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Background Information for: Perceptions of Vocational and Technical Qualifications in England – Wave 7

An Ofqual commissioned report

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The logo for YouGov, featuring the word "YouGov" in a bold, red, sans-serif font. A small registered trademark symbol (®) is located at the top right of the letter "v".

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Introduction

Background

This document accompanies the findings of wave 7 of the Perceptions of Vocational and Technical Qualifications Survey and should be read alongside the [Perceptions of Vocational and Technical Qualifications in England – Wave 7](#) report. This project was commissioned by Ofqual and managed by YouGov.

This project was undertaken over Winter 2024 to 2025, with fieldwork being undertaken between 9 December 2024 and 30 January 2025. The previous wave (wave 6) was reported from fieldwork undertaken over Winter 2022 to 2023, following wave 6 the decision was made to run the project every other year. The other waves reported were taken from Winter 2021 to 2022 (wave 5), Winter 2020 to 2021 (wave 4) and Winter 2019 to 2020 (wave 3).

Context

Ofqual is the independent regulator of general and vocational qualifications in England, and is responsible for regulating around 250 awarding organisations who between them provide over 16,000 live qualifications for learners ([details of all qualifications regulated by Ofqual](#)). Ofqual's responsibilities include, but are not limited to, making sure that:

- regulated qualifications reliably indicate the knowledge, skills and understanding students have demonstrated
- assessments and exams show what a student has achieved
- people have confidence in the qualifications they regulate, and
- students and teachers have information on the full range of these qualifications

Ofqual regulates general qualifications such as GCSEs, AS levels and A levels, but also a wide range of other qualifications and assessments, including Functional Skills Qualifications (FSQs) and currently around 450 [apprenticeship end-point assessments \(EPAs\)](#), alongside a wide range of other Vocational and Technical Qualifications (VTQs).

This report's aim is to offer insight on the perceptions of qualifications and the qualifications system from the range of stakeholders – including learners, teachers, and employers – that take, work with and use qualifications. This research focussed on vocational and technical qualifications and assessments.

Ofqual has continued to annually assess employers', learners' and providers' perceptions of FSQs, EPAs and other VTQs since wave 1 (2018). In wave 5, the survey was expanded to collect data on understanding of T Levels. This large-scale survey is unique in providing a wide overview of perceptions of vocational and technical qualifications from the users of these qualifications

Section 1 of the survey consisted of a section focussed on perceptions of Vocational Qualifications generally. The second part of the survey (Sections 2, 3 and 4) asked about FSQs, EPAs and T Levels. The final part of the survey (Sections 5 and 6) focussed on clarity of industry relevant qualifications and the use of these qualifications when it comes to recruitment and training. The survey was

routed dependent on survey respondent's responses. For example, learners were only asked questions about perceptions of the qualification type which they were taking.

Impacts of the COVID-19 pandemic

The coronavirus (COVID-19) pandemic and the resulting public health restrictions since March 2020 had a multitude of impacts on the education sector in England. For significant parts of 2020 and in early 2021, schools and colleges in England were closed for most pupils and there was a shift to remote and online learning, exceptions being vulnerable children and children of critical workers. Given the unusual and unprecedented circumstances of the pandemic, the summer 2020 and 2021 exam series in England did not go ahead.

In 2022, there was a return to exams and other formal assessments. However, in recognition of the disruption experienced by students and caused by the coronavirus (COVID-19) pandemic, a package of support was made available to students sitting exams and formal assessments in 2022. For VTQs awarding organisations were permitted to make adaptations to their qualifications to mitigate disruption caused by the pandemic to teaching, learning and delivery of assessments where it was appropriate to do so.

Awarding organisations could make a wide range of adaptations, from allowing alternative conditions under which assessments could take place, to adapting assessment methods. Ofqual did not prescribe a single approach for awarding organisations to deliver or award their qualifications. Our role was to monitor whether the awarding organisations' adaptations enabled sufficiently valid and reliable assessments.

Given the unique circumstances in 2022, the survey included a 2022-specific section to gauge perceptions of vocational technical qualifications based solely on that year. The original questions, focusing on general perceptions of qualifications, were asked upfront in the survey, and respondents were informed that a 2022 section would follow later in the survey. These modifications were made to strengthen our ability to track key measures over time despite this exceptional year. This year-specific section has been removed for the current wave as it is no longer relevant to wave 7.

Geographical coverage

Ofqual regulates general and vocational qualifications in England. The focus of this project was to gain the perceptions of providers, learners and employers in England. Samples of these groups were drawn from England.

Related publications

[Vocational and other qualifications quarterly](#)

[Perceptions of A levels, GCSEs and other qualifications: wave 22](#)

[Apprenticeship end-point assessment outcomes](#)

For more Ofqual statistics, including links to a range of interactive data visualisations, see [Statistics at Ofqual](#).

User feedback

Ofqual welcomes your feedback on this publication. If you have any comments on this statistical release, or how to improve it to meet your needs, please [complete this short survey](#) or [email Ofqual's statistics team](#).

Survey objectives

The objectives of this survey were to investigate providers', learners' and employers':

Overall perceptions of Vocational and Technical Qualifications (VTQs), Functional Skills qualifications, end-point assessments of Apprenticeships, and T Levels; and

Perceptions of a number of topical aspects of the qualifications system for vocational and technical qualifications.

Method and data limitations

Overview of method

Wave 7 of the Perceptions of Vocational and Technical Qualifications Survey was carried out by YouGov, on behalf of Ofqual. The survey was conducted online using YouGov's proprietary survey system. This mirrors the approach taken since wave 3 (2019).

Sampling

The sampling of participants was designed with a view to achieving respondent samples that were representative of the wider population. Full details of this sampling procedure and its effectiveness are provided in Appendix A.

The final achieved sample for each of the target groups was as follows:

605 education professionals (referred to throughout this report as providers) who work for an establishment that offers vocational or technical qualifications

552 people (referred to throughout this report as learners) who are currently taking or have taken in the last three years a Functional Skills qualification, vocational or technical qualification, or non-degree Apprenticeship

2,026 senior managers or directors and above (referred to throughout this report as employers) who have HR decision-making involvement or influence in their organisation

The final achieved samples were structured to be representative of the relevant target populations. We therefore conclude that, based upon the sampling procedures, the samples delivered for providers, learners and employers were of high quality. While the sampling approach has aimed to identify groups of participants that are representative, it has to be noted that using a survey approach captures the views only of those involved. Therefore, throughout this report, perceptions attributed to sample groups are inferred from those who took part in the survey.

Survey design

The wave 7 survey was designed in collaboration between Ofqual and the YouGov project team. The survey covered themes explored in previous waves of the survey.

The design of the wave 7 survey was very similar to wave 6. A copy of all of the questions included in this wave of the survey is available in Appendix B.

Guidance on analysis

Throughout the report, percentages are rounded to the nearest whole number. Due to rounding, percentages may not always add up to 100%. The report summarises the data for each question using charts and tables. The intention of this report is to summarise the main themes in the data and not produce a full replication of the entire data collected.

Reported differences are based on statistical significance testing as tested at the 95% confidence level. Throughout the report, all differences in findings between waves have been significance tested. Unless specified otherwise, all changes in this report are statistically significant. If a change is not statistically significant but may appear interesting or indicates a trend over time, it is also

mentioned in the commentary but is noted as non-statistically significant. Any non-significant differences or other apparent differences in the data are within the margin of error, possibly due to smaller sample sizes, and so cannot be viewed as a change from the previous wave(s).

Margin of error for each figure has been included as error bars within the charts throughout the report. The margin of error is obtained from the product between the standard error of each variable and the critical score associated with them. A different procedure has been used for binary variables and those recorded on a five-point scale. For the critical scores we used a 5% two-tailed confidence level.

