



Department  
for Education

# Technical Education Learner Survey 2025

Research report

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# 1 Introduction

## 1.1 Policy background

The UK government has long recognised the role that technical education reforms could play in boosting the UK's productivity performance. The Independent Panel on Technical Education, chaired by David Sainsbury<sup>1</sup>, was set up in 2015 to advise the government on measures to improve the quality of technical education in England and to simplify the existing system. The Post-16 Skills Plan was published in July 2016<sup>2</sup> in response to the recommendations of the Sainsbury Panel. It detailed a programme of reform to the technical education system including measures aimed at raising the quality and prestige of technical education, streamlining the range of technical qualifications available, developing employer-led standards and qualifications, better integration of academic learning and on-the-job experience. The recent Post-16 Education and Skills White Paper<sup>3</sup> sets out this government's priorities, which includes a continued focus on technical education as part of the strategy to develop a skilled workforce to deliver economic growth.

Since 2016, a range of technical education reforms have been rolled out, including:

- T Levels<sup>4</sup>: two-year Level 3 technical qualifications for 16-19-year-olds. The first T Levels were available in September 2020, with the continued roll out of new pathways to 2025. At the time of writing, there are 20<sup>5</sup> T Level pathways. T Levels were designed in collaboration with employers and education providers to meet the needs of industry and enable progression to skilled employment or further study. T Levels include an industry placement of a minimum of 45 days.
- T Level Foundation Year (TLFY, formerly the T Level Transition Programme)<sup>6</sup>: a one-year, Level 2 programme to prepare post-16 students to take a T Level.<sup>7</sup>
- Higher Technical Education reforms (levels 4 to 5 provision)<sup>8</sup> included the introduction of accredited Higher Technical Qualifications (HTQs) in the academic year 2022/23. These are Level 4 and 5 qualifications that the Institute for Apprenticeships and Technical Education (IfATE) have deemed as having

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<sup>1</sup> [Sainsbury panel report \(formatted version\) \(publishing.service.gov.uk\)](#)

<sup>2</sup> [Post-16 Skills Plan \(publishing.service.gov.uk\)](#)

<sup>3</sup> [Post-16 Education and Skills](#)

<sup>4</sup> [Introduction of T Levels - GOV.UK \(www.gov.uk\)](#)

<sup>5</sup> Final enrolments for the healthcare science pathway were in September 2025, after which this pathway discontinued, leaving 20 active T Level pathways.

<sup>6</sup> [T Level foundation year: framework for delivery - GOV.UK](#)

<sup>7</sup> The future of the TLFY programme is being considered following the publication of the Post-16 Education and Skills White Paper in October 2025.

<sup>8</sup> Higher technical education reforms - GOV.UK (www.gov.uk)

sufficient occupational standards for the relevant sector. Like T Levels and the TLFY, HTQs have been developed with employers and businesses to ensure learners receive the training, knowledge and skills required by employers.

- Institutes of Technology (IoTs)<sup>9</sup>: 21 institutions have been established, attached to existing HE and FE institutions and specialising in offering Level 3 to Level 6 technical education with input from local employer partners (with an emphasis on Levels 4 and 5).

The technical education sector continues to face several challenges, including the rapid digitalisation of the workplace and rising numbers of young people Not in Education, Employment, and Training (NEETS). Following the UK general election in 2024, the Labour government set in motion its own reforms as part of a wider strategy to boost employment and productivity. This included the Get Britain Working White Paper<sup>10</sup> (which proposed a Youth Guarantee to address the issue of youth unemployment and to ensure that young people had pathways to develop valuable skills) and the establishment of Skills England<sup>11</sup>, a public body tasked with overseeing a comprehensive skills strategy, including the shaping of technical education to respond to skills needs. In October 2025 the [Post-16 Education and Skills White Paper](#)<sup>12</sup> was published setting out the government's vision for a world-leading skills system and a consultation on the future of post 16 qualifications. The proposals include:

- Level 2: two new 16-19 study pathways— one leading to employment and the other to further study – each with a relevant qualification and support to attain Level 1 in English and maths as needed.
- Level 3: a new vocational qualification, V Levels, to sit alongside A Levels and an expanded set of T Levels.

Level 4/5: consultation on the inclusion of break points in degree programmes to create a more flexible learning offer and allow more FE and HE providers to deliver high-quality level 4 and 5 courses that meet employer needs. The Technical Education Learner Survey (TELS) has been designed to provide an indication of whether these reforms are working as intended and to evaluate the learner experience of these programmes, their outcomes and their progression to further study and work. The current TELS programme runs from 2024-2027 and builds on the evidence and insights collected via the first TELS contract (2021-2024). This will be critical to informing the programme of reform for skills in England.

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<sup>9</sup> [Institutes of Technology - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

<sup>10</sup> [Get Britain Working White Paper - GOV.UK](#)

<sup>11</sup> <https://www.gov.uk/government/collections/skills-england>

<sup>12</sup> [Post-16 education and skills white paper - GOV.UK](#)

TELS is run by the Skills Policy Analysis (SPA) division, which is part of the Further Education Oversight Directorate in the Department for Education.

## 1.2 Study context

Previous waves of the Technical Education Learner survey suggest that the first cohort of students on T Level courses and the T Level Foundation Year (TLFY), starting in September 2020, had largely positive experiences. They generally reported high levels of satisfaction overall and with different course elements, including industry placements where they were undertaken. However, the pandemic was found to have created challenges for the way that courses were delivered, limiting the amount of in-person teaching. This was identified as the main barrier to learning for the first cohort of T Level and TLFY learners and was associated with lower satisfaction for some learners.

The second cohort of T Level and TLFY learners, starting in 2021, were found to be less satisfied than the first cohort and had lower satisfaction than learners on comparator A Level or other Level 3 technical courses. For T Level learners, satisfaction was particularly low for those studying the Health and Science route. This may have related to concerns about core assessments, which Ofqual found were not fit for purpose, leading to re-grading of T Level results for these learners.

Satisfaction for the second cohort and third cohort of TLFY learners was lower than that of the first cohort, despite the majority of the second and third cohort learners being taught entirely in-person compared to the previous year. This might imply that the shift to remote or online learning methods was less satisfactory for these learners and that disparities remained between more traditional and newer education routes with implications for future take up.

Level 4/5 learners had high levels of satisfaction when surveyed in 2022 and 2023: three-quarters reported that they were satisfied. Across both Level 4/5 cohorts, most learners reported that their course had helped them to develop relevant knowledge, practical skills and understanding of their sector of study. In 2023 Ofsted published the results of a thematic review and assessment of the early implementation of T Levels<sup>13</sup>. This found that more needed to be done to improve the quality and effectiveness of T Level courses and students' experiences of these. In April 2024, the government published its T Level

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<sup>13</sup> The review focussed on T Level courses in construction, digital, education and health and science, and involved visits to 24 T Level providers in 2022 with a return visit a year later. Questionnaires were distributed to staff and students at the 24 settings in 2021, 2022 and 2023. More details available at <https://www.gov.uk/government/publications/t-level-thematic-review-final-report/t-level-thematic-review-final-report>

Action Plan<sup>14</sup>, which included a commitment to carry out a ‘route-by-route’ review of T Level content and assessment, as well as further actions to promote T Levels among students, employers and higher education institutions.

### 1.3 Study aims

The aim of the latest TELS programme of research is to collect robust and representative data from T Level, TLFY and post-reform Level 4/5 learners concerning learner characteristics and motivations, learner perceptions of their programme of study, and learner outcomes and destinations.

Aligning with these overall study objectives, the EC and PC surveys had the following specific aims:

- To collect data on learner characteristics and drivers, including:
  - Motivations (e.g. why learners chose qualification over alternatives).
  - Ambitions (e.g. pursuit of higher education, apprenticeship, or employment).
  - Sociodemographic backgrounds (e.g. parental employment status, Special Educational Needs (SEN)).
- To collect data on learner perceptions of their programme of study, including:
  - Experiences of course content, teaching, and assessment.
  - Perceptions of improvements in, for example, confidence and skills.
  - Experience and satisfaction with aspects of the course (e.g. work placements).
  - Non-completers’ reasons for leaving the course.
- To collect data on learner outcomes and destinations, including:
  - Progression to employment, apprenticeships or higher levels of study (including, for TLFY, progression to T Level; for T Level, whether employed

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<sup>14</sup>

[https://assets.publishing.service.gov.uk/media/6627c087d29479e036a7e68e/T\\_Level\\_Action\\_Plan\\_2023\\_to\\_2024.pdf](https://assets.publishing.service.gov.uk/media/6627c087d29479e036a7e68e/T_Level_Action_Plan_2023_to_2024.pdf)

by industry placement employer; how role relates to their industry placement).

- Details about destinations (e.g. occupation, working hours, use of skills, progression in same field as study).
- Reflections on the course (likelihood to recommend, usefulness of the course).

## 1.4 Survey approach

TELS uses a longitudinal, mixed-mode design, consisting of an initial push-to-web approach followed by telephone interviews (CATI) among non-responding cases to help increase response levels.

All sampled cases receive an invitation to take part, with details of how to log into the online survey. This is followed by a series of reminders (including by letter/ email/ text) sent to prompt self-completion. Follow-up telephone interviewing begins approximately 10 days after the initial survey invitations have been sent, with the aim to boost response rates. Reminders to non-respondents continue throughout the fieldwork period. To further encourage response, participants receive an incentive of £5 for completing the survey.

The first wave of interviewing is referred to as the End Course (EC) survey. This is followed by a Post Course (PC)<sup>15</sup> survey which is issued to all those sampled for the EC survey, including non-responders but excluding EC participants who did not agree to be recontacted and those who opted out. The same sequential mixed-mode approach is used for the PC survey including initial invitation by letter/ email, followed by letter/ email/ text reminders and telephone follow-up among non-responding cases. Appendix A provides more details about the survey design, development and data outputs. Copies of the survey questionnaires are provided in Appendix B.

This report focusses on the EC survey, carried out between 21<sup>st</sup> January and 3<sup>rd</sup> March 2025, and the follow up PC survey, carried out between 17<sup>th</sup> July and 8<sup>th</sup> September 2025. The following learner groups were in scope for both surveys:

- T Level learners (2022 starters).
- T Level Foundation Year (TLFY) learners (2023 starters).
- Level 4/5 learners (2022 and 2023 starters).

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<sup>15</sup> The PC survey typically takes place 9-10 months after the EC survey, although the later start for the current EC survey wave means the PC survey is being conducted 3-4 months later.

## **1.5 This report and interpretation of results**

Findings in this report cover the surveys of all three learner groups, discussed in three separate chapters. The findings for each learner group are considered in terms of differences by route/ pathway, gender, ethnicity, age, special educational need, and free school meal status. Differences by other demographic characteristics (such as housing tenure) are described where relevant.

Where appropriate, comparisons are made with the learner cohorts covered by the 2022 TELS report to indicate changes over time, although such comparisons should be treated with a degree of caution. To explain, the introduction of new pathways and providers means that the cohorts are not like-for-like groups of learners. Therefore, it is not possible to say if year on year differences in survey results represent genuine changes in learners' views and experiences, or whether these differences have resulted from the introduction of new pathways and providers.

## **1.6 Reading statistics**

Within the report, it is important to note that the figures for the same question may not always add up to 100%, as percentage figures have been rounded to zero decimal places. The reported base sizes exclude respondents who either refused to answer or selected 'don't know' or 'prefer not to say,' unless these were offered as options from the outset.

In the main, data from samples with fewer than 30 participants are not presented in this report. All data is weighted to accurately represent the population of each cohort, detailed in Appendix A, and the unweighted bases are shown in the tables and charts provided.

The commentary accompanying this report largely focuses on differences that are statistically significant at a 95% confidence level. This means that you would only expect to see the result caused by chance one in twenty times. Responses for sub-groups with larger base sizes will be more robust and have a lower margin of error than sub-groups with smaller base sizes. Therefore, it is possible to identify relatively small differences as being statistically significant when comparing sub-groups which have larger sample sizes. Further details can be found in Appendix A.

## 2 T Level

This chapter presents findings related to 2022 T Level starters and completers. The chapter covers T Level learners' reasons for choosing the T Level programme, levels of satisfaction with the course and their experiences on the course, skills development, post course outcomes and future intentions.

Throughout the chapter comparisons are made between 2022 T Level starters and 2021 T Level starters at the end of their course, as well as between 2022 T Level completers and 2021 T Level completers a year after the course finished. 2021 T Level starters/completers are also referred to as 'the previous cohort'. These comparisons may be used to evaluate the impact of recent changes to programme delivery although appropriate caution should be exercised given the inclusion of new/ different providers and subjects at each wave.

### 2.1 Summary of T Level findings

- **Most T Level learners were satisfied with their programme (62%),** up from 57% among the 2021 T Level starters. Satisfaction among Health and Science learners improved 19 percentage points, indicating positive changes in the delivery of the programme.
- Students gave the **highest ratings for teachers' knowledge and expertise (72% satisfied) and the skills covered by the course for their chosen occupation/subject area (70%).** While satisfaction levels were lower in relation to course organisation and management (48%), this is an improvement compared to 2021 T Level starters (37% of whom were satisfied).
- Across the whole learner group, **a lack of study materials (31%) and a lack of in-person teaching (20%) were the most frequently reported barriers to learning.**
- **96% of learners who finished their course took part in an industry placement** during their course, compared with 94% among 2021 T Level starters<sup>16</sup>. Published programme level data has an industry placement participation rate of 98%<sup>17</sup>. **Eight in ten (79%) learners who participated in a placement were satisfied with their experience.**

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<sup>16</sup> The industry placement figure for the 2021 T Level starters is based on all starters, whereas the finding for 2022 T Level starters is based on findings from the EC and PC surveys and filtered on those who completed their course. Therefore, a degree of caution is necessary when comparing the two figures.

<sup>17</sup> [Industry placement completion, Data set from Provisional T Level results - Explore education statistics - GOV.UK](#)

- **92% of T Level completers progressed into work or further study (either solely or in combination)**, with a larger proportion progressing into paid work compared to 2021 T Level starters. The main destinations were paid work (40%), a university degree (34%) or an apprenticeship (14%).
- **T Levels offer a clear pathway into apprenticeships in the Construction (29%) and Engineering and Manufacturing (31%) routes.** Seven in ten (72%) Construction learners who progress to an apprenticeship did so at a Higher or Degree Level.
- **67% of T Level completers were working or studying in the same general field as their T Level** which compares with 71% among 2021 T Level starters, and there was a positive increase in this measure for Health and Science learners.
- Across all T Level completers, **66% felt their programme had prepared them well for the workplace and 66% agreed that their course prepared them for their future career**, with increases in the proportion of Health and Science and Digital learners saying their T Level prepared them for their future career. Among those studying or on an apprenticeship, **75% said their course prepared them well for this activity.**
- **Industry placements were important in preparing T Level completers for work and study:** Among T Level completers who agreed their course prepared them for the workplace, 74% said their industry placement helped them feel prepared. Of those completers who progressed to study, 86% said their industry placement prepared them well for their current study.
- **Two thirds (64%) of completers were ‘very’ or ‘quite likely’ to recommend their programme to others.**
- **Education and Early Years students continued to be the most positive** regarding most outcomes compared to students on other routes, and **Health and Science learners were more satisfied than 2021 T Level starters.**
- The new T Level route of **Engineering and Manufacturing is still in a phase of ‘bedding in’.** Learners on this route responded less positively on most **measures** including whether their course had prepared them for the workplace or their future career, whether they were studying or working in same occupational specialism as their T Level, whether they used skills developed on their course in their current study or work, whether the course had allowed them to progress to what they wanted to do and their ease of university application.

## 2.2 Programme choice

**Presented with a list of possible reasons for choosing their course, T Level learners were most likely to say they did so because they were interested in it (57%),** it fitted the area they wanted to work in (54%) and/ or that it was the best option to achieve their learning/ career goals (51%).

A quarter (26%) said they chose their course because it was important for further study, while 19% were advised to do the course.

Analysis by T Level route showed that Digital learners (66%) were more likely than learners on most<sup>18</sup> other routes to mention their interest in the course (this finding was consistent across the two digital pathways where analysis was available, namely Digital Support Services and Digital production design and development). Education and Early Years learners were around half as likely as other learners to mention that they were advised to do the course (9% vs 18% or more of learners on other routes).

### 2.2.1 Alternatives to T Levels

All T level learners were given a list of options and asked which, if any, they may have chosen if they had not done their course. **The most common response was an apprenticeship, chosen by 41% of T Level learners.** 23% thought they would have studied A levels, while 20% thought they would have chosen a different kind of technical or vocational qualification.

### 2.2.2 Reasons for leaving course early

**Around one in eight (13%) T Level learners responding to the survey left their course without completing the programme.** Learners on any particular T Level route were no more or less likely those on another route to say they left their course early.

Those who left early were asked the reasons for doing so<sup>19</sup>. **The most cited reason was a lack of support from teachers (36%).** Some early leavers mentioned course-specific reasons, including the course being different to how it was described (29%), issues with course delivery (26%), not liking the course (22%) and a lack of/poor experience with an industry placement (20%). A quarter of early leavers cited personal problems (24%) as the reason for them not completing their T Level course.

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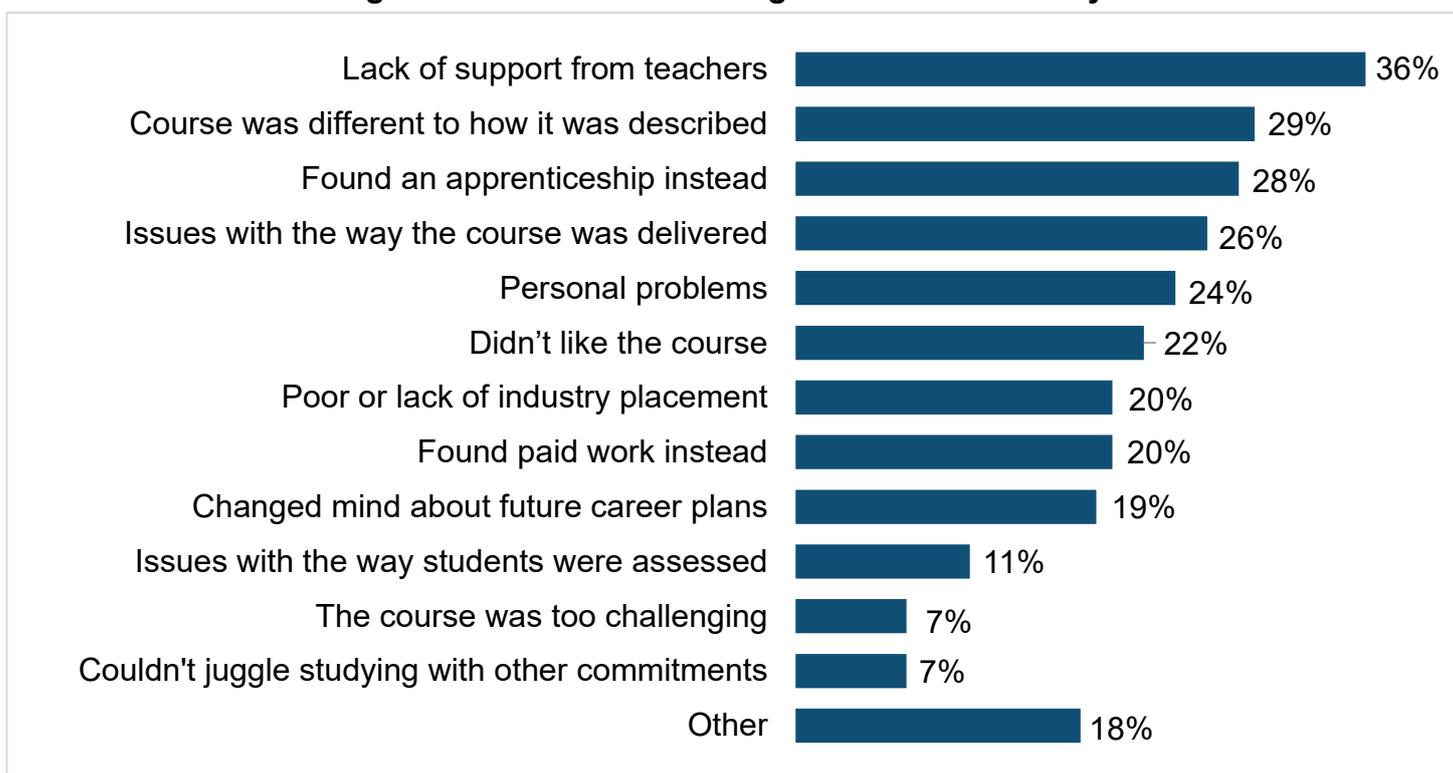
<sup>18</sup> The exception was learners on the Education and Early Years route, 64% of whom mentioned interest in the course which was in line with the findings for Digital.

<sup>19</sup> Early leavers were offered a list of 12 possible reasons for their decision to leave as well as the option to give their own reason. They could choose as many reasons as they wished.

Some learners switched to a different path: 28% said they found an apprenticeship and 20% found paid work (among 2021 starters, 14% found an apprenticeship and 17% found paid work).

For reference, among 2021 starters (n=109), the main reasons T Level learners left the course early were issues with the way the course was delivered (51%) and lack of support from teachers (44%).

**Figure 1: Reasons for leaving T Level course early**



Source: Technical Education Learner Survey EC 2024-2025, WhyLeft (multiple response allowed)  
 Base: T level learners who left the course early; Unweighted 200

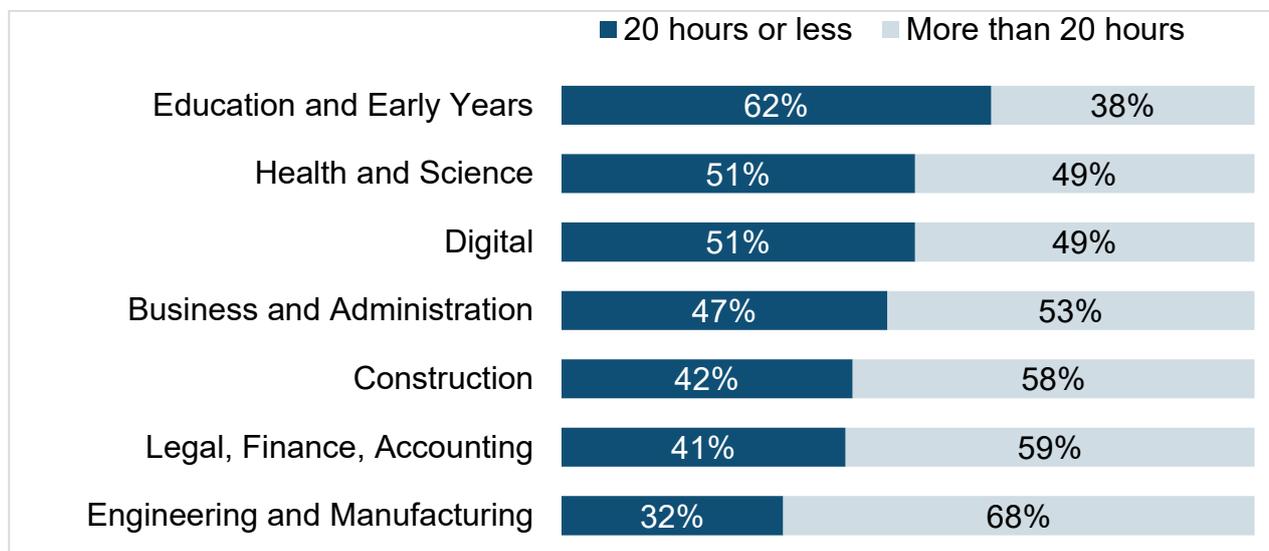
## 2.3 Programme content and delivery

### 2.3.1 Hours of teaching

**Asked how many teaching hours they received on their course each week, over half of T Level learners (52%) reported more than 20 hours.** Learners following the Engineering and Manufacturing route were significantly more likely than learners overall to report having more than 20 teaching hours per week (68% vs 52% respectively), and this was particularly the case for the Maintenance Installation and Repair for Engineering and Manufacturing pathway (76% reported over 20 hours teaching hours per week). Over six in ten (62%) of learners on the Education and Early Years route mentioned having 20

hours or fewer teaching hours a week. However, this T Level route requires a greater time commitment for the industry placement element of the programme than other routes.

**Figure 2: Hours of teaching per week by route**



Source: Technical Education Learner Survey EC 2024-2025, Hours  
Base: All T level learners, excluding DK; Unweighted 1,863

## 2.4 Industry placement

**By the end of their programme, most T Level learners had completed the required industry placement (96%),** similar to the proportion among 2021 T Level starters (94%)<sup>20</sup> and in line with published programme level data for industry placement participation (98%)<sup>21</sup>.

**Analysis by route showed that the proportion undertaking an industry placement ranged from 92% among Construction learners to 99% among Education and Early Years learners**<sup>22</sup>.

<sup>20</sup> The finding for the 2021 T Level starters is based on all starters, whereas the finding for 2022 T Level starters is based on all those who completed their course and combines the findings from the EC survey and PC survey. Therefore, a degree of caution is necessary when comparing the two figures.

<sup>21</sup> [Industry placement completion, Data set from Provisional T Level results - Explore education statistics - GOV.UK](#)

<sup>22</sup> The Legal Finance and Accounting T Level route is not displayed due to small sample (< 30 cases).

**Table 1: Did an industry placement by route**

	% Yes	% No
All learners	96%	4%
Education and Early Years	99%	1%
Engineering and Manufacturing	98%	2%
Health and Science	97%	3%
Business and Administration	95%	5%
Digital	94%	6%
Construction	92%	8%

Source: Technical Education Learner Survey EC 2024-2025 and Technical Education Learner Survey PC 2024-2025 , DV\_IndPlaceDone\_short

Base: All T level learners who completed course, excluding DK; (Unweighted total n= 1,164; Construction n=132, Education and Early Years n=270, Health and Science n=209, Engineering and Manufacturing n=178, Business and Administration n=136, Digital n=219).

## 2.4.1 Placement organisation

**Among learners who spent time on an industry placement, most (61%) said that their course provider arranged the placement**, while three in ten (30%) arranged the placement themselves and 9% said their placement was arranged by someone else.

Learners following the Digital and Health and Science routes were more likely than learners on other routes to say that their placement was organised by their course provider (73% and 71% respectively vs 61% or less).

Most learners who did an industry placement did so with one employer (63%). This ranged from over seven in ten among Engineering and Manufacturing learners (76%), Construction learners (76%) and Digital learners (72%) to 46% among Education and Early Years learners (this latter route was significantly less likely than all other routes to have done a placement with one employer). It is important to note that the Education

and Early Years T Level requires a 750-hour placement, substantially more than the 315 hours for most other routes, which is a significant factor in these findings.

For most learners who did a placement, the placement took place at the employer's premises all or most of the time (98%).

Among the minority of learners who did *any* remote working (n=132), just over half (54%) did so for 30 hours or less in total.

## 2.4.2 Relationship of placement to T Level field/ occupational specialism

**The vast majority (94%) of T Level learners who did an industry placement reported that the placement was in the same general field as their T Level** (in line with the findings for the 2021 starter cohort). Although there is no formal requirement for placements to be in the occupation specialism, among this group, over eight in ten agreed that their placement was related to their T Level's occupational specialism (82%).

Analysis by route showed that Education and Early Years placements had the highest proportions of specialism (99% in general field, 98% in occupational specialism).

## 2.4.3 Timing of placement

**When asked about the timing of their placement within their course, nearly three quarters (74%) of learners felt that it was at about the right time.** A fifth (21%) reported that the placement was too late in their course, while a small minority (5%) felt the placement had been too early in their course. By way of a broad comparison<sup>23</sup>, among 2021 T Level starters, 66% agreed that their placement came 'at about the right point in the course'.

Learners who left their course early were more likely than those who completed their T Level to feel that the placement was too early in the course (22% vs 5%).

Analysis by route showed that Engineering and Manufacturing (31%), Construction (29%) and Digital (29%) learners were more likely than average to report that their placement was too late in their course. This was driven by learners on the Digital support services (38%), Building services engineering for Construction (38%), Design and Development for Engineering and Manufacturing (29%) and Maintenance Installation and Repair for Engineering and Manufacturing (38%) pathways.

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<sup>23</sup> The 2021 T Level starter cohort were asked a different question, namely to what extent they agreed with the statement 'The placement came at the right point in the course'.

## 2.4.4 Satisfaction with industry placement

**Eight in ten (79%) of 2022 T Level starters who had completed an industry placement as part of their course were satisfied with their placement** (49% very satisfied and 30% quite satisfied), while 11% expressed dissatisfaction. The level of overall satisfaction is in line with that expressed by 2021 starters who did a placement (78%).

Analysis by route showed that satisfaction with the industry placement ranged from 72% among Health and Science learners to 86% among Education and Early Years learners.

**Table 2: Satisfaction with industry placement by route**

	% Very/quite satisfied	% Neither	% Very/quite dissatisfied
Education and Early Years	86%	8%	6%
Legal, Finance, Accounting	84%	3%	13%
Engineering and Manufacturing	82%	9%	9%
Construction	80%	12%	9%
Business and Administration	78%	9%	13%
Digital	75%	11%	15%
Health and Science	72%	13%	15%

Source: Technical Education Learner EC Survey 2024-2025, SatPlacement  
 Base: T Level starters who had done an industry placement, excluding DK. (Unweighted total n=1,645, Construction n=247, Education and Early Years n=275, Health and Science n=316, Legal, Finance and Accounting n=36\*, Engineering and Manufacturing n=321, Business and Administration n=144, Digital n=306). Note \* = small base < 50 cases

## 2.4.5 Expectations of industry placement

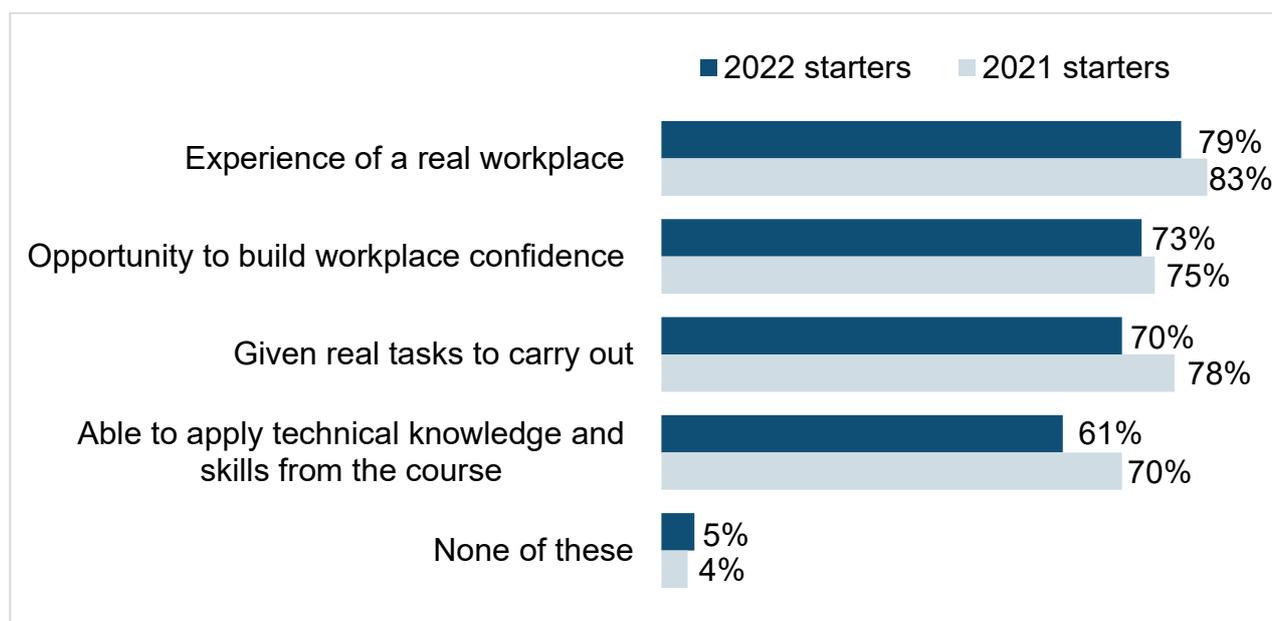
T Level learners were asked whether their placement met their expectations in four areas including:

- Providing experience of a real workplace.
- Providing the opportunity to build workplace confidence.
- Being given real tasks to carry out .
- Being able to apply knowledge from the course to the placement.

**In all areas, most learners agreed that their expectations had been met**, with the highest level of agreement recorded for gaining experience of a real workplace (79%). The lowest level of agreement was in relation to their ability to apply technical knowledge and skills developed on the course (61%). A small proportion of learners (5%) reported the placement had not met their expectation in any of these areas.

While the findings regarding experience of a real workplace and the opportunity to build workplace confidence were stable compared with 2021 starters, smaller proportions of 2022 starters agreed that they were able to apply technical knowledge and skills from the course (61% vs 70% respectively – this drop was observed across all T Level routes), or that they were given real tasks to carry out (70% vs 78%).

**Figure 3: Expectations of industry placement (% agree or strongly agree)**



Source: Technical Education Learner Survey EC 2024-2025, ExpPlacement; Tech Ed Study - 2021 T Level starters & other cohorts (Jun-Aug 2023), ExpPlacement.

Base: T Level starters who had done an industry placement, excluding DK. (Unweighted total 2022 starters n=1,646, 2021 starters n=1,316)

Further comparisons showed that a high proportion of learners on all routes felt their expectations were met around experiencing a real workplace. There was more variation by route<sup>24</sup> with regard to the following:

- Opportunities to build workplace confidence: while 83% of Education and Early Years learners felt this expectation was met, this was true for fewer than seven in ten learners in Engineering and Manufacturing (69%), Construction (68%) and Digital (68%).
- Given real tasks to carry out: 77% of Education and Early Years learners felt this expectation was met, but this was the case for fewer than seven in ten learners in Business and administration (68%), Digital (67%) and Health and Science (61%).
- Able to apply knowledge/ skills from course: 71% of Education and Early Years learners felt this expectation was met; fewer than six in ten learners felt the same in Health and Science (58%), Engineering and Manufacturing (58%), Digital (57%) and Business and administration (56%).

In the latest survey, learners were also asked to what extent they agreed with three further statements about their industry placement. Around eight in ten learners agreed that:

- They were supported by the placement organisation to settle into their role (79%).
- They were prepared by their college/ provider in terms of their expected workplace behaviour (78%).
- The placement met their overall expectations (in terms of its location, placement activities, level of independence) (79%).

Analysis by route highlighted some variations as follows:

- Supported by the placement organisation to settle into their role: levels of agreement stood at 78% or higher across all routes, except for Health and Science, where 70% of learners agreed with the statement and 13% disagreed.
- Prepared by college/ provider in terms of expected workplace behaviour: learners on the Legal, Finance and Accounting and Education and Early Years routes were more likely than learners on other routes to agree (93% and 88% respectively vs 76% or less). In contrast, learners on the Construction and Engineering and Manufacturing routes were most likely to disagree (14% and 12% respectively).
- Placement met overall expectations: learners on the Education and Early Years route were more likely than learners on all other routes to agree (87%). Digital learners were least likely to do so (73%) and were most likely to disagree (15%).

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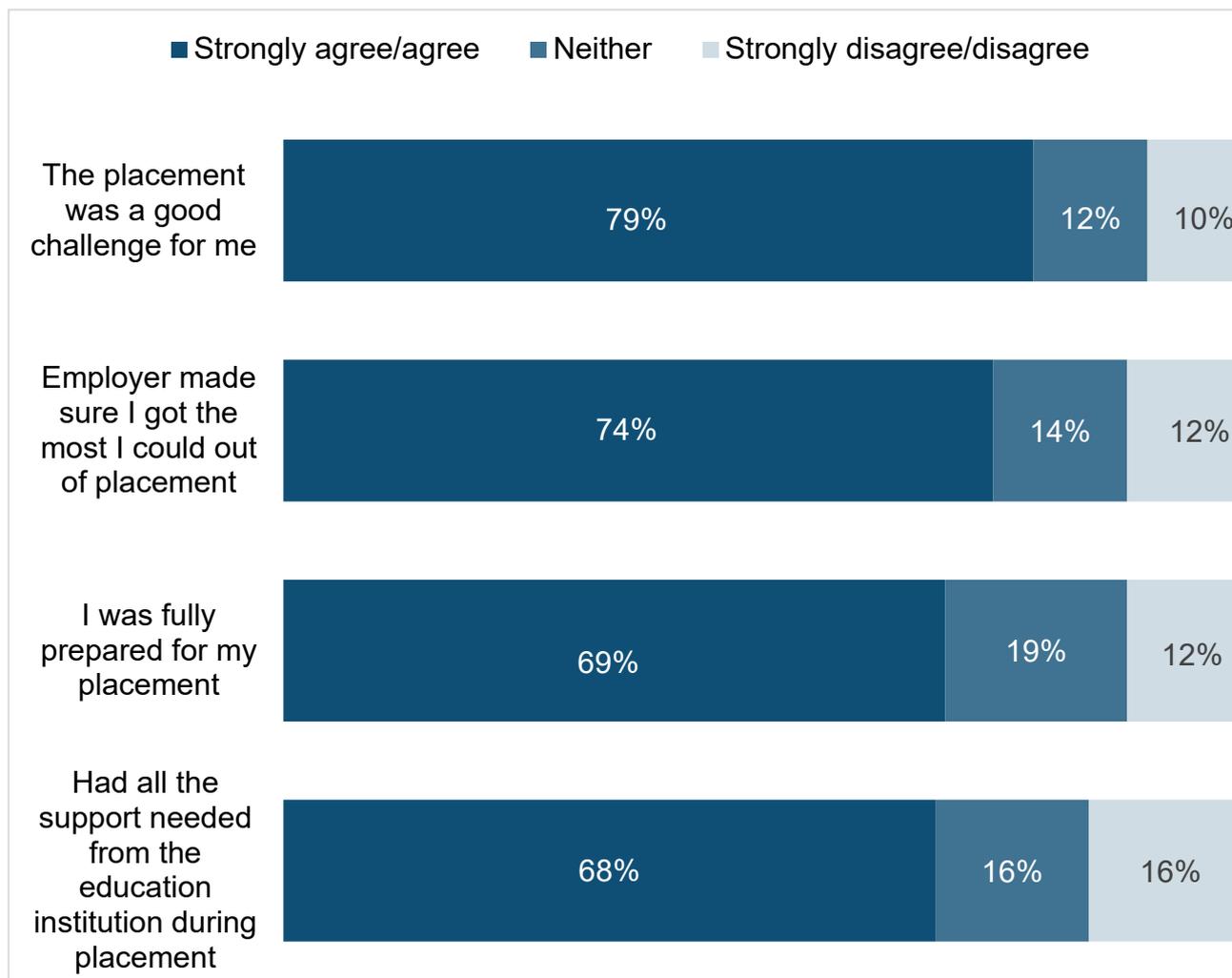
<sup>24</sup> Legal, finance and accounting route not included due to base size < 30 cases.

## 2.4.6 Standard of industry placement delivery

T Level learners who had done an industry placement were asked to what extent they agreed with four statements about the placement to understand whether placements were delivered to the standard intended.

**Overall, 79% of learners agreed that their placement had provided a good challenge for them** and 74% felt that their placement employer made sure they got the most they could from their placement. Over two thirds of learners (69%) agreed that they had been fully prepared for their placement by their course provider and 68% agreed that they were supported by their learning provider while on the placement. These findings were broadly in line with the findings for 2021 T Level starters.

**Figure 4: Rating aspects of industry placement**



Source: Technical Education Learner Survey EC 2024-2025, PlaceRate  
 Base: T Level starters who had done an industry placement, excluding DK. (Unweighted n=1,644-1,645)

Levels of agreement with the four statements differed between routes:

- Placement being a good challenge: learners on the Education and Early Years route were more likely than other learners to agree (88%). Business and Administration (71%) and Digital (74%) were among the learners least likely to do so.
- Getting the most from the placement: learners on the Education and Early Years route had the highest agreement level (81%), while Health and Science learners had the lowest level (64%).
- Being fully prepared: again, learners on the Education and Early Years route had the highest agreement level (76%), while Business and Administration (64%) and Construction (65%) learners had the lowest levels.
- Support from education institution: the highest level of agreement was among Education and Early Years learners (77%), and lowest among Health and Science (63%) and Engineering and Manufacturing (62%) learners.

## 2.4.7 Level of contact with employers (outside of industry placement)

All T Level learners were asked if they had experienced different forms of contact with employers during their course, either in person or online, and excluding any industry placement contact. **Seven in ten (68%) had done so, with the most common format being talks by employers (54%).** Over a quarter (27%) mentioned visits to employers, 15% mentioned contact as part of project work and 3% mentioned other unspecified types of contact.

Among those that had experience of employer contact, most felt that the level of contact was sufficient. **Over three quarters (77%) felt that the level of contact with employer outside of the industry placement was about the right amount.** A fifth (20%) reported that the level of contact was too little, and a small minority (3%) reported it had been too much. There were no significant differences between routes.

## 2.5 Workload and challenges

### 2.5.1. Manageability of teaching and workload

**Most T Level learners (69%) described the amount of teaching on their course as very or mostly manageable.** Only a small minority (9%) found the level of teaching not very or not at all manageable. These findings were in line with those for 2021 T Level starters.

Over seven in ten learners on Digital (77%), Legal, finance and accounting (77%) and Education and Early Years (72%) agreed that the amount of teaching was very or mostly manageable; the lowest proportion was registered among learners on the Engineering and Manufacturing route (63%).

**T Level learners also found the work undertaken outside of taught lessons to be very or mostly manageable (63%),** while around one in ten (12%) found this not very or not at all manageable. These findings were again in line with those for 2021 starters. There were no significant differences between routes.

For learners who did not find the workload outside of lessons to be manageable, the most cited reasons were not enough support from teacher/tutor (63%) and that the work set was unclear (46%). Among 2021 starters, a lack of teacher support was also the most cited reason for finding workload unmanageable, but the proportion was lower than among 2022 starters (49% vs 63% respectively).

## 2.5.2 Level of challenge

**Around a fifth of T Level learners (21%) reported that their programme had been very or extremely challenging**, while over half (54%) described it as quite challenging. Around a quarter of learners (24%) said their programme was not very or not at all challenging.

These findings differ when compared with 2021 starters: among 2021 starters, 33% described their course as very or extremely challenging.

T Level learners who found the course challenging were asked why this was the case and given the opportunity to answer in their own words. The most cited reasons were 'challenging work, assignments or deadlines' (20%), 'content of work was too challenging / high level' (17%), 'exams were difficult/ not enough exam preparation' (13%), 'poor teaching/ lack of support' (12%) and 'the subject was new to me' (10%).

Analysis by route<sup>25</sup> revealed some variations:

- Amount of work / assignments / deadlines: 31% of Education and Early Years learners reported this as a challenge, which contrasts with 12% of Digital learners. Relatively high levels of challenge were also reported by learners in Health and Science (22%) and Business and administration (21%).
- Content of work: 23% of Construction learners found this to be a challenge, which contrasts with learners in Education and Early Years (12%) and Business and administration (13%). Relatively high levels of challenge were also reported by learners in Engineering and Manufacturing (18%), Digital (18%) and Health and Science (17%).
- Exams were difficult / lack of preparation: this was more of a challenge for learners on the Health and Science (16%), Digital (16%), Education and Early Years (14%) and Business and administration (13%). Just 8% of Construction learners found this aspect of their course challenging.
- Poor teaching / lack of support from teaching staff: this more of a challenge for Health and Science (18%), Engineering and Manufacturing (14%), Business and administration (13%) and Digital (13%) learners. This contrasts with 10% of Construction and 5% of Education and Early Years learners.
- The subject was new to me: 20% of Digital learners and 15% of Construction learners reported this as a challenge, compared with fewer than one in ten learners on other routes.

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<sup>25</sup> Legal, finance and accounting learners are excluded due to a small base of < 30 cases.

### 2.5.3 Barriers to learning

All learners were presented with a list of possible barriers to learning and asked which, if any, they had experienced. **Three in ten learners (29%) reported no barriers, which was in line with the findings for 2021 starters (27%).** The most reported barrier to learning was a lack of materials for studying, mentioned by 31% of learners, followed by a lack of in-person teaching (20%). Smaller proportions mentioned other barriers.

Analysis by route revealed some significant differences:

- Lack of materials: this was a particular issue for Business and administration (45%) and Engineering and Manufacturing (40%) learners, which compared with just 16% of Education and Early Years learners. Over three in ten Health and Science (34%), Digital (33%) and Legal, finance and accounting (39%) also mentioned this barrier.
  - Comparisons with 2021 T Level starters showed signs of improvement for Digital and Health and Science learners (43% and 65% respectively among 2021 starters).
- Lack of in-person teaching: over a fifth of Construction (29%), Engineering and Manufacturing (26%) and Business and administration (23%) learners reported this as a barrier, which contrasts with 10% among Education and Early Years learners.
  - Comparisons with 2021 T Level starters showed that a greater proportion of current Construction learners cited this as a barrier (29% vs 19% among 2021 starters).
- Lack of specialist equipment/software: Learners on the Education and Early Years route were less likely than all other routes to say this was a barrier (6%). It was a particular problem for Digital (20%) and Legal, finance and accounting (19%) learners.
  - Comparisons with 2021 T Level starters showed little change for Digital learners (23% of 2021 starters cited it as a barrier), but an improvement for Health and Science learners (27% of 2021 starters cited it as a barrier compared with 14% of 2022 T Level starters).
- Cost of travel: Learners on the Health and Science route were the most likely to report this as a barrier (18%), although it was mentioned by at least 11% of learners on all routes.

## 2.6 Satisfaction with the programme

The survey asked learners to rate their level of satisfaction with their course overall and with individual programme elements, such as quality of delivery and the industry

placement. Dissatisfied learners were also asked the reasons for their dissatisfaction. These are key evaluation metrics for the T Level programme, to identify areas of development for the T Level programme overall and for individual routes.

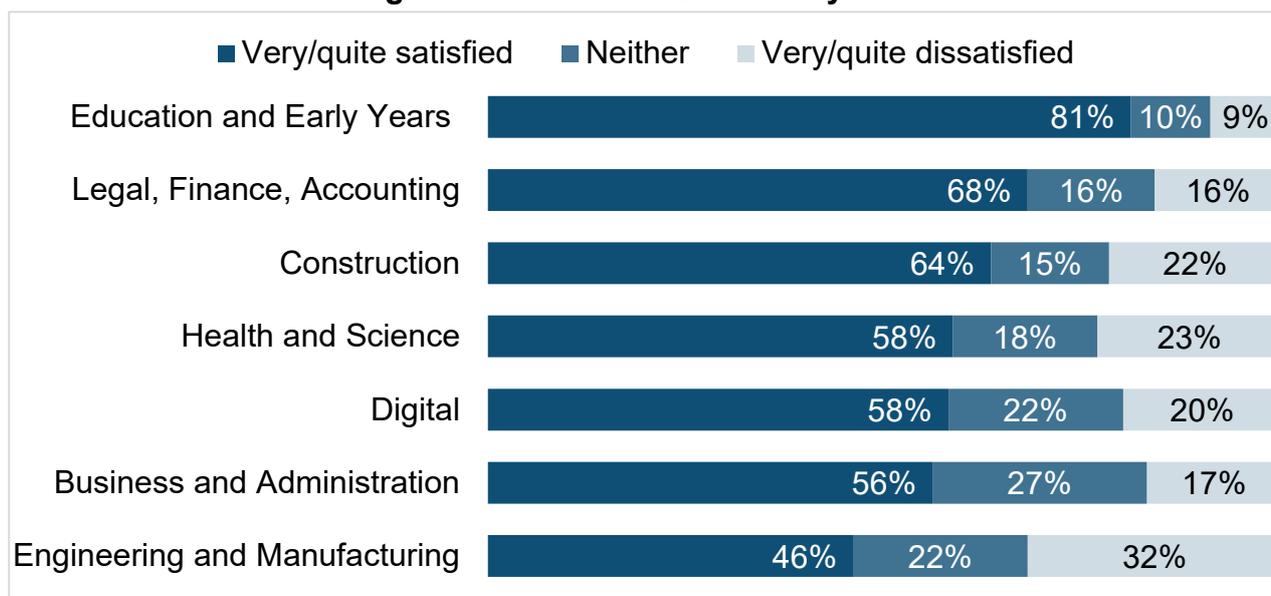
### 2.6.1 Overall satisfaction

**The majority of 2022 T Level starters were either ‘very’ or ‘quite satisfied’ with their course overall (62%).** One fifth (20%) indicated they were ‘very’ or ‘quite dissatisfied’ and 18% reported being ‘neither satisfied nor dissatisfied’. This finding represents a significant increase in satisfaction compared with 2021 T Level starters, 57% of whom were ‘very’ or ‘quite satisfied’ with their course.

Learners who completed their course were more likely than those who left early to express satisfaction (69% vs 26%).

The route with the highest proportion of learners who were ‘very’ or ‘quite satisfied’ was Education and Early Years (81%), and this proportion was significantly higher than all other routes. The lowest level of satisfaction was reported for the new T Level route, Engineering and Manufacturing, where fewer than half of learners were ‘very’ or ‘quite satisfied’ (46%); this proportion was significantly lower than that registered on all other T Level routes, including the new routes of Legal, finance and accounting (68%) and Business and administration (56%). This lower level of satisfaction in Engineering and Manufacturing was being driven by the Design and Development for Engineering and Manufacturing and Maintenance Installation and Repair for Engineering and Manufacturing pathways (40% and 43% satisfied respectively).

**Figure 5: Overall satisfaction by route**



Source: Technical Education Learner Survey EC 2024-2025, SatOverall

Base: All T level learners, excluding DK. (Unweighted total n=1,870, Construction n=297, Education and Early Years n=284, Health and Science n=355, Legal, Finance and Accounting n=47, Engineering and Manufacturing n=376, Business and Administration n=164, Digital n=347)

Considering the four routes that have been in place for both the 2022 and 2021 cohort, levels of satisfaction were largely stable, except for the Health and Science route, where levels among 2022 starters have risen to 58% (up from 39%) pointing to the likely positive impact of changes to the delivery of the programme.

## Demographic insights

Female learners were more likely than male learners to say they were satisfied with their course (69% vs 56%). It should be noted that the route with the highest levels of satisfaction was Education and Early Years which is characterised by a majority of female learners.

Learners from a white background were more likely than learners from other ethnic backgrounds to be 'very satisfied' with their course (21% vs 15%).

Learners who were not eligible for FSM were more likely than those who were eligible to be satisfied with their course (63% vs 56% respectively).

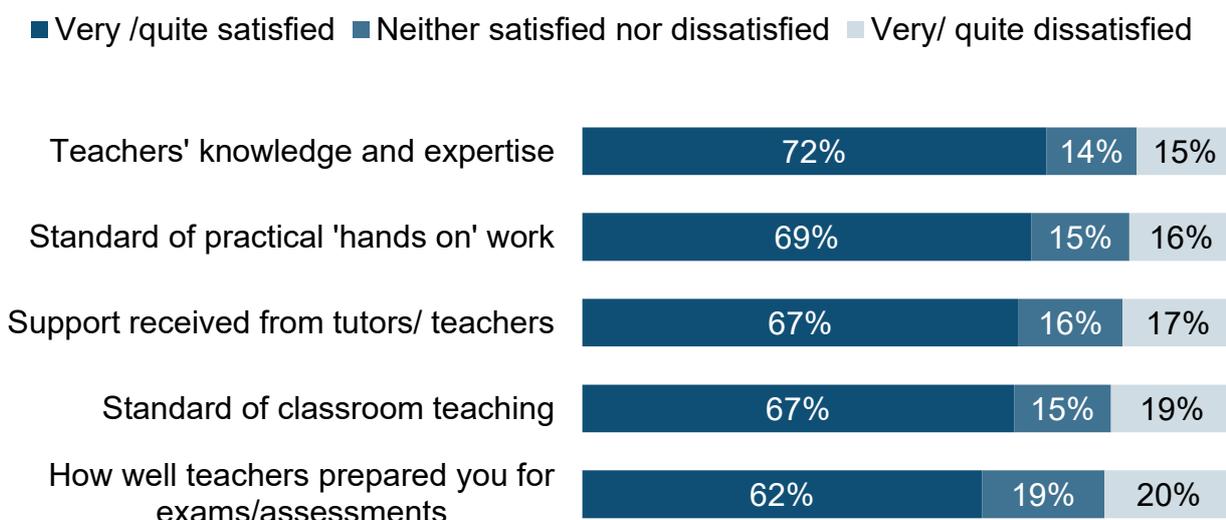
Learners who had not received SEN support were more likely than those who had to be 'very satisfied' with their course (27% vs 18%).

## 2.6.2 Satisfaction with individual programme elements

### Satisfaction with teaching

**Most 2022 T Level starters reported being satisfied with the different teaching aspects of their programme.** Learners were most satisfied with teachers' knowledge and expertise (72% 'very' or 'quite satisfied') and the standard of practical work (69%). The lowest level of satisfaction was recorded for how well teachers prepared learners for exams and assessments (62%).

**Figure 6: Satisfaction with teaching elements of the course**



Source: Technical Education Learner Survey EC 2024-2025, SatTeach01/02/03/04/08

Base: All T level learners, excluding DK/NA. (Unweighted total n=1,833- 1,865)

Analysis by route showed that higher proportions of Education and Early Years learners were 'very' or 'quite satisfied' with all metrics compared with most other T Level routes<sup>26</sup>. This may relate to the delivery of the programme, but it may also, in part, be due to most students on this route being female (who tend to report higher satisfaction levels among T Level learners).

The Engineering and Manufacturing route ranked highest in *dissatisfaction* compared to other routes on the standard of practical 'hands on' work (25% vs 18% or less). This level of dissatisfaction was driven by learners on the Design and Development for Engineering (30%) and Manufacturing and Maintenance Installation and Repair for Engineering and

<sup>26</sup> The exceptions related to teachers' knowledge and expertise, support received from tutors and how well teaches prepared learners for exams/assessments, where levels of satisfaction were in line with learners on the Legal, Finance and Accounting route (n=45-46).

Manufacturing (26%) pathways. Table 2 displays the proportion of learners in each route who reported being 'very' or 'quite satisfied' with each metric.

**Table 3: Satisfaction with teaching elements of course by route (% very/quite satisfied)**

	Total	Construction	Education and Early Years	Health and Science	Legal, Finance and Accounting	Engineering and Manufacturing	Business and Administration	Digital
<b>Teachers' knowledge and expertise</b>	72%	74%	84%	67%	74%	68%	63%	68%
<b>Standard of practical 'hands on' work</b>	69%	72%	83%	69%	68%	60%	64%	64%
<b>Support from tutors/ teachers</b>	67%	69%	76%	62%	68%	63%	63%	67%
<b>Standard of classroom teaching</b>	67%	59%	82%	65%	61%	58%	67%	66%
<b>How well teachers prepared you for exams/assessments</b>	62%	62%	73%	58%	73%	53%	56%	61%
<i>Unweighted base (all T Level learners, excl. don't know)</i>	1,833 – 1,865	293-297	279-285	349-356	*45-47	370-377	160-164	336-347

Source: Technical Education Learner Survey EC 2024-2025, Outcomes. Asterisks (\*) denote small base <50 cases

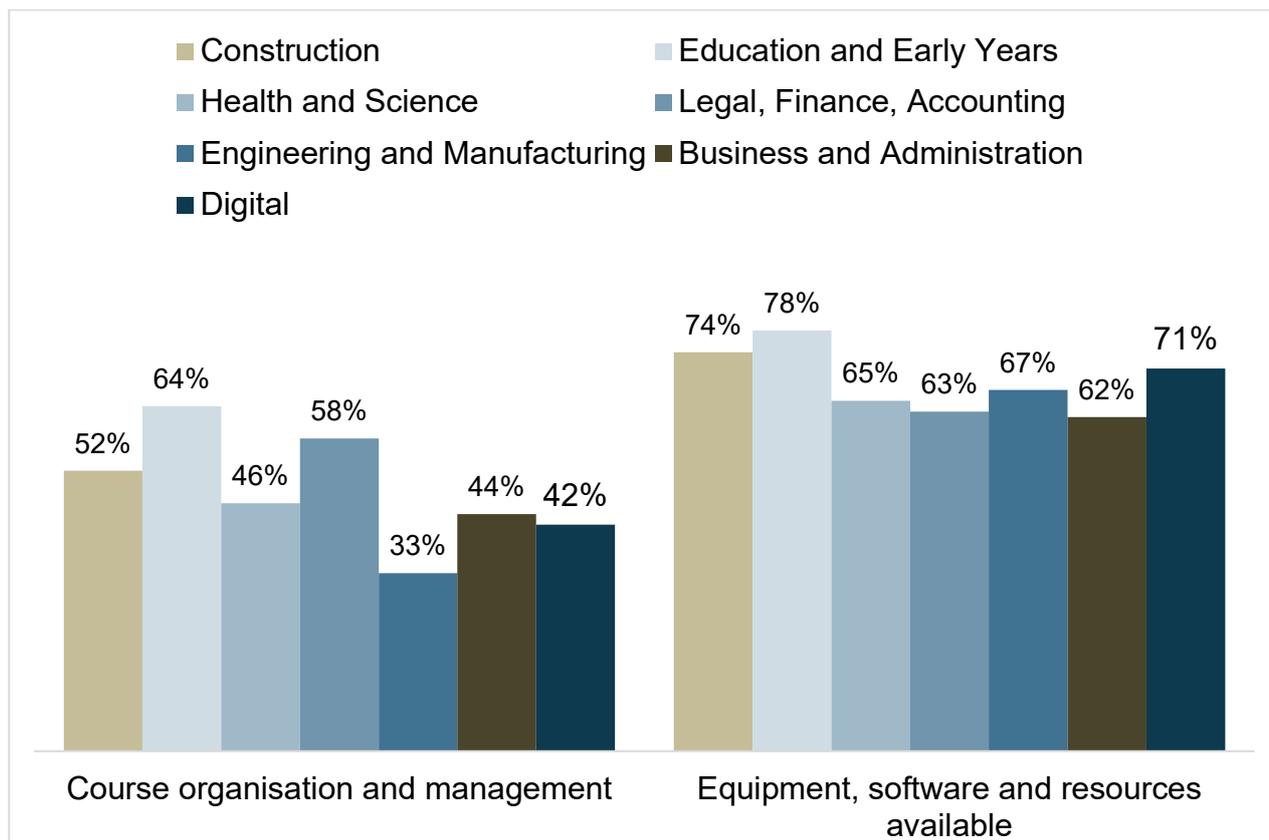
Further analysis of the four T Level routes that were available in both 2022 and 2021, shows that views were largely consistent between cohorts, with some exceptions among learners on the Construction route: 2022 starters were less satisfied with teacher support (69% vs 79% of 2021 starters) and the standard of classroom teaching (59% vs 72% of 2021 starters). The pathway showing the greatest dissatisfaction in both these areas was Design Surveying and Planning for Construction.

### **Satisfaction with logistical aspects of the course**

**Learners reported mixed levels of satisfaction with the logistical elements of their course.** More than two thirds (69%) of learners were 'very' or 'quite satisfied' with the equipment, software and resources available for their course, which is consistent with 2021 T Level starters (67%). While fewer than half of learners (48%) were 'very' or 'quite satisfied' with the course organisation and management, this was an improvement compared to the situation among 2021 starters, 37% of whom were satisfied.

Satisfaction with the availability of equipment, software and resources was largely consistent across T Level routes. Satisfaction levels were wider for course organisation and management, with four routes reporting satisfaction levels below 50%, as shown in the figure below. The new Engineering and Manufacturing route had the largest proportion of dissatisfied learners compared to other routes on this metric (47%), which was driven by learners on the Design and Development for Engineering and Manufacturing (49%) and Maintenance Installation and Repair for Engineering and Manufacturing (52%) pathways.

**Figure 7: Satisfaction (% satisfied) with logistical elements by route**



Source: Technical Education Learner Survey EC 2024-2025, SatTeach05/07

Base: All T level learners, excluding DK/NA. (Unweighted total n=1,839-1,840; Construction n=296-297, Education and Early Years n=272-273, Health and Science n=350-351, Legal, Finance and Accounting n=43-44\*, Engineering and Manufacturing n=372-373, Business and Administration n=159-161, Digital n=344). Note \* = small base < 50 cases

When the route findings are considered by cohort year, there have been improvements in satisfaction with course management across the four routes that were offered in both 2022 and 2021, with notable increases in satisfaction levels for Education and Early Years (64%, up from 49% among 2021 starters), Construction (52% vs 43% among 2021 starters) and Health and Science (46% up from 25% among 2021 starters). The Health and Science learner cohort have also seen improvements in satisfaction levels for equipment, software and resources (65% up from 54% among 2021 starters).

### Satisfaction with preparation for the future

T Level learners were asked how satisfied or dissatisfied they were with how the course helped prepare them for their future, in terms of skills relevancy, preparation for work and preparation for further study.

**Learners were most satisfied with the skills covered by the course for their chosen occupation or subject area, with 70% of learners saying they were ‘very’ or ‘quite**

**satisfied**', while 60% were satisfied with the way their course prepared them for work. Learners were least satisfied with how the course helped them prepare for further study, with about half (54%) expressing satisfaction and a quarter being 'neither satisfied nor dissatisfied' (24%).

Learners' satisfaction with these three metrics varied by route. Those in Education and Early Years were more likely than learners on other routes to report that they were satisfied with how the course prepared them for work (75% vs 63% or lower).

Engineering and Manufacturing learners were less likely than learners on other routes to be satisfied with the skills covered by the course for their chosen occupation or subject area (57% vs 66% or higher). Further, less than 50% of learners on the Engineering and Manufacturing and Business and Administration routes were satisfied with the course in terms of preparing them for future study (42% and 47% respectively).

**Table 4: Satisfaction (% satisfied) with preparedness for the future by route**

	Skills covered by course for chosen occupation/ subject area	Preparation for work	Preparation for further study
Construction	71%	63%	57%
Education and Early Years	84%	75%	69%
Health and Science	69%	61%	60%
Legal, Finance, Accounting	79%	60%	63%
Engineering and Manufacturing	57%	56%	42%
Business and Administration	67%	53%	47%
Digital	66%	54%	55%

Source: Technical Education Learner Survey EC 2024-2025, SatTeach

Base: All T level learners, excluding DK/NA. (Unweighted total n=1,804-1,861; Construction n=290-296, Education and Early Years n=278-283, Health and Science n=341-353, Legal, Finance and Accounting n=44-46\*, Engineering and Manufacturing n=360-374, Business and Administration n=157-164, Digital n=331-345). Note \* = small base < 50 cases

Comparing routes across cohorts, there have been positive changes on some metrics among learners on the Health and Science route: 2022 starters were more likely to express satisfaction with how well the course prepared them for work (61% vs 53% of 2021 starters) and how well the course prepared them for further study (60% vs 47% of 2021 starters).

### 2.6.3 Reasons for dissatisfaction with course

Among T Level learners who were dissatisfied with the course, the **most reported reason for dissatisfaction was poor teaching or lack of support from teachers**, mentioned by around two fifths of this group (38%). Around a fifth were dissatisfied with the course organisation or structure (18%). One in eight (13%) mentioned that the course did not help with their next step into study or work, and a similar proportion (13%) mentioned a lack of resources.

Analysis of the reasons for course dissatisfaction was not possible for the Education and Early Years, Legal, Finance and Accounting and Business and Administration routes, as sample sizes were too small. Across the remaining routes, poor teaching or lack of support from teachers was the main reason for dissatisfaction, although a sizeable proportion of learners in Engineering and Manufacturing also mentioned poorly organised or structured courses (29%).

## 2.7 Skills development and next steps

### 2.7.1 Skills development

T Level learners were asked about the extent to which their T Level programme had developed a range of skills, knowledge and understanding, and Table 2 summarises these findings.

T Level learners indicated that teamwork, communication, knowledge/practical skills needed for their chosen occupation, and confidence were the skills they had most effectively developed during the course (70%, 68%, 67% and 66% respectively felt these skills had been developed 'a great deal' or 'quite a bit'). Learners felt that the course fostered their analytical abilities to a lesser extent (59% said these were developed 'a great deal' or 'quite a bit'), while less than half of learners felt their IT skills had been developed 'a great deal' or 'quite a bit' by their programme (48%).

Comparing the 2022 T Level starters with 2021 starters, broadly similar proportions of learners in each cohort developed key outcomes 'a great deal' or 'quite a bit'.

Analysis by route revealed variations in learners' views. For example, learners in Education and Early Years were more likely than learners on other routes<sup>27</sup> to feel their skills had been developed 'a great deal' or 'quite a bit' in the five outcomes with the highest rankings across the whole sample (ranging from 68% to 85%). By way of contrast, among learners on the Engineering and Manufacturing route, between 53% and

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<sup>27</sup> With the exception of Legal, Finance and Accounting learners, 70% of whom felt their communication skills were developed 'a great deal' or 'quite a bit' (unweighted n=47).

59% reported developing their skills 'a great deal' or 'quite a bit' on the same five outcomes.

**Table 5: Extent to which programmes helped learners develop key outcomes by route (% a great deal/quite a bit)**

	Total	Construction	Education and Early Years	Health and Science	Legal, Finance and Accounting	Engineering and Manufacturing	Business and Administration	Digital
<b>Working as a team</b>	70%	68%	82%	71%	54%	59%	72%	64%
<b>Communication skills</b>	68%	61%	82%	75%	70%	55%	67%	59%
<b>Knowledge and practical skills for occupation</b>	67%	67%	85%	68%	73%	57%	59%	59%
<b>Confidence</b>	66%	64%	82%	70%	44%	54%	63%	57%
<b>Analytical ability</b>	59%	60%	68%	57%	52%	53%	55%	61%
<b>IT skills</b>	48%	49%	44%	36%	57%	41%	48%	71%
<i>Unweighted base: T Level learners excl. don't know</i>	1,863-1,872	297	283-285	355-356	*45-47	374-376	164	346-347

Source: Technical Education Learner Survey EC 2024-2025, Outcomes. Asterisks (\*) denote small base <50 cases

## Demographic insights

Learners from an ethnically diverse background were more likely than those from a white background to feel they had developed skills related to working as a team (76% vs 68%), communication (73% vs 66%), practical skills/ knowledge related to occupation (73% vs 66%), confidence (71% vs 65%), analytical skills (68% vs 58%) and IT skills (55% vs 46%).

