



Department  
for Business  
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APPRENTICESHIP PAY SURVEY 2014

Technical report

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# Chapter 1: Introduction

This report details the methodology used for the 2014 Apprenticeship Pay Survey. The survey was carried out by IFF Research on behalf of the Department for Business, Innovation and Skills (BIS) and involved 9,367 telephone interviews with apprentices in Great Britain. The main report was published in December 2014, Report No. 207 in their BIS Research Paper series<sup>1</sup>.

## Background to the survey

An Apprenticeship is a structured programme of training consisting of paid employment and learning, leading to recognised qualifications within a specific occupation or trade. Apprenticeships operate in 80 different sectors of industry and give people the opportunity to work for an employer, learn on the job, build up knowledge and skills, and gain qualifications.

Apprenticeships are administered by the Skills Funding Agency (SFA) in England, Skills Development Scotland (SDS) in Scotland and the Welsh Government (WG) in Wales. In England training costs are state-funded, either fully for learners aged 16 to 18, or partially for learners aged 19 or over. In Scotland training costs are paid for by the employer and state. In Wales most of the training is state funded, but apprentices are expected to contribute in some circumstances. In all three countries, employers are required to pay wages and meet other employment costs.

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. In addition, in recent years there have been growing signs of non-compliance with NMW law, particularly in certain sectors, which has generated a strong interest across Whitehall and prompted a series of measures to address this. The 2014 survey was considered vital to assess whether recent policy has been effective in addressing this.

The Apprenticeship<sup>2</sup> Pay survey has been running intermittently since 2005, providing data on the pay (levels and composition), working hours and training of apprentices across the UK. Surveys have been undertaken in 2005, 2007, 2011 and 2012. BIS's predecessor departments (DfES and DIUS) completed two studies of apprentice pay in England in 2005 and 2007 and BIS, in collaboration with the devolved administrations, undertook a UK wide survey in 2011. The 2012 survey covered apprentices in England, Wales and Northern Ireland.

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<sup>1</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/387319/bis-14-1281-Apprenticeship-pay-survey-2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/387319/bis-14-1281-Apprenticeship-pay-survey-2014.pdf)



Reports of the previous surveys' findings are available at:

2005	<a href="http://webarchive.nationalarchives.gov.uk/20080726235638/dcsf.gov.uk/research/data/uploadfiles/rr674.pdf">http://webarchive.nationalarchives.gov.uk/20080726235638/dcsf.gov.uk/research/data/uploadfiles/rr674.pdf</a>
2007	<a href="http://dera.ioe.ac.uk/8726/1/DIUS-RR-08-05.pdf">http://dera.ioe.ac.uk/8726/1/DIUS-RR-08-05.pdf</a>
2011	<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/32286/12-p137-Apprenticeship-pay-survey-2011.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/32286/12-p137-Apprenticeship-pay-survey-2011.pdf</a>
2012	<a href="https://www.gov.uk/government/publications/Apprenticeship-pay-survey-2012">https://www.gov.uk/government/publications/Apprenticeship-pay-survey-2012</a>

For the 2014 survey, there were three key differences in terms of coverage compared with 2012.

- Apprentices in Scotland were not included in the 2012 survey. To provide the full picture of pay across Great Britain they were re-introduced for 2014 (Scottish apprentices were last included in 2011).
- Conversely, Apprenticeships in Northern Ireland were included in the 2012 survey, but were excluded from the 2014 survey.
- The 2014 survey included individuals on intermediate but also advanced Apprenticeships (Level 2 and 3), and higher (Level 4 and 5) Apprenticeships. The 2012 survey included only level 2 and 3 apprentices.

## Survey objectives

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. In particular it investigated:

- the wages employers are paying apprentices; and the constituent elements (basic pay, overtime, tips etc.);
- the number of hours apprentices spend working and undertaking training, in order to establish their hourly wage rates;
- the range of apprentice pay, including differences by gender, age, sector, ethnicity, disability, level, size of business, number of years since starting the programme and prior employment status.

# Chapter 2: Sample design and selection

## Sample Source

The sample for the Apprenticeship Pay Survey was drawn from comprehensive administrative datasets, containing complete records of Apprenticeships across the three countries.

- In England: the Individualised Learner Records (ILR);
- In Scotland: the Corporate Training System (CTS);
- In Wales: the Lifelong Learning Wales Records (LLWR).

In England, the **Individualised Learner Record** (ILR) was used as the sample source. 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.

Scotland's **Corporate Training System** (CTS) collects data on all Apprenticeship starts in Scotland. Data is entered and maintained by organisations contracted with Skills Development Scotland to deliver Apprenticeships. SDS 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.

The **Lifelong Learning Wales Records** (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.

The sampling frames were requested through BIS in England, Skills Development Scotland in Scotland and the Welsh Government in Wales. Requests were made for individual data for apprentices who were active at the time of request, June 2014. In each country, two files were supplied:

- a complete version, containing anonymised records of every apprentice active at the time of request, enabling counts on the population to be undertaken for weighting purposes
- a reduced version, containing detailed records of those who had agreed for their data to be shared and to be contacted for research purposes

A Data Access Agreement was submitted to relevant organisations in each of the three countries (BIS in England, SDS in Scotland and the Welsh Government in Wales) to access the sample. In addition to course information, the demographic data requested from each sample sources were:

- Age, gender and ethnicity
- Disability (not available on the CTS)

Please see Appendix A for full list of variables requested for each of the three sample frames.

## **The Apprenticeship Population**

Once the sample had been accessed, counts were run on the overall apprentice population in each of the countries. Tables 2.1-2.3 below 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 on provision in June 2014 by framework and level: England**

Framework	Level				
	Base	2	3	4	5
Business and related	59312	35701	23611		
Children's Learning and Development and Well Being	27328	8886	18442		
Construction and related	24120	18808	5312		
Customer Service	32994	24437	8557		
Electrotechnical	10572	/	10572		
Engineering, Manufacturing Technologies and related	84051	44891	39160		
Hairdressing	19219	13375	5844		
Health, Social Care and Sport	108732	60421	48311		
Hospitality and Catering	32593	26051	6542		
Management	36849	20648	16201		
Retail	36951	29527	7424		
Other 2/3	32912	12769	20143		
Accounting	2117			2117	
Care Leadership and Management and Management	5568			253	5315
Other 4/5	2982			2830	152
<b>ENGLAND TOTAL</b>	<b>516,300</b>	<b>29,5514</b>	<b>210,119</b>	<b>5,200</b>	<b>5,467</b>

**Table 2.2    Apprentice population on provision in June 2014 by framework and level: Scotland**

Framework	Level				
	Base	2	3	4	5
Business and related	2590	956	1634		
Children's Learning and Development and Well Being	1099		1099		
Construction and related	8539	1405	7134		
Customer Service	998	295	703		
Electrotechnical	638	/	638		
Engineering, Manufacturing Technologies and related	8150	578	7572		
Hairdressing	1615	1140	475		
Health, Social Care and Sport	2574	1003	1571		
Hospitality and Catering	3402	1814	1588		
Management	807		807		
Retail	2321	1538	783		
Other 2/3	1518	564	954		
Accounting	11			11	
Care Leadership and Management and Management	376			336	40
Other 4/5	466			378	88
<b>SCOTLAND TOTAL</b>	<b>35,104</b>	<b>9,293</b>	<b>24,958</b>	<b>725</b>	<b>128</b>

**Table 2.3    Apprentice population on provision in June 2014 by framework and level: Wales**

Framework	Level				
	Base	2	3	4	5
Business and related	2254	1097	1157		
Children's Learning and Development and Well Being	1575	411	1164		
Construction and related	1310	899	411		
Customer Service	1639	1091	548		
Electrotechnical	696	/	696		
Engineering, Manufacturing Technologies and related	2759	1363	1396		
Hairdressing	1391	935	456		
Health, Social Care and Sport	7093	3937	3156		
Hospitality and Catering	873	711	162		
Management	2280	892	1388		
Retail	1256	1065	191		
Other 2/3	3321	1735	1586		
Accounting	72			72	
Care Leadership and Management and Management	2979			32	2947
Other 4/5	337			230	107
<b>WALES TOTAL<sup>3</sup></b>	<b>29,835</b>	<b>14,136</b>	<b>12,311</b>	<b>334</b>	<b>3,054</b>

<sup>3</sup> 135 cases could not be classified due to missing information

Tables 2.4-2.6 show the frameworks by key demographics to gain a sense of proportions within each and where there are age / gender differences.

Table 2.4 shows the breakdown across England. There was an even split in male and female apprentices across England, each making up 50 per cent. Across age, 13 per cent were 16-18 year olds, 21 per cent 19-20 year olds, 23 per cent 21-24 and 42 per cent 25 and older.

Within frameworks in terms of gender, whereas there was a fairly even spread within the Hospitality and Catering, Management, Customer Service and Accounting frameworks, there are clear gender differences across all other frameworks.

Males dominated the Construction, Electrotechnical, Engineering, Retail frameworks and females were more predominant in Business, Children's Learning and Development, Hairdressing, Health and Care frameworks.

Within level 2-3 there are also clear age differences such as:

- Proportionately higher number of 16-18 years olds working within Construction and Hairdressing frameworks
- Higher numbers of 19-20 year olds in Electrotechnical, Other 4/5, Construction, Hairdressing, Business, Other 2/3, Engineering, Accounting and Children's Learning and Development
- Higher numbers of 21-24 year olds in Accounting, Other 4/5 and Electrotechnical
- Higher numbers of 25+ year olds in Care, Management, Health, Customer Service and Retail

**Table 2.4: Proportions of apprentices in each framework across age and gender: England**

<i>Row %</i>		<b>Age</b>				<b>Gender</b>	
		16-18	19-20	21-24	25+	F	M
<b>Framework</b>		<b>%</b>					
<b>Level 2 / 3</b>							
Business and related	59312	16%	32%	25%	28%	67%	33%
Children's Learning and Development and Well Being	27328	18%	26%	23%	33%	93%	7%
Construction and related	24120	31%	34%	24%	11%	2%	98%
Customer Service	32994	8%	17%	24%	52%	57%	43%
Electrotechnical	10572	22%	37%	28%	12%	1%	99%
Engineering, Manufacturing Technologies and related	84051	18%	29%	25%	28%	7%	93%
Hairdressing	19219	43%	30%	17%	10%	89%	11%
Health, Social Care and Sport	108732	7%	12%	22%	60%	70%	30%
Hospitality and Catering	32593	11%	19%	27%	43%	54%	46%
Management	36849	0%	3%	18%	79%	58%	42%
Retail	36951	8%	16%	22%	55%	40%	60%
Other 2/3	32912	16%	27%	23%	34%	39%	61%
<b>Level 4 /5</b>							
Accounting	2117	1%	26%	46%	27%	57%	43%
Care Leadership and Management and Management	5568	0%	3%	6%	91%	75%	25%
Other 4/5	2982	1%	35%	32%	32%	40%	60%
<b>ENGLAND TOTAL</b>	<b>516,300</b>	<b>13%</b>	<b>21%</b>	<b>23%</b>	<b>42%</b>	<b>50%</b>	<b>50%</b>



In Scotland, there were higher numbers of males (68 per cent) than females (32 per cent) and the age split also differs slightly to England. Twenty-five per cent were 16-18, 31 per cent 19-20, 25 per cent 21-24 and 19 per cent 25+. However, in terms of gender differences within the frameworks, there were some similarities to England in that more females are working towards Business, Children's Learning and Development, Hairdressing and Health frameworks while Construction, Electrotechnical and Engineering were predominately men.

Age differences across Scotland within frameworks include proportionately higher numbers of:

- 16-18 year olds in Hairdressing, Children's Learning and Development and Business
- 19-20 year olds Electrotechnical, Engineering, Business, Children's Learning and Development
- 21-24 year olds in Electrotechnical, Hospitality and Catering, Customer Service and Retail
- 25+ year olds in Care Leadership, Management, Accounting, Customer Service, Other 4/5, Retail and Other 4/5

**Table 2.5: Proportions of apprentices in each framework across age and gender: Scotland**

		Age				Gender	
Row %		16-18	19-20	21-24	25+	F	M
Framework		%					
Level 2/3							
Business and related	2590	35%	36%	19%	10%	68%	32%
Children's Learning and Development and Well Being	1099	43%	36%	18%	2%	97%	3%
Construction and related	8539	24%	32%	23%	22%	2%	98%
Customer Service	998	14%	18%	32%	36%	58%	42%
Electrotechnical	638	2%	40%	44%	14%	1%	99%
Engineering, Manufacturing Technologies and related	8150	27%	39%	25%	9%	4%	96%
Hairdressing	1615	59%	31%	9%	1%	93%	7%
Health, Social Care and Sport	2574	29%	26%	34%	11%	73%	27%
Hospitality and Catering	3402	17%	26%	36%	21%	53%	47%
Management	807	1%	3%	20%	75%	47%	53%
Retail	2321	17%	26%	30%	26%	51%	49%
Other 2/3	1518	29%	31%	17%	24%	19%	81%
Level 4/5							
Accounting	11	0%	9%	18%	73%	55%	45%
Care Leadership and Management and Management	376	0%	0%	6%	94%	50%	50%
Other 4/5	466	0%	2%	7%	91%	9%	91%
SCOTLAND TOTAL	35,104	25%	31%	25%	19%	32%	68%

In Wales, there were more female apprentices than males (60 versus 40 per cent) and the apprentice population is much older than in the other two countries. Only 6 per cent are 16-18 year olds and over half (58 per cent) 25+.

Male and female split was similar to England and Scotland with female apprentices being more predominate in the Business, Children's Learning and Development, Hairdressing, Health and Care frameworks and males in Construction, Engineering and Electrotechnical.

Proportionately more 16-20 year olds were working towards Construction, Electrotechnical, Engineering and Hairdressing frameworks, Higher numbers of 21-24 year olds were studying towards Business, Customer Service Electrotechnical and Accounting frameworks and 25+ year olds towards Health, Management and all Level 4/5 apprentices.

**Table 2.6: Proportions of apprentices in each framework across age and gender: Wales**

		Age				Gender	
Row %		16-18	19-20	21-24	25+	F	M
Framework		%					
Level 2/3							
Business and related	2254	5%	15%	30%	50%	72%	28%
Children's Learning and Development and Well Being	1575	8%	15%	23%	54%	95%	5%
Construction and related	1310	20%	37%	28%	15%	2%	98%
Customer Service	1639	4%	12%	33%	51%	65%	35%
Electrotechnical	696	15%	36%	32%	17%	1%	99%
Engineering, Manufacturing Technologies and related	2759	9%	23%	32%	36%	10%	90%
Hairdressing	1391	30%	35%	26%	8%	89%	11%
Health, Social Care and Sport	7093	1%	7%	22%	71%	82%	18%
Hospitality and Catering	873	7%	13%	21%	59%	60%	40%
Management	2280	0%	1%	13%	86%	60%	40%
Retail	1256	4%	12%	24%	60%	50%	50%
Other 2/3	3321	12%	18%	19%	51%	44%	56%
Level 4/5							
Accounting	72	0%	3%	33%	64%	61%	39%
Care Leadership and Management and Management	2979	0%	0%	5%	94%	76%	24%
Other 4/5	337	0%	11%	13%	76%	66%	34%
WALES TOTAL	29,835	6%	14%	22%	58%	60%	40%

## Sample verification, cleaning and preparation

On receipt of sample from the three respective sources, the first stage was an initial check that the desired variables were included and the approximate expected number of records had been supplied.

As discussed in the sample source section, two files were sent for each country. One was anonymised to enable the establishment of total population counts for weighting purposes, the second a non-anonymised version exclusive of those apprentices who had given permission to be contacted for research purposes. During the application phase, apprentices are asked to specify whether they are happy to be contacted by a third party for research and those that are not were removed in the non-anonymised versions. In Wales, a number of training providers had opted out of research on behalf of their apprentices en masse which resulted in a lower than anticipated usable sample. The implications for this are discussed throughout the next sections relating to setting target interviews.

Preparation of the sample began with removal of records that were not in scope for the research and the removal of multiple entries in aims files. In England and Wales, learners would appear multiple times within the files, owing to them having various learning aims. It was necessary therefore to identify and retain only unique records. In Scotland, only unique records were supplied. The process for how sample frame was prepared for each country is outlined below.

### England

- 1) Checked that records only included those where the learner had NOT completed their course or withdrawn i.e. retaining only those records where “The learner is continuing or intending to continue the learning activities leading to the learning aim” (Completion Status code 1 / compstatus=1).
- 2) Checked the above by removing those records where the learners “Learning Actual End Date” (learnActEndDate) was June 2014 or earlier.
- 3) Aim type was also listed. This was the main way of identifying unique learners in the data set. An Apprenticeship is made up of a number of different learning modules. Each of the modules is recoded on the ILR. However, **the overall main learning aim is also recorded and is unique to each learner**. To remove multiple entries the records, all rows removed that WERE NOT LearnAimRef=ZPROG001<sup>4</sup>

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<sup>4</sup> The ZPROG001 code signifies the Apprenticeship programme aim and this is recorded uniquely per learner. As outlined in the ILR Specification:

*Where a learner is studying on an Apprenticeship programme comprising a competency-based qualification, three functional skills and a knowledge based qualification, there would be six learning delivery records – **one programme aim** and five component learning aims. If the aim is a programme aim, the Learning aim reference must be ‘ZPROG001’*

- 4) Removal of all multiple entries checked using UKPRN & Learner Reference No (concatenated)
- 5) Removal of records with missing / non usable telephone numbers

## Wales

The sample for the Wales sample followed similar lines to the English one with the following exceptions:

- 1) Check that records only included those where the learner has NOT completed their course or withdrawn i.e. retaining only those records where “The learner is continuing their learning activity” (Completion Status code 1 / compstat / LA31=1)
- 2) Removal of records where LA30 (date terminated learning activity) was June 2014 or earlier (NOTE records with no termination date are all 9999-12-31)
- 3) On the Welsh sample, there was nothing to indicate the uniqueness of a record (as per ZPROG001 on the English sample). As such, records were sorted by Level of learning aim and a unique record was identified by selecting the highest level learning aim.
- 4) The Wales sample came largely coded and lookups were required from descriptor files provided by the Welsh Government on the following variables<sup>5</sup>:
  - a. LP16/LP66: Sector framework code
  - b. LA06: Learning program identifier (Level)
- 5) Removal of records with missing / non usable telephone numbers

## Scotland

- 1) Checked only unique records supplied by ‘Person id’ & ‘Last name’ (concatenated)
- 2) Removal of records with missing / non usable telephone numbers

The final step in the sample preparation was to group records according to course, these are referred to as ‘framework’. It was possible to assign every record to a framework apart from in Wales where it was not possible to categorise 135 records owing to missing information.

To ensure consistency with previous years the Level 2 and 3 frameworks were categorised in the framework categories as outlined in Table 2.1. The three sample frames use different variables to define course subject / framework area and work was required to integrate them to the overarching categories in Table 2.1. 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. Please see Appendix B for a key to the framework categorisation. When framework descriptors are taken at their most

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<sup>5</sup> Requests for the lookup files are required as part of the Data Sharing Agreement. Codes for other variables could be deciphered using the LLWR manual which can be located on the internet <http://wales.gov.uk/topics/educationandskills/learningproviders/datacollection/llwr09/?lang=en>

granular level across countries, descriptors are similar and as such there are no perceived issues with regards to comparability across the three countries.

Tables 2.7-2.9 show the total population figures against the usable sample available in each country following the sample preparation broken down by framework, age and level across each country.

In England, across the Levels almost half of the total population sample was usable (47 per cent). Groups that had a lower than average usable sample were:

- Customer service, Engineering, Health, Hospitality, Management, Retail and Other4/5 apprentices
- Level 2 and 5
- Age 21+
- Male

Usable sample in Scotland was high owing to a low number of opt outs and a high number of valid telephone numbers. In total, 93 per cent of the total population sample was available and over 75 per cent across every sub-group. The lowest available sample in comparison to the total population was in the Customer Service and Care frameworks (77 per cent and 82 per cent respectively). Across levels lowest available sample was within Level 4, but this was still high at 89 per cent and within age 25+ at 88 per cent.

As discussed in Wales, the available sample was much lower than in England and Wales and only 14 per cent of the total population sample was usable. Subgroups in which there was a particularly low usable sample included Children's Learning and Development, Customer Service, Health and Management frameworks. The implications this had on the approach taken in Wales is discussed further in the Sampling strategy chapter.

