



Department
for Education

Technical Education Learner Survey 2024: progression of level 4/5 learners

Research report

March 2025

**Authors: Simon Moss (NatCen), Katherine Aston (NFER),
Line Knudsen (NatCen), Noémie Bourguignon (NatCen),
Suzanne Straw (NFER) and Martin Wood (NatCen)**



Government
Social Research

Contents

List of figures	3
Executive summary	4
Introduction	4
Learner outcomes and destinations	4
Career planning and decision making	5
Reflections on course experience	5
Introduction	7
Policy background	7
Study aims in 2024	8
Survey approach and sample	8
This report	9
Learner outcomes and destinations	12
Learners' current activity	12
Learner destinations in relation to field of level 4/5 course	16
Salary	18
Fulfilment and earlier aspirations	19
Career planning and decision making	21
Changes to career plans during the course	21
Future plans	22
Career decision-making	23
Reflections on course experience	27
Recommending the course	33
Conclusion	35
Appendix: Learner characteristics	37
Subject and learner characteristics	37
Findings from previous surveys	40
Appendix: Questionnaire	41
Interviewer instruction definitions	41
Introduction	43

Checks on identity	43
Activity since finishing the course	44
Current course specialism	50
Current work specialism	51
Reasons not in general field of course	52
Detail of work	53
Preparation for current activity	59
Outcomes and reflections	62
Decision making around careers	64
Awareness of Higher Technical Education	65
Future plans	68
Data linkage	69
Contact details	72
Close	77

List of figures

Figure 1: Current activity (by age)	13
Figure 2: Main activity (by age)	15
Figure 3: Whether respondent is working or studying in an area related to their course (by age)	16
Figure 4: Whether respondent is studying in same general field as course (by age)	17
Figure 5: Whether respondent is working in same general field as course (by age)	18
Figure 6: Reported salary of 2021 level 4/5 learners whose main activity was paid work around two years after the end of their course (monthly aggregate)	19
Figure 7: How fulfilled learner feels in current situation (by age)	20
Figure 8: Extent to which idea of what learner wanted to do as a career changed during course (by age)	22
Figure 9: Most important factors in career decision-making (by age)	24
Figure 10: Extent to which learner agreed course helped them to progress at work (by age)	25
Figure 11: Extent to which learner agreed course helped them in getting their new job (by age)	26
Figure 12: Extent to which learners agreed course allowed them to progress to what they wanted to do (by age)	28
Figure 13: Extent to which learners agreed course prepared them well for future career (by age)	29
Figure 14: Extent to which learner agreed course prepared them well for current study (by age)	30
Figure 15: Extent to which learner agreed course prepared them well for the workplace (by age)	31
Figure 16: How much skills developed by course are used in current study (by age)	32
Figure 17: How much skills developed by course are used in current work (by age)	33

Executive summary

Introduction

This report explores the views and experiences of learners who studied a level 4 or 5 qualification in the 2020/21 academic year or the 2021/22 academic year in a Further Education setting¹. As part of the Technical Education Learner Surveys – commissioned by the Department for Education (DfE) and conducted by the National Centre for Social Research (NatCen) in collaboration with the National Foundation for Educational Research (NFER) – these learners were surveyed in summer 2024, approximately two years after completing their course², to understand their current activities, career plans, and reflections on their course.

The findings set out in this report provide baseline measures of the experiences of pre-reform level 4 and 5 learners which can be used for comparisons with subsequent cohorts who will have studied Higher Technical Qualifications (HTQs)³.

Learner outcomes and destinations

- The most common destinations of level 4/5 learners were paid work only (61%) followed by further study only (23%). A further one in ten were undertaking both paid work and study. Learners aged 26 and above were more likely than those aged 25 and under to be in paid work; conversely, younger learners were more likely to be studying for a university degree.
- Overall, 70% of learners were doing paid work two years after the end of their course. By comparison, 77% of level 4/5 learners had been working immediately prior to their programme.
- Almost three quarters of learners (73%) had remained within the general field of their course. Among those in paid work, learners aged 26 and above were more likely than younger learners to work in the same general field as their course (81% compared with 65%).
- Around seven out of ten learners (71%) said they were fulfilled by their current situation.

¹ Level 4 and 5 courses can also be studied in universities and with independent training providers.

² Learners were first interviewed in summer 2022 when they were at the end of their level 4 or 5 course. Some level 4 learners subsequently went on to do a level 5 course. The 2024 survey explicitly asked learners to answer based on the course they were doing when taking part in the initial Technical Education Learner Survey interview in summer 2022.

³ HTQs are level 4 and 5 qualifications that have been independently approved against occupational standards. They are being introduced in a phased way; digital HTQs were first taught from the 2022/23 academic year and HTQs will be available across 13 occupational routes from the 2025/26 academic year.

Career planning and decision making

- Most level 4/5 learners reported that their idea about what they wanted to do as a career had either 'stayed the same' (49%) or 'changed a little' (38%) during their course. Learners aged 26 and above were more likely than those aged 25 and under to say their ideas had 'stayed the same' (56% compared with 38%).
- Two-fifths of learners who were not currently studying (40%) said that they were considering further study in the future.
- The most commonly reported factors influencing career decision-making were 'work that stimulates and interests me' (76%) and 'a work-life balance that suits me' (70%). Learners aged 26 and above were more likely than their younger counterparts to emphasise work-life balance and secure employment.
- More than seven in ten learners (72%) agreed that their course had helped them to progress at work, for example by helping them do their current or previous job better or help them secure a new job.
- The vast majority (82%) who had moved into a new job since starting their course reported that their course had helped them in securing the job⁴. Learners aged 26 and above were more likely than those aged 25 and under to say that their course had helped them 'a great deal' in securing a job (40% compared with 22%).

Reflections on course experience

- About three quarters of learners agreed that their level 4/5 course had allowed them to progress onto what they wanted to do (75%) and prepared them for their future career (73%).
- Of those who went into further study, 81%, agreed that their level 4/5 course had prepared them well for their subsequent studies and 67 said they were using the skills they had developed on their level 4/5 course 'a great deal' or 'quite a bit'.
- Of learners who were in paid work, however, just 68% agreed that their level 4/5 course had prepared them well for the workplace, while 10% disagreed and the remaining 22% neither agreed nor disagreed. Just under six in ten (58%) were using the skills they had developed on the course in their current work 'a great deal' or 'quite a bit'.
- Around three quarters of learners (76%) reported that they were either 'very likely' (40%) or 'quite likely' (36%) to recommend their course to others.

⁴ According to figures from this study, out of the 416 learners who were currently employed and in work before or during their course, 48 (12%) worked in a different job but with the same employer, while 202 (49%) changed employers.

- Learners aged 26 and above were more likely than younger learners to agree that their course had allowed them to progress onto what they wanted to do and that the course had helped prepare them for their future career. Learners in the older age group (26+) were also more likely to say they would recommend their level 4/5 course. Among those in paid work, those aged 26 and above were more likely than those aged 25 and under to say they used the skills developed by their level 4/5 course 'a great deal' or 'quite a bit'.

Introduction

Policy background

Reforms to level 4/5 qualifications, which sit between level 3 qualifications (e.g., A level) and an undergraduate degree, were introduced by the previous government in July 2020 to increase the profile, prestige and uptake of level 4 and 5 qualifications in England. This came in response to concerns about low and declining participation in these programmes, both in comparison with other countries, and in the context of increasing participation in level 6 (degree level) programmes within the UK. This low take-up is despite key skills gaps at L4/5, and good early career earnings. In addition, the [2016 Sainsbury Review and subsequent government consultation](#) by the Independent Panel on Technical Education identified that the large variety of level 4/5 qualifications made it difficult for employers and learners to understand them and evaluate their quality.

To address these issues, Higher Technical Qualifications (HTQs) were introduced from the academic year of 2022/23 as a single 'quality badge' for level 4/5 qualifications. It applies to new or existing level 4/5 programmes that have been independently approved by the Institute for Apprenticeships and Technical Education (IfATE) against occupational standards of skills employers need. These courses are co-designed with employers to ensure they provide learners with the knowledge required to succeed in their chosen industry. In addition to the introduction of HTQs, the previous government implemented a set of other changes to address key barriers to the utilisation of level 4 and 5 skills. This included funding to providers to help them grow their provision and making changes to higher education student finance to ensure HTQs would be eligible for tuition fee and maintenance loans. Further, a cross-government Skills for Life communications campaign was put in place, as well as improvements to information, advice and guidance. The first HTQs were taught from September 2022 in Digital fields, and further HTQs were taught from September 2023 in Health and Science and Construction, as well as a further 4 occupational routes from September 2024. At present, HTQs are therefore available in seven occupational sectors, with a further 6 routes to be added from September 2025 onwards.

All learners surveyed for this report had studied their course in the 2020/21 or 2021/22 academic year and were therefore not studying HTQs as put in place by the reforms. As such, the insights discussed here provide a baseline measure with learners in subsequent cohorts who studied HTQs. This study was commissioned and conducted before the new UK Government took office on 5 July 2024.

Study aims in 2024

The 2024 Technical Education Learner Survey series continues to support the evaluation of ongoing technical reforms in England, which aim to deliver high-quality learning experiences and support progression into desirable outcomes. In 2024, the Technical Education Learner Survey included interviews with level 4/5 learners, a cohort of T Level learners, and learners enrolled on comparative level 3 courses. Comparator level 3 groups surveyed about their experiences, reflections and short-term outcomes include a sample of A level learners (all courses) and level 3 technical learners studying in the same technical routes as those offered for T Level. Findings from the T Level and comparator groups are covered in a separate report.

This report draws on findings from a post-course follow-up interview with pre-reform level 4/5 learners who had previously taken part in an interview at the end of their level 4/5 course, in summer 2022. The main aims of the 2024 post-course interview with these learners were to understand their views, experiences and short-term outcomes in the initial couple of years after the end of their course.

The level 4/5 learners referenced in this report completed their programmes prior to the introduction of reforms intended to address concerns about declining participation in level 4/5 qualifications. Learners who were surveyed completed a level 4/5 programme during the 2021/22 academic year. As such, findings from interviews with these learners will provide a baseline for the experiences of post-reform cohorts in future waves of the Technical Education Learner Survey.

Survey approach and sample

This report is based on surveys carried out in 2024 covering a cohort of learners previously enrolled on pre-reform level 4/5 programmes, namely learners who completed their course during the 2021/22 academic year. Qualifications studied included Certificates of Higher Education, HNC, diploma, NVQ, HND and foundation degrees (apprenticeships were excluded as these were covered by another DfE survey).

This report covers a second, post-course, interview carried out approximately two years after the end of their course.

Level 4 learners who were planning to continue onto a level 5 course were eligible for a Wave 1 interview in 2022, as long as their level 4 course ended during the 2021/22 academic year. The 2024 post-course survey explicitly asked learners to answer based on the course they were doing when taking part in the initial Technical Education Learner Survey interview in summer 2022. Eligible cases were defined as learners who were interviewed in Wave 1 in 2022 (n=1,378). Those who stated during the initial interview

that they did not start a level 4/5 programme or who subsequently requested to leave the study were excluded.

Level 4 and 5 subjects were categorised into subject groupings that aligned with the HTQ subjects available in the first two years of delivery, but also, within the context of the wider Technical Education Learner Surveys programme, to broadly align with T Level courses offered at the time: Digital (from 2022/23; 5%, 1,726 learners), Construction (3%, 923 learners), and Health and Science (from 2023/24; 24%, 8,967 learners). In addition, learners across a further range of subjects were sampled to make up a group of level 4 and 5 learners broadly representative of the level 4/5 learner population⁵. For the purposes of analysis, these additional subjects were grouped into broad categories of 'Other technical and 'Other non-technical' subjects – further details are available in Appendix: Learner characteristics – level 4/5 learners.

The level 4/5 learner group population contains a small proportion of Construction and Digital learners. These groups form 5% and 7%, respectively, of the achieved Technical Education Learner Survey pre-reform level 4/5 sample in 2024, and sample sizes for these groups are small. Due to the small sample sizes, these sub-groups of learners are not always included in comparisons within the report.

Each outcome variable has been analysed by whether each learner was enrolled on a level 4 or level 5 course, in order to identify any differences between the two groups. Any differences between level 4 and 5 learners are reported in a manner consistent with the rest of the report (see 'This report' for more detail).

All learners were invited to take part via email, text message and postal invitation. Data collection used a 'web first' approach, with a series of reminders sent to prompt self-completion. Follow-up telephone interviewing was used to increase response rates. See the separate Technical Annex for further details.

This report

Findings in this report cover the surveys of the pre-reform level 4/5 sample. Where appropriate, references are made to findings from previous reports to allow for comparisons of learners' experiences across waves and in relation to other cohorts.

Data were collected across the following topics:

Learner destinations and outcomes following course

- Current activity (paid work, education, training)

⁵ See 'Appendix: Learner characteristics' for details.

- Course / work specialism and whether this matches general field of course
- Details of current activity in terms of industry, role and responsibilities
- Satisfaction with current activity

Planned and actual destinations

- Whether aspirations changed over time, and if so, reasons why, including:
 - Awareness of higher technical education
 - Potential obstacles which affected destination following course
- Whether aspirations changed over time and why, whether course has enabled work-related progression

Future plans

- Future work and study intentions, including:
 - Changes in career ideas and aspirations
 - Most important factors in career decision-making

Reflections on course

- Extent to which course prepared learner for career and / or current activity, and if so which aspects of the course best prepared them, including:
 - Focus on the role of industry placement
 - Reasons why, for those who did not feel the course prepared them well
- Satisfaction with different aspects of the course

Productive Wave 2 interviews in which individuals reported completing their course (n=595, 91% of respondents) have been used for the purposes of analysis and reporting. Where analysis includes the responses of those who reported leaving the course early, this is stated within the report.

It is important to note that where comparisons are made in the report, these do not take into account any overlap in characteristics between groups. For example, where we see differences by age we cannot say whether or not these differences are, in fact, due to other differences between these groups such as their sex and/or the subject they studied. For this reason we encourage readers to consult the 'Appendix: Learner characteristics' which outlines key characteristics of the different learner groups described in this report.

A separate set of **Appendix tables** have been published alongside this report – these are referenced throughout. In addition, a separate **Technical Annex** sets out details on the sampling approach, weighting applied, and data processing procedures. These are available on the GOV.UK website.

In this report, percentages are rounded to zero decimal points. As a result, figures may not sum to 100%.

All reported base sizes in the report and the accompanying tables exclude those who refused to answer or selected the option 'don't know' unless these options were considered to be of particular interest (e.g. if it was of interest to know the proportion who did not know the answer to a particular question). Figures based on a sample size of less than 30 are not presented.

All data drawn upon in the report were weighted to reflect the population of each learner group (see the separate Technical Annex for details). Unweighted bases are provided in tables and charts. Comparisons discussed in the report are statistically significant at the 95% level unless stated otherwise. That is to say that there is less than a 5% probability of the difference between groups arising by chance if there was no difference in the population. Again, further details are available in the Technical Annex.

The research was carried out in conformity with ISO 20252.

Learner outcomes and destinations

This chapter describes the next steps in study and/or work for level 4/5 learners who completed their course, including progression within their course field.

Key findings

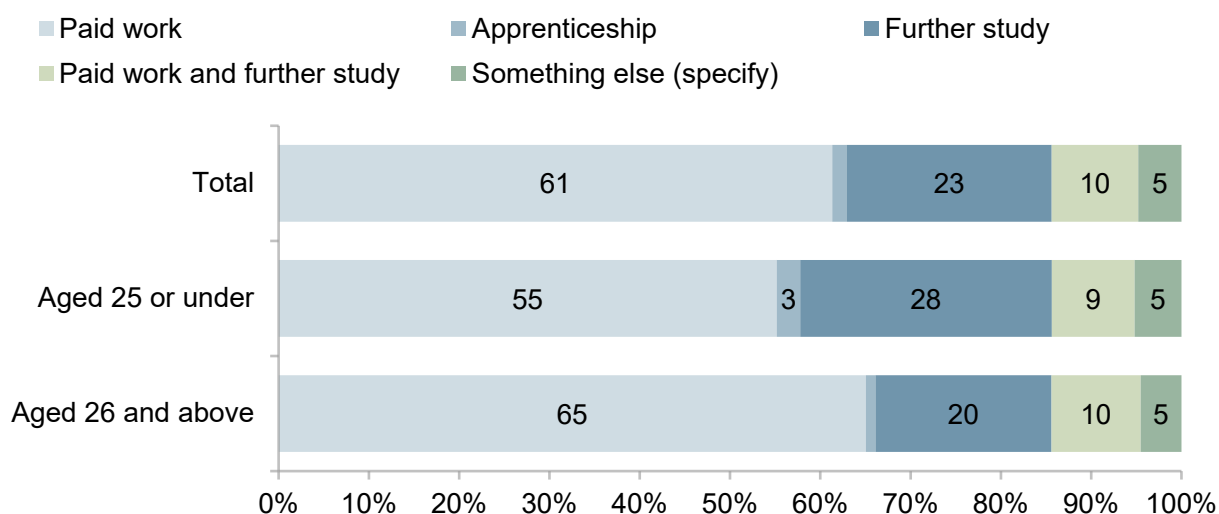
- The most common destinations of level 4/5 learners were paid work only (61%) followed by further study only (23%). A further one in ten were undertaking both paid work and further study.
- Learners aged 26 and above were more likely than those aged 25 and under to be in paid work; conversely, younger learners were more likely to be studying for a university degree.
- Overall, 70% of learners were undertaking paid work two years after the end of their course. By comparison, 77% of level 4/5 learners had been working immediately prior to their programme.
- Almost three quarters of learners (73%) had remained within the general field of their course. Among those in paid work, learners aged 26 and above were more likely than younger learners to work in the same general field as their course (81% compared with 65%).
- Around seven out of ten learners (71%) said they were fulfilled by their current situation.

