Department for Business, Energy & Industrial Strategy

APPRENTICESHIP PAY SURVEY 2016: TECHNICAL REPORT

July 2017

Contents

1. Introduction

1.1 This report details the methodology used for the 2016 Apprenticeship Pay Survey. The survey was carried out by IFF Research on behalf of the Department for Business, Innovation and Skills (BIS) – which became the Department for Business, Energy and Industrial Strategy (BEIS) during the course of the research − and involved 9,422 telephone interviews with apprentices in Great Britain. The main report was published in July 2017, Report No. 15.

Background

1.2 Apprenticeships are a structured programme of training, consisting of paid employment and learning, which give people the opportunity to work for an employer, learn on the job, build up knowledge and skills, and gain recognised qualifications within a specific occupation or trade.

1.3 Apprenticeships are administered by the Skills Funding Agency (SFA) in England, Skills Development Scotland (SDS) in Scotland and the Welsh Government in Wales. Although funding arrangements differ slightly in each country, in all three countries employers are required to pay wages and meet other employment costs.

1.4 The National Minimum Wage is the minimum pay per hour almost all workers in the UK are entitled to by law[1]. As well as separate minimum rates for those aged under 18, 18-20 and 21 to 24, there is a distinct National Minimum Wage rate for apprentices aged 16 to 18 and those aged 19 or over who are in their first year of the Apprenticeship. All other apprentices are entitled to the National Minimum Wage for their age. From 1 April 2016, the government introduced a new mandatory National Living Wage (NLW) for workers aged 25 and above, initially set at £7.20 an hour - 50p higher than the adult NMW rate of £6.70, which applies to those aged 21 to 24.

1.5 The Apprenticeship Pay Survey is used in the development and monitoring of Apprenticeship and National Minimum Wage (NMW) policy. For example, evidence from the survey contributes to the Low Pay Commission's recommendations to Government for the Apprenticeship minimum wage rate.

1.6 The previous Apprenticeship Pay Survey was run was in 2014. In that survey the methodology underwent significant change since the 2012 version of the survey. Namely, Northern Ireland was not covered in the 2014 survey (they were in 2012); Scotland was covered in the 2014 survey (but were not in 2012); the 2014 survey included individuals on intermediate but also advanced Apprenticeships (Level 2 and 3), and higher (Level 4 and 5) Apprenticeships (whereas the 2012 survey included only level 2 and 3 apprentices); and significant changes were made to the questionnaire to improve the robustness of pay data collected meaning that time series comparisons to previous editions was limited.

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[1] Exceptions include self-employed people running their own business, company directors, and volunteers / voluntary workers, and workers younger than school leaving age. The full list in available at www.gov.uk/national-minimum-wage/who-gets-the-minimum-wage.

1.7   In contrast, the methodology for the 2016 survey was consistent with the 2014 survey.

Survey objectives

1.8   The main objective of the project was to provide an accurate and up-to-date picture of the pay of the apprentice population, both across Great Britain, and within England, Scotland and Wales. It investigated:

- the wages employers are paying apprentices; and the constituent elements (basic pay, overtime, tips etc.);

- the number of hours apprentices spend working to establish their hourly wage rates;

- the range of apprentice pay, including differences by gender, age, level and framework and prior employment status.

1.9   A key priority of the 2016 Apprenticeship Pay survey to reliably assess changes Survey was to ensure comparability with the 2014 over time.

2. Sample design and selection

Sample Source

2.1 Unchanged from 2014, the sample for APS 2016 was drawn from three databases: the Individualised Learner Record (ILR) for England, the Lifelong Learning Wales Records (LLWR) for Wales and the Corporate Training System (CTS) for Scotland. Separate data sharing agreements were drawn up for each source (see Appendix A for a full list of variables requested for each sample source).

2.2 The ILR is the primary data collection about further education and work-based learning in England. The data is used widely to monitor policy implementation and the performance of the sector, and by organisations that allocate FE funding.

2.3 The LLWR provides statistics on learners in post-16 education and training, excluding those at schools but including those at Further Education Institutions, other Work-based Learning providers and Community Learning provision collected via the Welsh Government.

2.4 The CTS collects data on all Apprenticeship starts in Scotland. Data is entered and maintained by organisations contracted with Skills Development Scotland to deliver Apprenticeships. Skills Development Scotland uses the CTS to publish a range of information on participant details and reports on the number of publicly funded apprentices each year, age and gender breakdown, framework participation, number of achievers and the in-training figures.

2.5 The CTS is updated a released every June and December. In 2014, with the fieldwork period scheduled for early July to late August, we received and drew sample from the June 2014 release of the CTS (i.e. a very up-to-date database). In APS 2016, however, with the fieldwork period initially scheduled for late May to early July, the CTS file received was the December 2015 release. Only apprentices that were currently undertaking their Apprenticeship at the time of the survey were eligible for inclusion and SDS were able to append a marker to the CTS which flagged if learners had completed or left their course in the period December 2015 to the end of April 2016. However, the CTS did not include new starters during this period and so the population of current apprentices according to the CTS file was not fully representative of the 'real' population of apprentices.

2.6 It was agreed that sample would be drawn from the December 2015 release of the CTS but that the new release in June 2016 would be requested to obtain up-to-date population statistics to be used for weighting purposes. This is covered in the 'weighting' chapter.

The population of 'current' apprentices used for sampling

2.7 Once the sample had been received, counts were run on the overall apprentice population in each of the countries. Tables 2.1 to 2.3 show these counts per country

by framework. These proportions were used to guide overall sampling approach discussed in the 'interview targets' section within this chapter.

Table 2.1 Apprentice population sampled from, by framework and level (England)

Framework	Total	Level 2	Level 3	Level 4	Level 5+
Business	**65,974**	37,291	28,683		
Children's Care	**25,884**	11,094	14,790		
Construction	**28,957**	23,069	5,888		
Customer Service	**26,688**	20,315	6,373		
Electrotechnical	**16,138**	-	16,138		
Engineering and Manufacturing	**99,682**	56,481	43,201		
Hairdressing	**18,611**	12,757	5,854		
Health, Social Care and Sport	**119,087**	60,700	58,387		
Hospitality and Catering	**32,652**	23,452	9,200		
Management	**38,438**	20,922	17,516		
Retail	**36,483**	29,551	6,932		
Other 2/3	**36,604**	13,707	22,897		
Accounting	**2,293**			2,293	-
Business and Administration	**2,414**			2,414	-
Care Leadership and Management	**18,418**			2,603	15,815
Other 4/5	**4,830**			3,919	911
Trailblazers	**1,741**				
ENGLAND OVERALL	**574,894**	**309,339**	**235,859**	**11,229**	**16,726**

Table 2.2 Apprentice population sampled from, by framework and level (Scotland)

		Level			
Framework	Total	2	3	4	5+
Business	**1,493**	534	959		
Children's Care	**4**	-	4		
Construction	**9,190**	942	8,248		
Customer Service	**273**	130	143		
Electrotechnical	**83**	-	83		
Engineering and Manufacturing	**8,034**	494	7,540		
Hairdressing	**1,042**	772	270		
Health, Social Care and Sport	**2,493**	539	1,954		
Hospitality and Catering	**1,120**	568	552		
Management	**396**	-	396		
Retail	**1,108**	594	514		
Other 2/3	**1,374**	423	951		
Accounting	**7**			7	-
Business and Administration	**15**			15	-
Care Leadership and Management	**87**			71	16
Other 4/5	**526**			482	44
SCOTLAND OVERALL	**27,245**	**4,996**	**21,614**	**575**	**60**

Table 2.3 Apprentice population sampled from, by framework and level (Wales)

Framework	Total	Level 2	3	4	5+
Business	**1,510**	900	610		
Children's Care	**1,136**	303	833		
Construction	**1,877**	1,253	624		
Customer Service	**639**	464	175		
Electrotechnical	**990**	13	977		
Engineering and Manufacturing	**2,873**	1,200	1,673		
Hairdressing	**852**	618	234		
Health, Social Care and Sport	**4,331**	2,009	2,322		
Hospitality and Catering	**895**	632	263		
Management	**1,089**	709	380		
Retail	**629**	490	139		
Other 2/3	**729**	349	380		
Accounting	**92**			92	-
Business and Administration	**363**			363	-
Care Leadership and Management	**4,637**			1,104	3,533
Other 4/5	**424**			391	33
WALES OVERALL	**23,066**	**8,940**	**8,610**	**1,950**	**3,566**

Sample verification, cleaning and preparation

2.8 On receipt of sample from the three respective sources, the first stage was to check that the desired variables had been included.

2.9 The next stage of sample preparation was to remove records that would not be in scope for the research. In the ILR and LLWR, learners appeared multiple times within each database owing to them having various learning aims. The CTS only contained unique records.

2.10 The number of unique records (i.e. the population of current apprentices) was sense checked to make sure that the numbers supplied were broadly in line with expectations.

- In England the population of current apprentices was just under 575,000.

- In Scotland the population was around 27,000 apprentices – a number which was lower than in 2014 but was due to the release dates of the CTS (as described in the previous section).

- In Wales the population was around 23,000 – a number which was lower than expected but this was checked with the LLWR who confirmed that this number was broadly in line with what they would expect.

2.11 The process for how the sample was prepared for each country is outlined below.

England

- Check that only current apprentices were included – i.e. only those records where "the learner is continuing or intending to continue the learning activities leading to the learning aim" (Completion Status = code 1).

- Identify unique learners in the file and only retain these. This was identifiable through the LearnAimRef variable which if it is equal to ZPROG001 signifies the Apprenticeship programme aim and is recorded uniquely for each learner in the file.

- Check and remove any remaining multiple entries using a concatenation of UKPRN and Learner Reference Number.

- Append a marker to identify any records that do not have a useable telephone number or is not a unique telephone number in the file. Note that learners who were marked on the ILR as not wanting to be contacted for research purposes were anonymised by the ILR prior to IFF receiving the files – hence these would be removed once the records without a telephone were removed.

- Note that records were only flagged as to whether they would be a usable sample record and not removed from the file because the total population of apprentices in each framework (i.e. irrespective of whether they had a telephone number etc.) would be used as part of the process for setting interview targets – something which is described later in the 'setting interview targets' section.

Scotland

- Check that only unique records were supplied by using a concatenation of Person ID and Last Name.

- Append a marker to identify any records that: do not have a useable telephone number or is not a unique telephone number in the file.

Wales

- Check that only current apprentices had been supplied – i.e. only those records where "the learner is continuing their learning activity" (variable LA31=1).

- Unlike the ILR, the LLWR provides no way of determining the uniqueness of a record. Thus, to de-duplicate the file records were sorted by the learner identifier code and level of learning activity with a unique record selected by only retaining the record with the highest-level learning aim.

- Append a marker to identify any records that: do not have a useable telephone number or is not a unique telephone number in the file.

2.12 The next step of sample preparation was to assign each record an apprenticeship 'framework' based on course subject title/description. Twelve frameworks for Levels 2 and 3 were used in 2014, along with three frameworks for Levels 4 or higher. In England frameworks were defined using the Sector Subject Area Tiers and Framework Codes, in Scotland, the MA Framework Descriptors and in Wales, the LP66 Descriptors. A full list of framework definitions is provided in Appendix B.

2.13 The starting point for APS 2016 was to assign the frameworks according to the definitions used in 2014 with any new course titles/descriptions outside of the definitions used in 2014 assigned to the appropriate framework. This process confirmed that the 12 frameworks for Levels 2 and 3 used in 2014 were still relevant/appropriate and covered the vast majority of course titles (i.e. only a small proportion of course titles end up in the 'Other' framework category).

2.14 It should be noted, however, that in Scotland there had been changes to certain Modern Apprenticeship (MA) frameworks which meant the population of learners in certain frameworks used in in the 2014 Apprenticeship Pay Survey was very low. Specifically, the two MA frameworks that in 2014 comprised the 'Children's Learning and Development and Well Being' framework ('Early Years Care and Education' and 'Children's Care, Learning and Development') had been superseded by the 'Social Services (Children and Young People)' MA framework which is an MA framework

which in 2014 formed part of the 'Health, Social Care and Sport' framework. Similarly, the 'Electrotechnical Services' MA framework which in 2014 comprised the 'Electrotechnical' framework used in the Apprenticeship Pay Survey had been superseded by the 'Electrical Installation' MA framework which forms part of the 'Construction and related' framework used in the Apprenticeship Pay survey.

2.15 Because the populations for these two APS frameworks were still substantial in England and Wales, it was agreed to continue to sample using twelve Level 2 and 3 frameworks in all three countries (and report on 12 frameworks at a GB, England and Wales level) but to subsume these within other frameworks when reporting Scotland-only data (i.e. Scotland-only data would be reported at a ten-framework level).

2.16 It was expected that the number of apprentices at Level 4 or higher would have increased since 2014 and, therefore, it was thought that it may be possible to assign a greater number of frameworks than the three used in 2014 ('Accounting', 'Care Leadership and Management and Management' and 'other'). After assigning frameworks based on the 2014 definitions it became apparent that there were a sufficient number of course titles/descriptions to create a new 'Business and Administration' framework.

2.17 Another change from the frameworks used in 2014 was the inclusion of Trailblazer Apprenticeships in England. The ILR supplied did not include information on the level of course title of Trailblazer Apprenticeships, but instead provides information on the occupation and sector which the programme has been designed for. For sampling, therefore, Trailblazers have been treated as one group and not split by level. Also, because the population of apprentices on a Trailblazer programme was quite low (around 1,700), there would be very little scope for sub-group analysis hence it was agreed that Trailblazers would be reported as a standalone group.

2.18 Tables 2.4 to 2.6 show the total population figures against the usable sample available in each country following the sample preparation broken down by framework across each country.

2.19 In England, across the Levels just over two-fifths of the total population sample was usable (42 per cent). Frameworks that had a lower than average proportion of usable sample were: Hospitality and Catering (25 per cent); Retail (33 per cent); and Customer Service (38 per cent).

2.20 In Scotland, nearly all the sample was usable (99 per cent) with little variation by framework. This high level of usability of the sample was important given that the CTS file received was low given the release dates of the CTS (as described previously).

2.21 In Wales the proportion of sample that was usable was also high (72 per cent overall). This varied quite a lot by framework. Frameworks which had a lower than average proportion of usable sample were: Hairdressing (43 per cent); Management (45 per cent); Health, Social Care and Sport (62 per cent); and Hospitality and Catering (63 per cent).

Table 2.4: Total population figures versus usable sample: England

Framework	Total population	Useable sample	% usable sample from total pop.
	N	n	%
Level 2/3			
Business	65,974	31,984	48%
Children's Care	25,884	14,309	55%
Construction	28,957	13,338	46%
Customer Service	26,688	10,177	38%
Electrotechnical	16,138	7,966	49%
Engineering and Manufacturing	99,682	39,748	40%
Hairdressing	18,611	10,068	54%
Health, Social Care and Sport	119,087	50,773	43%
Hospitality and Catering	32,652	8,113	25%
Management	38,438	15,225	40%
Retail	36,483	12,129	33%
Other 2/3	36,604	15,618	43%
Level 4/5+			
Accounting	2,293	1,202	52%
Business and Administration	2,414	1,350	56%
Care Leadership and Management	18,418	8,552	46%
Other 4/5	4,830	2,072	43%
Trailblazers	1,741	851	49%
ENGLAND OVERALL	**574,894**	**242,624**	42%

Table 2.5: Total population figures versus usable sample: Scotland

	Total population	Useable sample	% usable sample from total pop.
Framework	N	n	%
Level 2/3			
Business	1,493	1,484	99%
Children's Care	4	3	75%
Construction	9,190	9,106	99%
Customer Service	273	270	99%
Electrotechnical	83	83	100%
Engineering and Manufacturing	8,034	7,975	99%
Hairdressing	1,042	1,032	99%
Health, Social Care and Sport	2,493	2,476	99%
Hospitality and Catering	1,120	1,105	99%
Management	396	387	98%
Retail	1,108	1,094	99%
Other 2/3	1,374	1,345	98%
Level 4/5+			
Accounting	7	7	100%
Business and Administration	15	13	87%
Care Leadership and Management	87	85	98%
Other 4/5	526	522	99%
SCOTLAND OVERALL	27,245	26,882	99%

Table 2.6: Total population figures versus usable sample: Wales

Framework	Total population	Useable sample	% usable sample from total pop.
	N	n	%
Level 2/3			
Business	1,510	1,026	68%
Children's Care	1,136	809	71%
Construction	1,877	1,555	83%
Customer Service	639	454	71%
Electrotechnical	990	911	92%
Engineering and Manufacturing	2,873	2,345	82%
Hairdressing	852	364	43%
Health, Social Care and Sport	4,331	2,695	62%
Hospitality and Catering	895	565	63%
Management	1,089	487	45%
Retail	629	481	76%
Other 2/3	729	544	75%
Level 4/5+			
Accounting	92	67	73%
Business and Administration	363	279	77%
Care Leadership and Management	4,637	3,632	78%
Other 4/5	424	308	73%
WALES OVERALL	**23,066**	**16,522**	72%

Setting interview targets

2.22 In line with the approach taken in previous editions of the survey, the sample was drawn in such a way as to achieve the desired interview target structure. The approach taken was that once the sample was been drawn, every apprentice on that list was contacted (multiple times) in an attempt to achieve an interview. In other words, although the sample was drawn on a stratified basis to achieve a desired profile of apprentices, no quotas targets were imposed. Rather, from the drawn sample, as many interviews as possible were achieved.

2.23 A target of 11,000 interviews was set at a GB level. This target was broken down a further three times, first according to country and broad Apprenticeship level (see Table 2.7), then according to framework.

Table 2.7: Target number of interviews by country and broad level

	Levels 2 and 3	Levels 4 and 5+	Trailblazers	Total
England	5,750	600	150	**6,500**
Scotland	2,050	200	n/a	**2,250**
Wales	2,050	200	n/a	**2,250**
GB Total	**9,850**	**1,000**	**150**	**11,000**

2.24 The inclusion of Trailblazers was specific only to England and, as noted previously, were treated as their own category – i.e. they were not assigned a 'Level'. The population of apprentices undertaking an Apprenticeship at a level higher than Level 5 was too small to justify sampling these separately. As such, any Apprenticeships at Levels 6 or 7 were subsumed into 'Level 5+'.

2.25 The method for determining the target structure according to framework and level within country was largely unchanged from that used in 2014. The broad approach is outlined below for Levels 2 and 3:

- After setting a total target number of interviews Levels 2 and 3 at a country level, half the target interviews were allocated equally across frameworks with the other half allocated in proportion to the population of apprentices within each framework (note that the population used was irrespective of whether each record would be a usable sample record e.g. with a usable telephone number). The purpose of this approach was to ensure that more interviews would be undertaken in frameworks with the greatest 'population' of learners, but the smaller frameworks would still receive more interviews than if the allocation to framework was strictly proportional. The intention was that at a GB level all frameworks within Level 2 and 3 would be allocated at least 300 interviews.

- Targets for certain frameworks were manually reduced or boosted. For instance, the 'Other' framework was of least value/interest for reporting purposes and so the number of interviews here was reduced in order to allocate extra interviews to other frameworks to bring them closer in line to the targets for each framework set in 2014 and to allow for the target number of interviews to be boosted in certain frameworks where average pay levels have historically been closely clustered around the Apprentice Rate (e.g. 'Hairdressing', 'Management, 'Children's Care, Learning and Development' and 'Business and related' frameworks).

- Once interviews had been allocated to a framework, this target was split by level so that the Level 2 and Level 3 targets within each framework were proportional to the population split by level.

2.26 The method described above was replicated for Apprenticeships at Levels 4 and 5+ in England and Wales (the count of usable sample of Level 4 and Level 5+ apprentices in Scotland meant that a census approach was adopted). For Trailblazers the target was set at 150 to provide a robust enough base size to be reported on as a single group.

Sampling strategy

2.27 Once the target number of interviews were set, sampling ratios were calculated to determine the volume of sample required for each target 'cell'.

2.28 Broadly, a 3:1 sample to target ratio was set for each cell. However, rather than a 'blanket' 3:1 ratio being applied, the conversion rates (interviews achieved as a proportion of sample drawn) experienced in 2014 were used to inform the ratios to maximise efficiency when drawing sample.

2.29 For instance, technical report for the 2014 survey reported that the conversion rate was lower than average in the 'Retail' and 'Management' frameworks but higher than average in the 'Electrotechnical' framework. Therefore, a sample ratio of slightly over 3:1 was set for 'Retail' and 'Management', whereas a sample ratio slightly under 3:1 was set for 'Electrotechnical'.

2.30 As mentioned earlier, in Scotland the population of apprentices in Level 4 and Level 5+ dictated that all available sample be drawn.

2.31 Only usable sample records were to be drawn (i.e. those with a usable telephone number) and so across the other countries there were some cells where the count of usable sample was too low to allow a 3:1 ration to be set – hence in these cells the sample number to be drawn was manually set to draw all the available sample.

2.32 Tables 2.8 to 2.10 overleaf detail the interview targets, sample drawn and 'sample to target' ratios for England, Scotland and Wales.

2.33 Once the sample numbers to be drawn had been agreed, the sample files were ordered by age, gender, learning start date and ethnicity before a '1 in n' selection was made, where 'n' is the number to be drawn in a given cell over the total count of available sample in this cell (e.g. in the case of the England Level 2 'Business and Related' cell, the required sample to be drawn was 5.7% of the total available sample

in this cell, hence every 18th record was selected). Such an approach (the same as that used in 2014) was taken to help ensure representative coverage by each of the characteristics that the sample had been ordered by.