For the charts reporting proportions of 'Agree' and 'Disagree' responses, 'Neither agree nor disagree' and 'Don't know' responses are not included in the figure. As such, proportions may not add up to 100%.

Data limitations

Time series data

It should be recognised that the sampling procedures adopted in waves 3, 4, 5, 6 and 7 differ from the approach taken in waves 1 and 2. For waves 3, 4, 5, 6 and 7, the sample for learners and employers was drawn from the YouGov panel of over 1,000,000 UK adults who have signed up to take part in our surveys. Similarly, for providers, the sample was drawn from a combination of the YouGov panel and another source. All research was conducted online.

Prior to this, [wave 1](#) and [wave 2](#) of the research were conducted by another provider using a different sampling approach and survey mode. Therefore, the results from these first 2 waves of the research have not been included in this report because time series analysis could be unreliable due to the changes in method.

Glossary

Adult and Community Learning (ACL)

Adult and Community Learning includes a range of community based and outreach learning opportunities, primarily managed and delivered by local authorities and general further education colleges.

All provider types

The scope of the survey sample included providers of all types such as in the following categories: Further Education (FE); Higher Education (HE); private class-based; private work-based; public sector community based; public sector 'other'; schools; voluntary sector education; Independent Training Provider (ITP). ITPs are distinct from other types of Further Education providers as they are 'independent' and not run or directly controlled by the state. In the report the category 'All provider types', may be referred to as the provider group or all types of providers or all providers.

Apprenticeship frameworks

These were developed by sector bodies, primarily focused on qualifications. They were phased out in 2020 to 2021 and replaced by apprenticeship standards. Framework apprenticeships are assessed throughout by completing a unit at a time but there is no end-point assessment.

Apprenticeship standards

New apprenticeship standards, developed by employers, to show what an apprentice will be doing, and the skills required of them, by job role. Standards are developed by employer groups known as 'trailblazers'. Standards are occupation-focused rather than qualification-led, with the apprentice being assessed through an end-point assessment. At the time this survey was carried out, the Institute for Apprenticeships and Technical Education ('IfATE') supported employer groups in the development of apprenticeship standards. As of June 2025, IfATE has been replaced by Skills England.

Awarding organisation (AO)

An organisation recognised by the qualifications' regulators in England, Wales or Northern Ireland to develop, deliver and award qualifications and assessments.

Base size

The number of respondents answering the question.

End-point assessment of apprenticeship (EPA)

End-point assessment (EPA) is an independent assessment that takes place at the end of the apprenticeship training. This is to test that the apprentice is competent in their occupation. In February 2025, DfE signalled its intention to move away from mandatory end-point assessment, towards a more flexible apprenticeship assessment model that will allow assessment to take place during an apprenticeship. As a result of these changes, Ofqual will consult on its regulatory framework for apprenticeship assessment.

Functional Skills Qualifications (FSQ)

Functional Skills qualifications are available in English, maths and ICT and are available in levels from Entry 1 to Level 2. Functional Skills assessments test the fundamental, applied skills in these subjects for life, learning and work.

It should be noted that reformed Functional Skills qualifications were introduced for first teaching in September 2019. Legacy qualifications are no longer available.

Questions throughout the survey referred to Functional Skills in English, Maths or ICT only. Whilst some Functional Skills qualifications in ICT were still certificating in 2023 to 2024, they are no longer available to new learners and have been replaced by Digital Functional Skills qualifications (DFSQs). Certificates for DFSQs were first issued in 2023 to 2024 and are a separate qualification type only available at Entry Level and Level 1. DFSQs place greater emphasis on the use of digital devices and developing digital skills to use in daily life as well as in the workplace or education setting.

Further Education (FE)

Further education (FE) includes any study after secondary education that's not part of higher education (that is, not taken as part of an undergraduate or graduate degree).

Local Authorities (LAs)

Local Authorities (LAs) are responsible for a range of vital services for people and businesses in defined areas, including social care, schools and adult education.

Organisation size

Throughout the report organisations are categorised by number of employees into micro (2-9 employees), small (10-49 employees), medium (50-249 employees) and large (250+ employees) organisations.

Providers

The scope of the survey sample included providers in the following categories: Further Education (FE); Higher Education (HE); private class-based; private work-based; public sector community based; public sector 'other'; schools; voluntary sector education.

Sample frame

The way that the sample population is structured before recruiting a sample for the survey is drawn.

Statistically significant

If a result is termed statistically significant, it is unlikely to have occurred at random. The process of determining whether a result is statistically significant is known as significance testing.

T Levels

T Levels are new qualifications, launched in 2020. They are 2-year courses broadly equivalent in size to 3 A levels. T Levels offer students a mixture of classroom learning, through a compulsory Technical Qualification and English, maths and digital provision, and 'on-the-job' experience during an industry placement of at least 315 hours (approximately 45 days). Ofqual is responsible for regulating the Technical Qualification assessments within T Levels (the core and occupational specialism). At the time this survey was carried out, IfATE was responsible for managing the development and approval of T Levels and setting the subject content. As of June 2025, IfATE has been replaced by Skills England.

Vocational & Technical Qualifications (VTQs)

These normally have a vocational focus and include, amongst others, Technical Qualifications and National Vocational Qualifications (NVQs). For this report, this term refers to qualifications other than FSQs, EPAs and T Levels.

Voluntary sector

The voluntary sector is represented by non-profit, non-governmental organisations (such as charity, social enterprise).

Weighting

The process of making some respondents in a survey more or less representative than others to accurately reflect their position in the population being surveyed.

Appendix A – Technical report

Appendix A outlines the composition of the achieved samples and additional information on the methods used in wave 7.

Weighting

A table for each sample group is included in this appendix breaking down the achieved unweighted samples by key characteristics. Alongside this, the weighted base and weight factors applied are also shown. The unweighted base shown in the tables details the number of completed surveys before any weighting took place. Comparatively, the weighted base shown details the adjustments that have been made to correct for any sample bias. The largest weight factor demonstrates where the weighting has had a greater impact due to the unweighted base size being lower than what would be expected in a representative sample.

Weighting adjusts the contribution of individual respondents to aggregated figures and is used to make surveyed populations more representative of a project-relevant, and typically larger, population by forcing it to mimic the distribution of that larger population's significant characteristics, or its size. The weighting tasks happen at the tail end of the data processing phase on cleaned data.

When standard weighting variables are used to reweight the achieved sample back to target profiles, a simple weighting factor is created for each record. This weighting factor is a decimal number, such as 1.0 or 1.2 or 0.5. It is calculated by dividing the target proportion required by the actual proportion from the achieved sample data. The weight factor is used as a multiplier for each respondent during aggregation to determine their weighted contribution.

A weight of 1 occurs when the respondent (and respondents with the same profile) exactly reflect our target (that is, we have the exactly accurate number of such respondents in our sample); weights of less than 1 occur when the target has been exceeded, and weights of more than 1 occur when we have under-achieved the target. This is calculated for each individual respondent, and the largest and smallest weight factors for each sample have been detailed in the tables that follow.

YouGov uses RIM (Random Iterative Method) weighting as its standard approach. RIM weighting is used when there are a number of different standard weights that all need to be applied together. This weighting method calculates weights for each individual respondent from the targets and achieved sample sizes for all of the quota variables. RIM weighting is an iterative process, whereby it recalculates the weights a number of times until the required degree of accuracy is reached. All weights are capped at 6, and a weighting report is produced for each project. A summary of weights applied in wave 7 across all stakeholder groups can be seen in the tables below.

