Only the ERN is stored on the ILR, and additional data, such as contact details, must be linked in from the EDS.

- Duplicate contact details with another record in the same survey window (where this occurred, the record with the largest number of apprentices in the selected sample window was retained).

Final sampling

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

Firstly, sample was selected at random from the valid sample supplied by DfE and Market Location, in line with the amount of sample indicated as required using estimated response rate excluding the allowance for non-return of contact details from the EDS.

Secondly, a final random sampling was carried out to produce a batch for initial interviewing, and a reserve batch. Loading a conservative number of records initially (c. 80% of the expected requirement, a total of 12,940 records) allowed monitoring of conversion rates to interviews, so that the second batch could be tailored to minimise the risk of substantially under or over-shooting the overall targets, as well as boosting individual grid cells which had fallen behind in terms of progress toward their individual target.

Additional sample from the reserve batch was loaded around three-quarters of the way through the fieldwork period, to maximise the reliability of conversion rates data at individual cell level, but also allowing enough time to ensure all records were contacted the agreed minimum number of times, in line with the requirement of the RPS sampling strategy. As a result of this process, an additional 2,154 records were loaded. Further detail on response rates is given in [Chapter 5](#).

The profile of the sample loaded for fieldwork is shown in Table 2-9 to Table 2-12.

Table 2-8 Employer sample profile, by most common subject area and most common level, Employers of current apprentices

	Level 2	Level 3	Level 4 to 7	Total
Agriculture	175	173	88	436
Arts & Media	25	207	63	295
Business	290	914	1,613	2,817
Construction	638	538	451	1,627
Education	0	195	131	326
Engineering	308	1,454	242	2,004
Health	265	642	912	1,819
ICT	0	353	414	767
Leisure	157	183	83	423
Retail	448	273	133	854
Science	0	0	104	104
Other	0	0	23	23
Total	2,306	4,932	4,257	11,495

Source: IFF survey statistics

Table 2-9 Employer sample profile, by banded number of apprentices and most common level, Employers of current apprentices

	Level 2	Level 3	Level 4 to 7	Total
1 to 5	1,866	3,285	1,832	6,983
6 to 9	171	555	794	1,520
10 or more	269	1,092	1,631	2,992
Total	2,306	4,932	4,257	11,495

Source: IFF survey statistics.

Table 2-10 Employer sample profile, by most common subject area and most common level, Employers of completer apprentices

	Level 2	Level 3	Level 4 to 7	Total
Agriculture	71	68	15	154
Arts & Media	0	84	4	88
Business	179	385	330	894
Construction	163	102	51	316
Education	56	82	81	219
Engineering	164	286	42	492
Health	121	243	173	537
ICT	10	189	138	337
Leisure	70	78	0	148
Retail	200	131	57	388
Science	0	0	26	26
Total	1,034	1,648	917	3,599

Source: IFF survey statistics.

Table 2-11 Employer sample profile, by banded number of apprentices and most common level, Employers of completer apprentices

	Level 2	Level 3	Level 4 to 7	Total
1 to 5	910	1,370	673	2,953
6 to 9	62	134	109	305
10 or more	62	144	135	341
Total	1,034	1,648	917	3,599

Source: IFF survey statistics.

3. Questionnaire development

Initial questionnaire changes

To ensure comparability, questions were kept as consistent as possible with the 2021 survey. There were, however, new areas of apprenticeship policy which the DfE wanted the survey to explore, including how important employers thought the end-point assessment (EPA) was for their organisation, awareness of off-the-job training requirements, new apprenticeship options and apprenticeship funding.

Testing and piloting

Cognitive testing

Cognitive testing was undertaken with both employers with completer apprentices and those with current apprentices, to test new questions.

In total, 7 cognitive interviews were conducted via telephone between 13th March and 3rd April 2023. These interviews were with employers who had a mix of current and completer apprentices. Cognitive interviews focused on new areas of the questionnaire or where wording had been updated to check that this was fit-for-purpose, covering:

- **Importance of Maths / English qualifications (Section F)** – assessing a slight wording change to the question.
- **End-point assessments (Section G)** – assessing new questions on employers' views and perceived usefulness of EPAs.
- **Off-the-job training (Section H)** – new questions on employer awareness of off-the-job training requirements and their views on the guidance around off-the-job training.
- **Awareness of different apprenticeship types (Section H)** – These questions asked about employer awareness of the new flexi-job and accelerated apprenticeships as well as how likely they were to offer them.
- **Additional Payments (Section Y)** – new questions on apprenticeship funding, specifically, questions around awareness of the £1,000 additional payment to employers for some apprentices who meet certain criteria.²¹

²¹ Apprentices aged 16 to 18, or those aged 19 to 24 who were care leavers or had an Education, Health and Care Plan (EHCP).

Follow up questions were asked about whether they had received this money, and if so, how they intend to use it.

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 questions were generally well understood, but some minor amendments were required:

- In Section F, referencing the employer's 'most common apprenticeship'.
- In Section G, asking how 'important' EPAs were to their organisation as well as adding new codes at G27.
- In Section H, clarifying the requirements for off-the-job training as well as defining what counted as being 'aware' of the new apprenticeship types.
- In Section Y, adding further clarity on how the additional payments work.

Changes between the cognitive testing and the pilot

As a result of sampling delays, fieldwork took place later than in 2021. In 2023, fieldwork started in late July and ended in October, while the 2021 survey took place between May and July. To account for the impact of seasonality, as well as potentially countering any confusion as to which 'current' apprentice we were referring to as fieldwork moved into the 2023/24 academic year, it was decided in conjunction with DfE that the survey would ask respondents to answer certain questions based on the situation on 30th June 2023 to improve comparability with the previous survey fieldwork timings. This was tested in the pilot, and ensured that respondents did not struggle to answer based on a date in the past.

One final change that occurred was an adjustment to the screener to prevent respondents 'switching' from current to completers, and vice versa. The updated screener was also tested in the pilot prior to the full survey launch.

Pilot survey

A pilot was conducted between 27th July and 1st August, comprising of 41 interviews (8 were interviewed regarding completer apprentices, and 33 regarding current apprentices) to test the length and flow of the full questionnaire and to test the comprehension and effectiveness of changes that were made following the cognitive interviews. The pilot used a sub-sample of the draw for the main survey. Questions were administered as they would be in a normal survey.

As a result of the pilot:

- Question Y1 in the Additional Payments section was altered to allow respondents to say that they were aware of payments to 16–18-year-olds, but not to 19-24 year olds, or vice versa. The previous iteration did not clarify which specific element of the payment they were aware of.
- Apart from some minor revisions, the rest of the questionnaire was well understood by respondents. There were no issues posed by the updated screener or by the 30th of June caveat for employers with current apprentices.

The final estimated interview length was 25 and a half minutes.

Pilot data was included in the main dataset, given that changes were minor and did not fundamentally alter any questions.

Additional screener amend following the pilot

In order to incorporate those that we assigned a new EmplID and only had AS contact details for, i.e. the legal entity, the screener was updated specifically for this audience.

We initially asked respondents if we were speaking to the right site with regards to apprenticeship training. If we had the correct site, the interview carried on as normal. If we did not have the correct site, we then enquired as to whether they were a single site or a multi-site establishment. If they were a single site, we checked once again if we had the right site. If the employer had multiple sites, we asked them if they knew which of their sites would most likely have had apprentices studying the apprenticeship type that we had on record. If they knew, we took the new site's contact details. If they did not know, they were screened out. Seventy-three cases used AS contact details, of which 26 interviews were achieved, and 7 were ineligible, unobtainable or had an invalid number.

Questionnaire content

Table 3-1 summarises the survey sections, and details all of the key changes to the questionnaire content since 2021.

Table 3-1 Apprenticeship Evaluation Employer Survey questionnaire content, and changes since 2021

Section	Overview of section content	Details of changes from 2021
Screener	Introducing the survey and GDPR permissions.	Amends to remove the ability to 'switch'. Also amends if sample used AS contact details.

Section	Overview of section content	Details of changes from 2021
Section A: Establishment/ Organisation details	Firmographic questions including business activity and size of organisation	No changes.
Section B: Involvement with apprenticeships	Who establishment offers apprenticeships too, how long they had been offering apprenticeships and why they decided to offer them	B1, B2, B3A were deleted.
Section C: Apprentice completion and retention	Whether apprentices stayed working for organisation after completion and why this did or didn't happen	C1, C1i and C1ii were deleted. New codes were added at C3A.
Section D: Progression from Advanced to Higher Apprenticeships	How much businesses know about Higher Apprenticeships, their relevance to the business whether or not they offer them and why	No changes.
Section E: Perceptions of and satisfaction with Apprenticeships	Questions about the specific apprenticeship programmes that the organisation offers, what they consider most important for their business. As well as their views on training provision and satisfaction with the programme	No changes.
Section F: Employer Benefits	Benefits of offering apprenticeships and training apprenticeships has had for their organisation and what, if anything, they'd like to change about Apprenticeships	F10 was amended to highlight that apprentices must achieve a functional skills level in Maths and English if they had not already reached the minimum required level. Employers were asked to think about their 'most common apprenticeship'.

Section	Overview of section content	Details of changes from 2021
Section G: Apprenticeships vs. other WBL and alternatives	Opinion of apprenticeship standards including EPAs	G7a, G8, G8A and G8B were deleted. A new question asking how important EPAs were to their organisation (G24) and how EPAs could be improved (G27) were added.
Section H: Recent recruitment and future plans and intentions	How many, if any, apprentices they have recruited to start an apprenticeship in the last 12 months, whether this is the same as in a 'usual' year, and awareness of the new off-the-job training requirements and apprenticeship programmes.	H3, H4, H5, H6, H7, H7A, H7B, H7C were removed. A new code: 'Hassle / difficulties of offering English and/or Maths qualification' was added to H12C. New questions asking about awareness of new off-the-job training requirements (H17B), clarity of the guidance on this topic (H17C) and whether the amount of off-the-job training is right (H17D) were added. New questions were also added about awareness of the new flexi-job and accelerated apprenticeships, and the propensity to offer these (H25, H26, H27A, H27B).
Section Y: Additional Payments	Content on payments for employers	Awareness of payments for 16–18-year-olds, or 19-24 year olds who meet a certain criteria (Y1), whether they had received this payment (Y3) and what they used this payment for (Y5).

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 employer survey took place between 10th August and 27th October 2023.

Contact procedures

Unlike the learner survey, employers were not sent an advanced letter to notify them that the research was taking place. Instead they were sent an advanced email if we had an email address for them provided by the DfE or Market Location. They were also given the option to request a reassurance email from the interviewer. This reassurance email acted to confirm validity of the research study and provide contact details for further information or to opt out.

Employers were given the option to opt out of the research while on the phone with an interviewer or by email; 117 employers did this.

The sample was contacted using a RPS approach; one key element of this is that all sample is treated equally. Once selected, each sample record was called a minimum of 12 times. Overall, an average of 7 calls were made before reaching a final outcome. All but 937 records reached the maximum call protocols, these records were called on average 8 times.

Screen-out procedures

A series of screening questions were included at the start of the questionnaire to check the eligibility of potential respondents. If they were recorded as having completed apprentices on the ILR, they were asked whether they had provided apprenticeship training leading to a completed apprenticeship in the sample window. At this question, respondents were screened out if they said they had not provided this training at all. If they were recorded as having current apprentices on the ILR, they were asked if they had provided apprenticeship training to employees as of the 30th of June 2023. As with

completers, respondents were screened out if they said they had not provided this training.

Interview length

The average duration of the employer survey was 26 minutes and 30 seconds.²²

Interviews achieved

Overall, 3,926 interviews were completed on the employer survey. Of these, 2,981 employers were interviewed on their current apprentices, and 945 were interviewed on their completed apprentices.

Table 4-1 and Table 4-2 show the profile of interviews achieved based on the apprenticeship type the employer was interviewed about, split by main level and main SSA, as identified by the employer in the survey. This forms the basis for analysis of the data, and therefore corresponds with base sizes used in the report.

Table 4-3 shows the profile of interviews achieved based on employers with any apprentices of each level and SSA within the sample window they were interviewed. This breakdown is not generally used in the report, since this would create overlapping groups (because employers were also asked which was the 'most important'), but is included in the tables and dataset, and could be used for additional analysis carried out for other purposes.

Finally, Table 4-4 and Table 4-5 shows the profile of interviews achieved based on the breakdown used for sampling and weighting, the most common Level and SSA. This breakdown is used in the calculation of response rates.

²² This was longer than the estimated length; this is because the actual length was based on call times, and therefore includes time spent on hold, or being put through to the correct member of staff.

Table 4-1 Current and completed apprentice employer interviews achieved by main level and main SSA (Tier 1)*

	Interviewed regarding Current apprentices : Level 2	Interviewed regarding Current apprentices : Level 3	Interviewed regarding Current apprentices : Level 4 / 5	Interviewed regarding Current apprentices : Level 6 / 7	Interviewed regarding Current apprentices : Total	Interviewed regarding Completed apprentices : Level 2	Interviewed regarding Completed apprentices : Level 3	Interviewed regarding Completed apprentices : Level 4 / 5	Interviewed regarding Completed apprentices : Level 6 / 7	Interviewed regarding Completed apprentices : Total
Agriculture	60	72	9	3	144	24	20	1	0	45
Arts & Media	10	51	3	1	65	0	16	0	0	16
Business	104	253	111	142	610	36	89	33	25	183
Construction	221	107	14	55	397	52	22	10	2	86
Education	2	84	11	27	124	11	38	4	15	68
Engineering	97	505	20	13	635	43	96	9	0	148
Health	134	227	133	29	523	54	84	39	2	179
ICT	0	73	19	16	108	4	42	5	3	54
Leisure	37	41	17	1	96	21	23	0	0	44
Retail	144	70	20	1	235	79	27	9	0	115
Science	0	0	3	4	7	0	0	0	2	2
Other**	5	20	8	4	37	1	4	0	0	5
Total	814	1,503	368	296	2,981	325	461	110	49	945

*as identified by the respondent in the questionnaire. **response given could not be classified.

Table 4-2 Current and completed apprentice employer interviews achieved by main level and size of scheme

	Interviewed regarding Current apprentices : Level 2	Interviewed regarding Current apprentices : Level 3	Interviewed regarding Current apprentices : Level 4 / 5	Interviewed regarding Current apprentices : Level 6 / 7	Interviewed regarding Current apprentices : Total	Interviewed regarding Completed apprentices : Level 2	Interviewed regarding Completed apprentices : Level 3	Interviewed regarding Completed apprentices : Level 4 / 5	Interviewed regarding Completed apprentices : Level 6 / 7	Interviewed regarding Completed apprentices : Total
Size of scheme: 1 to 5 apprentices	701	1186	249	194	2,330	297	414	93	42	846
Size of scheme: 6 to 9 apprentices	58	152	49	36	295	14	23	8	3	48
Size of scheme: 10+ apprentices	55	165	70	66	356	14	24	9	4	51
Total	814	1,503	368	296	2,981	325	461	110	49	945

Table 4-3 Current and completed apprentice employer interviews achieved, with any apprentices in the survey window in each SSA Tier 1 and Level*

	Interviewed regarding Current apprentices: Level 2	Interviewed regarding Current apprentices: Level 3	Interviewed regarding Current apprentices: Level 4 / 5	Interviewed regarding Current apprentices: Level 6 / 7	Interviewed regarding Current apprentices : Total	Interviewed regarding Completed apprentices: Level 2	Interviewed regarding Completed apprentices: Level 3	Interviewed regarding Completed apprentices: Level 4 / 5	Interviewed regarding Completed apprentices: Level 6 / 7	Interviewed regarding Completed apprentices : Total
Agriculture	65	86	15	6	172	23	20	1	1	45
Arts & Media	13	58	6	4	81	0	20	2	0	22
Business	170	407	174	180	931	46	118	39	25	228
Construction	241	203	35	67	546	53	25	11	2	91
Education	7	99	23	34	163	11	43	6	14	74
Engineering	126	584	52	31	793	45	101	12	4	162
Health	149	281	147	46	623	54	87	37	5	183
ICT	18	121	44	36	219	7	55	10	3	75
Leisure	43	52	19	1	115	23	24	0	1	48
Retail	156	110	32	11	309	82	31	11	0	124
Total	988	2,001	547	416	2,981	344	524	129	55	945

*as identified from the ILR for that site of employment. Note that employers can sit in more than one row so cells will not add up to total columns.

Table 4-4 Current and completed apprentice employer interviews achieved, by size of apprenticeship scheme* and most common Level*

	Interviewed regarding Current apprentices: Level 2	Interviewed regarding Current apprentices: Level 3	Interviewed regarding Current apprentices: Level 4 to 7	Interviewed regarding Current apprentices: Total	Interviewed regarding Completed apprentices: Level 2	Interviewed regarding Completed apprentices: Level 3	Interviewed regarding Completed apprentices: Level 4 to 7	Interviewed regarding Completed apprentices: Total
1 to 5 apprentices	701	1,186	443	2,330	297	414	135	846
6 to 9 apprentices	58	152	85	295	14	23	11	48
10 or more apprentices	55	165	136	356	14	24	13	51
Total	814	1,503	664	2,981	325	461	159	945

*as identified from the ILR for that site of employment.

5. Response rates

Overall response rates

The overall response rate across among all employers was 26%, as shown in Table 5-1; this was slightly higher than the rate assumed in the sampling process, of 24%, based on the 2021 survey.