Table 2.8: Sample drawn, by framework and level (England)

	Level 2			Level 3			Level 4			Level 5+		
	Target no. of interviews	Sample drawn	Sample to target ratio (x:1)	Target no. of interviews	Sample drawn	Sample to target ratio (x:1)	Target no. of interviews	Sample drawn	Sample to target ratio (x:1)	Target no. of interviews	Sample drawn	Sample to target ratio (x:1)
Business	339	1017	3.0	261	783	3.0						
Children's Care	171	513	3.0	229	687	3.0						
Construction	313	939	3.0	80	240	3.0						
Customer Service	324	1296	4.0	101	404	4.0						
Electrotechnical	-	-	-	400	1000	2.5						
Engineering and Manufacturing	434	1302	3.0	332	996	3.0						
Hairdressing	308	924	3.0	142	568	4.0						
Health, Social Care and Sport	442	1768	4.0	426	1704	4.0						
Hospitality and Catering	304	1216	4.0	119	476	4.0						
Management	241	1205	5.0	202	1010	5.0						
Retail	350	1750	5.0	82	410	5.0						
Other 2/3	56	168	3.0	94	282	3.0						
Accounting							177	531	3.0	-	-	-
Business and Administration							125	375	3.0	-	-	-
Care Leadership and Management							39	108	2.8	234	936	4.0
Other 4/5							20	61	3.0	5	15	3.0
ENGLAND TOTAL	**3282**	**12098**	**3.7**	**2468**	**8560**	**3.5**	**361**	**1075**	**3.0**	**239**	**951**	**4.0**

The target for Trailblazers was 150, the sample drawn was 450, a sample to target ration of 3:1.

Table 2.9: Sample drawn, by framework and level (Scotland)

	Level 2			Level 3			Level 4			Level 5+		
	Target no. of interviews	Sample drawn	Sample to target ratio (x:1)	Target no. of interviews	Sample drawn	Sample to target ratio (x:1)	Target no. of interviews	Sample drawn	Sample to target ratio (x:1)	Target no. of interviews	Sample drawn	Sample to target ratio (x:1)
Business	54	162	3.0	96	288	3.0						
Children's Care	-	-	-	4	3	0.8						
Construction	44	132	3.0	381	1143	3.0						
Customer Service	53	127	2.4	59	143	2.4						
Electrotechnical	-	-	-	88	83	0.9						
Engineering and Manufacturing	24	72	3.0	370	1110	3.0						
Hairdressing	96	288	3.0	34	102	3.0						
Health, Social Care and Sport	49	147	3.0	178	534	3.0						
Hospitality and Catering	72	310	4.3	70	301	4.3						
Management	-	-	-	128	387	3.0						
Retail	80	280	3.5	70	245	3.5						
Other 2/3	31	105	3.4	69	235	3.4						
Accounting							7	7	1.0	-	-	-
Business and Administration							15	13	0.9	-	-	-
Care Leadership and Management							45	69	1.5	10	16	1.6
Other 4/5							113	491	4.3	10	44	4.4
SCOTLAND TOTAL	**503**	**1623**	**3.2**	**1547**	**4574**	**3.0**	**180**	**580**	**3.2**	**20**	**61**	**3.0**

Table 2.10: Sample drawn, by framework and level (Wales)

	Level 2			Level 3			Level 4			Level 5+		
	Target no. of interviews	Sample drawn	Sample to target ratio (x:1)	Target no. of interviews	Sample drawn	Sample to target ratio (x:1)	Target no. of interviews	Sample drawn	Sample to target ratio (x:1)	Target no. of interviews	Sample drawn	Sample to target ratio (x:1)
Business	104	312	3.0	71	213	3.0						
Children's Care	40	120	3.0	111	333	3.0						
Construction	157	471	3.0	78	234	3.0						
Customer Service	89	267	3.0	33	99	3.0						
Electrotechnical	2	2	1.0	141	423	3.0						
Engineering and Manufacturing	106	318	3.0	147	441	3.0						
Hairdressing	98	247	2.5	37	117	3.2						
Health, Social Care and Sport	139	417	3.0	161	483	3.0						
Hospitality and Catering	97.0	291	3.0	40	120	3.0						
Management	97	194	2.0	52	250	4.8						
Retail	95	285	3.0	27	81	3.0						
Other 2/3	61	183	3.0	67	201	3.0						
Accounting							27	67	2.5	-	-	-
Business and Administration							32	96	3.0	-	-	-
Care Leadership and Management							26	78	3.0	82	246	3.0
Other 4/5							31	93	3.0	2	6	3.0
WALES TOTAL	**1085**	**3107**	**2.9**	**965**	**2995**	**3.1**	**116**	**334**	**2.9**	**84**	**252**	**3.0**

3. Questionnaire development

3.1 To ensure that time series comparisons could be made with the 2014 survey, the 2016 questionnaire was kept as close to the 2014 version as possible. Minor changes included:

- Updating National Minimum Wage rates in line with policy changes since the last survey;

- An additional question to measure the awareness of the National Living Wage;

- An additional question to establish whether apprentices receive on average at least on day per week of formal training;

- Additional prompts which aimed to encourage respondents to use a recent payslip to answer questions where possible. This was added following analysis of the 2014 Apprenticeship Pay survey data which concluded that data provided from a payslip was more reliable than data provided without one to hand (Drew et al., 2016[2]); and

- A question added to the end of the survey which sought permission to link survey responses with other government datasets, allowing the potential for further analysis.

Overview of questionnaire content

3.2 The main sections of the questionnaire are detailed in Table 3.1.

Table 3.1: Summary of the main sections of the questionnaire

Section	Coverage of questions
Screener	Introducing the survey and ensuring eligibility for the survey (an apprentice at the time of the survey or one who had completed on within a month of the start of fieldwork).
Section A: Course or training undertaken	Confirming employer details, contractual arrangements e.g. whether had a written contract, permanency of position and confirmation of start date of Apprenticeship.
Section B: Employment circumstances	Whether worked for employer prior to starting course and if so whether pay rate changed on starting Apprenticeship, confirmation of age.

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[2] Drew, H., Ritchie, F. and Veliziotis, M. (2016) *Understanding apprentice pay: Interim report*. Project Report. Low Pay Commission, London. Available from: http://eprints.uwe.ac.uk/28554

Section	Coverage of questions
Section C: Payslip, pay and hours (worked/trained)	Pay rate variance, whether work overtime and receive bonuses, commission or tips. If answering with a payslip details of the number of hours a week worked in period covered by the payslip, wages shown on payslip, extra hours worked and amount (if any) paid for them.
Section D: Non-payslip and hours (worked/trained)	If not answering with a payslip, number of hours worked / trained in last full working week, whether this was considered a typical week and if not, hours in a typical working week. In addition, any overtime worked.
Section E: Pay, bonuses and tips	Pay if not answering with a payslip, gross hourly pay rate (if known), higher pay rate (if applicable and known), details on bonuses, tips and commission and accommodation where relevant.
Section F: Awareness of NMW and NLW and pay increases	Whether aware of NMW and NLW and whether pay has increased since their course began and reasons why.
Section G: Demographics	Ethnicity, disability and receipt of benefits information.

3.3   The full questionnaire is included in Appendix C.

Pilot survey

3.4   Even though the questionnaire was largely kept the same as in 2014, a pilot of 31 interviews was conducted from 9th to 11th May 2016. The main purpose of the pilot was to check the impact that additional questions would have on the target interview length of ten minutes and to test the functionality of these questions. Furthermore, it was hoped that the pilot would give an indication as to the effectiveness of additional prompts encouraging the use of a recent payslip.

Pilot sample

3.5   The sample for the pilot consisted of 296 intermediate and higher apprentices who had completed the BIS Apprenticeship Evaluation Survey 2015 and said they would be willing for BIS or one of their contractors to contact them for further research. The sample for that survey was originally sourced from the Individualised Learning Record (ILR) and therefore covered apprentices in England only.

3.6   All potential respondents were sent an introductory letter in advance of the pilot to notify respondents of the research, its objectives, and giving them an opportunity to opt out via email. The advance letter also encouraged respondents to have a payslip to hand for the interview.

3.7   The sample was drawn from a cross-section of subject framework sectors and levels from Levels 2-5.

3.8 While there were no set quotas, interviews were completed with a range of apprentices across different levels and frameworks. Interviews were also achieved with a mix of different age groups.

Pilot briefing and de-briefing

3.9 Interviewers received a face-to-face briefing prior to the fieldwork consisting of background information about the purpose of the survey and a question-by-question run-through of the questionnaire to make them aware of specific instructions for certain questions. During the pilot, interviewers were encouraged to provide feedback on any questions they felt were problematic.

Interview length

3.10 The average pilot interview length was 10 minutes and 55 seconds, coming in slightly above the target interview length of 10 minutes. Interview lengths varied across respondents with the shortest interview taking 7 minutes and 16 seconds and the longest interview taking 18 minutes and 31 seconds. The average interview length was shorter where respondents had a pay slip to hand (or where the respondent was able to find their pay slip during the interview).

Table 3.2: Profile of pilot interview respondents

Interview method	Average interview length
Had a payslip to hand	10:22 min
No payslip to hand	11:34 min
Overall	**10:55 min**

Feedback from the pilot

3.11 There were positive indications that additional prompts to encourage the use of a payslip to respond to the survey were effective. In 2014, around a third of respondents (34%) used their payslip to provide pay / hours worked data. In the 2016 pilot survey, 16 out of the 31 respondents used their payslip to provide this data.

3.12 In all, the pilot provided evidence that the questionnaire changes were working as intended and very few changes to the questionnaire were required ahead of mainstage fieldwork. A copy of the full pilot report is included in Appendix D which includes a more detailed summary of feedback from the pilot.

4. Fieldwork

Interviewer briefings

4.1 All interviewers working on the project attended a face-to-face briefing delivered by the research team at IFF Research. As part of this briefing, all interviewers received written briefing instructions to provide them with background information about the project, information on the sample design and methodology, as well as information on specific sections of the questionnaire. The full set of briefing notes provided to interviewers is contained in Appendix E.

Mainstage fieldwork period

4.2 Interviews were carried out from 9th June to 25th July 2016. This was an earlier (and shorter) fieldwork period than in 2014 which was carried out from 22 July to 14 September 2014. The reason for the earlier fieldwork period was to ensure that data would be available by the end of August to allow BEIS to include data from the survey in its evidence report to be submitted to the Low Pay Commission in September 2016.

Contact procedures

4.3 Once the sample had been drawn, apprentices were sent an advanced letter to notify them that the research was taking place and to encourage participation. Apprentices were given the option to opt out of the research by calling a dedicated freephone number. A copy of the advanced letter sent to apprentices can be found in Appendix F. Welsh apprentices were sent copies of the letter in both English and Welsh, and were given the opportunity to conduct the survey in Welsh when contacted (only two apprentices completed the survey in Welsh).

4.4 The sample was worked through until a definite outcome was achieved. In this respect, there was no limit placed on the number of times a piece of sample could be contacted (though, as shown in Table 4.1, almost all sample was called a maximum of 10 times; only two per cent of records were called more than 10 times).

4.5 There was a wide range in the number of calls required to achieve interviews. In 21 per cent of cases a single call was required, in 17 per cent two calls were needed, in 12 per cent three and in 10 per cent four calls were needed. Overall in 70 per cent of cases the interview was achieved within 5 calls. In two per cent of cases 11 or more calls were needed.

4.6 Table 4.1 shows the number of calls required to achieve interviews varied relatively little by framework.

Table 4.1: Calls required to achieve interviews based among those where interviews were achieved, by framework (row percentages)

Row %s								
Framework		**1**	**2**	**3**	**4**	**5**	**6-10**	**11+**
Level 2/3								
Business	%	23	18	11	11	9	26	3
Children's Care	%	22	14	10	14	9	26	5
Construction	%	20	16	14	10	8	29	3
Customer service	%	22	17	13	11	10	23	4
Electrotechnical	%	23	18	10	8	9	27	5
Engineering and Manufacturing	%	21	19	12	9	10	24	4
Hairdressing	%	20	16	12	9	10	28	5
Health, Social Care and Sport	%	18	14	11	9	11	34	3
Hospitality and Catering	%	18	17	13	11	11	26	4
Management	%	21	16	9	11	11	29	4
Retail	%	22	18	10	9	10	28	3
Other 2/3	%	22	17	11	11	11	27	1
Level 4/5+								
Accounting	%	28	23	10	9	8	21	2
Business and Administration	%	26	19	10	8	8	26	3
Care Leadership and	%	19	15	13	8	9	33	2
Other 4/5	%	19	18	12	6	7	35	3
Trailblazers	%	19	18	11	13	11	25	3
TOTAL	%	**21**	**17**	**12**	**10**	**10**	**28**	**2**

Screen-out procedure

4.7 A series of screening questions were included at the start of the questionnaire to check their eligibility of potential respondents for the research. They were firstly asked whether they were currently involved in the course provided on the sample. At this question, respondents were screened out if they had finished or left the course or training early, had done a different course and was no longer on it or had not started the course or training yet.

4.8 If they were doing a different course, respondents were asked the subject of the course or training they were currently undertaking and if this was identified as being an apprenticeship, they could continue to the main survey.

4.9 If they claimed not to have done any course or training initially, respondents were asked an additional question in which their learning provider from the sample and name of their employer was provided to prompt recall. If respondents either had no recollection of the course, had never started it or were no longer undertaking the course, they were also screened out.

4.10 Having been through the screener participants were asked to verify their employer. If during these questions they were found not to be employed they were also screened out.

Length of interviews

4.11 The average duration of the main interviews was 13 minutes and 28 seconds.

4.12 Table 4.2 shows a breakdown of average interview length by age, level and framework. The average interview lengths were broadly consistent, however those aged 25 and over took slightly longer to complete the survey and Level 4/5 apprentices tended to go through the questionnaire quicker than Level 2/3.

Table 4.2: Average interview lengths by age, level and framework

Sample type	Average interview length
Age	
16-18	12:41
19-20	12:39
21-24	12:50
25+	13:05
Level	
Level 2	12:41
Level 3	12:45
Level 4	12:01
Level 5	12:21
Trailblazers	12:46
Framework	
Business and related	11:59
Children's Care	12:55
Construction	12:29
Customer service	12:56
Electrotechnical	12:51
Engineering and Manufacturing	13:03
Hairdressing	13:21
Health, Social Care and Sport	13:18
Hospitality and Catering	13:10
Management	12:42
Retail	13:22
Other 2/3	12:59
Accounting	11:48
Business and Administration	11:54
Care Leadership and Management	12:22
Other 4/5	12:13
TOTAL	**12:38**

Use of payslip

4.13 Adopting a similar approach as used in 2014, the 2016 survey asked apprentices to use a payslip to provide information on pay and working hours. Apprentices were firstly asked if they received payslips from their employer. If they did not, they were automatically routed to Section D in the questionnaire. If they did they were asked whether they had one to hand now or if it would be possible to get one. If so, they were subsequently taken through Section C. For those going through the payslip (Section C) route, if they answered "Don't know" to any key questions on pay or hours, they were also routed to Section D (to questions about their last working week) to ensure an accurate response could be captured.

4.14 As mentioned previously, greater emphasis was placed on encouraging respondents to use a payslip in 2016 (this was mentioned in the advance letter and interviewers were generally encouraged to 'push' the use of the payslip when in contact with the apprentice). Approaching two-fifths of apprentices went through the survey using a payslip (37 per cent, unweighted – a slight increase on 2014, where 34 per cent did so).

4.15 Apprentices answering with a payslip were asked the pay period the payslip covered before being asked to provide the gross pay shown. Those not answering using a payslip were first asked how they would like to provide their pay information (either in gross or net terms) and additionally in which frequency they would like to provide it: weekly, fortnightly, 4 weekly, monthly or annually. Of the non-payslip respondents, two-thirds (66 per cent) answered in gross terms, 22 per cent in net and 12 per cent refused to provide an answer. Across the total sample therefore (i.e. including those that answered with a payslip), 79 per cent answered in gross terms. These proportions are similar to those reported in 2014.

4.16 As in 2014, there were differences in the pay periods for which apprentices provided pay data, depending on whether they answered with or without a payslip. Those answering with a payslip typically provided monthly pay (62 per cent) or weekly pay (25 per cent) – none provided annual pay with a payslip. In contrast, whilst providing weekly pay and monthly pay were common among those answering without a payslip (37 and 28 per cent respectively), fifth (20 per cent) provided their pay on an annual basis.

Quality of the sample

4.17 Overall, the sample proved to be of good quality with largely accurate information (in line with what was experienced in 2014). An indication of the level and framework apprentices were on was included on the three sample frames (the ILR, LLWR and CTS). These were re-checked during the interview and respondents.

4.18 The sample proved to be good quality across these two aspects and there was a high level of consistency between information on the sample and the survey response. Across the four levels 99 per cent of apprentices reported being on the same level as indicated on the sample. In addition, across almost every framework at least 98 per cent were undertaking the framework as categorised on the sample. The only exception Business and Administration, where 96% of those categorised as this on the sample were undertaking this framework.

4.19 Just 10 per cent of the total sample screened out of the survey due to ineligibility. The large majority of these (95 per cent of screen outs) comprised participants who had either not started yet, finished early or were no longer on the course.

4.20 The level of unusable contacts (either the wrong number or a dead line) was 22 per cent of all sample. This was similar to the level reported in 2014 (20 per cent). The level of unusable records was broadly consistent across the three sample sources and did not notably differ by key variables (such as framework and level).

4.21 Further detail on call outcomes is provided in the next chapter.

5. Response

Fieldwork outcomes

5.1 Overall, 9,422 interviews were completed (5,709 with England apprentices; 1,734 with Scotland; and 1,979 with Wales) with a response rate of 39 per cent with ineligible and unusable sample removed.

5.2 A breakdown of field outcomes by country is provided in Table 5.1. Those categorised as "ineligible" screened out through having completing their apprenticeship more than a month before the start of fieldwork, were not on or no longer on an apprenticeship or could not recall being on one. Unusable sample included wrong numbers, fax numbers and other unobtainable contacts. As the table shows, response rate was highest in Scotland and Wales (both 41 per cent with ineligible and unusable sample removed). Refusal rates was higher in England (11 per cent) than in Scotland and Wales (nine and eight per cent, respectively). Ineligibility also tended to be lower in Wales and Scotland (seven and nine per cent, respectively) compared with England (13 per cent).

Table 5.1   Summary of fieldwork response, by country

	Cases	(%)
England		
Total sampled from ILR	23,096	
• Advance letter opt-outs	219	1
• Ineligible for the research	2,947	13
• Refusal	2,460	11
• Unusable	4,904	21
• Live after fieldwork completion	6,856	30
• Completed interviews	5,709	25
Completed interviews with ineligible and unusable sample removed	5,709 of 15,025	38
Scotland		
Total sampled from CTS	6,805	
• Advance letter opt-outs	63	1
• Ineligible for the research	640	9
• Refusal	601	9
• Unusable	1,828	27
• Live after fieldwork completion	1,939	28
• Completed interviews	1,734	25
Completed interviews with ineligible and unusable sample removed	1,734 of 4,274	41
Wales		
Total sampled from LLWR	6,666	
• Advance letter opt-outs	67	1
• Ineligible for the research	481	7
• Refusal	549	8
• Unusable	1,296	19
• Live after fieldwork completion	2,294	34
• Completed interviews	1,979	30
Completed interviews with ineligible and unusable sample removed	1,979 of 4,822	41

5.3 Tables 5.2 to 5.4 below shows the overall achieved interviews broken down by frameworks and level across the three countries.

Table 5.2   Achieved sample breakdown, by framework and level (England)

		Level			
Framework	Total	2	3	4	5+
Business	**519**	283	236		
Children's Care	**306**	136	170		
Construction	**346**	274	72		
Customer Service	**308**	226	82		
Electrotechnical	**314**	-	314		
Engineering and Manufacturing	**670**	339	331		
Hairdressing	**350**	252	98		
Health, Social Care and Sport	**757**	382	375		
Hospitality and Catering	**359**	255	104		
Management	**458**	247	211		
Retail	**432**	338	94		
Other 2/3	**144**	49	95		
Accounting	**170**			170	-
Business and Administration	**89**			89	-
Care Leadership and Management	**262**			49	213
Other 4/5	**41**			31	10
Trailblazers	**184**				
ENGLAND TOTAL	**5709**	**2781**	**2182**	**339**	**223**

Table 5.3   **Achieved sample breakdown, by framework and level (Scotland)**

		Level			
Framework	Total	2	3	4	5+
Business	126	48	78		
Children's Care	1	-	1		
Construction	374	35	339		
Customer Service	36	21	15		
Electrotechnical	16	-	16		
Engineering and Manufacturing	404	23	381		
Hairdressing	89	71	18		
Health, Social Care and Sport	172	30	142		
Hospitality and Catering	95	57	38		
Management	65	-	65		
Retail	84	46	38		
Other 2/3	90	22	68		
Accounting	3			3	-
Business and Administration	3			3	-
Care Leadership and Management	23			20	3
Other 4/5	153			145	8
SCOTLAND TOTAL	**1734**	**353**	**1199**	**171**	**11**

Table 5.4   Achieved sample breakdown, by framework and level (Wales)

		Level			
Framework	Total	2	3	4	5+
Business	174	109	65		
Children's Care	129	37	92		
Construction	200	136	64		
Customer Service	116	82	34		
Electrotechnical	162	1	161		
Engineering and Manufacturing	286	120	166		
Hairdressing	85	61	24		
Health, Social Care and Sport	220	97	123		
Hospitality and Catering	88	67	21		
Management	90	41	49		
Retail	114	85	29		
Other 2/3	129	59	70		
Accounting	15			15	-
Business and Administration	35			35	-
Care Leadership and Management	110			27	83
Other 4/5	26			26	-
WALES TOTAL	**1979**	**895**	**898**	**103**	**83**

Conversion rates

5.4   Tables 5.5 to 5.7 show the overall conversion rate in each of the level/framework cells (i.e. the number of interviews achieved as a percentage of the starting sample). Table 5.8 highlights the frameworks with the highest and lowest conversion rates, by country. Documenting these conversion rates can prove useful for any future iterations of the survey as the conversion rates can factor into the sample selection process.

