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Ipsos' report

February 2026

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- trustworthiness – is about having confidence in the people and organisations that publish statistics
- quality – is about using data and methods that produce assured statistics
- value – is about publishing statistics that support society's needs for information

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Value

The research findings provided insights into the Department for Work and Pensions (DWP)'s provision of in-work support. This information will help DWP better communicate its services. The findings also hold value for other organisations, policymakers, and researchers interested in social welfare and policy implementation.

Executive Summary

Introduction

In 2023, Ipsos was commissioned by the Department for Work and Pensions (DWP) to evaluate the in-work progression (IWP) offer. As in-work support policies evolved, the research scope expanded. This broader scope encompassed assessing the impact of changes to the Administrative Earnings Threshold (AET) and the transition from the Light Touch regime to the Intensive Work Search (IWS) regime. Ultimately, the research sought to identify successful elements of in-work support and areas requiring improvement.

The IWP offer was a voluntary support programme to help those in the Light Touch or Working Enough labour market regimes to progress at work. IWS is a mandatory regime that requires UC claimants to search for work or additional hours or earnings and have frequent meetings with a work coach.

The research combined quantitative and qualitative approaches across three waves of fieldwork, with wave 1 in 2023, wave 2 in 2024, and wave 3 in 2025. The quantitative strand comprised of a survey with customers across four specific customer groups using online and telephone methods. The qualitative strand comprised of in-depth interviews and focus groups with in-work participants across three waves, including digital diaries in wave 1.

The research was conducted with four customer groups. Group 1 customers were those in the Light Touch or Working Enough labour market regimes who took up the voluntary in-work progression offer. Group 2 customers were those in the Light Touch or Working Enough labour market regimes who chose not to take part in the in-work progression (IWP) offer. Group 3 customers were those who were brought into the Intensive Work Search (IWS) regime due to changes in the Administrative Earnings Threshold (AET) between 2022 and 2024. Group 4a customers were those who were in the IWS regime and were unaffected by the changes by the AET. Group 4a is a sub-group of group 4, as will be explained in the Methodology section.

Due to the consistency of findings across waves, all figures in this report are from wave 3 of the survey, interviews and focus groups, representing the most up to date findings. Findings from waves 1 and 2 are not reported, unless otherwise specified, or where the data was used in longitudinal analysis.

Satisfaction with work situation and barriers to progression

“Progression” emerged as a complex and nuanced concept, encompassing structural, practical, and attitudinal barriers and shaping individual aspirations beyond simply increasing working hours.

Across the board, customers were largely happy with their current working hours. Majorities perceived increasing them as a challenge.

- 60% of group 1, 65% of group 2, 68% of group 3, and 50% of group 4a were satisfied with their working hours
- over half of customers in group 1, 2 and 3 agreed it would be difficult for them to work more or get a new job (53%, 61% and 62% respectively). This decreased to 44% amongst group 4a customers

However, only a minority of employed and unemployed customers (16% of group 1, 24% of group 2, 22% of group 3, and 18% of group 4) agreed that they don't need to work or work more hours because they get by ok on what they currently earn.

There were a variety of barriers to progression, spanning structural, practical, and attitudinal dimensions:

- **perceived lack of relevant and local jobs:** Participants perceived a shortage of suitable local jobs aligned with their existing skills and career paths. Relocation and long commutes were considered impractical, and awareness of opportunities in key growth sectors was limited. Resistance to retraining was particularly strong among older participants, parents, and those with established careers
- **perceived lack of opportunities with current employers:** Participants reported limited opportunities for advancement within their current roles, including a lack of additional hours, limited discussions about career progression, and a perceived lack of investment in professional development
- **childcare responsibilities:** Childcare costs, lack of local childcare providers, and the desire to prioritise family time presented significant barriers, particularly for single parents. The mental burden of managing childcare responsibilities also limited participants' capacity to prioritise professional development
- **lack of qualifications, skills, and experience (real or perceived):** A (perceived) lack of the necessary skills or qualifications impacted participants' confidence and motivation to pursue advancement. Available training opportunities were often seen as impractical due to scheduling conflicts, employer disapproval, cost, or childcare needs. Finding tailored and targeted training, especially for those in senior positions or nearing retirement, was also seen as a challenge

- **lack of adequate or affordable transport:** While most participants were satisfied with their current commute, travel costs and limited transport links outside urban areas presented a barrier to accessing better opportunities further afield
- **disabilities or health conditions:** Concerns about losing workplace adjustments, the potential negative impact of increased responsibilities on health, and a lack of energy or capacity to pursue opportunities were all significant barriers to progression
- **attitudinal barriers:** Attitudinal barriers, including perceived limitations on taking on additional working hours, contentment with existing work-life balance, and the belief that current hours were sufficient, also hindered progression. These sentiments were particularly prevalent among those in higher earning groups, those nearing retirement, and parents, especially single parents. The Universal Credit payment system was also seen as a disincentive to increasing working hours

Profiling customer groups (and beyond)

The four customer groups exhibited some distinct attitudinal and demographic characteristics that influenced their work hours and pay.

- **customers in group 1** were highly motivated to progress, and the majority felt they were able to work more hours. For instance, they were the most likely group to agree that moving off benefits was important to them, alongside those in group 4a (70% in group 1 and group 4a, compared to 61% in group 2 and 58% for group 3). They were also the most likely to feel they needed support with progression. For instance, 30% agreed they needed support with training on other work-related skills (compared to 14%, 14% and 22% in groups 2, 3 and 4a)
- **customers in group 2** were the most likely to earn higher salaries, hold senior positions and work full-time. They were also amongst the most likely group to be single parents. In this context, they were significantly less likely than other groups to say they would be happier and more fulfilled if they worked or worked more hours (27% compared to 48%, 40% and 55% in groups 1, 3 and 4a respectively)
- **customers in group 3** felt it would be difficult to work or work more hours (62%). This may reflect the fact that a comparatively high number of customers in group 3 reported having a number of characteristics that might have constrained their ability to progress in work. For example, customers in group 3 were significantly more likely than customers in groups 1 and 2 to report having a health condition (37% compared to 29% and 27% in groups 1 and 2); and to be single parents, compared to customers in groups 1 and 4a (45% compared to 34% and 26% in groups 1 and 4a)

- **customers in group 4a** were the most likely to be on a zero hours contract (40% compared to 14%, 11% and 16% in groups 1, 2 and 3 respectively), to be younger and not to live with dependent children. In this context, they were more likely than those in groups 2 and 3 to want to work or work more hours. For instance, only 39% agreed that their home life would suffer if they worked or worked more hours, significantly lower than groups 1, 2 and 4a (at 63%, 67% and 57% respectively). However, they were the most likely to agree that there are not enough full-time vacancies for everyone (57%, compared to 47%, 39% and 42% of groups 1, 2 and 3)

However, commonalities also emerged *across* customer groups. Parents, those approaching retirement age, those working close to full-time, and individuals with health conditions shared similar attitudes towards progression, irrespective of AET based categorisation.

- employed and unemployed customers with **health conditions** were more likely than their counterparts to agree that it would be harder for them to work more hours, with significant differences found between those with and without a health condition in group 2 (68% compared to 58%), group 3 (73% compared to 56%) and group 4a (51% compared to 38%)
- employed and unemployed customers with dependent children were more likely to agree that it would be harder for them to work or work more hours, with significant differences found between those with and without dependent children in group 2 (65% compared to 49%), group 3 (66% compared to 54%) and group 4a (59% compared to 37%)

Experience of in-work support

About half of employed Universal Credit customers across the four groups reported that they found work coach meetings helpful for career progression, indicating potential for improvement. Work coach meetings were also the most frequently used in-work support reported by customers:

- between 24% and 67% of employed customers across groups reported having met with a work coach
- three in ten (31%) employed customers in group 2 had not had contact with a work coach in the last six months, which is significantly more than group 1 (21%), group 3 (21%) and group 4a (13%) and is in-line with conditionality requirements
- between 42% and 51% of those who had met a work coach thought the meetings were useful

A minority of employed customers reported using a wider range of Jobcentre Plus services beyond work coach meetings, suggesting limited exposure to or awareness of in-work support.

- The most common form of support beyond work coach meetings were help with writing or improving their CV

Outcomes varied across customer groups based on support intensity. Group 2, with minimal work coach interaction, reported the fewest improvements. Groups 3 and 4a, receiving more mandatory support in the Intensive Work Search (IWS) regime, showed improvements in different areas.

- only three percent of employed customers in group 2 reported that they were more confident talking to their manager or employer about progression opportunities (compared to ten percent in group 1, ten percent in group 3 and eight percent in group 4a)
- group 3 customers, who were brought into the IWS regime due to the AET based changes, were the most likely to report an increase in working hours (17% compared to eight percent in group 1, five percent in group 2 and nine percent in group 4a)
- group 4a customers, who had not been affected by the AET based changes, were the most likely to report an increase in confidence. This included confidence in searching for a new job (19% compared to ten percent in group 1, five percent in group 2 and ten percent in group 3) and completing a CV or job application (19% compared to ten percent in group 1, four percent in group 2, and nine percent in group 3)

What works well and what could be improved

The qualitative strand identified seven key factors that interview and focus group participants reported they would find helpful for effective in-work support. These factors were:

- **tailored work coach meetings:** Meetings should be tailored to individual needs, with a clear purpose, customer-driven focus, with flexible duration, and adapting to different communication modes (for example, face-to-face, telephone)
- **work coach(es) who are familiar and invested in the journey:** A single, dedicated work coach with in-depth knowledge of the customer's employment and personal journey was seen as ideal. If multiple work coaches are involved, consistent access to critical case information was deemed essential
- **empathetic, expert, holistic, and goal-focused support:** Work coaches should demonstrate empathy, understand the customer's holistic needs, focus on long-term goals, and provide expert, needs-based support
- **practical next steps and check-ins:** Support should extend beyond initial meetings, with clear, actionable next steps, regular check-ins for motivation and accountability, and signposting to relevant training and resources

- **tailored training opportunities:** Training should be tailored to individual needs and career goals, with clear explanations of how it will improve existing skills and enhance career trajectories. It should also align with employer demands and offer flexible scheduling options
- **clarity and consistent enforcement of Universal Credit requirements:** Transparent communication about conditionality requirements, consistent enforcement by work coaches, and clear explanations of the purpose of meetings were seen as crucial for building trust and encouraging engagement.
- **links with employers:** Assistance with initiating career conversations with employers, identifying the appropriate contact person, and providing training to build confidence in these interactions were perceived essential for supporting career progression

Contents

- Voluntary statement of compliance with the Code of Practice for Statistics 3
 - Trustworthiness 3
 - Quality 3
 - Value 3

- Executive Summary 4
 - Introduction 4
 - Satisfaction with work situation and barriers to progression 5
 - Profiling customer groups (and beyond) 6
 - Experience of in-work support 7
 - What works well and what could be improved 8

- Acknowledgements 15

- Authors 16

- Glossary of key terms 17

- 1. Introduction 21
 - Research aims 21
 - Research context and policy background 21
 - Definition of customer groups 23

- 2. Methodology 25
 - Quantitative strand 25
 - Qualitative strand 27
 - In-depth interviews 28
 - Focus groups 28
 - How to read the findings 29

- 3. Evolving landscape of in-work Universal Credit claimants 31
 - An overview of the customer groups 31

- Current employment situation..... 32
- Views of current employment situation 37
- Barriers to progression and working more hours 42
- Meanings of progression 42
- Lack of (relevant and local) jobs 43
- Lack of opportunities with current employers 44
- Childcare responsibilities 45
- Lack or perceived lack of relevant qualifications, skills and experience 46
- Lack of adequate or affordable transport..... 48
- Disabilities or health conditions 48
- Attitudinal barriers..... 50
- A summary of the customer groups 52
 - Group 1: Motivated but lacking confidence..... 53
 - Group 2: Content with current situation 53
 - Group 3: Constrained by circumstances..... 53
 - Group 4a: Ready but stuck..... 54
- 4. Understanding experiences of in-work support..... 55
 - Use of the service 55
 - Satisfaction with the service 59
 - Effectiveness of the support 63
- 5. What works well and what could be improved 69
 - Tailored work coach meetings 69
 - Empathetic, holistic, expert and goal-focused support 70
 - Work coaches who are familiar with customers’ employment and personal journey 71
 - Practical next steps and check-ins 72
 - Tailored training opportunities and skill enhancement..... 73
 - Clarity on the Universal Credit requirements and consistent enforcement 74
 - Support in engaging with employers..... 76
- 6. Conclusions and implications 77

Appendices..... 78

 Appendix A: Survey sample profile..... 78

 Appendix B: Survey sampling and fieldwork strategy 80

 Appendix C: Survey weighting..... 82

 Appendix D: Statistical reliability..... 87

 Appendix E: Qualitative methodology..... 88

 Appendix F: In-depth-interviews achieved sample 89

 Appendix G: Focus groups achieved sample 91

 Appendix H: Projective technique..... 93

 Appendix I: Questionnaire Wave 1 95

 Appendix J: Questionnaire Wave 2 122

 Appendix K: Questionnaire Wave 3..... 150

Table of Figures

Introduction

Table 1.1 Timeline of AET changes..... 22

Chapter 3

Figure 3.1 Customers’ employment status at the time of the survey 33

Figure 3.2 Customers moving in and out of employment 34

Figure 3.3 Employed customers reported working hours 35

Figure 3.4 Employed customers reporting varying working hours and zero hours contracts 36

Figure 3.5 Employed customers reporting formal responsibility for supervising the work of other employees..... 36

Figure 3.6 Employed customers reporting unskilled manual jobs..... 37

Figure 3.7 Employed customers’ satisfaction with their job overall..... 37

Figure 3.8 Employed customers’ satisfaction with current working hours..... 38

Figure 3.9 Employed and unemployed customers agreeing that it would be harder to work or work more hours even if offered a job or more hours..... 38

Figure 3.10 Employed and unemployed customers who agreed it would be hard for them to work or work more hours (by health condition) 39

Figure 3.11 Customers who agreed it would be hard for them to work or work more hours (by parenting responsibilities) 39

Figure 3.12 Employed customers’ satisfaction with their pay in their current job..... 40

Figure 3.13 Employed and unemployed customers’ agreement that they don’t need to work or work more hours because they get by ok on what they currently earn	41
Figure 3.14 Employed customers’ satisfaction with childcare arrangements while at work (only show those living with dependent children)	42
Figure 3.15 Employed customers’ satisfaction with opportunities for career development in current job	45
Figure 3.16 Customers who identified needing support and training around finding and getting a new job, and support pursuing courses or training, including with the costs	47
Figure 3.17 Customers with a disability or health condition who thought support to manage a physical or mental health condition was something that would make it easier for them to progress in work	49
Figure 3.18 Customers agreeing their home life would suffer if they worked or worked more hours	50
Figure 3.19 Employed customers’ satisfaction with work-life balance	51
Figure 3.20 Customers’ agreement with statements about moving off benefits.....	52

Chapter 4

Figure 4.1 Employed customers’ most commonly reported in-work support services used in the last six months (showing only top five services).....	56
Figure 4.2 Employed customers’ last reported contact with work coach	57
Figure 4.3 Employed customers’ reported frequency of contact within the last six months (showing only those who had contact with a work coach in the last six months).....	58
Figure 4.4 Employed customers’ reported most common mode of contact with work coach in the last six months (showing only those who had contact with a work coach in the last six months).....	58
Figure 4.5 Employed customers’ reported frequency of contact with the same work coach in the past six months (showing only those who had contact with a work coach in the last six months).....	59
Figure 4.6 Employed customers reported their work coach meetings were very or fairly helpful (showing only those who had contact with a work coach in the last six months).....	60
Figure 4.7 Employed customers’ satisfaction with regularity of contact with their work coach (showing only those who had contact with a work coach in the last six months)	61
Figure 4.8 Employed customers’ preferred mode of contact with their work coach ..	62
Figure 4.9 Employed customers agreeing or disagreeing that the support they received was tailored to their needs or circumstances (showing only those who received some sort of support from DWP or JCP).....	63
Figure 4.10 Employed customers who agreed that in-work progression or interactions with DWP staff or JCP had contributed to hard work-related outcomes	64
Figure 4.11 Employed customers who agreed that in-work progression or interactions with DWP staff or JCP had contributed to soft work-related outcomes.....	65

Figure 4.12 Employed customers who agreed that in-work progression or interactions with DWP staff or JCP had contributed to wider personal outcomes..... 66

Chapter 5

Figure 5.1 Employed customers who thought it was true that they need to meet work coach fortnightly if they earn below the AET..... 75

Appendices

Table A.1 Respondent profile information: Labour market regime..... 78

Table A.2 Respondent profile information: Income band at last AP..... 78

Table A.3 Respondent profile information: Age band 79

Table A.4 Respondent profile information: Sex 79

Table A.5 Respondent profile demographics compared to UK average 79

Table B.1 Wave 3 fieldwork metrics 80

Table C.1 Wave 3 cross-sectional weighting profile of customer group 1 82

Table C.2 Wave 3 cross-sectional weighting profile of customer group 2 82

Table C.3 Wave 3 cross-sectional weighting profile of customer group 3a 82

Table C.4 Wave 3 cross-sectional weighting profile of customer group 3b 83

Table C.5 Wave 3 cross-sectional weighting profile of customer group 3c..... 83

Table C.6 Wave 3 cross-sectional weighting profile of customer group 4a 83

Table C.7 Wave 3 cross-sectional weighting profile of customer group 4b 84

Table C.8 Wave 3 cross-sectional weighting profile of customer group 4c..... 84

Table C.9 Wave 3 longitudinal weighting profile for customer group 1 85

Table C.10 Wave 3 longitudinal weighting profile for customer group 2 85

Table C.11 Wave 3 longitudinal weighting profile for customer group 3 85

Table C.12 Wave 3 longitudinal weighting profile for customer group 4 86

Table D.1 Statistical reliability for each customer Group 87

Table F.1 Wave 1 achieved sample 89

Table F.2 Wave 2 achieved sample 89

Table F.3 Wave 3 achieved sample 90

Table G.1 Wave 1 achieved sample..... 91

Table G.2 Wave 2 achieved sample..... 92

Table G.3 Wave 3 achieved sample..... 92

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Glossary of key terms

Term	Definition
Administrative Earnings Threshold (AET)	A fixed earnings amount that determines the intensity of support customers receive to find more or better-paid work. It is set at both an individual and a household level.
Conditionality Earnings Threshold (CET)	A flexible earnings threshold that determines whether a claimant is considered to be "working enough" and therefore has no work-related requirements.
Conditionality group	The category that DWP places customers in, which determines the specific set of rules and tasks (conditionalities) they are expected to follow.
Customers	For the purpose of this report 'customers' refers to people who took part in the survey. All research participants were Universal Credit claimants at the time of the research or had very recently stopped their Universal Credit claim.
Department for Work and Pensions (DWP)	The Government department that provides Universal Credit to low-income customers, as well as other types of welfare support.
Figures	Charts or graphs that visually present the data from the survey.
Focus groups (FGs)	A qualitative research method where a small, deliberately selected group of people (typically six to ten) participate in a moderated group discussion.
Group 1	Customers in the Light Touch or Working Enough labour market regimes who took part in the voluntary in-work progression offer.

Group 2	Customers in the Light Touch or Working Enough labour market regimes who did not take part in the voluntary in-work progression offer.
Group 3	Customers who moved into the Intensive Work Search (IWS) labour market regime due to changes in the Administrative Earnings Threshold (AET) between 2022 and 2024.
Group 4	Customers in the IWS regime, including those not impacted by AET changes or customers who started their claim on or after 13 May 2024 with earnings in the first Assessment Period of this claim between the old 15-hour and new 18-hour single rates.
Group 4a	A segment of group 4; customers in the IWS regime who were unaffected by the AET changes between 2022 and 2024. Their individual earnings were below £355 in the first assessment period of their Universal Credit claim.
In-depth interviews (IDIs)	A qualitative research method comprising of one-to-one discussions with people to understand their experiences and attitudes.
Intensive Work Search (IWS) regime	A Universal Credit labour market regime which requires customers to engage in a higher level of job searching as a requirement for their claim.
In-work progression (IWP) voluntary offer	A specific in-work progression support offer that DWP used to offer customers in the Light Touch or Working Enough labour market regimes to aid their progression at work (offered between 2022 and 2025, now discontinued).
In-work support	Support provided by DWP or Jobcentre Plus to help employed Universal Credit customers.
Jobcentre Plus (JCP)	A government-funded employment agency and social security office in the United Kingdom. It is the public-facing

	<p>brand of the Department for Work and Pensions (DWP) and serves as a one-stop-shop for people of working age who need to find a job, access training, or claim benefits.</p>
Labour market regime	<p>The category that DWP places customers in within conditionality groups, which determine what work related activity (if appropriate) a Universal Credit claimant is required to do, the level of contact with the claimant and the support that they will receive.</p>
Light Touch	<p>A Universal Credit labour market regime for those earning between the CET and the AET, with minimal work and search requirements.</p>
National Careers Service	<p>A government-funded body in England that provides free, impartial, and confidential information, advice, and guidance on learning, training, and work. It is available to anyone aged 13 and over, regardless of their employment status.</p>
Participant	<p>Someone who has taken part in the qualitative research referenced in this report.</p>
Quantitative research or strand or approach	<p>A research method focused on collecting and analysing numerical data to find patterns, make predictions, test causal relationships, and generalise results from a larger sample population.</p>
Qualitative research or strand or approach	<p>A type of research that aims to gather and analyse non-numerical data (like participants' answers, text, video, or audio) to understand concepts, opinions, or experiences. It is all about exploring the "why" and "how" of human behaviour, rather than just the "what," "where," and "when."</p>
Survey	<p>Quantitative research method used to collect data from a predefined group of people to gain information and insights into various topics of interest. Unlike an</p>

	<p>in-depth interview or a focus group, a survey is typically designed to be administered to a much larger group of people in a standardised way.</p>
Taper rate	<p>The rate at which a customer's Universal Credit payment is reduced for every pound they earn above their Work Allowance.</p>
Universal Credit (UC)	<p>Universal Credit is a monthly payment designed to help with living costs, eligible for people in and out of work, and those unable to work due to health or caring responsibilities.</p>
Wave (wave 1, 2, 3)	<p>Different stages of the research.</p>
Work Allowance	<p>The amount of money customers can earn each month before their Universal Credit payment starts to be reduced.</p>
Work coaches	<p>Individuals who provide benefits and employment support to DWP customers, and work at jobcentres.</p>
Working Enough	<p>A Universal Credit labour market regime for those earning above the CET that do not have any work or work search requirements.</p>

1. Introduction

This report presents the findings from Ipsos' evaluation of in-work support for Universal Credit customers, commissioned by the Department for Work and Pensions (DWP). While initially designed to assess the effectiveness of the in-work progression (IWP) offer among Light Touch and Working Enough customers, evolving policy priorities shifted the focus of this research to encompass general in-work support for all Universal Credit customers, including those under the Intensive Work Search (IWS) labour market regime.

Research aims

In 2023, Ipsos was commissioned by DWP to conduct a three-year evaluation of the IWP offer, delivered to Light Touch and Working Enough customers. Originally, the aim of the project was to evaluate the effectiveness of IWP with a focus on those customers who took up the voluntary offer (group 1) and those who were eligible but decided not to take it up (group 2). The evaluation expanded to also include customers in the mandatory IWS regime (groups 3 and 4). The reason was twofold: providing an indicative comparison and exploring the implications of Administrative Earnings Threshold (AET) changes which moved a cohort of customers (group 3) from IWP to IWS.

However, evolving policy priorities, not least following the change of Government with new priorities set out in the 'Get Britain Working' (GBW) white paper and the discontinuation of the IWP voluntary offer in January 2025, shifted the evaluation focus to broader in-work support needs. The final wave of research, therefore, aimed to identify barriers and enablers to broader in-work support, informing the development of future approaches and consolidating learning across all three waves.

In this context, this report focuses on the following themes:

- the evolving landscape of Universal Credit customer groups, including their different demographic and employment situations
- attitudes to progression, including perceived barriers
- customers' experiences of current in-work support, with a focus on what works and what could be improved

Research context and policy background

The research explores the effectiveness of two different types of in-work support provided to UC customers: the IWP offer and the IWS labour market regime. The

type of support customers receive is determined by two thresholds: the **Conditionality Earnings Threshold (CET)** and the **Administrative Earnings Threshold (AET)**.

Customers earning above the CET are in the legal ‘No Work-related Requirements’ group. Customers in this latter group are further categorised into two labour market regimes depending on whether they earn above or below the AET.

Customers earning below the CET but above the AET are sorted into the Light Touch labour market regime and are eligible for the IWP offer. Customers earning above the CET in the ‘No Work-related Requirements’ group were also eligible for the IWP offer. Customers earning below the AET are sorted into the IWS labour market regime. More information about the IWP offer and IWS labour market regime is detailed below.

The voluntary IWP offer was rolled out from November 2022 to support employed customers in the Light Touch or Working Enough labour market regimes. Support was delivered by work coaches in Jobcentre Plus (JCP). It included things such as a skills assessment, creation of an action plan, information about skills development or skills ‘bootcamps’, referral to the National Careers Service, help writing a CV, and advice on various job-searching and progression-seeking activities. The IWP offer was available nationally by March 2023, initially with plans for mandatory implementation for Light Touch claimants. However, this trajectory shifted. The government paused mandatory rollout in September 2023, opted to maintain the IWP voluntary status in February 2024, and ultimately discontinued promotional efforts in December of the same year.

IWS is a mandatory regime for those earning below the AET, including both unemployed and low-income employed individuals. It requires a claimant commitment with work search, availability, preparation, and interview requirements, along with fortnightly ten-minute meetings with a work coach. Due to changes in the AET, some customers who would have been eligible for the IWP support have now been placed in the IWS regime. Between 2022 and 2024 there were three changes to the AET, which changed the make-up of customers in the IWS regime.

Table 1.1 Timeline of AET changes

Date of AET Change	Change to AET for single customers (earnings from paid work in a month)	Change to AET for coupled customers (earnings from paid work in a month)	Relation to the National Living Wage (Individual)	Number of customers impacted at time of change
September 2022	From £355 to £494	From £567 to £782	12 hours a week	118,000

January 2023	From £494 to £617	From £782 to £988	15 hours a week	120,000
May 2024 ¹	From £743 to £892	From £1,189 to £1,437	18 hours a week	180,000

Definition of customer groups

This report focuses on employed Universal Credit customers, who are those who receive Universal Credit benefits. This broader group comprises of four distinct sub-groups.

- **customer group 1:** These are customers in the Light Touch or Working Enough labour market regimes who voluntarily took part in an initial meeting about the in-work progression offer and either had subsequent support under the offer or had no further engagement with the offer
- **customer group 2:** These are customers in the Light Touch or Working Enough labour market regimes who did not take part in the in-work progression offer
- **customer group 3:** These are customers in the IWS regime who have been brought into it due to changes to the AET
- **customer group 4a:** These are customers in the IWS regime who have not seen a change in the level of support from DWP. These are a segment of group 4, which also included those who started their claim on or after 13 May 2024 with earnings in the first Assessment Period of this claim between the old 15-hour and new 18-hour single rates (group 4b), and any other IWS customer not impacted by the AET changes who don't fall into the previous two groups (group 4c). This report reports only group 4a in order to (1) ensure focus could be on the lowest earnings group; (2) ensure there is a clear distinction with group 3

Customers of in-work support are primarily employed individuals. However, due to fluctuating employment circumstances, some customers transitioned to unemployment between initial contact and the survey. Chapter 3 describes both employed and unemployed customers to provide a comprehensive understanding of their make-up. Subsequent analysis of in-work support experience and impact focuses solely on employed customers, reflecting the programme target population.

This report employs distinct analytical approaches when describing customers in the quantitative and qualitative data.

- **quantitative analysis:** It is presented by customer group to reflect the unique characteristics and support received by each. We call survey respondents

¹ The starting amount of the May 2024 increase is higher than the January 2023 end amount due to uprating of the AET with National Living Wage increases in April 2023 and April 2024.

“customers”, reflecting the fact that the sample is representative of their respective population

- **qualitative analysis:** It is primarily analysed across all groups, exploring differences among demographic segments. Where key thematic differences emerge between customer groups, qualitative analysis is presented separately for each group. Please note that findings from the qualitative work are not representative of all customers’ views and experiences. As such we refer to those taking part in the qualitative work as “participants”, to highlight the fact that the qualitative insight is not representative of all customers

2. Methodology

The evaluation was conducted over three waves. Each wave comprised of a staged mixed-method approach, including an online and telephone survey, in-depth interviews and focus groups. Additional details are in the Appendix. The numbers in this report are from wave 3 unless otherwise specified, except in the case of longitudinal analysis of data from wave 2 and wave 3. This is clearly distinguished in the report.

Quantitative strand

Sampling

A stratified random sample was provided by DWP and focused on employed Universal Credit claimants. The sample included administrative data from DWP records, comprising customer groups; conditionality; gender; age; region; most recent earnings. It contained some unemployed customers (23%) due to their fluctuating and changing employment status. A total of 40,200 records were received as part of the sample at wave 1. This included 6,000 in customer group 1, 14,400 in customer group 2, 9,840 in customer group 3 and 9,960 in customer group 4. Additional samples of fresh records were provided across waves 2 and 3 to maintain survey respondent numbers at each wave. This resulted in a sample of 40,857 at wave 2 (1,414 returning from wave 1 and 39,443 fresh); and of 35,916 in wave 3 (2,870 returning from wave 1 or 2 and 33,046 fresh) after excluding unusable records.

Fieldwork

The quantitative strand of the research was conducted through a mixed-mode online and telephone survey, across three waves. Customers who had an email address were offered the chance to take part online via an email invitation initially, after which telephone calls were made.

Customers with an email address were sent at least three email reminders over the course of fieldwork. For waves 2 and 3, to help boost response, a £5 incentive voucher was offered for completion.

Below there are details for each wave:

- wave 1 was conducted between 31 August and 29 October 2023. A total of 2,104 respondents took part

- wave 2 was conducted between 1 October and 27 November 2024. A total of 2,705 respondents took part. Out of these, 2,130 were fresh respondents, and 575 completed wave 1
- wave 3 was conducted between 18 March and 22 April 2025. A total of 2,713 respondents took part. Out of these, 1,919 were fresh and 794 were longitudinal (728 who completed wave 2 and 66 who completed wave 1). 2,213 of these respondents were used in the between-group analysis reported in this document, as group 4b and 4c were excluded. Out of these, 725 answered at both wave 2 and wave 3 and were used in the longitudinal analysis reported in this document

Wave 3 survey is the primary source of quantitative data used in the report, with the following numbers of completes for each customer group:

- customer group 1 had 539 completes, including 170 longitudinal customers (143 who completed wave 2 and 3, and 27 who completed wave 1, 2, and 3)
- customer group 2 had 605 completes, including 174 longitudinal customers (159 who completed wave 2 and 3, and 15 customers who completed at wave 1, 2 and 3)
- customer group 3 had 737 completes, including 217 longitudinal customers (212 who completed wave 2 and 3, and five completed wave 1, 2 and 3)
- customer group 4a had 332 completes, including 86 longitudinal customers (76 who completed wave 2 and 3, and ten who completed wave 1, 2 and 3)

Questionnaire

The questionnaire was kept largely consistent across the three waves of research and covered the following topics:

- demographic and contextual information
- attitudes towards work and progression
- support needs and preferences for support delivery
- views on current DWP support
- outcomes from interactions with current DWP support

Before the beginning of wave 1 quantitative fieldwork, we conducted ten cognitive interviews. Each question which was identified for testing was assessed individually for comprehension, consistency, comprehensiveness, and usefulness.

Weighting

At each wave, survey data was weighted to match the sample profile, derived from the sample provided by DWP. Each customer group was weighted by age and gender within their group. As distinct subsets of the Universal Credit population were targeted for this research, individual groups are treated separately for the purposes of analysis and have not been combined to represent an overall population.

Where customers completed multiple waves forming a longitudinal response, data at waves 2 and 3 have included a separate longitudinal weight recalibrated back to the original wave 2 sample profile to account for differential non-response. For this report, any longitudinal analysis presented focuses on the most recent transitions between waves 2 and 3.

Analysis

For the quantitative data used in this report, the focus is on wave 3. As the cross-sectional data is broadly consistent across waves, we have focused on the most recent data to ensure the most up to date findings.

We employed two main analytical approaches:

- **cross-sectional analysis**, reflecting the population at the single point at the time of data collection. We report statistically significant different results when they emerge in the quantitative data. Statistical significance measures the probability that an observed outcome is due to a real effect rather than random chance. These are reported on in the commentary and on the Figures (such as charts) through differently coloured and shaped triangles. Light blue triangles pointing upward signify the number next to it is significantly higher than all other customer groups and pink triangles pointing downward signify the number is significantly lower than all other customer groups. More details on the standard of errors for different sample sizes are in Appendix D
- **longitudinal analysis** when this is relevant. This analysis focuses on changes at group level amongst those customers who completed the survey at waves 2 and 3 (including those who did and did not also take part at wave 1)

As explained in the previous section, we analyse the data by customer group, but not as an overall population. Customer groups are compared with one another, and themes and patterns are identified from these.

Qualitative strand

The qualitative strand of the research was conducted over three waves, which followed the quantitative strand. Selected customers who had completed the quantitative survey were invited to take part in the qualitative research. The qualitative strand comprised of in-depth interviews, focus groups, and, at wave 1 only, digital diaries.

The three qualitative waves are detailed below:

- wave 1 was conducted between 4 October and 27 November 2023. A total of 19 participants took part in in-depth interviews, 47 in eight focus groups, and 17 in digital diaries, all of whom had completed in-depth interviews
- wave 2 was conducted between 4 November and 4 December 2024. A total of 37 participants took part in in-depth interviews and 24 in four focus groups. The digital diaries were discontinued for waves 2 and 3

- wave 3 was conducted between 27 May and 19 June 2025. A total of 22 participants took part in in-depth interviews and 38 in eight focus groups

In-depth interviews

In-depth interviews lasted 60 minutes and were conducted either via phone or Microsoft Teams. The topic guides explored participants' attitudes towards progression, their views on different barriers, and their understanding of their Universal Credit requirements. Across the three waves, there were changes in the primary focus of the in-depth interviews:

- in wave 1, the focus was on the evaluation of the IWP offer amongst those in group 1. The topic guide also explored the meanings of progression, as well as barriers and enablers to progression
- in wave 2, the focus was the impact of AET changes on participants in group 3. Additional focuses were on skills support, conversations with employers and future improvements
- in wave 3, the focus was participants' understanding of perceptions of barriers, especially attitudinal, using a projective technique to draw out participants' experiences and attitudes (more details on the projective technique in Appendix H)

All in-depth interview participants were employed at the point of fieldwork, were Universal Credit claimants and were either under the IWS regime or had taken part in or been offered IWP support. Other key quotas were age, gender, whether they were a parent and whether they had a health condition or disability. More details on the profile of in-depth interview participants are in Appendix F.

- in wave 1 we achieved five participants in group 1, six in group 2, four in group 3 and four in group 4
- in wave 2 we achieved seven participants in group 1, six in group 2, 12 in group 3 and 12 in group 4
- in wave 3 we achieved seven participants in group 1, four in group 2, six in group 3 and five in group 4

Focus groups

Focus groups explored participants' views on different potential support programmes from DWP that could aid them progress at work:

- in wave 1, the focus was on developing ideas around support from work coaches, support with skills assessment and development, and messaging around taking part in the IWP offer
- in wave 2, the focus was on the experiences and views of the Department for Education (DfE) Skills Bootcamps offer and support to have conversations about progression with their employers

- in wave 3, the focus was on testing reactions to potential and already running in-work support, including: SWAPs (Sector-based Work Academy Programmes), employer support for job retention, broader career service support, AI-powered CV support, skills assessment and development

In line with the in-depth interviews, all participants in focus groups were employed at the point of fieldwork, were Universal Credit claimants and were either under the IWS regime or had taken part in or been offered IWP support. Other key quotas were age, gender, whether they were parents and whether they had a health condition or disability. More details on the profile of focus group participants are in Appendix G.

- in wave 1 we achieved 14 participants in group 1, nine in group 2, 13 in group 3 and 11 in group 4
- in wave 2 we achieved eight participants in group 1, ten in group 3 and seven in group 4. Focus groups were not conducted with group 2 in wave 2
- in wave 3 we achieved eight participants in group 1, ten in group 2, nine in group 3 and 11 in group 4

Analysis

In this report we lead with the wave 3 data collected in the in-depth interviews and focus groups, which is supplemented with data from waves 1 and 2 where it is appropriate.

All interviews were audio-recorded with participants' consent and reviewed by the respective researcher. Detailed notes were captured for each interview and inputted into a shared analysis framework, structured around the discussion guide and research objectives. This standardised framework ensured consistent and systematic analysis, facilitating data interpretation through comparison, contrast, pattern identification, and exploration of factors underlying participant attitudes and behaviours.

How to read the findings

When interpreting the data, there are important considerations to be made.

Quantitative analysis:

- quantitative research addresses questions such as “how many”, “how much”, or “how often”
- the data is presented separately by customer group (G1, G2, G3 and G4a)
- we report only on questions where the base sizes are greater than 50
- for questions where base sizes are below 80, a cautionary note is included, indicating the need for careful interpretation due to the smaller sample size
- the report focuses on differences which are statistically significant. Statistically significant differences between groups (at the 95% confidence level) are signposted with differently coloured and shaped triangles. Light blue triangles

pointing upward signify the number next to it is significantly higher than all other customer groups and pink triangles pointing downward signify the number is significantly lower than all other customer groups. Furthermore, we refer to them as “significantly” higher or lower in the text of the report

- the combined percentages (for example, agree for strongly or fairly agree) might not add up to the percentage of individual response codes due to rounding
- some questions were routed (that is, asked to a sub-group of customers). The Figure titles and the bases specify which groups were asked each question

Qualitative analysis:

- qualitative research addresses questions about “what”, “why”, and “how”
- qualitative data is not aimed at quantifying behaviours and opinions
- qualitative data can’t be extrapolated to participants in all customer groups
- qualitative analysis prioritises identifying themes based on the depth and richness of participant accounts, not on the frequency of mention
- quotes are used throughout the presentation as illustrative of the ideas being discussed
- comparisons across customer segments (either by customer group, or by demographic characteristic) focus on identifying thematic patterns and developing a typology of perspectives, rather than quantifying the prevalence of specific views
- when referring to “participants”, we mean participants who took part in focus groups or in-depth interviews. Responses from participants may be shared across customer groups, unless a specific group or demographic is specified

3. Evolving landscape of in-work Universal Credit claimants

This Chapter describes the key characteristics of the four customer groups in terms of demographics, employment status, satisfaction with their current employment situation and attitudes to progression. The insight is mostly based on wave 3 survey data and complemented by the qualitative work.