Learners' current activity

Most level 4/5 learners were in paid work only (61%) followed by just under a quarter who were in further study only (23%). A further one in ten learners were both working and studying (10%). A small proportion of learners were on an apprenticeship (2%). Of those who were currently working, three quarters (75%) were working full-time whilst around a quarter (24%) were working part-time.

Comparing those aged 25 and under and those 26 and above showed that a smaller proportion of younger learners were working (55% compared with 65% of those aged 26 and over). Conversely, a larger proportion of those aged 25 and under were studying for a university degree (25% compared with 11% of those aged 26 and over).

Figure 1: Current activity (by age)



Base: All L4/5 students who completed their course

Unweighted: Total: 593; Aged 25 or under: 233; Aged 26 and above: 360.

Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

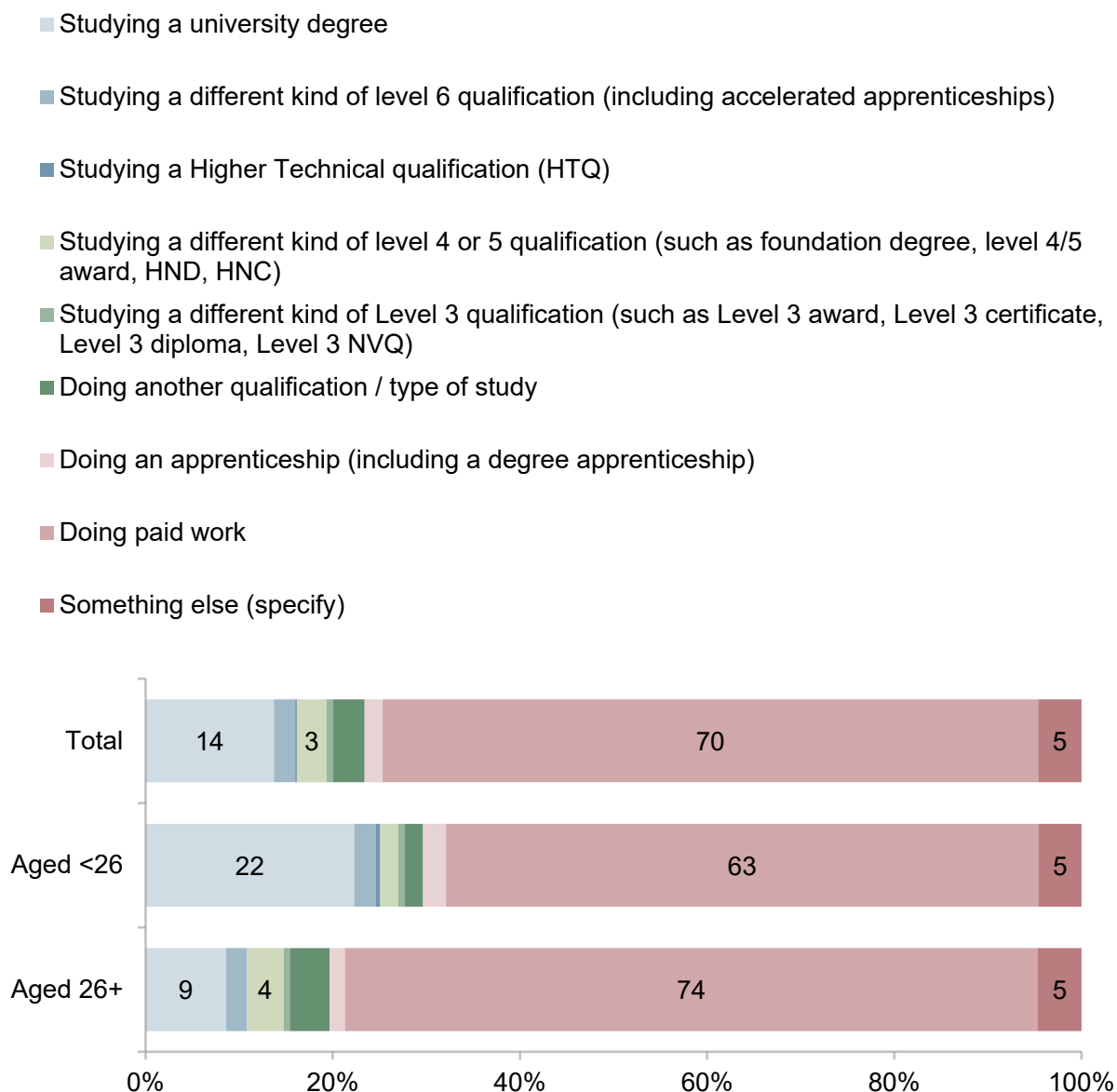
Learners' current activities varied by the subject groupings looked at in the analysis. Note that, throughout this report, Level 4 and 5 subjects are grouped to align with the initial HTQ subjects (Digital, Construction, and Health and Science). As set out in the 'Survey approach and sample' section, most learners did not fit into an equivalent category.

Comparing learners who had done level 4 and level 5 courses, perhaps unsurprisingly, a higher proportion of level 4 learners were doing further study (38% compared with 26% of level 5 learners). A higher proportion of level 4 learners were also doing further study as their only activity (27% compared with 18% of level 5 learners). Note, though, that these differences between level 4 and 5 learners were not significant at the 5% significance level ($p=.063$). Learners who were in paid work prior to the start of their course were more likely to also be in paid work post-course (66% compared with 46% of those who were not in paid work before starting their course). Conversely, those not in paid work before the start of their course were more likely to report doing further study post-course (34% compared with 20% of those who were in paid work before starting their course). Learners who were studying full-time prior to the start of their course were more likely to be studying post-course (34%) than those previously studying part-time (20%) and those not studying at all prior to the start of their course (14%). Conversely, those who were not studying or who were studying part-time prior to starting their course were more likely than those who had been studying full-time to be in paid work post-course (71% of those who had not been studying, 65% of those who had been studying part-time, and 47% of those who had been studying full-time). Similar proportions of learners were doing a combination of paid work and further study post-course, regardless of their activity before the course started.

As learners could choose more than one current activity, and some reported that they were both working and studying, we also asked them about their main activity and, for those who were studying, the specific course of study they were undertaking. Results are shown in Figure 2. Seven in ten learners (70%) said that their main activity was paid work. In regard to studying, 14% were studying for a university degree while small proportions (less than 5% each) were studying for other courses (e.g. a different kind of level 6, level 4/5 or level 3 qualification) or undertaking an apprenticeship (including a degree apprenticeship).

As might be expected, looking at main activity by age revealed that a higher proportion of learners aged 25 or under than those aged 26 and above were studying for a university degree (22% compared with 9%), while those 26 and over were more likely to be in paid work (74% compared with 63% of those aged 25 and under). There were no differences in post-course activity between those who had done a work experience placement during their course and those who had not.

Figure 2: Main activity (by age)



Base: All L4/5 students who completed their course

Unweighted: Total: 586; Aged 25 or under: 228; Aged 26 and above: 358.

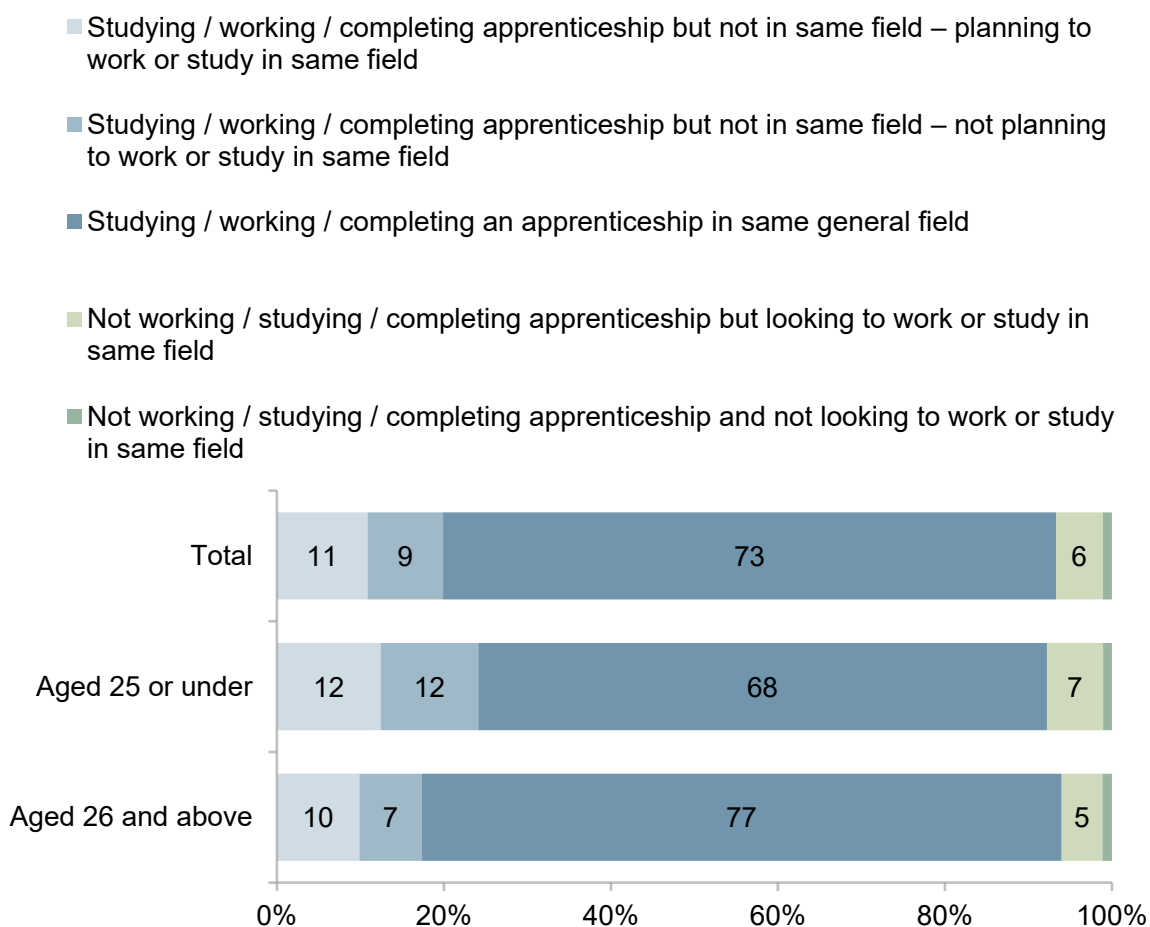
Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

Based on the subject groupings looked at in the analysis, learners studying other subjects were more likely than Digital learners to be doing paid work as their main activity (between 65% and 79% depending on the subject group, compared with 40% of Digital learners).

Learner destinations in relation to field of level 4/5 course

Almost three quarters (73%) of level 4/5 learners had remained within the general field of their course. A further 20% intended to return to their field in the future, with only 7% reporting they did not intend to return. Among those in paid work, a larger proportion of learners aged 26 and above than of those aged 25 and under had remained within their course field (81% compared with 65%).

Figure 3: Whether respondent is working or studying in an area related to their course (by age)



Base: All L4/5 students who completed their course

Unweighted: Total: 592; Aged 25 or under: 233; Aged 26 and above: 359.

Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

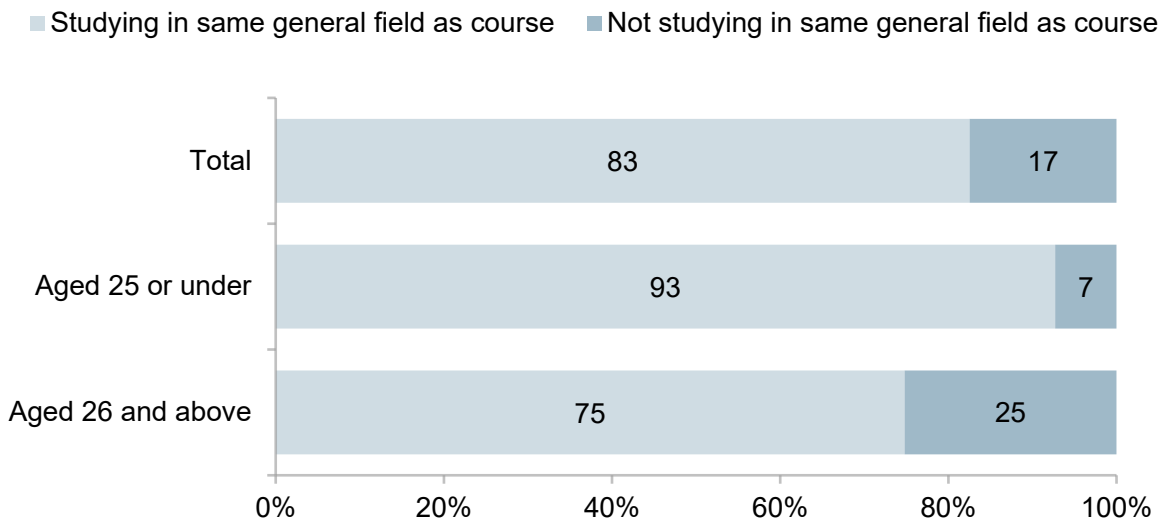
Other factors associated with remaining in the course field were:

- Satisfaction with the course, as reported in previous surveys: 76% of satisfied learners had remained in the course field compared with 60% of dissatisfied learners.
- Agreeing that the course had allowed the learner to progress to what they wanted to do (82% compared with 48% of those who did not agree), as well as agreeing that the course had prepared them for the workplace (81% compared with 58% of those who did not agree) and their future career (81% compared with 52% of those who did not agree).

There were no substantial differences by the subject groupings looked at in the analysis, nor by course grade, sex or ethnicity. Similarly, there were no substantial differences by the level of course challenge reported in previous surveys, or whether the course provider was registered with the Office for Students (OfS).

Among those currently studying, 83% had remained within their course field. This included almost all learners currently studying who were aged 25 or under (93%), and almost all learners studying for a degree (93%).

Figure 4: Whether respondent is studying in same general field as course (by age)



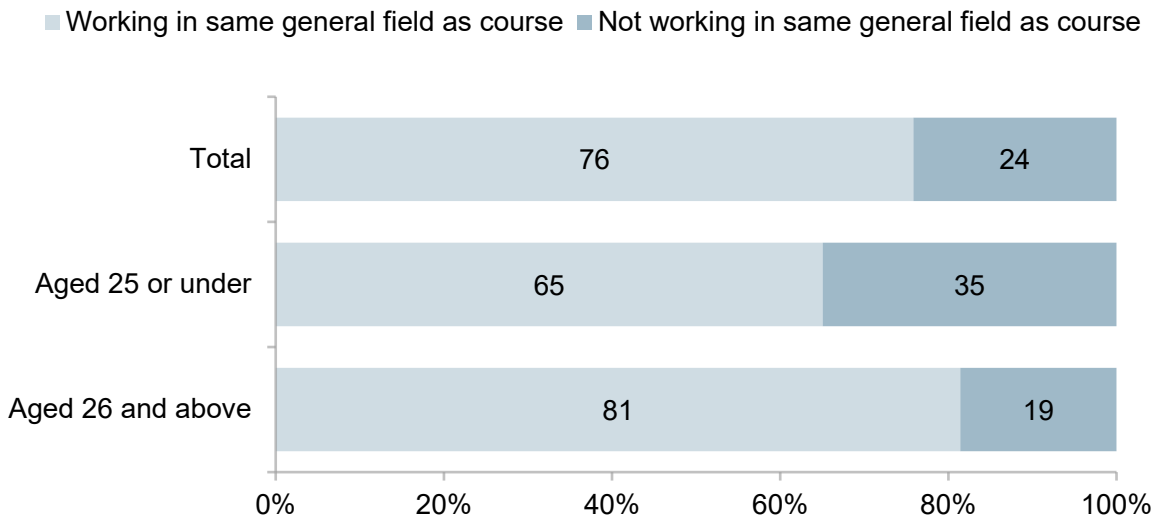
Base: All L4/5 students who completed their course and are currently studying

Unweighted: Total: 190; Aged 25 or under: 84; Aged 26 and above: 106.

Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

Among learners currently working, 76% had remained in their course field. Those aged 26 and above who were currently working were more likely than those aged 25 and under to have remained in their course field (81% compared with 65%).

Figure 5: Whether respondent is working in same general field as course (by age)



Base: All L4/5 students who completed their course and are currently working

Unweighted: Total: 418; Aged 25 or under: 151; Aged 26 and above: 267.

Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

Salary

Figure 6 displays hourly, daily, weekly, monthly or annual self-reported salary figures for level 4/5 learners on pre-reform courses approximately two years after the end of their course. Numbers are aggregated into a single monthly rate, while those who reported 'another period' are excluded from the analysis (1% of those who reported salary). It shows figures for learners who reported that paid work was their main activity in the post-course survey. Base sizes between 30 and 50 have been flagged using square brackets.