Table 5.5   Conversion rates by framework and level (England)

	Level				
Framework	2	3	4	5	**TOTAL**
Business	28%	30%			**29%**
Children's Care	27%	25%			**26%**
Construction	29%	30%			**29%**
Customer Service	17%	20%			**18%**
Electrotechnical	-	31%			**31%**
Engineering and Manufacturing	26%	33%			**29%**
Hairdressing	27%	17%			**23%**
Health, Social Care and Sport	22%	22%			**22%**
Hospitality and Catering	21%	22%			**21%**
Management	20%	21%			**21%**
Retail	19%	23%			**20%**
Other 2/3	29%	34%			**32%**
Accounting			32%	-	**32%**
Business and Administration			24%	-	**24%**
Care Leadership and Management			45%	23%	**25%**
Other 4/5			51%	67%	**54%**
Trailblazers					**123%**
ENGLAND TOTAL	**23%**	**25%**	**32%**	**23%**	**24%**

Table 5.6   Conversion rates by framework and level (Scotland)

	Level				
Framework	2	3	4	5	**TOTAL**
Business	30%	27%			**28%**
Children's Care	-	33%			**33%**
Construction	27%	30%			**29%**
Customer Service	17%	10%			**13%**
Electrotechnical	-	19%			**19%**
Engineering and Manufacturing	32%	34%			**34%**
Hairdressing	25%	18%			**23%**
Health, Social Care and Sport	20%	27%			**25%**
Hospitality and Catering	18%	13%			**16%**
Management	-	17%			**17%**
Retail	16%	16%			**16%**
Other 2/3	21%	29%			**26%**
Accounting			43%	-	**43%**
Business and Administration			23%	-	**23%**
Care Leadership and Management			29%	19%	**27%**
Other 4/5			30%	18%	**29%**
SCOTLAND TOTAL	**22%**	**26%**	**29%**	**18%**	**25%**

Table 5.7   Conversion rates by framework and level (Wales)

	Level				
Framework	2	3	4	5	**TOTAL**
Business	35%	31%			**33%**
Children's Care	31%	28%			**28%**
Construction	29%	27%			**28%**
Customer Service	31%	34%			**32%**
Electrotechnical	50%	38%			**38%**
Engineering and Manufacturing	38%	38%			**38%**
Hairdressing	25%	21%			**23%**
Health, Social Care and Sport	23%	25%			**24%**
Hospitality and Catering	23%	18%			**21%**
Management	21%	20%			**20%**
Retail	30%	36%			**31%**
Other 2/3	32%	35%			**34%**
Accounting			22%	-	**22%**
Business and Administration			36%	-	**36%**
Care Leadership and Management			35%	34%	**34%**
Other 4/5			28%	0%	**26%**
WALES TOTAL	**29%**	**30%**	**31%**	**33%**	**30%**

Table 5.8   Summary of highest and lowest conversion rates of Level 2 and 3 frameworks across England, Scotland and Wales

	England	**Scotland**	**Wales**
Highest conversion	Other – 32%	Engineering – 34%	Electrotechnical – 38%
	Electrotechnical – 31%	Children's Care – 33%	Engineering – 38%
	Construction; Business; and Engineering – each 29%	Construction – 29%	Other – 34%
Lowest conversion	Hospitality and Catering – 21%	Retail – 16%	Hairdressing – 23%
	Management – 21%	Hospitality and Catering – 16%	Hospitality and Catering – 21%
	Retail – 20%	Customer Service – 13%	Management – 20%

Comparison of targeted and achieved interviews

5.5   In total, 9,423 interviews were achieved, 86 per cent of the 11,000 target. Across the three countries, this broke down as follows:

- England – 5,709 interviews achieved, 88 per cent of the 6,500 target;

- Scotland – 1,734 interviews, 77 per cent of the 2,250 target; and

- Wales – 1,979 interviews, 88 per cent of the 2,250 target

5.6   Table 5.9 to 5.11 show the desired number of interviews per cell with the number of interviews achieved in England, Scotland and Wales. These tables show that there was some variance in the number of targeted interviews and actual achieved by framework and level.

- For England, in more cases than not the profile of achieved interviews was reasonably close to the target: in 27 of the 32 cells (84 per cent) the number of achieved interviews was at least 70 per cent of the initial target.

- For Scotland, 41 per cent of cells were at least 70 per cent of target.

- For Wales, 69 per cent of cells were at least 70 per cent of target.

Table 5.9   Achieved sample vs. target, by framework and level (England)

Framework		Level 2	3	4	5
Business and related	Targeted	339	261		
	Achieved	82%	92%		
Children's Learning and Development and Well Being	Targeted	171	229		
	Achieved	80%	74%		
Construction and related	Targeted	313	80		
	Achieved	84%	89%		
Customer Service	Targeted	324	101		
	Achieved	72%	82%		
Electrotechnical	Targeted	-	400		
	Achieved	-	78%		
Engineering, Manufacturing Technologies and related	Targeted	434	332		
	Achieved	81%	102%		
Hairdressing	Targeted	308	142		
	Achieved	81%	69%		
Health, Social Care and Sport	Targeted	442	426		
	Achieved	87%	87%		
Hospitality and Catering	Targeted	304	119		
	Achieved	84%	87%		
Management	Targeted	241	202		
	Achieved	102%	103%		
Retail	Targeted	350	82		
	Achieved	98%	112%		
Other 2/3	Targeted	56	94		
	Achieved	80%	95%		
Accounting	Targeted			177	-
	Achieved			94%	-
Business and Administration	Targeted			125	-
	Achieved			69%	-
Care Leadership and Management	Targeted			39	234
	Achieved			133%	92%
Other 4/5	Targeted			20	5
	Achieved			155%	200%
ENGLAND TOTAL	Targeted	**3282**	**2468**	**361**	**239**
	Achieved	**85%**	**88%**	**93%**	**95%**

This table does not show the target for Trailblazers as these were not assigned a 'level'. The target number of Trailblazer interviews was 150 with 184 interviews achieved (132% of target). The population of Trailblazers was 1,741 meaning that around one-in-every-ten Trailblazers was interviewed.

Table 5.10   Achieved sample vs. target, by framework and level (Scotland)

		Level			
Framework		2	3	4	5
Business and related	Targeted	54	96		
	Achieved	89%	80%		
Children's Learning and Development and Well Being	Targeted	-	4		
	Achieved	-	25%		
Construction and related	Targeted	44	381		
	Achieved	80%	89%		
Customer Service	Targeted	53	59		
	Achieved	40%	25%		
Electrotechnical	Targeted	-	88		
	Achieved	-	18%		
Engineering, Manufacturing Technologies and related	Targeted	24	370		
	Achieved	88%	103%		
Hairdressing	Targeted	96	34		
	Achieved	74%	53%		
Health, Social Care and Sport	Targeted	49	178		
	Achieved	61%	80%		
Hospitality and Catering	Targeted	72	70		
	Achieved	79%	54%		
Management	Targeted	-	128		
	Achieved	-	52%		
Retail	Targeted	80	70		
	Achieved	58%	54%		
Other 2/3	Targeted	31	69		
	Achieved	71%	99%		
Accounting	Targeted			7	-
	Achieved			43%	
Business and Administration	Targeted			15	-
	Achieved			20%	
Care Leadership and Management	Targeted			45	10
	Achieved			44%	30%
Other 4/5	Targeted			113	10
	Achieved			128%	80%
SCOTLAND TOTAL	Targeted	**503**	**1547**	**180**	**20**
	Achieved	**70%**	**78%**	**95%**	**55%**

Table 5.11   Achieved sample vs. target, by framework and level (Wales)

Framework		Level 2	3	4	5
Business and related	Targeted	104	71		
	Achieved	105%	94%		
Children's Learning and Development and Well Being	Targeted	40	111		
	Achieved	93%	83%		
Construction and related	Targeted	157	78		
	Achieved	87%	82%		
Customer Service	Targeted	89	33		
	Achieved	91%	103%		
Electrotechnical	Targeted	2	141		
	Achieved	-	113%		
Engineering, Manufacturing Technologies and related	Targeted	106	147		
	Achieved	114%	114%		
Hairdressing	Targeted	98	37		
	Achieved	62%	65%		
Health, Social Care and Sport	Targeted	139	161		
	Achieved	69%	76%		
Hospitality and Catering	Targeted	97	40		
	Achieved	70%	53%		
Management	Targeted	97	52		
	Achieved	42%	94%		
Retail	Targeted	95	27		
	Achieved	91%	107%		
Other 2/3	Targeted	61	67		
	Achieved	97%	103%		
Accounting	Targeted			27	-
	Achieved			56%	
Business and Administration	Targeted			32	-
	Achieved			119%	
Care Leadership and Management	Targeted			26	82
	Achieved			100%	101%
Other 4/5	Targeted			31	2
	Achieved			77%	-
WALES TOTAL	Targeted	**1085**	**965**	**116**	**84**
	Achieved	**82%**	**93%**	**89%**	**99%**

6. Data preparation

6.1   This chapter covers data preparation and data reduction.

Coding

6.2   Due to the quantitative nature of the survey, a minimal amount of coding was required. The main areas where coding was required were:

- **Framework coding**: If respondents stated that they were doing a different course to the one specified on the sample, their stated apprenticeship was coded into one of the overarching framework categories. However, as previously discussed, this only affected a small proportion of apprentices.

- **"Other, please specify" questions**: There were a small number of questions where an 'other – please specify' option was included to allow interviewers to record verbatim responses if they did not fit into the existing code frames assigned to each question, for example if apprentices had a different working arrangement or answered their pay frequency in a time frame that was not specified as a precede. In most cases it was possible to code these responses back into the existing code frame. Where this was not possible – and if similar or identical responses emerged among the 'other' answers – additional codes to be added to the code frame were suggested by the coding team for approval or amendment by the research team.

Data conversion

Net to Gross Pay Conversion Calculation

6.3   Apprentices were given the opportunity to provide their pay information in gross or net terms. For those that provided it as net (1,196 respondents or 13 per cent of the final sample), this needed to be converted into a gross measurement for assessment of whether their pay was compliant with the NMW. To convert net pay to gross, deductions for income tax and National Insurance needed to be "added" back onto the net pay figure. Income tax and National Insurance are calculated on gross earnings above the earnings threshold: in 2016, this was £212 a week for income tax, and £155 a week for National Insurance.

6.4   For the purposes of these calculations, we have assumed that all apprentices earning above the thresholds will be paying income tax / NI at the basic rate for; income tax this was 20%, and for National Insurance this was 12%.

6.5   Other possible deductions (such as student loan or pension payments) were not considered as these were not covered by the survey. Therefore, it is possible in some cases that the calculated gross pay figure could be below the actual gross pay figure. Tables 6.1 and 6.2 show how the conversion was calculated. Table 6.1 firstly shows how all net pay figures given at E5 were converted to weekly. Table 6.2 then shows the formulae applied for converting the weekly net figure to gross figures.

Table 6.1   First stage of converting net pay to gross pay: converting all pay to a weekly pay period

Original pay period	Calculation for 'NET_WEEK_COMBINED'
Annual	E5_year / number of weeks worked in year (A4A)
Monthly	(E5_month * 12) / number of weeks worked in year (A4A)
Four weekly	E5_fourweek / 4
Fortnightly	E5_fortnight / 2
Weekly	*No calculation applied*
Daily	E5_daily * 5 *(a five day working week was assumed)*
Hourly	E5_hour * weekly hours worked

Table 6.2   Second stage of converting net pay to gross pay: converting net weekly pay to gross weekly pay

Weekly pay	Calculation
Weekly pay > £212	Gross pay = (((NET_WEEK_COMBINED - (212*0.2) - (155*0.12)) / (1-0.2-0.12)
Weekly pay £155 - £212	Gross pay = ((NET_WEEK_COMBINED - (155*0.12)) / (1-0.12)
Weekly pay < £155	Gross pay = NET_WEEK_COMBINED

Gross Hourly Pay Conversion

6.6   Apprentices were given a number of options to provide their pay information. For the purpose of establishing compliance with the National Minimum Wage, all the various pay figures had to be converted to a gross hourly figure in accordance with the standards for calculating National Minimum Wage.

6.7   The following elements were included when calculating the gross hourly pay figure:

- "Basic Pay" and overtime paid at the basic rate. Overtime paid at a higher rate, tips and bonuses were not included;

- Hours that apprentices work and train, including unpaid overtime and overtime paid at the standard rate (time spent undertaking overtime paid at a higher rate is excluded);

- Accommodation provision and charges.

6.8   Reported pay figures were adjusted to subtract any pay that was paid at a higher rate, as this is not eligible for inclusion towards the National Minimum Wage; at the same time, hours were adjusted to exclude overtime: hours that were paid at a higher rate were subtracted. Then, all the adjusted pay figures were converted to a basic weekly pay figure, while hours worked were also converted to a final weekly figure, using the calculations in Table 6.3.

Table 6.3   Gross hourly pay conversion calculations

Original pay period	Calculation for Basic Weekly Gross Pay	Calculation for Final Weekly Hours
Annual	Adjusted_pay_year / Number of weeks worked (A4A)	*Not applicable*
Monthly	(Adjusted_pay_month * 12) / Number of weeks worked (A4A)	(Adjusted_hours_month * 12) / Number of weeks worked (A4A)
Four weekly	Adjusted_pay_fourweek / 4	Adjusted_hours_fourweek / 4
Fortnightly	Adjusted_pay_fortnight / 2	Adjusted_hours_fortnight / 2
Weekly	*No calculation applied*	*No calculation applied*
Daily	Adjusted_pay_daily * 5 *(a five day working week was assumed)*	*Not applicable*
Hourly	Adjusted_pay_hourly * number of hours worked per week	*Not applicable*

6.9   Where applicable, the accommodation offset rate was applied to the basic weekly pay figures. If accommodation was free, the offset rate of £5.35 per day the accommodation was lived in (up to £37.45 for 7 days a week) was added to the basic weekly pay figure to give a final weekly pay figure.

6.10 If accommodation was charged for, but at a rate less than or equal to £5.35 per day, no change was made to basic weekly pay, and the figure was carried forwards to final weekly pay. If accommodation was charged for at a rate above £5.35 per day, the difference was subtracted from basic weekly pay to give the final weekly pay figure.

6.11 Finally, the gross hourly pay figure was derived by dividing the final weekly pay figure by the final weekly number of hours.

Editing

6.12 Every effort was made in the CATI set-up to remove the requirement for post-fieldwork data editing. Range, logic and consistency checks were built into the programme, thus ensuring greater accuracy and allowing interviewers to resolve the majority of inconsistencies by pointing them out to the respondent during the interview. Some examples of check questions are outlined below and can be found throughout the questionnaire proved in the appendices.

- If respondents stated they were paid the same amount each week *and* sometimes did paid overtime, respondents were asked to confirm that this was correct;

- Checks were built into the questionnaire when respondents provided their working hours information if answers appeared illogical (e.g. a particularly high or low number of weekly hours);

- During the survey, responses relating to the number of hours worked and number of additional hours were added together and checked with the respondent to ensure they had provided an accurate picture of their total working hours;

- For those answering with a payslip a check question was built in to ensure pay period was recorded correctly.

6.13 The research team undertook extensive quality assurance checks on the data and despite building in these measures, there were incidences where data was incomplete and/or appeared illogical. As such a certain degree of editing was required which involved listening back to recordings of interviews to manually correct instances where, for example, an errant extra digit had been input by the interviewer.

Exclude record variable and unknown compliance

6.14 In a number of cases, it was not possible to calculate an hourly pay figure. Reasons for this included, refusal by apprentice to provide any pay related information, "Don't know" responses provided at key questions or apprentices only being able to provide a range response at key pay questions[3].

6.15 For example:

- 723 apprentices who went through the 'non-payslip' route refused to provide pay information (however, 196 of these provided their hourly rate at E11 so this was used as a proxy for calculating compliance with the NMW);

- 174 respondents provided range responses (or were still unable to provide a range estimate) at key pay questions: consideration was taken as to whether mid points of range responses should be used. However, because a slight inaccuracy in pay calculations could result in someone moving from being compliant with the NMW to non-compliant (and vice versa), there were concerns that this approach could result in either an exaggeration or an underestimation of compliance for these respondents;

- 361 respondents were unable to provide accurate weekly hour information.

6.16 In the instances where accurate, specific pay information could not be calculated, records were retained within the data file as they still provided valuable information within other parts of the survey. However, it was necessary to exclude them from

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[3] If "non payslip" apprentices were unable to give an exact figure for their pay, they were asked to provide an approximation. If they were still unable to respond, they were prompted with ranges.

basic pay and NMW calculations. As such, an 'exclude record' variable was created for relevant records and this was used as a filter when analysing pay data.

6.17 Lack of basic pay information meant it was not always possible to ascertain NMW compliance, hence the requirement for an 'unknown' code within the compliance variable (in total 472 apprentices; five per cent of the sample). However, for a proportion of these apprentices, compliance measurement was possible by using their responses to the check questions in Section E of the questionnaire (question E11, E12 and E12a).

Data availability

6.18 An anonymised SPSS data file, along with data tables, was provided to BEIS and the dataset will be deposited in the national data archive.

7. Weighting

7.1   As discussed earlier in this report, the sample of apprentices was chosen with unequal probabilities and 'conversion rates' differed within country, framework and level. Weighting was required to ensure that the survey results were representative of apprentices across the three countries and Great Britain.

7.2   Weights were applied to the final data to ensure that findings were representative of the total apprentice population. A three-stage approach to weighting was adopted:

Stage 1) Corrective weighting

7.3   The first stage of weighting was designed to correct for the sample design, which intentionally sampled various groups disproportionately (in other words, certain types of apprentices were more likely to be included in the sample than others). For example, apprentices within frameworks that had fewer apprentices than average were over-represented and these apprentices had a higher than average chance of selection (see the earlier chapter on sampling). This stage of weighting corrected for the different probabilities of selection created by the sampling approach. Reflecting the sampling approach adopted, this first stage involved weighting by level within broad framework within country.

Stage 2) Differential response weighting

7.4   The second stage of weighting was then required to rectify differential response rates across different key groups. This stage of weighting was required because even if all apprentices had an equal chance of selection in the sample, if there were different responses rates among different types of apprentices then those groups with a higher response rate would be over-represented in the dataset.

7.5   More specifically, within each country, 'rim' weights (random iterative method) were applied to ensure the achieved sample profile matched the population by gender, age and year of study. Rim-weighting uses a mathematical algorithm to provide an even distribution of results across the entire dataset while balancing certain categories (here gender, age and year of study) to pre-determined proportions. It weights the specified characteristics simultaneously and disturbs each variable as little as possible.

Stage 3) Grossing

7.6   Finally, a "grossing" factor was applied, so that the weighted data delivers volumetric findings based on the entire apprentice population.

Great Britain level and country level weights

7.7   Using the approach described above, two sets of weights were derived.

7.8   The first was a 'Great Britain' weight that has been applied for all GB-wide analysis throughout the report. This was constructed based on GB-wide apprentice populations (level within framework), with rim weights for age, gender, year of apprenticeship and country.

7.9   The second set of weights derived was a 'country' weight, applied for country-specific analysis throughout the report. Within country these weights were based on level within framework, with rim weights for age, gender and year of apprenticeship.

7.10 The apprentice population for England and Wales previously shown in Tables 2.1 and 2.3 were used to generate the weights for framework by level.

7.11 As discussed in the sample chapter, the timing of the survey meant that the CTS file to sample Scotland apprentices did not include apprentices who had started their apprenticeship between the period of December 2015 to May 2016 (but did remove those who had completed their apprenticeship during the period). For weighting purposes, an updated run of the CTS was received in July 2016 which provided an up-to-date population of apprentices in Scotland. Table 7.1 provides the populations across the two CTS datasets received – the population sampled from and the population weighted to. At an overall level, the population sampled from was 75 per cent of that which is was weighted to. The differences between the sampling population and the weighting population for Level 2/3 apprentices was greatest in the 'Hospitality and Catering' framework (the population to sample from was 47 per cent of the weighting population). The effect is that no fewer interviews would have been achieved in this framework than would otherwise have been the case, due to the low starting sample population. Hence, for the weighting the records in this framework would have received a large weight.

7.12 Also, as discussed in the sample chapter, the framework definitions in Scotland had changed, such that the 'Children's Care' framework and 'Electrotechnical' framework were no longer applicable to Scotland. As such, for the Scotland weight, the population for 'Children's Care' was merged with that of 'Health, Social Care and Sport' and the 'Electrotechnical' population was merged with that of 'Engineering and Manufacturing'. The Scotland report, therefore, presents data according to 10 frameworks rather than 12.

Table 7.1 Scotland apprentice population sampled from and weighted to by framework and level

Framework	Pop^n for sampling (Pop^n for weighting)	Total	Level 2	Level 3	Level 4	Level 5+
Business	Sampling **Weighting**	1493 **2984**	534 **1038**	959 **1946**		
Children's Care	Sampling **Weighting**	4 **6**	- **-**	4 **6**		
Construction	Sampling **Weighting**	9190 **10455**	942 **1322**	8248 **9133**		
Customer Service	Sampling **Weighting**	273 **555**	130 **207**	143 **348**		
Electrotechnical	Sampling **Weighting**	83 **83**	- **-**	83 **83**		
Engineering and Manufacturing	Sampling **Weighting**	8034 **8835**	494 **619**	7540 **8216**		
Hairdressing	Sampling **Weighting**	1042 **1492**	772 **1084**	270 **408**		
Health, Social Care and Sport	Sampling **Weighting**	2493 **3661**	539 **899**	1954 **2762**		
Hospitality and Catering	Sampling **Weighting**	1120 **2379**	568 **1219**	552 **1160**		
Management	Sampling **Weighting**	396 **655**	- **-**	396 **655**		
Retail	Sampling **Weighting**	1108 **2324**	594 **1375**	514 **949**		
Other 2/3	Sampling **Weighting**	1374 **1905**	423 **573**	951 **1332**		
Accounting	Sampling **Weighting**	7 **9**			7 **9**	-
Business and Administration	Sampling **Weighting**	15 **10**			15 **10**	-
Care Leadership and Management	Sampling **Weighting**	87 **434**			71 **417**	16 **17**
Other 4/5	Sampling **Weighting**	526 **584**			482 **494**	44 **90**
SCOTLAND OVERALL	Sampling **Weighting**	27245 **36371**	4996 **8336**	21614 **26998**	575 **930**	60 **107**

7.13 To apply the rim weights, counts were also run across the sample frameworks on age by gender and year apprenticeship commenced. Table 7.2 shows the figures used for the rim weights in each of the countries.

