Department for Education

Technical Education Learner Survey 2024: progression of the second T Level cohort

Research report

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Government Social Research

Contents

List of figures

Executive summary

Introduction

The second T Level cohort comprised 5,321 learners, studying T Levels in Education and Early Years, Construction, Digital and Health and Science. 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, about a year after completing their T Level, to understand their current activities, career plans, and reflections on their T Level. To compare learners' experiences across different level 3 courses, a comparator sample of learners on A level and level 3 technical courses were also surveyed.

Learner outcomes and destinations

The most common destinations of T Level completers were a university degree (44%), paid work (37%), or an apprenticeship (12%). Destinations varied by T Level route. Destinations were similar to the first T Level cohort and to learners on level 3 technical courses in equivalent subjects.

Approximately seven in ten (71%) T Level completers had remained within the general field of their T Level. This is a similar proportion to the first T Level cohort (75%).

Around two thirds of T Level completers were either 'very' (30%) or 'quite' (38%) fulfilled by their current situation.

T Level completers reported mixed knowledge of T Levels among employers and educational institutions during applications, even for study or employment within their T Level field.

Career planning and decision making

Most T Level completers said their ideas about what they wanted to do as a career either stayed the same or only changed a little during their course. Changes in career plans during the course were most commonly influenced by the T Level industry placement, learning more about the occupation, and/or advice from teachers and career staff.

Among T Level completers not currently studying, about a third (32%) intended to return to study in the future.

The most commonly reported factors influencing career decision-making were ‘work that stimulates and interests me’ and ‘a work-life balance that suits me’.

These findings were similar to the first T Level cohort.

Reflections on T Level experience

Around seven in ten T Level completers agreed that their T Level had allowed them to progress to what they wanted to do (72%) and prepared them for their current study (71%), the workplace (71%), and their future career (68%).

T Level completers were more likely to agree their course prepared them for the workplace (71%) than level 3 technical learners on equivalent routes, with differences of between 10 and 15 percentage points. T Level completers were also more likely to agree when compared with A level learners (34%).

About two thirds (65%) of T Level completers currently studying and half (53%) of those working said they used the skills developed during their T Level ‘a great deal’ or ‘quite a bit’. Learners selected the industry placement, technical subject knowledge and practical skills as the T Level aspects which best prepared them for their current activities.

About a third (34%) of T Level completers in paid work or an apprenticeship reported working for the organisation where they did their T Level industry placement. This proportion is slightly higher compared with the first T Level cohort (30%).

Just over six in ten T Level completers (62%) were ‘very’ or ‘quite likely’ to recommend their course to others. This was lower than for the first cohort of T Level learners (72%) and A Level learners (70%). For both T Level learners and level 3 technical learners, being likely to recommend the course varied by route (between 49% and 82% for T Level learners, and between 58% and 74% for level 3 technical learners).

Introduction

Policy background

Ongoing reforms to technical education in England were initiated by the previous government. They were informed by the findings of the 2016 Sainsbury Review by the Independent Panel on Technical Education which identified a range of shortfalls with the technical education landscape. The reforms aim to improve the quality of technical education and therefore the technical skills needed to boost productivity in the UK economy.

Key to the technical education reforms was the introduction of T Levels in 2020, two-year level 3 courses which currently run alongside A levels and level 3 technical courses. T Levels were created in collaboration with employers and include a strong focus on technical content, as well as a substantial industry placement of at least 315 hours. Courses are designed to provide learners with the knowledge and skills to progress either into employment or into further or higher education.

T Level delivery began in 2020, with three courses in T Levels in Education and Early Years, Digital, and Construction. For the second cohort of T Level learners (2021-2023), ten T Levels were available, across four routes. These included new courses within the Digital and Construction routes, and the introduction of three new T Levels in Health and Science. The scale of delivery also increased substantially in the second cohort, with the number of T Level providers growing from 43 to 102, and the number of full time learners increasing from 1,235 to 5,321. As of autumn 2024, the T Level portfolio included 21 T Level pathways across 9 routes.

Based on national data from the T Level Action Plan Analytical Annex, two thirds (68%) of learners who began a T Level were retained to the end of the course. Among learners who withdrew from a T Level course (32%), most (20%) switched to other education or training. This was most commonly another level 3 course, but also included courses at other levels, apprenticeships and traineeships. Among learners who completed end-of-course assessments in summer 2023 (n= 3,448), almost all (91%) passed their T Level, with 69% achieving a Merit or above.

Health and Science was a new T Level route for the 2021 cohort. There were issues with the core assessments for this route, which Ofqual found were not fit for purpose, leading to regrading of first year T Level results for these learners. There was a low completion rate for this route, with 827 learners completing end-of-course assessments in summer 2023, compared with c.1600 learners beginning the route in autumn 2021.

In July 2023, the Department for Education (DfE) published Ofsted's thematic review of T Levels and TLTPs, concluding that T Levels have been implemented with 'varying degrees of success' and, as a result, the quality of learner experiences varied significantly.

While practical aspects of T Levels were reported to be well taught, theoretical content was perceived to be more demanding than in similar level 3 courses, leading to challenges with recruiting and retaining staff with the necessary expertise. The report also highlighted variation in the quality of industry placements. Considering progression, the report noted low progression to the second year in many providers, and student disappointment that T Levels were not always accepted for entry to university courses.

In July 2024, The Secretary of State for Education announced a review of post-16 qualifications reform, the outcomes of which were published on 12th December 2024. The review considered the level 3 qualifications, including those which overlap with T Levels, due to have public funding removed on either 31 July 2024 or 31 July 2025 under the policy of the previous government.

The Technical Education (Tech Ed) Study (2020-2024) delivers longitudinal insights into whether the reforms are improving the technical education landscape as intended and the impact on learners' experiences, including in comparison to other level 3 courses. The Study was commissioned and funded by DfE and conducted by the National Centre for Social Research (NatCen) in collaboration with the National Foundation for Educational Research (NFER). Note that the study was commissioned and conducted before the new UK Government took office on 5 July 2024.

Study aims in 2024

The 2024 Tech Ed Study 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. The 2024 Tech Ed Study followed up the second cohort of T Level learners in a third wave of longitudinal data collection, to understand learners' views, experiences and short term outcomes about a year after the end of their course.

To enable comparison between the second T Level cohort and learners enrolled on comparative courses, a sample of A level learners (all courses) and level 3 technical learners studying the same technical routes as those offered for T Level were also surveyed about their experiences, reflections and short term outcomes.

Learners on Level 4 and 5 courses were also surveyed in the 2024 Tech Ed Study. Findings from this group are covered in a separate report].

Survey approach and sample

This report is based on surveys carried out in 2024 covering three different learner groups:

- T Level learners
    - 2021 T Level starters. The second cohort of T Level Learners who started their course in September 2021, completing in July 2023. This report covers a third interview (Wave 3) carried out approximately one year after the end of their course.
- Level 3 technical learners
    - Level 3 technical learners who started their course in September 2021, completing in July 2023. This report covers a third interview (Wave 3) carried out approximately one year after the end of their course.
- A level learners
    - A level learners who started their course in September 2021, completing in July 2023. This report covers a third interview (Wave 3) carried out approximately one year after the end of their course.

All learners who took part in the Tech Ed study were originally identified using the National Pupil Database and the Individualised Learner Record database operated by DfE.

Due to the relatively small size of the early T Level cohorts, all T Level learners who started in 2021 were invited to participate in the Tech Ed study. For the other learner groups who took part in Tech Ed 2024, representative samples were selected (for the level 3 technical learners, the population comprised a group who were studying the same technical routes as those offered as T Levels in 2021 – Education and Early Years, Construction, Digital, Health and Science).

It is worth noting that Health and Science learners comprised 67% of all level 3 technical learners who took part in the survey, reflecting the profile of the level 3 learner population. In this report we therefore do not include overall comparisons between the T Level and level 3 technical learner groups. Instead, direct comparisons between T Level and level 3 comparator groups who study similar subjects are made where appropriate, and where sample sizes allow. Note that comparisons were not always possible due to small sample sizes. This applied to Construction learners in particular.

For the post-course interview (Wave 3), eligible cases in the T Level cohort were defined as those cases who were interviewed in the initial wave of fieldwork undertaken when learners were at the end of their first year of the course, in summer 2022 (Wave 1). Those

who stated during the initial interview that they did not start a T Level or who requested to leave the study were excluded. Likewise, eligible cases for the comparator cohort were those interviewed at Wave 1 who did not request to leave the study.

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. A separate technical annex has been published alongside this report, which can be referenced for further details.

This report

Findings in this report cover the 2024 surveys of the T Level and comparator samples, set out in three separate chapters. Findings from the T Level cohort are presented alongside findings from the comparator A level and, where sample sizes allow, comparable level 3 technical learner groups. Where appropriate, references are made to findings from previous Tech Ed reports to allow for comparisons of learners' experiences across cohorts.

Data were collected across the following topics:

a) **Learner destinations and outcomes following course**
   - Current activity (paid work, education, training)
     - Course / work specialism and whether this matches general field of T Level course
     - Details of current activity in terms of industry, role, and responsibilities
     - Satisfaction with current activity

b) **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

c) **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 course

d) Future plans

- Future work / study intentions, and which factors are considered in career decision making

A separate set of **Appendix tables** have been published alongside this report – these are referenced throughout. Individual sets of tables are available for each of the three learner groups. 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 destinations of the second cohort of T Level learners who completed their course in 2023 (81% of those invited to take part responded, n=831). It explores learners' next steps in study and/or work after completing their T Level course, including progression within their T Level field. It looks at outcomes for learners across several learner characteristics and learning experiences. It also compares outcomes for T Level completers with comparator groups of learners who completed A levels and level 3 technical courses in 2023. Finally, it explores outcomes for learners who left the T Level course before completion.