Provider sample

Sample coverage

The sample was designed to be representative of the establishments that offer vocational or technical qualifications across England.

The scope of the survey sample included providers from the following types of establishments:

- Sixth-form that is part of a school
- Sixth-form college
- Further education college
- Independent training provider (ITP)
- Adult and community learning provider (ACL)
- Local authority or council
- Employer provider
- Higher education institution
- Voluntary and community sector organisation

Sample frame

The sample of training providers was drawn from 2 sources.

1. Education Company contact database

Firstly, contacts in provider establishments were drawn from the Education Company's database of publicly available education sector contacts. This list is the most accurate and comprehensive education dataset available anywhere in the UK. It contains over 5 million education data profiles, including 400,000 named teachers and lecturers.

The Education Company's database was used to select contacts in establishments to be surveyed. The database contained named contacts with generic email addresses. This allowed the survey to be targeted at establishments that met our criteria.

2. YouGov panel

The survey was also conducted using education professionals registered to the YouGov panel, who have consented to participate in surveys with YouGov. A quota sampling approach was used for the sample drawn from the YouGov panel to ensure broad representativeness by establishment type and region.

Sample selection

The sample was selected to ensure the representativeness of the results in line with the VTQ provider population in England. The sample was based upon [official government statistics on the school and teacher population](#). The sample frame was stratified by the following variables:

- Establishment type
- English region
- Using the Education Company database, a stratified random sample of contacts was drawn in line with the above parameters.

For the respondents drawn from the YouGov panel, soft quotas were applied to control for establishment type and region. From the available sample frame, identified respondents were contacted at random to take part in the survey.

Achieved sample size and weighting

The unweighted achieved sample size and breakdown of the samples by key characteristics is shown in Table 1. Alongside this, the weighted base and weight factors applied are also shown.

The unweighted base shows the number of completed surveys and the weighted base shows the adjustments that have been made to correct for any sample bias. The largest weight factor demonstrates where the weighting has had a greater impact due to the unweighted base being lower than what would be expected in a representative sample.

Table 1: Achieved sample size by establishment type and region

	Provider sample: Unweighted base	Provider sample: Weighted base	Provider sample: Smallest weight factor	Provider sample: Largest weight factor
Establishment type				
Sixth-form	206	85	0.35	0.47
FE college or independent training provider	188	411	1.88	2.55
ACL	7	18	2.19	2.87
LA or council	140	6	0.04	0.05
Voluntary sector	12	12	0.82	1.11
Other	52	73	1.23	1.67
Region				
East of England	42	48	0.05	2.87
West and East Midlands	112	109	0.04	2.19
London	96	85	0.04	2.25
North West and North East	141	145	0.05	2.55
South West and South East	152	151	0.04	2.66
Yorkshire and Humber	62	67	0.04	2.10

Learner sample

Sample coverage

The sample was designed to be representative of learners who are currently studying or have studied one of the following qualifications in the last 3 years:

- Functional skills in English, maths, or ICT

- Vocational or Technical qualifications (such as NVQs, BTECs)
- Apprenticeship (non-degree)
- T Levels

Sample frame

The sample of learners was drawn from the YouGov panel. Over the last 20 years, YouGov has carefully recruited a panel of over 1 million UK adults to take part in our surveys.

Sample selection

The sample was selected to ensure the representativeness of the results in line with the actual population of people who have recently studied these qualifications in England.

YouGov has a proprietary, automated sampling system that invites respondents based on their profile information and how that aligns with targets for surveys that are currently active. Respondents are automatically, randomly selected based on survey availability and how that matches their profile information.

Achieved sample size and weighting

The unweighted achieved sample size and breakdown of the samples by key characteristics is shown in Table 2. Alongside this, the weighted base and weight factors applied are also shown.

The unweighted base shows the number of completed surveys and the weighted base the adjustments that have been made to correct for any sample bias. The largest weight factor demonstrates where the weighting has had a greater impact due to the unweighted base being lower than what would be expected in a representative sample.

Table 2: Summary of achieved learner sample and weighting scheme

	Learner sample: Unweighted base	Learner sample: Weighted base	Learner sample: Smallest weight factor	Learner sample:Largest weight factor
Age				
Under 19	123	136	0.38	1.16
19 to 24	112	119	0.38	1.68
25+	317	298	0.28	0.98

Employer sample

Sample coverage

The employer sample was designed to be representative of the English business population by organisation size and sector. The sample definition ensured that only those in senior management roles and above with the ability to answer on behalf of their organisation were eligible to take the survey.

Sample frame

The employer sample was drawn from the YouGov business panel which contains over 9,000 senior decision makers and 8,000 employees with decision making responsibility for HR / personnel within their organisation.

Sample selection

The sample was selected to ensure the representativeness of the results by organisation size and sector in line with the business population in England using data drawn from the Office for National Statistics Business Population Statistics. This was calculated based on the number of organisations within each size/sector category, as opposed to on the percentage of employment within each.

Achieved sample size and weighting

The achieved sample size and breakdown of the employer sample by key characteristics and associated weighting factors are shown in Table 3 below.

The unweighted base shows the number of completed surveys and the weighted base shows the adjustments that have been made to correct for any sample bias. The largest weight factor demonstrates where the weighting has had a greater impact due to the unweighted base being lower than what would be expected in a representative sample.

To ensure a robust sample of employers from large organisations, YouGov collected a disproportionately higher number of responses from medium and large organisations than would exist in a representative sample of the business population. Subsequently, weighting has been applied to correct for this imbalance and produce a sample reflective of the actual business population by organisation size.

Table 3: Summary of achieved employer sample and weighting scheme

	Employer sample: Unweighted base	Employer sample: Weighted base	Employer sample: Smallest weight factor	Employer sample: Largest weight factor
Size				
2 to 5	1091	1175	0.36	1.11
6 to 9	297	425	0.50	1.56
10 to 19	255	223	0.31	0.95
20 to 49	211	122	0.21	0.64
50 to 99	67	41	0.22	0.68
100 to 249	45	20	0.16	0.50
250+	60	20	0.15	0.46
Sector				
Private sector	1799	1925	0.46	1.56
Public sector	73	20	0.15	0.50
Third or voluntary sector	154	81	0.24	0.80

Appendix B – Survey

Appendix B shows the questionnaires given to respondents. In some places, the question numbering does not follow a chronological order, this is due to changes made in the questionnaires over the years of carrying out this survey.

Learners

Profiling

Question 13

At which type of training provider are you studying/did you study?

Possible answers

1. Sixth form that is part of a school
2. Sixth form college
3. Further Education College
4. Independent Training Provider (ITP)
5. Adult and Community Learning Provider (ACL)
6. Local Authority/Council
7. Employer Provider
8. Higher Education Institution
9. Voluntary and community sector organisation
10. Other, please specify

Question type	Single
Base	All

Question work_stat.

Which of these applies to you?

Possible answers

1. Working full time (30 or more hours per week)
2. Working part time (8-29 hours a week)
3. Working part time (Less than 8 hours a week)
4. Full time student
5. Retired
6. Unemployed
7. Not working
8. Other

Question type	Single
Base	All

Question 3.

Have you previously had any experience of paid employment?

Possible answers

1. Yes
2. No

Question type	Single
Base	All not currently in work

Question 4.

Which sector have you spent the longest time working in?