Table 7.2: Age by gender counts used for weighting

	England	Scotland	Wales
Gender			
Male	293862	25639	10497
Female	281032	10732	12569
Age			
16-18	84158	7681	1894
19-20	115128	11468	4026
21-24	119480	10493	6459
25+	256128	6729	10687
Year started apprenticeship			
2013 / earlier / unknown	21097	5504	538
2014	91328	6695	2320
2015	360782	24172*	13769
2016	101687		6439

Note that 2015 and 2016 were merged for the Scotland rim weight due to very few interviews being completed with apprentices who started their apprenticeship in 2016, owing to the CTS file sample from being drawn in December 2015.

8. Analysis

8.1   To assist the reporting of results, the data collected were analysed via a number of methods, including sub-groups analysis and comparisons to 2014. This chapter details the method used to carry out these types of analyses.

Sub-group analyses

8.2   To facilitate sub-group analyses, several analysis 'breaks' were applied to the data tables. The analysis breaks most commonly used for the main report are listed below:

- Age at time of interview:
    - Based on age ranges relevant to the various NMW rates i.e.
        - 16-18
        - 19-20
        - 21-24
        - 25 or older
- Age at time of payslip[4]:
    - As above
- Gender
- Framework
- Level of Apprenticeship
- Length of time on course
    - A year or less
    - More than a year
- NMW and LW eligibility
    - £3.30 (Aged 16-18 or aged 19+ and in first year of apprenticeship)
    - £5.30 (Aged 19 or 20 and in second+ year of apprenticeship)
    - £6.70 (Aged 21-24 and in second+ year of apprenticeship)
    - £7.20 (Aged 25 and over and in second+ year of apprenticeship)

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[4] Two different age variables were required for analysis. For those respondents who answered with a payslip, it was important to use apprentices' age at the time of payslip for analysis relating to pay and working hours in order to capture accurate compliance measurements. However, for a number of questions it was more relevant to use apprentice's age at the time of interview such as their current contractual or working arrangements and awareness levels of NMW.

- Compliance with appropriate NMW rate
    - Yes
    - No
    - Unknown

Significance testing

8.3 Differences between the sub-grouping identified above were tested to assess whether the differences between data were statistically significant (i.e. not due to random chance), at the 95 per cent confidence level. The significance testing used independent t-testing for means and z-testing for percentages at the 95% confidence level. Two types of testing were used: a) between each set of cross break headings (e.g. comparing between different age categories within the age cross break header) and b) comparing data within each sub-group break to the total minus the data in the individual column.

8.4 To facilitate the types of analysis necessary, data tables were produced which employed independent significance testing (i.e. testing the results for a given subgroup against the results in each of the other sub-groups within a given analysis 'break').

Rounding

8.5 As per ONS convention, figures were rounded to the nearest final digit. In terms of pay figures, this equated to the nearest pence. For example, if an apprentice's calculated hourly rate was £2.679 an hour, this would be rounded up to £2.68 but rounded down to £2.67 if calculated at £2.674.

Accuracy of pay data

8.6 There are difficulties inherent in collecting derived pay information (i.e. by dividing earnings in a period by the hours worked in the same period) and this should be acknowledged when considering data accuracy. Traditionally, issues can occur because respondents do not provide hours information that exactly matches the earnings information for the period and this results in an inaccuracy in the derived hourly rate. Other issues can occur when respondents give a "best estimate" or rounded estimate of their hour or pay figures (or both).

8.7 Several mechanisms were built into to the survey to minimise these risks and optimise exactitude of pay and hours spent working measures. These included:

- Responses to key questions were checked during the interview with apprentices

    - Total hours worked were calculated by the survey programme live during the interview and apprentices and a check question was asked to get them to confirm that the stated amount was accurate

- o After apprentices had given their pay figure, they were asked to confirm the pay period that it covered

- o Hard checks were built into the programme when apprentices gave responses to hour or pay figures that seemed illogically high or low

- Payslip element: Where possible pay information was collected from apprentices payslip, reducing the risk of misreporting

    - o It was emphasised to respondents that when providing the number of hours they worked on average per week that this needed to refer to the same pay period they provided their pay figures for

- Detailed explanations of "Gross" and "Net" pay provided so apprentices were clear of the definitions for both

8.8 Nevertheless, for the 2016 survey, data checks revealed instances where it appeared possible that apprentices misreported their hours / wages i.e. despite checks, high / low reported hours and/or pay and rounding of net pay figures. As discussed in the Data Preparation chapter, in order to ensure the basic wage and compliance findings were not skewed, records that "cast doubt" on accuracy were identified and removed from key calculations. The impact inaccuracies could potentially have in either exaggerating or underplaying basic pay and compliance levels was therefore minimised.

8.9 Although the potential for inaccuracies in the data should be considered, every effort was taken to ensure accuracy and confidence should be taken that data are exact as possible within the constraints of the survey method.

Comparisons to the 2014 Apprenticeship Pay Survey

8.10 Where direct comparisons to the 2014 Apprenticeship Pay Survey data were possible (i.e. the vast majority of questions in the survey), significance testing at the 95 per cent confidence level was carried out by testing the findings for different sub-samples.

Appendix A – Sample variables requested

England: ILR

A request was made for all Learning Aims data.

Learners who had not consented for their contact details to be shared (recorded via the 'restricted use indicator') or preferred to not be contacted via post or telephone (recorded via the 'preferred method of contact indicator') were still included in the dataset in order to establish the full population of 'current' apprentices for sampling and weighting purposes, however the contacts details for these learners was redacted prior to being supplied to IFF.

To limit the number of data rows provided (depth) an extraction algorithm with was proposed i.e. data where ProgType (Programme Type) equals 02, 03, 10, 20, 21, 22, 23 or 25. In addition, the following fields were requested in order to process the data.

Field Identifier	Field Description
UKPRN	UK provider reference number (UKPRN)
LearnRefNumber	Learner reference number
ULN	Unique Learner Number
LearnAimRef	Learning Aims datasets
DateOfBirth	Date of birth
Ethnicity	Ethnicity
Sex	Sex
L_Disability	Disability
L_LearnDiff	Learning difficulty
RUI	Restricted use indicator
PriorAttain	Prior Attainment Level
EmpStat	Current employment status
Prog type	The type of programme which the learner is undertaking

D_EmpID	Employer identifier
D_WorkPlaceLocPcode	Employer Postcode
FamilyName	Surname
GivenName	First Name
AddLine1	Address 1
AddLine2	Address 2
AddLine3	Address 3
AddLine4	Address 4
Postcode	Postcode
Tel Number	Telephone number
OrigLearnStartDate	The date on which the learner first started the learning aim
LearnStartDate	The date on which learning for the learning aim began
LearnPlanEndDate	The date by which the provider and learner plan to complete the learning related to this learning aim
LearnActEndDate	The date that the learner completed the learning activities necessary to achieve the learning aim or the date the learner withdrew from the learning activities, accurate to within a week
CompStatus	An indication of the degree of completion of the learning activities leading to the learning aim
Priorattain	The learner's prior attainment when they first enrol with the provider.

Scotland: CTS

A request was made for all current Modern Apprentices. The table below lists the fields requested.

Data fields
Personal Data
First Name
Surname
Address
Post Code
Local Authority (based on trainee address)
Date of Birth
Gender
Telephone Number
Mobile Number
E-mail address
Person ID (SDS Internal)
Assignment ID (SDS Internal)
Organisation Data
Training Provider Name
Employer Name
Employer Local Authority (based on Employer address)
MA Framework Description
Scheme Data
Employment Status
Full / Part Time
Start Date
Expected End Date
VQ Title
VQ Level
SOC 2000
SOC 2000 Description
Updated Information (still in training as at 29th April 2016)

Wales: LLWR

A request was made for all current apprentices where the variable LP17 ('type of learning programme') equalled 37, 38, 39, 41 or 42. The table below list the field requested.

Field Identifier	Field Description
LN01	Unique Learner Identifier (ULI)
LN02	Learner identifier with provider
LN03	Provider identifier
LN04	Surname
LN05	Forename(s)
LN06	Current home: Sub-dwelling
LN07	Current home: Dwelling
LN08	Current home: Street
LN09	Current home: Locality
LN10	Current home: Town/city
LN11	Current home: Postcode
LN15	Date of Birth
LN16	Gender
LN17	Ethnic origin
LP01	Unique Learner Identifier (ULI)
LP02	Learner identifier with provider
LP03	Provider identifier
LP04	Learning programme identifier
LP12	Employer name
LP13	Employer postcode
LP16	Sector framework code
LP17	Type of learning programme
LP19	Expected length of learning programme
LP22	Level of highest qualification achieved prior to learning programme
LP23	Welsh speaker indicator
LP29	Disability and/or learning difficulty indicator
LP48	Status of learner
LP55	Date terminated Learning Programme
LP66	Sector framework code 2011
LA01	ULI (Unique learner identifier)
LA02	Learner identifier with provider
LA03	Provider identifier
LA04	Learning programme identifier
LA05	Learning activity identifier
LA06	Learning aim reference
LA08	Title of learning activity
LA09	Date commenced learning activity
LA10	Expected end date of learning activity
LA22	Credit level of learning activity
LA30	Date terminated learning activity
LA31	Completion status

Appendix B – Framework definitions

The following tables provide instructions for categorising apprenticeships subjects into the framework definitions used for the 2016 Apprenticeship Pay Survey. The definitions used for the 2014 survey were used as the starting point for defining frameworks.

Table B.1: England framework definitions

First filter by level
Then D_SecSubjAreaTier2
Then Framework Code where highlighted

LEVEL 2 & 3 Category descriptors	Progtype = 2 OR 3 D_SecSubjAreaTier2	Tier 2 codes	Framework descriptions	Framework code
Business and related	Accounting and Finance	15.1		
	Administration	15.2	All except "customer service)	
	Marketing and Sales	15.4		
	Law and Legal Services	15.5		
Children's Learning and Development and Well Being	Child Development and Well Being	1.5		
Construction and related	Building and Construction	5.2		
Customer Service	Administration	15.2	Customer Service	488
Electrotechnical	Engineering	4.1	Electrotechnical	105 & 513
Engineering, Manufacturing Technologies and related	Engineering	4.1	All except 'electrotechnical'	
	Manufacturing Technologies	4.2		
	Transportation Operations and Maintenance	4.3		
Hairdressing	Service Enterprises	7.2	'Barbering' & 'Hairdressing'	507 & 508
Health, Social Care and Sport	Nursing and Subjects and Vocations Allied to Medicine	1.2		
	Health and Social Care	1.3		
	Public Services	1.4		
	Sport, Leisure and Recreation	8.1		
Hospitality and Catering	Hospitality and Catering	7.4		
	Travel and Tourism	8.2		

Management	Business Management	15.3		
Retail	Retailing and Wholesaling	7.1		
	Warehousing and Distribution	7.2		
	Service Enterprises	7.3	All except 'barbering' & 'hairdressing'	
Other – L2 and 3	Science	2.1		
	Agriculture	3.1		
	Horticulture and Forestry	3.2		
	Animal Care and Veterinary Science	3.3		
	Environmental Conservation	3.4		
	ICT Practitioners	6.1		
	ICT for Users	6.2		
	Performing Arts	9.1		
	Crafts, Creative Arts, and Design	9.2		
	Media and Communication	9.3		
	Publishing and information Services	9.4		
	Teaching and Lecturing	13.1		
	Direct Learning Support	13.2		
LEVEL 4 & 5+	**PROGTYPE=20 or 21 OR 22**			
Accounting			Accounting	454
Care Leadership and Management			Care Leadership and Management	584
			Human Resource Management	574
			Management	487
			Project Management	573
			Public Relations	572
Business and administration			Business and professional administration	620
			Business and administration	490

Other - L4 and 5+	Every progtype = 20 or 21 or 22 that did not t fit into the above
Trailblazers	**Defined as progtype=25**

Table B.2: Scotland framework definitions

Filter by level
Then MA Framework Descriptors

LEVEL 2 & 3 **Category descriptors**	**VQ Level = 2 OR 3** **MA Framework Descriptors**
Business and related	Accounting
	Business & Administration
	Facilities Management
	Payroll
	Providing Financial Services
	Sustainable Resource Management
Children's Learning and Development and Well Being	Children's Care, Learning and Development
Construction and related	Construction (Civil Engineering and Specialist Sector)
	Construction (Craft Operations)
	Construction (Technical Operations)
	Construction: Building
	Construction: Civil Engineering
	Construction: Specialist
	Construction: technical
	Construction: technical Apprenticeship
	Electrical Installation
	Fright Logistics
	Gas Industry
	Gas Heating and Energy Efficiency
	Glass Industry Operations
	Heating, Ventilation, Air Conditioning
	PCV Driving
	Plumbing
Customer Service	Customer Service

Electrotechnical	Electrotechnical Services
Engineering, Manufacturing Technologies and related	Automotive
	Biotechnologies
	Bus and Coach Engineering and Maintenance
	Electronic Security Systems
	Engineering
	Engineering Construction
	Extractive and Mineral processing
	Food manufacturing
	Furniture and Furnishing and Interiors
	Industrial applications
	Landbased Engineering
	Oil and Gas Extraction
	Polymer Processing
	Power Distribution
	Process manufacturing
	Security systems
	Upstream oil and gas production
	Trees and Timber
	Vehicle Body and Paint Operations
	Vehicle Maintenance and Repair
	Vehicle Parts Operations
	Water Industry
	Wind turbine operations and maintenance
	Wood and Turbine Industries
Hairdressing	Hairdressing
	Hairdressing and barbering
Health, Social Care and Sport	Achieving Excellence in Sports Performance
	Active Leisure, Learning and Wellbeing
	Dental Nursing
	Health and Social Care
	Housing
	Occupational Health & Safety Practice
	Social Services (Children and Young People)
	Social Services and Healthcare
	Youth Work

Hospitality and Catering	Hospitality
	Travel Services
Management	Management
Retail	Retail
	Supply Chain Management
	Food and Drink Operations
Other	Agriculture
	Amenity Horticulture
	Aquaculture
	Creative
	Creative and Digital Media
	Equine
	Fashion and Textile heritage
	game and Wildlife Management
	Horticulture
	Information and Communication Technologies
	Information security
	IT and Telecoms
	Life Science
	Maritime occupations
	Print Industry Occupations
	Printing
	Procurement
	Signmaking
LEVEL 4 & 5+	**VQ Level = 4 OR 5**
Accounting	Accounting
Care Leadership and Management and Management	Management
	Children's Care, Learning and Development
	Care services leadership and management
	Occupational Health and Safety Practice
Business and administration	Business & Administration
	Technical apprenticeship in professional services
Other - L4 and 5+	All other L4 and 5 qualifications that did not fit into the categories above

Table B.3: Wales framework key

Once level lookup is complete, first filter by level USE LP66 VARIABLE

LEVEL 2 & 3

Category descriptors	LP66 Descriptor
Business and related	00454
	00490
	00486
	00505
	00565
	00589
	00574
	10455
	20455
Children's Learning and Development and Well Being	00445
	00420
	00541
Construction and related	A0522
	PF522
	F0522
	PF519
	F0519
	A0519
	00521
	00516
	IE521
	00515
	00499
	00512
	00514
	00421
Customer Service	00488
Electrotechnical	PA513
	A0513
Engineering, Manufacturing Technologies and related	00517
	00431
	A0520
	PF520
	F0520
	PA540
	A0540
	00539
	00403
	00502
	00550

	00504
	00506
	00525
	00442
	00426
	00425
	00446
	00427
	00434
	W0330
	00437
	00436
	00433
	E0504
	00428
	00562
	00531
	00587
Hairdressing	00508
	00507
Health, Social Care and Sport	00467
	00465
	00409
	00478
	00472
	00473
	00479
	00474
	00480
	00444
	00456
	00447
	00466
	00463
	00460
	00461
	00462
	W0005
	W0002
	W0003
	W0004
Hospitality and Catering	00408
	00501
	40402
	20402
	30402

	10402
	00583
	00404
	W0001
Management	00487
	W0006
	00573
Retail	00498
	00489
	00441
	00443
	00485
	00412
	00435
	00414
Other – L2 and 3	00529
	00494
	00579
	00527
	00511
	00575
	00542
	00509
	00491
	00430
	00418
	00419
	PE504
	00523
	00561
	00524
	00449
	00528
	10528
	20528
	00422
	00439
	00492
LEVEL 4 & 5+	
Accounting	00454
Care Leadership and Management and Management	W0002
	W0003
	W0004
	W0006
	00445

	00487
	00501
	00505
	00541
	00573
	00574
	00583
Business and administration	00490
	00565
	00575
	00589
	10590
Other - L4 and 5+	All other L4 and 5 that did not fit into the above

Appendix C: The questionnaire

Apprenticeship Pay Survey 2016   J5636   Date 18/7/17

Telephone

Sample variables used in script:

Respondent name	
Course name	
Provider name	
Employer name	
Start date	MONTH / YEAR
Sample indicates that been doing the Apprenticeship for less than a year	Yes / No
Planned completion date	MONTH / YEAR
Higher Apprenticeship	Yes / No
Country	England, Scotland or Wales
Disability flag	Yes / No
Has DOB in sample flag	Yes / No
DOB from sample	DD/MM/YYYY
Age from sample	Calculate from DOB

Screener

ASK PERSON WHO ANSWERS PHONE

S1 **Good morning / afternoon / evening. My name is** <NAME> **and I'm calling from IFF Research. Please can I speak to** <RESPONDENT NAME>**?**

Respondent answers phone	1	CONTINUE
Transferred to respondent	2	
Hard appointment	3	MAKE APPOINTMENT
Soft Appointment	4	
No reply / Answer phone	5	CALL BACK
Engaged	6	
Named person moved and new number known (COLLECT)	7	CALL NEW NUMBER
Named person moved and number NOT known	8	CLOSE
Never heard of the named person	9	
Not available in deadline	10	
Fax Line	11	
Business Number	12	
Dead line	13	
Re-send advance letter via email	15	Collect email address (input required twice for check)

WHEN TALKING TO NAMED RESPONDENT

S2 **Good morning / afternoon, my name is** <NAME> **calling from IFF Research, an independent market research company. We're doing a short survey for the Department for Business, Innovation and Skills** <IF WALES: **and the Welsh Government**> <IF SCOTLAND: **and the Scottish Government**> **about learning and training, hours of work, and pay.**

ADD IF NECESSARY: You may be aware that the Department for Business, Innovation and Skills was recently changed to become the Department for Business, Energy and Industrial Strategy.

You should have received a letter in the post explaining what the survey is about. As the letter stated, you might find it useful to have a payslip or your contract with you as I will be asking some questions relating to your pay and this will help you give accurate answers. These questions are so we can understand whether employers are conforming to rules relating to fair pay.

The survey should only take 10 minutes. Would now be a good time for you to answer a few questions?

[IF WELSH SAMPLE]: INTERVIEWER NOTE: *IF RESPONDENT REQUESTS AN INTERVIEW IN WELSH, SELECT CONTINUE AND CHOOSE S2A=1.*

INTERVIEWER ADD IF NECESSARY:

We are not trying to sell you anything. We are only collecting information about training courses, work and pay. Your feedback is extremely important as it will help to inform Government policy on fair pay and national pay reviews which could benefit employees.

Your employer will not be informed by us that you have taken part in the survey.

The Department for Business, Innovation and Skills is the Government department in charge of in-work learning and training in England. The Department was recently changed to become the Department for Business, Energy and Industrial Strategy.

The Skills Funding Agency is the Government agency responsible for funding in-work learning and training in England.

The Welsh Government and the Scottish Government provide funding for in-work learning and training in Wales and Scotland.

Yes	1	CONTINUE
Hard appointment	2	MAKE APPOINTMENT
Soft appointment	3	
Refusal (NOTE ANY COMMENTS)	4	THANK AND CLOSE
Re-send advance letter via email	5	Collect email address (input required twice for check)

ASK IF HARD OR SOFT APPOINTMENT SELECTED (S2=2/3) AND WELSH SAMPLE

S2A **Would you prefer us to call you back in Welsh or English?**

Welsh	1	**"One of our Welsh speaking interviewers will call back in the next one or two working days to make an appointment with you."** THANK AND CLOSE
English	2	CONTINUE TO APPOINTMENT SCREEN

ASK IF WELSH LANGUAGE CALLBACK

S2WELSH **Good morning / afternoon, my name is** NAME**, calling from IFF Research, an independent market research company.**
One of our interviewers called you recently about the Apprenticeship Pay Survey we are conducting on behalf of the Department for Business, Innovation and Skills and the Welsh Government. You said you would like to be called back in Welsh.
Would now be a good time to do the interview?
IF NOT: **When would be a suitable time to conduct the interview with you?**

Continue	1	CONTINUE TO S3
Hard appointment	2	MAKE APPOINTMENT
Soft appointment	3	
Refusal (NOTE ANY COMMENTS)	4	THANK AND CLOSE

S3   INTERVIEWER NOTE:

FINE TO CONTINUE	1	CHECK S6
LANGUAGE DIFFICULTIES	2	GO TO S4
RESPONDENT MAY HAVE LEARNING DIFFICULTIES, HEARING OR SPEECH IMPAIRMENT, OR OTHER DISABILITY WHICH IS MAKING THE INTERVIEW DIFFICULT TO CONDUCT:	3	GO TO S5

ASK ALL

S3a   **Please note, this call may be recorded for quality or training purposes.**

ASK IF LANGUAGE DIFFICULTIES (S3=2)

S4   Is there someone who would be able to interpret for you or to answer the questions on your behalf?