As noted in [Chapter 4](#), for the RPS approach loaded sample was withdrawn after reaching a pre-set maximum number of 14 call attempts.²³ 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 Sample outcomes and response rate

Sample outcome	Quantity of sample: Number of records	Quantity of sample: % of total	Quantity of sample: % total eligible
Drawn for interview in final stage	15,094	100%	
Unobtainable / invalid numbers, or company closed	2,053	14%	
Sample with usable phone number	13,041	86%	
Worked sample (i.e., no more calls required under RPS rules)	4,960	33%	
Live sample at the end of the fieldwork period	937	6%	
Ineligible (no recollection of any apprentices in relevant sample windows)	489	3%	
Opted out	117	1%	
Total complete contacts	6,538	43%	100%
Achieved interviews	3,926	26%	60%
Refused / not available during fieldwork	2,460	16%	38%
Dealt with by person working from home, and unwilling to transfer	125	1%	2%
Quits during interview	27	0%	0%

²³ The target number of call attempts was set at 12 calls, however this increased to 14 calls if an appointment was made on the twelfth attempt. Overall, 970 records were called over 12 times.

Response rates by sub-group

Table 5-2, Table 5-3 and Table 5-4 show the response rates achieved by sector subject, level, and apprenticeship size, relative to the quantity of sample loaded, compared to the average of 26% across the survey as a whole.

Table 5-2 Response rate by most common subject area, relative to quantity of sample loaded

Most common subject area* (sample)	Current: Total loaded	Current: Number of interviews	Current: Response rate	Completers: Total loaded	Completers: Number of interviews	Completers: Response rate	All employers: Total loaded	All employers: Number of interviews	All employers: Response rate
Agriculture	436	144	33%	154	44	29%	590	188	32%
Arts & Media	295	76	26%	88	22	25%	383	98	26%
Business	2,817	597	21%	894	185	21%	3,711	782	21%
Construction	1,627	419	26%	316	86	27%	1,943	505	26%
Education	326	117	36%	219	68	31%	545	185	34%
Engineering	2,004	605	30%	492	142	29%	2,496	747	30%
Health	1,819	536	29%	537	173	32%	2,356	709	30%
ICT	767	122	16%	337	57	17%	1,104	179	16%
Leisure	423	108	26%	148	48	32%	571	156	27%
Retail	854	248	29%	388	118	30%	1,242	366	29%
Science	104	8	8%	26	2	8%	130	10	8%
Other	23	1	4%	0	0	n/a	23	1	4%

*within relevant survey window for sampling / fieldwork.

Table 5-3 Response rate by Level, relative to quantity of sample loaded

Most common Level* (sample)	Current: Total loaded	Current: Number of interviews	Current: Response rate	Completers: Total loaded	Completers: Number of interviews	Completers: Response rate	All employers: Total loaded	All employers: Number of interviews	All employers: Response rate
Level 2	2,306	731	32%	1,034	334	32%	3,340	1,065	32%
Level 3	4,932	1,489	30%	1,648	438	27%	6,580	1,927	29%
Level 4 to 7	4,257	761	18%	917	173	19%	5,174	934	18%

*within relevant survey window for sampling / fieldwork.

Table 5-4 Response rate by Apprentice size (scheme), relative to quantity of sample loaded

Apprenticeship size (scheme)	Current: Total loaded	Current: Number of interviews	Current: Response rate	Completers: Total loaded	Completers: Number of interviews	Completers: Response rate	All employers: Total loaded	All employers: Number of interviews	All employers: Response rate
1 to 5	6,983	2,259	32%	2,953	851	29%	9,936	3,110	31%
6 to 9	1,520	341	22%	305	45	15%	1,825	386	21%
10+	2,992	381	13%	341	49	14%	3,333	430	13%
Total	11,495	2,981	26%	3,599	945	26%	15,094	3,926	26%

*within relevant survey window for sampling / fieldwork.

6. Weighting

General approach

The 2023 study built on the RPS approach that was first used in 2021. As in 2021, weighting for the employer survey was complex given that the population and sample of employers could be both employers of current apprentices and completer apprentices.

Since each employer could only be interviewed for either one of the current or completer survey, but not both surveys, a complex random sampling process was used to sample from the full universe of employers, so that each employer was only sampled to be interviewed about one type of apprentice (current or completer), as described in [Chapter 2](#). The process described below takes this into account, with the aim of producing weights enabling figures to be generated representative of the population of employers with apprentices in England, and sub-groups within that population. As in 2021, the weighting approach for employers with completer apprentices, was designed to have broadly similar results to the weighting approach used in 2019, enabling comparisons to be made with previous results.

As is the practice with RPS surveys, the weighting process followed the following broad steps:

1. **Selection Weighting:** Selection weighting for employers was performed on the issued sample to correct for differences in selection probability and ensured that its distribution after weighting matches that of the universe. It was performed separately for the two main cohorts: employers of current apprentices and employers of recent completers of apprenticeships. Each cell within each of these cohorts²⁴ was assumed to have a different sampling fraction was assigned a separate weight. Unlike the previous wave, selection weighting was not undertaken separately for overlap cases,²⁵ but instead a calibration adjustment was made for these cases which is described in detail later in this section. Henceforth, when we refer to selection weighting this includes the initial selection weighting plus calibration adjustment.
2. **Non-response weighing:** The purpose of non-response weighting is to correct for bias in the distribution of the achieved sample²⁶ vs. the rest of the issued sample, caused by differences in conversion rate for different cells. This is achieved using Logistic Regression weighting, described in detail below. This weight (w_2) combined with the sampling weight (w_1) provides the input for calibration (w_{12}).

²⁴ Cells were defined by the employers most common value of planned scheme length, SSA and Apprenticeship level.

²⁵ Overlap cases were defined as employers who were in both the current and completers cohort.

²⁶ Achieved sample = sample where interviews were completed.

3. **Combined Employer Weight:** A further weight was created to combine the employers into one weighted sample representative of the current and/or completer employers combined universe, where the cohort overlap group is only represented once. This is implemented using an additional phase of selection weighting which assumes respectively that all current employers and completer employers in their respective universes had an equal opportunity of being represented in their respective weighted samples.

Background data

Universe data

The universe for the Employers survey is the population of unique employers for each of the two sample cohorts. As described in [Chapter 2](#), the 2023 universe is based on a 'model' population of employers.

Although the universe is based on unique employers within each cohort, some employers were counted within both groups. The weighting process is designed to be representative of each cohort and therefore aims to be representative of both instances where employers appear in more than one window.

The universe count of population members for each cohort was provided split by cells defined by the employers most common SSA (12 areas), apprenticeship level (3 bands: level 2, level 3 and level 4-7) and scheme size (3 bands: 1-5, 6 to 9, 10 plus learners).

Due to their small numbers within their universe totals, for all cohorts, 'Science and Maths' was combined with 'Engineering', while 'Others' were combined with 'Business and Admin',²⁷ yielding 10 combined SSA categories. These were the only global merges of cells made in advance of Selection Weighting.

Additional universe population analysis was provided on the overlaps between the current and completer cohort, again broken out by cell. This information is used when calibrating the initial selection weighted sample to achieve the correct proportion of overlap cases across key sampling variables.

Sampling Frame

Due to difficulties obtaining a sampling frame consistent with the universe, the sampling frame overrepresented overlap cases of employers in both cohorts. However, at cell level and within each of the overlap and non-overlap it can be assumed to be a random sample of overlap and non-overlap employers from the cell.

²⁷ This makes global SSA merges consistent with those in the Learner survey and with the previous waves Employer survey.

Due to the gap between the snapshot date (1st of January 2023) for current apprenticeships and the start of fieldwork, a proportion of apprenticeships were excluded from the issued sample. These were employers who had 'expected completers' between the 1st of January 2023 and 26th June 2023. In addition, employers that solely had current apprentices whose apprenticeships were officially paused, or had gone beyond their planned apprenticeship end date without completing were excluded (see [Chapter 2](#) discussion of sampling for definitions).

Issued sample data

A single database of issued sample was provided for all employers in the either the current or completer cohort sample, with one record per employer.

Fields in the database included: Unique IFF ID, sample type (cohort), whether a complete interview was obtained (yes or no), region, most common scheme size / SSA apprenticeship level, 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

This initially gave 10 (SSA) x 3 (level) x 3 (size) = 90 cells with different sampling fractions for each of the current and completer employer cohort. 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 and size band, except for medium and long length Arts and Media employers which were merged with Business & Admin within each size band.²⁸ 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 both cohorts.

For each cohort, a sample distribution across these merged cells was created and compared with the universe distribution to create selection probability (p) for each cell.²⁹ The initial selection weight for the cell was then calculated at 1/p. Applying this weight, which was the inverse of the selection probability, nullifies the effect of different selection probabilities across cell, giving a cell distribution consistent with the assumed population.

²⁸ These cells only had an estimated three employers in the universe and were not included in the sample at all and so the impact of combining SSA in this case is negligible.

²⁹ The probability of selection, p, for a sample cell was defined as its number of employers in the issued sample divided by the number of employers in the universe (assumed population)

Despite a policy of randomly replacing duplicates if they were independently sampled for both cohorts, it was found that, after applying the initial selection weighting, overlap cases were over-represented in the sample. This resulted from the over-representation of overlap cases in the sampling frame. An additional calibration adjustment was added to the selection weight, to adjust to the correct proportion of overlap cases separately by scheme size, SSA and apprenticeship level, using the universe distribution to provide targets.³⁰ This was achieved using iterative proportional fitting, otherwise known as rrim weighting.

The combination of this calibration weight multiplied by the initial selection weight forms the final selection weight (w_1). These weights were then scaled to sum to the sample size for each cohort.

The weighting efficiency of the selection weights when applied to the whole sample file was 57% for the current cohort to 61% for the completer cohort. The reduction in bias due to the selection weighting was assessed by comparing the universe distribution by scheme size, SSA and Level for each cohort with that of the unweighted and then selection weighted sample. This showed that the selection weight reduced the bias in the unweighted sample to negligible levels.³¹

Trimmed versions of the selection weights were investigated and found to re-introduce bias whilst not significantly improving weighting efficiency. The untrimmed version of the weight was therefore adopted and carried forward to the next stage. This is referred to in this report as w_1 but was named as SelWgtN and SelWgtG in the data depending, respectively, on whether it was scaled to the sample size for each cohort or the universe total number of employers.

Non-response weighting

Non-response modelling was carried out on the selection weighted issued sample database, separately for each cohort.³² 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 region, scheme size band,³³ SSA, apprenticeship level, and whether the employer was an overlap case. Some of the categories of these predictors were combined in the models for some cohorts, to achieve minimum base sizes for complete interviews and ensured that the

³⁰ This was achieved by creating interaction variables for these dimensions incorporating an overlap and non-overlap distribution each variable level (by level we mean e.g. Apprenticeship Level 3) and weighting to the population target for this derived variable.

³¹ The selection weight did not eliminate bias 100% due to the merging of some cells.

³² Weighted by w_1 .

³³ For non-response weighting it was possible to work with a more granular scheme size variable that was provided with the sample database.

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 several iterations, final models were adopted for each cohort, including significant main effect and interactions for key sample variables.

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

Table 6-1 Predictors in non-response model

Predictor	Current	Completer
Region	Yes	Yes
Scheme Size	Yes	Yes
SSA	Yes	Yes
Level	Yes	Yes
Overlap case	Yes	Yes
SSA x Level interaction	Yes	
Region x Level interaction		Yes
Region x Overlap interaction		Yes

It is worth noting that a AS sample indicator was provided for modelling as a potential weighting variable but found to have no significant impact on the non-response weights.

A probability of completing an interview, under the model, 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 (w1) to create a new combined selection and non-response weight (w12). Complete interviews weighted by w12 show a significant reduction in bias vs complete interviews weighted by the selection weight (w1) only. Reduction in bias was measured by comparing the profile of complete interviews weighted by w1 with the profile of complete interviews weighted by w12, both benchmarked against the w1 weighted issued sample.³⁴

Neither trimming of w1 nor capping of w12 was found to be necessary, as it did not deliver improvements in weighting efficiency.

³⁴ The issued sample benchmark includes all cases sampled, including those that didn't complete an interview.

Final Employer weight

The composite selection and non-response weight (w_{12}) was rescaled to give w_{FinalN} and w_{FinalG} , the final employer weight respectively summing to the sample size and number of employers in the universe for each cohort. This was the main weight used for reporting results independently within each cohort (current and completers). It ensured that the completed interviews were representative of the employer population within each cohort.

The final weighting efficiency and effective sample sizes are summarised in the table below, with comparison to 2021. There was little change in efficiency compared to 2021:

Table 6-2 Final individual apprentice weights: weighting efficiency

Cohort	Sample size	nEff (Effective sample size)	Efficiency (%)
Current 2023	2,981	2,153	72%
Completers 2023	945	635	67%
Current 2021	3,108	2,247	72%
Completers 2021	977	660	68%

All-employer weight

An additional weight was calculated which allowed the current and completer cohorts to be combined into one group which was representative of employers in either window. This can be used for analysis when combining both samples into one, with an appropriate adjustment to ensure the correct proportion of overlap and non-overlap cases.

Probabilities of inclusion in the final employer weighted sample for either cohort were calculated separately for employers only in the current cohort universe, employers only in the completers window and employers in both windows:

- A. $P_{fin}(\text{current only}) = \text{Current survey base size} / \text{Current cohort universe size}$
- B. $P_{fin}(\text{completer only}) = \text{Completer survey base size} / \text{Completer cohort universe size}$
- C. $P_{fin}(\text{overlap case}) = A + B - A*B$

The all-employer weight adjustment was created as $1 / P_{fin}$. This was multiplied by w_{FinalN} to give the final all-employer weight. Two versions of this weight $W_{FinalOrgN}$ and $W_{FinalOrgG}$ were provided, scaled respectively to the combined survey base size

for the two cohorts and the (de-duped) population size for both cohorts. Overall, employers with completers only represented 19.7% of the weighted total, employers with current only 65.5%, and employers with both current and completer apprentices represented 14.8%.

The weighting efficiency for the combined employer weight (taking account of all previous weighting stages) was 61.1%. The effective sample size (Neff) was 2,391. Profiles show that the combined survey cohort data weighted by this weight give the correct proportions or current only, completer only and overlap cases.

7. Analysis and interpretation

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

Data edits

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 were correctly defined / implemented.
- Checking that coding of verbatim responses was accurate and applied correctly.
- Checking base sizes for each question matched the target base as per the questionnaire (including modularised questions)
 - This included editing various questions where back-coding of verbatim meant that some respondents did not receive follow-up questions that should have been asked. Due to the generally small number of cases involved, their responses to these questions were forced to 'don't know' or 'prefer not to say', depending on which was most suitable to 'route out' of other subsequent questions missed.
- Logic checks / editing to remove non-sensical or implausible data and manual edits (e.g. outliers at numeric questions).
- Checking that responses that should be single-coded (e.g. 'don't know') 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 have been correctly defined / implemented.

Use of different weights in analysis

There were two key weights used in analysis in reporting for this survey:

- The combined employer weight, used for analysis of all employers, and subgroups of all employers (other than employers of current apprentices vs. employers of completer apprentices).

- The final current and completer employer weight, used for analysis which counts employers of current employers and employers of completer apprentices separately. This included analysis comparing with data from the 2021 evaluation.

This was because there is a large group of employers who have both current apprentices and completer apprentices. If results representative of employers of current employers were added to results representative of employers of completer apprentices, the result would count employers of both types of apprentice twice. In most cases, for analysis of employers of apprentices as a whole we would want to count this group just once.

Comparing to previous waves

The survey of employers of completer apprentices was designed to produce results comparable with previous surveys of employers of completer apprentices in 2019 and prior. The survey of current apprentices is not comparable with other prior apprenticeship employer surveys apart from 2021 when this sample group was introduced.

The main report leads with headline figures based on ‘all employers’ – i.e., combining the results of those with former apprentices and current apprentices. The ‘all employers’ figures are only comparable with the 2021 survey.

Sub-group analysis

Unless otherwise stated, sub-group analysis was also conducted only within this combined ‘all employers’ group, except for where questions were asked of a specific subgroup of respondents

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

- **Main subject area:** The main subject area, selected as being the most important to their organisation by the employer in the survey at question E1, from a list of specific apprenticeships used at that site (sourced from the ILR), and then classified by SSA at Tier 1 level. As in previous Apprenticeships Evaluation surveys, these subject areas were defined using the Ofqual SSA (Tier 1) classification, with abbreviated titles. Sample data was used (looking at the most numerous specific apprenticeships offered) if they declined to select a subject area, or if they used only one subject area on the ILR. This approach was also taken in 2021.³⁵

³⁵ Employers were asked to select a single specific apprenticeship standard or framework which was ‘most important to the business’, from a list of the three they most commonly used within the survey window they were being interviewed about (current apprentices or completer apprentices). They were able to give a different apprenticeship if they did not wish to select any of these. Where they were unable to choose a specific standard or framework, the most commonly used within the survey window the employer was being

- For analysis and reporting purposes the SSA titles have been abbreviated for brevity. These titles and their corresponding abbreviations are shown in Table 2-2. Due to a small base size, Science and Maths have been combined with Engineering for analysis purposes.
- The main subject area should not be assumed to be the same as the main sector of the employer's operations (i.e., Standard Industrial Classification (SIC) sector).
- **Main level:** The main apprenticeship level as selected by the employer in the survey at question E1A, from a list of those available for the specific apprenticeship they had selected as the most important to their organisation. Sample was used if they declined to select a subject area, or if the subject area chosen as the main subject area was only available at one level. For analysis, Levels 4 and 5 were grouped together to represent Higher apprenticeships, and separately, Levels 6 and 7 were grouped together to represent Degree and L6+ non-Degree apprenticeships.
- **Size of employer:** The number of staff at the site,³⁶ as given by respondents in the survey at question A5, banded into groups for convenient analysis (less than 10 employees, 10 to 99 employees, and 100 or more employees). In a small number of places in the report, where specifically required for analysis, the number of staff at the organisation was used rather than that site only.
- **Sector of the employer,** using the Office for National Statistics (ONS) SIC2007 classification, as given by respondents in the survey in free text format at question A3, and classified by a trained team of coders to the classification.³⁷

Less commonly, some of the following classifications were used where useful for the report narrative:

- **Region,** using the ONS classification of English regions and based upon the site of employment postcode recorded by the EDS and linked to the ILR, was shown where clear regional trends had emerged. For records that had a missing EmpID and that had required matching to the AS data, postcode was taken from the delivery postcode on the ILR but was checked with employers as part of the survey screening (see [Chapter 3](#)) and updated as needed.
- **Levy eligibility,** based on question H15B in the survey which asked if the organisation had a wage bill of £3m or more in the UK at the time of the survey; if they stated that they did, it was assumed that they would be eligible for the Levy.

interviewed about was used instead. The specific apprenticeship programmes were grouped for analysis based upon the SSA (Tier 1) of the programme.