Possible answers

1. Advertising and market research
2. Architecture and engineering
3. Arts, culture and entertainment
4. Computing/digital/IT
5. Construction and facilities management
6. Education
7. Employment
8. Energy and utilities
9. Farming
10. Financial services
11. Forestry and fishing
12. Healthcare
13. Hospitality
14. Insurance and banking
15. Legal and accounting
16. Manufacturing
17. Media, publishing and journalism
18. Mining
19. Office administration and support
20. Pharmaceutical
21. Postal and courier
22. Professional services
23. Real estate
24. Rental and leasing
25. Residential care
26. Retail
27. Scientific and technical activities
28. Scientific research and development
29. Security and investigation
30. Social care
31. Sport and leisure
32. Telecommunications

- 33. Transport and logistics
- 34. Travel and tourism
- 35. Veterinary
- 36. Warehousing
- 37. Other, please specify

Question type	Single
Base	All in work or previous experience of work

Question 5.

How long have you spent working in this sector?

Possible answers

- 1. Less than 1 year
- 2. 1 to 2 years
- 3. 3 to 4 years
- 4. 5 to 10 years
- 5. Over 10 years

Question type	Single
Base	All in work or previous experience of work

Question 6.

What is the highest level qualification that you have achieved?

Possible answers

- 1. Entry Level
- 2. Level 1 (e.g. GCSE grades 3,2,1 or grades D, E, F, G; Functional Skills; NVQ 1)
- 3. Level 2 (e.g. GCSE grades 9,8,7,6,5,4 or grades A*, A, B, C; Functional Skills; NVQ 2, intermediate apprenticeship; V certs; Cambridge Nationals)
- 4. Level 3 (e.g. A level; AS level; access to HE; NVQ 3; advanced apprenticeship; technical qualifications; T Levels)
- 5. Level 4 (e.g. HNC; CertHE; NVQ 4; higher apprenticeship)
- 6. Level 5 (e.g. HND; DipHE; Foundation Degree; NVQ 5; higher apprenticeship)
- 7. Level 6 (e.g. graduate certificate/diploma; NVQ 6; degree apprenticeship)
- 8. Level 7 (e.g. masters degree; postgraduate certificate/diploma; NVQ 7; degree apprenticeship)
- 9. Level 8 (e.g. doctorate; degree apprenticeship)

Question type	Single
Base	All

Question 7.

Have you previously achieved a qualification or studied in the subject that you are currently pursuing?

Possible answers

1. Yes
2. No
3. It is a related subject, but not the same

Question type	Single
Base	All

Perceptions of qualifications

Question 8.

In 2024, employers, training providers or colleges paid awarding organisations in the region of £18-£20 per student for each Functional Skills qualification (Source: Ofqual 2024). To what extent do you agree or disagree with the following statement?

“Functional Skills qualifications offer value for money”

Possible answers

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

Question type	Grid (one answer required for each sub-question)
Base	All

Question 9.

To what extent do you agree or disagree with the following statements about Functional Skills qualifications?

- I value Functional Skills qualifications
- People holding Functional Skills qualifications have the appropriate level of skill in English needed by employers
- People holding Functional Skills qualifications have the appropriate level of skill in maths needed by employers
- People holding Functional Skills qualifications have the appropriate level of skill in ICT needed by employers

- The availability of Functional Skills qualifications is sufficiently flexible
- Functional Skills qualifications are good preparation for further study

Possible answers

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

Question type	Grid (one answer required for each sub-question)
Base	All

Question 10.

To what extent do you agree or disagree with the following statements about vocational and technical qualifications?

- I value vocational and technical qualifications
- The purpose of vocational and technical qualifications is well-understood by employers
- I understand the purpose of vocational and technical qualifications
- Vocational and technical qualifications prepare learners well for the workplace
- The availability of vocational and technical qualifications is sufficiently flexible
- Vocational and technical qualifications are good preparation for further study

Possible answers

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

Question type	Grid (one answer required for each sub-question)
Base	All

Question 11.

To what extent do you agree or disagree with the following statements about end-point assessments?

- I value the end-point assessments in apprenticeship standards
- I understand the purpose of end-point assessments in apprenticeship standards

- End-point assessments in apprenticeship standards test the competence and vocational and technical skills needed by employers
- The availability of end-point assessments is sufficiently flexible
- Apprenticeships provide the right skills and knowledge needed for my chosen career.

Possible answers

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

Question type	Grid (one answer required for each sub-question)
Base	All

Question 120.

Which of the following statements describes your understanding of T Levels?

Possible answers

1. Very good understanding
2. Quite good understanding
3. Limited understanding
4. Not very good understanding
5. No understanding at all

Question type	Single
Base	All

Question 12.

To what extent do you agree or disagree with the following statements about T Levels?

- 12a - I value T Levels
- 12b - I understand the purpose of T Levels
- 12c - T Levels test the competence and vocational and technical skills needed by employers
- 12d - The availability of T Levels is sufficiently flexible
- 12e - T Levels are good preparation for work

Possible answers

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

Question type	Grid (one answer required for each sub-question)
Base	All

Question 130.

To what extent do you agree or disagree with the following statement?

“It is clear to me which qualifications are relevant to my needs”

Possible answers

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

Question type	Single
Base	All

Qualifications studied

Question 14.

Thinking about the Functional Skills qualification you are studying/have completed, is this part of an apprenticeship?

Possible answers

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

Question type	Single
Base	All who are studying FSQs

Question 15.

Which Functional Skill qualification/s are you taking, or have you taken? (Please select all that apply)

- Functional Skills English
- Functional Skills maths
- Functional Skills ICT

Possible answers

1. Entry
2. Level 1
3. Level 2

4. Don't know

Question type	Grid (one answer required for each sub-question)
Base	All who are studying FSQs

Question 16.

Why did you decide to take a Functional Skills qualification? (Please select all that apply)

Possible answers

1. I wanted to improve my English/maths/ICT skills
2. I did not pass a GCSE in English/maths/ICT
3. I need to complete this as part of an apprenticeship
4. My employer advised/required me to
5. In order to get a job
6. To progress in my current job
7. To progress in my studies
8. Other (specify)

Question type	Multiple
Base	All who are studying FSQs

Question 17.

Now that you have started learning/ have completed learning, what benefits do you expect from taking a Functional Skills qualification/s? (Please select all that apply)

Possible answers

1. My English/maths/ICT skills will improve
2. I will be able to apply English/maths/ICT skills in everyday life
3. I will be more confident using English/maths/ICT
4. I will be able to complete my apprenticeship
5. I will be able to apply for more jobs
6. To progress in my current job
7. To be able to find a better job
8. I will have better job prospects in the longer term
9. To progress to higher level qualifications
10. Other (specify)
11. Don't know

Question type	Multiple
Base	All who are studying FSQs

Question 18.

Thinking about the vocational and technical qualification(s) you are studying/have completed, is this part of an apprenticeship?

Possible answers

1. Yes

2. No
3. Don't know

Question type	Single
Base	All who are studying a VTQ

Question 19.

Which level is the vocational or technical qualification that you are taking?

Possible answers

1. Entry
2. Level 1
3. Level 2
4. Level 1/ Level 2
5. Level 3
6. Level 4
7. Level 5
8. Level 6
9. Level 7
10. Level 8
11. Don't know

Question type	Single
Base	All who are studying a VTQ

Question 190.

What is the name/ subject of the vocational or technical qualification(s) you are studying or have studied in the last 3 years?

[free text entry]

Question type	Open ended
Base	All who are studying a VTQ

Question 20.

Why did you decide to take a vocational or technical qualification? (Please select all that apply)

Possible answers

1. I wanted to improve my skills
2. I am interested in the vocational/technical area
3. I need to complete this as part of an apprenticeship
4. My employer advised/required me to
5. In order to get a job
6. To progress in my current job
7. To progress in my studies
8. I preferred vocational or technical qualifications to a more academic route
9. Other (specify)

Question type	Multiple
Base	All who are studying a VTQ

Question 21.