### 2.7.2 Next steps

**The majority of learners (60%) agreed that their T Level provider had supported them in deciding upon their next steps (28% strongly agreed).** Around a fifth (18%) disagreed while a further fifth neither agreed nor disagreed (21%).

Learners on the Education and Early Years route were more likely than learners on all other routes to agree that they felt supported by their provider in deciding their next steps (72% vs 60% or less), with 42% strongly agreeing this was the case (vs 29% or less of learners on other routes).

The lowest levels of agreement were registered among Engineering and Manufacturing (53%) and Business and Administration (54%) learners; among learners on both routes, 23% disagreed that their provider supported them in deciding upon their next steps.

## 2.8 Post course outcomes

**T Level learners were re-contacted approximately one year after they completed their course and invited to take part in the Post Course (PC) survey to further explore outcomes and progress.** The sample comprised learners who had taken part in the End Course (EC) survey and those who were invited to take part in the EC survey but had not done so. To this end, there are two groups to consider:

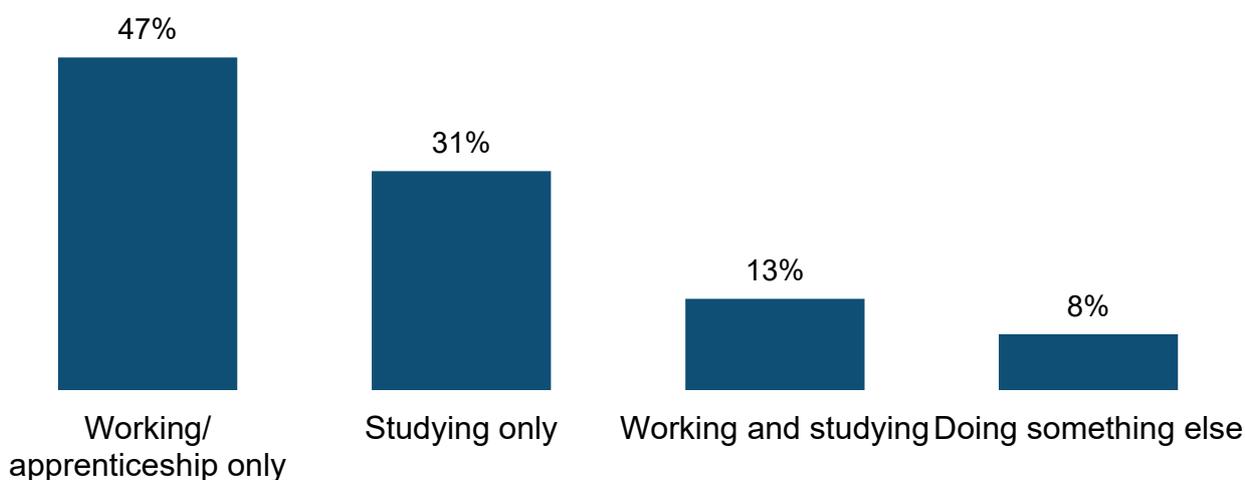
- The cross-sectional sample of T Level completers, representative of the entire T Level population and comprising those who participated in the EC survey (n=497) and those who did not (n=667). For this group, comparisons are made with the PC survey of 2021 T Level completers.
- The longitudinal sample of T Level completers (n=497), who took part in both the EC and PC surveys. Some questions in the PC survey are analysed in terms of the responses given by this group to EC survey questions. This analysis is boxed to make it distinct.

Note that analysis of the PC data by route excludes those on the Legal, Finance and Accounting route due to a small sample size of less than 30 cases.

## 2.8.1 Current activities

T Level completers were asked what they were currently doing, choosing from a list of several possible activities. **Overall, 92% had moved into work or further study.** Specifically, almost half (47%) were in paid work or doing an apprenticeship, while 31% were studying and 13% were in paid work and studying. The remainder (8%) were doing 'something else' or did not give an answer. The picture differs to that observed among 2021 completers, with a shift away from study and towards work (among 2021 completers 39% were in paid or doing an apprenticeship, 46% were studying and 8% were studying and working).

**Figure 8: Whether working, studying or both**



Source: Technical Education Learner Survey PC 2024-2025, WrkStud  
Base: All T level learners, excluding DK/NA. (Unweighted total n=1,164)

Where completers indicated that they were involved in more than one activity, they were asked to say which was their main activity. **The most common destinations for T Level completers were paid work (40%) or a university degree (34%), while 14% were undertaking an apprenticeship.** Small proportions were studying for a (non-HTQ) level 4/5 qualification (2%), a level 3 qualification (1%) or another qualification (1%). The broad destinations for this cohort of T Level completers differed to those of 2021 completers. In the latest cohort, a significantly smaller proportion were studying for a degree (34% vs 42% among 2021 completers), while a higher proportion were in paid work (40% vs 32% of 2021 completers).

Analysis by route revealed clear differences (Table 3). University degree study was most common among Health and Science (49%) and Digital (43%) completers, while paid work was most common among Business and Administration (57%) and Education and Early Years (52%) completers. Sizeable proportions of Construction (29%) and Engineering and Manufacturing (31%) completers had progressed into an apprenticeship.

**Table 6: Destinations by route (based on main activity)**

	<b>Total</b>	<b>Construction</b>	<b>Education and Early Years</b>	<b>Health and Science</b>	<b>Engineering and Manufacturing</b>	<b>Business and Administration</b>	<b>Digital</b>
Studying university degree	34%	20%	37%	49%	22%	23%	43%
Studying different kind of Level 4/5 qualification	2%	1%	2%	1%	2%	1%	2%
Studying different kind of Level 3 qualification	1%	2%	2%	3%	-	-	1%
Another qualification / type of study	1%	1%	1%	3%	1%	1%	1%
Doing an apprenticeship (inc. degree apprenticeship)	14%	29%	2%	7%	31%	9%	13%
Doing paid work	40%	41%	52%	30%	37%	57%	28%
Something else	7%	7%	4%	7%	6%	9%	11%
<b><i>Unweighted base: T Level learners excluding don't know</i></b>	<b>1,162</b>	<b>131</b>	<b>269</b>	<b>209</b>	<b>178</b>	<b>136</b>	<b>219</b>

Source: Technical Education Learner Survey PC 2024-2025, DV\_CurrentActMain\_combined. Note Only response categories with mentions >0.5% at total level shown. Legal, Finance and Accounting route not shown due to base size < 30.

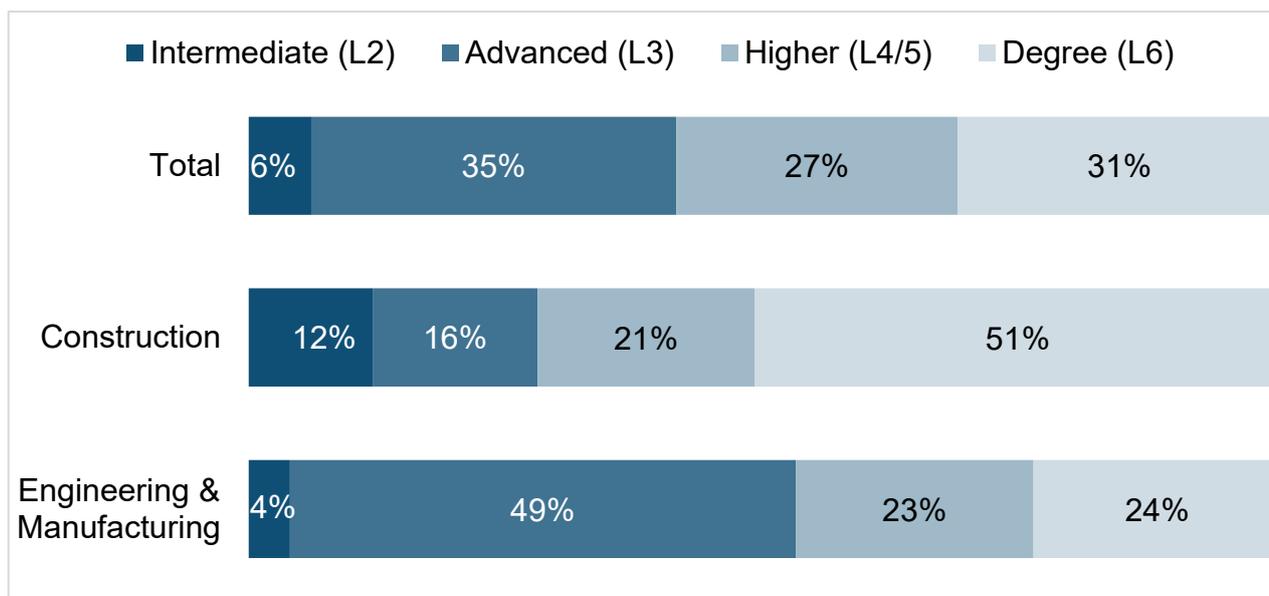
Considering the four routes available in both the 2022 and 2021 completer cohorts, larger proportions of Education and Early Years (52% vs 42% of 2021 completers) and Construction (41% vs 29% of 2021 completers) went into paid work. The destinations for Health and Science and Digital were broadly similar to 2021.

### Level of apprenticeship

Completers whose main activity was an apprenticeship (n=157) were asked what level they were doing. **Around a third (35%) were doing an Advanced level (Level 3), 27% were doing a Higher level (Level 4/5) and 31% were doing a Degree level (Level 6) apprenticeship.**

Route analysis is limited to Construction and Engineering and Manufacturing. Half of Construction completers who were doing an apprenticeship were following a degree level apprenticeship (51%). Among Engineering and Manufacturing completers following an apprenticeship, half (49%) were doing an Advanced (Level 3) apprenticeship.

**Figure 9: Level of apprenticeship by route**



Source: Technical Education Learner Survey PC 2024-2025, DV\_PCApprenticeshipLevel\_MainAct  
 Base: All T level learners whose main activity is an apprenticeship (Unweighted total n=157). Note route analysis shown for routes with base sizes > 30

Among those who had progressed to an apprenticeship at the time of the Post Course survey, the proportions of 2022 T Level completers who progressed to each level of apprenticeship stayed broadly the same as 2021 T Level starters. The smallest proportion progressed to an Intermediate (Level 2) apprenticeship (8%), the largest proportion progressed to an Advanced (Level 3) (34%), and the remainder progressed to a Higher (Level 4 or 5) (26%) or a Degree (Level 6 or above) (28%). 5% were not sure what level they had progressed to.

**In terms of the extent to which their T Level had allowed them to progress on to what they wanted to do, around two-thirds of completers (67%) agreed that this was the case**, while 15% disagreed and 18% neither agreed nor disagreed.

Agreement with this statement was slightly higher amongst 2021 T Level completers (72%), around 1 in 10 (12%) disagreed and 16% neither agreed nor disagreed.

Education and Early Years completers were more likely than completers on all other routes to express agreement with this statement (93% vs 68% or less), while Engineering and Manufacturing completers were least likely to do so (49%).

## University application experience

Barriers to university entry were explored as part of the End Course survey among learners who had already applied to university (n=567). The most common issue was institutions failing to list T Level grade requirements, mentioned by 60% of learners who had made an application at the time of the survey; a third (32%) were unable to use their T Level qualification to gain entry to a course; and 15% needed an extra qualification (other than T Level) as part of course entry requirements. Learners on the Engineering and Manufacturing route (n=61) were more likely than learners on other routes to mention needing an extra qualification to gain entry to their chosen university course (44% vs 27% or less); learners on this route also had the highest proportion saying that they could not use their T Level qualification to gain entry to university (48%). These issues were highlighted in the 2023-2024 T Level Action Plan ([T Level Action Plan 2023 to 2024](#)) alongside activities to mitigate their impact via liaison with HE institutions.

At the time of the Post Course survey, all those who applied to university (n=620, which includes those who *did not* go on to study a degree) were asked how easy or difficult they found the process of making their application. The majority (61%) found the process easy (19% very easy, 42% fairly easy), while 11% reported it was not easy. Similar findings were recorded for the previous cohort of T Level completers.

Education and Early Years (76%) and Business and administration (69%) completers were the most likely to have found the process easy. The same was true for just 40% of Engineering and Manufacturing completers who applied to university (the only route where less than half of those who applied found the process easy). Around six in ten (62%) Health and Science completers found the application process easy, which compared with 50% among 2021 T Level starters who completed their course.

## 2.8.2 Progression within T Level field

An important aim of T Level learning is to support progression to education or employment in the chosen field. To this end, T Level completers were asked whether they were working or studying in the same general field of their T Level course and, if so, whether they continued to work or study in the occupation specialism of their T Level.

**Just under seven in ten (67%) 2022 T Level completers were working or studying in the same general field as their T level course**, which compares with 71% among 2021 T Level completers.

Education and Early Years completers were more likely than those who followed other T Level routes to have remained in the same general field as their course (83% vs 70% Health and Science, 65% Construction, 61% Digital, 58% Business and Administration, 57% Engineering and Manufacturing). This broadly replicates the findings for 2021 completers, when Education and Early Years completers were also more likely than other routes to have remained in the same general field (81%). There was an increase in the proportion of Health and Science (70% vs 64% of 2021 T Level starters) completers staying in their general field and a decrease in the proportion of Digital completers (61% vs 68% of 2021 T Level starters).

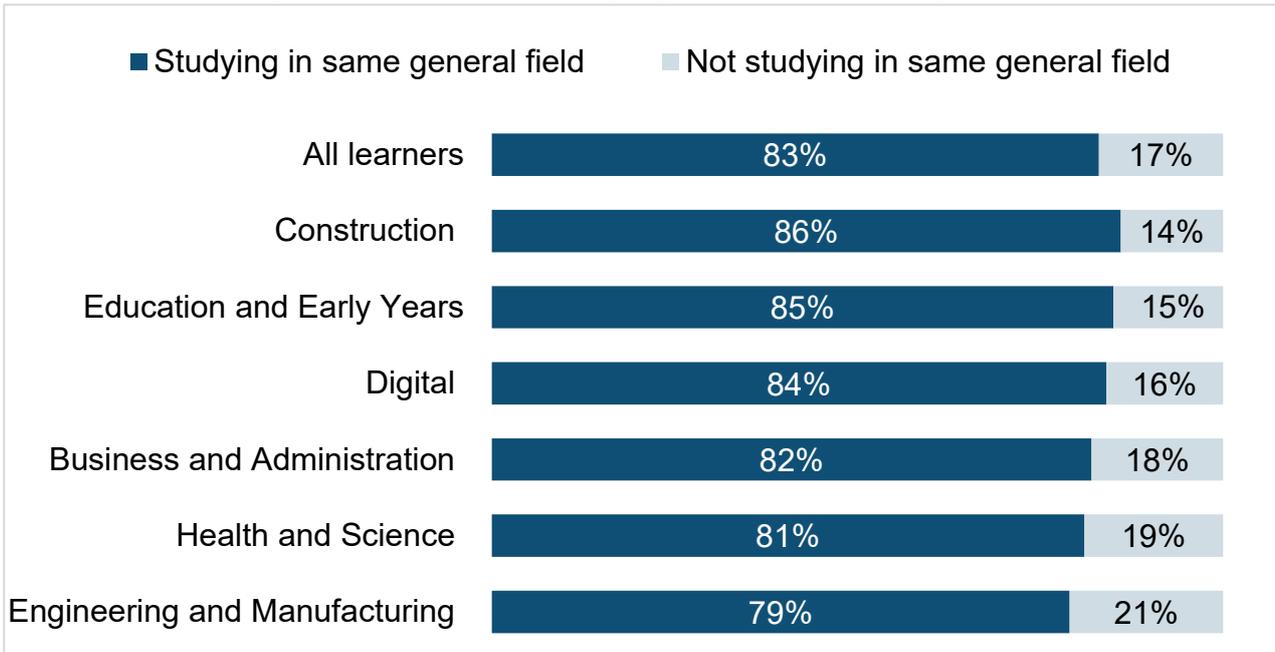
### Longitudinal sample insights

Longitudinal completers who were satisfied with their course were more likely to be working in the same field as their T Level than those who were dissatisfied (72% vs 51%). Longitudinal completers who agreed that their course allowed them to progress to what they wanted to do were more likely to be working in the same field as their T Level than those who disagreed (79% vs 35%).

There were no significant differences when the level of challenge experienced on the course was considered in terms of whether a learner was working or studying in the same field as their T Level.

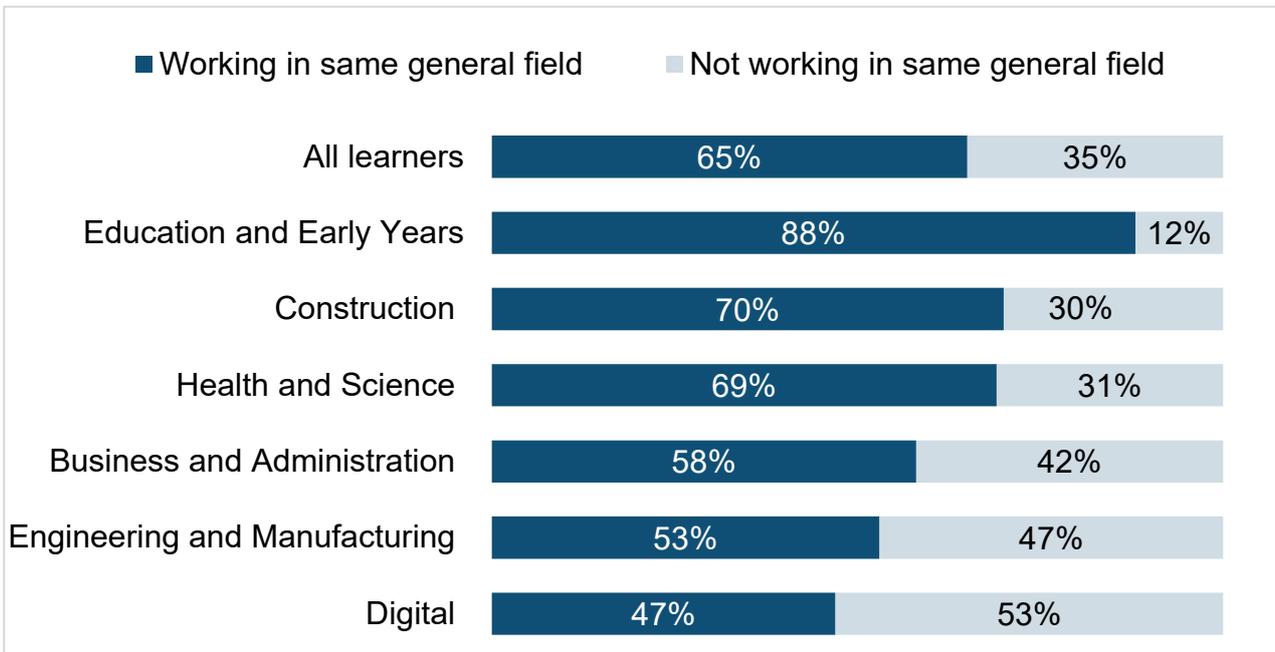
**A higher proportion of T Level completers who were studying had stayed in their general field (83%) compared with T Level completers who were working (65%), a pattern which was also observed in the last T Level cohort.**

**Figure 10: Whether studying in T Level field by route**



Source: Technical Education Learner Survey PC 2024-2025, NextStepStudyGeneralField  
 Base: T level learners studying after course, excluding DK/NA. (Unweighted total n=568; Construction n=46\*, Education and Early Years n=154, Health and Science n=133, Engineering and Manufacturing n=69, Business and Administration n=45\*, Digital n=116). Note: \* denotes small base < 50 cases; Legal, Finance and Accounting route not shown as base <30 cases.

**Figure 11: Whether working in T Level field by route**



Source: Technical Education Learner Survey PC 2024-2025, NextStepWorkGeneralField  
 Base: T level learners studying after course, excluding DK/NA. (Unweighted total n=662; Construction n=87, Education and Early Years n=159, Health and Science n=85, Engineering and Manufacturing n=113, Business and Administration n=96, Digital n=105). Note: Legal, Finance and Accounting route not shown as base <30 cases

**Among those studying, half (49%) were studying in the same occupational specialism** (which compares with 54% for 2021 T Level starters). Around three in ten Engineering and Manufacturing (28%) and Digital (32%) routes were studying in the same occupational specialism, compared with at least 52% on other routes – this has had the effect of depressing the overall figure for learners studying in the same occupational specialism as their T Level.

**Among learners who were working, 46% were working in the same occupational specialism as their T Level** (which compares with 53% for 2021 T Level starters). Education and Early Years were the most likely to be doing so (80%), in stark contrast to Engineering and Manufacturing (22%). Comparing the findings to those of 2021 completers, the proportions of Education and Early Years and Health and Science learners working in the same occupational specialism were in line. Construction learners, however, were more likely to be working in the same occupational specialism (54%, up from 43% among 2021 starters) while Digital learners were less likely to be doing so (28%, down from 40%). Overall, the findings for Engineering and Manufacturing and Digital learners have had the effect of depressing the overall figure for the proportion of those working in the same occupational field as their T Level.

Those who were *not* studying or working in the same general field as their T Level were asked why this was the case. For sizeable proportions of completers, a lack of desire to continue in that specialism was evident. In summary the most cited reasons for not continuing in the same general field were:

- Among those not working in the same field (n=213): could not find relevant work to apply for (39%); didn't want to (29%); application for relevant work was unsuccessful (24%); planned to work in the field in the future (23%); and not sufficiently qualified (13%)<sup>28</sup>.
- Among those not studying in the same field (n=96); they didn't want to (62%); and plan to study in in same field in the future (12%).

### **2.8.3 Use of skills developed during T Level**

T Level completers that were in work, on an apprenticeship, or studying at the time of the PC survey were asked to what extent they were using the skills developed during their T Level course in their current activity.

**Around two thirds (65%) of those who were studying or doing an apprenticeship said they used the skills developed as part of their T Level 'a great deal' or 'quite a**

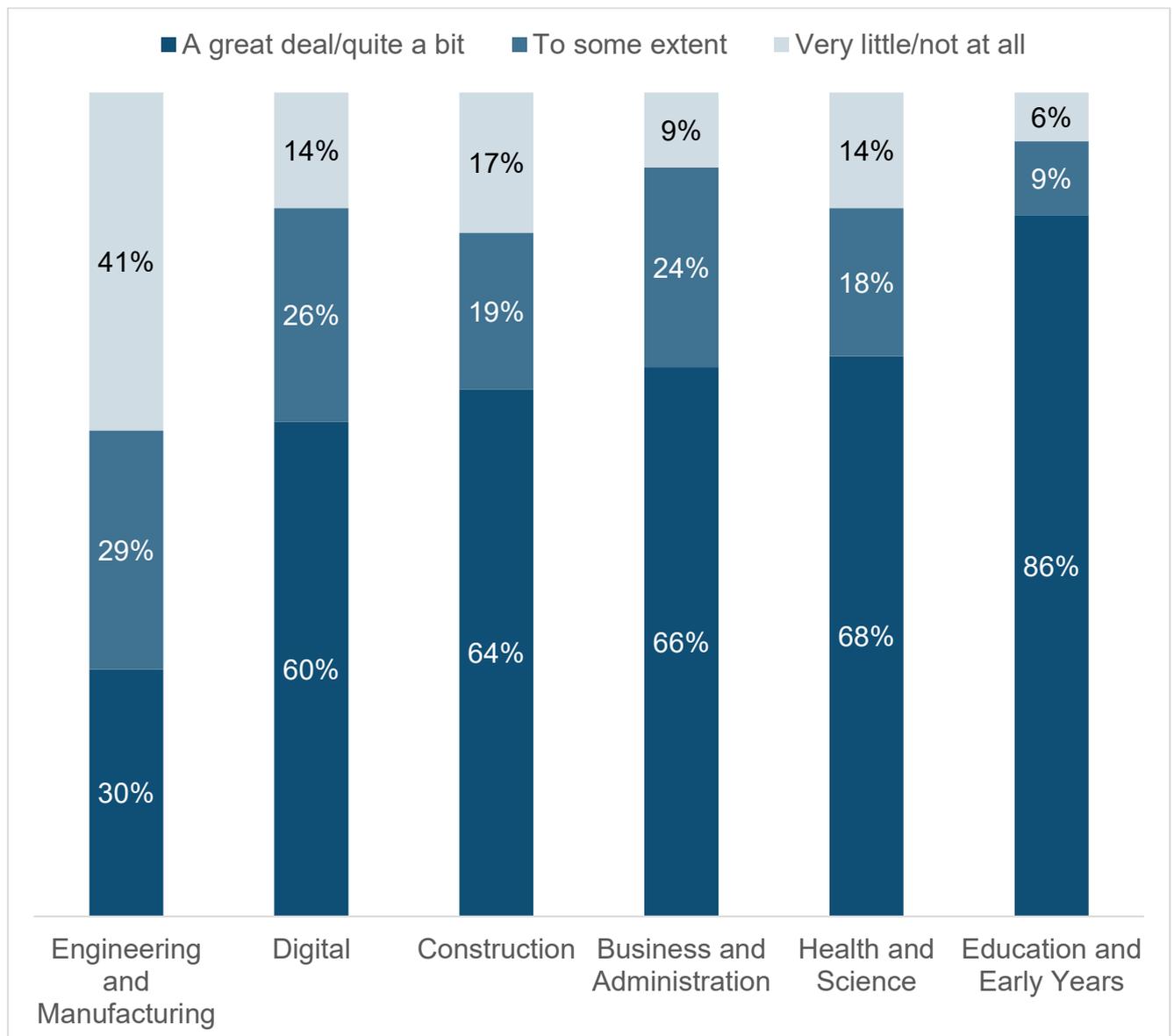
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<sup>28</sup> It should be noted that the term 'relevant' is subjective – learners may not have been working in the specific specialism, but this might hide that they were using the skills/working in an adjacent area.

**bit**, with a further 19% using their skills ‘to some extent’. These findings are similar to those reported among 2021 completers.

Considering the proportions of completers who said they were using the skills developed a great deal/ quite a bit, this stood at over six in ten on all routes with the exception of Engineering and Manufacturing, where just 30% of completers gave this response and 41% said they were using their skills not at all/ very little.

**Figure 12: Whether using skills developed by course in current study by route**

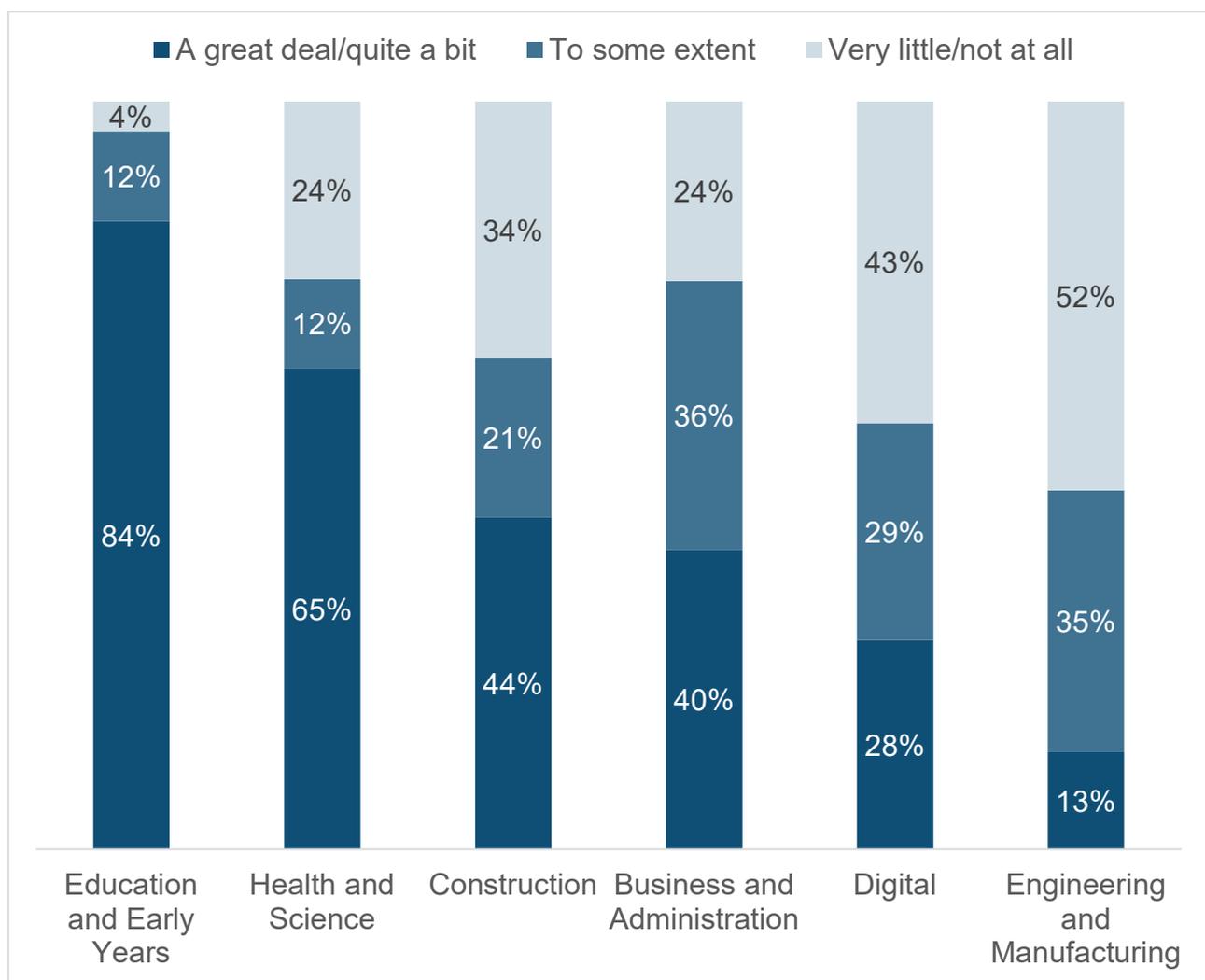


Source: Technical Education Learner Survey PC 2024-2025, SkillsStudy  
 Base: T level learners studying or doing apprenticeship after course, excluding DK/NA. (Unweighted total n=567; Construction n=46\*, Education and Early Years n=154, Health and Science n=132, Engineering and Manufacturing n=69, Business and Administration n=45\*, Digital n=116). Note: \* denotes small base < 50 cases; Legal, Finance and Accounting route not shown as base <30 cases.

**Almost half of completers who were working or doing an apprenticeship were using the skills developed as part of their T Level ‘a great deal’ (20%) or ‘quite a bit’ (27%). Three in ten (29%) reported they were using these skills ‘very little’ or ‘not at all’, which is higher than the level recorded among 2021 completers (20%)<sup>29</sup>.**

The vast majority (84%) of Education and Early Years who were working were using the skills developed during their T Level, as were 65% of Health and Science completers who were working (65%). Just 13% of Engineering and Manufacturing completers who were working reported using the skills they developed during their T Level at work. This has the effect of depressing the overall figure for the proportion of those who were using the skills developed on their T Level a great deal or quite a bit at work.

**Figure 13: Whether using skills developed by course in current work by route**



<sup>29</sup> The findings for SkillsWork for 2021 and 2022 starters should be treated with a degree of caution because the eligible groups do not fully align. For 2022 starters the eligible group was defined as ‘T Level starters who are working or doing an apprenticeship after their course’. For 2021 starters the eligible group was defined as ‘2021 T Level starters who completed their course and are currently working’

Source: Technical Education Learner Survey PC 2024-2025, SkillsWork  
Base: T level learners working or doing apprenticeship after course, excluding DK/NA. (Unweighted total n=661; Construction n=87, Education and Early Years n=159, Health and Science n=85, Engineering and Manufacturing n=112, Business and Administration n=96, Digital n=105). Note: Legal, Finance and Accounting route not shown as base <30 cases.

## Preparedness for study

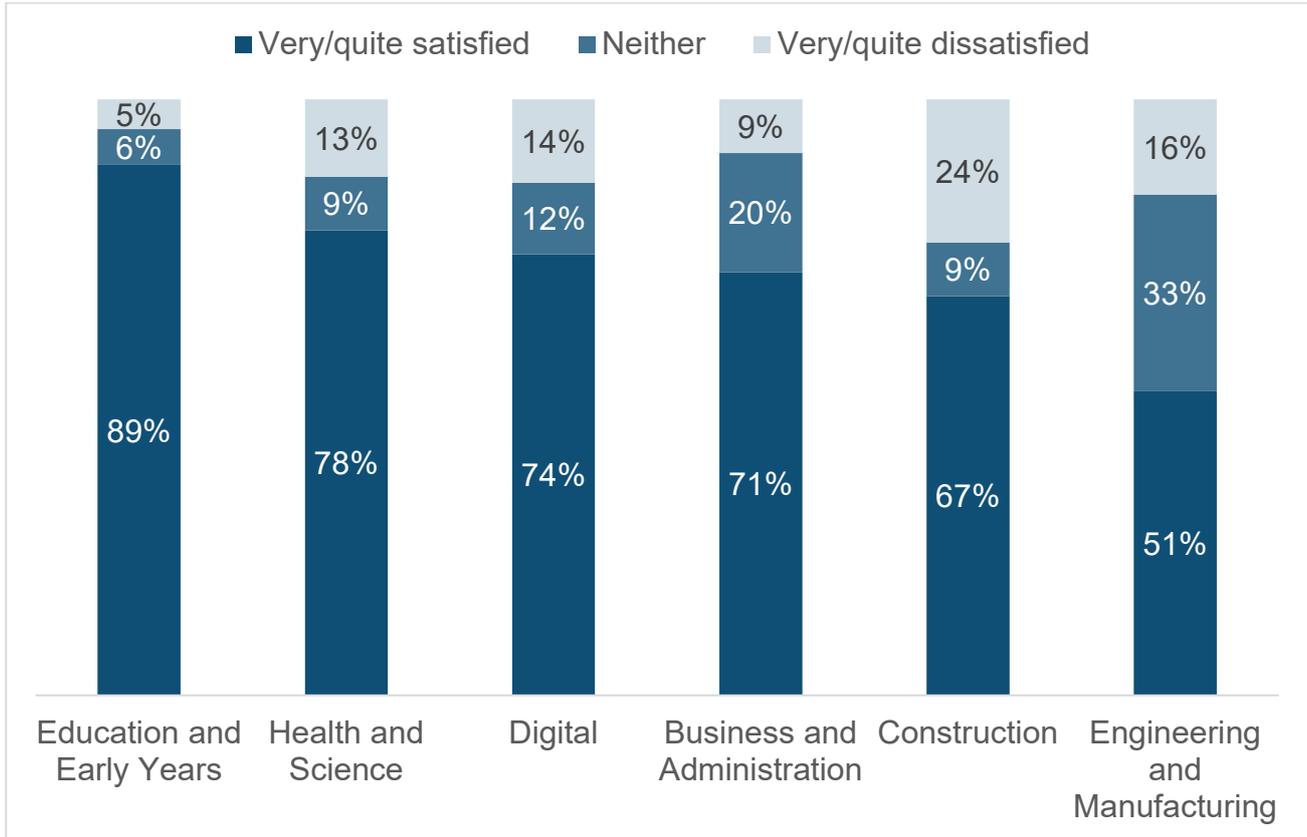
T Level completers who were studying or on an apprenticeship were asked whether their course had prepared them well for their current study. **Three quarters (75%) agreed that their T Level prepared them well**, while 13% disagreed. The level of agreement among 2021 completers was similar at 71%<sup>30</sup>.

Route analysis showed that Education and Early Years completers had the highest level of agreement (89%) and Engineering and Manufacturing the lowest (49%).

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<sup>30</sup> The findings for TLPrepareStudy for 2021 and 2022 starters should be treated with a degree of caution because the eligible groups do not fully align. For 2022 starters, the eligible group was defined as 'T Level starters studying or doing an apprenticeship after they finished their course'. For 2021 starters, the eligible group was defined as '2021 T Level starters who completed their course and currently studying'.

**Figure 14: T Level prepared respondent for current study by route**



Source: Technical Education Learner PC Survey 2024-2025, TLPrepareStudy  
 Base: T Level starters studying or doing an apprenticeship after course, excluding DK. (Unweighted total n=567, Construction n=46\*, Education and Early Years n=153, Health and Science n=133, Engineering and Manufacturing n=69, Business and Administration n=45\*, Digital n=116). Note \* = small base < 50 cases. Legal, Finance and Accounting route not shown due to base < 30 cases

### Longitudinal sample insights

Longitudinal completers who experienced 3 or more barriers to learning were more likely to *disagree* that the T Level prepared them well for their current study or apprenticeship than those who experienced 1 or 2 barriers (30% vs 5% and 7% respectively).

There were no significant differences when the level of challenge experienced on the course was considered in terms of whether a learner felt their T Level prepared them well for their current study or apprenticeship.

Among those who agreed their T Level prepared them for the current study, **at least six in ten mentioned the industry placement (66%), technical knowledge of the subject (63%) and/ or practical skills (60%) as the aspects of the course that best prepared them.** The development of study skills was chosen by 28% - the lowest proportion

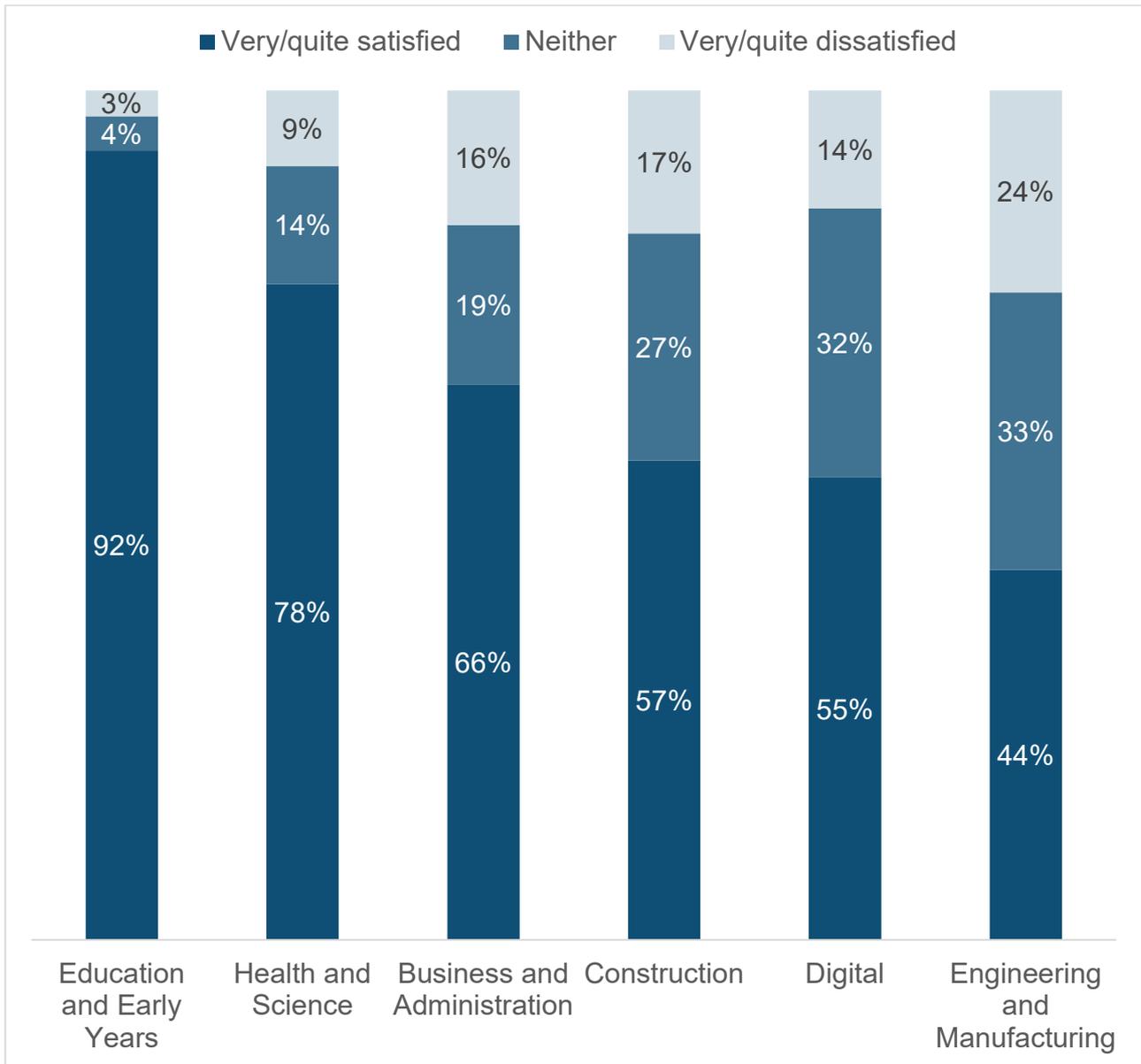
recorded over the three surveys of T Level learners (2020 starters, 2021 starters and 2022 starters).

### **Preparedness for workplace**

**Asked whether their T Level prepared them well for the workplace, two thirds of T Level completers (66%) agreed that this was the case, while 13% disagreed – the level of agreement among 2021 completers was 71%.**

Education and Early Years learners were the most likely to feel prepared: 92% agreed with the statement, while 3% disagreed. Engineering and Manufacturing completers felt the least prepared: 44% agreed with the statement and 24% disagreed.

**Figure 15: T Level prepared respondent for the workplace by route**



Source: Technical Education Learner PC Survey 2024-2025, TLPrepareWork  
 Base: T Level completers, excluding DK. (Unweighted total n=1,163, Construction n=132, Education and Early Years n=269, Health and Science n=209, Engineering and Manufacturing n=178, Business and Administration n=136, Digital n=219). Note: Legal, Finance and Accounting route not shown due to base < 30 cases

## Longitudinal sample insights

Longitudinal completers who were satisfied with their course were more likely than those who were dissatisfied to say that their course prepared them well for the workplace (80% vs 35%).

Those who did an industry placement and were satisfied with the placement were more likely to say their course prepared them well for the workplace compared with those who were dissatisfied with the placement (75% vs 38%).

Longitudinal completers who experienced 3 or more barriers to learning were more likely to *disagree* that the T Level prepared them well for the workplace than those who experienced 1 or 2 barriers (26% vs 6% and 6% respectively).

In terms of level of challenge, those who found the course extremely/ very challenging were more likely than those who found the course quite challenging to **disagree** that the course prepared them well for the workplace (18% vs 7%).

Among those who agreed their T Level prepared them for the workplace, **74% thought that the industry placement was the aspect of the course that had best prepared them**. Six in ten (59%) chose practical skills, half (52%) chose technical knowledge of the subject and 30% chose the employer set project as the most important aspect of the course that helped prepare them for the workplace (notably the employer set project was mentioned by 42% of Business and Administration completers who agreed their T Level prepared them well for the workplace).

### Progress at work

A minority of T Level completers were working while they studied their T Level (n=164). This group were asked to what extent they agreed that completing their course had helped them to progress at work. Half (51%) agreed that completing the course had helped them in this way, while 21% disagreed. Female completers were more likely than male completers to feel that the course had helped them to progress (69% vs 36%).

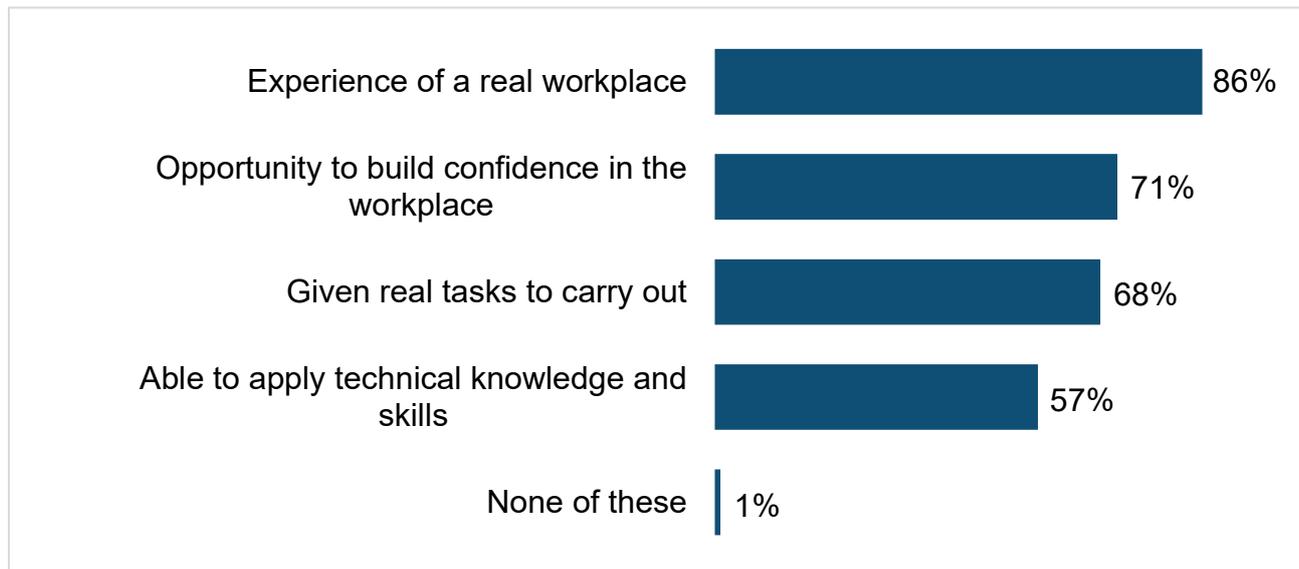
## 2.8.4 Role of industry placement/ employer contact during course

### Role of placement in preparing for current activity

T Level completers who mentioned that their industry placement best prepared them for their current activity (work/ apprenticeship or study) were asked which aspects of the placement had been most important. **The vast majority (86%) felt that experiencing a real workplace was important, 71% felt that the opportunity to build their confidence in the workplace was important and 68% felt that being given real tasks to carry out was an important aspect of the placement.** A smaller proportion (57%)

felt that being able to apply technical knowledge and skills developed on the course was an important aspect of the placement.

**Figure 16: Aspects of placement that prepared learner for study/workplace**



Source: Technical Education Learner Survey PC 2024-2025, PlacementPrepWhy  
Base: T level completers who agreed their course prepared them for their current work or study;  
Unweighted 853

The chance to experience a real workplace was seen as important among the vast majorities of completers on all T Level routes who felt the industry placement best prepared them for their current activity. However, there was marked variation regarding the role of being able to apply technical knowledge and skills developed on the course. While this was mentioned as important by over six in ten Education and Early Years and Health and Science completers, just 36% of Engineering and Manufacturing completers felt the same.

### **Working for placement organisation or employer encountered during course**

Some T Level completers went on to work for their placement employer. **Around three in ten (27%) of those who were currently working and who undertook a T Level industry placement were working for their placement employer.** There were differences by route: over three in ten Construction (33%), Education and Early Years (31%) and Health and Science (31%) completers who had done an industry placement were working for the same organisation. On other routes, the figures were Digital 25%, Engineering and Manufacturing 22%, and Business and Administration (16%).

Compared with the previous cohorts, the proportion of students still working for their industry placement employer has decreased (27% vs 34% among 2021 completers and 30% among 2020 completers)<sup>31</sup>. This may reflect the addition of the new routes of

<sup>31</sup> This finding should be treated with a degree of caution. For 2022 starters, the eligible group is defined as 'T Level starters who did a work placement and are working after their course'. For previous waves, the

Engineering and Manufacturing and Business and Administration to the T Level offer, as both routes had lower than average levels of continued employment with industry placement organisations.

T Level completers that were working for an organisation that was **not** their industry placement employer (n=470) were asked if this was an organisation that they came across as part of their T Level course. For the majority this was *not* the case (92%), leaving just under one in ten who were working for an organisation they had come across (8%).

### 2.8.5 Salary

Those whose main activity was work or an apprenticeship were asked for their self-reported salary at the time of completing the PC survey. This could be expressed as an hourly, daily, weekly, monthly or annual rate, or by choosing ‘another period’<sup>32</sup>. A monthly salary was then derived and divided into quartiles. Figure 20 shows that **around eight in ten (80%) of those working or on an apprenticeship earned up to £2,166 per month.**

**Figure 17: Gross salary of learners in work or an apprenticeship per month**



Source: Technical Education Learner Survey PC 2024-2025, DV\_MonthlySalaryWorkApp\_Q4  
Base: T level completers currently working or doing an apprenticeship (excluding DK/Ref); Unweighted 496

There were variations in salary quartiles between routes. Education and Early Years completers (51%) were the most likely to be earning in the first salary quartile, £1,583 or less, while Construction (29%), Business and Administration (30%) and Digital (26%)

eligible group was defined as ‘T Level starters who completed their course, are currently working and spent time on an industry placement’

<sup>32</sup> Those who gave an hourly figure were asked how many hours they usually worked per shift and how many shifts they worked per week; those who gave daily rates were asked how many days they worked per week.

were least likely. Education and Early Years (30%) were the least likely to report earnings in the second salary quartile (more than £1,583-£2,166), while Business and Administration (57%) and Digital (50%) were most likely to do so.

**Table 7: Derived gross monthly salary quartiles by route**

	£1,583 or less	More than £1,583 to £2,166	More than £2,166 to £3,000	More than £3,000
Construction	29%	44%	20%	7%
Education and Early Years	51%	30%	18%	0%
Health and Science	39%	47%	12%	2%
Engineering and Manufacturing	38%	38%	19%	5%
Business and Administration	30%	57%	10%	3%
Digital	26%	50%	22%	2%

Source: Technical Education Learner Survey PC 2024-2025, DV\_MonthlySalaryWorkApp\_Q4  
 Base: T level completers currently working or doing an apprenticeship (excluding DK/ Ref); Unweighted  
 Construction n=69, Education and Early Years n=114, Health and Science n=58, Engineering and  
 Manufacturing n=92, Business and Administration n=72, Digital n=76). Note Legal, Finance and Accounting  
 not shown due to small base n< 30 cases

Small sample sizes prevented analysis by T Level pathway. However, analysis by demographic characteristics showed that female learners were more likely than males to be earning in the first salary quartile (43% vs 30%). There were no significant differences when the salary data was analysed by ethnicity, Free School Meal status or SEN status.

The median monthly salary for T Level learners whose main activity was paid work or an apprenticeship was £1,750, and the median salary just among T Level learners whose main activity was paid work was £1,796.38. There was some variation between routes, as shown in the Table 4.

**Table 8: Median monthly salary by T Level route**

Route	Median monthly salary of learners whose main activity was paid work	Median monthly salary of learners whose main activity was paid work or an apprenticeship
Engineering and Manufacturing	£2,000.00	£1,735.93
Legal, Finance and Accounting	£1,984.08	£1,986.64
Digital	£1,982.34	£1,886.25
Business and Administration	£1,860.32	£1,798.94
Construction	£1,750.00	£1,750.00
Health and Science	£1,666.91	£1,906.06
Education and Early Years	£1,541.50	£1,541.50

Source: Technical Education Learner Survey PC 2024-2025, DV\_MonthlySalaryWorkApp\_Q4 and DV\_MonthlySalaryWorkApp\_Q4

Base: 2022 T Level starters whose main activity was paid work or an apprenticeship; Unweighted 496, and 2022 T Level starters whose main activity was paid work; Unweighted 355

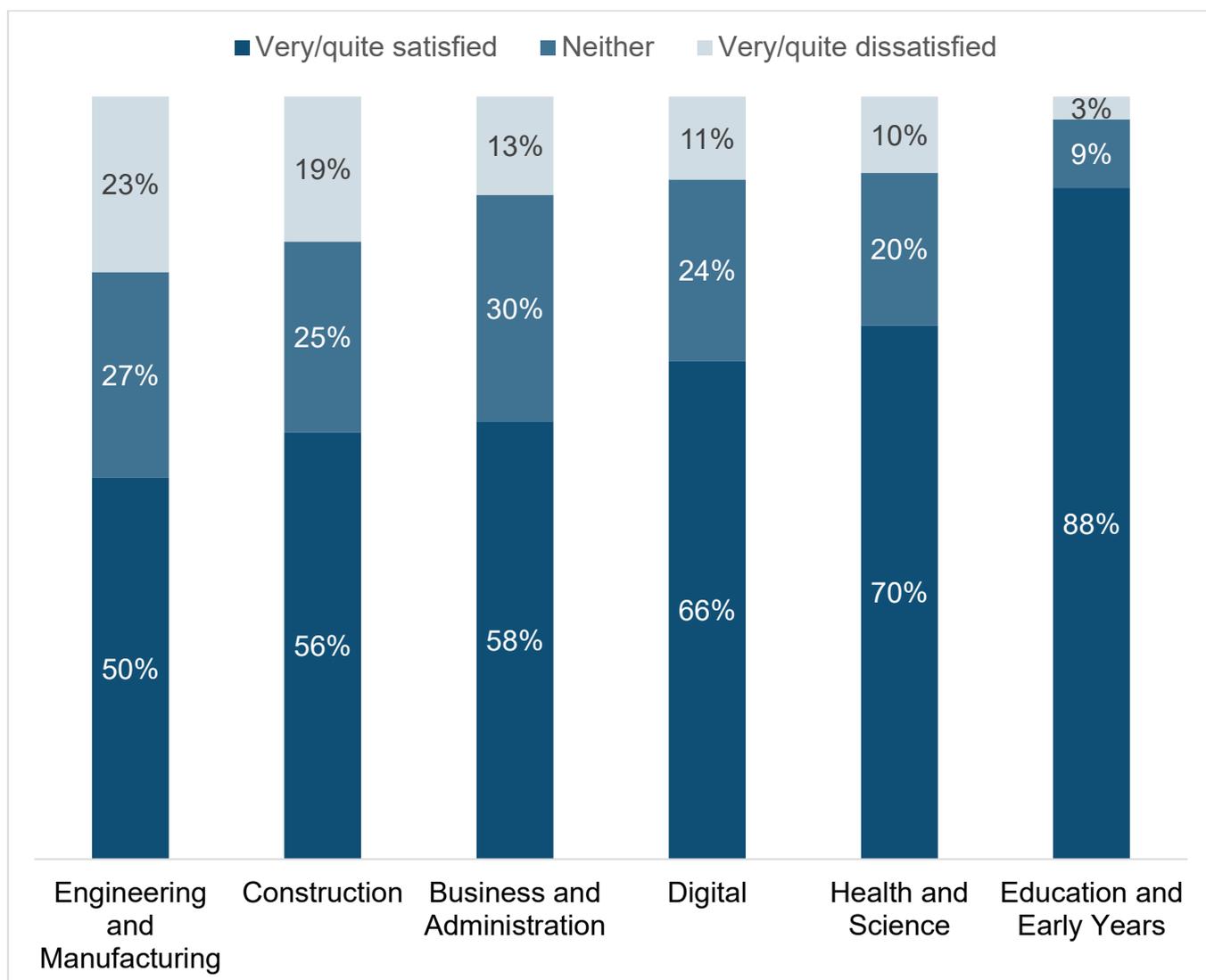
## 2.8.6 Career preparedness

All T Level completers that had finished their course were asked to what extent they agreed with the statement ‘My course has prepared me for my future career’. Two in three (66%) agreed and 12% disagreed with the statement, in line with 2021 completers (68% and 11% respectively).

The highest level of agreement<sup>33</sup> was among Education and Early Years completers, where nearly nine in ten agreed (88% - 48% strongly agreed). Engineering and Manufacturing completers registered 50% agreement and 23% disagreement with the statement. Comparing the findings with 2021 T Level starters, a higher proportion of Health and Science (70% vs 59% among 2021 T Level starters) and Digital (66% vs 56% among 2021 T Level starters) felt their T Level prepared them well.

<sup>33</sup> No comparison made with Legal, Finance and Accounting due to base size < 20 cases

**Figure 18: T Level prepared respondent for future career by route**



Source: Technical Education Learner PC Survey 2024-2025, PrepareCareer  
 Base: T Level completers, excluding DK. (Unweighted total n=1,162, Construction n=132, Education and Early Years n=269, Health and Science n=209, Engineering and Manufacturing n=177, Business and Administration n=136, Digital n=219). Note: Legal, Finance and Accounting route not shown due to base < 30 cases

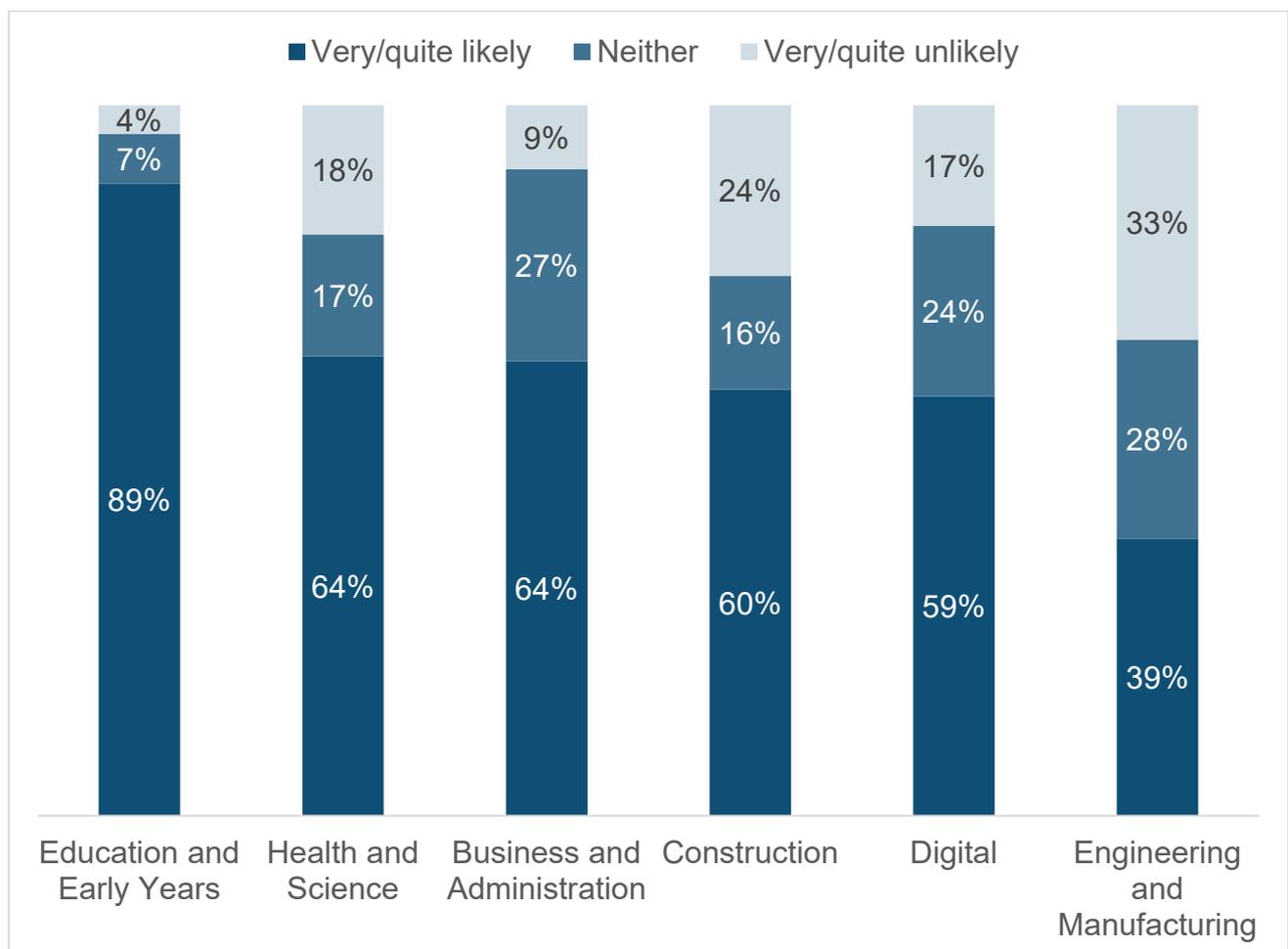
### 2.8.7 Recommending the course

**Around two thirds (64%) of T Level completers were ‘very’ or ‘quite likely’ to recommend their programme to others and 17% were unlikely to do so.** This is similar to the findings among 2021 T Level completers.

The likelihood to recommend their course differed between routes. Those on the Education and Early Years route were more likely than those on other routes to say they

were likely to recommend their course (89% vs 64% or less). In contrast, just four in ten (39%) of those on the Engineering and Manufacturing route said they were likely to recommend and 33% said they were unlikely to do so (further analysis showed that these findings were driven by those on the Design and Development for Engineering and Manufacturing and Maintenance Installation and Repair for Engineering and Manufacturing pathways).

**Figure 19: Likelihood to recommend T Level course by route**



Source: Technical Education Learner PC Survey 2024-2025, PCRecommend  
 Base: T Level completers, excluding DK. (Unweighted total n=1,163, Construction n=132, Education and Early Years n=270, Health and Science n=209, Engineering and Manufacturing n=177, Business and Administration n=136, Digital n=219). Note: Legal, Finance and Accounting route not shown due to base < 30 cases

Comparing the four routes that were offered for both the 2022 and 2021 cohorts, the likelihood of recommendation had improved for Health and Science (64% up from 49%) and for Education and Early Years (89% vs 82% among 2021 completers). The likelihood of recommending the course was not statistically significantly different between cohorts for Digital (59% vs 50% among 2021 completers) and Construction (60% vs 65% among 2021 completers).

## 2.9 Future intentions

This section covers T Level completers' plans for the future and focuses on the findings from the PC survey. Where questions were asked in both EC and PC surveys, only the results for the PC survey are presented.

### 2.9.1 Future work plans

#### Intention to leave current employer

Employed T Level completers were asked how likely it was that they would voluntarily leave their employer in the next 12 months. While **most (54%) felt this was unlikely**, a quarter (24%) were planning to do so and 22% were neutral.

There were some variations by route. Over six in ten of those on the Construction (67%) route felt this was unlikely, contrasting with 37% on the Digital and 42% on the Business and Administration routes.

#### Working in same field as T Level

All members of the T Level sample (whether they confirmed they finished their T Level course or not) were asked **if they intended to start or continue working in the same general field as their T Level in the future and seven in ten (69%) were planning to do so**, 13% were not and 18% were unsure.

Analysis by route revealed that those on the Education and Early Years route were the most likely to confirm that they would work/ continue working in the same general field as their T Level (80%), while those in Business and Administration were the least likely to do so (60%).

### 2.9.2 Future study plans

T Level completers who were not studying at the time of the PC survey (n=595) were asked if they intended to do so in the future, and whether that would be in the same field as their T Level course.

**Four in ten (41%) were planning to study again**, with the highest proportions registered among Health and Science (56%), Engineering and Manufacturing (50%) and Business and Administration (49%). A third (33%) of this group of completers were unsure about their future study plans.

Among those who planned to study again, the majority (72%) planned to study in the same general field as their T Level, and equal proportions were intending to pursue either a degree or an apprenticeship (36% in each case).

### 2.9.3 Changes to career plans during the course

T Level completers were asked the extent to which their idea of what they wanted to do as a career changed during their T Level. **Most reported that their ideas either ‘stayed the same’ (39%) or ‘changed a little’ (43%)**, while around two in ten (18%) reported that their ideas ‘changed a lot’. These findings are in line with those reported for 2021 completers.

Further analysis revealed little in the way of statistically significant differences between completers following different T Level routes, however more than two in ten Engineering and Manufacturing (21%) and Business and Administration (24%) completers said that their ideas changed a lot, versus 11% among Education and Early Years completers.

Among those whose ideas about their career changed a little or a lot, the most common reasons given were the experience of the industry placement (48%), learning more about the occupation during the course (33%), and advice from teachers/careers staff (24%).

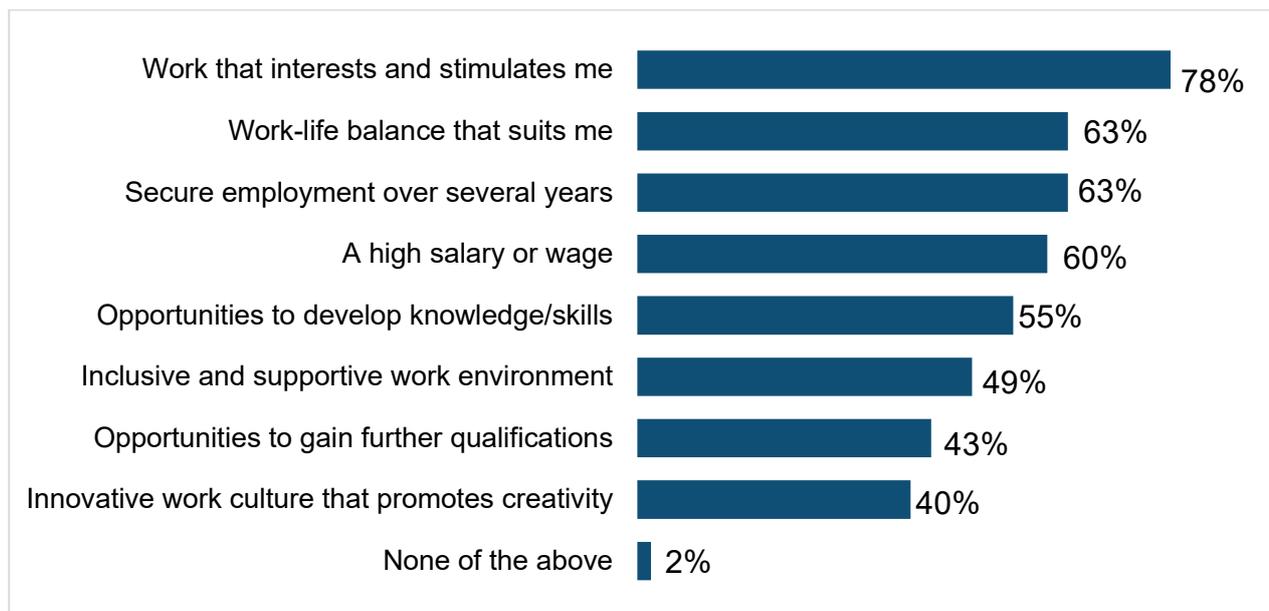
The impact of the industry placement on changes to aspirations was most evident among Business and Administration (58% mentioned this reason), Education and Early Years (57%) and Health and Science (55%) completers.