³⁶ This classification uses employment – i.e., including working proprietors – rather than employees.

³⁷ This information is not collected on the ILR.

- **Size of apprenticeship scheme**, based on banded responses (1, 2, 3 to 5, 6 to 9, 10 or more) to questions B11A and B11B in the survey, asking about the number of apprentices in the sample window being asked about.
- **Percent of apprentices among staff**, based on the questions in the survey regarding the number of apprentices in the sample window and number of staff at the site detailed above, banded into four bands (less than 5%, 5% to 9.99%, 10% to 24.99%, more than 25%).
- **Recruitment techniques for apprentices**, based on the question B12 in the survey regarding whether apprentices in the sample window being asked about had been recruited specifically for an apprenticeship (whether the start was delayed after recruitment or not) or were existing staff who had been given an apprenticeship.
- **Employer type**, whether the employer was public sector, private sector or third sector, based on survey question A4.
- **Number of years offering apprenticeships**, from the survey question B3, banded into 0 to 3 years, 4 to 5 years, 5 to 9 years and 10 or more years.
- **Use of fixed term contracts**, based on whether any of the apprentices were on fixed term contracts or not, according to survey question B14/14A.

Links between sub-groups

Throughout the report, written analysis took into account that some breaks were linked to each other. It is important that this is also borne in mind when viewing the tables which accompany the report.

The clearest example of this was where figures were presented for employers who had both current apprentices and completer apprentices. There were often statistically significant differences between this group and employers who had only current apprentices or only completer apprentices. However, it should not be assumed that differences shown for this group were driven by having both current or completer apprentices.

This is because it was rare for employers with only one apprentice in either sample window, or with very small numbers of employees overall, to feature in this group. It was also progressively more likely, as the size of the apprenticeship scheme and organisation increased, for employers to feature in this sub-group.

The result of this is that results for this group closely reflected the results for larger companies. Therefore, the driver for the differences seen between this group and employers with only current may simply be that the company involved was larger, rather than any impact relating to having both types of apprentices.

The links between some key sub-groups for employers of apprentices eligible for the survey are shown in Table 7-1 and Table 7-2 below, using weighted survey data.

Table 7-1 Size of site of employment, by main SSA (Tier 1) of apprenticeships

	Agriculture	Arts & Media	Business	Construction	Education	Engineering	Health	ICT	Leisure	Retail	Other	Total
Base	189	81	793	483	192	783	702	162	140	350	42	3,926
Less than 10	22%	32%	13%	28%	1%	29%	11%	15%	13%	31%	4%	16%
10 to 99	69%	52%	69%	57%	73%	57%	82%	54%	79%	57%	69%	62%
100 or more	8%	16%	17%	14%	24%	14%	7%	29%	8%	11%	26%	20%
Don't know	1%	0%	1%	1%	2%	1%	1%	2%	0%	1%	1%	1%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 7-2 SIC Sector (ONS SIC2007) of employer, by main SSA (Tier 1) of apprenticeships*

	Agriculture	Arts & Media	Business	Construction	Education	Engineering	Health	ICT	Leisure	Retail	Total
Base	189	81	793	483	192	783	702	162	140	350	3,926
Agriculture etc.	16%	0%	1%	0%	0%	<0.5%	0%	0%	0%	0%	1%
Mining and Utilities	<0.5%	0%	<0.5%	1%	0%	<0.5%	0%	0%	0%	0%	<0.5%
Manufacturing	5%	22%	11%	18%	<0.5%	39%	0%	6%	0%	1%	14%
Construction	1%	3%	3%	61%	0%	15%	0%	2%	0%	1%	13%
Wholesale / Retail	11%	10%	7%	5%	0%	37%	6%	11%	0%	16%	14%
Transport / Storage	<0.5%	1%	3%	1%	0%	3%	0%	1%	0%	2%	1%
Accommodation / Food Service	1%	1%	4%	<0.5%	0%	<0.5%	0%	1%	1%	39%	5%
Information / Communications	0%	18%	1%	0%	0%	0%	0%	36%	0%	0%	2%
Financial / Real Estate	0%	1%	6%	2%	0%	<0.5%	<0.5%	2%	0%	1%	2%
Professional / Scientific /	32%	9%	25%	8%	<0.5%	2%	<0.5%	11%	<0.5%	0%	8%
Administrative / Support Services	4%	1%	3%	2%	<0.5%	2%	<0.5%	2%	6%	0%	2%
Public Administration / Defence	1%	0%	1%	%	<0.5%	<0.5%	<0.5%	2%	0%	<0.5%	1%
Education	5%	6%	27%	2%	98%	<0.5%	17%	25%	52%	3%	14%
Health / Social Work	<0.5%	4%	7%	<0.5%	<0.5%	0%	76%	1%	5%	2%	18%
Arts / Entertainment	22%	23%	1%	<0.5%	0%	1%	<0.5%	0%	36%	2%	2%
Other Services	2%	0%	1%	0%	0%	<0.5%	<0.5%	0%	0%	31%	4%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

*Column totals may not add to 100% due to rounding

Significance testing

Differences between subgroups and between different surveys were tested to assess whether the differences between data were statistically significant at the 95% confidence level.

The significance testing used independent sample t-tests for means and z-tests for percentages at the 95% confidence level. Two types of testing were used: a) between each set of cross break headings (e.g., comparing between different age categories within the age cross break header) and b) comparing data within each subgroup break to the total minus the data in the individual column.

To facilitate the types of analysis necessary, data tables were produced which employed significance tests (i.e., testing the results for a given subgroup against the results in each of the other subgroups within a given analysis 'break'). No significance test results were used in this report for sub-groups of less than 30 unweighted sample size.

Sampling error and statistical confidence intervals

Since the employer data used in this report was derived from a sample survey, it was therefore subject to sampling error. Sampling errors for the employer survey overall results and for key sub-groups are presented in Table 7-9 below. Table 7-10 shows the sampling error among employers with current apprentices and Table 7-11 shows the same for those with completer apprentices. 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. No results were reported for sub-groups of less than 30 unweighted sample size.

To give an example, where the table indicates that a survey result based on all respondents has a sampling error of $\pm 2.0\%$, this should be interpreted as follows: 'for a question asked of all apprentices where the survey result was 50.0%, we can be 95% confident that the true figure lies within the range 48.0% to 52.0%'.

Table 7-3 Sampling error (at the confidence 95% level) associated with findings of 50% for all employers, overall and key sub-groups

	Population**	Number of interviews	Effective sample size	(Maximum) Sampling Error
All employers	139,510	3,926	2,397	± 1.98
Main level: Level 2	38,740	1,139	715	± 3.63
Main level: Level 3	71,320	1,964	1,197	± 2.81
Main level: Levels 4 and 5	17,000	478	276	± 5.85
Main level: Levels 6 and 7	12,450	345	215	± 6.63
Main level: Levels 4 to 7	29,450	823	490	± 4.39
Main subject area: Agriculture	5,350	189	129	± 8.52
Main subject area: Arts	750	81	49	± 13.55
Main subject area: Business	26,900	793	469	± 4.49
Main subject area: Construction	20,010	483	336	± 5.30
Main subject area: Education	3,740	192	142	± 8.07
Main subject area: Engineering	30,410	792	490	± 4.39
Main subject area: Health	29,150	702	435	± 4.66
Main subject area: ICT	5,900	162	114	± 9.09
Main subject area: Leisure	1,470	140	105	± 9.22
Main subject area: Retail	14,830	350	262	± 6.00
Main subject area: Other	*	42	22	*

*results not presented here due to small size of sample. **estimated through weighting process, since this breakdown was not available from sample information alone.

Table 7-4 Sampling error (at the confidence 95% level) associated with findings of 50% for employers with current apprentices, overall and key sub-groups

	Population**	Number of interviews	Effective sample size	(Maximum) Sampling Error
Employers of current apprentices	111,690	2,981	2,153	± 2.09
Main level: Level 2	29,170	814	612	± 3.92
Main level: Level 3	57,070	1,503	1,093	± 2.94
Main level: Levels 4 and 5	14,050	368	243	± 6.23
Main level: Levels 6 and 7	11,390	296	213	± 6.65
Main level: Levels 4 to 7	25,450	664	456	± 4.55
Main subject area: Agriculture	4,200	144	122	± 8.74
Main subject area: Arts & Media	530	65	59	± 12.04
Main subject area: Business	20,290	610	452	± 4.56
Main subject area: Construction	18,130	397	310	± 5.52
Main subject area: Education	2,810	124	106	± 9.34
Main subject area: Engineering	25,640	642	490	± 4.38
Main subject area: Health	23,070	523	374	± 5.03
Main subject area: ICT	4,420	108	82	± 10.72
Main subject area: Leisure	1,020	96	88	± 9.99
Main subject area: Retail	10,530	235	209	± 6.71
Main subject area: Other*	*	37	21	*

*results not presented here due to small size of sample. **estimated through weighting process, since this breakdown was not available from sample information alone.

Table 7-5 Sampling error (at the confidence 95% level) associated with findings of 50% for employers with apprentice completers, overall and key sub-groups

	Population**	Number of interviews	Effective sample size	(Maximum) Sampling Error
Employers of completer apprentices	48,030	945	635	± 3.86
Main level: Level 2	14,760	325	223	± 6.51
Main level: Level 3	24,950	461	313	± 5.50
Main level: Levels 4 and 5	5,490	110	75	± 11.24
Main level: Levels 6 and 7	2,630	49	31	*
Main level: Levels 4 to 7	8,320	159	104	± 9.55
Main subject area: Agriculture	*	45	31	*
Main subject area: Arts & Media*	270	16	10	*
Main subject area: Business	11,480	183	133	± 8.45
Main subject area: Construction	4,050	86	67	± 11.87
Main subject area: Education	1,530	68	51	± 13.50
Main subject area: Engineering	8,950	150	97	± 9.90
Main subject area: Health	10,770	179	133	± 8.45
Main subject area: ICT	2,170	54	46	± 14.30
Main subject area: Leisure	690	44	37	*
Main subject area: Retail	6,250	115	92	± 10.14
Main subject area: Other	*	5	4	*

*results not presented here due to small size of sample. **estimated through weighting process, since this breakdown was not available from sample information alone.

Differences in methodology from previous surveys

Changes from 2021 to 2023

The research method used in 2023 was broadly consistent with the 2021 survey at the overall level. The RPS approach was retained, and much of the questionnaire remained in line with 2021. Key differences between the two years included:

- Sampling and weighting changes:
 - The use of a modelled population for sampling and weighting. As discussed above, the missing EmpID on the ILR for some records required the implementation of a number of additional steps at the sampling stage, to help fill the gaps and model the population. In particular, AS data was used as a supplementary sample source to help populate the missing EmpID. Records with missing contact details were matched to the Market Location database. It is therefore likely that the population of employers was undercounted due to the challenges described. We are confident all reasonable steps to fill the gaps in the employer population from the missing EmpID were taken, however this difference in population should be borne in mind.
 - A new approach to the selection of employers with both completer and current apprentices that sought to equalise the chance of selection for both groups and improve weighting efficiency. We have assessed this should not have had an impact on comparability.
 - The removal of 'paused' apprentices from the current apprentices' group. 'Paused' apprentices were defined as those who had 'officially paused' their apprenticeship since March 2022 or who were 'officially current' but with an end date in the past (1st December 2021 – 30th November 2023), and who had still not finished as of 1st January 2023.
 - The exclusion of employers of employers of apprentices who expected to complete their apprenticeship between 1st January 2023 and 26th June 2023 from the population. These employers were never previously interviewed but were included in the population profile.
- Questionnaire changes:
 - The implementation of a reference date of the 30th of June for employers within the questionnaire to compensate for a slightly later fieldwork period (in 2021, fieldwork ran from May-July. In 2023, fieldwork ran from July-October). This change aimed to help minimise screen outs of current employers who had apprentice completers after the start of fieldwork, and to better align the data collected with the 2021 fieldwork dates. We anticipate this change helped improve the comparability between years despite a different fieldwork period.

- The implementation of a screening section within the questionnaire for employers whose sample data came from the AS. This was used to help ensure interviewers were directed to the correct site of employment / were asked to speak about the correct apprentice. We have assessed this has not impacted on the comparability of the data. An AS flag was used in the non-response weighting, and it was not significant as a predictor of non-response.

Overall, we are confident that the 2023 data is suitable for comparison with the 2021 survey. As in previous years, it is difficult to assess the impact of changes, and so care should be taken particularly where there are only small changes in the data between years.

Changes from 2019 to 2021

The research method used in 2021 differed in key aspects from 2019. In particular there was a key shift in focus from a survey of employers of completer apprentices, to a survey of employers of both completer and current apprentices.

Key changes are summarised below:

- The time period of the sample window, while comparable in terms of length of time between apprenticeship completion and survey (and therefore comparable for questions regarding impact of apprenticeships and retention of apprentices) was different in terms of timing within the year to the 2019 survey, although very similar to the 2017 survey, causing potential variation since some types of apprenticeship completions are seasonal.
- Telephone fieldwork in 2021 was managed using RPS for the first time. Unlike in previous surveys, sample was not withdrawn once the targets for level, sector subject area and apprenticeship status (employer of current or completer apprentices) were reached. Comparisons between waves should be treated with some caution, although the effect of this on results was not anticipated as large.
- A number of small changes were made to questionnaire design to improve the survey and adapt it to current circumstances. Some of the changes were also made as a result of the proliferation of apprenticeship frameworks and standards in the period since 2019.
- The survey weighting took a more complex approach in 2021 than 2019, to allow for the greater complexity of the survey design, with two survey windows rather than one, and the use of RPS. Since both the 2019 and 2021 weighting approaches sought to weight to a similarly defined population using similar techniques, the results were considered broadly comparable. Some caution should be exercised where changes in results prior to 2021 are only marginally statistically significant.

Changes from 2017 to 2019

The research method for the 2019 evaluation largely mirrored that used in 2017. However, one important change was that due to employers' increasing usage of Level 6 and Level 7 (both Degree, and Non-Degree) apprenticeships, the level classification was revised in 2019 to be based on the level most used by the employer in the sample window (Level 2, 3 or 4+). Further detail can be found in the 2021 Employer Survey Technical Report.³⁸

Changes from 2015 to 2017

The method for the 2017 evaluation also slightly differed from that used in 2015, with no substantive effect on comparability:

- Due to the introduction of Science and Mathematics apprenticeships, this framework was included in classifications for the first time, and sampled and weighted separately. These were introduced in 2011, but are quite long apprenticeships and had taken time to build up numbers of apprenticeship completers.
- Apprenticeship Standards were introduced in August 2014; these did not affect the employer sampling process in 2017 since no apprentices on these standards had reached the point of completing their apprenticeship during the sample window (June 2015 to January 2016). However, questionnaire and report terminology was changed to accommodate these, moving from referring to 'broad frameworks' to 'subject areas'.
- Employers with Higher and Degree apprenticeships only (at Level 4 or higher) were included in the 2017 research, unlike in previous years. These employers comprised a small proportion of employers with apprentice completers (2% of achieved interviews and just 1% of the weighted dataset).
- The screening process was reviewed and slightly improved relative to 2015, with employers given more background information about the apprenticeship during the screening process, and additional attention being given to ensuring the contact details supplied to us were for the correct site within a large organisation.

Changes from 2014 to 2015

The sampling process in 2015 onwards differed from the 2014 evaluation in a number of ways, none of which affected the comparability of data at an overall level:

- Due to the changes in the subject areas of apprenticeship on offer over time (in particular the increasing popularity of some new apprenticeship subject areas

³⁸ [Apprenticeships Evaluation 2021 - Employers \(publishing.service.gov.uk\)](#)

such as Arts and Media), in 2015, all subject areas were sampled and weighted separately for the first time.

- The sampling and weighting was based on most common subject area among completers of apprenticeships during the sample window, rather than (as in 2014) weighting those with a single subject area in the sample window separately, and then splitting the remainder (with multiple subject areas) into groups using common combinations of subject areas. This change should have improved the accuracy of results among larger employers.
- The final data was grossed up to the population of employers from the ILR.

A2. Appendix 1: Employer survey questionnaire

S- Screener

ASK TELEPHONIST

S1. Good morning / afternoon. My name is <NAME> and I'm calling from IFF Research, on behalf of the Department for Education. [IF HASCON = 1: I need to speak to <CONTACT>[IF HASJOB = 1:, <JOBTITLE>] please. IF NECESSARY: I understand they oversee training of staff at <COMPANY>'s site in or near [IF NOT AS DATA: <LOCATION> OR IF BLANK THEN USE LEGAL_ENTITY_LOCATION.][IF HASCON = 2: I need to speak to the person who oversees training of staff at <COMPANY>'s site in or near [IF NOT AS DATA: <LOCATION> IF AS DATA: <DELIVERY_LOCATION> OR IF BLANK THEN USE <LEGAL_ENTITY_LOCATION>] please?