Yes – but this person not currently available	1	ARRANGE TO CALL BACK TO CONDUCT INTERVIEW WHEN PROXY IS AROUND (NOTE NAME OF PERSON AND TIME & DATE TO CALL BACK)
Yes – this person available now	2	ASK TO SPEAK TO THIS PERSON; THEN RE-INTRODUCE THE SURVEY AND PROCEED WITH THE INTERVIEW
No (INTERVIEWER: NOTE LANGUAGE REQUIRED)	3	THANK AND CLOSE

ASK IF RESPONDENT MAY HAVE LEARNING DIFFICULTIES, HEARING OR SPEECH IMPAIRMENT, OR OTHER DISABILITY WHICH IS MAKING THE INTERVIEW DIFFICULT TO CONDUCT (S3=3)

S5   Is there someone who would be able to answer the questions on your behalf?

IF HARD OF HEARING**: would you prefer to conduct the interview using Type Talk?**

Yes – but this person not currently available	1	ARRANGE TO CALL BACK TO CONDUCT INTERVIEW WHEN PROXY IS AROUND (NOTE NAME OF PERSON AND TIME & DATE TO CALL BACK)
Yes – this person available now	2	ASK TO SPEAK TO THIS PERSON; THEN RE-INTRODUCE THE SURVEY AND PROCEED WITH THE INTERVIEW
Yes –prefer to conduct the interview using Type Talk	3	ARRANGE SUITABLE TIME
No (INTERVIEWER: NOTE THE ISSUE)	4	THANK AND CLOSE

ASK WELSH SAMPLE AND SAID CONTINUE AT S2 (S2=1)

S6 **Before I start with the main interview, can I just check, would you prefer to be interviewed in English or in Welsh?**

Prefer English	1	CONTINUE IN ENGLISH
Prefer Welsh	2	CONTINUE IN WELSH VERSION (IF WELSH SPEAKER) OR SAY WILL BE CALLED BACK SOON BY ONE OF OUR WELSH SPEAKING INTERVIEWERS
Don't mind	3	CONTINUE IN ENGLISH IF ENGLISH SPEAKER OR IN WELSH IF WELSH SPEAKER

ASK ALL

T1 **We are contacting you because we understand that you are currently involved in a course or training in** <COURSENAME FROM SAMPLE>. **Can I check are you still doing this course or training?** [SINGLE CODE]

Yes - still doing the course / training	1	CONTINUE TO A1
No, doing a different course / training	2	ASK T3
No – finished or left that that course / training early	3	THANK AND CLOSE
No, did a different course / training (no longer on it)	4	THANK AND CLOSE
No, have not done any course / training	5	ASK T2
Not started the course / training yet	6	THANK AND CLOSE

IF CODE 5 AT T1 AND PROVIDER NAME OR EMPLOYER NAME ON THE SAMPLE

T2 **As we understood it this was with** [IF ONE OR OTHER OF PROVIDER NAME OR EMPLOYER NAME KNOWN: **<PROVIDER NAME> <EMPLOYER NAME>**] [IF BOTH PROVIDER NAME AND EMPLOYER NAME KNOWN: **<PROVIDER NAME> and the employer was <EMPLOYER NAME>].** [IF PENDDATE IS JUNE 2016 OR LATER: **It was due to end in <PLANNED END DATE>.**] **Which of the following applies…**

READ OUT. SINGLE CODE.

I am currently doing this course / training, even if with a different provider or employer	1	CONTINUE TO A1
I recall it now but I'm no longer doing the course (e.g. because you completed it or left it early)	2	
I never started the course	3	THANK AND CLOSE
I've no recollection of the course	4	

IF CODE 2 AT T1

T3   **What is the subject of the course or training that you are currently undertaking?**

WRITE IN

IF CODE 2 AT T1

T3a   **Is this a level <**INSERT LEVEL OF COURSE FROM SAMPLE**> course?**

Yes	1	ASK T3c
No	2	ASK T3b
Don't know	3	ASK T3c

IF CODE 2 AT T3A OR IF TRAILBLAZER APPRENTICESHIP (LEVEL ON SAMPLE = "TRAILBLAZER")

T3b   [IF T3A=2: **What** [ENGLAND AND WALES: **NVQ**] [SCOTLAND: **SVQ] level is it …**]

[IF TRAILBLAZER: **What level NVQ is the course, it it…**]

READ OUT AND CODE ONE ONLY

Level 2	2	ASK T3c
Level 3	3	
Level 4	4	
Level 5	5	
Level 6	8	
Level 7	9	
(DO NOT READ OUT) It doesn't have a level	6	THANK AND CLOSE
(DO NOT READ OUT) Level 1 / entry level	7	THANK AND CLOSE
(DO NOT READ OUT) Don't know	X	ASK T3c

IF CODE 2 AT T1

T3c **And can I check does it involve some time with an employer, and some receiving formal training. You may have been told it is an Apprenticeship.**

Yes	1	ASK A1
No	2	THANK AND CLOSE
(DO NOT READ OUT) Don't know	3	

REASSURANCES TO USE IF NECESSARY
- The interview will take around 10 minutes to complete.
- The interview is completely confidential and we will not inform your employer that you have taken part in the research
- Please note that all data will be reported in aggregate form and your answers will not be reported to our client in any way that would allow you to be identified.
- Your personal details will not be passed on to a third party without first seeking express permission.
- All personal information and pay related information will be used for analysis purposes and will not be linked directly to you or your employer
- If respondent wishes to confirm validity of survey or get more information about aims and objectives, they can call:

MRS: Market Research Society on 0500396999
IFF: Tariq Oozeerally or Sam Selner on 0207 250 3035
BIS: Bryan Halka: 0207 215 5876
[IF SCOTLAND SAMPLE]: **Scottish Government – Stuart King 0300 244 6786**
[IF WALES SAMPLE]: **Welsh Government – Claire McCloy 01443 663711**

A Course or training undertaken

A1 **According to** [ENGLAND: **the Skill Funding Agency's**] [SCOTLAND: **Skills Development Scotland's**] [WALES: **the Welsh Government's**] **records we were supplied with, you are undertaking this course/training whilst working for** <TEXT SUB: **EMPLOYER FROM SAMPLE**>. **Can I check, is this correct?**

*IF NO: PROBE WHETHER WITH EMPLOYER WHEN STARTED THE COURSE BUT HAVE SINCE CHANGED EMPLOYER **OR** DID NOT WORK FOR STATED EMPLOYER*

Yes	1	ASK A3
No – that was the employer I started the course or training with but I am no longer with this employer / changed employer	2	ASK A1a
No – did not work for them. Training / course being done with a different employer	3	ASK A1a
I am not employed whilst doing this course/training	4	THANK AND CLOSE
Don't know / refused	X	ASK A3

A1a **What is the name of the employer you are working for?**

WRITE IN		
Don't know / refused	X	

A2 **What is the name of the employer you are working for while doing this course or training?**

WRITE IN		
I am not employed (whilst doing this course/training)	3	THANK AND CLOSE
Don't know / refused	X	

A3 **Do you have a written contract of employment with this employer?**

Yes	1	
No	2	
Don't know	3	

IF HAVE WRITTEN CONTRACT (A3=1)

A4 **Are you contracted to work for the full year or only part of each year?**

ADD IF NECESSARY: FOR EXAMPLE, YOU MAY BE EMPLOYED SEASONALLY OR WORK IN A SCHOOL WHERE YOU ARE MAY CONTRACTED TO WORK DURING TERM TIME.

NOTE: if they say the contract is due to end shortly this does not mean the answer should therefore be part of the year.

Full year	1	
Part of the year	2	
Don't know	X	

WORK ONLY PART OF THE YEAR (A4=2)

A4a **How many weeks a year are you contracted to work?**

WRITE IN (RANGE 1-51)		
Don't know / refused	X	

ASK ALL

A5 **Thinking about your employment, which one of the following best applies…?** READ OUT AND CODE ONE ONLY

You have a permanent job with no fixed end date	1
You will be employed for the duration of your training only	2
You have a fixed end date for your employment which is after the date you expect to complete your training	3
Or some other arrangement(SPECIFY)	0
(DO NOT READ OUT) Don't know	X

ASK ALL

A6 **According to <**IF ENGLAND**: the Skills Funding Agency's**> <IF WALES: **the Welsh Government's**> <IF SCOTLAND: **Skill Development Scotland's**> **records, you started this course/training around** <insert START DATE (MONTH AND YEAR) from sample>**? Is that correct?**

Yes	1	
No	2	
Don't know / cant's remember	3	

ASK IF DIFFERENT START DATE TO SAMPLE (A6=2)

A7 **Approximately when did you start this course/training?** CODE MONTH AND YEAR

January	1
February	2
March	3
April	4
May	5
June	6
July	7
August	8
September	9
October	10
November	11
December	12
Can't remember month	13

FOR YEAR USE

2016	7
2015	8
2014	1
2013	2
2012	3
2011	4
Earlier	5
Can't remember year	6

PROGRAMMER: whether been doing the Apprenticeship for less than a year?

DUMMY QA

A year or less	(A6 = 1 or X) & (Sample indicates a year or less) Or A6=2 & [(A7 (YEAR = 2016) OR (Year = 2015 and current i.e. interview month same month or earlier than A7 month)]
More than a year	Not the above

PROGRAMMER: NOTE FOR SUBSEQUENT TEXT SUBSTITUTION

DUMMY Q1

Course name	FROM SAMPLE UNLESS T3 ANSWERED (IN WHICH CASE TAKE T3 ANSWER)
Current employer name	FROM SAMPLE UNLESS A1a OR A2 ANSWERED IF EMPLOYER NAME REFUSED / DON'T KNOW SUBSTITUTE 'your employer'

Employment circumstances

ASK ALL

Thinking of the employer you were working for when you started the <INSERT COURSE NAME FROM DUMMY Q1> **course or training, had you already been working for them when you started the course or training?**

Yes	1	
No	2	
Can't remember	X	

THERE IS NO B2

ASK IF WORKED FOR EMPLOYER BEFORE COURSE/TRAINING (B1=1)

Did your pay increase, decrease or stay the same as a direct result of starting your <INSERT COURSE NAME FROM DUMMY Q1> **course / training?**

SINGLE CODE.

Increase	1
Decrease	2
Stayed the same	3
Changed but not as a direct result of starting the course	4
Can't remember	X

THERE IS NO B4

ASK ALL
Can you tell me if you are aged…READ OUT

[IF ASKED: **this is just to help us understand some of your later answers]**

16-18	1
19-20	2
21-24	3
Or 25 or older	4
(DO NOT READ OUT) Refused	V

PROGRAMMER: Dummy variable "AGE AND YEAR"

Aged 16-18	B5=1 or age on sample 16-18	*Apprenticeship NMW applies (£3.30 per hour)*
Aged 19+ and in first year of Apprenticeship	((B5=2, 3 or 4) or (age on sample 19+) & (answers from A6/A7 indicate < 1 year)	*Apprenticeship NMW applies (£3.30 per hour)*
19+ and in second+ year of Apprenticeship	((B5=2, 3 or 4) or (age on sample 19+) & (answers from A6/A7 indicate 1 year plus)	*Relevant NMW is not Apprenticeship NMW*
Aged refused	Age unknown on sample and B5=V	

Payslip, pay and hours

ASK ALL
I am now going to ask you some questions about your pay and hours of work. For these questions, I am asking specifically about any pay you get from <INSERT EMPLOYER NAME FROM DUMMY Q1>**, and not for any second jobs you might have. First can you tell me, do you always get paid the same amount each week, or does this vary depending on how many hours you work?**

SINGLE CODE

Always get the same amount each week	1
It varies depending on the hours worked	2
Don't know	3

IF VARIES DEPENDING ON THE HOURS WORKED (C1=2)
Are all the hours that you work paid at the same rate, or do you get a higher hourly rate for some hours, for example for working overtime, at weekends etc.?

SINGLE CODE

All paid at the same rate	1
Some paid at a different rate	2
Don't know	3

ASK ALL
READ OUT. SINGLE CODE.

	Yes	No	Don't know
a) Do you have a set number of hours you are contracted to work each week?	1	2	3
IF YES AT C3 a): **b) How many hours a week is this?**	(allow decimals)		3
ASK ALL **c) Do you ever work overtime - by this we mean any time paid or unpaid in addition to what you consider to be your** [IF C3_a=2/3: **normal]** [IF C3_a**=1: contracted**] **working hours?**	1	2	3
IF YES at C3 c) **d) Is any of this overtime or additional hours paid?**	1	2	3
ASK ALL **e) Do you receive any bonuses, commissions or tips**	1	2	3
f) Do you receive payslips from your employer?	1	2	3
IF YES AT C3 f) **g) Do you have a recent payslip to hand now?**	1	2	3
IF NO / DON'T KNOW AT C3 g) **h) Would it to be possible for you to get one now to assist your answers when I come to ask pay-related questions? We would strongly encourage you to use a payslip if possible, to help you answer the pay-related questions easily and quickly.** INTERVIEWER NOTE: ONLY CODE YES ONCE RETURN WITH ONE	1	2	3

IF C1=1 & C3D=1

C3a **Can I just check, you mentioned that you get paid the same amount each week, but that you also sometimes do paid overtime. Are these both right?**

Yes	1	IF SO FORCE C1 = 2 AND ASK C2, THEN CONTINUE
No	2	AMEND EITHER C1 OR C3d

IF PAYSLIP AVAILABLE (C3g =1 OR C3h=1) – IF NOT GO TO SECTION D

I'd like to ask you a few questions about your pay. What month and year does this payslip cover?

INTERVIEWER NOTE: Payslip might not cover the full month (i.e. it might be weekly). We are asking them to tell us "which year and month is the payslip from.

DS NOTE YEAR CODES TO REMAIN CONSISTENT WITH 2014 SURVEY, BUT SHOULD BE SHOWN IN ORDER 2016 THRU '2012 OR EARLIER' ON SCREEN

MONTH		YEAR	
January	1	2016	5
February	2	2015	6
March	3	2014	1
April	4	2013	2
May	5	2012 or earlier	3
June	6	Don't know	4
July	7		
August	8		
September	9		
October	10		
November	11		
December	12		
Don't know month	X		

IF (AGED 25+ (FROM SAMPLE OR B5=4) AND PAYSLIP FROM MARCH 2016 OR EARLIER) OR (AGED UNDER 25 (FROM SAMPLE OR B5=1-3) AND PAYSLIP FROM SEPTEMBER 2015 OR EARLIER)

Do you have a more recent payslip available?

Yes	1	**DS: Show following message ''Please ask respondent to use the most recent payslip they have to hand, if available' and then RE-ASK C4**
No	2	IF PAYSLIP FROM 2014 OR EARLIER (C4_2=1-3) OR DK YEAR (C4_2=4) GO TO SECTION D ALL OTHERS CONTINUE

IF PAYSLIP AVAILABLE AND IN DATE (C3 G=1) OR (C3 H=1) AND (C4_2=5-6)

And does the payslip cover a week, a fortnight, four weeks, a month, or some other period?

Week	1	
Fortnight	2	
4 weeks	3	
Month	4	
Other (SPECIFY)	5	
Don't know	X	GO TO D1

IF (PAYSLIP MONTH=APRIL (C4_1=4) AND YEAR IS 2016 (C4_2=5) AND RESPONDENT AGED 25+ (AGE FROM SAMPLE>24 OR B5=4))

Did the period covered by the payslip start _before_ 1st April 2016?

INTERVIEWER NOTE: E.G. SPANNING END OF MARCH / BEGINNING OF APRIL

Yes	1	DS: SET C4_1 AS 3 (MARCH)
No	2	CONTINUE

<u>IF PAID SAME AMOUNT EACH WEEK AND HAS PAYSLIP [(C1=1) & (C3g =1 OR C3h=1)] (OTHERS CHECK TO NEXT UNDERLINED HEADING – C11)</u>

Looking at the payslip what is the GROSS pay shown, by this I mean the figure BEFORE tax, national insurance and any other deductions. [IF C3E=1: **Please exclude bonuses, commissions or tips**].

	Weekly	**Fortnightly**	**Four weekly**	**Monthly**	**Other**
	Allow decimals	Allow decimals	Allow decimals	Allow decimals	Allow decimals
EXACT FIGURE:	£_____	£_____	£_____	£_____	£_____
Don't know *	X	X	X	X	X
Refused *	V	V	V	V	V

IF GIVE AN EXACT FIGURE AT C6
And can I just check this figure is per <ANSWER FROM C5>?

Yes	1
No – the figure is monthly	2
No – the figure is 4 weekly	3
No – the figure is fortnightly	4
No – the figure is weekly	5
No – the figure is annual	6
Other (SPECIFY)	0

<u>IF PAID SAME AMOUNT EACH WEEK AND HAS PAYSLIP [(C1=1) & (C3g =1 OR C3h=1)</u>

Thinking about the period covered by the payslip, how many hours A WEEK did you spend working for <INSERT NAME OF EMPLOYER FROM DUMMY Q1> **EXCLUDING unpaid meal breaks** [IF EVER DO OVERTIME (C3c=1): **but including any unpaid overtime]**

IF VARIED EACH WEEK ACROSS THE PERIOD ON THE PAYSLIP ASK FOR A WEEKLY AVERAGE ACROSS THE PERIOD

IF DON'T KNOW PLEASE ASK RESPONDENT TO PROVIDE BEST ESTIMATE.

WRITE IN	/ HOURS A WEEK (Data programmers: allow decimals)
DON'T KNOW *……………………X	

SOFT CHECK: INTERVIEWER TO RECONFIRM HOURS IF LESS THAN 10 OR OVER 50

Just to confirm, I've recorded that in the period covered by the payslip you worked [C8 INTEGER] **hours PER WEEK. Is that correct?**

Yes	1	
No INTERVIEWER NOTE: If 'no' is selected you will be automatically routed back to re-ask question C8.	2	RE-ASK C8

HARD CHECK: MORE THAN 100 HOURS NOT PERMISSIBLE

IF PAID SAME AMOUNT EACH WEEK AND HAS PAYSLIP [(C1=1) & (C3g =1 OR C3h=1)

We are also interested in the amount of time each week you spend attending college; on courses, workshops or training sessions at your employer's premises or held externally; learning at home; learning from workbooks; with your assessor, or filling in your portfolio.

In addition to the <TEXT SUB IF C8 ANSWERED AS A NUMBER: C8> **hours per week you worked, in the time period covered by the payslip how many hours per week, if any, did you spend training or on guided learning as part of your** <INSERT COURSE NAME FROM DUMMY Q1> **course?**

[So if you said you work 35 hours a week and during this time you spend 1 hour filling in your portfolio, please do not include this hour, as you've already accounted for it]

IF DON'T KNOW PLEASE ASK RESPONDENT TO PROVIDE BEST ESTIMATE. IF RANGE PROVIDED I.E. 3-5 HOURS, PLEASE PROBE FOR EXACT FIGURE.

WRITE IN ADDITIONAL HOURS A WEEK TRAINING(Data programmers: allow decimals)	
DON'T KNOW *……………..X	

SOFT CHECK IF C9=0.1-4.9 OR C9>50:

Just to confirm, I've recorded that in the period covered by the payslip you spent [C9 INTEGER] **hours PER WEEK on training or guided learning activities and these hours are in addition to your working hours. Is that correct?**

Yes	1	
No INTERVIEWER NOTE: If 'no' is selected you will be automatically routed back to re-ask question C9.	2	RE-ASK C9

HARD CHECK: 100 MORE HOURS NOT PERMISSIBLE

ASK ALL WHERE SPECIFIC NUMBERS GIVEN AT C8 & C9
Can I just check, in the period covered by the payslip, you spent a total of <SUM OF C8 + C9> **hours working and training EACH WEEK** [IF EVER DO OVERTIME (C3c=1:**, including any unpaid overtime.**] **Is that correct?**

INTERVIEWER NOTE: We are looking for the hours they do EACH WEEK and not the total number of hours covered by the payslip

Yes	1	
No INTERVIEWER NOTE: If 'no' is selected you will be automatically routed back to re-ask questions C8 and C9.	2	RE-ASK C8 TO C9

IF PAYSLIP AND PAY VARIES DEPENDING ON HOURS WORKED (C1=2 OR X) AND (C3G=1 OR C3H=1)

Looking at the payslip what is the TOTAL GROSS pay shown, by this I mean the figure BEFORE tax, national insurance and any other deductions. [IF OVERTIME EVER PAID C3d=1: **Please include any PAID overtime**] [IF C3e=1: **Please exclude bonuses, commissions or tips**]**?**

	Weekly	**Fortnightly**	**Four weekly**	**Monthly**	**Other**
	Allow decimals	Allow decimals	Allow decimals	Allow decimals	Allow decimals
EXACT FIGURE:	£_____	£_____	£_____	£_____	£_____
Don't know *	X	X	X	X	X
Refused *	V	V	V	V	V

IF GIVE AN EXACT FIGURE AT C11

And can I just check this figure is per <ANSWER FROM C5>**?**

Yes	1
No – the figure is monthly	2
No – the figure is 4 weekly	3
No – the figure is fortnightly	4
No – the figure is weekly	5
No – the figure is annual	6
Other (SPECIFY)	0

IF PAYSLIP AND PAY VARIES DEPENDING ON HOURS WORKED (C1=2 OR X) AND (C3G=1 OR C3H=1)

Does the payslip show the number of hours worked, on which this pay is based?