**Table 2.7: Total population figures versus usable sample: England**

	Total population	Useable sample	% usable sample from total pop.		Total population	Useable sample	% usable sample from total pop.
<b>Framework</b>	n		%	<b>Level</b>	n		%
<b>Level 2/3</b>							
Business and related	59312	30189	51%	2	295514	131362	44%
Children's Learning and Development and Well Being	27328	16979	62%	3	210119	105007	50%
Construction and related	24120	12812	53%	4	5200	2710	52%
Customer Service	32994	13701	42%	5	5467	2447	45%
Electrotechnical	10572	5369	51%	<b>Age</b>			
Engineering, Manufacturing Technologies and related	84051	36103	43%	16-18	69177	44161	64%
Hairdressing	19219	11606	60%	19-20	110004	53699	49%
Health, Social Care and Sport	108732	52711	48%	21-24	118787	51083	43%
Hospitality and Catering	32593	11320	35%	25+	218332	92583	42%
Management	36849	16564	45%	<b>Gender</b>			
Retail	36951	14542	39%	Male	257188	112357	44%
Other 2/3	32912	14473	44%	Female	259112	128989	50%
<b>Level 4/5</b>							
Accounting	2117	1472	70%				
Care Leadership and Management and Management	5568	2564	46%				
Other 4/5	2982	1121	38%				
<b>ENGLAND TOTAL</b>	<b>516,300</b>	<b>241,526</b>	<b>47%</b>		<b>516,300</b>	<b>241,526</b>	<b>47%</b>



**Table 2.8: Total population figures versus usable sample: Scotland**

	Total population	Useable sample	% usable sample from total pop.		Total population	Useable sample	% usable sample from total pop.
<b>Framework</b>	n		%	<b>Level</b>	n		%
<b>Level 2/3</b>							
Business and related	2590	2324	90%	2	9293	8462	91%
Children's Learning and Development and Well Being	1099	1029	94%	3	24958	23574	94%
Construction and related	8539	8332	98%	4	725	648	89%
Customer Service	998	773	77%	5	128	120	94%
Electrotechnical	638	636	100%	<b>Age</b>			
Engineering, Manufacturing Technologies and related	8150	7798	96%	16-18	8879	8472	95%
Hairdressing	1615	1555	96%	19-20	10848	10333	95%
Health, Social Care and Sport	2574	2457	95%	21-24	8658	8072	93%
Hospitality and Catering	3402	2949	87%	25+	6719	5927	88%
Management	807	706	87%	<b>Gender</b>			
Retail	2321	2050	88%	Male	23958	22652	95%
Other 2/3	1518	1427	94%	Female	11146	10152	91%
<b>Level 4/5</b>							
Accounting	11	11	100%				
Care Leadership and Management and Management	376	309	82%				
Other 4/5	466	448	96%				
<b>SCOTLAND TOTAL</b>	<b>35,104</b>	<b>32,804</b>	<b>93%</b>		<b>35,104</b>	<b>32,804</b>	<b>93%</b>

**Table 2.9: Total population figures versus usable sample: Wales**

	Total population	Useable sample	% usable sample from total pop.		Total population	Useable sample	% usable sample from total pop.
<b>Framework</b>	n		%	<b>Level</b>	n		%
<b>Level 2/3</b>							
Business and related	2254	351	16%	2	14136	2128	15%
Children's Learning and Development and Well Being	1575	126	8%	3	12311	1625	13%
Construction and related	1310	715	55%	4	303	63	21%
Customer Service	1639	124	8%	5	3085	481	16%
Electrotechnical	696	119	17%	<b>Age</b>			
Engineering, Manufacturing Technologies and related	2759	493	18%	16-18	1887	433	23%
Hairdressing	1391	54	4%	19-20	4079	820	20%
Health, Social Care and Sport	7093	486	7%	21-24	6631	1104	17%
Hospitality and Catering	873	494	57%	25+	17372	1940	11%
Management	2280	229	10%	<b>Gender</b>			
Retail	1256	190	15%	Male	18110	2489	14%
Other 2/3	3321	372	11%	Female	11860	1808	15%
<b>Level 4/5</b>							
Accounting	72	19	26%				
Care Leadership and Management and Management	2979	473	16%				
Other 4/5	337	52	15%				
<b>WALES TOTAL</b>	<b>29,835</b>	<b>4,297</b>	<b>14%</b>		<b>29,970</b>	<b>4,297</b>	<b>14%</b>

Please see the Fieldwork chapter for a discussion regarding the quality of the sample in terms of accuracy of information.

## Interview targets

A target of 10,850 interviews was set across the three countries. This target was broken down a further three times, first according to broad Apprenticeship level and Country (as shown in Table 2.10), then according to framework, and finally according to Level.

**Table 2.10 Number of target interviews by country and level**

	Level 2 and 3	Level 4 and 5	Total
<b>England</b>	6,000	500	6,500
<b>Scotland</b>	2,000	150	2,150
<b>Wales</b>	2,000	200	2,200
<b>GB Total</b>	10,000	850	10,850

The method for deciding targets according to framework for Level 2 and 3 Apprentices was amended slightly from the 2012 survey. For the 2012 study, an equal number of interviews were sought in each framework category. For the 2014 study, half the interviews were allocated equally across frameworks, then half in proportion to the number of apprentices undertaking each. The purpose of this approach was to ensure that more interviews would be undertaken in larger frameworks, but the smaller frameworks would still receive more interviews than if the allocation to framework was strictly proportional. The intention was that all frameworks within Level 2 and 3 would be allocated at least 300 interviews.

For those frameworks where average pay levels have historically been closely clustered around the Apprentice Rate relating to compliance / non-compliance, the number of interviews was boosted in order to maximise the robustness of findings. Based on the 2012 data, the target number of interviews was boosted in Hairdressing, Management, Children's Care Learning and Development and Business Administration.

Once interviews had been allocated to a framework apprentices were split between Level 2 and 3 and interviews were allocated proportionate to the total population of apprentices as shown in tables 2.15-2.16 for England and Scotland. As will be discussed below, the same method could not be used in Wales.

The same method was repeated for Level 4 and 5 apprentices. Final figures also shown in tables 2.15-2.16.

## Sampling strategy

As the above interview targets would suggest, records were divided into sampling cells according to level and framework. Following which sample was then ordered, first by age, then year of study, gender and ethnicity

For England and Scotland, the sample drawn was based on three times the target number of interviews. Tables 2.11-2.12 show the sampling fractions<sup>6</sup> within England and Scotland (i.e. the chances of each apprentice getting interviewed based on total population).

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<sup>6</sup> The sampling fraction is the ratio of the sample size to the population size.

**Table 2.11 Sample fractions: England**

	Level 2			Level 3			Level 4			Level 5		
Business and related	35701	1077	0.03	23611	731	0.03						
Children's Learning and Development and Well Being	8886	456	0.05	18442	896	0.05						
Construction and related	18808	916	0.05	5312	264	0.05						
Customer Service	24437	988	0.04	8557	352	0.04						
Electrotechnical				10572	1125	0.11						
Engineering, Manufacturing Technologies and related	44891	1184	0.03	39160	1066	0.03						
Hairdressing	13375	932	0.07	5844	420	0.07						
Health, Social Care and Sport	60421	1483	0.02	48311	1205	0.02						
Hospitality and Catering	26051	1061	0.04	6542	269	0.04						
Management	20648	799	0.04	16201	610	0.04						
Retail	29527	1326	0.04	7424	383	0.05						
Other 2/3	12769	302	0.02	20143	476	0.02						
Accounting							2117	600	0.28			
Care Leadership and Management and Management							253	40	0.16	5315	792	0.15
Other 4/5							2830	63	0.02	152	3	0.02
<b>ENGLAND TOTAL</b>	<b>295,514</b>	<b>10,525</b>		<b>210,119</b>	<b>7,797</b>		<b>5,200</b>	<b>703</b>		<b>5,467</b>	<b>796</b>	

**Table 2.12 Sample fractions: Scotland**

	Level 2			Level 3			Level 4			Level 5		
Business and related	956	179	0.19	1634	298	0.18						
Children's Learning and Development and Well Being		0		1099	372	0.34						
Construction and related	1405	166	0.12	7134	826	0.12						
Customer Service	295	81	0.27	703	253	0.36						
Electrotechnical	/			638	304	0.48						
Engineering, Manufacturing Technologies and related	578	67	0.12	7572	889	0.12						
Hairdressing	1140	273	0.24	475	114	0.24						
Health, Social Care and Sport	1003	190	0.19	1571	284	0.18						
Hospitality and Catering	1814	270	0.15	1588	272	0.17						
Management		0		807	372	0.46						
Retail	1538	307	0.20	783	143	0.18						
Other 2/3	564	111	0.20	954	187	0.20						
Accounting							11	11	1.00			
Care Leadership and Management and Management							336	200	0.60	40	25	0.63
Other 4/5							378	170	0.45	88	41	0.47
<b>SCOTLAND TOTAL</b>	<b>9,293</b>	<b>1,644</b>		<b>24,958</b>	<b>4,314</b>		<b>725</b>	<b>381</b>		<b>128</b>	<b>66</b>	

As discussed previously, counts were too low to adopt the same approach used in England and Scotland. As such, the decision was taken to conduct a census in Wales rather than setting specific quotas. To ascertain the impact this had on achieving a representative sample, table 2.13 shows the proportions of Level 2 and Level 3 apprentices within each Framework cell across the total population in comparison to the available sample. As the table shows, the usable sample was skewed towards the Construction, Hospitality and Catering and Management frameworks and away from Customer Service and Hairdressing which introduces a degree of sample bias (although this is corrected to an extent through weighting).

**Table 2.13: Proportions of Level 2 and 3 apprentices in each framework/level cell across the total population against the available sample: Wales**

	Total population Level 2	Usable sample Level 2	Total population Level 3	Usable sample Level 3
<b>Framework</b>				
			%	
<b>Level 2/3</b>				
Business and related	4.1%	5.6%	4.4%	3.7%
Children's Learning and Development and Well Being	1.6%	1.1%	4.4%	2.3%
Construction and related	3.4%	14.2%	1.6%	4.9%
Customer Service	4.1%	1.9%	2.1%	1.4%
Electrotechnical		0.0%	2.6%	3.2%
Engineering, Manufacturing Technologies and related	5.2%	6.7%	5.3%	6.4%
Hairdressing	3.5%	1.0%	1.7%	0.4%
Health, Social Care and Sport	14.9%	7.0%	11.9%	5.9%
Hospitality and Catering	2.7%	9.1%	0.6%	4.1%
Management	3.4%	2.1%	5.2%	4.1%
Retail	4.0%	3.9%	0.7%	1.1%
Other 2/3	6.6%	4.1%	6.0%	5.8%

Table 2.14 shows the proportions across Level 4 and 5 within each framework cell. As the table shows, proportions within the usable sample were similar to the total population.

**Table 2.14: Proportions of Level 4 and 5 apprentices in each framework/level cell across the total population against the available sample: Wales**

	Total population Level 2	Usable sample Level 2	Total population Level 3	Usable sample Level 3
<b>Level 4/5</b>				
Accounting	2.1%	3.3%	0.0%	0.0%
Care Leadership and Management and Management	0.9%	0.4%	87.0%	86.6%
Other 4/5	6.8%	7.9%	3.2%	1.7%



**Table 2.15 Interview targets by framework and level: England**

<b>Framework</b>	<b>Level</b>				
	Base	2	3	4	5
Business and related	602	362	240		
Children's Learning and Development and Well Being	450	146	304		
Construction and related	393	306	87		
Customer Service	446	330	116		
Electrotechnical	375	0	375		
Engineering, Manufacturing Technologies and related	749	400	349		
Hairdressing	450	313	137		
Health, Social Care and Sport	895	497	398		
Hospitality and Catering	443	354	89		
Management	469	263	206		
Retail	469	375	94		
Other 2/3	259	100	159		
Accounting	200			200	0
Care Leadership and Management and Management	277			13	264
Other 4/5	22			21	1
<b>ENGLAND TOTAL</b>	<b>6,497</b>	<b>3,446</b>	<b>2,552</b>	<b>234</b>	<b>265</b>

**Table 2.16 Interviewing targets by framework and level: Scotland**

<b>Framework</b>	<b>Level</b>				
	Base	2	3	4	5
Business and related	160	59	101		
Children's Learning and Development and Well Being	125	0	125		
Construction and related	333	55	278		
Customer Service	112	33	79		
Electrotechnical	102	0	102		
Engineering, Manufacturing Technologies and related	321	23	298		
Hairdressing	130	92	38		
Health, Social Care and Sport	159	62	97		
Hospitality and Catering	182	97	85		
Management	125	0	125		
Retail	151	100	51		
Other 2/3	100	37	63		
Accounting	5			5	0
Care Leadership and Management and Management	75			67	8
Other 4/5	70			57	13
<b>SCOTLAND TOTAL</b>	<b>2,150</b>	<b>558</b>	<b>1,442</b>	<b>129</b>	<b>21</b>

In drawing the starting sample for England, and Scotland three times the number of records in each cell was drawn from the ILR and CTS respectively. Within each level by framework cell, records were selected by firstly allocating each unit in the cell a random number and then selecting the lowest scores up to the target for each cell. As discussed, the entire usable LLWR sample was used in Wales (4,297).

Although a target number of interviews were set in England and Scotland, rigid quotas were not imposed. Rather, from the drawn sample, as many interviews as possible were sought.

### **Additional sample**

Towards the end of the fieldwork period, concerns were raised regarding the low conversion rate of the retail framework in England, especially considering this group was of interest from a policy perspective. It was felt that potentially, the retail framework would not achieve a healthy enough number of responses with which to conduct meaningful sub-group analysis. As a result, the decision was taken to boost the retail framework by drawing an additional 300 records from the ILR (at Level 2 and 3).

## Chapter 3: Questionnaire development

To understand changes over time, it was initially intended that the questionnaire remain as close to the 2012 version as possible. There was, however, a need to review the questionnaire for 2014 in order to:

- remove redundant questions no longer relevant to policy development and monitoring in this area;
- to address some apparent weaknesses in question design that emerged after the last survey.

In terms of the latter, questions had been raised over the accuracy of previous survey findings. There was evidence to suggest that there were some inconsistencies in apprentices' interpretation of certain questions, and that some questions did not provide accurate information on true pay levels<sup>7</sup>. It was felt this occurred for a number of reasons including apprentices' misinterpretation of what constitutes on- and off-the-job training, or "double-counting" of hours worked / spent training. This, for example, potentially led to a mis/overreporting of total hours spent working and training.

Nevertheless, the key content collected remained consistent and included specific information on Apprenticeship pay areas including:

- how much apprentices are paid (gross) per hour/week/month/year from their Apprenticeship
- whether apprentices receive tips, overtime or bonus payments, and if so, how much this amounts to
- how many hours in an average week they spend working and training as a part of their Apprenticeship
- if they already worked for their employer before the start of their Apprenticeship

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<sup>7</sup> For further information see findings from the follow-up research conducted after the 2012 Apprenticeship Pay Survey [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/49987/bis-13-532-follow-up-research-apprentices-pay-training-and-working-hours.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/49987/bis-13-532-follow-up-research-apprentices-pay-training-and-working-hours.pdf)

## Overview of questionnaire content

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
<b>Screenener</b>	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).
<b>Section A: Course or training undertaken</b>	Confirming employer details, contractual arrangements e.g. whether had a written contract, permanency of position and confirmation of start date of Apprenticeship.
<b>Section B: Employment circumstances</b>	Whether worked for employer prior to starting course and if so whether pay rate changed on starting Apprenticeship, confirmation of age.
<b>Section C: Payslip, pay and hours (worked/trained)</b>	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.
<b>Section D: Non-payslip and hours (worked/trained)</b>	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.
<b>Section E: Pay, bonuses and tips</b>	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.
<b>Section F: Awareness of NMW and pay increases</b>	Whether aware of NMW and whether pay has increased since their course began and reasons why.
<b>Section G: Demographics</b>	Ethnicity, disability and receipt of benefits information.

The full questionnaire is included in Appendix B with a summary of the Apprenticeship Pay Survey 2012 questions removed and new questions added included in Appendix C.

## Development of new questions and cognitive testing

IFF worked closely with BIS and devolved administration stakeholders in the development of the questionnaire before it was cognitively tested to ascertain the degree to which it was fit for purpose and relevant to apprentices.

Prior to cognitive testing, various amendments/introductions were made in accordance with current interests / priorities. For example, questions relating to external assessors were dropped and questions around written contracts and whether respondents lived in employer-provided accommodation were added, the latter being required as it feeds in to NMW calculations.

In addition, in order to improve the accuracy of apprentices' response to hours worked and pay questions, two main changes were considered at the development stage:

- 1) **Number of hours worked:** In previous Apprenticeship Pay Surveys, the number of hours spent off-the-job training; on-the-job training and number of hours spent working were taken as distinct measures. However, due to the complications regarding the varied ways in which apprentices interpret "on/off-the-job training" compared with "working" and because achieving separate calculations for these different aspects of Apprenticeships was not the priority for this research, and not needed for calculations of the wage rate, considerations were taken as to whether approach should be amended. It was agreed that an alternative solution should be tested i.e. that the survey should aim to identify the **total** number of hours spent on Apprenticeships encapsulating all aspects of working / training, rather than requiring separate measures for each.
- 2) **Use of payslip:** In order to improve the accuracy of pay information provided and avoid misreporting, consideration was taken as to whether it would be viable for apprentices to provide details of their hours worked / pay details using a payslip and this again was incorporated into the testing phases.

During the cognitive testing phase the questionnaire was designed to collect a measurement of hours spent working followed by any additional hours spent training (regardless of whether this training was on or off the job). In this case, it did not matter whether interpretations of work versus training varied between apprentices, as long as all weekly hours spent on the Apprenticeship were encapsulated. In addition, there was less of a risk of hours being double-counted.

To test the effectiveness of the payslip approach, the questionnaire included a request for respondents to retrieve a payslip and where available, use it to report their working hours and pay information.

## Cognitive testing

Although the mainstage fieldwork was conducted over the phone, the cognitive interviews were largely carried out face-to-face allowing the researchers to pick up on non-verbal cues from the respondent indicating difficulties with certain questions and/or the response process. The full questionnaire was administered by the researchers who then retrospectively probed the respondent to discuss their response processes to the questions, to check the questionnaire flow and to identify if respondents found any parts of the survey difficult to respond to, irrelevant or ambiguous. The interviews also explored perceptions on the appropriateness of the payslip mechanism.

In total 12 interviews were undertaken with apprentices comprising seven face-to-face and five telephone interviews. Interviews typically lasted between 45 mins and an hour.

### ***Sample and recruitment of the cognitive interviews***

A targeted recruitment strategy was used in order to test the questionnaire on different types of apprentice. A number of different sample sources were used to recruit apprentices, largely through a previous BIS survey where respondents had agreed to take part in future research but also by a web search and snowballing through existing learner and provider contacts.

Respondents were recruited by telephone using a screener to ensure suitability. Loose quotas were set ensuring a mix of respondents based on:

- Gender
- Age
- Level (to ensure some higher apprentices were included)
- Framework
- Location (to cover Scotland and Wales, and to ensure that a limited number were conducted in London where pay levels are above average).

Table 3.2 shows the sample breakdown.

**Table 3.2: Profile of cognitive interview respondents**

<b>Profile of those interviewed</b>	
<b>Gender</b>	
Male	6
Female	6
<b>Age</b>	
19-24	4
25-30	5
>30	3
<b>Level</b>	
Level 2	3
Level 3	6
Level 4	2
Level 5	1
<b>Location</b>	
Greater London / SW / SE	4
North / Midlands	5
Wales	2
Scotland	1

Respondents were training in the following frameworks / subject areas:

- Business administration / management (x3)
- ICT (x2)
- Joinery
- Vehicle Repair
- Health and Social Care
- Plumbing
- Accounting
- Farrier
- Bio-Technology



### ***Feedback from cognitive testing***

After each interview, the interviewers made detailed notes on their interview, using the interview recording. A detailed report was produced which presented the findings and recommendations from the question review and cognitive testing which then informed the development of the pilot questionnaire. A face-to-face meeting between IFF and BIS was held to discuss key issues, highlighting any difficulties experienced before discussing possible solutions.

A copy of the cognitive testing report is included in Appendix C. In short, some of the issues raised in the testing which guided further development of the questionnaire included:

- **Payslip:** There was some resistance to the idea of using a payslip initially but once interviewed, it was generally a useful tool for answering relevant questions. It was felt that any negativity from respondents towards this approach could be mitigated by informing participants in advance in the introductory letter that this would be required where possible.
- **Working hours:** Some evidence of apprentices struggling to give accurate figures regarding their typical / usual working hours due to weekly variance; and their recent hours being different to their usual situation.
- **Accuracy issues calculating overtime:** There were mixed interpretations over the definition of / what is considered overtime.

Following feedback from the cognitive interviews, IFF worked with BIS and partners to restructure the questionnaire and address some of the issues raised in the cognitive interviews. The key developments following the cognitive phase were as follows:

- Questions up front determining whether apprentices' were paid the same amount each week or whether their pay varied and if the latter, whether all hours were paid at the same rate or if some were paid at a higher rate than standard;
- Prior to hours worked and pay, questions were introduced establishing whether apprentices:
  - Had a set number of contracted hours a week and if so, how many
  - Ever worked overtime
  - Received any bonuses, commissions or tips
  - Received payslips (and if so if they were able to retrieve one);
- The questionnaire was restructured introducing two routes depending on whether apprentices had a payslip or not. In addition, any apprentice who initially started answering the survey with a payslip but responded "don't know" to any of the key questions were subsequently routed to the non-payslip section

Please see Appendix C for details of the restructuring of the pilot questionnaire and reasons for the adopted approach.