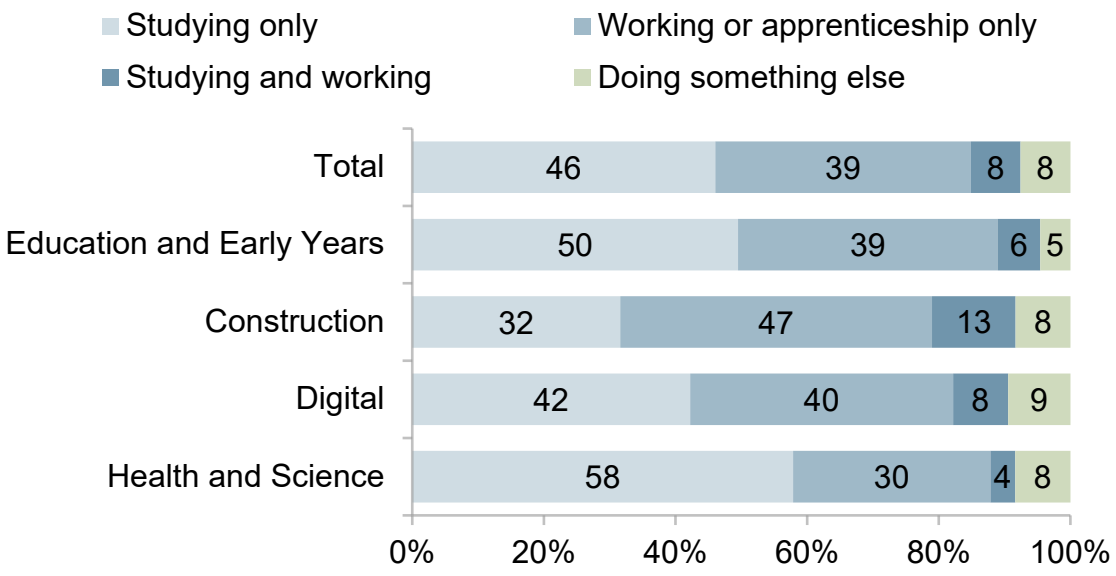
Key findings

- The most common destinations of T Level completers were a university degree (44%), paid work (37%), or an apprenticeship (12%). Destinations varied by T Level route. Destinations were similar to the first T Level cohort and to level 3 technical courses in equivalent subjects.
- Approximately seven in ten (71%) T Level completers had remained within the general field of their T Level. This is a similar proportion to the first T Level cohort (75%).
- Around two thirds of T Level completers were either 'very' (30%) or 'quite' (38%) fulfilled by their current situation.
- T Level completers reported mixed knowledge of T Levels among employers and educational institutions during applications, even for study or employment within their T Level field.

Learners' current activities

Learners were asked what they were currently doing, choosing from a list of several possible activities. Learners could choose more than one activity. Just under half of T Level learners were studying only (46%), while just under four in ten were working or doing an apprenticeship (39%). Just under one in ten were both studying and working (8%), which is similar to the first T Level cohort. The proportion of learners who were both working and studying ranged from 13% among Construction learners to 4% among Health and Science learners (4%).

Figure 1: Whether working, studying or both – by T Level route



Base: 2021 T Level starters who completed their course
Unweighted: Total: 826; Education and Early Years: 258; Construction: 139; Digital: 216; Health and Science: 213.
Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

The most common destinations for T Level completers were a university degree (44%) and paid work (37%[1]). Just over one in ten (12%) were undertaking an apprenticeship. A small proportion of learners were studying for a Higher Technical Qualification (1%), another level 4/5 qualification (6%), a level 3 qualification (2%) or another qualification (2%). Only 6% of students reported they were not working or studying, most commonly because they were unemployed or looking for an apprenticeship/work (3%) or taking a gap year (2%). The destinations for this second cohort of T Level learners are similar to those for the first T Level cohort.

Destinations varied substantially by T Level route. Almost all Education and Early Years learners were either studying for a degree (50%) or in paid work (46%), with very few undertaking apprenticeships (1%). Among Construction learners, paid work (36%), apprenticeships (31%) and a degree (28%) were all common destinations. The destination profiles for these two routes were similar to the profiles for equivalent learner groups in the 2020 T Level cohort. Digital learners were most commonly studying for a degree (38%) or in paid work (33%), and less commonly in apprenticeships (18%). Compared with Digital learners in the first T Level cohort, this represents an increase in the proportion of learners in paid work (23% of Digital learners in the first T Level cohort) and a decrease in degree study (51% of Digital learners in the first T Level cohort).

[1] Includes those both working and studying.

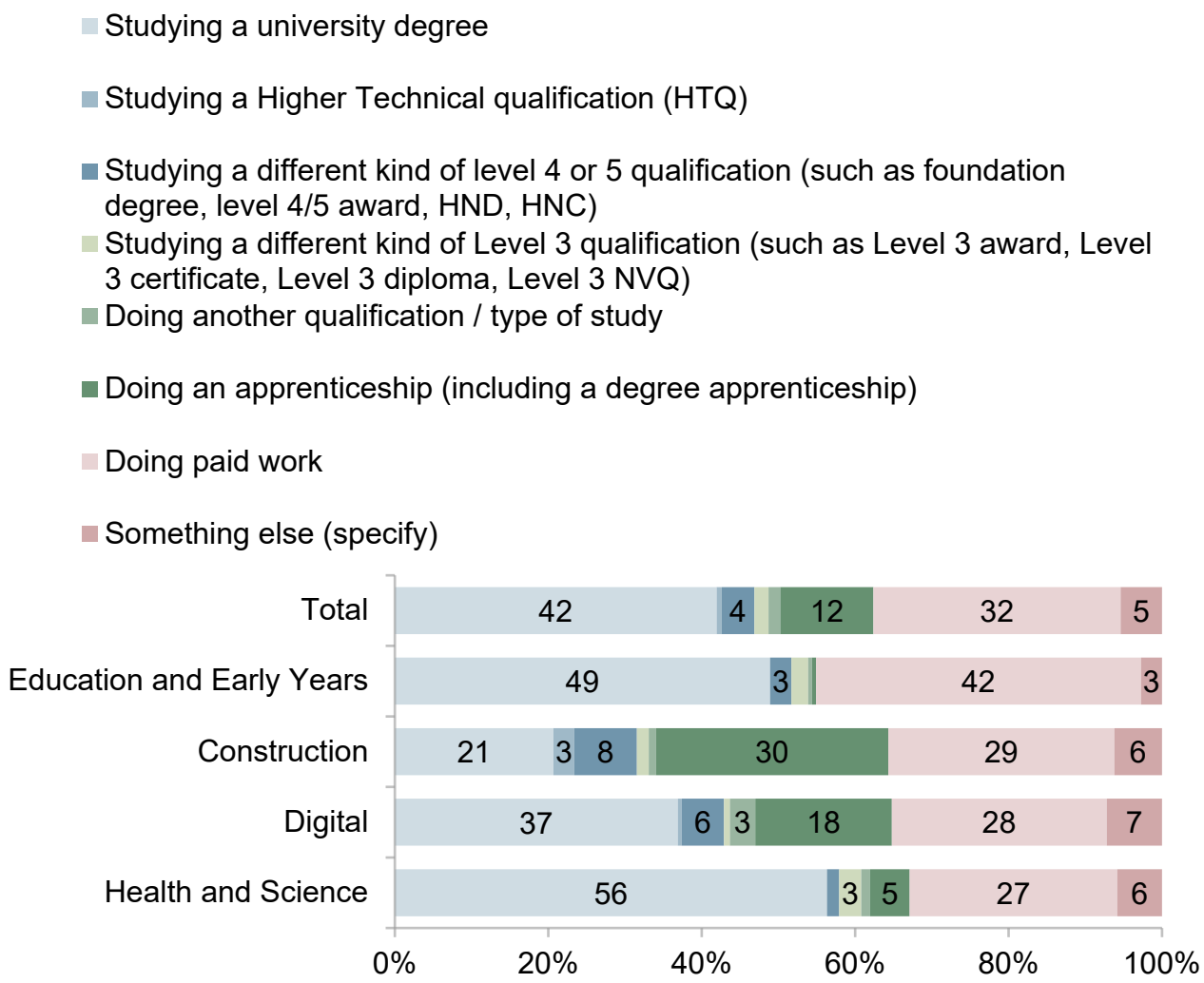
Analysis suggested this change is not solely due to the introduction of two new Digital pathways[2]. For the new route of Health and Science, a little more than half of learners were studying for a degree (56%), while three in ten were in paid work (30%), and a smaller proportion in apprenticeships (6%).

Those with a reported Distinction or Distinction* grade in their T Level were more likely to report studying for a degree (52%) than those receiving Merit or Pass grades (42%).

As some T Level completers were engaged in more than one activity, for example studying and working, learners were also asked to identify their main activity. **The most common main activities were a university degree (42%) and paid work (32%), followed by an apprenticeship (12%).** This suggests that a small proportion of learners were doing paid work alongside another activity that they considered their main activity (mostly studying).

[2] Digital Business Services and Digital Support Services.

Figure 2: Main activity by T Level route



Base: 2021 T Level starters who completed their course
Unweighted: Total: 821; Education and Early Years: 257; Construction: 138; Digital: 214; Health and Science: 212.
Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

The proportions of learners undertaking a degree, paid work or an apprenticeship as their main activity were broadly similar for learners completing T Level or level 3 technical courses in the same subject area. However, these proportions varied by subject area for both T Levels and level 3 technical courses. For example, Health and Science learners in both the T Level and level 3 learner groups most commonly reported undertaking a degree (56% and 58% respectively). For A level learners, the most common main activity was degree study (70%), with much smaller proportions of learners doing paid work (14%) or an apprenticeship (7%) as their main activity. This reflects the academic focus of these courses.