Some caution should be applied in the interpretation of these self-reported salary figures. In particular, these are snapshots from a point in time where learners may have been at an early or transitional stage of their career. The analysis carried out here also did not take into account other details relating to learners' employment such as whether it was permanent or temporary or the number of hours worked. Further details can be found in Appendix table L4518.

Figure 6: Reported salary of 2021 level 4/5 learners whose main activity was paid work around two years after the end of their course (monthly aggregate)

Reported salary	Aggregated monthly rate (completers)	Learners who left the course early
Mean	£2,710	[£2,386]
Median	£2,401	[£2,265]
Upper quartile ⁶	£3,333	[£2,750]
Lower quartile	£1,867	[£1,833]
<i>Unweighted base</i>	350	[34]

Bases: L4/5 students who completed their course and whose main current activity was paid work; L4/5 students who left their course early and whose main current activity was paid work

Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

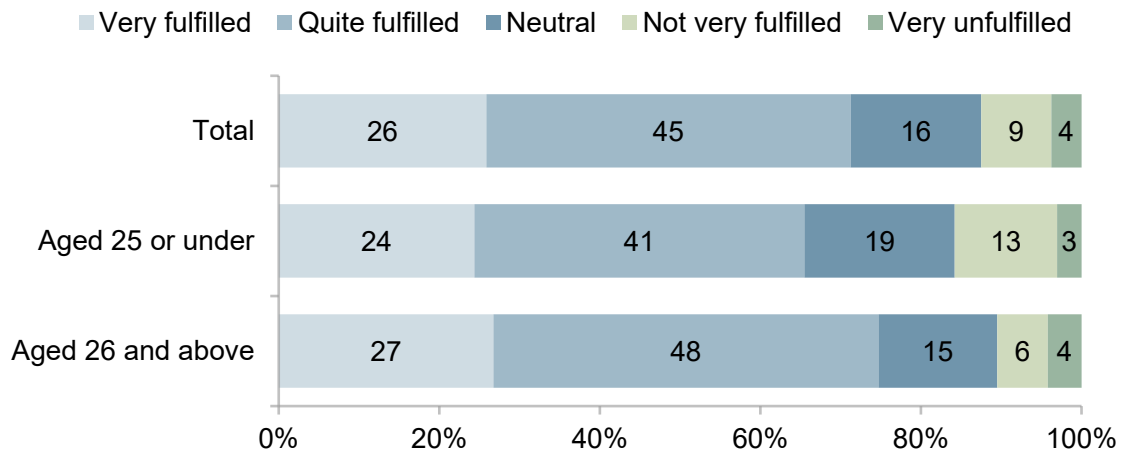
Fulfilment and earlier aspirations

In the previous wave of the study, learners were asked what they had originally wanted to do after completing the course. Most learners (82%) who reported at the previous wave that they initially aspired to progress to paid work had done so⁷. In contrast, only just under half (48%) of learners who initially aspired to progress to study had done so^{Error! Bookmark not defined.}, while the same proportion (48%) had progressed to paid work only. Of the proportion who initially aspired to progress to study but then progressed to paid work only, just under seven in ten (69%) were working in the same field as their course. **As many as seven in ten learners (71%) were fulfilled by their current situation, with 26% being 'very fulfilled'**. There were indications that learners aged 26 and over were a little more likely to say that they were fulfilled by their current situation than those aged 25 or under (75% compared with 65% were 'very' or 'quite fulfilled'). However, this finding was not statistically significant at the 5% level ($p= 0.077$).

⁶ Quartiles divide the data into four equal parts, each containing 25% of the values. Taking salary as the example, the upper quartile, also known as the 75th percentile, represents the point below which 75% of the reported salaries fall. This means that the top 25% have salaries above this level.

⁷ These figures include learners who were currently combining paid work and study.

Figure 7: How fulfilled learner feels in current situation (by age)



Base: All L4/5 students who completed their course

Unweighted: Total: 594; Aged 25 or under: 232; Aged 26 and above: 362.

Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

Of learners in paid work, 75% were 'very fulfilled' or 'quite fulfilled' while this applied to 65% of learners who were studying for a degree.

Career planning and decision making

This chapter describes the career plans of learners who completed a level 4/5 course, including any changes to their idea of what they wanted to do as a career since they started their course, and factors influencing their career decision-making.

Key findings

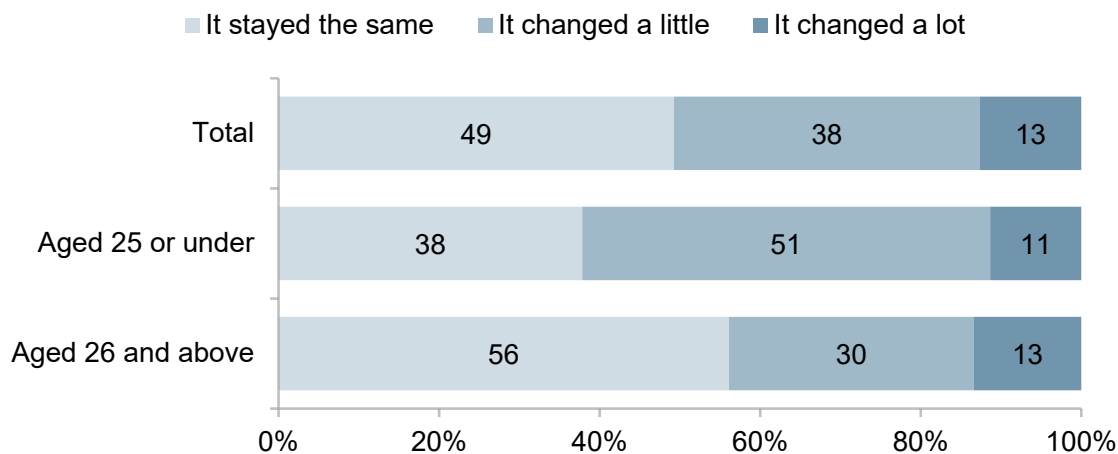
- Most level 4/5 learners reported their idea about what they wanted to do as a career 'stayed the same' (49%) or 'changed a little' (38%) during their course. Learners aged 26 and above were more likely than those aged 25 and under to say their ideas had 'stayed the same' (56% compared with 38%).
- Two-fifths of learners who were not currently studying (40%) said that they were considering further study in the future.
- The most commonly reported factors influencing career decision-making were 'work that stimulates and interests me' (76%) and 'a work-life balance that suits me' (70%). Learners aged 26 and above were more likely than their younger counterparts to emphasise work-life balance and secure employment.
- More than seven in ten learners (72%) agreed that their course had helped them to progress at work, for example by helping them do their current or previous job better or help them secure a new job.
- The vast majority (82%) who had moved into a new job since starting their course reported that their course had helped them in securing the job⁸. Learners aged 26 and above were more likely than those aged 25 and under to say that their course had helped them 'a great deal' in securing a job (40% compared with 22%).

Changes to career plans during the course

Learners were asked the extent to which their idea of what they wanted to do as a career changed during their course. **Most level 4/5 learners reported that their idea about what they wanted to do as a career had either 'stayed the same' (49%) or 'changed a little' (38%),** while a smaller proportion of 13% reported that their idea 'changed a lot'. This is consistent with the high proportion of learners who continued in the field of their level 4/5 course. Responses were similar by course grade. Learners who initially aspired to progress to paid work were more likely to change their idea 'a lot' (19%) than learners who initially aspired to progress to further study (9%). The career plans of learners aged 26 and above were more likely than those of learners aged 25 or under to have stayed

the same (56% compared with 38%). Level 4 learners were more likely than level 5 learners to report their career ideas stayed the same (54% compared with 43%).

Figure 8: Extent to which idea of what learner wanted to do as a career changed during course (by age)



Base: All L4/5 students who completed their course

Unweighted: Total: 593; Aged 25 or under: 231; Aged 26 and above: 362.

Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

Learners who reported that their idea about what they wanted to do changed during the course were asked why. The most common responses were learning more about the occupation (46%), advice from teachers and careers staff (26%) and experience of work experience/placement (23%). This may indicate that learners changed their career ideas based on additional understanding and experience gained from their course.

Future plans

All of the learners who had completed their course but were not currently studying were asked if they were planning to do further study in the future. **Of learners who were not currently studying, 40% said that they were considering future study, with a further 35% saying they were unsure.**

Of those considering further study, the largest proportion (36%) were considering studying for a degree, with smaller proportions considering another level 4/5 (e.g. a foundation degree, HND/HNC) or an HTQ (16% and 8% respectively), and 26% considering another qualification or type of study. The remaining (12%) were unsure.

The vast majority of learners who considered further study in the future (85%) were intending to study in the same field, while 6% intended to study in a different field and 10% were unsure.

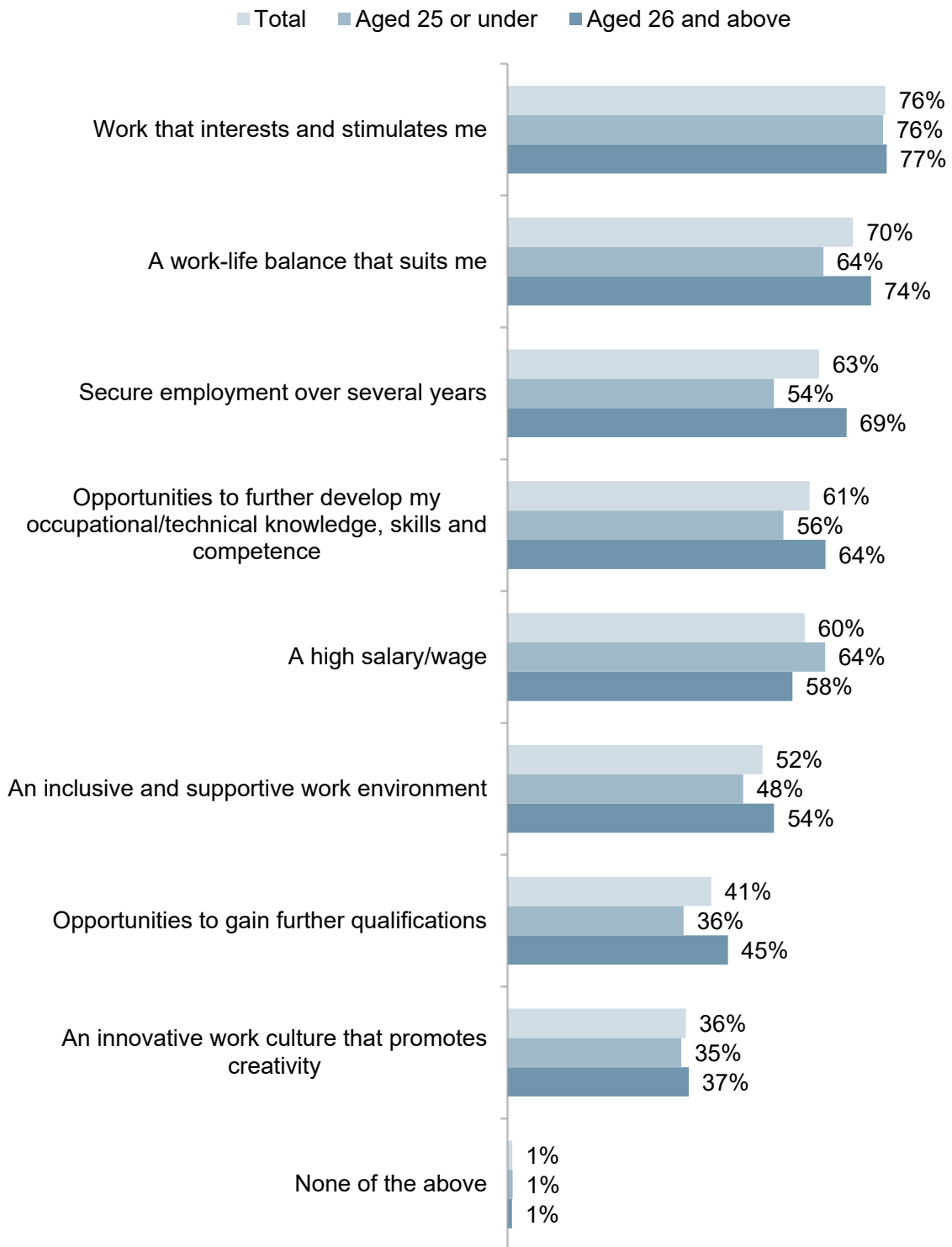
Among those not currently studying, Health and Science learners were the group most interested in further study (50%). There were no notable differences by sex or ethnicity.

Career decision-making

Learners were asked about factors influencing their career decision-making; they could select more than one factor when responding. **The most commonly reported factors were 'work that stimulates and interests me' (76%) and 'a work-life balance that suits me' (70%).** These were followed by 'secure employment over several years' (63%); 'opportunities to further develop my occupational/technical knowledge, skills and competence' (61%); and 'a high salary/wage' (60%). Learners' aspirations remained consistent over time, as 49% stated their idea of what they wanted to do as a career had 'stayed the same' during their course, with a further 38% reporting it 'changed a little'.

There were some notable differences by age. In particular, learners aged 26 and above were more likely than their younger counterparts to emphasise work-life balance and secure employment: 74% of those aged 26 and over said 'a work-life balance that suits me' was important, compared with 64% of those aged 25 and under, and 69% of learners in the older age group thought 'secure employment over several years' was an important factor, compared with 54% of learners in the younger age group.

Figure 9: Most important factors in career decision-making (by age)



Base: All L4/5 students who completed their course

Unweighted: Total: 595; Aged 25 or under: 233; Aged 26 and above: 362.

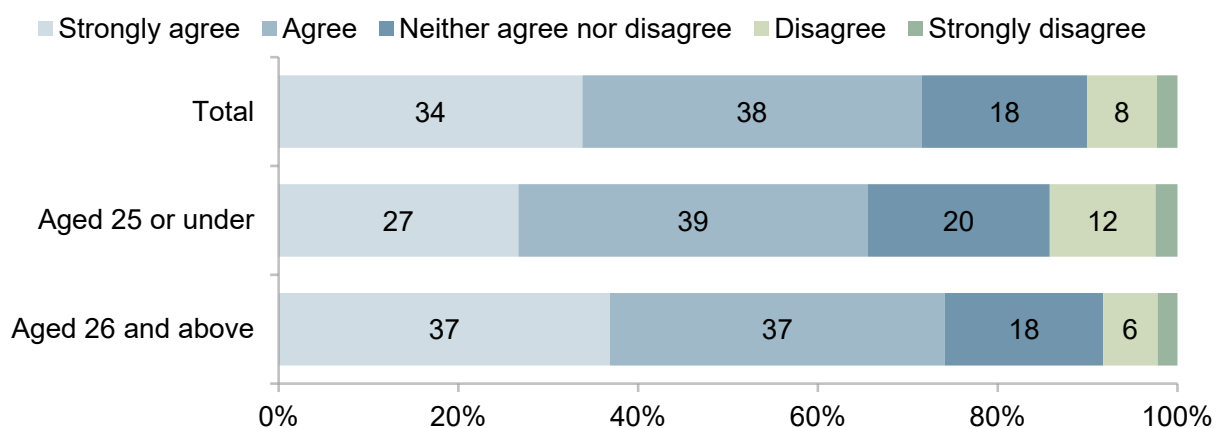
Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

Health and Science learners were more likely than learners in any other subject grouping⁹ to report valuing ‘opportunities to gain further qualifications’. Conversely, Health and Science learners were less likely to say that ‘a high salary/wage’ was an important factor (50%) compared with Digital learners (63%). A notable difference was also apparent in relation to the importance placed on an ‘inclusive and supportive work environment’ between Digital learners and those in other subject groupings – this was reported as an important factor by just 30% of Digital learners, compared with, for example, 61% of Health and Science learners.

Looking at differences by sex, a higher proportion of female learners reported ‘an inclusive and supportive work environment’ (60% compared with 39% of male learners) and ‘a work-life balance that suits me’ (76% compared with 61% of male learners).

Learners were also asked if their course had enabled work-related progression (either in a previous or current role). **More than seven in ten learners (72%) agreed that their course had helped them to progress at work**, either by enabling them to perform their previous or current job better, or to secure a new job. One in ten (10%) disagreed while just under two in ten (18%) ‘neither agreed nor disagreed’. Proportions of learners agreeing were similar across the different subject groupings used in the analysis and there were few notable differences by age or ethnicity.