Yes	1	
No / can't see it	2	

IF YES (C13=1)

What is the TOTAL number of hours shown on the payslip? (IF OVERTIME EVER PAID (C3d=1) **Please include any paid overtime)**

WRITE IN (Data programmers: allow decimals)	
DON'T KNOW * ……………………X	

SOFT CHECK IF PAYSLIP WEEKLY (C5=1) AND (C14<10 OR C14>50):

Just to confirm, your payslip shows that you worked [INSERT INTEGER FROM C14] **hours FOR A SINGLE WEEK. Is that correct?**

HARD CHECK IF PAYSLIP WEEKLY (C5=1): MORE THAN 100 HOURS NOT PERMISSIBLE

SOFT CHECK IF PAYSLIP FORTNIGHTLY (C5=2) AND (C14<20 OR C14>100):

Just to confirm, your payslip shows that you worked [INSERT INTEGER FROM C14] **hours over a FORTNIGHTLY PERIOD. Is that correct?**

HARD CHECK IF PAYSLIP FORTNIGHTLY (C5=2): MORE THAN 200 HOURS NOT PERMISSIBLE

SOFT CHECK IF PAYSLIP FOUR WEEKLY (C5=3) AND (C14<40 OR >200):

Just to confirm, your payslip shows that you worked [INSERT INTEGER FROM C14] **hours OVER A FOUR WEEK PERIOD. Is that correct?**

HARD CHECK IF PAYSLIP FOUR WEEKLY (C5=3): MORE THAN 400 HOURS NOT PERMISSIBLE

SOFT CHECK IF PAYSLIP MONTHLY OR OTHER (C5=4 OR 5) AND (C14<40 OR C14>215):

Just to confirm, I've recorded that you worked [INSERT INTEGER FROM C14] **hours over the time period covered by the payslip. Is that correct?**

HARD CHECK IF PAYSLIP MONTHLY OR OTHER (C5=4 OR 5): MORE THAN 430 HOURS NOT PERMISSIBLE

IF GIVE AN EXACT FIGURE AT C14
And can I just check is this the number of hours for the <ANSWER FROM C5>**?**

Yes	1
No – the figure is monthly	2
No – the figure is 4 weekly	3
No – the figure is fortnightly	4
No – the figure is weekly	5
No – the figure is annual	6
Other (SPECIFY)	0

IF HOURS NOT ON PAYSLIP (C13=2)
Thinking about the period covered by the payslip, how many hours A WEEK did you spend working for <INSERT NAME OF EMPLOYER FROM DUMMY Q1> **EXCLUDING unpaid meal breaks** [IF EVER OVERTIME (C3c=1: **but including paid over time or additional hours?**

IF VARIED EACH WEEK ACROSS THE PERIOD ON THE PAYSLIP ASK FOR A WEEKLY AVERAGE ACROSS THE PERIOD

IF DON'T KNOW PLEASE ASK RESPONDENT TO PROVIDE BEST ESTIMATE.

WRITE IN　　　　　　　　　/ HOURS A WEEK (Data programmers: allow decimals)	
DON'T KNOW *…………………….X	

SOFT CHECK IF C16<10 OR C16>50:

Just to confirm, I've recorded that in the period covered by the payslip you worked [C16 INTEGER] **hours PER WEEK. Is that correct?**

Yes	1	
No INTERVIEWER NOTE: If 'no' is selected you will be automatically routed back to re-ask question C16.	2	RE-ASK C16

HARD CHECK: MORE THAN 100 HOURS NOT PERMISSIBLE

IF PAYSLIP AND PAY VARIES DEPENDING ON HOURS WORKED (C1=2 OR X) AND (C3G=1 OR C3H=1

We are also interested in the amount of time each week you spend attending college; on courses, workshops or training sessions at your employer's premises or held externally; learning at home; learning from workbooks; with your assessor, or filling in your portfolio.

In ADDITION to the <TEXT SUB IF EXACT ANSWER AT C14 and GIVEN AS WEEKLY [C5=1]) OR C16: THE NUMBER AT C14 OR C16 **hours per week you worked that you just mentioned**>, <TEXT SUB IF C14 NOT GIVEN WEEKLY [C5 NOT=1]: **hours shown on your payslip**> **in the time period covered by the payslip how many hours PER WEEK, if any, did you spend training or on guided learning as part of your** <INSERT COURSE NAME> **course?**

ADD IF NECESSARY: **So if you said you work 35 hours a week and during this time you spend 1 hour filling in your portfolio, please do not include this hour, as you've already accounted for it.**

IF DON'T KNOW PLEASE ASK RESPONDENT TO PROVIDE BEST ESTIMATE. IF RANGE PROVIDED I.E. 3-5 HOURS, PLEASE PROBE FOR EXACT FIGURE.

WRITE IN ADDITIONAL HOURS A WEEK TRAINING(Data programmers: allow decimals)	
DON'T KNOW *……………..X	

SOFT CHECK IF C17<5 OR C17>50:

C17chk **Just to confirm, I've recorded that in the period covered by the payslip you spent** [C17 INTEGER] **hours PER WEEK on training or guided learning activities and these hours are in addition to your working hours. Is that correct?**

Yes	1	
No INTERVIEWER NOTE: If 'no' is selected you will be automatically routed back to re-ask question C17.	2	RE-ASK C17

HARD CHECK: 100 MORE HOURS NOT PERMISSIBLE

HARD CHECK SUM OF C1 AND C2: 0 IS NOT PERMISSIBLE. 100 MORE HOURS NOT PERMISSIBLE

ASK ALL WHERE SPECIFIC ANSWERS GIVEN AT [(((C14 IF WEEKLY (C5=1)) OR C16)) AND C17]

Can I just check, in the period covered by the payslip, you spent a total of approximately <SUM OF C14 IF WEEKLY/C16 + C17> **hours working and training each week** [IF EVER DO OVERTIME:**, including any paid overtime.**] **Is that correct?**

Yes	1	
No	2	RE-ASK C14 – C17

IF PAYSLIP AND PAY VARIES DEPENDING ON HOURS WORKED (C1=2 OR X) AND (C3G=1 OR C3H=1)

Thinking about the total [IF ANSWERED C14: INTEGER GIVEN AT C14] [IF ANSWERED C16: INTEGER GIVEN AT C16] **hours you worked, were any of these paid at a higher rate than your standard rate?**

Yes	1	
No	2	
Don't know*	3	ASK D1

IF C19 = 1 (YES TO EXTRA HOURS AT THE HIGHER RATE)

[IF ANSWERED C16: **In the period covered by the payslip, how many hours a WEEK on average were you paid at a higher rate than your normal rate?**] [IF ANSWERED C14: **How many of the hours shown on your payslip were paid at a higher rate than your normal rate?**]

WRITE IN NUMBER OF HIGHER RATE HOURS (Data programmers: allow decimals) (ANSWER MUST BE LESS THAN C14 / C16 ANSWER)	
DON'T KNOW *……………..X	

IF C19 = 1 (YES TO EXTRA HOURS AT THE HIGHER RATE)

What is the higher hourly rate at which you are paid? Please answer in gross terms i.e. before tax, NI and other deductions.

[IF SAYS VARIES ASK THE HIGHER RATE PAID MOST OFTEN]

(NB RECORD THE TOTAL RATE <u>NOT</u> THE INCREMENT OVER THE STANDARD RATE]

£ _____ per hour (ALLOW DECIMALS)	1
Other (SPECIFY)	2
Don't know	X

IF PAYSLIP AND PAY VARIES DEPENDING ON HOURS WORKED (C1=2 OR X) AND (C3G=1 OR C3H=1)

In the period covered by the payslip, did you work any extra hours for which you were NOT paid?

Yes	1	
No	2	
Don't know*	3	ASK D1

IF "WORKED EXTRA UNPAID HOURS (C22=1)

Approximately how many hours was this? <IF ANSWERED C16: **Please give the figure per week**>.

ADD IF NECESSARY: **It is fine to give a best estimate.**

WRITE IN NUMBER OF UNPAID HOURS (Data programmers: allow decimals)	
DON'T KNOW *……………..X	

Non-payslip pay and hours

SectionD_DUM:	

1 (Yes)	IF:
	
	• **"No payslip"** (C3f=2 OR 3) or (C3h= 2 OR 3); OR
	
	• **"Has payslip but don't know if pay varies each week"** (C1=3)
	[i.e. those with payslip but not asked either C6 or C11]; OR
	• **"Has payslip but don't know the time period the payslip covers"** (C5=X); OR
	
	• **"Has payslip and get paid same amount each week but DK or REF at"**:
	   o C6; or
	   o C8; or
	   o C9; OR
	
	• **"Has payslip and pay varies depending on hours worked but DK or REF at"**:
	   o C11; or
	   o C14; or
	   o C16; or
	   o C17; or
	   o C19; or
	   o C20; or
	   o C22; or
	   o C23.
	
	• **"Has payslip but not recent payslip"**:
	   o C4b=2 and C4_2=1-3
	   o C4_2=4 (DK)

2 (No)	All those not covered in above definition.

ASK IF SECTIOND_DUM=1

[IF C5=1-5: **Moving away from what is noted on the payslip]** [IF C4b=2: **We need to know about your** *recent* **hours and pay, so moving away from what is noted on the payslip,**] **I am now going to ask you about the weekly hours you spend working for** <INSERT NAME OF EMPLOYER FROM DUMMY Q1>**. Thinking about your last full working week, so not a week where you had paid leave or were on sick leave, how many hours did you spend working - please EXCLUDE unpaid meal breaks** [IF EVER DO OVERTIME ADD (C3c=1): **and overtime. By overtime we mean any work time paid or unpaid in addition to what you consider to be your normal working hours.**]

IF DON'T KNOW PLEASE ASK RESPONDENT TO PROVIDE BEST ESTIMATE. IF RANGE PROVIDED I.E. 35-40 HOURS, PLEASE PROBE FOR EXACT FIGURE.

WRITE IN / HOURS A WEEK (Data programmers: allow decimals)	
DON'T KNOW ……………………X	

SOFT CHECK IF D1<10 OR D1>50:

Just to confirm, I've recorded that you worked [D1 INTEGER] **hours during your last full working week. Is that correct?**

Yes	1	
No INTERVIEWER NOTE: If 'no' is selected you will be automatically routed back to re-ask question D1.	2	RE-ASK D1

HARD CHECK: MORE THAN 100 HOURS NOT PERMISSIBLE

ASK IF SECTIOND_DUM=1

We are also interested in the amount of time each week you spend attending college; on courses, workshops or training sessions at your employer's premises or held externally; learning at home; learning from workbooks; with your assessor; or filling in your portfolio.

In addition to the <TEXT SUB: NUMBER OF HOURS FROM D1**> hours you worked that you just mentioned**, **how many ADDITIONAL hours, if any, in the last full working week did you spend training or on guided learning as part of your** <INSERT COURSE NAME FROM DUMMY Q1> **course or training.**

[So if you said you work 35 hours a week and during this time you spend 1 hour filling in your portfolio, please do not include this hour, as you've already accounted for it]

IF DON'T KNOW PLEASE ASK RESPONDENT TO PROVIDE BEST ESTIMATE. IF RANGE PROVIDED I.E. 3-5 HOURS, PLEASE PROBE FOR EXACT FIGURE.

WRITE IN ADDITIONAL HOURS A WEEK TRAINING(Data programmers: allow decimals)	
DON'T KNOW…………….X	

SOFT CHECK IF D2<5 OR D2>50:

Just to confirm, I've recorded that during your last full working week you spent [D2 INTEGER] **hours on training or guided learning activities and these hours are in addition to your working hours during that week. Is that correct?**

Yes	1	
No INTERVIEWER NOTE: If 'no' is selected you will be automatically routed back to re-ask question D2.	2	RE-ASK D2

HARD CHECK: 100 MORE HOURS NOT PERMISSIBLE

HARD CHECK SUM OF C18 AND C19: 0 IS NOT PERMISSIBLE. 100 MORE HOURS NOT PERMISSIBLE

IF GAVE NUMBER ANSWERS AT D1 AND D2
Can I just check, in total you spent <SUM OF D1 and D2> **working and training in your last full week** [IF EVER DO OVERTIME (C3c=1):**, excluding any overtime]. Is that correct?**

Yes	1	
No	2	RE-ASK D1 AND D2

ASK IF YES AT D3
Would you say that this is the usual number of hours you spend working and training in a typical week, [IF EVER DO OVERTIME (C3c=1): **excluding any overtime]?**

Yes	1	
No	2	
Don't know / don't really have a typical week	X	

ASK IF NOT TYPICAL WEEK (D4=2 OR X) OR IF DON'T KNOW AT D1 OR D2
Excluding unpaid meal breaks [IF EVER DO OVERTIME (C3c=1): **and overtime], how many hours in total do you usually spend working for** <EMPLOYER NAME FROM DUMM Q1> **and on training or on guided learning during a typical full working week.**

Training or guided learning as part of your <COURSE NAME FROM DUMMY Q1> **course or training could include attending college, courses, workshops or training sessions at your employer's premises or held externally, learning at home, learning from workbooks, time with your assessor, and time filling in a portfolio.**

IF DON'T KNOW PLEASE ASK RESPONDENT TO PROVIDE BEST ESTIMATE. IF RANGE PROVIDED I.E. 35-40 HOURS, PLEASE PROBE FOR EXACT FIGURE.

WRITE IN	/ HOURS A WEEK (ALLOW DECIMALS)
DON'T KNOW / IT VARIES TOO MUCH	

SOFT CHECK IF D5<10 OR D5>50:

Just to confirm, I've recorded that during a typical full working week you spend a total of [D5 INTEGER] **hours, which includes any working hours as well as hours on training or guided learning. Is that correct?**

Yes	1	
No INTERVIEWER NOTE: If 'no' is selected you will be automatically routed back to re-ask question D5.	2	RE-ASK D5

HARD CHECK: 100 MORE HOURS NOT PERMISSIBLE

ASK IF UNABLE TO GIVE A TOTAL NUMBER OF USUAL WORKING/ TRAINING HOURS (D5 = DON'T KNOW / IT VARIES TO MUCH)

Thinking about the last month or so, how many hours a WEEK ON AVERAGE have you spent working, training or on guided learning. Please exclude unpaid meal breaks [IF EVER DO OVERTIME (C3c=1): **and any overtime**]**.**

WRITE IN	/ HOURS A WEEK (ALLOW DECIMALS)
Don't know	X

IF DON'T KNOW – PROMPT WITH RANGES [ALL RESPONDENTS WHERE AN EXACT ANSWER GIVEN INTERVIEWER TO CODE RANGE AND CHECK CONSISTENT]

Less than 10 hours a week	1	40-45	8
10-14	2	46-50	9
15-20	3	51-59	10
21-25	4	60-69	11
26-29	5	70+ hours a week	12
30-34	6	Don't know	X
35-39	7		

SOFT CHECK: INTERVIEWER TO RECONFIRM HOURS IF LESS THAN 10 OR OVER 50

Just to confirm, I've recorded that over the last month you spent, on average, [D6 INTEGER] **hours PER WEEK working, training or on guided learning. Is that correct?**

Yes	1	
No INTERVIEWER NOTE: If 'no' is selected you will be automatically routed back to re-ask question D6.	2	RE-ASK D6

HARD CHECK: 0 IS NOT PERMISSIBLE. 100 MORE HOURS NOT PERMISSIBLE

IF EVER DO OVERTIME (C3 C=1) AND SECTIOND_DUM=1
You said earlier that you sometimes do overtime. Thinking about your last full working week, did you spend any hours doing overtime for <EMPLOYER NAME AT DUMMY Q1> **i.e. paid or unpaid hours in addition to what you consider to be your normal working hours?**

Yes	1	
No	2	
Don't know	3	

ASK IF DID OVERTIME (D7=1)
How many hours did you spend working overtime in your last full working week? (i.e. paid or unpaid hours in addition to what you consider to be your normal working hours).

IF DON'T KNOW PLEASE ASK RESPONDENT TO PROVIDE BEST ESTIMATE. IF RANGE PROVIDED I.E. 35-40 HOURS, PLEASE PROBE FOR EXACT FIGURE.

WRITE IN / HOURS A WEEK (ALLOW DECIMALS)	
DON'T KNOW …X	

SOFT CHECK IF D8<10 OR D8>50:

Just to confirm, I've recorded that in your last full working week you worked [D6 INTEGER] **hours OVERTIME. Is that correct?**

Yes	1	
No INTERVIEWER NOTE: If 'no' is selected you will be automatically routed back to re-ask question D8.	2	RE-ASK D8

HARD CHECK: 100 MORE HOURS NOT PERMISSIBLE

IF EVER DO OVERTIME (C3 C=1) AND SECTIOND_DUM=1

Would you say this is the usual number of hours you spend working overtime in a typical week with <EMPLOYER NAME FROM DUMMY Q1>**?**

Yes	1	
No	2	
Don't know	X	

ASK IF NOT TYPICAL WEEK (D9=2 OR X)

How many hours would you usually spend working overtime during a typical full working week? [i.e. paid or unpaid hours in addition to what you consider to be your normal working hours]

IF DON'T KNOW PLEASE ASK RESPONDENT TO PROVIDE BEST ESTIMATE. IF RANGE PROVIDED I.E. 35-40 HOURS, PLEASE PROBE FOR EXACT FIGURE.

WRITE IN / HOURS A WEEK	
DON'T KNOW / IT VARIES TO MUCH…X	

SOFT CHECK IF D10<10 OR D10>50:

Just to confirm, I've recorded that during a typical full working week you usually work [D10 INTEGER] **hours OVERTIME. Is that correct?**

Yes	1	
No INTERVIEWER NOTE: If 'no' is selected you will be automatically routed back to re-ask question D10.	2	RE-ASK D10

HARD CHECK: 100 MORE HOURS NOT PERMISSIBLE

DP: ALLOW FOR DECIMAL HOURS

ASK IF UNABLE TO GIVE USUAL HOURS WORKING OVERTIME (D10 = X)

Thinking about the last four weeks, how many hours a WEEK ON AVERAGE did you spend working overtime?

[SO IF IN THE LAST 4 WEEKS – 8,0,0,0 hours overtime answer would be 2]

WRITE IN	/ HOURS A WEEK	
Don't know	X	

SOFT CHECK IF D11<10 OR D11>50:

Just to confirm, over the last four weeks on average PER WEEK you worked [D11 INTEGER] **hours OVERTIME. Is that correct?**

Yes	1	
No INTERVIEWER NOTE: If 'no' is selected you will be automatically routed back to re-ask question D11.	2	RE-ASK D11

HARD CHECK: 100 MORE HOURS NOT PERMISSIBLE

DP: ALLOW FOR DECIMAL HOURS

IF DON'T KNOW – PROMPT WITH RANGES [ALL RESPONDENTS WHERE AN EXACT ANSWER GIVEN INTERVIEWER TO CODE RANGE AND CHECK CONSISTENT]

None	1	20-24 hours a week	9
1-2 hours a week of overtime on average	2	25-29 hours a week	10
3-4 hours a week	3	30-34 hours a week	11
5-6 hours a week	4	35-39 hours a week	12
7-8 hours a week	5	40-49 hours a week	13
9-10 hours a week	6	50+ hours a week	14
11-14 hours a week	7	Don't know	X
15-19 hours a week	8		

DUMMY VARIABLE: D1_TOT_USUALHRS – ALLOW DECIMALS / NO ROUNDING

PROGRAMMER NOTE: NEED TO CALCULATE TOTAL "USUAL" HOURS GIVEN FOR WORKING/TRAINING AND "USUAL" OVERTIME (IF DO OVERTIME):

USUAL WORKING HOURS:

IF YES AT D4:

USUAL WORKING HOURS = SUM OF D1 AND D2

IF NO/DON'T KNOW AT D4:

USUAL WORKING HOURS = ANSWER GIVEN AT EITHER D5 OR D6

PLUS (IF EVER DO OVERTIME, C3C=1)

USUAL OVERTIME:
IF YES AT D9

USUAL OVERTIME = ANSWER AT D8

IF NO/DON'T KNOW AT D9

USUAL OVERTIME = ANSWER GIVEN AT EITHER D10 OR D11

ASK IF ASKED D1, EXCEPT IF RANGE GIVEN AT D6 OR D11 (D6RAN=1-13 OR D11RAN=1-15)

So can I just check, based on your responses, in a typical week, you would usually spend <D1_TOT USUALHRS> **hours working and training, including all paid and unpaid overtime? Does that seem accurate?**

Yes	1	
No INTERVIEWER NOTE: If 'no' is selected you will be automatically routed back to re-ask question D1.	2	RE-ASK FROM D1

Pay, bonuses and tips

NON-PAYSLIP RESPONDENTS (IE EXCLUDE IF FULLY ANSWERED C6 TO C11) – OTHERS ASK E10

I am going to ask you a few questions about your pay. Ideally we are interested in your gross pay - by which I mean how much you get paid BEFORE any deductions for tax, national insurance or any other deductions. Are you able to answer in terms of your gross pay?

Yes – can answer gross pay (before deductions)	1	
No – can only answer NET pay (take-home pay)	2	
Refused	X	

ASK ALL ANSWERING ABOUT GROSS PAY (E1=1)

Would it be easier to give your gross pay with an…?

Annual figure	1	
Monthly	2	
Four weekly / every four weeks	3	
Fortnightly	4	
Weekly	5	
Daily	6	
Hourly	7	
Refused to answer about pay [INTERVIEWER TRY AND PERSUADE BY SAYING THEY CAN ANSWER IN RANGES NOT WITH A SPECIFIC RESPONSE]	V	

ASK IF CAN ANSWER FOR SPECIFIC PERIOD (E2=1 - 7)

Excluding any payments for [IF EVER DO OVERTIME (C3c=1): **overtime], bonuses, commissions or tips, what is your GROSS pay per** <ANSWER FROM E2> **- again by gross I mean how much you get paid BEFORE any deductions for tax or national insurance?**

WRITE IN EXACT IF GIVEN AND RANGE (CATI CHECK THE TWO CONSISTENT – IF NOT RE-ASK). IF DON'T KNOW PROMPT WITH RELEVANT RANGES.