## Pilot survey

The main purpose of the pilot was to check questionnaire functionality (were questions answerable for respondents) and to ensure key questions relating to pay and hours were yielding accurate data. Fifty interviews were undertaken.

### ***Pilot fieldwork***

Fieldwork for the pilot was conducted on Tuesday 8th and Wednesday 9<sup>th</sup> of July 2014.

### ***Pilot sample***

The sample for the pilot consisted of 350 intermediate and higher apprentices in England and 150 in Scotland drawn from the Individualised Learning Record (ILR) and the Corporate Training System respectively. Introductory letters were sent in advance of the pilot to notify respondents of the research, and giving them the opportunity to opt out via a freephone number.

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

There were no quotas set but interviews were completed with a diverse range of apprentices, ensuring coverage of different levels (seven of the 50 were with higher apprentices), frameworks and country. A mix of ages was also achieved: 28 were aged 16-18, eight were 19-20, two 21-24 and 12 were aged 25+.

Table 3.3 shows the number of interviews conducted by framework and level.

**Table 3.3: Profile of pilot interview respondents**

<b>Framework</b>	<b>Intermediate Level (2 &amp; 3)</b>
Business and related	8
Children's Learning and Development and Well Being	1
Construction and related	2
Customer Service	1
Electrotechnical	7
Engineering, Manufacturing Technologies and related	4
Hairdressing	6
Health, Social Care and Sport	6
Hospitality and Catering	2
Management	1
Retail	2
Other 2/3	3
<b>Framework</b>	<b>Higher Level (4 and 5)</b>
Accounting	1
Care Leadership and Management and Management	2
Other 4/5	4

***Pilot briefing and de-briefing***

Interviewers received a face-to-face briefing prior to the fieldwork where they were provided with background information on the purpose of the survey and a question-by-question run-through of the questionnaire to ensure they were aware of specific instructions for certain questions. A debrief session was held following the interviewing, where feedback was obtained from the interviewers.

***Interview length***

The average interview length was just over 13 minutes, higher than the intended 10 minutes. As to be expected, interview lengths varied substantially across respondents (ranging from just under 9 minutes to 23 minutes). The average interview length was

marginally lower for those answering with a payslip to hand (12 min 50 s versus 13 min 20 s for those who did not answering with a payslip).

### ***Feedback from the pilot***

As a result of listening in to pilot interviews and receiving feedback from the interviewers a number of recommendations were made in order to try and reduce the interview length and address areas of difficulty/misunderstanding on the part of the respondent. A copy of the pilot report, which includes a summary of the amends made to the questionnaire, is included in Appendix D. In summary, some of the more significant changes made to the questionnaire as a result of the telephone pilot stage included:

- Removal of questions relating to activities prior to working for employer and future plans post Apprenticeship.
- Evidence suggested that respondents answering using their payslip had difficulty splitting out standard and overtime hours. As a result questions were changed to ask about total pay and hours (thus including overtime). For those apprentices whose pay varied depending on hours worked, questions were added to establish whether any hours had been paid at a higher rate than standard and whether they had worked any unpaid overtime.
- Check questions were added in to ensure that hours reported on the different elements (i.e. hours spent working / training and overtime) were cumulatively accurate.

# Chapter 4: Fieldwork

## Interviewer briefings

All interviewers working on the project underwent specific training before they began conducting interviews. This training involved a face-to-face briefing given by the research team at IFF Research. As part of this briefing, all interviewers received written briefing instructions in order 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

Interviews were carried out by interviewers from 22 July 2014 to 14 September 2014. Concern had been raised following the 2012 survey, that a change in apprentice NMW rate during fieldwork may have impacted on the ability to accurately measure compliance levels. Therefore it was important that fieldwork was carried out at a suitable time away from any changes to NMW.

## Contact procedures

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 phoneline. A copy of the advanced letter sent to apprentices can be found in Appendix G. Welsh apprentices were sent copies of the letter in both English and Welsh translations and were given the opportunity to conduct the survey in Welsh when contacted.

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. The most a record was called was 29 times.

There was a wide range in the number of calls required to achieve interviews. In 20 per cent of cases a single call was required, in 14 per cent two calls were needed, in 11 per cent three and in 9 per cent four calls were needed. Overall in 61 per cent of cases the interview was achieved within 5 calls. In 5 per cent of cases 15 or more calls were needed (in 0.8 per cent of cases the interview was achieved after 20 or more calls).

Table 4.1 shows results 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		Calls required							
Framework		1	2	3	4	5	6-10	11-14	15+
<b>Level 2/3</b>									
Business and related	%	25	16	13	9	7	21	7	3
Children's Learning and Development and Well Being	%	20	18	11	9	7	21	8	5
Construction and related	%	16	13	13	12	8	24	9	5
Customer Service	%	18	16	12	7	7	24	11	5
Electrotechnical	%	19	14	10	8	8	25	9	7
Engineering, Manufacturing Technologies and related	%	21	14	11	9	7	24	10	5
Hairdressing	%	17	12	11	9	8	24	12	6
Health, Social Care and Sport	%	20	14	10	8	8	27	9	5
Hospitality and Catering	%	19	11	12	8	6	28	12	5
Management	%	18	14	8	10	6	25	13	5
Retail	%	22	14	10	8	8	26	7	5
Other 2/3	%	17	17	12	9	8	24	9	4
<b>Level 4/5</b>									
Accounting	%	23	18	13	6	6	21	9	4
Care Leadership and Management and Management	%	20	14	9	9	7	25	11	5
Other 4/5	%	26	15	9	12	4	20	7	6
<b>TOTAL</b>	<b>%</b>	<b>20</b>	<b>14</b>	<b>11</b>	<b>9</b>	<b>7</b>	<b>24</b>	<b>9</b>	<b>5</b>

## Screen-out procedure

Respondents went through a screening procedure to check their eligibility for the research. They were firstly asked whether they were currently involved in the course provided on the sample. At this question, they 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.

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

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

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

The average duration of the main interviews was just over 11 minutes.

The table 4.2 shows a breakdown of average interview length by gender, age, level and Framework. There was little difference across gender and age. On average, Level 4/5 apprentices tended to go through the questionnaire quicker than Level 2/3.

**Table 4.2: Average interview lengths by demographics and framework**

<b>Sample type</b>	<b>Average interview length</b>
Male	11:40
Female	11:28
16-18	11:36
19-20	11:40
21-24	11:32
25_	11:35
Level 2	11:36
Level 3	11:34
Level 4	10:54
Level 5	10:47
<b>Level 2/3</b>	
Business and related	11:01
Children's Learning and Development and Well Being	11:37
Construction and related	11:32
Customer Service	11:18
Electrotechnical	11:58
Engineering, Manufacturing Technologies and related	11:42
Hairdressing	12:12
Health, Social Care and Sport	12:10
Hospitality and Catering	11:52
Management	11:21
Retail	11:52
Other 2/3	11:36
<b>Level 4/5</b>	
Accounting	10:48
Care, Leadership and Management	10:47
Other 4/5	10:56



## Use of payslip

A key development in the 2014 survey in comparison to previous years was asking 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.

In total, a third of apprentices went through the survey using a payslip (34%, unweighted) with two-thirds either starting at Section D or being routed there as they were unable to provide an answer for a question in Section C.

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 70 per cent answered in gross terms, 18 per cent in net and 12 per cent refused to provide an answer. Across the total sample therefore, 80 per cent answered in gross terms.

Table 4.3 shows the breakdown of the pay period apprentices responded with by whether they answered the survey using a payslip or not amongst those apprentices that provided pay information.

**Table 4.3 Pay period provided by responding apprentices**

Pay period		Total	Payslip	Non-payslip
Base	<i>n</i>	8,541	5,328	3,213
		%	%	%
Annual		11	-	17
Monthly		41	54	34
4 weekly		6	12	3
Fortnightly		2	3	1
Weekly		23	30	20
Hourly		7	-	11
Other		1	1	1
GB Total		9,367	3,213	6,154

A higher number of those answering with a payslip answered about monthly, four weekly and weekly pay whilst higher proportions of non-payslip apprentices answered with annual, and hourly frequencies.

## Number of interviews in Welsh

As discussed, Apprentices in Wales were given the option of conducting the interviews in Welsh. In total, 5 interviews were undertaken in Welsh.

## Quality of the sample

Overall, the sample proved to be good quality with largely accurate information. 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.

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 99-100% per cent of apprentices reported being on the same level as indicated on the sample. In addition, at least 98 per cent of apprentices within each framework were undertaking the framework as categorised on the sample.

In addition, there were relatively few wrong numbers on the sample (three per cent). This was highest amongst Construction, Engineering, Health and Hospitality and Catering frameworks and those aged 21+.

Just over 10 per cent of the total sample screened out of the survey due to ineligibility. The large majority of these (84 per cent of the total sample and 11 per cent of screen outs) comprised participants who had either not started yet, finished early or were no longer on the course. There were no notable differences across key variables.

## **Mitigating other difficulties obtaining an interview**

During the cognitive testing of the questionnaire, some feedback was received by a number of apprentices that they would not necessarily define the course they were undertaking as an apprenticeship. This could have been a potential barrier for some respondents and their willingness to participate as they may not have been able to see the relevance of the survey. However, steps were taken to minimise this risk, notably avoiding using the terms Apprenticeship / apprentice during the introductory and screening stages of the questionnaire unless necessary. Rather interviewers referred to the “course” and “training” respondents were undertaking with their employer and several check questions were built into the screener to ascertain whether respondents were engaged in a relevant course. During the mainstage of fieldwork, interviewers did not report this as being a major issue.

## Quality control

A total of 194 interviewers worked on the main survey.

Quality control of interviewing was conducted via listening facilities as the interviews occurred, as well as listening to interview recordings, in order to assess if interviewers were administering the questionnaire as intended (e.g. reading out all of the pre-code options where instructed to do so). All interviewers were monitored by IFF's Quality Control team at least once and, across all interviews, at least five per cent of all interviews were monitored and quality is as assessed in accordance with the requirements of the Interviewer Quality Control Scheme (IQCS).

Towards the end of mainstage fieldwork some preliminary data checks revealed approximately 30 cases in which respondents had reported either pay or weekly hour figures that seemed illogically high. As such call backs were undertaken to check responses and interviews were secured in 22 cases.

# Chapter 5: Response

## Fieldwork outcomes

Response rate is one indicator of survey representativeness. The higher the response rate, the less likely it is that bias affects the achieved sample.

A breakdown of field outcomes is provided in Table 5.1 below. In total, 30,523 records were drawn from the three countries as follows:

- England: 19,821
- Scotland: 6,405
- Wales: 4,297

Overall, 9,367 interviews were completed (5,481 in England, 2,162 in Scotland, 1,724 in Wales), representing a response rate of 31 per cent, 46 per cent with ineligible and unusable sample removed. This represents a healthy response rate for a survey of this nature and therefore lowering the likelihood of potential bias. Any existing bias was corrected by applying sample weights during the data preparation phase (please see weighting chapter).

Table 5.1 below outlines a breakdown of fieldwork outcomes, broken down by the three countries. Those categorised as “ineligible” screened out on account of them 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, complete breakdowns can be found in table 5.1. As the table shows, response rate was highest in Wales with interviews completed with 40 per cent of the sample (57 per cent with ineligible and unusable sample removed). Refusal rates were similar across the three countries and ineligibility was lower in Wales than the other two countries, which were at a similar level. England had the highest number of unusable records and records that were live after fieldwork.

**Table 5.1 Summary of fieldwork response**

	Cases	(%)
<b>England</b>		
Total sampled from ILR	19,821	
Completed interviews	5,481	28
Ineligible for the research	2,860	14
Refusal	1,516	8
Unusable	4,281	22
Live after fieldwork completion	5,683	29
<i>Completed interviews with ineligible and unusable sample removed</i>	5,481 of 12,680	43
<b>Scotland</b>		
Total sampled from CTS	6,405	
Completed interviews	2,162	34
Ineligible for the research	860	13
Refusal	372	6
Unusable	1,016	16
Live after fieldwork completion	1,995	31
<i>Completed interviews with ineligible and unusable sample removed</i>	2,162 of 4,529	48
<b>Wales</b>		
<b>Total sampled from LLWR</b>	<b>4,297</b>	
Completed interviews	1,724	40
Ineligible for the research	464	4
Refusal	326	8
Unusable	798	19
Live after fieldwork completion	985	23
<i>Completed interviews with ineligible and unusable sample removed</i>	1,724 of 3,035	57

Tables 5.2 to 5.4 below shows the overall achieved sample broken down by framework and level across the three countries.

**Table 5.2 Achieved sample breakdown by framework and level: England**

Framework	Level				
	Base	2	3	4	5
Business and related	574	342	232		
Children's Learning and Development and Well Being	371	142	229		
Construction and related	357	292	65		
Customer Service	328	242	86		
Electrotechnical	451	1	450		
Engineering, Manufacturing Technologies and related	746	352	394		
Hairdressing	379	291	88		
Health, Social Care and Sport	615	346	269		
Hospitality and Catering	328	263	65		
Management	278	154	124		
Retail	337	275	62		
Other 2/3	256	102	154		
Accounting	219			218	1
Care Leadership and Management and Management	218			17	201
Other 4/5	24			23	1
<b>ENGLAND TOTAL</b>	<b>5,481</b>	<b>2,802</b>	<b>2,218</b>	<b>258</b>	<b>203</b>

**Table 5.3 Achieved sample breakdown by framework and level: Scotland**

<b>Framework</b>	<b>Level</b>				
	Base	2	3	4	5
Business and related	185	72	113		
Children's Learning and Development and Well Being	116		116		
Construction and related	386	41	345		
Customer Service	84	18	66		
Electrotechnical	108		108		
Engineering, Manufacturing Technologies and related	446	31	415		
Hairdressing	132	101	31		
Health, Social Care and Sport	140	59	81		
Hospitality and Catering	124	62	62		
Management	78		78		
Retail	125	85	40		
Other 2/3	87	33	54		
Accounting	6			5	1
Care Leadership and Management and Management	76			69	7
Other 4/5	69			55	14
<b>SCOTLAND TOTAL</b>	<b>2,162</b>	<b>502</b>	<b>1,509</b>	<b>129</b>	<b>22</b>



**Table 5.4 Achieved sample breakdown by framework and level: Wales**

Framework	Level				
	Base	2	3	4	5
Business and related	168	102	66		
Children's Learning and Development and Well Being	62	21	41		
Construction and related	279	230	49		
Customer Service	50	28	22		
Electrotechnical	52		52		
Engineering, Manufacturing Technologies and related	224	110	114		
Hairdressing	23	18	5		
Health, Social Care and Sport	193	112	81		
Hospitality and Catering	147	102	45		
Management	94	25	69		
Retail	66	51	15		
Other 2/3	137	59	78		
Accounting	10			9	1
Care Leadership and Management and Management	195			1	194
Other 4/5	24			21	3
<b>WALES TOTAL</b>	<b>1,724</b>	<b>858</b>	<b>637</b>	<b>31</b>	<b>198</b>

## Conversion rates

Tables 5.5-5.7 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). For Level 2 and 3 frameworks across the three countries, those with the lowest conversion rates were the Retail, Management and Hospitality and Catering Services and those with a higher conversion rate tended to be the Engineering and Electrotechnical frameworks (see Table 5.8 for a summary). However, this could, in part, be influenced by demographics (see table 5.9). For example, males in England and Scotland were more likely to convert than females and as discussed previously, Engineering and Electrotechnical frameworks have higher portions of male apprentices.

**Table 5.5 Conversion rates by framework and level: England**

<b>Framework</b>	<b>Level</b>				<b>TOTAL</b>
	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Business and related	32%	32%			<b>32%</b>
Children's Learning and Development and Well Being	31%	26%			<b>27%</b>
Construction and related	32%	25%			<b>30%</b>
Customer Service	24%	24%			<b>24%</b>
Electrotechnical	/	40%			<b>40%</b>
Engineering, Manufacturing Technologies and related	30%	37%			<b>33%</b>
Hairdressing	31%	21%			<b>28%</b>
Health, Social Care and Sport	23%	22%			<b>23%</b>
Hospitality and Catering	25%	24%			<b>25%</b>
Management	19%	20%			<b>20%</b>
Retail	21%	16%			<b>20%</b>
Other 2/3	34%	32%			<b>33%</b>
Accounting			36%	100%	<b>36%</b>
Care Leadership and Management and Management			43%	25%	<b>26%</b>
Other 4/5			37%	33%	<b>36%</b>
<b>ENGLAND TOTAL</b>	<b>27%</b>	<b>28%</b>	<b>37%</b>	<b>26%</b>	<b>28%</b>

**Table 5.6 Conversion rates by framework and level: Scotland**

<b>Framework</b>	<b>Level</b>				<b>TOTAL</b>
	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Business and related	40%	38%			<b>39%</b>
Children's Learning and Development and Well Being	/	31%			<b>31%</b>
Construction and related	25%	42%			<b>39%</b>
Customer Service	22%	26%			<b>25%</b>
Electrotechnical	/	36%			<b>36%</b>
Engineering, Manufacturing Technologies and related	46%	47%			<b>47%</b>
Hairdressing	37%	27%			<b>34%</b>
Health, Social Care and Sport	31%	29%			<b>30%</b>
Hospitality and Catering	23%	23%			<b>23%</b>
Management	/	21%			<b>21%</b>
Retail	28%	28%			<b>28%</b>
Other 2/3	30%	29%			<b>29%</b>
Accounting			36%	100%	<b>40%</b>
Care Leadership and Management and Management			35%	29%	<b>34%</b>
Other 4/5			33%	34%	<b>33%</b>
<b>SCOTLAND TOTAL</b>	<b>31%</b>	<b>35%</b>	<b>34%</b>	<b>33%</b>	<b>34%</b>

**Table 5.7 Conversion rates by framework and level: Wales**

<b>Framework</b>	<b>Level</b>				<b>TOTAL</b>
	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Business and related	48%	47%			<b>48%</b>
Children's Learning and Development and Well Being	/	48%			<b>49%</b>
Construction and related	43%	27%			<b>39%</b>
Customer Service	39%	42%			<b>40%</b>
Electrotechnical	/	44%			<b>44%</b>
Engineering, Manufacturing Technologies and related	44%	47%			<b>45%</b>
Hairdressing	47%	31%			<b>43%</b>
Health, Social Care and Sport	42%	36%			<b>40%</b>
Hospitality and Catering	30%	29%			<b>30%</b>
Management	/	45%			<b>41%</b>
Retail	35%	35%			<b>35%</b>
Other 2/3	38%	36%			<b>37%</b>
Accounting			50%	100%	<b>53%</b>
Care Leadership and Management and Management			50%	41%	<b>41%</b>
Other 4/5			49%	33%	<b>46%</b>
<b>WALES TOTAL</b>	<b>40%</b>	<b>39%</b>	<b>49%</b>	<b>41%</b>	<b>40%</b>

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

	England	Scotland	Wales
<b>Highest conversion</b>	Electrotechnical – 40%	Engineering – 47%	Children’s Learning and Development – 49%
	Engineering – 33%	Construction – 39%	Business – 48%
	Other – 33%	Electrotechnical – 36%	Engineering – 45%
<b>Lowest conversion</b>	Retail – 20%	Management – 21%	Hospitality and Catering – 30%
	Management – 20%	Hospitality and Catering – 23%	Retail – 35%
	Health, Social Care and Sport – 23%	Customer Service – 25%	Other – 37%

**Table 5.9 Conversion rates by age and gender: England, Scotland and Wales**

	England	Scotland	Wales
<b>Gender</b>			
Male	29%	36%	36%
Female	25%	30%	36%
<b>Age</b>			
16-18	37%	44%	50%
19-20	33%	37%	39%
21-24	26%	28%	33%
25+	20%	26%	33%

## Comparison of targeted and achieved interviews

Table 5.10 and 5.11 show the desired number of interviews per cell with the number of interviews actually achieved in England and Scotland. Due to the fact a census approach was taken in Wales, a target number of interviews was not set and so a table for Wales is not shown.

In total, 9,367 interviews were achieved, 86% of the 10,850 total target. Across the three countries, this broke down as follows:

- England – 5,481 interviews achieved, 84% 6,500 of the target
- Scotland – 2,162 interviews, 101% of the 2,150 target
- Wales – 1,724 interviews, 78% of the 2,200 target

Whereas in England and Wales, interviews fell short of the target, in Scotland a higher number of interviews were achieved.

As shown in Tables 5.12 and 5.13 there was some variance in the number of targeted interviews and actual achieved by framework and level. In England notable discrepancies across Level 2 and 3 included the Electrotechnical Level 3 framework, where achieved response exceeded the targeted response by more than 50 interviews, and Level 3 Retail, Hairdressing and Health, Social Care and Sport and both Level 2 and 3 Management frameworks where less than 70 per cent of the target interviews were achieved.

However, in more cases than not, the profile of achieved interviews was reasonably close to the target. In over four-fifths (83 per cent or 25 of the 30 cells), the number of achieved interviews was at least 70 per cent of the initial target<sup>8</sup>.