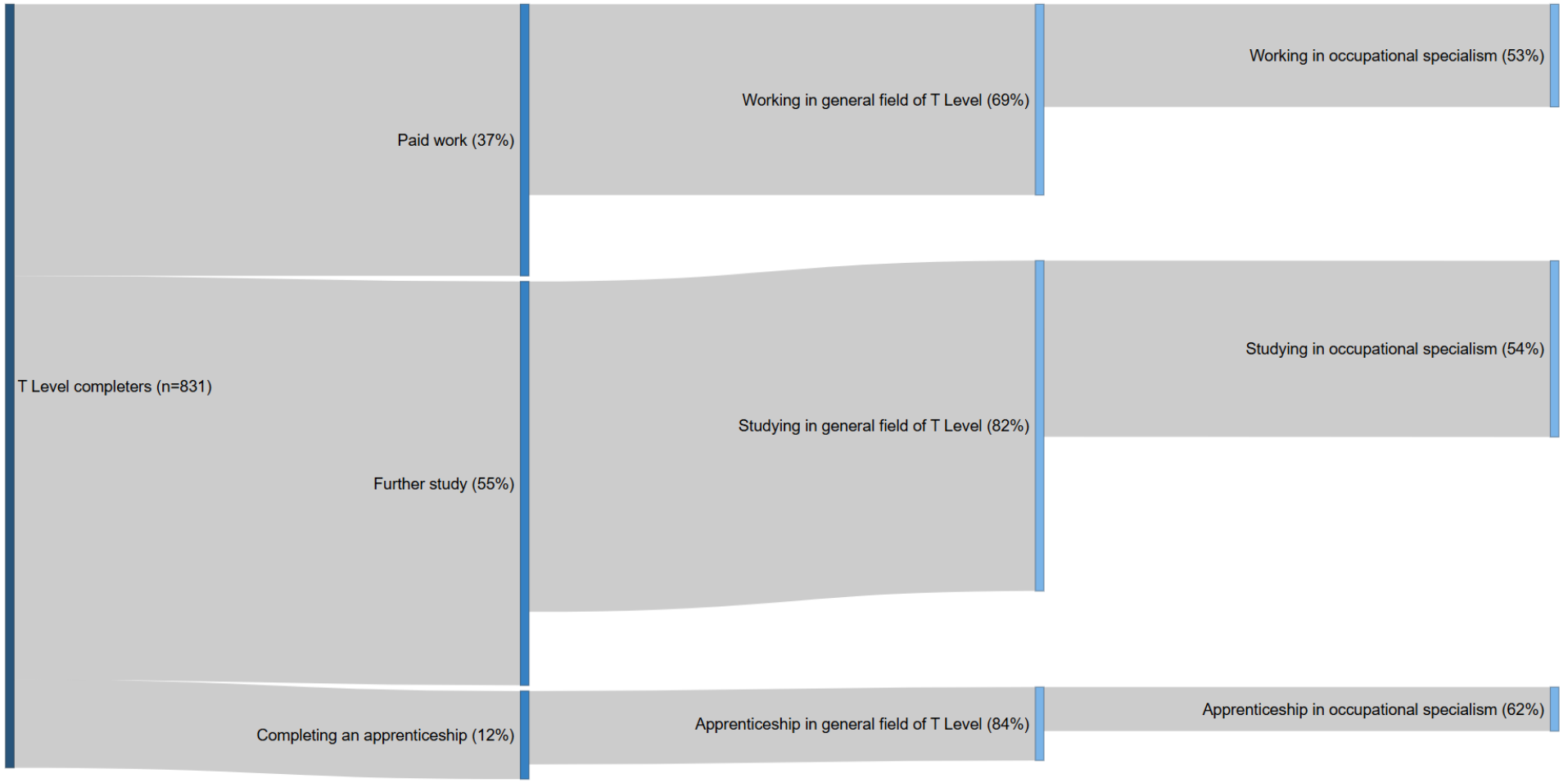
For just under two thirds of T Level completers who aspired to progress to paid work or further study when they started their T Level, their current activity matched their aspiration. Of those who aspired to progress to paid work, 63% were in paid work, with a further 3% in paid work and study. Of those who aspired to further study, 64% were completing further study, with a further 8% in paid work and further study.

Learner destinations in relation to T Level field

A key aim for T Levels is to support progression to education and employment in the chosen field. Learners were asked whether they had stayed in the general field of their overall T Level course. If learners had stayed in the general field of their course, they were then asked whether they had stayed in the specific occupation they specialised in during the second year of their T Level. Focussing on those who completed their T Level course, this section sets out the extent to which learners had stayed within their field.

Around seven in ten (71%) T Level completers had remained within the general field of their T Level. Over one in ten learners (14%) intended to return to their T Level field in the future, with a similar proportion reporting they did not intend to return (15%). The proportion remaining in their T Level field was similar to that seen for the first T Level cohort (75%), however, there were indications that a slightly higher proportion of the second cohort intended to return, compared with the first cohort (10%).

Figure 3: Current activity for those who completed T Level and are working, studying and/or completing apprenticeship in the same T Level area

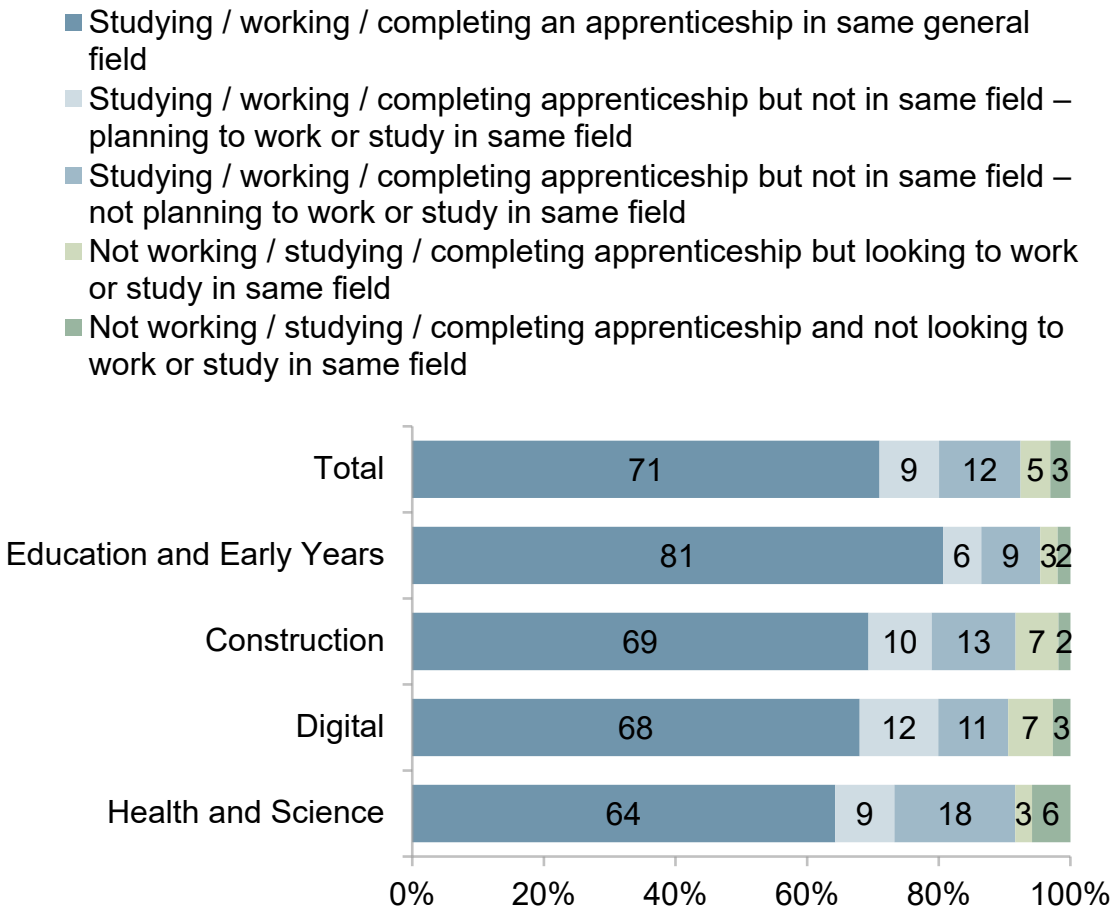


Base: 2021 T Level starters who completed their course
Unweighted: Total: 831; Education and Early Years: 259; Construction: 140; Digital: 218; Health and Science: 214.
Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

Considering route, Education and Early Years had the largest proportion who remained in their T Level field (81%, compared with 69% of Construction learners, 68% of Digital learners and 64% of Health and Science learners). These proportions were broadly similar to those for the first T Level cohort, although there was a decrease (of 10 percentage points) in Construction learners in the second cohort remaining in field.

For courses in Education and Early Years and Health and Science respectively, the proportion of learners remaining in the field was similar across T Level learners and level 3 technical learners. For Digital courses, the proportion of T Level learners remaining in the field was higher among T Level learners (68%) than among level 3 technical learners (54%)[3].

Figure 4: Progression in T Level field by T Level route



Base: 2021 T Level starters who completed their course
Unweighted: Total: 831; Education and Early Years: 259; Construction: 140; Digital: 218; Health and Science: 214.
Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

[3] Due to small base sizes, this analysis was not possible to undertake for Construction learners.

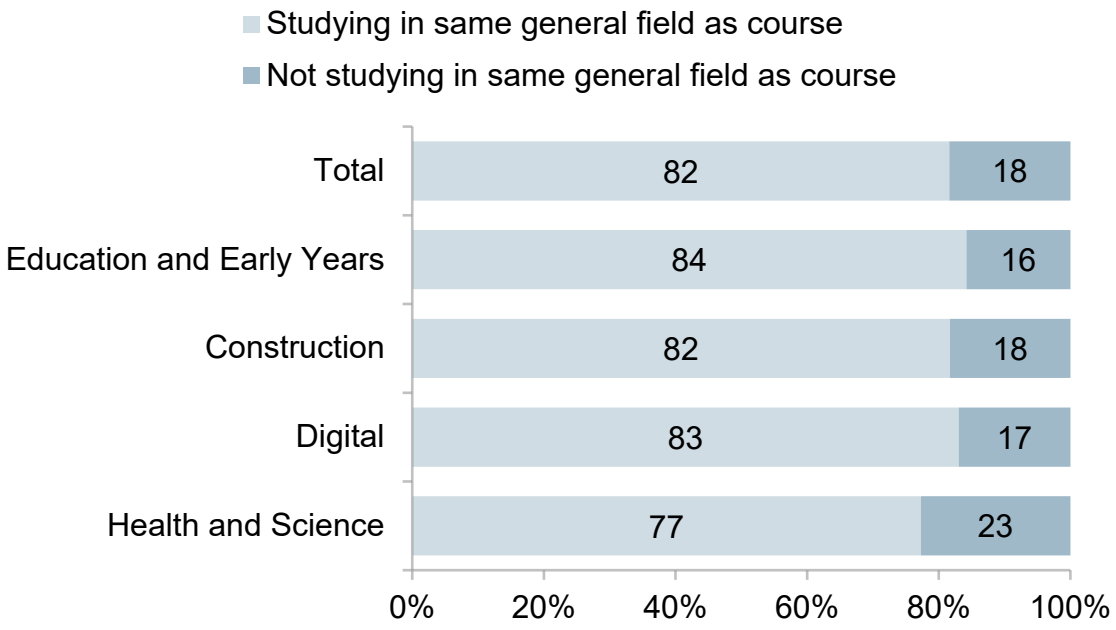
Considering learner characteristics among T Level learners, those with high T Level attainment or high prior attainment were more likely than those with lower T Level or prior attainment to remain in their field. This included 80% of learners with a T Level Distinction/Distinction* grade (compared with 70% of learners with a Merit or Pass grade). A higher proportion of learners in the top quintile of prior attainment[4] remained in their field (78%), compared with learners in the bottom quintile (59%). Learners with Special Educational Needs (SEN) status or free school meals (FSM) status were less likely than those who did not have SEN or FSM, respectively, to be in their T Level field (58% of FSM learners and 62% of SEN learners, compared with 73% of non-FSM and non-SEN learners respectively). There were no substantial differences by sex or ethnicity.

Learners' reports on the extent to which they had remained in their field were looked at by their current and previous survey responses about their course experience. Higher learner satisfaction with their T Level course and positive reflections on how the T Level had supported their progression (allowing them to progress to what they wanted to do, and prepared them for study, the workplace and their future career) were both associated with having remained in their T Level field. Learners who reported finding their T Level course 'very' or 'extremely' challenging were less likely to have remained in the field (62%) than those who found their course 'quite' (75%) or 'not very' or 'not at all' challenging (76%). There were no substantial differences in the proportion staying in field between those who had studied with a provider delivering T Levels for the first time and those who had studied with more established providers.