	Annual	Monthly	Four weekly	Fortnightly	Weekly	Daily	Hourly
						Allow decimals	Allow decimals
EXACT FIGURE:	£_____	£_____	£_____	£_____	£_____	£_____	£____
Don't know	X	X	X	X	X	X	X
Refused	V	V	V	V	V	V	V
IF DK / REFUSED PROMPT WITH RANGES:							
	Less than £6,000	Less than £166	Less than £154	Less than £76	Less than £38	Less than £20	Less than £3.30
	£6,000 - £7,999	£166-£333	£155 - £307	£76 - £149	£38-£74	£21-£24.99	£3.30 - £3.86
	£8,000 - £9,999	£334-£499	£308 - £449	£150 - £229	£75-£114	£25-£29.99	£3.87-£4.50
	£10,000 - £11,999	£500-£666	£450 – £624	£230 - £299	£115-£153	£30-£34.99	£4.51-£5.29
	£12,000 - £14,999	£667-£832	£625 - £749	£300 – £380	£154-£192	£35-£39.99	£5.30-£6.69
	£15,000 - £17,999	£833-£999	£750 - £924	£381 - £460	£193-£230	£40-£43.99	£6.70 - £7.19
	£18,000 - £20,999	£1,000-£1,249	£925 – £1,149	£461 - £579	£231-£289	£44-£49.99	£7.20 or more
	£21,000 or more	£1,250-£1,499	£1,150 - £1,349	£580 - £699	£290-£346	£50-£59.99	
		£1,500-£1,749	£1,350 - £1,599	£700 - £799	£347-£403	£60-£69.99	
		£1,750 or more	£1,600 or more	£800 or more	£404 or more	£70 or more	
(DON'T READ OUT) Don't know	X	X	X	X	X	X	X

ALLOW 0

SOFT CHECK IF RESPONDENT ANSWERS 0

ASK IF ANY OVERTIME (AT C3C=1)

E3chk **Can I just check that the figure you gave me excludes any payment you get for working overtime?**

Yes	1	
No	2	RE-ASK E1 and E2 EXCLUDING OVERTIME

ASK IF DON'T KNOW GROSS PAY OR PREFER TO ANSWER IN NET TERMS [E3=X FOR THE RANGE QUESTION OR E1=2]

Thinking about your take home pay - that is, your pay after all deductions e.g. for income tax and National Insurance. Please DO NOT include any payments for [IF WORK OVERTIME: **overtime], bonuses, commissions or tips. Would it be easier to give this as an…?**

Annual figure	1	
Monthly	2	
Four weekly / every four weeks	3	
Fortnightly	4	
Weekly	5	
Daily	6	
Hourly	7	
Refused to answer about pay [INTERVIEWER TRY AND PERSUADE BY SAYING THEY CAN ANSWER IN RANGES NOT WITH A SPECIFIC RESPONSE]	V	

ASK IF CAN ANSWER FOR SPECIFIC PERIOD (E4=1-7)

So what is your take home pay per <ANSWER FROM E4> **- that is, what did you get paid after all deductions e.g. for income tax and National Insurance.** (IF C2d or e=1: **Please DO NOT include any payments for** <C2d=1: **overtime**>, <C2d=1: **bonuses, commissions or tips.**>**)**

WRITE IN EXACT IF GIVEN AND RANGE (CATI CHECK THE TWO CONSISTENT – IF NOT RE-ASK). IF DON'T KNOW PROMPT WITH RELEVANT RANGES.

	Annual	**Monthly**	**Four weekly**	**Fortnightly**	**Weekly**	**Daily**	**Hourly**
						Allow decimals	Allow decimals
EXACT FIGURE:	£_____	£_____			£_____	£_____	£____
Don't know	X	X			X	X	X
Refused	V	V			V	V	V
IF DK / REFUSED PROMPT WITH RANGES:							
	Less than £6,000	Less than £166	Less than £155	Less than £76	Less than £38	Less than £21	Less than £3.30
	£6,000 - £7,999	£166-£333	£155 - £307	£76 - £149	£38-£74	£21-£24.99	£3.30 - £3.86
	£8,000 - £9,999	£334-£499	£308 - £449	£150 - £229	£75-£114	£25-£29.99	£3.87-£4.50
	£10,000 - £11,999	£500-£666	£450 – £624	£230 - £299	£115-£153	£30-£34.99	£4.51-£5.29
	£12,000 - £14,999	£667-£832	£625 - £749	£300 – £380	£154-£192	£35-£39.99	£5.30-£6.69
	£15,000 - £17,999	£833-£999	£750 - £924	£381 - £460	£193-£230	£40-£43.99	£6.70 - £7.19
	£18,000 - £20,999	£1,000-£1,249	£925 – £1,149	£461 - £579	£231-£289	£44-£49.99	£7.20 or more
	£21,000 or more	£1,250-£1,499	£1,150 - £1,349	£580 - £699	£290-£346	£50-£59.99	
		£1,500-£1,749	£1,350 - £1,599	£700 - £799	£347-£403	£60-£69.99	
		£1,750 or more	£1,600 or more	£800 or more	£404 or more	£70 or more	
(DON'T READ OUT) Don't know	X	X	X	X	X	X	X

ASK IF WORK PAID OVERTIME (C3D=1) AND SECTIOND_DUM=1

You said earlier that in a typical week you usually do <D8 hours IF D8 ANSWERED AS A NUMBER & D9=1> <D10 hours IF D10 ANSWERED AS A NUMBER & D9 NOT A 1> <OTHERS: some> **hours overtime. For how many of the** <hours used above> **hours would you usually expect to be paid?**

WRITE IN _____ HOURS PER WEEK (RANGE 0 - <FIGURE USED ABOVE)	
Don't know	X

IF DON'T KNOW EXACT NUMBER / IT VARIES – PROMPT WITH RANGES

1-5	1
6-10	2
11-15	3
16-20	4
More than 20	5
Don't know	X

ASK IF WORK PAID OVERTIME (C3D=1) & (E6>0 OR E6RAN=1-5)

How much do you get paid on average PER HOUR for this paid overtime?

INTERVIEWER NOTE: THE FIGURE OF INTEREST IS THE TOTAL PER HOUR FIGURE THEY GET FOR WORKING OVERTIME, NOT THE EXTRA IN ADDITION TO THEIR NORMAL WAGE. SO, IF NORMAL PER HOUR WAGE IS £3.00, AND THE TOTAL FOR OVERTIME IS £4.50 PER HOUR, TYPE IN 4.50 AND NOT 1.50.

WRITE IN (allow decimals)
Don't know…………………X

SOFT CHECK IF E7>£10.00:

Just to confirm, I've recorded that on average you get paid £[E7 INTEGER] per hour for the hours that you work overtime. Is that correct?

Yes	1	
No INTERVIEWER NOTE: If 'no' is selected you will be automatically routed back to re-ask question E7.	2	RE-ASK E7

ASK IF WORK PAID OVERTIME (C3D=1) & (E6>0 OR E6RAN=1-5)
Is that the hourly figure that you are paid before tax and other deductions; or after tax?

Before tax	1
After tax	2
Other (SPECIFY)	3

ASK IF WORK OVERTIME (C3C=1)
Do you ever get given time off or flexi leave in return for working overtime?

Yes	1
No	2
Don't know	X

ASK ALL
Can I just check do you know your gross hourly [IF SAY SOME PAY AT HIGHER RATE (C2=2) standard] **pay rate i.e. the amount you get paid per hour BEFORE any deductions for tax or national insurance?**

Yes	1	
No	2	
Don't know / refused	3	

ASK IF AWARE OF GROSS HOURLY PAY RATE (E10=1)
What is your gross hourly pay rate?

£ (ALLOW DECIMALS)	
Don't know….X	

SOFT CHECK IF E11>£10.00:

Just to confirm, I've recorded that your gross hourly pay rate is £[E11 INTEGER] per hour. Is that correct?

Yes	1	
No INTERVIEWER NOTE: If 'no' is selected you will be automatically routed back to re-ask question E11.	2	RE-ASK E11

ASK IF UNSURE OF GROSS HOURLY PAY RATE (E11=X OR E10=2/3)

Is it….READ OUT APPROPRIATE SECTION BASED ON DUMMY VARIABLE "AGE AND YEAR"?

IF "AGE AND YEAR" DUMMY VARIABLE 'Aged 16-18' OR 'Aged 19+ and in first year of Apprenticeship' Or 'Age=refused'	IF "AGE AND YEAR" DUMMY VARIABLE '19+ and in second+ year of Apprenticeship' and aged 19 or 20	IF "AGE AND YEAR" DUMMY VARIABLE '19+ and in second+ year of Apprenticeship' and aged 21-24	IF "AGE AND YEAR" DUMMY VARIABLE '19+ and in second+ year of Apprenticeship' and aged 25+	
Definitely £3.30 or above	Definitely £5.30 or above	Definitely £6.70 or above	Definitely £7.20 or above	1
Do you think it is £3.30 or above	Do you think it is £5.30 or above	Do you think it is £6.70 or above	Do you think it is £7.20 or above	2
Do you think it is below £3.30	Do you think it is below £5.30	Do you think it is below £6.70	Do you think it is below £7.20	3
Or is it definitely below £3.30	Or is it definitely below £5.30	Or is it definitely below £6.70	Or is it definitely below £7.20	4
(DO NOT READ OUT) Don't know	(DO NOT READ OUT) Don't know	(DO NOT READ OUT) Don't know	(DO NOT READ OUT) Don't know	5

ASK IF NUMBER PROVIDED AT E11

PROGRAMMER NOTE: Check question to ensure that the correct figure has been given, if respondent has stated it is below the minimum wage. Full routing below.

E12a Can I just check that your gross hourly pay rate is definitely less than…?

IF "AGE AND YEAR" DUMMY VARIABLE 'Aged 16-18' OR 'Aged 19+ and in first year of Apprenticeship' OR 'Age=refused' **AND** Number given at E11 = Less than 3.30	IF "AGE AND YEAR" DUMMY VARIABLE '19+ and in second+ year of Apprenticeship' and aged 19 or 20 **AND** Number given at E11 = Less than 5.30	IF "AGE AND YEAR" DUMMY VARIABLE '19+ and in second+ year of Apprenticeship' and aged 21-24 **AND** Number given at E11 = Less than 6.70	IF "AGE AND YEAR" DUMMY VARIABLE '19+ and in second+ year of Apprenticeship' and aged 25+ **AND** Number given at E11 = Less than 7.20		
<£3.30>	<£5.30>	<£6.70>	<£7.20>		
YES	YES	YES	YES	1	
NO	NO	NO	NO	2	REASK E11
(DO NOT READ OUT) Don't know	(DO NOT READ OUT) Don't know	(DO NOT READ OUT) Don't know	(DO NOT READ OUT) Don't know	3	

<u>IF SOME PAY AT A HIGHER RATE (C2=2) UNLESS ANSWERS C21 WITH AN ACTUAL FIGURE</u>

You mentioned earlier that some pay you get is at a higher rate than your standard rate. Do you know your gross hourly HIGHER pay rate i.e. the amount you get paid per hour BEFORE any deductions for tax or national insurance?

Yes	1	
No	2	
Don't know / refused	3	

<u>ASK IF AWARE OF GROSS HOURLY HIGHER PAY RATE (E13=1)</u>

What is the gross hourly higher rate of pay?

IF SAY MORE THAN ONE HIGHER RATE ASK FOR THE ONE THEY ARE PAID AT MOST FREQUENTLY:

£ (ALLOW DECIMALS)	
Don't know….X	CHECK E15

<u>ASK IF RECEIVE BONUSES, COMMISSION OR TIPS (C3E=1)</u>

Do you ever receive any tips from customers in your work with <EMPLOYER NAME FROM DUMMY Q1>**?**

Yes	1	
No	2	
Don't know	3	

ASK IF RECEIVED TIPS FROM CUSTOMERS (E15=1)
In a typical week, what is the average amount you receive in tips per week from customers?

IF GIVE A RANGE ASK FOR BEST ESTIMATE

EXACT FIGURE:	£_____ per week	
Don't know / varies widely	X	
Refused	V	

IF DK PROMPT WITH RANGES

Less than £5	1
£5 to £9	2
£10 to £19	3
£20 to £29	4
£30 to £39	5
£40 to £49	6
£50 or more	7

ASK IF RECEIVED TIPS FROM CUSTOMERS (E15=1)
Can I just check, when you have told us about your pay earlier in the interview, did you include the tips you receive or did you exclude them?

Included tips	1
Excluded tips	2
(DON'T READ OUT) Don't know	X

ASK IF RECEIVE BONUSES, COMMISSION OR TIPS (C3E=1)
Do you ever receive bonuses in your work with <EMPLOYER NAME FROM DUMMY Q1>?

Yes	1	
No	2	
Don't know	3	

ASK IF RECEIVED BONUSES (E18=1)

We are interested in approximately how much do you get paid in bonuses on average. Ideally this would be in gross terms, by which I mean amount BEFORE any deductions for tax or national insurance. Are you able to provide the gross figure, or just the net figure i.e. after tax and other deductions? IF SAY EITHER ASK FOR GROSS FIGURE

Gross	1
Net	2
Refused to answer about bonuses [INTERVIEWER TRY AND PERSUADE BY SAYING THEY CAN ANSWER IN RANGES NOT WITH A SPECIFIC RESPONSE]	V

ASK IF RECEIVED BONUSES AND CAN ANSWER EITHER GROSS OR NET (E19=1/2)

Do you want to answer this in terms of an…?

Annual figure	1	
Monthly	2	
Four weekly / every four weeks	3	
Weekly	4	
Daily	5	
Hourly	6	
Refused to answer about bonuses [INTERVIEWER TRY AND PERSUADE BY SAYING THEY CAN ANSWER IN RANGES NOT WITH A SPECIFIC RESPONSE]	V	

ASK IF RECEIVED BONUSES AND CAN ANSWER IN DEFINED TIMESCALE (E20=1-6)

And do you want to answer in terms of the actual amount or a percentage of your pay?

Percent	1	
Amount in £	2	
Refused to answer about bonuses [INTERVIEWER TRY AND PERSUADE BY SAYING THEY CAN ANSWER IN RANGES NOT WITH A SPECIFIC RESPONSE]	V	

ASK IF RECEIVED BONUSES AND CAN GIVE AMOUNT IN % OR £ (E21=1/2)
So what was your bonus per <ANSWER AT E20**>?**

CODE EXACT IF GIVEN AND RANGE (CATI CHECK THE TWO CONSISTENT – IF NOT RE-ASK)

	Annual	**Monthly**	**Four Weekly**	**Weekly**	**Daily**	**Hourly**
EXACT FIGURE (D16=2):	£_____	£_____	£_____	£_____	£_____	£_____
E16=1 (%) *allow decimals*	___%	___%	___%	___%	___%	___%
Don't know..........................X						
Refused.................................V						
IF DK PROMPT WITH RANGES:	Less than £50	Less than £50	Less than £50	Less than £10	Less than £1	Less than 50p
	£50-£99	£50-£99	£50-£99	£10-£24	£1-£2.49	£0.50-£0.99
	£100-£249	£100-£199	£100-£199	£25-£49	£2.50-£4.99	£1-£1.49
	£250-£499	£200-£299	£200-£299	£50-£74	£5-£7.49	£1.50-£2.99
	£500-£749	£300-£399	£300-£399	£75-£99	£7.50-£9.99	£3-3.99
	£750-£999	£400-£499	£400-£499	£100 or more	£10-£14.99	£4-4.99
	£1,000 or more	£500 or more	£500 or more		£15 or more	£5 or more
(DON'T READ OUT) Don't know	X	X	X	X	X	X

ASK ALL
Does your employer provide you with live-in accommodation?

INTERVIEWER NOTE: THIS DOES NOT INCLUDE PAID FOR ACCOMMODATION IN HOTELS ETC. WHILE AWAY ON BUSINESS TRIPS.

No	1	
Yes, accommodation is free	2	
Yes, accommodation is charged for	3	

ASK IF EMPLOYER PROVIDES WITH ACCOMMODATION (E23=2/3)
How many days a week do you live in the accommodation?

WRITE IN (RANGE: 1-7)	
Don't know	

ASK THOSE WHO LIVE IN CHARGED FOR ACCOMMODATION (E23=3)
We would like to know how much your employer charges you for your accommodation. Would you like to answer this daily, weekly or monthly?

Daily	1	
Weekly	2	
Monthly	3	
Refused to answer about accommodation charges	V	

ASK THOSE WHO LIVE IN CHARGED FOR ACCOMMODATION AND CAN GIVE ANSWER DAILY, WEEKLY OR MONTHLY (E25=1-3)
How much does your employer charge you for accommodation? Please include any costs associated with rent, charges for gas, electricity, furnishings and laundry.

WRITE IN £_____	1
Don't know	X

Future plans

THERE IS NO F1
THERE IS NO F2
THERE IS NO F3

ASK ALL
Have you …READ OUT (SINGLE CODE EACH ROW)?

	Yes	No	Don't know
a) Heard of the National Minimum Wage	1	2	3
IF YES TO A) b) Are you aware that there is a National Minimum Wage rate for certain Apprentices	1	2	3
IF YES TO B) c) Do you know what the hourly minimum rate for apprentices is	1	2	3

ASK ALL
A1a **Have you …**READ OUT (SINGLE CODE)?

	Yes	No	Don't know
a) Heard of the National **Living** Wage	1	2	3

ASK ALL
At any time during your <COURSE NAME FROM DUMMY Q1> **course has your hourly pay rate increased?**

Yes	1	
No	2	
Don't know	X	

IF YES (F5=1)

As far as you were aware was this for any of the following reasons…

READ OUT

DS NOTE: PLEASE BASE AGE ON B4 RESPONSE. IF REFUSED AT B4, TAKE AGE FROM SAMPLE.

	Yes	No	Don't know
[IF AGED 19+: Because you turned 19]	1	2	X
[IF AGED 21+: Because you turned 21]	1	2	X
[IF AGED 25+: Because you turned 25]	1	2	X
[IF AGED 25+: Because of the introduction of the National Living Wage]	1	2	X
Because you completed the first year of the course / training	1	2	X

ASK ALL

In terms of training, do you receive on average at least one day per week of formal training?

*ADD IF NECESSARY: **By formal training we mean training sessions at your workplace from either your employer or training provider away from your usual work activities.***

INTERVIEWER NOTE: ONE DAY PER WEEK AVERAGE INCLUDES E.G. ONE WEEK PER MONTH TRAINING, 2 DAYS PER FORTNIGHT ETC,

Yes	1	
No	2	
Don't know	3	

Demographics

Finally, just a few more questions about you. This information will be used to analyse the findings.

ASK IF ETHNICITY UNKNOWN ON SAMPLE

What is your ethnic group? I will read out the options – please choose the one option that best describes your ethnic group or background.
[READ OUT BOLD CATEGORIES – once answered yes read out relevant more detailed options]
SINGLE CODE

White	
White English / Welsh / Scottish / Northern Irish / British [PROGRAMMER: IF IN ENGLAND START WITH ENGLISH; IF IN WALES START WITH WELSH; IF IN SCOTLAND START WITH SCOTTISH]	1
White Irish	2
Gypsy or Irish traveller	3
Any other white background	4
Asian / Asian British	
Asian Indian	5
Asian Pakistani	6
Asian Bangladeshi	7
Other Asian	8
Black / Black British	
Black African	9
Black Caribbean	10
Other Black	11
Mixed ethnicity	
White & Black Caribbean	12
White & Black African	13

White & Asian	14
Other Mixed	15
Other ethnic group	
Chinese	16
Arab	17
Any Other Ethnic Group	18
Prefer not to say	19

ASK IF DISABILITY FLAG

Do you consider yourself to have a disability?

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

ASK IF DISABILITY FLAG

Do you consider yourself to have learning difficulties?

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

ASK ALL

Are you receiving any of the following benefits or credits…READ OUT [CODE ONE PER ROW]

	Yes	No	Don't know
Income support	1	2	3
Housing Benefit or Council Tax Credit	1	2	3
Working tax credit	1	2	3
Child tax credit	1	2	3
Universal credit	1	2	3
Other benefits or credits (SPECIFY)	1	2	3

Name: RECORD DETAILS OF RESPONDENT WHO COMPLETED INTERVIEW	
Job title:	

ASK ALL

G4a **Thank you very much for taking the time to speak to us today. Occasionally it is necessary to call people back to clarify information; may we please call you back if required?**

REASSURE IF NECESSARY**: Your details will only be used by IFF to call you back regarding this particular study.**

Yes	1	
No	2	

ASK ALL IN SCOTLAND AND ENGLAND

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If the government and its agencies wish to undertake further work on related issues in the future would it be ok for them or their appointed contractors to contact you on these issues?

Yes	1	
No	2	

QUESTION DELETED

QUESTION DELETED

ASK ALL

Finally, it is sometimes possible to link the data we have collected from you with other surveys or datasets, to which [IF ENGLAND: **BIS (now the Department for Business, Energy and Industrial Strategy)**] [IF WALES: **Welsh Government**] [IF SCOTLAND: **Scottish Government**] **has authorised access. Would you be content for data to be supplied to** [IF ENGLAND: **BIS**] [IF WALES: **Welsh Government**] [IF SCOTLAND: **Scottish Government**] **or a third party acting on their behalf to do this linking, as it can provide the potential for further analysis. In doing this, your confidentiality will be respected and once any data has been linked it will be re-anonymised, and** [IF WALES: **only used for research, analysis or equal opportunities monitoring**] [IF ENGLAND OR WALES: **used for statistical and analytical purposes only**], **with only authorised researchers having access to the linked data?**

Yes	1	
No	2	

ASK ALL

THANK RESPONDENT AND CLOSE INTERVIEW

Finally I would just like to confirm that this survey has been carried out under IFF instructions and within the rules of the MRS Code of Conduct. Thank you very much for your help today.