In Scotland, there were also discrepancies. In the Level 2 Customer Service and Hospitality and Catering and Level 3 Management frameworks, the number of achieved interviews was less than 70 per cent of the target. However, a good response was achieved in the other cells. In 23 of the 30 cells (76 per cent), achieved interviews were more than 80 per cent of the target with 43 per cent of the cells (13 of the 30), meeting or exceeding the required number of interviews.

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<sup>8</sup> Figures include cells with a 0 number of target interviews

**Table 5.10 Achieved sample vs target breakdown by framework and level: England**

Framework		Level			
		2	3	4	5
Business and related	Targeted	362	240		
	Achieved	94%	97%		
Children's Learning and Development and Well Being	Targeted	146	304		
	Achieved	97%	75%		
Construction and related	Targeted	306	87		
	Achieved	95%	75%		
Customer Service	Targeted	330	116		
	Achieved	73%	74%		
Electrotechnical	Targeted	0	375		
	Achieved	n/a	120%		
Engineering, Manufacturing Technologies and related	Targeted	400	349		
	Achieved	88%	113%		
Hairdressing	Targeted	313	137		
	Achieved	93%	64%		
Health, Social Care and Sport	Targeted	497	398		
	Achieved	70%	68%		
Hospitality and Catering	Targeted	354	89		
	Achieved	74%	73%		
Management	Targeted	263	206		
	Achieved	59%	60%		
Retail	Targeted	375	94		
	Achieved	73%	66%		
Other 2/3	Targeted	100	159		
	Achieved	102%	97%		
Accounting	Targeted			200	0
	Achieved			109%	n/a
Care Leadership and Management	Targeted			13	264
	Achieved			131%	76%
Other 4/5	Targeted			21	1
	Achieved			110%	100%
<b>ENGLAND TOTAL</b>	Targeted	<b>3,446</b>	<b>2,552</b>	<b>234</b>	<b>265</b>
	Achieved	<b>81%</b>	<b>87%</b>	<b>110%</b>	<b>77%</b>



**Table 5.11 Achieved sample vs target breakdown by framework and level: Scotland**

		Level			
Framework		2	3	4	5
Business and related	Targeted	59	101		
	Achieved	122%	112%		
Children's Learning and Development and Well Being	Targeted	0	125		
	Achieved	n/a	103%		
Construction and related	Targeted	55	278		
	Achieved	75%	124%		
Customer Service	Targeted	33	79		
	Achieved	55%	84%		
Electrotechnical	Targeted	0	102		
	Achieved	n/a	106%		
Engineering, Manufacturing Technologies and related	Targeted	23	298		
	Achieved	135%	139%		
Hairdressing	Targeted	92	38		
	Achieved	110%	82%		
Health, Social Care and Sport	Targeted	62	97		
	Achieved	95%	84%		
Hospitality and Catering	Targeted	97	85		
	Achieved	64%	73%		
Management	Targeted	0	125		
	Achieved	/	62%		
Retail	Targeted	100	51		
	Achieved	85%	78%		
Other 2/3	Targeted	37	63		
	Achieved	89%	86%		
Accounting	Targeted			5	0
	Achieved			100%	n/a
Care Leadership and Management	Targeted			67	8
	Achieved			103%	88%
Other 4/5	Targeted			57	13
	Achieved			96%	108%
<b>SCOTLAND TOTAL</b>		<b>101%</b>	<b>90%</b>	<b>105%</b>	<b>100%</b>

## Summary tables

The following tables show a summary of target interviews, conversion and response rates.

**Table 5.12: Summary of target interviews, conversion and response rates: England**

	Population	Available sample (after cleaning and prep)	Target	Initial numbers drawn	Potential number (number drawn less screen outs, unusable and non-contacts)	Final number interviews	Conversion rate	Response rate	Achievement of target
Business and related	59312	30189	602	1808	1062	574	32%	54%	95%
Children's Learning and Development and Well Being	27328	16979	450	1352	782	371	27%	47%	82%
Construction and related	24120	12812	393	1180	687	357	30%	52%	91%
Customer Service	32994	13701	446	1340	544	328	24%	60%	74%
Electrotechnical	10572	5369	375	1126	799	451	40%	56%	120%
Engineering, Manufacturing Technologies and related	84051	36103	749	2250	1345	746	33%	55%	100%
Hairdressing	19219	11606	450	1352	820	379	28%	46%	84%
Health, Social Care and Sport	108732	52711	895	2688	1431	615	23%	43%	69%
Hospitality and Catering	32593	11320	443	1330	740	328	25%	44%	74%
Management	36849	16564	469	1409	751	278	20%	37%	59%
Retail	36951	14542	469	1709	934	337	20%	36%	72%
Other 2/3	32912	14473	259	778	442	256	33%	58%	99%
<b>TOTAL L2/L3</b>	<b>505633</b>	<b>236369</b>	<b>6000</b>	<b>18322</b>	<b>10337</b>	<b>5020</b>	<b>27%</b>	<b>49%</b>	<b>84%</b>
Accounting	2117	1472	200	601	310	219	36%	71%	110%
Care Leadership and Management and Management	5568	1121	277	832	476	218	26%	46%	79%
Other 4/5	2982	2564	22	66	41	24	36%	59%	109%
<b>TOTAL L4/L5</b>	<b>10667</b>	<b>5157</b>	<b>499</b>	<b>1499</b>	<b>827</b>	<b>461</b>	<b>31%</b>	<b>56%</b>	<b>92%</b>

Table 5.13: Summary of sample performance: England

	Sample drawn	Screen-outs	% lost to Screen-outs (of entire sample)	% lost to Screen-outs (of unsuccessful)	Refusals	% lost to Refusals (of entire sample)	% lost to Refusals (of unsuccessful)	Unusable	% lost to Unusable (of entire sample)	% lost to Unusable (of unsuccessful)
Business and related	1808	284	16%	38%	132	7%	18%	330	18%	44%
Children's Learning and Development and Well Being	1352	180	13%	32%	95	7%	17%	295	22%	52%
Construction and related	1180	159	13%	32%	72	6%	15%	262	22%	53%
Customer Service	1340	316	24%	40%	128	10%	16%	352	26%	44%
Electrotechnical	1126	49	4%	15%	71	6%	22%	207	18%	63%
Engineering, Manufacturing Technologies and related	2250	218	10%	24%	169	8%	19%	518	23%	57%
Hairdressing	1352	177	13%	33%	68	5%	13%	287	21%	54%
Health, Social Care and Sport	2688	413	15%	33%	188	7%	15%	656	24%	52%
Hospitality and Catering	1330	224	17%	38%	84	6%	14%	282	21%	48%
Management	1409	247	18%	38%	136	10%	21%	275	20%	42%
Retail	1709	261	15%	34%	159	9%	21%	355	21%	46%
Other 2/3	778	127	16%	38%	72	9%	21%	137	18%	41%
<b>L2/L3 TOTAL</b>	<b>18322</b>	<b>2655</b>	<b>14%</b>	<b>33%</b>	<b>1374</b>	<b>7%</b>	<b>17%</b>	<b>3956</b>	<b>22%</b>	<b>50%</b>
Accounting	601	71	12%	24%	55	9%	19%	165	27%	57%
Care Leadership and Management and Management	832	128	15%	36%	82	10%	23%	146	18%	41%
Other 4/5	66	6	9%	24%	5	8%	20%	14	21%	56%
<b>TOTAL L4/L5</b>	<b>1499</b>	<b>205</b>	<b>14%</b>	<b>31%</b>	<b>142</b>	<b>9%</b>	<b>21%</b>	<b>325</b>	<b>22%</b>	<b>48%</b>

**Table 5.14: Summary of target interviews, conversion and response rates: Scotland**

	Population	Available sample (after cleaning and prep)	Target	Initial numbers drawn	Potential number (number drawn less screen outs, unusable and non-contacts)	Final number interviews	Conversion rate	Response rate	Achievement of target
Business and related	2590	2324	160	477	317	185	39%	58%	116%
Children's Learning and Development and Well Being	1099	1029	125	372	247	116	31%	47%	93%
Construction and related	8539	8332	333	992	689	386	39%	56%	116%
Customer Service	998	773	112	334	172	84	25%	49%	75%
Electrotechnical	638	636	102	304	190	108	36%	57%	106%
Engineering, Manufacturing Technologies and related	8150	7798	321	956	698	446	47%	64%	139%
Hairdressing	1615	1555	130	387	257	132	34%	51%	102%
Health, Social Care and Sport	2574	2457	159	474	280	140	30%	50%	88%
Hospitality and Catering	3402	2949	182	542	322	124	23%	39%	68%
Management	807	706	125	372	249	78	21%	31%	62%
Retail	2321	2050	151	450	253	125	28%	49%	83%
Other 2/3	1518	1427	100	298	193	87	29%	45%	87%
<b>TOTAL L2/L3</b>	<b>34251</b>	<b>32036</b>	<b>2000</b>	<b>5958</b>	<b>3867</b>	<b>2011</b>	<b>34%</b>	<b>52%</b>	<b>101%</b>
Accounting	11	11	5	11	8	6	55%	75%	120%
Care Leadership and Management and Management	376	309	75	224	149	76	34%	51%	101%
Other 4/5	466	448	70	213	134	69	32%	51%	99%
<b>TOTAL L4/L5</b>	<b>853</b>	<b>768</b>	<b>150</b>	<b>448</b>	<b>291</b>	<b>151</b>	<b>34%</b>	<b>52%</b>	<b>101%</b>

Table 5.15: Summary of sample performance: Scotland

	Sample drawn	Screen-outs	% lost to Screen-outs (of entire sample)	% lost to Screen-outs (of unsuccessful)	Refusals	% lost to Refusals (of entire sample)	% lost to Refusals (of unsuccessful)	Unusable	% lost to Unusable (of entire sample)	% lost to Unusable (of unsuccessful)
Business and related	477	69	14%	43%	31	6%	19%	60	13%	38%
Children's Learning and Development and Well Being	372	53	14%	42%	9	2%	7%	63	17%	50%
Construction and related	992	92	9%	30%	51	5%	17%	160	16%	53%
Customer Service	334	70	21%	43%	28	8%	17%	64	19%	40%
Electrotechnical	304	21	7%	18%	19	6%	17%	74	24%	65%
Engineering, Manufacturing Technologies and related	956	68	7%	26%	51	5%	20%	139	15%	54%
Hairdressing	387	50	13%	38%	17	4%	13%	63	16%	48%
Health, Social Care and Sport	474	81	17%	42%	27	6%	14%	86	18%	44%
Hospitality and Catering	542	95	18%	43%	19	4%	9%	106	20%	48%
Management	372	52	14%	42%	25	7%	20%	46	12%	37%
Retail	450	91	20%	46%	31	7%	16%	75	17%	38%
Other 2/3	298	49	16%	47%	18	6%	17%	38	13%	36%
<b>TOTAL L2/L3</b>	<b>5958</b>	<b>791</b>	<b>13%</b>	<b>38%</b>	<b>326</b>	<b>5%</b>	<b>16%</b>	<b>974</b>	<b>16%</b>	<b>47%</b>
Accounting	11	1	9%	33%	0	0%	0%	2	18%	67%
Care Leadership and Management and Management	225	24	11%	32%	28	12%	37%	23	10%	31%
Other 4/5	211	44	21%	56%	18	9%	23%	17	8%	22%
<b>TOTAL L4/L5</b>	<b>447</b>	<b>69</b>	<b>15%</b>	<b>44%</b>	<b>46</b>	<b>10%</b>	<b>29%</b>	<b>42</b>	<b>9%</b>	<b>27%</b>

**Table 5.16: Summary of target interviews, conversion and response rates: Wales**

	Population	Available sample (after cleaning and prep)	Target	Initial numbers drawn	Potential number (number drawn less screen outs, unusable and non-contacts)	Final number interviews	Conversion rate	Response rate
Business and related	2254	351	<i>n/a</i>	351	241	168	48%	70%
Children's Learning and Development and Well Being	1575	126	<i>n/a</i>	126	77	62	49%	81%
Construction and related	1310	715	<i>n/a</i>	715	434	279	39%	64%
Customer Service	1639	124	<i>n/a</i>	124	72	50	40%	69%
Electrotechnical	696	119	<i>n/a</i>	119	84	52	44%	62%
Engineering, Manufacturing Technologies and related	2759	493	<i>n/a</i>	493	341	224	45%	66%
Hairdressing	1391	54	<i>n/a</i>	54	40	23	43%	58%
Health, Social Care and Sport	7093	486	<i>n/a</i>	486	319	193	40%	61%
Hospitality and Catering	873	494	<i>n/a</i>	494	262	147	30%	56%
Management	2280	229	<i>n/a</i>	229	155	94	41%	61%
Retail	1256	190	<i>n/a</i>	190	100	66	35%	66%
Other 2/3	3321	372	<i>n/a</i>	372	208	137	37%	66%
<b>TOTAL L2/L3</b>	<b>26447</b>	<b>3753</b>	<b><i>n/a</i></b>	<b>3753</b>	<b>2333</b>	<b>1495</b>	<b>40%</b>	<b>64%</b>
Accounting	72	19	<i>n/a</i>	19	11	10	53%	91%
Care Leadership and Management and Management	2979	473	<i>n/a</i>	473	326	195	41%	60%
Other 4/5	337	52	<i>n/a</i>	52	39	24	46%	62%
<b>TOTAL L4/L5</b>	<b>3388</b>	<b>544</b>	<b><i>n/a</i></b>	<b>544</b>	<b>376</b>	<b>229</b>	<b>42%</b>	<b>61%</b>

Table 5.17: Summary of sample performance: Wales

	Sample drawn	Screen-outs	% lost to Screen-outs (of entire sample)	% lost to Screen-outs (of unsuccessful)	Refusals	% lost to Refusals (of entire sample)	% lost to Refusals (of unsuccessful)	Unusable	% lost to Unusable (of entire sample)	% lost to Unusable (of unsuccessful)
Business and related	351	33	9%	30%	20	6%	18%	57	16%	52%
Children's Learning and Development and Well Being	126	15	12%	31%	7	6%	14%	27	21%	55%
Construction and related	715	80	11%	28%	40	6%	14%	161	23%	57%
Customer Service	124	14	11%	27%	10	8%	19%	28	23%	54%
Electrotechnical	119	1	1%	3%	8	7%	23%	26	22%	74%
Engineering, Manufacturing Technologies and related	493	42	9%	28%	34	7%	22%	76	15%	50%
Hairdressing	54	3	6%	21%	4	7%	29%	7	13%	50%
Health, Social Care and Sport	486	35	7%	21%	44	9%	26%	88	18%	53%
Hospitality and Catering	494	85	17%	37%	38	8%	16%	109	22%	47%
Management	229	15	7%	20%	24	10%	32%	35	15%	47%
Retail	190	37	19%	41%	10	5%	11%	43	23%	48%
Other 2/3	372	59	16%	36%	36	10%	22%	69	19%	42%
<b>TOTAL L2/L3</b>	<b>3753</b>	<b>419</b>	<b>11%</b>	<b>30%</b>	<b>275</b>	<b>7%</b>	<b>19%</b>	<b>726</b>	<b>18%</b>	<b>51%</b>
Accounting	19	6	32%	75%	1	5%	13%	1	5%	13%
Care Leadership and Management and Management	473	36	8%	24%	45	10%	31%	66	14%	45%
Other 4/5	52	3	6%	23%	5	10%	38%	5	10%	38%
<b>TOTAL L4/L5</b>	<b>544</b>	<b>45</b>	<b>8%</b>	<b>27%</b>	<b>51</b>	<b>9%</b>	<b>30%</b>	<b>72</b>	<b>13%</b>	<b>43%</b>

# Chapter 6: Data preparation

This chapter covers data preparation and data reduction.

## Coding

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 (fewer than 25).

**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 wasn't specified as a precedent (please see Appendix C for a copy of the questionnaire). 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

Apprentices were given the opportunity to provide their pay information in gross or net terms. For those that provided it as net (1,044 respondents or 11 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. In order 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 2014, this was £192 a week for income tax, and £153 a week for National Insurance.

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%.

Other possible deductions (such as student loan or pension payments) were not taken into account 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. Table 6.1 shows how the conversion was calculated.



**Table 6.1 Net pay to gross conversion calculations**

Prior to conversion, all net pay figures given at question E5 were first converted to weekly as follows:

Original pay period	Calculation for 'NET_WEEK_COMBINED'
Annual	$E5\_year / \text{number of weeks worked in year (A4A)}$
Monthly	$(E5\_month * 12) / \text{number of weeks worked in year (A4A)}$
Four weekly	$E5\_fourweek / 4$
Fortnightly	$E5\_fortnight / 2$
Weekly	<i>No calculation applied</i>
Daily	$E5\_daily * 5$ (a five day working week was assumed)
Hourly	$E5\_hour * \text{weekly hours worked}$

The following formulas were then applied:

Weekly pay	Calculation
Weekly pay > £192	$\text{Gross pay} = (((\text{NET\_WEEK\_COMBINED} - (192 * 0.2)) - (153 * 0.12)) / (1 - 0.2 - 0.12))$
Weekly pay £153 - £192	$\text{Gross pay} = ((\text{NET\_WEEK\_COMBINED} - (153 * 0.12)) / (1 - 0.12))$
Weekly pay < £153	$\text{Gross pay} = \text{NET\_WEEK\_COMBINED}$

### Gross Hourly Pay Conversion

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.

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.

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 6.2:

**Table 6.2 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)	<i>Not applicable</i>
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	<i>No calculation applied</i>	<i>No calculation applied</i>
Daily	Adjusted_pay_daily * 5 ( <i>a five day working week was assumed</i> )	<i>Not applicable</i>
Hourly	Adjusted_pay_hourly * number of hours worked per week	<i>Not applicable</i>

Where applicable, the accommodation offset rate was applied to the basic weekly pay figures. If accommodation was free, the offset rate of £4.91 per day the accommodation was lived in (up to £34.37 for 7 days a week) was added to the basic weekly pay figure to give a final weekly pay figure.

If accommodation was charged for, but at a rate less than or equal to £4.91 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 £4.91 per day, the difference was subtracted from basic weekly pay to give the final weekly pay figure.

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

## Editing

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. A number of examples of check questions are outlined below and can be found throughout the questionnaire in Appendix A:

- 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;
- Soft and hard 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.

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.

## Exclude record variable and unknown compliance

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<sup>9</sup>.

For example:

- 750 (8 per cent of the sample) apprentices who went through the “non pay slip” route refused to provide pay information (however, 203 of these provided their hourly rate at E11 so this was used as a proxy);
- 153 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

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<sup>9</sup> 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.

calculations could result in someone moving from compliance to non and vice versa, there were concerns that this approach could result in either an exaggeration or an underestimation of compliance for these respondents;

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

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 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.

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 667 apprentices or 7 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. as follows:

ASK IF AWARE OF GROSS HOURLY PAY RATE (E10=1)

**E11 What is your gross hourly pay rate?**

£ (ALLOW DECIMALS)	
Don't know....X	

SOFT CHECK IF E11&gt;£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)

**E12 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 OR OVER	
Definitely £2.68 or above	Definitely £5.03 or above	Definitely £6.31 or above	1
Do you think it is £2.68 or above	Do you think it is £5.03 or above	Do you think it is £6.31 or above	2
Do you think it is below £2.68	Do you think it is below £5.03	Do you think it is below £6.31	3
Or is it definitely below £2.68	Or is it definitely below £5.03	Or is it definitely below £6.31	4
(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' <b>AND</b> Number given at E11 = Less than 2.68	IF "AGE AND YEAR" DUMMY VARIABLE '19+ and in second+ year of Apprenticeship' and aged 19 or 20 <b>AND</b> Number given at E11 = Less than 5.03	IF "AGE AND YEAR" DUMMY VARIABLE '19+ and in second+ year of Apprenticeship' and aged 21 OR OVER <b>AND</b> Number given at E11 = Less than 6.31		
<£2.68>	<£5.03>	<£6.31>		
YES	YES	YES	1	
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	3	

## Data availability

An anonymised SPSS data file was provided to BIS. The data set with complete documentation (including technical report and user guide complete with syntax files) will be deposited in the national data archive.

# Chapter 7: Weighting

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 as a whole.

## Weighting

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

The first stage of weighting was designed to correct for the sample design, which intentionally sampled various groups disproportionately (in other words some types of apprentice were more likely to be included in the sample than others). For example apprentices within frameworks that have fewer apprentices than average were over-represented and these apprentices had a higher than average chance of selection. The sampling approach is discussed in chapter 2. 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

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

More specifically, within each country, rim weights 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

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

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

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.

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. As very few interviews were achieved in the Hairdressing framework in Wales, Level 2 Hairdressing was weighted with Other Level 2, and Level 3 Hairdressing with Other Level 3 - Hairdressing and Other frameworks in Wales have still been reported on separately in Wales in order to allow comparison between countries of the 'Other' category,

To weight each cell, counts were undertaken on the three sample frameworks. Tables 2.1 to 2.3 show the figures used to generate the weights for framework by level.

To apply the rim weights, counts were also run across the sample frameworks on age by gender and year Apprenticeship commenced. Tables 7.1 and 7.2 show the figures used in each of the countries.