The call is regarding some research we're carrying out for the Department for Education about training and apprenticeships. IF NECESSARY: Our records suggest the training is or was in areas such as [IF TOTFIN_CURR >= 1:<APPTYPES_CURR_MAX1> / <APPTYPES_CURR_MAX2>][IF TOTFIN_COMP >= 1 AND TOTFIN_CURR = 0:<APPTYPES_COMP_MAX1> / <AP-PTYPES_COMP_MAX2>] or more generally in [IF TOTFIN_CURR >= 1:<SUBJECTAREAS_CURR>][IF TOTFIN_COMP >= 1 AND TOTFIN_CURR = 0:<SUBJECTAREAS_COMP>].

INTERVIEWER: If a number of people deal with training for the named site, ask for the person who deals with apprentices, or failing that the most senior person in charge of training. Do not take referrals to consultants or training providers.

1. Speaking. CONTINUE TO S2.
2. Transferred. CONTINUE TO S2.
3. Take new number / name. TAKE REFERRAL (AT S3A).
4. Hard appointment. TAKE DETAILS FOR APPOINTMENT.
5. Soft appointment. TAKE DETAILS FOR APPOINTMENT.
6. Named respondent / best person works from home – no phone number or direct email address given. THANK AND CLOSE.
7. Named respondent / best person works from home – direct email address given. TAKE REFERRAL (VIA COVID-19 MECHANISM).
8. Refusal. CONTINUE TO S1A.
9. Refusal – company policy. CONTINUE TO S1A.
10. Refusal – taken part in recent survey. CONTINUE TO S1A.
11. Nobody at <COMPANY> who can talk about apprentices at <LOCATION>, here or at any other office. THANK AND CLOSE.
12. No such training at <COMPANY>'s site in <LOCATION>. THANK AND CLOSE.
13. Not available in deadline. THANK AND CLOSE.
14. Engaged. CALL BACK LATER.
15. No answer. CALL BACK LATER.
16. Answer phone. CALL BACK LATER.
17. Residential number. THANK AND CLOSE.
18. Company (or site) closed. THANK AND CLOSE.
19. Wrong number - no new number provided. THANK AND CLOSE.

20. Needs reassurances. SHOW REASSURANCES AND RE-TURN.
21. Request reassurance email. INTERVIEWER: To send to a new respondent, make sure you take a referral as well. SEND REASSURANCE EMAIL AND RETURN.
22. Terminate interview. CLOSE.

IF REFUSAL AT S1 (S1=8-10)

INTERVIEWER INSTRUCTION

CODE AS 'SOFT APPOINTMENT' IF:

- The target respondent says they are not available for interview at the current time but hasn't suggested that they do not want to be contacted again (e.g. If they say they are too busy currently / or they're not sure they will have time)

CODE AS 'SOFT REFUSAL' IF:

- You've only spoken to a gatekeeper and think a different outcome might be possible if we called back another day.

CODE AS 'HARD REFUSAL' IF:

- You've spoken to the person that we need to speak to at the establishment, and they explicitly say they do not want to take part / 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 SOFT REFUSAL SELECTED – CALL BACK TIME OF ONE MONTH; 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

IF HARD REFUSAL SELECTED – RECORD AS STANDARD 'REFUSED' OUTCOME

IF S1 = 1 OR 2 (TRANSFERRED / SPEAKING TO PERSON IN CHARGE OF TRAINING)

S2. Good morning / afternoon, my name is <NAME>, and I'm calling on behalf of the Department for Education from IFF Research.

The reason for my call today is we're supporting the Department for Education in understanding what employers think about the quality of certain types of training in England. Government records suggest that some of your employees at your site in [IF NOT AS DATA: <LOCATION> IF AS DATA: <DELIVERY_LOCATION> OR IF BLANK THEN USE LEGAL_ENTITY_LOCATION] have recently been involved in training which may

include apprenticeship training. To confirm, are you the best person to discuss this with please?

IF NECESSARY: Our records suggest the training is or was in areas such as [IF TOTFIN_CURR >= 1:<APPTYPES_CURR_MAX1> / <AP-PTYPES_CURR_MAX2>][IF TOTFIN_COMP >= 1 AND TOTFIN_CURR = 0:<APPTYPES_COMP_MAX1> / <APPTYPES_COMP_MAX2>] or more generally in [IF TOTFIN_CURR >= 1:<SUBJECTAREAS_CURR>][IF TOTFIN_COMP >= 1 AND TOTFIN_CURR = 0:<SUBJECTAREAS_COMP>]. [IF AS DATA: The lead provider of this course was <PROVIDER_SITE>, although they may not have been the organisation that delivered the course or training to you.

1. Yes. CONTINUE (TO S3).
2. Maybe / one of the best people to talk to / depends on the questions. CONTINUE (TO S3).
3. No, not the right person. TAKE REFERRAL (AT S3A).
13. No, not the right site [AS DATA ONLY]. GO TO S3C.
4. Hard appointment. MAKE APPOINTMENT.
5. Soft appointment. MAKE APPOINTMENT.
6. Refusal. THANK AND CLOSE.
7. Not available in deadline. THANK AND CLOSE.
11. Needs reassurances. SHOW REASSURANCES AND RETURN.
12. Request reassurance email. INTERVIEWER: To send to a new respondent, make sure you take a referral as well. SEND REASSURANCE EMAIL AND RETURN.

IF S2 = 1 OR 2 (SPEAKING TO PERSON IN CHARGE OF TRAINING)

S3. Thanks, can I just check, are you an employee of <COMPANY>, based at their site in or near [IF NOT AS DATA: <LOCATION>?. IF AS DATA: <DELIVERY_LOCATION> OR IF BLANK THEN USE LEGAL_ENTITY_LOCATION].

1. Yes, employee based at [IF NOT AS DATA: <LOCATION> IF AS DATA: <DELIVERY_LOCATION> OR IF BLANK THEN USE LEGAL_ENTITY_LOCATION]. SET HRSITE = 2 SET <LOCATION> IN SCRIPT AS <DELIVERY_LOCATION> OR IF BLANK THEN USE <LEGAL_ENTITY_LOCATION >. CONTINUE.
2. Employee of <COMPANY> but not based at [IF NOT AS DATA: <LOCATION> IF AS DATA: ,<DELIVERY_LOCATION> OR IF BLANK THEN USE LEGAL_ENTITY_LOCATION]. SET HRSITE = 1. SET <LOCATION> IN SCRIPT AS <DELIVERY_LOCATION> OR IF BLANK THEN USE <LEGAL_ENTITY_LOCATION >. CONTINUE
3. Not an employee of <COMPANY>. TAKE REFERRAL (GO TO S3A).
4. [IF AS DATA: Do not recognise location]. GO TO S3C

IF AS DATA AND (S2 = 13 OR S3 = 4) (NOT THE RIGHT LOCATION)

S3C. Can I just check, is your business based at just one site, or do you operate across multiple sites?

1. Single site.
2. Multiple sites.
3. Don't know. THANK AND CLOSE.

IF AS DATA AND SINGLE SITE (S3C = 1)

S3D. IF SAMPLE_CURR = 1: Did you have at least one apprentice at your site training in courses such as <APPTYPES_CURR_MAX1> / <APPTYPES_CURR_MAX2> / <APPTYPES_CURR_MAX3>] as of the 30th June 2023? IF SAMPLE_COMPLETER = 1: Did you have at least one apprentice at your site training in courses such as <APPTYPES_COMP_MAX1> / <APPTYPES_COMP_MAX2> / <APPTYPES_COMP_MAX3>] between July 2021 and February 2022?

1. Yes. SET <LOCATION> IN SCRIPT AS < LEGAL_ENTITY_LOCATION>. ASK S3B BUT SKIP S4A, S4B S5A, AND S5B
2. No. THANK AND CLOSE
3. Don't know. THANK AND CLOSE

IF AS DATA AND HAVE MULTIPLE SITES (S3C=2)

S3E. How many sites does your business have? IF NECESSARY: An estimate is fine if you are not sure.

0. Enter number
1. Don't know

IF AS DATA AND HAVE MULTIPLE SITES (S3C = 2)

S3F. Do you know at which of your sites you are mostly likely to have apprentices training on courses such as [SAMPLE_CURR =1 :<APPTYPES_CURR_MAX1> / <APPTYPES_CURR_MAX2> / <APPTYPES_CURR_MAX3>] [IF SAMPLE_COMPLETER = 1: <APPTYPES_COMP_MAX1> / <APPTYPES_COMP_MAX2> / <APPTYPES_COMP_MAX3>]? [IF AS DATA: The lead provider of this course was <PROVIDER_site>, although they may not have been the organisation that delivered the course or training to you. IF YES, PROBE LOCATION

1. Yes (specify location). ASK S3A AND SET <LOCATION> TO WHAT IS INPUTTED HERE
2. No. THANK AND CLOSE
3. Don't know. THANK AND CLOSE

IF S1 = 3 OR S2 = 3 OR S3 = 3 OR S4A = 3 OR S4B = 3 OR S3F = 1 (TAKING REFERRAL)

S3A. [IF S4A = 3 OR S4B = 3:We'll need to speak to someone with knowledge of training courses taking place][IF S4A AND S4B NOT ASKED: What are the contact details for the person in charge of training] at <COMPANY>'s site in or near <LOCATION>?

IF NECESSARY: They might deal with training in areas such as [IF TOT-FIN_CURR >= 1:<APPTYPES_CURR_MAX1> / <APPTYPES_CURR_MAX2>][IF TOTFIN_COMP >= 1 AND TOTFIN_CURR = 0:<APPTYPES_COMP_MAX1> / <APPTYPES_COMP_MAX2>] or more generally in [IF TOTFIN_CURR >= 1:<SUBJECTAREAS_CURR>][IF TOTFIN_COMP >= 1 AND TOTFIN_CURR = 0:<SUBJECTAREAS_COMP>]. The call is regarding some research we're carrying out for the Department for Education.

INTERVIEWER: If no referral is available, leave blank and click next, and code the outcome at S1.

To send an information email to the referral, enter all available details below, click next, and select reassurance email at S1.

0. Name: WRITE IN. DS: WRITE TO <CONTACT>.

0. Job Title: WRITE IN. DS: WRITE TO <JOBTITLE>.

0. Phone number (Do not delete without replacement): WRITE IN DS: WRITE TO <PHONENUMBER>

DS: IF NAME LEFT BLANK, SET HASCON = 2. IF NAME POPULATED, SET HASCON = 1.

DS: RETURN ALL ASKED S3A TO S1 TO RECORD OUTCOME.

ASK ALL

S3B. Before we start, I have to give you some information about your rights under data protection law. All answers will be treated in the strictest confidence. You have the right to have a copy of your data, change your data or withdraw from the research at any point. To do this, you can consult our website at iffresearch.com/gdpr.

This will take about 25 minutes and all interviews are recorded for quality and training purposes. Your answers will not be used in any way which would allow you or your organisation to be identified without your permission – we'll ask about this at the end of the survey.

ADD IF NECESSARY: You can view DfE's privacy notice for the research at <https://www.iffresearch.com/AEvS/employers-privacy-notice>. Is that OK?

1. Yes. CONTINUE.

2. No. THANK AND CLOSE.

IF THEY ARE IN THE COMPLETER SAMPLE (SAMPLE_COMPLETER = 1)

S4A. According to our records,[IF TOTFIN_COMP = 1: at least one][IF TOTFIN_COMP >= 2: some] of your employees[IF HRSITE = 1: at your <LOCATION> site][IF HRSITE = 2: at this site] successfully completed training between July 2021 and February 2022.] Is this correct? IF NECESSARY:[IF TOTFIN_COMP = 1:This may have been an apprenticeship.][IF TOTFIN_COMP >= 2:These may have been apprenticeships.]

IF NECESSARY: Our records suggest the training was in areas such as <AP-PTYPES_COMP_MAX1> / <APPTYPES_COMP_MAX2>, or more generally in <SUBJECTAREAS_COMP>. [IF HASDETAIL = 1: One of the learners completed a course in <COMBINEDTITLEDETAIL>, at level <COMBINEDLEVEL>, on <LEARNACTENDDATE>.[IF HASMAINQUAL = 1:The main qualification involved would have been a <LEARNAIMREFTYPE > in <LEARNAIMREFTITLE>.] It's possible they might have continued straight away to do a qualification at a higher level.]

• PROMPT AS NECESSARY. SINGLE CODE.

1. Yes. CONTINUE TO S5A

2. No. THANK AND CLOSE

3. Don't know. RETURN TO S3A TO SEEK NEW CONTACT.

IF IN CURRENT SAMPLE (SAMPLE_CURR=1)

S4B. [IF TOTFIN_CURR >= 1:According to our records,[IF TOTFIN_CURR = 1: at least one][IF TOTFIN_CURR >= 2: some] of your employees[IF HRSITE = 1: at your <LOCATION> site][IF HRSITE = 2: at this site] are currently undertaking training leading to a qualification. Is this correct? Please answer based on what the situation was on the 30th June. IF NECESSARY:][IF TOTFIN_CURR = 1:This may be an apprenticeship.][IF TOTFIN_CURR >= 2:These may be apprenticeships.]

[IF TOTFIN_CURR = 0: Do you have any apprentices currently undertaking an apprenticeship [IF HRSITE = 1: at your <LOCATION> site][IF HRSITE = 2: at this site]?] If learners are taking a break in learning, for example because they are ill, have had to self-isolate or because the provider cannot deliver training, please answer yes.

Please answer based on what the situation was on the 30th June. [IF TOTFIN_CURR >= 1:IF NECESSARY: Our records suggest the training is in areas such as <APPTYPES_CURR_MAX1> / <APPTYPES_CURR_MAX2>, or more generally in <SUBJECTAREAS_CURR>.]

- PROMPT AS NECESSARY. SINGLE CODE.
- 1. Yes. CONTINUE TO S5A.
- 2. No. THANK AND CLOSE.
- 3. Don't know. RETURN TO S3A TO SEEK NEW CONTACT.

ASK ALL

S5A. According to our records, the training [IF S4A = 1 AND S4B ≠ 1:was][IF S4B = 1:is now] most often in courses such as [IF S4B = 1:<APPTYPES_CURR_MAX1> / <APPTYPES_CURR_MAX2> / <AP-PTYPES_CURR_MAX3>][IF S4A = 1 AND S4B ≠ 1:<APPTYPES_COMP_MAX1> / <APPTYPES_COMP_MAX2> / <APPTYPES_COMP_MAX3>] or more generally in [IF S4B = 1:<SUBJECTAREAS_CURR>][IF S4A = 1 AND S4B ≠ 1:<SUBJECTAREAS_COMP>]. Is that broadly correct?

1. Yes / broadly correct. GO TO APPSTATUS.
2. No. GO TO S5B.
3. Don't know. GO TO S5B.

IF S5A = 2 OR 3

S5B. Which of the following broad subject areas best fit the types of formal training carried out by employees [IF HRSITE = 1: at your <LOCATION> site][IF HRSITE = 2: at this site]?

IF A <COMPANY> IS AN FE COLLEGE OR SIMILAR: We only want to include training provided to your own employees here.

- READ OUT. MULTICODE.
- 1. Agriculture, Horticulture and Animal Care.
- 2. Arts, Media and Publishing.
- 3. Business, Administration and Law.
- 4. Construction, Planning and the Built Environment.

5. Education and Training.
 6. Engineering and Manufacturing Technologies.
 7. Health, Public Services and Care.
 8. Information and Communication Technology.
 9. Leisure, Travel and Tourism.
 10. Retail and Commercial Enterprise.
 11. Science and Mathematics.
 12. DO NOT READ OUT: None of these.
 13. DO NOT READ OUT: Don't know.
- DS: CONCATENATE RESPONSES AND WRITE TO SUBJECTAREA_CURR AND SUBJECTAREAS_COMP. SET HASDETAIL = 2.

DS: IF S5B = 12 OR 13, THANK AND CLOSE.

DUMMY VARIABLE <APPSTATUS>:

1. Completers. SAMPLE_COMPLETER = 1. CONTINUE.
2. Current apprentices. SAMPLE_CURR = 1. CONTINUE.

DUMMY VARIABLE <APPROUTE>:

1. Discuss completers. SAMPLE_COMPLETER = 1. CONTINUE.
2. Discuss current apprentices. SAMPLE_CURR = 1. CONTINUE.

ASK ALL

S6. So, for this survey we'll be discussing your trainees [IF APPROUTE = 1:who finished their course between July 2021 and February 2022][IF APPROUTE = 2:who were studying on 30th June 2023].

Please remember that all the questions in this survey will be about trainees based at your <LOCATION> site, rather than training at your company as a whole.

- **Reassurances to use if necessary**

The interview will take around 20 to 25 minutes to complete.

This survey is being carried out for DfE (the Department for Education), and is de-signed to measure employer opinion and current and expected usage of government-backed schemes for in-work training. It will help DfE to plan future provision, and to assess whether the existing provision is meeting the needs of employers across the economy.

DfE is interested in your opinion even if you have no employees in training now, and if you have no plans to train any in the immediate future.

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, without your express permission.

We got your organisation's details from the ILR (Individualised Learner Record), which is the official national record of training courses for adult learners. It's likely that someone at your

organisation, or a training provider, gave your contact details when asked to give details of the employer of a person doing work-based training.

Your data will be held securely at IFF; we are ISO27001 accredited for information security, and comply fully with the Data Protection Act. We are members of the Market Research Society and regulated by their code of conduct. If you want to verify that IFF Research is a genuine market research company, you can contact:

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 contact:

IFF:

DfE:

A - Establishment / Organisation details

ASK ALL

A1. QUESTION REMOVED – SECTOR INFORMATION NO LONGER AVAILABLE

ASK ALL

A2. What is the main business activity[IF HRSITE = 1: at your <LOCATION> site][IF HRSITE = 2: at this site]?