Figure 10: Extent to which learner agreed course helped them to progress at work (by age)



Base: All L4/5 students who completed their course and were in paid work before or during the course

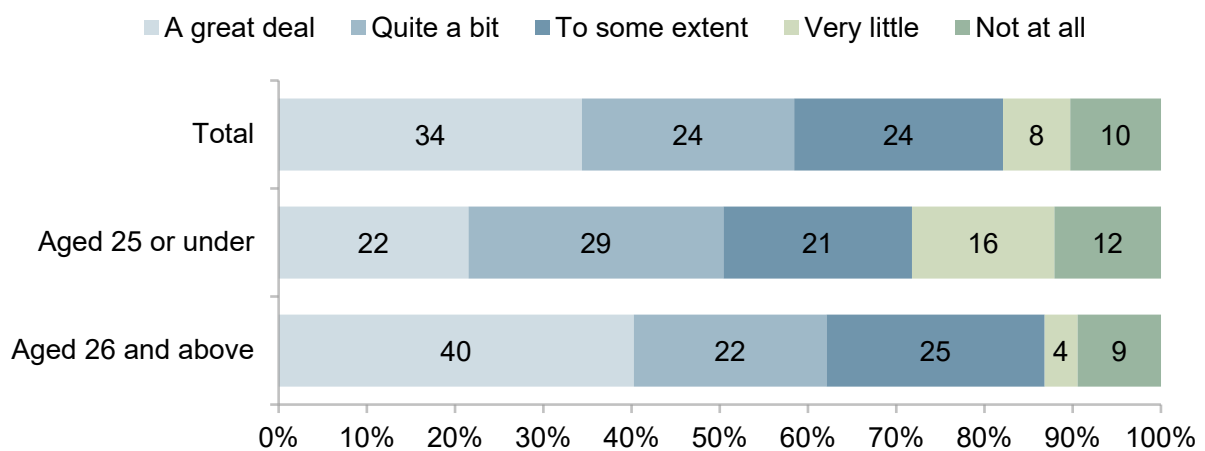
Unweighted: Total: 378; Aged 25 or under: 121; Aged 26 and above: 257.

Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

⁹ Data are not presented for Construction learners due to small sample size.

Learners who had moved into a new job since starting their course (n=223) were asked if their course had helped them in securing the job. **The vast majority of learners (82%) reported that their course had, at least to some extent, helped them in securing a job.** More specifically, 58% reported that their course had helped ‘a great deal’ or ‘quite a bit’, with a further 24% reporting it had helped ‘to some extent’. Looking at differences by age revealed that learners aged 26 and above were more likely than their counterparts aged 25 and under to report that their course had helped them ‘a great deal’ in securing a job (40% compared with 22%). There were few notable differences by the subject groupings used in the analysis, nor by sex or ethnicity.

Figure 11: Extent to which learner agreed course helped them in getting their new job (by age)



Base: All L4/5 students who completed their course and have left their employer since starting the course

Unweighted: Total: 223; Aged 25 or under: 72; Aged 26 and above: 151.

Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

Reflections on course experience

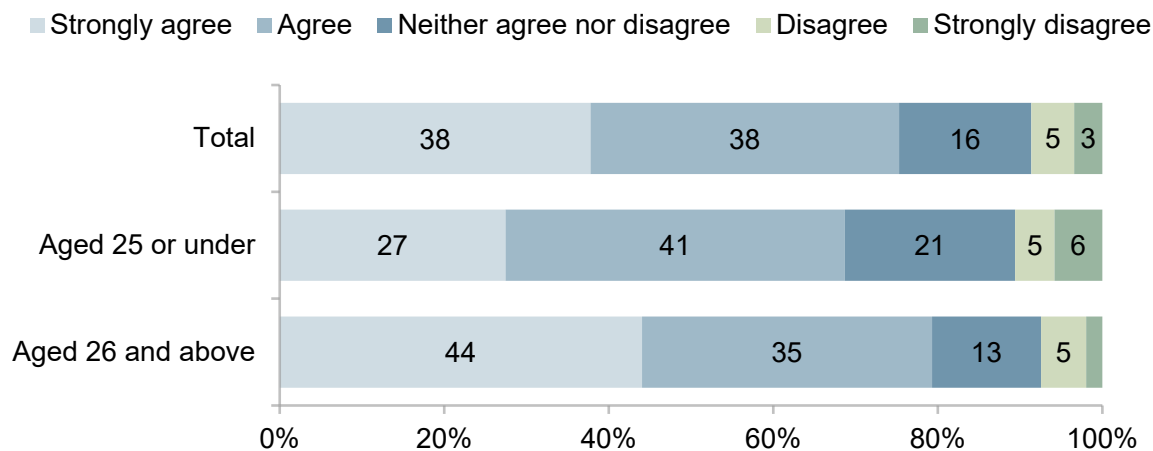
This chapter describes level 4/5 learners' post-course reflections on their course. It explores their perceptions of how their course prepared them for their current activities and future plans, and how likely they would be to recommend their course.

Key findings

- About three quarters of learners agreed that their level 4/5 course had allowed them to progress onto what they wanted to do (76%) and prepared them for their future career (74%).
- Of those currently studying, 81% agreed that their level 4/5 course had prepared them well for their subsequent studies and 66% said they were using the skills they had developed on their level 4/5 course.
- Of learners who were in paid work, however, just 68% agreed that their level 4/5 course had prepared them well for the workplace, while 10% disagreed, and 22% 'neither agreed nor disagreed'. Just under six in ten (58%) were using the skills they had developed on the course in their current work 'a great deal' or 'quite a bit'.
- Around three quarters of learners (76%) reported that they were either 'very likely' (40%) or 'quite likely' (36%) to recommend their course to others.
- Learners aged 26 and above were more likely than younger learners to agree that their course had allowed them to progress onto what they wanted to do and that the course had helped prepare them for their future career. Learners in the older age group (26+) were also more likely to say they would recommend their level 4/5 course. Among those in paid work, those aged 26 and above were more likely than those aged 25 and under to say they used the skills developed by their level 4/5 course 'a great deal' or 'quite a bit'.

About three quarters (75%) of level 4/5 learners agreed that their course had allowed them to progress onto what they wanted to do, while only a small proportion (9%) disagreed. Learners aged 26 and above were more likely to agree (79%) than learners aged 25 or under (68%).

Figure 12: Extent to which learners agreed course allowed them to progress to what they wanted to do (by age)



Base: All L4/5 students who completed their course

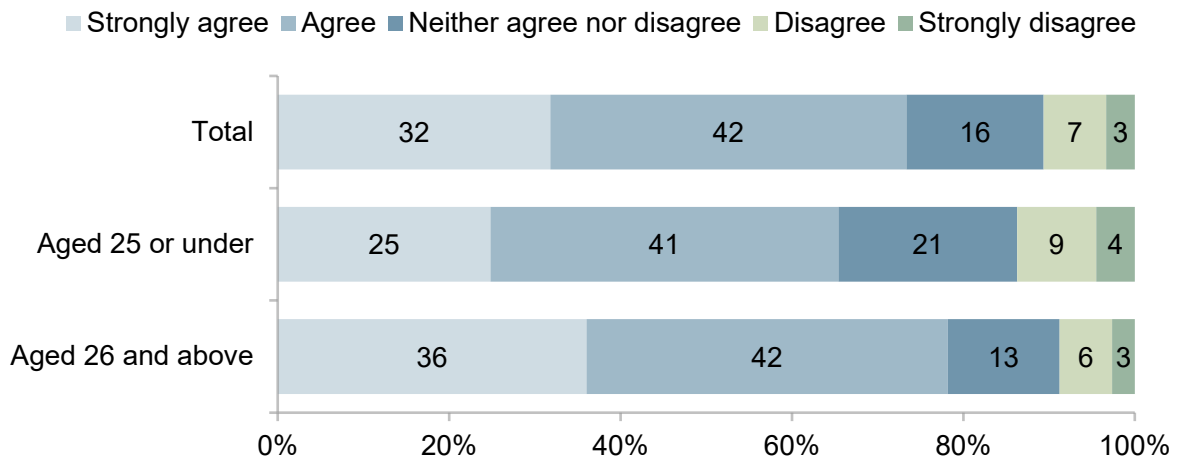
Unweighted: Total: 595; Aged 25 or under: 233; Aged 26 and above: 362.

Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

There were no noticeable differences in agreement levels by current activity (e.g. whether they were currently working and/or studying, or neither). However, the proportion agreeing was much higher among learners remaining in their course field (84%) or studying or working in another field and intending to return (75%), than among learners studying or working in another field with no intention to return (20%). Proportions of learners agreeing that their course allowed them to progress to what they wanted to do were similar across the different subject groupings used in the analysis.

Similarly to what was seen in relation to whether their course allowed them to progress to what they wanted to do, **almost three quarters (73%) of level 4/5 learners agreed that their course had prepared them for their future career.** Again, only a small proportion (11%) disagreed. Learners aged 26 and above were more likely to agree (78% agree, 13% 'neither agree nor disagree') than those aged 25 or under (65% agree, 21% 'neither agree nor disagree').

Figure 13: Extent to which learners agreed course prepared them well for future career (by age)



Base: All L4/5 students who completed their course

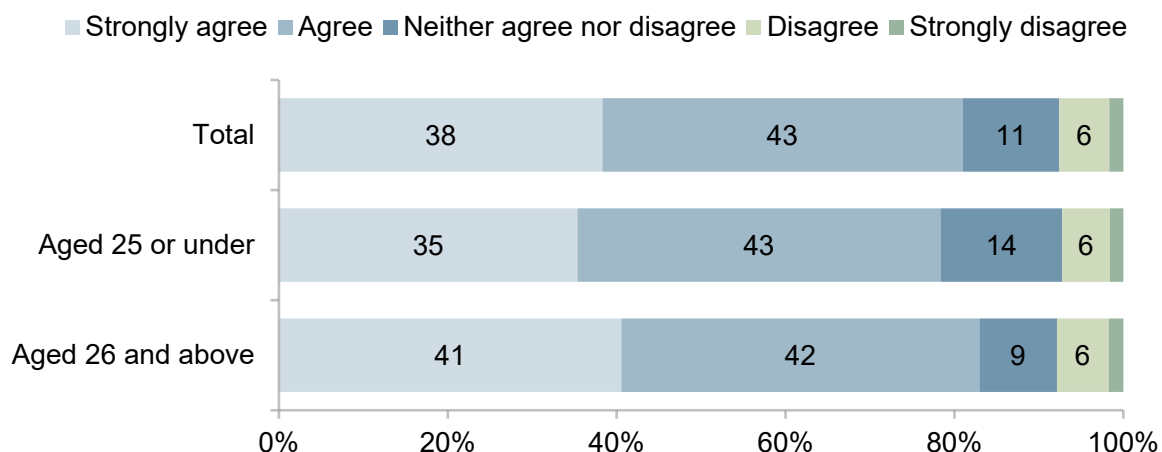
Unweighted: Total: 595; Aged 25 or under: 233; Aged 26 and above: 362.

Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

The extent to which different groups of level 4/5 learners agreed or disagreed that their course prepared them well for their future career followed similar patterns as those seen in relation to whether or not they thought their course had allowed them progress to what they wanted to do. There were no notable differences by learners’ current activity, but the proportion of learners agreeing that the course had prepared them well for their future career was much higher among learners remaining in their course field (81%) or studying or working in another field and intending to return (76%), than among those studying or working in another field with no intention to return (19%).

Among those currently studying, a large majority (81%) agreed that their level 4/5 course had prepared them well for their subsequent studies, while only a small proportion (8%) disagreed.

Figure 14: Extent to which learner agreed course prepared them well for current study (by age)



Base: All L4/5 students who completed their course and currently studying

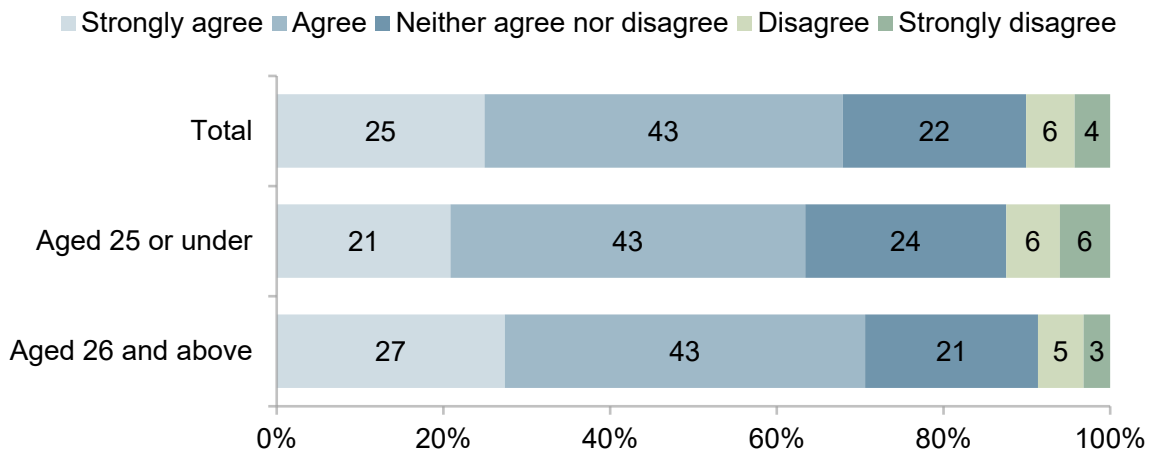
Unweighted: Total: 190; Aged 25 or under: 84; Aged 26 and above: 106.

Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

When asked which aspects of their level 4/5 course prepared them best for their current study, learners most commonly mentioned technical knowledge (66%), practical skills (52%), doing assessments (50%) and development of study skills (48%).

Asked whether their level 4/5 course had prepared them well for the workplace, 68% agreed, while only 10% disagreed. Level 5 learners were slightly more positive than level 4 learners (71% and 66% respectively agreeing).

Figure 15: Extent to which learner agreed course prepared them well for the workplace (by age)



Base: All L4/5 students who completed their course

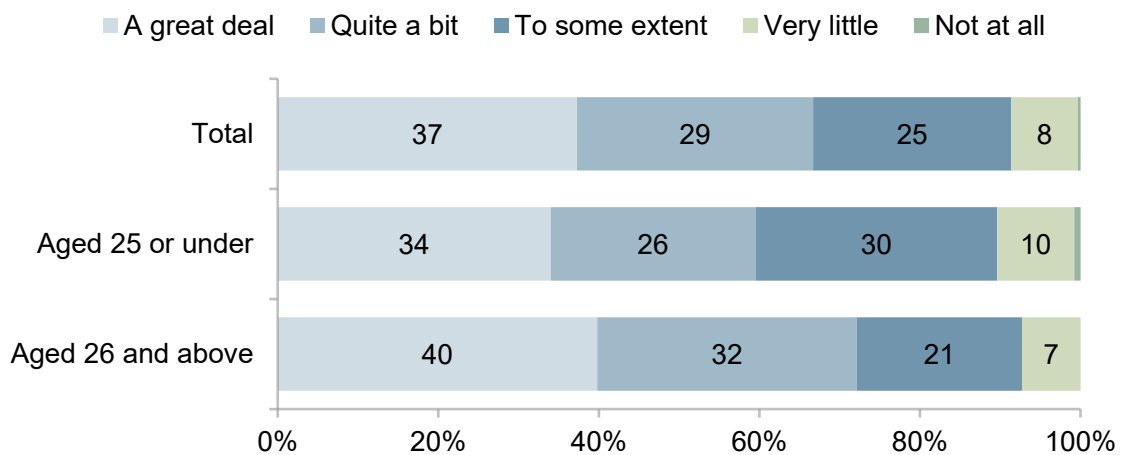
Unweighted: Total: 594; Aged 25 or under: 232; Aged 26 and above: 362.

Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

When asked which aspects of the course prepared them best for the workplace, learners most commonly cited technical knowledge (71%) and practical skills (58%). Fewer learners cited the development of English, maths and other transferable skills (22%), an industry placement (18%) or an employer-set project (13%).

Among learners currently studying, two thirds (67%) reported using the skills developed by their level 4/5 course either ‘a great deal’ or ‘quite a bit’. As might be expected, this proportion was higher for learners studying in the field of their course (71%) than learners studying in a different field (45%), although the latter group was small (n=32).

Figure 16: How much skills developed by course are used in current study (by age)



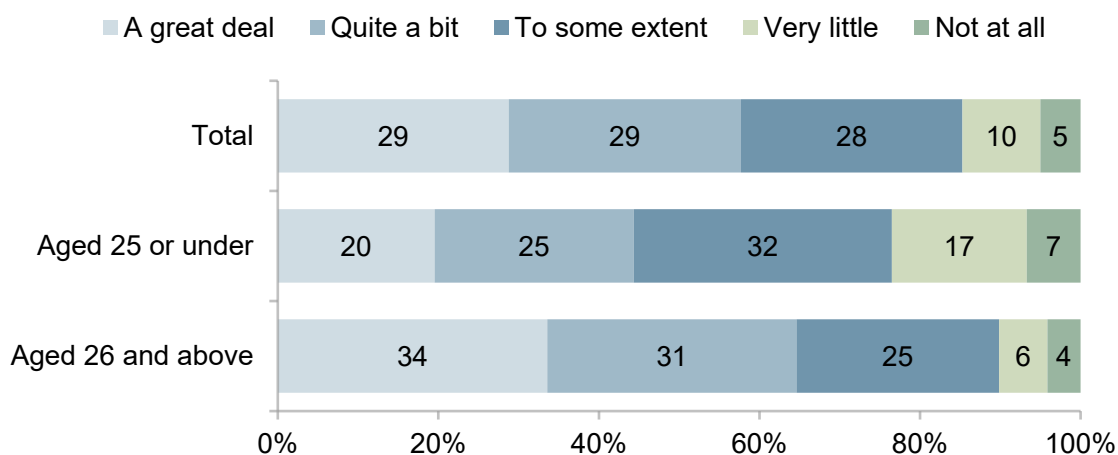
Base: All L4/5 students who completed their course and are currently studying

Unweighted: Total: 190; Aged 25 or under: 84; Aged 26 and above: 106.

Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

Among learners who were currently working, a small majority (58%) reported using the skills developed by their level 4/5 course ‘a great deal’ or ‘quite a bit’. This proportion was higher among learners aged 26 and above (65%) than among those aged 25 or under (44%). As might be expected, this proportion was higher among learners working in the same field as their course (69%) than among those working in a different field (23%).

Figure 17: How much skills developed by course are used in current work (by age)



Base: All L4/5 students who completed their course and are currently working
 Unweighted: Total: 418; Aged 25 or under: 151; Aged 26 and above: 267.

Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

Recommending the course

All level 4/5 learners who had completed their course were asked if they would recommend it to others. **More than three quarters of learners (76%) reported that they were either ‘very likely’ (40%) or ‘quite likely’ (36%) to recommend their course to others.** Learners aged 26 and above were more likely to say they would recommend the course than those aged 25 and under (80% compared with 69%). There were also indications that a slightly higher proportion of level 5 learners were ‘very’ or ‘quite likely’ to recommend their course (79%), compared with level 4 learners (72%). However, this finding was not statistically significant at the 5% level ($p= 0.051$). There were no notable differences by the subject groupings used in the analysis.

Considering learners’ current general field, perhaps unsurprisingly, learners who were in a different field and not intending to return were least likely to recommend their course. Only 41% of this group said they were either ‘very likely’ or ‘quite likely’ to recommend their course. This compared with 80% of learners who were studying or working or completing an apprenticeship in the same field, 76% of those currently in another field but intending to return and 73% of learners who were not currently working or studying or on an apprenticeship but looking to work or study in the same field in the future.

Learners’ previously-reported perception of the level of challenge of their course was associated with their likelihood of recommending their course. While 80% of learners who had found their course ‘extremely’ or ‘very challenging’ ($n=219$) reported that they were either ‘very likely’ or ‘quite likely’ to recommend their course, this was the case among

just 56% of learners who had found their course 'not very' or 'not at all challenging' (n=51).

The number of barriers learners experienced was also related to their likelihood of recommending their course, with the proportion recommending the course dropping from 85% of those who had experienced no barriers to 61% among those who had experienced three or four barriers. Key barriers associated with learners' likelihood of recommending their level 4/5 course were course location and delivery, and materials and equipment.

Conclusion

This report explores the views and experiences of learners undertaking pre-reform level 4/5 courses. As such, it provides a baseline measure for comparison with learners in subsequent cohorts of level 4/5 learners who studied HTQs (Higher Technical Qualifications). Learners were surveyed in summer 2024, approximately two years after completing their course¹⁰, to understand their current activities, career plans, and reflections on their course.

Most pre-reform level 4/5 learners were in paid work as their main activity (70%), while 23% were in further study, most commonly a degree. Almost three quarters of learners (73%) had remained within the general field of their course. Of those not currently studying, two fifths (40%) intended to return to further study in the future. The majority of learners (71%) said that they were fulfilled by their current situation.

Most learners were positive about their level 4/5 course. Around three quarters were likely to recommend their course (76%), agreed it had allowed them to progress onto what they wanted to do (75%) and prepared them for their future career (73%). Learners aged 26 and above tended to be more positive about their course than younger learners. This may be related to the older age group tending to be more established in their field and choosing a level 4/5 course that has helped them progress or get a new job. The first point is borne out by a higher proportion of those over 26 compared with those aged 25 and under being in paid work prior to the course and, among those in paid work post-course, to be working in the same general field of their course. Learners in the older age group were also more likely than younger learners to say that their career plans had stayed the same during the course. The second point is reflected in higher proportions of the older age group reporting that their course had helped them progress to what they wanted to do and/or get a new job. In addition, among those in paid work, a higher proportion of the older age group were using the skills developed by their course. It would be helpful for future research to explore these differences by age further and also look at the inter-play of age with other factors such as subject choice and sex.

Regarding employment, a notable majority of 82% of learners who had changed employment said their course had helped them in securing their new job. In addition, 72% of learners who had been working before or during their course agreed that the course had helped them to progress at work. Over half (58%) of those currently working reported using the skills developed by the course in their current role 'a great deal' or 'quite a bit'. A higher proportion of learners currently studying, than those who were

¹⁰ Learners were first interviewed in summer 2022 when they were at the end of their level 4 or 5 course. Some level 4 learners subsequently went on to do a level 5 course. The 2024 survey explicitly asked learners to answer based on the course they were doing when taking part in the initial Technical Education Learner Survey interview in summer 2022.

currently working, reported that they were using the skills developed by their course (67% as opposed to 58%). However, the usage of skills for those currently working was higher for those working in the same general field of their course (69%). It will be interesting to see whether a higher proportion of learners who have completed HTQs report using the skills gained from their course in work given employers' involvement in their design.

Level 4/5 courses were generally perceived by learners to be successful in preparing them for further study. Most learners currently studying agreed that their course had prepared them well for subsequent study (81%) and reported using the skills the course had developed (66%).

HTQs intend to improve employment outcomes by aligning courses with employer needs, creating clearer pathways for progression into study and work, and supporting flexible study for learners who work during their course. Future surveys should assess the effectiveness of HTQs in meeting these aims, making comparisons with this learner cohort who studied pre-reform qualifications. Areas of interest may relate to learners' positivity about their course and likelihood to recommend it and fulfilment by their current situation; and the extent to which courses have prepared learners for their future career and allowed them to progress to what they want to do, including securing a new job, progressing at work and using the skills developed on their course in their current role.

Appendix: Learner characteristics

Subject and learner characteristics

This appendix focuses on the cohort of level 4/5 learners who were first surveyed after completing their qualifications in the 2021/2022 academic year, prior to the reforms in Higher Technical Qualifications.

Level 4/5 learners were identified through the Department for Education's (DfE) Individual Learner Record (ILR). They included individuals studying level 4/5 qualifications at Further Education (FE) institutions, but not those studying at Higher Education (HE) institutions. Qualifications studied for included Certificates/Diplomas of Higher Education, HNCs, HNDs and Foundation Degrees. This population consisted of 37,424 learners.

Subject of study

At the time of the initial Technical Education Learner Survey with this learner group, the two most common subjects for level 4/5 learners were Business, Administration and Law programmes with 8,674 students enrolled, and Health, Public Services and Care programmes which had 8,548 learners enrolled. Each of these two subjects accounted for about 23% of all level 4/5 learners.

In the Technical Education Learner Survey, for comparison purposes, level 4/5 subjects were categorised into subject groupings that aligned with current T Level routes. Most programmes did not fit into an equivalent T Level category and were classified as 'Other technical' subjects (12,311 learners were in such programmes, or 33%) or 'Other non-technical' subjects (13,497 learners, or 36%). The subjects classified as 'Other technical' subjects comprised the sector subject areas of Agriculture, Horticulture and Animal Care, Engineering and Manufacturing Technologies, Retail and Commercial Enterprise, Leisure, Travel and Tourism, and Education and Training. The grouping 'Other non-technical subjects' comprised the sector subject areas of Arts, Media and Publishing, History, Philosophy and Theology, Social sciences, Languages, Literature and Culture, Preparation for Life and Work, Business, Administration and Law. Note that these groupings were defined at the time the initial sampling was undertaken for the level 4/5 learners. They therefore do not match directly onto current definitions and groupings.

Digital programmes accounted for 1,726 students (5%), while Construction programmes accounted for 3% of learners, or 923 students. The Health and Science stream had the highest proportion of learners with 8,967 students enrolled (24%).

Subject by sex

Overall, a small majority of level 4/5 learners were women (59%), but there were marked differences by subject group. Notably, women were overrepresented within the Health and Science subject grouping (84% of learners were women), whilst women were underrepresented on the Digital and Construction programmes (women made up 16% and 17% of learners on these programmes, respectively).

Provider characteristics

The Office for Students (OfS) has a registration system that identifies institutions providing 'high quality' higher education courses. Just over half (52%) of the level 4/5 qualification courses in place at the point where the Technical Education Learner Survey level 4/5 sample was drawn were with OfS-registered providers; just under half (48%) were not, with data missing for 1% of providers.

What were learners doing before the programme?

Learners interviewed at the post-course wave were asked a range of questions during their earlier interview regarding what they were doing before they enrolled on their level 4/5 programme. Around six in ten (62%) had progressed from previous study they completed in the months prior to starting the programme (35% had been studying full-time and 27% part-time). Over three quarters (77%) had been working immediately prior to starting their level 4/5 programme, including some working part-time to combine work with study commitments. More specifically, 48% of all learners reported they had been in full-time employment prior to starting their course, and 30% in part-time.

Overall, learners on Digital programmes had a different profile from those in the other subject groupings used in the analysis: they were younger, more likely to be progressing from full-time study, and less likely to have worked immediately before or during their level 4/5 programme.

Study background prior to starting the programme

Looking at differences by subject groupings, three quarters of Digital learners (75%) were studying full-time prior to their programme, whereas this was the case for only a small proportion (16%) of Construction learners (with 54% of Construction learners instead studying part-time prior to joining their level 4/5 course). For the remaining subject groupings looked at in the analysis, there was a mix of learners who had been studying part-time (26 to 28%), full-time (30 to 37%) or not studying (35 to 44%).

Younger learners were more likely to have been studying before their programme. Of those who were 20 and under, around three quarters (74%) had been studying full-time. Older learners were less likely to have been studying in the months immediately prior to

the programme (50% of learners aged 31 to 40, 53% of those aged 41+). Male learners were slightly more likely to have been studying before the programme than female learners (65% and 60% respectively). This may reflect the difference in age profile between male and female learners in the study, with male learners generally younger than female learners (49% of male learners were aged 25 or under compared with 30% of female learners).

Work experience prior to starting the programme

There were notable differences in the proportion of learners who were in employment before starting their level 4/5 course by programme. This applied to the vast majority of Construction learners (88%) while only 42% of Digital learners were working prior to their programme. This may reflect the fact that Digital learners were generally younger, and the majority were studying full-time.

Learners under 20 were less likely to have been working full-time prior to their level 4/5 programme (20% compared with around half or more for the other age groups). The variation on working full or part-time before the start of the programme did not differ greatly by sex; male learners were slightly more likely to have been working full-time than female learners (50% compared with 41%), whilst female learners were slightly more likely to have been working part-time than male learners (29% compared with 21%). Female learners were more likely to report having had commitments other than work or study in the months before the programme started, such as looking after family or children (55% compared with 26% among male learners).

Work during the programme

Almost eight in ten (78%) learners reported that they were in paid work while studying for their level 4/5 course. Construction learners were most likely to have undertaken paid work alongside their level 4/5 studies (92%) and Digital learners were the least likely (51%). There was minimal variation by age or sex.

More than four in ten (44%) were working with the same employer and in the same job as before their programme. A small minority (4%) were with the same employer but in a different job, while around a fifth were either working with a different employer (18%), or not working (22%). These proportions varied across the subject groupings looked at in the analysis: the proportion of learners working in the same job for the same employer varied from 57% for Construction to 19% for Digital. Conversely, the proportion of learners not working during their level 4/5 course varied from 8% for Construction learners to 49% for Digital learners.

Age

When they first took part in the Technical Education Learner study (in 2022), 44% of level 4/5 learners were aged 30 and older and 22% were over 40 years old. Just 9% of learners were aged 18 or below. There were some differences by subject group: Digital learners tended to be younger (51% were 20 or younger), and Health and Science learners tended to be older (34% were over 40).

Findings from previous surveys

Findings from the 2022 survey conducted with this cohort of level 4/5 learners indicate that the key reasons for choosing their programmes were the importance of the qualification for the job they wanted and its recognition by employers. Programme delivery used a range of in-person and online teaching, with almost three fifths of learners being taught primarily in-person, and just under a quarter taught primarily online. In terms of overall teaching hours, programmes were most commonly taught for under 11 hours a week.

Three quarters of learners were 'very' or 'quite satisfied' with their course, including their teachers' knowledge and expertise, the skills covered for their chosen occupation/subject area, the standard of classroom teaching, and the support received from tutors. About the same proportion of learners also reported that the programme had helped them develop significantly in their knowledge of the programme's occupational area and practical skills needed for their chosen subject. Almost all learners found their workload manageable, including the amount of teaching on their programme and work done outside taught lessons. The one area learners were least satisfied with was the level of employer contact and careers advice provided, with almost two thirds reporting that their programme had not included any contact with employers. Of those who had completed work experience as part of their course, over four-fifths said they were satisfied with it. The most commonly reported barriers to learning were family responsibilities, working part-time and lack of in-person teaching.

In terms of ambitions after the course ended, three-quarters of learners were planning to work as a next step, and just over three-quarters of these were planning on staying in their current job. Just under half of learners reported wanting to progress onto further study or an apprenticeship.

Appendix: Questionnaire

Interviewer instruction definitions

G_ReadOut_1 “Read out instructions 1”

Web: “”

Tel: “INTERVIEWER: READ OUT”

G_NoReadOut_1 “Interviewer do not read out instructions 1”

Web: “”

Tel: “INTERVIEWER: DO NOT READ OUT”

G_NoPrompt_1 “Interviewer no prompt instructions 1”

Web: “”

Tel: “INTERVIEWER: DO NOT PROMPT”

G_NoneAns_1 “None of these answer option 1”

Web: “None of these”

Tel: “INTERVIEWER: DO NOT READ OUT None of these”

G_Multi_1 “Multicode instructions 1”

Web: “Please select all that apply”

Tel: “INTERVIEWER: READ OUT EACH OPTION AND CODE ALL THAT APPLY”

G_Multi_UpTo2_1 “Multi-code up to 2 instructions 1”

Web: “Please select up to two”

Tel: “INTERVIEWER: ‘Please select up to three’

INTERVIEWER: READ OUT ALL OPTIONS AND THEN CODE UP TO 2”

G_IfNec_1 “Interviewer if necessary instructions 1”

Web: “”

Tel: “INTERVIEWER, IF NECESSARY”

G_Collapsible_Grid_II1 “Grid instructions 1”

Web: “Please select one answer on every row”

Tel: “INTERVIEWER: READ OUT EACH STATEMENT AND THE ANSWER CODES.
REPEAT ANSWER CODES AS REQUIRED.”

Introduction

{ASKALL}

Intro1

{IF Wave2Outcome=1}

“Welcome back to the {IF FF_CourseMajor_num=2,4,5: “Tech Ed”; If FF_CourseMajor_num=3: “Pathways”} Survey! Thank you for your help last year with this important study on behalf of the Department for Education. Updating us on the last year and where you are now will make your contribution even more valuable.

{ELSE}

“Welcome to the {IF FF_CourseMajor_num=2,4,5: “Tech Ed”; If FF_CourseMajor_num=3: “Pathways”} Survey! Thank you for your help with this important study on behalf of the Department for Education.

{All}

“The survey should take about 15 minutes. {IF MODE = WEB: “Your answers will be saved as you go along so you can stop and return at any time.”}”

{IFMODE = TEL}

“INTERVIEWER: Select ‘save and continue’”

DISPLAY

Checks on identity

START FILTER: IF MODE = CAWI

{IF MailNameAdd <> “Study Participant”}

CvChk

“This is the questionnaire for {MailNameAdd}”.

Please confirm this is you.”

1. Yes
2. No
3. I am supporting them to complete the questionnaire

{IF CVChk=2}

NotResp1

“Thank you for your time. It looks like we have the wrong information.

If you think this questionnaire is for you but your name needs updating, please go back and select ‘Yes’ at the previous question (there will be an opportunity to make amendments).

If you have any concerns, please contact NatCen at the details below.

Freephone: 0800 652 9294

Email: {IF FF_CourseMajor_num=2,4,5: "TechEd@natcen.ac.uk"; If FF_CourseMajor_num=3: "Pathways@natcen.ac.uk"}

DISPLAY

{EXIT INTERVIEW; OUTCOME=780; SHOW DEFAULT PAGE "You have ended the interview"}

{ASK IF CvChk<>2}

DobSvMonth

"Just to make sure we hold the correct information for you, please confirm your month and year of birth."

"Month" RANGE 1 to 12 [**VAR NAME: DobSvMonth**]

"Year" RANGE 1900 to 2009 [**VAR NAME: DobSvYear**]

SOFT CHECK IF DobSvYear <1995 or >2006 "According to our records your year of birth should be between 1995 and 2006. If necessary, please change your answer; otherwise ignore this message and continue. Click 'Ok' to close this message.

PROGRAMMER: CHECK AGAINST SAMPLE VARIABLE

IF DobSvMonth = FF_MonthOfBirth AND DobSvYear = FF_YearOfBirth CheckDOB=1; ELSE = 0

{IF CheckDOB=0}

NotResp2

"Thank you for your time. It looks like we have the wrong information.

If you think this questionnaire is for you or if you have any concerns, please contact NatCen at the details below.