Customers accessing DWP's in-work support are primarily employed individuals. However, due to their fluctuating employment circumstances, some customers transitioned to unemployment between our initial contact and completing the survey. Chapter 3 focuses on both employed and unemployed customers to provide a comprehensive understanding of DWP customer base. Subsequent analysis of in-work support experience and impact focuses solely on employed customers, reflecting the programme target population (see Chapters 4 and 5).

Customer groups defined by labour market regime, and support offered and taken up exhibited distinct attitudinal and demographic characteristics that influenced their working hours and pay. However, commonalities also emerged *across* customer groups. Parents, those approaching retirement age, those working close to full-time, and individuals with health conditions shared similar attitudes towards progression. Within this multifaceted context, "progression" itself emerged as a complex and nuanced concept, encompassing structural, practical, and attitudinal barriers and shaping individual aspirations beyond simply increasing working hours.

An overview of the customer groups

This section provides a snapshot of the demographic profile, employment status, and views of current employment situation across the four customer groups. The section uses the survey data from wave 3.

The four customer groups include: (1) customer group 1: those in the Light Touch or Working Enough labour market regimes, who voluntarily took part in the in-work progression (IWP) offer; (2) customer group 2, those in the Light Touch or Working Enough labour market regimes, who did not take part in the IWP offer; (3) customer group 3, those in the Intensive Work Search (IWS) regime, who have been brought

into it due to changes to the AET based categorisation; (4) customer group 4a, those in IWS regime, who have not been brought in due to the AET based categorisation changes and have not seen a change in the level of support from DWP.

Across the board, customers reported being largely content with their current working hours and found increasing them challenging. Customer groups defined by conditionality thresholds exhibited some distinct attitudinal and demographic characteristics that influenced their attitudes to working more hours and progression. However, parents and those with a health condition shared similar attitudes towards in-work progression that transcend AET based categorisation.

Demographic profile

There were notable differences between groups on key demographic characteristics, which might play a role in customers' views of progression.

Group 1 customers were significantly more likely than their counterparts to report English as their second language (33% compared to 17%, 22% and 17% in groups 2, 3 and 4a respectively) and to be from Black and minority ethnic backgrounds, than groups 2 and 3 (30%, compared to 19% and 23% respectively).

Group 2 customers were significantly more likely to be from White ethnic groups than other groups: 79% compared to 67%, 72% and 68% in groups 1, 3 and 4a respectively. They were also, alongside group 3, the most likely to be single parents (41% at group 2 and 45% at group 3 compared to 34% at group 1 and 26% at group 4a).

Group 3 customers were the most likely to present demographic features that can act as systemic barriers to progression. For instance, they were the most likely to report health conditions (37%), along with group 4a at 38% (compared with 29% at group 1 and 27% at group 2). They were also the most likely to be single parents (45%), along with those in group 2 at 41% (compared to 34% at group 1 and 26% at group 4a). Finally, they were the most likely to report no qualifications (14% compared to six, six and seven percent, in groups 1, 2 and 4a respectively) and the least likely to have a degree (14% compared with 27%, 21% and 21% in groups 1, 2 and 4a respectively).

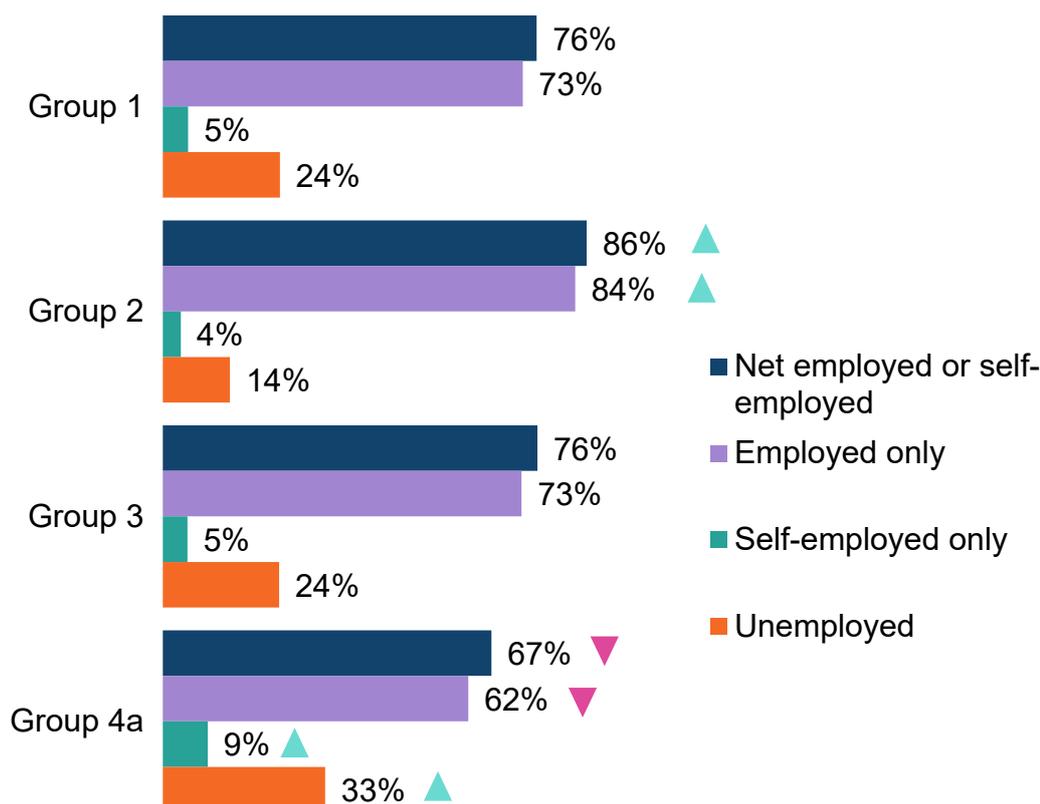
Group 4a customers were the most likely to be younger (with 52% in the 18-34 age band compared to 23%, 28% and 25% in groups 1, 2 and 3 respectively). Linked to this, they were the least likely to live with dependent children (34% compared to 69%, 72% and 64% in groups 1, 2 and 3 respectively).

Current employment situation

As shown in Figure 3.1, the majority of all customer groups said they were employed at the time of the survey, but there were significant differences between the employment situation of each group. At wave 3, group 2 customers were significantly more likely to be employed or self-employed than any other group (86%, compared to 76% in group 1 and 3, and 67% in group 4a). Conversely, those in group 4a – more likely to be younger than other customer groups – were significantly more likely

than their counterparts to be unemployed (33% compared to 24% in group 1, 14% in group 2 and 24% in group 3). As explained in the introduction to this Chapter, the presence of unemployed respondents within the in-work support customer sample reflects the dynamic nature of employment among Universal Credit claimants. Customers may have transitioned between employment and unemployment during the period between sample selection and survey completion.

Figure 3.1 Customers' employment status at the time of the survey

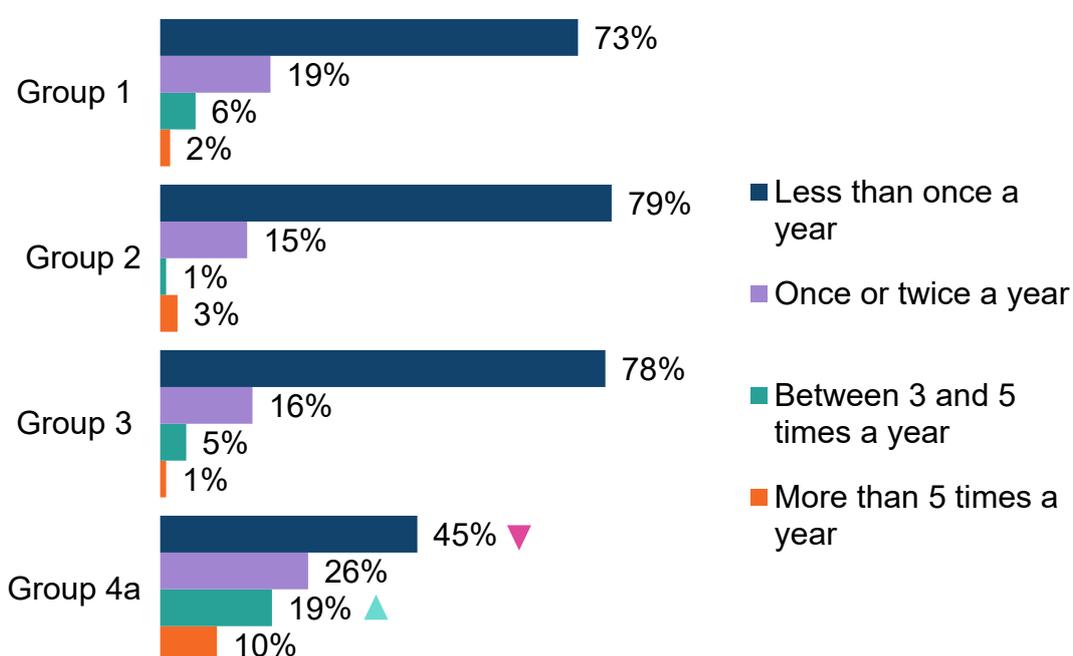


Base: All, G1 w3 (539), G2 w3 (605), G3 w3 (737), G4a w3 (332). Light blue triangles pointing upward signify the number next to it is significantly higher than all other customer groups and pink triangles pointing downward signify the number is significantly lower than all other customer groups.

Customer groups also differed in their **employment history**, which reflected their conditionalities. Groups 1 and 2 were significantly more likely than other groups to say they had worked solidly without a break since leaving education (21% and 22% respectively compared to 17% and nine percent of group 3 and 4a respectively). Conversely, group 4a were significantly more likely to have spent most time not working (16% compared to seven, five and six percent for groups 1, 2 and 3 respectively) or spent about as much time working as not working (26% compared to 18%, 16% and 20% for groups 1, 2 and 3 respectively). This possibly reflects their younger age profile.

Among customers who reported they had **spent about as much time working as not working since leaving education**, most said they had moved less than once per year, but there were some significant differences between groups. Group 4a were more likely than all other groups to report having moved into and out of employment between three and five times a year (19% compared to six, one and five percent for groups 1, 2 and 3 respectively). This finding could be explained by the fact that customers in group 4a were more likely than their counterparts to have just started their employment journey (as they were younger) and not to have childcare responsibilities.

Figure 3.2 Customers moving in and out of employment



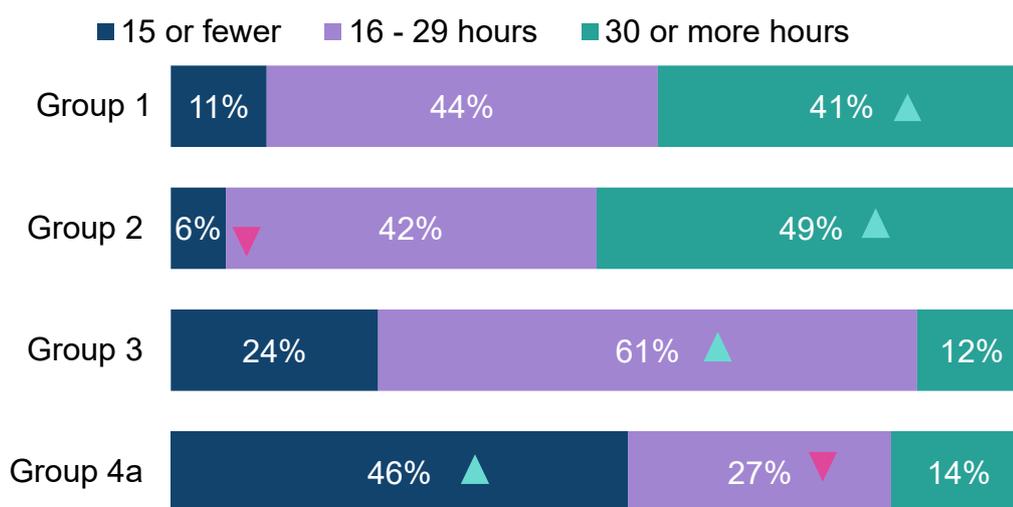
Base: Customers who reported they had spent about as much time working as not working since leaving education, G1 w3 (60); G2 w3 (76); G3 w3 (108) G4a w3 (65). Caution: base sizes <80

Group 4a customers unemployed at the time of the survey were significantly more likely than other groups to say they had been **unemployed for between one and six months** (52%, compared to 26%, 32% and 20% for groups 1, 2 and 3 respectively). Group 3 were more likely to have been unemployed for longer, between one and three years (34%, compared to 13%, ten percent and 15% of groups 1, 2 and 4a respectively). This highlights a key difference between these two Intensive Work Search (IWS) groups. Length of unemployment of customers in groups 1 and 2 was not significantly different to one another, and the most common length of unemployment was between one and six months (26% and 32% respectively).

Consistent with previous waves, employed customers differed in the **number of hours they worked per week**. Those in group 4a were significantly more likely than other groups to report working 15 or fewer hours per week (46%), while groups 1 and

2 were the least likely to say so (11% and six percent respectively). These numbers include paid overtime but not unpaid overtime. Groups 1 and 2 were significantly more likely than groups 3 and 4a to say they **worked full-time**, defined as 30 or more hours per week (41% and 49% respectively, compared to 12% and 14%). Group 3 were significantly more likely than all other groups to work 16-29 hours per week (61% compared to 44% for group 1, 42% for group 2, 27% for group 4a), suggesting some room for increasing hours to full-time and potentially pushing earnings over the AET based categorisation.

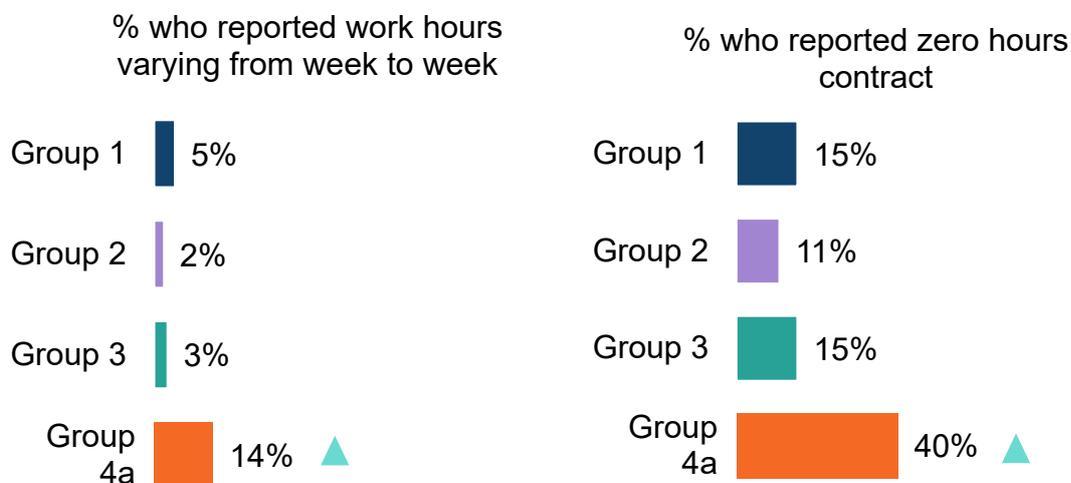
Figure 3.3 Employed customers reported working hours



Base: Employed, G1 w3 (409); G2 w3 (528); G3 w3 (567); G4a w3 (225)

Consistent with previous waves, employed customers at wave 3 in group 4a were the least likely to be on a permanent contract (47% compared to 74%, 82% and 75% in groups 1, 2 and 3 respectively). Furthermore, 40% of group 4a customers reported they had a **zero hours contract**, significantly higher than group 1 (15%), group 2 (11%) and group 3 (15%). Similarly, 14% of those in group 4a said their work hours varied between weeks (significantly higher than groups 1, 2 and 3 at five, two and three percent respectively).

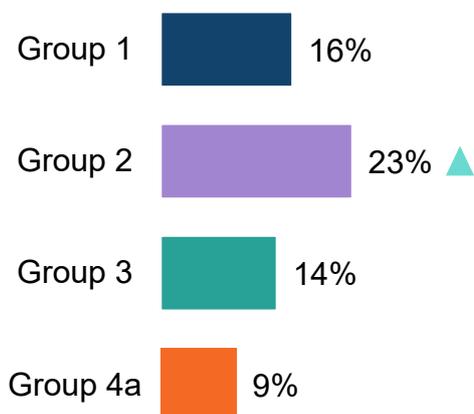
Figure 3.4 Employed customers reporting varying working hours and zero hours contracts



Base: Employed, G1 w3 (409); G2 w3 (528); G3 w3 (567); G4a w3 (225)

The **types and nature of jobs** also varied between customer groups. Employed customers in group 2 were significantly more likely than all other groups to report working in a senior role, defined as having formal responsibility for supervising the work of other employees (23% compared to 16%, 14% and nine percent in groups 1, 3 and 4a respectively).

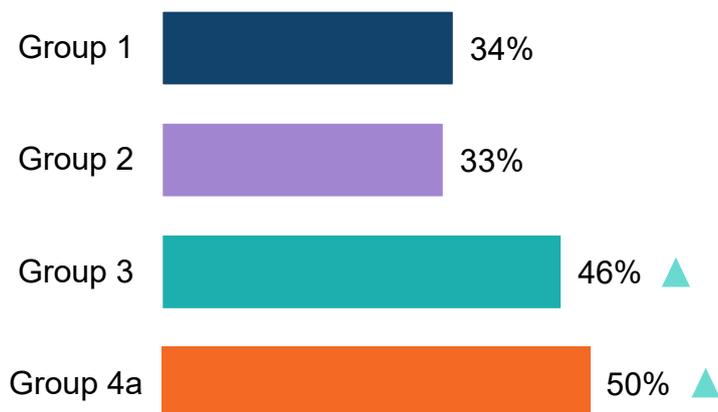
Figure 3.5 Employed customers reporting formal responsibility for supervising the work of other employees



Base: Employed, G1 w3 (409); G2 w3 (528); G3 w3 (567); G4a w3 (225)

Conversely, employed customers in group 3 (46%) and group 4a (50%) were significantly more likely than those in group 1 (34%) and group 2 (33%) to report working in an unskilled manual job, defined as a manual job that requires no special training or qualifications.

Figure 3.6 Employed customers reporting unskilled manual jobs



Base: All employed, G1 w3 (409); G2 w3 (528); G3 w3 (567); G4a w3 (225)

Views of current employment situation

Results from the wave 3 survey indicate that job satisfaction was largely positive across the board, consistent with previous waves. Around three-quarters of customers in groups 2, 3, and 4a, were **satisfied with their jobs overall**. A significantly smaller proportion of those in group 1 were satisfied, though still the majority at 60%. This may highlight an opportunity for further improvement for this group to bring them in line with other customers.

Figure 3.7 Employed customers' satisfaction with their job overall



Base: Employed, G1 w3 (409); G2 w3 (528); G3 w3 (567); G4a w3 (225)

Diving deeper into the results, wave 3 survey data show that, with the exception of those in group 4a, customers felt largely **content with their current working hours** and found increasing them a challenge. The majority of employed customers in groups 1, 2 and 3 felt satisfied with their current working hours (60%, 65% and 68% respectively). In contrast, employed customers in group 4a (who were more likely to

be on zero hours contracts and part-time) were significantly less likely than all other groups to be satisfied with their current hours (50%).

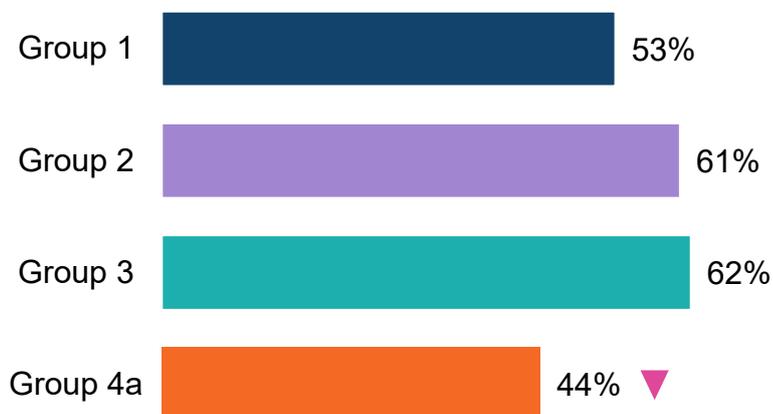
Figure 3.8 Employed customers' satisfaction with current working hours



Base: Employed, G1 w3 (409); G2 w3 (528); G3 w3 (567); G4a w3 (225)

Between half and three-fifths of both employed and unemployed customers in groups 1, 2 and 3 felt it would be **difficult to work or work more hours** (53%, 61% and 62% respectively). Customers in group 4a were significantly less likely than other groups to agree with this (44%).

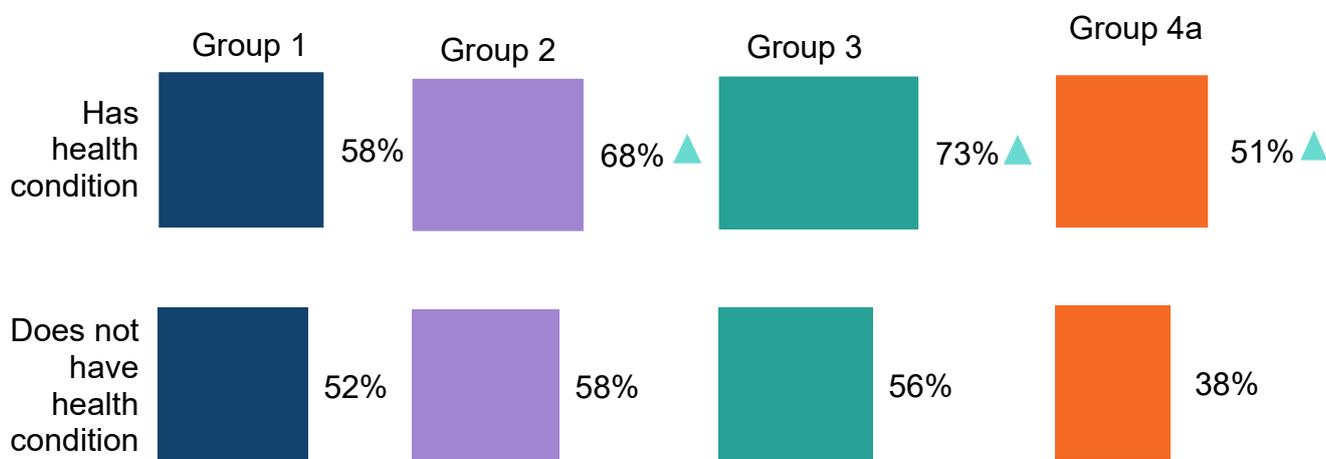
Figure 3.9 Employed and unemployed customers agreeing that it would be harder to work or work more hours even if offered a job or more hours



Base: All, G1 w3 (539); G2 w3 (605); G3 w3 (737); G4a w3 (332)

While the survey data reveal commonalities within each labour market regime, certain segments of customers across these groups shared characteristics that transcended the boundaries of AET based categorisation. For instance, employed and unemployed customers with **health conditions** were more likely than their counterparts to agree that it would be harder for them to work or work more hours, with significant differences found between those with and without a health condition in group 2 (68% compared to 58%), group 3 (73% compared to 56%) and group 4a (51% compared to 38%).

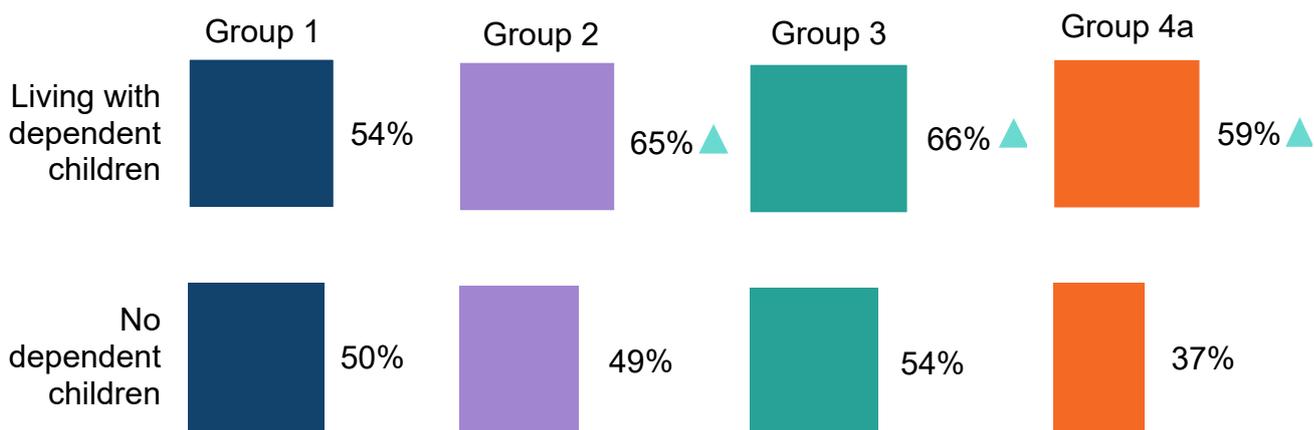
Figure 3.10 Employed and unemployed customers who agreed it would be hard for them to work or work more hours (by health condition)



Base: Employed and unemployed with health conditions, G1 w3 (152); G2 w3 (156); G3 w3 (271); G4a w3 (128); Without health conditions, G1 w3 (338); G2 w3 (413); G3 w3 (411); G4a w3 (180)

Differences in perceived ability to work or work more hours were also observed between **parents and non-parents**. Employed and unemployed customers with dependent children were more likely to agree that it would be harder for them to work or work more hours, with significant differences found between those with and without dependent children in group 2 (65% compared to 49%), group 3 (66% compared to 54%) and group 4a (59% compared to 37%).

Figure 3.11 Customers who agreed it would be hard for them to work or work more hours (by parenting responsibilities)

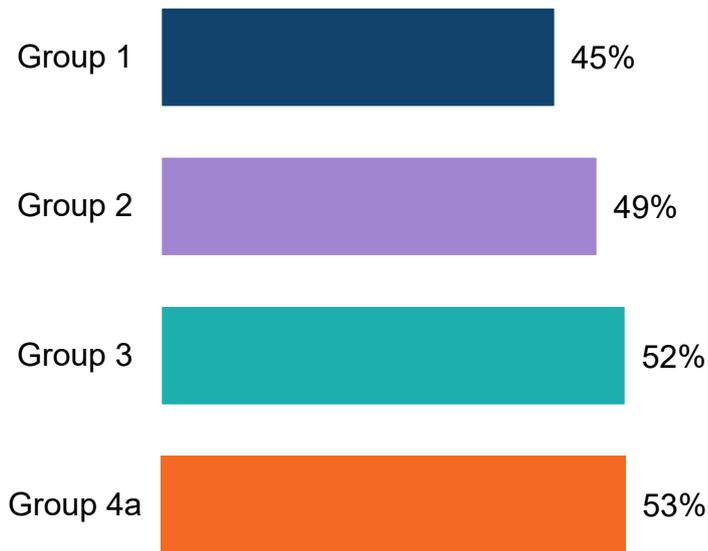


Base: Employed and unemployed living with dependent children, G1 w3 (380); G2 w3 (443); G3 w3 (483); G4a w3 (111); not living with dependent children, G1 w3 (159); G2 w3 (162); G3 w3 (254); G4a w3 (221)

Employed customers' satisfaction with pay does not appear to be significantly influenced by their income level. Despite being grouped by distinct earnings brackets

defined by the AET, roughly half of the employed customers in each group reported being **satisfied with their current pay**, a consistent finding across all groups (ranging from 45% in group 1 to 53% in group 4a).

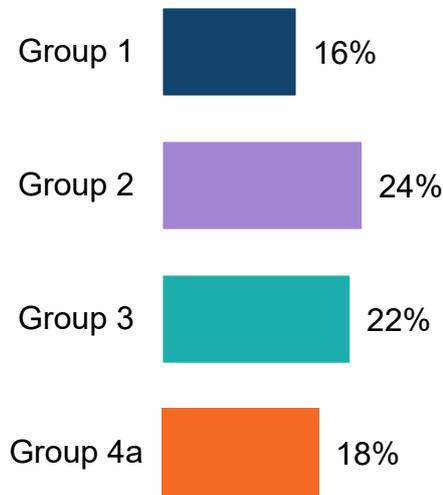
Figure 3.12 Employed customers' satisfaction with their pay in their current job



Base: Employed, G1 w3 (409); G2 w3 (528); G3 w3 (567); G4a w3 (225)

However, satisfaction with current pay didn't equate to **financial comfort**. In fact, lower proportions agreed that they *don't* need to work or work more hours because they get by ok on what they currently earn. Employed and unemployed customers in group 1 were significantly less likely than groups 2 and 3 to agree with this statement, suggesting a greater predisposition to increase hours and pay (16% compared to 24% and 22% in groups 2 and 3).

Figure 3.13 Employed and unemployed customers' agreement that they don't need to work or work more hours because they get by ok on what they currently earn



Base: All, G1 w3 (539); G1 w2 (605); G3 w3 (737); G4a w3 (332)

The majority of customers across groups (ranging between 68% in group 4a and 76% in group 3) were satisfied with their **commute to work**, suggesting it might be harder for customers to change the location of their jobs. This will be considered further in the next section of the Chapter.

Employed customers' satisfaction with **childcare arrangements** while at work was lower than other elements of their employment situation. Yet, the majority of employed customers were still satisfied with this. Group 2 customers were significantly more likely to be satisfied than groups 1 and 3 (63% compared to 53% and 56% of groups 1 and 3 respectively, and in line with group 4a at 60%). This finding, coupled with the higher prevalence of parents in group 2 suggests that childcare satisfaction might play a key role in their decision-making regarding work changes. Their contentment with existing childcare arrangements may explain their relative reluctance or inability to increase hours or seek alternative employment.

Figure 3.14 Employed customers' satisfaction with childcare arrangements while at work (only show those living with dependent children)



Base: Employed and living with dependent children, G1 w3 (286); G2 w3 (398); G3 w3 (383); G4a w3 (95)

Barriers to progression and working more hours

This section explores challenges to progression across customer groups. The section leads with the voices of wave 3 in-depth interviews and focus groups participants, integrating findings from previous waves when needed. The insights also build on wave 3 survey data, specifically on questions around views of working more hours and support needed to progress in work, change of careers or increase hours or earnings.

As covered in the previous section, customers generally expressed satisfaction with their current working hours and perceived increasing them as challenging. However, the concept of “progression” possessed a multifaceted and somewhat elusive meaning. It transcended mere increases in working hours, encompassing a nuanced understanding of career advancement. Individual perspectives on progression, as well as personal circumstances, shaped the perceived barriers to achieving it. These barriers, spanning structural, practical, and attitudinal dimensions, are key to understanding what type of progression support customers need.

Meanings of progression

Four distinct themes emerged from wave 1 qualitative research regarding the multifaceted meaning of career progression. Progression was rarely defined as simply “increased working hours”.

Firstly, progression encompassed **seniority and responsibility**. This included promotion to more senior roles or those presenting increased responsibility, heightened confidence in existing roles, and increased respect and recognition from peers and employers. Participants valued the sense of advancement and the validation that came with greater responsibility and acknowledgement of their contributions.

Secondly, a **sustainable career trajectory** was viewed as progression. This was characterised by a clear career path with long-term expectations, enduring advantages, and enhanced job security, particularly for those with precarious employment histories. The prospect of stability and long-term prospects provided a sense of security and direction.

Thirdly, **increased earnings** were perceived as a form of progression. This could manifest through increased working hours, improved family provision, or achieving financial independence from Universal Credit. The ability to provide for themselves and their families, and to achieve greater financial autonomy, was a key driver for many.

Finally, **pursuing a "passion"** was seen as progression, especially for those within an established career and more senior roles (more likely to be in group 2). This encompassed finding work aligned with personal interests, lateral moves into preferred areas, and opportunities to fully utilise self-developed skills within a chosen sector. For these participants, fulfilment and the opportunity to engage in meaningful work were paramount.

Lack of (relevant and local) jobs

Wave 3 in-depth interviews and focus groups suggest that, while participants viewed there to be a lack of jobs nationwide, the most pressing concern was the perceived **shortage of "local" opportunities**. Relocation and extended commutes were cited as prohibitive, effectively ruling out jobs beyond their locality - as we will explain later in this section.

"The work coach would benefit from better links with employers and local opportunities. I feel like I can't find the jobs that are out there."

Group 4, male, 18-34, focus group, wave 3

When talking about lack of suitable job opportunities, a concern was the **lack of roles that offered a natural progression within their established career trajectories**. A resistance to retraining was particularly pronounced among older participants who felt that they would not be accepted for new roles; parents who reported not having the time; and those with established careers who had made an investment in their existing jobs. This sentiment will be explored in more depth in Chapter 5. Participants showed low awareness of job opportunities and how to change career into key priority sectors, such as renewable energy. As such, participants explained they were not considering moving to these sectors unless they matched their skills and interests.

“My role is not particularly challenging. I’d prefer to have something that challenged me, but there isn’t option to increase my hours”

Group 2, female, 35-54, focus group, wave 3

Lack of opportunities with current employers

A lack of opportunities with existing employers encompassed the unavailability of additional hours, the absence of discussions regarding career advancement and training, and a perceived lack of investment in professional development.

Scarcity of career progression opportunities included both the option of increasing working hours and advancing to more senior roles. This sentiment was strongest amongst those who were older workers, those who worked in part-time contracts, and those with highly regulated progression pathways such as academia.

“In my role there isn’t really any career progression. There’s nowhere really for me to progress within the role.”

Group 2, female, 35-54, focus group, wave 3

“I think it was hard to go higher in a salary just purely because there wasn’t, like, room for improvement in my old job.”

Group 1, female, 35-54, in-depth interview, wave 3

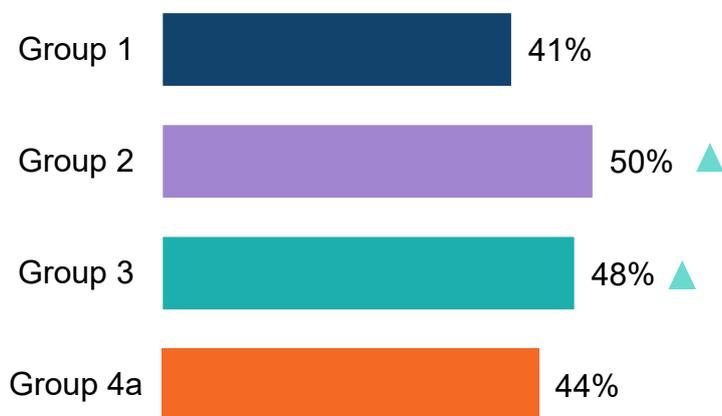
Lack of opportunities for conversations about career progression with employers or managers was also a perceived barrier. Participants either thought conversations about progression would not happen; or perceived their working environment didn’t facilitate or welcome those types of discussions.

“I’m not sure my employer would like me [to receive support about career conversations].”

Group 2, female, 35-54, focus group, wave 3

Wave 3 survey data show that only between two-fifths and half of employed customers were satisfied with their opportunities for career development in their current job (41% amongst group 1, 50% amongst group 2, 48% amongst group 3, 44% amongst group 4a). Across groups, satisfaction levels with opportunities for career development in their current job were lower than with their job overall (ranging between 61% to 76%) and some other specific elements of their job, such as work-life balance (59% to 65%), commute (68% to 76%), childcare arrangements while at work (53% to 63%), and work hours (50% to 68%). Satisfaction levels with career development opportunities were similar to the satisfaction levels with pay (45% to 53%).

Figure 3.15 Employed customers' satisfaction with opportunities for career development in current job



Base: Employed, G1 w3 (409); G2 w3 (528); G3 w3 (567); G4a w3 (225)

Even where progression opportunities existed, participants expressed **apprehension that initiating discussions on this topic might be met with disapproval**. The prospect of such conversations with employers was perceived as potentially destabilising, leaving participants worried about the uncertain outcomes.

“They told me not to apply [for the promotion] even though everyone else was saying I could do it, and I knew that I could.”

Group 3, female, 35-54, in-depth interview, wave 2

Childcare responsibilities

Participants with childcare responsibilities constructed a delicate equilibrium between accessible and affordable childcare, their workable hours, and their desired parental time. Within this tapestry of priorities, childcare-related barriers manifested in multifaceted and interconnected ways, disproportionately impacting single parents.

Firstly, the **cost of childcare or the lack of local registered childcare providers** meant that participants had to decrease their working hours in order to look after their children. Wave 3 survey data show that around a quarter of working parents from groups 1, 2 and 3 (24%, 24% and 22% respectively) identified “help with childcare costs” as something that would make it easier for them to progress in work, change career, increase hours or find a job. A significantly lower proportion (15%) of group 4a customers reported needing support with childcare costs. This is likely to reflect the fact that group 4a, as explained in the previous section, were more likely to be younger than their counterparts and less likely to live with dependent children.

Support with childcare costs was the sixth most common support need identified by customers (selected by between 15% and 24% across customer groups). The other most common support needs reported by customers overall were help pursuing training (29% to 48%), help with housing costs (30% to 37%), support finding and getting a new job (25% to 50%), help with cost of travel to and from work (27% to 36%), and support managing a health condition (20% to 24% of all customers but

46% to 53% of those with a health condition). Childcare costs were just as commonly mentioned by customers as help with digital and IT skills (15% to 30%) and help with work-related skills (15% to 32%).

“I’m unable to progress or take on more duties or hours until my kids are in school.”

Group 3, male, 35-54, in-depth interview, wave 1

Secondly, participants with children wanted to **prioritise spending time with their families**. In this context, increasing their working hours was not seen as important or something to delay until their children were older. There was a view that participants were already taking on a role as important as working by being a parent, which they felt should be understood by DWP.

“My work coach does not seem to relate to the fact I might want to spend time with my kids.”

Group 1, male, 18-34, in-depth interview, wave 3

Thirdly, participants highlighted the considerable **mental burden** placed upon working parents, even when their children attended school or a childcare setting. This was due to the necessity of navigating school pick-up and drop-off times and holiday periods for school-aged children. Therefore, these participants reported a diminished capacity to concentrate on career progression, lacking the necessary mental space to prioritise their professional development.