PROMPT IF NECESSARY:

- What is the main product or service of this establishment?
- What exactly is made or done at this establishment?

0. WRITE IN

ASK ALL

A3. Would you classify your organisation as...

- READ OUT. SINGLE CODE
- 1. Mainly seeking to make a profit.
- 2. A charity, voluntary or co-operative organisation.
- 3. Or a public sector organisation.
- 4. DO NOT READ OUT: None of the above.

ASK ALL

A4. Is [IF HRSITE = 1:your <LOCATION> site][IF HRSITE = 2:this site]...

- READ OUT. SINGLE CODE
- 1. The only site in the organisation.
- 2. The Head Office of an organisation with a number of sites.

3. Or a branch of an organisation with a number of sites.
4. DO NOT READ OUT: Don't know.

ASK ALL

A5. Including [IF HRSITE = 2:you and any] working proprietors, approximately how many people are on the payroll [IF A4 >= 2:at [IF HRSITE = 1: your <LOCATION> site][IF HRSITE = 2: this site]]?

Do not include outside contractors / agency staff nor the self-employed other than a self-employed owner, but do include both full-time and part-time staff, trainees and partners in a partnership. Please answer based on what the situation was on the 30th June.

DS: ALLOW 0 TO 99999

IF DON'T KNOW (A5 = DK)

0. TAKE NUMBER.
1. DO NOT READ OUT: Don't know.

A5A Is it approximately...

- READ OUT. SINGLE CODE.

DS: FORCE RANGE TO MATCH A5.

1. DO NOT READ OUT: 1 (sole trader).
2. 2-4.
3. 5-9.
4. 10-24.
5. 25-49.
6. 50-99.
7. 100-199.
8. 200-249.
9. 250-499.
10. 500 or more.
11. DO NOT READ OUT: Don't know / refused.

ASK IF MULTI-SITE ORGANISATION (A4 = 2 OR 3)

A6. And approximately how many people are on the payroll across the whole organisation in the UK?

Do not include outside contractors / agency staff nor the self-employed other than a self-employed owner, but do include both full-time and part-time staff, trainees and partners in a partnership.

DS: ALLOW A5 TO 999999

IF DON'T KNOW (A6 = DK)

0. TAKE NUMBER.
1. DO NOT READ OUT: Don't know.

A6A. Is it approximately...

- READ OUT. SINGLE CODE.

DS: FORCE RANGE TO MATCH A6. SHOW RANGES FROM A5A UPWARDS ONLY.

1. DO NOT READ OUT: 1 (sole trader).
2. 2-4.
3. 5-9.
4. 10-24.
5. 25-49.
6. 50-99.
7. 100-199.
8. 200-249.
9. 250-499.
10. 500 or more.
11. DO NOT READ OUT: Don't know / refused.

IF HAVE 10 OR MORE EMPLOYEES (A6A=4 TO 10 OR A5A = 4 TO 10)

H15B. Does your organisation have a payroll wage bill of over £3m, across the UK?

INTERVIEWER NOTE: This is for the whole organisation across the whole of the UK. This is asked because this is the threshold for paying the Apprenticeship Levy.

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

ASK ALL PRIVATE SECTOR COMPANIES (A3=1)

A7. Which of the following statements best applies to your outlook for the business over the next 12 months? We expect the business to...

- READ OUT. SINGLE CODE.
1. Grow significantly.
 2. Grow slightly.
 3. Remain about the same.
 4. Contract slightly.
 5. Contract significantly.
 6. DO NOT READ OUT: Don't know.
 7. DO NOT READ OUT: Refused.

B - Involvement with Apprenticeships

IF MULTISITE ORGANISATION (A4 >= 2)

I'd like you to answer the following questions about training taking place at [IF HRSITE = 1: your <LOCATION> site][IF HRSITE = 2: this site].

B1. QUESTION DELETED

B2. QUESTION DELETED

ASK ALL

B3. How long have you been offering formal Apprenticeships, by which I mean Apprenticeships which lead to a government recognised certificate or qualification?

- READ OUT. SINGLE CODE.
- 2. 3 years or fewer.
- 3. More than 3 years, up to 5 years.
- 4. More than 5 years up to 10 years.
- 5. More than 10 years.
- 6. DO NOT READ OUT: Don't know.

B3A. QUESTION DELETED

ASK ALL

B4. If you had a place available on your apprenticeship scheme, which of the following age groups would you consider applications from?

- READ OUT. MULTICODE.
- 1. 16-18 year olds.
- 2. 19-24 year olds.
- 3. Those aged 25 or older.
- 4. DO NOT READ OUT: Don't know.

ASK IF DO NOT OFFER TO 16-18 YEAR OLDS (B4 ≠ 1)

B5. What, if anything, would persuade you to offer Apprenticeships to young people aged 16-18?

- DO NOT READ OUT. MULTICODE. INTERVIEWER – IF THEY SAY “NOTHING” PROMPT “WHY?”.

IF THEY SAY CAN'T HAVE 16-18 YEAR OLDS ON SITE / AT WORKPLACE PROMPT “WHY?” TO DISTINGUISH CODES 1 AND 2

1. REGULATIONS / RULES
 1. Health and Safety regulations prevent it.
 2. We cannot employ people aged 16-18 in our work (excluding for Health and Safety reasons).
 9. If there were changes to regulations / the law.
2. NO NEED
 3. If we had a need for new recruits / staff generally.
 4. If we had a vacancy appropriate for a 16-18 year old.
3. QUALITY OF APPLICANTS / TRAINING
 5. If a suitable 16-18 year old applicant applied.
 8. If the training was better / more relevant.
4. FINANCIAL / RESOURCES

6. If we did not have to prioritise training for existing staff.
7. If we received funding / financial assistance to pay their wages.
5. OTHER REASONS
 10. If it was company policy / the Board decided to do it
 11. Other (PLEASE SPECIFY).
 12. Nothing could persuade us DS: ALLOW SINGLE CODE ONLY.
 13. Don't know.

ASK ALL

B10. Do you feel there is sufficient information, support and guidance available to employers interested in offering Apprenticeships?

1. Yes.
2. No.
3. Can't remember / someone else made the decision.

ASK IF NO (B10 = 2)

B6. What information, support and guidance do you think is missing?

- DO NOT READ OUT. PROBE AS TO SPECIFIC TYPES OF INFORMATION / ADVICE. MULTICODE.

6. FUNDING AND FEES

1. What funding is available and how to get it.
13. How to access Levy funds.
10. Information about the level of fees / payments for Apprenticeships.

7. FINDING INFORMATION

8. Who to approach / how to get information on Apprenticeships.
9. A specific person they could contact regarding Apprenticeships.
14. Existing information needs to be clearer / better written.
15. Existing information needs to be promoted / provided more pro-actively.

8. PRACTICAL OBSTACLES

2. How to recruit apprentices.
3. How to set up training for Apprentices.
5. How to find suitable training providers.
6. How to deliver the qualifications.
7. Legal obligations / employment contracts.

9. APPRENTICESHIP DESIGN

4. Understanding the requirements and benefits of an Apprenticeship.
11. End point assessment.
12. What standards are available.
16. Occupational Maps.
17. Progression Pathways.
18. Other (PLEASE SPECIFY).
19. Don't know.

IF ASKING ABOUT COMPLETERS (APPROUTE = 1)

B11A. [IF TOTFIN_COMP >= 1:Our records show that between July 2021 and February 2022 you had <TOTFIN_COMP> Apprentice[IF TOTFIN_COMP >= 2:s] who completed

training[IF A4 >= 2: at[IF HRSITE = 1: your <LOCATION> site][IF HRSITE = 2: this site]]. Is that correct?][IF TOTFIN_COMP = 0:How many Ap-prentices completed their training[IF A4>= 2: at [IF HRSITE = 1: your <LOCA-TION> site][IF HRSITE = 2: this site]] between July 2021 and February 2022?]

IF <COMPANY> IS AN FE COLLEGE OR SIMILAR: Again, we only want to include training provided to your own employees.

IF NECESSARY: This number would include any employees who completed their Level 2 apprenticeship and moved straight on to Level 3 at that time.

IF NECESSARY: According to government records, at least some of the training completed by your employees in subject areas such as [IF HASDETAIL = 1:<APPTYPES_COMP_MAX1>][IF HASDETAIL = 2:<SUBJECTAREAS_COMP>] between July 2021 and February 2022 was recognised by the government as an apprenticeship.

ADD IF NECESSARY ONLY: This figure has been calculated from information held on the Individualised Learner Record, or ILR. The ILR is a database of all government-backed Further Education courses, including apprenticeships that take place in England. Our client, DfE, has allowed us access to it for the purposes of this research only.

PLEASE ENSURE RESPONDENT IS TALKING ABOUT THE NUMBER OF FINISHERS DURING THE PERIOD JULY 2021 AND FEBRUARY 2022. SINGLE CODE.

1. [IF TOTFIN_COMP >= 1:Yes].
2. No (PLEASE SPECIFY NUMBER) DS: ALLOW 1 TO 99999. DS: WRITE TO <TOTFIN_COMP>
3. Zero INTERVIEWER: IF THEY SAY THIS PLEASE USE PROBES ABOVE TO EN-SURE THERE IS NO MISUNDERSTANDING. THANK AND CLOSE.
4. Don't know.

IF ASKING ABOUT CURRENT APPS (APPROUTE = 2)

B11B. [IF TOTFIN_CURR >= 1:Our records show that you had <TOT-FIN_CURR> an apprentice[IF TOTFIN_CURR >= 2:s] who [IF TOTFIN_CURR = 1:was][IF TOTFIN_CURR >= 2:were] taking part in training[IF A4 >= 2: at [IF HRSITE = 1: your <LOCATION> site][IF HRSITE = 2: this site] on 30th June]. Is that correct?][IF TOTFIN_CURR = 0:How many Apprentices were currently training [IF A4 >= 2:at [IF HRSITE = 1: your <LOCATION> site][IF HRSITE = 2: this site]] on 30th June?

IF <COMPANY> IS AN FE COLLEGE OR SIMILAR: Again, we only want to include training provided to your own employees.

IF NECESSARY: According to government records, at least some of the training being provided to your employees in subject areas such as [IF HASDETAIL = 1:<APPTYPES_CURR_MAX1>][IF HASDETAIL = 2:<SUBJECTAREAS_CURR>] is recognised by the government as an apprenticeship.

ADD IF NECESSARY ONLY: This figure has been calculated from information held on the Individualised Learner Record, or ILR. The ILR is a database of all government-backed Further Education courses, including apprenticeships that take place in England. Our client, DfE, has allowed us access to it for the purposes of this research only.

- PLEASE ENSURE RESPONDENT IS TALKING ABOUT THE NUMBER OF CURRENT APPRENTICES. SINGLE CODE.

1. IF TOTFIN_CURR >= 1:Yes.

[IF TOTFIN_CURR >= 1:No] (PLEASE SPECIFY NUMBER)

2. DS: ALLOW 1 TO 99999. DS: WRITE TO <TOTFIN_CURR>

3. Zero. INTERVIEWER: IF THEY SAY THIS PLEASE USE PROBES ABOVE TO ENSURE THERE IS NO MISUNDERSTANDING. THANK AND CLOSE.

4. Don't know.

ASK ALL

B12. I would now like to ask you some questions about [IF APPROUTE = 1:the apprentice[IF TOTFIN_COMP>=2:s] who completed training between July 2021 and February 2022[IF A4 >= 2: at[IF HRSITE = 1: your <LOCATION> site][IF HRSITE = 2: this site]].][IF APPROUTE = 2:your current apprentice[IF TOTFIN_CURR>=2:s][IF A4 >= 2: at[IF HRSITE = 1: your <LOCATION> site][IF HRSITE = 2: this site]].]. APPROUTE =2: By 'current apprentice[IF TOTFIN_CURR>=2:s]' we are referring to the [IF TOTFIN_CURR=1: apprentice who was][IF TOTFIN_CURR>=2: apprentices who were] with you on 30th June 2023.]] Were any...?

- READ OUT. MULTICODE.

DS: IF (APPROUTE = 1 AND ((B11A = 1 AND TOTFIN_COMP = 1) OR B11A_2 = 1) OR (APPROUTE = 2 AND (B11B = 1 AND TOTFIN_CURR = 1) OR B11B_2 = 1) ALLOW SINGLE CODE ONLY.

1. Recruited specifically to start an Apprenticeship, with the training starting straight away.
2. Recruited with the intention that they would start an Apprenticeship, but the training didn't start straight away.
3. Or existing employees that were already working for you.
4. DO NOT READ OUT: None of the above.
5. DO NOT READ OUT: Don't know.

ASK IF TRAINING DIDN'T START STRAIGHT AWAY (B12=2)

B12A. Why did their training not start straight away?

- DO NOT READ OUT. MULTICODE.

10. RELATED TO LEARNER

1. Induction / Probation period.
5. To ensure the employee is suitable / capable of progressing in our industry.
6. To give employee time to become familiarised with the organisation / the role.
8. Ill health or personal circumstances.

11. RELATED TO PROVIDER

2. Delays in finding a suitable training provider.
7. Apprenticeship timings dictated by training provider / college.

12. OTHER ISSUES

3. Had to wait for external funding.
4. Had to wait until we had the money available.
9. Other (PLEASE SPECIFY).
10. Don't know / Can't remember.

IF B12 MULTICODED (RECRUITED IN MORE THAN ONE CATEGORY AND MORE THAN ONE APPRENTICE)

B13. Of the [IF APPROUTE = 1:<TOTFIN_COMP> apprentices who completed training between July 2021 and February 2022][IF APPROUTE = 2:<TOTFIN_CURR> apprentices currently working for you] APPROUTE =2: ('current apprentices' being those who were with you on 30th June 2023), roughly how many were...

- WRITE IN NUMBERS.

DS:

IF APPROUTE = 1, ALLOW 1 TO TOTFIN_COMP IN EACH. DISALLOW IF B13_1 + B13_2 > TOTFIN_COMP.

IF APPROUTE = 2, ALLOW 1 TO TOTFIN_CURR IN EACH. DISALLOW IF B13_1 + B13_2 > TOTFIN_CURR.

IF B12 = 1:

_1 Recruited specifically to start an Apprenticeship, with the training starting straight away?

- 0. Number.
- 1. Don't know.

IF (B12 = 2 AND B12 ≠ 1) OR (B12 = 1 AND 2 AND 3):

_2 [IF B12 = 1: And roughly how many were r][IF B12 ≠ 1:R]recruited with the intention that they would start an Apprenticeship, but the training didn't start straight away?

- 0. Number.
- 1. Don't know.

B13A_DUM DUMMY VARIABLE, DO NOT ASK

Number recruited specifically to start an Apprenticeship, with the training starting straight away

IF B12 ≠ 1 = 0

IF B12 = 1 ONLY IF APPROUTE = 1: = TOTFIN_COMP

IF APPROUTE = 2: = TOTFIN_CURR

IF B12 = 1 MULTICODED IF B13_1 NUMERIC, = B13_1

IF B13_1 = DK, = 0

B13B_DUM DUMMY VARIABLE, DO NOT ASK

Number recruited with the intention that they would start an Apprenticeship, but the training didn't start straight away

IF B12 ≠ 2 = 0

IF B12 = 2 ONLY IF APPROUTE = 1: = TOTFIN_COMP

IF APPROUTE = 2: = TOTFIN_CURR

IF B12 = 1 AND 2 ONLY, AND B13_1 ≠ DK IF APPROUTE = 1: = TOTFIN_COMP – B13_1

IF APPROUTE = 2: = TOTFIN_CURR – B13_1

IF B12 = 1 AND 2 ONLY, AND B13_1 = DK = 0

IF B12 = 2 AND 3 IF B13_2 NUMERIC, = B13_2

IF B13_2 = DK, = 0

B13C_DUM DUMMY VARIABLE, DO NOT ASK

Number which were existing employees already working for the company

IF B12 ≠ 3 = 0

IF B12 = 3 ONLY IF APPROUTE = 1: = TOTFIN_COMP

IF APPROUTE = 2: = TOTFIN_CURR

IF B12 = 3 MULTICODED, AND B13_1 ≠ DK AND B13_2 ≠ DK

IF APPROUTE = 1: = TOTFIN_COMP – (B13_1 + B13_2)

IF APPROUTE = 2: = TOTFIN_CURR – (B13_1 + B13_2)

IF B12 = 3 MULTICODED, AND (B13_1 = DK AND B13_2 = DK) = 0

ASK IF 2+ RECRUITED SPECIFICALLY (B12 = 1 OR 2 AND (B13A_DUM + B13B_DUM > 1 OR B13A_DUM + B13B_DUM = 0))

B9. Of [IF B13A_DUM + B13B_DUM > 1:the <B13A_DUM + B13B_DUM>][IF B13A_DUM + B13B_DUM = 0:those] recruited specifically to start an Apprenticeship, roughly how many, if any, were recruited on a fixed-term contract for the period of the Apprenticeship?

ADD IF NECESSARY: A 'fixed-term contract' is an employment contract that ends on a particular date, or after a set time period

- PROBE FOR BEST ESTIMATE.

DS: ALLOW 0 TO B13A_DUM + B13B_DUM

IF B13A_DUM + B13B_DUM = 0 AND APPROUTE = 1, ALLOW 0 TO TOT-FIN_COMP.

IF B13A_DUM + B13B_DUM = 0 AND APPROUTE = 2, ALLOW 0 TO TOT-FIN_CURR.