### 2.9.4 Career decisions

All T Level completers were asked what factors were important to them when making career decisions. **The highest proportion (78%) of learners mentioned work that interests and stimulates them**, followed by work-life balance (63%), secure employment over several years (63%), a high salary/ wage (60%) and opportunities to further develop occupational/technical knowledge and skills (55%).

Less than half mentioned inclusive and supportive work environment (49%), opportunities to gain further qualifications (43%) and a work culture that is innovative and promotes creativity (40%). Among those who selected more than one important factor in their career decision-making (n=1,031), one in three (28%) reported that work that stimulates and interests them was the most important.

**Figure 20: Important factors in career decision making**



Source: Technical Education Learner Survey PC 2024-2025, PCCareers  
Base: All T level completers; Unweighted 1,164

There were clear variations when the results were analysed by the sex of the learner. Female learners were more likely than male learners to mention as important work that stimulates and interests them (81% vs 75% respectively) and an inclusive and supportive environment (60% vs 40%). Male learners were more likely to mention a high salary / wage as important in career decision making (69% vs 47% of female learners).

Further analysis revealed that there was no one route where completers were more likely to mention stimulating and interesting work. Other variations by route tended to reflect the sex ratio of learners within each route, for example, an inclusive and supportive work environment had the highest level of mentions among Education and Early Years completers (66%), who were mostly female.

## 2.10 Conclusions from T Level findings

**Over six in ten (62%) learners who began their T Level in 2022 reported being satisfied with the programme**, representing a small but significant increase on the findings for 2021 starters (57%). In line with the previous cohort, a majority (75%) of learners found their T Level course 'very' or 'quite challenging' and found the amount of teaching on the course manageable (69%).

**Considering the four T Level routes available for both 2022 and 2021 cohorts, levels of overall satisfaction were largely stable.** Learners on the Education and Early Years route continued to be the most positive, while satisfaction among Health and

Science learners rose to 58% from 39% among 2021 starters. Learners on the new Engineering and Manufacturing route reported the lowest level of satisfaction (46%).

While **three in ten learners did not experience any barriers to learning** (similar to the findings for 2021 starters), those that did were most likely to mention a lack of materials for studying and a lack of in person teaching. Nonetheless improvements were evident: smaller proportions of Health and Science and Digital learners mentioned a lack of materials as a barrier compared with the findings among 2021 starters.

**Over nine in ten (96%) T Level learners who completed their course participated in the industry placement required by the course**, compared with 94% among 2021 starters<sup>34</sup> and the published industry placement participation figure of 98% for 2022 T Level starters. Overall, **eight in ten learners (79%) expressed satisfaction with their placement**, and the placement was seen as the most important factor in preparing learners for the workplace. As was seen for the previous T Level cohorts, industry placements were often a route to direct employment, with 27% of T Level completers in paid work or apprenticeships having secured employment with their placement provider.

**Two thirds (67%) of completers agreed that their T Level had allowed them to progress to what they wanted to do** (compared with 72% among the previous cohort). This translated to 92% progressing into paid work, further study or a combination of both. The most common destinations for T Level completers were paid work (40%), a university degree (34%) and apprenticeships (14%), revealing a shift away from study and towards work since the previous cohort. University degree study was most common among Health and Science (49%) and Digital (43%) completers, while paid work was most common among Business and Administration (57%) and Education and Early Years (52%) completers.

**T Levels provide a clear path to apprenticeships for Construction (29%) and Engineering and Manufacturing (31%) completers.** Among Construction students, 72% were doing a Higher or Degree (Level 4/5 or 6) apprenticeship, while Engineering and Manufacturing students were most likely to be on an Advanced (Level 3) apprenticeship (49%).

Looking in more detail at post course destinations, **74% had remained working or studying in their T Level field**, broadly similar to 2021 T Level starters (71%). Education and Early Years completers were most likely to have remained in the same general field as their course, and a higher proportion of Health and Science completers had done so compared with 2021 starters.

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<sup>34</sup> The industry placement figure for the 2021 T Level starters is based on all starters, whereas the finding for 2022 T Level starters is based on those who completed their course. Therefore, a degree of caution is necessary when comparing the two figures.

Reflecting on their T Level programme, the views of 2022 T Level completers were broadly similar to those of 2021 completers. **Two thirds (64%) were likely to recommend their programme to others, 66% agreed that their T Level prepared them well for the workplace, and 66% agreed that their course prepared them for their future career.** Among those who were studying or on an apprenticeship, three quarters (75%) agreed that their T Level had prepared them well for their study. Across each of these dimensions, Education and Early Years completers were the most positive and Engineering and Manufacturing the least.

As evidenced already, students' views on their course varied by route. Those on the Education and Early Years route were consistently more positive about their programme compared with other learners (as was the case in earlier cohorts). **Improvements in opinions among Health and Science learners demonstrate a positive impact resulting from the changes to programme delivery.** The Construction route continues to perform well, while Digital lags somewhat behind, with a lack of materials and specialist equipment/ software being persistent issues. Turning to the new T Level routes<sup>35</sup>, the views of Business and Administration learners were broadly in line with the average, while those on **the Engineering and Manufacturing route tended to be the least positive, highlighting some teething issues** (particularly relating to course organisation/ management, the manageability of teaching hours and barriers to learning taking the form of a lack of materials and a lack of in person teaching).

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<sup>35</sup> Three routes were introduced at the time of the 2022 cohort: Engineering and Manufacturing, Business and administration, and Legal, finance and accounting. The sample of Legal, finance and accounting learners was generally too small for detailed analysis or to make robust comparisons with other routes.

## 3 T Level Foundation Year

This chapter focuses on the performance of the T Level Foundation Year, which is a one-year post-GCSE programme designed to support progression to a T Level for learners who are not yet ready to progress straight to a T Level. This course was previously known as T Level Transition Programme. This chapter presents findings related to 2023 TLFY starters, including learners who completed their course and learners who left their course early. Where figures relate to only course completers, this is referred to clearly.

Data presented in this chapter comes from the EC survey, which was administered after the end of the learners' course, and from the PC survey, which typically is administered approximately one year after the end of the course. The EC survey for this cohort was administered a few months after the end of their course so the time between the EC and PC survey reported here is less than 12 months.

EC statistics in this chapter are for 2023 TLFY starters surveyed between 21 January 2025 and 3 March 2025 after their course. Throughout this section, these are compared to statistics for 2022 TLFY starters surveyed at the end of their course<sup>36</sup>. These TLFY learners are referred to as '2022 starters' and the '2022 cohort'. The EC survey for 2023 TLFY starters was administered a few months after their course ended, whereas the EC survey for 2022 TLFY starters was administered closer to the end of their course. This may impact the interpretation of results. PC statistics in this chapter are for 2023 TLFY starters surveyed between 17 July 2025 and 8 September 2025, approximately one year after their course ended.

The EC survey data presented in this chapter covers learners' reasons for choosing a TLFY and specific subject area, the delivery of the programme and its components, experience of workload and challenges, and learners' satisfaction with the programme and work experience. The PC survey data presented in this chapter covers learners' outcomes from the course, focusing on what learners were doing after their course, and other metrics related to progression.

All reported statistical differences between subjects are significant at the 95% confidence level unless stated otherwise. Subject comparisons presented in charts are not necessarily significantly different.

### 3.1 Summary of TLFY findings

- The majority of TLFY 2023 starters reported satisfaction overall with the TLFY programme (67%), with six in ten learners likely to recommend their course to

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<sup>36</sup> <https://www.gov.uk/government/publications/technical-education-learner-survey-2023>

others (62%). Out of several metrics, satisfaction was highest with teacher knowledge and expertise (78%) and skills development (75%).

- If not enrolled in a TLFY, many learners reported they would have chosen apprenticeships (41%) or other vocational qualifications (27%), highlighting a potential perceived value of practical education among this learner group.
- Just over half of TLFY learners participated in a work experience placement (54%, similar to the 2022 TLFY cohort). Three quarters (76%) of those who did a placement were satisfied with this element of their programme, and over half felt their placement met their expectations in a number of areas: providing real workplace experience (59%), being given real tasks to carry out (57%), and being given the opportunity to develop their confidence (51%). Though not a requirement of a work experience placement on a TLFY course, fewer than half reported they were able to apply technical knowledge from their course to the placement (41%).
- One in ten (11%) TLFY learners said their course overall was challenging. This was consistent between subjects and was similar to the proportion of 2022 TLFY learners (12%). The most common reason given for this challenge was the amount of work, assignments or deadlines being too much or otherwise too challenging (23%).
- The majority (87%) of TLFY course completers progressed to further study, work, or both after their course. The most common destination was further study (42%), followed by paid work or an apprenticeship (28%), and working and studying at the same time (17%). This differed significantly to non-completers, half (50%) of whom moved into paid work or an apprenticeship, 20% into further study, and 7% into both work and study.
- Just under two in ten TLFY course completers (18%) were studying a T Level after their course, which was significantly higher than non-completers (4%).
- The most common type of further study, reported by 20% of TLFY learners, was a different kind of level 3 qualification other than a T Level, such as a Level 3 award, Level 3 certificate, Level 3 diploma, Level 3 NVQ. This was a significantly higher proportion than non-completers (8%).
- The majority (67%) of course completers who pursued further studies did so in the same field as their original course, compared to only 42% of non-completers. Conversely, when it comes to transitioning into employment, less than half 45% of course completers who found work, did so in their field of study. This is a significantly higher proportion than non-completers, of whom only 15% were working in a related field.
- Seven in ten (70%) course completers who progressed to studying or an apprenticeship agreed that their TLFY prepared them well for further study. This was consistent across subjects. A smaller majority of completers (61%) agreed

that their course prepared them for the workplace. Among completers who agreed their course prepared them for the workplace, there was variation between subjects, with Education and Early Years (77%) more likely than Digital (48%), Health and Science (62%) and Engineering and Manufacturing (56%) to agree.

## 3.2 Programme choice

### 3.2.1 Choosing the course

**Presented with a list of possible reasons for choosing their course, TLFY learners were most likely to say they did so because they were interested in it** (57% vs 64% 2022 starters). This was closely followed by it being the best option to achieve their learning or career goals (41% - option not provided to 2022 starters) and that it fit the area they wanted to work in (40% vs 61% 2022 starters).

A smaller proportion of TLFY learners said they chose their course because it was important for further study (22% compared to 29% of 2022 TLFY starters).

Analysis by subject showed that Education and Early Years (50%) learners were more likely than most other subjects to cite the course fitting the area they wanted to work in as the reason they chose it.

Over a third of TLFY learners were directly advised to apply for their course (36%) and another third discussed it as an option with someone, such as a careers advisor (35%). The subject with the highest proportion of learners directly advised to apply for their course was Digital (40%) and the lowest proportion was Construction (27%).

### 3.2.2 Choosing TLFY programme

The most common reason 2023 TLFY starters chose to do a TLFY programme was because 'it is important for the kind of job I want' (38% vs. 45% 2022 TLFY starters). The next most common reasons were that 'it is important for intended further study' (29% vs. 36% 2022 TLFY starters) and that 'it was the only type available in my subject' (27% vs. 21% 2022 TLFY starters).

Some reasons were more commonly given by learners of some subjects than others. The reason 'it is important for the kind of job I want' was significantly more likely to be given by Education and Early Years learners (47%) than Construction (42%), Business and Administration (37%), Health and Science (36%), and Engineering and Manufacturing (33%). The reason 'it is important for further study' was significantly more likely to be given by Health and Science learners (35%) than Construction (24%) and Education and Early Years (25%) learners. This may reflect the nature of certain subjects rather than their delivery and design. For instance, careers in Health and Science often require

further qualifications above Level 3, whereas Education and Early Years courses provide the skills necessary to move into employment in relevant industries. Other reasons were similarly as common between subjects.

TLFY learners were also asked whether the type of qualification, the subject, or the education provider was the most important factor when choosing their qualification. The most common factor chosen was the type of qualification (44%) and the second most common factor was the subject (34%). Just under one in ten (9%) said the particular school or college was the most important factor they considered when making their choice. The proportions of learners who chose each factor as the most important were similar across subjects.

### 3.2.3 Reasons for leaving course early

**One in ten (10%) TLFY learners responding to the EC survey indicated that they left their course without completing the programme.** Digital learners were less likely than other routes to say they left their course early (5%).

**When asked why they left early, the most commonly cited reason was personal problems (35%).** The next most common reasons were lack of support from teachers (26%), not liking the course (26%), and finding paid work instead (18%). There were no significant differences between subjects.

## 3.3 Programme content and delivery

**The majority of 2023 TLFY students reported they were studying their course full-time (85%)** and 15% said they were studying part-time. Though TLFY courses are intended to be full-time, learners may have interpreted these definitions in their own way. For example, if they had fewer hours of teaching per week than they were used to at school or if they happened to be working part-time during their course they may have interpreted this as 'part-time' study.

**Just under three quarters (74%) of 2023 TLFY starters reported they had over 11 hours of teaching per week.** This was split evenly between 11 to 20 hours (44%) or 21 hours or more (44%) per week. A smaller proportion (12%) received less than 11 hours per week. Significantly more part-time learners received less than 20 hours of teaching per week (66%) compared to full-time learners (54%).

In more detail, the following are the proportions of learners who reported each number of teaching hours per week:

- Less than 5 hours (3%).
- 5-10 hours (9%).

- 11-15 hours (14%).
- 16-20 hours (30%).
- 21-25 hours (20%).
- 26-30 hours (14%).
- More than 30 hours (10%).

This pattern was different to the amount of teaching TLFY 2022 starters received. Just under a half (49%) of 2022 starters received 11 to 20 hours and less than a third (30%) received 21 or more hours.

The amount of teaching hours per week was similar across each subject.

### 3.3.1 Contact with T Level students

**Just over half of TLFY students (55%) had contact with other students from T Level courses during their TLFY programme.** Learners taking a course in the Business and Administration subject were most likely to report they had contact with T Level students (64%), and Health and Science were least likely (49%). This difference is significant at the 95% confidence level.

Out of the learners who had some contact with T Level students, the most common types of contact were having a T Level student ‘buddy’ (37%) and being taught with T Level students some or all of the time (34%). Around one in six (16%) went on trips or visits with T Level students and 5% were mentored by T Level students.

### 3.3.2 Route-based project

Just under one in three TLFY learners (28%) completed a route-based project as part of their course. Among TLFY learners who had employer contact outside of their course, this increased to just over half (56%). This trend was the same among all subjects.

Over three-quarters (78%) of TLFY learners who completed a route-based project as part of their course reported that they were ‘very’ or ‘quite satisfied’ with this element. One in five (20%) were ‘neither satisfied nor dissatisfied’ and a small proportion (2%) reported they were ‘quite dissatisfied’. Levels of satisfaction with the route-based project were similar among all subjects and subgroups.

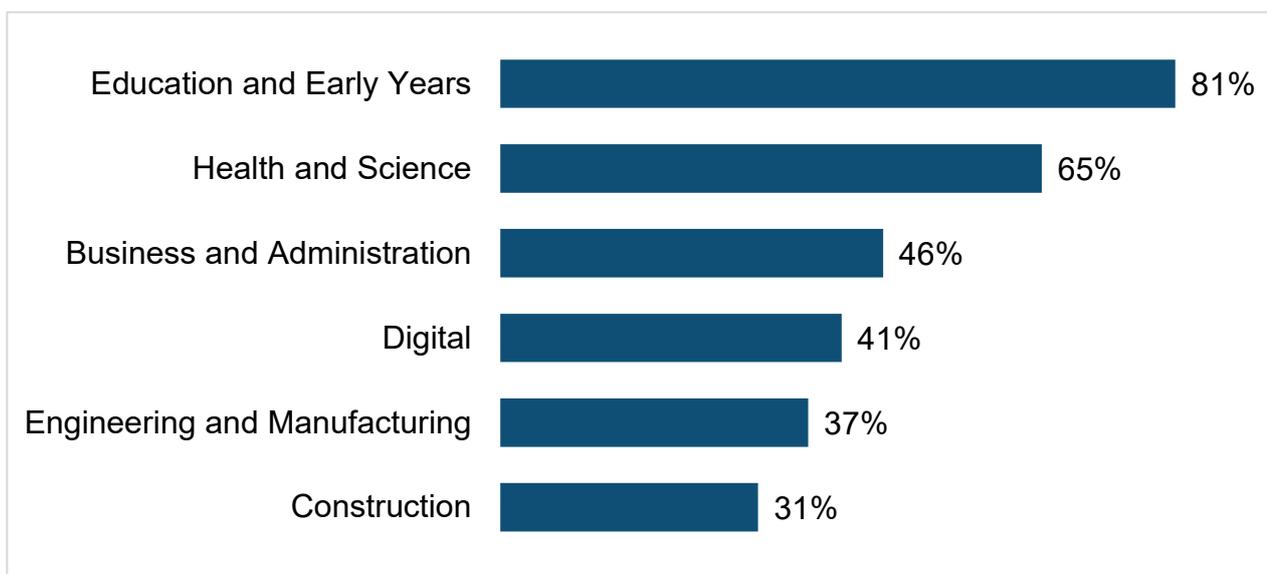
## 3.4 Work experience placement

**Just over half (54%) of 2023 TLFY starters had done a work experience placement during their course, which was similar to the proportion of 2022 starters (55%).**

Learners taking Construction were least likely to have done a work experience placement (31%). Learners who were taking courses in the Education and Early Years (81%) and Health and Science (65%) subjects were more likely to have done a work experience placement than all other subjects.

Learners eligible for FSM were less likely to have done a work experience placement than those not eligible (49% vs 56% who were not eligible).

**Figure 21: Did a work experience placement by route**



Source: Technical Education Learner Survey EC 2024-2025, IndPlaceDone

Base: All 2023 T Level Foundation Year starters; Unweighted n=1,352, Digital n=239, Construction n=143, Education and Early Years n=254, Health and Science n=234, Business and Administration n=212, Engineering and Manufacturing n=154

### 3.4.1 Placement organisation

**Among learners who spent time on a work experience placement, an equal number of learners had organised the placement themselves (46%) or had their placement organised by their course provider (47%).** Fewer than one in ten (7%) had their placement organised by someone else, for example a family member.

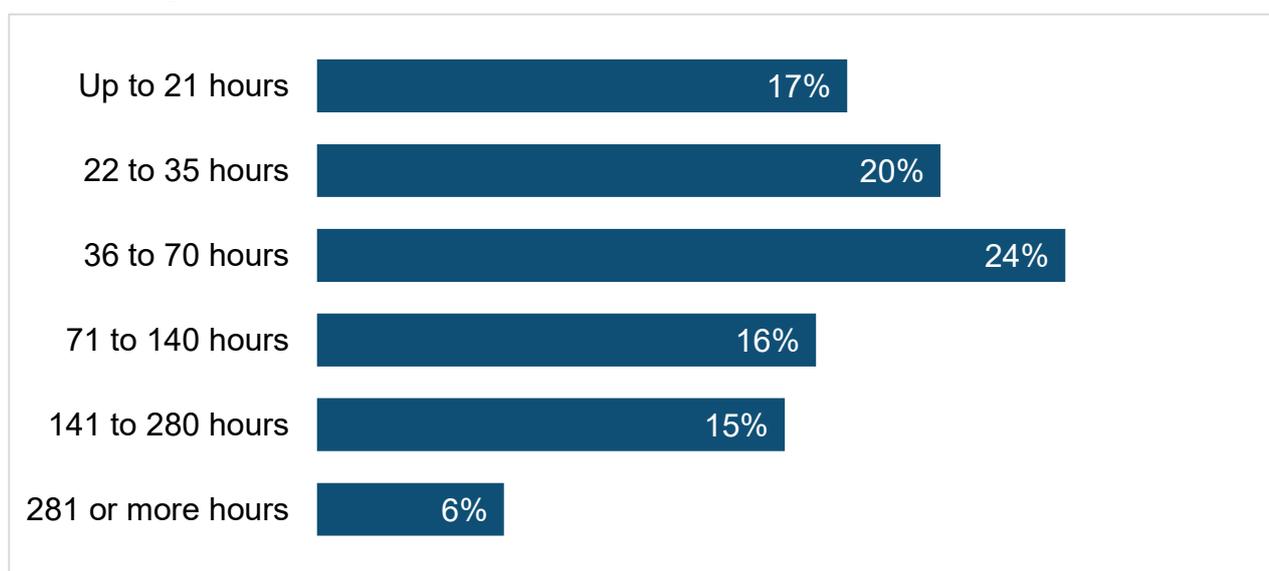
Learners taking a course in the Education and Early Years subject were most likely to have had their placement organised by their course provider (58%) and learners taking a course in the Business and Administration subject were least likely (36%).

Learners from white backgrounds (52%) were more likely to have organised the placement themselves than those from other ethnic backgrounds (34%).

### 3.4.2 Overall placement hours

**A majority (63%) of TLFY learners had spent 70 hours or fewer on a work experience placement as part of their course.** Just under a quarter had done 36 to 70 hours (24%), a fifth had done 22 to 35 hours (20%) and 17% had done up to 21 hours. This question was asked to learners who said they had spent some time on a placement<sup>37</sup>.

**Figure 22: Number of hours spent on a work experience placement**



Source: Technical Education Learner Survey EC 2024-2025, WorkExpHrs

Base: All 2023 T Level Foundation Year starters who did a work experience placement as part of their course; Unweighted n=711

**Out of those who had not done a work experience placement (n=629), the most common reason for not doing one was that it was not offered by their course provider.** Just under half (48%) gave this reason. This was followed by 28% who said they did not do a placement because they couldn't find a suitable employer and 7% said it was because their placement arrangements fell through before it could start.

A quarter (25%) said they did not do a placement for another reason. These other reasons included leaving the course before the placement begun and not having the time to do one.

### 3.4.3 Timing of placement

**When asked about the timing of their work experience placement within their course,** eight in ten (80%) felt that it was 'at about the right time'. A small proportion

<sup>37</sup> \*2% of respondents who said they had spent some time on a work placement then reported no hours on this work placement. These respondents have been excluded from analysis.

reported that their work experience placement started 'too early' (9%) and around 1 in 10 reported that it started 'too late' (11%).

There were no significant differences between subjects in the proportions of learners who reported their placement was too early, too late, or at the right time.

### **3.4.4 Satisfaction with placement**

Among learners who had done a placement, three quarters (76%) were 'very' or 'quite satisfied' with this element of their course. A small proportion (8%) reported they were 'very' or 'quite dissatisfied' with their work experience placement.

No subject had a significantly higher proportion of TLFY learners who were satisfied with their placement. Learners taking a course in the Digital subject were more likely to say they were dissatisfied with their placement (14% compared to 8% overall).

TLFY learners who were more likely to be satisfied with their placement:

- Had SEN (84% compared to 75% without SEN).
- Planned to do a T Level after their course (83% compared to 73% who did not).

### **3.4.5 Expectations of work experience placement**

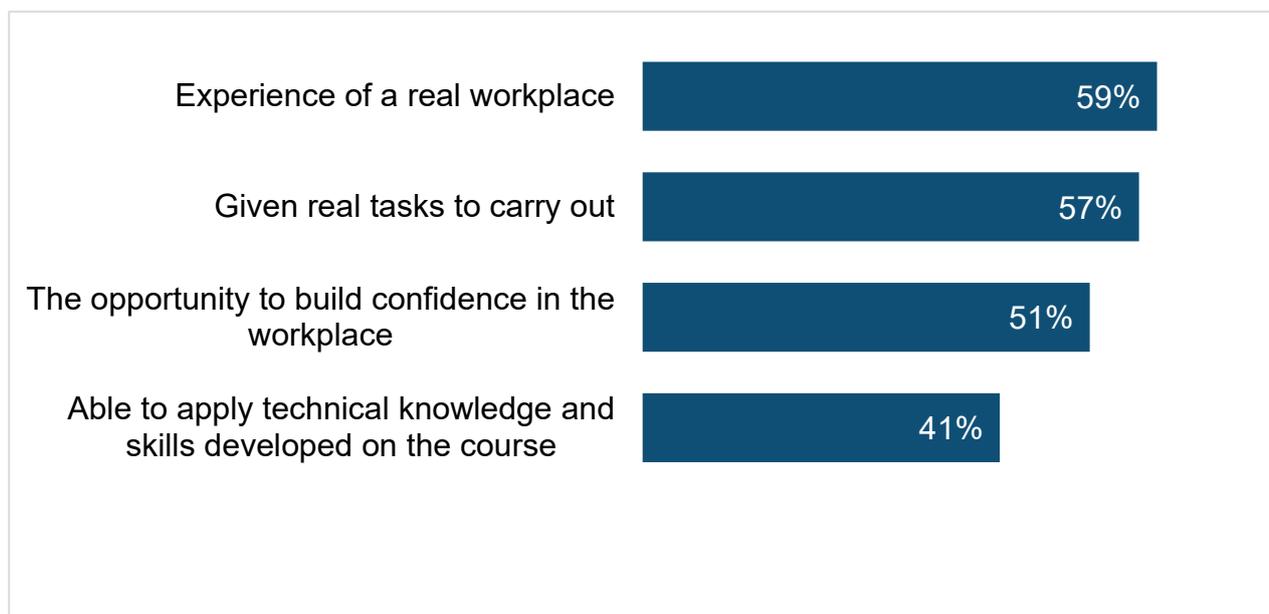
TLFY learners were asked whether their placement met their expectations in four areas including:

- Providing experience of a real workplace.
- Providing the opportunity to build workplace confidence.
- Being given real tasks to carry out.
- Being able to apply knowledge from the course to the placement.

The highest proportion of learners agreed that their placement met their expectations of 'experience of a real workplace' (59%), closely followed by 'given real tasks to carry out' (58%). Just over half (51%) agreed that their work experience placement met their expectations on 'the opportunity to build confidence in the workplace'. The lowest proportion of TLFY learners (42%) agreed that their work experience placement met their expectations in terms of being 'able to apply technical knowledge and skills developed on the course'.

A minority of learners said the work experience placement did not meet their expectations in any of these areas (8%).

**Figure 23: Expectations of work experience placement**



Source: Technical Education Learner Survey EC 2024-2025, ExpPlacement  
Base: All T Level Foundation Year Learners who spent time on a work experience placement during their course; Unweighted n=723

Education and Early Years learners were most likely to say their placement met their expectations in all areas (70% reported it met their expectations in providing experience of a real workplace, 65% in being given real tasks to carry out, 65% in providing the opportunity to build confidence in the workplace, and 54% in being able to apply technical knowledge and skills developed on the course).

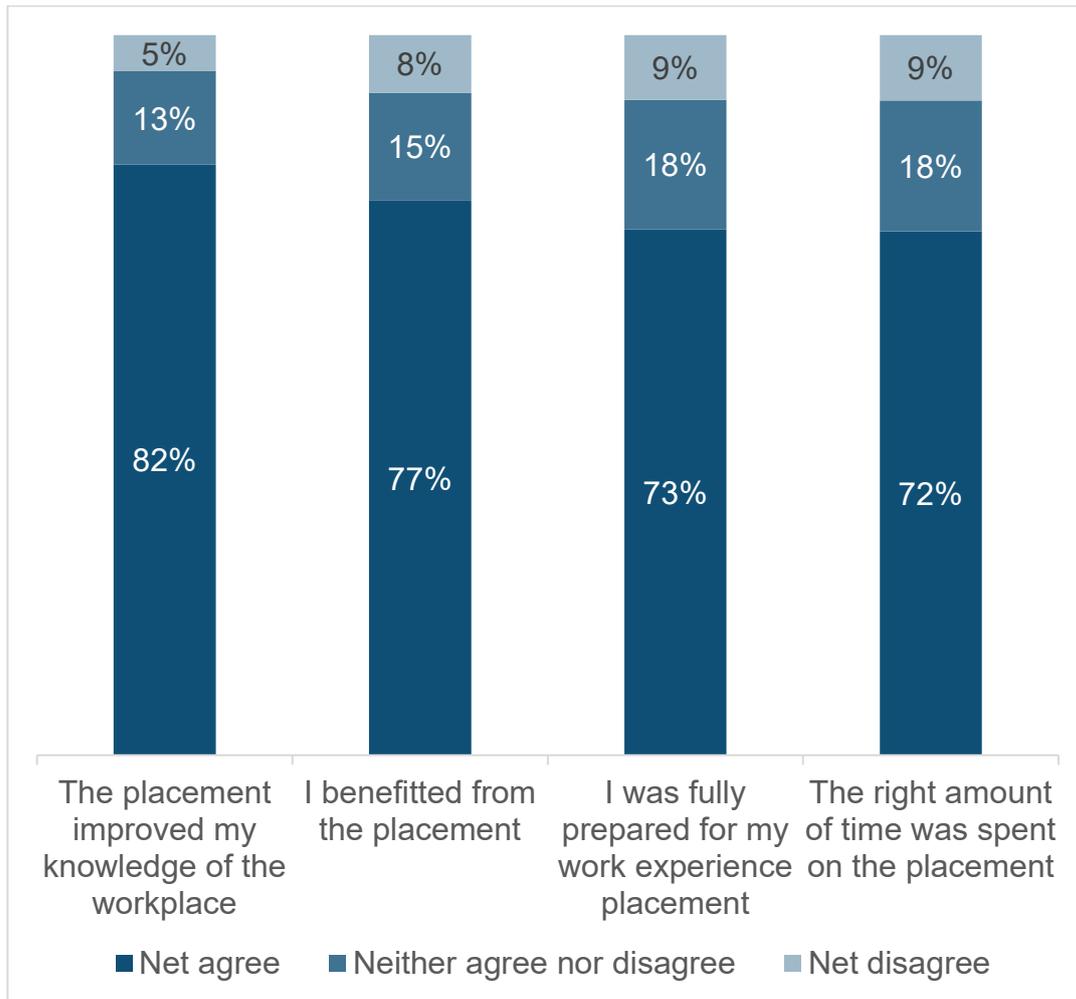
Learners taking the Digital subject were most likely to say that their expectations were not met in any of the areas mentioned (47% reported it met their expectations in providing experience of a real workplace, 49% in being given real tasks to carry out, 46% in providing the opportunity to build confidence in the workplace and 42% in being able to apply technical knowledge and skills developed on the course).

### **3.4.6 Standard of work experience placement delivery**

TLFY learners who had done a work experience placement were asked to what extent they agreed with four statements about the placement.

Over three quarters of learners reported they 'agree' or 'strongly agree' that their placement had improved their knowledge of the workplace (81%) and that they benefitted from the placement (78%). Just under a quarter (72%) of learners 'agreed' or 'strongly agreed' that they were fully prepared for their placement and that they had spent the right amount of time on the placement.

**Figure 24: Rating of work experience elements**



Source: Technical Education Learner Survey EC 2024-2025, PlaceRate  
 Base: All T Level Foundation Year Learners who spent time on a work experience placement during their course; Unweighted n=722

Learners from all subjects were similarly likely to agree that they were fully-prepared for the placement. However, Education and Early Years learners were more likely than some other subjects to agree that they benefitted from the placement (86% compared to 66% Digital and 74% Health and Science), that the placement improved their knowledge of the workplace (87% compared to 71% Digital), and that they spent the right amount of time on their placement (78% compared to 68% Health and Science).

### 3.4.7 Level of contact with employers (outside of work experience placement)

**Just over half (52%) of all TLFY learners had some form of contact with employers that was not a work experience placement during their course.** This included talks by employers (35%), visits to employers (17%), contact with employers as part of project

work (12%), and other types of contact (3%). Just under half (47%) had no type of contact with employers that was not a work experience placement.

Construction learners were most likely to have employer contact outside their work experience placement (59%) and Digital learners were least likely (46%).

Among learners who had employer contact outside their work experience placement, two thirds (68%) reported that the level of contact was 'about the right amount'. Over a quarter (27%) reported that it was 'too little' and a smaller proportion (5%) reported that it was 'too much'. Education and Early Years learners were most likely to say they had about the right amount of contact with employers (79%) and Construction learners were least likely to say this.

## 3.5 Workload and challenges

### 3.5.1 Manageability of teaching and workload

**A majority of TLFY learners (67%) found the amount of teaching on their course very or mostly manageable.** A minority (9%) found the amount of teaching not very or not at all manageable. This was the same as the level of 2022 TLFY starters (67%) who said they found the amount of teaching manageable.

TLFY learners taking courses in the Digital subject were most likely to say the amount of teaching was very or mostly manageable (74%) and learners taking course in the Education and Early Years subject (61%) were least likely.

TLFY learners not planning to take T Level after their TLFY course were more likely to say the amount of teaching was unmanageable than those planning to take a T Level (11% compared to 4% planning to take a T Level).

**The majority (87%) of TLFY learners also found the amount of work they had to do outside lessons manageable.** This includes 28% who found it 'very manageable', 31% who found it 'mostly manageable', and 28% who found it 'quite manageable'. A smaller proportion (13%) found it 'not very' or 'not at all manageable'. This was similar to 2022 starters, 89% of whom found the amount of teaching 'very', 'mostly' or 'quite' manageable.

Construction learners were most likely to say that they found the workload outside lessons 'very manageable' (37%). They were more likely to say this than Education and Early Years learners (24%) and Health and Science learners (24%).

Education and Early Years learners were most likely to say they found the workload outside lessons 'not at all' or 'not very' manageable (16%). They were more likely to say

this than Construction learners (7%). Learners of other subjects reported similar levels of manageability.

The reasons given by TLFY learners who found the amount of work unmanageable were consistent between 2022 and 2023 TLFY starters. The most common reasons given were that there was not enough support from teachers (43%), the work set was unclear (37%), too much work was set (33%). These were followed by learners having other commitments outside course that made course workload unmanageable (29%) and that the work was too hard (17%).

The proportion of learners giving each reason was consistent between subjects.

### 3.5.2 Level of challenge

**One in ten (11%) TLFY learners said their course overall was challenging.** This consists of 3% who said it was extremely challenging and 8% who said it was very challenging. Just under half (45%) said it was quite challenging, while 35% said their course was not very challenging and 9% said it was not at all challenging. This was similar to the proportion of 2022 TLFY learners who said they found their course challenging (12%).

Similar proportions of learners across all subjects found their course 'extremely' or 'very challenging'.

**Out of TLFY learners who found their course challenging (either extremely or very challenging), the most common reasons given for this was the amount of work, assignments or deadlines being too much or otherwise too challenging (23%).** This was also the most common reason given by 2022 TLFY starters, though slightly more gave this reason than (30%).

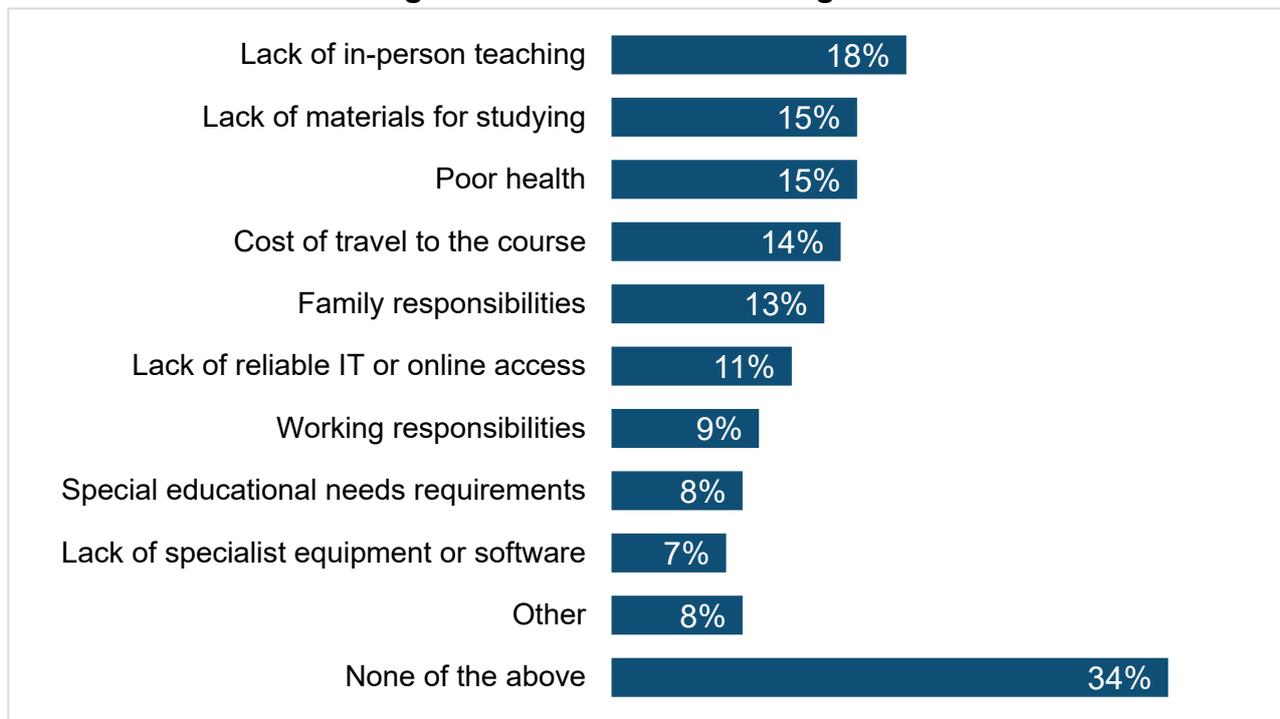
The second most common reason given by 2023 starters was that the content of the course was too high level or challenging (19%), which was slightly more than 2022 starters (13%). The third most common reason for 2023 starters was that the subject being new or unfamiliar (11%), which is ten percentage points lower than the proportion of 2022 starters who gave this reason (22%).

### 3.5.3 Barriers to learning

TLFY learners were presented with a list of possible barriers to learning and asked which, if any, they had experienced. Just over a third (35%) reported no barriers. **For those that did experience barriers, the most commonly reported one was a lack of in-person teaching (18%).** This was most likely to be reported by Engineering and Manufacturing learners (24%) and Construction learners (23%). It was least likely to be reported by Education and Early Years learners (13%).

Though not significant, the proportion from other subjects who gave 'lack of in-person teaching' as a barrier were: Health and Science (19%), Business and Administration (19%), and Digital (15%).

**Figure 25: Barriers to learning**



Source: Technical Education Learner Survey EC 2024-2025, Barriers

Base: All 2023 T Level Foundation Year starters; Unweighted n=1,353

**There were subgroup differences in the proportions of learners who reported each barrier to their learning.**

Learners from white backgrounds were more likely than those from other ethnic backgrounds to say that poor health (18% compared to 10% from other ethnic backgrounds), family responsibilities (14% vs. 10% from other ethnic backgrounds), working alongside their course (11% vs. 6% from other ethnic backgrounds), and issues relating to SEN (11% vs. 4% from other ethnic backgrounds) were barriers to their learning.

Learners who had been eligible for FSM were more likely than those who had not to say that family responsibilities (23% vs 9% non-eligible) and working alongside their course (13% vs. 8% non-eligible) were barriers to their learning.

Four in ten (44%) learners who had an Education Health and Care Plan (EHCP)<sup>38</sup> said that issues relating to special educational needs and requirements got in the way of their learning during the course.

Learners who lived with parents who did not work were more likely to say that family responsibilities were a barrier to their learning (17%) than those who lived with working parents (9%).

Female learners were more likely than male learners to say that issues relating to poor health (21% compared to 9% male), family responsibilities (15% compared to 10% male) were barriers to their learning. Male learners were more likely than female learners to say that none of the barriers mentioned in the question got in the way of their learning (40% compared to 29% female).

## 3.6 Satisfaction with the programme

### 3.6.1 Overall satisfaction

**Two thirds (67%) of 2023 TLFY starters reported that they were ‘quite’ or ‘very satisfied’ with their course overall. A smaller proportion (12%) were ‘very’ or ‘quite dissatisfied’.** This is slightly lower than satisfaction among 2022 TLFY starters, 72% of whom were either ‘very’ or ‘quite satisfied’.

**Figure 26: Overall satisfaction with the course**



Source: Technical Education Learner EC Survey 2024-2025, SatOverall  
Base: All T Level Foundation Year Learners; Unweighted n=1,351

There was some variation in satisfaction between subjects. The subjects with the highest reported satisfaction were Digital (72%), Education and Early Years (71%) and Business and Administration (71%). The subjects with the lowest reported satisfaction were

<sup>38</sup> EHCPs identify educational, health and social needs and set out the additional support to meet those needs. They are for children and young people aged up to 25 who need more support than is available through special educational needs support.

Construction (67%), Health and Science (66%) and Engineering and Manufacturing (61%).

Satisfaction levels with Construction have reduced slightly between 2023 TLFY starters and 2022 starters. 2022 starters taking Construction reported the second highest level of satisfaction (70%) compared to 67% of 2023 starters taking this subject. Digital learners maintained the same level of satisfaction as 2022 starters (72%).

2023 TLFY starters taking Engineering and Manufacturing, Education and Early Years, and Health and Science reported lower levels of satisfaction than 2022 starters taking these subjects, with those studying Engineering and Manufacturing reporting the largest decrease (a decrease of 11 percentage points from 72% to 61% of 2023 starters). There was an increase in satisfaction among Business and Administration learners between cohorts (65% 2022 starters vs 71% 2023 starters).

## Demographic insights

TLFY learners more likely to be satisfied with their course overall were those who:

- Had at least one parent with a degree (75% compared to 67% with no parents with a degree).
- Lived in a household where all parents worked (72% compared to 60% where no parents worked).
- Lived in a residence that was owned or privately rented (71% and 74% respectively, compared to 64% who rented from a housing association or local authority).
- Planned to do a T Level after their course (80% compared to 63% who did not).

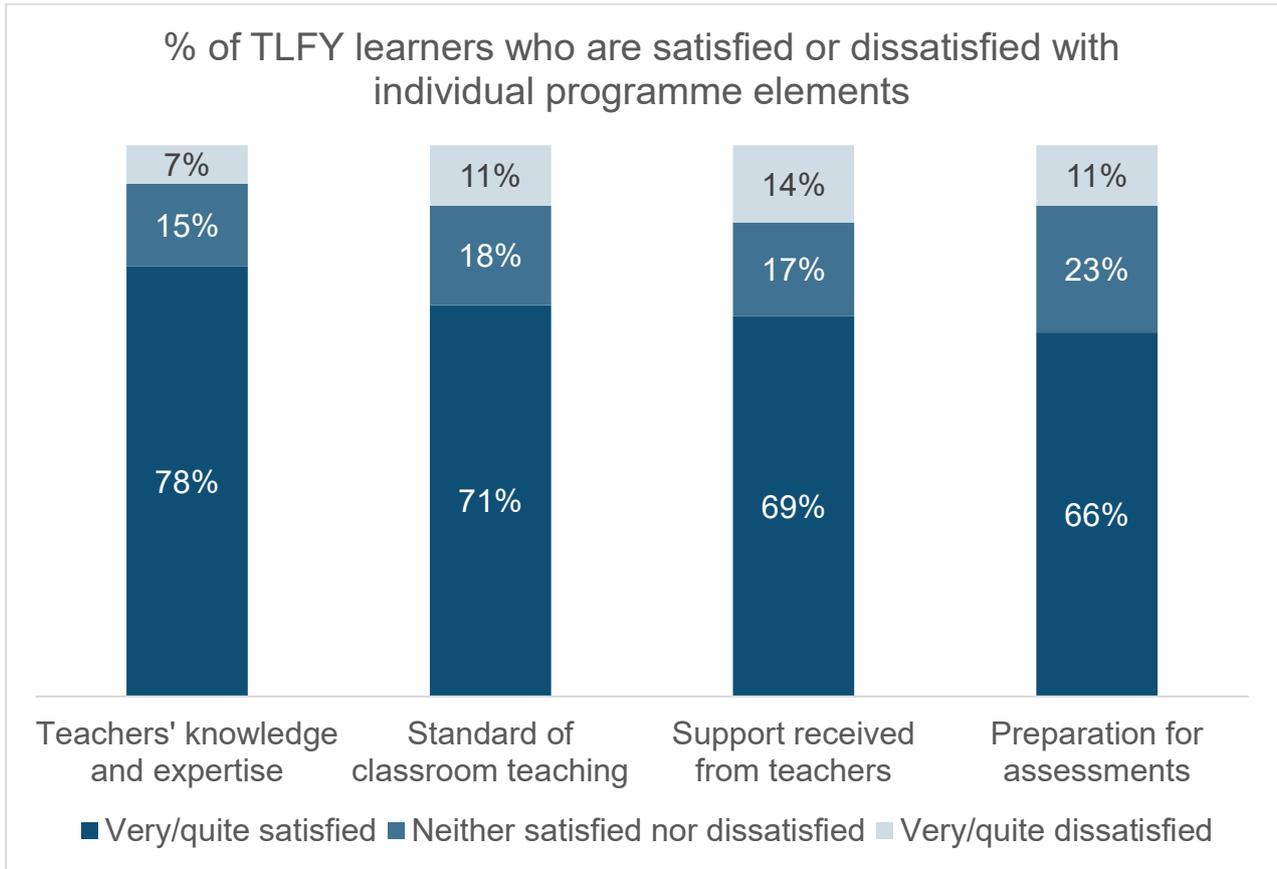
### 3.6.2 Satisfaction with individual programme elements

#### Satisfaction with teaching

Around three quarters were 'very' or 'quite satisfied' with teachers' knowledge and expertise (78%) and 71% were satisfied with the standard of classroom teaching. This is lower than 2022 TLFY starters (81% and 76% respectively).

Over six in ten were satisfied with the support they received from teachers (64%) and with how well teachers prepared them for exams and assessments (69%).

**Figure 27: Satisfaction with teaching**

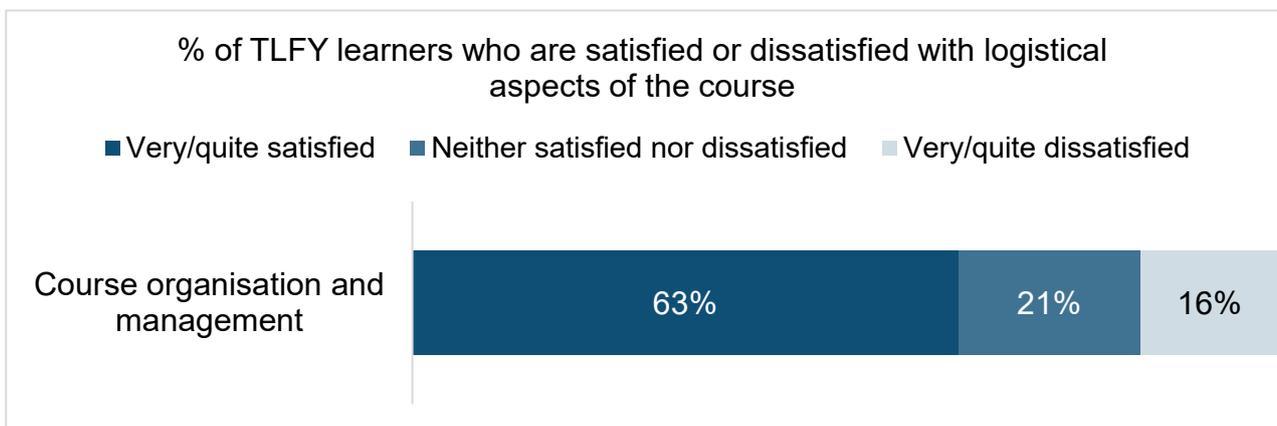


Source: Technical Education Learner EC Survey 2024-2025, SatTeach01 and SatTeach03  
 Base: All T Level Foundation Year Learners; Unweighted n=1318 - 1,351

**Satisfaction with logistical aspects of the course**

Around six in ten were 'very' or 'quite satisfied' with the course organisation and management (63%).

**Figure 28: Satisfaction with logistical aspects of the course**

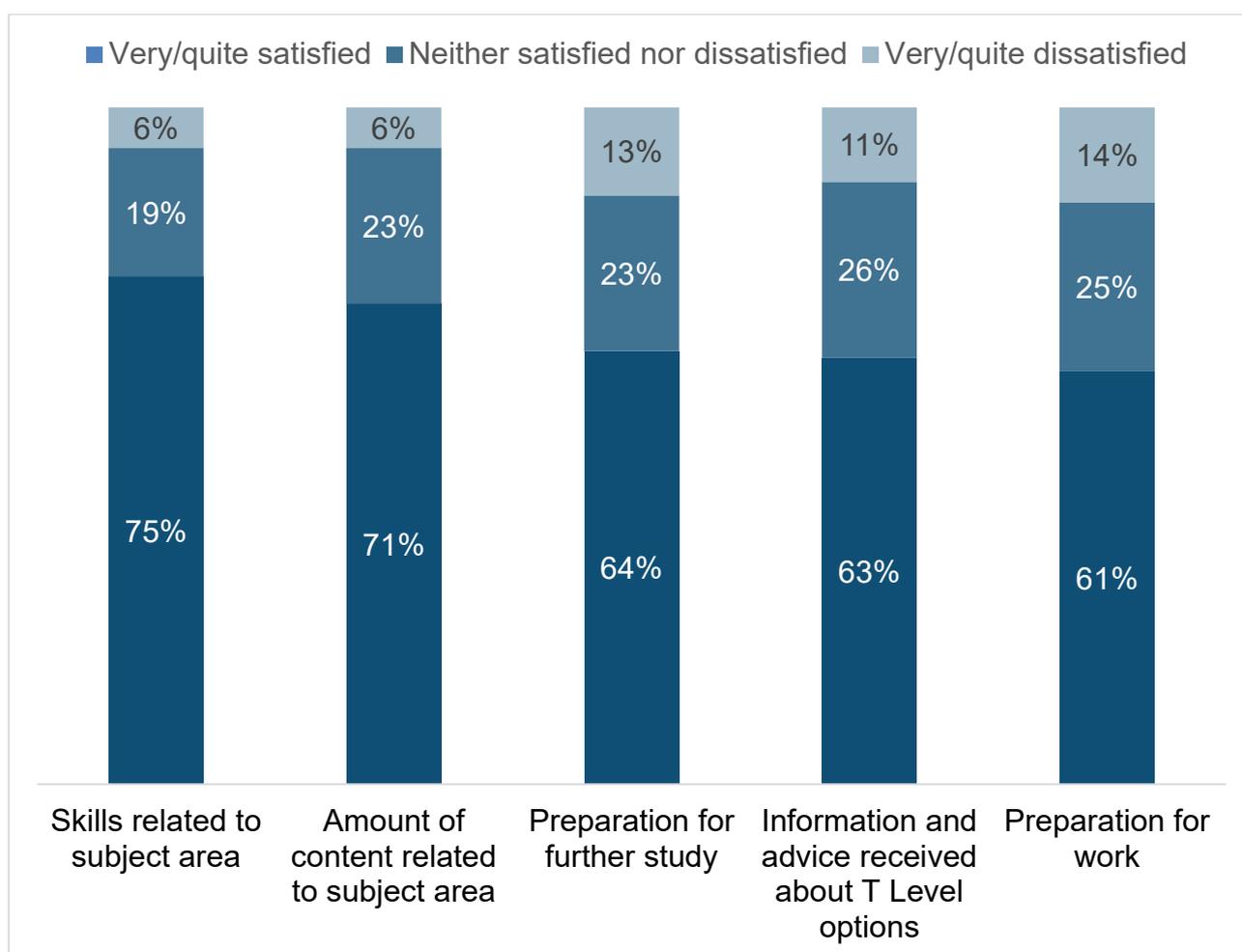


Source: Technical Education Learner EC Survey 2024-2025, SatTeach05  
 Base: All T Level Foundation Year Learners; Unweighted n=1,334

## Satisfaction with preparation for the future

Seven in ten TLFY learners were satisfied with the skills their course covered for their chosen subject (75%) and with the amount of course content related to their chosen subject area (71%). Around six in ten were satisfied with the way their course prepared them for further study (64%) and for work (61%). Six in ten were also satisfied with the information and advice received about T Level options (63%).

**Figure 29: Satisfaction with preparation for the future**



Source: Technical Education Learner EC Survey 2024-2025, SatTeach10, SatTeach12 and SatTeach13  
 Base: All T Level Foundation Year Learners; Unweighted n=1,351

The aspect that differed the most between subjects was how well the course prepared learners for work. In total, 61% of TLFY learners were satisfied with this aspect. However, the highest level of satisfaction was 70%, recorded among Education and Early Years learners, and the lowest level was 56%, recorded among Construction learners. These figures should be understood in the context of the purpose of the TLFY, which is

progression to a T Level. The expectation is that learners will develop knowledge and skills of the workplace while doing this, but it is not the intention of the programme.

This variation in results across subjects should be understood in light of the fact that the primary purpose of the TLFY is to prepare learners to study a T Level, rather than to specifically prepare them for work.

**There were some differences in learner satisfaction with certain course aspects between subjects.**

For most aspects of the course (6 out of 10 aspects), Education and Early Years had the highest proportion of learners who were 'very' or 'quite satisfied'. This is consistent with the higher proportions of Education and Early Years learners who reported that they were satisfied with their programme overall, were likely to recommend the course, and had substantially developed in relation to key course outcomes. This is also consistent with 2022 Education and Early Years learners, who reported highest levels of satisfaction with 9 out of the 15 course aspects surveyed.

Engineering and Manufacturing learners were least satisfied with most aspects of the TLFY programme. The largest proportion of learners studying this subject reported being 'very' or 'quite dissatisfied' on 6 out of 10 course aspects. This is consistent with 2022 Engineering and Manufacturing learners.

Though the variations were largely not statistically significant, there were differences in the proportions of learners who were satisfied with each course aspect within subject. The proportions for each aspect are shown in Table 5, Table 6, Table 7, and Table 8.

**Table 9: Satisfaction with standard of teaching by subject area**

	<b>Standard of classroom teaching</b>	<b>Teachers' knowledge and expertise</b>	<b>Support received from tutors or teachers</b>	<b>Preparation for exams and assessments</b>	<b>Base</b>
<b>All TLFY learners</b>	71%	78%	69%	66%	1,303-1,344
<b>Education and Early Years</b>	75%	84%	71%	67%	241-252
<b>Digital</b>	73%	77%	77%	73%	231-239
<b>Health and Sciences</b>	73%	78%	65%	63%	225-234
<b>Construction and the Built Environment</b>	71%	77%	71%	68%	141-143
<b>Business and Administration</b>	67%	73%	67%	67%	204-212
<b>Engineering and Manufacturing</b>	62%	76%	67%	62%	148-151

Source: Technical Education Learner Survey EC 2024-2025, SatTeach01, SatTeach03, SatTeach04, and SatTeach09.

Bases differ between statements.

**Table 10: Satisfaction with logistical aspects of course**

	<b>Course organisation and management</b>	<b>Base</b>
<b>All TLFY learners</b>	63%	1,334
<b>Education and Early Years</b>	71%	252
<b>Digital</b>	64%	237
<b>Health and Sciences</b>	63%	228
<b>Construction and the Built Environment</b>	60%	142
<b>Business and Administration</b>	65%	210
<b>Engineering and Manufacturing</b>	55%	150

Source: Technical Education Learner Survey EC 2024-2025, SatTeach05

**Table 11: Satisfaction with how well the course prepared learners for the future**

	<b>Skills covered for chosen subject area</b>	<b>Information and advice received about T Level options</b>	<b>Amount of course content related to chosen subject area</b>	<b>Base</b>
<b>All TLFY learners</b>	75%	63%	71%	1,304-1,335
<b>Education and Early Years</b>	79%	65%	74%	246-249
<b>Digital</b>	77%	70%	75%	228-238
<b>Health and Sciences</b>	73%	61%	67%	227-232
<b>Construction and the Built Environment</b>	73%	60%	70%	140-143
<b>Business and Administration</b>	75%	61%	70%	204-209
<b>Engineering and Manufacturing</b>	75%	60%	70%	148-152

Source: Technical Education Learner Survey EC 2024-2025, SatTeach06, SatTeach10 and SatTeach11.  
Bases vary between statements.

**Table 12: Satisfaction for how well course prepared learners for further study or work**

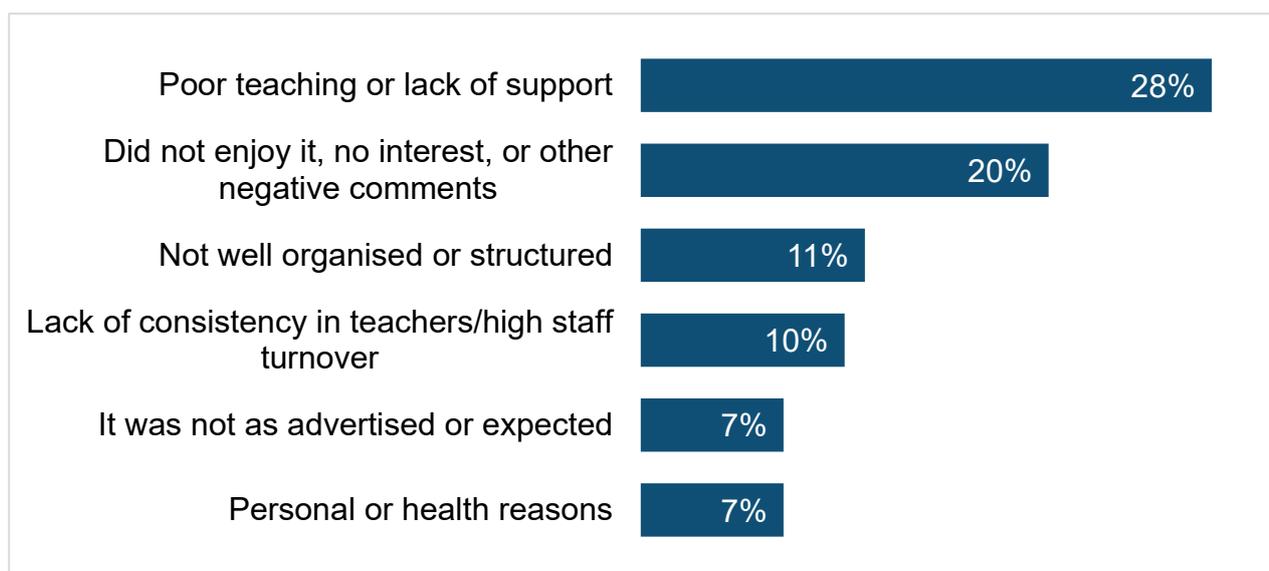
	<b>Preparation for further study</b>	<b>Preparation for work</b>	<b>Base</b>
<b>All TLFY learners</b>	64%	61%	1,318-1,328
<b>Education and Early Years</b>	71%	70%	248-249
<b>Digital</b>	71%	56%	232-235
<b>Health and Sciences</b>	61%	60%	230-231
<b>Construction and the Built Environment</b>	57%	59%	141-142
<b>Business and Administration</b>	64%	62%	206-212
<b>Engineering and Manufacturing</b>	62%	56%	148

Source: Technical Education Learner Survey EC 2024-2025, SatTeach12 and SatTeach13.  
Bases vary between statements.

### **3.6.3 Reasons for dissatisfaction with programme**

The main reasons learners gave for their dissatisfaction were **poor teaching or lack of support from teaching staff (28%)**, followed by not enjoying it or having no interest in it (20%). This was consistent across all subjects. TLFY learners who answered ‘very’ or ‘quite dissatisfied’ with their course (12%) were asked why this was in an open text question. Their answers were coded into themes. Sample sizes for individual subjects were too small to present robust comparisons.

**Figure 30: Reasons for dissatisfaction with course**



Source: Technical Education Learner Survey EC 2024-2025, SatOverallWhy  
Base: All T Level Foundation Year Learners dissatisfied with their course; Unweighted n=157

## 3.7 Skills development and next steps

### 3.7.1 Skills development

TLFY learners were asked to what extent their course had helped them to develop a range of skills, understanding and knowledge. The top five areas which learners reported having 'a great deal' or 'quite a bit' of improvement in because of their course were:

- Knowledge of the occupational area that the course covered (71%).
- Working as a team (70%).
- Problem solving (68%).
- Knowledge and practical skills for chosen occupation (68%).
- Understanding of how workplaces operate (67%).

The skills areas with the lowest levels of reported development were 'confidence' (61%), 'ability to present ideas and arguments in structured writing' (58%) and 'analytical ability' (55%).

**Table 13: Extent to which course has impacted skills development**

	A great deal	Quite a bit	To some extent	Very little	Not at all
Knowledge of the occupational area that course covered	32%	39%	20%	6%	3%
Working as a team	42%	28%	18%	7%	4%
Problem solving	32%	36%	22%	7%	4%
Knowledge and practical skills needed for chosen occupation	31%	37%	21%	7%	4%
Understanding of how workplaces operate	35%	32%	20%	9%	5%
Self-organisation and time-keeping	37%	30%	21%	8%	4%
Communication skills	34%	31%	21%	9%	6%
Ability to understand complex instructions	28%	35%	23%	9%	5%
Study skills	27%	35%	24%	9%	5%
Confidence	32%	29%	22%	10%	7%
Ability to present ideas and arguments in structured writing	28%	31%	24%	11%	7%
Analytical ability	23%	34%	31%	8%	5%

Source: Technical Education Learner Survey EC 2024-2025, Outcomes  
 Base: All T Level Foundation Year Learners; Unweighted, n varies per statements, = 1,338 – 1,351

The proportion of 2023 TLFY learners who reported their course helped them develop study skills, communication skills, and confidence was slightly lower than 2022 TLFY starters with a range of 5 to 7 percentage points. Trends in other skills cannot be reported because they were not asked about in the previous survey.

TLFY learners taking the Education and Early Years subject were most likely to say their course helped them develop understanding of how workplaces operate, the knowledge and practical skills needed for their chosen occupation, confidence, problem solving, and self-organisation and timekeeping. However, no subject was significantly more or less likely than all others to report the development of any skill.

### **3.7.2 Additional TLFY Outcomes and Skills**

TLFY courses are intended to help learners develop certain skills and knowledge to prepare them for T Levels. These encompass five key areas: 1) industry-relevant technical knowledge and skills; 2) skills for successful study; 3) English, maths, and digital skills; 4) knowledge and skills for the workplace; 5) positive attitude and behaviours.

A similar proportion of 2023 and 2022 TLFY starters felt their course helped them develop most of these skills.

Nearly two thirds (62%) of 2023 TLFY starters reported that their course helped them develop English skills 'a great deal' or 'quite a bit' (compared to 67% of 2022 TLFY starters). Just over half of 2023 starters felt that their course helped them develop 'knowledge of T Levels in my chosen area' (55% compared to 56% of 2022 TLFY starters) and was helpful in 'preparing me for a T Level' (54% compared to 55% of 2022 TLFY starters).

The proportion of 2023 starters who felt their course helped them develop 'maths skills' is lower than 2022 starters (53% compared to 61% of 2022 TLFY starters).

TLFY learners taking the Education and Early Years subject were more likely to say that their course helped them develop their English skills. Except for this, all subjects reported their course helped them develop to a similar extent in all the ways mentioned in the question statements.

**Table 14: Proportion of 2022 and 2023 TLFY starters reporting programme-specific skills development**

<b>TLFY-specific outcome</b>	<b>2023 starters</b>	<b>2022 starters</b>
Developed knowledge of T Levels	55%	56%
Prepared learners for T Level study	54%	55%
<i>Unweighted base</i>	<i>831-1,349</i>	<i>1,176-1,970</i>

Source: All TLFY 2023 and 2022 starters. Technical Education Learner Survey EC 2024-2025, OutcomesTP

### 3.7.3 Extent to which TLFY prepared learners for T Level

The following findings relate to a specific group: T Level learners who undertook a T Level Foundation Year (TLFY) before starting their main T Level course (n=47). It is important to note that these figures are based on a small number of learners, so any conclusions should be drawn with care.

**Among this group, just over half (56%) felt that their TLFY prepared them well for their T Level.** This figure consists of 9% who "strongly agreed" and 47% who "agreed". Just over a quarter (17%) of these learners disagreed with the statement, breaking down into 9% who "disagreed" and 8% who "strongly disagreed."

A significant portion, just over a quarter (27%), remained neutral on the matter, selecting "neither agreed nor disagreed."

TLFY learners from all subjects reported similar levels of agreement and disagreement that their provider told them that the programme would prepare them for a T Level qualification.

This was highest among those in the Digital subject (34%), followed by those in the Health and Science subject (27%), and the Engineering and Manufacturing subject (26%). It was lowest among those in the Construction and the Built Environment subject (20%), followed by those in the Business and Administration subject (24%).

These results suggest that there remains some misalignment between the TLFY goal of preparing learners to undertake a T Level, and the actual outcomes for learners.

## 3.8 Post Course outcomes

This section focuses on the findings from the Post Course (PC) survey. Where questions were asked in both End Course (EC) and PC surveys, only the results for the PC survey are presented in the main text. Where results from the EC survey are presented for comparison, this analysis is displayed in boxes to make it distinct.