A higher proportion of T Level completers who were studying had stayed in their general field (82%) compared with T Level completers who were working (69%). About half of T Level learners had stayed in the occupational specialism from their second T Level year (54% of those now studying, 53% of those now working).

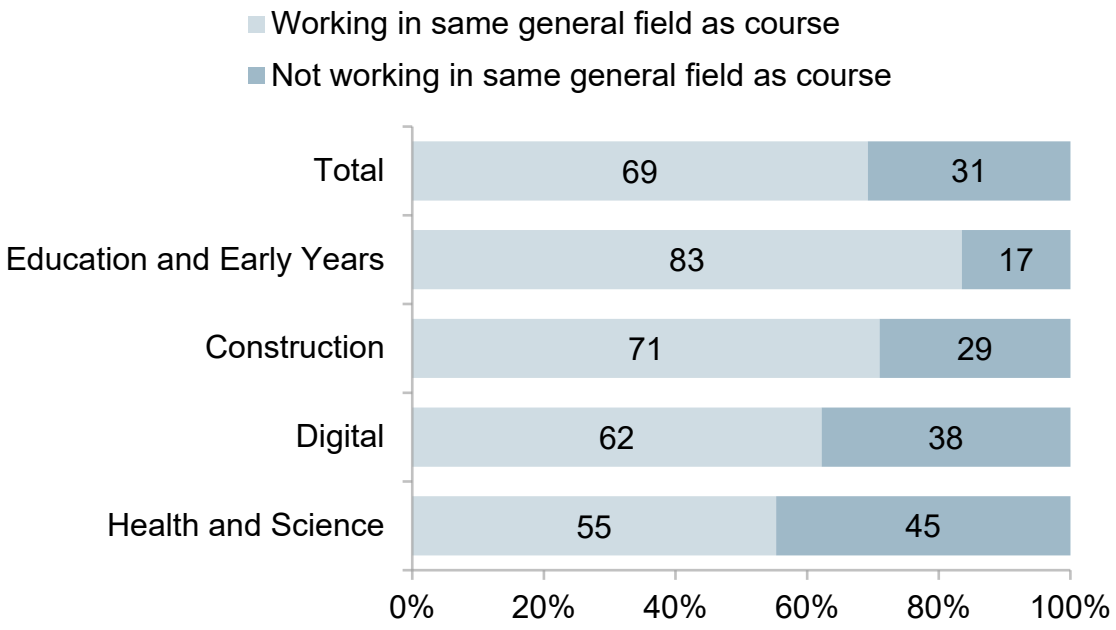
[4] To compare prior attainment across T Level learners as well as A level and level 3 comparator groups, quintiles were calculated according to the 'Attainment 8' score, a score calculated across eight qualifications including maths and English (which are double weighted). Quintiles for this score were developed based on the first cohort T Level population.

Figure 5: Whether respondent is studying in T Level field by route



Base: 2021 T Level starters who completed their course and are currently studying
Unweighted: Total: 451; Education and Early Years: 146; Construction: 59; Digital: 113; Health and Science: 133.
Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

Figure 6: Whether respondent is working in T Level field by route



Base: 2021 T Level starters who completed their course and are currently working
Unweighted: Total: 379; Education and Early Years: 118; Construction: 86; Digital: 103; Health and Science: 72.
Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

For T Level completers who were not in their T Level field (29% of T Level completers), about half intended to return to their T Level field in future. T Level completers working outside their T Level field were more likely than those working in field to report being likely to leave their employment within a year. This suggests a higher prevalence of transitional employment in this group, which may reflect learners' intentions to seek progression within their T Level field at a later stage.

Outcomes for T Level learners who left the course early

About a fifth (19%) of 2024 T Level survey respondents (n=202) had left their T Level before completion. Among survey respondents, higher proportions of Health and Science learners left their course (31%, compared with between 12 and 17% of learners on other routes). As this group may not be representative in terms of T Level completion, retention rates for T Levels should not be inferred from these findings.

Approximately three years after starting their T Level course, the most common main activity among **learners who left their T Level early was paid work (39%), followed by studying a different level 3 course (23%)**. Smaller proportions were undertaking an apprenticeship (16%) or studying for a degree (8%).

Comparing main activities, T Level completers were more likely to have progressed to degree level study (42%) than learners who left T Level early (8%). Almost a quarter of learners who left T Level early were completing another level 3 qualification (23%). The proportions of learners undertaking paid work and apprenticeships were similar. This is in line with the T Level action plan finding that most learners who withdrew from T Levels switched to another education or training course.

Learners who left the course early were less likely to have stayed in the general field of their T Level general (36%, compared with 71% of completers). However, many of those who were not currently in the same field did intend to return to that field in the future (53% of those who left early said they were not currently in their T Level field but intended to return).

Salary

Learners were asked for self-reported salary at the time of completing the survey and could either express this figure through an hourly rate, a daily rate, a weekly rate, a monthly rate, an annual rate or ‘another period’.

Figure 7 displays hourly, daily, weekly, monthly or annual figures 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. 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. Figures may also be impacted by those undertaking an apprenticeship (where the minimum wage is lower) but we do not have enough data to quantify this impact. Finally, it should be noted that the sample here is different to that reported on in the 2023 Technical Education Learner survey post-course report, which reported salary figures for all learners in paid work, irrespective of whether this was their main activity. Further details can be found in Appendix table TL23 (T Level learners 2024)

Figure 7: Reported salary of 2021 T Level learners whose main activity is paid work about a year after completing their course (monthly aggregate)

Reported salary	Aggregated monthly rate (completers)	Health and Science	Construction	Education and Early Years	Digital	Learners who left the T Level early
Mean	£1,739[5]	£1,830	[£1,768]	£1,636	£1,810	£1,771
Median	£1,833	£1,865	[£1,833]	£1,705	£1,859	£1,856
Upper quartile	£1,949	£1,949	[£2,044]	£1,867	£2,009	£1,949
Lower quartile	£1,516	£1,800	[£1,421]	£1,397	£1,653	£1,555
Unweighted Base	*222*	*52*	*[35]*	*88*	*47*	*62*

Bases: 2021 T Level starters who completed their course whose main activity is paid work; 2021 T Level starters who left the course early and whose main activity is paid work.

Source: Tech Ed Study - T Level Cohort 2 Wave 3 (Apr-Aug 2024)

Among learners undertaking paid work as their main activity, the proportion reporting an aggregated salary above the median was similar regardless of whether they completed the course (53%) or left early (54%). There were no substantial differences according to whether the learner was working in the same field as their course or not.

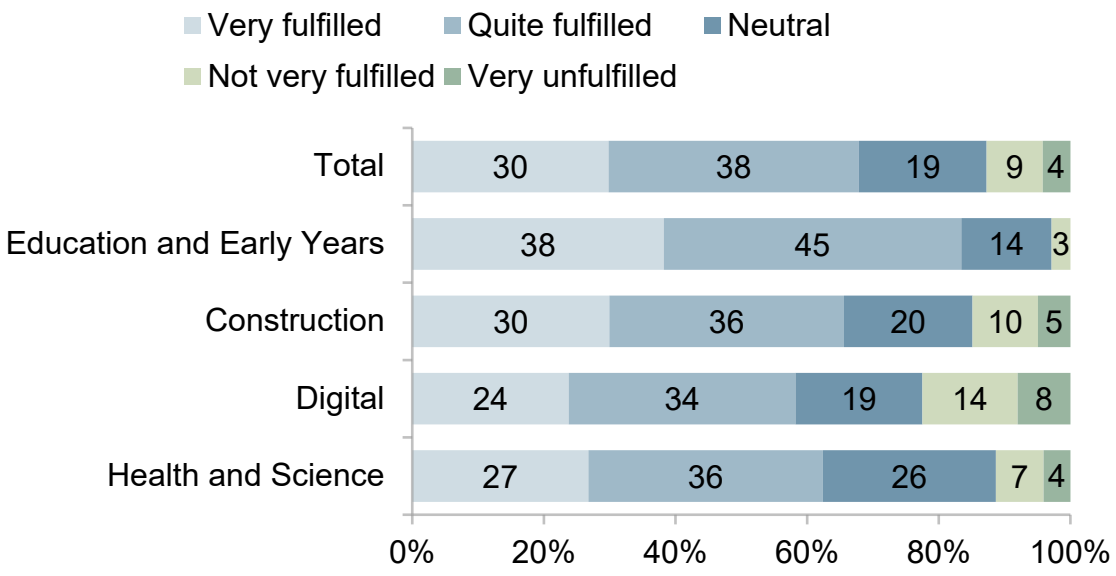
Fulfilment

T Level completers were asked how fulfilled they were in their current activity. **Two thirds of learners (68%) were 'very/quite fulfilled'.** Just 13% reported that they were 'not very fulfilled/very unfulfilled'. The most positive learners were those doing an apprenticeship (83% 'very/quite fulfilled') or a degree (80% 'very/quite fulfilled') as their main activity. Learners whose main activity was paid work had more mixed views. While a majority of 62% were 'very/quite fulfilled', 14% were 'not very fulfilled/very unfulfilled'.

[5] The mean value for learners' salary is lower than the median. This is predominantly driven by a small number of learners whose salary was well below median value (even when extreme outliers were removed). As such, the median is likely a better indicator of central tendency.

Education and Early Years learners were more likely to report being fulfilled than learners from Digital or Health and Science routes.

Figure 8: How fulfilled learner feels in current situation by T Level route



Base: 2021 T Level starters who completed their course
Unweighted: Total: 829; Education and Early Years: 259; Construction: 140; Digital: 216; Health and Science: 214.
Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

The second T Level cohort was slightly less positive about their post-course activity than the first cohort (where 74% were 'very/quite fulfilled' and 5% 'not very fulfilled/very unfulfilled'). These slightly less positive responses were evident consistently across the three areas of post-course activity (apprenticeship, study and paid work).

Employer / institutional awareness of technical education

T Level completers reported mixed knowledge of T Levels among their current educational institutions and employers. Just under half (45%) of T Level learners currently studying reported that their current institution was 'very/quite knowledgeable' about T Levels during their application. Among learners studying Health and Science, just 28% said their institution was 'very/quite knowledgeable'. This compares to between 47 and 62% of learners studying other T Level routes.

Those studying in the same area as their T Level field were more likely to report their institution was 'very/quite knowledgeable' (47%, compared with 36% of learners not studying in their T Level field), although this finding was not statistically significant at the 5% level (p= 0.057).

T Level completers who were currently studying a university degree or who applied for a university place were asked about their experience of applying. They were asked how easy or difficult the application process was. They were also presented with a list of potential experiences and asked to select all that applied. Just over six in ten (62%), reported that the application process was ‘very easy’ or ‘easy’. Nevertheless, a similar proportion (63%) reported that information on the university website stated required grades for A Level, or other equivalent qualifications, but not T Levels. Just over a quarter (27%) reported that their T Level qualification was not accepted as part of entry requirements.