**Table 7.1: Age by gender counts used for weighting**

	Female	Male	Total
<b>England</b>			
16-18	28028	41149	69177
19-20	45263	64741	110004
21-24	54669	64118	118787
25+	129228	89104	218332
<b>Total</b>	<b>257188</b>	<b>259112</b>	<b>516300</b>
<b>Scotland</b>			
16-18	3187	5692	8879
19-20	3161	7687	10848
21-24	2855	5803	8658
25+	1943	4776	6719
<b>Total</b>	<b>11146</b>	<b>23958</b>	<b>35104</b>
<b>Wales</b>			
16-18	770	1117	1887
19-20	1760	2319	4079
21-24	3626	3005	6631
25+	11953	5419	17372
<b>Total</b>	<b>18110</b>	<b>11860</b>	<b>29970</b>

**Table 7.2: Start year of apprentice counts used for weighting**

<b>Year Apprenticeship began</b>	<b>England</b>	<b>Scotland</b>	<b>Wales</b>
<b>2005</b>	1	2	
<b>2006</b>	1	4	
<b>2007</b>	2		
<b>2008</b>	44	17	
<b>2009</b>	264	103	
<b>2010</b>	2202	1299	
<b>2011</b>	10915	2637	473
<b>2012</b>	63498	5626	3936
<b>2013</b>	295947	15780	18985
<b>2014</b>	143426	9636	6449
<b>Not available</b>			127
<b>Total</b>	<b>516300</b>	<b>35104</b>	<b>29970</b>

# Chapter 8: Analysis

To assist the reporting of results, the data collected were analysed via a number of methods, including sub-groups analysis, comparison to 2012 data where possible, and multivariate analysis. This chapter details the method used to carry out these types of analyses.

## Sub-group analyses

In order to facilitate sub-group analyses, a number of analysis 'breaks' were applied to the data. These analysis breaks 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<sup>10</sup>:
  - As above
- Gender
- Ethnicity
  - White British
  - Asian/Asian British
  - Black / Black British
  - Mixed
  - Other
  -

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<sup>10</sup> 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.

- Framework
- Level of Apprenticeship
- Length of time on course
  - A year or less
  - More than a year
- NMW eligibility
  - Aged 16-18 or 19+ and in first year of Apprenticeship
  - Aged 19-20 and in second+ year of Apprenticeship
  - Aged 21+ and in second+ year of Apprenticeship
- NMW eligibility split by age
  - 16-18 in <1 year
  - 16-18 in 1+ year
  - 19-20 in <1 year
  - 19-20 in 1+ year
  - 21+ in <1 year
  - 21+ in 1+ year
- Compliance with appropriate NMW rate
  - Yes
  - No
  - Unknown

## Significance testing

Differences between sub-group data 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 was 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.

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

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

## Accuracy of pay data

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).

Several mechanisms were built into 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
  - After apprentices had given their pay figure, they were asked to confirm the pay period that it covered
  - 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
  - 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

Nevertheless, for the 2014 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.

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 2012 Apprenticeship Pay Survey

Where direct comparisons to the 2012 Apprenticeship Pay Survey data were possible significance testing at the 95 per cent confidence level was carried out by testing the findings for different sub-samples.

As detailed in Chapter three, some 2012 questions were amended for 2014. This limited the scope for directly comparing responses to these questions and so in the main report, where it was deemed appropriate, comparative time series data has been displayed with an accompanying caveat detailing the amends made to the relevant questions.

In addition, the 2012 report did not provide findings at the overall GB level and was limited to analysis at country level only. In order to provide some context to the 2014 findings, within the GB chapter, where comparisons were possible, the 2012 England data was used as this encompassed the majority of respondents.

## Multivariate analyses

Given the large dataset collected it was possible to conduct detailed multivariate analysis. For this purpose, CHAID (Chi-Squared Automatic Interaction Detector) was used as a technique to find predicting factors of a dependent variable and highlight interactions. The CHAID technique separates the data into statistically different groups, based on the probability of having a particular characteristic. CHAID can be used to work out what variables have the biggest impact.

CHAID works by using Chi-squared to test lots of combinations of cross-tabulations and determines where and how many splits are needed to create groups that are significantly different to each other. It merges categories that are not statistically different and separates variables into the appropriate categories. The CHAID method has certain advantages as a way of looking for patterns in complicated datasets. First, the level of measurement for the dependent variable and predictor variables can be nominal (categorical), ordinal (ordered categories ranked from small to large), or interval (a

"scale"). Second, not all predictor variables need be measured at the same level (nominal, ordinal, and interval). Third, missing values in predictor variables can be treated as a "floating category" so that partial data can be used whenever possible within the tree. Fourth, if an appropriately conservative set of statistical criteria are used, the resulting models will primarily emphasise strong results without over-capitalising on chance. On the other hand, it must be remembered that with CHAID modelling there is always a potential for too much to be seen in the data even when very conservative statistical criteria are used. Nonetheless, in those cases in which there is not a strong theory in an area that would clearly indicate which variables are, and are not, probably predictors of some dependent measure, CHAID is very useful in identifying major data trends.

Details of the results of the CHAID analysis conducted can be found within the GB chapter of the main report within the compliance section.

The complete output can be found in Appendix H.

# Appendices

<b>Appendix A – Sample variables requested.....</b>	
<b>Appendix B – Framework definition keys.....</b>	
<b>Appendix C – Copy of questionnaire.....</b>	
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<b>Appendix I – Multivariate analysis output.....</b>	



# Appendix A – Sample variables requested

## England: ILR

A request was made for **all Learning Aims data**.

However, to limit the number of data rows provided (depth) an extraction algorithm with was proposed i.e. data where ProgType (Programme Type) equals 02 (advanced Apprenticeship), 03 (Intermediate level Apprenticeship) or 20, 21, 22 or 23 (higher Apprenticeship). 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

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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.

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**Scotland: CTS**

<b>Personal Data</b>	<b>Scheme Data</b>
Title	Employment status
First name(s)	Full/Part time
Surname	Start date
Address	Expected End date
Postcode	VQ title
Local Authority	VQ level
Date of Birth	SOC 2000 Code
Gender	SOC 200 Description
Telephone Number	
Mobile Number	
Email address	
Person ID	
Assignment ID	
<b>Organisation Data</b>	
Company Name (Training Provider)	
Employer name	
Employer postcode	
Employer Local Authority	
MA Framework Description	

**Wales: LLWR**

<b>Field Identifier</b>	<b>Field Description</b>
LN01	Unique Learner Identifier (ULI)
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
LN12	Current home: Telephone number
LN15	Date of Birth
LN16	Gender
LN17	Ethnic origin
LN19	First language
LP01	Unique Learner Identifier (ULI)
LP03	Provider identifier
LP04	Learning programme identifier
LP11	Employment status at start of programme
LP13	Employer postcode
LP16	Sector framework code

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LP17	Type of learning programme
LP22	Level of highest qualification achieved prior to learning programme
LP29	Disability and/or learning difficulty indicator
LP55	Date terminated Learning Programme
LA06	Learning programme identifier
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

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# Appendix B – Framework definition keys

The following tables provide instructions for categorising Apprenticeships subjects into the framework definitions.

**Table B.1: England framework key**

First filter by level Then D_SecSubjAreaTier2 Then Fwork 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		
	Business Management	15.3		
	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	Architecture	5.1		
	Building and Construction	5.2		
	Urban, Rural and Regional Planning	5.3		
Customer Service	Administration	15.2	Customer Service	488
Electrotechnical	Building and Construction	5.2	Electrotechnical	513
	Engineering	4.1		

Engineering, Manufacturing Technologies and related	Engineering	4.1		
	Manufacturing Technologies	4.2		
	Transportation Operations and Maintenance	4.3		
Hairdressing	Service Enterprises	7.2	Barbering	507
Health, Social Care and Sport	Medicine and Dentistry	1.1		
	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		
Other – L2 and 3	Science	2.1		
	Mathematics and Statistics	2.2		
	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

<b>LEVEL 4 &amp; 5</b>		<b>PROGTYPE=21 OR 22</b>	
Accounting		Accounting	454
Care Leadership and Management and Management		Care Leadership and Management	584
		Human Resource Management	574
		Management	487
		Project Management	573
		Public Relations	572
Other - L4 and 5		Every progtype = 21 OR 22 that doesn't fit into the above i.e.	



**Table B.2: Scotland framework key**

<b>Filter by level Then MA Framework Descriptors</b>	
<b>LEVEL 2 &amp; 3 Category descriptors</b>	<b>VQ Level = 2 OR 3 MA Framework Descriptors</b>
Business and related	Accounting Business & Administration Facilities Management Providing Financial Services Sustainable Resource Management
Children's Learning and Development and Well Being	Children's Care, Learning and Development  Early Years Care and Education
Construction and related	Construction (Civil Engineering and Specialist Sector) Construction (Craft Operations) Construction (Technical Operations)  Construction: Building Construction: Civil Engineering  Construction: Professional Apprenticeship Construction: Specialist  Construction: technical  Construction: technical Apprenticeship Electrical Installation Fright Logistics Gas Industry 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 Chemical Manufacturing and Petroleum Electronic Security Systems Engineering Engineering Construction Extractive and Mineral processing  Food manufacturing Furniture and Furnishing and Interiors Landbased Engineering Oil and Gas Extraction Polymer Processing Power Distribution Process manufacturing Rail and Transport Engineering 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 Achieving Excellence in Sports Performance (Football) Active Leisure and Learning 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 Hospitality Management Skills Technical Apprenticeship Travel Services
Management	Management
Retail	Retail Storage and Warehousing Supply Chain Management Food and Drink Operations
Other	Agriculture, Crops and Livestock Agriculture Amenity Horticulture Aquaculture Creative Creative and Digital Media Equine Fashion and Textile heritage game and Wildlife Management Horticulture Information and Communication Technologies IT and Telecoms Life Science Maritime occupations Print Industry Occupations Printing Signmaking
<b>LEVEL 4 &amp; 5</b>	<b>VQ Level = 4 OR 5</b>
Accounting	Accounting
Care Leadership and Management and Management	Management  Children's Care, Learning and Development  Health and Social Care Management  Occupational Health and Safety Practice
Other - L4 and 5	All other L4 and 5 qualifications that don't fit into the categories above

**Table B:3 Wales framework key**

<b>Once level lookup is complete, first filter by level USE LP66 VARIABLE</b>	
<b>LEVEL 2 &amp; 3</b>	<b>Proctype = 2 OR 3</b>
<b>Category descriptors</b>	<b>LP66 Descriptor</b>
Business and related	00454
	00452
	00490
	00406
	00549
	00486
	00451
	00417
	10455
	20455
	00453
Children's Learning and Development and Well Being	00445
	00541
Construction and related	A0522
	PF522
	F0522
	PF519
	F0519
	A0519
	00521
	00516
	00530
	00515
	00499
	00512
	00514
	00421
	00532
Customer Service	00488
Electrotechnical	PA513
	A0513
Engineering, Manufacturing Technologies and related	00517
	00405
	00554
	00543
	00431
	00469

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	00546
	A0520
	PF520
	F0520
	W0106
	PA540
	A0540
	00539
	W0336
	00553
	00423
	00403
	00551
	00502
	00550
	00504
	00413
	00548
	00506
	00525
	00442
	W0113
	00426
	00424
	00425
	00503
	00545
	00544
	00416
	00446
	00427
	00535
	00434
	W0330
	00437
	W0327
	00436
	W0328
	00433
	E0504
	00428
	00562
	00587
Hairdressing	00508
	00507

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Health, Social Care and Sport	00457
	00410
	00409
	00478
	00472
	00473
	00479
	00476
	00474
	00475
	00470
	00477
	00480
	00444
	00456
	00440
	00510
	00447
	W0005
	W0002
	W0003
	W0004
Hospitality and Catering	00401
	00501
	40402
	20402
	30402
	10402
	00404
	W0001
Management	00487
Retail	00498
	00415
	00489
	00441
	00411
	00443
	00485
	00412
	00435
	00414
	00566

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<b>LEVEL 4 &amp; 5</b>	
Accounting	00454
Care Leadership and Management and Management	W0002
	W0003
	W0004
	00487
Other - L4 and 5	All other L4 and 5 that do not fit into the above

# Appendix C – Copy of questionnaire

Apprenticeship Pay Survey

J5368

Telephone

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FROM SAMPLE:

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



## S 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 <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	
Other (SPECIFY)	14	ASK SUPERVISOR HOW TO PROGRESS
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.**

**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 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?**

<b>Welsh</b>	1	<b>“One of our Welsh speaking interviewers will call back in the next one or two working days to make an appointment with you.”</b> THANK AND CLOSE
<b>English</b>	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 <TEXT SUB: INSERT NAME OF COURSE 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>]. It was due to end in <ADD PLANNED COMPLETION 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	THANK AND CLOSE
I never started the course	3	
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?**

--

[AGREE WHETHER TO BE CODED BY INTERVIEWER OR AT CODING STAGE – LISTS MAY DIFFER BY COUNTRY]

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

**T3b What [ENGLAND AND WALES: **NVQ**] [SCOTLAND: **SVQ**] level is it ...READ OUT AND CODE ONE ONLY?**

Level 2	2	ASK T3c
Level 3	3	
Level 4	4	
Level 5 or higher	5	
(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 part 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: Mark Tweddle or Liz Murphy on 0207 250 3035**
  - **BIS: James Boyde: 0207 215 5358**
  - **[IF SCOTLAND SAMPLE]: Scottish Government – David Jack or Stuart King, tel: 0300 244 6793**
  - **[IF WALES SAMPLE]: Welsh Government – Alison Spence 02920 821636**

## A Course or training undertaken

ASK IF EMPLOYER NAME IS PROVIDED ON THEN SAMPLE (OTHERS ASK A2)

- A2 **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

IF NO AT A1 (A1=2 OR 3)

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

WRITE IN		
Don't know / refused	X	

ASK IF NO EMPLOYER NAME ON THE SAMPLE

- 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	

ASK ALL

- 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*

2014	1
2013	2
2012	3
2011	4
Earlier	5

Can't remember year	X
---------------------	---

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

A year or less	(A5 = 1 or X) & (Sample indicates a year or less)  Or  A5=2 & [(A6 (YEAR = 2014) OR (Year = 2013 and current i.e. interview month same month or earlier than A6 month)]
More than a year	Not the above

PROGRAMMER: NOTE FOR SUBSEQUENT TEXT SUBSTITUTIONDUMMY 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'

## B Employment circumstances

ASK ALL

- B1 **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	

- B2 **THERE IS NO B2**

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

- B3 **Did your pay increase, decrease or stay the same as a direct result of starting your <INSERT COURSE NAME> 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

- B4

**THERE IS NO B4**

ASK ALL

- B5 **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	<i>Apprenticeship NMW applies (£2.68 per hour)</i>
Aged 19+ and in first year of Apprenticeship	((B5=2, 3 or 4) or (age on sample 19+) & (answers from A5/A6 indicate < 1 year))	<i>Apprenticeship NMW applies (£2.68 per hour)</i>
19+ and in second+ year of Apprenticeship	((B5=2, 3 or 4) or (age on sample 19+) & (answers from A5/A6 indicate 1 year plus))	<i>Relevant NMW is not Apprenticeship NMW</i>
Aged refused	Age unknown on sample and B5=V	

## C Payslip, pay and hours

ASK ALL

- C1 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)

- C2 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

C3 READ OUT. SINGLE CODE.

	Yes	No	Don't know
<b>a) Do you have a set number of hours you are contracted to work each week?</b>	1	2	3
IF YES AT C3 a): <b>b) How many hours a week is this?</b>	(allow decimals)		3
ASK ALL <b>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?</b>	1	2	3
IF YES at C3 c) <b>d) Is any of this overtime or additional hours paid?</b>	1	2	3
ASK ALL <b>e) Do you receive any bonuses, commissions or tips</b>	1	2	3
<b>f) Do you receive payslips from your employer?</b>	1	2	3
IF YES AT C3 f) <b>g) Do you have a recent payslip to hand now?</b>	1	2	3
IF NO / DON'T KNOW AT C3 g) <b>h) Would it to be possible for you to get one now to assist your answers when I come to ask pay-related questions?</b> INTERVIEWER NOTE: ONLY CODE YES ONCE RETURN WITH ONE	1	2	3

IF C1=1 &amp; 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	CONTINUE – IF SO FORCE C1 = 2
No	2	AMEND EITHER C1 OR C3d

**IF PAYSリップ AVAILABLE (C3g =1 OR C3h=1) – IF NOT GO TO SECTION D**

C4 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.

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

IF PAYSリップ AVAILABLE (C3 G=1) OR (C3 H=1)

**C5 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 PAID SAME AMOUNT EACH WEEK AND HAS PAYSHEET [(C1=1) & (C3g =1 OR C3h=1)] (OTHERS CHECK TO NEXT UNDERLINED HEADING – C11)

C6 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
<b>EXACT FIGURE:</b>	£_____	£_____	£_____	£_____	£_____
Don't know *	X	X	X	X	X
Refused *	V	V	V	V	V

IF GIVE AN EXACT FIGURE AT C6

C7 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 PAID SAME AMOUNT EACH WEEK AND HAS PAYSリップ [(C1=1) & (C3g =1 OR C3h=1)

- C8 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 PAYSリップ 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 PAYSリップ [(C1=1) & (C3g =1 OR C3h=1)

- C9 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> 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

- C10 **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

***NOW CHECK SECTION D***

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

- C11 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
<b>EXACT FIGURE:</b>	£_____	£_____	£_____	£_____	£_____
Don't know *	X	X	X	X	X
Refused *	V	V	V	V	V

IF GIVE AN EXACT FIGURE AT C11

- C12 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

- C13 IF PAYSリップ 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)

- C14 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 PAYSリップ 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 PAYSリップ WEEKLY (C5=1): MORE THAN 100 HOURS NOT PERMISSIBLE

SOFT CHECK IF PAYSリップ 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 PAYSリップ FORTNIGHTLY (C5=2): MORE THAN 200 HOURS NOT PERMISSIBLE

SOFT CHECK IF PAYSリップ 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 PAYSリップ FOUR WEEKLY (C5=3): MORE THAN 400 HOURS NOT PERMISSIBLE

SOFT CHECK IF PAYSリップ 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 PAYSリップ MONTHLY OR OTHER (C5=4 OR 5): MORE THAN 430 HOURS NOT PERMISSIBLE

IF GIVE AN EXACT FIGURE AT C14

C15 **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 PAYSリップ (C13=2)

- C16 **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 PAYSリップ 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*

- C17 IF PAYSリップ 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?

[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:*

**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*

- C18 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 PAYSIP AND PAY VARIES DEPENDING ON HOURS WORKED (C1=2 OR X) AND (C3G=1 OR C3H=1)

- C19 **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)

- C20 [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)

- C21 **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 NOT THE INCREMENT OVER THE STANDARD RATE)

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

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

C22 **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)

C23 **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	

## D Non-payslip pay and hours

SectionD_DUM:	
<b>1 (Yes)</b>	<p>IF:</p> <ul style="list-style-type: none"> <li>• <b>“No payslip”</b> (C3f=2 OR 3) or (C3h= 2 OR 3); OR</li> <li>• <b>“Has payslip but don’t know if pay varies each week”</b> (C1=3) [i.e. those with payslip but not asked either C6 or C11]; OR</li> <li>• <b>“Has payslip but don’t know the time period the payslip covers”</b> (C5=X); OR</li> <li>• <b>“Has payslip and get paid same amount each week but DK or REF at”</b>: <ul style="list-style-type: none"> <li>○ C6; or</li> <li>○ C8; or</li> <li>○ C9; OR</li> </ul> </li> <li>• <b>“Has payslip and pay varies depending on hours worked but DK or REF at”</b>: <ul style="list-style-type: none"> <li>○ C11; or</li> <li>○ C14; or</li> <li>○ C16; or</li> <li>○ C17; or</li> <li>○ C19; or</li> <li>○ C20; or</li> <li>○ C22; or</li> <li>○ C23.</li> </ul> </li> </ul>
<b>2 (No)</b>	All those not covered in above definition.