TLFY learners were re-contacted approximately one year after they completed their course and invited to take part in a PC survey to further explore outcomes and progress. The sample comprised learners who had taken part in the EC survey and those who were invited to take part in the EC survey but had not done so. To this end, there are two groups to consider:

- The cross-sectional sample of TLFY learners, representative of the entire TLFY sample (n=537), comprising both those who participated in the EC survey (n=244) and those who did not (n=293). Most data in this section reports on TLFY completers and compares to non-completers, except where relevant to report on both. The specific sample being reported on is made clear throughout the section.

- The longitudinal sample of TLFY learners (n=244), who took part in both the EC and PC surveys. Some questions from the PC survey are analysed in terms of the responses given by this group to EC survey questions. This analysis is boxed to make it distinct.

### 3.8.1 Pre-course aspirations and progression to T Level

**At the EC survey, four in ten (40%) TLFY learners reported that, when they started their TLFY, they hoped to go on to do a T level after their foundation year.** Over a third (35%) were not sure and a quarter (24%) reported they did not hope to go on to a T Level. The proportion who hoped to go on to a T Level was 10 percentage points higher (50%) when considering only TLFY learners who did not leave their course early.

**At the EC survey a few months after their course, a quarter (26%) of TLFY learners said they had at that time continued to a T Level,** which is five percentage points lower than the proportion who hoped to do a T Level when they started their foundation year. When considering only those who did not leave their TLFY early, the proportion who had moved to a T Level at the time of the EC survey rose to 35% (compared to 50% who aspired to do a T Level at the start of their TLFY).

**At the PC survey 12 months after the end of their course, 18% of TLFY learners reported that they were at that time doing a T Level.** This is eight percentage points lower than the proportion who said they were doing a T Level at the EC survey a few months after their course. This difference may be explained by learners leaving their T Level early and moving to another course, moving into work, or pursuing other goals.

#### Reasons for not continuing to study for a T Level

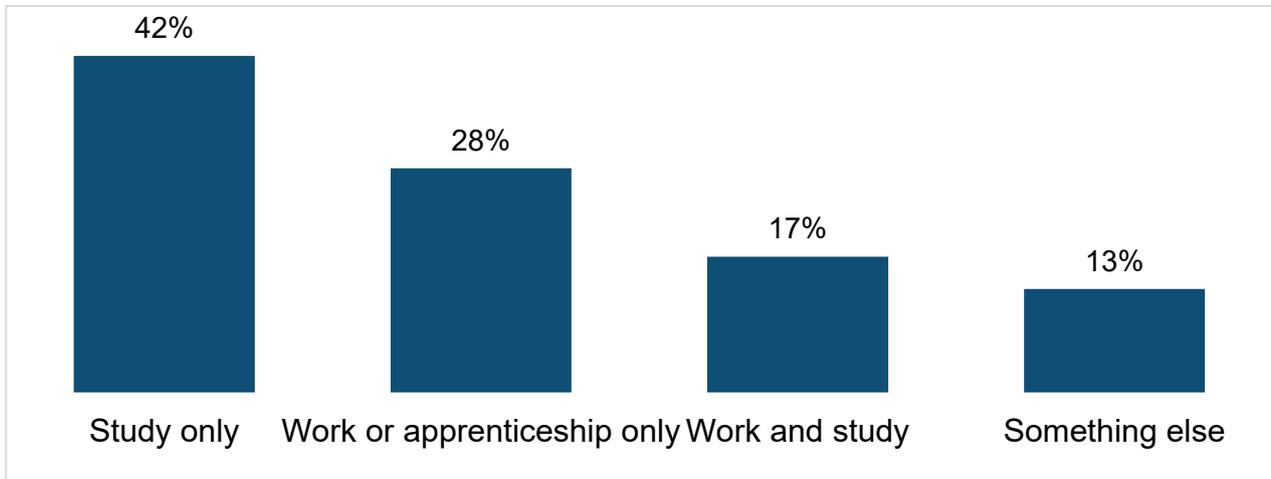
Learners who reported that, at the time of the EC survey, they had not yet continued onto a T Level or were still not sure if they were going to, were asked their reasons for this. The most common reason, reported by a quarter of learners, was that they preferred to study a different course (26%). Over a fifth of learners reported that they would like to have continued but did not have the required grades (23%) or they wanted to do an apprenticeship instead (21%). Smaller proportions reported that they 'want to move into employment' (19%), cited 'personal reasons' (17%), provided 'other reason' (13%), were 'still undecided' (9%) or felt 'T Level would be too challenging' (8%).

### 3.8.1 Current activities

In the PC survey TLFY learners were asked what they were currently doing, choosing from a list of possible activities. **Almost nine in ten of those who completed their programme (87%) progressed into work or study (or both),** compared with 78% of non-completers. More specifically, four in ten completers (42%) went onto further study (compared with 20% of non-completers), and three in ten (28%) went into paid work or an apprenticeship (compared with 50% of non-completers). Just under a fifth (17%) of

TLFY completers had moved into further study and work (vs 7% of non-completers), while 13% were doing something else (significantly lower than the 22% of non-completers who gave this answer).

**Figure 31: Whether working, studying or both, TLFY completers**



Source: Technical Education Learner Survey PC 2024-2025, WrkStud  
Base: All TLFY learners who completed their course, excluding DK/NA. (Unweighted total n=415)

## End Course survey comparison

The following figures relate to TLFY learners who did not indicate they left their course early.

The outcomes that TLFY learners reported at the Post Course survey 12 months after their course ended differ from the aspirations they reported at the End Course survey when thinking back to the start of their course.

A third (33%) of TLFY learners started their course with the aspiration to go onto further education after their TLFY, which is lower than the 59% of learners who reported they had actually gone on to further study (42% study and 17% doing both work and study).

The largest difference between aspirations at the start of their course and actual destinations was regarding apprenticeships. Less than one in ten (8%) TLFY learners reported they were doing an apprenticeship, which is lower than the third (33%) who started their TLFY with the aspiration to do an apprenticeship afterwards.

Over a quarter (28%) of TLFY learners reported they were doing paid work at the Post Course survey, which is higher than the 17% who started their TLFY with the aspiration to move into paid work.

At the EC survey, just under a fifth (13%) were not sure what they hoped to progress to.

Considering just those who completed the TLFY programme, some differences in destinations were apparent between subjects (Table 10). For example, Education and Early Years had the largest proportion of completers going into paid work (40% vs 32% or less in other subjects), while Digital had the highest proportion of completers progressing to a T Level (33% vs 20% in Health and Science, 20% in Engineering and Manufacturing, 18% in Construction, 12% in Business and Administration and 7% in Education and Early Years).

**Table 15: Destinations by subject (based on main activity), TLFY completers**

	<b>Total</b>	<b>Construction</b>	<b>Education and Early Years</b>	<b>Health and Science</b>	<b>Engineering and Manufacturing</b>	<b>Business and Administration</b>	<b>Digital</b>
Studying an HTQ	2%	5%	2%	3%	2%	2%	1%
Studying a Level 4 or 5 qualification	2%	3%	2%	1%	5%	2%	-
Studying a T Level	18%	18%	7%	20%	20%	12%	33%
Studying different kind of Level 3 qualification	20%	3%	18%	15%	28%	26%	20%
Studying a Level 2 qualification	4%	-	6%	5%	4%	5%	3%
Another qualification or type of study	7%	15%	5%	9%	8%	4%	9%
Doing an apprenticeship	8%	16%	11%	10%	9%	6%	2%
Doing paid work	28%	32%	40%	24%	16%	31%	20%
Something else	11%	8%	10%	13%	7%	12%	12%
<b><i>Unweighted base: TLFY course completers</i></b>	<b>410</b>	<b>27*</b>	<b>63</b>	<b>98</b>	<b>36*</b>	<b>73</b>	<b>83</b>

Source: Technical Education Learner Survey PC 2024-2025, DV\_CurrentActMain\_combined. \*Small bases for Construction and Engineering and Manufacturing.

## Progression into further study

TLFY learners who had moved into further study were studying a range of different courses and qualification types:

- Just under two in ten (18%) course completers were studying a T Level after their course. This is significantly higher than non-completers (4%).
- The most common type of further study, reported by 20% of TLFY completers, was a different kind of level 3 qualification other than a T Level, such as a Level 3 award, Level 3 certificate, Level 3 diploma, Level 3 NVQ.
- Just under one in ten (8%) TLFY completers had progressed to an apprenticeship, including a degree apprenticeship. The proportion was similar between completers non-completers (9%).
- Eight in ten course completers had been studying toward their current qualification for around six months (15%) or more than six months (67%). Just under a fifth had been studying for less than six months (18%), which is significantly less than learners who left their course early (35%).

Out of all TLFY completers who said their main activity was an apprenticeship (n=29), the most common type was an Advanced / Level 3 apprenticeship (62%), followed by Intermediate / Level 2 (29%). A smaller proportion were taking a Higher / Level 4 or 5 apprenticeship (9%).

## Progression into work

The most common type of work TLFY completers moved into was part-time paid work for an employer, reported by half these learners (50%). The next most common was full-time paid work for an employer, reported by a quarter (23%), followed by a full-time apprenticeship (18%). These proportions were not significantly different from non-completers.

There was a similar split of course completers who had been working in their current job for less than six months (42%) and six months or more (58%), consisting of one in ten (11%) who had been working in their current job for around six months and 47% for more than six months. These were not significantly different to the proportions of non-completers (34% for less than six months and 67% for six months or more).

## Progression to what learners wanted to do

**Two thirds (65%) of TLFY learners 'agreed' or 'strongly agreed' that their programme allowed them to progress to what they wanted to do**, whether this was work, study or something else. A quarter (24%) reported feeling neutral while 11% disagreed or strongly disagreed. The level of agreement differed between subjects. Education and Early Years learners (77%) were most likely to agree that their course

allowed them to progress to what they wanted to do. In contrast, learners taking Business and Administration were most likely to disagree (19%).

The proportion of learners who agreed their course had allowed them to progress to what they wanted to do had decreased overall and for each subject (except Education and Early Years and Health and Science, which increased) between 2022 starters and 2023 starters. Table 11 displays this information, with figures for both 2023 starters and 2022 starters taken from the EC survey just after the end of their course. For 2023 starters this was within a few months of finishing their course and for 2022 starters this was closer to the end of their course.

**Table 16: Proportion of 2022 and 2023 TLFY starters who agreed their course allowed them to progress to what they wanted to do**

Subject	2022 TLFY starters	2023 TLFY starters
Education and Early Years	70%	68%
Digital	70%	65%
Health and Science	66%	63%
Business and Administration	62%	59%
Construction	69%	58%
Engineering and Manufacturing	69%	54%
Total	67%	62%
<i>Unweighted base</i>	<i>n=215-504</i>	<i>n=143-254</i>

Source: Technical Education Learner Survey EC 2025, Progress.

Base: All 2023 T Level Foundation Year starters who finished their course and all 2022 T Level Foundation Year starters.

### 3.8.2 Progression within subject field

Just over two thirds (67%) of course completers who were studying were doing so in the same general field as their course. This proportion is significantly higher than among learners who left their course early (42%).

Among participants who were employed or on an apprenticeship after their course, 45% of those who completed their course were working within the same general field, significantly higher than those who had left their course early (15%).

Those who were not studying or working in the same general field as their TLFY were asked why this was the case. The most common reason among course completers for not studying or doing an apprenticeship in the same general field as their course was personal preference – they did not want to study (51%) or do an apprenticeship (54%) in the same general field. The most common reason for not working in the same general field as their course was being unable to find relevant work (41%).

### 3.8.3 Use of skills developed during TLFY

Six in ten (60%) course completers who were studying or doing an apprenticeship after their course said that they use the skills developed in their course in their current study a large amount (either 'a great deal' or 'quite a bit'). This is significantly higher than those who left their course early (32%).

Among course completers, 45% reported that they use skills developed by their course in their current work a large amount ('a great deal' or 'quite a bit'). This is significantly higher than those who left their course early (19%).

### 3.8.4 Preparedness for study

Seven in ten (70%) TLFY course completers agreed (either strongly or somewhat) that their course prepared them for their current study or apprenticeship. There were no significant differences between subjects.

Among those who agreed their course prepared them for their current study, the most common reasons for this were that it provided technical knowledge (52%) and practical skills (49%) relevant to their study. The next most common reason was the work experience placement (45%), followed by practice doing assessments (39%) and that it helped develop their study skills (37%) and English and Maths skills (36%).

Health and Science learners were more likely to say their course helped prepare them for their current study due to the work experience placement (64% vs 45% overall)<sup>39</sup>. There were no other significant differences between subjects.

Among those who disagreed their course prepared them for their current study, suggestions for how the course could have been improved to help them included better teaching (10%) and more content related to the real world of work or real-world scenarios (9%)<sup>40</sup>.

### 3.8.5 Salary

Those who were working (including doing an apprenticeship) were asked for self-reported salary at the time of completing the survey and were invited to express this figure through an hourly, daily, weekly, monthly or annual rate, or by choosing 'another

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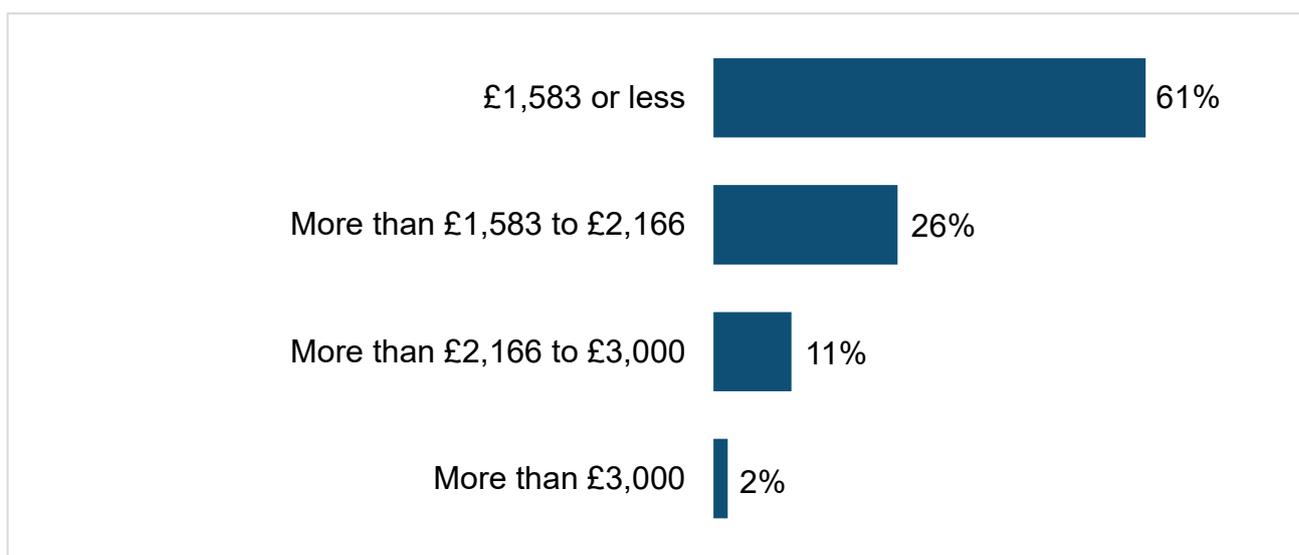
<sup>39</sup> Small Base Size (35 vs 109)

<sup>40</sup> Small Base Size (71)

period'<sup>41</sup>. A monthly salary was then derived from these variables and sorted into quartiles.

The figure below shows the monthly salary quartiles for TLFY course completers whose main activity was paid work or an apprenticeship. There were no significant differences in the proportions earning each gross monthly salary band between course completers and non-completers. Learners eligible for FSM (77%) were more likely than those who were not (57%) to report monthly earnings in the lowest quartile (£1,583 or less).

**Figure 32: Gross salary of learners in work or an apprenticeship per month**



Source: Technical Education Learner Survey PC 2024-2025, DV\_MonthlySalaryWorkApp\_Q4  
Base: TLFY completers whose main activity was paid work or an apprenticeship; Unweighted 101

The median monthly salary for TLFY learners whose main activity was paid work or an apprenticeship was £1,299.98, and the median salary just among T Level learners whose main activity was paid work £1,310.20. There was some variation between subject, as shown in Table 12.

<sup>41</sup> Those who gave an hourly figure were then asked how many hours they usually worked in a shift and how many shifts they worked per week, and those who gave daily rates were asked how many days they worked per week

**Table 17: Median monthly salary by TLFY subject**

<b>Route</b>	<b>Median monthly salary of learners whose main activity was paid work</b>	<b>Median monthly salary of learners whose main activity was paid work or an apprenticeship</b>
Construction	£1,818.60	£1,720.61
Business and Administration	£1,624.98	£1,532.37
Health and Science	£1,495.75	£1,391.56
Agriculture, Environment and Animal Care	£1,265.91	£1,302.69
Education and Early Years	£1,195.08	£1,026.75
Engineering and Manufacturing	£1,015.40	£1,428.88
Digital	£984.60	£1,000.00

Source: Technical Education Learner Survey PC 2024-2025, DV\_MonthlySalaryWorkApp\_Q4 and DV\_MonthlySalaryWorkApp\_Q4

Base: 2023 TLFY starters whose main activity was paid work or an apprenticeship; Unweighted 142 and 2023 TLFY starters whose main activity was paid work; Unweighted 111

### **3.8.6 Workplace and career preparedness**

#### **Workplace preparedness**

Six in ten of all course completers (61%) agreed (either strongly or somewhat) that their course prepared them for the workplace.

The most common reasons completers gave for why their course prepared them for the workplace were that it provided practical skills (55%) and technical knowledge of the subject (53%). This was followed by the work experience placement (43%), development of English, maths and transferrable skills (32%), and the employer-set project (27%).

Among the minority who disagreed that their course prepared them for the workplace, the most common reason given for this was that the course was not relevant enough to the world of work or did not teach enough real-world skills (26%). The next most common reason was that there was a lack of work placement on the course (15%).

## Career preparedness

Just over six in ten (65%) TLFY completers agreed that their course has prepared them for their future career. One in ten (11%) disagreed and a quarter (25%) neither agreed nor disagreed. There were no significant differences between subjects at the combined level, but Education and Early Years learners were more likely than average to strongly agree (39% vs 21% overall).

### 3.8.7 Level of fulfilment

Around half (55%) of TLFY learners reported they felt fulfilled by their current situation, regardless of whether they were in work, study or doing something else. Course completers were significantly more likely to say this than those who left early (58% vs. 44% who left early). There were no significant differences between subjects.

### 3.8.8 Recommending the programme

TLFY learners were also asked how likely or unlikely they would be to recommend their programme to others. This can be a useful indicator of how well the course performed and met learners' expectations and needs. If a student is open or willing to recommend the course to others, it can indicate they likely found value in the course content, qualification, or overall experience.

**The majority of 2023 TLFY starters in the PC survey reported they were 'very' or 'quite' likely to recommend their course (62%),** which is similar to 2022 TLFY starters (65%). Nearly a quarter (26%) of 2023 starters were neither likely nor unlikely and a small proportion (12%) were 'quite' or 'very unlikely' to recommend their course. Education and Early Years completers (79%) were more likely than Digital (63%) and Business and Administration completers (58%) to say they would recommend their course.

Course completers were more likely to say they would recommend their course (66%) than those who left early (46%).

## End Course survey comparison

The proportions of learners who reported they would recommend their course at the Post Course survey are similar to the proportions who would recommend at the End Course survey, which was conducted closer to the end of their course (60% likely, 24% neither likely nor unlikely, and 15% unlikely). Data from the End Course survey shows that, out of all learners (completers and non-completers), Education and Early Years learners were most likely to recommend their course (68%) and the learners least likely to recommend their course were Engineering and Manufacturing (51%) and Construction (55%) learners.

## Demographic insights

TLFY course completers more likely to recommend their course were:

- Female (74% compared to 58% male).

There were no significant differences between ethnic backgrounds, parental education status, and parental work status.

## 3.9 Future intentions

### 3.9.1 Future work plans

Half (50%) of TLFY 2023 starters in the PC survey said they were aiming to work or keep working in the same general field as their course. TLFY learners who completed their course (55%) were more likely to say this than those who left early (33%). There were no significant differences between subjects or other demographic variables.

### 3.9.2 Future study plans

Among TLFY 2023 starters not currently studying after their course, 38% respondents planned to do further study in the future and 31% did not. A further 31% were not sure. Health and Science learners were more likely than other subjects to say they were planning to do further study in the future. There were no significant differences between completers and non-completers.

Just over half (54%) of those not currently studying but planning to study in the future said that this planned study would be in the same general field as their course. There

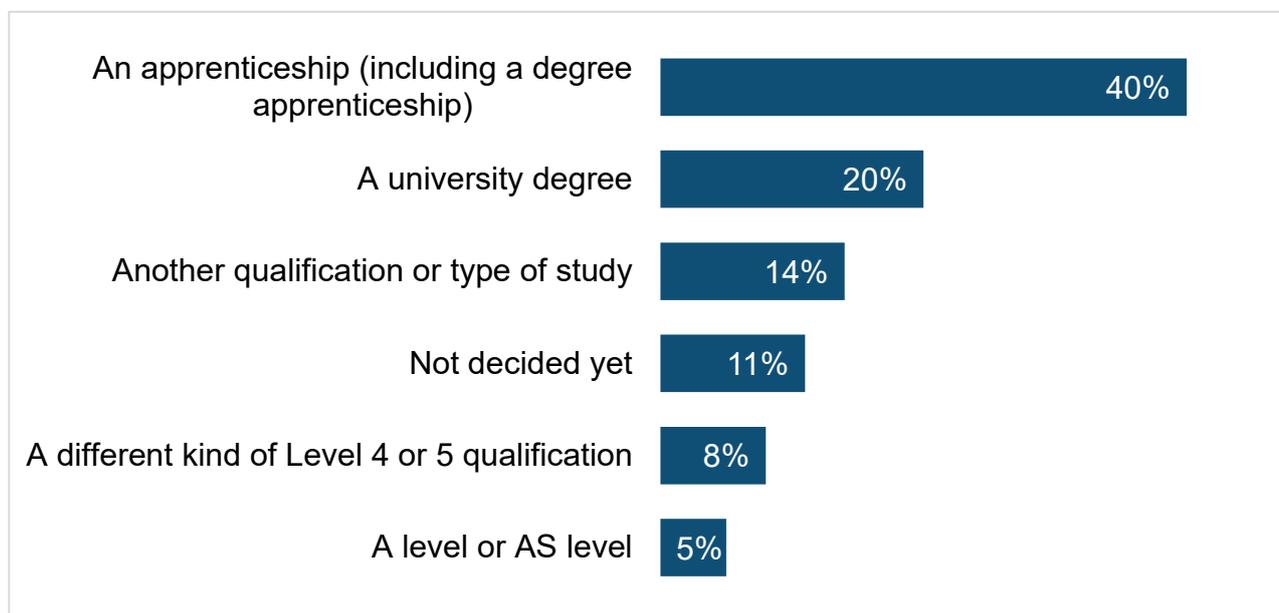
were no significant differences between subject nor between completers and non-completers.

Among those not currently studying but planning to study in the future, the most common type of planned study was an apprenticeship, reported by four in ten (40%) learners. This includes degree apprenticeships. The next most common planned further study was a university degree, reported by one fifth of learners (20%). Smaller proportions planned to do another Level 4 or 5 qualification (8%) or a Higher Technical Qualification (HTQ) (7%). 14% reported they planned to do another type of study and 11% were not sure. There were no significant differences between course completers and non-completers.

### End Course survey comparison

While 54% initially planned to pursue an apprenticeship or further study within a year, as indicated by the EC survey, only 10% commenced an apprenticeship and 38% pursued further study according to the PC survey. This discrepancy highlights a drop-off in the realisation of educational plans and suggests a potential shift influenced by evolving circumstances or challenges faced by learners.

**Figure 33: Planned further study for those who are not currently studying but plan to study in the future**



Source: Technical Education Learner Survey PC 2025, PCAimStudyType  
Base: All T Level Foundation Year Learners who are not currently studying but plan further study in the future; Unweighted n=94

### 3.9.3 Changes to career plans during the course

Six in ten (62%) TLFY 2023 starters reported that their idea of what they wanted to do as a career changed during their course, consisting of 42% who said it changed a little and 20% who said it changed a lot. Learners who left their course early were more likely to say that their idea of what they wanted to do as a career changed a lot (27%) than learners who completed their course (17%).

Construction learners were more likely than other subjects to say their idea of what they wanted to do as a career stayed the same during their course (54% vs. 38% overall). No subject was more or less likely to say their career aspiration had changed, either a lot or a little.

Among those who said their idea of what they wanted to do as a career changed, 36% said learning more about the occupation during the course influenced this change, 33% said advice from teachers or careers staff influenced it, and 27% said their experience of the work experience placement influenced it. 18% said it was something else and 25% said it was nothing in particular. There were no significant differences between subjects.

Learners who completed their course were more likely than those who left early to say their idea of what they wanted to do as a career changed due to learning more about the occupation during the course (42% vs. 21% non-completers), advice from teachers and careers staff (38% vs. 20% non-completers), and the work experience placement (30% vs. 17% non-completers). Those who left their course early were more likely to say it was due to nothing in particular (41% vs 20% completers).

#### End Course survey comparison

Among longitudinal participants who reported at the End Course survey that they hoped to move into paid work, the proportion who also reported at the Post Course survey that their career aspiration stayed the same (37%), changed a little (36%), or changed a lot (40%) were not significantly different. The same was true for longitudinal participants who reported they hoped to move into further study or something else.

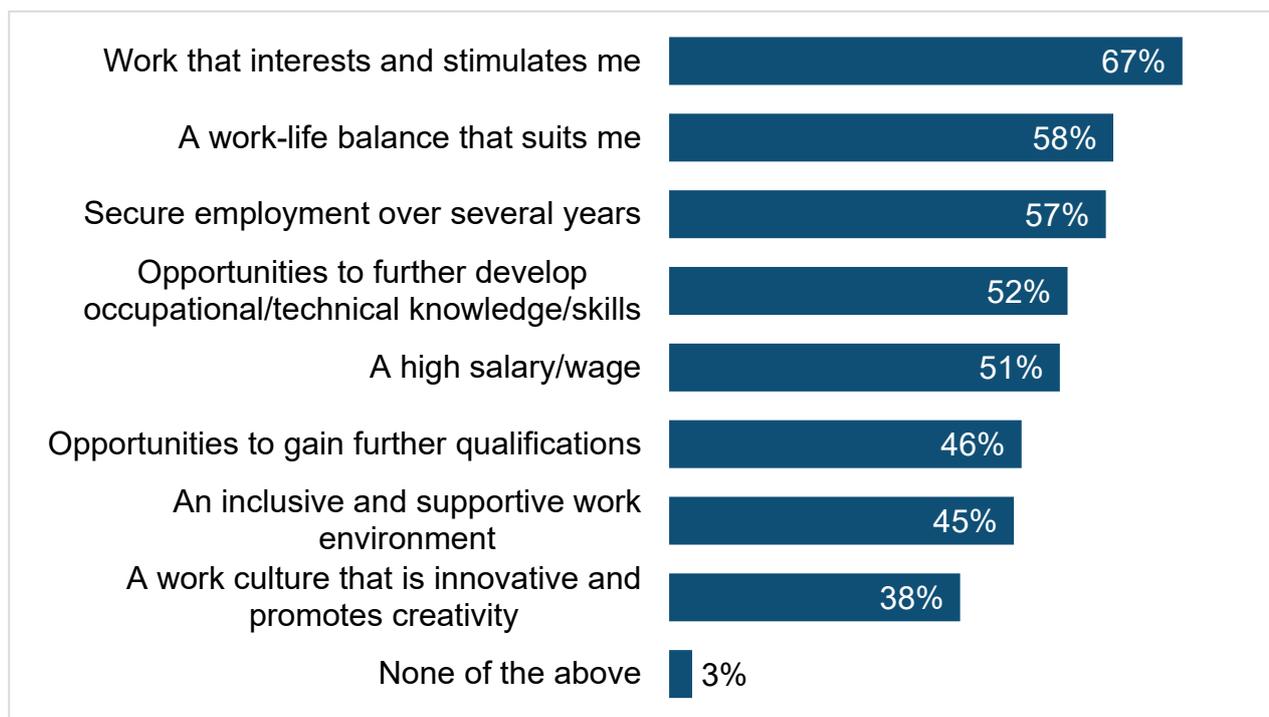
### 3.9.4 Career decisions

TLFY learners were also asked what factors are most important to them when making career decisions. They could choose more than one factor. The highest proportion (67%) of TLFY learners reported that work that interests and stimulates them is one of the most important factors. Following this, 58% said a work-life balance that suits them, 57% said secure employment for several years, and around half said opportunities to further

develop occupational or technical knowledge and skills (52%), and a high salary or wage (51%) as one of the most important factors for them in career decision-making.

Factors that less than half of learners considered important included opportunities to gain further qualifications (46%), an inclusive and supportive work environment (45%) and a work culture that is innovative and promotes creativity (38%).

**Figure 34: Most important factors in career decision-making**



Source: Technical Education Learner Survey PC 2025, PCCareers  
 Base: All T Level Foundation Year Learners; Unweighted n=537

Construction learners were most likely to select ‘secure employment over several years’ as an important factor in their career decision-making (72%).

Among learners who selected more than one important factor in their career decision-making (n=412), 17% reported that work that stimulates and interests them was most important out of the ones they had chosen and one fifth (22%) reported that all the factors they chose were equally important. The next most common most important factor, among those who had selected more than one, were equally a work-life balance that suites them (13%), secure employment over several years (13%) and a high salary or wage (13%).

These figures were similar between subjects and demographic characteristics.

### 3.10 Conclusions from TLFY findings

**Two thirds (67%) of TLFY learners who started their course in 2023 were satisfied overall with the programme**, a slightly lower proportion than that recorded among 2022 TLFY starters (72%). **Satisfaction was higher among learners who planned to go on to a T Level (80%)** than those who did not (63%), suggesting that those for whom the programme is designed are benefitting more from it.

Compared to 2022 TLFY starters, **levels of satisfaction were higher among Business and Administration learners (71%, up from 65%) and stable for Digital learners (72% for both 2022 and 2023 starters)**. A drop in satisfaction of 11 percentage points was observed among Engineering and Manufacturing learners (61%, down from 72%).

In line with the previous cohort, just over half (56%) of 2023 TLFY starters found their course 'extremely', 'very' or 'quite' challenging (vs 59% of 2022 starters) and two thirds (67%) found the amount of teaching on the course manageable (vs 67% of 2022 starters). While a third (35%) of learners reported no barriers to learning during their programme, those that did were most likely to mention a lack of in person teaching, and this was particularly prevalent among Engineering and Manufacturing and Construction learners.

All TLFY learners are expected to take part in a work placement to provide the skills and confidence needed for a work experience placement as part of their T Level, should they progress onto one. **Just over half of learners spent time on a work placement as part of their course (54%)**, similar to 2022 TLFY starters (55%). Education and Early Years (81%) and Health and Science (65%) learners were most likely to have done a placement, while Construction learners were least likely to have done so (31%).

**Half (48%) of learners who did not do a placement said this was because one was not offered by their provider**, which highlights an ongoing challenge in this element of TLFY programme delivery. Nonetheless, among learners who had done a work placement, **three quarters (76%) were satisfied with the placement**, and this was particularly the case among those who planned to progress to a T Level (83%).

Nearly **two thirds (62%) of 2023 TLFY starters felt their course helped them develop English skills 'a great deal' or 'quite a bit'** (vs 67% of 2022 TLFY starters). In line with the findings for 2022 starters, over half said **the programme helped them develop knowledge of T Levels (55%)** in their chosen area and was **helpful in preparing them for a T Level (54%)**. While 53% **felt the programme helped them develop maths skills**, this proportion was lower than 2022 starters (61%).

In terms of course outcomes, **two thirds (65%) of TLFY completers agreed their programme allowed them to progress to what they wanted to do.** Almost **nine in ten TLFY completers (87%) had progressed into work or study (or both)**, compared with 78% of non-completers. Specifically, 42% had progressed to further study, 28% had progressed to paid work or an apprenticeship, and 17% into paid work and further study.

**The most common destinations for 2023 TLFY completers were paid work (28%) and a Level 3 course other than a T Level (20%). Two in ten had progressed to a T Level (18%),** which was significantly higher than the proportion of non-completers (4%). 8% were undertaking an apprenticeship, similar to the proportion of non-completers (9%).

The **Digital programme had the highest proportion of completers progressing to a T Level:** 33% vs 20% in Health and Science, 20% in Engineering and Manufacturing, 18% in Construction, 12% in Business and Administration and 7% in Education and Early Years.

**Two thirds (67%) of completers who had progressed to studying were studying in the same general field as their TLFY,** while **45% who had progressed to paid work or an apprenticeship were working in the same general field.** There were no significant differences between subjects.

Reflecting on their TLFY programme during the PC survey, **62% of 2023 starters were likely to recommend their programme, 61% agreed that the TLFY prepared them well for the workplace, and 65% agreed that the programme prepared them for their future career.** Among those who were studying or on an apprenticeship, **70% agreed that the TLFY had prepared them well for their study.**

Notably, learners who **intended to progress to a T Level in the EC survey reported more positive experiences and higher satisfaction with their TLFY programme and work placement than those who did not.**

The **lower levels of satisfaction among learners not planning to continue to a T Level points to a need for clearer communication about the purpose of the TLFY.** This is particularly evident for Construction, where EC survey findings showed that many planned to seek an apprenticeship or employment immediately after the course. Improving guidance for providers may help to ensure the right students are enrolled on the right pathway.

## 4 Level 4 and 5 Technical Qualifications

This chapter investigates Level 4 and 5 learners who started their qualifications in the 2022/23 academic year, following the introduction of Higher Technical Qualifications (HTQs) in 2022. The analysis draws upon learner data from the Department for Education's (DfE) Individual Learner Record (ILR), specifically focusing on those attending Further Education (FE) institutions, as opposed to Higher Education (HE) institutions.

The chapter aims to provide insights into the performance and outcomes of Level 4 and 5 learners following the expansion of HTQs into areas beyond the Digital courses covered in the 2023 report. The qualifications examined encompass Certificates/Diplomas of Higher Education, HNCs, HNDs, HTQs, and Foundation Degrees.

As HTQs have only been rolled out across a limited range of subject areas (Cycle 1 Digital and Cycle 2 Health & Science and Construction), comparisons between HTQ and non-HTQ learners have been made only within those areas that HTQ learners could have studied, rather than against all non-HTQ learners. It is important to note that the current HTQ cohort is small and potentially skewed by various factors, such as age, employment status, and the limited range of HTQ subject areas. This complicates drawing any firm conclusions about the cohort. Future surveys are needed to provide a more comprehensive and stable perspective, especially as the HTQ offer matures and fully rolls out.

This chapter presents findings related to 2023 Level 4/5 starters, including learners who completed their course and learners who left their course early. Where figures relate to only course completers, this is referred to clearly.

EC statistics in this chapter are for 2023 Level 4/5 starters surveyed between 21 January 2025 and 3 March 2025 after their course. Throughout this section, these are compared to statistics for 2021/2022 cohort surveyed at the end of their course.

PC survey statistics in this chapter are for 2023 Level 4/5 starters surveyed between 17 July 2025 and 8 September 2025, approximately one year after their course ended.

The EC survey data presented in this chapter covers learners' reasons for choosing a Level 4/5 subject area and programme, the delivery of the programme and its components, experience of workload and challenges, and learners' satisfaction with the programme and work experience. The PC survey data presented in this chapter covers learners' outcomes from the course, focusing on what learners were doing after their course, and other metrics related to progression.

All reported statistical differences between subjects are significant at the 95% confidence level unless stated otherwise. Subject comparisons presented in charts are not necessarily significantly different.

## 4.1 Summary of Level 4 and 5 findings

- When surveyed at the end of their **course most Level 4/5 learners (79%) expressed satisfaction with their courses**, with a similar proportion saying they were likely to recommend their course to others (74%). In the PC survey, the percentage likely to recommend their course rose to (79%).
- When surveyed at the end of their course **HTQ learners showed 68% satisfaction, compared to 82% for non-HTQ learners**. However, learners in subject areas with HTQs implemented also had lower satisfaction (76%) than learners in subjects where HTQs were not available (81%). This indicates the specific subjects, rather than the HTQ framework itself, may be influencing satisfaction scores.
- **The most common reason for choosing a Level 4/5 subject area was that it fitted with the areas learners wanted to work in (67%)**, followed by interest in the subject area (51%). Just over one quarter of learners (26%) reported that their employer required them to study the subject area, with the same proportion saying it was important for further study.
- **A majority of Level 4/5 learners did paid work while attending their course (84%)**. Nearly two thirds (65%) were employed full time (30) or more hours a week.
- **Two thirds of Level 4/5 learners (67%) said that they studied their course part time**, compared to 33% that said they studied it full time. A fifth of learners (21%) participated in industry placements.
- **Most learners (94%) found the amount of teaching manageable**, and 81% found the workload outside of lessons manageable.
- When surveyed around a year after their course ended, **most Level 4/5 learners (75%) were in paid work**, whilst 13% were studying for a university degree and 10% were doing an apprenticeship.
- Of those in paid work, **most (70%) agreed that their course had prepared them for the workplace**. Of those in further study, 79% agreed that their course had prepared them for this study.
- In the PC survey, **most Level 4/5 learners (73%) agreed that their course had allowed them to progress to what they wanted to**, whilst 10% disagreed.

## 4.2 Programme choice

**Presented with a list of possible reasons for choosing their course, Level 4/5 learners were most likely to say they did so because they were upskilling in the same line of work (52%),** their interest in the area (39%), that it was the best option to achieve their learning/ career goals (28%) and/ or to increase their earnings (27%). Similar proportions chose the course because their employer required it (20%) or to gain promotion (19%). Thirteen per cent mentioned retraining to a different line of work as a reason for doing the course.

Analysis by subject area shows that those studying Business, Administration and Law were more likely to mention upskilling (70%), and promotional opportunities (29%), significantly more likely than those in the Arts, Media and Publishing subject area (24%), who were the least likely to give either of the above reasons (24% and 1% respectively).

- Those studying in the Arts, Media and Publishing subject area were most likely to mention interest in the subject area (65%), significantly more likely than those in Education and Training (29%), who were the least likely.
- Those studying in the Information and Communication Technology subject area were the most likely to cite retraining to a different line of work (27%) as a motivation for their course, significantly more likely than those in Retail and Commercial Enterprise, and Education and Training, who were the joint least likely (7%).
- Those studying Construction, Planning and the Built Environment were most likely to mention that the course was the best option to meet their career/learning goals (36%), whilst those in Education and Training were the least likely (19%). Those in Construction, Planning and the Built Environment were all the most likely to cite increasing their earnings (39%), that their course was an employer requirement (41%), and to mention promotional opportunities (29%). Those in Arts, Media and Publishing were the least likely to cite these three reasons (9%, 5%, and 1% respectively).

A smaller proportion of HTQ learners than non-HTQ learners cited an interest in the area as being a reason they chose to do their course (51% vs 61%) and a smaller proportion cited upskilling in the same line of work (31% vs 41%). A higher proportion of HTQ learners cited their employer requiring them to do their course (8%) compared to non-HTQ learners (5%), and a smaller proportion cited wanting to increase their earnings (18%) than non-HTQ learners (21%). This pattern matches the age profile of HTQ and non-HTQ learners, with HTQ learners tending to be younger than non-HTQ learners, and therefore less likely to already be in work. Due to small base sizes, these subgroup differences were unsuitable for statistical significance testing.

Learners over 21 were more likely to report upskilling in the same line of work (57%), getting promoted (21%), and retraining to a different line of work (15%) than those under 21 (28%, 8% and 3% respectively). These findings suggest that most older learners are not intending to use the learning to move into new lines of work, but rather to progress within the kinds of work they are already doing – though a significant minority do intend to use their course to make a career change.

Learners under 21 were more likely to report doing their course out of interest (56%) than those over 21 (36%).

#### **4.2.1 Reasons for leaving course early**

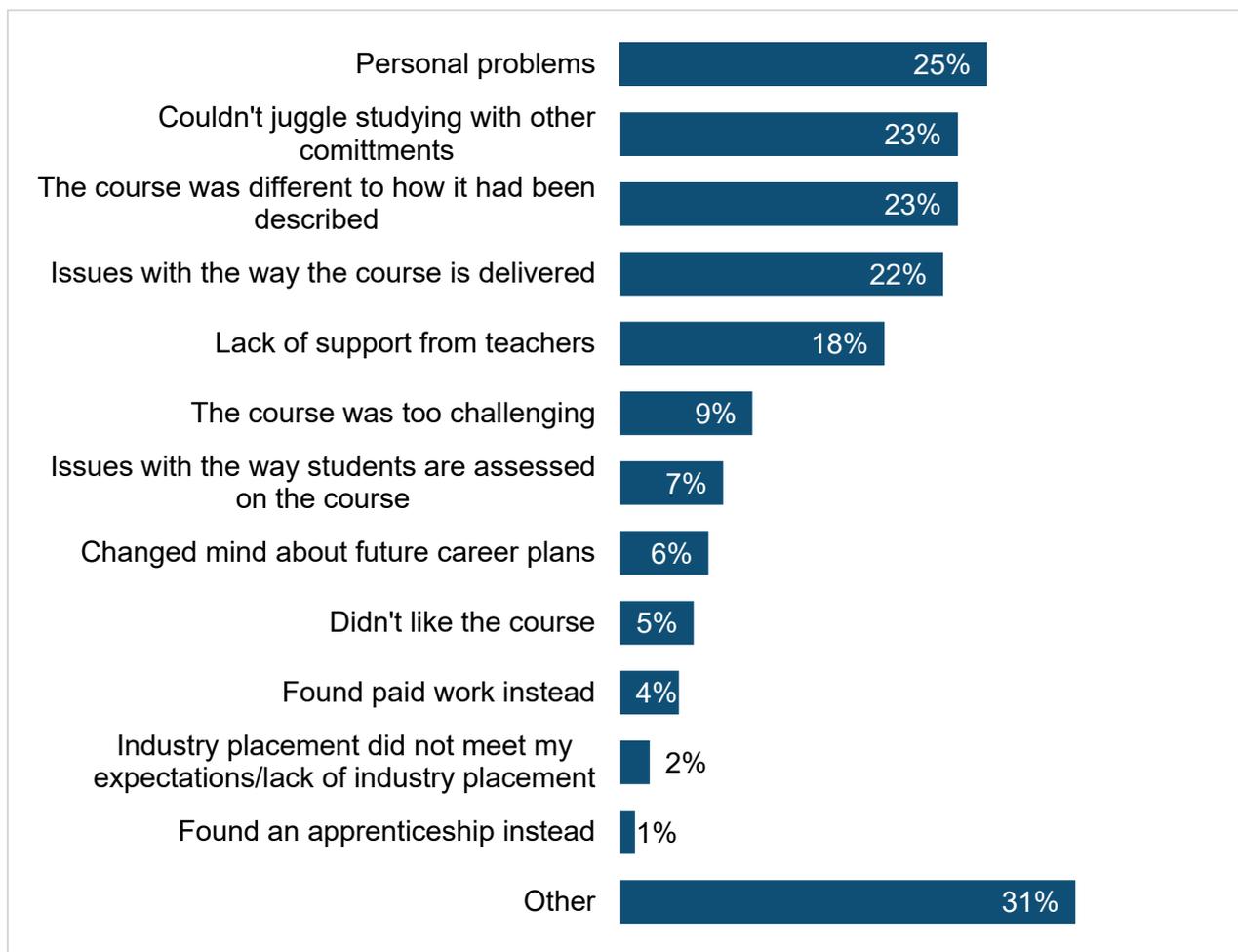
**6% of Level 4/5 learners indicated that they had enrolled on a course but had left early.** Learners over 21 were significantly more likely to report leaving their course early (7%) than those under 21 (3%). Which, as indicated above, may connect to the fact that these older learners were also more likely to be in work – rather than only studying.

**When asked why they left early, the most commonly cited reason was due to personal problems (25%).** A similar proportion (23%) said that this was because they couldn't juggle studying with other commitments, that the course was different to how it was described (23%), or that they had left early due to issues with how the course was delivered (22%). Around a fifth (18%) said that they left early because of a lack of support from teachers, whilst almost 9% said that the course was too challenging.

A large proportion of learners (31%) gave other reasons for why they left their course early. In their responses, many students described personal problems, lack of support from teachers, the course being different from how it had been described, the number of exams being overwhelming or the exams being too difficult, and issues with the way the course was delivered. Some students did describe circumstances not covered by the other options given in the survey, such as being removed from the course, the provider not accommodating for disabilities, and the course being associated with a job that the learner left or was made redundant from.

Because base sizes were small, it was not possible to draw out many significant differences in reasons for leaving early between subject areas. However, 50% of those that left early from a Health, Public Services and Care subject saying that this was because of personal problems, compared to 12% of those on in the Information and Communication Technology subject area.

**Figure 35: Reasons for leaving Level 4/5 course early**



Source: Technical Education Learner Survey EC 2024-2025, WhyLeft

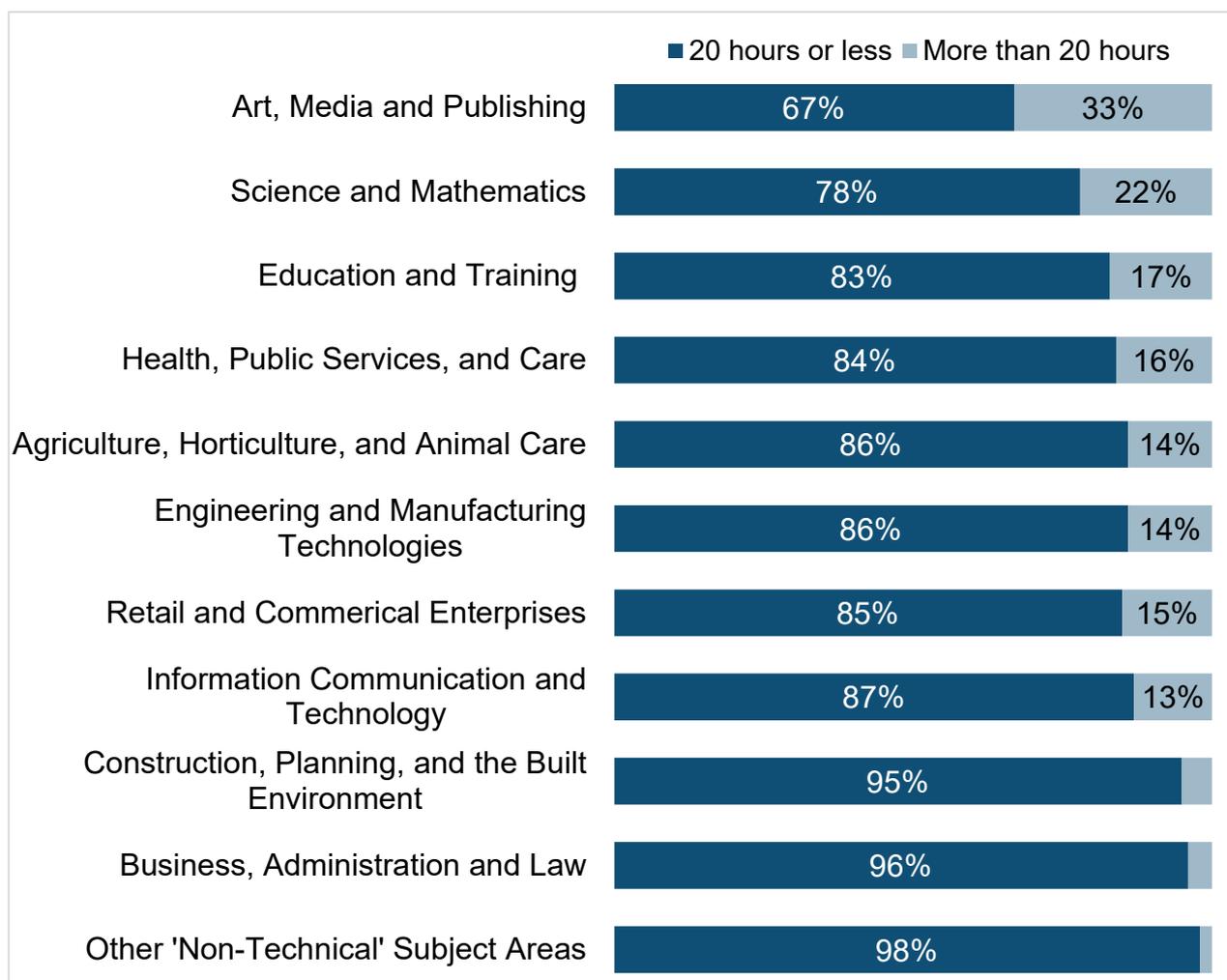
Base: All Level 4/5 learners who left their course early; Unweighted n=125

## 4.3 Programme content and delivery

### 4.3.1 Hours of teaching

**Almost nine in ten (87%) Level 4/5 learners said that they usually had 20 hours or less of teaching each week as part of their course**, compared to 13% who said they had more than twenty hours of teaching per week. There were no significant differences between the hours of teaching for IoT and non-IoT learners.

**Figure 36: Proportion of Level 4/5 learner that had more or less than 20 hours of teaching per week by subject area**



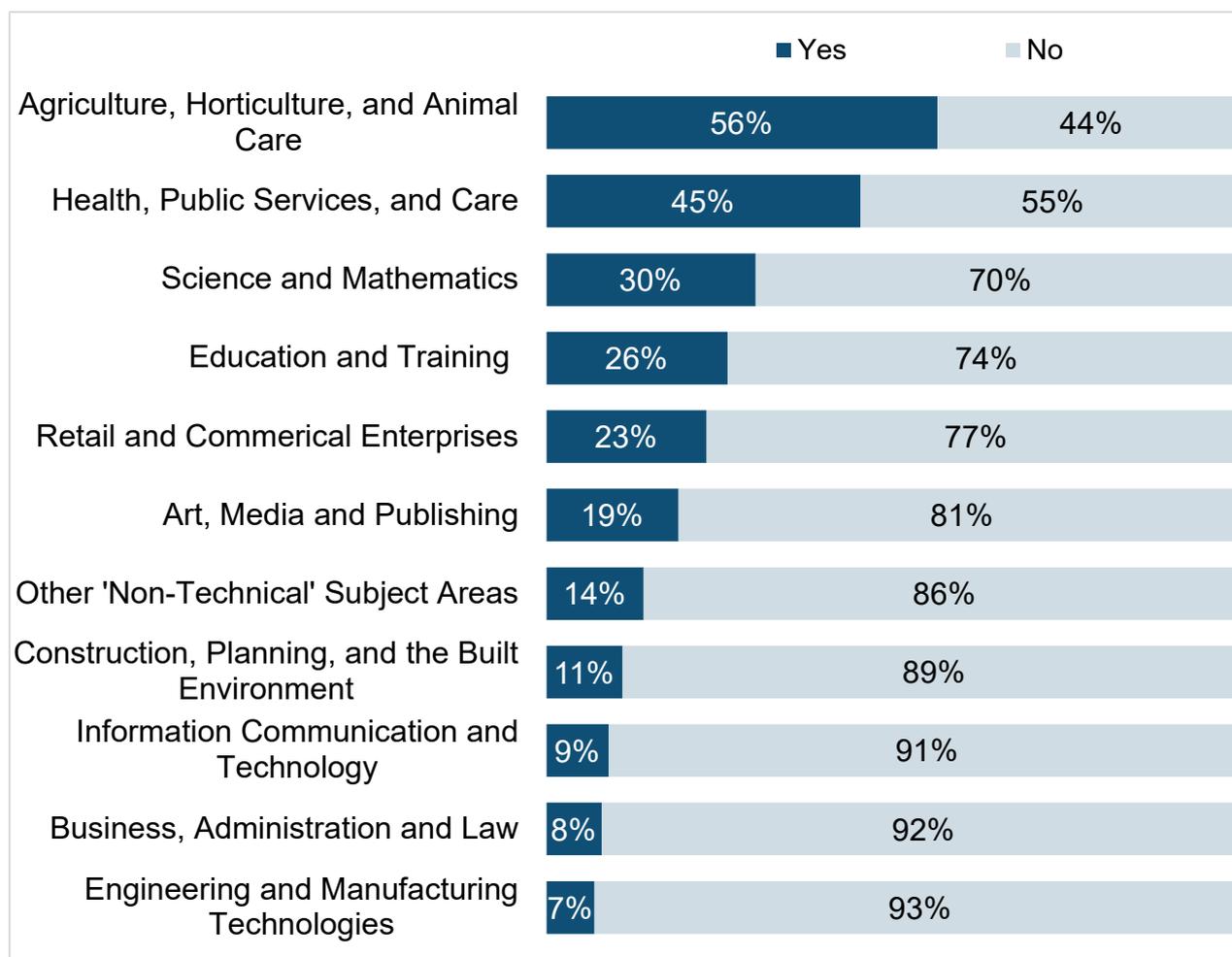
Source: Technical Education Learner Survey EC 2024-2025, Weekly Teaching Hours

Base: All Level 4/5 learners; Unweighted n=1,840

## 4.4 Work experience placement

**Just over a fifth (21%) of Level 4/5 learners said that they had spent time in work experience as part of their course.** This was in line with the 2021/2022 cohort, 24% of whom has spent time in work experience as part of their course. Analysis by route showed that the proportion undertaking a work experience placement ranged from 7% among Engineering and Manufacturing Technologies to 56% among Agriculture, Horticulture and Animal Care. There were no significant differences between HTQ and non-HTQ learners, or between IoT and non-IoT learners.

**Figure 37: Did work experience by subject area**



Source: Technical Education Learner Survey EC 2024-2025, IndPlaceDone  
 Base: All Level 4/5 learners; Unweighted n=1,846

#### 4.4.1 Placement organisation

**Of those that had spent time on work experience (n=357) more than half (57%) said that they had organised this themselves**, while a third (31%) said that the course provider had organised it.

Health, Public Services and Care learners (66%) were the most likely to say they had organised their work experience themselves, although because the base sizes for many subject areas were small, no significant differences could be drawn with other subject areas.

Learners aged 21 and over were more likely to have organised their placement themselves (59%), than learners under 21 (44%). Those 41 or over were the most likely to have organised the placement themselves (79%), followed by those 25-30 (54%) and those 31-40 (53%). The differences along ages lines may not simply represent

differences between ages, but likely also relate to the fact that older learners were more likely to study part-time than younger learners, and those studying part time were more likely to organise the placement themselves (68%) than those studying full time (48%).

Of Level 4/5 learners that had done work experience, nearly three quarters (71%) said that this placement was undertaken entirely in-person where the employer was based or undertakes work. Around one in seven (15%) said that this placement took place mostly in person with some remote work, 7% said there was about the same amount of remote and in-person working, and 5% said there was mostly remote working. Just 2% said that all time on the placement was spent on remote work. There are no significant differences in the balance of in-person and remote work across key Level 4/5 learner subgroups.

Of those that had done work experience partially or fully remotely (n=111), 35% said that less than 15 hours of their placement took place remotely, while 23% said that more than 60 hours took place remotely. The remaining 42% of learners reported a range of remote hours between 15 and 60 hours.

#### 4.4.2 Overall placement hours

Of those Level 4/5 learners that had spent time on work experience, the largest proportion (31%) said they had spent up to 50 hours on the placement. This was followed by those who said they had spent between 101-300 hours (26%), while almost a quarter (23%) said that they had spent more than 400 hours on the placement.

Around 1 in 7 learners (14%) said that they had spent between 51-100 hours, followed by just 6% who said they had done between 301 and 400 hours.

#### 4.4.3 Satisfaction with work placement

**The majority (87%) of Level 4/5 learners were satisfied with their work experience placement.** In contrast 4% were quite or very dissatisfied while 9% were neither satisfied nor dissatisfied. This was in line with the experience of the previous cohort, 88% of whom were satisfied with their placement.

As the base size for learners who had done a placement is small (n= 380), it was not possible to draw significant differences between different subject areas or qualification type.

#### 4.4.4 Expectations of work experience placement

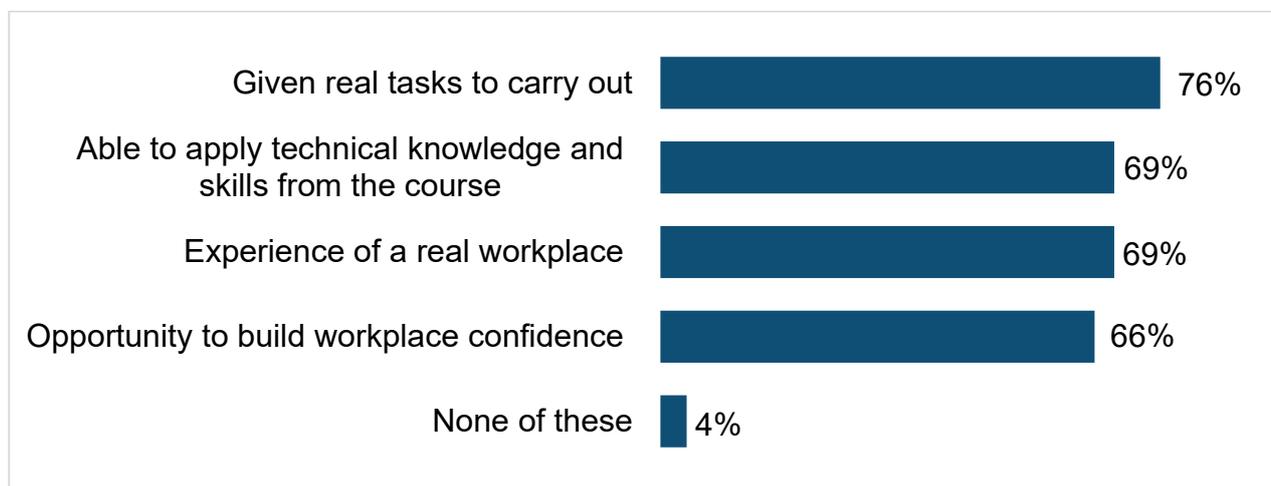
Level 4/5 learners were also asked whether the work experience placement met their expectations in a number of areas. **The majority of learners said that the placement met their expectations in every individual area they were asked about.** The highest

proportion of learners said that the placement met their expectation of being given real tasks to carry out (76%).

This was closely followed by more than two thirds who said that the placement met their expectations of being able to apply the technical knowledge and skills they had learnt on the course (69%) and having experience of a real workplace (69%). A majority (66%) also reported the placement met their expectations for providing the opportunity to build confidence in the workplace. Only 4% said their placement met their expectations in none of the mentioned areas.

The proportion of learners that said the course met their expectations of being able to apply technical knowledge skills saw a marked improvement from the 2021/2022 cohort (58%), while all other areas remained broadly in line with the previous cohort's experience.

**Figure 38: Expectations of work experience placement**



Source: Technical Education Learner Survey EC 2024-2025, ExpPlacement  
Base: Level 4/5 starters who had done a work experience placement, excluding DK. (Unweighted total n=357)

#### 4.4.5 Standard of industry placement delivery

Level 4/5 learners who had done work experience were asked to what extent they agreed with four statements about the placement to understand whether placements were delivered to the standard intended.

The majority of Level 4/5 learners gave positive ratings to each element of their work experience placement. They reported strongest agreement that the placement improved their knowledge of the workplace (91% agreed and 3% disagreed), closely followed by agreement that the placement was a good challenge for them (89% agreed and 4%

disagreed). The latter of these was a notable increase from the previous cohort, of which 82% felt their placement was a good challenge.

Eight in ten agreed they were fully prepared for their placement (82%) and that their employer made sure they got the most out of their placement (80%). These both marked a modest but significant increase from the 2021/2022 cohort, 77% of whom felt they were fully prepared, and 77% of whom felt their employer made sure they go the most out of their placement. Though still high at seven in ten learners, the lowest amount of agreement for the 2022/2023 cohort was reported with the statement that 'I had all the support I needed from the course provider during the placement' (71% agreed and 10% disagreed). This marked a slight fall from the 2021/2022 cohort (74%).

#### **4.4.6 Level of contact with employers (outside of work experience placement)**

Around half of Level 4/5 learners (47%) said their course included contact with an employer outside of any industry placement or work experience. **Talks by employers were the most common form of contact (21%), followed by contact with employers as part of project work (20%).** A further 11% said they had contact with employers through visiting them, and 9% said they had other forms of contact with employers.

Those studying in the Health, Public Services and Care subject area were the most likely to report visits to employers (17%), while those studying Information and Communication Technology subjects were the most likely to have contact with employers as part of project work (24%).

Those studying Construction, Planning and the Built Environment (71%) and Engineering and Manufacturing Technologies (68%) subjects were the most likely to report no employer contact outside of industry placements.

A higher proportion of HTQ learners reported talks by employers (39%) than non-HTQ learners (30%). Learners under 21 were more likely to report visit to employers (18% vs 10% for those over 21) and talks by employers (35% vs 19% for those over 21) than any other age group, which potentially reflects a more self-led approach to employer contact by older learners. Due to small base sizes, differences between HTQ and non-HTQ learners were unsuitable for statistical significance testing.

Among those that had experience of employer contact, most felt that the level of contact was sufficient. The majority (80%) of Level 4/5 learners reported they had about the right amount of this sort of employer contact as part of their course.

Small base sizes for many of the subject areas means it was not possible to draw significant differences between different areas. However, learners studying Business, Administration and Law subjects were the most likely to say they had the right amount of

employer contact as part of the course (88%), significantly higher than those in Arts, Media and Publishing (64%).

A higher proportion of those studying HTQs reported they had about the right amount (61%) of contact than non-HTQ learners (78%), and that they had too little contact (36% vs 22%). Due to small base sizes, differences between HTQ and non-HTQ learners were unsuitable for statistical significance testing.

Learners more likely than average to say that they had too little employer contact outside their placement include HTQ learners (36%), those studying Arts, Media and Publishing subjects (35%), 2023 starters (24%) and those taking a course where an HTQ was available (18%).

## 4.5 Workload and challenges

### 4.5.1 Manageability of teaching and workload

**The majority of Level 4/5 learners (94%) found the amount of teaching on their course manageable.** This included those who found it very manageable (41%), those who found it mostly manageable (34%), and those who found it quite manageable (19%). Fewer than one in ten (6%) found the amount of teaching not very or not at all manageable. These results are closely in line with those of the 2021/2022 cohort, 74% of whom felt that the amount of teaching was 'very' or 'mostly manageable'.

There were no significant differences between HTQ and non-HTQ learners, or between IoT and non-IoT learners.

There were few significant differences between Level 4/5 learners in different subject areas. However, those in the Health, Public Services and Care area (75%), as well as in the Arts, Media and Publishing area (79%), were significantly more likely to report the amount of teaching being manageable than those in the Information and Communication Technology area (68%).

However, early leavers were much more likely to have reported that the amount of teaching was quite, not very, or not at all manageable (53%) compared to completers (21%), suggesting that the perceived manageability of teaching hours has some impact on learner completion rates. Those over 21 were more likely to report that the amount of teaching was quite, not very, or not at all manageable (26%) than those under 21 (16%). This likely reflects the fact that younger learners were less likely to be working and studying at the same time. It also potentially links with the fact that those studying full time were more likely to have said that the teaching hours on their course were very/mostly manageable (80%) when compared to those studying part time (73%) –

suggesting that commitments outside of the course have a significant impact on its perceived manageability.

The majority (81%) of Level 4/5 learners also found the amount of work they had to do outside lessons manageable. Around one in five (22%) found it very manageable, 34% found it mostly manageable, and 25% found it quite manageable. Less than one in five (18%) found it not very or not at all manageable. These results represented a fall from the previous cohort, 86% of whom reported that the amount of work outside taught lesson was manageable.

Again, there were few significant differences between subject area. However, those in Arts, Media and Publishing were significantly more likely than those in a range of other subject areas to report that this was manageable (68%). Of these other subject areas those in Construction, Planning and the Built Environment were the least likely (50%), followed by those in information and Communication technology (55%), and those in Health, Public Service and Care (57%).

Of the minority of Level 4/5 learners who found the amount of work unmanageable (n=303), the majority (72%) said this was due to commitments outside of the course. This was followed by too much work being given (37%), not enough support from the teacher or tutor (29%), and the work set being unclear (23%), whilst 11% felt that the work given was too hard. Less than one in ten learners (8%) gave some other reason outside those given in the survey. These other reasons included things such as struggling to manage working in employment at the same time and personal reasons such as poor mental health.

#### **4.5.2 Level of challenge**

**The majority (86%) of Level 4/5 learners reported that their course posed some level of challenge.** This was made up of 6% who said it was extremely challenging and 26% who said it was very challenging, and 55% who said it was quite challenging. In contrast, 11% said their course was not very challenging and 2% said it was not at all challenging. These results were broadly in line with those of the previous cohort, 84% of whom reported that the course posed some level of challenge.

Those studying Health, Public Services and Care and Business, Administration and Law subjects were the most likely to report their course was challenging (90%), while those studying Construction, Planning and the Built Environment were the most likely to report their course was not very/ not at all challenging (21%).

A higher proportion of HTQ learners (21%) than non-HTQ learners (13%) reported that their course was not challenging. Due to small base sizes, differences between HTQ and non-HTQ learners were unsuitable for statistical significance testing.

Those working alongside studying were also more likely to have said their course was challenging (87%) than those who were not working (82%). This suggests that balancing the course alongside other commitments such as work made learners perceive their courses as more challenging.

Of Level 4/5 learners who found their course at least quite challenging (n=1,590), a little over a quarter said this was due to difficulties with time management or balancing work with other priorities (29%). Just under a quarter (22%) said the amount of work, assignments, or deadlines was challenging. A further 16% said the work was unmanageable because the content of the course was too high level or challenging, and 14% said it was because the subject was new to them. Fewer (6%) said that they found it challenging to work independently, whilst another 6% said that poor teaching or lack of support from teaching staff caused the course to be challenging.