Reporting an easy application process was most common among Education and Early Years learners (74%) and least common among Health and Science learners (50%). Linked to this, Health and Science learners (39%) were the group most likely to report that their T Level qualification was not accepted, with those previously enrolled on Education and Early Years courses (13%) least likely to do so.

Just over a third (35%) of T Level learners currently working reported that their employer was ‘very/quite knowledgeable’ about T Levels when they applied for a role, although an additional 21% reported than they ‘did not know’ as T Levels were not discussed. This is similar to the 2020 T Level cohort. Again, the lowest proportion of learners reporting that their employer was ‘very/quite knowledgeable’ were those on the Health and Science course (15%, compared with between 33 and 43% among learners on the T Level routes established in 2020).

As might be expected, T Level learners who were working in their T Level field were more likely to report that employers were ‘very/quite knowledgeable’ about T Levels (44%, compared with 14% of learners not working in their T Level field). Nevertheless, among T Level learners working in their T Level field, almost half (46%) perceived that their employer was ‘not very knowledgeable’ or ‘had not heard of T Levels’ during their application.

Career planning and decision making

This chapter describes the career plans of the second cohort of T Level learners, 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. This chapter focuses on outcomes for learners who completed their T Level (81% of survey respondents).

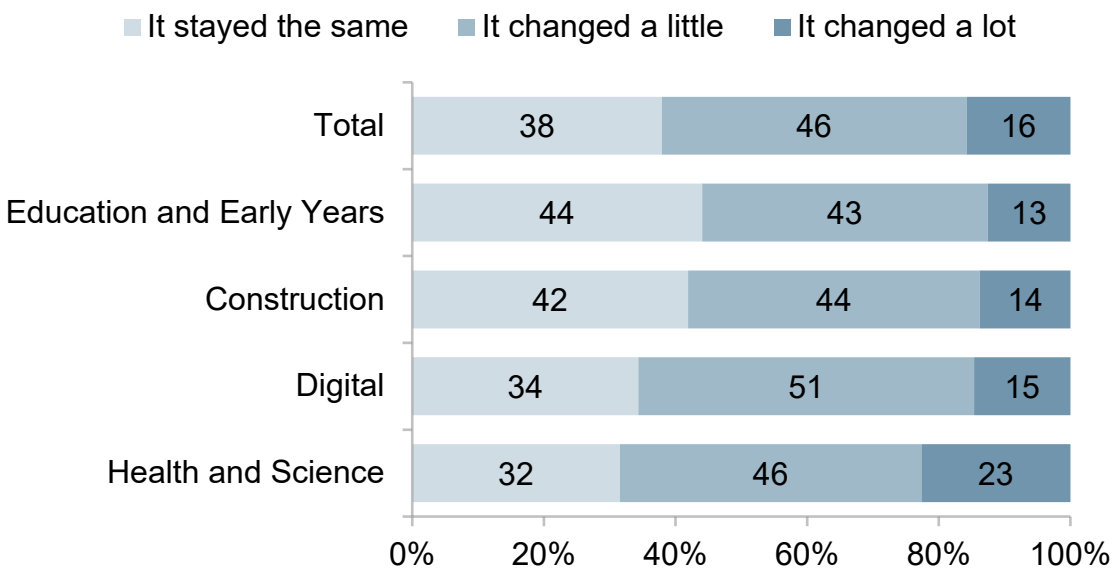
Key findings

- Most T Level completers said their ideas about what they wanted to do as a career either stayed the same or only changed a little during their course. Changes in career plans during the course were most commonly influenced by the T Level industry placement, learning more about the occupation, and/or advice from teachers and career staff.
- Among T Level completers not currently studying, about a third (32%) intended to return to study in the future.
- The most commonly reported factors influencing career decision making were 'work that stimulates and interests me' and 'a work-life balance that suits me'.
- These findings were similar to the first T Level cohort.

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 T Level. **Most T Level completers reported that their idea about what they wanted to do as a career either 'stayed the same' (38%) or 'changed a little' (46%),** while a smaller proportion of 16% reported that their ideas 'changed a lot'. The fact that most learners did not significantly change their career plans during their course is consistent with the high proportion who were still working or studying in their T Level general field one year after completing their course.

Figure 9: Extent to which idea of what learner wanted to do as a career changed during course by T Level route



Base: 2021 T Level starters who completed their course
Unweighted: Total: 827; Education and Early Years: 258; Construction: 140; Digital: 216; Health and Science: 213.
Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

The proportion of learners whose ideas 'changed a lot' was slightly higher among learners on the Health and Science route (23%) compared with Digital and Education and Early Years learners. There were no substantial differences by T Level grade or by learners' aspirations at the start of their T Level.

Learners whose ideas changed 'a little' or 'a lot' were asked what had influenced the change. The most common responses were the experience of their industry placement (51%), learning more about the occupation during the course (36%), and advice from teachers/careers staff (26%). While the survey did not explore why these aspects of the course influenced learners' career ideas, this may indicate that learners changed their career ideas based on additional understanding and experience gained from their course.

Among learners who left the T Level early, 41% reported their career ideas 'changed a lot'. This suggests that leaving the T Level course is associated with an intention to leave the T Level field.

Career decision making

Learners were asked which factors were important in their career decision making; they could select more than one factor when responding[6]. **The most commonly reported factors were 'work that interests and stimulates me'** (80% of learners chose this as an important factor, 33% as the single most important factor) **and 'a work-life balance that suits me'** (65% chose this as an important factor, 14% as the single most important factor). These were followed by 'a high salary' (61%), 'opportunities to develop' (58%), 'secure employment' (56%), and 'an inclusive and supportive environment' (52%). The least common responses were 'opportunities to gain further qualifications' (39%) and 'an innovative work culture that promotes creativity' (36%).

There were a number of differences between different learners based on characteristics such as sex, ethnicity and FSM status. For example, 'a high salary' was more often cited by male learners (71%, compared with 53% of female learners), while 'an inclusive and supportive work environment' was more often cited by female learners (60%, compared with 42% of male learners). 'Work that interests and stimulates me' was more often cited by white learners (82%, compared with 72% of ethnic minority learners). Learners who were eligible for FSM were less likely to cite 'opportunities to develop' (45%, compared with 62% of those not eligible for FSM) and 'opportunities to gain further qualifications' (31%, compared with 41% of those not eligible for FSM).

Most differences by route were in line with the differences seen by sex– that is, on routes with an overrepresentation of male learners (i.e. Digital, Construction) the patterns were similar to those seen for male learners overall, and vice versa for routes with an overrepresentation of female learners (i.e. Education and Early Years and Health and Science). For example, a 'high salary/wage' was more commonly noted as important to learners on Digital (73%) and Construction (71%) routes, which had high proportions of male learners, while an 'inclusive and supportive work environment' was more commonly reported as important by learners on the Education and Early Years (64%) and Health and Science (55%) routes which had high proportions of female learners.

The proportions selecting 'opportunities to gain further qualifications' also varied by route. Specifically, this was selected by about half of Construction learners (53%) and Health and Science learners (48%), compared with only about a third of Education and Early Years learners (34%) and Digital learners (29%). The fact that a smaller proportion of Digital learners selected this factor may may reflect the focus on shorter vendor qualifications and technical certificates, rather than broader qualifications, within that sector.

[6] A list of factors was identified from technical learners' responses to earlier waves of the survey. In the 2024 survey, learners were asked to identify which factors were 'most important' to them. If they selected more than one they were then asked to select a single most important factor.

Future plans

Learners who were not currently studying were asked if they planned to study in the future. Just under one in three (32%) said they did plan to do further study, 26% said they did not, and as many as 42% were unsure. Of learners intending to study further (n=127 unweighted), most would do so in their T Level general field (80%).

Reflections on T Level experience

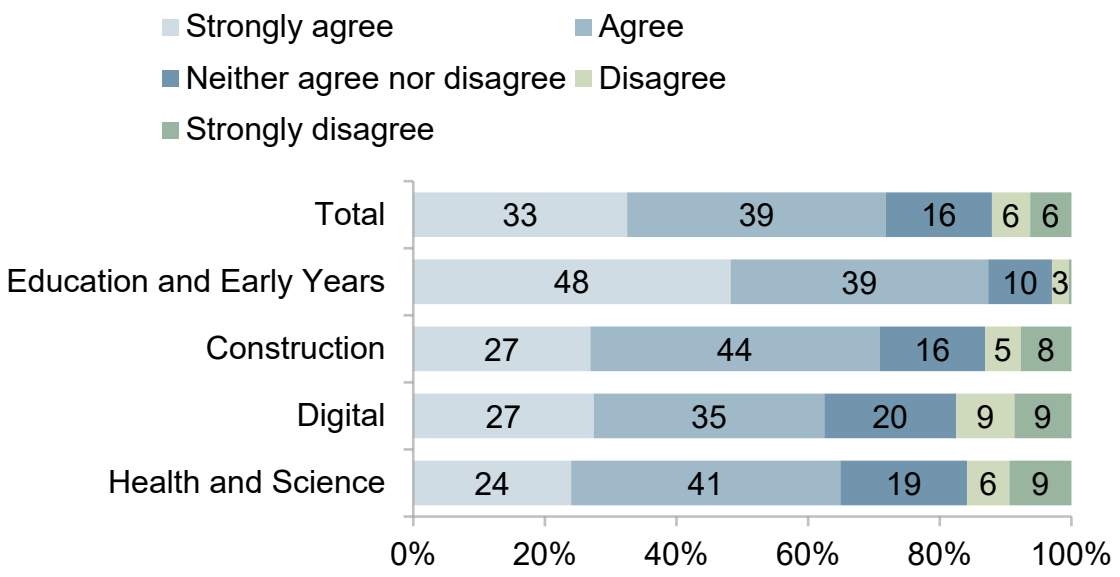
This chapter describes the second T Level cohort's post-course reflections on their T Level course. It explores learners' perceptions of how the T Level prepared them for their current activities and future plans, and how likely they would be to recommend their T Level course. This chapter primarily reports findings for learners who completed their T Level, in comparison with learners from the same cohort who completed A levels or equivalent level 3 technical courses.