“Managing your role as a parent, delivering in your job, supporting your husband who's probably working shift work, and managing the relationships with grandparents, this is quite a big task.”

Group 3, male, 35-54, in-depth interview, wave 3

Lack or perceived lack of relevant qualifications, skills and experience

Lack or perceived lack of relevant qualifications, skills and experience was an overarching theme that encompassed a range of interconnected challenges, each resonating with diverse individual circumstances.

Firstly, wave 3 survey data show that around two-fifths of employed and unemployed customers across the four groups agreed that they **didn't have the right skills to get a job or move to a job with better progression opportunities** (ranging from 37% to 44%). Among employed customers only, group 1 were significantly more likely than all other customer groups to feel they did not have the right skills or qualifications to progress (43% compared to 36%, 35% and 33% for groups 2, 3 and 4a respectively).

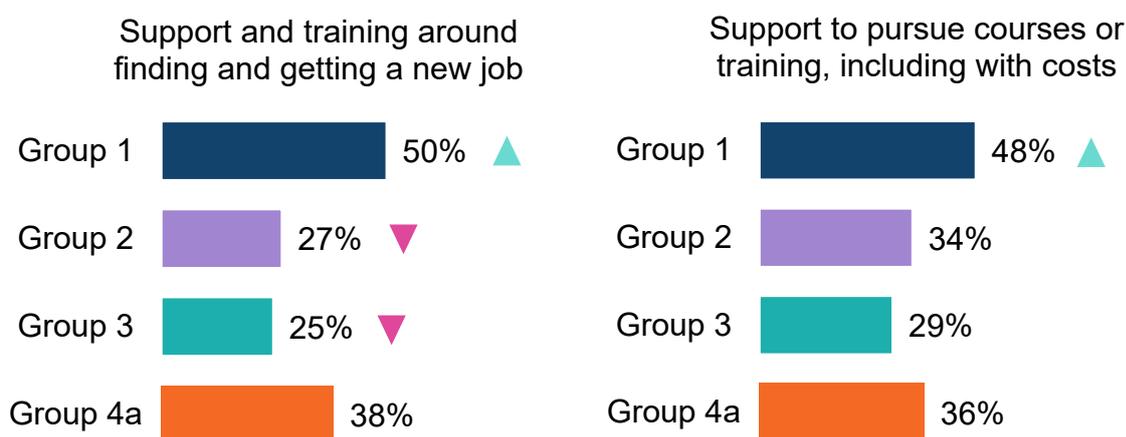
This reflects the proportion of employed and unemployed customers in each group who reported they did not have all eight essential digital skills for work (ranging from 33% to 52%). These eight skills can be found in the questionnaires as part of the

question numbered “QG6” at wave 1, 2 and 3 in Appendix I, J and K respectively. The same skills were asked about each wave.

Group 3 customers (employed and unemployed) were significantly less likely than all other groups to report they had all essential digital skills for work (48% compared to 64%, 68% and 60% of groups 1, 2 and 4a respectively).

Furthermore, between a quarter to half of (employed and unemployed) customers identified a need for support and training around finding and getting a new job, which was significantly higher among group 1 (50% compared to 27%, 25% and 38% in groups 2, 3 and 4a respectively). A similar pattern was found with customers identifying support to pursue courses or training, including with the costs, again significantly higher among group 1 customers (48% compared to 34%, 29% and 36% in groups 2, 3 and 4a respectively).

Figure 3.16 Customers who identified needing support and training around finding and getting a new job, and support pursuing courses or training, including with the costs



Base: All, G1 w3 (539); G1 w2 (605); G3 w3 (737); G4a w3 (332)

Also, **training opportunities available outside their current employer were not always seen as practical to attend**, for different reasons. Training could clash with participants’ existing working patterns; participants felt that their employers would be unhappy with them attending them; training was too pricey; childcare needs had to take priority. These barriers were echoed strongly by working participants who had children and were already working close to full-time.

“It can be hard to fit training with a part-time job.”

Group 4, female, 18-34, focus group, wave 3

Finally, participants thought it difficult to **find training that would be tailored and targeted enough to be helpful for progression**. This was true especially amongst those participants (typically in groups 1 and 2) who had senior positions, higher education levels or who were approaching retirement age. More on this sentiment is explored in Chapter 5.

“They couldn't really help me. Because everything was below my level.”

Group 1, female, 35-54, in-depth interview, wave 1

“The skills support sounds like a young person's apprenticeship or someone that's sort of starting at the beginning of a career.”

Group 1, female, 55+, focus group, wave 3

Lack of adequate or affordable transport

Wave 3 survey data show that between a quarter to a third of customers across groups (31% in group 1, 27% in group 2, 29% in group 3, and 36% in group 4a) identified “help with cost of travel to and from work” as something that would make it easier for them to find a job or progress in work, change career or increase hours. These proportions displayed less of a range between groups than for other support needs, suggesting this was desired across all customer groups. For example, help pursuing training varied between 29% to 48% and help finding and getting a job varied between 25% to 50%. This is in the context of the majority of customers being satisfied with their current commute to work (ranging from 68% to 76%). Existing commuting preferences play a significant role in job choices, with many prioritising local employment to minimise travel time and expense.

This is further supported by qualitative data, which highlights the impact of limited transport links outside major urban areas. This meant participants were less able to access new jobs or training opportunities that might be available to them that were further from their home. Therefore, local jobs, even if the hours were not as adequate or were at a lower pay, were prioritised to mitigate transportation issues.

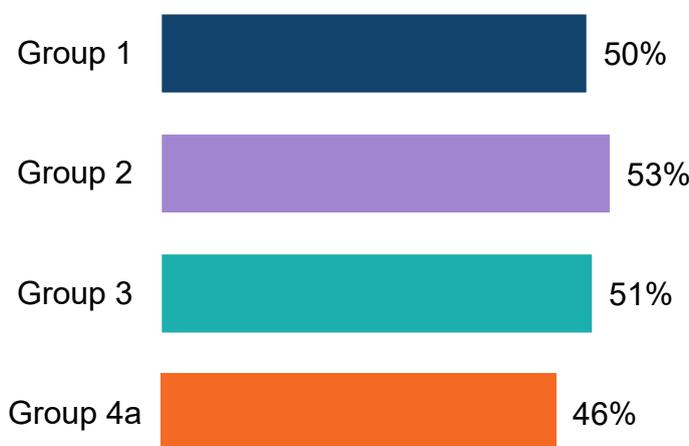
“If you don't drive and you live out of the main town it's a big issue to try and get in on time.”

Group 3, male, 55+, in-depth interview, wave 3

Disabilities or health conditions

Participants who reported having a disability or health condition felt they had a limited ability to progress, increase their hours, or find a job. Wave 3 survey data show that notable proportions of employed and unemployed customers with a health condition or disability identified “support to manage a physical or mental health condition” as something that would make it easier for them to find a job or progress in work (between 46% in group 4a to 53% in group 2).

Figure 3.17 Customers with a disability or health condition who thought support to manage a physical or mental health condition was something that would make it easier for them to progress in work



Base: All who reported a health condition or disability, G1 w3 (152); G2 w3 (156); G3 w3 (271); G4a w3 (128)

The qualitative work mapped three key territories within this challenge. Firstly, **existing employers had often developed adjustments outside their legal requirements** which participants with disabilities and health conditions appreciated. Participants could not guarantee that they would get this if they were to move employer. Therefore, moving job was seen as highly risky, even if it meant an increased income.

“My work gives me leeway with my disability; they are lenient with the hours. This is important to me.”

Group 4, female, 18-34, in-depth interview, wave 1

Secondly, participants' health conditions also meant they **had concerns about taking on more responsibility or hours**, as this could have a negative impact on their health. Wave 3 survey data show that between 48% amongst group 4a and 30% amongst group 1 employed customers with a disability agreed that the thought of more responsibility at work made them nervous.

“Now physically I can't do [more hours]. It would be nice to do [more] but physically and mentally I can't do it.”

Group 3, male, 55+, in-depth interview, wave 3

Finally, having a health condition also meant participants **didn't have the energy or capacity to work more hours**, apply for jobs, face an interview or to focus on progression.

“When positions arise, my mental health [could] interfere with my ability to put myself forward.”

Group 1, female, 55+, digital diary, wave 1

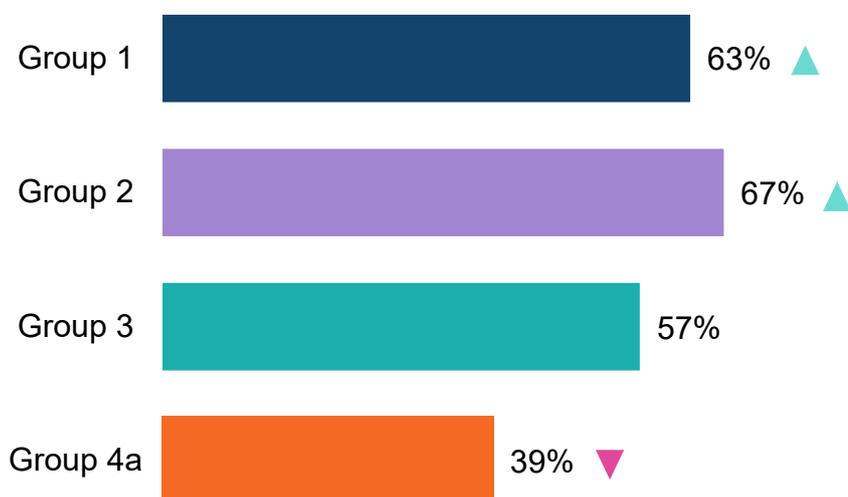
Attitudinal barriers

Attitudinal barriers to progression constitute a multifaceted and complex area, primarily explored through a specific projective technique used during wave 3 in-depth interviews. This technique aimed to mitigate social desirability bias and facilitate a more detached and objective appraisal of participants' individual circumstances. These attitudinal barriers encompassed perceived limitations on working hours, contentment with existing work-life balance, and the firm belief that current working hours were sufficient.

As shown in Figure 3.9, wave 3 findings highlight that notable proportions of employed and unemployed customers agreed that it **would be difficult for them to work more or start work**. This was particularly true amongst customers in group 2 (61%) and group 3 (62%).

Similarly high proportions of employed and unemployed customers in groups 1, 2 and 3 agreed that home life would suffer if they worked or worked more hours (63%, 67% and 57% respectively). This was with the exception of customers in group 4a, who were significantly less likely than other groups to say their home life would suffer if they worked more (39%). This could reflect the fact that these customers were more likely than their counterparts to be on zero hours contracts or work part-time, and less likely to be parents.

Figure 3.18 Customers agreeing their home life would suffer if they worked or worked more hours



Base: All, G1 w3 (539); G2 w3 (605); G3 w3 (737); G4a w3 (332)

Participants in the in-depth interviews reported they had **developed working schedules that balanced their need for an income and the requirements of their personal life**, such as caring for children or coping with a health condition. These tightly woven routines were reported to be too intricate to untangle, curtailing their motivation to attempt to progress. Similarly, participants who worked full-time, or as close to full-time as they were able to do so, did not see themselves as having opportunities or the time to engage with progression.

“I want to work at my current hours. I want to increase when I am ready.”

Group 3, female, 55+, focus group, wave 3

Expanding on these findings, some groups of participants held **the strong belief that they were working enough hours** and did not need to seek nor take on additional working hours. They saw themselves as distinct from unemployed Universal Credit customers as they were already in roles which were paying enough. Therefore, they felt less of a need to engage with a work coach or Jobcentre Plus (JCP). This sentiment was strong amongst parents, especially single parents, and those working near to full-time. Those approaching retirement expressed similar views, reflecting on their extensive years of work and contributions to tax and society, and asserting their deserved right to enjoy life.

“I want to stay exactly where I am. If I could work full-time I would. But I can't, so I want to stay where I am and be kind to myself.”

Group 3, male, 55+, focus group, wave 3

Wave 3 survey data also show that the majority of employed customers across the four groups expressed **satisfaction with their current work-life balance** (between 59% and 65% of working customers).

Figure 3.19 Employed customers' satisfaction with work-life balance



Base: Employed, G1 w3 (409); G2 w3 (528); G3 w3 (567); G4a w3 (225)

The qualitative data suggest participants in the higher earning customer groups (groups 1 and 2) and those approaching retirement held those views most strongly. Specifically, those who were close to retirement, or perceived themselves as being close to retirement, lacked the energy and motivation to progress at work. They did not see themselves as remaining in the labour market for a longer period of time, which made any efforts towards progression less appealing.

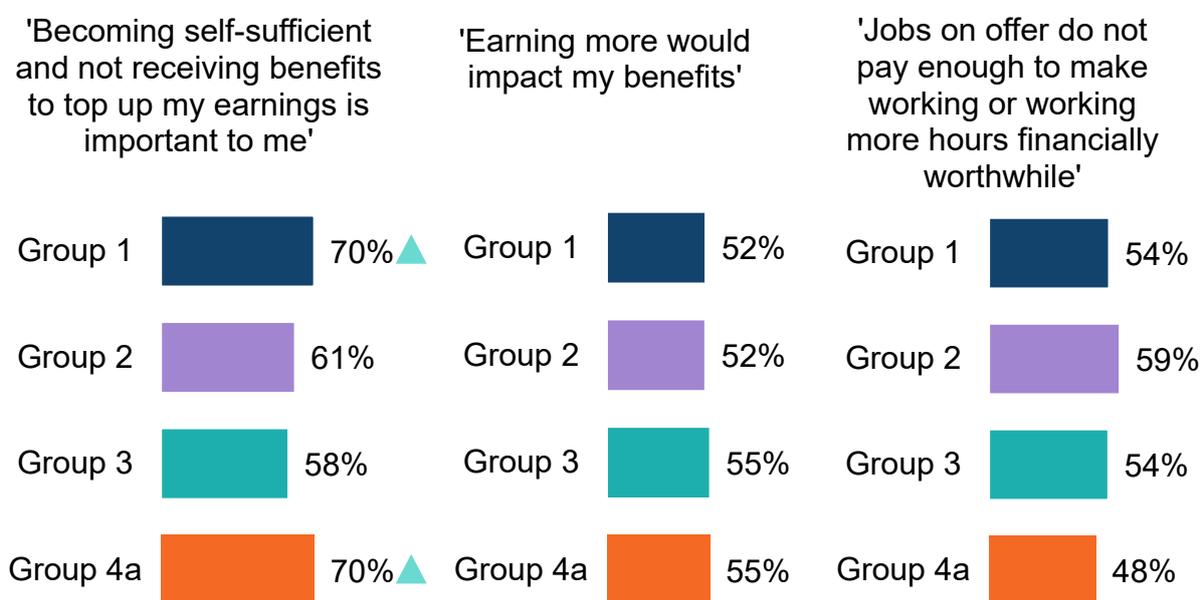
“My salary is rewarding. Not just my salary, but the working atmosphere. It's like family. So, it doesn't feel like I am in a job. I'm very comfortable with my job role.”

Group 1, female, 35-54, focus group, wave 3

The Universal Credit payment system was seen to disincentivise increased working hours, particularly amongst those who had higher earnings. At this point, the perceived negative impact on their work-life balance from working additional hours outweighed the earnings, due to the UC taper rate reducing the amount of their claim. At wave 3, the majority of all groups agreed that becoming self-sufficient and not receiving benefits to top up their earnings was important to them (58% to 70%).

However, over half also believed that earning more would impact their benefits (52% to 55%) and between half and three-fifths thought that jobs on offer do not pay enough to make working more worthwhile (48% to 59%). Groups 1 and 4a were significantly more likely than other groups to say that moving off benefits was important to them (70% both, compared to 61% for group 2 and 58% for group 3).

Figure 3.20 Customers' agreement with statements about moving off benefits



Base: All, G1 w3 (539); G2 w3 (605); G3 w3 (737); G4a w3 (332)

A summary of the customer groups

The following section provides a summary of the data presented in this Chapter, structured by customer group. Drawing on these descriptive statistics from wave 3 survey data, each customer group can be generalised by their attitudes to barriers and progression, as well as their demographic and life circumstances. Group 1 customers were the “Motivated but lacking confidence”; group 2 the “Content with current situation”; group 3 “Constrained by circumstances”; group 4a “Ready but stuck”.

Group 1: Motivated but lacking confidence

Customers in group 1 were the most likely to be able and to be motivated to work or work more hours, increase their earnings, and receive progression support. For instance, they were significantly less likely than most other groups to say they could not work or work more hours (53% compared to 61% of group 2 and 62% of group 3). This is in the context of customers in group 1 being the most likely group to agree that moving off benefits was important to them, alongside those in group 4a (70% of group 1 and group 4a, compared to 61% for group 2 and 58% for group 3).

Furthermore, employed customers in group 1 were the least satisfied with their current employment situation: 61% were satisfied with their job overall (compared to 72%, 73% and 76% for groups 2, 3 and 4a respectively).

Although these customers were motivated to progress, they lacked the confidence that they could. For example, employed customers in group 1 were significantly more likely than all other customer groups to feel they did not have the right skills or qualifications to progress (43% compared to 36%, 35% and 33% for groups 2, 3 and 4a respectively). Employed and unemployed customers in group 1 were also most likely to feel that they needed support with training on work-related skills (32% compared to 14%, 16% and 22% for groups 2, 3 and 4a respectively).

Group 2: Content with current situation

Customers in group 2 were the most likely to earn higher salaries, hold senior positions and work full-time. They were also amongst the most likely groups to be single parents (41% from group 2 and 45% from group 3 compared to 34% and 26% from groups 1 and 4a respectively).

In this context, customers in group 2 were amongst the most satisfied with their jobs and work-life balance. For instance, they were significantly less likely than other groups to say they would be happier and more fulfilled if they worked or worked more hours (28% compared to 48%, 41% and 56% in groups 1, 3 and 4a respectively).

It is not surprising that customers in group 2 were the least motivated to take on more hours or change job. For instance, they were among the most likely to say they would find it difficult to work or work more (61% compared to 44% in group 4a) and to say that their home life would suffer if they worked or worked more hours (67% compared to 39% in group 4a).

This group of customers were also the least likely to feel that there is not enough support to help them progress or find work (21% compared to 33%, 27% and 33% in groups 1, 3 and 4a respectively). This suggests an underlying confidence in their ability to progress.

Group 3: Constrained by circumstances

Customers in group 3, alongside group 1, were the most likely to feel it would be difficult to work or work more hours (62% compared to 53%, 61% and 44% in groups 1, 2 and 4a respectively).

This perhaps reflects that a comparatively high number of group 3 customers reported a range of characteristics that might constrain their ability to progress in work. For example, customers in group 3 were significantly more likely than customers in groups 1 and 2 to report having a health condition (37% compared to 29% and 27% in groups 1 and 2 respectively). Furthermore, they were significantly more likely than customers in groups 1 and 4a to be a single parent (45% compared to 34% in group 1 and 26% in group 4a).

In this context, group 3 customers felt largely satisfied with their current work situation and pay. More than three in five customers in group 3 (65%) were satisfied with their work-life balance, in line with group 1, 2 and 4a (59%, 64% and 63% respectively). Furthermore, over half (52%) felt satisfied with their current pay, consistent with other groups (45%, 49% and 53% in groups 1, 2 and 4a respectively).

Group 4a: Ready but stuck

Customers in group 4a were the most likely to work 15 or fewer hours per week or be on a zero hours contract. For instance, 40% in group 4a reported a zero hours contract (compared to 15%, 11% and 15% in groups 1, 2 and 3 respectively) and 46% to work 15 or fewer hours per week (compared to 11%, six percent and 24% of groups 1, 2 and 3 respectively). They were also the most likely to be younger and not to live with children.

In this context, customers in group 4a were significantly more likely than those in groups 2 and 3 to want to work or work more hours. For instance, the minority (39%) agreed that their home life would suffer if they worked or worked more hours, compared to 63%, 67% and 57% in groups 1, 2 and 3 respectively. They were also significantly more likely than groups 2 and 3 to agree that they would be happier and more fulfilled if they were working or working more hours (56% compared to 28%, and 41% in groups 2 and 3 respectively).

Group 4a customers were also the most likely group to perceive a lack of full-time vacancies, hindering their confidence in finding a job or achieving progression. In fact, 57% of them agreed that there were not enough full-time vacancies for everyone at the present time (compared to 47%, 39% and 42% in groups 1, 2 and 3 respectively). The perceived scarcity of full-time vacancies, combined with group 4a's younger demographic, presents a unique challenge. For these early-career individuals, navigating a competitive job market may require support focused on enhancing resilience.

4. Understanding experiences of in-work support

This Chapter explores employed customers' experiences of in-work support, including services used, satisfaction and effectiveness of support. The data primarily comes from the wave 3 survey and is complemented by longitudinal analysis between waves 2 and 3. This Chapter focuses on employed Universal Credit customers only, as we are looking at the usage, views and impact of in-work support at the time of completing the survey.

Work coach meetings, the most frequently used in-work support, were helpful for career progression to about half of employed Universal Credit customers, indicating potential for improvement. Outcomes varied across customer groups based on support intensity. Group 2, who had minimal work coach interaction, reported the fewest improvements. Groups 3 and 4a, who were in Intensive Work Search (IWS), showed different patterns. Group 3, who had recently been brought into IWS, reported the largest increase in work hours, despite also reporting difficulty working more. Group 4a, already in IWS, reported the greatest increase in job search and career-development confidence.

Use of the service

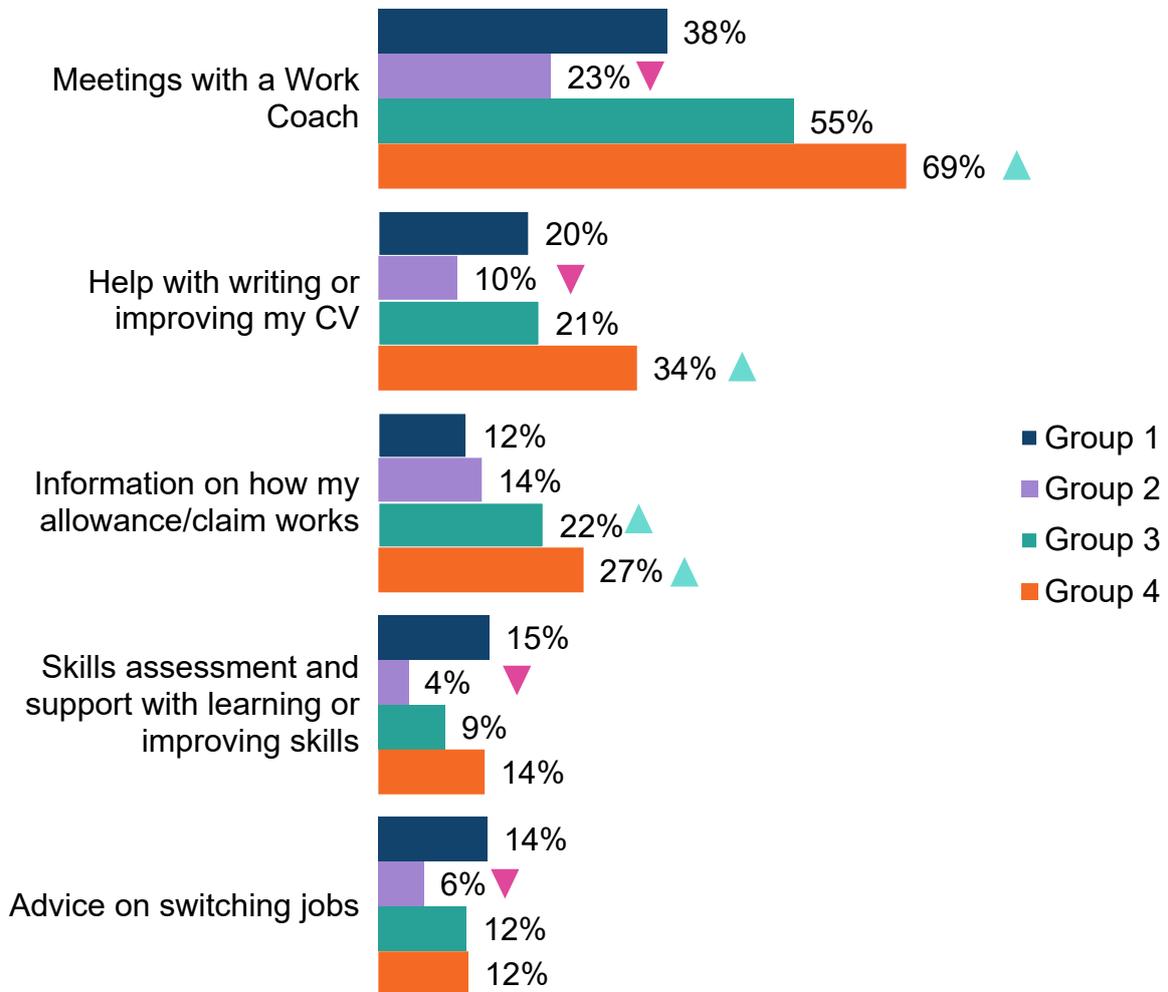
This section explores employed customers' use of in-work support services, particularly work coach meetings. This section is based on wave 3 survey data. As in previous waves, a minority of customers reported utilising in-work support services outside of work coach meetings.

Use of in-work support services

Wave 3 survey data showed that, after work coach meetings (used by 23% to 69% across groups), the second most reportedly used service was help with writing or improving a CV, selected by 34% of employed customers in group 4a, compared to 20%, ten percent and 21% of groups 1, 2 and 3 respectively. This was followed by advice on how claims work, selected by 22% and 27% of employed customers in group 3 and 4a, compared to 12% and 14% in groups 1 and 2 respectively. A small proportion of employed customers (one-fifth or less across customer groups and services) said they have used other types of support, such as skills assessment and

support, advice on switching jobs, a referral to the National Careers Service, or advice related to managing a health condition or disability.

Figure 4.1 Employed customers’ most commonly reported in-work support services used in the last six months (showing only top five services)



Base: Employed, G1 w3 (409); G2 w3 (528); G3 w3 (567); G4a w3 (225). Light blue triangles pointing upward signify the number next to it is significantly higher than all other customer groups and pink triangles pointing downward signify the number is significantly lower than all other customer groups. The question presented a list of 11 services; the top five used services are displayed here

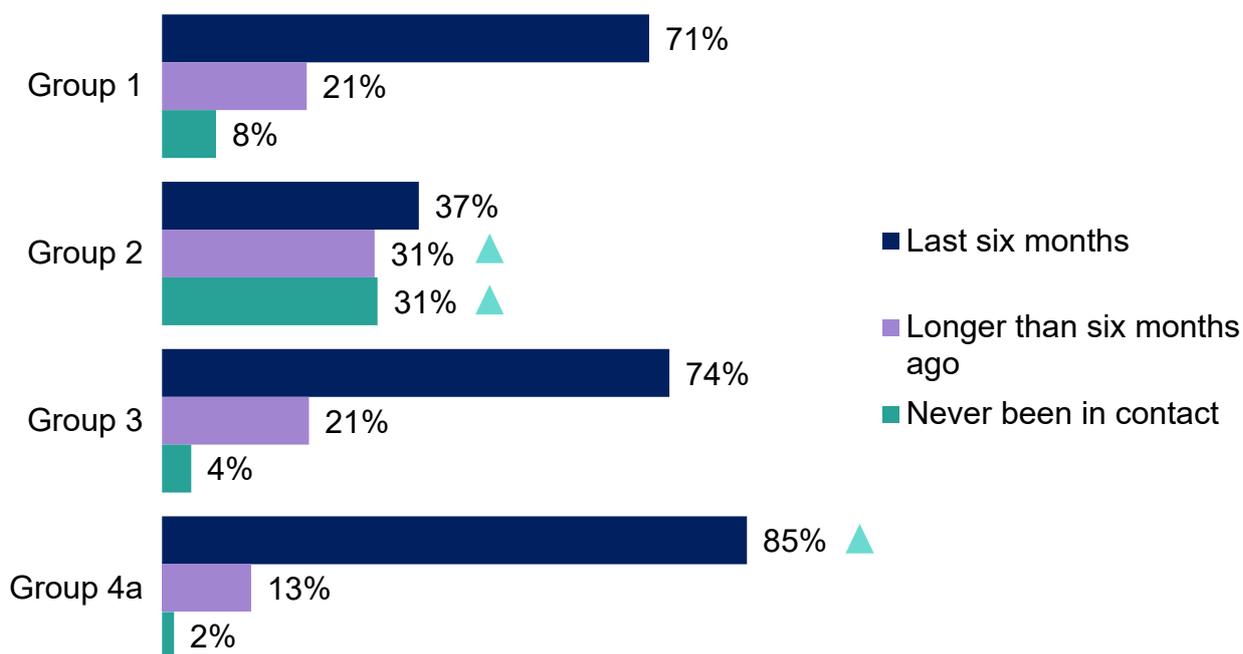
Figure 4.1 also shows disparities in service utilisation across customer groups. For instance, employed customers in group 4a, subject to the mandatory Intensive Work Search (IWS) regime, reported higher engagement with work coaches and CV writing support compared to other groups. As explained in Chapter 3, this group also exhibited a greater prevalence of lower working hours, and lower incomes, suggesting a stronger need for in-work support.

Conversely, group 2 customers reported the lowest use of most available services. These customers were under the Light Touch or Working Enough labour market regimes and had been invited to take part in the in-work progression offer when the sample was selected in February 2025 but hadn't taken it up. As seen in Chapter 3, customers in group 2 were characterised by low motivation to progress.

Contact with the work coaches

In line with data shown in Figure 4.1 in the previous section, customers in group 2 reported the lowest level of contact with their work coach, while those under the Intensive Work Search (IWS) regime reported the highest (groups 3 and 4a). Specifically, just under a third of employed customers in group 2 (31%) reported they had never been in contact with their work coach, statistically significantly higher than employed customers in group 1 (eight percent), group 3 (four percent) and group 4a (two percent). In contrast, employed customers in group 4a were more likely to say they had had contact with their work coach within the last six months (85%), significantly higher than group 1 (71%), group 2 (37%) and group 3 (74%). This included all forms of contact including in-person, over the phone, via the journal, email or video call.

Figure 4.2 Employed customers' last reported contact with work coach

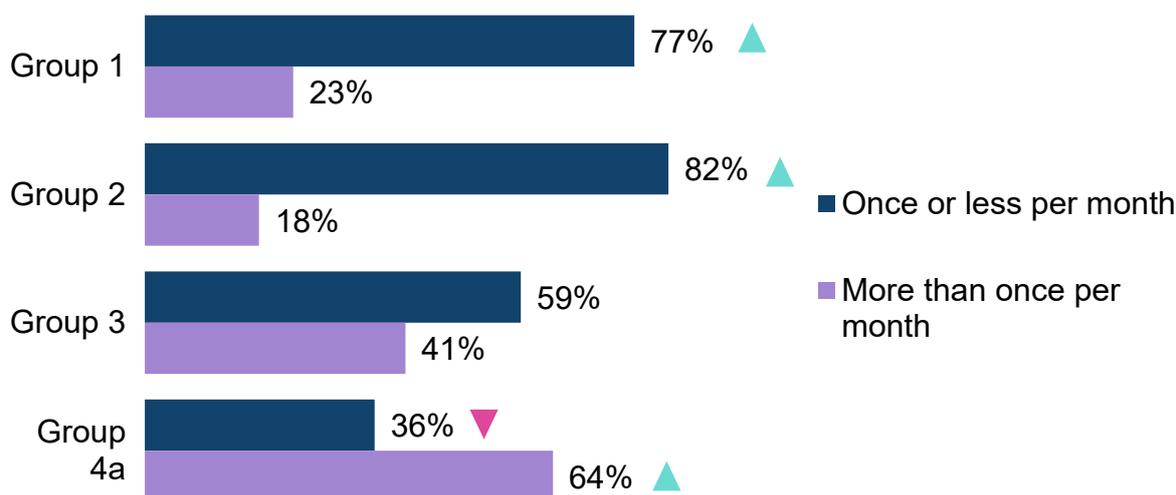


Base: Employed, G1 w3 (409); G2 w3 (528); G3 w3 (567); G4a w3 (225)

Furthermore, as shown in Figure 4.3, employed customers in group 1 (77%) and group 2 (82%) were significantly more likely to have had infrequent contact with their work coaches (once per month or less in the last six months) than employed customers in group 3 (59%) and group 4a (36%). Conversely, customers in group 4a reported the most frequent contact in the last six months, with three-fifths (64%) reporting they had seen their work coach more than once a month in the last six

months, significantly higher than employed customers in group 1 (23%), group 2 (18%) and group 3 (41%).

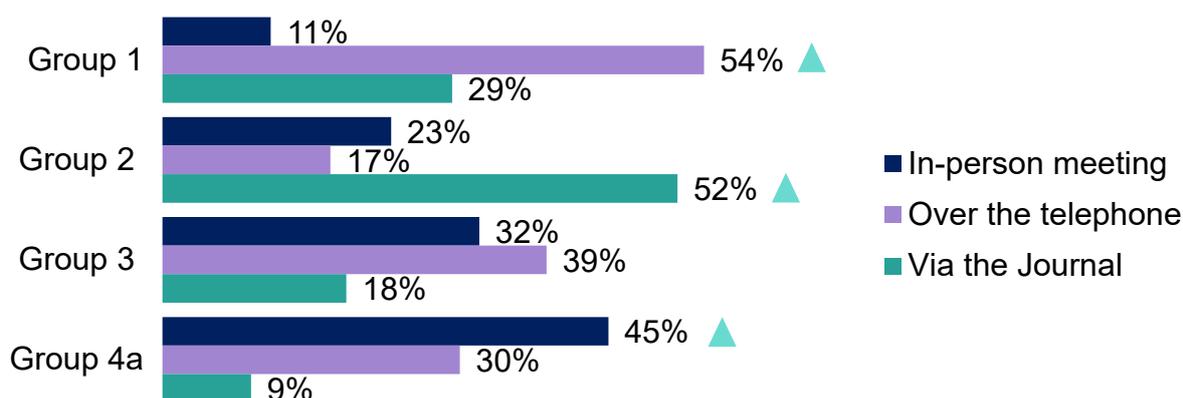
Figure 4.3 Employed customers' reported frequency of contact within the last six months (showing only those who had contact with a work coach in the last six months)



Base: Employed who said they had contact with a work coach in the last six months, G1 w3 (293); G2 w3 (201); G3 w3 (423); G4a w3 (192)

Support needs and conditionality requirements also drove the **mode of communication** with work coaches. Wave 3 survey data show that the most frequent mode of contact with a work coach was via telephone for group 1 customers (54% compared to 11% in-person and 29% through the journal). This switched to journal for customers in group 2 (54%, compared to 23% in-person and 17% via telephone). Finally, the most frequent mode of contact was telephone and face-to-face for Intensive Work Search (IWS) customers in group 3 (39% and 32% respectively compared to 18% via journal) and in-person for customers in group 4a (45% compared to 30% telephone and nine percent via journal).

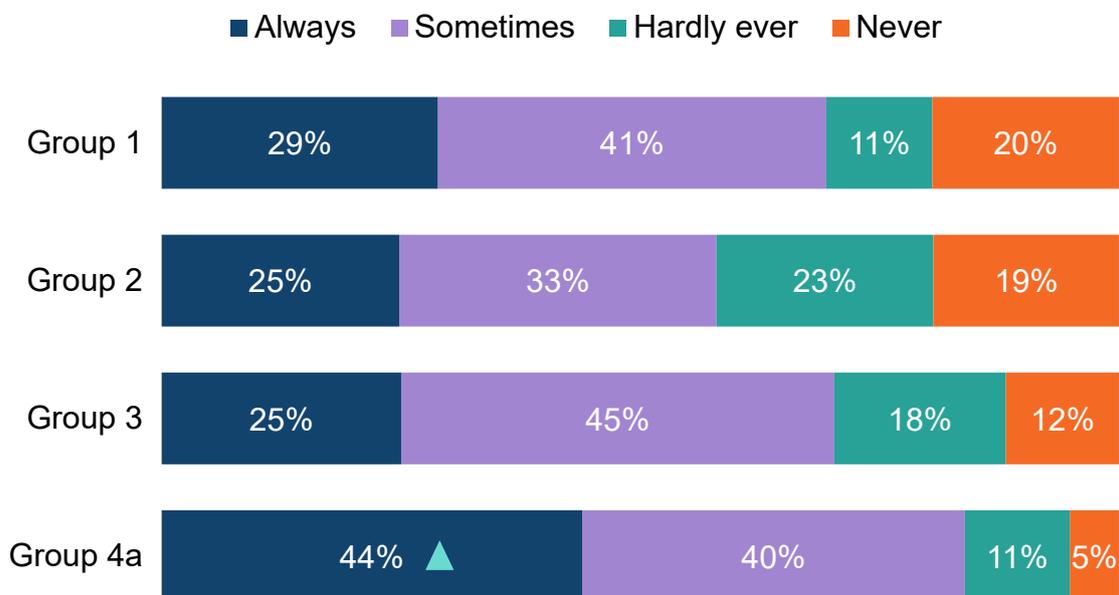
Figure 4.4 Employed customers' reported most common mode of contact with work coach in the last six months (showing only those who had contact with a work coach in the last six months)



Base: Employed who said they had contact with a work coach in the last six months, G1 w3 (293); G2 w3 (201); G3 w3 (423); G4a w3 (192)

As we will explore in the next Chapter, the possibility of meeting with the same work coach was important to in-depth interviews and focus groups participants. Customers in group 4a who had contact with a work coach within the past six months reported greater consistency in interacting with the same work coach compared to other groups. Specifically, 44% in group 4a consistently met with the same work coach, significantly higher than group 1 (29%), groups 2 (25%) and 3 (25%). This suggests a potential correlation between higher support needs, more frequent work coach interaction, and a more consistent experience.