Learners studying Health, Public Services and Care and Business, Administration and Law subjects were the most likely to say that difficulties with time management or balancing work with other priorities was a reason their course was challenging (36% and 38% respectively), whilst those in Arts, Media and Publishing were the least likely (12%).

Those studying Engineering and Manufacturing Technologies subjects were the most likely to say their course was challenging because the content of the work was challenging or too high-level (31%), compared to those in the Health, Public Service and Care area who were the least (11%). While those studying Information and Communication Technology subjects were the most likely to say that their course was challenging because the subject was new to them (31%), whilst those in the Health, Public Service and Care area were the least (8%).

Among learners that did find their course challenging, a higher proportion of HTQ learners reported that their course was challenging because the content of the work was challenging or too high level (29%) than non-HTQ learners (31%). This may relate to the younger average age of HTQ learners. Due to small base sizes, subgroup differences between HTQ and non-HTQ learners were unsuitable for statistical significance testing.

### **4.5.3 Barriers to learning**

Level 4/5 learners were also asked if they experienced any barriers to learning during their course. A quarter (26%) reported no barriers. This was broadly in line with the previous cohort, 29% of whom reported no barriers.

The two most common barriers reported were factors outside of the place of learning, with the most common being that working meant that learners could not study enough (42%) followed by family responsibilities (23%). Other commonly mentioned barriers included lack of in-person teaching (17%), lack of material for studying including

textbooks, software, and online resources (13%), the learner having poor health (10%), and a lack of reliable IT or online access (8%). Cost of travel to the course and lack of specialist care were both cited as barriers by 7% of learners, whilst issues related to special educational needs (SEN) were cited by 4%.

A higher proportion of HTQ learners than non-HTQ learners reported a lack of reliable IT or online access as a specific barrier (18% vs 12% for non-HTQ learners) and a similar proportion reported work as a barrier (24% vs 25% for non-HTQ learners). This was different for IoT learners, 22% of whom reported work as a barrier compared to 43% of non-IoT learners. These difference may relate to the fact that IoT learners tended to be younger than non-IoT learners.

These results were broadly in line with those of the previous cohort, with the exceptions that learners in the previous cohort were much less likely to report work as a barrier (23%), and much more likely to report poor health as a barrier (16%). These differences are likely due to the previous cohort's proximity to the Covid pandemic.

Learners studying Business, Administration and Law (56%) were most likely to report working meaning they could not study enough. This may be a consequence of these learners being the most likely to report working whilst studying (see section 4.3).

Those studying Health, Public Services and Care subjects were the most likely to report family responsibilities as a barrier (36%).

Those studying Construction, Planning and the Built Environment subjects were the most likely to report lack of in person teaching as a barrier (30%). This mirrors learners self-reporting of the challenge level of their course (see above).

Older learners aged 25 or older were more likely than those under 25 to report working (50% vs 27%) and family responsibilities (30% vs 7%) as barriers, while learners from white backgrounds were more likely than learners from other ethnic backgrounds to cite working getting in the way of studying as a barrier (44% vs 35%).

Further analysis also highlights that those is part time study were much more likely to report work as a barrier (49%) than those in full time study (29%), and those in full time work were much more likely to report working as a barrier (53%) than those in part time work (30%).

## **4.6 Satisfaction with the programme**

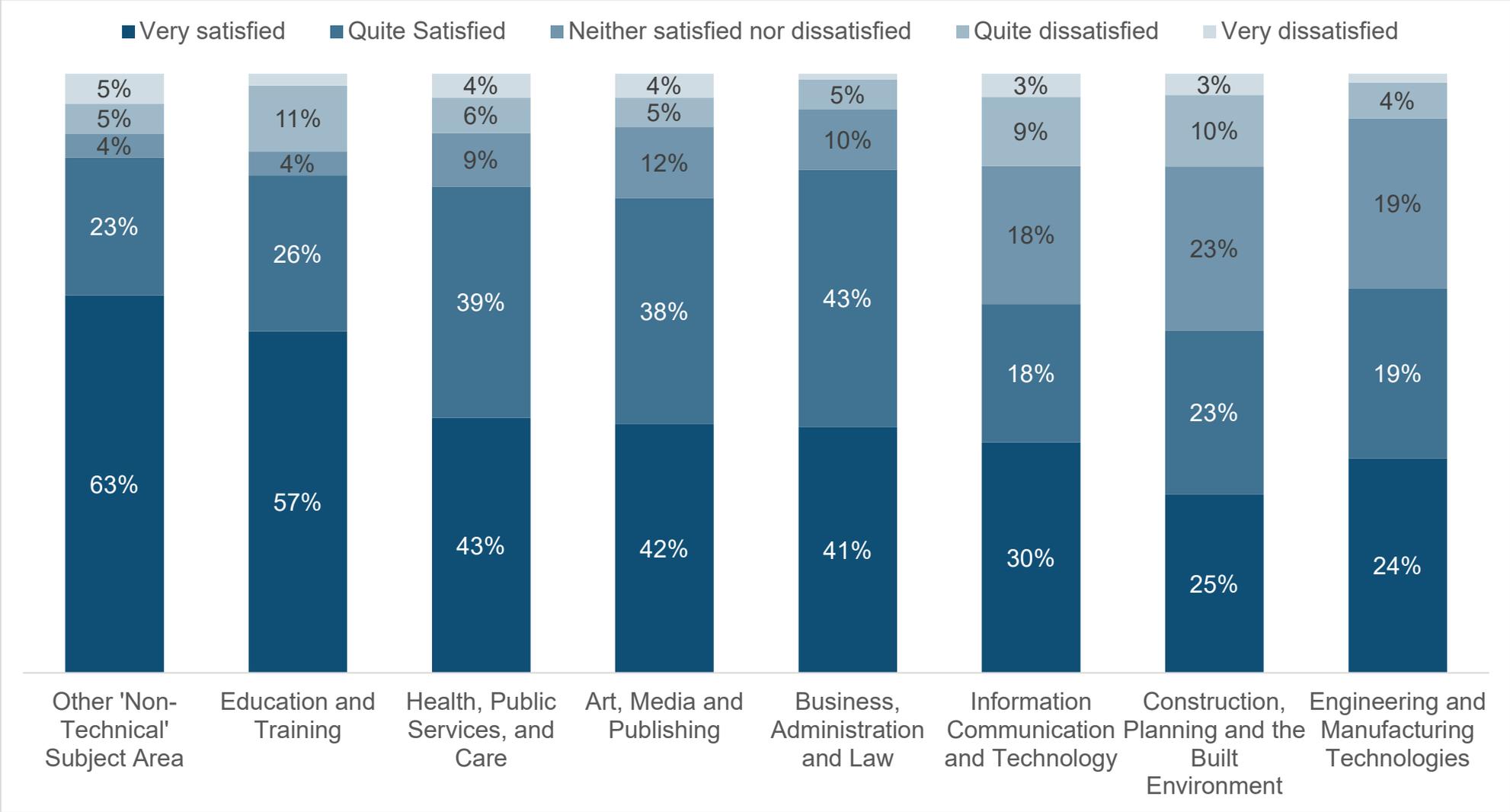
The survey asked learners to rate their level of satisfaction with their course overall and with individual programme elements, such as quality of delivery and the industry placement. Dissatisfied learners were also asked the reasons for their dissatisfaction.

These are key evaluation metrics for the Level 4/5 programme, to identify areas of development for the Level 4/5 programme overall and for individual routes.

#### **4.6.1 Overall satisfaction**

**The majority (79%) of Level 4/5 learners reported that they were 'very' or 'quite satisfied' with their course overall.** Around 1 in 10 (12%) reported feeling neutral while 9% reported they were very or quite dissatisfied.

**Figure 39: Overall satisfaction by subject area**



Source: Technical Education Learner Survey EC 2024-2025, SatOverall  
 Base: All Level 4/5 learners; Unweighted n=1,851

There were some marked variations by subject area, with those studying Business, Administration and Law the most likely overall to be satisfied with their course (84%). This was closely followed by those in the Health, Public Services and Care subject area, 81% of whom were satisfied with their course. In contrast those studying Construction, Planning and the Built Environment subjects were the least likely to be satisfied (65%), and the most likely to be dissatisfied (13%).

This mirrors these learners' perceptions of how challenging their course was, with learners in both the former areas being more likely to report that the course was challenging than those in Construction, Planning and the Built Environment subjects.

There was no differences between HTQ and non-HTQ learners in terms of overall satisfaction. Though, as discussed below, a lower proportion of HTQ learners were satisfied with a range of individual course elements.

As the base size for dissatisfied Construction, Planning and the Built Environment learners was low, no significant differences can be drawn with other subject areas. The majority of these learners (61%) pointed to poor teaching/lack of support.

As expected, satisfaction was much lower among early leavers (40%) than it was among completers (83%), and dissatisfaction was much higher (32% vs 7%).

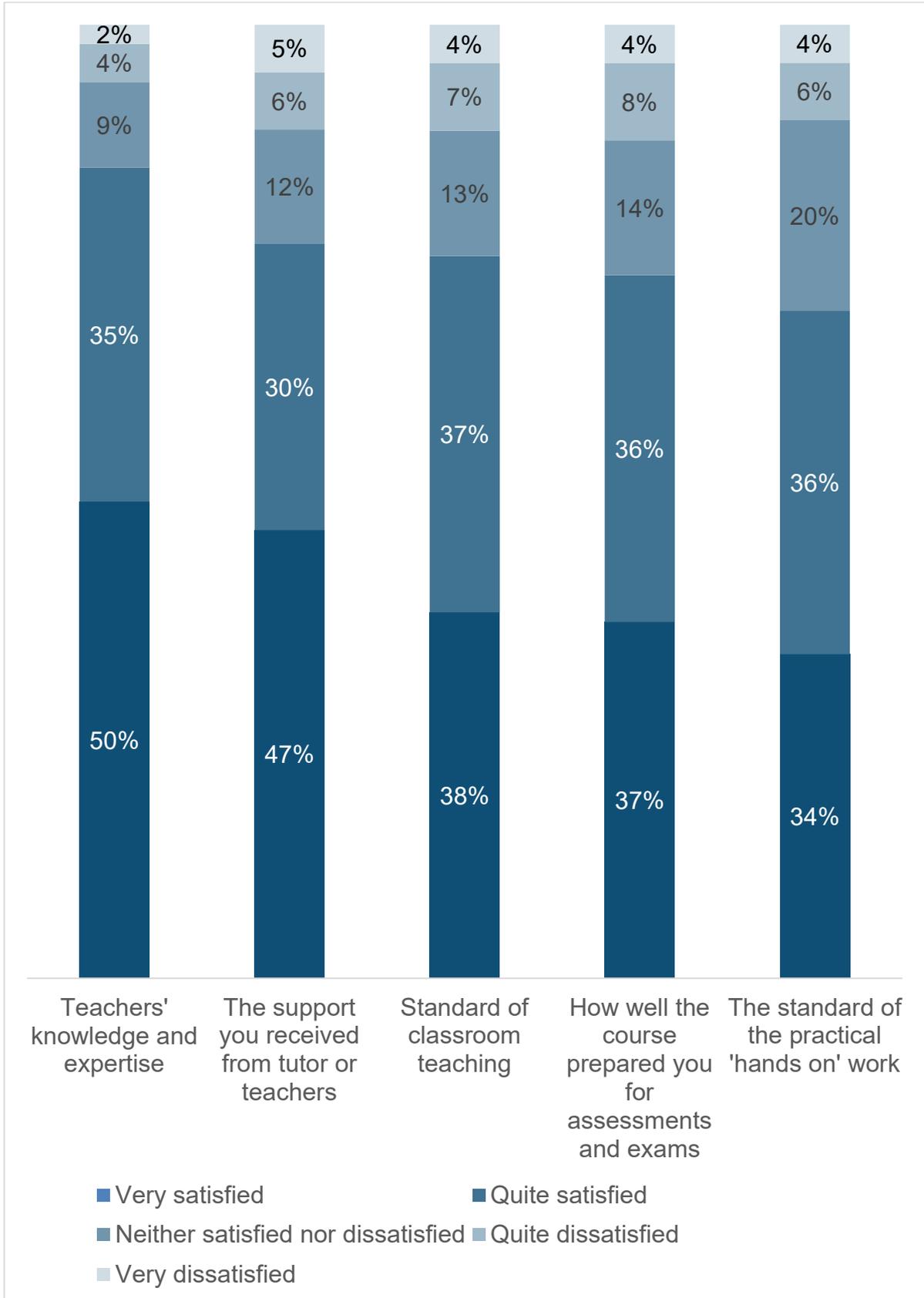
Though the base size of dissatisfied HTQ learners was too small to make significant comparisons with other subgroups, the results do potentially fit with HTQ learners being less challenged on their course. No HTQ learners reported that their dissatisfaction was because the amount of work and the content of the work was too challenging, whilst the most common reasons for dissatisfaction were poor teaching/lack of support (29%), and poor organisation (26%). Just over one in ten dissatisfied HTQ learners (11%) reported that they were dissatisfied because they did not learn anything/felt that the course was a waste of time.

## 4.6.2 Satisfaction with individual programme elements

### Satisfaction with teaching

**Most Level 4/5 learners reported being satisfied with the different teaching aspects of their programme.** Learners were most satisfied with teachers' knowledge and expertise (84% 'very' or 'quite satisfied') and the support they received (77%). The lowest level of satisfaction was recorded for the standard of the practical 'hands on' work (70%).

**Figure 40: Satisfaction with teaching elements of the course**



Source: Technical Education Learner Survey EC 2024-2025, SatTeach  
 Base: All Level 4/5 learners; Unweighted n=1,679-1,838

There were some marked variations by subject area. Those studying Arts, Media and Publishing subjects were the most likely to report satisfaction with the standard of classroom teaching (82%) and the standard of the practical 'hands on' work (81%). In contrast, those least likely to report being satisfied with these teaching elements were those in the Construction, Planning and Built Environment area (59% and 50% respectively).

Education and Training learners were the most likely to report satisfaction with the support they received from tutors or teachers (88%). Those in Construction, Planning and the Built Environment were the least likely (62%).

A smaller proportion of HTQ learners were satisfied with their teacher's knowledge and expertise than non-HTQ learners (69% vs 81%) and with the standard of classroom teaching (61% vs 78%), the standard of practical hands on work (56% vs 65%), how well it prepared them for assessments or exams (54% vs 81%) and preparation for further study (61% vs 71%). Due to small base sizes, differences between HTQ and non-HTQ learners were not suitable for statistical significance testing.

## Demographic insights

Those in full time study were much more likely to report satisfaction with teachers' knowledge and expertise (88%), the standard of the practical 'hands-on' work (76%), and preparation for further study (71%) than those in part time study (82%, 66% and 65% respectively).

## Satisfaction with logistical aspects of the course

**Learners reported mixed levels of satisfaction with the logistical elements of their course.** Around seven in ten (72%) of learners were 'very' or 'quite satisfied' with the equipment, software and resources available for their course, more than half of learners (65%) were 'very' or 'quite satisfied' with the course organisation and management.

Satisfaction with the availability of equipment, software and resources was largely consistent across Level 4/5 subject areas. Satisfaction levels were wider for course organisation and management, with two areas reporting satisfaction levels below 60%, as shown in the figure below. Construction, Planning or the Built Environment had the largest proportion of dissatisfied learners compared to other subject areas on this metric (35%).

A smaller proportion of HTQ learners were satisfied with course management than non-HTQ learners (52% vs 57%) but were similarly satisfied with the equipment, software and resources available (63% and 60%).

Those studying in an IoT were no less or more likely to be satisfied with either of these metrics than those not studying in an IoT.

**Table 188: Satisfaction with logistical elements by subject area**

	<b>Course organisation and management (% satisfied)</b>	<b>Equipment, software and resources available (% satisfied)</b>
<b>Total</b>	65%	72%
<b>Health, Public Service and care</b>	65%	67%
<b>Engineering or manufacturing technologies</b>	54%	66%
<b>Construction, planning or the built environment</b>	48%	66%
<b>Information or communication technology</b>	61%	70%
<b>Arts, Media or publishing</b>	63%	76%
<b>Education or training</b>	73%	76%
<b>Business, Administration or Law</b>	73%	76%
<b>HTQ Learners</b>	53%	63%
<b>Non-HTQ Learners</b>	57%	60%

Source: Technical Education Learner Survey EC 2024-2025, SatTeach05/07

Base: All Level 4/5 learners, excluding DK/NA. (Unweighted total n=1,787-1,844; n varies by subject area, min n=86).

## Satisfaction with preparation for the future

Level 4/5 learners were asked how satisfied or dissatisfied they were with how the course helped prepare them for their future, in terms of skills relevancy, preparation for work and preparation for further study.

**Learners were most satisfied with the skills covered by the course for their chosen occupation or subject area, with 83% of learners saying they were ‘very’ or ‘quite satisfied’,** while 72% were satisfied with the way their course prepared them for work. Learners were least satisfied with how the course helped them prepare for further study, with the fewest (67%) expressing satisfaction.

Learners’ satisfaction with these three metrics varied by subject area and the type of qualification. A smaller proportion of HTQ learners were satisfied with the skills covered by their course related to their chosen occupation or subject area (71% vs 87%) and the extent to which their course prepared them for work (54% vs 69%) than non-HTQ learners.

Learners studying at an IoT were more likely than non-IoT learners (78% vs 67%) to feel that their course had prepared them for further study.

Those studying Arts, Media and Publishing subjects were the most likely to report satisfaction with preparation for further study (76%), while those in the Construction, Planning and Built Environment area (53%) were the least likely.

Those taking Health, Public Services and Care subjects were most likely to say they were satisfied with the standard of preparation for work (77%), whilst those in Construction, Planning and the Built Environment were the least likely (54%).

Finally, those studying Business, Administration and Law subjects were the most likely to report being satisfied with the skills their course covered for their chosen occupation or subject area (90%). Again, those in Construction, Planning and the Built Environment were the least likely (71%).

**Table 19: Satisfaction with preparedness for the future by subject area**

	<b>Skills covered by course</b>	<b>Preparation for work</b>	<b>Preparation for further study</b>
<b>Total</b>	83%	72%	67%
<b>Health, Public Service and care</b>	82%	77%	70%
<b>Engineering or manufacturing technologies</b>	78%	64%	57%
<b>Construction, planning or the built environment</b>	71%	54%	53%
<b>Information or communication technology</b>	76%	66%	60%
<b>Arts, Media or publishing</b>	80%	66%	76%
<b>Education or training</b>	89%	82%	72%
<b>Business, Administration or Law</b>	90%	76%	69%

Source: Technical Education Learner Survey EC 2024-2025, SatTeach05/07

Base: All Level 4/5 learners, excluding DK/NA. (Unweighted total n=1,715-1,835; n varies by subject area, min n=84)

### 4.6.3 Reasons for dissatisfaction with course

**Among Level 4/5 learners who were dissatisfied with the course (9%), the most commonly reported reason for dissatisfaction was poor teaching or lack of support from teachers**, mentioned by over a third of this group (36%). This was followed by dissatisfied with the course organisation or structure (15%), poor content (11%), lack of consistency in teachers (10%) and the course was not as advertised or did not live up to expectations (10%).

## 4.7 Skills development and next steps

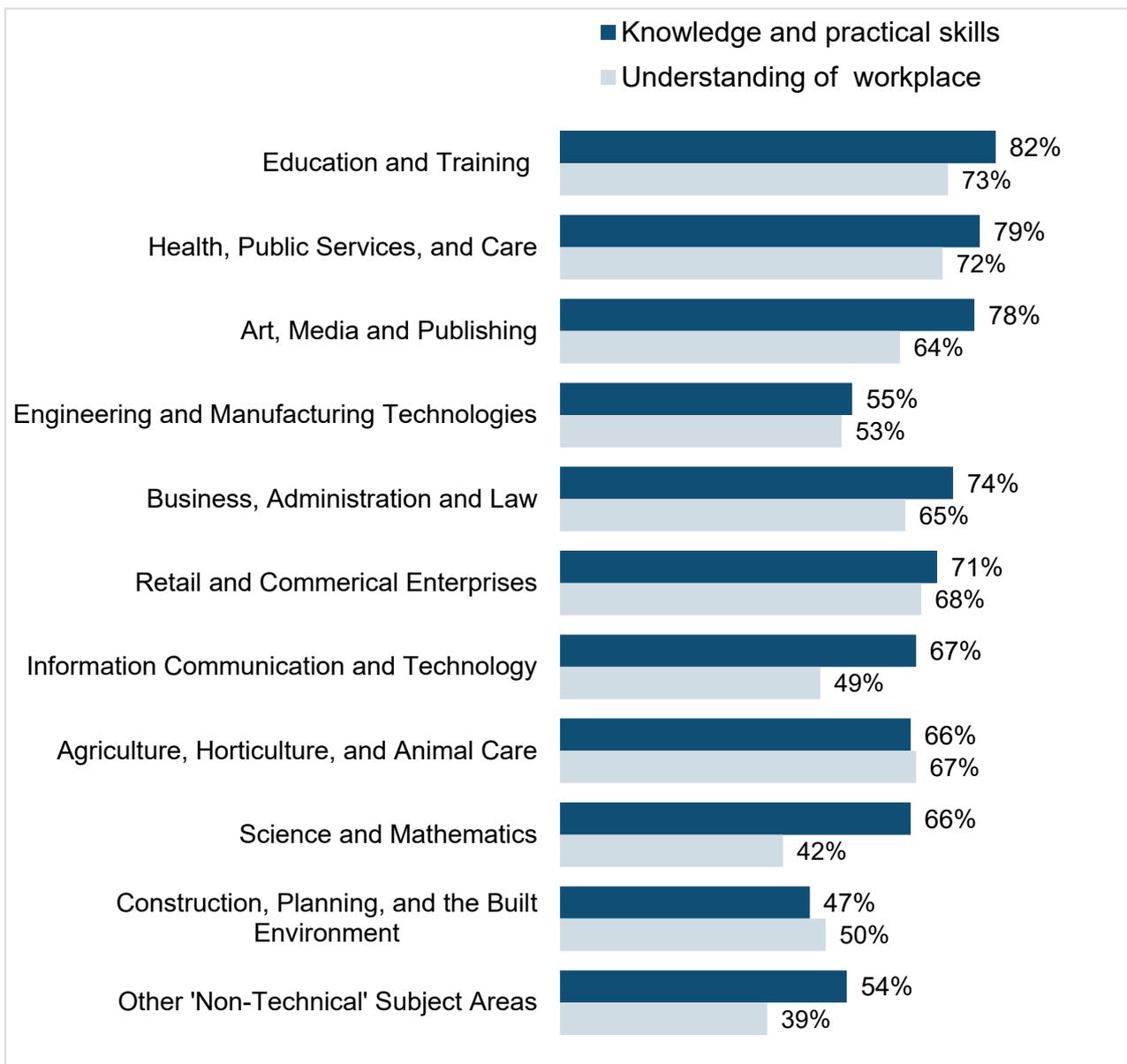
### 4.7.1 Skills development

Level 4/5 learners were asked to rate how much their course had helped them to develop their knowledge and practical skills needed for their occupation as well as an understanding of how the workplace operates.

Around seven in ten Level 4/5 learners (72%) reported their course helped 'a great deal' or 'quite a bit' with the knowledge and practical skills needed for their chosen occupation while fewer, but still a majority (63%), reported their course helped with their understanding of how the workplace operated.

Fewer than one in ten (8%) report that their course was little or no help in developing their knowledge and practical skills while 15% report it was little or no help in developing an understanding of how workplaces operate.

**Figure 41: Proportion of Level 4/5 learners that said their course helped them a great deal/quite a bit in the following areas by subject area**



Source: Technical Education Learner Survey EC 2024-2025, Outcomes  
 Base: All Level 4/5 learners; Unweighted n=1,842-1,847

There were some notable variations when looking at subject area studied. Those studying subjects in Health, Public Services and Care were most likely to report their course helped a large amount (great deal/ quite a bit) to both develop knowledge and practical skills and an understanding of how the workplace operates (79% and 72% respectively). In contrast, those studying subjects in Construction, Planning and the Built Environment were the most likely to report their course was little or no help in developing their knowledge and practical skills (16%) and understanding of how the workplace operates (26%). This fits with generally low levels of satisfaction among those in this

subject area and suggests that one driver of lower satisfaction rates is the failure of the course to deliver on learner development in these areas.

Learners who were studying full time and those not working alongside their course were significantly more likely to report their course helped to develop their knowledge and practical skills for their chosen occupation (77% and 79% respectively), than learners studying part time (69%), and those working whilst studying (70%).

In contrast, a larger proportion of HTQ learners reported their course was little or no help in developing their knowledge and practical skills (18%) than non-HTQ learners (12%) and that their course was little or no help in developing an understanding of the workplace (27% vs 19%).

### **4.7.2 Next steps**

Level 4/5 learners were asked whether their education provider supported them in deciding on their next steps and whether their course allowed them to progress to what they wanted to do.

Three in five learners (59%) agreed or strongly agreed that they felt supported by their education provider in deciding on their next step. A quarter (26%) reported feeling neutral while 15% disagreed or strongly disagreed.

Those studying subjects in the Health, Public Services and Care area were the most likely to agree that they felt supported by their education provider in deciding on their next step (64%). In contrast, those studying subjects in Construction, Planning and the Built Environment and Information and Communication Technology were most likely to disagree (22% and 21% respectively). This fits with lower general satisfaction rates for learners in both of these areas.

Younger Level 4/5 learners (those under 21) were significantly more likely to agree (66%) than those over 21 (57%). Whilst those studying full time were also significantly more likely to agree that they felt supported in deciding their next step (69%) compared to those studying part time (53%).

Nearly three-quarters of learners (73%) agreed or strongly agreed that their course has allowed them to progress to what they wanted to do. One in five (19%) reported feeling neutral and 8% disagreed or strongly disagreed.

Those studying in the Information and Communication Technology area were most likely to disagree (15%).

IOT learners (81%) were also significantly more likely than non-IOT learners (72%) to agree that their course had allowed them to progress to what they wanted to do,

suggesting that IOTs are largely working as intended to provide a path into technical work.

## 4.8 Post Course Outcomes

This section focuses on the findings from the Post Course (PC) survey. Where questions were asked in both End Course (EC) and PC surveys, only the results for the PC survey are presented.

Level 4/5 learners were re-contacted approximately one year after they completed their course and invited to take part in the PC survey to further explore outcomes and progress. The sample comprised learners who had taken part in the EC survey and those who were invited to take part in the EC survey but had not done so. To this end, there are two groups to consider:

- The cross-sectional sample of Level 4/5 completers, representative of the entire Level 4/5 population and comprising those who participated in the EC survey (n=522) and those who did not (n=1055).
- The longitudinal sample of Level 4/5 completers (n=522), who took part in both the EC and PC surveys. Some questions in PC survey are analysed in terms of the responses given by this group to EC survey questions. All comparisons between EC and PC responses have been done in separate analysis boxes to make them clear from the main text.

### 4.8.1 Current activities

Level 4/5 completers were asked what they were currently doing, choosing from a list of several possible activities. **The majority (93%) were in work, study or both work and study.** The largest proportion (67%) were in paid work or doing an apprenticeship only, while a further 14% were in paid work and studying. Around 1 in 10 (12%) of learners were now studying only, and a further 7% were doing 'something else'.

Where completers indicated that they were involved in more than one activity, they were asked to say which was their main activity. **The most common destinations for Level 4/5 completers were paid work (57%) followed by doing an apprenticeship (18%), while 11% were undertaking a university degree.** A small proportion were studying for a different kind of level 4/5 qualification (5%), and a further 4% were studying for another type of qualification, whilst 6% were doing 'something else'.

Earlier research on the 2021/2022 cohort did not differentiate between learners who were exclusively studying, those exclusively working, or those doing both. Consequently, for comparison between the two cohorts all learners are grouped either as part of the

working group or the studying group, without further distinctions. These results demonstrate a shift towards more learners going into work or an apprenticeship, with 85% of the 2022/2023 cohort entering into work or an apprenticeship compared to 72% of the 2021/2022 cohort. In particular this marks a significant increase in the proportion of learners going into an apprenticeship (10% for the 2023/2022 cohort vs 2% for the 2021/2022 cohort). Conversely, the proportion going into further study fell between cohorts. A quarter (24%) of the 2022/2023 cohort reported that they were now in further study compared to 34% of the 2021/2022 cohort.

Further analysis by subject area revealed that those in Education or Training were more likely than all other areas to be in paid work (89%) while those in Arts, Media or Publishing were more likely to be studying a university degree (42%).

Some Level 4/5 completers were engaged in more than one activity (n=264) and were therefore asked to identify their main activity. The most common main activities were paid work (57%) and an apprenticeship (18%), followed by a university degree (11%).

**In terms of the extent to which their Level 4 or 5 course had allowed them to progress on to what they wanted to do, nearly three-quarters (74%) agreed that this was the case, while 7% disagreed and 19% neither agreed nor disagreed.**

This response was very consistent across demographic groups, with no significant differences between learners' responses based on their age, ethnicity or gender. This was also largely the case across subject areas, but there were differences between some areas. Those studying in the Health, Public Services or Care (80%), were more likely to give a positive response to this question than those in the three least likely areas: Information or Communication Technology area (67%), Arts, Media or publishing Area (67%) and Engineering or Manufacturing Technologies (68%).

## **University application experiences**

All those in the Post Course survey who had applied to university (n=531, which includes those who did not go on to study a degree) were asked how easy or difficult they found the process of making their application. The majority (61%) found the process easy (27% very easy, 35% easy), while 7% reported it was difficult. This was consistent across subjects, HTQ and demographics.

## 4.8.2 Progression within Level 4/5 field

An important aim of Level 4/5 learning is to support progression to education or employment in the chosen field. To this end, Level 4/5 completers were asked whether they were working or studying in the same the general field of their Level 4/5 course.

**Eight in ten (80%) Level 4/5 learners were working or studying in the same general field as their Level 4/5 course.** This was consistent across subjects, with the exception of the other non-technical grouping, which includes the History, Philosophy or Theology, Social Sciences, Languages, Literature or Culture, and Preparation for Life or Work subject areas. For these learners, 55% of those that were working reporting that they were working in the same general field as their course.

For study, the overall responses appear consistent with the 2021/2022 cohort, with 80% of those who were studying having said they were studying in the same general field. For work, these results represent an increase from the 2021/2022 cohort, in which 76% of those who were working said they were working in the same general field compared to 86% for the 2022/2023 cohort.

Base sizes for the individual subject areas were too small for statistical comparison, but the Construction grouping and the Health and Science grouping had the highest proportion of learners working in the same general field as their course (90%), compared to the other-non technical grouping, which had the lowest proportion of learners working in the same general field as their course (47%).

### Longitudinal sample insights

Level 4/5 completers who agreed that their course allowed them to progress to what they wanted to do at the EC survey were more likely to be studying or working in the same field as their Level 4/5 than those who disagreed (studying: 84% vs. 33% respectively; working: 89% vs. 77% respectively). Level 4/5 completers who reported they were satisfied with their course at the EC survey were more likely than those who were dissatisfied to be working or studying in the same general field (studying: 83% vs. 33% respectively; working: 88% vs. 76% respectively).

There were no significant differences in likelihood to progress to the same general field detected between those who reported their course was challenging and not challenging at the EC survey.

**A slightly higher proportion of completers who were working had stayed in the same field at their Level 4/5 than those who had continued into further study (86% vs 80%).** This pattern was consistent across most subject areas with some exceptions:

- Those in Arts, Media or Publishing (46%) and Retail or Commercial Enterprise (68%) were least likely to be working in the same general field.
- Those in Education or Training (57%) were least likely to report that they were studying in the same general field.

Those who were not studying or working in the same general field as their Level 4/5 course were asked why this was the case. Those that did not study in the same general field most commonly said it was because they did not want to (34%), followed by those who said it was because the skills they had learnt were transferable (16%), and those who were planning to study in the same general field in the future (14%). Those that said their work was not in the same general field as their study were most likely to say that this was because they could not find relevant work to apply for (33%), followed by saying that they were planning to work in the same field in the future (24%), and that they did not want to work in the same general field as their course (22%).

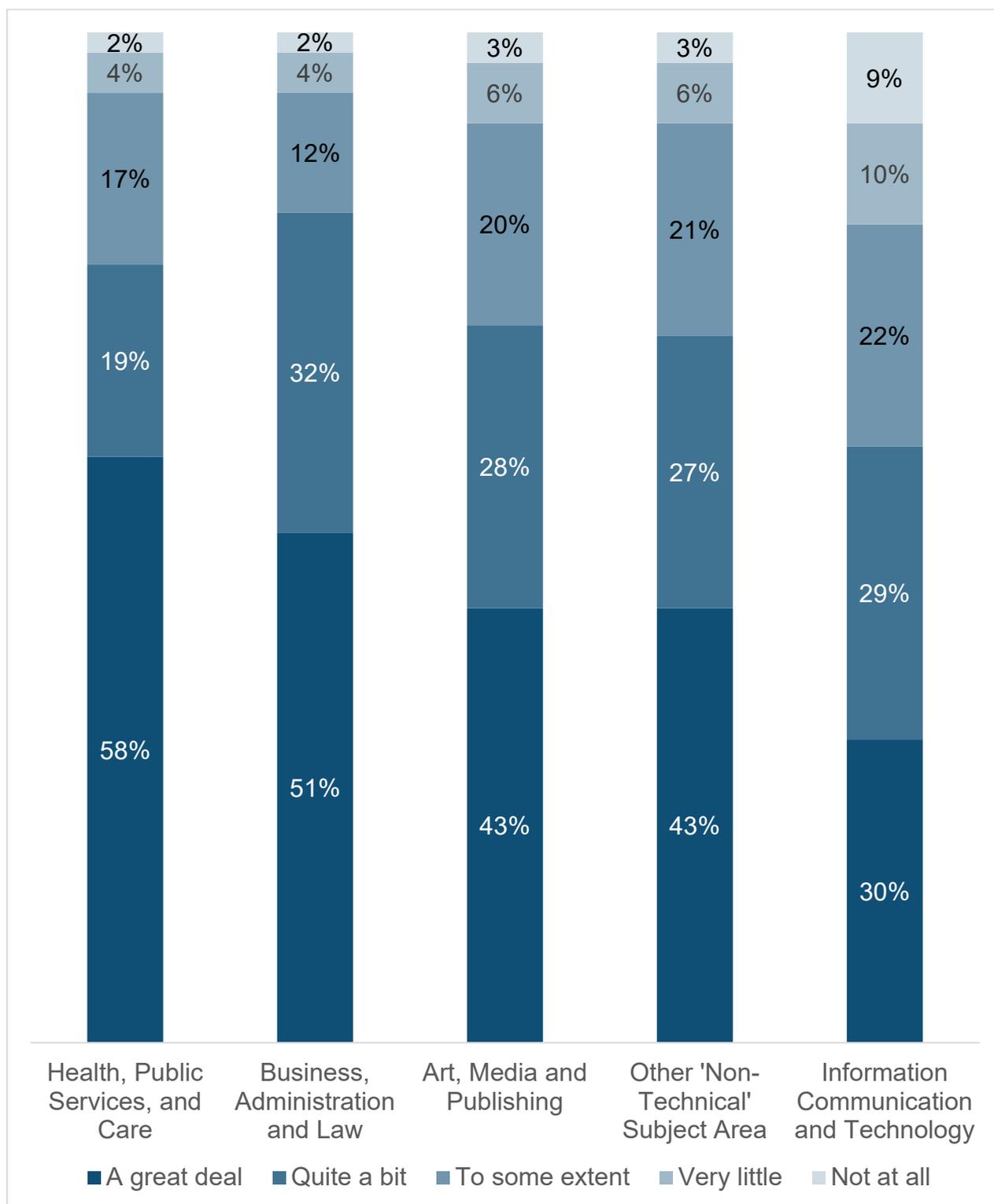
### 4.8.3 Use of skills developed during Level 4/5

Level 4/5 completers that were working on an apprenticeship or studying at the time of the PC survey were asked to what extent they were using the skills developed during their Level 4/5 course in their current activity.

**Around four in ten (43%) of those who were studying or doing an apprenticeship said they used the skills developed as part of their Level 4/5 ‘a great deal’ and a similar proportion (29%) was using these skills ‘quite a bit’.** In contrast, 10% reported they were using these skills ‘very little’ or ‘not at all’. These results are in line with those of the 2021/2022 cohort, 37% of whom said they used these skills a ‘great deal’, 29% ‘quite a bit’, and 8% ‘very little’ or ‘not at all’.

There were some notable differences between subject area, with those in the Health, Public Services or Care (58%) and Business, Administration or Law area (51%) being significantly more likely to say they used these skills a great deal than learners from any other subject area.

**Figure 42: Extent to which skills developed by course are used in current study (min base size n. 38)**



Source: Technical Education Learner Survey PC 2025, SkillsStudy

Base: All 2022/23 L4/5 starters who are studying or doing an apprenticeship after their course; Unweighted, n varies by subject area min n=38

In the case of completers who were working or doing an apprenticeship, a third (33%) said they used the skills developed as part of their Level 4/5 course 'a great deal' in their current work and a similar proportion (32%) were using these skills 'quite a bit'. A smaller proportion (11%) reported they were using these skills 'very little' or 'not at all'.

This response varied heavily by subject area, with just 37% those in the Engineering or Manufacturing Technologies, and Arts, Media or Publishing areas, and 41% on the Construction area saying that they regularly used these skills. By comparison, those in the Education or Training area were the most likely to say they used these skills (83%), closely followed by those in the Health, Public Services or Care area (77%).

### Preparedness for study

Level 4/5 completers who were studying or on an apprenticeship were asked whether their course had prepared them well for their current study. **Eight in ten (79%) agreed that the course had prepared them well for their current study**, while 9% disagreed.

The base sizes for most subject areas were too small for analysis, but of those with large enough base sizes agreement was highest amount those who studied in the Business administration or Law area (90%), followed by those who studied in the Health, Public Services or Care area (86%). These were both significantly higher than those in the Education or Training area (63%). Learners in the latter areas were also more likely to actively disagree that their course had prepared them for their current study (16%). This difference may be at least partially explained by the fact that those in the Education or Training Area were more likely to report studying something not in the same general field as their Level 4 or 5 course.

### Longitudinal sample insights

Those who agreed in the PC survey that their Level 4/5 prepared them well for their current study/ apprenticeship were more likely than those who disagreed to have expressed satisfaction with their course as part of the EC survey (92% vs 20% respectively). They were also less likely to have reported experiencing three or more barriers to learning (17% vs 40%).

Among those who agreed that their Level 4/5 prepared them for the current study, 61% mentioned the technical knowledge of the subject matter as the aspect that best prepared them, followed by practical skills (53%), doing assessments (45%), and the development of study skills (43%). This was consistent across subject areas, again with the exception of those in the Education or Training area, only 42% of whom cited technical knowledge.

Completers who did not feel prepared for their current study were asked what would have better prepared them. The most common answer was to provide more practical work (17%), followed by providing more support to find a job (14%).

### **Preparedness for Work**

**Seven in ten learners (70%) agreed that the course prepared them well for the workplace**, while one in ten learners (10%) disagreed.

Those in the Engineering or Manufacturing Technologies area were much less likely to believe that their course had prepared them well (37%), and more much likely to say that it had not prepared them well (32%) than all other subject areas. In comparison, those in the Business, Administration or Law areas (79%), and those in the Health, Public Services or Care area (77%) were most likely to agree that their course had prepared them well for the workplace.

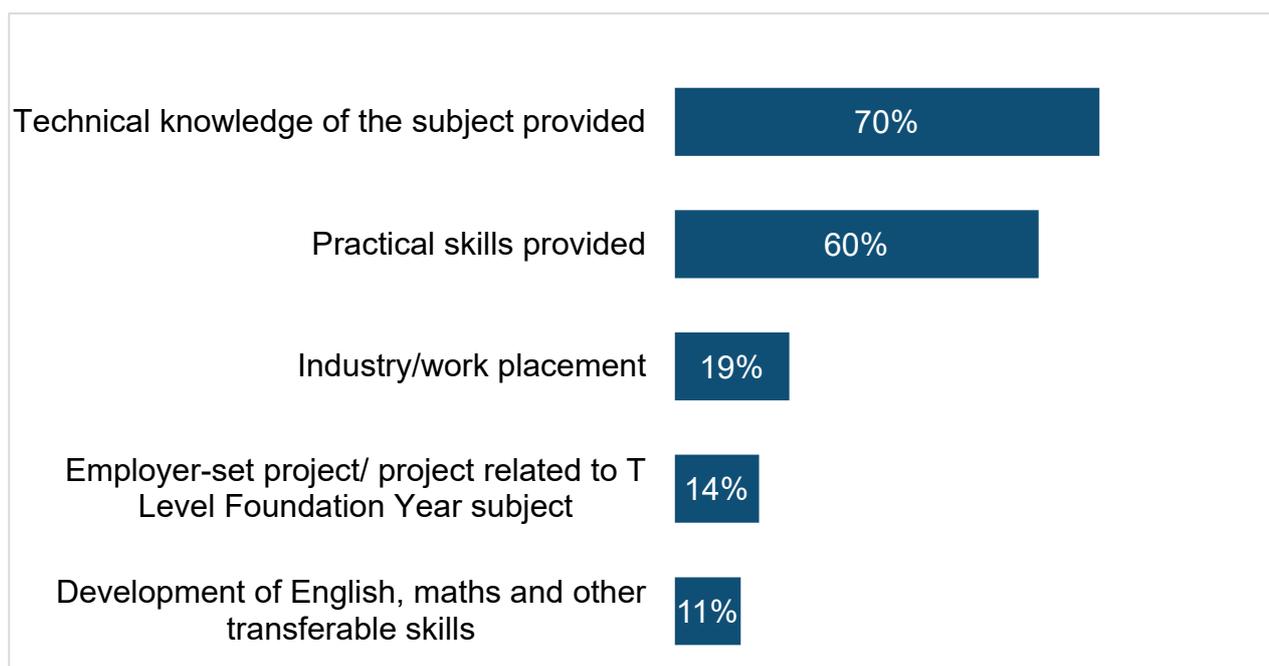
### **Longitudinal sample insights**

Those who agreed that their Level 4/5 prepared them well for the workplace in the PC survey were more likely than those who disagreed to have expressed satisfaction with their course as part of the EC survey (91% vs 59% respectively). They were also more likely to have reported experiencing no barriers to learning in the EC survey (28% vs 16%).

Among the 70% who agreed their Level 4/5 course prepared them for the workplace, a further 70% thought that it was the technical knowledge of the subject that had best prepared them. Six in ten (60%) chose practical skills, one in five (19%) chose their work placement, 14% chose employer-set project and 11% chose the development of English, maths and other transferable skills as the most important aspect of the course that helped prepare them for the workplace.

Those in the Information or Communication Technology area were more likely than learners in several other subject areas to say that the technical knowledge of the subject (81%) and the employer-set project (23%) had best prepared them for the workplace. Those in Health, Public Services or Care were more likely than a few subject areas to report that their work placement (37%) best prepared them.

**Figure 43: Aspects of course that best prepared learners for the workplace (% of learners that chose each option)**



Source: All 2022 and 2023 L4/5 starters who agreed their course prepared them for their current work. Technical Education Learner Survey PC 2025, TLPrepareWorkHow ; Unweighted, n=1,368

Those who did not feel prepared for the workplace by their Level 4/5 course were asked why this was the case. The most common responses, mentioned by at least one in ten, were as follows:

- Course was not relevant enough / lack of real-world skills taught (34%).
- The amount of theory / lack of practical application (20%).
- Poor teaching / lack of support (17%).
- Got a job unrelated to the course / no jobs available in the same field (15%).
- Poor course in general (10%).

### **Progress at work**

Level 4/5 completers who were working while they studied were asked to what extent they agreed that completing their course helped them to progress at work. Seven in ten (69%) agreed, while 12% disagreed, and 19% were neutral.

## 4.8.4 Role of industry placement / employer contact during course

### Placement role in preparing for current activity

Level 4/5 completers who mentioned that their industry placement best prepared them for their current activity (work/apprenticeship or study) were asked which aspects of the placement had been most important. Seven in ten reported that it allowed them to apply technical knowledge and skills they had developed on the course (76%). This was followed closely by building their confidence in the workplace (74%), being given real tasks to carry out (73%), and providing experience of a real workplace (72%).

### Working for placement organisation or employer encountered during course

Learners who had done a placement were likely to say that they were now working for the same organisation with which they did their placement (67%). This varied significantly by subject area, with the most likely areas being Information or Communication Technology (83%) and Business, Administration or Law (80%). By comparison, those in the Health, Public Services or Care were the least likely to say that they were now working for the same organisation (64%).

Although the survey did not ask if learners had done their placements with a company they already worked for, it seems likely that this contributes to the above figure, with 82% of learners employed before the course and 76% still with the same employer during the EC survey. This suggests that many learners who reported working for the same company they did their placement with, already have been working at that company before they started their course.

This is reinforced by the fact that age also appears to be an important factor in influencing whether learners had continued working for their placement organisation, with those under 25 (who were also less likely to have been in work prior to starting their course) being much less likely to have stayed with the same company (53%) than those over 25 (73%).

### Longitudinal sample insights

In the PC survey, Level 4/5 completers who were employed by the same organisation they worked for during their industry placement were *less likely* to say they were satisfied with their placement in the EC survey (86% vs 93% of those who were not now employed by their placement provider).

Level 4/5 completers that were working for an organisation that was **not** their industry placement employer (n=134) were asked if this was an organisation that they came across as part of their Level 4/5 course. For the majority this was not the case (93%),

leaving just under one in ten who were working for such an organisation that they had come across as part of their course (7%).

### **Current role and relation to placement**

Level 4/5 completers who were working in the same general field as their T Level were asked whether their current role was the same or similar to that in which they were employed during their industry placement. Around two-thirds (63%) said the role was the same and around one-third (34%) said it was similar.

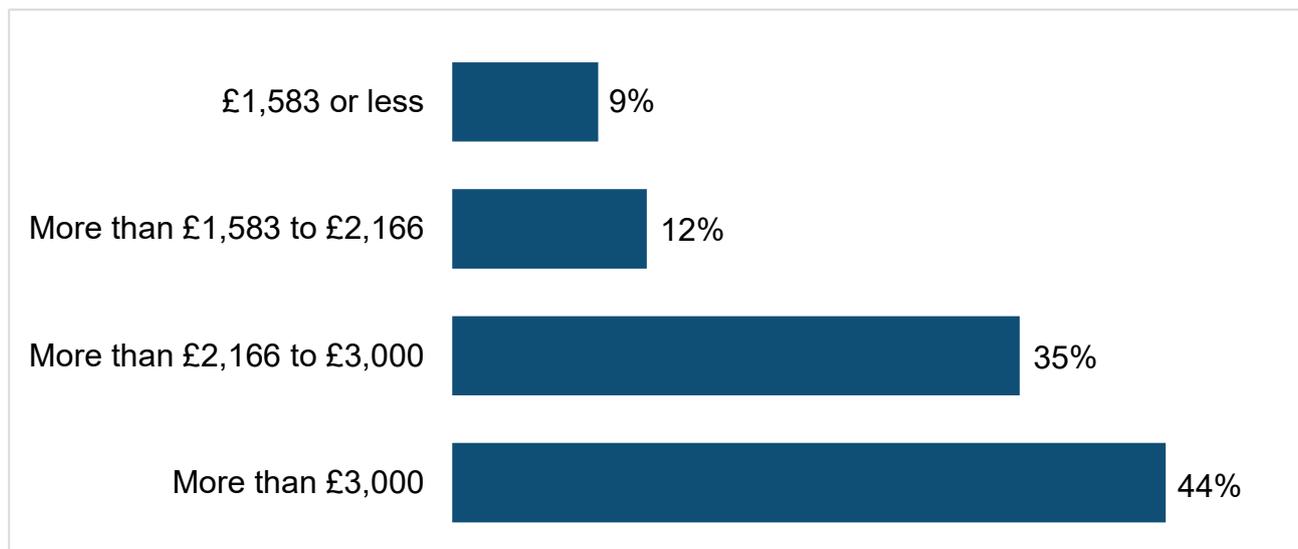
This pattern was very consistent across subject areas, with the only notable exception being that those in the Business, Administration or Law area were much less likely than any other area to say that their role was the same (47%), and much more likely to say that it was similar (52%). Given that those in this area were among the most likely to be hired by the same employer as they had done their placement with, this may suggest that businesses providing placements to learners from this area have a slightly different approach to the training – potentially providing more generally relevant and less role specific training.

### **4.8.5 Salary**

Those who were working (including doing an apprenticeship) were asked for self-reported salary at the time of completing the survey and were invited to express this figure through an hourly, daily, weekly, monthly or annual rate, or by choosing 'another period'.

The majority of learners (79%) reported a gross income of £2,166 or more a month, with close to half (44%) reporting more than £3,000 per month income. Almost 1 in 10 said they were making £1,583 a month or less.

**Figure 44: Gross salary of learners in work or an apprenticeship per month**



Source: Technical Education Learner Survey PC 2024-2025, DV\_MonthlySalaryWorkApp  
Base: L4/5 starters currently working or doing an apprenticeship; Unweighted n= 984

The base sizes of most individual subject areas were too small for comparative analysis, but those in Arts media or Publishing appear particularly likely to report gross monthly earnings of £1,583 or below (47%) followed by those in Health, Public Services of care (17%). By comparison, those in the Information or Communication Technology area were particularly likely to report gross earnings above £3,000 per month (63%). Similar differences were apparent between broader subject groupings. Most notably, those who had studied within the Other non-technical group were much more likely to report gross monthly earnings of £1,583 or less (48%) than all other groups, with those in the Health and Science grouping being the second most likely (17%). Those in the Digital grouping were much more likely to report gross monthly earnings of £3,000 or more (63%) than all other groupings, with the second highest grouping being Other technical (48%).

The median monthly salary for Level 4/5 learners whose main activity was paid work or an apprenticeship was £2833.33, and the median salary just among Level 4/5 learners whose main activity was paid work £2916.67. There was some variation between subject, as shown in Table 15.

**Table 20: Median monthly salary by Level 4/5 subject**

<b>Route</b>	<b>Median monthly salary of learners whose main activity was paid work</b>	<b>Median monthly salary of learners whose main activity was paid work or an apprenticeship</b>
Digital	£3,416.67	£3,333.33
Construction	£2,916.67	£2,828.73
Health and Science	£2,416.67	£2,416.67
Other technical	£3,000.00	£3,000.00
Other non-technical	£1,623.65	£1,639.71

Source: Technical Education Learner Survey PC 2024-2025, DV\_MonthlySalaryWorkApp\_Q4 and DV\_MonthlySalaryWorkApp\_Q4

Base: 2022 and 2023 Level 4/5 starters whose main activity was paid work or an apprenticeship; Unweighted 984 and 2022 and 2023 Level 4/5 starters whose main activity was paid work; Unweighted 891

Age was also an important factor in determining post-course salary, with those under 21 being much more likely than any other age group to report gross monthly earnings of £1,583 or lower (27%). Those between 31 and 40 (56%) and 41 or above (59%) were the most likely to report gross monthly earnings of £3,000 and above.

Sex was a predictor of income for the highest and lowest band, with 12% of female learners earning £1,583 or less (compared to 6% of male learners), and half of male learners (50%) earning more than £3,000 (compared to 39% for female learners). This may be connected to the relationship between subject area and sex, with female learners being more likely to study in lower-earning subject areas such as Health, Public Services or Care (30%) than male students (11%).

Ethnicity, parental education and IDACI quintile were not predictors of post-course salary, with no significant differences in earnings between learners across these categories.

Course grade was a clear predictor of higher post-course earnings, with those who achieved a distinction being more likely (53%) than those who received a pass (38%) to be earning £3,000 or more gross per month.

#### **4.8.6 Career preparedness**

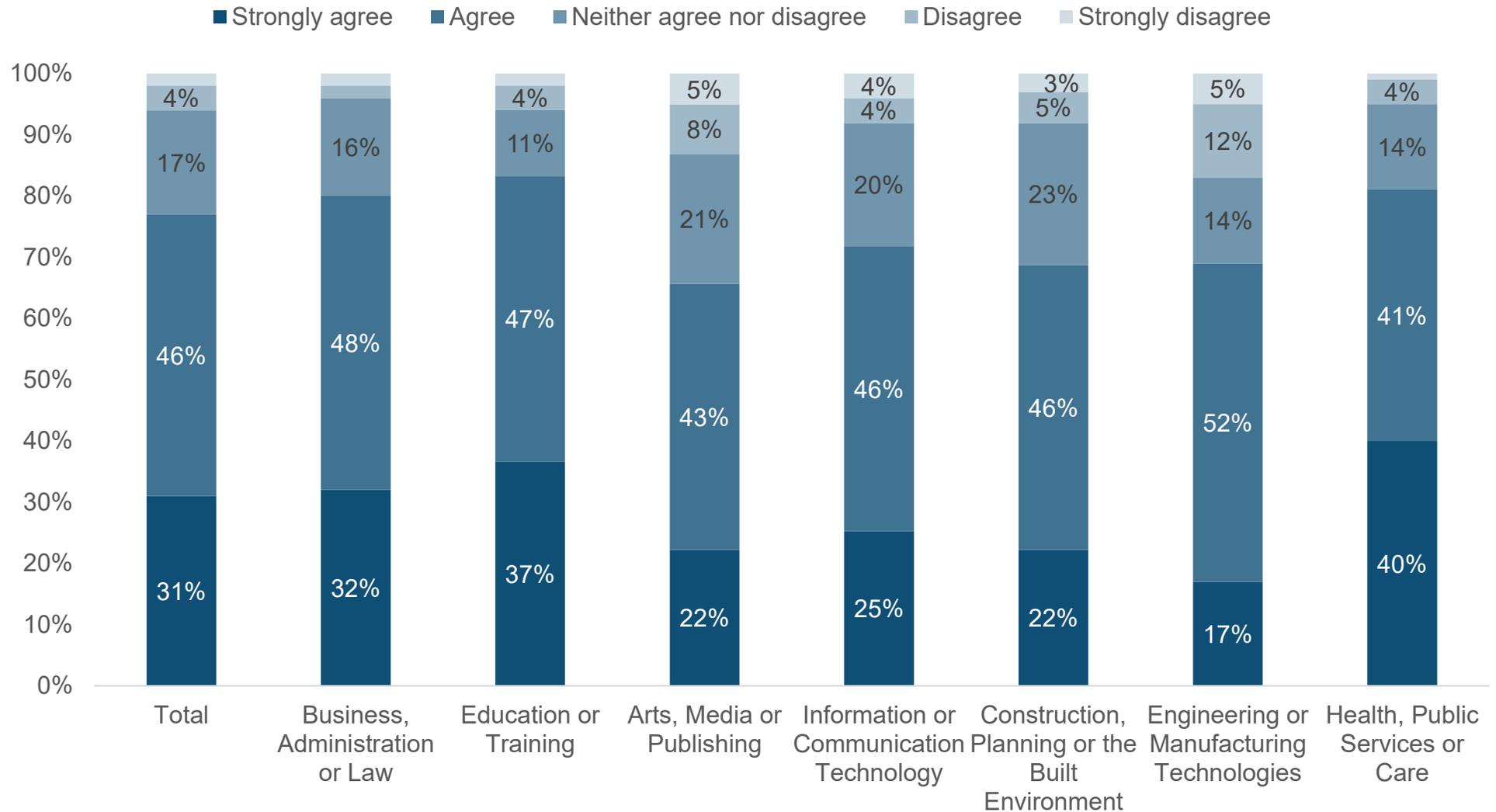
**The majority of learners (77%) felt that their course had prepared them for a future career, while 7% disagreed.** This varied across subject areas, with those in the Retail or

Commercial Enterprise area being the least likely to believe their course had prepared them (61%), compared to those in the Health, Public Services or Care and the Business, Administration or Law areas who were the most likely (81%).

Those in the Engineering or Manufacturing Technologies area were most likely to disagree that their course had prepared them well (17%). This was a significantly higher proportion than those from any other area, with the next highest being those on Arts, Media or Publishing (13%), and the least high being those on Business, Administration or Law (4%).

While a majority of learners in the Engineering or Manufacturing Technologies area agreed that their course had prepared them well (69%), they were also the least likely to strongly agree with this sentiment (17%).

**Figure 45: My course prepared me for my future career by subject area**



Source: Technical Education Learner Survey PC 2025, PrepareCareer  
 Base: All 2022/23 L4/5 starters who completed their course; Unweighted, total n=1,577, n varies by subject area min n=47

#### 4.8.7 Level of fulfilment

**Seven in ten Level 4/5 learners described themselves as ‘very’ or ‘quite fulfilled’ with their current situations (71%),** while around one in ten (12%) said they were ‘not very’ or ‘very unfulfilled’.

There were differences by subject area, with those in Education or Training being the most fulfilled (82%), followed by those in Business, Administration or Law (77%). By comparison, those in Retail or Commercial Enterprise were the least likely to feel fulfilled (51%), followed by those in Arts, Media or Publishing (59%).

Again, despite the majority of Engineering or Manufacturing Technologies learners feeling fulfilled (65%), these learners were the most likely to actively say they were unfulfilled (21%). Along with those in Arts, Media or Publishing (20%), these learners were significantly more likely to report being unfulfilled than the next largest group, those in Retail or Commercial Enterprise (14%).

#### 4.8.8 Recommending the course

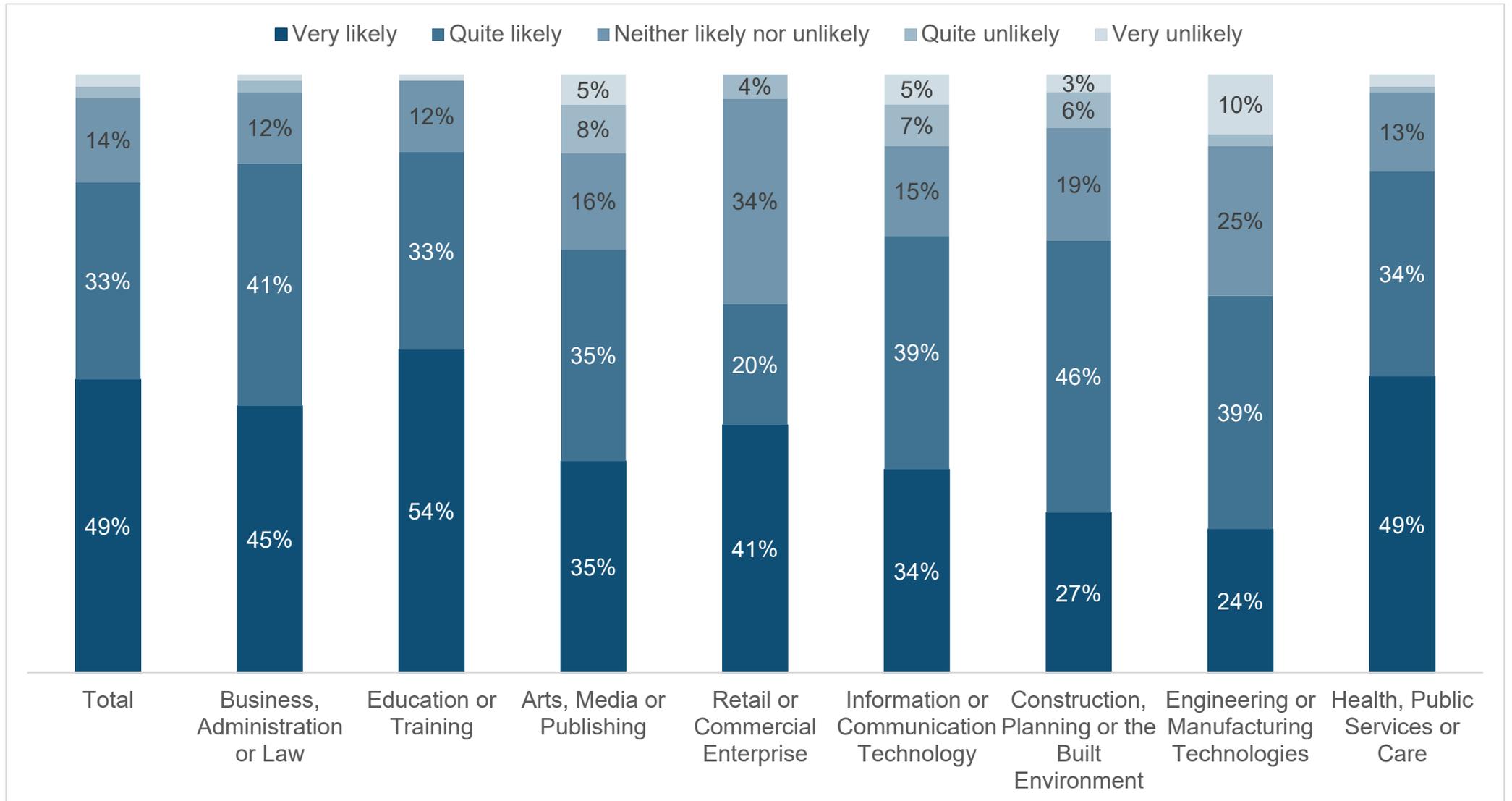
**Eight in ten (79%) Level 4/5 learners were ‘very’ or ‘quite likely’ to recommend their course to others, and 6% were unlikely to do so.**

This marked a general rise in likelihood to recommend from the EC survey (74%), which was consistent across all subject areas. Those in the Business, Administration or Law area were still the most likely to recommend their course (87% vs 81% in the EC survey), now alongside those in the Education or Training area (87% vs 76% for the EC survey). Both of these were significantly more likely to feel they would recommend their course than all other subject areas except for Health, Public Services or Care (83%, up from 76% for the EC survey).

Although still significantly lower than the highest three subject areas, the likelihood to recommend among those in the Construction, Planning or the Built Environment area had increased significantly from the EC survey (73% vs 55%), and those in the Information or Communication Technology area were now less likely to say they would not recommend their course (12% vs 17% for the EC survey). This was the same pattern for those in the Construction, Planning or the Built Environment area, only 8% of which now said they were unlikely to recommend their course compared to 20% that said this for the EC survey.

The most unlikely areas for learners to feel they would recommend was Arts, Media or Publishing (13% vs 14% for the EC survey), followed by Engineering or Manufacturing Technologies (12% up from 7% for the EC survey). By comparison, only 2% of those in the Business, Administration or Law area said they were unlikely to recommend their course

**Figure 46: Extent to which Level 4/5 learners are likely to recommend their course to others**



Source: Technical Education Learner Survey PC 2025, PCRecommend  
 Base: All 2022/23 L4/5 starters; Unweighted, total n=1,580, n varies by subject min n=130

## Longitudinal sample insights

Those who said they were likely to recommend their Level 4/5 course in the PC survey were more likely to have expressed satisfaction with their course as part of the EC survey (93% vs 36% who said they were unlikely to recommend their Level 4/5).

Those who were likely to recommend the course in the PC survey were also more likely to have experienced no barriers to learning in the EC survey (30% vs 18%).

In terms of challenge, those who were likely to recommend their course were less likely to have described the course as 'quite challenging' in the EC survey (33% vs 57% of those who were unlikely to recommend).

## 4.9 Future Intentions

This section covers Level 4/5 completers' plans for the future and focuses on the findings from the PC survey. Where questions were asked in both EC and PC surveys, only the results for the PC survey are presented.

### 4.9.1 Future work plans

#### Intention to leave current employer

Level 4/5 learners were asked how likely they are to leave their current employer in the next 12 months. **Six in ten (60%) reported that they were 'quite' or 'very unlikely' to do so**, while one in five (18%) said they were likely to, and a similar proportion (22%) answered neither likely nor unlikely.

Those taking an Arts, Media or Publishing subject were more likely than several other subject areas to say that they were 'quite' or 'very likely' to leave their current employer in the next 12 months (37%).

#### Working in same field as Level 4/5 course

**Three quarters (75%) of Level 4/5 learners reported that they were aiming to work or keep working in the same general field as their course in the future**, while 16% said they were not sure and 8% answered no.

Those in Health, Public Services or Care (82%) and Business, Administration or Law (81%) were more likely to work or keep working in the same general field as their course in the future than learners in the following subject areas: Information or Communication Technology (69%), Arts, Media or Publishing (71%) and Education or Training (68%).

## 4.9.2 Future study plans

Level 4/5 learners who were not currently studying were asked if they intended to do further study in the future. **Around half (46%) were aiming to do further study in the future**, a third (34%) were unsure, and one in five (21%) were not intending to undertake further study.

Learners in the Health, Public Services or Care (54%) subject area were more likely than those in Information or Communication Technology (41%) and Arts, Media or Publishing (31%) to aim for further study in the future.

Among those who said they were aiming to undertake further study in the future, a quarter (75%) said this would be in the same general field as their Level 4/5 course. Nearly all learners (95%) in the Health, Public Services or Care subject area said they were aiming to do further study in the same general field as their course. A higher proportion of HTQ learners (96%) than non-HTQ learners reported they were pursuing further study in the same general field as their course (90%). Due to small base sizes, differences between HTQ and non-HTQ learners were not suitable for statistical significance testing.

The type of course that Level 4/5 learners intended to undertake in the future varied. Three in ten (29%) reported that they would aim to do a university degree in the future, and a fifth said they would pursue another qualification or type of study (21%) or an apprenticeship (18%). A smaller proportion of learners were aiming to do a different kind of Level 4 or 5 qualification (13%) or a Higher Technical Qualification (9%).

### Demographic insights

Learners from an ethnically diverse background were more likely than those from a white background to aim for further study in the future (55% vs 44%).

Female learners were more likely than male learners to intend to undertake another qualification / type of study in the future (25% vs 14%).