ASK IF SECTIOND\_DUM=1

D1 [IF C5=1-5: **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

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

- D3 **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

- D4 **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

- D5 **Excluding unpaid meal breaks [IF EVER DO OVERTIME (C3c=1): and overtime], how many hours in total do you usually spend working for <employer at dummyq1> and on training or on guided learning during a typical full working week.**

**Training or guided learning as part of your <INSERT COURSE NAME> 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 TOO MUCH)

- D6 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

- D7 **You said earlier that you sometimes do overtime. Thinking about your last full working week, did you spend any hours doing overtime for <INSERT NAME OF EMPLOYER 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)

- D8 **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

- D9 **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)

- D10 **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)

**D11 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		



ASK IF ASKED D1

- D12 **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

## E Pay, bonuses and tips

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

- E1 **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)

- E2 **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	
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ASK IF CAN ANSWER FOR SPECIFIC PERIOD (E2=1 - 6)

- E3 **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 (C4I 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
<b>EXACT FIGURE:</b>	£_____	£_____	£_____	£_____	£_____	£_____	£_____
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 £18	Less than £2.68
	£6,000 - £7,999	£166-£333	£155 - £307	£76 - £149	£38-£74	£18-£20	£2.68 - £3
	£8,000 - £9,999	£334-£499	£308 - £449	£150 - £229	£75-£114	£21-£24.99	£3.01-£3.71
	£10,000 - £11,999	£500-£666	£450 - £624	£230 - £299	£115-£153	£25-£29.99	£3.72-£4.50
	£12,000 - £14,999	£667-£832	£625 - £749	£300 - £380	£154-£192	£30-£34.99	£4.51-£5.02
	£15,000 - £17,999	£833-£999	£750 - £924	£381 - £460	£193-£230	£35-£39.99	£5.03 - £6.30
	£18,000 - £20,999	£1,000-£1,249	£925 - £1,149	£461 - £579	£231-£289	£40-£43.99	£6.31 or more
	£21,000 or more	£1,250-£1,499	£1,150 - £1,349	£580 - £699	£290-£346	£44-£49.99	
		£1,500-£1,749	£1,350 - £1,599	£700 - £799	£347-£403	£50 or more	
		£1,750 or more	£1,600 or more	£800 or more	£404 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]

E4 **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=1-6)

- E5 **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
<b>EXACT FIGURE:</b>	£_____	£_____			£_____	£_____	£_____
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 £154	Less than £76	Less than £38	Less than £18	Less than £2.68
	£6,000 - £7,999	£166-£333	£155 - £307	£76 - £149	£38-£74	£18-£20	£2.68 - £3
	£8,000 - £9,999	£334-£499	£308 - £449	£150 - £229	£75-£114	£21-£24.99	£3.01-£3.71
	£10,000 - £11,999	£500-£666	£450 - £624	£230 - £299	£115-£153	£25-£29.99	£3.72-£4.50
	£12,000 - £14,999	£667-£832	£625 - £749	£300 - £380	£154-£192	£30-£34.99	£4.51-£5.02
	£15,000 - £17,999	£833-£999	£750 - £924	£381 - £460	£193-£230	£35-£39.99	£5.03 - £6.30
	£18,000 - £20,999	£1,000-£1,249	£925 - £1,149	£461 - £579	£231-£289	£40-£43.99	£6.31 or more
	£21,000 or more	£1,250-£1,499	£1,150 - £1,349	£580 - £699	£290-£346	£44-£49.99	
		£1,500-£1,749	£1,350 - £1,599	£700 - £799	£347-£403	£50 or more	
		£1,750 or more	£1,600 or more	£800 or more	£404 or more		

(DON'T READ OUT) Don't know	X	X	X	X	X	X	X
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ASK IF WORK PAID OVERTIME (C3D=1) AND SECTIOND\_DUM=1

- E6 **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)

- E7 **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 AN 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	
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No INTERVIEWER NOTE: If 'no' is selected you will be automatically routed back to re-ask question E7.	2	RE-ASK E7
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ASK IF WORK PAID OVERTIME (C3D=1) &amp; (E6&gt;0 OR E6RAN=1-5)

E8 **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)

E9 **Do you ever get given time off or flexi leave in return for working overtime?**

Yes	1
No	2
Don't know	X

ASK ALLE10 **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)

E11 **What is your gross hourly pay rate?**

£ (ALLOW DECIMALS)	
Don't know....X	

SOFT CHECK IF E11&gt;£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)

E12 **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 OR OVER	
Definitely £2.68 or above	Definitely £5.03 or above	Definitely £6.31 or above	1
Do you think it is £2.68 or above	Do you think it is £5.03 or above	Do you think it is £6.31 or above	2
Do you think it is below £2.68	Do you think it is below £5.03	Do you think it is below £6.31	3
Or is it definitely below £2.68	Or is it definitely below £5.03	Or is it definitely below £6.31	4
(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' <b>AND</b> Number given at E11 = Less than 2.68	IF "AGE AND YEAR" DUMMY VARIABLE '19+ and in second+ year of Apprenticeship' and aged 19 or 20 <b>AND</b> Number given at E11 = Less than 5.03	IF "AGE AND YEAR" DUMMY VARIABLE '19+ and in second+ year of Apprenticeship' and aged 21 OR OVER <b>AND</b> Number given at E11 = Less than 6.31		
<£2.68>	<£5.03>	<£6.31>		
YES	YES	YES	1	
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	3	

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

- E13 **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	

ASK IF AWARE OF GROSS HOURLY HIGHER PAY RATE (E13=1)

- E14 **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

ASK IF RECEIVE BONUSES, COMMISSION OR TIPS (C3E=1)

- E15 **Do you ever receive any tips from customers in your work with <INSERT EMPLOYER>?**

Yes	1	
No	2	
Don't know	3	

ASK IF RECEIVED TIPS FROM CUSTOMERS (E15=1)

- E16 **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

<b>EXACT FIGURE:</b>	£_____ 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)

- E17 **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)

- E18 **Do you ever receive bonuses in your work with <INSERT EMPLOYER>?**

Yes	1	
No	2	
Don't know	3	

## ASK IF RECEIVED BONUSES (E18=1)

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

E20 **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)

E21 **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)

E22 **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
<b>EXACT FIGURE (D16=2):</b>	£_____	£_____	£_____	£_____	£_____	£_____
<b>E16=1 (%) allow decimals</b>	____%	____%	____%	____%	____%	____%

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 ALLE23 **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)

E24 **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)

- E25 **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)

- E26 **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

## F Future plans

F1 **THERE IS NO F1**

F2 **THERE IS NO F2**

F3 **THERE IS NO F3**

ASK ALL

F4 **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

F5 **At any time during your <COURSE> course has your hourly pay rate increased?**

Yes	1	
No	2	
Don't know	X	

IF YES (F5=1)

F6 **As far as you were aware was this for any of the following reasons....READ OUT?**

	Yes	No	Don't know
Because you turned 19	1	2	X
Because you turned 21	1	2	X
Because you completed the first year of the course / training	1	2	X

## G Demographics

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

ASK ALL

- G1 **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

<b>White</b>	
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
<b>Asian / Asian British</b>	
Asian Indian	5
Asian Pakistani	6
Asian Bangladeshi	7
Other Asian	8
<b>Black / Black British</b>	
Black African	9
Black Caribbean	10
Other Black	11
<b>Mixed ethnicity</b>	
White & Black Caribbean	12

White & Black African	13
White & Asian	14
Other Mixed	15
<b>Other ethnic group</b>	
Chinese	16
Arab	17
Any Other Ethnic Group	18
<b>Prefer not to say</b>	19

ASK IF DISABILITY FLAG

G2 **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

G3 **Do you consider yourself to have learning difficulties?**

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

ASK ALL

G4 **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

G5 **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	

IF CONSENT TO RECONTACT (G5=1) OR (G4A=2)

G6 **And could I just check, is [NUMBER] the best number to call you on?**

Yes	1
No - write in number	2

IF WALES

- G7 **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	

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 – Summary of questions removed and added in

## Summary of questions removed from the 2012 survey

A number of questions asked in the 2012 Apprenticeship Pay survey that were not included in the 2014 questionnaire. The reasons for the removal of questions ranged from:

- the question being deemed unnecessary and hence could be dropped in order to make room for new questions / reduce the length of the questionnaire
- the question no longer being of key policy interest

The following provides a list of the 2012 questions that were not included in the 2014 survey.

### Course and employer details

**Q7:** Are you still working for <NAME OF EMPLOYER FROM SAMPLE OR Q4\_1 OR Q3A>

**Q8.** How long did you work for this employer before you started doing your <INSERT COURSE NAME>? Was it...?

**Q11.** What were you doing before you started your <INSERT COURSE NAME>? Were you...?

**Q13.** Do/did you take part in off-the-job-training as part of your <INSERT COURSE NAME>?

**Q15.** Do/did you take part in the on-the-job training as part of your <INSERT COURSE NAME>?

**Q16a.** Do/Did you have an external assessor who comes / came into your workplace to assess your skills and progress in relation to your <INSERT COURSE NAME>?

**Q16b.** Thinking about your progress on your <INSERT COURSE NAME>, which of the following best describes the amount of feedback you typically received/ed from the external assessor?

### Pay, Bonuses and Tips

**Q19.** Do/did you receive any pay from <INSERT EMPLOYER OR RESPONSE AT Q4\_1> <TEXT SUB: IF CODE 2 OR CODE 4 AT QCHECK1 – During the time you were on your course or training>?

Q32: Aside from your work with <INSERT EMPLOYER OR RESPONSE AT Q4\_1>, do you have any other part-time, paid work?

Q32a. How many hours a week do you usually work with this other job?

Q33. Can you tell me what your usual pay for these other job(s) is/was BEFORE any deductions for tax or national insurance. Please do not include bonuses, tips or overtime?

Q34. What is/was your usual take home pay for these job (s)? Again, please give us a figure that is after all deductions for income tax and national Insurance? Please do not include any bonuses, tips or overtime.

Q35 Which of the following statements best describes what you plan to do <IF NOT COMPLETED AT QCHECK1 after you finish your <INSERT COURSE NAME><IF COMPLETED AT QCHECK: in the next few months>?

Q36. And what type of education or training programme do you plan to take part in?



## Summary of new codes / amendments / questions added to the Apprenticeship Pay questionnaire

### Section A: Course or Training Undertaken

A4: Are you contracted to work for the full year or only part of the year?	During cognitive testing, one respondent answered that they got paid pro rata. This question was therefore added in order to accurately calculate pay for those who do not work the full year but receive the same wage each time they are paid.
A4a. How many weeks a year are you contracted to work?	
A6: Thinking about your employment, which one of the following best applies...?	New code added: "You have a fixed end date for your employment which is after the date you expect to complete your training."

### Section C: Payslip pay and hours

C1: 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?	For those respondents answering with a payslip, in order to accurately calculate their pay, it was necessary to understand whether their wages varied in accordance with the number of hours worked and whether any of these hours were paid a higher hourly rate or not.
C2: 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.?	
The beginning of section C was restructured so that the nature of apprentice's employment in terms of additional hours worked and earning received was established early on in the survey in order to improve questionnaire logic and routing efficiency.	
C3a) Do you have a set number of hours you are contracted to work?  IF YES at a)  b) How many hours a week is this?	There was an interest in understanding the number of hours apprentices were contracted to work, especially in comparison to actual hours and so questions were added in allowing a measurement of the difference. In addition, it was felt that this would enable a greater level of accuracy when calculating paid and unpaid overtime

	<p>hours, especially given that the cognitive testing revealed that people interpret what they consider to be “overtime” differently.</p> <p>Thirdly, for those close to NMW this helped distinguish between those who work longer hours they aren’t paid for, and those who are paid all the hours they work but (possibly) aren’t paid enough.</p>
<p>C3c) Do you ever work overtime – by this we mean any time paid or unpaid in addition to what you consider to be your normal/contracted working hours?</p> <p>IF YES at c)</p> <p>d) Is any of this overtime or additional hours paid?</p>	<p>Wording of question relating to overtime were amended in order to improve accuracy of the total hours worked calculations. In addition, they were reordered to appear earlier in the questionnaire.</p>
<p>C3e) Do you receive any bonuses, commissions or tips?</p>	<p>Overarching question added to enable apprentices to be routed round subsequent questions if they did not receive any of the three additional earnings elements.</p>
<p>C3f) Do you receive payslips from your employer?</p> <p>IF YES AT f)</p> <p>g) Do you have a recent payslip to hand now?</p> <p>IF NO / DON’T KNOW AT g)</p> <p>h) Would it be possible for you to get one now to assist your answers when I come to ask you pay-related questions?</p>	<p>Questions built in to encourage apprentices to answer the survey using a payslip.</p>

Following this, apprentices subsequently went through one of two routes in the questionnaire, depending on whether they were able to access a payslip or not. Those that had access went through the rest of Section C whereas those that were unable to retrieve one were routed to Section D. In addition, any apprentices going through Section C that were unable to answer any of the key questions (i.e. those that were required to enable

accurate calculations to be made on either their weekly hours or their pay) were also automatically routed to Section D.

### Section C:

<p>C4: What month and year does the payslip cover?</p> <p>C5: And does the payslip cover a week, a fortnight, four weeks, a month or some other period?</p>	<p>In order to establish the age of the apprentice for the pay period they were providing information for, it was necessary to collect the date of the payslip they were using.</p> <p>It was also necessary to establish the time period that the payslip covered to enable the calculation of hourly and weekly pay.</p>
<p>Within Section C, apprentices were then routed depending on whether they were paid the same amount each week regardless of hours worked, or their pay varied.</p>	
<p><b>If paid the same amount each week and had a payslip</b></p> <p>If apprentices were paid the same amount each week, in order to calculate their hourly rate, all that was required was an accurate estimate of their total weekly hours. It was not necessary to establish whether these apprentices worked any paid or unpaid overtime as all hours worked were covered by a fixed wage.</p>	
<p>C6: Looking at the payslip, what is the GROSS pay shown, by this I mean the figure BEFORE tax, national insurance and any other deductions. Please exclude bonuses, commissions or tips.</p>	
<p>C7: And can I check this figure is per &lt;C5 ANSWER&gt;? (e.g. fortnightly, monthly)</p>	<p>Check question added to ensure that pay amount given was for the period specified at C5.</p>
<p>C8: Thinking about the period covered by the payslip, how many hours A WEEK did you spend working for &lt;INSERT NAME OF EMPLOYER FROM DUMMY Q1&gt; EXCLUDING unpaid meal breaks &lt;IF EVER DO OVERTIME: but including any overtime)?</p>	<p>Questions were designed to capture total number of hours worked on average per week spent on the Apprenticeship to avoid misinterpretation / double counting of hours, rather than having a separate measure for hours spent working versus hours spent training.</p>
<p>C9: 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</p>	<p>In this respect, it did not matter whether apprentices had different interpretations of what they considered work versus training as long as the total hours spent on the</p>

<p>from workbooks; with your assessor, or filling in your portfolio.</p> <p>In addition to the &lt;TEXT SUB IF C8 ANSWERED AS A NUMBER: C8&gt; 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 &lt;INSERT COURSE NAME&gt; course?</p> <p>[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]</p>	<p>Apprenticeship was accurate.</p>
<p>C10: Can I just check, in the period covered by the payslip, you spent a total of &lt;SUM OF C8 + C9&gt; hours working and training EACH WEEK [IF EVER DO OVERTIME (C3c=1:, including any unpaid overtime.) Is that correct?</p> <p>INTERVIEWER NOTE: We are looking for the hours they do EACH WEEK and not the total number of hours covered by the payslip</p>	<p>Check question to ensure sum of working and training hours was accurate. If they were not, apprentices were routed back to C8 and C9.</p>
<p><b>If apprentices pay varied and had payslip</b></p> <p>If apprentices pay varied it was necessary to establish whether any hours (and how many) were paid at a higher rate (and how much this was) in order to calculate apprentices standard hourly wage and subsequently their level of compliance more accurately.</p>	
<p>C11: 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: Please include any PAID overtime]. Please exclude bonuses, commissions or tips?</p>	
<p>C12: And can I just check this figure is per &lt;ANSWER FROM C5&gt;?</p>	<p>Check question as per C7.</p>

<p>C13: Does the payslip show the number of hours worked, on which this pay is based?</p> <p>C14: What is the TOTAL number of hours shown on the payslip (IF OVERTIME EVER PAID: please include any paid overtime)?</p> <p>C15: And can I just check is this the number of hours for the &lt;ANSWER FROM C5&gt;</p>	<p>If hours were shown, apprentices were asked to provide this information to simplify the hourly pay calculations and remove the need for apprentices to provide an estimation of hours worked.</p> <p>Check question built in to ensure that hours provided covered the total period of the payslip / pay provided.</p>
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<p>C16: Thinking about the period covered by the payslip, how many hours A WEEK did you spend working for &lt;INSERT NAME OF EMPLOYER FROM DUMMY Q1&gt; EXCLUDING unpaid meal breaks [IF EVER OVERTIME (C3c=1: but including paid over time or additional hours?</p> <p>C17: IF PAYSIP 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.</p> <p>In ADDITION to the &lt;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&gt;, &lt;TEXT SUB IF C14 NOT GIVEN WEEKLY [C5 NOT=1]: hours shown on your payslip&gt; 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 &lt;INSERT COURSE NAME&gt; course?</p> <p>[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]</p> <p>C18: Can I just check, in the period covered by the payslip, you spent a total of approximately &lt;SUM OF C14 IF WEEKLY/C16 + C17&gt; hours working and training each week [IF EVER DO OVERTIME: including any paid overtime.] Is that correct?</p>	<p>If hours were not shown, apprentices were asked to estimate the number of hours they spent working .</p> <p>As with those apprentices that get paid the same amount regardless of hours worked, the priority was measure the total number of hours worked (see C8 and C9 comments)</p>
<p>C19: 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?</p> <p>C20 [IF ANSWERED C16: In the period</p>	<p>Questions added to allow for separate pay calculations to be made for standard versus higher rate hours. Not having this measurement could have led to an overestimation of apprentices standard hourly rate.</p>

<p>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?]</p> <p>C21 What is the higher hourly rate at which you are paid? Please answer in gross terms i.e. before tax, NI and other deductions.</p>	
<p>C22: In the period covered by the payslip, did you work any extra hours for which you were NOT paid?</p> <p>C23: Approximately how many hours was this? &lt;IF ANSWERED C16: Please give the figure per week&gt;.</p>	

## Section D: Non-payslip pay and hours

<p>D1: 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.]</p> <p>D2 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.</p> <p>In addition to the &lt;TEXT SUB: NUMBER OF HOURS FROM D1&gt; 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</p>	<p>In the 2012 survey, apprentices were first asked how many hours they are contracted to work / spend working for their employer. This was then followed up with questions asking them whether they do any on/off the job training as part of their course and if so, how many hours they "usually" spent training. During the cognitive testing phase, some apprentices found it hard to identify a typical week in terms of their working hours and as such there were concerns that apprentices either would not be able to answer these questions at all or that they would give answers that did not reflect the reality.</p> <p>As such, several ways of asking about apprentices hours were tested during the cognitive phase (please see Cognitive Report in Appendix C). The approach that respondents thought worked most effectively was</p>
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<p>guided learning as part of your &lt;INSERT COURSE NAME&gt; course or training.</p> <p>D3 Can I just check, in total you spent &lt;SUM OF D1 and D2&gt; working and training in your last full week [IF EVER DO OVERTIME (C3c=1):, excluding any overtime]. Is that correct?</p> <p>D4 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]?</p> <p>D5 Excluding unpaid meal breaks [IF EVER DO OVERTIME (C3c=1): and overtime], how many hours in total do you usually spend working for &lt;employer at dummyq1&gt; and on training or on guided learning during a typical full working week.</p> <p>Training or guided learning as part of your &lt;INSERT COURSE NAME&gt; 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.</p> <p>D6 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].</p>	<p>a different approach was used, similar to the Labour Force Survey asking apprentices about the hours they spent working during their last full working week.</p> <p>Following this, because some apprentices reported during testing that their last working week was not necessarily representative, this was followed up with a question asking them if this was a typical week. If it was not, hours worked in a typical week was sought.</p>
<p>D7 You said earlier that you sometimes do overtime. Thinking about your last full working week, did you spend any hours doing overtime for &lt;INSERT NAME OF EMPLOYER AT DUMMY Q1&gt; i.e. paid or unpaid hours in addition to what you consider to be your normal working hours?</p>	



<p>D8 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]</p> <p>D9 Would you say this is the usual number of hours you spend working overtime in a typical week with &lt;EMPLOYER NAME FROM DUMMY Q1&gt;?</p> <p>D10 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]</p> <p>D11 Thinking about the last four weeks, how many hours a WEEK ON AVERAGE did you spend working overtime?</p>	
<p>D12 So can I just check, based on your responses, in a typical week, you would usually spend &lt;D1_TOT USUALHRS &gt; hours working and training, including all paid and unpaid overtime? Does that seem accurate?</p>	

### Section E:

<p>E1 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?</p>	
<p>E2 Would it be easier to give your gross pay with an...?</p>	
<p>E3 Excluding any payments for [IF EVER DO OVERTIME (C3c=1): overtime], bonuses, commissions or tips, what is your GROSS pay per &lt;ANSWER FROM E2&gt; - again by gross I mean how much you get</p>	

paid BEFORE any deductions for tax or national insurance?	
E4 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...?	
E5 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.>)	
E6 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?	
E7 How much do you get paid on average PER HOUR for this paid overtime?	
E8 Is that the hourly figure that you are paid before tax and other deductions; or after tax?	
E10 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?	
E11 What is your gross hourly pay rate?	
E12: Can I just check that your gross hourly pay rate is definitely less than...?	