Figure 4.5 Employed customers’ reported frequency of contact with the same work coach in the past six months (showing only those who had contact with a work coach in the last six months)



Base: Employed who said they had contact with a work coach in the last six months, G1 w3 (293); G2 w3 (201); G3 w3 (423); G4a w3 (192)

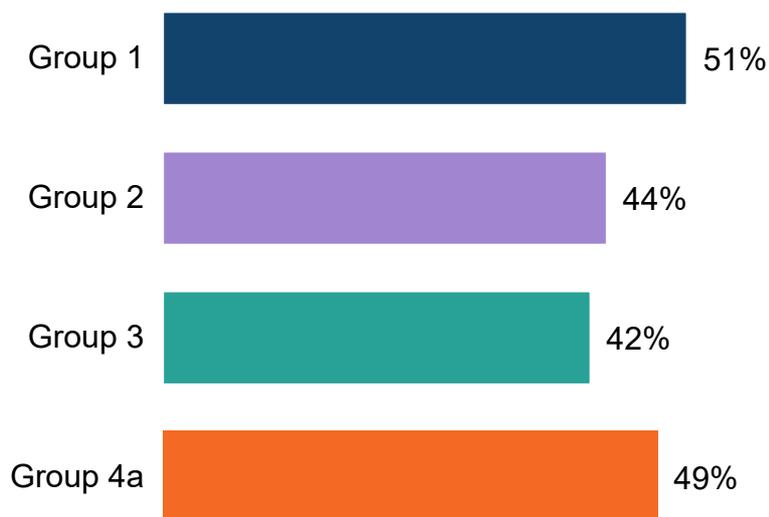
Satisfaction with the service

This section explores employed customers’ levels of satisfaction with work coach meetings and with the tailored support received. The section relies on wave 3 survey data. Around half of employed customers across all groups found work coach meetings helpful for progression, and similar proportions felt that the support was tailored to their needs. This suggests room for improvement given this is the mostly frequently used form of support.

Overall satisfaction with work coach contact

As shown in Figure 4.1 earlier in this section, meetings with a work coach were the most likely type of support used. However, only about half or less of customers who used them across groups found those **meetings helpful** (51% in group 1, 44% in group 2, 42% in group 3, and 49% in group 4a).

Figure 4.6 Employed customers reported their work coach meetings were very or fairly helpful (showing only those who had contact with a work coach in the last six months)

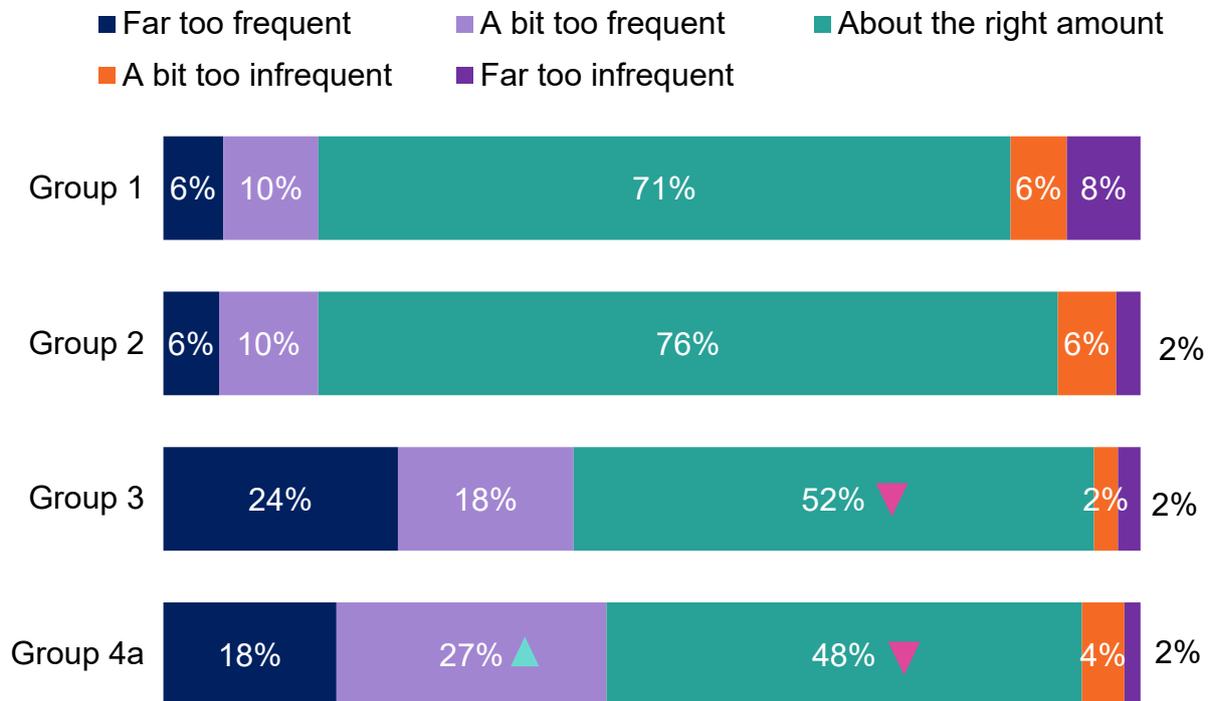


Base: Employed who said they had received meetings with a work coach in the last six months, G1 w3 (155); G2 w3 (120); G3 w3 (309); G4a w3 (158)

Wave 3 survey data revealed that employed customers in groups 1 and 2 who had contact with a work coach within the past six months were significantly more likely than their counterparts in groups 3 and 4a to consider **the frequency of contact** as "about the right amount" (71% and 76% respectively, compared to 52% and 48% in groups 3 and 4a). Furthermore, a notable proportion of customers in groups 3 and 4a (subject to mandatory fortnightly meetings under the IWS regime) reported excessive contact frequency. Nearly a quarter of employed customers in group 3 said their contact was "far too frequent" and nearly a fifth (18%) said it was "a bit too frequent". Similarly, nearly a fifth (18%) of employed customers in group 4a said contact was "far too frequent" and more than a quarter (27%) said it was "a bit too frequent".

Conversely, a minority of customers across all groups desired more frequent contact with work coaches, with customers in group 1 being the most likely to think so. Approximately one in eight (13%) of employed customers in group 1 reported their work coach contact was "a bit too infrequent" or "far too infrequent", a significantly higher proportion than in groups 2, 3 and 4a (eight, five and six percent respectively*). This may reflect group 1 customers' strong motivation for progression and proactive approach to seeking support, even within a non-mandatory framework (as explained in Chapter 3). These findings suggest that greater flexibility in managing support interactions could be instrumental in effectively meeting support requirements.

Figure 4.7 Employed customers' satisfaction with regularity of contact with their work coach (showing only those who had contact with a work coach in the last six months)

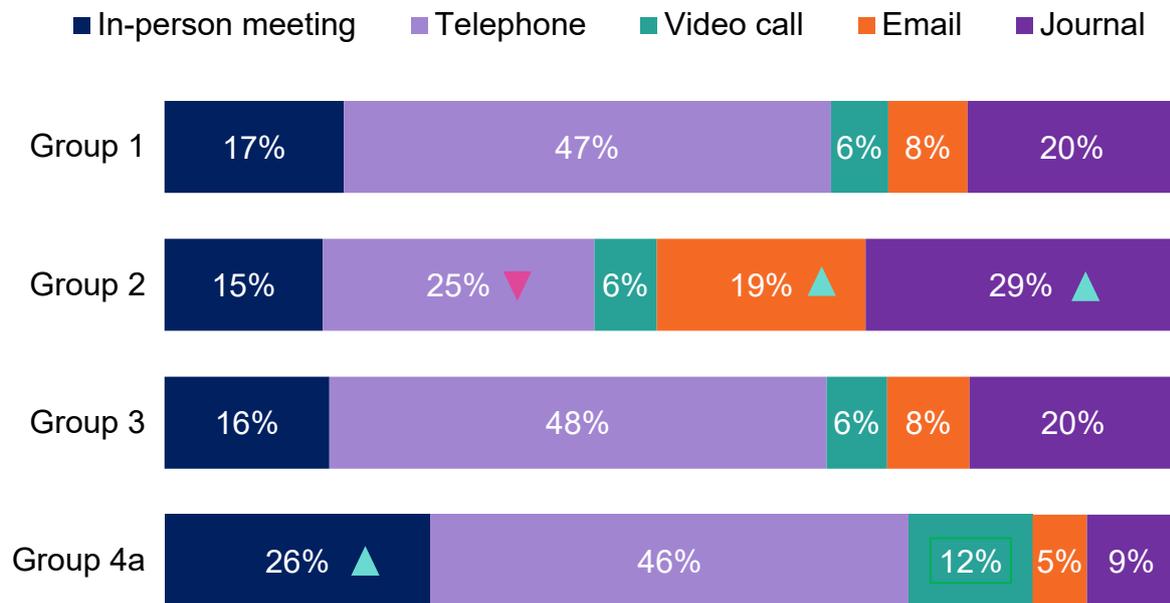


*Base: Employed who said they had contact with a work coach in the last six months, G1 w3 (293); G2 w3 (201); G3 w3 (423); G4a w3 (192). *Combined percentage do not match the individual ones in the Figure due to rounding*

Telephone emerged as the preferred mode of contact for most employed customers. Specifically, 47% in group 1, 48% in group 3, and 46% in group 4a preferred telephone contact. This was with the exception of group 2, where there were split opinions on preferring journal contact (29%) and telephone contact (25%).

As Figure 4.4 earlier in this section shows, the most frequent mode of meeting with a work coach was telephone for groups 1, 3 and 4a, and was joint most frequent for group 2 alongside journal contact. Group 4a were significantly more likely than other groups to report in-person contact as their most frequent mode.

Figure 4.8 Employed customers' preferred mode of contact with their work coach



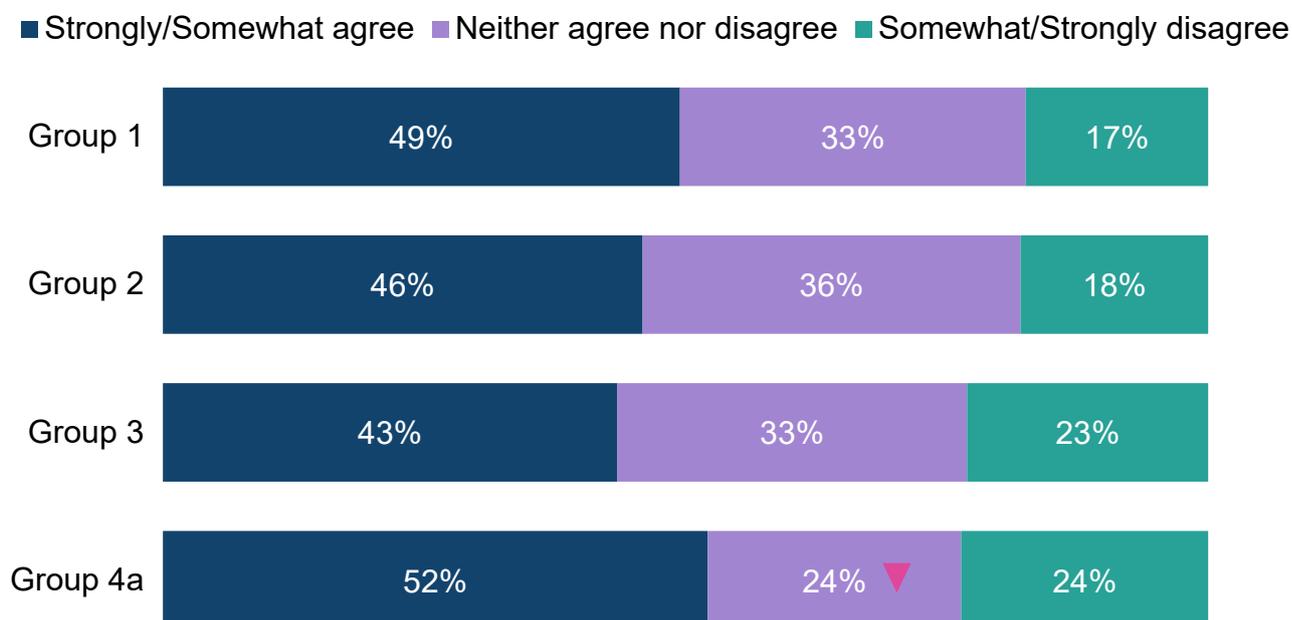
Base: Employed, G1 w3 (409); G2 w3 (528); G3 w3 (567); G4a w3 (225)

Satisfaction with tailored support

As it will be explored further in Chapter 5, tailored support is a key success factor in delivering in-work support. Yet, only around half of employed customers across all groups felt that the support they received was tailored to their needs. Specifically, 49% of group 1 customers strongly or somewhat agreed that the support they received was tailored to their needs and circumstances, 46% amongst group 2, 43% amongst group 3 and 52% amongst group 4a.

Nearly a quarter of customers in group 3 (23%) and group 4a (24%) disagreed that they felt the support was tailored to their needs, and just under a fifth in group 1 (17%) and group 2 (18%) thought the same.

Figure 4.9 Employed customers agreeing or disagreeing that the support they received was tailored to their needs or circumstances (showing only those who received some sort of support from DWP or JCP)



Base: Employed customers who said they received some form of support from DWP or JCP, G1 w3 (271); G2 w3 (210); G3 w3 (423); G4a w3 (184)

Effectiveness of the support

This section provides a snapshot of self-reported outcomes, looking at the overall picture across customer groups, as well as the differences between customer groups. The insights for this section are based on wave 3 survey data complemented by longitudinal analysis between wave 2 and wave 3.

Outcomes varied across customer groups, reflecting support intensity. In the questionnaire, we investigated “hard outcomes” (defined as improvement in practical changes in working situation), “soft outcomes” (defined as improvement in confidence around progression) and “wider outcomes” (related to wellbeing and factors outside work). Group 2, with minimal work coach interaction, reported the fewest improvements (both hard and soft outcomes). Groups 3 and 4a, receiving more Intensive Work Search (IWS) support, showed different patterns. Newly enrolled group 3 reported the largest increase in working hours, despite also reporting difficulty working more. Group 4a, already in IWS, reported the greatest increase in confidence with job searching and completing a CV or job application.

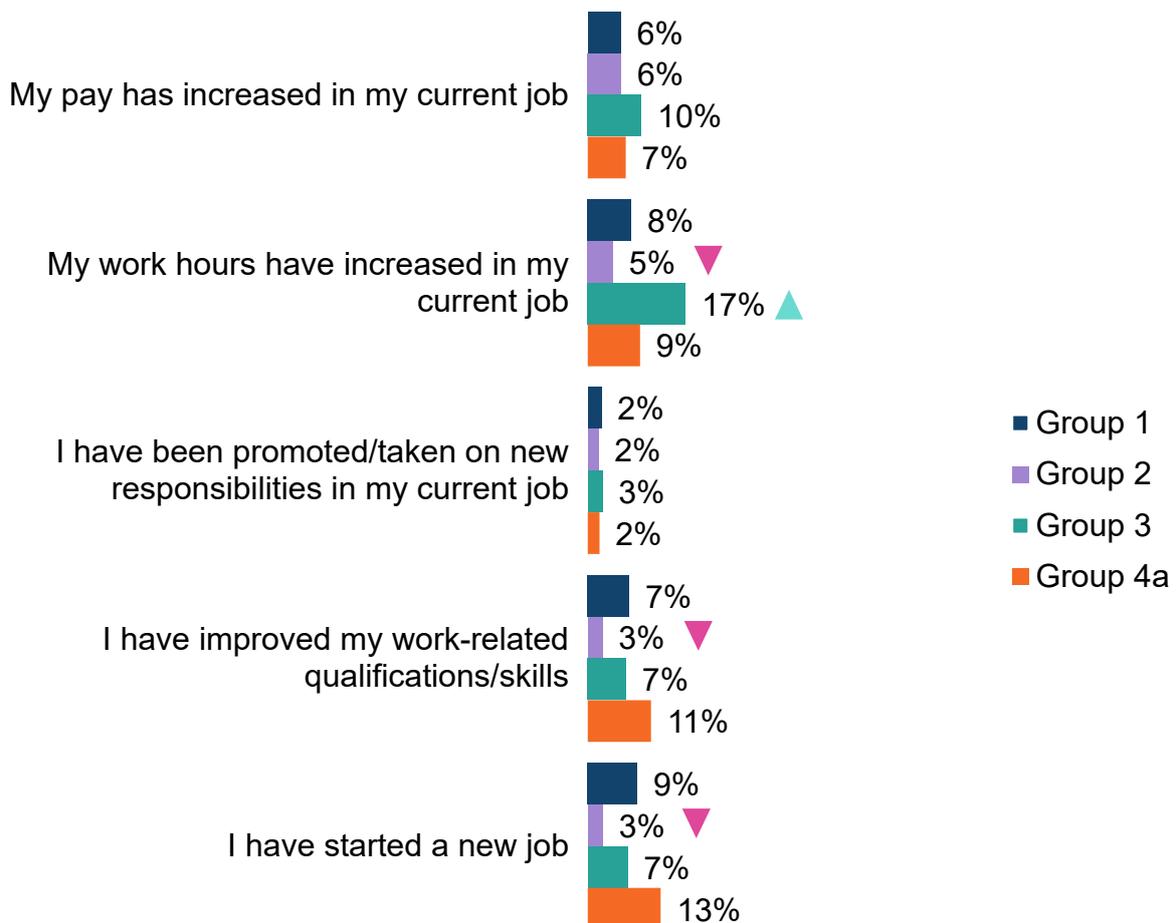
Overview of outcomes across the customer groups

In the survey, customers were asked whether anything had happened because of the in-work progression support they received or the interactions they have had with DWP staff and Jobcentre Plus (JCP). Customers were asked to identify any changes resulting from this support across three outcome areas: hard work-related outcomes

(for example, increased working hours and pay), soft work-related outcomes (for example, increased confidence in progression related activities), and wider personal outcomes. The analysis in this section explores the self-reported impacts across these three domains, based on wave 3 survey data.

Wave 3 survey data show that, across **hard work-related outcomes** (defined as improvement in practical changes in working situation) and across groups, between three and 17% of employed customers reported an improvement in pay, hours, qualifications, skills and responsibilities. For instance, six percent of employed customers in groups 1 and 2, ten percent in group 3, and seven percent in group 4a reported an increase in pay in their current job as the result of the in-work progression offer or interactions with DWP staff or JCP. Similarly, eight percent of those in group 1, five percent in group 2, 17% in group 3 and nine percent in group 4a said the same about increased number of hours.

Figure 4.10 Employed customers who agreed that in-work progression or interactions with DWP staff or JCP had contributed to hard work-related outcomes

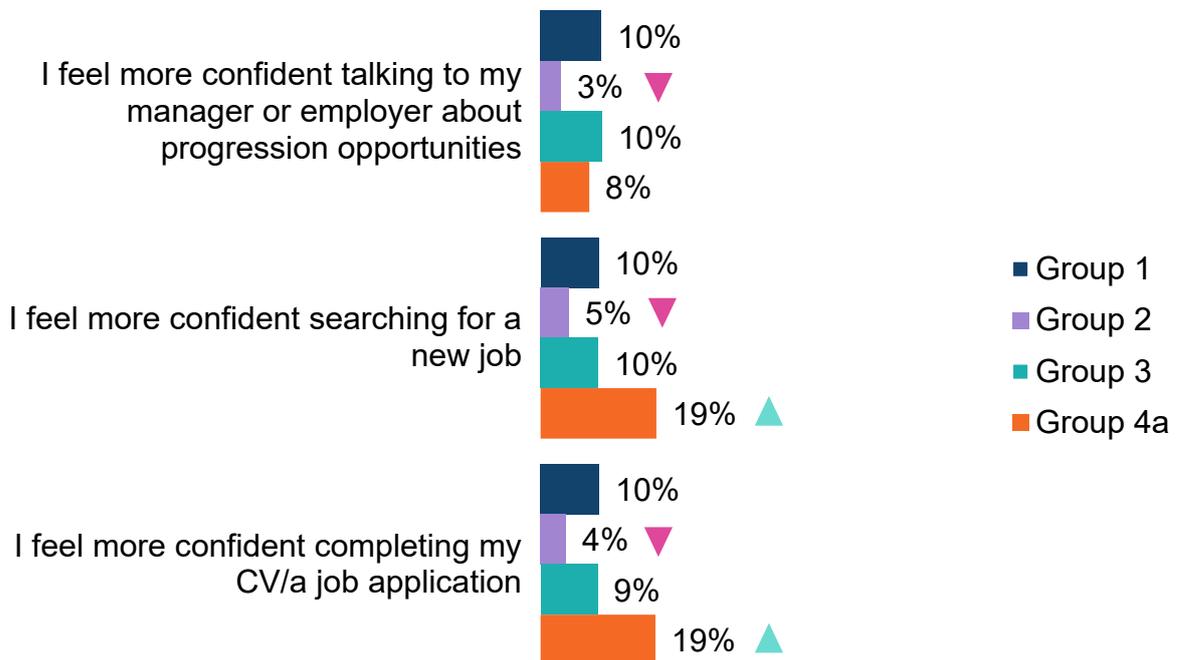


Base: Employed, G1 w3 (409); G2 w3 (528); G3 w3 (567); G4a w3 (225)

Wave 3 survey data indicate that interactions with in-work progression (IWP) support and DWP or Jobcentre Plus (JCP) staff did not yield major increases in **soft work-related outcomes** (defined as increase in confidence in progression related

activities). With the exception of group 4a (discussed in the following section), one in ten or fewer employed customers in the remaining groups reported increased confidence in activities such as discussing promotion opportunities with employers, completing CVs, applying for jobs, or searching for new roles. For instance, ten percent of employed customers in groups 1 and 3 reported that they felt more confident talking to their manager or employer about progression opportunities and felt more confident searching for a new job.

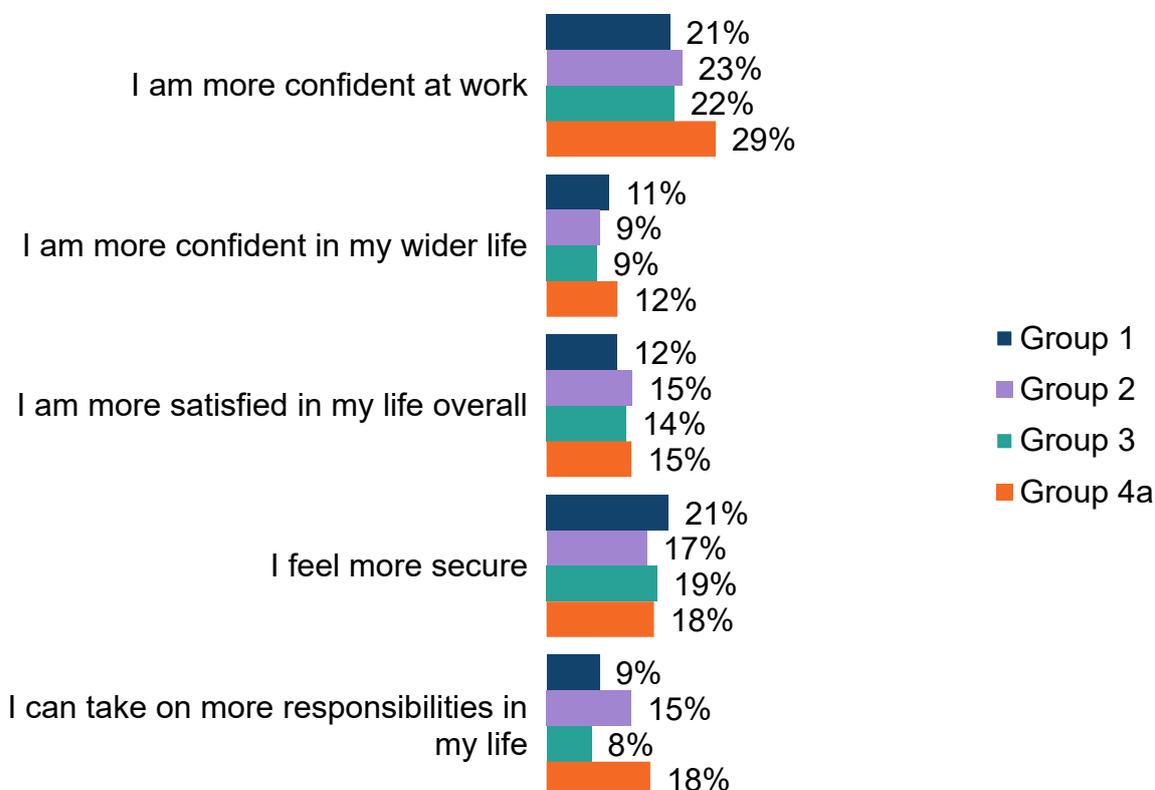
Figure 4.11 Employed customers who agreed that in-work progression or interactions with DWP staff or JCP had contributed to soft work-related outcomes



Base: Employed, G1 w3 (409); G2 w3 (528); G3 w3 (567); G4a w3 (225)

A slightly higher proportion of employed customers reported **wider personal outcomes** in the wave 3 survey, beyond work and work search. Customers were asked in what other ways the in-work progression support or other support from Jobcentre Plus (JCP) or DWP impacted them. For instance, 21% of employed customers in group 1, 23% in group 2, 22% in group 3 and 29% in group 4a reported feeling more confident at work. Smaller proportions of employed customers reported they felt more satisfied in their life overall due to the in-work progression offer or interactions with DWP staff or JCP (12% in group 1, 15% in group 2, 14% in group 3 and 15% in group 4a).

Figure 4.12 Employed customers who agreed that in-work progression or interactions with DWP staff or JCP had contributed to wider personal outcomes



Base: Employed customers who received IWP support or other support from DWP or JCP, G1 w3 (326); G2 w3 (234); G3 w3 (452); G4a w3 (193)

Variations in outcomes across customer groups

Wave 3 survey data show differences in outcomes between those employed customers who received moderate or minimal in-work support (groups 1 and 2 respectively) and those who received intense support (groups 3 and 4a).

Customers in group 1 experienced a moderate level of support: they were not mandated to meet a work coach and, as shown in Figure 4.3, they would typically have contact with a work coach once per month or less. Those customers, however, were also the most likely to recognise a need for progression support and (with group 4a) to want to work more hours, as explained in Chapter 3. Customers in group 2, on the other hand, reported minimal interactions with a work coach and didn't feel the need to progress or to access support in this area.

While at the time of the wave 3 survey, **group 1 customers** were not notably more likely than other groups to attribute an increase in work hours to DWP support, longitudinal data portrays a different picture. There was a statistically significant increase in the proportions of group 1 customers reporting full-time work and attributing work hour increases to DWP support at both wave 2 and wave 3. This might suggest that even moderate support, when closely aligned with the customers'

motivations and goals—specifically, their drive to increase work hours—can yield positive long-term outcomes. This insight is further supported by qualitative data (see Chapter 5) indicating that tailored support, which resonates with and leverages the customer's personal motivation for progression, enhances the effectiveness of the support received. However, it is important to interpret these findings cautiously, as other variables may also impact the increase in hours beyond just the support received.

Employed customers in **group 2** were the least likely to report improvements in the three work-related outcomes presented in the previous section. For instance:

- five percent of customers in group 2 said their working hours have increased, compared to eight percent in group 1, 17% in group 3, and nine percent in group 4a
- only three percent reported an improvement in their work related qualifications or skills, compared to seven percent in group 1, seven percent in group 3 and 11% in group 4a
- only three percent reported they started a new job, compared to nine percent in group 1, seven percent in group 3 and 13% in group 4a
- only three percent of employed customers in group 2 reported that they were more confident talking to their manager or employer about progression opportunities, compared to ten percent in group 1, ten percent in group 3 and eight percent in group 4a
- only five percent of employed customers in group 2 reported that they felt more confident searching for a new job, compared to ten percent in group 1, ten percent in group 3, and 19% in group 4a
- similar patterns were observed for confidence searching for a new job and completing CV or job application

Customers in group 3 and group 4a received a more intense support as under IWS: they were mandated to meet their work coach usually every one to two weeks, for instance, and they were required to provide evidence of job search.

Group 3, who were brought into the IWS regime due to the AET based changes, were the most likely amongst all the other groups to report an increase in working hours (17% compared to eight percent in group 1, five percent in group 2 and nine percent in group 4a) (see Figure 4.10). The finding is supported by longitudinal analysis. There was a statistically significant increase in the proportions of group 3 customers who reported they worked full-time at wave 2 and wave 3.

Group 4a customers, who had not been affected by the AET based changes of their labour market regime, were the most likely group to report an increase in confidence. This includes confidence in searching for a new job (19% compared to ten percent in group 1, five percent in group 2 and ten percent in group 3), and completing a CV or job application (19% compared to ten percent in group 1, four percent in group 2, and nine percent in group 3). However, as explained in Chapter 3, a majority of

customers in group 4a perceived a scarcity of full-time vacancies, a significantly higher proportion than in other groups. This suggests a lower baseline level of confidence regarding their ability to secure full-time and suitable opportunities.

The longitudinal analysis indicates that there was no statistically significant difference in the proportions of group 4a participants reporting increased confidence between wave 2 and wave 3. This may imply that support from the DWP offers short-term benefits in terms of confidence increase, but these benefits do not persist in the long term. Qualitative insights reinforce this conclusion by suggesting that DWP support is more effective when aligned with long-term customer objectives rather than isolated support interactions. This highlights the potential for enhancing DWP support by embedding continuous and sustained interactions into the customers' career goals, as elaborated in Chapter 5. However, it is important to interpret these findings cautiously, as other variables may affect confidence levels beyond just the support received.

5. What works well and what could be improved

This Chapter focuses on which features of current in-work support work well and which areas can be improved. Findings are primarily drawn from wave 3 in-depth interviews and focus groups, which are supplemented by qualitative data from waves 1 and 2 when useful. Additional quantitative findings from wave 3 survey are also included. This Chapter focuses on employed Universal Credit customers, as we are looking at the usage, views and impact of in-work support at the time of completing the survey. In-depth interviews and focus groups are the primary data source for the Chapter. Qualitative fieldwork was conducted with employed customers only.

Key factors which underpinned effective in-work support were: (1) tailored work coach meetings; (2) empathetic, holistic, expert and goal-focused support; (3) work coach(es) who are familiar with customers' employment and personal journey; (4) practical next steps and check-ins; (5) tailored training opportunities; (6) clarity on Universal Credit requirements and consistent enforcement; (7) support in engaging with employers.

Tailored work coach meetings

Participants in wave 3 focus groups and in-depth interviews identified four ways that meetings with their work coaches could be tailored to best support them to progress in-work: (1) making the purpose of the meeting clear; (2) participant-driven focus; (3) flexible meeting duration; (4) flexible mode.

Having clarity on the **purpose of the meeting** was seen as important, as it meant participants would not see it as a 'tick-box' exercise and would be more incentivised to engage with the interaction.

"The work coach should use appointments wisely and not just see them as a requirement."

Group 1, female, 35-54, in-depth interview, wave 3

The efficacy of work coach meetings hinges on a **clear, participant-driven focus** tailored to individual needs and desires. This focus would allow participants to feel that they have a stake in the meeting, and empower them to have meaningful conversations.

“[It would be good to have] a tailored experience to help your specific situation.”

Group 1, female, 35-54, in-depth interview, wave 3

“They've got to appear interested in my needs.”

Group 1, male, 55+, in-depth interview, wave 3

Participants thought **meeting duration** should be flexible and responsive to the discussion content. This means recognising topics like career progression and goals necessitate more than ten minutes of dedicated work coach involvement.

“You only have a ten-minute meeting when you talk about whether you have supplied a CV.”

Group 4, female, 18-34, focus group, wave 3

Participants felt that the **mode** in which they communicated with their work coach had to be adapted to their personal schedules and needs, as well as to best suit the purpose of conversation. Face-to-face meetings were seen as preferable for in-depth conversations, whilst the telephone was seen as more useful for administrative check-ins.

“[My in-person meetings] had a personal touch. It wasn't just going to send you a link to a webpage.”

Group 1, female, 35-54, in-depth interview, wave 3

Empathetic, holistic, expert and goal-focused support

Participants in wave 3 in-depth interviews and focus groups revealed key qualities in work coaches that they found most effective in providing valuable support. These were: (1) showing an empathetic approach; (2) being goal and future focused; (3) demonstrating specialised knowledge; (4) having a holistic understanding of customers' lives.

Firstly, participants appreciated work coaches who took an **empathetic approach** which addressed the emotional and psychological barriers. These included feelings of low self-esteem, low motivation, and sometimes guilt and shame. Work coach validation of the highs and lows of emotions was a helpful framework to discuss next steps. Listening skills, a warm approach and a non-judgmental demeanour were seen as key pillars of this framework.

“They should be more human and more empathetic.”

Group 3, female, 35-54, focus group, wave 3

Furthermore, work coaches who were **goal and future focused** were also valued. Work coaches demonstrated this approach by providing long-term and broader career support and advice during meetings. Participants felt strongly that work coach

meetings should not be spent on discussing administrative issues but should be focused on broader career discussions.

“[The work coach should be able to] support me to get towards my goals.”

Group 3, male, 55+, in-depth interview, wave 3

Participants highlighted the benefit of work coaches with **specialised knowledge**, who facilitated access to local support, and considered the specific job market relevant to each customer. This sentiment was particularly strong amongst those participants at the beginning or end of their careers, in more niche sectors, and those who were facing specific personal challenges.

“Work coaches should work to find opportunities with small and local businesses to be given priority or at least be looked at.”

Group 3, male, 35-54, in-depth interview, wave 3

Work coaches who had a **holistic understanding of the customer** were appreciated. This included taking an active interest in customers’ personal lives, and interests. Participants wanted to be heard and seen as individuals, not just as “numbers”. Wave 3 in-depth interviews highlighted that participants were demotivated when work coaches did not ask any questions on their personal lives or acknowledge their intersecting barriers they were facing.

“It is important for the WC to have a knowledge of the person they are speaking with.”

Group 3, female, 18-34, focus group, wave 3

Work coaches who are familiar with customers’ employment and personal journey

Participants in wave 3 qualitative research expressed a range of views on meeting with a single work coach or different work coaches. Yet, a consistent theme emerged: the value of a single, dedicated point of contact for support.

Having a **single work coach invested in customers’ career journeys** enabled more productive and progressive meetings, according to participants. This is because the work coach is equipped with invaluable insights into the customer’s life, work, and goals.

“It’s a positive relationship, she’s very friendly. She remembers me, she remembers the shop. I don’t have to sit down and remind her what’s going on.”

Group 4, female, 35-54, in-depth interview, wave 3

“I like the idea of one person knowing me well, like my doctor.”

Group 3, female, 35-54, focus group, wave 3

The effectiveness of a **multi-work coach approach hinged on consistent access to critical information**. While not the preferred model, a team of work coaches was

seen as being able to provide adequate support if each was fully informed about the customer's career aspirations, personal circumstances, and history of interactions with Jobcentre Plus (JCP). The benefit of specialist knowledge, such as sector expertise, was primarily recognised in a referral context.

“It opens up doors, where you are able to go into fields that you might not have thought of before. By giving you experience from talking with work coach experts in those fields”

Group 1, female 35-54, focus group, wave 3

The **lack of engagement from multiple work coaches** hampered progress for customers. Participants reported that valuable meeting time was lost to reiterating personal context and administrative details, reducing opportunities to focus on career aspirations and address barriers to employment. This underscored the importance of work coach preparation and active engagement with each customer's case.

“Seeing different work coaches is a big barrier, they don't know you.”

Group 1, male, 35-54, in-depth interview, wave 3

Practical next steps and check-ins

Work coaches could support customers beyond the initial meeting in different ways: (1) by providing clear next steps; (2) by arranging check-ins; (3) by providing signposting.

Firstly, participants wanted to have **clear next steps or plans** that they could take away after meeting with the work coach. This involved having practical goals, which they would be able to make tangible steps towards before the next meeting.

“When you're getting information from places and finding out the sort of things you want to do, and what you're good at, the work coach can obviously come up with a plan to help.”

Group 2, male, 55+, focus group, wave 3

Following agreement on next steps, **check-ins** provided valuable reassurance and motivational support, reinforcing the work coach's investment in the customer's career journey and offering helpful prompts and reminders.

“The communication is nice when check-ins [are built in].”

Group 4, male, 18-34, in-depth interview, wave 3

Whilst customers are working towards their goals, having **signposting** to relevant training was perceived important too. Participants recommended that work coaches actively connected customers with relevant training resources, including referrals to internal specialists, external organisations like the National Careers Service, and sector-specific training providers.

“The work coach would benefit from better links with employers and local opportunities.”

Group 4a, male, 18-34, focus group, wave 3

Tailored training opportunities and skill enhancement

In waves 1, 2, and 3 in-depth interviews and focus groups, participants highlighted ways that training could ensure that it is most relevant to them and their career. Qualitative findings show four key areas in which skills support could be tailored to their needs and encourage uptake: (1) being clear and specific on how the training can improve existing skills; (2) upfront transparency regarding how re-skilling can benefit career trajectory; (3) training that addresses the specific skill requirements of employers; (4) early and tailored skills assessment.

Clarity on how training would improve existing skills was deemed key, including providing specific examples of how training would directly enhance specific skills. This reassurance was essential for encouraging engagement, most notably among highly skilled individuals and those with established careers. Wave 1 in-depth interviews highlighted how crucial this targeted, upfront reassurance was for these specific groups. In wave 2 focus groups, participants were presented with a description of the Skills Bootcamps. Participants responded positively to the idea, but they emphasised the need for clear articulation of the content to be provided in the Skills Bootcamps, particularly its labour market relevance. Critically, the training level should align with the customer's existing job seniority, and this also should be made clear upfront.

“Can [you] choose what qualification level [you do]? I can see in some sectors there are options but not in the ones I’m interested in.”

Group 1, female, 35-54, focus group, wave 2

In Chapter 4 we explained that a lack of training that fits with participants' busy lives was a barrier to progression. Building on this sentiment, participants felt communication around training should highlight how it could work in practice. When responding to the Skills Bootcamps idea in wave 2 focus groups, participants emphasised that if Skills Bootcamps or other skills support were to be successful, they would need to ensure that **the times when they were offered** would have to work around customers' lifestyle and their current working hours.

“DWP could offer some flexible training to reach whatever national standards required.”

Group 3, male, 55+, in-depth interview, wave 2

Participants expressed concerns about changing jobs if they had already invested significant time and money in sector-specific training. Participants took pride in the work they had already put into their career and were resistant to taking on roles that would diminish this. Therefore, participants required **upfront transparency regarding how re-skilling would enhance their current skillset and benefit their career trajectory**. Re-training and re-skilling for different sectors would require

careful consideration regarding framing and target audience. Whilst younger participants demonstrated greater openness to upskilling from scratch, the prospect felt daunting and overwhelming for older participants. Wave 1 in-depth interviews findings highlight that highly skilled or educated participants, and those established in their careers, expected training tailored to their specific circumstances and reacted negatively to suggestions of re-training.

“I want to develop my skills and go into the hierarchy of my workplace, like going from a supervisor position to the managerial position.”