0. WRITE IN NUMBER.

1. Some but don't know the number.
2. Don't know if any were recruited on fixed term contracts.

ASK IF ONE RECRUITED SPECIFICALLY (B12 = 1 OR 2 AND (B13A_DUM + B13B_DUM) = 1)

B14A. Was the Apprentice recruited on a fixed-term contract for the period of the Apprenticeship?

1. Yes.
2. No.

3. Don't know.

ASK ALL WHO OFFERED TO EXISTING EMPLOYEES (B12 = 3)

B10. And thinking about the staff who were already working for you when they started their Apprenticeship, were they doing the Apprenticeship to prepare for moving into a new job role, or to improve their skills in their existing job, or both?

- SINGLE CODE.
- 1. To prepare for a new job role.
- 2. To improve skills in existing job.
- 3. Both.
- 4. DO NOT READ OUT: Accrediting existing skills.
- 5. Don't know.

C - Apprentice completion and retention

C1i. QUESTION DELETED.

C1ii. QUESTION DELETED.

C1. QUESTION DELETED.

IF ASKING ABOUT COMPLETERS (APPROUTE = 1)

C2. [IF TOTFIN_COMP = 1: Is the Apprentice who completed training in the July 2021 to February 2022 period still working for your organisation?]

[IF TOTFIN_COMP >= 2: Are all, none, or some of the Apprentices who completed training in the July 2021 to February 2022 period still working for your organisation?]

[IF A4 = 2 OR 3: This could be at another part of your organisation.]

- SINGLE CODE.
- 1. Yes (all still with us). Section D.
- 2. No (none are still with us). ASK C2A.
- 3. IF TOTFIN_COMP >= 2: Some still with us. ASK C2A.
- 4. Don't know. Section D.

ASK IF SOME APPRENTICES NO LONGER WITH THEM (C2 = 2 OR 3)

C2A. When the apprentices left, was the situation that...

- READ OUT. SINGLE CODE.
- 1. Your organisation decided not to offer them an ongoing role.
- 2. They decided to leave of their own accord.
- 3. IF TOTFIN_COMP >= 2: or both.
- 4. DO NOT READ OUT: Don't know.

IF ANY LEFT OF THEIR OWN ACCORD (C2A= 2 or 3)

C3A. [IF C2A = 3:Thinking of those who you did offer an ongoing role to, w][IF C2A = 2 :W]hy did they decide to leave?

IF THEY FOUND ANOTHER JOB, PROBE: **Why do you think they chose the other job?**

IF THEY DIDN'T LIKE THE ROLE OFFERED, PROBE: **Why didn't they like it?**

[IF C2A = 3:INTERVIEWER: **We will ask at the next question about apprentices who left of their own accord.**]

- DO NOT READ OUT. MULTICODE.

13. COVID-19

1. Because of Covid-19 risk in role.
2. Impact of Covid-19 illness / absence on ability to do the job.

14. CHARACTERISTICS OF JOB

3. Wanted higher pay.
9. Didn't like working long hours / hard work.
5. Wanted promotion / career prospects.
14. Was offered another / better job before completing.

15. HAD OTHER PLANS

4. Wanted to go into another sector.
6. Left to go to university.
7. Left to do training (other than university).

16. OTHER / PERSONAL

8. Wanted to move away or change their location of work.
15. Mental health reasons.
10. Personal reasons, including family, health, maternity.
11. Other (PLEASE SPECIFY).
12. Don't know.
13. Refused.

IF ANY NOT OFFERED A JOB (C2A = 1 or 3)

C3B. [IF C2A =3:Thinking of those who you couldn't or didn't offer an ongoing role to, w][IF C2A=1:W]hy was this?

IF THEIR CONTRACT ENDED, PROBE: **Why did you decide not to renew the contract?**

- DO NOT READ OUT. MULTICODE.

17. COVID-19

1. Because of Covid-19 impact on business.
2. Impact of Covid-19 illness / absence on ability to do the job.

18. INDIVIDUAL APPRENTICE

3. There were better candidates.
6. Not performing to the standard we demand / dismissed / sacked.
7. Didn't complete their training / dropped out.

19. BUSINESS REASONS

4. Couldn't afford it.

5. Not enough work on / business uncertainty.
8. Other (PLEASE SPECIFY).
9. Don't know.
10. Refused.

D - Progression from Advanced to Higher Apprenticeships

ASK ALL

D1. How much, if at all, do you feel you know about Higher Apprenticeships – these are Apprenticeships at Levels 4 to 7, including Degree Apprenticeships?

- READ OUT. SINGLE CODE.

DS: REVERSE THE CODES 50% OF THE TIME

1. A great deal.
2. A fair amount.
3. Just a little.
4. Heard of but know nothing about them.
5. Never heard of them.
6. DO NOT READ OUT: Don't know.

ASK IF D1 = 1 TO 4 (HEARD OF HIGHER APPRENTICESHIPS)

D2. Does your organisation currently provide, or have plans in place to provide, any of the following qualifications for training staff or new recruits?

INTERVIEWER: If the respondent says they would provide a qualification only if proactively asked by an employee (e.g. 'we seriously consider all requests for training'), please do not select that option.

- READ OUT. MULTICODE.
1. Higher Apprenticeship at Level 4 or 5.
 2. Degree Apprenticeship at Level 6 or 7.
 9. Any other Level 6+ Non-Degree Apprenticeship.
 7. None of these.
 8. DO NOT READ OUT: Don't know.

IF OFFER DEGREE LEVEL APPRENTICESHIPS (D2=2)

D2a. You mentioned offering or planning to offer degree level apprenticeships. Does or will your organisation fund degree qualification content in addition to the apprenticeship where it isn't included as a mandatory part of the training? IF NECESSARY: An example might be funding an MBA which is not included as a mandatory qualification in the Level 7 senior leader apprenticeship.

- SINGLE CODE.
1. Yes.
 2. No.
 3. Don't know.

ASK IF DON'T OFFER APPS AT LEVEL 4/5; 6+, OR DA ((D2 ≠ 1, 2 OR 9) AND D1 ≠ 5)

D3. Why do you not offer higher or degree level apprenticeships?

- DO NOT READ OUT. MULTICODE. IF DUE TO SMALL COMPANY SIZE ASK "WHY DOES THE SMALL COMPANY SIZE PREVENT THIS?"

20. PRACTICAL OBSTACLES

2. Lack of funding.
9. Lack of time to deliver employer element of training.
10. Lack of skills to deliver employer element of training.

21. NO DEMAND OR NEED

1. No demand from employees.
11. No vacancies requiring this level of qualification.
12. All relevant staff already qualified to this level.
5. Higher level qualifications are not required to do the job.

22. UNAVAILABLE / UNAWARE

7. There are no higher level qualifications in my sector / for this type of work.
6. Was not aware of higher level qualifications.

23. PREFER OTHER METHODS

4. Prefer to recruit graduates / use a Graduate Training Scheme.
8. Employees to fund / arrange their own training (at that level).

24. WE PLAN TO

3. Have not progressed this far with the Apprenticeship scheme yet.
13. Currently looking into it / planning it.
14. Other (SPECIFY).
15. Don't know.

IF D2 = 1 OR 2 OR 9 (IF OFFER APPS AT LEVEL 4+)

D4. Why do you offer these higher or degree level apprenticeships?

- DO NOT READ OUT. MULTICODE.

25. STAFF PROGRESSION / BENEFITS

1. It is part of our staff retention strategy.
3. We offer progression as part of our workforce development strategy.
5. To help staff develop their skills.
8. To attract better quality recruits.

26. NEED FOR SKILLS

6. Skills are required by clients / customers.
7. To develop the business in new directions.
4. Higher level qualifications are required for promotion / moving into a management role.

27. REGULATION / SUBSIDY

2. Funding is available to pay towards it.
9. Regulatory or government requirements.
10. Other [SPECIFY].
11. Don't know.

D5. THERE IS NO D5

D6. QUESTION DELETED

D7. QUESTION DELETED

ASK ALL WITH L6+ APPS ((COMBINEDLEVEL_ALL_6 >= 1 OR COMBINEDLEVEL_ALL_7 >=1) AND D5B ≠ 6)

D8. Is the degree apprenticeship or Level 6+ non-degree apprenticeship training a replacement for a programme to recruit graduates...?

- READ OUT. SINGLE CODE.
- 1. ...in full.
- 2. In part.
- 3. Or not at all?
- 4. DO NOT READ OUT: Don't know / Refused.

ASK ALL WITH L6+ APPS ((COMBINEDLEVEL_ALL_6 >= 1 OR COMBINEDLEVEL_ALL_7 >=1)

D9. Is the degree apprenticeship or Level 6+ non-degree apprenticeship training a replacement for a programme to provide other work-based learning at these levels, such as study toward a professional qualification...?

- READ OUT. SINGLE CODE.
- 1. ...in full.
- 2. In part.
- 3. Or not at all?
- 4. DO NOT READ OUT: Don't know / Refused.

E - Perceptions of, and satisfaction, with Apprenticeships

READ OUT TO ALL

We'd now like to ask about one of your Apprenticeship programmes [IF AP-PROUTE = 1:with learners completing in the July 2021 and February 2022 period]in more detail.

IF A <COMPANY> IS AN FE COLLEGE OR SIMILAR: Again, we only want to include training provided to your own employees.

ASK IF HAS MORE THAN ONE APPRENTICESHIP TYPE ON ILR AND AGREES WITH ILR SUBJECT AREAS (((APPROUTE = 2 AND APPTYPES_COUNT_CURR > 1) OR (APPROUTE = 1 AND APPTYPES_COUNT_COMP > 1)) AND HASDETAIL = 1)

E1. Which one of the following programmes [IF APPROUTE = 1:were][IF AP-PROUTE = 2:are] the most important to your business [IF A4 >= 2:at [IF HRSITE = 1: your

<LOCATION> site][IF HRSITE = 2: this site]]? [IF APPROUTE = 2: Please answer based on what the situation was on 30th June 2023.]

READ OUT. SINGLE CODE.

INTERVIEWER NOTE: IF NONE ARE THE MOST IMPORTANT, ASK FOR THE ONE WITH THE MOST RECENT COMPLETER.

1. IF APPROUTE = 1: <APPTYPES_COMP_MAX1>.
1. IF APPROUTE = 2: <APPTYPES_CURR_MAX1>.
2. IF APPROUTE = 1: <APPTYPES_COMP_MAX2>.
2. IF APPROUTE = 2: <APPTYPES_CURR_MAX2>.
3. IF APPROUTE = 1 AND APPTYPES_COUNT_COMP >= 3: <AP-PTYPES_COMP_MAX3>.
3. IF APPROUTE = 2 AND APPTYPES_COUNT_CURR >= 3: <AP-PTYPES_CURR_MAX3>.
4. None of the above.
5. Don't know.

DS: IF (APPROUTE = 1 AND APPTYPES_COUNT_COMP = 1), SET E1 TO <AP-PTYPES_COMP_MAX1>. IF (APPROUTE = 2 AND APPTYPES_COUNT_CURR = 1), SET E1 TO <APPTYPES_CURR_MAX1>.

APPTYPE_E DUMMY VARIABLE, DO NOT ASK

= LABEL OF RESPONSE TO E1

SUBJECTAREA_E DUMMY VARIABLE, DO NOT ASK

= LOOKUP FROM RESPONSE TO E1 ON SEPARATE SPREADSHEET – N.B. CODES USED ARE THE SAME AS MAINBROADFRAME

LEVELMIN_E DUMMY VARIABLE, DO NOT ASK

IF E1 = 1 AND APPROUTE = 1, SET TO APPTYPELVMIN_COMP_1

IF E1 = 2 AND APPROUTE = 1, SET TO APPTYPELVMIN_COMP_2

IF E1 = 3 AND APPROUTE = 1, SET TO APPTYPELVMIN_COMP_3

IF E1 = 1 AND APPROUTE = 2, SET TO APPTYPELVMIN_CURR_1

IF E1 = 2 AND APPROUTE = 2, SET TO APPTYPELVMIN_CURR_2

IF E1 = 3 AND APPROUTE = 2, SET TO APPTYPELVMIN_CURR_3

LEVELMAX_E DUMMY VARIABLE, DO NOT ASK

IF E1 = 1 AND APPROUTE = 1, SET TO APPTYPELVMAX_COMP_1

IF E1 = 2 AND APPROUTE = 1, SET TO APPTYPELVMAX_COMP_2

IF E1 = 3 AND APPROUTE = 1, SET TO APPTYPELVMAX_COMP_3

IF E1 = 1 AND APPROUTE = 2, SET TO APPTYPELVMAX_CURR_1

IF E1 = 2 AND APPROUTE = 2, SET TO APPTYPELVMAX_CURR_2

IF E1 = 3 AND APPROUTE = 2, SET TO APPTYPELVMAX_CURR_3

ASK IF DISAGREE WITH ILR OR CAN'T CHOOSE FROM LIST (HASDETAIL = 2 OR E1 = 4, OR (APPROUTE = 2 AND APPTYPES_COUNT_CURR = 0))

E1X. Which single apprenticeship programme do you consider to be most important to your business [IF A4 >= 2:at[IF HRSITE = 1: your <LOCATION> site][IF HRSITE = 2: this site]]? [IF APPROUTE = 2: Please answer based on what the situation was on the 30th June 2023.]

READ OUT. SINGLE CODE.

INTERVIEWER NOTE: IF NONE ARE THE MOST IMPORTANT, ASK FOR THE ONE WITH THE MOST RECENT COMPLETER.

0. Subject area: WRITE IN

1. Don't know / Refused.

DS: WRITE E1X TEXT TO <APPTYPE_E>.

IF E1X = CODE 1 (MOST IMPORTANT APPRENTICESHIP UNKNOWN), GO TO F1.

ASK IF APP DOES NOT HAVE SPECIFIED LEVEL, OR DISAGREE WITH ILR ((LEVELMIN_E ≠ LEVELMAX_E) OR ((HASDETAIL = 2 OR E1 = 4) AND E1X ≠ CODE 1 AND E1 ≠ 5))

E1A. Which level of apprenticeship would you say was most important to your business, within your <APPTYPE_E> apprenticeship? Would it be...

INTERVIEWER: Higher Apprenticeships at Level 4 or 5 at a level between an A Level qualification and a degree. Higher Apprenticeships at Level 6 or 7 are equivalent to a degree – however, they are only called Degree Apprenticeships if they include a built-in degree qualification.

• READ OUT. SINGLE CODE.

2. IF (LEVELMIN_E ≤ 2 AND LEVELMAX_E ≥ 2) OR ((HASDETAIL = 2 OR E1 = 4) AND E1X ≠ CODE 1): Level 2, or Intermediate.

3. IF (LEVELMIN_E ≤ 3 AND LEVELMAX_E ≥ 3) OR ((HASDETAIL = 2 OR E1 = 4) AND E1X ≠ CODE 1): Level 3, or Advanced.

4. IF (LEVELMIN_E ≤ 4 AND LEVELMAX_E ≥ 4) OR ((HASDETAIL = 2 OR E1 = 4) AND E1X ≠ CODE 1): Level 4, or Higher.

5. IF (LEVELMIN_E ≤ 5 AND LEVELMAX_E ≥ 5) OR ((HASDETAIL = 2 OR E1 = 4) AND E1X ≠ CODE 1): Level 5.

6. IF (LEVELMIN_E ≤ 6 AND LEVELMAX_E ≥ 6) OR ((HASDETAIL = 2 OR E1 = 4) AND E1X ≠ CODE 1): Level 6.

7. IF (LEVELMIN_E ≤ 7 AND LEVELMAX_E ≥ 7) OR ((HASDETAIL = 2 OR E1 = 4) AND E1X ≠ CODE 1): Level 7, including most Degree Level apprenticeships.

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

LEVEL_E DUMMY VARIABLE, DO NOT ASK

IF LEVELMIN_E = LEVELMAX_E, SET TO LEVELMAX_E

IF E1A POPULATED, SET TO E1A

IF LEVEL_E NOT SET (LEVEL OF MOST IMPORTANT APPRENTICESHIP UN-KNOWN), GO TO F1.

ASK IF APPRENTICESHIP IDENTIFIED (LEVEL_E = 2 TO 7)

So, in the following section, we'd like to talk about your apprenticeships in <APPTYPE_E> at Level <LEVEL_E> [IF A4 >= 2:at [IF HRSITE = 1: your <LOCA-TION> site][IF HRSITE = 2: this site]] [IF APPROUTE = 1:who completed their apprenticeship between July 2021 and February 2022][IF APPROUTE = 2: Please answer based on what the situation was on 30th June 2023.]]

ASK IF APPRENTICESHIP IDENTIFIED (LEVEL_E = 2 TO 7)

E2. So, thinking of those apprentices...

- READ OUT. SINGLE CODE.

DS: SHOW AS SIX INDIVIDUAL QUESTIONS

ASK ALL

_1 [IF APPROUTE = 1:Did][IF APPROUTE = 2:Do] they receive learning delivered by a training provider separate to their day-to-day work duties?

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

ASK ALL

_2 [IF APPROUTE = 1:Did][IF APPROUTE = 2:Do] you as the employer provide learning sessions separate to their day-to-day work duties as part of the Apprenticeship?

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

ASK ALL

_3 Did the training provider assess the prior qualifications and training that the apprentice or apprentices had before starting?

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

IF E2_3 = NO ASK:

_4 Was this assessment done by your own staff?

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

ASK ALL

_5 Have you as an employer been able to influence the structure, content, delivery or duration of the Apprenticeship?

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

ASK IF DIDN'T INFLUENCE TRAINING (E2_5 = 2)

E3. And did you want to influence the content and delivery of the Apprenticeship at any stage?