Now that you have started learning/have completed learning, what benefits do you expect from taking a vocational and technical qualification? (Please select all that apply)

Possible answers

1. My vocational/technical skills will improve
2. I will be more confident using my vocational/technical skills
3. I will be able to complete my apprenticeship
4. I will be able to progress in my current job
5. I will be able to find a job/a better job
6. I will be able to progress in my studies
7. I will be more confident in my work/better at my job
8. Other (specify)

Question type	Multiple
Base	All who are studying a VTQ

Question 23.

Which level is the apprenticeship that you are taking/ have taken?

Possible answers

1. Level 2
2. Level 3
3. Level 4
4. Level 5
5. Level 6
6. Level 7
7. Level 8
8. Don't know

Question type	Single
Base	All who are undertaking an apprenticeship

Question 24.

In which sector is the apprenticeship you are taking/ have taken?

Possible answers

1. Agriculture, environment and animal care
2. Business and administration
3. Catering and hospitality
4. Childcare and education
5. Construction
6. Creative and design
7. Digital
8. Engineering and manufacturing

9. Hair and beauty
10. Health and science
11. Legal, finance and accounting
12. Protective services
13. Sales, marketing and procurement
14. Social care
15. Transport and logistics
16. Other (specify)

Question type	Single
Base	All who are undertaking an apprenticeship

Question 27.

Are you aware that end-point assessments are specific to apprenticeship standards and not part of apprenticeship frameworks?

Possible answers

1. Yes
2. No

Question type	Single
Base	All who are undertaking an apprenticeship

Question 26.

Please tell us which of the following statements best describes your understanding of end-point assessment of apprenticeship standards:

Possible answers

1. Very good understanding
2. Quite good understanding
3. Limited understanding
4. Not very good understanding
5. No understanding at all

Question type	Single
Base	All who are undertaking an apprenticeship

Question 25.

Why did you decide to take an apprenticeship? (Please select all that apply)

Possible answers

1. I wanted to improve my skills
2. I am interested in the vocational/technical area
3. Because I can learn skills on the job
4. In order to find a better job
5. To progress in my current job

6. To progress in my studies
7. Other (specify)

Question type	Multiple
Base	All who are undertaking an apprenticeship

Question 28.

Now that you have started learning/have completed learning, what benefits do you expect to get from taking an apprenticeship? (Please select all that apply)

Possible answers

1. I will have a broader range of skills to apply in the workplace
2. I will have better knowledge of how to do my job
3. I will have more confidence in applying my skills/knowledge
4. I will be able to progress in my current job
5. I will be able to find a better job
6. I will be able to progress in my studies
7. Other (specify)

Question type	Multiple
Base	All who are undertaking an apprenticeship

Question 30.

Which T Level are you currently taking, or have you taken?

Possible answers

1. Agriculture, land management and production
2. Animal care and management
3. Management and administration
4. Building services engineering for construction
5. Design, surveying and planning for construction
6. Onsite construction
7. Craft and design
8. Media, broadcast and production
9. Digital business services
10. Digital production, design and development
11. Digital support services
12. Education and early years
13. Design and development for engineering and manufacturing
14. Maintenance, installation and repair for engineering and manufacturing
15. Engineering, manufacturing, processing and control
16. Health
17. Healthcare science
18. Science
19. Accounting
20. Finance
21. Legal services

Question type	Single
Base	All who are studying T Levels

Question 31.

Why did you decide to take a T Level? (Please select all that apply)

Possible answers

1. My employer advised/required me to
2. In order to get a job
3. To progress in my current job
4. To progress in my studies
5. Other (specify)

Question type	Multiple
Base	All who are studying T Levels

Question 32.

Now that you have started learning, what benefits do you expect from taking a T Level? (Please select all that apply)

Possible answers

1. I will be able to apply for more jobs
2. To progress in my current job
3. To be able to find a better job
4. I will have better job prospects in the longer term
5. To progress to higher level qualifications
6. Other (specify)
7. Don't know

Question type	Multiple
Base	All who are studying T Levels

Question 29.

Do you have any final comments about Functional Skills qualifications, vocational and technical qualifications or end-point assessments in apprenticeships?

[free text entry]

Question type	Open ended
Base	All

Providers (all types)

Profiling

Question 1.

What type of establishment do you work for?

Possible answers

1. Sixth form that is part of a school
2. Sixth form college
3. Further Education College
4. Independent Training Provider (ITP)
5. Adult and Community Learning Provider (ACL)
6. Local Authority/Council
7. Employer Provider
8. Higher Education Institution
9. Voluntary and community sector organisation

Question type	Single
Base	All

Question 2.

What is your job role?

Possible answers

1. Advanced/Lead Practitioner
2. Business Manager/Director
3. Head/Manager of Curriculum
4. Head/Manager of Department
5. Head/Manager of Faculty
6. Head/Manager of School
7. Principal
8. Senior Manager
9. Subject Leader
10. Vice Principal
11. Other, please specify
12. Teacher/Lecturer

Question type	Single
Base	All

Question 5.

Which types of qualifications does your establishment offer? (Please select all that apply)

Possible answers

1. Apprenticeship
2. English For Speakers of Other Languages
3. Entry Level
4. Functional Skills
5. Key Skills
6. National Vocational Qualification
7. Occupational Qualification
8. QCF
9. Vocationally-Related Qualification
10. Vocationally-Related Qualification
11. AEA (Advanced Extension Award)
12. Apprenticeship EPAs (End Point Assessments)
13. Essential Digital Skills
14. Performing Arts Graded Examinations
15. Technical Qualifications
16. T Levels
17. Other General Qualifications
18. Other Life Skills Qualifications
19. Other Vocationally-Related Qualification
20. Other vocationally related qualification
21. Other, please specify

Question type	Multiple
Base	All

Question 3.

In which region is your establishment based?

Possible answers

1. East of England
2. East Midlands
3. London
4. North East
5. North West
6. South East
7. South West
8. West Midlands
9. Yorkshire and the Humber
10. Other, please specify

Question type	Single
Base	All

Question 4.

Which public funds are you in receipt of? (Please select all that apply)

Possible answers

1. Direct contract with the Education and Skills Funding Agency
2. Sub-contractor
3. Advanced Learner Loans
4. Other, please specify

Question type	Multiple
Base	All

Question 6.

Approximately how many learners are registered on further education courses? This includes Apprenticeships at your establishment.

Possible answers

1. 0 to 50
2. 51 to 100
3. 101 to 200
4. 201 to 300
5. 301 to 400
6. 401 to 500
7. 501 to 1000
8. 1001 to 2000
9. 2001 to 5000
10. 5001 to 10000
11. 10001+

Question type	Single
Base	All

Question 7.

In which sectors does your establishment offer qualifications?

Possible answers

1. Advertising and market research
2. Architecture and engineering
3. Arts, culture and entertainment
4. Computing/digital/IT
5. Construction and facilities management
6. Education
7. Employment
8. Energy and utilities

9. Farming
10. Financial services
11. Forestry and fishing
12. Healthcare
13. Hospitality
14. Insurance and banking
15. Legal and accounting
16. Manufacturing
17. Media, publishing and journalism
18. Mining
19. Office administration and support
20. Pharmaceutical
21. Postal and courier
22. Professional services
23. Real estate
24. Rental and leasing
25. Residential care
26. Retail
27. Scientific and technical activities
28. Scientific research and development
29. Security and investigation
30. Social care
31. Sport and leisure
32. Telecommunications
33. Transport and logistics
34. Travel and tourism
35. Veterinary
36. Warehousing
37. Other, please specify

Question type	Multiple
Base	All

Question 8.