Group 2, male, 35-54, in-depth interview, wave 1

Wave 1 participants looked to Jobcentre Plus (JCP) to facilitate connections between training and employment. They sought **training opportunities that addressed the specific skill requirements of employers in their sector**, with the ultimate aim of securing a job upon completion. This highlighted the need for stronger partnerships between Jobcentre Plus (JCP), training providers, and employers.

“Take me through scenarios of what an employer will be looking for when I go to interview.”

Group 1, male, 55+, in-depth interview, wave 1

Participants in wave 1 focus groups welcomed **early and tailored skills assessments** as part of the training journey. However, they also suggested several enhancements to optimise the assessment experience:

- assessments that are available online, which customers would be able to complete in their own time in a flexible manner
- the option of discussing them with a work coach after the assessment had happened, to help them set goals and identify pathways
- having a focus on skills that customers did not necessarily have, to help them progress in their career
- having clear steps ahead for how the skills assessment could work
- putting together a tailored, goal focused action plan which can be revised with the work coach to reflect customers’ needs and that can be broken down into clear and manageable steps

“[He directed me] to the skills assessment for NCS, and it was really good as it went into depth. I liked being able to explore the results more.”

Group 1, female, 55+, focus group, wave 1

Clarity on the Universal Credit requirements and consistent enforcement

Participants reported that the Universal Credit system did not always create incentives for them to work additional hours. Qualitative findings from in-depth

interviews in wave 3 suggest that there are certain aspects of the Universal Credit system that could be improved to support customers to progress in work. These are: (1) clarity on conditionality; (2) consistency in enforcement; (3) transparency on the purpose of work coach meetings.

Participants reported that they **did not always have clarity on what their conditionality was**, including whether they were mandated to find work or to increase their hours. This meant if work coaches brought some enforcement into their relationship, it caused the development of a negative dynamic between the two. Therefore, having their conditionality clearly explained to them was seen as important and would make it easier for them to move between jobs.

“Changes have been poorly communicated.”

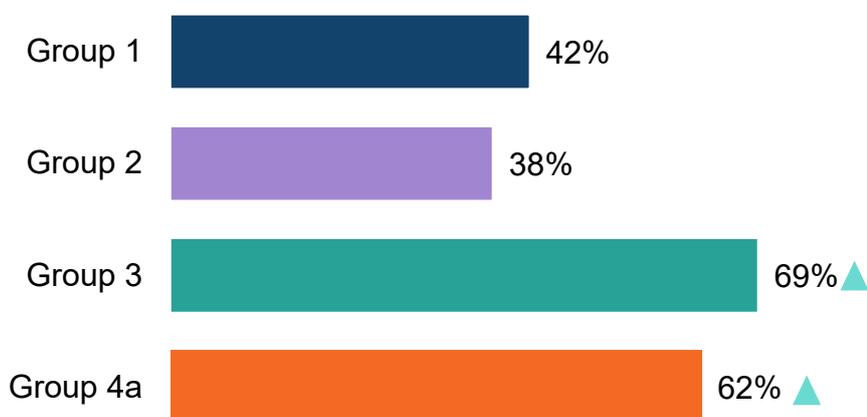
Group 3, male, 18-34, in-depth interview, wave 3

Furthermore, participants felt that **work coaches were not consistent in whether they were enforcing conditionalities**, especially when working with multiple work coaches. This meant they were not always certain whether they were meeting their requirements.

Participants expressed uncertainty about the intentions behind work coach meetings, sometimes associating them with sanctions or claim issues. **Greater transparency regarding the meeting's purpose**, particularly when focused on career or training discussions, was identified as a key area for improvement.

Wave 3 survey data show that employed customers in the Intensive Work Search (IWS) regime had higher levels of understanding of their conditionality requirements than employed customers not in the IWS regime and instead eligible for the IWP offer. Two-fifths of employed customers in group 1 (42%) and group 2 (38%) knew that they needed to meet their work coach fortnightly if they earned below the AET. However, amongst those in the IWS regime, the majority were aware of this, with understanding at 69% for group 3 and 62% for group 4a (although there was still a notable minority who weren't aware of conditionality requirements).

Figure 5.1 Employed customers who thought it was true that they need to meet work coach fortnightly if they earn below the AET



Base: Employed, G1 w3 (409); G2 w3 (528); G3 w3 (567); G4a w3 (225). Light blue triangles pointing upward signify the number next to it is significantly higher than all other customer groups and pink triangles pointing downward signify the number is significantly lower than all other customer groups

Support in engaging with employers

In wave 2 in-depth interviews and focus groups, participants identified three key areas where Jobcentre Plus (JCP) and work coach support could help them engage with their employers to improve career progression opportunities. These areas were: (1) support with starting conversations with employers; (2) help with identifying the appropriate contact person in the company for discussions around progression; (3) training to increase confidence to initiate these conversations.

Firstly, participants desired **support initiating conversations** with their employers about career advancement. Often, discussions centred on practicalities like work availability and payment schedules, rather than future career aspirations and goals.

“If you didn’t know how to start the conversation, DWP could help you. Helping you know what to say”

Group 3, female, 35-54, focus group, wave 2

Identifying the right person to discuss career progression could be challenging, particularly for those working part-time or zero hours contracts. This included participants not knowing their HR representative or having a direct manager to address these concerns with. **Work coach’s support in navigating these complexities and identifying the appropriate contact person for discussions about pay, hours, or advancement** was seen as essential.

“Knowing who to go to is probably the most important.”

Group 4, male, 35-54, in-depth interview, wave 2

Participants reported that when they did know whom to speak to, they did not always have the confidence to begin the conversations. They said they would benefit from **courses or training that would help them build this confidence up**.

“I suppose knowing what communication skills and what questions to ask I suppose, bearing in mind I work so many hours.”

Group 4, male, 55+, in-depth interview, wave 2

“I know I can do the job; I just don’t know how to get them to listen.”

Group 3, female, 35-54, in-depth interview, wave 2

6. Conclusions and implications

This research offers valuable insights into customers' in-work needs and support, with key implications for the government's welfare reforms and "Get Britain Working" agenda. These insights can inform the design and implementation of more effective support strategies, promoting financial independence and sustainable employment. Four key areas, selected for their policy relevance, are highlighted below.

1. A nuanced approach to customer segmentation: While the current AET based customer group definitions have value, a more nuanced approach might be needed. Moving beyond income-based classifications to encompass individual circumstances, motivations, and barriers can maximise the impact of in-work support. This aligns with the government's vision for a more flexible, needs-based welfare system. Further investigation into optimal segmentation strategies, including the role and impact of AET changes, is essential.

2. Enhancing clarity and communication regarding Universal Credit requirements: A critical gap exists in customer awareness of work search obligations while claiming Universal Credit. Improved communications are crucial for empowering customers to meet these requirements and progress towards financial independence. However, it is essential that this messaging is carefully framed to avoid discouraging customers or creating a perception of excessive demands. Clear, positive messaging, aligned with the "Get Britain Working" objective, will promote active job seeking and reduce benefit reliance.

3. Empowering work coaches to deliver tailored support: Expert, holistic and tailored support from work coaches is key. However, providing truly tailored support may require more specialist knowledge than work coaches currently possess. Therefore, investing in training and resources to equip work coaches to effectively signpost customers to specialist guidance will be important. This is in addition to providing more holistic, individualised support themselves. The government's plan to increase work coach meeting time, while potentially reducing mandatory frequency, offers an opportunity to achieve this. This additional time could allow work coaches to better understand customer needs and connect them with the appropriate specialist support.

4. Skills development aligned with aspirations and labour market needs: A tension exists between customer preferences for training aligned with existing skills and the need to address local job market demands and the priorities of the Industrial Strategy. Bridging this gap requires innovative approaches to skills development that connect individual aspirations with available opportunities, particularly in key growth sectors. This necessitates a collaborative approach, involving employers and training providers. The government's plans to create a new service bridging Jobcentre Plus and the National Careers Service have the potential to achieve this.

Appendices

Appendix A: Survey sample profile

The tables below detail the profile information of respondents to the wave 3 survey, split by customer group. The information comes from sample data that we received in DWP sample and not from survey questions. The numbers given are unweighted percentages. The percentages within each customer group may not add up to 100% due to rounding. Please note the labour market regime and income variables come from DWP administrative data from assessment period (AP) dates between August and December 2024, so respondents may have changed labour market regime and income band by the time of the survey.

Table A.1 Respondent profile information: Labour market regime

	Group 1	Group 2	Group 3	Group 4
Light touch – Out of work	15%	5%	1%	0%
Light touch – In work	45%	40%	31%	0%
Working enough	30%	47%	10%	0%
Intensive work search	9%	6%	39%	100%
No work-related requirements	1%	2%	15%	0%
Work-focused interviews only	0%	0%	1%	0%
Work preparation	1%	1%	4%	0%

Table A.2 Respondent profile information: Income band at last AP

	Group 1	Group 2	Group 3	Group 4
No income or not known	22%	10%	21%	0%
£0.01 to less than £125	1%	<1%	1%	0%
£125 to less than £250	1%	1%	3%	64%
£250 to less than £500	5%	3%	15%	31%
£500 to less than £750	8%	7%	32%	3%
£750 to less than £1,000	8%	9%	13%	1%
£1,000 to less than £1,250	21%	23%	11%	0%
£1,250 to less than £1,500	17%	17%	1%	<1%
£1,500 to less than £1,750	7%	13%	1%	<1%
£1,750 to less than £2,000	4%	7%	1%	<1%

£2,000 to less than £2,500	4%	8%	<1%	0%
£2,500 to less than £3,000	1%	2%	<1%	0%
£3,000 or over	0%	1%	0%	0%

Table A.3 Respondent profile information: Age band

	Group 1	Group 2	Group 3	Group 4
18 to 24	1%	2%	2%	21%
25 to 34	17%	19%	19%	25%
35 to 44	37%	39%	34%	19%
45 to 54	30%	26%	26%	18%
55 to 64	14%	13%	17%	18%
65 or over	<1%	1%	3%	1%

Table A.4 Respondent profile information: Sex

	Group 1	Group 2	Group 3	Group 4
Female	71%	78%	78%	76%
Male	29%	22%	22%	24%

Table A.5 Respondent profile demographics compared to UK average

	UK average	G1	G2	G3	G4
Male	49.0%	21.7%	22.1%	24.2%	37.7%
Female	51.0%	78.3%	77.9%	75.8%	62.3%
18 to 24	10.7%	1.1%	2.1%	1.6%	20.5%
25 to 34	17.8%	17.4%	18.8%	19.0%	24.4%
35 to 44	17.1%	37.3%	38.7%	34.3%	18.7%
45 to 54	17.4%	30.2%	38.7%	34.3%	18.7%
55 to 64	16.9%	13.7%	13.1%	16.7%	17.8%
65 plus (respondent profile)	20.1%	0.2%	0.8%	2.8%	0.9%
65 to 80 (national average)					

Source of UK age numbers: Eurostat 2019. Source of UK gender numbers: 2023 census data (<https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/demographics/male-and-female-populations/latest/>)

Appendix B: Survey sampling and fieldwork strategy

The quantitative survey was an online survey, followed by Computer Assisted Telephone Interviews (CATI). Wave 3 fieldwork took place between 18 March and 22 April 2025. 2,183 customers responded, who each received a £5 incentive voucher for completing.

A stratified random sample was provided by DWP and focused on in-work Universal Credit customers. The sample included out of work customers due to their changing employment status or them having a partner with earnings.

The fieldwork strategy was designed to optimise customer engagement and inclusion. The online survey was device agnostic (could be used on either phone or laptop) and the phone interviews targeted low incidence and low response rate customer groups.

Other strategies to boost response rates included:

- financial incentive for completion (£5 shopping voucher)
- prioritising dialling opt-ins
- email and SMS reminders
- actively monitored mailbox
- provision of survey in British Sign Language

Table B.1 Wave 3 fieldwork metrics

	Online	Telephone	Total
Total sample	35,440*	35,915*	35,916*
Total phoned	N/A	3,995	3,995
Total completes	2,547	165	2,712
Response rate	N/A**	4.1%	7.5%
Timed out (online) / Refused (phone)	2,097	169	2,266
Unusable	168	561	729
Overquota	172	30,049	30,221
Survey length	13 minutes 24 seconds	31 minutes 0 seconds	N/A

*Total sample excludes invalid sample and do not contact requests removed during cleaning. Total online sample is taken from all records with an email address in the sample, after removing invalid records and do not contact requests. Total telephone sample is taken from all records with a telephone number, after removing invalid records and do not contact requests.

**All leads with an email address in the sample were sent an invite to the online survey. Some of these people were also dialled in the CATI fieldwork, so it is not valid to calculate an online response rate.

Appendix C: Survey weighting

The quantitative survey data was weighted to match the population within each customer group, with different weights used for cross-sectional analysis and longitudinal analysis. There was no overall population weight.

Table C.1 Wave 3 cross-sectional weighting profile of customer group 1

	Age	% of customer group (weighted)	% of customer group (unweighted)
Male	<=34	6.5	3.3
	35-54	17.7	12.1
	55+	5.0	6.3
Female	<=34	16.6	15.2
	35-54	47.1	55.5
	55+	7.1	7.6

Table C.2 Wave 3 cross-sectional weighting profile of customer group 2

	Age	% of customer group (weighted)	% of customer group (unweighted)
Male	<=34	9.6	4.3
	35-54	21.2	13.9
	55+	4.1	4.0
Female	<=34	18.8	16.7
	35-54	40.3	51.2
	55+	6.0	9.9

**Table C.3 Wave 3 cross-sectional weighting profile of customer group 3a
(customers who moved from the Light Touch to the Intensive Work Search regime after the September 2022 AET increase)**

	Age	% of customer group (weighted)	% of customer group (unweighted)
Male	<=34	7.2	3.4
	35-54	15.4	10.1

	55+	7.2	9.1
	<=34	18.0	24.0
Female	35-54	39.1	41.3
	55+	13.3	12.0

Table C.4 Wave 3 cross-sectional weighting profile of customer group 3b (customers who moved from the Light Touch to the Intensive Work Search regime after the January 2023 AET increase)

	Age	% of customer group (weighted)	% of customer group (unweighted)
	<=34	6.9	6.9
Male	35-54	16.4	16.4
	55+	6.3	6.3
	<=34	17.5	12.6
Female	35-54	41.8	47.4
	55+	11.1	14.7

Table C.5 Wave 3 cross-sectional weighting profile of customer group 3c (customers who moved from the Light Touch to the Intensive Work Search regime after the May 2024 AET increase)

	Age	% of customer group (weighted)	% of customer group (unweighted)
	<=34	9.2	5.0
Male	35-54	20.0	13.9
	55+	5.7	5.6
	<=34	15.6	13.3
Female	35-54	41.3	50.7
	55+	8.3	11.5

Table C.6 Wave 3 cross-sectional weighting profile of customer group 4a (customers in the Intensive Work Search regime who were always in this labour market regime before and after the September 2022, January 2023, and May 2024 AET changes)

	Age	% of customer group (weighted)	% of customer group (unweighted)
Male	<=34	22.9	18.7
	35-54	10.6	11.4
	55+	4.0	7.5
Female	<=34	29.0	26.2
	35-54	26.8	25.0
	55+	6.7	11.1

Table C.7 Wave 3 cross-sectional weighting profile of customer group 4b (customers in the Intensive Work Search regime who made their Universal Credit claim after the AET changes, but would have been in Light Touch before these changes if they had made their claim before the changes)

	Age	% of customer group (weighted)	% of customer group (unweighted)
Male	<=34	16.0	9.7
	35-54	17.1	15.4
	55+	6.3	9.2
Female	<=34	17.2	19.0
	35-54	34.9	37.9
	55+	8.5	8.7

Table C.8 Wave 3 cross-sectional weighting profile of customer group 4c (customers in the Intensive Work Search regime who did not change labour market regimes after the AET changes, but did not fall into group 4a or 4b)

	Age	% of customer group (weighted)	% of customer group (unweighted)
Male	<=34	13.4	7.0
	35-54	14.5	12.0
	55+	5.8	6.3
Female	<=34	23.4	18.9
	35-54	32.3	41.2

55+	10.6	14.6
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Table C.9 Wave 3 longitudinal weighting profile for customer group 1

	Age	% of customer group (weighted)	% of customer group (unweighted)
Male	<=34	3.4	2.8
	35-54	13.1	14.0
	55+	6.9	7.7
Female	<=34	16.6	11.9
	35-54	52.4	54.5
	55+	7.6	9.1

Table C.10 Wave 3 longitudinal weighting profile for customer group 2

	Age	% of customer group (weighted)	% of customer group (unweighted)
Male	<=34	6.2	5.0
	35-54	8.9	9.4
	55+	3.2	3.8
Female	<=34	22.2	18.2
	35-54	49.4	52.2
	55+	10.1	11.3

Table C.11 Wave 3 longitudinal weighting profile for customer group 3

	Age	% of customer group (weighted)	% of customer group (unweighted)
Male	<=34	4.7	3.3
	35-54	19.2	15.1
	55+	8.0	9.9
Female	<=34	10.8	11.3
	35-54	46.5	47.2

55+ 10.8 13.2

Table C.12 Wave 3 longitudinal weighting profile for customer group 4

	Age	% of customer group (weighted)	% of customer group (unweighted)
Male	<=34	13.9	10.0
	35-54	10.4	12.3
	55+	6.0	8.5
Female	<=34	19.9	15.2
	35-54	39.8	42.7
	55+	10.0	11.4

Appendix D: Statistical reliability

The final data from the survey are based on a weighted subset of the UC claimants, rather than the entire population of UC claimants. Percentage results are therefore subject to margins of error, which vary with the size of the sample and the percentage concerned.

In this report, we focused on comparisons between four groups of interest: in-work progression (IWP) offer participants (group 1), IWP offer non-participants who were eligible for the support (group 2), UC claimants who moved from the Light Touch to the Intensive Work Search (IWS) labour market regime after the September 2022, January 2023, or May 2024 AET increases (group 3), and UC claimants who were in IWS regime before and after the AET increases (group 4a).

For each of the possible comparisons between the four groups, Table D.1. below shows how different the responses of each group need to be in order to fall within the 95% confidence interval. For example, for a question where 50% of customers in group 1 gave a particular answer, the chances are 95 in 100 that this is significantly different to group 2 if $\pm 3.5\%$ of group 2 gave the same answer (so greater than or equal to 53.5%, or less than or equal to 46.5%). This range is different under different percentage scenarios, such as 10%, 20%, 30%, 40%, 50% and so on.

Table D.1 Statistical reliability for each customer group

	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
Group 1 (n = 539) compared with group 2 (n = 605)	± 3.5	± 4.6	± 5.3	± 5.7	± 5.8
Group 1 (n = 539) compared with group 3 (n = 737)	± 3.3	± 4.4	± 5.1	± 5.4	± 5.6
Group 1 (n = 539) compared with group 4a (n = 332)	± 4.1	± 5.5	± 6.3	± 6.7	± 6.8
Group 2 (n = 605) compared with group 3 (n = 737)	± 3.2	± 4.3	± 4.9	± 5.3	± 5.4
Group 2 (n = 605) compared with group 4a (n = 332)	± 4.0	± 5.4	± 6.1	± 6.6	± 6.7
Group 3 (n = 737) compared with group 4a (n = 332)	± 3.9	± 5.2	± 5.9	± 6.4	± 6.5

Appendix E: Qualitative methodology

Qualitative research was conducted across the three waves of research in three methodological approaches.

In-depth interview methodology

In-depth interviews with individual in-work participants were conducted either over the phone or on Microsoft Teams. They lasted up to 60 minutes long and aimed to understand individual experiences of DWP's offer to them, their views on progression, and their attitudes to different progression scenarios. The sampling breakdown of in-depth interviews is detailed below.

Focus group methodology

Focus groups with groups of in-work participants were conducted online. They lasted up to 90 minutes longer and aimed to aid in the development of ideas on how support could best be provided by DWP for in-work customers.

Digital diaries methodology

In wave 1, digital diaries were conducted with participants of the in-depth interviews for the fortnight after their in-depth interviews and aimed to record their experiences with their current employer and DWP support. They were discontinued for waves 2 and 3.

Appendix F: In-depth-interviews achieved sample

Table F.1 Wave 1 achieved sample

	Group 1	Group 2	Group 3	Group 4
Total	5	6	4	4
Employment status				
Employed	4	6	4	3
Self employed	1	0	0	1
Unemployed	0	0	0	0
Gender				
Male	2	4	1	1
Female	3	2	3	3
Health or disability status				
Has health condition or disability	2	0	1	3
Age				
18-34	0	2	2	1
35-54	3	3	1	2
55+	2	1	1	1
Children				
Has children	3	4	0	2
Does not have children	2	2	4	2

Table F.2 Wave 2 achieved sample

	G1	G2	G3	G4
Total	7	6	12	12
Employment status				
Employed	7	5	10	10

Self employed	0	1	2	2
Unemployed	0	0	0	0
Gender				
Male	1	1	7	5
Female	6	5	5	7
Health or disability status				
Has health condition or disability	1	1	4	6
Age				
18-34	1	1	2	2
35-54	4	5	7	4
55+	2	0	3	6
Children				
Has children	5	5	6	6
Does not have children	2	1	6	6

Table F.3 Wave 3 achieved sample

	G1	G2	G3	G4
Total	7	4	6	5
Employment status				
Employed	5	2	6	3
Self employed	2	2	0	2
Unemployed	0	0	0	0
Gender				
Male	4	1	3	3
Female	3	3	3	2
Health or disability status				

Has health condition or disability	5	2	4	2
Age				
18-34	1	1	1	2
35-54	5	2	4	1
55+	1	1	1	2
Children				
Has children	6	2	3	1
Does not have children	1	2	3	4

Appendix G: Focus groups achieved sample

Table G.1 Wave 1 achieved sample

	G1	G2	G3	G4
Total	14	9	11	13
Employment status				
Employed	13	8	11	11
Self employed	1	1	0	2
Unemployed	0	0	0	0
Gender				
Male	2	0	2	4
Female	12	9	9	9
Health or disability status				
Has health condition or disability	4	2	4	6
Age				
18-34	3	1	3	5
35-54	9	8	7	6

55+	2	0	1	2
Children				
Has children	10	7	7	7
Does not have children	4	2	4	6

Table G.2 Wave 2 achieved sample

	G1	G3	G4
Total	8	10	7
Employment status			
Employed	8	10	6
Self employed	0	0	1
Unemployed	0	0	0
Gender			
Male	2	2	1
Female	6	8	6
Health or disability status			
Has health condition or disability	2	3	1
Age			
18-34	0	1	1
35-54	6	6	6
55+	2	3	0
Children			
Has children	6	6	5
Does not have children	2	4	2

Table G.3 Wave 3 achieved sample

	G1	G2	G3	G4
--	-----------	-----------	-----------	-----------

Total	8	10	9	11
Employment status				
Employed	7	9	9	10
Self employed	1	1	0	1
Unemployed	0	0	0	0
Gender				
Male	3	5	5	6
Female	5	5	4	5
Health or disability status				
Has health condition or disability	5	0	3	3
Age				
18-34	3	4	5	4
35-54	4	5	1	5
55+	1	1	3	2
Children				
Has children	5	8	4	3
Does not have children	3	2	5	8

Appendix H: Projective technique

Conducting research with benefit claimants can be a complex and delicate endeavour. There are many challenges to consider:

- **vulnerability and triggering topics:** Research can be emotionally charged, and participants may be triggered by sensitive subjects. It's essential to approach these conversations with care and empathy
- **social expectations and biases:** Claimants may feel pressure to conform to societal expectations or tell us what they think we want to hear. This can lead to biased responses and limit the depth of our understanding
- **negative experiences:** Conversations can become overly focused on negative experiences, turning into rants rather than constructive discussions. Finding ways to balance these conversations is crucial

The projective approach technique involves presenting in-depth-interview participants with a hypothetical situation that is: (1) Related to the participant's experience but not identical; (2) Detailed enough to spark connection but general enough to avoid disconnection; (3) Open-ended enough to encourage thoughtful discussion.

Appendix I: Questionnaire Wave 1

S. SCREENER

ASK PERSON WHO ANSWERS PHONE, CATI ONLY

S1 Good morning / afternoon / evening. My name is [NAME] and I'm calling from Ipsos on behalf of the Department for Work and Pensions (DWP). Please can I speak to [NAME FROM SAMPLE]?

ADD IF NECESSARY: We are conducting some research on behalf of the DWP that we hoped **[NAME FROM SAMPLE]** could spare some time to help us with.

CATI ONLY

S2 Your contact details were provided by The Department for Work and Pensions. This research aims to understand your experiences of work to inform the design of services to help people to earn more and increase their skills.

You should have received an email from DWP about this research. This research will be conducted in accordance with the MRS code of conduct and your responses will be kept completely confidential. It will not be possible for anyone to identify you when we report the research findings.

If you would like to read Ipsos' privacy policy beforehand you can access it online at **[ADD LINK]**

ADD IF NECESSARY:

- Your name has been chosen at random from a list of DWP customers who are eligible for In Work Progression support.
- Your participation in this research is entirely voluntary and your information or anything you tell us won't affect any claims or future dealings with DWP.
- The privacy policy explains the purposes for processing your personal data as well as your rights under data protection regulations to access your personal data, withdraw consent, object to processing of your personal data and other required information.
- If respondent wishes to confirm validity of survey or get more information about aims and objectives, they can call:
 - **MRS: Market Research Society on 0500396999**
 - **Ipsos: UK-PA-DWP-IWP-Survey@ipsosresearch.com**

ONLINE ONLY

S2a

We are conducting some research on behalf of the DWP that we hoped you could spare some time to help us with. Your contact details were provided by The Department for Work and Pensions. This research aims to understand your experiences of work to inform the design of services to help people to earn more and increase their skills.

You should have received an email from DWP about this research. This research will be conducted in accordance with the MRS code of conduct and your responses will be kept completely confidential. It will not be possible for anyone to identify you when we report the research findings.

ASK ALL

S2b Before we start, [CATI: I / ONLINE: we] just want to clarify that participation in the survey is voluntary and you can change your mind at any time. We will retain your contact details for quality control purposes and this data will be destroyed by the end of August 2025. This survey should take between [CATI 25-35 minutes] [ONLINE 20-30 minutes], depending on your answers. [ONLINE: If you would like to read the Privacy Notice beforehand you can access it online at [ADD LINK]]

[CATI: IF NECESSARY: If you would like to read the Privacy Notice beforehand you can access it online at [ADD LINK]]

[CATI] Are you happy to proceed with the interview?

[ONLINE] Are you happy to proceed with the survey?

1. Yes [CATI: CONTINUE TO S3; ONLINE: CONTINUE TO QA1]
2. No SCREEN OUT

READ TO ALL CATI WHO CONSENT TO CONTINUE, S2b=1

S3 READ OUT

[CATI ONLY: This call may be recorded for quality and training purposes only.]

SECTION A. CONTEXTUAL INFORMATION

READ TO ALL

Firstly, [CATI: I'd / ONLINE: We would] like to ask you a few questions about you and your household.

ASK ALL

QA1. Are you currently claiming Universal Credit?

DO NOT READ OUT SINGLE CODE

1. Yes
2. No
3. Don't know
4. Prefer not to say

ASK THOSE NOT ON UC/NOT KNOWING/NOT WANTING TO SAY (2-4 AT QA1)

QA1B. Have you ever claimed Universal Credit?

DO NOT READ OUT SINGLE CODE

- | | |
|----------------------|-------|
| 1. Yes | QA2 |
| 2. No | CLOSE |
| 3. Don't know | CLOSE |
| 4. Prefer not to say | CLOSE |

ASK ALL

QA2. Which of these describes your living situation?

READ OUT. MULTI CODE.

INTERVIEWER NOTE IF NECESSARY: IF LIVING IN SUPPORTED/ SHELTERED/ MANAGED ACCOMMODATION DO NOT INCLUDE CARE STAFF

1. Living alone [SINGLE CODE]
2. Living with partner
3. Living with spouse / civil partner
4. Living with parents
5. Living with friends / other adults / siblings (i.e. not parents)
6. Living with dependent children (under the age of 16, or under the age of 20 and still in full-time education or training, below University or equivalent level)
7. Don't know [DO NOT READ OUT. SINGLE CODE]
8. Prefer not to say [DO NOT READ OUT. SINGLE CODE]

ASK ALL

QA3. Which of the following describes your current employment status? You can give more than one answer.

READ OUT. MULTI CODE

1. **Self-employed** [CATI ONLY: IF NECESSARY: Working for yourself as a freelancer, contractor, or the owner of your own business]

2. **Working for an employer in paid employment including any temporary, part-time or zero-hour contract work**
3. **Working for an employer on a self-employed basis** [CATI ONLY:IF NECESSARY: Working as a contractor or freelancer]
4. **Not working in paid employment** [SINGLE CODE]

MULTI CODE

1. NET Employed or self-employed: CODE 1-3 AT QA3
2. Employed: CODE 2-3 at QA3 [MULTI CODE WITH 1]
3. Self-employed: CODE 1 AT QA3 [MULTI CODE WITH 1]
4. Unemployed: CODE 4 at QA3

ASK IF EMPLOYED/SELF-EMPLOYED AND WHO FIT INTO MORE THAN ONE EMPLOYMENT STATUS (QA3 = 1&2 OR 1&3 OR 2&3 OR 1&2&3)

QA4. And which of these is your main job, that is the one where you earn the most money?

DO NOT READ OUT. SINGLE CODE.

1. Self-employment [SHOW IF QA3=1]
2. Working for an employer [SHOW IF QA3=2]
3. Working for an employer on a self-employed basis [SHOW IF QA3=3]

ASK ALL WHO HAVE A PARTNER (QA2=2 or 3)

QA5. And which of the following describes your partner's main employment status at the moment? You can give more than one answer.

READ OUT. MULTI CODE.

1. **Self-employed** [CATI ONLY: IF NECESSARY: Working for yourself as a freelancer, contractor, or the owner of your own business]
2. **Working for an employer in paid employment including any temporary, part-time or zero-hour contract work**
3. **Working for an employer on a self-employed basis** [CATI ONLY:IF NECESSARY: Working as a contractor or freelancer]
4. **Not working in paid employment** [SINGLE CODE]

ASK ALL WHO HAVE CHILDREN (QA2 = CODE 6)

QA5a. How many children do you have?

WRITE IN: [OPEN TEXT BOX. RANGE 1-99](#)

98. Don't know [DO NOT READ OUT]

99. Prefer not to say [DO NOT READ OUT]

ASK ALL WHO HAVE CHILDREN (QA2 = CODE 6)

QA5b. How old are they?

DO NOT READ OUT. MULTI CODE.

SCRIPTING INSTRUCTIONS: SHOW THE SAME NUMBER OF TEXT BOXES AS NUMBER OF CHILDREN (answer to QA5a). Limit 10 text boxes.

Child 1	ENTER AGE [RANGE 1-99]
Child 2	ENTER AGE [RANGE 1-99]
Child 3	ENTER AGE [RANGE 1-99]
Child 4	ENTER AGE [RANGE 1-99]

ASK ALL

QA7. [IF HAVE CHILDREN, QA2=6: Aside from your children, do you have any other caring responsibilities] Do you have any caring responsibilities?

CATI ONLY:IF NECESSARY: By caring responsibilities we mean caring for anyone who needs help with everyday life due to illness, disability or old age. This could include; help with grocery shopping, bathing, dressing, laundry.

PROMPT TO CODE. MULTI CODE

1. No [SINGLE CODE]
2. Yes – for [CATI: your / ONLINE: my] Spouse / Civil Partner/ Partner
3. Yes – for [CATI: your / ONLINE: my] Parent(s)
4. Yes – for another family member
5. Yes – for a friend
6. Prefer not to say [CATI: DO NOT READ OUT. SINGLE CODE]

ASK ALL

QA8. Do you have a health condition or disability that substantially limits your ability to carry out normal day to day activities?

PROMPT TO CODE. SINGLE CODE.

1. Yes – physical condition

2. Yes – mental health condition
3. Yes – both physical and mental health condition
4. No
5. Prefer not to say [CATI: DO NOT READ OUT]

ASK THOSE WITH A HEALTH CONDITION (1-3 AT QA8)

QA8B. Could you tell [CATI: me / ONLINE: us] what your illness, health condition or disability is? Please select all that apply

PROMPT TO CODE. MULTICODE

1. **Mental Health** [CATI: TO BE READ OUT IF NEEDED / ONLINE: This may include depression, stress or anxiety, or any other mental health condition]
2. **Learning Difficulties and Cognitive Disorders** [CATI: TO BE READ OUT IF NEEDED / ONLINE: This may include learning difficulties including dyslexia, Asperger's syndrome, autism or autism spectrum disorder]
3. **Musculoskeletal / Physical Injury** [CATI: TO BE READ OUT IF NEEDED / ONLINE: This may include problems with your arms or hands, problems with your legs or feet, problems with your neck or back, pain or discomfort, and any other musculoskeletal problem or physical injuries]
4. **Sensory Impairment and Communication Problems** [CATI: TO BE READ OUT IF NEEDED / ONLINE: This may include difficulty with seeing, difficulty with hearing, dizziness or balance problems, speech problems, or any other sensory impairment]
5. **Chronic / Systemic / Progressive** [CATI: TO BE READ OUT IF NEEDED / ONLINE: This may include problems with your bowels, stomach, liver, kidneys, or digestion including Crohn's disease, chest or breathing problems including asthma, heart or blood pressure problems including angina, skin conditions or allergies, cancer or other progressive illness not covered above, diabetes, or any other chronic / systemic illness]
6. **Other condition or disability** [CATI: TO BE READ OUT IF NEEDED / ONLINE: This may include problems due to alcohol, problems due to drug addiction, Fatigue or problems with concentration or memory, obesity, or any other health condition or disability]
7. Prefer not to say [CATI: DO NOT READ OUT]

SECTION B. EMPLOYMENT

READ TO ALL

Now [CATI: I'd / ONLINE: we would] like to move on and [CATI: talk / ONLINE: ask] a little bit more about your experiences of work.

ASK ALL IN EMPLOYMENT/SELF-EMPLOYMENT (QA3=1 OR 2 OR 3)

QB1. How many separate jobs do you currently have (ADD IF SELF EMPLOYED, CODE 1 OR 3 AT QA3: including your self-employment)?

NOTE IF NECESSARY: If you work at a lot of different places but are paid by one organisation/ agency please count this as one job.

ENTER NUMBER OF PAID JOBS

98. Don't know [CATI: DO NOT READ OUT]

99. Prefer not to say [CATI: DO NOT READ OUT]

ASK ALL IN EMPLOYMENT (QA3=1 OR 2 OR 3) AND WITH MORE THAN ONE JOB (QB1 >1)

QB2. Why do you have more than one job?

READ OUT. MULTI CODE.

1. [CATI: You / ONLINE: I] can't get enough hours in one job
2. Jobs don't pay enough to have one
3. [CATI: You / ONLINE: I] like the variety
4. Need / want the flexibility (e.g. fits with family/ household circumstances)
5. Other (Please specify) [OPEN TEXT BOX]
6. Don't know [CATI: DO NOT READ OUT SINGLE CODE]
7. Prefer not to say [CATI: DO NOT READ OUT. SINGLE CODE]

ASK ALL IN EMPLOYMENT OR SELF-EMPLOYMENT (QA3=1 OR 2 OR 3)

QB3. In total, how many hours a week do you normally spend working in paid work? Please include all your current jobs and regular overtime.

CATI ONLY:IF NECESSARY: If you work irregular hours, please try and think back to the average number of hours you worked a week in the past month.

READ OUT. SINGLE CODE.

1. Less than 10 hours
2. 10-15 hours
3. 16-29 hours
4. 30-35 hours
5. Over 35 hours
6. It varies from week to week
7. Don't know [CATI: DO NOT READ OUT]
8. Prefer not to say [CATI: DO NOT READ OUT]

ASK IF PARTNER IS EMPLOYED OR SELF-EMPLOYED (QA5=1 OR 2 OR 3)

QB4. In total, how many hours a week does your partner normally spend working in paid work?

READ OUT. SINGLE CODE.

1. Less than 10 hours
2. 10-15 hours
3. 16-29 hours
4. 30-35 hours
5. Over 35 hours
6. It varies from week to week
7. Don't know [CATI: DO NOT READ OUT]
8. Prefer not to say [CATI: DO NOT READ OUT]

ASK ALL WITH MORE THAN ONE JOB (QB1 = >1)

Please answer the following questions for your main job, that is the one where you earn the most money.

[CATI: INTERVIEWER NOTE / ONLINE: We are interested in the job that brings home the most money rather than the one with the highest hourly pay.

ASK ALL IN EMPLOYMENT OR SELF-EMPLOYMENT (QA3=1 OR 2 OR 3)

QB6. [IF IN EMPLOYMENT, CODE QA3 = 2 OR 3 What does your employer] [IF SELF-EMPLOYED, QA3 = 1 As part of your job, what do you] mainly make or do?

CATI: DO NOT READ OUT. CODE TO LIST OR WRITE IN UNDER OTHER SPECIFY.

1. Bank / building society/ financial services
2. Car maintenance / garage
3. Cleaning company
4. Construction
5. Food production / manufacture
6. Hairdressing/ beautician services
7. Hospital/ other health services (e.g. GP surgery)
8. Nursery/ other childcare (not school)
9. Restaurant/ hotel/ other food and accommodation services
10. Retail (clothes, supermarket, department store etc)
11. School / College
12. Security
13. Social care
14. Warehousing / distribution / delivery
15. Other (Please specify) [OPEN TEXT BOX]
16. Don't know/ can't remember

ASK ALL IN EMPLOYMENT OR SELF-EMPLOYMENT (QA3=1 OR 2 OR 3)

QB8. Which of the following best describes your contract or status?

READ OUT. SINGLE CODE.

1. A permanent or temporary zero hours' contract/job with no specified minimum number of hours each week
2. A permanent or open-ended job/contract with a fixed or minimum number of hours per week
3. A temporary/fixed term contract with a specified end date and regular or minimum number of hours [CATI ONLY:NOTE FOR THE INTERVIEWER: not specifically seasonal]
4. A seasonal contract with a specified end date and regular or minimum number of hours
5. Something else (Please specify) [OPEN TEXT BOX]
6. Don't know [DO NOT READ OUT]
7. Prefer not to say [DO NOT READ OUT]

ASK ALL IN EMPLOYMENT WITH AN EMPLOYER (QA3=2 OR 3) AND HAS A DISABILITY (QA8=1-3)

QB9. You mentioned earlier that you have a health condition or disability that substantially limits your ability to carry out normal day to day activities. Is your employer aware of your condition or disability?