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

ASK IF APPRENTICESHIP IDENTIFIED (LEVEL_E = 2 TO 7)

E4. Overall, how satisfied or dissatisfied are you with the Level <LEVEL_E> <AP-PTYPE_E> Apprenticeship programme? Please use a scale of 0 to 10 where 0 is very dissatisfied, 5 is neither satisfied nor dissatisfied, and 10 is very satisfied.

DS: ALLOW 0 TO 10

0. WRITE IN NUMBER.
1. DO NOT READ OUT: Don't know.

ASK IF APPRENTICESHIP IDENTIFIED (LEVEL_E = 2 TO 7)

E5. And how satisfied or dissatisfied are you with the following aspects of the Level <LEVEL_E> <APPTYPE_E> Apprenticeship? Again, please rate on a scale of 0 to 10 where 0 is very dissatisfied, 5 is neither satisfied nor dissatisfied, and 10 is very satisfied.

INTERVIEWER NOTE: An Apprenticeship framework or standard sets out the requirements for an Apprenticeship programme such as the key skills targets and the qualifications that need to be completed by the apprentice. It also includes information on job roles, entry routes, length of the Apprenticeship, and career paths available upon completion.

DS: ALLOW 0 TO 10.

IF RECRUITED EXTERNALLY (B12 = 1 OR 2):

_1 The quality of applicants for Apprenticeship positions

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

ASK ALL

_2 Your ability to select an Apprenticeship relevant to your needs

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

_3 Your ability to influence the structure, content, delivery and duration of the Apprenticeship training

0. WRITE IN NUMBER.

1. Don't know.

_4 The amount and complexity of any paperwork and administration required of you as the employer

0. WRITE IN NUMBER.

1. Don't know.

IF A PROVIDER TRAINS (E2_1=1)

_5 The quality of the learning delivered by the provider

0. WRITE IN NUMBER.

1. Don't know.

IF A PROVIDER TRAINS (E2_1=1)

_6 The support and communication from the provider

0. WRITE IN NUMBER.

1. Don't know.

IF A PROVIDER TRAINS (E2_1=1)

_7 How the provider offered learning in a flexible way to meet your needs

0. WRITE IN NUMBER.

1. Don't know.

IF A PROVIDER DOES THE ASSESSMENT (E2_3=1)

_8 The quality of the initial assessment of apprentices prior qualifications and training carried out by the provider

0. WRITE IN NUMBER.

1. Don't know.

F - Employer Benefits

ASK ALL

The following questions cover Apprenticeships at an overall level, rather than any specific frameworks, standards or levels.

F1. THERE IS NO F1

ASK ALL

F2. Which if any of the following benefits has your organisation experienced as a result of offering Apprenticeships?

PLEASE NOTE WE ARE STILL ASKING ABOUT THEIR SPECIFIC SITE <LOCA-TION>.

- READ OUT. SINGLE CODE PER ROW.

DS: ROTATE START.

_2 Improved productivity

1. Yes.
2. No .
3. DO NOT READ OUT: Not applicable.
4. DO NOT READ OUT: Don't know.
5. DO NOT READ OUT: Too early to say.

_3 A lower overall wage bill

1. Yes.
2. No .
3. DO NOT READ OUT: Not applicable.
4. DO NOT READ OUT: Don't know.
5. DO NOT READ OUT: Too early to say.

IF B12 = 3 (APPRENTICESHIPS FOR EXISTING STAFF): _4 It has helped improve staff retention

1. Yes.
2. No .
3. DO NOT READ OUT: Not applicable.
4. DO NOT READ OUT: Don't know.
5. DO NOT READ OUT: Too early to say.

IF B12 = 1 OR 2 (RECRUITS APPRENTICES): _5 It has improved our ability to attract good staff

1. Yes.
2. No .
3. DO NOT READ OUT: Not applicable.
4. DO NOT READ OUT: Don't know.
5. DO NOT READ OUT: Too early to say.

_6 Brought new ideas to the organisation

1. Yes.
2. No .
3. DO NOT READ OUT: Not applicable.
4. DO NOT READ OUT: Don't know.
5. DO NOT READ OUT: Too early to say.

_9 Improved our image in the sector

1. Yes.
2. No .
3. DO NOT READ OUT: Not applicable.
4. DO NOT READ OUT: Don't know.
5. DO NOT READ OUT: Too early to say.

_10 It has helped us develop skills that are relevant to the needs of our organisation

1. Yes.
2. No .
3. DO NOT READ OUT: Not applicable.
4. DO NOT READ OUT: Don't know.

5. DO NOT READ OUT: Too early to say.

ASK ALL

F3. Is there anything you would like to change about the content, structure, delivery or duration of the Apprenticeships?

1. Yes. ASK F4.
2. No. ASK F5.
3. Don't know. ASK F5.

ASK IF WOULD HAVE LIKED TO HAVE CHANGED THE APPRENTICESHIP TRAINING (F3=1)

F4. What would you have liked to change?

- PROMPT IF NECESSARY. MULTICODE.

INTERVIEWER: Do not accept responses such as "length" because we don't know if they're saying it was too long or too short – similarly "amount of training" or "level of detail" – too much or too little?

IF NECESSARY: **Was it too short or too long? / Was there too much or too little?**

IF SAY "COURSE CONTENT" OR "NOT SUITED TO OUR NEEDS": **What would you have liked to change about the course content? Was the course content too wide-ranging or too narrow?**

28. TRAINING PROVIDER / ASSESSOR

1. Improved training provider communication.
2. Improved training provider support / attitude.
5. Improved training provider organisation.
14. Improved quality of teaching / teacher / trainer knowledge.
15. Improved end point assessment.

29. APPRENTICESHIP CONTENT

3. More opportunities for employer input.
4. Course more specific / relevant to our organisation's needs.
18. Less content relating to Maths and English.
11. More challenging course content.

30. APPRENTICESHIP STRUCTURE / FORMAT

6. Shorter apprenticeships.
7. Longer apprenticeships.
8. Apprenticeships of flexible length.
9. More flexible structure / timing.
12. More practical / hands-on training.
13. More theoretical / classroom training.
16. Other (PLEASE SPECIFY).
17. DO NOT READ OUT: Don't know.

F5. QUESTION DELETED

ASK ALL

F4A. Which of the following best describes how you would speak about Apprenticeships to other employers?

- READ OUT. SINGLE CODE.
- 1. I would recommend them without being asked.
- 2. I would recommend them if asked.
- 3. I would be neutral.
- 4. I would recommend against them if asked.
- 5. I would recommend against them without being asked.
- 6. DO NOT READ OUT: Don't know.

F6. QUESTION DELETED

F7. QUESTION DELETED

F8. QUESTION DELETED

F9. QUESTION DELETED

ASK ALL

F10. Apprentices must achieve a functional skills level in Maths and English if they have not already reached the minimum required level.

Thinking about your most common apprenticeship, how important do you consider it is for your apprentices to have or to achieve Functional Skills Level 2 or a GCSE standard pass in Maths and English by the end of their apprenticeship? Is it...

- READ OUT. SINGLE CODE
- 1. Very important.
- 2. Quite important.
- 3. Neither important nor unimportant.
- 4. Not very important.
- 5. Not at all important.
- 6. DO NOT READ OUT: Don't know.

F11. QUESTION DELETED

F12. QUESTION DELETED

G - Apprenticeships vs. other Work-based learning (WBL) and alternatives; Traineeships and Standards

ASK ALL

G1. Thinking about the people who have received Apprenticeship training [IF A4 >= 2:at[IF HRSITE = 1: your <LOCATION> site][IF HRSITE = 2: this site]], why did you offer them Apprenticeships rather than, or in addition to, other forms of training or qualification?

- DO NOT READ OUT. PROMPT AS NECESSARY. MULTICODE.

31. FINANCIAL REASONS

1. To use our Apprenticeship Levy / Apprenticeship Account.
2. Cost / affordability / subsidy (if apprenticeship levy not mentioned).

32. TRAINING CONTENT AND FORMAT

4. Allows us to influence training.
5. Content / design of training.
6. Inclusion of practical / vocational training.
7. Timing or format of training.

33. HELPING PEOPLE / STAFF

8. Retention of existing staff / staff morale.
9. Recruitment of new staff.
12. Benefit to the apprentice / community.

34. TRAINING PROVIDER

10. Support / advice from training provider (other than with recruitment).
17. Provider helps to recruit.
11. High opinion of specific training provider.
18. Training provider approached us.

35. NO CHOICE / OTHER

3. Industry standard / norm.
13. Decided by Head Office.
14. No other options.
15. Another reason (PLEASE SPECIFY).
16. Don't know.

ASK ALL

G2. Besides the training delivered through Apprenticeships, have you funded or arranged any training for employees [IF A4 >= 2:at[IF HRSITE = 1: your <LOCATION> site][IF HRSITE = 2: this site]] in the last 12 months which led to either a Level 2 or a Level 3 qualification?

- SINGLE CODE.

1. Level 2 only.
2. Level 3 only.

3. Both.
4. No.
5. DO NOT READ OUT: Don't know.

G3. QUESTION DELETED

G4. QUESTION DELETED

G4A. QUESTION DELETED

G4B. QUESTION DELETED

G5. QUESTION DELETED

G6. QUESTION DELETED

G7. QUESTION DELETED

G7A. QUESTION DELETED

G8. QUESTION DELETED

G8A. QUESTION DELETED

G8B. QUESTION DELETED

End Point Assessment

SHOW IF HAS APPRENTICES ON STANDARDS ((APPROUTE = 1 AND STAND-ARD_COMP >= 1) OR (APPROUTE = 2 AND STANDARD_CURR >= 1))

The next few questions ask about end point assessment. This is the way that those doing apprenticeship standards, rather than frameworks, are assessed. IF NECESSARY: With standards, at the end of the apprenticeship, apprentices are assessed to see if they are fully capable of doing their job before they receive their apprenticeship certificate. This differs from the approach for apprenticeship frameworks where apprentices are assessed continuously throughout their apprenticeships, usually by compiling a portfolio.

SHOW IF ASKING ABOUT COMPLETED STANDARDS (APPROUTE = 1 AND STANDARD_COMP >= 1)

G9. Can I check, have any of your apprentices gone through end point assessment – this is the assessment apprentices have to pass at the end to achieve their apprenticeship?

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

IF COMPLETERS WHO HAVE GONE THROUGH EPA AND MORE THAN ONE COMPLETER OR MORE THAN ONE “SUBJECT AREA” WITH STANDARDS (IF G9 = 1 AND STANDARD_COMP >= 2 AND HASDETAIL = 1)

G9A. Is it right that the apprenticeship standard where you have had most apprentices go through end point assessment is called <APPTYPES_STDCOMP_#>?

- PROMPT AS NECESSARY. SINGLE CODE.
- 1. Yes, <APPTYPES_STDCOMP_1>.
- 2. IF APPTYPES_COUNT_STDCOMP >= 2: <APPTYPES_STDCOMP_2>.
- 3. IF APPTYPES_COUNT_STDCOMP >= 3: <APPTYPES_STDCOMP_3>.
- 4. No, don't recognise any of these (PLEASE SPECIFY).
- 5. DO NOT READ OUT: Don't know.

SHOW IF ASKING ABOUT CURRENT STANDARDS (APPROUTE = 2 AND STANDARD_CURR >= 1)

G10. Are any of your current apprentices on apprenticeship standards whereby they will be going through end point assessment? Please answer based on what the situation was on the 30th June 2023.]

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

SHOW IF ASKING ABOUT CURRENT STANDARDS (APPROUTE = 2 AND STANDARD_CURR >= 2 AND G10 = 1)

G10A. Is it right that the apprenticeship standard where you have most apprentices is called <APPTYPES_STDCURR_#>? Please answer based on what the situation was on the 30th June 2023.]

- PROMPT AS NECESSARY. SINGLE CODE.
- 1. Yes, <APPTYPES_STDCURR_1>.
- 2. IF APPTYPES_COUNT_STDCURR >= 2: <APPTYPES_STDCURR_2>.
- 3. IF APPTYPES_COUNT_STDCURR >= 3: <APPTYPES_STDCURR_3>.
- 4. No, don't recognise any of these (PLEASE SPECIFY).
- 5. DO NOT READ OUT: Don't know.

STANDARD_G DUMMY VARIABLE, DO NOT ASK – CALCULATE FOR ALL

IF (G9 = 1 AND STANDARD_COMP = 1) OR G9A = 1, SET TO <AP-PTYPES_STDCOMP_1>.

IF G9A = 2, SET TO <APPTYPES_STDCOMP_2>.

IF G9A = 3, SET TO <APPTYPES_STDCOMP_3>.

IF G9A = 4, SET TO <G9A_4_TEXT>

IF G9A = 5 LEAVE BLANK

IF (G10 = 1 AND STANDARD_CURR = 1) OR G10A = 1, SET TO <AP-PTYPES_STDCURR_1>.

IF G10A = 2, SET TO <APPTYPES_STDCURR_2>.

IF G10A = 3, SET TO <APPTYPES_STDCURR_3>.

IF G10A = 4, SET TO <G10A_4_TEXT>.

IF G10A = 5 LEAVE BLANK

SHOW IF ASKING ABOUT COMPLETERS OF STANDARDS (APPROUTE = 1 AND G9 = 1 AND STANDARD_G NOT BLANK)

G11. For the apprentices that went through end point assessment on the <STANDARD_G> apprenticeship, who selected the end point assessment organisation to use? Was it...

- READ OUT. SINGLE CODE
- 1. All done by the training provider.
- 2. Or did the training provider give you a choice of organisations to select from.
- 3. Did you as the employer find and choose them.
- 4. Or was it a joint decision between you and the provider.
- 5. Or was there no choice because there was only one organisation available.
- 6. Or do none of the above describe the process IF SO: How were they selected? (PLEASE SPECIFY).
- 7. DO NOT READ OUT: Can't remember / don't know.

SHOW IF ASKING ABOUT COMPLETERS OF STANDARDS AND INVOLVED IN EPAO SELECTION (APPROUTE = 1 AND G9 = 1 AND G11 ≠ 1 AND G11 ≠ 5 AND STANDARD_G NOT BLANK)

G12. Thinking about when the selection of the end point assessment organisation to use for the <STANDARD_G> apprentices was made, which of the following best describes it. Was it....

- READ OUT. SINGLE CODE. IF THEY SAY IT VARIED, ASK ABOUT THE APPROACH MOST COMMONLY TAKEN.
- 1. At the very start of the apprenticeship.
- 2. In the first 6 months.
- 3. Just before Gateway – i.e. the point at which the employer and training provider review the apprentice's knowledge, skills and behaviours to see if they have met the minimum requirements of the apprenticeship standard, and are ready to take the assessment.
- 4. At Gateway.
- 5. After Gateway.
- 6. Or at some other point (SPECIFY).
- 7. DO NOT READ OUT: Can't remember / don't know.

SHOW IF ASKING ABOUT COMPLETERS OF STANDARDS (APPROUTE = 1 AND G9 = 1 AND STANDARD_G NOT BLANK)

G13. And when did you or the provider tell the <STANDARD_G> apprentices about end point assessment and what it would involve. Was it....

- READ OUT. SINGLE CODE. IF THEY SAY IT VARIED, ASK ABOUT THE APPROACH MOST COMMONLY TAKEN.
- 1. When they 'signed up' for the apprenticeship or before.
- 2. In the first month or so of the apprenticeship.
- 3. In the first 6 months.
- 4. After the first six months but more than a month before the end point assessment.
- 5. Less than a month before their end point assessment.
- 6. Or at some other point (SPECIFY).
- 7. DO NOT READ OUT: Can't remember / don't know.

SHOW IF ASKING ABOUT COMPLETERS OF STANDARDS (APPROUTE = 1 AND G9 = 1 AND STANDARD_G NOT BLANK)

G14. Do you feel that the assessment your <STANDARD_G> apprentices have completed are a good test of their occupational competence to do the job?

1. Yes. NOW GO TO THE NEXT SECTION.
2. No. NOW GO TO THE NEXT SECTION.
3. Don't know. NOW GO TO THE NEXT SECTION.

SHOW IF ASKING ABOUT CURRENT STANDARDS (APPROUTE = 2 AND G10 = 1 AND STANDARD_G NOT BLANK)

G15. Thinking about your current apprentices on <STANDARD_G> apprenticeships, have either you or the provider selected the end point assessment organisation to use?

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

IF HAVE SELECTED EPA PROVIDER (G15 = 1)

G16. Which of the following best describes how the selection of the end point assessment organisation for the <STANDARD_G> apprentices was made? Was it ...

- READ OUT. SINGLE CODE. IF THEY SAY IT VARIES, ASK ABOUT THE AP-PROACH MOST COMMONLY TAKEN.
- 1. Done by the training provider.
- 2. Or did the training provider give you a choice of organisations to select from.
- 3. Did you as the employer find and choose them.
- 4. Or was it a joint decision between you and the provider .
- 5. Or was there no choice because there was only one organisation available.
- 6. Or do none of the above describe the process IF SO: How were they selected? (PLEASE SPECIFY).
- 7. DO NOT READ OUT: Can't remember / don't know.

IF HAVE NOT SELECTED EPA PROVIDER (G15 = 2)

G17. Which of the following best describes how you expect the selection of the end point assessment organisation to use for the <STANDARD_G> apprentices to be made...

- READ OUT. SINGLE CODE. IF THEY SAY IT VARIES, ASK ABOUT THE AP-PROACH MOST COMMONLY TAKEN.
- 1. By the training provider.
- 2. Or with the training provider giving you a choice of organisations to select from.
- 3. Or you as the employer finding and choosing them.
- 4. Or do you expect it to be a joint decision between you and the provider.
- 5. Or is there no choice because there is only one organisation available.
- 6. Or in some other way (SPECIFY).
- 7. DO NOT READ OUT: Can't remember / don't know.