## 4.9.3 Changes to career plans during the course

Level 4/5 completers were asked the extent to which their idea of what they wanted to do as a career changed during their Level 4/5. Over half (52%) reported that their ideas either 'stayed the same' (52%), while around two fifths said they 'changed a little' (38%), and one in ten (10%) reported that their ideas 'changed a lot'.

Learners in the Arts, Media or Publishing area were significantly more likely than other subjects to report that their ideas changed a lot (20%).

Among those whose ideas about their career changed a little or a lot, the most common reasons given were learning more about the occupation during the course (45%), advice from teachers/careers staff (25%), and the experience of the work experience placement (22%).

Further analysis revealed that the impact of advice from teachers/careers staff was most evident among Arts, Media or Publishing (39% mentioned this reason).

#### 4.9.4 Career decisions

All Level 4/5 completers were asked what factors were important to them when making career decisions. **The highest proportion (83% vs 77% for the EC survey) of learners mentioned work that interests and stimulates them**, followed by work-life balance (73% vs 70%), secure employment over several years (66% vs 66%), opportunities to further develop occupational/technical knowledge and skills (66%), a high salary/wage (64%), and an inclusive and supportive work environment (57%).

Less than half mentioned a work culture that is innovative and promotes creativity (46% vs 45%) and opportunities to gain further qualifications (43%). Among those who selected more than one important factor in their career decision-making (n=1,444), one quarter (24%) reported that work that stimulates and interests them was the most important.

This result was closely aligned with those from the EC survey, with the largest change being a rise in the percentage of learners who mentioned work that interests and stimulates them, from 77% for the EC to 83% in the PC survey.

**Figure 47: Most important factors in career decision making**



Source: Technical Education Learner Survey PC 2025, PCCareers  
Base: All Level 4/5 learners; Unweighted n=1,582

## 4.10 Conclusions from Level 4/5 findings

**Eight in ten (79%) Level 4/5 learners from the 2022/2023 cohort reported being satisfied with the programme**, in line with the results previously reported by the 2021/2022 cohort (77%). Satisfaction varied across subject area, with learners in Business, Administration, and Law (84%) and Health, Public Services, and Care (81%) reporting the highest satisfaction levels, while those in Construction, Planning, and the Built Environment reported the lowest (65%).

**Just over half of Level 4/5 learners from the 2022/2023 cohort perceived their course as ‘quite challenging’ (55%)**, in line with those from the 2021/2022 cohort.

While **eight in ten (81%) found the workload outside lessons manageable**, this was lower than recorded among 2021/2022 cohort (86%). Indeed, **three quarters (74%) reported facing some form of barrier to learning**, the most common being employment which meant learners could not study enough (42%). This was a marked difference from the previous cohort, for whom work was a much less common barrier (23%) and poor health was a much more common barrier (16% vs 10% for the 2021/2022 cohort). This is likely a result of learners being more likely to work and less likely to face health issues following the Covid pandemic.

**A fifth (21%) of Level 4/5 learners did a work experience placement** as part of their course (compared with 24% in the previous cohort) and **the vast majority of this group (87%) expressed overall satisfaction with their placement**. Almost half of learners (47%) had contact with employers outside of any work placement, and the majority of this group felt the level of contact was about right.

In terms of their post course activity, **94% of Level 4/5 completers had progressed to paid work, an apprenticeship, or further study**. Specifically, **68% were in paid work or doing an apprenticeship, 11% were studying and 15% were doing a combination of the two**. A further 6% were doing ‘something else’ or did not provide a response.

Where Level 4/5 completers indicated that they were involved in more than one activity, they were asked to say which was their main activity. The most **common destinations for Level 4/5 completers were paid work (57%), an apprenticeship (18%) and university degree (11%)**. Those in Education or Training were most likely to be in paid work (89%), while those in Arts, Media or Publishing were most likely to be studying a university degree (42%). Among those who were not currently studying, around half (46%) planned to study in the future (up from 40% among the previous cohort).

**Eight in ten (80%) Level 4 or 5 learners were working or doing further study in the same general field** as their Level 4/5 course. This was largely consistent across subjects with the exception of those following Other non-technical subjects (55% stayed in the same general field). There was a notable increase from the 2021/2022 cohort in

the proportion working in the same general field as their course (80% vs 76% for the 2021/2022 cohort).

**Most Level 4/5 learners were positive about their course.** At least seven in ten learners: were likely to recommend their course (79%); said the course had prepared them for their future career (76%); agreed the course had allowed them to progress onto what they wanted to do (73%); and felt the course had prepared them for the workplace (70%).

Regarding employment, **69% of learners who had been working during their course agreed that the course had helped them to progress at work.** Two thirds (66%) of those currently working reported using the skills developed by the course in their current role 'a great deal' or 'quite a bit'.

**Level 4/5 courses were generally perceived by learners to be successful in preparing them for further study.** Over three quarters of learners currently studying or doing an apprenticeship agreed that their course had prepared them well for their current studies (79%) and reported using the skills the course had developed (72%).

Survey results suggest that **IoT learners are delivering broadly in-line with non-IoT courses,** with learners reporting similar levels of overall satisfaction and satisfaction with individual course elements. It should be noted that the base size for IoT learners was small, so comparison was not possible across all metrics and areas.

Results also indicate that **HTQ learners have lower reported satisfaction<sup>42</sup>** for a range of course elements than non-HTQ learners: the standard of classroom teaching (78%), preparation for further study (61% vs 71%), the standard of practical hands-on work (56% vs 65%), and how well it prepared them for assessments or exams (54% vs 81%). HTQ learners were also more likely to report not having sufficient access to IT resources as a barrier (18%) when compared to non-HTQ learners (12%).

Moreover, **21% of HTQ learners found their courses not very or not at all challenging,** as opposed to 13% of non-HTQ learners, suggesting a lack of sufficient tailoring or differing learner expectations. Additionally, while in contact with employers, 36% of HTQ learners felt the contact was too little, compared to 22% of non-HTQ learners. Taken together, this suggests that HTQ courses need further tailoring to meet the expectations and needs of learners, however it should be noted that the sample of HTQs remain relatively small, and isolated to a few subject areas. **Older Level 4/5 learners felt that their course effectively prepared them for the workplace.** Specifically, 77% of learners aged 41 and older agreed that their course prepared them well for the workplace, compared to 58% of those under 21 who agreed.

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<sup>42</sup> Compared to non-HTQ learners on courses where HTQs were available.

Older Level 4/5 learners also differed from younger age groups in how much they felt they used the skills developed by their course in their current job. More than two in five (44%) of those aged 41 and over said they use the skills developed on their course 'a great deal' (44%), compared to 17% of Level 4/5 learners under 21.

In contrast, similar proportions from each age group **agreed that their course prepared them well for their current study** and that they have used the skills developed on their course in their current study. This could be a positive sign that suggests Level 4 or 5 courses prepare learners of all ages equally well for further study.

## Appendix A – Technical note

### Survey design

The survey was based on the previous 2022 and 2023 Technical Education Learner surveys and was designed in collaboration with DfE. Question wording and answer options were kept consistent where possible to allow for comparison across cohorts.

### Questionnaire development

The questionnaires were designed in collaboration with DfE and followed an iterative drafting process.

Prior to each fieldwork stage, the End Course (EC) and Post Course (PC) survey questionnaires from the previous cohort were reviewed, and following discussion between DfE and policy colleagues, these were refined to reflect areas of new policy interest for each of the three overarching learner groups.

For both surveys, a phase of cognitive testing took place, in which five learners were invited to run through sections of the questionnaire with a researcher from Ipsos. The purpose of this exercise was to gather feedback on learners' understanding of questions and response scales, to ensure that the questions were working in the intended manner. Feedback from the cognitive interviews was shared with DfE and final refinements were made to the questionnaires before they were programmed.

The questionnaires were programmed into Online and CATI survey scripts with each being subject to a series of quality checks before being launched into the field. Data collected from initial responses to the survey were also checked to ensure the questionnaires were working as intended. Online and CATI questions and response codes were aligned to minimise any potential mode effect. For the majority of questions, 'Don't know' and 'Prefer not say' response codes were not visible in the online survey unless a participant tried to move on to the next question without answering. These responses were then offered to allow the learner to progress through the survey. To retain comparability with online, telephone interviewers did not read out these response options, although they could be used if the participant gave them as a response.

The final EC and PC questionnaires consisted of a mix of single and multi-choice, open-ended and grid questions. Timestamps were built into the programmed surveys, as well as a series of hard and soft checks to improve data quality. A copy of each questionnaire is provided in Appendix B.

## Populations and samples

At the start of the research programme, the sample frames were provided by two registers controlled by the Department for Education.

- National Pupil Database (NPD). NPD is a database of pupils in state funded education and higher education in England
- Individualised Learner Record (ILR). ILR data is collected by providers in the further education and skills sector in England

Sample sizes for individual routes, pathways, subjects, and sector subject areas were not known until sample was extracted from the NPD and ILR.

Individual targets were set of 150 learners in each subject (see below, by learner group) or as many as possible where subject populations were small. The final design included oversampling of subjects with the largest number of learners to achieve an overall target number for each of the three main learner groups. Among Level 4/5 learners those studying an HTQ were also oversampled to achieve around 200 across 2022 and 2023 starters. For all learner groups, additional sample was used during EC fieldwork to help achieve overall target numbers. For T Level and TLFY groups this resulted in all eligible sample being selected.

### EC survey: T Level 2022 starters

T Levels are two-year courses that are an alternative to A Levels. They offer technical training and an industry placement in the chosen technical area.

The target population for the 2022 T Level starters was all those enrolled in the first year of a T Level course in the academic year 2022/23, as listed in the NPD or ILR. The T Level 2022 starter sample included 11,171 learners on the 16 pathways available in the 2023/2024 academic year. These pathways are grouped into the following 7 routes: 'Construction', 'Education and Early Years', 'Health and Science', 'Legal, Finance and Accounting', 'Engineering and Manufacturing', 'Business and Administration', and 'Digital'.

## EC survey: TLFY 2023 starters

TLFY was previously known as 'T Level Transition Programme'. TLFY courses are called 'routes'. The TLFY 2023 starter sample included 7,679 learners on the 11 routes available in the 2023/2024 academic year, as shown in the table below.

## EC survey: Level 4 or 5 2022 and 2023 starters

Level 4 and 5 courses are done after compulsory education. They are the equivalent to the first or second year of Higher Education. The courses may have 'Level 4' or 'Level 5' in their title, but also include HNCs, HNDs, and foundation degrees. Level 4 and 5 courses are called 'subjects', and for the purposes of this survey, subjects have been grouped into overarching 'sector subject areas' (SSAs).

The Level 4 or 5 learner sample consisted of 26,701 learners, 11,774 of whom started their course in 2022 and 15,017 of whom started their course in 2023. This included learners who took a course in 'Digital', 'Construction', 'Health and Science', or in a subject classified as 'Other technical' or 'Other non-technical'. These are referred to Sector Subject Areas (SSA).

For the purposes of this survey, Other technical courses included 'Agriculture, Horticulture or Animal Care', 'Engineering or Manufacturing Technologies', 'Retail or Commercial Enterprise', 'Leisure, Travel or Tourism', 'Education or Training', 'Business, Administration or Law' and 'Arts, Media or Publishing'. Other non-technical courses included 'History, Philosophy or Theology', 'Social Sciences', 'Languages, Literature or Culture', and 'Preparation for Life or Work'.

Some Level 4 and 5 courses offer the option to do a Higher Technical Qualification (HTQ). Throughout the main report, differences are presented between subjects where HTQs were available and not available and also between Level 4 and 5 learners who took a HTQ and those who did not (referred to as HTQ learners and non-HTQ learners). HTQ subjects that were available for the Level 4/5 cohort surveyed included:

- Construction and the Built Environment
- Digital
- Health and Science

The sample included information on whether learners took a Higher Technical Qualification (HTQ) or took their course in an Institute of Technology (IOT).

## PC survey sample

A total of 4,412 learners who completed the EC survey were included in the PC survey sample and formed the **longitudinal sample** for the survey, as follows:

1,673 T Level learners who completed the EC survey and said they did not leave their course early

1,353 TLFY learners that completed the EC survey (whether they left their course early or not)

724 L4/5 learners who started in 2022 and 662 L4/5 learners who started in 2023, all of whom said they did not leave their course early and confirmed that their course had finished in the 2023/24 academic year (as well as those who did not know or preferred not say if their course had finished)

In order to boost the level of response to the PC survey, there was also an **EC non-responder sample** element of the PC survey design. The EC non-responder sample group included all those who were sampled for the EC survey but who did not respond and complete the survey. It excluded anyone who contacted Ipsos/ DfE to opt-out of the survey.

Assumptions were made about response rates for the different learner groups within each sample:

- **Longitudinal sample** - assumed response rate of 40% for TL and TLFY learners and 37% for L4/5 learners
- **Non-responder sample** – assumed response rate of 6% for TL and TLFY learners and 3% for L4/5 learners

**Table 21 T Level 2022 starters sample for PC survey**

<b>Route or pathway</b>	<b>Longitudinal sample size</b>	<b>End-course non-responder sample size</b>
<b>Construction (route)</b>	<b>267</b>	<b>1,467</b>
Design Surveying and Planning for Construction	125	768
Building Services Engineering for Construction	100	505
Onsite Construction	42	194
<b>Education and Early Years (route)</b>	<b>258</b>	<b>2,014</b>
Education and Early Years	258	2,014
<b>Health and Science (route)</b>	<b>306</b>	<b>1,771</b>
Health	244	1,537
Science	40	164
Healthcare Science	22	70
<b>Legal, Finance and Accounting (route)</b>	<b>41</b>	<b>197</b>
Accounting	32	115
Finance	9	42
<b>Engineering and Manufacturing (route)</b>	<b>340</b>	<b>1,272</b>
Design and Development for Engineering and Manufacturing	140	651
Maintenance Installation and Repair for Engineering and Manufacturing	149	424
Engineering Manufacturing Processing and Control	51	197
<b>Business and Administration (route)</b>	<b>144</b>	<b>1,092</b>
Management and Administration	144	1,092
<b>Digital (route)</b>	<b>317</b>	<b>1,497</b>

<b>Route or pathway</b>	<b>Longitudinal sample size</b>	<b>End-course non-responder sample size</b>
Digital Production Design and Development	180	1,186
Digital Support Services	118	277
Digital Business Services	19	34
<i>Total</i>	<i>1,673<sup>43</sup></i>	<i>9,270</i>

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<sup>43</sup> The T Level longitudinal sample for the Post Course survey is lower than the number of completed surveys at the End Course survey because it excludes those who indicated in the End Course survey that they left their course early

**Table 22 TLFY 2023 starters sample for PC survey**

<b>Subject</b>	<b>Longitudinal sample size</b>	<b>End-course non-responder sample size</b>
Education and Early Years	254	1,184
Digital	239	993
Health and Science	234	1,606
Business and Administration	212	984
Engineering and Manufacturing	154	531
Construction	143	668
Agriculture, Environmental and Animal Care	43	79
Hair and Beauty	39	159
Creative and Design	24	79
Catering and Hospitality	10	18
Legal, Finance and Accounting	1	7
<i>Total</i>	<i>1,353</i>	<i>6,308</i>

**Table 23 Level 4 or 5 2022 starters sample for PC survey**

<b>Subject</b>	<b>Longitudinal sample size</b>	<b>End-course non-responder sample size</b>
Digital	210	2,129
Construction	91	1,345
Health and science	159	3,364
Other technical	176	2,880
Other non-technical	88	1,071
<i>Total</i>	<i>724<sup>44</sup></i>	<i>10,789</i>

**Table 24 Level 4 or 5 2023 starters sample for PC survey**

<b>Subject</b>	<b>Longitudinal sample size</b>	<b>End-course non-responder sample size</b>
Digital	194	3,481
Construction	46	336
Health and science	126	3,464
Other technical	148	3,901
Other non-technical	148	2,937
<i>Total</i>	<i>662<sup>45</sup></i>	<i>14,119</i>

**Fieldwork design**


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<sup>44</sup> The L4/5 longitudinal sample for the Post Course survey is lower than the number of completed surveys at the End Course survey because it excludes those who indicated in the End Course survey they left their course early or were continuing their course into the next academic year

<sup>45</sup> The L4/5 longitudinal sample for the Post Course survey is lower than the number of completed surveys at the End Course survey because it excludes those who indicated in the End Course survey they left their course early or were continuing their course into the next academic year

The EC and PC surveys were administered with a phased mixed-mode design. An online survey was launched first, followed by telephone fieldwork. Learners were therefore offered two modes to complete the survey:

- Web/online (CAWI, Computer Assisted Web Interview) – an online survey without the assistance of an interviewer
- CATI (Computer Assisted Telephone Interview) – an interview carried out by a trained interviewer over a phone call

Online surveys were intended as the primary data collection mode with the assistance of CATI to top up response rates and target subgroups with lower levels of engagement. This method was chosen because it is more cost-effective, and also because of the age group of the target audience – primarily 16 to 21-year-olds. This age group is more likely to complete surveys online, particularly when available on a smartphone, and less likely to pick up a call from an unknown number.

Offering the option to complete the survey by telephone facilitated data collection amongst learners who had low IT literacy or did not have internet access.

### **Fieldwork stages**

Below are the dates for each stage of fieldwork for the End Course and Post Course surveys.

<b>Fieldwork stage</b>	<b>End Course survey date</b>	<b>Post Course survey date</b>
Online survey launch	13 Jan 2025	17 July 2025
CATI fieldwork launch	21 Jan 2025	28 July 2025
Closure of fieldwork	3 March 2025	8 September 2025

### **Communications and incentives**

The ILR and NPD datasets provided learners' contact names and one or more of: postal address, email address, and telephone number.

### **EC survey**

Participants with an email address were sent an email invite to the survey with their access code, a link to the survey, instructions on how to take part, information about the survey and how their data will be used, and instructions on how to opt-out of further contact about the survey. Participants with no email address but with a phone number

and participants with no email address nor phone number, but with a postal address, were sent a letter invite with the same content as the email invite (including QR code to access the survey).

A series of email and SMS reminders were sent to participants who had not completed the survey or otherwise opted out of contact. Two SMS reminders were sent and 5 reminder emails were sent.

The EC survey included questions asking participants to confirm or update their contact details, and provide alternative contact details if they consented to this. This was done to ensure the accuracy of the contact details that would be used to invite participants to the PC survey. Participants were also asked to provide contact details for another individual who could put us in contact with them if they could not be reached by their personal contact details for the PC survey. These extra contact details were not needed during PC fieldwork because the sample of confirmed and updated personal contact details was good enough quality to achieve the desired number of completed interviews.

### **PC survey**

The contact strategy for the PC survey built on the experience gained from the EC survey. An initial letter was sent to the full longitudinal sample as well as a targeted letter invite to the EC non-responder sample focussed on routes/pathways where the predicted sample size might limit analysis. The EC non-responder sample that did not receive a letter invite and who had an email address, were instead invited to take part via email. After the initial invitation letter/ email, any non-responders to the PC survey were sent up to five email reminders and five SMS/ text reminders.

In advance of sending out survey invitations to the longitudinal sample, contact details were updated where new information was collected during EC survey completion. This included updating name and address information as well as updating email or telephone details where new information had been provided.

### **Incentives**

To maximise response rates, all participants to the survey received an incentive of a £5 online shopping voucher provided by "Love2Shop", conditional on completion of the survey. This was issued via email or by post, depending on the contact details held for the respondent and the respondent's preferences.

During the PC survey, a decision was made with DfE to target certain groups where response was lower than expected with the offer of a higher incentive of £10. The groups that were offered the £10 incentive toward the end of the fieldwork period were L4 or 5 learners who had done a Higher Technical Qualification (HTQ) and all TLFY learners.

## Survey response

### End Course survey response

Across all modes and learner types, the EC survey achieved 5,077 completed interviews. This is a response rate of 11% after factoring for unusable contact details and participants who were on Ipsos' central 'do not contact' list, as well inclusion of additional boost sample to help achieve overall learner group targets. Of completed interviews, a total of 5,004 were 'fully productive' (the participant reached the end of the survey and submitted) and 73 were considered 'useable partial completes' (the participant completed the survey up to the data linkage section before closing the survey or timing out). The 5,077 completes consisted of:

- 1,873 T Level learners
- 1,353 TLFY learners
- 1,851 Level 4 or 5 learners, consisting of 966 2022 starters and 885 2023 starters.

Statistical comparisons between routes, pathways, subjects, and sector subject areas were still possible for most subgroups as the achieved number of completed surveys for each group was over 30.

**Table 25 End Course completed surveys and response rate<sup>46</sup>**

Learner type	Completed surveys	Response rate
T Level 2022 starters	1,873	16.8%
TLFY 2023 starters	1,353	17.6%
Level 4 and 5 2022 starters	966	8.2%
Level 4 and 5 2023 starters	885	6.9%
Total	5,077	11.1%

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<sup>46</sup> Response rates are calculated against the total sample issued for each learner group, minus any completely unusable records filtered out at the sample-processing stage. Records found to be unusable or incorrect during fieldwork were still included in the base of the calculations.

## Post Course survey response

Across all modes and learner types, the PC survey achieved 3,202 completed interviews. This is an overall response rate of 7%. Of completed interviews, all were ‘fully productive’ (the participant reached the end of the survey and submitted). The 3,202 completes consisted of:

- 1,147 T Level learners (491 from longitudinal sample, 656 from EC non-responding sample)
- 517 TLFY learners (241 from longitudinal sample, 276 from EC non-responding sample)
- 1,538 Level 4 or 5 learners, consisting of 714 interviews among 2022 starters (279 from longitudinal sample, 435 from EC non-responding sample) and 824 interviews among 2023 starters (232 from longitudinal sample, 592 from EC non-responding sample).

Statistical comparisons between routes, pathways, subjects, and sector subject areas were still possible, as the achieved number of completed surveys for each group was over 30.

**Table 26 Post Course Survey response rates<sup>47</sup>**

Learner type	Completed surveys (longitudinal)	Response rate (longitudinal)	Completed surveys (non-EC completer)	Response rate (non-EC completer)
T Level	491	29.3%	656	7.1%
TLFY	241	17.8%	276	4.4%
Level 4 or 5 2022 starters	279	38.5%	435	4.0%
Level 4 or 5 2023 starters	232	35.0%	592	4.2%
Total	1,243	28.2%	1,959	4.8%

<sup>47</sup> Response rates are calculated against the total sample issued for each learner group minus any completely unusable records or records who were on Ipsos’ central ‘do not contact’ list. For longitudinal sample, response rates for T Level and Level 4 or 5 also exclude respondents who indicated in the End Course survey that they had left their course early or and response rates for Level 4 or 5 also exclude those who had continued their course into the next academic year. This is because these people were not invited to take part in the Post Course survey.

## Data processing

Both the online and telephone modes of the EC and PC surveys were designed to be as similar as possible to allow for results to be compared and reduce mode-bias. This means question wording and answer options were the same across both modes.

Specialist coders applied coding to the verbatim responses to open-ended questions and 'other specify' answers. Answers were either back-coded into the original answer codes provided in the question or sorted into new codes where this was most appropriate. In both the EC survey and PC survey, new codes were raised on five instances of a new similar answer. In addition, Standard Occupational Classification (SOC) coding was carried out on the PC survey data to establish the occupation of those who were working. SOC coding is a way of classifying occupations in the UK based on typical level of skill and qualifications needed for each occupation. The codeframe is released by ONS based on labour market research. The SOC 2020 codeframe was used, which is the most up-to-date codeframe.<sup>48</sup>

The monthly salary variable reported is a derived variable. Those who were working, including doing an apprenticeship, were asked for self-reported salary at the time of completing the survey. They were invited to express this figure through an hourly, daily, weekly, monthly or annual rate, or by choosing 'another period'. Those who gave an hourly figure were then asked how many hours they usually worked in a shift and how many shifts they worked per week, and those who gave daily rates were asked how many days they worked per week. A monthly salary was then derived from these variables and sorted into quartiles. Monthly salaries over £10,000 were excluded and monthly salaries of £0 were excluded. The monthly salaries presented in the report distinguish those whose main activity was work and those whose main activity was work or an apprenticeship.

The figures for main current activity were derived from participants' answers to a multicode question asking for their current activity or, if they selected more than one answer to this, from a follow-up single code question asking about their main activity. Responses from both questions were combined to derive their main current activity.

In the TELS data quality assurance process, a multi-stage approach ensured accuracy and reliability. Key activities included testing survey scripts, running automated checks for data errors throughout the fieldwork, and applying a comprehensive data specification involving naming conventions and derived variables. The EC and PC datasets were carefully reviewed for logic and consistency before the coding of open-ended responses.

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<sup>48</sup>

<https://www.ons.gov.uk/methodology/classificationsandstandards/standardoccupationalclassificationsoc/soc2020>

Weighting was assigned to align with expected population profiles, and these weighted data were used for analysis (see next section for more details on the weighting protocols used for the EC and PC survey data).

A derived variable specification further refined the datasets. Each step underwent thorough verification by Ipsos teams, with data tables cross-referenced against specifications.

## **Weighting**

Weighting was carried out on the data to ensure the statistics reported were as representative as possible of the population of learners in each group.

Weighting is a statistical technique that adjusts survey data to take into account profile differences between a sample and the population being surveyed. It increases the impact of certain respondents' answers on the final results and decreases the impact of other respondents' answers depending on their profile characteristics. This makes the final survey data match as closely as possible the T Level, TLFY, and Level 4/5 learner populations, which increases the reliability of conclusions drawn from the data.

The effective base size is reduced when weighting is added because the relative importance of answers of certain types of respondents is either increased or decreased in order to make the sample match the population as closely as possible.

T Level and TLFY learners were weighted together. A separate weighting profile was created for Level 4/5 learners.

## **EC survey**

### **T Level and TLFY**

All the eligible sample was selected for the T Level learners and TLFY surveys, so no selection weights were required. However, adjustment weights were calculated to correct for the removal of the ILR pupils for the cognitive testing: 200 for T Level learners and TLFY. These adjustment weights were calculated as the total number eligible within the cells defined by subject and whether extracted from the ILR or NDP datasets divided by the number issued for the survey.

A logistic regression model was fitted with participation as the outcome measure and a range of measures that could potentially be related to participation as the covariates. Region, age by gender, ethnic group and subject were forced into the model, with the rest (whether selected from the ILR or NDP, SEN status, eligibility for FSM, IDACI quintiles and quintiles for a summary Key Stage 4 measure) selected using a stepwise approach. The initial adjustment weights, rescaled to have mean 1, were applied when

producing the non-response model. Note that because eligibility for the T Level learner survey was that the course started in the academic year 2022/23, its sample was extracted from both the 2022/23 and 2023/24 administrative datasets. To allow for this in the model, the age by gender term was interacted with whether the pupil was sampled from the 2022/23 or 2023/24 datasets.

The propensities for participation were estimated from this model, and the non-response weights calculated as the reciprocal of these propensities. These were trimmed at the 2.5<sup>th</sup> and 97.5<sup>th</sup> percentiles and combined with the initial adjustment weights. These combined weights were then rescaled to have mean 1 to give the final weights.

## **Level 4 and 5**

For the Level 4 and 5 survey, the sample was selected within strata defined by start year (2022/23 or 2023/24), subject, and four categories defined by whether they were attending an Institute of Technology (IOT) and/or studying for a Higher Technical Qualification (HTQ). Therefore, selection weights were required, that corrected for this disproportionate sampling and also for the 200 pupils previously sampled for the cognitive testing sample. These selection weights were calculated as the total number eligible within these cells divided by the number issued for the survey.

The terms considered for the logistic regression model were subject, academic year started, age group by gender, ethnic group, IDACI quintiles and whether attending an Institute for Technology (IOT) and/or studying for a Higher Technical Qualification (HTQ).

The non-response weights were again trimmed at the 2.5<sup>th</sup> and 97.5<sup>th</sup> percentiles and combined with the selection weights, then rescaled to have mean 1, to give the final weights.

## **PC survey**

Different weighting strategies were required for the PC survey data to enable analysis of the data cross-sectionally and longitudinally. In summary the steps were:

1. **Selection weights.** These corrected for the sample that was removed for cognitive testing.
2. **Non-response weights** were generated from separate logistic regression models with the following terms considered for the model: subject, region, ethnicity, age, sex, frame (NPD Vs ILR), SEN status, FSM status, IDACI quintile and Key Stage 4 attainment. These weights adjusted the profiles for the achieved samples in the PC survey, both cross-sectional (the full sample) and longitudinal (the sample that responded to the EC and the PC surveys) to match those of the issued sample, and hence to the full eligible population.

The weighting strategies used per learner group were the same for the PC survey data as for the EC survey data, as detailed above.

### Statistical testing

Statistical testing was applied to all subgroup differences reported in the report at the 95% confidence level.

This test determines whether the differences in proportions between subgroups were likely to be due to a genuine difference between groups rather than chance variation. The confidence level used for this research was 95%, meaning there is less than a 5% chance that results deemed significantly different differed due to chance. This is the standard level of confidence used in social sciences.

Where differences were not significant at this level this is stated in the text. Differences have not been reported between subgroups with bases below 30.

The table below summarises the percentage point differences required to be statistically significant at the 95% confidence level when comparing subgroups based on a range of sample sizes.

**Table 27 Sample tolerances for different learner group sample sizes for EC survey**

Size of sample on which survey result is based	Margins of error (at 95% CI) based on survey estimates at or near these levels		
	10% / 90%	30% / 70%	50% / 50%
T Level (1,873)	±1.4	±2.1	±2.3
TLFY (1,353)	±1.6	±2.4	±2.7
L4/5 - 2022 starters (966)	±1.9	±2.9	±3.2
L4/5 - 2023 starters (885)	±2.0	±3.0	±3.3

**Table 28 Sample tolerances for different learner group sample sizes for PC survey**

Size of sample on which survey result is based	Margins of error (at 95% CI) based on survey estimates at or near these levels		
	10% / 90%	30% / 70%	50% / 50%
T Level (1,147)	±1.7	±2.3	±2.9
TLFY (517)	±12.6	±4.0	±4.3
L4/5 - 2022 starters (714)	±2.2	±3.4	±3.7
L4/5 - 2023 starters (824)	±2.0	±3.1	±3.4

**Table 29 Percentage point differences required to be statistically significant at 95% confidence interval when comparing sub-groups**

Size of sample on which survey result is based	Percentage point differences needed to be statistically significant (at 95% CI) when comparing estimates between sub-groups		
	10% / 90%	30% / 70%	50% / 50%
<b>750 vs 750 responses</b>	3.0	4.6	5.1
<b>500 vs 500 responses</b>	3.7	5.6	6.2
<b>250 vs 250 responses</b>	5.3	8.0	8.8
<b>100 vs 100 responses</b>	8.4	12.8	13.9
<b>75 vs 75 responses</b>	9.7	14.8	16.1

**Learner group characteristics**

**T Level**

The statistics presented in this section for SEN status and FSM eligibility were taken from administrative data, either the ILR or NPD, but only based on survey respondents and not the population of all T Level learners.

**Route**

The most commonly followed T Level routes in the sample were Education and Early Years (21%) and Health and Science (19%). The Digital and Construction routes were each followed by 16% of learners, while 15% followed the Engineering and Manufacturing route. Less commonly followed routes were Business and Administration (11%) and Legal, Finance and Accounting (2%).

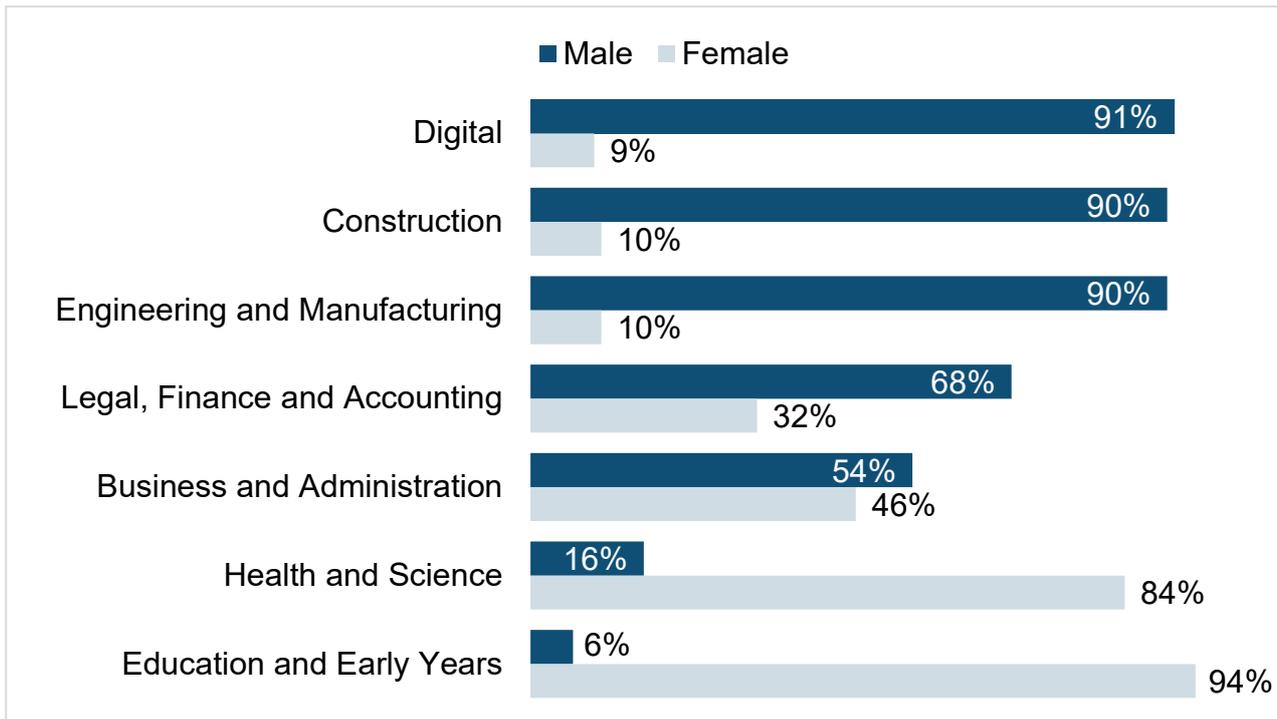
### **Sex at birth**

A slightly larger proportion of 2023 T Level starters were male (54%) than female (46%), which is consistent with previous years. Also consistent with previous years, there were significant differences between the proportions of female and male T Level learners who followed each route.

The subjects with the largest proportion of female learners were Education and Early Years (94% female and 6% male) and Health and Science (84% female and 16% male).

The subjects with the largest proportion of male learners were Digital (91% male and 9% female), Construction (90% male and 10% female), and Engineering and Manufacturing (90% male and 10% female).

**Figure 48 Proportion of T Level learners taking each subject by gender**



Source: Technical Education Learner Survey 2024-2025, Route  
 Base: All T Level 2022 starters; Unweighted n=1,873

### **Ethnicity**

The majority of T Level learners were from white backgrounds (80%), 10% were from Asian backgrounds, 5% had a mixed background, 3% were from black backgrounds and 1% were from another background.

The routes with the highest proportion of learners from white backgrounds were Education and Early Years (83%) and Engineering and Manufacturing (78%). Routes with the lowest proportion were Business and Administration (65%) and Digital (71%).

The routes with the highest proportions of learners from ethnically diverse backgrounds were Legal, Finance and Accounting (32%), Business and Administration (27%), and Digital (22%). Routes with the lowest proportions were Education and Early Years (14%) and Health and Science (19%).

### **Special Educational Needs (SEN)**

Fewer than one in ten (8%) T Level learners received SEN support and 1% had an Education, Health and Care Plan. Male learners were more likely than female learners to have received SEN support (10% vs 6% respectively). Linked to this, the route with the highest proportion of learners with SEN support was Digital (14% vs 8% or less for other routes), of which the majority of learners were male.

## **Free School Meal eligibility (FSM)**

Around one in seven (15%) learners had received FSM in the last 6 years. There were no significant differences to receipt of FSM by route, gender or household size.

## **TLFY**

The statistics presented in this section for SEN status and FSM eligibility were taken from administrative data, either the ILR or NPD, but only based on survey respondents and not the population of all TLFY learners.

## **Subject**

94% of TLFY learners in the sample took a TLFY in one of five subjects: Health and Science (24%), Education and Early Years (19%), Digital (16%), Business and Administration (15%), and Construction (11%). Learners of different characteristics were more likely to take certain subjects, as detailed further below.

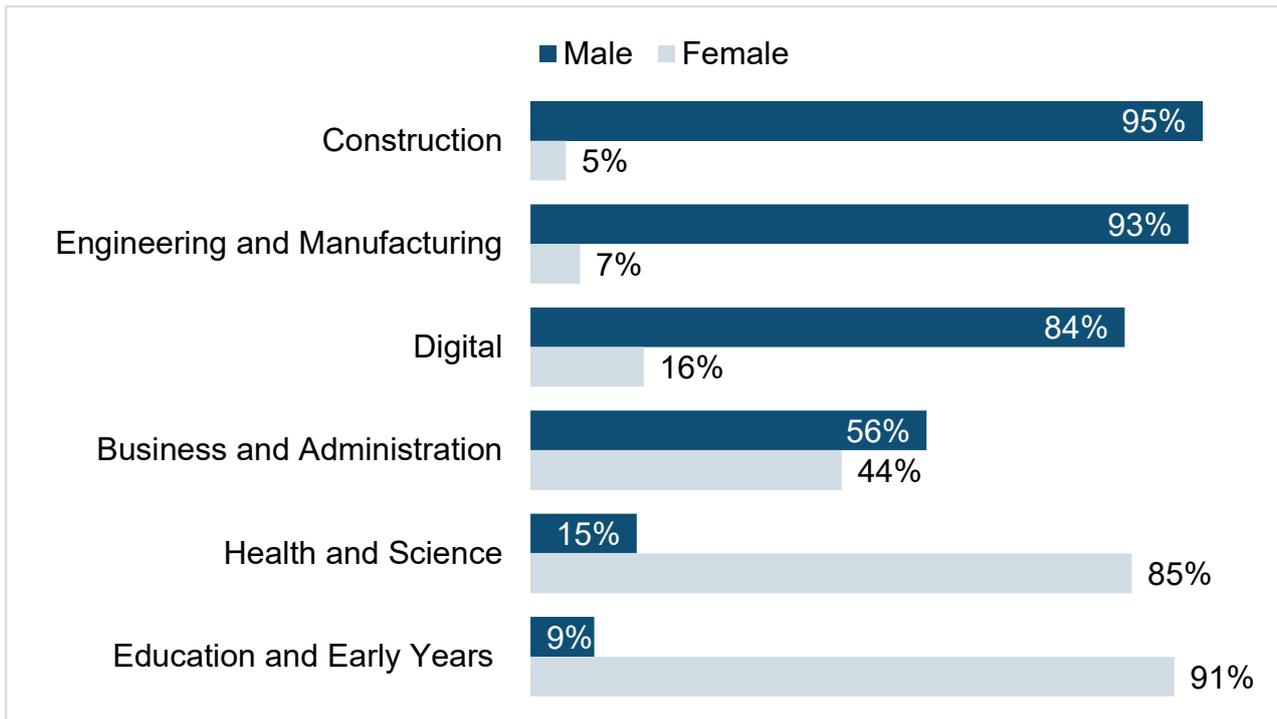
## **Sex at birth**

A slightly larger proportion of 2023 TLFY starters were female (52%) than male (48%), which is consistent with previous years. Also consistent with previous years, there were significant differences between the proportions of female and male 2023 TLFY learners who took some subjects.

The subjects with the largest proportion of female learners were Education and Early Years (91% female and 9% male) and Health and Science (85% female and 15% male).

The subjects with the largest proportion of male learners were Construction (95% male and 5% female), Engineering and Manufacturing (93% male and 7% female) and Digital (84% male and 16% female).

**Figure 49: Proportion of TLFY learners taking each subject by gender**



Source: Technical Education Learner Survey 2024-2025, TLFY Subject Base: All T Level Foundation Year Learners; Unweighted n=1,353

### **Ethnicity**

The majority (71%) of 2023 TLFY learners were from white backgrounds and 29% were from ethnically diverse backgrounds. This trend was the same across all subjects.

The subjects with the highest proportion of learners from white backgrounds were Education and Early Years (78% white compared to 17% from ethnically diverse backgrounds) and Construction (71% white compared to 25%).

The subjects with the highest proportion of learners from ethnically diverse backgrounds were Digital (35% vs 46% from white backgrounds), Engineering and Manufacturing (32% vs 62% from white backgrounds) and Health and Science (31% vs 59% from white backgrounds).

### **Free School Meal eligibility (FSM)**

Just over a quarter (26%) of TLFY learners had received FSM in the last 6 years. The proportion who had received FSM was highest among Education and Early Years learners (32%), and lowest among Engineering and Manufacturing (22%) and Business and Administration (23%) learners.

### **Special Educational Needs (SEN)**

Out of all 2023 TLFY learners, 17% had received SEN support and 3% had received an Education, Health and Care Plan, according to administrative data from the ILR or NPD.

The subject with the highest proportion of learners who had received SEN support was Digital (23%). The subjects with the lowest proportions of learners who had received SEN support were Construction (13%) and Business and Administration (14%).

## **Tenure**

Just over half (52%) TLFY learners lived in a residence that was rented, either privately, via a local council, or through a housing association. Just under half (46%) lived in a residence that was owned, either outright or with a mortgage.

Construction learners had the highest proportion living in an owned property (60%) and Digital had the lowest (39%). Conversely, the Digital subject had the highest proportion of learners living in a rented property (61%), followed by Education and Early Years (58%). The Construction subject had the lowest proportion of learners living in a rented property (39%).

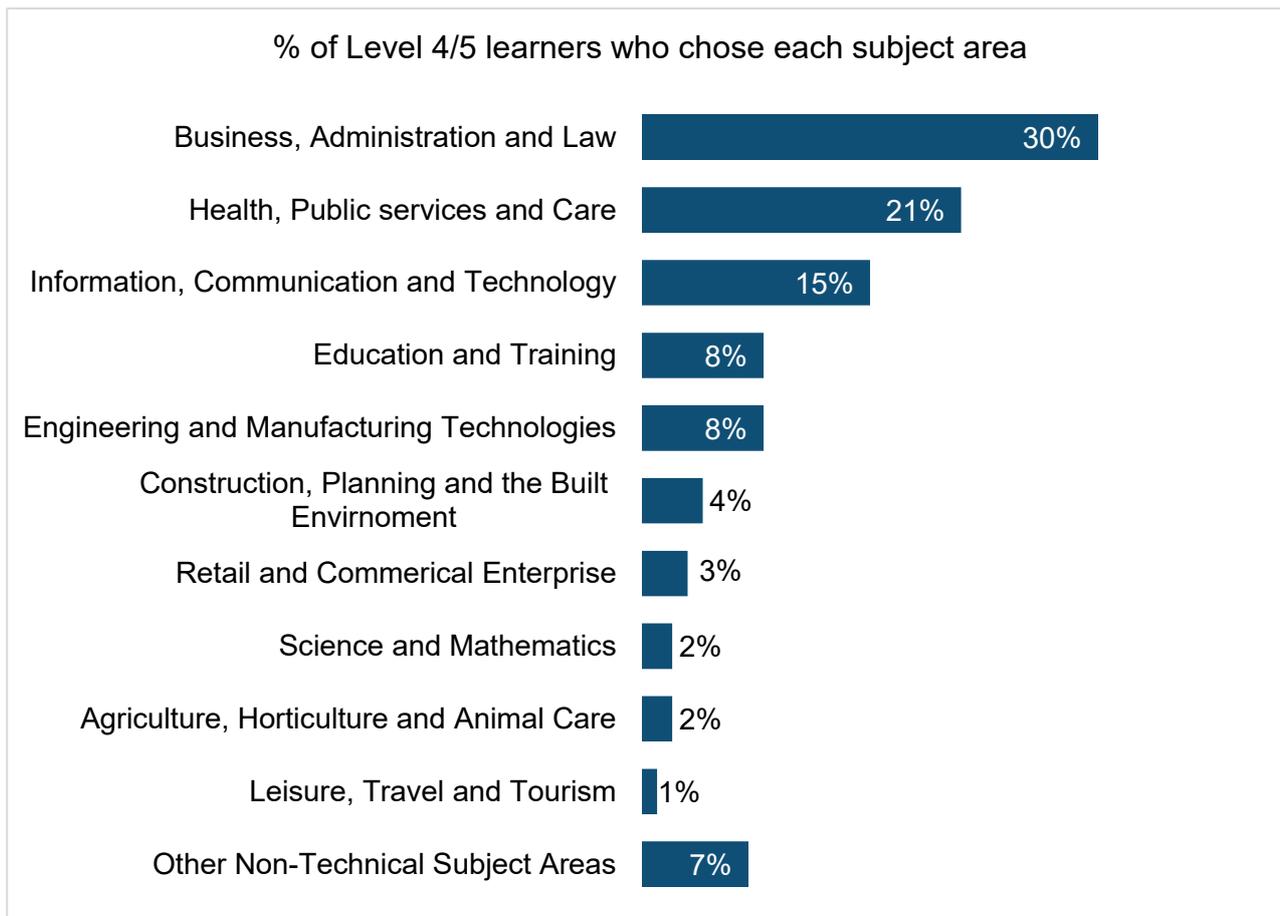
## **Level 4/5**

The statistics presented in this section for SEN status and FSM eligibility were taken from administrative data, either the ILR or NPD, but only based on survey respondents and not the population of all Level 4/5 learners

## **Subject area**

The most common subject area studied by Level 4/5 learners was Business Administration and Law (30%), followed by Health, Public Services and Care (21%), Information and Communication Technology (15%), and Engineering and Manufacturing Technologies (8%). The least common subject studied by learners was Leisure, Travel and Tourism (1%), the number of these learners was extremely small, and they have been removed from any subsequent analysis as no significant conclusions could be drawn from them. Combined, 7% of Level 4/5 learners studied subjects within the 'Other non-technical' grouping.

**Figure 50: Proportion of Level 4/5 Learners who chose each subject area**



Source: Technical Education Learner Survey 2024-2025, ILA\_D\_SECSUBJAREATIER1  
 Base: All LEVEL 4/5 learners; Unweighted n=1,851

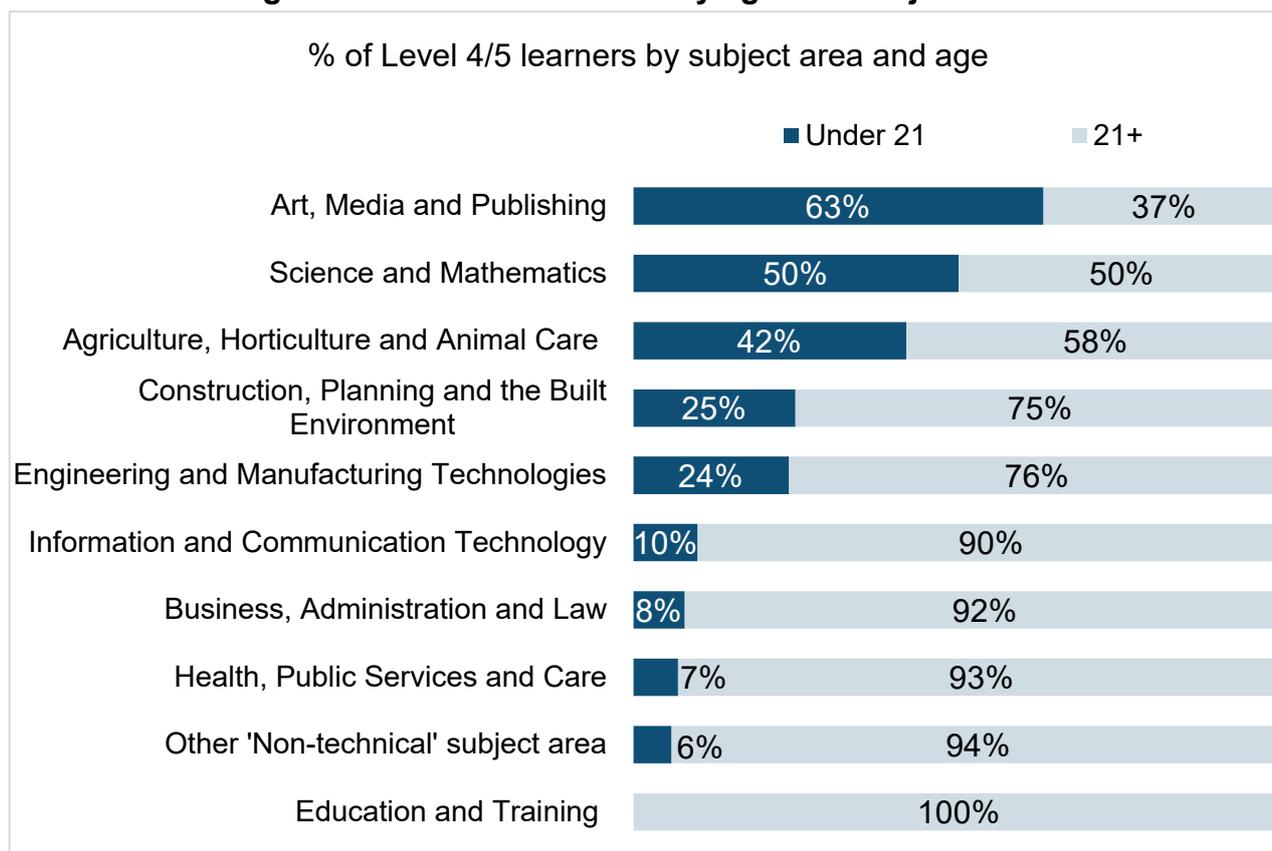
### Age

The large majority of Level 4/5 learners were mature students, with 85% being 21 or older. More than half were older than 30 (52%), with an even split between those who reported being between aged 31-40 (26%) and those who reported being aged 41 or above (26%). Those between 21 and 30 accounted for around a third of learners (33%), with a near-even split between those between 21-24 (17%) and those between 25-30 (16%). One in ten learners (10%) was 19 or 20, whilst just 5% were 18.

Subject areas also showed clear differences by age, with all of those studying in Education and Training being 21 or older, followed by those studying in Health, Public Services and Care (93%) and Business, Administration and Law (92%).

The subject area with the most learners under 21 was Science and Mathematics (50%), followed by Agriculture, Horticulture, and Animal Care (42%), and Retail and Commercial Enterprises (27%).

**Figure 51: Level 4/5 learners by age and subject area**



Source: Technical Education Learner Survey 2024-2025, DV\_AGE\_NETS Age bands  
 Base: All LEVEL 4/5 learners; Unweighted n=1,851

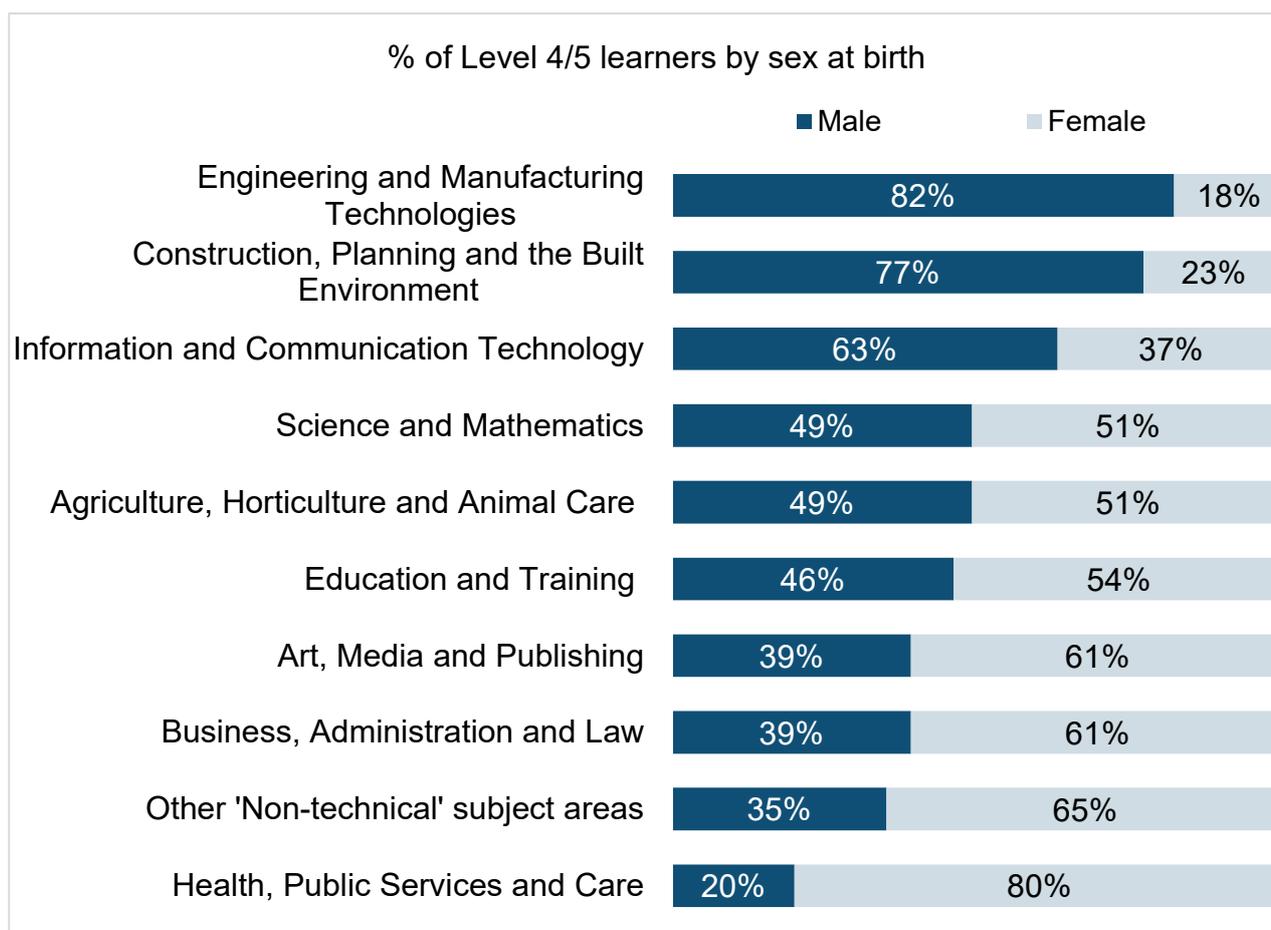
### Sex at birth

More Level 4 and 5 learners were female (56%) than male (44%). This pattern was not consistent across Level 4 and 5 qualifications, with an even proportion of Level 4 learners being male or female (50%), whilst level 5 learners were more likely to be female (64%), than male (36%).

Consistent with previous years, there were significant differences between the proportions of male and female learners studying in certain subject areas, and certain kinds of qualification.

The HTQ subject area with the largest proportion of female learners was Health, Public Services and Care. Whilst being considered a HTQ subject area, the actual proportion of HTQ learners studying within the Health, Public Services and Care subject area is very low (1%). By comparison, the HTQ subject areas with the largest proportion of male learners were Information and Communication Technology, and Construction, Planning and the Built Environment. Both of these subjects have higher proportions of HTQ learners than other subjects.

**Figure 52: Level 4/5 learners by subject area and gender**



Source: Technical Education Learner Survey 2024-2025, FF\_SexStr

Base: All Level 4/5 learners; Unweighted 1,851

### **Ethnicity**

A majority (79%) of Level 4/5 learners were from white backgrounds while around a fifth (21%) were from ethnically diverse backgrounds (those with an Asian background accounted for the largest proportion - 9%). Ethnically diverse learners accounted for a larger proportion of 2023 starters (26%) than 2022 starters (18%).

Further analysis indicates learners from all backgrounds were similarly likely to be studying for a HTQ (1% of learners from a white background vs 2% from an ethnically diverse background).

The subject area with the highest proportion of learners from an ethnically diverse background was Information and Communication Technology (31%), followed by Engineering and Manufacturing Technologies (25%) and Business, Administration and Law (22%).

## Appendix B: Questionnaires

Tech Ed 2023 'In Course' Questionnaire spec

### Interviewer Instructions

Specify global or default interview instruction definitions to be used, based on some examples below.

Add, remove or modify as needed from the defaults below.

<b>G_ReadOut_1:</b>	Read out instructions 1
Web:	""
Tel:	INTERVIEWER: READ OUT
<b>G_NoReadOut_1:</b>	Interviewer do not read out instructions 1
Web:	""
Tel:	INTERVIEWER: DO NOT READ OUT
<b>G_NoPrompt_1:</b>	Interviewer no prompt instructions 1
Web:	""
Tel:	INTERVIEWER: DO NOT PROMPT
<b>G_PromptPrecodes_1:</b>	Interviewer to prompt answer codes
Web:	""
Tel:	INTERVIEWER: PROMPT TO PRECODES
<b>G_NoneAns_1:</b>	None of these answer option 1
Web:	None of these
Tel:	INTERVIEWER: DO NOT READ OUT None of these
<b>G_Multi_1:</b>	Multicode instructions 1
Web:	Please select all that apply
Tel:	INTERVIEWER: READ OUT EACH OPTION AND CODE ALL THAT APPLY

<b>G_MultiUpTo2_1:</b>	Multi-code up to 2 instructions 1
Web:	Please select all that apply
Tel:	INTERVIEWER: READ OUT EACH OPTION AND CODE ALL THAT APPLY
<b>G_Collapsible_Grid_1</b>	“Grid instructions 1”
Web:	“Please select one answer on every row”
Tel:	“INTERVIEWER: READ OUT EACH STATEMENT AND THE ANSWER CODES. REPEAT ANSWER CODES AS REQUIRED.”
<b>G_MultiUpTo3_1</b>	“ <b>Multicode up to 3 instructions</b> ”
Web:	“Please select up to three”
Tel:	“INTERVIEWER: ‘Please select up to three’  INTERVIEWER: READ OUT ALL OPTIONS AND THEN CODE UP TO 3”

#### Feed Forward variables

Define the list of variables that affect routing or text fills in the questionnaire (this may not be the final specification).

<b>Variable Name</b>	<b>Data type</b>	<b>Value Range</b>	<b>Short description of usage</b>
Cur_Firstname	Text	<i>Standard</i>	Textfill: Identity checks
Cur_Surname	Text	<i>Standard</i>	Textfill: Identity checks
FullName	Text	<i>Standard</i>	Textfill: Identity checks
MailNameAdd	Text	<i>Standard</i>	Textfill: Identity checks
Cur_AddressLine1 Cur_AddressLine5	Text	<i>Standard</i>	Routing: Demog checks
Cur_Postcode	Text	<i>Standard</i>	Routing: Demog checks
Cur_Email	Text	<i>Standard</i>	Routing: Demog checks
Cur_MobTelN	Text	<i>Standard</i>	Routing: Demog checks
Cur_OthTelN	Text	<i>Standard</i>	Routing: Demog checks

<b>Variable Name</b>	<b>Data type</b>	<b>Value Range</b>	<b>Short description of usage</b>
PhoneNumber	Text	<i>Standard</i>	Routing: Demog checks
NoCATI_Flag	Numeric	1;2	0 = Eligible for CATI 1 = No CATI
Cur_StName	Text	<i>Standard</i>	Routing: Demog checks
Cur_StRel	Text	<i>Standard</i>	Routing: Demog checks
Cur_StAddrLine1 to Cur_StAddrLine5	Text	<i>Standard</i>	Routing: Demog checks
Cur_StPostcode	Text	<i>Standard</i>	Routing: Demog checks
Cur_StTel	Text	<i>Standard</i>	Routing: Demog checks
FF_MonthofBirth	Numeric	-9...12	Textfill: Identity checks
FF_YearofBirth	Numeric	-9...2006	Textfill: Identity checks
FF_CvNumP	Numeric	-1..16	Routing: Demog checks
FF_Sex	Numeric	1;2	From sample
FF_SexStr	Text	<i>Standard</i>	IF FF_Sex = 1 FF_SexStr = "Male" IF FF_Sex = 2 FF_SexStr "Female"
FF_Age2022	Nu- meric	[-9...99]	Age at start of academic year 2020/21 from sample
FF_Ethnic	Numeric	Ethnicity from sample	
FF_FSMever6	Numeric	-1;1	FSM (ever – matched from NPD) -1=No information 0=Not FSM 1=FSM
FF_SEN	Nu- meric	[-1..1]	SEN flag from sample -1=No information 0=Not SEN 1=SEN

Variable Name	Data type	Value Range	Short description of usage
FF_CourseMajor	Text	<i>Standard</i>	Programme type [granularity not yet known]
FF_CourseMajor_num	Numeric	1;5	1 = Transition Programme; 2 = T Level 5 = Level 4/5 Tech (HTE)
CourseEndYear23	Numeric	1;2	1= Academic year 2020-21 2 = Academic year 2021-22 3 = Academic year 2022-23 8 = Pre-2020-21 academic year 9 = Post-2022-23 academic year
FF_DataLink	Numeric	1;2	1=Yes, gave permission for linkage 2=No, permission not given
FF_PriorTP	Numeric	1;2	Whether did a TP in previous year (T Level learners only – based on sample data) -1=No information 1=Yes 2=No
Wave1Outcome	Numeric	1;2	(Whether interviewed at wave 1)  1=Interview 2=No interview

Body of Questionnaire

Introduction

[TIMESTAMP 1]

**{ALL}**  
**Intro1**

{IF CAWI: “Welcome to the Tech Ed } survey! Thank you for your help with this important study on behalf of the Department for Education.

The survey will be conducted in accordance with the Market Research Society code of conduct and should take about 15 minutes – your answers will be saved as you go along so you can stop and return at any time. Your responses will be kept completely confidential and it will not be possible for anyone to identify you when we report the research findings””}.

{IF CATI: Good morning / afternoon, my name is <interviewer name>, calling from Ipsos, an independent market research agency. I am calling on behalf of the Department for Education. We are talking to learners about their experience and opinions of technical education courses to help shape how these courses are delivered in the future.

The survey is being conducted in accordance with the Market Research Society code of conduct and should take about 15 minutes. Your responses will be kept completely confidential and it will not be possible for anyone to identify you when we report the research findings.

This call may be recorded for quality and training purposes only.

#### REASSURANCES TO USE IF NECESSARY

- Your name and contact details were supplied to us by the Department for Education
- [If respondent wishes to confirm validity of survey or get more information about aims and objectives, they can contact:
  - IPSOS: [UK-PA-TELS@ipsosresearch.com](mailto:UK-PA-TELS@ipsosresearch.com)
  - Department for Education: [Christopher.HANLEY@education.gov.uk](mailto:Christopher.HANLEY@education.gov.uk)
  - MRS: Market Research Society (0800 975 95 96) }

Are you happy to continue with the survey?

1. Yes [CONTINUE]
2. No [SCREEN OUT]

#### **ASK If CATI and Not happy to continue**

{Intro1 = 2}

#### **Q\_EMAIL\_SEND**

Would you like me to send you an email so you can complete the survey online in your own time? The email will also contain further information about the research.

Yes

No [SCREEN OUT]

**Ask if participant would like to be sent email with online link to survey**

{if Q\_EMAIL\_SEND = 1}

**Q\_EMAIL\_SEND\_CONFIRM**

What email would you like me to send the link to?

[OPEN TEXT BOX]

[Scripting instructions: please add usual CATI template for option to review, edit, and send email. We will provide the email text].

**ASK If CATI**

For quality assurance purposes, we would like to take an audio recording of this interview and share it with the Department for Education (DfE). You can withdraw your consent at any time during or after this interview and the recording will be stopped and deleted.

Would you be happy for this interview to be recorded and shared with DfE?

Yes

No

**SCREEN OUT MESSAGE**

CAWI: Thank you for your interest in this survey. The survey has now closed.

CATI: THANK AND CLOSE.

Checks on identity

**{IF MailNameAdd <> "Study Participant"}**

**CvChk**

{IF CAWI: "This is the questionnaire for {MailNameAdd}.Please confirm this is you."}

{IF CATI: "To start, may I check - am I speaking to {MailNameAdd}?"}

## G\_NoReadOut\_1

1. Yes
2. No
3. {CAWI ONLY: I am supporting them to complete the questionnaire}

### {IF CVChk=2}

#### NotResp

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

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

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

Freephone: **0800 588 4912**

Email: “[UK-PA-TELS@ipsosresearch.com](mailto:UK-PA-TELS@ipsosresearch.com)”}

{IF CATI: If you have any concerns, you can contact Ipsos by freephone on **0800 588 4912** or by email at [UK-PA-TELS@ipsosresearch.com](mailto:UK-PA-TELS@ipsosresearch.com)}

[Display]

**{EXIT INTERVIEW; OUTCOME=780; SHOW DEFAULT PAGE “Thank you for your interest in this survey. {IF CAWI: The survey has now closed.}”}**

### {IF CvChk<>2}

#### DobSv

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

## G\_NoReadOut\_1

{IF CATI: INTERVIEWER ENTER MONTH}} “Month” RANGE 1 to 12

{IF CATI: INTERVIEWER ENTER YEAR}} “Year” RANGE 1900 to 2009

PROGRAMMER: CHECK AGAINST SAMPLE VARIABLE

IF DobSvMonth = FF\_MonthOfBirth AND DobSvYear = FF\_YearOfBirth CheckDOB=1;  
ELSE = 0

**{IF CVChk=2 OR CheckDOB=0}**

**NotResp2**

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

{IF CAWI: If you think this questionnaire is for you or if you have any concerns, please contact Ipsos at the details below.

Freephone: **0800 588 4912**

Email: { [UK-PA-TELS@ipsosresearch.com](mailto:UK-PA-TELS@ipsosresearch.com) }

{IF CATI: If you have any concerns, you can contact Ipsos by freephone on **0800 588 4912** or by email at [UK-PA-TELS@ipsosresearch.com](mailto:UK-PA-TELS@ipsosresearch.com) }

**DISPLAY**

**{EXIT INTERVIEW; OUTCOME=780; SHOW DEFAULT PAGE “Thank you for your interest in this survey. {IF CAWI: The survey has now closed.}”}**

[TIMESTAMP 2]

Activity in last year

**COMPUTE SYSTEM DATE**

**{ASK ALL}**

**WhichYear**

“This survey is about the <b>last academic year</b>, that is from autumn 2023 to summer 2024. When answering the questions, please think back to your experiences last year.”