DO NOT READ OUT. SINGLE CODE.

1. Yes
2. No
3. Prefer not to say

ASK IN EMPLOYMENT AND WITH A DISABILITY, IF THE EMPLOYER IS AWARE OF DISABILITY (QB9=1)

QB9A. And does your employer make reasonable adjustments to help you with your condition? Reasonable adjustments are changes an employer makes to remove or reduce challenges related to someone's disability.

DO NOT READ OUT. SINGLE CODE.

1. Yes
2. No
3. Prefer not to say

ASK ALL NOT IN EMPLOYMENT (QA3=4)

QB10. How long have you been not working?

DO NOT READ OUT. PROMPT IF NEEDED. SINGLE CODE.

1. Less than 1 month
2. 1 to 6 months
3. 6 months to 1 year
4. 1 to 3 years
5. 3 to 5 years
6. 5 to 10 years
7. Over 10 years
8. Prefer not to say

ASK ALL NOT IN EMPLOYMENT (QA3=4)

QB11. Currently are you looking for work?

DO NOT READ OUT. SINGLE CODE.

1. Yes
2. No
3. Prefer not to say

ASK ALL NOT IN EMPLOYMENT AND NOT LOOKING FOR WORK (QA3=4 & QB11=2)

QB12. Could you say why you are currently not working?

READ OUT. MULTI CODE

1. Due to [CATI: your / ONLINE: my] health/mental health issues

2. Due to [CATI: your / ONLINE: my] caring/childcare responsibilities
3. Due to [CATI: your / ONLINE: my] lack of experience and /or qualifications
4. [CATI: You are/ ONLINE: I am] about to start a new job
5. Due to difficulties to travel to a place of work
6. [CATI: You are/ ONLINE: I am] not interested in finding work
7. [CATI: You / ONLINE: I] find it challenging to find work
8. Other (Please specify) [OPEN TEXT BOX]
9. Prefer not to say [DO NOT READ OUT. SINGLE CODE]

ASK ALL

QB13. Which of the following best describes the time you have spent doing paid work since leaving education?

Please think about the paid work you have done as either an employed or self-employed person.

READ OUT. SINGLE CODE.

1. [CATI: You / ONLINE: I] have never worked before
2. [CATI: You / ONLINE: I] have spent most of [CATI: your / ONLINE: my] time not working
3. [CATI: You / ONLINE: I] have spent about as much time working as not working
4. [CATI: You / ONLINE: I] have worked solidly with one or two breaks
5. [CATI: You / ONLINE: I] have worked solidly without a break
6. Prefer not to say [DO NOT READ OUT]

ASK IF HAVE SPENT ABOUT AS MUCH TIME WORKING AS NOT WORKING
(QB13=3)

QB14. How frequently would you say you have moved in and out of paid work?

READ OUT. SINGLE CODE.

1. More than 5 times a year
2. Between 3 and 5 times a year
3. Once or twice a year
4. Less than once a year
5. Don't know [DO NOT READ OUT]
6. Prefer not to say [DO NOT READ OUT]

SECTION C. ATTITUDES TO WORK/ PROGRESSION

ASK ALL IN EMPLOYMENT OR SELF-EMPLOYMENT (QA3=1 OR 2 OR 3)

QC1. Thinking about your job [If more than one job, QB1 = >1: Thinking now about your main job, that is the one in which you earn the most money] how satisfied or dissatisfied are you with:

READ OUT. REVERSE SCALE. SINGLE CODE EACH STATEMENT.

1. Very satisfied
2. Somewhat satisfied
3. Neither satisfied nor dissatisfied
4. Somewhat dissatisfied
5. Very dissatisfied

ROTATE CODES BELOW

- a) **Your job overall** [ALWAYS FIRST]
- b) **The number of hours you work each week**
- c) **Your commute to and from work**
- d) **Training opportunities available to you**
- e) **Opportunities for career development**
- f) **Work-life balance**
- g) **Your pay, including any employee benefits**
- h) [IF LIVING WITH DEPENDENT CHILDREN, A2=6] **Your childcare arrangements whilst you are at work**

ASK ALL

QC5. In which of these ways, if any, has the cost-of-living crisis impacted you?

READ OUT. MULTI CODE

1. [IF EMPLOYED/SELF-EMPLOYED CODE QA3=1 OR 2 OR 3] [**CATI:** You / **ONLINE:** I] now work more hours
2. [IF EMPLOYED/SELF-EMPLOYED CODE QA3=1 OR 2 OR 3] [**CATI:** You / **ONLINE:** I] have taken on another job
3. [IF WORKING FOR AN EMPLOYER, CODE QA3=2 OR 3] [**CATI:** You / **ONLINE:** I] have looked for a promotion at work

4. [IF WORKING FOR AN EMPLOYER, CODE QA3=2 OR 3] [**CATI:** You / **ONLINE:** I] have requested a pay rise at work
5. [**CATI:** You / **ONLINE:** I] have cut back on [**CATI:** your / **ONLINE:** my] personal consumption
6. [**CATI:** You are / **ONLINE:** I am] applying for any kind of job to get money
7. [**CATI:** You are / **ONLINE:** I am] applying for fewer but better paid jobs [PROBE IF NEEDED:i.e [**CATI:** You are / **ONLINE:** I am] more selective in the work [**CATI:** you / **ONLINE:** I] apply for
8. Falling behind on bills or credit commitments
9. Something else (Please specify) [OPEN TEXT BOX]
10. Don't know [DO NOT READ OUT. SINGLE CODE]
11. None of these [SINGLE CODE]

ASK ALL

QC6A. And, to what extent do you agree or disagree with these statements?

ROTATE STATEMENTS. PROMPT TO SCALE. SINGLE CODE

1. Strongly agree
 2. Somewhat agree
 3. Neither agree nor disagree
 4. Somewhat disagree
 5. Strongly disagree
-
- a) [ALL] **People who work full-time gain more respect**
 - b) [ALL] **Earning more would impact my benefits**
 - c) [ALL] **Becoming self-sufficient and not receiving benefits to top up my earnings is important to me**
 - d) [ALL] **Jobs on offer do not pay enough to make working [IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3 more hours] financially worthwhile**
 - e) [IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3] **The thought of more responsibility at work makes me nervous**
 - f) [ALL] **I would be happier and more fulfilled if I was working [IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3 more hours]**
 - g) [IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3] **It would be difficult for me to increase my hours of work now, even if I was offered more hours/[IF NOT EMPLOYED, CODE QA3=4 It would be difficult for me to work now, even if I was offered a job**

ASK ALL

QC6B. And, to what extent do you agree or disagree with these statements?

ROTATE STATEMENTS. PROMPT TO SCALE. SINGLE CODE

1. Strongly agree
2. Somewhat agree

3. Neither agree nor disagree
 4. Somewhat disagree
 5. Strongly disagree
-
- h) [ALL] [**CATI: You / ONLINE: I**] don't need to work more hours or earn more money because [**CATI: you / ONLINE: I**] get by okay on what [**CATI: you / ONLINE: I**] currently earn
 - i) [ALL] [**CATI: You / ONLINE: I**] don't have the right skills [IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3 to move to a job with better progression opportunities] [IF UNEMPLOYED, CODE QA3 = 4] to get a job
 - j) [ALL] There just aren't enough full-time vacancies for everyone at the moment
 - k) [ALL] If [**CATI: you / ONLINE: I**] worked [IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3: more hours], [**CATI: your / ONLINE: my**] home life would suffer
 - l) [ALL] There isn't enough advice and support available to help [**CATI: you / ONLINE: me**] [IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3 increase [**CATI: your / ONLINE: my**] hours] [IF UNEMPLOYED QA3=4 get a job]
 - m) [IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3] [**CATI: You / ONLINE: I**] have made a commitment to [**CATI: yourself / ONLINE: myself**] to attend training to help [**CATI: you / ONLINE: me**] develop [**CATI: your / ONLINE: my**] skills by a certain date
 - n) [IF UNEMPLOYED QA3=4] With the right support paid work is a realistic goal for [**CATI: you / ONLINE: me**] within the next 6 months

SECTION D: SUPPORT: NEEDS & PREFERENCES

READ TO ALL

Now [**CATI: I am / ONLINE: we are**] going to ask about what support you need to help [IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1-3 you to progress in work, change career, increase your hours or earnings [IF UNEMPLOYED, CODE QA3=4 find work].

ASK ALL

QD1. What, if anything would help to make it easier for you to [IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3 progress in work, change career, increase your hours or earnings] [IF UNEMPLOYED, CODE QA3=4 find work]?

DO NOT READ OUT. PROBE FULLY. MULTI CODE.

1. Support and training around finding and getting a new job
2. Help with cost of travel to/ from work
3. Help with childcare costs
4. Help with housing costs
5. Support to pursue courses or training, including with the costs

6. Support and training with spoken or written English
7. Support and training with IT and digital skills
8. Support and training with other work-related skills
9. Support with accessing technology and/ or the internet
10. Support to manage a physical or mental health condition
11. Something else (Please specify) [OPEN TEXT BOX]
12. None of these [SINGLE CODE]
13. Don't know [SINGLE CODE]

ASK ALL

QD21. When was the last time you had any contact with a Work Coach? This could be in person, over the phone, by journal or by video.

READ OUT. SINGLE CODE

1. Within the last week
2. Within the last fortnight
3. Within the last month
4. Within the last three months
5. Within the last six months
6. Between six and twelve months ago
7. Over a year ago
8. I have never been in contact with a Work Coach [DO NOT READ OUT]
9. Don't know [DO NOT READ OUT]

ASK IF HAD CONTACT WITH THE WORKCOACH IN THE LAST SIX MONTHS
QD21=1-5

QD2. Thinking about the last six months, how often in a typical month have you had contact with a Work Coach? This could be in person, over the phone, by journal or by video.

READ OUT. SINGLE CODE

1. Less than once a month
2. Once a month
3. 2-3 times a month
4. 4 times a month
5. More than 4 times a month
6. Don't know / Prefer not to say [DO NOT READ OUT]

ASK IF HAD CONTACT WITH THE WORKCOACH IN THE LAST SIX MONTHS
QD21=1-5

QD5. In the last six months, what do you think about the regularity of your contact with a Work Coach? Was it...

READ OUT. SINGLE CODE

1. Far too frequent
2. A bit too frequent
3. About the right amount
4. A bit too infrequent
5. Far too infrequent
6. Don't know/ Prefer not to say [DO NOT READ OUT]

ASK IF HAD CONTACT WITH THE WORKCOACH IN THE LAST SIX MONTHS
QD21=1-5

QD6. In the last six months, how often have you had contact with the *same* Work Coach?

READ OUT. SINGLE CODE

1. Always
2. Sometimes
3. Hardly ever
4. Never
5. Don't know/ Prefer not to say [DO NOT READ OUT]

ASK IF HAD CONTACT WITH THE WORKCOACH IN THE LAST SIX MONTHS
QD21=1-5

QD3. In the last six months, what is the most common way you have had contact with a Work Coach?

READ OUT. SINGLE CODE

1. In person meeting
2. Over the telephone
3. By video
4. Via email
5. Via the journal
6. Other (Please specify) [OPEN TEXT BOX]
7. Don't know/ Prefer not to say [DO NOT READ OUT]

ASK ALL

QD4. What would your preferred way of having contact with a Work Coach be?

READ OUT. SINGLE CODE

1. In person meeting
2. Over the telephone
3. By video

4. Via email
5. Via the journal
6. Other (Please specify) [OPEN TEXT BOX]
7. Don't want any contact [DO NOT READ OUT]
8. Don't know/ Prefer not to say [DO NOT READ OUT]

SECTION E: VIEWS ON CURRENT SUPPORT

READ TO ALL

Now [CATI: I am / ONLINE: we are] going to ask about a specific form of support provided by DWP to some Universal Credit Claimants who are in work.

ASK ALL

QE1. Have you heard of In Work Progression support provided by DWP to help in-work Universal Credit claimants progress in work, change career, increase their hours or earnings?

DO NOT READ OUT. SINGLE CODE.

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

SHOW/ READ TO ALL

DESCRIPT: "When you claim Universal Credit, you are placed into a group depending on your circumstances, such as your employment status or earnings. Each group has a different amount of contact with a Work Coach from their local Jobcentre. Since 2022, Work Coaches can assist eligible working claimants who previously did not have access to their support through the In Work Progression offer. This support helps claimants progress in work, change career, increase their hours or earnings, and includes signposting to training as well as providing personalised advice. "

ASK ALL

QE3. [CATI: I am going to read some statements about In Work Progression support / ONLINE: We are going to show you some statements about In Work Progression support]

For each can you [CATI: tell me / ONLINE: say] if you think the statement is true or false:

SINGLE GRID

1. True
2. False
3. Don't know

ROTATE STATEMENTS

- A. You can choose whether or not to take part in In Work Progression support
- B. Increasing earnings at work will make you better off financially
- C. DWP can support you to progress in work
- D. [SHOW IF DOES NOT LIVE WITH PARTNER, CODE QA2 DOES NOT EQUAL 2 OR 3] If I earn below £677/month I am expected to attend meetings with a Work Coach weekly or fortnightly [SHOW IF LIVE WITH PARTNER, CODE QA2 = 2 OR 3] If I earn below £677/month **and** my household earns less than £1083/month, I am expected to attend meetings with a Work Coach weekly or fortnightly

ASK ALL

QE4. Do you remember receiving a Journal message inviting you specifically to find out more about the In Work Progression support available to you? This message might have included references to progressing in work, changing career, increasing hours or earnings, as well as signposting to relevant training.

DO NOT READ OUT SINGLE CODE.

1. Yes
2. No
3. Don't know/ Prefer not to say

ASK ALL

QE5. Have you ever met with or spoken with a Work Coach specifically to discuss the In Work Progression support available to you?

DO NOT READ OUT SINGLE CODE.

1. Yes
2. No
3. Don't know/ Prefer not to say

ASK ALL

QE7. Have you agreed an In Work Progression action plan (sometimes called a Progression Plan) with a Work Coach?

DO NOT READ OUT. SINGLE CODE.

1. Yes
2. No
3. Don't know/ Prefer not to say

ASK IF NOT RECEIVING SUPPORT (QE5 = 2 OR 3 AND QE7 = 2 OR 3)

QE13. Why did you decide not to take up or stop receiving In Work Progression support?

DO NOT READ OUT BUT PROMPT TO CODE. MULTI CODE

1. [CATI: Your / ONLINE: My] income increased and [CATI: you / ONLINE: I] no longer needed the support
2. [CATI: Your / ONLINE: My] income decreased and [CATI: you / ONLINE: I] no longer qualified for the support
3. The support was not suited to [CATI: your / ONLINE: my] needs
4. [CATI: You weren't / ONLINE: I wasn't] eligible for additional financial support to help [CATI: you / ONLINE: me] progress
5. [CATI: You / ONLINE: I] had difficulty using/ accessing support
6. [CATI: You / ONLINE: I] didn't have enough time to use/ access support
7. [CATI: You were / ONLINE: I was] worried accessing the support would affect [CATI: your / ONLINE: my] benefit claim
8. There was not enough flexibility when it came to arrange appointments with the Work Coach
9. [CATI: You / ONLINE: I] found other forms of support from elsewhere (Please specify) [OPEN TEXT BOX]
10. Other (Please specify) [OPEN TEXT BOX]
11. Don't know [SINGLE CODE]
12. Prefer not to say [SINGLE CODE]

ASK IF NOT RECEIVING SUPPORT (QE5 = 2 OR 3 AND QE7 = 2 OR 3)

QE19. What, if anything, would have encouraged you to take up In Work Progression support?

READ OUT. ROTATE CODES 1-4. MULTI CODE.

1. Better information/ communication from the Work Coach
2. Knowing more about the In Work Progression offer
3. More tailored support to [CATI: your / ONLINE: my] specific needs
4. More flexible ways of arranging appointments (especially around working/ non-working hours and other responsibilities)
5. Other (Please specify) [OPEN TEXT BOX]
6. [CATI: You / ONLINE: I] did not know about this form of support [SINGLE CODE]
7. Nothing [SINGLE CODE]
8. Don't know [DO NOT READ OUT. SINGLE CODE]

9. Prefer not to say [DO NOT READ OUT. SINGLE CODE]

ASK IF RECEIVING SOME IWP SUPPORT (QE5=1 OR QE7 = 1)

QE14. Which of the following types of In Work Progression support, if any, have you received from DWP staff and the Job Centre Plus?

READ OUT. ROTATE CODES 1-11. MULTI CODE

1. Meetings with a Work Coach
2. Skills assessment and support with learning or improving skills
3. Money from the Flexible Support Fund (FSF)
4. Referral to the National Careers Service (NCS)
5. Help with writing or improving [CATI: your / ONLINE: my] CV
6. Contacting potential employers on [CATI: your / ONLINE: my] behalf
7. Advice on switching jobs
8. Advice on how to approach a progression conversation with [CATI: your / ONLINE: my] employer
9. Advice relating to managing a health condition or disability
10. Advice on managing finances or debt
11. Information on how [CATI: your / ONLINE: my] allowance/ claim works
12. Something else (Please specify) [OPEN TEXT BOX]
13. None of these [DO NOT READ OUT. SINGLE CODE]
14. Don't know [DO NOT READ OUT. SINGLE CODE]

ASK ALL WHO SAID THEY RECEIVED SOME SUPPORT FROM DWP AND JCP (QE14=1-12)

QE15. To what extent do you feel this support has helped you to progress in work, change career, increase your hours or earnings ?

[CATI: READ OUT/ ONLINE: SHOW] EACH CODE SELECTED AT QE14 IN TURN. REVERSE SCALE FOR HALF OF RESPONDENTS. SINGLE CODE

1. Very helpful
2. Fairly helpful
3. Neither helpful nor unhelpful
4. Fairly unhelpful
5. Very unhelpful
6. Don't know/ Prefer not to say [DO NOT READ OUT]

ASK IF RECEIVING SOME IWP SUPPORT (QE5=1 OR QE7 = 1)

QE17. To what extent do you agree or disagree that the support you received was tailored to your needs and circumstances?

READ OUT. SINGLE CODE

1. Strongly agree
2. Somewhat agree
3. Neither agree nor disagree
4. Somewhat disagree
5. Strongly disagree
6. Don't know/ Prefer not to say [DO NOT READ OUT]

SECTION F: OUTCOMES

READ TO ALL

Now [CATI: I am / ONLINE: we are] going to ask about how past or current support may have helped you to [IF EMPLOYED/SELF-EMPLOYED, CODE QA3=1-3 progress in work, change career, increase your hours or earnings] / [IF UNEMPLOYED, CODE QA3=4 find work].

ASK ALL

QF1. Which, if any, of the following have you done in the past 6 months?

READ OUT. MULTI CODE

1. [IF EMPLOYED ONLY QA3=2 or 3] Tried to get a pay rise in [CATI: your / ONLINE: my] current job
2. [IF EMPLOYED ONLY QA3= 2 or 3] Requested additional hours in [CATI: your / ONLINE: my] current job
3. [IF EMPLOYED ONLY QA3= 2 or 3] Talked about progression opportunities with [CATI: your / ONLINE: my] manager or employer
4. [IF EMPLOYED ONLY QA3= 2 or 3] Applied for a promotion in [CATI: your / ONLINE: my] current job
5. [IF EMPLOYED OR SELF-EMPLOYED, CODE QA3=1 or 2 or 3] Applied for a second job alongside [CATI: your / ONLINE: my] current job
6. Started or completed a training course(s) to improve [CATI: your / ONLINE: my] work-related qualifications/ skills
7. Searched for jobs
8. Applied for jobs
9. Updated [CATI: your / ONLINE: my] CV
10. Something else (Please specify) [OPEN TEXT BOX]
11. Don't know [DO NOT READ OUT. SINGLE CODE]
12. None of these [DO NOT READ OUT. SINGLE CODE]

ASK ALL WHO DID SOMETHING PROGRESSION RELATED IN THE PAST 6 MONTHS, CODE SELECTED 1-10 AT QF1

QF2. Which, if any of the following, have happened as a result of the [IF RECEIVED IWP SUPPORT QE5 = 1 OR QE7 = 1] In Work Progression support you received/ [IF NOT RECEIVED IWP SUPPORT (QE5 = 2 OR 3 AND QE7 = 2 OR 3) interactions you have had with DWP staff and the Job Centre Plus]?

[CATI: READ OUT/ ONLINE: SHOW] ONLY OPTIONS SELECTED AT QF1. MULTI CODE

1. [IF QF1 = 1] [CATI: Your / ONLINE: My] pay has increased in [CATI: your / ONLINE: my] current job
2. [IF QF1 = 2] [CATI: Your / ONLINE: My] work hours have increased in [CATI: your / ONLINE: my] current job
3. [IF QF1 = 3] [CATI: You / ONLINE: I] feel more confident talking to [CATI: your / ONLINE: my] manager or employer about progression opportunities
4. [IF QF1 = 4] [CATI: You / ONLINE: I] have been promoted/ taken on new responsibilities in [CATI: your / ONLINE: my] current job
5. [IF QF1 = 5] [CATI: You / ONLINE: I] have remained in [CATI: your / ONLINE: my] current job and taken on a second job
6. [IF QF1 = 6] [CATI: You / ONLINE: I] have improved [CATI: your / ONLINE: my] work-related qualifications/ skills
7. [IF QF1 = 7] [CATI: You / ONLINE: I] feel more confident searching for a new job
8. [SHOW IF QF1=7 OR 8] [CATI: You / ONLINE: I] have started a new job
9. [IF QF1 = 9] [CATI: You / ONLINE: I] feel more confident completing [CATI: your / ONLINE: my] CV/ a job application
10. [SHOW ALL] [CATI: You / ONLINE: I] didn't have enough interactions to say [SINGLE CODE]
11. [PIPE IN TEXT FROM QF1 = 10]
12. None of these [DO NOT READ OUT. SINGLE CODE]
13. Don't know [DO NOT READ OUT. SINGLE CODE]

ASK IF RECEIVED IWP SUPPORT (QE5=1 OR QE7 = 1)

QF3. In what other ways, if any, has the In Work Progression support you received impacted you?

READ OUT. ROTATE CODES 1-7. MULTI CODE

1. [IF EMPLOYED OR SELF EMPLOYED QA3=1 or 2 or 3] [CATI: You are / ONLINE: I am] more confident at work
2. [CATI: You are / ONLINE: I am] more confident in [CATI: your / ONLINE: my] wider life
3. [CATI: You are / ONLINE: I am] more satisfied in [CATI: your / ONLINE: my] life overall
4. [CATI: You / ONLINE: I] feel more secure
5. [CATI: Your / ONLINE: My] homelife has improved
6. [CATI: You / ONLINE: I] can take on more responsibilities in [CATI: your / ONLINE: my] life
7. [CATI: You / ONLINE: I] have been free to pursue other interests
8. Something else (Please specify) [OPEN TEXT BOX]
9. None of these [DO NOT READ OUT. SINGLE CODE]
10. Don't know [DO NOT READ OUT. SINGLE CODE]

SECTION G: DEMOGRAPHICS

ASK ALL

Thank you, the survey is nearly finished. [CATI: I / ONLINE: We] would now like to ask a few final questions about you, this is just so we can group your answers together with other people like you for our analysis.

Within the questions which follow there is a question which asks you to describe your ethnic origin, as well as questions regarding your health and finances. These questions are voluntary and you do not have to answer them if you do not wish to.

ASK ALL

QG1. Which of these is the highest level of qualification you have?

READ OUT. SINGLE CODE.

1. Degree level or above (including postgraduate qualifications)
2. 2 or more A-Levels, NVQ Level 3, BTEC Level 3 Diploma or equivalent
3. 1 A-Level or equivalent, 5 or more GCSEs of grade A*-C or equivalent, NVQ Level 2, BTEC level 2 diploma or equivalent
4. GCSEs of less than A*-C or equivalent, NVQ Level 1
5. Something else (Please specify) [\[OPEN TEXT BOX\]](#)
6. No qualifications
7. Don't know / Prefer not to say [DO NOT READ OUT]

ASK ALL

QG2. How would you describe your ethnic background?

DO NOT READ OUT. SINGLE CODE.

WHITE

1. British
2. Irish
3. Other background (Please specify) [\[OPEN TEXT BOX\]](#)

MIXED

4. White and Black Caribbean
5. White and Black African
6. White and Asian
7. Other mixed background

BLACK OR BLACK BRITISH

8. Caribbean
9. African
10. Other background

ASIAN OR ASIAN BRITISH

11. Indian
12. Pakistani
13. Bangladeshi
14. Other background

OTHER

15. Chinese
16. Other ethnic background (Please specify) [\[OPEN TEXT BOX\]](#)
17. Don't know / Prefer not to say [DO NOT READ OUT]

ASK ALL

QG3. Is English your first language?

DO NOT READ OUT. SINGLE CODE

1. Yes
2. No
3. Prefer not to say

ASK ALL

QG4. Which of the following best describes your home?

READ OUT. SINGLE CODE.

1. Owned outright
2. Owned with a mortgage
3. Rented from Local Authority or Housing Association
4. Rented from private landlord
5. Living with friends/ relatives
6. Temporary accommodation, probation housing or rough sleeping
7. Other (Please specify) [\[OPEN TEXT BOX\]](#)
8. Don't know / Prefer not to say [DO NOT READ OUT]

ASK ALL

QG6. Can you do the following digital activities?

ROTATE STATEMENTS. SINGLE CODE

1. Yes
2. No
3. Don't know [DO NOT READ OUT]
4. Prefer not to say [DO NOT READ OUT]

STATEMENTS (ROTATE):

- a) Use Microsoft Office (for example, Word, Excel),
- b) Use video call software (for example, Microsoft Teams, Zoom, Skype)
- c) Use e-Mail?
- d) Save documents using one drive or cloud services (for example, Google Drive or Apple iCloud)?
- e) Use a search engine to find information (for example, Google)?
- f) When you are online, are you able to bank, buy items and pay your bills?
- g) Manage privacy settings on websites and accounts?
- h) Recognise suspicious e-Mails or websites?

SECTION H: RECONTACT AND DATA LINKING

ASK ALL

QH1. That just about brings [CATI: me / ONLINE: us] to the end of this interview. Thank you for participating in this survey.

As part of this research we would really like to speak to you again in a few months' time about your further experiences of getting on at work and building a career.

This would mean someone contacting you again to ask if you might participate in further research. If you are re-contacted, you will still be able to decline to participate if you wish.

Are you happy for Ipsos to keep your contact details and to be re-contacted about the next part of this research?

DO NOT READ OUT. SINGLE CODE.

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

IF QH1=1 & SAMPLE_TEL=1 (TELEPHONE NUMBER ON SAMPLE)

QH2 And could [CATI: I / ONLINE: we] just check, is [NUMBER] the best number to call you on?

DO NOT READ OUT. SINGLE CODE.

1. Yes
2. No - write in number

IF QH1=1 & SAMPLE_TEL=2 (NO TELEPHONE NUMBER ON SAMPLE)

QH2a What is the best number to call you on?

DO NOT READ OUT. SINGLE CODE.

1. RECORD NUMBER
2. Prefer not to say

IF QH1=1

QH3. And could [CATI: I / ONLINE: we] take another number such as a mobile number; just to make sure [CATI: I'm / ONLINE: we're] able to reach you?

DO NOT READ OUT. SINGLE CODE.

1. RECORD NUMBER
2. No other number

IF QH1=1

QH4. In case we can't reach you by phone, could [CATI: I / ONLINE: we] also take your email address if you have one?

DO NOT READ OUT. SINGLE CODE.

1. RECORD EMAIL ADDRESS
2. [CATI: Does not have an email address / ONLINE: I do not have an email address]
3. [CATI: Doesn't know email address / ONLINE: I do not know my email address]
4. [CATI: Prefer not to give / ONLINE: I would prefer not to give my email address]

ASK ALL

QH5. Thank you for participating in this survey.

The Department for Work and Pensions (DWP) would like to add information held on your benefits, employment and earnings to your answers to this interview. This will give them a better picture of the circumstances of working people and those looking to find work.

If you agree, your answers will be linked using a unique identifier to your government records. All information will be used for research and statistical purposes only. Your responses would only be seen by a small number of specialist analysts within DWP, and no-one else. Your personal details will be kept completely confidential, and your dealings with DWP, HMRC or any other government agencies will not be affected in any way.

Are you willing for us to let DWP match your answers to your records?

DO NOT READ OUT. SINGLE CODE.

1. Yes
2. No
3. Don't know – need further information

READ OUT TO those who need further information (QH5=3)

QH6. The Department for Work and Pensions holds information about benefits, employment, tax, national insurance, saving and private pensions. We would like to add this information to your answers from the questions we have just asked you, to...

- **Create a more accurate picture of people's work history, benefits and needs**
- **Help researchers and policymakers to be better informed in their work to improve the services Jobcentre Plus provides.**
- **We will only do this if you give your permission to link the information we already hold about you to the answers you have given in the survey today**
- **The information will only be used for research and statistics.**
- **The information will be kept confidential.**
- **Names and addresses are never included in the results and no individual can be identified from the research**
- **Your personal details will not be passed to anyone else outside the research team and the Department for Work and Pensions**
- **The information will not be used to work out whether anyone is claiming benefits they should not be.**
- **Any current or future claims for benefits will not be affected.**
- **The DWP website is DWP.gov.uk**

ASK IF QH5=3

QH6a. Are you willing for us to let DWP match your answers to your records?

DO NOT READ OUT. SINGLE CODE.

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

READ TO ALL

Finally, [**CATI: I / ONLINE: we**] would just like to confirm that this survey has been carried out under Ipsos instructions and within the rules of the MRS Code of Conduct. Thank you very much for your help today.

Appendix J: Questionnaire Wave 2

S. SCREENER

CATI INTRODUCTION

ASK PERSON WHO ANSWERS PHONE

S1 Good morning / afternoon / evening. My name is [NAME] and I'm calling from Ipsos on behalf of the Department for Work and Pensions (DWP). Please can I speak to [NAME FROM SAMPLE]?

ADD IF NECESSARY: We are conducting some research on behalf of the DWP that we hoped **they** could spare some time to help us with.

CATI ONLY

S2 This research aims to understand your experiences of work or looking for work, which will help design government services to help people earn more and increase their skills.

[Longitudinal Wave 1 sample] You may remember participating in this research last Autumn where you took part in our survey and agreed to be recontacted about the next phase of the research.

[Wave 2 FRESH SAMPLE] You should have received an email from DWP about this research. Your contact details were randomly selected from a database held by The Department for Work and Pensions.

[All] This research will be conducted in accordance with the MRS code of conduct and your responses will be kept completely confidential. It will not be possible for anyone to identify you when we report the research findings.

ADD IF NECESSARY:

- Your name has been chosen at random from a list of DWP customers who are eligible for In Work Progression support.
- Your participation in this research is entirely voluntary and your information or anything you tell us won't affect any claims or future dealings with DWP.
- The privacy policy explains the purposes for processing your personal data as well as your rights under data protection regulations to access your personal data, withdraw consent, object to processing of your personal data and other required information.
- If respondent wishes to confirm validity of survey or get more information about aims and objectives, they can call:

- **MRS: Market Research Society on 0500396999**
- **Ipsos: UK-PA-DWP-IWP-Survey@ipsosresearch.com**

ONLINE INTRODUCTION

S2a

Thank you for taking part in this survey which is being run by Ipsos, an independent research organisation, on behalf of the Department for Work and Pensions (DWP).

The survey is about your experiences of progressing at work or looking for work, and any support you may have received to help with this. The survey will also ask about any support you may find helpful.

The results will be used by DWP to understand how helpful their support is and how it could be improved.

[Longitudinal Wave 1 sample] You may remember participating in this research last Autumn where you took part in our survey and agreed to be recontacted about the next phase of the research.

[Wave 2 Fresh sample] You should have received an email from DWP about this research. Your contact details were randomly selected from a database held by The Department for Work and Pensions.

[All] This research will be conducted in accordance with the MRS code of conduct and your responses will be kept completely confidential. It will not be possible for anyone to identify you when we report the research findings.

ASK ALL

S2b Before we start, [CATI: I / ONLINE: we] just want to clarify that participation in the survey is voluntary and you can change your mind at any time. We will retain your contact details for quality control purposes and this data will be destroyed by the end of August 2025. This survey should take around 25 minutes depending on your answers. [ONLINE: If you would like to read the Privacy Notice beforehand you can access it online at [ADD LINK]]

[CATI: IF NECESSARY: If you would like to read the Privacy Notice beforehand you can access it online. Would you like me to read out the link? [CATI READ OUT IF REQUESTED [ADD LINK]]

[CATI] Are you happy to proceed with the interview?

[ONLINE] Are you happy to proceed with the survey?

1. Yes [CATI: CONTINUE TO S3; ONLINE: CONTINUE TO QA1]
2. No SCREEN OUT

READ TO ALL CATI WHO CONSENT TO CONTINUE, S2b=1

S3 READ OUT

[CATI ONLY: This call may be recorded for quality and training purposes only.]

SECTION A. CONTEXTUAL INFORMATION

SHOW TO ALL

Firstly, [CATI: I'd / ONLINE: We would] like to ask you a few questions about you and your household.

ASK ALL

QA2. Who else, if anyone, do you live with?

DO NOT READ OUT. MULTI CODE.

CATI INTERVIEWER NOTE IF NECESSARY: IF LIVING IN SUPPORTED/ SHELTERED/ MANAGED ACCOMMODATION DO NOT INCLUDE CARE STAFF

1. No one else [EXCLUSIVE]
2. Partner
3. Parents
4. Friends / other adults / siblings (i.e. not parents)
5. Dependent children (IF NEEDED READ OUT: under the age of 16, or under the age of 20 and still in full-time education or training, below University or equivalent level)
6. Don't know [DO NOT READ OUT. EXCLUSIVE]
7. Prefer not to say [DO NOT READ OUT. EXCLUSIVE]

ASK ALL

QA1. Are you currently claiming Universal Credit?

DO NOT READ OUT SINGLE CODE

1. Yes
2. No
3. Don't know
4. Prefer not to say

ASK THOSE NOT ON UC/NOT KNOWING/NOT WANTING TO SAY (2-4 AT QA1)

QA1B. Have you ever claimed Universal Credit?

DO NOT READ OUT SINGLE CODE

1. Yes QA2
2. No CLOSE
3. Don't know CLOSE
4. Prefer not to say CLOSE

ASK ALL

QA3. Which of the following describes your current employment status? You can give more than one answer.

READ OUT. MULTICODE

1. **Self-employed** [CATI ONLY: IF NECESSARY: Working for yourself as a freelancer, contractor, or the owner of your own business]
2. **Working for an employer in paid employment including any temporary, part-time or zero-hour contract work**
3. **Working for an employer on a self-employed basis** [CATI ONLY:IF NECESSARY: Working as a contractor or freelancer]
4. **Not working in paid employment** [SINGLE CODE]

ASK IF EMPLOYED/SELF-EMPLOYED AND WHO FIT INTO MORE THAN ONE EMPLOYMENT STATUS (QA3 = 1&2 OR 1&3 OR 2&3 OR 1&2&3)

QA4. And which of these is your main job?

[CATI READ OUT IF NEEDED/ONLINE SHOW to all] Your main job is the one where you earn the most money.

DO NOT READ OUT. SINGLE CODE.

1. Self-employment [SHOW IF QA3=1]
2. Working for an employer [SHOW IF QA3=2]
3. Working for an employer on a self-employed basis [SHOW IF QA3=3]

ASK ALL WHO HAVE A PARTNER (QA2=2)

QA5. Which of the following describes your partner's main employment status?

READ OUT. SINGLECODE

1. **Self-employed** [CATI ONLY: IF NECESSARY: Working for yourself as a freelancer, contractor, or the owner of your own business]

- 2. **Working for an employer in paid employment including any temporary, part-time or zero-hour contract work**
- 3. **Working for an employer on a self-employed basis** [CATI ONLY:IF NECESSARY: Working as a contractor or freelancer]
- 4. **Not working in paid employment** [SINGLE CODE]

ASK ALL WHO HAVE CHILDREN (QA2 = 5)

QA5a. How many children do you have?

WRITE IN: OPEN TEXT BOX. RANGE 1-10

98. Don't know [DO NOT READ OUT]

99. Prefer not to say [DO NOT READ OUT]

ASK ALL WHO HAVE CHILDREN (QA2 = CODE 5)

QA5b. How old are they?

DO NOT READ OUT. MULTI CODE.

SCRIPTING INSTRUCTIONS: SHOW THE SAME NUMBER OF TEXT BOXES AS NUMBER OF CHILDREN (answer to QA5a). Limit 10 text boxes.

Child 1	ENTER AGE [RANGE 1-99]
Child 2	ENTER AGE [RANGE 1-99]
Child 3	ENTER AGE [RANGE 1-99]
Child 4	ENTER AGE [RANGE 1-99]

ASK ALL

QA7. [IF HAVE CHILDREN, QA2=5: Aside from your children, do you have any other caring responsibilities?] Do you have any caring responsibilities?

CATI ONLY:IF NECESSARY: By caring responsibilities we mean caring for anyone who needs help with everyday life due to illness, disability or old age. This could include; help with grocery shopping, bathing, dressing, laundry.

SINGLECODE

- 1. No

2. Yes
3. Prefer not to say [CATI: DO NOT READ OUT.]

ASK ALL

QA8. Do you have a health condition or disability that substantially limits your ability to carry out normal day to day activities?

PROMPT TO CODE. SINGLECODE.

1. Yes – physical condition
2. Yes – mental health condition
3. Yes – both physical and mental health condition
4. No

99. Prefer not to say [CATI: DO NOT READ OUT]

SECTION B. EMPLOYMENT

READ TO ALL

Now [CATI: I'd / ONLINE: we would] like to move on and [CATI: talk / ONLINE: ask] a little bit more about your experiences of work.

ASK ALL IN EMPLOYMENT/SELF-EMPLOYMENT (QA3=1 OR 2 OR 3)

QB1. How many separate jobs do you currently have (ADD IF SELF EMPLOYED, CODE 1 OR 3 AT QA3: including your self-employment)?

NOTE IF NECESSARY: If you work at a lot of different places but are paid by one organisation/ agency please count this as one job.