<p>E13 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?</p> <p>E14 What is the gross hourly higher rate of pay?</p>	
<p>E19 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</p> <p>E20 Do you want to answer this in terms of an...?</p> <p>E21 And do you want to answer in terms of the actual amount or a percentage of your pay?</p>	<p>Bonus questions were amended following feedback from the cognitive stage to allow apprentices to answer as a percentage of their wage.</p>
<p>E23 Does your employer provide you with live-in accommodation?</p> <p>E24 How many days a week do you live in the accommodation?</p> <p>E25 We would like to know how much your employer charges you for your accommodation. Would you like to answer this daily, weekly or monthly?</p>	<p>Questions related to the provision of lived-in accommodation added as accommodation charges as this benefit counts towards NWM calculations.<sup>11</sup></p>

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<sup>11</sup> The offset rate for accommodation charges is £5.08 a day or £35.56 a week. If an employer charges more than this, the difference is taken off the worker's pay which counts for the minimum wage. This means the higher the accommodation charge, the lower a worker's pay when calculating minimum wage. If the accommodation charge is at or below the offset rate, it doesn't have an effect on the worker's pay. If the accommodation is free, the offset rate is added to the worker's pay.

E26 How much does your employer charge you for accommodation? Please include any costs associated with rent, charges for gas, electricity, furnishings and laundry.	
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**Section F:**

<p>F4. Have you...?</p> <p>a) Heard of the National Minimum Wage</p> <p>IF YES TO A)</p> <p>b) Are you aware that there is a National Minimum Wage rate for certain Apprentices</p> <p>IF YES TO B)</p> <p>c) Do you know what the hourly minimum rate for apprentices is</p>	<p>Awareness of NMW rate for apprentices question expanded to include initial question of NMW awareness in general and whether they are aware there is a rate specifically for certain apprentices.</p>
<p>F5 At any time during your &lt;COURSE&gt; course has your hourly pay rate increased?</p> <p>F6 As far as you were aware was this for any of the following reasons....READ OUT?</p>	<p>Pay increase question expanded to include a question relating to the reasons for wage rise.</p>

# Appendix E – Cognitive testing report

## Background

In preparation for the quantitative stage of the Apprenticeship Pay Survey 2014, a phase of cognitive testing of the questionnaire among potential respondents was undertaken to test comprehension, relevance and flow of the questions in the survey, particularly those related to pay and working/training hours.

This document summarises the key findings from the cognitive interviewing and a summary of the suggested questionnaire amendments to be agreed by BIS.

## Methodology

Findings are based on 12 cognitive interviews, conducted by the research team using a mixture of face-to-face (seven interviews) and telephone (five) methodologies.

A targeted recruitment strategy was used in order to test the questionnaire on different types of respondent. Respondents were recruited by telephone using a screener to ensure suitability (because of the tight timings an incentive of £25 was given). Loose quotas were set ensuring a mix of respondents based on:

- Gender
- Age
- Level (to ensure some higher apprentices were included)
- Framework
- Location (to cover Scotland and Wales, and to ensure that a limited number were conducted in London where pay levels are above average).

Sample was drawn from recent IFF surveys conducted for BIS among apprentices and higher apprentices where respondents had indicated they were willing to be re-contacted, a search of websites, and informal contacts.

The following table shows the sample breakdown.

Profile of those interviewed	
Gender	
Male	6
Female	6
Age	
19-24	4
25-30	5
>30	3
Level	
Level 2	3
Level 3	6
Level 4	2
Level 5	1
Location	
Greater London / SW / SE	4
North / Midlands	5
Wales	2
Scotland	1

Respondents were undertaking the following frameworks / subject areas:

- Business administration / management (x3)
- ICT (x2)
- Joinery
- Vehicle Repair

- Health and Social Care
- Plumbing
- Accounting
- Farrier
- Bio-Technology

Interviews typically lasted between 45 minutes and an hour. Each interview involved running through the full questionnaire (this is appended) and taking detailed notes of respondent feedback. Respondents were then asked for their overall views of the interview experience and probed in detail about how they arrived at their answers to some of the key questions, and whether they felt there was any ambiguity or other difficulties when answering.

## Main findings

### Overall Structure and Flow

When respondents were asked how they found the flow of the questionnaire, most reported that they felt it was well-structured, logical and easy to follow, relatively short and manageable in terms of length.

Any difficulties answering the questions largely related to:

- Difficulties giving accurate figures regarding their typical / usual working hours due to weekly variance; and Their current situation being different to their usual personal circumstances
- The distinction between “working hours” and “training” / what to include in training
- Definition of “apprentice” and “Apprenticeship”

These issues will be discussed in detail throughout this report.

### Order of working/training hours and pay questions

Most respondents said they had no preference whether they were asked questions about their working / training hours or pay first although they felt the current flow seemed logical. Those conducting the interviews felt that leading with hours questions was preferable as it gave more of an opportunity to “break the ice” and build rapport with the respondent. Asking the pay questions felt for some to be a little intrusive, with some respondents having reservations about talking about their pay at the start.

**Recommendation:** Keep questionnaire order as is currently structured.

## General Issues / points to consider

### Request for pay slips

Some respondents were initially slightly uncomfortable with the request to have their payslips to hand, and a few felt there might be some resistance from other respondents. During the interview, however, once asked the pay questions, respondents understood the benefits of having a pay slip (or in one case their contract and a payslip) to refer to: having a payslip enabled and, in some cases, was essential for respondents' accurate recollection of their wages. A number of those who conducted the interview without pay slips were only able to give rounded or approximate figures. We believe that asking respondents to have a payslip with them during their interview is beneficial.

Respondents felt advance warning of the desire for them to have a payslip to hand, and the reasons for why this was being requested, was important.

It is worth noting that one respondent working in construction said his employer did not use pay slips and felt this was common across his particular industry and others where there is high self-employment.

**Recommendation:** mention in the advanced letter that having a pay slip would be useful for the interview. We need to emphasise that having it to hand will be beneficial for respondents, enabling them to provide accurate figures. (The draft letter is appended).

### Apprentice / Apprenticeship terminology

The cognitive interviews confirmed that respondents would not always use apprentice/Apprenticeship terminology to describe their circumstances, notably those who were established in their job roles before starting their course, who often saw themselves rather as a full-time employee undertaking a development course. Even asking questions regarding working hours as part of their training / course seemed odd to some.

**Recommendation:** The main body of the questionnaire does not mention Apprenticeships explicitly until F3 and F4, though it is mentioned in the screener (S2). We think this should be amended from:

*We're doing a survey ....about Apprentice's learning and training, hours of work, and pay.*

*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 with you as I will be asking you some questions relating to your pay. This is so we can understand whether employers are conforming to rules relating to Apprenticeship pay.*

*We're doing a short survey ....about learning and training, hours of work, and pay.*



*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 with you as I will be asking you some questions relating to your pay, and this will help you give accurate answers.*

We also need to consider the issue (mentioning Apprenticeships) for the letter to respondents.

## Multi / additional courses

A few respondents we interviewed or spoke to during the recruitment process were either involved in a number of different courses or had recently finished their programme but were in the process of completing additional courses and were unsure therefore of whether they were eligible for the research (in terms of still doing the course / training - question T1). This is likely to have arisen mainly because the cognitive interview sample was drawn (largely) from people who had been on an Apprenticeship when previously interviewed (i.e. the sample wasn't drawn as it will be for the main survey of people marked as on a current Apprenticeship where a specific course name / title will be on the sample and mentioned as a prompt with the respondent).

One interviewed respondent was currently in the process of completing both a Level 3 and a Level 5 Apprenticeship. This is likely to be a relatively unique circumstance but worth considering how to approach this for the main survey in terms of sampling (we suggest we would count them towards the higher level).

Another respondent had a 4 year Apprenticeship contract with his employer, which was just about to finish. He had completed an HNC and SVQ in 2 years (and had received the Modern Apprenticeship certificate), and was currently in the process of doing his HND. He was unsure if he would officially be classed as still on his Apprenticeship (he felt he had completed it, but said technically his employer would still regard him as on his Apprenticeship contract). (For the sake of the interview he was asked / answered about his hours and pay etc. in Year 2). For the main survey (with 'proper' sampling of current apprentices) we suspect this type of respondent would not be included in the sample. If they were the screening would put them through in regard to the HND.

## Main questionnaire

### Introduction

Most respondents felt the introduction was easy to understand and the survey's purpose was clear. Respondents felt it was important to emphasise:

- Government based survey: seen to give pertinence to the research (as would not readily give out details of pay otherwise)
- How it is of benefit i.e. to inform policy on pay and ensure employers adherence to the rules – suggest using the phrase “fair pay” in the introduction)
- Confidentiality regarding pay and full explanation of why precise figures are required

**Recommendation:** Amend wording in the introduction to ensure correct emphasis.

### Section A: Course or training undertaken

No reported issues with Section A.

### Section B: Employment

B3: Did your pay increase, decrease or stay the same as a result of *starting* your <INSERT COURSE NAME>?

A number of respondents when asked this question mentioned that they have annual pay increases and it needed clarifying that we meant their pay had changed **because** they started their programme.

**Recommendation:** Change questions wording to **as a direct result of...**

No other reported issues / comments.

## Section C: Hours spent working and training on course

A number of comments or issues were raised with section C and they are outlined in the table below along with potential solutions.

Question	General issues	comments / Respondent comments	specific Potential solutions
<p>C1</p> <p><b>I am now going to ask you about the hours you spend working for &lt;INSERT NAME OF EMPLOYER&gt; as part of your &lt;INSERT COURSE NAME&gt;.</b></p> <p><b>Thinking about the last four weeks or so, what were your usual weekly hours spent working for &lt;EMPLOYER&gt;? Please exclude meal breaks, over-time and time spent training or guided learning.</b></p> <p><b>Please only think of a full week, so don't count a week where you had paid leave or were on sick</b></p>	<p>We encountered examples of hours varying widely from week to week with some respondents struggling to accurately provide figures for a typical week over the last month.</p>	<p>One gave an answer of 40-45, explaining that his hours varied weekly and were difficult to calculate on the spot. He provided a measurement for his "official hours", which were 8-5 but stated he could often do 7.30-8 pm depending on season, weather etc.</p> <p>Another had "no official hours", no contract, or payslip. He did not work set hours or days and working patterns very much depended on when work was available. He felt this was relatively typical for the construction industry. Moderator and respondent eventually came to a figure though the respondent unsure how representative this really was.</p>	<p>Mention in the advanced letter that we will be asking for a calculation of their normal weekly hours.</p> <p>Change structure of C1 by asking:</p> <ol style="list-style-type: none"> <li>1) Number of hours worked last week</li> <li>2) If this was normal / typical</li> <li>3) If no, what is typical</li> </ol> <p><i>[though see the later note about asking for a) hours worked in the last week; b) additional hours training in the last week c) is this total usual d) if not what total is usual.]</i></p>

Question	General issues	comments / Respondent comments	Potential solutions
<p><b>leave.</b></p> <p><b>[IF VARIES TOO MUCH TO SAY, ASK FOR THE PREVIOUS WEEK]</b></p>	Some respondents did not consider their normal working hours as being a part of their Apprenticeship / course.	Some felt they had an established job role / working patterns and they were doing an additional course. Therefore to ask “hours worked for employer as part of <COURSE>” was confusing.	Remove reference to ‘as part of the course’ from the question.
	Difficulty calculating working hours over the period of a week, although some were aware of their usual daily working hours	Some respondents knew their working patterns as e.g. 8-4 every day or “7-3, 3 days a week” but found it difficult to work out what this was on a weekly basis.	<p>Provide option for respondents to answer in an alternative format if unable to calculate weekly hours. i.e.:</p> <p>1) How many hours per day</p> <p>2) How many days a week on average worked</p>
	Over the past four weeks, respondent working abnormal hours on account of current personal circumstances	One respondent had been off sick for a substantial period of time and had returned to work only doing half her contracted hours. For this cognitive interview she told us about her “usual” hours and then for the hours she was currently doing. Strictly speaking the way the question is worded currently (the last 4 weeks or so) she	<p>Add in interviewer probe to clarify that we are interested in talking about a typical week (even if outside the last 4 weeks).</p> <p>Potentially we could expand the mention of the last 4 weeks or so to ‘over the last couple of months’, but our feeling is that it is better to talk about the last week and</p>

Question	General issues	comments / Respondent comments	Potential solutions
		would tell us about a usual week in the last 4 though this is not 'typical' longer term	then is this usual (without a particular time span)  Question for BIS: Do we need to add anything in about sick pay, and how would this be incorporated in to the results?
	Definitions / interpretation of "overtime" varied.	One person at C1 said they did 50 hours a week (which was more than her contracted hours), but said they did not do overtime.  This seemed to be because working extra unpaid hours was usual i.e. this is their usual working week.  So some treat overtime as meaning paid overtime.	Need to decide if C1 to be based on contracted hours.  Provide agreed definition of "overtime".  (pay questions ask them to exclude overtime – it may be worth a check to say did that figure exclude overtime pay)
	Note: inclusion of hours spent training at work within their working hours	This is not an issue as long as training at C2 is additional hours, and not double counted. Key is that the total at Chk is right.  So we are not working out how many hours training somebody gets per week	

Question	General issues	comments / Respondent comments	Potential solutions
		<p>(and do not mind if somebody answers about e.g. 1 hour a day training at work (whether off- or on-the-job) at C1 or C2.</p> <p>So a question for BIS, is it right that the number of hours trained is not in itself a key output of the research?</p>	
<p>C2</p> <p><b>In addition to the &lt;TEXT SUB: NUMBER OF HOURS OR RANGE FROM C1&gt; hours you work each week that you just mentioned, in the last 4 weeks or so, how many ADDITIONAL hours a week, if any, have you spent training or guided learning as part of your &lt;INSERT COURSE NAME&gt; - this could include attending college, courses, workshops or training sessions at your</b></p>	<p>Different interpretations regarding definition of "training" / description of training a bit blurred</p>	<p>Some thought of training very much as time at college and others included working at home on coursework etc.</p> <p>One did not know whether study / revision should be included within additional training; they were supposed to do minimum 4 hours training at his place of work and a minimum 4 hours theory work in his own time and was unsure where this should be included. He presumed that it should be included (but would define it as "practice"</p>	<p>Agree and tighten up definition of "training" with agreed list of examples of things to include.</p>

Question	General issues	comments / Respondent comments	specific Potential solutions
<p><b>employer's premises or held externally, learning at home, learning from workbooks, time with your assessor, time filling in a portfolio etc.?</b></p> <p><b>Please only include hours a week ON TOP of those spent working.</b></p> <p><b>[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]</b></p>	<p>Level of variation due to training being provided in blocks</p>	<p>rather than training).</p> <p>One respondent was contracted to do 8 hours a week revision / study which was unpaid. When asked she did not include this within her answer (as we would have wanted)</p> <p>One respondent highlighted that he would be in college the following week for a block week but would usually only one day per week.</p>	<p></p> <p>The questions deal with this with 'chk' asking about the sum of work + additional training. We don't mind if the e.g. 40 hours based on all at the employer, all at a college or a mix.</p> <p>The questions ask about a usual week over the last month. So as long as the training hours specifically not needed the questions work ok.</p> <p>An interviewer note may be useful (and in the briefing some examples such as this respondent would be useful).</p>

Question	General issues	comments / Respondent comments	Potential solutions
C4	As discussed at C1 – varying interpretations of “overtime”	<p>One respondent defined overtime as any work which happens outside “normal working hours” e.g. evenings, week-ends. However, he was paid per job done, as such did not have “normal working hours” and so did not calculate any overtime.</p> <p>Others included what could be considered overtime within C1 (hours spent working).</p>	Provide an agreed definition / description of overtime to ensure consistent answers
	Complicated overtime systems	One respondent stated her company had set, strict rules on overtime and thus had a complicated system for how overtime was processed. Because she was an apprentice she was able to claim up to 10 hours a month as overtime and the rest had to be converted to holidays.	<p>We think it will be very hard to capture all the various systems that could be in place. D23 asks about time off for doing overtime in a general sense.</p> <p><b>Recommendation:</b> We think this could be better if related to the overtime they have told us about: of those hours were all, some or none given as flexitime ....etc. if some how many.</p>



## Thoughts on working / training hours question format (C1 and C2)

Respondents were probed on which of the following four approaches were thought to capture the more accurate representation of their working / training patterns i.e.:

- Last week's hours
- Last week's hours, then ask if this is normal / usual
- Average hours over the four weeks
- Average hours over four weeks, then ask if this is normal
- Ask about their usual hours

Quite a few respondents felt that asking about last week's hours would not provide a representative picture of their normal working patterns. Therefore it was felt that if this approach was used then it would need to be clarified as to whether the answer given represented a normal / typical working week.

Asking average hours over the last four weeks worked well for most respondents as it provided a short enough time to be able to assess the average but long enough to gain a representative picture of working patterns. However, for a number of respondents this presented some issues. A couple struggled with working out the specific average on the spot and one respondent thought he was being asked to calculate the TOTAL number of hours across the last four weeks (although this would have been picked up by subsequent hard checks in the programme).

### **Recommendation:**

We recommend changing the format of the working hours and training questions (C1 and C2) so respondents are asked:

- 1) Number of hours worked last week
- 2) Number of additional hours trained last week
- 3) Is this total normal / typical?
- 4) If not, what is a normal / typical total

## Definition of training (C2)

As outlined in the table above, a number of respondents were unsure in terms of what should be calculated as their additional training hours. As highlighted above, notable issues include:

- Overlap between working and on-the-job training
  - As discussed, some respondents included on-the-job training within their training hours whereas others included this within their working hours (*again, this is not necessarily a problem as long as we agree that training hours per se is not a key piece of information*)

- Whether personal study / extra work that goes beyond the framework guided learning requirements undertaken by choice should be included as training

For reference, when asked, the following were commonly mentioned by respondents as activities that were included in their training calculations:

- Time at college
- Work on portfolio
- Reading of reference documents
- Extra research
- Practicing skills
- Meeting with / emailing assessor
- Development meetings

**Recommendation:** We should describe the kind of activities they should (and if necessary should not include).

Addition observations / comments for Section C

- Need to allow decimals for hours per week

## Section D: Pay, bonuses and tips

### Calculating wages

Six out of the 12 respondents used a payslip when they were answering the questions on pay and one also had his contract. In most cases, they answered in terms of gross pay.

Those that did not have their payslip answered in a more varied way and this was generally dictated by their recall.

In general, providing respondents the option of how to answer these questions (i.e. if they prefer to answer gross/net and frequency) worked well and no issues were identified.

Although most had no issues giving what they felt to be an accurate measurement of their wages, a number of issues were raised that may need further consideration:

- London weighting: this was added as a separate payment and it only became clear later in the discussion that the respondent had not included this when initially giving their wage figure
- Pro rata: one respondent's hours on her payslip did not match her weekly hours due to the pro rata calculation (the respondent worked in a school, only got paid for the hours she worked throughout the year and only worked term-times)

**Recommendation:** this is a big issue if someone tells us an annual salary, and their weekly hours, but it turns out they are only contracted for  $\frac{3}{4}$  of the year. We should ask all respondents if they are contracted (exact wording to be agreed) for a full year or only for part of the year. If part: how many weeks / months is this for.

- Business mileage: one respondent's employer paid mileage and as such her wages would fluctuate depending on how much travelling she had done the month previously

### Gross / Net definition

Respondents either understood what was meant by these terms or felt that descriptions were clear. A few respondents suggested adding the phrases "wages / pay before tax" and "wages after tax" for additional clarity.

### Bonus

Four respondents received a bonus and in all cases this was annual. In most cases, they stated they were paid a percentage of their wages.

**Recommendation:** Check if answering in gross or net, and allow respondents to answer as a % (allowing decimals) as well as a £ figure.

## Accommodation / Travel / Materials

No respondents lived in accommodation provided by their employer although a number of respondents stated their employer would pay for accommodation on business trips when asked this question. **Recommend** adding in a clarification point that this is referring to “lived in” accommodation only.

*Check:* D18/D19 – need to check if the wording of our questions works (do employers take this off a higher amount or would the gross figure in effect already have this removed)

In terms of travel, a number of respondents stated that their employer would only pay for business travel and this would be put through expenses. One respondent travelled a lot around the country and she was paid mileage, which could have an impact on her monthly wages.

With regards to materials, one respondent received an allowance of £1.50 a week that was intended to pay for a new pair of work boots annually, two others had their materials paid for by their employers.

**Recommendation:** As yet, no questions have been added in regarding travel and materials as it is our understanding that these additional benefits are not taken into consideration when calculating the minimum wage. However, there may be value in including questions of this nature as a point of interest.



# Appendix F – Pilot report

## **The Apprenticeship Pay Survey 2014: Pilot Report**

### **Introduction and methodology**

The sample for the pilot consisted of 350 intermediate and higher apprentices in England and 150 in Scotland drawn from the Individualised Learning Record (ILR) and the Corporate Training System respectively. Introductory letters were sent in advance of the pilot to notify respondents of the research, and giving them the opportunity to opt out via a freephone number.

The sample was drawn from a cross-section of subject framework sectors and covered all Level 2-5 Apprenticeships.

Fieldwork for the pilot was conducted on Tuesday 8<sup>th</sup> and Wednesday 9<sup>th</sup>. The target number of interviews (50) was achieved (50). There were no quotas set but interviews were completed with a diverse range of apprentices, ensuring coverage of different levels (seven of the 50 were with higher apprentices), frameworks and country. A good mix by age was also achieved: 28 were aged 16-18, eight were 19-20, two 21-24 and 12 were aged 25+.

Table 1.1 shows the number of interviews conducted by framework and level.