**{ASK ALL}**

**OnCourse**

“Have you been enrolled on {IF FF\_CourseMajor\_num=1: “a T Level Foudation Year”; IF FF\_CourseMajor\_num=2: “a T Level”; IF FF\_CourseMajor\_num=5: “a level 4 or level 5 course”} over the past academic year, by which we mean {IF SYSTEM DATE<=31/08/2024: “since September 2023”; IF SYSTEM DATE>31/08/2024 “from autumn 2023 to summer 2024”}?”

**G\_PromptPrecodes\_1**

1. Yes
2. Yes – but I left early
3. No – a different course
4. Not sure

-8. Don't Know [DO NOT READ OUT]

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

[SCRIPTER: IN CAWI, FOR ALL DO NOT READ OUT -8 AND -9 CODES, PLEASE PROGRAMME THE QUESTION SO THAT THESE CODES ONLY APPEAR IF RESPONDENT PRESSES NEXT WITHOUT GIVING AN ANSWER. THIS APPLIES THROUGHOUT THE SCRIPT]

[SCRIPTER PLEASE PROGRAMME A HELP BUTTON 'COURSEDESCR' AT THE END OF THE QUESTION]

{DERIVATION OF TEXTFILL FOR HELP BUTTON {CourseDescr}

IF FF\_CourseMajor\_num = 1 (Transition Programme) CourseDescr = "A T Level Foundation Year is a 1-year course that prepares young people for T Levels in a number of different areas. This includes construction, digital, education and childcare, health and science, agriculture, environmental and animal care, business and administration, catering and hospitality, creative and design, engineering and manufacturing, legal, finance and accounting. It includes technical training, work experience, and English and maths."

This course is also known by other names, for example Pre-T, Progression T, T Level Foundation Year/Programme, Route to Three, Pathways to T Levels, Skills to T, Get set 4 T, Yet T."

IF FF\_CourseMajor\_num = 2 (T Level) CourseDescr = "T Levels are two-year courses that are an alternative to A Levels. They offer technical training and an industry placement in areas such as digital, construction, health, science, education and childcare."

IF FF\_CourseMajor\_num = 5 (Level 4/5 Tech (HTQ)) CourseDescr = "Level 4 and 5 courses are done after compulsory education. They are the equivalent to the first or second year of Higher Education. Also known as Higher Technical Qualifications (HTQ), the courses may have 'level 4' or 'level 5' in their title, but also include HNCs, HNDs, and foundation degrees."

**{IF OnCourse=3 (different course)}**

**WhatCourse**

"What course have you been doing?"

STRING [4000]

-8. Don't Know [DO NOT READ OUT] [

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

[SCRIPTER – CODES -8, -9 SCREEN OUT]

**PROGRAMMING: COMPUTE DV**

**VARIABLE NAME: CType**

**VAR LABEL: “Type of course – confirmed in interview”**

**VAR TYPE: Numeric**

**VAR DERIVATION:**

1. {IF FF\_CourseMajor\_num=1 AND Oncourse=1,2} “T Level Foundation Year”
2. {IF FF\_CourseMajor\_num=2 AND Oncourse=1,2} “T Level”
3. {IF FF\_CourseMajor\_num=5 and Oncourse=1,2} “Level 4/5 technical qualification”
4. {IF Oncourse=3} “Other”
5. {IF Oncourse=4} “Not sure”

**PROGRAMMING: COMPUTE DV**

**VARIABLE NAME: CTypetxt**

**VAR LABEL: “Type of course – confirmed in interview – for textfills”**

**VAR TYPE: String**

**VAR DERIVATION:**

1. {IF CType=1} “T Level Foundation Year”
2. {IF CType=2} “T Level”
3. {IF CType=3} “Level 4/5 technical qualification”
4. {IF CType=4 or 5} “course”

**PROGRAMMING: COMPUTE DV**

**VARIABLE NAME: Course\_s**

**VAR LABEL: “Textfill for course / courses”**

**VAR TYPE: String**

**VAR DERIVATION:**

1. {IF FF\_CourseMajor\_Num=1,2,5} “course”
2. ELSE: “courses”

**PROGRAMMING: COMPUTE DV**

**VARIABLE NAME: hashave**

**VAR LABEL: “Textfill for has / have”**

**VAR TYPE: String**

**VAR DERIVATION:**

1. {IF FF\_CourseMajor\_Num=1,2,5 } “has”
2. ELSE: “have”

**{IF (OnCourse=1,3 or 4) AND (FF\_CourseMajor\_num=5)}**

## **FinishYear**

“Did your course finish this year?”

Consider your course as finishing this year if you { IF SYSTEM DATE<=31/08/2024: “get”; IF SYSTEM DATE>31/08/2024: “got”} a qualification for it at the end of the academic year 2023-24, even if you are continuing with another course after September 2024.”

## **G\_ReadOut\_1**

1. Yes – my course finished this year
2. No – my course is carrying on after September 2024
3. Yes – my course finished, and I got a qualification for it <b>before</b> 2023-24

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF FF\_CourseMajor\_num=5 AND FinishYear =3}**

## **L45Out**

This survey is for students who have been studying for their course during the 2023/24 academic year. Thank you for your time.

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

Freephone: **0800 588 4912**

Email: [UK-PA-TELS@ipsosresearch.com](mailto:UK-PA-TELS@ipsosresearch.com)”

DISPLAY

**{EXIT INTERVIEW; OUTCOME=780; SHOW DEFAULT PAGE “Thank you for your interest in this survey. The survey has now closed.”}**

**{ASK IF FF\_CourseMajor\_num=2 AND Oncourse=1,2}**

## **AssessComplete**

“Have you completed all examinations and assessments related to your {CTypeTxt}?”

1. Yes
2. No
3. Not sure

-8. Don't Know [DO NOT READ OUT]

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

**{IF CType=1,2, (TP, TL)}**

**Subject**

“What subject area {IF OnCourse=2: ‘was’; ELSE ‘is’} your {CTypeTxt} in?”

**G\_ReadOut\_1**

1. Digital
2. Construction
3. Education and Childcare
4. Health and Science
5. {IF CType=1 “Agriculture, Environmental and Animal Care”}
6. {IF CType = 1 “Business and Administration”}
7. {IF CType = 1 “Catering and Hospitality”}
8. {IF CType = 1 “Creative and Design”}
9. {IF CType = 1 “Engineering and Manufacturing”}
10. {IF CType = 1 “Legal, Finance and Accounting”}
11. {IF CType = 1 “Marketing”}
12. {IF CType = 1 “Hair and Beauty”}
13. Something else (please write in)

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF (FF\_CourseMajor\_num = 1,2,5)}**

**Aware**

“Where did you hear about your {course\_s}?”

**[IF CATI:G\_PromptPrecodes\_1; IF CAWI: G\_Multi\_1]**

1. Teachers at your school or college
2. Careers adviser
3. {IF FF\_CourseMajor\_num= 2: “T Level website”}
4. From a college, {IF\_CType=3: “university”, ELSE: “school”} or training provider offering the {IF CType=1: “T Level Foundation Year”; IF CType = 2: “T Level”; ELSE {course\_s}} (their website, prospectus, open-day, etc.)
5. Friends
6. Social media
7. Local advertising
8. An employer
9. Somewhere else (please write in)

-8. Don't Know [DO NOT READ OUT]

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

**{IF OnCourse=2 (left course early)}**

**WhyLeft**

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

**G\_Multi\_1**

1. The course was too challenging
2. The course was different to how it had been described
3. Industry placement did not meet my expectations/lack of industry placement
4. Lack of support from teachers
5. Found an apprenticeship instead
6. Found paid work instead
7. Issues with the way the course is delivered
8. Issues with the way students are assessed on the course
9. Didn't like the course
10. Personal problems
11. Changed mind about future career plans
12. Couldn't juggle studying with other commitments
13. Other (please write in)

-8. Don't Know [DO NOT READ OUT]

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

**{IF OnCourse=2 (left course early)}**

**WhyLeftInfo**

“We are still very keen to hear about your experiences of the course. You can skip any questions that you don't think are relevant to you.”

[TIMESTAMP 3]

Employment situation (Level 4/5 only)

**PRE-COURSE**

**{IF FF\_CourseMajor\_num=5 (L4/5 Tech)}**

**HighestQual**

“Before starting your course, what was the highest level of qualification you had?”

As a reminder, we are interested in the course you were studying in the academic year 2023 to 2024.”

**GG\_PromptPrecodes\_1**

Masters degree  
NVQ5 / HND or post-graduate diploma  
NVQ4 / HNC / Bachelor's degree or similar  
2 or more A-Levels, NVQ Level 3, BTEC Level 3 Diploma or equivalent  
3 O-Levels 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  
Something else (Please write in)  
No qualifications

-8. Don't Know [DO NOT READ OUT]

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

**{IF FF\_CourseMajor\_num=5 (L4/5 Tech)}**

**StudySitu**

"Thinking about what you were doing in the months immediately before starting your course, were you...?"

**G\_ReadOut\_1**

Studying – full time  
Studying – part time  
Not studying

-8. Don't Know [DO NOT READ OUT]

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

**{IF FF\_CourseMajor\_num=5 (L4/5 Tech)}**

**EmpSitu**

"And in the months immediately before starting your course were you...?"

**G\_Multi\_1**

In full time paid employment  
In part time paid employment  
Self-employed – full time  
Self-employed – part time  
Looking for paid work  
Looking after family / children full time  
None of these {EXCLUSIVE}

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF EmpSitu = 1-4}**

**Salary**

“In the months immediately before starting your course, what was your gross salary, that is before any deductions for tax, national insurance, pension, union dues and student loans? Please also include any overtime, bonuses, commissions, tips or tax refunds. You can give an hourly, daily, weekly, monthly or yearly amount, or an amount covering another period.”

NUMERIC RANGE £0.00...999999.00

-8. Don't Know [DO NOT READ OUT]

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

•

**{ASK IF EmpSitu = 1-4 AND IF NOT (Salary = DK/REF)}**

**SalaryPeriod**

“What period does this cover?”

**G\_PromptPrecodes\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF SalaryPeriod = 6}**

**AnotherPeriod**

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

STRING [150]

-8. Don't Know [DO NOT READ OUT]

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

**DURING COURSE – THOSE WORKING BEFORE COURSE**

**{IF EmpSitu=1,2 (employed before course)}**

**SameEmp**

“Are you currently still in the same job, with the same employer?”

**G\_ReadOut\_1**

Yes – same employer and job

No – same employer but different job

No – not with that employer

-8. Don't Know [DO NOT READ OUT]

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

**DURING COURSE – THOSE NOT PREVIOUSLY WORKING**

**{ASK IF FF\_CourseMajor\_num =2,5}**

**DuringEmp**

“Did you do any paid work while attending the course?”

As a reminder, we are interested in the course you were studying in the academic year 2023 to 2024.”

• **G\_ReadOut\_1**

1. Yes - full-time (30 or more hours a week)

2. Yes - part-time (under 30 hours)

3. No

-8. Don't Know [DO NOT READ OUT]

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

[TIMESTAMP 4]

Reasons for choosing course

**{ASK ALL}**

**ReasonHigher**

“Which of these, if any, were reasons for doing the course?”

As a reminder, we are interested in the course you were studying in the academic year 2023 to 2024.”

## G\_Multi\_1

1. {IF FF\_Coursemajor\_Num = 1,2, 5: Employer required it}
2. {IF FF\_Coursemajor\_Num = 5: Upskilling in the same line of work}
3. {IF FF\_Coursemajor\_Num = 5: Retraining to a different line of work}
4. {IF FF\_Coursemajor\_Num = 5: Because of an interest in the area}
5. {IF FF\_Coursemajor\_Num = 5: Was better option to achieve my learning or career goals than alternatives}
6. {IF FF\_Coursemajor\_Num = 5: To increase earnings}
7. {IF FF\_Coursemajor\_Num = 5: To get promoted}
8. {IF FF\_Coursemajor\_Num = 1, 2: Was best option to achieve my learning or career goals}
9. {IF FF\_Coursemajor\_Num = 1, 2: It fitted the area I wanted to work in}
10. {IF FF\_Coursemajor\_Num = 1, 2: Was important for my intended further study}
11. {IF FF\_Coursemajor\_Num = 1,2: I was interested in the course}
12. {IF FF\_Coursemajor\_Num = 1, 2: I was advised to study this course}
13. {IF FF\_Coursemajor\_Num = 1, 2: Friends were doing the same course}
14. Something else (please write in)
15. None of these {EXCLUSIVE}

-8. Don't Know [DO NOT READ OUT]

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

### {ASK IF FF\_CourseMajor\_num=1 (TP)}

#### TLevelPrepare

"Thinking back to when you started your T Level Foundation Year, to what extent do you agree or disagree with the following statement:"

"My provider told me that the programme would prepare me for a T Level qualification"

## G\_ReadOut\_1

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

-8. Don't Know [DO NOT READ OUT]

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

### {ASK IF FF\_CourseMajor\_num=1 (TP)}

#### TPTLevel

“Thinking back to when you started this course, did you hope to go on to do a T Level afterwards?”

**G\_ReadOut\_1**

1. Yes
2. No
3. Wasn't sure

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF FF\_CourseMajor\_num = 1}**

**Encouragement**

"Were you encouraged by your education provider to consider doing a T Level after your course?"

**G\_ReadOut\_1**

1. Yes
2. No

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF FF\_CourseMajor\_num = 1,5}**

**Aspiration**

“Thinking back to before you started your {course\_s}, what did you want to do immediately after your {course\_s} finished?”

As a reminder, we are interested in the course you were studying in the academic year 2023 to 2024.”

**G\_ReadOut**

1. {IF FF\_CourseMajor\_Num <> 1: “Study towards a degree”}
2. Another type of study
3. A paid job
4. An apprenticeship
5. Something else (please write in)
6. I wasn't sure

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF FF\_CourseMajor\_num = 1,5}**

## **Certainty**

“And still thinking about that time, how sure were you about the type of occupation you wanted to find work in?”

### **G\_ReadOut\_1**

1. I was certain about the occupation
2. I was quite sure about it
3. I was considering a few occupations
4. I wasn't sure / I didn't have a specific occupation in mind

-8. Don't Know [DO NOT READ OUT]

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

**{IF FF\_CourseMajor\_Num=1 (TP only)}**

### **TPActive**

“Were you advised to apply for this course, for instance by a teacher or careers advisor?”

### **G\_ReadOut\_1**

1. Yes – advised to apply
2. No – but discussed as an option
3. No – chose it without advice

-8. Don't Know [DO NOT READ OUT]

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

**{IF TPActive=1 (TP only)}**

### **TPAdvisor**

“Who, if any, of the following advised you to apply for this course?”

### **G\_Multi\_1**

1. Teacher
2. Career advisor
3. Training provider
4. Other

-8. Don't Know [DO NOT READ OUT]

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

[TIMESTAMP 5]

**{ASK IF FF\_CourseMajor\_num=5}**

**ReasonSub**

“Thinking back to when you were choosing your {course\_s}, why did you choose the particular **<b>subject area(s)</b>** that you did?”

**G\_Multi\_1**

1. Fitted with the areas I wanted to work in
  2. Important for my intended further study
  3. I was interested in the subject area(s)
  4. I was advised to study this subject area
  5. Friends were doing the same subject area
  6. Employer required me to study this subject area
  7. Another reason (please write in)
  8. {IF CATI: INTERVIEWER: READ OUT, if No to all above} No specific reason {EX-CLUSIVE}
- 8. Don't Know [DO NOT READ OUT]
- 9. Prefer not to say [DO NOT READ OUT]

**{ASK IF FF\_CourseMajor\_num=5}**

**PreCourseInform**

And thinking back to **when you enrolled** on your course, how well informed did you feel about...

**G\_Collapsible\_Grid\_1**

GRID ROWS:

1. **<b>The course content</b>**
2. **<b>The course time commitments</b>**
3. **<b>The course difficulty</b>**
4. **<b>Its application within the workplace</b>**

GRID COLS:

1. Very well informed
2. Fairly well informed
3. Not very well informed
4. Not well informed at all

- 8. Don't Know [DO NOT READ OUT]
- 9. Prefer not to say [DO NOT READ OUT]

**{ASK IF FF\_CourseMajor\_num=1,5}**

**ReasonQual**

“Thinking back to when you were choosing between types of {IF FF\_Coursemajor\_Num=1: “programme”, ELSE: “qualification”}, for instance {IF FF\_Coursemajor\_Num=5: “HNC, HND, degree and apprenticeship”; ELSE: A level, T Level, BTEC and apprenticeship”}, why did you do your particular <b>type or types</b> of {IF FF\_Coursemajor\_Num=1: “programme”, ELSE: “qualification”}?”

As a reminder, we are interested in the course you were studying in the academic year 2023 to 2024.”

**G\_Multi\_1**

1. It was the only type available in my subject
2. The {IF FF\_Coursemajor\_Num=1: “programme”, ELSE: “qualification”}is important for further study
3. The {IF FF\_Coursemajor\_Num=1: “programme”, ELSE: “qualification”}is important for the kind of job I want
4. The {IF FF\_Coursemajor\_Num=1: “programme”, ELSE: “qualification”}is recognised by employers
5. The work experience element
6. {IF FF\_Coursemajor\_Num = 5: “I was able to do it part-time”}
7. {IF FF\_Coursemajor\_Num = 5: “I was able to get funding for it”}
8. I was advised to
9. Other reason (please write in)
10. {IF CATI: INTERVIEWER: READ OUT, if No to all above} No specific reason {EX-CLUSIVE}

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF FF\_CourseMajor\_num=1,5}**

**ReasonImp**

“And which of these would you say was <b>most important</b> to you when you were making your choice?”

**G\_ReadOut\_1**

1. The subject or subjects
2. The type(s) of qualification
3. The particular school / college / institution
4. None of these [EXCLUSIVE]

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF FF\_CourseMajor\_num=1,2, (TP, TL)}**

**TLInstead**

“If you had not chosen to do {IF CType=2: “a T Level”; IF CType=1: “a T Level Foundation Year”; ELSE: “your {course\_s}”}, what do you think you would <b>most</b> likely have done instead?”

**G\_ReadOut\_1**

1. A different kind of technical or vocational qualification
2. A-Levels only
3. {IF FF\_CourseMajor\_num =1,2): “A mixture of A-Levels and other courses”}
4. An apprenticeship
5. Another form of training
6. Don't know

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

**{IF FF\_CourseMajor\_num=2 }**

**TPPrepareTL**

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

My T Level Foundation Year prepared me well for my T Level”

**G\_ReadOut\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

**{IF TPPPrepareTL=1,2}**

**TPPrepareHow**

“What aspects of the course do you think prepared you best for T Levels?”

**G\_Multi\_1**

1. Technical knowledge and skills related to my T Level
2. Work experience and preparation for an industry placement

3. Developing English or maths skills
4. Developing study skills
5. Doing assessments (e.g. exams, exam preparation, project work)
6. Something else (please write in)

-8. Don't Know [DO NOT READ OUT]

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

**{IF TPPPrepareTL=4,5}**

**TPPrepareWhyNot**

"Why do you think your T Level Foundation Year did not prepare you for your T Level?"

STRING [4000]

-8. Don't Know [DO NOT READ OUT]

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

[TIMESTAMP 6]

Course Funding (Level 4/5 only)

**{IF FF\_CourseMajor\_num=5}**

**CourseFunding**

"How have you paid for your course's tuition fee?"

**G\_Multi\_1**

1. Paid the fee directly from own money
2. Took out student finance supported by government (e.g. an advanced learner loan, or tuition fee loan)
3. Took out another form of loan (not a government loan)
4. Borrowed money from friends or family
5. Employer paid
6. Help from an institution, for instance access funds or bursaries
7. Local authority grant
8. Other government funding
9. Charitable trust or other non-government organisation
10. Other (please write in)
11. Don't know [EXCLUSIVE]

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

Course content and delivery

Format of delivery

**{ASK IF FF\_CourseMajor\_num=1,5}**

**StudyFullPart**

“Were you studying full-time or part-time?”

**G\_NoReadOut\_II1**

- 1. Full-time
- 2. Part-time

-8. Don't Know [DO NOT READ OUT]

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

**{ASK ALL}**

**Hours**

“How many hours of <b>teaching</b>, either online or in-person, did you usually have <b>each week</b>{IF FF\_CourseMajor\_Num=1,2,5: “, not including an industry placement or any work experience”; ELSE=””}?”

Please write in the box below

<i>Number of hours a week</i>	
-------------------------------	--

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF HOURS=SKIPPED OR DK (-8)}**

**Hours2**

“Did the number of hours of <b>teaching</b> you usually had <b>each week</b>, either online or in person, fall into one of these bands? {IF FF\_CourseMajor\_Num=1,2,5: “Please do not include time spent on an industry placement, any work experience, coursework or self-study” .}

**G\_ReadOut\_1**

- 1. Less than 5 hours a week

2. 5 to 10 hours a week
3. 11 to 15 hours a week
4. 16 to 20 hours a week
5. 21 to 25 hours a week
6. 26 to 30 hours a week
7. More than 30 hours a week

-8. Don't Know [DO NOT READ OUT]

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

**{ASK ALL}**

### **HoursManage**

"How manageable did you find the **<b>amount of teaching</b>**, whether online or in-person?"

### **G\_ReadOut\_1**

1. Very manageable
2. Mostly manageable
3. Quite manageable
4. Not very manageable
5. Not at all manageable

-8. Don't Know [DO NOT READ OUT]

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

**{ASK ALL}**

### **Workload**

"How manageable did you find the work you have to do **<b>outside the taught lessons</b>**?"

### **G\_ReadOut\_1**

1. Very manageable
2. Mostly manageable
3. Quite manageable
4. Not very manageable
5. Not at all manageable

-8. Don't Know [DO NOT READ OUT]

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

**{IF Workload=4 or 5 (not manageable)}**

**WorkloadWhy**

“Why was it not manageable?”

**G\_Multi\_1**

1. Too much work given
2. The work was too hard
3. The work set was unclear
4. Not enough support from teacher / tutor
5. Other commitments outside course
6. Other (please write in)

-8. Don't Know [DO NOT READ OUT]

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

[TIMESTAMP 7]

Course elements delivered

**{IF FF\_Coursemajor\_num=1 – TP only}**

**Qualification**

“Does your course include any qualifications in your chosen occupation area (for instance in digital, construction, health and science, or education and childcare)?

As a reminder, we are interested in the course you were studying in the academic year 2023 to 2024.”

**G\_ReadOut\_1**

1. Yes – one main qualification
2. Yes – more than one qualification
3. No
4. Not sure

-8. Don't Know [DO NOT READ OUT]

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

**{IF FF\_Coursemajor\_num=1 – TP only}**

**Tailored**

“In which, if any, of these ways was your course tailored to identify and help you address your own specific learning and development needs?”

## **G\_Multi\_1**

1. My learning and development needs were assessed at the start of the course
2. I had an individual learning and development plan
3. I had personalised learning or development goals to achieve
4. Another way (please write in)
5. [EXCLUSIVE] None of these

-8. Don't Know [DO NOT READ OUT]

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

**{IF FF\_Coursemajor\_num=1 – TP only}**

### **TLStudentContact**

“During your programme, did you have any contact with other students from T Level courses?”

## **G\_ReadOut\_1**

1. Yes
2. No

-8. Don't know

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

**{IF TLStudentContact=1}**

### **TLStudentContactType**

“What types of contact did you have with other students from T Level courses?”

## **G\_Multi\_1**

1. I had a T Level student 'buddy'
2. I was mentored by T Level students
3. I was taught with T Level students (some or all of the time)
4. I went on trips/visits with T Level students
5. Other

-8. Don't Know [DO NOT READ OUT]

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

**{IF FF\_Coursemajor\_num=1, 2 – TP or TL only}**

**English**

“Were you studying English for...”

**G\_Multi\_1**

1. GCSE
2. Functional Skills
3. Neither [EXCLUSIVE]

-8. Don't Know [DO NOT READ OUT]

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

**{IF English=1, 2}**

**RetakeEnglish**

“Were you retaking English?”

**G\_ReadOut\_1**

1. Yes
2. No

-8. Don't Know [DO NOT READ OUT]

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

**{IF FF\_Coursemajor\_num=1, 2 – TP or TL only }**

**Maths**

“Were you studying maths for...”

**G\_Multi\_1**

1. GCSE
2. Functional Skills
3. Neither [EXCLUSIVE]

-8. Don't Know [DO NOT READ OUT]

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

**{IF Maths=1, 2}**

**RetakeMaths**

“Were you retaking Maths?”

**G\_ReadOut\_1**

1. Yes
2. No

-8. Don't Know [DO NOT READ OUT]

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

[TIMESTAMP 8

**{ASK ALL}**

**IndPlaceDone**

“Did you spend any time {IF CType=2 (TL): on an industry placement; ELSE: on a work experience placement} during the {course\_s}?”

[IF CATI: INTERVIEWER, IF NECESSARY]

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

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

**G\_NoReadOut\_1**

1. Yes
2. No

-8. Don't Know [DO NOT READ OUT]

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

**{IndPlaceDone=1}**

**IndPlaceOrg**

How was your placement organised? If more than one organiser, please identify the main organiser.

### **G\_ReadOut\_1**

1. By yourself
2. By the course provider
3. By someone else (please write in)

-8. Don't know [DO NOT READ OUT]

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

**{IF FF\_Coursemajor\_num=2, 5 AND IndPlaceDone=1}**

### **IndPlaceHrs**

"How many hours at your {IF CType=2 (TL): "industry placement"; ELSE: "work experience placement"} did you do?"

If you are still doing {IF Ctype=2 (TL): "an industry placement"; ELSE: "a work experience placement"}, please answer with the number of hours you have done so far."

### **G\_PromptPrecedes\_1**

1. None
2. Up to 50 hours
3. 51 to 100 hours
4. 101 to 150 hours
5. 151 to 200 hours
6. 201 to 250 hours
7. 251 to 300 hours
8. 301 to 350 hours
9. 351 to 400 hours
10. More than 400 hours

-8. Don't Know [DO NOT READ OUT]

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

**{IF FF\_Coursemajor\_num=2 AND IndPlaceDone=1}**

### **IndPlaceEmpl**

"Was your {IF CType=2 'industry placement'; ELSE 'work experience'} with one employer or more than one employer?"

### **G\_NoReadOut\_1**

1. One employer
2. More than one employer
  
- 8. Don't Know [DO NOT READ OUT]
  
- 9. Prefer not to say [DO NOT READ OUT]

**{IF FF\_Coursemajor\_num=2, 5 AND IndPlaceDone=1}**

### **IndPlaceHow**

“What best describes how your placement took place?”

### **G\_ReadOut\_1**

1. **All in-person** – where the employer is based or undertakes work
2. **Mostly in-person** – some remote working
3. **About the same** amount of in-person and remote working
4. **Mostly remote working** - some in-person working
5. **All remote working** – no time spent with the employer in person
  
- 8. Don't Know [DO NOT READ OUT]
  
- 9. Prefer not to say [DO NOT READ OUT]

**{IF FF\_Coursemajor\_num=2, ,5 AND IndPlaceHow=2,3,4,5}**

### **IndPlaceRemoteHrs**

“Approximately how many hours of your placement took place remotely?”

### **G\_PromptPrecedes\_1**

1. Less than 15 hours
2. 15-30 hours
3. 31-45 hours
4. 46-60 hours
5. More than 60 hours
  
- 8. Don't Know [DO NOT READ OUT]
  
- 9. Prefer not to say [DO NOT READ OUT]

**{IF IndPlaceDone=1 and FF\_CourseMajor\_Num=2 (TL)}**

### **IndPlaceOverall**

"Was your placement related to the <b>same general field</b> as your T Level?"

**G\_NoReadOut\_1**

1. Yes
2. No

-8. Don't Know [DO NOT READ OUT]

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

**{IF IndPlaceOverall=1}**

**IndPlaceOccSpec**

"Was the placement directly related to your course's <b>occupational specialism</b>?"

[IF CATI: INTERVIEWER, IF NECESSARY]

EXPANDING HELP LINK: "What does occupational specialism mean?"

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

**G\_NoReadOut\_1**

1. Yes
2. No

-8. Don't Know [DO NOT READ OUT]

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

**{IF FF\_Coursemajor\_num=1 (TP) AND IndPlaceDone=1}**

**WorkExpHrs**

"How many hours of work experience have you done?"

**G\_PromptPrecedes\_1**

1. None
2. Up to 21 hours
3. 22 to 35 hours
4. 36 to 70 hours
5. 71 to 140 hours
6. 141 to 280 hours
7. More than 280 hours

-8. Don't Know [DO NOT READ OUT]

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

**{IF IndPlaceDone=1 and FF\_CourseMajor\_Num=2 (TL)}**

**IndExpPrep**

"Thinking about your placement, to what extent do you agree or disagree with the following statements?"

**G\_Collapsible\_Grid\_1**

GRID ROWS

1. **<b>My college prepared me for my industry placement in terms of my expected behaviour</b>**
2. **<b>The organisation providing my placement supported me when settling into my new role</b>**
3. **<b>My placement matched what I expected (e.g. in terms of its location, placement activities, level of independence). </b>**

GRID COLS

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

-8. Don't Know [DO NOT READ OUT]

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

**{IF FF\_Coursemajor\_num=1 (TP) AND IndPlaceDone=2}**

**IndExpRsn**

"You said you did not do {IF CType=2 (TL): an industry placement; ELSE: a work experience placement} during the {course\_s}, why was this?"

**G\_Multi\_1**

1. Not offered
2. Couldn't find a suitable employer
3. Placement arrangement fell through before it started
4. Other (please write in)

-8. Don't Know [DO NOT READ OUT]

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

**{ASK ALL}**

**OthEmpCont**

"Apart from any {IF CType=2 (TL): "industry placement"; ELSE: "work experience"}, did your {course\_s} include other contact with employers?"

Please think about both in-person and online/virtual contact"

**G\_Multi\_1**

1. Visits to employers
2. Talks by employers
3. Contact with employers as part of project work
4. Other types of contact (please write in)
5. No employer contact {EXCLUSIVE}

-8. Don't Know [DO NOT READ OUT]

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

Level of challenge

**{ASK ALL}**

**Challenge**

"Overall, would you say the course was..."

[IF CATI: INTERVIEWER, IF NECESSARY]

[SCRIPTER PLEASE PROGRAMME A HELP BUTTON AT THE END OF THE QUESTION TEXT: "As a reminder, we are interested in the course you were studying in the academic year 2023 to 2024."

**G\_ReadOut\_1**

1. Extremely challenging
2. Very challenging
3. Quite challenging
4. Not very challenging
5. Not at all challenging

-8. Don't Know [DO NOT READ OUT]

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

**{IF Challenge=1,2,3}**

**ChallengeWhy**

“Why did you find the {course\_s} challenging?”

STRING[4000]

-8. Don't Know [DO NOT READ OUT]

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

Barriers

**{ASK ALL}**

**Barriers**

“Which, if any, of the following got in the way of your learning during the {course\_s}?”

**G\_Multi\_1**

1. Lack of materials for studying, (for instance textbooks, workbooks, online resources)
2. Lack of specialist equipment / software for course
3. Lack of reliable IT or online access
4. Lack of in-person teaching
5. Cost of travel to my course
6. Family responsibilities meant could not study enough
7. Working meant could not study enough
8. Issues relating to poor health
9. Issues relating to special educational needs (SEN) requirements
10. Other (please write in)
11. None of the above {EXCLUSIVE}

-8. Don't Know [DO NOT READ OUT]

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

[TIMESTAMP 9]

Evaluation of course content

Overall satisfaction

**{ASK ALL}**

**SatOverall**

“How satisfied with your {course\_s} are you overall?”

As a reminder, we are interested in the course you were studying in the academic year 2023 to 2024.”

**G\_ReadOut\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

**{IF SatOverall = 4,5}**

**SatOverallWhy**

“Why are you dissatisfied with your {course\_s}?”

STRING [4000]

-8. Don't Know [DO NOT READ OUT]

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

Satisfaction with programme elements

**{ASK ALL}**

**SatTeach [6 items on first page, 4 on second page]**

"{IF FIRST PAGE: "Now we'd like to ask you about some elements of your {course\_s}.

How satisfied or dissatisfied have you been with each of the following on your {course\_s}?"

"{IF FINAL PAGE: "And how satisfied or dissatisfied have you been with...?"}

**G\_Collapsible\_Grid\_1**

GRID ROWS:

1. <b>The standard of classroom teaching</b>
2. {IF (FF\_CourseMajor\_Num =2, 5: <b>The standard of the practical 'hands on' work</b>  
<Insert help button for definition of 'hands on': [IF CATI: INTERVIEWER, IF NECESSARY]

Here we are referring to 'hands on' work in a practical setting for example on a construction course, this would be about actual time laying bricks. If on a digital course, this would be the actual time on the PC designing a website.

So in most cases, we are not referring to time in books, answering questions, writing essays etc.>

3. <b>Teachers' knowledge and expertise</b>
4. <b>The support you received from tutors or teachers</b>
5. <b>Course organisation and management</b>
6. <b>The skills it covered for your chosen occupation / subject area </b>
7. {IF (FF\_CourseMajor\_Num=2, 5: <b>Equipment, software and resources available</b>}
8. {IF (FF\_CourseMajor\_Num=2: <b>How well teachers prepared you for your core exams and occupational specialism assessments</b>}
9. {IF (FF\_CourseMajor\_Num=1, 5: <b>How well the course prepared you for your assessments and exams</b>}
10. {IF (FF\_CourseMajor\_Num=1: <b>The information and advice you received about T Level options</b>}
11. {IF (FF\_CourseMajor\_Num=1: <b>Amount of course content related to your chosen subject area (for instance digital, construction or education and child-care)</b>}
12. <b>Preparation for further study</b>
13. <b>Preparation for work</b>

GRID COLS:

1. Very satisfied
2. Quite satisfied
3. Neither satisfied not dissatisfied
4. Quite dissatisfied
5. Very dissatisfied
6. Not applicable

-8. Don't Know [DO NOT READ OUT]

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

Satisfaction with Industry placement/ work experience

**{IF IndPlaceDone = 1}**

**SatPlacement**

"The next few questions are about your {IF CType=2: "industry placement"; ELSE: "work experience placement"}.

How satisfied were you with your {IF CType=2: "industry placement"; ELSE: "work experience placement"}?"

**G\_ReadOut\_1**

1. Very satisfied
2. Quite satisfied
3. Neither satisfied not dissatisfied
4. Quite dissatisfied
5. Very dissatisfied

-8. Don't Know [DO NOT READ OUT]

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

**{IF IndPlaceDone = 1 AND FF\_CourseMajor\_num=1,2 – work experience or placement done AND TLFY or T Level learner}**

**TimingPlacement**

“Do you feel that the timing of your placement was too early in your course, too late in your course or at about the right time?”

**G\_ReadOut\_1**

1. Too early
2. Too late
3. At about the right time
  
- 8. Don't Know [DO NOT READ OUT]
  
- 9. Prefer not to say [DO NOT READ OUT]

**{IF IndPlaceDone = 1}**

**ExpPlacement**

“In which, if any, of the following areas did the {IF CType=2,: “placement”; ELSE: “work experience placement”} meet your expectations?”

**G\_Multi\_1**

1. Given real tasks to carry out
2. Able to apply technical knowledge and skills developed on the course
3. Experience of a real workplace
4. The opportunity to build my confidence in the workplace
5. None of these [EXCLUSIVE]
  
- 8. Don't Know [DO NOT READ OUT]
  
- 9. Prefer not to say [DO NOT READ OUT]

**{IF IndPlaceDone = 1}**

**PlaceRate**

“{IF FIRST PAGE “Now think about the {IF CType=2 “industry”; ELSE “work experience”}  
placement on the {course\_s} { FF\_CourseMajor\_Num=5: so far}.

How much do you agree or disagree with the statement...?”}

{“IF FINAL PAGE: “Finally, how much do you agree or disagree with the statement...?”}

**G\_Collapsible\_Grid\_1**

GRID ROWS

1. <b>I was fully prepared for my placement</b>
2. {IF FF\_Coursemajor\_num=2,5: <b>My employer made sure I got the most I could out of the placement</b>}
3. {IF FF\_Coursemajor\_num=2,5: <b>I had all the support I needed from the college / school / university / institution during the placement</b>}
4. {IF FF\_CourseMajor\_Num=2,5: <b>The placement was a good challenge for me</b>}
5. {IF FF\_Coursemajor\_num=1, 5: <b>The placement improved my knowledge of the workplace</b>}
6. {IF FF\_Coursemajor\_num=1: <b>I benefitted from the placement</b>}”}
7. {IF FF\_Coursemajor\_num=1: <b>It was the right amount of time on the placement </b>}”}

GRID COLS

1. Strongly agree
  2. Agree
  3. Neither agree nor disagree
  4. Disagree
  5. Strongly disagree
- 8. Don't Know [DO NOT READ OUT]
- 9. Prefer not to say [DO NOT READ OUT]

**{IF (OthEmpCont=1-4) AND FF\_CourseMajor\_num=1,5}**

**EmpSet**

“Have you done {IF FF\_CourseMajor\_Num=,5: “an employer-set project”; IF FF\_CourseMajor\_Num=1: “a route-based project”} as part of the {course\_s}? This could include practice projects.

As a reminder, we are interested in the course you were studying in the academic year 2023 to 2024.”

**G\_ReadOut\_1**

1. Yes – I have completed one
2. [SCRIPTER ONLY SHOW IF FF\_CourseMajor\_num=5] Yes – I am currently doing one
3. No
  
- 8. Don't Know [DO NOT READ OUT]
  
- 9. Prefer not to say [DO NOT READ OUT]

**{IF EmpSet=1,2}**

**EmpSetSat**

“How satisfied have you been with the {IF FF\_CourseMajor\_Num=5: “employer-set project”; IF FF\_CourseMajor\_Num=1: “route-based project”}?”

**G\_ReadOut\_1**

1. Very satisfied
2. Quite satisfied
3. Neither satisfied not dissatisfied
4. Quite dissatisfied
5. Very dissatisfied
  
- 8. Don't Know [DO NOT READ OUT]
  
- 9. Prefer not to say [DO NOT READ OUT]

**{IF (OthEmpCont=1-4)**

**EmpSetContact**

“Thinking about the level of contact you had with an employer outside your {IF CType=2: “industry placement”; ELSE: “work experience placement”}, would you say it was...?”

**G\_ReadOut\_1**

1. Too much?
2. About the right amount?
3. Too little?
  
- 8. Don't Know [DO NOT READ OUT]
  
- 9. Prefer not to say [DO NOT READ OUT]

**{ASK ALL}**

**Recommend**

“How likely are you to recommend your {course\_s} to others?”

As a reminder, we are interested in the course you were studying in the academic year 2023 to 2024.”

**G\_ReadOut\_1**

1. Very likely
2. Quite likely
3. Neither likely nor unlikely
4. Quite unlikely
5. Very unlikely
  
- 8. Don't Know [DO NOT READ OUT]
  
- 9. Prefer not to say [DO NOT READ OUT]

[TIMESTAMP 10]

Outcomes from course

**{ASK ALL}**

**Outcomes [4 items on first page, up to 3 on second/final page]**

“{IF FIRST PAGE: “Now we'd like to know how much your {course\_s} {has/have} <b>helped you to develop</b> in different areas.

How much {has/have} your {course\_s} <b> helped you to develop <b>...?”

{“IF MIDDLE OR FINAL PAGE: “And,” how much {has/have} your {course\_s} <b>helped you to develop</b ...?”}

## G\_Collapsible\_Grid\_1 {4 items on first page}

### GRID ROWS

1. {IF FF\_Coursemajor\_num=1: <b>Your study skills</b>}
2. {IF FF\_Coursemajor\_num=2: <b>Your IT skills</b>}
3. {IF FF\_Coursemajor\_num=1,2: <b>Your communication skills</b>}
4. {IF FF\_Coursemajor\_num=1,2: <b>Your confidence</b>}

“And how much {has/have} your {course\_s} <b> helped you to develop <b>...?

5. {IF FF\_Coursemajor\_num=1: <b>Your knowledge of the occupational area that your course covered</b>}
6. {IF FF\_Coursemajor\_num=1: <b>The knowledge and practical skills needed for your chosen occupation</b>}/ {IF FF\_Coursemajor\_num=2,5: The practical skills needed for your chosen occupation</b>}
7. {IF FF\_Coursemajor\_num=1,5: <b>Your understanding of how workplaces operate</b>}

“And how much {has/have} your {course\_s} <b> helped you to develop <b>...?

8. {IF FF\_Coursemajor\_num=1, 2: <b>Analytical ability</b>}
9. {IF FF\_Coursemajor\_num=1: <b>Ability to present ideas and arguments in structured writing</b>}
10. {IF FF\_Coursemajor\_num=1: <b>Ability to understand complex instructions</b>}

“And how much {has/have} your {course\_s} <b> helped you to develop <b>...?

11. {IF FF\_Coursemajor\_num=1: <b>Problem solving</b>}
12. {IF FF\_Coursemajor\_num=1,2: <b>Working as a team</b>}
13. {IF FF\_Coursemajor\_num=1: <b>Self-organisation and time-keeping</b>}

### GRID COLS

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

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF FF\_CourseMajor\_num=1 (TP)}**

**OutcomesTP**

“How much has your course **helped you to develop** in the following areas?

As a reminder, we are interested in the course you were studying in the academic year 2023 to 2024”

**G\_Collapsible\_Grid\_1**

GRID ROWS

1. Knowledge of T Levels in my chosen area
2. {IF English = 1, 2: English skills}
3. {IF Maths = 1, 2: Maths skills}
4. Preparing me for a T Level

GRID COLS

1. A great deal
  2. Quite a bit
  3. To some extent
  4. Very little
  5. Not at all
- 8. Don't Know [DO NOT READ OUT]
- 9. Prefer not to say [DO NOT READ OUT]

**{ASK ALL}**

**MatchAdvertised**

“How much do you agree or disagree with the following statement?

My experience of the course matches what was advertised when I was choosing the {course\_s}.”

**G\_ReadOut\_1**

1. Strongly agree
  2. Agree
  3. Neither agree nor disagree
  4. Disagree
  5. Strongly disagree
- 8. Don't Know [DO NOT READ OUT]
- 9. Prefer not to say [DO NOT READ OUT]

[TIMESTAMP 11]

Future plans

**{IF FF\_CourseMajor\_num=1 (TP)}**

**TPContTL**

“Have you continued to study for a T Level after the T Level Foundation Year?”

**G\_ReadOut\_1**

1. Yes
2. No
3. Not sure

-8. Don't Know [DO NOT READ OUT]

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

**{IF TPContTL = 2 or 3 (No / not sure) or -8 (don't know)K}**

**TPContTLWhy**

“Why {IF TPContTL=3, -8: “might ”; ELSE “did”}you not continue to a T Level?”

[IF CATI: IINTERVIEWER, IF NECESSARY

'EXPANDING HELP LINK: “Why is this information important?”

“By telling us why you {IF TPContTL=3, -8: “might ”; ELSE “will”} not continue to a T Level, you are helping to improve our understanding of how the T Level Foundation Year can better meet the needs of learners in future.”

**G\_Multi\_1**

1. Would like to but don't have the required grades
2. T Level would be too challenging
3. Prefer to study for a different course
4. Want to do an apprenticeship
5. Want to move into employment
6. Personal reasons
7. Still undecided
8. Other reason (please write in)

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF FF\_CourseMajor\_num=1,2,5, (TL, L4/5) or TPContTL = 2 or 3 (No/Not sure)}**  
**NextStepEd**

“Have you started or are you planning to do further study or an apprenticeship of any type {IF FF\_CourseMajor\_num=2, OR (FF\_CourseMajor\_num=5 AND FinishYear=1): “in the next 12 months”; ELSE: “in the year after your course finishes”}?”

**G\_ReadOut\_1**

1. Yes – further study or apprenticeship
2. No
3. Not decided

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF NextStepEd=1 OR 3}**

**NextStepEdTypYes**

“Which of these best describes your current or planned further study {IF FF\_CourseMajor\_num=1,2, OR (FF\_CourseMajor\_num=5 AND FinishYear=1): “in the next 12 months”; ELSE: “in the year after your course finishes”}?”

**G\_ReadOut\_1**

1. {IF FF\_CourseMajor\_num=(NOT(1)): A degree (e.g. at a university or higher education institution)}
2. {IF FF\_CourseMajor\_num=(NOT(1)): Higher Technical Qualification (HTQ)}
3. {IF FF\_CourseMajor\_num=(NOT(1)): A different type of Level 4 or 5 qualification}
4. {IF\_FF\_CourseMajor\_num = 1: A level or AS level}
5. An apprenticeship (including a degree apprenticeship)
6. {IF\_FF\_CourseMajor\_num = 1: A different type of Level 3 qualification (such as Level 3 award, Level 3 certificate, Level 3 diploma, Level 3 NVQ)}
7. Another qualification / type of study
8. Not decided yet

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF NextStepEdTypYes=5}**

**ApprenticeshipLevel**

“What level of apprenticeship?”

**G\_PromptPrecodes\_1**

1. Intermediate (Level 2)
  2. Advanced (Level 3)
  3. Higher (Level 4/5)
  4. Degree (Level 6+)
  5. Not sure
- 8. Don't Know [DO NOT READ OUT]
- 9. Prefer not to say [DO NOT READ OUT]

**{ASK IF FF\_CourseMajor\_num=2 (T Level) AND NextStepEdTypYes=1}**

**UniApply**

“How easy have you found it to apply to university or higher education institution?”

**G\_ReadOut\_1**

1. Very easy
  2. Fairly easy
  3. Not very easy
  4. Not at all easy
  5. Have not applied yet
- 8. Don't Know [DO NOT READ OUT]
- 9. Prefer not to say [DO NOT READ OUT]

**{IF UniApply=1-4}**

**UniApply2**

“Thinking back to when you applied to university, did you experience any of the following when you looked at the entry requirements for the course(s) you were interested in?”

**G\_Multi\_1**

1. University websites did not list the required grades for T levels, but did list the required grades for other qualifications such as A levels
2. You could not use your T Level qualification to gain entry to course(s)
3. In addition to your T Level qualification, an extra qualification was needed as part of course entry requirements
4. None of these {EXCLUSIVE}

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF FF\_CourseMajor\_num=5 (L4/5) AND NextStepEd = 1 (Yes)}**

**RelatedQual**

"Is this further study in a closely related subject area to the qualification you have been doing {IF SYSTEM DATE<=31/08/2024 "this year"; IF SYSTEM DATE>31/08/2024 "over the past academic year (i.e. from autumn 2023 to summer 2024)}?"

**G\_ReadOut\_1**

1. Yes
2. No

-8. Don't Know [DO NOT READ OUT]

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

**{ASK ALL}**

**NextStepWork**

{IF NextStepEd = 1: "And apart from studying, which, if any, of these"; ELSE: "Which, if any of these"} best describe your plans {IF FF\_CourseMajor\_num=2, OR (FF\_CourseMajor\_num=5 AND FinishYear=1): "in the next 12 months"; ELSE: "in the year after your course finishes"}?

**G\_Multi\_1**

1. A paid job
2. Voluntary work/unpaid internship
3. Take a break from study and work
4. Something else (please write in)
5. No further plans {EXCLUSIVE}
6. Not decided {EXCLUSIVE}

-8. Don't Know [DO NOT READ OUT]

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

**{IF SameEmp=1 or 2 (currently working for same employer) AND NextStepWork=1}  
ContSameEmp**

“Are you planning on continuing in your current job?”

**G\_ReadOut\_1**

1. Yes
2. No – but plan to stay at the same employer
3. No – plan to work elsewhere

-8. Don't Know [DO NOT READ OUT]

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

**{ASK ALL}**

**NextStepGeneralField**

“Are you planning to work or study in the same <b>general field</b> as {IF  
FF\_CourseMajor\_num= 1,2, 5: “your course”?”

As a reminder, we are interested in the course you were studying in the academic year  
2023 to 2024”

**G\_ReadOut\_1**

1. Yes
2. No
3. Not decided

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF FF\_CourseMajor\_num=2 AND IF NextStepGeneralField = 1}**

**NextStepField**

“Are you planning to work or study in the same <b>occupational specialism</b> as your  
T Level?”

[IF CATI: INTERVIEWER, IF NECESSARY]

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

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

**G\_ReadOut\_1**

1. Yes
2. No
3. Not decided

-8. Don't Know [DO NOT READ OUT]

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

**{ASK ALL}****NSSupport**

"Thinking back to your experiences in the last academic year, that is 2023 to 2024, to what extent do you agree with the following statement?"

I {IF FF\_CourseMajor\_num= 1,2} felt /{ IF FF\_CourseMajor\_num= 5} feel supported by my education provider in deciding on my next step"

**G\_ReadOut\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

**{ASK ALL}****Progress**

"Thinking back to your experiences in the last academic year, that is 2023 to 2024, to what extent do you agree with the following statement?"

My {course\_s} {has/have} allowed me to progress to what I want to do"

**G\_ReadOut\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

**{ASK ALL}**

**Careers [MULTICODE 1-8]**

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

**G\_Multi\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

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

**CareersMain**

“And which is the **<b>most</b>** important to you?”

**G\_ReadOut\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

[TIMESTAMP 12]

Data linkage

**{ASK ALL}**

**ConsentLink**

“We would like your permission to link information from the”} records held by the following government agencies:

Department for Education – your past and future learning

His Majesty’s Revenue and Customs – your employment, earnings, tax and benefits

Department for Work and Pensions – your benefits and participation in government schemes

Higher Education Statistics Agency – your university participation

Universities and Colleges Admissions Service – your higher education applications

Student Loans Company - your applications for student finance

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

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

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

“Do you give permission for a reference number to be passed to the Department for Education, so your records [IF CAWI described above] can be identified and linked to your survey responses?”

IF CATI:“INTERVIEWER, IF NECESSARY”:

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

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

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

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

IF CATI:"INTERVIEWER, IF NECESSARY":

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

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

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

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

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

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

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

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

IF CATI:"INTERVIEWER, IF NECESSARY":

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

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

1. Yes
2. No

-8. Don’t Know [DO NOT READ OUT]

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

**{ASK IF ConsentLink=2,ref,DK}**

**ConsentLinkIndiv**

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

IF CATI:"INTERVIEWER, IF NECESSARY":

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

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

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

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

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

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

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

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

**G\_Collapsible\_Grid\_1**

**GRID ROWS**

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

GRID COLS

1. Yes
2. No

[TIMESTAMP 13]

Demographics

**{ASK ALL}**

**DemIntro**

“Now some questions about your household to help us understand more about your current situation.

Your answers will help us understand how students’ personal circumstances relate to their experiences of the new technical education courses.”

DISPLAY

**{ASK IF FF\_CVNumP = -1}**

**CvNumP**

“How many people, <b>including you</b>, are currently living in your household?

Please make sure you include yourself and any children when answering.”

IF CATI:"INTERVIEWER, IF NECESSARY":

{HELPLINK: What do we mean by household? “By 'household' we mean the group of people (not necessarily related) living at your address who share cooking facilities with you and also share a living room or sitting room or dining area”

RANGE: 1...16

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

SOFT CHECK: IF CvNumP=1 “Just to check, are you living alone? If not, please change your answer to include yourself in the number of people in the household. If you are, please ignore this message and continue. Click OK to close this message.”

**START RELATIONSHIP LOOP: IF CvNumP>1**

**{IF CvNumP > 1}**

**CvRelP**

“Thinking about {IF CvNumP > 2: “each person in your household in any order, what is the {IF LOOP 1: “first”; IF LOOP 2 “second”; IF LOOP 3: “third”...up to LOOP16}”}; {IF CvNumP = 2: “the other person in the household, what is this”} person’s relationship to you?”

{SCRIPTER: question loops for number in household minus the respondent, i.e. number of loops={number at CvNumP}-1}

**G\_PromptPrecodes\_1**

1. Mother (natural/adoptive/foster/step/in-law)
2. Father (natural/adoptive/foster/step/in-law)
3. Sister or brother (natural/half/adopted/foster/step/in-law)
4. Grandparent
5. Husband/wife/partner
6. Son or daughter (natural/adopted/foster/step/in-law)
7. Other relative
8. Other non-relative
  
- 9. Prefer not to say [DO NOT READ OUT]

**{IF CvRelP = 1,2 (mother/father - SCRIPTER LOOP FOR MOTHER AND FATHER IF BOTH IN HH)}**

**ParentEdu**

“Does your <b>{IF CvRelP = 1 “mother”, IF CvRelP = 2 “father”}</b> have a university degree?”

**G\_NoReadOut\_1**

1. Yes
2. No
3. Don’t know

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

**{IF CvRelP = 1,2 (mother/father) - SCRIPTER LOOP FOR MOTHER AND FATHER IF BOTH IN HH }**

**ParentEconAct**

“Which of these best describes what your <b>{IF CvRelP = 1 “mother”, IF CvRelP = 2 “father”}</b> was doing last week, that is the seven days ending last Sunday?”

**G\_ReadOut\_1**

1. Full-time paid work (30 or more hours a week)
2. Part-time paid work (less than 30 hours a week)

3. Unemployed and looking for work
4. Full-time education or training course
5. Permanently sick/disabled
6. Looking after home/family
7. Retired from work
8. Something else
9. Don't know

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

## END LOOP

### {ASK ALL}

#### Tenure

"Thinking about the accommodation you are living in at the moment, does your <b>household</b> own or rent this accommodation?"

#### G\_PromptPrecodes\_1

1. Owned (with a mortgage or outright)
2. Rented privately
3. Rented from a local authority or housing association.
4. Something else (please write in)
5. Don't know

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

[TIMESTAMP 14]

Contact details

**{IF Cur\_Firstname <> EMPTY AND Cur\_FirstName length >= 2 AND Cur\_Surname <> EMPTY AND Cur\_Surname length = 2}**

#### NameChk

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

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

Are these your correct details?

First name: {Cur\_Firstname}

Surname: {Cur\_Surname}"

## G\_NoReadOut\_1

1. Yes
2. No

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

## PAGE START

**{(IF Cur\_Firstname = EMPTY OR Cur\_FirstName length < 2 OR Cur\_Surname = EMPTY OR Cur\_Surname length < 2 OR NameChk = 2)}**

### **NameUpd**

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

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

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

{IF CATI: INTERVIEWER: READ NAME BACK TO PARTICIPANT AND CONFIRM OR AMEND}

## DISPLAY

### **NameUpd\_Firstname**

IF CAWI: **<b>Firstname</b>**: {IF CUR\_ Firstname<> EMPTY AND NameChk = 2: "Your name, as saved in our records, is shown in the box below. If necessary amend it."; IF CUR\_ Firstname =EMPTY: "Please enter your name in the box below."}

STRING [150] PROGRAMMING: PREPOPULATE WITH {CUR\_ Firstname}

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

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

HARDCHECK: IF NameUpd\_ Firstname contains numbers: "Please check and amend. First names should not contain numbers"

### **NameUpd\_Surname**

IF CAWI <b>Surname</b>: {IF CUR\_ Surname<>EMPTY AND NameChk = 2: "Your name, as saved in our records, is shown in the box below. If necessary amend it."; IF CUR\_ Surname =EMPTY "Please enter your surname in the box below."}

STRING [150] PROGRAMMING: PREPOPULATE WITH {CUR\_ Surname}

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

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

HARDCHECK: IF NameUpd\_ Surname contains numbers: "Please check and amend. Surnames should not contain numbers"

## **PAGE END**

**{ASK IF Cur\_AddressLine1 <> EMPTY}**

**AddrChk**

"And could you confirm your address is:"

{Cur\_AddressLine1}

{Cur\_AddressLine2}

{Cur\_AddressLine3}

{Cur\_AddressLine4}

{Cur\_AddressLine5}

{Cur\_Postcode}

{Tel: "Is this correct?"}

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

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

## **PAGE START**

**{IF AddrChk = 2 OR Cur\_AddressLine1 = EMPTY}**

**AddrUpd1**

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

IF CATI: INTERVIEWER: ONCE ENTERED, PLEASE READ BACK TO RESPONDENT

DISPLAY

**AddrUpd1\_AddressLine1**

"First line:"

STRING [40]

**ALLOW NA (changed from DK/REF NOT ALLOWED)**

SOFTCHECK: IF AddrUpd1\_AddressLine1 = EMPTY: "A complete address should at minimum contain a valid first line of address and a town - please check"

**AddrUpd1\_AddressLine2**

"Second line:"

STRING [40]

ALLOW NA

**AddrUpd1\_AddressLine3**

"Third line:"

STRING [40]

ALLOW NA

**AddrUpd1\_AddressLine4**

"Town:"

STRING [40]

**ALLOW NA (changed from DK/REF NOT ALLOWED)**

SOFTCHECK: IF AddrUpd1\_AddressLine4 = EMPTY: "A complete address should at minimum contain a valid first line of address and a town - please check"

**AddrUpd1\_AddressLine5**

"County:"

STRING [40]

ALLOW NA

**AddrUpd1\_Postcode**

"Post Code:"

STRING [10]

ALLOW NA

SOFTCHECK: IF AddrUpd1\_Postcode = EMPTY or INVALID: "Please check the postcode"

**PROGRAMMING: IF AddrUpd1\_AddressLine1 IS NOT EMPTY, THEN COPY AddrUpd1 to AddrUpd.**

**IF AddrUpd1\_AddressLine1 = <> "" then**

**AddrUpd\_AddressLine1 = AddrUpd1\_AddressLine1**

**AddrUpd\_AddressLine2 = AddrUpd1\_AddressLine2**

**AddrUpd\_AddressLine3 = AddrUpd1\_AddressLine3**

**AddrUpd\_AddressLine4 = AddrUpd1\_AddressLine4**

**AddrUpd\_AddressLine5 = AddrUpd1\_AddressLine5**

**AddrUpd\_Postcode = AddrUpd1\_Postcode**

**PAGE END**

**{IF Cur\_MobTelN <> ""}**

**MobChk**

"Is your mobile phone number {Cur\_MobTelN}?"

**G\_NoReadOut\_1**

1. Yes
2. No

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

**{IF (Cur\_MobTelN = EMPTY OR MobChk = 2)}**

**MobUpd**

{IF Cur\_MobTelN = EMPTY: "We do not currently have a mobile phone number for you in our records. {IF WEB: "Please enter"}{IF CATI: "Could I take"} your mobile phone number if you have one {IF CATI: "?"}}}

{IF MobChk = 2: "{IF WEB: "Please enter"}{IF CATI: "Could I take"} your correct mobile phone number" {IF CATI: "?"}}}

IF CATI: INTERVIEWER: READ MOBILE NUMBER BACK TO PARTICIPANT AND CONFIRM

STRING [50]

1. {IF WEB: "I do"}{IF CATI: "Respondent does"} not have a mobile phone number
2. {IF WEB: "I do"}{IF CATI: "Respondent does"} not wish to give {IF WEB: "my"/IF CATI: "their"} mobile phone number

HARDCHECK: If contains characters other than numbers "Please only use numbers without any additional characters or spaces."

HARDCHECK: If does not contain 10 or 11 digits or does not start with a 0. "Your answer is not a valid telephone number. UK phone numbers start with 0 and are 10 or 11 digits. Please check and amend."

**{IF Cur\_OthTelN <> ""}**

**OthTelChk1**

"And is your other phone number {Cur\_OthTelN}?"

**G\_NoReadOut\_1**

1. Yes
2. No

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

**{IF Cur\_OthTelN= EMPTY}**

**OthTelChk2**

"And do you have another phone number we could contact you on?"

## **G\_NoReadOut\_1**

1. Yes
2. No

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

**{IF OthTelChk1 = 2 OR OthTelChk2 = 1}**

### **OthTelUpd**

{IF WEB: "Please enter"}{IF CATI: "Could I take"} your correct other phone number {IF CATI: "?"}

IF CATI: INTERVIEWER: READ PHONE NUMBER BACK TO PARTICIPANT AND CONFIRM

STRING [50]

1. {IF WEB: "I do"}{IF CATI: "Respondent does"} not have another phone number
2. {IF WEB: "I do"}{IF CATI: "Respondent does"} not wish to give {IF WEB: "my"/IF CATI: "their"} other phone number

HARDCHECK: If contains characters other than numbers "Please only use numbers without any additional characters or spaces."

HARDCHECK: If does not contain 10 or 11 digits or does not start with a 0. "Your answer is not a valid telephone number. UK phone numbers start with 0 and are 10 or 11 digits. Please check and amend."

## **PAGE START**

**{ASK ALL}**

### **VoucherIntro**

"As a thank you for your time, we would like to send you a £5 voucher by email."

DISPLAY

**{ASK IF Cur\_Email<>EMPTY}**

### **EmailChk**

We want to make sure we have your correct email address to send you your e-voucher".

Is your email address <Cur\_Email>?'

## **G\_NoReadOut\_1**

1. Yes
2. No

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

**{ASK IF EmailChk<>1 OR Cur\_Email=empty}**

**NewEmail**

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

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

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

STRING [150]

1. {IF WEB: "I do"}{IF CATI: "Respondent does"} not have an email address
2. {IF WEB: "I do"}{IF CATI: "Respondent does"} not wish to give {IF WEB: "my"/IF CATI: "their"} email address

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

SOFTCHECK: IF NewEmail = 2 AND (AddrChk = 1 OR AddrUpd1\_AddressLine1 <> EMPTY) "As we do not have an email address for you, we will be sending out a voucher in the post. This may take a bit longer as we will be processing all postal requests after the survey has closed. If you'd like to receive an e-voucher, {IF WEB: "please enter"} {IF CATI: "could I take"} your correct email address" {IF CATI: "?"}{IF WEB: "."} Please be assured this will only be used to contact you in relation to our research."

SOFTCHECK: IF NewEmail = 1 AND (AddrChk = 1 OR AddrUpd1\_AddressLine1 <> EMPTY) "As you do not have an email address, we will be sending out a voucher in the post. This may take a bit longer as we will be processing all postal requests after the survey has closed.."

SOFTCHECK: IF NewEmail = 2 AND AddrChk = 2 AND AddrUpd1\_AddressLine1 = EMPTY "As we do not have an email address and a postal address for you, we cannot send out a voucher. If you'd like to receive an e-voucher, {IF WEB: "please enter"}{IF CATI: "could I take"} your correct email address" {IF CATI: "?"}{IF WEB: "."} Please be assured this will only be used to contact you in relation to our research."

**PAGE END**

**{IF AddrChk = 2 AND AddrUpd1\_AddressLine1 = EMPTY AND NewEmail = 1,2}**  
**AddrUpd2**

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

{IF CATI: INTERVIEWER: ONCE ENTERED, PLEASE READ BACK TO RESPONDENT}

DISPLAY

**AddrUpd2\_AddressLine1**

"First line:"

STRING [40]

**ALLOW NA (changed from DK/REF NOT ALLOWED)**

SOFTCHECK: IF AddrUpd2\_AddressLine1 = EMPTY: "A complete address should at minimum contain a valid first line of address and a town - please check"

**AddrUpd2\_AddressLine2**

"Second line:"

STRING [40]

**ALLOW NA**

**AddrUpd2\_AddressLine3**

"Third line:"

STRING [40]

**ALLOW NA**

**AddrUpd2\_AddressLine4**

"Town:"

STRING [40]

**ALLOW NA**

SOFTCHECK: IF AddrUpd2\_AddressLine4 = EMPTY: "A complete address should at minimum contain a valid first line of address and a town - please check"

**AddrUpd2\_AddressLine5**

"County:"

STRING [40]

**ALLOW NA**

**AddrUpd2\_Postcode**

"Post Code:"

STRING [10]

**ALLOW NA**

SOFTCHECK: IF AddrUpd2\_Postcode = EMPTY or INVALID: "Please check the postcode"

**IF AddrUpd2\_AddressLine1 = <> "" then**

**AddrUpd\_AddressLine1 = AddrUpd2\_AddressLine1**

**AddrUpd\_AddressLine2 = AddrUpd2\_AddressLine2**

**AddrUpd\_AddressLine3 = AddrUpd2\_AddressLine3**

**AddrUpd\_AddressLine4 = AddrUpd2\_AddressLine4**

**AddrUpd\_AddressLine5 = AddrUpd1\_AddressLine5**

**AddrUpd\_Postcode = AddrUpd2\_Postcode**

**PAGE END**

**{IF ((Cur\_AddressLine1 <> EMPTY AND AddrChk = 1) OR (Cur\_Email <> EMPTY AND EmailChk=1) OR (NewEmail <> EMPTY) OR (AddrUpd\_AddressLine1 <> EMPTY**

**AND AddrUpd\_Postcode<>EMPTY) OR (AddrUpd2\_addressLine1<>EMPTY AND AddrUpd2\_Postcode<>EMPTY))}-**

**VouchSent**

{IF EmailChk=1 OR NewEmail <> EMPTY: "The voucher will be sent to your email address. Please check your SPAM folder to ensure the electronic voucher did not end up there by mistake."}

{IF Cur\_Email = EMPTY AND NewEmail = EMPTY AND ( AddrChk=1 OR (AddrUpd\_AddressLine1 <> EMPTY AND AddrUpd\_Postcode<>EMPTY) OR (AddrUpd2\_addressLine1<>EMPTY AND AddrUpd2\_Postcode<>EMPTY))}: "The voucher will be mailed to your address."}

"Please note that we will process all postal requests after the survey has closed. It may take up to 14 days for the voucher to arrive once the survey has closed.