Key findings

- Around seven in ten T Level completers agreed that their T Level had allowed them to progress to what they wanted to do (72%) and prepared them for their current study (71%), the workplace (71%), and their future career (68%).
- T Level completers were more likely to agree their course prepared them for the workplace (71%) than level 3 technical learners on equivalent routes, with differences of between 10 and 15 percentage points. T Level completers were also more likely to agree when compared with A level learners (34%).
- Just under two thirds (65%) of T Level completers currently studying and just over half (53%) of those working said they used the skills developed during their T Level 'a great deal' or 'quite a bit'. Learners indicated that the industry placement, technical subject knowledge and practical skills were the aspects of their T Level course which best prepared them for their current activities.
- Similar to what was seen for the first T Level cohort, about a third (34%) of T Level completers in paid work or an apprenticeship reported working for the employer or organisation where they did their T Level industry placement.
- Just over six in ten T Level completers (62%) were 'very' or 'quite likely' to recommend their course to others. This was lower than for the first cohort of T Level learners (72%) and A Level learners (70%). For both T Level learners and level 3 technical learners, being likely to recommend the course varied substantially by route (between 49% and 82% for T Level learners, and between 58% and 74% for level 3 technical learners).

Almost three quarters (72%) of T Level completers in the second cohort agreed that their T Level had allowed them to progress onto what they wanted to do, while just a small proportion (12%) disagreed**.** This is lower than for the first T Level cohort (82% agreed) and slightly lower than for A level learners (77%). Education and Early Years learners were more likely to agree than learners on other routes. For each T Level route, responses were similar for T Level learners and learners on comparable level 3 technical courses (differences of less than 10 percentage points).

Figure 10: Extent to which learners felt course allowed them to progress to what they wanted to do by T Level route

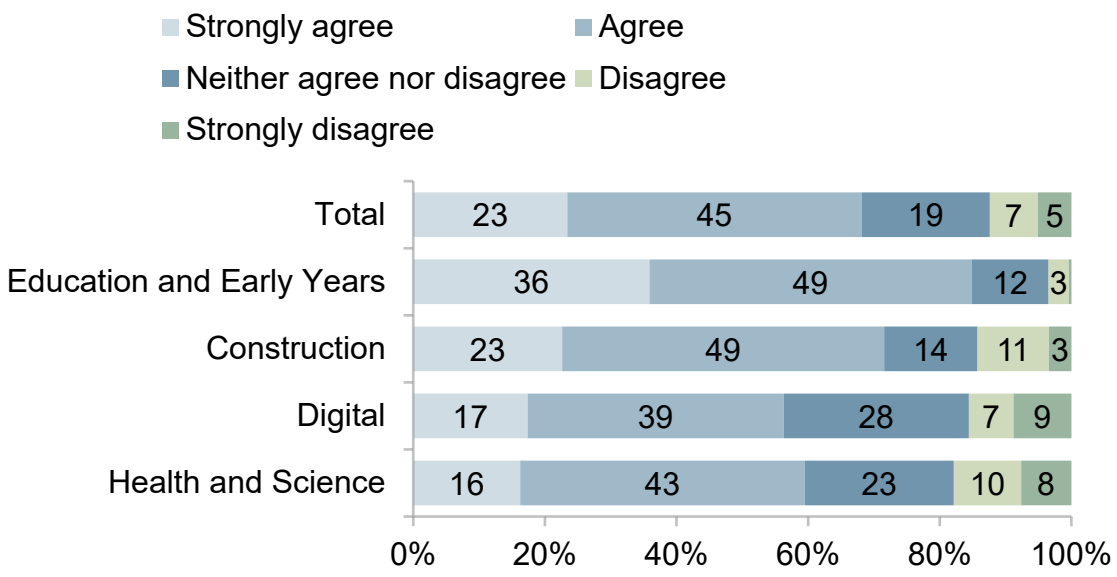


Base: 2021 T Level starters who completed their course
Unweighted: Total: 829; Education and Early Years: 259; Construction: 140; Digital: 217; Health and Science: 213.
Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

Learners were more likely to agree that their T Level had allowed them to progress to what they wanted to do if they were now studying for a degree (81% agreed, 7% disagreed) or undertaking an apprenticeship (79% agreed, 5% disagreed) than if they were now in paid work (64% agreed, 17% disagreed). Learners who had remained in their T Level field were also more likely to agree that their T Level had allowed them to progress (85% agreed, 4% disagreed) compared with learners working or studying in another field (54% of learners intending to return to their T Level field, 23% of those not intending to return).

Similarly to what was seen in relation to whether their course allowed them to progress to what they wanted to do, **about two thirds (68%) of T Level completers in the second cohort agreed that their course had prepared them for their future career,** while only a small proportion (12%) disagreed. Again, this is lower than for the first T Level cohort (78%) but similar to A level learners (65%). Education and Early Years learners were more likely to agree than learners on other routes. For each T Level route, responses among T Level learners and learners in comparable level 3 technical courses were similar (differences of less than 10 percentage points).

Figure 11: Extent to which learners felt course prepared them well for future career by T Level route

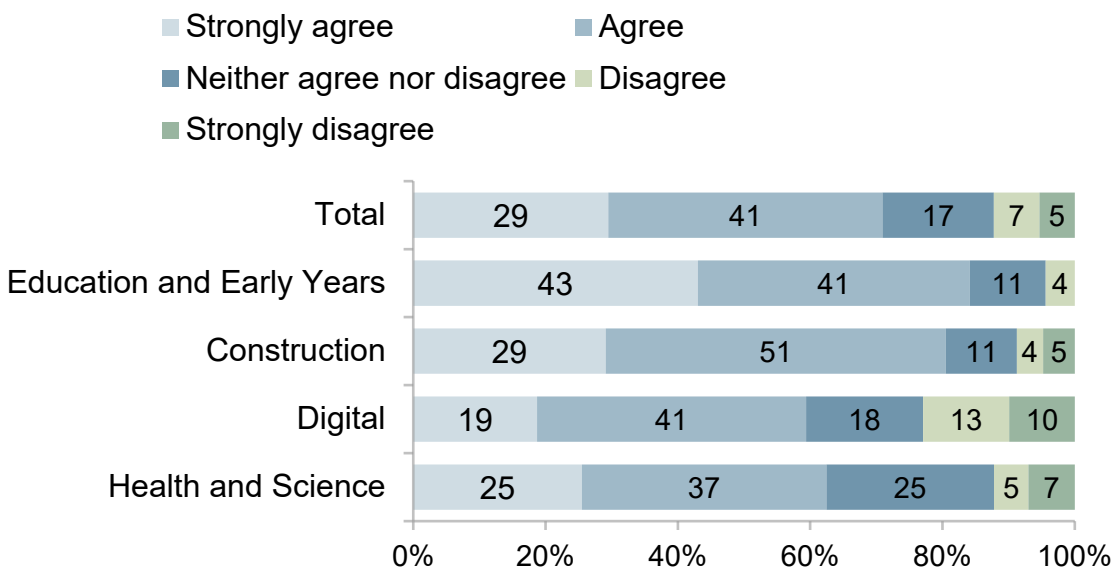


Base: 2021 T Level starters who completed their course
Unweighted: Total: 828; Education and Early Years: 258; Construction: 140; Digital: 216; Health and Science: 214.
Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

T Level learners who had remained in their T Level field were more likely to agree that their course had prepared them well for their future career (79%) than learners who had not remained in field but intended to return (56%) or who had left and had no intention to return (27%). Learners doing apprenticeships were the most likely to agree with this (82%), followed by those studying for a degree (74%) and those doing paid work (62%).

Among T Level completers in the second cohort who went on to further study, approximately seven in ten (71%) agreed that their course had prepared them for their current study, while just a small proportion (12%) disagreed**.** This is lower than reported by the first T Level cohort (82%) and slightly lower than A level learners (77%). Again, Education and Early Years learners were more likely to agree than learners on other routes. Among learners who had studied on Digital and Education and Early Years courses, responses were similar across T Level learners and those on comparable level 3 technical courses (differences of less than 10 percentage points). Among learners who had studied Health and Science, a lower proportion of T Level learners than level 3 technical learners agreed their course had prepared them for future study (62% and 80% respectively).

Figure 12: Extent to which learners felt course prepared them well for current study by T Level route



Base: 2021 T Level starters who completed their course and are currently studying
Unweighted: Total: 451; Education and Early Years: 146; Construction: 59; Digital: 113; Health and Science: 133.
Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

T Level learners who agreed their course had prepared them for their current study were asked which aspects of their T Level course had prepared them best for their current study. They were asked to select from a list and could choose more than one response. Learners most commonly selected the industry placement (65%), followed by practical skills and technical subject knowledge (61% each). There were some variations by route. Among those on the Education and Early Years route, the most commonly selected aspects were the industry placement (83%), practical skills (73%) and technical subject knowledge (63%). Among Construction learners, technical subject knowledge (64%) and the industry placement (61%) were most commonly selected, followed by doing assessments (50%) and practical skills (46%). Among those on Digital courses, technical subject knowledge (69%) was most commonly selected, followed by practical skills (51%) and the industry placement (43%). In Health and Science, the industry placement (68%) and practical skills (66%) were the most commonly selected, followed by technical subject knowledge (48%).

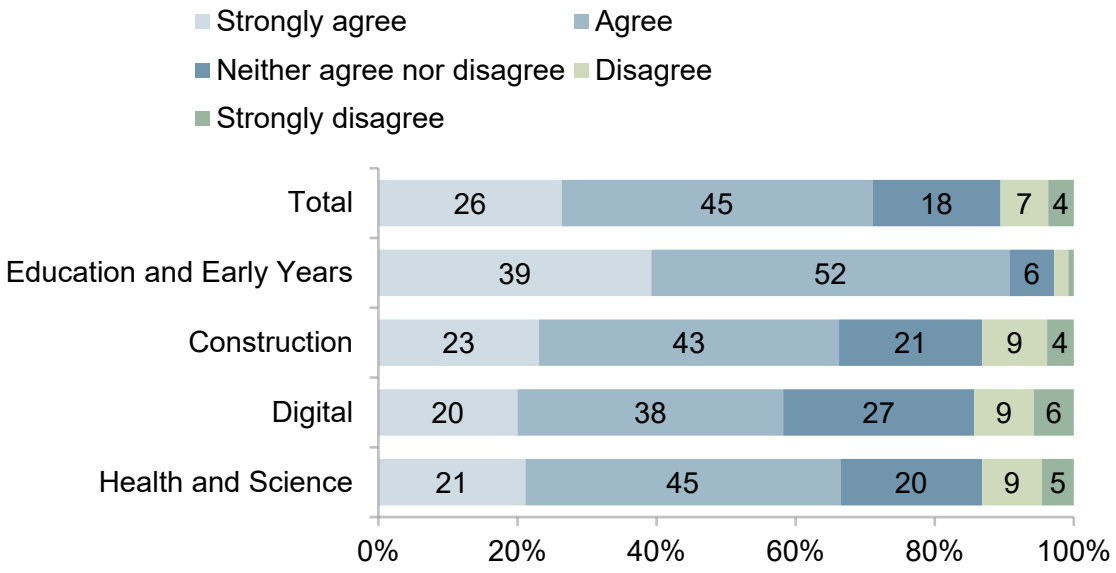
Almost two thirds (65%) of learners currently studying said they used the skills developed during their T Level ‘a great deal’ or ‘quite a bit’, with relatively few (11%) using them ‘very little’ or ‘not at all’. Education and Early Years learners were more likely than learners studying other routes to say they had used their skills from the T Level (80%

used them ‘a great deal’ or ‘quite a bit’, compared with between 56 and 60% of learners on other routes).