**Pilot interviews by framework / level**

Framework	Intermediate Level (2 & 3)
Business and related	8
Children's Learning and Development and Well Being	1
Construction and related	2
Customer Service	1
Electrotechnical	7
Engineering, Manufacturing Technologies and related	4
Hairdressing	6
Health, Social Care and Sport	6
Hospitality and Catering	2
Management	1
Retail	2
Other 2/3	3
Framework	Higher Level (4 and 5)
Accounting	1
Care Leadership and Management and Management	2
Other 4/5	4

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. A debrief session was held following the interviewing, where feedback was obtained from the interviewers.

This document contains recommendations arising through listening in to pilot interviews, feedback from interviewers, and analysing the responses from the pilot stage.

The main purpose of the pilot was to check questionnaire functionality (were questions answerable for respondents) and to ensure key questions relating to pay and hours were yielding accurate data.

## Interview length

We were targeting an average interview length of around 10 minutes in length.

The average interview length came out at 13 min 10 s. As one would expect, the interview lengths varied substantially across respondents (ranging from just under 9 minutes to 23 minutes). As shown in Table 1.2, the average interview length was marginally lower for those answering with a payslip to hand.

### Average interview length by size

	Average interview length
Had a payslip to hand	12:50 minutes
No payslip to hand	13:20 minutes
<b>Overall</b>	<b>13:10 minutes</b>

The survey is intended to last 10 minutes and – even though it would be expected that the average interview length would drop by around a minute due to interviewers becoming more familiar with navigating the on-screen questionnaire (the length was shorter on the second night of the pilot at just over 12 ½ minutes than the 14 minutes of the first night) – this would still require some cuts to the questionnaire in order to achieve the desired interview length of 10 minutes. To assist in considerations with regards to questionnaire cuts, Table 1.3 details the average timings within the main sections of the questionnaire. This is based on those that answer each section (not all answer each section), and excludes the introduction and screening section (Questions numbered S and T in the questionnaire).

### Average interview length of questionnaire sections for those going through each section (not all are ‘ask all’ sections)

Questionnaire Section	Average time
Section A	01:10 min
Section B	00:58 min
Section C	02:59 min
Section D	02:16 min
Section E	02:35 min
Section F	01:12 min
Section G	00:55 min

We therefore recommend cuts are made if possible on non-essential questions (i.e. some of those that are not required for the NMW calculation). Some initial thoughts:

- B2 – how long working for employer prior to course
- B3 – Whether pay increased, decreased or stayed the same as a result of starting course / training (though little time saved as filtered, and a short straightforward question)
- B4 – Main activity before starting course / training
- Section F (future plans)

The following sections look at how people responded (and the level of don't knows), and suggestions for how questions might be amended.

## General points

Only two respondents did not finish the interview once having been through the screener. One asked to be phoned back once they had a pay slip to hand and one discontinued at Section F. This suggests the questionnaire is manageable for respondents.

Interviewers felt that the questionnaire flowed logically and overall, there was a good level of respondent comprehension throughout. During the debrief a few points were raised requiring clarity over specific aspects such as overtime and “meal breaks” and these are discussed in detail below.

## Section by section

### ***Screener***

Sixty-six respondents went through the screener. Of these, when asked whether they were still on their course / training:

- 1 had not started their course yet
- 3 had not done any course / training
- 10 had finished or left the course early
- 52 were still on their course

None were doing a different course than the one specified on the sample.

So overall 21% of those we went through the screener with screened out as ineligible.





## Section A

A3 and A4: Of the 50 respondents that completed the survey 42 (84%) had a written contract with their employer and of these 40 (80% of the total) were contracted to work for the full year.

A5: Just under two-thirds (32, 64%) were employed permanently with no fixed end date and around a quarter (13, 26%) for the duration of the training only. The four respondents that specified “other” stated that whereas their job lasted longer than their qualification, they still had a fixed end date.

A6: 96% of respondents agreed that the correct start date of their course was the same as provided on the sample, supporting sample accuracy.

**Recommendation:** Suggest adding in an additional code at A5 to cover respondents with a fixed end date to their employment that is beyond the length of their course / training.

## Section B

B1: More were recruited specifically to their Apprenticeship (28) than had already been working for that employer (22).

B3: Of those already working for the employer, half saw an increase in pay on starting their training (11), one saw a decrease and 10 said it had not changed.

B4: Main activity before the Apprenticeship. Most were doing a course in school or college (20), working for the employer they started the course with (17), or working for a different employer (9).

No reported issues for section B.

**Recommendation:** Although they would be interesting to use for analysis, in the interests of time, questions B1-4 could potentially be removed as non-critical. If B4 kept, given the list is read out, start with the codes most likely to be answered (doing a course in school or college; then the two employer ones).

## Section C

The 50 respondents were grouped as follows:

Had / got their payslip	21	Paid hours varied	12	Responded "Don't know" during Section C and were routed to Section D	2	<b>TOTAL COMPLETED ALL OF SECTION C = 19</b>
		Paid hours did not vary	9			
Did not have payslip	29	Paid hours varied	13			<b>TOTAL COMPLETED SECTION D = 31</b>
		Paid hours did not vary	16			

C1: There was a 50/50 split in terms of whether respondents got paid the same amount each week or whether pay varied depending on the hours worked. (None answered don't know)

C2: Where pay varies depending on the hours, in a majority of cases it was more often paid at a different rate. (None answered don't know).

C3:

- 43 (86%) had a set number of hours they are contracted to work each week (one answered 'don't know')
  - This varied between 8 (next lowest 16 hours) and 42 hours (mean = 33, median = 35); 30 of the 43 gave an answer of 35-40 hours a week.
- 31 (62%) worked overtime
  - Of these 22 (71%) were paid, 8 (26%) were not and one did not know
- 20 (40%) received bonuses, commissions or tips (one did not know)

### Whether had Payslip

Of the 50:

- 5 (10%) **did not** receive payslips from their employer
- 14 (28%) had a recent payslip to hand
- 7 (14%) were able to retrieve one
  - In total 21 (42%) had a payslip for the interview
- 24 (48%) that received payslips **did not have a payslip** to hand or were able / willing to get one

Of the 21 respondents with a payslip:

- 9 were paid the same each week
- 12 had pay that varied depending on hours worked

C4: Of the 21 that had a payslip, 18 used one from 2014, two from December 2013 and one from March 2013.

C5: Of the 21 with a payslip three-quarters (14) gave their pay as monthly, five as weekly, fortnightly (1) and 4-weekly (1). Therefore, it is necessary to keep these frequency options for the mainstage.

#### **C6-C10: payslip and pay varies according to hours worked (9)**

C6: gross pay if payslip and paid the same each week (nine respondents). Sensible responses here: if answering weekly £104, £104.52, £233; if answering monthly £442, £455, £460 then three on higher figures (£1,105, £1,116 and £1,241).

C8, C9 and C10: All respondents who had a payslip and specified that they get paid the same amount each week (9) were able to provide exact figures at C8 (hours spent working; all 35-40 hours) and C9 (additional hours training; two hours, four, one of twenty, and the rest zero). When asked at C10 whether the sum of C8 and C9 were accurate, all respondents stated "Yes", suggesting that it is clear to respondents how to calculate their total hours across questions C8 and C9.

C8: Interviewers asked us to clarify throughout whether by "EXCLUDING meal breaks" we mean "unpaid meal breaks". We think strictly speaking 'unpaid meal breaks' is correct, but welcome views on this.

#### **Section C11-C23: payslip and pay varies according to hours worked (12)**

C11: two answered weekly and gave answers of £200 (for 32 hours) and £500 (for 42.50 hours). Most (9) answered monthly and we had answers from £500 to £1,434. One answered fortnightly and gave an answer of £2,974 (70 hours across the two weeks, respondent aged 41). The latter seems high and would be a candidate for call back (though the respondent verified that the answer was for a fortnight).

C13 and C14: Of the 12 respondents who had a payslip and whose pay varied depending on hours worked, 9 had the hours showing on their payslip and were able to provide an exact figure for the hours worked during that pay period.

Checking answers to C14 (hours shown on payslip) against C3b) Number of hours a week contracted to work and C5 Length of time covered by payslip, there does potentially appear to be some anomalies, suggesting 'overtime' has been included (although asked to exclude overtime) so they have answered for the total hours on their payslip. Indeed for respondents where their pay varies by the hours they work the concept of overtime may not necessarily be valid, and they simply consider the hours worked and the amount paid. Interviewers stated that they had a number of respondents who had payslips that only had one figure that encompassed their total working hours and it was thus difficult for them to separate out. For clarity, we could potentially add in an additional question that asks whether their payslip distinguishes between their normal working hours and overtime or whether this is provided as one figure. The two instances were:

Weekly hours contracted to work	Period shown on payslip	Number of hours shown on payslip
20	Month	169
25	Month	153

C16: three said the hours were not on the payslip. All gave sensible weekly hours at C16 (35, and two of 37.50 hours).

C17: additional hours a week training (equivalent to C9 for those with payslips working the same hours each week). Sensible answers (and no don't knows): six said no additional hours, five answer 1-4 hours and one answered 8 additional hours.

C18: this checks hours worked and trained if answered weekly for pay. All five agreed the sum was accurate.

C19-C21: Of the 12 respondents who responded using a payslip and whose hours varied:

- Only 3 did additional over time not already accounted for in their previous answers (6 hours, 2 hours and one don't know)
- 2 worked extra hours at a higher rate than normal (one had done 8 hours a week, one was not sure)
- None worked extra hours for which they were not paid

### **Section C Summary / Recommendations (payslip respondents):**

Section C appears to be functioning well. Only two respondents of the 21 that started with a payslip were unable to answer the questions in Section C and were subsequently routed to Section D. (Both related to overtime hours).

In general, answers provided were logical, suggesting accurate responses and respondent comprehension.

One potential issue on C14 is difficulty splitting out standard hours and overtime hours. This is only an issue if they have some overtime hours at a higher rate. (If they do then their total pay divided by their total hours might be compliant, but only because of hours above the overtime hours). In the two cases where this may have been an issue, when asked at C19a

whether they worked any additional hours not already accounted for, both responded that they had not, therefore there was no double counting in their responses overall.

That said we suggest:

- 1) Changing C11 and C14 to ask about *total* pay and *total* hours, hence including 'overtime'. We drop C19a) and for C19b we ask, just for those where they are sometimes paid at a higher rate (from question C2), 'Thinking about the <C14> hours you worked, were any of these hours paid at a higher hourly rate than your standard rate?' if so how many (the current C20), and what is this higher rate (the current C21).

### **Point for consideration:**

Currently those respondents who do not have an available payslip for the interview are asked to give a reading of the hours they worked the last full working week. In order to provide an accurate calculation of their wages, it is essential to know whether this is a typical week or an anomaly.

Payslip respondents are asked to read information from a recent payslip so effectively, we are taking a snap shot of hours worked and wages and currently have no ways of knowing whether this is a typical or atypical representation. At present, we do not check with payslip respondents whether the information they have provided reflects their "usual" pay/hours worked. This is something that can be built in but would add to the questionnaire length.

We would welcome further discussion on this issue.

## **Section D**

D1: Of the 31 respondents that were asked how many hours they spent working in their last full working week, only one was unable to provide a response. Hours ranged from 8 to 41 (mean 31 hours, median 35).

D2: When asked about additional hours spent training or guiding learning, 17 of the 30 respondents stated "0" hours already unaccounted for. The remaining 13 gave additional hours ranged from 2 to 15.

D3: When asked whether their answers from D1 and D2 provided the accurate total number of hours they spent working and training in their last full week, all respondents stated that they did.

D4: Of the 30 respondents, 27 stated that the hours given for the last full week were the usual hours they spend working in training in a typical week. Two stated this was not typical and one that they did not know or did not have a typical week.

D5: The four respondents that either did not know their usual working hours or whose last working week was an anomaly were all able to provide figure for their usual working hours. Therefore no one needed to be asked D6. Differences were generally small and worked in both directions (e.g. a usual week being 20 not the 18 of the last week; 16 not 20 of the last week, 38 not the 46 of the last week).

D7 and D8: Of the 16 respondents that went through section D and ever did overtime, five stated that in their last working week they had worked some overtime. Three of these

respondents did 5 hours, one had done 10 hours and one respondent stated “0” (the latter slightly odd).

D9: Of the 16 respondents that went through section D and ever did overtime, five indicated the last week figure wasn’t their usual over time hours (two answered don’t know). Of the seven, all but one could give a usual weekly figure (a range of 1-6 hours).

### **Recommendations:**

In order to ensure check that respondents have not overestimated their hours, we recommend building in a check question that asks respondents to confirm that the “usual” total of their stated hours spend working plus overtime hours is accurate.

## **Section E**

E1: Of the 31 respondents asked section E1-E9, 24 were able to answer questions regarding their pay in terms of gross, 6 in terms of net pay and 1 refused to provide a response.

E2: Respondents were relatively evenly spread in terms of how they defined their gross pay:

- 8 gave an annual figure
- 7 monthly
- 1 fortnightly
- 5 weekly
- 3 hourly

E3: The pay provided at E3 in relation to the frequency given at E2 gave sensible figures. There were incidences when taking respondents stated figures the respondents were not being paid NMW, but later (at E11 / E12) indicated that they thought they were. For example:

<b>“Usual weekly hours”</b>	<b>Frequency of pay given</b>	<b>Gross Pay</b>	<b>Conversion per hour</b>	<b>Response given at E11 / E12 (whether knows Gross hourly pay rate)</b>
37	Fortnightly	£187.60	£2.53	£2.86
41.5	Monthly	£406	£2.26	Not known but answer at E12 “Definitely above £2.68”

E10 & E11: The 50 respondents were evenly split as to whether they knew their gross hourly pay rate or not. Of those that did, all stated that it was above the NMW in accordance with their age group and apprentice year.

Those that did know their gross hourly pay rate, all thought that it was above the relevant national minimum wage level (for their age / year of Apprenticeship).

E15–E17: nine respondents received tips. These ranged from £5 a week to £70 and all respondents stated that the wages they had spoken about previously excluded tips.

E18: nine respondents (18%) received bonuses with most giving an annual figure.

E23-27: Only one person interviewed had their accommodation supplied and this was provided for free.



## ***Section F***

A straightforward section.

F1: most plan to stay with the same employer (31). Ten were undecided or not sure.

F4: most had heard of the NMW (46), and most were aware that there is a NMW for apprentices (33); 19 thought at least that they knew what the actual hourly minimum rate for apprentices is.

F5: 19 indicated that their hourly rate had increased during the course.

While straightforward, we have proposed this is a section where cuts may be required.

## ***Section G – demographics, and permissions***

We should add permission to call them back to clarify any of their answers (an MRS requirement).

# Appendix G – Interviewer briefing notes

## 5368: Apprenticeship Pay Survey 2014

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**Client:** The Department for Business, Innovation and Skills (BIS)

**Researchers:** Mark Winterbotham, Ben Davies, Liz Murphy, Jessica Huntley-Hewitt & Mark Tweddle

**Mainstage Fieldwork:** Wednesday 23<sup>rd</sup> July to w/c 8<sup>th</sup> September

**Interview length:** 10-12 minutes

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### 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.

### Background to the Research

The 2014 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.

## Interview Overview

<b>Number of interviews:</b>	10,600
<b>Quotas:</b>	Whereas no firm quotas will be set, we will be monitoring progress across two aspects: <ul style="list-style-type: none"> <li>• Level of Apprenticeship</li> <li>• Framework / Subject area</li> </ul>
<b>Sample source:</b>	ILR: Individualised Learning Record (England) LLWR: Lifelong Learning Wales Record Corporate Training System (Scotland)
<b>Locations:</b>	England, Scotland and Wales
<b>Screening criteria</b>	Currently on a Level 2-5 Apprenticeship
<b>Named sample</b>	Yes
<b>Advanced letter</b>	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” in this case and it includes people who are completing a course alongside their employment – 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 it is not a requirement for the respondent to have their payslip, they can still complete the questionnaire without one.

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.

## Encouraging response

The survey will look at whether employers are adhering to rules on the National Minimum Wage. The findings will feed into the Low Pay Commission report. 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 any double counting with regards to hours.**

## Where did we get their details?

The sample has come from various sources:

- England: ILR (Individualised Learning Record)
- Wales: The Lifelong Learning Wales Record
- Scotland: Corporate Training System

These databases record everyone who is on an Apprenticeship in their respective countries. 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 these central learner databases.

## Questionnaire length

The questionnaire was measured in the pilot as taking between 10-12 minutes.

## 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

### Screenener

**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

Screenener: 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 PAYSIP 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 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 PAYSIP (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, respondent gets rerouted back to C8 and C8 + C9 get reasked.

**C11: ASKED IF PAYS VARIES DEPENDING ON HOURS WORKED AND HAS A PAYSリップ (C1=2), AND THEY HAVE A PAYSリップ (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 PAYSリップ 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.

- This should be a normal working week, not one where they have been on 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 (i.e. particularly high number of overtime hours).

**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:** Sums the total hours across the relevant questions in Section D to check it is correct. If it is not, the respondent will be routed back to D1 to reask the section.

### **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. Please note: 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**

### **G: Demographics**

# Appendix H– Advance letter



Department  
for Business  
Innovation & Skills



Skills Funding  
Agency

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«add1»  
«add2»  
«add3»  
«add4»  
«pcode»

[www.bis.gov.uk](http://www.bis.gov.uk)

Ref. «id»

September 2014

Dear «contact»

## Apprenticeship Pay Survey 2014

We are about to carry out the 2014 Apprenticeship Pay Survey and very much hope you will be able to take part.

This is an important research project as it provides up to date information on training, hours and pay of those in workplace training schemes. Your contribution will be extremely valuable as the research is used by the Government when setting policy related to pay and improvements to workplace training.

We are working with IFF Research, an independent research organisation, who will be carrying out the research. An interviewer from IFF will call you in the next few weeks to arrange a suitable time for you to take part in a telephone interview. The discussion will last around 10 minutes. 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 in a typical week. (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).

It might be worth thinking about these topics in advance of the discussion. It would also be very helpful if you could have a recent pay slip or your contract to hand during the interview to help you give accurate answers regarding your hours and pay. 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.

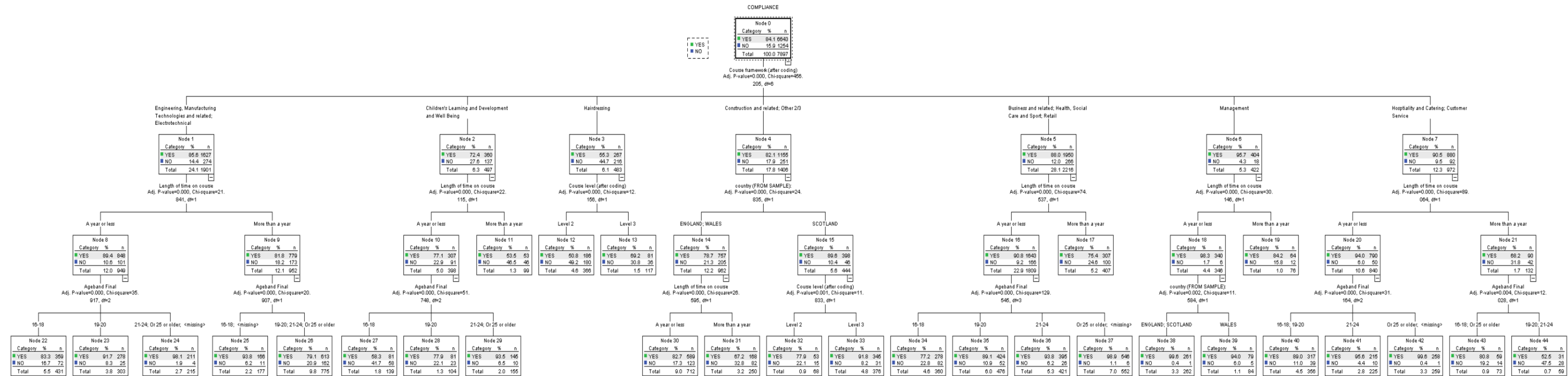
Please be reassured that the research is being conducted in accordance with the Data Protection Act and the Market Research Society Code of Conduct. All your responses will be completely anonymous, and the research company will not pass us any information by which you could be identified without your permission. Your employer will not be informed that you have taken part. The information you provide will be used for research purposes only.

If you have any questions about the interview arrangements or the conduct of the study, please call Jessica Huntley Hewitt or Mark Tweddle at IFF Research on 0207 250 3035 or email [ApprenticeshipPaySurvey@iffresearch.com](mailto:ApprenticeshipPaySurvey@iffresearch.com) and they will be happy to help. If you would like to talk to someone at BIS about why the survey is being carried out, please call James Boyde on 0207 215 5358 or e-mail [james.boyde@bis.gsi.gov.uk](mailto:james.boyde@bis.gsi.gov.uk). If you don't want to take part in the research please call the freephone number 0800 0147 354 and quote the reference number at the top of this letter.

Many thanks in advance for your help.

Bill Wells  
Deputy Director, Labour Market Analysis  
Department for Business, Innovation and Skills

# Appendix I – Multivariate analysis output





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