NEXT

**{IF (NewEmail = EMPTY/ 1,2) AND AddrUpd\_AddressLine1 = EMPTY}**

**VouchNoSent**

"We do not have your postal or email address and cannot send you a £5 shopping voucher.

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

Freephone: **0800 588 4912**

Email: [UK-PA-TELS@ipsosresearch.com](mailto:UK-PA-TELS@ipsosresearch.com)

Please be assured that your details will only be used for the purpose of contacting you in relation to this research and for the delivery of your £5 voucher."

NEXT

[TIMESTAMP 15]

Stable contact

**{IF OnCourse<>2}**

**StContact**

"We would like to get in touch with you again in the next 12 months to hear your views about your course and your situation. Participation in the next survey will be entirely voluntary and you can decide at the time if you want to take part.

In case we can't reach you at that time, are you willing to give us the details of someone who could put us in touch with you? Ideally this would be a parent, grandparent or another trusted adult, who is unlikely to move home in the next year."

### **G\_NoReadOut\_1**

1. Yes
2. No

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

### **PAGE START**

#### **{IF StContact=1}**

##### **StName**

Please give your contact's name.

STRING [100]

NO DK, REF, BLANK

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

HARDCHECK: IF StName contains numbers: "Please check and amend. Names should not contain numbers"

#### **{IF StContact=1}**

##### **StRel**

And what is their relationship to you?

STRING [100]

ALLOW DK, REF, BLANK

#### **{IF StContact=1}**

##### **StAdd**

"What is their home address?"

DISPLAY

#### **AddUpdLine1\_St**

"First line:"

STRING [40]

SOFTCHECK: IF AddUpdLine1\_St = EMPTY: "A complete address should at minimum contain a valid first line of address and a town – please check"

#### **AddUpdLine2\_St**

"Second line:"

STRING [40]

ALLOW NA

#### **AddUpdLine3\_St**

"Third line:"

STRING [40]

ALLOW NA

**AddUpdLine4\_St**

“Town:”

STRING [40]

SOFTCHECK: IF AddUpdLine4\_St = EMPTY: “A complete address should at minimum contain a valid first line of address and a town – please check”

**AddUpdLine5\_St**

“County:”

STRING [40]

**AddUpdPostcode\_St**

“Postcode:”

STRING [10]

SOFTCHECK: IF AddUpdPostcode\_St = EMPTY or INVALID: “Please check the postcode”

1. Prefer not to say
2. Don't know their address

**{Ask if StContact=1}****StTel**

What is the best telephone number to contact them on?

INTERVIEWER: READ PHONE NUMBER BACK TO PARTICIPANT AND CONFIRM

NUMERIC

1. {IF WEB: “I do”}{IF CATI: “Respondent does”} not know their phone number
2. {IF WEB: “I do”}{IF CATI: “Respondent does”} not wish to give their phone number

SOFTCHECK: If contains characters other than numbers “Please only use numbers without any additional characters or spaces.”

SOFTCHECK: If does not contain 10 or 11 digits or does not start with a 0. “Your answer is not a valid telephone number. UK phone numbers start with 0 and are 10 or 11 digits. Please check and amend.”

**PAGE END**

[TIMESTAMP 16]

Close

**{ASK ALL}  
FullyComplete**

{IF CAWI: "Thanks for completing the survey. Please now click 'Save and continue' to submit your answers."}

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

[ ] Submit

NO DK, NO REF

**{IF MODE = CAWI}  
ClosePageWeb**

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

If you have any further information you'd like to add, please include it in the box below. Otherwise, please click 'Next'.

STRING [500]  
ALLOW NA

**{IF MODE = CAWI}  
ClosePageWeb2**

If you are worried about any of the issues covered in the survey, there are organisations that can offer support. Please click [here] to see the details of these organisations and for information on how to contact Ipsos if you have any further questions about the research.

**{IF MODE = CATI}  
ClosePageTel**

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

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

STRING [500]  
ALLOW NA

**{IF MODE = CATI}  
ClosePageTel2**

If you are worried about any of the issues covered in the survey, I can email you the details of organisations that may be able to offer you support. Would you like me to send you this information?

1. Yes {INTERVIEWER RECORD EMAIL ADDRESS AND SEND INFORMATION SHEET}
2. No – {continue}.

**{EXIT INTERVIEW; OUTCOME=110; SHOW DEFAULT PAGE {IF CAWI: “The survey is now complete and your comments have been submitted. Thank you for your time.”}  
{IF CATI: READ OUT: Thank you again for your time today}}**

[TIMESTAMP 17]

Tech Ed Post Course – Questionnaire spec

General instructions

Interviewer Instructions

<p><b>G_ReadOut_1:</b></p> <p>Web:</p> <p>Tel:</p>	<p>Read out instructions 1</p> <p>“”</p> <p>INTERVIEWER: READ OUT</p>
<p><b>G_NoReadOut_1:</b></p> <p>Web:</p> <p>Tel:</p>	<p>Interviewer do not read out instructions 1</p> <p>“”</p> <p>INTERVIEWER: DO NOT READ OUT</p>
<p><b>G_NoPrompt_1:</b></p> <p>Web:</p> <p>Tel:</p>	<p>Interviewer no prompt instructions 1</p> <p>“”</p> <p>INTERVIEWER: DO NOT PROMPT</p>
<p><b>G_PromptPrecodes_1:</b></p> <p>Web:</p> <p>Tel:</p>	<p>Interviewer to prompt answer codes</p> <p>“”</p> <p>INTERVIEWER: PROMPT TO PRECODES</p>
<p><b>G_NoneAns_1:</b></p> <p>Web:</p> <p>Tel:</p>	<p>None of these answer option 1</p> <p>None of these</p> <p>INTERVIEWER: DO NOT READ OUT None of these</p>
<p><b>G_Multi_1:</b></p> <p>Web:</p> <p>Tel:</p>	<p>Multicode instructions 1</p> <p>Please select all that apply</p> <p>INTERVIEWER: READ OUT EACH OPTION AND CODE ALL THAT APPLY</p>
<p><b>G_MultiUpTo2_1:</b></p> <p>Web:</p> <p>Tel:</p>	<p>Multi-code up to 2 instructions 1</p> <p>Please select all that apply</p> <p>INTERVIEWER: READ OUT EACH OPTION AND CODE ALL THAT APPLY</p>

<b>G_Collapsible_Grid_1</b>	Grid instructions 1 Web: Please select one answer on every row Tel: INTERVIEWER: READ OUT EACH STATEMENT AND THE ANSWER CODES. REPEAT ANSWER CODES AS REQUIRED
<b>G_MultiUpTo3_1</b>	<b>“Multicode up to 3 instructions”</b> Web: “Please select up to three” Tel: “INTERVIEWER: ‘Please select up to three’  INTERVIEWER: READ OUT ALL OPTIONS AND THEN CODE UP TO 3”

#### Feed Forward variables

Define the list of variables that affect routing or text fills in the questionnaire (this may not be the final specification).

<b>Variable Name</b>	<b>Data type</b>	<b>Value range</b>	<b>Short description of usage</b>
Cur_Firstname	Text	<i>standard</i>	Textfill: Identity checks
Cur_Surname	Text	<i>standard</i>	Textfill: Identity checks
MailNameAdd	Text	<i>standard</i>	Textfill: Identity checks
Cur_AddressLine1 Cur_AddressLine5	Text	<i>standard</i>	Routing: Demog checks
Cur_Postcode	Text	<i>standard</i>	Routing: Demog checks
Cur_Email	Text	<i>standard</i>	Routing: Demog checks
Cur_MobTelN	Text	<i>standard</i>	Routing: Demog checks
Cur_OthTelN	Text	<i>standard</i>	Routing: Demog checks
Cur_StName	Text	<i>standard</i>	Routing: Demog checks
Cur_StRel	Text	<i>standard</i>	Routing: Demog checks
Cur_StAddrLine1 to	Text	<i>standard</i>	Routing: Demog checks

Variable Name	Data type	Value range	Short description of usage
Cur_StAddrLine5			
Cur_StPostcode	Text	<i>standard</i>	Routing: Demog checks
Cur_StTel	Text	<i>standard</i>	Routing: Demog checks
FF_MonthofBirth	Nu- meric	-9...12	Textfill: Identity checks
FF_YearofBirth	Nu- meric	-9...2006	Textfill: Identity checks
FF_CvNumP	Nu- meric	-1..16	Routing: Demog checks
FF_CourseMajor	Text		Programme type [granularity not yet known]
FF_CourseMa- jor_num	Nu- meric		1 = T Level Foundation Year; 2 = T Level 5 = Level 4/ 5
FF_IndPlace- DoneW1	Nu- meric		<i>(Whether, as part of Wave 1 questionnaire, respondent reported spending any time on an industry placement during course)</i>  1 = Yes, 2 = No, -8/-9 = DK / Ref
TLPathwayStr	Text		Textfill; occupational specialism  (component of T Level that has developed skills specific to a particular occupation – provided within admin data)
W1_EmpSitu	Nu- meric		whether learner said they were in paid employment before their course in the EC survey 1= yes 2= no
W1_DuringEmp	Nu- meric		whether learner said they were working during their course in the EC survey 1= no

Variable Name	Data type	Value range	Short description of usage
			2= yes
FF_DataLink	Nu- meric		1=Yes, gave permission for linkage at EC survey 2=No, permission not given at EC survey
IncentiveValue	Nu- meric	5;10	Allocated in sample file
Wave1Outcome	Nu- meric	1;2	<i>(Whether interviewed at wave 1 – EC survey)</i> 1=Yes 2=No

Body of Questionnaire

Introduction

[TIMESTAMP 1]

**{ALL}**

**PCIntro1**

{IF Wave1Outcome=1 AND MODE=CAWI}

“Welcome back to the Technical Education Learner Survey! Thank you for your help earlier this year with this important study on behalf of the Department for Education. Updating us on the last few months and where you are now will make your contribution even more valuable.

{IF Wave1Outcome<>1 AND MODE=CAWI}

“Welcome to the Technical Education Learner Survey! Thank you for your help with this important study on behalf of the Department for Education.

“The survey is being conducted in accordance with the Market Research Society code of conduct and should take about 15 minutes – your answers will be saved as you go along so you can stop and return at any time. Your responses will be kept completely confidential and it will not be possible for anyone to identify you when we report the research findings”

IF Wave1Outcome=1 AND MODE=CATI: Good morning / afternoon, my name is <interviewer name>, calling from Ipsos, an independent market research agency, on behalf of the Department of Education. Thank you for taking part in the survey about your

technical education course a few months ago. We are calling to ask a few more questions to help shape how these courses are delivered in the future.

IF Wave1Outcome<>1 AND MODE=CATI: Good morning / afternoon, my name is <interviewer name>, calling from Ipsos, an independent market research agency. I am calling on behalf of the Department for Education. We are talking to learners about their experience and opinions of technical education courses to help shape how these courses are delivered in the future.

The survey is being conducted in accordance with the Market Research Society code of conduct and should take about 15 minutes. Your responses will be kept completely confidential and it will not be possible for anyone to identify you when we report the research findings.

This call may be recorded for quality and training purposes only.

#### REASSURANCES TO USE IF NECESSARY

- Your name and contact details were supplied to us by the Department for Education
- [If respondent wishes to confirm validity of survey or get more information about aims and objectives, they can contact:
  - IPSOS: [UK-PA-TELS@ipsosresearch.com](mailto:UK-PA-TELS@ipsosresearch.com)
  - Department for Education: [Christopher.HANLEY@education.gov.uk](mailto:Christopher.HANLEY@education.gov.uk)
  - MRS: Market Research Society (0800 975 95 96) }

Are you happy to continue with the survey?

1. Yes [CONTINUE]
2. No [SCREEN OUT]

#### **ASK If CATI and Not happy to continue**

{PCIntro1 = 2}

#### **PCQ\_EMAIL\_SEND**

Would you like me to send you an email so you can complete the survey online in your own time? The email will also contain further information about the research.

Yes

No [SCREEN OUT]

#### **Ask if participant would like to be sent email with online link to survey**

**{if PCQ\_EMAIL\_SEND = 1}**

**PCQ\_EMAIL\_SEND\_CONFIRM**

What email would you like me to send the link to?

[OPEN TEXT BOX]

[Scripting instructions: please add usual CATI template for option to review, edit, and send email.].

**SCREEN OUT MESSAGE**

CAWI: Thank you for your interest in this survey. The survey has now closed.

CATI: THANK AND CLOSE

Checks on identity

**{IF MailNameAdd <> "Study Participant"}**

**PCCVChk**

{IF CAWI: "This is the questionnaire for {MailNameAdd}. Please confirm this is you."}

{IF CATI: "To start, may I check - am I speaking to {MailNameAdd}?"}

1. Yes
2. No
3. [CAWI ONLY: I am supporting them to complete the questionnaire]

**{IF PCCVChk=2}**

**PCNotResp1**

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

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

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

Freephone: **0800 588 4912**

Email: [UK-PA-TELS@ipsosresearch.com](mailto:UK-PA-TELS@ipsosresearch.com)

{IF CATI: If you have any concerns, you can contact Ipsos by freephone on **0800 588 4912** or by email at [UK-PA-TELS@ipsosresearch.com](mailto:UK-PA-TELS@ipsosresearch.com)}

**DISPLAY**

**{EXIT INTERVIEW; OUTCOME=780; SHOW DEFAULT PAGE “Thank you for your interest in this survey. [IF CAWI: The survey has now closed]}”}**

**{ASK IF PCCvChk<>2}**

**PCDobSv**

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

**G\_NoReadOut\_1**

{IF CATI: INTERVIEWER ENTER MONTH} “Month” RANGE 1 to 12

{IF CATI: INTERVIEWER ENTER YEAR} “Year” RANGE 1900 to 2009

PROGRAMMER: CHECK AGAINST SAMPLE VARIABLE

PROGRAMMER: CHECK AGAINST SAMPLE VARIABLE

IF PCDobSv(Month) = FF\_MonthOfBirth AND PCDobSv(Year) = FF\_YearOfBirth  
PCCheckDOB=1; ELSE = 0

**{IF PCCVChk=2 OR PCCheckDOB=0}**

**PCNotResp2**

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

{IF CAWI: If you think this questionnaire is for you or if you have any concerns, please contact Ipsos at the details below.

Freephone: **0800 588 4912**

Email: { [UK-PA-TELS@ipsosresearch.com](mailto:UK-PA-TELS@ipsosresearch.com) }

{IF CATI: If you have any concerns, you can contact Ipsos by freephone on **0800 588 4912** or by email at [UK-PA-TELS@ipsosresearch.com](mailto:UK-PA-TELS@ipsosresearch.com) }

DISPLAY

**{EXIT INTERVIEW; OUTCOME=780; SHOW DEFAULT PAGE “Thank you for your interest in this survey. {IF CAWI: The survey has now closed.}”}**

[TIMESTAMP 2]

Activity since finishing the course

**{ASK ALL}**

**FinishTLevel**

“Which of the following apply to you?”

## G\_ReadOut\_1:

1. I completed {IF FF\_CourseMajor\_num=1: "a T Level Foundation Year"; IF FF\_CourseMajor\_num=2: "a T Level" during the academic year which ended in summer 2024; IF FF\_CourseMajor\_num=5: "a Level 4 or Level 5 course, which ended between summer 2023 and summer 2024"}
  2. I carried on with {IF FF\_CourseMajor\_num=1: "the same T Level Foundation Year"; IF FF\_CourseMajor\_num=2: "the same T Level"; IF FF\_CourseMajor\_num=5: "the same Level 4 or Level 5 course"} this academic year
  3. I {IF FF\_CourseMajor\_num=1: "started a T Level Foundation Year"; IF FF\_CourseMajor\_num=2: "started a T Level"; IF FF\_CourseMajor\_num=5: "started or continued a Level 4 or Level 5 course} but I left the course early
  4. Never {IF FF\_CourseMajor\_num=1: "started a T Level Foundation Year"; IF FF\_CourseMajor\_num=2: "started a T Level"; IF FF\_CourseMajor\_num=5: "studied a Level 4 or Level 5 course"}
- 8. Don't Know [DO NOT READ OUT]
- 9. Prefer not to say [DO NOT READ OUT]

[SCRIPTER: IN CAWI, FOR ALL DO NOT READ OUT -8 AND -9 CODES, PLEASE PROGRAMME THE QUESTION SO THAT THESE CODES ONLY APPEAR IF RESPONDENT PRESSES NEXT WITHOUT GIVING AN ANSWER. THIS APPLIES THROUGHOUT THE SCRIPT]

[SCRIPTER PLEASE PROGRAMME A HELP BUTTON 'COURSEDESCR' AT THE END OF THE QUESTION]

[IF CATI:"INTERVIEWER, IF NECESSARY":]

{DERIVATION OF TEXTFILL FOR HELP BUTTON {CourseDescr}

IF FF\_CourseMajor\_num = 1 (T Level Foundation Year) CourseDescr = "A T Level Foundation Year is a 1-year course that prepares young people for T Levels in a number of different areas. This includes construction, digital, education and childcare, health and science, agriculture, environmental and animal care, business and administration, catering and hospitality, creative and design, engineering and manufacturing, legal, finance and accounting. It includes technical training, work experience, and English and maths.

This course is also known by other names, for example Pre-T, Progression T, T Level Foundation Year/Programme, Route to Three, Pathways to T Levels, Skills to T, Get set 4 T, Yet T."

IF FF\_CourseMajor\_num = 2 (T Level) CourseDescr = "T Levels are two-year courses that are an alternative to A Levels. They offer technical training and an industry

placement in areas such as digital, construction, health, science, education and childcare.”

IF FF\_CourseMajor\_num = 5 (Level 4/5 Tech (HTQ)) CourseDescr = "Level 4 and 5 courses are done after compulsory education. They are the equivalent to the first or second year of Higher Education. Also known as Higher Technical Qualifications (HTQ), the courses may have 'level 4' or 'level 5' in their title, but also include HNCs, HNDs, and foundation degrees."

**{IF (FinishTLevel= 2 OR 4) or (FinishTLevel =3 AND FF\_CourseMajor\_num=2,5)  
TLStop**

Thank you for your help. The rest of the survey is about what you have been doing since finishing {IF FF\_CourseMajor\_num=1: “a T Level Foundation Year”; IF FF\_CourseMajor\_num=2: “a T Level”; IF FF\_CourseMajor\_num=5: “a Level 4 or Level 5 course”} so thank you for your time and good luck with your next steps.

DISPLAY

**{EXIT INTERVIEW; OUTCOME=780; SHOW DEFAULT PAGE “The survey has now closed”}**

**{IF FinishTLevel=1 AND FF\_CourseMajor\_num=2,5}  
Grade**

“And what grade did you achieve?”

**G\_PromptPrecodes\_1**

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

**{ASK IF FinishTLevel = 3 AND FF\_CourseMajor\_num=1 }**

**PCWhyLeft**

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

**G\_Multi\_1**

1. The course was too challenging
2. The course was different to how it had been described
3. Industry placement did not meet my expectations/lack of industry placement

4. Lack of support from teachers
5. Found an apprenticeship instead
6. Found paid work instead
7. Issues with the way the course is delivered
8. Issues with the way students are assessed on the course
9. Didn't like the course
10. Personal problems
11. Changed mind about future career plans
12. Couldn't juggle studying with other commitments
13. Other (please write in)

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF FinishTLevel = 3 AND FF\_CourseMajor\_num=1}**

**PCWhyLeftInfo**

"We are still very keen to hear about your experiences of the course and what you are doing now. You can skip any questions that you don't think are relevant to you."

**{IF (FinishTLevel=1,-8,-9) OR (FinishTLevel = 3 AND FF\_CourseMajor\_num=1)}**

**CurrentAct**

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

**G\_Multi\_1**

You can choose more than one option from both the 'Studying' or 'Working' lists if you need to

**Studying**

1. {IF FF\_CourseMajor\_num=2,5} Studying a university degree
2. {IF FF\_CourseMajor\_num= 5} Studying a different kind of Level 6 qualification (including accelerated apprenticeships)
3. Studying a Higher Technical qualification (HTQ)
4. Studying a different kind of Level 4 or 5 qualification (such as foundation degree, level 4/5 award, HND, HNC)
5. Studying a different kind of Level 3 qualification (such as Level 3 award, Level 3 certificate, Level 3 diploma, Level 3 NVQ)
6. (IF FF\_CourseMajor\_num=1) Studying a T Level
7. Studying a different kind of Level 2 qualification
8. Doing another qualification / type of study

**Working**

9. Doing an apprenticeship (including a degree apprenticeship)
10. Doing paid work

11. Something else (please write in)

-8. Don't Know [DO NOT READ OUT]

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

**{IF more than one option selected at CurrentAct 1....11}**

**CurrentActMain**

"And which would you say is your main activity?

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

**G\_PromptPrecodes\_1**

List codes selected at CurrentAct

[Scripter: Allow -8, -9 (to appear if tries to move on)]

**PROGRAMMING: COMPUTE DV**

**WrkStud**

**IF any(CurrentAct,1,2,3,4,5,6,7,8) AND ~any(CurrentAct9,10) WrkStud =1**

**IF ~any(CurrentAct,1,2,3,4, 5, 6, 7, 8) AND any(CurrentAct 9, 10) WrkStud =2**

**IF any(CurrentAct,1,2,3,4, 5, 6, 7, 8) AND any(CurrentAct9, 10) WrkStud =3**

**IF CurrentAct = 11, -8, -9, DK, REF WrkStud =4**

**VARIABLE LABEL WrkStud "Whether respondent is studying, working or both"**

**VALUE LABEL 1"Studying only" 2"Working or apprenticeship only" 3"Studying and working" 4"Doing something else, DK, ref"**

**{ASK IF CurrentAct=9}**

**PCApprenticeshipLevel**

"What level of apprenticeship are you doing?"

**G\_PromptPrecodes\_1**

1. Intermediate (Level 2)

2. Advanced (Level 3)

3. Higher (Level 4/5)

4. Degree (Level 6+)

5. Not sure

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF CurrentAct<>1 AND FF\_CourseMajor\_num<>1}**

**UniApp**

"When thinking about what you wanted to do after your course, did you apply for university? {IF FF\_CourseMajor\_num=5:" Remember, by 'your course' we mean the Level 4 or 5 course you finished in the academic year that ended in summer 2024.}"

1. Yes
2. No
3. Not sure

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF ((CurrentAct=1 AND FF\_CourseMajor\_num<>1) OR UniApp=1)}  
UniAppExp**

"How easy or difficult did you find applying for university?"

**G\_ReadOut\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

**{IF CurrentAct = 1 AND FF\_CourseMajor\_num<>1}  
DegreeCourse**

"What is the name of your university degree course?"

We only need the name of the **degree course**. Please do not give the name of the place where you studied."

STRING [150]

-8. Don't Know [DO NOT READ OUT]

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

**{IF CurrentAct = 2 and FF\_CourseMajor\_num=5}  
L45CreditTransfer**

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

[IF CATI:"INTERVIEWER, IF NECESSARY":]

What is credit transfer?: Credit transfer allows you to use credits earned from previous studies to reduce the number of modules you need to complete for a new qualification.

1. Yes
2. No

-8. Don't Know [DO NOT READ OUT]

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

**{IF CurrentAct = 2}**

**L6Subject**

"What field is your Level 6 qualification in?"

STRING [150]

-8. Don't Know [DO NOT READ OUT]

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

**{IF CurrentAct = 2}**

**PCCourseFunding**

"How have you paid for your course's tuition fee?"

**G\_Multi\_II1**

1. Paid the fee directly from own money
2. Took out student finance supported by government (e.g. an advanced learner loan, or tuition fee loan)
3. Took out another form of loan (not a government loan)
4. Borrowed money from friends or family
5. Employer paid
6. Help from an institution, for instance access funds or bursaries
7. Local authority grant
8. Other government funding
9. Charitable trust or other non-government organisation
10. Other (please write in – STRING 200)
11. Don't know [EXCLUSIVE]

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

[TIMESTAMP 3]

Current course specialism

**PROGRAMMING: COMPUTE DV**

**[SCRIPTER: HighQual is to prioritise the highest level of qualification being studied at CurrentAct – note that respondents may also say they are working at CurrentAct - this is allowed and does not need to be part of the HighQual derivation]**

**HighQual**

**VAR LABEL: “Highest level of qualification from survey answer – for prioritisation”**

**VAR TYPE: numeric**

**VAR DERIVATION: IF CurrentAct= MULTI CODED (1-8), SELECT THE HIGHEST QUALIFICATION**

**IF CURRENTACT=1 AND (ANY)2-8, HighQual=1**

**IF CURRENTACT=2 AND (ANY)3-8, HighQual =2**

**IF CURRENTACT=3 AND (ANY)4-8, HighQual =3**

**IF CURRENTACT=4 AND (ANY)5-8, HighQual=4**

**IF CURRENTACT=5 AND (ANY)6-8, HighQual =5**

**IF CURRENTACT=6 AND (ANY)7-8 HighQual= 6**

**IF CURRENTACT=7 AND 8, HighQual=7**

**IF CurrentAct=1 (and not 2,3,4,5,6,7,8), HighQual=1**

**IF CurrentAct=2 (and not 1, 3,4,5,6,7,8), HighQual=2**

**IF CurrentAct=3 (and not 1,2,4,5,6,7,8), HighQual=3**

**IF CurrentAct=4 (and not 1,2, 3,5,6,7,8), HighQual=4**

**IF CurrentAct=5 (and not 1,2, 3,4,6,7,8), HighQual=5**

**IF CurrentAct=6 (and not 1,2, 3,4,5,7,8), HighQual=6**

**IF CurrentAct=7 (and not 1,2, 3,4,5,6,8), HighQual=7**

**IF CurrentAct=8 (and not 1,2, 3,4,5,6,7), HighQual=8**

### **QualType**

**VAR LABEL: “Type of qualification – confirmed in interview – for textfills”**

**VAR TYPE: String**

**VAR DERIVATION: IF HighQual=1 “your university degree”, 2 “your Level 6 qualification”, 3 “your Higher Technical Qualification”, 4 “your Level 4 or 5 qualification” 5 “ your Level 3 qualification”. 6 “your T Level”, 7 “your Level 2 qualification”, 8 “your qualification”**

**{ASK IF WrkStud =1, 3}**

### **StudyLength**

“How long have you been studying towards {QualType}?”

### **G\_ReadOut\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF Studying (WrkStud =1, 3)}**

### **NextStepStudyGeneralField**

“Are you studying in the same general field as your {IF FF\_CourseMajor\_num=1: “T Level Foundation Year”; IF FF\_CourseMajor\_num=2: “T Level”; IF

FF\_CourseMajor\_num=5: “Level 4 or Level 5 course”? {IF CourseMajor\_num=5: “Remember, by ‘course’ we mean the Level 4 or 5 course you finished in the academic year that ended in summer 2024.; IF CourseMajor\_num=1: “ By T Level Foundation Year , we mean the programme of study you did between September 2023 and summer 2024.”}

1. Yes
2. No

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF NextStepStudyGeneralField=1 AND FF\_CourseMajor\_num=2}**

**NextStepStudyField**

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

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

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

1. Yes
2. No

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF WrkStud =1, 3 AND FF\_CourseMajor\_num=2}**

**InstitutionAwareness**

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

**G\_ReadOut\_1**

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

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

[TIMESTAMP 4]

Current work specialism

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

**NextStepWorkGeneralField**

“Are you working in the same general field as your {IF FF\_CourseMajor\_num=1: “T Level Foundation Year”; IF FF\_CourseMajor\_num=2: “T Level”; IF FF\_CourseMajor\_num=5: “Level 4 or Level 5 course”}?” {IF FF\_CourseMajor\_num=5: “Remember, by ‘your course’ we mean the Level 4 or 5 course you finished in the academic year that ended in summer 2024; IF CourseMajor\_num=1: “By T Level Foundation Year, we mean the programme of study you did between September 2023 and summer 2024.”}

1. Yes
2. No

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF NextStepWorkGeneralField=1 AND FF\_CourseMajor\_num=2}**

**NextStepWorkField**

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

1. Yes
2. No

-8. Don't Know [DO NOT READ OUT]

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

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

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

[TIMESTAMP 5]

Reasons not in general field of T Level

**{IF ((FinishTLevel=1,-8,-9) OR (FinishTLevel = 3 AND FF\_CourseMajor\_num=1)) AND (NextStepStudyGeneralField=2)}**

**NotFieldStudy**

“Why are you not currently <b>studying</b> in the same general field as your {IF FF\_CourseMajor\_num=1: “T Level Foundation Year”; IF FF\_CourseMajor\_num=2: “T Level”; IF FF\_CourseMajor\_num=5: “Level 4 or Level 5 course”}?”

**G\_Multi\_1**

1. Could not find relevant courses to apply to
2. Application for relevant course/s not successful
3. Planning to study in same general field as {IF FF\_CourseMajor\_num=1: “T Level Foundation Year”; IF FF\_CourseMajor\_num=2: “T Level”; IF FF\_CourseMajor\_num=5: “Level 4 or Level 5 course”} in future
4. Do not want to do further study in same general field as {IF FF\_CourseMajor\_num=1: “T Level Foundation Year”; IF FF\_CourseMajor\_num=2: “T Level”; IF FF\_CourseMajor\_num=5: “Level 4 or Level 5 course”}
5. Another reason for not studying in this area (please write in)

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF CurrentAct = 9 AND NextStepWorkGeneralField=2}**

**NotApprent**

“Why are you not currently <b>doing an apprenticeship</b> in the same general field as your {IF FF\_CourseMajor\_num=1: “T Level Foundation Year”; IF FF\_CourseMajor\_num=2: “T Level”; IF FF\_CourseMajor\_num=5: “Level 4 or Level 5 course”}?”

### G\_Multi\_1

1. Considered an apprenticeship in the general field of my {IF FF\_CourseMajor\_num=1: “T Level Foundation Year”; IF FF\_CourseMajor\_num=2: “T Level”; IF FF\_CourseMajor\_num=5: “Level 4 or Level 5 course”}, but could not find one
  2. Considered an apprenticeship in the general field of my {IF FF\_CourseMajor\_num=1: “T Level Foundation Year”; IF FF\_CourseMajor\_num=2: “T Level”; IF FF\_CourseMajor\_num=5: “Level 4 or Level 5 course”}, but the timing was not right
  3. Applied for an apprenticeship in the general field of my {IF FF\_CourseMajor\_num=1: “T Level Foundation Year”; IF FF\_CourseMajor\_num=2: “T Level”; IF FF\_CourseMajor\_num=5: “Level 4 or Level 5 course”}, but not successful
  4. Did not want to do an apprenticeship in the general field of my {IF FF\_CourseMajor\_num=1: “T Level Foundation Year”; IF FF\_CourseMajor\_num=2: “T Level”; IF FF\_CourseMajor\_num=5: “Level 4 or Level 5 course”}
  5. Something else (please write in STRING 400)
- 8. Don't Know [DO NOT READ OUT]
- 9. Prefer not to say [DO NOT READ OUT]

### {IF (CurrentAct=10 AND CurrentAct<>9) AND (NextStepWorkGeneralField=2)} NotFieldWork

“Why are you not currently <b>working</b> in the same general field as your {IF FF\_CourseMajor\_num=1: “T Level Foundation Year”; IF FF\_CourseMajor\_num=2: “T Level”; IF FF\_CourseMajor\_num=5: “Level 4 or Level 5 course”} ?”

### G\_Multi\_1

1. Could not find relevant work to apply for
  2. Not qualified to apply for relevant work
  3. Application for relevant work not successful
  4. Planning to work in the same general field in future / after study complete
  5. Do not want to work in the same general field as {IF FF\_CourseMajor\_num=1: “T Level Foundation Year”; IF FF\_CourseMajor\_num=2: “T Level”; IF FF\_CourseMajor\_num=5: “Level 4 or Level 5 course”}
  6. Another reason for not working in this area (please write in)
- 8. Don't Know [DO NOT READ OUT]
- 9. Prefer not to say [DO NOT READ OUT]

[TIMESTAMP 6]

Detail of work

**{ASK IF (CurrentAct=10 AND CurrentAct<>9)}**

**WorkLength**

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

**G\_ReadOut\_1**

1. Less than 6 months
2. Around 6 months
3. Longer than 6 months
  
- 8. Don't Know [DO NOT READ OUT]
  
- 9. Prefer not to say [DO NOT READ OUT]

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

**WhatWork**

“What type of {{F CurrentAct=9: apprenticeship; IF (CurrentAct=10 AND CurrentAct<>9): work} have you been doing?”

**G\_ReadOut\_1**

1. {show if CurrentAct=10 AND CurrentAct<>9} Full time paid employment
2. {show if CurrentAct=10 AND CurrentAct<>9} Part time paid employment
3. {show if CurrentAct=10 AND CurrentAct<>9} Self-employed – full time
4. {show if CurrentAct=10 AND CurrentAct<>9} Self-employed – part time
5. {show if CurrentAct=9} Full time apprenticeship
6. {show if CurrentAct=9} Part time apprenticeship
7. None of these [EXCLUSIVE]
  
- 8. Don't Know [DO NOT READ OUT]
  
- 9. Prefer not to say [DO NOT READ OUT]

**{ASK IF WrkStud =2, 3 AND FF\_CourseMajor\_num=2 AND WhatWork=1,2, 5, 6}  
EmployerAwareness**

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

**G\_ReadOut\_1**

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

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

**{IF FinishTLevel = 1 AND (FF\_IndPlaceDoneW1 =2, -8, -9) AND  
FF\_CourseMajor\_num=2,5} OR {IF Wave1Outcome=2 AND  
FF\_CourseMajor\_num=2,5}  
PCIndPlaceDone**

“Did you spend any time on { IF FF\_CourseMajor\_num=2 “an industry placement; ELSE “a work placement”} during your {IF FF\_CourseMajor\_num=2: “T Level”; IF FF\_CourseMajor\_num=5: “Level 4 or Level 5 course”}?” {IF FF\_CourseMajor\_num=5: “Remember, by ‘your course’ we mean the Level 4 or 5 course you finished in the academic year that ended in summer 2024.”}

**EXPANDING HELP LINK: “What do we mean by {IF FF\_CourseMajor\_num=2  
“industry placements”}; ELSE “work placements”}?”**

“{IF FF\_CourseMajor\_num=2 “An industry placement”; ELSE “A work placement”} is something organised as part of your course. Do not include paid or unpaid work that hasn't been organised as part of your course – e.g. a Saturday job.”

1. Yes
2. No

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF (WrkStud =2, 3 AND FF\_CourseMajor\_num=2,5 AND (PCIndPlaceDone = 1 OR FF\_IndPlaceDoneW1 = 1)}**

**WorkIP**

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

1. Yes
2. No
3. Not sure

-8. Don't know [DO NOT READ OUT]

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

**{ASK IF (WrkStud =2, 3 AND FF\_CourseMajor\_num=2,5 AND (PCIndPlaceDone = 1 OR FF\_IndPlaceDoneW1 = 1)) AND NextStepWorkGeneralField = 1}**

**RoleIP**

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

**G\_ReadOut\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF WrkStud =2, 3 AND FF\_CourseMajor\_num=2,5) AND WorkIP= 2}**

**WorkIP2**

“Are you working for a firm or organisation that you came across as part of your course? For example, an organisation that hosted a guest lecture or work experience placements?”

**G\_ReadOut\_1**

1. Yes
2. No

-8. Don't Know [DO NOT READ OUT]

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

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

**ORGDESC**

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

“If you have more than one job, please think about the job that you consider to be most important in terms of your career.”

STRING [150]

[Scripter: add soft check if fewer than 15 characters: “This seems to be a very short description. Please make sure this is a full description of what the firm/ organisation does.”]

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF WrkStud =2, 3 AND ORGDESC=-8,-9}**

**Sector**

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

**G\_ReadOut\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF Sector = 11}**

**OthSector**

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

**G\_ReadOut\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF OthSector = 10}**

**SpecSector**

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

STRING [150]

-8. Don't Know [DO NOT READ OUT]

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

[Scripter: add soft check if fewer than 15 characters: “This seems to be a very short description. Please make sure this is a full description of the sector that the firm/organisation operates in.”]

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

**JobTitle**

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

STRING [150]

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

[Scripter: add soft check if fewer than 5 characters: “This seems to be a very short job title. Please make sure this is correct.”]

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

**JobDo**

“What do you mainly do in your job?”

STRING [150]

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

[Scripter: add soft check if fewer than 15 characters: “This seems to be a very short description. Please make sure this is a full description of what you do in your job.”]

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

**JobSuper**

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

1. Yes
2. No

-8. Don't Know [DO NOT READ OUT]

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

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

**JobMan**

“Do you have any managerial duties?”

**G\_ReadOut\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF WhatWork=1, 2}**

**EmpNo**

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

**G\_ReadOut\_1**

1. 1 to 9
2. 10 to 49
3. 50-249
4. 250 or more

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF WhatWork=3, 4}**

**EmpOwn**

"Are you working on your own or do you have employees?"

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

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF EmpOwn=2}**

**EmpNum**

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

**G\_ReadOut\_1**

1. 1 to 9
2. 10 to 49
3. 50-249
4. 250 or more

-8. Don't Know [DO NOT READ OUT]

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

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

**PCSalary**

“What is your gross salary, that is before any deductions for tax, national insurance, pension, union dues and student loans? Please also include any overtime, bonuses, commissions, tips or tax refunds. You can give an hourly, daily, weekly, monthly or yearly amount, or an amount covering another period.”

NUMERIC RANGE 0.00...999999.00

-8. Don't Know [DO NOT READ OUT]

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

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

**PCSalaryPeriod**

“What period does this cover?”

**G\_PromptPrecodes\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF PCSalaryPeriod = 6}**

**PCAnotherPeriod**

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

STRING [150]

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF PCSalaryPeriod = 1}**

**ShiftLength**

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

NUMERIC RANGE 0...20

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF PCSalaryPeriod = 1, 2, 3}**

**WeeklyShifts**

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

NUMERIC RANGE 0...7

-8. Don't Know [DO NOT READ OUT]

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

**{IF WrkStud=2,3 AND (W1\_EmpSitu=1 OR W1\_DuringEmp=2) AND  
FF\_CourseMajor\_num=2,5} (currently in work and employed before or during  
course and T Level or L4/5 sample)**

**PCSameEmp**

“Are you currently still in the same job as you were {IF W1\_EmpSitu=1: “before starting your course”, ELSE: “during your course”}, with the same employer?”

**G\_ReadOut\_II1**

1. Yes – same employer and job
2. No – same employer but different job
3. No – not with that employer

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF WrkStud=2,3 AND FF\_CourseMajor\_num=2,5 AND WhatWork=1,2,5,6}  
LeaveEmp**

"How likely are you to <b>voluntarily</b> leave your current employer in the next 12 months?"

**G\_ReadOut\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

[TIMESTAMP 7]

Preparation for current activity

**{IF FinishTLevel=1}**

**PCProgress**

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

My {IF FF\_CourseMajor\_num=1: "T Level Foundation Year"; IF FF\_CourseMajor\_num=2: "T Level"; IF FF\_CourseMajor\_num=5: "Level 4 or Level 5 course"} allowed me to progress to what I want to do."

{IF FF\_CourseMajor\_num=5: "Remember, by 'course' we mean the Level 4 or 5 course you finished in the academic year that ended in summer 2024". IF FF\_CourseMajor\_num=1: "Remember, the T Level Foundation Year is the programme of study you did between September 2023 and summer 2024"}

**G\_ReadOut\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

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

**TLPrepareStudy**

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

“My {IF FF\_CourseMajor\_num=1: “T Level Foundation Year”; IF FF\_CourseMajor\_num=2: “T Level”; IF FF\_CourseMajor\_num=5: “Level 4 or Level 5 course”} has prepared me well for my current study.”

{IF FF\_CourseMajor\_num=1: “Please only think about your T Level Foundation Year when answering this question. Remember, the T Level Foundation Year is the programme of study you did between September 2023 and summer 2024”}

**G\_ReadOut\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

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

**TLPrepareStudyHow**

“What aspects of your {IF FF\_CourseMajor\_num=1: “T Level Foundation Year”; IF FF\_CourseMajor\_num=2: “T Level”; IF FF\_CourseMajor\_num=5: “Level 4 or Level 5 course”} do you think prepared you best for your current study?”

{IF FF\_CourseMajor\_num=1: “Please only think about your T Level Foundation Year when answering this question.”}

**G\_Multi\_1**

1. Technical knowledge of the subject provided
2. Practical skills provided
3. {IF FF\_CourseMajor\_num=2 “industry”;ELSE “work”} placement
4. Development of English, maths and other transferable skills
5. Development of study skills
6. {IF FF\_CourseMajor\_num=2,5: “Employer-set project”; IF FF\_CourseMajor\_num=1: “Project related to your T Level Foundation Year subject”}
7. Doing assessments (e.g. exams, exam preparation, project work)

8. Something else (please write in) [STRING 2000]
9. None of the above (EXCLUSIVE)

-8. Don't Know [DO NOT READ OUT]

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

**{IF TLPrepareStudy=3, 4, 5}**

**TLPrepareStudyWhyNot**

"What would you have wanted from your {IF FF\_CourseMajor\_num=1: "T Level Foundation Year"; IF FF\_CourseMajor\_num=2: "T Level"; IF FF\_CourseMajor\_num=5: "Level 4 or Level 5 course"} to prepare you better for your current study?"

STRING [2500]

-8. Don't Know [DO NOT READ OUT]

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

**{IF FinishTLevel=1}**

**TLPrepareWork**

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

My {IF FF\_CourseMajor\_num=1: "T Level Foundation Year"; IF FF\_CourseMajor\_num=2: "T Level"; IF FF\_CourseMajor\_num=5: "Level 4 or Level 5 course"} has prepared me well for the workplace."

{IF FF\_CourseMajor\_num=1: "Please only think about your T Level Foundation Year when answering this question. Remember, the T Level Foundation Year is the programme of study you did between September 2023 and summer 2024"}

**G\_ReadOut\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

**{IF TLPrepareWork = 1,2,3}**

**TLPrepareWorkHow**

“What aspects of your {IF FF\_CourseMajor\_num=1: “T Level Foundation Year”; IF FF\_CourseMajor\_num=2: “T Level”; IF FF\_CourseMajor\_num=5: “Level 4 or Level 5 course”} do you think prepared you best for the workplace?”

{IF FF\_CourseMajor\_num=1: “Please only think about your T Level Foundation Year when answering this question.”}

**G\_Multi\_1**

1. Technical knowledge of the subject provided
2. Practical skills provided
3. {IF FF\_CourseMajor\_num=2 “industry”; ELSE “work”} placement
4. Development of English, maths and other transferable skills
5. {IF CourseMajor\_num=2,5: “Employer-set project”; IF CourseMajor\_num=1: “Project related to your T Level Foundation Year subject”
6. Something else (please write in) [STRING 2000]
7. None of the above (EXCLUSIVE)
  
- 8. Don't Know [DO NOT READ OUT]
- 9. Prefer not to say [DO NOT READ OUT]

**{IF TLPrepareWork=4,5}**

**TLPrepareWorkWhyNot**

“Why do you think your {IF FF\_CourseMajor\_num=1: “T Level Foundation Year”; IF FF\_CourseMajor\_num=2: “T Level”; IF FF\_CourseMajor\_num=5: “Level 4 or Level 5 course”} did not prepare you for the world of work?”

STRING [2500]

- 8. Don't Know [DO NOT READ OUT]
- 9. Prefer not to say [DO NOT READ OUT]

**{IF FinishTLevel=1}**

**PrepareCareer**

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

My {IF FF\_CourseMajor\_num=1: “T Level Foundation Year”; IF FF\_CourseMajor\_num=2: “T Level”; IF FF\_CourseMajor\_num=5: “Level 4 or Level 5 course”} has prepared me for <b> my future career</b>”

{IF FF\_CourseMajor\_num=5: “Remember, by ‘course’ we mean the Level 4 or 5 course you finished in the academic year that ended in summer 2024.” IF  
FF\_CourseMajor\_num=1: “Remember, the T Level Foundation Year is the programme of study you did between September 2023 and summer 2024}”

### **G\_ReadOut\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

**{IF FF\_CourseMajor\_num=2, 5 AND (TLPrepareStudyHow = 3 OR  
TLPrepareWorkHow = 3)}**

### **PlacementPrepWhy**

“What aspects of the {IF FF\_CourseMajor\_num=2 “industry”;ELSE “work”} placement do you think prepared you <b>best</b> for {IF TLPrepareStudyHow = 3: “your current study” ELSE “the workplace”}?”

### **G\_Multi\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

[TIMESTAMP 8]

## Outcomes and reflections

**{ASK IF WrkStud =1, 3}**

### **SkillsStudy**

“How much do you use the skills developed by your {IF FF\_CourseMajor\_num=1: “T Level Foundation Year”; IF FF\_CourseMajor\_num=2: “T Level”; IF FF\_CourseMajor\_num=5: “Level 4 or Level 5 course”} in your current study?”

{IF FF\_CourseMajor\_num=1: “Please only think about your T Level Foundation Year when answering this question. Remember, the T Level Foundation Year is the programme of study you did between September 2023 and summer 2024”}

### **G\_ReadOut\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

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

### **SkillsWork**

“How much do you use the skills developed by your {IF FF\_CourseMajor\_num=1: “T Level Foundation Year”; IF FF\_CourseMajor\_num=2: “T Level”; IF FF\_CourseMajor\_num=5: “Level 4 or Level 5 course”} in your current work?”

{IF FF\_CourseMajor\_num=1: “Please only think about your T Level Foundation Year when answering this question. Remember, the T Level Foundation Year is the programme of study you did between September 2023 and summer 2024”}

### **G\_ReadOut\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

**{ASK ALL}**

**CurrentSit**

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

**G\_ReadOut\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

**{ASK ALL}**

**PCRecommend**

“How likely or unlikely are you to recommend {IF FF\_CourseMajor\_num=1: “a T Level Foundation Year”; IF FF\_CourseMajor\_num=2: “a T Level”; IF FF\_CourseMajor\_num=5: “a Level 4 or Level 5 course”} to others?”

**G\_ReadOut\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

**{IF WrkStud=2,3 AND (W1\_EmpSitu=1 OR W1\_DuringEmp=2) (in work and employed before or during course)}**

**ProgressWrkOpp**

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

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

### **G\_ReadOut\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

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

### **ProgressWrkInf**

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

### **G\_ReadOut\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

[TIMESTAMP 9]

Decision making around careers

**{ASK ALL}**

**PCCareers**

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

**G\_Multi\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

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

**PCCareersMain**

“And which is the most important to you?”

**G\_ReadOut\_1**

[SCRIPTER: List of codes selected at PCCareers + “None of these – they are equally important”]

-8. Don't Know [DO NOT READ OUT]

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

**{ASK ALL}**

**AspirationChange**

“To what extent did your idea of what you wanted to do as a {IF W1\_EmpSitu=1 OR W1\_DuringEmp=2: future} career change during your {IF FF\_CourseMajor\_num=1: “T Level Foundation Year”; IF FF\_CourseMajor\_num=2: “T Level”; IF FF\_CourseMajor\_num=5: “Level 4 or Level 5 course”}?”

{IF FF\_CourseMajor\_num=1: "Please only think about your T Level Foundation Year when answering this question. Remember, the T Level Foundation Year is the programme of study you did between September 2023 and summer 2024"}

**G\_ReadOut\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

**{IF AspirationChange=2,3}**

**AspirationChWhy**

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

**G\_Multi\_1**

1. Experience of industry placement
2. Learning more about the occupation during the course
3. Advice from teachers/careers staff
4. Something else
5. Nothing in particular (EXCLUSIVE)

-8. Don't Know [DO NOT READ OUT]

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

**{IF AspirationChWhy = 4}**

**AspirationChWhyOther**

"Please say what influenced this change in what you wanted to do in your career."

STRING [2500]

[TIMESTAMP 10]

## Awareness of Higher Technical Education

DISPLAY

**{ASK IF FF\_CourseMajor\_num=2 (T LEVEL)}**

### **HTEDescription**

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

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

“Higher Technical Education courses include Higher Technical Qualifications (HTQs) as well as other Level 4 and 5 qualifications.

They can be studied full time or part time, and are typically more practical, employer-led study programmes. They are usually taught at colleges, universities or independent training providers.

HTQs include Foundation Degrees, National Certificates, Higher National Diplomas and others that have been approved against employer developed standards.

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

**{ASK IF FF\_CourseMajor\_num=2}**

### **HTEAwareTL**

“When you were thinking about next steps after your T Level, which of these Higher Technical Education options were you aware of?”

### **G\_Multi\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF FF\_CourseMajor\_num=2}**

**HTEAwareLevel**

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

Higher Technical Education courses include Higher Technical Qualifications (HTQs) as well as other Level 4 and 5 qualifications.

They can be studied full time or part time, and are typically more practical, employer-led study programmes. They are usually taught at colleges, universities or independent training providers.

**G\_ReadOut\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

**{IF FF\_CourseMajor\_num=2 AND CurrentAct NOT =3,4}**

**HTEInterest**

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

**G\_ReadOut\_1**

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

-8. Don't Know [DO NOT READ OUT]

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

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

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

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

DISPLAY

**{ASK FF\_CourseMajor\_num=2}  
AccApprenticeshipDescription**

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

**EXPANDING HELP LINK: “What are accelerated apprenticeships?”**

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

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

**{ASK FF\_CourseMajor\_num=2}  
AccApprenticeshipAwareLevel**

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

**G\_ReadOut\_1**

1. A great deal
2. A fair amount
3. A little
4. Not very much
5. Nothing at all

-8. Don't Know [DO NOT READ OUT]

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

**{IF FF\_CourseMajor\_num=1, 2 CurrentAct = 9}**

**OnAccApprenticeship**

“Is the apprenticeship that you are currently on an accelerated apprenticeship?”

1. Yes
2. No
3. Not sure

-8. Don't Know [DO NOT READ OUT]

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

[TIMESTAMP 11]

Future plans

**{IF (FinishTLevel=1,-8,-9) OR (FinishTLevel = 3 AND FF\_CourseMajor\_num=1)}**

**AimWorkSame**

“In future, are you aiming to {IF **NextStepWorkGeneralField** =1: ‘keep working’; ELSE ‘work’} in the same general field as your {IF FF\_CourseMajor\_num=1: “T Level Foundation Year course”; IF FF\_CourseMajor\_num=2: “T Level”; IF FF\_CourseMajor\_num=5: “Level 4 or Level 5 course”}?”

{IF FF\_CourseMajor\_num=1: “Remember, the T Level Foundation Year is the programme of study you did between September 2023 and summer 2024”}

1. Yes
2. No
3. Not sure

-8. Don't Know [DO NOT READ OUT]

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

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

**NotFieldWorkCont**

“Why are you not planning to **continue working** in the same general field as your course?”

**G\_Multi\_1**

1. Field does not suit me
2. Work-life balance does not suit me

3. Lack of opportunities to progress
4. Dissatisfied with content of the work
5. Dissatisfied with pay prospects
6. Prefer to work in a different field
7. Another reason for not continuing to work in this area (please write in {STRING [2500]})

-8. Don't Know [DO NOT READ OUT]

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

**{IF ((FinishTLevel=1,-8,-9) OR (FinishTLevel = 3 AND FF\_CourseMajor\_num=1)) AND WrkStud =2, 4}**

**AimStudy**

"In future, are you aiming to do further study?"

1. Yes
2. No
3. Not sure

-8. Don't Know [DO NOT READ OUT]

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

**{IF AimStudy=1}**

**AimStudySame**

"And would that further study be in the <b>same general field</b> as your {IF FF\_CourseMajor\_num=1: "T Level Foundation Year"; IF FF\_CourseMajor\_num=2: "T Level"; IF FF\_CourseMajor\_num=5: "Level 4 or Level 5 course"}?"

{IF FF\_CourseMajor\_num=1: "Remember, the T Level Foundation Year is the programme of study you did between September 2023 and summer 2024"}

1. Yes
2. No
3. Not sure

-8. Don't Know [DO NOT READ OUT]

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

**{IF AimStudy=1}**

**AimStudyType**

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

**G\_ReadOut\_1**

1. A university degree
  2. A Higher Technical qualification (HTQ)
  3. A different kind of level 4 or 5 qualification (such as a foundation degree, HND or HNC)
  4. An apprenticeship (including a degree apprenticeship)
  5. Another qualification / type of study (please write in) [STRING 150]
  6. Not sure
- 8. Don't Know [DO NOT READ OUT]
- 9. Prefer not to say [DO NOT READ OUT]

[TIMESTAMP 12]

Data linkage

**{ASK ALL}**

**PCConsentLink**

[IF CATI:"READ OUT":.]

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

- Department for Education – your past and future learning
- His Majesty's Revenue and Customs – your employment, earnings, tax and benefits
- Department for Work and Pensions – your benefits and participation in government schemes
- Higher Education Statistics Agency – your university participation
- Universities and Colleges Admissions Service – your higher education applications
- Student Loans Company - your applications for student finance

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

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

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

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

[IF CATI:"INTERVIEWER, IF NECESSARY":]

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

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

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

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

[IF CATI:"INTERVIEWER, IF NECESSARY":]

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

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

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

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

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

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

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

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

[IF CATI:"INTERVIEWER, IF NECESSARY"]

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

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

1. Yes
2. No

-8. Don't Know [DO NOT READ OUT]

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

**{ASK IF PCCConsentLink=2, -8, -9}**  
**PCCConsentLinkIndiv**

[IF CATI:"READ OUT ":]

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

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

[IF CATI:"INTERVIEWER, IF NECESSARY":]

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

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

Department for Educations’ (DfE) Individual Learner Record (ILR) includes

information about your participation and achievement in further education from age 16, as well as details about the college or training centre you may have attended.

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

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

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

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

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

### **G\_Collapsible\_Grid\_II1**

GRID ROWS:

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

GRID COLS:

1. Yes
2. No

[TIMESTAMP 13]

Demographics

**{ASK IF Wave1Outcome=2}**

**PCDemIntro**

"Now some questions about your household to help us understand more about your current situation.

Your answers will help us understand how students' personal circumstances relate to their experiences of the new technical education courses."

DISPLAY

**{ASK IF Wave1Outcome=2}**

**PCCvNumP**

“How many people, <b>including you</b>, are currently living in your household?

Please make sure you include yourself and any children when answering.”

IF CATI:"INTERVIEWER, IF NECESSARY":

{HELPLINK: What do we mean by household? “By 'household' we mean the group of people (not necessarily related) living at your address who share cooking facilities with you and also share a living room or sitting room or dining area”

RANGE: 1...16

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

SOFT CHECK: IF PCCvNumP=1 “Just to check, are you living alone? If not, please change your answer to include yourself in the number of people in the household. If you are, please ignore this message and continue. Click OK to close this message.”

**START RELATIONSHIP LOOP: IF PCCvNumP>1**

**{IF PCCvNumP > 1}**

**PCCvReIP**

“Thinking about {IF PCCvNumP > 2: “each person in your household in any order, what is the {IF LOOP 1: “first”; IF LOOP 2 “second”; IF LOOP 3: “third”...up to LOOP16}”}; {IF PCCvNumP = 2: “the other person in the household, what is this”} person’s relationship to you?”

{SCRIPTER: question loops for number in household minus the respondent, i.e. number of loops=[{number at PCCvNumP}]-1]

**G\_PromptPrecodes\_1**

1. Mother (natural/adoptive/foster/step/in-law)
2. Father (natural/adoptive/foster/step/in-law)
3. Sister or brother (natural/half/adopted/foster/step/in-law)
4. Grandparent
5. Husband/wife/partner
6. Son or daughter (natural/adopted/foster/step/in-law)
7. Other relative
8. Other non-relative

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

**{IF PCCvRelP = 1,2 (mother/father - SCRIPTER LOOP FOR MOTHER AND FATHER IF BOTH IN HH)}**

**PCParentEdu**

“Does your <b>{IF PCCvRelP = 1 “mother”, IF PCCvRelP = 2 “father”} </b> have a university degree?”

**G\_NoReadOut\_1**

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

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

**{IF PCCvRelP = 1,2 (mother/father) - SCRIPTER LOOP FOR MOTHER AND FATHER IF BOTH IN HH}**

**PCParentEconAct**

“Which of these best describes what your <b>{IF PCCvRelP = 1 “mother”, IF PCCvRelP = 2 “father”}</b> was doing last week, that is the seven days ending last Sunday?”

**G\_ReadOut\_1**

1. Full-time paid work (30 or more hours a week)
2. Part-time paid work (less than 30 hours a week)
3. Unemployed and looking for work
4. Full-time education or training course
5. Permanently sick/disabled
6. Looking after home/family
7. Retired from work
8. Something else
9. Don't know

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

**END LOOP**

**{ASK IF Wave1Outcome=2}**

**PCTenure**

“Thinking about the accommodation you are living in at the moment, does your <b>household</b> own or rent this accommodation?”

**G\_PromptPrecodes\_1**

1. Owned (with a mortgage or outright)

2. Rented privately
3. Rented from a local authority or housing association.
4. Something else (please write in)
5. Don't know

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

[TIMESTAMP 14]

Contact details

**{ASK ALL}**  
**PCVoucherIntro**

"As a thank you for your time, we would like to send you a £5 voucher by email."

DISPLAY

**{ASK IF Cur\_Email<>EMPTY}**  
**PCEmailChk**

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

Is your email address <Cur\_Email>?

1. Yes
2. No

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

**{ASK IF PCEmailChk<>1 OR Cur\_Email=empty}**  
**PCNewEmail**

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

{IF PCEmailChk = 2, -9: "{IF CAWI: "Please enter"}{IF CATI: "Could I take"} your correct email address:"}

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

STRING [150]

1. IF WEB: "I do"{IF CATI: "Respondent does"} not have an email address
2. {IF WEB: "I do"{IF CATI: "Respondent does"} not wish to give {IF WEB: "my"/IF CATI: "their"} email address

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

**{IF Cur\_Firstname <> EMPTY AND Cur\_FirstName length >= 2 AND Cur\_Surname <> EMPTY AND Cur\_Surname length >= 2}**

**PCNameChk**

And is this your correct name?

First name: {Cur\_Firstname}

Surname: {Cur\_Surname}"

1. Yes

2. No

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

**{(IF Cur\_Firstname = EMPTY OR Cur\_FirstName length < 2 OR Cur\_Surname = EMPTY OR Cur\_Surname length < 2 OR PCNameChk = 2, -9)}**

**PCNameUpd**

{IF Cur\_Firstname = EMPTY OR Cur\_Surname = EMPTY}: "We do not currently have a full name for you in our records." {IF Cur\_Firstname = EMPTY OR Cur\_Surname = EMPTY OR PCNameChk = 2, -9}: {IF WEB: "Please enter"} {IF TEL: "Could I take"} your full name to update our records"

{IF CATI: INTERVIEWER: READ NAME BACK TO PARTICIPANT AND CONFIRM OR AMEND}

DISPLAY

**PCNameUpd\_Firstname**

[IF CAWI]:<b>Firstname</b>: CUR\_ Firstname =EMPTY: "Please enter your name in the box below."}

STRING [150] PROGRAMMING: PREPOPULATE WITH {CUR\_ Firstname}

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

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

HARDCHECK: IF PCNameUpd\_ Firstname contains numbers: "Please check and amend. First names should not contain numbers"

**PCNameUpd\_Surname**

[IF CAWI]<b>Surname</b>:CUR\_ Surname =EMPTY "Please enter your surname in the box below."}

STRING [150] PROGRAMMING: PREPOPULATE WITH {CUR\_ Surname}

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

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

HARDCHECK: IF PCNameUpd\_ Surname contains numbers: "Please check and amend. Surnames should not contain numbers"

SOFTCHECK [SCRIPTER ONLY ROUTE THROUGH THIS ONCE]: IF PCNewEmail = 2  
"As we do not have an email address for you, we will be sending out a voucher in the post. This may take a bit longer as we will be processing all postal requests after the survey has closed. If you'd like to receive an e-voucher, {IF CAWI: "please enter"} {IF CATI: "could I take"} your correct email address" {IF CATI: "?"} {IF CAWI: "."}} Please be assured this will only be used to send you the £5 voucher."

SOFTCHECK: IF PCNewEmail = 1 "As you do not have an email address, we will be sending out a voucher in the post. This may take a bit longer as we will be processing all postal requests after the survey has closed."

**{ASK IF PCNewEmail = 1, 2, -9 AND Cur\_AddressLine1 <> EMPTY}**

**PCAddrChk**

"Could you confirm your address is:"

{Cur\_AddressLine1}  
{Cur\_AddressLine2}  
{Cur\_AddressLine3}  
{Cur\_AddressLine4}  
{Cur\_AddressLine5}  
{Cur\_Postcode}

{IF CATI: "Is this correct?"}

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

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

**{IF PCAddrChk = 2, -9 OR Cur\_AddressLine1 = EMPTY}**

**PCAddrUpd1**

{IF CAWI: "Please enter"} {IF CATI: "Could I take"} your correct address details" {IF CATI: "?"}}

[IF CATI: INTERVIEWER: ONCE ENTERED, PLEASE READ BACK TO RESPONDENT]

DISPLAY

**PCAddrUpd1\_AddressLine1**

"First line:"

STRING [40]

ALLOW NA

SOFTCHECK: IF PCAddrUpd1\_AddressLine1 = EMPTY: "A complete address should at minimum contain a valid first line of address and a town - please check"

**PCAddrUpd1\_AddressLine2**

"Second line:"

STRING [40]

ALLOW NA

**PCAddrUpd1\_AddressLine3**

"Third line:"

STRING [40]

ALLOW NA

**PCAddrUpd1\_AddressLine4**

"Town:"

STRING [40]

ALLOW NA

SOFTCHECK: IF PCAddrUpd1\_AddressLine4 = EMPTY: "A complete address should at minimum contain a valid first line of address and a town - please check"

**PCAddrUpd1\_AddressLine5**

"County:"

STRING [40]

ALLOW NA

**PCAddrUpd1\_Postcode**

"Post Code:"

STRING [10]

ALLOW NA

SOFTCHECK: IF PCAddrUpd1\_Postcode = EMPTY or INVALID: "Please check the postcode"

**PROGRAMMING: IF PCAddrUpd1\_AddressLine1 IS NOT EMPTY, THEN COPY PCAddrUpd1 to PCAddrUpd.**

**IF PCAddrUpd1\_AddressLine1 = <> "" then**

**PCAddrUpd\_AddressLine1 = PCAddrUpd1\_AddressLine1**

**PCAddrUpd\_AddressLine2 = PCAddrUpd1\_AddressLine2**

**PCAddrUpd\_AddressLine3 = PCAddrUpd1\_AddressLine3**

**PCAddrUpd\_AddressLine4 = PCAddrUpd1\_AddressLine4**

**PCAddrUpd\_AddressLine5 = PCAddrUpd1\_AddressLine5**

**PCAddrUpd\_Postcode = PCAddrUpd1\_Postcode**

**{IF (Cur\_AddressLine1 <> EMPTY AND PCAddrChk = 1) OR (Cur\_Email <> EMPTY AND PCEmailChk=1) OR (PCNewEmail <> EMPTY) OR (PCAddrUpd\_AddressLine1 <> EMPTY AND PCAddrUpd\_Postcode<>EMPTY)}**

**PCVouchSent**

{IF PCEmailChk=1OR PCNewEmail <> EMPTY: “The voucher will be sent to your email address. Please check your SPAM folder to ensure the electronic voucher did not end up there by mistake.”}

{IF Cur\_Email = EMPTY AND PCNewEmail = EMPTY AND (PCAddrChk=1 OR (PCAddrUpd\_AddressLine1 <> EMPTY AND PCAddrUpd\_Postcode<>EMPTY): “The voucher will be mailed to your address.”}

“Please note that we will process all postal requests after the survey has closed. It may take up to 14 days for the voucher to arrive once the survey has closed.

NEXT

**{IF (PCNewEmail = EMPTY/ 1,2,-9) AND PCAddrUpd\_AddressLine1 = EMPTY}**  
**PCVouchNoSent**

“We do not have your postal or email address and cannot send you a £5 shopping voucher.

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

Freephone: **0800 588 4912**

Email: [UK-PA-TELS@ipsosresearch.com](mailto:UK-PA-TELS@ipsosresearch.com)

Please be assured that your details will only be used for the purpose of contacting you in relation to this research and for the delivery of your £5 voucher.”

[TIMESTAMP 15]

Close

**{ASK ALL}**  
**PCFullyComplete**

{IF CAWI: “Thanks for completing the survey. Please now click ‘Save and continue’ to submit your answers.”}

{IF CATI: “INTERVIEWER: SELECT THE BOX BELOW TO SUBMIT THE ANSWERS AND PROCEED TO THE FINAL SCREEN”.

[ ] Submit

NO DK, NO REF

**{IF MODE = CAWI}**  
**PCClosePageWeb**

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

If you have any further information you'd like to add, please include it in the box below. Otherwise, please click 'Next'

STRING [2500]  
ALLOW NA

**{IF MODE = CAWI}  
PCClosePageWeb2**

If you are worried about any of the issues covered in the survey, there are organisations that can offer support. Please click [here] to see the details of these organisations and for information on how to contact Ipsos if you have any further questions about the research.

**{IF MODE = CATI}  
PCClosePageTel**

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

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

STRING [2500]  
ALLOW NA

**{IF MODE = CATI}  
PCClosePageTel2**

If you are worried about any of the issues covered in the survey, I can email you the details of organisations that may be able to offer you support. Would you like me to send you this information?

1. Yes {INTERVIEWER RECORD EMAIL ADDRESS AND SEND INFORMATION SHEET}
2. No – {continue}.

**{EXIT INTERVIEW; OUTCOME=110; SHOW DEFAULT PAGE “**

**{IF CAWI: “The survey is now complete and your comments have been submitted. Thank you for your time.”} {IF CATI: READ OUT: Thank you again for your time today”}**

[TIMESTAMP 16]



Department  
for Education

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