[open text box] ENTER NUMBER OF PAID JOBS

98. Don't know [CATI: DO NOT READ OUT]
99. Prefer not to say [CATI: DO NOT READ OUT]

ASK ALL IN EMPLOYMENT OR SELF-EMPLOYMENT (QA3=1 OR 2 OR 3)

QB3. In total, how many hours a week do you normally spend working in paid work? Please include all your current jobs and regular overtime.

CATI ONLY:IF NECESSARY: If you work irregular hours, please try and think back to the average number of hours you worked a week in the past month.

READ OUT. SINGLE CODE.

1. Less than 10 hours
2. 10-15 hours
3. 16-29 hours
4. 30-35 hours
5. Over 35 hours
6. It varies from week to week
98. Don't know [CATI: DO NOT READ OUT]
99. Prefer not to say [CATI: DO NOT READ OUT]

ASK ALL IN EMPLOYMENT OR SELF-EMPLOYMENT (QA3=1 OR 2 OR 3)

Q_SENIORITY

In your e / D_JOBNUMBER = 1 = [main] job do you have any formal responsibility for supervising the work of other employees?

1. Yes
2. No
99. Prefer not to say

ASK ALL IN EMPLOYMENT OR SELF-EMPLOYMENT (QA3=1 OR 2 OR 3)

SOCIOECONOMIC GRADE

Which of the following best describes your main job? This is the job that you earn the most income from.

WEB: Please select one answer only.

CATI: READ OUT

SINGLECODE

1. A manual job that requires no special training or qualifications. ([WEB: [INFO BUTTON]; CATI: IF NECESSARY READ OUT] e.g. Manual workers, Apprentices to be skilled trades, Caretaker, Cleaner, Nursery School Assistant, Park keeper, non-HGV driver, shop assistant etc.)
2. Skilled manual worker ([WEB: [INFO BUTTON]; CATI: IF NECESSARY READ OUT] e.g. Skilled Bricklayer, Carpenter, Plumber, Painter, Bus/Ambulance Driver, HGV driver, Unqualified assistant teacher, AA patrolman, pub/bar worker, etc)

3. Junior managerial, professional, or administrative, or clerical and supervisory work ([WEB: [INFO BUTTON]; CATI: IF NECESSARY READ OUT] e.g. Office worker, Student Doctor, Foreman with 25+ employees, sales person, Student Teachers etc.)
4. Intermediate managerial, professional, or administrative roles ([WEB: [INFO BUTTON]; CATI: IF NECESSARY READ OUT] e.g. Newly qualified doctor (under 3 years), Solicitor, Board director small organisation, middle manager in large organisation, principal officer in civil Service/local government etc)
5. Higher managerial, professional, or administrative ([WEB: [INFO BUTTON]; CATI: IF NECESSARY READ OUT] e.g. Established doctor, Solicitor, Board Director in large organisation (200+ employees), top level Civil Servant/public service employee, Headmaster/mistress, etc)
6. No one in my household has a job
7. Don't know [CATI: DO NOT READ OUT]
8. Prefer not to say [CATI: DO NOT READ OUT]

ASK ALL IN EMPLOYMENT OR SELF-EMPLOYMENT (QA3=1 OR 2 OR 3)

QB8. Which of the following best describes your contract?

READ OUT. SINGLE CODE.

1. A zero hours contract with no specified minimum number of hours each week
2. A permanent contract with a fixed or minimum number of hours per week
3. A fixed term contract with a specified end date and regular or minimum number of hours [CATI ONLY:NOTE FOR THE INTERVIEWER: not specifically seasonal]
4. A seasonal contract with a specified end date and regular or minimum number of hours
5. Something else (Please specify) [\[OPEN TEXT BOX\]](#)
6. Don't know [DO NOT READ OUT]
7. Prefer not to say [DO NOT READ OUT]

ASK ALL IN EMPLOYMENT WITH AN EMPLOYER (QA3=2 OR 3) AND HAS A DISABILITY (QA8=1-3)

QB9. You mentioned earlier that you have a health condition or disability that substantially limits your ability to carry out normal day to day activities. Is your employer aware of your condition or disability?

DO NOT READ OUT. SINGLE CODE.

1. Yes
2. No
3. Prefer not to say

ASK IN EMPLOYMENT AND WITH A DISABILITY, IF THE EMPLOYER IS AWARE OF DISABILITY (QB9=1)

QB9A. And does your employer make reasonable adjustments to help you with your condition? Reasonable adjustments are changes an employer makes to remove or reduce challenges related to someone's disability.

DO NOT READ OUT. SINGLE CODE.

1. Yes
2. No
3. Prefer not to say

ASK ALL NOT IN EMPLOYMENT (QA3=4)

QB10. How long have you been not working?

DO NOT READ OUT. PROMPT IF NEEDED. SINGLE CODE.

1. Less than 1 month
2. 1 to 6 months
3. 6 months to 1 year
4. 1 to 3 years
5. 3 to 5 years
6. 5 to 10 years

7. Over 10 years
8. Prefer not to say

ASK ALL NOT IN EMPLOYMENT (QA3=4)

QB11. Currently are you looking for work?

DO NOT READ OUT. SINGLE CODE.

1. Yes
2. No
3. Prefer not to say

ASK ALL NOT IN EMPLOYMENT AND NOT LOOKING FOR WORK (QA3=4 & QB11=2)

QB12. Could you say why you are currently not working?

READ OUT. MULTI CODE

1. Health/mental health issues
2. Caring or childcare responsibilities
3. Lack of experience and/or qualifications
4. [CATI: You are/ ONLINE: I am] about to start a new job
5. Difficulties travelling to work
6. [CATI: You are/ ONLINE: I am] not interested in finding work
7. [CATI: You / ONLINE: I] find it challenging to find work
8. Other (Please specify) [OPEN TEXT BOX]
9. Prefer not to say [DO NOT READ OUT. SINGLE CODE]

ASK Fresh Wave 2 SAMPLE ONLY

QB13. Which of the following best describes the time you have spent doing paid work since leaving education?

READ OUT. SINGLE CODE.

1. Never worked before
2. Spent most time not working
3. Spent about as much time working as not working
4. Worked solidly with one or two breaks
5. Worked solidly without a break
6. Prefer not to say [DO NOT READ OUT]

ASK IF HAVE SPENT ABOUT AS MUCH TIME WORKING AS NOT WORKING
(QB13=3)

QB14. How frequently would you say you have moved in and out of paid work?

READ OUT. SINGLE CODE.

1. More than 5 times a year
2. Between 3 and 5 times a year
3. Once or twice a year
4. Less than once a year
5. Don't know [DO NOT READ OUT]
6. Prefer not to say [DO NOT READ OUT]

SECTION C. ATTITUDES TO WORK/ PROGRESSION

ASK ALL IN EMPLOYMENT OR SELF-EMPLOYMENT (QA3=1 OR 2 OR 3)

QC1. Thinking about your (D_JOBNUMBER = 1 [main]) job, how satisfied or dissatisfied are you with:

READ OUT. REVERSE SCALE. SINGLE CODE EACH STATEMENT.

1. Very satisfied
2. Somewhat satisfied
3. Neither satisfied nor dissatisfied
4. Somewhat dissatisfied
5. Very dissatisfied

ROTATE CODES BELOW [except statement a]

- a) **Your job overall [ALWAYS FIRST]**
- b) **The number of hours you work each week**
- c) **Your commute to and from work**
- d) **Training opportunities available to you**
- e) **Opportunities for career development**

- f) **Work-life balance**
- g) **Your pay, including any employee benefits**
- h) **[IF LIVING WITH DEPENDENT CHILDREN, A2=5] Your childcare arrangements whilst you are at work**

ASK ALL

QC6A. And, to what extent do you agree or disagree with these statements?

ROTATE STATEMENTS. PROMPT TO SCALE. SINGLE CODE

1. Strongly agree
2. Somewhat agree
3. Neither agree nor disagree
4. Somewhat disagree
5. Strongly disagree

- a) **[ALL] People who work full-time gain more respect**
- b) **[ALL] Earning more would impact my benefits**
- c) **[ALL] Becoming self-sufficient and not receiving benefits to top up my earnings is important to me**
- d) **[ALL] Jobs on offer do not pay enough to make working [IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3 more hours] financially worthwhile**
- e) **[IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3] The thought of more responsibility at work makes me nervous**
- f) **[ALL] I would be happier and more fulfilled if I was working [IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3 more hours]**
- g) **[IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3] It would be difficult for me to increase my hours of work now, even if I was offered more hours/[IF NOT EMPLOYED, CODE QA3=4 It would be difficult for me to work now, even if I was offered a job**

ASK ALL

QC6B. And to what extent do you agree or disagree with these statements?

ROTATE STATEMENTS. PROMPT TO SCALE. SINGLE CODE

1. Strongly agree
 2. Somewhat agree
 3. Neither agree nor disagree
 4. Somewhat disagree
 5. Strongly disagree
- a) **[ALL] [CATI: You / ONLINE: I] don't need to work more hours or earn more money because [CATI: you / ONLINE: I] get by okay on what [CATI: you / ONLINE: I] currently earn**

- b) [ALL] [**CATI: You / ONLINE: I**] don't have the right skills [IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3 to move to a job with better progression opportunities] [IF UNEMPLOYED, CODE QA3 = 4] to get a job
- c) [ALL] There just aren't enough full-time vacancies for everyone at the moment
- d) [ALL] If [**CATI: you / ONLINE: I**] worked [IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3: more hours], [**CATI: your / ONLINE: my**] home life would suffer
- e) [ALL] There isn't enough advice and support available to help [**CATI: you / ONLINE: me**] [IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3 increase [**CATI: your / ONLINE: my**] hours] [IF UNEMPLOYED QA3=4 get a job]
- f) [IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3] [**CATI: You / ONLINE: I**] have made a commitment to [**CATI: yourself / ONLINE: myself**] to attend training to help [**CATI: you / ONLINE: me**] develop [**CATI: your / ONLINE: my**] skills by a certain date
- g) [IF UNEMPLOYED QA3=4] With the right support paid work is a realistic goal for [**CATI: you / ONLINE: me**] within the next 6 months

SECTION D: SUPPORT: NEEDS & PREFERENCES

READ TO ALL

Now [**CATI: I am / ONLINE: we are**] going to ask about what support you need to help [IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1-3 you to progress in work, change career, increase your hours or earnings [IF UNEMPLOYED, CODE QA3=4 find work].

ASK ALL

QD1. What, if anything would make it easier for you to [IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3 progress in work, change career, or increase your hours or earnings?] [IF UNEMPLOYED, CODE QA3=4 find work]?

DO NOT READ OUT. PROBE FULLY. MULTI CODE.

1. Support and training around finding and getting a new job
2. Help with cost of travel to/from work
3. Help with childcare costs
4. Help with housing costs
5. Support to pursue courses or training, including with the costs
6. Support and training with spoken or written English
7. Support and training with IT and digital skills
8. Support and training with other work-related skills
9. Support with accessing technology and/ or the internet
10. Support to manage a physical or mental health condition
11. Something else (Please specify) **[OPEN TEXT BOX]**
12. None of these **[SINGLE CODE]**

13. Don't know [SINGLE CODE]

ASK ALL

QD21. When was the last time you had any contact with a Work Coach?

[CATI read out if needed. WEB: show to all] This could be in person, over the phone, by journal or by video.

READ OUT. SINGLE CODE

1. Within the last week
2. Within the last fortnight
3. Within the last month
4. Within the last three months
5. Within the last six months
6. Between six and twelve months ago
7. Over a year ago
8. I have never been in contact with a Work Coach [DO NOT READ OUT]
9. Don't know [DO NOT READ OUT]

ASK IF HAD CONTACT WITH THE WORKCOACH IN THE LAST SIX MONTHS
QD21=1-5

QD2. Thinking about the last six months, how often in a typical month have you had contact with a Work Coach? This could be in person, over the phone, by journal or by video.

READ OUT. SINGLE CODE

1. Less than once a month
2. Once a month
3. 2-3 times a month
4. 4 times a month
5. More than 4 times a month
6. Don't know / Prefer not to say [DO NOT READ OUT]

ASK IF HAD CONTACT WITH THE WORKCOACH IN THE LAST SIX MONTHS
QD21=1-5

QD5. In the last six months, what do you think about the regularity of your contact with a Work Coach? Was it...

READ OUT. SINGLE CODE

1. Far too frequent
2. A bit too frequent
3. About the right amount

4. A bit too infrequent
5. Far too infrequent
6. Don't know/ Prefer not to say [DO NOT READ OUT]

ASK IF HAD CONTACT WITH THE WORKCOACH IN THE LAST SIX MONTHS
QD21=1-5

QD6. In the last six months, how often have you had contact with the *same* Work Coach?

READ OUT. SINGLE CODE

1. Always
2. Sometimes
3. Hardly ever
4. Never
5. Don't know/ Prefer not to say [DO NOT READ OUT]

ASK IF HAD CONTACT WITH THE WORKCOACH IN THE LAST SIX MONTHS
QD21=1-5

QD3. In the last six months, what is the most common way you have had contact with a Work Coach?

READ OUT. SINGLE CODE

1. In person meeting
2. Over the telephone
3. By video
4. Via email
5. Via the journal
6. Other
7. Don't know/ Prefer not to say [DO NOT READ OUT]

ASK ALL

QD4. What would your preferred way of having contact with a Work Coach be?

READ OUT. SINGLE CODE

1. In person meeting
2. Over the telephone
3. By video
4. Via email
5. Via the journal
6. Other
7. Don't want any contact [DO NOT READ OUT]

8. Don't know/ Prefer not to say [DO NOT READ OUT]

SECTION E: VIEWS ON CURRENT SUPPORT

READ TO ALL

Now [CATI: I am / ONLINE: we are] going to ask about a specific form of support provided by DWP to some Universal Credit Claimants who are in work.

ASK WAVE 2 Fresh sample only

QE1. Have you heard of In Work Progression support provided by DWP to help working Universal Credit claimants progress in work, change career, or increase their hours or earnings?

DO NOT READ OUT. SINGLE CODE.

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

SHOW/ READ TO WAVE 2 FRESH SAMPLE ONLY

DESCRIPT: "When you claim Universal Credit, you are placed into a group depending on your circumstances, such as your employment status or earnings. Each group has a different amount of contact with a Work Coach from their local Jobcentre. Since 2022, Work Coaches can assist eligible working claimants who previously did not have access to their support through the In Work Progression offer. This support helps claimants progress in work, change career, increase their hours or earnings, and includes signposting to training as well as providing personalised advice. "

ASK ALL

QE3. [CATI: I am going to read some statements about In Work Progression support / ONLINE: We are going to show you some statements about In Work Progression support]

For each can you [CATI: tell me / ONLINE: say] if you think the statement is true or false:

SINGLE GRID

1. True
2. False

3. Don't know

ROTATE STATEMENTS

- A. You can choose whether or not to take part in In Work Progression support
- B. Increasing earnings at work will make you better off financially
- C. DWP can support you to progress in work
- D. [SHOW IF DOES NOT LIVE WITH PARTNER, CODE QA2 DOES NOT EQUAL 2] If I earn below £892/month I am expected to attend meetings with a Work Coach weekly or fortnightly [SHOW IF LIVE WITH PARTNER, CODE QA2 = 2] If I earn below £892/month **and** my household earns less than £1437/month, I am expected to attend meetings with a Work Coach weekly or fortnightly

ASK ALL

QE4. Do you remember receiving a Journal message inviting you specifically to find out more about the In Work Progression support available to you?

[CATI read out if needed. WEB: show to all] **This message might have included references to progressing in work, changing career, increasing hours or earnings, as well as signposting to relevant training.**

DO NOT READ OUT SINGLE CODE.

1. Yes
2. No
3. Don't know/ Prefer not to say

ASK ALL

QE5. Have you ever met with or spoken with a Work Coach specifically to discuss the In Work Progression support available to you?

DO NOT READ OUT SINGLE CODE.

1. Yes
2. No
3. Don't know/ Prefer not to say

ASK ALL

QE7. Have you agreed an In Work Progression action plan (sometimes called a Progression Plan) with a Work Coach?

This is different to a normal action plan as it is specifically about progressing in work.

DO NOT READ OUT. SINGLE CODE.

1. Yes
2. No
3. Don't know/ Prefer not to say

ASK IF NOT RECEIVING SUPPORT (QE5 = 2 OR 3 AND QE7 = 2 OR 3)

OR

ASK IF IWP PARTICIPANT AT WAVE 1 AND NOT MET WORK COACH IN LAST 6 months ((sample_type=_1 and D_SAMPLE_Customer_Group = _1) AND (QD21 = 6 or 7))

QE13. Why did you stop receiving or not take up In Work Progression support?

DO NOT READ OUT BUT PROMPT TO CODE. MULTI CODE

1. [CATI: Your / ONLINE: My] income increased and [CATI: you / ONLINE: I] no longer needed the support
2. [CATI: Your / ONLINE: My] income decreased and [CATI: you / ONLINE: I] no longer qualified for the support
3. The support was not suited to [CATI: your / ONLINE: my] needs
4. [CATI: You weren't / ONLINE: I wasn't] eligible for additional financial support to help [CATI: you / ONLINE: me] progress
5. [CATI: You / ONLINE: I] had difficulty using/accessing support
6. [CATI: You / ONLINE: I] didn't have enough time to use/access support
7. [CATI: You were / ONLINE: I was] worried accessing the support would affect [CATI: your / ONLINE: my] benefit claim
8. There was not enough flexibility when it came to arrange appointments with the Work Coach
9. [CATI: You / ONLINE: I] found other forms of support from elsewhere (Please specify) [OPEN TEXT BOX]
10. [CATI: You / ONLINE: I] did not know about it
11. [CATI: You are / ONLINE: I am] not able to work more hours
12. Other (Please specify) [OPEN TEXT BOX]
13. Don't know [SINGLE CODE]
14. Prefer not to say [SINGLE CODE]

ASK ALL

QE14. Which of the following types of support, if any, have you received from DWP staff or Jobcentre Plus?

READ OUT. ROTATE CODES 1-11. MULTI CODE

1. Meetings with a Work Coach
2. Skills assessment and support with learning or improving skills
3. Money from the Flexible Support Fund (FSF)
4. Referral to the National Careers Service (NCS)
5. Help with writing or improving [CATI: your / ONLINE: my] CV
6. Contacting potential employers on [CATI: your / ONLINE: my] behalf
7. Advice on switching jobs
8. Advice on how to approach a progression conversation with [CATI: your / ONLINE: my] employer
9. Advice relating to managing a health condition or disability
10. Advice on managing finances or debt
11. Information on how [CATI: your / ONLINE: my] allowance/ claim works
12. Something else (Please specify) [OPEN TEXT BOX]
13. None of these [DO NOT READ OUT. SINGLE CODE]
14. Don't know [DO NOT READ OUT. SINGLE CODE]

ASK ALL WHO SAID THEY RECEIVED SOME SUPPORT FROM DWP AND JCP
(QE14=1-12)

QE15. To what extent do you feel this support has helped you to progress in work, change career, increase your hours or earnings?

[CATI: READ OUT/ ONLINE: SHOW] EACH CODE SELECTED AT QE14 IN TURN.
REVERSE SCALE FOR HALF OF RESPONDENTS. SINGLE CODE

1. Very helpful
2. Fairly helpful
3. Neither helpful nor unhelpful
4. Fairly unhelpful
5. Very unhelpful
6. Don't know/ Prefer not to say [DO NOT READ OUT]

ASK ALL WHO SAID THEY RECEIVED SOME SUPPORT FROM DWP AND JCP
(QE14=1-12)

QE17. To what extent do you agree or disagree that the support you received was tailored to your needs and circumstances?

READ OUT. SINGLE CODE

1. Strongly agree
2. Somewhat agree
3. Neither agree nor disagree
4. Somewhat disagree
5. Strongly disagree
6. Don't know/ Prefer not to say [DO NOT READ OUT]

SECTION F: OUTCOMES

ASK ALL

QF2. Have any of the following things happened because of the

[IF RECEIVED IWP SUPPORT QE5 = 1 OR QE7 = 1] **In Work Progression support you received?**

[IF NOT RECEIVED IWP SUPPORT (QE5 = 2 OR 3 AND QE7 = 2 OR 3) **interactions you have had with DWP staff and Jobcentre Plus?**

[CATI: READ OUT/ ONLINE: SHOW] ONLY OPTIONS SELECTED AT QF1. MULTI CODE

1. [IF QF1 = 1] [CATI: Your / ONLINE: My] pay has increased in [CATI: your / ONLINE: my] current job
2. [IF QF1 = 2] [CATI: Your / ONLINE: My] work hours have increased in [CATI: your / ONLINE: my] current job
3. [IF QF1 = 3] [CATI: You / ONLINE: I] feel more confident talking to [CATI: your / ONLINE: my] manager or employer about progression opportunities
4. [IF QF1 = 4] [CATI: You / ONLINE: I] have been promoted/ taken on new responsibilities in [CATI: your / ONLINE: my] current job
5. [IF QF1 = 5] [CATI: You / ONLINE: I] have remained in [CATI: your / ONLINE: my] current job and taken on a second job
6. [IF QF1 = 6] [CATI: You / ONLINE: I] have improved [CATI: your / ONLINE: my] work-related qualifications/ skills
7. [IF QF1 = 7] [CATI: You / ONLINE: I] feel more confident searching for a new job
8. [SHOW IF QF1=7 OR 8] [CATI: You / ONLINE: I] have started a new job
9. [IF QF1 = 9] [CATI: You / ONLINE: I] feel more confident completing [CATI: your / ONLINE: my] CV/ a job application
10. [SHOW ALL] [CATI: You / ONLINE: I] didn't have enough interactions to say [SINGLE CODE]
11. None of these [DO NOT READ OUT. SINGLE CODE]
12. Don't know [DO NOT READ OUT. SINGLE CODE]

ASK IF RECEIVED IWP SUPPORT (QE5=1 OR QE7 = 1) OR other DWP SUPPORT (QE14 = 1-12)

QF3. In what other ways, if any, has [if (QE5=1 OR QE7 = 1) the In Work Progression support] [if (IWS participant receiving wider support QE14 = 1-12) other support from Jobcentre] impacted you?

PROMPT TO CODE. ROTATE CODES 1-7. MULTI CODE

1. [IF EMPLOYED OR SELF EMPLOYED QA3=1 or 2 or 3] [CATI: You are / ONLINE: I am] more confident at work

2. [CATI: You are / ONLINE: I am] more confident in [CATI: your / ONLINE: my]wider life
3. [CATI: You are / ONLINE: I am] more satisfied in [CATI: your / ONLINE: my]life overall
4. [CATI: You / ONLINE: I] feel more secure
5. [CATI: Your / ONLINE: My] homelife has improved
6. [CATI: You / ONLINE: I] can take on more responsibilities in [CATI: your / ONLINE: my] life
7. [CATI: You / ONLINE: I] have been free to pursue other interests
8. Something else (Please specify) [OPEN TEXT BOX]
9. None of these [DO NOT READ OUT. SINGLE CODE]
10. Don't know [DO NOT READ OUT. SINGLE CODE]

ASK ALL

QG6. Can you do the following digital activities?

ROTATE STATEMENTS. SINGLE CODE

1. Yes
2. No
3. Don't know [DO NOT READ OUT]
4. Prefer not to say [DO NOT READ OUT]

STATEMENTS (ROTATE):

- a) Use Microsoft Office [CATI read out if needed, WEB show] (for example, Word, Excel),
- b) Use video call software [CATI read out if needed, WEB show] (for example, Microsoft Teams, Zoom, Skype)
- c) Use e-Mail?
- d) Save documents using one drive or cloud services [CATI read out if needed, WEB show] (for example, Google Drive or Apple iCloud)?
- e) Use a search engine to find information [CATI read out if needed, WEB show] (for example, Google)?
- f) When you are online, are you able to bank, buy items and pay your bills?
- g) Manage privacy settings on websites and accounts?
- h) Recognise suspicious e-Mails or websites?

SECTION G: DEMOGRAPHICS

ASK ALL

Thank you, the survey is nearly finished. [CATI: I / ONLINE: We] would now like to ask a few final questions about you, this is just so we can group your answers together with other people like you for our analysis.

These questions are voluntary and you do not have to answer them if you do not wish to.

ASK ALL

QG1. Which of these is the highest level of qualification you have?

READ OUT. SINGLE CODE.

1. Degree level or above (including postgraduate qualifications)
2. 2 or more A-Levels, NVQ Level 3, BTEC Level 3 Diploma or equivalent
3. 1 A-Level or equivalent, 5 or more GCSEs of grade A*-C or equivalent, NVQ Level 2, BTEC level 2 diploma or equivalent
4. GCSEs of less than A*-C or equivalent, NVQ Level 1
5. Non-UK qualification
6. Something else (Please specify) [OPEN TEXT BOX]
7. No qualifications
8. Don't know / Prefer not to say [DO NOT READ OUT]

ASK WAVE 2 FRESH

QG2. How would you describe your ethnic background?

DO NOT READ OUT. SINGLE CODE.

WHITE

1. British
2. Irish
3. Other background (Please specify) [OPEN TEXT BOX]

MIXED

4. White and Black Caribbean
5. White and Black African
6. White and Asian
7. Other mixed background

BLACK OR BLACK BRITISH

8. Caribbean
9. African
10. Other background

ASIAN OR ASIAN BRITISH

11. Indian
12. Pakistani
13. Bangladeshi
14. Other background

OTHER

15. Chinese
16. Other ethnic background (Please specify) [OPEN TEXT BOX]
17. Don't know / Prefer not to say [DO NOT READ OUT]

ASK THOSE WITH A HEALTH CONDITION (1-3 AT QA8)

QA8B. Could you tell [CATI: me / ONLINE: us] what your illness, health condition or disability is?. Please select all that apply

PROMPT TO CODE. MULTICODE

1. **Mental Health** [CATI: TO BE READ OUT IF NEEDED / ONLINE: INFO BUTTON (e.g. Anxiety, Depression)]
2. **Learning Difficulties and Cognitive Disorders** [CATI: TO BE READ OUT IF NEEDED / ONLINE: INFO BUTTON (E.g. Dyslexia, ADHD, ASD)]
3. **Musculoskeletal / Physical Injury** [CATI: TO BE READ OUT IF NEEDED / ONLINE: INFO BUTTON (e.g. problems with your limbs, neck or back, and any other musculoskeletal problem or physical injuries)]
4. **Sensory Impairment and Communication Problems** [CATI: TO BE READ OUT IF NEEDED / ONLINE: INFO BUTTON (This may include difficulty with seeing, difficulty with hearing, dizziness or balance problems, speech problems, or any other sensory impairment)]
5. **Chronic / Systemic / Progressive** [CATI: TO BE READ OUT IF NEEDED / ONLINE: INFO BUTTON (This may include problems with your organs, chest or breathing problems including asthma, heart or blood pressure problems, skin conditions or severe allergies, cancer or other progressive illness not covered above, diabetes, or any other chronic / systemic illness)]
6. **Other condition or disability** [CATI: TO BE READ OUT IF NEEDED / ONLINE: INFO BUTTON This may include problems due to alcohol, problems due to drug addiction, Fatigue or problems with concentration or memory, obesity, or any other health condition or disability]
7. Prefer not to say [CATI: DO NOT READ OUT]

ASK (WAVE 2 FRESH)

QG3. Is English your first language?

Please select one answer only

DO NOT READ OUT. SINGLE CODE

1. Yes
2. No
3. Prefer not to say

ASK ALL

QG4. Which of the following best describes your home?

Please select one answer only

READ OUT. SINGLE CODE.

1. Owned outright
2. Owned with a mortgage
3. Rented from Local Authority or Housing Association
4. Rented from private landlord
5. Living with friends/relatives
6. Temporary accommodation, probation housing or rough sleeping
7. Other
8. Don't know / Prefer not to say [DO NOT READ OUT]

SECTION H: INCENTIVE INFO, RECONTACT, AND DATA LINKING

ASK ALL

QH1.

[CATI] That brings us to the end of this interview, thank you for participating in the research

[ONLINE] Thank you for participating in this research.

[LONGITUDINAL WAVE 1 sample = Like last time, as part of this research we would really like to speak to you again in a few months' time about your further experiences of getting on at work and building a career.

[WAVE 2 FRESH only sample] As part of this research we would really like to speak to you again in a few months' time about your further experiences of getting on at work and building a career.

This would mean someone contacting you again to ask if you might participate in further research. If you are re-contacted, you will still be able to decline to participate if you wish.

For completing the next survey, we will send you another £5 gift voucher as a thank you.

Are you happy for Ipsos to keep your contact details and to be re-contacted about the next part of this research?

DO NOT READ OUT. SINGLE CODE.

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

IF QH1=1 and has email in sample

QH4. Could [CATI: I / ONLINE: we] just check, is [EMAIL FROM SAMPLE] the best email to contact you on?

DO NOT READ OUT. SINGLE CODE.

1. Yes
2. No – please enter your correct email address [OPEN TEXT BOX]
3. Do not have email address/do not know email address
4. [CATI: Prefer not to give / ONLINE: I would prefer not to give my email address]

IF QH1=1 and has no email in sample

Q_H4B. Could we also take your email address if you have one?

DO NOT READ OUT. SINGLE CODE.

1. Text Box [allow valid email addresses]
2. I do not have an email address (for CATI: Does not have an email address)
3. I do not know my email address (for CATI: Doesn't know email address)
4. I would prefer not to give my email address (for CATI: Prefer not to give)

IF QH1=1 & SAMPLE_TEL=1 (TELEPHONE NUMBER ON SAMPLE)

QH2 And could [CATI: I / ONLINE: we] just check, is [NUMBER] the best number to call you on?

DO NOT READ OUT. SINGLE CODE.

1. Yes
2. No - write in number

IF QH1=1 & SAMPLE_TEL=2 (NO TELEPHONE NUMBER ON SAMPLE)

QH2a What is the best number to call you on?

DO NOT READ OUT. SINGLE CODE.

1. RECORD NUMBER
2. Prefer not to say

IF QH1=1

QH3. And could [CATI: I / ONLINE: we] take another number such as a mobile number; just to make sure [CATI: I'm / ONLINE: we're] able to reach you?

DO NOT READ OUT. SINGLE CODE.

1. RECORD NUMBER
2. No other number

ASK ALL

QH5. Thank you for participating in this survey.

The Department for Work and Pensions (DWP) would like to add information held on your benefits, employment and earnings to your answers to this interview. This will give them a better picture of the circumstances of working people and those looking to find work.

If you agree, your answers will be linked using a unique identifier to your government records. All information will be used for research and statistical purposes only. Your responses would only be seen by a small number of specialist analysts within DWP, and no-one else. Your personal details will be kept completely confidential, and your dealings with DWP, HMRC or any other government agencies will not be affected in any way.

Are you willing for us to let DWP match your answers to your records?

DO NOT READ OUT. SINGLE CODE.

1. Yes
2. No
3. Don't know – need further information

READ OUT TO those who need further information (QH5=3)

QH6. The Department for Work and Pensions holds information about benefits, employment, tax, national insurance, saving and private pensions. We would like to add this information to your answers from the questions we have just asked you, to...

- **Create a more accurate picture of people's work history, benefits and needs**
- **Help researchers and policymakers to be better informed in their work to improve the services Jobcentre Plus provides.**
- **We will only do this if you give your permission to link the information we already hold about you to the answers you have given in the survey today**
- **The information will only be used for research and statistics.**

- **The information will be kept confidential.**
- **Names and addresses are never included in the results and no individual can be identified from the research**
- **Your personal details will not be passed to anyone else outside the research team and the Department for Work and Pensions**
- **The information will not be used to work out whether anyone is claiming benefits they should not be.**
- **Any current or future claims for benefits will not be affected.**
- **The DWP website is DWP.gov.uk**

ASK IF QH5=3

QH6a. Are you willing for us to let DWP match your answers to your records?

DO NOT READ OUT. SINGLE CODE.

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

ASK ALL WITH EMAIL IN SAMPLE

Q_INCENTIVE

[ONLINE and CATI] Thank you very much for taking part in this research. As a thank you for your time, we would like to give you an online shopping voucher worth £5.

We will email the voucher to [Email address from sample]

Is this your correct email?

[SINGLECODE]

1. Yes
2. No
3. I do not want you to send me a voucher

ASK THOSE WHO SAY EMAIL IS INCORRECT (Q_INCENTIVE = 2) OR HAVE NO EMAIL IN SAMPLE

Q_INC_EMAIL

[SHOW ONLY IF HAVE NO EMAIL IN SAMPLE] Thank you very much for taking part in this research. As a thank you for your time, we would like to give you an online shopping voucher worth £5.

What email address would you like us to send the voucher to?

[ONLINE] Please enter your email address in the box below

1. [OPEN TEXT BOX allowing valid email addresses only] e.g. "A-Za-z0-9\-.]{2,}[\@]{1}[A-Za-z0-9\-.]{1}[A-Za-z0-9\-.]{1}[\@]1[A-Za-z0-9\-.]"
2. I do not want you to send me a voucher

SHOW TO ALL

SHOWSCREEN

[SHOW TO ALL] Finally, [CATI: I / ONLINE: we] would just like to confirm that this survey has been carried out under Ipsos instructions and within the rules of the MRS Code of Conduct. Thank you very much for your help today.

[SHOW ONLY TO ALL WHO AGREE TO VOUCHER (Q_INCENTIVE = 1 or Q_INC_EMAILCHECK = 1)

[Online only who agreed to voucher] To submit your answers and receive a £5 gift voucher, please click the 'Submit' button below.

We will send you an email with the voucher code and instructions on how to use it.

We will send you this email in the next few weeks.

If you do not receive this email in 3 weeks, please check your junk email folder as it may be there. Otherwise, please tell us by emailing UK-PA-DWP-IWP-Survey@ipsosresearch.com, and we'll sort it out.

Appendix K: Questionnaire Wave 3

S. SCREENER

CATI INTRODUCTION

ASK PERSON WHO ANSWERS PHONE

S1 Good morning / afternoon / evening. My name is [NAME] and I'm calling from Ipsos on behalf of the Department for Work and Pensions (DWP). Please can I speak to [NAME FROM SAMPLE]?

ADD IF NECESSARY: We are conducting some research on behalf of the DWP that we hoped **they** could spare some time to help us with.

CATI ONLY

S2 This research aims to understand your experiences of work or looking for work, which will help design government services to help people earn more and increase their skills.

[Longitudinal sample (Sample_Type_Label = 'W1' or 'W2')] You may remember participating in this research previously where you took part in our survey and agreed to be recontacted about the next phase of the research.

[FRESH SAMPLE (Sample_Type_Label = 'W3')] You should have received an email from Ipsos and DWP about this research. Your contact details were randomly selected from a database held by The Department for Work and Pensions.

[All] This research will be conducted in accordance with the MRS code of conduct and your responses will be kept completely confidential. It will not be possible for anyone to identify you when we report the research findings.

ADD IF NECESSARY:

- Your name has been chosen at random from a list of DWP customers who are eligible for In Work Progression support.
- Your participation in this research is entirely voluntary and your information or anything you tell us won't affect any claims or future dealings with DWP.
- The privacy policy explains the purposes for processing your personal data as well as your rights under data protection regulations to access your personal data, withdraw consent, object to processing of your personal data and other required information.
- If respondent wishes to confirm validity of survey or get more information about aims and objectives, they can call:

- **MRS: Market Research Society on 0500396999**
- **Ipsos: UK-PA-DWP-IWP-Survey@ipsosresearch.com**

ONLINE INTRODUCTION

S2a

Thank you for taking part in this survey which is being run by Ipsos, an independent research organisation, on behalf of the Department for Work and Pensions (DWP).

The survey is about your experiences of progressing at work or looking for work, and any support you may have received to help with this. The survey will also ask about any support you may find helpful.

The results will be used by DWP to understand how helpful their support is and how it could be improved.

[Longitudinal sample (Sample_Type_Label = 'W1' or 'W2')] You may remember participating in this research previously where you took part in our survey and agreed to be recontacted about the next phase of the research.

[FRESH SAMPLE (Sample_Type_Label = 'W3')] You should have received an email from DWP about this research. Your contact details were randomly selected from a database held by The Department for Work and Pensions.

As a thank you for taking part, we will email you an online voucher after you have clicked 'submit' at the end of the survey. There will also be a question asking what email you would like us to send the voucher to.

[All] This research will be conducted in accordance with the MRS code of conduct and your responses will be kept completely confidential. It will not be possible for anyone to identify you when we report the research findings.

ASK ALL

S2b Before we start, **[CATI: I / ONLINE: we]** just want to clarify that participation in the survey is voluntary and you can change your mind at any time. We will retain your contact details for quality control purposes and this data will be destroyed by the end of August 2025. This survey should take around 25 minutes depending on your answers. **[ONLINE: If you would like to read the Privacy Notice beforehand you can access it online at [ADD LINK]]**

[CATI: IF NECESSARY: If you would like to read the Privacy Notice beforehand you can access it online. Would you like me to read out the link? [CATI READ OUT IF REQUESTED [ADD LINK]]

[CATI] Are you happy to proceed with the interview?

[ONLINE] Are you happy to proceed with the survey?

1. Yes [CATI: CONTINUE TO S3; ONLINE: CONTINUE TO QA1]
2. No SCREEN OUT

READ TO ALL CATI WHO CONSENT TO CONTINUE, S2b=1

S3 READ OUT

[CATI ONLY: This call may be recorded for quality and training purposes only.]

SECTION A. CONTEXTUAL INFORMATION

SHOW TO ALL

Firstly, [CATI: I'd / ONLINE: We would] like to ask you a few questions about you and your household.

ASK ALL

QA2. Who else, if anyone, do you live with?

DO NOT READ OUT. MULTI CODE.

CATI INTERVIEWER NOTE IF NECESSARY: IF LIVING IN SUPPORTED/ SHELTERED/ MANAGED ACCOMMODATION DO NOT INCLUDE CARE STAFF

1. No one else [EXCLUSIVE]
2. Partner
3. Parents
4. Friends / other adults / siblings (i.e. not parents)
5. Dependent children (IF NEEDED READ OUT: under the age of 16, or under the age of 20 and still in full-time education or training, below University or equivalent level)
6. Don't know [DO NOT READ OUT. EXCLUSIVE]
7. Prefer not to say [DO NOT READ OUT. EXCLUSIVE]

ASK ALL

QA1. Are you currently claiming Universal Credit?

DO NOT READ OUT SINGLE CODE

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

4. Prefer not to say

ASK THOSE NOT ON UC/NOT KNOWING/NOT WANTING TO SAY (2-4 AT QA1)

QA1B. Have you ever claimed Universal Credit?