Asked whether their T Level course had prepared them for the workplace, 71% of T Level completers in the second cohort who had moved into paid work agreed, while 11% disagreed**.** Education and Early Years learners were more likely to agree than learners on other routes.

The overall proportion of T Level completers agreeing that their course prepared them for the workplace is lower than for the first T Level cohort (82%) but substantially higher than for A level learners (34%). Comparing T Level and level 3 technical learners doing equivalent subjects, agreement rates were higher among T Level learners than for level 3 technical learners by between 10 and 15 percentage points.

Figure 13: Extent to which learners felt course prepared them well for the workplace by T Level route



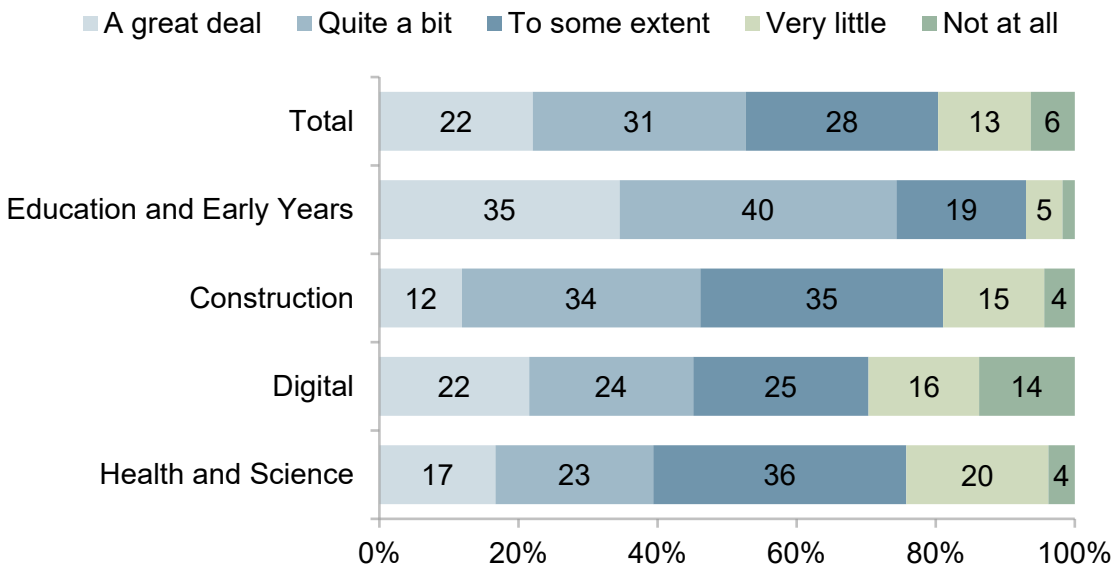
Base: 2021 T Level starters who completed their course
Unweighted: Total: 829; Education and Early Years: 258; Construction: 140; Digital: 217; Health and Science: 214.
Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

When asked which aspects of their T Level had prepared them best, learners most commonly selected the industry placement (78%), followed by practical skills (61%) and technical subject knowledge (50%). These three aspects were the most commonly selected for each route.

About half (53%) of T Level completers currently working said they used the skills developed during their T Level ‘a great deal’ or ‘quite a bit’. Just one fifth (20%) said

they used them ‘very little’ or ‘not at all’. Education and Early Years learners were the most likely to say they used their skills developed during their T Level (74% used them ‘a great deal’ or ‘quite a bit’, compared with between 39 and 46% of learners on other routes).

Figure 14: How much skills developed by course are used in current work by T Level route

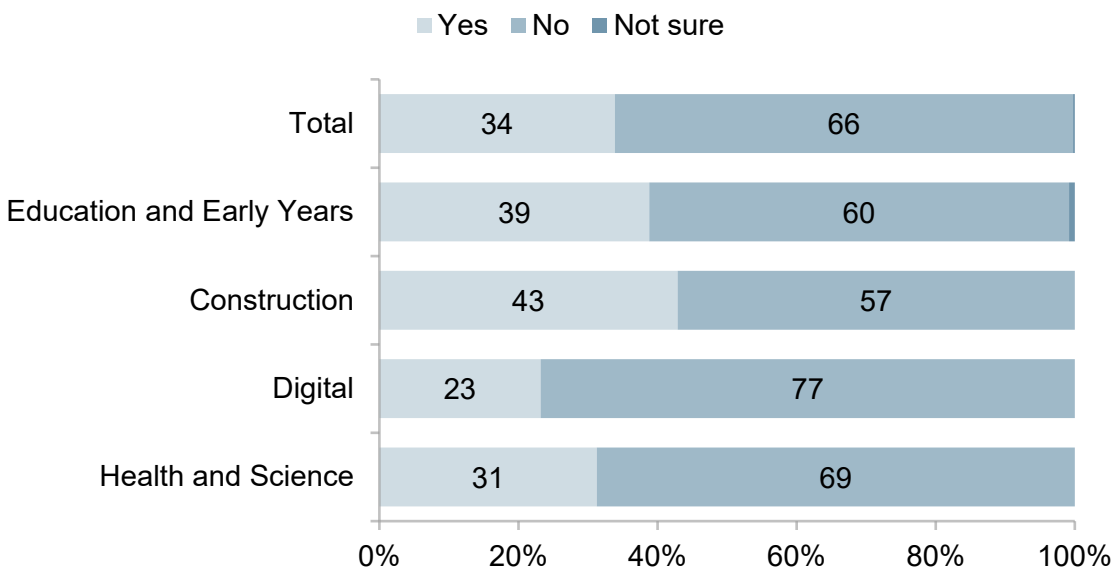


Base: 2021 T Level starters who completed their course and are currently working
Unweighted: Total: 378; Education and Early Years: 118; Construction: 86; Digital: 102; Health and Science: 72.
Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

Role of industry placement

Some T Level completers went on to work for their placement employer. **About a third (34%, n=124) of those who were currently working and who undertook a T Level industry placement were working for their placement employer.** This is similar to the first T Level cohort (30%), demonstrating a potential additional benefit of T Level placements for employers and learners. Proportions varied slightly by route, with Education and Early Years and Construction learners being the most likely to be working for their placement provider, although differences by route were not statistically significant at the 5% level (p= 0.074). The proportions and patterns seen at route level were similar to the first T Level cohort.

Figure 15: Whether working for the same organisation as industry placement by T Level route



Base: 2021 T Level starters who completed their course and are currently working
Unweighted: Total: 363; Education and Early Years: 116; Construction: 81; Digital: 97; Health and Science: 69.
Source: Tech Ed Study - T Level Cohort 2 Wave 3 and other learner groups (April - August 2024)

Recommending the course

One year after completing their T Levels, about three fifths (62%) of T Level completers were likely to recommend their course to others, while almost a fifth (18%) were unlikely to recommend it. This response was slightly more positive than when surveyed at the end of their course (when 51% reported likely, 29% unlikely). The first T Level cohort were also more positive in the follow-up post-course survey than at the end of their course.

The second cohort of T Level learners were less likely to recommend their course than the first cohort of T Level learners (72% of 2020 T Level completers). This varied substantially by T Level route. Across both cohorts, a high proportion of Education and Early Years learners were likely to recommend the course (82% of 2021 completers, 83% of 2020 completers). However, the proportion of learners likely to recommend their course was noticeably lower in the second cohort among Digital learners (50% of 2021 completers, 71% of 2020 completers). The proportion had also fallen among Construction learners (from 76% among 2020 starters to 65% among 2021 starters). Learners on the new Health and Science route were the least likely to recommend their course (49% likely, 31% unlikely).

The second cohort of T Level learners were also less likely to recommend their course than A Level learners (70%). Among Education and Early Years learners, T Level learners were less likely to recommend their course (49%) than level 3 technical learners (74%). Similarly, among learners in Health and Science subjects, T Level learners were less likely to recommend their course than level 3 technical learners (49% of T Level learners and 72% of level 3 technical learners in Health and Science subjects).

Being ‘very’ or ‘quite likely’ to recommend a T Level was most strongly associated with the following learner experiences:

- remaining in the T Level field (72% of learners, compared with 44% of learners who intended to return to the field, and 31% who did not intend to return).
- finding the course less challenging, as reported in previous surveys (67% of learners finding it ‘quite’ challenging and 64% of learners finding it ‘not very’ or ‘not at all challenging’, compared with 52% of learners finding it ‘very challenging’).
- experiencing fewer barriers during the course, as reported in previous surveys (81% of learners reporting no barriers during the course, 67% of learners reporting one to two barriers across the course, 53% of learners reporting three or four barriers, and 44% of learners reporting five or more barriers). The most notable associations were seen for barriers ‘materials and equipment’ (23 percentage point difference between learners who did not report this barrier and learners who did) and ‘course location and delivery’ (19 percentage point difference between learners who did not report this barrier and learners who did).

Conclusion

T Levels aim to support learners to progress to further study and/or skilled employment, especially within their T Level general field. The most common destinations for the second cohort of T Level completers one year after the end of their course were a university degree (44%) and paid work (37%), with fewer (12%) completing apprenticeships. This is similar to the first T Level cohort. The proportions going into each type of destination (paid work, education, training) were also similar between the T Level and equivalent level 3 qualifications. Almost a fifth of survey respondents had left their course early (19%), with around two fifths of these learners moving into employment (41%) and a quarter onto a different level 3 course.

Looking in more detail at these post-course destinations, as many as 71% had remained in their T Level field, and a further 14% intended to return. The proportion remaining in their T Level field was broadly similar to that seen for the first T Level cohort (75%), however, there were indications that a slightly higher proportion of the second cohort intended to return (10% in the first T Level cohort).

Among learners surveyed in 2024, the proportion remaining in field was similar across T Level and level 3 technical learners who had studied courses in Early Years and Education and Health and Science. However, among those on Digital courses, T Level learners were more likely to remain in their field than other level 3 technical learners.

Across different types of post-course destinations, over two thirds (68%) of T Level completers were ‘very’ or ’quite’ fulfilled in their current activity, a slightly lower proportion than seen in the first T Level cohort (74%).

The minimum 45-day industry placement sets T Levels apart from other level 3 courses. The placement was the most commonly cited aspect which T Level completers thought had prepared them for their current study and / or the workplace. Learners on Education and Early Years courses were more likely to report this than learners on all other routes in relation to current study. They were also more likely to report that the industry placement prepared them for the workplace than Digital and Health and Science learners. As was seen for the first T Level cohort, industry placements were often a route to direct employment, with about a third (34%) of T Level completers in paid work or apprenticeships having secured employment with their placement provider.