Freephone: 0800 652 9294

Email: {IF FF_CourseMajor_num=2,4,5: "TechEd@natcen.ac.uk"; If FF_CourseMajor_num=3: "Pathways@natcen.ac.uk"}

DISPLAY

{EXIT INTERVIEW; OUTCOME=780; SHOW DEFAULT PAGE "You have ended the interview"}

END FILTER: IF MODE = CAWI

Activity since finishing the course

(PROGRAMMING: Respondents who have finished their T Level route from CurrentAct into one of four routes for the remainder of the questionnaire – studying, working, both studying and working or doing something else. Please see the WrkStud DV for more detail)

{IF Detail1="Pre-reform"}

FinishTLevel_Intro

“Last time you took part, in summer 2022, you were doing a Level 4 or 5 course. In this survey, when we refer to ‘your Level 4 or 5 course’, we mean the Level 4 or 5 course that you were doing when you last took part.”

{ASK ALL}

FinishTLevel

“Which of the following apply to you?”

G_IfNec_1

1. I completed {IF FF_CourseMajor_num=2: "a T Level"; FF_CourseMajor_num=3 and JointL3 = 0: "A level courses"; FF_CourseMajor_num=4 and JointL3 = 0: "a level 3 qualification"; FF_CourseMajor_num=3,4 and JointL3=1: "A level and level 3 courses"; FF_CourseMajor_num=5: "a level 4 or level 5 course"} {IF Detail1="": " ending between summer 2022 and summer 2023"}
2. {IF Detail1="": "I'm carrying on with {IF FF_CourseMajor_num=2: "a T Level"; FF_CourseMajor_num=3 and JointL3 = 0: "A level courses"; FF_CourseMajor_num=4 and JointL3 = 0: "a level 3 qualification"; FF_CourseMajor_num=3,4 and JointL3=1: "A level and level 3 courses"; FF_CourseMajor_num=5: "a level 4 or level 5 course"} this academic year"}
3. I started {IF FF_CourseMajor_num=2: "a T Level"; FF_CourseMajor_num=3 and JointL3 = 0: "A level courses"; FF_CourseMajor_num=4 and JointL3 = 0: "a level 3 qualification"; FF_CourseMajor_num=3,4 and JointL3=1: "A level and level 3 courses"; FF_CourseMajor_num=5: "a level 4 or level 5 course"}but left early
4. Never started {IF FF_CourseMajor_num=2: "a T Level"; FF_CourseMajor_num=3 and JointL3 = 0: "A level courses"; FF_CourseMajor_num=4 and JointL3 = 0: "a level 3 qualification"; FF_CourseMajor_num=3,4 and JointL3=1: "A level and level 3 courses"; FF_CourseMajor_num=5 AND Detail1="": "a level 4 or level 5 course"; FF_CourseMajor_num=5 AND Detail1="pre-reform": "a level 4 or 5 course"}

{IF FinishTLevel= 2 OR 4}

TLStop

Thank you for your help. The rest of the survey is about finishing {IF FF_CourseMajor_num=2,5 OR (FF_CourseMajor = 3,4, AND JointL3 = 0): "your course"; IF FF_CourseMajor_num=3,4 AND JointL3 = 1: "your courses"} so thank you for your time and good luck with your next steps.

DISPLAY

{EXIT INTERVIEW; OUTCOME=780; SHOW DEFAULT PAGE "You have ended the interview"}

{IF JointL3=1}

JointIntro

“For the rest of the questions, please think overall about all of your courses together when answering.”

{IF FinishTLevel=1 AND (FF_CourseMajor_num = 2, 4, 5 OR (FF_CourseMajor_num = 3 AND JointL3=1))}

Grade

“And what grade did you achieve[IF JointL3=1 “ in your level 3 course”; ELSE=””]?”

G_IfNec_1

1. Pass
2. Merit
3. Distinction
4. Starred distinction
5. Did not pass

{IF FinishTLevel = 1 AND (FF_CourseMajor_num = 3 OR (FF_CourseMajor_num = 4 AND JointL3=1))}

Grade2

“And what grades did you achieve[IF JointL3=1 “ in your A levels”; ELSE=””]?”

G_Multi_1

1. E
2. D
3. C
4. B
5. A
6. A*
7. Did not pass any

{ASK IF FinishTLevel = 3}

WhyLeft

“Please tell us about why you left the course early.”

G_Multi_1

1. The course was too challenging
2. Lack of support from teachers
3. Found an apprenticeship instead
4. Found paid work instead
5. Issues with formal assessments
6. Didn't like the course
7. Personal problems
8. Changed mind about future career plans
9. Couldn't juggle studying with other commitments (e.g., part-time work / caring responsibilities)
10. Issues with the study materials
11. Issues with {IF FF_CourseMajor=2 (TL): “the industry placement”; ELSE: “the work experience placement”}
12. Other

{ASK IF FinishTLevel = 3 AND FF_Course_Major_num= 2}}

WhenLeft

“At what point did you leave your course?”

1. September 2021 to February 2022
2. March 2022 to August 2022
3. September 2022 to February 2023
4. February 2023 to August 2023

{ASK IF FinishTLevel = 3}

WhyLeftInfo

“We are still very keen to hear about your experiences of the course and what you are doing now.

{IF FinishTLevel=1,3 or DK/REF}

CurrentAct

“Which of the following options describes what you are doing at the moment?”

G_Multi_1

1. Studying a university degree
2. {IF FF_CourseMajor_num= 5} Studying a different kind of level 6 qualification (including accelerated apprenticeships)
3. Studying a Higher Technical qualification (HTQ)
4. Studying a different kind of level 4 or 5 qualification (such as foundation degree, level 4/5 award, HND, HNC)
5. Studying a different kind of Level 3 qualification (such as Level 3 award, Level 3 certificate, Level 3 diploma, Level 3 NVQ)
6. Doing another qualification / type of study
7. Doing an apprenticeship (including a degree apprenticeship)
8. Doing paid work
9. Something else (specify)

{IF CurrentAct = 9}

CurrentActSpecify

“Please specify what you are doing at the moment.”

STRING [2500]

{IF more than one option selected at CurrentAct 1....9}

CurrentActMain

“And which would you say is your main activity?”

By main activity we mean the activity you spend the most hours on within a typical week.”

G_IfNec_1

List codes selected at CurrentAct

PROGRAMMING: COMPUTE DV

WrkStud

IF any(CurrentAct,1 thru 6) AND ~any(CurrentAct,7,8) WrkStud =1
IF ~any(CurrentAct, 1 thru 6) AND any(CurrentAct,7,8) WrkStud =2
IF any(CurrentAct, 1 thru 6) AND any(CurrentAct,7,8) WrkStud =3
IF CurrentAct = 9, DK, REF WrkStud =4

VARIABLE LABEL WrkStud “Whether respondent is studying, working or both”
VALUE LABEL 1”Studying only” 2”Working or apprenticeship only” 3”Studying and working” 4”Doing something else, DK, ref”

{ASK IF CurrentAct=7}

ApprenticeshipLevel

“What level of apprenticeship are you doing?”

G_IfNec_1

1. Intermediate (Level 2)
2. Advanced (Level 3)
3. Higher (Level 4/5)
4. Degree (Level 6+)
5. Not sure

{ASK IF CurrentAct<>1}

UniApp

“When thinking about what you wanted to do after your course, did you apply for university?{IF Detail1 = “Pre-reform”: “ Remember, by ‘your course’ we mean the Level 4 or 5 course you were doing when you last took part in the Tech Ed study in summer 2022.}”

1. Yes
2. No
3. Not sure

{ASK IF CurrentAct=1 OR UniApp=1}

UniAppExp

“How easy or difficult did you find applying for university?”

G_ReadOut_1

1. Very easy
2. Easy
3. Neither easy nor difficult
4. Difficult
5. Very difficult

{ASK IF FF_CourseMajor_num = 2 AND (CurrentAct=1 OR UniApp=1)}
UniAppExpTL

“Did you experience any of the following when applying for university?”

G_Multi_1

1. Information on the required grades for A Level, or other equivalent qualifications, were stated in entry requirements on university websites, but not T Levels
2. T Level qualification was not accepted as part of entry requirements for a course you were interested in
3. In addition to your T Level qualification, an extra qualification was needed as part of entry requirements for a course you were interested in
4. None of the above (EXCLUSIVE)

{IF CurrentAct = 1}

DegreeCourse

“What is the name of your university degree course?”

STRING [150]

{IF CurrentAct = 2}

L45CreditTransfer

“Did your Level 4 or 5 qualification allow you to skip any period of study through credit transfer?”

1. Yes
2. No

{IF CurrentAct = 2}

L6Subject

“What field is your level 6 qualification in?”

STRING [150]

{IF CurrentAct = 2}

CourseFunding

“How have you paid for your course’s tuition fee?”

G_Multi_II1

1. Paid the fee directly from own money
2. Took out student finance supported by government (e.g. an advanced learner loan, or tuition fee loan)
3. Took out another form of loan (not a government loan)
4. Borrowed money from friends or family
5. Employer paid
6. Help from an institution, for instance access funds or bursaries
7. Local authority grant
8. Other government funding

9. Charitable trust or other non-government organisation
10. Other (please specify)
11. Don't know [EXCLUSIVE]

NODK

{IF CourseFunding=10}

CourseFundingO

"Which other way did you pay for your course's tuition fee?"

STRING [250]

Current course specialism

PROGRAMMING: COMPUTE DV

QualType

VAR LABEL: "Type of qualification – confirmed in interview – for textfills"

VAR TYPE: String

VAR DERIVATION: IF CurrentAct=1 "a university degree", 2 "a Level 6 qualification", 3 "a Higher Technical Qualification", 4 "a Level 4 or 5 qualification", 5 "a level 3 qualification", 6 "your qualification"

{ASK IF WrkStud =1, 3}

StudyLength

"How long have you been studying towards {QualType}?"

G_ReadOut_1

1. Less than 6 months
2. Around 6 months
3. Longer than 6 months

{ASK IF Studying and not currently studying T Level (WrkStud =1, 3 AND FinishT-Level=1,3)}

NextStepStudyGeneralField

"Are you studying in the same general field as {IF FF_CourseMajor_num= 2,5 OR (FF_CourseMajor_num=4 AND JointL3=0): "your {CourseName} course"; IF (FF_CourseMajor_num=3 AND JointL3=0): "any of your {CourseName} subjects"; IF (FF_CourseMajor_num=3,4 AND JointL3=1): "any of your courses"?"

{IF Detail1 = "Pre-reform": "Remember, by 'your course' we mean the Level 4 or 5 course you were doing when you last took part in the Tech Ed study in summer 2022", ELSE: ""}

1. Yes
2. No

{ASK IF NextStepStudyGeneralField=1 AND IF FF_CourseMajor_num = 2}

NextStepStudyField

“Are you studying in {TLPPathwayStr}, the same occupational specialism as your T Level?”

EXPANDING HELP LINK: “What does occupational specialism mean?”

“By occupational specialism we mean the component of your T Level that has developed skills specific to a particular occupation. You receive a separate grade for your occupational specialism.”

1. Yes
2. No

**{ASK IF WrkStud =1, 3 AND IF FF_CourseMajor_num = 2}
InstitutionAwareness**

“Thinking about the place where you currently study, how knowledgeable did they seem about T Levels when you applied?”

G_ReadOut_1

1. Very knowledgeable about T Levels
2. Quite knowledgeable
3. Not very knowledgeable
4. Had not heard of T Levels
5. Don't know

NODK

Current work specialism

**{ASK IF WrkStud =2, 3}
NextStepWorkGeneralField**

“Are you working in the same general field as {IF FF_CourseMajor_num= 2,5 OR (FF_CourseMajor_num=4 AND JointL3=0): “your {Coursename} course”; IF (FF_CourseMajor_num=3 AND JointL3=0): “any of your {Coursename} subjects”; IF (FF_CourseMajor_num=3,4 AND JointL3=1): “any of your courses”?”

{IF Detail1 = “Pre-reform”: “Remember, by ‘your course’ we mean the Level 4 or 5 course you were doing when you last took part in the Tech Ed study in summer 2022”, ELSE: “”}

1. Yes
2. No

**{ASK IF NextStepWorkGeneralField=1 AND {IF FF_CourseMajor_num=2: “T Level”}
NextStepWorkField**

“Are you working in {TLPPathwayStr}, the same occupational specialism as your T Level?”

1. Yes
2. No

EXPANDING HELP LINK: “What does occupational specialism mean?”

“By occupational specialism we mean the component of your T Level that has developed skills specific to a particular occupation. You receive a separate grade for your occupational specialism.”

Reasons not in general field of course

**{IF (FinishTLevel=1,3 OR DK/Ref) AND (NextStepStudyGeneralField=2)}
NotFieldStudy**

“Why are you not currently studying in the same general field as {IF FF_CourseMajor_num= 2,5 OR (FF_CourseMajor_num=4 AND JointL3=0): “your {CourseName} course”; IF (FF_CourseMajor_num=3 AND JointL3=0): “any of your {CourseName} subjects”; IF (FF_CourseMajor_num=3,4 AND JointL3=1): “any of your courses”?”

G_Multi_1

1. Could not find relevant courses to apply to
2. Application for relevant course/s not successful
3. Planning to study in the same general field in future
4. Do not want to do further study in same general field
5. Another reason for not studying in this area (specify)

{IF NotFieldStudy = 5}

NotFieldStudyOther

“Please specify another reason for not studying in this area.”

STRING [2500]

{ASK IF CurrentAct = 7 AND NextStepWorkGeneralField=2}

NotApprent

“Why are you not currently doing an apprenticeship in the same general field as {IF FF_CourseMajor_num= 2,5 OR (FF_CourseMajor_num=4 AND JointL3=0): “your {CourseName} course”; IF (FF_CourseMajor_num=3 AND JointL3=0): “any of your {CourseName} subjects”; IF (FF_CourseMajor_num=3,4 AND JointL3=1): “any of your courses”?”

G_Multi_1

1. Considered an apprenticeship in the same general field, but could not find one
2. Considered an apprenticeship in the same general field, but the timing was not right
3. Applied for an apprenticeship in the same general field, but not successful
4. Did not want to do an apprenticeship in the same general field
5. Something else (specify)

{IF NotApprent = 5}

NotApprentOther

“Please specify another reason why you are not currently doing an apprenticeship in this area.”

STRING [2500]

{IF (FinishTLevel=1,3 OR DK/REF) AND (NextStepWorkGeneralField=2)}

NotFieldWork

“Why are you not currently working in the same general field as {IF FF_CourseMajor_num= 2,5 OR (FF_CourseMajor_num=4 AND JointL3=0): “your {CourseName} course”; IF (FF_CourseMajor_num=3 AND JointL3=0): “any of your {CourseName} subjects”; IF (FF_CourseMajor_num=3,4 AND JointL3=1): “any of your courses”?”

G_Multi_1

1. Could not find relevant work to apply for
2. Not qualified to apply for relevant work
3. Application for relevant work not successful
4. Planning to work in the same general field in future / after study complete
5. Do not want to work in the same general field
6. Another reason for not working in this area (specify)

{IF NotFieldWork = 6}

NotFieldWorkOther

“Please specify another reason for not working in this area.”

STRING [2500]

Detail of work

{ASK IF WrkStud =2, 3 AND IF FF_CourseMajor_num = 2}

EmployerAwareness

“When you were applying for your current job, how knowledgeable was your employer about T Levels?”

G_ReadOut_1

1. Very knowledgeable about T Levels
2. Quite knowledgeable
3. Not very knowledgeable
4. Had not heard of T Levels
5. Don't know – T levels were not discussed

NODK

{ASK IF WrkStud =2, 3}

WorkLength

“How long have you been working in your current job?”

G_ReadOut_1

1. Less than 6 months
2. Around 6 months
3. Longer than 6 months

{ASK IF WrkStud =2, 3}

WhatWork

“What type of work have you been doing?”

G_ReadOut_1

1. Full time paid employment
2. Part time paid employment
3. Self-employed – full time
4. Self-employed – part time
5. None of these

{IF FinishTLevel = 1 AND FF_IndPlaceDoneW2 = “”}

IndPlaceDone

“Did you spend any time on {IF FF_CourseMajor_num= 2: “an industry”; ELSE “a work experience”} placement during your {IF FF_CourseMajor_num= 2,5 OR (FF_CourseMajor_num = 3,4, AND JointL3 = 0): “course”; IF FF_CourseMajor_num=3,4 AND JointL3 = 1: “courses”}?”

{IF Detail 1 = “Pre-reform”: “Again, by ‘your course’ we mean the Level 4 or 5 course you were doing when you last took part in the Tech Ed study in summer 2022”, ELSE: “”}

1. Yes
2. No

EXPANDING HELP LINK: “What do we mean by {IF FF_CourseMajor_num =2: “industry”; ELSE: “work experience”} placements?”

{IF FF_CourseMajor_num =2: “An industry”; ELSE: “A work experience”} placement is something organised as part of your course. Do not include paid or unpaid work that hasn’t been organised as part of your course – e.g., a Saturday job.”

1. Yes
2. No

{ASK IF WrkStud =2, 3 AND (FF_IndPlaceDoneW2 = 1 OR IndPlaceDone = 1)}

WorkIP

“Are you working for the same organisation where you did your {IF FF_CourseMajor_num =2: “industry”; ELSE: “work experience”} placement?”

1. Yes
2. No
3. Not sure

{ASK IF WrkStud =2, 3 AND (FF_IndPlaceDoneW2 = 1 OR IndPlaceDone = 1) AND NextStepWorkGeneralField = 2}

RoleIP

“Is your current role the same or similar to the work you did during your {IF FF_CourseMajor_num =2: “industry”; ELSE: “work experience”} placement?”