Appendix D – Pilot report

Introduction and Methodology

8.11 The sample for the pilot consisted of 296 intermediate and higher apprentices who had completed the BIS Apprenticeship Evaluation Survey 2015 and said they would be willing for BIS or one of their contractors to contact them for further research. The sample was originally sourced from the Individualised Learning Record (ILR) and therefore covered apprentices in England only.

8.12 All potential respondents were sent an introductory letter in advance of the pilot to notify respondents of the research, its objectives, and giving them an opportunity to opt out via email.

8.13 The sample was drawn from a cross-section of subject framework sectors and covered all apprenticeships Level 2-5. For the mainstage survey, sample will also include apprentices trained as part of the new apprenticeship standards, including trailblazers.

8.14 Fieldwork for the pilot was conducted Monday 9th to Wednesday 11th May 2016 and 31 interviews were achieved in total. While there were no set quotas, interviews were completed with a range of apprentices across different levels and frameworks. Interviews were also achieved with a mix of different age groups; one with an apprentice aged under 19, six with apprentices aged 19 or 20, 12 with apprentices aged 21 to 24 and 12 aged 25 or older.

8.15 Interviewers received a face-to-face briefing prior to the fieldwork consisting of background information about the purpose of the survey and a question-by-question run-through of the questionnaire to make them aware of specific instructions for certain questions. Interviewers were asked to provide feedback on any questions they felt were problematic.

Interview length

8.16 The overall average interview length was 10 minutes and 55 seconds, coming in slightly above the target interview length of 10 minutes. Interview lengths varied across respondents with the shortest interview taking 7 minutes and 16 seconds and the longest interview taking 18 minutes and 31 seconds. The average interview length was shorter where respondents had a pay slip to hand (or where the respondent was able to find their pay slip during the interview).

	Average interview length
Had a payslip to hand	10:22 min
No pay slip to hand	11:34 min
Overall	10:55 min

8.17 We are confident that during mainstage fieldwork, the interview length will fall closer to the 10 minute target length as interviewers become more familiar with navigating the on-screen questionnaire. The stronger push for respondents to have a pay slip to hand, which will be reiterated to respondents when interview appointments are booked, should also help towards reducing the average overall interview length in line with the target interview length.

Proportion using payslips to provide pay / hours worked data

8.18 In 2014, around a third of respondents (34%) used their payslip to provide pay / hours worked data. In the 2016 pilot survey, 16 out of the 31 respondents (52%) used their payslip to provide this data. While this is a much lower base of respondents, it is a positive indication that respondents are being receptive to additional efforts to encourage participation with a pay slip to hand.

New questions

8.19 Most of the questions from the 2014 Apprenticeship Pay Survey were retained to ensure comparability between the 2016 and 2014 findings. Some minor changes were made to ensure that the National Minimum Wage figures were up to date and that the National Living Wage rate was also accounted for. A summary of additional changes and additions to the questionnaire are summarised below.

Question C4B

8.20 An additional question was introduced to check whether respondents had a more recent payslip available in cases where the payslip they had to hand covered a period before the introduction of the new National Minimum Wage rate (for those aged under 25) or the National Living Wage rate (for those aged 25 or over). Only two apprentices were asked if they had a more recent payslip available in the pilot (both were aged over 25 and had a payslip from March 2016) and neither had a more recent payslip available.

Question C5C

8.21 Respondents aged 25 or above were also asked an additional if the payslip they had to hand was dated April 2016 to check whether the payslip covered March or April

2016. Of the five respondents who answered this question, three said the payslip covered March 2016 and two said it covered April 2016. *These responses show that this question is a sensible check to see whether the payslip covered the period before or after the introduction of the National Living Wage.*

Question F4A

8.22 Question F4A tested respondents' awareness of the National Living Wage. In total 28 of the 31 (90%) respondents interviewed had heard of the National Living Wage.

Question F6

8.23 This question was asked of those who mentioned their hourly rate of pay increasing to check whether they were aware that their pay increase was linked to their age. The question was adapted for the 2016 pilot to only ask those to whom the question was relevant. For instance, those who were aged under 21 would not be asked if their pay rate had increased because they had turned 21.

8.24 As the table below shows, only two respondents reported that their pay had increased because of a change to their age; both respondents said this was because they had turned 19. In contrast, half (9) of respondents whose pay had increased said this was because they had completed the first year of their course or training.

As far as you were aware was this [the increase in your hourly pay rate] for any of the following reasons…?	*Base*	Yes	No
Because you turned 19	*17*	2	15
Because you turned 21	14	-	14
Because you turned 25	4	-	4
Because of the introduction of the National Living Wage	4	-	4
Because you completed the first year of the course / training	18	9	9

Question F7

8.25 Question F7 was introduced to find out whether apprentices are receiving at least one day per week of formal training. In total, 21 of the 31 (68%) respondents said they had received at least a day of training per week, nine (29%) had not received this amount of formal training and one respondent was unsure.

Question G8

8.26 As BIS intends to link data collected from the Apprenticeship Pay Survey 2015 to other datasets, question G8 was asked to ensure that suitable permission was obtained from respondents. Overall, 22 of the 31 respondents (71%) were happy for their data to be linked to other datasets, while nine (29%) refused. The wording of G8 was felt by interviewers to be difficult for some respondents to understand:

G8 *"Finally, it is sometimes possible to link the data we have collected from you with other surveys or datasets, to which BIS has authorised access. Would you be content for data to be supplied to BIS or a third party acting on their behalf to do this linking, as it can provide the potential for further analysis. In doing this, your confidentiality will be respected and once any data has been linked it will be re-anonymised, and used for statistical and analytical purposes only, with only authorised researchers having access to the linked data?"*

8.27 Although wordy, we feel this full text is needed to fully explain what will be done with their data. We understand Welsh and Scottish governments also are interested in data linking too. The question text will be adjusted accordingly to ensure that, where relevant, respondents give permission for the Welsh and Scottish governments to access the data:

G8 revised wording: *"Finally, it is sometimes possible to link the data we have collected from you with other surveys or datasets, to which [IF ENGLAND: BIS] [IF WALES: Welsh Government] [IF SCOTLAND: Scottish government] have authorised access. Would you be content for data to be supplied to [IF ENGLAND: BIS] [IF WALES: Welsh Government] [IF SCOTLAND: Scottish government] or a third party acting on their behalf to do this linking, as it can provide the potential for further analysis. In doing this, your confidentiality will be respected and once any data has been linked it will be re-anonymised, and used for statistical and analytical purposes only, with only authorised researchers having access to the linked data."*

Other post-pilot changes

8.28 Although not part of the pilot (as it is asked only of respondents in Wales), we understand G7 (asked in 2014) can be deleted.

IF WALES
The Welsh Government may be conducting similar surveys of apprentices in the near future. Would you like us to request that you are NOT contacted for these surveys?

Yes – do NOT want to be contacted	1	
No – ok to be contacted	2	

8.29 To summarise, besides the deletion of G7 and wording amends to G8 (determined by considerations unrelated to the pilot survey), we do not recommend any further changes to the questionnaire as a result of the pilot.

Appendix E – Interviewer briefing notes

Apprenticeship Pay Survey 2016

Client:	The Department for Business, Innovation and Skills (BIS)
Researchers:	Mark Winterbotham, Jessica Huntley-Hewitt, Mark Tweddle, Sam Selner and Tariq Oozeerally
Project Controller:	Chinapa Aguh
Mainstage Fieldwork:	Thursday 9th June to Sunday 24th July 2016
Interview length:	10 minutes

The Client

The Department for Business, Innovation & Skills (BIS) is the department for economic growth. The department invests in skills and education to promote trade and boost innovation. The Scottish Government and Welsh Government are partners to BIS for this research.

Background to the Research

The 2016 Apprenticeship Pay Survey the latest in a series of surveys looking at Apprenticeship Pay and hours spent working and training in workplaces. Findings will feed into the Low Pay Commission assessment.

Pilot Interview Overview

Number of interviews:	10,000
Sample source:	ILR: Individualised Learning Record (England)
Locations:	England, Scotland, Wales
Screening criteria	Currently undertaking a Level 2 to Level 7 Apprenticeship
Named sample	Yes
Advanced letter	Yes

Things to note:

Advanced letter

Respondents were sent an advanced letter notifying them that the research was taking place and providing them with contact details to enable them to opt out if they wanted to. A copy of the letter is provided.

PLEASE NOTE:

Many of the people you speak to may not recognise or call themselves "an Apprentice".

In such cases explain that the Government applies a broad definition to the word **"Apprentice"** we mean any training leading to a nationally-recognised qualification undertaken whilst working for an employer. – i.e. they are **"on a course while at work."**

Payslip

The survey will ask respondents about the hours they work and how much they get paid. In order to get accurate data, **the survey asks respondents if they have a payslip to hand** so that they read out the information on it. Note that while it is not essential for the respondent to have their pay slip (they can still complete the questionnaire without one), **we should recommend that they do have one to hand**, particularly when booking in appointments.

It will be important to emphasise to respondents that this data is completely confidential and will not be attributed to them personally or their employer. We are looking for accurate measurements of wages on a national scale to understand levels of compliance.

Respondents will have been notified in the advance letter that it will be useful for them to have a pay slip to hand.

Stats from the 2014 survey and the 2016 pilot show that the survey is generally **quicker when the respondent has their payslip to hand.** Therefore, even if the respondent needs to spend a minute or so to find their payslip, this will likely be offset by a quicker survey (the data the respondent provides also tends to be more accurate!)

Encouraging response

The survey will look at whether employers are adhering to rules on the National Minimum Wage / National Living Wage. The findings will feed into the Low Pay Commission report in November. Their contribution to the research will be really valuable as it will be used by the Government when setting policy related to pay and improvements to workplace training.

Hours worked / spent training

It is important that we get an accurate reading of the TOTAL hours spent either working or training as a part of their course / apprenticeship.

It is less important that we get an accurate measurement of hours vs. training as separate readings

So for example, if respondent includes "on the job training" within their normal working hours, this is ok. As long as the hours spent working + hours spent training add up to the right amount of TOTAL hours. **It is really important that we avoid double counting.**

Where did we get their details?

Sample has been obtained from centralised records of learners enrolled on courses at Further Education and work-based learning courses. In England this is the Individualised Learner Record (ILR) which is held and maintained by the Skills Funding Agency; in Wales the Lifelong Learning Wales Record (LLWR) which is maintained by the Department for Education and Skills (DfES); and in Scotland the Corporate Training System which is maintained by Skills Development Scotland (SDS). The respondents in the sample will be those that did not opt-out of their details being used for research purposes. Note that it is normally the college / training establishment who submits the learner's details to the database.

Questionnaire length

The interviews should last around 10 minutes on average, though interview lengths may vary as it may be more difficult to reach accurate hours worked and pay figures for some respondents than others.

Routing

The routing in the questionnaire is quite complicated and based on whether the respondent has a payslip or not. If they do have a payslip, but are unable to answer some questions relating to it, they are routed to Section D.

Questionnaire Overview

Screener

A: Course or Training Undertaken

B: Employment Circumstances

C: Payslip, pay and hours (if respondent has payslip available)

D: No payslip hours (if respondent does not have a payslip available OR cannot answer some of the questions in Section C)

E: Pay, bonuses or tips

F: Future Plans

G: Demographics

Questionnaire in detail

Screener: To check whether respondent is still undertaking the course as per the sample and if not, whether they are taking a relevant qualification.

A: Course or Training Undertaken

To check current employment conditions.

- If have written contract
- If contracted to work all / part of the year
- Check start date

B: Employment Circumstances

Ascertain current employment circumstances and check age of respondent.

C: Payslip, pay and hours (if respondent has payslip available)

C1 and C2: Ascertain whether respondent is paid the same amount each week or if it varies depending on how many hours they work and if it varies, whether or not their rate of pay varies

C3a. Check question if they said they get paid the same amount each week but that they also do overtime

C4 - 23: ONLY GET ASKED THESE QUESTIONS IF THEY HAVE A PAYSLIP AVAILABLE. OTHERWISE THEY ARE ROUTED TO SECTION D.

PLEASE NOTE:
Once in section C, if a respondent answers "Don't know" to a question they will move to Section D which asks similar questions but without the payslip. The further along in Section C the respondent goes the more overlap there is with the questions asked in Section D. **Therefore, please try to avoid "don't know" answers in Section C unless absolutely necessary.** Encourage a "best estimate" approach.

C5: Time period covered by payslip

C6: ASKED IF THEY ARE PAID THE SAME AMOUNT EACH WEEK (C1=1), AND THEY HAVE A PAYSLIP (C3G=1 OR C3H=1). OTHERS GO TO C13

Emphasise we are asking for GROSS pay (i.e. Pay before tax).

C7: Check that they are answering as they stated at C5

C8: Asks how many hours a week respondent spent working for employer in the time covered by the payslip.

IF RESPONDENT DOESN'T KNOW PLEASE ASK THEM TO PROVIDE A BEST ESTIMATE

This figure needs to:
- EXCLUDE: Meal breaks
- INCLUDE: Any unpaid overtime

C9: Asks about extra hours spent training / guided learning as a part of their course

We are trying to get a reading of any extra hours they have done that has not yet been accounted for in the hours they provided at C8. It is really important that we avoid double-counting.

So for example, if they gave a response of 35 hours at C8 and included in that 2 hours spent filling out workbooks, then they **do not need to include this time when answering C9** as it has already been accounted for.

IF RESPONDENT DOESN'T KNOW PLEASE ASK THEM TO PROVIDE A BEST ESTIMATE. IF RANGE PROVIDED, PLEASE PROBE FOR AN EXACT FIGURE

C10: Check question: That C8 + C9 is the correct TOTAL number of hours spent working / training EACH WEEK. If not, C8 + C9 gets reasked.

C11: ASKED IF PAYS VARIES DEPENDING ON HOURS WORKED AND HAS A PAYSLIP (C1=2), AND THEY HAVE A PAYSLIP (C3G=1 OR C3H=1).

- As C6 – emphasise GROSS PAY

C12: Check same answer as C5

C13: Whether number of hours appears on payslip

C14: Number of hours on the payslip

PLEASE NOTE SOFT CHECKS

This figure needs to:
- INCLUDE any paid overtime

C15: Check same answer as C5

C16: Weekly hours spent working if not on payslip

IF RESPONDENT DOESN'T KNOW PLEASE ASK THEM TO PROVIDE A BEST ESTIMATE.

This figure needs to:
- EXCLUDE meal breaks
- INCLUDE any paid overtime or additional hours

C17: Asks about extra hours spent training / guided learning as a part of their course.

(NOTES AS PER C9)

IF RESPONDENT DOESN'T KNOW PLEASE ASK THEM TO PROVIDE A BEST ESTIMATE. IF RANGE PROVIDED, PLEASE PROBE FOR AN EXACT FIGURE

C18: Check total hours at (C14, if weekly hours given + C17) OR (C16+C17)

C19: Asked if payslip and pay varies.
- Asks if any of the hours worked were paid at a higher rate.

C20: How many hours paid at a higher rate

C23: If worked unpaid hours, how many hours was this. **Please emphasise that we can take a best estimate.** If they answer DK here they will get asked section D!

D: IF NO PAYSLIP AVAILABLE OR DON'T KNOW THROUGHOUT SECTION C

D1. Hours spent working in LAST FULL WORKING WEEK. For those coming here from section C there is a text sub to explain that they should no longer refer to the payslip.

- Not a week one sick leave etc.
- EXCLUDE unpaid meal breaks
- EXCLUDE overtime

D2. Additional hours training / guided learning

(NOTES AS PER C9)

D3: Check question D1 + D2

D4: Whether this is TYPICAL. We want to understand how usual these number of hours are they work per week as potentially the previous week could have been abnormal

D5: If week not typical. How many hours are usually spent working AND training.

PLEASE PROBE FOR BEST ESTIMATE. IF RANGE GIVEN E.G. 35-40 HOURS, PROBE FOR EXACT FIGURE.

- EXCLUDE unpaid meal breaks
- EXCLUDE any paid overtime

D6: If unable to give an estimate, how many hours a week on average in the last month or so working AND training

- EXCLUDE unpaid meal breaks
- EXCLUDE any paid overtime

IF STILL UNABLE TO ANSWER PROMPT WITH RANGES

D7: If do overtime: Whether done any overtime (paid or unpaid) in last full working week IN ADDITION to normal working hours.

D8: Number of hours unpaid / paid overtime

PLEASE PROBE FOR BEST ESTIMATE. IF RANGE GIVEN E.G. 35-40 HOURS, PROBE FOR EXACT FIGURE.

D9: Whether this is typical

D10: If not typical, number of hours USUALLY spent working overtime

PLEASE PROBE FOR BEST ESTIMATE. IF RANGE GIVEN E.G. 35-40 HOURS, PROBE FOR EXACT FIGURE.

D11: If still unable to give usual hours, how many HOURS A WEEK ON AVERAGE spent doing overtime IN THE LAST MONTH

D12: This sums the total hours across the relevant questions in Section D to check it is correct. <u>Please allow a "best estimate" approach as if they say "no" you will be routed all the way back to D1 to re-ask the section.</u>

E: Pay, bonuses or tips

ASK IF DO NOT HAVE A PAY SLIP (OR HAVE BEEN THROUGH SECTION D)

E1: if respondent can answer GROSS pay or NET pay

PLEASE CHECK THEIR UNDERSTANDING OF GROSS AND NET PAY (I.E. BEFORE AND AFTER TAX)

E2 & E3: IF ANSWERING AS GROSS: Frequency they want to provide the answer for and how much they get paid

E4 & E5: IF ANSWERING AS NET: Frequency they want to provide the answer for and how much they get paid

E6: If work paid overtime, number of hours expect to be paid

E7: How much per hour they get paid for overtime ON AVERAGE

E8: Whether this amount is before or after tax

E12: Approximation of GROSS HOURLY PAY RATE. Based on age and year in apprenticeships.

E13: If paid a higher rate sometimes: What is higher rate.

E15 & E16: Whether paid tips and if so, how much ON AVERAGE per week. If don't know prompt with ranges

E17: Whether pay discussed included or excluded tips.

E18 & E20 Bonuses.

E21: Asks whether they want to answer in amount received or as a percentage of their pay.

E22: Bonus amount

E23: Whether LIVE-IN Accommodation provided. DOES NOT INCLUDE E.G. HOTEL ACCOMMODATION WHILE AWAY WITH WORK

E24: Days living in accommodation

E25: Whether they would like to respond as daily, weekly or monthly

E26: How much charged for accommodation

F: Future Plans   136

G: Demographics

Appendix F – Advance letter

Dear «contact»

Apprenticeship Pay Survey 2016

We are about to carry out the 2016 Apprenticeship Pay Survey and very much hope you will be able to take part. This is an important research project providing up to date information on training, hours and pay of those in workplace training schemes and will be used by the Government when setting policy related to pay and improvements to workplace training. **By 'Apprenticeship', we mean any training leading to a nationally-recognised qualification undertaken whilst working for an employer.** Our records indicate that you are an apprentice.

An interviewer from IFF Research, an independent research organisation, will call you in the next few weeks to arrange a suitable time for you to take part in a 10-minute telephone interview. To help with providing accurate information regarding your hours and pay, **we strongly recommend that you try to have a recent pay slip or contract to hand** during the interview. The sorts of questions you will be asked are:

- the number of hours you spend working for your employer (in a typical week)
- the number of *additional* hours you spend learning and training on top of your normal work. (This could include attending college, courses, workshops or training sessions at your employer's premises or held externally, learning at home, learning from workbooks, time with your assessor, and time filling in a portfolio.)
- how much you earn (ideally the amount you earn in *gross terms* i.e. before tax, national insurance and other deductions).

These questions are asked to enable us to look at wage levels nationally, measure changes with previous years and monitor whether employers are adhering to the rules on fair pay. If you wish to find out more about the research objectives and content of the interview, please visit
https://www.gov.uk/government/news/thousands-of-apprentices-to-take-part-in-major-pay-study--2

Your employer will not be informed that you have taken part. The information you provide will be used for research purposes only. All your responses will be completely anonymous, and the research company will not pass us any information by which you could be identified without your permission. The research is being conducted in accordance with the Data Protection Act and the Market Research Society Code of Conduct
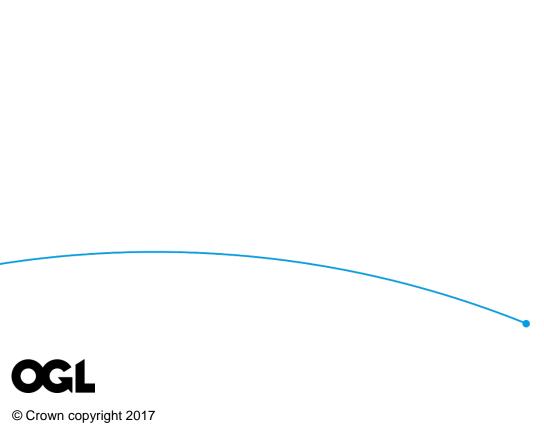
If you do not want to take part in the research, please call the freephone number 0800 054 2381and quote the reference number at the top of this letter.

If you have any questions about the interview arrangements or the conduct of the study, please call **Sam Selner or Tariq Oozeerally at IFF Research on 0207 250 3035 or email ApprenticeshipPaySurvey@iffresearch.com**. If you would like to talk to someone at BIS about why the survey is being carried out, please call Bryan Halka on 0207 215 5876 or e-mail bryan.halka@bis.gsi.gov.uk.

Many thanks in advance for your help.

<<signature>>

Deputy Director, Skills Policy Analysis
Department for Business, Innovation and Skills

OGL