Which sector has the registrations on FE courses at your establishment?

[only shown sectors selected at previous question]

Possible answers

1. Advertising and market research
2. Architecture and engineering
3. Arts, culture and entertainment
4. Computing/digital/IT
5. Construction and facilities management
6. Education
7. Employment

8. Energy and utilities
9. Farming
10. Financial services
11. Forestry and fishing
12. Healthcare
13. Hospitality
14. Insurance and banking
15. Legal and accounting
16. Manufacturing
17. Media, publishing and journalism
18. Mining
19. Office administration and support
20. Pharmaceutical
21. Postal and courier
22. Professional services
23. Real estate
24. Rental and leasing
25. Residential care
26. Retail
27. Scientific and technical activities
28. Scientific research and development
29. Security and investigation
30. Social care
31. Sport and leisure
32. Telecommunications
33. Transport and logistics
34. Travel and tourism
35. Veterinary
36. Warehousing
37. Other, please specify

Question type	Single
Base	All who selected relevant sectors at previous question

Perceptions of qualifications

Question 9.

In 2024, employers, training providers or colleges paid awarding organisations in the region of £18 to £20 per student for each Functional Skills qualification (Source: Ofqual 2024). To what extent do you agree or disagree with the following statement?

“Functional Skills qualifications offer value for money”

Possible answers

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

Question type	Single
Base	All

Question 10.

To what extent do you agree or disagree with the following statements about Functional Skills qualifications?

- I value Functional Skills qualifications
- People holding Functional Skills qualifications have the appropriate level of skill in English needed by employers
- People holding Functional Skills qualifications have the appropriate level of skill in maths needed by employers
- People holding Functional Skills qualifications have the appropriate level of skill in ICT needed by employers
- Functional Skills qualifications are good preparation for further study

Possible answers

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

Question type	Grid (one answer required for each sub-question)
Base	All

Question 11.

To what extent do you agree or disagree with the following statements about vocational and technical qualifications?

- I value vocational and technical qualifications
- The purpose of vocational and technical qualifications is well-understood by employers
- The purpose of vocational and technical qualifications is well-understood by learners

- Vocational and technical qualifications prepare learners well for the workplace
- People achieving vocational and technical qualifications have the technical skills needed by employers
- Vocational and technical qualifications are good preparation for further study
- Vocational and technical qualifications offer value for money

Possible answers

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

Question type	Grid (one answer required for each sub-question)
Base	All

Question 18.

Are you aware that end-point assessments are specific to apprenticeship standards, and not part of apprenticeship frameworks?

Possible answers

1. Yes
2. No

Question type	Grid (one answer required for each sub-question)
Base	All

Question 12.

To what extent do you agree or disagree with the following statements about end-point assessments of apprenticeship standards?

- I value end-point assessments of apprenticeship standards
- Learners understand the purpose of end-point assessment of apprenticeship standards
- People passing end-point assessments of apprenticeship standards have the competence and vocational and technical skills needed by employers
- The availability of end-point assessments of apprenticeship standards is sufficiently flexible
- End-point assessments of apprenticeship standards offer value for money
- Apprenticeships provide the right skills and knowledge needed for learner's chosen careers

Possible answers

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

Question type	Grid (one answer required for each sub-question)
Base	All

Question 13.

Approximately how many learners at your establishment are currently taking Functional Skills qualifications?

[free text entry]

Question type	Open ended
Base	All who offer FSQs

Question 14.

Of these learners taking Functional Skills qualifications, approximately what PROPORTION are currently taking Functional Skills qualifications in:

- Maths
- English
- ICT

[free text entry per row]

Question type	Open ended grid (one answer required for each sub-question)
Base	All who offer FSQs

Question 15.

Approximately how many learners at your establishment are currently undertaking Apprenticeships?

[free text entry]

Question type	Open ended
Base	All who offer apprenticeships

Question 16.

Of these learners, approximately what PROPORTION are currently taking:

- Apprenticeship standards
- Apprenticeship frameworks (specification of apprenticeship standards for England/SASE)

[free text entry per row]

Question type	Open ended grid (one answer required for each sub-question)
Base	All who offer apprenticeships

Question 17.

Do you understand the difference between apprenticeship frameworks and the new apprenticeship standards?

Possible answers

1. Yes
2. No

Question type	Single
Base	All

Question 19.

Which of the following describes your understanding of the end-point assessment of apprenticeship standards?

1. Very good understanding
2. Quite good understanding
3. Limited understanding
4. Not very good understanding
5. No understanding at all

Question type	Single
Base	All

Question 20.

Approximately how many learners in your establishment went on to the following destinations in the last 12 months?

- University/Higher Education
- Further Education (technical/work based)
- Employment (not apprenticeship)
- Employment as an apprentice
- Promotion with current employer

[free text entry per row]

Question type	Open ended grid (one answer required for each sub-question)
Base	All

Question 29

Do you have any final comments about Functional Skills qualifications, vocational and technical qualifications or end-point assessments of apprenticeships?

[free text entry]

Question type	Open ended
Base	All

Employers

Profiling

Question 1

What is your job title?

Possible answers

1. Managing Director or equivalent level
2. Operations Director or equivalent level
3. Head of HR or equivalent level
4. HR Manager or equivalent level
5. HR Business Partner or equivalent level
6. Head of Training or equivalent level
7. Training Manager or equivalent level
8. Head of Recruitment or equivalent level
9. Recruitment Manager or equivalent level
10. Other, please specify

Question type	Single
Base	All

Question 2

Which of the following describes the main type of work your organisation does?

Possible answers

1. Advertising and market research
2. Architecture and engineering
3. Arts, culture and entertainment
4. Computing/digital/IT
5. Construction and facilities management
6. Education
7. Employment
8. Energy and utilities
9. Farming
10. Financial services
11. Forestry and fishing

12. Healthcare
13. Hospitality
14. Insurance and banking
15. Legal and accounting
16. Manufacturing
17. Media, publishing and journalism
18. Mining
19. Office administration and support
20. Pharmaceutical
21. Postal and courier
22. Professional services
23. Real estate
24. Rental and leasing
25. Residential care
26. Retail
27. Scientific and technical activities
28. Scientific research and development
29. Security and investigation
30. Social care
31. Sport and leisure
32. Telecommunications
33. Transport and logistics
34. Travel and tourism
35. Veterinary
36. Warehousing
37. Other, please specify

Question type	Single
Base	All

Question 4

How long has your organisation been operating?

Possible answers

1. Less than a year
2. 1-4 years
3. 5-10 years
4. 11-25 years
5. 26-50 years
6. 51-100 years
7. 101 years +

Question type	Single
Base	All

Question 5

In which region is your organisation's Head Office?

Possible answers

1. East of England
2. East Midlands
3. London
4. North East
5. North West
6. South East
7. South West
8. West Midlands
9. Yorkshire and the Humber
10. Other, please specify

Question type	Single
Base	All

Question 7

Which of the following statements best applies to your organisation?

Possible answers

1. We have employed apprentices in the **past** two years, but are not currently employing them
2. We currently employ apprentices
3. We don't currently employ apprentices but think we might in the **next** two years
4. We have never employed apprentices and do not plan to in the **next** two years

Question type	Single
Base	All

Question 8

Which of the following best describes the apprentices you have employed / currently employ?

Possible answers

1. Degree apprentices (i.e taking a degree is a core component of the apprenticeship)
2. Other (non-degree) apprentices
3. Both degree and non-degree apprentices
4. Don't know

Question type	Single
Base	All who currently or have previously employed apprentices

Question 9

Has your organisation applied to the Education and Skills Funding Agency to be listed on the Apprenticeship Provider and Assessment Register (APAR) - i.e. are you an Employer Training Provider?