IF HAVE NOT SELECTED EPA PROVIDER AND NOT DONE BY TRAINING PROVIDER (G15 = 2 AND G17 ≠ 1 AND G17 ≠ 5)

G18. When do you expect to select the end point assessment organisation to use for your <STANDARD_G> apprenticeships? Will it be....

- READ OUT. SINGLE CODE. IF THEY SAY IT VARIES, ASK ABOUT THE APPROACH MOST COMMONLY TAKEN.
- 2. Well before Gateway – i.e. the point at which the employer and training provider review the apprentice's knowledge, skills and behaviours to see if they have met the minimum requirements of the apprenticeship standard, and are ready to take the assessment.
- 3. Just before Gateway .
- 4. At Gateway.
- 5. After Gateway.
- 6. Or at some other point (SPECIFY).
- 7. (DO NOT READ OUT) Don't know.

IF HAVE SELECTED EPA PROVIDER (G15 = 1 AND G16 ≠ 1 AND G16 ≠ 5)

G19. Thinking about when the selection of the end point assessment organisation to use for <STANDARD_G> apprentices was made, which of the following best describes it. Was it....

- READ OUT. SINGLE CODE. IF THEY SAY IT VARIED, ASK ABOUT THE APPROACH MOST COMMONLY TAKEN.
- 1. At the very start of the apprenticeship.
- 2. In the first 6 months.
- 3. Just before Gateway – i.e. the point at which the employer and training provider review the apprentice's knowledge, skills and behaviours to see if they have met the minimum requirements of the apprenticeship standard, and are ready to take the assessment.
- 4. At Gateway.
- 5. After Gateway.
- 6. Or at some other point (SPECIFY)
- 7. (DO NOT READ OUT) Can't remember / don't know.

IF HAVE SELECTED EPA PROVIDER (G15 = 1)

G20. Have either you or the provider told all, some or none of the current apprentices on the <STANDARD_G> apprenticeship about end point assessment and what it will involve?

1. All.
2. Some.
3. None.
4. (DO NOT READ OUT) Don't know.

IF ALL OR SOME APPRENTICES TOLD ABOUT EPA (G20 = 1 OR 2)

G21. And when did you or the provider tell the <STANDARD_G> apprentices about end point assessment and what it would involve. Was it...

• READ OUT. SINGLE CODE. IF THEY SAY IT VARIED, ASK ABOUT THE APPROACH MOST COMMONLY TAKEN.

1. When they 'signed up' for the apprenticeship or before.
3. In the first month or so of the apprenticeship.
4. In the first 6 months.
5. After the first six months, but more than a month before the end point assessment.
2. Less than a month before the end point assessment.
6. Or at some other point (SPECIFY).
7. (DO NOT READ OUT) Can't remember / don't know.

IF APPRENTICES NOT TOLD ABOUT EPA (G20 = 3)

G22. When do you expect your <STANDARD_G> apprentices to be told about end point assessment and what it will involve. Will it be it...

• READ OUT. SINGLE CODE. IF THEY SAY IT VARIES, ASK ABOUT THE APPROACH MOST COMMONLY TAKEN.

1. In the first 6 months of the apprenticeship.
2. In the first 12 months of the apprenticeship.
3. Just before they have to do their end point assessment.
4. Or at some other point (SPECIFY).
5. (DO NOT READ OUT) Don't know.

SHOW IF ASKING ABOUT COMPLETERS OF STANDARDS (APPROUTE = 1 AND G9 = 1 AND STANDARD_G NOT BLANK)

G24. Thinking about your <STANDARD_G> apprentices, overall how important is the end point assessment for your organisation...?

READ OUT. SINGLE CODE

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

SHOW IF ASKING ABOUT COMPLETERS OF STANDARDS (APPROUTE = 1 AND G9 = 1 AND STANDARD_G NOT BLANK)

DO NOT READ OUT. PROMPT AS NECESSARY USING SUBHEADINGS. MULTICODE.

- TAILORING THE EPA
 1. Have it more tailored / directly relevant to the needs of different organisations
 2. Have it more tailored / directly relevant to job roles
 5. Provide set tasks for apprentices to complete
- ADMINISTRATIVE CHANGES/COMMUNICATION
 3. Make it an accredited qualification
 4. Be less administratively burdensome to run
 6. Put less responsibility on employers having to require / encourage apprentices to achieve their end point assessment
 8. Better communication about the EPA from the provider to the apprentice
- CHANGES TO THE STRUCTURE OF THE ASSESSMENT
 7. More assessments throughout the apprenticeship, not just at the end
 9. The assessment should be shortened
 10. The assessment should be more difficult
 11. The assessment should be made easier
- 12. Other (specify)
- 13. Don't know

H - Recent recruitment and future plans and intentions

ASK ALL

H1. Thinking about the last 12 months, approximately how many people, if any, [IF A4 >= 2:has [IF HRSITE = 1: your <LOCATION> site][IF HRSITE = 2: this site]][IF A4 = 1:have you] recruited to start an apprenticeship? Please exclude any existing employees put on an apprenticeship.

PROBE FOR BEST ESTIMATE.

DS: ALLOW 1 TO 9999

0. WRITE IN
1. None.
2. Some, but don't know how many.
3. Don't know.

IF KNOW HOW MANY AND RECRUITED AT LEAST ONE (H1 >= 1)

H2. Is this more, less or about the same as a 'usual' year?

- SINGLE CODE.

1. More.
2. Less.
3. About the same.
4. DO NOT READ OUT: No such thing as a 'usual' year.
5. DO NOT READ OUT: Don't know.

IF KNOW HOW MANY RECRUITED NONE (H1 = CODE 1)

H2B. Would you have recruited apprentices if the last 12 months had been a 'usual' year?]

SINGLE CODE.

1. Yes.
2. No.
3. DO NOT READ OUT: No such thing as a 'usual' year.
4. DO NOT READ OUT: Don't know.

IF LESS / YES (H2=2 OR H2B=1)

H2A. What were the reasons why the number was less than a usual year? PROMPT: Were there any other reasons?

- DO NOT READ OUT. MULTICODE.
1. Cash flow (can't afford to recruit apprentices).
 4. Downsizing / reducing size of workforce.
 5. No need for new staff / not increasing size of workforce.
 2. Economic uncertainty / hard to plan ahead.
 3. Covid-19 / the pandemic.
 6. Unable to find a provider.
 7. Lack of (suitable) candidates applying.
 8. Other (SPECIFY).
 9. Don't know / no particular reason .

H3. QUESTION DELETED.

H4. QUESTION DELETED.

IF HEARD OF INCENTIVE PAYMENTS AND TOOK ON APPRENTICES (H4 = 1 AND H3 >= 1)

H5. QUESTION DELETED.

H6. QUESTION DELETED.

H7A. QUESTION DELETED.

H7B. QUESTION DELETED.

H7C. QUESTION DELETED.

H7. Do you plan to continue to offer Apprenticeships?

1. Yes.
2. No.
3. Don't know / it depends / undecided / reviewing it.

IF PLAN TO CONTINUE OR UNSURE (H8 = 1 OR 3)

H8. Do you expect your number of apprentices [IF A4 >= 2:at[IF HRSITE = 1: your <LOCATION> site][IF HRSITE = 2: this site]] over the next 2 to 3 years to...

- READ OUT. SINGLE CODE.
1. Increase .
 2. Decrease.
 3. Stay at about the same level.
 4. DO NOT READ OUT: Don't know.

H9. QUESTION DELETED

H10. QUESTION DELETED

H11. QUESTION DELETED

IF EXPECT NUMBER OF APPRENTICES TO INCREASE (H9=1)

H12A. Why do you expect the number of apprentices to increase?

- DO NOT READ OUT. MULTICODE.

H12A

1. Business growth / we are expanding.
2. Good way to meet our skill needs.
3. Apprenticeships are becoming easier to recruit.
4. To claim back Apprenticeship Levy payments.
5. Changes to apprenticeships funding / funding reform.
6. Increased range of Apprenticeship options (incl. Degree Apprenticeships).

7. We have been encouraged to do so by other organisations.
8. Introduction of Apprenticeship Standards.
9. Due to high staff turnover.
10. Ability to influence content of training.
11. CODE DELETED
12. Hassle / difficulties of offering English and/or Maths qualification
14. Other (PLEASE SPECIFY).
15. Don't know.

H12B. QUESTION DELETED

IF EXPECT NUMBER OF APPRENTICES TO DECREASE OR STOP OFFERING (H9=2 OR H8=2)

H12C. [IF H9 = 2:Why do you expect the number of apprentices to decrease?]

[IF H8 = 2:Why do you expect to stop offering apprenticeships?]

- DO NOT READ OUT. MULTICODE.

H12C

1. Business not growing (incl. we are contracting / poor sales).
2. Bad experience with training providers.
3. Apprentices have not been of a good enough standard.
4. Lack of (good) candidates.
5. We cannot currently afford to offer more.
6. Red tape / bureaucracy.
7. We will have to start paying for apprenticeships.
8. Changes to apprenticeships funding / funding reform.
9. Prefer other forms of training.
10. Prefer to recruit experienced staff.
11. All our staff are fully skilled.
12. We are not looking to recruit new staff.
13. Due to low staff turnover.
16. 12. Hassle / difficulties of offering English and/or Maths qualification
14. Other (PLEASE SPECIFY).
15. Don't know.

LEVEL 6+ EMPLOYERS WHO PLAN TO CONTINUE OR UNSURE ((COMBINEDLEVEL_ALL_6 >= 1 OR COMBINEDLEVEL_ALL_7 >= 1) AND (H8 = 1 OR 3))

H13. Over the next 2 to 3 years, do you expect to introduce any new Apprenticeship Standards at Degree or Level 6+?

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

IF PLAN NEW LEVEL 6+ SUBJECT AREAS (H13 = 1)

H13A. In which new subject areas and levels would you expect to introduce these Apprenticeship Standards at Degree or Level 6+?

- Subject area 1: WRITE IN
 - Level 1: WRITE IN
- Subject area 2: WRITE IN
 - Level 2: WRITE IN
- Any others: WRITE IN

1. Don't know.
2. Too early to say.

H14. QUESTION DELETED

ASK ALL

H14A Over the last few years there have been significant changes in apprentice-ship funding in England, including the introduction in 2017 of the apprentice-ship levy for employers with a UK wage bill of more than £3m. How well do you think you understand the apprenticeship funding process...?

- READ OUT. SINGLE CODE.
1. Very well.
 2. Fairly well.
 3. Not particularly well.
 4. Or not at all well.
 5. DO NOT READ OUT: No need to understand.
 6. DO NOT READ OUT: Don't know.

H15. QUESTION DELETED

H15A. QUESTION DELETED

H15B. QUESTION MOVED

H16. QUESTION DELETED

H17. QUESTION DELETED

ASK ALL

H17B. For new starts after 1 August 2022, calculating off-the-job training for full-time apprentices was changed to a consistent baseline, equating to an average of 6 hours per week. Before this survey, were you aware that this change had taken place?

INTERVIEWER: If they say that they were aware that there had been a chance but not the exact wording / details, please code 'yes'.

1. Yes
2. No

ASK ALL

H17A. How well do you understand which activities count towards the requirement for full-time apprentices to spend at least 6 hours per week on off-the-job training? Would you say it was...

- READ OUT. SINGLE CODE.
1. Very well.
 2. Fairly well.
 3. Not particularly well.
 4. Or not at all well.
 5. DO NOT READ OUT: No need to understand.
 6. DO NOT READ OUT: Don't know.

ASK IF AWARE OF POLICY CHANGE (H17B = 1)

H17C. To what extent do you find the new guidance that was introduced last year around off-the-job training requirements clear or not? Would you say it was...

READ OUT. SINGLE CODE.

1. Very clear.
2. Fairly clear.
3. Not particularly clear.
4. Or not at all clear.
5. DO NOT READ OUT: Not aware of the new guidance
6. DO NOT READ OUT: Don't know

ASK ALL

H17D. Thinking about the off-the-job training requirements, do you feel that the amount of time spent on off-the-job training is...

READ OUT. SINGLE CODE.

1. About right.
2. Too much.
3. Or too little?
4. DO NOT READ OUT: It varies too much to say
5. DO NOT READ OUT: Too early to say
6. DO NOT READ OUT: Don't know

ASK ALL

H25. There are some new options that have recently been introduced to apprenticeships to make them more attractive to different types of businesses. Before this survey, were you aware of the new flexi-job apprenticeship? This allow apprentices to move between employers more easily in sectors where short-term, project-based employment is the norm?

INTERVIEWER: If they say that they were aware of something similar to Flexi-job Apprenticeships but not the exact name, please code 'yes'

SINGLE CODE.

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

ASK ALL

H26. And before this survey had you heard of accelerated apprenticeships? These are where organisations recognise significant prior learning and are able to reduce the duration of the apprenticeship training plans by at least 12 weeks.

INTERVIEWER: We are interested in awareness of the specific name "accelerated apprenticeships". If they say that they were aware of something similar to Accelerated Apprenticeships but not the exact name, **please code 'no'**

SINGLE CODE.

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

ASK ALL

H27A. Thinking about the types of apprenticeships that I've just described... How likely or unlikely are you to offer flexi-job apprenticeships?

PROBE AS PER PRE-CODES. SINGLE CODE PER COLUMN.

1. Very likely to offer.
2. Fairly likely to offer.
3. Not very likely to offer.
4. Not at all likely.
5. DO NOT READ OUT: Already offer them
6. DO NOT READ OUT: Don't know

ASK ALL

H27B. And, if available and appropriate, how likely or unlikely are you to offer accelerated apprenticeships?

PROBE AS PER PRE-CODES. SINGLE CODE PER COLUMN.

1. Very likely to offer.
2. Fairly likely to offer.
3. Not very likely to offer.
4. Not at all likely.
5. DO NOT READ OUT: Already offer them
6. DO NOT READ OUT: Don't know

Y – Additional payments

ASK ALL

Y1. Since 2017, DfE has made additional payments to employers for apprentices aged 16 to 18, or those aged 19 to 24 who are care leavers or have an Education, Health and Care Plan (EHCP). This includes two payments, passed on by the training provider, of up to £500 per apprentice, totalling £1,000. Before today, had you heard about these additional payments?

READ OUT. SINGLE CODE. IF AWARE, PROBE WHETHER AWARE OF PAYMENTS TO BOTH 16 – 18 YEAR OLDS AND 19-24 YEAR OLDS WHO MEET CERTAIN CRITERIA, OR JUST ONE OF THE TWO

1. Yes – aware of payments for both 16 – 18 year olds and 19 – 24 year olds who meet a certain criteria.
2. Yes – but only aware of payments for 16 – 18 year olds.
3. Yes – but only aware of payments for 19-24 year olds who meet certain criteria.
4. No
5. DO NOT READ OUT: Don't know.

ASK IF HAD HEARD ABOUT ADDITIONAL PAYMENT (Y1=1-3)

**Y3. Have you received this £1,000 payment for?
Apprentices aged 16-18 (ONLY IF Y1=1 OR 2)**

Apprentices aged 19-24 who are care leavers or have an EHCP (ONLY IF Y1=1 OR 3)

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

ASK IF RECEIVE PAYMENT (ANY Y3=1)

Y5. Does your organisation use the £1,000 additional payment for any of the following purposes...?

READ OUT. MULTICODE. ROTATE CODES 1-5

1. To pay for the apprentice(s) wages for an initial period.
2. To pay for equipment or other materials for the apprentice(s).
3. To pay for training, either for apprentice(s) or for other training with the business (not linked to the apprenticeship).
4. To pay for other training with the business (not linked to the apprenticeship).
5. To contribute towards travel costs for the apprentice(s).
6. Nothing specific – deposited in bank / cash flow within the business. EXCLUSIVE CODE
7. DO NOT READ OUT: Other (please specify).
8. DO NOT READ OUT: Don't know

I - Closing Questions

ASK ALL

I1. Thank you, we are now at the end of the survey. Would you be willing for us to call you back regarding this particular study, if we need to clarify any of the in-formation? If you say 'yes', we may re-contact you at some point before the end of the project, in December 2023?

1. Yes.
2. No.

ASK ALL

I2. The Department for Education (DfE) may wish to undertake follow-up research about apprenticeship policy. Would it be OK for them or their appointed sub-contractors to re-contact you to invite you to take part, within the next two years? This would involve transferring your name and contact details to DfE and their appointed sub-contractors. You have the right to change your mind. For more information, visit our website at iffresearch.com/gdpr.

1. Yes.
2. No.

IF I2 = 1

I3. And for any DfE follow-up research, would it be OK for us to share your responses to this survey with DfE or their appointed sub-contractors, linked to your company name?

1. Yes.
2. No.

ASK ALL

I4. Finally, it is sometimes possible to link the data we have collected with other government surveys or datasets to enable further statistical analysis. Would you be happy for this to be done? IF NECESSARY: Your confidentiality will be maintained, and linked data will be anonymised and only used for statistical purposes.

1. Yes.
2. No.

IF I1 = 1 OR I2 = 1 OR I4 = 1

I4A. Can I just confirm your details so that we can contact you as we just agreed?

- INTERVIEWER: CORRECT OR BLANK ANY INCORRECT INFO.
DS: PRE-POPULATE WITH SAMPLE VARIABLES. ALLOW BLANK RESPONSES.
- Company Name: WRITE IN. <COMPANY>.
- Name: WRITE IN. <CONTACT>.
- Job Title: WRITE IN. <JOBTITLE>.
- IF I1 = 1 OR I2 = 1 OR I4 = 1: Email address: WRITE IN. <EMAIL>.
- IF I1 = 1 OR I2 = 1 OR I4 = 1: Phone number: WRITE IN. <PHONENUMBER>.

SAY TO ALL

I7. 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 AND CLOSE INTERVIEW



Department
for Education

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