G_ReadOut_1

1. Yes – role is the same
2. Yes – role is similar
3. No

{ASK IF WrkStud =2, 3}

Orgdesc

“What does {IF WhatWork=3,4: “your firm or organisation”; ELSE “the firm or organisation you work for”} mainly make or do?”

STRING [150]

{ASK IF WrkStud =2, 3}

Sector

“And which of these describes what {IF WhatWork=3,4: “your firm or organisation”; ELSE “the firm or organisation you work for”} mainly makes or does?”

G_ReadOut_1

1. Manufacturing
2. Electricity, gas, steam, and air conditioning supply
3. Construction
4. Wholesale and retail trade
5. Information and communication
6. Administrative and support service activities
7. Education
8. Human health and social work activities
9. Professional, scientific and technical activities
10. Arts, entertainment, and recreation
11. Another sector

{ASK IF Sector = 11}

OthSector

“And which of these describes what {IF WhatWork=3,4: “your firm or organisation”; ELSE “the firm or organisation you work for”} mainly makes or does?”

G_ReadOut_1

1. Agriculture, forestry and fishing
2. Mining and quarrying
3. Transportation and storage
4. Accommodation and food service activities
5. Water supply; sewerage, waste management and remediation activities
6. Financial and insurance activities
7. Real estate activities
8. Public administration and defence; compulsory social security
9. Other service activities
10. Another sector

{ASK IF OthSector = 10}

SpecSector

“Please specify what sector {IF WhatWork=3,4: “your firm or organisation”; ELSE “the firm or organisation you work for”} are working in?”

STRING [150]

{ASK IF WrkStud =2, 3}

JobTitle

“What is the name or title of your job?”

STRING [150]

{ASK IF WrkStud =2, 3}

JobDo

“What do you mainly do in your job?”

STRING [150]

{ASK IF WrkStud =2, 3}

JobSuper

“In your job, do you have any formal responsibility for supervising the work of other employees?”

1. Yes
2. No

{ASK IF WrkStud =2, 3}

JobMan

“Do you have any managerial duties?”

G_ReadOut_1

1. Manager
2. Foreman/supervisor
3. Not manager/supervisor

{ASK IF WhatWork=1, 2}

EmpNo

“How many people work for your employer at the place where you work?”

G_ReadOut_1

1. 1 or 2
2. 3 to 24
3. 25 to 250
4. 251 to 499
5. 500 or more

{ASK IF WhatWork=3, 4}

EmpOwn

“Are you working on your own or do you have employees?”

1. On own/with partner(s) but no employees
2. With employees

{ASK IF EmpOwn=2}

EmpNum

“How many people do you employ at the place where you work?”

G_ReadOut_1

1. 1 or 2
2. 3 to 24
3. 25 to 499
4. 500 or more

{ASK IF WrkStud =2, 3}

Salary

“What is your current salary? You can give an hourly, daily, weekly, monthly or yearly amount, or an amount covering another period.”

NUMERIC RANGE 0.00...999999.00

{ASK IF WrkStud =2, 3 AND IF NOT(Salary = DK/REF)}
SalaryPeriod

“What period does this cover?”

G_IfNec_1

1. An hour
2. A day
3. A week
4. A month
5. A year
6. Another period

{ASK IF SalaryPeriod = 6}

AnotherPeriod

“Over what other time period do you get paid?”

STRING [150]

{ASK IF SalaryPeriod = 1}

ShiftLength

“How many hours do you typically work per shift?”

NUMERIC RANGE 0...20

{ASK IF SalaryPeriod = 1, 2, 3}

WeeklyShifts

“How many days do you work in a typical week?”

NUMERIC RANGE 0...7

{IF WrkStud=2,3 AND (W1_EmpSitu=1 OR W1_DuringEmp=2) (currently in work and employed before or during course)}

SameEmp

“Are you currently still in the same job as you were {IF W1_EmpSitu=1: “before starting your course”, ELSE: “during your course”}, with the same employer?”

{IF Detail 1 = “Pre-reform”: “Again, by ‘your course’ we mean the Level 4 or 5 course you were doing when you last took part in the Tech Ed study in summer 2022”, ELSE: “”}

G_ReadOut_II1

1. Yes – same employer and job
2. No – same employer but different job

3. No – not with that employer

{ASK IF WrkStud=2,3}

LeaveEmp

“How likely are you to voluntarily leave your current employer in the next 12 months?”

G_ReadOut_1

1. Very likely
2. Quite likely
3. Neither likely nor unlikely
4. Quite unlikely
5. Very unlikely

Preparation for current activity

{IF FinishTLevel=1}

Progress

{IF Detail 1 = “Pre-reform”: “For the following questions, by ‘your course’ we mean the Level 4 or 5 course you were doing when you last took part in the Tech Ed study in summer 2022”, ELSE: “”}

“To what extent do you agree with the following statement?

My {IF FF_CourseMajor_num= 2,5 OR (FF_CourseMajor = 3,4, AND JointL3 = 0): “course”; ELSE “ courses” has/have allowed me to progress to what I want to do.”

G_ReadOut_1

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

{IF WrkStud =1, 3 and FinishTLevel=1}

TLPrepareStudy

“To what extent do you agree with the following statement?

My {IF FF_CourseMajor_num= 2,5 OR (FF_CourseMajor = 3,4, AND JointL3 = 0): “ course”; ELSE “ courses” has/have prepared me well for my current study.”

G_ReadOut_1

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

{IF WrkStud =1, 3 and FinishTLevel = 1}

TLPrepareStudyHow

“What aspects of the {IF FF_CourseMajor_num= 2,5 OR (FF_CourseMajor = 3,4, AND JointL3 = 0): “ course”; ELSE “ courses”} do you think prepared you best for your current study?”

G_Multi_1

1. Technical knowledge of the subject provided
2. Practical skills provided
3. Industry Placement
4. Development of English, maths and other transferable skills
5. Development of study skills
6. Employer-set project
7. Doing assessments (e.g. exams, exam preparation, project work)
8. Something else
9. None of the above (EXCLUSIVE)

{IF TLPrepareStudyHow=8}

TLPrepareStudyHowO

“What other aspect of the {IF FF_CourseMajor_num= 2,5 OR (FF_CourseMajor = 3,4, AND JointL3 = 0): “ course”; ELSE “ courses”} do you think prepared you best for your current study?”

STRING [2500]

{IF TLPrepareStudy=3, 4, 5}

TLPrepareStudyWhyNot

“What would you have wanted from your {IF FF_CourseMajor_num= 2,5 OR (FF_CourseMajor = 3,4, AND JointL3 = 0): “ course”; ELSE “ courses”} to prepare you better for your current study?”

STRING [2500]

{IF FinishTLevel=1}

TLPrepareWork

“To what extent do you agree with the following statement?

My {IF FF_CourseMajor_num= 2,5 OR (FF_CourseMajor = 3,4, AND JointL3 = 0):
“course”; ELSE “courses” has/have prepared me well for the workplace.”

G_ReadOut_1

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

{IF TLPrepareWork = 1,2,3}

TLPrepareWorkHow

“What aspects of the {IF FF_CourseMajor_num= 2,5 OR (FF_CourseMajor = 3,4, AND JointL3 = 0): “ course”; ELSE “ courses”} do you think prepared you best for the workplace?”

G_Multi_1

1. Technical knowledge of the subject provided
2. Practical skills provided
3. Industry Placement
4. Development of English, maths and other transferable skills
5. Employer-set project
6. Something else
7. None of the above (EXCLUSIVE)

{IF TLPrepareWorkHow=6}

TLPrepareWorkHowO

“What other aspect of the {IF FF_CourseMajor_num= 2,5 OR (FF_CourseMajor = 3,4, AND JointL3 = 0): “ course”; ELSE “ courses”} do you think prepared you best for the workplace?”

STRING [2500]

{IF TLPrepareWork=4,5}

TLPrepareWorkWhyNot

“Why do you think your {IF FF_CourseMajor_num= 2,5 OR (FF_CourseMajor = 3,4, AND JointL3 = 0): “ course”; ELSE “ courses”} did not prepare you for the world of work?”

STRING [2500]

{IF FinishTLevel=1}

PrepareCareer

“Thinking ahead, to what extent do you agree with the following statement?

[IF Detail 1 = "Pre-reform": "Again, by 'your course' we mean the Level 4 or 5 course you were doing when you last took part in the Tech Ed study in summer 2022."]

My {IF FF_CourseMajor_num= 2,5 OR (FF_CourseMajor = 3,4, AND JointL3 = 0): "course"; ELSE "courses" has/have prepared me for my future career. "

G_ReadOut_1

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

{IF TLPPrepareStudyHow = 3 OR TLPPrepareWorkHow = 3}

PlacementPrepWhy

"What aspects of the {IF FF_CourseMajor_num= 2: "industry"; ELSE "work experience"} placement do you think prepared you best for your current {IF TLPPrepareStudy-How = 3: "study" ELSE "work"}?"

G_Multi_1

1. Given real tasks to carry out
2. Able to apply technical knowledge and skills developed on the course
3. Experience of a real workplace
4. The opportunity to build my confidence in the workplace
5. None of these [EXCLUSIVE]

Outcomes and reflections

{ASK IF WrkStud =1, 3}

SkillsStudy

"How much do you use the skills developed by your {IF FF_CourseMajor_num= 2,5 OR (FF_CourseMajor = 3,4, AND JointL3 = 0): "course"; ELSE "courses"} in your current study?"

G_ReadOut_1

1. A great deal
2. Quite a bit
3. To some extent
4. Very little
5. Not at all

{ASK IF WrkStud =2, 3}

SkillsWork

“How much do you use the skills developed by your {IF FF_CourseMajor_num= 2,5 OR (FF_CourseMajor = 3,4, AND JointL3 = 0): “ course”; ELSE “ courses”} in your current work?”

G_ReadOut_1

1. A great deal
2. Quite a bit
3. To some extent
4. Very little
5. Not at all

{ASK ALL}

CurrentSit

“In general, how fulfilled do you feel by your current situation?”

G_ReadOut_1

1. Very fulfilled
2. Quite fulfilled
3. Neutral
4. Not very fulfilled
5. Very unfulfilled

{ASK ALL}

Recommend

“How likely are you to recommend your {IF FF_CourseMajor_num= 2,5 OR (FF_CourseMajor = 3,4, AND JointL3 = 0): “ course”; ELSE “ courses”} to others?”

G_ReadOut_1

1. Very likely
2. Quite likely
3. Neither likely nor unlikely
4. Quite unlikely
5. Very unlikely

{IF WrkStud=2,3 AND (W1_EmpSitu=1 OR W1_DuringEmp=2) (in work and employed before or during course)}

ProgressWrkOpp

“To what extent do you agree with the following statement?

Completing my course has helped me to progress at work {IF SameEmp=2 OR 3: “, either by helping me do my previous job better or by helping me to secure my current job”}.

G_ReadOut_1

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

{IF WrkStud=2,3 AND SameEmp=2,3 (left role or employer since starting course)}
ProgressWrkInf

“To what extent do you feel that completing your course has helped you in getting your new job?”

G_ReadOut_1

1. A great deal
2. Quite a bit
3. To some extent
4. Very little
5. Not at all

Decision making around careers

{ASK ALL}

Careers

“Which of the following are the most important to you in your career decision-making?”

G_Multi_1

1. Secure employment over several years
2. Work that interests and stimulates me
3. Opportunities to further develop my occupational/technical knowledge, skills and competence
4. Opportunities to gain further qualifications
5. A high salary/wage
6. An innovative work culture that promotes creativity
7. An inclusive and supportive work environment
8. A work-life balance that suits me
9. None of the above (EXCLUSIVE)

{IF more than one option select at Careers 1...8}

CareersMain

“And which is the most important to you?”

G_IfNec_II

List of codes selected at Careers + “None of these – they are equally important”

{ASK ALL}

AspirationChange

“To what extent did your idea of what you wanted to do {IF FF_CourseMajor_num = 5 AND (W1_EmpSitu=1 OR W1_DuringEmp = 2)“in your future career”; ELSE: “in your career”} change during your {IF FF_CourseMajor_num= 2,5 OR (FF_CourseMajor = 3,4, AND JointL3 = 0): “ course”; ELSE “ courses”}?”

1. It stayed the same
2. It changed a little
3. It changed a lot

{IF AspirationChange=2,3}

AspirationChWhy

“Did any of these influence this change in what you wanted do in your career?”

G_Multi_1

1. Experience of {IF FF_CourseMajor_num= 2: “industry” ELSE “work experience”} placement
2. Learning more about the occupation during the course
3. Advice from teachers/careers staff
4. Something else (specify)
5. Nothing in particular (EXCLUSIVE)

{IF AspirationChWhy = 4}

AspirationChWhyOther

“Please specify what influenced this change in what you wanted to do in your career.”
STRING [2500]

Awareness of Higher Technical Education

{ASK IF FF_CourseMajor_num<>5}

HTEDescription

“We would now like to ask you about your awareness of Higher Technical Education courses.

EXPANDING HELP LINK: “What are Higher Technical Education courses?”

“Higher Technical Education courses include Higher Technical Qualifications (HTQs) as well as other Level 4 and 5 qualifications. They can be studied full time or part time, and are typically more practical, employer-led study programmes. They are usually taught at colleges, universities or independent training providers.

Level 4 and 5 qualifications include, but are not limited to, Higher National Diplomas (HNDs), Higher National Certificates (HNCs) and foundation degrees."

DISPLAY

{ASK IF FF_CourseMajor_num<>5}

HTEAwareTL

"When you were thinking about next steps after your {IF FF_CourseMajor_num= 2,5 OR (FF_CourseMajor_num=4 AND JointL3=0): "course"; IF (FF_CourseMajor_num=3,4 AND JointL3=1): "courses"}, which of these Higher Technical Education options were you aware of?"

G_Multi_1

1. Higher Technical Qualifications (HTQs)
2. Other Level 4 and 5 qualifications (such as HNDs or a foundation degree)
3. None of the above (EXCLUSIVE)

{ASK IF FF_CourseMajor_num<>5}

HTEAwareLevel

"How much would you say that you know about Higher Technical Education options now?"

G_ReadOut_1

1. A great deal
2. Quite a bit
3. To some extent
4. Very little
5. Not at all

{{ASK IF FF_CourseMajor_num<>5 AND CurrentAct NOT =2,3,4}

HTEInterest

"Considering what you now know about Higher Technical Education, how likely would you have been to consider this as an option?"

EXPANDING HELP LINK: "What are Higher Technical Education courses?"

"Higher Technical Education courses include Higher Technical Qualifications (HTQs) as well as other Level 4 and 5 qualifications. They can be studied full time or part time, and are typically more practical, employer-led study programmes. They are usually taught at colleges, universities or independent training providers.

Level 4 and 5 qualifications include, but are not limited to, Higher National Diplomas (HNDs), Higher National Certificates (HNCs) and foundation degrees."

G_ReadOut_1

1. Very likely
2. Likely
3. Neither likely nor unlikely
4. Not likely
5. Not at all likely

{ASK IF FF_CourseMajor_num<>5}

AccApprenticeshipDescription

"We would now like to ask you about your awareness of accelerated apprenticeships.

EXPANDING HELP LINK: "What are accelerated apprenticeships?"

"An apprenticeship which is reduced in duration by at least three months (in comparison with a standard apprenticeship) is known as an accelerated apprenticeship.

Those likely to be able to accelerate their apprenticeships include existing employees using apprenticeships to upskill into more senior roles, and those who have already completed a related qualification (e.g. a T Level or equivalent)."

DISPLAY

{ASK IF FF_CourseMajor_num<>5}

AccApprenticeshipAwareLevel

"How much would you say that you know about accelerated apprenticeship options?"

G_ReadOut_1

1. A great deal
2. Quite a bit
3. To some extent
4. Very little
5. Not at all

{ASK IF FF_CourseMajor_num<>5 AND CurrentAct = 7}

OnAccApprenticeship

"Is the apprenticeship that you are currently on an accelerated apprenticeship?"

1. Yes
2. No
3. Not sure

Future plans

{IF FinishTLevel=1,3 OR DK/Ref}

AimWorkSame

“In future, are you aiming to {IF WrkStud =1: ‘work’; ELSE ‘keep working’} in the same general field as your {IF FF_CourseMajor_num= 2,5 OR (FF_CourseMajor = 3,4, AND JointL3 = 0): “ course”; ELSE “ courses”}?”

1. Yes
2. No
3. Not sure

{IF (FinishTLevel=1,3 OR DK/REF) AND (NextStepWorkGeneralField=1) AND (LeaveEmp=1,2) AND (AimWorkSame=2)} ~ currently working in same general field, intend to leave job with no intention to continue in general field
NotFieldWorkCont

“Why are you not planning to continue working in the same general field as {IF FF_CourseMajor_num= 2,5 OR (FF_CourseMajor_num=4 AND JointL3=0): “your {Coursename} course”; IF (FF_CourseMajor_num=3 AND JointL3=0): “any of your {Coursename} subjects”; IF (FF_CourseMajor_num=3,4 AND JointL3=1): “any of your courses”?”