Possible answers

1. Yes
2. No

Question type	Single
Base	All

Question 10

Approximately how many Ofqual-regulated qualifications does your organisation offer per annum?

[free text entry]

Question type	Open ended
Base	All who are an employer training provider

Question 11

Does your organisation enrol learners on qualifications offered by Ofqual-regulated awarding organisations?

Possible answers

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

Question type	Single
Base	All who are an employer training provider

Perceptions of qualifications

Question 12.

Please indicate your level of understanding about the four types of qualifications listed below.

- Functional Skills qualifications
- Vocational and technical qualifications (taken alongside GCSE or A levels) in my sector or organisation
- Apprenticeships in my sector or organisation
- T Levels

Possible answers

1. Very good understanding
2. Quite good understanding
3. Limited understanding
4. Not very good understanding
5. No understanding at all

Question type	Grid (one answer required for each sub-question)
Base	All

Question 13.

To what extent do you agree to the following statement?

It is clear which qualifications are relevant to my organisation

Possible answers

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

Question type	Single
Base	All

Question 13a.

Please indicate which of the following statements best describes your understanding of the changes that have been, or are currently being made to vocational and technical qualifications in your sector.

Possible answers

1. Fully understand the changes proposed or taking place
2. Have some understanding of the changes proposed or taking place
3. Aware of, but don't know what changes are proposed or taking place
4. Not aware of any changes at all

Question type	Single
Base	All who have at least some understanding of vocational and technical qualifications in their sector

Question 14.

Have you, or anyone else in your organisation, been involved in supporting the development of the following in the last five years? For example, you may have been a member of a working group, responded to an online consultation or contributed to assessment design.

- Functional Skills qualifications
- Vocational and technical qualifications (taken alongside GCSE or A levels) in my sector or organisation

- Apprenticeships in my sector or organisation
- T Levels

Possible answers

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

Question type	Single
Base	All who have at least some understanding of vocational and technical qualifications in their sector

Base: all who indicate that they have at least some understanding for each qualification

Perceptions of Functional Skills Qualifications

Question 15.

Please indicate which of the following statements best describes your organisation's involvement in recruitment and training in **Functional Skills qualifications**.

Possible answers

1. We recruit people with Functional Skills qualifications
2. We arrange training leading to Functional Skills qualifications
3. We both recruit people with **and** arrange training leading to Functional Skills qualifications
4. We neither recruit people with Functional Skills qualifications nor arrange training leading to Functional Skills qualifications
5. Don't know

Question type	Single
Base	All who have at least some understanding of FSQs

Question 16.

Please indicate your level of agreement with the following statements about Functional Skills qualifications. Please speak from the perspective of your own organisation i.e. not the views you believe other employers have.

- We value Functional Skills qualifications
- People holding Functional Skills qualifications have the appropriate level of skill in English needed by my organisation
- People holding Functional Skills qualifications have the appropriate level of skill in maths needed by my organisation

- People holding Functional Skills qualifications have the appropriate level of skill in ICT needed by my organisation
- The availability of Functional Skills qualifications is sufficiently flexible

Possible answers

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

Question type	Grid (one answer required for each sub-question)
Base	All who have at least some understanding of FSQs

Question 17.

You said you agree that your organisation values Functional Skills qualifications - can you please explain why?

[free text entry]

Question type	Open ended
Base	All who agree they value FSQs

Question 18.

You said you disagree that your organisation values Functional Skills qualifications - can you please explain why?

[free text entry]

Question type	Open ended
Base	All who disagree they value FSQs

Perceptions of vocational and technical qualifications

Question 21.

Please indicate which of the following statements best describes your organisation's involvement in recruitment and training in **vocational or technical qualifications**.

Possible answers

1. We recruit people with vocational or technical qualifications
2. We arrange training leading to vocational or technical qualifications
3. We both recruit people with **and** arrange training leading to vocational or technical qualifications

4. We neither recruit people with vocational or technical qualifications nor arrange training leading to vocational or technical qualifications
5. Don't know

Question type	Single
Base	All who have at least some understanding of vocational and technical qualifications

Question 22.

Which vocational or technical qualification/s does your organisation typically recruit for?
[free text entry]

Question type	Open ended
Base	All who have at least some understanding of vocational and technical qualifications

Question 23.

Thinking about the qualifications that your organisation typically uses, please indicate your level of agreement with the following statements in relation to vocational and technical qualifications in your sector. Please answer from the perspective of your own organisation i.e. not the views you believe other employers have.

- We value vocational and technical qualifications
- The purpose of vocational and technical qualifications is well-understood by my organisation
- Vocational and technical qualifications prepare learners well for the workplace
- People achieving vocational and technical qualifications have the technical skills needed by my organisation
- The availability of vocational and technical qualifications is sufficiently flexible

Possible answers

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

Question type	Grid (one answer required for each sub-question)
Base	All who have at least some understanding of vocational and technical qualifications

Question 24.

When answering the previous question, were you thinking mostly about vocational and technical qualifications as part of an apprenticeship or taken outside of an apprenticeship?

Possible answers

1. Mostly **as part of** an apprenticeship
2. Mostly **taken outside of** an apprenticeship
3. **Equally** as part of, and outside of, an apprenticeship
4. Don't know

Question type	Single
Base	All who have at least some understanding of vocational and technical qualifications

Question 25.

You indicated you agree that your organisation values vocational and technical qualifications - can you please explain why?

[free text entry]

Question type	Single
Base	All who agree they value vocational and technical qualifications

Question 26.

You indicated that your organisation does not value vocational and technical qualifications - can you please explain why?

[free text entry]

Question type	Single
Base	All who disagree they value vocational and technical qualifications

Perceptions of end-point assessments of apprenticeship standards

Question 27.

Do you know the difference between apprenticeship frameworks and the new apprenticeship standards?

Possible answers

1. Yes
2. No

Question type	Single
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Base	All who agree they have at least some understanding of apprenticeships in their sector
------	--

Question 28.

Before taking this survey, were you aware that end-point assessments are specific to apprenticeship standards, and not part of apprenticeship frameworks?

Possible answers

1. Yes
2. No

Question type	Single
Base	All who agree they have at least some understanding of apprenticeships in their sector

Question 29.

You indicated earlier that your organisation currently employs apprentices. Approximately how many apprentices do you currently employ? Please provide a whole number (no decimal point).

[free text entry]

Question type	Open ended
Base	All who currently employ apprentices

Question 30.

Of the apprentices your organisation currently employs, approximately what PROPORTION are currently taking:

If unsure, please leave blank.

- Apprenticeship standards
- Apprenticeship frameworks (specification of apprenticeship standards for England/SASE)

[free text entry]

Question type	Open ended grid (one answer required for each sub-question)
Base	All who have at least some understanding of vocational and technical qualifications

Question 31.

Please indicate which of the following statements best describes your understanding of end-point assessment of apprenticeships.

Possible answers

1. Very good understanding (i.e. you have clear knowledge of the knowledge, skills and behaviours being assessed, and how they are assessed)
2. Quite good understanding (i.e. you have reasonable, but not full knowledge of the knowledge, skills and behaviours being assessed, and how they are assessed)
3. Limited understanding (i.e. you have very limited knowledge of the knowledge, skills and behaviours being assessed, and how they are assessed)
4. Not very good understanding (i.e. you are aware of it but have no knowledge of the knowledge, skills and behaviours being assessed, and how they are assessed)
5. No understanding at all (i.e. you were not aware of it prior to this survey)

Question type	Single
Base	All who agree they have at least some understanding of apprenticeships in their sector/organisation

Question 32.