DO NOT READ OUT SINGLE CODE

1. Yes QA2
2. No CLOSE
3. Don't know CLOSE
4. Prefer not to say CLOSE

ASK ALL

QA3. Which of the following describes your current employment status? You can give more than one answer.

READ OUT. MULTICODE

1. **Self-employed** [CATI ONLY: IF NECESSARY: Working for yourself as a freelancer, contractor, or the owner of your own business]
2. **Working for an employer in paid employment including any temporary, part-time or zero-hour contract work**
3. **Working for an employer on a self-employed basis** [CATI ONLY:IF NECESSARY: Working as a contractor or freelancer]
4. **Not working in paid employment** [SINGLE CODE]

ASK IF EMPLOYED/SELF-EMPLOYED AND WHO FIT INTO MORE THAN ONE EMPLOYMENT STATUS (QA3 = 1&2 OR 1&3 OR 2&3 OR 1&2&3)

QA4. And which of these is your main job?

[CATI READ OUT IF NEEDED/ONLINE SHOW to all] Your main job is the one where you earn the most money.

DO NOT READ OUT. SINGLE CODE.

1. Self-employment [SHOW IF QA3=1]
2. Working for an employer [SHOW IF QA3=2]
3. Working for an employer on a self-employed basis [SHOW IF QA3=3]

ASK ALL WHO HAVE A PARTNER (QA2=2)

QA5. Which of the following describes your partner's main employment status?

READ OUT. SINGLECODE

1. **Self-employed** [CATI ONLY: IF NECESSARY: Working for yourself as a freelancer, contractor, or the owner of your own business]
2. **Working for an employer in paid employment including any temporary, part-time or zero-hour contract work**
3. **Working for an employer on a self-employed basis** [CATI ONLY:IF NECESSARY: Working as a contractor or freelancer]
4. **Not working in paid employment** [SINGLE CODE]

ASK ALL WHO HAVE CHILDREN (QA2 = 5)

QA5a. How many children do you have?

WRITE IN: [OPEN TEXT BOX. RANGE 1-10](#)

98. Don't know [DO NOT READ OUT]

99. Prefer not to say [DO NOT READ OUT]

ASK ALL WHO HAVE CHILDREN (QA2 = CODE 5)

QA5b. How old are they?

DO NOT READ OUT. MULTI CODE.

[SCRIPTING INSTRUCTIONS: SHOW THE SAME NUMBER OF TEXT BOXES AS NUMBER OF CHILDREN \(answer to QA5a\). Limit 10 text boxes.](#)

Child 1	ENTER AGE [RANGE 0-99]
Child 2	ENTER AGE [RANGE 0-99]
Child 3	ENTER AGE [RANGE 0-99]
Child 4	ENTER AGE [RANGE 0-99]

ASK ALL

QA7. [IF HAVE CHILDREN, QA2=5: Aside from your children, do you have any other caring responsibilities?] Do you have any caring responsibilities?

CATI ONLY:IF NECESSARY: By caring responsibilities we mean caring for anyone who needs help with everyday life due to illness, disability or old age. This could include; help with grocery shopping, bathing, dressing, laundry.

SINGLECODE

1. No
2. Yes
3. Prefer not to say [CATI: DO NOT READ OUT.]

ASK ALL

QA8. Do you have a health condition or disability that substantially limits your ability to carry out normal day to day activities?

PROMPT TO CODE. SINGLECODE.

1. Yes – physical condition
2. Yes – mental health condition
3. Yes – both physical and mental health condition
4. No
5. Prefer not to say [CATI: DO NOT READ OUT]

SECTION B. EMPLOYMENT

READ TO ALL

Now [CATI: I'd / ONLINE: we would] like to move on and [CATI: talk / ONLINE: ask] a little bit more about your experiences of work.

ASK ALL IN EMPLOYMENT/SELF-EMPLOYMENT (QA3=1 OR 2 OR 3)

QB1. How many separate jobs do you currently have (ADD IF SELF EMPLOYED, CODE 1 OR 3 AT QA3: including your self-employment)?

NOTE IF NECESSARY: If you work at a lot of different places but are paid by one organisation/ agency please count this as one job.

[open text box] ENTER NUMBER OF PAID JOBS

98. Don't know [CATI: DO NOT READ OUT]

99. Prefer not to say [CATI: DO NOT READ OUT]

ASK ALL IN EMPLOYMENT OR SELF-EMPLOYMENT (QA3=1 OR 2 OR 3)

QB3. In total, how many hours a week do you normally spend working in paid work? Please include all your current jobs and regular overtime.

CATI ONLY:IF NECESSARY: If you work irregular hours, please try and think back to the average number of hours you worked a week in the past month.

READ OUT. SINGLE CODE.

1. Less than 10 hours
2. 10-15 hours
3. 16-29 hours
4. 30-35 hours
5. Over 35 hours
6. It varies from week to week
7. Don't know [CATI: DO NOT READ OUT]
8. Prefer not to say [CATI: DO NOT READ OUT]

ASK ALL IN EMPLOYMENT OR SELF-EMPLOYMENT (QA3=1 OR 2 OR 3)

Q_SENIORITY

In your e / D_JOBNUMBER = 1 = [main] job do you have any formal responsibility for supervising the work of other employees?

1. Yes

2. No

99. Prefer not to say

ASK ALL IN EMPLOYMENT OR SELF-EMPLOYMENT (QA3=1 OR 2 OR 3)

SOCIOECONOMIC GRADE

Which of the following best describes your main job? This is the job that you earn the most income from.

WEB: Please select one answer only.

CATI: READ OUT

SINGLECODE

1. A manual job that requires no special training or qualifications. ([WEB: [INFO BUTTON]; CATI: IF NECESSARY READ OUT] e.g. Manual workers, Apprentices to be skilled trades, Caretaker, Cleaner, Nursery School Assistant, Park keeper, non-HGV driver, shop assistant etc.)
2. Skilled manual worker ([WEB: [INFO BUTTON]; CATI: IF NECESSARY READ OUT] e.g. Skilled Bricklayer, Carpenter, Plumber, Painter,

Bus/Ambulance Driver, HGV driver, Unqualified assistant teacher, AA patrolman, pub/bar worker, etc)

3. Junior managerial, professional, or administrative, or clerical and supervisory work ([WEB: [INFO BUTTON]; CATI: IF NECESSARY READ OUT] e.g. Office worker, Student Doctor, Foreman with 25+ employees, sales person, Student Teachers etc.)
4. Intermediate managerial, professional, or administrative roles ([WEB: [INFO BUTTON]; CATI: IF NECESSARY READ OUT] e.g. Newly qualified doctor (under 3 years), Solicitor, Board director small organisation, middle manager in large organisation, principal officer in civil Service/local government etc)
5. Higher managerial, professional, or administrative ([WEB: [INFO BUTTON]; CATI: IF NECESSARY READ OUT] e.g. Established doctor, Solicitor, Board Director in large organisation (200+ employees), top level Civil Servant/public service employee, Headmaster/mistress, etc)
6. No one in my household has a job
7. Don't know [CATI: DO NOT READ OUT]
8. Prefer not to say [CATI: DO NOT READ OUT]

ASK ALL IN EMPLOYMENT OR SELF-EMPLOYMENT (QA3=1 OR 2 OR 3)

QB8. Which of the following best describes your contract?

READ OUT. SINGLE CODE.

1. A zero hours contract with no specified minimum number of hours each week
2. A permanent contract with a fixed or minimum number of hours per week
3. A fixed term contract with a specified end date and regular or minimum number of hours [CATI ONLY:NOTE FOR THE INTERVIEWER: not specifically seasonal]
4. A seasonal contract with a specified end date and regular or minimum number of hours
5. Something else (Please specify) [\[OPEN TEXT BOX\]](#)
6. Don't know [DO NOT READ OUT]

7. Prefer not to say [DO NOT READ OUT]

ASK ALL IN EMPLOYMENT OR SELF-EMPLOYMENT (QA3=1 OR 2 OR 3)

QEarnings. What is your personal monthly income?

DO NOT READ OUT. SINGLE CODE

1. £0.00
2. £0.01 to less than £125
3. £125 to less than £250
4. £250 to less than £500
5. £500 to less than £750
6. £750 to less than £1,000
7. £1,000 to less than £1,250
8. £1,250 to less than £1,500
9. £1,500 to less than £1,750
10. £1,750 to less than £2,000
11. £2,000 to less than £2,500
12. £2,500 to less than £3,000
13. £3k and over
14. Don't know
15. Prefer not to say

ASK ALL IN EMPLOYMENT WITH AN EMPLOYER (QA3=2 OR 3) AND HAS A DISABILITY (QA8=1-3)

QB9. You mentioned earlier that you have a health condition or disability that substantially limits your ability to carry out normal day to day activities. Is your employer aware of your condition or disability?

DO NOT READ OUT. SINGLE CODE.

1. Yes
2. No
3. Prefer not to say

ASK IN EMPLOYMENT AND WITH A DISABILITY, IF THE EMPLOYER IS AWARE OF DISABILITY (QB9=1)

QB9A. And does your employer make reasonable adjustments to help you with your condition? Reasonable adjustments are changes an employer makes to remove or reduce challenges related to someone's disability.

DO NOT READ OUT. SINGLE CODE.

1. Yes
2. No
3. Prefer not to say

ASK ALL NOT IN EMPLOYMENT (QA3=4)

QB10. How long have you been not working?

DO NOT READ OUT. PROMPT IF NEEDED. SINGLE CODE.

1. Less than 1 month
2. 1 to 6 months
3. 6 months to 1 year
4. 1 to 3 years
5. 3 to 5 years
6. 5 to 10 years
7. Over 10 years
8. Prefer not to say

ASK ALL NOT IN EMPLOYMENT (QA3=4)

QB11. Currently are you looking for work?

DO NOT READ OUT. SINGLE CODE.

1. Yes
2. No
3. Prefer not to say

ASK ALL NOT IN EMPLOYMENT AND NOT LOOKING FOR WORK (QA3=4 & QB11=2)

QB12. Could you say why you are currently not working?

READ OUT. MULTI CODE

1. Health/mental health issues
2. Caring or childcare responsibilities
3. Lack of experience and/or qualifications
4. [CATI: You are/ ONLINE: I am] about to start a new job
5. Difficulties travelling to work
6. [CATI: You are/ ONLINE: I am] not interested in finding work
7. [CATI: You / ONLINE: I] find it challenging to find work
8. Other (Please specify) [OPEN TEXT BOX]
9. Prefer not to say [DO NOT READ OUT. SINGLE CODE]

ASK Fresh Wave 3 SAMPLE ONLY [Sample_Type_Label = W3]

QB13. Which of the following best describes the time you have spent doing paid work since leaving education?

READ OUT. SINGLE CODE.

1. Never worked before
2. Spent most time not working
3. Spent about as much time working as not working
4. Worked solidly with one or two breaks
5. Worked solidly without a break
6. Prefer not to say [DO NOT READ OUT]

ASK IF HAVE SPENT ABOUT AS MUCH TIME WORKING AS NOT WORKING (QB13=3)

QB14. How frequently would you say you have moved in and out of paid work?

READ OUT. SINGLE CODE.

1. More than 5 times a year
2. Between 3 and 5 times a year
3. Once or twice a year
4. Less than once a year
5. Don't know [DO NOT READ OUT]
6. Prefer not to say [DO NOT READ OUT]

SECTION C. ATTITUDES TO WORK/ PROGRESSION

ASK ALL IN EMPLOYMENT OR SELF-EMPLOYMENT (QA3=1 OR 2 OR 3)

QC1. Thinking about your (D_JOBNUMBER = 1 [main]) job, how satisfied or dissatisfied are you with:

READ OUT. REVERSE SCALE. SINGLE CODE EACH STATEMENT.

1. Very satisfied
2. Somewhat satisfied
3. Neither satisfied nor dissatisfied
4. Somewhat dissatisfied
5. Very dissatisfied

ROTATE CODES BELOW [except statement a]

- a) **Your job overall [ALWAYS FIRST]**
- b) **The number of hours you work each week**
- c) **Your commute to and from work**
- d) **Training opportunities available to you**
- e) **Opportunities for career development**
- f) **Work-life balance**
- g) **Your pay, including any employee benefits**

- h) [IF LIVING WITH DEPENDENT CHILDREN, A2=5] Your childcare arrangements whilst you are at work**

ASK ALL

QC6A. And, to what extent do you agree or disagree with these statements?

ROTATE STATEMENTS. PROMPT TO SCALE. SINGLE CODE

1. Strongly agree
 2. Somewhat agree
 3. Neither agree nor disagree
 4. Somewhat disagree
 5. Strongly disagree
- a) **[ALL] People who work full-time gain more respect**
 - b) **[ALL] Earning more would impact my benefits**
 - c) **[ALL] Becoming self-sufficient and not receiving benefits to top up my earnings is important to me**
 - d) **[ALL] Jobs on offer do not pay enough to make working [IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3 more hours] financially worthwhile**
 - e) **[IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3] The thought of more responsibility at work makes me nervous**
 - f) **[ALL] I would be happier and more fulfilled if I was working [IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3 more hours]**
 - g) **[IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3] It would be difficult for me to increase my hours of work now, even if I was offered more hours/[IF NOT EMPLOYED, CODE QA3=4 It would be difficult for me to work now, even if I was offered a job**

ASK ALL

QC6B. And to what extent do you agree or disagree with these statements?

ROTATE STATEMENTS. PROMPT TO SCALE. SINGLE CODE

1. Strongly agree
 2. Somewhat agree
 3. Neither agree nor disagree
 4. Somewhat disagree
 5. Strongly disagree
- a) **[ALL] [CATI: You / ONLINE: I] don't need to work more hours or earn more money because [CATI: you / ONLINE: I] get by okay on what [CATI: you / ONLINE: I] currently earn**
 - b) **[ALL] [CATI: You / ONLINE: I] don't have the right skills [IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3 to move to a job with better progression opportunities] [IF UNEMPLOYED, CODE QA3 = 4] to get a job**

- c) [ALL] **There just aren't enough full-time vacancies for everyone at the moment**
- d) [ALL] **If [CATI: you / ONLINE: I] worked [IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3: more hours], [CATI: your / ONLINE: my] home life would suffer**
- e) [ALL] **There isn't enough advice and support available to help [CATI: you / ONLINE: me] [IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3 increase [CATI: your / ONLINE: my] hours] [IF UNEMPLOYED QA3=4 get a job]**
- f) [IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3] **[CATI: You / ONLINE: I] have made a commitment to [CATI: yourself / ONLINE: myself] to attend training to help [CATI: you / ONLINE: me] develop [CATI: your / ONLINE: my] skills by a certain date**
- g) [IF UNEMPLOYED QA3=4] **With the right support paid work is a realistic goal for [CATI: you / ONLINE: me] within the next 6 months**

SECTION D: SUPPORT: NEEDS & PREFERENCES

READ TO ALL

Now [CATI: I am / ONLINE: we are] going to ask about what support you need to help [IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1-3 you to progress in work, change career, increase your hours or earnings [IF UNEMPLOYED, CODE QA3=4 find work].

ASK ALL

QD1. What, if anything would make it easier for you to [IF EMPLOYED/ SELF EMPLOYED, CODE QA3=1 OR 2 OR 3 progress in work, change career, or increase your hours or earnings?] [IF UNEMPLOYED, CODE QA3=4 find work]?

DO NOT READ OUT. PROBE FULLY. MULTI CODE.

1. Support and training around finding and getting a new job
2. Help with cost of travel to/from work
3. Help with childcare costs
4. Help with housing costs
5. Support to pursue courses or training, including with the costs
6. Support and training with spoken or written English
7. Support and training with IT and digital skills
8. Support and training with other work-related skills
9. Support with accessing technology and/ or the internet
10. Support to manage a physical or mental health condition
11. Something else (Please specify) [OPEN TEXT BOX]
12. None of these [SINGLE CODE]
13. Don't know [SINGLE CODE]

ASK ALL

QD21. When was the last time you had any contact with a Work Coach?

[CATI read out if needed. WEB: show to all] This could be in person, over the phone, by journal or by video.

READ OUT. SINGLE CODE

1. Within the last week
2. Within the last fortnight
3. Within the last month
4. Within the last three months
5. Within the last six months
6. Between six and twelve months ago
7. Over a year ago
8. I have never been in contact with a Work Coach [DO NOT READ OUT]
9. Don't know [DO NOT READ OUT]

ASK IF HAD CONTACT WITH THE WORKCOACH IN THE LAST SIX MONTHS
QD21=1-5

QD2. Thinking about the last six months, how often in a typical month have you had contact with a Work Coach? This could be in person, over the phone, by journal or by video.

READ OUT. SINGLE CODE

1. Less than once a month
2. Once a month
3. 2-3 times a month
4. 4 times a month
5. More than 4 times a month
6. Don't know / Prefer not to say [DO NOT READ OUT]

ASK IF HAD CONTACT WITH THE WORKCOACH IN THE LAST SIX MONTHS
QD21=1-5

QD5. In the last six months, what do you think about the regularity of your contact with a Work Coach? Was it...

READ OUT. SINGLE CODE

1. Far too frequent
2. A bit too frequent
3. About the right amount
4. A bit too infrequent
5. Far too infrequent

6. Don't know/ Prefer not to say [DO NOT READ OUT]

ASK IF HAD CONTACT WITH THE WORKCOACH IN THE LAST SIX MONTHS
QD21=1-5

QD6. In the last six months, how often have you had contact with the *same* Work Coach?

READ OUT. SINGLE CODE

1. Always
2. Sometimes
3. Hardly ever
4. Never
5. Don't know/ Prefer not to say [DO NOT READ OUT]

ASK IF HAD CONTACT WITH THE WORKCOACH IN THE LAST SIX MONTHS
QD21=1-5

QD3. In the last six months, what is the most common way you have had contact with a Work Coach?

READ OUT. SINGLE CODE

1. In person meeting
2. Over the telephone
3. By video
4. Via email
5. Via the journal
6. Other
7. Don't know/ Prefer not to say [DO NOT READ OUT]

ASK ALL

QD4. What would your preferred way of having contact with a Work Coach be?

READ OUT. SINGLE CODE

1. In person meeting
2. Over the telephone
3. By video
4. Via email
5. Via the journal
6. Other
7. Don't want any contact [DO NOT READ OUT]
8. Don't know/ Prefer not to say [DO NOT READ OUT]

SECTION E: VIEWS ON CURRENT SUPPORT

READ TO ALL

Now [CATI: I am / ONLINE: we are] going to ask about a specific form of support provided by DWP to some Universal Credit Claimants who are in work.

ASK Fresh Wave 3 SAMPLE ONLY [Sample_Type_Label = W3]

QE1. Have you heard of In Work Progression support provided by DWP to help working Universal Credit claimants progress in work, change career, or increase their hours or earnings?

DO NOT READ OUT. SINGLE CODE.

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

SHOW/ READ TO Fresh Wave 3 SAMPLE ONLY [Sample_Type_Label = W3]

DESCRIPT: "When you claim Universal Credit, you are placed into a group depending on your circumstances, such as your employment status or earnings. Each group has a different amount of contact with a Work Coach from their local Jobcentre. Since 2022, Work Coaches can assist eligible working claimants who previously did not have access to their support through the In Work Progression offer. This support helps claimants progress in work, change career, increase their hours or earnings, and includes signposting to training as well as providing personalised advice. "

ASK ALL

QE3. [CATI: I am going to read some statements about In Work Progression support / ONLINE: We are going to show you some statements about In Work Progression support]

For each can you [CATI: tell me / ONLINE: say] if you think the statement is true or false:

SINGLE GRID

1. True
2. False
3. Don't know

ROTATE STATEMENTS

- A. You can choose whether or not to take part in In Work Progression support
- B. Increasing earnings at work will make you better off financially
- C. DWP can support you to progress in work
- D. [SHOW IF DOES NOT LIVE WITH PARTNER, CODE QA2 DOES NOT EQUAL 2] If I earn below £952/month I am expected to attend meetings with a Work Coach weekly or fortnightly [SHOW IF LIVE WITH PARTNER, CODE QA2 = 2] If I earn below £952/month **and** my household earns less than £1,534/month, I am expected to attend meetings with a Work Coach weekly or fortnightly

ASK ALL

QE4. Do you remember receiving a Journal message inviting you specifically to find out more about the In Work Progression support available to you?

[CATI read out if needed. WEB: show to all] **This message might have included references to progressing in work, changing career, increasing hours or earnings, as well as signposting to relevant training.**

DO NOT READ OUT SINGLE CODE.

- 1. Yes
- 2. No
- 3. Don't know/ Prefer not to say

ASK ALL

QE5. Have you ever met with or spoken with a Work Coach specifically to discuss the In Work Progression support available to you?

DO NOT READ OUT SINGLE CODE.

- 1. Yes
- 2. No
- 3. Don't know/ Prefer not to say

ASK ALL

QE7. Have you agreed an In Work Progression action plan (sometimes called a Progression Plan) with a Work Coach?

This is different to a normal action plan as it is specifically about progressing in work.

DO NOT READ OUT. SINGLE CODE.

1. Yes
2. No
3. Don't know/ Prefer not to say

ASK IF NOT RECEIVING SUPPORT (QE5 = 2 OR 3 AND QE7 = 2 OR 3)

OR

ASK IF IWP PARTICIPANT AT WAVE 1 or WAVE 2 AND NOT MET WORK COACH IN LAST 6 months ((sample_type=_1 and D_SAMPLE_Customer_Group = _1) AND (QD21 = 6 or 7))

QE13. Why did you stop receiving or not take up In Work Progression support?

DO NOT READ OUT BUT PROMPT TO CODE. MULTI CODE

1. [CATI: Your / ONLINE: My] income increased and [CATI: you / ONLINE: I] no longer needed the support
2. [CATI: Your / ONLINE: My] income decreased and [CATI: you / ONLINE: I] no longer qualified for the support
3. The support was not suited to [CATI: your / ONLINE: my] needs
4. [CATI: You weren't / ONLINE: I wasn't] eligible for additional financial support to help [CATI: you / ONLINE: me] progress
5. [CATI: You / ONLINE: I] had difficulty using/accessing support
6. [CATI: You / ONLINE: I] didn't have enough time to use/access support
7. [CATI: You were / ONLINE: I was] worried accessing the support would affect [CATI: your / ONLINE: my] benefit claim
8. There was not enough flexibility when it came to arrange appointments with the Work Coach
9. [CATI: You / ONLINE: I] found other forms of support from elsewhere (Please specify) [OPEN TEXT BOX]
10. [CATI: You / ONLINE: I] did not know about it
11. [CATI: You are / ONLINE: I am] not able to work more hours
12. Other (Please specify) [OPEN TEXT BOX]
13. Don't know [SINGLE CODE]
14. Prefer not to say [SINGLE CODE]

ASK ALL

QE14. Which of the following types of support, if any, have you received from DWP staff or Jobcentre Plus?

READ OUT. ROTATE CODES 1-11. MULTI CODE

1. Meetings with a Work Coach
2. Skills assessment and support with learning or improving skills
3. Money from the Flexible Support Fund (FSF)
4. Referral to the National Careers Service (NCS)
5. Help with writing or improving [CATI: your / ONLINE: my] CV
6. Contacting potential employers on [CATI: your / ONLINE: my] behalf
7. Advice on switching jobs
8. Advice on how to approach a progression conversation with [CATI: your / ONLINE: my] employer
9. Advice relating to managing a health condition or disability
10. Advice on managing finances or debt
11. Information on how [CATI: your / ONLINE: my] allowance/ claim works
12. Something else (Please specify) [OPEN TEXT BOX]
13. None of these [DO NOT READ OUT. SINGLE CODE]
14. Don't know [DO NOT READ OUT. SINGLE CODE]

ASK ALL WHO SAID THEY RECEIVED SOME SUPPORT FROM DWP AND JCP
(QE14=1-12)

QE15. To what extent do you feel this support has helped you to progress in work, change career, increase your hours or earnings?

[CATI: READ OUT/ ONLINE: SHOW] EACH CODE SELECTED AT QE14 IN TURN.
REVERSE SCALE FOR HALF OF RESPONDENTS. SINGLE CODE

1. Very helpful
2. Fairly helpful
3. Neither helpful nor unhelpful
4. Fairly unhelpful
5. Very unhelpful
6. Don't know/ Prefer not to say [DO NOT READ OUT]

ASK ALL WHO SAID THEY RECEIVED SOME SUPPORT FROM DWP AND JCP
(QE14=1-12)

QE17. To what extent do you agree or disagree that the support you received was tailored to your needs and circumstances?

READ OUT. SINGLE CODE

1. Strongly agree
2. Somewhat agree
3. Neither agree nor disagree
4. Somewhat disagree
5. Strongly disagree
6. Don't know/ Prefer not to say [DO NOT READ OUT]

SECTION F: OUTCOMES

ASK ALL

QF2. Have any of the following things happened because of the

[IF RECEIVED IWP SUPPORT QE5 = 1 OR QE7 = 1] In Work Progression support you received?

[IF NOT RECEIVED IWP SUPPORT (QE5 = 2 OR 3 AND QE7 = 2 OR 3) interactions you have had with DWP staff and Jobcentre Plus]?

[CATI: READ OUT/ ONLINE: SHOW] ONLY OPTIONS SELECTED AT QF1. MULTI CODE

1. [IF QF1 = 1] [CATI: Your / ONLINE: My] pay has increased in [CATI: your / ONLINE: my] current job
2. [IF QF1 = 2] [CATI: Your / ONLINE: My] work hours have increased in [CATI: your / ONLINE: my] current job
3. [IF QF1 = 3] [CATI: You / ONLINE: I] feel more confident talking to [CATI: your / ONLINE: my] manager or employer about progression opportunities
4. [IF QF1 = 4] [CATI: You / ONLINE: I] have been promoted/ taken on new responsibilities in [CATI: your / ONLINE: my] current job
5. [IF QF1 = 5] [CATI: You / ONLINE: I] have remained in [CATI: your / ONLINE: my] current job and taken on a second job
6. [IF QF1 = 6] [CATI: You / ONLINE: I] have improved [CATI: your / ONLINE: my] work-related qualifications/ skills
7. [IF QF1 = 7] [CATI: You / ONLINE: I] feel more confident searching for a new job
8. [SHOW IF QF1=7 OR 8] [CATI: You / ONLINE: I] have started a new job
9. [IF QF1 = 9] [CATI: You / ONLINE: I] feel more confident completing [CATI: your / ONLINE: my] CV/ a job application
10. [SHOW ALL] [CATI: You / ONLINE: I] didn't have enough interactions to say [SINGLE CODE]
11. None of these [DO NOT READ OUT. SINGLE CODE]
12. Don't know [DO NOT READ OUT. SINGLE CODE]

ASK IF RECEIVED IWP SUPPORT (QE5=1 OR QE7 = 1) OR other DWP SUPPORT (QE14 = 1-12)

QF3. In what other ways, if any, has [if (QE5=1 OR QE7 = 1) the In Work Progression support] [if (IWS participant receiving wider support QE14 = 1-12) other support from Jobcentre] impacted you?

PROMPT TO CODE. ROTATE CODES 1-7. MULTI CODE

1. [IF EMPLOYED OR SELF EMPLOYED QA3=1 or 2 or 3] [CATI: You are / ONLINE: I am] more confident at work
2. [CATI: You are / ONLINE: I am] more confident in [CATI: your / ONLINE: my] wider life

3. [CATI: You are / ONLINE: I am] more satisfied in [CATI: your / ONLINE: my]life overall
4. [CATI: You / ONLINE: I] feel more secure
5. [CATI: Your / ONLINE: My] homelife has improved
6. [CATI: You / ONLINE: I] can take on more responsibilities in [CATI: your / ONLINE: my] life
7. [CATI: You / ONLINE: I] have been free to pursue other interests
8. Something else (Please specify) [OPEN TEXT BOX]
9. None of these [DO NOT READ OUT. SINGLE CODE]
10. Don't know [DO NOT READ OUT. SINGLE CODE]

ASK ALL

QG6. Can you do the following digital activities?

ROTATE STATEMENTS. SINGLE CODE

1. Yes
2. No
3. Don't know [DO NOT READ OUT]
4. Prefer not to say [DO NOT READ OUT]

STATEMENTS (ROTATE):

- a) Use Microsoft Office [CATI read out if needed, WEB show] (for example, Word, Excel),
- b) Use video call software [CATI read out if needed, WEB show] (for example, Microsoft Teams, Zoom, Skype)
- c) Use e-Mail?
- d) Save documents using one drive or cloud services [CATI read out if needed, WEB show] (for example, Google Drive or Apple iCloud)?
- e) Use a search engine to find information [CATI read out if needed, WEB show] (for example, Google)?
- f) When you are online, are you able to bank, buy items and pay your bills?
- g) Manage privacy settings on websites and accounts?
- h) Recognise suspicious e-Mails or websites?

SECTION G: DEMOGRAPHICS

ASK ALL

Thank you, the survey is nearly finished. [CATI: I / ONLINE: We] would now like to ask a few final questions about you, this is just so we can group your answers together with other people like you for our analysis.

These questions are voluntary and you do not have to answer them if you do not wish to.

ASK ALL

QG1. Which of these is the highest level of qualification you have?

READ OUT. SINGLE CODE.

1. Degree level or above (including postgraduate qualifications)
2. 2 or more A-Levels, NVQ Level 3, BTEC Level 3 Diploma or equivalent
3. 1 A-Level or equivalent, 5 or more GCSEs of grade A*-C or equivalent, NVQ Level 2, BTEC level 2 diploma or equivalent
4. GCSEs of less than A*-C or equivalent, NVQ Level 1
5. Non-UK qualification
6. Something else (Please specify) [\[OPEN TEXT BOX\]](#)
7. No qualifications
8. Don't know / Prefer not to say [DO NOT READ OUT]

ASK Fresh Wave 3 SAMPLE ONLY [Sample_Type_Label = W3]

QG2. How would you describe your ethnic background?

DO NOT READ OUT. SINGLE CODE.

WHITE

1. British
2. Irish
3. Other background (Please specify) [\[OPEN TEXT BOX\]](#)

MIXED

4. White and Black Caribbean
5. White and Black African
6. White and Asian
7. Other mixed background

BLACK OR BLACK BRITISH

8. Caribbean
9. African
10. Other background

ASIAN OR ASIAN BRITISH

11. Indian
12. Pakistani
13. Bangladeshi
14. Other background

OTHER

15. Chinese

16. Other ethnic background (Please specify) [OPEN TEXT BOX]
17. Don't know / Prefer not to say [DO NOT READ OUT]

ASK THOSE WITH A HEALTH CONDITION (1-3 AT QA8)

QA8B. Could you tell [CATI: me / ONLINE: us] what your illness, health condition or disability is?. Please select all that apply

PROMPT TO CODE. MULTICODE

1. **Mental Health** [CATI: TO BE READ OUT IF NEEDED / ONLINE: INFO BUTTON (e.g. Anxiety, Depression)]
2. **Learning Difficulties and Cognitive Disorders** [CATI: TO BE READ OUT IF NEEDED / ONLINE: INFO BUTTON (E.g. Dyslexia, ADHD, ASD)]
3. **Musculoskeletal / Physical Injury** [CATI: TO BE READ OUT IF NEEDED / ONLINE: INFO BUTTON (e.g. problems with your limbs, neck or back, and any other musculoskeletal problem or physical injuries)]
4. **Sensory Impairment and Communication Problems** [CATI: TO BE READ OUT IF NEEDED / ONLINE: INFO BUTTON (This may include difficulty with seeing, difficulty with hearing, dizziness or balance problems, speech problems, or any other sensory impairment)]
5. **Chronic / Systemic / Progressive** [CATI: TO BE READ OUT IF NEEDED / ONLINE: INFO BUTTON (This may include problems with your organs, chest or breathing problems including asthma, heart or blood pressure problems, skin conditions or severe allergies, cancer or other progressive illness not covered above, diabetes, or any other chronic / systemic illness)]
6. **Other condition or disability** [CATI: TO BE READ OUT IF NEEDED / ONLINE: INFO BUTTON (This may include problems due to alcohol, problems due to drug addiction, Fatigue or problems with concentration or memory, obesity, or any other health condition or disability)]
7. Prefer not to say [CATI: DO NOT READ OUT]

ASK Fresh Wave 3 SAMPLE ONLY [Sample_Type_Label = W3]

QG3. Is English your first language?

Please select one answer only

DO NOT READ OUT. SINGLE CODE

1. Yes
2. No
3. Prefer not to say

ASK ALL

QG4. Which of the following best describes your home?

Please select one answer only

READ OUT. SINGLE CODE.

1. Owned outright
2. Owned with a mortgage
3. Rented from Local Authority or Housing Association
4. Rented from private landlord
5. Living with friends/relatives
6. Temporary accommodation, probation housing or rough sleeping
7. Other
8. Don't know / Prefer not to say [DO NOT READ OUT]

SECTION H: INCENTIVE INFO, RECONTACT, AND DATA LINKING

ASK ALL

QH1.

[CATI] That brings us to the end of this interview, thank you for participating in the research.

[ONLINE] Thank you for participating in this research.

As part of this research we will be conducting in-depth interviews with a selection of people to further explore some of the responses provided in this survey. As a thank you, anyone taking part in a follow-up interview will receive a £30 LovetoShop voucher.

Are you happy for Ipsos to keep your contact details and to be re-contacted to take part in a follow-up interview?

DO NOT READ OUT. SINGLE CODE.

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

IF QH1=1 and has email in sample

QH4. Could [CATI: I / ONLINE: we] just check, is [EMAIL FROM SAMPLE] the best email to contact you on?

DO NOT READ OUT. SINGLE CODE.

1. Yes
2. No – please enter your correct email address [OPEN TEXT BOX]
3. Do not have email address/do not know email address
4. **[CATI:** Prefer not to give / **ONLINE:** I would prefer not to give my email address]

IF QH1=1 and has no email in sample

Q_H4B. Could we also take your email address if you have one?

DO NOT READ OUT. SINGLE CODE.

1. Text Box [allow valid email addresses]
2. I do not have an email address (for CATI: Does not have an email address)
3. I do not know my email address (for CATI: Doesn't know email address)
4. I would prefer not to give my email address (for CATI: Prefer not to give)

IF QH1=1 & SAMPLE_TEL=1 (TELEPHONE NUMBER ON SAMPLE)

QH2 And could [CATI: I / ONLINE: we] just check, is [NUMBER] the best number to call you on?

DO NOT READ OUT. SINGLE CODE.

1. Yes
2. No - write in number

IF QH1=1 & SAMPLE_TEL=2 (NO TELEPHONE NUMBER ON SAMPLE)

QH2a What is the best number to call you on?

DO NOT READ OUT. SINGLE CODE.

1. RECORD NUMBER
2. Prefer not to say

IF QH1=1

QH3. And could [CATI: I / ONLINE: we] take another number such as a mobile number; just to make sure [CATI: I'm / ONLINE: we're] able to reach you?

DO NOT READ OUT. SINGLE CODE.

1. RECORD NUMBER
2. No other number

ASK ALL

QH5. Thank you for participating in this survey.

The Department for Work and Pensions (DWP) would like to add information held on your benefits, employment and earnings to your answers to this

interview. This will give them a better picture of the circumstances of working people and those looking to find work.

If you agree, your answers will be linked using a unique identifier to your government records. All information will be used for research and statistical purposes only. Your responses would only be seen by a small number of specialist analysts within DWP, and no-one else. Your personal details will be kept completely confidential, and your dealings with DWP, HMRC or any other government agencies will not be affected in any way.

Are you willing for us to let DWP match your answers to your records?

DO NOT READ OUT. SINGLE CODE.

1. Yes
2. No
3. Don't know – need further information

READ OUT TO those who need further information (QH5=3)

QH6. The Department for Work and Pensions holds information about benefits, employment, tax, national insurance, saving and private pensions. We would like to add this information to your answers from the questions we have just asked you, to...

- **Create a more accurate picture of people's work history, benefits and needs**
- **Help researchers and policymakers to be better informed in their work to improve the services Jobcentre Plus provides.**
- **We will only do this if you give your permission to link the information we already hold about you to the answers you have given in the survey today**
- **The information will only be used for research and statistics.**
- **The information will be kept confidential.**
- **Names and addresses are never included in the results and no individual can be identified from the research**
- **Your personal details will not be passed to anyone else outside the research team and the Department for Work and Pensions**
- **The information will not be used to work out whether anyone is claiming benefits they should not be.**
- **Any current or future claims for benefits will not be affected.**
- **The DWP website is DWP.gov.uk**

ASK IF QH5=3

QH6a. Are you willing for us to let DWP match your answers to your records?

DO NOT READ OUT. SINGLE CODE.

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

ASK ALL WITH EMAIL IN SAMPLE

Q_INCENTIVE

[ONLINE and CATI] Thank you very much for taking part in this research. As a thank you for your time, we would like to give you an online shopping voucher worth £5.

We will email the voucher to [Email address from sample]

Is this your correct email?

[SINGLECODE]

1. Yes
2. No
3. I do not want you to send me a voucher

ASK THOSE WHO SAY EMAIL IS INCORRECT (Q_INCENTIVE = 2) OR HAVE NO EMAIL IN SAMPLE

Q_INC_EMAIL

[SHOW ONLY IF HAVE NO EMAIL IN SAMPLE] Thank you very much for taking part in this research. As a thank you for your time, we would like to give you an online shopping voucher worth £5.

What email address would you like us to send the voucher to?

[ONLINE] Please enter your email address in the box below

1. [OPEN TEXT BOX allowing valid email addresses only] e.g. "A-Za-z0-9\-. _]{2,}[\@]{1}[A-Za-z0-9\-. _][A-Za-z0-9\-. _][\@]1[A-Za-z0-9\-. _]"
2. I do not want you to send me a voucher

SHOW TO ALL

SHOWSCREEN

[SHOW TO ALL] **Finally, [CATI: I / ONLINE: we] would just like to confirm that this survey has been carried out under Ipsos instructions and within the rules of the MRS Code of Conduct. Thank you very much for your help today.**

[SHOW ONLY TO ALL WHO AGREE TO VOUCHER (Q_INCENTIVE = 1 or Q_INC_EMAILCHECK = 1)

[Online only who agreed to voucher] To submit your answers and receive a £5 gift voucher, please click the 'Submit' button below.

We will send you an email with the voucher code and instructions on how to use it within the next week.

If you do not receive this email in 3 weeks, please check your junk email folder as it may be there. Otherwise, please tell us by emailing UK-PA-DWP-IWP-Survey@ipsosresearch.com, and we'll sort it out.