Among those who had progressed into paid work, T Level completers were more likely to agree that their course prepared them for the workplace (71%) than level 3 technical learners studying equivalent subjects (with differences in agreement rates of between 10 and 15 percentage points across subjects). T Level completers were also more likely to agree with this than A level learners (34%).

Turning to those who had progressed into further study, 71% of T Level completers in the second cohort agreed that their course had prepared them for their current study. This is lower than for the first T Level cohort (82%) and slightly lower than for A level learners (77%). Education and Early Years learners were more likely to agree than learners on other routes. Among learners who had studied Health and Science, a lower proportion of T Level learners than level 3 technical learners agreed their course had prepared them for future study (62% and 80% respectively).

More than two thirds would recommend their course, and similar proportions agreed that it had enabled them to progress to that they wanted to do and prepared them for their future career.

In this context it is worth noting that learners' reflections and views on their course varied substantially by route. For example, learners on the Education and Early Years route were consistently more positive about their course, across cohorts and course stage, while learners from other routes reported more mixed views. Education and Early Years learners were also more likely agree that the T Level allowed them to progress to what they want to do, prepare them for current study and prepare them for the workplace, which was also the case for the first cohort of T Level learners.

Appendix: Learner characteristics – T Level learners (plus A level and L3 Tech comparator groups)

T Level cohorts and comparison groups description

First and second T Level cohorts

- The findings detailed in this report relate to the second cohort of T Level learners, who started their course in September 2021, or a year after T Levels were first introduced. In this second year of delivery (the 2021/22 academic year), seven new courses were introduced, including new courses within the Digital and Construction routes, and the introduction of three new T Levels in the Health and Science route. The scale of delivery also increased substantially from September 2021, with the number of T Level providers growing from 43 to 102.
- Some comparisons are made in the report with the first T Level cohort – the 2020 starters. This cohort began their course as T Levels were introduced in September 2020, with courses in Education and Childcare[7], Digital and Construction. This cohort was surveyed across 3 waves in 2021, 2022, and 2023, a year after the end of their two-year course. Where relevant, responses from this cohort are compared with that of the second cohort.

There were significant problems with Health and Science T Level assessments in 2021/22. Many learners and providers raised concerns when results were released in August 2022, and an Ofqual review found the assessments did not secure a sufficiently valid or reliable measure of student performance. The Technical Education Learner Survey 2022 report found low course satisfaction for Health and Science learners, and many learners left their course before completing it.

Comparison groups

The two comparison groups are other level 3 learners who began their courses at the same time as 2021 T Level starters (second T Level cohort):

- 2021 other level 3 technical starters: level 3 technical learners who began their courses in September 2021. Learners were sampled if they were studying for at least one substantial technical qualification, in a subject area that mapped onto the technical routes for available T Levels.[8]

[7] Following the production of this report, this route was renamed Education and Early Years.
[8] A level 3 vocational or technical programme, with at least 360 guided learning hours, in a Subject Sector Area that mapped onto one of the four T Level technical routes available in 2021/22 (Construction, Digital, Education and Early Years, Health and Science).

- 2021 A level starters: A level learners who began their courses in September 2021 and were surveyed around one year after the end of their course.

Where relevant, these learner groups are compared with the second T Level cohort (2021 starters) to explore learners' experiences of different level 3 qualifications. Throughout the report, comparisons between T Level and other level 3 technical learners were undertaken on a subject level, to take into account the differences in the T Level and level 3 technical samples (see the Technical Annex for details). Due to small base sizes for the Construction learner groups, in particular, such comparisons were not always feasible.

T Levels are designed to be a prestigious technical alternative to A levels, as well as improve the consistency of quality of level 3 technical education. As such, comparing these courses allows these aims to be evaluated. This is particularly important given the government's plans to remove funding approval from level 3 technical qualifications which overlap with T Levels.

Learner characteristics

The following outlines the population profiles of T Level, A Level and other Level 3 technical learners. Where possible, these demographic characteristics are based on statistics published in the T Level Action Plan, otherwise, they are pulled from administrative data held about the sample.

Sex

Overall, there were more female T Level learners (55%) than male in the second cohort. A similar proportion of A level learners were female (56%), and level 3 technical learners were even more likely to be female (62%). Like the 2020 T Level starters, the 2021 Education and Early Years T Level learners tended to be female (94%), and so were Health and Science learners (87%). On the other hand, the vast majority of Digital and Construction learners tended to be male (both 90%).

Ethnicity

The 2021 T Level starters were majority white (78%). Like the 2020 T Level starters, the Digital route was slightly more diverse, with a larger proportion of Asian learners (14%). The A Level and level 3 technical learner groups were more diverse but were still majority white (66% and 69% respectively).

Free school meals (FSM) in recent years

Overall, 24% of 2021 T Level starters received free school meals (FSM) in recent years[9]. Within this learner group, it was highest for Education and Early Years learners (29%) and lowest for Digital and Construction learners (22% and 20% respectively). Level 3 technical learners were slightly more likely to be eligible for FSM at 31%, compared with 18% among A level learners.

Special Educational Needs (SEN)

The proportion of 2021 starters who were recorded in administrative data as having Special Educational Needs (SEN) was 10% for T Level learners and 12% for level 3 technical learners. The proportion of A level learners with SEN was comparatively lower, at 7% according to administrative data. Among T Level 2021 starters, Digital learners were slightly more likely than other routes to have SEN, at 17%.

Just 1% of students in the 2021 T Level cohort were recorded as having an Education, Health and Care Plan at the point they were enrolled. This was a little lower than the national picture for all students on level 3 vocational and technical qualifications, which was 3%.

Previous educational attainment

The prior attainment of the T Level 2021 starters was more comparable to the other level 3 technical learners than the A level learners. According to administrative data, 96% of T Level and 91% of level 3 technical learners had gained four or more GCSEs grades four or above, while 99% of A level learners had met the same level of prior attainment.

To compare prior attainment across T Level learners as well as A level and level 3 comparator groups, quintiles have been calculated according to the 'Attainment 8' score, a score calculated across eight qualifications including maths and English (which are double weighted). Quintiles for this score were developed based on the first cohort T Level population, and using this we see that 24% of T Level learners starting in 2021 are in the highest achieving quintile, 19% of level 3 technical learners and 65% among A Level learners.

Subject of study

Considering the whole cohort of 2021 T Level learners, similar proportions were studying subjects relating to Health and Science (29%, n=1,548) and Education and Early Years

[9] An indicator of free school meal status (FSM) was obtained for learners for the two years prior to their start on the course. The measure included instances of free school meals eligibility in any of the previous six years.

(27%, n=1,457), with fewer learners studying Digital subjects (23%, n=1,212) as well as those related to Construction (22%, n=1,170).

The level 3 comparator sample was limited to those enrolled on subjects which were broadly comparable to the T Levels offered in 2021/22, and learners on apprenticeships were excluded. The T Level and level 3 samples were not intended to be matched in terms of subject of study, instead reflecting the separate learner group populations. Health and Science learners comprised 67% of all level 3 technical learners who took part in Tech Ed 2024, similar to the proportion of Health and Science learners enrolled on a level 3 course in 2021/22.

The A level sample included students from any A level course, taking any number of A levels.

Findings from previous surveys

Previous surveys indicate that across T Levels, A Levels and level 3 technical qualifications, learners were most commonly taught for 11-20 hours a week. T Level learners were more likely than other level 3 learners to have high teaching hours i.e., more than 20 teaching hours a week. T Level learners were also more likely to have an industry placement (94%) and other contact with employers (75%). The length of the industry placement was in line with expectations for most T Level learners, with the most common placement length being between 301-400 hours (48%). Placement lengths for the 2021 cohort were similar to those for the 2020 T Level cohort and tended to be longer than other level 3 technical work placements. Most T Level learners (78%) planned to undertake further study, most commonly through a degree (41%) or an apprenticeship (25%). These next steps were similar across T Level and level 3 technical learners.

In terms of overall satisfaction, just under two thirds (65%) of T Level learners from the second cohort were satisfied with their course, and almost as large a proportion (62%) were likely to recommend it. This proportion of satisfied learners was lower than for the first T Level cohort at the end of their course (71%), with notable differences in satisfaction according to T Level route. Overall satisfaction was also lower than for the comparator cohorts of 2021 level 3 technical learners (76%) and 2021 A level learners (72%). Most learners found their workload manageable, including the number of taught hours and the work required outside of taught lessons. T Level learners also reported that the course had helped them significantly develop their understanding of how workplaces operate (78%), their knowledge of the occupational area (77%), and relevant practical skills for their subject (77%) and occupation (74%). The most common barrier to learning identified by T Level learners was the lack of study materials (an issue reported by 42% of learners).

T Level attainment

In summer 2023, 3,448 T Level learners received a T Level result. Results from provisional published statistics, broken down by grade, can be found in Table A1.

Table A1: T Level grades for 2021 starters

Grade	Number of learners	% of learners
Distinction*	9	<1%
Distinction	754	22%
Merit	1,624	47%
Pass	732	21%
Partial Achievement	316	9%
Unclassified	13	<1%
Total	*3,448*	*100%*

Base: All 2021 T Level starters, n=3,448. Source: T Level results from revised published statistics

Female learners were more likely to receive a Distinction grade when compared with male learners (30% vs 14%), while male learners were more likely to receive a Pass grade (27% vs 15%) or a Partial Achievement (14% vs 5%). Overall, the most common grade for both females and males was Merit. Some of the key differences related to T Level route were also linked to learners' sex. For example, learners studying subjects related to Education and Early Years (95% female learners) were more likely to receive a Distinction grade (35%) than those studying other subjects.

In the absence of data on individual learners' T Level results, survey respondents who completed their T Level programme (n=829) were asked for their grade to enable us to compare attainment for different learner characteristics, and to contextualise other findings throughout this report. Learners were more likely to report a Pass or Merit grade (70%) than a Distinction or Distinction* grade (27%), while a small proportion of learners reported not passing their T Level (3%). In line with published statistics, those who completed Education and Early Years courses (40%) were more likely to report a Distinction or Distinction* grade, compared with learners enrolled on other courses. There were also differences by sex and prior educational attainment, with a higher proportion of female learners reporting a Distinction or Distinction* grade (33%) compared with male learners (20%). A higher proportion of learners in the top quintile of prior attainment reported a Distinction or Distinction* grade (46%), compared with learners in the bottom quintile (9%).

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_ll1
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 DERIVARTION: 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 {TLPathwayStr}, 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 {TLPathwayStr}, 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 <b>voluntarily<b> 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 work-place?”

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 TLPrepareStudyHow = 3 OR TLPrepareWorkHow = 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 TLPrepareStudy-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 Educations’ (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 Educations' (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_ll1

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 NewEmail <> 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”}

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