Have any of the apprentices in your organisation undertaken their end-point assessment?

Possible answers

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

Question type	Single
Base	All who currently employ apprentices

Question 33.

Please tell us your level of agreement with the following statements about end-point assessments of apprenticeships in your sector. Please answer from the perspective of your own organisation i.e. not the views you believe other employers have.

- We value end-point assessments of apprenticeships
- People completing end-point assessments of apprenticeships have the occupational competence and vocational and technical skills needed by my organisation
- The availability of end-point assessments of apprenticeships is sufficiently flexible
- Apprenticeships provide the right skills and knowledge needed for learner's chosen careers

Possible answers

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

Question type	Grid (one answer required for each sub-question)
Base	All who indicate that they have at least some understanding of end-point assessment of apprenticeships

Question 34.

When answering the previous question, in terms of the industry sector or subject, which apprenticeships end-point assessments were you thinking of?

[free text entry]

Question type	Open ended
Base	All who indicate that they have at least some understanding of end-point assessment of apprenticeships

Question 37.

You indicated you agree that your organisation values end-point assessments of apprenticeships - can you please say why?

[free text entry]

Question type	Open ended
Base	All who agree that they value end-point assessments of apprenticeships

Question 38.

You indicated that your organisation does not value end-point assessments of apprenticeships - can you please say why?

[free text entry]

Question type	Open ended
Base	All who disagree that they value end-point assessments of apprenticeships

Question 35.

You said you disagree that people passing end-point assessments of apprenticeships have the competence and vocational and technical skills that your organisation needs. Do you know how your organisation would go about getting end-point assessments changed?

Possible answers

1. Yes
2. No

Question type	Single
Base	All who disagree that people passing end-point assessments of apprenticeships have the

	competence and vocational and technical skills needed
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Question 36.

How would your organisation go about getting the end-point assessment changed?

[free text entry]

Question type	Open ended
Base	All who know how they would get assessments changed

Use of qualifications – recruitment

Question 40a.

When recruiting new employees, are any of the following essential for the following types of roles?

- Professional and managerial roles
- Skilled and supervisory roles
- Entry level and admin roles

Possible answers

1. 5 GCSEs at 9-4 or A*-C
2. Maths and English GCSEs
3. Maths and English Functional Skills
4. Relevant vocational or technical qualification (taken alongside GCSE or A levels)
5. Completion of a level 2 or level 3 apprenticeship
6. Completion of a level 4 or level 5 apprenticeship
7. Completion of a level 6, level 7 or level 8 apprenticeship
8. Relevant work experience
9. A levels
10. T Levels
11. HN, HE Diploma or equivalent level 4 or level 5 qualification
12. Degree or equivalent level 6 qualification
13. Masters or equivalent level 7 qualification
14. PhD or equivalent level 8 qualification
15. None of these

Question type	Grid (one answer required for each sub-question)
Base	All

Question 41.

Has your organisation had any vacancies in the last 12 months, regardless of whether you were able to fill them?

Possible answers

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

Question type	Single
Base	All

Question 42.

How often, if ever, does your organisation typically recruit people from the following groups?

- Aged 16-18 - first job from school, college or training provider
- Aged 19-24 - first job from school, college or other training provider

Possible answers

1. All of the time
2. Most of the time
3. Some of the time
4. None of the time
5. Don't know

Question type	Grid (one answer required for each sub-question)
Base	All

Use of qualifications – training

Question 43.

In the last 12 months, has your organisation arranged or funded training for your employees?

Possible answers

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

Question type	Single
Base	All

Question 43b.

How was this training funded? Please select all that apply.

Possible answers

1. Privately
2. Government funding (including apprenticeship levy)
3. Other (specify)

Question type	Multiple
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Base	All who have arranged or funded training for employees in last 12 months
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Question 44.

Thinking about the training your organisation has arranged or funded in the last 12 months, how much of it, if any, typically results in a qualification for the following?

- Professional and managerial roles
- Skilled and supervisory roles
- Entry level and admin roles

Possible answers

1. All training leads to a qualification
2. Most training leads to a qualification
3. Some training leads to a qualification
4. No training leads to a qualification
5. Don't know

Question type	Grid (one answer required for each sub-question)
Base	All who have arranged or funded training for employees in last 12 months

Question 45.

Has any of the training your organisation has arranged or funded in the last 12 months led to any of the following? Please select all that apply.

Possible answers

1. Functional Skills qualification (English, maths or ICT)
2. GCSE in English or maths
3. Other English or maths qualification
4. Vocational or technical qualification
5. End-point assessment of an apprenticeship
6. Other (specify)
7. Don't know

Question type	Multiple
Base	All who have arranged or funded training for employees in last 12 months

Question 46.

Can you please indicate why your organisation **hasn't** arranged or funded training that led to a vocational or technical qualification [and/or] apprenticeship? Please select all that apply.

Possible answers

1. No need for them
2. Not aware of them
3. Don't know which ones are relevant for us
4. Too expensive

5. Too time consuming
6. Takes employees away from the day job
7. Not of a high quality standard
8. Too easy
9. Too difficult
10. Not enough Government funding to pay for them
11. Can no longer afford to fund them, but funded them in the past
12. Do not have any apprentices in our organisation
13. Other (specify)
14. Don't know

Question type	Multiple
Base	All who have arranged or funded training for employees in last 12 months which has not led to Vocational/technical qualification or End-point assessment of an apprenticeship standard

Question 47.

You indicated that your organisation has no need to arrange or fund vocational or technical qualifications or apprenticeships. Can you please indicate why? Please select all that apply.

Possible answers

1. Our employees don't need these qualifications
2. We recruit people with these qualifications
3. We test applicants e.g. competency tests so no need for qualifications
4. Other (specify)
5. Don't know

Question type	Multiple
Base	All who indicate that there is no need to arrange or fund vocational or technical qualifications or apprenticeships

Question 48.

Can you please indicate which of the following factors are taken into account when your organisation decides which qualifications to offer its employees? Please select all that apply.

Possible answers

1. Reputation of the awarding organisation (exam board)
2. Sector recognised (valued) qualification
3. Relevance for our organisation
4. Size of the qualification (the amount of time it takes to complete e.g. hours/days/months/years depending on the type of qualification and level)
5. Level of qualification
6. Flexible assessment
7. Organisation culture i.e. always offered these qualifications
8. Regulation of the qualification Including by professional body, or occupational regulation, licence to practice etc
9. Other (specify)
10. None of these factors are taken into account
11. Don't know

Question type	Multiple
Base	All who have arranged or funded training for employees in last 12 months

Business benefits associated with qualifications

Question 49.

For your employees who achieve vocational or technical qualifications within an apprenticeship or end-point assessment of an apprenticeship standard, how often, if ever, does this lead to the following?

- A pay increase
- A promotion or improved job status
- New responsibilities
- Permanent employment

Possible answers

1. All of the time
2. Most of the time
3. Some of the time
4. None of the time
5. Don't know

Question type	Grid (one answer required for each sub-question)
Base	All who have arranged or funded training for employees in last 12 months

Question 50.

For your employees who achieve vocational or technical qualifications outside an apprenticeship, how often, if ever, does this lead to the following?

- A pay increase
- A promotion or improved job status
- New responsibilities

Possible answers

1. All of the time
2. Most of the time
3. Some of the time
4. None of the time
5. Don't know
- 6.

Question type	Grid (one answer required for each sub-question)
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Base	All who have arranged or funded training for employees in last 12 months
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Question 51.

Do you have any final comments about Functional Skills qualifications, vocational and technical qualifications or end-point assessments of apprenticeships?

[free text entry]

Question type	Open ended
Base	All