G_Multi_1

1. Field does not suit me
2. Work-life balance does not suit me
3. Lack of opportunities to progress
4. Dissatisfied with content of the work
5. Dissatisfied with pay prospects
6. Prefer to work in a different field
7. Another reason for not continuing to work in this area (specify)

{IF NotFieldWorkCont = 4}

NotFieldWorkContOther

“Please specify another reason for not working in this area.”

STRING [2500]

{IF (FinishTLevel=1,3 OR FinishTLevel=DK/Ref) AND WrkStud =2, 4}

AimStudy

“In future, are you aiming to do further study?”

1. Yes
2. No
3. Not sure

{IF AimStudy=1}

AimStudySame

“And would that further study be in the same general field as your {IF FF_CourseMajor_num= 2,5 OR (FF_CourseMajor = 3,4, AND JointL3 = 0): “ course”; ELSE “ courses”}?”

1. Yes
2. No
3. Not sure

{IF AimStudy=1}

AimStudyType

“Which type of course do you aim to do?”

G_ReadOut_1

1. A university degree
2. A Higher Technical qualification (HTQ)
3. A different kind of level 4 or 5 qualification (such as a foundation degree, HND or HNC)
4. An apprenticeship (including a degree apprenticeship)
5. Another qualification / type of study (specify)
6. Not sure

{IF AimStudyType = 5}

AimStudyTypeOther

“Please specify another qualification or type of study that you aim to do.”

STRING [150]

Data linkage

{ASK ALL}

ConsentLink

“{IF FF_DataLink=1: Last time we spoke to you as part of this study you gave your permission for your survey answers to be linked to”; ELSE: “We would like your permission to link information from the”} records held by the following government agencies:

- Department for Education – your past and future learning
- His Majesty’s Revenue and Customs – your employment, earnings, tax and benefits
- Department for Work and Pensions – your benefits and participation in government schemes
- Higher Education Statistics Agency – your university participation

Adding information from these records makes the information you have given us even more valuable. It will build a more detailed picture of you now and in the future. This will help researchers to understand what happens to learners like you and help improve things.

Your information is confidential. You will not be identifiable in the data that researchers use. Your name, address or other contact details will never be included in the results.

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

“{IF FF_DataLink=1 Are you still happy for} {ELSE: Do you give permission for} a reference number to be passed to the Department for Education, so your records described above can be identified and linked to your survey responses?

TEL:"INTERVIEWER, IF NECESSARY":

EXPANDING HELP LINK: “Why is it helpful to add this information?”

“Adding extra details from administrative records opens up new possibilities for researchers from universities, charities and within government who all use the data to understand the experiences of learners and improve the services you use.

We learn a lot about your experiences from the questions we ask in the survey but adding extra information from administrative records helps us to build a more complete picture of how your course has helped you.

It also means we can make the data as valuable and accurate as possible, as it allows us to fill in the blanks for any details you may not know or remember and to avoid asking you for some other details during the survey.”

TEL:"INTERVIEWER, IF NECESSARY":

EXPANDING HELP LINK: “What do these records include?”

“Department for Education’s (DfE) National Pupil Database (NPD) includes information about your participation and achievement in school and further education as well as details about the school, college or training centre you attended.

Department for Education’s (DfE) Individual Learner Record (ILR) includes information about your participation and achievement in further education from age 16, as well as details about the college or training centre you may have attended.

His Majesty’s Revenue and Customs (HMRC) records include Income Tax, Tax Credits and Child Benefit data, providing information about employment, earnings, tax, pensions and National Insurance contributions.

Department for Work and Pensions (DWP) includes information about benefit receipt and participation in employment programs

Universities and Colleges Admissions Service (UCAS) includes information about higher education applications and offers

Student Loans Company (SLC) records include information about applications for student finance

Higher Education Statistics Agency (HESA) includes information about university participation and attainment”

TEL:"INTERVIEWER, IF NECESSARY":

EXPANDING HELP LINK: “How does this process work?”

“If you give your permission, NatCen Social Research will pass an anonymised reference number to the Department for Education. The Department will be able to identify you in their records and link your information to records from the other government databases listed.”

1. Yes
2. No

{ASK IF ConsentLink<>1}

ConsentLinkIndiv

“Do you give permission for an anonymised reference number to be passed to the Department for Education, so that some of your records can be identified and linked to your survey responses? If so, please can you confirm which records you consent to having your survey responses linked to?”

“Do you consent to have your survey response linked to...?”

TEL:“INTERVIEWER, IF NECESSARY”:

EXPANDING HELP LINK: “What do these records include?”

“Department for Education’s (DfE) National Pupil Database (NPD) includes information about your participation and achievement in school and further education as well as details about the school, college or training centre you attended.

Department for Education’s (DfE) Individual Learner Record (ILR) includes information about your participation and achievement in further education from age 16, as well as details about the college or training centre you may have attended.

His Majesty’s Revenue and Customs (HMRC) records include Income Tax, Tax Credits and Child Benefit data, providing information about employment, earnings, tax, pensions and National Insurance contributions.

Department for Work and Pensions (DWP) includes information about benefit receipt and participation in employment programs

Universities and Colleges Admissions Service (UCAS) includes information about higher education applications and offers.

Student Loans Company (SLC) records include information about applications for student finance)

Higher Education Statistics Agency (HESA) includes information about university participation and attainment”

EXPANDING HELP LINK: “How does this process work?”

“If you give your permission, NatCen Social Research will pass an anonymised reference number to the Department for Education. The Department will be able to identify you in their records and link your information to records from the other government databases listed.”

G_Collapsible_Grid_II1

GRID ROWS:

1. Department for Education's National Pupil Database
2. Department for Education's Individual Learner Record
3. His Majesty's Revenue and Customs
4. Department for Work and Pensions
5. Universities and Colleges Admissions Service
6. Student Loans Company records
7. Higher Education Statistics Agency

GRID COLS:

1. Yes
2. No

Contact details

**{IF Cur_Firstname <> EMPTY AND Cur_FirstName length >= 2 AND Cur_Surname <> EMPTY AND Cur_Surname length = 2}
NameChk**

"It is important that we have the correct details for you so that we can keep in touch.

Please be assured that your details will only be used for the purpose of contacting you in relation to this research.

Are these your correct details?

First name: {Cur_Firstname}
Surname: {Cur_Surname}"

1. Yes
2. No

PAGE START

**{{(IF Cur_Firstname = EMPTY OR Cur_FirstName length < 2 OR Cur_Surname = EMPTY OR Cur_Surname length < 2 OR NameChk = 2)}
NameUpd**

{IF Cur_Firstname = EMPTY OR Cur_Surname = EMPTY: "It is important that we have the correct details for you so that we can keep in touch.

Please be assured that your details will only be used for the purpose of contacting you in relation to this research."}

{IF Cur_Firstname = EMPTY OR Cur_Surname = EMPTY OR NameChk = 2}: "We do not currently have a full name for you in our records. {IF WEB: "Please enter"}{IF TEL: "Could I take"} your full contact details to update our records"

{IF TEL: INTERVIEWER: READ NAME BACK TO PARTICIPANT AND CONFIRM}

DISPLAY

NameUpd_Firstname

Firstname: {IF CUR_Firstname<> EMPTY: "On our records as shown in the box below. If necessary amend it, and then click on 'Save and continue'."; IF CUR_Firstname =EMPTY: "Not currently held. Please enter name in the box below."}

STRING [150] PROGRAMMING: PREPOPULATE WITH {CUR_Firstname}

NO DK
ALLOW REF

SOFTCHECK: IF NameUpd_Firstname is only 1 character: "The first name you have provided is only one character long. Are you sure this is correct?"

HARDCHECK: IF NameUpd_Firstname contains numbers: "Please check and amend. First names should not contain numbers"

NameUpd_Surname

Surname: {IF CUR_Surname<>EMPTY: "On our records as shown in the box below. If necessary amend it, and then click on 'Save and continue'."; IF CUR_Surname =EMPTY "Not currently held. Please enter surname in the box below."}

STRING [150] PROGRAMMING: PREPOPULATE WITH {CUR_Surname}

NO DK
ALLOW REF

SOFTCHECK: IF NameUpd_Surname is only 1 character: "The surname you have provided is only one character long. Are you sure this is correct?"

HARDCHECK: IF NameUpd_Surname contains numbers: "Please check and amend. Surnames should not contain numbers"

PAGE END

{ASK IF Cur_AddressLine1 <> EMPTY}

AddrChk

"And could you confirm your address is:"

{Cur_AddressLine1}
{Cur_AddressLine2}
{Cur_AddressLine3}
{Cur_AddressLine4}
{Cur_AddressLine5}
{Cur_Postcode}

{Tel: "Is this correct?"}

1. Yes – this address is correct
2. No – this address needs updating

PAGE START

{IF AddrChk = 2 OR Cur_AddressLine1 = EMPTY}

AddrUpd1

{IF WEB: "Please enter"}{IF TEL: "Could I take"} your correct address details" {IF TEL: "?"}}

INTERVIEWER: ONCE ENTERED, PLEASE READ BACK TO RESPONDENT

DISPLAY

AddrUpd1_AddressLine1

"First line:"

STRING [40]

ALLOW NA

SOFTCHECK: IF AddrUpd1_AddressLine1 = EMPTY: "A complete address should at minimum contain a valid first line of address and a town - please check"

AddrUpd1_AddressLine2

"Second line:"

STRING [40]

ALLOW NA

AddrUpd1_AddressLine3

"Third line:"

STRING [40]

ALLOW NA

AddrUpd1_AddressLine4

"Town:"

STRING [40]

ALLOW NA

SOFTCHECK: IF AddrUpd1_AddressLine4 = EMPTY: "A complete address should at minimum contain a valid first line of address and a town - please check"

AddrUpd1_AddressLine5

"County:"

STRING [40]

ALLOW NA

AddrUpd1_Postcode

"Post Code:"

STRING [10]

ALLOW NA

SOFTCHECK: IF AddrUpd1_Postcode = EMPTY or INVALID: "Please check the post-code"

PROGRAMMING: IF AddrUpd1_AddressLine1 IS NOT EMPTY, THEN COPY AddrUpd1 to AddrUpd.

IF AddrUpd1_AddressLine1 = <> "" then
 AddrUpd_AddressLine1 = AddrUpd1_AddressLine1
 AddrUpd_AddressLine2 = AddrUpd1_AddressLine2
 AddrUpd_AddressLine3 = AddrUpd1_AddressLine3
 AddrUpd_AddressLine4 = AddrUpd1_AddressLine4
 AddrUpd_AddressLine5 = AddrUpd1_AddressLine5
 AddrUpd_Postcode = AddrUpd1_Postcode

PAGE END

{ASK ALL}
VoucherIntro

"As a thank you for your time, we would like to send you a £{IncentiveValue} voucher by email."

DISPLAY

{ASK IF Cur_Email<>EMPTY}
EmailChk

We want to make sure your e-voucher goes to the correct email address.

Is your email address <Cur_Email>?

1. Yes
2. No

NO DK

{ASK IF EmailChk<>1 OR Cur_Email=empty}
NewEmail

{IF Cur_Email=EMPTY 'We do not currently have an email address for you in our records. {IF WEB: "What is"; IF TEL: "Could I take"} your email address, if you have one?}

{IF EmailChk = 2: "{IF WEB: "Please enter"}{IF TEL: "Could I take"} your correct email address:"}

{IF TEL: INTERVIEWER: READ EMAIL ADDRESS BACK TO PARTICIPANT AND CONFIRM}

STRING [150]

1. I do not have an email address
2. I would prefer not to give my email address

SOFTCHECK: If answer provided does not include @ or full-stop: "Please check and amend. E-mail addresses should contain an @ character and a full stop."

SOFTCHECK: IF NewEmail = 2 AND (AddrChk = 1 OR AddrUpd1_AddressLine1 <> EMPTY)
"As we do not have an email address for you, we will be sending out a voucher in the post. This may take a bit longer. If you'd like to receive an e-voucher, {IF WEB: "please enter"}{IF TEL: "could I take"} your correct email address" {IF TEL: "?"}{IF WEB: "."} Please be assured this will only be used to contact you in relation to our research."

SOFTCHECK: IF NewEmail = 1 AND (AddrChk = 1 OR AddrUpd1_AddressLine1 <> EMPTY)
"As you do not have an email address, we will be sending out a voucher in the post. This may take a bit longer."

SOFTCHECK: IF NewEmail = 2 AND AddrChk = 2 AND AddrUpd1_AddressLine1 = EMPTY "As we do not have an email address and a postal address for you, we cannot send out a voucher. If you'd like to receive an e-voucher, {IF WEB: "please enter"}{IF TEL: "could I take"} your correct email address" {IF TEL: "?"}{IF WEB: "."} Please be assured this will only be used to contact you in relation to our research."

PAGE END

**{IF AddrChk = 2 AND AddrUpd1_AddressLine1 = EMPTY AND NewEmail = 1,2}
AddrUpd2**

"As we do not have an email address and a postal address for you, we cannot send out a voucher. If you'd like to receive a postal voucher, {IF WEB: "please enter"}{IF TEL: "could I take"} your correct address details" {IF TEL: "?"}

INTERVIEWER: ONCE ENTERED, PLEASE READ BACK TO RESPONDENT

DISPLAY

AddrUpd2_AddressLine1

"First line:"

STRING [40]

ALLOW NA

SOFTCHECK: IF AddrUpd2_AddressLine1 = EMPTY: "A complete address should at minimum contain a valid first line of address and a town - please check"

AddrUpd2_AddressLine2

"Second line:"

STRING [40]

ALLOW NA

AddrUpd2_AddressLine3

"Third line:"

STRING [40]

ALLOW NA

AddrUpd2_AddressLine4

"Town:"

STRING [40]

ALLOW NA

SOFTCHECK: IF AddrUpd2_AddressLine4 = EMPTY: "A complete address should at minimum contain a valid first line of address and a town - please check"

AddrUpd2_AddressLine5

"County:"

STRING [40]

ALLOW NA

AddrUpd2_Postcode

“Post Code:”

STRING [10]

ALLOW NA

SOFTCHECK: IF AddrUpd2_Postcode = EMPTY or INVALID: “Please check the post-code”

IF AddrUpd2_AddressLine1 = <> “” then

AddrUpd_AddressLine1 = AddrUpd2_AddressLine1

AddrUpd_AddressLine2 = AddrUpd2_AddressLine2

AddrUpd_AddressLine3 = AddrUpd2_AddressLine3

AddrUpd_AddressLine4 = AddrUpd2_AddressLine4

AddrUpd_AddressLine5 = AddrUpd1_AddressLine5

AddrUpd_Postcode = AddrUpd2_Postcode

PAGE END

{IF (Cur_AddressLine <> EMPTY AND AddrChk = 1) OR Cur_Email <> EMPTY OR New-Email <> EMPTY OR AddrUpd_AddressLine1 <> EMPTY}

VouchSent

“Please note that it may take up to 14 days for the voucher to arrive.

{IF Cur_Email <> EMPTY OR NewEmail <> EMPTY: “It will be sent to your email address. Please check your SPAM folder to ensure the electronic voucher did not end up there by mistake.”}

{IF Cur_Email = EMPTY AND NewEmail = EMPTY AND (Cur_AddressLine <> EMPTY OR AddrUpd_AddressLine1 <> EMPTY): “It will be mailed to your address.”}

NEXT

{IF Cur_AddressLine = EMPTY AND Cur_Email = EMPTY AND NewEmail = EMPTY AND AddrUpd_AddressLine1 = EMPTY}

VouchNoSent

“We do not have your postal or email address and cannot send you a £{IncentiveValue} shopping voucher.

If you want to update your records, please contact our freephone or send us an email:

Freephone: 0800 652 9294

Email: TechEd@natcen.ac.uk”

Please be assured that your details will only be used for the purpose of contacting you in relation to this research and for the delivery of your £{IncentiveValue} voucher.”

Close

{ASK ALL}

FullyComplete

{IF WEB: "Thanks for completing the survey. Select the box below and click 'Save and continue' to submit your answers."}

{IF TEL: "INTERVIEWER: SELECT THE BOX BELOW TO SUBMIT THE ANSWERS AND PROCEED TO THE FINAL SCREEN"}.

[] Submit

NO DK, NO REF

{SET OUTCOME=110}

{IF MODE = WEB}

ClosePageWeb

"You have now completed the questionnaire and your answers have been saved. Thank you very much for taking the time to share your opinions with us!

If you have any further information you'd like to add, please include it in the box below. Otherwise, please click 'Save and continue' to submit your answers"

STRING [2500]

ALLOW NA

{EXIT INTERVIEW; OUTCOME=110; SHOW DEFAULT PAGE "You have ended the interview"}

{IF MODE = TEL}

ClosePageTel

"We have now completed the questionnaire and your answers have been saved. Thank you very much for taking the time to share your opinions with us!

If you have any further information you'd like to add I can record your comments now."

STRING [2500]

ALLOW NA

{EXIT INTERVIEW; OUTCOME=110; SHOW DEFAULT PAGE "You have ended the interview"}



Department
for Education

© Department for Education copyright 2025

This publication is licensed under the terms of the Open Government Licence v3.0, except where otherwise stated. To view this licence, visit nationalarchives.gov.uk/doc/open-government-licence/version/3.

Where we have identified any third-party copyright information you will need to obtain permission from the copyright holders concerned.

Reference: RR1503

ISBN: 978-1-83870-627-2

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

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